

NEBRASKA MIGRANT EDUCATION PROGRAM- SERVICE DELIVERY PLAN

1.0 SCHOOL READINESS

NEED/CONCERN: Pre-kindergarten aged migrant children are starting school with limited proficiency in English and are lacking developmental skills in content areas.					
State Performance Goal		By the end of the 2014-15 schoolyear and each year thereafter, 100% of pre-kindergarten aged migrant children will meet target benchmarks for 3-4 year olds on the reliable development skills rubrics/checklists in social/emotional development, language, mathematics readiness, and other areas.			
Performance Target		By the end of the 2014-15 schoolyear and each year thereafter, 70% of 3-5 year old migrant and PFS children enrolled in a MEP-sponsored PK program will demonstrate proficiency in readiness skills on designated district developmental skills assessments.			
Summary of Solutions identified in the CNA		Strategies	MEP Measurable Program Outcomes (Objectives)	Evaluation & Monitoring Tools	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Supplemental Educational Services</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Parent & Family Education</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Professional Learning</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Coordination & Support Services</p>	Provide supplemental educational services to migrant students to enable them to succeed in school.	1-1 Provide high-quality supplemental educational services (e.g., preschool programs, in-home preschool services, extended preschool programs) to 3-5 year old migrant children in order to increase their development of school readiness skills.	1.1 During the 2014-15 schoolyear, 70% 3-5-year-old migrant children , participating in at least 50 hours of MEP-sponsored PK instruction, will show a 20% increase on a pre/post assessment measuring readiness skills on designated district assessments.	*All strategies will be evaluated by the Migrant Education Program Fidelity of Implementation Index	
	Implement programs, activities, and procedures to effectively involve migrant families in the educational success of their children.	1-2 Implement needs-based educational services to migrant parents/families (e.g., progress monitoring home visits, family literacy programs, ongoing parent education presentations) to enhance their capacity to support their child's development of school readiness skills.	1.2 During the 2014-15 schoolyear, 70% of parents of PK-aged migrant children who participated in MEP-sponsored parent/family educational services will show a .5 point increase on a pre/post growth assessment (on a 1-5 scale) measuring their ability to help their young child be ready for school.		Disaggregated results for PFS and non-PFS migrant 3-5-year olds on district assessments measuring readiness skills in the 2014-15 schoolyear
	Implement professional learning opportunities for necessary personnel to enhance their ability to understand and appropriately respond to the needs of migrant children.	1-3 Support MEP staff by providing needs-based professional learning opportunities to enhance their knowledge of evidence-based strategies, promising practices, and culturally relevant instruction to benefit the development of school readiness skills of migrant PK children.	1.3 During the 2014-15 schoolyear, 70% of MEP staff who participated in professional learning will show a .5 point increase on a pre/post growth assessment (on a 1-5 scale) measuring their ability to use evidence-based strategies, promising practices, and culturally relevant instruction in school readiness to benefit PK migrant children.		Parent pre/post growth assessment results
	Provide migrant children with educationally related support services that will enable them to participate effectively in school. Ensure a range of services will be provided to migrant children by coordinating with appropriate local, State, and Federal educational programs and agencies.	1-4 Provide migrant children with appropriate needs-based support services (e.g., health and nutrition services; necessary educational supplies, interpretation, transportation) aimed at increasing PK student achievement. 1-5 Coordinate with local, State, and Federal educational programs and agencies (interstate/intrastate organizations, community-based organizations, migrant consortia [InET, SOSOSY], Binational Initiative, educational grants) to provide a full range of services in order to meet the unique educational needs of PK migrant children.	1.4-1.5 During the 2014-15 schoolyear, the number of 3-5-year-old migrant children receiving MEP-sponsored support services contributing to the development of school readiness skills will increase by 5%.		MEP staff pre/post growth assessment results
				Disaggregated support service report for PFS and non-PFS migrant 3-5-year olds in the 2014-15 schoolyear	

NEBRASKA MIGRANT EDUCATION PROGRAM- SERVICE DELIVERY PLAN

2.0 READING/WRITING AND MATHEMATICS

NEED/CONCERN: *The percentage of migrant students scoring proficient or advanced on state assessments (reading/math) is substantially below that of non-migrant students.*

