



TITLE I PART C



Education of Migratory Children

DISTRICT PROJECT COMPREHENSIVE NEEDS ASSESSMENT

District Migrant Education Program: General Information

Name of Project Site and Address	Person Completing Form	Email Address	Phone	Date

Program Demographics

Enrollment Year: ____	# Migrant Students	# Priority for Service Students	# At-Risk Students
3-5 yr. olds			
PK			
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
OSY			
TOTAL ALL	0	0	0

School Demographics

District:

Enrollment Year: ____	# Migrant Students	# Priority for Service Students	# At-Risk Students
Pre-K Programs			
<i>list schools</i>			
Total PK	0	0	0
Elementary			
<i>list schools</i>			
Total Elem	0	0	0
Middle/J High			
<i>list schools</i>			
Total Mid/JH	0	0	0
High School			
<i>list schools</i>			
Total HS	0	0	0
TOTAL ALL	0	0	0

DISTRICT PROJECT COMPREHENSIVE NEEDS ASSESSMENT

Needs Assessment Data Tables

1. School Readiness

Complete the chart below if you provided MEP-funded preschool (state results are provided)

PRESCHOOL ASSESSMENT: NePAT or TS GOLD

AREAS ASSESSED <i>list below</i>	Migrant (ALL)		Migrant (Non-PFS)		PFS Migrant		Service Priority
	# Students Tested	# Students Proficient or 5% growth	# Students Tested	# Students Proficient or 5% growth	# Students Tested	# Students Proficient or 5% growth	
LITERACY	251	229	194	176	57	53	
MATH	139	120	100	85	39	35	
TOTALS	390	89%	294	89%	96	92%	

2. ELA/Mathematics

Complete the chart below if you provided MEP-funded supplemental instructional services (tutoring, summer school, expanded learning, etc)- Goal= 60% of students proficient/show growth

ASSESSMENT:

AREAS ASSESSED <i>list below</i>	Migrant (ALL)		Migrant (Non-PFS)		PFS Migrant		Service Priority
	# Students Tested	# Students Proficient or 5% growth	# Students Tested	# Students Proficient or 5% growth	# Students Tested	# Students Proficient or 5% growth	
TOTALS	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	

Complete the chart below if you have access to district NSCAS results (state results are provided) State Goal= 100%

Number/Percent of Students Proficient on NSCAS READING 2018-19

Grade	Migrant (ALL)		Migrant (Non-PFS)		PFS Migrant		Service Priority
	# Students Tested	% Students Proficient/Advanced	# Students Tested	% Students Proficient/Advanced	# Students Tested	% Students Proficient/Advanced	
3	250	24%	173	32%	78	5%	
4	277	29%	193	34%	84	17%	
5	242	17%	171	16%	71	18%	
6	245	14%	180	15%	65	9%	
7	199	15%	147	17%	52	10%	
8	205	17%	145	19%	60	13%	
ALL	1418	19%	1009	25%	410	8%	

Complete the chart below if you have access to district NSCAS results (state results are provided) State Goal= 100%

DISTRICT PROJECT COMPREHENSIVE NEEDS ASSESSMENT

Number/Percent of Students Proficient on NSCAS MATH 2018-19							
Grade	Migrant (ALL)		Migrant (Non-PFS)		PFS Migrant		Service Priority
	# Students Tested	% Students Proficient/Advanced	# Students Tested	% Students Proficient/Advanced	# Students Tested	% Students Proficient/Advanced	
3	248	28%	170	36%	78	10%	
4	276	28%	192	31%	84	19%	
5	242	27%	171	29%	71	23%	
6	243	16%	178	27%	65	16%	
7	198	16%	146	19%	52	8%	
8	204	20%	144	21%	60	18%	
ALL	1411	21%	1001	25%	410	14%	

3. Graduation/Services to OSY

Complete the chart below if you have access to district graduation/dropout results (state results are provided) State Goal= 90.7%

Graduation Rate/Dropout Rate 2018-19					
	Non-Migrant	Migrant (ALL)	Migrant (Non PFS)	PFS Migrant	Service Priority
Graduation Rate	96.8%	94.6%	97.7%	86.7%	
Dropout Rate	1.19%	3.16%	2.58%	5.10%	

Complete the chart below if you provided OSY instruction using GOSOSY materials- State Goal=show 20% growth

OSY Gains on GOSOSY Mini-Lessons				
	Migrant (ALL)	Migrant (Non PFS)	PFS Migrant	Service Priority
Number of OSY with Pre/Post Scores				
Number of OSY Gaining 5% on mini lessons				

