

2021-2022 Evaluation Report



Nebraska Migrant Education Program

Prepared by



May 2023

2021-2022 Evaluation of the Nebraska Migrant Education Program (MEP)

Prepared for:

Nebraska Department of Education

Migrant Education Program

500 South 84th Street, 2nd Floor

Lincoln, NE 68510-2611

(402) 219-1788

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

Prepared by:

META Associates

Littleton, Colorado

(720) 339-5349

cari@metaassociates.com

www.metaassociates.com

Table of Contents

| | |
|---|-----------|
| 1. Executive Summary | 1 |
| 2. Program Context | 4 |
| 3. Purpose of the Evaluation | 11 |
| 4. Evaluation Methodology | 13 |
| 5. Implementation Evaluation Results | 16 |
| MEP Services..... | 16 |
| Parent Engagement..... | 19 |
| Professional Development..... | 24 |
| Strategy Implementation..... | 29 |
| 6. Outcome Evaluation Results..... | 34 |
| Progress Toward State Performance Goals | 34 |
| MEP GPRA Measure Results..... | 39 |
| Measurable Program Outcomes (MPO) Results..... | 41 |
| School Readiness | 41 |
| English Language Arts and Mathematics | 46 |
| Graduation and Services to OSY | 50 |
| Staff and Parent Comments on Surveys | 53 |
| 7. Implications | 62 |
| Progress on Previous Recommendations..... | 62 |
| 2021-22 Summary and Implications – Program Implementation | 62 |
| 2021-22 Summary and Implications – Results Evaluation | 65 |
| Evaluator Recommendations..... | 65 |

Table of Exhibits

| | | |
|-------------------|---|----|
| Exhibit 1 | Map of Nebraska's MEP Sites | 4 |
| Exhibit 2 | MEP Recruiter Ratings of ID&R Activities..... | 6 |
| Exhibit 3 | Eligible Migratory Students by Grade Level and Program Year | 7 |
| Exhibit 4 | Graphic Display of Eligible Migratory Children Over the Years by Age/Grade | 8 |
| Exhibit 5 | 2021-22 Demographics of Migratory Children by Grade Level | 9 |
| Exhibit 6 | Graphic Display of Migratory Child Demographics by Age/Grade..... | 9 |
| Exhibit 7 | 2021-22 Local Project Migratory Child Counts..... | 10 |
| Exhibit 8 | Migratory Students Served during the Regular School Year & Summer | 15 |
| Exhibit 9 | Migratory Students Served during the 2021-22 Performance Period | 16 |
| Exhibit 10 | Instructional Services Received by Migratory Students during 2021-22..... | 16 |
| Exhibit 11 | Migratory Students Receiving Support Services during 2021-22 | 17 |
| Exhibit 12 | Support Services Received by Migratory Students during 2021-22 | 17 |
| Exhibit 13 | Migratory Students Served Over the Years | 18 |
| Exhibit 14 | Migratory Students Served during 2021-22 by Local Projects | 18 |
| Exhibit 15 | Staff Ratings of the Impact of Support Services on Student Success | 19 |
| Exhibit 16 | Nebraska MEP PAC Meetings/FACE Activities in 2021-22..... | 19 |
| Exhibit 17 | Parent Ratings of MEP PAC Meetings/FACE Activities in 2021-22 | 21 |
| Exhibit 18 | Parent Ratings of the State MEP Family/Student Recognition Conference | 22 |
| Exhibit 19 | Summary of Professional Development Provided to MEP Staff in 2021-22 | 24 |
| Exhibit 20 | Staff Ratings of Knowledge Gained as a Result of Participating in PD Addressing MEP Program Implementation..... | 24 |
| Exhibit 21 | Mean Ratings of Knowledge Gained During 2021-22 IDRC PD | 25 |
| Exhibit 22 | Staff Ratings of Professional Development during 2021-22..... | 25 |
| Exhibit 23 | Staff Ratings of the Impact of MEP PD on their Skills for Serving Children..... | 29 |
| Exhibit 24 | Mean Ratings on the Fidelity of Strategy Implementation (FSI) | 29 |
| Exhibit 25 | Comparison of Strategy Mean Ratings from 2016-17 to 2021-22 | 30 |
| Exhibit 26 | Migratory Students Scoring P/A on 2021-22 NSCAS ELA Assessments..... | 34 |
| Exhibit 27 | Comparison of 2021-22 NSCAS ELA Assessment Results | 35 |
| Exhibit 28 | Comparison of NSCAS ELA Assessment Results Over Time..... | 35 |
| Exhibit 29 | Migratory Students Scoring P/A on 2021-22 NSCAS Math Assessments..... | 36 |
| Exhibit 30 | Comparison of 2021-22 NSCAS Math Assessment Results | 36 |
| Exhibit 31 | Comparison of NSCAS Math Assessment Results Over Time | 37 |
| Exhibit 32 | Class of 2022 Graduation Rates of Migratory and Non-Migratory Students..... | 37 |
| Exhibit 33 | Graduation Rates for Migratory and Non-Migratory /Students Over the Years..... | 38 |
| Exhibit 34 | 2021-22 Dropout Rates for Migratory and Non-Migratory Students | 38 |
| Exhibit 35 | Dropout Rates for Migratory and Non-Migratory Students Over the Years | 39 |
| Exhibit 36 | Migratory Students in Grades 7-12 that Graduated in 2021-22 or were Promoted to the Next Grade Level from 2021-22 to 2022-23 | 40 |
| Exhibit 37 | 10 th Grade Migratory Students Completed Algebra I or a Higher Math Course in 2021-22 or Before | 40 |

| | | |
|-------------------|---|----|
| Exhibit 38 | Migratory Children (ages 3-5) Participating in Preschool | 41 |
| Exhibit 39 | Migratory Children (ages 3-5) Participating in Preschool, by Age | 41 |
| Exhibit 40 | Literacy/Math Assessment Results of Migratory Preschool Children (Ages 3-5) | 42 |
| Exhibit 41 | NePAT Assessment Results of Migratory Preschool Children | 42 |
| Exhibit 42 | Other Literacy/Math Assessment Results of Migratory Preschool Children | 43 |
| Exhibit 43 | Migratory Preschool Children Improving Literacy or Math Skills by 5% or more or Scoring Proficient, by Age | 43 |
| Exhibit 44 | Staff Ratings of the Impact of the MEP on School Readiness | 43 |
| Exhibit 45 | Parent Ratings on the Impact of the MEP on their Child's School Readiness | 44 |
| Exhibit 46 | Children Ages 3-5 Receiving Support Services Contributing to School Readiness | 44 |
| Exhibit 47 | Children Ages 3-5 Receiving Support Services, by Age | 44 |
| Exhibit 48 | Parent Growth in Ability to Help their Young Children Prepare for School | 45 |
| Exhibit 49 | Staff Growth from Professional Learning on School Readiness | 45 |
| Exhibit 50 | Reading and Math Assessment Results of Migratory Students in Grades K-12 | 46 |
| Exhibit 51 | Migratory Students Improving Reading Skills by 5% or More or Scoring Proficient, by Grade Level | 46 |
| Exhibit 52 | Migratory Students Improving Math Skills by 5% or More or Scoring Proficient, by Grade Level | 47 |
| Exhibit 53 | Staff Ratings of the Impact of the MEP on Reading and Math Skills | 47 |
| Exhibit 54 | Parent Ratings of the Impact of the MEP on their Children's Reading and Math Skills | 48 |
| Exhibit 55 | Migratory Students in Grades K-8 Receiving Support Services Contributing to ELA and Math Achievement | 48 |
| Exhibit 56 | Migratory Students in Grades K-8 Receiving Support Services, by Grade | 48 |
| Exhibit 57 | Parent Growth in Ability to Support their Child's Success in ELA and Math | 49 |
| Exhibit 58 | Staff Growth from Professional Learning on ELA and Math | 49 |
| Exhibit 59 | Migratory Secondary Students (Grades 9-12) and OSY Receiving MEP Instructional/Leadership/Guidance/Life Skills Services | 50 |
| Exhibit 60 | Migratory Secondary Students (Grades 9-12) and OSY Receiving MEP Instructional/Leadership/Guidance/Life Skills Services, by Grade | 50 |
| Exhibit 61 | Staff Ratings of the Impact of the MEP on HS Students and OSY | 51 |
| Exhibit 62 | Parent Ratings on the Impact of the MEP on their High School Students | 51 |
| Exhibit 63 | Migratory Secondary Students (Grades 9-12) and OSY Receiving Support Services Contributing to Graduation, GED, Life Skills, Career Readiness Goals | 51 |
| Exhibit 64 | Migratory Secondary Students (Grades 9-12) and OSY Receiving Support Services, by Grade | 52 |
| Exhibit 65 | Parent Growth in Ability to Support Secondary-Aged Children | 52 |
| Exhibit 66 | Staff Growth from Professional Learning on Instruction for Secondary Students/OSY | 53 |

Acronyms Used in this Report

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

1. Executive Summary

The Migrant Education Program (MEP) is authorized under Title I, Part C of the Elementary and Secondary Education Act (ESEA) of 1965, as reauthorized in 2015 as the Every Student Succeeds Act (ESSA). The purpose of the MEP is to meet the unique educational needs of migratory children and their families to ensure that migratory children reach the same challenging academic standards as all students and graduate from high school. Specifically, the goal of state MEPs is to design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, health-related problems, and other factors inhibiting them from doing well in school and making the transition to postsecondary education or employment [Section 1301(5)]. A migratory child is defined as a child or youth, birth through age 21, who made a qualifying move in the preceding 36 months as a migratory agricultural worker or migratory fisher; or with, or to join, a parent or spouse who is a migratory agricultural worker or migratory fisher [Section 1309(3)(A)–(B)].

The Nebraska MEP assists schools throughout the State to help migratory children that may be negatively impacted by frequent migration and interrupted schooling to meet State achievement expectations. Services are designed to facilitate continuity of instruction to eligible students who migrate between Nebraska and other states, within the State of Nebraska, and across international borders. Below is information showing migratory student demographics and MEP services provided during the 2021-22 performance period (9/1/21-8/30/22) compared to the 2020-21 performance period.

| Age Group | Demographics/MEP Services | 2020-21 | 2021-22 | Diff |
|-----------------|--|---------|---------|--------|
| Birth to age 21 | Eligible migratory children/youth | 4,289 | 4,862 | +13% |
| | Migratory children identified as having a disability through the Individuals with Disability Education Act (IDEA) | 6% | 6% | -- |
| | Migratory children/youth with a qualifying arrival date (QAD) occurring within 12 months from the last day of the performance period | 28% | 34% | +6 pp* |
| Ages 3-21 | Eligible migratory children/youth (Category 1 count) | 4,051 | 4,563 | +13% |
| | Migratory children/youth categorized as having priority for services (PFS) | 34% | 40% | +6 pp |
| | Migratory children/youth identified as being English learners (ELs) | 46% | 43% | -3 pp |
| | Migratory children/youth receiving MEP services during the performance period | 79% | 77% | -2 pp |
| | Migratory children/youth receiving MEP services during the regular school year | 67% | 67% | -- |
| | Migratory children/youth served during the summer (Category 2 count) | 46% | 44% | -2 pp |
| | Migratory children/youth receiving MEP instructional services | 43% | 39% | -4 pp |
| | Migratory children/youth receiving MEP support services | 76% | 77% | +1 pp |

Source: Nebraska MEP Consolidated State Performance Report (CSPR) Data and MIS2000

*Percentage Point(s)

Fourteen funded projects provided instructional and support services aligned with the State Service Delivery Plan (SDP) and Comprehensive Needs Assessment (CNA) within the three goal areas of: 1) School Readiness, 2) Reading/Writing and Mathematics; and 3) High School Graduation and Services to Out-of-School Youth (OSY). Supplemental instructional services included tutoring and instructional support, summer school, reading and mathematics enrichment activities, graduation enhancement, and career education. Support services were

provided to migratory students to eliminate barriers that traditionally inhibit school success. Focused on leveraging existing services, support services included health services, translations and interpretations, advocacy and outreach, family literacy programs, nutrition services, referrals, distribution of educational materials, and transportation. Services also were provided to parents to engage them in the education of their children.

The chart below shows that the Nebraska MEP met **10 (77%) of the 13 measurable program outcomes (MPOs)** were accomplished this year showing the benefit of MEP services for migratory students, their parents, and educators in Nebraska. The MPOs not met addressed the percentage of children ages 3-5 receiving preschool services and staff reporting that MEP professional development increased their skills for serving migratory children.

| Nebraska MEP MPOs | MPO Met? | Evidence |
|--|----------|--|
| School Readiness | | |
| MPO 1a) By the end of the 2021-22 performance period, 45% of eligible migratory children ages 3-5 (not in kindergarten) will attend preschool or receive MEP-funded preschool services. | Yes | 57% of the 493 eligible 3-5-year-olds attended preschool/received MEP preschool services |
| MPO 1b) By the end of the 2021-22 performance period, 80% of eligible migratory children ages 3-5 (not in kindergarten) who receive MEP-funded preschool services will score proficient or show a gain of at least 5% on the Nebraska Preschool Assessment Tool (NePAT) or other school readiness assessments. | Yes | 98% of the 152 children assessed scored proficient or gained by 5% in math as did 90% in literacy |
| MPO 1c) By the end of the 2021-22 performance period, 65% of eligible migratory children ages 3-5 (not in kindergarten) will receive MEP support services that contribute to their development of school readiness skills. | Yes | 72% of the 753 eligible 3-5-year-olds received MEP support services |
| MPO 1d) By the end of the 2021-22 performance period, 90% of parents of eligible migratory children ages 3-5 (not in kindergarten) who participate in MEP Family and Community Engagement (FACE)/Parent Advisory Council (PAC) opportunities will report increased knowledge of school readiness skills. | Yes | 99% of the 301 parents surveyed reported increased knowledge of school readiness skills |
| MPO 1e) By the end of the 2021-22 performance period, 80% of staff who participated in professional learning will have a statistically significant gain on a pre/post survey in their knowledge of evidence-based strategies to address the school readiness needs of migratory children. | No | 64% of the 154 staff responding had a statistically significant gain ($p < .001$) |
| Reading/Writing and Mathematics | | |
| MPO 2a) By the end of the 2021-22 performance period, 70% of K-12 migratory students who receive MEP supplemental instructional services in English language arts (ELA) and/or math will score proficient or show a gain of at least 5% on district pre/post assessments. | Yes | 87% of the 552 students assessed scored proficient or gained by 5% in math, as did 83% of the 664 students in reading |
| MPO 2b) By the end of the 2021-22 performance period, 75% of K-8 migratory students will receive MEP support services. | Yes | 79% of the 2,659 eligible K-8 migratory students received MEP support services |
| MPO 2c) By the end of the 2021-22 performance period, 90% of parent/family members of migratory students who participated in MEP FACE/PAC opportunities will indicate that they gained knowledge on how to support students in ELA/math. | Yes | 99% of the 351 parents surveyed reported gaining knowledge |
| MPO 2d) By the end of the 2021-22 performance period, 80% of staff who participated in professional learning will have a statistically significant gain on a pre/post survey in their knowledge of evidence-based strategies to address the ELA/math needs of migratory students. | No | 69% of the 87 staff responding had a statistically significant gain ($p < .001$) |

| Nebraska MEP MPOs | MPO Met? | Evidence |
|---|----------|---|
| Graduation/Services to OSY | | |
| MPO 3a) By the end of the 2021-22 performance period, 45% of eligible secondary students (grades 9-12) and OSY will receive MEP supplemental instructional services. | Yes | 49% of the 1,151 students in grades 9-12 and OSY received MEP instructional and leadership/guidance/life skills services |
| MPO 3b) By the end of the 2021-22 performance period, 70% of all eligible secondary migratory students (grades 9-12) and OSY will receive MEP support services that contribute to their graduation, GED, college, career, and/or life readiness goals. | Yes | 74% of the 1,151 students in grades 9-12 and OSY received MEP support services |
| MPO 3c) By the end of the 2021-22 performance period, 90% of parents of migratory secondary youth who participated in MEP FACE/PAC opportunities will indicate that they gained knowledge of strategies for supporting their child in his/her achievement of graduation, GED, college, career, and/or life readiness goals. | Yes | 99% of the 337 parents surveyed reported gaining knowledge to support their high school-age children |
| MPO 3d) By the end of the 2021-22 performance period, 80% of staff who participate in professional learning will show a statistically significant gain on a pre/post survey in their knowledge of evidence-based strategies, promising practices, and culturally relevant instruction contributing to the achievement of secondary migratory youth and OSY. | No | 75% of the 142 staff responding had a statistically significant gain ($p < .001$) |

Other key findings/trends revealed in the 2021-22 evaluation follow.

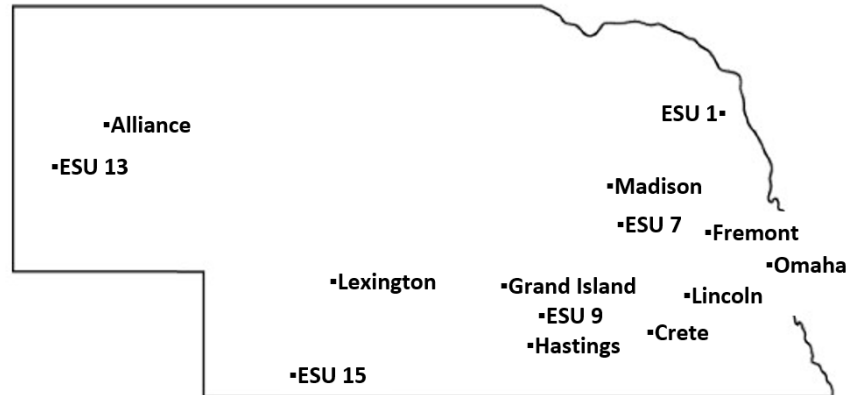
- ✚ Inter/intrastate collaboration resulted in increased services to migratory students. Local MEP directors reported that their programs collaborated with numerous community agencies and school programs. In addition, the Nebraska Department of Education (NDE) collaborated with other states for data collection, transfer, and maintenance of MEP student records, interstate middle/high school youth leadership opportunities, and participated in two MEP Consortium Incentive Grants (CIGs).
- ✚ Parents participating in parent activities/FACE events reported that they increased their knowledge of the topics addressed including reading and math, supporting children's learning at home, financial aid and scholarships, technology, and community partnerships.
- ✚ MEP staff rated the implementation of the strategies contained in the SDP using the Fidelity of Strategy Implementation (FSI) rubric. The mean rating for all 12 strategies combined was 3.8 out of 5.0. Mean ratings for the strategies ranged from 3.5 to 4.4.
- ✚ Twenty percent (20%) of migratory students scored On Track or College and Career Readiness (CCR) Benchmark (considered proficient or above [P/A]) on Nebraska Student-Centered Assessment System (NSCAS) ELA assessments (same as in 2020-21), and 22% scored proficient or above (P/A) on NSCAS Math assessments (same as in 2020-21). There were two percentage point decreases for PFS migratory students from 2020-21 to 2021-22 in both ELA and math.
- ✚ Government Performance and Results Act (GPRA) results show that 95% of all Nebraska migratory students in grades 7-12 graduated or were promoted to the next grade level upon completion of the 2021-22 school year (GPRA 3), and 40% of all Nebraska migratory 10th grade students in 2021-22 completed Algebra I or a higher math course prior to entering 11th grade (GPRA 4).

2. Program Context

During 2021-22, Nebraska provided services to migratory students at 14 year-round projects (school districts and Educational Services Units [ESUs]) as displayed below.

Exhibit 1
Map of Nebraska's MEP Sites

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



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

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

| Regular Year Supplementary Instructional Services | |
|---|--|
| Math and Reading Tutoring | Preschool |
| Secondary Credit Accrual | Pre-GED/GED Preparation |
| Other Instructional Services | English as a Second Language (ESL) Instruction |
| Science/Social Studies Instruction | Distance Learning |
| Services to OSY | Prevention Education |
| Post-secondary/Career Readiness | |

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

| Summer Supplementary Instructional Services | |
|---|---------------------------------|
| Summer School | Pre-GED/GED Preparation |
| Math and Reading Instruction | Preschool |
| STEM/Robotics | ESL Instruction |
| Secondary Credit Accrual | Distance Learning |
| Prevention Education | Services to OSY |
| Science/Social Studies Instruction | Services to Binational Students |
| Post-secondary/Career Readiness | Leadership Activities |

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

| Support Services | | |
|---------------------|-------------------|--------------------------|
| Advocacy/Referrals | Youth Leadership | Instructional Supplies |
| Career Counseling | Life Skills | Enrichment Opportunities |
| Guidance Counseling | Health Screenings | Interpreting/Translating |
| Transportation | Health Services | Meals/Nutrition |

INTER/INTRASTATE COORDINATION - Because migratory students move frequently, a central function of the MEP is to reduce the effects of educational disruption by removing barriers to their educational achievement. The MEP is a leader in coordinating resources and providing integrated services to migratory children and their families. MEP projects also have developed a wide array of strategies that enable schools that serve the same migratory students to communicate and coordinate with one another. In Nebraska, inter/intrastate collaboration focused on the following activities in 2021-22:

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

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

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

impact the number of migratory students identified in the State as documented on surveys. Ratings are based on a 4-point scale where 1=not at all, 2=somewhat, 3=a lot, and 4=very much. Of the six recruiters responding to the survey in 2021-22, four (67%) had more than three years' experience and two (33%) had 1-3 years' experience. Four reported that they scored proficient on the Recruiter Competency Assessment, one reported that they scored at mastery, and one recruiter reported that they were not aware of how they scored on the assessment.

Exhibit 2 MEP Recruiter Ratings of ID&R Activities

| To what extent... | N | # (%) Not at all | # (%) Somewhat | # (%) A Lot | # (%) Very Much | Mean Rating |
|---|---|------------------------|-------------------|----------------|-----------------------|----------------|
| Professional development helped you become more knowledgeable about ID&R | 6 | 0 (0%) | 3 (50%) | 2 (33%) | 1 (17%) | 2.7 |
| You are confident that you can make eligibility determinations correctly | 6 | 0 (0%) | 0 (0%) | 3 (50%) | 3 (50%) | 3.5 |
| You can clearly communicate information about the MEP to parents | 6 | 0 (0%) | 0 (0%) | 2 (33%) | 4 (67%) | 3.7 |
| You know how to locate migratory students and families in your area | 6 | 0 (0%) | 0 (0%) | 4 (67%) | 2 (33%) | 3.3 |
| ID&R efforts were sufficient for finding migratory students | 6 | 0 (0%) | 0 (0%) | 4 (67%) | 2 (33%) | 3.3 |
| You made progress toward your professional development goals in your Action Plan | 6 | 0 (0%) | 0 (0%) | 3 (50%) | 3 (50%) | 3.5 |
| You made progress toward your ID&R procedural goals in your Action Plan | 6 | 0 (0%) | 0 (0%) | 3 (50%) | 3 (50%) | 3.5 |
| You made progress toward your quality control goals in your Action Plan | 6 | 0 (0%) | 1 (17%) | 2 (33%) | 3 (50%) | 3.3 |
| You made progress toward your inter/intrastate coordination goals in your Action Plan | 6 | 1 (17%) | 1 (17%) | 2 (33%) | 2 (33%) | 2.8 |

Source: Nebraska MEP Recruiter Survey

Highest rated was the extent to which recruiters felt that they could clearly communicate information about the MEP to parents (mean rating of 3.7 out of 4.0), followed by the extent to which recruiters feel that they can make eligibility determinations correctly, made progress toward their professional development goals in their Action Plan, and made progress toward their ID&R procedural goals in their Action Plan (mean rating of 3.5 each). Lowest rated was the extent to which recruiters reported that professional development helped them become more knowledgeable about ID&R.

Recruiters reported that the **most outstanding aspects of ID&R in Nebraska** is the collaboration/cooperation among recruiters and projects in the State to locate migratory families, and the care provided to migratory children. Following are examples of recruiter comments.

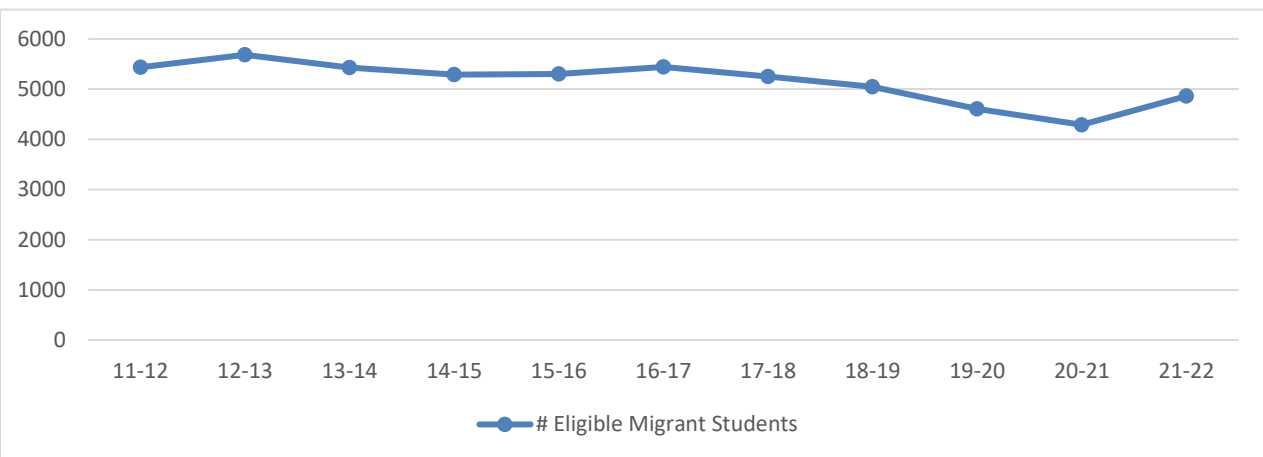
- *Care for children.*
- *I think that it is outstanding that we are all working on finding families throughout the agriculture world in NE.*
- *Referrals from other recruiter within our state.*

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

Migratory Student Demographics - Exhibit 3 shows that during 2021-22, there were 4,862 eligible migratory students in Nebraska – a 13% increase over 2020-21. The trend over the years shows increasing numbers from 2011-12 to the peak in 2012-13, leveling out until 2016-17, then slight decreases each year until 2020-21, with an increase in 2021-22. *UG = Ungraded*

Exhibit 3
Eligible Migratory Students by Grade Level and Program Year

| Age/ Grade | Number of Eligible Migratory Students | | | | | | | | | | |
|---------------|---------------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 |
| 0-2 | 334 | 343 | 295 | 276 | 286 | 316 | 311 | 249 | 220 | 238 | 299 |
| 3-5 | 960 | 1,157 | 949 | 930 | 882 | 901 | 842 | 798 | 697 | 697 | 753 |
| K | 323 | 166 | 343 | 314 | 359 | 354 | 381 | 344 | 309 | 249 | 324 |
| 1 | 341 | 338 | 300 | 311 | 377 | 367 | 357 | 375 | 312 | 289 | 296 |
| 2 | 307 | 355 | 360 | 297 | 347 | 370 | 343 | 345 | 327 | 296 | 313 |
| 3 | 318 | 288 | 327 | 308 | 318 | 322 | 355 | 331 | 296 | 299 | 332 |
| 4 | 304 | 303 | 314 | 287 | 325 | 324 | 307 | 340 | 294 | 256 | 310 |
| 5 | 290 | 278 | 263 | 268 | 286 | 289 | 313 | 296 | 297 | 261 | 249 |
| 6 | 259 | 287 | 265 | 246 | 280 | 272 | 269 | 306 | 266 | 273 | 275 |
| 7 | 249 | 262 | 249 | 237 | 285 | 275 | 270 | 244 | 271 | 220 | 287 |
| 8 | 209 | 224 | 262 | 237 | 269 | 297 | 267 | 264 | 224 | 243 | 273 |
| 9 | 258 | 218 | 291 | 262 | 293 | 311 | 280 | 282 | 255 | 200 | 282 |
| 10 | 220 | 243 | 218 | 270 | 255 | 247 | 257 | 241 | 237 | 234 | 221 |
| 11 | 207 | 195 | 227 | 187 | 234 | 223 | 209 | 225 | 198 | 177 | 219 |
| 12 | 108 | 176 | 163 | 200 | 174 | 181 | 170 | 146 | 175 | 148 | 158 |
| UG | 1 | 10 | 9 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 |
| OSY | 750 | 840 | 313 | 269 | 331 | 389 | 320 | 258 | 230 | 209 | 271 |
| RE* | -- | -- | 281 | 387 | -- | -- | -- | -- | -- | 0 | 0 |
| Total | 5,438 | 5,683 | 5,429 | 5,286 | 5,302 | 5,439 | 5,252 | 5,044 | 4,608 | 4,289 | 4,862 |

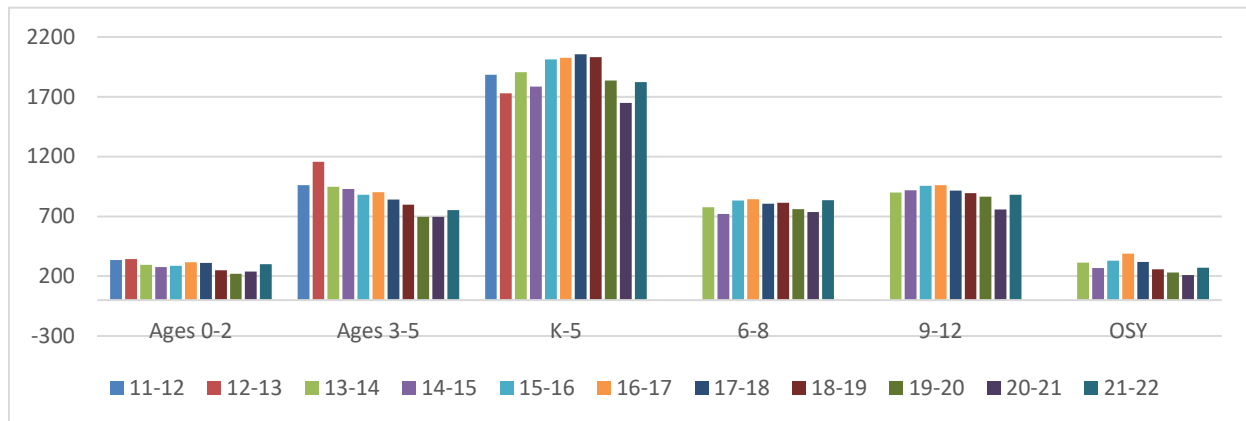


Source: Nebraska MEP CSPR Data and MIS2000

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

Exhibit 4 provides a graphic display of the number of eligible migratory children/youth over the years by age/grade spans. The graph shows increases for all age/grade spans in 2021-22. In prior years, the numbers remained fairly stable (except children ages 3-5) with slight decreases for some age/grade spans.

