

2020-2021 Evaluation Report



Nebraska Migrant Education Program

Prepared by



April 2022

2020-2021 Evaluation of the Nebraska Migrant Education Program (MEP)

Prepared for:

Nebraska Department of Education

Sue Henry, State MEP Coordinator

Migrant Education Program

500 S 84th Street, 2nd Floor

Lincoln, NE 68510-2611

(402) 219-1788

<http://www.education.ne.gov/Migrant>

Prepared by:

META Associates

Cari Semivan

Littleton, Colorado

(720) 339-5349

cari@metaassociates.com

www.metaassociates.com

Table of Contents

1. Executive Summary	1
2. Program Context	4
3. Purpose of the Evaluation	10
4. Evaluation Methodology	12
5. Implementation Evaluation Results	14
MEP Services	14
Parent Involvement	18
Professional Development	22
Strategy Implementation	26
6. Outcome Evaluation Results	33
State Performance Goals 1 and 5 Results	33
GPRA Measure Results	38
Measurable Program Outcomes (MPO) Results	39
School Readiness	39
ELA and Mathematics	43
Graduation and Services to OSY	47
Staff and Parent Comments on Surveys	50
7. Implications	59
Progress on Previous Recommendations	59
2020-21 Summary and Implications – Program Implementation	60
2020-21 Summary and Implications – Results Evaluation	61
Evaluator Recommendations	61

Table of Exhibits

Exhibit 1	Map of Nebraska's MEP Sites	4
Exhibit 2	MEP Recruiter Ratings of ID&R Activities.....	6
Exhibit 3	Eligible Migratory Students by Grade Level and Program Year	7
Exhibit 4	2020-21 Demographics of Migratory Students by Grade Level.....	8
Exhibit 5	2020-21 Local Project Migratory Child Counts.....	9
Exhibit 6	Migratory Students Served during the Regular School Year & Summer (19-20).....	14
Exhibit 7	Migratory Students Served during the 2020-21 Performance Period	14
Exhibit 8	Instructional Services Received by Migratory Students during 2020-21.....	15
Exhibit 9	Migratory Students Receiving Support Services during 2020-21	16
Exhibit 10	Support Services Received by Migratory Students during 2020-21	16
Exhibit 11	Migratory Students Served Over the Years	17
Exhibit 12	Migratory Students Served during 2020-21 by Local Projects	17
Exhibit 13	Staff Ratings of the Impact of Support Services on Student Success	18
Exhibit 14	Nebraska MEP PAC Meetings/FACE Activities in 2020-21.....	18
Exhibit 15	Parent Ratings of MEP PAC Meetings/FACE Activities in 2020-21	20
Exhibit 16	Summary of Professional Development Provided to MEP Staff in 2020-21	22
Exhibit 17	Mean Ratings of Knowledge Gained During 2020-21 IDRC PD	23
Exhibit 18	Staff Ratings of Professional Development during 2020-21	23
Exhibit 19	Staff Ratings of the Impact of MEP PD on their Skills for Serving Children.....	26
Exhibit 20	Staff Growth from Professional Learning on MEP Implementation/Adm	26
Exhibit 21	Mean Ratings on the Fidelity of Strategy Implementation (FSI)	27
Exhibit 22	Comparison of Strategy Mean Ratings from 2016-17 to 2020-21	28
Exhibit 23	Migratory Students Scoring P/A on 2021 NSCAS ELA Assessments	33
Exhibit 24	Comparison of 2021 NSCAS ELA Assessment Results	34
Exhibit 25	Comparison of NSCAS ELA Assessment Results Over Time.....	34
Exhibit 26	Migratory Students Scoring P/A on 2021 NSCAS Math Assessments.....	35
Exhibit 27	Comparison of 2021 NSCAS Math Assessment Results	36
Exhibit 28	Comparison of NSCAS Math Assessment Results Over Time	36
Exhibit 29	Graduation Rates for Migratory and Non-Migratory Students	37
Exhibit 30	Dropout Rates for Migratory and Non-Migratory Students	37
Exhibit 31	Migratory Students in Grades 7-12 that Graduated in 2020-21 or were Promoted to the Next Grade Level from 2020-21 to 2021-22	38
Exhibit 32	10 th Grade Migratory Students Completed Algebra I or a Higher Math Course in 2020-21 or Before	39
Exhibit 33	Migratory Children (ages 3-5) Participating in Preschool	39
Exhibit 34	Migratory Children (ages 3-5) Participating in Preschool, by Age	40
Exhibit 35	Preschool Migratory Children's School Readiness Assessment Results	40
Exhibit 36	Migratory Preschool Children Improving Literacy or Math Skills by 5% or more or Scoring Proficient, by Age	41

Exhibit 37	Staff Ratings of the Impact of the MEP on School Readiness	41
Exhibit 38	Parent Ratings on the Impact of the MEP on their Child's School Readiness	41
Exhibit 39	Children Ages 3-5 Receiving Support Services Contributing to School Readiness	42
Exhibit 40	Children Ages 3-5 Receiving Support Services, by Age	42
Exhibit 41	Parent Growth in Ability to Help their Young Children Prepare for School	42
Exhibit 42	Staff Growth from Professional Learning on School Readiness	43
Exhibit 43	Reading and Math Assessment Results of Migratory Students in Grades K-12	43
Exhibit 44	Migratory Students Improving Reading Skills by 5% or More or Scoring Proficient, by Grade Level	44
Exhibit 45	Migratory Students Improving Math Skills by 5% or More or Scoring Proficient, by Grade Level	44
Exhibit 46	Staff Ratings of the Impact of the MEP on Reading and Math Skills	45
Exhibit 47	Parent Ratings of the Impact of the MEP on their Children's Reading and Math Skills	45
Exhibit 48	Migratory Students in Grades K-8 Receiving Support Services Contributing to ELA and Math Achievement	46
Exhibit 49	Migratory Students in Grades K-8 Receiving Support Services, by Grade	46
Exhibit 50	Parent Growth in Ability to Support their Child's Success in ELA and Math	46
Exhibit 51	Staff Growth from Professional Learning on ELA and Math	47
Exhibit 52	Migratory Secondary Students (Grades 9-12) and OSY Receiving MEP Instructional/Leadership/Guidance/Life Skills Services	47
Exhibit 53	Migratory Secondary Students (Grades 9-12) and OSY Receiving MEP Instructional/Leadership/Guidance/Life Skills Services, by Grade	48
Exhibit 54	Staff Ratings of the Impact of the MEP on HS Students and OSY	48
Exhibit 55	Parent Ratings on the Impact of the MEP on their High School Students	48
Exhibit 56	Migratory Secondary Students (Grades 9-12) and OSY Receiving Support Services Contributing to Graduation, GED, Life Skills, Career Readiness Goals	49
Exhibit 57	Migratory Secondary Students (Grades 9-12) and OSY Receiving Support Services, by Grade	49
Exhibit 58	Parent Growth in Ability to Support Secondary-Aged Children	50
Exhibit 59	Staff Growth from Professional Learning on Instruction for Secondary Students/OSY	50

Acronyms Used in this Report

CIG	Consortium Incentive Grant
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
CSPR	Consolidated State Performance Report
EL	English Learner
ELA	English Language Arts
EPT	Evaluation Planning Team
ESEA	Elementary and Secondary Education Act of 1965
ESL	English as a Second Language
ESSA	The Every Student Succeeds Act of 2015
ESU	Educational Service Unit
FACE	Family and Community Engagement
FSI	Fidelity of Strategy Implementation Tool
GED	General Education Development high school equivalency tests
GPRA	Government Performance and Results Act
ID&R	Identification and Recruitment
IDEA	Individuals with Disabilities Education Act
IDRC	Identification and Recruitment Consortium
IMEC	Interstate Migrant Education Program
iSOSY	Instructional Services for Out-of-School and Secondary Youth CIG
MEP	Migrant Education Program
MPO	Measurable Program Outcome
MSIX	Migrant Student Records Exchange Initiative
NDE	Nebraska Department of Education
NE	Nebraska
NePAT	Nebraska Preschool Assessment Tool
NSCAS	Nebraska Student-Centered Assessment System
OME	Office of Migrant Education
OSY	Out-of-School Youth
P/A	Proficient or Above
PAC	Parent Advisory Council
PD	Professional Development
PFS	Priority for Services
PK	Prekindergarten
QAD	Qualifying Arrival Date
RE	Resident Only Students
SDP	Service Delivery Plan
UG	Ungraded

1. Executive Summary

The Migrant Education Program (MEP) is authorized under Title I, Part C of the Elementary and Secondary Education Act (ESEA) of 1965, as reauthorized in 2015 as the Every Student Succeeds Act (ESSA). The purpose of the MEP is to meet the unique educational needs of migratory children and their families to ensure that migratory children reach the same challenging academic standards as all students and graduate from high school. Specifically, the goal of state MEPs is to design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, health-related problems, and other factors inhibiting them from doing well in school and making the transition to postsecondary education or employment [Section 1301(5)]. A migratory child is defined as a child or youth, birth through age 21, 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 [Section 1309(3)(A)–(B)].

The Nebraska MEP assists schools throughout the State to help migratory children that may be negatively impacted by frequent migration and interrupted schooling to meet State achievement expectations. Services are designed to facilitate continuity of instruction to eligible students who migrate between Nebraska and other states, within the State of Nebraska, and across international borders. Below is information showing migratory student demographics and MEP services provided during the 2020-21 performance period (9/1/20-8/30/21).

- ✚ In 2020-21, there were 4,289 eligible migratory students ages 0-21 (4,051 Category 1 migratory students ages 3-21) which is a 7% decrease from 2019-20. School closures and social distancing requirements resulting from the global pandemic affected identification and recruitment (ID&R) and mobility during 2020-21.
- ✚ 6% of migratory children/youth ages 0-21 were identified as having a disability through the Individuals with Disability Education Act (IDEA).
- ✚ 28% of migratory children/youth 0-21 (3% more than in 2019-20) had a qualifying arrival date (QAD) occurring within 12 months from the last day of the performance period (8/31/21).
- ✚ 34% of migratory students ages 3-21 had priority for services (PFS).
- ✚ 46% of migratory student ages 3-21 were identified as being English learners (ELs).
- ✚ 79% of migratory students ages 3-21 received MEP services during the performance period (1% more than in 2019-20).
- ✚ 67% of migratory students ages 3-21 were served during the 2020-21 regular school year (5% fewer than in 2019-20).
- ✚ 46% of migratory students ages 3-21 (1% fewer than in the summer of 2020) were served during the summer of 2021 (Category 2 count).
- ✚ 43% of migratory students ages 3-21 received instructional services (12% more than in 2019-20) and 76% received support services (1% more than in 2019-20).

Fifteen funded projects provided instructional and support services aligned with the State Service Delivery Plan (SDP) and Comprehensive Needs Assessment (CNA) within the three goal areas of: 1) School Readiness, 2) Reading/Writing and Mathematics; and 3) High School Graduation and Services to Out-of-School Youth (OSY). Supplemental instructional services included tutoring and instructional support, summer school, reading and mathematics enrichment activities, graduation enhancement, and career education. Support services were provided to migratory students to eliminate barriers that traditionally inhibit school success. Focused on leveraging existing services, support services included health services, translations and interpretations, advocacy and outreach, family literacy programs, nutrition services,

referrals, distribution of educational materials, and transportation. Services also were provided to parents to engage them in the education of their children.

The chart below shows that 10 of the 13 Measurable Program Outcomes (MPOs) (77%) addressed in this evaluation were accomplished this year showing the benefit of MEP services for migratory students, their parents, and educators in Nebraska. The MPOs not met addressed the percentage of staff reporting that MEP professional development increased their skills for serving migratory children.

Nebraska MEP Measurable Program Outcomes (MPOs)	MPO Met?	Evidence
School Readiness		
MPO 1a) By the end of the 2020-21 performance period, 45% of eligible migratory children ages 3-5 (not in kindergarten) will attend preschool or receive MEP-funded preschool services.	Yes	55% of the 486 eligible 3-5-year-olds attended preschool or received MEP preschool services
MPO 1b) By the end of the 2020-21 performance period, 80% of eligible migratory children ages 3-5 (not in kindergarten) who receive MEP-funded preschool services will score proficient or show a gain of at least 5% on the NePAT or other school readiness assessments.	Yes	92% of the 102 children assessed scored proficient or gained by 5% in literacy, and 100% in math (92 students assessed)
MPO 1c) By the end of the 2020-21 performance period, 65% of eligible migratory children ages 3-5 (not in kindergarten) will receive MEP support services that contribute to their development of school readiness skills.	Yes	82% of the 486 eligible 3-5-year-olds received MEP support services
MPO 1d) By the end of the 2020-21 performance period, 90% of parents of eligible migratory children ages 3-5 (not in kindergarten) who participate in MEP Family and Community Engagement (FACE)/PAC opportunities will report increased knowledge of school readiness skills.	Yes	99% of the 156 parents surveyed reported increased knowledge of school readiness skills
MPO 1e) By the end of the 2020-21 performance period, 85% of staff who participated in professional learning will have a statistically significant gain on a pre/post survey in their knowledge of evidence-based strategies to address the school readiness needs of migratory children.	No	70% of the 345 staff responding had a statistically significant gain ($p < .001$)
Reading/Writing and Mathematics		
MPO 2a) By the end of the 2020-21 performance period, 70% of K-12 migratory students who receive MEP supplemental instructional services in ELA and/or math will score proficient or show a gain of at least 5% on district pre/post assessments.	Yes	83% of the 580 students assessed scored proficient or gained by 5% in math, as did 82% in reading (664 assessed)
MPO 2b) By the end of the 2020-21 performance period, 75% of K-8 migratory students will receive MEP support services.	Yes	79% of the 2,386 eligible K-8 migratory students received MEP support services
MPO 2c) By the end of the 2020-21 performance period, 90% of parent/family members of migratory students who participated in MEP FACE/PAC opportunities will indicate that they gained knowledge on how to support students in ELA/math.	Yes	99% of the 173 parents surveyed reported gaining knowledge
MPO 2d) By the end of the 2020-21 performance period, 85% of staff who participated in professional learning will have a statistically significant gain on a pre/post survey in their knowledge of evidence-based strategies to address the ELA/math needs of migratory students.	No	65% of the 344 staff responding had a statistically significant gain ($p < .001$)
Graduation/Services to OSY		
3a) By the end of the 2020-21 performance period, 45% of eligible secondary students (grades 9-12) and OSY will receive MEP supplemental instructional services.	Yes	56% of the 968 students in grades 9-12 and OSY received

Nebraska MEP Measurable Program Outcomes (MPOs)	MPO Met?	Evidence
		MEP instructional and leadership/guidance/life skills services
3b) By the end of the 2020-21 performance period, 70% of all eligible secondary migratory students (grades 9-12) and OSY will receive MEP support services that contribute to their graduation, GED, college, career, and/or life readiness goals.	Yes	79% of the 968 students in grades 9-12 and OSY received MEP support services
3c) By the end of the 2020-21 performance period, 90% of parents of migratory secondary youth who participated in MEP FACE/PAC opportunities will indicate that they gained knowledge of strategies for supporting their child in his/her achievement of graduation, GED, college, career, and/or life readiness goals.	Yes	100% of the 135 parents surveyed reported gaining knowledge to support their HS-age children
3d) By the end of the 2020-21 performance period, 85% of staff who participate in professional learning will show a statistically significant gain on a pre/post survey in their knowledge of evidence-based strategies, promising practices, and culturally relevant instruction contributing to the achievement of secondary migratory youth and OSY.	No	68% of the 337 staff responding had a statistically significant gain ($p < .001$)

Other key findings/trends revealed in the 2020-21 evaluation follow.

- ✚ Inter/intrastate collaboration resulted in increased services to migratory students. Local MEP directors reported that their programs collaborated with numerous community agencies and school programs. In addition, the Nebraska Department of Education (NDE) collaborated with other states for data collection, transfer, and maintenance of MEP student records, interstate middle/high school youth leadership opportunities, and participated in two MEP Consortium Incentive Grants (CIGs).
- ✚ Parents participating in parent activities/FACE events reported that they increased their knowledge of the topics addressed including reading and math, supporting children's learning at home, financial aid and scholarships, technology, and community partnerships.
- ✚ MEP staff rated the implementation of the strategies contained in the SDP using the Fidelity of Strategy Implementation (FSI) rubric. The mean rating for all 12 strategies combined was 3.7 out of 5.0. Mean ratings for the strategies ranged from 3.3 to 4.3.
- ✚ Twenty percent (20%) of migratory students scored proficient or above on Nebraska Student-Centered Assessment System (NSCAS) ELA assessments (same as in 2018-19), and 22% scored proficient or above (P/A) on NSCAS Math assessments (2% fewer than in 2018-19). There was an increase from 2018-19 to 2020-21 in the percentage of PFS migratory students scoring P/A in ELA, and the same percentage scored P/A in math both years.
- ✚ Government Performance and Results Act (GPRA) results show that 97% of all Nebraska migratory students graduated or were promoted to the next grade level upon completion of the 2020-21 school year (GPRA 3), and 49% of all Nebraska migratory 10th grade students in 2020-21 completed Algebra I or a higher math course prior to entering 11th grade (GPRA 4).

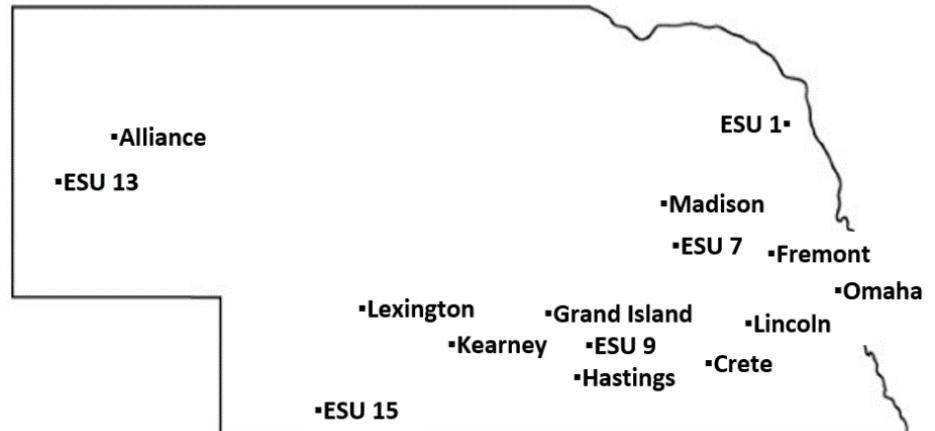
In summary, during 2020-21, the Nebraska MEP provided migratory students with needs-based, individualized supplemental instructional and support services, while pivoting to ensure that services continued during the pandemic. Parents were provided services to increase engagement in their child's education; MEP staff were trained to better serve the unique needs of migratory students and their parents; and community resources and programs helped support migratory students and their families.

2. Program Context

During 2020-21, Nebraska provided services to migratory students at 15 year-round projects (school districts and Educational Services Units [ESUs]) as displayed below.

Exhibit 1
Map of Nebraska's MEP Sites

1. Alliance
2. Crete
3. ESU 1 - Wakefield
4. ESU 7 – Columbus
5. ESU 9 - Hastings
6. ESU 13 – Scottsbluff
7. ESU 15 – Trenton
8. Fremont
9. Grand Island
10. Hastings Head Start
11. Kearney
12. Lexington
13. Lincoln
14. Madison
15. Omaha



Local migrant projects in Nebraska provided instructional and support services aligned with the State SDP and CNA within the three goal areas of: (1) School Readiness, (2) Reading/Writing and Mathematics; and (3) High School Graduation/Services to OSY. The primary components of the Nebraska MEP include supplemental instructional services, support services, inter/intrastate coordination, ID&R, parent involvement, and professional development. These activities are guided by the program application/sub-granting process, CNA, SDP, and the program evaluation.

SUPPLEMENTAL INSTRUCTIONAL SERVICES - During the regular school year, migratory students are provided with a wide range of supplemental instructional services including the following:

Regular Year Supplementary Instructional Services	
Math Tutoring	Preschool
Reading Tutoring	Pre-GED/GED Preparation
Secondary Credit Accrual	ESL Instruction
Other Instructional Services	Distance Learning
Science/Social Studies Instruction	Prevention Education
STEM/Robotics	

During the summer, migratory students also are provided with a wide range of supplemental instructional services that include those listed below.

Summer Supplementary Instructional Services	
Summer School	Pre-GED/GED Preparation
Math Instruction	Preschool
Reading Instruction	ESL Instruction
Secondary Credit Accrual	Distance Learning
Prevention Education	Services to OSY
Science/Social Studies Instruction	Services to Binational Students

SUPPORT SERVICES - Support services are provided to migratory students to eliminate barriers that traditionally get in the way of school success. Support focuses on leveraging existing services during the summer and regular year program and include collaboration with other agencies/service providers and referrals of migratory children from birth to age 21 to programs and supportive services. Examples of services include health services (medical and dental screening and referrals), instructional supplies, information and training on nutrition, translations and interpretations, advocacy and outreach, transportation, services to OSY, and family literacy programs. The needs-based support services provided to students throughout the year are listed in the chart below.

Support Services		
Referrals	Youth Leadership	Instructional Supplies
Career Counseling	Life Skills	Extended Learning Opportunities
Guidance Counseling	Health Screenings	Interpreting/Translating
Transportation	Health Services	Free Lunch/Meals

INTER/INTRASTATE COORDINATION - Because migratory students move frequently, a central function of the MEP is to reduce the effects of educational disruption by removing barriers to their educational achievement. The MEP is a leader in coordinating resources and providing integrated services to migratory children and their families. MEP projects also have developed a wide array of strategies that enable schools that serve the same migratory students to communicate and coordinate with one another. In Nebraska, inter/intrastate collaboration focused on the following activities in 2020-21:

- providing year-round ID&R;
- serving as the lead state for the Identification and Recruitment Consortium (IDRC) CIG and participating as a member state in the Instructional Services for Out-of-School and Secondary Youth (iSOSY) CIG;
- participating with Mexico in a binational initiative that includes the Teacher Exchange Program (*cancelled in 2020-21 due to the global pandemic*);
- coordinating secondary education coursework needs and completion/credits;
- coordinating with the Migrant and Seasonal Farmworker program (MEP, Proteus, Department of Labor, Nebraska Legal Aid, University of Nebraska Medical Center, Public Health);
- participating in the U.S. Department of Education Migrant Student Records Exchange Initiative (MSIX) to transfer student education and health data to participating states; and
- attending inter- and intra-state MEP meetings including Interstate Migrant Education Program (IMEC) meetings, the ID&R Forum, and National Migrant Education Conference, and the U.S. Department of Education Annual Directors' Meeting.

IDENTIFICATION AND RECRUITMENT - The Nebraska MEP is responsible for the proper and timely ID&R of all eligible migratory children and youth in the State. This includes securing pertinent information to document the basis of a child's eligibility on the certificate of eligibility (COE). Ultimately, it is the State's responsibility to implement procedures to ensure that migratory children and youth are both identified and determined as eligible for the MEP.

To achieve this end, certification of eligibility depends on the recruiter's assessment of key information related to family moves due to agricultural and/or fishing work and then certification by the State that the recruiter's determination is correct. One means to ascertain the extent to which recruiters are confident that various aspects of ID&R are occurring according to the ID&R plan, is to ask them about this. Exhibit 2 shows recruiter ratings of the activities and elements of ID&R that

impact the number of migratory students identified in the State as documented on surveys. Ratings are based on a 4-point scale where 1=not at all, 2=somewhat, 4=a lot, and 5=very much. Of the seven recruiters responding to the survey in 2020-21, 6 (86%) had more than one year experience and 1 (14%) were new to recruiting.

Exhibit 2 MEP Recruiter Ratings of ID&R Activities

To what extent...	N	# (%) Not at all	# (%) Somewhat	# (%) A Lot	# (%) Very Much	Mean Rating
Professional development helped you become more knowledgeable about ID&R	7	0 (0%)	1 (14%)	2 (29%)	4 (57%)	3.4
You are confident that you can make eligibility determinations correctly	7	0 (0%)	0 (0%)	2 (29%)	5 (71%)	3.7
You can clearly communicate information about the MEP to parents	7	0 (0%)	0 (0%)	2 (29%)	5 (71%)	3.7
You know how to locate migratory students and families in your area	7	0 (0%)	0 (0%)	2 (29%)	5 (71%)	3.7
ID&R efforts were sufficient for finding migratory students	7	0 (0%)	1 (14%)	3 (43%)	3 (43%)	3.3
You made progress toward your professional development goals in your Action Plan	7	0 (0%)	0 (0%)	4 (57%)	3 (43%)	3.4
You made progress toward your ID&R procedural goals in your Action Plan	7	0 (0%)	0 (0%)	4 (57%)	3 (43%)	3.4
You made progress toward your quality control goals in your Action Plan	7	0 (0%)	1 (14%)	4 (57%)	2 (29%)	3.1
You made progress toward your inter/intrastate coordination goals in your Action Plan	7	0 (0%)	1 (14%)	4 (57%)	2 (29%)	3.1

Source: Nebraska MEP Recruiter Survey

Highest rated was the extent to which recruiters felt that they can make eligibility determinations correctly, can clearly communicate information about the MEP to parents, and know how to locate migratory students and families in their area (mean rating of 3.7 each out of 4.0). All recruiters responding (100%) reported that professional development helped them become more knowledgeable about ID&R and ID&R was sufficient for finding migratory students. Recruiters reported that the **most outstanding aspects of ID&R in Nebraska** is the collaboration/cooperation among recruiters and projects in the State to locate migratory families. Following are examples of recruiter comments.

