

NEBRASKA Migrant Education Program

Comprehensive Needs Assessment (CNA) Update



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NEBRASKA DEPARTMENT OF EDUCATION

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List of Acronyms and Abbreviations

ABE	Adult Basic Education
AYP	Adequate Yearly Progress
CAMP	College Assistance Migrant Program
CBO	Community-Based Organization
CLC	21 st Century Community Learning Centers
COE	Certificate of Eligibility
CNA	Comprehensive Needs Assessment
DIBELS	Dynamic Indicators of Basic Early Literacy Skills
DOB	Date of Birth
ECE	Early Childhood Education
ELDA	English Language Development Assessment
ELL	English Language Learner
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
ESU	Educational Service Unit
FERPA	Family Educational Rights and Privacy Act
FTE	Full Time Equivalent
GED	General Equivalency Diploma
GR	Grade
HEP	High School Equivalency Program
H.S.	High School
ID&R	Identification and Recruitment
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Plan
KDG	Kindergarten (also abbreviated as K)
LAS	Language Assessment Scales
LEA	Local Education Agency
LEP	Limited English Proficient
LOA	Local Operating Agency
LQM	Last Qualifying Move
MEP	Migrant Education Program
MIS2000	Nebraska's data record transfer/retrieval system
MSIX	Migrant Student Information Exchange System
NCLB	No Child Left Behind Act of 2001
NDE	Nebraska Department of Education
NE	Nebraska
NeSA	Nebraska State Accountability
NRG	Non Regulatory Guidance
NRT	Norm-Reference Test
OME	Office of Migrant Education
OSY	Out-of-School Youth

PAC	Parent Advisory Council
PALS	Preschool Ability Language Screening
PASS	Portable Assisted Study Sequence
PFS	Priority for Services
PK	Pre-Kindergarten
QAD	Qualifying Arrival Date
PPVT	Peabody Picture Vocabulary Test
RE	Resident Only
RESULTS	U.S. Department of Education Resource Center Operated by ESCORT
RTI	Response to Intervention
SAY	Secondary-aged Youth
SDP	Service Delivery Plan
SPED	Special Education
SOSY	Solutions for Out-of-School Youth Consortium Incentive Grant
SY	School Year

Nebraska Migrant Education Program Comprehensive Needs Assessment (CNA) Report

INTRODUCTION

Authorizing Statute and Guidance for Conducting the CNA

The Office of Migrant Education of the U.S. Department of Education requires States to conduct a Comprehensive Needs Assessment (CNA) under Section 1306 of the Elementary and Secondary Education Act (ESEA), reauthorized as the *No Child Left Behind Act of 2001 (NCLB)*, Title I Part C, Section 1304(1) and 2(2). States must address the special (unique) educational needs of migratory children in accordance with a comprehensive State plan that:

- Is integrated with other programs under the NCLB and may be submitted as part of the State consolidated application;
- Provides that migratory children will have an opportunity to meet the same challenging State academic content standards and challenging State student academic achievement standards that all children are expected to meet;
- Specifies measurable program goals and outcomes;
- Encompasses the full range of services that are available for migrant children from appropriate local, State, and Federal educational programs;
- Represents joint planning among local, State, and Federal programs, including programs under Part A, early childhood programs, and language instruction programs; and
- Provides for the integration of available MEP services with other Federal, State, and locally operated programs.

The law requires that a CNA be periodically reviewed and revised, as necessary, to reflect changes in the State's strategies and programs provided under NCLB. Although this is not the first formal CNA process that has been undertaken by the State of Nebraska, this is the first time that the process has been undertaken based on recent guidance provided by the Office of Migrant Education (OME).

Purpose of the CNA

How the State conducts its CNA is flexible as long as needs resulting from students' migratory lifestyle are considered and that the needs assessed permits migrant children to participate effectively in school. According to Section 1306 of Title I, Part C of the Elementary and Secondary Education Act (Reauthorized as the No Child Left Behind Act of 2001), the CNA must: 1) focus on ways to permit migrant children with Priority for Services (PFS) to participate effectively in school; and 2) meet migrant student needs not addressed by services available from other Federal or non-Federal programs.

Policy guidance issued by OME states that needs assessments must be conducted at least every three years or more frequently if there is evidence of a change in the needs of migrant children. Key sections of the needs assessment should be updated annually to ensure that the results of the needs assessment remain current. The needs assessment results guide the State in establishing priorities for local procedures and provide a sound basis for allocating funds to local operating agencies.

The CNA takes a systematic approach that progresses through steps involving stakeholders such as migrant parents and students (as appropriate), educators and administrators of programs that serve migrant students, content area experts, and other individuals critical to ensuring commitment, follow-up, and dissemination of the results of the CNA to school and service providers across the State.

The Migrant Education Program Seven Areas of Concern

Sections 1115(b)(1)(A) and 1309(2) of the Statute and section 200.81(d) of the regulations provide specific criteria for determining if a child is migratory. Migratory families' mobile lifestyle characteristics pose substantial challenges to students being successful in school among which are educational disruption, cultural adjustments, and discontinuity in curriculum, instruction, and assessment.

There were seven areas of concern identified by OME that resulted from lessons learned from a CNA Pilot Project conducted with four states and reported in 2005 in a draft document presented to MEP State directors (U.S. Department of Education, Office of Migrant Education, 2005. *Title I Part C Migrant Education Program: Lessons Learned in the Comprehensive Needs Assessment Pilot Project*).

According to this OME document, "Migrant children are thought, therefore, to be at high risk of school failure due to seven areas of concern that arise out of the educational problems associated with the migrant lifestyle" (page 7 of the report). These Seven Areas of Concern and a brief description are listed below:

- **Educational Continuity** – High mobility may result in migrant students making numerous changes in schools (and therefore curriculum, instruction, and assessment) during the school year.
- **Instructional Time** – When migrant students miss school due to educational disruption caused by their migrant lifestyle, students are not exposed to good, consistent curriculum and instruction. Missing school due to mobility and delays in school enrollment results in lower achievement.
- **School Engagement** – Involvement in academic, social, or extracurricular activities is important to achieve a positive academic experience and preventing school dropout.
- **English Language Development** – For many migrant students, a language other than English is spoken at home and/or the student speaks a language other than English.

Acquiring the English proficiency needed to be successful in school is necessary for many migrant students.

- **Education Support in the home** – Long working hours (especially during the summer months), limited English proficiency, low socioeconomic status, poor living conditions, and low educational attainment are factors associated with many migrant parents. These factors limit the support migrant students receive in the home and negatively impact student achievement and success in school.
- **Health** – There is extensive documentation on migrant families’ poor living conditions, poor health, lack of insurance to cover illness/injury, vision/hearing needs, behavioral health needs, domestic abuse, and lack of access to preventative health services. These factors affect migrant students’ educational performance.
- **Access to Services** – Awareness of school and community services affects access when migrant families are highly mobile, speak little English, and/or are not comfortable with interacting. These needed support services have an impact on migrant students’ well-being and school performance.

The Seven Areas of Concern provide a foundation on which a comprehensive assessment of needs is conducted. Data in each of these areas will be examined and the CNA Committee will consider these data to summarize need indicators at three levels: a) migrant service recipients (migrant students), b) service providers (migrant staff or school staff), and c) program systems (policies, school environment, availability and use of resources).

How the CNA Report is Organized

In addition to this section: *Introduction*, the report consists of four main sections. ***Conducting the Comprehensive Needs Assessment***, which outlines the process Nebraska has undertaken to explore data on migrant students and make decisions based on the committee processes.