Exhibit 4
Graphic Display of Eligible Migratory Children Over the Years by Age/Grade



Source: Nebraska MEP CSPR Data and MIS2000

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

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

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

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

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

Exhibit 5 shows that of all eligible migratory children/youth birth to age 21 (4,862), 6% were identified as having a disability through the IDEA, and 34% had a QAD occurring within 12 months from the last day of the performance period (8/31/22). Children birth to age two (64%) and OSY (55%) had the highest percent of QADs during the performance period. Of the 4,563 eligible children/youth ages 3-21, 40% were categorized as having PFS and 43% were identified as being ELs.

Exhibit 5
2021-22 Demographics of Migratory Children by Grade Level

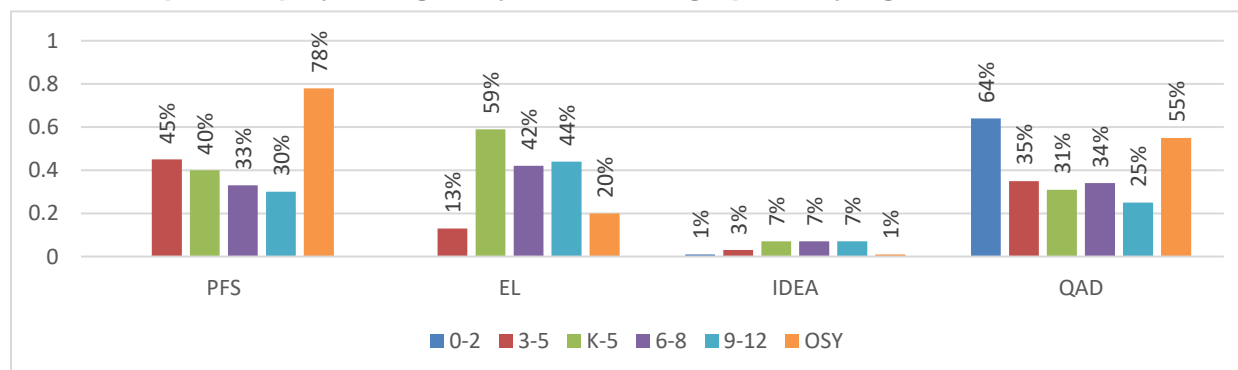
| Grade | Total Eligible | PFS | | EL | | IDEA | | QAD w/in 12 months | |
|--------------|----------------|--------------|-------------|--------------|-------------|------------|-----------|--------------------|------------|
| | | # | % | # | % | # | % | # | % |
| Birth-2 | 299 | -- | -- | -- | -- | 4 | 1% | 190 | 64% |
| Age 3-5 | 753 | 337 | 45% | 101 | 13% | 26 | 3% | 265 | 35% |
| K | 324 | 149 | 46% | 225 | 69% | 17 | 5% | 95 | 29% |
| 1 | 296 | 127 | 43% | 186 | 63% | 28 | 9% | 86 | 29% |
| 2 | 313 | 121 | 39% | 198 | 63% | 27 | 9% | 90 | 29% |
| 3 | 332 | 128 | 39% | 189 | 57% | 18 | 5% | 110 | 33% |
| 4 | 310 | 111 | 36% | 156 | 50% | 23 | 7% | 93 | 30% |
| 5 | 249 | 85 | 34% | 119 | 48% | 19 | 8% | 83 | 33% |
| 6 | 275 | 86 | 31% | 118 | 43% | 27 | 10% | 79 | 29% |
| 7 | 287 | 101 | 35% | 118 | 41% | 24 | 8% | 98 | 34% |
| 8 | 273 | 89 | 33% | 115 | 42% | 11 | 4% | 111 | 41% |
| 9 | 282 | 97 | 34% | 129 | 46% | 14 | 5% | 88 | 31% |
| 10 | 221 | 75 | 34% | 98 | 44% | 20 | 9% | 62 | 28% |
| 11 | 219 | 56 | 26% | 100 | 46% | 9 | 4% | 43 | 20% |
| 12 | 158 | 38 | 24% | 62 | 39% | 16 | 10% | 27 | 17% |
| OSY | 271 | 211 | 78% | 53 | 20% | 2 | 1% | 149 | 55% |
| Total | 4,862 | 1,811 | 40%* | 1,967 | 43%* | 285 | 6% | 1,669 | 34% |

Source: Nebraska 2021-22 MEP CSPR Data and MIS2000

*Percentage of eligible migratory children ages 3-21 (N=4,563)

Exhibit 6 provides a graphic display of the 2021-22 migratory child demographics by age/grade spans. OSY had the largest percentage of students with PFS and with QADs during the performance period. Students in grades K-5 had the largest percentage of ELs. Students in school (grades K-12) had the largest percentage of students that qualify for Special Education.

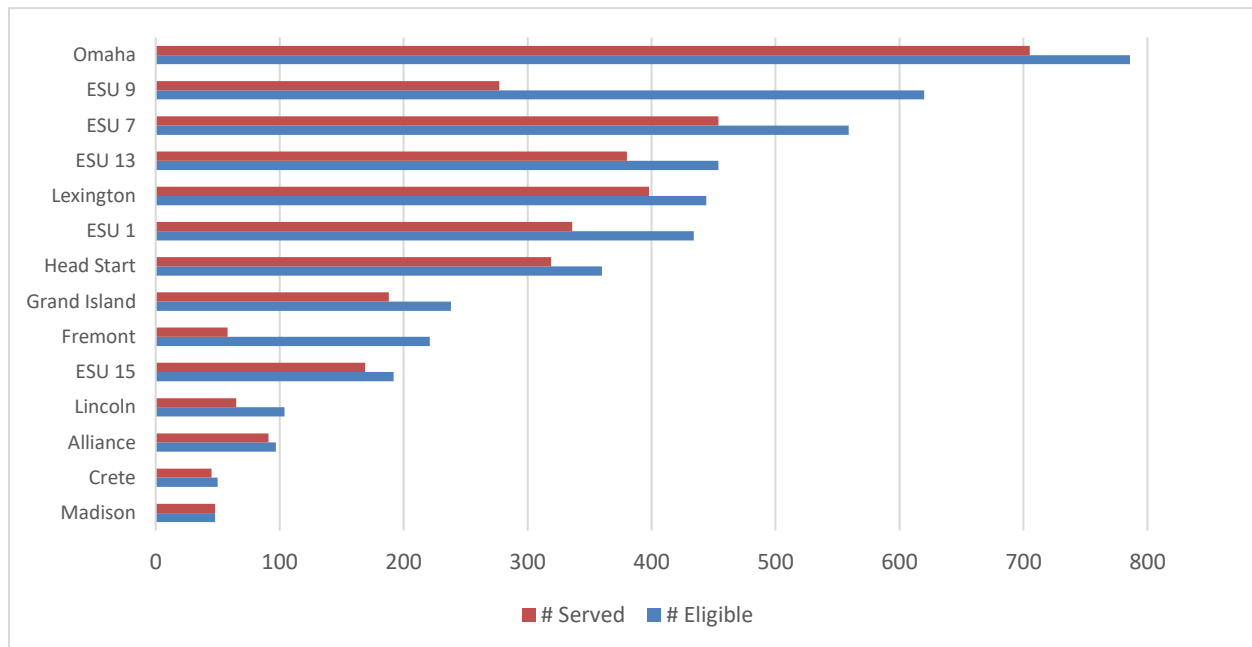
Exhibit 6
Graphic Display of Migratory Child Demographics by Age/Grade in 2021-22



Source: Nebraska 2021-22 MEP CSPR Data and MIS2000

Exhibit 7 shows the number of eligible migratory students and the number of students served at each of the 14 local projects during 2021-22. Omaha had the largest number of migratory students, followed by ESU 9, and ESU 7. The smallest projects were Madison and Crete. Actual numbers can be found in Exhibit 14 on page 19.

Exhibit 7
2021-22 Local Project Migratory Child Counts



Source: MIS2000

3. Purpose of the Evaluation

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

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

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

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

EVALUATION QUESTIONS (IMPLEMENTATION)

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

- ✓ *Was the program implemented as described in the approved project application? If not, what changes were made?*
- ✓ *What worked in the implementation of the Nebraska MEP?*
- ✓ *What problems did the project(s) encounter? What improvements should be made?*
- ✓ *How many 3-5-year-old migratory children participated in preschool programming?*
- ✓ *What types of support services were provided to 3-5-year-old children?*
- ✓ *How many parents participated in FACE/PAC opportunities?*
- ✓ *What types of services were provided to parents?*
- ✓ *What school readiness professional learning was provided to staff?*
- ✓ *What types of supplemental instructional services in ELA/math were provided?*
- ✓ *What type of support services were provided to students in grades K-8?*
- ✓ *What topics were addressed during FACE/PAC opportunities?*
- ✓ *What ELA/math professional learning was provided to staff?*
- ✓ *What types of supplemental instructional services contributed to student success?*
- ✓ *What support services were provided to secondary students/OSY?*
- ✓ *What professional learning was most useful to staff?*

EVALUATION QUESTIONS (RESULTS)

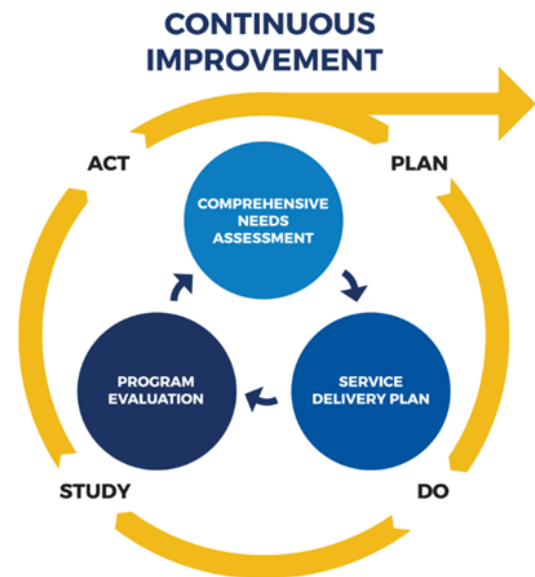
In evaluating program results, the Nebraska MEP evaluation addresses questions such as:

- ✓ *What percentage of preschool migratory children (PFS & non-PFS) participated in preschool programming (migrant and non-migrant funded)?*
- ✓ *What percentage of 3-5-year-old migratory children (PFS & non-PFS) scored proficient or showed a 5% increase on the NePAT or other school readiness assessments?*
- ✓ *What percentage of eligible 3-5-year-old children (PFS & non-PFS) received MEP support services?*
- ✓ *What percentage of parents reported increased knowledge to support their children's school readiness skills?*
- ✓ *What percentage of staff increased knowledge about school readiness as a result of participating in MEP professional development?*
- ✓ *What percentage of K-12 migratory students (PFS & non-PFS) scored proficient or showed a 5% increase on local 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 and OSY (PFS & non-PFS) received MEP supplemental instructional services?*
- ✓ *What percentage of eligible migratory students in grades 9-12 and OSY (PFS & non-PFS) received MEP support services?*
- ✓ *What percentage of parents reported gaining knowledge of strategies for supporting their child in his/her achievement of graduation, GED, college, career, and life readiness skills?*

4. Evaluation Methodology

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

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



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

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

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

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

School Readiness MPOs

MPO 1a) By the end of the 2021-22 performance period, 45% of eligible migratory children ages 3-5 (not attending kindergarten) will attend preschool or receive MEP-funded preschool services.

MPO 1b) By the end of the 2021-22 performance period, 80% of eligible migratory children ages 3-5 (not attending kindergarten) who receive MEP-funded preschool services will score proficient or show a gain of at least 5% on the NePAT or other school readiness assessments.

MPO 1c) By the end of the 2021-22 performance period, 65% of eligible migratory children ages 3-5 (not attending kindergarten) will receive MEP support services that contribute to their development of school readiness skills.

MPO 1d) By the end of the 2021-22 performance period, 90% of parents of eligible migratory children ages 3-5 (not attending kindergarten) who participate in MEP FACE/PAC opportunities will report increased knowledge of school readiness skills.

MPO 1e) By the end of the 2021-22 performance period, 80% of staff who participated in professional learning will have a statistically significant gain on a pre/post survey in their knowledge of evidence-based strategies to address the school readiness needs of migratory children.

Reading/Writing and Mathematics MPOs

MPO 2a) By the end of the 2021-22 performance period, 70% of K-12 migratory students who receive MEP supplemental instructional services in ELA and/or math will score proficient or show a gain of at least 5% on district pre/post assessments.

MPO 2b) By the end of the 2021-22 performance period, 75% of K-8 migratory students will receive MEP support services.

MPO 2c) By the end of the 2021-22 performance period, 90% of parent/ family members of migratory students who participated in MEP FACE/PAC opportunities will indicate that they gained knowledge on how to support students in ELA/math.

MPO 2d) By the end of the 2021-22 performance period, 80% of staff who participated in professional learning will have a statistically significant gain on a pre/post survey in their knowledge of evidence-based strategies to address the ELA/math needs of migratory students.

Graduation and Services to OSY MPOs

MPO 3a) By the end of the 2021-22 performance period, 45% of eligible students in grades 9-12 and OSY will receive MEP supplemental instructional services.

MPO 3b) By the end of the 2021-22 performance period, 70% of all eligible secondary migratory students (grades 9-12) and OSY will receive MEP support services that contribute to their graduation, GED, college, career, and/or life readiness goals.

MPO 3c) By the end of the 2021-22 performance period, 90% of parents of migratory secondary youth who participated in MEP FACE/PAC opportunities will indicate that they gained knowledge of strategies for supporting their child in his/her achievement of graduation, GED, college, career, and/or life readiness goals.

MPO 3d) By the end of the 2021-22 performance period, 80% of staff who participate in professional learning will show a statistically significant gain on a pre/post survey in their knowledge of evidence-based strategies, promising practices, and culturally relevant instruction contributing to the achievement of secondary migratory youth and OSY.

5. Implementation Evaluation Results

MEP SERVICES

Exhibit 8 shows that 3,181 migratory students (65% of all eligible migratory students) were served during the regular school year in 2021-22. Of the 3,042 migratory students served ages 3-21, 38% were PFS students (65% of *all* PFS students). In addition, 2,043 migratory students (42% of all eligible migratory students) were served during the summer of 2022. Of the 1,999 migratory students ages 3-21 served in the summer, 35% were PFS students (39% of *all* PFS students).

Exhibit 8
Migratory Students Served during the Regular School Year and Summer (2021-22)

| Grade | Regular School Year | | | | | | Summer | | | | | |
|--------------|------------------------|--------------|------------|--------------|--------------|------------|------------------------|--------------|------------|--------------|------------|------------|
| | All Migratory Students | | | PFS | | | All Migratory Students | | | PFS | | |
| | # Eligible | Served | | Total # PFS | Served | | # Eligible | Served | | Total # PFS | Served | |
| | | # | % | | # | % | | # | % | | # | % |
| Birth-2 | 299 | 138 | 46% | -- | -- | -- | 299 | 44 | 15% | -- | -- | -- |
| Age 3-5 | 753 | 422 | 56% | 337 | 171 | 51% | 753 | 353 | 47% | 337 | 130 | 39% |
| K | 324 | 246 | 76% | 149 | 120 | 81% | 324 | 163 | 50% | 149 | 70 | 47% |
| 1 | 296 | 206 | 70% | 127 | 92 | 72% | 296 | 149 | 50% | 127 | 50 | 39% |
| 2 | 313 | 220 | 70% | 121 | 86 | 71% | 313 | 133 | 42% | 121 | 46 | 38% |
| 3 | 332 | 236 | 71% | 128 | 96 | 75% | 332 | 148 | 45% | 128 | 58 | 45% |
| 4 | 310 | 226 | 73% | 111 | 85 | 77% | 310 | 156 | 50% | 111 | 43 | 39% |
| 5 | 249 | 181 | 73% | 85 | 60 | 71% | 249 | 120 | 48% | 85 | 39 | 46% |
| 6 | 275 | 200 | 73% | 86 | 66 | 77% | 275 | 116 | 42% | 86 | 37 | 43% |
| 7 | 287 | 202 | 70% | 101 | 79 | 78% | 287 | 140 | 49% | 101 | 46 | 46% |
| 8 | 273 | 155 | 57% | 89 | 42 | 47% | 273 | 106 | 39% | 89 | 36 | 40% |
| 9 | 282 | 193 | 68% | 97 | 73 | 75% | 282 | 115 | 41% | 97 | 41 | 42% |
| 10 | 221 | 160 | 72% | 75 | 64 | 85% | 221 | 101 | 46% | 75 | 25 | 33% |
| 11 | 219 | 156 | 71% | 56 | 44 | 79% | 219 | 90 | 41% | 56 | 18 | 32% |
| 12 | 158 | 136 | 86% | 38 | 32 | 84% | 158 | 24 | 15% | 38 | 3 | 8% |
| OSY | 271 | 104 | 38% | 211 | 59 | 28% | 271 | 85 | 31% | 211 | 67 | 32% |
| Total | 4,862 | 3,181 | 65% | 1,811 | 1,169 | 65% | 4,862 | 2,043 | 42% | 1,811 | 709 | 39% |

Source: Nebraska 2021-22 MEP CSPR Data and MIS2000

Further analysis reveals that 77% of the eligible migratory children and youth that were present during the regular school year were served by the MEP, and 50% of the migratory children and youth that were present during the summer were served.

Exhibit 9 shows the unduplicated number of participating migratory children who received MEP-funded instructional or support services at any time during the 2021-22 performance period (regular year and summer). Results show that 3,634 migratory students (75% of all eligible migratory students) were served. Of the 3,498 migratory students served ages 3-21, 41% were PFS students (80% of *all* PFS students).

Thirty-seven percent (37%) of migratory students received instructional services (39% of students ages 3-21). Twenty-four percent (24%) of migratory students received reading instruction (25% of children ages 3-21) and 25% received math instruction (26% of children ages 3-21). Not displayed in the chart above is the number of high school students that received credit accrual services from the MEP. Seven students (1% of eligible students in grades 9-12) received credit accrual services (two ninth grade student, two eleventh grade students, three and twelfth grade students).

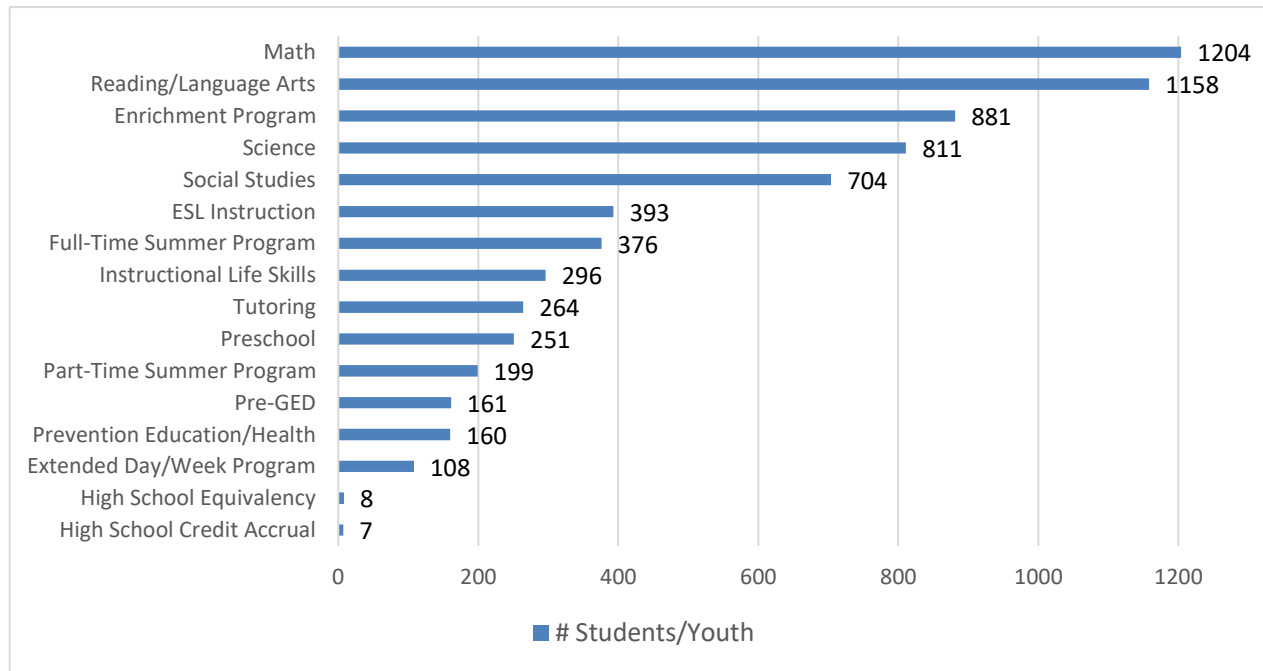
Exhibit 9
Migratory Students Served during the 2021-22 Performance Period

| Grade | All Migratory Students | | | PFS | | | Received Instructional Services | | | | | |
|--------------|------------------------|--------------|------------|--------------|--------------|------------|---------------------------------|------------|---------------------|------------|------------------|-----------|
| | # Eligible | Served | | Total # PFS | Served | | Any Instruction | | Reading Instruction | | Math Instruction | |
| | | # | % | | # | % | # | % | # | % | # | % |
| Birth-2 | 299 | 136 | 45% | -- | -- | -- | 38 | 13% | 2 | 1% | 3 | 1% |
| Age 3-5 | 753 | 540 | 72% | 337 | 238 | 71% | 280 | 37% | 220 | 29% | 229 | 30% |
| K | 324 | 274 | 85% | 149 | 135 | 91% | 159 | 49% | 128 | 40% | 119 | 37% |
| 1 | 296 | 238 | 80% | 127 | 111 | 87% | 135 | 46% | 118 | 40% | 107 | 36% |
| 2 | 313 | 245 | 78% | 121 | 97 | 80% | 135 | 43% | 105 | 34% | 91 | 29% |
| 3 | 332 | 266 | 80% | 128 | 117 | 91% | 157 | 47% | 117 | 35% | 112 | 34% |
| 4 | 310 | 253 | 82% | 111 | 96 | 86% | 140 | 45% | 103 | 33% | 112 | 36% |
| 5 | 249 | 206 | 83% | 85 | 76 | 89% | 118 | 47% | 80 | 32% | 89 | 36% |
| 6 | 275 | 219 | 80% | 86 | 79 | 92% | 97 | 35% | 60 | 22% | 60 | 22% |
| 7 | 287 | 225 | 78% | 101 | 90 | 89% | 119 | 41% | 69 | 24% | 85 | 30% |
| 8 | 273 | 180 | 66% | 89 | 58 | 65% | 75 | 27% | 37 | 14% | 43 | 16% |
| 9 | 282 | 212 | 75% | 97 | 82 | 85% | 86 | 30% | 34 | 12% | 47 | 17% |
| 10 | 221 | 171 | 77% | 75 | 65 | 87% | 85 | 38% | 32 | 14% | 41 | 19% |
| 11 | 219 | 168 | 77% | 56 | 49 | 88% | 73 | 33% | 29 | 13% | 34 | 16% |
| 12 | 158 | 142 | 90% | 38 | 33 | 87% | 50 | 32% | 21 | 13% | 25 | 16% |
| OSY | 271 | 159 | 59% | 211 | 115 | 55% | 60 | 22% | 10 | 4% | 12 | 4% |
| Total | 4,862 | 3,634 | 75% | 1,811 | 1,441 | 80% | 1,807 | 37% | 1,165 | 24% | 1,209 | 25 |

Source: Nebraska 2021-22 MEP CSPR Data and MIS2000

Exhibit 10 shows the type of instructional service received by the 1,807 migratory students and youth receiving MEP instruction during 2021-22. The largest percentage of migratory students/youth served received math instruction (67%) and reading/language arts instruction (64%). Nearly half of the students receiving instruction participated in an enrichment program, 44% received science instruction, and 39% received social studies instruction.

Exhibit 10
Instructional Services Received by Migratory Students during 2021-22



Source: MIS2000

Exhibit 11 shows the number and percent of migratory students receiving MEP support services during 2021-22, including counseling. Seventy-five percent (75%) of all eligible migratory children and youth received support services and 22% received counseling. Counseling is defined in the CSPR as services to help a student to better identify/enhance their educational, personal, or occupational potential. Counseling can occur between student/counselor, peer-to-peer counseling, or between students and MEP staff.

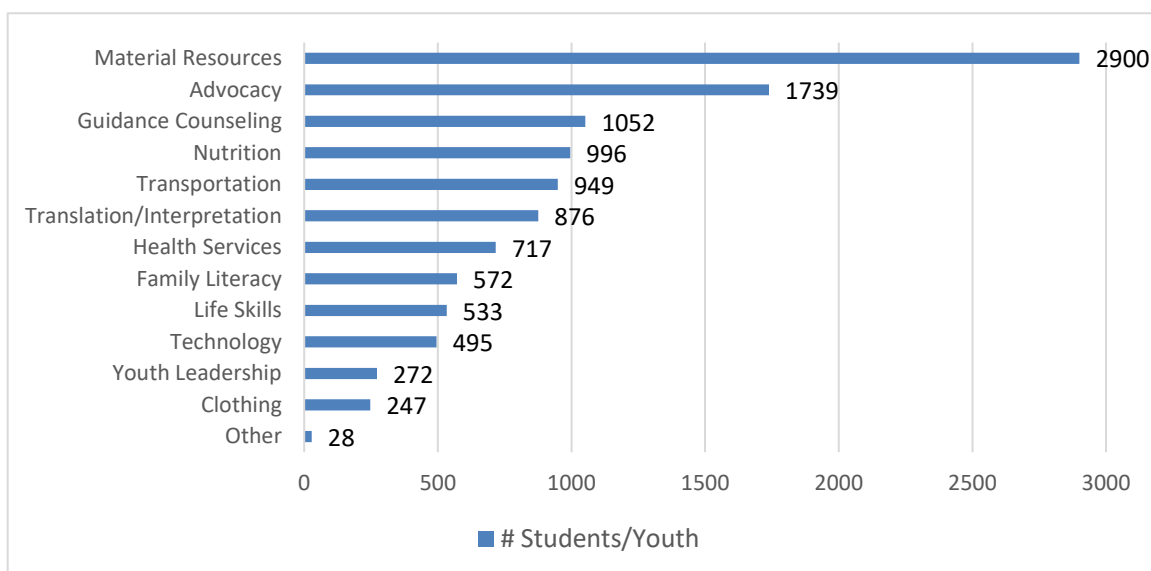
Exhibit 11
Migratory Students Receiving Support Services during 2021-22

| Grade | # Eligible | Received Support Services | | Received Counseling | |
|--------------|--------------|---------------------------|------------|---------------------|------------|
| | | N | % | N | % |
| 0-2 | 299 | 136 | 45% | 10 | 3% |
| Age 3-5 | 753 | 539 | 72% | 45 | 6% |
| K | 324 | 274 | 85% | 54 | 17% |
| 1 | 296 | 237 | 80% | 40 | 14% |
| 2 | 313 | 244 | 78% | 54 | 17% |
| 3 | 332 | 266 | 80% | 59 | 18% |
| 4 | 310 | 251 | 81% | 46 | 15% |
| 5 | 249 | 206 | 83% | 45 | 18% |
| 6 | 275 | 219 | 80% | 96 | 35% |
| 7 | 287 | 224 | 78% | 109 | 38% |
| 8 | 273 | 180 | 66% | 83 | 30% |
| 9 | 282 | 211 | 75% | 99 | 35% |
| 10 | 221 | 171 | 77% | 86 | 39% |
| 11 | 219 | 168 | 77% | 98 | 45% |
| 12 | 158 | 142 | 90% | 90 | 57% |
| OSY | 271 | 159 | 59% | 40 | 15% |
| Total | 4,862 | 3,627 | 75% | 1,054 | 22% |

Source: Nebraska 2021-22 MEP CSPR Data and MIS2000

Exhibit 12 shows the specific support services received by 3,627 migratory students and youth during 2021-22.

