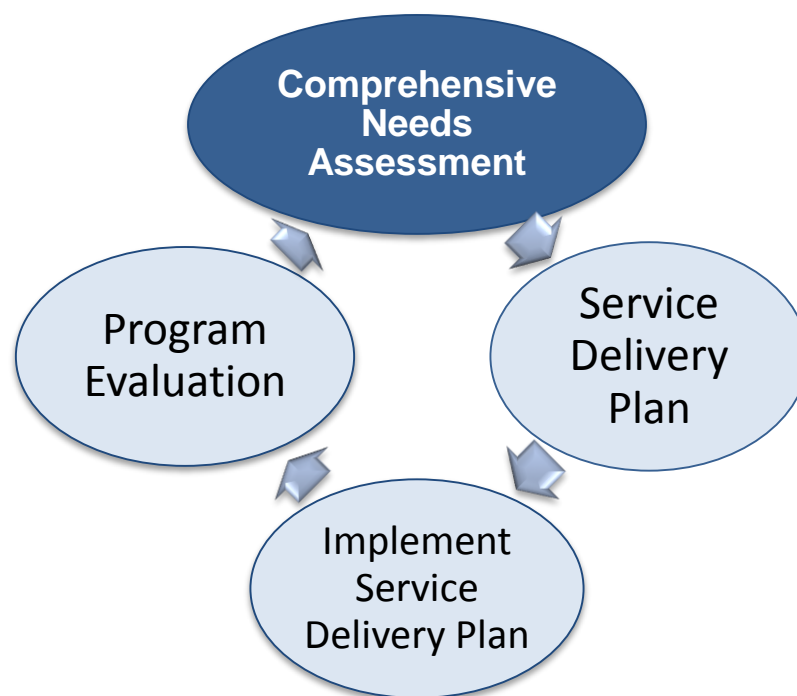# Migrant Education Program Comprehensive Needs Assessment

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ABBREVIATIONS/ACRONYMS

CNA	Comprehensive Needs Assessment	MEP	Migrant Education Program
CSPR	Consolidated State Performance Report	MDE	Mississippi Department of Education
EL	English Learner	MMESC	Mississippi Migrant Education Service Center
ELA	English Language Arts		
ELD	English Language Development	MSIS	Mississippi Student Information System
ESEA	Elementary and Secondary Education Act	MSU	Mississippi State University
ESSA	Every Student Succeeds Act	OME	Office of Migrant Education, U.S. Department of Education
ESL	English as a Second Language		
GED	Graduation Equivalency Diploma	OSY	Out-of-School Youth
HEP	High School Equivalency Program	PFS	Priority for Services
ID&R	Identification and Recruitment	QAD	Qualifying Arrival Date
LEA	Local Education Agency	SDP	Service Delivery Plan
MAAP	Mississippi Academic Assessment Program	STEM	Science, Technology, Engineering, and Math

ACKNOWLEDGEMENTS

INTRODUCTION

The Comprehensive Needs Assessment Process in Mississippi

The primary purpose of the Mississippi Migrant Education Program (MEP) is to help migrant children and youth overcome challenges of mobility, frequent absences, late enrollment into school, social isolation, and other difficulties associated with a migratory life, in order that they might succeed in school. The term 'migratory child' means a child or youth ages birth to age 21 who made a qualifying move in the preceding 36 months (A) as a migratory agricultural worker or a migratory fisher; or (B) with, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher. [ESEA/ESSA Section 1309 (3)] Migrant students bring a rich variety of experience and knowledge to the classroom; however, the purpose of this report is to identify the needs of migrant students so that ultimately services can be targeted for the greatest impact.

The Mississippi MEP works to provide supports to educators working with migrant children and provide structures for intrastate and interstate collaboration in designing programs that are based on student needs and built on student strengths. The Mississippi MEP helps ensure continuity of education despite the educational disruption students experience due to their migratory lifestyle.

While there is considerable flexibility in using MEP funds, they must be used to address the unmet needs of migrant children that result from their migrancy to permit them to participate effectively in school. Furthermore, the Mississippi MEP must give priority for services to migrant children who have made a qualifying move within the previous 1-year period and who — (1) are failing, or most at risk of failing, to meet the challenging State academic standards; or (2) have dropped out of school.

In order to better understand and articulate the specific services that the Mississippi MEP should target to migrant children and youth and their families, a comprehensive needs assessment (CNA) was completed as part of a thorough review of the entire statewide MEP. This CNA was conducted as required to review and improve the overall design of the Mississippi.

The State of Mississippi receives MEP funds from the U.S. Department of Education, Office of Migrant Education (OME) to address the unmet needs of migratory children and youth to permit them to participate effectively in school. This makes it necessary to understand the unique needs of the migrant population as distinct from other populations and design services (through a service delivery planning process) that meet those identified needs.

In order to better understand and articulate the specific services that the Mississippi MEP should offer to migrant children and youth and their families statewide, the required CNA process that is described in this report was facilitated by META Associates and guided by the Office of Migrant Education's *Comprehensive Needs Assessment Toolkit* (2012). The designated process allows for a description of data-driven needs, concerns about identified needs, and knowledge of the State context in which changes in the migrant student population and seasonal agricultural activities identified in previous CNA efforts are couched.

Statutory law, regulations, and guidance under the Elementary and Secondary Education Act (ESEA) was originally signed into law in 1965 and amended as the Every Student Succeeds Act (ESSA) of 2015.

Specifically, the Mississippi MEP CNA aims to:

➢ Identify and assess "the unique educational needs of migratory children that result from the children's migratory lifestyle" and other needs that must be met in order for migratory children to participate effectively in school (*ESEA, Section 1304, 34 CFR 200.83 (a)(2)(i,ii)):*
➢ Guide the overall design of the MEP on a statewide basis;
➢ Help local operating agencies and the State Education Agency (SEA) prioritize needs of migrant children; and
➢ Provide the basis for the SEA to subgrant MEP funds.

The Mississippi CNA guides future programming, services, and policy decisions to ensure that the State's MEP resources are directed at the most needed and most effective services for migrant children and youth and their families. The process followed for the CNA is directed by the Continuous Improvement Cycle proposed by OME. This framework illustrates the relationship between the CNA, the service delivery plan (SDP) process, the implementation of services through a defined process for applications for funds and the implementation of programs through local sub-grantees, and the evaluation of services. The diagram below shows the Continuous Improvement Process suggested by OME.

Exhibit 1 – Continuous Improvement Process (OME CNA Toolkit, 2012)
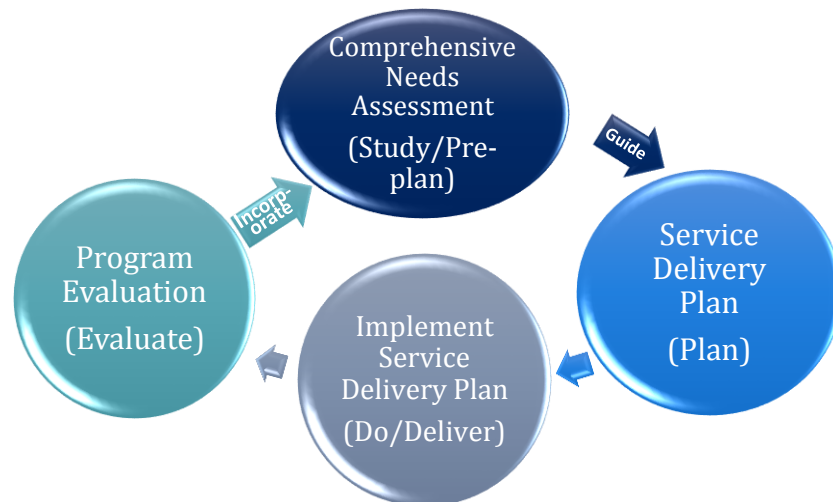
The CNA committee followed a systematic three-phase implementation model suggested by OME that is illustrated on the next page. This model was modified to fit the specific needs of the Mississippi CNA process, which included both the assessment of needs and the identification of potential solutions at three levels.

Level #1: *Service Receivers* (migrant students, migrant out-of-school youth [OSY], and parents of migrant children and youth)

Level #2: *Service Providers and Policymakers* (state and local MEP instructional and support staff and administrators of programs and services aimed at migrant children and youth)

Level #3: *Systemic Resources* (the system in which MEP services are facilitated or impeded)

Exhibit 2 – Three-phase Model for the CNA

I Explore "What Is"	II Gather & Analyze Data	III Make Decisions
Prepare a management plan	Determine target groups	Set priority needs
Identify major concerns	Gather data to define needs	Identify possible solutions
Determine measureable indicators	Prioritize needs	Select solutions
Consider data sources	Identify and analyze causes	Propose action plan
Decide preliminary priorities	Summarize findings	Prepare report

Data Collection Procedures

A variety of data collection methods were employed to assess needs and identify solutions. These methods included:

- ➢ reports on migrant students with non-migrant student comparative demographics, child counts, and enrollment status; attendance, graduation, and dropout rates; and credit accrual toward high school graduation that were generated through various databases, including the Mississippi Student Information System (MSIS) and MIS2000 (migrant database);
- ➢ reviews of State assessment results in English language arts (ELA) and mathematics available through MIS2000 and on the Mississippi State website with comparisons made between migrant student achievement results and those of non-migrant peers;
- ➢ surveys conducted of MEP service providers;
- ➢ surveys conducted of migrant parents;
- ➢ surveys conducted of migrant secondary students and youth; and
- ➢ reviews of the Mississippi ESSA State Plan and other relevant State data.

To ensure that all requirements of OME were met and to conduct an accurate assessment of the needs of Mississippi's migrant student population, the Mississippi Needs Assessment Committee (NAC) set the following timelines as shown in Exhibit 3.

Exhibit 3 – Timelines for the CNA

Activity	Timelines
Data Collection	02/13/18
CNA Meeting #1: Review data, identify concerns and develop concern statements, identify need indicators and develop need statements	02/13/18
CNA Meeting #2: Finalize concern statements, data sources, need indicators, and need statements; develop possible solutions; and identify experts and resources	05/16/18
Draft the CNA report	05/30/18
Finalize the CNA report	06/15/18

The Mississippi NAC was involved during the entire three phases of the CNA process and was instrumental in formulating the recommendations for program implementation contained in this report. This valid CNA process lays the groundwork for designing a needs-based program of services that will address the complex challenges faced by migrant children and youth and their families.

Organization of the CNA Report

In addition to this CNA report that summarizes the Mississippi CNA process, an action plan with recommended solutions and interventions is included to provide informed suggestions to help close the gap between where Mississippi migrant children are now and where the NAC believes they should be in order to be successful in school. The action plan will be the determining factor in the subsequent Comprehensive State Plan for Service Delivery as part of the Continuous Improvement Cycle that is described by OME in the *MEP CNA Toolkit* (2012).

The SDP describes the services the Mississippi MEP will provide on a statewide basis to address the unique educational needs of migrant children and youth, and will provide the basis for the statewide use of MEP funds. Furthermore, the SDP will help the Mississippi MEP develop and articulate a clear vision of:

> ➢ the needs of migrant children on a statewide basis;
> ➢ the MEP's measurable program outcomes and how they will help achieve the State's performance targets;
> ➢ the services the MEP will provide on a statewide basis; and
> ➢ how to evaluate whether and to what degree the program is effective.

This section of the report is followed by the *Phase I, Phase II,* and *Phase III* activities of the CNA, which includes the State migrant student and program profile; the process for gathering and analyzing data; and the process for decision-making based on migrant student needs. This section is followed by the *Conclusions.*

Finally, the *Appendices* contain meeting agendas and notes; data summaries; needs assessment survey instruments; and the complete list of the committee members' concern statements, solutions, and rankings as to the magnitude of migrant student needs.

AUTHORIZING STATUTE AND GUIDANCE FOR CONDUCTING THE CNA

Purpose of the CNA

A MEP CNA is required by OME of the U.S. Department of Education under Section 1306 of the ESEA Act, reauthorized as ESSA of 2015, Title I Part C, Section 1304(1) and 2(2). States must address the unique educational needs of migratory children in accordance with a comprehensive state plan that:

- ➢ is integrated with other programs under ESEA/ESSA and may be submitted as part of the state consolidated application;
- ➢ provides that migratory children will have an opportunity to meet the same challenging state academic content standards and challenging state student academic achievement standards that all children are expected to meet;
- ➢ specifies measurable program goals and outcomes;
- ➢ encompasses the full range of services that are available for migrant children from appropriate local, state, and Federal educational programs;
- ➢ is the product of joint planning among such local, state, and Federal programs, including programs under Part A, early childhood programs, and language instruction programs;
- ➢ provides for the integration of available MEP services with other Federal-, state-, or locally-operated programs; and
- ➢ is periodically reviewed and revised, as necessary, to reflect changes in the state's strategies and programs provided under ESEA/ESSA.

The state MEP has flexibility in implementing the CNA through its local education agencies (LEAs), except that funds must be used to meet the identified needs of migrant children that result from their *migratory lifestyle*. The purpose of the CNA is to: 1) focus on ways to permit migrant children with *priority for services* (PFS) to participate effectively in school; and 2) meet migrant student needs not addressed by services available from other Federal or non-Federal programs.

The needs assessment serves as the blueprint for establishing statewide priorities for local procedures and provides the basis for allocation of funds to LEAs that serve migrant children and youth. The CNA undertaken by Mississippi takes a systematic approach that progressed through a defined series of phases, involving key stakeholders such as migrant parents and students (as appropriate), educators and administrators of programs that serve migrant students, state data specialists, content area experts, and others.

The Migrant Education Program Seven Areas of Concern

Seven areas of concern emerged from a CNA initiative conducted 15 years ago as important for all states to consider as they conduct CNAs. These seven themes helped guide the Mississippi NAC toward specific areas that define populations whose migratory lifestyles result in significant challenges to success in school. After reviewing migrant student data, the NAC developed concern statements that provide a foundation for the Mississippi MEP service delivery planning process. The seven areas of concern are described below.

Educational Continuity—Because migrant students often need to move during the regular school year and experience interruptions due to absences, they tend to encounter a lack of educational continuity, often needing to learn and adapt to different methods of instruction, behavioral expectations, and classroom rituals and routines with every move. Ensuring continuity of education and seamless credit accrual opportunities is a priority due to this pattern.

Time for Instruction—Mobility also impacts the amount of time students spend in class and their attendance patterns. Decreases in the time students spend engaged in learning leads to lower levels of achievement. These factors are particularly present for preschool children and OSY, who either do not have access to free public education or are unable to take advantage of available programs due to mobility and/or the need to work. Ways to counter the impact of family mobility and delays in enrollment procedures are essential.

School Engagement—Various factors relating to migrancy patterns impact student engagement in school. Students miss summer programs and extracurricular activities that help foster school engagement. They feel unwelcome and/or disconnected from schools where they may only be spending a few weeks. There is little time for students to establish and develop meaningful friendships within their peer group at school.

English Language Development—English language development (ELD) is critical for academic success. In the school setting, ELD comprises literacy skills that are applicable to content area learning. Since many migrant students have a home language other than English, MEPs must find ways to supplement the ELD difficulties faced by migrant students due to their unique lifestyle, while not supplanting Title III program activities.

Education Support in the Home—Home environment is associated with a child's success in school, reflecting exposure to reading materials, a broad vocabulary, and educational games and activities. Such resources reflect parent educational background and socio-economic status. While migrant parents value education for their children, they may not always know how to support their children in a manner consistent with school expectations nor have the means to offer an educationally-rich home environment. Efforts to inform families in a manner that fits cultural and economic circumstances are crucial.

Health—Good health is a basic need that migrant students have difficulty maintaining. The compromised dental and nutritional status of migrant children is well documented, as are high rates of obesity. Higher proportions of acute and chronic health problems are experienced along with higher childhood and infant mortality rates than those experienced by their non-migrant peers. Migrant children are at greater risk than other children due to pesticide exposure, farm injuries, heat-related illness, and poverty. They are more likely to be uninsured or under-insured and have difficulties with health care access. Families often need assistance to address health problems that interfere with the student's ability to learn.

Access to Services—Being a newcomer in school, having a home language other than English, and lacking literacy are known to decrease access to educational and educationally-related services to which migrant children and their families are entitled. Since they are not viewed as members of the community because of their mobility, services become more difficult to obtain.

