

Nebraska Migrant Education Program



Service

Delivery

Plan

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Abbreviations and Acronyms

CAMP	College Assistance Migrant Program
CFR	Code of Federal Regulations
CIG	Consortium Incentive Grant
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
CSPR	Consolidated State Performance Report
EL	English Learner
ELA	English Language Arts
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
ESSA	Every Student Succeeds Act
ESU	Education Service Unit
FACE	Family and Community Engagement
FERPA	Family Education Rights and Privacy Act
FSI	Fidelity of Strategy Implementation
GED	General Educational Development (Diploma)
GPRA	Government Performance and Results Act
HEP	High School Equivalency Program
I²MPACT	Inspire and Innovate: The Migrant Parent Action Coalition
ID&R	Identification and Recruitment
IDEA	Individuals with Disability Education Act
IDRC	Identification and Recruitment Consortium
IEP	Individualized Education Plan
IHE	Institution of Higher Education
IMEC	Interstate Migrant Education Council
LEA	Local Education Agency
LOA	Local Operating Agency
MDE	Minimum Data Elements
MEP	Migrant Education Program
MPEC	Migrant Parent Empowerment Consortium
MPO	Measurable Program Outcome
MSIX	Migrant Student Information Exchange
NAC	Needs Assessment Committee
NASDME	National Association of State Directors of Migrant Education
NDE	Nebraska Department of Education
NSCAS	Nebraska Student-Centered Assessment System
OME	Office of Migrant Education
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PD	Professional Development
PFS	Priority for Services
QAD	Qualifying Arrival Date
SDP	Service Delivery Plan
SEA	State Education Agency
SPED	Special Education
STEM	Science, Technology, Engineering, and Math

Definition of Terms Related to the SDP

Area of Concern: A broad area based on the root causes of the unique characteristics of the target group. The Office of Migrant Education has identified **Seven Areas of Concern** which are educational continuity, instructional time, school engagement, English language development, educational support in the home, health, and access to services.

Continuous Improvement Cycle: An approach to improving processes and increasing efficiency and effectiveness by identifying a problem, collecting relevant data to understand its root causes, developing and implementing targeted solutions, measuring results, and making recommendations based on the results.

Implementation Evaluation Question: An evaluation question that addresses the extent to which a strategy is implemented.

Measurable Program Outcomes: Outcomes (i.e., objectives) produced by a state's migrant education program (MEP) to meet the identified unique needs of migratory children and to help these children achieve the State's performance targets.

Migratory Child: Per Section 1309(3)(A)–(B) of the of the Elementary and Secondary Education Act (ESEA), as amended, migratory child means a child or youth, from birth up to 20 (22 with an IEP), 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.

Priority for Services (PFS): ESEA Section 1304(d) establishes a PFS requirement. In accordance with this requirement, MEPs must give PFS to migratory children who have made a qualifying move within the previous one-year period and who are failing, or most at risk of failing, to meet the state's challenging academic standards or who have dropped out of school.

Results Evaluation Question: An evaluation question that addresses the level of improvement resulting from a program or strategy.

Service Delivery Plan: A comprehensive plan for delivering and evaluating MEP-funded services to migratory children. It is based on the results of an up-to-date statewide CNA and is intended to meet the unique needs of migratory children and their families.

Solution Strategy: A solution that addresses an identified need.

Table of Contents

Acknowledgements

Abbreviations and Acronyms

Executive Summary	1
Introduction	2
Legislative Mandate for Service Delivery Planning	2
Description of the Nebraska Migrant Education Program	3
Description of the Planning Process.....	5
General Framework: Plan Alignment	7
State Performance Indicators	7
Needs Assessment	7
Service Delivery Strategies	8
Measurable Program Outcomes (MPOs).....	8
Evaluation Questions	9
CNA/SDP/Evaluation Alignment Chart	10
Evaluation Plan	18
Components of the Nebraska MEP Statewide Evaluation	18
Evaluation Data Collection Plan	20
Interpreting and Using Evaluation Results.....	23
Written Evaluation Report.....	24
Project Plan and Logic Model	25
Project Plan.....	25
Logic Model.....	32
Migratory Children Identified to Receive Priority for Services (PFS)	33
Identification and Recruitment Plan	34
Regulatory Requirements for ID&R Quality Controls	35
Parent Engagement Plan	36
Structures to Support Migratory Parents.....	36
Exchange of Student Records	37
Statewide MEP Data Collection and Reporting System.....	37
Migrant Student Records Exchange (MSIX)	37
Implementation and Accountability in Local Programs	39
Communication with Local MEPs about the SDP	39
Professional Development and Technical Assistance	39
Sub-granting Process	42
State Monitoring Process and Timelines	42
Looking Forward	43

Executive Summary

In accordance with the Elementary and Secondary Education Act (ESEA) of 1965, reauthorized in 2015 as the Every Student Succeeds Act (ESSA), state education agencies (SEAs) are required to submit to the U.S. Department of Education in their Consolidated State Plan, the long-term goals and measurements of interim progress that are designed to improve the academic achievement of all children in their state. Additionally, states are required by ESSA to develop a migrant-specific service delivery plan (SDP) to help migratory children make progress toward achievement of the state's long-term goals and measurements of interim progress. The SDP outlines the delivery and evaluation of the services provided to migratory children through the migrant education program (MEP).

The SDP is developed from the results of an up-to-date comprehensive needs assessment (CNA) and is a statewide plan that describes the services the SEA will provide directly or through local education agencies (LEAs) to meet the unique needs of migratory children. A migratory child is defined as a child or youth, from birth to 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 conducted an update to the MEP SDP during 2021-22 utilizing the results of the updated CNA from 2020-21. During the four SDP meetings held in 2021-22 (three virtual and one face-to-face), SDP Committee members developed service delivery strategies (based on the solution strategies created during the CNA) and measurable program outcomes (MPOs) to guide MEP implementation beginning in the 2022-23 performance period. Following are the key findings from the SDP meetings.

- Federal, State, and local goals and the needs of migratory children were organized within four goal areas: (1) School Readiness; (2) English Language Arts (ELA) and Mathematics; (3) High School Graduation; and (4) Services to Out-of-School Youth (OSY).
- There are large achievement gaps between migratory and non-migratory students on Nebraska State ELA and Mathematics Assessments indicating a need for MEP supplemental reading and mathematics instructional services to increase migratory student skills as well as support services to eliminate barriers to school success.
- Sixteen (16) service delivery strategies identified by the SDP Committee will be implemented beginning in the 2022-23 performance period.
- Progress toward the 15 MPOs aligned to the strategies will be reported in the 2022-23 evaluation report. This report will document the evaluation of program implementation and performance results and provide implications for making decisions about the Nebraska MEP.

Introduction

Legislative Mandate for Service Delivery Planning

The MEP is authorized under Title I, Part C of the ESEA of 1965 [Section 1306(a)(1)] which was reauthorized in 2015 as ESSA. Statute requires SEAs and local operating agencies (LOAs) to: (1) use MEP funds to "supplement, not supplant" non-federal funds; and (2) provide services to migratory children with state and local funds that are at least comparable to services provided to non-migratory children (sections 1120A(b) and (c) of the statute). MEP funds may be used only to supplement the level of funds that would, in the absence of MEP funds, be made available from non-federal sources for the education of children participating in MEP projects. SEAs and LOAs may not use MEP funds to supplant (i.e., replace) non-federal funds.

Under ESSA, state MEPs must address the unique educational needs of migratory children in accordance with a comprehensive state plan that:

- ✓ is integrated with other federal programs;
- ✓ gives migratory children an opportunity to meet the same challenging state academic standards that all children are expected to meet;
- ✓ specifies measurable program goals and outcomes;
- ✓ encompasses the full range of services that are available for migratory children from appropriate local, state, and federal educational programs;
- ✓ is the product of joint planning among local, state, and federal programs, including programs under Part A, early childhood programs, and language instructional programs under Part A of Title III;
- ✓ provides for the integration of available MEP services with other federal-, state-, or locally-operated programs; and
- ✓ is periodically reviewed and revised, as necessary, to reflect changes in the state's strategies and programs provided under ESSA.

Further, regulations require the SEA to develop its comprehensive state plan in consultation with the state MEP Parent Advisory Council (PAC) in a format and language that the parents understand. [34 Code of Federal Regulations (CFR) § 200.83(b)(c)]

Following are the components that are required to be included in a state SDP.

1. **Performance Targets.** Performance targets that the state has adopted for all migratory children for reading, mathematics, high school graduation, the number of school dropouts, school readiness (if adopted by the SEA), and any other performance target that the state has identified for migratory children. [34 CFR 200.83(a)(1)]
2. **Needs Assessment.** Identification and an assessment of the unique educational needs of migratory children that result from the children's migrant lifestyle; and other needs of migratory students that must be met for them to participate effectively in school. [34 CFR 200.83(a)(2)]
3. **Measurable Program Outcomes.** MPOs that the MEP will produce statewide through specific educational or educationally related services [1306(a)(1)(D)]. MPOs allow the MEP to determine whether and to what degree the program has met the special educational

needs of migratory children that were identified through the CNA and help achieve the state's performance targets.

4. **Service Delivery Strategies.** Strategies for achieving the performance targets and MPOs. Service delivery strategies must address the unique educational needs of migratory children that result from the children's migratory lifestyle, and other needs of migratory children that must be met to participate effectively in school. [34 CFR 200.83(a)(3)]
5. **Evaluation.** Description of how the state will evaluate whether and to what degree the program is effective in relation to the performance targets and MPOs. [34 CFR 200.83(a)(4)]

The following sections are recommended by the Office of Migrant Education (OME) at the U.S. Department of Education to ensure that MEP services are targeted and delivered efficiently and to support local projects in implementing the SDP.

- ✓ **Migratory Children Identified to Receive Priority for Services (PFS).** The state's process for identifying those migratory children most in need of services, including the criteria the state established for prioritizing these students for services and ways to ensure that services are directed toward meeting their unique needs.
- ✓ **Identification and Recruitment (ID&R) Plan.** The process and structure for the ID&R plan including staffing, training, and the types of accountability and quality assurances in place to ensure that sound eligibility determinations are made.
- ✓ **Parental Engagement Plan.** Strategies that the state will implement to ensure that parents of migratory children are involved in the education of their children including information on state and local migratory PACs, supports for migratory parents, and resources.
- ✓ **Exchange of Student Records.** Policies and procedures for sending and receiving records for migratory children through intrastate and interstate transfer, Migrant Student Information Exchange (MSIX) policies and procedures, strategies for providing training and information on MSIX, strategies for cross-state collaboration, and ways the state student information system can assist with record transfer.

In compliance with the guidance provided by OME, Nebraska will update the comprehensive State SDP whenever it: (1) updates the statewide CNA; (2) changes the performance targets and/or MPOs; (3) significantly changes the services that the MEP will provide statewide; or (4) significantly changes the evaluation design. This new SDP aligns with the needs identified in the CNA that was completed in July 2021.

Description of the Nebraska Migrant Education Program

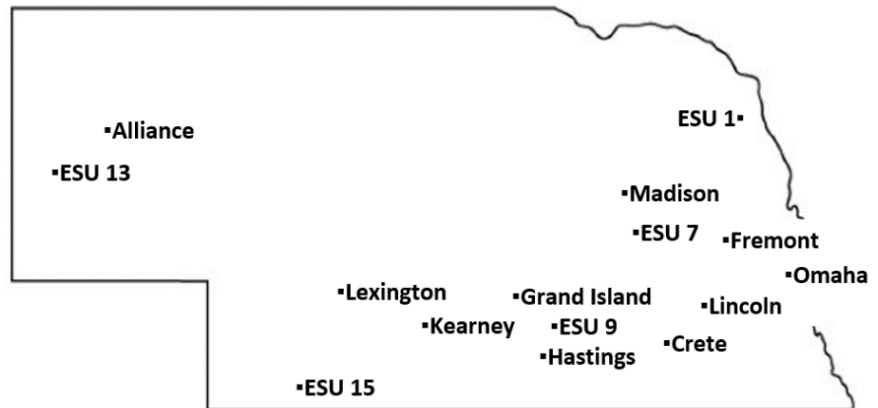
The primary purpose of the Nebraska MEP is to help migratory children and youth overcome challenges of mobility, frequent absences, late enrollment into school, social isolation, dropping out, and other difficulties associated with a migratory life, in order that they might succeed in school. Furthermore, the Nebraska MEP must give PFS to migratory children and youth who have made a qualifying move within the previous 1-year period and who (1) are failing, or most at risk of failing, to meet the challenging state academic standards; or (2) have dropped out of school.

