

# 2023-2024 Evaluation Report



## Nebraska Title I, Part C Education Program

**Prepared by**



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# 2023-2024 Evaluation of the Nebraska Title I, Part C Education Program

**Prepared for:**

**Nebraska Department of Education**

**Title I, Part C Education Program**

**500 South 84<sup>th</sup> Street, 2<sup>nd</sup> 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](mailto:cari@metaassociates.com)**

**[www.metaassociates.com](http://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	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
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 Department of Education’s (NDE’s) Title I, Part C Migrant Education Program (MEP) supports schools across the state in helping migratory children who may face challenges due to high mobility and disrupted schooling. The MEP is authorized under Title I, Part C of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Every Student Succeeds Act (ESSA) in 2015. The program aims to address the unique educational needs of migratory children and their families, ensuring that these children meet the same academic standards as all students and successfully graduate from high school. State MEPs are designed to help migratory children overcome educational disruptions, cultural and language barriers, social isolation, health-related issues, and other factors that may impede their academic success and transition to postsecondary education or employment [Section 1301(5)]. A migratory child is defined as a child or youth, from birth to age 21, who has made a qualifying move in the past 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 2023-24 performance period (9/1/23-8/30/24) compared to the 2022-23 performance period. Of note is that 2023-24 was the second year in which the 2022 Nebraska MEP Service Delivery Plan (SDP) was implemented by funded projects/regions across the state.

Age Group	Demographics/MEP Services	2022-23	2023-24	Diff
Birth to age 21	Eligible migratory children/youth	4,717	5,263	+12%
	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	36%	30%	-6 pp*
Ages 3-21	Eligible migratory children/youth (Category 1 count)	4,393	4,957	+13%
	Migratory children categorized as having priority for services (PFS)	43%	42%	-1 pp
	Migratory children identified as being English learners (ELs)	41%	44%	+3 pp
	Migratory children receiving MEP services during the performance period	78%	81%	+3 pp
	Migratory children receiving MEP services during the regular school year	63%	68%	+5 pp
	Migratory children served during the summer (Category 2 count)	45%	52%	+7 pp
	Migratory children receiving MEP instructional services	41%	39%	-2 pp
Migratory children receiving MEP support services	76%	80%	+4 pp	

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

\*pp=percentage point(s)

Twelve funded projects/regional programs delivered instructional and support services to migratory students that aligned with the Nebraska Title I-C SDP and Comprehensive Needs Assessment (CNA) across four primary goal areas: 1) School Readiness, 2) English Language Arts [ELA] and Mathematics, 3) High School Graduation, and 4) Services for Out-of-School Youth [OSY]. The instructional services provided by these programs included tutoring, summer school, reading and math enrichment, graduation support, and career education. Additionally, support services aimed at removing barriers to student success included health services, translation and interpretation, advocacy and outreach, family literacy, nutrition assistance, referrals, educational material distribution, and transportation. Parent engagement was also a priority, with services designed to encourage active participation in their children’s education.

The chart below shows that the Nebraska MEP met **13 (87%) 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 students in grades K-8 who received MEP instructional services and the percentage of OSY who received MEP instructional/ leadership/college & career/life skills.

Nebraska MEP MPOs	MPO Met?	Evidence
<b>School Readiness</b>		
<b>MPO 1A-1:</b> By the end of the 2023-24 performance period, <b>47%</b> of eligible migratory children ages 3-5 (not in kindergarten) will attend preschool or receive MEP-funded preschool services.	Yes	<b>59%</b> of the 604 migratory children ages 3-5 attended MEP- or non-MEP-funded preschool
<b>MPO 1A-2:</b> By the end of the 2023-24 performance period, <b>80%</b> 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	<b>94%</b> of the 178 children assessed gained by 10% in math, and <b>86%</b> gained by 10% in literacy
<b>MPO 1B:</b> By the end of the 2023-24 performance period, <b>75%</b> of eligible migratory children ages 3-5 (not in kindergarten) will receive MEP support services that contribute to their development of school readiness skills.	Yes	<b>83%</b> of the 604 children ages 3-5 received MEP support services
<b>MPO 1C:</b> By the end of the 2023-24 performance period, <b>90%</b> 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	<b>100%</b> of the 99 parents of preschoolers surveyed reported gaining knowledge of strategies
<b>English Language Arts and Mathematics</b>		
<b>MPO 2A-1:</b> By the end of the 2023-24 performance period, <b>47%</b> of eligible migratory students in grades K-8 will receive MEP supplemental instructional services.	No	<b>42%</b> of students in grades K-8 received MEP instructional services
<b>MPO 2A-2:</b> By the end of the 2023-24 performance period, <b>84%</b> 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	<b>89%</b> of the 443 students in grades K-8 scored proficient or gained 5% or more in ELA
<b>MPO 2A-3:</b> By the end of the 2023-24 performance period, <b>84%</b> 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	<b>89%</b> of the 559 students in grades K-8 scored proficient or gained 5% or more in math
<b>MPO 2B:</b> By the end of the 2023-24 performance period, <b>80%</b> of eligible migratory students in grades K-8 will receive MEP support services.	Yes	<b>81%</b> of students in grades K-8 received MEP support services
<b>MPO 2C:</b> By the end of the 2023-24 performance period, <b>90%</b> 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	<b>100%</b> of the 133 parents surveyed reported gaining knowledge of strategies in ELA/math
<b>High School Graduation</b>		
<b>MPO 3A:</b> By the end of the 2023-24 performance period, <b>35%</b> of eligible migratory students in grades 9-12 will receive MEP instructional services, youth leadership, life skills, and/or guidance/counseling services.	Yes	<b>54%</b> of students in grades 9-12 received MEP instructional services
<b>MPO 3B:</b> By the end of the 2023-24 performance period, <b>80%</b> 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.	Yes	<b>83%</b> of students in grades 9-12 received MEP support services
<b>MPO 3C:</b> By the end of the 2023-24 performance period, <b>90%</b> of migratory family members of students in grades 9-12 who participated in family	Yes	<b>100%</b> of the 84 parents surveyed reported

Nebraska MEP MPOs	MPO Met?	Evidence
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.		increased knowledge to support their HS child
<b>Services to OSY</b>		
<b>MPO 4A:</b> By the end of the 2023-24 performance period, <b>35%</b> of eligible migratory OSY will receive MEP instructional/leadership/college and career/life skills services.	No	<b>32%</b> of OSY received MEP instructional/leadership/college & career/life skills
<b>MPO 4B:</b> By the end of the 2023-24 performance period, <b>65%</b> 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	<b>68%</b> of OSY received MEP support services
<b>MPO 4C:</b> By the end of the 2023-24 performance period, <b>90%</b> 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	<b>100%</b> of the 23 family members of OSY surveyed reported increased knowledge

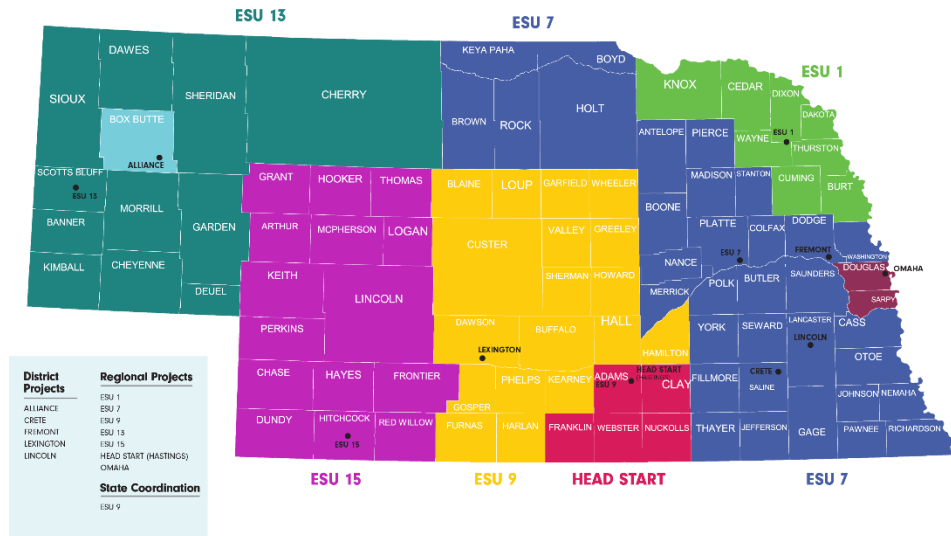
Other key findings/trends revealed in the 2023-24 evaluation follow.

- ✚ Interstate and intrastate collaboration resulted in enhanced and coordinated services for migratory children and youth. At the local level, partnerships with various community agencies and school programs were formed to better support students. At the state level, collaborations with other states focused on data collection, student record transfers, and the maintenance of migratory student records. Additionally, the state facilitated interstate middle and high school youth leadership opportunities and participated in two Title I-C 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 3.6 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.
- ✚ Twenty-eight percent (28%) of migratory students scored proficient on Nebraska Student-Centered Assessment System (NSCAS) ELA assessments (11 percentage points more than in 2022-23), and 33% scored proficient on NSCAS Math assessments (same percentage as in 2022-23).
- ✚ National MEP performance measure results show that Nebraska migratory students in grades 3-8 met the national MEP target (33%) in math, but were five percentage points short of the target (33%) in ELA. Ninety-four percent (94%) of students in grades 7-12 graduated or were promoted to the next grade level upon completion of the 2023-24 school year (exceeding the national target of 67% by 27 percentage points), and 33% of migratory 10<sup>th</sup> grade students in 2023-24 completed Algebra I prior to entering 11<sup>th</sup> grade in 2023-24 (six 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 district and regional projects (as displayed below) that implement supplemental educational services and activities through the MEP State Planning System for migratory 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 funded regions and projects in Nebraska offer instructional and support services aligned with the Title I-C SDP and CNA, focusing on four goal areas: (1) School Readiness, (2) ELA and Mathematics, (3) High School Graduation, and (4) Services for OSY. Key components of the project include supplemental instructional services, support services, interstate and intrastate coordination, identification and recruitment (ID&R), parent engagement, and professional development. These activities are guided by the program's application/sub-granting process, CNA, SDP, and program evaluation.

**SUPPLEMENTAL INSTRUCTIONAL SERVICES** - During the regular school year, migratory students receive a variety 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** – Non-instructional support services are provided to migratory students to remove barriers that often hinder academic success. These services leverage existing resources during both the summer and regular school year programs, including collaboration with other agencies and referrals to additional programs and services. Examples of support services include health services (such as medical and dental screenings and referrals), instructional supplies, nutrition education, translations and interpretations, advocacy and outreach, transportation, services for 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** - Due to the frequent mobility of migratory students, a central function of the MEP is to mitigate the impact of educational disruption by removing barriers to their academic success. The MEP plays a key role in coordinating resources and delivering integrated services to migratory children and their families. As a result, the MEP has developed a variety of strategies that enable schools serving the same migratory students to effectively communicate and coordinate with one another. In Nebraska, inter/intrastate collaboration focused on the following activities in 2023-24:

- providing year-round ID&R;
- serving as the lead state for the Identification and Recruitment Consortium (IDRC) Consortium Incentive Grant (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 accurate and timely identification and recruitment of all eligible migratory children and youth in the state. This involves gathering relevant information to document a child’s eligibility on the Certificate of Eligibility (COE). Ultimately, it is the state’s responsibility to implement procedures that ensure migratory children and

youth are both identified and deemed eligible for the MEP. To achieve this, certification of eligibility relies on the recruiter’s assessment of key information regarding family moves due to agricultural and/or fishing work, followed by state certification to confirm the recruiter’s determination is accurate.

One way to assess the extent to which recruiters are confident that various aspects of ID&R are being carried out according to the plan is to directly ask them about it. 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 11 recruiters responding to the survey in 2023-24, 64% had 1-3 years’ experience, 27% had three or more years’ experience, and 9% had less than one year experience. Nearly three-fourths of the recruiters responding reported that they scored proficient on the IDRC Recruiter Assessment, 18% reported that they scored at mastery, and 9% reported that they did not know their score.

**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	11	0 (0%)	1 (9%)	5 (46%)	5 (46%)	3.4
You are confident that you can make eligibility determinations correctly	11	0 (0%)	0 (0%)	5 (45%)	6 (55%)	3.6
You can clearly communicate information about the MEP to parents	11	0 (0%)	0 (0%)	3 (27%)	8 (73%)	3.7
You know how to locate migratory students/families in your area	11	0 (0%)	0 (0%)	6 (55%)	5 (45%)	3.5
ID&R efforts were sufficient for finding migratory students	11	0 (0%)	0 (0%)	6 (55%)	5 (45%)	3.5
You made progress toward your PD goals in your Action Plan	11	0 (0%)	0 (0%)	5 (45%)	6 (55%)	3.6
You made progress toward your ID&R procedural goals	11	0 (0%)	1 (9%)	4 (36%)	6 (55%)	3.5
You made progress toward your quality control goals	11	0 (0%)	1 (9%)	6 (55%)	4 (36%)	3.3
You made progress toward your inter/intrastate coordination goals	11	0 (0%)	2 (18%)	5 (45%)	4 (36%)	3.2

Source: Nebraska MEP Recruiter Survey

The highest-rated area was recruiters’ confidence in being able to clearly communicate information about the MEP to parents, with a mean rating of 3.7 out of 4.0. This was followed by their confidence in making accurate eligibility determinations and progress toward professional development goals, both with a mean rating of 3.6. The lowest-rated area was progress toward inter/intrastate coordination goals, with a mean rating of 3.2.

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, balanced recruitment methods, and the relationships with the students and families. Following are examples of recruiter comments.

- *Communication among the recruiting staff.*
- *Finding migratory and agricultural workers, qualifying them for the program, and advocating for them.*
- *Having connections in every area that is covered, including agribusiness, schools, and community. Having the knowledge of what we are doing. Having partnerships with all the agencies that work with migratory families.*
- *I think as recruiters we do a great job of communicating with each other when families move from one of our areas to another recruiter's area.*

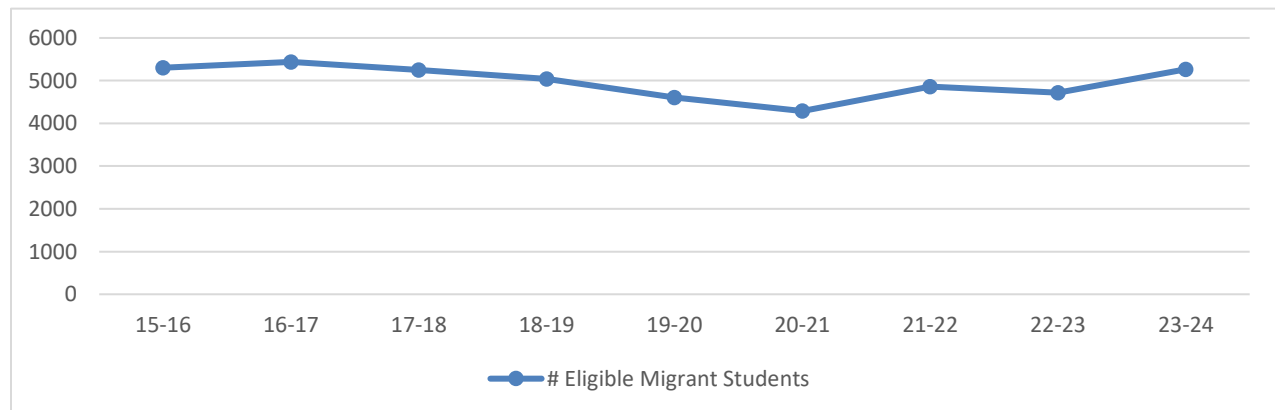
- *It's an organized team.*
- *We are doing a great job.*
- *We do a great job finding families through different ways of recruiting. We share ideas with others.*

In order to guide all aspects of ID&R, 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 2023-24, there were 5,263 eligible migratory children/youth in Nebraska – a 12% increase over 2022-23. 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**

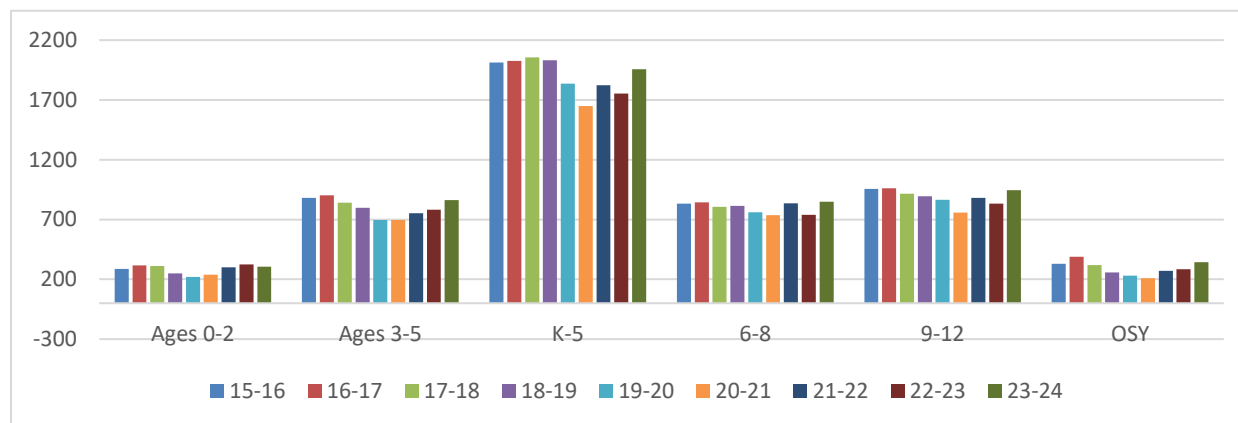
Age/ Grade	Number of Eligible Migratory Children and Youth								
	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
0-2	286	316	311	249	220	238	299	324	306
3-5	882	901	842	798	697	697	753	783	861
K	359	354	381	344	309	249	324	316	354
1	377	367	357	375	312	289	296	305	339
2	347	370	343	345	327	296	313	276	335
3	318	322	355	331	296	299	332	270	312
4	325	324	307	340	294	256	310	305	296
5	286	289	313	296	297	261	249	282	321
6	280	272	269	306	266	273	275	221	322
7	285	275	270	244	271	220	287	241	266
8	269	297	267	264	224	243	273	277	262
9	293	311	280	282	255	200	282	276	317
10	255	247	257	241	237	234	221	222	252
11	234	223	209	225	198	177	219	197	200
12	174	181	170	146	175	148	158	139	177
UG	1	1	1	0	0	0	0	0	0
OSY	331	389	320	258	230	209	271	283	343
<b>Total</b>	<b>5,302</b>	<b>5,439</b>	<b>5,252</b>	<b>5,044</b>	<b>4,608</b>	<b>4,289</b>	<b>4,862</b>	<b>4,717</b>	<b>5,263</b>



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 from 2022-23 to 2023-24 for all age groups/grades except children birth to age. The numbers dropped during the two years affected most by COVID (2019-20 and 2020-21) but have since steadily increased.

**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 the Nebraska MEP sets its performance goals, targets, and benchmarks to ensure the appropriate delivery of 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., 1<sup>st</sup> 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 funded project/region 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 (5,263), 6% were identified as having a disability through the IDEA, and 30% had a QAD occurring within 12 months from the last day of the performance period (8/31/24). Of the 4,957 eligible children/youth ages 3-21, 42% were categorized as having PFS and 44% were identified as being ELs.

**Exhibit 5**  
**2023-24 Demographics of Migratory Children/Youth by Grade Level**

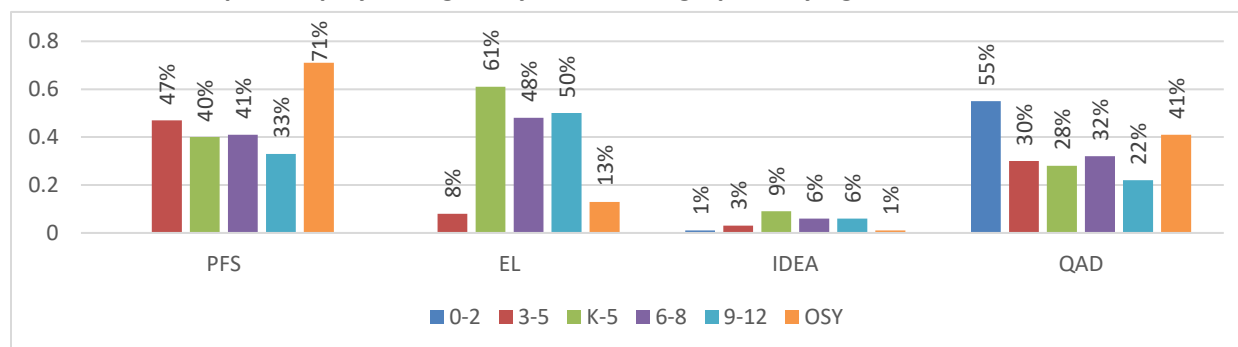
Grade	Total Eligible	PFS		EL		IDEA		QAD w/in 12 months	
		#	%	#	%	#	%	#	%
Birth-2	306	--	--	--	--	2	1%	167	55%
Age 3-5	861	404	47%	73	8%	30	3%	261	30%
K	354	161	45%	234	66%	35	10%	92	26%
1	339	142	42%	227	67%	30	9%	95	28%
2	335	136	41%	217	65%	27	8%	91	27%
3	312	109	35%	170	54%	42	13%	98	31%
4	296	117	40%	165	56%	28	9%	84	28%
5	321	119	37%	172	54%	19	6%	88	27%
6	322	129	40%	156	48%	23	7%	96	30%
7	266	109	41%	122	46%	17	6%	92	35%
8	262	111	42%	134	51%	15	6%	80	31%
9	317	139	44%	171	54%	24	8%	85	27%
10	252	80	32%	141	56%	11	4%	55	22%
11	200	60	30%	97	49%	11	6%	45	23%
12	177	37	21%	65	37%	14	8%	24	14%
OSY	343	243	71%	45	13%	4	1%	139	41%
<b>Total</b>	<b>5,263</b>	<b>2,096</b>	<b>42%*</b>	<b>2,189</b>	<b>44%*</b>	<b>332</b>	<b>6%</b>	<b>1,592</b>	<b>30%</b>

Source: Nebraska MEP 2023-24 CSPR Data

\*Percentage of eligible migratory children ages 3-21 (N=4,957)

Exhibit 6 provides a graphic display of the 2023-24 performance period migratory child demographics by age/grade spans.

**Exhibit 6**  
**Graphic Display of Migratory Child Demographics by Age/Grade in 2023-24**

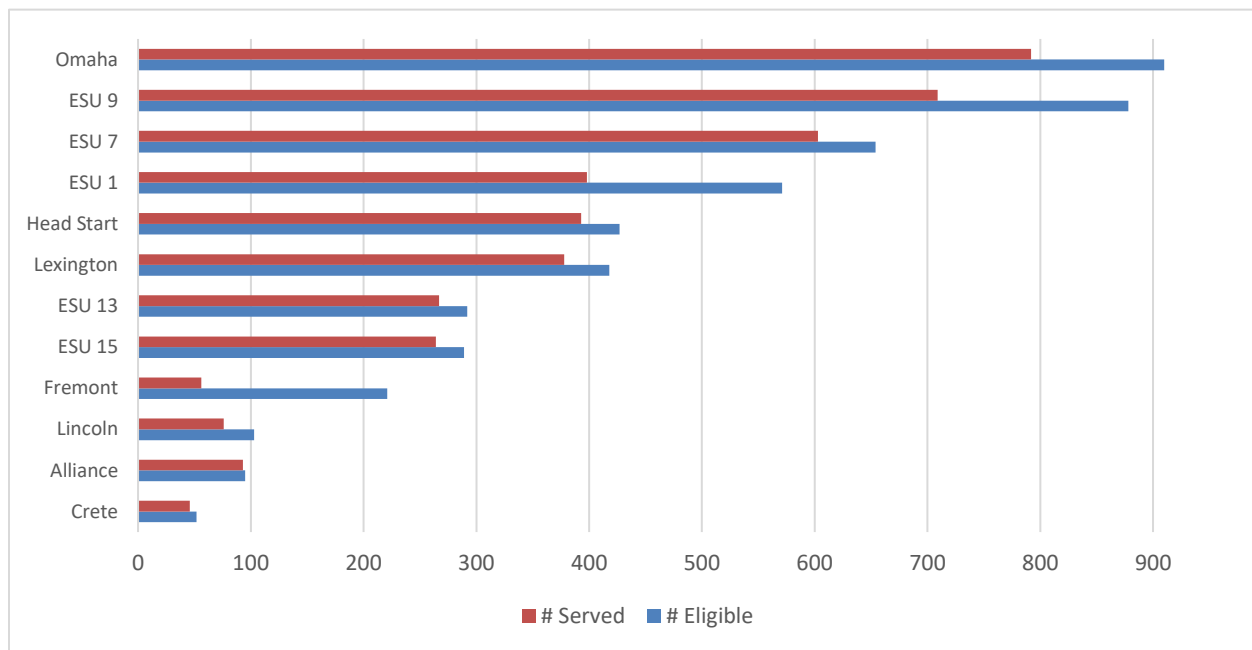


Source: Nebraska MEP 2023-24 CSPR Data (EDEN Files)

Exhibit 6 shows that OSY (71%) had the highest percentage of students with PFS, and students in grades K-5 had the largest percentage of ELs (61%) and students that qualify for Special Education services (9%). Children birth to age two (55%) and OSY (41%) had the highest percentage of QADs during the performance period.

Exhibit 7 shows the number of eligible migratory children/youth and the number served at each of the 14 local projects during 2023-24. Omaha had the largest number of migratory children/youth, followed by three regions - ESU 9, ESU 7, and ESU 1. The smallest projects were Crete and Alliance. 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 support the children of migratory farmworkers, leading to the establishment of the Office of Migrant Education (OME) within the U.S. Department of Education. Title I, Part C programs operate in nearly all states, providing supplemental instruction and support services to children of migratory workers and fishers. These programs must adhere to federal mandates outlined in the statute.

The Nebraska Department of Education upholds high academic standards and delivers a high-quality education to ensure all students reach their full potential. These state standards support Title I, Part C, Section 1301 of the ESEA, ensuring that migratory students have the same opportunity to meet the rigorous state content and performance standards expected of all students.

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 the questions to follow.

- ✓ 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 children ages 3-5 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)

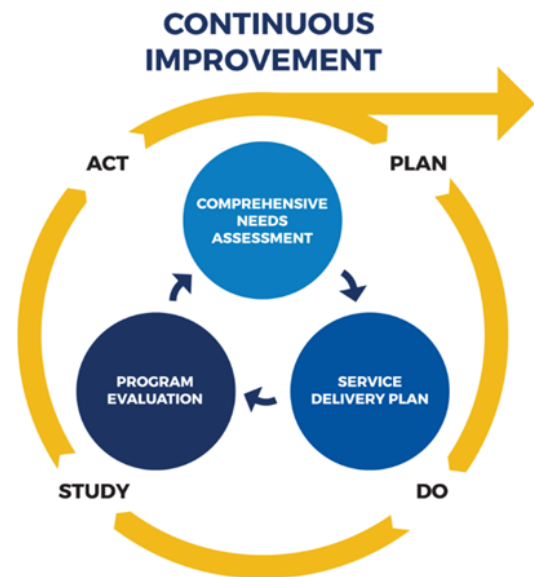
In evaluating program results, the Nebraska MEP evaluation addresses questions such as the following.

- ✓ What percentage of preschool migratory children (PFS & non-PFS) participated in preschool programming (MEP and non-MEP 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. This cycle ensures that each phase—program development, needs assessment, strategy identification and implementation, and evaluation—builds upon the previous step and informs the next, fostering continuous program enhancement.

As required, the evaluation of the Nebraska MEP includes both implementation and performance results data. It examines the planning and execution of services based on progress toward performance outcomes, as well as the demographic characteristics of migratory student *participation*. Additionally, it examines the *perspectives* of staff, parents, and student/OSY stakeholders on improvement, achievement, and other outcomes, while also highlighting 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.

The data analysis procedures in this report include inferential and descriptive statistics, trend analysis to identify significant patterns summarized by key themes, and an examination of self-reported anecdotes highlighting successful program features and areas needing improvement or enhancement.

To assess the outcomes and effectiveness of 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; and the extent to which progress was made toward the state performance goals in reading, math, graduation and dropout rates; the national MEP performance measures, and the Nebraska MEP MPOs listed below.

### School Readiness MPOs

**MPO 1A-1:** By the end of the 2023-24 performance period, 47% of eligible migratory children ages 3-5 (not in kindergarten) will attend preschool or receive MEP-funded preschool services.

**MPO 1A-2:** By the end of the 2023-24 performance period, 80% of eligible migratory children ages 3-5 (not in kindergarten) who receive MEP-funded preschool services will score proficient or show a gain of at least 10% on the NePAT.