PHASE I: EXPLORING "WHAT IS"

Context, Student Demographics, and Indicators of Need

Prior to the first NAC meeting, a profile of migrant students was compiled that included demographics, achievement data, and outcome data. This information was obtained from MIS2000; MSIS; the Mississippi Department of Education (MDE) website; local, regional, and State reports; and Consolidated State Performance Reports (CSPR) for the past few years. The profile helped the NAC gain an understanding of the characteristics and unique challenges experienced by the migrant student population in Mississippi. In addition, the NAC provided information about the context of migratory work in the State of Mississippi as displayed below.

Migrant families in Mississippi are involved in seasonal agricultural work year-round. Activities range from field preparation and maintenance to planting, harvesting, weeding, and canning among others. The crops include sweet potatoes, wheat, soybeans, cotton, rice, corn, blueberries, and watermelon. Other qualifying work includes pork, seafood, cattle/dairy, poultry, catfish, and beef. A map detailing the qualifying work and crops in Mississippi can be found in Appendix A.

Supplemental education services are provided in Mississippi that can help migrant children and youth overcome the effects of educational disruptions and other problems resulting from repeated moves. As stated previously regarding the 7 Areas of Concern, issues of mobility, language, and poverty affect migrant students' opportunities to receive excellence and equity in instruction. During the regular school year in Mississippi, areas with concentrations of migrant children are served by MEPs that operate in support of, and in coordination with, the regular school program. During the summer, programs are set up exclusively for migrant children when regular school year programs do not operate.

The State administers the program through a regional center, the Mississippi Migrant Education Service Center (MMESC) which is based at Mississippi State University (MSU). MMESC staff currently includes a Director, a Parent Involvement Coordinator, an Educational Services Coordinator, an Identification and Recruitment (ID&R) Coordinator, and a Data Coordinator. Additionally, MMESC employs five regional recruiters. Exhibit 4 illustrates the division of the State by region. Each recruiter oversees one region with oversight being provided by the MMESC.

Exhibit 4 – Map of Mississippi MEP Distribution
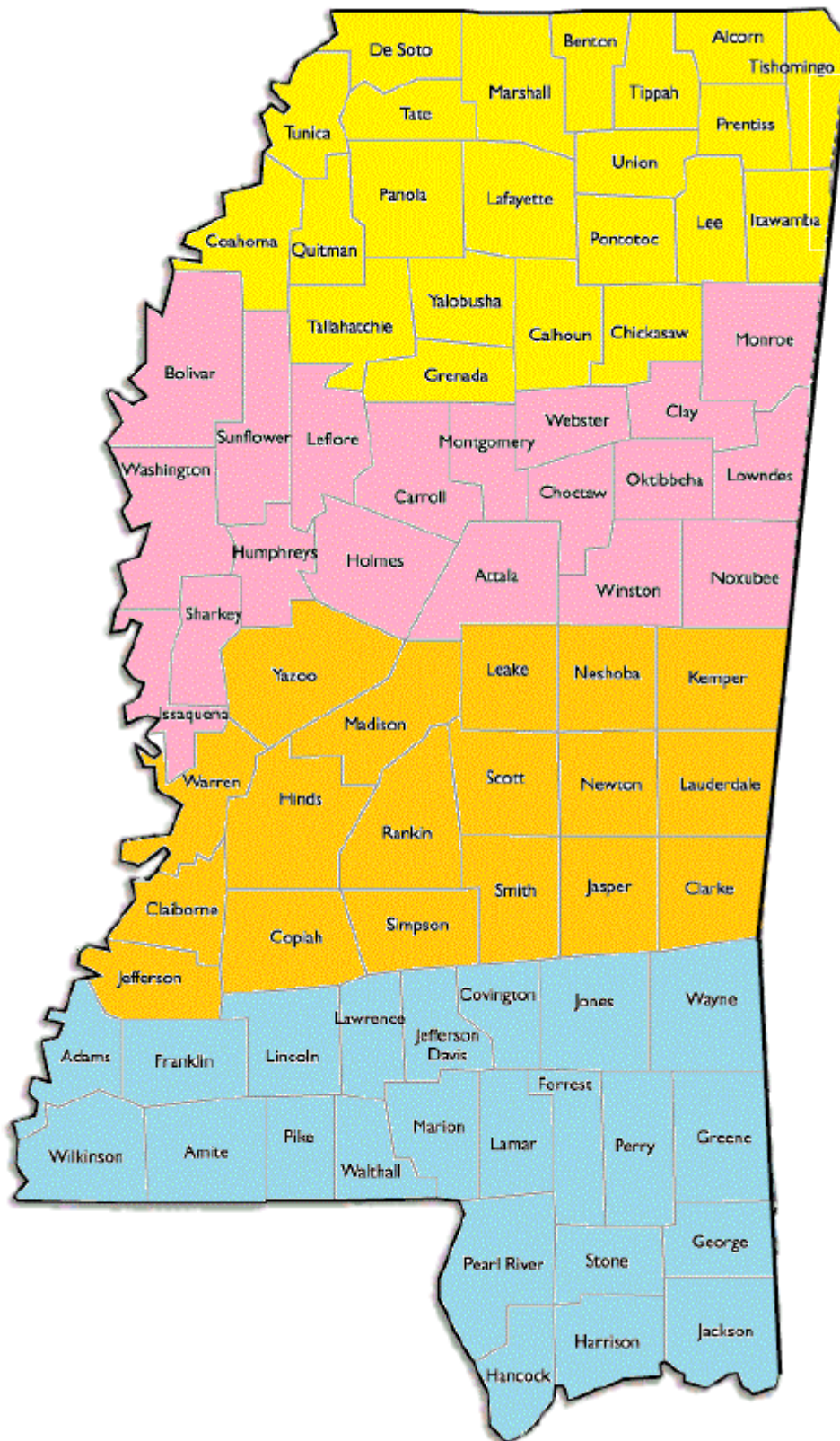
The Mississippi MEP offers a wide range of high quality services that are provided during and after school hours. For example: distribution of school supplies, academic assistance, such as tutoring, adult education (GED and ESL classes), referrals to medical or dental services, inclusion in summer and after-school programs, assistance with applications for Medicaid/Food Stamps, and assistance with interpretation at doctors' offices.

The primary focus of the Mississippi MEP is the identification and recruitment of migratory students, and ensuring that its supplemental programs and advocacy align with the State's efforts to transition to the rigorous research-based reforms set forth by the MDE. The Mississippi MEP focuses services in the areas of ID&R, interstate/intrastate coordination, and migrant student enrollment; instructional, health, and support services; staff development, and parent involvement. The Mississippi MEP reviews, monitors, and evaluates school district MEP plans, program applications, program implementation, and fiscal expenditures.

Planning Phase of the Mississippi CNA

Developing an understanding of the unique educational and support services needs of Mississippi migrant students was the goal of the statewide CNA. An analysis of these needs provided a foundation for the future direction of the Mississippi MEP through the service delivery planning process. It also supported the continuous improvement and quality assurance processes of the Mississippi MEP and the overall ESSA Plan. The needs analysis was adapted to the resources and structures available in State, regional, and local MEPs.

The Preparation Phase of the Mississippi CNA involved two major objectives:

➢ to develop a **sense of understanding and commitment** to the assessment of needs in all levels of the Mississippi MEP; and
➢ to gain an assurance that decision makers will **follow-up** by using the findings in an appropriate and timely manner.

The Mississippi State MEP contact, Mrs. Gwendolyn King (Migrant Education/ English Learners & Immigrant Coordinator), is an employee of the Mississippi Department of Education. The State MEP management plan defined the structure for the NAC, delineated various roles and responsibilities, and contained a calendar of meeting dates and timelines for tasks to be completed. This group was charged with: 1) guiding the needs assessment process; 2) setting priorities; and 3) making policy recommendations and internal process decisions that affect planning and implementation. The State MEP contact and the NAC were assisted with these tasks by experienced and informed META Associates staff that facilitated the NAC meetings and summarized the results for the committee to aid in their decision-making during the process.

NAC members reflected a broad range of stakeholders that included State MEP staff, site directors, teachers/instructional staff, content area experts, recruiters, data specialists, and program administrators. After NAC membership was determined, the MEP Director implemented the final step in management planning, the logistical plan. In preparation for the meetings, agendas specified the requirements for the meetings, project goals, and activities to be completed by the NAC.

Overview of Phase I: Exploring "What Is"

The purpose of Phase I is to: 1) investigate what already is known about the unique educational needs of migrant children and youth, especially those that result from a migratory lifestyle; 2) determine the focus and scope of the CNA process in Mississippi; and 3) gain commitment for all stages of the needs assessment including the use of the findings and the recommendations of the NAC for program planning and implementation. The CNA process:

> ➢ includes both needs identification and the determination and prioritization of potential solution strategies;
> ➢ addresses all relevant goals established for migrant children to ensure that they have the opportunity to meet the same challenging standards as their non-migrant peers;
> ➢ identifies the needs of migrant children at a level useful for program design purposes;
> ➢ collects data from appropriate target groups; and
> ➢ examines needs data disaggregated by key subgroups.

Phase I guides the overall design of the Mississippi MEP on a statewide basis as well as assures that the findings of the CNA are folded into the planning of needs-based services and programs. With the CNA as a foundation, the SDP strives to guide the Mississippi MEP to develop and articulate a clear vision of (1) the services the State MEP will provide, (2) the State's measurable program outcomes and how they help achieve the State's performance targets; and (3) how to evaluate whether and to what degree the program is effective.

CNA Goal Areas and the Mississippi Standards

During the first NAC meeting held in Jackson, Mississippi in the spring of 2018, the group addressed the following:

> ➢ the CNA planning cycle and the roles/responsibilities of the NAC;
> ➢ summaries of existing and new data on the needs of migrant students and any additional data needed;
> ➢ preliminary concern statements;
> ➢ need indicators and need statements; and
> ➢ decisions on next steps in the planning cycle.

The NAC reviewed the goal areas from the previous CNA and SDP and considered how the needs of Mississippi migrant students fit within these broad categories. They then combined areas of need that NAC practitioners and content area experts identified based on the data. In consideration of State standards and OME guidance that reading, mathematics, and graduation be considered as a minimum, the three goal areas established by the NAC include.

> **Goal 1: Reading/Math**
> **Goal 2: School Readiness**
> **Goal 3: High School Graduation and Services to OSY**

Upon agreeing to these three goals for improving Mississippi migrant student achievement, each goal was explored in relation to the Seven Areas of Concern established by OME to ensure that the NAC's concerns and solutions aligned both with the Mississippi Standards and the concerns typically associated with frequent mobility.

Mississippi Concern Statements

During the first NAC meeting, the committee developed concern statements that are listed in Exhibit 5 for each of the goal areas. At the subsequent meeting, the committee refined concerns based on additional data and input. The complete Mississippi CNA Decisions and Planning Chart is found in Appendix B. This chart was used as a management tool to ensure that the concern statements, data sources, need indicators, and solution strategies were aligned.

Exhibit 5 – Mississippi Concern Statements

Goal 1: Reading/Math	Area of Concern
1.1) We are concerned that migrant students in grades 3-6 are achieving at lower proficiency rates in reading compared to non-migrant students.	Educational continuity School engagement Access to services
1.2) We are concerned that migrant students in grades 4-6 are achieving at lower proficiency rates in math compared to non-migrant students.	Access to services
1.3) We are concerned that migrant parents indicated their children need reading instruction.	Education support in the home
1.4) We are concerned that migrant parents indicated their children need math instruction.	Education support in the home

Goal 2: School Readiness	Area of Concern
2.1) We are concerned that migrant preschool students are not performing at the same level as their non-migrant peers at the beginning of kindergarten.	Educational continuity School engagement Access to services
2.2) We are concerned that migrant parents need additional support to prepare their children for kindergarten and need increased awareness of school readiness expectations and skills.	Education support in the home Access to services
2.3) We are concerned that migrant preschool-aged children have limited access to culturally supportive preschool services.	Access to services
2.4) We are concerned that migrant parents lack awareness of community resources available or how to access or benefit from them.	Access to services Education support in the home

Goal 3: High School Graduation/Services to OSY	Area of Concern
3.1) We are concerned that fewer high school migrant students are scoring proficient on the ELA state assessments compared to high school non-migrant students.	Educational continuity School engagement Access to services
3.2) We are concerned that migrant high school students are not graduating or are not accruing credits in core content classes (or total # of credits) at the same rate as their non-migrant peers or are unaware of the graduation requirements.	Educational continuity School engagement Access to services
3.3) We are concerned that parents of migrant students are not familiar with high school graduation requirements and/or do not know how to motivate their children to break the cycle of "dropping out."	Access to services
3.4) We are concerned that OSY are not receiving continuous support services because of the unavailability of services, as well as OSY's schedules.	School engagement Access to services Educational continuity

PHASE II: GATHERING AND ANALYZING DATA

In the second phase of the CNA process, the key objectives were to examine the achievement and outcome gaps between Mississippi migrant students and all other students in the State to help the NAC determine data-driven solutions.

During the meeting for Phase II, the committee worked toward the following objectives:

➢ Revise and arrive at consensus on concern statements;
➢ Develop need statements describing the magnitude of the needs exhibited by Mississippi's migrant students;
➢ Develop solutions for the concern statements; and
➢ Rank solutions for focus during service delivery planning.

Three broad categories of Mississippi migrant student data were targeted: 1) demographic data; 2) achievement and outcome data; and 3) stakeholder perception data. Demographic data were drawn from the 2016-17 CSPR. Achievement data for migrant and non-migrant students were drawn from the 2017 State assessment contained in the State database and also found on the State website. Perception data were gathered from migrant staff, parents, and students/youth through surveys developed specifically for the Mississippi CNA process. This data summary, as articulated in the Mississippi MEP profile, can be found on the following page.

Migrant student PFS status is determined according to a Federal definition and guidance. Under the most recent guidance, Section 1304(d) PRIORITY FOR SERVICES states, "In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who — (1) are failing, or most at risk of failing, to meet the challenging State academic standards; or (2) have dropped out of school.

The Mississippi MEP Student Profile follows. This profile reflects a summary of the data compiled for CNA decision making.

Mississippi Migrant Student Profile (Most recent data from SY 2016-17)

Eligible Migrant Students	450 (see table on following page)
Grade Distribution	Ages 0-2 (1%), Ages 3-5 (5%), K-5 (17%), 6-8 (8%), 9-12 (4%), Ungraded <1%), OSY (64%)
Priority for Services	5 (1%)
Disrupted Schooling	319 (71%) of eligible migrant students had a qualifying arrival date (QAD) within the last 12 months
English Learners (ELs)	75 (17%)
Migrant students served during the performance period	386 (86%)
Migrant students receiving instructional services	274 (71%)
Migrant students receiving reading and math instruction provided by a teacher (not para)	Reading Instruction – 45 (16%) Math Instruction – 41 (15%)
Migrant students receiving support services	207 (54%)
Migrant students receiving counseling services	None reported
Migrant students scoring proficient on state ELA and math assessments	ELA - 16% (33% for non-migrant students) Math – 23% (31% for non-migrant students)
OSY identified/served	Identified: 288 Served: 239 (83%)
High School Graduation Rate	Migrant students – 52.9% All students – 82%
Dropout Rate	Migrant students – 0% All students – 10.8%

Needs assessment data were collected from the LEA sub-grantees; MEP staff, student, and parent needs assessment surveys; the State website; and Mississippi MEP databases. Needs assessment data included: (1) demographic data; (2) academic skills test results; (3) State standards-based assessment results; (4) secondary credit accrual; (5) MEP support services; (6) professional development; and (7) parent/family needs.

Migrant Student Demographics

The number of eligible migrant students and the number of PFS students across a four-year span is found in Exhibit 6. The demographic data over the past several years has remained fairly constant with a decrease occurring in the number of identified migrant students.