Nebraska MEP data from the 2020-21 performance period indicates that there were 4,289 eligible migratory children and youth (birth to age 21) (4,051 migratory students ages 3-21 – Category 1 count) with the following demographics:

- ✚ 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 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 were categorized as having PFS.
- ✚ 46% of migratory students ages 3-21 were identified as being English learners (ELs).

During the 2020-21 performance period, 77% of the 4,289 eligible migratory students were served; 43% received MEP instructional services and 76% received MEP support services. Services in Nebraska are provided to migratory children by 15 projects as displayed below.

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



The Nebraska MEP offers a wide range of high quality instructional and support services that are provided both during the regular school year and summer. During the regular school year, the Nebraska MEP provides tutoring in math and reading; preschool services; pre-General Educational Development (GED) diploma/GED preparation; opportunities for secondary credit accrual and distance learning; English as a Second Language (ESL) instruction; science/social studies instruction; and Science, Technology, Engineering, and Math (STEM)/robotics. In addition, during the summer, the Nebraska MEP also provides summer school, services to OSY, and services to binational students.

Because issues of mobility, language, and poverty affect migratory students' opportunities to receive excellence and equity in the classroom, the Nebraska MEP strives to provide an educational experience that can help children reduce the educational disruptions, and other problems that can result from repeated moves. During the regular school year, in areas with large concentrations of migratory children, local projects operate in support of, and in coordination with, the regular school program. During the summer, educational programs are set up exclusively for migratory children when regular school programs are not in operation, or in coordination with summer services provided by the school district.

Collaboration in the Nebraska MEP takes many forms that include both inter/intrastate collaboration. Local projects are required to collaborate with existing stakeholders and

community partners to increase opportunities for migratory students to succeed in ELA/reading, mathematics, school readiness, high school graduation, and completion of a high school diploma. Examples may include migratory student records transfer, referrals to community agencies, participation in State-designated MEP Consortium Incentive Grant (CIG) activities, and follow-up with local agencies on coordination and collaboration efforts.

Description of the Planning Process

The Nebraska MEP follows the Continuous Improvement Cycle (shown below) as recommended by OME in its CNA and SDP Toolkits (2018). In this cycle, each step in developing a program, assessing needs, identifying strategies, implementing strategies, and evaluating results, builds on the previous activity and informs the subsequent activity. The Continuous Improvement Cycle includes the following components.

- **CNA:** A 5-step process involving stakeholders identifying major concerns, gathering data to define needs, and selecting priority solutions.
- **SDP:** A multi-step process involving stakeholders selecting evidence-based strategies (based on the CNA findings) to meet the needs of migratory children and youth, developing a plan to implement the strategies, and establishing measurable goals and targets for accountability.
- **Implementation of SDP:** Information dissemination and training to align project services and goals with the statewide plan, roll-out of strategies, and data collection for accountability.
- **Evaluation:** Measures the extent to which strategies were implemented with fidelity and the impact of those strategies on migratory student achievement.



The Nebraska MEP SDP resulted from a systematic process that involved a broad-based representation of stakeholders whose experience lent authenticity and whose expertise directed the development of the strategies and MPOs that are presented in this report. The SDP Committee was composed of individuals representing the community; migratory parent representatives; MEP administrators; the SEA; and individuals with expertise in reading, mathematics, graduation/dropout prevention, serving OSY, family literacy, professional development (PD), ID&R, and early childhood education. Several members of the SDP Committee also served on the Needs Assessment Committee (NAC) to provide continuity to the comprehensive process carried out to ensure that systems were aligned to meet migratory students' unique needs. Refer to the beginning of this document for a list of the SDP Committee members.

The Nebraska SDP Committee was led through the service delivery planning process by META Associates as guided by the [MEP SDP Toolkit](#) (U.S. Department of Education, 2018). In addition, the Committee reviewed the work of the NAC that was completed during the CNA process. To ensure that all requirements were met, the timelines and activities displayed on the following page were set. The SDP Committee met virtually three times and once in person in Grand Island, Nebraska.

Nebraska SDP Timelines

Activity	Timelines
SDP Meeting #1a: Understand the SDP planning cycle and roles and responsibilities of the Committee; select goal area groups; identify major MEP instructional strategies; review recommendations from the most recent evaluation report; review concerns and proposed solutions from the CNA; and begin identifying service delivery strategies.	1/25/22
SDP Meeting #1b: Identify SDP measurable outcome-based implementation strategies for the MEP to use to address concerns and provide feedback on strategies for all goal area groups.	1/27/22
SDP Meeting #1c: Review, edit, and finalize strategies; prioritize strategies; and identify ways to implement strategies.	2/2/22
SDP Meeting #2: Review and finalize ways to implement the strategies; develop MPOs; finalize MPOs; identify resources to implement the strategies; review and provide feedback on evaluation strategies/questions and data collection tools; and discuss SDP communication and implementation.	4/12/22
Prepare a draft/final Nebraska MEP SDP report	6/30/22

General Framework: Plan Alignment

This section shows the alignment of the required components of the SDP. Each component has its own function in the SDP, but all are aligned to provide a cohesive and consistent approach to enable migratory students to achieve the Nebraska State performance goals and targets.

State Performance Indicators

The Nebraska State performance targets for migratory students in ELA, mathematics, and graduation work in concert with the priorities and goals for all students established by the State as part of its [ESSA Consolidated State Plan](#). The Plan identifies measurements of interim progress toward meeting the long-term goals for academic achievement and graduation as shown below.

Nebraska Interim and Long-Term Goals for Academic Achievement

	2020-21	2022-23	2024-25	2026-27
English Language Arts	84%	85.67%	87.33%	89%
Mathematics	79%	81.33%	83.67%	86%
	2021	2023	2025	2027
Graduation	91.65%	92.56%	93.48%	94.4%

Source: Nebraska ESSA Consolidated State Plan

Needs Assessment

During 2020-21, the Nebraska NAC worked through the process outlined in the [MEP CNA Toolkit](#) (U.S. Department of Education, 2018) as facilitated by META Associates. Data on migratory student achievement and outcomes were used by the NAC to develop concern statements. Data for the CNA was collected from the Nebraska student information database, MIS2000; NDE databases; and via surveys of staff and migratory parents and students. Based on these data, a State data profile was written; possible solutions were identified; and priorities for services based on the data were determined. During the CNA meetings (held virtually due to the pandemic), the NAC reached consensus about the decisions on how to identify needs, additional issues/data to explore, and how to proceed with the next steps in determining a plan for addressing migratory student needs. This CNA process resulted in the development of the Nebraska MEP CNA Report (on file with the Nebraska MEP).

The Nebraska MEP CNA results provided the State with clear direction for planning services to migratory children and youth. The needs assessment results described in the CNA Report were used as a foundation for the services described in this SDP Report. Following is the Nebraska Migratory Student Profile contained in the CNA Report using the most recent data from 2020-21 that lists the needs identified in numerous categories.

Nebraska Migratory Student Profile (Data from 2020-21)

Eligible migratory students	4,289
Grade distribution	Ages 0-2 (6%), Ages 3-5 (16%), Grades K-2 (19%), Grades 3-5 (19%), Grades 6-8 (17%), Grades 9-12 (17%), OSY (5%)
Priority for services	1,393 (34%) of the 4,289 eligible children ages 3-21
English learners (ELs)	1,852 (46%) of the 4,289 eligible children ages 3-21

Disrupted schooling	1,198 (28%) of all eligible migratory students had a qualifying arrival date (QAD) within the last 12 months
Migratory students served during the performance period	3,301 (77%)
Migratory students served during the summer	1,921 (45%)
Migratory students receiving instructional services	1,825 (55% of served, 43% of eligible)
Migratory students receiving reading and math instruction	Reading Instruction – 920 (28% of served; 21% of eligible) Math Instruction – 934 (28% of served; 22% of eligible)
Migratory students receiving support services	3,275 (99% of served; 76% of eligible)
Migratory students receiving counseling services	922 (28% of served; 21% of eligible)
Migratory students scoring proficient or above on State reading and math assessments (2021)	ELA - 20% (48% for non-migratory students) Math - 22% (46% for non-migratory students)
OSY eligible/served	209 eligible, 153 (73%) served
High school graduation rate	93.1% (95.5% for non-migratory students)
Dropout rate	3.29% (1.99% for non-migratory students)

The CNA Report shows the final recommendations for concerns, data sources for the concerns, need indicators and statements, and the solutions created by the NAC for each goal area. The NAC identified possible solutions that the SDP Committee used for the development of service delivery strategies during the SDP planning process. The solutions are general guidelines based on the examination of migratory student needs. Prioritized solutions from the CNA can be found in the SDP Decisions and Planning Chart kept on file with the Nebraska MEP.

Service Delivery Strategies

The service delivery strategies identified by the SDP Committee took into consideration the needs and solution strategies identified during the CNA process. There are four strategies for School Readiness, four strategies for ELA and Mathematics, four strategies for High School Graduation, and four strategies for Services to OSY. Additionally, the SDP Committee identified possible action steps to address a systems concern identified during the CNA process. The strategies serve as the foundation for the implementation of the Nebraska MEP at the local level.

Measurable Program Outcomes

The SDP Committee created MPOs to reflect the State performance targets and needs and solutions identified during the CNA process. MPOs are the desired outcomes of the strategies that quantify the difference that the MEP will make for migratory students, parents, and/or staff. MPOs provide the foundation for the SDP and can be clearly communicated, implemented with fidelity, and evaluated. The alignment of the MPOs to the strategies can be found in the Alignment Chart on the following pages.

Evaluation Questions

The SDP Committee developed an Evaluation Plan for results (that relate to the State performance indicators/targets, Government Performance and Results Act [GPRA] measures, and MEP MPOs) and for implementation (that relate to the implementation of the strategies). The CNA/SDP/Evaluation Alignment Chart that follows provides a foundation for the MEP evaluation (see following section of the SDP).

Nebraska MEP 2022-23 Alignment Chart

GOAL AREA #1: SCHOOL READINESS

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

Concern Statements: We are concerned that migratory parents do not have the knowledge or economic access (including transportation) to healthcare and dental care and other basic needs; migratory families may not be aware of how to support school readiness, how to enroll their child, or have access to resources (educational materials) to support their preschool children in a manner consistent with school expectations, developmental stages, and academic success as well as overcoming barriers, such as transportation, schedules, etc.; migratory preschoolers, especially ELs, do not have access to free, quality early childhood programs (i.e., transportation, long waitlist, availability, schedules, lack of understanding of developmental stages) and therefore do not have the school readiness skills to be prepared for kindergarten and beyond; migratory children ages 3-5 who are not enrolled in a preschool program are not receiving MEP instructional services; MEP and school staff lack the skills and strategies to support the unique educational needs, cultural identity, language, and life experiences of migratory students and their families; and migratory parents may need additional support/training in how to access technology and appropriate use of technology to participate in virtual early childhood education programming.

Data Summary: In 2020-21, the NAC Goal Area Group reported that migratory parents have requested assistance with health care, dental care, and other basic needs. In 2019-20, 48% of 3–5-year-old migratory children participated in preschool services and 35% of migratory children ages 3-5 received MEP instructional services.

