

2022-2023 Evaluation Report



Nebraska Migrant Education Program

Prepared by



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2022-2023 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

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Acronyms Used in this Report

CIG	Consortium Incentive Grant
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
CSPR	Consolidated State Performance Report
EL	English Learner
ELA	English Language Arts
EPT	Evaluation Planning Team
ESEA	Elementary and Secondary Education Act of 1965
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
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
SDP	Service Delivery Plan
UG	Ungraded

1. Executive Summary

The Nebraska Migrant Education Program (MEP) assists schools throughout the State to help migratory children that may be negatively impacted by high mobility 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.

The 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)].

Following is information showing migratory student demographics and MEP services provided by the Nebraska MEP during the 2022-23 performance period (9/1/22-8/30/23) compared to the 2021-22 performance period. Of note, is that 2022-23 was the first year in which the new Nebraska MEP Service Delivery Plan (SDP) developed during 2021-22 was implemented.

Age Group	Demographics/MEP Services	2021-22	2022-23	Diff
Birth to age 21	Eligible migratory children/youth	4,862	4,717	-3%
	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	34%	36%	+2 pp*
Ages 3-21	Eligible migratory children/youth (Category 1 count)	4,563	4,393	-4%
	Migratory children categorized as having priority for services (PFS)	40%	43%	+3 pp
	Migratory children identified as being English learners (ELs)	43%	41%	-2 pp
	Migratory children receiving MEP services during the performance period	77%	78%	+1 pp
	Migratory children receiving MEP services during the regular school year	67%	63%	-4 pp
	Migratory children served during the summer (Category 2 count)	44%	45%	+1 pp
	Migratory children receiving MEP instructional services	39%	41%	-2 pp
	Migratory children receiving MEP support services	77%	76%	-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 SDP and Comprehensive Needs Assessment (CNA) within the four goal areas of: 1) School Readiness, 2) English Language Arts (ELA) and Mathematics; 3) High School Graduation; and 4) 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 (67%) of the 15 measurable program outcomes (MPOs)** 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 MEP- and non-MEP-funded preschool services and support services, the percentage of students in grades K-8 receiving MEP instructional and support services, and the percentage of students in grades 9-12 receiving MEP support services.

Nebraska MEP MPOs	MPO Met?	Evidence
School Readiness		
MPO 1A-1: By the end of the 2022-23 performance period, 55% of eligible migratory children ages 3-5 (not in kindergarten) will attend preschool or receive MEP-funded preschool services.	No	50% of the 751 migratory children ages 3-5 attended MEP- or non-MEP-funded preschool
MPO 1A-2: By the end of the 2022-23 performance period, 80% of eligible migratory children ages 3-5 (not in kindergarten) who receive MEP-funded preschool services will score proficient or show a gain of at least 10% on the Nebraska Preschool Assessment Tool (NePAT).	Yes	100% of the 216 children assessed gained by 10% or more
MPO 1B: By the end of the 2022-23 performance period, 75% of eligible migratory children ages 3-5 (not in kindergarten) will receive MEP support services that contribute to their development of school readiness skills.	No	73% of the 783 children ages 3-5 received MEP support services
MPO 1C: By the end of the 2022-23 performance period, 90% of family members of eligible migratory children ages 3-5 (not in kindergarten) who participate in MEP Family and Community Engagement (FACE)/Parent Advisory Council (PAC) opportunities and/or local family engagement projects will report increased knowledge of school readiness skills.	Yes	99% of the 204 parents of preschoolers surveyed reported gaining knowledge of strategies
English Language Arts and Mathematics		
MPO 2A-1: By the end of the 2022-23 performance period, 50% of eligible migratory students in grades K-8 will receive MEP supplemental instructional services.	No	45% of students in grades K-8 received MEP instructional services
MPO 2A-2: By the end of the 2022-23 performance period, 84% of eligible migratory students in grades K-8 who received supplemental instructional services in ELA will score proficient or show a gain of 5% on district pre/post-assessments.	Yes	95% of the 632 students in grades K-8 scored proficient or gained 5% or more in ELA
MPO 2A-3: By the end of the 2022-23 performance period, 84% of eligible migratory students in grades K-8 who received supplemental instructional services in math will score proficient or show a gain of 5% on district pre/post-assessments.	Yes	89% of the 598 students in grades K-8 scored proficient or gained 5% or more in math
MPO 2B: By the end of the 2022-23 performance period, 80% of eligible migratory students in grades K-8 will receive MEP support services.	No	78% of students in grades K-8 received MEP support services
MPO 2C: By the end of the 2022-23 performance period, 90% of family members of migratory students who participated in MEP FACE/PAC opportunities will indicate that they gained knowledge on how to support their children in ELA/math.	Yes	99% of the 294 parents surveyed reported gaining knowledge of strategies in ELA/math
High School Graduation		
MPO 3A: By the end of the 2022-23 performance period, 35% of eligible migratory students in grades 9-12 will receive MEP instructional services, youth leadership, life skills, and/or guidance/counseling services.	Yes	58% of the 834 students in grades 9-12 received

Nebraska MEP MPOs	MPO Met?	Evidence
		MEP instructional services
MPO 3B: By the end of the 2022-23 performance period, 85% of eligible migratory students in grades 9-12 will receive MEP support services that contribute to their graduation, college, career, and/or life readiness skills and goals.	No	77% of the 834 students in grades 9-12 received MEP support services
MPO 3C: By the end of the 2022-23 performance period, 90% of migratory family members of students in grades 9-12 who participated in family engagement opportunities will indicate that they gained knowledge of strategies to support their child's achievement of graduation and college, career, and life readiness skills and goals.	Yes	99% of the 329 parents surveyed reported increased knowledge to support their HS child
Services to OSY		
MPO 4A: By the end of the 2022-23 performance period, 35% of eligible migratory OSY will receive MEP instructional/leadership/college and career/life skills services.	Yes	37% of OSY received MEP instructional/leadership/college & career/life skills
MPO 4B: By the end of the 2022-23 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.	Yes	71% of OSY received MEP support services
MPO 4C: By the end of the 2022-23 performance period, 90% of migratory family members of OSY who participated in family engagement opportunities will indicate that they gained knowledge of strategies to support their child's achievement of graduation, high school equivalency (GED), college, career, and life readiness skills and goals.	Yes	99% of the 225 family members of OSY surveyed reported increased knowledge

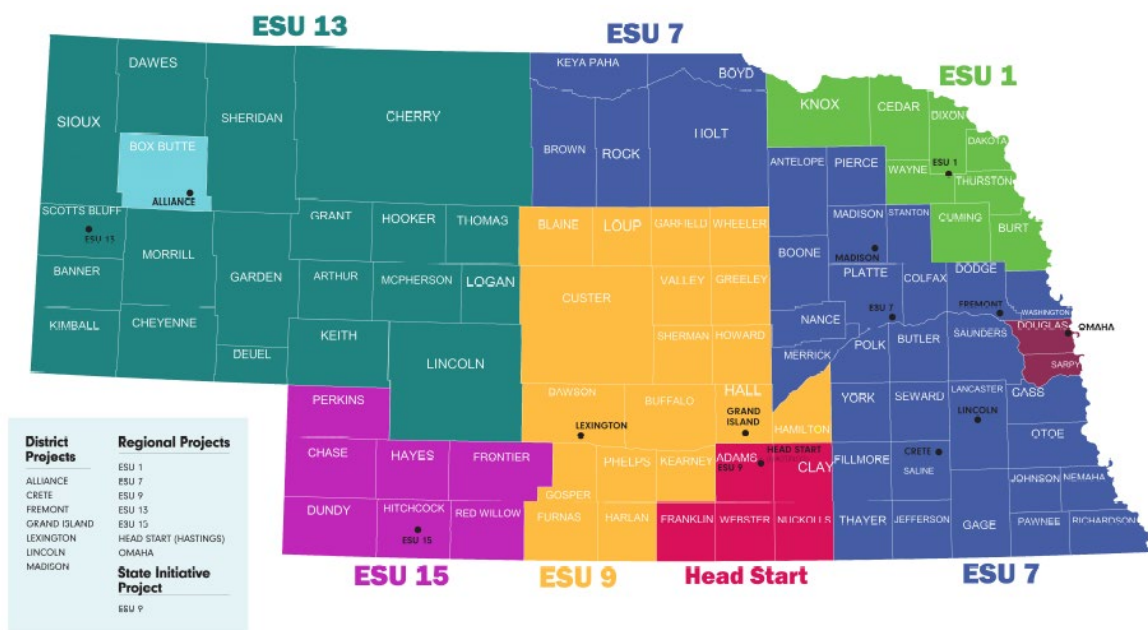
Other key findings/trends revealed in the 2022-23 evaluation follow.

- Inter/intrastate collaboration resulted in increased and coordinated 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).
- 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 16 strategies combined was 3.8 out of 5.0. Mean ratings for two of the 16 strategies (13%) had mean ratings of 4.0 or higher indicating that these strategies were implemented with fidelity to the SDP.
- Seventeen percent (17%) 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 (three percentage points less than in 2021-22), and 33% scored P/A on NSCAS Math assessments (11 percentage points more than in 2021-22).
- National MEP performance measure results show that Nebraska migratory students in grades 3-8 met the national MEP target (33%) in math, but were 16 percentage points short of the target (33%) in ELA. Ninety-five percent (95%) of students in grades 7-12 graduated or were promoted to the next grade level upon completion of the 2022-23 school year (exceeding the national target of 67% by 27 percentage points), and 37% of migratory 10th grade students in 2022-23 completed Algebra I prior to entering 11th grade in 2023-24 (two percentage points short of the national target [39%]).

2. Program Context

The Nebraska MEP is organized into five regions: Panhandle, East, Northeast, Southwest, and Central. The regions include regional and district projects (as displayed below) that implement supplemental educational services and activities through the MEP State Planning System for migrant student success.

Exhibit 1
Map of Nebraska's MEP Regions and Projects



District projects include Alliance, Crete, Fremont, Grand Island, Lexington, Lincoln, and Madison. Regional projects include Educational Service Unit (ESU) 1, ESU 7, ESU 9, ESU 13, ESU 15, Head Start (Hastings), and Omaha. ESU 9 houses the State Initiative Project.

The regions and projects in Nebraska provide instructional and support services aligned with the State SDP and CNA within the four goal areas of: (1) School Readiness, (2) ELA and Mathematics; (3) High School Graduation and (4) 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/School Readiness Instruction
Secondary Credit Accrual	Pre-GED/GED Preparation
Other Instructional Services	Post-secondary/Career Readiness
Science/Social Studies Instruction	Distance Learning
Services to OSY	Prevention Education

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/School Readiness Instruction
STEM/Robotics	English Language 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 2022-23:

- 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 14 recruiters responding to the survey in 2022-23, 43% had three or more years' experience, 36% had less than one year experience, and 21% had 1-3 years' experience. Half of the recruiters responding reported that they scored proficient on the Recruiter Competency Assessment, one-quarter reported that scored at mastery, and one-quarter reported that they did not score proficient.

Exhibit 2
MEP Recruiter Ratings of ID&R Activities

Please rate the extent to which...	N	# (%) Not at all	# (%) Some- what	# (%) A Lot	# (%) Very Much	Mean Rating
PD helped you become more knowledge about ID&R	12	0	5 (42%)	4 (33%)	3 (25%)	2.8
You are confident that you can make eligibility determinations correctly	12	0	1 (8%)	5 (42%)	6 (50%)	3.4
You can clearly communicate information about the MEP to parents	14	0	1 (7%)	2 (14%)	11 (79%)	3.7
You know how to locate migratory students/families in your area	14	0	0	8 (57%)	6 (43%)	3.4
ID&R efforts were sufficient for finding migratory students	13	0	0	7 (54%)	6 (46%)	3.5
You made progress toward your PD goals in your Action Plan	13	0	1 (8%)	8 (62%)	4 (31%)	3.2
You made progress toward your ID&R procedural goals	12	0	2 (17%)	6 (50%)	4 (31%)	3.2
You made progress toward your quality control goals	13	0	2 (15%)	7 (54%)	4 (31%)	3.2
You made progress toward your inter/intrastate coordination goals	12	0	4 (33%)	5 (42%)	3 (25%)	2.9

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 ID&R efforts were sufficient for finding migratory students (mean rating of 3.5), and they are confident they can make eligibility determinations correctly and know how to locate migratory students and families in their area (mean rating of 3.4 each). Lowest rated was the extent to which professional development helped them become more knowledgeable about ID&R.

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

- *All the efforts that all recruiters do day-by-day outside their homes to find families to help.*
- *Great teamwork! We can call each other if we need help.*

- *I think all recruiters have a passion for helping families in our state and know our eligibility guidelines well.*
- *ID&R in Nebraska has incredible personnel who not only train you, they also make a commitment to help and support you to be successful.*
- *Outstanding in using schools and agencies in the area to spread the word about the program which often leads to referrals.*
- *We have a strong family of recruiters where we work together to better assist migratory families.*
- *We recruit and build strong relationships with our families.*

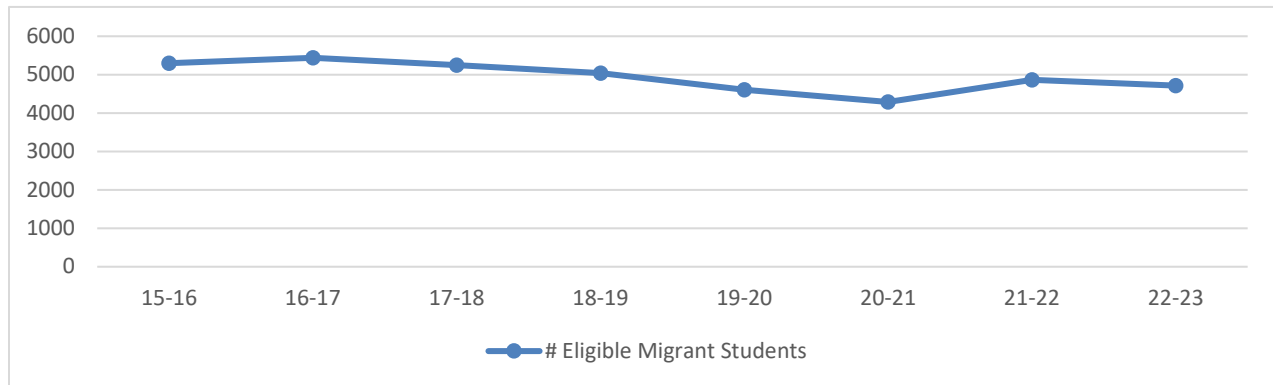
In order to guide all aspects of ID&R in Nebraska, the Nebraska MEP created an [ID&R Manual](#). The Manual provides information on the statewide recruiting system, professional development opportunities, statewide ID&R procedures, inter/intrastate coordination activities, quality control guidelines,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

Migratory Student Demographics - Exhibit 3 shows that during 2022-23, there were 4,717 eligible migratory children/youth in Nebraska – a 3% decrease from 2021-22. The trend over the years shows fairly similar numbers of eligible migratory children/youth, with slightly fewer during the two years most impacted by COVID. *UG = Ungraded*

Exhibit 3
Eligible Migratory Children/Youth by Grade Level and Program Year

Age/ Grade	Number of Eligible Migratory Children and Youth							
	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23
0-2	286	316	311	249	220	238	299	324
3-5	882	901	842	798	697	697	753	783
K	359	354	381	344	309	249	324	316
1	377	367	357	375	312	289	296	305
2	347	370	343	345	327	296	313	276
3	318	322	355	331	296	299	332	270
4	325	324	307	340	294	256	310	305
5	286	289	313	296	297	261	249	282
6	280	272	269	306	266	273	275	221
7	285	275	270	244	271	220	287	241
8	269	297	267	264	224	243	273	277
9	293	311	280	282	255	200	282	276
10	255	247	257	241	237	234	221	222
11	234	223	209	225	198	177	219	197
12	174	181	170	146	175	148	158	139
UG	1	1	1	0	0	0	0	0
OSY	331	389	320	258	230	209	271	283
Total	5,302	5,439	5,252	5,044	4,608	4,289	4,862	4,717

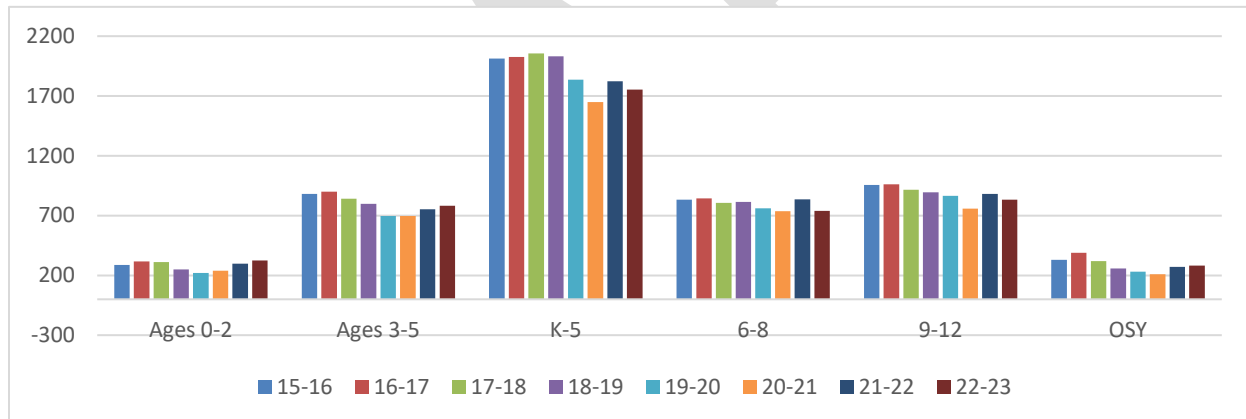
Exhibit 3, Cont.



Source: Nebraska MEP CSPR Data and MIS2000

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 children birth to two, 3-5, and OSY from 2021-22 to 2022-23. There were slight decreases for children in grades K-12. In prior years, the numbers dropped during the two years affected most by COVID (2019-20 and 2020-21) but have increased since.

Exhibit 4
Graphic Display of Eligible Migratory Children/Youth 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 – 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, and provides other districts and 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 (4,717), 6% were identified as having a disability through the IDEA, and 36% had a QAD occurring within 12 months from the last day of the performance period (8/31/23). Of the 4,393 eligible children/youth ages 3-21, 43% were categorized as having PFS and 41% were identified as being ELs.

Exhibit 5
2022-23 Demographics of Migratory Children/Youth by Grade Level

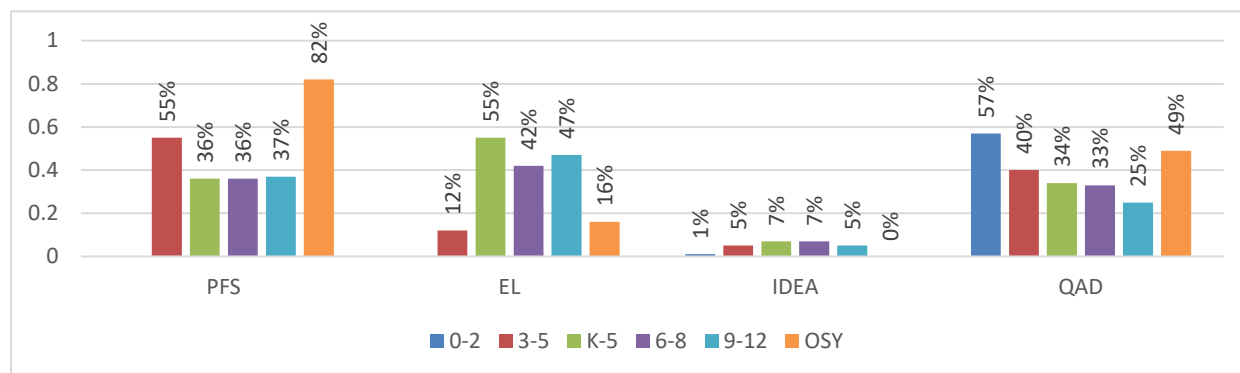
Grade	Total Eligible	PFS		EL		IDEA		QAD w/in 12 months	
		#	%	#	%	#	%	#	%
Birth-2	324	--	--	--	--	2	1%	186	57%
Age 3-5	783	429	55%	94	12%	36	5%	315	40%
K	316	130	41%	188	59%	22	7%	120	38%
1	305	106	35%	185	61%	17	6%	96	31%
2	276	99	36%	151	55%	30	11%	91	33%
3	270	106	39%	159	59%	20	7%	93	34%
4	305	113	37%	158	52%	17	6%	98	32%
5	282	85	30%	118	42%	23	8%	98	35%
6	221	80	36%	88	40%	21	10%	77	35%
7	241	78	32%	109	45%	15	6%	65	27%
8	277	108	39%	117	42%	16	6%	99	36%
9	276	133	48%	149	54%	10	4%	90	33%
10	222	84	38%	108	49%	13	6%	57	26%
11	197	62	31%	81	41%	16	8%	50	25%
12	139	29	21%	55	40%	4	3%	11	8%
OSY	283	232	82%	46	16%	0	0%	138	49%
Total	4,717	1,874	43%*	1,806	41%	262	6%	1,684	36%

Source: Nebraska MEP 2022-23 CSPR Data

*Percentage of eligible migratory children ages 3-21 (N=4,393)

Exhibit 6 provides a graphic display of the 2022-23 migratory child demographics by age/grade spans. OSY had the highest percentage of students with PFS during the performance period. Students in grades K-5 had the largest percentage of ELs. Students in grades K-6 had the largest percentage qualifying for Special Education. Children birth to age two (57%) and OSY (49%) had the highest percentage of QADs during the performance period.

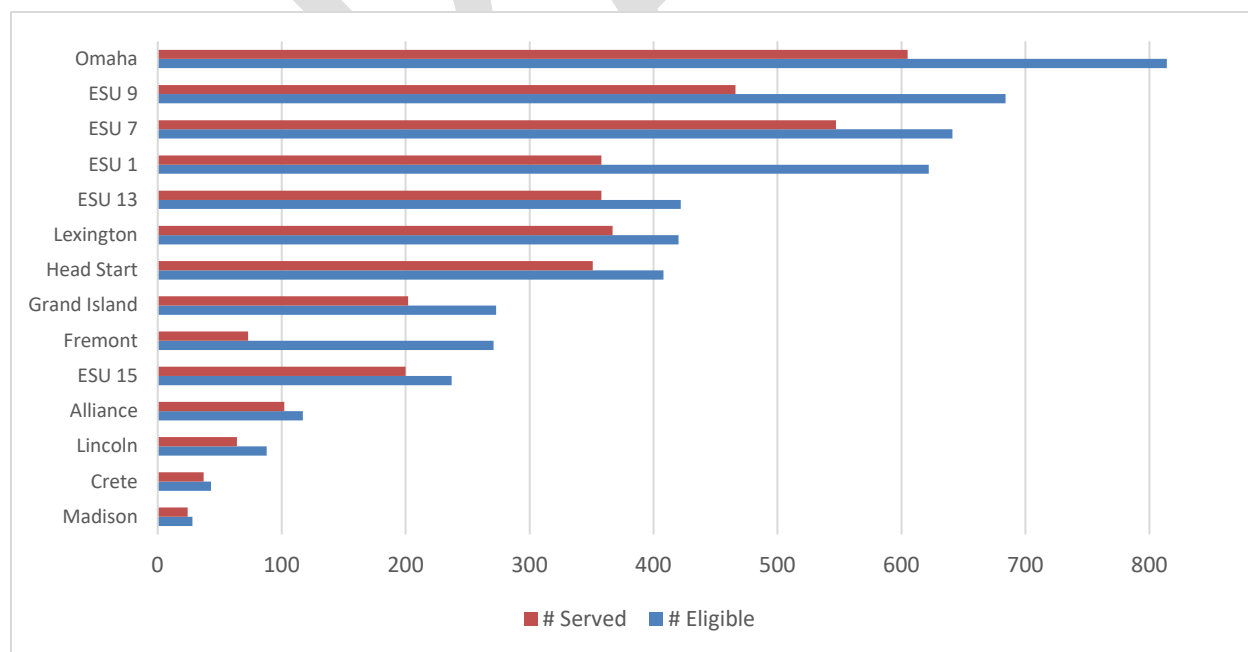
Exhibit 6
Graphic Display of Migratory Child Demographics by Age/Grade in 2022-23



Source: Nebraska MEP 2022-23 CSPR Data (EDEN Files)

Exhibit 7 shows the number of eligible migratory children/youth and the number served at each of the 14 local projects during 2022-23. Omaha had the largest number of migratory children/youth, followed by ESU 9, ESU 7, and ESU 1. The smallest projects were Madison and Crete. Actual numbers can be found in Exhibit 14 on page 18.

Exhibit 7
Graphic Display of Migratory Child Counts by Project/Region



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.

- ✓ How many 3-5-year-old migratory children participated in preschool programming?
- ✓ What types of instructional services were provided to migratory preschool children?
- ✓ What types of support services were provided to 3-5-year-old children?
- ✓ How many parents of preschoolers participated in FACE/PAC opportunities?
- ✓ What types of services were provided to parents/families of preschoolers?
- ✓ What types of supplemental instructional services in ELA/math were provided?
- ✓ What type of support services were provided to students in grades K-8?
- ✓ What topics related to ELA/math were addressed during FACE/PAC opportunities?
- ✓ What types of supplemental instructional services contributed to high school student success?
- ✓ What support services were provided to migratory students in grades 9-12?
- ✓ What topics were addressed during FACE/PAC meetings to assist parents in supporting their high school children?
- ✓ What types of supplemental instructional services were provided to OSY?
- ✓ What support services were provided to OSY?
- ✓ What topics were addressed during FACE/PAC meetings to support OSY?