- *All the suggestions and webinars were very informative and gave really good suggestions.*
- *Finding rural families in hard-to-reach areas.*
- *Networking and referrals.*
- *Recruiters' passion toward migrant families.*
- *Teamwork*
- *We do excellent job working individually and also as teammates.*

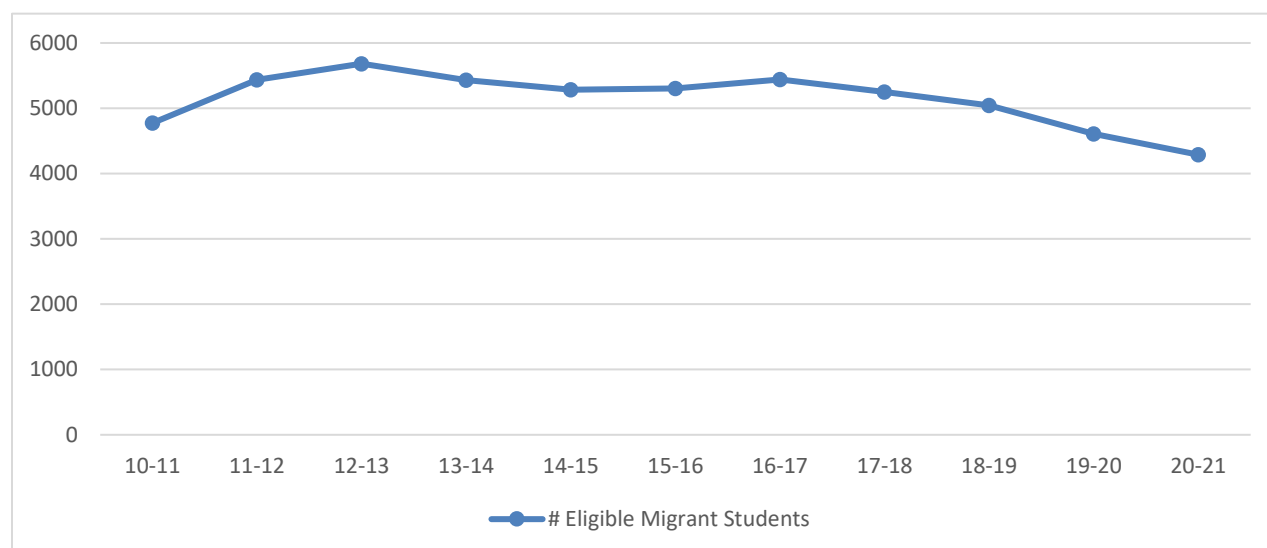
In order to guide all aspects of ID&R in Nebraska, the Nebraska MEP created an [ID&R Manual](#). The Manual provides information on the statewide recruiting system, professional development opportunities, statewide ID&R procedures, quality control guidelines, inter/intrastate coordination activities, recruiter/advocate safety guidelines, and provides a number of resources in the appendices.

Migratory Student Demographics - Exhibit 3 shows that during 2020-21, there were 4,289 eligible migratory students in Nebraska -- a 7% decrease from 2019-20. School closures and social distancing requirements resulting from the COVID-19 pandemic continued to affect

ID&R and mobility during 2020-21 performance period. The trend over the years shows increasing numbers from 2010-11 to the peak in 2012-13, leveling out until 2016-17, then slight decreases each year in the most recent years. *UG = Ungraded*

Exhibit 3
Eligible Migratory Students by Grade Level and Program Year

Age/ Grade	Number of Eligible Migratory Students										
	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
0-2	270	334	343	295	276	286	316	311	249	220	238
3-5	809	960	1,157	949	930	882	901	842	798	697	697
K	246	323	166	343	314	359	354	381	344	309	249
1	302	341	338	300	311	377	367	357	375	312	289
2	296	307	355	360	297	347	370	343	345	327	296
3	282	318	288	327	308	318	322	355	331	296	299
4	272	304	303	314	287	325	324	307	340	294	256
5	255	290	278	263	268	286	289	313	296	297	261
6	218	259	287	265	246	280	272	269	306	266	273
7	218	249	262	249	237	285	275	270	244	271	220
8	198	209	224	262	237	269	297	267	264	224	243
9	228	258	218	291	262	293	311	280	282	255	200
10	196	220	243	218	270	255	247	257	241	237	234
11	155	207	195	227	187	234	223	209	225	198	177
12	142	108	176	163	200	174	181	170	146	175	148
UG	2	1	10	9	0	1	1	1	0	0	0
OSY	686	750	840	313	269	331	389	320	258	230	209
RE*	--	--	--	281	387	--	--	--	--	--	0
Total	4,775	5,438	5,683	5,429	5,286	5,302	5,439	5,252	5,044	4,608	4,289



Source: CSPR 2008-09 through 2020-21 & MIS2000

*RE=Resident only students that arrive/depart during the summer months, not enrolled in a NE school district

As part of the ESSA requirements for Title I, Part C, every State must set its priorities for services; likewise, every MEP in every State is required to maintain a list of eligible migratory students, migratory students served, and migratory students designated as having PFS. Determining which migratory students are PFS is put into place through the SDP as part of the State activity in which Nebraska sets its performance goals, targets, and benchmarks to ensure the appropriate delivery of MEP services.

Priority for services is given 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 **(3) have dropped out of school** (applies to U.S. schools only). If any of the factors (A1-A10) have been identified within the *Failing or Most at Risk of Failing, to Meet State Standards* and a *qualifying move* within the previous 1-year period are met, the child/youth is designated as PFS. Both sections (1) and (2) must be met in order for a migratory child/youth to be considered PFS.

Failing, or Most At-Risk of Failing, to Meet State Standards Factors

- A1 Disabled/IEP – Student is identified as having a disability (i.e. IEP, 504 Plan)
- A2 Poor Attendance – Student is not attending school regularly (according to district policy)
- A3 Retention – Student has repeated a grade level or a course
- A4 Modal Grade – Student is placed in a class that is not age appropriate (i.e. 1st grade placement, 8 years old)
- A5 Credit Deficient – Student is behind in accruing credits toward graduation requirements (based on local requirements)
- A6 EL - Student is classified as either non-English proficient or limited English proficient according to local language assessment practice
- A7 Low Performance – Student scores below proficient on State or local reading, writing, or mathematics assessments
- A8 OSY – A migratory youth under the age of 22 who: 1) has not graduated; 2) is not attending school; 3) is classified as having dropped out and/or is here to work
- A9 Prekindergarten Children – Migratory children ages 3–5 that are not served by any other program
- A10 Homeless – Migratory children that meet the definition of the McKinney-Vento Homeless Program

Every local migrant project in Nebraska is required to enter at-risk information on every migratory child/youth into MIS2000. This provides information to determine which migratory children/youth should receive services first, provides other districts/states information should children move and assists the State MEP in determining allocations.

Exhibit 4 shows that of the 4,051 eligible students ages 3-21, 34% were categorized as having PFS and 46% were identified as being ELs. Of all eligible migratory students (4,289), 6% were identified as having a disability through the IDEA, and 28% had a QAD occurring within 12 months from the last day of the performance period (8/31/21). Children birth to age two had the highest percent of QADs during the performance period.

Exhibit 4
2020-21 Demographics of Migratory Students by Grade Level

Grade	Total Eligible	PFS		EL		IDEA		QAD w/in 12 months	
		#	%	#	%	#	%	#	%
Birth-2	238	--	--	--	--	0	0%	128	54%
Age 3-5	697	321	46%	144	21	25	4%	222	32%
K	249	86	35%	154	62	23	9%	72	29%
1	289	99	34%	195	67	26	9%	71	25%
2	296	105	35%	200	68	19	6%	80	27%
3	299	88	29%	164	55	18	6%	80	27%
4	256	81	32%	131	51	21	8%	66	26%
5	261	63	24%	129	49	19	7%	50	19%
6	273	94	34%	131	48	26	10%	67	25%
7	220	60	27%	95	43	19	9%	54	25%
8	243	59	24%	104	43	15	6%	59	24%

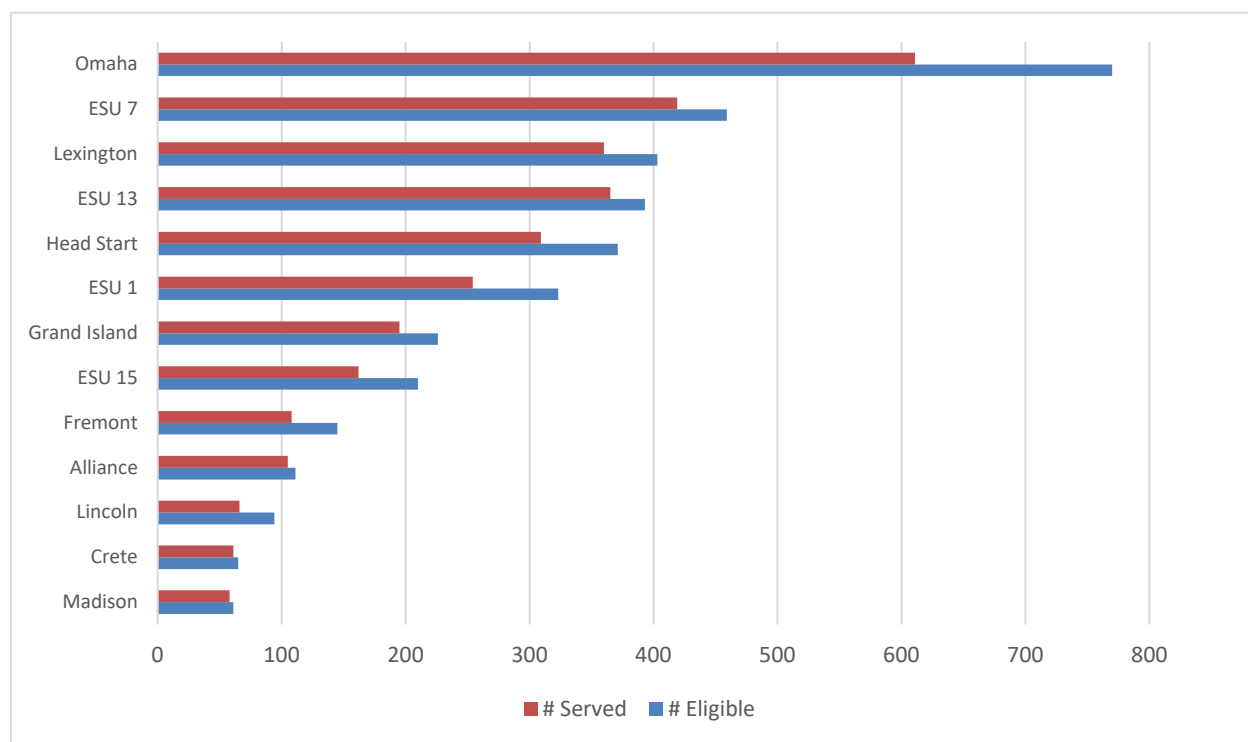
Grade	Total Eligible	PFS		EL		IDEA		QAD w/in 12 months	
		#	%	#	%	#	%	#	%
9	200	56	28%	94	47	16	8%	54	27%
10	234	65	28%	117	50	5	2%	56	24%
11	177	52	29%	77	44	19	11%	45	25%
12	148	26	18%	58	39	9	6%	18	12%
OSY	209	138	66%	59	28	0	0%	76	36%
Total	4,289	1,393	34%*	1,852	46%*	260	6%	1,198	28%

Source: 2020-21 EDEN Reports

*Percentage of eligible migratory children ages 3-21 (4,051)

Exhibit 5 shows the number of eligible migratory students and the number of students served at each of the 13 local projects during 2020-21. Actual numbers can be found in Exhibit 12 on page 18.

Exhibit 5
2020-21 Local Project Migratory Child Counts



Source: MIS2000

3. Purpose of the Evaluation

In 1966, Congress included language in the ESEA to help the children of migratory farmworkers and established the Office of Migrant Education (OME) at the U.S. Department of Education. MEPs provide supplemental instruction and support services to children of migratory workers and fishers in nearly all states. These programs must comply with Federal mandates as specified in Title I, Part C of the ESEA.

Nebraska has established high academic standards and provides all students with a high quality education to allow them to achieve to their full potential. The Nebraska standards support Title I, Part C, section 1301 of the ESEA, as reauthorized by ESSA to ensure that migratory students have the opportunity to meet the same challenging State content and student performance standards that all children are expected to meet.

States are required to evaluate the effectiveness of the MEP and provide guidance to local MEPs on how to conduct local evaluations. A program's actual performance must be compared to *"measurable outcomes established by the MEP and State Performance Targets, particularly for those students who have priority for service."* To investigate the effectiveness of its efforts to serve migratory children and improve those efforts based on comprehensive and objective results, the Nebraska MEP conducted an evaluation of its MEP to:

- determine whether the program is effective and document its impact on migratory children;
- improve program planning by comparing the effectiveness of different interventions;
- determine the degree to which projects are implemented as planned and identify problems that are encountered in program implementation;
- identify areas in which children may need different MEP services; and
- consider evaluation questions regarding program implementation and results.

EVALUATION QUESTIONS (IMPLEMENTATION)

States are required to conduct an evaluation that examines both program implementation and program results. In evaluating program implementation, the evaluation of the Nebraska MEP addresses questions such as:

- ✓ *Was the program implemented as described in the approved project application? If not, what changes were made?*
- ✓ *What worked in the implementation of Nebraska MEP projects and programs?*
- ✓ *What problems did the project encounter? What improvements should be made?*
- ✓ *How many 3-5-year-old migratory children participated in preschool programming?*
- ✓ *How many children scored proficient or showed a 5% increase on the NePAT or other school readiness assessments?*
- ✓ *What types of support services were provided to 3-5-year-old children?*
- ✓ *How many parents participated in FACE/PAC opportunities?*
- ✓ *What types of services were provided to parents?*
- ✓ *What school readiness professional learning was provided to staff?*
- ✓ *What types of supplemental instructional services in ELA/math were provided?*
- ✓ *What type of support services were provided to students in grades K-8?*
- ✓ *What topics were addressed during FACE/PAC opportunities?*
- ✓ *What ELA/math professional learning was provided to staff?*
- ✓ *What types of supplemental instructional services contributed to student success?*

- ✓ *What support services were provided to secondary students/OSY?*
- ✓ *Which professional learning did staff find most useful?*

EVALUATION QUESTIONS (RESULTS)

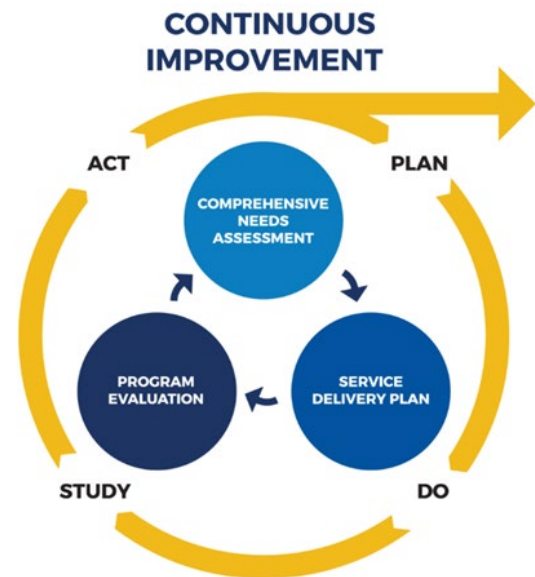
In evaluating program results, the Nebraska MEP evaluation addresses questions such as:

- ✓ *What percentage of preschool migratory children (PFS & non-PFS) participated in preschool programming (migrant and non-migrant funded)?*
- ✓ *What percentage of 3-5-year-old migratory children (PFS & non-PFS) scored proficient or showed a 5% increase on the NePAT or other school readiness assessments?*
- ✓ *What percentage of eligible 3-5-year-old children (PFS & non-PFS) received MEP support services?*
- ✓ *What percentage of parents reported increased knowledge of school readiness skills?*
- ✓ *What percentage of staff showed a statistically significant gain on a pre/post assessment?*
- ✓ *What percentage of K-12 migratory students (PFS & non-PFS) scored proficient or showed a 5% increase on district ELA/ math assessments?*
- ✓ *What percentage of eligible migratory students in grades K-8 (PFS & non-PFS) received MEP support services?*
- ✓ *What percentage of parents reported that they gained knowledge of how to support their children in ELA and math?*
- ✓ *What percentage of eligible secondary migratory students and OSY (PFS & non-PFS) received MEP supplemental instructional services?*
- ✓ *What percentage of eligible secondary migratory students and OSY (PFS & non-PFS) received MEP support services?*
- ✓ *What percentage of parents reported gaining knowledge of strategies for supporting their child in his/her achievement of graduation, GED, college, career, and life readiness skills?*

4. Evaluation Methodology

The Nebraska MEP evaluation is part of the State MEP Continuous Improvement Cycle (U.S. Department of Education, 2018), as depicted in the figure to the right. In this cycle, each step in developing a program, assessing needs, identifying and implementing strategies, and evaluating results, builds on the previous activity and informs the subsequent activity.

As required, the evaluation of the Nebraska MEP includes both implementation and performance results data. It examines the planning and implementation of services based on substantial progress made toward meeting performance outcomes as well as the demographic dimensions of migratory student *participation*; the perceived *attitudes* of staff, parent, and student stakeholders regarding improvement, achievement, and other student outcomes; and the *accomplishments* of the Nebraska MEP.



An external evaluation firm, META Associates, was contracted to help ensure objectivity in evaluating Nebraska's MEP, to examine the effectiveness of services, and to make recommendations to improve the quality of services provided to migratory students. To evaluate the services, the external evaluator and/or project staff had responsibility for:

- ✓ maintaining and reviewing evaluation data collection forms and collecting other anecdotal information;
- ✓ observing the operation of MEPs and summarizing field notes about project implementation and/or participation in meetings and professional development; and
- ✓ preparing an annual evaluation report to determine the extent to which progress was made and the objectives were met.

Data analysis procedures used in this report include descriptive statistics (e.g., means, frequencies, and t-tests); trend analysis noting substantial tendencies in the data summarized according to notable themes; and analyses of representative self-reported anecdotes about successful program features and aspects of the program needing improvement/enhancement.

In order to gather information about the outcomes and effectiveness of the services provided to migratory students by the Nebraska MEP, the evaluator collected formative and summative evaluation data to determine the level of implementation of the strategies contained in the SDP; the extent to which progress was made toward the State Performance Goals in reading, math, graduation and dropout rates; and the 15 MPOs listed below.

School Readiness MPOs

MPO 1a) By the end of the 2020-21 performance period, 45% of eligible migratory children ages 3-5 (not in kindergarten) will attend preschool or receive MEP-funded preschool services.

MPO 1b) By the end of the 2020-21 performance period, 80% of eligible migratory children ages 3-5 (not in kindergarten) who receive MEP-funded preschool services will score proficient or show a gain of at least 5% on the NePAT or other school readiness assessments.

MPO 1c) By the end of the 2020-21 performance period, 65% of eligible migratory children ages 3-5 (not in kindergarten) will receive MEP support services that contribute to their development of school readiness skills.

MPO 1d) By the end of the 2020-21 performance period, 90% of parents of eligible migratory children ages 3-5 (not in kindergarten) who participate in MEP FACE/PAC opportunities will report increased knowledge of school readiness skills.

MPO 1e) By the end of the 2020-21 performance period, 85% of staff who participated in professional learning will have a statistically significant gain on a pre/post survey in their knowledge of evidence-based strategies to address the school readiness needs of migratory children.

Reading/Writing and Mathematics MPOs

MPO 2a) By the end of the 2020-21 performance period, 70% of K-12 migratory students who receive MEP supplemental instructional services in ELA and/or math will score proficient or show a gain of at least 5% on district pre/post assessments.

MPO 2b) By the end of the 2020-21 performance period, 75% of K-8 migratory students will receive MEP support services.

MPO 2c) By the end of the 2020-21 performance period, 90% of parent/ family members of migratory students who participated in MEP FACE/PAC opportunities will indicate that they gained knowledge on how to support students in ELA/math.

MPO 2d) By the end of the 2020-21 performance period, 85% of staff who participated in professional learning will have a statistically significant gain on a pre/post survey in their knowledge of evidence-based strategies to address the ELA/math needs of migratory students.

Graduation and Services to Out-of-School Youth (OSY) MPOs

MPO 3a) By the end of the 2020-21 performance period, 45% of eligible secondary students (grades 9-12) and OSY will receive MEP supplemental instructional services.

MPO 3b) By the end of the 2020-21 performance period, 70% of all eligible secondary migratory students (grades 9-12) and OSY will receive MEP support services that contribute to their graduation, GED, college, career, and/or life readiness goals.

MPO 3c) By the end of the 2020-21 performance period, 90% of parents of migratory secondary youth who participated in MEP FACE/PAC opportunities will indicate that they gained knowledge of strategies for supporting their child in his/her achievement of graduation, GED, college, career, and/or life readiness goals.

MPO 3d) By the end of the 2020-21 performance period, 85% of staff who participate in professional learning will show a statistically significant gain on a pre/post survey in their knowledge of evidence-based strategies, promising practices, and culturally relevant instruction contributing to the achievement of secondary migratory youth and OSY.

5. Implementation Evaluation Results

MEP SERVICES

Exhibit 6 shows that 2,825 migratory students (66% of all eligible migratory students) were served during the regular school year in 2020-21 (5% fewer than in 2019-20). Of the 2,732 migratory students served ages 3-21, 33% were PFS students (66% of all PFS students). In addition, 1,921 migratory students (45% of all eligible migratory students) were served during the summer of 2021. Of the 1,869 migratory students ages 3-21 served in the summer, 27% were PFS students (38% of all PFS students).

Exhibit 6
Migratory Students Served during the Regular School Year and Summer (2020-21)

Grade	Regular School Year						Summer					
	All Migratory Students			PFS			All Migratory Students			PFS		
	# Eligible	Served		Total # PFS	Served		# Eligible	Served		Total # PFS	Served	
		#	%		#	%		#	%		#	%
Birth-2	238	93	39%	--	--	--	238	52	22%	--	--	--
Age 3-5	697	433	62%	321	167	52%	697	341	49%	321	115	36%
K	249	164	66%	86	64	74%	249	116	47%	86	40	47%
1	289	197	68%	99	68	69%	289	129	45%	99	32	32%
2	296	197	67%	105	81	77%	296	136	46%	105	45	43%
3	299	200	67%	88	62	70%	299	147	49%	88	41	47%
4	256	175	68%	81	64	79%	256	133	52%	81	38	47%
5	261	165	63%	63	42	67%	261	115	44%	63	28	44%
6	273	214	78%	94	73	78%	273	139	51%	94	41	44%
7	220	173	79%	60	46	77%	220	111	50%	60	23	38%
8	243	165	68%	59	42	71%	243	122	50%	59	18	31%
9	200	141	71%	56	47	84%	200	95	48%	56	11	20%
10	234	170	73%	65	50	77%	234	119	51%	65	21	32%
11	177	122	69%	52	37	71%	177	78	44%	52	13	25%
12	148	119	80%	26	25	96%	148	17	11%	26	2	8%
OSY	209	97	46%	138	46	33%	209	71	34%	138	57	41%
Total	4,289	2,825	66%	1,393	914	66%	4,289	1,921	45%	1,393	525	38%

Source: 2020-21 EDEN Reports and MIS2000

Exhibit 7 shows the unduplicated number of participating migratory children who received MEP-funded instructional or support services at any time during the 2020-21 performance period (regular year and summer). Results show that 3,301 migratory students (77% of all eligible migratory students) were served (1% more than in 2019-20). Of the 3,192 migratory students served ages 3-21, 36% were PFS students (82% of all PFS students).

Exhibit 7
Migratory Students Served during the 2020-21 Performance Period

Grade	All Migratory Students			PFS			Received Instructional Services					
	# Eligible	Served		Total # PFS	Served		Any Instruction		Reading Instruction		Math Instruction	
		#	%		#	%	#	%	#	%	#	%
Birth-2	238	109	46%	--	--	--	29	12%	1	<1%	4	2%
Age 3-5	697	519	74%	321	228	71%	266	38%	140	20%	164	24%
K	249	189	76%	86	77	90%	118	47%	76	31%	66	27%
1	289	231	80%	99	85	86%	159	55%	111	38%	90	31%
2	296	227	77%	105	93	89%	151	51%	88	30%	94	32%
3	299	232	78%	88	72	82%	161	54%	112	37%	107	36%

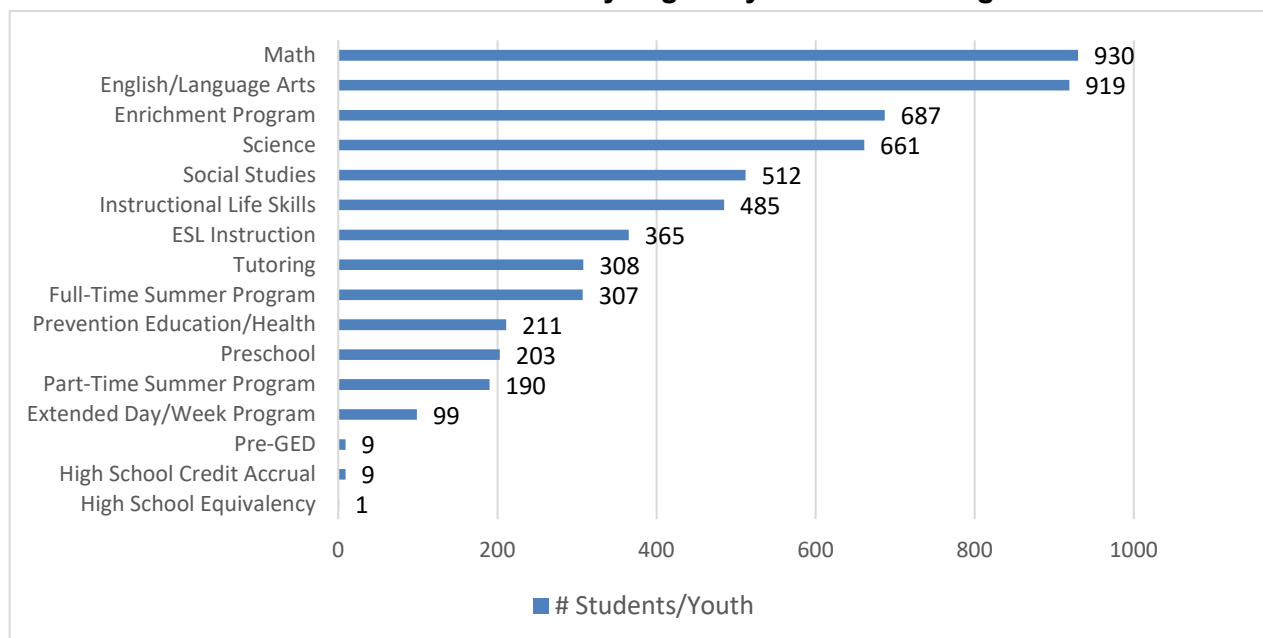
Grade	All Migratory Students			PFS			Received Instructional Services					
	# Eligible	Served		Total # PFS	Served		Any Instruction		Reading Instruction		Math Instruction	
		#	%		#	%	#	%	#	%	#	%
4	256	199	78%	81	72	89%	127	50%	81	32%	83	32%
5	261	197	75%	63	53	84%	130	50%	67	26%	71	27%
6	273	235	86%	94	83	88%	137	50%	61	22%	84	31%
7	220	195	89%	60	55	92%	93	42%	34	15%	46	21%
8	243	199	82%	59	51	86%	98	40%	40	16%	39	16%
9	200	160	80%	56	49	88%	80	40%	19	10%	27	14%
10	234	195	83%	65	56	86%	98	42%	34	15%	31	13%
11	177	138	78%	52	43	83%	66	37%	22	12%	16	9%
12	148	123	83%	26	26	100%	57	39%	9	6%	9	6%
OSY	209	153	73%	138	100	72%	55	26%	25	12%	3	1%
Total	4,289	3,301	77%	1,393	1,143	82%	1,825	43%	920	21%	934	22%

Source: 2020-21 EDEN Reports

Forty-three percent (43%) of migratory students received instructional services (44% of students ages 3-21). Twenty-one percent (21%) of migratory students received reading instruction (23% of children ages 3-21) and 22% received math instruction (23% of children ages 3-21). Not displayed in the chart above is the number of high school students that received credit accrual services from the MEP. Nine students (1% of eligible students in grades 9-11) received credit accrual services (one ninth grade student, three tenth grade students, five eleventh grade students).

