



IDAHO COMPREHENSIVE NEEDS ASSESSMENT



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ABBREVIATIONS/ACRONYMS

CIG	Consortium Incentive Grant	LEP	Limited English Proficiency
CNA	Comprehensive Needs Assessment	MEP	Migrant Education Program
COE	Certificate of Eligibility	MPAC	Migrant Parent Advisory Council
CSPR	Consolidated State Performance Report	MPO	Measurable Program Outcomes
ECE	Early Childhood Education	MSIS	Migrant Student Information System
EL	English Learner	MSIX	Migrant Student Information Exchange
ESEA	Elementary & Secondary Education Act	NAC	Needs Assessment Committee
ESL	English as a Second Language	NCLB	No Child Left Behind Act of 2001
ESSA	Every Student Succeeds Act	OME	Office of Migrant Education, U.S. Department of Education
GED	General Educational Development	OSY	Out-of-School Youth
GPA	Grade Point Average	PAC	Parent Advisory Council
HS	High School	PASS	Portable Assisted Study Sequence
ID&R	Identification and Recruitment	PD	Professional Development
ID	Idaho	PFS	Priority for Services
IELA	Idaho English Language Assessment	PK	Pre-Kindergarten
ISAT	Idaho Standard Achievement Test	QAD	Qualifying Arrival Date
IRI	Idaho Reading Indicator	SDP	Service Delivery Plan
ISDE	Idaho State Department of Education	SEA	State Education Agency
K	Kindergarten		
LEA	Local Education Agency (also LOA for Local Operating Agency)		

COMPREHENSIVE NEEDS ASSESSMENT COMMITTEE

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INTRODUCTION

The Comprehensive Needs Assessment Process in Idaho

The Idaho Migrant Education Program (MEP) is to support educational programs for migratory children to reduce academic disruptions from repeated moves and helps ensure that migrant children are not penalized because of differences between other states' standards and requirements. The Idaho MEP strives to provide educational and supportive services so that each child receives the same opportunities and academic achievements standards that all children are expected to meet so they overcome barriers and transition into postsecondary education and employment.

In order to help migrant children and youth overcome challenges of mobility, frequent absences, late enrollment into school, social isolation, and other difficulties associated with a migratory life, the Idaho MEP assists students to achieve their academic goals. Therefore, priority for MEP services are given 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.

Migrant Education Program funds are allocated by the U.S. Department of Education, Office of Migrant Education (OME) to the State of Idaho to address the unmet needs of migrant children and youth that result from their lifestyle to permit them to participate effectively in school. The children of migrant, mobile agricultural workers and fishers have needs based on interrupted schooling and cultural/social isolation that manifest themselves differently than those of the general school population, including English learners (EL) and other students who are mobile.

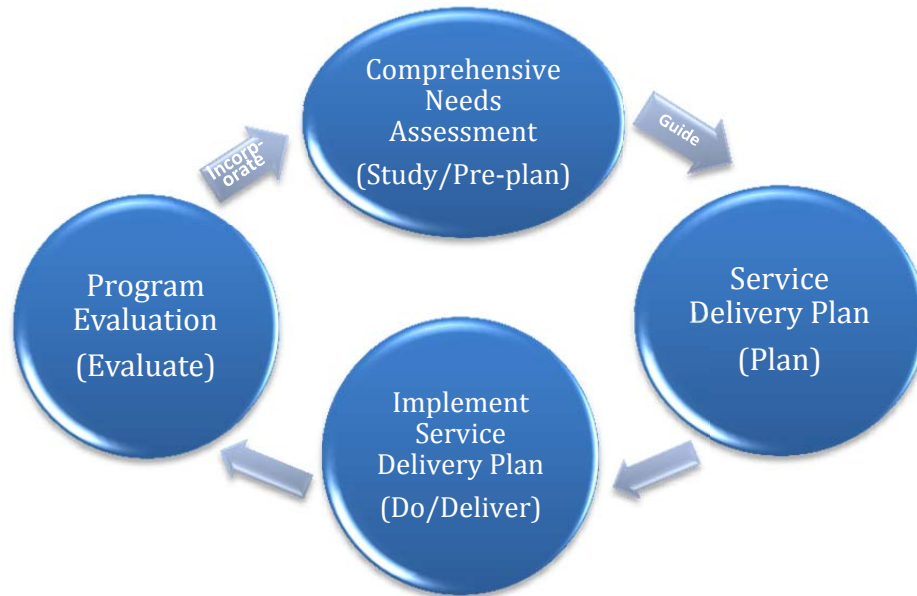
The MEP is mandated to assess and understand the unique needs of the migrant population and design services that meet those identified needs through a comprehensive state service delivery planning process. In order to better understand and articulate the specific services that the Idaho MEP should offer to migrant children and youth and their families, the required comprehensive needs assessment (CNA) process that is described in this report to shed light on the entire statewide MEP.

The Idaho MEP CNA conducted in 2015-16 was guided by the OME's CNA Toolkit published in 2012. The process allows for a description of data-driven needs, concerns about these needs, and knowledge of the state context and available local and state resources. Changes in the migrant student population, seasonal agricultural activities identified in previous CNA efforts, available resources, and identified student needs precipitate an updated CNA about every three years. The CNA described in this report 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, li)*);
- guide the overall design of the MEP on a statewide basis;
- assist the SEA and local operating agencies (LOAs) to prioritize migrant student needs; and
- provide the basis for the SEA to subgrant MEP funds.

The Idaho CNA will guide future programs, services, and policy decisions to ensure that the state MEP's resources are the most needed and most effective supplemental services for migrant children and youth and their families. The process followed for the CNA is directed by OME's Continuous Improvement Cycle which illustrates the relationship between the CNA; service delivery plan (SDP); implementation of services through a process for MEP applications for funds, sub-allocations to local MEPs, and the implementation of programs by local sub-grantees; and the evaluation of services. Exhibit 1 shows the Continuous Improvement Process.

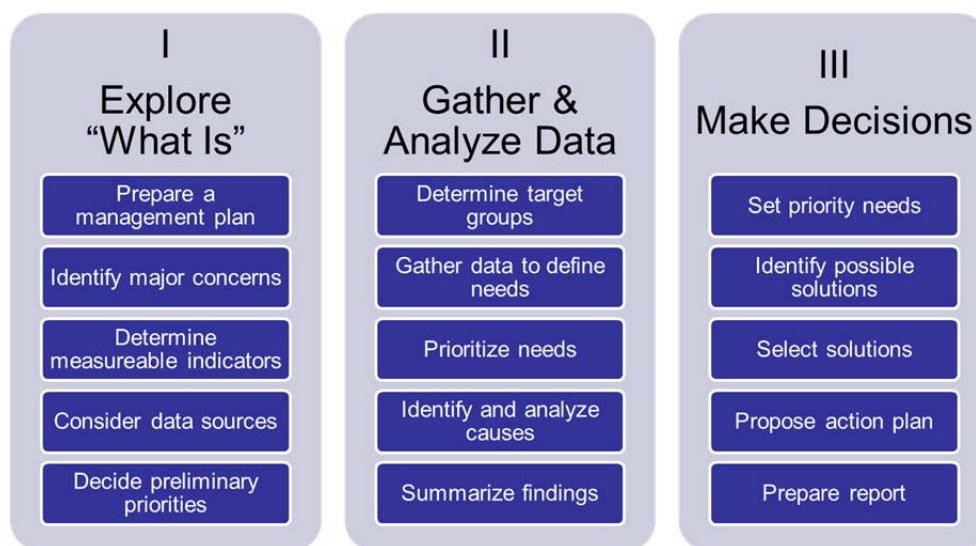
Exhibit 1 – Continuous Improvement Process (OME Toolkit)



The CNA committee followed a systematic three-phase implementation model suggested by OME in its Toolkit (2012) that is illustrated in Exhibit 2. This model was modified to fit the specific needs of the Idaho CNA process which included both the assessment of needs and the identification of potential solutions at the three levels below.

- **Level #1:** *Service Receivers* (migrant students, eligible migrant out-of-school youth (OSY), and parents of migrant children and youth)
- **Level #2:** *Service Providers and Policymakers* (state and local MEP instructional and support staff and administrators of programs and services aimed at migrant children and youth)
- **Level #3:** *Systemic Resources* (the system in which MEP services are facilitated or impeded)

Exhibit 2 – Three-phase Model for the CNA



The first CNA for the Idaho MEP was conducted during the 2009-10 school year and was reviewed and revised with stakeholder input in 2013. The evaluation data helped the MEP update the measurable program outcomes (MPOs) and strategies each year.