Exhibit 6 – Eligible Migrant Students in Mississippi

Grade	Number Eligible Migrant Students				Number PFS Migrant Students			
	2013-14	2014-15	2015-16	2016-17	2013-14	2014-15	2015-16	2016-17
0-2	21	12	9	5	--	--	--	--
Age 3-5	63	54	30	23	0	0	0	0
K	35	21	20	12	0	3	1	0
1	39	19	22	16	2	0	1	0
2	33	26	12	13	2	1	0	0
3	23	17	11	10	2	1	0	1
4	21	17	15	6	1	0	2	0
5	22	19	8	20	0	0	0	3
6	9	14	17	13	1	0	1	0
7	15	11	11	13	3	0	0	1
8	22	8	7	12	5	1	0	0
9	22	20	5	8	5	3	0	0
10	12	16	5	7	2	0	0	0
11	2	8	5	2	0	1	0	0
12	4	0	4	1	0	0	0	0
UG	1	1	2	1	0	0	0	0
OSY	289	281	277	288	0	0	0	0
Total N	**633**	**544**	**460**	**450**	**23**	**10**	**5**	**5**
Total %					**4%**	**2%**	**1%**	**1%**

Exhibit 7 – Eligible Migrant Students in Mississippi across a 4-Year Span
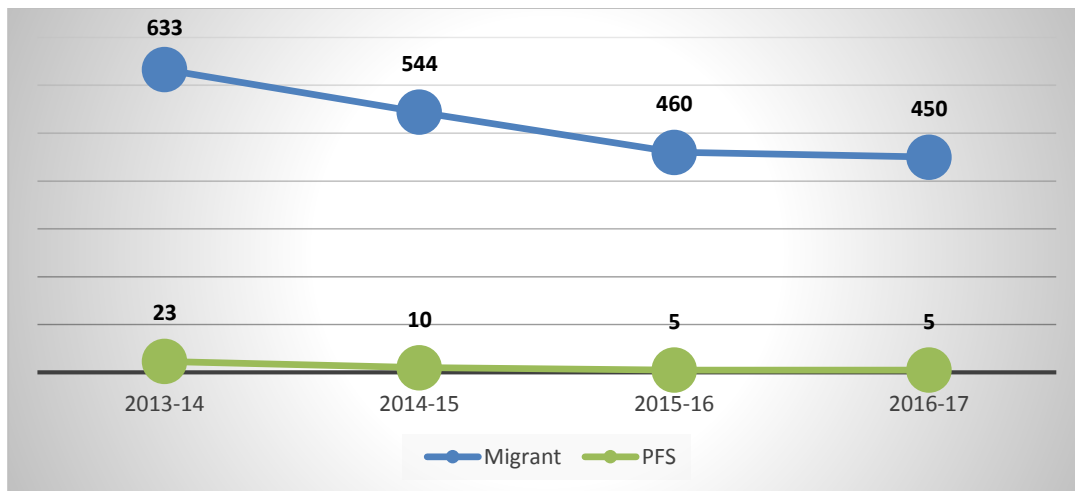
Mobility is a factor that is closely related to school failure. Mississippi gathered information from the past four years on the Qualifying Arrival Date (QAD) of migrant students (see Exhibit 8). This exhibit shows that as the overall number of migrant students increases, so does the school disruption – from 32% to 71% over the span of four years.

Exhibit 8 – School Disruption: QAD<12 Months

Grade	2013-14	2014-15	2015-16	2016-17
Age 0-2	4	3	2	3
Age 3-5	11	9	8	7
K	2	3	4	6
1	5	4	5	3
2	5	2	4	4
3	4	4	1	4
4	3	5	5	3
5	5	3	2	8
6	2	3	4	5
7	4	2	4	4
8	7	1	3	3
9	6	1	3	4
10	2	0	1	2
11	0	1	2	1
12	0	0	1	0
UG	1	0	0	0
OSY	141	181	185	262
Total N	**202**	**212**	**234**	**319**
Total %	**32%**	**39%**	**51%**	**71%**

Exhibit 9 shows that 386 migrant students (86% of all eligible migrant students) were served during the 2016-17 performance period. Of the migrant students served, less than 1% were identified as having PFS. Thirty-three percent (33%) of the eligible migrant students were served during the summer (39% of students served).

Exhibit 9 – Number of Eligible and PFS Migrant Students Served

Grade	Total Eligible (N)	# Served During the Performance Period	# PFS Served	#/% Served During the Summer
Age 0-2	5	3		--
Age 3-5	23	19	0	8 (35%)
K	12	12	0	8 (67%)
1	16	15	0	12 (75%)
2	13	13	0	11 (85%)
3	10	10	1	5 (50%)
4	6	5	0	3 (50%)
5	20	20	1	14 (70%)
6	13	10	0	4 (31%)
7	13	12	0	7 (54%)
8	12	11	0	8 (67%)
9	8	7	0	6 (75%)
10	7	7	0	3 (43%)
11	2	1	0	1 (50%)
12	1	1	0	0 (0%)
UG	1	1	0	0 (0%
OSY	288	239	0	60 (21%)
Total N	**450**	**386**	**2**	**150**
Total %	**--**	**86%**	**<1%**	**33%**

Exhibit 10 demonstrates that 71% of eligible migrant children and youth received MEP-funded instructional services including supplementary reading instruction (16% of students receiving

instructional services) and math instruction (15% of students receiving instructional services) provided by a teacher. These percentages do not include the reading and math instruction provided by paraprofessionals.

Exhibit 10 – Instructional Services Received

Grade	# Served	Received Instructional Service	Reading Instruction	Math Instruction
Age 0-2	3	0	--	--
Age 3-5	19	9	5	4
K	12	4	3	4
1	15	11	11	10
2	13	5	5	5
3	10	2	2	2
4	5	2	2	1
5	20	10	8	8
6	10	2	1	1
7	12	6	3	3
8	11	5	1	1
9	7	7	2	2
10	7	6	0	0
11	1	1	0	0
12	1	1	0	0
UG	1	0	0	0
OSY	239	203	2	0
Total N	**386**	**274**	**45**	**41**
Total %	**--**	**71%**	**16%**	**15%**

Exhibit 11 illustrates the number and percentage of eligible migrant students in Mississippi that received support services. Ninety-one percent (54%) of migrant students served in Mississippi received support services during the performance period (46% of all eligible migrant students).

Exhibit 11 – Support Services Provided to Migrant Students

Grade	# Served	Received Support Services (N)	Received Support Services (%)
Age 0-2	3	0	0%
Age 3-5	19	0	0%
K	12	2	17%
1	15	0	0%
2	13	0	0%
3	10	0	0%
4	5	0	0%
5	20	0	0%
6	10	0	0%
7	12	0	0%
8	11	1	9%
9	7	1	14%
10	7	0	0%
11	1	0	0%
12	1	0	0%
UG	1	0	0%

Grade	# Served	Received Support Services (N)	Received Support Services (%)
OSY	239	203	85%
Total N	**386**	**207**	**54%**

Reading and Math Achievement

During 2016-17, Mississippi students were assessed in ELA and math in grades 3-12 using the Mississippi Academic Assessment Program (MAAP). All data presented below are taken from the 2017 administration of the ELA and math assessments. Exhibits 12 and 13 display the ELA assessment results for migrant and non-migrant students and Exhibits 14 and 15 display the mathematics assessment results for both groups.

Results show that the overall percentage of migrant students scoring proficient or above in ELA in 2017 is 16% compared to 33% for non-migrant students—a difference of 17%. Similarly, results show that the overall percentage of migrant students scoring proficient or above in math in 2017 is 23% compared to 31% for non-migrant students—a difference of 6%.

Exhibit 12 –Percent Migrant Students Scoring Proficient/Advanced (P/A) on the 2017 MAAP ELA Assessment

Grade	Non-Migrant Students			Migrant Students		
	# Assessed	# Proficient	% Proficient	# Assessed	# Proficient	% Proficient
3	39,962	13,130	33%	12	2	17%
4	39,613	11,890	30%	10	4	40%
5	36,264	12,432	34%	14	3	21%
6	36,075	10,611	29%	6	2	33%
7	36,190	10,400	29%	17	4	24%
8	34,893	11,910	34%	15	5	33%
H.S.	**41,846**	**15,710**	**38%**	**16**	**7**	**44%**
Total	**264,843**	**86,083**	**33%**	**109**	**17**	**16%**

Exhibit 13 – Comparison of Migrant and Non-Migrant Results on 2017 MAAP ELA Assessments
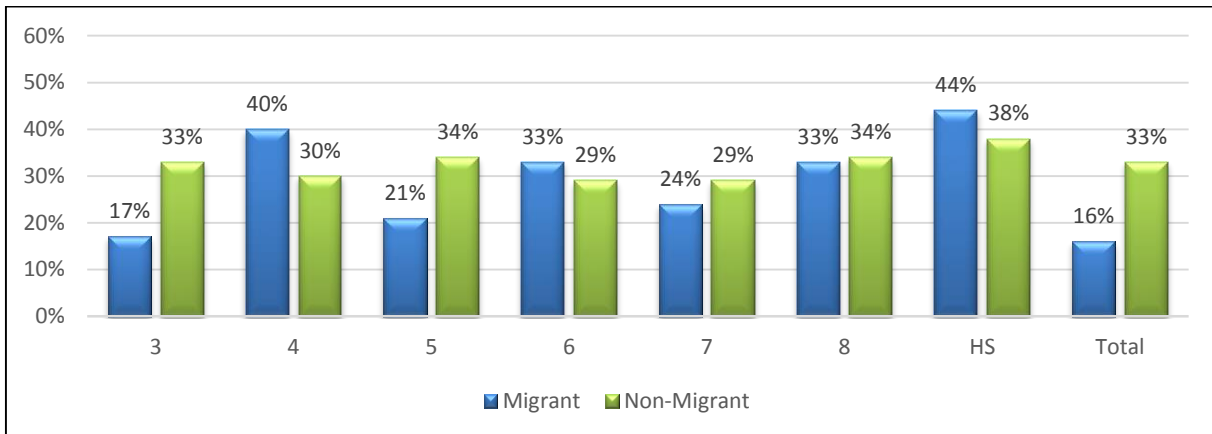

Exhibit 14 – Percent Migrant Students Scoring Proficient/Advanced (P/A) on the 2017 MAAP Math Assessment

Grade	Non-Migrant Students			Migrant Students		
	# Assessed	# Proficient	% Proficient	# Assessed	# Proficient	% Proficient
3	39,943	15,805	40%	12	2	17%
4	39,599	11,745	30%	10	3	30%
5	36,267	10,878	30%	14	2	14%
6	36,088	11,772	33%	6	2	33%
7	36,192	12,072	33%	17	6	35%
8	34,896	10,980	31%	15	4	27%
H.S.	37,384	9,878	26%	12	2	17%
Total	**260,369**	**80,718**	**31%**	**105**	**24**	**23%**

Exhibit 15 – Comparison of Migrant and Non-Migrant Results on 2017 MAAP Math Assessments
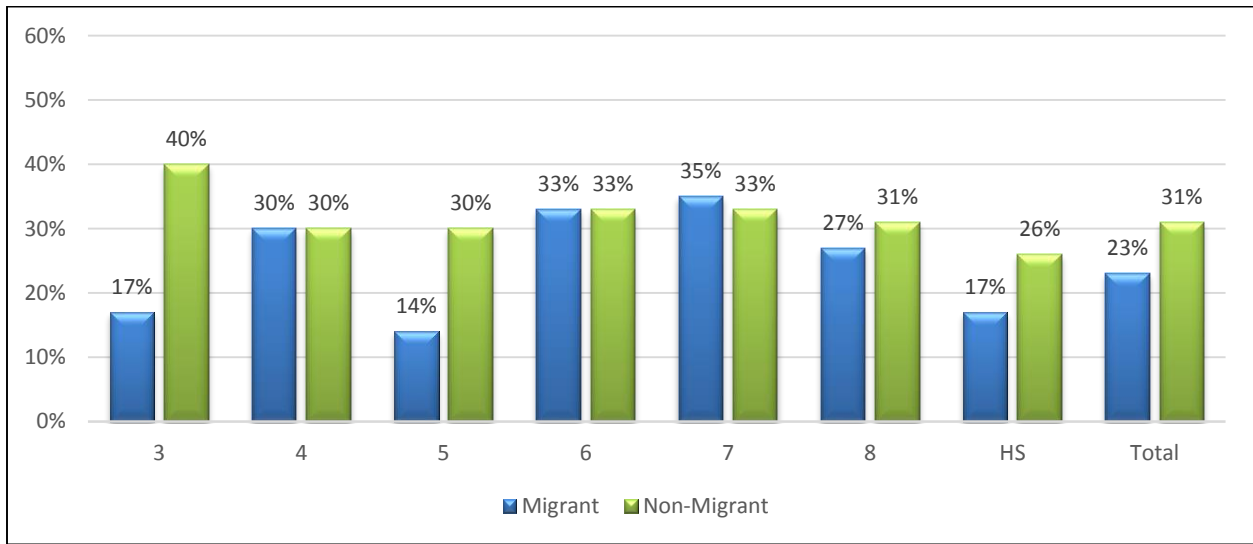
School Readiness

The Mississippi MEP tracks the number of migrant children ages 3-5 receiving instructional services in mathematics and/or reading, the number receiving general support services, and the number receiving counseling services. Exhibit 16 illustrates the four-year comparison of identified migrant children ages 3-5. While there was a significant decrease in the number of eligible migrant children from 2014-15 to 2015-16, there was in increase in the percentage of children served.

Exhibit 16 – 4-Year Comparison: Eligible Migrant Children Ages 3-5 Served

Year	# Migrant Children (ages 3-5 not in K)	# Children (ages 3-5) Served	% Children (ages 3-5) Served
2013-2014	63	33	52%
2014-2015	54	32	59%
2015-2016	30	25	83%
2016-2017	23	19	83%

Exhibit 17 below illustrates the number and percentage of children served based on the type of services. The number of migrant children ages 3-5 served is 19 and about half (47%) received instructional services from either a paraprofessional or a teacher while no migrant children ages 3-5 received support services.

Exhibit 17 – Services Received by Migrant Children Ages 3-5 (2016-17)

# Migrant Children Served	# Receiving Instructional Services	# Receiving Support Services
N=19	9	0
Percentage	47%	0%

High School Graduation

2016-17 was the first year that migrant graduation rates were calculated and reported. The high school graduation rate for migrant students in Mississippi during 2016-2017 was 52.9%, compared to 82% for all students.

Out-of-School Youth (OSY)

Almost half of the eligible youth in Mississippi are OSY. There were 289 students during the 2016-17 school year that were reported as an OSY. The needs of OSY are challenging as they are likely to live away from parents and many are parents themselves; most have health needs that may interfere with participating in school (e.g., medical, dental, vision, nutrition); and re-engaging OSY in MEP services and keeping them engaged is perhaps the most difficult work in migrant education due to age and circumstances. Despite the challenges staff face in serving the OSY population, the Mississippi MEP served 86% (239) of their OSY population during the performance period. This has been a consistent trend for the Mississippi MEP, as evidenced by Exhibit 18 below.

Exhibit 18 – 4-Year Comparison: Eligible OSY Served

| Year	Total Eligible OSY	# OSY Served During the Performance Period	% OSY Served
2013-2014	289	233	81%
2014-2015	281	217	77%
2015-2016	277	248	90%
2016-2017	288	239	83%

Needs Assessment Survey Results

Through the surveys that were conducted, the NAC had access to detailed input from a wide variety of stakeholders that helped to inform their decision making. The key stakeholders that were queried about their opinions and ideas regarding the most critical needs of migrant students and families included: State MEP staff, local MEP staff, secondary-aged migrant students, and migrant parents. An analysis of the responses to the survey questions and the conclusions follow. The surveys are found in Appendix C.

Staff Survey Responses

Migrant staff surveyed were asked what their biggest concerns relating to the achievement and graduation of migrant students were with respect to instructional needs, types of services needed, support services needed, parent involvement activities needed, and professional development needed.

For instructional services needed, 100% of staff surveyed indicated that the greatest need was in the area of reading/language arts, followed by pre-k programs (60%) and math (53%). Exhibit 19 illustrates the rankings of the instructional needs.