Exhibit 8 shows the instructional services received by the 1,825 migratory students and youth receiving MEP instruction during 2020-21. The largest percentage of migratory students/youth served received math instruction (51%) and reading/language arts instruction (50%).

Exhibit 8
Instructional Services Received by Migratory Students during 2020-21



Source: MIS2000

Exhibit 9 shows the number and percent of MEP students receiving support services during 2020-21, including counseling. Seventy-six percent (76%) of all eligible migratory children and youth received support services and 21% received counseling. Counseling is defined in the

CSPR as services to help a student to better identify and enhance their educational, personal, or occupational potential; relate their abilities, emotions, and aptitudes to educational and career opportunities; utilize abilities in formulating realistic plans; and achieve satisfying personal/social development. Counseling can occur between student/counselor, peer-to-peer counseling, or between students and MEP staff.

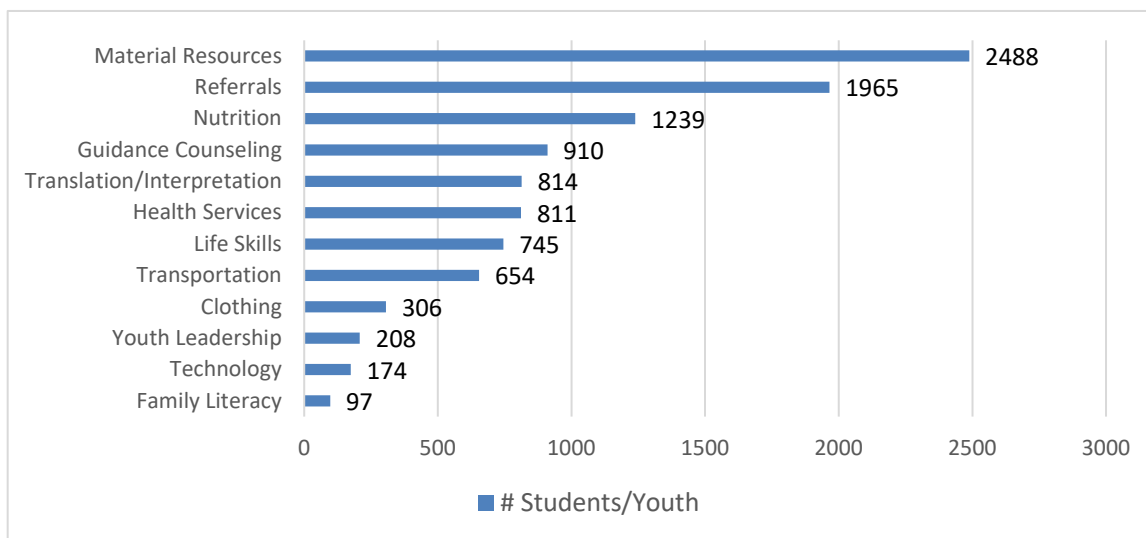
Exhibit 9
Migratory Students Receiving Support Services during 2020-21

Grade	# Eligible	Received Support Services		Received Counseling	
		N	%	N	%
0-2	238	109	46%	14	6%
Age 3-5	697	519	74%	41	6%
K	249	186	75%	42	17%
1	289	227	79%	33	11%
2	296	223	75%	40	14%
3	299	228	76%	44	15%
4	256	199	78%	36	14%
5	261	190	73%	44	17%
6	273	234	86%	79	29%
7	220	195	89%	97	44%
8	243	198	81%	86	35%
9	200	160	80%	78	39%
10	234	195	83%	114	49%
11	177	137	77%	72	41%
12	148	123	83%	79	53%
OSY	209	152	73%	23	11%
Total	4,289	3,275	76%	922	21%

Source: 2020-21 EDEN Reports

Forty-six percent (46%) of the eligible migratory children birth to age two received support services, as did 74% of eligible migratory children ages 3-5, 76% of eligible migratory students in grades K-8, and 79% of eligible migratory students in grades 9-12 and OSY. Exhibit 10 shows the specific support services received by 3,275 migratory students and youth during 2020-21.

Exhibit 10
Support Services Received by Migratory Students during 2020-21

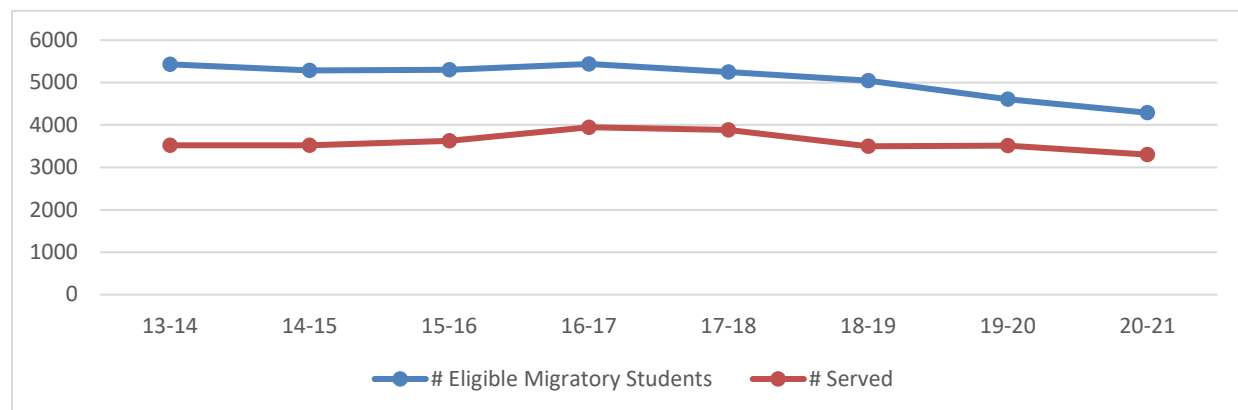


Source: MIS2000

By far, the largest number of migratory students received material resources (76% of students served). Sixty percent (60%) of students receiving support services received referrals and 38% received nutrition.

The graphic below shows the number of eligible migratory students from 2013-14 to 2020-21 and the number of migratory students served each year. Over the years, the Nebraska MEP has decreased the gap between number eligible and number served.

Exhibit 11
Migratory Students Served Over the Years



Source: CSPRs 2013-14 through 2020-21

Exhibit 12 shows the number of migratory students eligible and served by each of the 13 local projects during 2020-21. The number of students served by each project ranged from 58 (Madison) to 770 (Omaha). Percentages of PFS students served ranged from 75% (ESU 15) to 98% (Alliance). Percentages of non-PFS students served ranged from 65% (ESU 9) to 96% (Crete). Some of these numbers are duplicate given that migratory students are counted by more than one project due to mobility between districts.

Exhibit 12
Migratory Students Served during 2020-21 by Local Projects

Project	Eligible			PFS				Non-PFS			
	# Students	# Served	% Served	# PFS	% PFS	# PFS Served	% PFS Served	# Non-PFS	% Non-PFS	# Non-PFS Served	% Non-PFS Served
Alliance	111	105	95%	58	52%	57	98%	53	48%	48	91%
Crete	65	61	94%	19	29%	17	89%	46	71%	44	96%
ESU 1	323	254	79%	81	25%	75	93%	242	75%	179	74%
ESU 7	459	419	91%	149	32%	135	91%	310	68%	284	92%
ESU 9	514	387	75%	235	46%	207	88%	279	54%	180	65%
ESU 13	393	365	93%	107	27%	100	93%	286	73%	265	73%
ESU 15	210	162	77%	67	32%	50	75%	143	68%	112	78%
Fremont	145	108	74%	74	51%	59	80%	74	51%	49	66%
Grand Island	226	195	86%	88	39%	76	86%	138	61%	119	86%
Hastings Head Start	371	309	83%	158	43%	125	79%	213	57%	184	86%
Lexington	403	360	89%	153	38%	140	92%	250	62%	220	88%
Lincoln	94	66	70%	37	39%	28	76%	57	61%	38	67%
Madison	61	58	95%	24	39%	23	96%	37	61%	35	95%
Omaha	770	611	79%	186	24%	171	92%	584	76%	440	75%
Total*	4,145	3,460	83%	1,436	35%	1,263	88%	2,712	65%	2,197	81%

Source: MIS2000

Seventy-three MEP staff responding to a survey rated the impact of MEP support services on migratory student success. Ratings are based on a 5-point scale where 1=not at all, 2=a little, 3=somewhat, 4=a lot, and 5=very much. Exhibit 13 shows that all staff responding (100%) felt that MEP support services contributed to the success of migratory children, students, and youth (64% very much, 23% a lot, 11% somewhat, 1% a little).

Exhibit 13 Staff Ratings of the Impact of Support Services on Migratory Student Success

Extent to which MEP support services contributed to the success of migratory children, students, and youth						
# Responding	# (%) Not at all	# (%) A Little	# (%) Somewhat	# (%) A Lot	# (%) Very Much	Mean Rating
73	0 (0%)	1 (1%)	8 (11%)	17 (23%)	47 (64%)	4.5

Source: Nebraska MEP Staff Survey

PARENT INVOLVEMENT

The Nebraska MEP values parents as partners with the schools in the education of their children. As a result, parents take part in regular Parent Advisory Council (PAC) meetings and Family and Community Engagement (FACE) activities. Exhibit 14 shows the PAC meetings and parent activities that occurred during 2020-21. The three goal areas that could be addressed by training include (1) school readiness; (2) ELA and math; and (3) graduation and services to OSY. Due to the pandemic, projects provided both in-person and virtual parent activities and events to ensure that parent/family needs were met.

The State MEP hosted four State PAC meetings and six FACE activities during the year via videoconference, and local MEP sites hosted 48 PAC meetings/parent activities at their sites. A total of 959 parents (duplicated count) attended these sessions – an average of 20 parents per session.

Exhibit 14 Nebraska MEP PAC Meetings/FACE Activities in 2020-21

Date	Location	Goal Area			Topic/Title	# Parents Attending
		1	2	3		
8/4/20	Lexington	✓	✓	✓	CNA/SDP Meeting with MEP Information	2
9/8/20	Virtual	✓	✓	✓	State PAC: Overview of the MEP	11
8/25/20	Madison	✓	✓	✓	Parent Meeting	4
9/11/20	Lincoln		✓		Creating a Love of Reading	8
9/16/20	Grand Island	✓			School Readiness	6
9/24/20	ESU 15	✓	✓	✓	Services Provided by the MEP	5
9/29/20	Virtual	✓	✓	✓	State FACE Meeting: My Teacher At Home	15
10/14/20	Head Start		✓	✓	PAC Meeting – How to use PowerSchool	5
10/14/20	Head Start		✓	✓	Improve Your Child's Parent/Teacher Conference	5
10/15/20	Madison	✓	✓	✓	Parent Meeting	6
10/20/20	Grand Island	✓	✓	✓	Local PAC	3
11/3/20	Virtual	✓	✓	✓	State PAC: MEP Allocations and CNA Process	10
11/10/20	Lexington	✓	✓	✓	Local PAC Meeting	13
11/16/20	Lincoln	✓	✓	✓	How to Help Your Child at Home	6
11/17/20	Virtual	✓	✓	✓	State FACE Meeting: Mental Health	25
11/18/20	Madison	✓	✓	✓	Parent Meeting	4
11/18/20	Omaha	✓	✓	✓	PAC Meeting in Spanish	15
11/20/20	Omaha	✓	✓	✓	PAC Meeting in Nepali	45

Date	Location	Goal Area			Topic/Title	# Parents Attending
		1	2	3		
12/1/20	Omaha	√	√	√	PAC Meeting in Karen	20
1/12/21	Virtual	√	√	√	State PAC: Family/Student Conference Planning	9
1/13/21	Madison	√	√	√	Parent Meeting	4
1/14/21	ESU 1	√	√		ESU 1 PAC and Family Literacy Night	13
1/22/21	Lincoln	√	√	√	Parent/Teacher Conferences and Updates from the MEP	9
1/26/21	Virtual	√	√	√	State FACE Meeting: COVID Corner	10
1/26/21	Alliance			√	Scholarship Opportunities for Seniors	6
2/9/21	ESU 7	√	√	√	Spreading Kindness PAC/FACE	21
2/18/21	Alliance	√	√	√	Local MEP Parent Zoom Meeting	8
2/25/21	ESU 15	√	√	√	Learning about Services Provided by the MEP	76
3/3/21	Lexington	√	√	√	Local PAC Meeting	13
3/4/21	ESU 1	√	√	√	Spring Break FACE Meeting	6
3/9/21	Virtual	√	√	√	State PAC: Family/Student Conference Planning	8
3/19/21	Lincoln	√	√	√	Summer Programs and Digital Citizenship	10
3/23/21	ESU 7	√	√	√	Our Children's Future, PAC	25
3/24/21	Madison	√	√	√	PAC Meeting	0
3/27/21	Virtual	√	√	√	Family and Student Recognition Virtual Conference	200
4/22/21	ESU 15	√	√	√	How to Support Your Child when Learning English	54
4/24/21	Virtual	√	√	√	State Parent Workshop: Our Past, Present, and Future	16
4/27/21	ESU 7	√	√	√	Summer Learning & Safety PAC	11
5/1/21	Virtual	√	√	√	State Parent Workshop: Driven by Change	12
5/18/21	Grand Island	√	√	√	Local PAC	0
5/19/21	Crete	√	√	√	PAC Meeting	0
5/25/21	ESU 7	√	√	√	Eating Healthy PAC	58
6/20/20	Grand Island	√	√		Summer School Readiness	4
6/13/21	Virtual	√	√	√	State Parent Workshop: Our Past, Present, and Future	15
6/29/21	Head Start		√		Virtual PAC Meeting – Summer School	7
7/1/21	Madison	√	√	√	Parent Meeting	8
7/15/21	Madison	√	√	√	Parent Meeting	6
7/27/21	ESU 7	√	√	√	Family Well-Being PAC	19
8/5/21	Grand Island	√	√	√	Local PAC	0
8/9/21	ESU 13	√	√	√	Community Fair	27
8/10/21	Alliance		√	√	Welcome Back to the 2021-22 School Year	10
8/12/21	Lincoln	√	√	√	Back to School Family Fun Day	7
8/24/21	ESU 7	√	√	√	Back to School Ready PAC	28
8/30/21	Crete	√	√	√	PAC Meeting	0
8/30/21	ESU 1	√	√	√	End-of-Year PAC Meeting	2
March-May	ESU 15	√			Story Time	0
Ongoing	Grand Island			√	High School One-on-One Consultations	30
Sept-March	Omaha	√			Family Literacy Program	4
June-July	Omaha	√			Home-based Family Literacy Program	15
Total						959

Source: Nebraska MEP FSIs and NDE Records

Exhibit 15 shows the mean rating for the sessions evaluated with more than three responses, and the extent to which parents increased their knowledge of the activity topic. Ratings for the sessions are based on a 3-point scale where 1=poor, 2=good, and 3=excellent, and ratings for knowledge gained also are based on a 3-point scale where 1=not at all, 2=somewhat, 3=a lot. Results show that the 23 sessions were rated very highly, with a mean rating of 2.8 out of 3.0. In addition, all but two of the parents responding (99%) reported that they increased their knowledge of the topics addressed at parent activities (82% a lot, 17% somewhat).

Exhibit 15
Parent Ratings of MEP PAC Meetings/FACE Activities in 2020-21

Date	# Evals	Mean Rating of Activity	Increased Knowledge			Mean Rating
			# (%) Not at all	# (%) Somewhat	# (%) A Lot	
9/11/20	5	3.0	0 (0%)	0 (0%)	5 (100%)	3.0
9/29/20	5	2.0	1 (20%)	3 (60%)	1 (20%)	2.0
10/14/20	5	3.0	0 (0%)	0 (0%)	5 (100%)	3.0
11/13/20	6	2.8	0 (0%)	1 (17%)	5 (83%)	2.8
1/22/21	8	2.1	0 (0%)	4 (50%)	4 (50%)	2.5
2/9/21	12	2.7	0 (0%)	1 (8%)	11 (92%)	2.9
2/12-15/21	10	3.0	0 (0%)	0 (0%)	10 (100%)	3.0
2/18/21	4	2.8	0 (0%)	2 (50%)	2 (50%)	2.5
2/25/21	9	2.7	0 (0%)	3 (33%)	6 (67%)	2.7
3/4/21	4	3.0	0 (0%)	0 (0%)	4 (100%)	3.0
3/12/21	5	3.0	0 (0%)	0 (0%)	5 (100%)	3.0
3/19/21	10	2.6	0 (0%)	4 (40%)	6 (60%)	2.6
3/23/21	5	2.4	0 (0%)	1 (20%)	4 (80%)	2.8
3/24/21	11	3.0	0 (0%)	1 (9%)	10 (91%)	2.9
3/26/21	5	3.0	0 (0%)	0 (0%)	5 (100%)	3.0
4/22/21	24	2.9	0 (0%)	2 (8%)	22 (92%)	2.9
6/24/21	12	3.0	0 (0%)	1 (8%)	11 (92%)	2.9
6/29/21	7	2.9	0 (0%)	1 (14%)	6 (86%)	2.9
7/16/21	14	2.7	0 (0%)	4 (29%)	10 (71%)	2.7
8/9/21	7	2.9	0 (0%)	0 (0%)	7 (100%)	3.0
8/10/21	10	3.0	0 (0%)	0 (0%)	10 (100%)	3.0
8/24/21	8	2.8	1 (13%)	1 (13%)	6 (75%)	2.6
9/21/21	9	2.4	0 (0%)	4 (44%)	5 (56%)	2.6
Total	195	2.8	2 (1%)	33 (17%)	160 (82%)	2.8

Source: Nebraska MEP Parent Training Evaluations

On Parent Training Evaluations, parents indicate what they learned. Following are examples of their comments:

Parent Learning about ELA and Math

- *How to do poetry. (multiple responses)*
- *I don't have young children to read to anymore, but the information are still helpful. I did learn that helping our young children to love reading is very important. The reading tips are very easy to follow.*
- *I learned how to do math with money.*
- *I learned some tips to make reading fun for children, the benefit of reading, routine for reading, and I have to read more to my children.*
- *I learned that books can be read everywhere and anytime when we have time. Also learned some new tips to make reading a fun activity.*
- *I like the books and learned that reading is good. Learned different ways to help my children. Thank you for everything. They are enjoying their packs.*
- *Know more about the value of reading, no rule for where and when to read, reading helps the brain develop.*
- *Learned more how to read to children, reading also build relationships with your children, tips for reading, and also how to choose books for children.*
- *To have more books in the house and as well as in the car. My youngest son is in 6th grade already, but this topic is still really helpful to me because I have a young grandson who hangs out with us all the time. My son also loves to read book to the younger relatives so this is good for the whole family.*

Parent Learning about Graduation and Services to OSY

- *College opportunities*
- *Financing for college.*
- *Great opportunities for seniors, parent involvement, and parent/student conferences coming soon.*
- *How to help young people who are going to graduate, how to help them get scholarships.*
- *Options after graduation*
- *Options, strategies, and advice to consider in the future. Considerations that as parents we must help our children and the support that we must give them so that during their education they learn and develop in different areas.*
- *That we need to save for college, seek out and prepare our children well for a better future.*

Parent Learning about Parent Engagement/Involvement

- *Having book baskets everywhere in the house increases the chance for children to read more and build the habit to love reading. I also learned about PAC meeting times and participating help improve connecting with other migrant families.*
- *How to check my kids' grades, assistance, and how to email the teachers.*
- *I didn't know that we can put a question mark on the student's homework sheets and return it back if the children didn't understand the question or didn't know how to do it. It is good to know that is okay.*
- *I found out what my children did in summer school and I also learned that there are programs like Proteus that help migrant workers.*
- *I learned very good tips for parent teacher conferences and I learned that PowerSchool is very helpful to check my kids' grades.*

Parent Learning about Mental Health/Health/Bullying

- *COVID vaccine (3 responses)*
- *How to be well informed of school activities and good mental and physical care.*
- *How to cope with stress and self-care. (multiple responses)*
- *How to manage bullying.*
- *How to solve the problems that may arise for my child, such as bullying. What I should do and how to help my child.*
- *How to take better care of my teeth and those of my family.*
- *How we can help our children in their mental health. How to be more confident in yourself. How to deal with psychological problems that may be faced.*
- *How we protect ourselves from the sun in the summer.*
- *I learned a lot about how we can teach our children when they are left home alone and what they should do in case of an accident.*
- *I learned about what kind of summer programs are available for my child, who I should contact for more information, and how to help and monitor my child's usage of social media, posting or sharing things online.*
- *I learned the importance of communicating with our children and letting them know that they have our support, that they should speak up for themselves or for other children if they realize they are being bullied. I am very grateful and happy with the program. Thank you for all your support.*
- *Learned more about how important to be aware of children's feelings and mental health. Also learned more about summer school.*
- *Self-care and awareness (multiple responses)*

Parent Learning about Ways to Support their Child's Learning

- *Help with learning to read the alphabet and numbers in English.*
- *How to be able to communicate with our children, let them know and teach them the correct way in which they should behave within society.*
- *How to help our children learn. (multiple responses)*
- *I learned how to manage the children's schedule such as homework time, time to bed, time to get up, and make that a routine for the children. Don't disturb them like asking them to take out trash or watch over their younger siblings while doing their work.*
- *I learned how to realize when something is wrong with our children and how to communicate with them about how they can help their classmates when they have a problem.*
- *I learned how to support our children and pay attention to them especially at school because that's where they can be bullied. I really liked the meeting and I want you to let me know when the next parent meeting will be.*
- *I learned that my elementary students need about 10-11 hours of sleep to be able to focus on their study. Also learned that children need a homework time to be a specific time.*
- *I learned to take care of my health and also all the requirements of the school for this new year.*

Parent Learning about MEP and Community Resources

- *About all of the services we have in the area.*
- *About COEs and the importance of attendance.*
- *About parent teacher conference and Nebraska CAFÉ.*
- *How the program money is used.*
- *Learned so many things: summer school, summer camps, how to teach and warn children about posting and sharing things on social media.*
- *There are a lot of programs and resources available for families.*

PROFESSIONAL DEVELOPMENT

Professional development supports staff that provide instructional and support services to migratory students. All MEP staff participate in professional learning, allowing them to more effectively and efficiently serve migratory students. Professional development takes many forms including statewide conferences and training, webinars, and workshops. A total of 159 training opportunities were provided to MEP staff – 18 sessions provided by the Nebraska MEP, 52 session provided by the IDRC and ISOSY CIGs, 16 regional/national conferences/meetings, and 73 provided by local projects. A total of 1,189 staff (duplicated count) participated in professional development – an average of 7.5 per session. A full list of the PD provided to MEP staff during 2020-21 can be found in the Appendix.

Exhibit 16
Summary of Professional Development Provided to MEP Staff during 2020-21

Month	# State PD Sessions	# CIG PD Sessions	# Regional/National PD Sessions	# Local PD Sessions	Total # PD Sessions	# Staff
August 2020	0	0	0	3	3	18
September 2020	2	4	3	14	23	148
October 2020	4	4	4	14	26	217
November 2020	4	2	1	4	11	90
December 2020	1	6	0	3	10	52
January 2021	1	4	1	2	8	76
February 2021	2	9	1	1	13	87
March 2021	4	3	1	5	13	151
April 2021	0	4	2	4	10	141
May 2021	0	5	1	8	14	60
June 2021	0	4	0	3	7	33

Month	# State PD Sessions	# CIG PD Sessions	# Regional/National PD Sessions	# Local PD Sessions	Total # PD Sessions	# Staff
July 2021	0	3	0	2	5	10
August 2021	0	2	2	7	11	70
September 2021	0	2	0	0	2	25
Multiple Months	0	0	0	3	3	11
Total	18	52	16	73	159	1,189

Source: Nebraska MEP FSIs, IDRC and NDE Records

At all IDRC CIG professional development opportunities, participants completed training evaluations that included an item that asked them to rate their knowledge of the content presented before and after participating in training on a 5-point scale where 1=no knowledge, 2=a little knowledge, 3=some knowledge, 4=a lot of knowledge, and 5=extensive knowledge. Exhibit 17 shows Nebraska MEP staff ratings of IDRC training. Results show that 92% of the 73 MEP staff responding that participated in 18 of the Year 1 IDRC training opportunities evaluated increased their knowledge of the ID&R content presented.