**MPO 1B:** By the end of the 2023-24 performance period, 75% of eligible migratory children ages 3-5 (not in kindergarten) will receive MEP support services that contribute to their development of school readiness skills.

**MPO 1C:** By the end of the 2023-24 performance period, 90% of family members of eligible migratory children ages 3-5 (not in kindergarten) who participate in MEP 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 2023-24 performance period, 47% of eligible migratory students in grades K-8 will receive MEP supplemental instructional services.

**MPO 2A-2:** By the end of the 2023-24 performance period, 84% of eligible migratory students in grades K-8 who received supplemental instructional services in ELA will score proficient or show a gain of 5% on district pre/post-assessments.

**MPO 2A-3:** By the end of the 2023-24 performance period, 84% of eligible migratory students in grades K-8 who received supplemental instructional services in math will score proficient or show a gain of 5% on district pre/post-assessments.

**MPO 2B:** By the end of the 2023-24 performance period, 80% of eligible migratory students in grades K-8 will receive MEP support services.

**MPO 2C:** By the end of the 2023-24 performance period, 90% of family members of migratory students who participated in MEP FACE/PAC opportunities will indicate that they gained knowledge on how to support their children in ELA/math.

### High School Graduation MPOs

**MPO 3A:** By the end of the 2023-24 performance period, 35% of eligible migratory students in grades 9-12 will receive MEP instructional services, youth leadership, life skills, and/or guidance/counseling services.

**MPO 3B:** By the end of the 2023-24 performance period, 80% of eligible migratory students in grades 9-12 will receive MEP support services that contribute to their graduation, college, career, and/or life readiness skills and goals.

**MPO 3C:** By the end of the 2023-24 performance period, 90% of migratory family members of students in grades 9-12 who participated in family engagement opportunities will indicate that they gained knowledge of strategies to support their child's achievement of graduation and college, career, and life readiness skills and goals.

### Services to OSY MPOs

**MPO 4A:** By the end of the 2023-24 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 2023-24 performance period, 65% of eligible migratory OSY will receive MEP support services that contribute to their graduation, high school equivalency (GED), college, career, and/or life readiness skills and goals.

**MPO 4C:** By the end of the 2023-24 performance period, 90% of migratory family members of OSY who participated in family engagement opportunities will indicate that they gained knowledge of strategies to support their child's achievement of graduation, high school equivalency (GED), college, career, and life readiness skills and goals.

# 5. Implementation Evaluation Results

## PROGRAM SERVICES

Exhibit 8 shows that 3,524 (67%) migratory children/youth birth to age 21 were served during the 2023-24 school year. During the summer of 2024, 2,684 (51%) migratory children/youth birth to age 21 were served. Of the 2,592 migratory children/youth ages 3-21 served in the summer, 36% had PFS (45% of all PFS students).

**Exhibit 8**  
**Migratory Children/Youth Served During the Regular School Year and Summer (2023-24)**

Grade	2023-24 School Year			Summer 2024					
	All Migratory Students			All Migratory Students			PFS		
	# Eligible	Served		# Eligible	Served		Total # PFS	Served	
		#	%		#	%		#	%
Birth-2	306	146	48%	306	92	30%	--	--	--
Age 3-5	861	546	63%	861	505	59%	404	190	47%
K	354	244	69%	354	193	55%	161	60	37%
1	339	238	70%	339	180	53%	142	60	42%
2	335	232	69%	335	180	54%	136	59	43%
3	312	206	66%	312	178	57%	109	61	56%
4	296	204	69%	296	165	56%	117	59	50%
5	321	212	66%	321	179	56%	119	52	44%
6	322	233	72%	322	177	55%	129	64	50%
7	266	196	74%	266	146	55%	109	58	53%
8	262	169	65%	262	141	54%	111	57	51%
9	317	241	76%	317	162	51%	139	65	47%
10	252	198	79%	252	133	53%	80	31	39%
11	200	153	77%	200	99	50%	60	27	45%
12	177	136	77%	177	13	7%	37	5	14%
OSY	343	170	50%	343	141	41%	243	94	39%
<b>Total</b>	<b>5,263</b>	<b>3,524</b>	<b>67%</b>	<b>5,263</b>	<b>2,684</b>	<b>51%</b>	<b>2,096</b>	<b>942</b>	<b>45%</b>

Source: Nebraska MEP 2023-24 CSPR Data and MIS2000

Further analysis reveals that **3,524 (74%)** of the 4,762 eligible migratory children/youth that were present during the regular school year were served by the MEP, and **2,684 (63%)** of the 4,236 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 2023-24 performance period (regular year and summer). Results show that 4,191 migratory children/youth (80% of all eligible) were served. Of the 4,023 migratory children/youth served ages 3-21, 46% had PFS (89% of all PFS children/youth).

Thirty-seven percent (37%) of migratory students received instructional services. Twenty-three percent (23%) received reading instruction and 25% 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 and OSY) received credit accrual services (three ninth grade students, three tenth grade students, one eleventh grade student, two twelfth grade students, and three OSY).

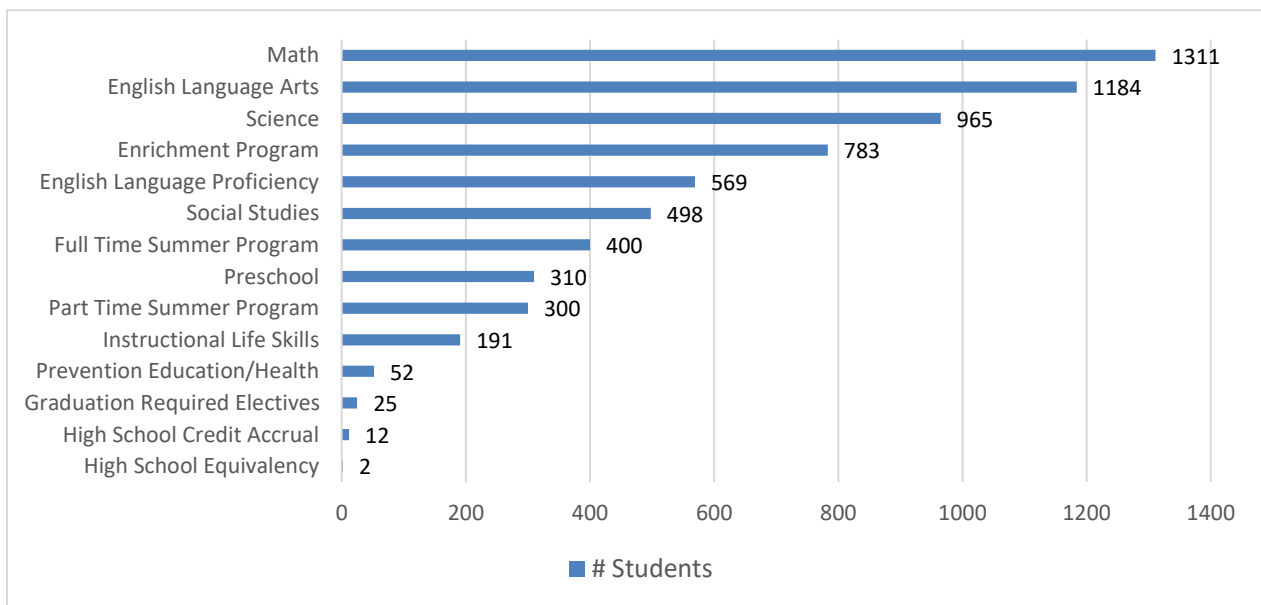
**Exhibit 9**  
**Migratory Children/Youth Served During the 2023-24 Performance Period**

Grade	All Migratory Students			PFS Migratory Students			Instructional Services					
	# Eligible	Served		Total # PFS	Served		Any Instruction		Reading Instruction		Math Instruction	
		#	%		#	%	#	%	#	%	#	%
Birth-2	306	168	55%	--	--	--	25	8%	8	3%	8	3%
Age 3-5	861	698	81%	404	344	85%	369	43%	269	31%	297	34%
K	354	283	80%	161	148	92%	155	44%	115	32%	113	32%
1	339	272	80%	142	126	89%	141	42%	88	26%	103	30%
2	335	268	80%	136	124	91%	155	46%	111	33%	106	32%
3	312	247	79%	109	100	92%	143	46%	100	32%	112	36%
4	296	241	81%	117	110	94%	134	45%	89	30%	96	32%
5	321	259	81%	119	109	92%	146	45%	65	20%	105	33%
6	322	268	83%	129	115	89%	132	41%	88	27%	111	34%
7	266	227	85%	109	104	95%	94	35%	54	20%	72	27%
8	262	212	81%	111	100	90%	78	30%	31	12%	53	20%
9	317	268	85%	139	127	91%	111	35%	62	20%	61	19%
10	252	222	88%	80	78	98%	74	29%	45	18%	36	14%
11	200	171	86%	60	58	97%	78	39%	30	15%	32	16%
12	177	142	80%	37	34	92%	40	23%	16	9%	8	5%
OSY	343	245	71%	243	183	75%	85	25%	21	6%	6	2%
<b>Total</b>	<b>5,263</b>	<b>4,191</b>	<b>80%</b>	<b>2,096</b>	<b>1,860</b>	<b>89%</b>	<b>1,960</b>	<b>37%</b>	<b>1,192</b>	<b>23%</b>	<b>1,319</b>	<b>25%</b>

Source: Nebraska MEP 2023-24 CSRP Data

Exhibit 10 shows the type of instructional service received by the 1,960 migratory students receiving MEP instruction during 2023-24. The largest percentage of migratory students/youth served received math instruction (67%) and ELA instruction (60%). About half of the students receiving instruction received science instruction (49%) and 40% participated in enrichment programming. Note that the ELA and math participation numbers are higher in Exhibit 10 than in Exhibit 9 as they include students that received instruction from both teachers and non-certified staff.

**Exhibit 10**  
**Instructional Services Received by Migratory Students in 2023-24**



Source: MIS2000

Exhibit 11 shows the number and percent of migratory children/youth receiving MEP support services in 2023-24, including counseling. Seventy-nine percent (79%) of all eligible migratory children/youth received support services and 19% 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.

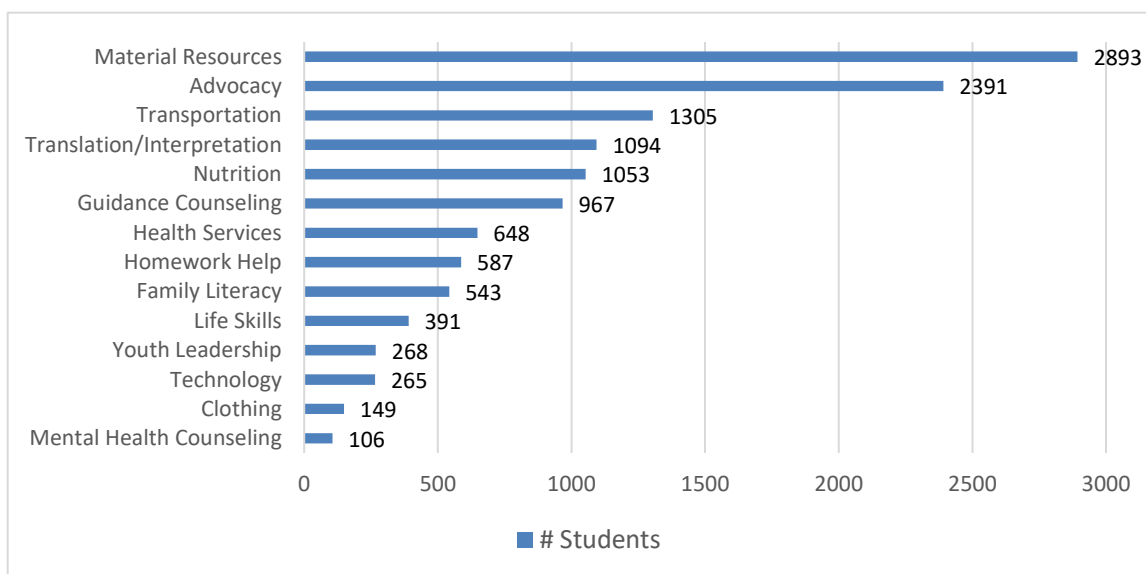
**Exhibit 11**  
**Migratory Children/Youth Receiving Support Services in 2023-24**

Grade	# Eligible	Support Services		Counseling	
		N	%	N	%
0-2	306	167	55%	8	3%
Age 3-5	861	689	80%	47	5%
K	354	282	80%	39	11%
1	339	270	80%	41	12%
2	335	267	80%	58	17%
3	312	247	79%	58	19%
4	296	240	81%	35	12%
5	321	258	80%	43	13%
6	322	266	83%	84	26%
7	266	227	85%	70	26%
8	262	211	81%	72	27%
9	317	264	83%	100	32%
10	252	217	86%	110	44%
11	200	167	84%	80	40%
12	177	141	80%	65	37%
OSY	343	234	68%	65	19%
<b>Total</b>	<b>5,263</b>	<b>4,147</b>	<b>79%</b>	<b>975</b>	<b>19%</b>

Source: Nebraska 2023-24 MEP CSPR Data and MIS2000

Exhibit 12 shows the specific support services received by 4,147 migratory children/youth in 2023-24.

**Exhibit 12**  
**Support Services Received by Migratory Students in 2023-24**

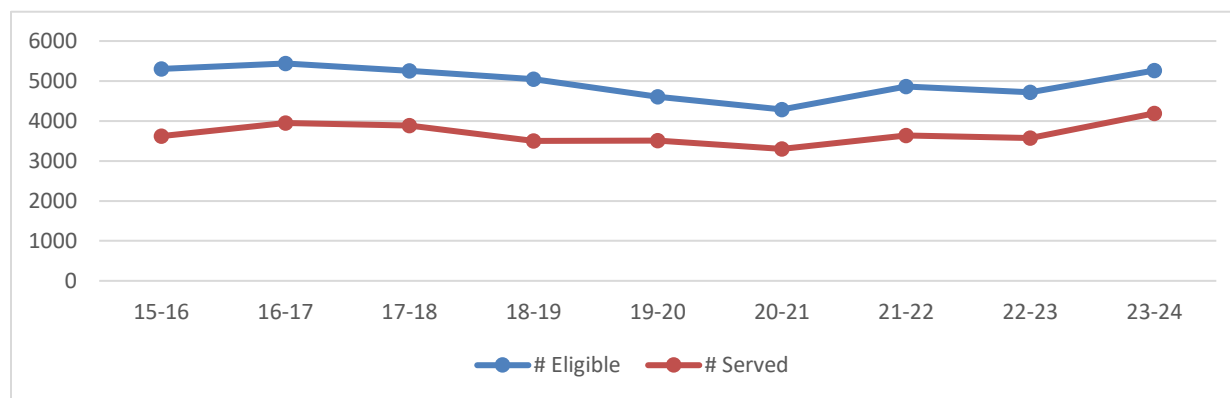


Source: MIS2000

Exhibit 12 shows that the largest number of migratory students receiving support services received material resources (70%) and advocacy (58%).

The graphic below shows the number of eligible migratory children/youth from 2015-16 to 2023-24 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. The number eligible and served increased in 2023-24.

**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 2023-24.

**Exhibit 14**  
**2023-24 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	95	93	98%	52	55%	52	100%	43	45%	41	95%
Crete	52	46	88%	33	63%	27	82%	19	37%	19	100%
ESU 1	571	398	70%	160	28%	126	79%	411	72%	272	66%
ESU 7	654	603	92%	328	50%	309	94%	326	50%	294	90%
ESU 9	878	709	81%	476	54%	395	83%	402	46%	314	78%
ESU 13	292	267	91%	57	20%	56	98%	235	80%	211	90%
ESU 15	289	264	91%	112	39%	109	97%	177	61%	155	88%
Fremont	221	56	25%	65	29%	22	34%	156	71%	34	22%
Head Start	427	393	92%	133	31%	125	94%	294	69%	268	91%
Lexington	418	378	90%	165	39%	155	94%	253	61%	223	88%
Lincoln	103	76	74%	49	48%	45	92%	54	52%	31	57%
Omaha	910	792	87%	525	58%	478	91%	385	42%	314	82%
<b>Total</b>	<b>4,910</b>	<b>4,075</b>	<b>83%</b>	<b>2,155</b>	<b>44%</b>	<b>1,899</b>	<b>88%</b>	<b>2,755</b>	<b>56%</b>	<b>2,176</b>	<b>79%</b>

Source: MIS2000

The number of children/youth served by each project/region ranged from 46 (Crete) to 792 (Omaha). Percentages of PFS students served ranged from 34% (Fremont) to 100% (Alliance). Percentages of non-PFS students served ranged from 22% (Fremont) to 100% (Crete). Some of these numbers are

duplicated, as migratory students may be counted by multiple projects or regions due to their mobility between districts and regions.

## PARENT AND FAMILY ENGAGEMENT

The Nebraska MEP values parents as essential partners in their children's education. As a result, parents actively participate in regular PAC meetings and parent/family engagement activities and events. Exhibit 16 shows the activities and events offered to parents by funded projects and the state MEP (**bolded**) during 2023-24. Parent services were available both in-person and virtually to enhance accessibility. The table shows that the Nebraska MEP hosted four State PAC meetings and the 2024 Family and Student Conference. Funded projects/regions also hosted 48 PAC meetings and parent/family activities. Nearly 900 parents (duplicated count) attended local and state activities and events.

**Exhibit 15**  
**Nebraska MEP PAC Meetings and Parent Engagement Activities in 2023-24**

Project	Date(s)	Title/Topics	# Parents
Lexington	08/16/23	MEP CNA/SDP Meeting	4
ESU 15	09/18/23	Parent PAC Meeting	3
Madison	09/27/23	MEP PAC Meeting	5
ESU 13	10/04/23	Fall Family Fun Night/Activity Open House Valentine	11
<b>All Projects</b>	<b>10/10/23</b>	<b>State PAC (Allocations/MEP Updates)</b>	<b>13</b>
Lincoln	10/17/23	LPS Attendance Process, Cell Phone Policy, and Educational Activities	5
Alliance	10/19/23	Local Parent Meeting	19
ESU 15	10/19/23	PAC Meeting Chase Co	18
Lexington	10/19/23	Juan Cangas Meeting	18
ESU 13	10/24/23	Family Fun Night/Science Experiment and STEM Project-North Platte	20
ESU 13	10/24/23	Fall Family Night/Resources and Agency Sign Up-Scottsbluff	15
ESU 13	10/25/23	Fall Family Fun Night/Activity Open House Chadron	18
ESU 7	11/04/23	Spanish Visit Day (UNL-Lincoln)	3
Head Start	11/06/23	PAC Meeting	3
Crete	11/07/23	Primer to Post-Secondary for Parents	1
ESU 13	11/07/23	Fall Family Fun Night/Activity Open House-Crawford	18
ESU 13	11/13/23	Family Bingo Night/AI Presentation and Phone/Internet Safety-Sidney	NR*
<b>All Projects</b>	<b>11/14/23</b>	<b>State PAC (MEP Information and Conference Planning)</b>	<b>12</b>
ESU 7	11/28/23	ESU7 FACE	24
Head Start	11/30/23	College Prep Night (Education Quest and FAFSA)	4
ESU 9	12/04/23	Kearney PAC	23
ESU 7	12/20/23	ESU7 FACE	22
<b>All Projects</b>	<b>01/23/24</b>	<b>State PAC (MEP Information and Conference Planning)</b>	<b>14</b>
ESU 13	01/23/24	Family Night/Community Organizations-North Platte	50
ESU 9	01/25/24	Broken Bow PAC	6
ESU 9	02/15/24	Holdrege PAC	6
Omaha	02/16/24	Visit to Omaha City Hall/Explanation of MEP	6
Lincoln	02/27/24	HS Credit Requirements, Graduation Preparation, Legal Aid of NE Services	4
Lexington	02/28/24	School Nurse Discussing Health Care Topics	14
Madison	02/28/24	PAC Meeting	3
ESU 7	02/29/24	ESU7 FACE	23
<b>All Projects</b>	<b>03/19/24</b>	<b>State PAC (MEP Information and Conference Planning)</b>	<b>14</b>
Alliance	03/25/24	Local Parent Meeting	19
ESU 9	03/28/24	Southern Valley PAC	6

Project	Date(s)	Title/Topics	# Parents
<b>All Projects</b>	<b>04/06/24</b>	<b>2024 Nebraska MEP Family &amp; Student Conference</b>	<b>154</b>
Crete	04/06/24	PAC meeting #1	5
ESU 9	04/06/24	Parent Conference Gathering	15
ESU 9	04/11/24	Gibbon PAC	7
Fremont	04/17/24	Information about scholarships and camps for high schoolers	2
ESU 15	04/18/24	Summer School Parent Meeting	16
Omaha	04/19/24	Proteus COVID Funds/Community Agency Fair	120
ESU 9	04/23/24	Cozad PAC	6
Lincoln	04/23/24	Summer Activities with Students and Families	2
ESU 7	05/14/24	ESU7 FACE	7
Lincoln	05/15/24	Farmer Market Activity	3
Lexington	05/22/24	Spring Planning Meeting	1
Alliance	05/23/24	Local Parent Meeting	7
ESU 9	06/13/24	Holdrege PAC	12
Omaha	06/21/24	Graduation Requirements	8
ESU 1	06/22/24	Family Summer Conference	15
Head Start	06/25/24	PAC Meeting	38
ESU 7	06/26/24	Columbus Summer School Family Field Day	45
Crete	08/10/24	PAC meeting #2	4
<b>Total</b>			<b>899</b>

Source: Nebraska MEP FSIs and Nebraska MEP Records

\*NR=Not Reported

Exhibit 16 shows the overall mean rating for all 37 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 223 parents responding (100%) rated the activities as either excellent (83%) or good (17%). The mean rating for parent activities addressing graduation was highest of all goal areas.

**Exhibit 16**  
**Parent Ratings of Nebraska MEP PAC Meetings and Parent Engagement Activities**

	# Sessions Evaluated	# Evals	# (%) Poor	# (%) Good	# (%) Excellent	Mean Rating
School Readiness	20	99	0 (0%)	21 (21%)	78 (79%)	2.8
ELA and Math	23	133	0 (0%)	27 (20%)	106 (80%)	2.8
Graduation	20	84	0 (0%)	13 (15%)	71 (85%)	2.9
Services to OSY	9	23	0 (0%)	7 (30%)	16 (70%)	2.7
<b>Total (Unduplicated)</b>	<b>37</b>	<b>223</b>	<b>0 (0%)</b>	<b>39 (17%)</b>	<b>184 (83%)</b>	<b>2.8</b>

Source: Nebraska MEP Parent Training Evaluations

Exhibit 17 shows the mean ratings for the Nebraska MEP Family/Student Conference in April 2024. Results show that all 59 parents completing evaluations felt they increased their knowledge of the content covered during the conference (75% a lot, 25% somewhat). The overall conference had a mean rating of 2.6 out of 3.0 indicating that parents thought it was excellent.

**Exhibit 17**  
**Parent Ratings of the State MEP Family/Student Recognition Conference**

Date	# Evals	Mean Rating of Activity	Increased Knowledge			Mean Rating
			# (%) Not at all	# (%) Somewhat	# (%) A Lot	
4/6/24	59	2.6	0	12 (25%)	35 (75%)	2.7

Source: Nebraska MEP Parent/Family Conference Evaluation

A total of 406 parents responding to the Parent Survey rated the impact of MEP parent activities and/or resources and information on their preparation for supporting their child’s education. Ratings are based on a 3-point scale. Ninety-seven percent (97%) of the parents responding felt that MEP parent activities and/or resources/information helped them be more prepared a lot (78%) or somewhat (19%).

**Exhibit 18**  
**Parent Ratings of the Impact of Parent Activities/Resources/Information Provided by the MEP on their Preparation for Supporting their Child’s Education**

How much did parent activities and/or resources/information provided by the MEP help you feel better prepared to support your child’s education?				
# Parents Responding	# (%) Not at all	# (%) Somewhat	# (%) A Lot	Mean Rating
406	14 (3%)	77 (19%)	315 (78%)	2.7

Source: Nebraska MEP Parent Survey

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

Parent Learning about Ways to Support their Child’s Learning/Parent Engagement

- *All the fun and learning that can be had by doing simple, fun science experiments together as a family!! Thank you!*
- *How easy it is to encourage kids, and how many teachable moments there are.*
- *How my child is advancing in her classes and ways to communicate with the school and see her grades. Also the attendance protocol.*
- *How to build a catapult! Super fun!*
- *How to help children more with their education.*
- *How to talk to our children and listen to them for their academic and professional growth and their daily life.*
- *I learned different science experiments to do with my son.*
- *I learned pros and cons of the technology that will be affecting my children and ways to use it and protect against the negative aspects.*
- *Languages, math, and writing (multiple responses)*
- *Learned a lot to improve and support my children's learning.*
- *Strategies for my son to be a good student and human being. What to do so that my son is heard and has the confidence to let me know everything that happens to him.*
- *The new attendance protocol. (multiple responses)*
- *Trust and communication are the basis of having a good parent-child relationship! Just as educating by example will serve to ensure that they have good behavior!*

### Parent Learning about Graduation/Postsecondary Education

- *About the credit requirements for my children to pass school, as well as the rights and benefits they can obtain.*
- *About the scholarships for children. I had fun learning together.*
- *How having too many unexcused absences could affect high school credits.*
- *I learned the requirements for high school graduation. How many subjects are needed and how many credit hours.*
- *We learned about scholarships available and how to apply for them.*
- *We learned about some simple techniques to be mindful of our blessings. We also talked about scholarships, etc. I plan on using the activity in our 4-H club.*

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

- *I have learned a lot from this training such as the importance of vaccines, dental hygiene and the impact it could have on the student if not treated early.*
- *I have learned that there is a lot of difference between the school system in Africa vs USA. Vaccines are mandatory in U.S. when enrolling new students. Also, I learned that if my child has a fever I have to call the school and notify them and he has to be free from fever for 24 hours without taking any medication. We have learned a lot thanks!*
- *I learned that we have to pay a lot of attention and time to our children to know if they have any problems and so that they trust us.*
- *I learned that you, as teachers/mentors, are always attentive to our children. I also learned from the comments of other parents, different perspectives of what I should do or how to react in different situations.*
- *That there are different resources to help children with mental health needs.*
- *We had a beautiful family experience. We enjoyed and learned at the same time with different experiments. The kids learned how to share and wait their turn so they could participate.*
- *We must teach our children to be honest, to respect the rules of the house, to teach them values.*

### Parent Learning about the MEP, Services, and Community Resources

- *Community resources and about the MEP.*
- *Different things and activities provided by the library.*
- *I learned about summer school information and summer activities.*
- *I learned about the minimum wage for jobs and also about labor rights.*
- *I learned more information about the program and getting to know the team that works in the program.*
- *Information about the summer camp. (multiple responses)*

## **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.

Professional development enhances the skills of staff who provide instructional and support services to migratory students. Staff engage in ongoing professional learning, enabling them to serve migratory students more effectively and efficiently. These opportunities take various forms, including statewide conferences, training sessions, webinars, and workshops. In 2023-24, MEP staff participated in 120 training opportunities (in-person, virtual, pre-recorded webinars). A total of 747 staff (duplicated count)

participated in professional development – an average of 6.2 per session. A full list of the PD in which MEP staff participated in 2023-24 can be found in the Appendix.

**Exhibit 19**  
**Summary of Professional Development Provided to MEP Staff in 2023-24**

Month	# PD Sessions & Webinar Viewings	# Staff
September 2023	9	112
October 2023	14	61
November 2023	12	66
December 2023	6	48
January 2024	20	92
February 2024	8	25
March 2024	13	57
April 2024	10	100
May 2024	13	116
June 2024	2	5
July 2024	2	3
August 2024	8	32
September 2024	3	30
<b>Total</b>	<b>120</b>	<b>747</b>

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 the extent to which they increased their knowledge of the content presented on a 5-point scale where 1=not at all, 2=a little, 3=somewhat, 4=a lot, and 5=very much. Exhibit 20 shows Nebraska MEP staff ratings of IDRC training. Results show that 97% of the 33 MEP staff responding that participated in 10 of the 2023-24 IDRC training opportunities evaluated increased their knowledge of the content presented *very much* (46%) or *a lot* (52%).