DISTRICT PROJECT COMPREHENSIVE NEEDS ASSESSMENT

2019-20 Services Provided

Instructional and Support Services												
Instructional Services	Number of Migrant Youth Served										Priority Area (✓)	
	3-5 years	PK	K-2	3-6	7-12	PFS	At-Risk	other RE	OSY	Total		
HS Credit Accrual											0	
ESL Instruction											0	
Extended Day/Wk Program											0	
GED											0	
Prevention/ED Health											0	
Math											0	
Pre-GED											0	
Preschool											0	
Reading/LA											0	
Science											0	
Social Studies											0	
Totals	0	0	0	0	0	0	0	0	0	0	0	
Support Services	Number of Migrant Youth Served										Priority Area (✓)	
	3-5 years	PK	K-2	3-6	7-12	PFS	At-Risk	other RE	OSY	Total		
Clothing											0	
Guidance, Vocational/Career Counseling											0	
Family Literacy											0	
Health Services											0	
Interpretation Translation											0	
Life Skills											0	
Material Resources											0	
Nutrition											0	
Other											0	
Referral											0	
Transportation											0	
Tutoring (OSY)											0	
Youth Leadership											0	
Totals	0	0	0	0	0	0	0	0	0	0	0	
Summer Programs	Number of Migrant Youth Served										Priority Area (✓)	
	3-5 years	PK	K-2	3-6	7-12	PFS	At-Risk	other RE	OSY	Total		
Academic Summer											0	
1/2 Day Summer											0	
Totals	0	0	0	0	0	0	0	0	0	0	0	

DISTRICT PROJECT COMPREHENSIVE NEEDS ASSESSMENT

CNA Survey Results

Parent Needs Assessment Survey Responses

Total # Parents Surveyed	# Parents of PK students	# Parents of K-6 students	# Parents of 7-12 students

Supplementary/Instructional Services	# parents selected	Low Need	High Need	Priority Area (✓)
reading/literacy help				
mathematics help				
summer programs				
pre-school programs				
instructional technology				
English language services				
HS credit programs				
drop-out prevention services				
programs for OSY				
graduation/career activities				
GED				
Information about the NE Education system & requirements				
other: _____				
Supplementary Support Services	# parents selected	Low Need	High Need	Priority Area (✓)
interpreting/translating				
locating resources				
books/materials supplies				
transportation				
mentoring for my child				
parenting education				
counseling for students				
health referrals				
community referrals				
how to help my child with reading & math				
information for OSY				
career/postsecondary information				
information on 0-4yr old services				
other: _____				
Parent Involvement Topics	# parents selected	Low Need	High Need	Priority Area (✓)
promoting HS graduation				
information on options after HS				
helping with homework				
health/nutrition in the home				
school safety (drug/gang awareness)				
increasing family literacy				
community resources				
parent rights/school policies				
ways to help with reading & math				
young child school readiness				
services for binational migrant students				
other: _____				

DISTRICT PROJECT COMPREHENSIVE NEEDS ASSESSMENT

Survey Results

Staff Needs Assessment Survey Responses

Total # Staff Surveyed	# Teachers Surveyed	# Paras & tutors Surveyed	#Recruiters Surveyed	#Non-Instr. staff Surveyed

Supplementary/Instructional Services	# staff selected	Low Need	High Need	Priority Area (✓)
reading				
mathematics				
other content: _____				
pre-kindergarten programs				
Out of School Youth services				
PASS or other HS programs				
extended-day tutoring				
in-school tutoring				
summer school services				
Supplementary Support Services	# staff selected	Low Need	High Need	Priority Area (✓)
books/materials supplies				
clothing				
transportation				
health services				
counseling for HS students				
post HS/career counseling				
nutrition services				
locating community resources				
Out of School Youth services				
Professional Development Topics	# staff selected	Low Need	High Need	Priority Area (✓)
program planning				
program evaluation				
student assessment				
curriculum & instruction				
identification & recruitment				
health/medical/dental issues				
reading/literacy strategies				
mathematics strategies				
involving migrant parents				
supplemental ESL strategies				
other: _____				
Recommended Parent Development Topics	# staff selected	Low Need	High Need	Priority Area (✓)
postsecondary, career, & workforce readiness				
helping with homework				
increasing family literacy				
identifying community resources				
keeping your child safe				
other: _____				

DISTRICT PROJECT COMPREHENSIVE NEEDS ASSESSMENT

Survey Results

Secondary Student/OSY Needs Assessment Survey Responses

Total #
Secondary
Surveyed Total # OSY
Surveyed

Areas for needed assistance		# students selected	Low Need	High Need	Priority Area (✓)
improving academic skills					
enrolling in a career/technical education program					
taking a course to make up for missing credits					
preparing for my end of course assessments					
learning about preparing for college					
learning about paying for college					
improving my English language skills					
learning about social health issues (STDs, drugs, pregnancy)					
understanding the importance of staying in school					
learning about career options					
receiving support services					
other: _____					
Students' Learning Experiences		# students selected	Low Need	High Need	Priority Area (✓)
I need more help to progress in my studies					
I need more help with learning English to do well in school					
I need more instruction in basic financial tasks like keeping track of a budget or paying bills					
I need more help to earn the high school credits I need to graduate					
I need more information about my options after graduation (career/college)					
other: _____					
other: _____					