Exhibit 17
Mean Ratings of Knowledge Gained During 2020-21 IDRC Professional Development

N	Points Poss.	Mean Rating of Knowledge Before	Mean Rating of Knowledge After	Mean Gain	P-Value 2-tailed	# (%) Gaining	# Sessions Evaluated
73	5	2.6	3.7	+1.1	<.001	67 (92%)	18

Source: IDRC CIG Training Evaluation (Form 2)

Exhibit 18 shows the ratings of 2020-21 professional development. Ratings are based on a 5-point scale where 1=not at all, 2=a little, 3=somewhat, 4=a lot, and 5=very much. All sessions evaluated were rated highly – relevance (mean rating of 4.4 out of 5.0), applicability (mean rating of 4.3), and usefulness of the materials (mean rating of 4.3).

Exhibit 18
Staff Ratings of Professional Development during 2020-21

	N	# (%) Not at all	# (%) A Little	# (%) Somewhat	# (%) A Lot	# (%) Very Much	Mean Rating
Relevance of the training	614	1 (<1%)	11 (2%)	56 (9%)	237 (39%)	309 (50%)	4.4
Applicability of the training	681	2 (<1%)	13 (2%)	73 (11%)	256 (38%)	337 (50%)	4.3
Usefulness of the materials	646	3 (1%)	11 (2%)	75 (12%)	248 (38%)	309 (48%)	4.3

Source: Nebraska MEP Staff Training Evaluations

On training evaluations, staff indicated how they plan to use information learned during training. They plan to use strategies/ideas when working with migratory students and parents, address student and family needs, improve ID&R, and use data to inform all aspects of the program. Following are examples of staff comments.

Application to Instructional Services/Programming

- *Consideration for how to improve program offerings to meet student needs based on MPOs.*
- *I got great ideas from the other projects during the networking sessions, as well as the other sessions.*
- *I had never heard to term "Strategic Tutoring" before this training. If implemented correctly, this type of tutoring appears to help students apply different strategies to current and future learning so they can be independent learners.*
- *I hope to implement some of the math strategies that I learned into our programming for the 21-22 year.*

- *I was able to network with other directors to brainstorm ideas.*
- *I will apply concepts/skills that I learn to teach students math and reading.*
- *I will be able to provide better assistance to students and parents during summer school.*
- *I would like to improve communication between the MEP staff and teachers to benefit migrant students. I believe that if we can adopt the tool Grand Island is using that would be a great way to start.*
- *I would really like to implement some of the ideas I gained at this training, to strengthen our reading and math services.*
- *I'll use the information I got when tutoring the students I work with.*
- *it always helps me to hear about what other projects are doing.*
- *It will help understand the reasons why students are more at risk during COVID and strategies to assist.*
- *Learn more about how to get in touch with students in the classroom setting and get more information about OSY resources and be prepared to get OSY.*
- *New ways to serve in a remote teaching environment.*
- *Now we are even more connected with other projects and it will be practical to use the resources that everyone has available to help our students as they move in our state.*
- *Plan and execute tutorials in a more productive way to train students to achieve their goals.*
- *Strategies introduced and taught are practical and can be applied by service providers to increase academic reading and writing success for newcomer students, ELs, and all students in general.*
- *The folder strategy and ideas for summer school were super important information and applying them would be of great benefit to migrant families and students.*
- *This helps me provide students strategies when students are completing homework assignments. Also helps teach students skills they may use to support their learning.*
- *This information will allow better communication between staff and maintain an organization of MEP documents to better serve MEP students and families.*

Application to Services to Secondary Students/OSY

- *Apply strategies to help student reach goals.*
- *Encourage students to stay in school.*
- *Great ideas to share with parents and students in showing them their options for after graduation.*
- *Help students get the help they need to get to graduation.*
- *I really enjoyed the OSY lesson and strategies that were shared. We don't currently have OSY but I am planning to do something similar with a parent group. This also has helped me understand how I can possibly engage OSY in the future.*
- *I will be able to answer migrant high school questions about general financial aid and FAFSA with more confidence.*
- *I will use MLN graduation plans.*
- *Services to OSY have always been an opportunity for growth in our area. We are aware of the growing need for mental health within our migrant population. These resources are helpful as many do not have the resources or know the language for professional help.*
- *The session talked about the importance of helping children do a career that they are interested in regardless of what they or others think they should do. I will use this information to encourage students to set goals and follow dreams. They can do what they want with hard work.*

Addressing and Needs of Migratory Students and Families

- *Broadened my understanding of the experiences of our students and families.*
- *Cultural sensitivity*
- *Helps me understand the youth I serve.*

- *It helps us learn signs and symptoms of mental health--this helps us better approach, encourage students to speak in private in these situations and encourage good health by providing professional resources.*
- *Now that I have a more understanding, I will be able to explain to the students what services I can provide to them.*
- *Provide support to students when showing signs of suicide or mental health concerns*
- *Understand the strengths of our students and build on those strengths.*
- *Will help me to prepare for all my incoming students, understanding their background and educational needs.*

Application to Linkages with Community/Parents/Families

- *Be better prepared to answer questions from families*
- *Better communications w/ parents re: student needs*
- *Continue educating families on the importance of education. Different programs that help with paying for college. We are able to provide more awareness to families to help them achieve better possibilities/goals.*
- *I got some good ideas for my new families Welcome Packets*
- *I like the feedback from parents this way it will help us hear what they think and motivates us to continue doing our best to help our families and students.*
- *I will be utilizing my knowledge of resources so that I am up-to-date on the services that are available to my families and students to better help them and the communities.*
- *I will share online educational resources with families to use over the summer.*
- *To help connect more families to services.*
- *To share accurate and reliable information with families so they can make informed decisions.*
- *We are inspired to create welcome packets for our newly approved migrant families!*
- *We can inform parents about Public Charge and let them know that the MEP is not a program on that list.*
- *We need to think about the social media our families are using and how we can use that to market and promote our program.*

Application to ID&R and Data/Reporting

- *A good review and I learned some new things from the MIS2000 reports session.*
- *Consider creating a virtual business card with picture and MEP logo*
- *Develop a safety plan for ID&R during this pandemic, supervise staff with log sheets, etc., use data and technology to conduct ID&R*
- *I am hopeful that the referral tool will help us identify even more migrant children/ workers; we can cast the net wider than before.*
- *I appreciated the update on service codes. The codes that were added are great additions as they address topics frequently needed/requested by students and families.*
- *I will be better prepared for data management and quality control of student data.*
- *IDRC has developed new training modules for new recruiters. We will be using this when we make a hire for that position.*
- *It helped me practice on scenarios and look at the process of writing a COE more closely.*
- *It was a good refresher on how to use MSIX as a tool to find migrant students in our area and the process for when a student moves.*
- *This could be a tool to map your project area for employers and community partners/resources to make ID&R and promotion of the program more efficient.*

Sixty-eight (68) MEP staff responded to a survey item addressing the impact of MEP professional development on their skills for serving migratory children. Ratings are based on a 5-point scale where 1=not at all, 2=a little, 3=somewhat, 4=a lot, and 5=very much. Exhibit 19

shows that all 68 staff responding (100%) felt that MEP professional development helped them increase their skills for serving migratory children (50% very much, 38% a lot, 12% somewhat).

Exhibit 19
Staff Ratings of the Impact of the MEP Professional Development on their Skills for Serving Migratory Children

Extent to which MEP professional learning opportunities increased your skills for serving migratory children						
N	# (%) Not at all	# (%) A Little	# (%) Somewhat	# (%) A Lot	# (%) Very Much	Mean Rating
68	0 (0%)	0 (0%)	8 (12%)	26 (38%)	34 (50%)	4.4

Source: Nebraska MEP Staff Survey

Exhibit 20 shows staff growth from professional learning that addressed MEP implementation and administration. Results show that 64% of the 442 staff responding (duplicated count as staff could participate in more than one training) gained knowledge of MEP implementation and administration topics addressed during professional learning. Mean ratings of training addressing MEP implementation and administration were high with staff assigning mean ratings of 4.4 (out of 5.0) to the relevance of the trainings to their roles and responsibilities, and 4.3 to the applicability of the training and the usefulness of the materials.

Exhibit 20
Staff Growth from Professional Learning on MEP Implementation/Administration

Number Staff Responding	Mean Pre Rating	Mean Post Rating	Mean Gain	P-Value	# (%) Staff Gaining
442	3.1	3.9	+0.8	<.001	282 (64%)

Source: Nebraska MEP Staff Training Evaluations

Staff responding to Staff Training Evaluations included administrators, liaisons, teachers, data specialists, recruiters, coordinators, paraprofessionals, and other service providers. Ratings on training designed to improve staff knowledge and skills related to MEP implementation and administration were assigned during 98 professional development events occurring during 2020-21.

STRATEGY IMPLEMENTATION

The **Fidelity of Strategy Implementation (FSI)** rubric was completed by local projects in Nebraska. MEP staff worked in teams to discuss how the Nebraska MEP strategies were implemented in their projects, arrive at consensus on the level of implementation of each strategy, and identify evidence used to determine ratings for their projects. Exhibit 21 lists each of the strategies, the mean ratings assigned by MEP staff for the level of implementation of each of the strategies, and examples of evidence used to document implementation. Ratings are based on a 5-point rubric where 1=not aware, 2=aware, 3=developing, 4=succeeding, and 5=exceeding. The mean rating for all 12 strategies combined was 3.7 out of 5.0. Mean ratings for all but one of the 12 strategies were below the “proficient” level (4.0/“succeeding”).

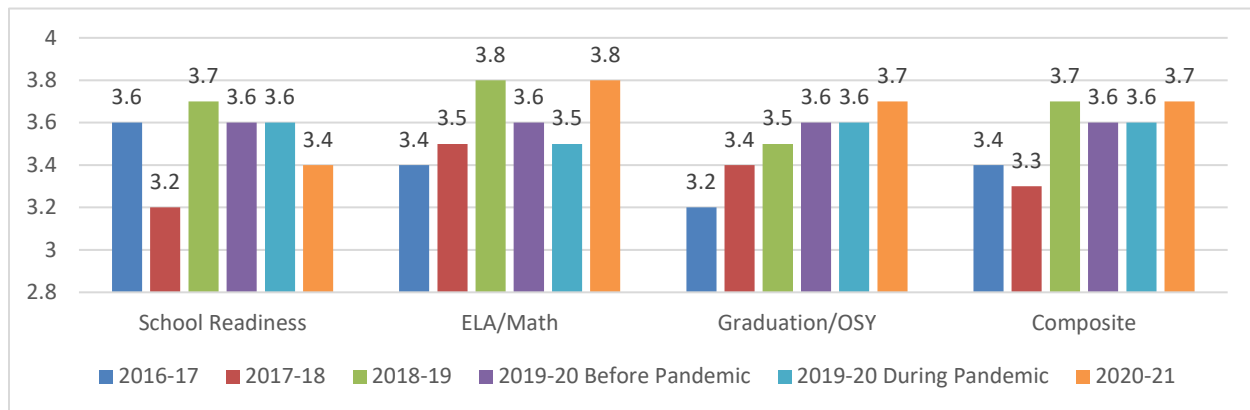
Exhibit 21
Mean Ratings on the Fidelity of Strategy Implementation (FSI)

Strategies	# Rating 4 or Higher	Mean Rating
School Readiness		
Strategy 1.1: Coordinate/provide instructional services for children ages 3-5 (not in kindergarten) to increase their school readiness skills (e.g., preschool, family literacy classes, home-/center-based services, summer programming).	10 of 13	3.7
Strategy 1.2: Coordinate/provide support services to assist parents with identifying and overcoming barriers that prevent migratory preschool-aged children from attending preschool.	10 of 14	3.7
Strategy 1.3: Coordinate/promote and model school readiness strategies to enhance migratory parents' capacity to support their child's development of school readiness skills.	6 of 13	3.3
Strategy 1.4: Provide professional learning opportunities to prepare staff to address the unique educational needs of migratory children ages 3-5 (not in kindergarten) using evidence-based strategies for instruction.	5 of 11	3.3
ELA and Mathematics		
Strategy 2.1: Coordinate/provide evidence-based supplemental targeted ELA and math support (e.g., in-school support, programs on days when school is not in session, before/after school tutoring, home-based instruction).	11 of 14	3.9
Strategy 2.2: 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.	12 of 14	4.3
Strategy 2.3: Coordinate/provide FACE opportunities that help families support academic development in ELA and math.	6 of 14	3.4
Strategy 2.4: Provide professional learning opportunities to prepare staff to address the unique educational needs of migratory students (e.g., academic, cultural, language, poverty, mobility) using evidence-based strategies for ELA and math instruction.	10 of 13	3.8
Graduation/Services to OSY		
Strategy 3.1: Coordinate/provide secondary migratory students (grades 9-12) and OSY with evidence-based supplemental instructional services to support their achievement of graduation, GED, college, career, and/or life readiness goals.	6 of 13	3.4
Strategy 3.2: Coordinate/provide appropriate needs-based support services to migratory secondary youth and OSY to eliminate barriers to accomplishing graduation, GED, college, career, and/or life readiness goals.	9 of 13	3.9
Strategy 3.3: Coordinate/provide needs-based educational services to migratory parents/families to enhance their capacity to support their child's achievement of graduation, GED, college, career, and/or life readiness goals.	6 of 13	3.3
Strategy 3.4: Provide professional learning opportunities to MEP staff, school staff, and partner stakeholders to enhance their knowledge of evidence-based strategies, promising practices, and culturally relevant instruction to increase secondary migratory youth/OSY achievement of graduation, GED, college, career, and/or life readiness goals.	10 of 12	3.8

Source: Nebraska MEP FSIs

Highest rated was **Strategy 2.2** (mean rating of 4.3) addressing the provision of needs-based support services to increase attendance and achievement in ELA and math. Three strategies were rated lowest (Strategies 1-3, 1-4, and 3-3) (mean rating of 3.3 each) addressing parent engagement for preschool migratory children, professional learning opportunities to prepare staff to address the needs of preschool migratory children, and parent engagement services for parents of high school age migratory children. Exhibit 22 compares the mean scores for the three goal areas addressed by the FSI from 2016-17 to 2020-21.

Exhibit 22
Comparison of Strategy Mean Ratings from 2016-17 to 2020-21



Source: Nebraska MEP FSIs

Mean ratings were higher in 2020-21 for ELA/math, graduation/services to OSY, and the composite mean scores for all strategies combined than in 2019-20; however, the mean rating for school readiness was lower.

In addition to assigning ratings for the implementation of the strategies, projects indicated the ways in which each strategy was implemented in their project as shown on the following pages. For each strategy, the ways in which the strategy was implemented is listed along with the number of projects that implemented that particular method.

Strategy 1-1: Coordinate/provide instructional services for children ages 3-5 (not in K).

Ways in which Strategy 1-1 was implemented by most projects

- Student work (9 projects)
- Home-based services, interpreting/translating, summer program (8 projects)
- District PreK program, supplemental instruction, NePAT assessment results, Teaching Strategies GOLD results (7 projects)
- Lesson plans (6 projects)
- Transportation (4 projects)
- Family literacy program, MEP full day preschool program, tuition assistance (3 projects)

Strategy 1-2: Coordinate/provide support services to preschool-aged children.

Ways in which Strategy 1-2 was implemented by most projects

- MIS2000 database (13 projects)
- Educational materials, referrals (11 projects)
- Collaboration with early childhood education providers, collaboration with IDEA for Special Education, materials bags (8 projects)
- MEP liaison referrals (7 projects)
- Collaboration with child care providers and community action agencies, educational field trips, weekly MEP staff meetings (5 projects)
- Collaboration with public libraries, PAC meetings, participation in local school readiness advisory groups (4 projects)
- Integration of the local preschool in the MEP preschool program (3 projects)

- Binational exchange teacher worked in the preschool summer classrooms, life skills lessons, participation in Teacher Exchange Program through the Binational Migrant Education Initiative (1 project)

Strategy 1-3: Coordinate/promote and model school readiness strategies for parents.

Ways in which Strategy 1-3 was implemented by most projects

- Materials distributed during home visits (11 projects)
- PAC meetings (9 projects)
- Home visits focusing on parent/child lessons, interpreters (8 projects)
- Collaboration with Migrant Head Start, Head Start, and other community resources; parent advocates/liaisons; resources for parents to use at home (6 projects)
- Family literacy nights/events, math academic materials (5 projects)
- Parent trainings (4 projects)
- Newsletter for the migrant preschool (3 projects)
- Parent/child homework activities (2 projects)
- Binational exchange teachers (1 project)

Strategy 1-4: Provide professional learning opportunities to prepare staff to address the needs of migratory children ages 3-5.

Ways in which Strategy 1-4 was implemented by most projects

- State MEP conference (9 projects)
- Webinars (8 projects)
- NePAT training/materials (6 projects)
- District early childhood conferences/training, MEP staff meetings (4 projects)
- NASDME conference (3 projects)
- Binational workshop, Head Start training (1 project)

Strategy 2-1: Coordinate/provide ELA and math support.

Ways in which Strategy 2-1 was implemented by most projects

- Reading and math assessment results (11 projects)
- School visits (10 projects)
- Paraprofessional services during and after school, summer school focusing on math and reading (7 projects)
- ESL paraprofessionals working with students for interpreting and supplemental educational support (6 projects)
- After school tutoring/homework club, final student summary reports, individual student plans, progress monitoring, summer reading and math curriculum, tablets/computers, use of technology (5 projects)
- iPad/iPod access when away from the district, lesson plans, transportation to/from extended programming, use of online programming (4 projects)
- DIBELS and DIBELS for math, home-based tutoring (2 projects)
- After school STEM/robotics program, MobyMax for math instruction in summer school and at home (1 project)

Strategy 2-2: Coordinate/provide support services to increase attendance and achievement in ELA and math.

Ways in which Strategy 2-2 was implemented by most projects

- Collaboration with local agencies, referrals to state and local services (11 projects)

- Collaboration with IDEA for Special Education, immunization assistance (10 projects)
- Collaboration with local school districts for tutoring and communication with teachers (9 projects)
- Collaboration with Health and Human Services for medical/dental coverage, community resources sharing, migrant services provider meetings (8 projects)
- Backpack program, educational field trips, MEP staff meetings, migrant recruiter home visits (6 projects)
- Correspondence with the State, ESL paraprofessional interpreters and provides supplemental educational services, PAC meetings (5 projects)
- Collaboration with adult education programs, iPad/iPod access when away from district, transportation to/from migrant summer school (4 projects)
- Collaboration with Stuff the Bus, educational materials delivered monthly (3 projects)
- DIBELS and DIBELS for math, home-based tutoring (2 projects)
- Binational exchange teachers provide lessons on Mexican culture, participation in the Teacher Exchange Program through the Binational Migrant Education Initiative (1 project)

Strategy 2-3: Coordinate/provide support services to increase attendance and achievement in ELA and math.

Ways in which Strategy 2-3 was implemented by most projects

- Collaboration with local agencies, referrals to state and local services (11 projects)
- Collaboration with IDEA for Special Education, immunization assistance (10 projects)
- Collaboration with local school districts for tutoring and communication with teachers (9 projects)
- Collaboration with Health and Human Services for medical/dental coverage, community resources sharing, migrant services provider meetings (8 projects)
- Backpack program, educational field trips, MEP staff meetings, migrant recruiter home visits (6 projects)
- Correspondence with the State, ESL paraprofessional interpreters and provides supplemental educational services, PAC meetings (5 projects)
- Collaboration with adult education programs, iPad/iPod access when away from district, transportation to/from migrant summer school (4 projects)
- Collaboration with Stuff the Bus, educational materials delivered monthly (3 projects)
- DIBELS and DIBELS for math, home-based tutoring (2 projects)
- Binational exchange teachers provide lessons on Mexican culture, participation in the Teacher Exchange Program through the Binational Migrant Education Initiative (1 project)

Strategy 2-4: Provide professional learning opportunities to prepare staff to use evidence-based strategies for ELA and math instruction.

Ways in which Strategy 2-4 was implemented by most projects

- State MEP meetings (11 projects)
- Coordinator attends professional learning at local, state, and national level; staff meetings/training (10 projects)
- Webinars (9 projects)
- Local school/district/ESU professional development (8 projects)
- MEP facilitator training (local, state, national), MEP staff meetings (7 projects)
- New staff training (6 projects)
- NASDME conference, paraprofessional attend training at local level (4 projects)

Strategy 3-1: Coordinate/provide migratory students in grades 9-12 and OSY with instruction.

Ways in which Strategy 3-1 was implemented by most projects

- Youth leadership (9 projects)
- Instructional services provided at the high school, use of technology (8 projects)
- Career/college information packets, collaboration with Proteus Financial, College and career readiness conferences, referrals to local GED programs, student exposure to career opportunities (7 projects)
- After school program/tutoring (6 projects)
- Collaboration with workforce development, direct instruction to secondary students/OSY, OSY lessons, tablets/computers (5 projects)
- ESL paraprofessional provides supplemental education support, Hispanic Latino Summit, iPad/iPod access when away from school district, leadership camps, use of online programming (4 projects)
- Alternative secondary school site, enrollment in ESL or GED classes without being placed on a waiting list, migrant recruiter home visits, online credit recover programs, OSY ELL materials (3 projects)
- Collaboration with Migrant Head Start so parents can continue secondary education, home-based tutoring, services provided by the OSY Coordinator, use of technology, THRIVE Leadership Club (2 projects)
- Migrant recruiter connection to OSY, Proteus home visits on heat and chemical safety, youth advocate provides services (1 project)

Strategy 3-2: Coordinate/provide support services to migratory secondary youth/OSY.

Ways in which Strategy 3-2 was implemented by most projects

- Counselor referrals, referrals to state and local services, support services (11 projects)
- Collaboration/communication with school/district staff and counselors to ensure graduation requirements are being fulfilled and students are on track (10 projects)
- Guidance via personal/home visits (9 projects)
- Collaboration with adult education program to provide ESL and GED classes for OSY, collaboration with local agencies, home visits to determine needs (8 projects)
- Collaboration with colleges/universities, collaboration with the State, community resource guides and sharing, PAC meetings showcasing local agencies (7 projects)
- College campus visits and camps/workshops, life skills instruction via home and school visits, MEP staff meetings, migrant recruiter home visits and resource sharing (6 projects)
- Collaboration with IDEA for SPED and Title III, interpretations provided for OSY, visits with students in small group settings (5 projects)
- iSOSY workshops (4 projects)
- Educational materials provided monthly, Hispanic/Latino Summit, parent/secondary student meetings addressing the importance of connectivity and communication (3 projects)
- ESL paraprofessional provides translations and supplementary educational support, referrals to Migrant Head Start for children of OSY, THRIVE Leadership Club, transportation to summer school, workforce development (2 projects)
- UNL Big Red camps for high school students (1 project)

Strategy 3-3: Coordinate/provide educational services to migratory parents/families to enhance their capacity to support their high school-aged child.

Ways in which Strategy 3-3 was implemented by most projects

- FAFSA assistance and contact information, statewide PAC webinars (10 projects)
- Support services (9 projects)
- Home visits (8 projects)
- One-on-one parent consultations (7 projects)
- MS/HS quarterly grade tracking system communicated to parents, use of technology (6 projects)
- Migrant recruiter home visits; parent nights on topics including graduation requirements, credits, FAFSA; referrals to GED programs (5 projects)
- Backpack program for all new incoming families, college visits, high school college and career fairs, home-based resources, PAC meetings addressing graduation requirements (3 projects)
- iPad/iPod access when away from district, parent/OSY presentations, youth leadership (2 projects)
- College recruiting accessibility (1 project)

Strategy 3-4: Provide professional learning opportunities to MEP staff, school staff, and partner stakeholders to enhance their knowledge of evidence-based strategies, promising practices, and culturally relevant instruction.

Ways in which Strategy 3-4 was implemented by most projects

- Staff meetings/training (11 projects)
- MEP staff attendance at conferences/training (10 projects)
- State conferences/meetings/training (8 projects)
- iSOSY modules and website, webinars (7 projects)
- National and State conferences (6 projects)
- MEP facilitator training, NASDME conference (4 projects)
- OSY listservs (1 project)

6. Outcome Evaluation Results

State Performance Goals 1 and 5 Results

Performance Goal 1: Proficiency in Reading and Math

During 2020-21, academic achievement of students attending public school in Nebraska was assessed through with NSCAS ELA and Mathematics Assessments in grades 3-8. The three proficiency levels for the NSCAS include: *Developing* (not yet demonstrating proficiency); *On Track* (demonstrating proficiency); and *College and Career Benchmark* (demonstrating advanced proficiency). The tables and charts to follow show the percent of migratory and non-migratory students scoring proficient or above (P/A) on NSCAS ELA and Mathematics Assessments, and the difference in the percentage of migratory students scoring P/A compared to the State Performance Targets.

Performance Indicator 1.1: The percentage of students at or above the proficient level each year on the state assessment in ELA.