Exhibit 12
Support Services Received by Migratory Students during 2021-22

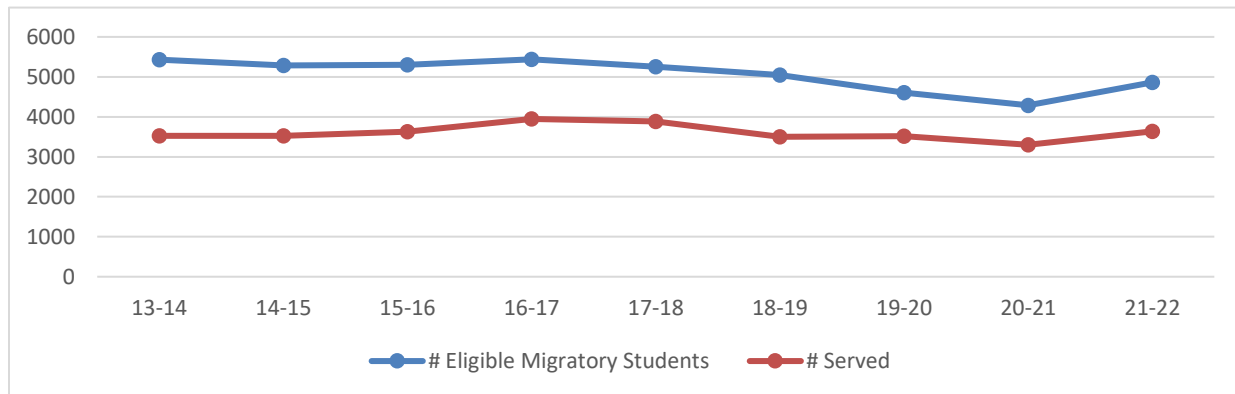


Source: MIS2000

By far, the largest number of migratory students received material resources (80% of students served). In addition, nearly half of students receiving support services (48%) received advocacy services by the MEP.

The graphic below shows the number of eligible migratory students from 2013-14 to 2021-22 and the number of migratory students served each year. Over the years, the Nebraska MEP has decreased the gap between number eligible and number served, although the gap increased slightly in 2021-22.

Exhibit 13
Migratory Students Served Over the Years



Source: Nebraska MEP CSPR Data and MIS2000

Exhibit 14 shows the number of migratory students eligible and served by each of the 14 local projects during 2021-22.

Exhibit 14
Migratory Students Served during 2021-22 by Local Projects

| Project | Eligible | | | PFS | | | | Non-PFS | | | |
|---------------------|--------------|--------------|------------|--------------|------------|--------------|--------------|--------------|------------|------------------|------------------|
| | # Students | # Served | % Served | # PFS | % PFS | # PFS Served | % PFS Served | # Non-PFS | % Non-PFS | # Non-PFS Served | % Non-PFS Served |
| Alliance | 97 | 91 | 94% | 50 | 52% | 47 | 94% | 47 | 48% | 44 | 94% |
| Crete | 50 | 45 | 90% | 14 | 28% | 12 | 86% | 36 | 72% | 33 | 92% |
| ESU 1 | 434 | 336 | 77% | 193 | 44% | 143 | 74% | 241 | 56% | 193 | 80% |
| ESU 7 | 559 | 454 | 81% | 223 | 40% | 201 | 90% | 336 | 60% | 253 | 75% |
| ESU 9 | 620 | 277 | 45% | 348 | 56% | 177 | 51% | 272 | 44% | 100 | 37% |
| ESU 13 | 454 | 380 | 84% | 134 | 30% | 119 | 89% | 320 | 70% | 261 | 82% |
| ESU 15 | 192 | 169 | 88% | 63 | 33% | 57 | 90% | 129 | 67% | 112 | 87% |
| Fremont | 221 | 58 | 26% | 102 | 46% | 30 | 29% | 119 | 54% | 28 | 24% |
| Grand Island | 238 | 188 | 79% | 138 | 58% | 98 | 71% | 100 | 42% | 90 | 90% |
| Hastings Head Start | 360 | 319 | 89% | 127 | 35% | 116 | 91% | 233 | 65% | 203 | 87% |
| Lexington | 444 | 398 | 90% | 200 | 45% | 176 | 88% | 244 | 55% | 222 | 91% |
| Lincoln | 104 | 65 | 63% | 48 | 46% | 29 | 60% | 56 | 54% | 36 | 64% |
| Madison | 48 | 48 | 100% | 24 | 50% | 24 | 100% | 24 | 50% | 24 | 100% |
| Omaha | 786 | 705 | 90% | 268 | 34% | 242 | 90% | 518 | 66% | 463 | 89% |
| Total | 4,607 | 3,533 | 77% | 1,932 | 42% | 1,471 | 76% | 2,675 | 58% | 2,062 | 76% |

Source: MIS2000

The number of students served by each project ranged from 48 (Madison) to 786 (Omaha). Percentages of PFS students served ranged from 29% (Fremont) to 100% (Madison).

Percentages of non-PFS students served ranged from 24% (Fremont) to 100% (Madison). Some of these numbers are duplicate given that migratory students are counted by more than one project due to mobility between districts.

Seventy-nine MEP staff responding to a survey rated the impact of MEP support services on migratory student success. Ratings are based on a 5-point scale where 1=not at all, 2=a little, 3=somewhat, 4=a lot, and 5=very much. Exhibit 15 shows that all staff responding (100%) felt that MEP support services contributed to the success of migratory children, students, and youth (54% very much, 35% a lot, 10% somewhat).

Exhibit 15
Staff Ratings of the Impact of Support Services on Migratory Student Success

| Extent to which MEP support services contributed to the success of migratory children, students, and youth | | | | | | |
|--|------------------|----------------|----------------|-------------|-----------------|-------------|
| # Responding | # (%) Not at all | # (%) A Little | # (%) Somewhat | # (%) A Lot | # (%) Very Much | Mean Rating |
| 79 | 0 (0%) | 0 (0%) | 8 (10%) | 28 (35%) | 43 (54%) | 4.4 |

Source: Nebraska MEP Staff Survey

PARENT ENGAGEMENT

The Nebraska MEP values parents as partners with the schools in the education of their children. As a result, parents take part in regular PAC meetings and FACE activities. Exhibit 16 shows the PAC meetings and parent activities that occurred during 2021-22. The three goal areas that could be addressed during parent activities include (1) school readiness; (2) ELA and math; and (3) graduation and services to OSY. In 2021-22, projects continued to provide both in-person and virtual parent activities and events to increase parent access.

The State MEP hosted four State PAC virtual meetings and four State FACE activities (three virtual, one in-person) during the year. In addition, the State MEP hosted a virtual series on mental health for parents/family members titled Mental Health Connection (Conexion de Salud Mental). This series consisted of eight virtual sessions addressing topics related to mental health such as stress and anxiety, self-care, and seasonal affective disorder. Local MEP projects also hosted 82 PAC meetings and parent/family activities at their sites. A total of 3,387 parents (duplicated count) attended these sessions addressing school readiness (69 sessions), ELA and math (76 sessions), and/or graduation/OSY achievement (78 sessions).

Exhibit 16
Nebraska MEP PAC Meetings/FACE Activities in 2021-22

| Date | Location | Goal Area | | | Topic/Title | # Parents Attending |
|---------|-----------|-----------|---|---|---|---------------------|
| | | 1 | 2 | 3 | | |
| 8/2/21 | Lexington | 1 | 1 | 1 | CNA/SDP Meeting | 5 |
| 8/17/21 | Alliance | 1 | 1 | 1 | Welcome Back to the 2021-22 School Year | 9 |
| 8/30/21 | ESU 1 | 1 | 1 | 1 | Fall PAC Night | 13 |
| 9/15/21 | Madison | 1 | 1 | 1 | Local MEP PAC Meeting | 10 |
| 9/18/21 | Lincoln | | | 1 | Pathways to College: Exploring/Applying for College | 3 |
| 9/20/21 | Virtual | 1 | 1 | 1 | State PAC (MEP allocations, scheduling) | 12 |
| 9/21/21 | ESU 7 | 1 | 1 | 1 | FACE: Mental Wellness | 26 |
| 9/27/21 | Virtual | 1 | 1 | 1 | Mental Health Connection (What is Mental Health?) | 9 |
| 9/28/21 | Virtual | | | 1 | FACE (High School Walk to Graduation) | 13 |
| 9/28/21 | ESU 15 | 1 | 1 | 1 | PAC – Hayes Center | NR* |
| 10/1/21 | Lincoln | | 1 | | How to Help Your Child with Reading/Math Homework | 6 |

| Date | Location | Goal Area | | | Topic/Title | # Parents Attending |
|-----------------|----------------|-----------|----------|----------|---|---------------------|
| | | 1 | 2 | 3 | | |
| 10/2/21 | Lincoln | | | 1 | Pathways to College: Finances | 2 |
| 10/7/21 | ESU 1 | | | 1 | College Need to Know Night | 4 |
| 10/20/21 | Hastings | 1 | 1 | 1 | PAC Meeting | 3 |
| 10/19/21 | ESU 7 | | 1 | 1 | FACE: Academic Success | 19 |
| 10/25/21 | Virtual | 1 | 1 | 1 | Mental Health Connection (Anxiety/Depression) | 17 |
| 10/26/21 | ESU 13 | 1 | | | Car Seat Safety – Sidney | 18 |
| 10/26/21 | ESU 15 | 1 | | | Story Time | NR |
| 10/26/21 | Lexington | 1 | 1 | 1 | Mental Health Zoom (Local FACE) | 5 |
| 10/29/21 | Omaha | | | 1 | PAC Meeting in Karen: MEP/Graduation Requirements | 25 |
| 10/29/21 | Omaha | | | 1 | PAC Meeting in Spanish: MEP/Grad Requirements | 12 |
| Nov-May | Omaha | 1 | 1 | 1 | Weekly FACE Meetings | 30 |
| 11/9/21 | Virtual | 1 | 1 | 1 | State PAC (Federal monitoring, UNMC RADxUp study) | 10 |
| 11/10/21 | Madison | 1 | 1 | 1 | Local MEP PAC Meeting | 10 |
| 11/11/21 | ESU 1 | 1 | | | Where do I start? Preparing your Child for PreK/K | 7 |
| 11/12/21 | Lincoln | | 1 | 1 | ParentVue and Museum Membership | 2 |
| 11/16/21 | Virtual | 1 | 1 | 1 | State FACE (Access to Knowledge – Library) | 31 |
| 11/18/21 | Grand Island | | | 1 | High School Graduation & College Readiness Event | 9 |
| 11/22/21 | Virtual | 1 | 1 | 1 | Mental Health Connection (Seasonal Affective Disorder) | 9 |
| 11/23/21 | ESU 7 | 1 | 1 | 1 | FACE: Conversation w/a Pediatrician | 21 |
| 12/2/21 | Omaha | | | 1 | PAC Meeting in Nepali: MEP/Grad Requirements | 6 |
| 12/7/21 | ESU 15 | 1 | | | Story Time | NR |
| 12/9/21 | ESU 1 | | 1 | | Family Reading and Math Game Night | 7 |
| 12/10/21 | Omaha | 1 | 1 | 1 | Helping my Children Learn | 9 |
| 12/14/21 | ESU 7 | 1 | 1 | 1 | FACE: Fire Prevention & Safety Tips | 8 |
| 12/16/21 | Crete | 1 | 1 | 1 | PAC Meeting | 3 |
| 12/20/21 | Virtual | 1 | 1 | 1 | Mental Health Connection (Adaptive Skills) | 2 |
| 12/28/21 | Omaha | 1 | 1 | 1 | PAC Meeting | 9 |
| 1/11/22 | Virtual | 1 | 1 | 1 | State PAC (Family/Student Conference Planning) | 10 |
| 1/18/22 | ESU 7 | 1 | 1 | 1 | FACE: Community Connections | 25 |
| 1/25/22 | Virtual | 1 | 1 | | State FACE (Language Development and Impact) | 24 |
| 1/25/22 | Virtual | 1 | 1 | 1 | Mental Health Connection (Stress and Self-Care) | 8 |
| 1/29/22 | Lincoln | | | 1 | Pathways to College: Social-Emotional Considerations | 2 |
| 2/1/22 | ESU 15 | 1 | | | Story Time | NR |
| 2/17/22 | ESU 1 | | 1 | 1 | Learning at Home: SSC | 9 |
| 2/18/22 | Alliance | 1 | 1 | 1 | Informational Meeting | 1 |
| 2/19/22 | ESU 9 | 1 | 1 | 1 | Kearney MEP Services Available to Students/Families | 15 |
| 2/22/22 | ESU 7 | 1 | 1 | 1 | FACE: Emergency Preparedness | 18 |
| 2/26/22 | ESU 9 | 1 | 1 | 1 | Gibbon MEP Services Available to Students/Families | 3 |
| 2/28/22 | Virtual | 1 | 1 | 1 | Mental Health Connection (Limits/Self-Love) | 12 |
| 3/2/22 | Madison | 1 | 1 | 1 | Local MEP PAC Meeting | 6 |
| 3/4/22 | Lexington | 1 | 1 | 1 | Dental Care Zoom (Local FACE) | 15 |
| 3/8/22 | Virtual | 1 | 1 | 1 | State PAC (Family/Student Conference Planning) | 10 |
| 3/9/22 | ESU 13 | | 1 | | Language Supports – North Platte | 6 |
| 3/10/22 | ESU 1 | | 1 | | Make and Take Game Night: SSC | 6 |
| 3/22/22 | ESU 7 | 1 | 1 | 1 | FACE: Building Healthy Families | 52 |
| 3/22/22 | ESU 13 | 1 | | | Community for Kids – Sidney | 24 |
| 3/25/22 | Lincoln | 1 | 1 | 1 | Parenting Information and Summer Resources | 3 |
| 3/26/22 | Virtual | 1 | 1 | 1 | State MEP Family/Student Recognition Conference | 390 |
| 3/26/22 | ESU 15 | 1 | 1 | 1 | PAC – Lexington | 0 |
| 3/28/22 | Virtual | 1 | 1 | 1 | Mental Health Connection (Parenting) | 1 |
| 3/29/22 | ESU 13 | | | 1 | Adult Learning/GED at North Platte Community College | 13 |
| 3/29/22 | ESU 15 | 1 | | | Story Time | NR |
| 4/20/22 | Grand Island | | | 1 | High School College Awareness Event | 7 |
| 4/22/22 | Omaha | 1 | 1 | 1 | Parents as Partners | 6 |
| 4/25/22 | Virtual | 1 | 1 | 1 | Mental Health Connection (Conclusions/Progress) | 7 |
| 4/26/22 | ESU 7 | 1 | 1 | 1 | FACE: Nutrition Orientation | 26 |
| 4/28/22 | ESU 1 | | 1 | | Make and Take Game Night: Wakefield | 10 |
| 4/28/22 | ESU 13 | | | 1 | Trade School Opportunities – Scottsbluff | 26 |
| 4/28/22 | ESU 15 | 1 | 1 | 1 | PAC – Imperial | NR |

| Date | Location | Goal Area | | | Topic/Title | # Parents Attending |
|--------------|--------------|-----------|---|---|--|---------------------|
| | | 1 | 2 | 3 | | |
| 5/6/22 | Lincoln | | 1 | | Summer Activities with Students and Families | 2 |
| 5/9/22 | Grand Island | 1 | 1 | 1 | PAC and End-of-Year Celebration | 20 |
| 5/10/22 | Grand Island | | | 1 | High School Small Group Event | 3 |
| 5/11/22 | ESU 15 | 1 | 1 | 1 | PAC – Grant | NR |
| 5/11/22 | Lexington | 1 | 1 | 1 | Migrant PAC Meeting | 5 |
| 5/11/22 | Madison | 1 | 1 | 1 | Local MEP PAC Meeting | 9 |
| 5/17/22 | ESU 1 | 1 | 1 | 1 | Close Out Parent FAQ Meeting | 8 |
| 5/24/22 | ESU 7 | 1 | 1 | 1 | FACE: Creating a Safety Plan | 19 |
| 6/9/22 | Lincoln | 1 | 1 | | Lincoln Children's Museum Field Trip | 2 |
| 6/16/22 | ESU 15 | 1 | | | Community Baby Shower – Imperial | NR |
| 6/17/22 | Madison | | 1 | | Educational Field Trip w/Students | 8 |
| 6/24/22 | ESU 7 | 1 | 1 | 1 | Binational Summer Club Fiesta | 21 |
| 6/24/22 | Madison | | 1 | | Educational Field Trip w/Students | 6 |
| 6/27/22 | ESU 9 | 1 | 1 | 1 | Cozad MEP Services Available/Summer Safety Tips | 1 |
| 6/28/22 | ESU 9 | 1 | 1 | 1 | Holdrege MEP Service Available/Summer Safety Tips | 5 |
| 6/28/22 | Hastings | 1 | 1 | 1 | PAC Meeting | 23 |
| 6/29/22 | ESU 9 | 1 | 1 | 1 | Bertrand MEP Services Available/Summer Safety Tips | 3 |
| 6/29/22 | ESU 1 | 1 | 1 | 1 | Summer School Fiesta/PAC Meeting | 8 |
| 7/1/22 | ESU 9 | 1 | 1 | 1 | Kearney MEP Services Available/Summer Safety Tips | 20 |
| 7/1/22 | Madison | | 1 | | Educational Field Trip with Students | 7 |
| 7/7/22 | Lincoln | | 1 | 1 | LAUNCH Information day | 3 |
| 7/12/22 | Madison | | 1 | | Educational Field Trip with Students | 8 |
| 7/13/22 | Madison | 1 | 1 | 1 | End-of-Summer Program | 30 |
| 7/28/22 | Lincoln | 1 | 1 | 1 | Family Activity Night | 3 |
| 8/8/22 | Fremont | | 1 | 1 | Welcome to School Festival | 10 |
| 8/16/22 | Alliance | 1 | 1 | 1 | Parent Open House | 9 |
| 8/26/22 | ESU 9 | 1 | 1 | 1 | Broken Bow MEP Services Avail to Students/Families | 8 |
| 8/30/22 | ESU 7 | | | 1 | PAC/FACE: Pathway to College Success Starts Now | 28 |
| Total | | | | | | 3,387 |

Source: Nebraska MEP FSIs and Nebraska MEP Records

*NR = Not Reported

Exhibit 17 shows the overall mean rating for all 41 sessions evaluated and the extent to which parents increased their knowledge of the topics. Mean ratings for the three goals areas can be found in the MPO section of this report. Ratings for the sessions are based on a 3-point scale where 1=poor, 2=good, and 3=excellent; and ratings for knowledge gained also are based on a 3-point scale where 1=not at all, 2=somewhat, 3=a lot. Results show that 91% of the parents responding reported that they increased their knowledge of the content covered during parent training/events/activities (76% a lot, 23% somewhat). All 41 sessions had a mean rating of 2.7 out of 3.0.

Exhibit 17 Parent Ratings of MEP PAC/FACE/Family Activities

| # Sessions Evaluated | # Evals | Mean Rating of Activities | Increased Knowledge | | | |
|----------------------|---------|---------------------------|---------------------|----------------|-------------|-------------|
| | | | # (%) Not at all | # (%) Somewhat | # (%) A Lot | Mean Rating |
| 41 | 442 | 2.7 | 2 (1%) | 103 (23%) | 337 (76%) | 2.8 |

Source: Nebraska MEP Parent Training Evaluations

Exhibit 18 shows the mean ratings for the State MEP Family/Student Recognition Conference in March 2022. Results show that all 83 parents completing evaluations felt they increased their knowledge of the content covered during the conference (84% a lot, 16% somewhat). The overall conference had a mean rating of 2.9 out of 3.0 indicating that parents thought it was excellent.

Exhibit 18
Parent Ratings of the State MEP Family/Student Recognition Conference

| Date | # Evals | Mean Rating of Activity | Increased Knowledge | | | Mean Rating |
|---------|---------|-------------------------|---------------------|----------------|-------------|-------------|
| | | | # (%) Not at all | # (%) Somewhat | # (%) A Lot | |
| 3/26/22 | 83 | 2.9 | 0 (0%) | 13 (16%) | 70 (84%) | 2.8 |

Source: Nebraska MEP Parent Training Evaluations

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

Parent Learning about ELA and Math

- *I learn how to help my children with math and English .*
- *I learn to create fun learning tool to better help my children development skills in reading and math.*
- *I learned a new way to help my children with math homework.*
- *I learned about activities and games for summer, tips for parenting and safety, and also about reading events for summer.*
- *I learned that I need to read to my kids so they can learn fast.*
- *I like that we were able to create a learning game to better help our children to continue growth and knowledge while playing games for reading and math in fun ways.*
- *Learned about how to draw once, tens, and hundreds to help understand the equations.*
- *This training it really good for us to parents to know more technique to help our children at home; reading and math: it is really useful for us and our children.*

Parent Learning about Graduation/Postsecondary Education

- *A lot about scholarships and about college.*
- *About how to help our son decide for his career and how to achieve his goals.*
- *About the colleges and how their systems work.*
- *How to understand that as parents, if we don't have the monetary way to pay for college, we can get involved in seeking all the help that programs like this offer to help.*
- *I learned a lot because I was able to have knowledge about scholarships, the types of universities that exist, etc.*
- *I learned about all the grants or scholarships that students can receive after finishing school.*
- *I learned about the need to talk to my children about graduation when they are young. I also learned about scholarship assistance for my child after high school graduation.*
- *Know more about when a good time will be to start looking at colleges, what types of colleges, tips to apply*
- *My daughter will be the first one to go to college, so we learned so many things from this training. We didn't know much before so everything is helpful. So many types of school after high school.*
- *The credits my child needs to graduate from high school and the benefits that a diploma gives him.*

Parent Learning about Parent Engagement/Involvement

- *How to create an email account for my children's school to be in communication with teachers. Thanks a lot!*
- *How to protect my kids from drugs and also to not be a bully.*
- *I enjoyed making a learning tool with my child. I liked the skills that were taught to us to better help our children. We enjoyed the project.*
- *I learn that items that we have at home can be use as learning tools for children.*

- *I learned about how to sign into the ParentVue and look at each of my children's daily schedules and how they are doing at school.*
- *I learned from the parent meeting about Power School.*
- *I learned some tips to prepare for parent/teacher conferences, and also how to use Power School to check my kids' grades.*
- *I learned to ask my children how it was in school, help them with their homework, accompany them to sports so they see that we support them.*
- *Learned more about my child and his academic process, learned how to check his grades, attendance, and his classroom information.*
- *That we must be aware of our children at school and always support and motivate them so that every day they are better.*
- *The importance of my involvement as a parent to support my children's education and learning, as well as what techniques I can use to be involved with their learning activities.*

Parent Learning about Mental Health/Health/Bullying

- *A few things about dental hygiene*
- *About bullying; very good information on how to help our children; and the presentation of drugs, the new ways is surprising.*
- *Forming healthy families. The importance of knowing how to eat properly to not gain weight or diseases that develop from being overweight. There is support from a doctor to give menus and exercises to help with physical activity and not live a sedentary lifestyle.*
- *How to help my children solve problems with the problem of bullying.*
- *I learned how my children should go in their car seats, also how to make an escape plan in case of a fire and be careful with the heaters and not plug so many appliances into a socket.*

Parent Learning about Ways to Support their Child's Learning

- *All of the requirements for the new school year.*
- *Help my son with his homework.*
- *How important it is to support our children to continue their studies.*
- *How to develop activities for children.*
- *How to help our children be successful.*
- *How to prepare for kindergarten.*
- *How to speak to my child about grades.*
- *How to use the tools they provide us to guide and help our daughters achieve success in what they decide to do.*
- *I learned how making simple things can help students learn while having fun.*
- *I learned different teaching strategies to use while playing with toys/books.*
- *I really enjoyed that we got to learn how to play educational games with my children. I love the interaction I had with my kids while making the learning game. My kids really enjoyed making the educational game and we all had fun.*

Parent Learning about the MEP and Community Resources

- *Aid for migrants in all areas.*
- *Community information and where I can find help.*
- *Different services provided by the migrant staff in school setting and also help support families with referrals as well.*
- *How to qualify for the MEP and qualified children is eligible for 3 years. After migrant program will refer us to other organizations who can help our children.*
- *I didn't know there were so many agencies helping in my area.*
- *I learned how to search for resources in my community by going to that website.*

- *Learned about the credit system and the graduation requirements and also about the MEP and the benefits that the family gets from the MEP.*

PROFESSIONAL DEVELOPMENT

Professional development supports staff that provide instructional and support services to migratory students. All MEP staff participate in professional learning, allowing them to serve migratory students more effectively and efficiently. Professional development takes many forms including statewide conferences and training, webinars, and workshops. A total of 211 training opportunities were provided to MEP staff – 30 sessions provided by the Nebraska MEP, 41 session provided by the IDRC and iSOSY CIGs, 13 regional/State/national conferences/ meetings, and 127 provided by local projects. A total of 1,276 staff (duplicated count) participated in professional development – an average of 6.1 per session. A full list of the PD provided to MEP staff during 2021-22 can be found in the Appendix.

Exhibit 19
Summary of Professional Development Provided to MEP Staff during 2021-22

| Month | # State PD Sessions | # CIG PD Sessions | # Regional/ National PD Sessions | # Local PD Sessions | Total # PD Sessions | # Staff |
|----------------|---------------------|-------------------|----------------------------------|---------------------|---------------------|--------------|
| August 2021 | 1 | 2 | 1 | 5 | 9 | 54 |
| September 2021 | 1 | 2 | 1 | 8 | 12 | 99 |
| October 2021 | 4 | 4 | 2 | 17 | 27 | 179 |
| November 2021 | 2 | 6 | 1 | 17 | 26 | 120 |
| December 2021 | 0 | 4 | 2 | 6 | 12 | 72 |
| January 2022 | 5 | 5 | 0 | 11 | 21 | 134 |
| February 2022 | 4 | 5 | 2 | 16 | 27 | 155 |
| March 2022 | 3 | 3 | 2 | 12 | 20 | 113 |
| April 2022 | 5 | 2 | 1 | 10 | 18 | 150 |
| May 2022 | 2 | 4 | 0 | 13 | 19 | 91 |
| June 2022 | 0 | 3 | 0 | 3 | 6 | 38 |
| July 2022 | 2 | 0 | 0 | 2 | 4 | 19 |
| August 2022 | 1 | 1 | 1 | 7 | 10 | 52 |
| Total | 30 | 41 | 13 | 127 | 211 | 1,276 |

Source: Nebraska MEP Records and IDRC CIG Records

Exhibit 20 shows the mean ratings assigned by staff to the professional development provided during 2021-22 that address MEP program implementation. Mean ratings for the three goals areas can be found in the MPO section of this report. Ratings for knowledge gained are based on a 5-point scale where 1=no knowledge, 2=a little knowledge, 3=some knowledge, 4=a lot of knowledge, and 5=extensive knowledge. Results show that 63% of the 616 staff responding to Staff Training Evaluations demonstrated a statistically significant gain ($p<.001$) in their knowledge of the MEP program implementation content covered during PD.

Exhibit 20
Staff Ratings of Knowledge Gained as a Result of Participating in PD Addressing MEP Program Implementation

| N | Points Poss. | Mean Rating of Knowledge Before | Mean Rating of Knowledge After | Mean Gain | P-Value 2-tailed | # (%) Gaining | # Sessions Evaluated |
|-----|--------------|---------------------------------|--------------------------------|-----------|------------------|---------------|----------------------|
| 616 | 5.0 | 3.1 | 3.9 | +0.8 | <.001 | 389 (63%) | 167 |

Source: Nebraska MEP Staff Training Evaluations

At all IDRC CIG professional development opportunities, participants completed training evaluations that included an item that asked them to rate their knowledge of the content

presented before and after participating in training on a 5-point scale where 1=no knowledge, 2=a little knowledge, 3=some knowledge, 4=a lot of knowledge, and 5=extensive knowledge. Exhibit 21 shows Nebraska MEP staff ratings of IDRC training. Results show that 76% of the 75 MEP staff responding that participated in 20 of the 2021-221 IDRC training opportunities evaluated increased their knowledge of the ID&R content presented.

Exhibit 21
Mean Ratings of Knowledge Gained During 2021-22 IDRC Professional Development

| N | Points Poss. | Mean Rating of Knowledge Before | Mean Rating of Knowledge After | Mean Gain | P-Value 2-tailed | # (%) Gaining | # Sessions Evaluated |
|----|--------------|---------------------------------|--------------------------------|-----------|------------------|---------------|----------------------|
| 75 | 5.0 | 3.0 | 3.9 | +0.9 | <.001 | 57 (76%) | 20 |

Source: IDRC CIG Training Evaluation (Form 2)

Exhibit 22 shows the ratings of 2021-22 professional development. Ratings are based on a 5-point scale where 1=not at all, 2=a little, 3=somewhat, 4=a lot, and 5=very much. All sessions evaluated were rated highly – relevance (mean rating of 4.3 out of 5.0), applicability (mean rating of 4.4), and usefulness of the materials (mean rating of 4.3).