Results refers to the 2011-12 needs assessment results for migrant students. Parent, student, and staff surveys are presented in addition to qualitative data collected through Statewide Community Conversations focus groups. This section also displays the Nebraska MEP student profile, need indicators, and Nebraska MEP concern statements that reflect OME’s Seven Areas of Concern.

Conclusions offers evidence-based conclusions and next steps for applying the results of the CNA to planning services for Nebraska’s migrant students. This section sets the stage for the development of the process resulting in the State MEP Service Delivery Plan.

Finally, the ***Appendix*** includes the Nebraska MEP CNA Update Implementation Framework, State MEP Priority for Services Designations, the CNA Needs Assessment Survey forms, and the Summary of the Needs Assessment Surveys.

CONDUCTING THE CNA

The CNA and CNA Update Processes in Nebraska

The initial collection of needs assessment data in Nebraska began in early 2006 utilizing a broad-based team selected by the State MEP and representative of various stakeholders with experience, expertise, knowledge of the needs of migrant students and families, and knowledge of the State context and the MEP. Meetings were held to determine goals, collect and examine data, and begin conversations about concerns, goals, and possible solutions. The Committee was facilitated by a consultant with experience in migrant education research.

Once the data were collected, the committee was reconvened beginning in January 2008 to continue the process, finalize the draft concern statements, develop a State MEP profile, and prioritize possible solutions to meet student needs. The CNA was updated in 2010 and the data revisited to make sure needs and services were aligned. The current update (2012) was initiated because of identified changes in student demographics and needs.

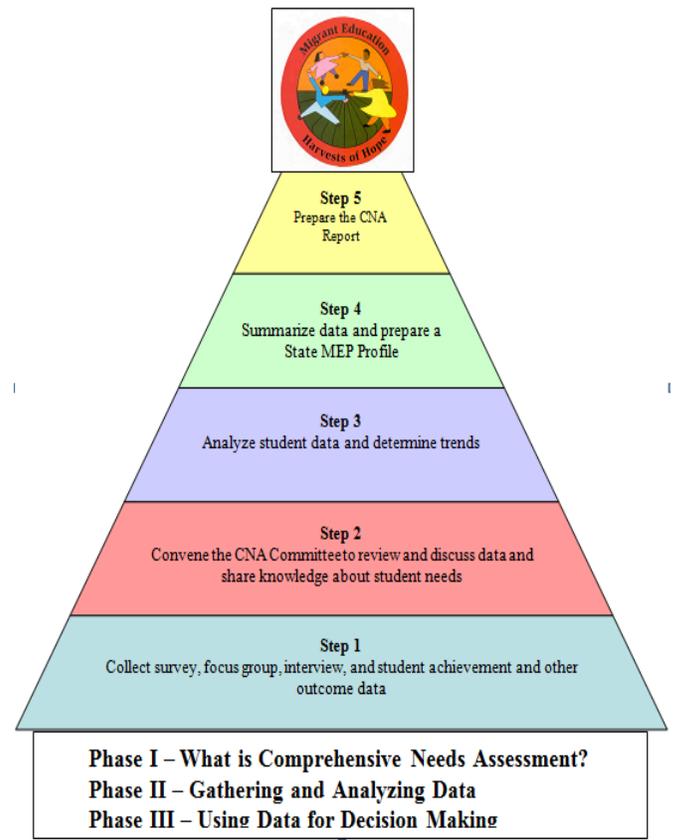
The exhibit to the right shows the five main steps taken by Nebraska in its MEP CNA process.

Step 1 – Before the first meeting of the CNA Committee, surveys were administered to recruiters, parents, and MEP staff. In addition, data were collected on migrant student achievement, graduation, and other outcomes.

Step 2 – The CNA Committee was selected by the Nebraska State MEP to provide a broad spectrum of expertise. Represented were MEP teachers, migrant parents and former students, MEP recruiters/records clerks, State Education Agency staff, MEP directors, family liaisons, school administrators, community-based agency staff (social/health services), and staff from business/industry. See the inside cover of this report for a listing of the Committee members.

Step 3 – The data collected in Step 2 was analyzed and the Committee developed Concern Statements.

Step 4 – All data and other information was summarized and a Profile of migrant students and programs in Nebraska was prepared.



Step 5 – A CNA report was written that serves as a guide to document migrant student needs and lays the foundation for the design, delivery, and evaluation of MEP services (Statewide Service Delivery Plan).

This five-step process is based on a 3-phase model developed by OME: **Phase I:** What is a Comprehensive Needs Assessment?, **Phase II:** Gathering and Analyzing Data, and **Phase III:** Decision making. OME’s work in developing this model was adapted to allow Nebraska to train our CNA Committee in a systematic approach to assessing needs, identifying potential solutions, and setting the stage for the needs-based delivery of services to migrant students.

Content of the CNA and CNA Update Meetings

During the initial CNA meetings, the CNA Committee discussed the Three-Phase Model and divided itself into workgroups to examine the migrant needs data and organize them according to goal areas. The **goal areas** selected by the committee include:

- School readiness
- Proficiency in reading/writing and mathematics
- Graduation from high school

Each goal area work group addressed areas of concern (to be discussed further in the *Results* section of this report). A key activity of this process was the development by the CNA Committee workgroups based on **concern statements** to reflect both the data that was amassed as well as what was known by the Committee members—all of whom are knowledgeable about the educational needs and achievements of migrant students in Nebraska.

Concern Statements were prepared by the workgroups, consensus was achieved by the CNA Update Committee at large, and the statements were finalized by the Nebraska MEP. These concern statements are presented in the *Results* section of this report.

For the development of the original CNA and the two updates, the Committee met several times each year during the 2007-2008 through the 2011-2012 school years.

Data Collection Procedures

Data for the analyses included in this report were generated from local, State, and interstate MEP sources and databases including the following:

- schools and districts in Nebraska serving migrant students;
- Nebraska MIS2000 database;
- Nebraska Department of Education student database;
- surveys and focus groups with recruiters/data clerks, parents, educators, and administrators;
- Comprehensive State Performance Report (CSPR I and CSPR II) for 2010-11; and
- Nebraska Department of Education website at www.education.ne.gov/.

In addition to surveying staff, administrators, and migrant parents, a majority of the recruiters in the State completed the Nebraska MEP **Recruiter Survey** to determine their perceptions of additional services needed to meet the needs of migrant students and their parents. Likewise, a migrant **staff survey** was used to determine staff perceptions of migrant student instructional and support services needs.

Migrant parents, school administrators, and migrant educators participated in **focus groups** to determine perceived needs and respondents' ideas on ways to overcome barriers to meeting those needs. Using an interview protocol designed by the project evaluators in collaboration with Nebraska Department of Education MEP staff, focus groups were conducted by MEP staff who received training on asking focus questions and collecting interview responses.

Data on migrant student achievement in reading, mathematics, English language proficiency, graduation, and other outcomes is maintained by the Nebraska Department of Education. These results are contained in the **Nebraska student database** and reported on the Nebraska Department of Education **website**. The website provides assessment results for migrant and non-migrant students to determine student performance on State assessments. In addition, the State website contains data on graduation and progress toward the achievement of State standards, by school.

Other student information is entered into **MIS2000**, an electronic record system for collecting, storing, transferring, and reporting migrant student educational and health records. Data from MIS2000 provide demographic information on migrant students as well as other data needed to track student progress. Management reports are generated based on data queries provided to the MIS2000 system by the Nebraska State MEP director.

RESULTS

Migrant Student Demographics

The current migrant student count in Nebraska is found in Exhibit 1 for regular year and summer programs. This can be contrasted with the data when the original CNA (2006-07) was conducted showing 4,260 eligible migrant students served during the regular year (unduplicated count) and 1,113 students during the summer. Current statistics show an increase during the regular year of 245 students and a slight decrease during the summer of 58 students.