**Exhibit 19 – Staff Survey Responses for Instructional Needs of Migrant Students (N=15)**
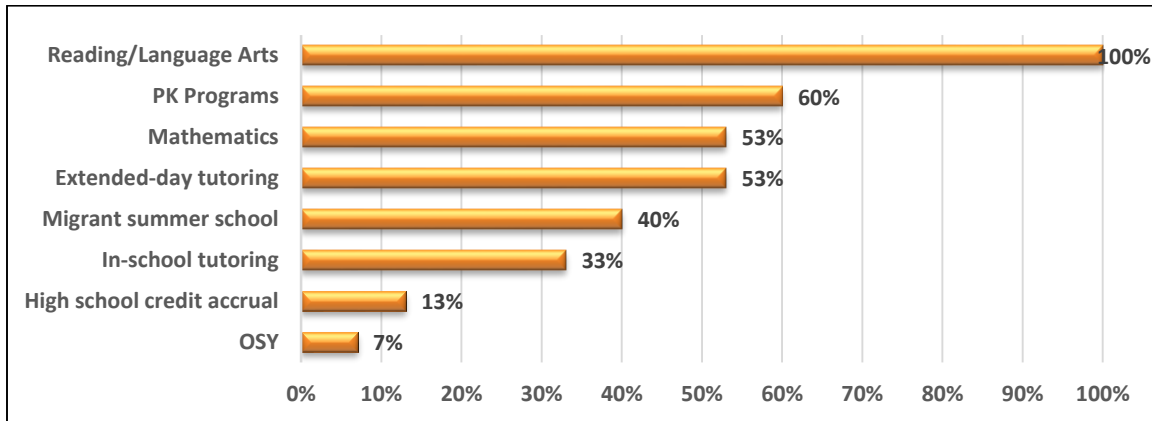
Staff responding to the needs assessment surveys also provided anecdotal information about the needs of migrant students in the State of Mississippi including content areas; secondary, postsecondary, and career awareness; student behavior and motivation; staff behavior and preparation/staffing; parent education/knowledge to help their children in school; and resources.

Parent Survey Responses

Migrant parents were surveyed about their greatest concerns relating to the achievement and graduation of their children with respect to instructional needs, types of services needed, support services needed, and parent involvement assistance needed. For instructional services needed, 86% of respondents indicated that the greatest need is in reading and 55% reported that English language arts was a need. Writing needs also were identified as being a strong need with 50% of parents identifying that area. Exhibit 20 illustrates the rankings of the instructional needs.

Exhibit 20 – Parent Survey Response for Instructional Needs of Migrant Students (N=22)
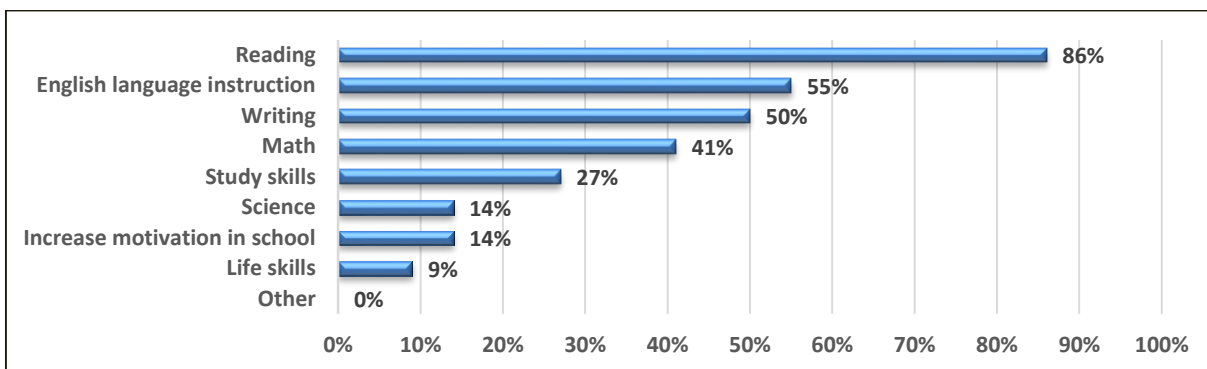
Migrant parents responding to the surveys also provided anecdotal information about the needs of their children who were served in the Mississippi MEP. The anecdotal information was analyzed and grouped into the following areas of concern: student behavior and motivation (7

comments); parent education/knowledge to help their children in school (6 comments); content areas (5 comments); resources (4 comments); other (3 comments); and secondary/post-secondary/career awareness (2 comments).

Student Survey Responses

Secondary migrant students also were surveyed about their learning experiences and the areas in which they would like help. The highest ranking areas included: improving their academic skills (80%); receiving support services (70%); improving academic skills (50%); and enrolling in career/technical education programs (50%). Exhibit 21 illustrates their rankings.

Secondary migrant students responding to the surveys also provided anecdotal information about ways in which the migrant program can help them. The three activities most referenced by students were needing computer skills, help with learning the English language, and needing school supplies.

Exhibit 21 – Secondary Student Survey Response for Needs of Migrant Students (N=10)
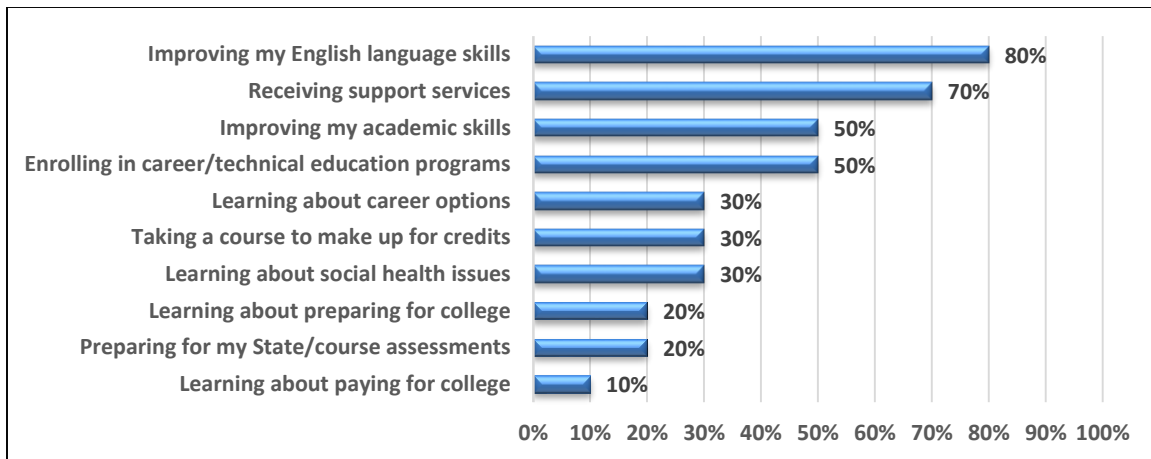
PHASE III: MAKING DECISIONS

In the third phase of the CNA process, the key objective was to finalize solutions and identify possible resources and experts to help focus the development of the SDP. The objectives of the second NAC meeting were to:

➢ Finalize concerns, need indicators, need statements, and solutions for the CNA report;
➢ Identify possible resources to meet migrant student needs;
➢ Identify experts, expert practitioners, and experts in other areas;
➢ Revise and approve the draft CNA table of contents; and
➢ Decide on next steps for completion of the CNA and service delivery planning

This section offers the final recommendations for concerns, data sources for the concerns, needs indicators and statements, solutions determined by the NAC, and resources and experts needed to address the concern statements. A complete list of the Concerns and Solution Strategies is found in the CNA Decisions and Planning Chart in Appendix B. The NAC used the following criteria to rank concerns in terms of the magnitude in the gaps between "what is" and "what should be".

➢ Critical nature of the need
➢ Special needs of PFS students
➢ Degree of difficulty in addressing the need
➢ Risks/consequences of ignoring the need
➢ External factors such as state and district priorities and goals

The committee identified possible solutions, which the SDP committee will use during the SDP update process for the development of strategies. The solutions are general guidelines based on the examination of migrant student needs. The development of solutions was guided by the following questions:

➢ What does the research say about effective strategies, programs, or interventions?
➢ Where has this solution been implemented and was it successful?
➢ What are the challenges?
➢ How can solutions be customized for the State of Mississippi?

After refining and prioritizing recommended solutions, the NAC brainstormed a list of knowledgeable experts and helpful resources/partners that can be valuable in assisting to implement the MEP in the goal areas. During the SDP process, these recommended experts and resources will benefit the local SDP teams as they strive to implement specific strategies. Identifying related resources to assist MEP service providers statewide will assist them to engage in implementing the priority solutions.

Goal Area 1: Reading/Math

1-1 We are concerned that migrant students in grades 3-6 are achieving at lower proficiency rates in reading compared to non-migrant students.			
Data Sources	**Need Indicator/Need Statement**	**Prioritized Solution Strategies for the SDP**	**Resources/Experts**
CSPR Part I 2015-16 MAAP - ELA	<u>Indicator</u>: The rate of proficiency in reading for migrant students is 16% compared to 33% for non-migrant students. <u>Statement</u>: Migrant student reading proficiency rates need to increase by 17% to attain proficiency rates comparable to non-migrant students.	1.1a) Provide academic language and literacy instruction to support classroom success (e.g., after-school tutoring, summer school). 1.1b) Coordinate/collaborate with other programs to support reading services. 1.1c) Provide mobile devices when direct instruction is not available or provide access to online educational programs. 1.1d) Provide transportation to and from supplemental education activities and/or facilities (i.e., libraries/parent nights). 1.1e) Facilitate informational/coordination meeting with schools.	• Access to "real time" PFS list • Digital services technology • Books, iBooks, educational resources • Instructional coaches • Language arts teachers • Reading specialists • University/college/high school volunteers • Other Title programs • Online resources • Community partners • Curriculum coordinators

1-2 We are concerned that migrant students in grades 4-6 are achieving at lower proficiency rates in math compared to non-migrant students.			
Data Sources	**Need Indicator/Need Statement**	**Prioritized Solution Strategies for the SDP**	**Resources/Experts**
CSPR Part I 2015-16 MAAP - Math II	<u>Indicator</u>: The rate of proficiency in math for migrant students is 23% compared to 31% for non-migrant students. <u>Statement</u>: Migrant student proficiency rates need to increase by 18% to attain proficiency rates comparable to non-migrant students.	1.2a) Provide supplemental math instruction to support or enhance classroom success. 1.2b) Provide problem solving and critical thinking strategies to students. 1.2c) Provide transportation to and from supplemental education activities and/or facilities (i.e., libraries/parent nights). 1.2d) Provide supplemental math instruction through mobile devices as well as access to facilities where the Internet is readily available (i.e., libraries, after-school programs).	• Access to "real time" PFS list • Digital services technology • Math manipulatives, educational resources • Instructional coaches • Math teachers • Math specialists • University/college/high school volunteers • Other Title programs • Online resources • Community partners • Curriculum coordinators • STEM activities/materials

1-3 We are concerned that migrant parents indicated their children need reading instruction.			
Data Sources	**Need Indicator/Need Statement**	**Prioritized Solution Strategies for the SDP**	**Resources/Experts**
Parent Needs Assessment Survey	<u>Indicators</u>: 86% of migrant parents who completed the 2018 Needs Assessment Survey indicated reading instruction as a top need for their children.	1.3a) Ensure migrant parents are informed about the supplemental reading instructional services that are provided to their children and the effect these services have on their child's reading proficiency.	• Books, iBooks, educational resources • Instructional coaches • Language arts teachers • Reading specialists

Data Sources	Need Indicator/Need Statement	Prioritized Solution Strategies for the SDP	Resources/Experts
	Statement: The percentage of migrant parents concerned about reading instruction needs to decrease.	1.3b) Provide additional reading resources based on students' reading levels.	• University/college/high school volunteers • Other Title programs • Online resources • Community partners • Curriculum coordinators

1-4 We are concerned that migrant parents indicated their children need math instruction.

Data Sources	Need Indicator/Need Statement	Prioritized Solution Strategies for the SDP	Resources/Experts
Parent Needs Assessment Survey	Indicators: 41% of migrant parents who completed the 2018 Needs Assessment Survey indicated math instruction as a top need for their children. Statement: The percentage of migrant parents concerned about math instruction needs to decrease.	1.4a) Ensure migrant parents are informed about the supplemental math instructional services that are provided to their children and the effect these services have on their child's math proficiency. 1.4b) Provide additional math resources based on students' levels (e.g., flash cards, games).	• Math manipulatives, educational resources • Instructional coaches • Math teachers • Math specialists • University/college/high school volunteers • Other Title programs • Online resources • Community partners • Curriculum coordinators • STEM activities/materials

Goal Area 2: School Readiness

2-1 We are concerned that migrant preschool students are not performing at the same level as their non-migrant peers at the beginning of kindergarten.

Data Sources	Need Indicator/Need Statement	Prioritized Solution Strategies for the SDP	Resources/Experts
MKAS[2] Kindergarten Readiness results	Indicator: 25% of migrant kindergarten students passed the MKAS[2] compared to 66% of non-migrant students. Statement: The percentage of migrant kindergarten students passing the MKAS[2] needs to increase by 41% to attain passing rates comparable to non-migrant students.	2.1a) Provide summer services for P5 students about to enter kindergarten (e.g., JumpStart, summer programs, home visits). 2.1b) Provide home-based Pre-K educational services during the summer and regular school year. 2.1c) Provide students entering kindergarten (and their families) a "tour" of the school and an opportunity to meet the teacher to facilitate the transition into school.	• Reading/math coaches • Early learning experts • Migrant staff • School personnel • JumpStart or other program to transition into kindergarten • Online learning resources • Technology experts • University staff • District staff • Certified early childhood teachers • College volunteers

2-2 We are concerned that migrant parents need additional support to prepare their children for kindergarten and need increased awareness of school readiness expectations and skills.

Data Sources	Need Indicator/Need Statement	Prioritized Solution Strategies for the SDP	Resources/Experts
Staff Needs Survey Expert Committee Opinion	Indicator: 50% of parents indicated they need support in preparing their children for kindergarten. 60% of staff reported that pre-k programs are needed most.	2.2a) Provide parent workshops to support parents in preparing Pre-K students for kindergarten and understanding the importance of early education. 2.2b) Conduct home-visits to model educational activities that empower parents.	• Early learning experts • Migrant staff • School personnel • Educational resources • Community agencies

	Statement: The percentage of parents who receive support in preparing their children for kindergarten needs to increase. Pre-k programming needs to increase.		

2-3 We are concerned that migrant preschool-aged children have limited access to culturally supportive preschool services.			
Data Sources	**Need Indicator/Need Statement**	**Prioritized Solution Strategies for the SDP**	**Resources/Experts**
Staff Needs Survey Expert committee opinion	Indicators: 60% of staff reported that pre-k programs are needed. Based on field experiences, migrant advocates report socio-cultural barriers have hindered Pre-K enrollment. Statement: The percentage of pre-k enrollment and provision of pre-k services needs to increase.	2.3a) Collaborate/coordinate with school staff to assist parents with Pre-K enrollment. 2.3b) Provide presentations to schools about the MEP, cultural diversity, etc.	• Early learning experts • Migrant staff • School personnel • Educational resources • Community agencies

2-4 We are concerned that migrant parents lack awareness of community resources available or how to access or benefit from them.			
Data Sources	**Need Indicator/Need Statement**	**Prioritized Solution Strategies for the SDP**	**Resources/Experts**
Staff Needs Survey Expert committee opinion	Indicator: 66.7% of staff indicated that families need help locating community resources. Statement: The percentage of parents receiving information about community resources for preschool-aged children needs to increase.	2.4a) Develop regional resource guides in native languages for every county and explain information to parents. 2.4b) Provide parent workshop to inform parents of resources (include dissemination via technology, i.e., YouTube videos). 2.4c) Provide resources to parents to help them be familiar with school materials.	• Early learning experts • Migrant staff • School personnel • Local libraries and programs • Community agencies • Parks and recreation • Faith-based organizations

Goal Area 3: High School Graduation/Services to OSY

3-1 We are concerned that fewer high school migrant students are scoring proficient on the ELA state assessments compared to high school non-migrant students.			
Data Sources	**Need Indicator/Need Statement**	**Prioritized Solution Strategies for the SDP**	**Resources/Experts**
CSPR Data Part II 2015-16 MAAP - ELA	Indicator: 22% of HS migrant students scored proficient in reading compared to 38% of non-migrant students.	3.1a) Provide targeted intervention/remediation on deficit areas based on ISR (while reinforcing areas of strength).	• MEP staff • "Real-time" PFS lists • Advocate/mentors • Motivational speakers • Tutors

Data Sources	Need Indicator/Need Statement	Prioritized Solution Strategies for the SDP	Resources/Experts
	60% of migrant high school students receive instructional services. Statement: The percentage of migrant HS students scoring proficient needs to increase by 16%. The percentage of migrant high school students receiving instructional services needs to increase by 40%.	3.1b) Provide content area teachers with training on best practices to support migrant/EL students (coordinate/collaborate). 3.1c) Provide access to reading/audio materials outside of school and in the home environment that focus on increasing and advancing. 3.1d) Provide specific classes (i.e., supplemental class) to migrant students using simplified language).	• Instructional coaches • In-school intervention opportunities

3-2 We are concerned that migrant high school students are not graduating or are not accruing credits in core content classes (or total # of credits) at the same rate as their non-migrant peers or are unaware of the graduation requirements.