**Exhibit 20**  
**Mean Ratings of Knowledge Gained During 2023-24 IDRC Professional Development**

To what extent did you increase your knowledge of the content addressed in this training?								
# Responding	# (%) Not at all	# (%) A Little	# (%) Somewhat	# (%) A Lot	# (%) Very Much	% A Lot or Very Much	Mean Rating	# Sessions Evaluated
33	0 (0%)	0 (0%)	1 (3%)	17 (52%)	15 (46%)	97%	4.4	10

Source: IDRC CIG Training Evaluation

Sixty-nine (69) 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**  
**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
69	1 (1%)	2 (3%)	9 (13%)	26 (38%)	31 (45%)	83%	4.2

Source: Nebraska MEP Staff Survey

Exhibit 21 shows that 83% of staff responding felt that MEP professional development helped them increase their skills for serving migratory children *very much* (45%) or *a lot* (38%). Staff also responded to an open-ended item on the Staff Survey that asked them to identify ways in which they applied their learning from MEP PD. Following are examples of staff comments.

#### Application to Instruction

- *Creating a different kind of proper lesson plan for each one of my preschool and OSY students. Also getting to know them and apply my knowledge to guiding them to persuade and archive their goals.*
- *I take the information back and use other people's ideas when I work with students such as having something educational to do with them. I also take valuable information back to either correct myself on or better myself on.*
- *I use lots of visuals and hands-on activities to teach skills- specifically measurements.*
- *I use some of the ideas I got from other colleagues with my students especially in reading.*
- *Knowing MEP resources and the activities with lessons to use with the students at different ages or grades, it really helped me especially since I am new in the program doing two positions: the services provider and MEP recruiter.*
- *Many children in our school district are migratory as well as EL. Trainings allow our staff to develop strategies and tools that will help the student learn.*
- *Working with below average levels of reading and math.*
- *Working with the program helped me develop skills to work better with students that are not proficient in English.*

#### Application to Working with Families

- *How to work with families.*
- *I shared the knowledge I learned from every training with the students and their families thereby sharing education and best practices to reach common goals.*
- *I used my skills in relationship building and family engagement to help families engage in the program and stay connected with MEP.*

#### Application to Program Implementation

- *Data training for entry in MIS2000 (e.g., course histories, health information, services).*
- *During MEP professional development, I gained valuable insights into working with migratory children and youth, which I have applied in several key ways. First, the training on understanding cultural backgrounds has helped me to be more mindful and responsive to the diverse experiences of migratory students. I now make a concerted effort to learn about each student's unique background and circumstances, allowing me to build stronger connections with them and their families. This cultural awareness has also helped me create more inclusive learning environments where students feel seen, valued, and supported. Additionally, I have been more intentional about ensuring that migratory students receive the services they need. Whether it's connecting them to tutoring, health services, or other community resources, the professional development has underscored the importance of providing comprehensive support beyond the classroom. These services are vital for addressing the specific needs of migratory children, who often face unique barriers that can impact their education. Through these practices, I have been able to create a more supportive and effective learning environment for migratory children and youth.*
- *I have learned through data what our student needs are and through Connecteam, how to help our team to better at documenting services so they can worry less about the paperwork side and focus more on the families.*

- Knowledge of the new data system helped me keep more accurate record of student data.
- MEP professional development always reminds me of ways to help the children. They also help me to know the services they provide for our families.
- MEP professional development has been invaluable in helping me better understand and serve the diverse cultural backgrounds of the migratory children and youth in our program. Through PD, I have gained deeper insights into the unique challenges faced by the families we work with and how to be both culturally sensitive and responsive to their specific needs. This learning has enhanced my ability to build trusting relationships with students and their families, ensuring they feel supported and understood. I have appreciated the opportunities to learn more about the populations we serve, recognizing that cultural awareness is crucial to providing meaningful and effective support. Additionally, professional development has equipped me with a better understanding of the MEP itself—how the program operates and how we can best utilize available resources to serve our students and families. By applying this knowledge, we have been able to offer more targeted interventions and connect families with the resources that will make the greatest impact on their success.
- The most recent example I can think of resulted from a presentation about using AI. I used it to draft pre-and post-test questions, and also create rubrics.
- Training on service codes at the MEP conference was helpful.

## 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
<b>School Readiness</b>		
<b>Strategy 1.1a:</b> 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).	8 of 11 (73%)	3.7
<b>Strategy 1.1b:</b> 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 10 (80%)	3.9
<b>Strategy 1.2:</b> 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.	9 of 11 (82%)	4.1
<b>Strategy 1.3:</b> Coordinate and/or provide school readiness strategies to enhance migratory families' capacity to support and advocate for their child's school readiness skills.	7 of 11 (64%)	3.8
<b>ELA and Mathematics</b>		
<b>Strategy 2.1a:</b> Coordinate and/or provide targeted, evidence-based supplemental ELA and math support to increase academic achievement.	7 of 12 (58%)	3.6

Strategies	# Rating 4 or Higher	Mean Rating
<b>Strategy 2.1b:</b> 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.	6 of 11 (55%)	3.5
<b>Strategy 2.2:</b> Coordinate and/or provide migratory students with appropriate needs-based support services to increase achievement in ELA and math.	11 of 12 (92%)	4.2
<b>Strategy 2.3:</b> Coordinate/provide and/or refer families to resources and/or opportunities that help families support academic development in ELA and math.	8 of 12 (67%)	3.7
<b>High School Graduation</b>		
<b>Strategy 3.1a:</b> 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.	7 of 12 (58%)	3.6
<b>Strategy 3.1b:</b> 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.	4 of 11 (36%)	3.4
<b>Strategy 3.2:</b> 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.	9 of 12 (75%)	3.9
<b>Strategy 3.3:</b> 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.	8 of 12 (67%)	3.5
<b>Services to OSY</b>		
<b>Strategy 4.1a:</b> 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 12 (42%)	3.2
<b>Strategy 4.1b:</b> 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.	6 of 11 (55%)	3.4
<b>Strategy 4.2:</b> 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.	8 of 12 (67%)	3.6
<b>Strategy 4.3:</b> 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.	5 of 12 (42%)	3.2

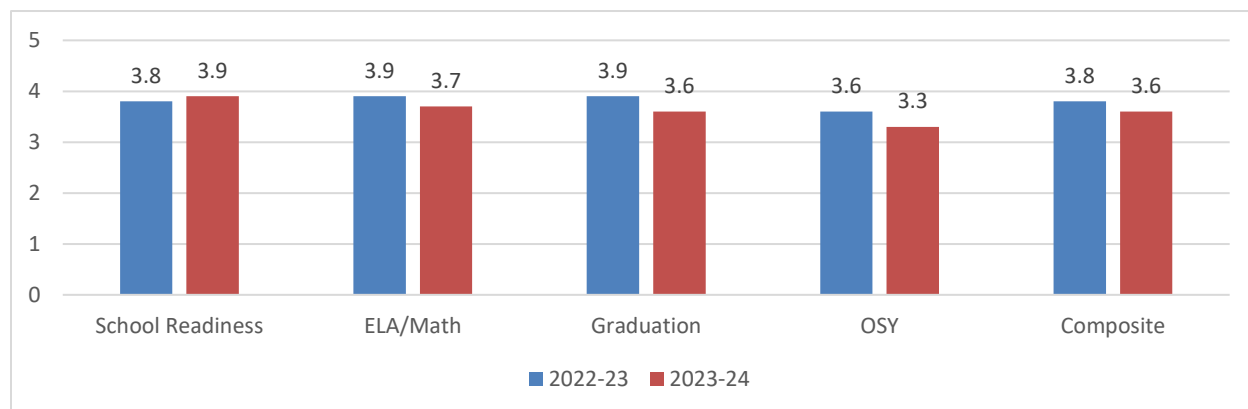
Source: Nebraska MEP FSIs

The mean rating for all 16 strategies combined was 3.6 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 - **Strategy 1.2** addressing the provision of needs-based support services to ensure access to school readiness opportunities (mean rating of 4.1) and **Strategy 2.2** addressing the provision of needs-based support services to increase achievement in ELA and math (mean rating of 4.2). Strategy 4.1a addressing the provision of instructional services to OSY and Strategy 4.3 addressing educational services to parents/families of OSY were rated lowest (mean rating of 3.2 each).

Exhibit 23 compares the mean scores for the four goal areas addressed by the FSI in 2023-24. The mean rating for the school readiness strategies was higher in 2023-24 than in 2022-23; however, the mean

ratings for ELA/math, graduation, and OSY were less than the year before. The overall mean rating for all strategies combined was lower in 2023-24 than in 2022-23 as well.

**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. Also reported by each project/region responding was the most effective way(s) in which each strategy was implemented.

**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

Most effective ways in which projects implemented Strategy 1.1a

- *We coordinated with our local district preschool program and the local Head Start to prioritize our MEP students. We ensured that participants had transportation to attend, if necessary, and assisted families with preschool applications and transportation arrangements. Additionally, MEP staff provided interpretation and translation services and advocated for parents to ensure their children could access the program. For children who could not attend preschool due to space limitations or parental choice, we offered at-home preschool services to ensure they were still receiving support for school readiness.*
- *Our service staff provided in-home instructional services based on NePAT data to children ages 3-5 in both the regular term and the summer term.*
- *Home-based preschool services.*
- *With the assistance of the mobile unit, preschool services were provided to students not enrolled in formal preschool settings, either in their local areas or at home. This approach was successfully carried out during summer school, focusing on PFS students to reach the highest number of available participants.*
- *Offering supplemental funding for preschool students to attend certified preschool institutions. Additionally, staff connected consistently with families in the home to provide instructional and*

*support services toward school readiness.*

- *Andrea visits some families and provides some instructional services for our preschoolers.*
- *The most effective way we implemented this Strategy was through a full-day prekindergarten (PK) summer program. During summer school we use the NePAT assessment in order to gather data and determine where each child was at academically and developmentally. Through the results, lessons plans and activities were customized. Another effective way we met with Strategy was through bi-weekly home visits for those 3-5-years old not enrolled in a preschool center-based program. The NePAT was again utilized to determine where each child as academically and developmentally. Home visit activities are then customized for each child.*
- *We were better able to serve students in our project by also offering home visits.*
- *We highly encourage families to enroll students into our district preschool program by working with families and district personnel. If preschool programming is not what the family wants then we provide home visitation services.*
- *The district offers Pre-k 3- and 4-year-old preschool. Our service provider was intentional in disseminating this information to our migratory families.*
- *Providing specific reserved spots for migratory preschoolers in select schools allows for consistent instruction and supports to families.*

**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:

- Encourage the employment of, or employ, bilingual/bicultural staff or staff who have experience working with multicultural students
- MEP staff meetings
- NePAT training/materials
- Provide training and coaching of MEP staff
- Statewide MEP Conference

Most effective ways in which projects implemented Strategy 1.1b

- *Our staff attend trainings of their choice and collaborate with the Northern Early Learning Coordinator who shares out regular training opportunities in the area of early childhood. Staff created professional learning goals that address an area that directly relates to their position within the MEP. We meet three times each year to revisit the goals, assess progress, and modify if necessary. Staff are charged with obtaining their training in the way that is most practical to them. Training could take place on site, through webinars, or in-person via conferences.*
- *In-person trainings.*
- *This strategy was most effectively implemented during MEP service staff meetings (PLCs) held throughout the year. Further professional development was offered through our district and regional early childhood events.*
- *Attending conferences at the state and national levels.*
- *Partnering so closely with Head Start assists greatly with us effectively completing this strategy. Through combined early childhood education trainings offered by Head Start, as well as training offered by MEP we feel that we are succeeding at this. Our staff are familiar with early childhood education- with all of the staff at one point previously working for Head Start/Early Head Start.*
- *We utilized local and state training that was free or at low cost so that we were able to stay within our budget.*
- *We attended the statewide MEP conference to hear from others across Nebraska about different strategies.*
- *Monthly check-in/PD with Service Provider assigned to provide instructional and support services to school readiness (P3-P5).*

**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.
- Educate families on navigating the U.S. healthcare system
- 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
- 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.

Most effective ways in which projects implemented Strategy 1.2

- *We most effectively implemented this strategy by providing tailored support services to preschool families, helping them overcome barriers to accessing school readiness opportunities. Our team worked closely with local agencies, NGOs, and school-based partners to connect families with essential services, such as transportation, preschool applications, and enrollment assistance. Additionally, we provided interpretation and translation services to help families navigate these processes and advocated on their behalf to ensure their children had access to quality preschool programs. We also focused on building trusting relationships through open communication, so families felt comfortable reaching out when they needed support. To better serve them, we educated ourselves on available resources and participated in networking events to ensure we were fully equipped to assist families with their school readiness needs.*
- *When students are identified as 3-5 years old, not in pre-k or kindergarten, they are moved to the top of our PFS list and we work with the family to set up home visits twice a week. Families are referred to NENCAP for immunizations, WIC (if eligible), and Healthy Families.*
- *Keeping families updated and informed on available community resources.*
- *These strategies were carried out through individual partnerships and collaboration. MOU collaborations have been successfully established with Head Start, the district, Goodwill, and Mission Avenue. We have also developed strong partnerships with other health agencies. Systemically, our initial assessment process ensures that data is collected to understand each families, unique needs, enabling a more targeted connection to necessary support.*
- *One-on-one meetings with families.*
- *We are currently working with the local Family Coalition to provide support services to our students and our recruiter is visiting families and starting to work with preschoolers. We are working together and finding more opportunities to provide additional support services for our migratory students.*
- *By offering summer school to PK students and by conducting ongoing NePAT home visits bi-weekly throughout the school year for those PK students not enrolled in a pre-school setting. Support services are important as well, as we feel it is effective to offer referrals, transportation, and interpreting for medical appointments as needed. Partnering with Head Start is an effective way to assist the families in finding high-quality preschool.*

- *Our project utilizes a system to make sure families are checked in with on a routine basis.*
- *We highly encourage families to enroll students into our district preschool program by working with families and district personnel. If preschool programming is not what the family wants then we provide home visitation services.*
- *Regular communication with our service provider and migratory families.*
- *Collaboration with Early Childhood, Child Find, and Special Education and referrals to community agencies.*

**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.
- Family literacy nights/events
- Help and support family members to navigate the U.S. school system by providing information/resources/materials on understanding expectations/stages, literacy, school readiness, and technology in the family's home language.
- 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
- Partner with outside organizations who specialize and/or provide early childhood services.
- Provide family engagement activities, such as PAC, family literacy, and FACE, and virtual meetings.
- Resources for parents to use at home

Most effective ways in which projects implemented Strategy 1.3

- *Our focus on collaboration, referrals, and open communication with other programs and service providers has significantly enhanced our effectiveness in supporting families. We most effectively implemented this strategy by holding local PAC meetings where we shared valuable information with preschool families and connected them to local resources that support school readiness. One-to-one meetings between MEP staff and parents allowed us to discuss individual family needs and offer referrals to appropriate services. We referred families to local family literacy, adult education, and family education opportunities, and we invited them to engagement activities at the local library, school, and wider community, ensuring they stay connected and actively involved in their child's early education journey.*
- *We hosted a Migratory Family Conference and invited all families to attend. We also hosted family events targeting K-OSY students and families in August of 2023 at the beginning of the school year.*
- *FACE meetings and home visits.*
- *Collaboration with Head Start, PAC.*
- *Home visits and family literacy nights.*
- *By referring to Head Start or the school district. By providing resources on home visits and educating the families on the importance of school readiness, and their right as parents. By assisting families in signing up for preschool.*
- *Through coordination of services with other agencies we were able to provide resources to the families to assist their children in the home.*
- *Eligible families received home visits at which time they received preschool learning materials.*

*Education was provided to parents on ways to support their child's development of school readiness with the assistance of interpreters, and this time was used to build trust between parent and school.*

- *The ability and trust that our service provider had with families to allow in home support for children of this age.*
- *Collaboration with Family Involvement Program on family engagement events.*

**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:

- After-school STEM/robotics program
- Enrichment programs
- Extended day/week programming
- Facilitate communication between home/school/MEP (e.g., social media, school letters, phone calls, translation).
- In-school support
- Monitor student grades and assessments (e.g., credit checks, review course schedule, grade promotion, attendance).
- Summer school focusing on math and reading
- Tablets/computers
- Use of assessment results to plan and modify instruction to close learning gaps.
- Use of technology.

Most effective ways in which projects implemented Strategy 2.1a

- *Our MEP staff have access to the district's HQIM and have daily and one-on-one contact with the students.*
- *We most successfully implemented this strategy through the addition of an Educational Service Provider position. This individual provided one-to-one and small group instructional support, closely monitored MEP students—especially PFS and at-risk students—to ensure they were not struggling with attendance, grades, or credits. The provider regularly met with middle school students to identify any unmet needs and offered EL and instructional support for MEP students in the EL and newcomer programs. Additionally, the service provider served as a vital connection between parents and the school, keeping parents informed of any issues as they arose. We also worked hard to connect our students with other educational programs and services, such as prioritizing MEP students for spaces in the 21st Century afterschool program at all buildings. This position significantly improved our ability to meet students' needs throughout the school year and during the summer, when home-based services and support for summer programming were provided.*
- *We implemented the strategy by using certified teachers who created focused lesson plans for both reading and math during Spring Break Camp and Summer School. We included support for English language learners to make sure everyone could succeed in both subjects.*
- *Collaboration with some school districts and sharing of state assessments.*
- *The most effective ways were through a combination of extended learning opportunities and targeted academic support. Our skilled service providers provided a personalized support to strengthen tier math and ELA skills.*
- *Home-based instruction and summer camps/services*
- *While Strategy 2.1a was more of a challenge this year, due to funding and not being able to offer after school tutoring like we had previously, we did continue to meet this goal in a very effective way of offering and providing summer school where ELA was a focus. We had a reading and math curriculum, pre post assessments were used, lessons plans were implemented, etc. We did also utilize Imagine Learning to those students who needed it the most during summer school*

*and throughout the school year. We did reserve funds for ELA support if needed, but those funds were reserved more for high school students at-risk of not graduating or passing a core classes.*

- *This year we were able to support two of the three elementary schools by providing para support during the day for three days a week. This support consisted of instructional assistance according to the student's plan.*
- *During the school year and summer programming, the MEP Specialists received guidance from teachers to work on specific academic supports with students. They worked with 14 students ages K-8 and seven students in High School.*
- *We have established some strong systems to help determine where additional support is needed in math and ELA.*
- *MEP Service Providers are assigned to middle and high schools to provide instructional services in ELA and math.*

**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)
- New staff training
- Staff meetings/training
- State MEP meetings/conferences/training
- 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.
- Webinars

Most effective ways in which projects implemented Strategy 2.1b

- *Our MEP teacher trains right alongside classroom teachers. She also keeps up with initiatives such as the Words Project and the Nebraska Literacy Project.*
- *Staff created professional learning goals that address an area that directly relates to their position within the MEP. We meet three times each year to revisit the goals, assess progress, and modify if necessary. Staff are charged with obtaining their training in the way that is most practical to them. Training could take place on site, through webinars, or in-person via conferences.*
- *Attending trainings that was offered and included PL as individual goal area.*
- *PLCs have been the most effective way to stay connected and communicate about professional learning, ensuring staff are well-prepared to implement evidence-based strategies. The diverse expertise within our MEP team further enhances these efforts, allowing us to collaboratively address challenges, share best practices, and tailor support to meet the unique needs of our students.*
- *Attend professional conventions and training.*
- *Our project works to meet this goal by attending local and state PD and conferences to learn more about how to support students academically. Our service providers provide more support services, so I feel that we are still developing this goal. We do offer support and training to our summer school staff, who are highly qualified para professionals and certified teachers.*
- *We utilized local and state training that was free or at low cost so that we were able to stay within our budget.*
- *The new staff training was effective this year with our new service provider. We also gained knowledge at the state provided MEP trainings this year.*

- *Consistent PD*
- *Personalized professional development through monthly check-ins and team meetings.*

**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
- Educational field trips
- Health and nutrition, educational supplies, interpretation, transportation, access to technology
- Immunization assistance (scheduling/transportation)
- MEP service provider meetings
- PAC meetings showcasing local agencies
- Partner with schools, families, community, universities, and other educational agencies for support.
- Provide guidance/counseling
- Recruiter home visits
- Referrals to state and local services
- Youth leadership opportunities

Most effective ways in which projects implemented Strategy 2.2

- *Our MEP staff work within the buildings and see students on a regular basis.*
- *We most successfully implemented this strategy through our strong communication with families, which allowed us to identify their needs and connect them with local resources. We also assisted families in connecting with school staff and accessing school-based resources to support their children's ELA and math performance. Our focus on building local and regional collaborations with various agencies and partners played a significant role in our success in meeting families' needs. Additionally, our MEP staff acted as advocates and resources themselves, ensuring that families were well-supported. Whenever possible, we also provided students and families with educational materials to further support their success.*
- *Service staff regularly communicate with our families and refer them to agencies and organizations in their area as support needs arise. Additionally, we share events in our service area on our Facebook page that is shared with parents.*
- *Changing "referral" coding to "advocacy" and using more community resources after deep budget cuts; intentional networking with community agencies.*
- *These strategies were carried out through individual partnerships and collaboration. MOU collaborations have been successfully established with Head Start, the district, Goodwill, and Mission Avenue. We have also developed strong partnerships with other health agencies. Systemically, our initial assessment process ensures that data is collected to understand each families, unique needs, enabling a more targeted connection to necessary support.*
- *We provide backpacks and supplies at the beginning of the academic year to our students. We are adamant about providing resources to students related to their academic, health, and social benefit. Our greatest resource is our staff and the relationships they build with the students in the MEP.*
- *Providing backpacks and school supplies to students during our summer school program, providing ongoing referrals and resources during home visits, educational field trips in the summer, assisting with scheduling health appointments, finding resources for health appointments, and transporting to health appointments, interpreting for students as needing,*

*communicating with the schools, partnering with other agencies, and Empowering Student Leaders youth leadership opportunities.*

- *Our project utilizes a system to make sure families are checked in with on a routine basis.*
- *The MEP Specialists, along with Bilingual Liaisons, were able to collaborate with other programs and agencies as they advocated for children and families identified needs. This included other federally funded education programs, benefit and assistance programs, public health programs, and community non-profits. Two students attended a summer leadership camp, and 12 elementary students attended a summer camp focusing on STEM activities.*
- *Intentional assignment of MEP service providers to support migratory students in school and during enrichment programming.*

**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:

- Backpack program for families
- Collaborate with other programs and service providers for resources and opportunities for parents.
- 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.
- PAC meetings
- Parent meetings/training
- Resources for parents to use at home
- Support parents in navigating US health systems.
- Teach self-advocacy skills to students and families.
- Use of technology.

Most effective ways in which projects implemented Strategy 2.3

- *Our MEP staff bring their support into the homes when requested, but it is difficult to get working families to the school for activities.*
- *We most effectively implemented this strategy by coordinating with other programs and services and providing regular referrals to help families support their children's ELA and math development. Similar to our efforts in school readiness, we held PAC meetings where we shared relevant and useful information with families, encouraged them to participate in parent/teacher conferences and district-wide parent engagement events, and promoted adult and family literacy opportunities. Our team also helped parents navigate the school system, healthcare, and local community to access the resources they needed to support their children's success in ELA and math. We met with families one-to-one in their homes when appropriate, building strong, trusting relationships that empowered them to use us as a resource for their family's success.*
- *We hosted a Migratory Family Conference and invited all families to attend. We also hosted family events targeting K-OSY students and families in August of 2023 at the beginning of the school year.*
- *Keeping families updated and informed on available community resources; FACE Zoom meetings.*
- *Through partnerships and collaborative efforts with agencies and school districts.*

- *While we provide resources to families, we need to be better about providing educational resources.*
- *By providing backpacks and supplies for families, gathering information through needs assessments from parents, conducting home visits with resources are shared and referrals are made. Monitoring students grades K-12<sup>th</sup> and sharing any concerns or celebrations with parents and students. Parent/student training for high school students with Education Quest, Financial Aid, and applying for college.*
- *Through coordination of services with other agencies we were able to provide resources to the families to assist their children in the home.*
- *Throughout the school year we provided information about state FACE meetings to parents. We also provided quarterly PAC meetings and provided educational strategies, how to support their students, and additional resources according to the needs. We are also connecting families with the state PAC meetings as well.*
- *Ensuring that families that wanted resources and support, received them.*
- *Regular communication by phone to our migratory families, regular home visits, especially to PFS students.*

**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
- Assign students according to need to trained MEP staff member that can serve as a school mentor and provide academic support.
- College/career information/conferences
- Collaborate with Proteus Financial.
- Hispanic Latino Summit
- Instructional services provided at the high school.
- Leadership camps
- MEP recruiter home visits
- 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
- Support transfer and understanding of credits (transcripts) to new locations – credit equivalents.
- Tablets and computers
- Tutoring
- Use of technology
- Youth leadership

Most effective ways in which projects implemented Strategy 3.1a

- *We have MEP staff onsite to provide support to our migratory students when the classroom support is exhausted.*
- *We most effectively implemented this strategy through the addition of the Educational Service Provider position. This individual worked diligently to identify students who were struggling by closely monitoring attendance, grades, and credits. They prioritized services for students indicated as PFS and at-risk, while still supporting all MEP students. The provider regularly met with those prioritized for services and ensured that all MEP students were met with at least once each semester to inform them of available services and remind them that support was always accessible. Additionally, the Service Provider worked with students during the summer, offering at-home lessons focused on goal setting and other relevant topics. These one-on-one and small*

*group tutoring and guidance sessions have been highly impactful for our MEP high school students, helping to ensure their academic success and progress toward graduation. In addition to these efforts, we also successfully coordinated with many other services and resources, both inside and outside of the school, to bring additional instructional assistance and opportunities to our students, further enhancing their chances of academic success.*

- *We were in contact with our high school families but we did not have any agree to work with us. Most of the work with did with high school students was through support services.*
- *Ongoing communication with students in the program.*
- *PLCs have been key in identifying supplemental instructions needs and how they can be best met.*
- *Summer programs and events relating to future planning and college enrollment.*
- *Through summer school, tutoring for those high school students at-risk of not graduating, Empowering Student Leaders leadership camps.*
- *We were not able to provide instructional support to the majority of our students, but did offer supplemental activities. We also offered PASS, but only one student participated and did not successfully complete it.*
- *Utilizing all the school counselor resources so students are informed and prepared for life after high school.*
- *LPS is fortunate that many supports are already in place with district resources. We connected with students in the classroom and at the high schools on a more regular basis this year. We also provided after school instruction for students at four high schools.*

**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:

- Coordinator attends professional learning at local, state, and national level.
- Local school/district/ESU PD
- New staff online course/onboarding plan
- New staff training
- PD related to cultural identity, language, and life experiences of migratory students
- PL provided via recorded sessions
- Staff meetings/training
- State MEP meetings/conferences/training
- Training on evidence-based teaching strategies to help migratory students achieve proficiency on state learning standards.
- Training on state academic standards.
- MSIX training to access and utilize student assessment and course history information.

