

Nebraska Migrant Education Program

Comprehensive Needs Assessment

June 2021



Sue Henry
Program Coordinator
Migrant Education Program
Nebraska Department of Education
500 S. 84th Street, NE
Lincoln, NE 68510-2611
(402) 219-1788

Nebraska Needs Assessment Committee (NAC)

For information or questions concerning the Comprehensive Needs Assessment (CNA) for the Nebraska Migrant Education Program (MEP), please contact the Nebraska MEP at (402) 219-1788 or email sue.henry@nebraska.gov.

The Nebraska Department of Education (NDE) wishes to thank the following individuals who, as members of the Needs Assessment Committee (NAC), gave time, effort, knowledge, and expertise toward the accomplishment of this CNA.

Name	Title	MEP Affiliation
Sue Henry	MEP State Program Coordinator	NDE
Benjamin Zink	Education Specialist	NDE
Ruth Escamilla	Data Specialist	Alliance
Amy Garza	Liaison/Recruiter	Alliance
Rita Moravek	Director	Alliance
Diane Bruha	Director	Crete
Cheryl Feecken	Coordinator/Data Specialist	Crete
Josie Filipi	Liaison	Crete
Maricela Flores	Liaison/Recruiter	Crete
Suyapa Gonzalez	Recruiter	Grand Island
Sara Jelinek	Data Specialist	Grand Island
Jacqueline Juarez-Meier	Community Liaison	Grand Island
Amanda Levos	Coordinator	Grand Island
Norma Aguilar	Liaison	Head Start - Hastings
Claudia Bedlan	Liaison	Head Start - Hastings
Lilia Coronado	Recruiter	Head Start - Hastings
Aida Evans	Recruiter	Head Start - Hastings
Kathleen Riley	MEP Director	Head Start - Hastings
Holly Urrutia	Coordinator/Data Specialist	Head Start - Hastings
Nikol Barroso	Recruiter	Kearney
Zully Harwood	Migrant Education Specialist	Kearney
Lisvey Rivera	Liaison	Kearney
Dulce Valdez	Program Coordinator	Kearney
Marni Baker	Coordinator	Lexington
Alma Becerra	Community Liaison	Lexington
Kerri Dangler	Data Specialist	Lexington
Leticia Ibarra	Parent	Lexington

Name	Title	MEP Affiliation
Monica Asher	Coordinator	Lincoln
Sherri Johnson	Data Specialist	Lincoln
Racha Taveepanpun	MEP Specialist	Lincoln
Leticia Rodriguez	Liaison/Data Specialist	Madison
Jamie Cogua	Coordinator ESL/Migrant/Refugee	Omaha
Lorena Gates	Parent/Community Liaison	Omaha
Norma Gonzalez	Parent	Omaha
Veronica Hill	Service Provider	Omaha
Suzanne Hult	Coordinator, ESL/Migrant Teacher Trainer	Omaha
Alex Larios	Recruiter	Omaha
Soe Ka Powlay	Recruiter	Omaha
John Warren	Data Specialist	Omaha
Heather Hackett	Coordinator	ESU 1 - Wakefield
Lupita Ibarra	Data Specialist	ESU 1 - Wakefield
Manuela Lucas	Service Provider	ESU 1 - Wakefield
Susana Valladares	Recruiter	ESU 1 - Wakefield
Cynthia Alarcon	Coordinator	ESU 7 – Columbus
Ana Santos	Recruiter	ESU 7 – Columbus
Yaribey Rodriguez	Service Provider	ESU 7 – Columbus
Mayra Vargas	Data Specialist	ESU 7 – Columbus
Veronica Estevez	Family Engagement/Quality Control	ESU 9 – Hastings
Ita Mendoza	ID&R Coordinator	ESU 9 - Hastings
Danielle Waite	Migrant Program Analyst	ESU 9 – Hastings
Abby Abbott	Data Coordinator	ESU 13 - Scottsbluff
Danielle Cole	Director	ESU 13 - Scottsbluff
Erika Guerrero	Recruiter/Community Liaison	ESU 13 - Scottsbluff
Brayden Ryan	Service Provider	ESU 13 - Scottsbluff
Jordan Arnold	Service Provider and Data	ESU 15 - McCook
Jamie Garner	Director	ESU 15 - McCook
Cari Semivan	Meeting Facilitator, Consultant	META Associates
Andrea Vázquez	Meeting Facilitator, Consultant	META Associates

Definition of Terms Related to the CNA

Area of Concern: A broad area based on the root causes of the unique characteristics of the target group. The Office of Migrant Education (OME) has identified **Seven Areas of Concern** which are educational continuity, instructional time, school engagement, English language development, educational support in the home, health, and access to services.

Concern Statements: Clear and consistent interpretations of the points that the Needs Assessment Committee discussed that should be used to guide the development of the CNA. Concern statements identify areas that require special attention for migratory children.

Continuous Improvement Cycle: An approach to improving processes and increasing efficiency and effectiveness by identifying a problem, collecting relevant data to understand its root causes, developing and implementing targeted solutions, measuring results, and making recommendations based on the results.

Migratory Child: Per Section 1309(3)(A)–(B) of the of the Elementary and Secondary Education Act (ESEA), as amended, migratory child means a child or youth, from birth up to 20 (22 with an IEP), 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.

Need: The difference between “what is” and “what should be”; may also be referred to as a gap.

Needs Assessment Committee (NAC): Broad-based committee of partners (stakeholders) who provide input and direction throughout the CNA process.

Need Indicator: A measure that can be used to verify that a particular gap/discrepancy exists for migratory children and that sets a parameter to specify the severity of that gap.

Priority for Services (PFS): ESEA Section 1304(d) establishes a PFS requirement. In accordance with this requirement, migrant education programs must give PFS to migratory children who have made a qualifying move within the previous one-year period and who are failing, or most at risk of failing, to meet the state’s challenging academic standards or who have dropped out of school.

Service Delivery Plan (SDP): A comprehensive plan for delivering and evaluating MEP-funded services to migratory children. It is based on the results of an up-to-date statewide CNA and is intended to meet the unique needs of migratory children and their families.

Solution: A solution (strategy) to address an identified need.

Abbreviations/Acronyms

CNA	Comprehensive Needs Assessment
CSPR	Consolidated State Performance Report
EL	English Learner
ELA	English Language Arts
ESEA	Elementary and Secondary Education Act of 1965
ESL	English as a Second Language
ESSA	Every Student Succeeds Act of 2015
FACE	Family and Community Engagement
GED	General Educational Development
HS	High School
ID&R	Identification and Recruitment
LEA	Local Education Agency
LOA	Local Operating Agency
MEP	Migrant Education Program
MPO	Measurable Program Outcome
NDE	Nebraska Department of Education
NSCAS	Nebraska Student-Centered Assessment System
NAC	Needs Assessment Committee
OME	Office of Migrant Education (of the U.S. Department of Education)
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PD	Professional Development
PFS	Priority for Services
QAD	Qualifying Arrival Date
SDP	Service Delivery Plan
SEA	State Education Agency
STEM	Science, Technology, Engineering and Mathematics

Table of Contents

Nebraska Needs Assessment Committee
Definition of Terms Related to the CNA
Abbreviations/Acronyms

Introduction	1
The CNA Process in Nebraska	1
Planning Phase of the Nebraska CNA and Timelines	4
Data Collection Procedures	4
Authorizing Statute and Guidance for Conducting the CNA.....	6
Purpose of the CNA.....	6
Phase I: “Exploring What Is”	7
Overview of Phase I, “Exploring What Is”	7
CNA Goal Areas and Nebraska Standards	7
Nebraska Context	9
Nebraska Concern Statements.....	11
Phase II: Gathering and Analyzing Data	14
Nebraska Migratory Student Profile	14
Migratory Student Demographics	15
Reading and Math Achievement	17
School Readiness	19
High School Graduation and Dropout Rates.....	19
Out-of-School Youth (OSY)	20
Needs Assessment Survey Results	21
Phase III: Making Decisions	25
Goal Area 1: School Readiness.....	25
Goal Area 2: ELA and Mathematics	27
Goal Area 3: High School Graduation/Services to OSY.....	29
Summary and Next Steps	32
Evidence-based Conclusions and Recommendations	32
Next Steps in Applying the Results of the CNA to Planning Services	33

Table of Exhibits

Exhibit 1: Continuous Improvement Cycle	2
Exhibit 2: Three-Phase Model for the CNA.....	3
Exhibit 3: CNA Timelines	5
Exhibit 4: Map of Nebraska’s MEP Sites	10
Exhibit 5: Nebraska Concern Statements	11
Exhibit 6: Nebraska Migratory Student Profile (Data from 2018-19).....	14
Exhibit 7: Eligible Migratory Students in Nebraska	15
Exhibit 8: Migratory Students with QADs During Seven Previous Performance Periods.....	16
Exhibit 9: Migratory Students Served in 2018-19.....	16
Exhibit 10: Instructional Services Received during the 2018-19 Performance Period.....	17
Exhibit 11: Longitudinal Display of Migratory Children Served by the Nebraska MEP	17
Exhibit 12: Percentage of All Migratory and Migratory Students Scoring Proficient or Above on 2019 NSCAS ELA Assessment.....	18
Exhibit 13: Percentage of All Migratory and Migratory Students Scoring Proficient or Above on 2019 NSCAS Math Assessments	18
Exhibit 14: Migratory Children Ages 3-5 Served by the Nebraska MEP	19
Exhibit 15: 2018-19 Migratory and Non-Migratory Student Graduation Rates	19
Exhibit 16: 2018-19 Migratory and Non-Migratory Dropout Rates ..190Exhibit 17: Migratory OSY Served by the Nebraska MEP	20
Exhibit 18: Staff Ratings of Migratory Student Instruction Needs.....	21
Exhibit 19: Staff Rating of Migratory Student Support Service Needs.....	21
Exhibit 20: Staff Ratings of their Professional Development Needs	22
Exhibit 21: Staff Ratings of Parent/Family Service Needs	22
Exhibit 22: Parent Ratings of their Children’s Instruction Needs	22
Exhibit 23: Parent Rating of their Children's Support Service Needs.....	23
Exhibit 24: Parent Ratings of theirParent/Family Service Needs	23
Exhibit 25: Secondary Student Ratings of Instruction Needs	23
Exhibit 26: Secondary Student Ratings of Services Needed	24

Introduction

The CNA Process in Nebraska

The primary purpose of the Nebraska Migrant Education Program (MEP) is to help migratory children and youth overcome challenges of mobility, cultural and language barriers, social isolation, and other difficulties associated with mobility, in order that they might succeed in school. The term ‘migratory child’ means a child or youth ages birth up to age 21 who made a qualifying move in the preceding 36 months (A) as a migratory agricultural worker or a migratory fisher; or (B) with, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher. [Section 1309(3) of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015]

The Nebraska MEP supports educators working with migratory children and facilitates intra/interstate collaboration to ensure programs are based on student needs and build on student strengths. The Nebraska MEP helps ensure continuity of instruction to alleviate the impact of educational disruptions students experience due to their migratory lifestyle. Furthermore, the Nebraska MEP must give priority for services (PFS) to migratory children who have made a qualifying move within the previous 1-year period and who (1) are failing, or most at risk of failing, to meet the challenging State academic standards; or (2) have dropped out of school.

To better understand and articulate the specific services that the Nebraska MEP should target to migratory children and youth and their families, a comprehensive assessment of needs was completed as part of a thorough review of the entire statewide MEP. This Comprehensive Needs Assessment (CNA) will then be used to inform the statewide service delivery planning process to be conducted during 2021-22.

The State of Nebraska receives an allocation for the MEP from the U.S. Department of Education, Office of Migrant Education (OME) to address the unmet needs of migratory children and youth to permit them to participate effectively in school. This makes it necessary to understand the unique needs of the migratory population as distinct from other populations and design services (through a service delivery planning process) that meet those identified needs.

To better understand and articulate the specific services that the Nebraska MEP should offer to migratory children and youth and their families statewide, the required CNA process that is described in this report was facilitated by META Associates and guided by the *Comprehensive Needs Assessment Toolkit* (OME, 2018). The designated process allows for a description of data-driven needs, concerns about identified needs, and knowledge of the State context in which changes in the migratory student population and seasonal agricultural activities as identified in previous CNA efforts are contained.

