

Nebraska Migrant Education Program

Comprehensive Needs Assessment



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

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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 has identified **Common 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: 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: 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
HSED	High School Equivalency Diploma
ID&R	Identification and Recruitment
LCNA	Local Comprehensive Needs Assessment
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

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Introduction

The Comprehensive Needs Assessment (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 birth 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 address 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 mobility. Furthermore, the Nebraska MEP must give priority for services (PFS) 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

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 as guided by the *Comprehensive Needs Assessment Toolkit* (U.S. Department of Education, 2018). This 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. This CNA will then be used to inform the statewide service delivery planning process to be conducted during 2024-25.

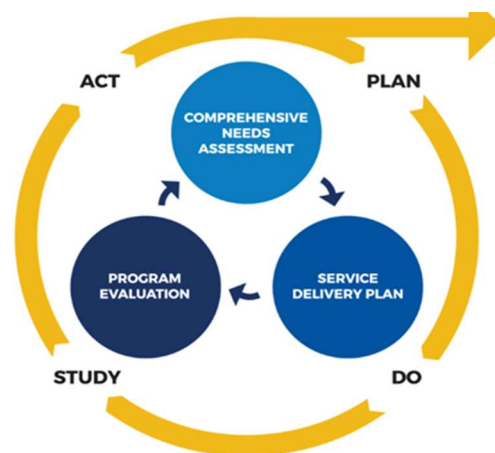
Statutory law, regulations, and guidance under ESEA was originally signed into law in 1965 and amended as ESSA in 2015. The Nebraska MEP CNA aligns with the law/guidance by:

- 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 them 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 NDE to subgrant MEP funds to LOAs and LEAs.

This Nebraska MEP 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: MEP 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 MEP 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/family members)
- 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 results;
- identify concerns about migratory children and families; and
- develop need indicators and suggest 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 collected data to measure the identified needs and gaps between migratory children and their non-migratory peers.
- META organized and analyzed the data and shared the results 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

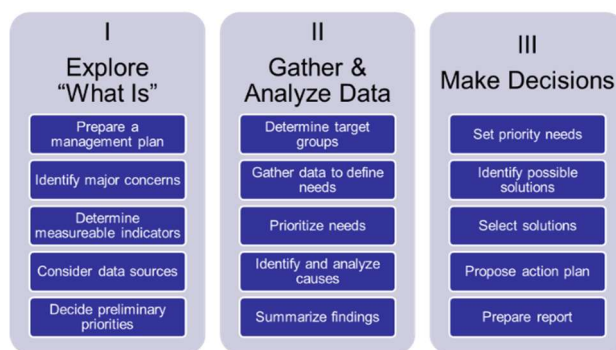
META guided the NAC to:

- 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 2024-25.

The 5-step CNA process fits into the 3-phase model to the right. 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.



Planning Phase of the Nebraska CNA and Timelines

The Nebraska MEP CNA was designed to develop an understanding of the unique educational and educationally related needs of Nebraska’s 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 it also 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.

NAC members were recommended by NDE MEP staff and invited to join through an email invitation and follow-up email reminders. The NAC reflected a broad range of stakeholders that included NDE personnel, statewide personnel, MEP project directors/coordinators, recruiters, advocates, and educators/instructors. Further, NAC decisions were shared with parents and family members during State Parent Advisory Council (PAC) meetings and parent feedback was incorporated into the concerns and solutions.

The NDE MEP team, in collaboration with [META Associates](#) implemented the final step in management planning, the logistical plan. The CNA meeting schedule was determined specifying the requirements for each meeting, the meeting objectives, and anticipated activities. 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 2 were set.

Exhibit 2: Nebraska MEP CNA Timelines

Activity	Timelines
Needs Assessment Data Collection – through the Local Comprehensive Needs Assessment (LCNA) for the 2022-23 performance period	By 8/17/23
CNA Meeting #1: Understand the MEP CNA purpose/process and the roles and responsibilities of the NAC; select goal area groups; review data on the needs of Nebraska’s migratory children and youth; identify concern statements for migratory children and youth; prioritize concern statements; and draft/revise need indicators, data sources, and need statements for concern statements.	11/8/23
CNA Meeting #2: Revise and arrive at consensus for concerns, need indicators, need statements, and data sources for the CNA; develop possible solutions for the concern statements; rank solutions for focus during service delivery planning; identify resources and staff/experts to meet migratory student needs; and review next steps for completion of the CNA and service delivery planning.	4/10/24
Draft CNA report	6/15/24
Final CNA report	6/30/24

The NAC was involved during all 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’s migratory children/youth and their families.

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 comparisons as applicable) 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 Consolidated State Plan (2018), prior year Consolidated State Performance Reports (CSPR), and other relevant State data.

Organization of the CNA Report

Following this introduction, there are five sections to the CNA report.

1. Authorizing Statute and Guidance for Conducting the CNA provides legal underpinnings on which Nebraska conducts its CNA activities.
2. Phase I: Exploring What Is includes discussion about what is known about Nebraska's migratory children and determination of the focus and scope of the needs assessment.
3. Phase II: Gathering and Analyzing Data builds a comprehensive understanding of the gaps between Nebraska migratory children and all other students in the state.
4. Phase III: Making Decisions summarizes needs, solutions, and a research base on which to build the SDP.
5. Summary and Next Steps offers conclusions and discusses the next steps in applying the results of the CNA to planning services for Nebraska migratory children. This section sets the stage for the implementation and evaluation of MEP services as defined in the SDP.

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/LEAs 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 has flexibility in implementing the MEP through its LOAs/LEAs, 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/LEAs. 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 *academic* 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 that they 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 CNA Meeting #1, the NAC: (1) learned about the CNA planning cycle and their roles and responsibilities; (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 NAC reviewed the goal areas originally established by OME. They 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 Nebraska, the five 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**
- Goal 4: Services to Out-of-School Youth (OSY)**
- Goal 5: Non-Instructional Support Services**

Upon agreeing to these five goal areas for improving migratory student achievement, each goal was explored in relation to the Common 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 themes helped guide the 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 common 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 to/from Nebraska and within Nebraska 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.

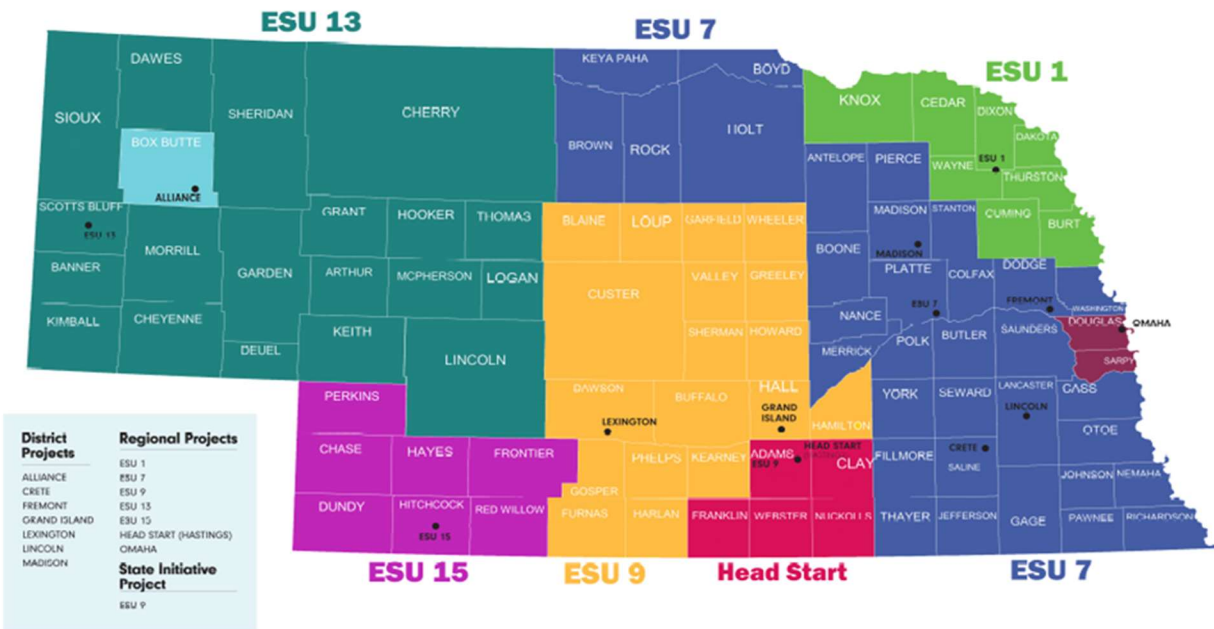
Nebraska Context

Prior to the first CNA meeting in November 2023, 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, the most recent evaluation report, and the NDE website. The profile also contained beneficiary (migratory parent/family and student) feedback on needs, as well as stakeholder feedback from staff knowledgeable about the needs of migratory students and their families. The profile helped the NAC gain an understanding of the characteristics and unique challenges experienced by migratory children and youth in Nebraska.

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 Common Areas of Concern, issues of mobility, language, and poverty affect migratory students' opportunities to receive excellence and equity in education.

The Nebraska MEP provides site-based and home-based services through regular school year only, and year-round projects that include summer school/services. In 2022-23, there were 14 projects/regional projects as displayed below in Exhibit 3.

Exhibit 3: Map of Nebraska Showing the MEP Projects/Regional Projects



The Nebraska MEP strives to provide migratory children and youth with individualized, needs-based supplemental instructional and support services that positively impact their learning and academic achievement. Parents and family members of migratory children and youth are provided services such as training and individualized support/meetings to improve their skills and increase their engagement in their child's education, MEP staff are trained to better serve the unique needs of migratory students and their parents/family members, and community resources and programs help support the services provided by the MEP and the schools/districts.

The Nebraska MEP offers a wide range of high quality instructional and support services that are provided during the regular school year and summer. The Nebraska MEP provides supplemental tutoring/instruction in math and reading, and other content areas; preschool services; pre-General Educational Development (GED) diploma/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, summer school/services, services to OSY, and unique learning experiences for binational students.