Longitudinal data collected on migrant students for at various intervals over the past nine years shows a steady downward trend in the number of students served both during the regular year and during the summer. Exhibit 2 below illustrates the decline in enrollment from a high of 13,722 (3,528 in the summer) during the 2002-03 school year to a low during 2010-11 of 4,505 (1,055 in the summer). Other selected years show the enrollment trends.

Exhibit 1 – Category 1 Migrant Student Count

Age/Grade	# Regular Year	# Summer
3-5 (Not kdg)	809	89
K	246	69
1	302	119
2	296	126
3	282	112
4	272	97
5	255	96
6	218	70
7	218	77
8	198	47
9	228	49
10	196	31
11	155	48
12	142	25
Ungraded	2	0
Out-of-school	686	0
Total	4,505	1,055

Source: 2010-11 CSPR II, Category I Child Count

Exhibit 2 – Migrant Student Longitudinal Data SY 2001-02 Through 2009-10

School Year	Regular Year	Summer
2002-03	13,772	3,528
2004-05	7,583	1,687
2006-07	4,260	1,113
2010-11	4,505	1,055

Source: NDE State Database and 2010-11 CSPR II, Category I Child Count

Exhibit 3 contains data on the unduplicated number of students served who have been designated as having priority for services (PFS). These are migratory children who are failing, or most at risk of failing to meet Nebraska’s challenging academic content standards and

student academic achievement standards, and whose education has been interrupted during the regular school year.

The data by grade level grouping show that students in grades K-3 have the greatest number of PFS students followed by grades 4-6 and grades 9-12. Appendix B contains the complete description of what constitutes PFS in Nebraska.

Exhibit 3 – Priority for Services

Age/grade grouping	PFS
Age 3-5	2
Kdg-Grade 3	205
Grades 4-6	121
Grades 7-8	66
Grades 9-12	114
OSY	26
Total	534

Source: 2010-11 CSPR II, Served PFS

The largest group of students of color are Hispanic/Latino students—the fastest growing population in Nebraska. Exhibit 4 shows that about 14% of all students in the State are Hispanic/Latino. Further, about 40% of the 4,775 eligible migrant students in Nebraska (1,888) are classified as being limited in English proficiency. This percentage has increased substantially from the data collected for the previous CNA in which about 25% of eligible migrant students were designated as being limited in English proficiency. In addition, there are 172 migratory students (3.6%) of the unduplicated eligible student count that are designated as children with disabilities under IDEA.

Exhibit 4 – Number and Percentage of Hispanic/Latino Students Enrolled

	Number	Percentage
Hispanic/Latino Students in Nebraska	42,190	14.2%
State Total Students	295,368	100%

Source: Nebraska Department of Education Website

Exhibit 5 contains the unduplicated number of eligible migrant students who were identified as having dropped out of school. Drop out is a term used for students, who, during the reporting period were enrolled in a public school in Nebraska for at least one day, but who subsequently left school with no plans on returning to enroll in a school and continue toward a high school diploma.

Exhibit 5 – Migrant Dropouts

Grade	# Dropped Out
7	0
8	0
9	6
10	8
11	7
12	8
Total	29

Source: 2010-11 CSPR-Part II

Students who dropped out of school prior to the 2010-11 reporting period are classified not as dropped out of school but as out-of-school youth. There were no students reported to have obtained a GED in Nebraska. There were 29 migrant students identified as having dropped out. This figure is one less than the number reported in the previous CNA as having dropped out.

Based on a comprehensive assessment of needs, Nebraska first serves those students with the greatest needs. Exhibit 6 shows the number of participating migrant children who were reported as having received instruction in reading and/or mathematics. Migrant students may be reported as having received more than one type of instruction service; but are reported only once within each type of instructional service that they received.

Exhibit 6 – Instructional Services Received During the Regular School Year and Summer Session

Age/Grade Grouping	Reading Instruction		Mathematics Instruction	
	Number	Percentage	Number	Percentage
Birth through age 5 (not kdg)	41	4%	40	4%
K-3	449	39%	436	39%
4-6	292	25%	281	25%
7-8	124	11%	119	11%
9-12	249	21%	250	22%
OSY	3	<1%	5	<1%
Total	1,158		1,131	

Source: 2010-11 CSPR-Part II

This exhibit shows that more migrant students were served in reading than in mathematics and the vast majority of students served were in grades K-3. Nearly equal percentages of students were served in grades 4-6 and 9-12.

Migrant Staff and Project Information

The Nebraska MEP was implemented during the regular school year by **171 project personnel** including the state director, teachers, paraprofessionals, counselors, recruiters, and records transfer staff. Other staff (e.g., migrant secretary) were funded as a commitment through State, Federal, or general funds.

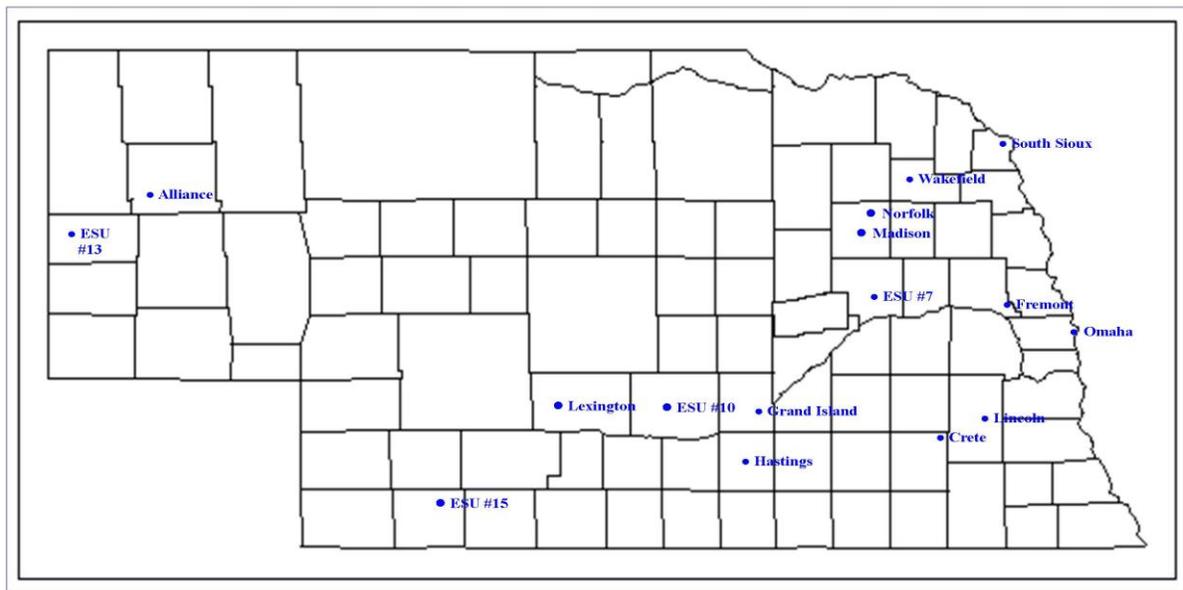
Exhibit 7 to the right displays the project personnel and the corresponding number of personnel who were funded through the MEP both for the regular school year and the summer/intersession. These and other personnel funded through local school districts operate 16 MEPs during the regular school year during the school day and 8 during the extended school day. There are 10 projects operating across the State of Nebraska during the summer.

