Missouri Migrant Education Program

Comprehensive Needs Assessment

– and –

Service Delivery Plan

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June 13, 2013

Missouri DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION™

Abbreviations/Acronyms

ACCESS	Assessing Comprehension and Communication in English State-to-State
AYP	Adequate Yearly Progress
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
CSPR	Consolidated State Performance Report
CTE	Career and Technical Education
DESE	Department of Elementary and Secondary Education
DIBELS	Dynamic Indicators of Basic Early Literacy Skills
DOE	Department of Education
ECE	Early Childhood Education
EED	Missouri Department of Education & Early Development
EL	English learner
ELG	Early Learning Guideline
ELL/EL	English Language Learner or English Learner
ELP	English Language Proficiency
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
FERPA	Family Rights and Privacy Act
GED	General Educational Development
GPA	Grade Point Average
HS	High School
IDEA	Individuals with Disabilities Education Act
ID&R	Identification and Recruitment
IEP	Individual Education Plan
ILP	Individual Learning Plan
K-12	Kindergarten through Grade 12
LEA	Local Education Agency (also LOA for Local Operating Agency)
LEP	Limited English Proficiency
MAP	Missouri Assessment Program
MEP	Migrant Education Program
MOSIS	Missouri Student Information System
MPO	Measurable Program Outcomes
MSIX	Migrant Student Information Exchange
NAC	Needs Assessment Committee
NCLB	No Child Left Behind Act of 2001
OME	Office of Migrant Education (of the U.S. Department of Education)
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PFS	Priority for Services
PK	Pre-Kindergarten
QAD	Qualifying Arrival Date
RTI	Response to Intervention
SBA	Standards-Based Assessment
SDP	Service Delivery Plan
SEA	State Education Agency
WIC	Women, Infants, and Children
WIDA	World-Class Instructional Design & Assessment

Table of Contents

Introduction **1**
The CNA and SDP Update Process in Missouri 1
Data Collection Procedures 3
Organization of the CNA and SDP Report 3
The Comprehensive Needs Assessment **5**
Purpose of the CNA 5
The Migrant Education Program Seven Areas of Concern 5
Phase I: Exploring "What Is" 6
CNA Goal Areas and the Missouri Standards 7
Missouri Concern Statements 9
Phase II: Gathering and Analyzing Data 10
Missouri Migrant Student Profile 10
Perception Data 16
Phase III: Making Decisions 22
Goal Area 1: Communication Arts Achievement 23
Goal Area 2: Mathematics Achievement 23
Goal Area 3: School Readiness 24
Goal Area 4: High School Graduation 25
Service Delivery Plan **26**
The Service Delivery Planning Process 26
Priority for Services 27
Statewide Performance Targets/Goals 28
Measureable Program outcomes and Statewide Service Delivery Strategies 28
Evaluation Plan 30
Student Assessment and Progress Monitoring Plan 32
Missouri's MEP Data Collection and Reporting System 34
Conclusions, Summary, and Next Steps 35

Exhibits

Exhibit 1 Three-phase Model for CNA 2
Exhibit 2: Missouri Concern Statements 9
Exhibit 3: Category I Child Counts 11
Exhibit 4: Demographics 2010-11 11
Exhibit 5: Regular Term Services by Instructional Service Type 14
Exhibit 6: Summer Term Services Provided 14
Exhibit 7: Missouri MAP Proficiency Rates by Grade 2010-11 15
Exhibit 8: Migrant and Non-migrant English Proficiency on the ACCESS 2012 16
Exhibit 9: Instructional Services 17
Exhibit 10: Support Services 17
Exhibit 11: Parent Involvement 18
Exhibit 12: Professional development 18
Exhibit 13: Parent Needs Assessment Survey Results—Grade Levels 20
Exhibit 14: Parent Survey—Instructional Services Most Needed 20
Exhibit 15: Parent Survey—Support Services Most Needed 21
Exhibit 16: Parent Services Needed to Support Parent Involvement 21
Exhibit 17: Parent Survey: Suggestions for Improvement 22
Exhibit 18: Communication Arts Strategies and MPOs 28
Exhibit 19: Mathematics Strategies and MPOs 29
Exhibit 20: School Readiness Strategies and MPOs 30
Exhibit 21: High School Graduation Strategies and MPOs 30
Exhibit 22: Evaluation Plan for Communication Arts MPOs 32
Exhibit 23: Evaluation Plan for Mathematics MPOs 32
Exhibit 24: Evaluation Plan for School Readiness MPOs 33
Exhibit 25: Evaluation Plan for High School Graduation MPOs 33

Appendices

CNA Meeting Agendas and Notes ..... Appendix A
Needs Assessment Survey Instruments ..... Appendix B
Complete Concerns, Solutions, and Priority Rankings ..... Appendix C
Strategies and MPOs Planning Chart ..... Appendix D

Introduction

The CNA and SDP Update Process in Missouri

The primary purpose of the Missouri Migrant Education Program (MEP) is to assist migrant children and youth to 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. Furthermore, the Missouri MEP must give priority for services to migrant children and youth who are failing, or most at risk of failing to meet the state's content and performance standards, and whose education has been interrupted during the regular school year.

While there is considerable flexibility in using MEP funds, they must be used to address the unmet needs of migrant children that result from migrant children's lifestyle to permit them to participate effectively in school.

The children of migrant, mobile agricultural workers and fishers often have needs that are different from those of the general school population, including English learners (EL) due to high poverty, high mobility, and interrupted schooling. This fact makes it necessary to understand the needs of the migrant population as distinct and design services (through the service delivery planning process) that meet those unique needs.

In order to better understand and articulate the specific services that the Missouri MEP should target to migrant children and youth and their families, an update to the state's Comprehensive Needs Assessment (CNA) was completed as part of a thorough review of the entire statewide MEP. Through the required CNA, a systematic review was conducted to improve the overall design of the Missouri MEP to address the unique needs of its migrant students.

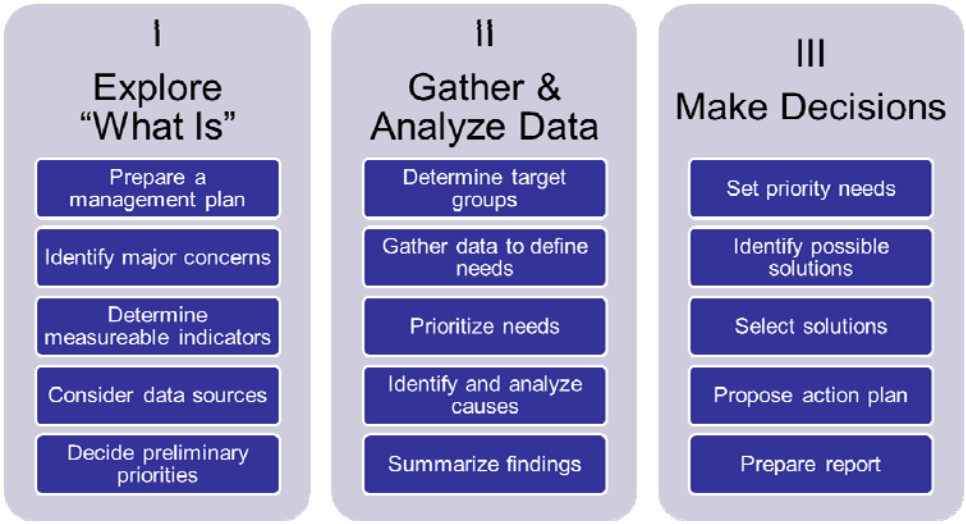
Specifically, the CNA aims to:

- 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 SEAs prioritize needs of migrant children; and
- Provide the basis for the SEA to subgrant MEP funds.

The Missouri CNA will guide future programming and policy decisions to ensure that the Program's resources are directed at the most needed and most effective services for migrant children and youth and their families.

The CNA process used in Missouri followed the three-phase implementation model (see Exhibit 1) suggested by the Office of Migrant Education (OME). The model, along with the suggested implementation guide framework, was modified to fit the specific student needs and the context of the State of Missouri.

Exhibit 1
Three-phase Model for CNA



The Missouri process included both the assessment of needs and the identification of potential solutions at three levels:

Level #1: *Service Receivers* (i.e., migrant students and parents)
Level #2: *Service Providers and Policymakers* (i.e., State and local MEP staff); and
Level #3: *Resources* (i.e., the system that facilitates or impedes the efforts of MEP staff).

Section 1306(a)(1) of Title I, Part C of the No Child Left Behind Act of 2001 (NCLB) requires State Education Agencies (SEAs) and their local operating agencies to identify and address the unique educational needs of migrant children in accordance with a comprehensive plan for the delivery of services (Service Delivery Plan, or SDP) that:

- Is integrated with other Federal programs, particularly those authorized by the Elementary and Secondary Education Act (ESEA);
- Provides migrant children an opportunity to meet the same challenging State academic content achievement standards that all children are expected to meet;
- Specifies measurable program goals and outcomes;
- Encompasses the full range of services that are available to migrant children from appropriate local, State, and Federal educational programs;
- Is the product of joint planning among administrators of local, State, and Federal programs, including Title I, Part A, early childhood programs, and language instruction education programs under Part A or B of Title III; and
- Provides for the integration of services available under Part C with services provided by such other programs.

The SDP describes the services the Missouri MEP will provide on a statewide basis to address the unique educational needs of migrant children and youth and their families and will provide

the basis for the use of all MEP funds in the state. Furthermore, the SDP helps the Missouri MEP develop and articulate a clear vision of:

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

Section 200.83(b) of the regulations requires the SEA to develop its SDP in consultation with the State migrant education parent advisory council (PAC) or, for SEAs that do not operate programs of one school year in duration (and are thus, not required to have such a council), with the parents of migrant children in a format and language that the parents understand.

Data Collection Procedures

Various data collection methods were employed to assess needs and identify solutions. These methods included

- surveys conducted with MEP directors, school administrators and staff, recruiters, and migrant parents;
- reviews of State assessment results in reading and mathematics with comparisons made between migrant student achievement results and that of their non-migrant peers;
- reports on achievement and English language proficiency as measured on the ACCESS for ELLs English Language Proficiency (ELP) Assessment;
- data summaries such as those reported by Missouri in the Comprehensive State Performance Report (CSPR) I and II; and
- discussion groups and anecdotal information.

The Missouri CNA Committee was involved during the entire three phases of the CNA process and were instrumental in formulating the recommendations for program improvement 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 and SDP Report

This combined CNA and SDP update report describes Missouri's continuous improvement processes that includes an action plan with recommended solutions and interventions that aim to close the gaps between where Missouri migrant children perform now and where the Needs Assessment Committee (NAC) believes they should be. This action plan drives the comprehensive SDP.

Including this brief introduction, there are two major sections to this report. The next section, *The Comprehensive Needs Assessment*, provides an update to the assessment that was last revised in 2008. The CNA contains the migrant student profile, concerns, needs indicators, and solutions decided upon by the CNA committee convened October 31, 2012. The next major section is the *Service Delivery Plan*, which provides an update to the plan that was last revised in February 2010. The SDP contains the priority for services definition and protocol, the service delivery strategies, MPOs, and evaluation plan for the statewide Missouri MEP. Finally, the *Appendices* contain NAC meeting agendas; needs assessment survey instruments; the complete list of the Committee members' concern statements, solutions, and rankings; and the summary chart of strategies and MPOs.

The Comprehensive Needs Assessment

A Migrant Education Program CNA is required by the U.S. Department of Education under Section 1306 of the Elementary and Secondary Education Act (ESEA) as reauthorized in 2001 for Title I Part C, Section 1304(1) and 2(2). States must address the special educational needs of migratory children in accordance with a comprehensive State plan that:

- ✓ is integrated with other programs under the ESEA 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;
- ✓ 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;
- ✓ encompasses the full range of services that are available for migrant children from appropriate local, State, and Federal educational programs; and
- ✓ provides for the integration of available MEP services with other Federal-, State-, or locally-operated programs.

The CNA must be periodically reviewed and revised, as necessary, to reflect changes in the State's strategies and programs provided under ESEA.

Purpose of the CNA

The State MEP has flexibility in implementing the CNA through its local education agencies or local operating agencies, 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* 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 a basis for the State to allocate funds to local operating agencies. The CNA should take a systematic approach that progresses 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, content area experts, and other individuals that are critical to ensuring commitment and follow-up.

The Migrant Education Program Seven Areas of Concern

There are seven common areas of concern that emerged from a CNA initiative undertaken by OME from 2002-2005 in four states. Seven areas emerged from this initiative as being important for all States to consider as they begin to conduct their statewide assessment of needs.

During committee meetings and work groups, the seven themes helped guide Missouri toward specific areas that define populations whose migratory lifestyles result in significant challenges to success in school. Specific concerns challenging the success of migrant students include:

1) educational continuity;
2) instructional time;
3) school engagement;
4) English language development;
5) education support in the home;
6) health; and
7) access to services.

These Seven Areas of Concern served as a focus around which the Missouri CNA Committee developed concern statements. These concern statements, in turn, will be used by Missouri State MEP staff and other key stakeholders to design appropriate services to meet the special educational needs of migrant students.

Phase I: Exploring "What Is"

Prior to the first NAC meeting, a profile of migrant students, demographics, and achievement was compiled from state data sources including the State Report Card and Consolidated State Performance Reports for the 2010-11 school year. The profile helped the NAC gain an understanding of the characteristics and unique challenges experienced by the migrant student population in Missouri. In addition, the NAC provided information about the context of migrant student work in the State of Missouri.

The Missouri CNA was designed to develop an understanding of the unique educational needs and educationally-related needs of Missouri migrant students. Not only does this analysis of needs provide a foundation for the future direction of the Missouri MEP through the Comprehensive State Plan for Service Delivery, but it also supports the overall continuous improvement and quality assurance processes of the Missouri MEP and the overall State Plan. The needs analysis was adapted to the resources and structures available in the State.

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

1. garner a **sense of commitment** to the needs assessment in all levels of the Missouri Migrant Education Program; and
2. gain an assurance that decision makers will **follow-up** by using the findings in an appropriate and timely manner.

The State MEP Project Manager, Shawn Cockrum, is an employee of the Missouri Department of Elementary and Secondary Education (DESE). He was assisted in the development of the CNA by META Associates. 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. The Missouri NAC was charged with:

- guiding the needs assessment process;
- setting priorities; and
- making policy recommendations and internal process decisions that affect planning and implementation.