The primary focus of the Nebraska MEP is ensuring that MEP supplemental programs and advocacy align with the State’s learning and instruction standards. The NDE MEP team reviews, monitors, and evaluates local MEP applications, program implementation, and fiscal expenditures. In addition, the NDE MEP team oversees the identification and recruitment (ID&R) of all eligible migratory children and youth in the State.

Annually, production agriculture contributes nearly \$25 billion to Nebraska’s economy, thanks to the hard work of Nebraska farmers and ranchers working on 44,479 farms and ranches spread across more than 44 million acres. In fact, farms and ranches make up about 92% of Nebraska’s total land area. Important commodities include cattle and calves, corn, soybeans, dry edible beans, hay, wheat and more. (<https://farmflavor.com/>)

In 2022-23, 31% of MEP qualifying work was seasonal and 69% was temporary. Following are the types of temporary and seasonal qualifying activities for the MEP in Nebraska as documented on 2022-23 Certificates of Eligibility (COEs).

Temporary		Seasonal		
Beef	Farm Hand	Alfalfa	Millet	Strawberries
Bison	Hogs	Apples	Nursery	Sugar Beets
Cattle	Livestock (Various)	Beans	Onions	Tomatoes
Chicken	Sheep	Corn	Peppers	Trees
Dairy Cows	Turkey	Flowers	Potatoes	Watermelons
Eggs		Grapes	Produce (various)	Wheat
		Hay	Pumpkins	Zucchini

Nebraska Concern Statements

During CNA Meeting #1, the NAC developed concern statements for each goal area after reviewing the needs assessment data. The development of the concern statements followed an eight-step protocol as well as specific criteria on how to write the statements. Exhibit 4 lists the concern statements, in order of importance as ranked by the NAC, and the Common Areas of Concern in which the concerns align.

Exhibit 4: Concern Statements Identified by the Nebraska NAC

Goal 1: School Readiness	Area of Concern
1-1) We are concerned that migratory preschoolers, especially English learners (ELs), do not have access to free, quality early childhood programs (i.e., distance/transportation, long waitlist, availability, schedules) and therefore do not have the school readiness skills to be prepared for kindergarten and beyond.	Access to services English language development

Goal 1: School Readiness	Area of Concern
1-2) We are concerned that migratory children ages 3-5 who are <u>not enrolled</u> in a preschool program are not receiving MEP instructional services.	Access to services Time for instruction
1-3) We are concerned that migratory families may not be aware of how to support school readiness, how to enroll their child in preschool, or have access to resources (educational materials) to support their preschool children.	Access to services Education support in the home

Goal 2: ELA and Mathematics	Area of Concern
2-1) We are concerned that migratory students are not receiving the instructional services they need to succeed in ELA and math.	Educational continuity Time for instruction English language development Access to services
2-2) We are concerned that migratory students are not performing at the same level as their non-migratory peers on State ELA and math assessments.	Time for instruction English language development Access to services

Goal 3: High School Graduation	Area of Concern
3-1) We are concerned that migratory secondary-aged students have unmet instructional service needs.	Educational continuity Time for instruction Access to services
3-2) We are concerned that migratory students may not be on track to receive credit in Algebra I and/or to obtain the other necessary math credits for high school graduation.	Educational continuity Time for instruction School engagement
3-3) We are concerned that migratory secondary aged PFS students are graduating at a lower rate than their peers.	Educational continuity Time for instruction School engagement
3-4) We are concerned that migratory secondary aged students lack knowledge of options after high school including postsecondary education, employment skills, and career opportunities.	Access to services Educational continuity School engagement

Goal 4: Services to OSY	Area of Concern
4-1) We are concerned that migratory OSY have unmet instructional service needs due to lack of engagement (e.g., work schedule, motivation, available time).	Access to services School engagement English language development
4-2) We are concerned that migratory OSY lack knowledge of education and career options.	Access to services

Goal 5: Non-Instructional Support Services	Area of Concern
5-1) We are concerned that migratory children, students, and OSY have unmet support service needs that impact attendance and academic achievement.	Access to services Health
5-2) 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

Goal 5: Non-Instructional Support Services	Area of Concern
<p>5-3) We are concerned that many migratory families lack knowledge, resources, and/or access to instructional and support services to help support their children’s academic success.</p>	<p>Access to services Education support in the home</p>
<p>5-4) We are concerned that staff who work with migratory children and youth need professional development on skills and strategies to better support the unique educational needs, cultural identity, language, and life experiences of migratory students and their families that leads to high quality services.</p>	<p>Access to services</p>

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 migratory student data were targeted: (1) demographic/services data; (2) achievement data; and (3) beneficiary and stakeholder perception data.

Demographic and services data were drawn from most recent CSPR data, MIS2000 data for the 2022-23 performance period, and achievement data for migratory and non-migratory students were drawn from the 2022-23 State assessment results in MIS2000 and the NDE website. Perception data were gathered from MEP staff, migratory parents/family members, and migratory students/youth through needs assessment surveys collected throughout the state. The Nebraska Migratory Student Profile created for the CNA using these data sources can be found below.

Exhibit 5: Nebraska Migratory Student Profile (Data from 2022-23)

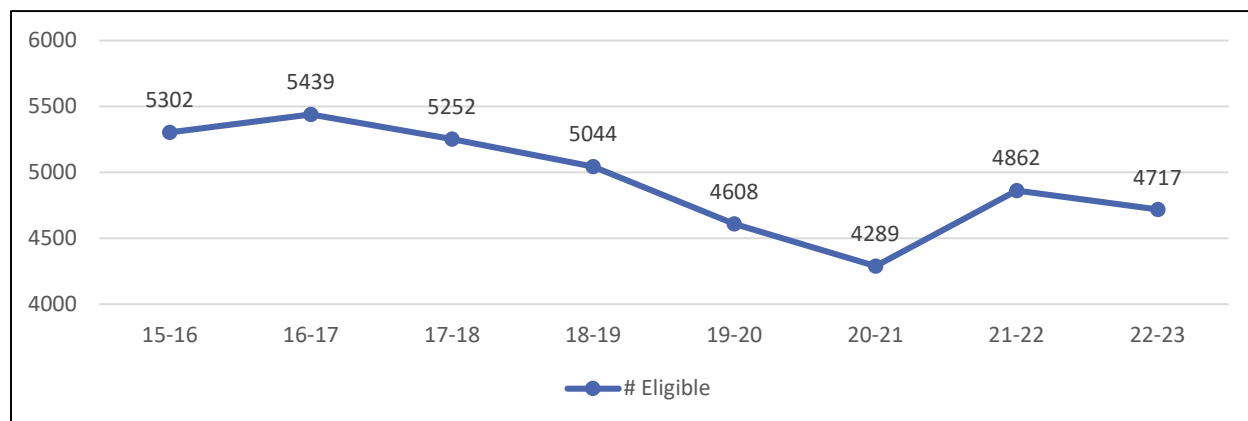
Eligible Migratory Children and Youth	4,417
Grade Distribution	Ages 0-2 (3%), Ages 3-5 (17%), Grades K-2 (19%), Grades 3-5 (18%), Grades 6-8 (16%), Grades 9-12 (18%), OSY (6%)
Priority for Services	1,874 (43%) of the 4,393 eligible children ages 3-21
English Learners (EL)	1,806 (41%) of the 4,393 eligible children ages 3-21
Disrupted Schooling	1,684 (36%) had a qualifying arrival date (QAD) within the last 12 months
Migratory students served during the performance period	2,913 (62%)
Migratory students served during the summer	2,073 (44%)
Migratory students receiving instructional services	1,852 (39%) (52% of students served)
Migratory students receiving support services	3,521 (75%) (99% of students served)
Migratory students in grades 3-8 scoring proficient or above on State ELA and math assessments	ELA - 17% (46% for non-migratory students) Math - 33% (61% for non-migratory students)
High School Graduation Rate	89.5% (86.1% for non-migratory students)
Dropout Rate	1.93% (1.44% for non-migratory students)

Following is more detailed data from the Migratory Student Profile. These results provide a summary of the needs assessment data collected for the CNA and shared with the NAC during the CNA meetings.

Migratory Student Demographics

Exhibit 6 shows the number of eligible migratory children and youth from birth to age 21 across an eight-year span. Results show decreasing numbers until 2020-21, followed by a sharp increase in 2021-22 and then a slight decrease in 2022-23.

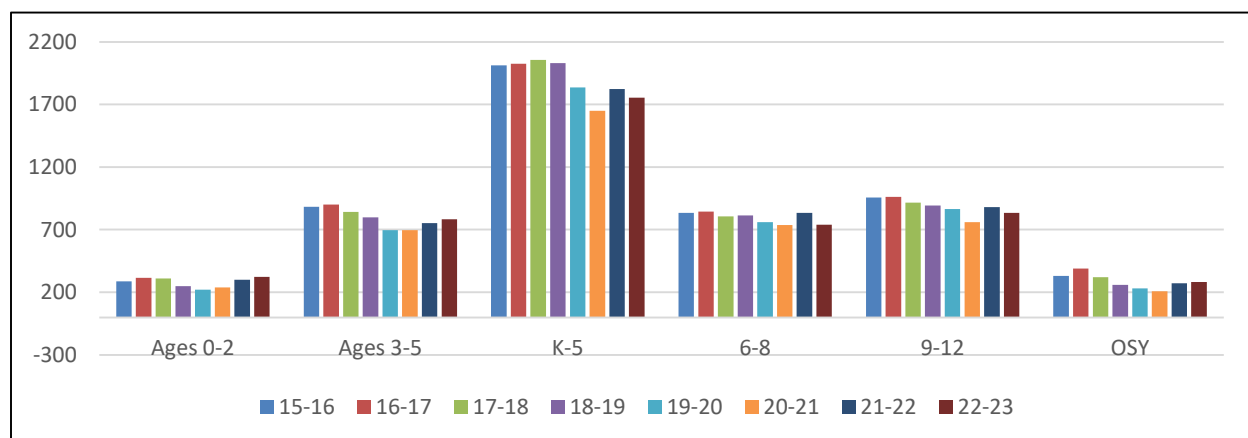
Exhibit 6: Eligible Migratory Children/Youth in Nebraska Over Time



Source: Nebraska MEP CSPR Data (2015-16 to 2022-23)

Exhibit 7 displays the number of eligible migratory children and youth by age/grade span for the past eight years. Trends show fairly stable numbers of children and youth across all age/grade spans.