Data Sources	Need Indicator/Need Statement	Prioritized Solution Strategies for the SDP	Resources/Experts
CSPR Data Part II 2015-16 and the State Information System	Indicator: 39% of migrant students attained high school credit. The percentage of migrant students graduating from high school is 52.9% compared to 83% for non-migrant. Statement: The percentage of migrant students obtaining high school credit needs to increase. The percentage of migrant students graduating from high school needs to increase by ___%.	3.2a) Provide opportunities for credit accrual/credit recovery (e.g., PASS, Compass Learning, Plato). 3.2b) Host annual credit accrual activities (i.e., family nights/groups, one-one one). 3.2c) Provide students with a packet outlining information on graduation requirements (upon enrollment and in multiple languages; PA Diploma Project).	• MEP staff • Advocate/mentors • Motivational speakers • In-school intervention opportunities (i.e., Get2College) • HEP/graduation coaches • School counselors • College visits • College readiness programs • GED or credit recovery programs

3-3 We are concerned that parents of migrant students are not familiar with high school graduation requirements and/or do not know how to motivate their children to break the cycle of "dropping out."

Data Sources	Need Indicator/Need Statement	Prioritized Solution Strategies for the SDP	Resources/Experts
Parent Needs Survey Staff Needs Survey	Indicator: 14% of parents indicated they are concerned about dropout prevention and need help increasing their motivation in school.	3.3a) Conduct bi-annual reviews of accrual of high school credits toward graduation and provide a report to parents. 3.3b) Provide sessions/information at parent meetings to share information about high school graduation requirements (e.g., former migrant worker).	• MEP staff • Advocate/mentors • School counselors • Motivational speakers

	Statement: The percentage of parents indicating they are concerned about dropout prevention and needing help increasing their motivation in school needs to decrease.	3.3c) Schedule/meet with counselors to discuss graduation requirements (in their native language).	
3-4 We are concerned that OSY are not receiving continuous support services because of the unavailability of services, as well as OSY's schedules.			
Data Sources	**Need Indicator/Need Statement**	**Prioritized Solution Strategies for the SDP**	**Resources/Experts**
Expert committee opinion	Indicators: Experts on the NAC expressed a need for *sustained* MEP instructional services to OSY. Statement: The percentage of OSY receiving sustained instructional services needs to increase.	3.3a) Include presentations on graduation requirements and academic expectations at MPAC meetings. 3.3b) Coordinate parent, students, and school counselor meetings to discuss graduation requirements and academic expectations.	• MEP staff • Advocate/mentors • GED or credit recovery programs • OSY summer program • College staff/retired teachers

CONCLUSIONS

Evidenced-based Conclusions and Recommendations

For State and local decision-makers charged with determining needs-based services for migrant children and youth, the body of assessment data and other outcomes provides a rich source of information. Members of the NAC who are experts, knowledgeable about migrant student needs and services, are in the best position to discuss and decide on available programs and sources of assistance.

Conclusions reached by the NAC point to the need for supplementary instruction in reading and mathematics to assist migrant students to pass State assessments, graduate, and be successful in postsecondary education and the workplace. Data indicate a need for direct services in reading and mathematics along with programs and collaborations that directly support instruction including health and dental services, counseling, and advocacy services.

To support these conclusions, the following summary is presented based on the comprehensive assessment of Mississippi migratory students' needs. The conclusions are sorted by key themes that emerged during the CNA process.

High Mobility/ Interrupted Schooling	High mobility is a factor related to school failure. In looking at four years of data, as the overall number of migrant students decreased, however, the percentage of students with current year moves increased – from 32% to 71% over the 4-year span.
Reading and Math Needs	Results from State Mississippi ELA and mathematics assessments show that migrant students have a need for intensive supplemental reading and mathematics instruction to bring them up to grade level. These results show that overall, students are not performing at their expected levels as their scores lag well below those of their non-migrant peers.
	Based on CNA data, statewide priority should concentrate on direct supplemental instructional services for migrant students to help them improve their reading and math skills. The MEP should place emphasis on providing intensive reading and math instructional programs and services during the regular school year and during the summer months to build student proficiency in these two key content areas.
Supportive Services	Survey results show that a need exists to provide books/materials/supplies, health services, transportation, and interpreting/translating services. While 85% of OSY served received support services, few other migrant students receive support services, as reported in the CSPR.
Professional Development Needs	There is a continuing need to build the capacity of MEP staff to serve the instructional needs of migrant students in Mississippi. Staff surveyed/ interviewed expressed professional development needs in instructional strategies including reading, math, ESL and working with diverse learners; and strategies for the involvement of migrant parents in the education of their children.

Parent/Family Needs	The majority of staff responding to the needs assessment survey felt that parents need training on increasing family literacy skills and learning strategies for helping their child with math, reading, and homework. This indicates a strong need expressed by staff and parents to provide training to parents to help them prepare their children for school and support them in learning reading and math.
Summer Instruction	Thirty-three percent (33%) of eligible migrant students were served by the MEP during the summer. Increasing supplemental instructional activities/ opportunities during the summer would be beneficial in meeting the needs of students throughout the entire year.

Next Steps in Applying the Results of the CNA to Planning Services

The next step for the Mississippi MEP is to use the information contained in this CNA report to inform the comprehensive state service delivery planning process. Therefore, Mississippi will:

1) update the CNA as needed to reflect changing demographics and needs;
2) change its performance targets and measurable outcomes to reflect changing needs;
3) change the services that the MEP will provide statewide to match the CNA data; and
4) modify the evaluation design found in the SDP to align with all changes.

The CNA report will be distributed statewide to MEP directors and training will be provided. The Mississippi Department of Education MEP staff will help provide guidance on the CNA process and how the results will be used as a foundation for the service delivery planning process.

Next steps will include guidance from the SEA based on NAC recommendations, documentation at the local level to determine if the unique educational needs of migratory students are being met (in consultation with migrant parents), and communication of the decisions to the SEA with accompanying documentation.

The Mississippi plan for the delivery of services to meet the unique educational needs of its migrant students will serve as the basis for the use of MEP funds in the State. This plan will be included as a part of the Mississippi MEP SDP which will articulate a clear vision of:

  ➢ performance goals and targets, especially as they relate to the provision of services for PFS students;
  ➢ the MEP's measurable program outcomes and how they will help achieve the State's performance targets;
  ➢ the services that the MEP will provide on a statewide basis;
  ➢ plans for technical assistance, professional development, parent involvement, and identification and recruitment; and
  ➢ how to evaluate whether and to what degree the Mississippi Migrant Education Program is effective.

In the Mississippi MEP State SDP, the program will ensure that all components align with the unique needs of migrant students as outlined in the CNA and include the following components:

Performance Targets. The plan will specify the performance targets that the State has adopted for all migrant children for: 1) ELA/mathematics; 2) school readiness; and 4) high school graduation/services to OSY.

Needs Assessment. The plan will contain a summary of this CNA, including identification and assessment of: (1) the unique educational needs of migrant children that result from the children's migratory lifestyle; and (2) other needs of migrant students that must be met in order for them to participate effectively in school.

Measurable Program Outcomes. The plan will include the measurable program outcomes that the MEP will produce statewide through specific educational or educationally-related services. Measurable program outcomes allow the MEP to determine whether and to what degree the program has met the special educational needs of migrant children that were identified through the CNA. The measurable outcomes should also help achieve the State's performance targets.

Service Delivery. The plan will describe the MEP's strategies for achieving the performance targets and measurable objectives described above. The State's service delivery strategy must address: (1) the unique educational needs of migrant children that result from migrancy, and (2) other needs of migrant students that must be met in order for them to participate effectively in school.

Evaluation. The plan will describe how the State will evaluate whether and to what degree the program is effective in relation to the performance targets and measurable outcomes. The Mississippi MEP *may* also include the policies and procedures it will implement to address other administrative activities and program functions.

Priority for Services. The plan will describe how, on a statewide basis, the MEP will give priority to migrant children who have made a qualifying move within the previous 1-year period and who — (1) are failing, or most at risk of failing, to meet the challenging State academic standards; or (2) have dropped out of school.

Student Records. A description of the plan for requesting and using migrant student records and transferring migrant student records to schools and other migrant sites in which migrant students enroll.

In response to the requirements put forth by OME, Mississippi will: 1) update the CNA as needed to reflect changing demographics and needs (typically every 3 years); 2) change performance targets and/or measurable outcomes to reflect changing needs and changes made by the State of Mississippi in its state performance targets; and 3) use evaluation data to change or improve MEP services (as needed) and update the evaluation design to reflect changes in needs.

As part of the Mississippi MEP continuous improvement cycle, the next step for the MEP is to use the information contained in this CNA report to inform the comprehensive state SDP process. The state has begun planning for this activity during 2018 and will continue to use the OME toolkit, *Migrant Education Service Delivery Plan Toolkit: A Tool for State Migrant Directors* (August 2012)

APPENDICES

Appendix A – Qualifying Work and Crops in Mississippi

Qualifying Work and Crops in Mississippi

Appendix B – CNA Decisions and Planning Chart

Mississippi MEP Comprehensive Needs Assessment Planning Chart

GOAL AREA 1: READING/MATH

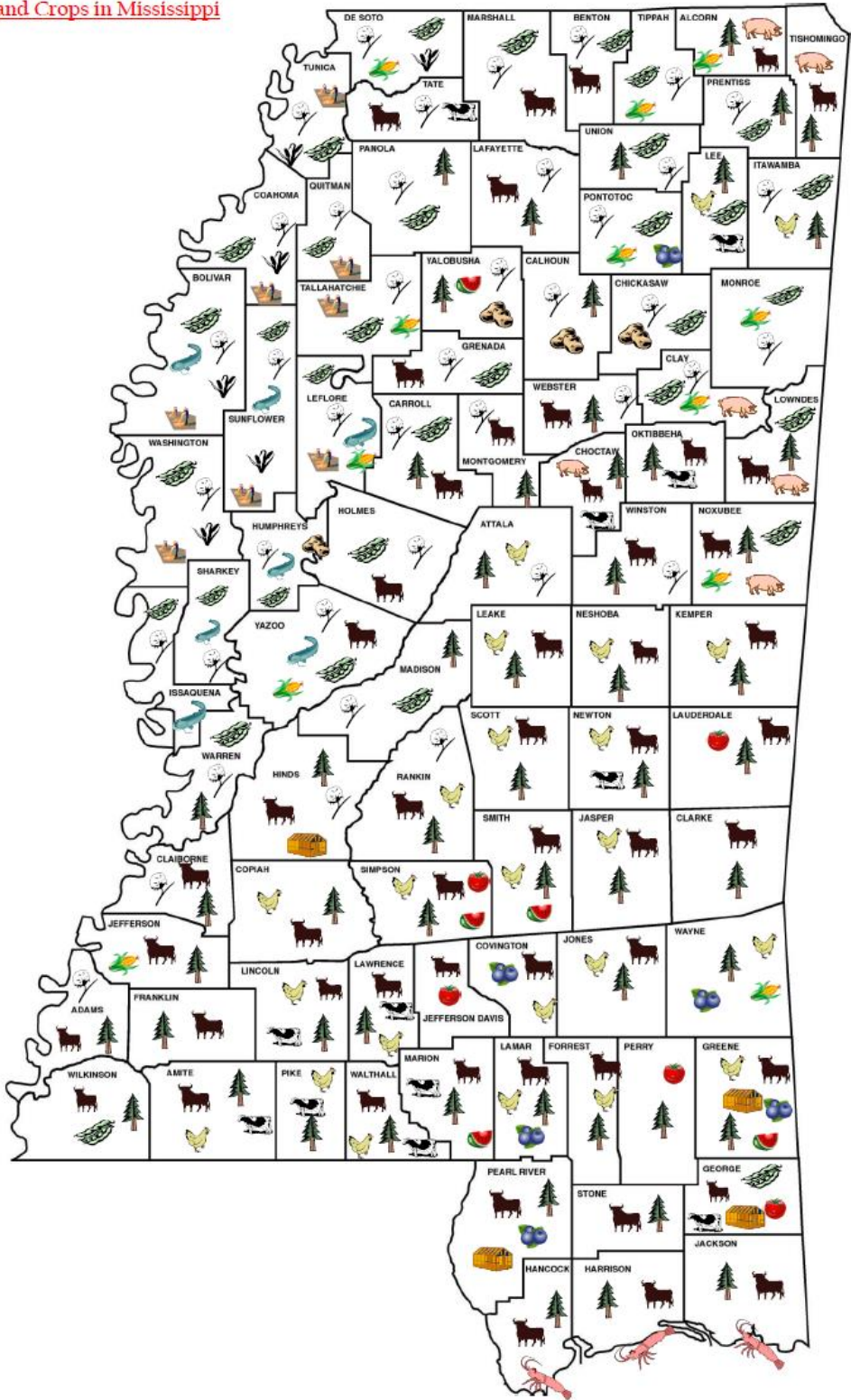| Concern Statement	Data Source	Need Indicator/Need Statement	Prioritized Possible Solutions for the SDP	Resources/Experts
1.1) We are concerned that migrant students in grades 3-6 are achieving at lower proficiency rates in reading compared to non-migrant students.	CSPR Part I 2015-16 MAAP - ELA	**Need Indicator** Migrant student reading proficiency rates need to The rate of proficiency in reading for migrant students is 16% compared to 33% for non-migrant students. **Need Statement** Migrant student reading proficiency rates need to increase by 17% to attain proficiency rates comparable to non-migrant students.	1.1a) Provide academic language and literacy instruction to support classroom success (e.g., after school tutoring, summer school). 1.1b) Coordinate/collaborate with other programs to support reading services. 1.1c) Provide mobile devices when direct instruction is not available or provide access to online educational programs. 1.1d) Provide transportation to and from supplemental education activities and/or facilities (i.e., libraries/parent nights). 1.1e) Facilitate informational/coordination meeting in.	• Access to "real time" PFS list • Digital services technology • Books, iBooks, educational resources • Instructional coaches • Language arts teachers • Reading specialists • University/college/high school volunteers • Other Title programs • Online resources • Community partners • Curriculum coordinators
1.2) We are concerned that migrant students in grades 4-6 are achieving at lower proficiency rates in math compared to non-migrant students.	CSPR Part I 2015-16 MAAP - Math	**Need Indicator** The rate of proficiency in math for migrant students is 23% compared to 31% for non-migrant students. **Need Statement** Migrant student math proficiency rates need to increase by 18% to attain proficiency rates comparable to non-migrant students.	1.2a) Provide supplemental math instruction to support or enhance classroom success. 1.2b) Provide problem solving and critical thinking strategies to students. 1.2c) Provide transportation to and from supplemental education activities and/or facilities (i.e., libraries/parent nights). 1.2d) Provide supplemental math instruction through mobile devices as well as access to facilities where the Internet is readily available (i.e., libraries, after school programs).	• Access to "real time" PFS list • Digital services technology • Math manipulatives, educational resources • Instructional coaches • Math teachers • Math specialists • University/college/high school volunteers • Other Title programs • Online resources • Community partners • Curriculum coordinators • STEM activities/materials