NAC members were recommended by state MEP staff and reflected a broad range of stakeholders that included state personnel, state MEP staff, project directors, teachers, content area experts, recruiters, district administrators, and migrant parents. After Committee membership was solidified, the Project Manager implemented the final step in management planning, the logistical plan. A schedule for the update activities was developed specifying the milestones, the meeting goals, and the anticipated activities. Activities, objectives, and meeting agendas can be found in Appendix A.

The purpose of Phase I was to: 1) investigate what already is known about the special educational needs of the target group; 2) determine the focus and scope of the CNA; and 3) gain commitment for all stages of the assessment including the use of the findings for program planning and implementation. The term *special educational needs* describes educationally-related needs that result from a migratory lifestyle that must be met in order for migrant children to participate effectively in school. The CNA process:

- includes both needs identification and the assessment of potential solutions;
- addresses all relevant goals established for migrant children to ensure migrant children have the opportunity to meet the same challenging standards as their 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.

Again, the primary purpose of the CNA is to guide the overall design of the Missouri MEP on a statewide basis as well as to assure that the findings of the CNA will be folded into the Comprehensive State Plan for Service Delivery. The Service Delivery Plan is designed to help the Missouri MEP develop and articulate a clear vision of: 1) the needs of Missouri migrant children; 2) the Missouri MEP's measurable outcomes and how they help achieve the State's performance targets; 3) the services the Missouri MEP will provide on a statewide basis; and 4) how to evaluate whether and to what degree the program is effective.

CNA Goal Areas and the Missouri Standards

During the first Needs Assessment Committee meeting on October 31, 2012, the Committee addressed the following:

1) Understand the CNA update process

2) Review data collected through the State MEP Comprehensive Needs Assessment
3) Review and revise the CNA concern statements and possible solutions
4) Determine follow-up data needed in preparation to revise SDP measurable program outcomes

The committee reviewed the goal areas originally established by OME. It then indicated how the needs of Missouri migrant students fit within these broad categories and combined areas of need that NAC practitioners and content area experts found necessary. The Missouri Standards provide a guide to delivering challenging and meaningful content to students that prepares them for success in life. Stakeholders--educators, parents, business people, and professionals, from all areas of the state--worked together to develop and refine the standards that set to accomplish three primary goals:

- Standards will give students and teachers a clear and challenging target.
- Standards will help focus energy and resources on the bottom line: student achievement.
- Standards will give all of us a tool for judging how well our students are learning and how well our schools are performing.

In consideration of State standards and OME recommendations for the CNA, the four goal areas established by the committee are listed below.

Goal 1: Communication Arts Achievement
Goal 2: Mathematics Achievement
Goal 3: School Readiness
Goal 4: High School Graduation

Upon agreeing to these four goals for improving Missouri migrant student achievement, each goal was explored in relation to the Seven Areas of Concern established by OME and ensured that concerns and solutions aligned both with the Missouri Standards and the concerns typically associated with frequent migrancy. The seven recommended areas of concern and the Missouri context for these concerns are described below.

1. *Educational Continuity*—Because migrant students often are forced to move during the regular school year and experience interruptions due to absences, students tend to encounter a lack of educational continuity. Missouri migrant students move from state to state and within the state and experience differences in curriculum, expectations, articulation of skills, and other differences in school settings. The cumulative impact of educational discontinuity is daunting. Efforts to overcome this pattern of incoherence are needed to strengthen educational continuity.

2. *Time for Instruction*—Mobility also impacts the amount of time students spend in class and their attendance patterns. Such decreases in the time students spend engaged in learning leads to lower levels of achievement. Identifying methods for ameliorating the impact of family mobility and delays in enrollment procedures is essential.

3. *School Engagement*—Various factors relating to migrancy negatively impact student engagement in school. Students may have difficulty relating the school experience to the

experience of day-to-day living in agricultural areas. Those moving into Missouri may encounter cultural misunderstandings and bias because of moving into a community where many do not share their background.

4. *English Language Development*—English language development is critical for academic success. Even if students learn basic interpersonal communication skills, academic language can be underdeveloped without intentional focus developing English vocabulary. The MEP must find avenues to supplement the difficulties faced by migrant students in the process of learning English due to their unique lifestyle, while not supplanting Title III activities.

5. *Education Support in the Home*—Home environment often is associated with a child's success in school, reflecting exposure to reading materials, a broad vocabulary, and educational games and puzzles. Such resources reflect parent educational background and socio-economic status. While many 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.

6. *Health*—Good health is a basic need that migrant students often do not possess. The compromised dental and nutritional status of migrant children is well documented. They have higher proportions of acute and chronic health problems and exhibit 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 injuries at agricultural work sites, lack of access to health care facilities, and poverty. Families often need assistance in addressing health problems that interfere with the student's ability to learn.

7. *Access to Services*—When families are new to an area and/or are unable to speak the language of community services providers, accessing services for when they are eligible may be difficult. Migrant families often need information about available programs, transportation, interpretation/translation, and help understanding qualifications in order to access services.

Missouri Concern Statements

During the CNA update meeting the NAC developed concern statements in each of the goal areas and categorized needs according to the seven concern areas. The development of the Concern Statements followed an eight-step protocol as well as specific criteria on how to write the statements. At the subsequent meeting, the NAC refined concerns based on additional data and input. The final Concern Statements, in order of importance as ranked by the committee, are listed in Exhibit 2.

Exhibit 2: Missouri Concern Statements

Goal 1: Communication Arts Achievement	Concern
1.1 We are concerned that migrant students are not achieving at the same level as their peers because of gaps in academic language in reading.	Instructional Time, Educational Continuity, and English Language Development

Goal 2: Mathematics Achievement	Concern
2.1 We are concerned that migrant students are not achieving at the same level as their peers because of gaps in academic language in math.	Instructional Time, Educational Continuity, and English Language Development
2.2We are concerned that migrant students have gaps in conceptual and procedural math skills.	Instructional Time, Educational Continuity, and English Language Development
Goal 3: School Readiness	**Concern**
3.1 We are concerned that migrant students are not receiving early literacy skills prior to starting formal education.	Educational Continuity, Educational Support in the Home, and Instructional Time
3.2 We are concerned that migrant preschoolers do not have the language skills necessary for success in school.	English Language Development
3.3 We are concerned that migrant preschoolers do not have access to comprehensive health and community services.	Health and Access to Services
Goal 4: High School Graduation	**Concern**
4.1 We are concerned that migrant students are not achieving in the core content courses due to academic language gaps, gaps in academics, and mobility.	Educational Continuity, Instructional Time, and English Language Dev.
4.2 We are concerned that migrant students are not seeking or receiving training for college and career readiness due to a lack of support in the home.	Educational Support in the Home
4.3 We are concerned that migrant families do not understand the graduation requirements.	Educational Support in the Home
4.4 We are concerned that migrant students do not have access to comprehensive health and community services.	Health and Access to Services

Phase II: Gathering and Analyzing Data

In the second phase of the CNA process, the key objectives were to build a comprehensive understanding of the gaps between Missouri migrant students and all other students in the state and post solutions based on achievement and perceptional data. Three broad categories of Missouri migrant student data were targeted: 1) demographic data; 2) achievement data; and 3) stakeholder perception data.

Demographic and achievement data were drawn from MIS2000 (the state migrant student database), the State Report Card, and the Consolidated State Performance Report (CSPR). Perception data were collected from migrant staff and parents via surveys. A summary of the data collected is found below in the student profile, and the survey instruments can be found in Appendix B.

Missouri Migrant Student Profile

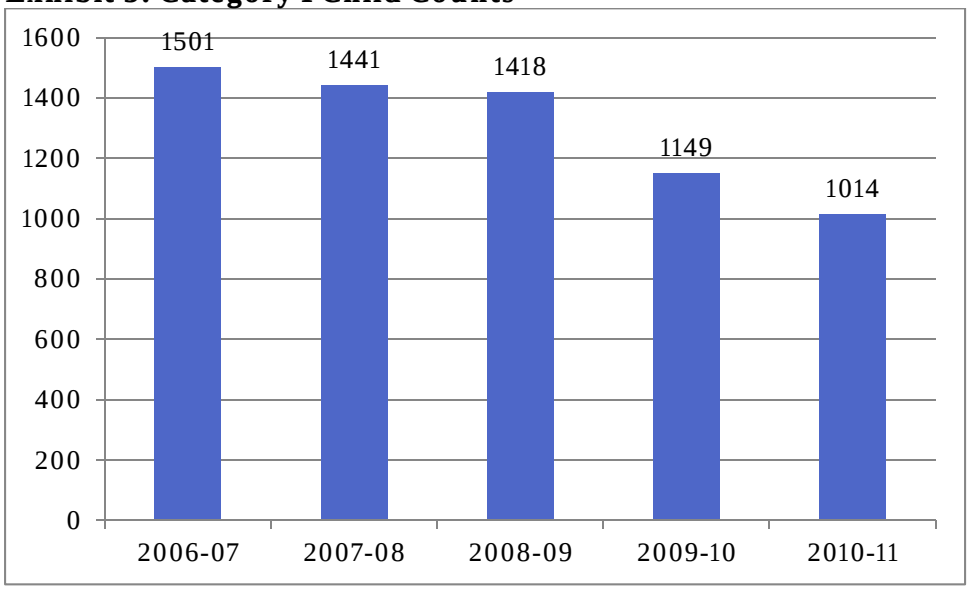
Demographics

Based on information collected from data in 2010-11 and 2011-12, the NAC was able to create a description of typical Missouri migrant students.

- According to the 2010-11 CSPR, the number of eligible migrant students identified in Missouri was 1,014; and the migrant student population has decreased each year since 2005-06.
- 70 (7%) migrant students were identified as being a PFS student.
- 36% of migrant students are limited in English proficiency (LEP).
- The top qualifying activities in Missouri are seasonal agriculture activities in the harvesting of apples and cultivation of cotton.
- 28% made a move within the previous 12 months and an additional 25% made a move within the previous 13-24 months.
- 32% of students move during the regular school year.

The Category I count is the total number of migrant students who resided in the state for at least one day during the specified school year. Students are included in the Category I count from age 3-21 who qualify for the program and who have not yet graduated or obtained a GED.

Exhibit 3: Category I Child Counts



The following exhibits show the State demographics by grade for PFS students, receiving services during the program year, limited English proficiency, last qualifying move date and moves in the regular term. According to the 2010-11 CSPR, a total of 501 migrant students (49%) received either an instructional or support service during the program year.

Exhibit 4: Demographics 2010-11

	Total Count	Served During Program Year		PFS	
Grade	Number	Number	%	Number	%
Age 3-5	96	9	9%	0	--
K	77	38	49%	4	5%
1	89	39	44%	9	10%
2	76	47	62%	6	8%

	Total Count	Served During Program Year		PFS	
Grade	Number	Number	%	Number	%
3	77	46	60%	5	6%
4	87	43	49%	4	5%
5	67	49	73%	4	6%
6	69	48	70%	6	9%
7	77	52	68%	6	8%
8	71	32	45%	10	14%
9	56	31	55%	3	5%
10	59	29	49%	6	10%
11	45	16	36%	6	13%
12	44	22	50%	1	2%
Out-of-school	23	0	--	0	--
Total	**1,013**	**501**	**49%**	**70**	**7%**

LEP		
Grade	Number	%
Age 3-5	1	1%
K	22	29%
1	39	44%
2	40	53%
3	37	48%
4	38	44%
5	29	43%
6	32	46%
7	30	39%
8	25	35%
9	16	29%
10	22	37%
11	20	44%
12	13	30%
Out-of-school	1	4%
Total	**365**	36%

Last Qualifying Move				
Grade	12mo	13-24	25-36	37-48
Age 3-5	34	26	25	11
K	21	22	19	15
1	26	19	28	16
2	18	18	21	19
3	21	23	15	18
4	30	10	26	21
5	18	18	22	9

Last Qualifying Move				
Grade	12mo	13-24	25-36	37-48
6	19	19	21	10
7	24	18	22	13
8	24	19	22	6
9	17	13	13	13
10	20	19	14	6
11	7	9	17	13
12	4	10	22	8
Out-of-school	3	11	4	5
Total	**286**	**254**	**291**	**183**
% of all recruited	28%	25%	29%	18%

Move in Regular Year		
Grade	#	%
Age 3-5	24	25%
K	21	27%
1	26	29%
2	22	29%
3	20	26%
4	31	36%
5	25	37%
6	16	23%
7	21	27%
8	27	38%
9	19	34%
10	29	49%
11	17	38%
12	19	43%
Out-of-school	4	17%
Total	**321**	**32%**

Served in the Reg School Year		PFS Served in the Reg School Year		Receiving Instructional Service		Receiving Support Services	
Grade	Number	Number	%	Number	%	Number	%
Age 3-5	1	0	0%	9	900%	3	300%
K	21	3	14%	33	157%	19	90%
1	30	8	27%	38	127%	27	90%
2	37	4	11%	27	73%	20	54%
3	32	4	13%	27	84%	28	88%
4	44	3	7%	24	55%	22	50%
5	30	2	7%	33	110%	22	73%
6	37	5	14%	31	84%	24	65%
7	34	2	6%	26	76%	23	68%

Served in the Reg School Year		PFS Served in the Reg School Year		Receiving Instructional Service		Receiving Support Services	
Grade	Number	Number	%	Number	%	Number	%
8	33	6	18%	16	48%	16	48%
9	21	2	10%	21	100%	12	57%
10	23	5	22%	18	78%	15	65%
11	22	2	9%	12	55%	10	45%
12	25	1	4%	8	32%	12	48%
Out-of-school	2	0	0%	0	0%	0	0%
Total	**392**	**47**	12%	**323**	82%	**253**	65%

MEP Services

Most student services are delivered during the regular term (392), compared to the summer term (27). More students received instructional services than support services (323 versus 253).

Exhibit 5: Regular Term Services by Instructional Service Type

Grade	Reading	Math	High School Credit Accrual
Age 3-5	4	2	
K	32	25	
1	35	27	
2	23	18	
3	20	16	
4	17	15	
5	29	20	
6	23	20	
7	16	17	
8	13	8	
9	17	11	9
10	15	10	9
11	6	3	2
12	3	2	1
Out-of-school	0	0	0
Total	**253**	**194**	**21**

Exhibit 6: Summer Term Services Provided

Served in the Summer	
Grade	Number
Age 3-5	0
K	6
1	6
2	1
3	9
4	3
5	1
6-12	0
Out-of-school	1
Total	**27**

Academic Achievement

On the Missouri Assessment Program (MAP) in math, 35% of migrant students were proficient compared to 54% of non-migrant students, a gap of 19%. On the MAP in reading, 30% of migrant students were proficient compared to 55% of non-migrant students, a gap of 25%. Exhibits 7 and 8 display proficiency rates of migrant students and non-migrant students on the MAP administered in the spring of 2011.

