

2018-2019 Evaluation Report



Nebraska Migrant Education Program

Prepared by



May 2020

2018-2019 Evaluation of the Nebraska Migrant Education Program (MEP)

Prepared for:

Nebraska Department of Education

Sue Henry, State MEP Director

Migrant Education Program

301 Centennial Mall South

Lincoln, NE 68509

(402) 471-3440

<http://www.education.ne.gov/Migrant>

Prepared by:

META Associates

Cari Semivan

9620 S Dover Way

Littleton, CO 80127

(720) 339-5349

cari@metaassociates.com

www.metaassociates.com

Table of Contents

1. Executive Summary	1
2. Program Context.....	4
3. Purpose of the Evaluation	10
4. Evaluation Methodology	12
5. Implementation Evaluation Results	14
MEP Services.....	14
Parent Involvement.....	19
Professional Development.....	21
Strategy Implementation.....	24
6. Outcome Evaluation Results.....	31
State Performance Goals 1 and 5 Results.....	31
GPRA Measure Results	35
Measurable Program Outcomes (MPO) Results.....	36
School Readiness.....	37
ELA and Mathematics.....	40
Graduation and Services to OSY	45
Staff and Parent Comments on Surveys	49
7. Implications	55
Progress on Previous Recommendations.....	55
2018-19 Summary and Implications – Program Implementation.....	56
2018-19 Summary and Implications – Results Evaluation	57

Appendices

Appendix A – 2018-19 CNA/SDP/Evaluation Alignment Chart

Table of Exhibits

Exhibit 1	Map of Nebraska's MEP Sites	4
Exhibit 2	MEP Recruiter Ratings of ID&R Activities.....	6
Exhibit 3	Eligible Migratory Students by Grade Level and Program Year	7
Exhibit 4	2018-19 Demographics of Migratory Students by Grade Level.....	9
Exhibit 5	2018-19 Local Project Migratory Child Counts.....	9
Exhibit 6	Migratory Students Served during the Regular School Year & Summer (18-19).....	14
Exhibit 7	Migratory Students Served during the 2018-19 Performance Period.....	14
Exhibit 8	Migratory Students Served Over the Years	15
Exhibit 9	Migratory Students Served during 2018-19 by Local Projects	16
Exhibit 10	Instructional Services Received by Migratory Students during 2018-19.....	16
Exhibit 11	Migratory Students Receiving Support Services during 2018-19	17
Exhibit 12	Support Services Received by Migratory Students during 2018-19	18
Exhibit 13	MEP Staff Ratings of the Impact of Support Services on Student Success	18
Exhibit 14	Nebraska MEP PAC Meetings/FACE Activities in 2018-19.....	19
Exhibit 15	Parent Ratings of MEP PAC Meetings/FACE Activities in 2018-19	20
Exhibit 16	Professional Development Provided to MEP Staff during 2018-19	21
Exhibit 17	Staff Ratings of Professional Development during 2018-19.....	22
Exhibit 18	Staff Growth from Professional Learning on MEP Implementation/Adm	24
Exhibit 19	Mean Ratings on the Fidelity of Strategy Implementation (FSI)	25
Exhibit 20	Evidence Cited for Strategies on FSIs.....	26
Exhibit 21	Migratory Students Scoring P/A on 2019 NSCAS ELA Assessments	31
Exhibit 22	Comparison of 2019 NSCAS ELA Assessment Results	32
Exhibit 23	Comparison of NSCAS ELA Assessment Results (2016-17 through 2018-19).....	32
Exhibit 24	Migratory Students Scoring P/A on 2019 NSCAS Math Assessments.....	33
Exhibit 25	Comparison of 2019 NSCAS Math Assessment Results	33
Exhibit 26	Comparison of NSCAS Math Assessment Results (2017-18 & 2018-19)	34
Exhibit 27	Graduation Rates for Migratory and Non-Migratory Students	34
Exhibit 28	Dropout Rates for Migratory and Non-Migratory Students	35
Exhibit 29	Migratory Students in Grades 7-12 that Graduated in 2018-19 or were Promoted to the Next Grade Level from 2018-19 to 2019-20	35
Exhibit 30	10 th Grade Migratory Students Completed Algebra I or a Higher Math Course in 2018-19 or Before	36
Exhibit 31	Migratory Children (ages 3-5) Participating in Preschool	37
Exhibit 32	Migratory Children (ages 3-5) Participating in Preschool, by Age	37

Exhibit 33	Preschool Migratory Children’s School Readiness Assessment Results	38
Exhibit 34	MEP Staff Ratings of the Impact of the MEP on School Readiness.....	38
Exhibit 35	Parent Ratings on the Impact of the MEP on their Child’s School Readiness.....	39
Exhibit 36	Parent Growth in Ability to Help their Young Children Prepare for School	39
Exhibit 37	Staff Growth from Professional Learning on School Readiness.....	39
Exhibit 38	Children Ages 3-5 Receiving Support Services Contributing to School Readiness	40
Exhibit 39	Children Ages 3-5 Receiving Support Services, by Age	40
Exhibit 40	Reading and Math Assessment Results of Migratory Students in Grades K-12.....	41
Exhibit 41	Migratory Students Improving Reading Skills by 5% or More or Scoring Proficient, by Grade Level	41
Exhibit 41	Migratory Students Improving Math Skills by 5% or More or Scoring Proficient, by Grade Level	42
Exhibit 43	MEP Staff Ratings of the Impact of the MEP on Reading and Math Skills	42
Exhibit 44	Parent Ratings of the Impact of the MEP on their Children’s Reading and Math Skills.....	42
Exhibit 45	Tenth Grade Migratory Students Completing Algebra I or a Higher Math Course during 2018-19 or Before	43
Exhibit 46	Parent Growth in Ability to Support their Child’s Success in ELA and Math	43
Exhibit 47	Staff Growth from Professional Learning on ELA and Math.....	44
Exhibit 48	Migratory Students in Grades K-8 Receiving Support Services Contributing to ELA and Math Achievement.....	44
Exhibit 49	Migratory Students in Grades K-8 Receiving Support Services, by Grade.....	45
Exhibit 50	OSY Scoring Proficient or Gaining by 5% on Pre/Post Assessments	45
Exhibit 51	MEP Staff Ratings of the Impact of the MEP on OSY.....	45
Exhibit 52	Migratory Secondary Students (Grades 9-12) and OSY Receiving MEP Instructional/Leadership/Guidance/Life Skills Services.....	46
Exhibit 53	Migratory Secondary Students (Grades 9-12) and OSY Receiving MEP Instructional/Leadership/Guidance/Life Skills Services, by Grade	46
Exhibit 54	MEP Staff Ratings on the Impact of the MEP on High School Students	47
Exhibit 55	Parent Ratings on the Impact of the MEP on their High School Students.....	47
Exhibit 56	Parent Growth in Ability to Support Secondary-Aged Children	47
Exhibit 57	Staff Growth from Professional Learning on Instruction for Secondary Students/OSY	48
Exhibit 58	Migratory Secondary Students (Grades 9-12) and OSY Receiving Support Services Contributing to Graduation, GED, Life Skills, Career Readiness Goals....	48
Exhibit 59	Migratory Secondary Students (Grades 9-12) and OSY Receiving Support Services, by Grade.....	49

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
EPT	Evaluation Planning Team
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
GPRA	Government Performance and Results Act
ID&R	Identification and Recruitment
IDEA	Individuals with Disabilities Education Act
IMEC	Interstate Migrant Education Program
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 Migrant Education Program (MEP) is authorized under Title I, Part C of the Elementary and Secondary Education Act (ESEA) of 1965, as reauthorized in 2015 as the Every Student Succeeds Act (ESSA). The purpose of the MEP is to meet the unique educational needs of migratory children and their families to ensure that migratory children reach the same challenging academic standards as all students and graduate from high school. Specifically, the goal of state MEPs is to design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, health-related problems, and other factors inhibiting them from doing well in school and making the transition to postsecondary education or employment [Section 1301(5)]. A migratory child is defined as a child or youth, birth through age 21, who made a qualifying move in the preceding 36 months as a migratory agricultural worker or migratory fisher; or with, or to join, a parent or spouse who is a migratory agricultural worker or migratory fisher [Section 1309(3)(A)–(B)].

The Nebraska MEP assists schools throughout the State to help migratory children that may be negatively impacted by frequent migration and interrupted schooling to meet State achievement expectations. 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 2018-19, of the 4,795 eligible migratory students ages 3-21 in Nebraska, 35% were categorized as having priority for services (PFS) and 44% were identified as being English learners (ELs). Of the 5,044 eligible migratory students ages birth-21, 5% were identified as having a disability through the Individuals with Disabilities Education Act (IDEA), and 29% had a qualifying arrival data (QAD) occurring within 12 months from the last day of the performance period (8/31/19).

During the performance period, services were provided to 3,498 migratory students/youth (69% of eligible migratory students). A total of 3,021 migratory students received services during the regular school year (60% of eligible migratory students), and 1,837 received services during the summer (36% of eligible migratory students).

Local 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) English Language Arts (ELA) 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, 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 2018-19, 38% of eligible 3-5-year-old (3-years-old that turn three by August 1 of the performance period) migratory children (5% increase over the 2014-15 baseline) will participate in preschool programming to increase school readiness skills.	Yes	48% of 3-5-year-olds participated in preschool services
MPO 1.1b During 2018-19, 75% of 3-5-year-old migratory children participating in MEP preschool instruction, will score proficient or show a 5% increase on the Teaching Strategies GOLD or the Statewide MEP Preschool Assessment Tool.	Yes	97% of children assessed scored proficient or gained by 5%
MPO 1.2 During 2018-19, 80% of parents of preschool-aged migratory children who participated in MEP parent/family educational services will indicate that they gained knowledge of strategies for helping their children be ready for school.	Yes	99% of the 162 parents responding reported gaining knowledge
MPO 1.3 During 2018-19, 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 migrant children.	Yes	88% of the 202 staff responding had a statistically significant gain ($p < .001$)
MPO 1.4 During 2018-19, 65% of all <u>eligible</u> 3-5-year-old migratory children will receive MEP support services that contribute to their development of school readiness skills.	Yes	67% of eligible 3-5-year-olds received support services
ELA and Mathematics		
MPO 2.1a During 2018-19, 60% of K-12 migratory students who receive MEP supplemental instructional services aimed at increasing student achievement in ELA and/or mathematics, will score proficient or above, or show a 5% increase on pre/post district assessments.	Yes	83% scored proficient or gained by 5% in reading, as did 84% in math
MPO 2.1b During 2018-19, 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	27% of migratory students entering 11 th grade received credit for Algebra I
MPO 2.2 During 2018-19, 80% of parents of migratory students who participated in MEP parent/family educational services will indicate that they gained knowledge of strategies for supporting their child in ELA and math.	Yes	99% of the 247 parents responding reported gaining knowledge
MPO 2.3 During 2018-19, 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	86% of the 222 staff responding had a statistically significant gain ($p < .001$)
MPO 2.4 During 2018-19, 65% of all <u>eligible</u> migratory students in grades K-8 will receive MEP support services that contribute to their achievement in ELA and/or math.	Yes	72% of eligible K-8 migratory students received support services
Graduation/Services to OSY		
MPO 3.1a During 2018-19, 75% of OSY utilizing OSY lessons (e.g., GOSOSY, ESL, math, reading) will score proficient or demonstrate an average gain of 5% on OSY assessments.	Yes	99% of OSY scored proficient or gained b7 5% or more
MPO 3.1b During 2018-19, 43% (2016-17 baseline) of eligible secondary migratory students (grades 9-12) and OSY will receive MEP supplemental instructional services or youth leadership/guidance/life skills that contribute to their graduation, GED, life skills, and/or career readiness goals.	Yes	50% of students (gr. 9-12)/OSY received instructional/leadership/guidance/life skills services
MPO 3.2 During 2018-19, 80% of parents of secondary migratory youth who participated in MEP parent/family educational services will indicate that they gained knowledge of strategies for supporting their child in	Yes	99% of the 192 parents responding reported gaining knowledge

Nebraska MEP Measurable Program Outcomes (MPOs)	MPO Met?	Evidence
his/her achievement of graduation, GED, life skills, and/or career readiness goals.		
MPO 3.3 During 2018-19, 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	87% of the 215 staff responding had a statistically significant gain ($p < .001$)
MPO 3.4 During 2018-19, 65% of all eligible secondary migratory students (grades 9-12) and OSY will receive MEP support services that contribute to their graduation, GED, life skills, and/or career readiness goals.	Yes	72% of students (grades 9-12)/OSY received support services

Other key findings/trends revealed in the 2018-19 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, the Nebraska Department of Education (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, supporting children's learning at home, financial aid and scholarships, 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 3.6 out of 5.0, with means for each Strategy ranging from 3.0 to 4.0.
- ✚ Twenty percent (20%) of migratory students scored proficient or above on Nebraska Student-Centered Assessment System (NSCAS) ELA assessments, and 24% scored proficient or above on NSCAS Math assessments. A comparison of 2017-18 and 2018-19 ELA results shows a 1% increase in the percentage of migratory students scoring proficient or above in 2018-19 (4% increase for PFS students), and a 3% increase in math (2% increase for PFS students).
- ✚ Government Performance and Results Act (GPRA) results show that 91% of all Nebraska migratory students graduated or were promoted to the next grade level upon completion of the 2018-19 school year (GPRA 3), and 27% of all Nebraska migratory 10th grade students in 2018-19 completed Algebra I or a higher math course prior to entering 11th grade (GPRA 4).

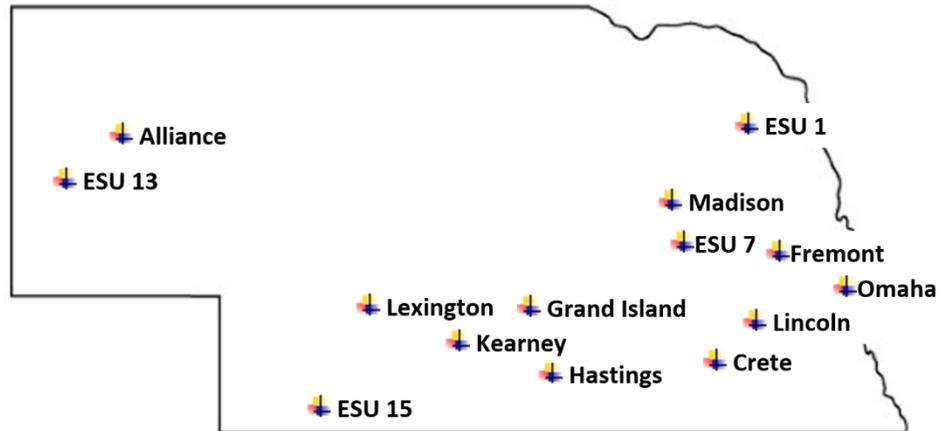
In summary, during 2018-19, the Nebraska MEP provided migratory students with individualized, needs-based supplemental instructional and support services that positively impacted their learning and academic achievement. Parents were provided services to improve their skills and increase their engagement 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.

2. Program Context

During 2018-19, 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) ELA and Mathematics; and (3) High School Graduation/Services to OSY. The primary components of the Nebraska MEP include supplemental instructional services, support services, inter/ intrastate coordination, identification and recruitment (ID&R), parent involvement, and professional development. These activities are guided by the program application/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 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 focuses 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 the U.S. Department of Education Migrant Student Records Exchange Initiative (MSIX) to transfer student education and health data to participating states; and
- attending inter- and intra-state MEP meetings including Interstate Migrant Education Program (IMEC) meetings, the ID&R Forum, and National Migrant Education Conference, and the U.S. Department of Education Annual Directors' Meeting.

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 depends on the recruiter's assessment of key information related to family moves due to agricultural and/or fishing 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 eight programs responded (Alliance, Crete, ESU 1, ESU 7, ESU 13, Fremont, Hastings/Head Start, and Omaha). Of the 16 recruiters responding to the survey, 11 (69%) had more than one year experience, and 5 (31%) had one year experience.

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 knowledgeable about ID&R	16	0 (0%)	0 (%)	8 (50%)	8 (50%)	3.5
You are confident that you can make eligibility determinations correctly	16	0 (0%)	0 (%)	3 (19%)	13 (81%)	3.8
You can clearly communicate information about the MEP to parents	16	0 (0%)	0 (%)	2 (12%)	14 (88%)	3.9
You know how to locate migratory students and families in your area	16	0 (0%)	0 (%)	7 (44%)	9 (56%)	3.6
ID&R efforts were sufficient for finding migratory students	16	0 (0%)	0 (%)	8 (50%)	8 (50%)	3.5
You made progress toward your professional development goals in your Action Plan	16	0 (0%)	0 (%)	7 (44%)	9 (56%)	3.6
You made progress toward your ID&R procedural goals in your Action Plan	16	0 (0%)	0 (%)	8 (50%)	8 (50%)	3.5
You made progress toward your quality control goals in your Action Plan	14	0 (0%)	0 (%)	5 (36%)	9 (64%)	3.6
You made progress toward your inter/intrastate coordination goals in your Action Plan	14	0 (0%)	1 (7%)	5 (36%)	8 (57%)	3.5

Source: Recruiter Survey

Highest rated was the extent to which recruiters felt that they can clearly communicate information about the MEP to parents (mean rating of 3.9 out of 4.0), followed closely by the extent to which recruiters are confident they can make eligibility determinations correctly (mean rating of 3.8). All recruiters responding reported that ID&R was sufficient for finding migratory students (mean rating of 3.5). 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.