The 2016 CNA included input from stakeholders who participated in all aspects of the CNA process, providing feedback on data collected, needs identified, possible solution strategies, and available resources. Additionally, the concern statements and data that informed them were shared with migrant parents at state Parent Advisory Council (PAC) meetings to solicit feedback from parents and ensure that their input was included in this final report.

Data Collection Procedures

A variety of data and collection methods were undertaken to assess needs and assist the Committee to identify solutions. These methods included:

- reports on migrant and comparative demographics, child counts, enrollment status; and graduation rates; and dropout rates that were generated through the following databases: Idaho Standards Achievement Test (ISAT), Idaho English Language Assessment (IELA), Idaho Reading Indicator (IRI), and the Migrant Student Information System (MSIS);
- reviews of state assessment results in reading and mathematics with comparisons made between migrant student achievement results and non-migrant peers;
- surveys conducted with MEP service providers;
- surveys conducted with migrant parents and older migrant students;
- a review of the Idaho MEP State Plan and other relevant state data; and
- discussion groups, anecdotal information, and structured input from state and local MEP staff and PAC members.

To ensure that all requirements of the United States Department of Education, OME, were met and to conduct an accurate assessment of the needs of Idaho's migrant student population, the Idaho CNA committee set the timelines listed in Exhibit 3.

Exhibit 3 – Timelines for the CNA

Activity	Timeline
Data Collection	11/13/15
CNA Meeting #1: Review data, develop concerns, and identify need indicators	11/18/15
CNA Meeting #2: Finalize concern statements, develop solution strategies and identify resources	01/20/16
Verify, analyze, and synthesize data	4/15/16
Draft the CNA report	06/15/16
Include stakeholder feedback to finalize the CNA report	06/30/16

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

Organization of the CNA Report

This CNA report provides an overview of the entire Idaho CNA process as well as an action plan with recommended solutions and interventions to close the achievement and outcome gaps between where Idaho migrant children are now and where they should be related to state performance standards and their non-migrant counterparts. The CNA will be a determining factor in the SDP as part of the Continuous Improvement Model referenced earlier in this section.

This *Introduction* section of the report is followed by *Authorizing Statute and Guidance for Conducting the CNA*, the *Phase I*, *Phase II*, and *Phase III* activities of the CNA, which includes the state MEP student and program profile; the process for gathering and analyzing data; and the process for decision-making around migrant student needs. This section is followed by the *Conclusions*.

Finally, the *Appendices* contain the Idaho CNA Decisions and Planning Chart, all meeting agendas and meeting summary notes; data tables; needs assessment survey instruments; and a summary of needs assessment data.

AUTHORIZING STATUTE AND GUIDANCE FOR CONDUCTING THE CNA

Purpose of the CNA

An MEP CNA is required under Section 1306 of the Elementary and Secondary Education Act, reauthorized as the *No Child Left Behind Act (NCLB)* in 2001 and the *Every Student Succeeds Act* of 2015 (ESSA), Title I Part C, Section 1304(1) and 2(2). States must address the unique educational needs of migratory children in accordance with a comprehensive state plan that:

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

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

The needs assessment serves as the design for establishing statewide priorities for local procedures and provides a basis for the state to sub-allocate funds to LOAs that serve migrant children and youth. The CNA should take a systematic approach that progresses through a defined series of phases, involving key stakeholders such as migrant parents, educators, migrant students (as appropriate), administrators of programs that serve migrant students, state data specialists, content area experts, and others.

The Migrant Education Program Seven Areas of Concern

Seven common areas of concern emerged from a CNA initiative that was concluded about 10 years ago that was piloted by OME with four states. As a result of this initiative, seven areas emerged as being important for all states to consider as they conduct CNAs. These Seven themes helped guide the Idaho NAC toward specific areas that define populations whose migratory lifestyles result in significant challenges to success in school.

After reviewing migrant student data, the NAC developed concern statements that will serve as the foundation for the Idaho MEP service delivery planning process. The seven areas of concern are described in the narrative that follows.

- 1. Educational Continuity**—Because migrant students often need to move during the regular school year and experience interruptions due to absences, they tend to encounter a lack of educational continuity, often needing to learn and adapt to different methods of instruction, behavioral expectations, and classroom rituals and routines with every move. Ensuring continuity of education and seamless credit accrual opportunities is a priority due to this pattern.
- 2. Time for Instruction**—Mobility also impacts the amount of time students spend in class and their attendance patterns. Decreases in the time students spend engaged in learning leads to lower levels of achievement. These factors are particularly present for preschool children and out-of-school youth (OSY), who either do not have access to free public education or are unable to take advantage of available programs due to mobility and/or the need to work. Ways to counter the impact of family mobility and delays in enrollment procedures are essential.
- 3. School Engagement**—Various factors relating to migrancy patterns impact student engagement in school. Students miss summer programs and extracurricular activities that help foster school engagement. They feel unwelcome and/or disconnected from schools where they may only be spending a few weeks. There is little time for students to establish and develop meaningful friendships within their peer group at school.
- 4. English Language Development**—English language development (ELD) is critical for academic success. In the school setting, ELD comprises literacy skills that are applicable to content area learning. Since many migrant students have a home language other than English, MEPs must find ways to supplement the ELD difficulties faced by migrant students due to their unique lifestyle, while not supplanting Title III, state-sponsored, or local program activities.
- 5. Education Support in the Home**—Home environment is associated with a child's success in school, reflecting exposure to reading materials, a broad vocabulary, and educational games and activities. Such resources reflect parent educational background and socio-economic status. While migrant parents value education for their children, they may not always know how to support their children in a manner consistent with school expectations nor have the means to offer an educationally-rich home environment. Efforts to inform families in a manner that fits cultural and economic circumstances are crucial.
- 6. Health**—Good health is a basic need that migrant students have difficulty maintaining. The compromised dental and nutritional status of migrant children is well documented as are high rates of obesity. Higher proportions of acute and chronic health problems are experienced along with higher childhood and infant mortality rates than those experienced by their non-migrant peers. Migrant children are at greater risk than other children due to pesticide exposure, farm injuries, heat-related illness, and poverty. They are more likely to be uninsured or under-insured and have difficulties with health care access. Families often need assistance to address health problems that interfere with the student's ability to learn.
- 7. Access to Services**—Being a newcomer in school, having a home language other than English, and lacking literacy are known to decrease access to educational and educationally-related services to which migrant children and their families are entitled. Since they are not viewed as members of the community because of their mobility, services become more difficult to obtain.

PHASE I: EXPLORING “WHAT IS”

Context, Student Demographics, and Indicators of Need

Prior to the NAC meeting, a profile of migrant students was compiled that included demographics and achievement data. This information was obtained from state demographic and assessment data including local, regional, and state reports and Consolidated State Performance Reports (CSPR) for the past few years. The profile helped the NAC gain an understanding of the characteristics and unique academic and support services challenges experienced by the migrant student population in Idaho.

The Idaho MEP strives to provide supplemental education services that can help migrant children and youth overcome the effects of educational disruptions and other problems resulting from repeated moves. Clearly, issues of mobility, language, and poverty affect migrant students' opportunities to receive excellence and equity in the classroom. During the regular school year in Idaho, areas with concentrations of migrant children are served by MEPs that operate in support of, and in coordination with, the regular school program. During the summer, programs are set up exclusively for migrant children when regular school programs do not operate.

The MEP is operated by the Idaho State Department of Education (ISDE), the State Education Agency (SEA). ISDE has responsibility for sub-allocating its funds to regions or districts where the migrant youth are identified, then approving and supervising the projects and services provided by those districts. The Idaho MEP supports two kinds of programs to strengthen the school, community, and family experiences of children and their families. Some programs are developed locally by MEP offices in collaboration with the school districts that enroll migratory students. Other programs are administered statewide and are designed to meet specific needs of students and staff, such as those related to the identification and recruitment (ID&R) of migrant families, MEP staff training, data collection and dissemination, and parent involvement.

Local programs are designed, implemented, and evaluated through the collaborative efforts of MEP regional coordinators, district migrant directors, family liaisons/migrant recruiters, instructional assistants, and teachers at the school and district levels. Every effort is made to base the content and methodology of the programs on the unique educational needs of migratory children and their families in accordance with the state's comprehensive plan for service delivery.

Planning Phase of the Idaho CNA

Developing an understanding of the unique educational needs of Idaho migrant students was the goal of the CNA. This analysis of needs provides a foundation for the future direction of the Idaho MEP through the service delivery process, and it also supports the overall continuous improvement and quality assurance processes of the Idaho MEP and the overall State Plan. The needs analysis was adapted to the resources and structures available in the state.

The Planning Phase of the Idaho CNA involved two major objectives:

- develop a **sense of understanding and commitment** on the part of committee members to the needs assessment in all levels of the Idaho MEP; and

- arrive at consensus on the CNA process so that the findings are used in an appropriate and timely manner.

