**Nebraska MEP 2023-24 Alignment Chart**

## GOAL AREA #1: SCHOOL READINESS

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

**Concern Statements:** We are concerned that migratory preschool children, especially ELs, do not have access to free, quality early childhood programs and therefore do not have the school readiness skills to be prepared for kindergarten and beyond; who are not enrolled in a preschool program are not receiving MEP instructional services. We are concerned that migratory parents/family members do not have the knowledge or economic access (including transportation) to healthcare and dental care and other basic needs; may not be aware of how to support school readiness, how to enroll their child, or have access to resources to support their preschool children in a manner consistent with school expectations, developmental stages, and academic success as well as overcoming barriers; may need additional support/ training in how to access technology and appropriate use of technology to participate in virtual early childhood education programming.

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

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

| **Strategies** | **Measurable Program** **Outcomes (MPOs)** | **Evaluation Questions for Program Results** | **Evaluation Questions for Program Implementation** |
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| **Strategy 1.1a:** Coordinate and/or provide instructional services for migratory children ages 3-5 (not in kindergarten) to increase their school readiness skills (e.g., preschool programs, home-/center-based services, summer programming).**Strategy 1.1b:** Provide PDto prepare staff to address the unique educational needs of migratory children ages 3-5 (not in kindergarten) using evidence-based strategies for instruction and support services. | **MPO 1A-1:** By the end of the 2023-24 performance period, 47% of eligible migratory children ages 3-5 (not in kindergarten) will attend preschool or receive MEP-funded preschool services.**MPO 1A-2:** By the end of the 2023-24 performance period, 80% of eligible migratory children ages 3-5 (not in kindergarten) who receive MEP-funded preschool services will score proficient or show a gain of at least 10% on the NePAT. | What percentage of preschool migratory children (PFS & non-PFS) participated in preschool programming (migrant and non-migrant funded)?What percentage of 3-5-year-old migratory children (PFS & non-PFS) scored proficient or showed a gain of at least 10% on the NePAT? | How many 3-5-year-old migratory children participated in preschool programming?What types of instructional services were provided to migratory preschool children?What types of PD were provided to staff to support their use of evidence-based strategies for instruction and support services to preschoolers? |
| **Strategy 1.2:** Coordinate and/or provide support services to assist families with identifying and overcoming barriers so that migratory preschool-aged children have access to school readiness opportunities. | **MPO 1B:** By the end of the 2023-24 performance period, 75% of eligible migratory children ages 3-5 (not in kindergarten) will receive MEP support services that contribute to their development of school readiness skills. | What percentage of eligible 3-5-year-old children (PFS & non-PFS) received MEP support services? | What types of support services were provided to 3-5-year-old children? |
| **Strategy 1.3:** Coordinate and/or provide school readiness strategies to enhance migratory families’ capacity to support and advocate for their child’s school readiness skills. | **MPO 1C:** By the end of the 2023-24 performance period, 90% of family members of eligible migratory children ages 3-5 (not in kindergarten) who participate in MEP Family and Community Engagement (FACE)/PAC opportunities and/or local family engagement projects will report increased knowledge of school readiness skills. | What percentage of parents reported increased knowledge of school readiness skills?  | How many parents participated in FACE/PAC opportunities? What types of services were provided to parents/ families? |

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

**State Performance Target:** In 2023-24,85.67% of students will score proficient or above in ELA on NSCAS-ELA assessments, and 81.33% will score proficient or above in Math on NSCAS-Math assessments.

**Concern Statements:** We are concerned that migratory students (especially ELs and students with PFS) are not performing at the same level as their non-migratory peers on State ELA and math assessments; are not receiving the instructional services they need to succeed in ELA and math, especially Algebra; have unmet support service needs that impact attendance and academic achievement in ELA and math; many migratory families lack knowledge, resources, and/or access to academic support to help their children develop ELA and math skills. We are concerned that MEP and school staff lack the skills and strategies to support the unique educational needs, cultural identity, language, and life experiences of migratory students and their families.