DISTRICT PROJECT COMPREHENSIVE NEEDS ASSESSMENT

Using the CNA to create a Service Delivery Plan

Data Driven Program Improvement Charts

Complete the charts below for the strategies you plan to implement in 2020-21

Action Plan for MEP Improvement- 1.0 School Readiness

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

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

Data Summary: In 2018-19, 48% of migratory children ages 3-5 participated in a preschool program (MEP or non-MEP funded).

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

Need Category	Desired State (what should be)	Current State (what is)	Need Statement (what is the gap?)	Strategies to Implement (how will you fill the gap?)	Measurable Program Outcomes (how effective are the strategies?)
Supplemental Educational Services				<p>Strategy 1.1 Coordinate/provide instructional services for children ages 3-5 (not in kindergarten) to increase their school readiness skills (e.g., preschool programs, family literacy classes, home-/center-based services, summer programming).</p>	<p>MPO 1a) By the end of the 2020-21 performance period, 45% of eligible migratory children ages 3-5 (not in kindergarten) will attend preschool or receive MEP-funded preschool services.</p> <p>MPO 1b) By the end of the 2020-21 performance period, 80% of eligible migratory children ages 3-5 (not in kindergarten) who receive MEP-funded preschool services will score proficient or show a gain of at least 5% on the NePAT or Teaching Strategies GOLD.</p>

DISTRICT PROJECT COMPREHENSIVE NEEDS ASSESSMENT

Coordination & Support Services				<p>Strategy 1-2: Coordinate/provide support services to assist parents with identifying and overcoming barriers that prevent migratory preschool-aged children from attending preschool.</p>	<p>MPO 1c) By the end of the 2020-21 performance period, 65% of eligible migratory children ages 3-5 (not in kindergarten) will receive MEP-funded support services that contribute to their development of school readiness skills.</p>
Parent & Family Education				<p>Strategy 1-3: Coordinate/promote and model school readiness strategies to enhance migratory parents' capacity to support their child's development of school readiness skills.</p>	<p>MPO 1d) By the end of the 2020-21 performance period, 90% of parents of eligible migratory children ages 3-5 (not in kindergarten) who participate in MEP- sponsored Family and Community Engagement (FACE)/PAC opportunities will report increased knowledge of school readiness skills</p>
Professional Learning				<p>Strategy 1-4: Provide professional learning opportunities to prepare staff to address the unique educational needs of migratory children ages 3-5 (not in kindergarten) using evidence-based strategies for instruction.</p>	<p>MPO 1e) By the end of the 2020-21 performance period, 85% of staff who participated in professional learning will have a statistically significant gain on a pre/post survey in their knowledge of evidence-based strategies to address the school readiness needs of migratory children.</p>

DISTRICT PROJECT COMPREHENSIVE NEEDS ASSESSMENT

Action Plan for MEP Improvement- 2.0 Reading/Writing and Mathematics

State Performance Goal: In 2020-21, 84% of students will score proficient or above on NSCAS ELA Assessments, and 79% will score proficient or above on NSCAS Math Assessments.

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

Data Summary: In 2018-19, 20% of migratory students (12% of PFS students) scored proficient or above in ELA compared to 52% of non-migratory students; and 24% of migratory students (16% of PFS students) scored proficient or above in math compared to 52% of non-migratory students.

Need Statement: The percentage of migratory students scoring proficient or above on the NSCAS needs to increase by 32% (40% for PFS students) in ELA, and 28% (36% for PFS students) in math to eliminate the gap between migratory and non-migratory students.

Need Category	Desired State (what should be)	Current State (what is)	Need Statement (what is the gap?)	Strategies to Implement (how will you fill the gap?)	Measurable Program Outcomes (how effective are the strategies?)
Supplemental Educational Services				Strategy 2-1: Coordinate/provide evidence-based supplemental targeted ELA and math support (e.g., in-school support, programs on days when school is not in session, before/after school tutoring, home-based instruction).	MPO 2a) By the end of the 2020-21 performance period, 70% of K-12 migratory students who receive MEP-sponsored supplemental instructional services in ELA and/or math will score proficient or show a gain of at least 5% on district pre/post assessments.
Coordination & Support Services				Strategy 2-2: Coordinate/provide migratory students with appropriate needs-based support services (e.g., health and nutrition, educational supplies, interpretation, transportation, access to technology) to increase attendance and achievement in ELA and math.	MPO 2b) By the end of the 2020-21 performance period, 75% of K-8 migratory students will receive MEP-sponsored support services.