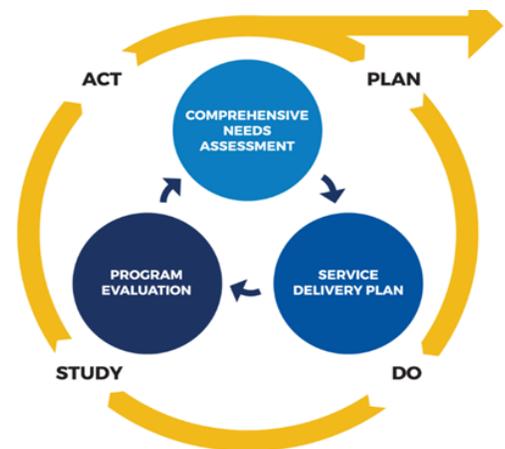
Statutory law, regulations, and guidance under ESEA was originally signed into law in 1965 and amended as ESSA in 2015. The Nebraska MEP CNA aligns with the law/guidance by:

- identifying and assessing “the unique educational needs of migratory children that result from the children’s migratory lifestyle” and other needs that must be met in order for migratory children to participate effectively in school (*ESEA, Section 1304, 34 CFR 200.83 (a)(2)(i,ii)*):
- guiding the overall design of the MEP on a statewide basis;
- helping local operating agencies (LOAs), local education agencies (LEAs), and the Nebraska Department of Education (NDE) prioritize the needs of migratory children; and
- providing the basis for the NDE to subgrant MEP funds to LOAs and LEAs.

This Nebraska CNA serves as a guide for future programming, services, and policy decisions to ensure that the State’s MEP resources are directed at the most needed and most effective services for migratory children/youth and their families.

The process followed for the CNA is directed by the Continuous Improvement Cycle (as shown in Exhibit 1) as suggested by OME (U.S. Department of Education, 2018). This framework illustrates the relationship between the CNA, the service delivery plan (SDP), the implementation of MEP services through a defined process for applications for funds and the implementation of programs through local sub-grantees, and the evaluation of services. In this cycle, each step in developing a program—assessing needs, identifying strategies, implementing strategies, and evaluating the results - builds on the previous activity and informs the subsequent activity.

Exhibit 1: Continuous Improvement Cycle



The Needs Assessment Committee (NAC) followed a systematic 5-step process suggested by OME that is illustrated below. This model was modified to fit the specific needs of the Nebraska CNA process which included both the assessment of needs and the identification of potential solutions at three levels:

- Level 1: *Service Receivers* (migratory students and parents)
- Level 2: *Service Providers and Policymakers* (State and local MEP staff)
- Level 3: *Resources* (the system that facilitates or impedes the efforts of the MEP)



The five basic steps of the CNA process are described below.

Step 1—Conduct Preliminary Work

The NDE MEP Team and META:

- reviewed the requirements of the CNA;
- developed a management plan to set the project’s general timeline and identify the teams needed for accomplishing each phase;

- established a NAC reflecting a broad representation of perspectives to provide thoughtful guidance to the process; and
- developed a profile that provided baseline data on the State’s migratory child population.

Step 2—Explore What Is

META guided the NAC to:

- review existing data and program evaluation reports;
- identify concerns about migratory children and families; and
- develop need indicators and suggests areas for data collection that confirmed or challenged their underlying assumptions about the identified concerns.

Step 3—Gather and Analyze Data

- The NDE MEP Team and META oversaw data collection to measure the identified needs and gaps between migratory children and their non-migratory peers.
- META organized and analyzed the data and shared the data in a reader-friendly format with the NAC.
- META guided the NAC to create a set of need statements and prioritize them.

Step 4—Make Decisions

META guided the NAC to:

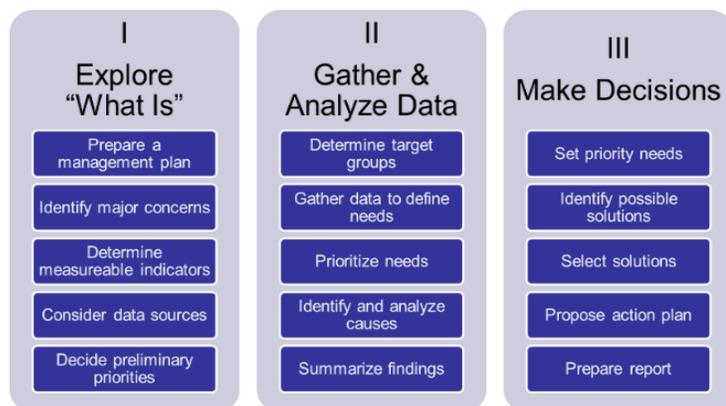
- review the prioritized need statements and propose evidence-based solutions for closing the educational gaps that migratory children face in school; and
- prioritize the solutions.

Step 5—Transition to SDP Development

- META wrote the CNA report that documents the CNA process and findings.
- META and the NDE MEP Team will share the CNA with stakeholders and administrators at the State and local levels.
- The NDE MEP team/META will use the CNA as the basis for initiating the SDP planning process during 2021-22.

The 5-step CNA process fits into the 3-phase model to the right (Exhibit 2). Phase I: Exploring “What Is” includes Steps 1 and 2; Phase II: Gathering and Analyzing Data includes Step 3; and Phase III: Making Decisions includes Steps 4 and 5. This CNA report is organized by these three phases.

Exhibit 2: Three Phase Model of CNA



Planning Phase of the Nebraska CNA and Timelines

The Nebraska CNA was designed to develop an understanding of the unique educational and educationally related needs of Nebraska' migratory children and their families. Not only does this analysis of needs provide a foundation for the future direction of the Nebraska MEP through the SDP, but also it supports the program's overall continuous improvement and quality assurance processes. The needs analysis was adapted to the resources and structures available in the State of Nebraska.

The preparation phase of the Nebraska CNA involved garnering a **sense of commitment** to the needs assessment in all levels of the Nebraska MEP; and gaining an assurance that decisionmakers will **follow-up** by using the findings in an appropriate and timely manner.

The Management Plan defined the structure for the NAC, delineated various roles and responsibilities, identified meeting dates, and included timelines for tasks to be completed. The Nebraska NAC was charged with the following tasks.

- Review existing implementation, student achievement, and outcome **data** on migratory children in Nebraska.
- Draft **concerns, needs statements**, and possible **solutions** to inform the SDP.
- Review the most recent data to determine the elements to include on the final version of the migratory child **profile**.
- Recommend **additional data collection** needed to determine the scope of migratory student needs.
- Make **recommendations** to the State on needs and profile data to be included in the CNA report.
- Review summary materials and the **CNA report** to provide **feedback** to the State.

The NDE MEP Team, in collaboration with [META Associates](#) implemented the final step in management planning, the logistical plan. The CNA meeting schedule was developed specifying the requirements for each meeting, the meeting objectives, and anticipated activities.

Data Collection Procedures

A variety of data collection methods were employed to assess needs and identify solutions. These methods included:

- reports on migratory students (with non-migratory student comparative demographics) including child counts, MEP services, and enrollment status; and graduation and dropout rates generated through MIS2000;
- reviews of the State assessment results in English Language Arts (ELA) and mathematics with comparisons made between migratory students and non-migratory students (and PFS and non-PFS migratory students);
- surveys conducted of MEP service providers, migratory parents, and migratory secondary students and youth; and

- reviews of the Nebraska ESSA State Plan, prior year Consolidated State Performance Reports (CSPR), and other relevant State data.

To ensure that all requirements were met and to conduct an accurate assessment of the needs of the migratory student population in Nebraska, the timelines and activities displayed in Exhibit 3 were set. It should be noted that the original plan was to conduct two (2) one-day face-to-face CNA meetings; however, due to the COVID-19 pandemic, it was necessary to convene the NAC virtually. Thus, the NAC met a total of six (6) times (each meeting lasted 2-hours).

Exhibit 3: Nebraska CNA Timelines

Activity	Timelines
Data Collection	10/15/20
CNA Meeting #1a: Understand the CNA planning cycle and roles and responsibilities of the NAC; select goal area groups; identify major concerns facing migratory children and youth in Nebraska; and review data on the needs of Nebraska' migratory students	10/21/20
CNA Meeting #1b: Review data to identify learning gaps of migratory students; and draft concern statements identify the next steps in the CNA process	10/27/20
CNA Meeting #1c: Finalize concern statements; draft need indicators, need statements, and data sources; and identify additional data needed for concern statements	10/29/20
CNA Meeting #2a: Review concern statements, data sources, need indicators, and need statements for all goal area groups and identify possible solutions for each need statement	2/26/21
CNA Meeting #2b: Review and revise work done on possible solutions by colleagues and whole group debrief and finalize possible solutions for all goal area groups	3/2/21
CNA Meeting #2c: Identify resources and experts/staff by listing information, materials, and personnel needed to address the concerns/implement the solutions	3/22/21
Draft the CNA report	6/30/21
Finalize the CNA report	7/15/21

The NAC was involved during the entire three phases of the CNA process and was instrumental in formulating the recommendations for program implementation solutions contained in this report. This valid CNA process lays the groundwork for designing a needs-based program of services that will address the complex challenges faced by Nebraska' migratory children/youth and their families.

Authorizing Statute and Guidance for Conducting the CNA

Purpose of the CNA

Section 1306(a)(1) of Title I, Part C of the ESSA, as amended, requires state education agencies (SEAs) and their LOAs to identify and address the unique educational needs of migratory children in accordance with a comprehensive plan for the delivery of services that:

- is integrated with other federal programs, particularly those authorized by the ESEA;
- provides migratory children an opportunity to meet the same challenging state academic standards that all children are expected to meet;
- specifies measurable program goals and outcomes;
- encompasses the full range of services that are available to migratory children from appropriate local, state, and federal educational programs;
- is the product of joint planning among administrators of local, state, and federal programs, including Title I, Part A, early childhood programs, and language instruction education programs under Part A or B of Title III; and
- provides for the integration of services available under Part C with services provided by such other programs.

The CNA must be periodically reviewed and revised, as necessary, to reflect changes in the state's strategies and programs provided under ESEA. The state MEP has flexibility in implementing the CNA through its LOAs, except that funds must be used to meet the identified needs of migratory children that result from their *migratory lifestyle*. The purpose of the CNA is to: 1) focus on ways to permit migratory children with *PFS* to participate effectively in school; and 2) meet migratory student needs not addressed by services available from other federal or non-federal programs.

Policy guidance issued by OME indicates that states should conduct a complete needs assessment every three years, or more frequently if there is evidence of a change in the needs of migratory children (i.e., project personnel or parents begin recommending changes to improve the program or the demographic characteristics of the migratory student population change). The CNA serves as the blueprint for establishing statewide priorities for local procedures and provides a basis for the state to allocate funds to LOAs. The CNA should take a systematic approach that progresses through a defined series of phases, involving key stakeholders such as migratory parents and students, educators and administrators of programs that serve migratory students, content area experts, and other individuals that are critical to ensuring commitment and follow-up.

Phase I: “Exploring What Is”

Overview of Phase I, “Exploring What Is”

The purpose of Phase I was to: 1) investigate what already is known about the unique educational needs of migratory students in Nebraska; 2) determine the focus and scope of the CNA; and 3) gain commitment for all stages of the needs assessment including the use of the findings for program planning and implementation. The term *special educational needs* describes *education* and *educationally related* needs that result from a migratory lifestyle that must be met in order for migratory children to participate effectively in school. The CNA process:

- ▶ includes both needs identification and the assessment of potential solutions;
- ▶ addresses all relevant goals established for migratory children to ensure migratory children have the opportunity to meet the same challenging standards as their peers;
- ▶ identifies the needs of migratory children at a level useful for program design purposes;
- ▶ collects data from appropriate target groups; and
- ▶ examines needs data disaggregated by key subgroups.

Again, the primary purpose of the CNA is to guide the overall design of the Nebraska MEP on a statewide basis as well as to ensure that the findings of the CNA will be folded into the comprehensive state plan for service delivery. The SDP is designed to help the Nebraska MEP develop and articulate a clear vision of 1) the needs of Nebraska’s migratory children; 2) the Nebraska MEP’s measurable program outcomes [MPOs] and how they help achieve the State’s performance targets; 3) the services the Nebraska MEP will provide on a statewide basis; and 4) how to evaluate whether and to what degree the program is effective.

CNA Goal Areas and Nebraska Standards

During the first three virtual CNA meetings (“CNA Meeting #1”), the NAC: (1) learned about the CNA planning cycle and the roles/responsibilities of the NAC; (2) reviewed summaries of existing and new data on the needs of migratory students and identified any additional data needed; (3) developed concern statements for migratory students in Nebraska; and (4) developed need statements describing the magnitude of the needs exhibited by Nebraska’s migratory students.