EVALUATION QUESTIONS (RESULTS)

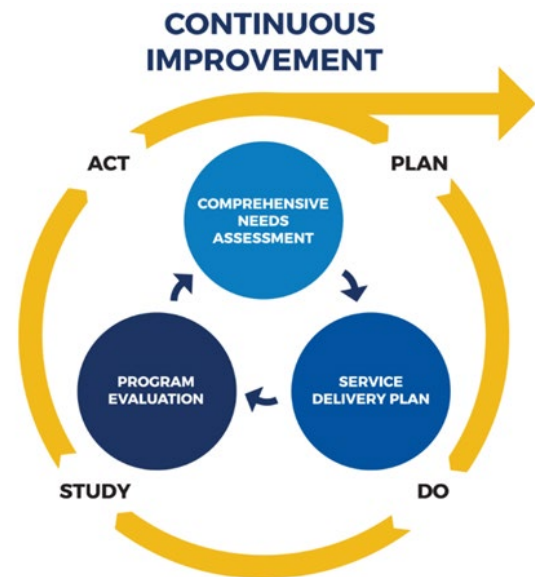
In evaluating program results, the Nebraska MEP evaluation addresses questions such as:

- ✓ 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 gain of at least 10% on the NePAT?
- ✓ What percentage of eligible 3-5-year-old children (PFS & non-PFS) received MEP support services?
- ✓ What percentage of parents reported increased knowledge of school readiness skills?
- ✓ What percentage of eligible migratory students in grades K-8 (PFS & non-PFS) received MEP supplemental instructional services?
- ✓ What percentage of K-12 migratory students (PFS & non-PFS) scored proficient or showed a 5% increase on district ELA/math assessments?
- ✓ What percentage of eligible migratory students in grades K-8 (PFS & non-PFS) received MEP support services?
- ✓ What percentage of parents reported that they gained knowledge of how to support their children in ELA and math?
- ✓ What percentage of eligible migratory students in grades 9-12 (PFS & non-PFS) received MEP supplemental instructional services?
- ✓ What percentage of eligible migratory students in grades 9-12 (PFS & non-PFS) received MEP support services?
- ✓ What percentage of parents reported gaining knowledge of strategies for supporting their child in his/her achievement of graduation and college, career, and life readiness skills and goals?
- ✓ What percentage of eligible migratory OSY (PFS & non-PFS) received MEP supplemental instructional services?
- ✓ What percentage of eligible migratory OSY (PFS & non-PFS) received MEP support services?
- ✓ What percentage of parents (and/or OSY) reported gaining knowledge of strategies for supporting their child's achievement of graduation, high school equivalency (GED), college, career, and life readiness skills and goals?

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-1: By the end of the 2022-23 performance period, 55% 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 2022-23 performance period, 80% of eligible migratory children ages 3-5 (not in kindergarten) who receive MEP-funded preschool services will score proficient or show a gain of at least 10% on the NePAT.

MPO 1B: By the end of the 2022-23 performance period, 75% of eligible migratory children ages 3-5 (not in kindergarten) will receive MEP support services that contribute to their development of school readiness skills.

MPO 1C: By the end of the 2022-23 performance period, 90% of family members of eligible migratory children ages 3-5 (not in kindergarten) who participate in MEP FACE/PAC opportunities and/or local family engagement projects will report increased knowledge of school readiness skills.

English Language Arts and Mathematics MPOs

MPO 2A-1: By the end of the 2022-23 performance period, 50% of eligible migratory students in grades K-8 will receive MEP supplemental instructional services.

MPO 2A-2: By the end of the 2022-23 performance period, 84% of eligible migratory students in grades K-8 who received supplemental instructional services in ELA will score proficient or show a gain of 5% on district pre/post-assessments.

MPO 2A-3: By the end of the 2022-23 performance period, 84% of eligible migratory students in grades K-8 who received supplemental instructional services in math will score proficient or show a gain of 5% on district pre/post-assessments.

MPO 2B: By the end of the 2022-23 performance period, 80% of eligible migratory students in grades K-8 will receive MEP support services.

MPO 2C: By the end of the 2022-23 performance period, 90% of family members of migratory students who participated in MEP FACE/PAC opportunities will indicate that they gained knowledge on how to support their children in ELA/math.

High School Graduation MPOs

MPO 3A: By the end of the 2022-23 performance period, 35% of eligible migratory students in grades 9-12 will receive MEP instructional services, youth leadership, life skills, and/or guidance/counseling services.

MPO 3B: By the end of the 2022-23 performance period, 85% of eligible migratory students in grades 9-12 will receive MEP support services that contribute to their graduation, college, career, and/or life readiness skills and goals.

MPO 3C: By the end of the 2022-23 performance period, 90% of migratory family members of students in grades 9-12 who participated in family engagement opportunities will indicate that they gained knowledge of strategies to support their child's achievement of graduation and college, career, and life readiness skills and goals.

Services to OSY MPOs

MPO 4A: By the end of the 2022-23 performance period, 35% of eligible migratory OSY will receive MEP instructional/leadership/college and career/life skills services.

MPO 4B: By the end of the 2022-23 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.

MPO 4C: By the end of the 2022-23 performance period, 90% of migratory family members of OSY who participated in family engagement opportunities will indicate that they gained knowledge of strategies to support their child's achievement of graduation, high school equivalency (GED), college, career, and life readiness skills and goals.

5. Implementation Evaluation Results

MEP SERVICES

Exhibit 8 shows that 2,913 (62%) migratory children/youth birth to age 21 were served during the 2022-23 school year. Of the 2,765 (63%) migratory children/youth served ages 3-21, 42% had PFS (62% of *all* PFS students). During the summer of 2023, 2,073 (44%) migratory children/youth birth to age 21 were served. Of the 1,976 (45%) migratory children/youth ages 3-21 served in the summer, 32% had PFS (34% of *all* PFS students).

Exhibit 8
Migratory Children/Youth Served During the Regular School Year and Summer (2022-23)

Grade	2022-23 School Year						Summer 2023					
	All Migratory Students			PFS			All Migratory Students			PFS		
	# Eligible	Served		Total # PFS	Served		# Eligible	Served		Total # PFS	Served	
		#	%		#	%		#	%		#	%
Birth-2	324	148	46%	--	--	--	324	97	30%	--	--	--
Age 3-5	783	417	53%	429	207	48%	783	386	49%	429	159	37%
K	316	195	62%	130	84	65%	316	165	52%	130	55	42%
1	305	191	63%	106	67	63%	305	143	47%	106	35	33%
2	276	182	66%	99	69	70%	276	137	50%	99	33	33%
3	270	172	64%	106	66	62%	270	122	45%	106	41	39%
4	305	198	65%	113	80	71%	305	141	46%	113	33	29%
5	282	171	61%	85	54	64%	282	152	54%	85	36	42%
6	221	153	69%	80	55	69%	221	108	49%	80	31	39%
7	241	162	67%	78	58	74%	241	109	45%	78	23	29%
8	277	177	64%	108	72	67%	277	116	42%	108	31	29%
9	276	208	75%	133	110	83%	276	118	43%	133	42	32%
10	222	160	72%	84	66	79%	222	94	42%	84	25	30%
11	197	135	69%	62	47	76%	197	83	42%	62	15	24%
12	139	107	77%	29	23	79%	139	7	5%	29	3	10%
OSY	283	137	48%	232	101	44%	283	95	34%	232	77	33%
Total	4,717	2,913	62%	1,874	1,159	62%	4,717	2,073	44%	1,874	639	34%

Source: Nebraska MEP 2022-23 CSPP Data and MIS2000

Further analysis reveals that 69% of the 4,252 eligible migratory children/youth that were present during the regular school year were served by the MEP, and 53% of the 3,886 migratory children/youth that were present during the summer were served.

Exhibit 9 shows the unduplicated number of participating migratory children/youth who received MEP-funded instructional or support services at any time during the 2022-23 performance period (regular year and summer). Results show that 3,571 migratory children/youth (76% of all eligible) were served. Of the 3,405 migratory children/youth served ages 3-21, 44% had PFS (81% of *all* PFS children/youth).

Thirty-nine percent (39%) of migratory students received instructional services. Twenty-eight percent (28%) received reading instruction and 26% received math instruction. Not displayed in the chart is the number of high school students that received credit accrual services from the MEP. Twelve students (1% of eligible students in grades 9-12) received credit accrual services (one ninth grade student, five tenth grade students, three eleventh grade students, and three twelfth grade students).

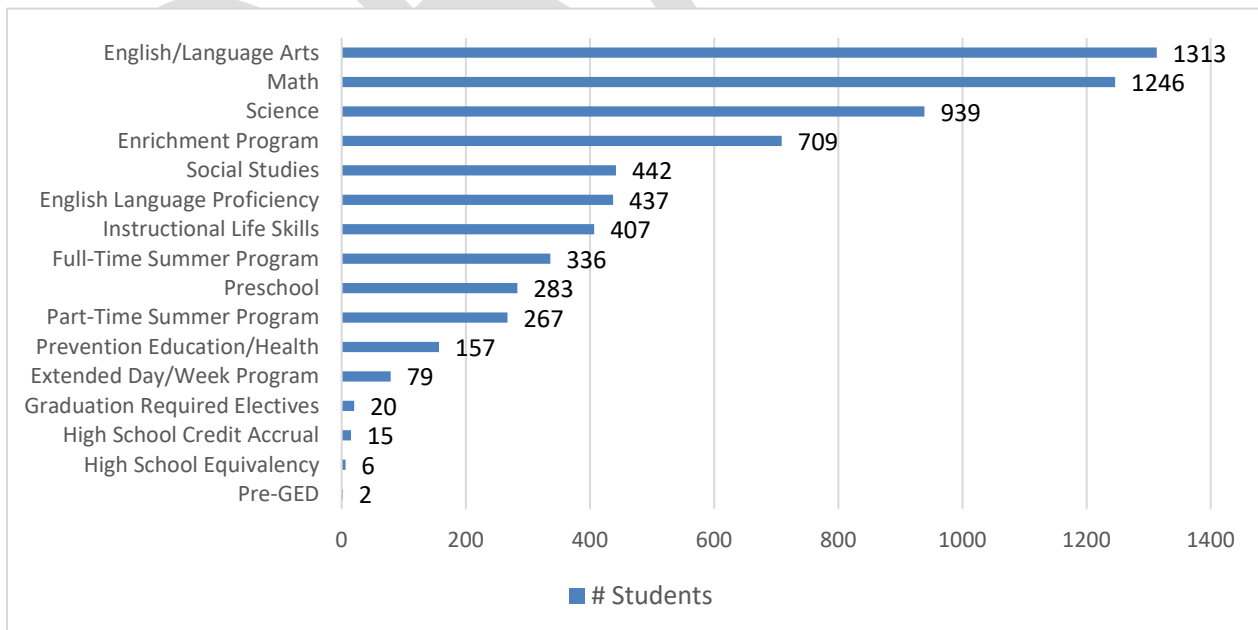
Exhibit 9
Migratory Children/Youth Served During the 2022-23 Performance Period

Grade	All Migratory Students			PFS Migratory Students			Instructional Services					
	# Eligible	Served		Total # PFS	Served		Any Instruction		Reading Instruction		Math Instruction	
		#	%		#	%	#	%	#	%	#	%
Birth-2	324	166	51%	--	--	--	37	11%	22	7%	19	6%
Age 3-5	783	580	74%	429	310	72%	332	42%	266	34%	268	34%
K	316	251	79%	130	115	88%	133	42%	113	36%	107	34%
1	305	233	76%	106	87	82%	140	46%	107	35%	96	31%
2	276	221	80%	99	83	84%	135	49%	105	38%	100	36%
3	270	203	75%	106	88	83%	116	43%	89	33%	86	32%
4	305	235	77%	113	92	81%	139	46%	112	37%	102	33%
5	282	222	79%	85	71	84%	143	51%	111	39%	112	40%
6	221	180	81%	80	68	85%	105	48%	79	36%	83	38%
7	241	190	79%	78	68	87%	106	44%	71	29%	80	33%
8	277	211	76%	108	88	81%	97	35%	64	23%	67	24%
9	276	235	85%	133	120	90%	108	39%	71	26%	47	17%
10	222	177	80%	84	75	89%	83	37%	41	18%	36	16%
11	197	155	79%	62	53	85%	62	31%	27	14%	25	13%
12	139	109	78%	29	24	83%	49	35%	19	14%	9	6%
OSY	283	203	72%	232	167	72%	67	24%	16	6%	9	3%
Total	4,717	3,571	76%	1,874	1,509	81%	1,852	39%	1,313	28%	1,246	26%

Source: Nebraska MEP 2022-23 CSPP Data

Exhibit 10 shows the type of instructional service received by the 1,852 migratory students receiving MEP instruction during 2022-23. The largest percentage of migratory students/youth served received reading/language arts instruction (71%) and math instruction (67%). About half of the students receiving instruction received science instruction (51%) and 38% participated in enrichment programming.

Exhibit 10
Instructional Services Received by Migratory Students in 2022-23



Source: MIS2000

Exhibit 11 shows the number and percent of migratory children/youth receiving MEP support services in 2022-23, including counseling. Seventy-five percent (75%) of all eligible migratory children/youth received support services and 21% 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.

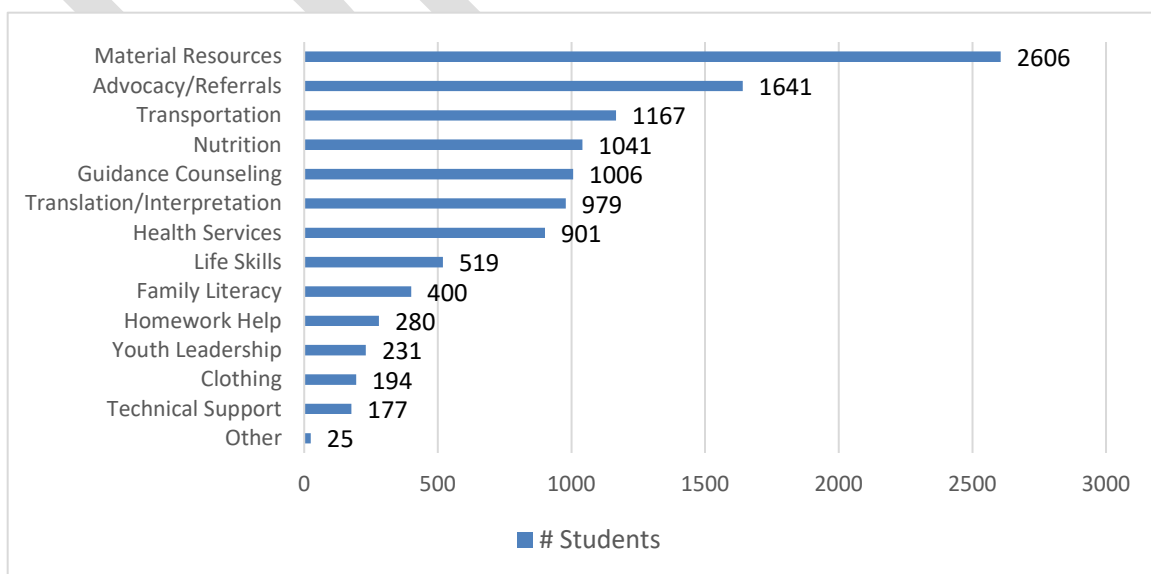
Exhibit 11
Migratory Children/Youth Receiving Support Services in 2022-23

Grade	# Eligible	Support Services		Counseling	
		N	%	N	%
0-2	324	166	51%	4	1%
Age 3-5	783	574	73%	60	8%
K	316	251	79%	38	12%
1	305	228	75%	34	11%
2	276	218	79%	45	16%
3	270	202	75%	36	13%
4	305	232	76%	49	16%
5	282	222	79%	62	22%
6	221	180	81%	76	34%
7	241	190	79%	96	40%
8	277	211	76%	85	31%
9	276	213	77%	102	37%
10	222	171	77%	101	45%
11	197	154	78%	90	46%
12	139	108	78%	74	53%
OSY	283	201	71%	53	19%
Total	4,717	3,521	75%	1,005	21%

Source: Nebraska 2022-23 MEP CSPR Data and MIS2000

Exhibit 12 shows the specific support services received by 3,521 migratory children/youth in 2022-23.

Exhibit 12
Support Services Received by Migratory Students in 2022-23

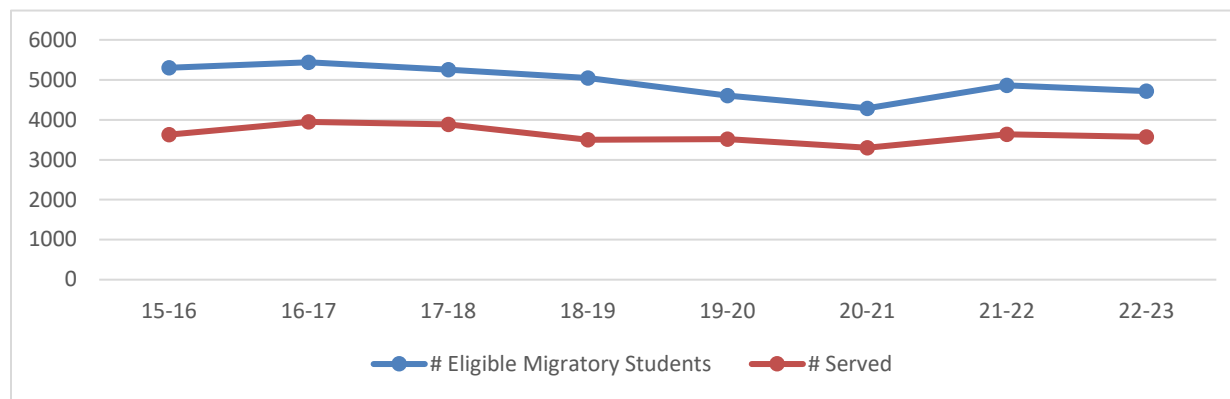


Source: MIS2000

By far, the largest number of migratory students receiving support services (74%) received material resources. Nearly half of students receiving support services (47%) received advocacy services/referrals by the MEP and one-third received transportation.

The graphic below shows the number of eligible migratory children/youth from 2015-16 to 2022-23 and the number served each year. Over the years, the Nebraska MEP has been able to decrease the gap between number eligible and number served.

Exhibit 13
Migratory Children and Youth Served Over the Years



Source: Nebraska MEP CSPR Data and MIS2000

Exhibit 14 shows the number of migratory children/youth eligible and served by each of the projects/regions during 2022-23.

Exhibit 14
2022-23 Migratory Child Counts by Project/Region

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	117	102	87%	54	46%	48	89%	63	54%	54	86%
Crete	43	37	86%	21	49%	20	95%	22	51%	17	77%
ESU 1	622	358	58%	174	28%	112	64%	448	72%	246	55%
ESU 7	641	547	85%	277	43%	249	90%	364	57%	298	82%
ESU 9	684	466	68%	331	48%	246	74%	353	52%	220	62%
ESU 13	422	358	85%	168	40%	156	93%	254	60%	202	80%
ESU 15	237	200	84%	73	31%	68	93%	164	69%	132	80%
Fremont	271	73	27%	110	41%	46	42%	161	59%	27	17%
Grand Island	273	202	74%	161	59%	124	77%	112	41%	78	70%
Head Start	408	351	86%	82	20%	73	89%	326	80%	278	85%
Lexington	420	367	87%	176	42%	158	90%	244	58%	209	86%
Lincoln	88	64	73%	43	49%	36	84%	45	51%	28	62%
Madison	28	24	86%	6	21%	5	83%	22	79%	19	86%
Omaha	814	605	74%	362	44%	284	78%	452	56%	321	71%
Total	5,068	3,754	74%	2,038	40%	1,625	80%	3,030	60%	2,129	70%

Source: MIS2000

The number of children/youth served by each project/region ranged from 24 (Madison) to 605 (Omaha). Percentages of PFS students served ranged from 42% (Fremont) to 95% (Crete). Percentages of non-PFS students served ranged from 17% (Fremont) to 86% (Alliance, Lexington, Madison). Some of these numbers are duplicate given that migratory students can be counted by more than one project/region due to mobility between districts/regions.

Seventy-nine MEP staff responding to the Staff 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 86% of staff responding felt that MEP support services contributed to the success of migratory children, students, and youth very much or a lot.

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	% A Lot or Very Much	Mean Rating
121	0	2 (2%)	14 (12%)	38 (31%)	67 (55%)	86%	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 parent activities that occurred during 2022-23. Parent services were provided in-person and virtually to increase parent access.

During the year, the Nebraska MEP hosted four State PAC meetings, two State FACE activities, and the 2023 Migratory Family and Student Conference that was held in Columbus, Nebraska. Projects/ regions also hosted 93 PAC meetings and parent/family activities. A total of 1,518 parents (duplicated count) attended these sessions.

Exhibit 16
Nebraska MEP PAC Meetings/FACE Activities in 2022-23

Project	Date(s)	Title/Topics	# Parents
Fremont	08/05/22	Parent/Family Activity "MEP Pool Party"	10
Lexington	08/09/22	PAC – Planning Meeting	2
ESU 1	08/29/22	College Readiness Night: South Sioux	NR*
ESU 1	08/30/22	College Readiness Night: Wakefield	NR
ESU 1	08/31/22	How Can We Help: Services for OSY in South Sioux City	NR
Fremont	09/10/22	Hispanic Festival	NR
ESU 7	09/20/22	ESU 7 FACE Zoom	32
Multiple	09/20/22	State PAC: MEP allocations, planning for 2022-23 meetings	12
ESU 7	09/24/22	UNL College Visit (33 students)	15
Multiple	09/27/22	State FACE: How to Get Your School to Listen to You: Bullying Prevention	30
Madison	09/28/22	PAC Meeting	9
Head Start	10/11/22	PAC Meeting	2
ESU 13	10/13/22	Valentine Parent Meeting	6
ESU 15	10/18/22	PAC Mtg, after school program	16
ESU 15	10/19/22	Family Engagement-Veronica Estevez	1

Project	Date(s)	Title/Topics	# Parents
Alliance	10/20/22	Local Migrant Parent meeting	12
Grand Island	10/20/22	High School Graduation & College Readiness Event	4
ESU 7	10/21/22	Schuyler Fall Break Program (16 students)	5
Lincoln	10/21/22	PAC: What is the MEP?	3
ESU 7	10/22/22	Wayne State College Visit (8 students)	3
ESU 7	10/25/22	ESU 7 FACE Zoom	27
ESU 7	10/29/22	Creighton Univ Mini Medical Clinic (4 students)	5
Lexington	11/03/22	FACE – Illegal Drugs: Prevention and where to seek help	15
ESU 7	11/06/22	Northeast Community College Visit (7 students)	3
Grand Island	11/07/22	Local PAC	0
Multiple	11/08/22	State PAC: What's Next for the MEP?	10
ESU 7	11/29/22	Ready, Set Practice	16
Omaha	11/29/22	PAC Meeting (Spanish/Karen) Intro to MEP, Portrait of a Graduate	27
Omaha	12/01/22	PAC Meeting (Nepali) Intro to MEP, Portrait of a Graduate	6
ESU 7	12/03/22	Creighton Univ Mini Medical Clinic (1 student)	1
ESU 13	12/07/22	North Platte, Health and Safety w/educational materials/books	22
ESU 1	12/17/22	PAC Meeting & Migrant Education Family Winter Festival	9
ESU 7	12/20/22	Supporting our ELL Students	12
ESU 7	01/16/23	MLK Day (Schuyler) (10 students)	1
Multiple	01/17/23	State PAC: Family/Student Conference Planning	10
Head Start	01/26/23	Junior/Senior Night Event	12
Multiple	01/31/23	State FACE: Creating a Literacy Routine w/Your Child	25
ESU 7	01/31/23	ESU 7 FACE Zoom	15
Lexington	02/07/23	FACE - RADXUP and MYLINK	17
Crete	02/15/23	PAC meeting	2
ESU 7	02/17/23	Spring City/Imagination City (37 students)	5
ESU 7	02/20/23	York Area Children's Museum (8 students)	4
Madison	03/01/23	PAC Meeting	5
Lincoln	03/03/23	PAC: Homework Help Strategies	4
Multiple	03/07/23	State PAC: Family/Student Conference Planning	10
ESU 7	03/10/23	Spring Break Enrichment Program (69 students)	3
Multiple	03/18/23	State Migratory Family and Student Conference	321
Lincoln	03/20/23	Pathways to College: Exploring/Applying for College (2 students)	2
Fremont	03/23/23	Local PAC meeting	8
Lincoln	03/27/23	Pathways to College: Finances (2 students)	2
ESU 7	03/30/23	UNMC Dental Day Screener (25 students)	6
Lincoln	04/03/23	Pathways to College: Social-Emotional Considerations (1 student)	1
ESU 9	04/11/23	Conversation with Early Learning	17
Grand Island	04/12/23	High School College Awareness Event	2
ESU 7	04/14/23	UNMC Dental Day (21 students)	1
ESU 13	04/14/23	Cody, Internet safety, handed out laptops	22
ESU 13	04/17/23	Post-secondary Education	10
Lincoln	04/17/23	Pathways to College: Succeeding in College (1 student)	1
Omaha	04/17/23	PAC Meeting—PAPER app	25
ESU 7	04/18/23	Introduction to Drugs	13
ESU 13	04/18/23	Sidney, Internet safety, handed out laptops	15
ESU 13	04/19/23	Scottsbluff, Internet safety, handed out laptops	95
ESU 13	04/19/23	North Platte, Internet safety, handed out laptops	16
ESU 13	04/20/23	Chadron, Internet safety, handed out laptops	36
Lincoln	04/21/23	PAC: Summer Activities and Summer School Info	4
Grand Island	04/24/23	Local PAC	2
ESU 13	04/25/23	Mullen, Internet safety, handed out laptops	8
ESU 13	05/03/23	Sidney, Internet safety, handed out laptops	29
ESU 7	05/09/23	FACE: Graduation Celebration (3 students)	13
ESU 13	05/10/23	Cyber Security	10
ESU 13	05/16/23	Scottsbluff, Internet safety, handed out laptops	14
ESU 15	05/16/23	PAC Mtg, summer school and camps	18

Project	Date(s)	Title/Topics	# Parents
Grand Island	05/18/23	School Readiness End of Year Celebrations	7
Grand Island	June 2023	School Readiness Summer Program	NR
Crete	06/12/23	PAC meeting	1
ESU 7	06/14/23	Halsey Field Trip (23 students)	2
Lincoln	06/14/23	Lincoln Children's Zoo Event (12 students)	8
Head Start	06/27/23	PAC Meeting	24
ESU 1	06/29/23	Summer School Parent Fiesta and PAC Meeting	14
Head Start	07/11/23	PAC Meeting	6
Lincoln	07/13/23	LAUNCH Information Night	2
ESU 13	07/17/23	Valentine, Back to school (backpacks/school supplies)	17
ESU 13	07/17/23	North Platte, Back to school, backpacks with school supplies	35
ESU 13	07/18/23	Ogallala, Back to school, backpacks with school supplies	20
ESU 13	07/19/23	Bayard, Back to school, backpacks with school supplies	9
ESU 13	07/19/23	Chadron, Back to school, backpacks with school supplies	25
ESU 13	07/19/23	Garden County, Back to school, backpacks with school supplies	35
ESU 13	07/20/23	Sidney, Back to school, backpacks with school supplies	67
ESU 7	07/24/23	Field Trip - State Capitol (22 students)	1
ESU 7	07/27/23	2023 Summer Camp Expo-Open House (64 students)	18
ESU 7	07/27/23	Last Day of Summer School Celebration (7 students)	1
ESU 1	07/29/23	Family Fun Day: Day 1 in South Sioux City	4
ESU 1	08/05/23	Family Fun Day: Day 2 in South Sioux City	3
ESU 13	08/10/23	Scottsbluff, Back to school, backpacks with school supplies	36
Alliance	08/15/23	Local Migrant Parent Meeting "Back To School"	15
ESU 15	08/15/23	PAC Mtg	11
Lexington	08/16/23	Parent Meeting	4
ESU 13	08/22/23	Crawford, Back to school, backpack with school supplies	28
ESU 1	08/23/23	Family Fun Night: Norfolk	4
ESU 1	08/30/23	College Readiness	2
Total Parents			1,518

Source: Nebraska MEP FSIs and Nebraska MEP Records

*NR = Not Reported

Exhibit 17 shows the overall mean rating for all 45 parent activities evaluated. Note that multiple goal areas could be addressed during each activity. Mean ratings of knowledge gained can be found in the applicable MPOs. Ratings for the sessions are based on a 3-point scale where 1=poor, 2=good, and 3=excellent. Results show that all 425 parents responding (100%) rated the activities as either excellent (72%) or good (29%). By goal area, the mean ratings were the same with the exception of the activities addressing services to OSY.