1.3) We are concerned that migrant parents indicated their children need reading instruction.	Parent Needs Assessment Survey	**Need Indicator** 86% of migrant parents who completed the 2018 Needs Assessment Survey indicated reading instruction as a top need for their children. **Need Statement** The percentage of migrant parents concerned about reading instruction needs to decrease.	1.3a) Ensure migrant parents are informed about the supplemental reading instructional services that are provided to their children and the effect these services have on their child's reading proficiency. 1.3b) Provide additional reading resources based on students' reading levels.	• Books, iBooks, educational resources • Instructional coaches • Language arts teachers • Reading specialists • University/college/high school volunteers • Other Title programs • Online resources • Community partners • Curriculum coordinators
1.4) We are concerned that migrant parents indicated their children need math instruction.	Parent Needs Assessment Survey	**Need Indicator** 41% of migrant parents who completed the 2018 Needs Assessment Survey indicated math instruction as a top need for their children. **Need Statement** The percentage of migrant parents concerned about math instruction needs to decrease.	1.4a) Ensure migrant parents are informed about the supplemental math instructional services that are provided to their children and the effect these services have on their child's math proficiency. 1.4b) Provide additional math resources based on students' levels (e.g., flash cards, games).	• Math manipulatives, educational resources • Instructional coaches • Math teachers • Math specialists • University/college/high school volunteers • Other Title programs • Online resources • Community partners • Curriculum coordinators • STEM activities/materials

GOAL AREA 2: SCHOOL READINESS

Concern	Data Source	Need Indicator	Possible Solution	Resources/Experts
2.1) We are concerned that migrant preschool students are not performing at the same level as their non-migrant peers at the beginning of kindergarten.	MKAS[2] Kindergarten Readiness results	**Need Indicator** 25% of migrant kindergarten students passed the MKAS[2] compared to 66% of non-migrant students. **Need Statement** The percentage of migrant kindergarten students passing the MKAS[2] needs to increase by 41% to attain passing rates comparable to non-migrant students.	2.1a) Provide summer services for P5 students about to enter kindergarten (e.g., JumpStart, summer programs, home visits). 2.1b) Provide home-based Pre-K educational services during the summer and regular school year. 2.1c) Provide students entering kindergarten (and their families) a "tour" of the school and an opportunity to meet the teacher to facilitate the transition into school.	• Reading/math coaches • Early learning experts • Migrant staff • School personnel • JumpStart or other program to transition into kindergarten • Online learning resources • Technology experts • University staff • District staff • Certified early childhood teachers • College volunteers
2.2) We are concerned that migrant parents need additional support to prepare their children for kindergarten and need increased awareness of school readiness expectations and skills.	Parent Needs Survey Staff Needs Survey	**Need Indicator** 50% of parents indicated they need support in preparing their children for kindergarten. 60% of staff reported that pre-k programs are needed most. **Need Statement** The percentage of parents who receive support in preparing their children for kindergarten needs to increase. Pre-k programming needs to increase.	2.2a) Provide parent workshops to support parents in preparing Pre-K students for kindergarten and understanding the importance of early education. 2.2b) Conduct home-visits to model educational activities that empower parents.	• Early learning experts • Migrant staff • School personnel • Educational resources • Community agencies

2.3) We are concerned that migrant preschool-aged children have limited access to culturally supportive preschool services.	Staff Needs Survey Expert committee opinion	**Need Indicator** 60% of staff reported that pre-k programs are needed. Based on field experiences, migrant advocates report socio-cultural barriers have hindered Pre-K enrollment. **Need Statement** The percentage of pre-k enrollment and provision of pre-k services needs to increase.	2.3a) Collaborate/coordinate with school staff to assist parents with Pre-K enrollment. 2.3b) Provide presentations to schools about the MEP, cultural diversity, etc.	• Early learning experts • Migrant staff • School personnel • Head Starts directors • Parks and recreation • Faith-based organizations • Books, iBooks, and other resources
2.4) We are concerned that migrant parents lack awareness of community resources available or how to access or benefit from them.	Staff Needs Survey Expert committee opinion	**Need Indicator** 66.7% of staff indicated that families need help locating community resources. **Need Statement** The percentage of parents receiving information about community resources for preschool-aged children needs to increase.	2.4a) Develop regional resource guides in native languages for every county and explain information to parents. 2.4b) Provide parent workshop to inform parents of resources (include dissemination via technology, i.e., YouTube videos). 2.4c) Provide resources to parents to help them be familiar with school materials.	• Early learning experts • Migrant staff • School personnel • Local libraries and programs • Community agencies • Parks and recreation • Faith-based organizations

GOAL AREA 3: HIGH SCHOOL GRADUATION/SERVICES TO OSY

Concern	Data Source	Need Indicator	Possible Solution	Resources/Experts
3.1) We are concerned that fewer high school migrant students are scoring proficient on the ELA state assessments compared to high school non-migrant students.	CSPR Data Part II 2015-16 MAAP - ELA	**Need Indicator** 22% of HS migrant students scored proficient in reading compared to 38% of non-migrant students. 60% of migrant high school students receive instructional services. **Need Statement** The percentage of migrant HS students scoring proficient needs to increase by 16%. The percentage of migrant high school students receiving instructional services needs to increase by 40%.	3.1a) Provide targeted intervention/remediation on deficit areas based on ISR (while reinforcing areas of strength). 3.1b) Provide content area teachers with training on best practices to support migrant/EL students (coordinate/collaborate). 3.1c) Provide access to reading/audio materials outside of school and in the home environment that focus on increasing and advancing. 3.1d) Provide specific classes (i.e., supplemental class) to migrant students using simplified language).	• MEP staff • "Real-time" PFS lists • Advocate/mentors • Motivational speakers • Tutors • Instructional coaches • In-school intervention opportunities
3.2) We are concerned that migrant high school students are not graduating or are not accruing credits in core content classes (or total # of credits) at the same rate as their non-migrant peers or are unaware of the graduation requirements.	CSPR Data Part II 2015-16 State Information System	**Need Indicator** 39% of migrant students attained high school credit. The percentage of migrant students graduating from high school is 52.9% compared to 83% for non-migrant. **Need Statement** The percentage of migrant students obtaining high school credit needs to increase. The percentage of migrant students graduating from high school needs to increase by ___%.	3.2a) Provide opportunities for credit accrual/credit recovery (e.g., PASS, Compass Learning, Plato). 3.2b) Host annual credit accrual activities (i.e., family nights/groups, one-one one). 3.2c) Provide students with a packet outlining information on graduation requirements (upon enrollment and in multiple languages; PA Diploma Project).	• MEP staff • Advocate/mentors • Motivational speakers • In-school intervention opportunities (i.e., Get2College) • HEP/graduation coaches • School counselors • College visits • College readiness programs • GED or credit recovery programs

3.3) We are concerned that parents of migrant students are not familiar with high school graduation requirements and/or do not know how to motivate their children to break the cycle of "dropping out."	Parent Needs Survey	**Need Indicator** 14% of parents indicated they are concerned about dropout prevention and need help increasing their motivation in school. **Need Statement** The percentage of parents indicating they are concerned about dropout prevention and needing help increasing their motivation in school needs to decrease.	3.3a) Conduct bi-annual reviews of accrual of high school credits toward graduation and provide a report to parents. 3.3b) Provide sessions/information at parent meetings to share information about high school graduation requirements (e.g., former migrant worker). 3.3c) Schedule/meet with counselors to discuss graduation requirements (in their native language).	• MEP staff • Advocate/mentors • School counselors • Motivational speakers
3.4) We are concerned that OSY are not receiving continuous support services because of the unavailability of services, as well as OSY's schedules.	Expert committee opinion	**Need Indicator** Experts on the NAC expressed a need for *sustained* MEP instructional services to OSY. **Need Statement** The percentage of OSY receiving sustained instructional services needs to increase.	3.4a) Provide instructional and support services to OSY (e.g., GOSOSY). 3.4b) Provide information and enrollment assistance for GED programs and exams. 3.4c) Provide additional staffing to address OSY needs.	• MEP staff • Advocate/mentors • GED or credit recovery programs • OSY summer program • College staff/retired teachers

Appendix C – Needs Assessment Survey Instruments

MISSISSIPPI MIGRANT EDUCATION PROGRAM STAFF NEEDS ASSESSMENT SURVEY

The Mississippi Migrant Education Program (MEP) is conducting a study to help identify the greatest needs of migrant students that result from frequent moves and interrupted education.

Check all that apply

School_____   □ Migrant, ESL, Title I Teacher   □ Classroom Teacher   □ Principal/Administrator/Coordinator

Grade_____   □ Paraprofessional/tutor   □ MEP Non-instructional Staff   □ Other_____

> *"I know enough about the Migrant Education Program to answer these questions with confidence."*
>
> □ 4= Totally true   □ 3= Mostly true   □ 2= Hardly true   □ 1= Untrue

Directions: Please check ☑ the areas that you have found through observation or reviewing data that are needed MOST to help **migrant children** succeed in school.

What Supplementary INSTRUCTIONAL SERVICES are needed most? *(Check all that apply)*

Reading/Language Arts	Pre-kindergarten programs	Extended-day tutoring
Mathematics	Out-of-school youth (OSY) services	In-school tutoring
Other content: _____	High school credit accrual	Migrant summer school

What Supplementary SUPPORT SERVICES are needed most? *(Check all that apply)*

Books/materials/supplies	Health services-medical/dental	Nutrition/meals
Clothing referrals	Counseling for H.S. students	Locating community resources
Transportation	Post H.S./Career counseling	Out-of-school youth services

What topics would you recommend for PROFESSIONAL DEVELOPMENT to increase educators' capacity to meet the needs of migrant students? *(Check all that apply)*

Program planning	Identification & recruitment	Involving migrant parents
Program evaluation	Health/medical/dental issues	ESL/diverse learner strategies
Student assessment	Reading/literacy strategies	Other_____
Curriculum & instruction	Mathematics strategies	Other_____

What topics would you recommend for MIGRANT PARENTS to help support their children's education/achievement? *(Check all that apply)*

Postsecondary, career, workforce readiness	Increasing family literacy	Keeping your child safe
Helping with homework	Community resources	Other_____

5. What other ideas do you have to IMPROVE SERVICES to migrant students in Mississippi?

PARENT NEEDS ASSESSMENT SURVEY
for the Mississippi Migrant Education Program

The Mississippi Migrant Education Program (MEP) is conducting a study of the needs of migrant families. Please check the **3 most important** needs in each category.

Grade(s) of children in my home (check all that apply): ☐Preschool ☐ K-3 ☐ 4-5 ☐ 6-8 ☐9-12

Questions for Parents with children ages 3-22

Instruction: What instruction does your child/children need most? (Number 1 is the most important, 2 next, and 3 next).

___ Reading instruction	___ Instruction to increase motivation in school
___ Writing instruction	___ English language instruction
___ Math instruction	___ Science instruction
___ Study skills instruction	___ Life skills instruction
___ Other instruction?_____	

What types of services would most help your child/children? (Number 1 is the most important, 2 next, and 3 next).

___ Summer migrant school	___ School day tutoring
___ Tutors visiting your home	___ Before or after school tutoring
___ State test preparation	___ Transitioning to a new school/grade level
___ Other services?_____	

Support Services: What support services do your children need? (Number 1 is the most important, 2 next, and 3 next).

___ School supplies	___ Nutrition/meals
___ Translation and interpretation	___ Transportation
___ Support for extracurricular activities	___ Clothing
___ Medical, dental, vision, or other health care	___ Finding school and community resources
___ Other support services?_____	

Parent involvement: What would help you support your child's success in school? (Number 1 is the most important, 2 next, and 3 next).

___ Educational materials at home	___ Family literacy instruction
___ Meetings with teachers or tutors	___ Migrant Parent Advisory Council meetings
___ Parent activities (such as math or reading nights, etc.)	___ Helping my child with reading, math, and writing
___ Parenting education programs	___ Helping my child with homework
___ Information about children's health issues	___ Other:

Question for Parents with children ages 3-6
5. Do you have a need for any of the following (please mark all that apply)?

___ Finding/enrolling in preschool programs	___ Preparing your preschooler for kindergarten
___ Other:	

Question for Parents with children ages 14-22
6. Do you have a need for any of the following (mark all that apply)?

___ Helping your child with classwork	___ Information on options after high school
___ High school credits	___ Dropout prevention
___ GED preparation	___ Adult education programs
___ Promoting high school graduation	___ Other:

What is your biggest concern for the education of your child(ren)?

ENCUESTA PARA PADRES
del Programa de Educación Migrante del Estado de Mississippi

El Programa de Educación Migrante (MEP) del Estado de Mississippi está llevando a cabo un estudio de las necesidades de las familias migrantes. Favor de marcar las **tres respuestas más importantes para usted** de cada categoría.

Grado(s) de los niños en mi hogar (marque los que apliquen): ❏ Pre-escolar ❏ K-3 ❏ 4-5 ❏ 6-8   ❏ 9-12

Preguntas para padres de niños de edades 3-22

Instrucción: ¿Qué instrucción necesitan sus hijos? (marque las 3 respuestas más importantes (el número 1 es lo más importante, 2 lo segundo en importancia, 3 lo tercero)

_____ Instrucción en lectura	_____ Instrucción para motivación en la escuela
_____ Instrucción en escritura	_____ Instrucción en el aprendizaje de inglés
_____ Instrucción en matemáticas	_____ Instrucción en ciencia
_____ Instrucción en habilidades de estudio	_____ Instrucción en habilidades para la vida
_____ Otro(s):	

¿Qué **tipos de servicios** ayudarán más a sus hijo(s) (marque las 3 respuestas más importantes - el número 1 es lo más importante, 2 lo segundo en importancia, 3 lo tercero)

_____ Escuela migrante durante el verano	_____ Tutoría durante el día escolar
_____ Tutores visitando su casa	_____ Tutoría antes o después de clases
_____ Ayudar a sus hijos a preparar para el examen estatal	_____ La transición a una nueva escuela/grado
_____ Otro(s):	

Servicios de Apoyo: ¿Qué apoyo necesitan sus hijos? (marque las 3 respuestas más importantes - el número 1 es lo más importante, 2 lo segundo en importancia, 3 lo tercero)

_____ Útiles escolares	_____ Nutrición/alimentos
_____ Traducción e interpretación	_____ Transportación
_____ Apoyo a las actividades extracurriculares	_____ Ropa
_____ Cuidado de la salud o dental	_____ Encontrar recursos de la escuela y de la comunidad
_____ Otro(s):	

Participación de los padres: ¿Qué le ayudaría a apoyar la educación de su hijo? (marque las 3 respuestas más importantes - el número 1 es lo más importante, 2 lo segundo en importancia, 3 lo tercero)

_____ Materiales educativos en el hogar	_____ Alfabetización familiar
_____ Reuniones con los profesores o tutores	_____ Reuniones del Consejo Asesor de Padres Migrantes
_____ Actividades para padres (por ejemplo, noches de actividades de lectura, etc.)	_____ Ayudar a mi hijo con la lectura, matemáticas y escritura
_____ Programas educacionales sobre la crianza	_____ Ayudar a mi hijo con la tarea
_____ Información sobre temas de salud de los niños	_____ Otro(s):

Pregunta para padres de niños de edades 3-6

5. ¿Tiene usted la necesidad por los siguiente? (Marque los que apliquen)

_____ Encontrar/matricular en programas preescolares	_____ Preparar a los niños pequeños para el kinder
_____ Otro(s):	

Pregunta para padres de niños de edades 14-22
6. ¿Tiene usted la necesidad por los siguiente? (marque los que apliquen)

_____ Ayudar a su hijo/a con su tarea	_____ Oportunidades después de graduarse de preparatoria
_____ Créditos de preparatoria	_____ Prevención de la deserción escolar
_____ Preparación para el examen "GED"	_____ Programas de educación para adultos
_____ Promover la graduación de la preparatoria	_____ Otro(s):

¿Cuál es su mayor preocupación por la educación de su hijo (s)?

MISSISSIPPI MIGRANT EDUCATION PROGRAM SECONDARY STUDENT/OUT-OF-SCHOOL YOUTH NEEDS ASSESSMENT SURVEY

Check one box: ☐ I am a high school student enrolled in school
☐ I am a high school-age student not enrolled in high school

Check all that apply: I would like help with…			
☐	improving my academic skills	☐	improving my English language skills
☐	enrolling in career/technical education programs	☐	learning about social health issues like STDs, drugs, pregnancy
☐	taking a course to make up for credits I am missing	☐	learning about career options
☐	preparing for State/course assessments	☐	receiving support services (such as free books, free dental care, free eye exam, transportation,
☐	learning about preparing for college	☐	learning about paying for college

Check the best answer to the following:			
My Learning Experience	**Not at all**	**Somewhat**	**A lot**
I need more help to progress in my studies.			
I need more help with learning English to do well in school.			
I need more instruction in basic financial tasks like keeping track of a budget or paying bills.			
I need more help to earn the high school credits I need to graduate.			
I need more information about my options after graduation (such as a career or college).			