**Exhibit 23
Migratory Students Scoring P/A on 2021 NSCAS ELA Assessments**

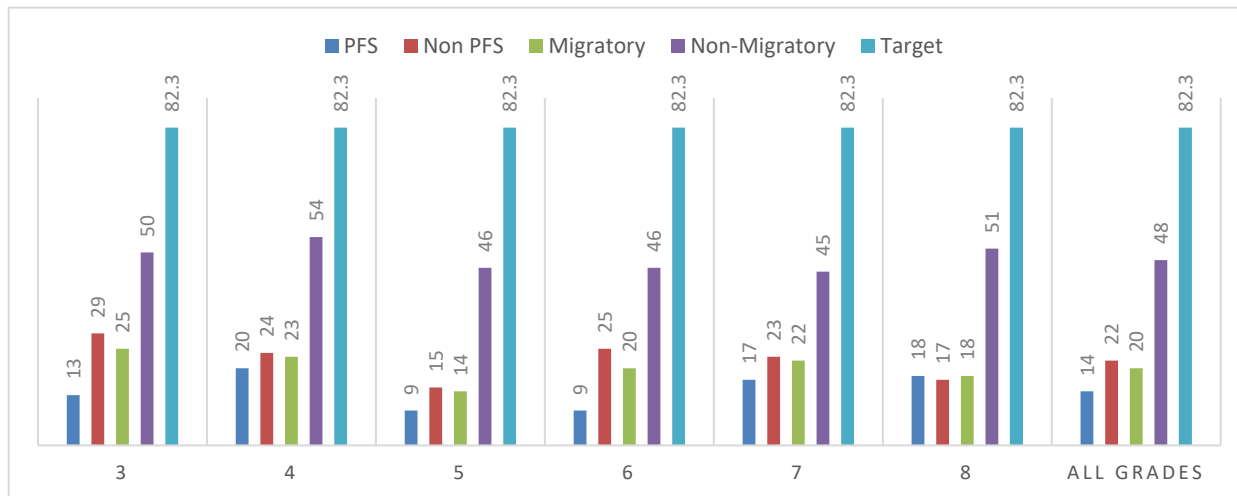
Grade Levels	PFS Status	# Tested	% Migratory Students Scoring P/A	2021 State Performance Target	Diff (+/-%)	% Non-Migratory Students Scoring P/A
3	PFS	67	13%	82.3%	-69.3%	50%
	Non-PFS	164	29%		-53.3%	
	Total	231	25%		-57.3%	
4	PFS	56	20%	82.3%	-62.3%	54%
	Non-PFS	153	24%		-58.3%	
	Total	209	23%		-59.3%	
5	PFS	53	9%	82.3%	-73.3%	46%
	Non-PFS	164	15%		-67.3%	
	Total	217	14%		-68.3%	
6	PFS	74	9%	82.3%	-73.3%	46%
	Non-PFS	153	25%		-57.3%	
	Total	227	20%		-62.3%	
7	PFS	42	17%	82.3%	-65.3%	45%
	Non-PFS	134	23%		-59.3%	
	Total	176	22%		-60.3%	
8	PFS	44	18%	82.3%	-64.3%	51%
	Non-PFS	133	17%		-65.3%	
	Total	177	18%		-64.3%	
All	PFS	336	14%	82.3%	-68.3%	48%
	Non-PFS	901	22%		-60.3%	
	Total	1,237	20%		-62.3%	

Source: NDE Database

Migratory students were 62.3% short of the Nebraska State Performance Target (82.3%) for ELA proficiency. PFS students were 68.3% short of the target and non-PFS students were 60.3% short of the target. For all six grade levels assessed, the 2020-21 target was not met by migratory students (differences ranged from -57.3% to -68.3%). Largest differences were seen for PFS 5th and 6th graders (-73.3%), followed by PFS 3rd graders (-69.3%). In addition, for all grade levels except 8th grade, fewer PFS migratory students scored P/A than non-PFS migratory students, and fewer migratory students scored P/A than non-migratory students. Following is a graphic display of the differences in the percentage of PFS, non-PFS, all

migratory, and non-migratory students scoring P/A on 2021 NSCAS ELA assessments. The chart shows that neither migratory or non-migratory students were near the target of 82.3% for any grade level, or all grade levels combined.

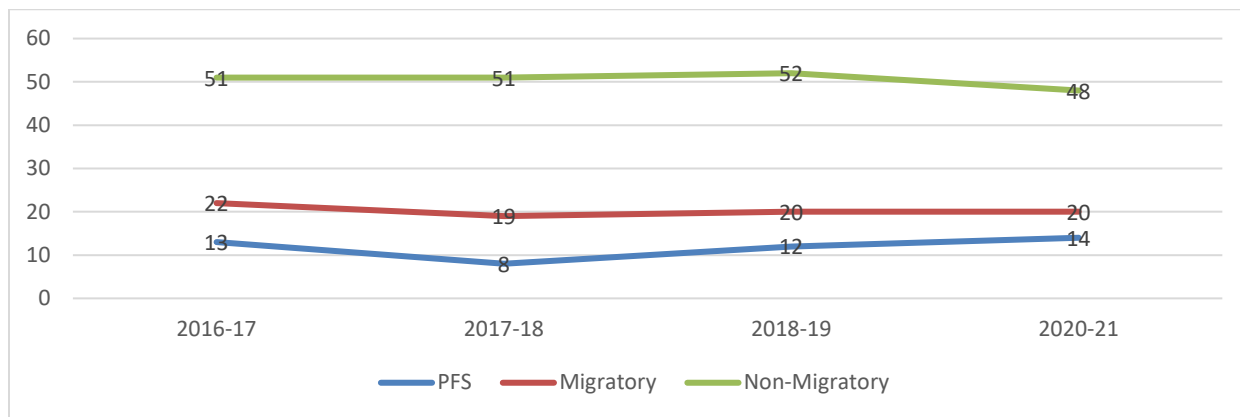
Exhibit 24
Comparison of 2021 NSCAS ELA Assessment Results



Source: NDE Database

Exhibit 25 provides a comparison of Smarter Balanced ELA results for the past four years in which State assessments were administered (State assessments were cancelled in 2019-20 due to the pandemic). Results show an increase from 2018-19 to 2020-21 for PFS migratory students (+2%), a decrease for non-migratory students (-4%), and the same percentage of migratory students scoring P/A (20%).

Exhibit 25
Comparison of NSCAS ELA Assessment Results (2016-17 through 2020-21)
(Expressed in Percentages)



Source: NDE Database

The State also reported the percentage of migratory ELs that scored P/A in ELA in 2020-21. Results show that 12% of migratory ELs scored P/A compared to 20% of all migratory students.

Performance Indicator 1.2: The percentage of students at or above the proficient level each year on the state assessment in math.

Migratory students were 54.7% short of the Nebraska State Performance Target (76.7%) for math proficiency. PFS students were 60.7% short of the target and non-PFS students were 52.7% short of the target. For all six grade levels assessed, the 2020-21 target was not met by migratory students (differences ranged from -50.7% to -57.7%). Largest differences were seen for PFS 5th and 6th graders (-67.7%). In addition, for all grade levels except 7th grade, fewer PFS migratory students scored P/A than non-PFS migratory students, and fewer migratory students scored P/A than non-migratory students.

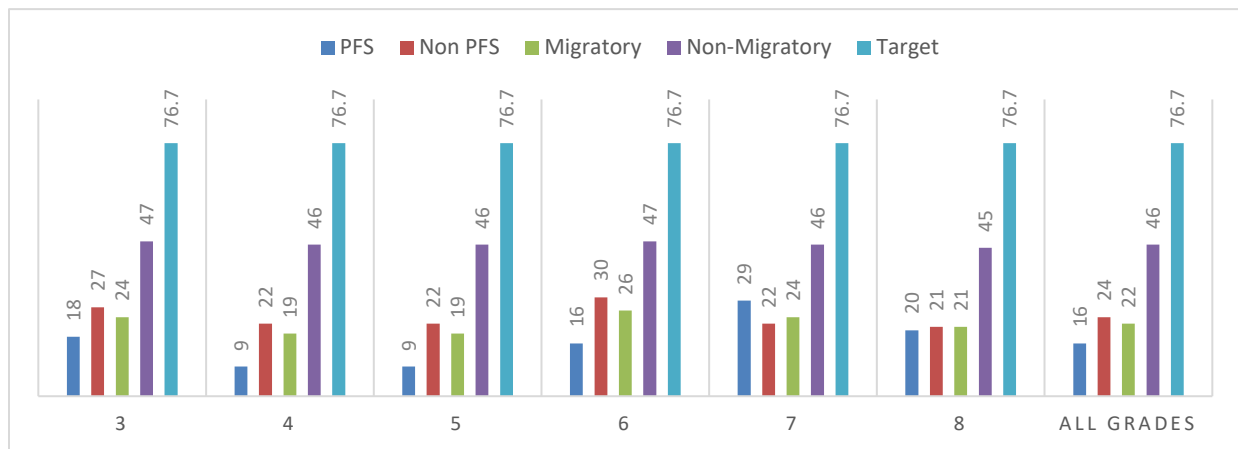
**Exhibit 26
Migratory Students Scoring P/A on 2021 NSCAS Mathematics Assessments**

Grade Levels	PFS Status	# Tested	% Migratory Students Scoring P/A	2021 State Performance Target	Diff (+/-%)	% Non-Migratory Students Scoring P/A
3	PFS	67	18%	76.7%	-58.7%	47%
	Non-PFS	164	27%		-49.7%	
	Total	231	24%		-52.7%	
4	PFS	57	9%	76.7%	-67.7%	46%
	Non-PFS	153	22%		-54.7%	
	Total	210	19%		-57.7%	
5	PFS	53	9%	76.7%	-67.7%	46%
	Non-PFS	164	22%		-54.7%	
	Total	217	19%		-57.7%	
6	PFS	74	16%	76.7%	-60.7%	47%
	Non-PFS	152	30%		-46.7%	
	Total	226	26%		-50.7%	
7	PFS	42	29%	76.7%	-47.7%	46%
	Non-PFS	136	22%		-54.7%	
	Total	178	24%		-52.7%	
8	PFS	44	20%	76.7%	-56.7%	45%
	Non-PFS	134	21%		-55.7%	
	Total	178	21%		-55.7%	
All	PFS	337	16%	76.7%	-60.7%	46%
	Non-PFS	903	24%		-52.7%	
	Total	1,240	22%		-54.7%	

Source: NDE Database

Below is a graphic display of the differences in the percentage of PFS, non-PFS, all migratory, and non-migratory students scoring P/A on 2021 NSCAS Mathematics assessments. The chart shows that neither migratory or non-migratory students were near the target of 76.7% for any grade level, or all grade levels combined.

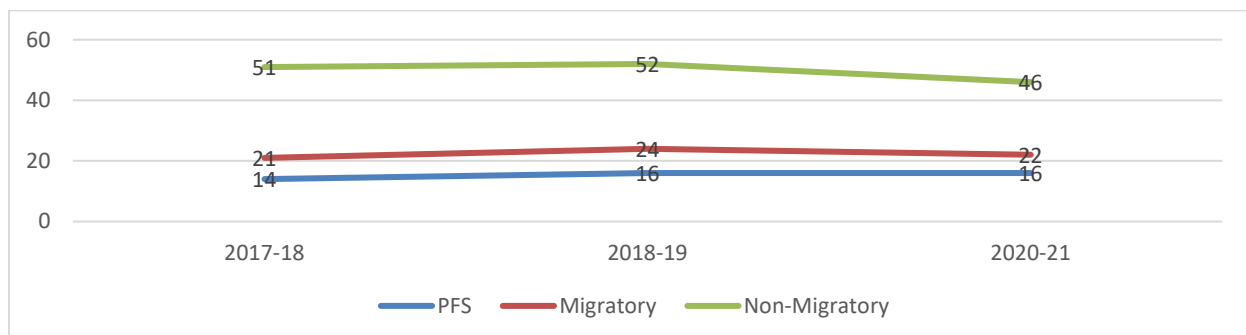
Exhibit 27 Comparison of 2021 NSCAS Math Assessment Results



Source: NDE Database

Exhibit 28 provides a comparison of Smarter Balanced Math results for the past three years in which State assessments were administered. Results show decreases from 2018-19 to 2020-21 for migratory students (-2%) and non-migratory students (-6%); however, the same percentage of PFS migratory students scored at P/A both years (16%).

Exhibit 28 Comparison of NSCAS Math Assessment Results (2017-18 through 2020-21) (Expressed in Percentages)



Source: NDE Database

The State also reported the percentage of migratory ELs that scored P/A in math in 2020-21. Results show that 9% of migratory ELs scored P/A compared to 22% of all migratory students.

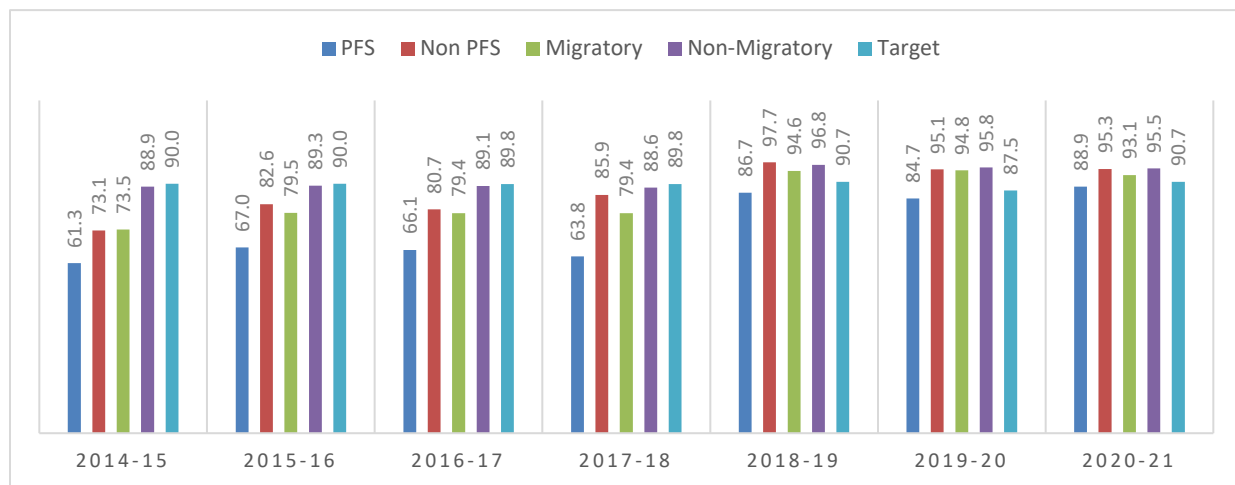
Performance Goal 5: High School Graduation

Performance Indicator 5.1: The percentage of students who graduate from high school each year with a regular diploma.

The 2020-21 Nebraska State Performance Target for high school graduation was 90.7%. Exhibit 29 shows that in 2020-21, the graduation rate for migratory students was 93.1% (exceeding the State target by 2.4%), compared to the non-migratory student graduation rate which was 95.5% (exceeding the target by 4.8%). The graduation rate for non-PFS migratory students was 6.4% higher than the graduation rate of PFS migratory students. The graduation rate for PFS migratory students was 8.7% short of the State performance target, and the graduation rate for non-PFS migratory students exceeded the target by 4.6%. Of note is that the graduation rate for

PFS migratory students increased by 4.2% over last year; however, the graduation rate for all migratory students decreased slightly.

Exhibit 29
Graduation Rates for Migratory and Non-Migratory Students

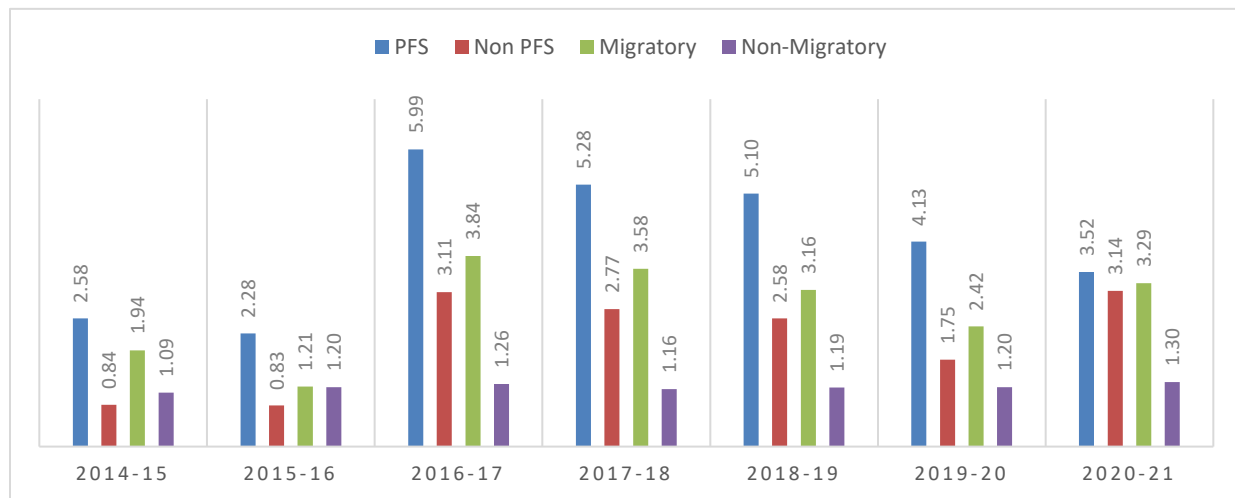


Source: NDE Database

Performance Indicator 5.2: The percentage of students who drop out of school each year.

Nebraska does not have a State Performance Target for dropout rate. Exhibit 30 shows that the 2020-21 dropout rate for Nebraska migratory students was 3.29% which was a slight increase over last year (0.87%). The dropout rate for migratory students was 1.99% higher than the dropout rate for non-migratory students. The dropout rate for non-PFS migratory students was lower than it was for PFS migratory students.

Exhibit 30
Dropout Rates for Migratory and Non-Migratory Students



Source: NDE Database

GPRA Measure Results

This section provides a summary of program results as indicated by the GPRA measures for the MEP. Sources of data include data entered into MIS2000 on promotion, graduation, and completion of Algebra I. The results for GPRA 1 and 2 (ELA and math State assessment results) are included in the previous section.

GPRA 3: The percentage of migratory students who were enrolled in grades 7-12 and graduated or were promoted to the next grade level.

Exhibit 31 shows that 97% of all Nebraska migratory students in grades 7-12 graduated or were promoted to the next grade level upon completion of the 2020-21 school year (98% PFS students, 97% non-PFS students). Ninety-one percent (91%) of the 12th grade migratory students for whom data was available graduated, and 98% of the migratory students in grades 7-11 for whom data was available were promoted to the next grade level.

Exhibit 31
Migratory Students in Grades 7-12 that Graduated in 2020-21 or were Promoted to the Next Grade Level from 2020-21 to 2021-22

Grade Levels 2020-21	PFS Status	# Eligible Migratory Students in 2020-21	# Students for Whom Data Is Available	Students Promoted from 2020-21 to 2021-22		Students Graduated in 2020-21		# (%) Students Graduated or Promoted
				N	%	N	%	
7	PFS	60	39	39	100%	0	0	
	Non-PFS	160	84	83	99%	0	0	
	Total	220	123	122	99%	0	0	
8	PFS	59	44	43	98%	0	0	
	Non-PFS	184	104	103	99%	0	0	
	Total	243	148	146	99%	0	0	
9	PFS	56	38	38	100%	0	0	
	Non-PFS	144	89	88	99%	0	0	
	Total	200	127	126	99%	0	0	
10	PFS	65	51	50	98%	0	0	
	Non-PFS	169	97	93	96%	0	0	
	Total	234	148	143	97%	0	0	
11	PFS	52	43	42	98%	0	0	
	Non-PFS	125	66	63	95%	0	0	
	Total	177	109	105	96%	0	0	
Total Grades 7-11	PFS	292	215	212	99%	0	0	
	Non-PFS	782	440	430	98%	0	0	
	Total	1074	655	642	98%	0	0	
12	PFS	26	22	0	--	20	91%	
	Non-PFS	122	85	0	--	77	91%	
	Total	148	107	0	--	97	91%	
All	PFS	318	237					232 (98%)
	Non-PFS	904	525					507 (97%)
	Total	1,222	762					739 (97%)

Source: MIS2000

GPRA 4: The percentage of migratory students who entered 11th grade that had received full credit for Algebra I.

Exhibit 32 shows that 49% of all Nebraska migratory 10th grade students in 2020-21 completed Algebra I or a higher math course prior to entering 11th grade (57% PFS students, 46% non-PFS students).

Exhibit 32
**10th Grade Migratory Students Completing Algebra I or a
Higher Math Course in 2020-21 or Before**

PFS Status	# Eligible Migratory 10 th Grade Students 2020-21	# Students for Whom Data Is Available	# 2020-21 10 th Grade Migratory Students that Received Full Credit for Algebra I or a Higher Math Course in 2020-21 or Before
PFS	65	65	37 (57%)
Non-PFS	169	169	77 (46%)
Total	234	234	114 (49%)

Source: MIS2000

Measurable Program Outcomes (MPO) Results

This section provides a summary of program results as indicated by the MPOs. Sources of data include student assessment results, local site performance reports (summer/regular term), demographic data, MEP staff surveys, parent surveys, and student surveys.

SCHOOL READINESS

MPO 1a) By the end of the 2020-21 performance period, 45% of eligible migratory children ages 3-5 (not in kindergarten) will attend preschool or receive MEP-funded preschool services.

Exhibit 33 shows that the Nebraska MEP **met MPO 1a** with 55% of the 486 eligible 3-5-year-old migratory children participating in MEP or non-MEP preschool (school readiness) services. Non-PFS migratory children met the MPO, but PFS migratory children did not. Migratory children could have participated in more than one type of service (i.e., non-MEP sponsored preschool and received preschool or family literacy services from the MEP). Of note is that children eligible for preschool programs in Nebraska have to turn three prior to July 1 in order to be eligible for preschool the following school year, so children who turned three after July 1 are eliminated from the data below (# eligible children). However, this age cut-off only applies to the State preschool program, not school readiness services provided by the MEP.

Exhibit 33
Migratory Children (ages 3-5) Participating in Preschool

PFS Status	# Eligible Children Ages 3-5	# (%) Participating in <u>MEP</u> Preschool Programming	# (%) Participating in <u>non-MEP</u> Preschool Programming	Total # (%) Participating	MPO Met?
PFS	244	66 (27%)	27 (11%)	93 (38%)	No
Non-PFS	242	91 (38%)	85 (35%)	176 (73%)	Yes
Total	486	157 (32%)	112 (23%)	269 (55%)	Yes

Source: MIS2000

Exhibit 34 shows that 68% of 5-year-old preschool migratory children participated in MEP and non-MEP preschool programming, as did 55% of 4-year-olds and 39% of eligible 3-year-olds.

Exhibit 34
Migratory Children (ages 3-5) Participating in Preschool, by Age

Age	# Eligible Children Ages 3-5	# (%) Participating in MEP Preschool Programming	# (%) Participating in non-MEP Preschool Programming	Total # (%) Participating
3	97	25 (26%)	13 (13%)	38 (39%)
4	247	84 (34%)	51 (21%)	135 (55%)
5	142	48 (34%)	48 (34%)	96 (68%)

Source: MIS2000

MPO 1b) By the end of the 2020-21 performance period, 80% of eligible migratory children ages 3-5 (not in kindergarten) who receive MEP-funded preschool services will score proficient or show a gain of at least 5% on the NePAT or other school readiness assessments.

Exhibit 35 shows that the Nebraska MEP met MPO 1b with 92% of the 102 migratory children (ages 3-5) assessed on the Nebraska Preschool Assessment Tool (NePAT) Literacy or other school readiness assessments scoring proficient or showing a 5% increase in literacy skills, and all 92 students assessed on the NePAT Math/other school readiness assessments scoring proficient or showing a 5% increase in math skills. A higher percentage of PFS students scored proficient or gained by 5% in literacy; however, the same percentage of PFS and non-PFS students scored proficient or gained by 5% in math.

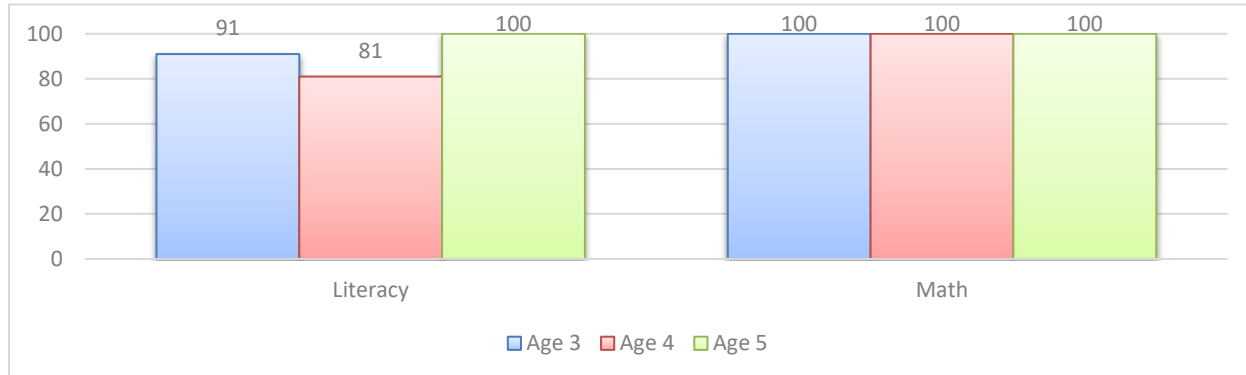
Exhibit 35
Preschool Migratory Children's School Readiness Assessment Results (Ages 3-5)

Test	PFS Status	# Children w/ Matched or Post-test Scores	# (%) w/Matched Pre/Post Scores	# (%) Gaining 5% or More	P-Value 2-Tailed	# (%) Scoring Proficient that did not Gain by 5%	# (%) Gaining by 5% or Scoring Proficient	MPO Met?
Literacy	PFS	33	33	32 (97%)	<.001	0 (0%)	32 (97%)	Yes
	Non-PFS	69	69	58 (84%)	<.001	4 (6%)	62 (90%)	Yes
	Total	102	102	90 (88%)	<.001	4 (4%)	94 (92%)	Yes
Math	PFS	32	32	30 (94%)	<.001	2 (6%)	32 (100%)	Yes
	Non-PFS	60	60	56 (93%)	<.001	4 (7%)	60 (100%)	Yes
	Total	92	92	86 (93%)	<.001	6 (7%)	92 (100%)	Yes

Source: Nebraska MEP Preschool Assessment Tracking Forms

Following is a graphic display of the school readiness results by age expressed as percentage gaining by 5% or more or scoring proficient. Number of children assessed in literacy (NePAT/other): age 3=22, age 4=32, age 5=46. Number of children assessed in math (NePAT/other): age 3=19, age 4=29, age 5=43.