Exhibit 7: Number of Eligible Migratory Children/Youth by Age/Grade Span



Source: Nebraska MEP CSPR Data (2015-16 to 2022-23)

Exhibit 8 displays migratory student demographics in 2021-22 and 2022-23. In 2022-23, 43% of eligible migratory children/youth ages 3-21 had PFS and 41% were considered ELs. Six percent of children/youth birth to age 21 qualified for special education services and 36% had a QAD during the performance period. Percentages increased in 2022-23 for number of eligible students with PFS and number of eligible students with a QAD during the performance period. The percentage decreased for students who were EL, and the number of students that qualify for special education services stayed the same.

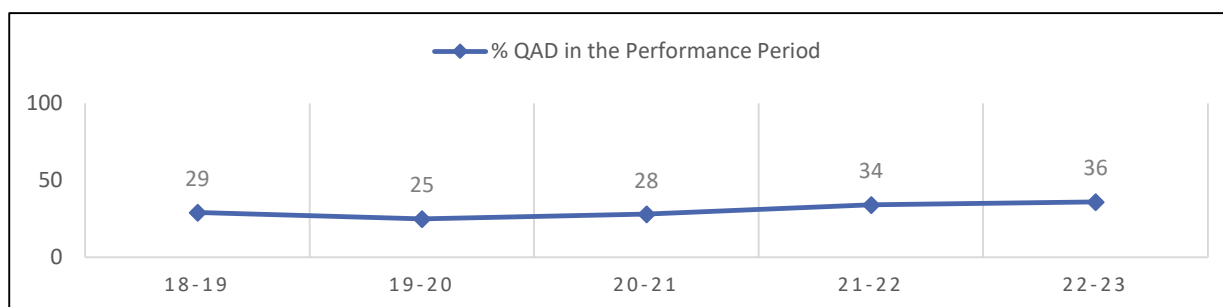
Exhibit 8: Migratory Student Demographics in 2021-22 and 2022-23

Demographics	2021-22	2022-23	Percentage Point Diff.
Eligible students with PFS (3-21)	40%	43%	+3
Eligible students that are ELs (3-21)	43%	41%	-2
Eligible students that qualify for Special Education	6%	6%	--
Eligible students with a QAD w/in the performance period	34%	36%	+2

Source: Nebraska MEP CSPR Data (2021-22 and 2022-23)

Mobility is a factor that is closely related to school failure. Exhibit 9 shows information from the past five years on the QAD of migratory children and youth. Results show increased percentages of migratory children/youth that had a qualifying move during the performance period since 2018-19.

Exhibit 9: Percentage of Migratory Children/Youth with QADs Over Time



Source: Nebraska MEP CSPR Data (2018-19 to 2022-23)

MEP Services

Exhibit 10 displays the percentage of migratory children/youth served during the 2021-22 and 2022-23 performance periods. Results for 2022-23 show that 78% of migratory children/youth ages 3-21 were served during the performance period, and 45% were served during the summer. Forty-one percent (41%) received instructional services and 76% received support services. Eighty-one percent (81%) of students with PFS were served by the MEP in 2022-23.

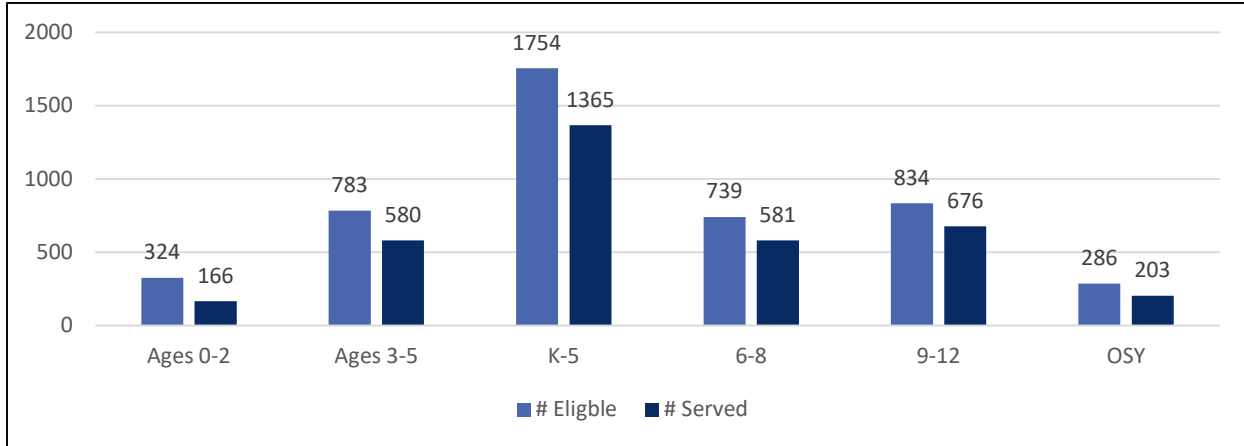
Exhibit 10: Migratory Children Served During the 2021-22 and 2022-23 Performance Periods

Demographics	2021-22	2022-23	Percentage Point Diff.
% of all Eligible PFS served	80%	81%	+1
% Served Performance Period (ages 3-21)	77%	78%	+1
% Served Summer (3-21)	44%	45%	+1
% Received Instruction (3-21)	39%	41%	+2
% Received Support Services (3-21)	77%	76%	-1

Source: Nebraska MEP CSPR Data (2021-22 and 2022-23)

Exhibit 11 displays the number of eligible migratory children and youth in 2022-23 by age/grade span, and the number that were served during the performance period. A higher percentage of students in grades K-5 (78%), grades 6-8 (79%), and grades 9-12 (81%) were served by the MEP than the other age/grade spans.

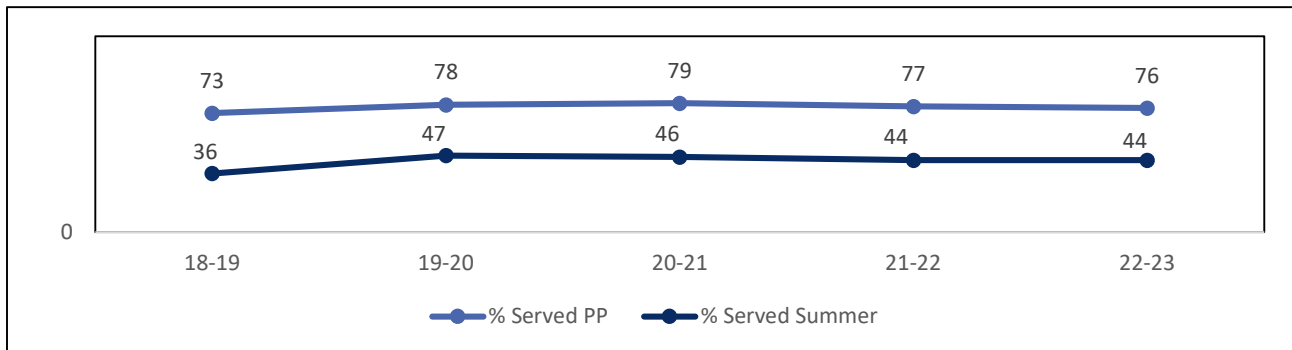
Exhibit 11: Number of Migratory Children Receiving MEP Services by Age/Grade Span in 2022-23



Source: Nebraska MEP CSPR Data (2022-23)

Exhibit 12 is a graphic display of the percentage of eligible migratory children and youth served by the Nebraska MEP during the last five years. The exhibit shows decreasing percentages of students served during the past two performance periods. The percentage of students served in during the performance period and the summer the past four years was higher than in 2018-19.

Exhibit 12: Longitudinal Display of Migratory Children Served by the Nebraska MEP



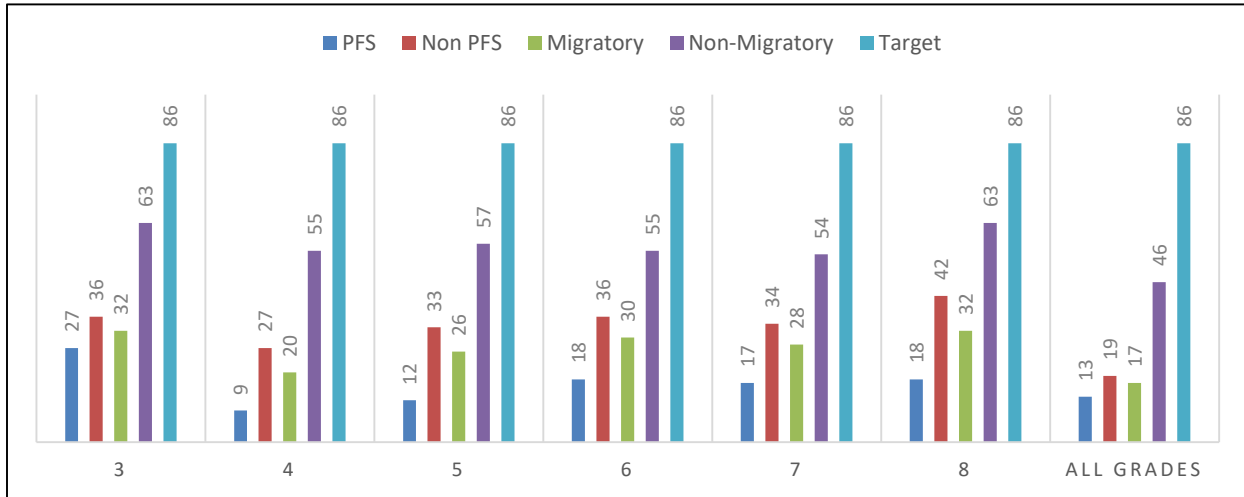
Source: Nebraska MEP CSPR Data (2018-19 to 2022-23)

ELA and Math Achievement

Academic achievement of students attending public school in Nebraska is assessed through the Nebraska Student-Centered Assessment System (NSCAS) in ELA and mathematics in grades 3-8. For all NSCAS assessments, there are three proficiency levels. Students with a proficiency level of “3” are at the lowest level of proficiency for the assessment, students with a proficiency level of “2” are in the middle level, and students with a proficiency level of “1” are at the highest level. Students with a proficiency level of “2” or “1” are considered proficient for all assessments.