Key MEP Personnel	Regular School Year		Summer/Intersession	
	Number	FTE	Number	FTE
State Director	1	1.00	1	1.00
Teachers	51	30.00	101	64.00
Qualified Paraprofessionals	72	33.00	119	76.00
Recruiters	23	23.00	20	17.00
Records Transfer Staff	19	11.00	17	9.00
Counselors	5	2.00	1	0
Total	171	100.00	259	167.00

Source: 2010-11 CSPR-Part II

Exhibit 8 below illustrates the locations serving eligible migrant children and youth. MEP funds are distributed by the Nebraska Department of Education, Migrant Education Program Office through subgrants to these local entities which document their migrant student eligibility, needs, services, and outcomes.

Exhibit 8 – Map of Nebraska MEP Sites



Map of Nebraska MEP Sites

Migrant Student Outcome Data in Reading/Language Arts and Mathematics

State achievement assessment results for migrant students are presented below as compared with scores for non-migrant students in the State of Nebraska. Results mathematics and in reading/language arts on the Nebraska State Assessment are found in Exhibits 9 and 10.

**Exhibit 9 – Comparison of Migrant Students to Non-Migrant Students
Percent Proficient or Advanced in MATHEMATICS in 2010-2011**

Grade	# Students		# at or Above Proficient		% at/above Proficient	
	Non-Migrant	Migrant	Non-Migrant	Migrant	Non-Migrant	Migrant
3	22,180	238	14,954	86	67.4%	36.1%
4	21,888	239	14,787	111	67.6%	46.4%
5	21,666	204	14,297	88	66.0%	43.1%
6	21,119	203	13,239	76	62.7%	37.4%
7	20,987	193	12,917	73	61.5%	37.8%
8	20,810	150	12,622	41	60.7%	27.3%
H.S.	20,963	122	11,395	21	54.4%	28.0%

**Exhibit 10 – Comparison of Migrant Students to Non-Migrant Students
Percent Proficient or Advanced in READING/LANGUAGE ARTS in 2010-2011**

Grade	# Students		# at or Above Proficient		% at/above Proficient	
	Non-Migrant	Migrant	Non-Migrant	Migrant	Non-Migrant	Migrant
3	22,105	217	15,689	76	71.0%	35.0%
4	21,837	228	16,469	113	75.4%	49.6%
5	21,612	197	15,135	88	70.0%	44.7%
6	21,065	194	15,540	86	73.8%	44.3%
7	20,939	184	15,484	73	73.9%	39.7%
8	20,768	142	14,853	49	71.5%	34.5%
H.S.	21,023	118	14,252	33	67.8%	28.0%

At all grade levels in reading/language arts and mathematics, a lesser percentage of migrant students scored proficient or advanced than non-migrant children in Nebraska. Beginning in grade 5 in mathematics, a lower percentage of migrant students scored proficient or above each year—a trend that is not consistent for non-migrant students.

There were fewer migrant *and* non-migrant students in Nebraska who scored proficient or above at the high school level compared to students in grades 3-8. Further students in both migrant and non-migrant groups at grade 3 were outperformed by students in grades 4, 5, 6, and 7 in reading/language arts and in mathematics. However, all results should be interpreted with caution because of the vastly different “n” size of the two groups.

Staff and Parent Survey and Focus Group Results on Migrant Student Needs

During the 2010-11 school year, MEP staff and parents responded to surveys and participated in focus groups to determine their perceptions of the needs of migrant students and their families. Surveys were conducted and MEP staff were trained to conduct focus groups at their local sites to document the opinions of MEP staff and parents about the unique needs of migrant students. An interview protocol was developed by the project evaluators with instructions on using the protocol, probing appropriately for engaging all focus group participants, and summarizing the results.

Following is a summary of the major trends related to the identified needs of migrant students and families in Nebraska according to staff and parents. Because of the volume of parent survey and focus group results, they are clustered according to school readiness, reading/writing/language arts and mathematics, and high school graduation.

GOAL AREA 1: School Readiness – Respondents indicated that children need to acquire school readiness skills to prepare them for success when they enter school. There was an emphasis on the need for summer programs to increase readiness skills. Also mentioned was the need for coordination with other early childhood education providers. During focus groups, staff mentioned skills and programs similar to responses provided on the staff survey. Focus group comments provided additional details about the programs provided the specific learning objectives for each program. Needs were identified by **staff** for:

- Hands on manipulatives and games.
- Putting math and literacy skills into everyday activities.
- Literacy and language development.
- Assistance in preparing children for school and reinforcing what has been learned.
- Proactive positive reinforcement.
- Skills in name writing, letter names and sounds, number identification, identifying shapes and colors.
- Bilingual paraprofessional support in the classroom to increase language development and concept development.
- One-on-one teacher-pupil hands-on practice to build math skills.
- Literacy and exposure to a variety of stories in English and Spanish to increase vocabulary development.

GOAL AREA 2: Reading/Writing and Mathematics – Staff participating in surveys and focus groups talked about the services for migrant students being needed especially in reading. They also mentioned the need for collaborative programs, summer schools, English language instruction, and tutoring programs. Needs were identified by **staff** for:

- Tutoring and after school programs.
- Technology-based programs to help with oral and written comprehension.
- Reading improvement programs and strategies for migrant and general classroom teachers.

- Home visits to help with basic reading skills such as basic literacy, comprehension, and vocabulary.
- Information for parents on the importance of being involved in reading with their children.
- Tutoring focused on content areas and language development.
- Vocabulary and comprehension development.
- Homework help during the summer and in after school programs.
- Family literacy, services for OSY, and pre-kindergarten programs that run during the regular school year and during the summer.
- Developing content skills in reading, math, and other content areas.
- Tutoring programs for one-on-one learning.
- Building students skills in math during the summer.
- Improvement in math, especially abstract concepts as well as basic skills in counting, adding/subtracting/multiplying/dividing, fractions, and other concepts.

GOAL AREA 3: High School Graduation and Services to Out-of-School Youth –

Respondents indicated the need for special secondary programs designed to increase student motivation and help students earn credits. Services designed to help secondary-aged students set goals and make plans for postsecondary education and career options were also mentioned often. Needs were identified by **staff** for:

- Materials to help students determine credits needed.
- Preparation classes on the ACT and college preparation.
- More contact with parents, support services for parents and student, resource referral.
- One-on-one assistance to help the student understand the importance of education.
- Skill building in math, reading, vocabulary, social studies, and science.
- Activities to engage students in school through dropout prevention and graduation motivation.
- Summer school and after school tutoring.
- Mentoring students to apply for college and college scholarships.
- Skill building in the use of technology.
- Translators and interpreters.
- Additional practice with the skills needed for success in academic classes.
- Materials and strategies to promote student self-advocacy.

On **parent surveys and focus groups**, parent respondents mentioned the need for additional parent involvement activities, supportive services to help their child succeed in school, and help with needs specific to the child and/or family. Needs were identified by **parents** for:

- Staff to learn about their culture and background.
- Family literacy to be partners in student success.
- Being involved in the school.
- Necessary school materials and other resources to help children succeed.
- School supplies and materials.
- Learning about resources for colleges and for students to set future goals.
- Parent resources to help their child with medical and dental services.

- Transportation assistance to participate in school and afterschool activities.

In conclusion, surveys and focus group results reveal key services that are provided that are needed as well as student needs that have been identified. Key **services** that currently are provided for migrant students include summer school; ESL; tutoring; mentoring by MEP recruiters, liaisons, and staff; resource materials and supplies; supportive services including medical, dental, and health; and assistance with translating and interpreting during appointments.