The committee reviewed the goal areas originally established by OME. It then indicated how the needs of Nebraska migratory students fit within these broad categories and combined areas of need that NAC practitioners and content area experts found necessary. In consideration of State standards that provide a guide to delivering challenging and meaningful content to students that prepare them for success in life, OME recommendations for the CNA, and the needs of migratory students in the State, the three goal areas established by the NAC include the following.

Goal 1: School Readiness

Goal 2: English Language Arts and Mathematics

Goal 3: High School Graduation/Services to Out-of-school Youth (OSY)

Upon agreeing to these three goal areas for improving migratory student achievement, each goal was explored in relation to the Seven Areas of Concern established by OME to ensure that concerns and solutions aligned both with the Nebraska standards and the concerns typically associated with frequent migrancy. These seven themes helped guide the Nebraska NAC toward specific areas that define populations whose migratory lifestyles result in significant challenges to success in school. After reviewing migratory student data, the NAC developed concern statements and solution strategies that will serve as the foundation for the Nebraska MEP service delivery planning process. The seven areas of concern are described below.

1. ***Educational Continuity***—Because migratory students often are forced to move during the regular school year and experience interruptions due to absences, students tend to encounter a lack of educational continuity. Migratory students move from state to state and within the state and experience differences in curriculum, expectations, articulation of skills, and other differences in school settings. The cumulative impact of educational discontinuity is daunting. Efforts to overcome this pattern of incoherence are needed to strengthen educational continuity.
2. ***Time for Instruction***—Mobility also impacts the amount of time students spend in class and their attendance patterns. Such decreases in the time students spend engaged in learning leads to lower levels of achievement. Identifying methods for ameliorating the impact of family mobility and delays in enrollment procedures is essential.
3. ***School Engagement***—Various factors relating to migrancy negatively impact student engagement in school. Students may have difficulty relating the school experience to the experience of day-to-day living in agricultural areas. Those moving may encounter cultural misunderstandings and bias because of moving into a community where many do not share their same background.
4. ***English Language Development***—English language development is critical for academic success. Even if students learn basic interpersonal communication skills, academic language can be underdeveloped without an intentional focus on developing English vocabulary. The MEP must find avenues to supplement the difficulties faced by migratory students in the process of learning English due to their unique lifestyle, while not supplanting Title III activities.
5. ***Education Support in the Home***—Home environment often is associated with success in school, reflecting exposure to reading materials, a broad vocabulary, and educational games and puzzles. Such resources reflect parent educational background and socio-economic status. While many migratory parents value education for their children, they may not know how to support their children in a manner consistent with school expectations nor have the means to offer an educationally rich home environment.

6. **Health**—Good health is a basic need that migratory students often do not possess. The compromised dental and nutritional status of migratory children is well documented. They have higher proportions of acute and chronic health problems and exhibit higher childhood and infant mortality rates than those experienced by their non-migratory peers. Migratory children are at greater risk than other children due to poverty, injuries at agricultural work sites, and lack of access to health care facilities. Migratory families often need assistance in addressing health problems that interfere with the student’s ability to learn.
7. **Access to Services**—When families are new to an area and/or are unable to speak the language of community service providers, accessing services for which they are eligible may be difficult. Migratory families often need information about available programs, transportation, interpretation/translation, and help understanding qualifications in order to access services.

Nebraska Context

Prior to the first CNA meeting in October 2020, a migratory student profile was compiled that included demographic and achievement data. This information was obtained from State data sources including MIS2000, prior year CSPRs, and the most recent statewide evaluation report (2018-19). The profile helped the NAC gain an understanding of the characteristics and unique challenges experienced by migratory children/youth in Nebraska.

The NAC also was provided information about the context of migratory work in the State of Nebraska and the criteria for a migratory student to be considered as having PFS. In accordance with the ESEA—Section 1304(d), priority for services (PFS) 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 have dropped out of school**, (applies to USA schools only). If any of the factors (A1-A11) have been identified within the *Failing or Most at Risk of Failing, to Meet State Standards* and a *qualifying move* within the previous 1-year period are met, the child/youth is designated as PFS. Both sections (1) and (2) must be met in order for a migratory child/youth to be considered PFS.

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

- A1** Disabled/IEP – Student is identified as having a disability (i.e. IEP, 504 Plan)
- A2** Poor Attendance – Student is not attending school regularly (according to district policy)
- A3** Retention – Student has repeated a grade level or a course
- A4** Modal Grade – Student is placed in a class that is not age appropriate (i.e. 1st grade placement, 8 years old)
- A5** Credit Deficient – Student is behind in accruing credits toward graduation requirements (based on local requirements)
- A6** EL - Student is classified as either non-English proficient or limited English proficient according to local language assessment practice
- A7** Low Performance – Student scores below proficient on State or local reading, writing, or mathematics assessments

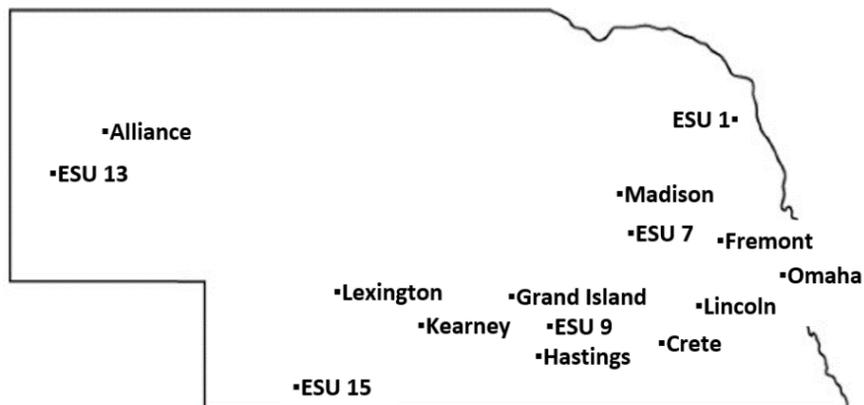
- A8** OSY – A migrant youth under the age of 22 who: 1) has not graduated; 2) is not attending school; 3) is classified as having dropped out and/or is here to work
- A9** Prekindergarten Children – Migrant children ages 3–5 that are not served by any other program
- A10** Homeless – Migrant children that meet the definition of the McKinney-Vento Homeless Program

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

Supplemental education services are provided in Nebraska that can help migratory children and youth overcome the effects of educational disruptions and other problems resulting from repeated moves. As stated previously regarding the Seven Areas of Concern, issues of mobility, language, and poverty affect migratory students’ opportunities to receive excellence and equity in education. During the regular school year in Nebraska, areas with concentrations of migratory children are served by MEPs that operate in support of, and in coordination with, the regular school program. During the summer, programs are set up exclusively for migratory children when regular school programs do not operate. Services in Nebraska are provided to migratory students by 15 projects as displayed in Exhibit 4.

1. Alliance
2. Crete
3. ESU 1 - Wakefield
4. ESU 7 – Columbus
5. ESU 9 - Hastings
6. ESU 13 – Scottsbluff
7. ESU 15 – McCook
8. Fremont
9. Grand Island
10. Hastings Head Start
11. Kearney
12. Lexington
13. Lincoln
14. Madison
15. Omaha

Exhibit 4 – Map of Nebraska’s MEP Sites



The Nebraska MEP strives to provide migrant students with individualized, needs-based supplemental instructional and support services that positively impact their learning and academic achievement. Parents are provided services to improve their skills and increase their engagement in their child’s education; MEP staff are trained to better serve the unique needs of migrant students and their parents; community resources and programs help support migrant students and their families; and local projects expand their capacity to provide needs-based services to Nebraska’s migratory population.

The Nebraska MEP offers a wide range of high quality instructional and support services that are provided both during the regular school year and summer. During the regular school year, the Nebraska MEP provides tutoring in math and reading, preschool services, pre-General Educational Development diploma (GED)/GED preparation, opportunities for secondary credit accrual and distance learning, English as a Second Language (ESL) instruction, science/social studies instruction, and Science, Technology, Engineering, and Math (STEM)/Robotics. In addition to the afore-mentioned instructional services, during the summer the Nebraska MEP also provides summer school, services to OSY, and services to binational Students.

The primary focus of the Nebraska MEP is the identification and recruitment (ID&R) of migratory students and ensuring that its supplemental programs and advocacy align with the State’s efforts to transition to the rigorous research-based reforms set forth by the NDE. The Nebraska MEP focuses services in the areas of ID&R, inter/intrastate coordination, and migrant student enrollment; instructional, health, and support services; staff professional learning, and family and community engagement. The Nebraska MEP Team reviews, monitors, and evaluates school district MEP plans, program applications, program implementation, and fiscal expenditures.

Agriculture is Nebraska’s leading industry. Production agriculture contributes more than \$25 billion to Nebraska’s economy each year. Nebraska’s farmers and ranchers work on 49,100 farms and ranches spread across more than 45 million acres. Farms and ranches use 92% of Nebraska’s total land area. (<https://farmflavor.com/>) In 2021, Nebraska ranked fourth in the nation for commercial red meat production (<https://beef2live.com>). Other important commodities include corn, soybeans, dry edible beans, hay, and wheat.

Nebraska Concern Statements

During the first CNA meeting (conducted over three 2-hour virtual meetings), the NAC developed concern statements for each goal area and categorized needs according to the Seven Areas of Concern. The development of the concern statements followed an eight-step protocol as well as specific criteria on how to write the statements. The final concern statements, in order of importance as ranked by the NAC, are listed in Exhibit 5.

Exhibit 5: Concern Statements Identified by the Nebraska NAC

Goal 1: School Readiness	Area of Concern
1-1) We are concerned that migratory parents do not have the knowledge or economic access (including transportation) to healthcare and dental care and other basic needs.	Access to services Educational support in the home Health
1-2) We are concerned that migratory families may not be aware of how to support school readiness, how to enroll their child, or have access to resources (educational materials) to support their preschool children in a manner consistent with school expectations, developmental stages, and academic success as well as overcoming barriers, such as transportation, schedules, etc.	Access to services Educational support in the home

Goal 1: School Readiness	Area of Concern
1-3) We are concerned that migratory preschoolers, especially English learners (ELs), do not have access to free, quality early childhood programs (i.e., transportation, long waitlist, availability, schedules, lack of understanding of developmental stages) and therefore do not have the school readiness skills to be prepared for kindergarten and beyond.	Educational continuity Time for instruction English language development Access to services
1-4) We are concerned that migratory children ages 3-5 who are not enrolled in a preschool program are not receiving MEP instructional services.	Access to services Educational continuity Time for instruction
1-5) We are concerned that MEP and school staff lack the skills and strategies to support the unique educational needs, cultural identity, language, and life experiences of migratory students and their families.	School engagement
1-6) We are concerned that migratory parents may need additional support/training in how to access technology and appropriate use of technology to participate in virtual early childhood education programming.	Access to services Educational support in the home

Goal 2: ELA and Mathematics	Area of Concern
2-1) We are concerned that migratory students (especially English learners [ELs] and students with priority for services [PFS]) are not performing at the same level as their non-migratory peers on State ELA and math assessments	Educational continuity Time for instruction English language development
2-2) We are concerned that migratory students are not receiving the instructional services they need (including in-school programming and extended programming) to succeed in ELA and math, especially Algebra, as indicated by assessment scores and course grades.	Educational continuity Time for instruction English language development
2-3) We are concerned that migratory students have unmet support service needs (i.e., basic necessities, medical/dental, mental health, transportation) that impact attendance and academic achievement in ELA and math.	Health Access to services Time for instruction
2-4) We are concerned that many migratory families lack knowledge, resources, and/or access to academic support to help their children develop ELA and math skills (i.e., training, materials, literature, technology, community services).	Access to services Educational support in the home
2-5) We are concerned that MEP and school staff lack the skills and strategies to support the unique educational needs, cultural identity, language, and life experiences of migratory students and their families.	School engagement
2-6) We are concerned that the COVID-19 pandemic is leading to further challenges for migratory students by having them attend remote learning and complete their schoolwork.	Access to services Time for instruction School engagement Educational continuity

Goal 3: High School Graduation/Services to OSY	Area of Concern
3-1) We are concerned that migratory secondary-aged students and OSY have unmet instructional service needs.	Access to services School engagement Educational continuity Time for instruction
3-2) We are concerned that migratory students may not be on track to receive credit in Algebra 1 and/or to obtain the other necessary math credits for high school graduation.	Instructional time Educational continuity
3-3) We are concerned that migratory secondary-aged students and OSY have unmet support service needs such as functional life skills, counseling, health care (teen pregnancy), and mental health services.	Access to services Health School engagement
3-4) We are concerned that migratory secondary-aged students, especially ELs and PFS students are graduating at a lower rate than their peers.	English language development Educational continuity Time for instruction
3-5) We are concerned that migratory secondary-aged students, OSY, and families lack knowledge of options after high school including postsecondary education, employment skills, and career opportunities.	Access to services Educational support in the home

Phase II: Gathering and Analyzing Data

Nebraska Migratory Student Profile

In the second phase of the CNA process, the key objectives were to build a comprehensive understanding of the gaps between Nebraska migratory students and all other students in the State, and propose solutions based on achievement and perceptual data. Three broad categories of Nebraska migratory student data were targeted: 1) demographic data; 2) achievement data; and 3) stakeholder perception data.