Exhibit 7: Missouri MAP Proficiency Rates by Grade 2010-11

Mathematics						
	All students			Migratory Students		
Grade	# Assessed	# Proficient	% Proficient	# Assessed	# Proficient	% Proficient
3	67,151	33,682	50%	54	19	35%
4	67,757	34,677	51%	45	15	33%
5	68,084	36,326	53%	42	11	26%
6	67,377	38,764	58%	48	21	44%
7	68,171	38,422	56%	65	24	37%
8	66,750	34,348	52%	38	13	34%
HS	70,684	42,421	60%	44	14	32%
Total	**475,974**	**258,640**	**54%**	**336**	**117**	**35%**

Reading/Language Arts						
	All students			Migratory Students		
Grade	# Assessed	# Proficient	% Proficient	# Assessed	# Proficient	% Proficient
3	67,067	29,854	45%	54	12	22%
4	67,676	35,675	53%	46	16	35%
5	68,002	35,386	52%	41	7	17%
6	67,347	34,431	51%	48	11	23%
7	68,137	37,059	54%	64	21	33%
8	66,701	35,413	53%	38	12	32%
HS	66,738	49,500	74%	35	18	51%
Total	**471,668**	**257,318**	**55%**	**326**	**97**	**30%**

Migrant student proficiency in English was slightly lower than non-migrant student proficiency on the 2012 administration of the Assessing Comprehension and Communication in English State-to-State (ACCESS) for English Language Learners (ELL) assessment. Migrant students were proficient at a rate of 17.3% compared to 23% for non-migrant students, a gap of 5.7%. Differences in proficiency were less clear when broken down by proficiency level, but this may be due to the small number of migrant students assessed.

Exhibit 8: Migrant and Non-migrant English Proficiency on the ACCESS 2012

Proficiency Level	Non-migrant Students		Migrant Students	
	#	%	#	%
1.0-1.9	2,368	9.6%	20	7.4%
2.0-2.9	2,618	10.6%	45	16.6%
3.0-3.9	6,599	26.8%	73	26.9%
4.0-4.9	7,393	30.0%	86	31.7%
5.0-5.9	4,299	17.4%	36	13.3%
6.0	1,383	5.6%	11	4.1%
Not proficient (1.0-4.9)	**18,978**	**77.0%**	**224**	**82.7%**
Proficient (5.0-6.0)	**5,682**	**23.0%**	**47**	**17.3%**

Perception Data

A total of 83 MEP teachers, recruiters, paraprofessionals, records clerks, and administrators that had direct contact with migrant students responded to a survey about students' instructional needs, students' support service needs, staff professional development needs, parent involvement needs, and program needs. For instructional needs, most staff (over 50%) indicated that supplementary reading, writing, English language instruction, and math instruction were most needed in their area.

The support services most needed were greater access to dental, vision, or health care and school supplies. Most staff indicated that parents needed more information about strategies to support education in the home, parent literacy and language instruction, more strategies for helping with homework, more information about teaching early literacy skills, more educational resources in the home, and access to parenting education programs. The specific topics for professional development most staff indicated as needed were strategies for teaching students who transfer in mid-year or mid-course and strategies for delivering content instruction to English learners. The distribution of staff responses within each area are displayed in Exhibits 9 through 12 on the following pages.

Exhibit 9: Instructional Services

As a result of the migrant lifestyle and/or substantial education interruption migrant students MOST need the following instructional services. The number responding was 83.

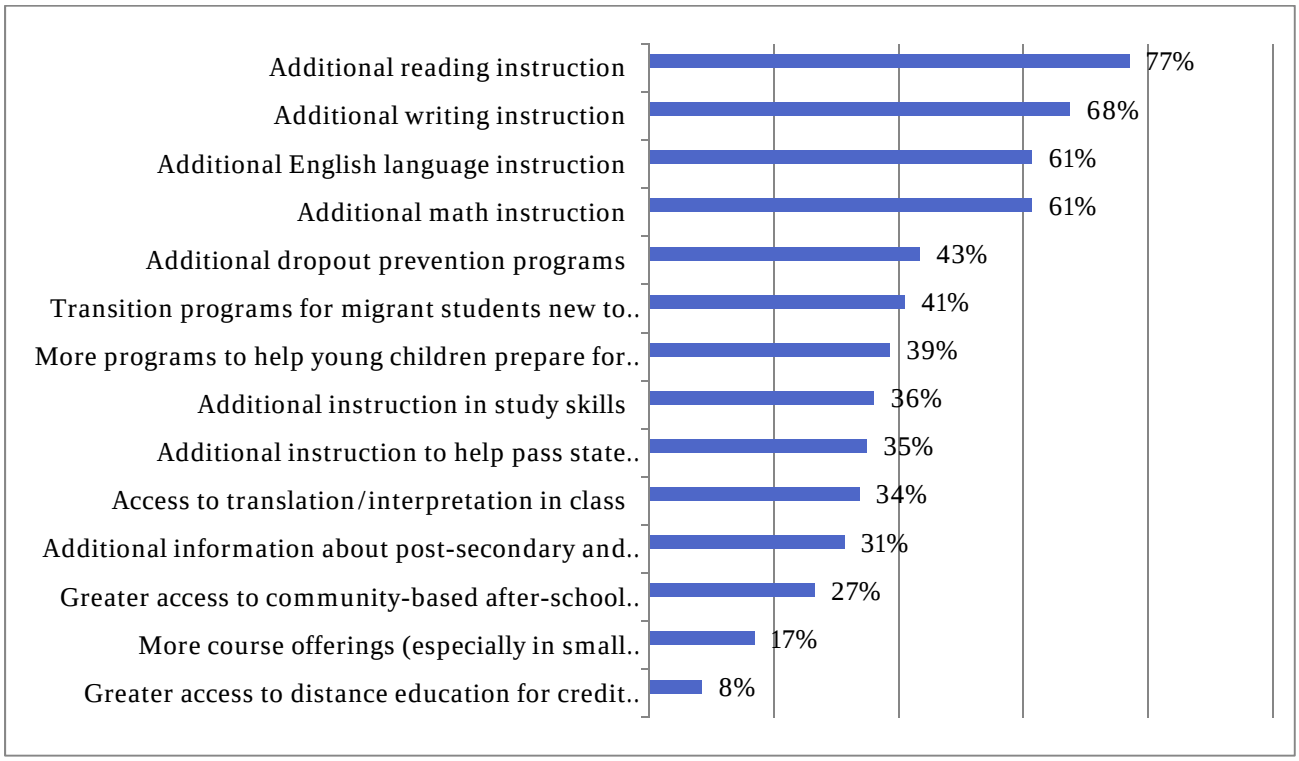


Exhibit 10: Support Services

As a result of migrant lifestyle and/or substantial education interruption migrant students MOST need the following support services so that they can better participate in their education. Number responding was 80.

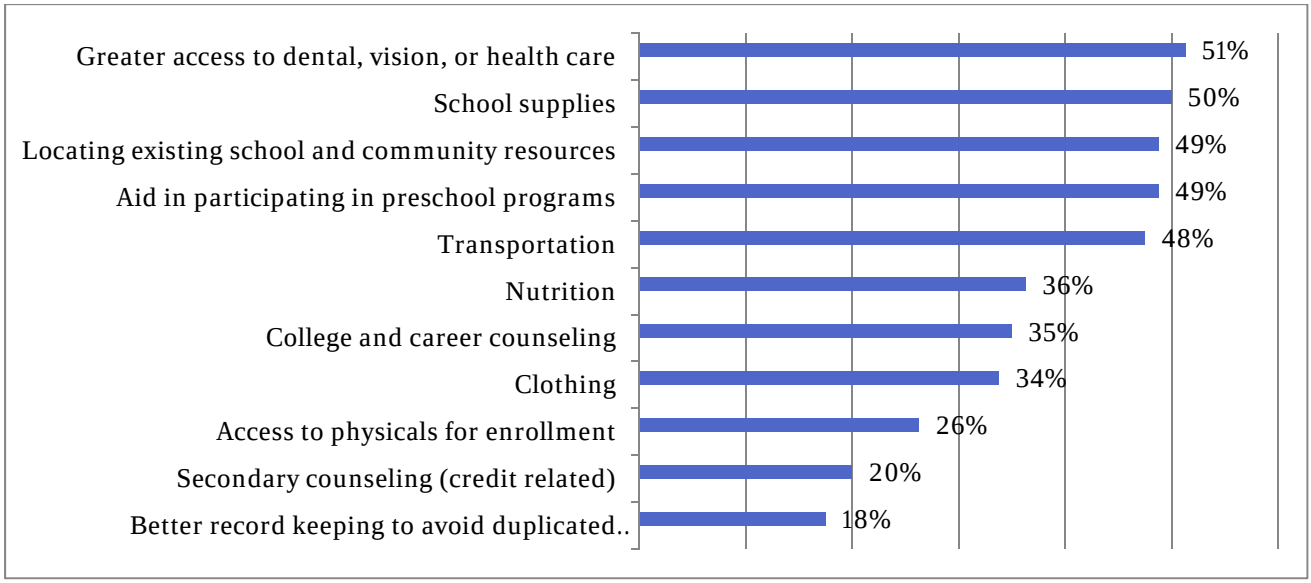


Exhibit 11: Parent Involvement

As a result of the migrant lifestyle, migrant parents MOST need the following services to support their children's education. Number responding was 81.

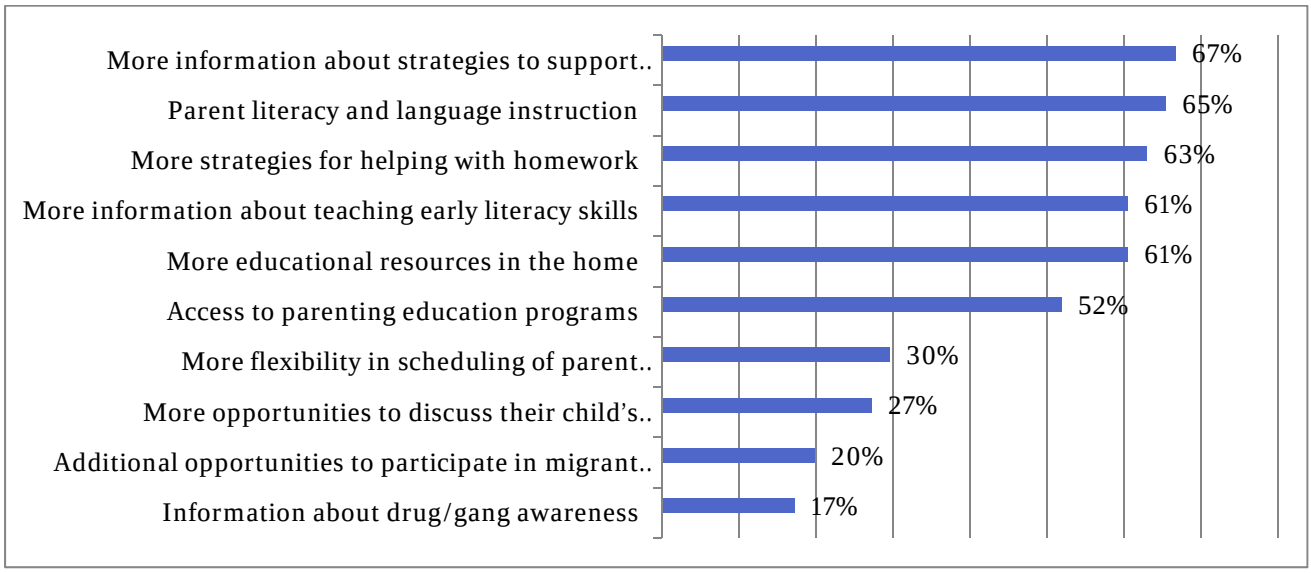
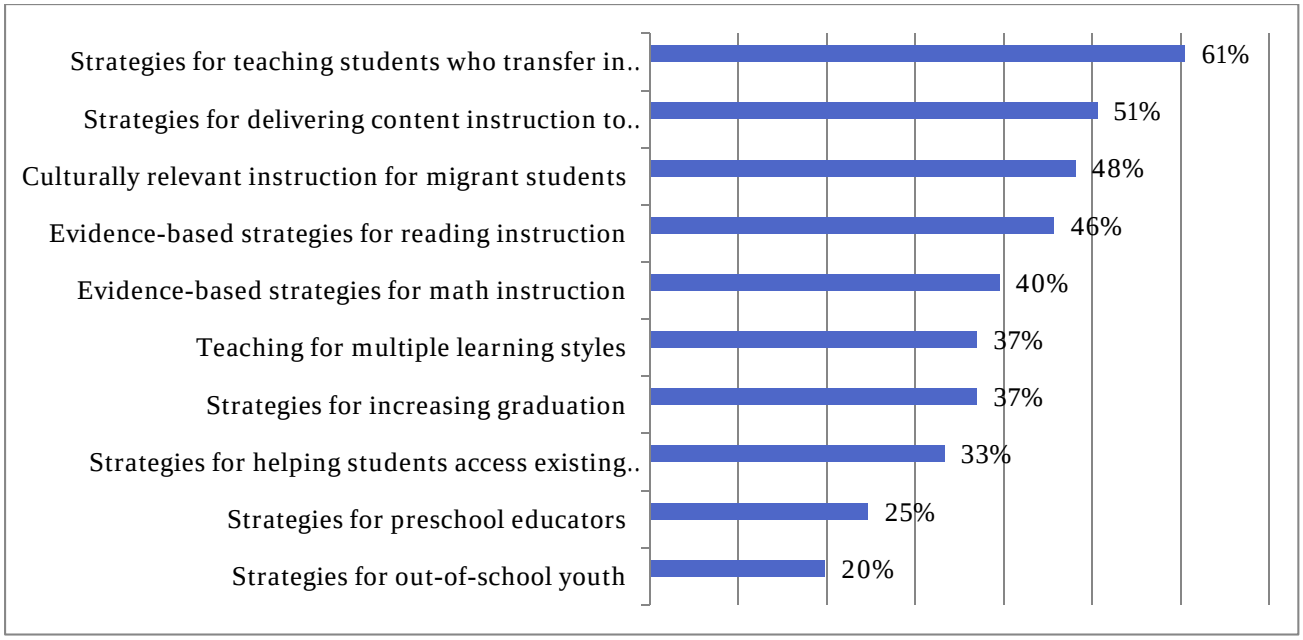


Exhibit 12: Professional development

What topics would you recommend for professional development to help instructional staff meet the needs of migrant students? Number responding was 81.



