





### High Service Priority Districts

\*Optional: Please choose your high service priority districts to complete the following charts

School Demographics		District:	
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			
<b>Total Students</b>	<b>0</b>	<b>0</b>	<b>0</b>

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K			
1			
2			
3			
4			
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6			
7			
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11			
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OSY			
<b>Total Students</b>	<b>0</b>	<b>0</b>	<b>0</b>

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K			
1			
2			
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4			
5			
6			
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9			
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11			
12			
OSY			
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12			
OSY			
<b>Total Students</b>	<b>0</b>	<b>0</b>	<b>0</b>

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9			
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11			
12			
OSY			
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K			
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5			
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9			
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11			
12			
OSY			
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PK			
K			
1			
2			
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4			
5			
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7			
8			
9			
10			
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OSY			
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PK			
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
OSY			
<b>Total Students</b>	<b>0</b>	<b>0</b>	<b>0</b>

# Needs Assessment Data Tables

## 1. School Readiness

Please choose your high service priority districts to complete the following charts

\*complete if local assessment was administered

Number/Percent of Children Meeting District PK Assessment Proficiency 2012-2013							
District	District PK Assessment	Migrant (Non-PFS)		PFS Migrant		Preschool Support	
		# Students Tested	# Students Proficient	# Students Tested	# Students Proficient	High Service Priority	Low Service Priority
TOTALS		0		0			

## 2. Reading/Writing/Mathematics

Number/Percent of Students Proficient on NeSA Writing 2012-2013									
District	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								
	4								
	8								
	11								
	4								
	8								
	11								
	4								
	8								
	11								
	4								
	8								
	11								
TOTALS		0		0		0			

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

District	Grade	Migrant (ALL)		Migrant (Non-PFS)		PFS Migrant		Reading Support	
		# Students Tested	% Students	# Students Tested	% Students	# Students Tested	% Students	High Service	Low Service
	3								
	4								
	5								
	6								
	7								
	8								
	11								
	3								
	4								
	5								
	6								
	7								
	8								
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	11								
	3								
	4								
	5								
	6								
	7								
	8								
	11								
<b>TOTALS</b>		<b>0</b>		<b>0</b>		<b>0</b>			

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

District	Grade	Migrant (ALL)		Migrant (Non-PFS)		PFS Migrant		Math 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								
	3								
	4								
	5								
	6								
	7								
	8								
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	8								
	11								
	3								
	4								
	5								
	6								
	7								
	8								
	11								
<b>TOTALS</b>		<b>0</b>		<b>0</b>		<b>0</b>			

### 3. Graduation/Services to OSY

\* overall project area

Graduation Rate/Dropout Rate 2012-2013							
	Non-Migrant	Migrant (ALL)	Migrant (Non PFS)		PFS Migrant		Priority Area (✓)
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	
<b>Totals</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
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	
<b>Totals</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
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	
<b>Totals</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	

# Survey Results

## Parent Needs Assessment Survey Responses 13-14

Supplementary/Instructional Services	% of parents indicating their child would benefit from the service				Priority Area (✓)
	Low Need	Low/Medium Need	High/Medium Need	High Need	
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 Nebraska Education system & requirements					
other: _____					
Supplementary Support Services	% of parents indicating their child would benefit from the service				Priority Area (✓)
	Low Need	Low/Medium Need	High/Medium Need	High Need	
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	% of parents indicating their child would benefit from the service				Priority Area (✓)
	Low Need	Low/Medium Need	High/Medium Need	High Need	
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

Supplementary/Instructional Services	% of staff indicating students would benefit from the service				Priority Area (✓)
	Low Need	Low/Medium Need	High/Medium Need	High Need	
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	% of staff indicating students would benefit from the service				Priority Area (✓)
	Low Need	Low/Medium Need	High/Medium Need	High Need	
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	% of staff indicating students would benefit from the service				Priority Area (✓)
	Low Need	Low/Medium Need	High/Medium Need	High Need	
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	% of staff indicating students would benefit from the service				Priority Area (✓)
	Low Need	Low/Medium Need	High/Medium Need	High Need	
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

Areas for needed assistance	% of students indicating they would benefit from the service				Priority Area (✓)
	Low Need	Low/Medium Need	High/Medium Need	High Need	
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	% of students indicating needs for a service				Priority Area (✓)
	Low Need	Low/Medium Need	High/Medium Need	High Need	
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					
<b>State Performance Goal:</b> 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.					
<b>Performance Target:</b> 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				<b>Supplemental Educational Services: 1-1</b> Provide high-quality supplemental educational services (e.g., preschool programs, in-home preschool programs) to 3-5 year old migrant children in order to increase their development of school readiness skills.	<b>1.1</b> 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				<b>Parent and Family Education: 1-2</b> 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.	<b>1.2</b> 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><b>Professional Learning: 1-3</b> 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><b>1.3</b> 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><b>Coordination &amp; Support Services:</b> <b>1-4</b> 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. <b>1-5</b> 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><b>1.4-1.5</b> 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?)	Measureable Program Outcomes (how effective are the strategies?)
Supplemental Educational Services				<p><b>Supplemental Educational Services: 2-1</b> 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><b>2.1a</b> 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. <b>2.1b</b> 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>

<b>Parent and Family Education</b>				<b>Parent and Family Education: 2-2</b> 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.	<b>2.2</b> 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.
<b>Professional Learning</b>				<b>Professional Learning: 2-3</b> 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.	<b>2.3</b> 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.

<b>Coordination &amp; Support Services</b>				<p><b>Coordination &amp; Support Services:</b></p> <p><b>2-4</b> 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. <b>2-5</b> 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>	<p><b>2.4-2.5</b> 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>
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## 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><b>Supplemental Educational Services: 3-1</b> 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><b>3.1a</b> 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. <b>3.1b</b> By the end of the 2014-2015 schoolyear, the PFS and non-PFS migrant student dropout rate will be reduced by 1%. <b>3.1c</b> 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>

<b>Parent and Family Education</b>				<b>Parent and Family Education: 3-2</b> 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.	<b>3.2</b> 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.
<b>Professional Learning</b>				<b>Professional Learning: 3-3</b> 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.	<b>3.3</b> 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.

<b>Coordination &amp; Support Services</b>				<p><b>Coordination &amp; Support Services:</b>  <b>3-4</b> 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. <b>3-5</b> 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><b>3.4-3.5a</b> 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%. <b>3.4-3.5b</b> 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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