- **Additional services** are needed to support instruction and achievement of migrant students. These include transportation, interpreting/translating for migrant parents, identification of community resources, tutoring, family literacy services, guidance and support for secondary-aged migrant students and OSY to facilitate transitions to postsecondary and career options, life skills activities; and referrals to community-based agencies;
- Ways that the MEP can help migrant **parents support** their children's education include providing awareness and program information, resource materials in the home language, interpreting/translating at school meetings, family literacy and parenting classes, and ESL and other classes to help parents help their children succeed in school; and
- **Additional assistance/services to migrant students and families** to be successful in the community include community awareness classes and resource identification, information in the home language on the U.S. culture and school system, health programs, materials on helping their secondary-aged children identify scholarships and resources to continue their education, and transportation to meetings and classes.

Nebraska MEP Student Profile (data from school years 2010-11 and 2011-12)

Number of MEP Projects	There are 16 projects operating during the regular school year during the school day; 8 during the extended school day; and 10 during the summer.
Migrant Students	The total unduplicated number of <i>eligible</i> migrant students in Nebraska is 4,775. This includes children from birth through age 5 (not in kindergarten), out-of-school youth, and students in ungraded classrooms. The total unduplicated number <i>served</i> during the regular year (birth through 21) is 1,627.
Total State Allocation	\$5,270,429
Academic Services Provided	Pre-kindergarten, tutoring in ESL, tutoring in reading, tutoring in mathematics, secondary/PASS programs, and language arts
Crops/Agri-Industry	Apples, chicory, corn, dairy, eggs, farm hand, feedlot, food processing, meat processing, melons, milo, nursery, onions, pinto beans, potatoes, poultry, pumpkins, ranching, soybeans, sugar beets, tomatoes, vineyards
Grade Distribution	<u>Served Regular Year</u> : PK (7%); K-3 (29%); 4-8 (29%); 9-12 (19%); OSY (16%). <u>Served Summer</u> : PK (8%); K-3 (30%); 4-8 (37%); 9-12 (15%)
Priority for Services	972 <i>eligible</i> migrant children/youth have been designated as having priority for services. This is 20% of all <i>eligible</i> migrant students. Of the migrant students <i>participating</i> , 536 have been designated as PFS (33%).
English Learners	About 40% of all eligible migrant students are identified as being English language learners, an increase of 15% from the percentage identified as ELs in the previous CNA.
Special Education	172 (3.6%) of all eligible migrant children are also identified as children with disabilities under Part B or Part C of IDEA.
Mobility	31% of all eligible migrant students (unduplicated count) made their last qualifying move (LQM) within the last 12 months; 33% within 13-24 months; 24% within 25-36 months; and 13% within 37-48 months.
Regular/Summer	Of the total number of students served, 61% were served during the regular term and 39% during the summer.

Type of Service	About 74% of migrant students (unduplicated count) received instructional services and about 92% received support services (including counseling and referrals).
Math and Reading/ Language Arts	The percentage of migrant students scoring proficient or advanced on the State assessment in reading/language arts ranged from 28% in high school to 50% in grade 4. The percentage proficient or advanced in math ranged from 27% in grade 8 to 46% in grade 4. Non-migrant students outperformed migrant students at all grade levels and in both reading/language arts and mathematics.
High School Drop Out Rate Out-of-School Youth	The migrant student high school dropout rate for 2010-11 is 1.6% (29 eligible migrant students as reported in the 2010-11 CSPR II). There are 686 out-of-school youth, an increase of 50.1% over the number of out-of-school youth (457) reported in the previous CNA.

Concern Statements and Possible Solutions

From a review of the data and discussion about local and statewide needs in Nebraska, the CNA Committee determined that there are three key goal areas for services. These are:

- Goal Area 1: School Readiness
- Goal Area 2: Proficiency in Reading/Writing and Mathematics
- Goal Area 3: Graduation from High School

The concern statements developed by the CNA Update Committee are listed below along with possible solutions that reflect the Committee’s decision regarding the activities that will form the State Service delivery plan. The concern area is found on the left and the Committee’s solutions to the right. The primary goal areas identified by the Committee are broken down by the *7 Areas of Concern* topics.

Goal Area 1: School Readiness

Concern Statement		Possible Solution
EDUCATIONAL CONTINUITY		
1	We are concerned that migrant families do not understand the importance of pre-kindergarten enrollment, are not informed about the school schedule, and do not understand the consequences for frequent absences and being tardy.	Explore alternatives to parents sending written notes to the school; conduct home visits when one sees the trends in absences; explain NE law on absences and district attendance contracts; meet with parents regarding preschool enrollment and to discuss student/family concerns.
SCHOOL ENGAGEMENT		
2	We are concerned that there is a lack of school personnel that are bilingual to assist young migrant children and their families.	Explore “Grow Your Own” programs to encourage more teachers and support staff to become bilingual.

ENGLISH LANGUAGE DEVELOPMENT		
3	We are concerned that migrant students are starting school with limited English language proficiency.	Designate migrant students as priority for PK services; provide family literacy services that focus on English language development for the whole family.
EDUCATIONAL SUPPORT IN THE HOME		
4	We are concerned migrant children have limited parental support/involvement with their child's educational process.	Coordinate with CBOs to provide family literacy, GED, and ESL classes.
HEALTH		
5	We are concerned that some children may not be in school due to delays in immunization or lack of preventive medical/dental care.	Seek providers to help with immunizations. Provide bilingual parent education health literature; partner with migrant health agencies.
6	We are concerned about some children's access to adequate health care.	Seek agencies to provide community health resources; provide educational health materials to families. Provide avenues for transportation to allow student access to health services; provide or seek resources to pay for health-related services.
ACCESS TO SERVICES		
7	We are concerned that migrant children (ages 3-5) do not have access to free, quality preschools.	Identify migrant preschool-aged children and designate them priority for pre-kindergarten services. Partner with Head Start and local school district personnel.
8	We are concerned that transportation issues limit students' participation in early childhood programs.	Help families create a transportation plan; facilitate carpooling among willing families.

Goal Area 2: Proficiency in Reading/Writing and Mathematics

Concern Statement		Possible Solution
EDUCATIONAL CONTINUITY		
1	We are concerned that migrant students have gaps in their education.	Ensure that migrant students have an individual instructional plan based on assessments that identifies the gaps and provides a plan to address the gaps; work with schools to help migrant students fully participate in regular and extended learning programs.
TIME FOR INSTRUCTION		
2	We are concerned that students are not participating in extended learning activities.	Educate and inform parents and students about the importance and availability of extended learning opportunities. Provide transportation to students participating in extended learning activities.
SCHOOL ENGAGEMENT		
3	We are concerned about the lack of opportunity for participation for migrant students in academically appropriate supplemental services.	Increase accessibility to extended learning opportunities. Provide transportation to migrant students participating in supplemental services.

4	We are concerned that migrant students' cultural identity and life experiences are not fully addressed/reflected in the educational environment.	Develop culturally-relevant materials; provide cultural proficiency training for general classroom and MEP staff.
5	We are concerned that migrant students are not challenged to their highest academic potential.	Increase professional development for staff working with migrant students; provide school- and community center-based ESL instruction; ensure that liaisons providing tutoring are bilingual; explore programs such as Proteus for older students and out-of-school youth.
ENGLISH LANGUAGE DEVELOPMENT		
6	We are concerned that migrant students who speak a language other than English are not developing English language skills necessary to read and write.	Increase professional development for all teachers so that they see themselves as language teachers; ensure that parents receive materials in their first/native language (if other than English); develop bilingual materials to take home to help strengthen students' reading skills.
7	We are concerned that migrant children are starting school with limited proficiency in English.	Provide family literacy services in English language development.
EDUCATIONAL SUPPORT IN THE HOME		
8	We are concerned that migrant families may not have literature in the home.	Increase the lending library of materials available to families (include first/native language materials to promote literacy).
9	We are concerned that parents of migrant students don't feel welcome and/or comfortable in their child's school due to cultural and linguistic differences.	Train all staff (including custodians, security, cafeteria workers, secretaries, etc.) on creating a welcoming environment.
10	We are concerned that migrant parents have limited education and that leads to limited expectations for their child's academic level of achievement.	Increase migrant parent education to support student learning; sponsor family reading and family math nights.
11	We are concerned that parents do not know how to help their children develop educational skills.	Partner with community organizations for ESL classes, GED, and Employment First workforce program.
HEALTH		
12	We are concerned that unmet medical and mental health needs will cause students to be absent from school.	Provide translators and resources to explain community resources. Provide transportation funds for health-related services; use translators to help families locate services and make appointments; promote the use of school counselors and youth counselors and advocates to provide referrals to agencies in the community.
ACCESS TO SERVICES		
13	We are concerned that migrant students have limited access to community services such as the local library to obtain additional reading and math material.	Educate parents about available community programs.
14	We are concerned about the lack of public transportation which would provide migrant	Work with school districts to address transportation issues; work with school districts

students and their parents' access to classes and materials which would promote reading and math.	and the community to obtain transportation to classes and tutoring sessions.
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Goal Area 3: Graduation from High School and Services to Out-of-School Youth