Need Statement: The percentage of parents requesting assistance with health care, dental care, and other basic services needs to decrease and the percentage of migratory children ages 3-5 receiving MEP instructional services needs to increase.

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
<p>Strategy 1.1a: Coordinate and/or provide instructional services for migratory children ages 3-5 (not in kindergarten) to increase their school readiness skills (e.g., preschool programs, home-/center-based services, summer programming).</p> <p>Strategy 1.1b: Provide professional learning to prepare staff to address the unique educational needs of migratory children ages 3-5 (not in kindergarten) using evidence-based strategies for instruction and support services.</p>	<p>MPO 1A-1: By the end of the 2022-23 performance period, 50% of eligible migratory children ages 3-5 (not in kindergarten) will attend preschool or receive MEP-funded preschool services.</p> <p>MPO 1A-2: By the end of the 2022-23 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 10% on the NePAT.</p>	<p>What percentage of preschool migratory children (PFS & non-PFS) participated in preschool programming (migrant and non-migrant funded)?</p> <p>What percentage of 3-5-year-old migratory children (PFS & non-PFS) scored proficient or showed a gain of at least 10% on the NePAT?</p>	<p>How many 3-5-year-old migratory children participated in preschool programming?</p> <p>What types of instructional services were provided to migratory preschool children?</p> <p>What types of professional learning opportunities were provided to staff to support their use of evidence-based strategies for instruction and support services to preschoolers?</p>
<p>Strategy 1.2: Coordinate and/or provide support services to assist families with identifying and overcoming barriers so that migratory preschool-aged children have access to school readiness opportunities.</p>	<p>MPO 1B: By the end of the 2022-23 performance period, 75% of eligible migratory children ages 3-5 (not in kindergarten) will receive MEP support services that contribute to their development of school readiness skills.</p>	<p>What percentage of eligible 3-5-year-old children (PFS & non-PFS) received MEP support services?</p>	<p>What types of support services were provided to 3-5-year-old children?</p>
<p>Strategy 1.3: Coordinate and/or provide school readiness strategies to enhance migratory families' capacity to support and advocate for their child's school readiness skills.</p>	<p>MPO 1C: By the end of the 2022-23 performance period, 90% of family members of eligible migratory children ages 3-5 (not in kindergarten) who participate in MEP Family and Community Engagement (FACE)/PAC opportunities and/or local family engagement projects will report increased knowledge of school readiness skills.</p>	<p>What percentage of parents reported increased knowledge of school readiness skills?</p>	<p>How many parents participated in FACE/PAC opportunities?</p> <p>What types of services were provided to parents/families?</p>

GOAL AREA #2: ENGLISH LANGUAGE ARTS (ELA) AND MATHEMATICS

State Performance Target: In 2022-23, 86% of students will score proficient or above in ELA on NSCAS-ELA assessments, and 81% will score proficient or above in Math on NSCAS-Math assessments.

Concern Statement: We are concerned that migratory students (especially ELs and students with PFS) are not performing at the same level as their non-migratory peers on State ELA and math assessments; migratory students are not receiving the instructional services they need (including in-school programming and extended programming) to succeed in ELA and math, especially Algebra, as indicated by assessment scores and course grades; migratory students have unmet support service needs (i.e., basic necessities, medical/dental, mental health, transportation) that impact attendance and academic achievement in ELA and math; many migratory families lack knowledge, resources, and/or access to academic support to help their children develop ELA and math skills (i.e., training, materials, literature, technology, community services); MEP and school staff lack the skills and strategies to support the unique educational needs, cultural identity, language, and life experiences of migratory students and their families; and the COVID-19 pandemic is leading to further challenges for migratory students by having them attend remote learning and complete their schoolwork.

Data Summary: In 2020-21, 20% of migratory students (14% of PFS students) scored proficient or above in ELA compared to 48% of non-migratory students; and 22% of migratory students (16% of PFS students) scored proficient or above in math compared to 46% of non-migratory students.

Need Statement: The percentage of migratory students scoring proficient or above on NSCAS assessments needs to increase by 28% (34% for PFS students) in ELA, and 24% (30% for PFS students) in math to eliminate the gap between migratory and non-migratory students.

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
<p>Strategy 2.1a: Coordinate and/or provide targeted, evidence-based supplemental ELA and math support to increase academic achievement.</p> <p>Strategy 2.1b: Provide access to targeted, high-quality professional learning to prepare staff to address the unique educational needs of migratory students using evidence-based strategies for ELA and math instruction.</p>	<p>MPO 2A-1: By the end of the 2022-23 performance period, 50% of eligible migratory students in grades K-8 will receive MEP supplemental instructional services.</p> <p>MPO 2A-2: By the end of the 2022-23 performance period, 84% of eligible migratory students in grades K-8 who received supplemental instructional services in ELA will score proficient or show a gain of 5% on district pre/post-assessments.</p> <p>MPO 2A-3: By the end of the 2022-23 performance period, 84% of eligible</p>	<p>What percentage of eligible migratory students in grades K-8 (PFS & non-PFS) received MEP supplemental instructional services?</p> <p>What percentage of K-12 migratory students (PFS & non-PFS) scored proficient or showed a 5% increase on district ELA/ math assessments?</p>	<p>What types of MEP ELA/math instructional services were provided?</p> <p>What types of professional learning opportunities were provided to staff to support their use of evidence-based strategies for ELA and math instruction?</p>

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
	migratory students in grades K-8 who received supplemental instructional services in math will score proficient or show a gain of 5% on district pre/post-assessments.		
Strategy 2.2: Coordinate and/or provide migratory students with appropriate needs-based support services to increase achievement in ELA and math.	MPO 2B: By the end of the 2022-23 performance period, 80% of eligible migratory students in grades K-8 will receive MEP support services.	What percentage of eligible migratory students in grades K-8 (PFS & non-PFS) received MEP support services?	What type of support services were provided to students in grades K-8?
Strategy 2.3: Coordinate/provide and/or refer families to resources and/or opportunities that help families support academic development in ELA and math.	MPO 2C: By the end of the 2022-23 performance period, 90% of family members of migratory students who participated in MEP FACE/PAC opportunities will indicate that they gained knowledge on how to support their children in ELA/math.	What percentage of parents reported that they gained knowledge of how to support their children in ELA and math?	What topics were addressed during FACE/PAC opportunities?

GOAL AREA #3: HIGH SCHOOL GRADUATION

State Performance Target: In 2022-23, 92.56% of all students will graduate from high school.

Concern Statement: We are concerned that migratory secondary-aged students and OSY have unmet instructional service needs; migratory students may not be on track to receive credit in Algebra 1 and/or to obtain the other necessary math credits for high school graduation; migratory secondary-aged students and OSY have unmet support service needs such as functional life skills, counseling, health care (teen pregnancy), and mental health services; migratory secondary-aged students, especially ELs and PFS students are graduating at a lower rate than their peers; and migratory secondary-aged students, OSY, and families lack knowledge of options after high school including postsecondary education, employment skills, and career opportunities.

Data Summary: The migratory student graduation rate for 2019-20 was 94.8% (84.7% for PFS students) compared to non-migratory students (95.8%), and the State Performance Target (87.5%).

Need Statement: The migratory student graduation rate needs to increase by 1% (11.1% for PFS students) to eliminate the gap between migratory and non-migratory students.

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
<p>Strategy 3.1a: Coordinate and/or provide secondary migratory students (grades 9-12) with evidence-based supplemental instructional services to support their achievement of graduation, college, career, and/or life readiness goals and skills.</p> <p>Strategy 3.1b: Provide professional learning 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 students (grades 9-12) achievement of graduation; GED/high school equivalency; college, career, and/or life readiness goals.</p>	<p>MPO 3A: By the end of the 2022-23 performance period, 75% of eligible migratory students in grades 9-12 will receive MEP instructional services.</p>	<p>What percentage of eligible migratory students in grades 9-12 (PFS & non-PFS) received MEP supplemental instructional services?</p>	<p>What types of supplemental instructional services contributed to student success?</p> <p>What types of professional learning opportunities were provided to staff to support their use of evidence-based strategies, promising practices, and culturally relevant instruction to high school students?</p>
<p>Strategy 3.2: Coordinate and/or provide appropriate needs-based support services to secondary migratory students (grades</p>	<p>MPO 3B: By the end of the 2022-23 performance period, 85% of eligible migratory students in</p>	<p>What percentage of eligible migratory students in grades 9-12</p>	<p>What support services were provided to</p>

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
9-12) to eliminate barriers to accomplishing graduation, college, career, and/or life readiness goals and skills.	grades 9-12 will receive MEP support services that contribute to their graduation, college, career, and/or life readiness skills and goals.	(PFS & non-PFS) received MEP support services?	migratory students in grades 9-12?
Strategy 3.3: Coordinate and/or provide needs-based educational services to migratory parents/ families of secondary migratory students (grades 9-12) to enhance their capacity to support their child’s achievement of graduation and college, career, and/or life readiness goals and skills.	MPO 3C: By the end of the 2022-23 performance period, 90% of migratory family members of students in grades 9-12 who participated in family engagement opportunities will indicate that they gained knowledge of strategies to support their child’s achievement of graduation and college, career, and life readiness skills and goals.	What percentage of parents reported gaining knowledge of strategies for supporting their child in his/her achievement of graduation and college, career, and life readiness skills and goals?	What topics were addressed during FACE/PAC meetings?

GOAL AREA #4: SERVICES TO OSY

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

Concern Statement: We are concerned that migratory secondary-aged students and OSY have unmet instructional service needs; migratory students may not be on track to receive credit in Algebra 1 and/or to obtain the other necessary math credits for high school graduation; migratory secondary-aged students and OSY have unmet support service needs such as functional life skills, counseling, health care (teen pregnancy), and mental health services; migratory secondary-aged students, especially ELs and PFS students are graduating at a lower rate than their peers; and migratory secondary-aged students, OSY, and families lack knowledge of options after high school including postsecondary education, employment skills, and career opportunities.

Data Summary: In 2020-21, 42% of eligible OSY received MEP instructional services and 73% received support services.

Need Statement: The percentage of migratory OSY receiving MEP instructional services and support services needs to increase.

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
<p>Strategy 4.1a: Coordinate and/or provide migratory OSY with evidence-based supplemental instructional services to support their achievement of graduation, high school equivalency (GED), college/ career and/or life goals and skills.</p> <p>Strategy 4.1b: Provide professional learning to MEP staff, school staff, and partner stakeholders to enhance their knowledge of evidence-based strategies, promising practices, and culturally relevant instruction to increase OSY achievement of graduation; GED/high school equivalency; college, career, and/or life readiness goals.</p>	<p>MPO 4A: By the end of the 2022-23 performance period, 45% of eligible migratory OSY will receive MEP instructional services.</p>	<p>What percentage of eligible migratory OSY (PFS & non-PFS) received MEP supplemental instructional services?</p>	<p>What types of supplemental instructional services were provided to OSY?</p> <p>What types of professional learning opportunities were provided to staff to support their use of evidence-based strategies, promising practices, and culturally relevant instruction to OSY?</p>
<p>Strategy 4.2: Coordinate and/or provide appropriate needs-based support services to migratory OSY to eliminate barriers to school re-engagement and support their achievement of graduation, high school equivalency (GED), college/ career and/or life goals and skills.</p>	<p>MPO 4B: By the end of the 2022-23 performance period, 75% of eligible migratory OSY will receive MEP support services that contribute to their graduation, high school equivalency (GED), college, career, and/or life readiness skills and goals.</p>	<p>What percentage of eligible migratory OSY (PFS & non-PFS) received MEP support services?</p>	<p>What support services were provided to OSY?</p>

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
<p>Strategy 4.3: Coordinate and/or provide needs-based educational services to migratory parents/families of migratory OSY to enhance their capacity to support their child’s achievement of graduation, high school equivalency (GED), college/ career and/or life goals and skills.</p>	<p>MPO 4C: By the end of the 2022-23 performance period, 90% of migratory family members of OSY who participated in family engagement opportunities will indicate that they gained knowledge of strategies to support their child’s achievement of graduation, high school equivalency (GED), college, career, and life readiness skills and goals.</p>	<p>What percentage of parents (and/or OSY) reported gaining knowledge of strategies for supporting their child’s achievement of graduation, high school equivalency (GED), college, career, and life readiness skills and goals?</p>	<p>What topics were addressed during FACE/PAC meetings?</p>

Evaluation Plan

Components of the Nebraska MEP Statewide Evaluation

The statewide MEP evaluation measures the effectiveness of the Nebraska MEP, examining the fidelity between the implementation of the State's service delivery strategies as stated in this SDP, and determining migratory student progress toward the State's MEP MPOs, State performance targets (Performance Goals 1 and 5), and MEP GPRA measures. Following are the key components of the Nebraska MEP evaluation.