Demographic and services data were drawn from MIS2000 for the 2018-19 and 2019-20 performance periods, and achievement data for migratory and non-migratory students were drawn from the 2018-19 State assessments (the most recent data available as the 2019-20 State assessments were cancelled due to the pandemic) contained in the State database and State website. Perception data were gathered from MEP staff, migratory parents, and migratory students/youth through needs assessment surveys collected by district and regional projects. The Nebraska Migratory Student Profile created for the CNA using these data source can be found below.

Exhibit 6: Nebraska Migratory Student Profile (Data from 2019-20)

Eligible Migratory Students	4,608 (see table on following page)
Grade Distribution	Ages 0-2 (5%), Ages 3-5 (15%), Grades K-2 (21%), Grades 3-5 (19%), Grades 6-8 (17%), Grades 9-12 (19%), OSY (5%)
Priority for Services	1,738 (40%) of the 4,388 eligible children ages 3-21
English Learners (EL)	1,951 (44%) of the 4,388 eligible children ages 3-21
Disrupted Schooling	1,158 (25%) of all eligible migratory students had a qualifying arrival date (QAD) within the last 12 months
Migratory students served during the performance period	3,513 (76%)
Migratory students served during the summer	2,116 (46%)
Migratory students receiving instructional services	1,413 (40% of served, 31% of eligible)
Migratory students receiving reading and math instruction	Reading Instruction – 1,034 (29% of served; 22% of eligible) Math Instruction – 1,049 (30% of served; 23% of eligible)
Migratory students receiving support services	3,479 (99% of served; 75% of eligible)
Migratory students receiving counseling services	1,406 (40% of served; 31% of eligible)
Migratory students scoring proficient or above on State reading and math assessments (2019)	ELA - 20% (52% for non-migratory students) Math - 24% (52% for non-migratory students)
OSY eligible/served	230 eligible, 165 (72%) served
High School Graduation Rate	94.6% (96.8% for non-migratory students)
Dropout Rate	3.16% (1.19% for non-migratory students)

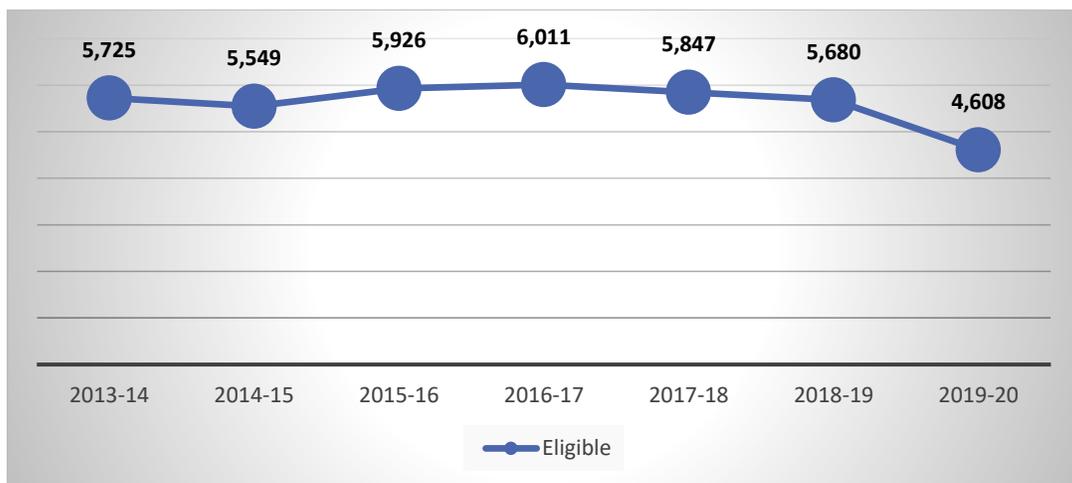
Following is a summary of the needs assessment data collected for the CNA and shared with the NAC during the CNA meetings, and updated based on receipt of the most recent data for the 2019-20 performance period.

Migratory Student Demographics

Exhibit 7 shows the number of eligible migratory students by age/grade level across an seven-year span. Results show decreasing numbers since 2016-17, with 2019-20 having the fewest eligible migratory students.

Exhibit 7: Eligible Migratory Students in Nebraska

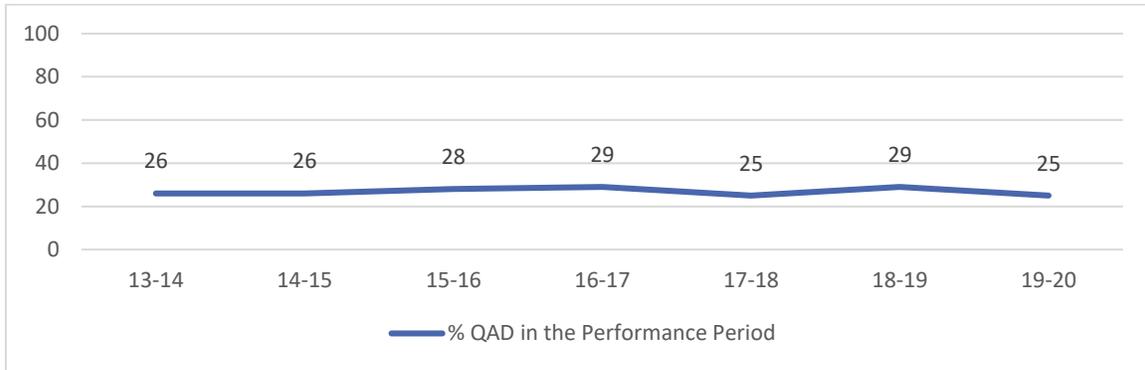
Age/ Grades	# Eligible 2013-14	# Eligible 2014-15	# Eligible 2015-16	# Eligible 2016-17	# Eligible 2017-18	# Eligible 2018-19	# Eligible 2019-20
Age 0-2	295	276	286	316	311	249	220
Age 3-5	949	930	882	901	842	798	697
Grades K-2	1,003	922	1,083	1,091	1,081	1,064	948
Grades 3-5	904	863	929	935	975	967	887
Grades 6-8	776	720	834	844	806	814	761
Grades 9-12	899	919	956	962	916	894	865
OSY	899	919	956	962	916	894	230
Total	5,725	5,549	5,926	6,011	5,847	5,680	4,608



Source: CSPR Part II (2013-14 to 2019-20)

Mobility is a factor that is closely related to school failure. Nebraska gathered information from the past seven years on the QAD of migratory students (see Exhibit 8). Results show that for all seven years, about one fourth of migratory students have a current year move.

Exhibit 8: Migratory Students with QADs During Seven Previous Performance Periods



Source: CSPR Part II (2013-14 to 2019-20)

MEP Services

Exhibit 9 shows the unduplicated number of participating migratory children who received MEP-funded instructional or support services at any time during the 2019-20 performance period (regular year and summer). Results show that 76% of the 4,608 eligible migratory students were served during 2019-20 (78% of the 4,388 migratory students ages 3-21, 42% of which had PFS (83% of all PFS students). Thirty-one percent (32%) of eligible migratory children ages 0-21 received MEP instructional services (40% of students served), and 75% received support services (99% of students served).

Exhibit 9: Migratory Students Served during the 2019-20 Performance Period

Ages/Grades	All Migratory Students			PFS			Type of Services Received					
	Eligible	Served		Total # PFS	Served		Instruction		Support Services		Breakout of Counseling	
		#	%		#	%	#	%	#	%	#	%
Birth-2	220	107	49%	--	--	--	9	4%	107	49%	20	9%
Age 3-5	697	516	74%	314	244	78%	246	35%	510	73%	127	18%
Grades K-2	948	763	80%	387	334	86%	409	43%	753	79%	208	22%
Grades 3-5	887	689	78%	323	277	86%	354	40%	678	76%	243	27%
Grades 6-8	761	600	79%	269	230	86%	199	26%	595	78%	298	39%
Grades 9-12	865	673	78%	290	236	81%	170	20%	672	78%	475	55%
OSY	230	165	72%	155	121	78%	26	11%	164	71%	35	21%
Total	4,608	3,513	76%	1,738	1,442	83%	1,413	31%	3,479	75%	1,406	40%

Source: 2019-20 CSPR Data Check Sheet

Exhibit 10 depicts the percentage of migratory students receiving reading instruction, math instruction, and high school (HS) credit accrual during the performance period (*instruction provided by a teacher only*). Twenty-two percent (22%) of all eligible migratory children received reading instruction by a teacher (73% of children receiving MEP instructional services), and 23% received math instruction (74% of students receiving MEP instructional services). In addition, 3% of the 1,095 eligible migratory students in grades 9-12 and OSY received high school credit accrual.

Exhibit 10: Instructional Services Received during the 2019-20 Performance Period

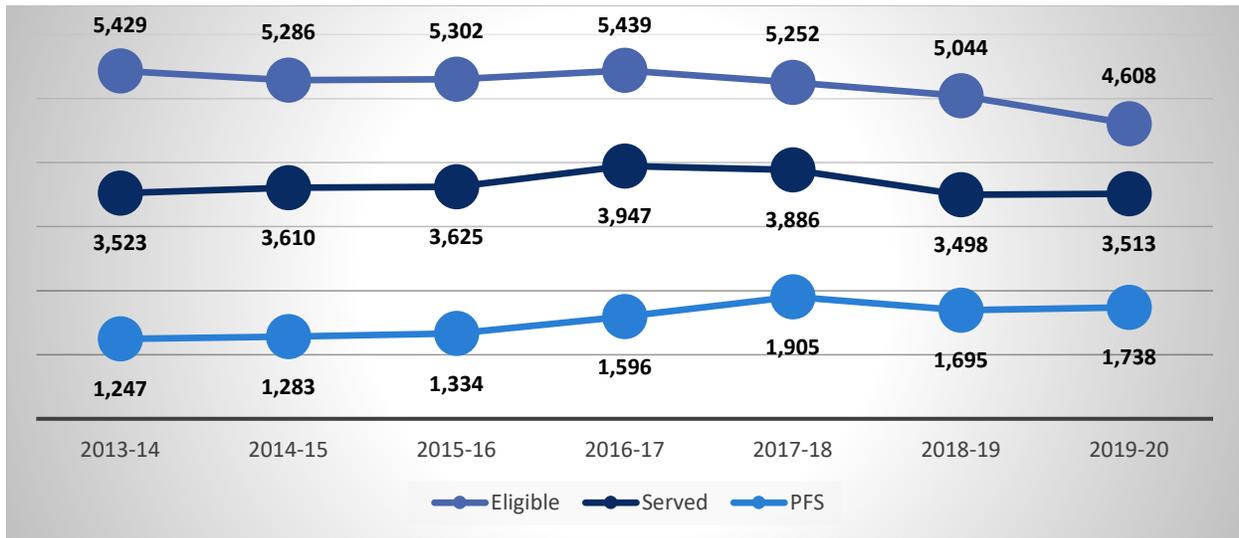
Ages/Grades	Eligible	Reading Instruction		Math Instruction		HS Credit Accrual	
		#	%	#	%	#	%
Birth-2	220	1	<1%	2	1%	N/A	N/A
Ages 3-5	697	161	23%	185	27%	N/A	N/A
Grades K-2	948	334	35%	316	33%	N/A	N/A
Grades 3-5	887	282	32%	284	32%	N/A	N/A
Grades 6-8	761	159	21%	172	23%	N/A	N/A
Grades 9-12	865	94	11%	86	10%	29	3%
OSY	230	3	1%	4	2%	1	<1%
Total	4,608	1,034	22%	1,049	23%	30	3%*

Source: 2019-20 CSPR Data Check Sheet

*Percentage of eligible migratory children in grades 9-12 and OSY (N=1,095)

Exhibit 11 is a graphic display of the number of eligible migratory children served by the Nebraska MEP, and the number of PFS migratory children served during the last seven years. The exhibit shows stable numbers all seven years, with decreases in the number of eligible students the past two years and decreasing gaps in the number of eligible students and the number served.