Most effective ways in which projects implemented Strategy 3.1b

- *Staff created professional learning goals that address an area that directly relates to their position within the MEP. We meet three times each year to revisit the goals, assess progress, and modify if necessary. Staff are charged with obtaining their training in the way that is most practical to them. Training could take place on site, through webinars, or in-person via conferences.*
- *Attending in-person training opportunities.*
- *PL strategies were implement through attendance at the state conference, monthly professional learning activities held in our PLD, inclusion of staff, and PL regional events such as teaching cadres.*
- *Conferences and training events.*
- *Our staff attends trainings both locally, state, and nationally when appropriate in order to work towards meetings this goal. Strategies to meet this goal are discussed at staffings.*

- *We utilized local and state trainings at little to no cost, but were not able to expand further than this due to budget decreases.*
- *The MEP staff attended state MEP and MSIX conferences and training webinars. The MEP staff attended the NCFL conference. The MEP Coordinator also attended the National Community Schools and Family Engagement Conference.*
- *Continued work around our instructional model and best practices.*
- *Monthly check-ins and PD with MEP service providers. MSPs also attended MEP Fall Conference and Spring Instructional Services training.*

**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
- MEP recruiter home visits and resource sharing
- PAC meetings showcasing local agencies
- Referrals to state and local services
- Support services provided to students
- Supplemental support to help migratory student graduation (e.g., technology, tutoring)
- Transportation to summer school
- 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

Most effective ways in which projects implemented Strategy 3.2

- *We successfully implemented this strategy by extensively coordinating with various programs and service providers to deliver needs-based support to our high school students and their families. Our MEP staff worked hard as advocates and navigators, helping families connect with essential resources such as food, housing, and healthcare. We also partnered with a wide range of organizations and agencies in our area to ensure families had access to the services they needed. In addition to addressing family needs, we provided direct support services to our students in school and worked diligently to connect them with resources and opportunities available at the high school. This comprehensive approach enabled us to remove barriers to success and ensure that our 9-12 students were well-supported both academically and in their overall well-being.*
- *Service staff regularly communicate with our families and refer them to agencies and organizations in their area as support needs arise. Additionally, we share events in our service area on our Facebook page that is shared with parents.*
- *In-school visits with students.*

- *This strategy was implemented through supplementary school activities, student participation in leadership camps, campus visits, conversations during PAC meetings about the importance of student graduation, collaboration with school district counselors and teachers to support with the unique needs of migratory students.*
- *Home visits*
- *Completing college visits during summer school, monitoring students grades to ensure students are passing required classes and on track to graduate, support during home visits, holding a college prep night event with Education Quest and Central Community College discussing financial aid.*
- *Our project utilizes a system to make sure families are checked in with on a routine basis.*
- *This year our focus was working with counselors on providing information about graduation and college readiness to students along with scholarship information.*
- *Having a service provider that is valued and trusted by migratory families.*
- *College visits and collaboration with CAMP to refer students to the scholarship opportunity.*

**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
- High school college and career fairs
- Home visits
- Home-based resources
- MEP recruiter home visits
- One-on-one parent consultations
- PAC/FACE meetings addressing graduation requirements
- Parent nights on topics including graduation requirements, credits, FAFSA
- Parent/teacher conferences
- Referrals to GED programs
- State Family/Student Conference
- Statewide PAC webinars
- Support services provided
- Use of technology

Most effective ways in which projects implemented Strategy 3.3

- *The communication between MEP staff and students/families is effective with our onsite staff.*
- *We effectively implemented this strategy by coordinating and providing educational services and resources to parents and families of our high school students. Our team worked to inform parents when their children were struggling, ensuring they were aware of any issues and brainstorming ways they could support their students. We also encouraged parents to participate in parent/teacher conferences and other school events, fostering their engagement in their child's academic journey. In addition, we provided families with information during PAC meetings and referred them to local resources and services to help them better support their children's success in high school.*
- *We hosted a Migratory Family Conference and invited all families to attend. We also hosted family events targeting K-OSY students and families in August of 2023 at the beginning of the school year.*
- *Ongoing communications to keep parents informed of expectations and graduation requirements.*
- *Utilized opportunities such a leadership camps, 1:1 work with student in completing*

*scholarships. Collaboration with school counselors and educational staff.*

- *We offer college visits to three different colleges during summer school, have ongoing communication with parents regarding students grades, and what classes their student must pass in order to graduate, we communicate with the school, and encourage the parents to be advocates. We also host a parent/student training with Education Quest and Central Community College Financial Aid office where FAFSA, applying for college, etc. is discussed.*
- *Through coordination of services with other agencies we were able to provide resources to the families to assist their children in the home.*
- *Educational materials and backpacks were distributed to families during home visits. Parents received information on how to support their students academically, including follow-up on school assignments at home and communicating with teachers and counselors. We had a high school counselor share information to students and parents about graduation requirements.*
- *The strength of our school counselor's knowledge and resources, coupled with our service providers relationships with families.*
- *PAC meeting topic focused on graduation and highlighted our students who graduated from high school.*

**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 MEP staff member that can serve as a mentor and provide academic support.
- Career information/conferences
- Direct instruction to OSY
- Enrollment in English language or GED classes without being placed on a waiting list
- iSOSY lessons
- MEP recruiter connection to OSY
- MEP recruiter home visits
- Referrals to local GED programs
- Services provided by the OSY Coordinator
- Use of technology

Most effective ways in which projects implemented Strategy 4.1a

- *We effectively implemented this strategy by providing direct instructional services to local OSY whenever possible, using resources like iSOSY lessons and other instructional materials. Our service providers regularly checked in on OSY students to ensure they were supported and connected with appropriate programs, such as the CPS adult education program, which offered English language learning and GED preparation. We were most successful in this strategy by coordinating with programs such as the local adult education program, making referrals, and delivering instruction during home visits to ensure that OSY students were receiving the educational support they needed to achieve their goals.*
- *Home visits*
- *Collaboration. Utilized recruiters and service providers to support iSOSY lessons to OSY students.*
- *iSOSY lessons, referrals to the district alternative school, GED, and ESL classes- support with signing up, partnering with Proteus.*
- *This year our project focused on providing need based support for OSY. This often consisted of referrals in place of learning activities.*
- *We successfully engaged two of our four OSY this year. We assisted one OSY in enrolling in ESL classes at Southeast Community College.*
- *College visits and collaboration with CAMP to refer students to the scholarship opportunity.*

- *Individualized home visits where MEP Service Provider conducted goal-setting activities to identify needs and strengths of OSY.*

**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 facilitator training (local, state, national)
- MEP staff attendance at conferences/training
- Staff meetings/training
- State conferences/meetings/training

Most effective ways in which projects implemented Strategy 4.1b

- *Although service staff worked to set up weekly visits with our OSY, we could not get any to commit to that time. Our most effective work with OSY this year was through referrals and provision of support services.*
- *In-person and virtual OSY meetings.*
- *We implemented iSOSY lessons and material in order to deliver lessons to OSY. Community organizations helped by donating items to help with lessons on field safety.*
- *By attending state training and iSOSY trainings and utilizing resources from iSOSY website. Staff attend IDRC when appropriate for their position.*
- *In order to learn about supporting our OSY our staff attended multiple trainings to learn best practices.*
- *We provided new staff with knowledge of online resources and information about local resources that can provide supports to our OSY students.*
- *MEP Teacher Leader met with MEP Service Provider Lead on a monthly basis to review OSY services and provide professional learning.*

**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 local agencies.
- Collaborate with the state.
- Collaborate with school/district staff and counselors.
- Community resource guides and sharing
- Guidance via persona/home visits
- Home visits to determine needs
- Interpretations provided for OSY
- Life skills instruction via home visits
- MEP recruiter home visits and resource sharing
- Partner with OSY to develop a plan and implement supports based on their goals.
- Provide educational materials
- Referrals to state and local services
- Support services provided to OSY

Most effective ways in which projects implemented Strategy 4.2

- *We most effectively implemented this strategy by building strong collaborations with local and regional agencies and organizations to connect OSY with essential resources, such as food, housing, and healthcare. Over the years, we've worked hard to establish and maintain strong partnerships, allowing our MEP staff to serve as effective advocates for our OSY students. We focused on building relationships with OSY so they saw us as a trusted resource, doing so*

*through home visits and when they visited our office for assistance. We also encouraged OSY to participate in community events and activities to help them connect with others and learn about available resources. Our success was driven by these collaborations with partners throughout the area and by maintaining regular communication with our OSY to ensure they received the support they needed.*

- *Staff created professional learning goals that address an area that directly relates to their position within the MEP. We meet three times each year to revisit the goals, assess progress, and modify if necessary. Staff are charged with obtaining their training in the way that is most practical to them. Training could take place on site, through webinars, or in-person via conferences.*
- *Ongoing relationships with time to meet with OSY.*
- *Recruiters and service providers collaborated to create and implement an educational plan for seasonal OSY.*
- *By offering support during home visits to determine needs. From there referrals are made to other agencies, and plans are developed to best support each OSY individually.*
- *Our project utilizes a system to make sure families are checked in with on a routine basis.*
- *Work one-on-one with students meeting them at their home with interpreters to discuss their needs and create a plan to support the students' needs.*
- *Regular home visits to OSY to check in and make referrals to different community organizations, such as GED, English classes, and driving instruction.*

#### **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:

- Home visits
- Home-based resources
- MEP recruiter home visits
- Referrals to GED programs
- Support services provided

Most effective ways in which projects implemented Strategy 4.3

- *We most effectively implemented this strategy by providing one-on-one support to parents and families of OSY through home and office visits. Our team referred parents to local adult education and family literacy programs, helping them access educational resources that could enhance their capacity to support their children. Additionally, we coordinated with parents to connect them to local resources and encouraged them to attend various events and activities, such as local and state PAC meetings and the annual Family/Student conference, which provided further opportunities for engagement and learning.*
- *Service Staff regularly communicate with our families and refer them to agencies and organizations in their area as support needs arise. Additionally, we share events in our service area on our Facebook page that is shared with parents.*
- *Collaboration and systems that support the identification of OSY throughout the region and the services that attend the needs of OSY.*
- *Home visits are the most effective way to reach OSY and determine their needs. We find that referrals are also very effective in order to help OSY meet their needs. We collaborate with school districts as well as Hastings Literacy, where GED is offered. Life goals and lessons are discussed through use of iSOSY lessons.*
- *We communicate with the parent when appropriate.*
- *Work one-on-one with families meeting them at their home with interpreters to discuss their needs and create a plan to support the students' needs.*
- *PAC meeting topic: Graduation Requirements*

# 6. Outcome Evaluation Results

## State Performance Goals

### ELA and Math Proficiency

During 2023-24, 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 proficient on NSCAS ELA and Mathematics Assessments, and the difference in proficiency rates compared to the state performance targets.

**Exhibit 24**  
**Migratory Students Scoring Proficient on 2023-24 NSCAS ELA Assessments**

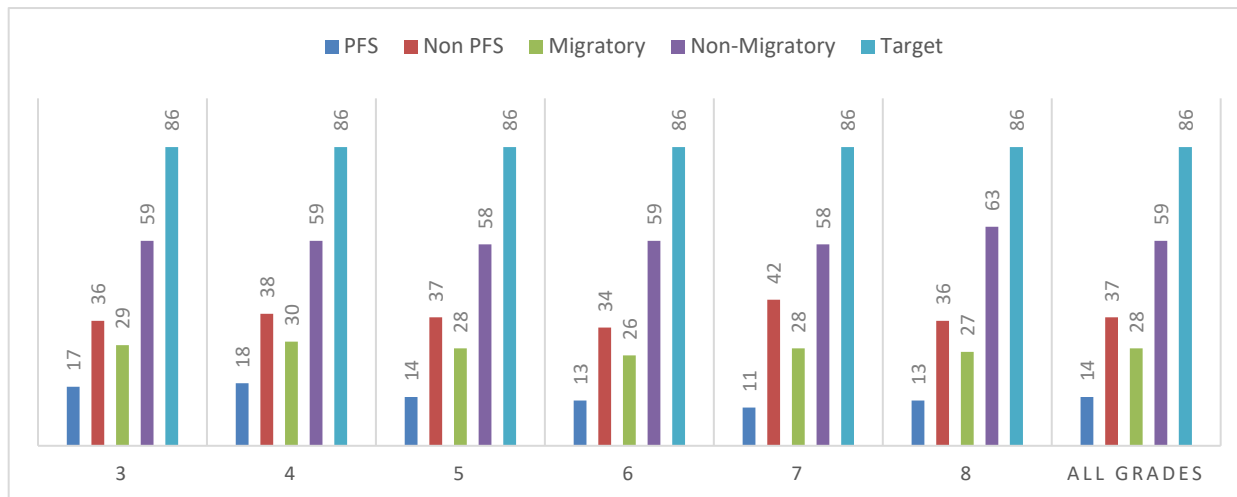
Grade Levels	PFS Status	# Migratory Students Tested	% Migratory Students Scoring Proficient	2023-24 State Performance Target	Percentage Point Difference (+/-)	Non-Migratory Student Proficiency Rate
3	PFS	89	16.9%	85.7%	-68.8	59.2%
	Non-PFS	154	35.7%		-50.0	
	<b>Total</b>	<b>243</b>	<b>28.8%</b>		<b>-56.9</b>	
4	PFS	103	18.4%	85.7%	-67.3	59.2%
	Non-PFS	144	38.2%		-47.5	
	<b>Total</b>	<b>247</b>	<b>30.0%</b>		<b>-55.7</b>	
5	PFS	97	14.4%	85.7%	-71.3	57.8%
	Non-PFS	159	36.5%		-49.2	
	<b>Total</b>	<b>256</b>	<b>28.1%</b>		<b>-57.6</b>	
6	PFS	100	13.0%	85.7%	-72.7	58.7%
	Non-PFS	164	33.5%		-52.2	
	<b>Total</b>	<b>264</b>	<b>25.8%</b>		<b>-59.9</b>	
7	PFS	95	10.5%	85.7%	-75.2	58.0%
	Non-PFS	125	41.6%		-44.1	
	<b>Total</b>	<b>220</b>	<b>28.2%</b>		<b>-57.5</b>	
8	PFS	85	13.0%	85.7%	-72.7	63.1%
	Non-PFS	118	36.4%		-49.3	
	<b>Total</b>	<b>203</b>	<b>26.7%</b>		<b>-59.0</b>	
All	PFS	569	14.4%	85.7%	-71.3	59.3%
	Non-PFS	864	36.8%		-48.9	
	<b>Total</b>	<b>1,433</b>	<b>27.9%</b>		<b>-57.8</b>	

Source: NDE Database

Migratory students were 57.8 percentage points short of the Nebraska state performance target (85.7%) for ELA proficiency, and 31.4 percentage points short of the non-migratory student proficiency rate. PFS students were 71.3 percentage points short of the target and non-PFS students were 48.9 percentage points short of the target. For all six grade levels assessed, the 2023-24 target was not met by migratory students (differences ranged from -55.7 percentage points [4<sup>th</sup> grade] to -59.9 percentage points [6<sup>th</sup> grade]). Following is a graphic display of the differences in the proficiency rates of PFS, non-PFS, all

migratory, and non-migratory students on 2023-24 NSCAS ELA assessments. For all grade levels, fewer PFS migratory students scored proficient than non-PFS migratory students, and fewer migratory students scored proficient than non-migratory students.

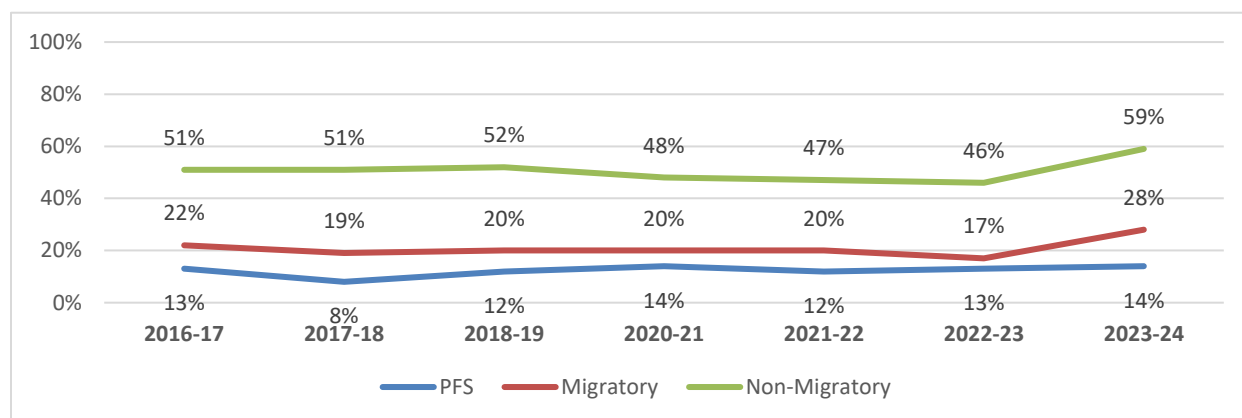
**Exhibit 25**  
**Comparison of 2023-24 NSCAS ELA Assessment Results**



Source: NDE Database

Exhibit 26 provides a comparison of ELA results for the past seven years in which state assessments were administered (state assessments were cancelled in 2019-20 due to school closures resulting from the COVID-19 pandemic). Results a dramatic increase in the proficiency rates of both migratory (11 pp) and non-migratory students (13 pp); and a one percentage point increase for PFS migratory students.

**Exhibit 26**  
**Migratory and Non-Migratory Student Proficiency Rates on NSCAS ELA Assessments Over Time**



Source: NDE Database

Exhibit 27 shows that migratory students were 32.6 percentage points short of the Nebraska state performance target (81.3%) for math proficiency, and 26.1 percentage points short of the non-migratory student proficiency rate. PFS students were 59.9 percentage points short of the target and non-PFS students were 41.3 percentage points short of the target. For all six grade levels assessed, the 2023-24 target was not met by migratory students (differences ranged from -44.5 percentage points [3<sup>rd</sup> grade] to -54.7 percentage points [8<sup>th</sup> grade]).

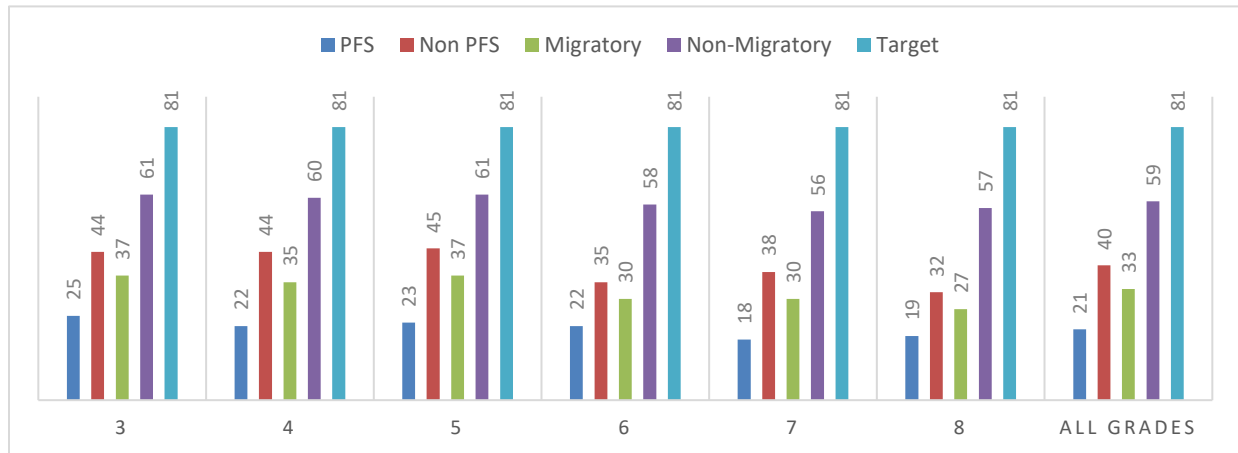
**Exhibit 27**  
**Migratory Students Scoring Proficient on 2023-24 NSCAS Mathematics Assessments**

Grade Levels	PFS Status	# Migratory Students Tested	% Migratory Students Scoring Proficient	2023-24 State Performance Target	Percentage Point Difference (+/-)	Non-Migratory Student Proficiency Rate
3	PFS	89	24.7%	81.3%	-56.6	60.9%
	Non-PFS	153	43.8%		-37.5	
	<b>Total</b>	<b>242</b>	<b>36.8%</b>		<b>-44.5</b>	
4	PFS	103	22.3%	81.3%	-59.0	60.2%
	Non-PFS	144	43.8%		-37.5	
	<b>Total</b>	<b>247</b>	<b>34.8%</b>		<b>-46.5</b>	
5	PFS	97	22.7%	81.3%	-58.6	61.4%
	Non-PFS	158	44.9%		-36.4	
	<b>Total</b>	<b>255</b>	<b>36.5%</b>		<b>-44.8</b>	
6	PFS	100	22.0%	81.3%	-59.3	57.5%
	Non-PFS	163	35.0%		-46.3	
	<b>Total</b>	<b>263</b>	<b>30.0%</b>		<b>-51.3</b>	
7	PFS	95	17.9%	81.3%	-63.4	55.6%
	Non-PFS	125	38.4%		-42.9	
	<b>Total</b>	<b>220</b>	<b>29.5%</b>		<b>-51.8</b>	
8	PFS	85	18.8%	81.3%	-62.5	56.8%
	Non-PFS	118	32.2%		-49.1	
	<b>Total</b>	<b>203</b>	<b>26.6%</b>		<b>-54.7</b>	
All	PFS	569	21.4%	81.3%	-59.9	58.7%
	Non-PFS	861	40.0%		-41.3	
	<b>Total</b>	<b>1,430</b>	<b>32.6%</b>		<b>-48.7</b>	

Source: NDE Database

Below is a graphic display of the differences in the proficiency rates of PFS, non-PFS, all migratory, and non-migratory students on 2023-24 NSCAS Mathematics assessments. For all grade levels, fewer PFS migratory students scored proficient than non-PFS migratory students, and fewer migratory students scored proficient than non-migratory students.

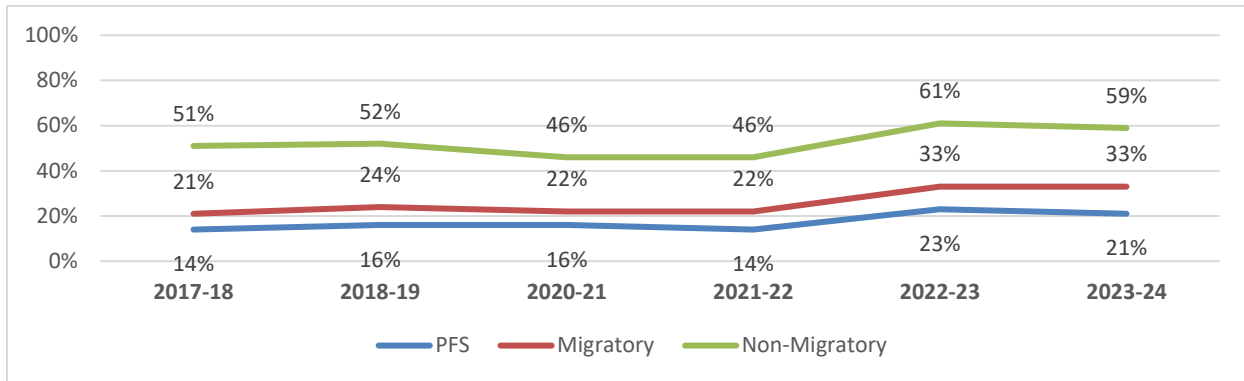
**Exhibit 28**  
**Comparison of 2023-24 NSCAS Math Assessment Results**



Source: NDE Database

Exhibit 29 provides a comparison of math results for the past six years in which state assessments were administered. Results show lower proficiency rates in 2023-24 than in 2022-23 for non-migratory and PFS migratory students. The proficiency rate for migratory students remained the same both years.

**Exhibit 29**  
**Migratory and Non-Migratory Student Proficiency Rates on NSCAS Math Assessments Over Time**

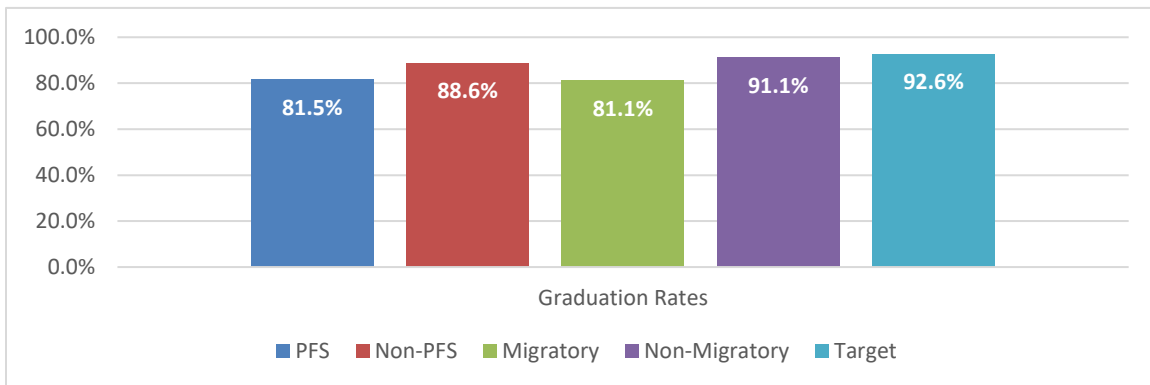


Source: NDE Database

**High School Graduation**

The 2023-24 Nebraska state performance target for high school graduation was 92.6%. Exhibit 30 shows that in 2023-24, the migratory student graduation rate was 81.1% (11.5 percentage points short of the state target), compared to the non-migratory student graduation rate of 91.1%.

**Exhibit 30**  
**Class of 2024 Graduation Rates of Migratory and Non-Migratory Students**

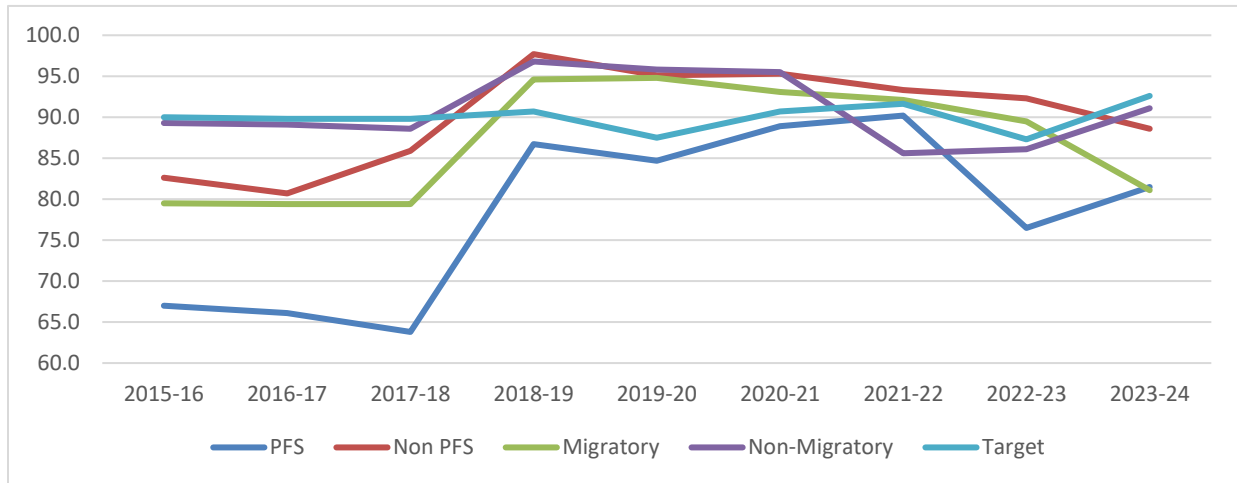


Source: NDE Database

The non-PFS migratory student graduation rate was 7.1 percentage points higher than the PFS migratory student graduation rate. The PFS migratory student graduation rate was 11.1 percentage points short of the state performance target, and the non-PFS migratory student graduation rate was 4.0 percentage points short of the target.

Exhibit 31 provides a visual display of the graduation rates since 2015-16. From 2022-23 to 2023-24, there was an increase in the graduation rates of PFS migratory students and non-migratory students. Decreases were seen for migratory and non-PFS migratory students.

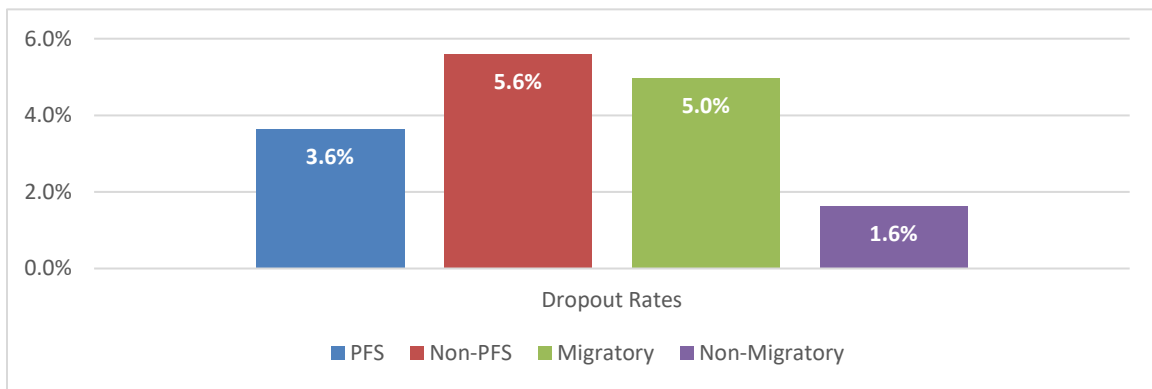
**Exhibit 31**  
**Graduation Rates for Migratory and Non-Migratory Students Over the Years**



Source: NDE Database

Nebraska does not have a state performance target for dropout rate. Exhibit 32 shows that the 2023-24 dropout rate for Nebraska migratory students was 5.0% (3.6% for PFS students and 5.6% for non-PFS students). The dropout rate for migratory students was 3.4 percentage points higher than the dropout rate for non-migratory students.