The Idaho state MEP contacts, Dr. Christina Nava (Director of English Learner & Migrant Education) and Sarah Seamount (MEP Coordinator), are employees of ISDE. These individuals, the state MEP management, defined the structure for the NAC, identified potential NAC members and invited them to participate, delineated NAC roles and responsibilities, and prepared a calendar of meeting dates and timelines for tasks to be completed.

The Idaho NAC was charged with: 1) fully participating in the needs assessment process; 2) reviewing the student achievement and outcome data and setting priorities for meeting identified needs; and 3) making policy recommendations and internal process decisions that affect planning and implementation. The state MEP Director, Coordinator, and the NAC were assisted with these tasks by META Associates staff that facilitated the NAC meetings, prepared meeting materials, led the NAC through the CNA activities, and summarized the results for the committee to aid in their decision-making.

The NAC members reflected a broad range of stakeholders that included state personnel, regional ID&R coordinators, local MEP coordinators, migrant parents, content area experts, family liaisons, and recruiters. After NAC membership was determined, the MEP Director implemented the final step in management planning, the logistical plan. A schedule of meetings was developed specifying the requirements for each meeting, the meeting goals, and the anticipated activities. The tasks for each meeting were laid out in agendas and notes that were revised after each meeting, if needed. Meeting agendas, notes, and objectives are included in Appendix B.

Overview of Phase I: Exploring “What Is”

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

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

Phase I guides the overall design of the Idaho MEP on a statewide basis and forms the foundation for decisions that will guide SDP planning. Phase I is an aid to helping the MEP develop and articulate a clear vision of the needs of Idaho migrant children; and the statewide, supplemental services the Idaho MEP should provide to meet the identified needs.

CNA Goal Areas and the Idaho Standards

During the NAC meeting held in Boise in the fall of 2015, the group addressed the CNA planning cycle and the roles/responsibilities of the NAC:

- review summaries of existing data and information on the needs of migrant students, and decide on additional data needed;
- develop concern statements;
- develop need indicators and need statements; and
- review the results of the committee and decide on next steps in the planning cycle.

The NAC reviewed the goal areas from the previous CNA and considered how the needs of Idaho migrant students fit within these broad categories. The Idaho Standards served as a guide to delivering challenging and meaningful content to students that prepares them for success in school and the workplace. In consideration of state standards and OME guidance that reading, mathematics, and graduation be considered as a minimum, the four goal areas established by the NAC include.

- **Goal 1: English Language Arts Achievement**
- **Goal 2: Mathematics Achievement**
- **Goal 3: School Readiness**
- **Goal 4: High School Graduation**

Upon agreeing to these four goals for improving Idaho migrant student achievement, each goal was explored related to the Seven Areas of Concern established by OME and concerns and solutions within each goal area aligned both with the Idaho Standards and the findings evident in the needs data for migrant children and youth.

Idaho Concern Statements

During the first NAC meeting, the committee developed concern statements that are listed in Exhibit 4 below for each of the goal areas. At the subsequent meeting, the committee refined their concerns based on additional data and discussion. The complete Idaho CNA Decisions and Planning Chart can be found in Appendix A. This chart was used as a management tool to ensure that the concern statements, data sources, need indicators, and solution strategies were aligned.

Exhibit 4 – Idaho Concern Statements

Goal 1: English Language Arts Achievement	Data Source
1.1 We are concerned that migrant students in grades K-3 are not proficient in Literacy Achievement.	Spring 2014-2015 K-3 IRI Scores
1.2 We are concerned that migrant students in grades 3-12 are scoring proficient at a lower rate than non-migrant students.	2014-2015 ISAT 2.0 by SBAC – grades 3-8, 10
1.3 We are concerned that migrant students do not receive the needed support for student engagement.	Parent Survey Staff Survey
1.4 We are concerned that migrant families do not have access to resources needed to support ELA academic development in the home environment.	Parent Surveys

Goal 2: Mathematics Achievement	Data Source
2.1 We are concerned that migrant students in grades 3-12 are achieving proficiency in math at a lower rate than all sub-groups of students.	Math state assessment results on ISAT
2.2 We are concerned that migrant families do not have access to resources needed to support math academic development in the home environment.	Idaho Parent Needs Assessment Survey
Goal 3: School Readiness	Data Source
3.1 We are concerned that migrant families underestimate the importance of the use of their native oral language in the home.	Parent survey
3.2 We are concerned that migrant parents do not have sufficient access and opportunities to learn about strategies that enable them to contribute to their children's' school readiness.	Expert Committee feedback
3.3 We are concerned that parents lack access to community resources to meet their health needs.	Parent Needs Assessment Survey Student Needs Assessment Survey Fall PAC Parent/Student Survey
3.4 We are concerned that migrant families lack the educational resources to assist their child in the home.	Parent Survey
Goal 4: High School Graduation	Data Source
4.1 We are concerned that migrant students are graduating at a lower rate than their peers.	Idaho Department of Education (2013-14)
4.2 We are concerned that migrant secondary students receive less additional instructional services than elementary migrant students.	CSPR 2013-2014
4.3 We are concerned that migrant students who move frequently may not be able to form meaningful connections to school including peers, staff, and teachers.	Student surveys
4.4 We are concerned that migrant parents and students do not understand graduation requirements and school systems (inter/intra-state) resulting in students not being on track to graduate.	Expert committee feedback
4.5 We are concerned that migrant high school students do not have access to health services affecting attendance, credit accrual and/or graduation.	Parent Needs Assessment Survey Fall PAC Parent/Student Survey

PHASE II: GATHERING AND ANALYZING DATA

In the Phase II of the CNA process, the key objectives were to build a comprehensive understanding of the achievement and outcome gaps between Idaho migrant students and all other students in the state and to determine data-driven solutions. Three broad categories of Idaho migrant student data were targeted: 1) demographic data; 2) achievement and outcome data; and 3) stakeholder perception data.

Demographic data were initially drawn from the 2013-2014 CSPR and augmented with data from the 2014-15 CSPR as it became available. Achievement data for all students, migrant students designated as having priority for services (PFS), and migrant students who are not designated as having PFS were drawn from the 2014-15 state assessment retrieved from the state database and website. The perception data sources included surveys from migrant staff, parents, and students. Additionally, state MEP staff collected additional information from parents using a mini-survey that was administered at local and State PAC meetings. The Idaho MEP profile data follow Exhibit 7.

Migrant student PFS is determined according to a Federal definition and guidance and includes migrant children: (1) who are failing, or most at risk of failing, to meet challenging state academic content standards and challenging state student academic achievement standards, *and* (2) whose education has been interrupted during the regular school year. The NAC reviewed the current state definition of how students fit into these categories and made adjustments for greater clarity and to align to Idaho measures of academic content standards.

The definition of PFS is operationalized in Idaho through the meeting of at least one criterion in Area A and Area B as illustrated in Exhibit 5, Exhibit 6, and Exhibit 7.

Exhibit 5 – Criteria for PFS Status

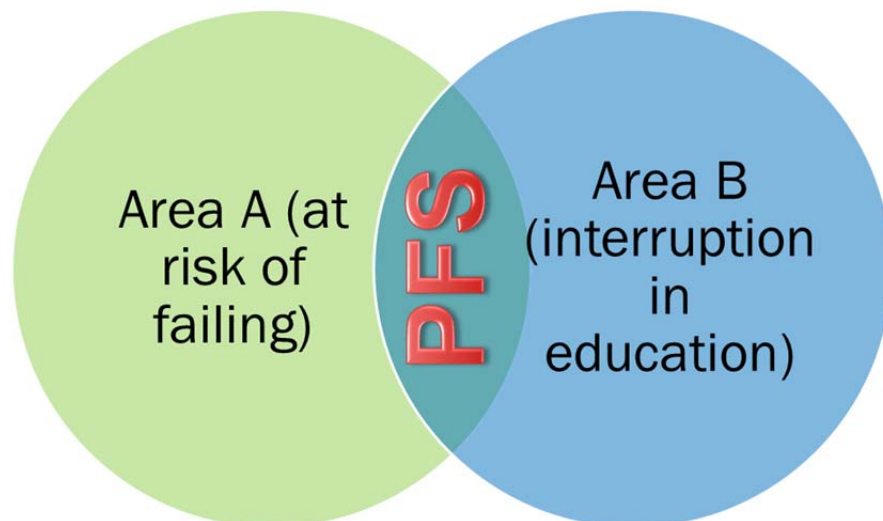


Exhibit 6 – Area “A” (at risk of failing) for Priority for Services

1. Migrant students whose English proficiency is at the Level 1, Level 2, or Level 3 on the Idaho English Language Assessment (IELA) or who received B or AB+ on any subtest of the IELA.