Exhibit 11: Longitudinal Display of Migratory Children Served by the Nebraska MEP

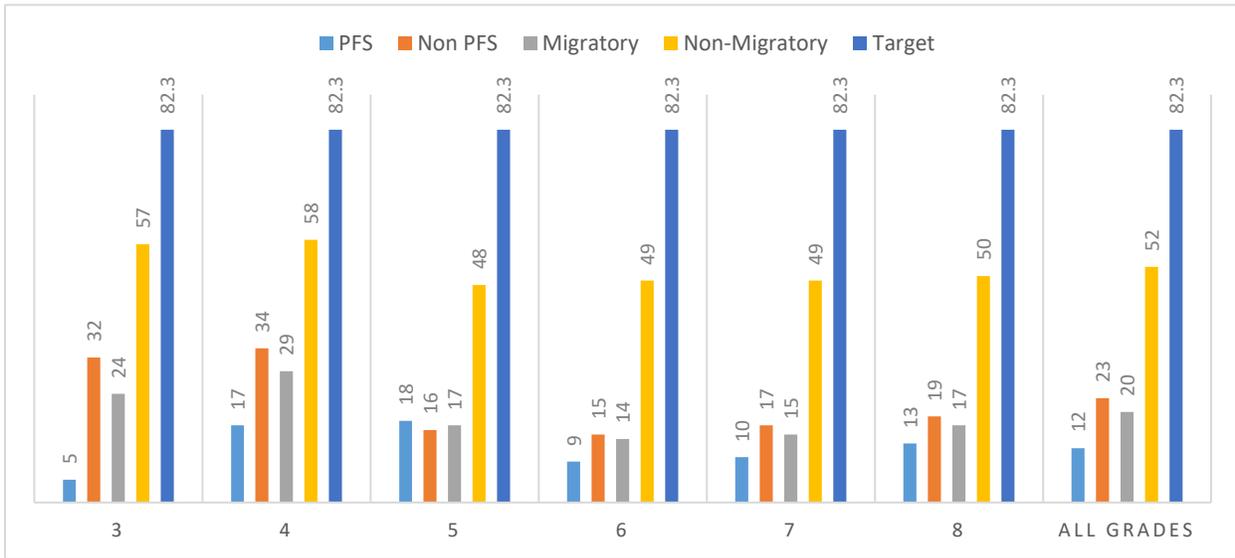


Source: CSPR Part II (2013-14 to 2019-20)

Reading and Math Achievement

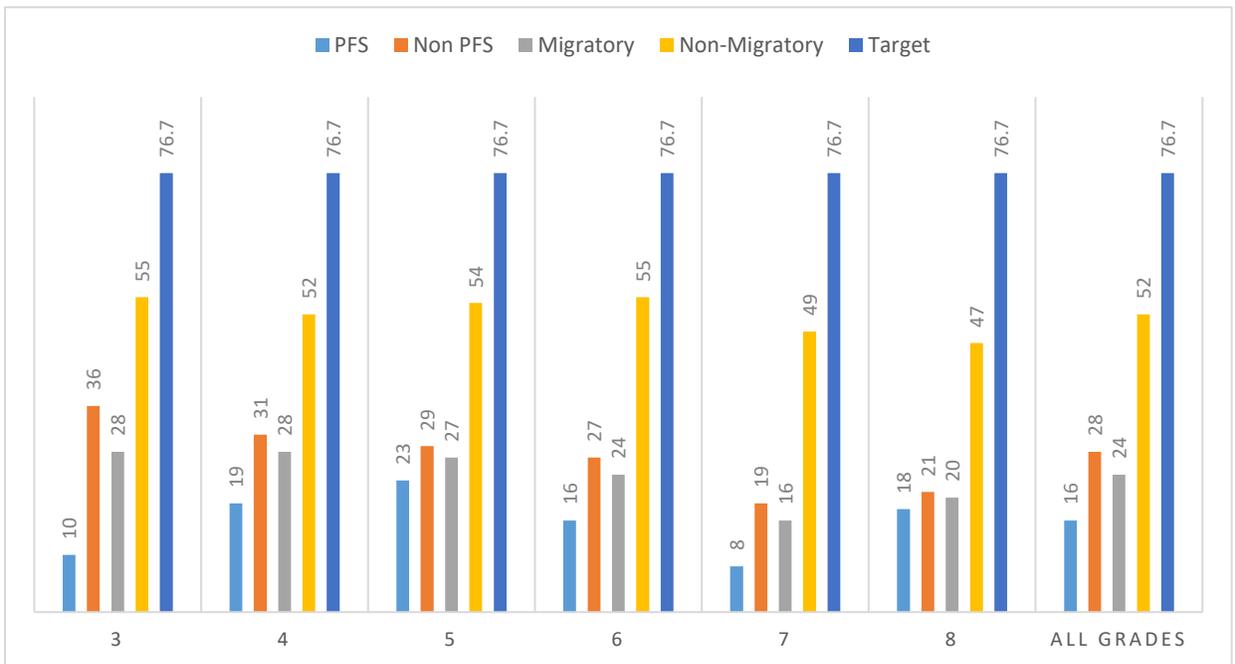
During 2018-19, Nebraska students in grades 3-8 and in high school were assessed in ELA and mathematics using the Nebraska Student-Centered Assessment System (NSCAS). Results show that 20% of migratory students assessed scored at “proficient” or “advanced” on the NSCAS ELA Assessment, compared to 52% of non-migratory students; and 24% of migratory students scored at “proficient” or “advanced” in math, compared to 52% of non-migratory students. For both ELA and math, there are substantial gaps between migratory and non-migratory students.

Exhibit 12: Percentage of Migratory and Non-Migratory Students in Grades 3-8 Scoring Proficient or Above on the 2019 NSCAS ELA Assessments



Source: 2018-19 NDE State Assessment Data

Exhibit 13: Percentage of Migratory and Non-Migratory Students in Grades 3-8 Scoring Proficient or Above on the 2019 NSCAS Math Assessments



Source: 2018-19 NDE State Assessment Data

School Readiness

Exhibit 14 shows that just less than half of the 697 eligible 3-5-year-old migratory children participated in MEP or non-MEP-funded preschool (school readiness) services indicating a need for increased services to migratory preschool children to prepare them for kindergarten.

Exhibit 14
Migratory Children (ages 3-5) Participating in Preschool in 2019-20

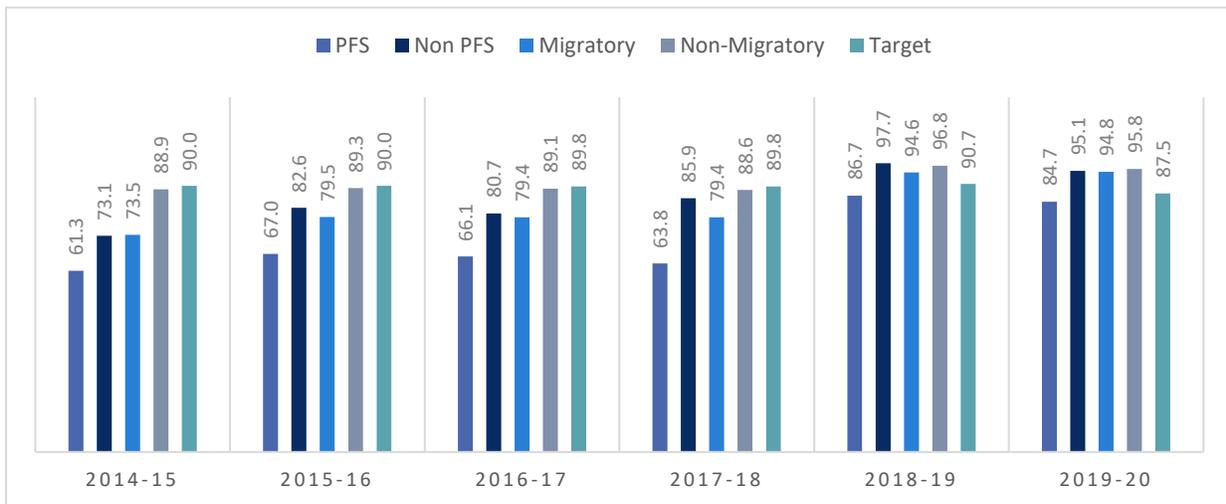
PFS Status	# Eligible Children Ages 3-5	# (%) Participating in MEP Preschool Programming	# (%) Participating in non-MEP Preschool Programming	Total # (%) Participating	MPO Met?
PFS	314	94 (30%)	36 (11%)	130 (41%)	No
Non-PFS	383	113 (30%)	94 (26%)	207 (54%)	Yes
Total	697	207 (30%)	130 (19%)	337 (48%)	Yes

Source: MIS2000/2019-20 Nebraska MEP Evaluation Report

High School Graduation and Dropout Rates

Exhibit 15 shows graduation rates for migratory and non-migratory students in Nebraska for the past six years. Results show that the migratory student graduation rate is consistently lower than the graduation rate of non-migratory students, and the PFS student graduation rate is lower than the non-PFS student graduation rate, and much lower than the non-migratory student graduation rate for all six years.

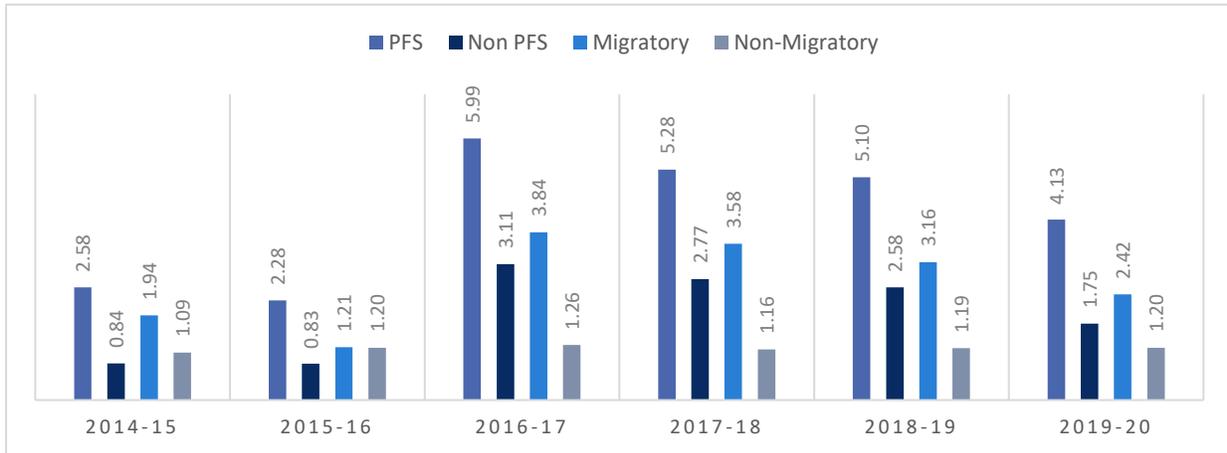
Exhibit 15: Migratory and Non-Migratory Student Graduation Rates



Source: NDE Data

Exhibit 16 shows dropout rates for migratory and non-migratory students in Nebraska for the past six years. Results show that PFS migratory students have a much higher dropout rate than non-PFS migratory students and non-migratory students. For all six years, the dropout rate for migratory students was higher than the dropout rate for non-migratory students.