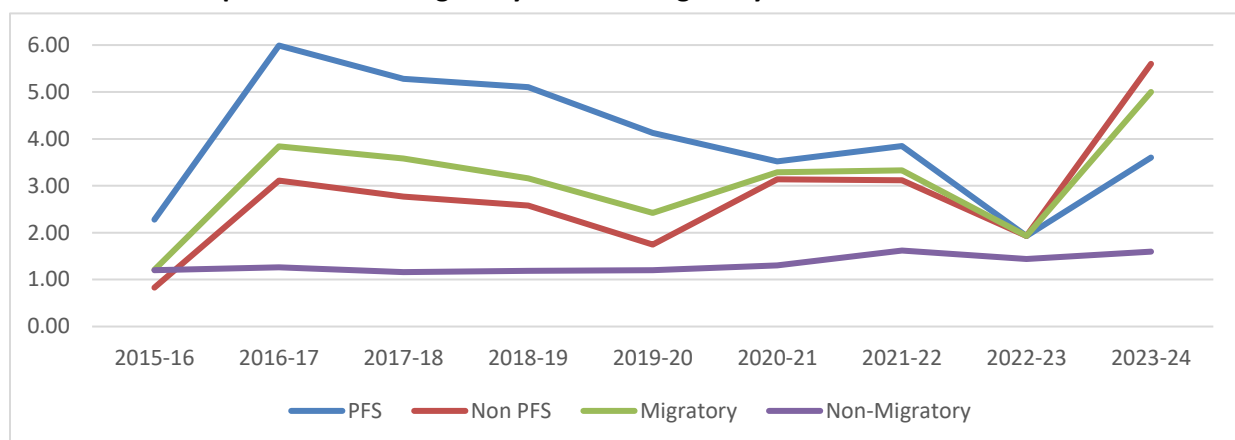
**Exhibit 32**  
**2023-24 Dropout Rates of Migratory and Non-Migratory Students**



Source: NDE Database

Exhibit 33 provides a visual display of the dropout rates since 2015-16. Results show that the dropout rate for migratory (PFS and non-PFS) and non-migratory students increased from 2022-23 to 2023-24, with greater increases for migratory students.

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



Source: NDE Database

**Results reported toward state performance goals should be interpreted with caution.** While proficiency and graduation rates among migratory students provide insight into their overall educational progress, these metrics do not directly measure the impact of MEP instructional services. As a supplemental program, the MEP cannot replace instruction funded by state and federal sources. Therefore, it is not possible to determine the extent to which proficiency on state assessments or graduation rates is attributable to MEP instruction versus other educational services provided to migratory students.

### **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 2023-24 NSCAS ELA assessments (28%) were five 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 2023-24 NSCAS math assessments (33%) 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 2023-24 school year (95% PFS students, 94% non-PFS students), exceeding the national target of 67% by 27 percentage points. Seventy-five percent

(75%) of the 12<sup>th</sup> grade migratory students for whom data was available graduated (as well as four 11<sup>th</sup> grade students), and 96% 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 2023-24 or were Promoted to the Next Grade Level from 2023-24 to 2024-25**

Grade Level	PFS Status	# Eligible Migratory Students in 2023-24	# Students for Whom Data Is Available	Students Promoted from 2023-24 to 2024-25		Students Graduated in 2023-24		# (%) Students Graduated or Promoted
				N	%	N	%	
7	PFS	124	112	111	99%	N/A	N/A	
	Non-PFS	142	144	142	99%	N/A	N/A	
	<b>Total</b>	<b>266</b>	<b>256</b>	<b>253</b>	<b>99%</b>	<b>N/A</b>	<b>N/A</b>	
8	PFS	131	107	107	100%	N/A	N/A	
	Non-PFS	131	133	131	98%	N/A	N/A	
	<b>Total</b>	<b>262</b>	<b>240</b>	<b>238</b>	<b>99%</b>	<b>N/A</b>	<b>N/A</b>	
9	PFS	164	135	129	96%	N/A	N/A	
	Non-PFS	153	160	156	98%	N/A	N/A	
	<b>Total</b>	<b>317</b>	<b>295</b>	<b>285</b>	<b>97%</b>	<b>N/A</b>	<b>N/A</b>	
10	PFS	94	78	74	95%	N/A	N/A	
	Non-PFS	158	166	151	91%	N/A	N/A	
	<b>Total</b>	<b>252</b>	<b>244</b>	<b>225</b>	<b>92%</b>	<b>N/A</b>	<b>N/A</b>	
11	PFS	77	60	54	90%	N/A	N/A	
	Non-PFS	123	110	103	94%	N/A	N/A	
	<b>Total</b>	<b>200</b>	<b>170</b>	<b>157</b>	<b>92%</b>	<b>N/A</b>	<b>N/A</b>	
<b>Total Grades 7-11</b>	<b>PFS</b>	<b>590</b>	<b>492</b>	<b>475</b>	<b>97%</b>	<b>0</b>	<b>0%</b>	
	<b>Non-PFS</b>	<b>707</b>	<b>713</b>	<b>683</b>	<b>96%</b>	<b>4</b>	<b>1%</b>	
	<b>Total</b>	<b>1,297</b>	<b>1,205</b>	<b>1,158</b>	<b>96%</b>	<b>4</b>	<b>&lt;1%</b>	
12	PFS	45	33	--	--	22	67%	
	Non-PFS	132	118	--	--	91	77%	
	<b>Total</b>	<b>177</b>	<b>151</b>	<b>--</b>	<b>--</b>	<b>113</b>	<b>75%</b>	
<b>All</b>	<b>PFS</b>	<b>635</b>	<b>525</b>					<b>497 (95%)</b>
	<b>Non-PFS</b>	<b>839</b>	<b>831</b>					<b>778 (94%)</b>
	<b>Total</b>	<b>1,474</b>	<b>1,356</b>					<b>1,275 (94%)</b>

Source: MIS2000

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

Exhibit 35 shows that 33% of all Nebraska migratory 10<sup>th</sup> grade students in 2023-24 completed Algebra I prior to entering 11<sup>th</sup> grade (26% PFS students, 38% non-PFS students), which was short of the national target of 39% by six percentage points.

**Exhibit 35**  
**Tenth Grade Migratory Students Completing Algebra I in 2023-24 or Before**

PFS Status	# Eligible Migratory 10 <sup>th</sup> Grade Students 2023-24	# Students that Received Full Credit for Algebra I or a Higher Math Course in 2023-24 or Before
PFS	94	24 (26%)
Non-PFS	158	60 (38%)
<b>Total</b>	<b>252</b>	<b>84 (33%)</b>

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 2023-24 performance period, 47% 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 **met MPO 1A-1** with 59% of the 604 eligible 3-5-year-old migratory children participating in MEP or non-MEP preschool (school readiness) services. Non-PFS migratory children met the MPO, but PFS migratory children did not. Migratory children could have participated in more than one type of service (i.e., non-MEP sponsored preschool and received preschool or family literacy services from the MEP). Of note is that children eligible for preschool programs in Nebraska have to turn three before July 31 in order to be eligible for preschool the following school year, so children who turned three after July 31 are eliminated from the data below (# eligible children). This age cut-off only applies to the state preschool program, not school readiness services provided by the MEP.

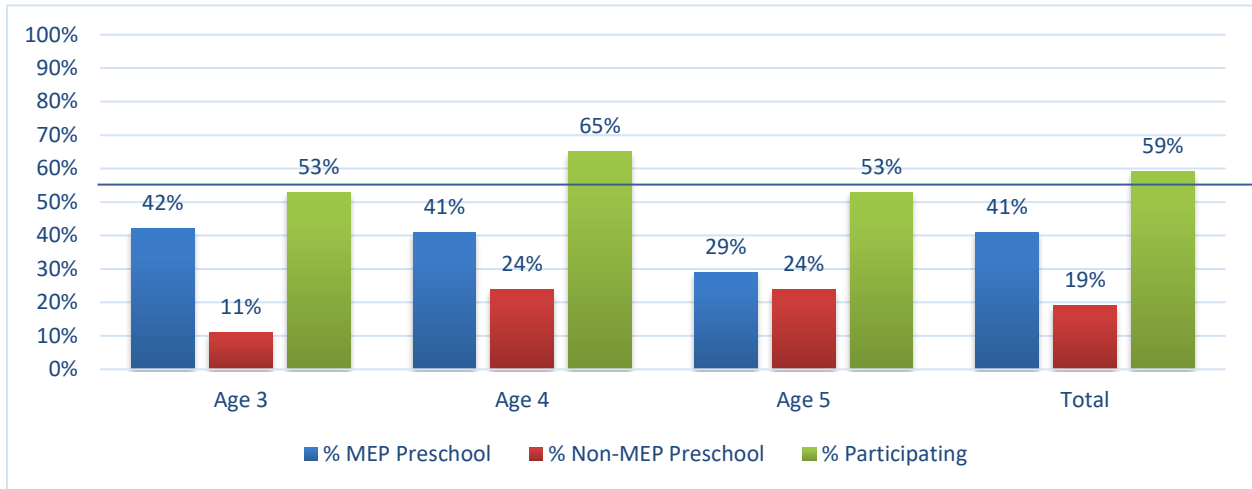
**Exhibit 36**  
**Migratory Children (Ages 3-5) Participating in Preschool Programming**

PFS Status	# Eligible Children Ages 3-5	# (%) Participating in MEP Preschool Programming	# (%) Participating in non-MEP Preschool Programming	Total # (%) Participating	MPO Met?
PFS	303	114 (38%)	23 (8%)	137 (45%)	No
Non-PFS	301	132 (44%)	89 (30%)	221 (73%)	Yes
<b>Total</b>	<b>604</b>	<b>246 (41%)</b>	<b>112 (19%)</b>	<b>358 (59%)</b>	<b>Yes</b>

Source: MIS2000

Exhibit 37 shows that 53% of the 249 eligible 3-year-old preschool migratory children participated MEP and non-MEP preschool programming, as did 65% of the 310 eligible 4-year-olds (exceeding the MPO), and 53% of the 45 eligible 5-year-olds.

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



Source: MIS2000

**MPO 1A-2: By the end of the 2023-24 performance period, 80% of eligible migratory children ages 3-5 (not in kindergarten) who receive MEP-funded preschool services will score proficient or show a gain of at least 10% on the NePAT.**

Exhibit 38 shows that the Nebraska MEP **met MPO 1A-2** with 94% of the migratory children ages 3-5 assessed on the NePAT in math scoring proficient or gaining by 10% or more, and 86% assessed on the NePAT in literacy 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.

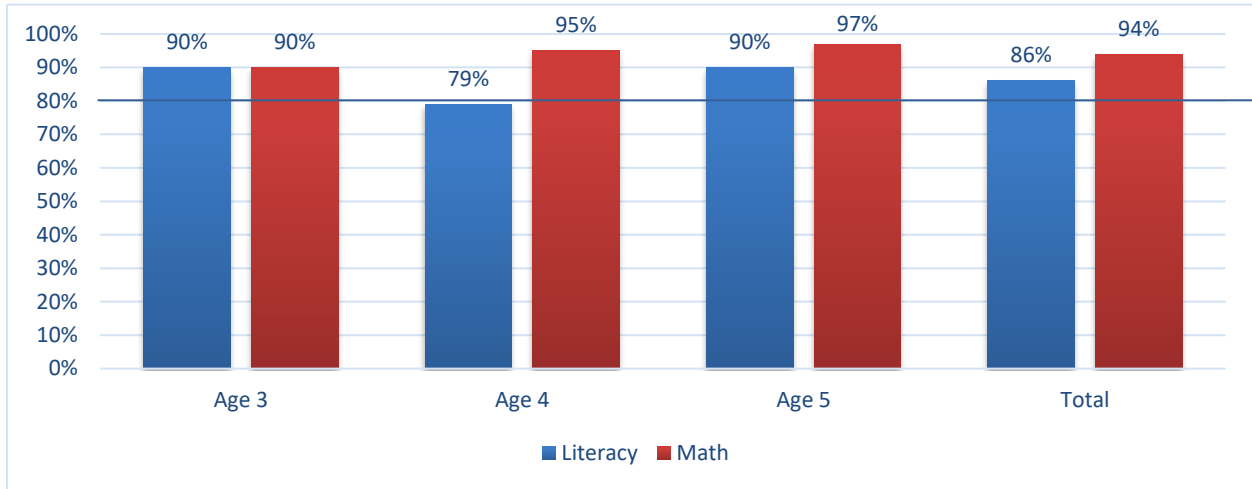
**Exhibit 38**  
**NePAT Assessment Results of Migratory Preschool Children (Ages 3-5)**

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	74	17.3	29.7	+12.4	<.001	61 (82%)	2 (3%)	85%	Yes
	Non-PFS	100	32.6	45.8	+13.2	<.001	74 (74%)	13 (13%)	87%	Yes
	<b>Total</b>	<b>174</b>	<b>26.1</b>	<b>39.0</b>	<b>+12.9</b>	<b>&lt;.001</b>	<b>135 (78%)</b>	<b>15 (9%)</b>	<b>86%</b>	<b>Yes</b>
NePAT Math	PFS	78	19.8	34.4	+14.6	<.001	65 (83%)	5 (6%)	90%	Yes
	Non-PFS	100	33.6	46.5	+12.9	<.001	70 (70%)	28 (28%)	98%	Yes
	<b>Total</b>	<b>178</b>	<b>27.5</b>	<b>41.2</b>	<b>+13.7</b>	<b>&lt;.001</b>	<b>135 (76%)</b>	<b>33 (19%)</b>	<b>94%</b>	<b>Yes</b>

Source: Nebraska MEP Preschool Assessment Tracking Forms

Exhibit 39 shows that for all ages assessed (except four-year-olds in literacy), the percentage of children scoring proficient or gaining by 10% exceeded the target for the MPO. Five-year-olds had the highest percentage of children scoring proficient or gaining by 10% in math, and 3- and 5-year-olds had the highest percentage of children scoring proficient or gaining by 10% in literacy.

**Exhibit 39**  
**Percentage of Migratory Preschool Children (Ages 3-5) Scoring Proficient or Gaining by 10% on the NePAT in Literacy and Math, by Age**



Source: Nebraska MEP Preschool Assessment Tracking Forms

A total of 194 children had NePAT math scores, with 178 (92%) having both a pretest and a post-test score. A total of 190 children at NePAT literacy scores, with 174 (92%) having both a pretest and a post-test score.

Sixty-seven (67) 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 90% of staff responding felt that the MEP helped prepare preschool migratory children for school *very much* (54%) or *a lot* (36%).

**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
67	1 (2%)	0 (0%)	6 (9%)	24 (36%)	36 (54%)	90%	4.4

Source: Nebraska MEP Staff Survey

A total of 201 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. Ninety-four percent (95%) of the parents responding felt that the MEP helped their preschool child prepare for school a lot (75%) or somewhat (20%).

**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
201	11 (5%)	40 (20%)	150 (75%)	2.7

Source: Nebraska MEP Parent Survey

**MPO 1B: By the end of the 2023-24 performance period, 75% of eligible migratory children ages 3-5 (not in kindergarten) will receive MEP support services that contribute to their development of school readiness skills.**

Exhibit 42 shows that the Nebraska MEP **met MPO 1B** with 83% of all eligible 3-5-year-old migratory children receiving MEP support services. The MPO was met for both PFS (85%) and non-PFS (81%) students, with a slightly larger percentage of PFS children receiving MEP support services.

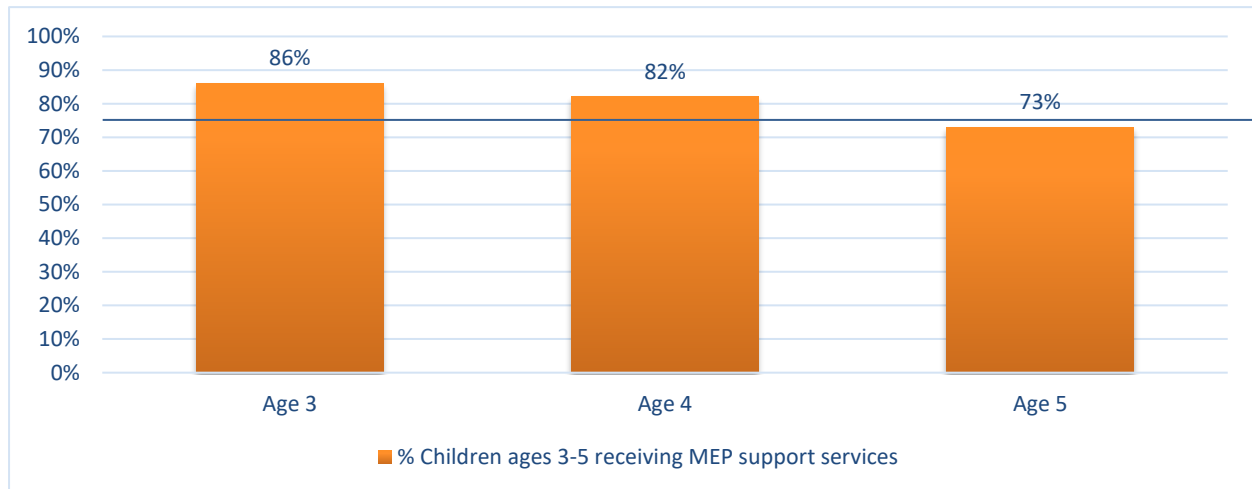
**Exhibit 42**  
**Migratory Children Ages 3-5 Receiving Support Services Contributing to School Readiness**

PFS Status	# Eligible Migratory Children Ages 3-5	Children Receiving Support Services		MPO Met?
		#	%	
PFS	303	259	85%	Yes
Non-PFS	301	243	81%	Yes
<b>All</b>	<b>604</b>	<b>502</b>	<b>83%</b>	<b>Yes</b>

Source: MIS2000

Exhibit 43 shows that 3-year-olds and 4-year-olds met the target; however, 5-year-olds were just short of the target. The highest percentage of children receiving MEP support services were 3-year-olds.

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



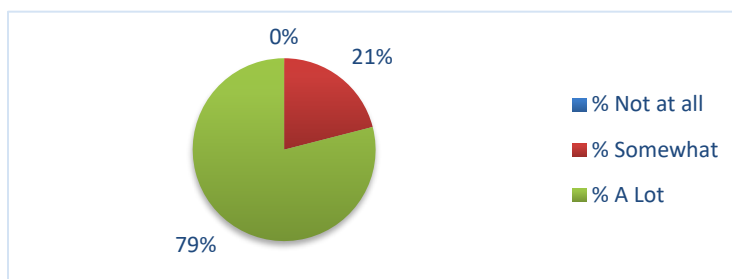
Source: MIS2000

**MPO 1C: By the end of the 2023-24 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 100% of the 99 parents of preschoolers responding to Parent Training Evaluations reporting that they gained knowledge of strategies for helping their children be ready for school a lot (79%) or somewhat (21%).

**Exhibit 44**  
**Parent Growth in Ability to Help their Young Children Prepare for School**

Number Parents Responding	Increased Knowledge			Mean Rating	% Reporting Increased Knowledge	MPO Met?
	# (%) Not at all	# (%) Somewhat	# (%) A Lot			
99	0 (0%)	21 (21%)	78 (79%)	2.8	100%	Yes



Source: Nebraska MEP Parent Training Evaluations

Parents provided ratings on Parent Training Evaluations during 20 activities addressing school readiness during 2023-24. Parents rated the parent activities/training addressing school readiness and early learning highly with a mean rating of 2.8 out of 3.0.

## ENGLISH LANGUAGE ARTS AND MATHEMATICS

**MPO 2A-1: By the end of the 2023-24 performance period, 47% of eligible migratory students in grades K-8 will receive MEP supplemental instructional services.**

Exhibit 45 shows that the Nebraska MEP **did not meet MPO 2A-1** with 42% of all eligible migratory students in grades K-8 receiving MEP instructional services (five percentage points short of the target). The MPO was not met for PFS students (41%) or non-PFS students (43%).

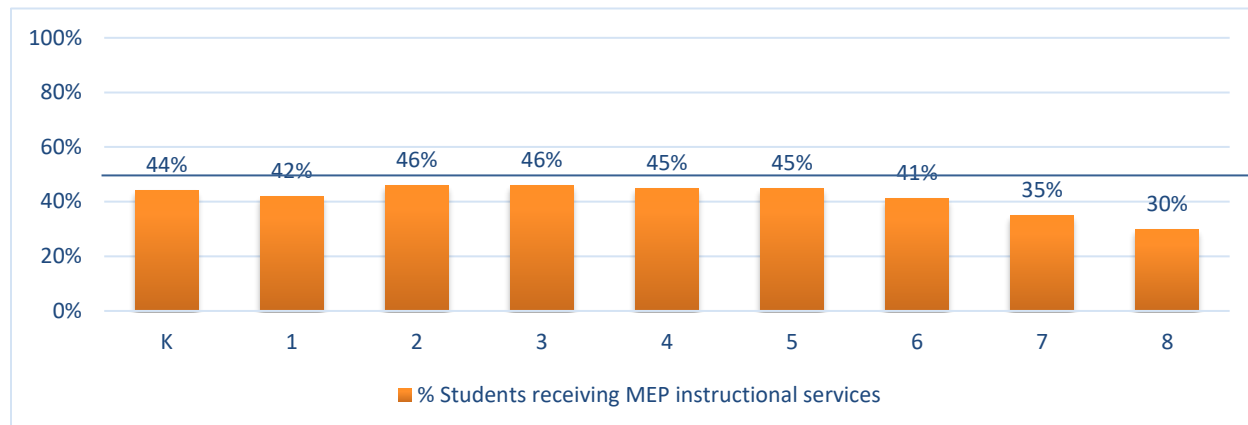
**Exhibit 45**  
**Migratory Students in Grades K-8 Receiving MEP Instructional Services**

PFS Status	# Eligible Migratory Students K-8	Students Receiving Instructional Services		MPO Met?
		#	%	
PFS	1,319	545	41%	No
Non-PFS	1,488	633	43%	No
<b>All</b>	<b>2,807</b>	<b>1,178</b>	<b>42%</b>	<b>No</b>

Source: MIS2000

Exhibit 46 shows that the largest percentage of students receiving MEP instructional services were second and third grade students (46% each), followed by fourth and fifth grade students (45% each). No grade level met the MPO.

**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 2023-24 performance period, 84% of eligible migratory students in grades K-8 who received supplemental instructional services in ELA will score proficient or show a gain of 5% on district pre/post-assessments.**

Exhibit 47 shows that the Nebraska MEP **met MPO 2A-2** with 89% of the 443 migratory students in grades K-8 that received MEP instructional services in ELA 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**  
**Local ELA Assessment Results of Migratory Students in Grades K-8**

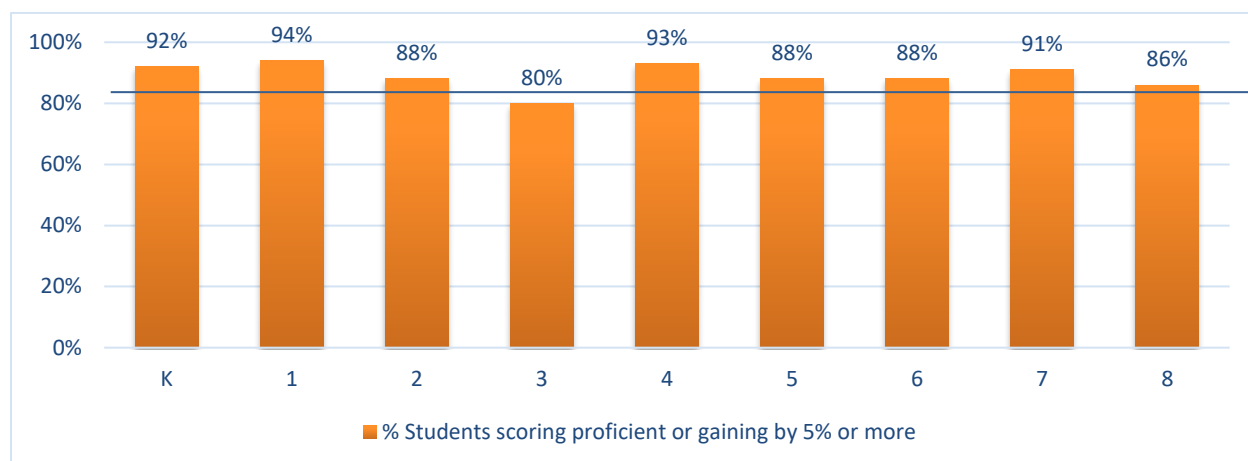
PFS Status	# (%) With Matched Pre/Post Scores	# (%) Gaining	# (%) Gaining 5% or More	P-Value	# (%) Scoring Proficient that did not Gain or had Less than a 5% Gain	# (%) Scoring Proficient or Gaining 5%	MPO Met?
PFS	175	157 (90%)	147 (84%)	<.001	11 (6%)	158 (90%)	Yes
Non-PFS	268	223 (83%)	199 (74%)	<.001	37 (14%)	236 (88%)	Yes
<b>Total</b>	<b>443</b>	<b>380 (86%)</b>	<b>346 (78%)</b>	<b>&lt;.001</b>	<b>48 (11%)</b>	<b>394 (89%)</b>	<b>Yes</b>

Source: Nebraska MEP Reading/Math Assessment Tracking Form

ELA assessments administered to migratory students in 2023-24 included curriculum-based assessments, mCLASS, NSCAS Growth, NWEA MAP, Souday Essentials, Star Reading/Early Literacy, summer assessments, teacher-created assessments, and vocabulary assessments. A total of 482 students in grades K-8 had local ELA assessment scores, with 443 (92%) having both a pretest and a post-test score.

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 (94%), followed by fourth grade students (93%). Third grade students had the lowest percentage scoring proficient or gaining by 5% or more (80%) – the only grade to not meet the MPO. Number of students assessed by grade level: K=61; 1=53; 2=43; 3=61; 4=55; 5=43; 6=72; 7=33; 8=22.

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



Source: Nebraska MEP Reading/Math Assessment Tracking Form

Eighty-eight (88) 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 90% of staff responding felt that the MEP helped migratory students improve their ELA skills *very much* (60%) or *a lot* (30%).

**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
88	0 (0%)	2 (2%)	7 (8%)	26 (30%)	53 (60%)	90%	4.5

Source: Nebraska MEP Staff Survey

A total of 437 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. Ninety-seven percent (97%) of the parents responding reported that the MEP helped their child improve his/her reading skills a lot (76%) or somewhat (22%).

**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	437	11 (3%)	95 (22%)	331 (76%)	2.7

Source: Nebraska MEP Parent Survey

**MPO 2A-3: By the end of the 2023-24 performance period, 84% of eligible migratory students in grades K-8 who received supplemental instructional services in math will score proficient or show a gain of 5% on district pre/post-assessments.**

Exhibit 51 shows that the Nebraska MEP **met MPO 2A-3** with 89% of the 559 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**  
**Local Math Assessment Results of Migratory Students in Grades K-8**

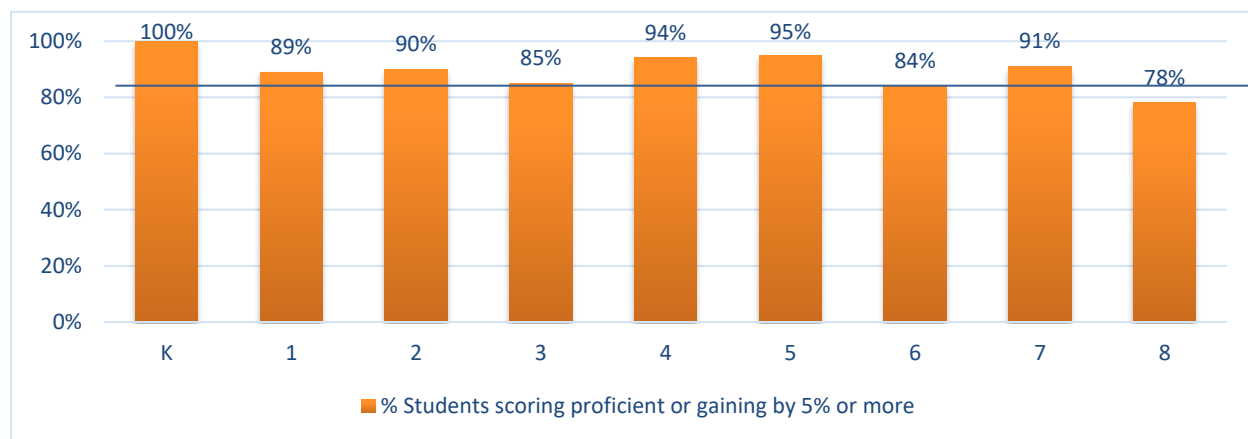
PFS Status	# (%) With Matched Pre/Post Scores	# (%) Gaining	# (%) Gaining 5% or More	P-Value	# (%) Scoring Proficient that did not Gain	# (%) Gaining 5% or Scoring Proficient	MPO Met?
PFS	216	203 (94%)	189 (88%)	<.001	5 (2%)	194 (90%)	Yes
Non-PFS	343	303 (88%)	265 (77%)	<.001	40 (12%)	305 (89%)	Yes
<b>Total</b>	<b>559</b>	<b>506 (91%)</b>	<b>454 (81%)</b>	<b>&lt;.001</b>	<b>45 (8%)</b>	<b>499 (89%)</b>	<b>Yes</b>

Source: Nebraska MEP Reading/Math Assessment Tracking Form

District math assessments administered to migratory students during 2023-24 included Acadience Math, Bridges, curriculum-based assessments, NSCAS Growth, NWEA MAP, Sonday, Star Math, summer math assessments, teacher-created math assessments, and XTRA Math. A total of 611 students in grades K-8 had local math assessment scores, with 559 (91%) having both a pretest and a post-test score.

