

NEBRASKA MIGRANT EDUCATION PROGRAM LOCAL PROJECT NEEDS ASSESSMENT GUIDE

Local Migrant Education Program: General Information

| Name of Project Site and Address | Name of Director | Email Address | Phone | Name & Title of Person Completing Form | Date |
|----------------------------------|------------------|---------------|-------|--|------|
| | | | | | |

Program Demographics

| Enrollments 12-13 | # Migrant Students | # Priority for Service Students | # At-Risk Students |
|-----------------------|--------------------|---------------------------------|--------------------|
| 3-5 yr. olds | | | |
| PK | | | |
| K | | | |
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| 7 | | | |
| 8 | | | |
| 9 | | | |
| 10 | | | |
| 11 | | | |
| 12 | | | |
| OSY | | | |
| Total Students | 0 | 0 | 0 |

School Demographics

District:

| Enrollments 12-13 | # Migrant Students | # Priority for Service Students | # At-Risk Students |
|-----------------------|--------------------|---------------------------------|--------------------|
| Pre-K Programs | | | |
| School A | | | |
| School B | | | |
| School C | | | |
| School D | | | |
| School E | | | |
| Total PK | 0 | 0 | 0 |
| Elementary | | | |
| School A | | | |
| School B | | | |
| School C | | | |
| School D | | | |
| School E | | | |
| School F | | | |
| Total Elem | 0 | 0 | 0 |
| Middle/J High | | | |
| School A | | | |
| School B | | | |
| School C | | | |
| School D | | | |
| School E | | | |
| Total Mid/JH | 0 | 0 | 0 |
| High School | | | |
| School A | | | |
| School B | | | |
| School C | | | |
| School D | | | |
| School E | | | |
| Total HS | 0 | 0 | 0 |
| TOTAL ALL | 0 | 0 | 0 |

*additional charts if needed

| School Demographics | | District: | |
|-----------------------|--------------------|---------------------------------|--------------------|
| Enrollments 12-13 | # Migrant Students | # Priority for Service Students | # At-Risk Students |
| Pre-K Programs | | | |
| School A | | | |
| School B | | | |
| School C | | | |
| School D | | | |
| School E | | | |
| Total PK | 0 | 0 | 0 |
| Elementary | | | |
| School A | | | |
| School B | | | |
| School C | | | |
| School D | | | |
| School E | | | |
| School F | | | |
| Total Elem | 0 | 0 | 0 |
| Middle/J High | | | |
| School A | | | |
| School B | | | |
| School C | | | |
| School D | | | |
| School E | | | |
| Total Mid/JH | 0 | 0 | 0 |
| High School | | | |
| School A | | | |
| School B | | | |
| School C | | | |
| School D | | | |
| School E | | | |
| Total HS | 0 | 0 | 0 |
| TOTAL ALL | 0 | 0 | 0 |

| School Demographics | | District: | |
|-----------------------|--------------------|---------------------------------|--------------------|
| Enrollments 12-13 | # Migrant Students | # Priority for Service Students | # At-Risk Students |
| Pre-K Programs | | | |
| School A | | | |
| School B | | | |
| School C | | | |
| School D | | | |
| School E | | | |
| Total PK | 0 | 0 | 0 |
| Elementary | | | |
| School A | | | |
| School B | | | |
| School C | | | |
| School D | | | |
| School E | | | |
| School F | | | |
| Total Elem | 0 | 0 | 0 |
| Middle/J High | | | |
| School A | | | |
| School B | | | |
| School C | | | |
| School D | | | |
| School E | | | |
| Total Mid/JH | 0 | 0 | 0 |
| High School | | | |
| School A | | | |
| School B | | | |
| School C | | | |
| School D | | | |
| School E | | | |
| Total HS | 0 | 0 | 0 |
| TOTAL ALL | 0 | 0 | 0 |