Concern Statement		Possible Solution
EDUCATIONAL CONTINUITY		
1	We are concerned that migrant students' migratory lifestyle affects the consistency in learning.	To facilitate transitions, educate parents and students on the procedures of switching schools and the significance of letting the school district know of the next move. Provide support services to help ease the transition when migrant families move.
2	We are concerned that students are deficient in the credits needed for graduation.	Add online learning options both for in-school and out-of-school youth; promote school and community credit recovery programs.
SCHOOL ENGAGEMENT		
3	We are concerned that effective communication in the home language is lacking thereby hindering the communication of clear goals and standards.	Hire staff that are bilingual; provide contracted services (e.g., internship programs) provide professional development and language acquisition programs for staff; translate forms and documents; educate parents on Nebraska attendance policies
4	We are concerned that secondary migrant students with job responsibilities are not focusing on school as a priority.	Develop programs and activities in which the whole family can participate. Inform them of career opportunities/health solutions. Provide post-secondary and career education services to students in high school; sponsor training for project staff on learning plans and counseling; provide leadership (e.g., community colleges, Close Up) programs and peer mentoring.
5	We are concerned that migrant students lack positive peer interactions.	
6	We are concerned that secondary migrant students have not gained prior knowledge regarding education, careers, and educational expectations.	Educate community-based organization (CBO) staff about migrancy and mobility; provide education/counseling on attire, behavior, and preparing resumes; develop PowerPoint presentations and brochures on education, careers, post-secondary, and educational expectations and distribute them at the Latino Conference, etc.; provide follow-up after conferences and meetings; utilize SOSY materials to promote career education and postsecondary education.
7	We are concerned that migrant teachers/staff lack knowledge of strategies to engage and support secondary students and OSY.	Provide professional development to teachers and staff on culturally-responsive strategies to support secondary and out-of-school youth.
ENGLISH LANGUAGE DEVELOPMENT		
8	We are concerned that migrant students are not accruing credits to meet graduation requirements during their first years in high school and fall behind their cohort.	Offer after school English learning programs for students; collaborate with other agencies offering programs for ELLs. Develop guidance forms and learning plans for

9	We are concerned that some students reach the age of 21 and don't graduate from high school due to being limited in English proficiency.	H.S. counselors to use; prepare the facilitator to provide mentoring/counseling; inform students of available GED classes and programs, credit recovery programs, and secondary/postsecondary options.
EDUCATIONAL SUPPORT IN THE HOME		
10	We are concerned that high school migrant students' educational expectations don't match their parents' expectations.	Educate parents and students about graduation requirements and the importance of obtaining post-secondary education.
11	We are concerned that high school migrant students have many responsibilities at home that prevent them from attending and getting involved in high school.	Educate parents and students about graduation requirements and the importance of fully participating in school. Hold meetings with parents and brainstorm possible solutions; educate parents on CBO services; flexible schedule for meetings and parent conferences.
12	High school students and parents lack an understanding of the availability and importance of post-secondary opportunities and career education.	Provide career education in H.S and parent training on post-secondary options and career education; provide training for MEP staff on learning plans and counseling; provide follow-up after conferences and meetings (e.g., Latino Summit).
HEALTH		
13	We are concerned about migrant families who do not have health insurance.	Inform parents and students about health-based organizations for which they would qualify and the procedures to make appointments. Provide transportation; provide assistance to families with filling out forms and scheduling appointments.
14	We are concerned that illnesses cause migrant students to stay home from school.	
15	We are concerned that migrant students and parents are not aware of available health services, specifics about what is offered, and requirements to access them.	
ACCESS TO SERVICES		
16	We are concerned that migrant students lack support services needed to obtain their educational goals.	Inform school staff, parents, and students about available community services.
17	We are concerned that migrant students are denied enrollment due to age and lack of credits and skills needed for graduation.	Add/extend mentoring/advocacy programs for secondary youth; provide MEP services for eligible OSY; disseminate information about OCR—ethnicity/disparate treatment); partner with NCSA to provide PD on OCR requirements for access to services; designate a service unit on providing partial credit through PASS and other portable coursework options.
18	We are concerned that out-of-school youth are not adequately identified and served.	Participate in a consortium focused on OSY. Utilize SOSY materials and collaborate with consortium states. Educate youth on available resources and services (e.g., GED, credit recovery programs, and basic life skills education).

Sources of Data

Sources of data to inform decisions around the needs of migrant students and families were identified by the CNA Update Committee. These sources represent a rich body of data from which the Nebraska MEP can gain information. The data sources are found in Exhibit 12.

Exhibit 12 – Data Sources for Identifying Migrant Student Needs by Concern Area

Area 1 – School Readiness		
	<i>Concern</i>	<i>Source of Data</i>
2a	Educational Continuity	COEs, Head Start data, public school preschools, parent involvement data (sign-in sheets, attendance records)
2b	Time for Instruction	Number of children qualified vs. not served; parent liaison survey; home visit records (from liaisons)
2c	School Engagement	Head Start and LEA waiting lists; recruiters' logs
2d	English Language Development	Family literacy sign in sheets/participation records; Pre-K completion records
2e	Educational Support in the Home	Parent participation in ABE, GED, ESL, family literacy programs, LEA records of parent activities/meetings
2f	Health	Health Connection for immunizations and community services; records of immunizations, physicals, dental exams
2g	Access to Services	Agency records of children served; recruiter surveys, community resource guides, documentation on collaborative meetings; recruiter survey
Area 2 – Reading/Writing and Mathematics		
	<i>Concern</i>	<i>Source of Data</i>
a	Educational Continuity	Attendance and mobility rates; parent liaison survey, LEA participation rates in tutoring, Saturday school, etc.; home visit records (from liaisons)
b	Time for Instruction	Interviews, focus groups, and/or surveys
c	School Engagement	DIBELS scores; NeSA system; State Report Card; opportunity and engagement in extended activities (e.g., 21 st Century CLCs); recruiters' logs
d	English Language Development	ELDA scores; ESL, GED courses completed
e	Educational Support in the Home	PAC participation; parent involvement in school; LEA records of parent activities/meetings
f	Health (e.g., medical, dental)	Recruiters' weekly service logs; MIS2000; records of immunizations, physicals, dental exams
g	Access to Services	Mentoring data; teacher participation and professional development; recruiter surveys, community resource guides, documentation on collaborative meetings; recruiter survey
Area 3 – High School Graduation and Services to Out-of-School Youth		
	<i>Concern</i>	<i>Source of Data</i>
5a	Educational Continuity	School program information (school management systems, info on coordination of services from MIS2000 and MSIX, LEA records reviews); parent liaison survey, LEA participation rates in tutoring, Saturday school, etc.; home visit records (from liaisons)
5b	Time for Instruction	LEA records on involvement in extra curricular

		activities and tutoring programs; service logs; tutor/mentor time log/time sheets
5c	School Engagement	Partnerships with universities to determine the number of bilingual individuals; LEA reports on bilingual staffing; drop out rates/graduation rates; MIS2000 age-out rate; recruiters' logs
5d	English Language Development	Family surveys; enrollment in ABE programs; ELDA; graduation/ESL class completion records
5e	Educational Support in the Home	Family surveys; LEA records of parent training, activities, and meetings
5f	Health	Family visitations and documentation of interviews; records of immunizations, physicals, dental exams
5g	Access to Services	SOSY OSY Profile Form

Need for Professional Development to Support Migrant Student and Staff Needs

Based on the needs identified, the CNA Update Committee brainstormed several areas in which professional development is needed to ensure that MEP staff are prepared to address identified needs. Exhibit 13 lists the training, by area.