1. Collect, analyze, summarize, and prepare reports that contain MEP progress toward State performance targets related to Performance Goals 1 and 5 (the percentage of students attaining proficiency in reading/language arts and mathematics for each grade, and the percentage of students who graduate from high school), disaggregated for PFS, non-PFS, and non-migratory students. [34 CFR Sections 200.83 and 200.84]
2. Collect, analyze, summarize, and prepare reports that contain performance results data on the MEP MPOs established in this SDP, disaggregated for PFS and non-PFS migratory students. [34 CFR Section 200.83]
3. Collect, analyze, summarize, and prepare reports that contain performance results data on the GPRA measures. [34 CFR Section 80.40]
4. Collect, analyze, summarize, and prepare reports that provide specific implementation results that demonstrate the level of fidelity in the implementation of MEP activities and service delivery strategies contained in this SDP. [34 CFR Section 200.84]
5. Based on data comparing implementation and performance results to performance targets, prepare and report implications and recommendations to inform SEA decision making for the improvement of MEP services (e.g., data needed for an update to the CNA; updated performance targets in the SDP based on overachievement of MPOs). [34 CFR Section 200.85]

The CNA/SDP/Evaluation Alignment Chart in the previous section guides the program evaluation. The Alignment Chart lists the required components of the SDP (State performance targets, needs assessment, service delivery strategies, MPOs, and evaluation) and the alignment of these components. Each of the components are linked to provide a cohesive and consistent approach to enable migratory students to achieve the Nebraska State performance goals and targets and guide the evaluation.

States are required to evaluate the effectiveness of the MEP and provide guidance to LEAs on how to conduct local evaluations. The Nebraska State MEP evaluation allows the State and its LEAs to:

1. determine whether the MEP is effective and document its impact on migratory children;
2. improve program planning by comparing the effectiveness of different types of interventions;
3. determine the degree to which projects are implemented as planned and identify problems that are encountered in program implementation; and
4. identify areas in which children and youth may need different MEP services.

To accomplish this end, the Nebraska MEP evaluation examines both program implementation and program results (or outcomes) as required by OME. In evaluating program implementation, the evaluation of the Nebraska MEP will address the following questions.

- ✓ How many 3-5-year-old migratory children participated in preschool programming?
- ✓ What types of instructional services were provided to migratory preschool children?
- ✓ What types of support services were provided to 3-5-year-old children?
- ✓ How many parents of preschoolers participated in FACE/PAC opportunities?
- ✓ What types of services were provided to parents/families of preschoolers?
- ✓ 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 related to ELA/math were addressed during FACE/PAC opportunities?
- ✓ What types of supplemental instructional services contributed to high school student success?
- ✓ What support services were provided to migratory students in grades 9-12?
- ✓ What topics were addressed during FACE/PAC meetings to assist parents in supporting their high school children?
- ✓ What types of supplemental instructional services were provided to OSY?
- ✓ What support services were provided to OSY?
- ✓ What topics were addressed during FACE/PAC meetings to support OSY?

Local implementation of the service delivery strategies identified in the Nebraska SDP is measured using the Fidelity of Strategy Implementation (FSI) rubric that is anchored to the service delivery strategies identified in this SDP. Ratings on the FSI are self-assigned by local MEP staff after reviewing the ways in which each strategy was implemented and coming to consensus on their project's ratings. The FSI's ratings are based on a 5-point rubric that measures the degree of implementation from "not evident" to "exceeding".

As part of the performance results evaluation, progress is measured and reported toward the State performance targets, the GPRA measures, and the Nebraska MEP MPOs to evaluate the impact of MEP services for migratory students. Data are collected and submitted using surveys, student assessment results, records reviews, and other sources identified in this Evaluation Plan. Evaluation questions that will be answered by outcome data follow.

- ✓ 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 gain of at least 10% on the NePAT?
- ✓ 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 eligible migratory students in grades K-8 (PFS & non-PFS) received MEP supplemental instructional services?
- ✓ 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 migratory students in grades 9-12 (PFS & non-PFS) received MEP supplemental instructional services?
- ✓ What percentage of eligible migratory students in grades 9-12 (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 and college, career, and life readiness skills and goals?
- ✓ What percentage of eligible migratory OSY (PFS & non-PFS) received MEP supplemental instructional services?
- ✓ What percentage of eligible migratory OSY (PFS & non-PFS) received MEP support services?
- ✓ What percentage of parents (and/or OSY) reported gaining knowledge of strategies for supporting their child's achievement of graduation, high school equivalency (GED), college, career, and life readiness skills and goals?

Evaluation Data Collection Plan

For program improvement purposes and in accordance with the evaluation requirements provided in 34 CRF 200.83(a)(4), evaluation data and demographic information is compiled, analyzed, and summarized by the external evaluator (META Associates) in collaboration with Nebraska MEP staff. These activities help the State determine the degree to which the MEP is effective in relation to the State performance targets, and MEP strategies and MPOs. Specifically, data are collected to assess student outcomes, monitor student progress, and evaluate the effectiveness of the MEP. The data collected for these various purposes are listed in the tables that follow. Each data element is accompanied by a notation about the frequency of collection, the individual or agency responsible, and the source of the data.

Data element	Who collects?	How collected?	When Collected?
Parent activities provided by the Nebraska State MEP and LEAs	Nebraska Department of Education (NDE) and LEAs	NDE records and FSI	Program year end
Professional development provided by the Nebraska State MEP and LEAs	NDE and LEAs	NDE records and FSI	Program year end
Performance period migratory student counts for each project: number eligible (PFS/non-PFS), number served (PFS/non-PFS)	NDE	MIS2000	Program year end
MEP support services provided to migratory students during the performance period and the number of students receiving each (i.e., transportation, instructional supplies, interpretations)	NDE	MIS2000	Program year end
MEP instructional services provided to migratory students during the performance period and the number of students receiving each (i.e., mathematics instruction, reading instruction, credit accrual)	NDE	MIS2000	Program year end
Number of migratory students served during the regular year, number of PFS migratory students served during the regular year, and number of PFS migratory students served during the summer (by age/grade level)	NDE	MIS2000	Program year end
Performance period migratory student demographics and MEP services as reported in the Consolidated State Performance Report (CSPR)	NDE	MIS2000	Project year end

Data element	Who collects?	How collected?	When Collected?
Level of implementation of the strategies	NDE and LEAs	FSI	Program year end

School Readiness MPOs	Who collects?	How collected?	When collected?
MPO 1A-1: By the end of the 2022-23 performance period, 50% of eligible migratory children ages 3-5 (not in kindergarten) will attend preschool or receive MEP-funded preschool services.	LEAs and NDE	Number of eligible migratory children ages 3-5 attending preschool or receiving MEP-funded preschool services	Program year end
MPO 1A-2: By the end of the 2022-23 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 10% on the NePAT.	LEAs and NDE	Pre/post NePAT scores	Program year end
MPO 1B: By the end of the 2022-23 performance period, 75% of eligible migratory children ages 3-5 (not in kindergarten) will receive MEP support services that contribute to their development of school readiness skills.	LEAs and NDE	Number eligible migratory children ages 3-5 receiving MEP-funded support services	Program year end
MPO 1C: By the end of the 2022-23 performance period, 90% of family members of eligible migratory children ages 3-5 (not in kindergarten) who participate in MEP FACE/ PAC opportunities and/or local family engagement projects will report increased knowledge of school readiness skills.	LEAs and NDE	Parent ratings on the Parent Survey	Program year end

ELA and Mathematics MPOs	Who collects?	How collected?	When collected?
MPO 2A-1: By the end of the 2022-23 performance period, 50% of eligible migratory students in grades K-8 will receive MEP supplemental instructional services.	NDE	Number of eligible migratory students in grades K-8 receiving MEP supplemental instructional services during the performance period as documented in MIS2000	Program year end
MPO 2A-2: By the end of the 2022-23 performance period, 84% of eligible migratory students in grades K-8 who received supplemental instructional services in ELA will score proficient or show a gain of 5% on district pre/post-assessments.	LEAs and NDE	Local pre/post reading and math assessment scores (PFS and non-PFS)	Program year end
MPO 2A-3: By the end of the 2022-23 performance period, 84% of eligible migratory students in grades K-8 who received supplemental instructional services in math will			

ELA and Mathematics MPOs	Who collects?	How collected?	When collected?
score proficient or show a gain of 5% on district pre/post-assessments.			
MPO 2B: By the end of the 2022-23 performance period, 80% of eligible migratory students in grades K-8 will receive MEP support services.	LEAs and NDE	Number of eligible migratory students in grades K-8 receiving MEP support services during the performance period as documented in MIS2000	Program year end
MPO 2C: By the end of the 2022-23 performance period, 90% of family members of migratory students who participated in MEP FACE/PAC opportunities will indicate that they gained knowledge on how to support their children in ELA/math.	LEAs and NDE	Parent ratings on the Parent Survey	Program year end

HS Graduation MPOs	Who collects?	How collected?	When collected?
MPO 3A: By the end of the 2022-23 performance period, 75% of eligible migratory students in grades 9-12 will receive MEP instructional services.	LEAs and NDE	Number of eligible migratory students in grades 9-12 receiving MEP instructional services during the performance period as documented in MIS2000	Program year end
MPO 3B: By the end of the 2022-23 performance period, 85% of eligible migratory students in grades 9-12 will receive MEP support services that contribute to their graduation, college, career, and/or life readiness skills and goals.	NDE	Number of eligible migratory students in grades 9-12 receiving MEP support services during the performance period as documented in MIS2000	Program year end
MPO 3C: By the end of the 2022-23 performance period, 90% of migratory family members of students in grades 9-12 who participated in family engagement opportunities will indicate that they gained knowledge of strategies to support their child's achievement of graduation and college, career, and life readiness skills and goals.	LEAs and NDE	Parent ratings on the Parent Survey	Program year end

Services to OSY MPOs	Who collects?	How collected?	When collected?
MPO 4A: By the end of the 2022-23 performance period, 45% of eligible migratory OSY will receive MEP instructional services.	LEAs and NDE	Number of eligible migratory OSY receiving MEP instructional services during the performance period	Program year end

Services to OSY MPOs	Who collects?	How collected?	When collected?
		as documented in MIS2000	
MPO 4B: By the end of the 2022-23 performance period, 75% of eligible migratory OSY will receive MEP support services that contribute to their graduation, high school equivalency (GED), college, career, and/or life readiness skills and goals.	NDE	Number of eligible migratory OSY receiving MEP support services during the performance period as documented in MIS2000	Program year end
MPO 4C: By the end of the 2022-23 performance period, 90% of migratory family members of OSY who participated in family engagement opportunities will indicate that they gained knowledge of strategies to support their child's achievement of graduation, high school equivalency (GED), college, career, and life readiness skills and goals.	LEAs and NDE	Parent ratings on the Parent Survey	Program year end

Data on migratory students and services will be collected by the State from each of its local projects. Data sources include student assessment results (e.g., State ELA and Mathematics Assessments, local reading and mathematics assessments, school readiness assessments), MIS2000, migrant staff, and migratory students and parents.