2. Migrant Out-of-School Youth

3. State assessment scores

State Assessment	Grade Level Administered	Failing or “at-risk” score
Idaho Reading Indicator (IRI)	Grades K, 1, 2, 3	2-Strategic 1-Intensive
Idaho Standard Achievement Test (ISAT)	Grades 3 – 10	Basic or Below Basic in Reading, Math, or Usage

Note: If no test scores are available:

- Failing grades in core academic subjects
- Teacher Recommendations
- Failing or “at-risk” scores from previous state’s assessment

Exhibit 7 – Area “B” (interruption in education) for Priority for Services

Interruption of education in Idaho means:

1. A move during the regular school year defined as the period from the first day of the academic calendar to the last day of the academic calendar of a specified academic year; or
2. Excessive absence (10 or more days) from school due to a migratory lifestyle.

A snapshot summary of student and program demographics from the 2013-14 CSPR and state assessment data from the Idaho State Department of Education is provided below.

Idaho Migrant Student Profile (Data from 2013-14)

Migrant Students	The total eligible migrant students aged 0-21 in Idaho is 4,243 with 2,254 students (57%) served during the regular school year and/or the summer.
Grade Distribution	0-PK (21%), K-5 (41%), 6-8 (18%), 9-12 (16%), OSY (5%)
Priority for Services	11% of all migrant students are considered Priority for Services
Disrupted Schooling	20% of all migrant students had disrupted schooling during the previous school year
English Learners	33% of all migrant students are English learners
Special Education	7% of all migrant students are children with disabilities under Part B or Part C of IDEA
Mobility	31% of migrant students had a qualifying arrival date (QAD) within the last 12 months

Local MEP Sites

25 regular school year (school day only) projects
 2 regular school year (school day/extended day) projects
 17 year round projects

English Language Arts Needs

79% of the 981 migrant students in grades 3-11 assessed with the state reading assessment scored below proficient.

86% of 401 PFS students in grades 3-11 assessed with the state reading assessment scored below proficient.

**Source: 2014-15 State Assessment Results*

Mathematics Needs

85% of the 977 migrant students in grades 3-11 assessed with the state math assessment scored below proficient.

90% of 434 PFS students in grades 3-11 assessed with the state math assessment scored below proficient.

**Source: 2014-15 State Assessment Results*

High School Graduation

66% graduation rate for migrant students compared to 77% graduation rate for all students

Needs assessment data were collected from LEA subgrantees; MEP staff, student, and parent needs assessment surveys; and Idaho MEP databases. Needs assessment data include: (1) demographic data; (2) academic skills test results; (3) state standards-based assessment results; (4) secondary credit accrual needs; (5) MEP support service needs; (6) professional development needs; and (7) parent/family needs.

Migrant Student Demographics

The number of eligible migrant students and the number of PFS students across a three-year span was analyzed and is illustrated in Exhibit 8.

Exhibit 8 – Identified Migrant Students in Idaho

Grade	All Migrant Number			PFS Number / Percentage		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
0-2	157	--	249	--	--	--
Age 3-5	621	985	841	8/1%	7/<1%	48/6%
K	252	319	310	55/22%	39/12%	42/14%
1	294	343	298	54/18%	47/14%	38/13%
2	287	309	278	42/15%	28/9%	30/11%
3	243	281	275	41/17%	27/10%	31/11%
4	281	239	241	57/20%	32/13%	28/12%
5	268	287	223	46/17%	31/11%	34/15%
6	239	250	241	36/15%	20/8%	25/10%
7	224	236	241	42/19%	34/14%	27/11%
8	195	217	235	39/20%	35/16%	35/15%

Grade	All Migrant Number			PFS Number / Percentage		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
9	215	202	214	39/18%	43/21%	22/10%
10	190	166	169	32/17%	20/12%	22/13%
11	165	154	142	30/18%	19/12%	14/10%
12	126	94	91	13/10%	14/15%	10/11%
UG	89	0	0	--	--	--
OSY	173	196	595	16/9%	6/3%	27/14%
Total	4,019	4,278	4,243	550	402	433
Total Percent				14%	9%	11%

A factor closely related to school failure is mobility. Idaho gathered information from the past three years on the qualifying arrival date (QAD) of migrant students as shown in Exhibit 9. This exhibit shows that the number of migrant students and the percentage with QAD less than 12 months (the most highly mobile students), has varied considerably over the three years studied.

Exhibit 9 – School Disruption: QAD<12 Months

Grade	2011-12	2012-13	2013-14
0-2	71	--	119
Age 3-5	156	468	246
K	71	149	83
1	70	144	91
2	58	138	70
3	57	115	69
4	58	105	59
5	69	121	64
6	50	113	74
7	39	106	81
8	43	91	65
9	38	87	62
10	35	65	42
11	32	57	32
12	7	19	14
UG	6	--	--
OSY	65	85	45
Total N	925	1,863	1,216
Total %	23%	44%	29%

Exhibit 10 shows that 1,460 migrant students (37%) were served during the performance period. Of these migrant students served during the regular school year, 30% were PFS.

Exhibit 10 – PFS Students Served During the Performance Period in Idaho (2013-2014)

Grade	Total Migrant	Migrant Served	PFS Served
0-2	--	--	--
Age 3-5	841	199	48
K	310	154	42
1	298	134	38
2	278	136	30
3	275	131	31
4	241	114	28
5	223	101	34
6	241	87	25
7	241	72	27
8	235	80	35
9	214	57	22
10	169	46	22
11	142	38	14
12	91	30	10
UG	0	0	0
OSY	195	50	27
Total N	3,994	1,460	433
Total %	--	37%	30%

Exhibit 11 shows that 63% of eligible migrant students were served in MEP-funded instructional services including supplementary reading instruction (93% of students receiving instructional services) and math instruction (92% of students receiving instructional services).

Exhibit 11 – Instructional Services Received (2013-2014)

Grade	Number Served	Received Instr. Svc.	Reading Instruction	Math Instruction
Age 3-5	199	149	147	146
K	154	130	126	125
1	134	101	95	92
2	136	113	111	106
3	131	97	90	90
4	114	92	90	90
5	101	66	65	64

Grade	Number Served	Received Instr. Svc.	Reading Instruction	Math Instruction
6	87	63	57	54
7	72	28	20	23
8	80	24	19	20
9	57	17	10	10
10	46	7	2	3
11	38	9	4	4
12	30	5	3	2
UG	0	0	0	0
OSY	50	2	0	0
Total N	1,429	903	839	829
Total %		63%	93%	92%

Exhibit 12 illustrates the number and percentage of eligible migrant students in Idaho that received support services. Ninety-three percent (93%) of migrant students served in Idaho received support services during the performance period.

Exhibit 12 – Support Services Provided to Migrant Students

Grade	# Served	Received Support Services (N)	Received Support Services (%)
0-2	31	30	97%
Age 3-5	199	192	96%
K	154	141	92%
1	134	123	92%
2	136	119	88%
3	131	122	93%
4	114	104	91%
5	101	93	92%
6	87	83	95%
7	72	69	96%
8	80	74	93%
9	57	51	89%
10	46	44	96%
11	38	35	92%
12	30	28	93%
UG	0	--	--
OSY	50	49	98%
Total N	1,460	1,357	93%

English Language Arts Achievement

The Idaho Reading Indicator (IRI) is administered annually to all students in grades K-3. Exhibit 13 shows the results of the IRI for students in grades K-3 for school year 2014-15. The results should be interpreted with caution given the disparate number of students in the two groups.

The results show that at all four grade levels, a lower percentage of migrant students scored proficient than did all students. Seventy percent (70%) of migrant children in kindergarten scored at a proficient level (Score of 3) compared to 79% of all students. Similarly, at first grade, 46% of migrant students scored at a proficient level compared to 68% of all students. At second grade, 47% of migrant students scored at a proficient level compared to 68% of all students. Results for third graders were similar with 52% of migrant students scoring at a proficient level compared to 74% of all students.

Exhibit 13 – IRI Results for Grades K-3 in Percentages

Score	Kindergarten		Grade 1		Grade 2		Grade 3	
	All	Migrant	All	Migrant	All	Migrant	All	Migrant
3	79%	70%	68%	46%	68%	47%	74%	52%
2	13%	20%	18%	27%	16%	22%	14%	24%
1	08%	10%	14%	27%	16%	31%	12%	25%
Total	100%	100%	100%	100%	100%	100%	100%	101%

Percentage may not equal 100% due to rounding error

Score of 3= Mastery of skills; 2= Partial mastery of some or all skills; 1= Lacking mastery of some or all skills

The Idaho Standard Achievement Test (ISAT) is administered to students in grades 3-8 and once in high school. The data presented in Exhibit 14 are taken from the 2014-2015 administration of the English Language Arts assessment of the ISAT. The data indicate that there is a 31% difference in the percent scoring proficient between all students and migrant students. The results should be interpreted with caution given the disparate number of students in the two different groups.