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

	# Sessions Evaluated	# Evals	# (%) Poor	# (%) Good	# (%) Excellent	Mean Rating
School Readiness	22	205	0	66 (32%)	139 (68%)	2.7
ELA and Math	31	300	0	89 (30%)	211 (70%)	2.7
Graduation	24	332	0	85 (25%)	247 (74%)	2.7
Services to OSY	21	228	0	51 (22%)	177 (78%)	2.8
Total (Unduplicated)	45	425	0	121 (29%)	304 (72%)	2.7

Source: Nebraska MEP Parent Training Evaluations

Exhibit 18 shows the mean ratings for the State MEP Family/Student Recognition Conference in March 2023. Results show that all 59 parents completing evaluations felt they increased their knowledge of the content covered during the conference (97% a lot, 3% 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			
			# (%) Not at all	# (%) Somewhat	# (%) A Lot	Mean Rating
3/18/23	59	2.9	0	2 (3%)	57 (97%)	2.96

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

- *Everything was very interesting and good. We learned about the math program, and met all the staff. Very good meeting.*
- *The way in which students are evaluated in the subject of English.*
- *I learned that in schools, they give students a test to see what level of English they are at and according to that, they give them help in class.*

Parent Learning about Graduation/Postsecondary Education

- *I learned the functions of a counselor in junior and high school.*
- *A lot about universities.*
- *I learned about scholarships, a 529 plan, and where I as a parent can get help for my children.*
- *Internet safety, debt free college tips, camps for kids of different ages.*
- *Ways to attend college debt free.*
- *Things about college and future jobs.*
- *Helped me learn more graduation information and what I need. This also opened my mind on all the things I need to get into college.*
- *New programs at the community college.*
- *I learned about the camps for kids and helping them pick what they want to do.*
- *That they can get college credits during high school*
- *That there are many opportunities for students to have a career!*
- *How to apply for scholarships.*
- *I learned that for our children to go to college, what are the costs and how do we need to find supports and aids to help pay for college and what is available for us.*
- *The meeting shared information about the LAUNCH Leadership Summer Camp and told us what my daughter will be doing and learning at the camp, building relationship with other students, where is the camp, and more information.*
- *How to prepare my daughter for college.*

Parent Learning about Parent Engagement/Involvement

- *The type of help my daughter can receive when applying for school.*
- *School apps to communicate, they will be handy.*
- *Having good communication with the teacher and prepared for our children's conference.*
- *How to prepare to do better at my child's conference and ask the teacher the questions I need to know about my child's progress*
- *More communication with teachers.*
- *I learned how to let the teacher know how we can support my son and let him know that she has our support in whatever he needs.*
- *How to get more support for my children.*

- *Learn about what the school should offer and what you should work hand in hand with them.*
- *How to know the progress of my daughters, who to contact if I have any questions or needs.*
- *The importance of the father in children's learning.*
- *About the digital footprints we leave behind.*

Parent Learning about Social-Emotional/Mental Health/Health/Bullying

- *The information about the effects of drugs in teens plus more.*
- *Mental health signs and symptoms. We also learned about immigration.*
- *About depression, anxiety, migration, everything was super.*
- *On how to address bullying and how to play and with kids.*
- *With my child, we must talk to him with confidence from mom and dad about his emotional and physical changes, so that he has that confidence in talking about the topic first with us and then with his friends.*
- *How to talk to your children. How to ask your children questions, listen to, and understand your children.*
- *Ways to communicate with our adolescents about sexuality.*
- *The methods of drug distribution, its effects and consequences. Also, how can I prevent it.*
- *How we should guide our children in life so that they are drug-free.*
- *About giving our kids hope and how to talk to them and keep things positive:*
- *How to unplug and the importance of it for our health.*
- *I learned about mental health.*

Parent Learning about Ways to Support their Child's Learning

- *New attendance policy*
- *Everything new for the school year*
- *How to make learning more fun and how to keep them engaged in their work.*
- *The importance of maintaining the educational mindset on vacation.*
- *Space time to play learning games with my child*
- *How to help my daughter learn English.*
- *I learned about how to support our children in exams.*
- *Speak with more hope and positivity toward my children.*
- *How to find media balance and make healthy media choices. We also learned about digital footprints and what kind of digital footprint we want to leave. I was super impressed with this presentation and so thankful to have learned so much about digital citizenship.*
- *I learned more about the Mexican culture. My kids enjoyed having the binational teachers in the classroom this year, very good experience for them.*
- *I learned that it is very important that children do not forget their home language and also that we (parents) have to spend time with our kids.*
- *Today, I learned more about how long my children should spend on homework and set a specific time for homework. I also learned about how many hours of sleep my children should get each night to be able to do well at school each day.*
- *Learned about activities available during summer, summer school information, and also learned about child supervision and safety especially during summer time when they are home.*
- *I learned about how to help my children at home.*
- *I learned about how to support my kids in their education and how to open PAPER apps.*
- *Today, I learn very good lesson that related to how my child can get help with their schoolwork.*

Parent Learning about the MEP and Community Resources

- *The MEP and how it works*
- *About programs in the community.*
- *That there are many organizations that I didn't know existed.*
- *The Proteus programing seems helpful. Will seek in future*
- *I learned our community has useful opportunities.*
- *There's a lot of community opportunities available. Great summer program. Great program for school/2nd language.*
- *I learned about camp opportunities for my children.*
- *After school program*
- *Summer camps*
- *Assistance programs*
- *How to use MyLink to find food or other resources we may need.*
- *Learned more about MEP history and benefits.*
- *I learned about the different services available through the MEP.*
- *I learned about MEP eligibility and requirements.*
- *Referral to the community organizations*
- *I learned about many different types of assistance MEP provided to my children.*
- *I learned about MEP and the different services my children received for school success.*

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. In 2022-23, MEP staff participated in 305 training opportunities (in-person, virtual, pre-recorded webinars). A total of 1,501 staff (duplicated count) participated in professional development – an average of 4.9 per session. A full list of the PD provided to MEP staff in 2022-23 can be found in the Appendix.

Exhibit 19
Summary of Professional Development Provided to MEP Staff in 2022-23

Month	# PD Sessions & Webinar Viewings	# Staff
September 2022	33	169
October 2022	35	199
November 2022	46	160
December 2022	36	108
January 2023	27	98
February 2023	34	150
March 2023	23	128
April 2023	33	283
May 2023	20	106
June 2023	5	6
July 2023	4	13
August 2023	9	81
Total	305	1,501

Source: Nebraska MEP Records and CIG Records

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

participating in training on a 5-point scale where 1=no knowledge, 2=a little knowledge, 3=some knowledge, 4=a lot of knowledge, and 5=extensive knowledge. Exhibit 20 shows Nebraska MEP staff ratings of IDRC training. Results show that 81% of the 42 MEP staff responding that participated in 14 of the 2022-23 IDRC training opportunities evaluated increased their knowledge of the ID&R content presented.

Exhibit 20
Mean Ratings of Knowledge Gained During 2022-23 IDRC Professional Development

N	Points Poss.	Mean Rating of Knowledge Before	Mean Rating of Knowledge After	Mean Gain	# (%) Gaining	# Sessions Evaluated
42	5.0	2.8	3.9	+1.1	34 (81%)	14

Source: IDRC CIG Training Evaluation

A total of 119 MEP staff responding to the Staff Survey rated the impact of MEP professional development on their skills for serving migratory children. Ratings are based on a 5-point scale. Exhibit 21 shows that 82% of staff responding felt that MEP professional development helped them increase their skills for serving migratory children very much or a lot.

Exhibit 21
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							
# Responding	# (%) Not at all	# (%) A Little	# (%) Somewhat	# (%) A Lot	# (%) Very Much	% A Lot or Very Much	Mean Rating
119	1 (1%)	4 (3%)	17 (14%)	44 (37%)	53 (45%)	82%	4.2

Source: Nebraska MEP Staff Survey

STRATEGY IMPLEMENTATION

The **Fidelity of Strategy Implementation** 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 22 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.

Exhibit 22
Mean Ratings on the Fidelity of Strategy Implementation

Strategies	# Rating 4 or Higher	Mean Rating
School Readiness		
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).	11 of 14 (79%)	3.8
Strategy 1.1b: Provide professional learning to prepare staff to address the unique educational needs of migratory children ages 3-5 (not in kindergarten) using evidence-based strategies for instruction and support services.	8 of 13 (62%)	3.6

Strategies	# Rating 4 or Higher	Mean Rating
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.	11 of 14 (79%)	3.9
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.	11 of 14 (79%)	3.9
ELA and Mathematics		
Strategy 2.1a: Coordinate and/or provide targeted, evidence-based supplemental ELA and math support to increase academic achievement.	12 of 14 (86%)	3.9
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.	10 of 13 (77%)	3.8
Strategy 2.2: Coordinate and/or provide migratory students with appropriate needs-based support services to increase achievement in ELA and math.	12 of 14 (86%)	4.3
Strategy 2.3: Coordinate/provide and/or refer families to resources and/or opportunities that help families support academic development in ELA and math.	10 of 14 (71%)	3.7
High School Graduation		
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.	10 of 14 (71%)	3.6
Strategy 3.1b: Provide professional learning to MEP staff, school staff, and partner stakeholders to enhance their knowledge of evidence-based strategies, promising practices, and culturally relevant instruction to increase secondary migratory students (grades 9-12) achievement of graduation; GED/high school equivalency; college, career, and/or life readiness goals.	10 of 13 (77%)	3.9
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.	11 of 14 (79%)	4.3
Strategy 3.3: Coordinate and/or provide needs-based educational services to migratory parents/families of secondary migratory students (grades 9-12) to enhance their capacity to support their child's achievement of graduation and college, career, and/or life readiness goals and skills.	12 of 14 (86%)	3.8
Services to OSY		
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.	5 of 11 (45%)	3.5
Strategy 4.1b: Provide professional learning to MEP staff, school staff, and partner stakeholders to enhance their knowledge of evidence-based strategies, promising practices, and culturally relevant instruction to increase OSY achievement of graduation; GED/high school equivalency; college, career, and/or life readiness goals.	7 of 10 (70%)	3.7
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.	6 of 11 (55%)	3.7
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.	6 of 11 (55%)	3.4

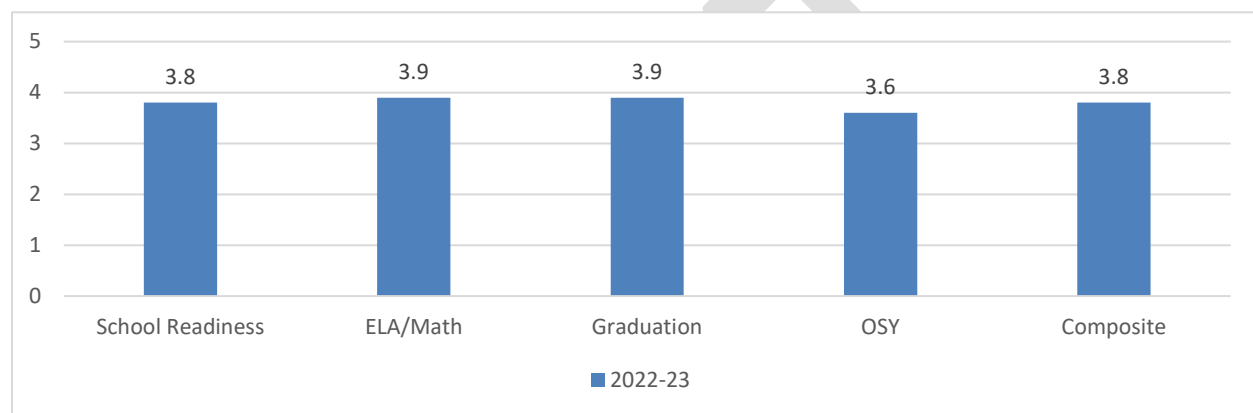
Source: Nebraska MEP FSIs

The mean rating for all 16 strategies combined was 3.8 out of 5.0. Mean ratings for two of the 16 strategies (13%) had mean ratings of 4.0 or higher indicating that these strategies were implemented

with fidelity to the SDP. Two strategies were rated highest (mean rating of 4.3 each) - **Strategy 2.2** addressing the provision of needs-based support services to increase achievement in ELA and math and **Strategy 3.2** addressing the provision of needs-based support services to migratory students in grades 9-12 to eliminate barriers to accomplishing graduation, college, career, and/or life readiness goals and skills. Strategy 4.3 addressing needs-based educational services to migratory parents/families of migratory OSY was rated lowest (mean rating of 3.4), followed by Strategy 4.1a addressing the provision of evidence-based supplemental instructional services to migratory OSY (mean rating of 3.5).

Exhibit 23 compares the mean scores for the four goal areas addressed by the FSI in 2022-23. ELA/math and graduation strategies had the highest combined mean ratings, followed by the school readiness strategies, and the OSY strategies.

Exhibit 23
Comparison of Strategy Mean Ratings for Each Goal Area



Source: Nebraska MEP FSIs

In addition to assigning ratings for the implementation of the strategies, projects/regions indicated the ways in which each strategy was implemented. The narrative to follow displays the implementation methods that were more often employed by projects/ regions rating the strategy as succeeding or exceeding. Understanding the methods of implementation employed by successful projects can be used to inform program implementation across the state.

Strategy 1.1a: Coordinate/provide instructional services for migratory children ages 3-5.

Implementation methods employed more often in projects assigning ratings of succeeding or exceeding:

- District preschool program
- Home-based services
- Interpreting/translating
- Transportation to/from local preschool programs

Strategy 1.1b: Provide professional learning to prepare staff to address the unique educational needs of migratory children ages 3-5.

Implementation methods employed more often in projects assigning ratings of succeeding or exceeding:

- MEP staff meetings
- NePAT training/materials
- PD in targeted areas (e.g., cultural proficiency and developmentally appropriate practices)
- Staff experienced with multicultural students
- Statewide MEP conference

Strategy 1.2: Coordinate/provide support services to eliminate barriers to school readiness opportunities.

Implementation methods employed more often in projects assigning ratings of succeeding or exceeding:

- Assist families with making appointments/referrals to community agencies.
- Collaborate with childcare providers and community action agencies.
- Collaborate with early childhood education providers.
- Collaborate with IDEA for Special Education, Title I, Title III, Gifted Education, Child Find
- Distribute developmentally appropriate materials and technology to families to promote school readiness.
- Educational field trips
- Educational materials provided to children in preschools and in homes.
- Home visits and classes to provide/model family literacy.
- Materials bags
- MEP liaison referrals to local and state services
- MIS2000 database
- PAC meetings showcasing community agencies
- Provide interpretation and translation services.
- Referrals to WIC/food pantry, early childhood education programs, dentists, backpack and voucher programs, health screenings, school supplies, Medicaid, HHS.

Strategy 1.3: Coordinate/provide school readiness strategies to enhance migratory families' capacity to support and advocate for their child's school readiness skills.

Implementation methods employed more often in projects assigning ratings of succeeding or exceeding:

- Collaborate with Migrant Head Start, Head Start, and other community resources.
- FACE opportunities
- Home visits focusing on parent/child lessons
- Interpreters
- Materials distributed during home visits
- Math academic materials
- PAC meetings
- Parent advocates/liaisons
- Parent/child homework activities
- Resources for parents to use at home

Strategy 2.1a: Coordinate/provide targeted, evidence-based supplemental ELA and math support.

Implementation methods employed more often in projects assigning ratings of succeeding or exceeding:

- Communication between home/school/MEP
- Extended day/week programming
- In-school support
- Monitor student grades and assessments (e.g., credit checks, review course schedule, grade promotion, attendance).
- Paraprofessionals provide services during/after school.
- Progress monitoring
- Recruit students for program opportunities.
- Summer reading and math curriculum
- Summer school focusing on math and reading
- Transportation to/from extended programming
- Use of assessment results to plan and modify instruction to close learning gaps

Strategy 2.1b: Provide access to targeted, high-quality professional learning on using evidence-based strategies for ELA and math instruction.

Implementation methods employed more often in projects assigning ratings of succeeding or exceeding:

- Coordinator attends professional learning at local, state, and national level
- Local school/district/ESU PD
- MEP facilitator training (local, state, national)
- National Migrant Education Conference
- New staff training
- Paraprofessionals attend training at local level
- Staff meetings/training
- State MEP meetings/conferences/training
- Training on evidence-based teaching strategies
- Training on how to align instructional services and/or interventions to PFS risk factors
- Utilize State Service Provider Coordinator to coordinate with other title programs, school districts, and ESUs and/or provide statewide training on best practices, developing a state service plan, etc.

Strategy 2.2: Coordinate/provide migratory students with appropriate needs-based support services.

Implementation methods employed more often in projects assigning ratings of succeeding or exceeding:

- Backpack program
- Collaborate with other school programs.
- Collaborate with local/state programs and agencies.
- Collaborate with local school districts for tutoring and communication with teachers.
- Community resources sharing
- Health and nutrition, educational supplies, interpretation, transportation, access to technology
- Immunization assistance (scheduling/transportation)
- Migrant recruiter home visits
- Migrant service provider meetings
- PAC meetings showcasing local agencies
- Partner with schools, families, community, universities, and other educational agencies for support.
- Referrals to state and local services
- Transportation to/from migrant summer school

Strategy 2.3: Coordinate/provide and/or refer families to resources and/or opportunities that help families support academic development in ELA and math.

Implementation methods employed more often in projects assigning ratings of succeeding or exceeding:

- Conduct needs assessments.
- Educational strategies provided during PAC and FACE meetings
- Facilitate communication between the home, school, and the MEP.
- Home visits
- Homework tips for parents
- Inform families about resources in their community and empower them to advocate regarding their child's education.
- Math academic materials
- Middle and high school quarterly grade tracking system communicated to parents.
- Migrant recruiter home visits
- Migratory Family and Student Conference

- PAC meetings
- Parent meetings/training
- Parent needs assessments
- Parent training topics based on parent needs assessment results
- Resources for parents to use at home
- Support parents in navigating US health systems
- Use of technology

Strategy 3.1a: Coordinate/provide students (grades 9-12) with evidence-based supplemental instructional services.

Implementation methods employed more often in projects assigning ratings of succeeding or exceeding:

- After-school programming/tutoring
- College/career information/conferences
- Collaborate with Proteus Financial.
- Hispanic Latino Summit
- Instructional services provided at the high school.
- Leadership camps
- Migrant recruiter home visits
- Online credit recovery programs
- Referrals to local GED programs
- Student exposure to career opportunities
- Summer programs/services
- Supplemental instructional services to support Algebra I and core classes for graduation
- Use of technology
- Youth leadership

Strategy 3.1b: Provide professional learning to enhance staff knowledge of evidence-based strategies, promising practices, and culturally relevant instruction for migratory students (grades 9-12).

Implementation methods employed more often in projects assigning ratings of succeeding or exceeding:

- MEP facilitator training (local, state, national)
- MEP staff attendance at conferences/training
- National Migrant Education Conference
- National and state conferences
- Online professional learning opportunities
- Staff meetings/training
- State conferences/meetings
- Webinars

Strategy 3.2: Coordinate/provide appropriate needs-based support services to secondary migratory students (grades 9-12).

Implementation methods employed more often in projects assigning ratings of succeeding or exceeding:

- Collaborate with colleges/universities.
- Collaborate with other school programs.
- Collaborate with local agencies.
- Collaborate with the State
- Collaborate/communicate with school/district staff and counselors to ensure graduation requirements are being fulfilled and students are on track.
- College campus visits and camps/workshops

- Community resources guides and sharing
- Counselor referrals
- Guidance via persona/home visits
- Hispanic/Latino Summit attendance
- Home visits to determine needs
- MEP staff meetings
- Migrant recruiter home visits and resource sharing
- PAC meetings showcasing local agencies
- Partnerships with community organizations and higher education
- Referrals to state and local services
- Support services provided to students
- Supplemental support to help migratory student graduation (e.g., technology, tutoring)
- Visit with students in small group settings
- Workshop for students and family members (including on evenings and weekends), FACE meetings, State Family/Student Conference, and youth leadership

Strategy 3.3: Coordinate/provide needs-based educational services to parents/families of secondary migratory students (grades 9-12).

Implementation methods employed more often in projects assigning ratings of succeeding or exceeding:

- College visits
- FAFSA assistance
- Home visits
- Home-based resources
- Migrant recruiter home visits
- One-on-one parent consultations
- PAC/FACE meetings addressing graduation requirements
- Parent nights on topics including graduation requirements, credits, FAFSA
- Parent presentations
- Referrals to GED programs
- State Family/Student Conference
- Statewide PAC webinars
- Support services provided
- Use of technology

Strategy 4.1a: Coordinate/provide migratory OSY with evidence-based instructional services.

Implementation methods employed more often in projects assigning ratings of succeeding or exceeding:

- Assign students according to need to an appropriately trained migrant staff member that can serve as a mentor and provide academic support.
- Direct instruction to OSY
- Enrollment in English language or GED classes without being placed on a waiting list
- iOSY lessons
- Home-based tutoring
- Migrant recruiter connection to OSY
- Migrant recruiter home visits
- Referrals to local GED programs
- Use of technology
- Use of online programming

Strategy 4.1b: Provide professional learning to enhance staff knowledge of evidence-based strategies, promising practices, and culturally relevant instruction for OSY.

Implementation methods employed more often in projects assigning ratings of succeeding or exceeding:

- iSOSY modules and website
- MEP facilitate training (local, state, national)
- MEP staff attendance at conferences/training
- National Migrant Education Conference
- National and state conferences
- Staff meetings/training
- State conferences/meetings
- Webinars

Strategy 4.2: Coordinate/provide appropriate needs-based support services to migratory OSY.

Implementation methods employed more often in projects assigning ratings of succeeding or exceeding:

- Collaborate with adult education programs to provide English language and GED classes for OSY.
- Collaborate with other school programs.
- Collaborate with local agencies.
- Collaborate with the State.
- Collaborate with school/district staff and counselors.
- Guidance via persona/home visits
- Home visits to determine needs
- Interpretations provided for OSY
- Life skills instruction via home visits
- Migrant recruiter home visits and resource sharing
- Partner with community organizations and higher education (e.g., certificates, internships).
- Partner with OSY to develop a plan and implement supports based on their goals.
- Provide educational materials
- Provide workshops for OSY and family members (including evenings and weekends), FACE meetings, State Family/Student Conference, and youth leadership.
- Referrals to state and local services
- Support services provided to OSY

Strategy 4.3: Coordinate/provide needs-based educational services to parents/families of OSY.

Implementation methods employed more often in projects assigning ratings of succeeding or exceeding:

- FAFSA assistance
- Home visits
- Home-based resources
- Migrant recruiter home visits
- Referrals to GED programs
- Support services provided
- Use of technology

6. Outcome Evaluation Results

State Performance Goals

ELA and Math Proficiency

During 2022-23, academic achievement of students attending public school in Nebraska was assessed through with NSCAS ELA and Mathematics Assessments in grades 3-8. For all NSCAS assessments, there are three proficiency levels. Students with a proficiency level of “3” are at the lowest level of proficiency for the assessment, students with a proficiency level of “2” are in the middle level, and students with a proficiency level of “1” are at the highest level. Students with a proficiency level of “2” or “1” are considered proficient for all assessments.