Exhibit 13 – Professional Development Needed

Area 1 – School Readiness	
1	Literacy training: Family literacy training; Head Start; home visit training (safety issues for home visitors); how to make a good home contact (skill set on boundaries, etc.)
2	Home visitor training: Role playing/mentoring, use school readiness models and materials (i.e., what to look for when there is drug use in the home, safety issues, mental health training, ideas/activities to do in the home during home visits)
3	Parent training: Parenting classes (examples of how to create an educational environment in the home), financial advising, nutrition education/health, community services, city orientation, and the identification of resources in the community
4	Inform parents about systems and requirements in U.S. schools to help prepare them for their child's transition to kindergarten. Inform parents about expectations of NE schools and school operations
5	Cross training: Training for migrant and school staff on cultural aspects of including migrant parents in the education process
6	For LEA staff/administrators: Roles/responsibilities of home visitors, flexibility and understanding that home visits need flexible hours, and how to support home visitors
Area 2 – Reading/Writing and Mathematics	
1	For MEP staff: ID&R training, training on data gathering and reporting, MSIX training, MIS2000 training, Setting expectations for your students, allowable expenditures
2	For MEP staff and LEA staff: Data gathering and reporting, data retreats to interpret data, information about poverty and ELL, diversity training
3	For parents: Available MEP services, school and community expectations for involvement, appropriate strategies for reading and math in the home, drill and basic facts in math, ways to turn household chores into math learning, Family Math nights, how to prepare for—and follow up—home visits, supporting your children in school
4	For MEP recruiters/data clerks: ID&R training in appropriate languages; mentoring programs; ID&R curriculum and ID&R Manual; liaison training; home safety training
Area 3 - Graduation	
1	General information: Supplement versus supplant, requirements across constituencies, PFS,

	eligibility, purpose of the MEP; MEP 101: General training on migrancy, mobility, and the MEP
2	Training for school district staff on the MEP: Administrator training, secretaries and liaison on ID&R, sessions at the Latino Summit, ESL conference
3	Cross training: Inform NE teachers about systems and requirements in Mexico and other countries that our students have fulfilled. And inform parents about expectations of NE schools and school operations
4	Academic counselor training to prepare them to assist migrant secondary youth with resources to support high school graduation and drop out prevention
5	Diversity training

SUMMARY

Cautions in Interpreting the Data

The student assessment results in the area of reading/writing are deemed reliable as discussed on the Nebraska website at www.education.ne.gov/. However, when making comparisons between migrant students and all students, caution should be taken in interpreting the results because of highly uneven numbers of students in the two groups.

Because Nebraska recently changed its State testing program, there is no consistent longitudinal snapshot to enable us to determine significant trends. When the CNA is revised, it is expected that the new testing program will provide a more robust dataset on which to base comparisons and make conclusions about migrant student needs.

Summary and Conclusions

The conclusions that follow have been made by the CNA Update Committee based on: 1) informed opinions of the needs of migrant students Statewide due to the broad representation, and their experience and expertise in providing services or coordination with the State and with regional and local MEPs; 2) a review of surveys, assessment results, and focus group results; and 3) discussion of available resources and possible solutions/strategies to address migrant students needs to carry through to the development of a comprehensive plan for the delivery of services.

Following are statements that are supported by the needs assessment data. They are framed in the three main goal areas of (1) school readiness, (2) reading/writing and mathematics, and (3) high school graduation and services for out-of-school migrant youth.

- There is a need to focus resources to support **school readiness** and migrant family knowledge and understanding of the MEP to enable families to support their children's learning in school and in the home. This evidenced through focus group interviews and conversations with migrant staff and parents.
- There is a need to focus migrant services and resources in the areas of **reading/writing and mathematics**. This conclusion is evidenced by assessment results showing that migrant student proficiency in these areas is substantially below that of non-migrant students in Nebraska.
- There is a need to focus migrant services and resources in the area of **high school graduation and services to out-of-school youth**. Migrant student high school graduation rates are far below those for all students in the State. Further, the increasing number and identified needs of out-of-school youth call for an increase in services. There is a need to focus migrant services and resources to OSY based on the greater than 50% increase in this population between the previous CNA and the current CNA update.
- The Committee identified **professional development** needs to support migrant parents, educators, and other service providers on topics ranging from diversity training to

knowledge about how to safely conduct home visits to identification and recruitment training in English and other appropriate home languages for recruiters and specialists. (See the section titled *Need for Professional Development to Support Migrant Student and Staff Needs*, pages 21-22).

Applying the Results of the CNA Update to Planning Services

The Nebraska State plan for the delivery of services to meet the special educational needs of its migrant students will serve as the basis for the use of all MEP funds in the State. The development of a Service Delivery Plan is essential to help the Nebraska State MEP articulate a clear vision of:

- The needs of migrant children on a statewide basis;
- The MEP's measurable program outcomes 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 migrant program is effective; and
- How to use the evaluation results to improve the MEP.

The Nebraska State MEP will include the following components in its comprehensive State Service Delivery Plan:

1. *Performance Targets.* The plan specifying the performance targets that the State has adopted for all migrant children for: 1) reading; 2) math; 3) high school graduation; 4) the number of school dropouts; 5) school readiness; and 6) any other performance target that the State identifies for migrant children.
2. *Needs Assessment.* The plan including identification and an assessment of: (1) the unique educational needs of migrant children that result from the children's migrant lifestyle; and (2) other needs of migrant students that must be met in order for them to participate effectively in school.
3. *Measurable Program Outcomes.* The plan including the measurable outcomes that the MEP will produce statewide through specific educational or educationally-related services. Measurable outcomes allow the MEP to determine whether and to what degree the program has met the unique educational needs of migrant children that were identified through the comprehensive needs assessment. The measurable outcomes should also help achieve the State's performance targets.
4. *Service Delivery.* The plan describing the MEP's strategies for achieving the performance targets and measurable objectives described above. Nebraska's service delivery strategy will address: (1) the unique educational needs of migrant children that result from the children's migrant lifestyle, and (2) other needs of migrant students that must be met in order for them to participate effectively in school.

5. *Evaluation.* The plan describing how Nebraska will evaluate whether and to what degree the program is effective in relation to the performance targets and measurable outcomes.