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 kindergarten students (100%), followed by fifth grade students (95%). Eighth grade students had the lowest percentage scoring proficient or gaining by 5% or more – the only grade level not meeting the MPO. Number of students assessed by grade level: K=49; 1=64; 2=50; 3=72; 4=62; 5=73; 6=86; 7=57; 8=46.

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



Source: Nebraska MEP Reading/Math Assessment Tracking Form

Eighty-seven (87) 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 89% of staff responding felt that the MEP helped migratory students improve their math skills *very much* (58%) or *a lot* (31%).

**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							Mean Rating
# Responding	# (%) Not at all	# (%) A Little	# (%) Somewhat	# (%) A Lot	# (%) Very Much	% A Lot or Very Much	
87	0 (0%)	2 (2%)	8 (9%)	27 (31%)	50 (58%)	89%	4.4

Source: Nebraska MEP Staff Survey

A total of 412 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. Ninety-six percent (96%) of the parents responding reported that the MEP helped their child improve his/her math skills a lot (68%) or somewhat (28%).

**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	412	16 (4%)	114 (28%)	282 (68%)	2.7

Source: Nebraska MEP Parent Survey

**MPO 2B: By the end of the 2023-24 performance period, 80% of eligible migratory students in grades K-8 will receive MEP support services.**

Exhibit 55 shows that the Nebraska MEP **met MPO 2B** with 81% of migratory students in grades K-8 receiving MEP support services. The MPO was met for non-PFS students (83%) but not PFS students (78%).

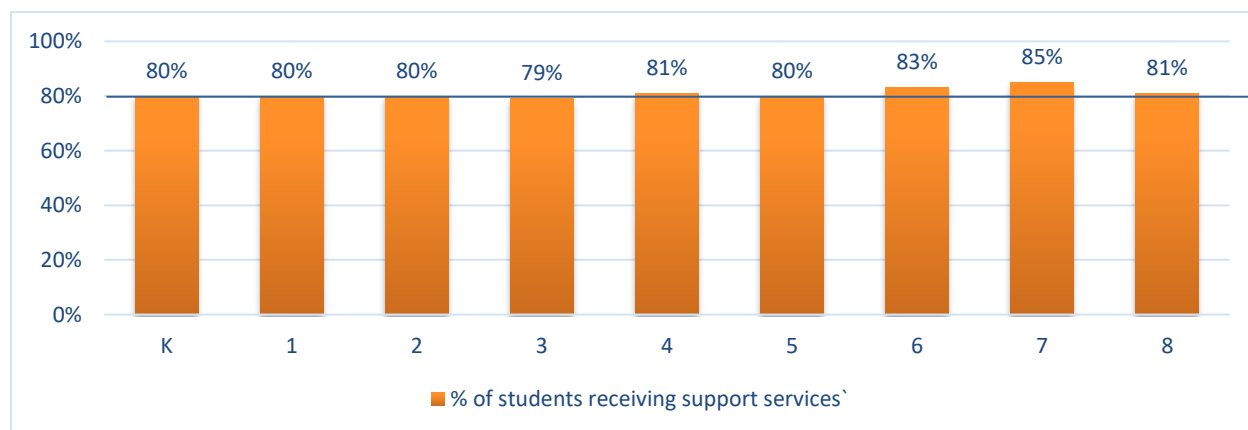
**Exhibit 55**  
**Migratory Students in Grades K-8 Receiving Support Services**

PFS Status	# Eligible Migratory Students K-8	Students Receiving Support Services		MPO Met?
		#	%	
PFS	1,319	1,035	78%	No
Non-PFS	1,488	1,233	83%	Yes
<b>All</b>	<b>2,807</b>	<b>2,268</b>	<b>81%</b>	<b>Yes</b>

Source: MIS2000

Exhibit 56 shows that the largest percentage of students receiving MEP support services were seventh grade students (85%); followed by fourth and eighth grade students (81% each). The only grade level that did not meet the MPO was third grade.

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



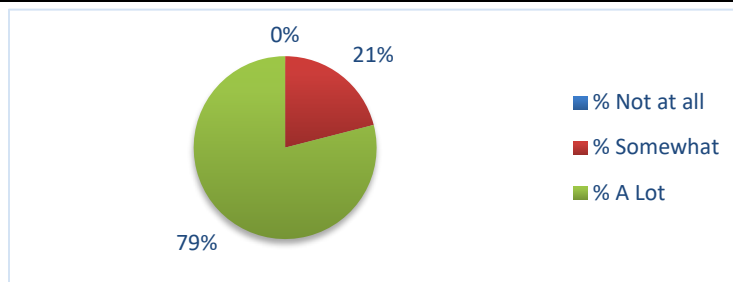
Source: MIS2000

**MPO 2C: By the end of the 2023-24 performance period, 90% of family members of migratory students who participated in MEP FACE/PAC opportunities will indicate that they gained knowledge on how to support their children in ELA/math.**

Exhibit 57 shows that the Nebraska MEP **met MPO 2C** with 100% of the 133 parents responding to Parent Training Evaluations reporting that they gained knowledge of strategies for supporting their child in ELA and math a lot (79%) or somewhat (21%).

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

Number Parents Responding	Increased Knowledge			Mean Rating	# (%) Reporting Increased Knowledge	MPO Met?
	# (%) Not at all	# (%) Somewhat	# (%) A Lot			
133	0 (0%)	28 (21%)	103 (79%)	2.8	133 (100%)	Yes



Source: Nebraska MEP Parent Training Evaluation

Parents provided ratings on Parent Training Evaluations during 23 parent activities addressing ELA and math in 2023-24. Parents rated these activities/training highly with a mean rating of 2.8 out of 3.0.

## HIGH SCHOOL GRADUATION

**MPO 3A: By the end of the 2023-24 performance period, 35% of eligible migratory students in grades 9-12 will receive MEP instructional services, youth leadership, life skills, and/or guidance/counseling services.**

Exhibit 58 shows that the Nebraska MEP **met MPO 3A** with 54% of the 946 migratory students in grades 9-12 receiving MEP instructional services, youth leadership, life skills, and/or guidance/counseling services in 2023-24. The MPO was met for both PFS (60%) and non-PFS (50%) migratory students.

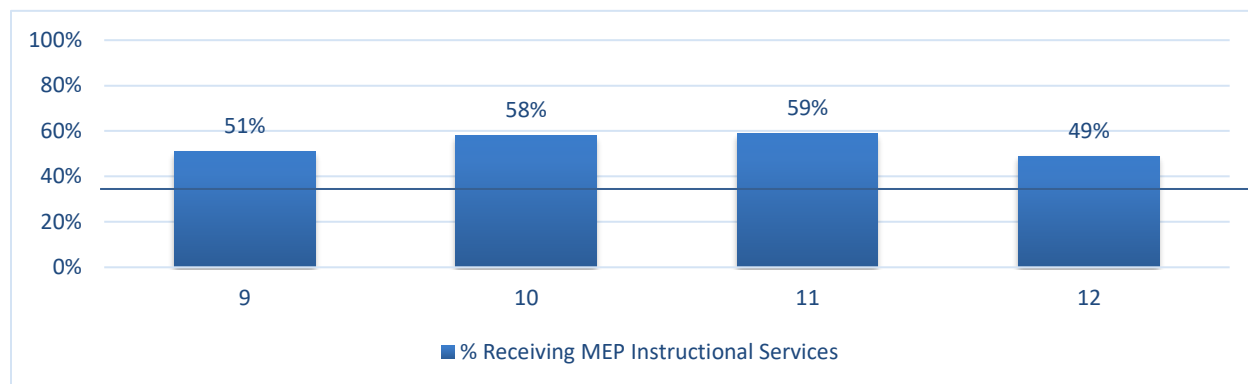
**Exhibit 58**  
**Migratory Students in Grades 9-12 Receiving MEP Instructional Services, Youth Leadership, Life Skills, and/or Guidance/Counseling Services**

PFS Status	# Migratory Students in Grades 9-12	Students Receiving Instructional Services		MPO Met?
		#	%	
PFS	380	227	60%	Yes
Non-PFS	566	285	50%	Yes
<b>All</b>	<b>946</b>	<b>512</b>	<b>54%</b>	<b>Yes</b>

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: 9<sup>th</sup> grade=317; 10<sup>th</sup> grade=252; 11<sup>th</sup> grade=200; 12<sup>th</sup> grade=177). The largest percentage receiving MEP instructional services were eleventh grade students and the smallest percentage were twelfth grade students, although all grade levels exceeded the target set for the MPO.

**Exhibit 59**  
**Percentage of Migratory Students in Grades 9-12 Receiving MEP Instructional Services, by Grade**



Source: MIS2000

A highlight of the services provided to high school students during 2023-24 was the three Summer Leadership Camps. Descriptions follow.

- Foundations for Success: June 3-6, 2024 in Scottsbluff. Participants stayed overnight on a college campus, learned skills for succeeding in high school, developed a vision for their future, and worked on improving communication skills.
- Senior Success: July 14-19, 2024 starting in Kearney and ending in Omaha. Participants visited five colleges, wrote scholarship essays, developed plans for their future, and learned how to pay for college.
- Career: July 28-August 1, 2024 in Lincoln. Students stayed overnight on a college campus, experience a ropes course challenge, learned how to find careers of interest, and met professionals in their career interest areas.

Sixty-three (63) 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 89% of staff responding felt that the MEP helped prepare high school migratory students for graduation *very much* (52%) or *a lot* (37%).

**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
63	0 (0%)	1 (2%)	6 (10%)	23 (37%)	33 (52%)	89%	4.4

Source: Nebraska MEP Staff Survey

A total of 193 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. Ninety-seven percent (97%) of the parents responding felt that the MEP helped their child be successful in high school a lot (83%) or somewhat (15%).

**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
193	5 (3%)	28 (15%)	160 (83%)	2.8

Source: Nebraska MEP Parent Survey

**MPO 3B: By the end of the 2023-24 performance period, 80% of eligible migratory students in grades 9-12 will receive MEP support services that contribute to their graduation, college, career, and/or life readiness skills and goals.**

Exhibit 62 shows that the Nebraska MEP **met MPO 3B** with 83% of migratory students in grades 9-12 receiving MEP support services. Non-PFS students met the MPO (87%); however, PFS students did not (77%).

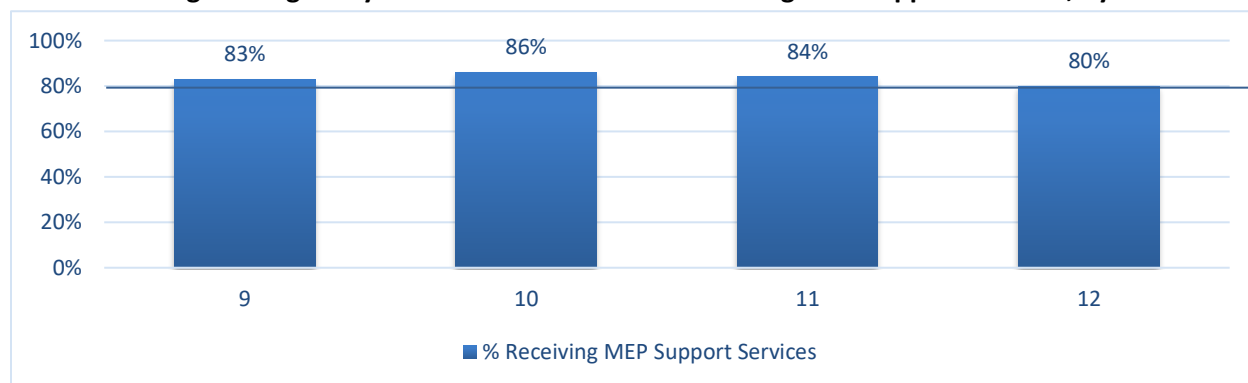
**Exhibit 62**  
**Migratory Students in Grades 9-12 Receiving MEP Support Services**

PFS Status	# Migratory Students in Grades 9-12	Students Receiving Support Services		MPO Met?
		#	%	
PFS	380	294	77%	No
Non-PFS	566	495	87%	Yes
<b>All</b>	<b>946</b>	<b>789</b>	<b>83%</b>	<b>Yes</b>

Source: MIS2000

Exhibit 63 shows the percentage of secondary migratory students receiving support services by grade level. All four grade levels met the MPO.

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



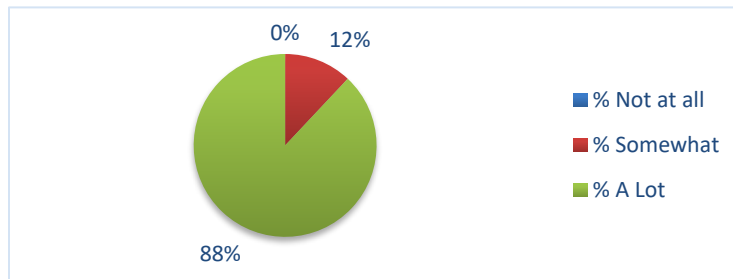
Source: MIS2000

**MPO 3C: By the end of the 2023-24 performance period, 90% of migratory family members of students in grades 9-12 who participated in family engagement opportunities will indicate that they gained knowledge of strategies to support their child’s achievement of graduation and college, career, and life readiness skills and goals.**

Exhibit 64 shows that the Nebraska MEP **met MPO 3C** with 100% of the 84 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 a lot (88%) or somewhat (12%).

**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		
84	0 (0%)	10 (12%)	73 (88%)	2.9	84 (100%)	Yes



Source: Nebraska MEP Parent Training Evaluation

Parents provided ratings on Parent Training Evaluations during 20 parent activities addressing graduation, high school diploma equivalency, life skills, and/or career readiness during 2023-24. Parents rated these activities/training highly with a mean rating of 2.9 out of 3.0.

## SERVICES TO OSY

**MPO 4A: By the end of the 2023-24 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 **did not meet MPO 4A** with 32% of the 343 migratory OSY receiving MEP instructional/leadership/college and career/life skills services in 2023-24. The MPO was not met for PFS (31%) or non-PFS (33%) OSY.

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

PFS Status	# Migratory OSY	OSY Receiving Instructional, Leadership, College/Career, Life Skills Services		MPO Met?
		#	%	
PFS	253	79	31%	No
Non-PFS	90	30	33%	No
<b>All</b>	<b>343</b>	<b>109</b>	<b>32%</b>	<b>No</b>

Source: MIS2000

Fifty-two (52) 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 71% of the staff responding felt that the MEP helped re-engage OSY in school or GED preparation and other offerings *very much* (35%) or *a lot* (37%).

**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
52	1 (2%)	2 (4%)	12 (23%)	19 (37%)	18 (35%)	71%	4.0

Source: Nebraska MEP Staff Survey

**MPO 4B: By the end of the 2023-24 performance period, 65% of eligible migratory OSY will receive MEP support services that contribute to their graduation, high school equivalency (GED), college, career, and/or life readiness skills and goals.**

Exhibit 67 shows that the Nebraska MEP **met MPO 4B** with 68% of the 343 migratory OSY receiving MEP support services. The MPO was met for both PFS students (68%) and non-PFS (68%) OSY.

**Exhibit 67**  
**Migratory OSY Receiving MEP Support Services**

PFS Status	# Migratory OSY	OSY Receiving Support Services		MPO Met?
		#	%	
PFS	253	173	68%	Yes
Non-PFS	90	61	68%	Yes
<b>All</b>	<b>343</b>	<b>234</b>	<b>68%</b>	<b>Yes</b>

Source: MIS2000

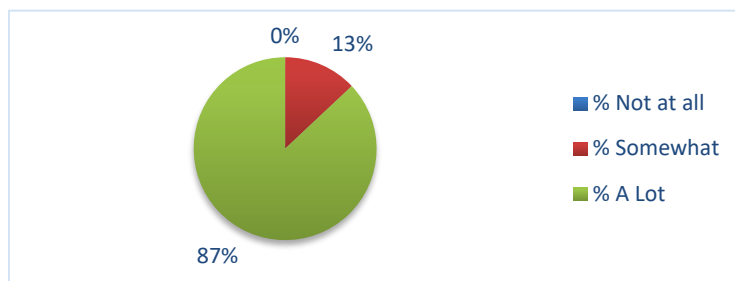
**MPO 4C: By the end of the 2023-24 performance period, 90% of migratory family members of OSY who participated in family engagement opportunities will indicate that they gained knowledge of strategies to support their child's achievement of graduation, high school equivalency (GED), college, career, and life readiness skills and goals.**

Exhibit 68 shows that the Nebraska MEP **met MPO 3C** with 100% of the 23 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 a lot (87%) or somewhat (13%).

**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		
23	0 (0%)	3 (13%)	20 (87%)	2.9	23 (100%)	Yes

### Exhibit 68, Cont.



Source: Nebraska MEP Parent Training Evaluation

Parents providing ratings on Parent Training Evaluations during nine parent activities addressing the OSY goal area in 2023-24. Parents rated these parent activities/training highly with a mean rating of 2.7 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 of the MEP on Students' ELA and Math Skills

- *Gave each student the extra boost they needed to achieve their reading/math goals.*
- *Getting in the habit of reading, being familiar with the language and learning the subjects that were difficult for some students. Working with someone one-on-one.*
- *Increased vocabulary and language.*
- *Our staff assisted students in learning new ways to think about math and reading as well as promote interest in the subjects. They also were able to increase their knowledge and skills in these subjects.*
- *Some of the students exited the English learner program in their schools. Most of the students got personalized help from the service providers.*
- *Students demonstrated their knowledge of their subject in the classroom.*
- *Students improved their DIBELS scores.*
- *Students read and responded to a leveled text each day. They also created written responses for each story. Reading skills were reviewed with each story (i.e. fact/opinion, main idea/details, cause/effect).*
- *Students reviewed math concepts each day through a math lesson or the project being completed. Students improved English skills through conversations as well as reading instructions in English.*
- *Students wrote sentences to explain STEM observations and results. They practiced math fluency by playing games.*
- *Summer home visits provided the opportunity to help students improve their reading/math achievement. This helped them retain information they learned in school and not forget it throughout the summer.*

- *The students read aloud to an adult every week and they had a story read to them. They were given time to finish homework and ask questions. All of these things gave them skills to independently excel with story problems in math.*
- *To enhance reading skills, we focused on phonemic awareness, vocabulary development, and comprehension strategies. For math, we emphasized foundational concepts, problem-solving skills, and practical applications through hands-on activities. Both areas helped to build confidence and academic proficiency.*

#### Impactful ELA/Math Instructional Services

- *Academic support. By providing students with extra support in their daily class; one-on-one, smaller group. Classroom support was a big part for our project. Checking on them with their teachers, making sure they are served properly, and advocating for them throughout the year. Summer home visits to those who didn't get to attend public school summer school. We worked with them on reading and math so they don't lose knowledge during the summer.*
- *Additional support for students within the school day.*
- *After-school programs and summer school.*
- *An MEP para came into our room twice a week and helped migratory students in math and reading. She would review math skills and listen to the children read orally and work on comprehension on those skills.*
- *Being able to work with students one-on-one or in small groups really helps us focus on areas each child needs, especially in the areas of math and ELA.*
- *Daily practice with vocabulary and measurement.*
- *Developed and facilitated summer programming in which English, reading, and math subjects were implemented.*
- *During MEP field trips, students toured historical museums in which they listened, spoke, read, and assisted in time management.*
- *Hands-on learning, field trip experiences, great ratio of students to teachers, and engaging instruction.*
- *In-person, one-on-one or small group tutoring is the primary mechanism that helped students improve in reading and math.*
- *Learned different edition strategies, practice, repetition, one-to-one assistance, use of manipulatives, books, reading, writing, practice exposure, books, reading, writing, practice exposure.*
- *One-on-one tutoring was very helpful for the students.*
- *Our summer program with our secondary students worked well this year. We had a teacher with strong math skills dedicate his time to specifically working with our students on their math skills and one of us focused on helping students improve ELA skills. We worked with students through rotations, giving them an opportunity to enhance learning during the summer program.*
- *Practiced ABC's and writing them. Counted objects in the room. Used worksheets with numbers.*
- *Pre and post assessments, and then focus on needed concepts.*
- *Pre-K letter identification, counting 1-10, recognize symbols*
- *Provided students practical skills for daily life.*
- *Service providers worked one-on-one with students in reading, ELA, and math.*
- *Staff supported students through home visits and summer program support.*
- *The MEP had a big impact on improving migratory students' reading and math skills, thanks largely to the hard work of the Educational Service Provider (ESP). The ESP focused on giving one-on-one and small group support, especially to students who had PFS or were at-risk. By keeping an eye on things like attendance, grades, and progress in both subjects, the ESP was able to spot students who needed extra help and make sure they got the attention they needed.*

*Working with school staff and outside programs was key to making sure students had access to extra help, like tutoring, after-school programs, and summer activities. The ESP also made sure students could join programs like the 21st Century afterschool program, so they had ongoing academic support even after school. In addition to academics, the MEP helped improve students' performance by focusing on other kinds of support, like connecting families to essential resources such as food, housing, and healthcare. By helping families meet these basic needs, the program created a more stable environment, allowing students to focus better on their education. The ESP stayed in regular contact with families, offering advice and helping them get connected to resources that made a difference for both the students and their families.*

- *Throughout the school year, service providers worked with students on ELA and math during home visits, in and after school tutoring, enrichment days, and summer school. Additionally, service providers coordinated extensively with school staff to keep students on track.*
- *We provided a variety of activities for reading, discussion, and teaching key vocabulary. Even science experiments included an aspect of reading, math, vocabulary, and discussion of results to help improve students' reading and math skills. We also included math games and practice.*

#### Impact of the MEP on Children's School Readiness Skills

- *Getting children ready for kindergarten. NePAT post-test results reflect that student knowledge increased.*
- *Growing their independence while fostering their love of learning.*
- *Helping with early exposure to early reading/math skills.*
- *I think this program is awesome and getting children prepared for how school is going to look: following directions, lining up, hearing simple English commands.*
- *It helped the children and families to engage in the activity and start recognizing letters, sound letters, capitalization, and increase or obtain new vocabulary.*
- *Learning school rules and routines, writing their name, introduction to letters and numbers, how to hold a pencil.*
- *Letter sounds, recognition, colors, and using counters for numbers.*
- *Literacy, language learning, SEL learning*
- *Preschool children participated in science, math, and pre-reading skill building. We worked on letters, sounds, prepositions, and key vocabulary. In math, they worked on counting and graphing. Preschool children also practiced sorting skills for a variety of different aspects.*
- *Preschool-age children focused on socialization skills as well as letter sounds and counting skills.*
- *Children had previous skills and knowledge when they arrived at the school, this was a great advance since it was an easier process for them and their families.*
- *We helped children be more prepared for kindergarten.*
- *We provide a full-day preschool for our migratory children which improved their background knowledge, language skills, and familiarity with school.*
- *Working on vocabulary development in a hands-on developmentally appropriate style. Being able to connect children with high quality literature experiences to build their background knowledge and vocabularies. Providing them with ample opportunities to gain social and emotional skills to help regulate their feelings and their interactions with others in a positive manner and to feel safe and secure within the classroom and school setting.*
- *Working one-on-one with preschool-age children sets them off on the right foot when starting school and gives them a positive attitude. We can really focus on the child's individual learning needs learning.*

### Impactful School Readiness Instruction/Services

- *As service providers, we are sometimes the first ones to introduce them to numbers, colors, and shapes. By being consistent, we prepare them to be able to identify what they already need to know to adjust well to preschool.*
- *By having the all-day preschool classroom.*
- *By providing instructional services in their homes and supporting them with books and materials at the appropriate age. Also, by encouraging and supporting parents to be their children's first teachers.*
- *Educational materials. Helped with preschool applications, checked on the status, and advocated for them by making sure children were placed at a school. Home visits throughout the year along with their classroom teachers, home visits working with them about how to be prepared to be in school. Activities*
- *Encouraged families to enroll in preschool and provided home visits for children and families.*
- *Home visits provided a direct impact to children and an indirect impact to children through modeling teaching techniques to parents. These visits were in the homes, daycare centers, Head Start, etc.*
- *Home visits throughout the summer. Preschool-age children are able to have fun with interactive activities with both the parent and service provider, such as helping the child identify letters in a fun way as their parents engage them to answer.*
- *Home visits to help parents learn about preschool and the importance of play. Providing age-appropriate reading preparation materials and showing parents how to use them.*
- *I met with preschool-age children to work on reading, number and letter recognition.*
- *Our service providers included a large number of preschool-age children in our summer program. They also made it a priority to work one-on-one with the children through home visits during the school year. Staff assessed the preschool children using the NePAT and set goals to help them grow academically during the school year. Staff remained informed of various resources in the community to share information with these families.*
- *Providing services to students who did not make it to a preschool or Head Start and doing the home visits. Those home visits are crucial as this is the only interaction the child might have for a while that mimics a preschool setting. This allows the child to work on skills they might lack or need extra support. It also teaches the parents on how they can practice those skills if they are unable to locate a spot in the local preschool or Head Start program.*
- *Service providers helped parents find and sign children up for school. Explained policies and rules.*
- *Service providers taught school readiness skills to PK children during home visits and summer school, as well as helping families access additional community resources.*
- *The MEP really helped get preschool-age children ready for school by teaming up with local preschools and giving families the support they needed. We worked closely with the district preschool and Head Start programs to make sure migratory children got priority for enrollment, plus transportation and resources to make it easier for them to attend. We also helped families fill out preschool applications, breaking down some of the barriers they face. On top of that, the MEP focused on building strong relationships with families through home visits and personalized support. We helped with things like translation, interpretation, advocacy, and connecting them with local resources for healthcare, food, and more. This approach made it easier for families to focus on their children's education by making sure they had the support they needed to stabilize their lives. By staying in touch with families and connecting them to local and regional resources, the MEP not only helped kids get ready for school but also helped parents get more involved in their children's early education. All of these efforts had a big impact on making sure migratory children were prepared for school and ready to succeed.*

- *Through our field trips, preschool-aged children use their communication skills through speaking and listening.*
- *We encourage the parents to work with the children as parents are the best teachers a child will ever have as they spend the most time with them. We also provided information that would be needed for preschool and kindergarten. We also supplemented payments for preschools as we could when needed.*
- *We were able to develop a MOU with the local Early Head Start program. We continue to increase the number of children that receive services in the home and in preschools.*

#### Impact of the MEP on High School Students and OSY

- *A couple of students that I work with made the effort to go to classes, finish assignments, and one of them graduated from high school. I was in the classroom with them to help them through the lessons and making sure that they had what they needed to work on assignments, and turned them in. Stayed after school to help with homework.*
- *Being able to work with students throughout the school year. Some key ways in which secondary aged students were impacted was by catching up on missing assignments and looking at grades when needed.*
- *Many high school students received scholarships and other awards.*
- *MEP staff helped provide the resources available for credit recovery so students successfully receive their HS diploma.*
- *Some of the students got scholarships and awards.*

#### Impactful Services Provided to High School Students and OSY

- *Constantly worked with students who were on the fence with credits to graduate.*
- *Encouraged them to stay in school or some type of education, provided help with homework and tracked grades and attendance.*
- *Explaining the college enrollment process.*
- *Giving OSY resources to obtain GEDs, helping high school students graduate.*
- *Help OSY to enroll to English classes at college, delivered material resources.*
- *Helped them fill out the FAFSA and prepare them for beyond high school education.*
- *Helped them find jobs.*
- *High school students received much focus with regard to tutoring, as well as inclusion in counselor-based meetings to discuss post-secondary options.*
- *I helped students apply for scholarships and enroll in college courses to help keep them in school. Also helped students apply for employment.*
- *In my own experience, it is being flexible with my work hours and working on the weekends, especially with OSY who are only here for the summer. Also, I constantly communicate with them through WhatsApp. This has made a difference in providing instructional services. For the other OSY, it has helped me make an impact by being in constant communication and supporting them with the services they need, whether it be referring them to health services, interpreting for them, making medical appointments, WIC referrals, Sixpence referrals, and supporting their children's needs, and more.*
- *In-school support/instructional services*
- *Keeping motivated to apply for college, obtaining information about the process to apply for college. OSY: It helped the students to continue learning English, it helped them to be more independent in reaching community services.*
- *Keeping them engaged in education when school is not in session exposes them to the information more, and repetition helps!*