The tables and charts to follow show the percent of migratory and non-migratory students scoring at Level 2 or Level 3 (considered proficient/advanced) 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 24
Migratory Students Scoring P/A on 2022-23 NSCAS ELA Assessments

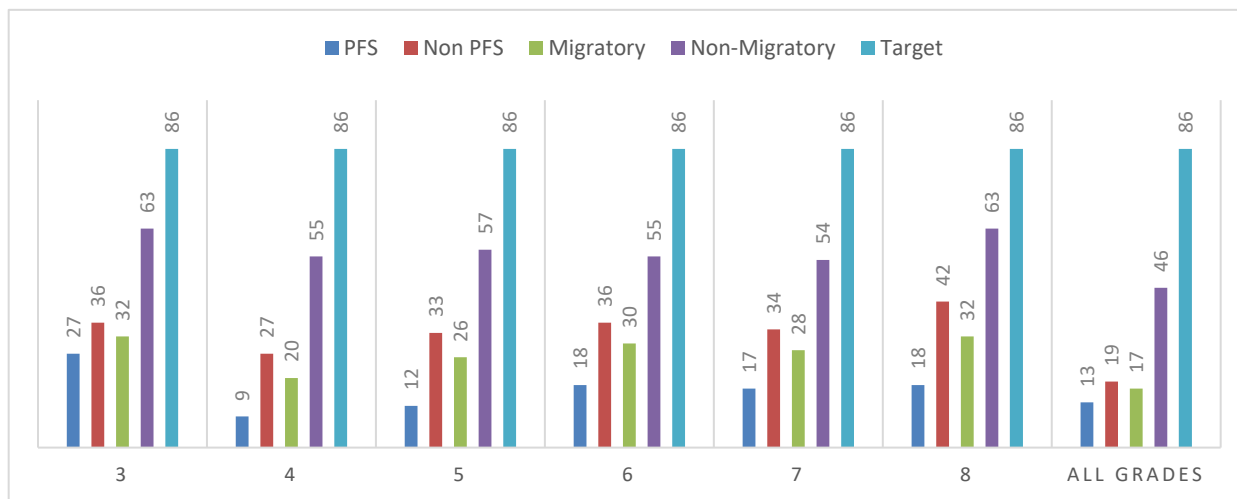
Grade Levels	PFS Status	# Tested	% Migratory Students Scoring P/A	22-23 State Performance Target	Percentage Point Difference (+/-)	% Non-Migratory Students Scoring P/A
3	PFS	85	27%	85.7%	-58.7	63%
	Non-PFS	135	36%		-49.7	
	Total	220	32%		-53.7	
4	PFS	98	9%	85.7%	-76.7	55%
	Non-PFS	155	27%		-58.7	
	Total	253	20%		-65.7	
5	PFS	73	12%	85.7%	-73.7	57%
	Non-PFS	155	33%		-52.7	
	Total	228	26%		-59.7	
6	PFS	65	18%	85.7%	-67.7	55%
	Non-PFS	119	36%		-49.7	
	Total	184	30%		-55.7	
7	PFS	65	17%	85.7%	-68.7	54%
	Non-PFS	130	34%		-51.7	
	Total	195	28%		-57.7	
8	PFS	89	18%	85.7%	-67.7	63%
	Non-PFS	130	42%		-43.7	
	Total	219	32%		-53.7	
All	PFS	54	13%	85.7%	-72.7	46%
	Non-PFS	108	19%		-66.7	
	Total	162	17%		-68.7	

Source: NDE Database

Migratory students were 68.7 percentage points short of the Nebraska State performance target (85.7%) for ELA proficiency, and 29 percentage points short of the non-migratory student proficiency rate. PFS students were 72.7 percentage points short of the target and non-PFS students were 66.7 percentage points short of the target. For all six grade levels assessed, the 2022-23 target was not met by migratory students (differences ranged from -53.7 percentage points [3rd and 8th grades] to -65.7

percentage points [4th 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 2022-23 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.

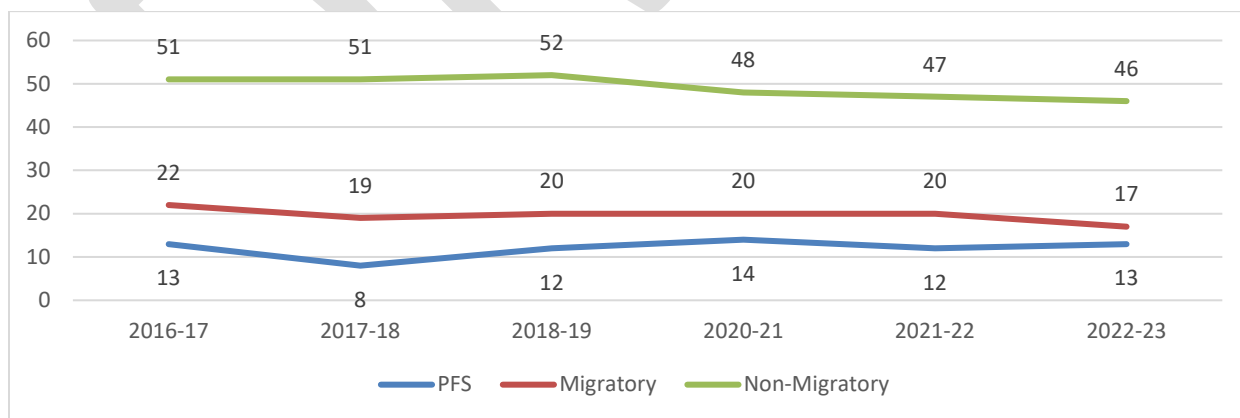
Exhibit 25
Comparison of 2022-23 NSCAS ELA Assessment Results



Source: NDE Database

Exhibit 26 provides a comparison of ELA results for the past six years in which State assessments were administered (State assessments were cancelled in 2019-20 due to school closures resulting from the pandemic). Results show slight decreases for migratory and non-migratory students, but an increase from 2021-22 to 2022-23 in PFS students scoring P/A.

Exhibit 26
Comparison of NSCAS ELA Assessment Results Over Time (2016-17 through 2022-23)
(Expressed in Percentages)



Source: NDE Database

Exhibit 27 shows that migratory students were 48.3 percentage points short of the Nebraska State performance target (81.3%) for math proficiency, and 28 percentage points short of the non-migratory student proficiency rate. PFS students were 58.3 percentage points short of the target and non-PFS students were 42.3 percentage points short of the target. For all six grade levels assessed, the 2022-23

target was not met by migratory students (differences ranged from -42.3 percentage points [7th grade] to -54.3 percentage points [3rd grade]).

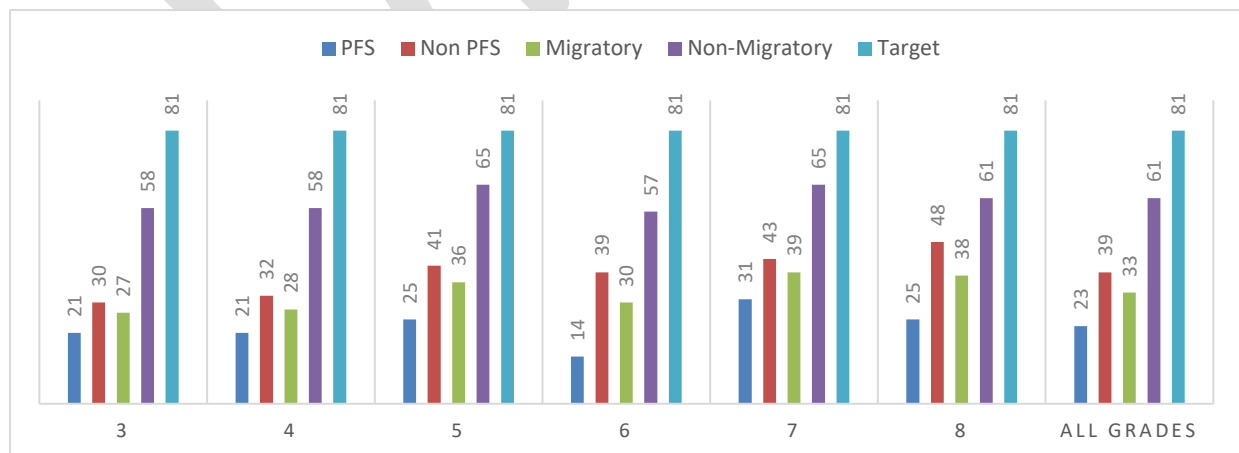
Exhibit 27
Migratory Students Scoring P/A on 2022-23 NSCAS Mathematics Assessments

Grade Levels	PFS Status	# Tested	% Migratory Students Scoring P/A	22-23 State Performance Target	Percentage Point Diff (+/-)	% Non-Migratory Students Scoring P/A
3	PFS	85	21%	81.3%	-60.3	58%
	Non-PFS	135	30%		-51.3	
	Total	220	27%		-54.3	
4	PFS	97	21%	81.3%	-30.3	58%
	Non-PFS	155	32%		-49.3	
	Total	252	28%		-53.3	
5	PFS	73	25%	81.3%	-56.3	65%
	Non-PFS	155	41%		-40.3	
	Total	228	36%		-45.3	
6	PFS	65	14%	81.3%	-67.3	57%
	Non-PFS	119	39%		-42.3	
	Total	184	30%		-51.3	
7	PFS	65	31%	81.3%	-50.3	65%
	Non-PFS	130	43%		-38.3	
	Total	195	39%		-42.3	
8	PFS	89	25%	81.3%	-56.3	61%
	Non-PFS	130	48%		-33.3	
	Total	219	38%		-43.3	
All	PFS	475	23%	81.3%	-58.3	61%
	Non-PFS	824	39%		-42.3	
	Total	1,299	33%		-48.3	

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 2022-23 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.

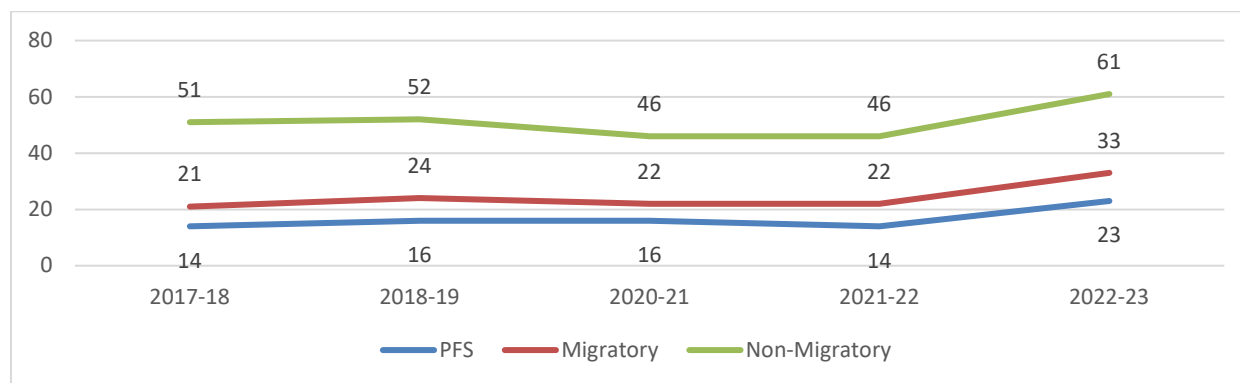
Exhibit 28
Comparison of 2022-23 NSCAS Math Assessment Results



Source: NDE Database

Exhibit 29 provides a comparison of math results for the past four years in which State assessments were administered. Results show decreases after 2018-19 for migratory and non-migratory students, and increases for all student groups from 2021-22 to 2022-23.

Exhibit 29
Comparison of NSCAS Math Assessment Results Over Time (2017-18 through 2022-23)
(Expressed in Percentages)

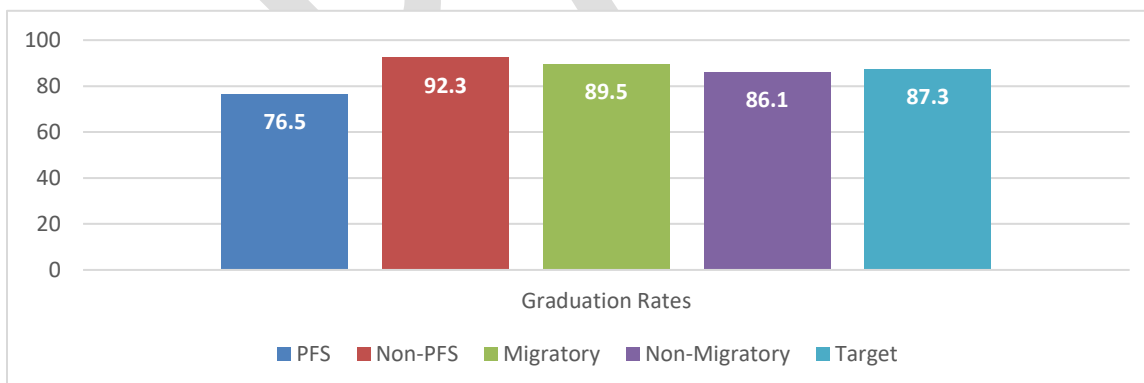


Source: NDE Database

High School Graduation

The 2022-23 Nebraska State Performance Target for high school graduation was 87.3%. Exhibit 30 shows that in 2022-23, the graduation rate for migratory students was 89.5% (2.2 percentage points higher than the State target), compared to the non-migratory student graduation rate which was 86.1%.

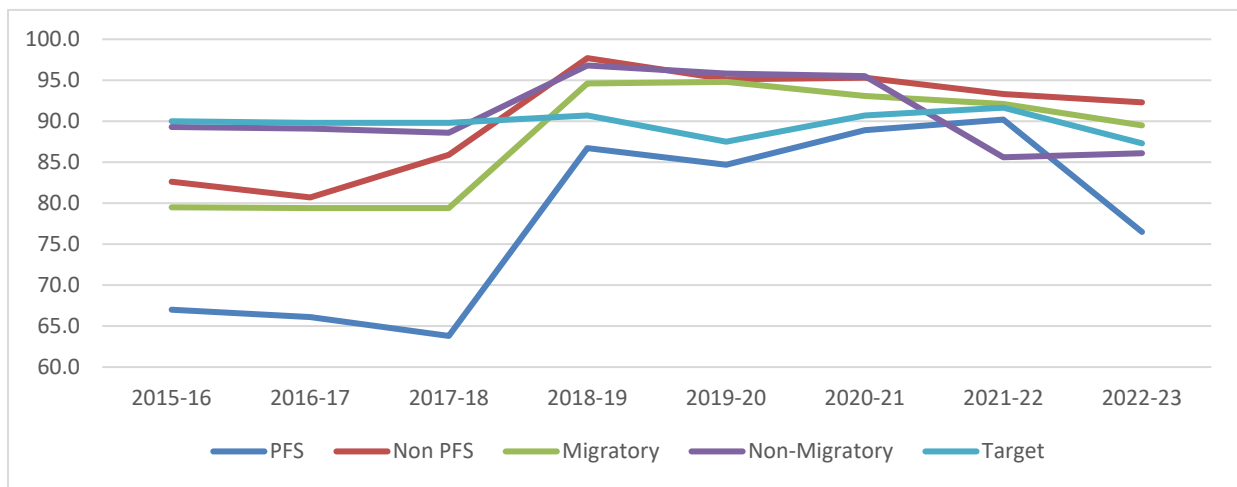
Exhibit 30
Class of 2023 Graduation Rates of Migratory and Non-Migratory Students



Source: NDE Database

The graduation rate for non-PFS migratory students was 15.8 percentage points higher than the graduation rate of PFS migratory students. The graduation rate for PFS migratory students was 10.8 percentage points short of the State performance target, and the graduation rate for non-PFS migratory students exceeded the target by five percentage points. Exhibit 31 provides a visual display of the graduation rates since 2015-16. Of note is that there was a dramatic decrease in the graduation rates of PFS students from 2021-22 to 2022-23, and there has been a steady decrease in the migratory student graduation rate since 2019-20.

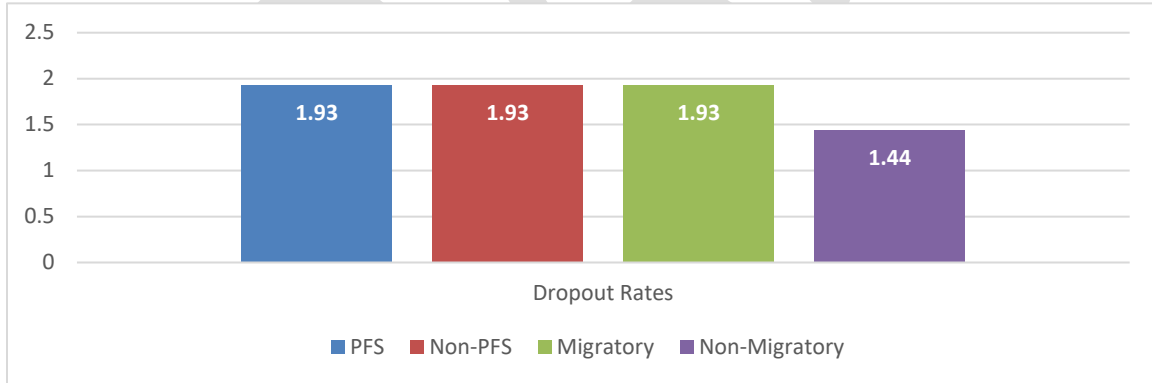
Exhibit 31
Graduation Rates for Migratory and Non-Migratory Students Over the Years



Source: NDE Database

Nebraska does not have a state performance target for dropout rate. Exhibit 32 shows that the 2022-23 dropout rate for Nebraska migratory students was 1.93% (same for PFS and non-PFS students). The dropout rate for migratory students was 0.49 percentage points higher than the dropout rate for non-migratory students.

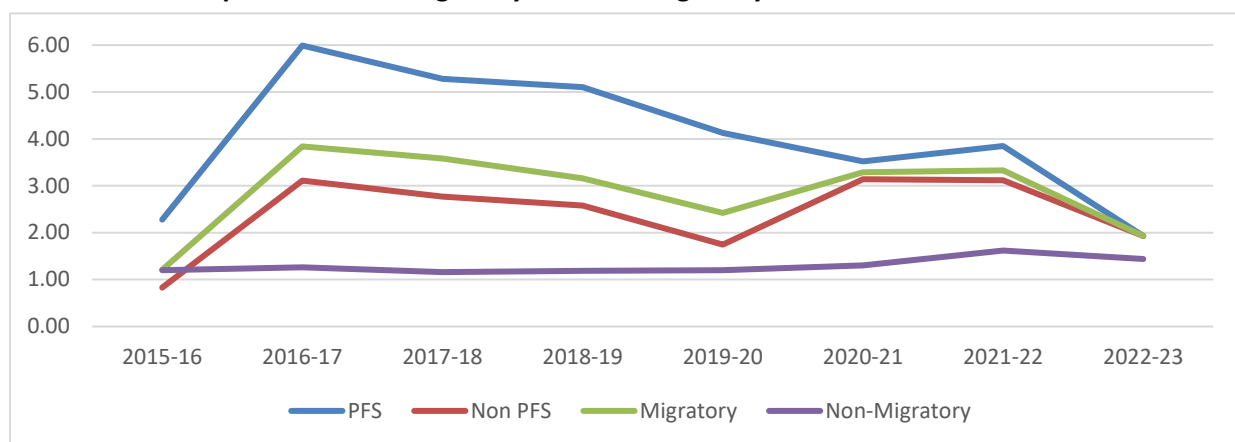
Exhibit 32
2022-23 Dropout Rates of Migratory and Non-Migratory Students



Source: NDE Database

Exhibit 33 provides a visual display of the dropout rates since 2015-16. Results show that the dropout rate for migratory and non-migratory students decreased from 2021-22 to 2022-23.

Exhibit 33
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.

National MEP Performance Measures

This section provides a summary of program results as indicated by the national performance measures for the MEP. Sources of data include state assessment results and data entered into MIS2000 on promotion, graduation, and completion of Algebra I.

Performance Measure 1: The percentage of migratory students that scored at or above proficient on their state’s annual reading/language arts assessments in grades 3-8.

Nebraska’s migratory students in grades 3-8 that scored proficient or above on 2022-23 NSCAS ELA assessments were 16 percentage points short of the national target (33%) for this performance measure.

Performance Measure 2: The percentage of migratory students that scored at or above proficient on their state’s annual mathematics assessments in grades 3-8.

The percentage of Nebraska’s migratory students in grades 3-8 that scored proficient or above on 2022-23 NSCAS math assessments met the national target (33%) for this performance measure.

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

Exhibit 34 shows that 94% of all Nebraska migratory students in grades 7-12 graduated or were promoted to the next grade level upon completion of the 2022-23 school year (93% PFS students, 94% non-PFS students), exceeding the national target of 67% by 27 percentage points. Seventy-nine percent (79%) of the 12th grade migratory students for whom data was available graduated (as well as three 10th and 11th grade students), and 95% of the migratory students in grades 7-11 for whom data was available were promoted to the next grade level.

Exhibit 34
Migratory Students in Grades 7-12 that Graduated in 2022-23 or were Promoted to the Next Grade Level from 2022-23 to 2023-24

Grade Level	PFS Status	# Eligible Migratory Students in 2022-23	# Students for Whom Data Is Available	Students Promoted from 2022-23 to 2023-24		Students Graduated in 2022-23		# (%) Students Graduated or Promoted
				N	%	N	%	
7	PFS	78	53	52	98%	N/A	N/A	
	Non-PFS	163	108	105	97%	N/A	N/A	
	Total	241	161	157	98%	N/A	N/A	
8	PFS	108	84	83	99%	N/A	N/A	
	Non-PFS	169	112	108	96%	N/A	N/A	
	Total	277	196	191	97%	N/A	N/A	
9	PFS	133	106	98	92%	N/A	N/A	
	Non-PFS	143	90	89	99%	N/A	N/A	
	Total	276	196	187	95%	N/A	N/A	
10	PFS	84	62	60	97%	0	--	
	Non-PFS	138	105	98	93%	1	1%	
	Total	222	167	158	95%	1	1%	
11	PFS	62	46	41	89%	0	--	
	Non-PFS	135	94	86	91%	2	2%	
	Total	197	140	127	91%	2	1%	
Total Grades 7-11	PFS	465	351	334	95%	0	--	
	Non-PFS	748	509	486	95%	3	1%	
	Total	1,213	860	820	95%	3	<1%	
12	PFS	29	28	--	--	17	61%	
	Non-PFS	110	92	--	--	78	85%	
	Total	139	120	--	--	95	79%	
All	PFS	494	379					351 (93%)
	Non-PFS	858	601					567 (94%)
	Total	1,352	980					918 (94%)

Source: MIS2000

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

Exhibit 35 shows that 37% of all Nebraska migratory 10th grade students in 2022-23 completed Algebra I prior to entering 11th grade (26% PFS students, 44% non-PFS students), which was short of the national target of 39% by two percentage points.

Exhibit 35
Tenth Grade Migratory Students Completing Algebra I in 2022-23 or Before

PFS Status	# Eligible Migratory 10 th Grade Students 2022-23	# Students for Whom Data Is Available	# Students that Received Full Credit for Algebra I or a Higher Math Course in 2022-23 or Before
PFS	84	84	22 (26%)
Non-PFS	138	138	61 (44%)
Total	222	222	83 (37%)

Source: MIS2000

Nebraska MEP MPOs

This section provides a summary of program results as indicated by the Nebraska MEP 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-1: By the end of the 2022-23 performance period, 55% of eligible migratory children ages 3-5 (not in kindergarten) will attend preschool or receive MEP-funded preschool services.

Exhibit 36 shows that the Nebraska MEP **did not meet MPO 1A-1** with 50% of the 751 eligible 3-5-year-old migratory children participating in MEP or non-MEP preschool (school readiness) services (five percentage points short of the target). 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.

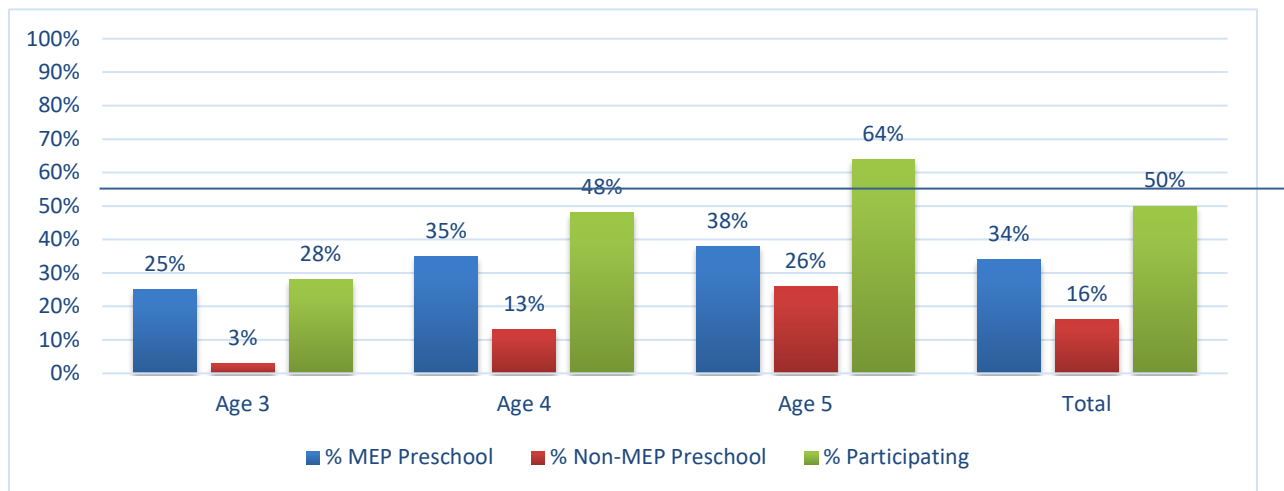
Exhibit 36
Migratory Children (ages 3-5) Participating in Preschool Programming

PFS Status	# Eligible Children Ages 3-5	# (%) Participating in MEP Preschool Programming	# (%) Participating in non-MEP Preschool Programming	Total # (%) Participating	MPO Met?
PFS	421	128 (30%)	39 (9%)	167 (40%)	No
Non-PFS	330	127 (39%)	83 (25%)	210 (64%)	Yes
Total	751	255 (34%)	122 (16%)	377 (50%)	No

Source: MIS2000

Exhibit 37 shows that 28% of the 176 eligible 3-year-old preschool migratory children participated MEP and non-MEP preschool programming, as did 48% of the 266 eligible 4-year-olds, and 64% of the 309 eligible 5-year-olds (which exceeds the MPO).