Exhibit 13 shows that in 2022-23, there were large proficiency gaps in ELA between migratory and non-migratory students at all grades levels, and all grade levels combined. For all students assessed, there was a 29-percentage point gap between migratory and non-migratory students. Proficiency gaps between migratory and non-migratory students by grade level ranged from 25 percentage points (grade 6) to 35 percentage points (grade 4). Exhibit 13 provides a graphic display of these results.

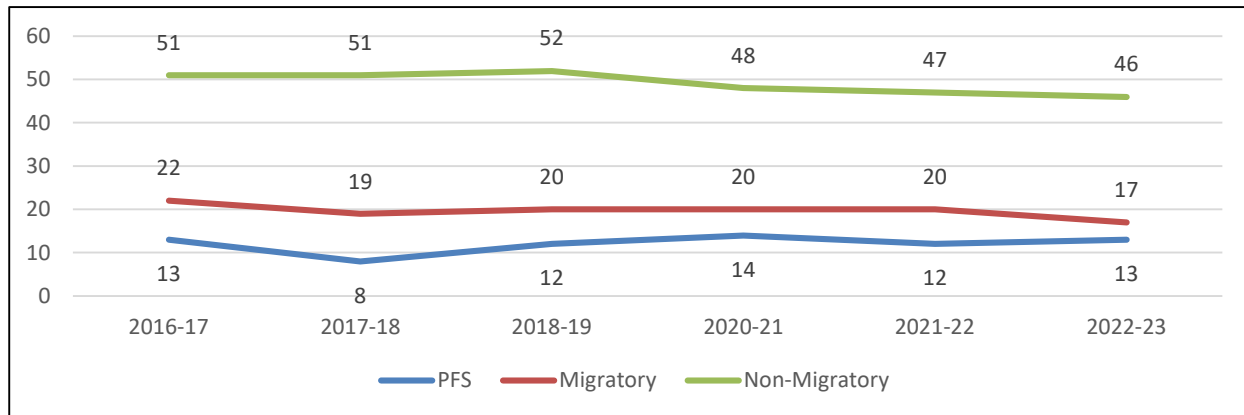
Exhibit 13: Percentage of Migratory and Non-Migratory Students in Grades 3-8 Scoring Proficient on 2022-23 NSCAS ELA Assessments



Source: NDE Database

Exhibit 14 displays ELA proficiency rates of migratory and non-migratory students from 2016-17 to 2022-23. State assessments were cancelled in 2019-20 due to school closures resulting from the pandemic. Results show the gap between migratory PFS, migratory, and non-migratory students have remained relatively consistent from 2017-18 to 2022-23.

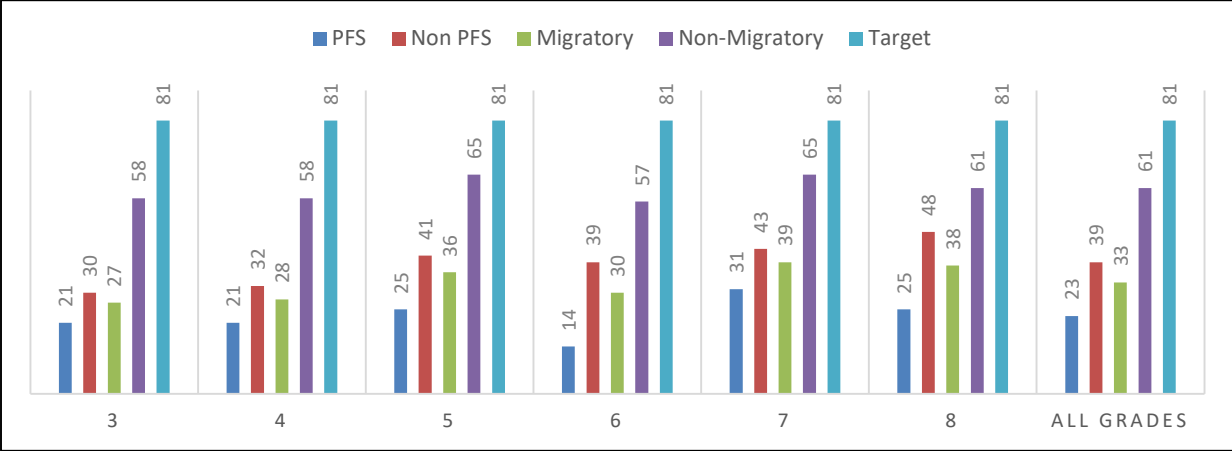
Exhibit 14: Migratory and Non-Migratory Student State ELA Proficiency Rates Over Time (Expressed as Percentage Scoring Proficient)



Source: NDE Database

Exhibit 15 displays the 2022-23 proficiency rates for migratory and non-migratory students in mathematics for each grade level assessed, and all grade levels combined. Results show large proficiency gaps in mathematics between migratory and non-migratory students at all grades levels, and all grade levels combined. For all students assessed, there was a 28-percentage point gap between migratory and non-migratory students. Proficiency gaps between migratory and non-migratory students by grade level ranged from 23 percentage points (grade 8) to 31 percentage points (grade 3).

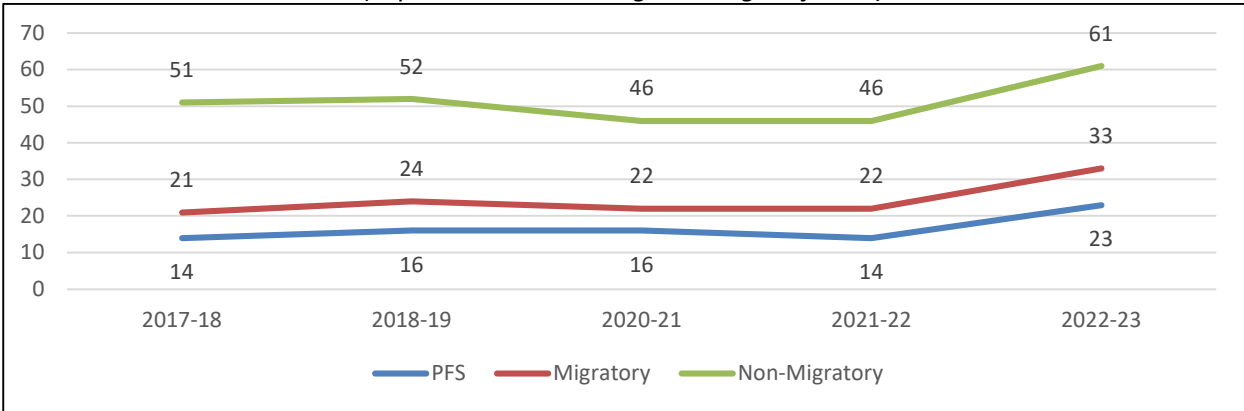
Exhibit 15: Percentage of Migratory and Non-Migratory Students in Grades 3-8 Scoring Proficient on 2022-23 NSCAS Mathematics Assessments



Source: NDE Database

Exhibit 16 displays mathematics proficiency rates of migratory and non-migratory students from 2017-18 to 2022-23. Results show the gaps between migratory PFS, migratory and non-migratory students have remained relatively consistent from 2017-18 to 2022-23.

Exhibit 16: Migratory and Non-Migratory Student State Math Proficiency Rates Over Time (Expressed at Percentage Scoring Proficient)



Source: NDE Database

School Readiness

Exhibit 17 shows that 51% of the eligible migratory children birth to age two were served by the MEP, as were 74% of children ages 3-5. Eleven percent (11%) of migratory children birth to age two received instructional services and 42% of migratory children ages 3-5 received instructional services. Fifty-one

percent of migratory children birth to age two received support services as did 73% of migratory children ages 3-5.

Exhibit 17: Migratory Children Birth to Age Five Receiving MEP Services in 2022-23

Age	All Migratory Students			PFS Migratory Students			Any Instruction		Support Services	
	Total Eligible	Served		Total # PFS	Served		#	%	#	%
		#	%		#	%				
0-2	324	166	51%	--	--	--	37	11%	166	51%
3-5	783	580	74%	429	310	72%	332	42%	574	73%
Total	1107	746	67%	429	310	72%	369	33%	740	67%

Source: Nebraska MEP CSPR Data (2022-23)

The 2022-23 Nebraska MEP Evaluation report includes data for an MPO addressing services provided to preschool migratory children (ages 3-5) participating in preschool programming. Results reveal that in 2022-23, 50% of the 751 migratory children ages 3-5 participated in MEP preschool programming (34%) and non-MEP preschool programming (16%).

High School Graduation and Dropout Rates

Exhibit 18 shows the class of 2023 graduation rates for migratory and non-migratory students in Nebraska. The graduation rate for migratory students was 3.4 percentage points **higher** than the graduation rate for non-migratory students and 2.2 percentage points **higher** than the State performance target as outlined in the Nebraska ESSA State Plan.

Exhibit 18: Class of 2023 Migratory and Non-Migratory Student Graduation Rates

State Performance Target	Non-Migratory Students	Migratory Students
87.3%	86.1%	89.5%

Source: NDE Database

Exhibit 19 shows the 2022-23 dropout rates for migratory and non-migratory students in Nebraska. The dropout rate for migratory students was 0.49 percentage points higher than the dropout rate for non-migratory students.