Exhibit 14 – 2014-2015 ISAT Results for English Language Arts

Students	# Assessed	# Proficient	% Proficient
All students	142,737	74,369	52%
Migrant	981	205	21%

Mathematics Achievement

Each year, students in grades 3-8 and once in high school are assessed in mathematics using the Idaho Standard Achievement Test (ISAT). Exhibit 15 displays the results of the 2014-2015 administration of the ISAT mathematics. The data indicate that there is a 25% fewer migrant students scored proficient than did all students. Again, the results should be interpreted with caution given the disparate number of students in the two groups.

Exhibit 15 – 2014-2015 ISAT Results for Mathematics

Students	# Assessed	# Proficient	% Proficient
All students	142,609	57,464	40%
Migrant	977	147	15%

School Readiness

The Idaho MEP tracks the number of migrant children ages 3-5 receiving instructional services in math and/or reading, the number receiving general support services, and the number receiving counseling services. Exhibit 16 illustrates the three-year comparison of identified migrant students ages 3-5 and the number and percentage that were served during the performance period.

Exhibit 16 – Migrant Students Ages 3-5: Three-year comparison

Year	# Migrant Students (ages 3-5 not in K)	# Students (ages 3-5) Served	% Students (ages 3-5) Served
2011-2012	621	65	10%
2012-2013	136	81	60%
2013-2014	841	199	24%

Exhibit 17 below illustrates the number and percentage of students served based on the type of services. While the number of migrant children ages 3-5 served is relatively low (199), a respectable percentage ranging from 73% to 96% received reading instruction, math instruction, and support services.

Exhibit 17 – Services Received by Migrant Students Ages 3-5 (2013-2014)

# Migrant Students Served	# Receiving Instructional Service	# Receiving Reading Instruction	# Receiving Math Instruction	# Receiving Support Services
N=199	148	146	145	192
Percentage	74%	73%	73%	96%

High School Graduation

The high school graduation rate for all students in Idaho during 2013-2014 (the school year for which the most recent data were available) was 77.3%. The graduation rate for migrant students was 65.7%, a difference of 11.6%.

Needs Assessment Survey Results

Through the surveys that were conducted, the NAC had access to detailed input from a wide variety of stakeholders that helped to inform their decision-making. The key stakeholders queried about their opinions and ideas regarding the most critical needs of migrant students and families were: State MEP staff, regional MEP staff, local MEP staff, migrant parents, and migrant students.

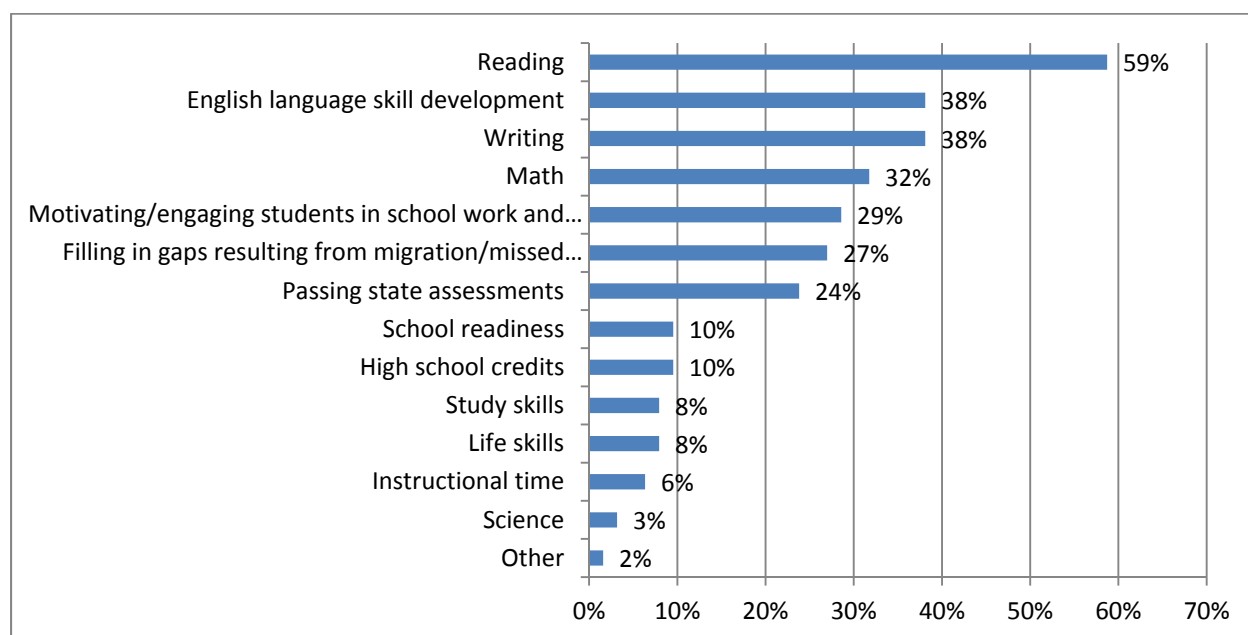
An analysis of the responses to the survey questions and the conclusions follow. The survey is found in Appendix D and the source data in Appendix E.

Staff

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

For instructional services needed, 59% of staff surveyed indicated that they felt the greatest need to be in the area of reading, followed by English language skill development (38%) and writing (38%). Exhibit 18 displays the rankings of the instructional needs. The complete results can be found in Appendix E.

Exhibit 18 – Staff Survey Responses for Instructional Needs of Migrant Students (N=63)



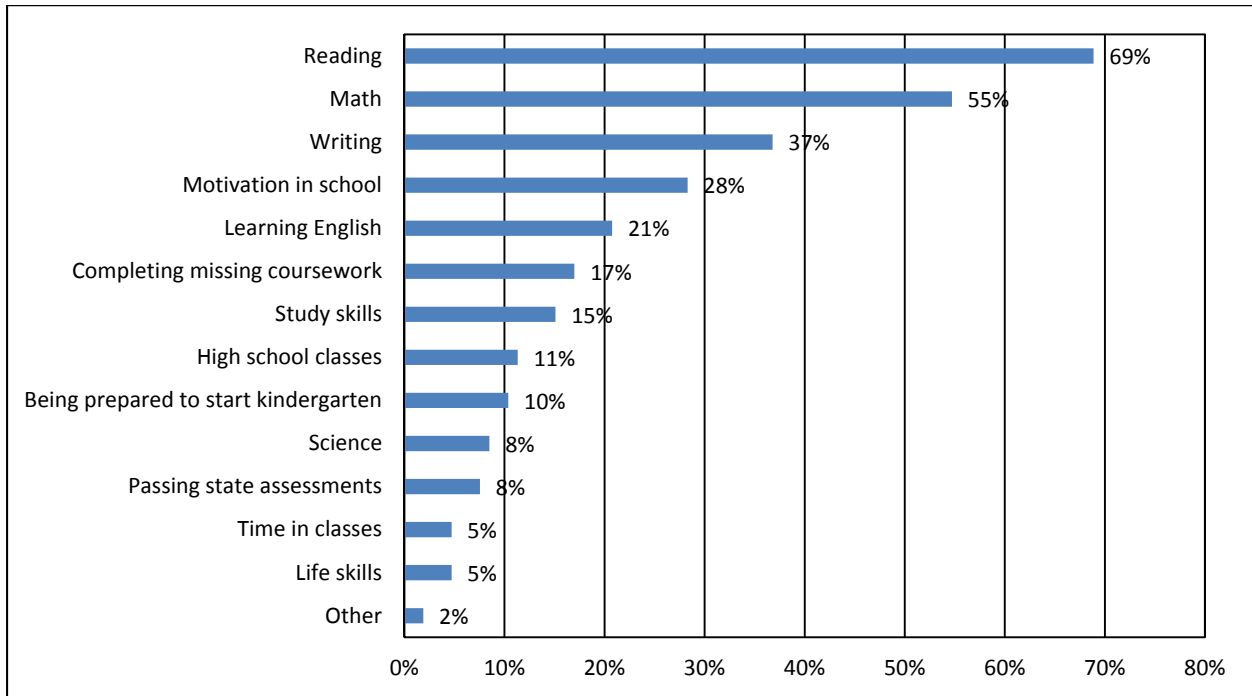
Staff responding to the needs assessment surveys also provided anecdotal information about the needs of migrant students in the State of Idaho. The anecdotal information was summarized and grouped into the following areas of concern: staff behavior and preparation/staffing (7 comments); student behavior and motivation (6 comments); content knowledge (6 comments); secondary/postsecondary/career awareness (4 comments); parent education/knowledge to help their children in school (3 comments); and resources (1 comment).