Exhibit 37
Migratory Children (ages 3-5) Participating in Preschool Programming, by Age



Source: MIS2000

MPO 1A-2: By the end of the 2022-23 performance period, 80% of eligible migratory children ages 3-5 (not in kindergarten) who receive MEP-funded preschool services will score proficient or show a gain of at least 10% on the NePAT.

Exhibit 38 shows that the Nebraska MEP **met MPO 1A-2** with 100% of the migratory children ages 3-5 assessed on the NePAT in both language/literacy and math scoring proficient or gaining by 10% or more. A larger percentage of children with PFS gained by 10% than non-PFS children, and a larger percentage of non-PFS children scored proficient when they did not gain.

Exhibit 38
NePAT Assessment Results of Migratory Preschool Children (Ages 3-5)

Test	PFS Status	# (%) w/ Matched Pre/Post Scores	Mean Pre-test Score	Mean Post-test Score	Mean Gain	P-Value	# (%) Gaining 10% or More	# (%) Scoring Proficient that did not Gain by 10%	% Gaining by 10% or Scoring Proficient	MPO Met?
NePAT Literacy	PFS	89	22.9	40.2	+17.3	<.001	71 (80%)	18 (20%)	100%	Yes
	Non-PFS	125	31.0	48.9	+17.9	<.001	95 (76%)	30 (24%)	100%	Yes
	Total	214	27.6	45.3	+17.7	<.001	166 (78%)	48 (22%)	100%	Yes
NePAT Math	PFS	88	24.6	41.9	+17.3	<.001	68 (77%)	20 (23%)	100%	Yes
	Non-PFS	128	30.4	45.0	+14.6	<.001	92 (72%)	36 (28%)	100%	Yes
	Total	216	28.0	43.8	+15.8	<.001	160 (74%)	56 (26%)	100%	Yes

Source: Nebraska MEP Preschool Assessment Tracking Forms

For all ages assessed with the NePAT, 100% scored proficient or gained by 10%. Local projects also submitted school readiness results for migratory children ages 3-5 from teacher-created assessments. Exhibit 39 shows that 94% of the 17 children assessed on other literacy assessments scored proficient or gained by 10% or more, and 100% of the 17 children assessed on other math assessments gained by 10% or more.

Exhibit 39
Other Literacy/Math Assessment Results of Migratory Preschool Children (Ages 3-5)

Test	PFS Status	# (%) w/Matched Pre/Post Scores	# (%) Gaining 10% or More	# (%) Scoring Proficient that did not Gain by 10%	# (%) Gaining by 10% or Scoring Proficient
Literacy	PFS	4	4 (100%)	--	4 (100%)
	Non-PFS	13	10 (77%)	2 (15%)	12 (92%)
	Total	17	14 (82%)	2 (12%)	16 (94%)
Math	PFS	4	4 (100%)	--	4 (100%)
	Non-PFS	13	13 (100%)	--	13 (100%)
	Total	17	17 (100%)	--	17 (100%)

Source: Nebraska MEP Preschool Assessment Tracking Forms

A total of 108 MEP staff responding to the Staff Survey rated the impact of the MEP on preparing migratory preschool children for school. Ratings are based on a 5-point scale. Exhibit 40 shows that 86% of staff responding felt that the MEP helped prepare preschool migratory children for school very much or a lot.

Exhibit 40
Staff Ratings of the Impact of the MEP on School Readiness

Extent to which the MEP helped prepare preschool migratory students for school							
# Responding	# (%) Not at all	# (%) A Little	# (%) Somewhat	# (%) A Lot	# (%) Very Much	% A Lot or Very Much	Mean Rating
108	1 (1%)	3 (3%)	12 (11%)	34 (32%)	58 (54%)	86%	4.3

Source: Nebraska MEP Staff Survey

A total of 123 parents responding to the Parent Survey rated 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 123 parents responding (100%) felt that the MEP helped their preschool child prepare for school (77% a lot, 14% somewhat).

Exhibit 41
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
123	0	19 (14%)	104 (77%)	2.9

Source: Nebraska MEP Parent Survey

MPO 1B: By the end of the 2022-23 performance period, 75% of eligible migratory children ages 3-5 (not in kindergarten) will receive MEP support services that contribute to their development of school readiness skills.

Exhibit 42 shows that the Nebraska MEP did not meet MPO 1B with 73% of all eligible 3-5-year-old migratory children receiving MEP support services (two percentage points short of the target). The MPO was met for non-PFS students (76%) but not for PFS students (71%).

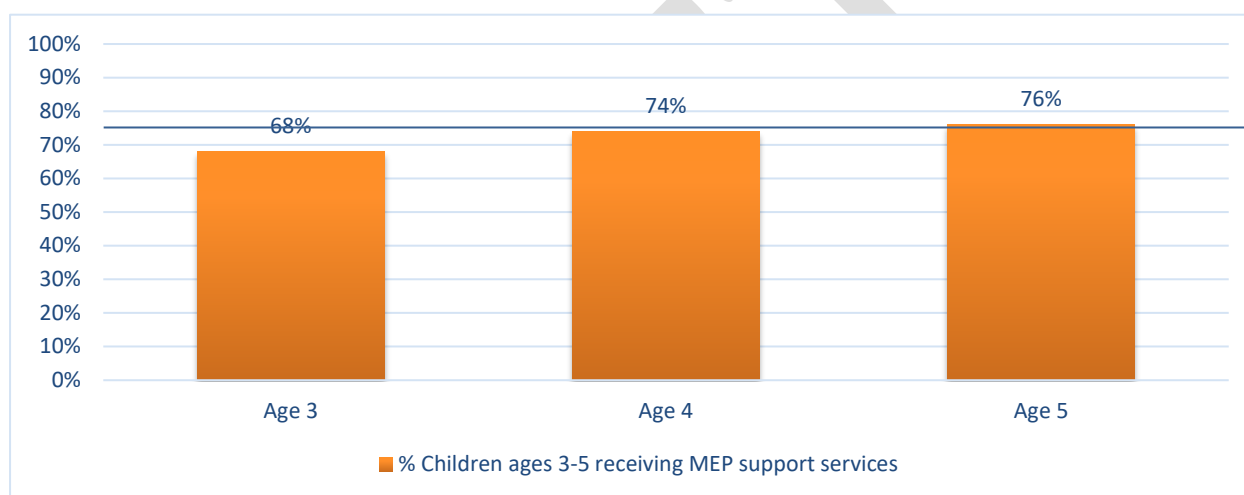
Exhibit 42
Migratory Children Ages 3-5 Receiving Support Services Contributing to School Readiness

PFS Status	# Eligible Migratory Children Ages 3-5	# (%) Receiving Support Services	MPO Met?
PFS	422	301 (71%)	No
Non-PFS	330	249 (76%)	Yes
All	751	550 (73%)	No

Source: MIS2000

Exhibit 43 shows that 76% of 5-year-olds received MEP support services (meeting the MPO), as did 74% of 4-year-olds and 68% of 3-year-olds.

Exhibit 43
Percentage of Migratory Children Ages 3-5 Receiving Support Services, by Age



Source: MIS2000

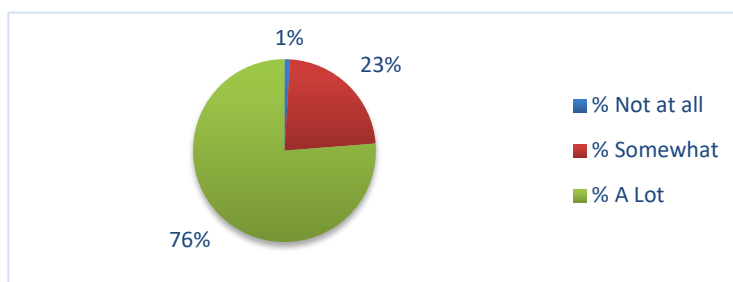
MPO 1C: By the end of the 2022-23 performance period, 90% of family members of eligible migratory children ages 3-5 (not in kindergarten) who participate in MEP FACE/PAC opportunities and/or local family engagement projects will report increased knowledge of school readiness skills.

Exhibit 44 shows that the Nebraska MEP **met MPO 1C** with 99% of the 204 parents pf preschoolers responding to Parent Training Evaluations reporting that they gained knowledge of strategies for helping their children be ready for school (77% a lot, 23% somewhat).

Exhibit 44
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		
204	2 (1%)	46 (23%)	156 (77%)	2.8	99%	Yes

Exhibit 44, Cont.



Source: Nebraska MEP Parent Training Evaluations

Parents provided ratings on Parent Training Evaluations during 22 activities addressing school readiness during 2022-23. Parents rated the parent activities/training addressing school readiness and early learning highly with a mean rating of 2.7 out of 3.0.

ENGLISH LANGUAGE ARTS AND MATHEMATICS

MPO 2A-1: By the end of the 2022-23 performance period, 50% of eligible migratory students in grades K-8 will receive MEP supplemental instructional services.

Exhibit 45 shows that the Nebraska MEP **did not meet MPO 2A-1** with 45% of all eligible migratory students in grades K-8 receiving MEP instructional services (five percentage points short of the target). The MPO was met for PFS students (50%) but not non-PFS students (42%).

Exhibit 45

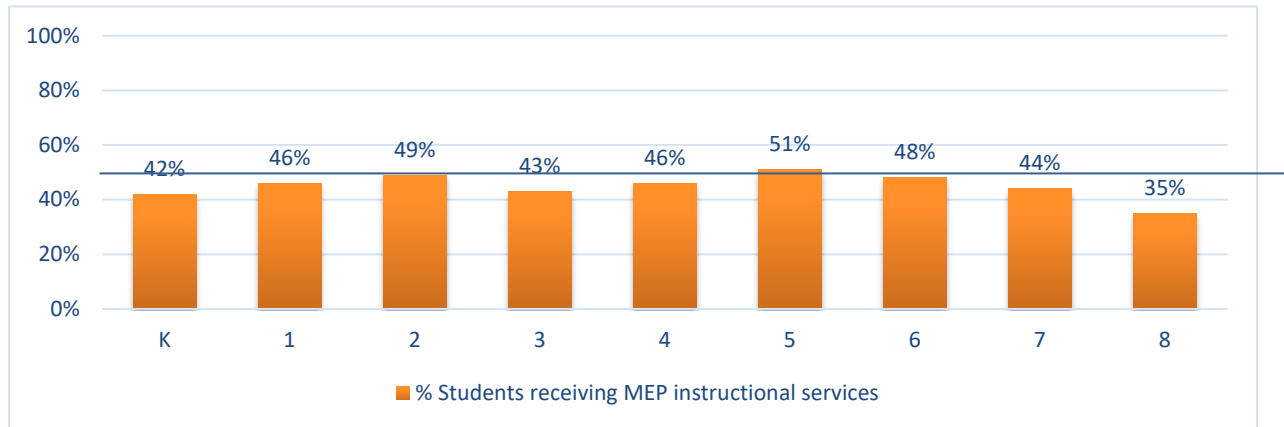
Migratory Students in Grades K-8 Receiving MEP Instructional Services

PFS Status	# Eligible Migratory Students K-8	# (%) Receiving Instructional Services	MPO Met?
PFS	904	453 (50%)	Yes
Non-PFS	1,588	661 (42%)	No
All	2,492	1,114 (45%)	No

Source: MIS2000

Exhibit 46 shows that the largest percentage of students receiving MEP instructional services were fifth grade students (51%, the only grade to meet the MPO), followed by second grade students (49%), and sixth grade students (48%).

Exhibit 46
Percentage of Migratory Students in Grades K-8 Receiving
MEP Instructional Services, by Grade



Source: MIS2000

MPO 2A-2: By the end of the 2022-23 performance period, 84% of eligible migratory students in grades K-8 who received supplemental instructional services in ELA will score proficient or show a gain of 5% on district pre/post-assessments.

Exhibit 47 shows that the Nebraska MEP **met MPO 2A-2** with 95% of the 632 migratory students in grades K-8 that received MEP instructional services in reading and math scoring proficient or gaining 5% or more ($p < .001$). Both PFS and non-PFS students met the MPO. A higher percentage of PFS students scored proficient or gained by 5% than non-PFS students.

Exhibit 47
ELA Assessment Results of Migratory Students in Grades K-8

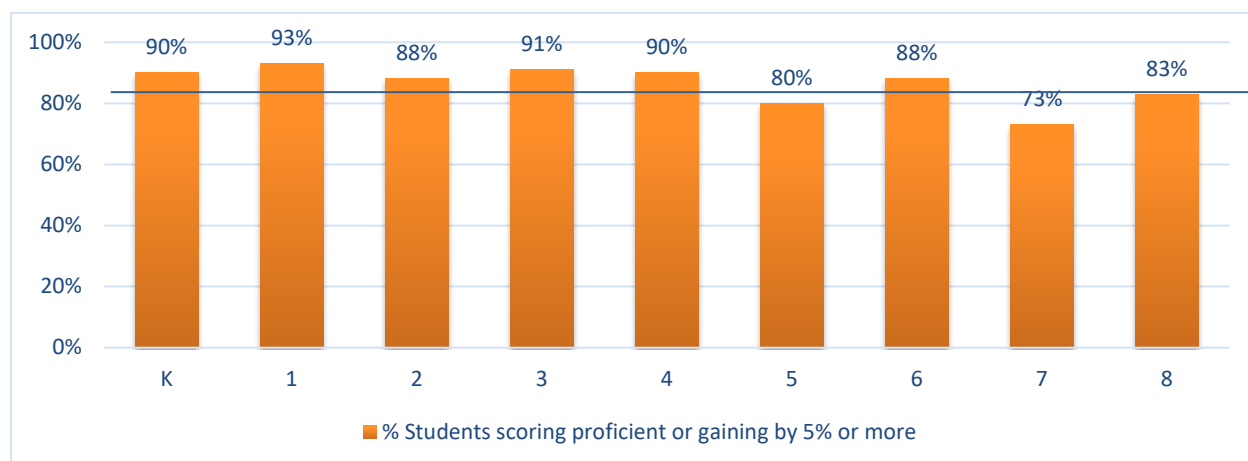
PFS Status	# (%) With Matched Pre/Post Scores	# (%) Gaining	# (%) Gaining 5% or More	P-Value	# (%) Scoring Proficient that did not Gain	# (%) Scoring Proficient or Gaining 5%	MPO Met?
PFS	229	209 (91%)	194 (85%)	<.001	12 (5%)	221 (97%)	Yes
Non-PFS	403	337 (84%)	303 (75%)	<.001	43 (11%)	380 (94%)	Yes
Total	632	546 (86%)	497 (79%)	<.001	55 (9%)	601 (95%)	Yes

Source: Nebraska MEP Reading/Math Assessment Tracking Form

ELA assessments administered to migratory students in 2022-23 included DIBELS, Early Reading English, NWEA MAP, NSCAS Growth, Sonday Screener, summer assessments, teacher-created assessments, and vocabulary assessments.

Following is a graphic display of the percentage of students scoring proficient or gaining by 5% or more by grade level. The highest percentage of students gaining were first grade students (93%). Seventh grade students had the lowest percentage scoring proficient or gaining by 5% or more (73%). Students in grades K-4 and six met the MPO. Number of students assessed by grade level: K=96; 1=83; 2=94; 3=80; 4=87; 5=90; 6=32; 7=30; 8=40.

Exhibit 48
Migratory Students Scoring Proficient or Improving ELA Skills by 5%, by Grade Level



Source: Nebraska MEP Reading/Math Assessment Tracking Form

A total of 126 MEP staff responding to the Staff Survey rated the impact of the MEP on migratory students' ELA skills. Ratings are based on a 5-point scale. Exhibit 49 shows that 89% of staff responding felt that the MEP helped migratory students improve their ELA skills very much or a lot.

Exhibit 49
Staff Ratings of the Impact of the MEP on ELA Skills

Extent to which the MEP helped migratory students improve their ELA skills							
# Responding	# (%) Not at all	# (%) A Little	# (%) Somewhat	# (%) A Lot	# (%) Very Much	% A Lot or Very Much	Mean Rating
126	0	6 (5%)	22 (18%)	40 (43%)	58 (46%)	89%	4.2

Source: Nebraska MEP Staff Survey

A total of 411 migratory parents responding to the Parent Survey rated the impact of the MEP on their child's reading skills. Ratings are based on a 3-point scale. All but three parents responding (99%) reporting that the MEP helped their child improve his/her reading skills (82% a lot, 17% somewhat).

Exhibit 50
Parent Ratings of the Impact of the MEP on their Children's Reading Skills

Extent to which the MEP helped...	N	# (%) Not at all	# (%) Somewhat	# (%) A Lot	Mean Rating
Your child improve his/her reading skills	411	3 (1%)	71 (17%)	337 (82%)	2.8

Source: Nebraska MEP Parent Survey

MPO 2A-3: By the end of the 2022-23 performance period, 84% of eligible migratory students in grades K-8 who received supplemental instructional services in math will score proficient or show a gain of 5% on district pre/post-assessments.

Exhibit 51 shows that the Nebraska MEP **met MPO 2A-3** with 89% of the 598 migratory students in grades K-8 that received MEP instructional services in math scoring proficient or gaining 5% or more ($p < .001$). Both PFS and non-PFS students met the MPO. A slightly higher percentage of PFS students scored proficient or gained by 5% than non-PFS students.

Exhibit 51
Math Assessment Results of Migratory Students in Grades K-8

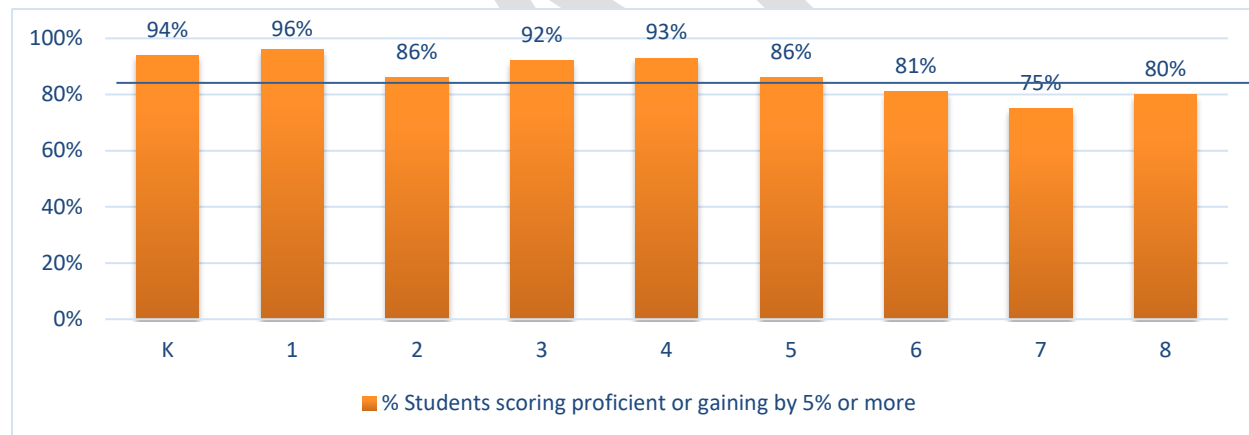
PFS Status	# (%) With Matched Pre/Post Scores	# (%) Gaining	# (%) Gaining 5% or More	P-Value	# (%) Scoring Proficient that did not Gain	# (%) Gaining 5% or Scoring Proficient	MPO Met?
PFS	210	196 (93%)	178 (85%)	<.001	8 (4%)	186 (89%)	Yes
Non-PFS	388	323 (83%)	285 (74%)	<.001	58 (15%)	343 (88%)	Yes
Total	598	519 (87%)	463 (77%)	<.001	66 (11%)	529 (89%)	Yes

Source: Nebraska MEP Reading/Math Assessment Tracking Form

District math assessments administered to migratory students during 2022-23 included Acadience Math, Early Math Composite, iTutor, NWEA MAP, NSCAS Growth, summer math assessments, and teacher-created math assessments.

Following is a graphic display of the percentage of students scoring proficient or gaining by 5% or more by grade level. The highest percentage of students scoring proficient or gaining were first grade students (96%), followed by kindergarten students (94%). Seventh grade students had the lowest percentage scoring proficient or gaining by 5% or more. Students in grades K-5 met the MPO. Number of students assessed by grade level: K=88; 1=72; 2=84; 3=74; 4=82; 5=71; 6=47; 7=36; 8=44.

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



Source: Nebraska MEP Reading/Math Assessment Tracking Form

A total of 123 MEP staff responding to the Staff Survey rated the impact of the MEP on migratory students' math skills. Ratings are based on a 5-point scale. Exhibit 53 shows that 82% of staff responding felt that the MEP helped migratory students improve their math skills very much or a lot.

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

Extent to which the MEP helped migratory students improve their math skills						
# Responding	# (%) Not at all	# (%) A Little	# (%) Somewhat	# (%) A Lot	# (%) Very Much	% A Lot or Very Much
123	0	4 (3%)	19 (15%)	45 (37%)	55 (45%)	82%

Source: Nebraska MEP Staff Survey

A total of 403 migratory parents responding to the Parent Survey rated the impact of the MEP on their child's reading and math skills. Ratings are based on a 3-point scale. All but eight parents responding (98%) reported that the MEP helped their child improve his/her math skills (75% a lot, 23% somewhat).

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

Extent to which the MEP helped...	N	# (%) Not at all	# (%) Somewhat	# (%) A Lot	Mean Rating
Your child improve his/her math skills	403	8 (2%)	91 (23%)	304 (75%)	2.7

Source: Nebraska MEP Parent Survey

MPO 2B: By the end of the 2022-23 performance period, 80% of eligible migratory students in grades K-8 will receive MEP support services.

Exhibit 55 shows that the Nebraska MEP did not meet MPO 2B with 78% of migratory students in grades K-8 receiving MEP support services (two percentage points short of the target). The MPO was met for PFS students (84%) but not non-PFS students (75%).

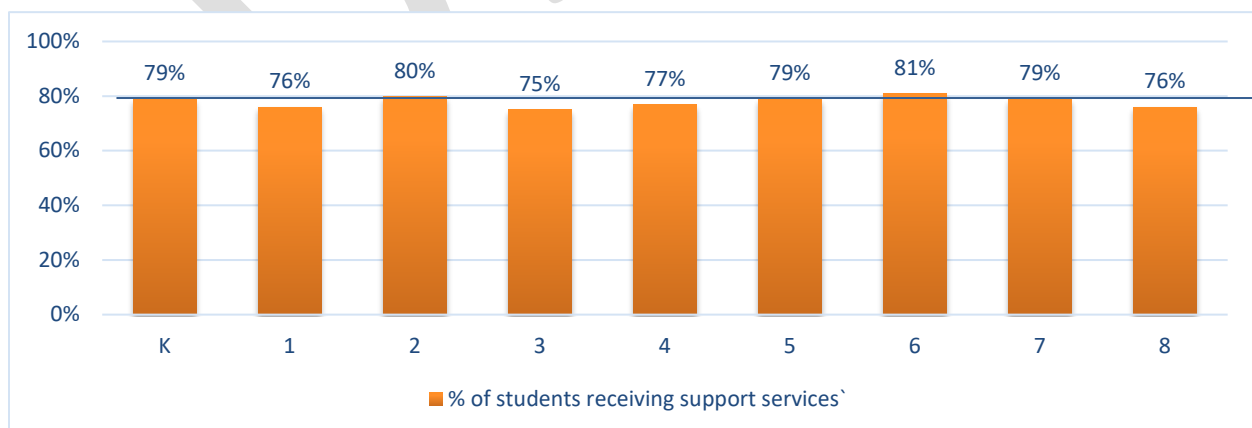
Exhibit 55
Migratory Students in Grades K-8 Receiving Support Services

PFS Status	# Eligible Migratory Students K-8	# (%) Receiving Support Services	MPO Met?
PFS	904	760 (84%)	Yes
Non-PFS	1,588	1,186 (75%)	No
All	2,492	1,934 (78%)	No

Source: MIS2000

Exhibit 56 shows that the largest percentage of students receiving MEP support services were sixth grade students (81%); followed by second grade students (80%); and kindergarten, fifth grade, and seventh grade students (79% each). Grades two and six met the MPO.

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



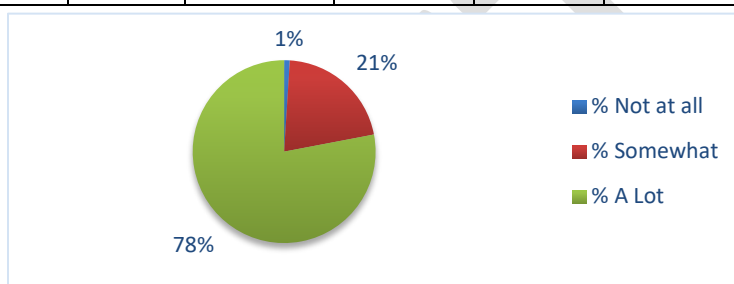
Source: MIS2000

MPO 2C: By the end of the 2022-23 performance period, 90% of family members of migratory students who participated in MEP FACE/PAC opportunities will indicate that they gained knowledge on how to support their children in ELA/math.