Exhibit 19: 2022-23 Migratory and Non-Migratory Student Dropout Rates

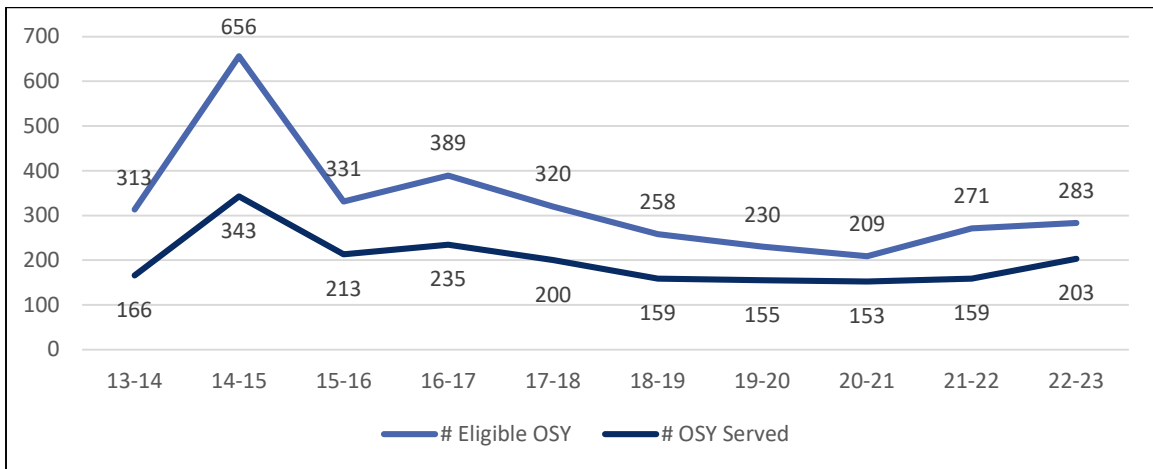
Non-Migratory Students	Migratory Students
1.44%	1.93%

Source: NDE Database

Out-of-School Youth (OSY)

Exhibit 20 shows that the number of eligible OSY has increased over the past three years, with the gap between eligible and served decreasing from 2021-22 to 2022-23. 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 20: Migratory OSY Served by the Nebraska MEP



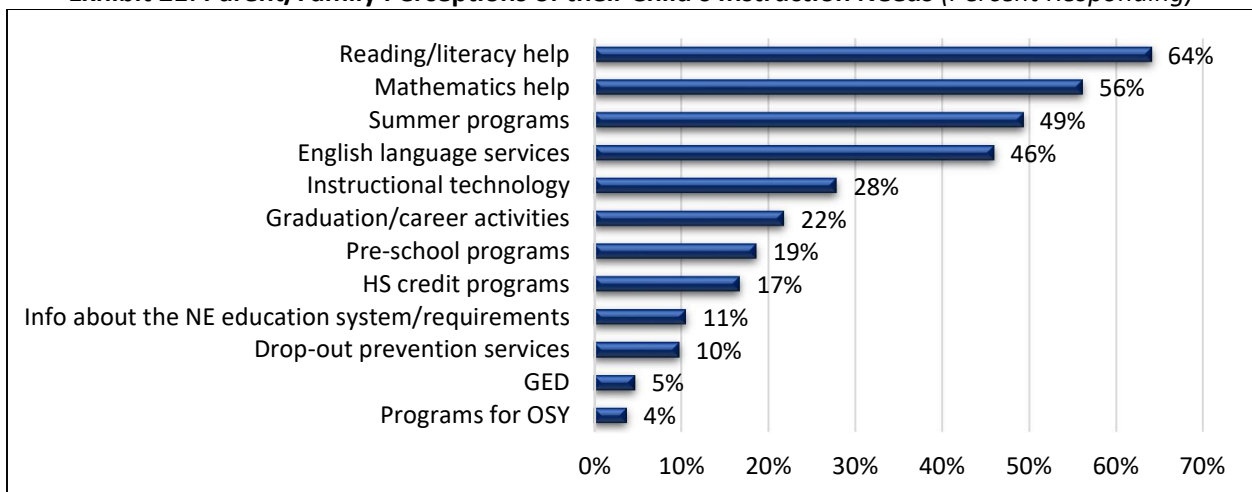
Source: Nebraska MEP CSPR Data

Needs Assessment Survey Results

Local needs assessment survey results collected from the projects/regions were shared with the NAC to provide them with detailed input from a wide variety of stakeholders to help 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, and local MEP staff. In addition, beneficiaries of the program completed needs assessment surveys including migratory students in grades 9-12 and OSY, and migratory parents/family members. The following are the needs assessment survey results showing the percentage of respondents indicating needs.

Migratory parents/family members were asked to identify their children’s greatest needs related to instruction and support services, as well as services they need from the MEP. A total of 530 parents/family members responded to the survey. Exhibit 21 shows that the largest percentage of parents and family members responding (64%) indicated that their children need reading/literacy help, followed by help with mathematics (56%), summer programs (49%), and English language services (46%).

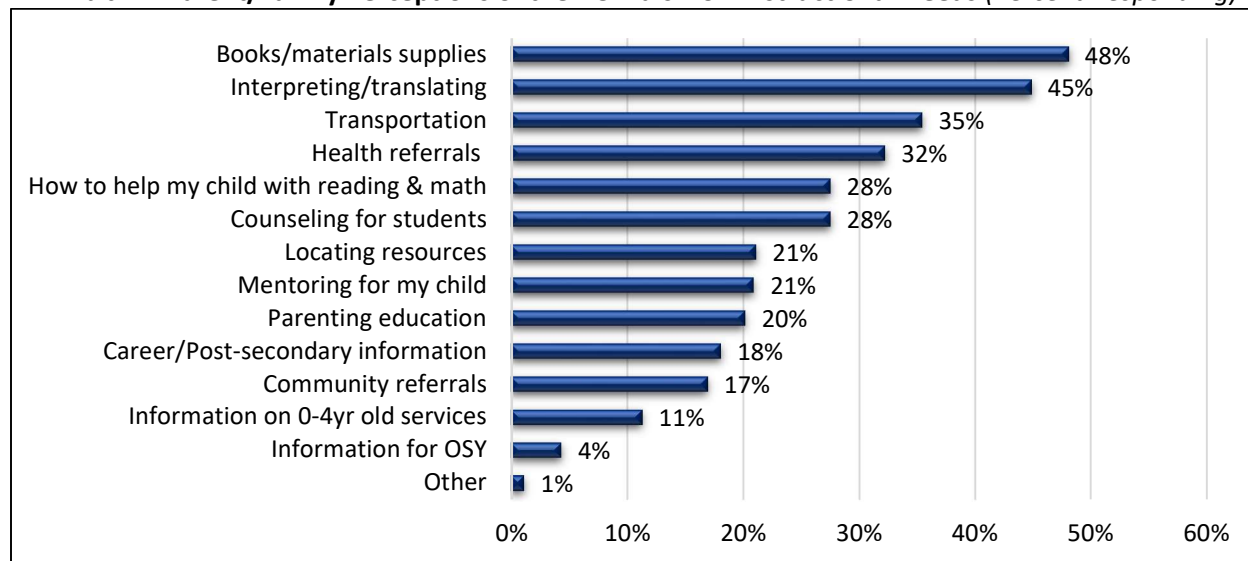
Exhibit 21: Parent/Family Perceptions of their Child’s Instruction Needs (Percent Responding)



Source: Nebraska MEP LCNA Parent/Family Needs Assessment Survey

Exhibit 22 shows that the largest percentage of parents/family members responding (48%) reported that their children need books/materials/supplies, followed by interpreting/translating (45%), and transportation (35%).

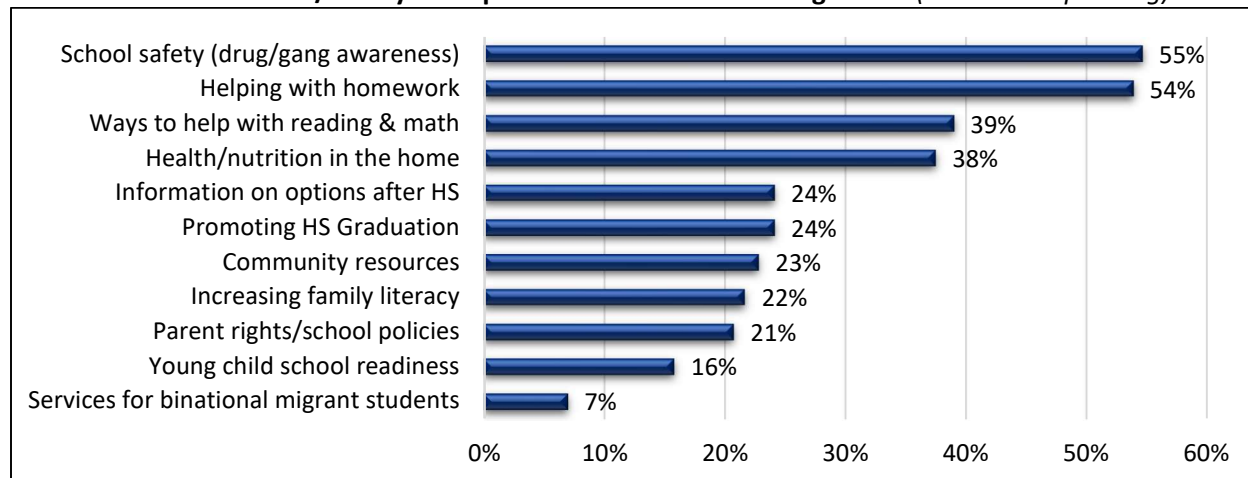
Exhibit 22: Parent/Family Perceptions of their Child’s Non-Instructional Needs (Percent Responding)



Source: Nebraska MEP LCNA Parent/Family Needs Assessment Survey

When asked what they most need to be able to support their child’s success in school, the largest percentage of parents/family members responding (55%) indicated school safety, followed by ways to help their children with homework (54%), ways to help with reading and math (39%), and health/nutrition in the home (38%).