The State of Nebraska also will detail in the State Service Delivery Plan the policies and procedures that will be implemented to address other administrative activities and program functions, including:

- *Priority for Services.* A description of how, on a statewide basis, the MEP will give priority to migrant children who: 1) are failing, or most at risk of failing, to meet the State's challenging academic content and student achievement standards, and 2) whose education has been interrupted during the regular school year.
- *Parent Involvement.* A description of the MEP's consultation with parents (or with the State parent advisory council, if the program is of one school year in duration) and whether the consultation occurred in a format and language that the parents understand.
- *Identification and Recruitment.* A description of the State's plan for identification and recruitment activities and its quality control procedures.
- *Student Records.* A description of Nebraska's plan for requesting and using migrant student records and transferring migrant student records to schools and migrant education projects in which migrant students enroll.

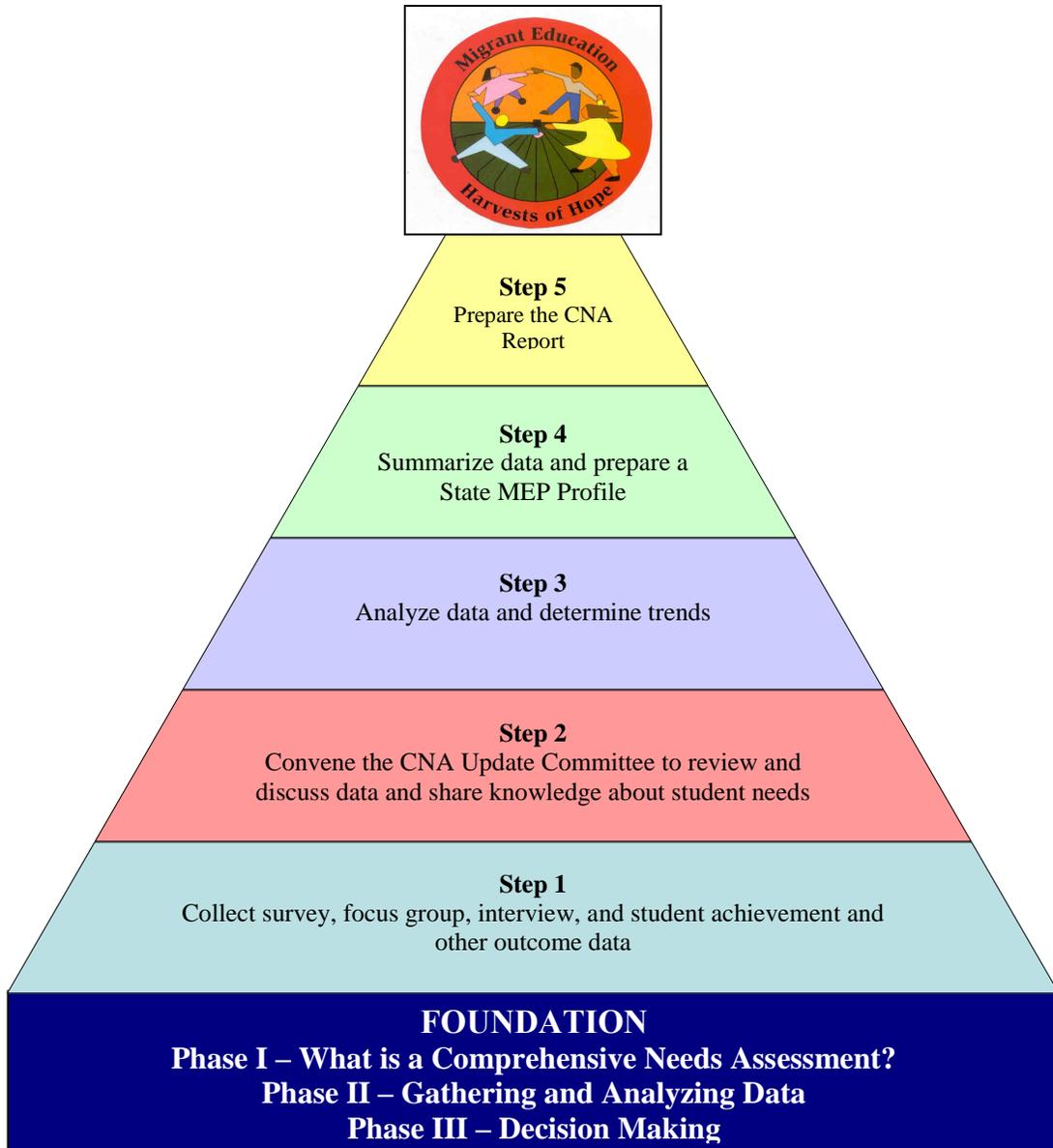
APPENDIX

Appendix A – Nebraska Migrant Education Program CNA Implementation Framework

Appendix B – Nebraska MEP Priority for Services Designations

Appendix A

Nebraska MEP Process for CNA Update Planning



Appendix B – Nebraska MEP Priority for Services Designations

Each project participating in the Migrant Education Program is required to maintain a list of eligible migrant students as well as a list of the children/youth receiving migrant services. The eligibility list should indicate whether or not a child/youth is determined to be a Priority for Services child/youth. Priority for Services is given to migrant children/youth: (1) who are failing, or most at risk of failing, to meet the State's challenging State academic content standards and challenging State student academic achievement standards, and (2) whose education has been interrupted during the regular school year.

Whether or not an eligible migrant student meets the Priority for Services criteria, it is important for every MEP to enter into the Migrant record system (MIS2000) the At-Risk information on every migrant child/youth. Not only does this provide important information should the child/youth move to another district or state, but it is also data that is used in determining which migrant children/youth should receive services first, used for audit purposes, and to assist the MEP in determining allocations.

Each project participating in the Migrant Education Program must record Priority for Services data into the MIS2000 record system for each Priority for Services child/youth. A report of Priority for Services children/youth is to be on file at the district and readily available when requested by appropriate entities (i.e. auditors, NDE/MEP staff).

All Nebraska Migrant Education Programs (MEP) are to have the following documentation:

- List of eligible migrant students
- List of students identified as Priority for Services students
- List of services available
- List of students receiving migrant services

To be identified as a Priority for Services migrant child/youth, the child/youth must meet one or more of the (A1-A10) of the At-Risk criteria **and** there must be an interruption of services during the regular school year (items B1- B4).

Following is additional information on the Priority for Services requirements:

- Interruption during the Regular School Year - the interruption has to occur within the preceding 12 months. For 2012-2013, an interruption during the regular school year would have occurred sometime after the beginning of the 2011-2012 regular school year and before the ending of the 2012-2013 regular school year. Moves occurring during the summer of 2012 do not constitute an interruption of services.
- The interruption has to relate to the migrant lifestyle. Students going to Mexico for a two-week vacation do not qualify as having an interruption.

- The at-risk criteria have to occur during the current school year or within the previous two school years.

Priority for Services –a student who is failing or At-Risk of failing to meet the state standards

- A1. Disabled/IEP – Student is identified as a student with disabilities (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. Reading Deficient – Student is not at grade level based on the diagnostic reading assessment.
- A7. LEP – Student is classified as either non-English proficient or limited English proficient according to local language assessment practice.
- A8. Low Performance – Student scores in the “not proficient” level on any of the local assessments - Reading, writing, or mathematics.
- A9. 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.
- A10. Pre-Kdg. – Children ages 3–5 that are not served by any other program.

Education Has Been Interrupted During the Regular School Year Based on the Migrant Lifestyle

- B1. Intra District Move – Migrant students who move within the regular school year from one school to another within the district
- B2. InterDistrict Move – Migrant students who move across district boundaries within the school year. These students may have a new Qualifying Arrival Date (QAD).
- B3. Two Weeks Absent – Migrant students who do not officially withdraw from a school and are gone for at least two weeks due to the child’s or family’s migrant lifestyle.
- B4. Re-Enroll – Migrant students who do officially withdraw from a school and are gone for at least two weeks due to the child’s or family’s migrant lifestyle.