Exhibit 57 shows that the Nebraska MEP **met MPO 2C** with all but one of the 294 (99%) parents responding to Parent Training Evaluations reporting that they gained knowledge of strategies for supporting their child in ELA and math (78% a lot, 21% 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		
294	1 (<1%)	63 (21%)	230 (78%)	2.8	293 (99%)	Yes



Source: Nebraska MEP Parent Training Evaluation

Parents provided ratings on Parent Training Evaluations during 31 parent activities addressing ELA and math in 2022-23. Parents rated these activities/training highly with a mean rating of 2.7 out of 3.0.

HIGH SCHOOL GRADUATION

MPO 3A: By the end of the 2022-23 performance period, 35% of eligible migratory students in grades 9-12 will receive MEP instructional services, youth leadership, life skills, and/or guidance/counseling services.

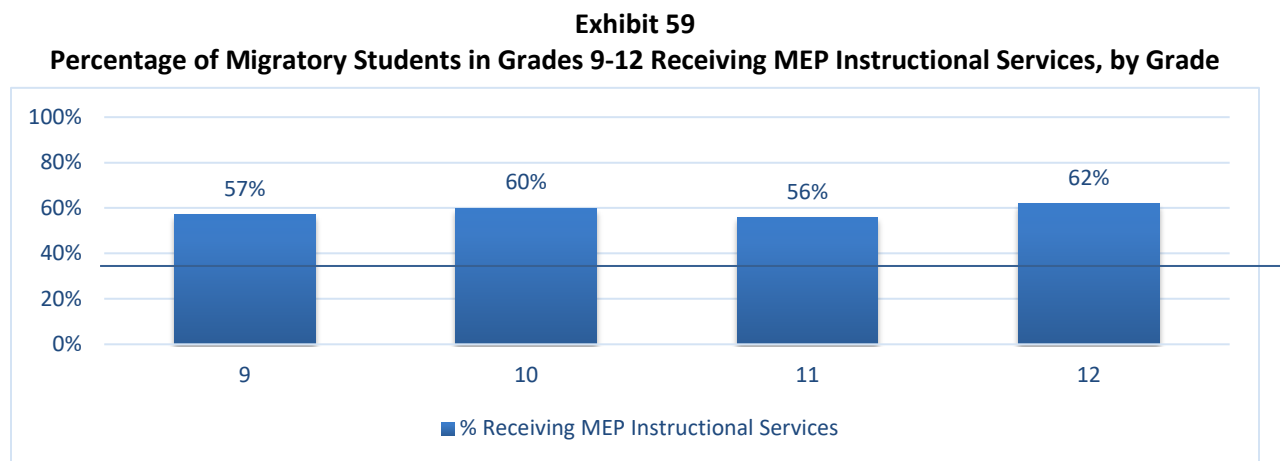
Exhibit 58 shows that the Nebraska MEP **met MPO 3A** with 58% of the 834 migratory students in grades 9-12 receiving MEP instructional services, youth leadership, life skills, and/or guidance/counseling services in 2022-23. The MPO was met for both PFS (68%) and non-PFS (53%) migratory students.

Exhibit 58
Migratory Students in Grades 9-12 Receiving MEP Instructional Services, Youth Leadership, Life Skills, and/or Guidance/Counseling Services

PFS Status	# Migratory Students in Grades 9-12	# (%) Receiving Instructional Services	MPO Met?
PFS	308	208 (68%)	Yes
Non-PFS	526	278 (53%)	Yes
All Migratory	834	486 (58%)	Yes

Source: MIS2000

Exhibit 59 shows the percentage of migratory students receiving MEP instructional services, youth leadership, life skills, and/or guidance/counseling services by grade level (number eligible: 9th grade=276; 10th grade=222; 11th grade=197; 12th grade=139). The largest percentage receiving MEP instructional services were 12th grade students and the smallest percentage were 11th grade students, although all grade levels exceeded the target set for the MPO.



Source: MIS2000

A total of 107 MEP staff responding to the Staff Survey rated the impact of the MEP on preparing high school migratory students for graduation. Ratings are based on a 5-point scale. Exhibit 60 shows that 79% of staff responding felt that the MEP helped prepare high school migratory students for graduation very much or a lot.

Exhibit 60
Staff Ratings of the Impact of the MEP on High School Students

Extent to which the MEP helped migratory high school students be more prepared for graduation							
# Responding	# (%) Not at all	# (%) A Little	# (%) Somewhat	# (%) A Lot	# (%) Very Much	% A Lot or Very Much	Mean Rating
107	0	1 (1%)	21 (20%)	39 (36%)	46 (43%)	79%	4.2

Source: Nebraska MEP Staff Survey

A total of 158 parents responding to the Parent Survey rated the impact of the MEP on helping their child be successful in high school. Ratings are based on a 3-point scale. All 158 parents responding (100%) felt that the MEP helped their child be successful in high school (86% a lot, 14% somewhat).

Exhibit 61
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
158	0	22 (14%)	136 (86%)	2.9

Source: Nebraska MEP Parent Survey

MPO 3B: By the end of the 2022-23 performance period, 85% of eligible migratory students in grades 9-12 will receive MEP support services that contribute to their graduation, college, career, and/or life readiness skills and goals.

Exhibit 62 shows that the Nebraska MEP **did not meet MPO 3B** with 77% of migratory students in grades 9-12 receiving MEP support services (eight percentage points short of the target). Neither PFS (79%) nor non-PFS (76%) students met the MPO.

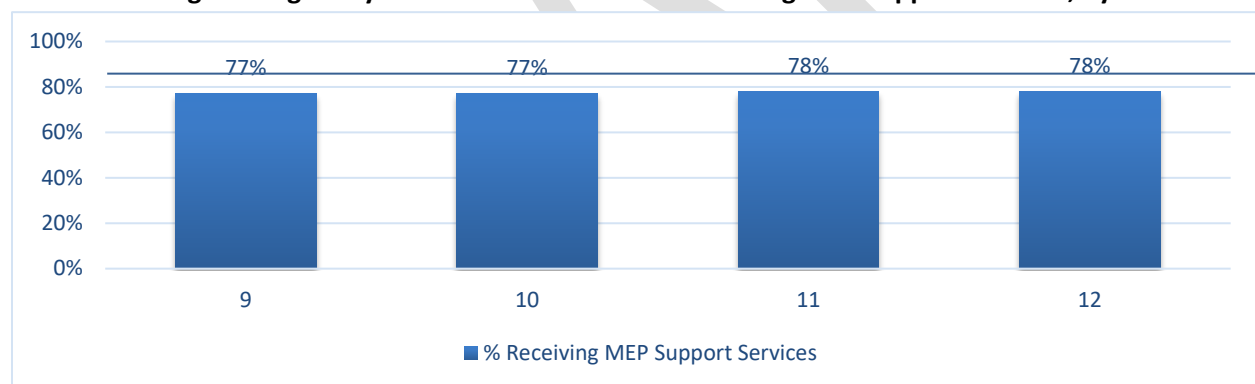
Exhibit 62
Migratory Students in Grades 9-12 Receiving MEP Support Services

PFS Status	# Migratory Students in Grades 9-12	# (%) Receiving Support Services	MPO Met?
PFS	308	244 (79%)	No
Non-PFS	526	402 (76%)	No
All	834	646 (77%)	No

Source: MIS2000

Exhibit 63 shows the percentage of secondary migratory students receiving support services by grade level. Nearly the same percentage of students in each grade level received support services in 2022-23.

Exhibit 63
Percentage of Migratory Students in Grades 9-12 Receiving MEP Support Services, by Grade



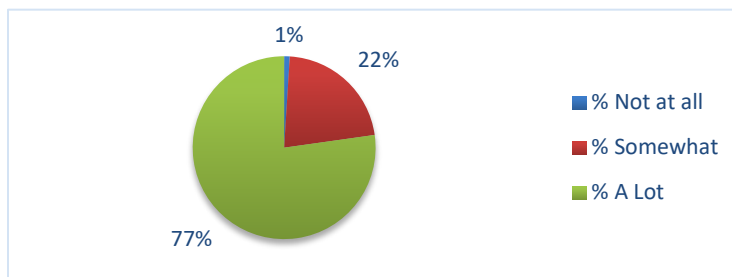
Source: MIS2000

MPO 3C: By the end of the 2022-23 performance period, 90% of migratory family members of students in grades 9-12 who participated in family engagement opportunities will indicate that they gained knowledge of strategies to support their child's achievement of graduation and college, career, and life readiness skills and goals.

Exhibit 64 shows that the Nebraska MEP **met MPO 3C** with 99% of the 329 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 (78% a lot, 22% somewhat).

Exhibit 64
Parent Growth in Ability to Support their High School Child's Achievement

Number Parents Responding	Increased Knowledge				# (%) Reporting Increased Knowledge	MPO Met?
	# (%) Not at all	# (%) Somewhat	# (%) A Lot	Mean Rating		
329	1 (<1%)	71 (22%)	257 (78%)	2.8	328 (99%)	Yes



Source: Nebraska MEP Parent Training Evaluation

Parents provided ratings on Parent Training Evaluations during 24 parent activities addressing graduation, high school diploma equivalency, life skills, and/or career readiness during 2022-23. Parents rated these activities/training highly with a mean rating of 2.7 out of 3.0.

SERVICES TO OSY

MPO 4A: By the end of the 2022-23 performance period, 35% of eligible migratory OSY will receive MEP instructional/leadership/college and career/life skills services.

Exhibit 65 shows that the Nebraska MEP **met MPO 4A** with 37% of the 283 migratory OSY receiving MEP instructional/leadership/college and career/life skills services in 2022-23. The MPO was met for non-PFS OSY (47%) but not PFS OSY (34%).

Exhibit 65
Migratory OSY Receiving MEP Instructional, Leadership, College/Career, and Life Skills Services

PFS Status	# Migratory OSY	# (%) Receiving Instructional, Leadership, College/Career, Life Skills Services	MPO Met?
PFS	232	80 (34%)	No
Non-PFS	51	24 (47%)	Yes
All Migratory	283	104 (37%)	Yes

Source: MIS2000

A total of 103 MEP staff responding to the Staff Survey rated the impact of the MEP on re-engage OSY in school or GED preparation and other offerings. Ratings are based on a 5-point scale. Exhibit 66 shows that 67% of the staff responding felt that the MEP helped re-engage OSY in school or GED preparation and other offerings very much or a lot.

Exhibit 66
Staff Ratings of the Impact of the MEP on Migratory OSY

Extent to which the MEP helped re-engage migratory OSY in school or GED preparation, and other offerings							
# Responding	# (%) Not at all	# (%) A Little	# (%) Somewhat	# (%) A Lot	# (%) Very Much	% A Lot or Very Much	Mean Rating
103	0	7 (7%)	27 (26%)	34 (33%)	35 (34%)	67%	3.9

Source: Nebraska MEP Staff Survey

MPO 4B: By the end of the 2022-23 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.

Exhibit 67 shows that the Nebraska MEP **met MPO 4B** with 71% of migratory OSY receiving MEP support services. The MPO was met for both PFS students (72%) and non-PFS OSY (69%).

Exhibit 67
Migratory OSY Receiving MEP Support Services

PFS Status	# Migratory OSY	# (%) Receiving Support Services	MPO Met?
PFS	232	166 (72%)	Yes
Non-PFS	51	35 (69%)	Yes
All	283	201 (71%)	Yes

Source: MIS2000

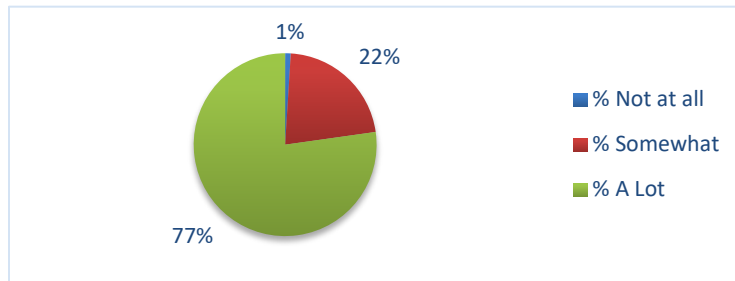
MPO 4C: By the end of the 2022-23 performance period, 90% of migratory family members of OSY who participated in family engagement opportunities will indicate that they gained knowledge of strategies to support their child's achievement of graduation, high school equivalency (GED), college, career, and life readiness skills and goals.

Exhibit 68 shows that the Nebraska MEP **met MPO 3C** with 99% of the 225 family members of migratory OSY responding to Parent Training Evaluations reporting that they gained knowledge of strategies to support their child's achievement of graduation, high school equivalency (GED), college, career, and life skills and goals (82% a lot, 18% somewhat).

Exhibit 68
Parent Growth in Ability to Support their OSY's Achievement of Graduation and College, Career, and Life Readiness Skills

Number Parents Responding	Increased Knowledge				# (%) Reporting Increased Knowledge	MPO Met?
	# (%) Not at all	# (%) Somewhat	# (%) A Lot	Mean Rating		
225	1 (<1%)	40 (18%)	184 (82%)	2.8	224 (99%)	Yes

Exhibit 68, Cont.



Source: Nebraska MEP Parent Training Evaluation

Parents providing ratings on Parent Training Evaluations during 21 parent activities addressing the OSY goal area in 2022-23. Parents rated these parent activities/training highly with a mean rating of 2.8 out of 3.0.

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

- *Gave them instruction in math and reading helping them to be more confident and successful.*
- *Helped in gaining math skills.*
- *It helps to continue skill building in the areas of English, writing, and math. It also helps to provide enrichment activities to students during the summer months.*
- *Middle school students improved their math skills through traditional math instruction as well as hands-on application of skills (doubling/halving, recipes, measuring, etc.).*
- *Reading and math*
- *The MEP gave students support in math and reading and language arts. The students' minds and confidence grew with their English skills.*
- *The MEP provided math support and support with homework that parents were not able to provide at home. This helped the students improve their math skills.*
- *We have helped MEP students achieve academic benchmarks in math and reading.*
- *We have some new students from other countries. They didn't learn English back in their home countries, and some didn't get to school. Our service provider works with them in math and reading. This support helps them catch up with their peers faster.*
- *We increased our students' ability to solve basic and complex mathematics problems using a variety of strategies and hands on tools.*
- *With improving math and literacy skills as well as English.*

Impact on Students' Learning and Achievement

- *Improved academic and language skills.*
- *Improved attendance, better academic performance, and greater success in transitioning to college or further education.*
- *Most students are reaching graduation goals and continuing to collage.*
- *Strengthened students' academic skills.*
- *Students had a healthy relationship with other students and staff of similar background. The program helped student retain some of the academic skills seen during the school year.*
- *Students improved their grades. They get work done more with their assignments. Help them navigate to their career field.*
- *The MEP gave students more resources and access than they otherwise would have had. This allowed them to have increased achievement.*
- *The MEP impacted migratory student achievement in many ways. As a migrant para, students get extra help on any school related work.*
- *The MEP provided supplementary support to students extending the school year to reduce gaps and keep them engaged with their content.*
- *The MEP provided tutoring to migrant students so that they could keep up on their schoolwork when their parents couldn't help them with homework.*
- *The MEP was a great support to help MEP students reach their goals and growth.*
- *They blossom with every encounter with them. The extra support that they receive from MEP is a cornerstone to their success.*
- *This program helps students stay engaged academically over the summer.*
- *To help them move to the next level.*
- *With the support, they have overcome academic difficulties.*

Impact on Students' Social-Emotional Skills

- *Academic support, improved attendance, and improved confidence.*
- *Academically and socially. Know new places and cultures.*
- *First and foremost by building relationships with our students and a trust that we will help them succeed. With those great relationships we are able to help our students overcome language and other educational barriers to help our students become successful.*
- *Having mentors individualize instructional services help migratory students feel confident and really helps in the areas needed.*
- *Meeting basic needs, social-emotional well-being improves students' academic achievement.*
- *Migratory students are more confident in achieving their educational goals knowing we can help them in all subjects areas.*
- *Students are more independent.*
- *The migrant program gives some social-emotional help so students improve their social skills and feel more confident in and out of school.*

Impact on Preschool Children

- *Helped students enroll in preschool.*
- *Home visits with preschool age children helps prepare them for preschool and kindergarten.*
- *It help them to prepare for school readiness and confidence in their abilities to work with peers.*
- *Our staff have provided school readiness skills and content to a number of 3-5 year old students who are now ready to enter kindergarten.*
- *Providing the students with skills (academic, social emotional, language) to help them as they progress to kindergarten.*
- *We helped preschoolers get ready for kindergarten.*

Impact on Secondary-aged Students/Youth

- *Every year that I've been here I get to see MEP students graduate from HS and continue with ongoing education. OSY sign up to enter EL programs and make growth in learning/ understanding and speaking the English language.*
- *Supported students to graduation.*
- *The MEP impacts students in many ways but the best achievement is seeing students graduate from high school and receive their diploma.*
- *The MEP program provides student supplemental instructional services to overcome student academic difficulties. MEP programs provides informational/educational/tutoring/tools for students to graduate high school and learn and provide options/resources/assistance to further career after HS. The MEP also provides OSY with tools/resources/career goal readiness services.*
- *The MEP provides so many services to students. We have helped some students graduate who would've dropped out without our support.*
- *To receive their high school diploma.*
- *We were able to support students by supporting them with educational visits at school and help many seniors get scholarships.*

Impact on Parents/Families

- *By providing the families with what they need at home so students can be successful at school.*
- *I have worked for MEP for three year now and have worked with the same families. I have seen growth in their achievement from when they started with MEP services.*
- *Newly arrived families feel the support of MEP when we help them connect with the community.*
- *The MEP acts as a liaison between the family and school/community to help families access resources.*
- *The MEP provides an extension to the students' education and provides extra assistance to the families so they may understand their rights and resources within the community.*
- *We helped engage families in the educational goals of students.*

Impact on Migratory ELs

- *By giving them the tools to become more prepared to learn English language and help them to be able to strive in their learning success.*
- *Language to help understand teacher's instructions.*
- *Newcomers continued to learn basic English working on reading fluency, comprehension, and phonics skills.*
- *Students are learning new words along with expanding their previous vocabulary. Students are learning the fundamentals of coming to school and learning about school.*
- *Students showed proficiency in their language.*
- *The students were able to improve their vocabulary, they were able to learn basic knowledge to continue the school year. Also, they improve self-esteem and security to face their new journey.*

Ways in Which the MEP Impacted Students/Families

- *Assist with basic academics.*
- *By providing instructional and supplementary support services.*
- *By providing support and instructional services 1-1.*
- *Engaging students and families in learning activities.*
- *Gave them a school setting for the summer.*
- *Giving them extra daily practice and exposure to grade level content.*
- *Helping them with instructional and support services. Finding resources from the community or within schools. Getting the materials necessary for them to use at school every day.*

- *Home visits and mentoring*
- *Identifying each students' unique needs and individualizing their services to meet those needs. Connecting students and families to resources for success.*
- *Instructional support year round, homework help, in-class class support, and ongoing mentoring and communication between MEP family/student/district.*
- *Preschool students get transportation from home to school. All migrant students who attend elementary schools get instructional help and we as service providers, provide supplementary services to migrant students across the district. Both instructional and supplementary services help improve and reduce barriers to academic success.*
- *Provide support to families in various areas and help families navigate the services provided by community agencies.*
- *Providing instructional and support services to guide them on success in school such as scholarship information or school readiness.*
- *Teaching the language and culture.*
- *The MEP provided support and instructional services to help student achievement in their homes and in the school building.*
- *The MEP provides migratory students with access to materials and supports to be successful in school. It provided multiple educators in our district with professional development to better support migratory students.*
- *Tutoring is offered to students that are behind in math or reading. Books and games are given to students with a reading or math focus.*
- *We advocated for students with their school needs such as EL services and accommodations, special education and testing, and diversity equity and inclusion.*
- *We helped ensured that students had what they needed to be successful in school. We ensured that they got help in the areas, instructionally, that they needed to be successful. Provided learning opportunities outside and inside of school.*
- *We support the students and the families. We provide resources to them. We are always looking for ways to improve our services.*

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

- *A newly arrived student needed help with clothing and lots of instructional services, so I helped the student by finding resources and connecting the student with other agencies who could help to meet the needs of student and their family. I also provided instructional services individually which was very effective in his academics.*
- *As a migrant para, I help students academically. I've seen many students struggle mainly in math and reading. As the end of the year is near, students have improved math and reading skills. I believe it's not an obstacle for them as much but are gaining these obstacles as a strength.*
- *I am working with a little girl who is new to our country. She has a background full of violence and abuse. She is the only female in her family as her mom did not immigrate with them and she lights up every time I see her. We were able to get her counseling services as well as the academic support that she so desperately needed and I can see the light of hope returning to her eyes every day that she comes to school.*
- *I have had teachers come up to me and tell me if it was not for the MEP supporting students that they know that student would have fallen behind on school work and not be succeeding today.*
- *I saw improvement in reading comprehension and confidence in academics. I also saw great connections between the students.*

- *I worked with multiple students in an after school program that benefited greatly from the time spent together. Students practiced their English and Spanish skills and expressed their creativity through different material provided for them.*

Stories about the Impact on Migratory ELs

- *A student last year new little English but by end of the year could talk some to us.*
- *There was a kindergarten student who knew very little English when he first started the program. After working with him for a year, he was able to speak very good English. The family was always very grateful for our services, often referred other families and they utilized many of our camps and additional services provided.*

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

- *An OSY was attending English language classes when he stopped coming for a while. After attending the MEP State Parent/Student Conference along with mom and siblings, he was so inspired that he returned to class.*
- *An OSY was so motivated he continued education to improve skills by attending Job Corp with the MEP assistance.*
- *I had a 12th grade student who dropped out of school because he was experiencing a lot of family and economic problems and he didn't have enough credits to graduate. Mom called me and together we made a plan to help him. We supported with guidance, family counseling, housing, and different resources. In the end, he went back to school and graduated. His mom and family are so proud of him.*
- *I had a student tell me that she won a Buffet scholarship because of my support, and another student told me that if she hadn't gotten help from me, she wouldn't have been able to graduate from high school.*
- *I had a student who got really sick with COVID. The MEP worked with me to ensure she could finish her classes online and get the credits toward graduation.*
- *I have been able to give recommendations to two students who were applying for the buffet scholarships and received them.*
- *I helped several students apply for scholarships and I had one student receive the Susan Buffet Scholarship.*
- *One of our OSY is working to achieve her GED with the help of our staff and she is very happy because she will be able to get a better job and provide better opportunities to her family.*
- *One of our students came as a child-self due to his mother being unable to come back to the United States. He had to advocate for himself and worked in the summer detasselling and other farm jobs. The migrant program helps keep him on track to graduate, helped with homework and instruction in core subjects. In addition, we helped him with scholarships. I am proud to say that he was awarded the Susan Buffet full ride scholarship, He is continuing secondary education as construction engineer.*
- *Our Service Provider helped our senior high school student and her family fill out FAFSA application. When the application was completed, they looked really happy and the mother kept tell us that without our help, they don't know how they're going to complete it.*
- *Some of the high school students tell me they are pleased to receive scholarship information from me. They are grateful for my assistance in the scholarship application process and help them with their education needs.*

Stories about the Impact on Preschool Children

- *A family that came to live in a small town where there is no preschool. The mother was worried that the child would start kindergarten without having any previous preparation. We worked*

with the child and now he is ready to start the school with an advanced level in mathematics and he is starting to read.

- *Prior to working with a student the mom was worried that she had a learning disability and wanted to hold her back from starting preschool. She said she would show signs of being disinterested and would get distracted easily. After working with her for 4 months, she showed so much progress that she ranked “advanced” for her age on the NePAT.*

Stories about the Impact on Social-Emotional Skills

- *I had a few students who were really shy and now they are confident and seem more motivated to ask questions.*
- *Student was very shy when he moved to his new school and now he is more open to his peers.*

Stories about the Impact on Relationships

- *During our first summer program for high school students, students returned the entire 7 weeks! At the end of the program students did not want to leave! They kept hugging each other and taking numbers or pictures poses as they cherished the memories.*
- *I think the most positive outcome for middle school students was social. A few of the students commented that their mothers forced them to attend but they enjoyed summer school so much they want to come back next year. They found a friend group and felt included, unlike at their regular schools.*
- *Recently, I had the honor to attend a home visit with our recruiter and present myself and talk about our services for our MEP. The family was very welcoming and I felt like I was at home with my own family. The fact that our families are very heartwarming and welcoming makes our job the best. I was very honored to be given lunch and a ceremonial coffee from family. I feel blessed to work with our migrant students and families.*

Stories about the Impact on Families

- *A family in summer school was very excited to attend school for the first time. Parents were new to the area and appreciated how much staff helped their children and realized the language barrier was not as hard as they imagined.*
- *A family learned how to socialize with other cultures and backgrounds.*
- *Community donations have benefited many of the families in our project. Donations have included school backpacks, hats and gloves for the cold, and useful clothing for OSY.*
- *Connecting families to resource when they were needing outside resources.*
- *I had a family that was completely lost. I was able to help them enroll the children in school, take them to the doctor and dentist, help them learn to use the ATM, and how to use a debit card at the grocery store. They were denied benefits with Access Nebraska. We appealed, and now they are receiving everything until the end of 2023. I was able to help the grandmother (only one working at home) apply at Walmart. She got the job one week later. Finally, the children received tutoring for summer and significantly improved their English vocabulary, and math and reading skills. This family is really grateful with the program for all the help they received.*
- *Parents are always grateful to be receiving services for their children. All our migrant families have really nice things to say about our program and staff.*

Stories about the Impact of Support Services on Students

- *In December 2022, a migratory student suffered an accident during a sports event and required two surgeries. The student did not have medical insurance and the medical bill was \$30,000. The student had to get a job after school to help cover the agreed minimum payments and the*

mother had to work a double shift. As a result of collaboration with community agencies and programs, we were able to locate financial assistance to cover the bill for the family.