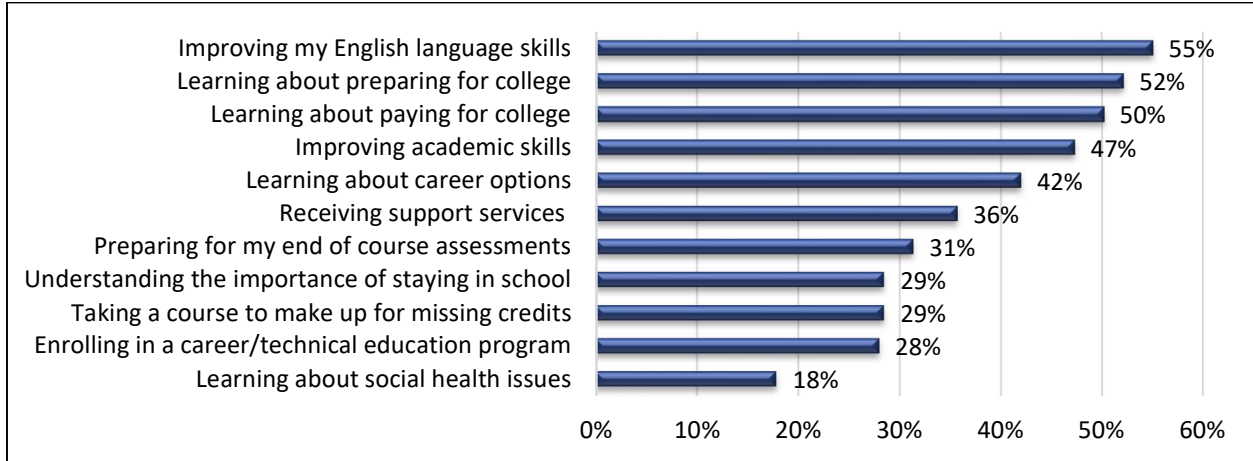
Exhibit 23: Parent/Family Perceptions of their own Learning Needs (Percent Responding)



Source: Nebraska MEP LCNA Parent/Family Needs Assessment Survey

Migratory students in grades 9-12 and OSY were asked to identify their greatest needs related to instruction and support services. A total of 169 students and 38 OSY responded to the survey. Exhibit 24 shows that the largest percentage of students/OSY responding (55%) indicated that they wanted to improve their English language skills, followed by wanting to learn about preparing for college (52%), learning about paying for college (50%), and improving their academic skills (47%).

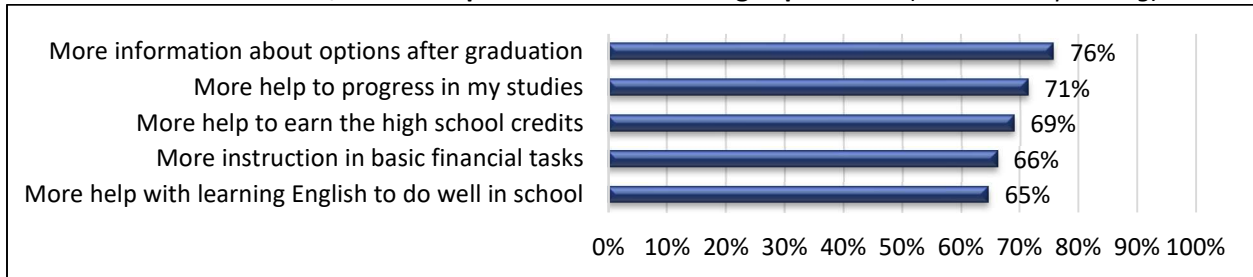
Exhibit 24 Student/OSY Perceptions of their Learning Needs (Percent Responding)



Source: Nebraska MEP LCNA Student/OSY Needs Assessment Survey

Exhibit 25 shows that the largest percentage of migratory students/OSY responding (76%) reported that they need more information about options after graduation, followed by needing more help to progress in their studies (71%).

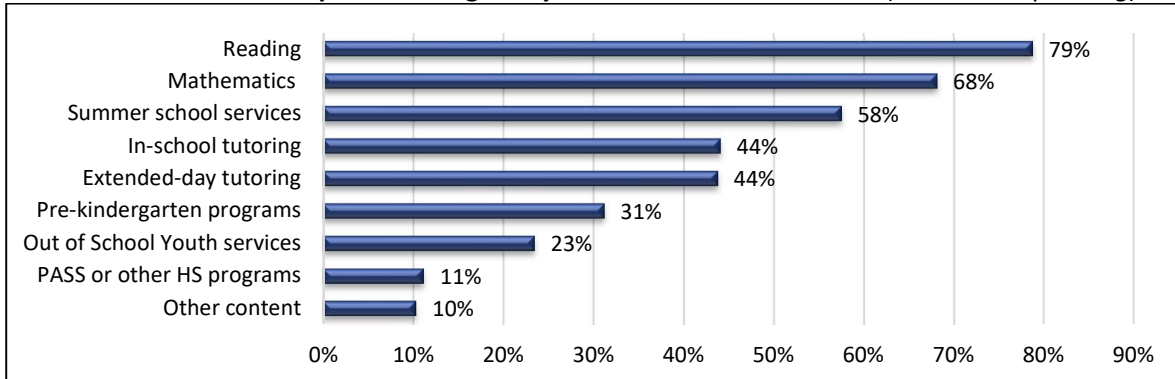
Exhibit 25: Student/OSY Perceptions of their Learning Experiences (Percent Responding)



Source: Nebraska MEP LCNA Student/OSY Needs Assessment Survey

MEP staff also were asked to identify migratory students' greatest needs related to instruction and support services. A total of 349 staff responded to the survey. Exhibit 26 shows that the largest percentage of staff responding (79%) indicated that migratory students need reading instruction, followed by mathematics instruction (68%), and summer school services (58%).

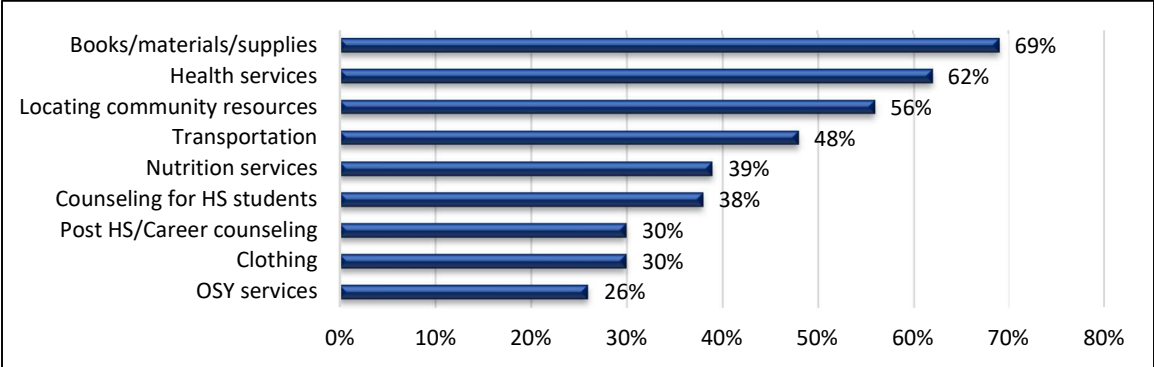
Exhibit 26: Staff Perceptions of Migratory Student Instruction Needs (Percent Responding)



Source: Nebraska MEP LCNA Staff Needs Assessment Survey

Exhibit 27 shows that the largest percentage of staff responding indicated that students/OSY most need books/materials/supplies (69%), followed by health services (62%), locating community resources (56%), and transportation (48%).

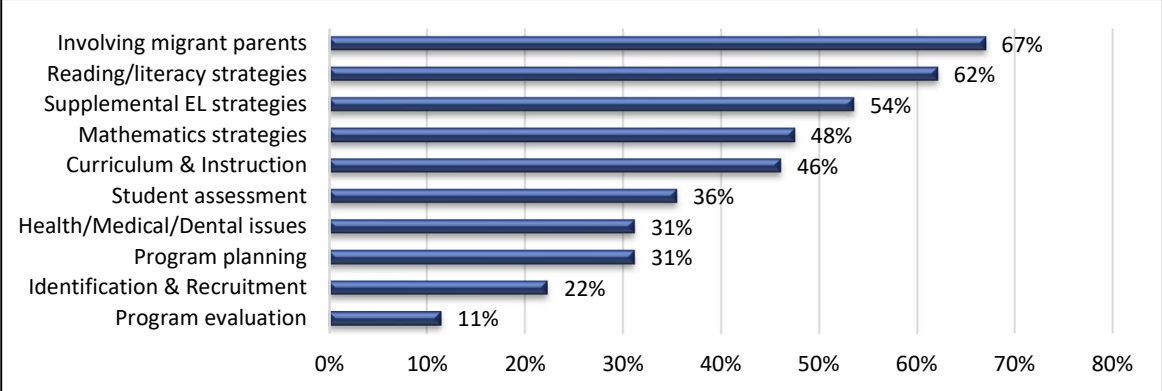
Exhibit 27: Staff Perceptions of Migratory Student Non-Instructional Needs (Percent Responding)



Source: Nebraska MEP LCNA Staff Needs Assessment Survey

The largest percentage of staff responding (67%) reported a need for professional development (PD) addressing parent involvement, followed by reading/literacy strategies (62%), and supplemental EL strategies (54%).

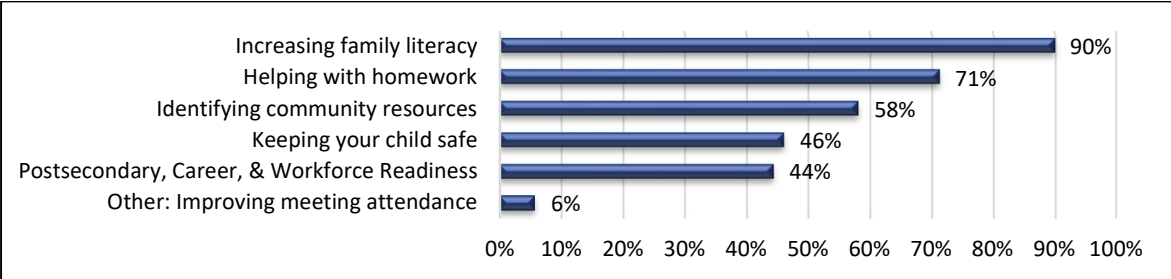
Exhibit 28: Staff Perceptions of their own Professional Development Needs (Percent Responding)



Source: Nebraska MEP LCNA Staff Needs Assessment Survey

According to staff surveyed, training needed most by parents of migratory students includes increasing family literacy (90%), followed by ways to help their children with homework (71%) and identifying community resources (58%).