DISTRICT PROJECT COMPREHENSIVE NEEDS ASSESSMENT

Parent & Family Education				<p>Strategy 2-3: Coordinate/provide FACE opportunities that help families support academic development in ELA and math.</p>	<p>MPO 2c) By the end of the 2020-21 performance period, 90% of parent/family members of migratory students who participated in MEP-sponsored FACE/PAC opportunities will indicate that they gained knowledge on how to support their children in ELA/math.</p>
Professional Learning				<p>Strategy 2-4: Provide professional learning opportunities to prepare staff to address the unique educational needs of migratory students (e.g., academic, cultural, language, poverty, mobility) using evidence-based strategies for ELA and math instruction.</p>	<p>MPO 2d) By the end of the 2020-21 performance period, 85% of staff who participated in professional learning will have a statistically significant gain on a pre/post survey in their knowledge of evidence-based strategies to address the ELA/math needs of migratory students.</p>

DISTRICT PROJECT COMPREHENSIVE NEEDS ASSESSMENT

Action Plan for MEP Improvement- 3.0 Graduation from High School and Services to Out of School Youth

State Performance Target: In 2020-21, 91.65% of all students will graduate from high school.

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

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

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

Need Category	Desired State (what should be)	Current State (what is)	Need Statement (what is the gap?)	Strategies to Implement (how will you fill the gap?)	Measurable Program Outcomes (how effective are the strategies?)
Supplemental Educational Services				Strategy 3-1: Coordinate/provide secondary migratory students (grades 9-12) and OSY with evidence-based supplemental instructional services to support their achievement of graduation, GED, college, career, and/or life readiness goals.	MPO 3a) By the end of the 2020-21 performance period, 45% of eligible secondary students (grades 9-12) and OSY will receive MEP-sponsored supplemental instructional services.
Coordination & Support Services				Strategy 3-2: Coordinate/provide appropriate needs-based support services to migratory secondary youth and OSY to eliminate barriers to accomplishing graduation, GED, college, career, and/or life readiness goals.	MPO 3b) By the end of the 2020-21 performance period, 70% of all eligible secondary migratory students (grades 9-12) and OSY will receive MEP-sponsored support services that contribute to their graduation, GED, college, career, and/or life readiness goals.

DISTRICT PROJECT COMPREHENSIVE NEEDS ASSESSMENT

Parent & Family Education				<p>Strategy 3-3: Coordinate/provide needs-based educational services to migratory parents/families to enhance their capacity to support their child's achievement of graduation, GED, college, career, and/or life readiness goals.</p>	<p>MPO 3c) By the end of the 2020-21 performance period, 90% of parents of migratory secondary youth who participated in MEP-sponsored FACE/PAC opportunities will indicate that they gained knowledge of strategies for supporting their child in his/her achievement of graduation, GED, college, career, and/or life readiness goals.</p>
Professional Learning				<p>Strategy 3-4: Provide professional learning opportunities to MEP staff, school staff, and partner stakeholders to enhance their knowledge of evidence-based strategies, promising practices, and culturally-relevant instruction to increase secondary migratory youth/OSY achievement of graduation, GED, college, career, and/or life readiness goals.</p>	<p>MPO 3d) By the end of the 2020-21 performance period, 90% of staff who participate in professional learning will show a statistically significant gain on a pre/post survey in their knowledge of evidence-based strategies, promising practices, and culturally-relevant instruction contributing to the achievement of secondary migratory youth and OSY.</p>

DISTRICT PROJECT COMPREHENSIVE NEEDS ASSESSMENT

Coordination

Indicate which organizations your project coordinates programs and/or services by placing an "X" in the year column

Supplementary/Instructional Services	2019-20	2020-21
4H		
21st Century Community Learning Centers		
EducationQuest Foundation		
ABE/GED Program(s):		
Head Start		
other:		
other:		
other:		
Supplementary Support Services	2019-20	2020-21
Community Action of Nebraska		
Food Bank of the Heartland		
Health Department		
Immigrant Legal Center		
Legal Aid of Nebraska		
Nebraska Appleseed		
Nebraska Department of Labor		
Nebraska Health and Human Services		
Proteus		
UNMC Central States Center for Agricultural Safety and Public Health		
other:		
other:		
other:		
Family & Community Engagement Support Services	2019-20	2020-21
Community Action of Nebraska		
Course for Parents		
Family literacy		
Heartland Family Services		
Literacy Council (specify which one):		
National Center for Families Learning		
Nebraska Children's Home Society		
Nebraska County Extension		
other:		
other:		
other:		