Exhibit 22
Staff Ratings of Professional Development during 2021-22

| | N | # (%) Not at all | # (%) A Little | # (%) Somewhat | # (%) A Lot | # (%) Very Much | Mean Rating |
|-------------------------------|-----|------------------|----------------|----------------|-------------|-----------------|-------------|
| Relevance of the training | 865 | 6 (1%) | 14 (2%) | 103 (12%) | 302 (35%) | 440 (51%) | 4.3 |
| Applicability of the training | 859 | 4 (1%) | 14 (2%) | 103 (12%) | 285 (33%) | 453 (53%) | 4.4 |
| Usefulness of the materials | 802 | 5 (1%) | 10 (1%) | 111 (14%) | 266 (33%) | 410 (51%) | 4.3 |

Source: Nebraska MEP Staff Training Evaluations

On training evaluations, staff indicated how they plan to use information learned during training. They plan to use strategies/ideas when working with migratory students and families, improving academic instruction, addressing social-emotional needs, improving ID&R, and using data to inform all aspects of the program. Following are examples of staff comments.

Application to Serving Migratory Students and Families

- *Acknowledge the diverse families I will be working with, implementing such actions and thoughts to better serve students and families.*
- *Be knowledgeable about the program to help students.*
- *Be more compassionate.*
- *Be more mindful of who we're working with and how to appropriately work with them.*
- *Being more aware and educated about cultural differences.*
- *Better knowledge of resources I can refer families to.*
- *Having QR codes can be a resourceful tool to use when working with families or for work communication.*
- *I will use this training to help me improve my understanding of racism, prejudice, and bias.*
- *Increase communication with parents.*
- *Sharing information with families that need help and qualify for the resources.*
- *Support our relationships with students and families knowing their lived experiences; help move professional learning forward with teachers and staff to increase their cultural competency and equity lens.*
- *The sessions for today talked about cultures, identity, belonging, being accepted, social emotional, the challenges migrant students face, equity, classroom structure, how to prepare the learners, leadership programs, credits, online resources students need to do well in school and*

graduate. This information will help me understand the students, the situation better, and use this to serve our students and families better.

- The system of racial equity PD series will help me better understand issues of racial equity that exists in our systems and help better plan and prepare to help meet the needs of our students.*
- This training allowed me to understand the students experiences a little better.*

Application to Academic Instruction

- Help students with academic growth.*
- Help support that bridge between school and family by creating a support network with student's teachers, case specialist, and parents on how we can supplement.*
- I can use it when I'm with students in the classroom or tutoring to their home.*
- I will use this during summer school instruction.*
- I will use this service for migratory students to help them with their reading readiness.*
- Planning instruction for math and reading, pre/post-tests.*
- Reading story books that teach children comprehension. I will also use it to help students identify sequence. Built vocabulary and help students communicate. Using these story books are very important when helping students with critical thinking skills as well as language development.*
- Teach migrant students language skills. Help the students with vocabulary, writing, speaking and comprehension knowledge in and out of the classroom.*
- There were a lot of great ideas that we can implement with family literacy, summer science, math, and reading, and strategies for instruction that can be implemented year-round. I also got some ideas that may be the start of some student entrepreneurship opportunities.*

Application to Addressing Social-Emotional Needs

- Access signs and symptoms to see if students are thinking about suicide or not, or learning different approaches to talk with students, referring them to the professional specialist, and knowing the resources are good knowledge to have when working with adolescents.*
- Be able to recognize mental health and depression.*
- Be more aware of children's emotions.*
- Being certain to look out for bullying and giving a helping hand to build trustworthy relationships.*
- Help students motivate and change the negative behavior by adding positives while learning and or doing a homework task.*
- Helping students address their emotions in a healthy and positive way so they can grow as individuals.*
- I learned how to teach children to listen to their bodies and different examples of how to open their brains to relax and learn easier. Also reinforced being an advocate for our students and a soft place to land for them.*
- I will know better the risk and warning signs of suicide and how to proceed for safety.*
- It can guide our work in identifying and helping students who have experienced trauma.*
- Lots of helpful information was shared during the training. Learned more signs of threat and ways to report them so this help me be aware of the those behavior when working with our students and know how to talk to them or report the situation.*
- Positive reinforcement to help students stay on task. It helps the student engage and learn and accomplish what is being asked through positive/praise interactions.*

Application to Serving OSY

- Collaborate with adult education programs for services to OSY (ELL, GED, ABE), family literacy programs, and material resources.*
- Continue to support our service providers in using the resources on iSOSY to engage our OSY and at-risk secondary youth. I also appreciate the ideas on how to track data to better complete the end-of-the-year reports needed for OSY.*

- *Doing life skill lessons with OSY.*
- *Great info to use with OSY and a great refresher! Lots of new lessons since I was on the website last.*
- *I got to learn a bit more about the life skill section on the iSOSY platform. This will help me navigate the different life skills lessons to use when working with OSY. I also got to talk to coworkers from other cities and hear their experience. It was also nice to listen to new ideas and what I can implement with my OSY.*
- *I will continue to use the website and the goal setting plan in order to assist our OSY.*
- *I will use the lessons provided at iSOSY website to give instructional services to OSY.*
- *Implementing resources and strategies to strengthen academic performance and life skills development in OSY, and to achieve the goal of achieving the GED or high school certificate.*
- *It helps us better understand all the resources that we can utilize and use while working/guiding OSY. Using the steps and curriculum is a great tool to help students accomplish goals they have set by working together to achieve success.*

Application to Serving Secondary-Aged Migratory Students

- *Encouraging and motivating students to apply for scholarships.*
- *Even though we currently don't have any OSY, we can definitely use reading, math, or life skills lessons for our high school students.*
- *Gave me more ideas on what to work with HS with than what I had initially thought.*
- *Help assist students with credits/graduate and get an education diploma.*
- *Provide MEP Club for HS students - this would be a great service to students if we could work through barriers of location and transportation. This would provide students with an opportunity to belong to a group, understand the structure of open act meetings, and leadership - how to take charge and make group decisions.*
- *Some useful information how to talk to our Junior and Senior students about college and graduation, how to help them with application or financial aid, and share resources.*
- *The information presented will aid our program in guiding students through the FAFSA and financial aid process.*
- *This is a wonderful scholarship that I will encourage our high school seniors to apply.*
- *This is an awesome resource for students that need to earn credits towards graduation, but are still on the move due to the migrant lifestyle. We need to work with our schools to obtain the Credit Memorandum of Understanding.*

Application to Serving Preschool-age Migratory Children

- *It helps us help students transition between activities by allowing students enough time and establish a routine that we can all follow together example a song, utilizing an object or count down. Helps what is to come and helps with understanding.*
- *It is very important to understand the stages of language development when working with preschoolers so I can identify the child needs.*
- *The math strategies will be used for helping students in early learning student/child development.*
- *The sessions I attended at the conference related to reading strategies that could be used to help parents understand simple ways to extend their child's learning at home.*
- *Use the math strategies in providing a strong basis to support students in early learning.*

Application to Serving Migratory ELs

- *Help students in language development to better help students express and communicate. Also help support students when having difficulties to develop language. Resources and where to go/who to seek to better help students in this area.*
- *Provide ELs reading/English language teaching support.*
- *This training was about helping ELs access complex text, which we can apply to our academic extended programming.*

- *To help support children with non-English skills. To help close the gap and provide learning support services and resources.*

Application to Collaborating with other Programs/Service Providers

- *Collaboration among agencies is a must to better serve the families.*
- *I am excited to try to partner with some of the programs around the area.*
- *I got ideas and resources for summer school about biomedical research, project-based learning, and entrepreneurship as well as connecting with other agencies who could come and put on special programming like Beyond School Bells, Future Kids, and The Rabble Mill.*
- *I was able to get in contact already with programs that help families with children that have disabilities.*
- *I was able to see the different programs they have across Nebraska and how we can use them to have our students learn science or have enrichment programs during the summer. Also if we have any students wanting to do an entrepreneurship program there are many resources.*
- *I will referral families to different agencies.*
- *I will strive to make better relationships with the community partners.*
- *I will use the information learned to form partnerships with other agencies and individuals.*
- *Reaching out to more community partners to hold events with multiple organizations.*

Application to ID&R

- *Always ask a lot of questions about a specific job. There could be job duties that might qualify.*
- *Ask a lot of questions about potential qualifying work so that a decision can be made about whether this qualifies or not. Use the guidance to help make decisions. Know Chapter 2 of the NRG well. It could really open up doors to qualify more students and families.*
- *Be able to research families and areas to continue to assist with focus.*
- *Be aware of MSIX so an find new children to serve them faster and make sure they continue to be in program.*
- *Explore areas that are not normally focused on.*
- *Good info on interviewing families and businesses to feel more comfortable in qualifying more families.*
- *How to better use data resources available for recruiters.*
- *How to use Manta to find agriculture business and find workers.*
- *I plan to work more closely with the recruiter to make the shift between being interviewed to receiving services more seamlessly. I will also identify who at the schools needs to know when there is a new student and reach out to them about the MEP and what we can offer so there is better coordination and collaboration between the schools and me.*
- *I will verify my COE before I submit it to make sure information is correct, such as date of birth.*
- *It will help find those kids that are not in school and hard to find.*
- *This was a great way to break down a daunting task into easier steps to create a yearly plan for ID&R.*

Application to MEP Data

- *Being accurate in data collecting and checking.*
- *I will continue to increase the quality of student data in the Migrant database to better serve our students.*
- *Implement changes for new reporting period to accurately capture the information needed.*
- *Keep accurate records.*
- *Stay up on utilizing the MSIX system safely and keeping things confidential.*
- *The information will help me keep student/family data safe.*
- *To better and more efficiently enter student data.*

Seventy-two (72) MEP staff responded to a survey item addressing the impact of MEP professional development on their skills for serving migratory children. Ratings are based on a 5-point scale where 1=not at all, 2=a little, 3=somewhat, 4=a lot, and 5=very much. Exhibit 23 shows that all 72 staff responding (100%) felt that MEP professional development helped them increase their skills for serving migratory children (40% very much, 39% a lot, 18% somewhat, 3% a little).

Exhibit 23
Staff Ratings of the Impact of the MEP Professional Development on their Skills for Serving Migratory Children

| Extent to which MEP professional learning opportunities increased your skills for serving migratory children | | | | | | |
|--|---------------------|-------------------|-------------------|----------------|--------------------|-------------|
| N | # (%) Not at all | # (%) A Little | # (%) Somewhat | # (%) A Lot | # (%) Very Much | Mean Rating |
| 72 | 0 (0%) | 2 (3%) | 13 (18%) | 28 (39%) | 29 (40%) | 4.2 |

Source: Nebraska MEP Staff Survey

STRATEGY IMPLEMENTATION

The **Fidelity of Strategy Implementation (FSI)** rubric was completed by local projects in Nebraska. MEP staff worked in teams to discuss how the Nebraska MEP strategies were implemented in their projects, arrive at consensus on the level of implementation of each strategy, and identify evidence used to determine ratings for their projects. Exhibit 24 lists each of the strategies, the mean ratings assigned by MEP staff for the level of implementation of each of the strategies, and examples of evidence used to document implementation. Ratings are based on a 5-point rubric where 1=not aware, 2=aware, 3=developing, 4=succeeding, and 5=exceeding. The mean rating for all 12 strategies combined was 3.8 out of 5.0. Mean ratings for three of the 12 strategies (25%) were at or above the “proficient” level (4.0/“succeeding”).

Exhibit 24
Mean Ratings on the Fidelity of Strategy Implementation

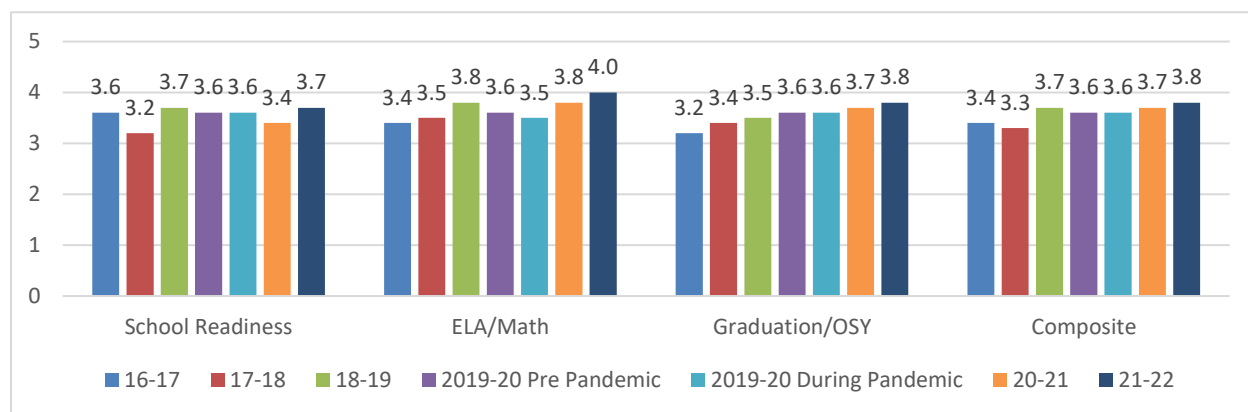
| Strategies | # Rating 4 or Higher | Mean Rating |
|---|----------------------|-------------|
| School Readiness | | |
| Strategy 1.1: Coordinate/provide instructional services for children ages 3-5 (not in kindergarten) to increase their school readiness skills (e.g., preschool, family literacy classes, home-/center-based services, summer programming). | 8 of 13 (62%) | 3.7 |
| Strategy 1.2: Coordinate/provide support services to assist parents with identifying and overcoming barriers that prevent migratory preschool-aged children from attending preschool. | 10 of 14 (71%) | 3.9 |
| Strategy 1.3: Coordinate/promote and model school readiness strategies to enhance migratory parents' capacity to support their child's development of school readiness skills. | 9 of 14 (64%) | 3.8 |
| Strategy 1.4: Provide professional learning opportunities to prepare staff to address the unique educational needs of migratory children ages 3-5 (not in kindergarten) using evidence-based strategies for instruction. | 7 of 12 (58%) | 3.5 |
| ELA and Mathematics | | |
| Strategy 2.1: Coordinate/provide evidence-based supplemental targeted ELA and math support (e.g., in-school support, programs on days when school is not in session, before/after school tutoring, home-based instruction). | 11 of 14 (79%) | 3.9 |
| Strategy 2.2: Coordinate/provide migratory students with appropriate needs-based support services (e.g., health and nutrition, educational supplies, | 12 of 14 (86%) | 4.4 |

| Strategies | # Rating 4 or Higher | Mean Rating |
|---|----------------------|-------------|
| interpretation, transportation, access to technology) to increase attendance and achievement in ELA and math. | | |
| Strategy 2.3: Coordinate/provide FACE opportunities that help families support academic development in ELA and math. | 9 of 14 (64%) | 3.8 |
| Strategy 2.4: Provide professional learning opportunities to prepare staff to address the unique educational needs of migratory students (e.g., academic, cultural, language, poverty, mobility) using evidence-based strategies for ELA and math instruction. | 11 of 13 (85%) | 4.0 |
| Graduation/Services to OSY | | |
| Strategy 3.1: Coordinate/provide secondary migratory students (grades 9-12) and OSY with evidence-based supplemental instructional services to support their achievement of graduation, GED, college, career, and/or life readiness goals. | 7 of 13 (54%) | 3.5 |
| Strategy 3.2: Coordinate/provide appropriate needs-based support services to migratory secondary youth and OSY to eliminate barriers to accomplishing graduation, GED, college, career, and/or life readiness goals. | 9 of 14 (64%) | 3.9 |
| Strategy 3.3: Coordinate/provide needs-based educational services to migratory parents/families to enhance their capacity to support their child's achievement of graduation, GED, college, career, and/or life readiness goals. | 8 of 14 (57%) | 3.5 |
| Strategy 3.4: Provide professional learning opportunities to MEP staff, school staff, and partner stakeholders to enhance their knowledge of evidence-based strategies, promising practices, and culturally relevant instruction to increase secondary migratory youth/OSY achievement of graduation, GED, college, career, and/or life readiness goals. | 12 of 13 (92%) | 4.1 |

Source: Nebraska MEP FSIs

Highest rated was **Strategy 2.2** (mean rating of 4.4) addressing the provision of needs-based support services to increase attendance and achievement in ELA and math. Three strategies were rated **lowest** (Strategies 1-4, 3-1, and 3-3) (mean rating of 3.5 each) addressing professional learning opportunities to prepare staff to address the needs of preschool migratory children, instructional services to migratory students in grades 9-12 and OSY, and parent engagement services for parents of high school age migratory children. Exhibit 25 compares the mean scores for the three goal areas addressed by the FSI from 2016-17 to 2021-22. Mean ratings were higher in 2021-22 for all goal areas and all goal areas combined.

Exhibit 25
Comparison of Strategy Mean Ratings from 2016-17 to 2021-22



Source: Nebraska MEP FSIs

In addition to assigning ratings for the implementation of the strategies, projects indicated the ways in which each strategy was implemented in their project as shown on the following pages.

For each strategy, the ways in which each strategy was implemented by most projects completing the FSI are reported.

School Readiness

Strategy 1-1: Coordinate/provide instructional services for children ages 3-5.

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

- Interpreting/translating (9 projects)
- Home-based services, summer programming (8 projects)
- Binational teachers (7 projects)
- District preschool program, transportation (6 projects)

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

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

- MIS2000 database (13 projects)
- Educational materials, materials bags (12 projects)
- Collaboration with early childhood education providers, collaboration with IDEA for Special Education, referrals to needed services/programs (11 projects)
- MEP liaisons referrals to local and State services (9 projects)
- Collaboration with child care providers and community action agencies (8 projects)
- Educational field trips, PAC meetings (6 projects)

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

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

- Materials distributed during home visits (12 projects)
- Interpreting/translating, PAC meetings, resources for parents to use at home (11 projects)
- FACE opportunities (10 projects)
- Home visits focusing on parent/child lessons, parent trainings (8 projects)
- Collaboration with Migrant Head Start, Head Start, and other community resources (7 projects)

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

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

- MEP staff meetings, State MEP conference (11 projects)
- Webinars (9 projects)
- NePAT training/materials (8 projects)

ELA and Math

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

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

- School visits (10 projects)
- Transportation (9 projects)
- After-school tutoring/homework club (8 projects)
- Summer school focusing on math and reading, tablets/computers, use of technology (7 projects)

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

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

- Referrals to State and local services (14 projects)
- Collaboration with local/State programs and agencies, collaboration with local school districts for tutoring and communication with teachers, immunization assistance, migrant recruiter home visits (11 projects)
- Collaboration with other school programs, migrant service provider meetings (10 projects)
- Backpack program, community resource sharing, PAC meetings showcasing local agencies (9 projects)
- Transportation (8 projects)

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

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

- Parent needs assessments (12 projects)
- Home visits (11 projects)
- Educational strategies provided during PAC and FACE meetings, PAC meetings, parent meetings (10 projects)
- Homework tips for parents, parent training topics based on parent needs assessment results (9 projects)
- Backpack program for families, migrant recruiter home visits, resources for parent to use at home (8 projects)

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

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

- State MEP meetings (13 projects)
- Coordinator attends professional learning at local, State, and national level (12 projects)
- Staff meetings/training, webinars (10 projects)
- MEP facilitator training (local, state, national) (9 projects)

Graduation/Services to OSY

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

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

- Career/college information packets (11 projects)
- Instructional services provided at the high school (10 projects)
- Student exposure to career opportunities, youth leadership (9 projects)
- Direct instruction to secondary students/OSY, referrals to local GED programs, use of technology (8 projects)
- iSOSY lessons, tablets and computers (7 projects)

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

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

- Referrals to State and local services (14 projects)
- Support services provided to students (12 projects)
- Collaboration with colleges/universities (11 projects)

- Collaboration with local agencies, collaboration/communication with school district staff and counselors to ensure graduation requirements are being fulfilled and students are on track, college campus visits, counselor referrals, interpreting/translating (10 projects)
- Collaboration with adult education program to provide ESL and GED classes to OSY, collaboration with other school programs, home visits to determine needs, life skills instruction via home and school visits (9 projects)
- Collaboration with the State, community resource guides and sharing, guidance via persona/home visits, MEP staff meetings (8 projects)

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

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

- Support services provided (11 projects)
- FAFSA assistance and contact information, home visits (10 projects)
- College visits (9 projects)
- One-on-one parent consultations, referrals to GED programs, statewide PAC webinars (8 projects)
- Home-based resources, parent nights on topics including graduation requirements, credits, FAFSA (7 projects)

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

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

- MEP staff attendance at conferences/training (12 projects)
- iSOSY modules and website, staff meetings/training; State conferences, meetings, training; webinars (11 projects)
- MEP facilitator training (9 projects)
- National and State conferences (8 projects)

6. Outcome Evaluation Results

Progress Toward State Performance Goals

Academic Achievement

During 2021-22, academic achievement of students attending public school in Nebraska was assessed through with NSCAS ELA and Mathematics Assessments in grades 3-8. The three proficiency levels for the NSCAS include: *Developing* (not yet demonstrating proficiency); *On Track* (demonstrating proficiency); and *College and Career Ready (CCR) Benchmark* (demonstrating advanced proficiency). The tables and charts to follow show the percent of migratory and non-migratory students scoring On Track or CCR Benchmark (or proficient/advanced [P/A]) on NSCAS ELA and Mathematics Assessments, and the difference in the percentage of migratory students scoring P/A compared to the State performance targets.

Exhibit 26
Migratory Students Scoring P/A on 2021-22 NSCAS ELA Assessments

| Grade Levels | PFS Status | # Tested | # (%) Migratory Students Scoring P/A | 21-22 State Performance Target | Percentage Point Difference (+/-%) | % Non-Migratory Students Scoring P/A |
|--------------|----------------|--------------|--------------------------------------|--------------------------------|------------------------------------|--------------------------------------|
| 3 | PFS | 101 | 13 (13%) | 84% | -71 | 50% |
| | Non-PFS | 158 | 36 (23%) | | -61 | |
| | Total | 259 | 49 (19%) | | -65 | |
| 4 | PFS | 95 | 16 (17%) | 84% | -67 | 53% |
| | Non-PFS | 157 | 49 (31%) | | -53 | |
| | Total | 252 | 65 (26%) | | -58 | |
| 5 | PFS | 68 | 7 (10%) | 84% | -74 | 48% |
| | Non-PFS | 132 | 34 (26%) | | -58 | |
| | Total | 200 | 41 (21%) | | -63 | |
| 6 | PFS | 74 | 7 (9%) | 84% | -75 | 44% |
| | Non-PFS | 151 | 27 (18%) | | -66 | |
| | Total | 225 | 34 (15%) | | -69 | |
| 7 | PFS | 85 | 10 (12%) | 84% | -72 | 42% |
| | Non-PFS | 150 | 39 (26%) | | -58 | |
| | Total | 235 | 49 (21%) | | -63 | |
| 8 | PFS | 53 | 5 (9%) | 84% | -75 | 46% |
| | Non-PFS | 127 | 29 (23%) | | -61 | |
| | Total | 180 | 34 (19%) | | -65 | |
| All | PFS | 476 | 58 (12%) | 84% | -72 | 47% |
| | Non-PFS | 875 | 213 (24%) | | -60 | |
| | Total | 1,351 | 271 (20%) | | -64 | |

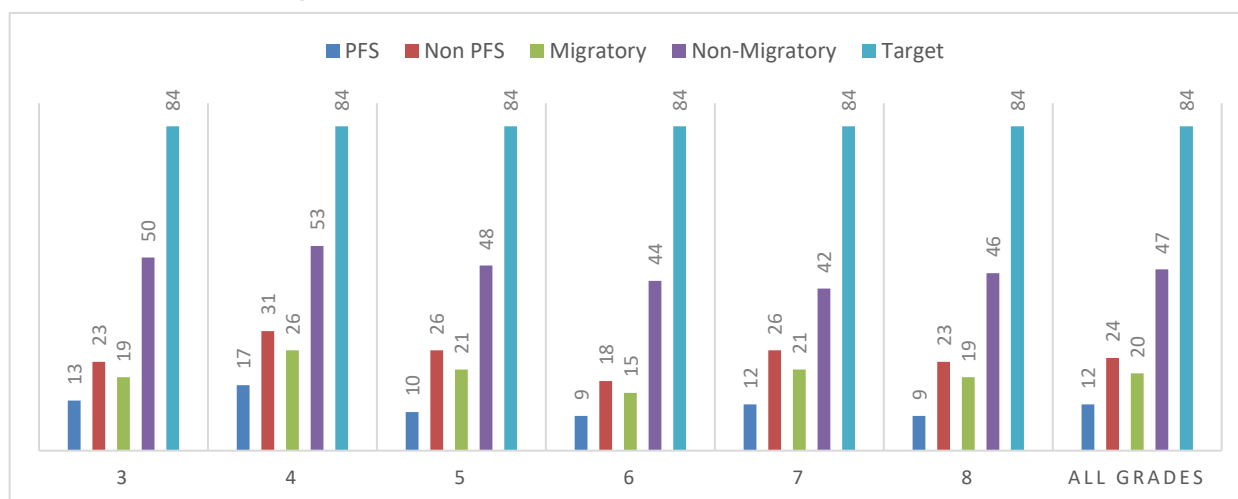
Source: NDE Database

Migratory students were 64 percentage points short of the Nebraska State performance target (84%) for ELA proficiency, and 27 percentage points short of the non-migratory student proficiency rate. PFS students were 72 percentage points short of the target and non-PFS students were 60 percentage points short of the target. For all six grade levels assessed, the 2021-22 target was not met by migratory students (differences ranged from -58 percentage points [4th grade] to -69 percentage points [6th grade]).

Following is a graphic display of the differences in the percentage of PFS, non-PFS, all migratory, and non-migratory students scoring P/A on 2021-22 NSCAS ELA assessments. For

all grade levels, fewer PFS migratory students scored P/A than non-PFS migratory students, and fewer migratory students scored P/A than non-migratory students.

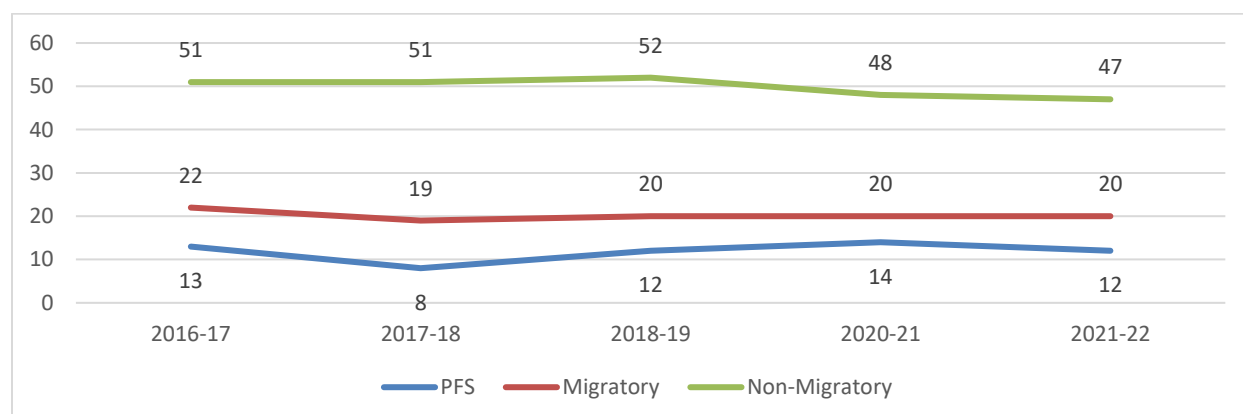
Exhibit 27
Comparison of 2021-22 NSCAS ELA Assessment Results



Source: NDE Database

Exhibit 28 provides a comparison of Smarter Balanced ELA results for the past five years in which State assessments were administered (State assessments were cancelled in 2019-20 due to school closures resulting from the pandemic). Results show stable results for migratory students, increases and decreases for PFS migratory students, and increases until 2018-19 with decreases since then for non-migratory students. From 2020-21 to 2021-22, there was a one percentage point decrease for non-migratory students and a two percentage point decrease for PFS migratory students. The same percentage of migratory students scored P/A in 2020-21 and 2021-22.

Exhibit 28
Comparison of NSCAS ELA Assessment Results (2016-17 through 2021-22)
(Expressed in Percentages)



Source: NDE Database

Exhibit 29 shows that migratory students were 57 percentage points short of the Nebraska State performance target (79%) for math proficiency, and 24 percentage points short of the non-migratory student proficiency rate. PFS students were 65 percentage points short of the target and non-PFS students were 53 percentage points short of the target. For all six grade levels

assessed, the 2021-22 target was not met by migratory students (differences ranged from -54 percentage points [grade 3] to -60 percentage points [grade 6]).