Staff also provided comments about the needs of migrant students and listed any additional needs particular to their district. Common themes from staff comments (represented below) included increased communication with migrant parents regarding available services and methods to increase academic skills in the home, coordination with other schools and programs

to ensure necessary resources and academic services are available, and increased coordination among local MEP districts.

- To make it easier for them to transfer seamlessly from one school to another. To provide services necessary for a child's health and well-being.
- Have a close collaboration between different programs in an effort to provide more efficient services for migrant families.
- Make resources readily available to these students, even if it's as simple as school supplies. These may be all they have when moving on to a new school.
- I think continued coordination of resources and knowledge of migrant status has made things easier and better for migrant students. Post-secondary opportunity awareness is also very important.
- Ways to get parents involved in child's education.
- Desire/drive and follow through to provide necessary help.
- Migrant students are oftentimes "lumped" in with ESOL students. This is not always a great mesh. These two groups of students may not have the same needs and yet we are expected to "lump" them together.
- Early free health services --medical, dental, vision. Parenting classes.
- Possibly statewide curriculum that is taught in sequence in all schools so it is paced in a similar way to the schools they have been attending.
- Help them to understand the local school system and laws that apply to their situation.
- More specific collaboration between Missouri districts regarding individual student performance and needs of migrant students. Development of resources/handbooks for migrant parents on how to participate in their child's education effectively in spite of having a migratory lifestyle.

A total of 48 parents of migrant children responded to a survey about students' instructional needs, support service needs, parent involvement needs, and program needs. Parent and staff responses were very similar. For instructional needs, the top needs indicated were for additional math and reading instruction, more information about opportunities after high school, learning English, and additional writing instruction.

The surveys revealed that the top three support services most needed were greater access to dental, vision, or health care; college and career counseling; and school supplies. The top parent involvement needs were more information about how to help children with reading, math, and writing; more strategies for helping with homework; and language and literacy instruction for adults. Program improvements described as being the most needed were more help for children during the school day, more information about options for after high school, and more information about resources and services available through the program. The distribution of parent responses within each area is displayed in Exhibits 13 through 17.

Exhibit 13: Parent Needs Assessment Survey Results—Grade Levels

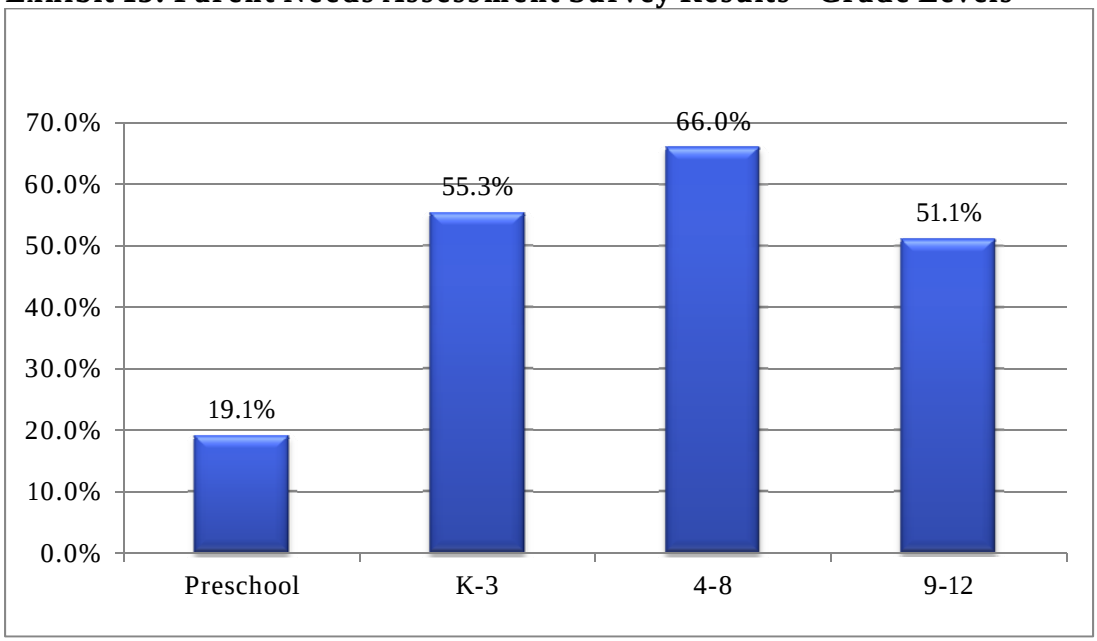


Exhibit 14: Parent Survey—Instructional Services Most Needed

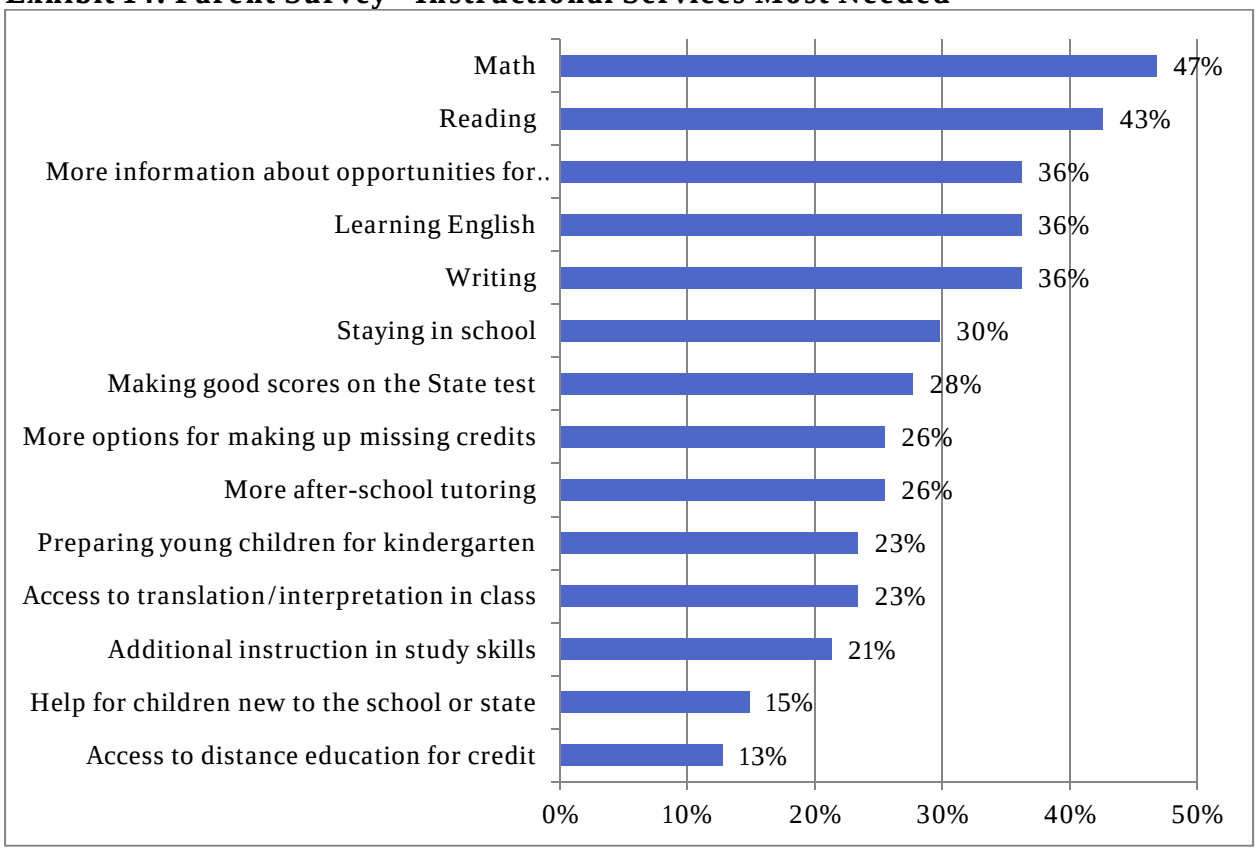


Exhibit 15: Parent Survey—Support Services Most Needed

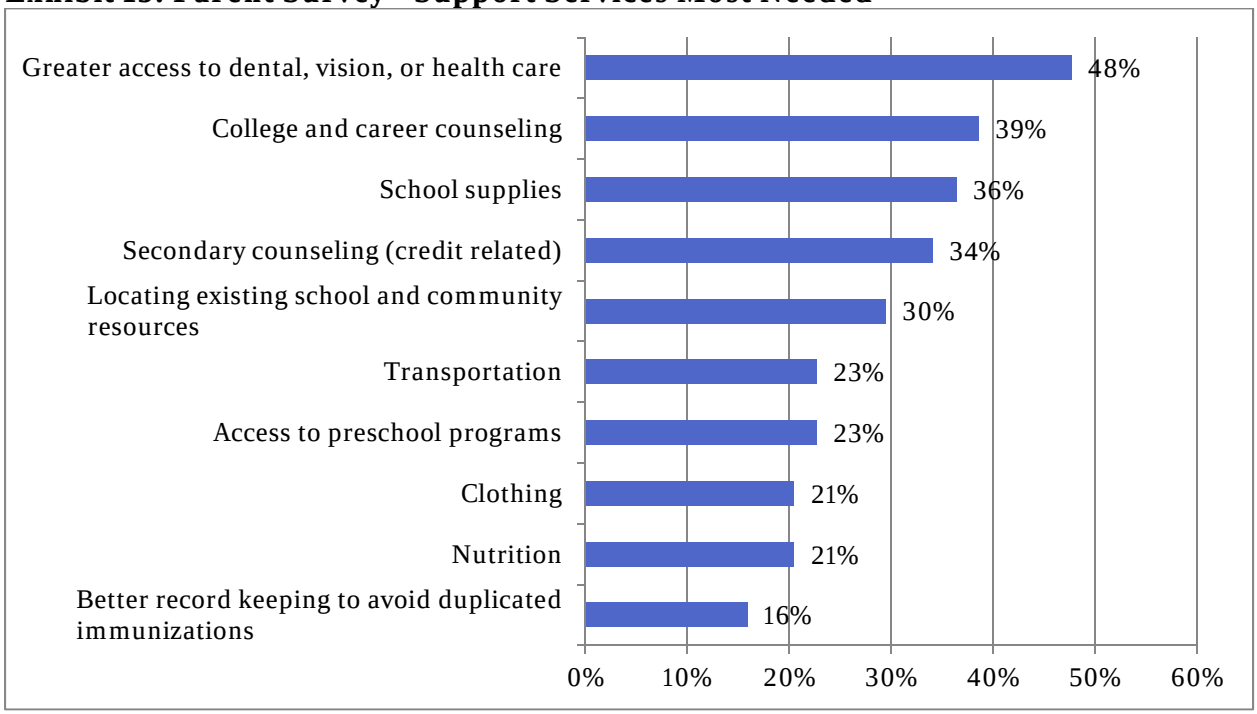


Exhibit 16: Parent Services Needed to Support Parent Involvement

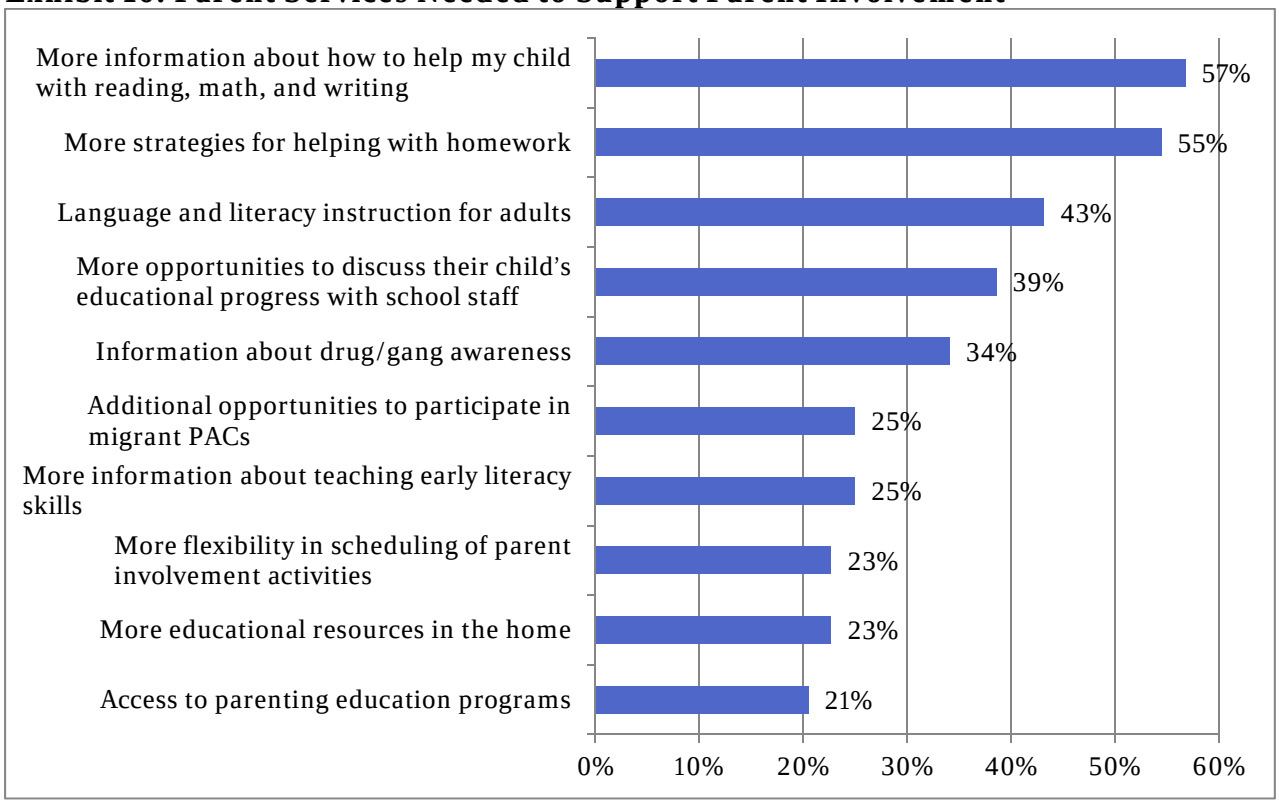
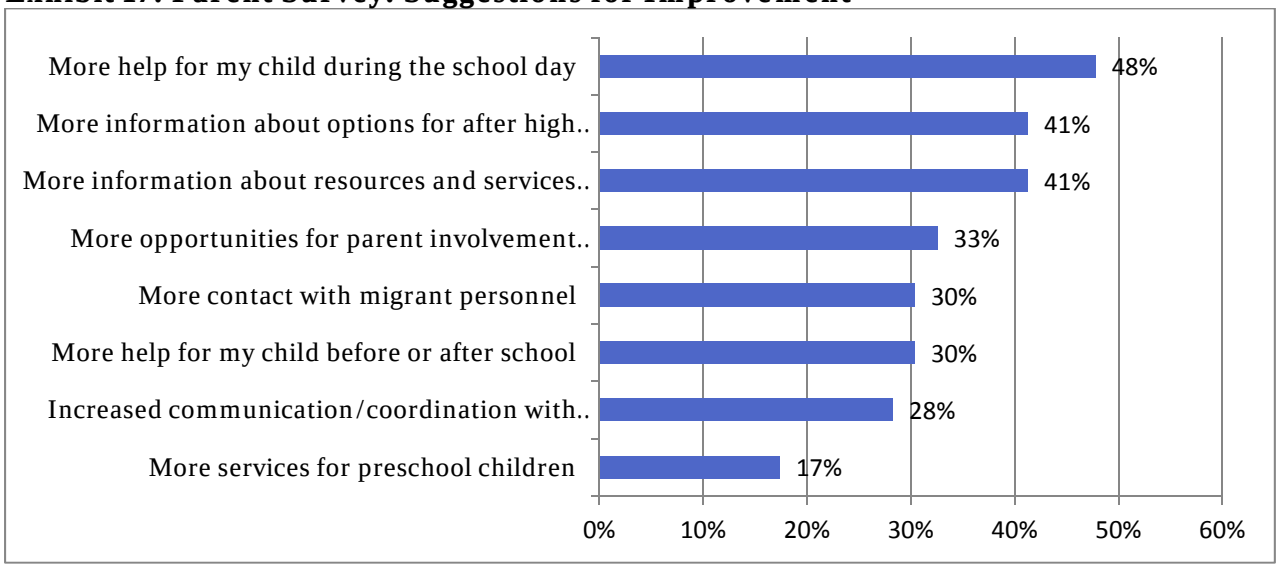