State Performance Goal		By the end of the 2014-15 schoolyear and each year thereafter, 100% of Nebraska students will learn and apply appropriate grade-level target reading, writing, speaking, and listening skills and strategies to construct meaning as measured by the State assessment in reading/writing and will learn and apply appropriate grade-level target math skills and strategies to solve problems as measured by the State assessment in mathematics.		
Performance Target		By the end of the 2014-15 schoolyear and each year thereafter, the percentage of migrant students in grades 3-11 meeting proficiency on the State reading/writing and mathematics assessments will increase by 1%.		
Summary of Solutions identified in the CNA		Strategies	MEP Measurable Program Outcomes (Objectives)	Evaluation & Monitoring Tools
Supplemental Educational Services Parent & Family Education Professional Learning Coordination & Support Services	Provide supplemental educational services to migrant students to enable them to succeed in school.	2-1 Provide high-quality supplemental educational services (e.g., extended day programs, before/after school programs, Saturday or vacation programs, in-home instruction, summer or intersession programs, distance learning programs, individualized learning programs) aimed at increasing student achievement for academically at-risk migrant students in reading/writing and math.	2.1a During the 2014-15 schoolyear, 60% of K-12 migrant students who received MEP-sponsored supplemental educational services aimed at increasing student achievement in reading/writing and/or mathematics, will show a 20% increase on a pre/post assessment measuring literacy and/or mathematics skills. 2.1b During the 2014-15 schoolyear, the percentage of secondary migrant students entering 11 th grade who have received full credit for Algebra I or a higher mathematics course will increase by 1%.	*All strategies will be evaluated by the Migrant Education Program Fidelity of Implementation Index Disaggregated results for PFS and non-PFS K-12 migrant students' assessments measuring literacy and/or mathematics skills in the 2014-15 schoolyear. Disaggregated mathematic credit report for PFS and non-PFS migrant students in the 2014-15 schoolyear Parent pre/post growth assessment results MEP staff pre/post growth assessment results Disaggregated support service report for PFS and non-PFS migrant students in the 2014-15 schoolyear
	Implement programs, activities, and procedures to effectively involve migrant families in the educational success of their children.	2-2 Implement needs-based educational services to migrant parents/ families (e.g., progress monitoring home visits, family literacy programs, ongoing parent education presentations, at-home educational programs) to enhance their capacity to support their child's success in reading/writing and math.	2.2 During the 2014-15 schoolyear, 70% of parents of migrant children who participated in MEP-sponsored parent/family educational services will show a .5 point increase on a pre/post growth assessment (on a 1-5 scale) measuring their ability to support their child's success in reading/writing and math.	
	Implement professional learning opportunities for necessary personnel to enhance their ability to understand and appropriately respond to the needs of migrant children.	2-3 Support MEP staff by providing needs-based professional learning opportunities to enhance their knowledge of evidence-based strategies, promising practices, and culturally relevant instruction to increase migrant student achievement in reading/writing and math.	2.3 During the 2014-15 schoolyear, 70% of MEP staff who participated in professional learning will show a .5 point increase on a pre/post growth assessment (on a 1-5 scale) measuring their ability to use evidence-based strategies, promising practices, and culturally relevant instruction in reading/writing and math to benefit migrant students.	
	Provide migrant children with educationally related support services that will enable them to participate effectively in school. Ensure a range of services will be provided to migrant children by coordinating with appropriate local, State, and Federal educational programs and agencies.	2-4 Provide migrant children with appropriate needs-based support services (e.g., health and nutrition services; necessary educational supplies, interpretation, transportation) aimed at increasing student achievement in reading/writing and math. 2-5 Coordinate with local, State, and Federal educational programs and agencies (interstate/intrastate organizations, community-based organizations, migrant consortia [InET, SOSOSY], Binational Initiative, educational grants) to provide a full range of services in order to meet the unique educational needs of migrant students contributing to academic success in reading/writing and math.	2.4-2.5 During the 2014-15 schoolyear, the number of migrant students receiving MEP-sponsored support services relating to student achievement in reading/writing and math will increase by 5%.	