What other ways could the Migrant Education Program help you?

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....

....

....

PROGRAMA DE EDUCACIÓN MIGRANTE DEL ESTADO DE MISSISSIPPI
ENCUESTA PARA ESTUDIANTES

Marque uno: □ Soy un estudiante matriculado(a) en "high school"
                □ Soy un jóven de la edad para asistir en una escuela "high school" pero
     no estoy matriculado(a) en una "high school"

Marca todos los que aplican: Me gustaría ayuda con…			
□	mejorar mis habilidades escolares	□	mejorar mi inglés
□	inscribirme en programas de carrera o educación técnica	□	aprender sobre temas de salud como enfermedades de transmisión sexual, drogas, y embarazo
□	tomar un curso que me falta	□	aprender sobre mis opciones de carrera
□	preparación con mis exámenes estatales/fin de curso	□	recibir servicios de apoyo como libros gratuitos y servicios dentales/visión gratuitos
□	preparación para la universidad	□	preparación en financiar en los estudios universitarios

Marca la mejor respuesta a lo siguiente:			
Mi Experiencia Escolar	No de Nada	Algo	Mucho
Necesito más ayuda para progresar con mis estudios			
Necesito más ayuda con el inglés para avanzar en mis estudios			
Necesito más instrucción en tareas básicas financieras como mantener un presupuesto o pagar las cuentas			
Necesito ayuda para obtener los créditos de high school que necesito para graduar			
Necesito más información sobre las opciones que tendré al graduarme (como carrera o universidad)			

¿Cómo más te puede ayudar el Programa de Educación Migrante?

....

....

....

Appendix D – Mississippi CNA Data Tables

Comprehensive Needs Assessment Data Tables – Mississippi MEP

Data Source: CSPR 2015-16

Demographics

Total Count		PFS		LEP	
Grade	Total Identified	Number	%	Number	%
Age 3-5	30	0	0%	0	0%
K	20	0	0%	9	10%
1	22	1	5%	8	36%
2	12	0	0%	9	75%
3	11	0	0%	7	64%
4	15	2	13%	9	60%
5	8	0	0%	3	38%
6	17	1	6%	10	59%
7	11	0	0%	3	27%
8	7	0	0%	0	0%
9	5	0	0%	2	40%
10	5	0	0%	3	60%
11	5	0	0%	2	40%
12	4	0	0%	4	100%
Ungraded	2	0	0%	2	100%
Out-of-school	277	0	0%	4	1%
Total Count	451	5	1%	75	17%

Qualifying Arrival Date During the Performance Period			
Grade	Total Identified	Number	Percent
Age 3-5	30	8	8%
K	20	4	6%
1	22	5	6%
2	12	4	6%
3	11	1	6%
4	15	5	6%
5	8	2	6%
6	17	4	6%
7	11	4	5%
8	7	3	4%
9	5	3	5%
10	5	1	4%
11	5	2	4%
12	4	1	2%
Ungraded	2	0	0%
Out-of-school	277	185	25%
Total	451	234	52%

All Services

Total Identified		Served During Program Year	
Grade	Number	Number	Percentage
Age Birth through 2	9	9	100%
Age 3-5	30	25	83%
K	20	19	95%
1	22	19	84%
2	12	11	92%
3	11	11	100%
4	15	14	93%
5	8	7	88%
6	17	16	94%
7	11	11	100%
8	7	7	100%
9	5	5	100%
10	5	5	100%
11	5	5	100%
12	4	3	75%
Ungraded	2	1	50%
Out-of-school	277	248	90%
Total	**460**	**416**	**90%**

Services Provided During the Performance Period

Served During the Performance Period		PFS Served		Receiving Instructional Service		Receiving Support Services		Receiving Counseling Services	
Grade	Number	Number	%	Number	%	Number	%	Number	%
Age Birth-2	9	-	-	0	0%	9	100%		
Age 3-5	30	0	0%	6	20%	25	83%		
K	20	1	5%	13	65%	19	95%		
1	22	1	5%	3	14%	19	86%		
2	12	0	0%	5	42%	11	92%		
3	11	0	0%	4	36%	11	100%		
4	15	2	13%	8	53%	14	93%		
5	8	0	0%	5	63%	7	88%		
6	17	1	6%	7	41%	16	94%		
7	11	0	0%	4	36%	11	100%		
8	7	0	0%	1	14%	7	100%		
9	5	0	0%	3	60%	5	100%		
10	5	0	0%	4	80%	5	100%		
11	5	0	0%	3	60%	5	100%		
12	4	0	0%	2	50%	3	75%		
Ungraded	2	0	0%	0	0%	1	50%		
Out-of-school	277	0	0%	16	6%	248	90%		
Total	**460**	**5**	**1%**	**84**	**18%**	**416**	**90%**		

Instructional Services Provided During the Performance Period

Receiving Instructional Service During the Performance Period		Reading Instruction		Mathematics Instruction		H.S. Credit Accrual	
Grade	Number	Number	%	Number	%		
Age Birth-2	0	0	0%	0	0%		
Age 3-5	6	5	83%	5	83%		
K	13	11	85%	11	85%		
1	3	2	67%	2	67%		
2	5	5	100%	5	100%		
3	4	4	100%	4	100%		
4	8	7	88%	7	88%		
5	5	5	100%	5	100%		
6	7	7	100%	7	100%		
7	4	4	100%	4	100%		
8	1	1	100%	1	100%		
9	3	1	33%	1	33%	2	67%
10	4	0	0%	0	0%	4	100%
11	3	0	0%	0	0%	3	100%
12	2	0	0%	0	0%	2	100%
Ungraded	0	0	0%	0	0%	0	0%
Out-of-school	16	0	0%	0	0%	0	0%
Total	**84**	**52**	**62%**	**52**	**62%**	**11**	**39%**

Proficiency Rates by Grade
Source CSPR Part I 2015-16

Mathematics					
	Non-Migrant Students			**Migrant Students**		
Grade	**# Assessed**	**# Proficient**	**% Proficient**	**# Assessed**	**# Proficient**	**% Proficient**
3	41,059	13,405	33%	15	4	27%
4	36,485	11,755	32%	13	2	15%
5	36,403	10,892	30%	11	2	18%
6	36,413	11,778	32%	21	3	14%
7	35,707	12,089	34%	11	4	36%
8	35,749	10,995	31%	15	4	27%
H.S.	39,714	9,890	25%	19	5	26%
Total	**261,530**	**80,804**	**31%**	**105**	**24**	**23%**

Mathematics								
	Hispanic or Latino			**LEP**			**Economically disadvantaged**		
Grade	**# Assessed**	**# Proficient**	**% Proficient**	**# Assessed**	**# Proficient**	**% Proficient**	**# Assessed**	**# Proficient**	**% Proficient**
3	1,673	568	34%	1,375	445	32%	29,796	7,404	25%
4	1,348	454	34%	1,071	308	29%	25,487	6,007	24%
5	1,318	393	30%	914	197	22%	25,245	5,331	21%
6	1,283	412	32%	807	150	19%	24,722	5,693	23%
7	1,252	453	36%	654	133	20%	24,004	5,542	23%
8	1,110	361	33%	574	87	15%	23,808	4,856	20%
H.S.	1,131	350	31%	588	101	17%	27,469	4,566	17%
Total	9,115	2,991	33%	5,893	1,421	24%	180,531	39,399	22%

Math Proficiency Rates
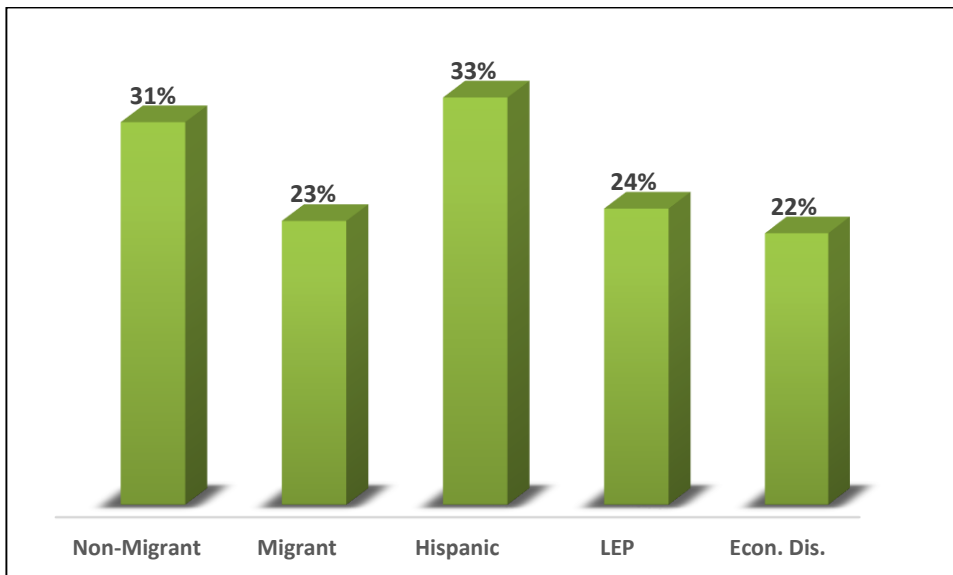
Non-Migrant	Migrant	Hispanic	LEP	Econ. Dis.
31%	23%	33%	24%	22%

Reading/Language Arts						
	Non-Migrant Students			**Migrant Students**		
Grade	**# Assessed**	**# Proficient**	**% Proficient**	**# Assessed**	**# Proficient**	**% Proficient**
3	41,033	13,142	32%	15	2	13%
4	36,482	11,900	33%	13	2	15%
5	36,387	12,446	34%	11	1	9%
6	36,407	10,617	29%	21	1	5%
7	35,726	10,417	29%	11	3	27%
8	35,748	11,925	33%	15	3	20%
H.S.	41,321	15,726	38%	23	5	22%
Total	263,103	86,173	33%	109	17	16%

Reading/Language Arts									
	Hispanic or Latino			**LEP**			**Economically disadvantaged**		
Grade	**# Assessed**	**# Proficient**	**% Proficient**	**# Assessed**	**# Proficient**	**% Proficient**	**# Assessed**	**# Proficient**	**% Proficient**
3	1,669	412	25%	1,371	278	20%	29,769	6,916	23%
4	1,351	377	28%	1,071	211	20%	25,489	6,106	24%
5	1,323	394	30%	916	184	20%	25,233	6,452	26%
6	1,280	319	25%	805	74	9%	24,715	4,946	20%
7	1,257	337	27%	656	51	8%	24,019	4,826	20%
8	1,105	349	32%	570	56	10%	23,807	5,617	24%
H.S.	1,012	376	37%	528	63	12%	27,247	7,126	26%
Total	8,997	2,564	28%	5,917	917	15%	180,279	41,989	23%

Reading Proficiency Rates
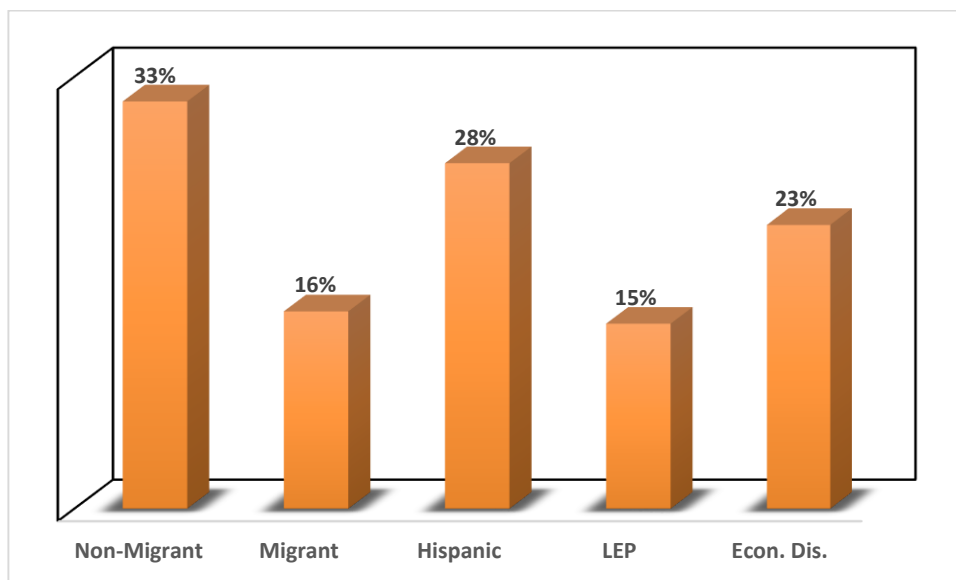
Appendix E – CNA Meeting Agendas and Meeting Summaries

AGENDA

9:00 – 9:15	Welcome, introductions, meeting objectives, materials/agenda review
9:15 – 9:30	The planning cycle: Comprehensive Needs Assessment (CNA), Service Delivery Plan (SDP), NAC roles and responsibilities, project implementation, program evaluation, monitoring, sub-allocation. Where does it all fit?
9:30 – 10:00	Small group activity #1: Select goal area groups and complete Fortune Telling Activity
10:00 – 10:15	Break
10:00 – 11:00	Small group activity #2: Review existing data including MEP student profile, demographics, survey data, and assessment results. Complete "Take-Away" activity
11:00 – 12:00	Small group activity #3: Review the 7 Areas of Concern and develop concern statements. Debrief
12:00 – 1:30	Lunch on your own
1:30 – 2:00	Small group activity #4: Walkabout to review other groups' concern statements, make suggestions, and debrief
2:00 – 2:15	Small group activity #5: Prioritize Concern Statements
2:15 – 2:30	Break
2:30 – 2:45	Small group activity #6: Identify additional data needed
2:45 – 3:45	Small group activity #7: Identify need indicators and data suggestions/sources for concern statements; debrief
3:45 – 4:00	Review of the day, follow-up, next steps, and timelines

Meeting Objectives ━━━━━━━━━━━━━━━━━━━━━━━━━━━━━━━━━

1. <u>Understand</u> the CNA planning cycle and roles/responsibilities of the Committee
2. <u>Review</u> summaries of existing and new data on the needs of migrant students, and <u>decide</u> on additional data needed
3. <u>Develop</u> preliminary concern statements
4. <u>Develop</u> need indicators and need statements

Meeting Deliverables ━━━━━━━━━━━━━━━━━━━━━━━━━━━━━━━

☐ List of concern statements

☐ List of additional data elements needed for MEP student profile

☐ List of potential sources of data for MEP students

☐ List of need indicators

☐ Need statements

Mississippi Migrant Education Program
Needs Assessment Committee (NAC) Meeting #1
Jackson, MS – Tuesday, February 13, 2018

Meeting Participants

Carmen Anderico (MMESC); Michele Cheney (ESCORT); Gabby Davis (MMESC); Monique Henderson (MDE); Starsha Jamesen (MMESC); Danna Johnson (Catholic Charities, Inc.); Kevin Johnson (MMESC); Wilson Kendrick (MMESC); Gwen King (MDE); Moninka Lorinczova (MMESC); Inez Melendez (MMESC); Doris Peacock (MMESC); Sharon Prestridge (MDA/OSA); Maria Rios (MMESC); Wendy Vasquez (Leflore County District); Andrea Vázquez (META); and Maggie Villarreal (MMESC)

Meeting Objectives

1. <u>Understand</u> the CNA planning cycle and roles/responsibilities of the Committee
2. <u>Review</u> summaries of existing and new data on the needs of migrant students, and <u>decide</u> on additional data needed
3. <u>Develop</u> preliminary concern statements
4. <u>Develop</u> need indicators and need statements

Discussion and Activities

Gwen welcomed the group and thanked them for their participation. Andrea then introduced herself and asked participants to introduce themselves. She presented the meeting objectives, gave an overview of the packet materials, and reviewed the agenda.