- *Amazing team*
- *As recruiters we communicate when our families move to other areas.*
- *Great quality control, great knowledge about ID&R, great training sessions, and great staff.*
- *Our efforts to find families.*
- *Recruiting diverse populations.*
- *Strong teamwork*
- *The ability to find families in very rural areas.*
- *The collaboration between recruiters across the State.*
- *The Nebraska ID&R team meets the State and Federal guidelines in recruitment.*
- *The way we locate migratory families.*
- *We are a close knit group of individuals that are always willing to work wherever we are needed. We do our job to the best of our ability.*
- *We let other states and areas know when our families move to their areas.*

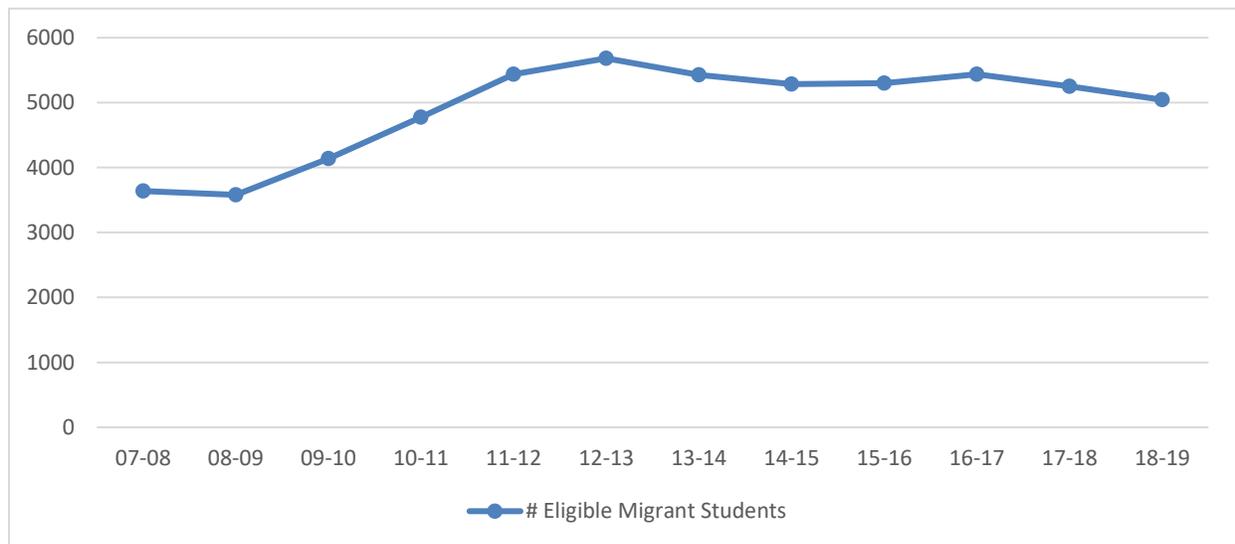
In order to guide all aspects of ID&R in Nebraska, the Nebraska MEP created an [ID&R Manual](#). The Manual provides information on the statewide recruiting system, professional development opportunities, statewide ID&R procedures, quality control guidelines, inter/intrastate coordination activities, recruiter/advocate safety guidelines, and provides a number of resources in the appendices.

Migratory Student Demographics - Exhibit 3 shows that during 2018-19, there were 5,044 eligible migratory students in Nebraska -- a slight decrease from 2017-18. Of note is that

during 2018-19, ID&R activities were limited due to the major flooding across the State. The flooding had a direct impact on a decrease on the number of workers and their families that migrated to Nebraska in the spring and summer, and travel was limited for some recruiters due to washed out roads which kept them from reaching families. The trend over the years shows increasing numbers from 2008-09, with the greatest increase being in 2012-13, and then leveling out over the most recent years. *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	18-19
0-2	194	238	270	334	343	295	276	286	316	311	249
3-5	561	699	809	960	1,157	949	930	882	901	842	798
K	233	237	246	323	166	343	314	359	354	381	344
1	255	260	302	341	338	300	311	377	367	357	375
2	207	244	296	307	355	360	297	347	370	343	345
3	210	248	282	318	288	327	308	318	322	355	331
4	215	212	272	304	303	314	287	325	324	307	340
5	203	210	255	290	278	263	268	286	289	313	296
6	155	217	218	259	287	265	246	280	272	269	306
7	154	154	218	249	262	249	237	285	275	270	244
8	147	172	198	209	224	262	237	269	297	267	264
9	173	214	228	258	218	291	262	293	311	280	282
10	146	139	196	220	243	218	270	255	247	257	241
11	99	123	155	207	195	227	187	234	223	209	225
12	75	85	142	108	176	163	200	174	181	170	146
UG	0	0	2	1	10	9	0	1	1	1	0
OSY	553	686	686	750	840	313	269	331	389	320	258
RE*	--	--	--	--	--	281	387	--	--	--	0
Total	3,580	4,138	4,775	5,438	5,683	5,429	5,286	5,302	5,439	5,252	5,044



Source: CSPR Part II School Years 2008-09 through 2016-17 and 2018-19 & 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 SDP 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-A10) 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 children move, and assists the State MEP in determining allocations.

Exhibit 4 shows that of the 4,795 eligible students ages 3-21, 35% were categorized as having PFS and 44% were identified as being ELs. Of all eligible migratory students (5,044), 5% were identified as having a disability through the IDEA, and 29% had a QAD occurring within 12 months from the last day of the performance period (8/31/19). Children birth to age two had the highest percent of QADs during the performance period.

**Exhibit 4
2018-19 Demographics of Migratory Students by Grade Level**

Grade	Total Eligible	PFS		EL		IDEA		QAD w/in 12 months	
		#	%	#	%	#	%	#	%
Birth-2	249	--	--	--	--	0	0%	129	52%
Age 3-5	798	339	42%	126	16%	30	4%	244	31%
K	344	112	33%	206	60%	15	4%	106	31%
1	375	127	34%	225	60%	24	6%	94	25%
2	345	114	33%	184	53%	13	4%	88	26%
3	331	105	32%	166	50%	22	7%	101	31%
4	340	114	34%	172	51%	17	5%	90	26%

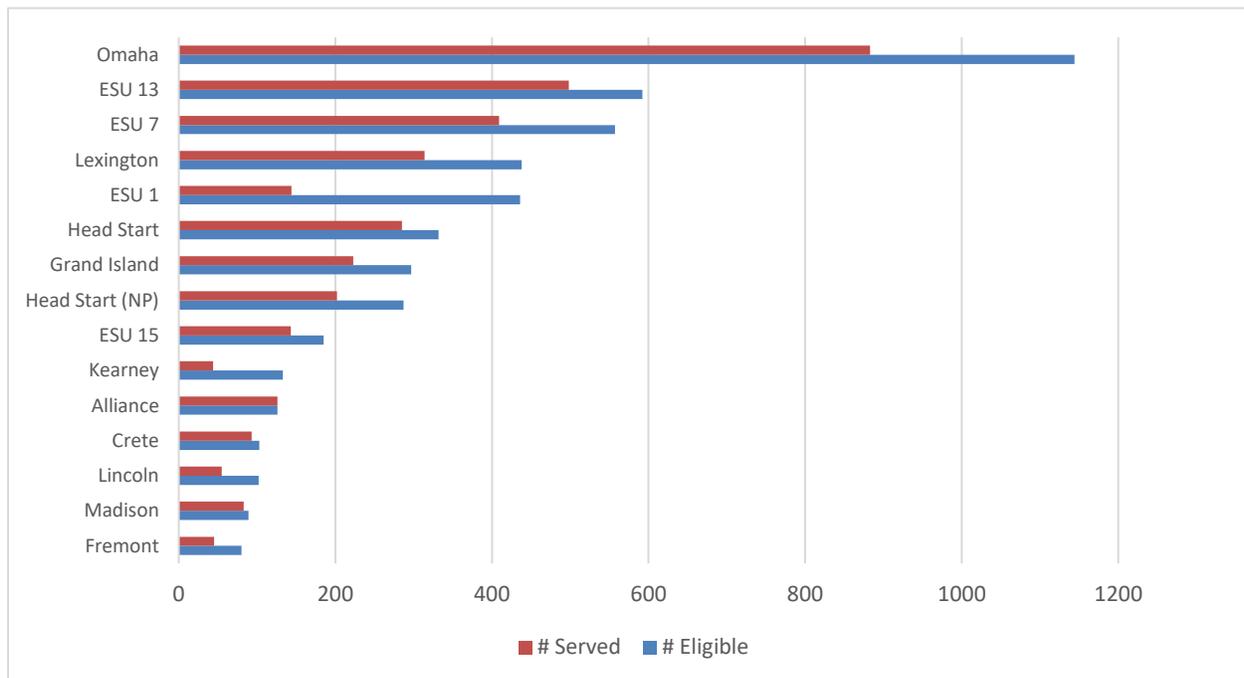
Grade	Total Eligible	PFS		EL		IDEA		QAD w/in 12 months	
		#	%	#	%	#	%	#	%
5	296	95	32%	140	47%	20	7%	80	27%
6	306	95	31%	144	47%	23	8%	93	30%
7	244	74	30%	124	51%	19	8%	60	25%
8	264	101	38%	136	52%	17	6%	79	30%
9	282	95	34%	133	47%	20	7%	78	28%
10	241	72	30%	107	44%	13	5%	58	24%
11	225	66	29%	122	54%	14	6%	44	20%
12	146	24	16%	62	42%	9	6%	15	10%
OSY	258	162	63%	56	22%	1	<1%	93	36%
Total	5,044	1,695	35%*	2,103	44%*	257	5%	1,452	29%

Source: 2018-19 CSPR

*Percentage of eligible migratory children ages 3-21 (4,795)

Exhibit 5 shows the number of eligible migratory students and the number of students served at each of the local projects during 2018-19. Actual numbers can be found in Exhibit 9 on page 16.

Exhibit 5
2018-19 Local Project Migratory Child Counts



Source: MIS2000

3. Purpose of the Evaluation

In 1966, Congress included language in the ESEA to help the children of migratory farmworkers and established the Office of Migrant Education (OME) at the U.S. Department of Education. MEPs provide supplemental instruction and support services to children of migratory workers and fishers in nearly all 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 ESSA 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)

States are required to conduct an evaluation that examines both program implementation and program results. In evaluating program implementation, the evaluation of the Nebraska MEP 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 migratory preschool children scored proficient or showed a 5% increase on school readiness assessments?*
- ✓ *How many parents participated in MEP 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?*
- ✓ *With which lessons did OSY find the most success?*
- ✓ *What types of supplemental instructional services contributed to migratory student success (grades 9-12/OSY)?*
- ✓ *What educational services were provided to parent related to graduation, GED, life skills, career readiness?*
- ✓ *What professional learning was provided to staff related to evidence-based strategies, promising practices, and culturally-relevant instruction?*
- ✓ *Which support services were provided to secondary migratory students/OSY?*

EVALUATION QUESTIONS (RESULTS)

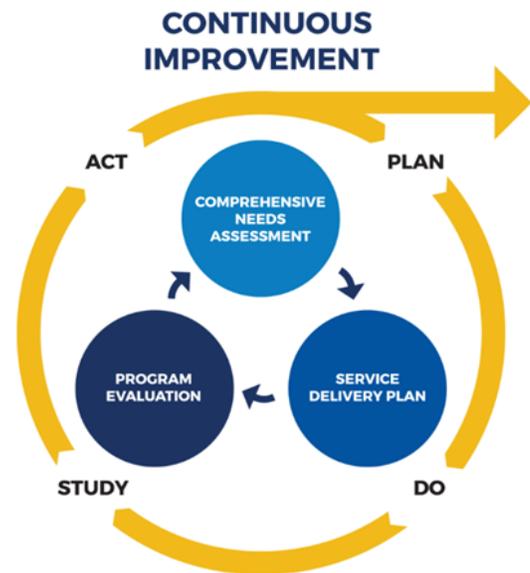
In evaluating program results, the Nebraska MEP evaluation addresses questions such as:

- ✓ *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 parent educational services reported that they gained knowledge of strategies for helping their children be ready for school?*
- ✓ *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 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 parent educational services reported that they gained knowledge of strategies for supporting their children in reading/writing and math?*
- ✓ *What percentage of staff participating in professional development related to reading/writing and math 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 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 supplemental instructional services?*
- ✓ *What percentage of parents who participated in MEP parent educational services reported that they gained knowledge of strategies for supporting their child in his/her achievement of graduation, GED, life skills, and/or career readiness goals?*
- ✓ *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 support services?*

4. Evaluation Methodology

The Nebraska MEP evaluation is part of the State MEP Continuous Improvement Cycle (U.S. Department of Education, 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 performance 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 2018-19, 38% of eligible 3-5-year-old (3-years-old that turn three by August 1 of the performance period) migratory children (5% increase over the 2014-15 baseline) will participate in preschool programming to increase school readiness skills.

MPO 1.1b During 2018-19, 75% of 3-5-year-old migratory children participating in MEP 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 2018-19, 80% of parents of preschool-aged migratory children who participated in MEP parent/family educational services will indicate that they gained knowledge of strategies for helping their children be ready for school.

MPO 1.3 During 2018-19, 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 migrant children.

MPO 1.4 During 2018-19, 65% of all eligible 3-5-year-old migratory children will receive MEP support services that contribute to their development of school readiness skills.

ELA and Mathematics MPOs

MPO 2.1a During 2018-19, 60% of K-12 migratory students who receive MEP supplemental instructional services aimed at increasing student achievement in ELA and/or mathematics, will score proficient or above, or show a 5% increase on pre/post district assessments.

MPO 2.1b During 2018-19, 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 2018-19, 80% of parents of migratory students who participated in MEP parent/family educational services will indicate that they gained knowledge of strategies for supporting their child in ELA and math.

MPO 2.3 During 2018-19, 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 2018-19, 65% of all eligible migratory students in grades K-8 will receive MEP support services that contribute to their achievement in ELA and/or math.

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

MPO 3.1a During 2018-19, 75% of OSY utilizing OSY lessons (e.g., GOSOSY, ESL, math, reading) will score proficient or demonstrate an average gain of 5% on OSY assessments.

MPO 3.1b During 2018-19, 43% (2016-17 baseline) of eligible secondary migratory students (grades 9-12) and OSY will receive MEP supplemental instructional services or youth leadership/guidance/life skills that contribute to their graduation, GED, life skills, and/or career readiness goals.

MPO 3.2 During 2018-19, 80% of parents of secondary migratory youth who participated in MEP 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 2018-19, 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 2018-19, 65% of all eligible secondary migratory students (grades 9-12) and OSY will receive MEP 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 3,021 migratory students (60% of all eligible migratory students) were served during the regular school year in 2018-19, 32% of which were PFS students (58% of all PFS students); and 1,837 migratory students (36% of all eligible migratory students) were served during the summer of 2019 (7% less than in 2017-18), 32% of which were PFS students (35% of all PFS students).

Exhibit 6
Migratory Students Served during the Regular School Year and Summer (2018-19)

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	249	164	66%	--	--	--	249	33	13%	--	--	--
Age 3-5	798	427	54%	339	172	51%	798	311	39%	339	113	33%
K	344	209	61%	112	71	63%	344	161	47%	112	44	39%
1	375	238	63%	127	77	61%	375	165	44%	127	49	39%
2	345	226	66%	114	74	65%	345	151	44%	114	48	42%
3	331	199	60%	105	60	57%	331	132	40%	105	42	40%
4	340	219	64%	114	70	61%	340	143	42%	114	47	41%
5	296	197	67%	95	60	63%	296	124	42%	95	40	42%
6	306	185	60%	95	59	62%	306	95	31%	95	27	28%
7	244	156	64%	74	49	66%	244	65	27%	74	21	28%
8	264	153	58%	101	54	53%	264	98	37%	101	36	36%
9	282	107	38%	95	60	63%	282	101	36%	95	32	34%
10	241	158	66%	72	54	75%	241	83	34%	72	20	28%
11	225	153	68%	66	40	61%	225	90	40%	66	22	33%
12	146	107	73%	24	16	67%	146	17	12%	24	1	4%
OSY	258	123	48%	162	63	39%	258	68	26%	162	48	30%
Total	5,044	3,021	60%	1,695	979	58%	5,044	1,837	36%	1,695	590	35%

Source: 2018-19 CSPR & MIS2000

Exhibit 7 shows the unduplicated number of participating migratory children who received MEP-funded instructional or support services at any time during the 2018-19 performance period (regular year and summer). Results show that 3,498 migratory students (69% of all eligible migratory students) were served, 35% of which were PFS students (72% of all PFS students). Fifty-one percent (51%) of the migratory students served received instructional services (35% of all eligible migratory students), with 74% of the 1,774 migratory students receiving instruction during the performance period receiving reading instruction, and 76% receiving math instruction.

Exhibit 7
Migratory Students Served during the 2018-19 Performance Period

Grade	All Migratory Students			PFS			Received Instructional Services					
	Eligible	Served		Total # PFS	Served		Any Instruction		Reading Instruction		Math Instruction	
		#	%		#	%	#	%*	#	%**	#	%**
Birth-2	249	87	35%	--	--	--	8	9%	2	25%	1	13%
Age 3-5	798	523	66%	339	216	64%	307	59%	219	71%	221	72%
K	344	249	72%	112	85	76%	147	59%	126	86%	127	86%
1	375	284	76%	127	97	76%	173	61%	150	87%	150	87%
2	345	258	75%	114	93	82%	171	66%	144	84%	151	88%

Grade	All Migratory Students			PFS			Received Instructional Services					
	Eligible	Served		Total # PFS	Served		Any Instruction		Reading Instruction		Math Instruction	
		#	%		#	%	#	%*	#	%**	#	%**
3	331	234	71%	105	80	76%	148	63%	135	91%	133	90%
4	340	259	76%	114	92	81%	182	70%	152	84%	162	89%
5	296	220	74%	95	72	76%	136	62%	117	86%	120	88%
6	306	213	70%	95	71	75%	118	55%	89	75%	88	75%
7	244	170	70%	74	54	73%	60	35%	42	70%	37	62%
8	264	181	69%	101	68	67%	63	35%	36	57%	41	65%
9	282	197	70%	95	73	77%	71	36%	36	51%	41	58%
10	241	179	74%	72	61	85%	63	35%	25	40%	35	56%
11	225	172	76%	66	48	73%	59	34%	21	36%	28	47%
12	146	113	77%	24	16	67%	35	31%	11	31%	10	29%
OSY	258	159	62%	162	100	62%	33	21%	4	12%	7	21%
Total	5,044	3,498	69%	1,695	1,226	72%	1,774	51%	1,309	74%	1,352	76%

Source: 2018-19 CSPR *Percentage of migratory students served

**Percentage of migratory students receiving any instruction

The graphic below shows the number of eligible migratory students from 2013-14 to 2018-19 and the number of migratory students served each year. The Nebraska MEP appears to be decreasing the gap between number eligible and served.