*additional charts if needed

| School Demographics | | District: | |
|-----------------------|--------------------|---------------------------------|--------------------|
| Enrollments 12-13 | # Migrant Students | # Priority for Service Students | # At-Risk Students |
| Pre-K Programs | | | |
| School A | | | |
| School B | | | |
| School C | | | |
| School D | | | |
| School E | | | |
| Total PK | 0 | 0 | 0 |
| Elementary | | | |
| School A | | | |
| School B | | | |
| School C | | | |
| School D | | | |
| School E | | | |
| School F | | | |
| Total Elem | 0 | 0 | 0 |
| Middle/J High | | | |
| School A | | | |
| School B | | | |
| School C | | | |
| School D | | | |
| School E | | | |
| Total Mid/JH | 0 | 0 | 0 |
| High School | | | |
| School A | | | |
| School B | | | |
| School C | | | |
| School D | | | |
| School E | | | |
| Total HS | 0 | 0 | 0 |
| TOTAL ALL | 0 | 0 | 0 |

| School Demographics | | District: | |
|-----------------------|--------------------|---------------------------------|--------------------|
| Enrollments 12-13 | # Migrant Students | # Priority for Service Students | # At-Risk Students |
| Pre-K Programs | | | |
| School A | | | |
| School B | | | |
| School C | | | |
| School D | | | |
| School E | | | |
| Total PK | 0 | 0 | 0 |
| Elementary | | | |
| School A | | | |
| School B | | | |
| School C | | | |
| School D | | | |
| School E | | | |
| School F | | | |
| Total Elem | 0 | 0 | 0 |
| Middle/J High | | | |
| School A | | | |
| School B | | | |
| School C | | | |
| School D | | | |
| School E | | | |
| Total Mid/JH | 0 | 0 | 0 |
| High School | | | |
| School A | | | |
| School B | | | |
| School C | | | |
| School D | | | |
| School E | | | |
| Total HS | 0 | 0 | 0 |
| TOTAL ALL | 0 | 0 | 0 |

Needs Assessment Data Tables

1. School Readiness

Number/Percent of Children Meeting Developmental Milestones 2012-2013

| Area | Migrant (Non-PFS) | | PFS Migrant | | Preschool Support | |
|----------------------|-------------------|-----------------------|-------------------|-----------------------|-----------------------|----------------------|
| | # Students Tested | % Students Proficient | # Students Tested | % Students Proficient | High Service Priority | Low Service Priority |
| Language Development | | | | | | |
| Pre-Literacy | | | | | | |
| Fine Motor | | | | | | |
| Gross Motor | | | | | | |
| Social/Emotional | | | | | | |
| Numeracy | | | | | | |
| Other: | | | | | | |
| TOTALS | 0 | | 0 | | | |

**complete if coordinating assessment was administered*

Number/Percent of Children Meeting District PK Assessment Proficiency 2012-2013

| District PK Assessment: ____ (list here) ____ | Migrant (Non-PFS) | | PFS Migrant | | Preschool Support | |
|---|-------------------|-----------------------|-------------------|-----------------------|-----------------------|----------------------|
| | # Students Tested | % Students Proficient | # Students Tested | % Students Proficient | High Service Priority | Low Service Priority |
| Tested area 1: | | | | | | |
| Tested area 2: | | | | | | |
| Tested area 3: | | | | | | |
| Tested area 4: | | | | | | |
| Tested area 5: | | | | | | |
| Tested area 6 | | | | | | |
| TOTALS | 0 | | 0 | | | |

**complete if coordinating assessment was administered*

Needs Assessment Data Tables

2. Reading/Writing/Mathematics

Number/Percent of Students Proficient on NeSA Writing 2012-2013

| Grade | Migrant (ALL) | | Migrant (Non-PFS) | | PFS Migrant | | Writing Support | |
|---------------|-------------------|-----------------------|-------------------|-----------------------|-------------------|-----------------------|-----------------------|----------------------|
| | # Students Tested | % Students Proficient | # Students Tested | % Students Proficient | # Students Tested | % Students Proficient | High Service Priority | Low Service Priority |
| 4 | | | | | | | | |
| 8 | | | | | | | | |
| 11 | | | | | | | | |
| TOTALS | 0 | | 0 | | 0 | | | |

Number/Percent of Students Proficient on NeSA Reading 2012-2013

| Grade | Migrant (ALL) | | Migrant (Non-PFS) | | PFS Migrant | | Reading Support | |
|---------------|-------------------|-----------------------|-------------------|-----------------------|-------------------|-----------------------|-----------------------|----------------------|
| | # Students Tested | % Students Proficient | # Students Tested | % Students Proficient | # Students Tested | % Students Proficient | High Service Priority | Low Service Priority |
| 3 | | | | | | | | |
| 4 | | | | | | | | |
| 5 | | | | | | | | |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 11 | | | | | | | | |
| TOTALS | 0 | | 0 | | 0 | | | |