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.

Impact on Academic Skills

- *Be ready for school.*
- *Do better in school.*
- *Educationally, in every way, they helped her improve a lot in school, especially in English.*
- *For her learning in mathematics and reading.*
- *Further develop their skills, identify and make patterns, and put basic mathematics into practice.*
- *Helped him a lot in his classes.*
- *Helped improve her English and math.*
- *Helped my daughter who is a fourth grader with reading.*
- *Helped them with reading and math.*
- *Helped them with their skills to speak English, with math activities, and reading in English.*
- *Helped with speaking more English and reading and writing better.*
- *Helps them learn more about some school topics and improve their knowledge.*
- *Helps to keep on track academically and learn about their culture.*
- *I feel fortunate to be part of the migrant program, which has helped my children improve all learning skills in school, plus the reading supports are important and the time they stay to endure more learning.*
- *I feel he learned a lot and helped him with math, reading, and English.*
- *I think it has helped a lot and they have improved in school. The girls always speak well of you.*
- *Improve their math skills and play as a family.*
- *Improved vocabulary, reading skills, and writing skills.*
- *In reading and mathematics. My children arrive happy from their classes.*
- *It has helped him a lot in learning English, mathematics, and other subjects.*
- *It has helped him a lot with mathematics. He was very behind in reading and the program has helped him a lot.*
- *It has helped my daughter. She likes to read more and has improved in mathematics.*
- *It helped him a lot with reading and writing.*
- *It helped them improve their reading and writing, in addition to learning to communicate very well in English. Carry out activities that stimulated them and had a lot of fun. Every time they returned home they told me how much they liked their class with the migrant program.*
- *It helped with creativity and to do hands-on art.*
- *It helped with their writing, reading, and math skills.*
- *Learning cognitive skills and developing solutions to academic challenges, reinforcing the English language, and creating crafts with great imagination.*
- *More than anything in English and improving reading and writing. I liked that my daughter had a lot of fun at summer school, and they provided transportation, lunch, and fun field trips.*
- *My child received so much help from the program to improve her literacy and math.*
- *My kids got to where they need to be in almost all subjects.*

- Summer school was the first experience of my daughter, and it was very helpful for preparing her for August. For my 2nd grade son, it helped continue the academic routine during the summer.
- Thanks to the program, my children developed social, mathematical, and comprehension skills.
- The MEP has taught my sons reading and math. My children also learn writing, speaking, and reading the English language. My service provider has taught my children since we arrived and I have seen how much growth they made in school.
- The MEP helped my son in reading and math. My son enjoyed the in-home learning. He likes books and reading.
- The migrant program has helped my children in so many ways. I see them more talkative, more focused in their work, and they are back on track with homework.
- The support that the migrant program gave them through help in the English language and in support in their different classes at school has been excellent and has helped in the development of my daughters' skills and knowledge in school. The migrant program is an excellent support for the development of students.
- They improved their reading and mathematics.

Impact on Social-Emotional Skills

- A lot. My kids are more confident now. They feel like someone was there for them. Thanks
- Character building and developing friendships.
- Getting to know more migrant children and helps them develop their skills.
- Helped my child feel safer at school.
- Helped my daughter socialize.
- It helped him to be more responsible and to be more skilled at solving problems.
- It helps them maintain more confidence... boosting them with classes and maintaining more self-confidence. It gives them the opportunity to have an advisor.
- Socialize and interact more.
- The team made it so easy for my kids to adjust and transition from another country. I just love what they do for the kids and how much they help.

Impact on Preschoolers

- Allowed her the opportunity to attend preschool and the immeasurable skills and knowledge she has gained throughout her experience.
- Counting bears has helped to learn to count and colors. My child knows names in English now. Bilingual books help a lot.
- I have seen my son's academic growth progress from the beginning of our service provider coming in to our home until my child was entering kindergarten this year. I'm beyond thankful. He knew how to recognize/put the alphabet in order. His numbers in order as well as to recognize them all by himself. My son knows how to write his full name. He knows his shapes and colors. He was taught math and reading.
- It has been a huge help with learning to do colors and numbers and preparing for school.
- It helped prepare my daughter for preschool.
- Kept her engaged in all activities! She asks to go to preschool every single day!
- My child learned the alphabet along with recognizing letters and counting numbers. My child was taught her colors and shapes and learned to write their name. The service provider helped my child to love books and reading. My service provider taught us that supplies that we have at home or things that we see on walks make great tools for teaching my children at home.
- My child was taught preschool at home and she was ready and excited when she turned four. I signed up my child for preschool and the transition went fairly well. She was sad not to see our service provider inside the class but has adapted to the classroom teachers good. I'm thankful for

the service provider to have taught her to be well prepared. She knew her letters, colors, and shapes. She knew her numbers and writing her name.

- My daughter learned her colors and number counting and recognizes them. She also knows her ABCs and is able to recognize some of them already.*
- My preschool child received materials to use at home and I noticed these materials helped him improve with alphabet and numbers. The facilitators are always very informative and communicate with me.*
- My son learned a lot. By play learning, he learned to write the letters to his name. He also learned shapes. My son now likes to carry a book to read and he opens it up and talks to me about the story.*
- Taught the little one numbers and colors in Spanish and English.*
- The program helped my child develop more social skills, so I am confident they will succeed in preschool.*

Impact on Secondary-aged Students and Youth

- Helped my daughter apply for scholarships.*
- It helped my daughter graduate this year.*
- More than anything, she helped improve his grades. He also really enjoyed the Close Up trip. The program helped him in many ways.*
- My children received a lot of help from the program. The trips to the university were very good.*
- My daughter received a lot of help applying for colleges and scholarships.*
- My daughter received help for the ACT exam.*
- The MEP has helped my children obtain academic success. They provide resources and programs for HS students. They speak to us about opportunities and scholarships.*
- They help us to know about classes, graduation, and credits. My service provider helps us when we need assistance in learning.*

Impact on Parents/Families

- Being aware of student progress and their subjects as well as what you needed if you wanted to talk to someone. The constant invitations to courses and online talks as well as the resources that they have always sent us.*
- Family games helped our children get to know us better and we got to know our children better.*
- Helped me as a mother better understand the education process in this country.*
- Helped me better understand my child's learning.*
- Helped me personally in a positive way.*
- I am given tools to help my child continue learning by knowing that I can use things that aren't expensive and I have at home (cereal/onions/grapes etc.). I also attended family PAC which is a great tool to learn more resource information and speak to other parents.*
- I learn playful and interactive ways to teach my children reading and math. The MEP also helps us with resources and materials supplies for school.*
- I learned about educational opportunities available for my high school son.*
- I learned ways to help my children at home with education needs.*
- It has helped me a lot. In Mexico, we don't have these resources available. My service provider has help me to sign up and enroll in adult English classes. I am currently studying to take my driver's test. I am focused in school because it is really important and I want to learn English because my goal is to go to college.*
- It helped us a lot. They gave me a dictionary that I was using to practice English at home. They gave my children transportation to summer school, and they are helping me with medical issues.*

- *The MEP helped me to enroll in English adult classes. I want to focus on going to school to learn English during the day and work in the afternoon. I want to learn English that way I can go to college and get a degree.*
- *The MEP helped my husband go through an apprenticeship program to get his CDL license to help him get a better job to provide a better economic life for our children.*
- *The program has helped me to learn more English.*

Impact on Migratory ELs

- *It has helped him become more familiar with the language and have more confidence.*
- *It has helped my son speak more English.*
- *It has helped them adapt to the education system and general knowledge of English.*
- *It has helped them develop their language and integrate into the community.*
- *It helped him improve English so he could prepare himself to continue studying.*
- *It helped my son learn the language better.*
- *My daughter did not know any English and thanks to the program, she managed to learn a lot and understand the content of the activities.*

MEP services that impacted students

- *Afterschool support (x6)*
- *All the daily academic help in class when our children need it is a lot of help. The program also helps migrant families by guiding and informing us of all the resources that exist to improve the education of our children. Thank you*
- *All the summer school help, supplies, food and a lot that make my visits to the schools.*
- *Almost everything he has been involved in. With school, food, and the trip to Washington, DC in June. He liked it a lot.*
- *Brought them many activities and checked with them every month which was very good for them.*
- *Everyone worked together from schools, teachers, and the MEP so I believe it was a team effort in helping my daughter.*
- *Everything helps us. The meals and summer school help the children stay busy with their education when there are days off.*
- *Free lunch helps not to worry about paying for lunch. The learning games during home visits were helpful, and the activities on Wednesday afternoons were great.*
- *Giving them studies during the holidays is very important for the children and the children are very happy and show affection and respect for the teachers.*
- *Guidance, school supplies, referrals to the summer camps. Provided summer learning lessons.*
- *He has helped them by keeping an eye on grades and monitoring how they are doing in school. The summer school and the enrichment days that prepare them when there is no school are very good.*
- *Help with English and how to communicate with other students at school. Food was quite helpful.*
- *Help with learning English and help with homework.*
- *Help with summer school to meet others and get motivated by getting to know each other. The packages and supplies and everything educational that they give us and the board games that we make as a family. The Close Up trip was also a blessing and motivated them and gave them an opportunity that we could not give.*
- *Helped them with the food programs. The people in charge are very responsible for notifying us of any event or program meeting.*

- *I am very grateful for the program. The facilitator helped my daughter very much in school. She helped her to have great interaction with students in different cultures. She was always there to listen and help me in certain situations. I am overall happy with the services and the program facilitator.*
- *I felt that the tablets were a great help and motivation for my child.*
- *I really like the college visit my daughter attended a while back. Also the help my sons have gotten at the elementary schools. I also receive the educational packets for my younger daughters.*
- *I think it's a great program. My son loves all the resources he gets and I like them because I can definitely work with him on educational stuff too!*
- *It was a very positive process for him. The teacher provided home visits and helped our child with learning. In addition, our service provider also supported us as parents with appointments at the clinic so that my son could receive his vaccines and with the entire process that was needed. Many thanks for everything.*
- *Since being a new family here from Mexico, the MEP has provided a lot of wonderful learning opportunities for my children to be involved in. The MEP provides us with resources for my children to succeed in graduating. Thank you to all the MEP staff.*
- *Summer school is a great help because they interact with other children and are not alone at home. They spend their time learning.*
- *The facilitator was always checking on my child at school and making sure they were doing well. She also helped me advocate when there was a bullying situation happening with my child. The facilitator helped my with food boxes, and to get information about other resources in the community. Our facilitator was very helpful.*
- *The food pantry, school food, and school supplies help her with anything she needs.*
- *The program has helped my daughters tremendously. The service provider is always aware of our needs whether it's tutoring, advice for my older daughters, or needing supplies.*
- *The program helped with medical assistance for my children, with dental help, with supplies so that my children have a way to have what they need to study. Staff have helped me a lot with support, she is a great person who has helped me and my children. I don't know what I would do without her. She guided me and never left me alone. Thank you very much, especially to her.*
- *They have had the opportunity to travel safely to their schools.*
- *They have helped them feel more accepted in the community. They come to see the children at the house. They go to summer school and they see new places. They pay for their lunches.*
- *We only came to this city a few months ago. After we got into the program, staff visited us at home, worked with my daughters at school, and helped them in the classroom. She helped with my son's preschool process and to get school bus. For school, she gave us backpacks for my children.*

7. Implications

This section of the report provides a summary of the 2022-23 evaluation results, implications, 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 performance goals, national MEP performance measures, and the Nebraska MEP MPOs.

SUMMARY AND IMPLICATIONS

Strategy Implementation

MEP staff assigned ratings on the implementation of the 16 strategies in the SDP using the FSI. MEP staff worked in teams to identify ways in which the strategies were implemented and documentation kept onsite to support FSI ratings and came to consensus on the ratings for each strategy. The mean rating for all 16 strategies combined was 3.8 out of 5.0, with two of the 16 strategies (13%) rated at the level considered implemented with fidelity to the SDP (mean ratings of succeeding or exceeding). Strategy 2.2 and Strategy 3.2 were rated highest indicating that the projects/regions felt they were most effective at providing needs-based support services to (1) increase achievement in ELA/math and (2) eliminate barriers to accomplishing graduation, college, career, and/or life readiness goals and skills. Lowest rated was Strategy 4.3 addressing the provision of educational services to parents/family members of migratory OSY. Details about strategy implementation related to the four goal areas can be found below.

School Readiness

Projects/regions collaborated with community and district preschool service providers to ensure that migratory children received quality preschool services, and when no other services were available, provided school readiness instruction to migratory preschool children. During 2022-23, two of the four school readiness MPOs were met with 100% of the children assessed with the NePAT who received MEP school readiness instruction gaining by 10% or more, and 99% of parents surveyed reporting knowledge of school readiness skills.

The strategy addressing instructional services for children ages 3-5 was rated below the level considered to be implemented successfully (mean rating of 4.0 or higher) with a mean rating of 3.8 on the five-point scale. Implementation highlights included coordination with district preschool programs, home-based services, interpretation/translation, and transportation to/from preschool services. The strategy addressing the provision of school readiness strategies to enhance migratory family capacity was rated just below the level considered to be implemented successfully (mean rating of 3.9). Implementation highlights included collaboration with Migrant Head Start, Head Start, and other community service providers; FACE opportunities; home visits focusing on parent/child lessons; PAC meetings; and resources for parents to use at home.

The other two school readiness MPOs were not met with 50% (five percentage points short of the target) of migratory preschool children attending MEP- or non-MEP-funded preschool, and 73% (two percentage points short of the target) of children ages 3-5 receiving MEP support services. The strategy addressing MEP support services for children ages 3-5 had a mean rating of 3.9, and the strategy addressing staff professional learning to prepare them to address the unique needs of preschool

children had a mean rating of 3.6. Neither strategy was rated at the level considered to be implemented with fidelity to the SDP.

English Language Arts and Mathematics

Projects/regions provided extensive needs-based ELA and math instruction to migratory students during the regular school year and summer in order to supplement the instruction provided by the schools/districts. Three of the five MPOs for ELA and math were met with 95% of students in grades K-8 assessed scoring proficient or gaining 5% or more on local ELA assessments, 89% scoring proficient or gaining 5% or more on local math assessments, and 99% of parents surveyed reporting that they gained knowledge of strategies in ELA and math. The other two MPOs were not met with 45% (five percentage points short of the target) of students in grades K-8 receiving MEP instructional services and 78% (two percentage points short of the target) of students in grades K-8 receiving MEP support services.

The strategy addressing the provision of support services to increase achievement in ELA and math was one of two strategies rated highest by MEP staff across the state (mean rating of 4.3, with 12 of the 14 projects/regions assigning ratings of succeeding or exceeding), considered to be implemented with fidelity to the SDP. The strategy addressing the provision of instructional services/support in ELA and math had a mean rating of 3.9. Implementation highlights for both strategies included collaboration with other programs, service providers, schools, etc.; providing needs-based support services; home visits; referrals/advocacy; communication between the home and school; extended day/program services; student progress monitoring; and summer reading and math instruction.

Implementation highlights for the strategy addressing parent services to support ELA/math included family needs assessments, educational strategies provided during parent meetings, facilitating communication between the home/school/MEP, home visits, instructional resources, and the Migratory Family and Student Conference.

High School Graduation

There is a strong focus on supporting migratory students so they graduate and are prepared for post-secondary education and careers throughout the Nebraska MEP. High school students are provided with wrap-around services and resources designed to support their efforts to graduate from high school. In 2022-23, two of the three MPOs for this goal area were met with 58% of students in grades 9-12 receiving MEP instructional services, and 99% of parents surveyed reporting increased knowledge to support their high school child. One MPO was not met with 77% (eight percentage points short of the target) of students in grades 9-12 receiving MEP support services.

The strategy addressing the provision of support services to eliminate barriers to graduation was one of two strategies rated highest by MEP staff across the state (mean rating of 4.3, with 11 of the 14 projects/regions assigning ratings of succeeding or exceeding), considered to be implemented with fidelity to the SDP. The strategy addressing staff professional learning to better support high school student achievement had a mean rating of 3.9, and the strategy addressing services to parents to help them support their high school child had a mean rating of 3.8.

Lowest rated for this goal area was the strategy addressing the provision of instructional services to students in grades 9-12 with a mean rating of 3.6. Highlights of the implementation of this strategy included extended learning opportunities, college/career information and conferences, collaboration with other service providers, instructional services, leadership camps, home visits, credit accrual, summer programming/services, instructional services to support Algebra I and other core classes, and youth leadership opportunities.

Services to OSY

The Nebraska MEP also has a strong focus on supporting migratory OSY so they have the skills needed to graduate or participate in high school equivalency diploma opportunities, and are prepared for post-secondary education and careers. OSY are provided with a wealth of needs-based wrap-around services and resources. In 2022-23, all three MPOs for this goal area were met with 37% of OSY receiving MEP instructional/leadership/college and career/life skills services, 71% receiving MEP support services, and 99% of family members of OSY surveyed reporting increased knowledge of strategies to support their OSY child.

The four strategies addressing OSY had mean ratings ranging from 3.4 to 3.7, some of the lowest mean ratings of all the strategies. Highlights of the implementation of the strategy addressing the provision of instructional services to OSY included mentors, instructional services, barriers removed such as waiting lists for English language/GED classes, iSOSY lessons, home-based tutoring, and use of online programming. Implementation highlights for the strategy addressing services to families of OSY included FAFSA assistance, home visits, support services, and use of technology.

PROGRESS ON PREVIOUS RECOMMENDATIONS

Recommendations from the previous evaluation report are summarized below, and progress made is recorded. For additional detail on previous recommendations, the 2021-22 evaluation report is on file with NDE.

2021-22 Recommendations	Status
Continue to focus on professional development resulting from MPOs addressing PD not being met.	During 2022-23, the Nebraska MEP created a Professional Development Framework with MEP staff/stakeholder involvement to ensure that MEP professional development addressed the needs of MEP staff.
Share the ways in which projects implemented the strategies during 2021-22.	During the May 2023 Evaluation Planning Team (EPT) meeting, participants (statewide MEP staff and project coordinators) reviewed the ways in which projects/regions reported that they implemented the strategies as reported in the 2021-22 Evaluation Report.
With increasing numbers of migratory students identified, increase the number of students served by the MEP.	While there was a slight decrease in the number of eligible migratory students in 2022-23 from 2021-22, there was a slight increase (one percentage point) in migratory students served during the performance period.
Review the ways in which projects implemented the lowest rated strategies and determine strategies for improving implementation.	The mean ratings for the strategies were reviewed during the May 2023 EPT meeting; however, this will continue to be a recommendation for 2022-23 to continue to learn from each other.
Review the MPOs during the May 2023 EPT meeting.	The MPOs were reviewed during the May 2023 EPT meeting with adjustments made to the targets of four MPOs based on the results of the 2021-22 evaluation.

EVALUATOR RECOMMENDATIONS

The Nebraska MEP is commended for meeting two-thirds of the MPOs in 2022-23, the first year in which the strategies and MPOs were implemented by the projects/regions. The Nebraska MEP also is commended for increasing the percentage of migratory students receiving services during the performance period and summer over the previous year. Efforts that led to these successes should be continued. Recommendations for continued improvement based on implementation and performance evaluation results are provided below.

Continue to increase summer services. The Nebraska MEP is commended for serving 53% of the migratory children and youth present in summer 2023; however, this is short of the percentage served who were present during the regular school year (69%). It is very important that the Nebraska MEP continue to serve more migratory children/youth during the summer months to help alleviate summer slide and prepare children for the upcoming school year, address learning gaps caused by mobility, and provide needs-based support services to eliminate barriers to success in school. In addition, the number of migratory students served during the summer/intersession has a direct impact on the MEP allocation. It is recommended that the State work with the projects/regions to determine ways in which more students can be served during the summer (e.g., services provided on a regional basis for schools/districts not serving students, implementing innovative/fun experiential learning activities for students to build their academic skills, leadership opportunities).

Continue to focus on MEP professional development. With the stakeholder involvement in the development of the Professional Development Framework in 2022-23, it is anticipated that the Nebraska MEP is poised to provide effective, needs-based professional development to MEP staff. Given that the ratings of knowledge gained from professional development in years prior to this were not enough to meet the associated MPOs, it is recommended that the work focused on MEP professional development continue to determine if there needs to be more information collected on the appropriateness and benefits of MEP provided during 2023-24 and beyond. In addition, the Nebraska MEP should decide if additional questions about MEP professional development should be added to the MEP Staff Survey.

Continue to provide training/discuss the ways in which projects/regions implemented the strategies. Only two of the 16 strategies were rated as being implemented with fidelity to the SDP (mean ratings of 4.0 or higher, succeeding or exceeding on the FSI). During the spring EPT meeting and professional learning opportunities throughout 2023-24, provide opportunities for MEP staff to share and discuss the ways in which projects/regions implemented the strategies to help improve/enhance strategy implementation.

Provide training and ongoing support related to the provision of services to migratory OSY. While the MPOs addressing OSY were met, the strategies were among the lowest rated by projects and regions in 2022-23. The needs assessment tools, instructional resources, and training materials developed by the iSOSY consortium, www.osymigrant.org could be very useful for helping build staff capacity. In addition, providing opportunities for staff to regularly share effective practices and services for OSY would be beneficial.

Review the MPOs during the April 2024 EPT meeting. During the EPT meeting in April, review the strategies and MPOs in light of the 2022-23 evaluation results to determine of adjustments need to be made.

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/regions when designing and implementing MEP support and instructional services.

MEP Staff Suggestions

Staff Suggestions Related to Program Implementation/Services

- *Better communication between the schools and service provider, especially at the beginning of the school year.*
- *Ensure that the students from rural areas have the same opportunities for activities and academically as the students from bigger towns.*
- *Help more kids with medical and dental health.*
- *Help students with writing and learning math more.*
- *I would like more resources to use to help translate services and working with families.*
- *I would suggest that we stay more organized and if we have mobile units then we need to include them in the communications and meetings.*
- *Keep working on the communication between the school and the migrant program.*
- *Many families ask for transportation. In our district, if the students are in the school's boundary, they're not receiving transportation. Some of our students live far enough from school, but still in their school's boundary. If we can provide transportation to our MEP students, that would be great.*
- *Maybe more reading time.*
- *More one-on-one classroom service for kids with IEPs or learning issues with autism, etc.*
- *One thing that I would love to see is a more standardized approach to pre-testing and post-testing. Not necessarily the exact same thing between classrooms, but a sample for lead teachers to use as a guide.*
- *Our kids really struggle with math and reading already. I feel we need to focus more on adding, subtraction and focus more on sight words and speaking more English than Spanish. They won't learn English if they don't practice it. Following directions and coming every day.*

Staff Suggestions Related to Families/Parent Engagement

- *Families in the MEP would greatly benefit from mental health services. Many of our students live through trauma in their moving experiences.*
- *We can help parents learn about the benefits of continued education for their students.*

Staff Suggestions for the Nebraska MEP in General

- *Ability to collaborate or interact with other projects to share ideas and encourage each other.*
- *As staff, we need to stay connected and communicate with each other to better serve the program. That includes administrative staff, state level staff and local staff.*
- *Communication is essential for all the MEP personnel be on the same page across the state.*
- *Find more ways to advertise the program in the community.*
- *Get assistance from NDE on access to state testing scores for MEP students.*
- *Having accessible funding is important to allow districts to purchase materials for students and professional development for staff to support migratory students and help them get the best possible education.*
- *I would like to see more collaboration from the state.*
- *Make services/program more known. Many teachers do not know about it. This could help more kids.*
- *One suggestion that I have to improve MEP is being more organized and have better communication from the state, directors, coordinators, and regional project staff members.*

Staff Suggestions Related to Professional Learning Opportunities/Topics

- *Continued professional development on state standards and learning strategies.*
- *Especially when placing certified staff outside of their endorsement, provide some basic program of study that could be used by any staff in case someone is totally brand new, and way out of their expertise.*
- *I love the program but more face-to-face trainings would be nice.*
- *I really enjoyed this year's PD in Kearney far more than any other year that I've been a part of the program. I felt that they were quality and not just put together in a hurry. I could pick out, breakout sessions and truly felt that it helped me in my job and helped me be inspired.*
- *Ideas to serve multiple children at one time and come up with a better way to help OSY.*
- *More PD on instructional services for high school students--how do we provide tutoring to students in so many subjects? Math is such a challenge for tutoring.*
- *More specialized PD for different areas of services, like preschool, middle school OSY, etc. More training/education on identifying all migrant students and families, regardless of their race, nationality, or spoken language. More diversity. I believe we're missing a large population of families because of preconceived notions of what a migrant student is.*
- *More support for PD like teaching classes.*
- *Provide PD opportunities for improving service provider skills and knowledge of resources as well as home visit service providing.*
- *We need more service provider training!!!!*

Recruiter suggestions for ID&R training

- *Have everyone present during at least one of the trainings for recruiters.*
- *Having re-interviews within the ESU area in which we serve, not to do our own but for the other recruiters in our area. I feel we know our areas and how the families qualify within our ESU area. Might make the re-interview process easier and more comfortable for our families.*
- *More professional development opportunities.*
- *More recruiter training,*
- *Qualifying work and new qualifying work.*
- *Really only suggestions is to get the answers to questions during trainings or conversations. I know we all get busy but we are asked to write it in an email and do not hear back on the topic.*
- *Training is good but I feel that sharing our experience more frequently will give more knowledge to the group.*
- *Trainings are great, but I will like more trainings in person, not only by zoom.*

Recruiter suggestions for ID&R in Nebraska

- *Have two recruiters per project in order to support and save roads for each other and cover more families.*
- *More ID&R training.*
- *More professional development opportunities.*
- *No cold knocking, more partnerships.*
- *Quicker approvals on some of the COEs.*
- *State should invest in getting apparel to represent MEP in a uniform manner, wearing t-shirts and jackets with MEP state logo will help us when we approach families or businesses. We should go to radio stations and promote the program. Out of state workers might be busy working but always listen to the radio. State should invest in promoting the program on billboards and create posters to take to schools and businesses.*
- *That when a recruiter sends over a COE that the state looks at it and approves it right away. I have seen COEs pend for more than a month.*

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, English classes for parents, and involving families more. Examples of parent suggestions for the MEP follow.