- *MEP staff meet with high school students on a regular basis, assessed their needs, and provided support. Staff also meet with OSY and helped coordinate various options for them to complete high school.*
- *One of the issues that most impact high school and OSY students is constant comprehensive support. By helping them with educational instruction and support services, the MEP becomes part of their support group that helps them meet their goals and academic and personal development.*
- *Our secondary service providers did an excellent job at staying informed of the various needs of our students and OSY, even with our allocation cut. We worked together to find ways to continue to provide resources without having them exhaust funds. Students attended university visits, and we distributed useful resources as soon as we found them. We remained informed through ongoing communication with school administration and tried to be as helpful as possible.*
- *Provided materials and access to GED classes.*
- *Service providers spend time doing activities and lessons with all OSY.*
- *Students and OSY got information about GED programs, scholarships, materials like heat prevention kits and hygiene products for the OSY field workers.*
- *Students practiced reading and writing. They also worked on math skills and story problems.*
- *Students were given direct instruction during school and out of school times.*
- *Supported them with life and work skills and school bilingual lessons on the iSOSY link for STAT resources. Educational orientation and guidance to achieve their graduation goals and other special personal resources.*
- *The MEP had a profound impact on secondary aged migratory students and OSY by providing both direct academic support and vital life resources. The addition of the Educational Service Provider (ESP) played a key role in identifying and addressing the needs of secondary students. Through regular monitoring of attendance, grades, and credits, the ESP ensured that students at risk of falling behind received the targeted support they needed to succeed. PFS and at-risk students received frequent one-on-one and small group tutoring, while all secondary students were met with at least once per semester to inform them about available services. For OSY, the MEP provided direct instructional support using resources such as iSOSY lessons, home-based tutoring, and connections to programs like adult education for English language learning and GED preparation. These services were crucial for OSY to continue their education and pursue high school equivalency or other career and life goals. In addition to academic support, the MEP's strong collaboration with local and regional partners helped students and OSY access essential resources like food, housing, and healthcare. By working as advocates, MEP staff helped families and OSY navigate these systems, improving stability and allowing students to focus on their education. The MEP also encouraged OSY to participate in community events and activities, fostering connections within the community and increasing awareness of available resources. By maintaining regular communication with students and OSY, the MEP ensured ongoing engagement and support. Overall, the combination of personalized academic support, referrals to necessary resources, and strong collaboration with local partners enabled secondary aged migratory students and OSY to make meaningful progress toward their academic, career, and life goals.*
- *We helped students with college visits and guided them to think about post-secondary education.*
- *We provided them with summer camps and informed them of any local or state scholarships offered in the area. We also hosted PACs for the students and parents to attend if they needed or wanted support with Education Quest and provided them with those resources. Another way that we were able to help these students was by having an MEP staff member in their school so*

*that they could ask questions and that the MEP staff member could guide them or ask questions to the appropriate staff in the school.*

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

#### Stories about the Impact of the MEP on Students' Academic Skills

- *Plenty of stories! Not enough space, but most recently during our summer program, I was truly grateful about the time I got to make a difference in my students' lives. I know they sure did make a difference in mine! I had a student with extremely limited writing skills write me a thank you note. That made my entire summer!*
- *Students can now hold a pencil correctly and copy their name. Some had never written before attending summer school.*

#### Stories about the Impact of the MEP on High School Students

- *A student in her senior year battled depression and anxiety because she was passing through a difficult period of family separation. She was feeling rejected by her mother who left her with her father and sisters, and suddenly she was living with her grandmother who was taking care of them. With low income, feeling rejected, and changed to school district and friends, life and goals became difficult for her. The MEP was there to help and support her and her family, not only with food and clothing resources, but with guidance, counseling, and personal care resources. The MEP service provider helped her get registered for scholarships and she not only graduated from high school, she also won the "Jesusita the Los Santos" MEP scholarship, so she can continue her education. That is how the MEP impacts our migratory students, families, and community.*
- *A student who was separated from his parents at a young age due to financial difficulties, immigrated to the United States with his two younger siblings and remained in school. He worked full-time on many occasions to help his family, but he excelled in his academic performance, he obtained excellent grades, and dual credit classes, and upon graduating he received several university offers and three very important scholarships. The MEP was fundamental in the student's academic performance, on several occasions the pedagogical service providers spent hours at his side supporting him and providing him with study techniques and clarifying complex content, and the support service providers helped with authorization and referral to community organizations that allowed them to solve day-to-day life and situations that arise. The other two brothers are on their way to obtaining the GED.*
- *After 10 years with the MEP, it is interesting to compare outcomes from then versus now. Ten years ago, many high school students dropped out or graduated and went straight into the workforce. Now the majority of our high schoolers graduate and go on to some type of post-secondary education. I'd call that a success!*
- *I had students being transported to camp with a slightly negative attitude toward their community and life in general. On the trip home from camp, their whole attitude had turned around and they were excited about life, the community they were in, and the difference they can make.*
- *I worked with a student who won both national and state MEP scholarships. When I met him two years ago, he had been one who didn't believe in furthering his education. He was very excited, and I was beyond excited for him when he told me that he was applying to college and wanted to further his education. This student taught me that my job is important and that even if I can't help all, if I at least have touched one student into making a difference, that is all that matters.*

- *I worked with families who have recently moved into our area and they start by living with other relatives. With hard work and a little help from the program, they become independent and know how to navigate on their own with little to no help..*
- *MEP staff were able to directly be part of the success of one of our students who was very behind on her credits. Staff provided services as the student worked hard to complete all required courses and graduated on time.*
- *The history of one student touched me a lot. He got the scholarship from the National Association of State Directors of Migrant Education (NASDME).*

#### Stories about the Impact of the MEP on OSY

- *I started to work with an OSY that in the beginning was not trusting to much about the services that I was providing to her. I will say that it was due to some cultural aspects, but after the home visits, she demonstrated to be more comfortable and motivated to be meeting and accomplish her goals even if she has the responsibilities to take care of her two children.*
- *Two of our OSY were able to get their GED with our support.*
- *Two of the students I worked with graduated and received full ride scholarships.*

#### Stories about the Impact of the MEP on Migratory ELs

- *I see progress daily with students whose primary language is not English. ELA is so important with these kids. We are doing great work with them and making progress!*
- *One of the MEP staff members consistently worked with our English learners who were not on track to graduate, largely due in part to their constant movement through school districts and the gaps in their English language. This included sitting down with them one-on-one and going through an online program so that we could make sure they understand the material. Thanks to these particular staff members, students have a shot to graduate this May.*
- *We had students come to school who could not speak English by end of the summer school they knew more then what they knew before coming to school.*

#### Stories about the Impact of the MEP on Families

- *“M” is a young mother who has a 3-year-old daughter. When she came to Nebraska, she lived in a very small town with few services available for her needs, and she had a hard time finding a job. With my support, she got government housing, Medicaid, food assistance, and Early Head Start services for her daughter, among other services. After a while, she decided to move to a bigger city and now she is working, has her own home, and has become more independent. These changes may be small for some people, but they were very big for her.*
- *I worked with families who have recently moved into our area and they start by living with other relatives. With hard work and a little help from the program, they become independent and know how to navigate on their own with little to no help.*
- *In the beginning, many of our families were hesitant about letting their children attend the out-of-town field trips on Fridays. By the time the first Friday came, all of our students were granted permission to attend the field trip. It was great to see our families come to trust us as teachers.*
- *We went on a field trip to the Lincoln Zoo. We invited parents to join us and to share in the learning and fun experience(s). Traveling outside of our area was difficult for our families to allow. Not only did everything go well, they are still thankful and grateful for the time and travel with us.*

#### Stories about the Impact of MEP Support Services

- *I work with my heart. I really enjoy helping migratory families. This year I've worked with a student that came from Cuba and his dad left him a couple of weeks after they came. This*

*student didn't want to talk with me or enjoy tutoring. At school, he started to show bad behavior and very bad vocabulary. The principal contacted me and we decided to start therapy with him and I did different tutoring with him, playing in the backyard to learn the colors, weather, and letters. After two months, he showed a wonderful change of attitude. Even the principal contacted me again to congratulate me and his mom for the support job. I also helped them in the long process of divorce and child support. When I knew them, they were living in a room and I was so happy that I could help them to find a beautiful apartment to live. I helped them to move and find the furniture. I love the way we can be a light of hope for so many families that don't understand anything about this country. We cannot change the world, but we can help to change the life of a child, and that means the world to me.*

- *Over the past year we have seen an increase in the number of homeless students and have been able to get services provided by our statewide partnership with the McKinney-Vento Homeless Program.*
- *We have a student with special needs and our former coordinator helped in many ways with rides, doctor appointments, and support. The service provider was able to provide some necessities and the student was able to get a special wheelchair through other agencies by advocating for her.*

**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 of the MEP on Academic Skills

- *Academically, they did very well. They helped my son receive therapy with the psychologist. They also agreed to create a plan to help him at school.*
- *Both of my children have benefited from this program. They have really expanded their social and intellectual skills.*
- *He has improved a lot in writing and numbers.*
- *He learned a lot more math.*
- *Helped him with all his homework to pass his classes.*
- *Helped my children not fall behind and be better prepared for second grade, fifth grade, and preschool.*
- *Helped with performing math and reading operations.*
- *Helped with reading, school supplies, and some activities.*
- *I am grateful for the MEP, which offers outstanding services, including homework help and classroom support, ensuring my daughter understands her assignments.*
- *I am grateful for the MEP's comprehensive support, which includes classroom help and engaging summer camps, ensuring my children receive guidance whenever they need it.*
- *Improved her grades.*
- *In the academic matter, if we had not had that communication, my son would not have made as much progress in mathematics, and if there had not been intervention by the program at school, we would not be able to keep up with the behavior of our children at school.*
- *It has helped my daughters in reading, writing, and English.*
- *It has helped them with reading.*
- *It helped her a lot in mathematics.*

- *It helped my children with their homework and reading.*
- *It helped them a lot to develop their skills in different areas, especially math, and to relate to other children from different places.*
- *It helped them with their reading a lot.*
- *It was very useful thanks to the advice. My daughter is very enthusiastic and happy and she improved a lot in reading.*
- *Learn math skills, reading, science, imagination, social skills, and more. I love this program.*
- *My son was helped a lot in math.*
- *Raised his grades.*
- *Reading and writing, improving English.*
- *Reading, science, math, social studies, homework, etc.*
- *Really helped my daughters at school with math and other subjects.*
- *Thanks to the MEP, my children have significantly improved their reading, math, and writing skills.*
- *The MEP helps our children in various ways such as reading and writing skills, helping kids be willing to go to school without trouble, making kids learn other knowledge (games, sports, etc.), and keeping kids active on summer break.*
- *This program is very helpful for our kids. Our kids learn a lot. They help our kids in speaking, reading and writing.*

#### Impact of the MEP on Preschool-age Children

- *A lot, because my son learned to get along with other children in the preschool program and is motivated to go to class.*
- *Help lots with social skills with other children and learned more words in English and Spanish. Good preparation for preschool.*
- *Helped him with his numbers.*
- *Helped my toddler with motor skills and speech.*
- *It has helped him become familiar with the language for a child his age (colors, numbers, animals). In the short time we have been here, it has helped him feel welcome.*
- *Learn to recognize numbers, colors, and their names.*
- *Since we met, our service provider has talked to us about putting our child in preschool, gave us information on how to do it, and supported us throughout the process. Our provider has guided us in many things - she teaches our child a lot to prepare him for preschool and talks to him and they play educational games.*
- *The home visits and the school readiness program helped my son so much. He has learned a lot of his numbers and letters. He enjoys the visits and activities you do with him and it has helped me learn how to work with him at home.*

#### Impact of the MEP on High School Students and OSY

- *Be on track for graduation.*
- *College visits were very helpful.*
- *Helped with assignments and summer credit recovery.*
- *It helped my kids with the ACT test.*
- *My child received help to graduate on time.*
- *The MEP helped my son apply for scholarships. He won a scholarship.*
- *The MEP staff helped my child pass the semester credits and pass his grade.*
- *They advised him on careers.*
- *They were very helpful in working with my child until he graduated from high school.*

### Impact of the MEP on Migratory ELs

- *For my daughter, it helped her a lot and she learned a lot about the language.*
- *It has helped my daughter a lot in learning the language and feeling more confident in herself.*
- *It has helped us a lot by supporting my son learning the English language and to socialize.*
- *It helped a lot. My daughter did not speak any English and now she does very well.*
- *It helped her improve her speaking and communication skills.*
- *Learn English (multiple responses)*
- *My child learned English quite well.*
- *Worked with my son to improve his English and checked on his attendance.*

### Impact of the MEP on Social-Emotional Skills

- *Become more social and confident.*
- *Helped my child be more attentive in school.*
- *I saw my children more responsible in the summer courses. I feel that my oldest son opened up more to talk and participate.*
- *I think it is great that they have summer school. My children just arrived and had the opportunity to be with other children.*
- *It has helped him to get along better with people.*
- *It made them have fun and be able to interact with other children of their age during summer. It also helped them learn more educational skills they can apply once they return to school.*
- *Learn to be more responsible and attentive in activities.*
- *Learn to socialize with other children and be more independent.*
- *Made her more confident and more willing to try to solve small challenges.*

### Impact of the MEP on Parents/Families

- *Helped me with transportation and referrals for WIC.*
- *It has been a great support for us. When we arrived, we thought it would be more difficult but with the help of the program we were able to interact with the school and the community in general. I hope that the program continues with all the services. The summer school was very useful for my children.*
- *It has helped me a lot. They are always there to provide us with information about community events that we benefit from and support us. The supplies are very helpful.*
- *The events allowed me to gain information about some legal places that would be able to help us. The event that took place during the summer was very useful.*
- *The program helped me by giving me information about schools I could attend if I wanted to.*
- *They have helped them a lot. As parents, they helped us understand how the educational system is run here because in our country it is different. The support of my provider has helped us guide our children.*
- *They help me communicate with the school whenever I need to.*
- *They helped me a lot with their homework. They also helped me with transportation, groceries, and information about community resources.*
- *They helped us with communicating with the school and interpreting when we needed it.*
- *We received the educational packets. It helped a lot because I would sit down with my son at home and did the activities to help with his education.*
- *Whenever I have questions or need guidance, they help me.*
- *Without her, I do not know what would have become of my life. I still thank her enormously for what she does for me and for my son, with so much patience that she had with him and still has.*

### Impactful MEP Services

- *Attend summer school to learn activities appropriate for their age, and have fun.*
- *Backpacks and working with my son who needed math help at school weekly.*
- *Books, food boxes, and the after-school program.*
- *By providing school supplies, my kids are able to excel in school without having to worry.*
- *By tutoring and working with my son at school weekly, and summer school. Helped advocate for my son so he get the support he needs.*
- *Facilitator helped me find resources for me and my children, connect with other agencies to get help, and she worked with my child to help prepare for kindergarten. I got materials for my children.*
- *Food boxes (multiple responses)*
- *I have received visits, they helped me receive food supplies, and they have given me information about other resources in the community.*
- *I loved the material they sent for summer, it was very productive. My children loved it.*
- *In addition to helping them with learning, they have helped me with referrals to events in the community so that my family can benefit from that. They helped me with other programs like Head Start so that my son can attend preschool, with job applications, and interpreting to communicate in situations that I needed.*
- *It helped me a lot that they shared all the resources with me and that they came to teach the kids. They helped my son who dropped out of school.*
- *It helps them a lot when they work with my son one-on-one.*
- *Many things, my son went to summer school, they provided him with transportation, and he went to dental day. They helped me with information about the food pantry, interpretation/referral to receive help with a hospital payment.*
- *My son has been in the program for a short time but they have supported us with information and with classes for preschool.*
- *The MEP delivers outstanding support to my children, providing consistent help through classroom assistance and fun summer camp activities.*
- *The MEP gave us the opportunity to attend the zoo when we couldn't afford to. My kids loved it.*
- *The MEP helps so that my children could have free lunch at school, helped me with medical insurance for my children, and with the entire process of starting school.*
- *The MEP provides my children with exceptional service, offering timely support whenever needed, through comprehensive programs including classroom assistance, summer camps, and spring break activities.*
- *The program is very helpful because it has summer classes where my child receive help with what he does not understand. We can speak the same language with the staff.*
- *We have felt welcome and not excluded for being migratory. They have given us transportation when we needed it, connected us with the school so that they can evaluate our son for his hearing problem, and supported us by interpreting in his therapies.*

# 7. Implications

This section of the report presents a summary of the 2023-24 evaluation results, key implications, progress on recommendations from the previous evaluation, and new recommendations based on 2023-24 evaluation results. The recommendations are informed by observations, staff and parent surveys, student assessment results, and interviews/discussions with state and local MEP staff. They address both program implementation and service improvements aimed at achieving state performance goals, national MEP performance measures, and Nebraska MEP MPOs.

## SUMMARY AND IMPLICATIONS

### Strategy Implementation

MEP staff evaluated the implementation of 16 SDP strategies using the FSI, working in project- and regional-based teams to assess strategy implementation, maintain supporting documentation, and reach consensus on ratings. The overall mean rating for all strategies was 3.6 out of 5.0. Two strategies were rated as implemented with fidelity to the SDP, achieving mean ratings at the succeeding or exceeding level: Strategy 1.2 (provision of needs-based support services to ensure access to school readiness opportunities) – mean rating of 4.1; and Strategy 2.2 (provision of needs-based support services to increase achievement in ELA and math) – mean rating of 4.2. The lowest-rated strategies were: Strategy 4.1a (provision of instructional services to OSY) – mean rating of 3.2, and Strategy 4.3 (educational services to parents/families of OSY) – mean rating of 3.2. Further details on strategy implementation within the four goal areas are provided below.

### School Readiness

Projects and regions collaborated with community and district preschool service providers to ensure migratory children had access to quality preschool programs. When no other services were available, they provided school readiness instruction directly to migratory preschool children. In 2023-24, all four school readiness MPOs were met: 59% of migratory children ages 3-5 attended MEP- or non-MEP-funded preschool services, 94% of the children assessed with the NePAT gained by 10% in math and 86% gained in literacy, 83% of children ages 3-5 received MEP support services, and 100% of parents surveyed reported gaining knowledge of school readiness skills as a result of MEP services.

The highest-rated school readiness strategy focused on providing support services to help families identify and overcome barriers, ensuring migratory preschool children had access to school readiness opportunities. This strategy received a mean rating of 4.1 on a five-point scale, with nine of 11 projects/regions responding rating it as succeeding or exceeding, indicating implementation with fidelity to the SDP. The other three school readiness strategies were rated slightly below the level considered to be implemented with fidelity to the SDP, with mean ratings ranging from 3.7 to 3.9. Key implementation highlights of the school readiness strategies included the following.

- Collaboration & Enrollment Support: Partnered with local district preschool programs and Head Start to prioritize MEP students, assisting families with applications and transportation.
- Home-Based Preschool Services: Provided in-home instructional support for children ages 3-5, including summer term, using NePAT data to customize learning plans.
- School Readiness Instruction: Provided preschool instruction to students not enrolled in formal programs, especially during summer school, focusing on PFS students.
- Supplemental Funding: Offered financial assistance for preschool attendance at certified institutions while maintaining regular home visits for additional support.

- Strong Community Partnerships: Established MOUs and partnerships with Head Start, Goodwill, Mission Avenue, and health agencies to enhance service accessibility.
- Tailored Family Support: Assisted families in overcoming barriers to school readiness by providing transportation, enrollment assistance, and interpretation services.
- Family-Centered Engagement: Built trust through one-on-one meetings, routine check-ins, and open communication to ensure families felt supported.
- Proactive Resource Sharing: Kept families informed about community resources, referrals, and services such as medical appointment assistance.

### **English Language Arts and Mathematics**

Projects and regions provided extensive, needs-based ELA and math instruction to migratory students during the regular school year and summer, supplementing the instruction offered by schools. Four of the five MPOs for the ELA/math goal area were achieved: 89% of K-8 students assessed scored proficient or showed a 5% gain on local ELA assessments, 89% met the same benchmark in math, 81% received MEP support services, and 100% of surveyed parents reported gaining knowledge of ELA and math strategies through MEP services. The unmet MPO targeted the percentage of K-8 students receiving MEP instructional services, which reached 42%, falling five percentage points short of the goal.

The highest-rated ELA/math strategy focused on providing support services to enhance student ELA/math achievement, receiving a mean rating of 4.2. Eleven of the twelve projects/regions rated this strategy as succeeding or exceeding, indicating strong implementation fidelity to the SDP. The strategy focused on providing instructional services and support in ELA and math received a mean rating of 3.6, slightly lower than the 2022-23 rating of 3.9. The other two ELA/math strategies were rated slightly below the level considered to be implemented with fidelity to the SDP, with mean ratings of 3.5 and 3.7. Key implementation highlights of the ELA/math strategies included the following.

- School-Based & Extended Learning: Provided instructional support through certified teachers, targeted lesson plans, and extended learning opportunities such as spring break camps, summer programming, and after-school programs.
- Focus on ELA & Math Development: Emphasized structured academic support, using pre/post assessments, evidence-based curriculum, and tiered interventions to strengthen literacy and math skills.
- Dedicated MEP Service Providers: Assigned staff to schools to provide direct ELA and math instruction, ensuring regular student engagement and intervention.
- Home-Based & Summer Services: Delivered academic instruction and support through home visits, summer camps, and enrichment activities, including STEM and leadership programs.
- Resource Distribution: Provided backpacks, school supplies, and referrals for academic, health, and social services, including transportation and interpretation for appointments.
- Systematic Support & Networking: Developed strong referral systems, moved toward an "advocacy" approach, and intentionally partnered with community organizations to mitigate funding cuts.
- Leadership & Enrichment Opportunities: Offered student leadership programs and summer camps to enhance engagement beyond traditional academics.
- Strong Family & Community Partnerships: Maintained communication with families to assess needs and connect them with school staff, agencies, and educational resources.
- Parental Educational & Literacy Support: Coordinated referrals and hosted PAC meetings to share strategies for ELA and math development, while also guiding parents in navigating school systems and community resources.

- Family Engagement Events: Hosted a Migratory Family Conference and targeted events for students and families to encourage involvement and connection.
- Collaborative Partnerships: Strengthened connections with agencies and school districts to enhance service coordination and family support.
- Regular Communication: Maintained consistent outreach via phone calls, home visits (especially for PFS students), and PAC meetings to provide educational strategies and connect families with additional resources.

### **High School Graduation**

The Nebraska MEP prioritizes supporting migratory students toward graduation while preparing them for post-secondary education and careers. To achieve this, students receive wrap-around services and resources that facilitate their progress toward graduation. In 2023-24, all three MPOs for this goal area were met: 54% of students in grades 9-12 received MEP instructional services, youth leadership opportunities, life skills training, and/or guidance/counseling services; 83% received MEP support services; and 100% of parents surveyed reported gaining knowledge to better support their child.

The highest-rated high school graduation strategy centered on providing support services to eliminate barriers to graduation, earning a mean rating of 3.9. Nine of the twelve projects/regions rated it as succeeding or exceeding, indicating implementation with fidelity to the SDP. The other three high school graduation strategies were rated slightly below the level considered to be implemented with fidelity to the SDP, with mean ratings ranging from 3.4 to 3.6. Key implementation highlights for the high school graduation strategies follow.

- Educational Service Provider Impact: Dedicated service providers monitored at-risk students, provided one-on-one and small group tutoring, and ensured all migratory students received needed support and instruction.
- Expanded Summer Programming: Offered summer school, leadership camps, and future planning events, including college prep nights and financial aid workshops.
- Personalized Student Outreach: Conducted home visits, in-school check-ins, and ongoing communication with students and families to ensure access to resources.
- Collaboration with Schools & Counselors: Worked with teachers, school counselors, and district resources to provide supplemental instruction, monitor academic progress, and provide resources and guidance on graduation requirements, class selection, and advocacy for student success.
- High School Graduation & College Readiness: Organized college visits, collaborated with CAMP programs, helped students locate and apply for scholarships, and monitored grades to keep students on track for graduation.
- Comprehensive Family Support: Assisted families in connecting with essential services such as food, housing, healthcare, and scholarship opportunities.
- Strong Communication with Students and Families: MEP staff effectively maintained ongoing communication with students and families, keeping them informed about expectations, graduation requirements, and academic progress.
- Use of Social Media & Community Networking: Shared updates and resources via Facebook and other platforms to keep families informed.
- Targeted Family Outreach & Events: Hosted a Migratory Family Conference and family events to engage both students and parents, including specialized support for high school students.
- Distribution of Educational Materials: Provided backpacks, school supplies, and information to parents on how to support their child academically at home.

- Systematic Resource Coordination: Partnered with other agencies to connect families with home-based support and academic resources.
- Recognition & Motivation: PAC meetings focused on graduation and celebrated students' accomplishments to encourage continued success.

### **Services to OSY**

The Nebraska MEP emphasizes supporting migratory OSY to ensure they acquire the skills needed to graduate or obtain a high school equivalency diploma, as well as prepare for post-secondary education and careers. OSY receive a range of needs-based wrap-around services and resources to help them succeed. In 2023-24, two of the three MPOs for this goal area were met: 68% of OSY received MEP support services; and 100% of family members of OSY surveyed reported increased knowledge of strategies to support their child. The unmet MPO focused on the percentage of OSY receiving MEP instructional, leadership, college and career, and/or life skills services, which reached 32%, falling three percentage points short of the target.

The OSY strategy rated the highest addressed the provision of needs-based support services (as was the case for all four goal areas), with a mean rating of 3.6, which was below the level considered to be implemented with fidelity to the SDP. The remaining three strategies were rated below the level considered to be implemented with fidelity to the SDP, with mean ratings ranging from 3.2 to 3.4. Key implementation highlights for the OSY strategies follow.

- Direct Instructional Support: Provided OSY with iSOSY lessons and other instructional materials.
- Home Visits as a Key Strategy: Used home visits to assess needs, offer direct support, and provide educational resources, including iSOSY lessons on life skills and goal setting.
- Connections to Adult Education Programs: Referred OSY to GED prep, ESL classes, and adult education programs.
- Strong Collaboration & Referrals: Partnered with Proteus, CAMP, local alternative schools, and other agencies to offer resources like food, housing, healthcare, and education.
- Individualized Support Plans: Conducted goal-setting activities during home visits to identify each OSY's needs and strengths.
- Consistent Follow-up & Relationship-Building: Maintained regular communication and home visits to ensure OSY felt supported and connected to available resources.
- Encouraged Community Engagement: Helped OSY participate in community events to build social connections and increase awareness of available opportunities.
- Recruiter & Service Provider Collaboration: Worked together to develop individualized education plans for OSY.
- Referrals to Adult Education & Literacy Programs: Connected families to local GED, ESL, and family literacy programs to enhance their educational capacity.
- Encouraging Community & PAC Engagement: Motivated families to attend local/state PAC meetings and the annual Family/Student Conference, to increase awareness and involvement.
- Effective Communication & Resource Sharing: Regular updates via Facebook and direct communication to keep families informed about available resources and events.
- Interpreters for Family Communication: Ensured accessibility by involving interpreters in home visits and discussions with families.
- Graduation & Academic Support Focus: Discussed graduation requirements and provided information to families during PAC meetings to help them support their child's academic success.

## Professional Learning and Development

The Nebraska MEP SDP outlines four professional learning and development strategies, each corresponding to one of the goal areas. These strategies received mean ratings between 3.4 and 3.9, with an average of 56% of projects/regions rating them as either succeeding or exceeding expectations (80% school readiness, 55% ELA/math, 36% graduation, 55% OSY). Key implementation highlights for the professional learning strategies follow.

- Customized Professional Learning Goals: Staff set individual learning goals tied to their roles within MEP and review progress throughout the year.
- Diverse Training Formats: Professional learning opportunities include onsite training, webinars, conferences, and monthly check-ins.
- Statewide & National Conference Participation: Staff attended state conferences, MSIX training, and national PD events.
- Professional Learning Communities (PLCs) as a Core Strategy: PLCs helped ensure collaboration, shared best practices, and evidence-based implementation.
- Cost-Effective Training Approaches: Focused on utilizing free or low-cost local and state training due to budget constraints.
- OSY-Focused Training: Staff attended iSOSY, IDRC, and other OSY-related training to enhance instructional support and service coordination.
- Summer School Training for Staff: Provided training to summer school teachers and paraeducators to ensure high-quality instruction.
- New Staff Development: Implemented effective onboarding through MEP state trainings, monthly mentorship, and access to online resources.
- Ongoing Collaboration & Check-ins: Monthly meetings between teachers and service providers to review and refine instructional models.

