

2016-17 SERVICE DELIVERY PLAN
NEBRASKA MIGRANT EDUCATION PROGRAM

GOAL AREA #1-SCHOOL READINESS

Need Statement: The percentage of migrant preschool children participating in preschool needs to increase, as does the percent of preschool children scoring proficient in math and language.

State Performance Target: No state performance target for school readiness at this time.

Data Summary: Only 30% of migrant children ages 3-5 participated in a preschool program (2013-14). In 2014-15, only 53% of migrant preschool children assessed scored proficient in math, and 61% scored proficient in language.

CNA Solutions	Strategies	Measurable Program Outcomes	Evaluation Tools
Supplemental Education Services	<p>1-1: Provide migrant preschool children (ages 3-5) with high-quality supplemental instructional services (e.g., preschool programs, in-home preschool services, extended year preschool programs, summer programs) to increase their school readiness skills.</p> <p>1-2: Implement a statewide MEP pre/post preschool assessment tool for migrant children participating in short-term or non-school-based, MEP-funded school readiness supplemental instructional services.</p>	<p>1.1a: During 2016-17 and each year thereafter, 38% of eligible 3-5 year old migrant children (5% increase over the 2014-15 baseline) will participate in preschool programming to increase school readiness skills.</p> <p>1.1b: During 2016-17 and each year thereafter, 75% of 3-5 year old migrant children participating in MEP-sponsored preschool instruction, will score proficient or show a 5% increase on the Teaching Strategies GOLD or the Statewide MEP Preschool Assessment Tool.</p>	Preschool Assessment Tracking Form-Form 5
Parent & Family Education	<p>1-3: Implement needs-based educational services to migrant parents/families in their home language (e.g., progress monitoring home visits, family literacy programs, parent education, at-home educational programs, video-conferencing/online meetings) to enhance their capacity to support their child's development of school readiness skills.</p>	<p>1.2: During 2016-17 and each year thereafter, 80% of parents of preschool-aged migrant children who participated in MEP-sponsored parent/family educational services will show a statistically significant gain ($p < .05$) on a pre/post assessment measuring their ability to help their young children be ready for school.</p>	Parent Training Evaluation-Form 1
Professional Learning	<p>1-4: NDE and local projects support all school/MEP staff by providing professional learning opportunities (face-to-face and online) aligned with the State SDP to enhance their knowledge of evidence-based strategies, promising practices, and culturally relevant instruction to improve the school readiness skills of migrant preschool children.</p>	<p>1.3: During 2016-17 and each year thereafter, 80% of staff who participated in professional learning will show a statistically significant gain ($p < .05$) on a pre/post assessment measuring their ability to use evidence-based strategies, promising practices, and culturally-relevant instruction in school readiness to benefit PK migrant children.</p>	MEP Staff Training Evaluation-Form 2
Coordination & Support Services	<p>1-5: Coordinate with service providers or provide migrant preschool children with appropriate, needs-based support services (e.g., health and nutrition, educational supplies, translations/interpretations, transportation, mobile hotspots) to eliminate barriers to participation/success in preschool services.</p>	<p>1.4: During 2016-17 and each year thereafter, at least 65% of all eligible 3-5 year old migrant children (same or more than the 2014-15 baseline) will receive MEP-sponsored support services that contribute to their development of school readiness skills.</p>	[Student data entered through MIS2000]

All strategies will be evaluated by the Fidelity of Strategies Implementation (FSI) Tool

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GOAL AREA #2-READING/WRITING AND MATHEMATICS

Need Statement: The percentage of migrant students scoring proficient or above on the NeSA needs to increase by 27% (40% for PFS students) in reading, and 23% (36% for PFS students) in math to eliminate the gap between migrant and non-migrant students.				
State Performance Target: In 2016-17, 100% of students will score proficient or above in reading and math on the NeSA Reading and Math Assessments.				
Data Summary: In 2014-15, 53% of migrant students (40% of PFS students) scored proficient or above in reading compared to 80% of non-migrant students; and 49% of migrant students (36% of PFS students) scored proficient or above in math compared to 72% of non-migrant students				
CNA Solutions	Strategies	Measurable Program Outcomes		Evaluation Tools
Supplemental Education Services	2-1: Provide migrant students with high-quality supplemental instructional services (e.g., extended day programs, summer or intersession programs, in-home instruction, online/technology-based programs, individualized learning programs, instructional supports during the school day, intervention support services) to increase their reading/writing and math achievement.	2.1a: During 2016-17, 60% of K-12 migrant students who received MEP-sponsored supplemental instructional services aimed at increasing student achievement in reading/writing and/or mathematics, will score proficient or above, or show a 5% increase on pre/post district assessments. 2.1b: During 2016-17 and each year thereafter, 60% of secondary migrant students entering 11 th grade will have received full credit (equivalent to one year) for Algebra 1 or a higher mathematics course.		All strategies will be evaluated by the Fidelity of Strategies Implementation (FSI) Tool
Parent & Family Education	2-2: Implement needs-based educational services to migrant parents/families in their home language (e.g., progress monitoring home visits, family literacy programs, parent education, at-home educational programs, videoconferencing/online meetings) to enhance their capacity to support their child's success in reading/writing and math.	2.2: During 2016-17 and each year thereafter, 80% of parents of migrant students who participated in MEP-sponsored parent/family educational services will show a statistically significant gain ($p < .05$) on a pre/post assessment measuring their ability to support their child in reading/writing and/or math.		
Professional Learning	2-3: NDE and local projects support all school/MEP staff by providing professional learning opportunities (face-to-face and online) aligned with the State SDP 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 2016-17 and each year thereafter, 80% of staff who participated in professional learning will show a statistically significant gain ($p < .05$) on a pre/post assessment measuring their ability to use evidence-based strategies, promising practices, and culturally-relevant instruction in reading/ writing and/or math to benefit migrant students.		
Coordination & Support Services	2-4: Coordinate with service providers or provide migrant children with appropriate needs-based support services (e.g., health and nutrition; educational supplies, interpretation, transportation, access to technology) to eliminate barriers to participation/success in school.	2.4 During 2016-17 and each year thereafter, at least 65% of all <u>eligible</u> migrant students in grades K-8 (same or more than the 2014-15 baseline) will receive MEP-sponsored support services that contribute to their achievement in reading/writing and/or math.		
				Student Assessment Tracking Form- Form 6 Algebra I or Higher Credit Tracking Form- Form 7 Parent Training Evaluation-Form 1 MEP Staff Training Evaluation-Form 2 [Student data entered through MIS2000]