Parent Suggestions for Programming/Services and Duration

- *Activities that involve coexistence between parents and families.*
- *Afterschool programs to help students with homework, tutoring (reading, writing). Play time, getting kids involved in sports.*
- *For the preadolescents to do a more fun activity.*
- *Help do all their immigration paperwork so that they are happier and thus able to grow more.*
- *Hold more children's meetings.*
- *I would like more counseling for my children at the schools, to guide them.*
- *I would like that summer school to be more time.*
- *Increase school visiting days.*
- *Last longer because it feels like they are left alone to the point where they need help and they form more interest as they grow older.*
- *Let it be more days for child care.*
- *Let them offer more time than the 3 years that you give. That helps the students and they help advocate for us at school. especially more time for students in middle school and high school. Live together more as students, especially those who are closer. Give more English classes because they don't give that help here. Be more intentional about it. because we know how to communicate in the community and more audiovisual in that helps.*
- *Longer after-school program and transportation.*
- *Longer time in program.*
- *Maybe extending the time the students have in the program. Thank you*
- *Maybe some more one-on-one time to help where kids are struggling most.*
- *Maybe there would be more days of support at home.*
- *Maybe they'll be allowed to spend more time after school.*
- *More English classes after school. Help more with homework and be more stable in helping and with consistency.*
- *More extra classes.*
- *More home visits. Programs that include special education students so that they do not feel that they are not allowed to participate since they do not know how to work with them.*
- *More hours per day.*
- *More hours, more opportunity for trips and important visits to this country so that there are not a few who have this opportunity.*
- *More time for service provider to come and spend with kids every month.*
- *More visits for students like one visit per week.*
- *More visits for the students and also with us to find out how they are doing at school.*
- *We think that perhaps putting more emphasis on math subjects would be great to help our children even more, thank you!*

Parent Suggestions for Parent/Family Services

- *I would like more communication with parents*
- *I would like to keep the English classes for parents.*

- *I would like you to design a legal orientation item for immigrants to look for options to legalize status and thus guarantee emotional stability for the family.*
- *I would like you to give us more information on how we can help my children in their education.*
- *Maybe more training for migrant parents.*
- *Meetings in person but in the afternoons or weekends. More exchange of experiences for all parents and children too.*
- *More info about the program and what it provides and what else we can help with.*
- *More information for parents about children's progress.*
- *More information to parents about the program and the progress of the children.*
- *More trainings for parents on school policy.*
- *Personally, I would like to be involved more or get more notifications about how my children are doing in school.*
- *Possibly have more parent meetings.*
- *Possibly more information about what it is that we do in the migrant program.*
- *Program for parents so they can help and learn together with their children - tasks and activities so that we know how to help.*
- *Provide more training to parents.*
- *Support more parenting classes and wellness to parents. Also supporting parents to work towards stability and support their goals.*
- *We would like there to be sports workshops or physical events where we can be more active and socialize with other families.*
- *What I would recommend would be the audio quality in video conferences, since sometimes you hear a lot of noise.*

Parent Suggestions for Services to Secondary-aged Students/Youth

- *Advise and guide students about how to finish high school to continue their studies.*
- *For the older students, I would like them to do more activities where they are more creative during summer school. I think it would be important to do physical and sports activities; this motivates them more and with the presence of a professional on the subject.*
- *More activities for high schoolers.*
- *More information about school and help with scholarships.*
- *Teach about scholarships with different student visas.*

Parent Suggestions for Services to All Children/Youth

- *More books for kindergarten children.*
- *Provide tablets as an extra support to them to continue learning at home because they do not give them homework from the school.*

Parent Suggestions for the MEP Support Services

- *All services have been very helpful, but transportation is difficult in our community and it would be great if it would be available.*
- *I would like them to help more with transportation to school.*
- *More help finding resources in town.*
- *Provide transportation to school.*
- *Transportation to and from school would be a great help.*

In summary, during 2022-23, the Nebraska MEP offered individualized, needs-based, student-centered services to migratory students that improved their learning and academic skills. Of the 4,717 eligible migratory students ages 3-21, 78% received MEP services during the performance period and 45%

received services during the summer, 41% received MEP instructional services, and 76% 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. Following are a few representative comments from migratory parents that show their positive feelings about the Nebraska MEP.

- *I am happy with the MEP and our service provider. Thank you.*
- *I am very appreciative to all the MEP staff. I would not change anything at this time.*
- *I feel that with the services they provide have supported us in many ways.*
- *I really like how it works now, the support they give us for the children is very helpful in their education, as well as the support we receive from the staff.*
- *I think that the support of the migrant program is an excellent tool that helps our children.*
- *I wouldn't make any changes, they are very talented and the work they do is excellent, they do a great job.*
- *I'm really grateful for all the help in teaching my children and I love the MEP. Thankful for everyone.*
- *Thank you to everyone that has helped us throughout our time in the MEP. My family is appreciative of all the support and student teachings the MEP offers. I know that my service provider is always there to help my son with school. Thank you.*
- *They are always there for you and every time you need something, they are there.*

Appendix

2022-23 Professional Development in Which MEP Staff Participated

Date	Location	Title	# Staff
9/1/2022	Head Start	Annual Pre-Service (child abuse/neglect, CPR/First Aid)	6
9/1/2022	Lincoln	MIS2000 App Training	1
9/1/2022	Multiple	NSCAS Growth/Instructional Planning/Reports	5
9/1/2022	Lincoln	Suicide awareness/prevention training	2
9/2/2022	ESU 13	Safety Training	17
9/6/2022	Head Start	So, you are planning a targeted ID&R effort?	2
9/7/2022	ESU 13	IDRC Sweep	1
9/7/2022	Multiple	Service Provider Networking Kick-off Meeting	NR*
9/8/2022	Omaha	Migrant Service Provider Training	7
9/8/2022	Grand Island	MSIX Child Count Webinar	1
9/8/2022	ESU 9	PLC	11
9/8/2022	ESU 13	State Recruiter Training	1
9/12/2022	ESU 9	PLC	8
9/13/2022	ESU 13	In the eyes of a child training	3
9/15/2022	ESU 9	PLC	7
9/16/2022	ESU 7	Get Connected	6
9/19/2022	ESU 13	Thriving Children, Families Conference	2
9/19/2022	ESU 7	Transportation: Level 1	2
9/20/2022	Lexington	Strong Partnerships with McKinney-Vento and MEP	8
9/20/2022	ESU 7	Planning-Parent/Teacher Fall Conferences	11
9/20/2022	ESU 13	So you are planning a targeted ID&R effort?	1
9/21/2022	ESU 9	MEP Monthly Meeting	9
9/21/2022	Crete	MEP Project Director's Meeting	1
9/22/2022	ESU 9	PLC	8
9/23/2022	ESU 9	A framework for Learning	3
9/23/2022	Omaha	Migrant Recruiter Meeting	4
9/26/2022	ESU 9	PLC	7
9/27/2022	ESU 7	Eligibility Study Session	3
9/27/2022	Multiple	State Recruiter Staff Assessment	1
9/29/2022	Multiple	Data Training	4
9/29/2022	ESU 13	Difficult Eligibility Scenarios	1
9/29/2022	ESU 7	PLC	9
9/30/2022	ESU 13	Suicide Prevention	17
10/3/2022	ESU 9	PLC	9
10/5/2022	ESU 7	CFP	2
10/6/2022	Omaha	Migrant Team Meeting	9
10/6/2022	ESU 9	PLC	10
10/6/2022	ESU 7	United Way Collaboration Meeting	5
10/7/2022	ESU 7	Project Homeless Connect	1
10/7/2022	ESU 9/15	Recruiter 101	2
10/11/2022	Multiple	IDRC Monthly Webinar: Eligibility Refresher	3
10/11/2022	ESU 7	Latino Summit: Despues De La Escuela	12
10/13/2022	Omaha	Migrant Service Provider Meeting	7
10/13/2022	ESU 9	PLC	9
10/14/2022	ESU 7	All Staff	12
10/14/2022	Lincoln	Family Literacy PD - Strategies in ELL Classrooms	2
10/14/2022	Alliance	School Security protocol	1
10/14/2022	Lexington	Service Provider Training	1
10/17/2022	Lexington	Local MEP Training	1
10/18/2022	ESU 7	Home/School Connections for Youth Mental Health	1
10/18/2022	Lexington	Local MEP Training	1
10/19/2022	ESU 9	ESU 9 Regional Meeting	9
10/19/2022	ESU 13	In Service Training Day	13
10/19/2022	Multiple	Parent & Family Engagement PD	22

Date	Location	Title	# Staff
10/20/2022	ESU 13	In Service Staff Training and Meeting	15
10/20/2022	Lexington	Local MEP Training	1
10/20/2022	ESU 9	PLC	8
10/21/2022	ESU 13	ESU13 In Service	15
10/21/2022	Lexington	Service Provider Training	1
10/24/2022	Lexington	MEP Local Training	1
10/24/2022	Lincoln	Seizure Training	3
10/25/2022	ESU 7	"Let's Have The Talk"	9
10/25/2022	Lexington	Local MEP Training	1
10/25/2022	Alliance	Move notification procedure refresher	3
10/26/2022	Lexington	Local MEP Training	1
10/27/2022	ESU 9	PLC	7
10/27-28/22	Lexington	Recruiter 101 Training	1
10/31/2022	ESU 1	Foundational Skills Reading K-3	1
11/1/2022	Multiple	Nebraska MEP PD Framework Meeting	18
11/1/2022	Multiple	ID&R Training	9
11/1/2022	Lexington	MEP PD Framework Meeting	1
11/1/2022	Madison	Professional Learning on Content Standards	5
11/1/2022	Multiple	Services Network	NR
11/2/2022	Lexington	Coordinator Meeting	1
11/2/2022	ESU 7	FAFSA Application Q&A's	1
11/2/2022	Crete	MEP Project Director's Meeting	1
11/2/2022	ESU 7	Paperwork Procedures Training	2
11/2/2022	ESU 7	Pupil Transportation Training	2
11/2/2022	Lexington	Recruiter Shadowing	1
11/3/2022	ESU 13	COE Review and Scenarios	1
11/3/2022	ESU 7	ESU1 Technology Institute	3
11/3/2022	Multiple	MEP Data Meeting	4
11/3/2022	ESU 9	PLC	9
11/3/2022	ESU 7	Tech Institute	6
11/3/2022	ESU 13	Writing a COE	2
11/4/2022	Multiple	Nebraska MEP PD Framework Meeting	16
11/7/2022	Lexington	Issues in Immigration Workgroup	1
11/8/2022	ESU 7	United Way/Community Response/Health Voucher	2
11/9/2022	Multiple	IDRC Monthly Webinar: U.S. Forestry	3
11/9/2022	ESU 13	Eligibility Walk Through	1
11/9/2022	ESU 13	ID&R Training	4
11/9/2022	Lexington	Recruiter Training	1
11/9/2022	Multiple	Standards & Instructional Strategies PD	6
11/9/2022	ESU 7	Susan Buffet Scholarship Webinar	3
11/10/2022	Multiple	Grant Training	2
11/10/2022	ESU 9	PLC	9
11/10/2022	Lexington	Recruiter Training	1
11/10/2022	ESU 1	Visual Support/Strategies For Children w/Autism	1
11/11/2022	ESU 13	Assistive technology	1
11/12/2022	Crete	ID&R Training	1
11/14/2022	Head Start	Diversity and inclusion conference	1
11/14/2022	ESU 7	Mandatory Reporting/Minimal Fact Interviewing	1
11/14/2022	ESU 13	MEP 101 Training/Certificates	1
11/15/2022	ESU 13	Eligibility for MEP Forestry	2
11/15/2022	ESU 13	School Bus Wheelchair Lift & Securements	1
11/17/2022	ESU 13	Ag Trends	1
11/17/2022	ESU 13	Partnering with the NFJP	1
11/17/2022	ESU 9	PLC	8
11/21/2022	ESU 13	Data Checks	1
11/21/2022	ESU 13	Overview of CA, H2A, Drought Mechanization	1
11/28/2022	Multiple	Nebraska MEP PD Framework Meeting	12

Date	Location	Title	# Staff
11/28/2022	ESU 7	Community Response and Student Health	2
11/29/2022	ESU 7	Get Set, Get Ready, Practice	8
11/29/2022	ESU 15	ID&R	2
12/1/2022	ESU 9	PLC	11
12/2/2022	Multiple	Best Practices MEP Service Handbook	21
12/6/2022	Multiple	IDRC Monthly Webinar: Hemp Update	4
12/6/2022	Lexington	Coordinator Training to oversee recruiter	1
12/9/2022	Multiple	Service network	6
12/13/2022	Crete	Connecteam December Training	1
12/13/2022	Grand Island	Connecteam Training	4
12/13/2022	ESU 13	How to canvas your whole community	2
12/13/2022	ESU 13	IDR Scenario Refresher training	1
12/13/2022	ESU 13	Interview techniques	1
12/13/2022	ESU 13	Interview Techniques	1
12/13/2022	ESU 13	Reporting MEP services and how it works	1
12/13/2022	ESU 13	US foresters webinar IRRC	1
12/14/2022	Lexington	Balanced Recruitment Training	1
12/14/2022	Lexington	Coordinator Webinar	1
12/14/2022	Lexington	IDRC Eligibility Refresher Training	1
12/14/2022	Crete	MEP Project Director's Meeting	1
12/15/2022	Multiple	ID&R Training	6
12/15/2022	ESU 9	PLC	7
12/15/2022	Crete	Recruiter Training	1
12/16/2022	ESU 13	Balanced Recruitment: Farms, Agribusiness, Fishing	1
12/16/2022	ESU 13	Getting Familiar with the COE	1
12/16/2022	ESU 13	ID&R Recruiter Training Dec 2022	4
12/16/2022	ESU 13	IDRC Safety Video	1
12/16/2022	ESU 13	Never Give Safety a Day Off: Safety Tips for MEP Staff	1
12/16/2022	ESU 13	Learning from ID&R Experiences in the Field	1
12/16/2022	ESU 13	Practical Interview Techniques	1
12/16/2022	ESU 13	Roadway to Success	1
12/16/2022	ESU 13	So are you planning a targeted IDR Effort?	1
12/16/2022	ESU 13	Using Data to Guide Recruitment	1
12/19/2022	ESU 13	Staff Training - End of Year Review	13
12/20/2022	ESU 7	Supporting our EI Learners	5
12/22/2022	Grand Island	OSY Relationship Building Manual Webinar	1
12/22/2022	Grand Island	iOSY Student Portal	1
12/25/2022	ESU 13	Critical conversations and Recruiter meeting	1
12/29/2022	Lexington	Beginning Services to Newly Recruited Students	1
1/4/2023	ESU 13	Identifying and helping a student with ADHD	1
1/9/2023	Crete	McKinney-Vento and Migrant Education	1
1/9/2023	Crete	US Hemp Industry	1
1/10/2023	Multiple	IDRC Monthly Webinar: Scenarios Refresher	10
1/10/2023	Grand Island	iOSY Fostering Resilient Workplaces Webinar	1
1/10/2023	ESU 7	iOSY Student Portal Introductory Webinar	1
1/11/2023	Multiple	MEP Data Meeting	4
1/12/2023	Lincoln	AVID Program	3
1/12/2023	ESU 15	Data	1
1/12/2023	Lincoln	ELL Resources and Supports	2
1/12/2023	ESU 9	PLC	10
1/16/2023	ESU 13	MEP101	1
1/19/2023	Crete	MEP Service Codes Updates	1
1/24/2023	Multiple	ID&R Retreat	22
1/24/2023	ESU 1	Understanding Autism Spectrum Disorders	1
1/25/2023	Lexington	Coordinator Webinar	1
1/25/2023	ESU 7	ELL Title III Consortium	3
1/25/2023	Crete	MEP Director's Meeting	1

Date	Location	Title	# Staff
1/26/2023	ESU 13	IDRC Eligibility Scenarios Refresher	1
1/26/2023	ESU 13	Service Provider Meeting and Review	7
1/27/2023	ESU 1	Explorations of language in autism	1
1/27/2023	ESU 13	MEP training - Service Code Scenarios PD	8
1/30/2023	Alliance	Informational staff meeting	3
1/31/2023	ESU 13	December Monthly Scenario Walkthrough	1
1/31/2023	ESU 7	ELPA21	9
1/31/2023	ESU 7	Hall of Heroes Teachers Workshop	2
1/31/2023	ESU 13	MSIX for Recruiters and Mentors	1
2/2/2023	ESU 9	PLC	7
2/3/2023	Alliance	Informational Meeting	6
2/3/2023	Multiple	Service provider PD	26
2/7/2023	ESU 7	Reinterview Meeting	3
2/7/2023	ESU 7	Team Meeting	7
2/8/2023	Alliance	Follow up meeting	3
2/9/2023	ESU 9	PLC	8
2/10/2023	Multiple	PD Services	NR
2/10/2023	ESU 7	Youth Mental Health First Aid	1
2/15/2023	Alliance	Roles of MEP	4
2/20/2023	ESU 13	Mid-Winter Conference	2
2/20/2023	ESU 7	Supporting Farmworker Access to Youth Care	1
2/21/2023	Multiple	IDRC Monthly Webinar: Farmworker Health Network	5
2/21/2023	ESU 7	Personal-Safety Training	7
2/22/2023	ESU 13	New IDRC Portals- Student and learning portal	1
2/22/2023	ESU 13	Hemp vs Marijuana	1
2/22/2023	ESU 13	Overview of CA farmwork/H2a drought mechanizations	1
2/22/2023	ESU 13	Reporting MEP Services	1
2/22/2023	ESU 13	Resources for all	1
2/22/2023	ESU 13	Transition, Collaboration between MEP/Head Start	1
2/22/2023	ESU 13	Service to new families	1
2/22/2023	Lexington	Social and Emotional Learning	1
2/22/2023	ESU 7	Social-Emotional Learning Strategies (iSOSY)	1
2/22/2023	ESU 13	USDA Resources All MEP Programs Should Know	1
2/23/2023	Multiple	Nebraska MEP PD Framework Meeting	11
2/23/2023	ESU 13	Developing Strategic Partnerships	1
2/23/2023	Alliance	Informational Staff Meeting	4
2/23/2023	Multiple	iSOSY Training-OSY	8
2/23/2023	ESU 13	Mid-Winter Conference	3
2/23/2023	Multiple	MSIX Cybersecurity and Account Management	6
2/23/2023	ESU 9	PLC	8
2/23/2023	Multiple	Services Scenarios Part 2	6
2/24/2023	ESU 7	All Staff	8
2/27/2023	Multiple	PD Services	5
3/2/2023	Lexington	iSOSY Training	1
3/2/2023	ESU 9	PLC	6
3/3/2023	Omaha	Student Engagement/Data	8
3/3/2023	ESU 1	What do we know about chemicals and autism	1
3/6/2023	Multiple	IDRC TRI Recruiter Meetings (Nebraska)	10
3/6/2023	Grand Island	Service scenarios part 2	1
3/8/2023	Lexington	Coordinator Meeting	1
3/9/2023	ESU 9	PLC	5
3/9/2023	ESU 13	Supporting farmworker access to health care	1
3/15/2023	ESU 9	Monthly Meeting	9
3/16/2023	ESU 1	Autism Awareness	1
3/16/2023	ESU 9	PLC	8
3/17/2023	ESU 13	ESU13 Inservice	12
3/17/2023	Head Start	Head Start All Staff Training	5

Date	Location	Title	# Staff
3/18/2023	ESU 7	Migratory Family and Student Conference	11
3/20-21/23	Multiple	IDRC Data Summit	16
3/22/2023	ESU 13	UNK Bus Training	1
3/23/2023	Multiple	iSOSY Training-OSY	9
3/23/2023	ESU 9	PLC	6
3/23/2023	ESU 13	UNK Bus Training	3
3/24/2023	ESU 1	Early Childhood Conference	4
3/29/2023	ESU 13	Quality Control	1
3/30/2023	ESU 9	PLC	8
4/3-7/23	Multiple	IDRC TRI Recruiter Interviews (Nebraska)	12
4/4/2023	ESU 1	Your Money Your Goals	4
4/4-5/23	Multiple	Planting Seeds of Partnership	38
4/5/2023	Multiple	IDRC Conference Presentation (Nebraska)	65
4/11/2023	Multiple	IDRC Monthly Webinar - Google Maps	6
4/11/2023	ESU 1	Socializing and Masking: Autism and Mental Health	1
4/12/2023	Grand Island	Career awareness toolkit (CAT)	1
4/12-13/23	ESU 13	ESU13 Title IC Mentor	1
4/14/2023	ESU 1	Service Provider	1
4/17/2023	ESU 7	MEP Team Meeting	7
4/18/2023	ESU 7	FACE: Intro. To Drugs-Recognition and Awareness	6
4/18/2023	ESU 13	INSERVICE TRAINING	15
4/18/2023	ESU 7	PA MEP Conference	3
4/18/2023	ESU 7	The Importance of Leadership in the MEP	1
4/19/2023	Lexington	Coordinator Webinar	1
4/19/2023	ESU 7	Freedom Dreaming in Language Education	2
4/19/2023	ESU 7	How to Build Bridges Through Storytelling	2
4/19/2023	ESU 7	It's More Than A Language Issue	1
4/19/2023	ESU 7	STEM Family Nights	3
4/19/2023	ESU 7	Tips and Tricks of STEM Education	2
4/20/2023	ESU 7	"AI for Oceans" and other STEM-Tastic Resources	2
4/20/2023	ESU 7	Trauma-Informed Practices	1
4/20/2023	ESU 1	iSOSY PT 1 & PT 2	1
4/20/2023	ESU 7	QPR Question, Persuade, Refer Farmers/Farm Families	1
4/21/2023	ESU 7	Higher Ed Pathways to Immigration: Why it Matters	1
4/25/2023	Multiple	EL Collaborative Conference at ESU 3	5
4/26/2023	ESU 13	Bus Training	1
4/26/2023	Multiple	Instructional Service Provider Cadre	33
4/27/2023	Multiple	IDRC TRI Recruiter Interviews (Nebraska)	34
4/27/2023	Multiple	iSOSY Training	6
4/27/2023	Alliance	MEP Monitor Visit information and prep	4
4/28/2023	ESU 1	Autism Back To School	1
4/30-5/3/23	Multiple	National Migrant Education Conference	21
5/2/2023	ESU 13	Data Questions Answered	1
5/3/2023	ESU 13	Digital Citizenship	1
5/3/2023	Alliance	Follow up	3
5/3/2023	ESU 13	Monthly Agribusiness	1
5/4/2023	ESU 13	Four Ways to Connect a Team	1
5/5/2023	ESU 13	General Eligibility Factors	1
5/5/2023	ESU 13	Using Xcel in Data Reconciliation	1
5/8/2023	ESU 7	Preparing for Higher Newcomer Enrollment (Seidlitz Ed)	2
5/9/2023	Multiple	Nebraska MEP PD Framework Meeting	14
5/10/2023	Multiple	Nebraska MEP EPT Meeting	15
5/10/2023	ESU 13	Pupil Transportation Training	1
5/11/2023	Lexington	Coordinator Summit	1
5/16/2023	ESU 13	Canva for Communication	1
5/17/2023	Grand Island	Local Training	2
5/18/2023	Multiple	iSOSY Training	4

Date	Location	Title	# Staff
5/22-25/23	Multiple	IDRC Summer Recruitment Institute (Virtual)	20
5/22/2023	ESU 1	Getting Ready for a New Student with Autism	1
5/25/2023	Alliance	End of the year staff meeting	7
5/30-31/23	Head Start	Migrant Summer School Training	22
5/31/2023	Multiple	ID&R Retreat	7
6/7/2023	Lincoln	Ethics	1
6/14/2023	Lincoln	Motivational Interviewing	2
6/21/2023	Lincoln	Project Management	1
6/21-22/23	ESU 1	Structured Teaching Day 1 & 2	1
6/28/2023	Lincoln	Code Switching	1
7/5/2023	ESU 13	Mental Health Innovation Exchange	1
7/11/2023	Multiple	IDRC Monthly Webinar: Recruiting New Populations	9
7/13/2023	ESU 7	IDR Retreat Activity	2
7/21/2023	Lincoln	CKLA Curriculum Training	1
8/3/2023	Multiple	MSIX Back to School Webinar	4
8/4/2023	Alliance	MEP Local Leadership Team Meeting	3
8/15/2023	Multiple	IDRC Monthly Webinar: New IDRC Resources	10
8/15/2023	Alliance	Local Staff Meeting or training	6
8/18/2023	Head Start	Head Start Annual Pre-Service	5
8/22/2023	Multiple	IDRC New Recruiter Training	6
8/23/2023	ESU 7	Pupil Transportation Training	12
9/13-14/23	Multiple	IDRC Recruiter Invitational (Clearwater)	5
9/26-28/23	Multiple	IDRC CIG Dissemination Event (Virtual)	30
Total (Duplicated Count)			1,501

Source: NDE and CIG Records

*NR=Not Reported