The group continued with a needs assessment activity on targeting needs during which participants made decisions about a metaphor of three flowers: Plant A that is healthy, Plant B that is starting to wilt, and Plant C that is seriously wilted. The group reported out on its decisions and explained their rationale. The first group reported that they would give 20% of the water supply to Plant A because it needs maintenance. Plant B would receive 30% and Plant C would receive 50% because it needs the most attention. The second group allotted Plant A with 15% of the water to maintain; Plant B would receive 35% of the water which should be enough to "bring it up"; and Plant C would receive 50% of the water because the plant needs the most work. This group indicated that eventually, after the plants received their allotted amounts of water and were all healthy, they would then all be able to receive the same amount of water. The last group indicated that they wanted to know more about the situation. In other words, what kind of plants? Did they receive anything other than water? What about exposure to sunlight? They then reported that Plant A would receive 20% of the water, Plant B would receive 50% of the water because more good can be done and Plant C would receive only 30% of the water because they are "so far gone."

<u>The planning cycle</u>: The last CNA update was completed in 2013 using data from the 2011-12 school year. The next topic discussed was the Continuous Improvement Cycle (CIC) planning cycle from the OME Toolkit and then the expanded version from META that includes the Comprehensive Needs

Assessment (CNA) and the Service Delivery Plan (SDP), project implementation, program evaluation, monitoring, and sub-allocation to ESCs and local MEPs.

The NAC roles and responsibilities were covered. They include:
- reviewing existing implementation, student achievement, and outcome data on migrant students in Mississippi;
- based on the data, update concerns and possible solutions that will be used to inform the Service Delivery Plan (SDP);
- review the data to determine the elements to include on the final version of the migrant student profile; and
- make recommendations to the State on needs and services to be included in the CNA report

The Comprehensive Needs Assessment is the first step in planning MEPs to be able to identify the priority needs to be met by the state. A "cupcake" funding model was presented whereby most of the funding is on the bottom (the cake part) that comes from general revenue. The next layer—the frosting- is special programs such as Title I, Part A, and the next layer (the sprinkles) include other Federal programs such as Title III. The final part of the cupcake, the cherry on top, is Title I-C MEP funds. These funds are used only after all other resources have been exhausted.

The CNA informs and guides all aspects of MEP planning because migrant students need to meet State performance targets. OME's 3-Phase Model of CNA was introduced; this meeting (NAC#1) is in the first phase, which is to explore "what is".

Small group activity #1: Andrea requested that participants choose a focus area group; thus, the CNA committee is divided as follows:

Math/Reading	School Readiness	HS Grad./Svcs. to OSY
Carmen Anderico	Maria Rios	Inez Melendez
Monika Lorinczova	Wendy Vasquez	Maggie Villarreal
Wilson Kendrick	Doris Peacock	Gabby Davis
Kevin Johnson	Starsha Jamesen	Sharon Prestridge
Monique Henderson	Michele Cheney	Danna Johnson

Small group activity #1: CNA Fortune Telling was introduced by Andrea. The groups worked at their tables to identify concern statements facing migrant students in Mississippi. The groups posted their Fortune Telling sheet on chart paper to be visited later. The concerns predicted follow. *We are concerned that . . .*

Reading/Math
- …migrant children are not reading on grade level.
- …migrant students do not have basic English and math skills.
- …migrant students struggle with instructional English in the classroom.
- …migrant students lack basic math skills.
- …migrant students do not understand the instructions.

School Readiness
- …migrant parents do not know how to help their children get ready for kindergarten (lack of skills, knowledge, limited formal education and/or language barriers).

- …migrant students have limited access to other PK programs (i.e., no Head Start in areas where kids live or long waiting lists).
- …some migrant parents are reluctant to put kids in PK school settings (cultural difference in beliefs about when kids should go to school – "too young – and fear of being separated from child due to current political climate.

High School Graduation
- …peer age/peer grade placement in schools.
- …students enroll in high school at late age but still must meet graduation requirements.
- …about OSY; availability for educational services.
- …about parent rights.

Andrea then introduced **Small Group Activity #2** to review student data and assessment results. The participants reviewed existing data including MEP demographics, needs assessment survey data, and assessment results. The groups examined the results through the lens of their focus area (Reading/Math, School Readiness, and High School Graduation/Services to OSY) for trends, inconsistencies, data of notable significance, etc.

Take-aways from Small Group Activity #2:

Reading/Math
- Overall, the reading proficiency rate for migrant students is 16% compared to 33% for non-migrant students.
- Grade level affects the proficiency levels, especially between 6th-8th grades. In 3rd grade, there is quite a high proficiency and then it drops (probably linked to students taking 3rd grade gate test – MKAS 2) if they don't pass and are not promoted to the 4th grade). Also, reading is more academic from 4th grade up (this is harder for LEPs).
- Parents recognize the needs for their children are mostly in the areas of math and reading.
- Parental request for tutoring in reading and math were the highest number of requests.

School Readiness
- 0% LEP PK students does not seem accurate. We are concerned that migrant pre-k students are not identified as LEP students.
- 60% of staff members reported that PK programs are needed the most. This was reported as the second most important instructional service needed.
- 50% of parents reported preparing children for kindergarten is an important need.

High School Graduation/Services to OSY
- There is a disconnect between percentage of parents indicating they need assistance locating community resources (9%) and the percentage of staff indicating parents needing help locating community resources (60%).
- 50% of migrant parents indicate that they need information on options after high school.

Small group activity #3 – Concern Statements
There was a review of the 7 Areas of Concern which are areas that migrant students show substantial needs resulting from their mobile lifestyle and lack of continuity in their instruction. These areas of concern provide a framework for organization of the concerns and are outlined in the CNA Toolkit as follows:

- Educational Continuity
- Time for Instruction
- School Engagement
- English Language Development
- Educational Support in the Home
- Health
- Access to Services

The participants worked in their focus areas to draft concern statements. These are reflected on the "Mississippi MEP Comprehensive Needs Assessment Planning Chart" which will be disseminated to the NAC members at the May 16th meeting.

During **Small Group Activity #4** (Walkabout), participants reviewed the other groups' concern statements and made changes and/or revisions. They then participated in a whole group discussion about the concern statements and made further revisions.

Andrea then introduced **Small Group Activity #5** (prioritizing concern statements). Each participant was asked to indicate (with sticky dots) their two top concerns for each goal area. The dots were tallied and the concerns were prioritized using the total dots. The CNA Planning Chart lists the revised concern statements in rank order.

Small group activity #6 was introduced and the groups worked in their goal areas to review the 2015-16 Mississippi MEP Student Profile and share their thoughts and identify any additional data needed. A summary is provided below:
- Some data is misleading. For example, the number of ELs is only 17%; however, the OSY are not tested/labeled as EL so this data should be disaggregated further.
- The same issue applies for PFS as the data does not include students ages 0-5 not in kindergarten and OSY.
- The school readiness group asked about kindergarten entrance exam information. Can the state gather kindergarten readiness scores from entrance exams for identified migrant students which could be used to indicate what percentage of migrant students come ready for kindergarten? There was a discussion about if/how that's possible. The schools administer a kindergarten assessment at the beginning and end of year to show individual student growth. There are levels of "readiness" indicated on the initial assessment. Gwen will work with Sharon and the assessment department to try to gather the data.
- Gabby provided Andrea with a revised Student Profile that includes the 2016-17 data.

Small group activity #7 (Need Indicators and Data Suggestions/Sources) was introduced and participants discussed need indicators and the importance of crafting a strong need statement. The need indicators must be linked to a specific concern statement, identify the gap between what is and what should be, define a specific group or need, and indicate the type of data for each concern. Participants worked in their focus area groups to identify need indicators and data sources for each concern statement. These can be found on the "Mississippi MEP Comprehensive Needs Assessment Planning Chart."

Andrea then reviewed the day's accomplishments and shared the next steps in the CNA process which include the following:
- Ensure that any missing data is ready for the next meeting

- Conduct <u>CNA Meeting #2</u> *(05/16/18)* to finalize concern statements and need statements, identify and prioritize possible solutions, and finalize the Mississippi MEP profile
- Draft the CNA report *(06/01/18)*
- Incorporate NAC feedback/finalize the report *(06/15/18)*

Meeting Outcomes

☐ List of concern statements

☐ List of additional data elements needed for MEP student profile

☐ List of potential sources of data for MEP students

☐ List of need indicators

☐ Need statements

AGENDA

Mississippi Department of Education
Migrant Education Program
Comprehensive Needs Assessment Meeting #2
Wednesday, May 16, 2018

9:00 – 9:15	Welcome, introductions, meeting objectives, materials/agenda review
9:15 – 9:30	Quiz - The Planning Cycle: A Review: Comprehensive Needs Assessment (CNA), Service Delivery Plan (SDP), program implementation, program evaluation. Where are we in the process?
9:30 – 10:30	Small group activity #1(Goal Area Groups): Review and revise the Concern Statements, Data Sources, Need Indicators, and Need Statements
10:30 – 10:45	Break
10:45 – 11:30	Small group activity #2 (Goal Area Groups): Identify and develop possible solutions to the Concerns and Need Statements
11:30 – 12:00	Finalize the information from discussion and enter recommendations for your goal area on the wall chart
12:00 – 1:30	Lunch on your own
1:30 – 2:00	Small group activity #3 (Gallery Walk): Review and suggest additional solutions to the other Goal Area Groups
2:00 – 2:30	Small group activity #4 (Goal Area Groups): Prioritize solutions
2:30 – 3:00	Small group activity #5 (Goal Area Groups): Identify resources and experts/staff by listing information, materials, and personnel needed to address the concerns.
3:00 – 3:10	Break
3:10 – 3:30	Small group activity #6 (Gallery Walk): Review and suggest additional resources and experts/staff to the other Goal Area Groups
3:30 – 3:50	Small group activity #7 (Small Groups): "Save the Last Word" Identify loose ends and ways to communicate the CNA to the field.
3:50 – 4:00	Wrap-up, review of the meeting objectives, Q&A, next steps

Meeting Objectives

1) <u>Finalize</u> concerns, data sources, need indicators, need statements
2) <u>Develop</u> solutions for the concern statements
3) <u>Rank</u> solutions for focus during service delivery planning
4) <u>Identify</u> possible resources and experts/staff to meet migrant student needs
5) <u>Review</u> next steps for completion of the CNA and service delivery planning

Meeting Deliverables

☐ List of ranked concern statements
☐ List of data sources, need indicators, and need statements
☐ List of possible solutions
☐ List of experts
☐ List of resources

MEETING NOTES ▬▬

Mississippi Migrant Education Program
Comprehensive Needs Assessment Meeting #2
Mississippi Department of Education, Jackson, MS
May 16, 2018

Meeting Participants

Carmen Anderico (MMESC); Michele Cheney (ESCORT); Gabby Davis (MMESC); Sandra Elliott (MDE); Monique Henderson (MDE); Starsha Jamerson (MSMESC); Kevin Johnson (MSMESC); Wilson Kendrick (MSMESC); Gwen King (MDE); Monika Lorinczova (MSMESC); Inez Melendez (MSMESC); Doris Peacock (MSMESC); Sharon Prestridge (MDA/OSA); Andrea Vázquez (META); Maggie Villarreal (MSMESC)

Meeting Objectives

1) <u>Finalize</u> concerns, data sources, need indicators, need statements
3) <u>Develop</u> solutions for the concern statements
4) <u>Rank</u> solutions for focus during service delivery planning
5) <u>Identify</u> possible resources and experts/staff to meet migrant student needs
6) <u>Review</u> next steps for completion of the CNA and service delivery planning

Discussion and Activities

Andrea welcomed the participants to NAC meeting #2. She then reviewed the agenda, meeting objectives and materials. The meeting commenced with an opening activity quiz the review the Continuous Improvement Cycle, including Comprehensive Needs Assessment (CNA), Service Delivery Plan (SDP), project implementation, program evaluation, monitoring, and sub-allocation to local MEPs. Ten questions were asked and in each case, the group was provided multiple choice answers.

Andrea discussed the relationship between the CNA, SDP, SDP Implementation, and Program Evaluation. She also updated the group on where MS is in the process. In the first meeting (NAC #1), we explored "what is" and identified major concerns, measurable indicators, data sources, and preliminary priorities. In this meeting (NAC #2), we finalized and prioritized concern statements, made decisions to set priority needs, identified possible solutions, selected solutions, and proposed an action plan. As a next step, META will prepare the final CNA report.

During **Small Group Activity #1**, Andrea requested that participants work in their goal area groups to review and revise the concerns, data sources, need indicators, and need statements and to document the changes on the large posters. All of the changes are reflected in the revised CNA Planning Chart. The committee was divided as follows:

Math/Reading	**School Readiness**	**HS Grad./Svcs. to OSY**
Carmen Anderico	Doris Peacock	Inez Melendez
Monika Lorinczova	Starsha Jamesen	Maggie Villarreal
Wilson Kendrick	Michele Cheney	Gabby Davis
Kevin Johnson	Sandra Elliott	Sharon Prestridge
Monique Henderson		

During **Small Group Activity #2** (Identify Solutions), information was shared about identifying solutions to concern statements. Solution strategies in the CNA are the starting point for the strategies that will be included in the SDP. Participants were asked to consider a large range of solutions i.e., instructional services, support services, program/staff capacity building, State-level initiatives, project-level initiatives, etc. Participants were also asked to consider evidence-based strategies and proven practices. After viewing a few examples, participants worked in their goal area groups to identify solutions for their revised concern statements. The groups recorded their solutions on the large chart paper.

During **Small Group Activity #3** (Gallery Walk), each goal area group was able to comment on and provide additional information to one another's charts/goal areas. Each goal area chart was then reviewed and finalized by the entire NAC.

Andrea then introduced **Small Group Activity #4** (prioritizing solutions). Participants were asked to prioritize the solutions for each goal area. Each participant placed one colored sticky dot next to the solution they felt is most important for each concern statement. The NAC then reviewed the outcomes as a whole group. The results of this activity are found in the CNA Planning Chart.

Small Group Activity #5 (Identify Resources and Experts/Staff): After a discussion about how to garner support for the solutions, participants worked in their goal areas to identify resources and experts/staff to address the concerns and implement solutions. In the interest of time, the group recorded their resources and experts/staff on the handouts and submitted to Andrea instead of completing the gallery walk (**Small Group Activity #6**). The resources and experts/staff identified can be found on the revised CNA Planning Chart.

Small Group Activity #7 (Save the Last Word): Participants reflected on the process and discussed/documented on white index cards any loose ends, suggestions for the CNA report, or suggestions for future CNA/SDP meetings. Then, they identified and recorded on colored index cards three ways to communicate the CNA to the field. Participants' responses are as follows:

Loose ends, suggestions for the CNA report, suggestions for future CNA/SDP meetings	• We need more professional that have to do with the needs assessment included in these meetings • My concern is with OSY and resources to address their needs (with limited resources available) • It would be great to have MKAS^2 data available for a comparison of migrant and non-migrant kindergarten readiness • The solutions must be realistic in terms of availability of staff, funding, and expertise • Service Delivery Plan must also be realistic • The procedure for the CNA worked fine, in my opinion

	• This is my first year with the MEP and this meeting has and will help me understand how to apply needs assessment to our migrant program • Love the activities – they kept is moving, busy, and focused • I'm interested to see the MPOs • The examples/resources were excellent • The group work helped is to work it out as a group • The prioritizing with eh solutions was helpful • Great • Really want the resource sheet to reflect leveraging of MSU resources • I think we need to consider how to evaluate quality of resources/program,, etc. being provided • I like the process and the fact that we could all express our opinions • Advance notice of data/stats that will be needed for the process so that it will be available for meeting activity
Three ways to communicate the CNA to the field	• MDE website (7) • PAC meetings (4) • Emails to Federal Program Directors (3) • Webinar (2) • Bilingual Advisory Meetings in each district • Community-wide meetings/maybe piggy-back off district events • Simplified fact sheet • YouTube video done by MSU students • Radio announcement with web information • Posters w/information posted at frequented grocery stores • Text message with web links • Meetings • Through service centers • Mass media • Workshops with school counselors, principals, etc.

Andrea then reviewed the day's accomplishments and shared the next steps in the CNA process which include the following:

- Finalize the CNA Decisions and Planning Chart incorporating the work from the 2 NAC meetings
- Draft the CNA report *(by May 30, 2018)*
- Incorporate MDE and NAC feedback and finalize the report *(by June 15, 2018)*
- Begin the Service Delivery Planning (SDP) process *(Fall 2018)*

Meeting Outcomes

- ☐ List of ranked concern statements
- ☐ List of data sources, need indicators, and need statements
- ☐ List of possible solutions
- ☐ List of experts
- ☐ List of resources