Number/Percent of Students Proficient on NeSA Math 2012-2013

| Grade | Migrant (ALL) | | Migrant (Non-PFS) | | PFS Migrant | | Reading Support | |
|---------------|-------------------|-----------------------|-------------------|-----------------------|-------------------|-----------------------|-----------------------|----------------------|
| | # Students Tested | % Students Proficient | # Students Tested | % Students Proficient | # Students Tested | % Students Proficient | High Service Priority | Low Service Priority |
| 3 | | | | | | | | |
| 4 | | | | | | | | |
| 5 | | | | | | | | |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 11 | | | | | | | | |
| TOTALS | 0 | | 0 | | 0 | | | |

Needs Assessment Data Tables

3. Graduation/Services to OSY

Graduation Rate/Dropout Rate 2012-2013

| | Non-Migrant | Migrant (ALL) | Migrant (Non PFS) | PFS Migrant | High Service Priority | Low Service Priority |
|-----------------|-------------|---------------|-------------------|-------------|-----------------------|----------------------|
| Graduation Rate | | | | | | |
| Dropout Rate | | | | | | |

2012-2013 Services Provided

| Instructional and Support Services | | | | | | | | | | | | |
|--|--------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-------------------|--|
| Instructional Services | Number of Migrant Youth Served | | | | | | | | | | Priority Area (✓) | |
| | 3-5 years | PK | K-2 | 3-6 | 7-12 | PFS | At-Risk | other RE | OSY | Total | | |
| HS Credit Accrual | | | | | | | | | | | 0 | |
| ESL Instruction | | | | | | | | | | | 0 | |
| GED | | | | | | | | | | | 0 | |
| Prevention/ED Health | | | | | | | | | | | 0 | |
| Math | | | | | | | | | | | 0 | |
| Portable Assisted Study Sequence | | | | | | | | | | | 0 | |
| Preschool | | | | | | | | | | | 0 | |
| Reading/LA | | | | | | | | | | | 0 | |
| Science | | | | | | | | | | | 0 | |
| Social Studies | | | | | | | | | | | 0 | |
| Special Education | | | | | | | | | | | 0 | |
| Totals | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Support Services | Number of Migrant Youth Served | | | | | | | | | | Priority Area (✓) | |
| | 3-5 years | PK | K-2 | 3-6 | 7-12 | PFS | At-Risk | other RE | OSY | Total | | |
| Clothing | | | | | | | | | | | 0 | |
| Guidance, Vocational/Career Counseling | | | | | | | | | | | 0 | |
| Extended Day/Wk Program | | | | | | | | | | | 0 | |
| Family Literacy | | | | | | | | | | | 0 | |
| Health Services | | | | | | | | | | | 0 | |
| High School Equivalency Program | | | | | | | | | | | 0 | |
| Interpretation Translation | | | | | | | | | | | 0 | |
| Life Skills | | | | | | | | | | | 0 | |
| Material Resources | | | | | | | | | | | 0 | |
| Nutrition | | | | | | | | | | | 0 | |
| Pre-GED | | | | | | | | | | | 0 | |
| Other | | | | | | | | | | | 0 | |
| Referral | | | | | | | | | | | 0 | |
| Transportation | | | | | | | | | | | 0 | |
| Tutoring (OSY) | | | | | | | | | | | 0 | |
| Youth Leadership | | | | | | | | | | | 0 | |
| Totals | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Summer Programs | Number of Migrant Youth Served | | | | | | | | | | Priority Area (✓) | |
| | 3-5 years | PK | K-2 | 3-6 | 7-12 | PFS | At-Risk | other RE | OSY | Total | | |
| Academic Summer | | | | | | | | | | | 0 | |
| 1/2 Day Summer | | | | | | | | | | | 0 | |
| Totals | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