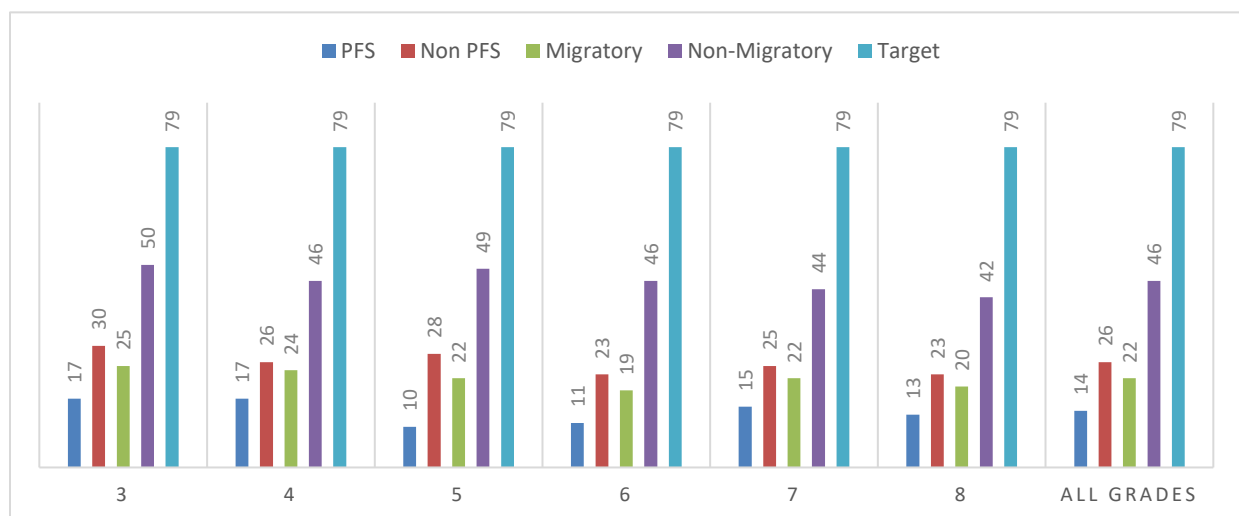
Exhibit 29
Migratory Students Scoring P/A on 2021-22 NSCAS Mathematics Assessments

| Grade Levels | PFS Status | # Tested | % Migratory Students Scoring P/A | 21-22 State Performance Target | Percentage Point Difference (+/-%) | % Non-Migratory Students Scoring P/A |
|--------------|----------------|--------------|----------------------------------|--------------------------------|------------------------------------|--------------------------------------|
| 3 | PFS | 101 | 17 (17%) | 79% | -62 | 50% |
| | Non-PFS | 158 | 47 (30%) | | -49 | |
| | Total | 259 | 64 (25%) | | -54 | |
| 4 | PFS | 95 | 16 (17%) | 79% | -62 | 46% |
| | Non-PFS | 157 | 41 (26%) | | -53 | |
| | Total | 242 | 57 (24%) | | -55 | |
| 5 | PFS | 68 | 7 (10%) | 79% | -69 | 49% |
| | Non-PFS | 132 | 37 (28%) | | -51 | |
| | Total | 200 | 44 (22%) | | -57 | |
| 6 | PFS | 74 | 8 (11%) | 79% | -68 | 46% |
| | Non-PFS | 151 | 35 (23%) | | -56 | |
| | Total | 225 | 43 (19%) | | -60 | |
| 7 | PFS | 85 | 13 (15%) | 79% | -64 | 44% |
| | Non-PFS | 150 | 38 (25%) | | -54 | |
| | Total | 235 | 51 (22%) | | -57 | |
| 8 | PFS | 53 | 7 (13%) | 79% | -66 | 42% |
| | Non-PFS | 127 | 29 (23%) | | -56 | |
| | Total | 180 | 36 (20%) | | -59 | |
| All | PFS | 476 | 68 (14%) | 79% | -65 | 46% |
| | Non-PFS | 875 | 227 (26%) | | -53 | |
| | Total | 1,351 | 295 (22%) | | -57 | |

Source: NDE Database

Below is a graphic display of the differences in the percentage of PFS, non-PFS, all migratory, and non-migratory students scoring P/A on 2021-22 NSCAS Mathematics assessments. For all grade levels, fewer PFS migratory students scored P/A than non-PFS migratory students, and fewer migratory students scored P/A than non-migratory students.

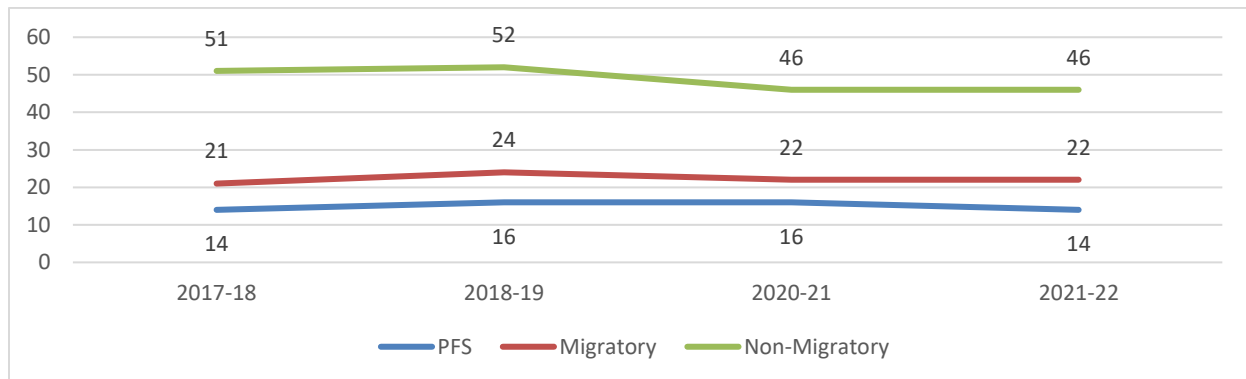
Exhibit 30
Comparison of 2021-22 NSCAS Math Assessment Results



Source: NDE Database

Exhibit 31 provides a comparison of Smarter Balanced Math results for the past four years in which State assessments were administered. Results show decreases since 2018-19 for migratory and non-migratory students, and increases/decreases for PFS migratory students. From 2020-21 to 2021-22, there was a two percentage point decrease for PFS migratory students. The same percentage of migratory and non-migratory students scored P/A in 2020-21 and 2021-22.

Exhibit 31
Comparison of NSCAS Math Assessment Results (2017-18 through 2021-22)
(Expressed in Percentages)

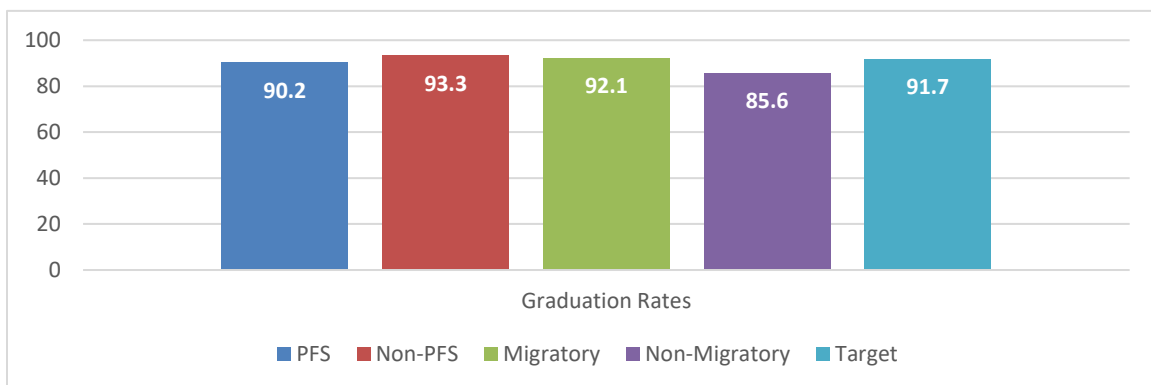


Source: NDE Database

High School Graduation

The 2021-22 Nebraska State Performance Target for high school graduation was 91.7%. Exhibit 32 shows that in 2021-22, the graduation rate for migratory students was 92.1% (exceeding the State target by 0.4 percentage points), compared to the non-migratory student graduation rate which was 85.6%.

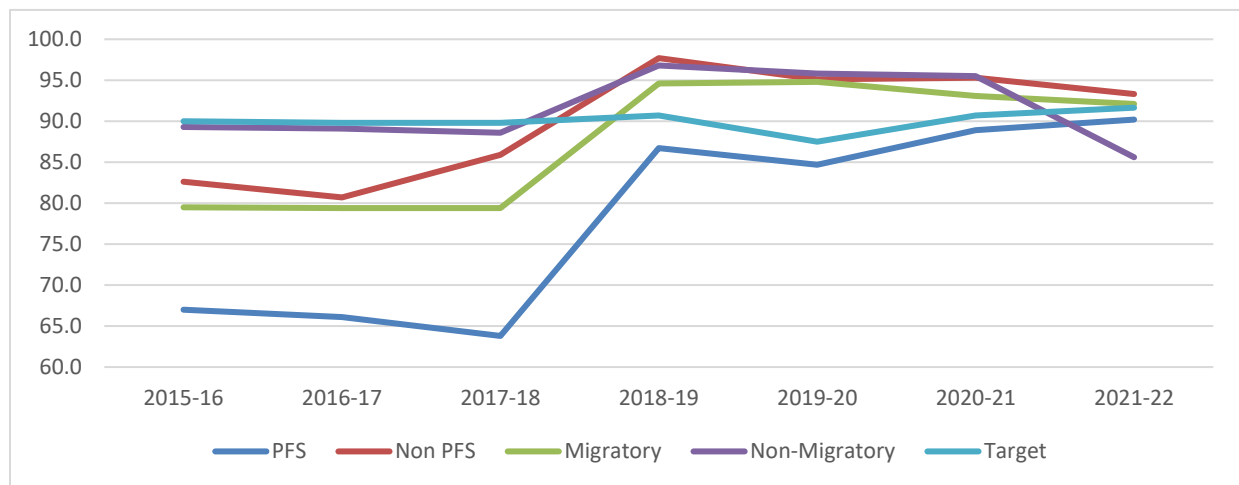
Exhibit 32
Class of 2022 Graduation Rates of Migratory and Non-Migratory Students



Source: NDE Database

The graduation rate for non-PFS migratory students was 3.1 percentage points higher than the graduation rate of PFS migratory students. The graduation rate for PFS migratory students was 1.5 percentage points short of the State performance target, and the graduation rate for non-PFS migratory students exceeded the target by 1.6 percentage points. Exhibit 33 provides a visual display of the graduation rates since 2015-16. Results show dramatic increases from 2017-18 to 2018-19 and then steady increases after that, especially for PFS migratory students.

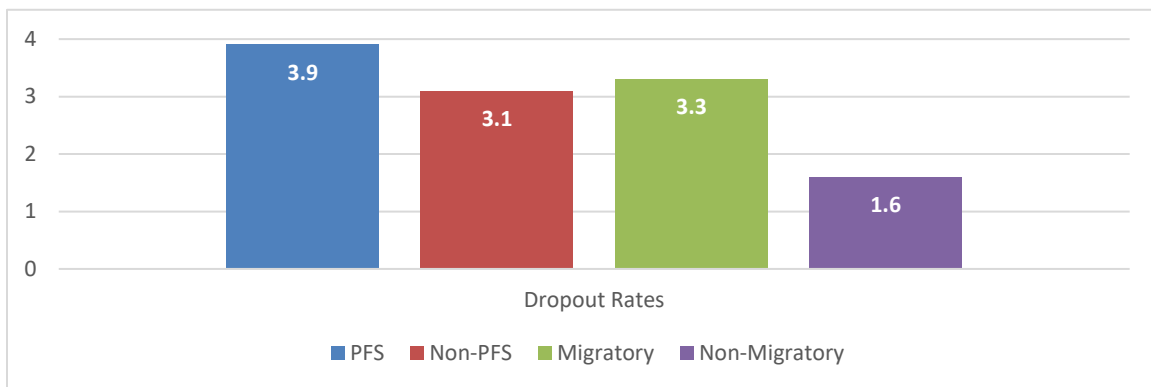
Exhibit 33
Graduation Rates for Migratory and Non-Migratory Students Over the Years



Source: NDE Database

Nebraska does not have a State Performance Target for dropout rate. Exhibit 34 shows that the 2021-22 dropout rate for Nebraska migratory students was 3.3%. The dropout rate for migratory students was 1.7 percentage points higher than the dropout rate for non-migratory students. The dropout rate for non-PFS migratory students was lower than it was for PFS migratory students.

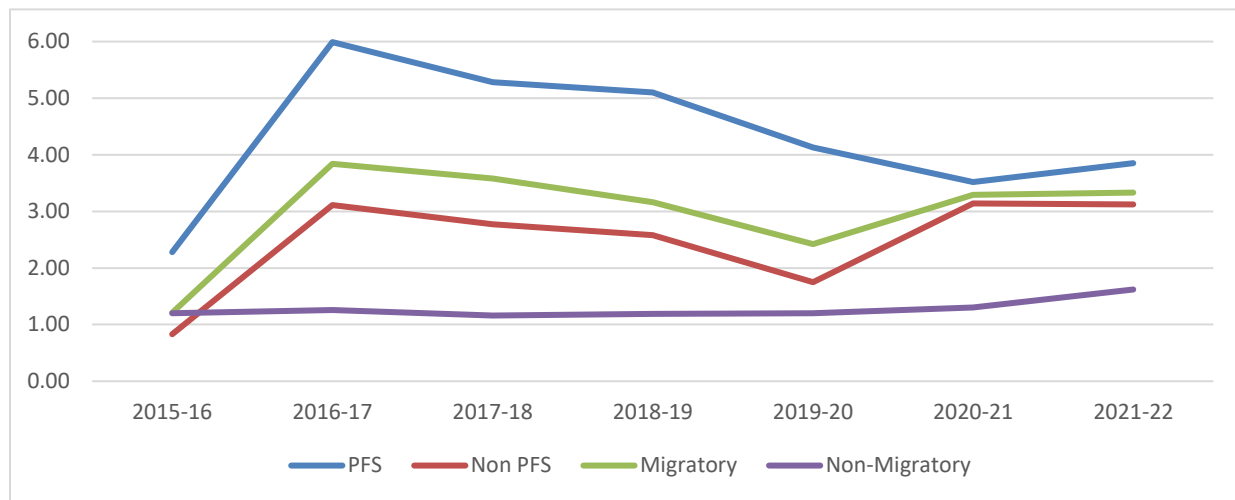
Exhibit 34
2021-22 Dropout Rates of Migratory and Non-Migratory Students



Source: NDE Database

Exhibit 35 provides a visual display of the graduation rates since 2015-16. Results show that the dropout rate for PFS migratory students increased slightly over last year, with the dropout rates for migratory and non-PFs migratory student remaining the same. The dropout rate for non-migratory students also increased slightly over the previous year.

Exhibit 35
Dropout Rates for Migratory and Non-Migratory Students Over the Years



Source: NDE Database

Caution in interpreting State performance goal data: Data related to State performance goals should be interpreted with caution. While percentages of migratory students that are proficient and graduating from high school provide a useful measure of the overall educational progress of migratory students, there is little that can be said about MEP instructional services based on these data. State assessments are designed to measure student attainment of knowledge and skills outlined in State standards that are set for all students. It should be noted that since the MEP is supplemental in nature and cannot supplant the instruction provided by state and federal funds, the services provided by the MEP are aligned with State standards *but* cannot replace what students are provided through other means. It is not possible to isolate the extent to which proficiency and non-proficiency on State assessments are associated with MEP supplemental instruction versus other instruction provided to migratory and non-migratory students. Other assessments that are aligned with the supplemental services offered through the MEP provide the most appropriate accountability measurement of the outcomes and effectiveness of MEP services.

MEP GPRA Measure Results

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

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

Exhibit 36 shows that 95% of all Nebraska migratory students in grades 7-12 graduated or were promoted to the next grade level upon completion of the 2021-22 school year (93% PFS students, 96% non-PFS students). Eighty-one percent (81%) of the 12th grade migratory students for whom data was available graduated (as well as four 11th grade students), and 97% of the migratory students in grades 7-11 for whom data was available were promoted to the next grade level.

Exhibit 36
Migratory Students in Grades 7-12 that Graduated in 2021-22 or were Promoted to the Next Grade Level from 2021-22 to 2022-23

| Grade Level | PFS Status | # Eligible Migratory Students in 2021-22 | # Students for Whom Data Is Available | Students Promoted from 2021-22 to 2022-23 | | Students Graduated in 2021-22 | | # (%) Students Graduated or Promoted |
|--------------------------|----------------|--|---------------------------------------|---|------------|-------------------------------|---------------|--------------------------------------|
| | | | | N | % | N | % | |
| 7 | PFS | 101 | 76 | 72 | 95% | N/A | N/A | |
| | Non-PFS | 186 | 123 | 123 | 100% | N/A | N/A | |
| | Total | 287 | 199 | 195 | 98% | N/A | N/A | |
| 8 | PFS | 89 | 55 | 55 | 100% | N/A | N/A | |
| | Non-PFS | 184 | 150 | 144 | 96% | N/A | N/A | |
| | Total | 273 | 205 | 199 | 97% | N/A | N/A | |
| 9 | PFS | 97 | 71 | 66 | 93% | N/A | N/A | |
| | Non-PFS | 185 | 122 | 17519 | 98% | N/A | N/A | |
| | Total | 282 | 193 | 185 | 96% | N/A | N/A | |
| 10 | PFS | 75 | 51 | 48 | 94% | N/A | N/A | |
| | Non-PFS | 146 | 103 | 101 | 98% | N/A | N/A | |
| | Total | 221 | 154 | 149 | 97% | N/A | N/A | |
| 11 | PFS | 56 | 44 | 41 | 93% | 2 | 5% | |
| | Non-PFS | 163 | 90 | 87 | 97% | 2 | 2% | |
| | Total | 219 | 134 | 128 | 96% | 4 | 3% | |
| Total Grades 7-11 | PFS | 418 | 297 | 282 | 95% | 2 | 1% | |
| | Non-PFS | 864 | 588 | 574 | 98% | 2 | <1% | |
| | Total | 1,282 | 885 | 856 | 97% | 4 | <1% | |
| 12 | PFS | 38 | 32 | -- | -- | 21 | 66% | |
| | Non-PFS | 120 | 92 | -- | -- | 79 | 86% | |
| | Total | 158 | 124 | -- | -- | 100 | 81% | |
| All | PFS | 456 | 329 | | | | | 305 (93%) |
| | Non-PFS | 984 | 680 | | | | | 655 (96%) |
| | Total | 1,440 | 1,009 | | | | | 960 (95%) |

Source: MIS2000

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

Exhibit 37 shows that 40% of all Nebraska migratory 10th grade students in 2021-22 (nine percentage points less than in 2020-21) completed Algebra I or a higher math course prior to entering 11th grade (35% PFS students, 42% non-PFS students).

Exhibit 37
10th Grade Migratory Students Completing Algebra I or a Higher Math Course in 2021-22 or Before

| PFS Status | # Eligible Migratory 10 th Grade Students 2021-22 | # Students for Whom Data Is Available | # 2021-22 10 th Grade Migratory Students that Received Full Credit for Algebra I or a Higher Math Course in 2021-22 or Before |
|--------------|--|---------------------------------------|--|
| PFS | 75 | 75 | 26 (35%) |
| Non-PFS | 146 | 146 | 62 (42%) |
| Total | 221 | 221 | 88 (40%) |

Source: MIS2000

Measurable Program Outcomes (MPO) Results

This section provides a summary of program results as indicated by the MPOs. Sources of data include student assessment results, demographic and services data from MIS2000, MEP staff surveys, and migratory parent/family surveys.

SCHOOL READINESS

MPO 1a: By the end of the 2021-22 performance period, 45% of eligible migratory children ages 3-5 (not attending kindergarten) will attend preschool or receive MEP-funded preschool services.

Exhibit 38 shows that the Nebraska MEP **met MPO 1a** with 57% of the 493 eligible 3-5-year-old migratory children participating in MEP or non-MEP preschool (school readiness) services. Non-PFS migratory children met the MPO, but PFS migratory children did not. Migratory children could have participated in more than one type of service (i.e., non-MEP sponsored preschool and received preschool or family literacy services from the MEP). Of note is that children eligible for preschool programs in Nebraska have to turn three before July 31 in order to be eligible for preschool the following school year, so children who turned three after July 31 are eliminated from the data below (# eligible children). However, this age cut-off only applies to the State preschool program, not school readiness services provided by the MEP.

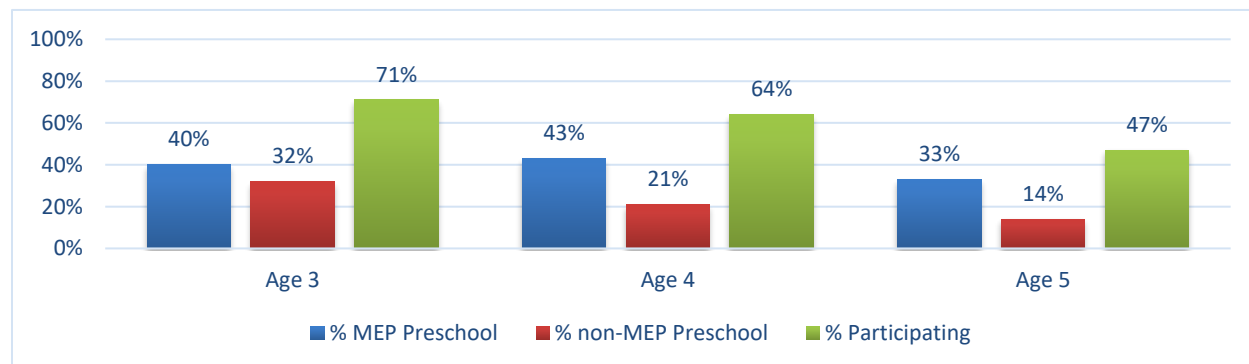
Exhibit 38
Migratory Children (ages 3-5) Participating in Preschool Programming

| PFS Status | # Eligible Children Ages 3-5 | # (%) Participating in MEP Preschool Programming | # (%) Participating in non-MEP Preschool Programming | Total # (%) Participating | MPO Met? |
|--------------|------------------------------|--|--|---------------------------|------------|
| PFS | 236 | 20 (30%) | 77 (33%) | 97 (41%) | No |
| Non-PFS | 257 | 73 (28%) | 113 (44%) | 186 (72%) | Yes |
| Total | 493 | 93 (19%) | 190 (39%) | 283 (57%) | Yes |

Source: MIS2000

Exhibit 39 shows that 71% of the 38 eligible 3-year-old preschool migratory children participated MEP and non-MEP preschool programming, as did 64% of the 247 eligible 4-year-olds and 47% of the 208 eligible 5-year-olds.

Exhibit 39
Migratory Children (ages 3-5) Participating in Preschool Programming, by Age



Source: MIS2000

MPO 1b: By the end of the 2021-22 performance period, 80% of eligible migratory children ages 3-5 (not in kindergarten) who receive MEP-funded preschool services will score proficient or show a gain of at least 5% on the NePAT or other school readiness assessments.

Exhibit 40 shows that the Nebraska MEP **met MPO 1b** with 98% of the 152 migratory children assessed on the NePAT Math Assessment or other math assessments (Teaching Strategies GOLD/in-class assessments) scoring proficient or gaining by 5% or more, and 90% of the 152 migratory children (ages 3-5) assessed on the Nebraska Preschool Assessment Tool (NePAT) Literacy Assessment or other literacy assessments (Teaching Strategies GOLD/in-class assessments) scoring proficient or gaining by 5% or more. A larger percentage of children with PFS scored proficient or gained by 5% or more in both literacy and math.

Exhibit 40
Literacy/Math Assessment Results of Migratory Preschool Children (Ages 3-5)

| Test | PFS Status | # Children w/ Matched or Post-test Scores | # (%) w/Matched Pre/Post Scores | # (%) Gaining 5% or More | # (%) Scoring Proficient that did not Gain by 5% | # (%) Gaining by 5% or Scoring Proficient | MPO Met? |
|----------|--------------|---|---------------------------------|--------------------------|--|---|------------|
| Literacy | PFS | 62 | 62 (100%) | 54 (87%) | 4 (6%) | 58 (94%) | Yes |
| | Non-PFS | 90 | 90 (100%) | 61 (67%) | 17 (19%) | 78 (87%) | Yes |
| | Total | 152 | 152 (100%) | 115 (76%) | 21 (14%) | 136 (90%) | Yes |
| Math | PFS | 62 | 62 (100%) | 54 (87%) | 8 (13%) | 62 (100%) | Yes |
| | Non-PFS | 90 | 90 (100%) | 66 (73%) | 21 (23%) | 87 (97%) | Yes |
| | Total | 152 | 152 (100%) | 120 (79%) | 29 (19%) | 149 (98%) | Yes |

Source: Nebraska MEP Preschool Assessment Tracking Forms

Exhibit 41 shows that 90% of the 141 migratory children (ages 3-5) assessed with the NePAT literacy assessment scored proficient or gained by 5% or more, and 98% of the 141 migratory children assessed in math scored proficient or gained by 5% or more.

Exhibit 41
NePAT Assessment Results of Migratory Preschool Children (Ages 3-5)

| Test | PFS Status | # Children w/ Matched or Post-test Scores | # (%) w/Matched Pre/Post Scores | # (%) Gaining 5% or More | P-Value 2-Tailed | # (%) Scoring Proficient that did not Gain by 5% | # (%) Gaining by 5% or Scoring Proficient | MPO Met? |
|----------------|--------------|---|---------------------------------|--------------------------|------------------|--|---|------------|
| NePAT Literacy | PFS | 56 | 56 (100%) | 49 (88%) | <.001 | 4 (7%) | 53 (95%) | Yes |
| | Non-PFS | 85 | 85 (100%) | 58 (68%) | <.001 | 16 (18%) | 74 (87%) | Yes |
| | Total | 141 | 141 (100%) | 107 (76%) | <.001 | 20 (14%) | 127 (90%) | Yes |
| NePAT Math | PFS | 56 | 56 (100%) | 48 (86%) | <.001 | 8 (14%) | 56 (100%) | Yes |
| | Non-PFS | 85 | 85 (100%) | 62 (73%) | <.001 | 20 (24%) | 82 (96%) | Yes |
| | Total | 141 | 141 (100%) | 110 (78%) | <.001 | 28 (20%) | 138 (98%) | Yes |

Source: Nebraska MEP Preschool Assessment Tracking Forms

Exhibit 42 shows that 82% of the 11 migratory children (ages 3-5) assessed with other literacy assessments (Teaching Strategies GOLD and in-class assessments) scored proficient or gained by 5% or more, and 100% of the 11 migratory children assessed on other math assessments (Teaching Strategies GOLD and in-class assessments) scored proficient or gained by 5% or more.

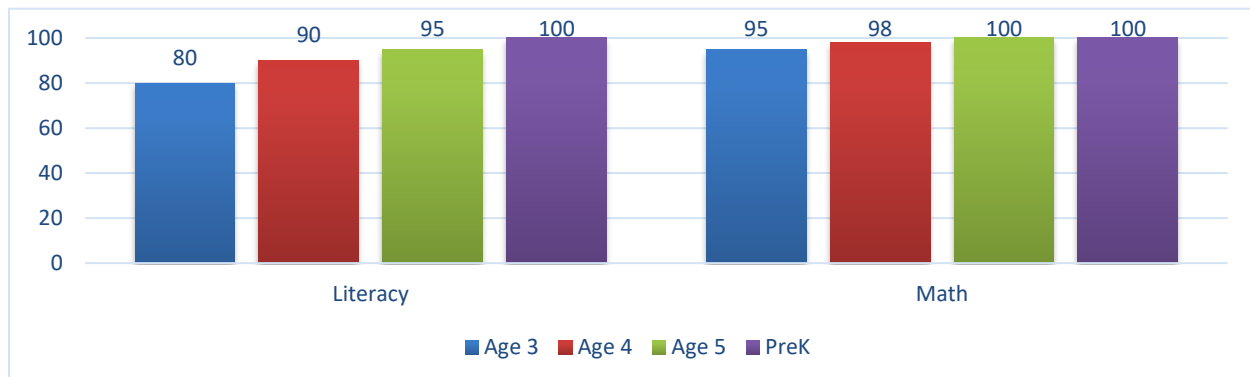
Exhibit 42
Other Literacy/Math Assessment Results of Migratory Preschool Children (Ages 3-5)

| Test | PFS Status | # Children w/ Matched or Post-test Scores | # (%) w/Matched Pre/Post Scores | # (%) Gaining 5% or More | # (%) Scoring Proficient that did not Gain by 5% | # (%) Gaining by 5% or Scoring Proficient | MPO Met? |
|----------|--------------|---|---------------------------------|--------------------------|--|---|------------|
| Literacy | PFS | 6 | 6 (100%) | 5 (83%) | 0 (0%) | 5 (83%) | Yes |
| | Non-PFS | 5 | 5 (100%) | 3 (60%) | 1 (20%) | 4 (80%) | Yes |
| | Total | 11 | 11 (100%) | 8 (73%) | 1 (9%) | 9 (82%) | Yes |
| Math | PFS | 6 | 6 (100%) | 6 (100%) | 0 (0%) | 6 (100%) | Yes |
| | Non-PFS | 5 | 5 (100%) | 4 (80%) | 1 (20%) | 5 (100%) | Yes |
| | Total | 11 | 11 (100%) | 10 (91%) | 1 (9%) | 11 (100%) | Yes |

Source: Nebraska MEP Preschool Assessment Tracking Forms

Following is a graphic display of the school readiness results by age expressed as percentage gaining by 5% or more or scoring proficient. Number of children assessed in literacy: age 3=25, age 4=45, age 5=25, PreK=14 (specific age not specified). Number of children assessed in math: age 3=39, age 4=56, age 5=39, PreK=14. A larger percentage of children identified as preschoolers scored proficient or gained by 5% or more than the other ages in literacy, and a larger percentage of preschoolers and five-year-olds scored proficient or gained by 5% in math than three- and five-year-olds.