Exhibit 16: Dropout Rates of Migratory and Non-Migratory Students

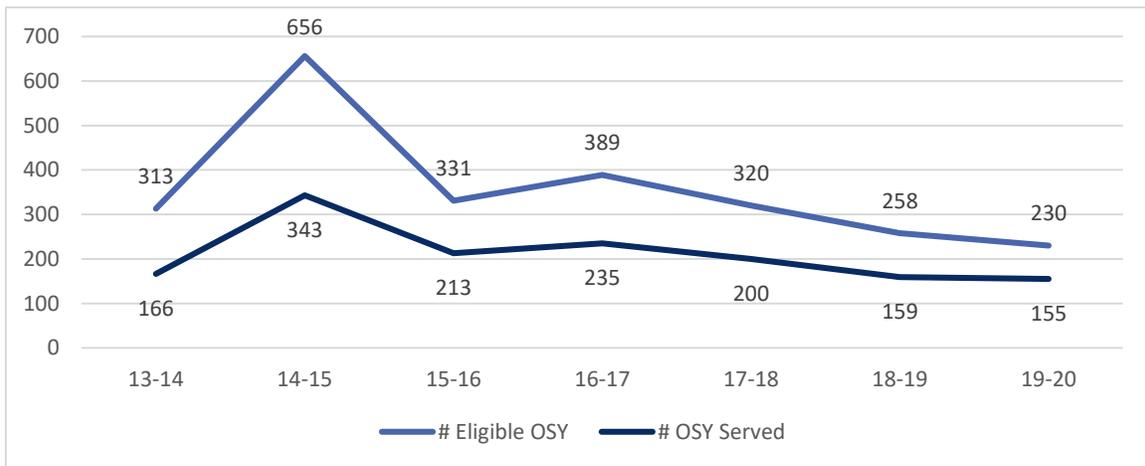


Source: NDE Data

Out-of-School Youth (OSY)

Exhibit 17 shows that the number of eligible OSY has decreased over the past three years; however, the gap between eligible and served has also decreased. The needs of OSY are challenging as they are likely to live away from parents and many are parents themselves; most have health needs that may interfere with participating in school (e.g., medical, dental, vision, nutrition); and re-engaging OSY in MEP services and keeping them engaged is perhaps the most difficult work in migrant education due to age and circumstances.

Exhibit 17: Migratory OSY Served by the Nebraska MEP



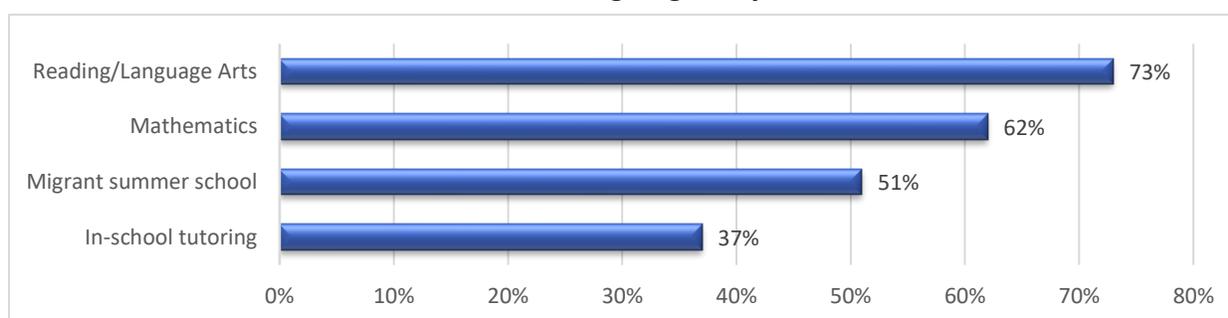
Source: CSPR Part II (2013-14 to 2019-20)

Needs Assessment Survey Results

Through the surveys that were conducted for the CNA process, the NAC had access to detailed input from a wide variety of stakeholders that helped to inform their decision-making. The key stakeholders that were queried about their opinions and ideas regarding the most critical needs of migratory students and families included: State MEP staff, regional MEP staff, local MEP staff, secondary-aged migratory students, and migratory parents.

MEP staff surveyed were asked to identify students' greatest needs related to instruction and support services, as well as services needed by parents/families, and their own professional development (PD) needs. Exhibit 18 shows that MEP staff responding felt that migratory students need reading/language arts instruction (73% responding) most, followed by mathematics instruction (62% responding) and summer school (51% responding) the most.

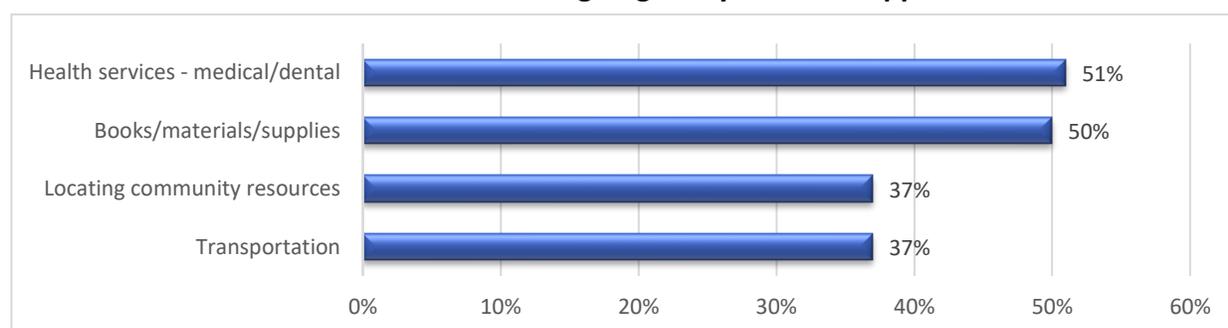
Exhibit 18: Percent of Staff Indicating Migratory Student Instruction Needs



Source: MEP Staff Needs Assessment Surveys

MEP staff responding felt the support services students need most include health services (51% responding), followed by books/materials/supplies (50% responding).

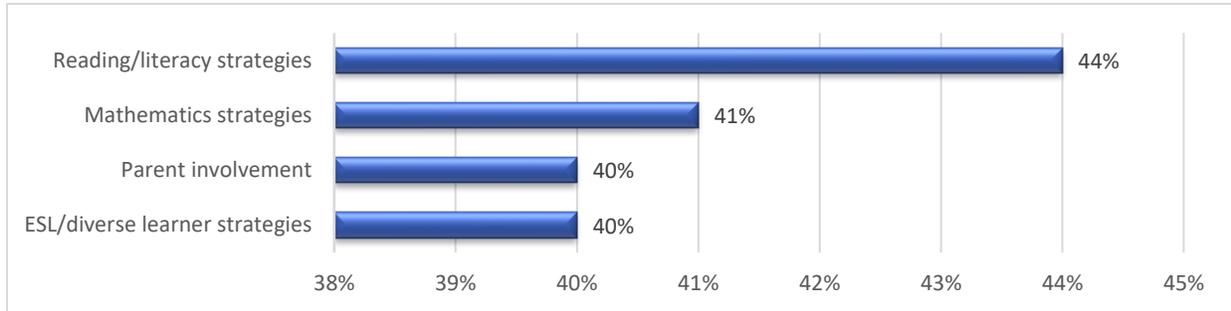
Exhibit 19: Percent of Staff Indicating Migratory Student Support Service Needs



Source: MEP Staff Needs Assessment Surveys

Exhibit 20 shows that the majority of staff responding reported a need for professional development (PD) on strategies for reading/literacy strategies (44% responding), followed by mathematics strategies (41% responding).

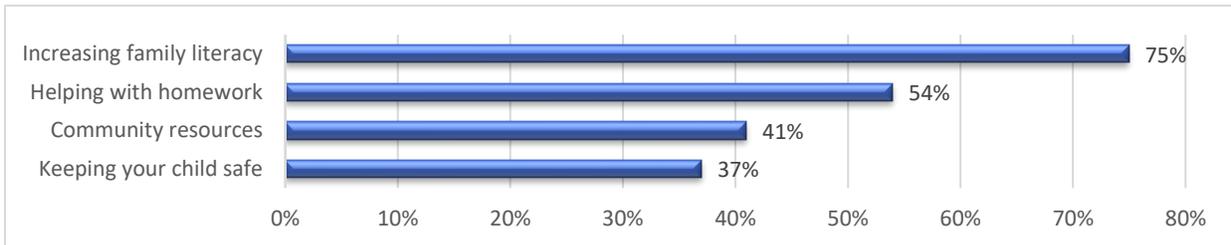
Exhibit 20: Percent of Staff Indicating Professional Development Needs



Source: MEP Staff Needs Assessment Surveys

Exhibit 21 shows that most MEP staff felt that parents need information on increasing family literacy (75% responding) and how to help their children with homework (54% responding).

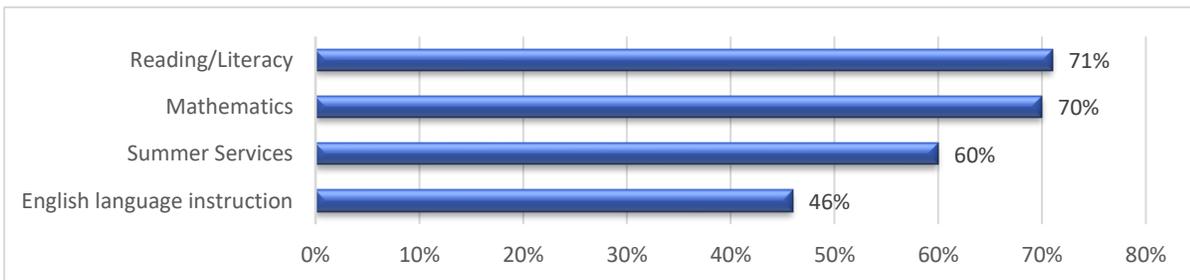
Exhibit 21: Percent of Staff Indicating Parent/Family Service Needs



Source: MEP Staff Needs Assessment Surveys

Migratory parents were asked to identify their children’s greatest needs related to instruction and support services, as well as services they need from the MEP. Exhibit 22 shows that most parents responding indicated that their children need reading/literacy instruction (71% responding) and mathematics instruction (70% responding), followed by summer services (60% responding).

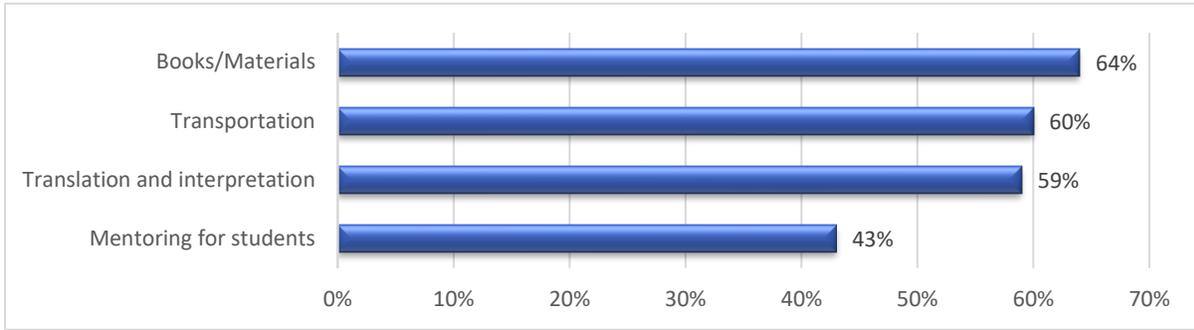
Exhibit 22: Percent of Parents Indicating their Children’s Instruction Needs



Source: Parent Needs Assessment Surveys

Exhibit 23 shows that parents responding reported that their children need books/materials most (64% responding), followed by transportation (60% responding) and translation/interpretation assistance (59% responding).

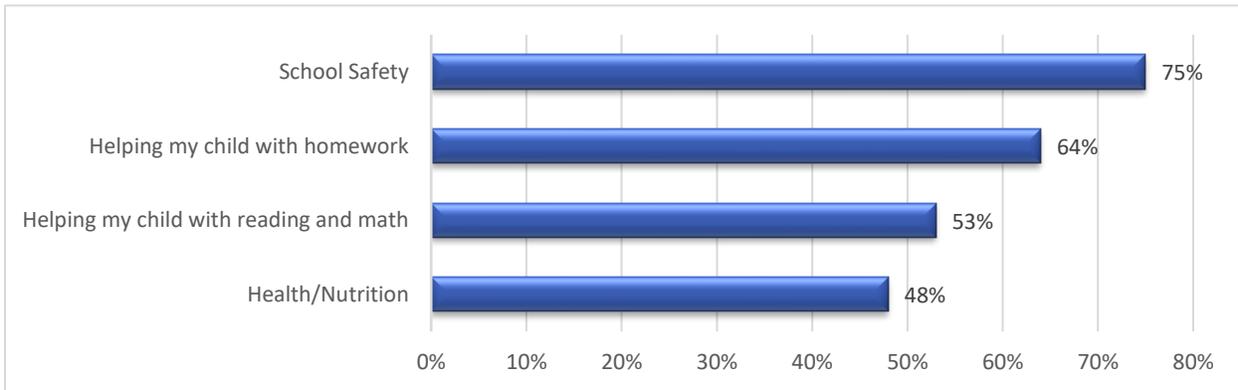
Exhibit 23: Percent of Parents Indicating their Children's Support Service Needs



Source: Parent Needs Assessment Surveys

Exhibit 24 shows that services most needed by parents included a need for information about school safety (75% responding), followed by strategies for helping their children with homework (64% responding), and helping their children with reading and math (53% responding).