Exhibit 29: Staff Perceptions of Parent/Family Learning Needs (Percent Responding)



Source: Nebraska MEP LCNA Staff Needs Assessment Survey

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 identified by the NAC. The work of the NAC was documented in the CNA Decisions and Planning Chart which is kept on file with the Nebraska MEP.

Concerns are shown in rank order for each goal area. 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. 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?

The charts on the following pages display the prioritized concerns, data sources for the concerns, need indicators and statements, and the solutions identified by the NAC for each of the five goal areas.

Prioritized Concerns, Data Sources, Need Indicators/Statements, and Possible Solutions

Goal Area 1: School Readiness

Concern Statement	Data Source	Need Indicator/ Need Statement	Prioritized Solutions for the SDP
1-1) We are concerned that migratory preschoolers, especially ELs, do not have access to free, quality early childhood programs (i.e., distance/ transportation, long waitlist, availability, schedules) and therefore do not have the school readiness skills to be prepared for kindergarten and beyond.	NAC Expert Committee 2022-23 MIS2000	<u>Indicators</u> - The experts on the NAC report that migratory children ages 3-5 do not have access to early childhood programs. - 50% of all eligible migratory children ages 3-5 participated in MEP or non-MEP preschool programming <u>Statement</u> The percentage of 3–5-year-old migratory children who participate in preschool services needs to increase.	1-1a) Offer/facilitate transportation. 1-1b) Advocate/refer families to enroll in preschool programs. 1-1c) Provide training to preschool providers on cultural proficiency.
1-2) We are concerned that migratory children ages 3-5 who are <u>not enrolled</u> in a preschool program are not receiving MEP instructional services.	2022-23 MIS2000	<u>Indicators</u> - 34% of migratory children ages 3-5 received MEP instructional services (30% PFS) - 16% participated in non-MEP preschool programming (9% PFS) <u>Statement</u> The percentage of migratory children ages 3-5 receiving MEP instructional services needs to increase.	1-2a) Provide home-based/virtual preschool services and materials and technology. 1-2b) Offer migrant-funded preschool programs (regular and summer term). 1-2c) Partner with local preschools to advocate for migratory children.
1-3) We are concerned that migratory families may not be aware of how to support school readiness, how to enroll their child in preschool, or have access to resources (educational materials) to support their preschool children.	2023 Parent Needs Assessment (NA) Survey	<u>Indicator</u> 19% of parents responding indicated their children need preschool programs <u>Statement</u> The percentage of migratory parents receiving information, resources, and assistance in school readiness needs to increase.	1-3a) Help and support parents navigate the U.S. school system by providing information, resources, and materials for parents to increase understanding. 1-3b) Provide parent workshops, such as PAC, Family and Community Engagement (FACE), and other virtual meetings. 1-3c) Share MEP preschool child lists with preschool providers/districts.

Goal Area 2: English Language Arts and Mathematics

Concern Statement	Data Source	Need Indicator/ Need Statement	Prioritized Solutions for the SDP
<p>2-1) We are concerned that migratory students are not receiving the instructional services they need to succeed in ELA and math.</p>	<p>2022-23 MIS2000</p>	<p>Indicators</p> <ul style="list-style-type: none"> - 39% of eligible migratory students received MEP instructional services - 28% of eligible migratory students received ELA MEP instructional services and 26% received MEP math instructional services - 30% of PFS migratory children received MEP ELA instruction and 28% received MEP math instruction <p>Statements</p> <p>The percentage of eligible migratory students receiving needs-based ELA and math instructional services from the MEP needs to increase.</p>	<ul style="list-style-type: none"> 2-1a) Provide extended learning opportunities specifically in ELA and math. 2-1b) Coordinate/provide in-person, online, targeted instructional services in ELA and math. 2-1c) Intentionally assign staff to provide instructional services. 2-1d) Provide PD in the area of evidence-based strategies/programs that staff can utilize when providing supplemental instructional services. 2-1e) Increase staff capacity to utilize data to deliver instructional services. 2-1f) Coordinate with schools. 2-1g) Coordinate EL support and programming. 2-1h) Utilize EL strategies when providing services.
<p>2-2) We are concerned that migratory students are not performing at the same level as their non-migratory peers on State ELA and math assessments.</p>	<p>2022-23 NSCAS ELA and Math results</p>	<p>Indicators</p> <ul style="list-style-type: none"> - 17% of migratory students (13% PFS) were proficient in ELA on the NSCAS compared to 46% of non-migratory students - 33% of migratory students were proficient in math on the NSCAS (23% PFS) compared to 61% of non-migratory students <p>Statement</p> <p>The percentage of migratory students scoring proficient on State ELA and math assessments need to increase (29 percentage points in ELA and 28 percentage points in math).</p>	<ul style="list-style-type: none"> 2-2a) Use NSCAS data to identify areas of growth and to provide instructional services. 2-2b) Provide migratory students with test-taking strategies and skill training. 2-2c) Provide fundamental literacy and math skills instruction and resources. 2-2d) Collaborate with districts to obtain assessment results for migratory students.

Goal Area 3: High School Graduation

Concern Statement	Data Source	Need Indicator/ Need Statement	Prioritized Solutions for the SDP
<p>3-1) We are concerned that migratory secondary aged students have unmet instructional service needs.</p>	<p>2022-23 CSPR Data</p> <p>2023 Family, Student, Staff NA Survey Results</p>	<p>Indicators</p> <ul style="list-style-type: none"> - 33% of migratory students in grades 9-12 received MEP instructional services - 64% of parents surveyed indicated that their children needed assistance with reading and 56% math - 79% of staff surveyed reported that students need reading help and 68% reported students need help with math - 55% of students surveyed reported a need for English language support <p>Statement</p> <p>The percentage of migratory students in grades 9-12 receiving MEP instructional services needs to increase.</p>	<p>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).</p> <p>3-1b) Offer supplemental instructional programs to meet student needs such as after school programs, summer programs/services, and tutors.</p> <p>3-1c) Identify options for earning core credit (e.g., PASS, online programs).</p>
<p>3-2) We are concerned that migratory students may not be on track to receive credit in Algebra I and/or to obtain the other necessary math credits for high school graduation.</p>	<p>2022-23 MIS2000</p> <p>2022-23 CSPR Data</p>	<p>Indicators</p> <ul style="list-style-type: none"> - 37% of 10th grade migratory students received full credit for Algebra I or a higher math course prior to entering 11th grade in 2023-24 (two percentage points short of the national target-39%) - 11% of migratory students in grades 9-12 received instructional services in math <p>Statements</p> <ul style="list-style-type: none"> - The percentage of migratory students receiving Algebra I credit needs to increase. - The percentage of migratory students in grades 9-12 receiving instructional services in math needs to increase. 	<p>3-2a) 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>3-2b) 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>3-2c) 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>3-2d) Match migratory students with appropriate peers that are strong in math, coordinate with school staff or within the MEP project.</p> <p>3-2e) Partner with community organizations and higher education (e.g., certificates, internships).</p> <p>3-2f) Provide workshops for students and parents (evenings and weekends), FACE meetings, State Family and Student Conference.</p> <p>3-2g) Provide professional learning to math and Algebra teachers who teach migratory students.</p>

Concern Statement	Data Source	Need Indicator/ Need Statement	Prioritized Solutions for the SDP
<p>3-3) We are concerned that migratory secondary aged PFS students are graduating at a lower rate than their peers.</p>	<p>2022-23 NDE Database</p>	<p>Indicators</p> <ul style="list-style-type: none"> - 76.5% of PFS students graduated compared to the State target of 87.3% and 92.3% of non-PFS students - 1.93% of PFS students dropped out of high school compared to 1.44% of non-migratory (non-PFS students had the same dropout rate as PFS [1.93%]) <p>Statement</p> <p>The percentage of migratory PFS students who graduate needs to increase.</p>	<p>3.3a) Designate a staff member for each migratory student with PFS that can serve as a mentor to provide academic support (e.g., check grades, attendance, partner with school staff).</p> <p>3.3b) Assist migratory students with PFS in partnering with appropriate service providers to develop a plan to be on track for graduation/High School Equivalency Diploma (HSED).</p> <p>3.3c) Create a state level workgroup to analyze graduation and dropout rates to identify strategies to support local projects.</p> <p>3.3d) Create and/or review personal learning plans towards graduation/HSED with students and parents/guardians.</p> <p>3.3e) 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>3.3f) Create and disseminate information through videos about credits, grades, services, and academic accomplishment to parents/guardians.</p>
<p>3-4) We are concerned that migratory secondary aged students lack knowledge of options after high school including postsecondary education, employment skills, and career opportunities.</p>	<p>2023 Student/ OSY NA Survey</p>	<p>Indicator</p> <p>76% of students surveyed indicated a need for information about options after high school</p> <p>Statement</p> <p>The percentage of students receiving information about options after high school needs to increase.</p>	<p>3.4a) Assign a staff member to create or review a plan for options after high school.</p> <p>3.4b) Provide extended learning career/student leadership/senior student success camps.</p> <p>3.4c) Partner with school staff and programs (e.g., counseling departments, EL, SE).</p> <p>3.4d) Provide ACT preparation.</p> <p>3.4e) Provide resources for scholarships.</p> <p>3.4f) Develop and disseminate basic Information available through videos in languages represented by migratory families.</p> <p>3.4g) Provide workshops for students and parents (evenings and weekends), FACE meetings, State Family and Student Conference.</p> <p>3.4h) Partner with community organizations and higher education (e.g., certificates, internships).</p>