Data analysis procedures include descriptive statistics (e.g., means, frequencies); 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. For all services, the progress monitoring plan calls for the collection of data on student participation, coordination activities (including inter/intrastate coordination and home/school partnerships), and staff/student/parent perceptions about program effectiveness, program strengths, and areas needing improvement.

Interpreting and Using Evaluation Results

The Nebraska MEP supports local projects in their efforts to use evaluation results for making mid-course corrections and improving program services through:

- distributing materials to support PD activities among Nebraska MEP staff during regional meetings and statewide workshops;
- providing opportunities for projects to share ideas and discuss the use of evaluation results for improvement during statewide meetings;
- reviewing program monitoring results and actions for the use of evaluation results for improvement;
- sharing information and providing consultation on increasing the reliability of data collection and reporting, interpreting data, and student progress monitoring for improving instruction;
- including language in the MEP application asking projects to discuss how evaluation results will be used for program improvement purposes;
- coordinating with the external evaluator to review processes, procedures, and supports provided to projects;

- sharing information among projects from State and national reading, mathematics, early childhood, and ID&R meetings, conferences, and forums that focus on the use of data for improvement; and
- offering training-of-trainers sessions for staff to support their efforts in assisting projects to use evaluation results to make mid-course corrections and improve MEP services.

Written Evaluation Report

To comply with federal guidelines, the Nebraska MEP will perform an annual performance results evaluation in order to inform SEA decision-making and prepare a written evaluation report that contains implementation and performance results data. The written report will include implications and recommendations for improving MEP services based on implementation and performance results to help ensure that the unique educational needs of migratory students are being met by the Nebraska MEP.

An external evaluation firm (META Associates) has been contracted to help ensure objectivity in evaluating the Nebraska MEP, to examine the effectiveness of services, and to make recommendations to improve the quality of the services provided to migratory students. To evaluate the services, the external evaluators have responsibility for:

- ✚ creating evaluation data collection forms and the systems and timelines for submitting evaluation data requirements;
- ✚ collecting and analyzing evaluation data; and
- ✚ preparing evaluation reports to determine the extent to which progress was made and MPOs were met.

The evaluators collect and report formative and summative evaluation data to determine the level of implementation of the service delivery strategies contained in this SDP; and determine the extent to which progress was made toward State Performance Goals 1 and 5, the Nebraska MEP MPOs, and the GPRA measures.

Project Plan and Logic Model

Project Plan

The SDP Committee developed a **project plan** to begin the process of identifying ways to implement the service delivery strategies in this SDP, and identified resources needed to operationalize the strategies (e.g., staffing, funding, materials). Local projects have flexibility to determine activities from within the options provided to implement the strategies and achieve the MPOs.

School Readiness Project Plan

Strategies	Ideas for Strategy Implementation	Resources Needed
<p>Strategy 1.1a: Coordinate and/or provide instructional services for migratory children ages 3-5 (not in kindergarten) to increase their school readiness skills (e.g., preschool programs, home-/center-based services, summer programming).</p> <p>Strategy 1.1b: Provide professional learning to prepare staff to address the unique educational needs of migratory children ages 3-5 (not in kindergarten) using evidence-based strategies for instruction and support services.</p>	<ul style="list-style-type: none"> • Offer migrant-funded preschool programs. • Offer migrant-funded preschool programs during the summer. • Provide home-based preschool services. • Provide virtual preschool services. • Offer sponsorship/tuition funding for preschool. • Encourage the employment of, or employ, bilingual/ bicultural staff or staff who have experience working with multicultural students. • Provide expert training in targeted areas, such as cultural proficiency and developmentally appropriate practices. • Partner with families to gain information about cultures and life experiences. • Utilize media and technology (videos) to provide additional support/training in family member home language in how to better utilize technology. • Provide training and coaching of MEP staff. 	<ul style="list-style-type: none"> -Community agencies -Curriculum -Early Childhood State Standards -Educational materials -Eligible community preschool programs/providers -Instructional service handbook -Language support staff -LETRS (science of reading) -NePAT -Service providers -Teachers -Technology/tech support -Transportation
<p>Strategy 1.2: Coordinate and/or provide support services to assist families with identifying and overcoming barriers so that migratory preschool-aged children have access to school readiness opportunities.</p>	<ul style="list-style-type: none"> • Refer families to community resources. • Educate families on navigating the U.S. healthcare system. • Help families make appointments/referrals to community agencies. • Offer transportation to appointments (if permitted by the local project). • Offer transportation to preschool programs. • Distribute developmentally appropriate materials and technology to families to promote school readiness. 	<ul style="list-style-type: none"> -Bilingual staff -Developmentally appropriate materials -Directory of community resources -Social workers -Technology/tech support -Transportation

Strategies	Ideas for Strategy Implementation	Resources Needed
	<ul style="list-style-type: none"> • Provide and model family literacy through classes and home visits. • Provide interpretation and translation services to help families access community agencies and services. 	
<p>Strategy 1.3: Coordinate and/or provide school readiness strategies to enhance migratory families' capacity to support and advocate for their child's school readiness skills.</p>	<ul style="list-style-type: none"> • Help and support family members to navigate the U.S. school system by providing information/resources/materials for family members on understanding expectations/stages, literacy, school readiness, and technology in the family's home language. • Provide family engagement activities, such as PAC, Family Literacy, and FACE, and other virtual meetings. • Partner with outside organizations who specialize and/or provide early childhood services. • Ensure families have the technology literacy for in-home use for State PAC and migrant preschool-aged children. • Utilize/share with families the resources from the CIGs addressing family engagement (www.i2mpact.org_migrant_literacynet.com). • Provide training to families on developmentally appropriate use of technology. 	<ul style="list-style-type: none"> -Bilingual books/resources -Community directory -Curriculum for families -Educational materials -Learning Cafe -Mental health providers -School information -Technology/tech support -Transportation

ELA and Mathematics Project Plan

Strategies	Ideas for Strategy Implementation	Resources Needed
<p>Strategy 2.1a: Coordinate and/or provide targeted, evidence-based supplemental ELA and math support to increase academic achievement.</p> <p>Strategy 2.1b: Provide access to targeted, high-quality professional learning to prepare staff to address the unique educational needs of migratory students using evidence-based strategies for ELA and math instruction.</p>	<ul style="list-style-type: none"> • Provide in-school support, extended-day/week programming, virtual/online tutoring, home-based instruction with considerations for technology support needs. • Provide summer programs, enrichment programs, support during school breaks: spring, fall, winter. • Monitor student grades and assessments (e.g., credit checks, review course schedule, grade promotion, attendance). • Facilitate communication between home/school/MEP (e.g., social media, school letters, phone calls, translation). • Recruit students for program opportunities. • Provide training on evidence-based teaching strategies to help migratory 	<ul style="list-style-type: none"> -Academic support plan -Access to student information system -Curriculum -Directory of agencies and organizations -EL proficiency levels -ELPA21 Educator Toolkit -ESU staff -Evidence-based learning tools and materials (e.g., Base Ten, sentence frames) -Family/Student Needs & Services -Individual student success checklist -Internet access -Language support -List of EL strategies -MEP staff

Strategies	Ideas for Strategy Implementation	Resources Needed
	<p>students achieve proficiency on State learning standards.</p> <ul style="list-style-type: none"> • Provide training to MEP staff on study skills and test-taking strategies to improve student assessment results. • Utilize State Service Provider Coordinator to coordinate with other Title programs, school districts, and Education Service Units (ESUs) and/or provide statewide training on best practices, developing a state service plan, etc. • Provide training to MEP staff on how to align instructional services and/or interventions to PFS risk factors. • Provide training to MEP staff on the interpretation of local and State assessment results (e.g., NSCAS Growth). • Use assessment results to plan and modify instruction to close learning gaps. • Provide professional development to individuals working with migratory children related to cultural identity, language, and life experiences of migratory students. • Provide staff with MSIX training to access and utilize student assessment and course history information. • Provide training to MEP staff on State academic standards. 	<ul style="list-style-type: none"> -MSIX -NDE staff -One-on-one technology -Outside agencies/consultants/community providers -Parents -Program info to inform and recruit -Sample SPED accommodations -School counselors -School districts -School improvement planning documents and district strategic plans -Schools -Services handbook -Specialized staff (EL, SPED, etc.) -State SP Coordinator focusing on ELA/math -State standards -Students -Support staff -Teachers -Testing interpretation guides -Transportation
<p>Strategy 2.2: Coordinate and/or provide migratory students with appropriate needs-based support services to increase achievement in ELA and math.</p>	<ul style="list-style-type: none"> • Provide health and nutrition, educational supplies, interpretation, transportation, access to technology. • Provide referrals to agencies/partner with agencies. • Partner with schools, families, community, universities, and other educational agencies for support. • Provide youth leadership opportunities. • Provide guidance/counseling. • Expand communication resources. 	<ul style="list-style-type: none"> -Community/agency support -Enrichment programs -Family/Student Needs & Services -Home visit staff -Language apps -Language support staff and resources -MEP staff -Social media, communication apps -Social workers -Technology resources and support -Transportation -Youth leadership opportunities
<p>Strategy 2.3: Coordinate/ provide and/or refer families to resources and/or opportunities that help</p>	<ul style="list-style-type: none"> • Support parents in navigating the U.S. health system (assess whether the parents lack information or resources). 	<ul style="list-style-type: none"> -Bilingual staff -Community/agency staff -Directory of organizations -Family involvement

Strategies	Ideas for Strategy Implementation	Resources Needed
<p>families support academic development in ELA and math.</p>	<ul style="list-style-type: none"> • Facilitate communication between home/school/MEP. • Teach self-advocacy skills to students and families. • Conduct needs assessments with families, follow-up plan. • Conduct local needs assessments. • Coordinate/provide FACE opportunities that help families support their child's academic development in ELA and math. • Inform families about resources in their community and empower them to advocate regarding their children's education • Conduct in-home visits to share information with families and students. • Invite families to participate in the Migratory Family and Student Conference. • Provide cultural proficiency training and resources. 	<ul style="list-style-type: none"> -Family literacy activities -Home visit staff -Language support staff -Local CNA -Local/State FACE -MEP staff -Parent meeting attendance sheets, agendas, minutes, materials -Technology resources -Transportation

High School Graduation Project Plan

Strategies	Ideas for Strategy Implementation	Resources Needed
<p>Strategy 3.1a: Coordinate and/or provide secondary migratory students (grades 9-12) with evidence-based supplemental instructional services to support their achievement of graduation, college, career, and/or life readiness goals and skills.</p> <p>Strategy 3.1b: Provide professional learning 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 students (grades 9-12) achievement of graduation; GED/high school equivalency; college, career, and/or life readiness goals.</p>	<ul style="list-style-type: none"> • Assign students according to need (prioritize PFS and at-risk students) to an appropriately trained Migrant staff member that can serve as a school mentor and provide academic support (e.g., check attendance and grades, partner with school staff). • Provide supplemental instructional services (e.g., tutoring) to support Algebra I and core classes for graduation. • Identify and provide opportunities for credit accrual or recovery (e.g., PASS, online programs). • Offer supplemental instructional programs to meet student needs (e.g. after school programs, identify options for earning credits for high school graduation and credit accrual, summer programs/services, and tutors). • Partner with local colleges to provide instruction and tutoring. • Support transfer and understanding of credits (transcripts) to new locations – credit equivalents. 	<ul style="list-style-type: none"> -Academic support plan (collaboration with staff) -District credit recovery and accrual programs -Graduation requirements -ID&R Curriculum -iTutor -Local colleges -Local SIS -MEP State training plans -MSIX student records -One-on-one technology -PASS materials -School grades -Service provider handbook for online course -Services handbook -Staff -Technology and internet access