Exhibit 17: Parent Survey: Suggestions for Improvement



Parents responded to an open-ended question asking them to provide information about any other needs their children have. Many parents were concerned that their children received academic services in reading, math, and English language development. In addition, parents indicated a need for support services related to parent involvement, preschool, health, and communication with the school. In addition, some parents commented that bullying was an issue for their children. Representative comments follow.

- Reading, math, and social studies.
- More help with English.
- More help with reading.
- Students need more homework.
- The entire family needs counseling (daily calls from school about behavior problems).
- Have another parent call the other parents for the migrant group meetings. Need class to teach students proper writing and reading in Spanish.
- Children are going to check out a computer with reading and math activities.
- I would like my children to study in English and Spanish.
- There is a need for Head Start and Parents as Teachers.
- The other girls at school bother her, and it is causing depression.
- Information about health insurance and government programs.
- Dentist
- More help finishing and understanding homework.

Phase III: Making Decisions

In the third phase of the Comprehensive Needs Assessment process, the key objective was to review data and develop viable conclusions and recommendations that will be used to set criteria for the development of the Service Delivery Plan.

The following section offers the final recommendations for concerns, data sources for the concerns, needs indicators and statements, and the solutions made by the NAC. Concerns are listed in rank order. The NAC used the following criteria to rank concerns:

- 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 that the SDP update committee used for the development of strategies during the SDP planning process. 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 Missouri?

Goal Area 1: Communication Arts Achievement

1.1 We are concerned that migrant students are not achieving at the same level as their peers because of gaps in academic language in reading.		
Data Sources	**Need Indicator**	**Solutions**
State Assessment and EOC scores staff survey parent survey ACCESS results	35% of migrant students were proficient on the MAP for reading, language arts compared to 54% of non-migrant students 17% of migrant students were proficient in English on the ACCESS compared to 23% of all students 77% of staff indicated migrant students need additional reading instruction, 68% for writing instruction, and 61% for English language instruction	1a) Provide professional development for teachers who work with migrant students on strategies for improving academic language development and information about the unique needs of migrant students. 1b) Provide instructional assistants for tutoring in before and after school programs. 1c) Provide small group interventions following a Response to Intervention (RTI) model for migrant students who are below proficient in reading. 1d) Provide parent involvement through home/school liaisons. 1e) Use appropriate formative and summative assessments for determining student needs and target instruction. 1f) Provide training in using MSIX for proper student placement and record transfer. 1g) Provide summer school. 1h) Increase access to needed educational tools and socio-economic services.

Goal Area 2: Mathematics Achievement

2.1 We are concerned that migrant students are not achieving at the same level as their peers because of gaps in academic language in math.		
Data Sources	**Need Indicator**	**Solutions**
staff survey parent	17% of migrant students were proficient in English	2a) Provide professional development for teachers who work with migrant students on strategies for improving academic

survey ACCESS results	on the ACCESS compared to 23% of all students 61% of staff indicated that migrant children need additional language instruction 47% of parents indicated their children needed more math instruction	language development and information about the unique needs of migrant students. 2b) Provide assistance to families through inviting them to participate in math programs and strategies for teaching math skills in the home. 2c) Provide supplemental English language instruction through before or after school programs and direct supplemental academic language instruction for math vocabulary.
2.2 We are concerned that migrant students have gaps in conceptual and procedural math skills.		
Data Sources	**Need Indicator**	**Solutions**
State Assessment and EOC scores	30% of migrant students were proficient on the MAP for math, compared to 55% of non-migrant students	2d) Provide additional instruction in conceptual and procedural math through summer school, extended instruction time, and individualized/ specialized instruction.

Goal Area 3: School Readiness

3.1 We are concerned that migrant students are not receiving early literacy skills prior to starting formal education.		
Data Sources	**Need Indicator**	**Solutions**
Staff Needs Assessment Survey Parent Needs Assessment Survey	67% of staff say that more information about strategies to support education in the home is needed 65% of staff say that parent literacy and language instruction is needed 56% of parents of preschoolers indicated needing services to prepare young children for kindergarten	3a) Provide parent involvement for families to help them use strategies for improving pre-literacy skills. 3b) Provide resources to help families implement the strategies. 3c) Coordinate services with existing early childhood programs.
3.2 We are concerned that migrant preschoolers do not have the language skills necessary for success in school.		
Data Sources	**Need Indicator**	**Solutions**
Staff Needs Assessment Survey Parent Needs Assessment Survey	61% of staff indicated that migrant children need additional language instruction 49% indicated students needed aid in participating in preschool programs 36% of parents indicated their children needed help learning English	3d) Ensure migrant students have access to early childhood programs where available. 3e) Provide professional development for staff working with migrant students on developing language skills in young students.

3.3 We are concerned that migrant preschoolers do not have access to comprehensive health and community services.		
Data Sources	**Need Indicator**	**Solutions**
Staff Needs Assessment Survey Parent Needs Assessment Survey	51% of staff say that greater access to health/vision/dental care is needed 48% of parents indicated their children needed greater access to dental, vision, or health care	3f) Provide families with information on medical and community services. 3g) Coordinate services with existing community-based education programs: school district programs, Head Start, churches, community centers, Parents as Teachers

Goal Area 4: High School Graduation

4.1 We are concerned that migrant students are not achieving in the core content courses due to academic language gaps, gaps in academics, and mobility.		
Data Sources	**Need Indicator**	**Solutions**
EOC Assessment results ACCESS results Parent Survey Staff Survey	32% of migrant high school students were proficient in math compared to 60% of all students 51% of migrant high school students were proficient in reading compared to 74% of all students 36% of migrant students are LEP compared to 2% of all students. 47% of parents indicated that math instruction was needed and 43% indicated reading instruction was needed	4a) Hire tutors for supplemental and individualized English language instruction and content area instruction.

4.2 We are concerned that migrant students are not seeking or receiving training for college and career readiness due to a lack of support in the home.		
Data Sources	**Need Indicator**	**Solutions**
Staff Survey Parent Survey	67% of staff say that more information about strategies to support education in the home is needed 52% of parents of high school students indicated their children needed credit-related secondary counseling and 48% indicated their children needed college and career counseling	4b) Provide professional development for teachers and counselors who work with migrant students on unique needs of migrant students and options for college and career readiness. 4c) Participate in programs such as Destination Graduation (used in Neosho) to promote college and career readiness. 4d) Ensure migrant students have access to college visits and career fairs.

4.3 We are concerned that migrant families do not understand the graduation requirements.		
Data Sources	**Need Indicator**	**Solutions**
Staff Survey Parent Survey	65% of staff indicated that greater parent literacy and language instruction was needed 48% of parents of high school students indicated they needed more information about opportunities for after high school	4e) Provide parent involvement as early as middle school to help families understand graduation requirements.

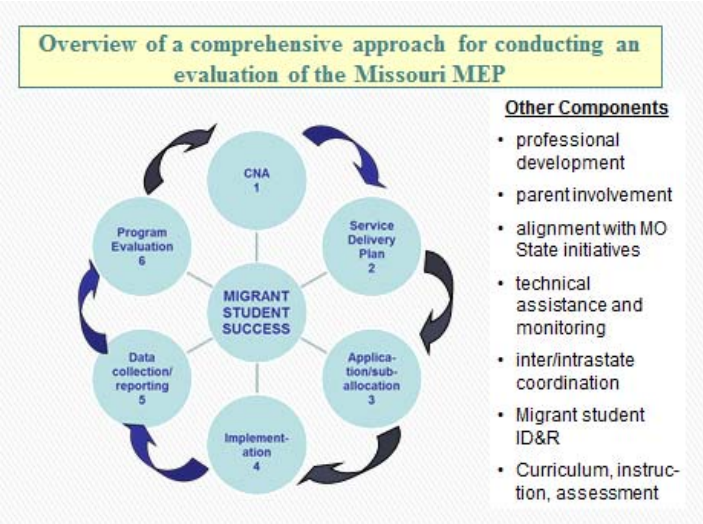
4.4 We are concerned that migrant students do not have access to comprehensive health and community services.		
Data Sources	**Need Indicator**	**Solutions**
Staff Survey Parent Survey	51% of staff say that greater access to health/vision/ dental care is needed 48% of migrant parents indicated greater access to dental, vision, or health care was needed for their children	4f) Coordinate with local service providers to ensure that migrant students gain access to health services, legal services, and other social services as needed for participation in education

Service Delivery Plan

The Service Delivery Planning Process

The Missouri MEP used the chart below to guide the service delivery process. The continuous improvement model begins with the CNA which informs the development of the SDP and continues on through the application/sub-allocation, implementation, data collection and reporting, and program evaluation.

The primary purpose of the CNA is to guide the overall design of the Missouri MEP on a statewide basis as well as to assure that the findings of the CNA will be folded into the comprehensive State plan for service delivery. The SDP will help the Missouri MEP develop and articulate a clear vision of: 1) the needs of Missouri migrant children; 2) the State MEP's measurable outcomes and how they help achieve the State's performance targets; 3) the services the State MEP will provide on a statewide basis; and 4) how to evaluate whether and to what degree the program is effective.



The NAC was expanded to an SDP Committee to ensure that representatives included key stakeholders in migrant education within the State. Migrant parent and community members, MEP educators, SEA staff, administrators, and recruiters included those with expertise and knowledge of research and practice in reading, math, early childhood, high school graduation, professional development, data collection and reporting, identification and recruitment, and parent involvement. Meetings were facilitated by a consultant with knowledge about the Missouri MEP and experience in leading MEP SDP teams in other states.

The SDP update committee meeting was held in Jefferson City. The objectives of the meeting were to: Understand the SDP update process; Review decisions made during the previous meeting for the CNA update; and Review and revise the SDP strategies and MPOs to ensure alignment with the updated CNA.

Appendix C contains the strategic planning chart of SDP decisions that were determined by the Committee. This chart was used as an organizer and to capture the decisions of the Committee. Prior to the first meeting and as a result of the decisions made through the CNA process, the areas of the chart that were filled in included *Need/concern*, *Solution Identified in the CNA*, and *Performance Target*.

Priority for Services

As part of the NCLB requirements for Title I, Part C, every state must set its priorities for services; likewise, every MEP in every State is required to maintain a list of eligible migrant students as well as a listing of the students actually receiving migrant services to clarify whether or not a student is designated as Priority for Services (PFS).

Determining which migrant students receive priority for services is put into place through the SDP as part of the State activity in which Missouri sets its performance goals, targets, and benchmarks to ensure the appropriate delivery of migrant student services.

State MEP staff, local migrant directors, contractors, and others with expertise in the design, operation, and evaluation of migrant education programs provide technical assistance to MEP staff to help them most efficiently determine the students who are PFS. The Missouri PFS criteria have been distributed to all project staff.

Missouri LEAs receiving Migrant funds must target those funds to provide services to migratory students who are failing, or at risk of failing to meet the State's challenging content and academic achievement standards and whose education has been interrupted during the regular school year. [Public Law 107- 110, No Child Left Behind Act of 2001, Section 1304(d)]

Identifying Priority for Services Students

The State has determined that the following indicators shall be used to identify the students who should receive Priority for Services:

A migratory child who:

- scored at Below Basic on the MAP; or
- is an English Language Learner (students coded: LEP); or
- has an age/grade discrepancy; or
- was retained; or
- is at risk of failing to meet state graduation requirements in one of the following areas:
  - an unweighted GPA of 2.0 or below, or
  - insufficient credits for promotion or graduation

AND

- whose education has been interrupted during the regular school year.

Prioritization of PFS Students

When LEAs have identified a significant number of PFS students, they have the flexibility to further prioritize students with PFS by ranking the indicators either by number or weight to ensure services are provided first to the neediest students. Students who scored at Below Basic on the MAP test take precedence and are not included in further prioritizing.