Exhibit 8
Migratory Students Served Over the Years

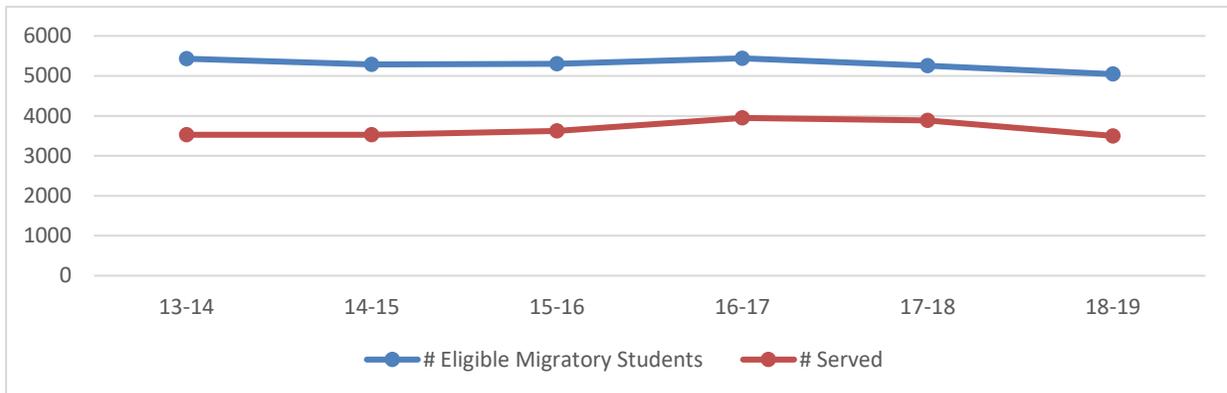


Exhibit 9 shows the number of migratory students/youth served by each of the 14 local projects during 2018-19 (plus Hastings Non-Project). The number of students served by each project ranged from 44 (Kearney) to 883 (Omaha). Percentages of PFS students served ranged from 38% (ESU 1) to 100% (Alliance and Hastings Non-Project). Percentages of non-PFS students served ranged from 9% (ESU 15) to 100% (Alliance). Some of these numbers are duplicate given that migratory students are served by more than one project. *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
Migratory Students Served during 2018-19 by Local Projects**

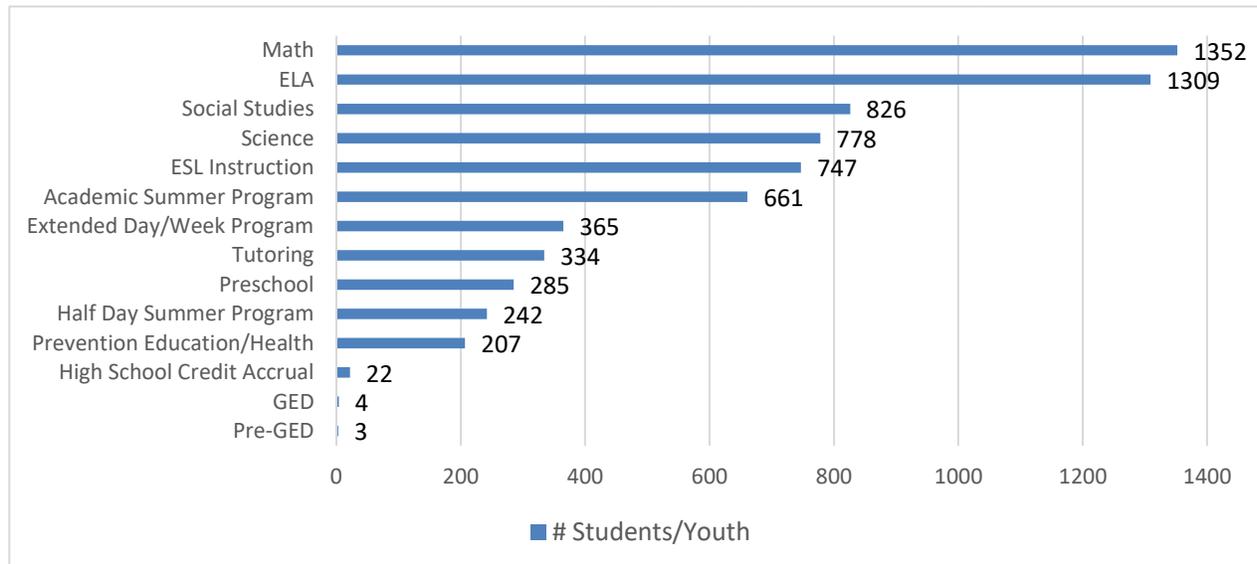
Project	Eligible			PFS				Non-PFS			
	# Students	# Served	% Served	# PFS	% PFS	# PFS Served	% PFS Served	# Non-PFS	% Non-PFS	# Non-PFS Served	% Non-PFS Served
Alliance	126	126	100%	53	42%	53	100%	73	58%	73	100%
Crete	103	93	90%	48	47%	47	98%	55	53%	45	82%
ESU 1	436	144	33%	141	32%	53	38%	295	68%	91	31%
ESU 7	557	409	73%	201	36%	168	84%	356	64%	241	68%
ESU 13	592	498	84%	137	23%	119	87%	455	77%	379	83%
ESU 15	185	143	77%	85	46%	62	73%	100	54%	9	9%
Fremont	80	45	56%	27	34%	14	52%	53	66%	31	58%
Grand Island	297	223	75%	138	46%	109	79%	159	54%	114	72%
Hastings Head Start	332	285	86%	135	41%	124	92%	197	59%	161	82%
Hastings Non-Project	287	202	70%	97	34%	97	100%	190	66%	133	70%
Kearney	133	44	33%	56	42%	25	45%	77	58%	19	25%
Lexington	438	314	72%	161	37%	117	73%	277	63%	197	71%
Lincoln	102	55	54%	27	26%	11	41%	75	74%	44	59%
Madison	89	83	93%	33	37%	32	97%	56	63%	51	91%
Omaha	1,144	883	77%	390	34%	298	76%	754	66%	605	80%
Total*	4,901	3,547	72%	1,729	35%	1,329	77%	3,172	64%	2,193	70%

Source: MIS2000

*Duplicate numbers as some students are served by more than one project

Exhibit 10 shows the instructional services received by the 1,774 migratory students and youth during 2018-19. The largest number of migratory students/youth served received math instruction (76%) and reading/language arts instruction (74%).

**Exhibit 10
Instructional Services Received by Migratory Students during 2018-19**



Source: MIS2000

Twenty-one percent (21%) of the students receiving instruction received academic summer instruction, 19% received tutoring, and 14% participated in half-day summer programs. Ninety-three percent (93%) of the 307 preschool children receiving instruction participated in preschool

services, and 10% of the 228 students in grades 9-12 receiving instruction received high school credit accrual services

Exhibit 11 shows the number and percent of MEP students receiving support services during 2018-19, including counseling. Ninety-seven percent (97%) of the migratory students and youth served received support services (68% of all eligible migratory students). Of those receiving support services, 27% received counseling. Counseling is defined in the CSPR as services to help a student to better identify and enhance their educational, personal, or occupational potential; relate their abilities, emotions, and aptitudes to educational and career opportunities; utilize abilities in formulating realistic plans; and achieve satisfying personal/social development. Counseling can occur between student/counselor, peer-to-peer counseling, or between students and MEP staff.

**Exhibit 11
Migratory Students Receiving Support Services during 2018-19**

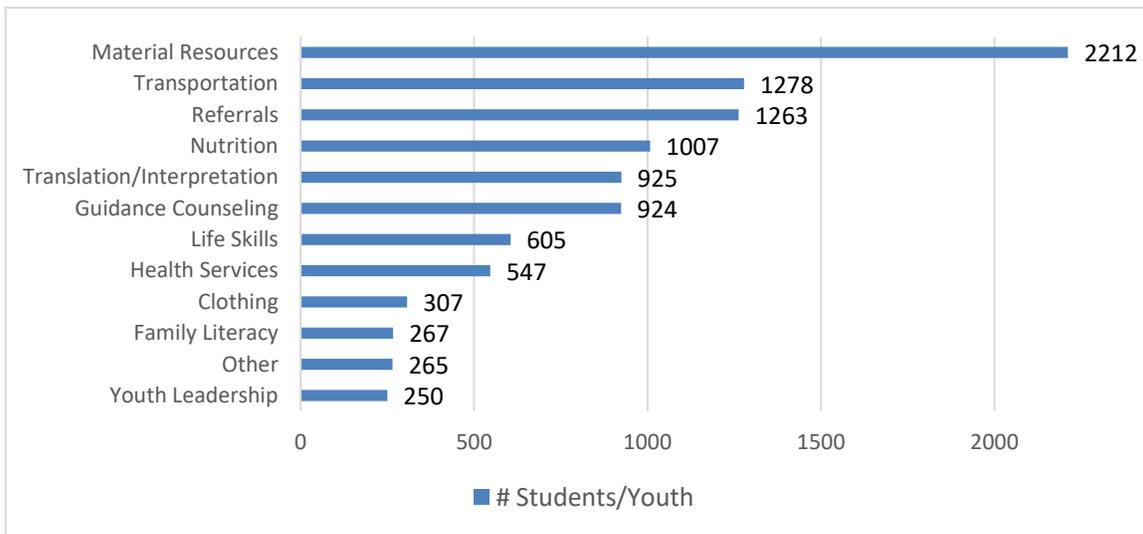
Grade	# Eligible	# Served	Received Support Services		Received Counseling	
			N	%*	N	%**
0-2	249	87	87	100%	10	11%
Age 3-5	798	523	515	98%	41	8%
K	344	249	238	96%	22	9%
1	375	284	275	97%	30	11%
2	345	258	243	94%	35	14%
3	331	234	226	97%	35	15%
4	340	259	251	97%	39	16%
5	296	220	211	94%	52	25%
6	306	213	203	95%	68	33%
7	244	170	170	100%	64	38%
8	264	181	178	98%	79	44%
9	282	197	194	98%	112	58%
10	241	179	179	100%	106	59%
11	225	172	167	97%	121	72%
12	146	113	112	99%	77	69%
OSY	258	159	158	99%	33	21%
Total	5,044	3,498	3,407	97%	924	27%

Source: 2018-19 CSPR *Percentage of migratory students served
**Percentage of migratory students receiving support services

Thirty-five percent (35%) of the eligible migratory children birth to age two received support services, as did 65% of eligible children ages 3-5, 70% of eligible students in grades K-8 (6% less than in 2017-18), and 70% of eligible migratory students in grades 9-12 and OSY.

Exhibit 12 shows the specific support services received by 3,407 migratory students and youth during 2018-19. By far, the largest number of migratory students/youth received material resources (65% of students served). Thirty-eight percent (38%) of the students receiving support services received transportation, and 37% received referrals.

Exhibit 12
Support Services Received by Migratory Students during 2018-19



Source: MIS2000

A total of 130 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 13 shows that all staff responding (100%) felt that MEP support services contributed to the success of migratory children, students, and youth (59% very much, 31% a lot, 11% somewhat).

Exhibit 13
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						
# Responding	# (%) Not at all	# (%) A Little	# (%) Somewhat	# (%) A Lot	# (%) Very Much	Mean Rating
130	0 (%)	0 (0%)	14 (11%)	40 (31%)	76 (59%)	4.5

Source: Staff Survey

Parents indicated that the Nebraska MEP helped their children through both instructional and support services. Support services mentioned by parents included school supplies, translations, education support, transportation, food/meals. Impact from instructional services included improved social skills, learning school readiness skills, and improved grades, and improved reading and math skills. Following are examples of parent comments.

- *Helped by talking about my child's grades and why it's important to have good grades.*
- *Helped him with social skills and learn colors.*
- *Helped improve his language and have better grades.*
- *Helped improve scores on the state reading and math assessments.*
- *Helped improve their reading and math skills.*
- *Helped understand the education system in the United States.*
- *Helped us financially with the free lunch program and the guidance in school.*
- *Helped with learning.*
- *Helped with reading, writing, and math. MEP also helped with school supplies.*
- *Improved math and reading skills.*

- *It has helped register my child in school, took my family to a doctor appointment, helped me with bus transportation, and they call to check on me and ask if i need anything.*
- *It helped them improve with their studying and their homework, and with translations.*
- *It helped them with reading and math.*
- *The migrant para is always willing to tutor my children when they are struggling with their assignments. Always aware of their grades and helping them to do better.*

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 14 shows the PAC meetings and parent activities that occurred during 2018-19. The three goal areas that could be addressed by training include (1) school readiness; (2) ELA and math; and (3) graduation and services to OSY. The State MEP hosted four State PAC meetings and five FACE activities during the year via videoconference, and local MEP sites hosted 19 PAC meetings/parent activities at their sites and/or supported parent attendance at local, State, and national conferences. A total of 382 parents (duplicated count) attended these sessions – an average of 14.7 parents per session.

**Exhibit 14
Nebraska MEP PAC Meetings/FACE Activities in 2018-19**

Date	Location	Goal Area			Topic/Title	# Parents Attending
		1	2	3		
9/4/18	Alliance	√	√	√	Informational Parent Meeting	13
9/18/18	State PAC	√	√	√	What is the State PAC/NE Allocation	8
9/25/18	State FACE	√	√	√	MSIX for Parents/MEP Overview	20
10/9/18	ESU 1	√	√	√	MEP Parent Training	3
10/25/18	Lexington		√		Helping Children with Schoolwork at Home (FACE)	8
11/7/18	Alliance		√	√	Migrant Parent Meeting (PowerSchool Tips & Tricks)	12
11/13/18	State FACE			√	Graduation Requirements, College Readiness	12
11/13/18-2	ESU 13		√		Fire Safety	5
11/20/18	State PAC	√			SDP/Ways to Promote Early Learning	7
1/9/19	ESU 13		√		Legal Defense and Library Resources	2
1/15/19	State PAC	√	√	√	2018 NE MEP At a Glance, Spring Conference	5
1/22/19	ESU 13		√		Library Resources	8
1/29/19	State FACE	√	√	√	PFS, Raising Student Self-Esteem	22
2/13/19	ESU 13	√	√	√	Nebraska Appleseed Resources	4
2/21/19	ESU 13	√	√	√	Immigrant Legal Center	1
3/26/19	State PAC	√	√	√	Statewide Parent/Student Recognition Conference	6
3/26/19	State FACE	√	√		Importance of Reading and Interacting at a Young Age	14
4/6/19	State FACE	√	√	√	Together We Can Conference	130
4/8/19	ESU 13	√	√	√	Let's Talk About Summer	2
4/23/19	ESU 13			√	Drug Knowledge	3
4/25/19	ESU 13	√	√	√	Parent Night and Dinner	3
6/6/19	Grand Island	√			School Readiness	1
6/10/19	Grand Island	√			School Readiness	1
6/19-21/19	Head Start	√	√	√	Binational Exposition and the Importance of Reading	20
6/19/19-2	ESU 7	√	√	√	Schuyler Summer School Fiesta	13
6/20/19	ESU 7	√	√	√	Columbus Summer School Fiesta	11
6/27/19	ESU 7	√	√	√	O'Neill Summer School Fiesta	2
7/16/19	Head Start	√	√	√	PAC Meeting	46
Total						382

Source: FSI and NDE Records

Exhibit 15 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 24 sessions rated were rated very highly, with a mean rating of 2.8 out of 3.0. In addition all but two parents responding (99%) reported that they increased their knowledge of the topics addressed at parent activities (83% a lot, 16% somewhat).