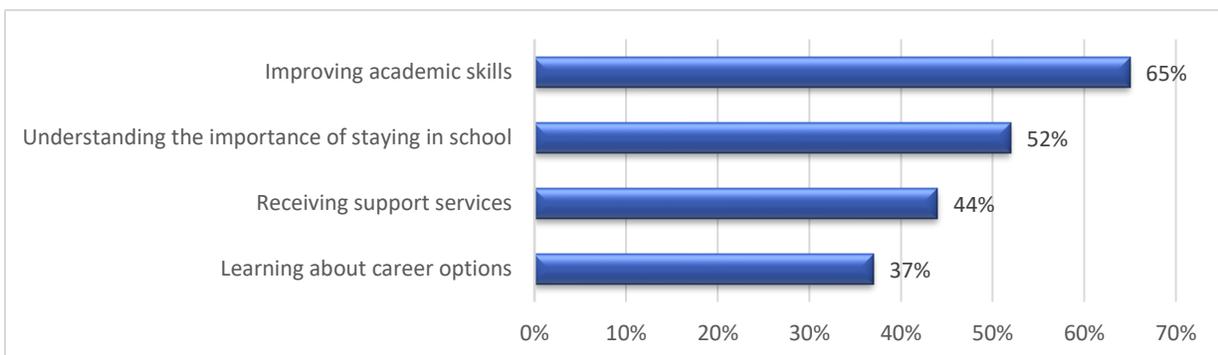
Exhibit 24: Percent of Parents Indicating Parent/Family Service Needs



Source: Parent Needs Assessment Surveys

Secondary migratory students also were surveyed about their areas of needed assistance and additional needs for instruction and support services. Exhibit 25 shows that students responding indicated the most need for improving their academic skills (65% responding), followed by understanding the importance of staying in school (52% responding).

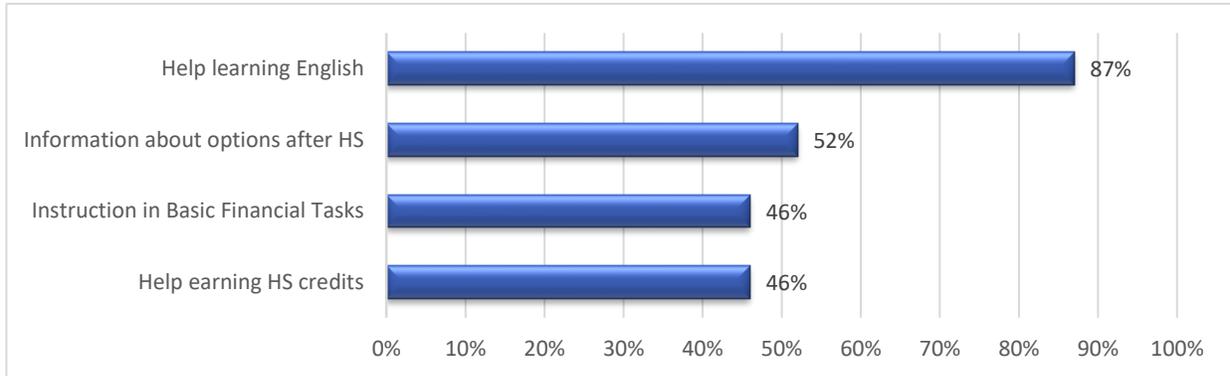
Exhibit 25: Percent of Secondary Students Indicating Instruction Needed



Source: Student/OSY Needs Assessment Surveys

Secondary-aged migratory students reported that their greatest need is help learning English (87% responding), followed by wanting information about options after high school (52% responding).

Exhibit 26: Percent of Secondary Students Services Needed



Source: Student/OSY Needs Assessment Surveys

Phase III: Making Decisions

In Phase III of the CNA process, the key objective was to finalize concern statements and develop viable solutions to be used to set criteria for the development of the SDP. This section offers the final recommendations for concerns, data sources for the concerns, need indicators and statements, and the solutions made by the NAC. A complete list of the concerns and solutions is found in the CNA Decisions and Planning Chart which is kept on file with the Nebraska MEP. The NAC used the following criteria to rank concerns in terms of the magnitude in the gaps between “what is” and “what should be”.

- Critical nature of the need
- Special needs of PFS students
- Degree of difficulty in addressing the need
- Risks/consequences of ignoring the need
- External factors such as State and local/district priorities and goals

The NAC identified possible solutions which the SDP Committee will use for the development of the Strategies during the SDP planning process in 2021-22. The solutions are general guidelines based on the examination of migratory student needs. The development of solutions was guided by the following questions:

- ✓ What does the research say about effective strategies, programs, or interventions?
- ✓ Where has this solution been implemented and was it successful?
- ✓ What are the challenges?
- ✓ How can solutions be customized for Nebraska?

Goal Area 1: School Readiness

Concern	Data Source	Need Indicator/ Need Statement	Possible Solution
1-1) We are concerned that migratory parents do not have the knowledge or economic access (including transportation) to healthcare and dental care and other basic needs.	Expert Committee Opinion/ Observations	Indicator NAC Goal Area Group reports that migratory parents have requested assistance with health care, dental care, and other basic needs.	1.1a) Refer parents to community resources. 1.1b) Educate parents on navigating the U.S. healthcare system. 1.1c) Help parents make appointments/ referrals to clinics. 1.1d) Offer transportation to appointments (if permitted by the local project).
		Statement The percentage of parents requesting assistance with health care, dental care, and other basic services needs to decrease.	
1-2) We are concerned that migratory families may not be aware of how to support school readiness, how to enroll their child, or have access to resources	2020-21 Parent Needs Assessment Survey	Indicator 81% of parents of preschoolers surveyed reported that they need training on school readiness.	1.2a) Help and support parents navigate the U.S. school system by providing information/ resources/materials for parents on understanding expectations/stages, literacy, school readiness, and technology in the family’s home language.
		Statement The percentage of migratory parents reporting that they need training on school readiness needs to decrease.	

Concern	Data Source	Need Indicator/ Need Statement	Possible Solution
(educational materials) to support their preschool children in a manner consistent with school expectations, developmental stages, and academic success as well as overcoming barriers, such as transportation, schedules, etc.			<p>1.2b) Provide parent workshops, such as Parent Advisory Council (PAC) and Family and Community Engagement (FACE), and other virtual meetings.</p> <p>1.2c) Partner with the NDE Early Childhood department.</p> <p>1.2d) Create videos on readiness skills.</p> <p>1.2e) Utilize/share with parents the resources on the Migrant Preschool Initiative site.</p>
1-3) We are concerned that migratory preschoolers, especially English learners (ELs), do not have access to free, quality early childhood programs (i.e., transportation, long waitlist, availability, schedules, lack of understanding of developmental stages) and therefore do not have the school readiness skills to be prepared for kindergarten and beyond.	MIS2000 (2018-19)	<p>Indicators</p> <p>48% of 3–5-year-old migratory children participate in preschool services.</p> <p>52% of 3–5-year-old migratory children do not participate in preschool services.</p> <p>Statement</p> <p>The percentage of 3–5-year-old migratory children who participate in preschool services needs to increase.</p>	<p>1.3a) Partner with local preschools to advocate for migratory children.</p> <p>1.3b) Offer transportation (if allowed by local projects).</p>
1-4) We are concerned that migratory children ages 3-5 who are not enrolled in a preschool program are not receiving MEP instructional services.	2019-20 Data Check Sheet	<p>Indicator</p> <p>35% of migratory children ages 3-5 received MEP instructional services.</p> <p>Statement</p> <p>The percentage of migratory children ages 3-5 receiving MEP instructional services needs to increase.</p>	<p>1.4a) Offer migrant-funded preschool programs (regular and summer term).</p> <p>1.4b) Provide home-based/virtual preschool services and materials/technology such as family literacy.</p>
1-5) We are concerned that MEP and school staff lack the skills and strategies to support the unique educational needs, cultural identity, language, and life experiences of migratory students and their families.	2020-21 Staff Needs Assessment Surveys	<p>Indicator</p> <p>51% of staff surveyed indicated a need for PD on reading/literacy and parent involvement, and 45% indicated a need for PD on mathematics and ESL strategies.</p> <p>Statement</p> <p>The percentage of staff indicating a need for PD to address the unique needs of migratory students needs to decrease.</p>	<p>1.5a) Encourage the employment of, or employ, bilingual/bicultural staff or staff who have experience working with multicultural students.</p> <p>1.5b) Provide training on cultural proficiency and developmentally appropriate practices.</p> <p>1.5c) Partner with parents to gain information about cultures and life experiences.</p>

Concern	Data Source	Need Indicator/ Need Statement	Possible Solution
<p>1-6) We are concerned that migratory parents may need additional support/training in how to access technology and appropriate use of technology to participate in virtual early childhood education programming.</p>	<p>Expert Committee Opinion</p>	<p>Indicator NAC Goal Area Group reports that migratory parents have requested training and assistance on the use of technology for virtual learning.</p>	<p>1.6a) Utilize media and technology (videos) to provide additional support/training in parents' home language in how to better utilize technology. 1.6b) Ensure families have the technology literacy for in-home use for State PAC and migrant preschool-aged children. 1.6c) Provide training to parents on developmentally appropriate use of technology.</p>
		<p>Statement The percentage of parents receiving training on accessing technology for virtual learning needs to increase.</p>	

Goal Area 2: ELA and Mathematics

Concern	Data Source	Need Indicator/ Need Statement	Possible Solution
<p>2-1) We are concerned that migratory students (especially English learners [ELs] and students with priority for services [PFS]) are not performing at the same level as their non-migratory peers on State ELA and math assessments.</p>	<p>2019 NSCAS ELA and Math results</p>	<p>Indicator In 2019, 20% of migratory students (12% of PFS migratory students) were proficient in ELA on the NSCAS compared to 52% of non-migratory students, and 24% of migratory students (16% of PFS migratory students) were proficient in math on the NSCAS compared to 52% of non-migratory students.</p>	<p>2.1a) Coordinate with other title programs and school districts on training and implementation of services. 2.1b) Provide statewide training on teaching academic strategies to help migratory students master content. 2.1c) Provide training to MEP staff on how to teach test-taking strategies to improve student assessment results. 2.1d) Utilize State Service Provider Coordinator to coordinate/provide statewide training on best practices, developing a state service plan, etc. 2.1e) Provide training to MEP staff on how to align interventions to PFS risk factors. 2.1f) Provide extended day learning, summer programs/services, in-school/after school/online tutors. 2.1g) Coordinate with local instructional providers to determine migratory student learning needs or areas of growth. 2.1h) Provide training on local and state assessment results (e.g., MAP Growth Scores, NSCAS).</p>
		<p>Statement The percentage of migratory students scoring proficient on State ELA and math assessments need to increase (32% in ELA and 28% in math).</p>	
<p>2-2) We are concerned that migratory students are not receiving the instructional services they need (including in-school programming and extended programming) to succeed in ELA and</p>	<p>2019-20 Data Check Sheet 2018-19 Nebraska Data Profile</p>	<p>Indicators Only 31% of eligible migratory students received instructional services in 2019-20. 27% of 10th grade migratory students have completed Algebra 1; 73% of 10th grade migratory students did not.</p>	<p>2.2a) Provide instructional professional development to staff so that they can adapt to meet the needs of migratory students. 2.2b) Coordinate/provide evidence-based supplemental targeted ELA and math support (e.g., in-school support, programs on days when school is not</p>