Exhibit 43
Migratory Preschool Children Scoring Proficient or Improving Literacy or Math Skills by 5% or More, by Age



Source: Nebraska MEP Preschool Assessment Tracking Forms

Sixty-seven (67) MEP staff responded to a survey item addressing the impact of the MEP on preparing preschool migratory students for school. Ratings are based on a 5-point scale where 1=not at all, 2=a little, 3=somewhat, 4=a lot, and 5=very much. Exhibit 44 shows that all 67 staff responding (100%) felt that the MEP helped prepare preschool migratory children for school (54% very much, 39% a lot, 8% somewhat).

Exhibit 44
Staff Ratings of the Impact of the MEP on School Readiness

| Extent to which the MEP helped prepare preschool migratory students for school | | | | | | |
|--|------------------|----------------|----------------|-------------|-----------------|-------------|
| # Staff Responding | # (%) Not at all | # (%) A Little | # (%) Somewhat | # (%) A Lot | # (%) Very Much | Mean Rating |
| 67 | 0 (0%) | 0 (0%) | 5 (8%) | 26 (39%) | 36 (54%) | 4.5 |

Source: Nebraska MEP Staff Survey

A total of 91 parents responded to a survey item addressing the impact of the MEP on preparing their preschool children for school. Ratings are based on a 3-point scale where 1=not at all, 2=somewhat, and 3=a lot. All but one of the 91 parents responding (99%) felt that the MEP helped their preschool child prepare for school (80% a lot, 19% somewhat).

Exhibit 45
Parent Ratings of the Impact of the MEP on their Child's School Readiness

| Extent to which the MEP taught your preschooler skills to prepare them for school | | | | |
|---|------------------|----------------|-------------|-------------|
| # Parents Responding | # (%) Not at all | # (%) Somewhat | # (%) A Lot | Mean Rating |
| 91 | 1 (1%) | 17 (19%) | 73 (80%) | 2.8 |

Source: Nebraska MEP Parent Survey

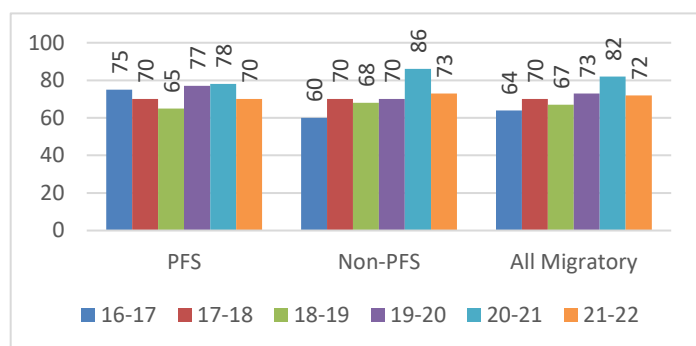
MPO 1c: By the end of the 2021-22 performance period, 65% of eligible migratory children ages 3-5 (not in kindergarten) will receive MEP support services that contribute to their development of school readiness skills.

Exhibit 46 shows that the Nebraska MEP met MPO 1c with 72% of all eligible 3-5-year-old migratory children receiving MEP support services. The MPO was met for both PFS (70%) and non-PFS (73%) migratory children. The percentage of migratory children ages 3-5 receiving support services was smaller in 2021-22 than in 2020-21.

Exhibit 46
Children Ages 3-5 Receiving Support Services Contributing to School Readiness

| PFS Status | # Eligible Migratory Children Ages 3-5 | # (%) Receiving Support Services | MPO Met? |
|------------|--|----------------------------------|------------|
| PFS | 337 | 237 (70%) | Yes |
| Non-PFS | 416 | 302 (73%) | Yes |
| All | 753 | 539 (72%) | Yes |

Source: MIS2000



Source: MIS2000

Exhibit 47 shows that 77% of 5-year-olds received MEP support services, as did 74% of 4-year-olds and 60% of 3-year-olds.

Exhibit 47
Children Ages 3-5 Receiving Support Services, by Age

| Age | # Eligible Migratory Children Ages 3-5 | Receiving Support Services | |
|-----|--|----------------------------|-----|
| | | # | % |
| 3 | 205 | 124 | 60% |
| 4 | 244 | 181 | 74% |
| 5 | 304 | 234 | 77% |

Source: MIS2000

MPO 1d: By the end of the 2021-22 performance period, 90% of parents of eligible migratory children ages 3-5 (not in kindergarten) who participate in MEP FACE/PAC opportunities will report increased knowledge of school readiness skills.

Exhibit 48 shows that the Nebraska MEP **met MPO 1d** with 99% of the 301 parents responding to Parent Training Evaluations reporting that they gained knowledge of strategies for helping their children be ready for school (74% a lot, 25% somewhat).

Exhibit 48
Parent Growth in Ability to Help their Young Children Prepare for School

| Number Parents Responding | Increased Knowledge | | | | # (%) Reporting Increased Knowledge | MPO Met? |
|---------------------------|---------------------|----------------|-------------|-------------|-------------------------------------|----------|
| | # (%) Not at all | # (%) Somewhat | # (%) A Lot | Mean Rating | | |
| 301 | 2 (1%) | 76 (25%) | 223 (74%) | 2.7 | 299 (99%) | Yes |

Source: Nebraska MEP Parent Training Evaluations

Parents provided ratings on Parent Training Evaluations during 24 activities addressing school readiness during 2021-22. Parents rated the parent activities/training addressing school readiness and early learning highly with a mean rating of 2.7 out of 3.0 (67% assigned ratings of “excellent”, 33% assigned ratings of “good”).

MPO 1e: By the end of the 2021-22 performance period, 80% of staff who participated in professional learning will have a statistically significant gain on a pre/post survey in their knowledge of evidence-based strategies to address the school readiness needs of migratory children.

Exhibit 49 shows that the Nebraska MEP **did not meet MPO 1e** with 64% of the 154 staff responding to Staff Training Evaluations (16 percentage points short of the target) demonstrating a statistically significant gain ($p < .001$) in their ability to use evidence-based strategies, promising practices, and culturally relevant instruction in school readiness to benefit preschool migratory children. Thirty-six percent (36%) of the staff responding reported no gains in knowledge after training sessions.

Exhibit 49
Staff Growth from Professional Learning on School Readiness

| Number Staff Responding | Mean Pre Rating | Mean Post Rating | Mean Gain | P-Value | # (%) Staff Gaining | MPO Met? |
|-------------------------|-----------------|------------------|-----------|---------|---------------------|----------|
| 154 | 3.1 | 3.9 | +0.8 | <.001 | 99 (64%) | No |

Source: Nebraska MEP Staff Training Evaluations

Staff responding to Staff Training Evaluations included administrators, liaisons, teachers, data specialists, recruiters, coordinators, paraprofessionals, and other service providers. Ratings on training designed to improve staff skills to support school readiness instruction were assigned during 72 professional development events occurring during 2021-22. Staff ratings of the sessions addressing school readiness and early learning were very high with mean ratings of 4.4 out of 5.0 for relevance and applicability, and a mean rating of 4.3 for usefulness of the materials.

ENGLISH LANGUAGE ARTS AND MATHEMATICS

MPO 2a: By the end of the 2021-22 performance period, 70% of K-12 migratory students who receive MEP supplemental instructional services in ELA and/or math will score proficient or show a gain of at least 5% on district pre/post assessments.

Exhibit 50 shows that the Nebraska MEP **met MPO 2a** with 87% of the 552 K-12 migratory students with matched math pre/post-test scores scoring proficient or gaining 5% or more ($p < .001$), and 83% with matched ELA pre/post-test scores scoring proficient or gaining 5% or more ($p < .001$).

Exhibit 50
Reading and Math Assessment Results of Migratory Students in Grades K-12

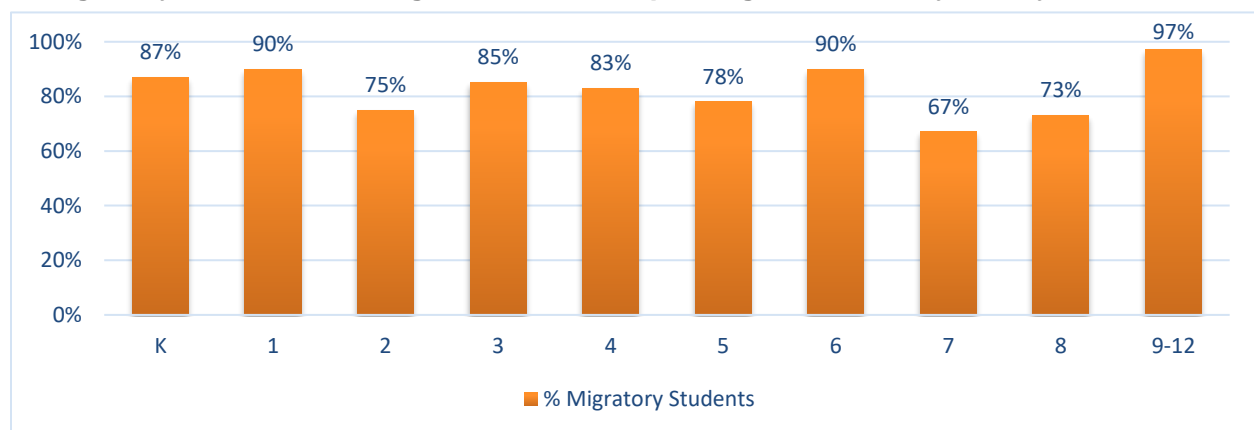
| | PFS Status | # Students Tested | # (%) With Matched Pre/Post Scores | # (%) Gaining 5% or More | P-Level 2-tailed | # (%) Scoring Proficient that did not Gain | # (%) Gaining 5% or Scoring Proficient | MPO Met? |
|-------------|--------------|-------------------|------------------------------------|--------------------------|------------------|--|--|------------|
| ELA | PFS | 205 | 195 (95%) | 138 (71%) | <.001 | 24 (12%) | 162 (83%) | Yes |
| | Non-PFS | 406 | 397 (98%) | 261 (66%) | <.001 | 68 (17%) | 329 (83%) | Yes |
| | Total | 611 | 592 (97%) | 399 (67%) | <.001 | 92 (16%) | 491 (83%) | Yes |
| Math | PFS | 212 | 203 (96%) | 144 (71%) | <.001 | 33 (16%) | 177 (87%) | Yes |
| | Non-PFS | 360 | 349 (97%) | 245 (70%) | <.001 | 60 (25%) | 305 (87%) | Yes |
| | Total | 572 | 552 (97%) | 389 (71%) | <.001 | 93 (17%) | 482 (87%) | Yes |

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

PFS and non-PFS students met the MPO for both ELA and math. The same percentage of PFS and non-PFS students scored proficient or gained by 5% or more in both ELA and math. ELA assessments administered to migratory students in 2021-22 included Acadience Reading, criterion-referenced assessments, DIBELS, in-class assessments, IXL, NWEA MAP, summer reading assessments, summer STEM assessments, and teacher-created assessments. District math assessments administered to migratory students during 2021-22 included DIBELS Math, in-class assessments, IXL, Mammoth Math, NWEA MAP, summer math assessments, summer STEM assessments, and teacher-created math assessments.

Following is a graphic display of the ELA results by grade level expressed as the percentage of students scoring proficient or gaining by 5% or more.

Exhibit 51
Migratory Students Scoring Proficient or Improving ELA Skills by 5%, by Grade Level

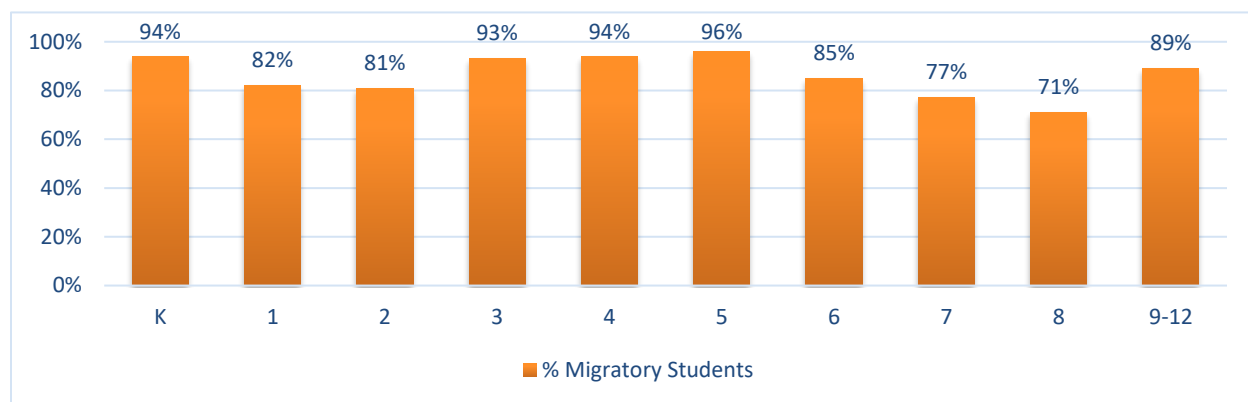


Source: Nebraska MEP Reading/Math Assessment Tracking Form

The highest percentage of students gaining were high school students (grades 9-12). Seventh grade students had the lowest percentage scoring proficient or gaining by 5% or more. Number of students by grade level: K=90; 1=80; 2=75; 3=68; 4=76; 5=59; 6=39; 7=42; 8=26; 9-12=36. The grade level for one student was not indicated.

Following is a graphic display of the math results by grade level expressed as percentage scoring proficient or gaining by 5% or more. The highest percentage of students gaining were fifth grade students, followed by kindergarten and fourth grade students. Eighth grade students had the lowest percentage scoring proficient or gaining by 5% or more. Number of students by grade level: K=81; 1=67; 2=64; 3=62; 4=80; 5=48; 6=26; 7=52; 8=28; 9-12=44.

Exhibit 52
Migratory Students Scoring Proficient or Improving Math Skills by 5%, by Grade Level



Source: Nebraska MEP Reading/Math Assessment Tracking Form

Seventy-six (76) MEP staff responded to survey items addressing the impact of the MEP on migratory students' reading and math skills. Ratings are based on a 5-point scale where 1=not at all, 2=a little, 3=somewhat, 4=a lot, and 5=very much. Exhibit 53 shows that all 76 staff responding (100%) felt that the MEP helped migratory students improve their reading skills and math skills (mean rating of 4.2 each out of 5.0).

Exhibit 53
Staff Ratings of the Impact of the MEP on Reading and Math Skills

| Extent to which the MEP helped... | N | # (%) Not at all | # (%) A Little | # (%) Somewhat | # (%) A Lot | # (%) Very Much | Mean Rating |
|---|----|---------------------|-------------------|-------------------|----------------|--------------------|-------------|
| Migratory students improve their reading skills | 76 | 0 (0%) | 1 (1%) | 13 (17%) | 29 (38%) | 33 (43%) | 4.2 |
| Migratory students improve their math skills | 76 | 0 (%) | 2 (3%) | 13 (17%) | 28 (37%) | 33 (43%) | 4.2 |

Source: Nebraska MEP Staff Survey

Exhibit 54 shows that 269 parents responded to a survey item addressing the impact of the MEP on their child's reading skills, and 256 parents responded to an item about the impact of the MEP on their child's math skills. Ratings are based on a 3-point scale where 1=not at all, 2=somewhat, and 3=a lot. Both items were rated highly by parents with all but two parents responding (99%) reporting that the MEP helped their child improve his/her reading skills (80% a lot, 19% somewhat) and all but four parents responding (98%) reporting that the MEP helped their child improve his/her math skills (77% a lot, 22% somewhat).

Exhibit 54
Parent Ratings of the Impact of the MEP on their Children's Reading and Math Skills

| Extent to which the MEP helped... | N | # (%) Not at all | # (%) Somewhat | # (%) A Lot | Mean Rating |
|---|-----|------------------------|-------------------|----------------|----------------|
| Your child improve his/her reading skills | 269 | 2 (1%) | 52 (19%) | 214 (80%) | 2.8 |
| Your child improve his/her math skills | 256 | 4 (2%) | 55 (22%) | 197 (77%) | 2.8 |

Source: Nebraska MEP Parent Survey

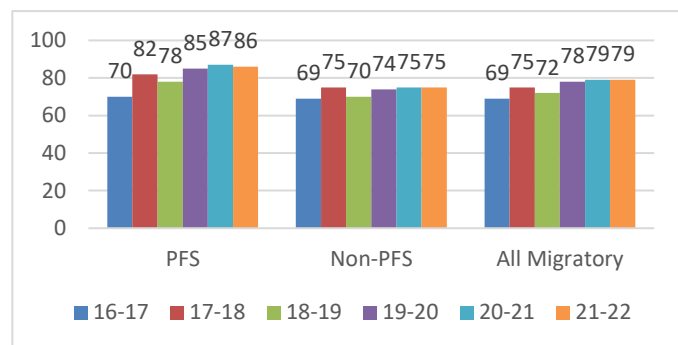
MPO 2b: By the end of the 2021-22 performance period, 75% of K-8 migratory students will receive MEP support services.

Exhibit 55 shows that the Nebraska MEP met MPO 2b with 79% of all eligible migratory students in grades K-8 receiving MEP support services. The MPO was met for both PFS (86%) and non-PFS (75%) migratory students. The percentage of migratory students in grades K-8 receiving support services was the same for migratory/non-PFS migratory students, but slightly lower for PFS students.

Exhibit 55
Migratory Students in Grades K-8 Receiving Support Services Contributing to ELA and Math Achievement

| PFS Status | # Eligible Migratory Students K-8 | # (%) Receiving Support Services | MPO Met? |
|------------|-----------------------------------|-------------------------------------|------------|
| PFS | 996 | 858 (86%) | Yes |
| Non-PFS | 1,663 | 1,243 (75%) | Yes |
| All | 2,659 | 2,101 (79%) | Yes |

Source: MIS2000



Source: MIS2000

Exhibit 56 shows that the largest percentage of students receiving MEP support services were kindergarten students (85%), followed by fifth grade students (83%), and fourth grade students (81%).

Exhibit 56
Migratory Students in Grades K-8 Receiving Support Services, by Grade

| Grade | # Eligible Migratory Students | Receiving Support Services | |
|-------|-------------------------------|----------------------------|-----|
| | | # | % |
| K | 324 | 274 | 85% |
| 1 | 296 | 237 | 80% |
| 2 | 313 | 244 | 78% |
| 3 | 332 | 266 | 80% |
| 4 | 310 | 251 | 81% |
| 5 | 249 | 206 | 83% |
| 6 | 275 | 219 | 80% |
| 7 | 287 | 224 | 78% |
| 8 | 273 | 180 | 66% |

Source: MIS2000

MPO 2c: By the end of the 2021-22 performance period, 90% of parent/family members of migratory students who participated in MEP FACE/PAC opportunities will indicate that they gained knowledge on how to support students in ELA/math.

Exhibit 57 shows that the Nebraska MEP **met MPO 2c** with all but two of the 351 (99%) parents responding to Parent Training Evaluations reporting that they gained knowledge of strategies for supporting their child in ELA and math (75% a lot, 24% somewhat).

Exhibit 57
Parent Growth in Ability to Support their Child's Success in ELA and Math

| Number Parents Responding | Increased Knowledge | | | | # (%) Reporting Increased Knowledge | MPO Met? |
|---------------------------|---------------------|----------------|-------------|-------------|-------------------------------------|----------|
| | # (%) Not at all | # (%) Somewhat | # (%) A Lot | Mean Rating | | |
| 351 | 2 (1%) | 85 (24%) | 264 (75%) | 2.8 | 349 (99%) | Yes |

Source: Nebraska MEP Parent Training Evaluation

Parents provided ratings on Parent Training Evaluations during 30 parent activities addressing ELA and math during 2021-22. Parents rated the parent activities/training addressing ELA and math highly with a mean rating of 2.7 out of 3.0 (67% assigned ratings of "excellent", 33% assigned ratings of "good").

MPO 2d: By the end of the 2021-22 performance period, 80% of staff who participated in professional learning will have a statistically significant gain on a pre/post survey in their knowledge of evidence-based strategies to address the ELA/math needs of migratory students.

Exhibit 58 shows that the Nebraska MEP **did not meet MPO 2d** with 69% of the 87 staff responding to Staff Training Evaluations (11 percentage points short of the target) demonstrating a statistically significant gain ($p < .001$) in their ability to use evidence-based strategies, promising practices, and culturally relevant instruction in reading/writing and/or math to benefit migratory students. Thirty-one percent (31%) of the staff responding reported no gains in knowledge after participating in training.

Exhibit 58
Staff Growth from Professional Learning on ELA and Math

| # Staff Responding | Mean Pre Rating | Mean Post Rating | Mean Gain | P-Value | # (%) Staff Gaining | MPO Met? |
|--------------------|-----------------|------------------|-----------|---------|---------------------|----------|
| 87 | 3.0 | 3.9 | +0.9 | <.001 | 60 (69%) | No |

Source: Nebraska MEP Staff Training Evaluation

Staff responding to Staff Training Evaluations included administrators, liaisons, teachers, data specialists, recruiters, coordinators, paraprofessionals, and other service providers. Ratings on training designed to increase staff skills for providing ELA and math instruction were assigned during 46 professional development events occurring during 2021-22. Staff ratings of the sessions addressing ELA and math were very high (mean rating of 4.5 each out of 5.0) for relevance, applicability, and usefulness of the materials.

GRADUATION AND SERVICES TO OSY

MPO 3a: By the end of the 2021-22 performance period, 45% of eligible secondary students (grades 9-12) and OSY will receive MEP supplemental instructional services.

Exhibit 59 shows that the Nebraska MEP **met MPO 3a** with 49% of the 1,151 eligible migratory students in grades 9-12 and OSY receiving MEP instructional, youth leadership, guidance, and/or life skills services by the MEP in 2021-22. The MPO was met for both PFS (48%) and non-PFS (49%) migratory students.

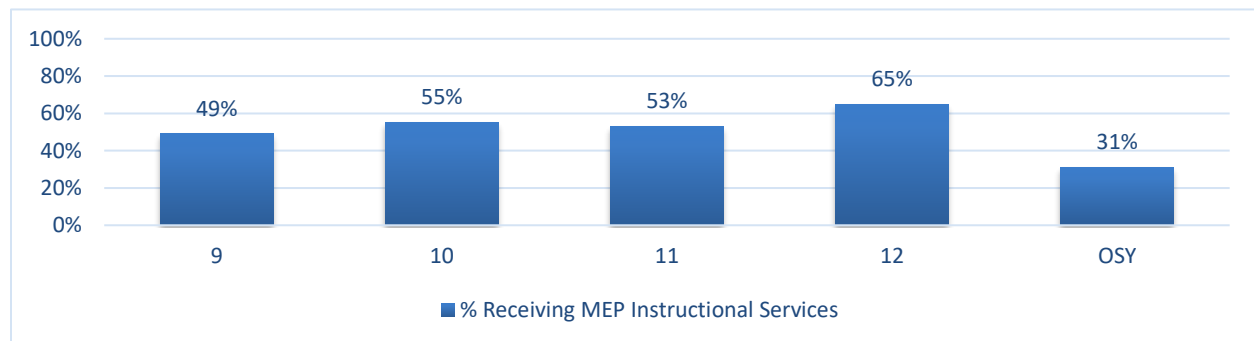
Exhibit 59
Migratory Secondary Students (Grades 9-12) and OSY Receiving
MEP Instructional/Leadership/Guidance/Life Skills Services

| PFS Status | # Eligible Migratory Students (Grades 9-12) and OSY in 2021-22 | # (%) Receiving Services | MPO Met? |
|----------------------|--|--------------------------|------------|
| PFS | 486 | 233 (48%) | Yes |
| Non-PFS | 665 | 329 (49%) | Yes |
| All Migratory | 1,151 | 562 (49%) | Yes |

Source: MIS2000

Exhibit 60 shows the percent of migratory students and OSY receiving MEP instructional services by grade level (number eligible: 9th grade=282; 10th grade=221; 11th grade=219; 12th grade=158; OSY=271). The largest percentage receiving MEP instructional services were 12th grade students and the smallest percentage were OSY.

Exhibit 60
Migratory Secondary Students (Grades 9-12) and OSY Receiving MEP
Instructional/Leadership/Guidance/Life Skills Services, by Grade



Source: MIS2000

Sixty-one (61) MEP staff responded to a survey item addressing the impact of the MEP on preparing high school migratory students for graduation, and 53 responded to an item addressing the impact of the MEP on re-engaging OSY in school or GED preparation, and other offerings. Ratings are based on a 5-point scale where 1=not at all, 2=a little, 3=somewhat, 4=a lot, and 5=very much. Exhibit 61 shows that all 61 staff responding (100%) felt that the MEP helped prepare high school migratory students for graduation (51% very much, 38% a lot, 12% somewhat); and 100% of the 53 staff responding felt that the MEP helped re-engage OSY in school or GED preparation, and other offerings (30% very much, 38% a lot, 25% somewhat, 8% a little).

Exhibit 61
Staff Ratings of the Impact of the MEP on High School Students and OSY

| Extent to which the MEP helped... | N | # (%) Not at all | # (%) A Little | # (%) Somewhat | # (%) A Lot | # (%) Very Much | Mean Rating |
|--|----|---------------------|-------------------|-------------------|----------------|--------------------|-------------|
| ...migratory high school students be more prepared for graduation | 61 | 0 (0%) | 0 (0%) | 7 (12%) | 23 (38%) | 31 (51%) | 4.4 |
| ...re-engage OSY in school or GED preparation, and other offerings | 53 | 0 (0%) | 4 (8%) | 13 (25%) | 20 (38%) | 16 (30%) | 3.9 |

Source: Nebraska MEP Staff Survey

A total of 106 parents responded to a survey item addressing the impact of the MEP on helping their child be successful in high school. Ratings are based on a 3-point scale where 1=not at all, 2=somewhat, and 3=a lot. All but one of the 106 parents responding (99%) felt that the MEP helped their child be successful in high school (80% a lot, 19% somewhat).

Exhibit 62
Parent Ratings of the Impact of the MEP on their High School Students

| Extent to which the MEP helped your child be successful in high school | | | | |
|--|---------------------|-------------------|----------------|-------------|
| # Parents Responding | # (%) Not at all | # (%) Somewhat | # (%) A Lot | Mean Rating |
| 106 | 1 (1%) | 20(19%) | 85 (80%) | 2.8 |

Source: Nebraska MEP Parent Survey

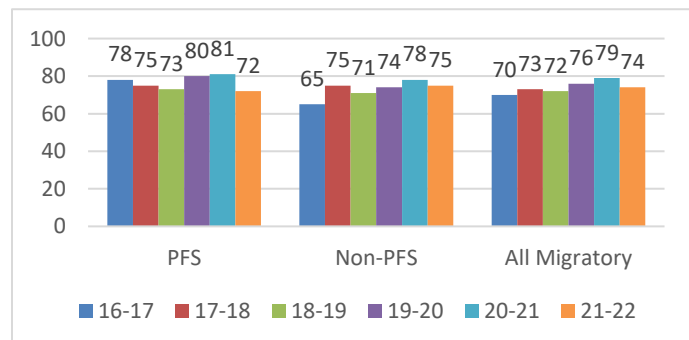
MPO 3b: By the end of the 2021-22 performance period, 70% of all eligible secondary migratory students (grades 9-12) and OSY will receive MEP support services that contribute to their graduation, GED, college, career, and/or life readiness goals.

Exhibit 63 shows that the Nebraska MEP met MPO 3b with 74% of all eligible migratory students in grades 9-12 and OSY receiving MEP support services. The MPO was met for both PFS students (72%) and non-PFS students (75%). A smaller percentage of secondary migratory students/OSY received support services in 2021-22 than in previous years.

Exhibit 63
Migratory Secondary Students (Grades 9-12) and OSY Receiving Support Services Contributing to Graduation, GED, Life Skills, Career Readiness Goals

| PFS Status | # Eligible Migratory Students (9-12/OSY) | # (%) Receiving Support Services | MPO Met? |
|------------|--|-------------------------------------|------------|
| PFS | 476 | 344 (72%) | Yes |
| Non-PFS | 675 | 507 (75%) | Yes |
| All | 1,151 | 851 (74%) | Yes |

Source: MIS2000



Source: MIS2000

Exhibit 64 shows the percentage of secondary migratory students and OSY receiving support services by grade level.

Exhibit 64
Migratory Secondary Students (Grades 9-12) and OSY
Receiving Support Services, by Grade

| Grade | # Eligible Migratory Students | Receiving Support Services | |
|-------|-------------------------------|----------------------------|-----|
| | | # | % |
| 9 | 282 | 211 | 75% |
| 10 | 221 | 171 | 77% |
| 11 | 219 | 168 | 77% |
| 12 | 158 | 142 | 90% |
| OSY | 271 | 159 | 59% |

Source: MIS2000

The largest percentage receiving MEP support services in 2021-22 were 12th grade students. The smallest percentage receiving MEP support services were OSY.