Exhibit 15
Parent Ratings of MEP PAC Meetings/FACE Activities in 2018-19

Date	# Evals	Mean Rating	Increased Knowledge			Mean Rating
			# (%) Not at all	# (%) Somewhat	# (%) A Lot	
9/4/18	10	2.6	0 (0%)	0 (0%)	10 (100%)	3.0
9/25/18	8	2.6	0 (0%)	2 (25%)	6 (75%)	2.8
10/9/18	3	1.0	2 (67%)	0 (0%)	1 (33%)	1.7
10/25/18	7	2.4	0 (0%)	2 (29%)	5 (71%)	2.7
11/7/18	5	2.7	0 (0%)	0 (0%)	5 (100%)	3.0
11/13/18	11	2.7	0 (0%)	0 (0%)	11 (100%)	3.0
11/13/18-2	5	3.0	0 (0%)	0 (0%)	5 (100%)	3.0
1/9/19	2	3.0	0 (0%)	1 (50%)	1 (50%)	2.5
1/22/19	8	3.0	0 (0%)	2 (25%)	6 (75%)	2.8
1/29/19	16	2.9	0 (0%)	5 (31%)	11 (69%)	2.7
2/13/19	4	2.8	0 (0%)	0 (0%)	4 (100%)	3.0
2/21/19	1	3.0	0 (0%)	0 (0%)	1 (100%)	3.0
3/26/19	7	3.0	0 (0%)	0 (0%)	7 (100%)	3.0
4/6/19	79	2.9	0 (0%)	13 (17%)	66 (84%)	2.8
4/8/19	2	3.0	0 (0%)	0 (0%)	2 (100%)	3.0
4/23/19	3	3.0	0 (0%)	0 (0%)	3 (100%)	3.0
4/25/19	3	3.0	0 (0%)	0 (0%)	3 (100%)	3.0
6/6/19	1	3.0	0 (0%)	0 (0%)	1 (100%)	3.0
6/10/19	1	3.0	0 (0%)	0 (0%)	1 (100%)	3.0
6/19/20	17	2.8	0 (0%)	1 (6%)	16 (84%)	2.9
6/19/20-2	15	2.4	0 (0%)	7 (47%)	8 (53%)	2.5
6/20/20	11	2.6	0 (0%)	2 (18%)	9 (82%)	2.8
6/27/19	2	3.0	0 (0%)	0 (0%)	2 (100%)	3.0
7/16/19	42	2.8	0 (0%)	7 (17%)	35 (83%)	2.8
Total	263	2.8	2 (1%)	43 (16%)	218 (83%)	2.8

Source: Parent Training Evaluations

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

Parent Learning about ELA and Math

- *Children sometimes need specific help in subjects and explanations in Spanish.*
- *How to help my children.*
- *I learned how to improve communication with my children.*
- *I learned that weekly training helps my children learn.*
- *I learned the importance of repetition.*
- *Knowing who our children can talk to if they need help.*
- *My English improved (specifically in early education).*

Parent Learning about Graduation and Services to OSY

- *I learned about graduation requirements.*
- *I learned about programs after high school.*
- *I learned about support groups in colleges.*
- *I learned about the different types of scholarships available and how to apply for financial aid (FAFSA), grants, and scholarships.*
- *I learned ways to help my child choose the best career.*

Parent Learning about Parent Engagement/Involvement

- *Helping a child with self-esteem.*
- *How to communicate with teachers.*
- *How to get involved in my child's education.*
- *How to help children with math and reading with younger kids.*
- *How to help children with test anxiety.*
- *How to help our children be more independent.*
- *How to help our children take advantage of resources.*
- *I increased my confidence as a parent.*
- *I learned how to talk to our children.*
- *Motivating a child that is feeling down.*

Other

- *Keeping your family away from drugs.*
- *Knowing when to let children sleep.*
- *Knowing your rights in the workplace.*
- *Listening to different opinions of peers.*
- *Promoting our culture.*

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 16 lists the 46 professional development activities in which MEP staff participated during 2018-19 as well as the number of staff attending each session. A total of 426 staff (duplicated count) participated in professional development – an average of 9.3 per session.

Exhibit 16
Professional Development Provided to MEP Staff during 2018-19

Date	Location	Title	# Attending
8/9/18	Fremont	Fremont Technical Assistance	3
8/13/18	Omaha	Migrant Liaison Meeting/Graduation Requirements	8
8/15/18	Alliance	Welcome Back Staff Meeting	6
8/21/18	Webinar	MSIX Form 2	11
8/21/18	Webinar	MIS2000 Enrollment	11
8/27/18	ESU 13	MEP Training	7
8/28/18	Alliance	MIS2000 Changes	6
9/1/18	ESU 1	Trauma	4
9/11/18	Omaha	Migrant Saturday School Administrator Training	3
9/13/18	Webinar	MIS2000 Changes for 2018	14
9/18-20/18	Clearwater, FL	CIG Dissemination Event	4
9/28/18	ESU 1	Collaboration	1
10/3/18	Grand Island	Multicultural Coalition & Students Working in Teams	2
10/9/18	ESU 15	Technical Assistance: Data Clean-up	1
10/9-11/18	Philadelphia, PA	2018 ID&R Forum	8
11/12/18	Omaha	Welcome to Our World! Pre-K Curriculum	3
11/15/18	Statewide	OSY Programs and Services	7
11/15/18	Statewide	MEP Grant Training	9
12/4/18	Alliance	ELL/Migrant Meeting	5
12/5/18	Grand Island	Dr. Grover & Equity in Education	4

Date	Location	Title	# Attending
1/22/19	ESU 13	Agricultural Worker Rights Program	5
1/24/19	Omaha	Harnessing the Power of Language & Communication	1
1/28/19	Webinar	KS/NE ID&R Interstate Coordination Recruiter Training	2
2/6/19	Webinar	MSIX Cyber Security	31
2/6/19	Grand Island	Rigor and Accommodations	3
2/12/19	ESU 13	Introduction to Google Drive	6
2/19-20/19	ESU 13	MEP Retreat	8
2/26-28/19	ESU 13	TMIP Secondary Credit Accrual Workshop	2
3/19/19	ESU 15	Sharpen the Saw	4
3/20/19	Webinar	MIS2000 Test & Course History	10
4/3/19	Grand Island	Opportunities at the Public Library	2
4/16-17/19	Statewide	Planting Seeds of Partnerships	46
4/18/19	Statewide	MEP Statewide Training	38
5/1-4/19	New Orleans, LA	National Migrant Education Conference	8
5/16/19	Webinar	National Migrant Education Conference Debrief	20
5/16/19	Webinar	Mass Withdrawal	9
5/21/19	Alliance	ELL/Migrant Meeting	7
5/21/19	Statewide	2019 Binational Summer Program Orientation	16
5/29/19	Head Start	Migrant Summer School Training	22
6/25/19	ESU 7	Mexico to U.S.: Differences in Education Systems	24
7/1/19	Omaha	Migrant July Program Training	12
7/24/19	ESU 7	Behavioral Health Program	8
8/6/19	Lexington	CNA/SDP Meeting	16
8/12-13/19	ESU 1	MEP Technical Assistance	1
8/21/19	Kearney	MEP Technical Assistance	4
8/22/19	Lincoln	MEP Technical Assistance	4
Total			426

Source: FSI and NDE Records

Below are the ratings of 2018-19 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 4.5 out of 5.0), followed closely by the usefulness of the information and the applicability of the content (mean rating of 4.4 each).

Exhibit 17 Staff Ratings of Professional Development during 2018-19

	N	# (%) Not at all	# (%) A Little	# (%) Somewhat	# (%) A Lot	# (%) Very Much	Mean Rating
Relevance of the training	412	0 (0%)	7 (2%)	30 (7%)	127 (31%)	248 (60%)	4.5
Applicability of the training	406	0 (0%)	8 (2%)	35 (9%)	139 (34%)	224 (55%)	4.4
Usefulness of the materials	405	2 (1%)	7 (2%)	50 (12%)	131 (32%)	215 (53%)	4.4

Source: Staff Training Evaluations

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

- *Better prepares me for the summer school team and areas that need to be addressed in summer school.*
- *Clarifying steps and resources.*

- *Creating goals and helping with scheduling.*
- *Hands-on manipulatives provide extra visuals that work better for some students.*
- *Helps with preparing instructional material and identifying where migratory students need help.*
- *How to apply knowledge to serve students better.*
- *Identified ways to help provide academic services.*
- *Implement the curriculum in home-based and family-based family literacy programs.*
- *Implementing comprehension questions.*
- *Implementing ideas into extended learning opportunities for migratory students.*
- *New ideas for programming.*
- *Sharing ice breakers and games.*
- *Strategies to use with ELs.*
- *Training helps us keep track of services that are provided.*

Application to Services to Secondary Students/OSY

- *Encouraging students to take ownership of the learning process.*
- *Helps us identify services that are available to OSY in the school district.*
- *How to help provide services for H2A OSY students.*
- *Individualize and think outside the box when providing services to OSY.*

Addressing and Understanding Migratory Student Lives and Needs

- *Be more conscientious of cultural differences and the importance of working as a teen.*
- *Expanding programs that teach about culture.*
- *Helping students be aware of laws in the country.*
- *Helps us remember the hardship and backgrounds of some kids*
- *Listening and paying more attention to parents and students when talking about home-life (some don't have computers or technology).*
- *More physical copies are needed for students who don't have technology.*
- *Strategies for implementing programs and making services more widespread for students.*

Application to Linkages with Community/Parents/Families

- *Convincing parents of the benefits of the program.*
- *Helping parents better understand goals and expectations.*
- *How to effectively communicate information.*
- *Informing families of resources for mental health.*
- *Learning how to have better communication and coordination with migrant staff.*
- *Programs for preschool and families.*
- *Support parents to be more independent and advocate for their children's education.*
- *Using migrant funding to help families.*
- *Using the materials and ideas for migrant family literacy.*

Application to ID&R and Data/Reporting

- *Clarification on how to complete grant applications.*
- *Finding more places where migratory workers might be working.*
- *Help with determining eligibility.*
- *Helps me to apply and organize NE quality control.*
- *I understand the general NE COE process better.*
- *Learned new strategies for recruiting migratory students.*
- *Learning how other states implement quality control plans.*
- *Making the program more appealing to those who don't see the benefit of signing up.*
- *Pre-interview will help me determine MEP eligibility.*

- *Suggestions on how to increase recruiting efforts.*

Exhibit 18 shows staff growth from professional learning that addressed MEP implementation and administration. Results show that 85% of the 335 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 4.5 (out of 5.0) to the relevance of the trainings to their roles and responsibilities, 4.4 to the applicability of the training, and 4.3 to the usefulness of the materials.

Exhibit 18
Staff Growth from Professional Learning on MEP Implementation/Administration

Number Staff Responding	Mean Pre Rating	Mean Post Rating	Mean Gain	P-Value	# (%) Staff Gaining
335	3.0	4.2	+1.2	<.001	284 (85%)

Source: Staff Training Evaluations

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 31 professional development events occurring during 2018-19.

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 19 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.

Three of the 13 strategies (23%) had a mean rating at the “proficient” level or higher (succeeding or exceeding) - Strategies 1-3, 1-5, and 2-4 addressing educational services to parents/families of preschool children and support services for migratory children in grades PreK-8. Lowest rated was Strategy 3-2 addressing educational services to parents/families to enhance their capacity to support their high school-age child. The overall mean rating for all 13 strategies was 3.6 out of 5.0. Thirteen of the 14 projects completed the FSI in 2018-19 (Kearney did not complete the FSI).

Exhibit 19
Mean Ratings on the Fidelity of Strategy Implementation (FSI)

Strategies	# Projects Implementing Strategy (N=13)	# (%) Projects Rating 4 or 5	18-19 Mean 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.	10	7 (70%)	3.5
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.	10	6 (60%)	3.4
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.	9	7 (78%)	4.0
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.	10	5 (50%)	3.3
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.	11	9 (82%)	4.0
ELA 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 ELA and math achievement.	13	8 (62%)	3.8
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 ELA and math.	12	3 (25%)	3.3
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 ELA and math.	12	9 (75%)	3.8
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.	13	10 (77%)	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.	12	5 (42%)	3.4

Strategies	# Projects Implementing Strategy (N=13)	# (%) Projects Rating 4 or 5	18-19 Mean Rating
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.	12	2 (17%)	3.0
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.	11	7 (64%)	3.6
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.	13	8 (62%)	3.8

Source: FSI

Exhibit 20 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 20 - 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 • Documentation of NePAT or other preschool assessment results • Documentation of short-term or non-school-based services provided 	<ul style="list-style-type: none"> • Home-based services using NePAT • MEP-funded school readiness supplemental instructional services • 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 	<ul style="list-style-type: none"> • MEP facilitator tracking forms • MEP service logs • Newsletter for the migrant preschool • PAC meeting attendance records

<ul style="list-style-type: none"> • 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"> • 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
<p>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.</p>	
<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
<p>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.</p>	
<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 (e.g., <i>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 (e.g., <i>emails</i>) • Documentation of support services provided (e.g., <i>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 (e.g., <i>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 (e.g., <i>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
<p>Strategy 2-1: Provide migratory students with high-quality supplemental instructional services to increase their ELA and math achievement.</p>	
<ul style="list-style-type: none"> • 4-H Robotics camp • After-school STEM/robotics program • 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 	<ul style="list-style-type: none"> • Middle school extended day science course focused on ELA • 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

<ul style="list-style-type: none"> • 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"> • 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
<p>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 ELA and math.</p>	
<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
<p>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 ELA and math.</p>	
<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
<p>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.</p>	
<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.</i>, 4-H, dental clinics, museums, public libraries) • 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.</i>, emails, sign-in sheets, meeting agendas) • Documentation on enrollment 	<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 • 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.</i>, clinics, food pantry, dentists, backpack and voucher programs, health screenings, school supplies, Medicaid, HHS) • School health records • School reports of student needs • State MEP records

<ul style="list-style-type: none"> • 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"> • Student files • Student performance records • Support services reports • Transportation to/from migrant summer school • Weekly MEP staff meeting minutes
<p>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.</p>	
<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
<p>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.</p>	
<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 • OSY mentoring pilot • PAC meeting attendance records • PAC meetings addressing graduation requirements 	<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>) • 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 	<ul style="list-style-type: none"> • Staff meetings/training • State conferences/meetings/training • Training evaluations • Training materials

<ul style="list-style-type: none"> • National and State conferences • OSY listserves 	<ul style="list-style-type: none"> • 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

Source: FSI

6. Outcome Evaluation Results

State Performance Goals 1 and 5 Results

Performance Goal 1: Proficiency in Reading and Math

During 2018-19, 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 2019 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 21
Migratory Students Scoring P/A on 2019 NSCAS ELA Assessments**

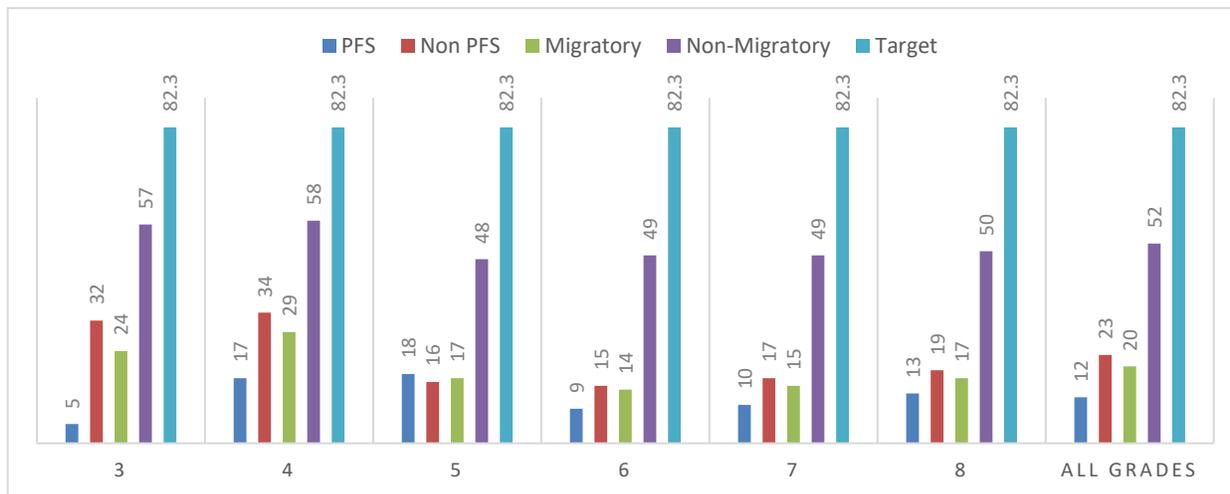
Grade Levels	PFS Status	# Tested	% Migratory Students Scoring P/A	18-19 State Performance Target	Diff (+/-%)	% Non-Migratory Students Scoring P/A
3	PFS	78	5%	82.3%	-77.3%	57%
	Non-PFS	172	32%		-50.3%	
	Total	250	24%		-58.3%	
4	PFS	84	17%	82.3%	-65.3%	58%
	Non-PFS	193	34%		-48.3%	
	Total	277	29%		-53.3%	
5	PFS	71	18%	82.3%	-64.3%	48%
	Non-PFS	171	16%		-66.3%	
	Total	242	17%		-65.3%	
6	PFS	65	9%	82.3%	-73.3%	49%
	Non-PFS	180	15%		-67.3%	
	Total	245	14%		-68.3%	
7	PFS	52	10%	82.3%	-72.3%	49%
	Non-PFS	147	17%		-65.3%	
	Total	199	15%		-67.3%	
8	PFS	60	13%	82.3%	-69.3%	50%
	Non-PFS	145	19%		-63.3%	
	Total	205	17%		-65.3%	
All	PFS	410	12%	82.3%	-70.3%	52%
	Non-PFS	1008	23%		-59.3%	
	Total	1418	20%		-62.3%	

Source: NDE Database

Migratory students were 62% short of the Nebraska State Performance Target (82.3%) for ELA proficiency. PFS students were 70% short of the target and non-PFS students were 59% short of the target. For all six grade levels assessed, the 2018-19 target was not met by migratory students (differences ranged from -53% to -68%). Largest differences were seen for PFS 3rd graders (-77%), PFS 6th graders (-73%), and PFS 7th graders (-72%). In addition, for all grade levels, fewer PFS migratory students scored P/A than non-PFS migratory students (except grade 5), and fewer migratory students scored P/A than non-migratory students. Following is a

graphic display of the differences in the percentage of PFS, non-PFS, all migratory, and non-migratory students scoring P/A on 2019 NSCAS ELA assessments.

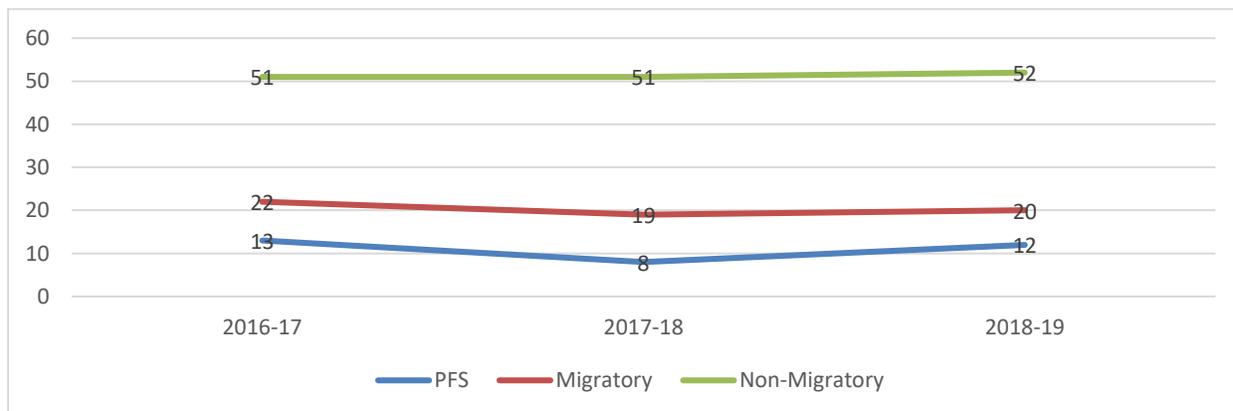
Exhibit 22
Comparison of 2019 NSCAS ELA Assessment Results



Source: NDE Database

Exhibit 23 provides a comparison of Smarter Balanced ELA results for the past three years. Results show that the gap between migratory and non-migratory students increased in 2017-18 but remained the same in 2018-19. In addition, the percentage of PFS students scoring P/A increased from 2017-18 to 2018-19.

