**A close up of a sign

Description automatically generatedNebraska Migrant Education Program (MEP)**

**2021-22 CNA/SDP/Evaluation Alignment Chart**

## GOAL AREA #1: SCHOOL READINESS

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

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

**Data Summary:** In 2018-19, 48% ofmigratory 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.

| **Strategies** | **Measurable Program**  **Outcomes (MPOs)** | **Evaluation Questions for**  **Program Results** | **Evaluation Questions for**  **Program Implementation** |
| --- | --- | --- | --- |
| **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). | **1a)** By the end of the 2021-22 performance period, 45% of eligible migratory children ages 3-5 (not in kindergarten) will attend preschool or receive MEP-funded preschool services. | What percentage of preschool migratory children (PFS & non-PFS) participated in preschool programming (migrant and non-migrant funded)? | How many 3-5-year-old migratory children participated in preschool programming? |
| **1b)** By the end of the 2021-22 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. | What percentage of 3-5-year-old migratory children (PFS & non-PFS) scored proficient or showed a 5% increase on the NePAT or Teaching Strategies GOLD? | How many children scored proficient or showed a 5% increase on the NePAT or Teaching Strategies GOLD? |
|  | **1c)** By the end of the 2021-22 performance period, 65% of eligible migratory children ages 3-5 (not in kindergarten) will receive MEP support services that contribute to their development of school readiness skills. | What percentage of eligible 3-5-year-old children (PFS & non-PFS) received MEP support services? | What types of support services were provided to 3-5-year-old children? |
| **Strategy 1.2**: Coordinate/provide **support services** to assist parents with identifying and overcoming barriers that prevent migratory preschool-aged children from attending preschool.  **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. | **1d)** By the end of the 2021-22 performance period, 90% of parents of eligible migratory children ages 3-5 (not in kindergarten) who participate in MEP Family and Community Engagement (FACE)/PAC opportunities will report increased knowledge of school readiness skills. | What percentage of parents reported increased knowledge of school readiness skills? | How many parents participated in FACE/PAC opportunities?  What types of services were provided? |
| **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. | **1e)** By the end of the 2021-22 performance period, 80% 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. | What percentage of staff showed a statistically significant gain on a pre/post assessment? | What school readiness professional learning was provided to staff? |

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

**State Performance Target:** In 2021-22,84% of students will score proficient or above in English Language Arts (ELA) on NSCAS-ELA assessments, and 79% will score proficient or above in Math 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 NSCAS assessments 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.

| **Strategies** | **Measurable Program**  **Outcomes (MPOs)** | **Evaluation Questions for**  **Program Results** | **Evaluation Questions for**  **Program Implementation** |
| --- | --- | --- | --- |
| **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). | **2a)** By the end of the 2021-22 performance period, 70% of K-12 migratory students who receive MEP supplemental instructional services in ELA and/or math will score proficient or show a gain of at least 5% on district pre/post assessments. | What percentage of K-12 migratory students (PFS & non-PFS) scored proficient or showed a 5% increase on district ELA/ math assessments? | What types of supplemental instructional services in ELA/math were provided? |
| **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. | **2b)** By the end of the 2021-22 performance period, 75% of K-8 migratory students will receive MEP support services. | What percentage of eligible migratory students in grades K-8 (PFS & non-PFS) received MEP support services? | What type of support services were provided to students? |
| **Strategy 2.3**: Coordinate/provide **FACE opportunities** that help families support academic development in ELA and math. | **2c)** By the end of the 2021-22 performance period, 90% of parent/ family members of migratory students who participated in MEP FACE/PAC opportunities will indicate that they gained knowledge on how to support students in ELA/math. | What percentage of parents reported that they gained knowledge of how to support their children in ELA and math? | What topics were addressed during FACE/PAC opportunities? |
| **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. | **2d)** By the end of the 2021-22 performance period, 80% 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. | What percentage of staff showed a statistically significant gain on a pre/post assessment? | What ELA/math professional learning was provided to staff? |

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

**State Performance Target:** In 2021-22, 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.

| **Strategies** | **Measurable Program**  **Outcomes (MPOs)** | **Evaluation Questions for**  **Program Results** | **Evaluation Questions for**  **Program Implementation** |
| --- | --- | --- | --- |
| **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. | **3a)** By the end of the 2021-22 performance period, 45% of eligible secondary students (grades 9-12) and OSY will receive MEP supplemental instructional services. | What percentage of eligible secondary migratory students and OSY (PFS & non-PFS) received MEP supplemental instructional services? | What types of supplemental instructional services contributed to student success? |
| **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. | **3b)** By the end of the 2021-22 performance period, 70% of all eligible secondary migratory students (grades 9-12) and OSY will receive MEP support services that contribute to their graduation, GED, college, career, and/or life readiness goals. | What percentage of eligible secondary migratory students and OSY (PFS & non-PFS) received MEP support services? | What support services were provided to secondary students/ OSY? |
| **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. | **3c)** By the end of the 2021-22 performance period, 90% of parents of migratory secondary youth who participated in MEP 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. | What percentage of parents reported gaining knowledge of strategies for supporting their child in his/her achievement of graduation, GED, college, career, and life readiness skills? | What topics were addressed during FACE/PAC meetings? |
| **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. | **3d)** By the end of the 2021-22 performance period, 80% 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. | What percentage of staff showed a statistically significant gain on a pre/post assessment? | Which professional learning did staff find most useful? |