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

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

| **Strategies** | **Measurable Program****Outcomes (MPOs)** | **Evaluation Questions for Program Results** | **Evaluation Questions for Program Implementation** |
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| **Strategy 2.1a:** Coordinate and/or provide targeted, evidence-based supplemental ELA and math support to increase academic achievement.**Strategy 2.1b:** Provide access to targeted, high-quality professional learning to prepare staff to address the unique educational needs of migratory students using evidence-based strategies for ELA and math instruction. | **MPO 2A-1:** By the end of the 2023-24 performance period, 47% of eligible migratory students in grades K-8 will receive MEP supplemental instructional services.**MPO 2A-2:** By the end of the 2023-24 performance period, 84% of eligible migratory students in grades K-8 who received supplemental instructional services in ELA will score proficient or show a gain of 5% on district pre/post-assessments.**MPO 2A-3:** By the end of the 2023-24 performance period, 84% of eligible migratory students in grades K-8 who received supplemental instructional services in math will score proficient or show a gain of 5% on district pre/post-assessments. | What percentage of eligible migratory students in grades K-8 (PFS & non-PFS) received MEP supplemental instructional services?What percentage of K-12 migratory students (PFS & non-PFS) scored proficient or showed a 5% increase on district ELA/ math assessments? | What types of MEP ELA/math instructional services were provided?What types of professional learning opportunities were provided to staff to support their use of evidence-based strategies for ELA and math instruction? |
| **Strategy 2.2:** Coordinate and/or provide migratory students with appropriate needs-based support services to increase achievement in ELA and math.  | **MPO 2B:** By the end of the 2023-24 performance period, 80% of eligible migratory students in grades K-8 will receive MEP support services. | What percentage of eligible migratory students in grades K-8 (PFS & non-PFS) received MEP support services? | What type of support services were provided to students in grades K-8? |
| **Strategy 2.3:** Coordinate/ provide and/or refer families to resources and/or opportunities that help families support academic development in ELA and math. | **MPO 2C:** By the end of the 2023-24 performance period, 90% of family members of migratory students who participated in MEP FACE/PAC opportunities will indicate that they gained knowledge on how to support their children in ELA/math. | What percentage of parents reported that they gained knowledge of how to support their children in ELA and math?  | What topics were addressed during FACE/PAC opportunities? |

**GOAL AREA #3: HIGH SCHOOL GRADUATION**

**State Performance Target:** In 2023-24, 92.56% of all students will graduate from high school.

**Concern Statements:** We are concerned that migratory students in grades 9-12 have unmet instructional service needs; may not be on track to receive credit in Algebra 1 and/or to obtain the other necessary math credits for graduation; have unmet support service needs such as functional life skills, counseling, health care, and mental health services; are graduating at a lower rate than their peers, especially ELs and PFS students; lack knowledge of options after high school including postsecondary education, employment skills, and career opportunities.