Exhibit 23
Comparison of NSCAS ELA Assessment Results (2016-17 through 2018-19)
(Expressed in Percentages)



Source: NDE Database

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

Migratory students were 53% short of the Nebraska State Performance Target (76.7%) 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 2018-19 target was not met by migratory students (differences ranged from -41% to -69%). Largest differences were seen for PFS 7th graders (-69%) and PFS 3rd graders (-68%). 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.

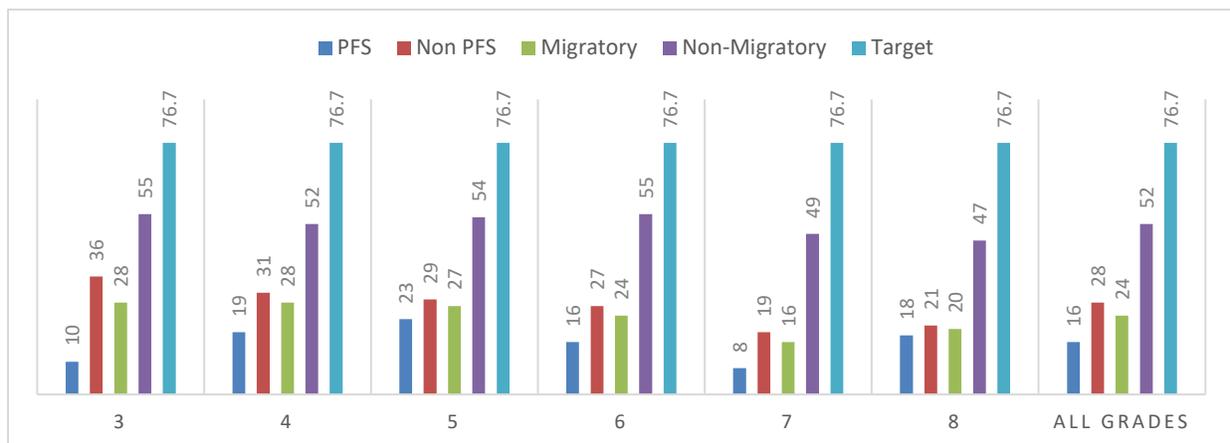
Exhibit 24
Migratory Students Scoring P/A on 2019 NSCAS Mathematics Assessments

Grade Levels	PFS Status	# Tested	% Migratory Students Scoring P/A	18-19 State Performance Target	Diff (+/-%)	% Non-Migratory Students Scoring P/A
3	PFS	78	10%	76.7%	-67.7%	55%
	Non-PFS	170	36%		-40.7%	
	Total	248	28%		-48.7%	
4	PFS	84	19%	76.7%	-57.7%	52%
	Non-PFS	192	31%		-45.7%	
	Total	276	28%		-48.7%	
5	PFS	71	23%	76.7%	-53.7%	54%
	Non-PFS	171	29%		-47.7%	
	Total	242	27%		-49.7%	
6	PFS	65	16%	76.7%	-60.7%	55%
	Non-PFS	178	27%		-49.7%	
	Total	243	24%		-52.7%	
7	PFS	52	8%	76.7%	-68.7%	49%
	Non-PFS	146	19%		-57.7%	
	Total	198	16%		-60.7%	
8	PFS	60	18%	76.7%	-58.7%	47%
	Non-PFS	144	21%		-55.7%	
	Total	204	20%		-56.7%	
All	PFS	410	16%	76.7%	-60.7%	52%
	Non-PFS	1001	28%		-48.7%	
	Total	1411	24%		-52.7%	

Source: NDE Database

Below is a graphic display of the differences in the percentage of PFS, non-PFS, all migratory, and non-migratory students scoring P/A on 2018 NSCAS Mathematics assessments.

Exhibit 25
Comparison of 2019 NSCAS Math Assessment Results

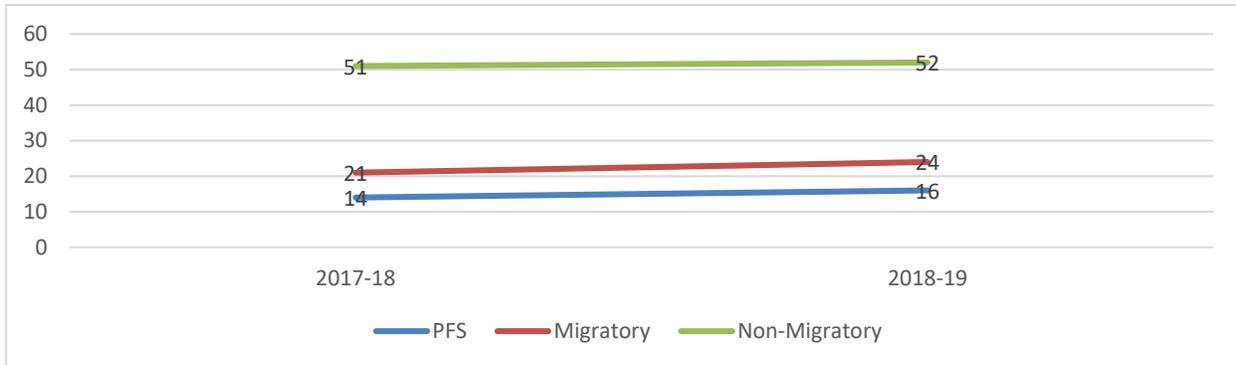


Source: NDE Database

Exhibit 26 provides a comparison of Smarter Balanced Math results for this year and last (note, 2017-18 was the first year in which this assessment was administered). Results show that 3% more migratory students scored P/A in 2018-19 than in 2017-18 (with 2% more PFS students

scoring P/A). The gap between migratory students and non-migratory students decreased by 2% from 2017-18 to 2018-19.

Exhibit 26
Comparison of NSCAS Math Assessment Results (2017-18 and 2018-19)
(Expressed in Percentages)



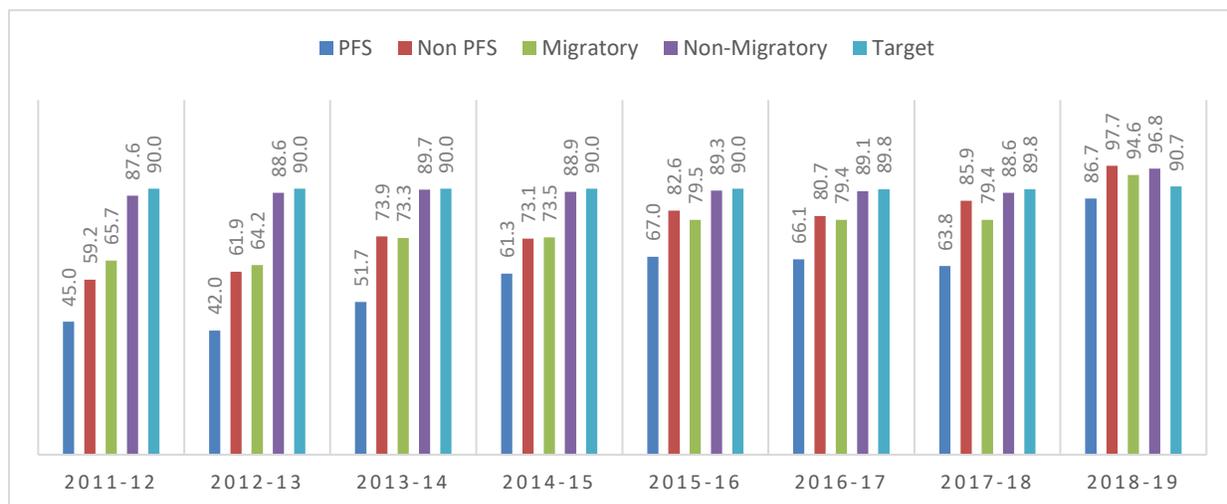
Source: NDE Database

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.

The 2018-19 Nebraska State Performance Target for high school graduation was 90.7%. Exhibit 27 shows that in 2018-19, the graduation rate for migratory students was 94.6% (exceeding the target by 3.9%), compared to the non-migratory student graduation rate which was 96.8% (exceeding the target by 6.1%). The graduation rate for non-PFS migratory students was 11% higher than the graduation rate of PFS migratory students. The graduation rate for PFS migratory students was 4% short of the State performance target, and the graduation rate for non-PFS migratory students exceeded the target by 7%. Of note is that the graduation rates for migratory students dramatically increased from last year.

Exhibit 27
Graduation Rates for Migratory and Non-Migratory Students

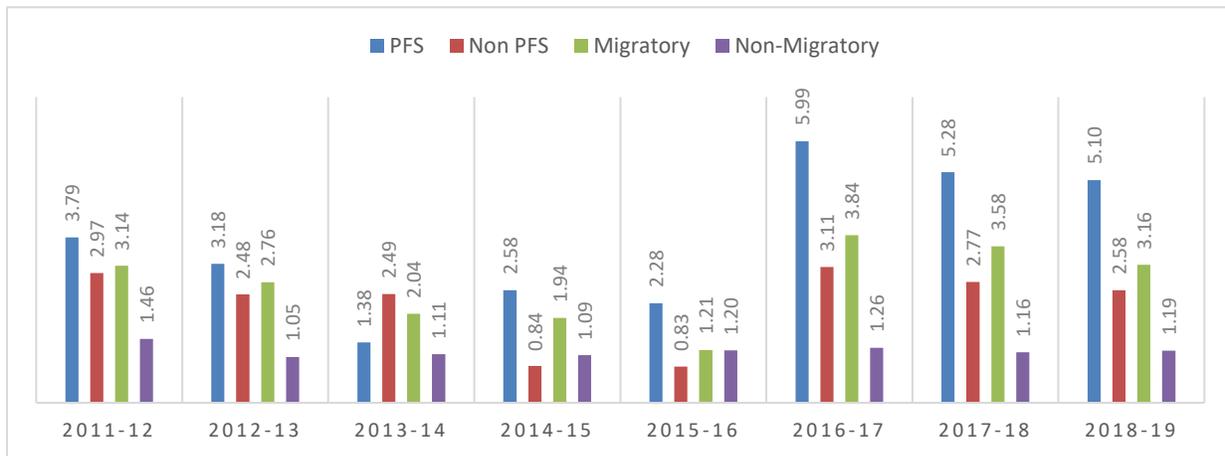


Source: NDE Database

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

Nebraska does not have a State Performance Target for dropout rate. Exhibit 28 shows that the 2018-19 dropout rate for Nebraska migratory students was 3.16% which was a 0.42% decrease from last year. The dropout rate for migratory students was 1.97% higher than the dropout rate for non-migratory students. The dropout rate for non-PFS migratory students was 2.52% lower than it was for PFS migratory students.

**Exhibit 28
Dropout Rates for Migratory and Non-Migratory Students**



Source: NDE Database

GPR Measure Results

This section provides a summary of program results as indicated by the GPR measures for the MEP. Sources of data include data entered into MIS2000 on promotion, graduation, and completion of Algebra I. The results for GPR 1 and 2 (ELA and math state assessment results) are included in the previous section.

GPR 3: The percentage of migratory students who were enrolled in grades 7-12, and graduated or were promoted to the next grade level.

Exhibit 29 shows that 91% of all Nebraska migratory students graduated or were promoted to the next grade level upon completion of the 2018-19 school year (91% PFS students, 91% non-PFS students). Fifty-two percent (52%) of the students for whom data was available graduated, and 96% of the students for whom data was available were promoted to the next grade level.

**Exhibit 29
Migratory Students in Grades 7-12 that Graduated in 2018-19 or were Promoted to the Next Grade Level from 2018-19 to 2019-20**

Grade Levels 2018-19	PFS Status	# Eligible Migratory Students in 2018-19	# Students for Whom Data Is Available	Students Promoted from 2018-19 to 2019-20		Students Graduated in 2018-19		# (%) Students Graduated or Promoted
				N	%	N	%	
7	PFS	74	64	64	100%	0	0	
	Non-PFS	170	138	135	98%	0	0	
	Total	244	202	199	99%	0	0	
8	PFS	101	98	95	97%	0	0	

Grade Levels 2018-19	PFS Status	# Eligible Migratory Students in 2018-19	# Students for Whom Data Is Available	Students Promoted from 2018-19 to 2019-20		Students Graduated in 2018-19		# (%) Students Graduated or Promoted
				N	%	N	%	
	Non-PFS	163	131	129	98%	0	0	
	Total	264	229	224	98%	0	0	
	9	PFS	95	86	80	93%	0	0
9	Non-PFS	187	155	152	98%	0	0	
	Total	282	241	232	96%	0	0	
	10	PFS	72	67	63	94%	0	0
10	Non-PFS	169	148	144	97%	0	0	
	Total	241	215	207	96%	0	0	
	11	PFS	66	63	54	86%	1	2%
11	Non-PFS	159	126	115	91%	0	0%	115 (91%)
	Total	225	189	169	89%	1	1%	170 (90%)
	12	PFS	24	23	0	0%	9	39%
12	Non-PFS	122	109	0	0%	59	54%	59 (54%)
	Total	146	132	0	0%	68	52%	68 (52%)
	All	PFS	432	401	356	89%	10	2%
All	Non-PFS	970	807	675	84%	59	7%	734 (91%)
	Total	1,402	1,208	1,031	85%	69	6%	1,100 (91%)

Source: MIS2000

GPRA 4: The percentage of migratory students who entered 11th grade that had received full credit for Algebra I.

Exhibit 30 shows that 27% of all Nebraska migratory 10th grade students in 2018-19 completed Algebra I or a higher math course prior to entering 11th grade (17% PFS students, 32% non-PFS students).

**Exhibit 30
10th Grade Migratory Students Completing Algebra I or a Higher Math Course in 2018-19 or Before**

PFS Status	# Eligible Migratory 10 th Grade Students 2018-19	# 2018-19 10 th Grade Migratory Students that Received Full Credit for Algebra I or a Higher Math Course in 2018-19 or Before
PFS	72	12 (17%)
Non-PFS	169	54 (32%)
Total	241	66 (27%)

Source: MIS2000

Measurable Program Outcomes (MPO) Results

This section provides a summary of program results as indicated by the 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 2018-19, 38% of eligible 3-5-year-old (3-year-old that turns three by August 1 of the performance period) migratory children (5% increase of the 2014-15 baseline) will participate in preschool programming to increase school readiness skills.

Exhibit 31 shows that the Nebraska MEP **met MPO 1.1a** with 48% of the 798 eligible 3-5-year-old migratory children participating in MEP or non-MEP preschool programming (3% increase over 2017-18). 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).

**Exhibit 31
Migratory Children (ages 3-5) Participating in Preschool**

PFS Status	# Eligible Children Ages 3-5	# (%) Participating in MEP Preschool Programming	# (%) Participating in non-MEP Preschool Programming	Total # (%) Participating	MPO Met?
PFS	402	82 (20%)	45 (11%)	127 (32%)	No
Non-PFS	396	85 (21%)	175 (44%)	260 (66%)	Yes
Total	798	167 (21%)	220 (28%)	387 (48%)	Yes

Source: MIS2000

Exhibit 32 shows that just over half (52%) of the eligible 4-year-old preschool migratory children participated in preschool programming, as did 50% of eligible 3-year-olds, and 30% of eligible 5-year-olds.

**Exhibit 32
Migratory Children (ages 3-5) Participating in Preschool, by Age**

Age	# Eligible Children Ages 3-5	# (%) Participating in MEP Preschool Programming	# (%) Participating in non-MEP Preschool Programming	Total # (%) Participating
3	506	97 (19%)	154 (30%)	251 (50%)
4	216	52 (24%)	61 (28%)	113 (52%)
5	76	18 (24%)	5 (7%)	23 (30%)

Source: MIS2000

MPO 1.1b During 2018-19, 75% of 3-5-year-old migratory children participating in MEP preschool instruction will score proficient or show a 5% increase on the Teaching Strategies GOLD or the Statewide MEP Preschool Assessment Tool.

Exhibit 33 shows that the Nebraska MEP **met MPO 1.1b** with 97% of the 292 migratory children (ages 3-5) assessed on the Nebraska Preschool Assessment Tool (NePAT) Literacy, Teaching Strategies GOLD, or other literacy school readiness assessments scoring proficient or showing a 5% increase in skills. Math results (same children assessed in literacy) show that 99% of the 139 children assessed scored proficient or gained by at least 5% on NePAT/other school readiness assessments.