MPO 3c: By the end of the 2021-22 performance period, 90% of parents of migratory secondary youth who participated in MEP FACE/PAC opportunities will indicate that they gained knowledge of strategies for supporting their child in his/her achievement of graduation, GED, college, career, and/or life readiness goals.

Exhibit 65 shows that the Nebraska MEP met MPO 3c with 99% of the 337 parents responding to Parent Training Evaluations reporting that they gained knowledge of strategies for supporting their child in his/her achievement of graduation, high school equivalency diploma, life skills, and/or career readiness goals (74% a lot, 26% somewhat).

Exhibit 65
Parent Growth in Ability to Support Secondary-Aged Children

| Number Parents Responding | Increased Knowledge | | | | # (%) Reporting Increased Knowledge | MPO Met? |
|---------------------------|---------------------|----------------|-------------|-------------|-------------------------------------|----------|
| | # (%) Not at all | # (%) Somewhat | # (%) A Lot | Mean Rating | | |
| 337 | 2 (1%) | 87 (26%) | 248 (74%) | 2.7 | 335 (99%) | Yes |

Source: Nebraska MEP Parent Training Evaluation

Parents providing ratings on Parent Training Evaluations during 27 parent activities addressing graduation, high school diploma equivalency, life skills, and/or career readiness during 2021-22. Parents rated the parent activities/training addressing topics associated with secondary students/OSY highly with a mean rating of 2.7 out of 3.0 (66% assigned ratings of “excellent”, 34% assigned ratings of “good”).

MPO 3d: By the end of the 2021-22 performance period, 80% of staff who participate in professional learning will show a statistically significant gain on a pre/post survey in their knowledge of evidence-based strategies, promising practices, and culturally relevant instruction contributing to the achievement of secondary migratory youth and OSY.

Exhibit 66 shows that the Nebraska MEP did not meet MPO 3d with 75% of the 142 staff responding to Staff Training Evaluations (five percentage points short of the target) demonstrating a statistically significant gain ($p < .001$) in their ability to use evidence-based strategies, promising practices, and culturally relevant instruction that contribute to the achievement of secondary migratory students and OSY. Twenty-five percent (25%) of the staff responding reported no gains in knowledge after participating in training.

Exhibit 66
Staff Growth from Professional Learning on Instruction for Secondary Students/OSY

| Number Staff Responding | Mean Pre Rating | Mean Post Rating | Mean Gain | P-Value | # (%) Staff Gaining | MPO Met? |
|-------------------------|-----------------|------------------|-----------|---------|---------------------|----------|
| 142 | 3.0 | 40 | +1.0 | <.001 | 107 (75%) | No |

Source: Nebraska MEP Staff Training Evaluation

Staff responding to Staff Training Evaluations included administrators, liaisons, teachers, data specialists, recruiters, coordinators, paraprofessionals, and other service providers. Ratings on training designed to build staff skills for supporting the achievement of secondary migratory students and OSY were assigned during 44 professional development events occurring during 2021-22. Staff ratings of the sessions addressing topics associated with secondary migratory students and OSY were very high with the relevance of the content presented, applicability for working with migratory students, and the usefulness of the materials all receiving mean ratings of 4.6 out of 5.0.

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

Staff Comments on Surveys - MEP staff reported that the MEP impacted student achievement by improving students' skills in the content areas (reading, writing, and math); providing individualized support to high school students; preparing preschool children for school both academically and socially; and providing comprehensive academic support to students year-round. Following are examples of staff comments about the impact of the MEP on migratory student learning and achievement, and the impact on parents of migratory students/youth.

Impact on Students' ELA and Math Skills

- *Helped with student growth in math and reading. The MEP provides opportunities for students to fully engage, learn, and develop to achieve the same level of educational success as their peers.*
- *It allowed my student to receive one-on-one instruction that they would normally not have access to. This helped the student increase their knowledge of high frequency words, reading skills, and math skills. They were provided with support for practice that is usually done at home. Since the parents know little English, they could not support their student at home. Having someone work with the student at school allowed for that extra practice to happen.*
- *Student improved vocabulary and reading skills, along with math skills.*
- *Students worked on grade-level reading, writing, and math skills. Students also learned about different animals and environments.*
- *The MEP impact migratory student achievement by teaching them basics reading, writing, and math skills.*
- *They helped students learn about other cultures and customs, helped students reach their full potential when they are learning about English and math - so much so that students are able to pass their classes in school.*
- *We helped our students become better readers and writers.*

Impact on Students' Learning and Achievement

- *By helping with academic and instructional support.*
- *Continued instructional assessment and assistance for MEP students in my area.*
- *Data shows MAP scores increased from fall to spring.*
- *I think that MEP has impacted migratory student achievement by making sure that students get caught up and stay productive in their class with our support.*

- *MEP impacted migratory student achievement in ways that helped them prepare to enroll into school and learn the simple basics to prepare them.*
- *MEP students learned study and social skills. Also improved critical thinking, math, and reading skills.*
- *Our highest success rates were with the middle school/high school migrant liaison meeting with migrant students weekly and working intentionally to remove barriers. Our second highest success rate was with migrant students getting after-school tutoring from one of our teachers.*
- *They helped them get grades up through tutoring and helped students stay successful for the year. Supported through the summer as well.*
- *They improved a lot academically because we have built good relationships with students by providing them with instructional and support services.*
- *Tutoring is very beneficial by giving them books, providing them with flashcards, and helping the middle school and high school students find help when they are failing a class.*
- *We did fun learning activities that helped them maintain academic and speaking skills while having fun.*

Impact on Students' Social-Emotional Skills

- *An MEP staff member would come weekly and work with my class on SEL skills. I believe my students could deal with things better after learning skills from her.*
- *Help students be more comfortable in school.*
- *MEP helped with migratory student achievement by helping them feel like they matter and have a voice.*
- *The students met other kids from different towns and became friends.*

Impact on Preschool Children

- *Our 3-5-year-olds that received at home instruction increased their learning in both literacy and math this year. Additionally, several of our summer school kiddos increased their scores from pre-test to post-test.*
- *Students learn English language skills and gain school readiness. Students are provided transportation so they can come to school. My students usually come knowing very little to no English, but are fluent before the end of the school year.*
- *They give the preschool students books and all the supplies they need for school.*

Impact on Secondary-aged Students/Youth

- *By helping with college and scholarship applications.*
- *Found ways for incoming student that arrive late in the semester to finish out credit.*
- *Migrant students graduated on time.*
- *Receiving high school diploma.*
- *Scholarship opportunities, one-on-one tutoring and having an engaged service provider all help with this. I always go out of my way to find materials, extra practice sheets, information that is specific for each one of my students. This really helps build a stronger connection with them. I always feel like I have great communication with my families and that helps also.*
- *Students became leaders after graduating from high school and they contribute to their community.*
- *The Migrant Service Providers provided individualized instruction and tutoring to secondary students so that they can graduate. They also helped students create a graduation plan.*
- *Through the migrant program, I have seen our high school students get barriers eliminated to participate in extracurricular activities. Further, migrant staff have helped by meeting with students to help address questions or concerns that they may have. Also, we have a migrant staff member that teaches a group of students about various life skills.*

- *Working as a team helps identify students to maximize student learning and graduation success. We help break barriers such as language/academic by providing effective support strategies to better help student achievement.*

Impact on Parents/Families

- *Showed migratory families how they can support their child academically when they are at home.*
- *The program helps parents and families by helping them learn English language skills, learning to read and write in English, and providing transportation so kids can get an education.*
- *The program provided opportunities for parents to collaborate with service providers to utilize strategies that would increase performance in the area of reading and math.*

Impact on Migratory ELs

- *Giving them extra help with the language.*
- *I believe that the summer school program helps students continue to develop their language skills in a less stressful environment than regular school.*

Overall Impact of the MEP

- *Instructional support like math, science, social studies, and language arts; tutoring support; and non-instructional support like providing school supplies and referrals to food services.*
- *Instructional/non-instructional support such as tutoring in math/language and guiding the family to the food pantry.*
- *MEP gave them extra help in the areas they need and gave them more time at school. MEP provided transportation for students in need.*
- *MEP helps families and students with academics and connects the family with resources.*
- *MEP impacted migratory student achievement by having a service provider be there for them and help them at school and outside the school. When MEP provides families support, it really helps them and encourages the students to do better and helps eliminate any barriers.*
- *Removing barriers to education for students, providing mentorship and support so middle and high school students stay on track and succeed, help families meet basic needs at home so students can focus on school.*
- *Staff met with students on a regular basis to provide one-on-one support.*
- *The MEP helped students with school barriers and staff advocated for them to have equal opportunities.*
- *The MEP helps by providing resources, and support in school and at home to help them succeed not only academically but in their personal life.*
- *We were able to advocate for students' education and we supported plans that schools had to help students in different educational areas. We also were able to help families learn to be involved in their students education.*

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

Stories about the Impact of Content Area Instruction on Students

- *I had a student that I was working with that was struggling with spelling. The teacher told me that the days I come to work with him on spelling, he works harder and his spelling test scores are higher.*
- *Last year, I was teaching one of my students about math and they were really struggling but I was able to see his grow on his skills on his counting and adding.*
- *Over the month long program, I witnessed students increase vocabulary words due to hands-on activities that went along with reading books.*
- *The students greatly improved their math skills as well as conducted a research and display project very well.*

- *The tutoring provided by the MEP has helped empower students to want to do their best.*

Stories about the Impact of Services to Secondary-aged Students and Youth

- *A student came to Nebraska right when the pandemic hit. His two previous years in high school out of the state, he had low grades. The next year, he learned remotely and his senior year, he was able not only to have As, but also he won one of the MEP scholarships.*
- *Due in part to MEP specialist support, a student obtained a Susan Buffett Scholarship.*
- *Every year, we see many student successes. One that comes to mind is an OSY from Ethiopia that graduated college with honors and is a nurse aid at a local hospital.*
- *I am very proud of my former student, "D." She was able to complete six core credits in the summer within 3.5 weeks while working her full time job. There were times when she wanted to give up but we kept pushing. I am happy to announce that she graduated from summer school with her high school diploma. We were able to prevent an OSY! Congrats!*
- *I have seen an OSY benefit from learning English. I had one student from Guatemala that started learning English with me. He was able to learn to read some English and speak it with me. He would tell me all the time before that he didn't know and he could never learn and when he first read a sentence with me in a book he said "that was me that read that, did you hear me? I read in English. Thank you for not giving up on me"*
- *I was so proud that I was able to help one of my senior students graduate from high school even though we don't speak the same language. He was happy and so was I.*
- *One of the students has a problem with Oral-Com. However, with the help of the MEP, he successfully finished high school.*
- *Referred student to Job Corps and now they are doing great! Also, helped the student apply for scholarships and he won multiple scholarship including the Buffet scholarship and now he is going to college.*
- *So many stories! Migrant staff advocated for students to change their schedules so that they would graduate on time. The migrant staff also supported students with mental health needs.*
- *Taking a lot of weight off of a family's shoulders by being consistent and taking advantage of resources to help their child pass a class to graduate last spring.*

Stories about the Impact of Services to Preschool Children

- *I teach preschool. Watching students growth in school over a potential two years in my classroom is amazing. Their growth in English and an understanding of school.*

Stories about the Impact on Social-Emotional Skills

- *One of our students was being bullied at school. Thanks to regular communication between the service provider, parent, and mental health staff, the student was able to be transferred to another building and receive counseling.*
- *We have a student that was able to access free mental health services this year though a partner. This student has been through a lot but is finding their way now after regular counseling sessions.*

Stories about the Impact on Relationships

- *Being recognized by students in non-classroom settings and they are excited to see me.*
- *Students became friends after school was over.*
- *Students had more trust in us to help them with resources.*

Stories about the Impact on Families

- *Families are grateful to have household items given to them when they have just arrived and given information on resources. Making them feel welcomed and giving them support is very important to a family. Helping parents lower their stress level as they start a new job in a new*

town and their children start attending a new school really helps them to start focusing on their education.

- I have many parents that are scared to be involved in their child's education. We have been able to get families to learn to advocate for educational rights that they have and also to make connections with the schools and administrators. They are starting to make calls and do not depend on me to do everything for them. They have learned to do what they can first.*
- This student's parents felt like they were failing him by not being able to support him with his math homework and spelling practice at home. We were able to take that responsibility off of their shoulders through the MEP supports. This helped them feel so much better and gave them a sense of mind to know that their student was getting this support still.*

Stories about the Impact of Support Services on Students

- During the summer, binational teachers came to the summer program and taught the kids all about their country of Mexico.*
- I have too many to list I think! One that stands out was this summer, I had a middle school student tell me the books I gave her every week "saved her life". I wasn't able to help her one-on-one much due to her schedule, but I made a point every week to see her in the hallway to say hello and to give her new books. She told me this summer when her and her sister were moving again, how much seeing me helped her get through some dark times and how much she always looked forward to getting (and reading) new books.*
- The MEP was able to host a summer school for migratory students and they learned about Mexico from the binational teachers that came for the summer school. Students also were able to go to Washington D.C. in the summer and they learned about the history of the Capitol.*
- We took 20 students to Washington D.C. through the Close Up program. Those same students were invited to attend a writing and leadership event through Cool Speak. Participation in these events have led to better communication with these families and continued interest in academic services!*

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

Impact on Academic Skills

- Greatly improved their studies.*
- Helped a lot with homework.*
- Helped improve reading and writing, go on trips, school supplies.*
- Helped me a lot with the activities they sent, with the home visits. They loved summer school. They recovered a lot in their studies.*
- Helped my son with his academics every Tuesday of summer. My other kids got backpacks they enjoy. Two of my children got to go to summer learning camps.*
- Helped to improve in math. The school supplies also helped us a lot.*
- Helped with literacy, writing, and math.*
- Helped with school (math, writing, reading), school supplies, tablets and technology.*
- Improved reading and mathematics.*
- Improved reading and social skills.*
- Improved their grades and skills in their tasks.*
- Improved their math skills. (x2)*

- *It helped them a lot because they have learned activities that they did not know through the educational games and they also had a lot of fun.*
- *It helped them stay busy and the activities helped them learn while playing.*
- *It helps them with reading and learning mathematics.*
- *My children learned things that they did not know. The trips they have taken and participating in the summer program helped them a lot in socializing and improving in subjects.*
- *My daughter improved a lot and she has a lot of support from staff.*
- *My service provider helps my children so much. We are very happy. We love the service provider. I have seen a lot of progress academically in school and I know it comes from the extra help she provides to my children. I have seen improvements on grades and how happy they are to go to school. My daughter went into kindergarten very happy. She knows a lot. Before she didn't know how to write her name, colors, shapes, letters. My oldest boy always tells me show "L" my math grade. We are all very happy with the program. I tell my friends and family about the program.*
- *My son improved a lot in math and number recognition.*
- *My son loves to go to summer school! He is making friends, doing fun activities and learning at the same time.*
- *My son received a lot of help with his studies and homework.*
- *My son was tutored at school and it has helped him improve in reading. They have helped me interpret when I have needed it.*
- *The facilitator has been there for my child. I found out from the teacher he has improved because of the help the program has given him.*
- *The games that they bring us are very helpful since by playing they learn a lot, in addition to the fact that the visits they have been given have been helpful to improve their skills.*
- *The MEP specialist met with my son once a week at school to help him in reading and writing. My son improved a lot in reading. Now he can read a book.*
- *The Migrant Program helped improve skills like reading/writing and helped with career choices.*
- *The program gave her instructional support and helped her progress in school and develop academically.*
- *The program helped my children with math and reading skills.*

Impact on Social-Emotional Skills

- *Because they speak more without fear, they feel capable of facing barriers. The educational packets are instructive and fun.*
- *Helped him socialize, especially during summer school. The educational packages have been very instructive and have helped him learn the language.*
- *It built his self-esteem during summer school, connected with other kids, and made him feel that skin color didn't matter.*
- *It gave them ways to think outside the box, while learning through activities.*
- *It has helped her build confidence in not only her own skills but with developing positive interactions with the adults that she is working with. With the tools and supplies given, she has been able to thrive with her lessons and tremendously enjoys all the activities. It has helped her develop a love for learning and experiencing new things.*
- *The program provided transportation for my son to attend preschool. The summer school helped my son to socialize and gave him knowledge even about Mexico, which we had never talked about at home in this country.*

Impact on Preschoolers

- *Educational packets and summer school helped him get ready for kindergarten.*
- *He learned to write his name.*
- *I have seen improvement in my child ever since he started working with the school readiness facilitator as he gets the opportunity to work one-on-one.*

- *I really like the program. It has helped me with my children to prepare them for kindergarten and very good educational packages. Through another agency, they helped me with money when I needed it the most.*
- *Learn colors, put shapes together, and to count.*
- *Learn more and get her much better with numbers and ABCs. (x2)*
- *Learning along with the child when my child was in the school readiness program through zoom. My daughter was prepared and knew her alphabet and shapes by the time she started preschool and that was thanks to the program.*
- *My child has learned to recognize colors and letters.*
- *My child learned a lot with the school readiness program. I noticed because when you first started with him, he would not talk at all and did not know much. Now he is even teaching his younger sibling.*
- *My child learned to write his name and identify his letters.*
- *My child play learned and I really enjoy that he was taught this way. He is always so eager now to learn play and loves numbers and counting them. He developed a love for adding two numbers together and I know it's all because of the way that he was taught during preschool visits. My son went into kindergarten really happy and prepared. He learned so much during preschool visits. I am really happy with the MEP program and all of its services.*
- *My daughter is barely three years old and she learned to function much better to socialize and to be interested in words and numbers and I would like her to continue learning.*
- *My preschooler was able to attend migrant summer school and it helped her very much to prepare for preschool.*
- *My son can now write his name well, he identifies colors and numbers well in English, and he is ready for preschool.*
- *My youngest child learned many things after he started participating. He knows letters now because of it. My older daughter and son got additional support from the program at school. We also got school materials and backpacks each year. That really helped.*

Impact on Secondary-aged Students and Youth

- *Apply for scholarships and college. My son received a lot of help from the program and was motivated.*
- *It helped my daughter to graduate on time.*
- *It helped my son graduate and apply for scholarships.*
- *Provided summer classes for my daughter so that she will graduate next year.*
- *The high school facilitator was a great mentor for my daughter.*
- *The program gave my children attention to their academic performance and provided information on colleges and scholarships.*
- *The trip to Washington helped him a lot. He told me about everything he did and learned there. It is the first time he has traveled.*
- *They helped with transportation and scholarships for the university.*
- *They meet with my daughter to talk about her classes and graduation.*

Impact on Parents/Families

- *Helped knowing my rights to education and summer school.*
- *Helped me with many games and activities for the summer.*
- *I have received a lot of help from the program through the service provider. I feel supported and satisfied. I feel that she gives more than 100%. Whenever I have questions she gives me a solution.*
- *I really liked the monthly educational activities. They always give me information about resources in the community.*

- *I really liked the monthly educational activities. We have also been learning English through the Rosetta Stone program. They also interpreted for me at my son's school.*
- *It has helped me with learning the language through Rosetta Stone, to communicate better.*
- *The program has helped me communicate with the children's teachers. They have helped me with interpretation at school.*
- *They have helped me advocate for my family on school issues as well as interpreting for any situation at school.*

Impact on Migratory ELs

- *He learned the colors in English and tries to repeat English words.*
- *Helped him improve his English. The summer school was a good time for him because he socialized with other kids.*
- *It helped my child to communicate better.*
- *It helped my children understand English. They learn a lot more with the program.*
- *It helped my son to be more open in communication.*
- *MEP helps my child in learning math and reading and English. My child speaks, reads and writes more English. He is more confident in his math, reading and speaking abilities. He goes to school very confidently and I enjoy seeing how much he loves going to school. The service provider is great at teaching my child.*
- *My child has advanced a lot in English.*
- *My daughter participated in summer school and the program provided her with transportation. Helped her improve her English and has taken away her fear of speaking.*
- *My son has received tutoring since we arrived here and it has been what has helped him adapt and learn English. The educational packs are wonderful and my children have benefited a lot from them. The topics that are touched on in the FACE each month are very instructive. I am very grateful to the program.*
- *Within the first year of arriving here in the United States, I noticed that the MEP helped my children quickly develop English skills in writing and speaking as well as understating it. They go to school with better knowledge and knowing what they are asked and taught in the classroom. The MEP also helps my children with math and reading and I really like that they have this program for new families that arrive without knowing anything.*

MEP services that impacted students

- *Activities, school supplies, trips that the children earned, summer school lunches.*
- *At school, they help a lot with homework and learning, and in summer school, they have fun and learn a lot more.*
- *Neither of my sons don't need help in academics. They are not behind and get good grades. The program helped with the supplies, backpacks, calling the school for me when I needed help, and assisted with completing school forms. My sons got to go to the summer camps and that was really great.*
- *By guiding and encouraging my child. Referred her to many other leadership programs and checked on her daily activities. Helped in problem solving.*
- *By guiding my kids at school in their academics and referring them to the leadership program. Referred my family to other programs and resources, provided transportation, and provided summer STEM kits and books.*
- *Check on my son at school, attendance, grades to be on track. My son also got a backpack each year.*
- *During home visits, they worked with my daughter and at school twice a week they provided tutoring. They helped me with school supplies, information on food banks, and much more.*
- *Educational games have helped them a lot. The meetings with parents (FACE) are very informative, they explain everything very well. The unconditional support of the service providers.*

- *Games to play with family and other activities. You did a good job advising my son on his studies and helping me solve a problem at school.*
- *Helped a lot with homework and it helps me to know how school is going. He keeps me up-to-date on school issues. It is also a big help to receive school supplies.*
- *Helped my daughter a lot with activities that correspond to her age. The visits in school and the materials that they gave us helped.*
- *Helped my daughter by referring her to different leadership programs, provided school supplies and books, and STEM kits in the summer.*
- *Helped with finding academic services for my daughter (speech therapy, behavior therapy), also helped with school supplies and with information regarding parent/teacher conferences. Referrals for legal aid.*
- *Helped with the transition from school when we arrived. I didn't know anything about the school here. Helped us with English. Help with the university.*
- *It has helped me a lot with materials such as school supplies, support in summer courses, with a pantry, and they have worked with the girls in crafts. Very willing to help with whatever we need.*
- *MEP provided preschool for my child along with transportation. My child also got free lunch, learning kits and books, and STEM kits during the summer.*
- *She [MEP staff] has helped us financially, with the packages they sent there was more family interaction, with the school supplies they helped us a lot. Teaching visits in the summer and the binational teachers.*
- *Since we arrived, I was welcomed by the MEP. They were always attentive with my child and with the development of his abilities in school. They have helped connect him with support in language arts, English and really everything.*
- *The educational packages have been beneficial to my children as they have been able to practice and reinforce learning.*
- *The program helped us with so many things. They worked with my children at school for reading and helped them with math problems. They connected with the teachers and shared information with us. They helped my family get a free museum card.*
- *There is a lot of help and benefits from the program. We got materials, backpacks for school. The staff visited us and worked with my daughter at school. If we need help or have questions, we call the staff.*
- *They helped my daughter with English and math and also making her speak English so that she put in the effort. The educational packages also helped my children. The migrant program found us very quickly to support us in my children's education and visits also within the school to help us navigate education. They advocated for my daughter because they had not included her in the school. Summer school helped her and provided opportunities to experience other cultures and the arts. Home visits helped my children and me. They helped with meals, which helped us financially.*
- *Trips to colleges or universities in Lincoln and Omaha.*

7. Implications

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

PROGRESS ON PREVIOUS RECOMMENDATIONS

To follow are the recommendations from the 2020-21 Evaluation Report along with a description of how they were addressed by the Nebraska MEP during the past year. The full contents of the recommendations can be found in the 2020-21 Evaluation Report on file with NDE.

Share the 2020-21 evaluation results with the SDP Committee.

Status: During the SDP update process conducted in 2021-22, the results of the 2020-21 evaluation were shared with the SDP Committee as well as the members on the Evaluation Planning Team (EPT) to inform the process and services across the State.

Review the reasons for not meeting the three MPOs addressing the impact of professional development.

Status: During SDP Meeting #2 and the EPT Meeting on the following day in spring 2022, the committees decided to not include MPOs that address the impact of MEP professional development in the new SDP. Rather, it was decided by the groups that a committee be formed to look at professional development needs and develop a plan. Currently, this workgroup is in place and has distributed/collected/reviewed needs assessment data and is working on creating a PD Framework with the assistance of META Associates.

Share the ways in which projects implemented the strategies during 2021-22.

Status: During the spring EPT meeting and during ongoing professional learning opportunities, the ways in which the projects implemented the strategies in 2020-21 were shared with MEP staff to facilitate information sharing among the projects.

Consider parent and staff recommendations for the program.

Status: Parent/staff suggestions were reviewed during the spring EPT meeting that included all state-level staff and local coordinators. Staff were provided with a stand-alone handout that included the staff and parent recommendations so they would be handy when incorporating the suggestions during program planning and implementation.

2021-22 SUMMARY AND IMPLICATIONS –IMPLEMENTATION EVALUATION

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

Parent Engagement: Parents commended the program for the services provided and many indicated that they were happy with the program as it exists and want the program to continue. Parents reported that the Nebraska MEP has been very helpful for their children and their

families. Included in this section are parent suggestions for the Nebraska MEP to consider. During the 2021-22 performance period, the Nebraska MEP met all three MPOs that address parent engagement with 99% of the 301 parents of preschool migratory children responding reporting increased knowledge of strategies for helping their children be ready for school; 99% of the 351 parents of children in grades K-8 responding reporting increased knowledge of strategies for supporting their child in ELA and math; and 99% of the 337 parents of secondary students/OSY responding reporting that they gained knowledge of strategies for supporting their child in his/her achievement of graduation, GED, life skills, and/or career readiness goals.

Professional Development: Ratings of MEP professional development opportunities were very high, although staff gains in knowledge were not significant enough to meet the MPOs. Staff indicated that PD helped them deliver MEP services more effectively and appropriately and taught them about resources and strategies to help migratory students graduate and/or meet their learning needs. This section of the report contains MEP staff suggestions for professional development for the Nebraska MEP to consider. During 2021-22, the Nebraska MEP did not meet any of the three MPOs that address gains in knowledge from professional learning with 64% of the staff responding (16 percentage points short of the target) reporting a statistically significant gain in their ability to provide school readiness instruction to preschool migratory children; 69% of the staff responding (11 percentage points short of the target) reporting a statistically significant gain in their ability to provide ELA and math instruction to migratory students; and 75% of staff responding (five percentage points short of the target) reporting a statistically significant gain in their ability to support secondary student/ OSY learning and academic achievement.

MEP Services: Migratory students received MEP instructional services to increase their learning and academic achievement, and support services to reduce barriers to academic success including guidance counseling, transportation, health and dental services, educational supplies, and transportation provided by the MEP and through collaborations with other programs and service providers. In addition, parents and family members received services to support their involvement in their child's education, and to eliminate barriers that could impede their child's success in school. During the year, services to migratory students were provided both in-person and virtually. During 2021-22, the Nebraska MEP met all three MPOs addressing support services with 72% of eligible migratory children ages 3-5, 79% of eligible migratory students in grades K-8, and 74% of migratory students in grades 9-12 and OSY receiving MEP support services. The Nebraska MEP also met the MPO addressing secondary student/OSY participation in instructional services with 49% of migratory students in grades 9-12 and OSY receiving instructional services/leadership/guidance/life skills services, and MPO 1a with 57% of all eligible 3-5-year-olds participating in MEP and non-MEP preschool programming.

Strategy Implementation: The Fidelity of Strategy Implementation (FSI) rubric was completed by projects to determine their level of implementation of each of the Strategies in the SDP as well as the ways in which each strategy was implemented. The mean rating for all 12 strategies combined was 3.8 out of 5.0 which was slightly higher than in 2020-21. Mean ratings for three of the 12 strategies (25%) were at or above the "proficient" level (4.0/"succeeding"). Highest rated was Strategy 2.2 (mean rating of 4.4) addressing the provision of needs-based support services to increase attendance and achievement in ELA and math. Three strategies were rated lowest (Strategies 1-4, 3-1, and 3-3) (mean rating of 3.5 each) addressing professional learning opportunities to prepare staff to address the needs of preschool migratory children, instructional services to migratory students in grades 9-12 and OSY, and parent engagement services for parents of high school age migratory children. Mean ratings were higher in 2021-22 than in 2020-21 (and in the years before) for all three goal areas and all goal areas combined. Ways in which most projects implemented each strategy can be found in the Implementation Evaluation section of this report with a summary below.