NEBRASKA MIGRANT EDUCATION PROGRAM- SERVICE DELIVERY PLAN

3.0 GRADUATION FROM HIGH SCHOOL AND SERVICES TO OUT OF SCHOOL YOUTH

NEED/CONCERN: <i>The percentage of migrant high school students that dropped out of high school is higher than the percentage of non-migrant youth.</i>					
State Performance Goal		By the end of the 2014-15 schoolyear and each year thereafter, 100% of high-school aged students served in Nebraska will possess certain minimum levels of knowledge, skills, and learning consistent with a minimum of 200 high school credit hours prior to graduation from high school.			
Performance Target		By the end of the 2014-15 schoolyear and each year thereafter, the gap between the migrant student and PFS migrant student graduation rates and the graduation rate for all students will decrease by 1%.			
Summary of Solutions identified in the CNA		Strategies	MEP Measurable Program Outcomes (Objectives)	Evaluation & Monitoring Tools	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Supplemental Educational Services</p>	Provide supplemental educational services to migrant students to enable them to succeed in school.	3-1 Provide secondary migrant students and OSY with high-quality supplemental educational services (e.g., high school credit accrual, ESL instruction, GED classes, extended learning programs, PASS program) leading to graduation, GED, life skills, and/or career readiness goals.	<p>3.1a By the end of the 2014-2015 schoolyear, the PFS and non-PFS migrant student dropout rate will be reduced by 1%.</p> <p>3.1b OSY that participated in SOSOSY instructional services during the 2014-15 schoolyear will demonstrate an average gain of 25% between pre/post content-based assessments documented on the SOSOSY Director/Coordinator Survey.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">*All strategies will be evaluated by the Migrant Education Program Fidelity of Implementation Index</p> <p>Disaggregated report for PFS and non-PFS migrant student dropout rate for 2014-15 schoolyear.</p> <p>SOSOSY Director/Coordinator Survey</p>	
	Implement programs, activities, and procedures to effectively involve migrant families in the educational success of their children.	3-2 Implement needs-based educational services to migrant parents/ families (e.g., progress monitoring home visits, family literacy programs, ongoing parent education presentations, at-home educational programs, college/career ready programs) to enhance their capacity to support their child in his/her achievement of graduation, GED, life skills, and/or career readiness goals.	3.2 During the 2014-15 schoolyear, 70% of parents of secondary migrant youth and OSY who participated in MEP-sponsored parent/family educational services will show a .5 point increase on a pre/post growth assessment (on a 1-5 assessment) measuring their ability to support their child in his/her achievement of graduation, GED, life skills, and/or career readiness goals.		Parent pre/post growth assessment results
	Implement professional learning opportunities for necessary personnel to enhance their ability to understand and appropriately respond to the needs of migrant children.	3-3 Support MEP staff by providing needs-based professional learning opportunities to enhance their knowledge of evidence-based strategies, promising practices, and culturally relevant instruction leading to graduation, GED, life skills, and/or career readiness goals of secondary migrant youth and OSY.	3.3 During the 2014-15 schoolyear, 70% of MEP staff who participated in professional learning will show a .5 point increase on a pre/post growth assessment (on a 1-5 assessment) measuring their ability to use evidence-based strategies, promising practices, and culturally relevant instruction contributing to student achievement of secondary migrant youth and OSY.		MEP staff pre/post growth assessment results
	<p>Provide migrant children with educationally related support services that will enable them to participate effectively in school.</p> <p>Ensure a range of services will be provided to migrant children by coordinating with appropriate local, State, and Federal educational programs and agencies.</p>	<p>3-4 Provide secondary migrant youth and OSY with appropriate needs-based support services (e.g., health and nutrition services; career counseling services, life skill lessons, youth leadership programs, tutoring, interpretation, transportation) aimed at increasing student achievement.</p> <p>3-5 Coordinate with local, State, and Federal educational programs and agencies (interstate/intrastate organizations, community-based organizations, migrant consortia [InET, SOSOSY], Binational Initiative, educational grants) to provide a full range of services in order to meet the unique educational needs of secondary migrant students and OSY.</p>	<p>3.4-3.5a During the 2014-15 schoolyear, the number of secondary migrant youth and OSY receiving MEP-sponsored support services contributing to graduation, GED, life skills, and/or career readiness goals will increase by 5%.</p> <p>3.4-3.5b OSY that participated in SOSOSY instructional services during the 2014-15 schoolyear will demonstrate an average gain of 25% between pre/post content-based assessments documented on the SOSOSY Director/Coordinator Survey.</p>		<p>Disaggregated support service report for PFS and non-PFS migrant students in the 2014-15 schoolyear.</p> <p>SOSOSY Director/Coordinator Survey</p>