Exhibit 33
Preschool Migratory Children's School Readiness Assessment Results (Ages 3-5)

Test	PFS Status	# Children w/ Matched or Post-test Scores	# (%) 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?
GOLD	PFS	17	17 (100%)	17 (100%)	16 (94%)	1 (6%)	17 (100%)	Yes
	Non-PFS	78	78 (100%)	78 (100%)	78 (100%)	--	78 (100%)	Yes
	Total	95	95 (100%)	95 (100%)	94 (99%)	1 (1%)	95 (100%)	Yes
Literacy	PFS	40	40 (100%)	36 (90%)	34 (85%)	4 (10%)	38 (95%)	Yes
	Non-PFS	116	116 (100%)	98 (84%)	96 (83%)	15 (13%)	111 (96%)	Yes
	Total	156	156 (100%)	134 (86%)	130 (83%)	19 (12%)	149 (96%)	Yes
GOLD & Literacy	PFS	57	57 (100%)	53 (93%)	50 (88%)	5 (9%)	55 (96%)	Yes
	Non-PFS	194	194 (100%)	176 (91%)	174 (90%)	15 (8%)	189 (97%)	Yes
	Total	251	251 (100%)	229 (91%)	224 (98%)	20 (8%)	244 (97%)	Yes
Math	PFS	39	39 (100%)	35 (90%)	32 (82%)	6 (15%)	38 (97%)	Yes
	Non-PFS	100	100 (100%)	85 (85%)	79 (79%)	20 (20%)	99 (99%)	Yes
	Total	139	139 (100%)	120 (86%)	111 (80%)	26 (19%)	137 (99%)	Yes

Source: Preschool Assessment Tracking Form

- Of the 95 migratory children with matched pre/post-test GOLD scores (or proficiency levels), 100% gained at least 5% or scored proficient. The same percentage of PFS and non-PFS migratory children scored proficient or gained 5% or more.
- Of the 156 migratory children with matched pre/post-test NePAT/other literacy scores (or proficiency levels), 96% gained at least 5% or scored proficient. Nearly the same percentage of PFS and non-PFS migratory children scored proficient or gained 5% or more.
- Of the 139 migratory children with matched pre/post-test NePAT/other math scores (or proficiency levels) (same students assessed in literacy), 99% gained at least 5% or scored proficient. Slightly more non-PFS students than PFS students scored proficient or gained by 5% or more.

School readiness results were submitted by 7 of the 15 local projects (50%) providing supplemental services to preschoolers, and the State program serving migratory students, provided school readiness data.

A total of 102 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 34 shows that all staff responding (100%) felt that the MEP helped prepare preschool migratory children for school (56% very much, 30% a lot, 13% somewhat, 1% a little).

Exhibit 34
MEP Staff Ratings of the Impact of the MEP on School Readiness

Extent to which the MEP helped prepare preschool migratory students for school						
# Staff Responding	# (%) Not at all	# (%) A Little	# (%) Somewhat	# (%) A Lot	# (%) Very Much	Mean Rating
102	0 (0%)	1 (1%)	13 (13%)	31 (30%)	57 (56%)	4.4

Source: MEP Staff Survey

A total of 119 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. All 119 parents responding (100%) felt that the MEP helped their preschool child prepare for school (90% a lot, 10% somewhat).

Exhibit 35
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				
# Parents Responding	# (%) Not at all	# (%) Somewhat	# (%) A Lot	Mean Rating
119	0 (0%)	12 (10%)	107 (90%)	2.9

Source: Parent Survey

MPO 1.2 During 2018-19, 80% of parents of preschool-aged migratory children who participated in MEP parent/family educational services will indicate that they gained knowledge of strategies for helping their children be ready for school.

Exhibit 36 shows that the Nebraska MEP **met MPO 1.2** with 99% of the 162 parents responding to Parent Training Evaluations reporting that they gained knowledge of strategies for helping their children be ready for school (83% a lot, 16% somewhat).

Exhibit 36
Parent Growth in Ability to Help their Young Children Prepare for School

Number Parents Responding	Increased Knowledge			Mean Rating	# (%) Reporting Increased Knowledge	MPO Met?
	# (%) Not at all	# (%) Somewhat	# (%) A Lot			
162	2 (1%)	26 (16%)	134 (83%)	2.8	160 (99%)	Yes

Source: Parent Training Evaluations

Parents provided ratings on Parent Training Evaluations during 15 activities addressing school readiness during 2018-19. Parents rated the parent activities/training addressing school readiness and early learning highly with a mean rating of 2.8 out of 3.0 (77% assigned ratings of “excellent”, 22% assigned ratings of “good”).

MPO 1.3 During 2018-19, 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 37 shows that the Nebraska MEP **met MPO 1.3** with 88% of the 202 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 37
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?
202	3.0	4.2	+1.2	<.001	178 (88%)	Yes

Source: Staff Training Evaluations

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 14 professional development events occurring during 2018-19. Staff ratings of the sessions addressing school readiness and early learning were very high. Highest rated was the relevance of the content presented (mean rating of 4.5 out of 5.0), followed by applicability for working with migratory students (mean rating of 4.4), and usefulness of the materials (mean rating of 4.3).

MPO 1.4 During 2018-19, 65% of all eligible 3-5-year-old migratory children will receive MEP support services that contribute to their development of school readiness skills.

Exhibit 38 shows that the Nebraska MEP **met MPO 1.4** with 67% (3% decrease from 2017-18) of the 2018-19 eligible 3-5-year-old migratory children receiving support services. The MPO was met for both PFS and non-PFS migratory children.

Exhibit 38
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	339	221 (65%)	Yes
Non-PFS	459	314 (68%)	Yes
All	798	535 (67%)	Yes

Source: MIS2000

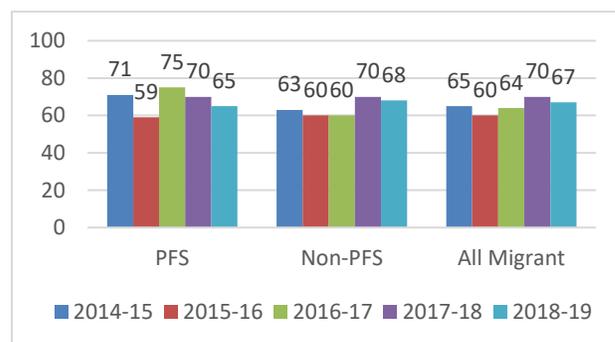


Exhibit 39
Children Ages 3-5 Receiving Support Services, by Age

Age	# Eligible Migratory Children Ages 3-5	# (%) Receiving Support Services
3	506	340 (67%)
4	216	154 (71%)
5	76	41 (54%)

Source: MIS2000

Seventy-one percent (71%) of 4-year-olds received MEP support services, as did 67% of 3-year-olds, and 54% of 5-year-olds.

ELA AND MATHEMATICS

MPO 2.1a During 2018-19, 60% of K-12 migratory students who receive MEP supplemental instructional services aimed at increasing student achievement in ELA and/or mathematics, will score proficient or above, or show a 5% increase on pre/post district assessments.

Exhibit 40 shows that the Nebraska MEP **met MPO 2.1a** with 83% of K-12 migratory students assessed scoring proficient or gaining by 5% or more ($p < .001$) in reading, and 84% scoring

proficient or gaining by 5% or more ($p < .001$) in math. PFS and non-PFS students met the MPO for reading and math. For reading, more non-PFS migratory students scored proficient or gained 5% or more than PFS migratory students; however, for math, the same percentage of PFS and non-PFS students scored proficient or gained 5%.

Reading assessments administered to migratory students in 2018-19 included DIBELS, NWEA MAP, NAEP – Oral Fluency, ELDA, STAR Reading, ELPA21 Writing Sample, summer reading assessments, and teacher-created reading assessments. District math assessments administered to migratory students during 2018-19 included DIBELS Math, Mammoth Math, NWEA MAP, Do The Math, summer math assessments, and teacher-created math assessments.

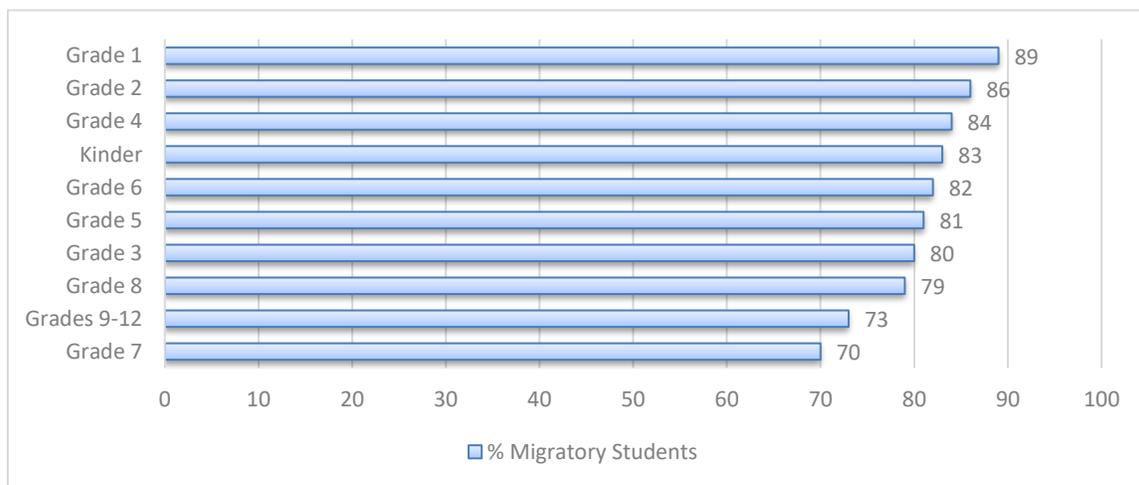
Exhibit 40
Reading and Math Assessment Results of Migratory Students in Grades K-12

	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	271	256 (94%)	192 (75%)	169 (66%)	44 (16%)	213 (79%)	Yes
	Non-PFS	658	640 (97%)	532 (83%)	445 (70%)	109 (17%)	554 (84%)	Yes
	Total	929	896 (96%)	724 (81%)	614 (69%)	153 (16%)	767 (83%)	Yes
Math	PFS	242	232 (96%)	181 (78%)	158 (68%)	45 (19%)	203 (84%)	Yes
	Non-PFS	611	586 (96%)	462 (79%)	389 (66%)	122 (20%)	511 (84%)	Yes
	Total	853	818 (96%)	643 (79%)	547 (67%)	167 (20%)	714 (84%)	Yes

Source: Reading/Math/OSY Assessment Tracking Form

Following is a graphic display of the reading results by grade level expressed as percentage gaining by 5% or more or scoring proficient. The highest percentage of students gaining were first graders, followed closely by second and fourth graders. Seventh grade students had the lowest percentage gaining by 5% or scoring proficient. Number of students by grade level: K=105; 1=135; 2=135; 3=118; 4=138; 5=110; 6=78; 7=40; 8=24; 9-12=44.

Exhibit 41
Migratory Students Improving Reading Skills by 5% or more or Scoring Proficient, by Grade Level

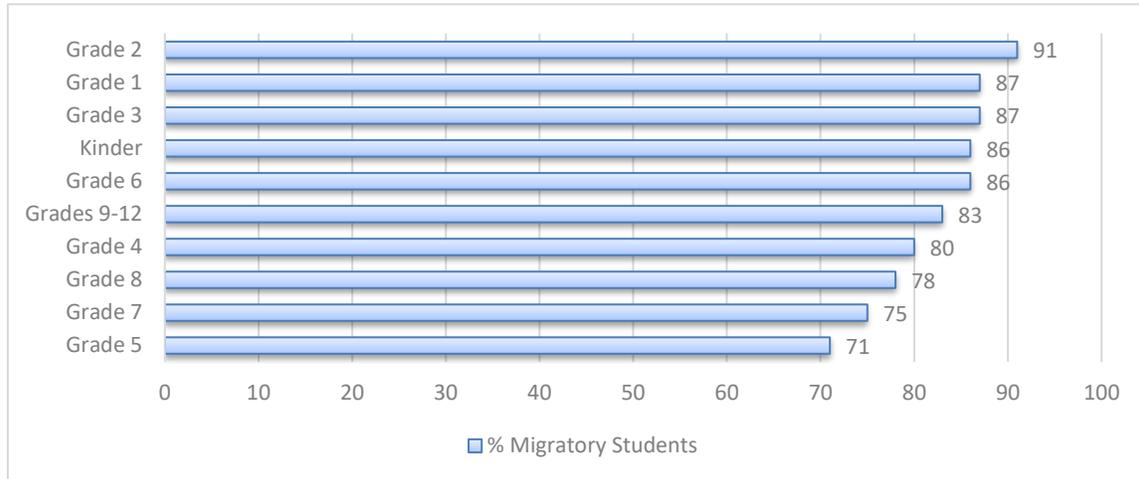


Source: Reading/Math/OSY Assessment Tracking Form

Following is a graphic display of the math results by grade level expressed as percentage gaining by 5% or more or scoring proficient. The highest percentage of students gaining were second graders, followed closely by first and third graders. Fifth grade students had the lowest

percentage gaining by 5% or scoring proficient. Number of students by grade level: K=88; 1=128; 2=127; 3=110; 4=127; 5=100; 6=71; 7=36; 8=23; 9-12=40.

Exhibit 42
Migratory Students Improving Math Skills by 5% or more or Scoring Proficient, by Grade Level



Source: Reading/Math/OSY Assessment Tracking Form

A total of 129 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 43 shows that all 129 staff responding (100%) felt that the MEP helped migratory students improve their reading skills (mean rating of 4.3 out of 5.0) and all 128 staff responding (100%) felt that the MEP helped migratory students improve their math skills (mean rating of 4.2).

Exhibit 43
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	129	0 (0%)	0 (0%)	27 (21%)	42 (33%)	60 (47%)	4.3
Migratory students improve their math skills	128	0 (0%)	0 (0%)	32 (25%)	45 (35%)	51 (40%)	4.2

Source: MEP Staff Survey

Exhibit 44 shows that 300 parents responded to a survey item addressing the impact of the MEP on their child's reading skills, and 245 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 44
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	300	4 (1%)	53 (18%)	243 (81%)	2.8
Your child improve his/her math skills	245	4 (2%)	66 (27%)	175 (71%)	2.7

Source: Parent Survey

Both items were rated highly by parents with 99% of parents responding reporting that the MEP helped their child improve his/her reading skills (81% a lot, 18% somewhat), and 98% reporting that the MEP helped their child improve his/her math skills (71% a lot, 27% somewhat).

MPO 2.1b During 2018-19, 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 45 shows that the Nebraska MEP **did not meet MPO 2.1b** with 27% of the 2018-19 tenth grade migratory students (students entering 11th grade in 2019-20) receiving full credit for Algebra I or a higher math course.

**Exhibit 45
Tenth Grade Migratory Students Completing Algebra I or a Higher Math Course during 2018-19 or Before**

PFS Status	# 18-19 10 th Grade Migratory Students	# (%) 18-19 10 th graders Receiving Full Credit	MPO Met?
PFS	72	12 (17%)	No
Non-PFS	169	54 (32%)	No
All Migratory	241	66 (27%)	No

Source: MIS2000

A higher percentage of non-PFS migratory students received full credit for Algebra I or a higher math course than PFS migratory students (32% compared to 17%).

MPO 2.2 During 2018-19, 80% of parents of migratory students who participated in MEP parent/family educational services will indicate that they gained knowledge of strategies for supporting their child in ELA and math.

Exhibit 46 shows that the Nebraska MEP **met MPO 2.2** with 99% of the 247 parents responding to Parent Training Evaluations reporting that they gained knowledge of strategies for supporting their child in ELA and math (82% a lot, 17% somewhat).

**Exhibit 46
Parent Growth in Ability to Support their Child's Success in ELA and Math**

Number Parents Responding	Increased Knowledge				# (%) Reporting Increased Knowledge	MPO Met?
	# (%) Not at all	# (%) Somewhat	# (%) A Lot	Mean Rating		
247	2 (1%)	43 (17%)	202 (82%)	2.8	245 (99%)	Yes

Source: Parent Training Evaluation

Parents provided ratings on Parent Training Evaluations during 20 parent activities addressing ELA and math during 2018-19. Parents rated the parent activities/training addressing ELA and math highly with a mean rating of 2.8 out of 3.0 (78% assigned ratings of “excellent”, 21% assigned ratings of “good”).

MPO 2.3 During 2018-19, 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 ELA and/or math to benefit migratory students.

Exhibit 47 shows that the Nebraska MEP **met MPO 2.3** with 86% of the 222 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 to benefit migratory students.

**Exhibit 47
Staff Growth from Professional Learning on ELA and Math**

Number Staff Responding	Mean Pre Rating	Mean Post Rating	Mean Gain	P-Value	# (%) Staff Gaining	MPO Met?
222	3.0	4.2	+1.2	<.001	192 (86%)	Yes

Source: Staff Training Evaluation

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 ELA and math instruction were assigned during 17 professional development events occurring during 2018-19. Staff ratings of the sessions addressing ELA 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 applicability for working with migratory students (mean rating of 4.4), and the usefulness of the materials (mean rating of 4.3).

MPO 2.4 During 2018-19, 65% of all eligible migratory students in grades K-8 will receive MEP support services that contribute to their achievement in ELA and/or math.

Exhibit 48 shows that the Nebraska MEP **met MPO 2.4** with 72% (3% decrease from 2017-18) of the 2018-19 eligible migratory students in grades K-8 receiving support services. The MPO was met for both PFS migratory students (78%) and non-PFS migratory students (70%).

**Exhibit 48
Migratory Students in Grades K-8 Receiving Support Services Contributing to ELA and Math Achievement**

PFS Status	# Eligible Migratory Students K-8	# (%) Receiving Support Services	MPO Met?
PFS	937	730 (78%)	Yes
Non-PFS	1,908	1,329 (70%)	Yes
All	2,845	2,059 (72%)	Yes

Source: MIS2000

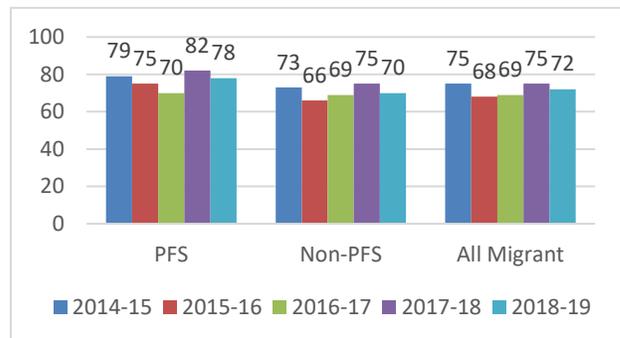


Exhibit 49
Migratory Students in Grades K-8 Receiving Support Services, by Grade

Grade	# Eligible Migratory Students	# (%) Receiving Support Services
K	344	247 (72%)
1	375	286 (76%)
2	345	251 (73%)
3	331	235 (71%)
4	340	256 (75%)
5	296	218 (74%)
6	306	208 (68%)
7	244	173 (71%)
8	264	185 (70%)

Source: MIS2000

The largest percentage of students receiving MEP support services were 1st grade students (76%), followed by 4th grade students (75%), 5th grade students (74%), and 2nd grade students (73%).