Concern	Data Source	Need Indicator/ Need Statement	Possible Solution
math, especially Algebra, as indicated by assessment scores and course grades.		<p>22% of eligible migratory students received ELA instructional services from the MEP.</p> <p>23% of eligible migratory students received math instructional services from the MEP.</p> <p>Statements The percentage of eligible migratory students receiving instructional services needs to increase.</p> <p>The percentage of migratory 10th graders completing Algebra I needs to increase.</p> <p>The percentage of eligible migratory students receiving ELA and math instructional services from the MEP needs to increase.</p>	in session, before/after school tutoring, home-based instruction). 2.2c) Partner with schools, families, community, universities, and other educational agencies for support.
2-3) We are concerned that migratory students have unmet support service needs (i.e., basic necessities, medical/dental, mental health, transportation) that impact attendance and academic achievement in ELA and math.	<p>2019-20 Data Check Sheet</p> <p>2020-21 Parent and Staff Needs Assessment Surveys</p>	<p>Indicators 75% of eligible migratory students received support services.</p> <p>50% of parents surveyed indicated a need for books/materials and 44% indicated a need for interpreting/ translation service.</p> <p>56% of staff surveyed reported students need books/materials and 50% indicated that students need health services.</p> <p>Statements The percentage of migratory students receiving support services needs to increase.</p> <p>The percentage of parents and staff indicating a need for support services needs to decrease.</p>	<p>2.3a) 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.</p> <p>2.3b) Coordinate/provide transportation services when possible (vehicle and insurance).</p> <p>2.3c) Support parents in navigating the U.S. health system (assess whether the parents lack information or resources).</p> <p>2.3d) Teach self-advocacy skills to students and families.</p> <p>2.3e) Provide referrals to agencies/partner with agencies.</p> <p>2.3f) Conduct needs assessments with families, follow-up plan.</p>
2-4) We are concerned that many migratory families lack	2020-21 Parent Needs	Indicators 53% of parents surveyed reported wanting strategies	2.4a) Coordinate/provide FACE opportunities that help families

Concern	Data Source	Need Indicator/ Need Statement	Possible Solution
knowledge, resources, and/or access to academic support to help their children develop ELA and math skills (i.e., training, materials, literature, technology, community services).	Assessment Survey	for helping their child with reading and math. 64% of parents surveyed reported wanting strategies for helping their child with homework.	support their child’s academic development in ELA and math. 2.4b) Inform families about resources in their communities and empower them to advocate regarding their children’s education.
		Statement The percentage of parents requesting strategies for helping their child with reading and math or homework needs to decrease.	
2-5) We are concerned that MEP and school staff lack the skills and strategies to support the unique educational needs, cultural identity, language, and life experiences of migratory students and their families.	2020-21 Staff Needs Assessment Surveys	Indicator 44% of staff surveyed reported needing PD in reading/literacy and 41% reported needing PD in math.	2.5a) Provide professional development to MEP staff and school staff related to cultural identity, language, and life experiences of migratory students. 2.5b) Provide statewide training on teaching academic strategies to help migratory students master content. 2.5c) Provide training to MEP staff on how to teach test-taking strategies to improve student assessment results.
		Statement The percentage of staff reporting needing PD in reading/literacy or math needs to decrease.	
2-6) We are concerned that the COVID-19 pandemic is leading to further challenges for migratory students by having them attend remote learning and complete their schoolwork.	Expert Committee Opinion	Indicator The NAC has observed that the pandemic has impacted migratory student engagement and learning.	2.6a) Increase outreach support for migratory students who are participating in remote learning. 2.6b) Provide technology. 2.6c) Increase supplemental interventions to help gain content that was unfinished learning during the pandemic closure. 2.6d) Provide supplemental programing (e.g., before/ after school programs, summer school/services). 2.6e) Facilitate communication between home/ school/MEP.
		Statement MEP services need to address student learning needs and gaps that have occurred because of the pandemic.	

Goal Area 3: High School Graduation/Services to OSY

Concern	Data Source	Need Indicator/ Need Statement	Possible Solution
3-1) We are concerned that migratory secondary-aged students and OSY have unmet instructional service needs.	2019-20 Data Check Sheet	Indicator 20% of migratory students in grades 9-12 and 11% of migratory OSY received MEP instructional services.	3.1a) Assign students according to need (prioritize PFS and at-risk students) to a staff member that can serve as a mentor and provide academic support (e.g., check grades, partner with school staff). 3.1b) Identify options for earning core credit (e.g., PASS, online programs). 3.1c) Offer supplemental instructional programs to meet student needs such as after school programs, summer programs/services, and tutors.
		Statement The percentage of migratory students in grades 9-12 and OSY receiving MEP instructional services needs to increase.	

Concern	Data Source	Need Indicator/ Need Statement	Possible Solution
<p>3-2) We are concerned that migratory students may not be on track to receive credit in Algebra 1 and/or to obtain the other necessary math credits for high school graduation.</p>	<p>MIS2000 2019-20 Data Check Sheet</p>	<p>Indicators 27% of migratory students received Algebra I credit (2018-2019)</p> <p>10% of migratory students in grades 9-12 received instructional services in math.</p> <p>Statements The percentage of migratory students receiving Algebra I credit needs to increase.</p> <p>The percentage of migratory students in grades 9-12 receiving instructional services in math needs to increase.</p>	<p>3.2a) Partner with student, parent/guardian, and school staff to develop a plan and implement supports based on student needs to be on track for Algebra I credit.</p> <p>3.2b) Provide professional learning to math and Algebra teachers who teach migratory students.</p> <p>3.2c) Match migratory students with appropriate peers that are strong in math, coordinate with school staff or within the MEP project.</p> <p>3.2d) Offer supplemental instructional materials and programs to meet student needs (e.g., instructional resources/interventions focused on foundational math skills, after school programs, summer programs/services, tutors, math camp and connections to careers, cross-curricular topics).</p>
<p>3-3) We are concerned that migratory secondary-aged students and OSY have unmet support service needs such as functional life skills, counseling, health care (teen pregnancy), and mental health services.</p>	<p>2019-20 Data Check Sheet</p>	<p>Indicator 63% of 9-12 and OSY received support services.</p> <p>Statement The percentage of migratory students in grades 9-12 and OSY receiving support services needs to increase.</p>	<p>3.3a) Support migratory students/families in navigating the U.S. healthcare system (awareness, resources, etc.).</p> <p>3.3b) Develop local and state partnerships.</p> <p>3.3c) Partner with school staff and programs (i.e., Counseling department, EL, SE).</p> <p>3.3d) Partner with community agencies.</p> <p>3.3e) Identify and use iSOSY (Instructional Services for Out-of-School and Secondary Youth) CIG resources (e.g., mental health, life skills lessons).</p>
<p>3-4) We are concerned that migratory secondary-aged students, especially ELs and PFS students are graduating at a lower rate than their peers.</p>	<p>2018-19 NE MEP Evaluation Report</p> <p>2020-21 Student Needs Assessment Survey</p>	<p>Indicators 94.6 % graduation rate for all migratory students (86.7% for PFS students) compared to non-migratory 96.8%</p> <p>64% of students surveyed indicated a need for help with earning high school credits.</p> <p>Statement The percentage of migratory students who graduate needs to increase.</p>	<p>3.4a) Designate a staff member for each migratory student that can serve as a mentor to provide academic support (e.g., check grades, attendance, partner with school staff).</p> <p>3.4b) Create and/or review personal learning plans towards graduation/HSED with students and parents/guardians.</p> <p>3.4c) Assist migratory students in partnering with appropriate parties to develop a plan to be on track for graduation/HSED.</p> <p>3.4d) Create a state level workgroup to analyze graduation and dropout rates to identify strategies to support local projects.</p>

Concern	Data Source	Need Indicator/ Need Statement	Possible Solution
			<p>3.4e) Create and disseminate information through video about credits, grades, services, and academic accomplishment to parents/ guardians.</p> <p>3.4f) Provide workshops for school staff and parents to share resources and tools available at school (e.g., how to navigate the US school system and earn credits toward graduation/HSED).</p> <p>3.4g) Offer supplemental support to help migratory students graduate (e.g., technology, tutoring).</p>
<p>3-4) We are concerned that migratory secondary-aged students, OSY, and families lack knowledge of options after high school including postsecondary education, employment skills, and career opportunities.</p>	<p>2020-21 Student Needs Assessment Survey</p>	<p>Indicator 82% of students surveyed indicated a need for information about options after high school.</p> <hr/> <p>Statement The percentage of students indicating a need for information about options after high school needs to decrease.</p>	<p>3.5a) Assign a staff member to create or review a plan for options after high school.</p> <p>3.5b) Partner with school staff and programs (e.g., counseling departments, EL, SE).</p> <p>3.5c) Provide ACT preparation.</p> <p>3.5d) Provide resources for scholarships.</p> <p>3.5e) Develop and disseminate basic Information available through videos in languages represented by migratory families.</p> <p>3.5f) Provide workshops for students and parents (evenings and weekends), FACE meetings, State Parent/Student Conference.</p> <p>3.5g) Partner with community organizations and higher education (e.g., certificates, internships).</p>

Summary and Next Steps

Evidence-based Conclusions and Recommendations

Needs assessment data reflect a wide range of migratory student needs that will help to inform decisionmakers tasked with the planning and coordination of supplementary MEP services. Decisions about all possible programs and sources of available assistance are considered in this process. Specifically, increased direct instruction in reading and mathematics is necessary for all migratory students so they are able to pass the State assessments. The available data also indicate a need for MEP services including summer school, State test preparation, and parent engagement and training opportunities. To support these conclusions, the following summary is presented on the needs of migratory students in Nebraska.

High Mobility	High mobility is a factor related to school failure. About one-fourth of Nebraska’s migratory children/youth have moves during the current performance period.
Reading and Mathematics Needs	NSCAS ELA and mathematics assessment results show that Nebraska’s migratory students have a need for intensive supplemental ELA and mathematics instruction to bring them up to grade level. There are large gaps between migratory and non-migratory students in both ELA and mathematics. Based on CNA data, statewide priority should concentrate on direct supplemental instructional services for migratory students to help them improve their ELA and mathematics skills. The MEP should place emphasis on intensive instructional programs during the regular school year and the summer months to build student proficiency in these two areas.
English Language Development Needs	Forty-four percent (44%) of Nebraska’ migratory students ages 3-21 are ELs. This demonstrates the need for increased coordination with Title I Part A and Title III to provide intensive instruction to ensure that migratory ELs have the language skills to be successful in school.
Preschooler Needs	Just less than half of Nebraska’s eligible migratory children ages 3-5 received MEP and non-MEP instructional services during the most recent performance period. This indicates a need for the MEP to increase services to preschool migratory students to ensure they have the school readiness skills to be successful in kindergarten.
High School Student Needs	Only 20% of students in grades 9-12 received MEP instructional services in 2019-20 indicating a need to increase instructional support to these students to ensure they are on-track for high school graduation. In addition, 65% of students responding to needs assessment surveys reported they need assistance with improving their academic skills.

Professional Development Needs	There is a continuing need to build the capacity of MEP staff to serve the academic needs of migratory students in Nebraska. Staff surveyed/ interviewed expressed PD needs in reading/literacy and mathematics instructional strategies, parent engagement strategies, and strategies for serving ELs and diverse learners.
Parent/ Family Needs	MEP staff and parents expressed that services to parents need to focus on family literacy, helping parents learn strategies for helping their children with homework, and school safety.

Next Steps in Applying the Results of the CNA to Planning Services

The CNA report will be distributed statewide to MEP staff and stakeholders, and training will be provided. In addition, the Nebraska MEP team will help provide guidance on the CNA process and how the results will be used as a foundation for the service delivery planning process.

As part of the MEP Continuous Improvement Cycle, the next step for the Nebraska MEP is to use the information contained from the CNA to inform the comprehensive State service delivery planning process during 2021-22. The Nebraska MEP SDP, which will be facilitated by META Associates and guided by the processes outlined in the SDP Toolkit (OME, 2018), will be Nebraska’s plan for the delivery of services to meet the unique educational needs of its migratory students that serves as the basis for the use of all MEP funds in the State. The Nebraska MEP SDP will articulate a clear vision of:

- performance goals and targets, especially as they relate to the provision of services for PFS migratory students;
- the State’s MEP MPOs and how they help achieve the State’s performance targets;
- the services the MEP will provide on a statewide basis;
- how to evaluate whether and to what degree the program is effective; and
- plans for migratory children identified to receive PFS, ID&R, parent involvement, exchange of student records, and implementation and accountability in local programs.

In response to the requirements put forth by OME, Nebraska will: (1) update the CNA as needed to reflect changing demographics and needs (typically every 2-3 years); (2) change performance targets and/or MPOs to reflect changing needs and changes made by the State of Nebraska in its State performance targets; (3) use evaluation results to change/modify MEP services; and (4) change the MEP evaluation design to reflect changes in needs/evaluation results.