Strategies	Ideas for Strategy Implementation	Resources Needed
	<ul style="list-style-type: none"> • Use designated school field in MIS2000. • Provide expert training in targeted areas that include online courses and recorded sessions. • Facilitate mentorship between MEP staff. • Provide online courses. • Provide new staff online course and onboarding plan. 	
<p>Strategy 3.2: Coordinate and/or provide appropriate needs-based support services to secondary migratory students (grades 9-12) to eliminate barriers to accomplishing graduation, college, career, and/or life readiness goals and skills.</p>	<ul style="list-style-type: none"> • Partner with students, families, and school staff to develop a plan and implement supports based on student needs to be on track for Algebra I credit and high school graduation. • Partner with community organizations and higher education (e.g., certificates, internships). • Provide workshops for students and family members (including on evenings and weekends), FACE meetings, State Family/Student Conference, and youth leadership. • Offer supplemental support to help migratory students graduate (e.g., technology, tutoring). 	<ul style="list-style-type: none"> -Bilingual staff -Community organizations -Interpreters/translators -Statewide list of diploma equivalency programs -Transportation
<p>Strategy 3.3: Coordinate and/or provide needs-based educational services to migratory parents/families of secondary students (grades 9-12) to enhance their capacity to support their child's achievement of graduation and college, career, and/or life readiness goals and skills.</p>	<ul style="list-style-type: none"> • Provide workshops for students and parents (including evenings and weekends), PAC/FACE meetings, State Family/Student Conference. • Partner with families to serve as a school advocate. 	<ul style="list-style-type: none"> -Family engagement activity resources -Flexible schedules -Home visits that include family/community engagement activities -Interpreters/translators -Language support staff -List of high school equivalency options -Service providers -Small group family mentorship

Services to OSY Project Plan

Strategies	Ideas for Strategy Implementation	Resources Needed
<p>Strategy 4.1a: Coordinate and/or provide migratory OSY with evidence-based supplemental instructional services to support their achievement of graduation, high school equivalency (GED), college/career and/or life goals and skills.</p>	<ul style="list-style-type: none"> • Assign students according to need (prioritize PFS and at-risk students) to an appropriately trained migrant staff member that can serve as a school mentor and provide academic support (e.g., check attendance and grades, partner with school staff). • Provide supplemental instructional services (e.g., tutoring) to support 	<ul style="list-style-type: none"> -Academic support plan (collaboration with staff) -District credit recovery and accrual programs -Graduation requirements -ID&R Curriculum -iTutor -Local colleges -Local SIS -MEP State training plans -MSIX student records

Strategies	Ideas for Strategy Implementation	Resources Needed
<p>Strategy 4.1b: Provide professional learning to MEP staff, school staff, and partner stakeholders to enhance their knowledge of evidence-based strategies, promising practices, and culturally relevant instruction to increase OSY achievement of graduation; GED/high school equivalency; college, career, and/or life readiness goals.</p>	<p>Algebra I and core classes for graduation.</p> <ul style="list-style-type: none"> • Identify and provide opportunities for credit accrual or recovery (e.g., PASS, online programs). • Offer supplemental instructional programs to meet student needs (e.g., after school programs, identify options for earning credits for high school graduation and credit accrual, summer programs/ services, and tutors). • Partner with local colleges to provide instruction and tutoring. • Offer supplemental instructional programs to meet student needs (e.g., iSOSY, identify options for earning credits for high school graduation and credit accrual, summer programs/services, and tutors). • Support transfer and understanding of credits (transcripts) to new locations – credit equivalents. • Use the designated school field in MIS2000. • Provide expert training in targeted areas that include online courses and recorded sessions. • Facilitate mentorship between MEP staff. • Provide online courses. • Provide new staff online course and onboarding plan. 	<ul style="list-style-type: none"> -One-on-one technology -PASS materials -School grades -Service provider handbook for online course -Services handbook -Staff -Technology and internet access
<p>Strategy 4.2: Coordinate and/or provide appropriate needs-based support services to migratory OSY to eliminate barriers to school re-engagement and support their achievement of graduation, high school equivalency (GED), college/career and/or life goals and skills.</p>	<ul style="list-style-type: none"> • Partner with students, families, and school staff to develop a plan and implement supports based on student needs to be on track for Algebra I credit and high school graduation. • Partner with community organizations and higher education (e.g., certificates, internships). • Provide workshops for students and family members (including on evenings and weekends), FACE meetings, State Family/Student Conference, and youth leadership. • Offer supplemental support to help migratory students graduate (e.g., technology, tutoring). • Partner with OSY to develop a plan and implement supports based on their goals. 	<ul style="list-style-type: none"> -Bilingual staff -Community organizations -Interpreters/translators -iSOSY learning plan and materials -Statewide list of diploma equivalency programs -Transportation

Strategies	Ideas for Strategy Implementation	Resources Needed
<p>Strategy 4.3: Coordinate and/or provide needs-based educational services to migratory parents/families of migratory OSY to enhance their capacity to support their child's achievement of graduation, high school equivalency (GED), college/career and/or life goals and skills.</p>	<ul style="list-style-type: none"> • Provide workshops for students and parents (including evenings and weekends), PAC/FACE meetings, State Family/Student Conference. • Partner with families to serve as a school advocate. 	<ul style="list-style-type: none"> -Family engagement activity resources -Flexible schedules -Home visits that include family/community engagement activities -Interpreters/translators -Language support staff -Learning Café -List of high school equivalency options -Mental health providers -Service providers -Small group family mentorship

Logic Model

The Logic Model on the following page is a visual representation of the intent of the Nebraska MEP. The logic model provides the foundation for assessing the effectiveness and progress of the Nebraska MEP, ensures a realistic picture of what the program can expect to accomplish, and helps tell the story and show the impact of the Nebraska MEP. The evaluation of the Nebraska MEP has as its foundation, this Logic Model.

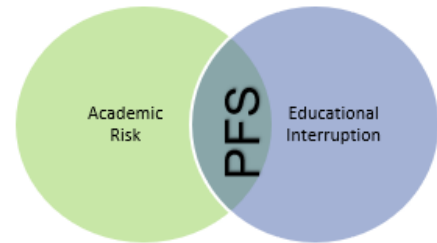
Nebraska Migrant Education Program Logic Model

Inputs	Activities	Outputs	Short-term Outcomes	Mid-term Outcomes	Long-term Outcomes
<p>Systems:</p> <ul style="list-style-type: none"> -MEP allocation -MEP staff (NDE, local) -State CNA, SDP -Intrastate coordination -Interstate coordination -State MEP initiatives -Collaborators (e.g., other State/federal programs, community agencies, institutions of higher education [IHEs]) <p>Information:</p> <ul style="list-style-type: none"> -PFS determinations -Student records -Demographic data -Assessment data (State and local) -Graduation rates -MIS2000 data -MSIX data -Needs assessment data -Evaluation data (results and implementation) <p>Materials:</p> <ul style="list-style-type: none"> -Technology -Evidence-based curriculum -College awareness and HSE/GED materials -Family engagement materials -Professional development materials 	<p>Student services:</p> <ul style="list-style-type: none"> -Supplemental instructional services (e.g., literacy/ language, mathematics, school readiness, summer programs, home- or site-based, virtual/hybrid) -Secondary-aged student services (e.g., credit accrual and recovery, leadership activities, college and career readiness activities) -Technology support at home and school -Support services (e.g., dental, medical, mental health, transportation, advocacy) <p>Family services:</p> <ul style="list-style-type: none"> -Family engagement (e.g., family literacy events, evidence-based resources) -Parent education activities -Parent Advisory Group (Statewide and local) <p>Staff training:</p> <ul style="list-style-type: none"> -MEP staff professional development <p>Programming</p> <ul style="list-style-type: none"> -Continuous Improvement Cycle -SEA monitoring/technical assistance -Identification and recruitment 	<p>Student outputs:</p> <ul style="list-style-type: none"> -Participation in MEP supplemental ELA and mathematics instruction -PFS students served -Assessments provided and results recorded -Participation in credit-bearing courses, advising, and college and career readiness activities -Enrollment in pre-K programs and school readiness instruction provided -Health screenings completed - Services to migratory students provided by collaborators <p>Family outputs:</p> <ul style="list-style-type: none"> -Participation in family engagement and literacy activities <p>Staff outputs:</p> <ul style="list-style-type: none"> -Participation in staff training -Use of evidence-based curriculum and instructional strategies <p>Programmatic outputs:</p> <ul style="list-style-type: none"> -Migratory children identified and recruited -Continuous Improvement Cycle implemented -Programs monitored and receiving technical assistance and support 	<p>Student outcomes:</p> <ul style="list-style-type: none"> -Increased number of students receiving MEP services and/or receiving services from other programs for which they are eligible -Increased student ELA and mathematics skills -Secondary-aged students obtaining high school credits -MEP staff develop relationships with migratory students -Support services help reduce barriers to migratory student success in school <p>Family outcomes:</p> <ul style="list-style-type: none"> -Families involved in supporting their children's education -Parents understand and access the services available -Family emergent needs addressed through advocacy <p>Staff outcomes:</p> <ul style="list-style-type: none"> -MEP staff trained -MEP staff have increased knowledge and use of evidence-based strategies to support migratory students <p>Programmatic outcomes:</p> <ul style="list-style-type: none"> -Improved ID&R -Evaluation results used to inform programming and services 	<p>Student outcomes:</p> <ul style="list-style-type: none"> -Interim performance targets met on the Nebraska Student-Centered Assessment System (NSCAS) -Increased percentage of students completing Algebra I or a higher-level math course by the 11th grade -Increased percentage of students in grades 7-11 that are promoted to the next grade level -Increased percentage of students graduating from high school -Increased academic achievement (reading and mathematics skills, school readiness) -Increased student participation in MEP services (instructional, support, summer, regular year) -Increased student/OSY awareness about credit accrual options -Increased number of students/OSY that are on-track for graduation <p>Family outcomes:</p> <ul style="list-style-type: none"> -Increased parent skills for supporting their children's education <p>Staff outcomes:</p> <ul style="list-style-type: none"> -Increased MEP staff skills for supporting migratory students <p>Programmatic outcomes:</p> <ul style="list-style-type: none"> -MEP services found effective through the evaluation sustained 	<p>Student outcomes:</p> <ul style="list-style-type: none"> -Increased percentage of migratory students scoring proficient or above on the NSCAS -Increased number of migratory children entering kindergarten ready for school -Increased high school graduation rates -Decreased dropout rates -Increased percentage of migratory students that enter and succeed in post-secondary education -Increased percentage of migratory students with the 21st Century skills to be successful in post-secondary education and careers <p>Family outcomes:</p> <ul style="list-style-type: none"> -Advocacy and self-efficiency in the educational environment <p>Staff outcomes:</p> <ul style="list-style-type: none"> -Increased capacity of staff to advocate on behalf of migratory students

Migratory Children Identified to Receive Priority for Services (PFS)

In accordance with the ESEA [Section 1304(d)], MEPs must give priority for services to migratory children who meet the following definition:

In accordance with the ESEA—Section 1304(d), PFS 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 have dropped out of school**, (applies to USA schools only). If any of the factors (A1-A11) 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 in Nebraska. Both sections (1) and (2) must be met in order for a migratory child/youth to be considered PFS.



- A1** Disabled/IEP – Student is identified as having a disability (i.e. Individualized Education Plan [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 migrant 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 – Migrant children ages 3–5 that are not served by any other program
- A10** Homeless – Migrant 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 the child/youth move, and assists the State MEP in determining allocations.

Identification and Recruitment Plan

The ID&R of eligible migratory children is key to the MEP. “Identification” is the process of determining the location and presence of migratory children. “Recruitment” is defined as making contact with migratory families, explaining the MEP, securing the necessary information to make a determination that the child is eligible for the program, and recording the basis of the child’s eligibility on a Certificate of Eligibility (COE).