GRADUATION AND SERVICES TO OSY

MPO 3.1a During 2018-19, 75% of OSY utilizing OSY lessons (e.g., GOSOSY, ESL, math, reading) will score proficient or demonstrate an average gain of 5% on OSY lesson assessments.

Exhibit 50 shows that the Nebraska MEP **met MPO 3.1a** with 99% of the 69 OSY assessed scoring proficient or gaining by 5% on OSY lessons (98% of PFS OSY, 100% of non-PFS OSY). Assessments completed by OSY included Yates ESL and GOSOSY Mini Lessons including Safety at Work, Budgeting, Doctor's Visits, Hand Washing/Germs, Heat Stroke, Insect Bites, Car Seats, Debit and Credit Cards, Banking, and Knowing Where You Live.

Exhibit 50
OSY Scoring Proficient or Gaining by 5% on Pre/Post Assessments

PFS Status	# OSY Tested	# (%) Gaining 5% or More	# (%) Scoring Proficient	# (%) Gaining ≥5% or Scoring Proficient	MPO Met?
PFS	55	21 (38%)	33 (60%)	54 (98%)	Yes
Non-PFS	14	5 (36%)	9 (64%)	14 (100%)	Yes
All Migratory	69	26 (38%)	42 (61%)	68 (99%)	Yes

Source: Reading/Math/OSY Assessment Tracking Form

A total of 87 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 51
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
87	3 (3%)	7 (8%)	21 (24%)	22 (25%)	34 (39%)	3.9

Source: MEP Staff Survey

All but three of the 87 staff responding (97%) felt that the MEP helped re-engage OSY in school/ GED preparation, and other offerings (39% very much, 25% a lot, 24% somewhat, 8% a little).

MPO 3.1b During 2018-19, 43% (2016-17 baseline) of eligible secondary migratory students (grades 9-12) and OSY will receive MEP supplemental instructional services or youth leadership/guidance/life skills that contribute to their graduation, GED, life skills, and/or career readiness goals.

Exhibit 52 shows that the Nebraska MEP **met MPO 3.1b** with 50% of the 1,152 eligible secondary migratory students and OSY receiving MEP instructional/youth leadership/guidance/life skills services during 2018-19. The MPO was met for both PFS and non-PFS migratory students, with a higher percentage of non-PFS students receiving services than PFS students.

**Exhibit 52
Migratory Secondary Students (Grades 9-12) and OSY Receiving
MEP Instructional/Leadership/Guidance/Life Skills Services**

PFS Status	# Eligible Migratory Students (9-12/OSY) 2018-19	# (%) Receiving Services	MPO Met?
PFS	419	201 (48%)	Yes
Non-PFS	733	380 (52%)	Yes
All Migratory	1,152	581 (50%)	Yes

Source: MIS2000

Exhibit 53 shows the number/percent 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 and 12th grade students.

**Exhibit 53
Migratory Secondary Students (Grades 9-12) and OSY Receiving MEP
Instructional/Leadership/Guidance/Life Skills Services, by Grade**

Grade Level	# Eligible Migratory Students/ OSY	# (%) Receiving Instruction
9	282	143 (51%)
10	241	131 (54%)
11	225	143 (64%)
12	146	89 (61%)
OSY	258	75 (29%)

Source: MIS2000

A total of 93 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 54 shows that all but one of the 93 staff responding (99%) felt that the MEP helped prepare high school migratory students for graduation (47% very much, 32% a lot, 16% somewhat, 2% a little).

Exhibit 54
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
93	1 (1%)	3 (3%)	15 (16%)	30 (32%)	44 (47%)	4.2

Source: MEP Staff Survey

A total of 154 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 154 parents responding (100%) felt that the MEP helped their child be successful in high school (89% a lot, 11% somewhat).

Exhibit 55
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				
# Parents Responding	# (%) Not at all	# (%) Somewhat	# (%) A Lot	Mean Rating
154	0 (0%)	17 (11%)	137 (89%)	2.9

Source: Parent Survey

MPO 3.2 During 2018-19, 80% of parents of secondary migratory youth who participated in MEP 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 56 shows that the Nebraska MEP met MPO 3.2 with 99% of the 192 parents responding 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 (84% a lot, 15% somewhat).

Exhibit 56
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		
192	2 (1%)	28 (15%)	162 (84%)	2.8	190 (99%)	Yes

Source: Parent Training Evaluation

Parents providing ratings on Parent Training Evaluations during 14 parent activities addressing graduation, high school diploma equivalency, life skills, and/or career readiness during 2018-19. Parents rated the parent activities/training addressing topics associated with secondary students/OSY highly with a mean rating of 2.8 out of 3.0 (80% assigned ratings of “excellent”, 18% assigned ratings of “good”).

MPO 3.3 During 2018-19, 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 57 shows that the Nebraska MEP **met MPO 3.3** with 87% of the 215 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 57

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?
215	3.0	4.2	+1.2	<.001	187 (87%)	Yes

Source: Staff Training Evaluation

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 15 professional development events occurring during 2018-19. 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 (mean rating of 4.5 out of 5.0), followed by the applicability for working with migratory students (mean rating of 4.4), and the usefulness of the materials (mean rating of 4.3).

MPO 3.4 During 2018-19, 65% of all eligible secondary migratory students (grades 9-12) and OSY will receive MEP support services that contribute to their graduation, GED, life skills, and/or career readiness goals.

Exhibit 58 shows that the Nebraska MEP **met MPO 3.4** with 72% of the 2018-19 eligible secondary migratory students/OSY receiving support services (1% fewer than in 2017-18). The MPO was met for both PFS migratory students (73%) and non-PFS migratory students (71%).

Exhibit 58

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	419	304 (73%)	Yes
Non-PFS	733	522 (71%)	Yes
All	1,152	826 (72%)	Yes

Source: MIS2000

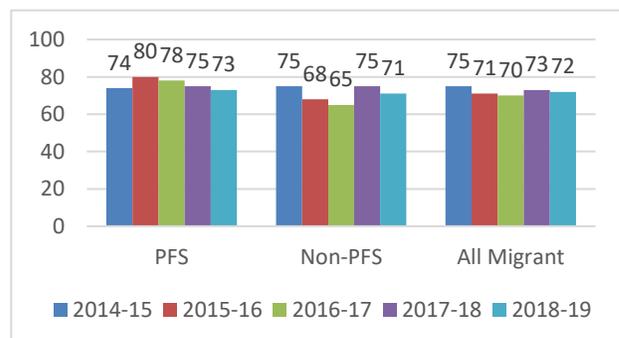


Exhibit 59 shows the percentage of secondary migratory students and OSY receiving support services by grade level. The largest percentage of students/OSY receiving support services were 10th and 11th graders, followed by 12th graders, 9th graders, and OSY.

Exhibit 59
Migratory Secondary Students (Grades 9-12) and OSY
Receiving Support Services, by Grade

Grade	# Eligible Migratory Students	# (%) Receiving Support Services
9	282	199 (71%)
10	241	183 (76%)
11	225	170 (76%)
12	146	113 (77%)
OSY	258	161 (62%)

Source: MIS2000

The largest percentage of students receiving MEP support services were 12th grade students (77%), followed by 10th and 11th grade students (76% each).

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, and math); 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' ELA and Math Skills

- *It has impacted the students I work with math/reading and also making sure that their personal goals are met.*
- *MEP allowed my migrant students to have the opportunity to develop a positive relationship with another adult and have extra practice reading and working on math skills.*
- *Students are able to better their reading and math skills while attending summer school.*
- *The extra support in the classroom resulted in student achievement in both reading/language arts and math.*
- *The MEP helped increase student assessment scores by providing supplemental instruction in ELA and Math.*
- *Through targeted tutoring with students, the program was able to improve academic performance in key curricular areas (reading/writing and/or math).*

Impact on Students' Learning and Achievement

- *Allowed for extra time engaged with learning while simultaneously receiving individualized targeted instruction and practice with continual feedback for the student.*
- *I saw the beginning and end scores for some of the students and saw a good improvement in a short time.*
- *Improved student grades through home tutoring.*
- *MEP gave students the opportunities of instructional support and services to be successful in and out of the classroom. With the dedicated staff and support of the team, students were able to achieve success in academic areas.*

- *Students improved organization skills, studied for tests, completed homework (current and late), made snacks, and increased relationships with teachers.*
- *Students worked together to problem solve on activities, whether it was alphabetical order, a puzzle, or a math game. They learned social skills. They gained confidence. They learned how to be patient with our special needs student. They made new friends.*
- *They were given more opportunities to succeed with extra help outside of the classroom.*
- *Tutoring after school makes a huge difference for our migrant students.*
- *We were able to work on grade level standards for each student so they would get extra practice in those skills.*

Impact on Preschool Students

- *By allowing my migratory preschool students to go to school all day. Also by providing transportation. This helped my students be successful.*
- *Helped our preschoolers prepare for kindergarten.*
- *Prepared preschool students for kindergarten.*
- *Teachers helped students learn social skills, letters, colors, shapes, and numbers. It helped students prepare for kindergarten.*
- *We worked hard on name recognition and being able to say their name. Also the social skills gained were very evident.*

Impact on Secondary Students

- *Helped high school students who were credit deficient earn more credits in the summer through credit recovery.*
- *Helped students apply for FAFSA and scholarships.*
- *MEP impacted student achievement by collaborating on the development of their Senior Plan and providing the academic support needed to do well during their senior year. The hours of after school tutoring, applications and scholarship essay writing paid off, as our students will not have to pay for college tuition and most received scholarships that will provide financial assistance above and beyond their tuition. Best of all, many of the scholarships the students were awarded also include support services to ensure a smooth transition from high school to college. All of our graduating high school students have a plan for their college or career.*
- *MEP provided guidance to students about how to apply for scholarships as well helping writing their essays.*
- *Students do not feel alone. They have somebody to go to when they needed help. Migrant Liaison helped student with scholarship application and encouraged them to go to college.*
- *Students know how to advance with their careers after high school.*
- *Students were able to increase their skills starting at the level they were on. This built confidence and allowed students to work at their own pace, ultimately leading to each student receiving credits.*
- *The MEP adult living class at the high school helped prepare our migratory students for life after high school. They learned practical, real world skills that they can use immediately.*
- *Trips to Washington D.C. for middle and high school students also helped give migrant students context for what they learn and their civic engagement, which will have an impact at school as well, through greater student engagement.*
- *We have been working a program called "Check and Connect" and in the last two years, the number of our migrant students going to college has increased. We visit the students weekly and help them with school, family, and community issues.*

Impact on OSY

- *Got OSY into Job Corps program to continue education and job training.*
- *MEP assisted OSY to re-enter school, enroll in Job Corps programs, with their GED studies, or with other educational advancement through English and math tutoring. OSY also received life skills lessons.*
- *Recently assisted an OSY to apply and go to Job Corps to finish HS.*
- *The MEP impacted student achievement by providing effective tutoring and life skill lessons to OSY.*

Impact on Parents/Families

- *Giving to the parents and children resources like school supplies, information, and materials to help them with homework. Support them with anything that they need like making appointments, translating, or transportation.*
- *Helped parents understand the educational process and go to parent/teacher conferences.*
- *The MEP offers a great way to support the students and their families. Providing support to the parents will reflect on the student's performance at school.*

Impact of Enrichment Activities and Support Services on Students

- *Helping the family find resources helps bring down some stress so students can concentrate more in their studies. For example finding them a bed will help them sleep better and they can get up and be ready to start the school day. Providing them with school supplies will get them excited to start school.*
- *MEP engaged students in activities they may not have chosen on their own time. MEP provided learning opportunities to students in the community that they would not have been able to experience without the program. MEP connected home/school learning and cooking activities. MEP taught students basic life skills.*
- *Students had opportunities to participate in enriching activities not usually available to them, like STEM activities, field trips, campus visits, etc. This helps them be more engaged and successful in the classroom.*
- *The students in my class were given the opportunity to learn about our school and community. They were offered numerous multicultural activities that involved traditions from both cultures.*
- *This year, the MEP provided students with cooking experiences in the classroom. Students were then given ingredients to take home and re-create the product with their families. Many students returned to school the next week exclaiming how their families loved the snacks they were able to create together.*

Impact on Migratory ELs

- *The MEP helped students become more engaged with their peers and the English language, facilitating their success in school.*
- *The students who have low English are provided a helper to do their homework. When they understand, they can get better to the next level to achieve their goal.*

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

- *Our students' academic scores GREATLY improved.*
- *We worked a lot on multiplication and division with the third and fourth grade students. One student was pretty advanced so we kept upping his work. He was very excited that he knew how to do 3-digit by 3-digit multiplication. He said he would be the only one to know how to do it in his class. It just made me smile about how happy he was with his new skill.*
- *Yes, one of the students I work with grew tremendously on one of their State tests.*

Stories about the Impact of Support Services on Students

- *One family expressed their gratitude for our efforts to provide transportation and make it possible for their three children to participate in summer school.*
- *The MEP helped the flood victims in our area with school supplies and information about resources available in our community.*
- *The Nutritional part of the summer program was very beneficiary to some of the families, it was the these kiddos biggest meal of the day.*
- *We had a single parent family with 5 children, who lived in an apartment that was not up to code, needed rental assistance, and reported health issues. There were many barriers that came up a couple of weeks before both their high school and college students graduated. We referred them to Family Housing Advisory and Restoring Dignity, Catholic Charities, One World Clinics, and other programs. The family will soon be moving out, will have their apartment deposit paid for, and most of their furniture will be provided by donation. Both students were able to graduate on time and the high school student was a recipient of the Heartland CAMP Scholarship.*

Stories about the Impact of Services to Preschool Children

- *Because of the opportunities provided through MEP summer school, a student who had not been able to attend preschool received instruction in necessary skills to be successful in kindergarten.*
- *I have a preschooler that was a challenge for me at the beginning because it was so hard to work with her. One of the biggest challenges was that she did not want me to speak in English and she did not last long sitting down during lessons. At first, I began playing with her and naming fruits, colors, vegetables, reading in Spanish and I started to add little by little every time. At first she always asked me: "Are we almost done?" but now I believe she really like the classes. She has improved a lot. She lasts the whole class sitting down and listening to me. She also follows directions and loves learning. Now I can speak mostly in English and she is fine with it and she understands me. Overall she has improved a lot.*
- *I worked with a preschool student last summer in the program that had no English, no prior preschool experience, and knew little academically in his native language. He wanted to be held and cried in fear for a lot of the summer. He began to communicate in English and gained some ELA and math skills by the end of the summer. I had the opportunity to work with him again this summer and he was excited to come to school, he excelled in math and ELA skills, and was a classroom leader.*

Stories about the Impact of Services to Secondary Students

- *By taking a high school student on college campus visits he has recently decided to be an RN and is working on his CNA now during his senior year.*
- *I helped in a summer school math classroom that had many migrant students. These students were mainly high-school age refugees who had little education in their home countries. I saw these students make tremendous strides over the few weeks I worked with them.*
- *Several of our migrant graduates are now working as tutors and interpreters in our MEP.*
- *Students had access to tutoring and senior planning several times a week after school. This is great, especially for students who were taking non-EL coursework. Towards the end of the year, students became more independent and collaborative. It is great to see students turning into leaders and role models for others. Seniors really enjoyed being recognized at the MEP Student and Parent conference. With the Career Camp, Senior Success Camp, College Tour and Guidance Services, our students are better prepared for college and career once graduated from high school. Most students were awarded scholarships.*
- *This last May, one of our migrant students that graduated from high school received the Susan Buffet scholarship and he will be attending UNL. This students is one of our DREAMERS and every week when I was visiting with him, we talked about college and discussed applying for the scholarship. His answer was there are more deserving students than me! The day he was told that*

he got the scholarship, he cried, I cried, and his grandmother cried. That is the power of caring and taking someone by the hand until they no longer need you!

- *We are very lucky to been a small piece of this young man's success! We have made contact with previous migrant students who are either in college, or have graduated and now have a degree! This is so encouraging and affirmation that our students have the capability of academic success with some support from our program! <https://nufoundation.org/-/article-from-cuba-to-columbus?fbclid=IwAR0OLYQhHx23K2TIVRjO9QCLZRW89tptRRiKtii8PRFS6OCXvWhR6xCm>*
- *We had a senior who started school later in the school year after moving from another state. She attended a school approximately 30 minutes away from where most MEP staff are stationed. The last week of January, I was asked to meet with her for senior planning. She had not started on her senior plan, but was very willing to quickly fill out multiple applications for student aid, colleges, and scholarships to meet the scholarship deadlines. She was the recipient of both the Board of Governors and Heartland CAMP Scholarships.*
- *We have had much success referring students to organizations that specialize in providing a higher intervention for our at-risk youths, especially those exiting out of our program. Students receive services such as home visits with staff that speak their languages, field trips, college tours, ACT prep, bus passes until they graduate, goal setting and college planning. Partnering with these associations helps students have the tools to succeed even after completing the MEP program.*

Stories about the Impact of Services to OSY

- *I am tutoring an OSY in their last class before they finish their GED. It is great to see the student's desire to finish. I know this opportunity for the student is made possible by the MEP.*
- *One of our OSY was assisted by the MEP to enroll in an accelerated credit accrual program. With MEP providing tutoring and support, he was able to graduate from high school. He received two scholarships for college and is currently enrolled at a local community college.*
- *The other day I was so happy to see the excitement of an OSY as he was in the Job Corps packed up and waiting to leave for Job Corps. His mother was also overjoyed.*

Stories about the Impact on Relationships

- *A student once told me she missed a book that I had taken to her on a home visit she gave it to her friend as she left to live with her dad in another state and how she missed that book. I happen to find a copy of the Red Umbrella and took it to her since she had returned back, she was so happy and gave me a hug. To connect someone with the love of reading is priceless.*
- *I have two students that arrived from Mexico and they did not know English. The school bought them a program to learn English, but every time I go to the school and pull them out of the classroom, they get happy. They said they like to have someone there one-on-one instead of just listening the computer and follow the exercises there. They are improving their English skills now. Also one of them wanted to give up because he was not doing very well in one of his classes. We have to be there supporting them and telling them our own personal experience so they can be motivated to continue with their education.*
- *I saw the positive relationships established by the para and the students. This supported them socially and emotionally.*

Stories about the Impact on Families

- *Families can rely on MEP staff to support their families. They prefer to contact someone from the program before calling their district.*
- *It has been powerful to have parents go with their children to learn more about college at leadership conferences.*
- *Meeting with families I have witnessed the children having a willingness to learn. The kids in our program look forward to our tutoring sessions because they can see their growth as readers/English learners. I have seen a family grow and gain confidence while reading in*

English. Watching their confidence grow when it comes to having conversations in English is what was my first sign that they are growing and that we are actually making a positive impact.