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GOAL AREA #3-GRADUATION AND SERVICES TO OUT-OF-SCHOOL YOUTH

Need Statement: The migrant student graduation rate needs to increase by 15% (28% for PFS students) to eliminate the gap between migrant and non-migrant students, and by 16% (29% for PFS students) to meet the State Performance Target.				
State Performance Target: In 2016-17, 90% of all students will graduate from high school.				
Data Summary: The migrant student graduation rate for 2014-15 was 74% (61% for PFS students) compared to the 90% State Performance Target, and 89% for non-migrant students.				
CNA Solutions	Strategies	Measurable Program Outcomes	Evaluation Tools	
Supplemental Education Services	<p>3-1: Provide secondary migrant students and OSY with high-quality supplemental instructional services (e.g., high school credit accrual, ESL instruction, GED classes, extended learning programs, online educational services) to support their achievement of graduation, GED, and/or career readiness goals.</p>	<p>3.1a: During 2016-17 and each year thereafter, 5% of the OSY population will be re-engaged in an educational recovery program (e.g., re-enroll in school, secondary credit accrual, GED, HEP, alternative education program).</p> <p>3.1b: During 2016-17, OSY utilizing OSY lessons (e.g., GOSOSY, ESL, math, reading) will demonstrate an average gain of 5% on OSY lesson assessments.</p> <p>3.1c: During 2016-17 and each year thereafter, an increasing percentage (5% increase per year over the 2014-15 baseline of 22%) of eligible secondary migrant students (grades 9-12) and OSY will receive MEP-sponsored supplemental instructional services that contribute to their graduation, GED, life skills, and/or career readiness goals.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">All strategies will be evaluated by the Fidelity of Strategies Implementation (FSI) Tool</p> <p>OSY Lesson Assessment results- GOSOSY SASS Form</p> <p>[Student data entered through MIS2000]</p>	
Parent & Family Education	<p>3-2: Implement needs-based educational services to migrant parents/families in their home language (e.g., progress monitoring home visits, family literacy programs, parent education, at-home educational programs, college/career ready programs, videoconferencing/online meetings) 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 2016-17 and each year thereafter, 80% of parents of secondary migrant youth who participated in MEP- sponsored parent/family educational services will show a statistically significant gain (p<.05) on a pre/post assessment measuring their ability to support their child in his/her achievement of graduation, GED, life skills, and/or career readiness goals.</p>		<p>Parent Training Evaluation- Form 1</p>
Professional Learning	<p>3-3: NDE and local projects support all school/MEP staff by providing professional learning opportunities (face-to-face and online) aligned with the State SDP to enhance their knowledge of evidence-based strategies, promising practices, and culturally relevant instruction to increase secondary migrant youth/OSY achievement of graduation, GED, life skills, and/or career readiness goals.</p>	<p>3.3: During 2016-17 and each year thereafter, 80% of staff who participated in professional learning will show a statistically significant gain (p<.05) on a pre/post assessment measuring their ability to use evidence-based strategies, promising practices, and culturally-relevant instruction contributing to the achievement of secondary migrant youth and OSY.</p>		<p>MEP Staff Training Evaluation- Form 2</p>
Coordination & Support Services	<p>3-4: Coordinate with service providers or provide secondary migrant youth and OSY with appropriate needs-based support services (e.g., health and nutrition; career counseling, life skill lessons, youth leadership programs, interpretation, transportation, regional migrant youth advocates, career interest surveys, industry and college visits, access to technology, learning/graduation plans) to eliminate barriers to accomplishing graduation, GED, life skills, and/or career readiness goals.</p>	<p>3.4 During 2016-17 and each year thereafter, at least 65% of all <u>eligible</u> secondary migrant students (grades 9-12) and OSY (same or more than the 2014-15 baseline) will receive MEP-sponsored support services that contribute to their graduation, GED, life skills, and/or career readiness goals.</p>		<p>[Student data entered through MIS2000]</p>