## 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 2022-23 evaluation report is on file with NDE.

2022-23 Recommendations	Status
Continue to increase summer services.	The percentage of students served in summer 2025 was seven percentage points higher than in summer 2024, with slightly more than half of eligible students ages 3-21 being served. This reflects an increase in participation and reach compared to the previous year. Additional analysis revealed that 63% of the migratory children and youth present in Nebraska during summer 2025 were served, further demonstrating strong engagement and effective outreach to those who needed the services. This will continue to be a recommendation to ensure that the number of students served during the summer months continues to increase.
Continue to focus on MEP professional development.	During the 2023-24 period, staff participated in ongoing professional learning through various formats, including local and statewide meetings, conferences, training sessions, webinars, and workshops. MEP staff engaged in 120 different training opportunities, including in-person, virtual, and pre-

2022-23 Recommendations	Status
	recorded webinars. According to the Staff Survey, 83% of respondents reported that the MEP professional development significantly enhanced their skills for serving migratory children, with 45% indicating it helped them <i>very much</i> and 38% reporting it helped them <i>a lot</i> . The school readiness professional learning strategy was rated highest of the However, all four professional learning strategies were rated below the level considered to be implemented with fidelity to the SDP. The mean ratings for the ELA/math professional learning strategy and the graduation professional learning strategy were the lowest among the strategies for those specific goal areas. As a result, this will continue to be a recommendation to ensure that the MEP continues to focus on professional learning.
Continue to provide training/ discuss the ways in which projects/regions implemented the strategies.	During the Evaluation Planning Team Meeting in April 2024, participants received information about ways in which the projects and regions reported implementing the strategies as documented on 2022-23 FSIs. Otherwise, the state was not able to discuss strategy implementation as the State Service Provider resigned in November 2023 and a replacement was not hired until August 2024. This will continue to be a recommendation.
Provide training and ongoing support related to the provision of services to migratory OSY.	Much of the training provided by the Nebraska MEP and the CIGs focused on services for OSY. While only one respondent on the Staff Survey requested additional training specifically related to OSY, many comments highlighted the need for more professional learning opportunities tailored to the ages and grades of the children with which staff work. For example, respondents expressed interest in opportunities for cross-project conversations and training focused on specific topics relevant to different age groups.
Review the MPOs during the April 2024 Evaluation Planning Team (EPT) Meeting.	The MPOs were reviewed during the April 2024 Evaluation Planning Team Meeting, and adjustments were made to the targets for three MPOs based on the findings from the 2022-23 evaluation. These revisions were aimed at better aligning the targets with the current data and ensuring more accurate and achievable goals moving forward.
Consider parent and staff recommendations for the program.	The suggestions made by parents and staff on 2022-23 surveys were shared with state and local staff during the April 2024 Evaluation Planning Team Meeting. These responses were carefully disaggregated by project/region to ensure that feedback was addressed in a targeted and meaningful way for each area.

### EVALUATOR RECOMMENDATIONS

The Nebraska MEP is commended for meeting 87% of the MPOs during the 2023-24 performance period, an improvement over the 2022-23 period, which was the first year the strategies and MPOs were implemented by the projects/regions. The Nebraska MEP is also recognized for increasing the percentage of migratory students receiving services during both the performance period and summer, compared to the previous year. Efforts that led to these successes should be continued. Below are

recommendations for continued improvement based on the results of the implementation and performance evaluation results.

**Provide training/discuss the ways in which projects/regions implemented the strategies.** It is important to provide training and facilitate discussions on how projects/regions have implemented the strategies. Only two of the 16 strategies were rated as being implemented with fidelity to the SDP. To address this, during the spring EPT meeting and throughout professional learning opportunities in 2024-25, MEP staff should be given opportunities to share and discuss the effective, evidence-based methods they used to implement the strategies. This collaborative approach will allow for the exchange of best practices, provide insight into successful implementations, and offer valuable learning experiences for all projects/regions.

**Roll-out the new SDP.** The Nebraska MEP SDP is currently being developed by a committee of stakeholders, facilitated by META Associates. The 2025-26 school year will mark the first year of implementation for the new strategies and MPOs. To ensure a smooth and effective transition, it is essential to provide staff with ongoing training, support, and mentoring. This will help ensure that MEP staff are well-prepared to implement the new strategies with fidelity and work toward meeting the new MPOs. Comprehensive professional development and structured guidance will be key to successfully integrating the updated SDP across projects and regions.

**Continue to increase summer services.** It is essential to continue increasing summer services. The Nebraska MEP is commended for serving 63% of migratory children and youth present during the summer of 2024, or 52% of eligible children from birth to age 21. In comparison, during the regular school year, the MEP served 74% of migratory children and youth present, or 67% of eligible children from birth to age 21. Expanding summer services is crucial to combat summer slide, help prepare students for the upcoming school year, address learning gaps caused by mobility, and provide needs-based support services to remove barriers to success in school. Additionally, the number of migratory students served during the summer and intersession has a direct impact on the MEP allocation. It is recommended that the state collaborate with projects and regions to explore ways to serve more students during the summer. Possible strategies include providing regional services for schools/districts not currently serving students, implementing low-cost and innovative experiential learning activities to build academic skills, and offering leadership opportunities to engage students in meaningful ways.

**Continue the focus on MEP professional development.** It is important to continue prioritizing MEP professional development. The 2023-24 performance period marked the first year of implementing the Professional Development Framework, which was created in 2022-23. Developed by a team of stakeholders, the Framework was designed to ensure that professional learning is needs-based and effective, particularly in response to the fact that professional learning MPOs had not been met for several years prior. It is recommended that efforts focused on MEP professional development continue, with ongoing evaluation to determine whether additional information should be collected on the appropriateness and benefits of the MEP professional development provided during the 2024-25 period and beyond. Furthermore, the Nebraska MEP should consider whether additional questions related to MEP professional development should be added to the MEP Staff Survey to gather more targeted feedback.

**Review the MPOs during the April 2025 EPT meeting.** During the EPT meeting in April, review the strategies and MPOs in light of the 2023-24 evaluation results to determine if adjustments need to be made to better align the targets with the current data and ensure more accurate and achievable goals moving forward.

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

1. Increase Opportunities for Family Engagement: Parents and staff have suggested more opportunities for family involvement, including parent workshops and family-centered events, to enhance the support system for migratory children and promote learning at home.
2. Enhance Age-Appropriate Programming: Staff and parents recommended offering more age-specific programs and services, particularly for younger children and OSY, to ensure that learning activities are relevant and engaging for each developmental stage.
3. Expand Cross-Project Collaboration: Suggestions have been made to facilitate more communication and collaboration between different MEP projects/regions to share best practices, resources, and training opportunities.
4. Provide Tailored Professional Development: Based on feedback from staff, there is a need for more targeted professional development opportunities that address the specific needs of educators working with migratory children, including specialized training for ELA/math and graduation strategies.
5. Increase Access to Support Services: Many parents and staff expressed the need for more support services, such as counseling, health services, and mentoring, to help remove barriers to academic success and address the unique challenges faced by migratory families.
6. Offer Innovative Learning Opportunities: There were recommendations to incorporate low-cost, experiential learning activities that engage students in hands-on, real-world experiences to build academic skills in a fun and effective way.
7. Focus on Bridging Learning Gaps Due to Mobility: Staff and parents suggested implementing targeted interventions to address the learning gaps caused by mobility, such as individualized tutoring, catch-up programs, and summer learning initiatives.

These suggestions can help inform the continued development and refinement of MEP services to better meet the needs of migratory children and their families. Following are examples of staff and parent suggestions for the Nebraska MEP.

## **MEP Staff Suggestions**

### Staff Suggestions Related to Program Implementation/Services

- *Continue the program! Perhaps emphasize student behavioral expectations a bit more.*
- *Either provide breakfast and or sack lunches to take home.*
- *Have connections with other educational organizations.*
- *Having more communication with other MEP staff and sharing work experience, knowledge, and different skills so we can become a better team.*
- *I would like to see attendance improved. Maybe survey parents to see what it would take to get their kids to attend more regularly. What ideas do they have about that?*
- *In my local project in particular, I would like to see us improve in these two areas: Strengthening Family And Community Engagement: Offer workshops that equip parents with skills to advocate for their children's education while incorporating culturally relevant materials and communication in their native languages. Enhance academic support: Maybe we could provide virtual or hybrid tutoring programs, accessible via smartphone or computer, to help migrant students catch up on missed instruction. This hybrid system could be something utilized statewide.*

- *Include MEP staff with an educational background at coordination meetings, take expertise/background/knowledge into account to improve task/work committees for the betterment of our program as a whole.*
- *More interactive activities.*
- *Staff collaborations and touching base with other staff so that we all have a very good understanding of our positions and the needs of the students. It is important that we build each other up as we build our strong foundation.*
- *The more students each service provider has to serve, the fewer services individual students receive. I know we tried to prioritize students with PFS, but it still feels to me that my efforts this year had less of an impact because I felt like I was spread thin. Given the situation of the MEP I'm not sure what, if anything can be done to address that.*

#### Staff Suggestions for the Nebraska MEP in General

- *Consistency on forms across all ESUs, consistency on the service providers' job...lesson plans, expectations etc.*
- *It would be beneficial to have clear and concise information about the future of the program and the budget. It would also be beneficial to prioritize services and not prioritize expensive camps for a limited number of students.*
- *Recruiting needs to be completed by local support who are known and trusted in our area.*
- *Recruiting needs to be done through a trusted local resource to gain parents' trust.*
- *Reducing the burden of data collection, evaluation, and paperwork would significantly benefit the program. Currently, a substantial amount of time is spent on compliance with these requirements, limiting our ability to focus on program growth and improvement. As funding resources have been declining, it has become increasingly difficult to meet the program's requirements and expectations, particularly in relation to data management, evaluation, and overall program management. Streamlining these processes would allow us to dedicate more time and resources to directly supporting students and enhancing the program's impact.*

#### Staff Suggestions Related to Professional Learning Opportunities/Topics

- *As a service provider, the more time we spend together, in grade-appropriate groups, sharing ideas about what each one of us is doing to serve our students is helpful.*
- *At the last statewide PD, it seemed there were a lot of new service providers who could probably benefit from a wide variety of PD topics, depending on age and students they worked with.*
- *Attending the national conference.*
- *Be more consistent in the monthly meetings for services providers.*
- *Continue to provide training to new and returning MEP staff.*
- *Data meetings more frequently, and tools to be more standard.*
- *Give more ideas of life lessons/skills to teach these kids.*
- *Have more in-person trainings.*
- *Have more PD trainings in-person not only for service providers, but for recruitment.*
- *Having NDE prepare a "canned" training that could be given to school district MEP programs to present or share across the school district to help everyone from district administrators to school administrators to teachers to paras and bus drivers understand what the program is and how it can and does help migrant-eligible students.*
- *I appreciated the professional trust to plan the program. No changes!*
- *I get asked a lot why certain students are migratory and others not. They also don't understand why our MEP para works with migratory students only.*
- *I think working together across the state would be great. We used to have networking for service providers, recruiters, and the coordinators in their groups. This year, we didn't have any*

*meetings/networking for service providers to meet and learn from one another. I miss meeting with members from other projects. I think that would be really helpful if we can bring the networking meetings back.*

- *I would like some guidance on how much to teach or repeat. I exposed students to a lot of information with almost no review. Some could handle that but most probably needed more practice on the same content.*
- *I would like to attend the National Conference for more professional development.*
- *I would like to be trained more on Connecteam.*
- *I would suggest that MEP professional development continue to prioritize cultural awareness training. Understanding the diverse backgrounds of the families we serve is essential for building trust and providing effective support. Additionally, I believe there is a need for more targeted training for service providers, particularly in the areas of instructional support and time management. Service providers could benefit from learning strategies to enhance their instructional effectiveness and better manage their time to meet the varying needs of migratory students. Strengthening these areas will help us provide even more impactful support to the students and families in our program.*
- *It would be beneficial to receive training on how to facilitate meetings.*
- *Keep doing the conferences, meetings for networking!*
- *Keep offering things for K-12.*
- *Let's keep doing what we have been doing. Skills that will help develop language.*
- *More clarity in what we can and can't do to serve students. How to engage more with high school students and OSY.*
- *More Connecteam ideas to share amongst each project.*
- *More in-person meetings.*
- *More phonics lessons to learn basic letter sounds and words. Multiplying and dividing skills.*
- *Stay up-to-date on current educational trends.*
- *The fall training was amazing! Lots of hands-on scenarios for recruiters and information about recruiting and instructional services for all staff so that we all have a better understanding of the whole needs of the child.*
- *To create sessions where we can interchange some students' struggles academically and behavioral at school. Do the materials of MEP in terms of evaluations could help a student to pass the school year if we demonstrate the work with MEP staff or how can we help with that educational gap.*
- *Training on the MEP.*

#### Recruiter suggestions for ID&R training

- *Continue to give us scenarios during training to open up discussions on different scenarios.*
- *Have more recruiting meetings, trainings, or gatherings.*
- *I feel that having more one-on-one meetings with other recruiters would be a lot of help. Listening to other recruiters' stories, encounters, and solutions would help other recruiters going through the same situation.*
- *I would like to hear more about economic necessity.*
- *In-person trainings would be great but webinars are good as well!*
- *Keep providing us with trainings on different recruiting topics.*
- *Maybe more than one training session in-person.*
- *Maybe some new scenarios about students moving without the workers.*
- *Provide us with more trainings to better our recruiting skills.*
- *Providing great ID&R trainings and professional development.*

### Recruiter suggestions for ID&R in Nebraska

- *Provide more personal support and communication to recruiters.*
- *More teamwork.*
- *They should have more contact or information between projects, as well as family information when they move to another city in Nebraska.*

### **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 Services to All Children/Youth

- *Help for students who have just arrived with after-school homework help.*
- *I would like more opportunities and options for both parents and children.*
- *I would like that in the summer school, they would reinforce and focus more on writing (spelling) and mathematics.*
- *I would like the MEP to provide additional reading support to enhance my children's literacy skills.*
- *I would like the school to help my son with his homework.*
- *I would like them to advocate for my children in schools so that my children can reach their maximum potential. Specifically, my youngest son has suffered a lot of bullying at school from his classmates and from the school staff little support and understanding. Some teachers and assistants only point at my son and that has greatly affected him so that he can trust that the school staff is together with everyone and he feels the confidence to express himself. So I would like that through the MEP they support me so that the educational staff can remedy this situation with my son since academic success within schools depends on this. And in the case of my daughter, in math class she had a setback because when she arrived at the schools here they did not allow her to be in regular math classes because she did not master English, but this somehow affected the fact that she is an outstanding student in that class, and I would like you to support me so that she can continue with her learning and even challenges so that she can strive and achieve that her academic level is even better than it already is. Thank you.*
- *More help in math and reading at school.*
- *More help in writing at school.*
- *That once a week, they talk with the students if they have any difficulty in their classes.*

### Parent Suggestions for Services to High School Students and OSY

- *College and career information for older kids and more children's activities for younger kids.*
- *I would like there to be more support in counseling for grades 9-12.*
- *Increase the possibility of more student scholarships.*
- *More help for kids so they don't drop out of school.*
- *More help to go to college. Help with scholarships.*

### Parent Suggestions for Services to Preschool Children

- *Help for preschool children.*
- *To be more aware of small children.*

### Parent Suggestions for Home Visits

- *I would increase home visits by service providers. I think they are very important to maintain communication and help from the program.*
- *I would like visits to be more frequent. (multiple responses)*
- *It will be much better if volunteers could come at least once a month to visit the children and on summer break more frequently. Thank you.*
- *More visits to home and school.*
- *That the visits were more frequent so that my son can make more progress.*
- *Visit homes more frequently, especially with children who need that special support. The materials that the program has provided us have been very helpful to us and we still use them.*

### Parent Suggestions for the MEP Support Services

- *Help with daycare or a program to take care of children.*
- *Help with school supplies.*
- *I really wish we could get transportation for my son to go to school each day.*
- *I would love to get transportation for students.*
- *More help with child care. Sometimes I don't have anyone to take care of them.*
- *More help with resources for clinics.*
- *Perhaps that they offer transportation for those who do not get the bus to school.*

### Parent Suggestions for Programming/Services and Duration

- *Additional two weeks for summer school.*
- *Everything is very good but a little more materials and more programs for the full development of our children.*
- *Extended the summer school.*
- *Have a little more visits and material to work with them.*
- *I have already completed my third year and I would like more time in the program, but I am very grateful.*
- *I hope the MEP can provide support to my children for more than three years.*
- *I think that they should set a schedule for each child and send a reminder.*
- *I want to stay in the program for a long time.*
- *I wish the MEP would cover and reach more people.*
- *I would like there to be more interaction between the students in the program that is not only during summer school. It would be good if there were more opportunities for children from all areas to be together.*
- *I would like to see more summer school days offered.*
- *Ideally, I would like to see the MEP provide long-term support to my children, exceeding the current three-year limit.*
- *More activity for the kids.*
- *More face-to-face classes with the children twice a week.*
- *Please continue to help with us until our kids finish high school.*
- *That the summer school program was a little longer and there was more tutoring after school.*
- *We need the MEP to be longer to provide us good skills and help us and with our kids.*
- *We would like to have more time in the program but we understand that it is only possible for three years.*

#### Parent Suggestions for Parent/Family Services

- *Have groups/talks closer to my community.*
- *Have more meetings.*
- *Help for parents to go to school.*
- *Help for parents to learn English.*
- *I would add more activities for parents about the economy, the development of this country, and financial matters.*
- *It would be good if they added classes for parents in English.*
- *Just that they let us know before coming.*
- *Keep in touch with parents who are in need of ongoing communication.*
- *Maybe it would be better if parent-student conferences were in person.*
- *More help to learn about workers' rights.*
- *More talks to prevent suicide, alcoholism, and drug addiction in children with specialized people.*
- *Parent preparation in the afternoon.*
- *Please notify parents promptly if our children exhibit any misbehavior or concerns at school.*
- *That the meetings for parents be held in the afternoon also for all the parents who work in the morning.*
- *That they give us workshops addressing different topics regarding the education of our children and our own health.*
- *They should have English classes.*

#### Parent Suggestions for Staffing/Staff

- *Have more staff onsite to continue helping the students.*
- *I feel that they should train the workers to use the same service protocol. You can notice the difference between one worker and another when they have to replace the other provider.*
- *I would like you to be more aware of our children in schools since there are teachers who I feel look with indifference at students who do not belong to this country.*
- *Mailbox for opinions or anonymous complaints from the staff. The program is excellent and most of the staff is also excellent, but some members leave a bad image and it cannot be generalized.*

#### Parent Suggestions for the MEP in General

- *I feel like they should improve a little bit more on communication.*
- *I would like to better understand what the program does.*
- *More communication with parents.*
- *More information and outreach about the help provided.*

In summary, during 2023-24, the Nebraska MEP offered individualized, needs-based, student-centered services to migratory students that improved their learning and academic skills. Of the 4,957 eligible migratory students ages 3-21, 81% received MEP services during the performance period (three percentage points higher than in 2022-23) and 51% received services during the summer (seven percentage points higher than in 2022-23). 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.

- *For now, I see that everything is working very well, as a very grateful mother.*
- *I am grateful for all the effort they make to support our family.*
- *I am satisfied with the services. It has been a blessing to our family.*
- *I am very grateful for the program. They give a lot of help and opportunities to my children. I am grateful for their guidance, support, and education. They have connected us to other programs that also serve and guide us. They have supported me a lot to guide my children and always support them.*
- *I am very happy and pleased with the program, especially the teacher. She is the best and very humane and supportive with what one needs.*
- *I am very happy to have amazing MEP staff helping the students.*
- *I am very happy with the MEP, it has helped us emotionally and financially. She is always looking out for my children.*
- *I am very thankful for the program. You have helped my family very much with all the needs we have. My youngest learned a lot from working with you and she has improved in her education.*
- *I believe they are doing a great job.*
- *I liked everything and the attention was always excellent.*
- *I think that the program is very complete and with a lot of accessible information.*
- *I think they are very responsive, and if I have questions, they find answers. They are very helpful.*
- *I think they have done everything very well with the changes that I have seen in my daughter.*
- *I think they work very well and support us a lot.*
- *I would not make any changes because it has been a great help. It has been well connected all the time and they always send us the information.*
- *I would not make any changes because it works well. As new people arrive, they help them a lot.*
- *Thank you, MEP, for your excellent services; keep up the great work!*
- *Thanks to the MEP, my children were able to graduate.*
- *The program has been very helpful for my family. I am very thankful.*
- *They have always been attentive and have helped us quickly when we have needed it.*
- *Very good work team, highly qualified and empathetic, and concerned about helping our needs.*

## Appendix

### 2023-24 Professional Development in Which MEP Staff Participated

Date	Location	Title of PD	# Staff
9/7/23	Alliance	Local MEP Evaluation Team Meeting	4
9/12-14/23	Kearney	Nebraska MEP Fall Conference	65
9/13-14/23	Clearwater, FL	IDRC Recruiter Invitational	5
9/15/23	ESU 1	Emotional Poverty 1 Workshop	2
9/19/23	Head Start	Education Quest	1
9/22/23	Lexington	Confined Spaces – AgriSafe	1
9/22/23	Lexington	Contagious Diseases on Farms – AgriSafe	1
9/26/23	ESU 15	Navigating the iSOSY Student Portal	3
9/26-28/23	Virtual	IDRC CIG Dissemination Event	30
10/5/23	Virtual	Nebraska MEP Coordinator Meeting	12
10/5/23	Alliance	Informational Monthly Meeting	4
10/12/23	Virtual	Service Provider Training – Communication w/Schools	2
10/17/23	ESU 7	Latino Youth Summit	12
10/12 & 17	Virtual	iSOSY State Steering Team (SST) Meeting	2
10/19/23	Virtual	IDRC SST Meeting	2
10/19/23	Grand Island	Building Assets in our Youth	1
10/20/23	Omaha	Best FAFSA Training	5
10/23/23	Lexington	Human Trafficking	6
10/24/23	ESU 7	MSIX Assessment Entry Webinar	1
10/24/23	Virtual	IDRC New Recruiter Training	1
10/23-25/23	Lincoln	2023 NCFL Conference	4
10/24-25/23	Denver, CO	iSOSY Technical Support Team (TST) Meeting	1
10/31/23	Omaha	District Priority Trainings	8
11/2/23	Virtual	Nebraska MEP Coordinator Meeting	12
11/2/23	Alliance	Local MEP Evaluation Team Meeting	4
11/4/23	Omaha	ML Fall Conference	1
11/7/23	Omaha	Universal Design for Learning (UDL)	1
11/7/23	Virtual	IDRC Monthly Webinar: Data Visualization Tools	11
11/8/23	Hastings, NE	Nebraska MEP CNA Meeting #1	18
11/9/23	Virtual	IDRC Connecteam Training	11
11/13/23	Head Start	NE Hispanic Diversity and Inclusion Conference	1
11/13/23	Head Start	United Way Presentation	3
11/14-15/23	Kansas City, MO	IDRC TST Meeting	2
11/20/23	Grand Island	Navigating Decision Making for Teens/Parents	1
11/29/23	Grand Island	Setting Healthy Boundaries	1
12/5/23	Virtual	IDRC Monthly Webinar: Updates to the COE	19
12/5/23	Virtual	IDRC TST Data Reconciliation Workgroup Mtg	1
12/7/23	Head Start	Green Dot – Signs of Violence in the Home	3
12/7/23	Alliance	Local MEP Staff Evaluation Team	4
12/15/23	Lexington	Feet Care for Agriculture Workers	1
12/18/23	Virtual	Nebraska MEP ID&R Meeting	20
1/4/24	Lincoln	Motivational Interviewing – Phase I	2
1/5/24	Lincoln	Motivational Interviewing – Phase I	2
1/9/24	Virtual	MEP Coordinator/Director Meeting	12
1/9/24	Virtual	MEP Data Meeting	1
1/11/24	ESU 1	Early Math Skills for Infants and Toddlers	1
1/14/24	Multiple	Service Provider Meeting	3
1/15/24	Lexington	ELL Training	2
1/15/24	Lexington	School Preparedness Webinar	1
1/16/24	Virtual	IDRC SST Meeting	1
1/17/24	ESU 7	Child Abuse Basics	3
1/19/24	Multiple	Engagement for MS and HS Students	15
1/20/24	Lexington	Advanced Interpretation	2
1/20/24	Lexington	De-escalation Strategies	1

Date	Location	Title of PD	# Staff
1/20/24	Lexington	Empowering Every Learning	1
1/20/24	Lexington	Enhancing Google Sheets with ChatGBT	1
1/20/24	Lexington	Impacts of Childhood Trauma	1
1/20/24	Lexington	Serving the Under resourced Learner	1
1/25/24	Virtual	IDRC TST Assessment Workgroup Mtg	1
1/26/24	Virtual	IDRC Monthly Web: New Digital Learning Res	21
1/28/24	Virtual	Nebraska MEP Recruiter Meeting	20
2/6/24	Virtual	IDRC Monthly Web: Working w/Farms/Agribusiness	8
2/8/24	ESU 7	Initial Recruiter Training	1
2/20/24	Multiple	MSIX Cybersecurity/Account Management	7
2/20/24	Multiple	COE Changes	3
2/20/24	Virtual	IDRC TST Data Reconciliation Workgroup Mtg	1
2/20/24	Virtual	IDRC TST Assessment Workgroup Mtg	1
2/20-21/24	Virtual	IDRC TST Meeting	2
2/27/24	Virtual	IDRC Peer Learning Grou (PLG) on MSIX	2
3/4/24	Virtual	IDRC TST Assessment Workgroup Mtg	1
3/4/24	Washington, DC	iSOSY SST Meeting	2
3/5/24	Virtual	IDRC Connecteam Training	1
3/7/24	ESU 1	Developmental Stages of Infants/Toddlers	1
3/7/24	Lincoln	UndocuAlly Training at UNL	1
3/15/24	Head Start	Drug Prevention and Resources	5
3/15/24	Head Start	Human, Labor, and Sex Trafficking	5
3/15/24	Head Start	Trauma for Caregivers	5
3/18/24	Virtual	IDRC TST Data Reconciliation Workgroup Mtg	1
3/18-19/24	San Antonio, TX	iSOSY TST Meeting	2
3/19/24	ESU 7	NE Café – Partnering with Passionate Parents	1
3/20-21/24	Virtual	IDRC Data Summit	32
4/2/24	Multiple	Monthly Recruiter Meeting	8
4/9/24	Omana, NE	Nebraska MEP Evaluation Planning Team Meeting	17
4/10/24	Omaha, NE	Nebraska MEP CNA Meeting #2	18
4/10/24	Virtual	IDRC TST Data Reconciliation Workgroup Mtg	1
4/11/24	Omaha, NE	Coordinator Summit	17
4/11/24	Virtual	IDRC TST Assessment Workgroup Mtg	1
4/16/24	ESU 1	EducationQuest Symposium	1
4/16/24	Virtual	IDRC Monthly Webinar: Scenarios	16
4/21-24/24	Portland, OR	National MEP Conference	1
4/30/24	Kearney, NE	Nebraska MEP Service Provider Training	20
5/1/24	Kearney, NE	Planting Seeds of Partnership Conference	13
5/2/24	Virtual	IDRC PLG on MSIX	2
5/6/24	Virtual	Nebraska READS	1
5/6-7/24	Salt Lake City, UT	IDRC TST Meeting	2
5/14/24	Hastings, NE	Nebraska MEP Data Summit	10
5/14/24	Virtual	IDRC Monthly Webinar: Summer Resources	10
5/15/24	Virtual	Supporting Young Immigrants/Refugees	1
5/15/24	Virtual	iSOSY Disaster Preparedness Training	2
5/16/24	Virtual	Nebraska MEP Recruiter Meeting	2
5/20-22/24	Virtual	IDRC Summer Recruitment Institute	31
5/26/24	Virtual	Heat Safety Kids for Farmworkers	2
5/28/24	Head Start	MEP Summer School Training	22
5/29/24	Head Start	MEP Summer School Training	18
6/13/24	Virtual	Suicide Prevention Training for Ag Communities	1
6/14/24	Omaha	Trauma/Resiliency	4
7/17/24	Virtual	IDRC Evaluation Webinar	2
7/25/24	Lincoln	Protecting Workers from H5Ni/Proteus	1
8/4/24	Lincoln	Motivational Interviewing Phase 2	1
8/12/24	ESU 7	All Staff Meeting	9
8/14/24	ESU 7	Three Year Transportation Training	4

Date	Location	Title of PD	# Staff
8/15/24	ESU 7	Annual Transportation Training	5
8/16/24	Head Start	Standard Response Protocol-Emergency Preparedness	5
8/20/24	Lexington	MSIX Training	3
8/22/24	Alliance	Informational Title IC Meeting	4
8/22/24	Lexington	Recruiter Meeting	1
9/11-12/24	Virginia Beach, VA	IDRC Recruiter Invitational	14
9/18/24	Virtual	IDRC Ag Roundtable Planning Meeting	2
9/24/24	Virtual	IDRC Monthly Webinar: LevelALL	14
<b>Total</b>			<b>747</b>

Source: Nebraska MEP and CIG Records