Exhibit 36
Migratory Preschool Children Improving Literacy or Math Skills
by 5% or More or Scoring Proficient, by Age



Source: Nebraska MEP Preschool Assessment Tracking Forms

Fifty-nine MEP staff responded to a survey item addressing the impact of the MEP on preparing preschool migratory students for school. Ratings are based on a 5-point scale where 1=not at all, 2=a little, 3=somewhat, 4=a lot, and 5=very much. Exhibit 37 shows that all 59 staff responding (100%) felt that the MEP helped prepare preschool migratory children for school (53% very much, 37% a lot, 9% somewhat, 2% a little).

Exhibit 37
Staff Ratings of the Impact of the MEP on School Readiness

Extent to which the MEP helped prepare preschool migratory students for school						
# Staff Responding	# (%) Not at all	# (%) A Little	# (%) Somewhat	# (%) A Lot	# (%) Very Much	Mean Rating
59	0 (0%)	1 (2%)	5 (9%)	22 (37%)	31 (53%)	4.4

Source: Nebraska MEP Staff Survey

A total of 108 parents responded to a survey item addressing the impact of the MEP on preparing their preschool children for school. Ratings are based on a 3-point scale where 1=not at all, 2=somewhat, and 3=a lot. All but two of the 108 parents responding (98%) felt that the MEP helped their preschool child prepare for school (84% a lot, 14% somewhat).

Exhibit 38
Parent Ratings of the Impact of the MEP on their Child's School Readiness

Extent to which the MEP taught your preschooler skills to prepare them for school				
# Parents Responding	# (%) Not at all	# (%) Somewhat	# (%) A Lot	Mean Rating
108	2 (2%)	15 (14%)	91 (84%)	2.8

Source: Nebraska MEP Parent Survey

MPO 1c) By the end of the 2020-21 performance period, 65% of eligible migratory children ages 3-5 (not in kindergarten) will receive MEP support services that contribute to their development of school readiness skills.

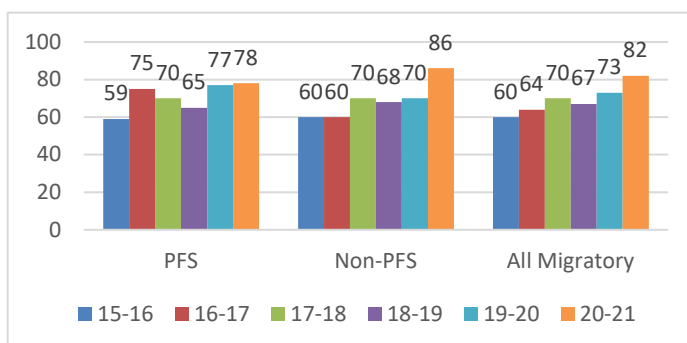
Exhibit 39 shows that the Nebraska MEP met MPO 1c with 82% of all eligible 3-5-year-old migratory children receiving support services. The MPO was met for both PFS and non-PFS

migratory children. The percentage of migratory children ages 3-5 receiving support services was higher in 2020-21 than in the previous years.

Exhibit 39
Children Ages 3-5 Receiving Support Services Contributing to School Readiness

PFS Status	# Eligible Migratory Children Ages 3-5	# (%) Receiving Support Services	MPO Met?
PFS	244	191 (78%)	Yes
Non-PFS	242	207 (86%)	Yes
All	486	398 (82%)	Yes

Source: MIS2000



Source: MIS2000

Exhibit 40
Children Ages 3-5 Receiving Support Services, by Age

Age	# Eligible Migratory Children Ages 3-5	# (%) Receiving Support Services
3	97	77 (79%)
4	247	199 (81%)
5	142	122 (86%)

Source: MIS2000

Eighty-six percent (86%) of 5-year-olds received MEP support services, as did 81% of 4-year-olds and 79% of 3-year-olds.

MPO 1d) By the end of the 2020-21 performance period, 90% of parents of eligible migratory children ages 3-5 (not in kindergarten) who participate in MEP FACE/PAC opportunities will report increased knowledge of school readiness skills.

Exhibit 41 shows that the Nebraska MEP **met MPO 1d** with 99% of the 156 parents responding to Parent Training Evaluations reporting that they gained knowledge of strategies for helping their children be ready for school (83% a lot, 16% somewhat).

Exhibit 41
Parent Growth in Ability to Help their Young Children Prepare for School

Number Parents Responding	Increased Knowledge				# (%) Reporting Increased Knowledge	MPO Met?
	# (%) Not at all	# (%) Somewhat	# (%) A Lot	Mean Rating		
156	2 (1%)	25 (16%)	129 (83%)	2.8	154 (99%)	Yes

Source: Nebraska MEP Parent Training Evaluations

Parents provided ratings on Parent Training Evaluations during 39 activities addressing school readiness during 2020-21. Parents rated the parent activities/training addressing school readiness and early learning highly with a mean rating of 2.8 out of 3.0 (82% assigned ratings of “excellent”, 18% assigned ratings of “good”).

MPO 1e) By the end of the 2020-21 performance period, 85% of staff who participated in professional learning will have a statistically significant gain on a pre/post survey in their knowledge of evidence-based strategies to address the school readiness needs of migratory children.

Exhibit 42 shows that the Nebraska MEP **did not meet MPO 1e** with 70% of the 345 staff responding to Staff Training Evaluations (15% short of the target) demonstrating a statistically significant gain ($p < .001$) in their ability to use evidence-based strategies, promising practices, and culturally relevant instruction in school readiness to benefit preschool migratory children. Thirty percent (30%) of the staff responding reported no gains in knowledge after training sessions.

Exhibit 42
Staff Growth from Professional Learning on School Readiness

Number Staff Responding	Mean Pre Rating	Mean Post Rating	Mean Gain	P-Value	# (%) Staff Gaining	MPO Met?
345	3.2	4.0	+0.8	<.001	241 (70%)	No

Source: Nebraska MEP Staff Training Evaluations

Staff responding to Staff Training Evaluations included administrators, liaisons, teachers, data specialists, recruiters, coordinators, paraprofessionals, and other service providers. Ratings on training designed to improve staff skills to support school readiness instruction were assigned during 50 professional development events occurring during 2020-21. Staff ratings of the sessions addressing school readiness and early learning were very high with mean ratings of 4.4 out of 5.0 for relevance and applicability, and a mean rating of 4.3 for usefulness of the materials.

READING/WRITING AND MATHEMATICS

MPO 2a) By the end of the 2020-21 performance period, 70% of K-12 migratory students who receive MEP supplemental instructional services in ELA and/or math will score proficient or show a gain of at least 5% on district pre/post assessments.

Exhibit 43 shows that the Nebraska MEP **met MPO 2a** with 83% of K-12 migratory students assessed scoring proficient or gaining by 5% or more ($p < .001$) in math, and 82% scoring proficient or gaining by 5% or more ($p < .001$) in reading. PFS and non-PFS students met the MPO for both reading and math. For both reading and math, more non-PFS migratory students scored proficient or gained 5% or more than non-PFS migratory students.

Exhibit 43
Reading and Math Assessment Results of Migratory Students in Grades K-12

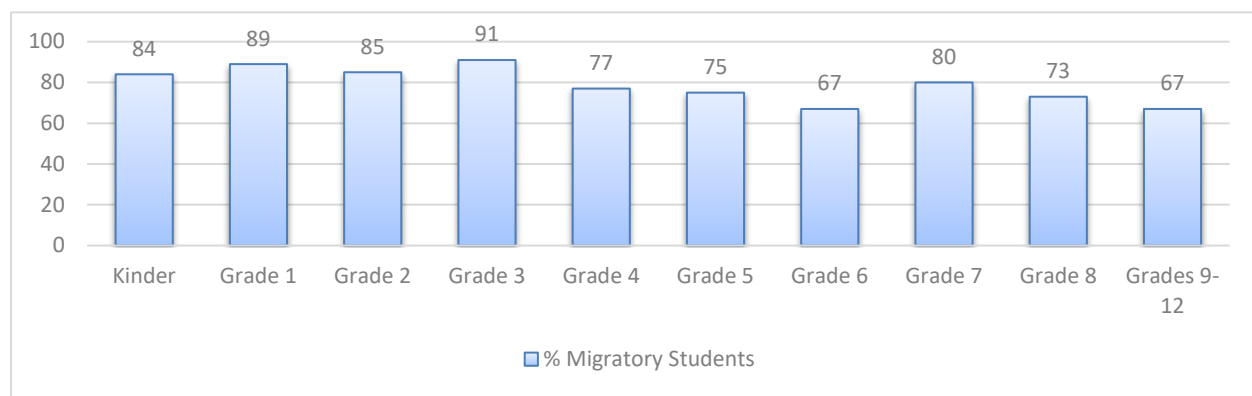
	PFS Status	# Students Tested	# (%) With Matched Pre/Post Scores	# (%) Gaining 5% or More	P-Level 2-tailed	# (%) Scoring Proficient that did not Gain by 5%	# (%) Gaining 5% or Scoring Proficient	MPO Met?
Reading	PFS	261	192 (74%)	140 (73%)	<.001	16 (8%)	156 (81%)	Yes
	Non-PFS	403	372 (92%)	254 (68%)	<.001	51 (14%)	305 (82%)	Yes
	Total	664	564 (85%)	394 (70%)	<.001	67 (12%)	461 (82%)	Yes
Math	PFS	242	178 (74%)	129 (73%)	<.001	14 (8%)	143 (80%)	Yes
	Non-PFS	338	301 (89%)	211 (70%)	<.001	42 (14%)	253 (84%)	Yes
	Total	580	479 (83%)	340 (71%)	<.001	56 (12%)	396 (83%)	Yes

Source: Nebraska MEP Reading/Math/OSY Assessment Tracking Form

Reading assessments administered to migratory students in 2020-21 included Acadience, DIBELS, curriculum-based assessments, NWEA MAP, NAEP – Oral Fluency, summer reading assessments, and teacher-created reading assessments. District math assessments administered to migratory students during 2020-21 included Acadience, DIBELS Math, Mammoth Math, NWEA MAP, curriculum-based assessments, summer math assessments, and teacher-created math assessments.

Following is a graphic display of the reading results by grade level expressed as percentage gaining by 5% or more or scoring proficient. The highest percentage of students gaining were third graders, followed by first grade students, and second grade students. Sixth graders and students in grades 9-12 had the lowest percentage gaining by 5% or scoring proficient. Number of students by grade level: K=57; 1=97; 2=80; 3=90; 4=68; 5=76; 6=49; 7=20; 8=15; 9-12=12.

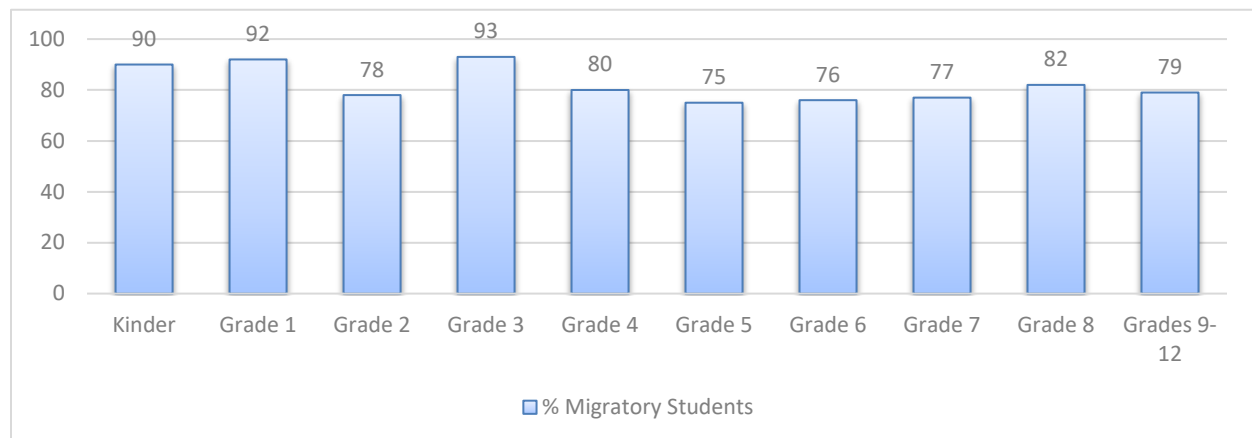
Exhibit 44: Migratory Students Improving Reading Skills by 5% or more or Scoring Proficient, by Grade Level



Source: Nebraska MEP Reading/Math/OSY Assessment Tracking Form

Following is a graphic display of the math results by grade level expressed as percentage gaining by 5% or more or scoring proficient. The highest percentage of students gaining were third grade students, followed closely by first graders and kindergarten students. Fifth grade students had the lowest percentage gaining by 5% or scoring proficient. Number of students by grade level: K=39; 1=71; 2=71; 3=69; 4=59; 5=51; 6=62; 7=26; 8=17; 9-12=14.

**Exhibit 45
Migratory Students Improving Math Skills by 5% or more or Scoring Proficient, by Grade Level**



Source: Nebraska MEP Reading/Math/OSY Assessment Tracking Form

Seventy MEP staff responded to survey items addressing the impact of the MEP on migratory students' reading and math skills. Ratings are based on a 5-point scale where 1=not at all, 2=a little, 3=somewhat, 4=a lot, and 5=very much. Exhibit 46 shows that all 70 staff responding (100%) felt that the MEP helped migratory students improve their reading skills (mean rating of 4.4 out of 5.0) and math skills (mean rating of 4.3).

Exhibit 46
Staff Ratings of the Impact of the MEP on Reading and Math Skills

Extent to which the MEP helped...	N	# (%) Not at all	# (%) A Little	# (%) Somewhat	# (%) A Lot	# (%) Very Much	Mean Rating
Migratory students improve their reading skills	70	0 (0%)	0 (0%)	5 (7%)	33 (47%)	32 (46%)	4.4
Migratory students improve their math skills	70	0 (0%)	2 (3%)	7 (10%)	31 (44%)	30 (43%)	4.3

Source: Nebraska MEP Staff Survey

Exhibit 47 shows that 341 parents responded to a survey item addressing the impact of the MEP on their child's reading skills, and 321 parents responded to an item about the impact of the MEP on their child's math skills. Ratings are based on a 3-point scale where 1=not at all, 2=somewhat, and 3=a lot. Both items were rated highly by parents with all parents responding reporting that the MEP helped their child improve his/her reading skills (81% a lot, 19% somewhat) and math skills (76% a lot, 24% somewhat).

Exhibit 47
Parent Ratings of the Impact of the MEP on their Children's Reading and Math Skills

Extent to which the MEP helped...	N	# (%) Not at all	# (%) Somewhat	# (%) A Lot	Mean Rating
Your child improve his/her reading skills	341	0 (0%)	65 (19%)	276 (81%)	2.8
Your child improve his/her math skills	321	0 (0%)	77 (24%)	244 (76%)	2.8

Source: Nebraska MEP Parent Survey

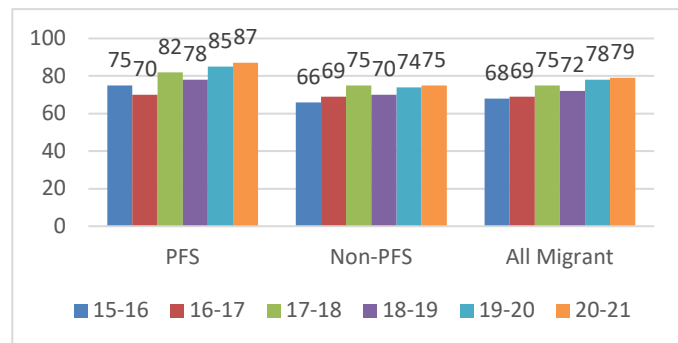
MPO 2b) By the end of the 2020-21 performance period, 75% of K-8 migratory students will receive MEP support services.

Exhibit 48 shows that the Nebraska MEP met MPO 2b with 79% of all eligible migratory students in grades K-8 receiving MEP support services. The MPO was met for both PFS and non-PFS migratory students. The percentage of migratory students in grades K-8 receiving support services was higher this year than during the past several years.

Exhibit 48
Migratory Students in Grades K-8 Receiving Support Services Contributing to ELA and Math Achievement

PFS Status	# Eligible Migratory Students K-8	# (%) Receiving Support Services	MPO Met?
PFS	735	640 (87%)	Yes
Non-PFS	1,651	1,240 (75%)	Yes
All	2,386	1,880 (79%)	Yes

Source: MIS2000



Source: MIS2000

Exhibit 49
Migratory Students in Grades K-8 Receiving Support Services, by Grade

Grade	# Eligible Migratory Students	# (%) Receiving Support Services
K	249	186 (75%)
1	289	227 (79%)
2	296	223 (75%)
3	299	228 (76%)
4	256	199 (78%)
5	261	190 (73%)
6	273	234 (86%)
7	220	195 (89%)
8	243	198 (81%)

Source: MIS2000

The largest percentage of students receiving MEP support services were seventh grade students (89%), followed by sixth grade students (86%), and eighth grade students (81%).

MPO 2c) By the end of the 2020-21 performance period, 90% of parent/family members of migratory students who participated in MEP FACE/PAC opportunities will indicate that they gained knowledge on how to support students in ELA/math.

Exhibit 50 shows that the Nebraska MEP **met MPO 2c** with all but two of the 170 (99%) parents responding to Parent Training Evaluations reporting that they gained knowledge of strategies for supporting their child in ELA and math (86% a lot, 13% somewhat).

Exhibit 50
Parent Growth in Ability to Support their Child's Success in ELA and Math

Number Parents Responding	Increased Knowledge				# (%) Reporting Increased Knowledge	MPO Met?
	# (%) Not at all	# (%) Somewhat	# (%) A Lot	Mean Rating		
173	2 (1%)	22 (13%)	148 (86%)	2.9	170 (99%)	Yes

Source: Nebraska MEP Parent Training Evaluation

Parents provided ratings on Parent Training Evaluations during 29 parent activities addressing ELA and math during 2020-21. Parents rated the parent activities/training addressing ELA and

math highly with a mean rating of 2.8 out of 3.0 (84% assigned ratings of “excellent”, 16% assigned ratings of “good”).

MPO 2d) By the end of the 2020-21 performance period, 85% of staff who participated in professional learning will have a statistically significant gain on a pre/post survey in their knowledge of evidence-based strategies to address the ELA/math needs of migratory students.

Exhibit 51 shows that the Nebraska MEP **did not meet MPO 2d** with 65% of the 344 staff responding to Staff Training Evaluations (20% short of the target) demonstrating a statistically significant gain ($p < .001$) in their ability to use evidence-based strategies, promising practices, and culturally relevant instruction in reading/writing and/or math to benefit migratory students. Thirty-five percent (35%) of the staff responding reported no gains in knowledge after participating in training.

Exhibit 51
Staff Growth from Professional Learning on ELA and Math

# Staff Responding	Mean Pre Rating	Mean Post Rating	Mean Gain	P-Value	# (%) Staff Gaining	MPO Met?
344	3.2	4.0	+0.8	<.001	225 (65%)	No

Source: Nebraska MEP Staff Training Evaluation

Staff responding to Staff Training Evaluations included administrators, liaisons, teachers, data specialists, recruiters, coordinators, paraprofessionals, and other service providers. Ratings on training designed to increase staff skills for providing ELA and math instruction were assigned during 45 professional development events occurring during 2020-21. Staff ratings of the sessions addressing ELA and math were very high (mean rating of 4.5 each out of 5.0) for relevance and applicability, and a mean rating of 4.4 for the usefulness of the materials.

GRADUATION AND SERVICES TO OSY

MPO 3a) By the end of the 2020-21 performance period, 45% of eligible secondary students (grades 9-12) and OSY will receive MEP supplemental instructional services.

Exhibit 52 shows that the Nebraska MEP **met MPO 3a** with 56% of the 968 eligible secondary migratory students (grades 9-12) and OSY receiving MEP instructional, youth leadership, guidance, and/or life skills services by the MEP in 2020-21. The MPO was met for both PFS and non-PFS migratory students, with a higher percentage of non-PFS students receiving MEP services than PFS students.

Exhibit 52
Migratory Secondary Students (Grades 9-12) and OSY Receiving MEP Instructional/Leadership/Guidance/Life Skills Services

PFS Status	# Eligible Migratory Students (Grades 9-12) and OSY in 2020-21	# (%) Receiving Services	MPO Met?
PFS	337	186 (55%)	Yes
Non-PFS	631	360 (57%)	Yes
All Migratory	968	546 (56%)	Yes

Source: MIS2000

Exhibit 53 shows the number/percent of secondary migratory students and OSY receiving MEP instructional services by grade level. The largest percentage of migratory students/OSY receiving instructional services were 10th grade students, followed closely by 12th grade students.

Exhibit 53
Migratory Secondary Students (Grades 9-12) and OSY Receiving MEP
Instructional/Leadership/Guidance/Life Skills Services, by Grade

Grade Level	# Eligible Migratory Students/OSY	# (%) Receiving Services
9	200	118 (59%)
10	234	150 (64%)
11	177	99 (56%)
12	148	92 (62%)
OSY	209	87 (42%)

Source: MIS2000

Fifty-eight MEP staff responded to a survey item addressing the impact of the MEP on preparing high school migratory students for graduation, and 55 responded to a survey item addressing the impact of the MEP on re-engaging OSY in school or GED preparation, and other offerings. Ratings are based on a 5-point scale where 1=not at all, 2=a little, 3=somewhat, 4=a lot, and 5=very much. Exhibit 54 shows that all 58 staff responding (100%) felt that the MEP helped prepare high school migratory students for graduation (60% very much, 26% a lot, 12% somewhat, 2% a little); and 94% of the 55 staff responding felt that the MEP helped re-engage OSY in school or GED preparation, and other offerings (26% very much, 33% a lot, 31% somewhat, 6% a little).

Exhibit 54
Staff Ratings of the Impact of the MEP on High School Students and OSY

Extent to which the MEP helped...	N	# (%) Not at all	# (%) A Little	# (%) Somewhat	# (%) A Lot	# (%) Very Much	Mean Rating
...migratory high school students be more prepared for graduation	58	0 (0%)	1 (2%)	7 (12%)	15 (26%)	35 (60%)	4.5
...re-engage OSY in school or GED preparation, and other offerings	55	3 (6%)	3 (6%)	17 (31%)	18 (33%)	14 (26%)	3.7

Source: Nebraska MEP Staff Survey

A total of 124 parents responded to a survey item addressing the impact of the MEP on helping their child be successful in high school. Ratings are based on a 3-point scale where 1=not at all, 2=somewhat, and 3=a lot. All 124 parents responding (100%) felt that the MEP helped their child be successful in high school (81% a lot, 19% somewhat).

Exhibit 55
Parent Ratings of the Impact of the MEP on their High School Students

Extent to which the MEP helped your child be successful in high school				
# Parents Responding	# (%) Not at all	# (%) Somewhat	# (%) A Lot	Mean Rating
124	0 (0%)	24 (19%)	100 (81%)	2.8

Source: Nebraska MEP Parent Survey

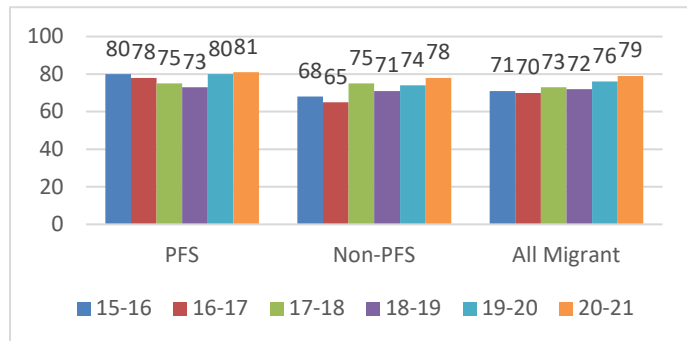
MPO 3b) By the end of the 2020-21 performance period, 70% of all eligible secondary migratory students (grades 9-12) and OSY will receive MEP support services that contribute to their graduation, GED, college, career, and/or life readiness goals.

Exhibit 56 shows that the Nebraska MEP **met MPO 3b** with 79% of all eligible migratory students in grades 9-12 and OSY receiving MEP support services. The MPO was met for both PFS migratory students (81%) and non-PFS migratory students (78%). A larger percentage of secondary migratory students/OSY received support services in 2020-21 than in previous years.

Exhibit 56
Migratory Secondary Students (Grades 9-12) and OSY Receiving Support Services
Contributing to Graduation, GED, Life Skills, Career Readiness Goals

PFS Status	# Eligible Migratory Students (9-12/OSY)	# (%) Receiving Support Services	MPO Met?
PFS	337	274 (81%)	Yes
Non-PFS	631	493 (78%)	Yes
All	968	767 (79%)	Yes

Source: MIS2000



Source: MIS2000

Exhibit 57 shows the percentage of secondary migratory students and OSY receiving support services by grade level. The largest percentage of secondary students/OSY receiving support services were 10th and 12th grade students, followed closely by 9th grade students.