Statewide Performance Targets/Goals

The performance targets for migrant students in Missouri are the same as those for all students as established by DESE as part of its Consolidated State Plan (Missouri Consolidated State Application Accountability Workbook, revised May 4, 2010). As such, migrant students are part of the "all students" designations that Missouri describes in the plan on the DESE website.

Communication Arts and Mathematics: In 2002, Missouri established an AYP timeline that requires all students to meet or exceed the State's proficiency levels in communication arts and mathematics not later than 2013-2014.

School readiness: For children, school readiness means being prepared in key dimensions of early learning and development (social and emotional, language and literacy, cognitive, motor, health and physical well-being, and positive attitudes and behaviors toward learning.) [School Readiness definition from Early Learning section of dese.mo.gov]

High school graduation: The graduation rate goal for Missouri high schools is 85% to meet the AYP additional indicator. High schools with graduation rates between 75-85% are expected to demonstrate improvement of at least 2 percentage points per year. High schools with graduation rates of less than 75% are expected to improve at least 5 percentage points per year.

While these statewide **performance targets** represent the expectations that are held constant for all students in Missouri, we recognize that the MEP is a supplementary program and that our MEP resources must be directed at the *unique* needs that result from education disruption, lack of continuity of instruction, and other factors related to migrancy and mobility.

Measureable Program Outcomes and Statewide Service Delivery Strategies

Missouri's MPOs and statewide service delivery strategies were designed to guide the planning, implementation, and evaluation of the MEP. The MPOs and key strategies in **Communication Arts, Mathematics, School Readiness, and High School Graduation** are listed below. Note that for all four areas, key strategies that are **bolded** are high priority and required for implementation by all MEPs that apply for funding in this goal area.

Exhibit 18: Communication Arts Strategies and MPOs

***NEED/CONCERN:* We are concerned that migrant students are not achieving at the same level as their peers in communication arts because of gaps in academic language.**	
Strategy	**MPO**
1.1 Provide supplemental instructional support for migrant students in the areas of communication arts, literacy, and language development. Examples include extended day programs, peer tutoring, mentoring, and summer school.	**1a) By the end of 2013-14 and each year thereafter, the gap in proficiency in communication arts on the State standardized test between migrant students participating in supplemental supports during the regular school year and non-migrant students will decrease by 3%.**

1.2 Provide professional development opportunities that include the unique needs of migrant students for teachers of migrant students in areas such as data analysis for data-driven instruction, academic language, and differentiating instruction within communication arts.	1b) By the end of 2013-14 and each year thereafter, 80% of teachers of migrant students participating in migrant-sponsored professional development will report on a survey that they applied the communication arts strategies from the training to their instruction.
1.3 Provide parent involvement opportunities relating to improving educational success in communication arts for migrant students including PAC meetings, parent training, and notification of opportunities for involvement.	1c) By the end of 2013-14 and each year thereafter, 80% of migrant parents participating in parent involvement activities (such as Parent Advisory Council meetings) will report on a parent survey that the activity helped them support their children's reading achievement.

Exhibit 19: Mathematics Strategies and MPOs

NEED/CONCERN: 1. **We are concerned that migrant students are not achieving at the same level as their peers because of gaps in academic language in math. 2. We are concerned that migrant students have gaps in conceptual and procedural math skills.**	
Strategy	**MPO**
2.1 Provide supplemental instructional support for migrant students in the area of mathematics with a focus on academic language development. Examples include extended day programs, peer tutoring, mentoring, and summer school.	**2a) By the end of the 2013-14 school year and each year thereafter, the gap in proficiency in mathematics on the State standardized test between migrant students participating in supplemental supports during the regular school year and non-migrant students will decrease by 3%.** 2b) By the end of the 2013-14 school year and each year thereafter, 80% of students receiving language of math instruction will demonstrate a 9% gain on district-approved semester assessment (such as the language of math portion of the ACCESS assessment).
2.2 Provide supplemental instruction in conceptual and procedural math through summer school (e.g. Math MATTERS), extended instruction time, and individual/specialized instruction.	2c) By the end of the 2013-14 school year and each year thereafter, 80% of migrant students will demonstrate a 9% gain on a district-approved pre/post assessment (such as the Math MATTERS summer assessment) of math skill development.
2.3 Provide professional development opportunities that include the unique needs of migrant students for teachers of migrant students in areas such as data analysis for data-driven instruction, academic language, and differentiating instruction within the area of mathematics.	2d) By the end of 2013-14 and each year thereafter, 80% of teachers of migrant students participating in migrant-sponsored professional development will report on a survey that they applied the mathematics strategies from the training to their instruction.
2.4 Provide parent involvement opportunities relating to improving educational success in mathematics for migrant students including PAC meetings, parent training, and notification of opportunities for involvement.	2e) By the end of 2013-14 and each year thereafter, 80% of migrant parents participating in parent involvement activities (such as Parent Advisory Council meetings) will report on a parent survey that the activity helped them support their children's math achievement.

Exhibit 20: School Readiness Strategies and MPOs

NEED/CONCERN: We are concerned that migrant students are not receiving early literacy skills prior to starting formal education.	
Strategy	**MPO**
3.1 Provide family literacy instruction and materials to assist migrant families in developing their children's school readiness through learning strategies implemented in the home.	3a) By the end of 2013-14 and each year thereafter, 80% of migrant parents participating in family literacy activities will report on a parent survey that the strategies helped them prepare their children for school.
3.2 Provide access to early childhood education services, summer school, and/or home visits through coordination with existing services such as Parents as Teachers, Title I preschools, community preschools, Missouri Preschool Project, and Head Start.	3b) By the end of 2013-14 and each year thereafter, 80% of migrant children ages 4 or 5 and not in kindergarten will receive referrals to appropriate early childhood education services as indicated on the district migrant report.

Exhibit 21: High School Graduation Strategies and MPOs

NEED/CONCERN: We are concerned that migrant students are not achieving in the core content courses due to academic language gaps, gaps in academics, and mobility.	
Strategy	**MPO**
4.1 Provide supplemental instructional and support services to increase credit accrual leading to graduation through services such as credit recovery, college and career readiness activities, and distance learning.	4a) By the end of the 2013-14 school year and each year thereafter, the dropout rate for migrant students will decrease by 0.5%.
4.2 Provide professional development opportunities that include the unique needs of migrant students for teachers of secondary-age migrant students in areas such as dropout prevention, college and career readiness, and distance education.	4b) By the end of the 2013-14 school year and each year thereafter, 80% of teachers of migrant students participating in migrant-sponsored professional development will report on a survey that they applied the college and career readiness strategies from the training to their instruction.
4.3 Provide parent involvement opportunities and instruction relating to the importance of graduation, U.S. requirements for graduation, understanding student progress reports, and college and career goal setting.	4c) By the end of 2013-14 and each year thereafter, 80% of migrant parents participating in parent involvement activities related to high school graduation will report on a parent survey that the activity helped them support their children in making progress toward high school graduation.
4.4 Provide supplemental support services to eligible migrant students (ages 3 through 21) to meet the locally identified needs of migrant students such as resource lists, medical/dental/vision services, necessary school supplies, clothing, transportation, and other allowable support services.	4d) By the end of the 2013-14 school year and each year thereafter, 80% of staff involved in providing support services will report on a staff survey that the services met the needs of migrant students.

Evaluation Plan

The evaluation of the Missouri MEP will be completed by the State with the assistance of an external evaluator knowledgeable about migrant education, evaluation design, Federal reporting requirements and OME guidelines, and the Missouri MEP. The evaluation will systematically collect information to improve the program and to help the State make decisions about program improvement and success.

The evaluation will report both **implementation** and **outcome** data to determine the extent to which the measurable outcomes for the MEP in communication arts, math, school readiness, and secondary/OSY achievement and high school graduation have been addressed and met.

Questions answered by implementation data include the examples below:

- Were local projects implemented as described in their approved MEP applications? If yes, what worked and why? If not, what didn't work and why not?
- What challenges were encountered by the MEP? What was done to overcome these challenges?
- What adjustments can be made to the MEP to improve instruction, professional development, and the involvement of migrant parents?
- To what extent were the procedures used for identification and recruitment of eligible migrant students found to yield reliable results?
- To what extent were MEP staff better prepared to help migrant students close the achievement gap?
- To what extent did migrant parents report being involved with their children's learning in literacy, mathematics, school readiness, and high school graduation?

Questions answered by outcome data include the examples below.

- To what extent did migrant students demonstrate proficiency on the MAP in Communication Arts and Mathematics?
- To what extent did 3-4 year old PK migrant children receive referrals to appropriate early childhood education programs designed to increase readiness for school?
- To what extent did secondary migrant students earn sufficient credits to remain on track for graduation?

Data on migrant students and services will be collected by the State from each of its sub-grantees. Data sources include: migrant parents, recruiters, migrant program administrators and instructional service providers, and other staff as appropriate.

Data will be collected through surveys, focus groups, structured interviews, and records reviews (including assessment results reported in the State data collection and reporting system). Data analysis will include descriptive statistics based on Missouri migrant student demographics, program implementation, and student and program outcomes. Means and frequencies will be calculated. Tests of educational significance will be completed, and trend analyses done.

Missouri will prepare an annual implementation and outcome evaluation. Through the implementation evaluation, data will be collected annually and reviewed by the State to systematically and methodically improve the program. Further, a written report on the progress made by the Missouri MEP toward meeting its MPOs will be prepared annually. This report will include recommendations for improving MEP services to help ensure that the unique educational needs of migrant students who are served in Missouri are being met.

Student Assessment and Progress Monitoring Plan

For **program improvement** purposes and in accordance with the **evaluation requirements** provided in 34 CRF 200.83(a)(4), the evaluation data and demographic information described in sections 3 and 4 of this Service Delivery Plan will be collected, compiled, analyzed, and summarized by the Missouri MEP. These activities will help the State determine the degree to which the MEP is on target to reach the stated performance targets and effective based on the chosen measurable program outcomes. This will be done through the district migrant reporting process as well as through an annual program evaluation.

Specifically, data will be collected to assess student outcomes, monitor student progress, and evaluate the effectiveness of the MEP. The data to be collected for these various purposes are listed in the tables on the following pages. Following each data element is information on the individual/agency responsible, method of data collection, and frequency of data collection.

Exhibit 22: Evaluation Plan for Communication Arts MPOs

Communication Arts MPOs	How collected?	Who Collects?	When collected?
1a) By the end of 2013-14 and each year thereafter, the gap in proficiency in communication arts on the State standardized test between migrant students participating in supplemental supports during the regular school year and non-migrant students will decrease by 3%.	State Database	State	Student achievement data are available in the fall annually
1b) By the end of 2013-14 and each year thereafter, 80% of teachers of migrant students participating in migrant-sponsored professional development will report on a survey that they applied the communication arts strategies from the training to their instruction.	Staff Survey	Program Coordinators	End-of-project annually
1c) By the end of 2013-14 and each year thereafter, 80% of migrant parents participating in parent involvement activities (such as PAC meetings) will report on a parent survey that the activity helped them support their children's reading achievement.	Parent Survey	Program Coordinators	End-of-project annually

Exhibit 23: Evaluation Plan for Mathematics MPOs

Mathematics MPOs	How collected?	Who Collects?	When collected?
2a) By the end of the 2013-14 school year and each year thereafter , the gap in proficiency in mathematics on the State standardized test between migrant students participating in supplemental supports during the regular school year and non-migrant students will decrease by 3%.	State Database	State	Student achievement data are available in the fall annually

Mathematics MPOs	How collected?	Who Collects?	When collected?
2b) By the end of the 2013-14 school year and each year thereafter, 80% of students receiving language of math instruction will demonstrate a 9% gain on district-approved semester assessment (such as the language of math portion of the ACCESS assessment).	State Database	State	Student achievement data are available in the fall annually
2c) By the end of the 2013-14 school year and each year thereafter, 80% of migrant students will demonstrate a 9% gain on a district-approved pre/post assessment (such as the Math MATTERS summer assessment) of math skill development.	Math MATTERS Student Roster Spreadsheet	Program Coordinators	End of summer programs annually
2d) By the end of 2013-14 and each year thereafter, 80% of teachers of migrant students participating in migrant-sponsored professional development will report on a survey that they applied the mathematics strategies from the training to their instruction.	Staff Survey	Program Coordinators	End-of-project annually
2e) By the end of 2013-14 and each year thereafter, 80% of migrant parents participating in parent involvement activities (such as Parent Advisory Council meetings) will report on a parent survey that the activity helped them support their children's math achievement.	Parent Survey	Program Coordinators	End-of-project annually

Exhibit 24: Evaluation Plan for School Readiness MPOs

School Readiness MPOs	How collected?	Who Collects?	When collected?
3a) By the end of 2013-14 and each year thereafter, 80% of migrant parents participating in family literacy activities will report on a parent survey that the strategies helped them prepare their children for school.	Parent Survey	Program Coordinators	End-of-project annually
3b) By the end of 2013-14 and each year thereafter, 80% of migrant children ages 4 or 5 and not in kindergarten will receive referrals to appropriate early childhood education services as indicated on the district migrant report.	District Migrant Report	Program Coordinators	End-of-project annually

Exhibit 25: Evaluation Plan for High School Graduation MPOs

High School Graduation MPOs	How collected?	Who Collects?	When collected?
4a) By the end of the 2013-14 school year and each year thereafter, the dropout rate for migrant students will decrease by 0.5%.	State Database	State	Student dropout data are available in the fall annually
4b) By the end of the 2013-14 school year and each year thereafter, 80% of teachers of migrant students participating in migrant-sponsored professional development will report on a survey that they applied the college and career readiness strategies from the training to their instruction.	Staff Survey	Program Coordinators	End-of-project annually

High School Graduation MPOs	How collected?	Who Collects?	When collected?
4c) By the end of 2013-14 and each year thereafter, 80% of migrant parents participating in parent involvement activities related to high school graduation will report on a parent survey that the activity helped them support their children in making progress toward high school graduation.	Parent Survey	Program Coordinators	End-of-project annually
4d) By the end of the 2013-14 school year and each year thereafter, 80% of staff involved in providing support services will report on a staff survey that the services met the needs of migrant students.	Staff Survey	Program Coordinators	End-of-project annually

Demographic Data and Program Compliance Information will be reported on ID&R efforts, student participation, program coordination activities, staff and parent attitudes about program effectiveness, professional development, monitoring and technical assistance, and program strengths and areas needing improvement.