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

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

| **Strategies** | **Measurable Program****Outcomes (MPOs)** | **Evaluation Questions for Program Results** | **Evaluation Questions for Program Implementation** |
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| **Strategy 3.1a:** Coordinate and/or provide secondary migratory students (grades 9-12) with evidence-based supplemental instructional services to support their achievement of graduation, college, career, and/or life readiness goals and skills. **Strategy 3.1b:** Provide PD to MEP staff, school staff, and partner stakeholders to enhance their knowledge of evidence-based strategies, promising practices, and culturally relevant instruction to increase migratory students’ (grades 9-12) achievement of graduation; GED/ high school equivalency; college, career, and/or life readiness goals. | **MPO 3A:** By the end of the 2023-24 performance period, 35% of eligible migratory students in grades 9-12 will receive MEP instructional services. | What percentage of eligible migratory students in grades 9-12 (PFS & non-PFS) received MEP supplemental instructional services? | What types of supplemental instructional services contributed to student success?What types of PD were provided to staff to support their use of evidence-based strategies, promising practices, and culturally relevant instruction to high school students? |
| **Strategy 3.2:** Coordinate and/or provide appropriate needs-based support services to secondary migratory students (grades 9-12) to eliminate barriers to accomplishing graduation, college, career, and/or life readiness goals and skills. | **MPO 3B:** By the end of the 2023-24 performance period, 80% of eligible migratory students in grades 9-12 will receive MEP support services that contribute to their graduation, college, career, and/or life readiness skills and goals. | What percentage of eligible migratory students in grades 9-12 (PFS & non-PFS) received MEP support services? | What support services were provided to migratory students in grades 9-12? |
| **Strategy 3.3:** Coordinate and/or provide needs-based educational services to parents/ families of secondary migratory students (grades 9-12) to enhance their capacity to support their child’s achievement of graduation and college, career, and/or life readiness goals and skills. | **MPO 3C:** By the end of the 2023-24 performance period, 90% of migratory family members of students in grades 9-12 who participated in family engagement opportunities will indicate that they gained knowledge of strategies to support their child’s achievement of graduation and college, career, and life readiness skills and goals. | What percentage of parents reported gaining knowledge of strategies for supporting their child in his/her achievement of graduation and college, career, and life readiness skills and goals?  | What topics were addressed during FACE/PAC meetings? |

**GOAL AREA #4: SERVICES TO OSY**

**State Performance Target:** There is no state performance target for OSY/dropouts.

**Concern Statements:** We are concerned that migratory OSY have unmet instructional service needs; have unmet support service needs such as functional life skills, counseling, health care (teen pregnancy), and mental health services; lack knowledge of options after high school including postsecondary education, employment skills, and career opportunities.

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

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

| **Strategies** | **Measurable Program****Outcomes (MPOs)** | **Evaluation Questions for Program Results** | **Evaluation Questions for Program Implementation** |
| --- | --- | --- | --- |
| **Strategy 4.1a:** Coordinate and/or provide migratory OSY with evidence-based supplemental instructional services to support their achievement of graduation, high school equivalency (GED), college/ career and/or life goals and skills. **Strategy 4.1b:** Provide PD to MEP staff, school staff, and partner stakeholders to enhance their knowledge of evidence-based strategies, promising practices, and culturally relevant instruction to increase OSY achievement of graduation; GED/high school equivalency; college, career, and/or life readiness goals. | **MPO 4A:** By the end of the 2023-24 performance period, 35% of eligible migratory OSY will receive MEP instructional services. | What percentage of eligible migratory OSY (PFS & non-PFS) received MEP supplemental instructional services? | What types of supplemental instructional services were provided to OSY?What types of professional learning opportunities were provided to staff to support their use of evidence-based strategies, promising practices, and culturally relevant instruction to OSY? |
| **Strategy 4.2:** Coordinate and/or provide appropriate needs-based support services to migratory OSY to eliminate barriers to school re-engagement and support their achievement of graduation, high school equivalency (GED), college/career and/or life goals and skills.  | **MPO 4B:** By the end of the 2023-24 performance period, 65% of eligible migratory OSY will receive MEP support services that contribute to their graduation, high school equivalency (GED), college, career, and/or life readiness skills and goals. | What percentage of eligible migratory OSY (PFS & non-PFS) received MEP support services? | What support services were provided to OSY? |
| **Strategy 4.3:** Coordinate and/or provide needs-based educational services to migratory parents/families of migratory OSY to enhance their capacity to support their child’s achievement of graduation, high school equivalency (GED), college/career and/or life goals and skills.  | **MPO 4C:** By the end of the 2023-24 performance period, 90% of migratory family members of OSY who participated in family engagement opportunities will indicate that they gained knowledge of strategies to support their child’s achievement of graduation, high school equivalency (GED), college, career, and life readiness skills and goals. | What percentage of parents (and/or OSY) reported gaining knowledge of strategies for supporting their child’s achievement of graduation, high school equivalency, college, career, life readiness skills and goals?  | What topics were addressed during FACE/PAC meetings? |