Exhibit 57
Migratory Secondary Students (Grades 9-12) and OSY
Receiving Support Services, by Grade

Grade	# Eligible Migratory Students	# (%) Receiving Support Services
9	200	160 (80%)
10	234	195 (83%)
11	177	137 (77%)
12	148	123 (83%)
OSY	209	152 (73%)

Source: MIS2000

MPO 3c) By the end of the 2020-21 performance period, 90% of parents of migratory secondary youth who participated in MEP FACE/PAC opportunities will indicate that they gained knowledge of strategies for supporting their child in his/her achievement of graduation, GED, college, career, and/or life readiness goals.

Exhibit 58 shows that the Nebraska MEP **met MPO 3c** with all (100%) 135 parents responding to Parent Training Evaluations reporting that they gained knowledge of strategies for supporting their child in his/her achievement of graduation, high school equivalency diploma, life skills, and/or career readiness goals (86% a lot, 14% somewhat).

Exhibit 58
Parent Growth in Ability to Support Secondary-Aged Children

Number Parents Responding	Increased Knowledge				# (%) Reporting Increased Knowledge	MPO Met?
	# (%) Not at all	# (%) Somewhat	# (%) A Lot	Mean Rating		
135	0 (0%)	19 (14%)	116 (86%)	2.9	135 (100%)	Yes

Source: Nebraska MEP Parent Training Evaluation

Parents providing ratings on Parent Training Evaluations during 29 parent activities addressing graduation, high school diploma equivalency, life skills, and/or career readiness during 2020-21. Parents rated the parent activities/training addressing topics associated with secondary students/OSY highly with a mean rating of 2.8 out of 3.0 (84% assigned ratings of “excellent”, 16% assigned ratings of “good”).

MPO 3d) By the end of the 2020-21 performance period, 85% of staff who participate in professional learning will show a statistically significant gain on a pre/post survey in their knowledge of evidence-based strategies, promising practices, and culturally relevant instruction contributing to the achievement of secondary migratory youth and OSY.

Exhibit 59 shows that the Nebraska MEP **did not meet MPO 3d** with 68% of the 337 staff responding to Staff Training Evaluations (17% short of the target) demonstrating a statistically significant gain ($p < .001$) in their ability to use evidence-based strategies, promising practices, and culturally relevant instruction that contribute to the achievement of secondary migratory students and OSY. Thirty-two percent (32%) of the staff responding reported no gains in knowledge after participating in training.

Exhibit 59
Staff Growth from Professional Learning on Instruction for Secondary Students/OSY

Number Staff Responding	Mean Pre Rating	Mean Post Rating	Mean Gain	P-Value	# (%) Staff Gaining	MPO Met?
337	3.2	4.0	+0.8	<.001	228 (68%)	No

Source: Nebraska MEP Staff Training Evaluation

Staff responding to Staff Training Evaluations included administrators, liaisons, teachers, data specialists, recruiters, coordinators, paraprofessionals, and other service providers. Ratings on training designed to build staff skills for supporting the achievement of secondary migratory students and OSY were assigned during 48 professional development events occurring during 2020-21. Staff ratings of the sessions addressing topics associated with secondary migratory students and OSY were very high. Highest rated was the relevance of the content presented (mean rating of 4.3 out of 5.0), followed by the applicability for working with migratory students and the usefulness of the materials (mean rating of 4.4 each).

STAFF AND PARENT COMMENTS ON SURVEYS ABOUT THE IMPACT OF THE MEP ON MIGRATORY STUDENTS

Staff Comments on Surveys - MEP staff reported that the MEP impacted student achievement by improving students’ skills in the content areas (reading, writing, and math); exposing high school students to college campuses; preparing preschool children for school both academically and socially; and providing more one-on-one learning during the summer months and during the

school closures due to the COVID-19 pandemic to support student learning from the previous school year and prepare students for the upcoming school year. Following are examples of staff comments about the impact of the MEP on migratory student learning and achievement, and the impact on parents of migratory students/youth.

Impact on Students' ELA and Math Skills

- *Help migrant students reach reading and math goals.*
- *I believe that my students in the MEP became better readers during our summer program because they could read in a smaller, less intense setting.*

Impact on Students' Learning and Achievement

- *By helping them get caught up on homework their behind on and get them prepared for graduation.*
- *By providing the needed materials for school and by working close with teachers and instructors when students needed extra help.*
- *Extra tutoring and just having a "friend" on their side.*
- *Helping students meet goals.*
- *It has helped students become better with their English skills and other subjects. They have been taught to be more confident in asking for help when needed. They have improved their academic success.*
- *Of the eligible migrant students that participated in the extended-day learning opportunity, all students made learning gains on the spring MAP.*
- *Providing tutoring services which shows that all migrant students who participated made growth on their spring MAP. Providing literacy materials and summer activities to families.*

Impact on Students' Learning and Achievement during the Pandemic

- *Continued to give families the option to Zoom for our home-based school readiness program. Post-pandemic, using virtual platforms will be a useful tool to connect with students and families throughout the school year.*
- *I think that what we have done this past year and this year with giving the students monthly packets and now weekly activities and doing the activities with them is having a positive outcome. Students and parents are enjoying what they're learning and students like that we get to visit and spend time with them.*
- *The pandemic continued to impact opportunities for in-person before and after school programming, so we got creative with sending home instructional packets during breaks focused on reading and math. We were grateful to be able to hold high school summer school in-person through the months of June and July.*
- *The support given to the students during the year and especially in the summer helped the students retain skills and helped them to not keep falling even further behind during off academic times.*
- *The Title I C program has impacted migratory students' achievement by being present! With everything changing or going to digital learning, the program was able to help adapt at that.*
- *We helped by giving out materials and met with families who were available virtually to hopefully preventing more of the "COVID slide" from happening.*

Impact on Preschool Students

- *Help preschool students get ready for school.*
- *Instructional services provided to preschool students this year improved school readiness skills significantly as evidenced by pre and post assessments.*
- *We helped our students with learning letters, numbers, colors, and shapes.*

Impact on Secondary Students

- *Be able to graduate and continue his higher education.*
- *Helped students at the high school level through registering for conferences and taking adult living skills class.*
- *Helped students to stay on track to graduate.*
- *Helping migrant students graduate and continue their education in local or state colleges.*
- *The MEP ensures students receive the same academic opportunities in order to meet State standards that all students are expected to meet. Migratory students are graduating and furthering their schooling. Students gain more academics awareness and preparation for college/more schooling years.*

Impact on Parents/Families

- *Communicate with parents and asked them whatever their students needed.*
- *Helping parents understand how to help students and how to ask for help at the school.*
- *In so many ways! Families appreciate everything we do for them.*
- *Providing parents with resources and information to help their children to be successful in school. Some parents don't have a computer or internet or don't know how to access the school website to check out the school newsletter so we are always on the look out to inform them about important happenings.*

Impact of Enrichment Activities and Support Services on Students

- *Helping them to find financial aid either through the MEP or other programs/organizations to support families. Providing financial help, food boxes, and curriculum advise along with school supplies to students (and to Family Literacy students to somewhat prepare them for kindergarten, since there could not be home visit as normally they do) to help with students overcome health and school obstacles.*
- *The field trips gave students additional background information and chances to do things that other students get to do as well.*
- *Providing their basic needs so they can concentrate better at school.*

Impact on Migratory ELs

- *I've seen mentorships and tutoring have a very positive impact on my high school ELs in this program. They gain access to contacts, information, and relationships they otherwise would not have. This helps them navigate school, new culture, language, and life outside of high school better. It also helps address issues like needing transportation, a job, food, etc.*
- *The students' English improved as they worked together on educational activities. Our summer program took them all over the area to gain hands-on experiences to improve English.*
- *We were able to focus on vocabulary across all areas of learning to help build background knowledge and use for the future.*

Overall Impact of the MEP

- *Having the service providers be in contact with the kids and help them with what they need help with.*
- *I think that it improved the students' confidence to know that they have help and can achieve anything.*
- *It helped students be more confident.*
- *Offering instructional services and support services to help students close the gap caused by mobility. MEP offers materials and opportunities to our students they may not otherwise be able to be exposed to.*
- *Parents and students have said that the (instructional and support) services we provide help them feel more prepared at school. A senior mentioned that she would have "been lost" about senior*

planning without MEP's support. We prevent students from having failing grades or help students with failing grades by tutoring, monitoring and collaborating with teachers.

- *Provided support to students and families. Built relationships, advocated for and assisted students in learning.*
- *Students are getting the services they need to achieve and they are becoming leaders in their communities.*
- *Students received increased instructional services in both the home and at schools this year.*
- *The summer program was a big help and success in keeping them engaged in learning in a fun way.*
- *We were able to support more in our rural areas and I think that is HUGE!*
- *Worked to reduced barriers to participation in school and school-related activities, helped alleviate poverty-related barriers at home, supported parents to engage with their children's education and activities, provided additional tutoring and educational supports in school.*

Following are stories MEP staff shared about the impact of the Nebraska MEP on a student, group of students, or family.

Stories about the Impact of Content Area Instruction on Students

- *I saw growth student growth during the school year and during the summer program. I was able to see growth in students that I worked with weekly; I saw growth in math and reading.*
- *The students from the summer program are explaining what they did and what they learned almost every day as they get back to school. They are very excited about what they learned about southwest Nebraska.*

Stories about the Impact of Support Services on Students

- *Helped one of our middle school MEP students receive the sports physical he needed so he could participate in sports.*

Stories about the Impact of Services to Preschool Children

- *We had a family that had a youth that needed to be enrolled in Head Start and due to the MEP worker, they were able to help get the family enrolled so the child could start learning a new language and be around other children.*

Stories about the Impact of Services to Secondary Students and OSY

- *A local MEP student received a scholarship.*
- *Helped one of our high school MEP students who was close to dropping out graduate by providing support via our high school MEP liaison.*
- *I helped encourage and enrolled an OSY in summer classes after she dropped out of school in the middle of the second semester due to work to help support her family. After summer school she will be able to graduate next school year.*
- *One of my high school students had critical health problems at the beginning of the school year (went to the hospital twice), his condition prevented him from focusing on school resulting the failing of all his classes except one. The MEP helped actively with resolving his hospital bills, helping to find and help with appointments for the student to get professional help, contacting the family frequently to check on them, and encouraging the student to go back to school the second semester (he still had his health problem and was on treatment). Mom had to leave work to help her son as much as she could because of his son's critical conditions and needed financial aid to pay for rent and was referred to MACCH program. Once the student went back to school, he received tutoring in different areas and improved his grades to mostly A's and B's, failing only math class. His hard work to improve from all F's to passing almost all his classes, and after summer school, he will be able to graduate next school year.*

- *One thing that I always tell people whether it be families, teachers, or the community is that the Title 1C program helps students and families fill educational gaps whether that be migrating to a different school district or a whole new country. For instance, an 18-year-old with no English language skills moved to the states to work with her family who was a junior in high school was held back to a freshman in high school. Her local service provider was able to be an advocate for her and the family and place her back into an age-appropriate grade and graduate at first semester!!*
- *Several students I meet with every week, most of them just wanted to graduate and actually go into the work field at Tyson, which it's not a bad idea but their education would get them so much farther. After several classes, I have five students who started looking at going to college or a university after graduating.*
- *Since we installed our MEP liaison at the high school, our graduation rate has stayed consistently high at over 90 percent in the last three years.*
- *This student is a bright and hardworking student that worked with the MEP for the last three years taking advantage of college readiness events, job preparedness events, FAFSA completion nights, and scholarship opportunities to help her prepare for her plan to attend college. The student applied for and received the Jesusita and Santos Fortitude Scholarship and used it to help her while she starts her next adventure at Northeast Community College!*
- *This year we had a couple success stories that highlighted our work with these families. One student was in danger of not graduating from high school this year after making a move to a brand new community halfway through his senior year. We worked with the school and provided significant tutoring to help him finish his classes the day before graduation. He graduated and his family was very grateful for our services.*
- *Two high school students that attended migrant summer school were able to get back on track to graduate high school this coming school year.*
- *We had a student that needed to stay in school for an extra year due to the need of more credits. She started to work the night shift and her grades went down pretty fast. We kept on visiting with her and working with the school counselor to make sure that she will earn the credits needed to graduate. She graduated last May! It took weekly visits with her to work on everything that she was failing. On graduation day, her brother, who is now a senior looked at me and said I am next. My answer was that I will be there.*
- *We had a student who did not want to attend college. After attending our Senior Success webinars, a parent teacher conference, and various meetings on goal setting, he decided to attend college. Starting spring break, the MEP worked with the youth on completing the FAFSA, tutoring, scholarships, and college support services. He was accepted to the TRIO Student Support Services program, is pending scholarship results, and will register next week for classes alongside his MEP staff.*
- *We have a success story in which the migrant staff offered a student suffering from mental illness with the support services he needed to get professional help and then also tutoring to improve his grades from the school that he missed due to his mental illness. He now has a graduation plan and will graduate next year!*

Stories about the Impact of Services to ELs

- *It is very impactful to hear a student who only speaks Spanish when the school begins have a small conversation in English with a teacher at the end of the school year.*

Stories about the Impact on Relationships

- *The biggest impact I felt I had on students was being available to talk with them. Specifically two students did not like working with me individually; however, they both have reached out on separate occasions about advice on friends and life situations. I felt like the biggest impact I had on kids was the relationship building part and being a constant supporter in their lives.*

- *This year I have two students involved in this program in particular where I can see the relationship with their mentor has done a lot for them both in terms of school success as well as outside of the classroom success. It is great to watch these relationships grow and see how beneficial it is for students (and the adults)!*
- *We had students that came from immigration detention centers and we were able to give them a positive and rich learning environment and we could see that they really enjoyed it. We were able to give them fun experiences that hopefully they will remember and help alleviate what they went through at the detention center.*

Stories about the Impact on Families

- *"B" is an advocate for his students and families when he sees a housing concern or need for assistance to avoid eviction or disconnection of electricity.*
- *Many families praise our services and are very thankful for the help we provide to the children and families; this is heard firsthand.*
- *Some families commented that they had more time as a family, playing and doing the activities that we brought them during the summer and that children stopped video games for a while.*
- *Some parents have commented that our services are very welcomed and they had not received this kind of services from other states they had lived in.*

Stories about the Impact on Migratory Students, in General

- *I have had the privilege to be a part in many former district students that were once a migrant student receive the instructional services needed to achieve educational success and pursue their education and now work in government or public jobs. Some as teachers, dentists, lawyers, and many more.*

Parent Comments on Surveys – Parents were asked about the ways in which the Nebraska MEP helped their children. Responses addressed improved academic skills, needs met by MEP staff, and more preparation for school and for graduation. Services that parents felt impacted their children most were summer services, educational resources (backpacks, school supplies, technology), communication with MEP staff about their children's progress, and support services provided to their families. Following are examples of parent comments about the impact of the MEP on their children.

Impact on Academic Skills

- *Advance their learning.*
- *For me it is great that this program exist. I feel that my son learn a lot academically.*
- *For me it is great that this program exists. I feel that my son learned a lot academically.*
- *He's improved so much since he arrived from Texas.*
- *Help them with math and reading.*
- *Helped advance in math and reading.*
- *Helped my kid in math and reading.*
- *Helped with reading and math. My student did very well this past school year.*
- *I like that my children enjoy the reading and math learning materials. My children learn new skills and they have fun will learning.*
- *I like the learning materials the MEP program provided. It helps the kids learn a lot.*
- *I saw a reading and math improvement's. He also learn to speak more English.*
- *I saw that my student was able to gain more knowledge in reading and math.*
- *I think it influenced his ability to appreciate more. Learning what hard work is.*
- *If my students get behind the staff help them get caught up.*
- *It has helped my oldest child out with his math and reading skills.*
- *It help my kids improve writing, reading and math*

- *Just want to say thank you for the time working one on one with my child. It has helped her with reading, writing, and math. Individual help for her has made such an improvement for her.*
- *My child advanced in math and reading scores during the year thanks to the help of the migrant staff support*
- *My children really enjoy the math learning.*
- *My daughter couldn't read but now she can. My other daughter improved in English and she did good in her math class.*
- *My oldest it improved his math and spelling skills My youngest it has really improved her fine motor skills and writing skills*
- *My son got help with homework. The learning materials provided were very helpful. He learned a lot.*
- *They have helped him transition here in the states, gets more involved in school, and has better understanding of the materials.*

Impact on Migratory Students resulting from MEP Services and Resources

- *Bring new books in to their reading list*
- *Bringing them learning activities!!*
- *By providing fun, age-appropriate learning activities and support.*
- *First the program helped provide school supplies, backpacks, books for reading. My children are doing good at school, but migrant staff still go to my children's school to read with them and meet regularly to touch base with them*
- *Gave me materials*
- *Help checking on my daughter at school, help with schoolwork, help with books to help improve her reading skill, help check on credits and classes, and help with school supplies.*
- *Help them with reading, books to read, kits for reading and math, group therapy after school, staff meet my sons at their schools.*
- *Help with resources, school supplies, books. I really like the group therapy session my daughter joined after school. It helped her share her thoughts and feelings more.*
- *Help with school supplies each year. Check on my son at his school. Do home visit with the teacher for my preschool daughter, play and read with her quarterly.*
- *Helped get my children counseling and I saw that it helped them so much. They still see the counselor.*
- *Helped my child(ren) learn how to use iPad and get into online classes. Provided a device that we can use for English classes.*
- *Learning materials help a lot. The kids really appreciated and were thankful for all the materials and all the help provided during the school year.*
- *The migrant program helped my children with educational support, food boxes delivery during Covid, and school materials.*

Impact on Preschoolers

- *Developmental skills - to not be so shy with people*
- *Having a preschool all day and helping prepare my son for kindergarten. I appreciate it.*
- *He can talk better.*
- *I like the program. I like how my child has learn counting, colors, alphabet. I also like that they read to my children.*
- *I really appreciate the help my child received at the preschool. She learned so much.*
- *It has helped her develop more vocabulary in both Spanish and English. It has helped her with language, numbers, and alphabet.*
- *It has helped him improve basic learning how to know colors and numbers.*
- *It has helped my youngest child with fine motor skills.*
- *It helped my kids to get ready for preschool and Kindergarten.*

- *It helps my children with math, reading, colors, alphabet. It help in teaching my children to write their names.*
- *My child at the early learning academy gets transportation and he is at the all day program. We also get other services such as referrals, completing applications with DHHs and state agencies.*
- *The program help my children in learning -vocabulary, letters, colors and writing their names.*

Impact on Secondary-aged Students

- *All my children have benefited from the program, but my oldest likes going to his Monday (OSY) class. He has seemed more outgoing and social.*
- *Always helping my student achieve the goals in education by providing the tools needed to pass grade and helping with the class assignments. My daughter won a scholarship and graduated and is now going to college. Thank you*
- *My child is graduating this year and thankful for all the support and help.*
- *My daughter learned a lot on resumes and job skills.*
- *The migrant HS staff helped my child pass the class by providing assistance when my child needed to complete late assignments.*
- *The program has provided a lot of information of college and assistance in applying for financial assistance and furthering our children's schooling.*

Impact on Parents/Families

- *By helping the parents, we are helping the children.*
- *Helps with the language barrier, we are learning English.*
- *I attended all the meetings including the conference. I learned so much, The program is so helpful.*
- *I had a rough year. The support given was amazing for myself and my boys. Thank you.*
- *I like the program and it helps me to know that I am able to always reach out to my service provider and know that she is available when I need her.*
- *I really enjoyed the mental health class.*
- *They have given me materials, resources, and recommendations.*
- *They have provided me with materials to help her.*
- *They not only helped my child but helped me find assistance in the community.*
- *They provided services not only for education but support that helped us and made us more secure.*

Impact on Migratory ELs

- *Helps them understand the language and the new culture.*
- *Helps with the language barrier, we are learning English.*
- *It helped him with his English and communicating skills. He loved summer school.*
- *My kids are learning English.*

Overall Impact

- *Materials were appropriate and they help my kids learn--he learn to read more and learn more math. School supplies help us parents a lot and to provide meals at school. We are very appreciative of the MEP program. Help my HS kid graduate and help with furthering her schooling.*
- *My child is more open and tries new things she would not do before.*
- *My family is truly thankful for all that you do for us from helping with food and clothing to helping with bills and rent.*
- *The Migrant Program help my children in so many ways. They worked closely with my high school senior daughter making sure that she is on track to graduate. They help find and connect*

us with school counselors, school social workers to help us. They signed my two elementary children for summer camp.

- *The program helped my whole family - with food, helping with bills, helping my children with school supplies, and help when my children need shoes for sports.*
- *The program helped with moral support and many referrals to make our life more comfortable.*

7. Implications

This section of the report provides progress on recommendations from the previous evaluation and recommendations for action based on the data collected for the evaluation of the Nebraska MEP. Recommendations are summarized based on observations, staff and parent surveys, results of student assessments, and interviews with State and local MEP staff and parents. Recommendations are provided for program implementation as well as for improving services to achieve the State's measurable program outcomes.

PROGRESS ON PREVIOUS RECOMMENDATIONS

To follow are the recommendations from the 2019-20 Evaluation Report along with a description of how they were addressed by the Nebraska MEP during the past year. The full contents of the recommendations can be found in the 2019-20 Evaluation Report on file with NDE.

2019-20 Recommendations for Program Implementation	Status
Increase the number of migratory students and families served during the summer.	The Nebraska MEP worked with local projects to ensure that migratory students and families were served during the summer months. Given all the ESSA funds provided to schools and districts throughout Nebraska, it was necessary to collaborate and serve migratory students by these means in summer 2021 to ensure projects did not supplant what was already being provided, and services for which migratory students were eligible. The Nebraska MEP continues to be dedicated to increasing the number of students and families served during the summer months to ensure that their needs (both instructional and support service needs) are being met by the MEP.
Review the reasons for not meeting the three MPOs addressing the impact of professional development.	Once again, the three MPOs addressing the impact of PD on staff were not met. The Evaluation Planning Team will discuss this issue during the April 2022 EPT meeting.
Share the ways in which projects modified service provision during the pandemic.	During training at the beginning of the year and at the May 2021 EPT meeting, MEP staff were provided with copies of the modifications and innovative ways in which projects operated to showcase effective practices and ways projects can increase access to services for migratory students and families.
Review the MPOs and Strategies based on the 2019-20 implementation evaluation results.	The Nebraska MEP EPT met in May 2021 and reviewed the 2019-20 implementation evaluation results to determine adjustments to the strategies or MPOs were needed. No adjustments were needed.

2019-20 Recommendations for Results Evaluation	Status
Continue pre/post-testing migratory students in ELA and math to determine needs and inform project services, especially when fewer achievement results are available for students due to the cancellation of State assessments.	In 2020-21, local reading and math assessment results were submitted by the local projects throughout Nebraska. The number of students assessed was similar to the numbers prior to the pandemic.
Review the MPOs and Strategies based on the 2019-20 outcome evaluation results.	The Nebraska MEP EPT met in May 2021 and reviewed the 2019-20 evaluation results to determine if the targets in the MPOs as needed. No adjustments were needed.

2020-21 SUMMARY AND IMPLICATIONS –IMPLEMENTATION EVALUATION

Staff ratings on the quality and impact of MEP instructional and support services were consistently high. The vast majority of respondents indicated that the services met their purpose or exceeded expectations. The State has maintained detailed records on the number of students served and the types of services provided which point to high quality services targeted specifically to meet the needs of migratory students.

Parent Involvement: Parents commended the program for the services provided and many indicated that they were happy with the program as it exists and want the program to continue. Parents reported that the Nebraska MEP has been very helpful for their children and their families. Included in this section are parent suggestions for the Nebraska MEP to consider. During the 2020-21 performance period, the Nebraska MEP met all three MPOs that address parent involvement with 99% of the 156 parents of preschool migratory children responding reporting increased knowledge of strategies for helping their children be ready for school; 99% of the 173 parents of children in grades K-8 responding reporting increased knowledge of strategies for supporting their child in ELA and math; and all (100%) 135 parents of secondary students/OSY responding reporting that they gained knowledge of strategies for supporting their child in his/her achievement of graduation, GED, life skills, and/or career readiness goals.

Professional Development: Ratings of MEP professional development opportunities were very high, although staff gains in knowledge were not significant enough to meet the MPOs. Staff indicated that PD helped them deliver MEP services more effectively and appropriately and taught them about resources and strategies to help migratory students graduate and/or meet their learning needs. This section of the report contains MEP staff suggestions for professional development for the Nebraska MEP to consider. During 2020-21, the Nebraska MEP did not meet any of the three MPOs that address gains in knowledge from professional learning with 70% of the staff responding (15% short of the target) reporting a statistically significant gain in their ability to provide school readiness instruction to preschool migratory children; 65% of the staff responding (20% short of the target) reporting a statistically significant gain in their ability to provide ELA and math instruction to migratory students; and 68% of staff responding (17% short of the target) reporting a statistically significant gain in their ability to support secondary student/OSY learning and academic achievement.

MEP Services: Migratory students received MEP instructional services to increase their learning and academic achievement, and support services to reduce barriers to academic success including guidance counseling, transportation, health and dental services, educational supplies, and transportation provided by the MEP and through collaborations with other programs and service providers. In addition, parents and family members received services to support their involvement in their child's education, and to eliminate barriers that could impede their child's success in school. During the year, services to migratory students were provided both in-person and virtually. During 2020-21, the Nebraska MEP met all three MPOs addressing support services with 82% of eligible migratory children ages 3-5 (9% more than in 2019-20), 79% of eligible migratory students in grades K-8 (1% more than in 2019-20), and 79% of secondary migratory students in grades 9-12 and OSY receiving MEP support services (3% more than in 2019-20). The Nebraska MEP also met the MPOs addressing migratory child participation in preschool programming with 55% of 3-5-year-old eligible migratory children participating in preschool programming (7% more than in 2019-20); and secondary student/OSY participation in instructional services with 56% of migratory students (grades 9-12) and OSY receiving instructional services/leadership/guidance/life skills services (2% more than in 2019-20).