Children are eligible to receive MEP services if they meet the federal definition of “migratory child” and if the basis for their eligibility is properly recorded on a COE. Determining whether a child meets this definition occurs during an interview with the person responsible for the child, or of the youth, in cases where the youth moves on his or her own. Certification of eligibility depends on the recruiter’s determination of key eligibility information that is followed by certification by staff authorized by the State that the recruiter’s determination is correct.

The Nebraska MEP has a State goal to implement quality control procedures to ensure the accuracy of eligibility determinations. The Nebraska MEP will uniformly implement quality control procedures to ensure that all documentation related to child eligibility contains true and accurate information. The quality control process begins with the completion of a COE and continues through the COE review process. The State MEP team carries out quality control procedures to be sure that the eligibility determinations are sound and accurate.

The Statewide ID&R Plan includes five statewide centers divided into regions: Panhandle (ESU 13), Southwest (ESU 15), Central (Hastings HSCFDP, Inc.), Northeast (ESU 1), and East (ESU 7). The centers serve the State with 11 regional recruiters collaborating with eight project recruiters and numerous community and district liaisons. In all five regions, recruiters and liaisons work together to ensure collaboration, coordination, and a statewide perspective toward Nebraska ID&R efforts. A referral network has been established among regional and project recruiters and local liaisons. The referral network increases the likelihood of addressing all MEP needs.

The ID&R plan continues to advocate a statewide perspective in the supervision and staff development of all ID&R personnel within the community, the local districts, and among the regional recruiters. The plan includes a State ID&R Coordinator who is responsible for the coordination of all recruitment efforts.

This statewide recruiting system: a) provides year-round recruitment; b) provides ID&R coverage on a statewide basis with a focus on all aspects of the migratory population and the support services required by the unique demands of the migrant lifestyle; and c) blends local and statewide perspectives into a substantial and resourceful system of migrant support. Not only does the ID&R Plan fulfill federal regulations, it also ensures all qualifying migratory children are identified and recruited in Nebraska.

[Nebraska's ID&R Manual](#) (2019-20) provides the plan for ID&R throughout Nebraska for professional development, statewide ID&R procedures, quality control, and interstate and intrastate coordination. The Manual identifies the mission, goals, measurable program objectives, and strategies for Nebraska ID&R which includes the following:

Mission: Through the implementation of the plan, the Nebraska MEP strives to provide support and resources to strengthen and enhance the ID&R process and to fully comply with all federal laws and regulations pertaining to the ID&R of migratory children in Nebraska.

Goals: The Nebraska MEP has established the following goals to ensure the proper and timely identification of eligible migratory children through an active statewide ID&R process.

1. Ensure quality and consistency through training recruiters on how to identify and recruit migratory children and make appropriate eligibility determinations.
2. Deploy recruiters to carry out statewide ID&R efforts and monitor their progress.
3. Implement quality control procedures to ensure the reasonable accuracy of eligibility determinations.
4. Promote interstate and intrastate coordination through collaborative efforts.

Certificate of Eligibility Approval Process - ID&R of eligible migratory children is essential to the MEP. Without effective ID&R, many migratory students will not fully benefit from school and in some cases, would not attend school at all. This is particularly true for the most mobile migratory children who may be more difficult to identify than those who have settled in a community. Children cannot receive MEP services without a COE.

As part of the statewide ID&R process, the SEA is responsible for implementing quality control procedures designed to ensure the reasonable accuracy of recruiter's eligibility determinations and written documentation. Nebraska uses the national COE created by the U.S. Department of Education as the official record to document eligibility determinations for each individual child. LEAs submit COEs to the State MEP office for review, correction if necessary, and approval by the State approver.

Regulatory Requirements for ID&R Quality Controls

An SEA must establish and implement a statewide system of quality controls for the proper ID&R of eligible migratory children [34 CFR § 200.89(d)]. At a minimum, this system of quality controls must include the following components.

1. Training to ensure that recruiters and all other staff involved in determining eligibility and in conducting quality control procedures know the requirements for accurately determining and documenting child eligibility under the MEP.
2. Supervision and annual review and evaluation of the ID&R practices of individual recruiters.
3. A formal process for resolving eligibility questions raised by recruiters and their supervisors and for ensuring that this information is communicated to all LEAs.
4. An examination of each COE by qualified individuals at the SEA or LEA level to verify that the written documentation is sufficient and that, based on the recorded data, the child is eligible for MEP services.
5. A process for the SEA to validate that eligibility determinations were properly made, including conducting prospective re-interviewing.
6. Documentation that supports the SEA's implementation of this quality-control system and a record of actions taken to improve the system where periodic reviews and evaluations indicate a need to do so.
7. A process for implementing corrective action if the SEA finds COEs that do not sufficiently document a child's eligibility for the MEP, or in response to internal State audit findings and recommendations or monitoring or audit findings of the Secretary.

Parent Engagement Plan

Structures to Support Migratory Parents

Title I supports parent involvement by enlisting parents to help their children do well in school. In order to receive MEP funds, a local school district must implement programs, activities, and procedures that effectively involve migratory parents. As the first teachers of their children, parents know the needs of their children best and can provide insight into their children's strengths and challenges. As such, migratory parents can play a pivotal role in planning the educational programs in which their children participate.

Involving migratory parents in planning the MEP also builds their capacity to assist in their children's learning at home. In addition, parent involvement in the planning of the program enables parents to understand the program and have informed conversations with MEP and school staff regarding their children's education. Through their participation in the planning process, migratory parents also are more likely to become advocates and supporters of the program because they have a personal stake in its success.

Nebraska offers general and specific information for parents to learn about the MEP, and to understand the ID&R process to determine whether their family qualifies for the program. Further, the Nebraska MEP offers ideas for parents to help their children experience success in school. Each local MEP sponsors ongoing FACE activities.

The State PAC Coordinator oversees the Nebraska State PAC. The State PAC serves in an advisory capacity to NDE MEP staff and the State PAC Coordinator. Their advice assists NDE staff in making decisions to improve the program. Face-to-face and online (webinar) State PAC meetings provide information as well as FACE activities each year.

The State PAC Coordinator also works with local/regional MEPs to support their migrant PACs which are required by the State to be implemented as part of the application process. Each PAC must hold a minimum of four meetings annually. All local MEPs in Nebraska have PACs, all of which have been active and successful. Local MEPs may use MEP funds to provide transportation, childcare, or other reasonable and necessary costs to facilitate attendance. Local MEPs retain copies of attendance records, meeting agendas, minutes, and any other relevant materials for auditing purposes by the Nebraska MEP.

Information useful to parents and families is contained on the NDE website at: <http://www.education.ne.gov/ciptoolkit/familycommunity/resources.html>. The NDE website includes links useful to migratory parents such as the National Standards for Parent/Family Involvement, National Coalition for Parent Involvement in Education, Parent's Right to Know, Helping Your Child with Homework, Community Help, and Action Teams for School/Family/Community Involvement.

Exchange of Student Records

Statewide MEP Data Collection and Reporting System

The Nebraska MEP is responsible for promoting inter/intrastate coordination of services for migratory children, including providing educational continuity through the timely transfer of pertinent school records. To assist with this requirement, Nebraska utilizes the Migrant Information System (MIS2000). The system is a web-based application that captures, and stores Nebraska's MEP migratory student records designed to help and assist with educational continuity for migratory children/youth. Every local Nebraska MEP project must enter all relevant data on this system.

MIS2000 maintains the necessary information on migratory students as identified in Section 1308 (b)(2)(A) of ESSA; and can accommodate new data elements as mentioned in Section 1308 (b)(B). MIS2000 incorporates all of the required Minimum Data Elements (MDEs) for daily transfer to the national MSIX system as mentioned in Section 1308 (b)(1).

MIS2000 provides the State with a user-friendly, statewide, web-based application that allows accessibility to authorized users with a valid username and password. The MIS2000 application provides real-time student-level data.

Information on MIS2000, links to student exchange resources, and information on the State Data Coordinator can be found on the NDE website: http://www.education.ne.gov/Migrant/data/collection_and_reporting.html

Migrant Student Records Exchange (MSIX)

To achieve the goal of facilitating the transfer of education records between states and districts in those states to which migratory children move, Section 1308(b)(1) of the ESEA, as amended, requires the Secretary to "assist states in the electronic transfer of student records and in determining the number of migratory children in each state". Furthermore, Section 1308(b)(2) requires the Secretary, in consultation with the states to "ensure the linkage of migratory student record systems for the purpose of electronically exchanging, among the states, health and educational information regarding all migratory students eligible under this part."

Established and administered by a contract with the U.S. Department of Education, the *Migrant Student Information Exchange (MSIX)* is the technology that allows states to share educational and health information on migratory children who travel from state to state and who, as a result, have student records in multiple states' information systems. MSIX works in concert with the existing state-based migratory student information systems to manage their MEP data to fulfill its mission to ensure the appropriate enrollment, placement, and accrual of credits for migratory children nationwide.

The Nebraska MEP and staff involved in school enrollment, grade and course placement, accrual of high school credits, and participation in the MEP have direct access to MSIX. MSIX produces a single "consolidated record" for each migratory child that contains information from each state in which the child was ever enrolled. Upon enrollment in the MEP and/or a change of residence to a new district or state, service providers review the consolidated record for relevant information related to school enrollment, grade and course placements, accrual of high school credits, and participation in the MEP. Contacts from previous enrollments are used if further information is needed.

Nebraska is operational in MSIX with MIS2000 interfacing successfully to allow the State to complete reports based on inter/intrastate student records. Nebraska is able to provide student data, as required, for the CSPR and to meet other federal/State data requirements. Systems are in place to ensure protection of student information based on the Family Education Rights and Privacy Act (FERPA). Ongoing training is provided to MEP staff on all of these systems.

A key feature of MSIX is the Student Move Alert sent via email. MSIX move alerts contain the MSIX ID of the child/youth; the state and possibly the school and/or school district to which they are going; the name, state, and contact information of the individual sending the alert; and additional comments, if provided. Immediately upon receipt of a move alert, the recruiter should initiate efforts to locate the family/youth and schedule a time to conduct an eligibility interview. Most of the time, this information is very current and, therefore, can provide timely information about children/youth coming into the recruitment region. If recruiters receive an MSIX Student Move Alert, they should contact the sender for additional information that would assist them in identifying the family.

Nebraska MEP staff also should send move notifications via MSIX when they become aware of a family moving to another state. Staff is strongly encouraged to provide as much information as possible to aid in locating the family at the next destination and to respond promptly to any requests for additional information made by the "receiving" program/state. Staff must be cautious not to enter personally identifiable information in email messages.

Use of the MSIX Consolidated Record should be fully integrated into the process of enrolling a student in school and in the MEP, appropriately placing that student, and for secondary students, ensuring the student's ability to accrue credits toward high school graduation. The MSIX record is a critical link in exchanging student information across school districts and states to facilitate the ID&R of MEP-eligible students and to enable students to experience continued educational progress. The following procedures should be undertaken by recruiters in utilizing the MSIX record.

- Use the MSIX record to obtain additional information regarding previous migratory agricultural history, including qualifying moves, for a family/youth to assist in documentation of a student's eligibility for the MEP.
- Verify the student's demographic information including the spelling of the student's name, birthplace, and birth date to ascertain if there are any discrepancies between the COE, MIS2000, and MSIX as presented in the MSIX Demographics Screen. Follow up with parents or youth to confirm or change information on the COE or in the data systems, as needed.

MEP local administrators, recruiters, parent liaisons, and data entry specialists should make every effort to inform migratory parents/guardians about MSIX and its potential benefits to students. Parents/guardians may be interested, for example, in viewing their child's MSIX Consolidated Student Record and actively using the information it contains when enrolling their child in the next school to assist with grade placement, credit accrual, and to document immunizations and other health information. If a parent/guardian, or a youth himself/herself, recognizes any incorrect or incomplete information in the record, MEP staff must research the request for change or correction as soon as possible, but no later than 30 days. As soon as a decision is made, MEP staff should notify the parent/guardian/youth of the outcome and submit any needed data updates to MIS2000/MSIX within four days.