Ways in which School Readiness Strategies were Implemented by Most Projects

- Educational materials/materials bags
- FACE opportunities
- Home-based services
- Interpreting/translating
- Materials distributed during home visits
- MEP liaison referrals to local and State services
- MEP staff meetings
- PAC meetings
- Resources for parents to use at home
- State MEP conference
- Summer programming

Ways in which ELA/Math Strategies were Implemented by Most Projects

- Collaboration with local school districts for tutoring and communication with teachers
- Collaboration with local/State programs and agencies
- Collaboration with other school programs
- Coordinator attends professional learning at local, State, and national level
- Educational strategies provided during PAC and FACE meetings
- Home visits
- Immunization assistance
- Migrant recruiter home visits
- Migrant service provider meetings
- PAC meetings/parent meetings
- Parent needs assessments
- Referrals to State and local services
- School visits
- State MEP meetings
- Transportation

Ways in which Graduation/OSY Achievement Strategies were Implemented by Most Projects

- Career/college information packets
- Collaboration with colleges/universities
- Collaboration with local agencies
- Collaboration/communication with school district staff and counselors to ensure graduation requirements are being fulfilled and students are on track
- College campus visits
- Counselor referrals
- FAFSA assistance and contact information
- Home visits
- Instructional services provided at the high school
- Interpreting/translating
- iSOSY modules and website
- MEP staff attendance at conferences/training
- Referrals to State and local services
- Staff meetings/training and State conferences, meetings, training
- Student exposure to career opportunities
- Support services
- Webinars
- Youth leadership

2021-22 SUMMARY AND IMPLICATIONS – RESULTS EVALUATION

ELA and Mathematics: All projects provide extensive reading and math instruction to migratory students during the regular school year and summer. Many staff and parents responding to surveys reported that migratory students benefited from these services and improved their reading and math skills. During 2021-22, the Nebraska MEP met the MPO related to ELA and math achievement with 87% of the 552 K-12 migratory students assessed scoring proficient or gaining by 5% in math and 83% of the 664 migratory students scoring proficient or gaining by 5% in reading.

School Readiness: Services to preschool migratory students are a priority for the Nebraska MEP to ensure that migratory children are prepared to enter kindergarten. Many parents responding to surveys reported that these services helped their children improve their school readiness skills (alphabet, numbers, writing, motor skills, social skills). During 2021-22, the Nebraska MEP met the MPO related to school readiness skills with 91% of the preschool children with pre/post-test scores scoring proficient or showing a 5% increase in their literacy skills, and 98% of preschool children assessed scoring proficient or gaining by 5% in their math skills.

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

EVALUATOR RECOMMENDATIONS

Continue to focus on MEP professional development. For the third year in a row, none of the three MPOs addressing gains in knowledge resulting from participation in professional development were met, although staff ratings of professional learning opportunities were very high. With the efforts put in place in 2022-23 to create a Professional Development Framework, which include soliciting feedback and information from the workgroup and other MEP staff, the Nebraska MEP is on track to ensure that future MEP professional development meets the needs of MEP staff. Once the Framework has been finalized and the findings/suggestions contained in the Framework utilized for planning MEP professional development, it is recommended that the impact on staff be assessed either through training evaluations or on the end-of-year staff survey.

Share the ways in which projects implemented the strategies during 2021-22. During the spring EPT meeting and during ongoing professional learning opportunities, share with MEP staff the ways in which most projects responding implemented the strategies as reported on 2021-22 FSIs.

With increasing numbers of migratory students identified, increase the number of students served by the MEP. In 2021-22, there was a substantial increase in the number of migratory students identified as eligible for the MEP (nearly 600 more students). However, there was a slight decrease (-2%) in the number of migratory children and youth served during the performance period and during the summer. There also was a four percentage point decrease in the number of migratory students receiving MEP instruction. During the EPT meeting in May 2023, staff reported that this year will likely see another increase in the number of students identified. It is recommended that strategies be identified and put in place at the state and local

levels to ensure that projects are able to serve the increasing number of students, especially given the staffing shortages that are impacting all projects.

Review the ways in which projects implement the lowest rated strategies and determine strategies for improving implementation. Three strategies were rated lowest on the FSI. These included Strategy 1-4 (addressing professional learning opportunities to prepare staff to address the needs of preschool migratory children), Strategy 3-1 (addressing instructional services for migratory students in grades 9-12 and OSY), and Strategy 3-3 (addressing services and activities for parents of high school age migratory children). It is recommended that, as a group, review the ways in which most projects implemented these strategies, identify additional ways these strategies could be implemented, and develop action plans for implementing these strategies in the future to improve implementation.

Review the MPOs during the May 2023 EPT meeting. During the EPT meeting in May, review the new strategies and MPOs in light of the 2021-22 evaluation results. While there is not full alignment of the 2021-22 strategies and MPOs (previous SDP) to the 2022-23 strategies and MPOs (new SDP), it would be worthwhile to review the ones that are similar enough to be compared.

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

MEP Staff Suggestions

Staff Suggestions Related to Families/Parent Engagement

- *Continue to provide strategies to families to reduce their barriers.*
- *Find a way to help the parents too and not just the students, the help should be for everybody. Or somehow get the parents involved more.*
- *Help families pay for internet services during the school year. Have tablets available to lend out to the new families specially if they are just arriving from another country.*
- *I would really like to have more of an opportunity to buy clothing and/or food for a family in need. At times when I have families reach out to me, I have nowhere to send them for help as this area is very rural. Food banks, Goodwill, etc. are 2-3 hours' drive one direction. The ability to go buy a few essentials for the family would be nice.*
- *More parent education about available resources in the community.*
- *Some suggestions that I would recommend is that we need to try to focus more on a certain group of families that need the most help like focus more of them than others who might need less help.*

Staff Suggestions Related to Program Implementation/Services

- *Continue to bring in creative/art programs into the MEP.*
- *Continue to hire more mentors to improve quality of work in each area.*
- *Continue to provide transportation.*
- *Emphasis on good school attendance. Clear expectations for school and bus behavior.*
- *Have more instructors.*
- *I feel we need to be more involved with the students and the schools to help with education and helping parents with their needs to better the home as a whole for the students within our program.*
- *More English learning exercises and have students communicate as much as they can in English to assist in their language acquisition.*
- *Provide more support services.*

Staff Suggestions for the Nebraska MEP in General

- *Somehow have a way for better tracking/communication between MEP services and schools.*
- *There is ALWAYS room for growth. Just remembering to keep an open mind about suggestions and alternative ways to enhance our state programming at all times.*

Staff Suggestions Related to Professional Learning Opportunities/Topics

- *Continue to work on providing research-based and quality professional development for Service Providers.*
- *I think each year keeps getting better and better! I loved this last summer because our coordinator did a great job of organizing our month and setting our expectations - we knew exactly what was expected of us!*
- *I think more trainings on working with high school students and trainings for us to learn the different curricula the schools follow to know how to help the students. Being up-to-date on what math or science etc. is needed for them to know.*
- *I want to receive academic support to be able to help students efficiently.*
- *More program and instruction specific professional development and less networking workshops.*
- *More resources/professional development to work with OSY migratory students effectively.*
- *More training for Migrant Service Providers, especially in the area of secondary math.*
- *Train MEP service providers in ELL topics- direct ELL services.*
- *We need to train service staff on best practices for teaching and learning. We cannot expect our service providers to be teachers, but they do need to have a basic understanding of what should be taught, how to assess what is being taught, and how to analyze those results to impact instructional services to the students.*

Recruiter suggestions for ID&R training

- *Continued scenarios.*
- *I think it would be really nice to be able to train more in-depth with the purple book.*
- *To be able to attend conferences without having to present, just go to learn.*

Recruiter suggestions for ID&R in Nebraska

- *I think that it has worked well to try and make appointments and send text messages to our new referrals.*
- *More training and better technology.*

Parent Suggestions

Many of the parents responding reported that nothing needed to be changed and commented on the impact the program has had on their children/families. Parents who did provide suggestions made suggestions for allowing families to participate in the program for more than three years, extending/expanding the services provided to children, more family/student activities featuring student skills and talents, more college awareness/informational activities, English classes for parents, and involve families more. Examples of parent suggestions for the MEP follow.

Parent Suggestions for Program/Service Duration

- *Allow more families to participate in the program who are newly arrived and need access to resources.*
- *By providing services for long term.*
- *By serving family for long term not only for 3 years. (x4)*
- *Have more time in the form of teaching.*
- *I want them to come more to help my kids to read.*
- *I want to stay in the program longer. Thank you.*

- *I wish that teaching was longer than an hour or hour and 15 minute visits.*
- *I wish the summer school lasted longer.*
- *I wish there was more teaching time.*
- *I would be interested in having my daughter last more than one year in the program. Due to my husband's situation, he would have to change jobs for my daughter to qualify for more time.*
- *I would like the children to have a meeting that could be monthly and that they work with them like in the summer.*
- *If the classes were more frequent my daughter would do much better.*
- *Lengthen support time.*
- *Long term services and a note after expiring from the MEP.*
- *Maybe a little more classes during the summer.*
- *More frequent visits with my child to offer academic support (more than once a week).*
- *More teaching to children per week. They benefit from it.*
- *More time with the children.*
- *My child loved the preschool visits, he always looked forward to visits. I wish that preschool visits were more than twice a week.*
- *Visit at home more. More activities for the children.*

Parent Suggestions for Parent/Family Services

- *English classes (x2)*
- *English for parents and something more in-depth regarding nutrition in the family.*
- *Have visits with suggestions for services in the community.*
- *Help families find clinics that can serve us.*
- *Help us a little with English for the parents. If you could help the students who do not have medical insurance.*
- *Help with food.*
- *I consider it important to have a strong school component for parents. A volunteer program-identification of children's talents. Perhaps a program of intellectual development clubs as well as the development of abilities for life - Escuela da valores.*
- *Involve families more. More group family things and not individually.*
- *More activities with parents and children.*
- *More activities with parents.*
- *More help in English for the family and for the student. Supply with summer learning materials like books, whiteboards, etc.*
- *Teaching English to parents to be able to help their children*
- *That they continue with the meetings. They help a lot to inform us on various topics that are discussed.*
- *That they have English classes for the parents.*

Parent Suggestions for Services to Secondary-aged Students/Youth

- *As a mom, I would like them to give scholarships to students. Help to be able to have volunteer and leadership opportunities. How to help in the community so that they see that they have privileges and that we can help our children. Do activities with others or together with other families together.*
- *College visit and college awareness*
- *I would like my son to participate in the trip to Washington D.C.*
- *Information on how to advance your studies, such as early college.*
- *Involve high school kids more in summer school, back-to-school bashes, and end-of-the-year.*
- *Trips to colleges and universities.*

Parent Suggestions for Services to All Children/Youth

- *I would like more reading activities in Spanish. (x2)*
- *I would like there to be face-to-face meetings, a club where children from all areas can get together. That the children have the opportunity to demonstrate their skills in all fields (music, sports, public speaking, poetry) as a kind of gala where all the families that are part of the program to be together.*
- *More activities for children.*
- *More books to read at home.*
- *More focus on programs for the child's academic development.*
- *More help with young people so that they learn Spanish as well as English.*
- *More trips for students to explore.*
- *Sports*
- *That there was a program for children that taught them the English language, even if there were several children and we had to take them, like a club where they interact with other children and learn English more grammatically, fundamentally the basics.*
- *That they can be in contact with the more advanced children and can help each other.*

Parent Suggestions for the MEP in General

- *Fix the air conditioning of the school bus.*
- *I like it the way it is. They do a lot for girls. I recommend transparent backpacks for safety.*
- *I wish they could get transportation to every student in the program. (x2)*
- *I would like to be able to have more people in the program that would be able to assist as much when needed even though I know they are always busy.*
- *It would be nice to have a bilingual person help students and parents.*
- *More help with transportation. If there was a minibus for migrant students mainly for their safety of not having them to walk to school.*
- *Send more information about the program at the school.*

In summary, during 2021-22, the Nebraska MEP offered individualized, needs-based, student-centered services to migratory students that improved their learning and academic skills. Of the 4,563 eligible migratory students ages 3-21, 77% received MEP services during the performance period and 44% received services during the summer, 39% received MEP instructional services, and 75% received MEP support services. In addition, parents were provided services to improve their skills and increase their involvement in their child's education; MEP staff were trained to better serve the unique needs of migratory students and their parents; community resources and programs helped support migratory students; and local projects expanded their capacity to meet the needs of Nebraska's mobile migratory population by conducting local needs assessments and professional learning activities. Finally, following are comments from migratory parents that show their positive feelings about the Nebraska MEP.

- *Has helped very well. The facilitator is always there to help when I have questions.*
- *I really like this program for my children. The teachers are very good.*
- *I thank you for being aware of my children's education. The program has been of benefit and support, especially with the staff they have.*
- *It helped me a lot with the children. They were always there when we had questions about anything.*
- *We are very happy with the program. Summer school was very helpful for my daughters.*

Appendix

Professional Development Provided to MEP Staff during 2021-22

| Date | Location | Title | # Attending |
|----------|--------------|---|-------------|
| 8/11/21 | Virtual | MSIX Webinar | 2 |
| 8/17/21 | Grand Island | MEP Director/Coordinator Meeting | 2 |
| 8/17/21 | Virtual | IDRC Webinar: Quality Control | 7 |
| 8/19/21 | Omaha | Migrant Staff Meeting | 5 |
| 8/26/21 | Omaha | Secondary Service Provider Staff Meeting | 6 |
| 8/26/21 | Omaha | Pathways to Greatness | 6 |
| 8/26/21 | Alliance | Using Language Justice to Lift Family Voices | 1 |
| 8/27/21 | Virtual | IDRC Webinar: Migrant & Seasonal Head Start & MEP | 19 |
| 8/31/21 | Statewide | MEP Fall Training for New Staff | 6 |
| 9/1-2/21 | Statewide | MEP Fall Training | 48 |
| 9/8/21 | ESU 1 | Visual Schedule | 1 |
| 9/9/21 | ESU 1 | MSIX | 2 |
| 9/9/21 | Omaha | Secondary Service Provider Staff Meeting | 6 |
| 9/13/21 | Alliance | MEP Staff Wellbeing | 1 |
| 9/14/21 | Virtual | IDRC Webinar: Action Plan/IDR Performance | 17 |
| 9/17/21 | Omaha | Recruiter Staff Meeting | 4 |
| 9/20/21 | Lexington | New Hire Training | 2 |
| 9/22/21 | Omaha | Suicide Prevention Training | 7 |
| 9/23/21 | Crete | Adult Education Conference | 2 |
| 9/27/21 | Alliance | Mental Health Connections | 1 |
| 9/27/21 | Virtual | IDRC Connectteam Training with Nebraska | 8 |
| 10/4/21 | ESU 1 | ID&R New Recruiter Training | 6 |
| 10/4/21 | ESU 1 | MIS2000/MSIX New Recruiter Training | 7 |
| 10/4/21 | ESU 1 | ELG Math | 1 |
| 10/4/21 | ESU 7 | MEP Wellbeing | 2 |
| 10/5/21 | Virtual | IDRC Webinar: Scenarios/Do they Qualify? | 14 |
| 10/7/21 | ESU | Nebraska MTSS Summit | 2 |
| 10/7/21 | Omaha | Migrant Team Meeting | 9 |
| 10/7/21 | Omaha | Trauma Resiliency Training | 8 |
| 10/7/21 | ESU 7 | DHHS Panel | 2 |
| 10/11/21 | ESU 1 | ELG Math Part 2 | 1 |
| 10/11/21 | ESU 7 | MEP Team Meeting | 7 |
| 10/12/21 | Grand Island | Latino Summit Conference | 1 |
| 10/12/21 | ESU 7 | Latino Summit Conference | 10 |
| 10/13/21 | Statewide | Cracking the Code, Part 1 (Nebraska Appleseed) | 40 |
| 10/14/21 | Omaha | Migrant Service Provider Staff Meeting | 7 |
| 10/14/21 | Alliance | Educational Quest / FASFA Webinar | 2 |
| 10/18/21 | ESU 1 | Collective Student Efficacy | 1 |
| 10/18/21 | Virtual | IDRC Targeted Response to ID&R (TRI) Planning Meeting | 3 |
| 10/19/21 | Virtual | IDRC State Steering Team (SST) Meeting | 1 |
| 10/19/21 | Omaha | Boosting Achievement Book Study | 2 |
| 10/20/21 | Statewide | Cracking the Code, Part 2 (Nebraska Appleseed) | 13 |
| 10/20/21 | Omaha | Conversations about Equity | 3 |
| 10/21/21 | Omaha | Recruiter Monthly Meeting | 4 |
| 10/21/21 | Virtual | IDRC Technical Steering Team (TST) Meeting | 2 |
| 10/26/21 | Statewide | Cracking the Code, Part 3 (Nebraska Appleseed) | 23 |
| 10/27/21 | Statewide | NE MEP Director/Coordinator Meeting | 6 |
| 10/27/21 | Crete | Financial aid Training for Paraprofessionals | 2 |
| 11/1/21 | ESU 7 | MEP Wellbeing | 2 |
| 11/2/21 | Omaha | Boosting Achievement Book Study | 2 |
| 11/3/21 | Multiple | QR Codes | 6 |
| 11/3/21 | ESU 7 | Pupil Transportation Training | 2 |
| 11/4/21 | Omaha | Data Technician Training | 1 |
| 11/4/21 | Omaha | Monthly Migrant Team Meeting | 7 |
| 11/5/21 | Crete | Susan T. Buffett Scholarship | 1 |

| Date | Location | Title | # Attend-ing |
|-----------|--------------|--|--------------|
| 11/9/21 | Head Start | Data Specialist Training | 2 |
| 11/9/21 | ESU 1 | MEP Coordinator/Director Meeting for GMS/CNA | 1 |
| 11/9/21 | Virtual | IDRC Webinar: Non-traditional Qualifying Work | 11 |
| 11/9/21 | Statewide | Nebraska Recruitment Training | 5 |
| 11/9/21 | Lexington | Nebraska Para-Educator Conference | 2 |
| 11/10/21 | ESU 9 | MEP Monthly Staff Meeting | 9 |
| 11/10/21 | ESU 1 | Positive Reinforcement | 1 |
| 11/10/21 | Head Start | MEP All Staff Meeting | 8 |
| 11/11/21 | ESU 1 | ELL Reading | 1 |
| 11/12/21 | ESU 1 | Clifton Strengths | 1 |
| 11/12/21 | Virtual | IDRC TST Assessment Workgroup Meeting | 1 |
| 11/13/21 | Omaha | Working with Maya Students | 3 |
| 11/15/21 | Virtual | IDRC TST Data Reconciliation Workgroup Meeting | 1 |
| 11/16/21 | Virtual | IDRC Webinar: Department of Agriculture | 3 |
| 11/16/21 | Grand Island | Championing Latino Student Success | 1 |
| 11/17/21 | Statewide | Data Meeting | 4 |
| 11/17/21 | Omaha | Monthly Recruiter Meeting | 4 |
| 11/30/21 | Virtual | IDRC Data Summit | 22 |
| 11/30/21 | Virtual | iSOSY Instructional Resources Webinar | 19 |
| 12/2/21 | Omaha | Migrant Team Meeting | 8 |
| 12/6/21 | ESU 7 | MEP Wellbeing | 2 |
| 12/7-8/21 | Virtual | IDRC Recruiter Bootcamp | 21 |
| 12/8/21 | ESU 9 | Monthly Regional Meeting | 8 |
| 12/8/21 | Lexington | MEP Coordinator Webinar | 1 |
| 12/8/21 | ESU 1 | Negative Reinforcement | 1 |
| 12/9/21 | Omaha | Migrant Service Provider Meeting | 5 |
| 12/14/21 | Virtual | IDRC TST Recruiter Assessment Workgroup Meeting | 1 |
| 12/14/21 | Virtual | IDRC Webinar: Working with State Monitor Advocates | 19 |
| 12/16/21 | Virtual | IDRC TST Meeting | 1 |
| 12/16/21 | Omaha | Recruiter Team Meeting | 3 |
| 12/19/21 | Omaha | Migrant Director Meeting | 2 |
| 1/5/22 | Statewide | Service Provider Network Kick-Off | 17 |
| 1/10/22 | ESU 1 | ELG Language and Literacy | 1 |
| 1/10/22 | ESU 1 | MEP Wellbeing | 1 |
| 1/11/22 | Virtual | IDRC Webinar: UCIS Immigration and Citizenship | 10 |
| 1/11/22 | Head Start | ID&R Meeting | 2 |
| 1/12/22 | ESU 9 | Regional Monthly Meeting | 7 |
| 1/12/22 | Statewide | Data Team Meeting | 6 |
| 1/12/22 | Statewide | iSOSY Kick-off | 12 |
| 1/12/22 | Virtual | IDRC TST Data Reconciliation Workgroup Meeting | 1 |
| 1/13/22 | Omaha | Migrant Service Provider Meeting | 5 |
| 1/17/22 | ESU 1 | Brandy Price | 1 |
| 1/18/22 | Virtual | IDRC Webinar: Resources for Recruiters | 12 |
| 1/19/22 | Lexington | MEP Coordinator Webinar | 1 |
| 1/20/22 | Omaha | Monthly Recruiter Meeting | 4 |
| 1/21/22 | ESU 1 | Navigate the Referral System as a Recruiter | 1 |
| 1/25/22 | Statewide | FACE Meeting: Language Development | 7 |
| 1/25/22 | Virtual | IDRC TST Recruiter Assessment Workgroup Meeting | 1 |
| 1/25/22 | Virtual | Nebraska MEP SDP Meeting 1a | 18 |
| 1/27/22 | Virtual | Nebraska MEP SDP Meeting 1b | 16 |
| 1/27/22 | Omaha | Migrant Service Provider Meeting | 8 |
| 1/31/22 | ESU 7 | Connecteam Training | 3 |
| 2/1/22 | Alliance | Local CNA Committee Meeting | 3 |
| 2/2/21 | Head Start | MEP Service Network | 3 |
| 2/2/22 | Virtual | Nebraska MEP SDP Meeting 1c | 14 |
| 2/3/22 | Omaha | Migrant Team Meeting | 11 |
| 2/4/22 | Omaha | OPS Curriculum Day | 2 |
| 2/7/22 | ESU 1 | Self-Esteem and Communication Skills | 1 |
| 2/7/22 | ESU 7 | MEP Wellbeing | 1 |

| Date | Location | Title | # Attend-ing |
|-------------|-------------|--|--------------|
| 2/8/22 | Statewide | Portable Assisted Study Sequence (PASS) Training | 15 |
| 2/9/22 | ESU 9 | Monthly Regional Meeting | 10 |
| 2/9/22 | ESU 1 | Video Modeling | 1 |
| 2/10/22 | ESU 1 | ESU 1 Administration | 4 |
| 2/10/22 | Virtual | IDRC SST Meeting | 1 |
| 2/14/22 | ESU 1 | Storybooks that Teach | 1 |
| 2/15/22 | Virtual | IDRC Webinar: Never Have I Ever | 18 |
| 2/16/22 | Virtual | IDRC TST Data Reconciliation Workgroup Meeting | 1 |
| 2/16/22 | Virtual | IDRC TST Recruiter Assessment Workgroup Meeting | 1 |
| 2/16/22 | Statewide | MEP Service Network Meeting | 9 |
| 2/17/22 | Virtual | IDRC TST Meeting | 1 |
| 2/18/22 | Omaha | Recruiter Meeting | 4 |
| 2/18/22 | Alliance | Local MEP Staff Training | 3 |
| 2/24/22 | Virtual | MSIX Cybersecurity Training | 11 |
| 2/24/22 | Statewide | ID&R Training | 17 |
| 2/24/22 | Omaha | Migrant Service Provider Training | 8 |
| 2/25/22 | ESU 1 | After-School Conference | 1 |
| 2/25/22 | ESU 7 | After-School Conference | 5 |
| 2/26/22 | Alliance | Local CNA Review | 3 |
| 2/28-3/1/22 | Virtual | TMIP Secondary Credit Conference | 6 |
| 3/5/22 | ESU 7 | Early Childhood Conference | 3 |
| 3/7/22 | Virtual | IDRC TST Data Reconciliation Workgroup Meeting | 1 |
| 3/8/22 | Virtual | IDRC Webinar: Practical Interview Techniques | 16 |
| 3/9/22 | Head Start | MEP Services Network | 3 |
| 3/9/22 | ESU 9 | Monthly Regional Meeting | 6 |
| 3/9/22 | Lexington | Monthly Coordinator Webinar | 1 |
| 3/9/22 | ESU 1 | Social Narratives | 1 |
| 3/10/22 | Omaha | Migrant Staff Meeting | 12 |
| 3/10/22 | ESU 7 | ELPA 21 Parent Meeting | 4 |
| 3/15/22 | Virtual | Pennsylvania MEP Conference | 2 |
| 3/16/22 | Head Start | Nebraska iSOSY | 3 |
| 3/16/22 | ESU 7 | Pupil Transportation Training | 1 |
| 3/21/22 | Statewide | EL/Observation Training | 2 |
| 3/23/22 | Statewide | Services Network | 4 |
| 3/24/22 | Omaha | Safety in the Fields | 13 |
| 3/26/22 | ESU 7 | Nebraska Family and Student Conference | 7 |
| 3/29/22 | Head Start | Special Education PD | 3 |
| 3/29/22 | Statewide | Services PD – Special Education | 12 |
| 3/30/22 | Virtual | iSOSY Webinar | 9 |
| 3/31/22 | Omaha | Tutoring Newcomers | 10 |
| 4/1/22 | Omaha | Let's Engage! | 10 |
| 4/4/22 | ESU 7 | MEP Wellbeing | 2 |
| 4/6/22 | Statewide | MEP Services Network | 6 |
| 4/6/22 | Omaha | Monthly Recruiter Training | 4 |
| 4/7/22 | ESU 7 | MEP Wellbeing | 3 |
| 4/7/22 | ESU 7 | Education Quest Symposium | 1 |
| 4/7-10/22 | San Antonio | National Migrant Education Conference | 12 |
| 4/12/22 | Virtual | IDRC Webinar: Using Data for IDR/Program Improvement | 16 |
| 4/12/22 | Statewide | Nebraska MEP SDP Meeting 2 | 17 |
| 4/13/22 | Statewide | Nebraska MEP Evaluation Planning Team Meeting | 16 |
| 4/19/22 | ESU 1 | EL Training/Observation | 1 |
| 4/19/22 | Statewide | Planting Seeds of Partnership Day 1 | 29 |
| 4/19-20/22 | Virtual | IDRC TST Meeting | 2 |
| 4/20/22 | ESU 9 | Monthly Regional Meeting | 5 |
| 4/20/22 | Lexington | Coordinator Webinar | 1 |
| 4/21/22 | Statewide | Planting Seeds of Partnership Day 2 | 13 |
| 4/21/22 | Omaha | Migrant Staff Meeting | 9 |
| 4/21/22 | ESU 1 | Math Strategies | 3 |
| 5/2/22 | Virtual | IDRC Connecteam Pilot Test Training | 2 |

| Date | Location | Title | # Attend- ing |
|--------------|------------|--|------------------|
| 5/4/22 | Head Start | MEP Service Network | 3 |
| 5/5/22 | Omaha | Migrant Staff Meeting | 8 |
| 5/5/22 | ESU 1 | Playful Math | 3 |
| 5/10/22 | ESU 1 | Making the Most of Informational Text in the Classroom | 3 |
| 5/10/22 | Statewide | ID&R Meeting | 5 |
| 5/10/22 | Alliance | Trafficking | 1 |
| 5/11/22 | Lexington | MEP Spring Planning | 5 |
| 5/11/22 | Statewide | iSOSY Webinar | 9 |
| 5/12/22 | Omaha | Migrant Service Provider Meeting | 5 |
| 5/12/22 | ESU 1 | Oral Language/Literacy Instruction for Preschoolers | 2 |
| 5/18/22 | Lexington | Service Provider Training | 4 |
| 5/18/22 | Omaha | Connecteam Training | 4 |
| 5/20/22 | Virtual | IDRC Planning Meeting with Department of Agriculture | 1 |
| 5/22/22 | Lexington | Coordinator Webinar | 1 |
| 5/23-27/22 | Virtual | IDRC Summer Recruitment Institute | 28 |
| 5/24/22 | Statewide | Mental Health First Aid | 4 |
| 5/26/22 | Omaha | FLP Summer Training | 2 |
| 5/28/22 | Virtual | IDRC TRI Re-interviews | 1 |
| 6/6/22 | Lincoln | Supporting Positive Behavior Conference | 8 |
| 6/14/22 | Virtual | IDRC Webinar: Student/Family Learning Portal | 20 |
| 6/15/22 | ESU 9 | Regional Monthly Meeting | 7 |
| 6/21/22 | Virtual | IDRC Meeting with the Department of Agriculture | 1 |
| 6/21/22 | ESU 1 | H2A Google Sheets | 1 |
| 6/28/22 | Virtual | IDRC Farmworker Health Collaboration Meeting | 1 |
| 7/12/22 | Virtual | IDRC Webinar: Retaining Recruiters | 7 |
| 7/13/22 | Head Start | Nebraska iSOSY | 3 |
| 7/18/22 | Lincoln | Threat 101: Threat Assessment and Management | 1 |
| 7/21/22 | ESU 9 | Regional Monthly Meeting | 8 |
| 8/4/22 | Alliance | Local CNA Meeting | 3 |
| 8/8/22 | ESU 1 | Lina Sierra | 4 |
| 8/8/22 | ESU 1 | Laura Nuno | 4 |
| 8/9/22 | Virtual | IDRC Webinar: Data Prepping for CSPR | 5 |
| 8/10/22 | Lexington | Coordinator Webinar | 1 |
| 8/11/22 | Virtual | MSIX Back-to-School Webinar | 3 |
| 8/16/22 | Alliance | HIPPA-COPPA-FERPA | 1 |
| 8/17/22 | ESU 8 | Monthly Regional Meeting | 10 |
| 8/17/22 | Alliance | Local Staff Informational Training | 6 |
| 8/23/22 | Statewide | MEP Fall Conference | 15 |
| Total | | | 1,276 |

Source: NDE Records