Strategy Implementation: The Fidelity of Strategy Implementation (FSI) rubric was completed by projects to determine their level of implementation of each of the Strategies in the SDP. The

mean rating for all 12 strategies combined was 3.7 out of 5.0. The mean rating for all 12 strategies combined was 3.7 out of 5.0. Mean ratings for all but one of the 12 strategies were below the “proficient” level (4.0/“succeeding”). Highest rated was Strategy 2.2 (mean rating of 4.3) addressing the provision of needs-based support services to increase attendance and achievement in ELA and math. Three strategies were rated lowest (Strategies 1-3, 1-4, and 3-3) (mean rating of 3.3 each) addressing parent engagement for preschool migratory children, professional learning opportunities to prepare staff to address the needs of preschool migratory children, and parent engagement services for parents of high school age migratory children. Mean ratings were higher in 2020-21 for ELA/math, graduation/services to OSY, and the composite mean ratings for all strategies combined than in 2019-20; however, the mean rating for school readiness was lower.

2020-21 SUMMARY AND IMPLICATIONS – RESULTS EVALUATION

ELA and Mathematics: All projects provide extensive reading and math instruction to migratory students during the regular school year and the summer. Many staff and parents responding to surveys reported that migratory students benefited from these services and improved their reading and math skills. During 2020-21, the Nebraska MEP met the MPO related to ELA and math achievement with 83% of the 564 K-12 migratory students assessed scoring proficient or gaining in math by 5% and 82% of the 479 migratory students scoring proficient or gaining by 5% in reading.

School Readiness: Services to preschool migratory students are a priority for the Nebraska MEP to ensure that migratory children are prepared to enter kindergarten. Many parents responding to surveys reported that these services helped their children improve their school readiness skills (alphabet, numbers, writing, motor skills, social skills). During 2020-21, the Nebraska MEP met the MPO related to school readiness skills with 92% preschool students with pre/post-test scores scoring proficient or showing a 5% increase in their literacy skills, and all (100%) of preschool students assessed scoring proficient or gaining by 5% in their math skills.

Graduation and Services to OSY: Services to secondary migratory students and OSY are designed to ensure that students graduate and provide or facilitate services to re-engage OSY in their education. Many staff responding to surveys reported on the impact that these services have on high school-age migratory children including graduating from high school and preparing for and attending post-secondary education.

EVALUATOR RECOMMENDATIONS

Share the 2020-21 evaluation results with the SDP Committee. Share the results of this evaluation with the SDP Committee to ensure that they have the information they need to identify appropriate targets for the new MPOs that may be similar to those already in place in the Nebraska MEP, and to help guide the Committee in determining the data source(s) for the MPOs.

Review the reasons for not meeting the three MPOs addressing the impact of professional development. For the second year in a row, none of the three MPOs addressing gains in knowledge resulting from participation in professional development were met, although staff ratings of professional learning opportunities were very high. Results show that 31% of the people completing training evaluations reported no gain in knowledge. Further analysis shows that the people that assigned the same rating to knowledge of the content presented before and after the training spanned 68 different trainings and included staff from all local projects. It is

recommended that this topic be discussed during the April 2022 EPT meeting and continued conversations occur with program staff to inform future professional development.

Share the ways in which projects implemented the strategies during 2020-21. During the April 2022 EPT meeting and during ongoing professional learning opportunities, share with MEP staff the ways in which the local projects implemented the strategies as reported on 2020-21 FSIs.

Consider parent and staff recommendations for the program. Following are examples of specific suggestions for the MEP made by MEP staff/recruiters and parents to be considered by the Nebraska MEP and local projects when designing and implementing MEP support and instructional services.

MEP Staff Suggestions

Recruiter suggestions for ID&R in Nebraska

- *My suggestion is for this program to be consistent across the board. Last year we decided to change our name to the Title IC Education Program and it should stick. I cannot tell you how many times I was able to get into doors with that slight change of name from the Migrant Education Program. As a project too, we were able to get into schools that would assume it was for immigrants and close the door right away but when approaching them as the Title IC Program we found many more students!!*

Staff Suggestions Related to Families/Parent Involvement

- *I feel our program is weak in the area of parent involvement/PAC. I would like to see the agenda and/or minutes from the State PAC to get ideas to improve our local PAC and to conduct our meeting in a similar fashion.*
- *I would like to improve our parent involvement efforts.*
- *It would be nice if we can learn more about parents and how they handle their children at home or how we can best help the parents or educate them about helping their children with having rules at home. Also it will be best if we can encourage parents about getting into routine at home too.*
- *Need to be more in touch with MEP families.*
- *We would like suggestions for improving parent engagement.*

Staff Suggestions Related to Program Implementation/Services

- *Continue providing tutoring in the schools. It allows the tutor and the teachers to collaborate. The tutor should be highly qualified with skills able to help the students.*
- *Mental health is so needed right now and finding the help and trust to talk to someone would be so great*
- *Social/emotional skills for students.*
- *Statewide student leadership opportunities similar to the summer science camp.*

Staff Suggestions for the Nebraska MEP in General

- *Find ways to incentivize already very overloaded/overwhelmed teachers to do more of this.*
- *Have a guidebook for new service providers on providing high quality services and activities they can do with their students.*
- *I think that increased collaboration with other projects would be beneficial. Learning about the services and supports that other projects provide to their families helps to grow our knowledge. Increasing allocations to allow for additional service staff would also help us provide more frequent and higher quality services.*

- *More budget to have more program for students (would be helpful if they are approved with more time in advance to recruit students), and to hire more staff to have more help for us to spend more time one-on-one with all students as much as possible and/or provide math (and/or other subjects for) tutoring to the MEP staff to better tutor the students.*
- *More collective resources for staff to pull from.*
- *The summer program would benefit from students bringing their own lunches. It would be nice to know how many students to plan for more than a couple days before we start the program. It would also be nice to have a budget to purchase items we use with the kids during the regular school year.*
- *There are barriers in my area with the word "migrant."*

Staff Suggestions Related to Professional Learning Opportunities/Topics

- *A farms/farming presentation like the ranching one we had*
- *Algebra 1 crash course for tutors.*
- *Any supports for children in the area of mental health.*
- *Family literacy*
- *Guidance on how to work with high school students especially during their senior year.*
- *Home visiting best practices. What home visits look like for different projects. Frequency, etc.*
- *Home visits during the pandemic.*
- *How parents can help their kids adjust to a new culture and new school after moving from a different country.*
- *How programs document their interactions with students and families. I would like to find a more organized and systematic way to document information.*
- *How to deal with behavioral issues.*
- *How to reach OSY.*
- *How to start a tutoring program.*
- *How to support families and students with special needs.*
- *How to work with newcomers.*
- *Human trafficking and immigration.*
- *I feel that to be able to better help our students in subjects like math and reading (phonics), we need to have trainings or classes to review these subjects. Some of us haven't been in school for a long time and also the way they teach now is different.*
- *I think it would be beneficial to learn more about immigration in general. What are the different resident status? What is a refugee? What is the process for immigrating? How can we help families with the process?*
- *I think there should be more time set aside for local collaboration.*
- *I would like NDE to offer more ideas and suggestions for implementing instructional services and thinking "outside the box" if traditional tutoring isn't working. I would like local projects to share what has been successful for them.*
- *I would like to learn about strategies for reading, math, science, and study skills.*
- *I would like to see programs share ideas and activities that work well with their students.*
- *It would be awesome to have multiple programs lead a short session on something successful in their region.*
- *Learning about different agriculture jobs in Nebraska.*
- *Learning of different cultures.*
- *Learning Spanish to better help my students and families.*
- *Math*
- *More content specific trainings from experts in the field would be great!*
- *More focus on instructional service and instructional professional development.*
- *More information on labor trafficking! It is always a good reminder to stay vigilant.*
- *More legal informational training.*

- *More stories of my co-workers' working with students or how they connected with a student. Shared tools, curriculum they may have used.*
- *More strategies for service providers on how to help students better. Also have more resources available.*
- *More strategies to help ELs.*
- *More technology for example apps that we can use for home-based students and activities to do with them.*
- *More ways to work and serve remotely in a pandemic.*
- *Need innovative ideas on how to utilize funding to best support our migrant students and families, especially with the amount of ESSER funds being awarded to districts.*
- *New ways that will help me help them in a fresh new better way.*
- *One thing that might benefit the MEP could be language barrier support. Maybe providing a common list of Spanish phrases and words for paras to study that would help when working one-on-one with a migrant student. Sometimes I wish I knew more Spanish words to help communicate when working with kids.*
- *OSY (4 responses)*
- *PAC meeting topics*
- *Preparing OSY for GED and PGE.*
- *Presentation from our health departments on services for agricultural workers.*
- *Proteus (2 respondents)*
- *Research-based reading strategies and specific strategies to use when working with ELs and newcomers.*
- *Resources for 3-5 year olds.*
- *Resources in Nebraska/all about services.*
- *Resources that the team has used.*
- *Resources to share with the families.*
- *Scholarships for DACA students.*
- *Strategies to help students become proficient in reading and math.*
- *Study skills, non-linguistic representation, guided reading skills, teaching vocabulary, EL strategies.*
- *Training service staff in basic learning strategies and teaching techniques would benefit our students.*
- *Training/work sessions to better prepare MEP staff to facilitate instructional services.*
- *Vaccinations*
- *What can DACA kids expect for assistance.*
- *Where are our families coming from?*
- *Would like to have a better handle of the forms/tools.*
- *Would like to hear more about Nebraska farming.*

Recruiter suggestions for ID&R training

- *Continue online trainings.*
- *Engaging employers*
- *For recruiters to attend ID&R conferences.*
- *Marketing strategies*
- *More case scenarios always help improve recruiting.*
- *More recruiting meetings to share experiences, more case scenarios.*
- *Practicing scenarios are always great.*
- *Probably more information on some qualification jobs.*
- *Review of the NRG.*
- *Rural ID&R and how to find families during COVID.*
- *Scenarios (8 responses)*

- *Scenarios are always a great tool.*
- *Teach how to get their foot in the door successfully and the etiquette that goes with it.*
- *Teach recruiters how to successfully find families in rural hard to reach areas.*

Parent Suggestions

Parents were asked to provide suggestions for the MEP. Examples of parent suggestions for the MEP follow.

- *Actually, I think there is a lack of staff to be able to help everyone and that sometimes makes it disorganized, but I understand. Maybe involving parents more.*
- *Classes for adults would be helpful.*
- *Classes for parents to help with homework. I always have wanted to help my children with homework but do not know how. (2 responses)*
- *Comprehensive training for parents involved in the migrant program*
- *Have more local activities*
- *Have more migrant aids.*
- *Have more workers to provide more services to each student and be able to separate them by language levels*
- *I enjoyed the mental health meeting. It would be good to have more. (4 responses)*
- *I think it has been great so far for our family.*
- *I think it's okay, because it's varied, my daughters have performed and learned a lot from the activities they've done.*
- *I think they should continue to do more activities.*
- *I wish it were longer.*
- *I wish they could support my children in school in English and some other subjects that I haven't been able to teach.*
- *I would like to attend meetings to help my children with problems at school with friends, teachers, etc.*
- *I would like to see classes on behavior and mental health tips for the whole family.*
- *If they were offered fieldwork where they saw the real practice, get involved with hundreds of Applied Art and Science where they themselves can discover and orient themselves to develop their imagination.*
- *If you could support us with the English language to better understand my children's education because we are in a secluded place and do not have access to buildings to attend any English course.*
- *Immigration classes or information would be very helpful.*
- *Improve monthly activities such as summer activities to make them more attractive to children.*
- *It would be nice if they visited them and worked more days at school.*
- *Maybe they will help the children about two days a week.*
- *Meetings at our convenience. Some of us do not work regular hours.*
- *More age-appropriate activities (multiple responses)*
- *More classes on how to help our children.*
- *More involvement with parents and children in the program.*
- *More math books.*
- *More meetings/workshops for children and teens (multiple responses)*
- *More training for parents on mental health. (multiple responses)*
- *Provide more support in Spanish at least at the beginning while we learn.*
- *To last a little longer.*
- *Transportation help (multiple responses)*
- *Transportation to certain appointments. We can't go to them without this. (3 responses)*

- *Wish for parenting classes every week as well as economic classes.*

Several parents reported that nothing needed to be changed and commented on the impact the program has had on their children/families. Following are a few examples of these parent comments.

- *I don't really have any thing that I would like to change. I believe the services that the program provides are already good and the help our families. The program doesn't only help students to improve their academic skills, it also support us parents and families. I learned so many things from attending parent meetings.*
- *I like attending PAC/parent meetings. I learned so much information from it. Sometimes I don't get to connect with school and don't know what's happening, but migrant parent meetings shared that information with us, really help me.*
- *I like it how it is; I like how they help the kids, and thanks to them we are where we are today.*
- *It was the best year of the program for my daughter. It was very dynamic and I wouldn't change anything.*
- *It's already a great program. We just joined the program not long ago and I really enjoy and appreciate the program. I really like the parent meetings/training we had regularly. It helped provided parts with so many resources and teach us about the things we never know before.*
- *It's very helpful all the services the program provides. I would not change anything.*
- *The HS staff is excellent at their job, I wouldn't change anything.*
- *They have helped me a lot and supported me and family. We feel the support and we don't feel alone.*
- *We as parents also learned from the program and benefit from it. From PAC or parent meetings, we learned how to help our children with schoolwork, get more information for parent teacher conferences, and learned how to monitor our children for online activities such as sharing or posting things.*

In summary, during 2020-21, the Nebraska MEP offered individualized, needs-based, student-centered services to migratory students that improved their learning and academic skills. Of the 4,051 eligible migratory students ages 3-21, 77% received MEP services during the performance period and 79% during the summer (an increase of 32% from 2019-20). There also was an increase (+12%) in the number of migratory students receiving instructional services from 2019-20 to 2020-21. In addition, parents were provided services to improve their skills and increase their involvement in their child's education; MEP staff were trained to better serve the unique needs of migratory students and their parents; community resources and programs helped support migratory students; and local projects expanded their capacity to meet the needs of Nebraska's mobile migratory population by conducting local needs assessments and professional learning activities. Finally, following are comments from staff that show their positive feelings about the Nebraska MEP.

- *I have loved getting to know the students and families in the MEP program. I especially liked how parents were involved in the field trips and activities this past summer. The leadership and administration were awesome and always willing to help us as instructors.*
- *I love working with the MEP.*
- *I truly enjoy our migrant students and appreciate their families entrusting them to us.*
- *Love our time together! Relationships are lasting and valued!*
- *Overall great service for migrant kids!*

Appendix

Professional Development Provided to MEP Staff during 2020-21

Date	Location	Title	# Attending
8/4/20	ESU 1	Fall All Staff Day	5
8/4/20	Lexington	CNA/SDP Meeting with MEP Information	11
8/13/20	Lexington	Para Training	2
9/1/20	Virtual	Nebraska MEP 101 – New Staff Orientation	24
9/2-3/20	Virtual	Nebraska State Training	72
9/4/20	Virtual	ESU 1 Title III Consortium	1
9/4/20	Alliance	NCFL Insights into Mental Health Webinar	2
9/4/20	Head Start	Practice Makes Perfect – OME	1
9/8/20	Alliance	Alliance MEP	4
9/10/20	Lincoln	Question, Persuade, Refer Gatekeeper Training	2
9/10/20	Fremont	Wellness Webinar	2
9/11/20	ESU 1	Youth and Families Thrive Training	1
9/14/20	Virtual	ESU 1 Thriving Families	1
9/15/20	Virtual	IRRC: Labor Trafficking	2
9/17/20	Alliance	Sheltered Instruction in Math/Teaching Science to ELs	2
9/18/20	Alliance	Title IC Monitoring Checklist Review Meeting	3
9/23/20	Virtual	ESU 1 Hybrid EL Webinar	1
9/24/20	ESU 1	Title III Consortium Meeting	1
9/24/20	Virtual	IDRC Orientation Meeting #2	1
9/25/20	Virtual	iSOSY: Personal Wellness Webinar	13
9/28-10/2/20	Virtual	National ID&R Forum (Virtual)	5
9/29/20	ESU 1	Hybrid Approach to Teaching Young ELs Virtually	2
9/30/20	Virtual	TransACT – Staff Overviews	5
9/30/20	Virtual	IDRC Orientation Meeting #4	1
9/30/20	Head Start	Marketing Strategies for ID&R	1
9/30/20	Head Start	The Impact of Immigration Concerns in ID&R	1
10/1/20	Virtual	Who Wants to be a Recruiter Extraordinaire?	2
10/2020	ESU 13	Working with Agriculture Procedures and Workers	1
10/2020	ESU 13	Child Abuse: Mandatory Reporting	4
10/2020	ESU 13	Whole Team Meeting	6
10/2020	ESU 13	ESU Inservice	7
10/2020	ESU 13	Adult Social-Emotional Learning	1
10/9/20	ESU 7	Suicide Prevention Training	10
10/13/20	Virtual	MEP Staff Training	6
10/13/20	ESU 1	Youth National Call on School Equity	1
10/13/20	ESU 7	Latino Summit	8
10/13-15/20	Lincoln	2020 National Family Engagement Summit	1
10/15/20	Virtual	Project Director/Coordinator Meeting: Title IC Application	22
10/15/20	Virtual	IDRC State Steering Team (SST) Meeting	1
10/15/20	ESU 1	PBS Kids Virtual EDCamp	1
10/16/20	ESU 1	Oral Practice: Maximize Live Instruction Time	1
10/19-21/20	Virtual	IDRC Technical Support Team (TST) Meeting	2
10/19/20	Lexington	MEP Para Training (New Hire)	1
10/20/20	ESU 1	Dialogues on our Commitment to Equity	1
10/20/20	Virtual	IDRC Data Reconciliation TST Workgroup Meeting	1
10/20/20	Virtual	IDRC Recruiter Training TST Workgroup Meeting	1
10/21/20	Virtual	Nebraska MEP CNA Meeting #1a	48
10/21-23/20	Lincoln	PBIS Leadership Conference	2
10/26/20	ESU 1	Reframing the COVID Slide in K-12 Mathematics	1
10/27/20	Virtual	Nebraska MEP CNA Meeting #1b	46
10/30/20	Virtual	Nebraska MEP CNA Meeting #1c	41
10/30/21	Alliance	NCFL Webinar: Social-Emotional Learning Conference	1
11/2020	ESU 13	Threat Assessment Safety Training	2
11/2-5/20	Omaha	BIRE Conference	2
11/4/20	Virtual	State Data Specialist Training	2

Date	Location	Title	# Attending
11/5/20	Virtual	IDRC: MSHS Collaboration Meeting	5
11/9/20	ESU 1	Effective Practices for ELs	1
11/10/20	Virtual	Project Director/Coordinator Meeting: Time & Effort Logs	24
11/11/20	ESU 13	State TA Data Specialist Training	1
11/17/20	Virtual	IDRC: Electronic Referral Tool Training	10
11/17/20	ESU 1	It's OK to feel your emotions	1
11/18/20	Lexington	MEP Para Training (New Hire)	2
11/24/20	Virtual	Instructional Services – Strategic Tutoring	40
12/1/20	Virtual	ID&R	18
12/3/20	ESU 7	Families Thrive Training	7
12/3/20	ESU 1	Cultivating a Healthy Mind	1
12/7/20	Virtual	IDRC Recruiter Training TST Workgroup Meeting	1
12/7/20	Virtual	IDRC Data Reconciliation TST Workgroup Meeting	1
12/7/20	Virtual	IDRC Recruiter Tracking Tool TST Workgroup Meeting	1
12/8/20	Virtual	IDRC TST Meeting	2
12/8/20	Virtual	IDRC: Recruiting OSY/H2A Workers	11
12/10/20	Lincoln	QPR Suicide Prevention Training	1
12/15/20	Virtual	IDRC: Beginning Excel Training	9
1/5/21	Virtual	Instructional Services – EL Strategies	37
1/12/21	Virtual	IDRC: Advanced Excel Training	15
1/15/21	Virtual	IDRC: Data Reconciliation TST Workgroup Meeting	1
1/19/21	Virtual	IDRC: Essential of ID&R	8
1/19/21	ESU 1	Title III Consortium Meeting and Webinar	1
1/22/21	ESU 1	ESU 1 All Staff Day	6
1/27/21	Virtual	IDRC: Recruiter Training TST Workgroup Meeting	1
1/28/21	Virtual	MSIX Enhancement Webinar	7
2/2020	ESU 13	February Retreat	7
2/2/21	Virtual	IDRC: All CIG Webinar Resource Sharing	21
2/2/21	Virtual	ID&R	14
2/8/21	Virtual	IDRC: Recruiter Training TST Workgroup Meeting	1
2/8/21	Virtual	IDRC: Data Reconciliation TST Workgroup Meeting	1
2/8/21	Virtual	iSOSY: Professional Self-Care Webinar	4
2/9/21	Virtual	IDRC: TST Meeting	2
2/16/21	Virtual	IDRC: Recruiting Plans/SMART Goals	7
2/18/21	Virtual	IDRC: SST Meeting	1
2/23/21	Virtual	IDRC: Meeting with Proteus	2
2/25/21	Virtual	IDRC: Coordinators' Network Training	8
2/26/21	Virtual	Nebraska MEP CNA Meeting #2a	18
2/26/21	Lincoln	Navigation School Transitions (NCFL)	1
3/2020	ESU 13	Curriculum Training	1
3/2/21	Virtual	Nebraska MEP CNA Meeting #2b	24
3/3/21	Virtual	IDRC: Electronic Referral Tool Training	36
3/4/21	Virtual	MSIX Cybersecurity and Account Management Webinar	26
3/9/21	Virtual	IDRC: MSHS and MEP Regulations Crosswalk	7
3/22/21	Virtual	Nebraska MEP CNA Meeting #2c	19
3/23/21	Virtual	Instructional Services – Welcome Process, Summer School	29
3/23/21	ESU 1	Teaching Academic English	1
3/24/21	Virtual	IDRC Presentation at the Annual Directors Meeting	2
3/24-27/21	Grand Island	TESOL Conference	3
3/29/21	ESU 1	Addressing the Impact of COVID via Summer Learning	1
3/29/21	ESU 7	Mapping Success	1
3/31/21	Fremont	Vector Online Training	1
4/7/21	Virtual	IDRC: Proteus/MEP Collaboration Meeting	1
4/8/21	Virtual	MSIX Cybersecurity and Accounts Management Webinar	5
4/12/21	Virtual	IDRC: Data Reconciliation TST Workgroup Meeting	1
4/12-13/21	Virtual	Texas Migrant Interstate Program (TMIP) Conference	13
4/14-16/21	Virtual	IDRC: Virtual Recruitment Summer Institute	34
4/20-21/21	Virtual	Planting Seeds of Partnership Conference	72
4/23/21	Head Start	Angel Fund Center for Rural Affairs	2

Date	Location	Title	# Attend- ing
4/27/21	ESU 7	Centro Hispano Training	8
4/28/21	Virtual	IDRC: Pilot Test	3
4/29/21	Lincoln	Understanding the Roots of Anti-Asian Racism Allyship	2
5/20/20	ESU 13	CPR Training	2
5/3-6/21	Virtual	NASDME Conference	2
5/6/21	Virtual	MEP Data Trends and MSIX Dashboards	1
5/10/21	Virtual	IDRC: Recruiter Training TST Workgroup Meeting	1
5/11/21	Virtual	IDRC: TST Meeting	2
5/11/21	Virtual	IDRC: Using What You Have (Data)	11
5/12/21	Lincoln	Meeting Social-Emotional/Mental health Needs	1
5/13/21	Virtual	iSOSY: OSY Relationship Building	10
5/18/21	Alliance	MEP Staff Meeting	7
5/18/21	ESU 1	Summer Programming Orientation	10
5/19/12	Grand Island	ACT: Barriers Latinos Face	3
5/25/21	Grand Island	Youth Mental Health First Aid Training	2
5/26/21	Lincoln	Returning to In-Person Learning	1
5/27/21	Virtual	IDRC: Coordinators' Network Training	7
6/2/21	ESU 1	Reading and Writing with ELs	2
6/7/21	ESU 1	Rapid Literacy for ELs	2
6/8/21	Virtual	IDRC: Recruiter Training 101	10
6/14/21	Virtual	iSOSY: Suicide Prevention	3
6/15/21	Virtual	IDRC: Housing	10
6/21/21	Virtual	IDRC: Collaboration w/National Farmworker Jobs Program	4
6/25/21	ESU 1	Youth Mental Health First Aid Training	2
7/6/21	Virtual	IDRC: Safety Course for Recruiters	5
7/14/21	Virtual	IDRC: Data Tool Training	1
7/14/21	Lincoln	Suicide Prevention	1
7/14/21	Lincoln	Strategies for Safely Returning to School	1
7/27/21	Virtual	IDRC: Connecteam Training	2
8/20/20	ESU 13	Fall Inservice	11
8/6/21	ESU 1	All Staff Meeting	4
8/11/21	Virtual	MSIX Back to School Webinar	7
8/17/21	Alliance	Migrant Project Director/Coordinator Meeting	2
8/17/21	Alliance	MEP Staff Meeting	6
8/17/21	Virtual	IDRC: ID&R Quality Control	7
8/18/21	Alliance	Connect Meeting with State Service Provider Coordinator	4
8/26/21	Alliance	NCFL: Using Language Justice to Uplift Family Voices	1
8/26/21	ESU 7	Number Sense	6
8/27/21	Virtual	IDRC: Back to School MSHS/MEP	19
8/27/21	ESU 1	Adding to your Mathematical Toolbox	3
9/14/21	Virtual	IDRC: Action Plan/ID&R Performance	17
9/27/21	Virtual	IDRC: Connecteam Training	8
March-July	ESU 1	Book Studies: Strategic Tutoring & Pathways to Greatness	4
Sept-May	Grand Island	Leadership Tomorrow	1
March-May	Omaha	Engaging Families Virtual Class	6
Total			1,189

Source: Nebraska MEP FSIs and NDE Records