- *Two mothers that went to Saturday class know how to check their child's attendance, grades, and email. Before, they had no idea about email or basic computer skills. On their phone screen, they have ParentVUE and sometimes when the interpreters are not available when their kids are sick, they know how to call the school by themselves.*

Parent Comments on Surveys – Parents reported that the MEP impacted their children by improving their academic 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 trends of parent comments about the impact of the MEP.

- Good communication-well informed (56 responses)
- Good support/help from the program (30 responses)
- Improved reading and writing (17 responses)
- Helped/improved in all areas (15 responses)
- Improved social skills/improved self-esteem (14 responses)
- Improve math skills (13 responses)
- Helped with school supplies (10 responses)
- Tutoring support (6 responses)
- Financial assistance/lunches (6 responses)
- Transportation assistance (6 responses)
- It helped improve homework and English skills (5 responses)
- Provide materials/resources (5 responses)
- All day preschool (3 responses)
- Helped us financially and medically (3 responses)
- Helped my son graduate and enroll in college-thank you (2 responses)
- The program is a great resource with communication and help with high school.
- Provided guidance for high school.
- Informed parents of their child(ren) progress.
- I did not receive any support after registering in the program.
- Helped improve family interactions.

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

2017-18 Recommendations for Program Implementation	Status
Review and revise the implementation MPOs and Strategies based on the most recent evaluation results presented in this report.	During the April 2019 Evaluation Planning Team (EPT) meeting, Nebraska MEP staff and the evaluator reviewed the results of the 2017-18 evaluation and considered those results for making adjustments to the strategies and MPOs. Adjustments made were reflected in an update to the SDP.
Consider the professional development topic recommendations and suggestions for professional development made by MEP staff on training evaluations and end-of-year surveys.	NDE considered the staff recommendations for PD topics when planning 2018-19 PD.
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.	The percentage of migratory students served during the summer of 2019 was 36%, which was a 7% decrease from 2018. One reason for the decrease was the statewide flooding that began in March 2019 that impacted qualifying work across the State. Migratory families were impacted as well as the Nebraska MEP.

2017-18 Recommendations for Results Evaluation	Status
The percentage of migratory students entering 11 th 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 9 th and 10 th 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 EPT look at this year and prior year results to recalculate the target for this MPO.	See recommendation related Algebra I completion in the next section.
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%).	Much of the positive comments and stories submitted by MEP staff address the impact of the project on secondary-aged students. Evaluation results show that the MEP is

2017-18 Recommendations for Results Evaluation	Status
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.	impacting the success of secondary migratory students by helping them graduate and attend postsecondary education, with some migratory students even receiving prestigious awards and scholarships.
Review the Strategies and MPOs for the results evaluation based on the evaluation results presented in this evaluation.	During the April 2019 EPT meeting, Nebraska MEP staff and the evaluator reviewed the results of the 2017-18 evaluation and considered those results for making adjustments to the strategies and MPOs. Adjustments made were reflected in an update to the SDP.
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.	NDE MEP staff included pre/post-testing during meetings and PD with MEP staff throughout the year.

2018-19 SUMMARY AND IMPLICATIONS –IMPLEMENTATION EVALUATION

Staff ratings on the quality and impact of MEP 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 2018-19 performance period, the Nebraska MEP met all three MPOs that address parent involvement with 99% of the 162 parents of preschool migratory children responding reporting increased knowledge of strategies for helping their children be ready for school; 99% of the 247 parents of children in grades K-8 responding reporting increased knowledge of strategies for supporting their child in ELA and math; and 99% of the 192 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 MEP professional development opportunities were very high. Staff indicated that PD helped them deliver MEP services more effectively and appropriately and taught them 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 2018-19, the Nebraska MEP met all three MPOs that address professional learning with 88% of the staff responding reporting a statistically significant gain in their ability to provide school readiness instruction to preschool migratory children; 86% of staff responding reporting a statistically significant gain in their ability to provide ELA and math instruction to migratory students; and 87% 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 2018-19, the Nebraska MEP met the three MPOs addressing support services with 67% of eligible migratory children ages 3-5, 72% of eligible migratory students in grades K-8, and 72% of secondary migratory students in grades 9-12 and OSY receiving MEP support services. The Nebraska MEP also met the MPOs addressing migratory child participation in preschool programming with 48% of 3-5-year-old eligible migratory children participating in preschool programming; and secondary student/OSY participation in instructional services with 50% of migratory students (grades 9-12) and OSY receiving instructional services/leadership/guidance/life skills 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 (3.6 out of 5.0) was at the “developing” level. Three of the 13 strategies (23%) had a mean rating at the “proficient” level or higher (succeeding or exceeding) - Strategies 1-3, 1-5, and 2-4 addressing educational services to parents/families of preschool children and support services for migratory children in grades PreK-8.

Recommendations for the Implementation Evaluation

- ✚ *Under the MEP 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.*
- ✚ *Consider the professional development topic recommendations and suggestions for professional development made by MEP staff on training evaluations and end-of-year surveys.*
- ✚ *Review and revise the implementation MPOs and Strategies based on the most recent evaluation results presented in this report.*
- ✚ *Given the school closures as a result of the COVID-19 pandemic, review the 2019-20 evaluation requirements and make necessary adjustments. Provide flexibility guidance to local projects related to each evaluation requirement.*

2018-19 SUMMARY AND IMPLICATIONS – RESULTS EVALUATION

ELA and Mathematics: All local projects provide extensive reading and math instruction to migratory students during the regular school year and the summer. During 2018-19, the Nebraska MEP met one of the two MPOs related to ELA and math achievement with 83% of K-12 migratory students scoring proficient or gaining in reading by 5% and 84% scoring proficient or gaining by 5% in math. MPO 2.1b was not met with only 27% of the migratory students entering 11th grade in 2018-19 receiving credit for Algebra I or a higher math class (target was 60%). NSCAS results show increases in the number of migratory students scoring proficient or above from 2017-18 to 2018-19 for ELA (1% increase) and math (3% increase). The gap between migratory and non-migratory students remained the same in ELA but decreased in math by 2%.

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 2018-19, the

Nebraska MEP met the MPO related to school readiness skills with 97% 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 2018-19, the Nebraska MEP met the MPO related to OSY achievement with 99% of OSY assessed with GOSOSY and ESL assessments scoring proficient or gaining by 5% or more.

Recommendations for the Results Evaluation

- ✦ *For the past three years, an average of 42% of 10th grade migratory students successfully completed Algebra I or a higher math course prior to entering 11th grade, which is an average of 18% below the target set for the MPO. In addition, since 2016-17, there has been a downward trend from 56% completed Algebra I or a higher math course in 2016-17, to 43% in 2017-18, to 27% in 2018-19. 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 I. In addition, it is recommended that the Evaluation Planning Team look at these results to recalculate the target for this MPO.*
- ✦ *The Nebraska MEP is commended for the impact it has had on secondary-aged students and OSY as reported by MEP staff on staff surveys. MEP staff reported that migratory students graduated from high school, are attending postsecondary education, and applied for and received scholarships; and OSY are re-engaging in school to either graduate or receive a high school diploma and are preparing for careers.*
- ✦ *Review the Strategies and MPOs for the results evaluation based on the evaluation results presented in this evaluation.*

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

Recruiter suggestions for ID&R in Nebraska

- *COE approval process is taking too long.*
- *Director of MEP should have more communication with schools about the program.*
- *Have a once-a-year blitz for recruitment.*
- *I suggest more massive recruitment and to work in teams during the peak season.*
- *More collaborating between recruiters and more training for the recruiters.*
- *More mass recruitments.*
- *Move notifications from other MEPs.*
- *Recruiter should send their colleagues information about hiring opportunities in their recruiting area (e.g. ads from local papers, flyers, job fairs, etc.).*
- *The process of COE approval can be longer than 2 weeks. I would like to see it be faster. I would like to see the communication with NDE and migrant staff be more open. I feel that we are not kept in the loop when it comes to changes in our area until all decisions have been made. I think we should have more meetings where we can work as a team on deciding how to improve our program.*
- *Would it be possible for the NE MEP office to send an information packet to all known qualifying employers in Nebraska? This could be to explain the benefits of our program and impress upon*

them the importance of cooperating with our recruiting efforts. Some employers are indifferent or negative toward recruiters.

Recruiter suggestions for ID&R training

- *Advanced scenarios (more than just an hour training)*
- *Crop map*
- *Get to know each other. We used to get together more but I have to admit I don't know the new recruiters in my area because everyone stays with their projects and we don't get a chance to recruit with each other.*
- *I would love to be able to get together with recruiters from other states and discuss what works and what doesn't.*
- *Keep doing training sessions with case scenarios.*
- *More information on ESSA*
- *More on ranches and what qualifies for short moves when the families are coming back to their home base.*
- *More scenarios of ID&R, they are very helpful*
- *Scenarios*
- *Temporary work*
- *The scenarios are helpful in learning the different aspects of qualifying migratory students under ESSA.*
- *To be able to attend the ID&R conference every year.*
- *Training on how to help businesses see the benefits for them.*
- *We need to have better communication on all levels.*

Staff Suggestions Related to Families/Parent Involvement

- *Continue the communication with the families giving them information on events that are happening in the community and at school will help them go out and interact get involved and make them feel welcomed. Helping them understand what information the school letter is giving them by reading it to them or explaining will make them more comfortable and motivated to participate or get their children involved.*
- *Families continue coming many from other countries as they enroll the kids in school they don't know that without a physical or immunization record the student can't start school so that will delay their start date. We can provide information about free clinics or suggest that they get a copy of their immunization record by fax or over a phone text.*
- *It needs to be stressed to the parents that attendance is important from day one! They registered their child/children for this program. This is the date it starts and this is when it ends. I hated stopping at a house and a student or family not get on the bus. They were going to miss out. If they missed a day, the next day they were disappointed that they missed out on an activity.*
- *Making sure parents know the services we provide and who is helping their children.*
- *More direct engagement to get parents information about anything related to school.*
- *More training for parents on bullying and PowerSchool usage.*
- *Parents of migrant students need to be asked about their interests throughout the year, not just through the survey, and brought into programming as much as possible. More education of parents and high school students on postsecondary planning would also improve the program.*

Staff Suggestions Related to Professional Learning Opportunities/Topics

- *Advanced scenarios (more than just an hour training)*
- *Crop map*
- *Get to know each other. We used to get together more but I have to admit I don't know the new recruiters in my area because everyone stays with their projects and we don't get a chance to recruit with each other.*

- *I would love to be able to get together with recruiters from other states and discuss what works and what doesn't.*
- *Keep doing training sessions with case scenarios.*
- *More information on ESSA*
- *More on ranches and what qualifies for short moves when the families are coming back to their home base.*
- *More scenarios of ID&R, they are very helpful*
- *Scenarios*
- *Temporary work*
- *The scenarios are helpful in learning the different aspects of qualifying migratory students under ESSA.*
- *To be able to attend the ID&R conference every year.*
- *Training on how to help businesses see the benefits for them.*
- *We need to have better communication on all levels.*

Staff Suggestions Related to ID&R

- *COE approval process is taking too long.*
- *Director of MEP should have more communication with schools about the program.*
- *Have a once-a-year blitz for recruitment.*
- *I suggest more massive recruitment and to work in teams during the peak season.*
- *Keep doing the good job in training sessions and the State Conference.*
- *More collaborating between recruiters and more training for the recruiters.*
- *More mass recruitments to get referrals done quicker to have more time to be able to offer more services in certain areas for kids that need it.*
- *More mass recruitments.*
- *Move notifications from other MEPs.*
- *Recruiter should send their colleagues information about hiring opportunities in their recruiting area (e.g. ads from local papers, flyers, job fairs, etc.).*
- *The process of COE approval can be longer than 2 weeks. I would like to see it be faster. I would like to see the communication with NDE and migrant staff be more open. I feel that we are not kept in the loop when it comes to changes in our area until all decisions have been made. I think we should have more meetings where we can work as a team on deciding how to improve our program.*
- *Would it be possible for the NE MEP office to send an information packet to all known qualifying employers in Nebraska? This could be to explain the benefits of our program and impress upon them the importance of cooperating with our recruiting efforts. Some employers are indifferent or negative toward recruiters.*

Staff Suggestions Related to Program Implementation/Services

- *How about funds for mental health services for our migrant students or training to help them deal some of the issues that they carried to school every day.*
- *More funds for transportation and for Family Literacy programs.*

Staff Suggestions for NDE MEP Staff

- *Educate the schools, counselors, teachers about the program itself so they are aware of this and they too can help their students in reaching out for resources.*
- *Have the Migrant Statewide Parent & Student Recognition Conference before April because a lot of the families have their first child attending college and they do not know a lot of information about how to apply for scholarships. One of my parents attended the conference and she really love it.*

- *More guidance on working with resistant school districts or letterhead with explanation of being approved to partner with districts. I know that recruiters have their own struggles with resistant school districts, but service providers often have difficulties getting assessment information from school districts. Being left in the dark on what level a student is makes it very difficult to provide quality instructional support; a lot of instructional time can be lost by trying to assess levels. This is especially true when it comes to IEP information. We may hear that the student is on an IEP, but we cannot know the details of the IEP and often times the parents don't even fully understand the IEP despite approving it. And now with MSIX requirements increasing, this is even more important.*
- *Would you consider having the NE MEP conference in the late Fall? April is a very busy time with recruitment for Summer programming and Seniors' Capstone Project.*

Staff Suggestions Related to the Binational Teacher Exchange Program

- *I personally loved the binational teachers coming into the classroom. Is there any way that next year, we could have the same binational teacher all three weeks? The only reason I ask is because the students really connected with the first binational teacher and were sad to see her leave. Good thing though is they liked the second teacher that came. The binational teachers also commented to me it would be nice if they could stay longer because they just got to know the students and then they had to move on. Regardless, the rotating worked.*
- *I think giving the binational teachers more time to build relationships with the students would be beneficial.*

Parent Suggestions

Parents were asked to provide suggestions for the MEP. Suggestions included more English language support, increased assistance in the classroom, better meals, and continue helping migratory students/families. Other suggestions include the following.

- *Biweekly home tutoring sessions*
- *Drug/alcohol awareness program/class (4 responses)*
- *Have more teachers from Mexico and help the students*
- *High school classes in Spanish*
- *Longer summer school session (2 responses)*
- *More activities for the children (4 responses)*
- *More activities for the children who don't go to school*
- *More classes (2 responses)*
- *More communication about the program*
- *More information/awareness about important events*
- *More staff involvement with the children*
- *More tutoring*
- *More visits (3 responses)*
- *Music program*
- *Parent assistance getting our children into college*
- *Psychosocial support/anti bullying classes (4 responses)*
- *Transportation (5 responses)*
- *We need education to help/guidance for our children for reading and writing*

In summary, during 2018-19, the Nebraska MEP offered individualized, needs-based, student-centered services to migratory students that improved their learning and academic skills. Of the 4,795 eligible migratory students ages 3-21, 73% received MEP services (38% during the summer). Thirty-seven percent of migratory children ages 3-21 receiving services received

instructional services and 71% 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. Finally, following are comments from staff that show their positive feelings about the Nebraska MEP.

- *Always a supportive staff that helps migrant children.*
- *Excellent leadership in the director and coordinator in our location. I would love the opportunity to work for this program again!*
- *I enjoyed working with the MEP this year.*
- *I love what this program does for the students and their families. It is truly a blessing for these families to have this kind of support.*
- *I think the work we do as a whole is so amazing!! I'm so grateful to have the opportunity to work with our families.*
- *I think this is a great program for students and their families and I'm proud to be a part of it.*
- *I truly enjoyed being a part of this program. It was a great experience to be involved with the students from the MEP. I am hopeful that I can continue to be a part of this program in the upcoming years.*
- *I would like to thank the MEP for your help and support for our community. Our students will be the first generation that finish high school and will go to college. Thanks again.*
- *Thanks for providing such a wonderful program to our community!*
- *The families I serve all love the MEP! Most, if not all, wish their children could be a part for more than three years.*
- *The students enjoyed their time here. I had more than one groan when told there was only one day left. That is a good sign!*
- *The support of all of the MEP staff was amazing. I found that communication with all sites and staff was key to the success of this program.*
- *The support staff for our program was excellent! We were all able to communicate effectively, which helped to maximize student achievement at each distant learning site.*
- *This is an amazing opportunity for students to learn and explore.*
- *This is such a great program!*
- *This was a very rewarding opportunity for me and the students! Very grateful I got to know them!*
- *Working here with a wonderful team, staff, and students has been a great experience.*