Determining progress and making adjustments in the MEP are focused on increasing migrant student achievement. DESE will support local MEPs in their efforts to use evaluation results for making mid-course corrections and improving program services through:

- distributing materials to support professional development activities among Missouri MEP staff during regional meetings and statewide workshops;
- providing opportunities for local MEPs to share ideas and discuss the use of evaluation results for improvement during regional and statewide meetings;
- reviewing program monitoring results and actions for the use of evaluation results for improvement;
- sharing information and providing consultation on increasing the reliability of data collection and reporting, interpreting data, and student progress monitoring for improving instruction;
- coordinating with the State's contracted external evaluator to review processes, procedures, and supports provided to local MEPs; and
- sharing information among local MEPs from State and national literacy, mathematics, and early childhood conferences and forums that provide materials and resources on the use of data for improvement.

Missouri's MEP Data Collection and Reporting System

The **Missouri Student Information System** (MOSIS) contains data on Missouri schools and districts, including individual student and staff records. MOSIS is used for the purpose of providing data needed for supporting data-driven, intelligent decision making and to facilitate state and federal reporting, including data required for the federal *No Child Left Behind Act*. MOSIS helps school districts maintain more accurate information and manage student data more efficiently.

The education information system is managed by DESE in accordance with federal laws, such as the federal Family Educational Rights and Privacy Act (FERPA) and the Individuals with Disabilities Education Act (IDEA, 34 CFR §§ 300.127 and 300.560-300.576), and Missouri statutes and regulations (e.g., Sections 160.522, 167.020 and 452.376). All of these laws and policies are essential to maintaining the confidentiality of student records as they are collected and as they are maintained within MOSIS.

Missouri uses a **custom database** to collect and store COE data. Information is collected from approved COEs. Missouri's COE contain the following data elements: school district name, school district county/district code, school year, enrollment date, child's name, gender, birth date, birth place, type of verification of birth date, grade, school building code, enrollment type, parents' names and contact information, name of person that provided data, residency date, qualifying arrival date, previous residence (city, state, country), current residence (city, state, country), reason for children's move, type of move (e.g., obtain or to seek the following: temporary or seasonal employment or agricultural related or fishing related) and qualifying activity.

The COE is signed by the recruiter and parent. It is then checked and signed by the state migrant director. Regional migrant recruiters find and interview families by regularly contacting agri-businesses in their regions, communicating with school district personnel, and visiting the workers in the field. Recruiters will then complete the COE and send it to the Missouri Department of Elementary and Secondary Education - MELL Office. Once the COE has been received, it is screened for accuracy by the Supervisor of Migrant Identification and Recruitment or the State Migrant Director for final approval. If questions or concerns arise, the COE is returned to the recruiter for follow-up interviews or clarification. Once the COE arrives in the Missouri Department of Elementary and Secondary Education - MELL Office, it will be approved and entered into the database within approximately one week from the date of receipt. Missouri's COE was developed using the example COE found in the Title I, Part C Education of Migratory Children Non-Regulatory Guidance.

MSIX is a web-based portal that links states' migrant student record databases to facilitate the national exchange of migrant students' educational information among the States. MSIX will produce a single, consolidated record for each migrant child that contains the information from each State in which the child has enrolled. It contains the minimum data elements necessary for the proper enrollment, grade and course placement, and accrual of credits for migrant children. Missouri has assigned unique student identifiers to migrant children that will be used to identify/link student records. For more information on MSIX, go to http://msix.ed.gov.

Conclusions, Summary, and Next Steps

The comprehensive process for needs assessment and service delivery planning used by the Missouri MEP involved many migrant educators, administrators, parents/community representatives, and specialists with knowledge about the content areas of communication arts,

mathematics, school readiness, high school graduation, and programs and other services for meeting the unique educational needs of migrant students. Missouri will begin implementation of the new SDP once the alignment activities with the 2013-14 sub-allocation application are completed.

In the spring and summer of 2013, the Missouri MEP should continue its strategic planning and systems alignment process by undertaking the following key activities:

- Convene a small workgroup of key decision makers to focus on systems alignment. This workgroup should consist of the Missouri MEP Director, an SEA staff member with expertise in data collection and reporting, a local MEP coordinator, a parent/community representative, an ID&R specialist, and a consultant knowledgeable about the Missouri MEP and the alignment of systems to support the implementation of the SDP.
- Revisit all data collection decisions and examine current procedures to determine whether they are in alignment with the evaluation plan described in the SDP.
- Develop new tools as necessary that measure the degree to which the measurable program outcomes have been achieved.
- Review the sub-grantee application and revise it to align with the new MPOs, strategies, and resources. This activity will help ensure that the application will be ready for distribution to local sites for full implementation beginning in the 2013-14 school year.
- Review existing structures for professional development for migrant administrators, parents, instructors, recruiters, clerks, family liaisons, and other stakeholders to ensure that professional development activities include general information about the new SDP as well as professional development content to carry out the activities of the SDP.
- Revisit the Missouri MEP monitoring tool to include accountability for progress made toward meeting the Missouri MPOs and other aspects of the new SDP.
- Consider existing program evaluation activities and align them with the data collection plan outlined in the SDP. This activity will help ensure that all data needed for the implementation and outcome evaluation is collected each year to include in an annual evaluation report.
- Consider compiling evaluation data or preparing an evaluation report for the 2013-14 school year to establish a baseline against which the next evaluation can be measured.

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Office of the General Counsel, Coordinator – Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 6th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; fax number 573-522-4883; email civilrights@dese.mo.gov.

Appendix A

Meeting Agendas

AGENDA

Missouri Department of Elementary and Secondary Education
Migrant Education Program
Comprehensive Needs Assessment Update Meeting
Jefferson City, MO – October 31, 2012

8:30 – 8:45	Welcome, introductions, and overview of the meeting
8:45 – 9:15	Introduction to the MEP, purpose of the program, and program requirements
9:15 – 9:30	Getting on the same page: What is the CNA Update and the MEP planning cycle?
9:30 – 10:00	Activity #1: Individual review of the Missouri MEP CNA; debrief
10:00 – 10:20	Review and discuss the most recent data in reading, math, school readiness, and graduation/services to out-of-school youth
10:20 – 10:30	Break
10:30 – 10:45	Activity #2 (Small group): Discuss and report out on findings revealed by the data for each of the 4 focus areas
10:45 – 11:30	Activity #3 (Small group) Discuss changes to concerns and prioritize Concern Statements; debrief as a large group
11:30 – 12:00	Activity #4 (Small group): Discuss and make recommendations about need statements and need indicators; debrief as a large group
12:00 – 1:00	Working lunch discussion question: 1) *"What changes have you seen in the migrant population over the past 2 years? Over the past 5 years?"* 2) *"What, in your opinion, are 2 or 3 greatest needs of the migrant students?"*
1:00 – 1:30	Activity #4 (Small group continued): Part II - Discuss and make recommendations about data sources and need indicators; debrief as a large group
1:30 – 2:30	Activity #5 (Small group with break included): Discuss and make recommendations about possible solutions; debrief as a large group
2:30 – 3:15	Large group discussion: Review the data profile and make recommendations
3:15 – 3:30	Wrap up and prevue of the activities for the SDP Update Meeting

Meeting Objectives

1) Understand the CNA update process
2) Review data collected through the State MEP Comprehensive Needs Assessment
3) Review and revise the CNA concern statements and possible solutions
4) Determine follow-up data needed in preparation to revise SDP measurable program outcomes

AGENDA

Missouri Department of Elementary and Secondary Education
Migrant Education Program
Comprehensive Needs Assessment Update Meeting
Jefferson City, MO – February 13, 2013

8:30 – 8:45	Welcome, introductions, and overview of the meeting
8:45 – 9:15	Introduction to the MEP, purpose of the program, and program requirements
9:15 – 9:30	Getting on the same page: What is the SDP Update and the MEP planning cycle?
9:30 – 9:45	Review and discuss the results of the previous meeting, including concerns and additional data collected
9:45 – 10:15	Activity #1: Identify key components and strategies from the existing SDP
10:15 – 10:30	Break
10:30 – 11:15	Activity #2 (small group): Discuss and write strategies for the new SDP. Use the solutions identified during the CNA meeting as a guide.
11:15 – 11:45	Activity #3 (walk about): Review strategies from other groups and make changes and suggestions.
11:45 – 12:00	Activity #4 (small group): Prioritize strategies and indicate which are required and which are optional for programs applying for funding.
12:00 – 1:00	Working lunch discussion questions: What are the priorities of the MEP? Which strategies best meet student needs?
1:00 – 1:45	Activity #5 (small group): Discuss and write MPOs for measuring the effectiveness of the strategies. Use the needs statements from the CNA chart as a guide.
1:45 – 2:30	Activity #6 (walk about): Discuss and make recommendations about MPOs; debrief as a large group
2:30 – 3:15	Large group discussion: Discuss how MPOs will be evaluated, and how data will be collected or reported
3:15 – 3:30	Wrap up and next steps for completing the CNA/SDP update

Meeting Objectives

1) Understand the SDP update process
2) Review decisions made during the previous meeting for the CNA update
3) Review and revise the SDP strategies and MPOs

Appendix B

Needs Assessment Survey Instruments

Staff Survey of Migrant Student Needs

The Missouri Migrant Education Program (MEP) is conducting a survey to help identify the greatest needs of migrant students that result from frequent moves and interrupted education. Indicate your opinion of the services and instruction most needed. Check all that apply.

1. **Instruction:** As a result of the migrancy/mobility and/or substantial education interruption, migrant students MOST need the following instructional services.

	Dropout prevention programs		Information about post-secondary/career opportunities
	Additional reading instruction		Access to translation/interpretation in class
	Additional writing instruction		Instruction to help pass state assessments
	Additional math instruction		Access to distance education for credit accrual
	Additional English language instruction		Additional instruction in study skills
	Transition programs for migrant students new to the school and/or state		Greater access to community-based after-school instructional programs
	Course offerings to make up missing credit		Programs to help young children prepare for kindergarten
	Other:		Other:

2. **Support Services:** As a result of migrancy/mobility and/or substantial education interruption migrant students MOST need the following support services so that they can better participate in their education.

	Access to physicals for enrollment		Nutrition
	School supplies		Transportation
	Secondary counseling (credit related)		Clothing
	College and career counseling		Locating existing school and community resources
	Greater access to dental, vision, or health care		Better record keeping to avoid duplicated immunizations
	Aid in participating in preschool programs		Other:

3. **Parent involvement:** As a result of migrancy/mobility, migrant parents MOST need the following services to support their children's education.

	More educational resources in the home		More information about teaching early literacy skills
	More opportunities to discuss their child's educational progress with school staff		More opportunities to participate in migrant PACs
	More flexibility in scheduling of parent involvement activities		More information about strategies to support education in the home
	Access to parenting education programs		More strategies for helping with homework
	Information about drug/gang awareness		Parent literacy and language instruction
	Other:		Other:

4. **Professional development**: What topics would you recommend for professional development to help instructional staff meet the needs of migrant students?

	Evidence-based strategies for reading instruction		Strategies for delivering content instruction to English learners
	Evidence-based strategies for math instruction		Strategies for helping students access existing community resources
	Culturally relevant instruction for migrant students		Strategies for teaching students who transfer in mid-year or mid-course
	Strategies for increasing graduation		Strategies for preschool educators
	Strategies for out-of-school youth		Teaching for multiple learning styles
	Other:		Other:

5. What are your **suggestions** for improving services to migrant students?

Parent Survey from the Missouri Migrant Education Program

The Missouri State Migrant Education Program (MEP) is conducting a study of the needs of migrant families. Please answer these questions to help improve the educational support your children receive from the Missouri MEP. If you have more than one child in the MEP, answer in general for all your children. Check ALL that apply.

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

1. Instruction: When it comes to school, my child(ren) need the MOST help with:

	Staying in school		More information about opportunities for after H.S.
	Reading		Access to translation/interpretation in class
	Writing		Making good scores on the State test
	Math		Access to distance education for credit
	Learning English		Additional instruction in study skills
	Help for children new to the school or state		More options for making up missing credits
	More after-school tutoring		Preparing young children for kindergarten
	Other:		Other:

2. Support Services: What items or services would MOST help your child(ren) get the most out of school?

	School supplies		Nutrition
	Secondary counseling (credit related)		Transportation
	College and career counseling		Clothing
	Greater access to dental, vision, or health care		Locating existing school and community resources
	Access to preschool programs		Better record keeping to avoid duplicated immunizations
	Other:		Other:

3. Parent involvement: Which of these programs or services would MOST help you support your child's education?

	More educational materials at home		More information about teaching early literacy skills
	More opportunities to discuss my child's educational progress with school staff		Additional opportunities to participate in migrant Parent Advisory Council meetings
	More flexibility in scheduling of parent involvement activities		More information about how to help my child with reading, math, and writing
	Access to parenting education programs		More ideas for how to help with homework
	Information about drug/gang awareness		Language and literacy instruction for adults
	Other:		Other:

4. Suggestions: What suggestions do you have for improving the services of the migrant education program?

	More help for my child during the school day		More contact with migrant personnel
	More help for my child before or after school		Increased communication/coordination with school
	More opportunities for parent involvement activities with other migrant parents		More information about resources and services available through the program
	More services for preschool children		More information about options for after high school
	Other:		Other:

5. What additional needs do your children have?

Region (to be completed by MEP staff):_____

Appendix C

Complete Concerns, Solutions, and Rankings

CNA Decisions and Planning Chart – MO MEP CNA

GOAL AREA: COMMUNICATION ARTS ACHIEVEMENT

Concern: Instructional Time, Educational Continuity, and English Language Development	Data Source	Need Indicator	Possible Solution
We are concerned that migrant students are not achieving at the same level as their peers because of gaps in academic language in reading.	State Assessment and EOC scores staff survey parent survey ACCESS results	35% of migrant students were proficient on the MAP for reading, language arts compared to 54% of non-migrant students 17% of migrant students were proficient in English on the ACCESS compared to 23% of all students 77% of staff indicated migrant students need additional reading instruction, 68% for writing instruction, and 61% for English language instruction	1a) Provide professional development for teachers who work with migrant students on strategies for improving academic language development and information about the unique needs of migrant students. 1b) Provide instructional assistants for tutoring in before and after school programs. 1c) Provide small group interventions following an RTI model for migrant students who are below proficient in reading. 1d) Provide parent involvement through home/school liaisons. 1e) Use appropriate formative and summative assessments for determining student needs and target instruction. 1f) Provide training in using MSIX for proper student placement and record transfer. 1g) Provide summer school. 1h) Increase access to needed educational tools and socio-economic services.