Parents

Migrant staff were surveyed about their greatest concerns relating to the achievement and graduation of their children with respect to instructional needs, types of services needed, support services needed, and parent involvement assistance needed. For instructional services needed, 69% of respondents indicated that the greatest need is in the area of reading and 55% in mathematics. Writing needs were also identified as being at strong need with 37% of parents

identifying that area. Exhibit 19 depicts the rankings of the instructional needs. The complete results can be found in Appendix E.

Exhibit 19 – Parent Survey Responses for Instructional Needs of Migrant Students (N=106)

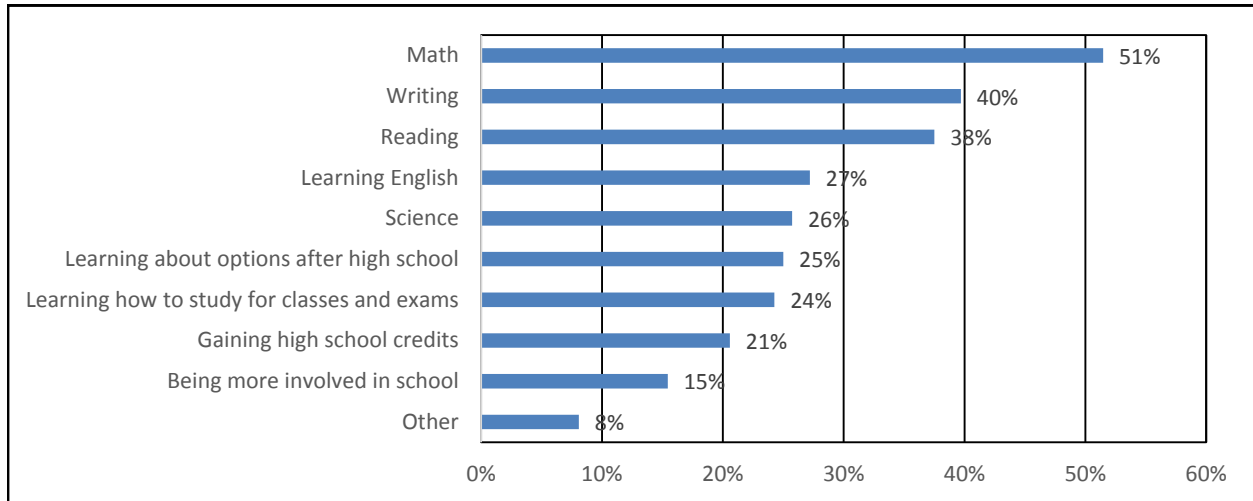


Migrant parents responding to the surveys also provided anecdotal information about the needs of their children in the State of Idaho. The anecdotal information was analyzed and grouped into the following areas of concern: content areas (10 comments); staff behavior and preparation/staffing (6 comments); student behavior and motivation (5 comments); secondary/post-secondary/career awareness (4 comments); parent education/knowledge to help their children in school (3 comments); and resources (2 comments).

Students

Secondary migrant student also were surveyed about their greatest concerns relating to their achievement related to instructional needs, types of services needed, and support services. For instructional services needed, 51% of migrant students surveyed indicated that the greatest need is in the area of math and 40% in writing. Reading needs also were identified as being a strong need with 38% of students identifying that area. Exhibit 20 depicts the rankings of the instructional needs. The complete results can be found in Appendix E.

Exhibit 20 – Student Survey Responses for Instructional Needs (N=136)



Secondary migrant students responding to the surveys also provided anecdotal information about their needs. The anecdotal information was analyzed and grouped into the following areas of concern: content areas (11 comments); secondary/postsecondary/career awareness (11 comments); student behavior and motivation (8 comments); resources (3 comments); and staff behavior and preparation/staffing (1 comment).

PHASE III: MAKING DECISIONS

In the third phase of the CNA process, the key objective was to finalize concern statements and develop viable conclusions and recommendations to be used to set criteria for the development of the SDP. The objectives of the second NAC meeting were to:

- Finalize concerns, data sources, need indicators, need statements
- Rank concerns for focus during service delivery planning
- Develop solutions for the concern statements
- Rank solutions for focus during service delivery planning
- Identify possible resources and experts/staff to meet migrant student needs
- Review next steps for completion of the CNA and service delivery planning

The following section offers the final recommendations made by the NAC for concerns, data sources for the concerns, needs indicators and statements, and solutions. A complete list of the Concerns and Solution Strategies is found in the CNA Decisions and Planning Chart in Appendix A. The NAC used the following criteria to rank concerns in terms of the magnitude in the gaps between “what is” and “what should be”.

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

The committee identified possible solutions found in the charts below for each of the four goal areas. These were determined to be general guidelines based on the analysis of migrant student needs data. 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 Idaho?

Goal Area 1: English Language Arts Achievement

1.1 We are concerned that migrant students in grades K-3 are not proficient in Literacy Achievement.			
Data Sources	Need Indicator	Need Statement	Solution Strategies
Spring 2014-2015 K-3 IRI Scores	30% of migrant kindergarten students were below grade level as compared to 21% of the general kindergarten population. 54% of migrant 1 st graders were below grade level as compared to 32% of the general 1 st grade population.	The level of proficiency of K-3 migrant students needs to increase to be comparable to non-migrant peers.	1.1.a) Provide access to early learning programs funded through migrant funds (Federal). 1.1.b) Provide teacher preparation and professional development in the areas of instructional, academic, and supportive needs for migrant students to increase proficiency. 1.1.c) Provide instruction in literacy in grades K-3 that is research-based and aligned with state standards and proficiencies.

	53% of migrant 2 nd graders were below grade level compared to 32% of general population 2 nd graders. 48% of migrant 3 rd graders were below grade level as compared to 26% of general population 3 rd graders.		
1.2 We are concerned that migrant students in grades 3-12 are scoring proficient at a lower rate than non-migrant students.			
Data Sources	Need Indicator	Need Statement	Solution Strategies
2014-2015 ISAT 2.0 by SBAC – grades 3-8, 10	21% of 3-12 th grade migrant students are proficient compared to 57% of all sub-groups on the ISAT-SBAC 2014-2015.	The percentage of migrant 3 rd – 12 th grade students scoring proficient in ELA needs to increase by 31%.	1.2.a) Provide teacher preparation and professional development in the areas of instructional, academic, and supportive needs for migrant students to increase proficiency (shift in instruction and awareness). 1.2.b) Provide instruction in literacy in grades 3-12 that is research-based and aligned with state standards and proficiencies.
1.3 We are concerned that migrant students do not receive the needed support for student engagement.			
Data Sources	Need Indicator	Need Statement	Solution Strategies
Parent Survey Staff Survey	28% of migrant parents surveyed indicated their child needs assistance with staying motivated in school. 29% of staff surveyed indicated that migrant students need assistance with staying motivated in school.	Migrant students need targeted support to increase student engagement.	1.3.a) Provide professional development on migratory lifestyle and the unique needs to migrant students. 1.3.b) Provide workshops/meetings to parents and community on ways to support migrant students.
1.4 We are concerned that migrant families do not have access to resources needed to support ELA academic development in the home environment.			
Data Sources	Need Indicator	Need Statement	Solution Strategies
Parent Surveys	44% of migrant parents surveyed ranked the need for school supplies as a top concern. 37% of migrant parents surveyed ranked the need for educational materials at home as a top priority. 24% of migrant parents surveyed ranked family literacy and language instruction as a top priority to support their child(ren).	A greater percentage of migrant families need to have access to the resources needed to support ELA academic development in the home environment.	1.4.a) Provide accessibility to and for English Language Development services for parents of migrant students. 1.4.b) Provide ongoing (year-round) access to specific resources (e.g., school supplies, educational materials, books and multicultural literature, etc.) needed by migrant parents and students. 1.4.c) Collaborate with EL/Title III to place students and share information with parents.