Survey Results

Parent Needs Assessment Survey Responses 13-14

Total # Parents Surveyed # Parents of PK students # Parents of K-6 students # Parents of 7-12 students

| Supplementary/Instructional Services | # parents selected | Low Need | High Need | Priority Area (✓) |
|--|--------------------|----------|-----------|-------------------|
| reading/literacy help | | | | |
| mathematics help | | | | |
| summer programs | | | | |
| pre-school programs | | | | |
| instructional technology | | | | |
| English language services | | | | |
| HS credit programs | | | | |
| drop-out prevention services | | | | |
| programs for OSY | | | | |
| graduation/career activities | | | | |
| GED | | | | |
| Information about the NE Education system & requirements | | | | |
| other: _____ | | | | |
| Supplementary Support Services | # parents selected | Low Need | High Need | Priority Area (✓) |
| interpreting/translating | | | | |
| locating resources | | | | |
| books/materials supplies | | | | |
| transportation | | | | |
| mentoring for my child | | | | |
| parenting education | | | | |
| counseling for students | | | | |
| health referrals | | | | |
| community referrals | | | | |
| how to help my child with reading & math | | | | |
| information for OSY | | | | |
| career/postsecondary information | | | | |
| information on 0-4yr old services | | | | |
| other: _____ | | | | |
| Parent Involvement Topics | # parents selected | Low Need | High Need | Priority Area (✓) |
| promoting HS graduation | | | | |
| information on options after HS | | | | |
| helping with homework | | | | |
| health/nutrition in the home | | | | |
| school safety (drug/gang awareness) | | | | |
| increasing family literacy | | | | |
| community resources | | | | |
| parent rights/school policies | | | | |
| ways to help with reading & math | | | | |
| young child school readiness | | | | |
| services for binational migrant students | | | | |

Survey Results

Staff Needs Assessment Survey Responses 13-14

Total # Staff Surveyed # Teachers Surveyed # Paras & tutors Surveyed #Recruiters Surveyed #Non-Instr. staff Surveyed

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

| Supplementary/Instructional Services | # staff selected | Low Need | High Need | Priority Area (✓) |
|--|------------------|----------|-----------|-------------------|
| reading | | | | |
| mathematics | | | | |
| other content: _____ | | | | |
| pre-kindergarten programs | | | | |
| Out of School Youth services | | | | |
| PASS or other HS programs | | | | |
| extended-day tutoring | | | | |
| in-school tutoring | | | | |
| summer school services | | | | |
| Supplementary Support Services | # staff selected | Low Need | High Need | Priority Area (✓) |
| books/materials supplies | | | | |
| clothing | | | | |
| transportation | | | | |
| health services | | | | |
| counseling for HS students | | | | |
| post HS/career counseling | | | | |
| nutrition services | | | | |
| locating community resources | | | | |
| Out of School Youth services | | | | |
| Professional Development Topics | # staff selected | Low Need | High Need | Priority Area (✓) |
| program planning | | | | |
| program evaluation | | | | |
| student assessment | | | | |
| curriculum & instruction | | | | |
| identification & recruitment | | | | |
| health/medical/dental issues | | | | |
| reading/literacy strategies | | | | |
| mathematics strategies | | | | |
| involving migrant parents | | | | |
| supplemental ESL strategies | | | | |
| other: _____ | | | | |
| Recommended Parent Development Topics | # staff selected | Low Need | High Need | Priority Area (✓) |
| postsecondary, career, & workforce readiness | | | | |
| helping with homework | | | | |
| increasing family literacy | | | | |
| identifying community resources | | | | |
| keeping your child safe | | | | |
| other: _____ | | | | |

Survey Results

Secondary Student/OSY Needs Assessment Survey Responses 13-14

Total #
Secondary
Surveyed

Total # OSY
Surveyed

| | |
|--|--|
| | |
|--|--|

| Areas for needed assistance | # students selected | Low Need | High Need | Priority Area (✓) |
|---|---------------------|----------|-----------|-------------------|
| improving academic skills | | | | |
| enrolling in a career/technical education program | | | | |
| taking a course to make up for missing credits | | | | |
| preparing for my end of course assessments | | | | |
| learning about preparing for college | | | | |
| learning about paying for college | | | | |
| improving my English language skills | | | | |
| learning about social health issues (STDs, drugs, pregnancy) | | | | |
| understanding the importance of staying in school | | | | |
| learning about career options | | | | |
| receiving support services | | | | |
| other: _____ | | | | |
| Students' Learning Experiences | # students selected | Low Need | High Need | Priority Area (✓) |
| I need more help to progress in my studies | | | | |
| I need more help with learning English to do well in school | | | | |
| I need more instruction in basic financial tasks like keeping track of a budget or paying bills | | | | |
| I need more help to earn the high school credits I need to graduate | | | | |
| I need more information about my options after graduation (career/college) | | | | |
| other: _____ | | | | |
| other: _____ | | | | |