GOAL AREA: MATHEMATICS ACHIEVEMENT

Concern: Instructional Time, Educational Continuity, and English Language Development	Data Source	Need Indicator	Possible Solution
We are concerned that migrant students are not achieving at the same level as their peers because of gaps in academic language in math.	staff survey parent survey ACCESS results	17% of migrant students were proficient in English on the ACCESS compared to 23% of all students 61% of staff indicated that migrant children need additional language instruction 47% of parents indicated their children needed additional math instruction	2a) Provide professional development for teachers who work with migrant students on strategies for improving academic language development and information about the unique needs of migrant students. 2b) Provide assistance to families through inviting them to participate in math programs and strategies for teaching math skills in the home. 2c) Provide supplemental English language instruction through before or after school programs and direct supplemental academic language instruction for math vocabulary.
We are concerned that migrant students have gaps in conceptual and procedural math skills.	State Assessment and EOC scores	30% of migrant students were proficient on the MAP for math, compared to 55% of non-migrant students	2d) Provide additional instruction in conceptual and procedural math through summer school, extended instruction time, and individualized/ specialized instruction.

GOAL: SCHOOL READINESS

Concern: Educational Continuity, Educational Support in the Home, and Instructional Time	Data Source	Need Indicator	Possible Solution	Rank
We are concerned that migrant students are not receiving early literacy skills prior to starting formal education.	Staff Needs Assessment Survey Parent Needs Assessment Survey	67% of staff say that more information about strategies to support education in the home is needed 65% of staff say that parent literacy and language instruction is needed 56% of parents of preschool children indicated needing services to prepare young children for kindergarten	3a) Provide parent involvement for families to help them use strategies for improving pre-literacy skills. 3b) Provide resources to help families implement the strategies. 3c) Coordinate services with existing early childhood programs.	
Concern: English Language Dev.	**Data Source**	**Need Indicator**	**Possible Solution**	**Rank**
We are concerned that migrant preschoolers do not have the language skills necessary for success in school.	Staff Needs Assessment Survey Parent Needs Assessment Survey	61% of staff indicated that migrant children need additional language instruction 49% indicated students needed aid in participating in preschool programs 36% of parents indicated their children needed help learning English	3d) Ensure migrant students have access to early childhood programs where available. 3e) Provide professional development for staff working with migrant students on developing language skills in young students.	
Concern: Health and Access to Services	**Data Source**	**Need Indicator**	**Possible Solution**	**Rank**
We are concerned that migrant preschoolers do not have access to comprehensive health and community services.	Staff Needs Assessment Survey Parent Needs Assessment Survey	51% of staff say that greater access to health/vision/dental care is needed 48% of parents indicated their children needed greater access to dental, vision, or health care	3f) Provide families with information on medical and community services. 3g) Coordinate services with existing community-based education programs: school district programs, Head Start, churches, community centers, Parents as Teachers	

GOAL: HIGH SCHOOL GRADUATION

Concern: Educational Continuity, Instructional Time, and English Language Dev.	Data Source	Need Indicator	Possible Solution	Rank
We are concerned that migrant students are not achieving in the core content courses due to academic language gaps, gaps in academics, and mobility.	EOC Assessment results ACCESS results Parent Survey Staff Survey	32% of migrant high school students were proficiency in math compared to 60% of all students 51% of migrant high school students were proficient in reading compared to 74% of all students 36% of migrant students are LEP compared to 2% of all students. 47% of parents indicated that math instruction was needed and 43% indicated reading instruction was needed	4a) Hire tutors for supplemental and individualized English language instruction and content area instruction.	
Concern: Educational Support in the Home	**Data Source**	**Need Indicator**	**Possible Solution**	**Rank**
We are concerned that migrant students are not seeking or receiving training for college and career readiness due to a lack of support in the home.	Staff Survey Parent Survey	67% of staff say that more information about strategies to support education in the home is needed 52% of parents of high school students indicated their children needed credit-related secondary counseling and 48% indicated their children needed college and career counseling	4b) Provide professional development for teachers and counselors who work with migrant students regarding unique needs of migrant students and options for college and career readiness. 4c) Participate in programs such as Destination Graduation (NEOSHO) to promote college and career readiness. 4d) Ensure migrant students have access to college visits and career fairs.	
We concerned that migrant families do not understand the graduation requirements.	Staff Survey Parent Survey	65% of staff indicated that greater parent literacy and language instruction was needed 48% of parents of high school students indicated they needed more information about opportunities for after high school	4e) Provide parent involvement as early as middle school to help families understand graduation requirements.	
Concern: Health and Access to Services	**Data Source**	**Need Indicator**	**Possible Solution**	**Rank**
We are concerned that migrant students do not have access to comprehensive health and community services.	Staff Survey Parent Survey	51% of staff say that greater access to health/vision/ dental care is needed 48% of migrant parents indicated greater access to dental, vision, or health care was needed for their children	4f) Coordinate with local service providers to ensure that migrant students gain access to health services, legal services, and other social services as needed for participation in education	

Appendix D

Strategies and MPOs
Planning Chart

Strategies and MPOs Summary Chart

GOAL AREA: COMMUNICATION ARTS

NEED/CONCERN: **We are concerned that migrant students are not achieving at the same level as their peers in communication arts because of gaps in academic language.**

Solution identified in the CNA	**Performance Target (Goal)**	**Strategy**	**MEP Measurable Program Outcome (Objective)**
• Provide professional development for teachers who work with migrant students on strategies for improving academic language development and information about the unique needs of migrant students. • Provide instructional assistants for tutoring in before and after school programs. • Provide small group interventions following an RTI model for migrant students who are below proficient in reading. • Provide parent involvement through home/school liaisons. • Use appropriate formative and summative assessments for determining student needs and target instruction. • Provide training in using MSIX for proper student placement and record transfer. • Provide summer school. • Increase access to needed educational tools and socio-economic services.	In 2002, Missouri established an AYP timeline that requires all students to meet or exceed the State's proficiency levels in communication arts and mathematics not later than 2013-2014. [Missouri Consolidated State Application Accountability Workbook, revised May 4, 2010]	**1.1 Provide supplemental instructional support for migrant students in the areas of communication arts, literacy, and language development. Examples include extended day programs, peer tutoring, mentoring, and summer school.**	**1a) By the end of 2013-14 and each year thereafter, the gap in proficiency in communication arts on the State standardized test between migrant students participating in supplemental supports during the regular school year and non-migrant students will decrease by 3%.**
		1.2 Provide professional development opportunities that include the unique needs of migrant students for teachers of migrant students in areas such as data analysis for data-driven instruction, academic language, and differentiating instruction within communication arts.	1b) By the end of 2013-14 and each year thereafter, 80% of teachers of migrant students participating in migrant-sponsored professional development will report on a survey that they applied the communication arts strategies from the training to their instruction.
		1.3 Provide parent involvement opportunities relating to improving educational success in communication arts for migrant students including PAC meetings, parent training, and notification of opportunities for involvement.	1c) By the end of 2013-14 and each year thereafter, 80% of migrant parents participating in parent involvement activities (such as Parent Advisory Council meetings) will report on a parent survey that the activity helped them support their children's reading achievement.

NOTE: Strategies and MPOs in bold are required of all funded MEP projects.

GOAL AREA: MATHEMATICS

NEED/CONCERN: 1. **We are concerned that migrant students are not achieving at the same level as their peers because of gaps in academic language in math. 2. We are concerned that migrant students have gaps in conceptual and procedural math skills.**			
Solution identified in the CNA	**Performance Target (Goal)**	**Strategy**	**MEP Measurable Program Outcome (Objective)**
• Provide professional development for teachers who work with migrant students on strategies for improving academic language development and information about the unique needs of migrant students. • Provide assistance to families through inviting them to participate in math programs and strategies for teaching math skills in the home. • Provide supplemental English language instruction through before or after school programs and direct supplemental academic language instruction for math vocabulary. • Provide additional instruction in conceptual and procedural math through summer school, extended instruction time, and individualized/specialized instruction.	In 2002, Missouri established an AYP timeline that requires all students to meet or exceed the State's proficiency levels in communication arts and mathematics not later than 2013-2014. [Missouri Consolidated State Application Accountability Workbook, revised May 4, 2010]	**2.1 Provide supplemental instructional support for migrant students in the area of mathematics with a focus on academic language development. Examples include extended day programs, peer tutoring, mentoring, and summer school.**	**2a) By the end of the 2013-14 school year and each year thereafter , the gap in proficiency in mathematics on the State standardized test between migrant students participating in supplemental supports during the regular school year and non-migrant students will decrease by 3%.** 2b) By the end of the 2013-14 school year and each year thereafter, 80% of students receiving language of math instruction will demonstrate a 9% gain on district-approved semester assessment (such as the language of math portion of the ACCESS assessment).
		2.2 Provide supplemental instruction in conceptual and procedural math through summer school (e.g. Math MATTERS), extended instruction time, and individual/specialized instruction.	2c) By the end of the 2013-14 school year and each year thereafter, 80% of migrant students will demonstrate a 9% gain on a district-approved pre/post assessment (such as the Math MATTERS summer assessment) of math skill development.
		2.3 Provide professional development opportunities that include the unique needs of migrant students for teachers of migrant students in areas such as data analysis for data-driven instruction, academic language, and differentiating instruction within the area of mathematics.	2d) By the end of 2013-14 and each year thereafter, 80% of teachers of migrant students participating in migrant-sponsored professional development will report on a survey that they applied the mathematics strategies from the training to their instruction.
		2.5 Provide parent involvement opportunities relating to improving educational success in mathematics for migrant students including PAC meetings, parent training, and notification of opportunities for involvement.	2e) By the end of 2013-14 and each year thereafter, 80% of migrant parents participating in parent involvement activities (such as Parent Advisory Council meetings) will report on a parent survey that the activity helped them support their children's math achievement.

NOTE: Strategies and MPOs in bold are required of all funded MEP projects.

GOAL AREA: SCHOOL READINESS

***NEED/CONCERN:* We are concerned that migrant students are not receiving early literacy skills prior to starting formal education.**			
Solution identified in the CNA	**Performance Target (Goal)**	**Strategy**	**MEP Measurable Program Outcome (Objective)**
• Provide parent involvement for families to help them use strategies for improving pre-literacy skills. • Provide resources to help families implement the strategies. • Coordinate services with existing early childhood programs. • Ensure migrant students have access to early childhood programs where available. • Provide professional development for staff working with migrant students on developing language skills in young students. • Provide families with information on medical and community services. • Coordinate services with existing community-based education programs: school district programs, Head Start, churches, community centers, Parents as Teachers.	For children, school readiness means being prepared in key dimensions of early learning and development (social and emotional, language and literacy, cognitive, motor, health and physical well-being, and positive attitudes and behaviors toward learning.) [School Readiness definition from Early Learning section of dese.mo.gov]	3.1 Provide family literacy instruction and materials to assist migrant families in developing their children's school readiness through learning strategies implemented in the home.	3a) By the end of 2013-14 and each year thereafter, 80% of migrant parents participating in family literacy activities will report on a parent survey that the strategies helped them prepare their children for school.
		3.2 Provide access to early childhood education services, summer school, and/or home visits through coordination with existing services such as Parents as Teachers, Title I preschools, community preschools, Missouri Preschool Project, and Head Start.	3b) By the end of 2013-14 and each year thereafter, 80% of migrant children ages 4 or 5 and not in kindergarten will receive referrals to appropriate early childhood education services as indicated on the district migrant report.

NOTE: Strategies and MPOs in bold are required of all funded MEP projects.

GOAL AREA: HIGH SCHOOL GRADUATION

***NEED/CONCERN:* We are concerned that migrant students are not achieving in the core content courses due to academic language gaps, gaps in academics, and mobility.**			
Solution identified in the CNA	**Performance Target (Goal)**	**Strategy**	**MEP Measurable Program Outcome (Objective)**
• Hire tutors for supplemental and individualized English language instruction and content area instruction. • Provide professional development for teachers and counselors who work with migrant students regarding unique needs of migrant students and options for college and career readiness. • Participate in programs such as Destination Graduation (NEOSHO) to promote college and career readiness. • Ensure migrant students have access to college visits and career fairs. • Provide parent involvement as early as middle school to help families understand graduation requirements. • Coordinate with local service providers to ensure that migrant students gain access to health services, legal services, and other social services as needed for participation in education.	The graduation rate goal for all Missouri high schools is 85% to meet the Adequate Yearly Progress additional indicator. High schools with graduation rates between 75-85% are expected to demonstrate improvement of at least 2 percentage points per year. High schools with graduation rates of less than 75% are expected to improve at least 5 percentage points per year. [Missouri Consolidated State Application Accountability Workbook, revised May 4, 2010]	4.1 Provide supplemental instructional and support services to increase credit accrual leading to graduation through services such as credit recovery, college and career readiness activities, and distance learning.	4a) By the end of the 2013-14 school year and each year thereafter, the dropout rate for migrant students will decrease by 0.5%.
		4.2 Provide professional development opportunities that include the unique needs of migrant students for teachers of secondary-age migrant students in areas such as dropout prevention, college and career readiness, and distance education.	4b) By the end of the 2013-14 school year and each year thereafter, 80% of teachers of migrant students participating in migrant-sponsored professional development will report on a survey that they applied the college and career readiness strategies from the training to their instruction.
		4.3 Provide parent involvement opportunities and instruction relating to the importance of graduation, U.S. requirements for graduation, understanding student progress reports, and college and career goal setting.	4c) By the end of 2013-14 and each year thereafter, 80% of migrant parents participating in parent involvement activities related to high school graduation will report on a parent survey that the activity helped them support their children in making progress toward high school graduation.
		4.4 Provide supplemental support services to eligible migrant students (ages 3 through 21) to meet the locally identified needs of migrant students such as resource lists, medical/dental/vision services, necessary school supplies, clothing, transportation, and other allowable support services.	4d) By the end of the 2013-14 school year and each year thereafter, 80% of staff involved in providing support services will report on a staff survey that the services met the needs of migrant students.

NOTE: Strategies and MPOs in bold are required of all funded MEP projects.