Implementation and Accountability in Local Programs

Communication with Local MEPs about the SDP

Full implementation of the SDP will begin in the fall of 2022 to follow the work that has been done to align Nebraska MEP systems (i.e., the Nebraska MEP application, sub-allocation process, the evaluation systems) to the new SDP. Each MEP director will be trained on the new SDP, and each will have the responsibility of communicating the SDP with administrators, instructors, recruiters and clerks, other MEP staff, as well as migratory parents. Ongoing local coordination meetings with MEP staff, State/local PAC meetings, and regional meetings and trainings provide opportunities for communication. Further, the State MEP offers professional development for recruiters and instructional staff where training on the SDP will occur. The SDP Committee recommended the following means for rolling-out the SDP to MEP staff, parents, and stakeholders.

- **Sessions at the State Migrant Conference**
- **Webinars covering each goal area posted on the website**
- **Email to staff informing them about the SDP with the SDP included as an attachment**
- **A PowerPoint presentation to share with parents**

To build on these efforts, the NDE will provide ongoing training and technical assistance to MEP staff on ways to implement the strategies in the SDP, building on the ideas of the SDP Committee included in the Project Plan in this SDP.

Professional Development and Technical Assistance

The Nebraska MEP provides extensive professional development to prepare MEP staff with strategies and skills to address the unique educational needs of migratory students, implement CIG initiatives, and coordinate with other states and agencies. Local and regional training sessions are provided to help teachers learn strategies needed to implement the SDP, with an emphasis on ELA and mathematics, early learning/school readiness, high school graduation, completion of a high school equivalency diploma, services to OSY, and college and career readiness.

Professional development is part of this SDP and an expectation for local programs. State objectives supporting the professional development of Nebraska MEP staff include:

- collaboration with institutions of higher education (IHEs) and other agencies to ensure educators have the preparation and background to employ evidence-based techniques in a variety of settings for students from various backgrounds;
- networks of service providers and educational entities to provide effective practices for highly mobile secondary-aged students; and
- a professional development framework to support sustained, ongoing, instructional improvement.

Within this framework, the Nebraska MEP and its LEAs offer and/or participate in professional development activities such as:

- State/regional training on ID&R, MEP services, and data collection and reporting;

- Migrant Coordinators' Meetings;
- CNA and SDP Committee meetings;
- ID&R meetings for recruiters and project administrators;
- statewide and local MEP PAC meetings; and
- the Annual MEP Directors' Meeting and New Directors' Orientation at the U.S. Department of Education.

The Nebraska MEP ensures that MEP staff and school personnel that work with migratory children have access to local, State, and national professional development resources and opportunities. Following are examples of national resources for professional development.

- The MEP [RESULTS Website](#) provides information on legislation and policy, tools and curriculum, a resource library, recent updates about the MEP, information on state MEP staff contacts, and articles/relevant research about the MEP.
- The Interstate Migrant Education Council's (IMEC's) mission is to advocate policies that ensure the highest quality education and other needed services for migratory children. The [IMEC Website](#) provides a number of resources on best practices, policy and advocacy, and programs and studies.
- The [What Works Clearinghouse \(WWC\) Website](#) reports on effective and evidence-based educational programs, practices, and products.
- The [Migrant Services Directory: Organizations and Resources](#) provides summaries and contact information for major federal programs and national organizations that serve migratory farmworkers and their families. The directory can be used as a tool for increasing coordination among programs and organizations that serve the same client population.
- [iSOSY](#) is an MEP CIG to build capacity in states to serve secondary-aged migratory students and OSY.
- The [Migrant Literacy NET](#) is a website of resources for migratory students and parents developed by the Migrant Parent Empowerment Consortium (MPEC) CIG to increase migratory children's literacy skills.
- The Identification and Recruitment Consortium ([IDRC](#)) is a CIG designed to assist states in conducting effective ID&R.
- The Inspire and Innovate: the Migratory Parent Action Coalition ([I²MPACT](#)) CIG was established to increase parent engagement and empowerment through an expanded understanding of parent involvement and enhanced parent involvement activities.
- The National Association of State Directors of Migrant Education ([NASDME](#)) offers its annual National Migrant Education Conference held in the spring. Nebraska typically sends staff to this event to learn strategies in curriculum and instruction, parent involvement, assessment, ID&R, and program administration.
- The National Center for Families Learning ([NCFL](#)) offers information and materials on family literacy.
- The U.S. Department of Education's Office of English Language Acquisition ([OELA](#)) provides a Summit for ELs with a strand and sessions for migrant education.
- [Colorín Colorado](#) is a bilingual site for families and educators of ELs.
- The High School Equivalency Program ([HEP](#)) is aimed at migratory students aged 16 or above (or who are OSY) to obtain a high school diploma or equivalent, gain employment, or enroll in postsecondary institutions or training.
- The College Assistance Migrant Program ([CAMP](#)) assists students who are migratory or seasonal farmworkers (or children of such workers) enrolled in their first year of undergraduate studies at an IHE. Funding supports completion of the first year of studies.

- The [Handbook for Educators Working with Children of Mexican Origin](#) provides support to educators working with children of Mexican origin.

Examples of State and regional PD resources that Nebraska shares among local projects follow.

- The Nebraska MEP website provides web resources, contact information for Nebraska MEP sites, information on various topics of interest, operating procedures for identification and recruitment, upcoming events, and a portal for questions/answers. (<http://www.education.ne.gov/Migrant/index.html>)
- The NDE website provides an A-Z topic list, *State of the Schools* and other reports, an *Ask NDE* section, and a portal to the MEP. (<http://www.education.ne.gov/>)
- The Latino/Hispanic Summit offers opportunities for students, parents, and staff to work together around issues of education and health. (<https://latinosummitnebraska.org/>)
- The Nebraska Department of Education's AQuESTT (A Quality Education System Today and Tomorrow) is a next generation accountability system that integrates components of accountability, assessment, accreditation, career education, and data into a system of school improvement and support. For more information, see: <http://aquestt.com/>

Professional learning for local and State MEP staff strive to further staff knowledge, encourage application of learning, and feature impact to support staff professional growth with a focus on migratory student learning and achievement of standards. The Nebraska State MEP and the regional/local MEP sites attend national meetings and training and offer professional development within Nebraska such as meetings for local MEP directors and coordinators two times per year; annual statewide and regional trainings and meetings for recruiters; local and regional data collection training opportunities; regional parent involvement activities; and National MEP conferences, IMEC meetings, ID&R meetings, and MEP CIG meetings and workgroups.

Technical assistance is available through State-initiated follow-up as a result of compliance monitoring, contact initiated by a local or regional director in response to needs identified by an MEP site, or when a new initiative is undertaken (i.e., implementing aspects of the new SDP). Nebraska sponsors activities to encourage collaboration and sharing among regional and local migrant entities. Some examples include the following.

- Hispanic/Latino Summit held annually
- Nebraska MEP meetings held twice each year
- Nebraska SEA website with a link to the State MEP
- ID&R meetings for recruiters and project administrators
- Statewide and regional migrant PAC meetings/webinars
- State-sponsored meetings around a specific theme or innovation
- Technical assistance and program compliance monitoring visits from NDE MEP staff
- Regular ID&R training and data training on MIS2000 and MSIX

Collaboration and resource sharing around the Nebraska MEP SDP continues to be a priority. Full implementation of the updated SDP will begin in the fall of 2022 to incorporate the work that was done by the SDP Committee during 2021-22 to align the updated SDP with other State systems as well as the State MEP application, sub-allocation process, MEP monitoring, and the evaluation systems and tools.

Sub-granting Process

The Nebraska MEP sub-granting process is managed by the NDE with sub-grants provided to ESUs and local projects. Each year, all local programs submit applications to the NDE for plan approval and funding. The monitoring process is initiated with a desk review of the annual MEP applications for funding, including the review of programmatic and fiscal information.

State Monitoring Process and Timelines

Monitoring local migrant education programs is the responsibility of NDE. This includes compliance monitoring and follow-up/technical assistance that supports project implementation and student achievement. Resources for MEP staff can be found on the NDE MEP website at: http://www.education.ne.gov/Migrant/technical_assistance_and_monitoring.html

The *Title I, Part C Migrant Education Program Monitoring Guide* provides the requirements of the programs in the ESSA State Plan and other formula grants funded under this legislation, including Title I Part C MEPs. It is presented as a checklist that can be used by grant recipients to ensure programs operate in compliance with the law and guidance. The Monitoring Guide is to be used during onsite, virtual, and desk audit monitoring. All ESSA programs also are monitored through the application and financial reporting approval processes.

Monitoring by NDE MEP staff through onsite visits is required under ESSA-Title I to occur at least once every three years. However, the MEP monitors its programs annually via ongoing “desk monitoring,” telephone and email follow-up, and onsite monitoring. Further, meetings with MEP directors are scheduled bi-annually to discuss issues of importance and share information about project implementation.

Six to eight weeks in advance of a monitoring visit, the district or ESU is contacted by the NDE reviewer to arrange the details of the monitoring visit. The district/ESU completes the Monitoring Checklist and submits it to the reviewer at least one week prior to the scheduled visit. The form is designed to identify areas where technical assistance may be needed as well as options for documentation to support compliance with the requirements.

NDE requires that some pieces of evidence or documentation be submitted prior to or during the monitoring visit. Onsite visits include a review of documentation and a meeting with appropriate program directors or staff members. Following the review, the project has 30 days to submit any documentation or evidence that was not available during the review as requested by the reviewer. The district/ESU will receive a written report within 90 days if additional evidence was submitted. If a review report includes a finding of non-compliance, a plan for correcting the issue is required within 60 days of receipt of the report and may involve a follow-up visit.

In addition to ESSA monitoring, the accuracy of COEs and other quality control processes is verified by NDE as part of its MEP monitoring process. This aspect of monitoring is described in detail in the *Identification and Recruitment Plan*. Further, monitoring budgetary and programmatic aspects is documented through an MEP Onsite Monitoring Tool.

Looking Forward

The Nebraska MEP began the process of a CNA in 2020 and used the results of that CNA as the basis for this SDP. The systematic service delivery planning process implemented by the Nebraska MEP involved many MEP educators, administrators, and staff representing parents and community members who are knowledgeable about migratory students, programs, and services.

The NDE will prepare for full implementation of the new SDP during the 2022-23 program year by implementing the following activities.

- Revisit all data collection decisions and examine current procedures to determine whether they are in alignment with the evaluation plan described in this SDP.
- Develop new evaluation tools as necessary that measure the degree to which the MPOs have been achieved.
- Conduct a full evaluation of the implementation of the new SDP in 2022-23.
- Develop frameworks for professional development and parent engagement to ensure that training includes general and specific information about the new SDP as well as content to carry out the strategies in the SDP.
- Review the sub-grantee application and revise it to align with the new MPOs, strategies, ways to implement the strategies, and resources.
- Design and deliver an SDP roll-out to include technical assistance for designing services to match SDP strategies, using new data collection forms, and reporting new or revised strategies and MPOs.
- Revisit the Nebraska MEP monitoring tool to include accountability for progress made toward meeting the MEP MPOs and other aspects of the new SDP.
- Update the FSI to align to the new strategies and put in place procedures for observing and evaluating the implementation of strategies. This activity will help ensure that the data needed for the implementation evaluation is collected each year to include in an annual evaluation report.
- Revise the SDP based on changing migratory student needs; evaluation results; changes to program activities and/or resources; changes to fiscal resources; or as new statutory requirements, regulations, or non-regulatory guidance become available from OME.

As specified in the guidance found in the MEP CNA Toolkit, the Nebraska MEP will revisit its CNA every two to three years (or more frequently if there are substantial changes in migratory student demographics or in program services) to update the data and solution strategies as needed and subsequently update the SDP as part of the MEP Continuous Improvement Cycle.