Using the CNA to create a Service Delivery Plan

Data Driven Program Improvement Charts

| Action Plan for MEP Improvement- 1.0 School Readiness | | | | | |
|---|-----------------------------------|----------------------------|--------------------------------------|---|---|
| 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, 80% 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. | | | | | |
| Need Category | Desired State (what should be) | Current State (what is) | Need Statement (what is the gap?) | Strategies to Implement (how will you fill the gap?) | Measureable Program Outcomes (how effective are the strategies?) |
| Supplemental Educational Services | | | | Supplemental Educational Services: 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, 80% 3-5-year-old migrant children, enrolled in MEP-sponsored PK services, will show a 20% increase on a pre/post assessment measuring readiness skills on designated district assessments. |
| Parent and Family Education | | | | Parent and Family Education: 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. |

| | | | | | |
|---------------------------------|--|--|--|---|---|
| Professional Learning | | | | <p>Professional Learning: 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.</p> | <p>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.</p> |
| Coordination & Support Services | | | | <p>Coordination & Support Services: 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.</p> | <p>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%.</p> |

Action Plan for MEP Improvement- 2.0 Reading/Writing and Mathematics

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, 100% of migrant students in grades 3-11 will meet proficiency on the State reading/writing and mathematics assessments.

| Need Category | Desired State (what should be) | Current State (what is) | Need Statement (what is the gap?) | Strategies to Implement (how will you fill the gap?) | Measurable Program Outcomes (how effective are the strategies?) |
|--|-----------------------------------|----------------------------|--------------------------------------|---|--|
| Supplemental Educational Services | | | | <p>Supplemental Educational Services: 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.</p> | <p>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 11th grade who have received full credit for Algebra I or a higher mathematics course will increase by 1%.</p> |
| Parent and Family Education | | | | <p>Parent and Family Education: 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.</p> | <p>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.</p> |

| | | | | | |
|---------------------------------|--|--|--|---|--|
| Professional Learning | | | | <p>Professional Learning: 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.</p> | <p>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.</p> |
| Coordination & Support Services | | | | <p>Coordination & Support Services: 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.</p> | <p>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%.</p> |

| | | | | | |
|--|--|--|--|--|--|
| Coordination & Support Services | | | | <p>Coordination & Support Services: 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.</p> | |
|--|--|--|--|--|--|

Action Plan for MEP Improvement- 3.0 Graduation from High School and Services to Out of School Youth

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%.

| Need Category | Desired State (what should be) | Current State (what is) | Need Statement (what is the gap?) | Strategies to Implement (how will you fill the gap?) | Measureable Program Outcomes (how effective are the strategies?) |
|--|-----------------------------------|----------------------------|--------------------------------------|--|--|
| Supplemental Educational Services | | | | <p>Supplemental Educational Services: 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> | <p>3.1a During the 2014-15 schoolyear, 60% of secondary migrant youth will receive at least 30 hours of MEP supplemental educational services to support graduation from high school. 3.1b By the end of the 2014-2015 schoolyear, the PFS and non-PFS migrant student dropout rate will be reduced by 1%. 3.1c OSY that participated in SOSOSY instructional services during the 2014-15 schoolyear will demonstrate an average gain of 20% between pre/post content-based assessments documented on the SOSOSY Director/Coordinator Survey.</p> |

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|---|--|--|--|---|---|
| <p style="text-align: center;">Parent and Family Education</p> | | | | <p>Parent and Family Education: 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.</p> | <p>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.</p> |
| <p style="text-align: center;">Professional Learning</p> | | | | <p>Professional Learning: 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.</p> | <p>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.</p> |

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| Coordination & Support Services | | | | <p>Coordination & Support Services: 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. 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%. 3.4-3.5b OSY that participated in SOSOSY instructional services during the 2014-15 schoolyear will demonstrate an average gain of 20% between pre/post content-based assessments documented on the SOSOSY Director/Coordinator Survey.</p> |
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