Goal Area 2: Mathematics Achievement

2.1 We are concerned that migrant students in grades 3-12 are achieving proficiency in math at a lower rate than all sub-groups of students.			
Data Sources	Need Indicator	Need Statement	Solution Strategies
Math state assessment results on ISAT	15% of migrant students are proficient or advanced on ISAT compared to 40% of all sub-groups of students.	The achievement gap between migrant students scoring proficient or advanced on ISAT and all sub-groups of students needs to decrease.	2.1.a) Provide supplemental extended school services (flexible schedule) by highly qualified staff (e.g., summer school for math, PASS program, IDLA-advancement, Plato, dual enrollment, community colleges, INEL, math camps, academies offered by IHEs, etc.) 2.1.b) Provide professional development for migrant staff related to math education. 2.1.c) Provide instruction in math in grades 3-12 that is research-based and aligned with state standards and proficiencies.
2.2 We are concerned that migrant families do not have access to resources needed to support math academic development in the home environment.			
Data Sources	Need Indicator	Need Statement	Solution Strategies
Idaho Parent Needs Assessment Survey	Out of 14 total possible needs, parents ranked math as the 2 nd highest concern.	Migrant parents need assistance with math knowledge/homework to be able to support their children.	2.2.a) Identify organizations, experts, and resources to provide family math engagement opportunities and share information with parents. 2.2.b) Provide math family engagement events and activities. 2.2.c) Provide flexible schedules for teachers of migrant students so they can extend their day to work with migrant students and families.

Goal Area 3: School Readiness

3.1 We are concerned that migrant families underestimate the importance of the use of their native oral language in the home.			
Data Sources	Need Indicator	Need Statement	Solution Strategies
Parent survey	Committee qualitative data indicates that parents lack information about the importance of maintaining their home language.	Migrant parents need to receive more information about the importance of developing and maintaining their home language.	3.1.a) Provide parents with activities and materials that they can use at home with their children to promote first language development and use. 3.1.b) Develop and disseminate a district-wide bilingual flyer providing information to parents about developing and maintaining the home language to help their children with language acquisition. - During PAC meetings, parents will be instructed and given information. - During home visits, family liaisons can provide and review the flyer with parents.
3.2 We are concerned that migrant parents do not have sufficient access and opportunities to learn about strategies that enable them to contribute to their children's' school readiness.			
Data Sources	Need Indicator	Need Statement	Solution Strategies
Expert Committee feedback	Committee qualitative data indicates that parents do not have access to information and strategies to prepare pre-k children for kindergarten.	Migrant parents need to have more access and opportunities to learn about school readiness strategies.	3.2.a) Provide parents of migrant preschool children with information and materials to contribute to their children's school readiness (e.g., Lee Pesky early learning program, biliteracy programs, library programs) during home visits and/or PAC meetings. 3.2.b) Provide site-based migrant preschool or family home-based biliteracy prekindergarten

3.3 We are concerned that parents lack access to community resources to meet their health needs			
Data Sources	Need Indicator	Need Statement	Solution Strategies
Parent Needs Assessment Survey Student Needs Assessment Survey Parent/Student Mini Survey	31% of migrant parents indicated the need for access to dental, vision, or health care as a top 3 concern.	Migrant parents need more access to community resources to meet their health needs.	3.3) Provide parents with a list of community resources (e.g., Community Resource Fairs, health fairs, festivals, etc.).
3.4 We are concerned that migrant families lack the educational resources to assist their child in the home.			
Data Sources	Need Indicator	Need Statement	Solution Strategies
Parent survey	37% of parents surveyed ranked having educational material at home as a top concern.	Migrant parents need more educational resources to assist their children in the home.	3.4.a) Prepare and disseminate packets in English and Spanish containing culturally meaningful and/or project-based activities to work with their children at home. 3.4.b) Participate in the activities of the Preschool Initiative Consortium and share materials, strategies, and resources with migrant families.

Goal Area 4: High School Graduation

4.1 We are concerned that migrant students are graduating at a lower rate than their peers.			
Data Sources	Need Indicator	Need Statement	Solution Strategies
Idaho Department of Education (2013-14)	65.7% of migrant students graduated high school compared to 77.4% of non-migrant students.	The percentage of migrant students graduating high school needs to increase by 12%.	4.1.a) Provide activities on career and college readiness to students in grades 7-12 and families. 4.1.b) Develop and implement a student tracking system to follow migrant secondary student progress towards grade promotion and graduation.
4.2 We are concerned that migrant secondary students receive less additional instructional services than elementary migrant students.			
Data Sources	Need Indicator	Need Statement	Solution Strategies
CSPR 2013-2014	Less than 10% of secondary migrant students received additional instructional services as compared to elementary migrant students (73%).	The percentage of secondary migrant students receiving instructional services needs to increase by 63%.	.2.a) Provide services (e.g., tutoring study skills, credit recovery, PASS Program) during the school day on credit accrual for secondary migrant students through an elective class.
4.3 We are concerned that migrant students who move frequently may not be able to form meaningful connections to school including peers, staff, and teachers.			
Data Sources	Need Indicator	Need Statement	Solution Strategies
Student surveys	24% of migrant students surveyed identified the need for transition programs for students new to the school/state.	Migrant students need more opportunities to form meaningful connections as they transition into a new school.	4.3.a) Provide a secondary graduation specialist to support migrant students towards grade promotion and graduation for 9 th – 12 th grades. 4.3.b) Provide professional development to all staff regarding how to meet the unique instructional and supportive needs of migrant secondary students.
4.4 We are concerned that migrant parents and students do not understand graduation requirements and school systems (inter/intra-state) resulting in students not being on track to graduate.			
Data Sources	Need Indicator	Need Statement	Solution Strategies
Expert committee feedback	Qualitative field data from parents and students indicate a lack of understanding of graduation	The number of migrant parents and students who receive information about graduation	4.4.a) Provide parents and student activities to increase understanding of high school graduation requirements and school systems in general (one-on-one or as part of a group, FAFSA nights, scholarship counseling).

	requirements.	requirements and school systems needs to increase.	4.4.b) Provide professional development to migrant secondary staff to equip them to educate parents and students on school requirements.
4.5 We are concerned that migrant high school students do not have access to health services affecting attendance, credit accrual and/or graduation.			
Data Sources	Need Indicator	Need Statement	Solution Strategies
Parent Needs Assessment Survey Parent/Student Mini Survey	42% of migrant parents surveyed indicated the need for access to dental, vision, or health care as a top 3 concern. At the 2015 Idaho Falls PAC meeting, all three sites identified health as their top concern.	Migrant students need more access to health services.	4.5.a) Actively pursue partnerships among the school district and community healthcare providers and public health agencies to provide health services to migrant families. 4.5.b) Provide individualized health advocacy services to migrant families needing access to health services.

Experts and Resources

After refining and prioritizing recommended solutions, the NAC brainstormed a list of knowledgeable experts and helpful resources/partners that can be valuable in helping to implement the MEP in the goal areas. During the SDP process, these recommended experts and resources will benefit the SDP teams as they strive to devise specific strategies and identify related resources to assist MEP service providers statewide as they engage in implementing the priority solutions. Exhibit 21 outlines the identified experts and resources by goal area.

Exhibit 21 – Experts and Resources

Goal Area	Experts	Resources
English Language Arts	<ul style="list-style-type: none"> • Instructional coaches • ELA Coordinator (Diann Roberts) • ESL/Reading highly qualified teachers • Consultants (e.g., ESL, ELA, Migrant) • Migrant consultants • Parent and community volunteers • Farmers to collaborate and blend • Tutors/Mentors • Universities 	<ul style="list-style-type: none"> • Reading support services by school site • University programs and courses • Training courses in reading/ELA endorsement • Home visits • All day kindergarten • Culturally appropriate early literacy curriculum • Assessment • Before and after school programs • Adult learning centers • Community resources and collaboration between agribusiness and schools
Mathematics	<ul style="list-style-type: none"> • Math Coordinator (Nicole Hall) • Oregon State University • Boise State University (Jonathan Brendefer) • Instructional Coaches (in-district) • Khan Academy • Think Through Math • IDLA/PLATO 	<ul style="list-style-type: none"> • Math Regional Centers • SMILE Program • Develop MEP instruction • Build Skills • Credit Recovery • Stepping Stones (2.1) • Computer for kids (2.3) • Imagine Learning (2.3) • GOSOSY (2.3) •

Goal Area	Experts	Resources
School Readiness	<ul style="list-style-type: none"> • Lee Pesky • Early Childhood Specialists • ESL teacher/guest speaker • Kindergarten teachers • Early childhood specialists • Doctors • Nurses • Health and Welfare • IDLA preschool coordinator (Shannon Dunstin) • Community Council of Idaho-Migrant Seasonal Head Start Coordinator (Sara San Juan) 	<ul style="list-style-type: none"> • eLearning guidelines of Idaho (on-line) • Books to go program • Read to Me Program • Every Child Ready to Learn • On-line learning resources • Libraries • STEM/science kits/science students from the Universities • FACE (give-away books with Scholastics) • First Book grant • School supply companies • Community organizations • Agencies
High School Graduation	<ul style="list-style-type: none"> • Certified teachers • Graduation specialist (classified or certified) • Gear-Up/TRIO/Close Up/Upward Bound collaboration/staff • Collaboration with counselors • Colleges, universities, technical schools, etc. • CAMP recruiters • University minority recruiters • HEP staff 	<ul style="list-style-type: none"> • AVID training • PASS • Check and Connect (University of MN) • Check and Connect Manual • Graduation checklist in English/Spanish • PowerPoint of HS graduation needs • Collaboration with agencies • PTE Access • Career fairs/college visits • Student engagement/career and technology readiness • Youth symposiums • College application prep/support • FAFSA Support • CIS

CONCLUSIONS

Evidenced-based Conclusions and Recommendations

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

Conclusions reached by the NAC point to the need for supplementary instruction in reading and mathematics to assist migrant students to pass state assessments and graduate. Data indicate a need for direct services in reading and math and programs that directly support instruction including health and dental services, counseling, and advocacy services.