Goal Area 4: Services to OSY

Concern Statement	Data Source	Need Indicator/ Need Statement	Prioritized Solutions for the SDP
<p>4-1) We are concerned that migratory OSY have unmet instructional service needs due to lack of engagement (e.g., work schedule, motivation, available time).</p>	<p>2022-23 CSPR Data NAC Expert Opinion</p>	<p>Indicator - 24% of migratory OSY received MEP instructional services - The experts on the NAC report that migratory OSY lack engagement for instructional services due to a variety of conflicting priorities.</p> <p>Statement The percentage of migratory OSY receiving MEP instructional services needs to increase.</p>	<p>4-1a) Assign OSY to a staff member to serve as a mentor and provide academic support. 4-1b) Partner with community agencies (e.g., GED, higher education, adult education, career and personal growth). 4-1c) Identify and use iSOSY (Instructional Services for Out-of-School and Secondary Youth) CIG resources to address OSY needs.</p>
<p>4-2) We are concerned that migratory OSY lack knowledge of education and career options.</p>	<p>2023 Student/OSY NA Survey</p>	<p>Indicator - 76% of OSY surveyed indicated a need for information about options after high school - 42% of OSY surveyed indicated a need for learning about career options</p> <p>Statement The percentage of migratory OSY receiving information about education and career options needs to increase.</p>	<p>4-2a) Assign a staff member to create or review a plan for opportunities. 4-2b) Provide continuing education, career, and life goal setting. 4-2c) Create personal learning plans for OSY. 4-1d) Provide OSY with a career interest survey and connect them to high schools (re-engage.)</p>

Goal Area 5: Non-Instructional Support Services

Concern Statement	Data Source	Need Indicator/ Need Statement	Prioritized Solutions for the SDP
<p>5-1) We are concerned that migratory children, students, and OSY have unmet support service needs that impact attendance and academic achievement.</p>	<p>2022-23 CSPR Data 2023 Parent and Staff NA Surveys</p>	<p>Indicators - 75% of eligible migratory children/youth received MEP support services (73% 3-5-year-olds, 78% students in grades K-8, 76% students in grades 9-12, 71% OSY) - 48% of parents surveyed indicated a need for books/materials/supplies, 45% indicated a need for interpreting/translation services, 35% for transportation, and 32% for health referrals - 69% of staff surveyed reported students need books/materials, 62% indicated that students need health services, and 56% indicated that students need assistance with locating community resources</p> <p>Statement The percentage of migratory children, students, and youth receiving support services needs to increase.</p>	<p>5-1a) 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. 5.1b) Teach self-advocacy skills to students and families. 5-1c) Offer supplemental supports and referrals. 5-1d) Coordinate/provide transportation services when possible (vehicle and insurance).</p>
<p>5-2) 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>2022-23 CSPR Data NAC Expert Opinion</p>	<p>Indicators - 76% of students in grades 9-12 and OSY received support services - The experts on the NAC report that migratory secondary aged students and OSY have unmet support service needs, specifically related to functional life skills, counseling, health care (teen pregnancy), and mental health services.</p> <p>Statement The percentage of migratory students in grades 9-12 and OSY receiving support services needs to increase.</p>	<p>5-2a) 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). 5.2b) Partner with school staff/programs (e.g., counseling, SE, etc.). 5.2c) Identify and use iSOSY CIG resources (e.g., mental health, life skills lessons).</p>
<p>5-3) We are concerned that many migratory families lack knowledge, resources, and/or access to instructional and support services to help support their children’s academic success.</p>	<p>2023 Parent and Staff NA Surveys</p>	<p>Indicators - 48% of parents surveyed indicated a need for information about school safety (drug/gang awareness), 54% helping with homework, 39% ways to help with</p>	<p>5.3a) Help and support parents navigate the U.S. school system by providing information, resources, and materials for parents on understanding expectations/stages, literacy, school readiness, and technology in the family’s home language.</p>

Concern Statement	Data Source	Need Indicator/ Need Statement	Prioritized Solutions for the SDP
		<p>reading/math, 38% health/nutrition in the home - 90% of staff surveyed reported families needed strategies to increase family literacy, 71% helping with homework and 58% identifying community resources.</p> <p>Statement The percentage of migratory families receiving resources and access to instructional and support services needs to increase.</p>	<p>5.3b) Coordinate/provide FACE opportunities, workshops, PAC meetings, and the State Family and Student Conference (virtual and in-person). 5.3c) Offer/facilitate transportation. 5.3d) Ensure families have the technology literacy for in-home use for State PAC and migrant preschool-aged children. 5.3e) Develop and disseminate basic Information available through videos in languages represented by migratory families. 5.3f) Utilize media and technology (videos) to provide additional support/training in parents' home language in how to better utilize technology. 5.3g) Provide training to parents on developmentally appropriate use of technology. 5.3h) Refer parents to community resources. 5.3i) Support and educate parents on navigating the U.S. healthcare system (awareness, resources, assess whether the parents lack information or resources, etc.).</p> <p>5.3j) Help parents make appointments/referrals to clinics. 5.3k) Inform families about resources in their communities and empower them to advocate regarding their children's education. 5.3l) Develop local and state partnerships. 5.3m) Partner with school staff and programs (e.g., counseling department, EL, SE). 5.3n) Partner with community agencies. 5.3o) Teach self-advocacy skills to students and families. 5.3p) Provide referrals to agencies/partner with agencies. 5.3q) Conduct needs assessments with families and create a follow-up plan.</p>
<p>5-4) We are concerned that staff who work with migratory children and youth need professional development on skills and strategies to better support the unique educational needs, cultural</p>	<p>2023 Staff NA Survey</p>	<p>Indicator 67% of staff surveyed indicated a need for PD on involving migratory parents, 62% indicated a need for PD on reading/</p>	<p>5.4a) Provide PD on teaching academic strategies to help migratory students master content. 5.4b) Provide PD to MEP and school staff related to cultural identity, language, and life experiences of migratory students.</p>

Concern Statement	Data Source	Need Indicator/ Need Statement	Prioritized Solutions for the SDP
<p>identity, language, and life experiences of migratory students and their families that leads to high quality services.</p>		<p>literacy strategies, and 54% indicated a need for PD on strategies for serving ELs.</p> <p>Statement The percentage of staff receiving PD on skills and strategies addressing the unique needs of migratory students and their family’s needs to increase.</p>	<p>5.4c) Provide training to MEP staff on how to align interventions to PFS risk factors. 5.4d) Utilize State Service Provider Coordinator to coordinate/provide statewide training on best practices, developing a state service plan, etc. 5.4e) Provide PD on how to teach test-taking strategies to improve student assessment results. 5.4f) Provide PD for MEP staff on technology that students and families may be using to access grades/assignments. 5.4g) Provide PD on cultural proficiency and developmentally appropriate practices. 5.4h) Provide PD to staff so that they can adapt to meet the needs of migratory students. 5.4i) Participate in MEP CIG PD.</p>

Summary and Next Steps

Evidence-based Conclusions and Recommendations

Needs assessment data reflect a wide range of migratory student needs that helped to inform the NAC and will help decisionmakers tasked with the planning and coordination of supplementary MEP services during the SDP process in 2024-25. Decisions about all possible programs and sources of available assistance are considered in this process. Specifically, increased culturally and linguistically appropriate instruction in reading and mathematics is necessary for all migratory students so they are able to succeed academically and score proficient on State assessments. The available data also indicate a need for culturally and linguistically appropriate services to migratory parents to help them better navigate the educational systems on behalf of their children. 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. Approximately one-third of Nebraska’s migratory children/youth had qualifying moves during the 2022-23 performance period.
ELA and Mathematics Needs	NSCAS ELA and mathematics assessment results show that Nebraska’s migratory students in grades 3-8 have a need for intensive supplemental ELA and mathematics instruction to bring them up to proficiency. There are large gaps between migratory and non-migratory students in both ELA and mathematics. In addition, survey results indicate a critical need for migratory students to improve their ELA and math skills. Based on these results, 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 summer to build student proficiency in these two areas.
English Language Development Needs	Forty-one percent (41%) of Nebraska’s migratory students are ELs. In addition, survey results indicate a need for migratory students to improve their English language skills to reduce barriers to learning. There is a 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. When no other services are available, there is a need for the MEP to provide English language instructional services to ensure that migratory students have the English language skills needed to succeed academically.
Preschooler Needs	Half of the migratory children ages 3-5 participated in preschool programming in 2022-23. Parents and staff surveyed report a need for young migratory children to be prepared for school. As a result, there is a need for the Nebraska MEP to increase school readiness services/access to quality school readiness services for preschool migratory children to ensure that they have the skills needed to be successful in kindergarten.
High School Student Needs	Parents, students/OSY, and staff surveyed indicated a need for information about options after graduation (career/college) and help with earning credits needed to graduate. There is a need for the Nebraska MEP to provide counseling services to migratory students in grades 9-12. It is critical that the Nebraska MEP provide

	individualized mentoring and support to high school students to ensure that they are on track for graduation and prepared for post-secondary education and careers.
OSY Needs	The Nebraska MEP has an increasing number of eligible migratory OSY who have needs that are different than those of in-school students. The Nebraska MEP should continue to identify OSY needs and provide individualized, needs-based services that help OSY achieve academically and/or receive needed services. It is also important to continue to provide professional development to staff on serving OSY to ensure that they have the knowledge, skills, and tools to be able to address the needs of migratory OSY.
Professional Development Needs	There is a continuing need to build the capacity of MEP staff to serve the unique needs of migratory children and youth in Nebraska. The largest percentage of staff responding to the needs assessment survey reported a need for professional development addressing parent involvement, followed by reading/literacy strategies and strategies for serving ELs. The Nebraska MEP should utilize staff responses for professional development needs on the needs assessment survey to inform future professional development to MEP staff.
Parent and Family Needs	Migratory parents and family members responding to surveys expressed that MEP services need to focus on school safety, ways to help their children with homework, ways to help their children with reading and math, and health/nutrition in the home. Staff surveyed agreed with parents/family members, with the largest percentage reporting that parents need strategies for increasing family literacy and helping their children with homework.

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 by the NDE MEP team. In addition, the NDE 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 in this CNA report to inform the comprehensive state service delivery planning process during 2024-25. The Nebraska MEP SDP, which will be facilitated by META Associates and guided by the processes outlined in the MEP SDP Toolkit (U.S. Department of Education, 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 ID&R, migratory children identified to receive PFS, parent/family engagement, 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 every three years to reflect changing demographics and needs [or more frequently if there is evidence of a change in the needs of migratory children]; (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.