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

Reading and Math Needs

Results from Idaho English language arts and math assessments show that students of all grades are not performing at their expected levels, well below their peers. Based on statewide CNA data, services should concentrate on direct supplemental instructional services for migrant students to help them improve their reading and math skills. The MEP should place emphasis on intensive reading and math instructional programs during the regular school year and during the summer months to build student proficiency. Additionally, intervention services should be expanded to include support in the home.

English Language Development Needs

One third of Idaho's migrant students are English learners. This demonstrates the need for increased collaboration with Title I Part A and Title III to provide intensive English as a second language (ESL) and content area instruction that is comprehensible to ensure that migrant students have the language skills to be successful in school. Additionally, intervention services should be expanded to include support in the home.

Preschool Student Needs

Although 74% of migrant pre-kindergarten aged children received instructional services, only 24% of eligible migrant pre-kindergarten aged children received MEP-funded pre-K services. This indicates a need for services to be provided to more preschool children to build school readiness skills. As resources permit, expand services beyond the summer programming.

Supportive Services Needs

Nearly all of the participating students were in need of social work, health and dental services, outreach, or advocacy during the year. Supportive services should continue to be provided and even enhanced to ensure that barriers to school success are eliminated for migrant students.

Needs to Raise the Graduation Rate	In a review of graduation rates, migrant youth lagged behind their non-migrant peers by nearly 12%. Students need the opportunity to accrue credit and acquire the needed skills to be successful in post-secondary education and the workplace. Services to enhance secondary student attitudes about school, school attendance, career planning and awareness, computer literacy, leadership, goal setting, and self-advocacy are needed.
Professional Development Needs	There is a continuing need to build the capacity of MEP staff to serve the academic needs of students in Idaho. Staff surveyed/interviewed expressed professional development needs in differentiating instruction for diverse learners, instructional strategies for migrant children who are English learners, reading and writing instruction, and providing culturally-relevant instruction.
Parent/Family Needs	MEP staff and parents expressed that parent development needs to be provided to assist parents to be of greater help to their children with homework, to identify and acquire educational resources to use in the home, and to benefit from family literacy and language instruction.

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

The NAC took a step-by-step approach for determining what needs to be done in order to comply with MEP CNA regulations and guidance reflective of the Continuous Improvement Cycle. Next steps will include communication of the CNA from the SEA documenting the recommendations of the NAC in this CNA report.

The Idaho plan for the delivery of services to meet the unique educational needs of our migrant students will serve as the basis for the use of all MEP funds in the state. This plan will be included as a part of the Idaho MEP Service Delivery Plan which will address the following activities:

- set performance goals and targets, especially those that relate to the provision of services for migrant students that have been designated as having PFS;
- determine strategies and set measurable program outcomes, specifying how they help to achieve the state's performance targets;
- document the services that the MEP will provide on a statewide basis;
- document plans for technical assistance, professional development, parent involvement, data collection and reporting, and identification and recruitment; and
- determine how to evaluate whether and to what degree the MEP is effective.

In the Idaho MEP State Service Delivery Plan, the program must ensure that all components align with the unique needs of migrant students as outlined in the CNA and include the following components:

- *Performance Targets.* The plan must specify the performance targets that the state has adopted for all migrant children for: 1) reading; 2) mathematics; 3) school readiness; and 4) high school graduation.

- *Needs Assessment.* The plan must contain a summary of the CNA, including identification and an assessment of: (1) the unique educational needs of migrant children that result from the children's migrant lifestyle; and (2) other needs of migrant students that must be met in order for them to participate effectively in school.
- *Measurable Program Outcomes.* The plan must include the MPOs that the MEP will employ statewide to determine whether and to what degree the program has met the unique educational needs of migrant children identified through the CNA.
- *Service Delivery.* The plan must describe the MEP's strategies for achieving the performance targets and measurable objectives described above. The state's service delivery strategy must address: (1) the unique educational needs of migrant children that result from the children's migrant lifestyle, and (2) other needs of migrant students that must be met in order for them to participate effectively in school.
- *Evaluation.* The plan must describe how the state will evaluate whether and to what degree the program is effective in relation to the performance targets and MPOs. The Idaho MEP may also include the policies and procedures it will implement to address other administrative activities and program functions.
- *Priority for Services.* A description of how, on a statewide basis, the MEP will give priority to migrant children who: 1) are failing, or most at risk of failing, to meet the state's challenging academic content and student achievement standards, and 2) whose education has been interrupted during the regular school year.
- *Student Records.* A description of the state's plan for requesting and using migrant student records and transferring migrant student records to schools and other migrant sites in which migrant students enroll.

Idaho will comply with OME's requirements to 1) update the CNA as needed to reflect changing demographics and needs (typically every 3 years); 2) change performance targets and/or measurable outcomes to reflect changing needs and changes made by the State of Idaho in its state performance targets; and 3) use evaluation data to change services that the MEP will provide and the evaluation design to reflect changes in needs.

In order to implement the MEP Continuous Improvement Cycle, the next step for the MEP is to use the information contained in this CNA report to inform the comprehensive state service delivery planning process. Idaho already has begun planning for this activity during the 2016-17 school year and will use the OME toolkit, *Migrant Education Service Delivery Plan Toolkit: A Tool for State Migrant Directors* (August 2012) or any version that it puts forth through the update process in response to the Every Student Succeeds Act (ESSA), the reauthorization of the ESEA.

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Appendix A – CNA Decisions and Planning Chart

Idaho MEP Comprehensive Needs Assessment Areas of Concern

GOAL AREA 1: ENGLISH LANGUAGE ARTS ACHIEVEMENT

Concern	Data Source	Need Indicator/Need Statement	Possible Solution	Rank
1.1) We are concerned that migrant students in grades K-3 are not proficient in Literacy Achievement.	Spring 2014-2015 K-3 IRI Scores	<p><u>Need Indicator</u> 30% of migrant kindergarten students were below grade level as compared to 21% of the general kindergarten population.</p> <p>54% of migrant 1st graders were below grade level as compared to 32% of the general 1st grade population.</p> <p>53% of migrant 2nd graders were below grade level compared to 32% of general population 2nd graders.</p> <p>48% of migrant 3rd graders were below grade level as compared to 26% of general population 3rd graders.</p> <p><u>Need Statement</u> The level of proficiency of K-3 migrant students needs to increase by 30% or more to be comparable with non-migrant peers.</p>	<p>1.1.a) Provide access to early learning programs funded through migrant funds (federal).</p> <p>1.1.b) Provide teacher preparation and professional development in the areas of instructional, academic, and supportive needs for migrant students to increase proficiency.</p> <p>1.1.c) Provide instruction in literacy in grades K-3 that is research-based and aligned with state standards and proficiencies.</p>	1
1.2) We are concerned that migrant students in grades 3-12 are scoring proficient at a lower rate than non-migrant students.	2014-2015 ISAT 2.0 by SBAC – grades 3-8, 10	<p><u>Need Indicator</u> 21% of 3-12th grade migrant students are proficient compared to 57% of all sub-groups on the ISAT-SBAC 2014-2015.</p> <p><u>Need Statement</u> The percentage of migrant 3rd – 12th grade students scoring proficient in ELA needs to increase by 31%.</p>	<p>1.2.a) Provide teacher preparation and professional development in the areas of instructional, academic, and supportive needs for migrant students to increase proficiency (shift in instruction and awareness).</p> <p>1.2.b) Provide instruction in literacy in grades 3-12 that is research-based and aligned with</p>	2

			state standards and proficiencies.	
1.3) We are concerned that migrant students do not receive the needed support for student engagement.	Parent Survey Staff Survey	<p><u>Need Indicator</u> 28% of migrant parents surveyed indicated their child needs assistance with staying motivated in school.</p> <p>29% of staff surveyed indicated that migrant students need assistance with staying motivated in school.</p> <p><u>Need Statement</u> Migrant students need targeted support to increase student engagement.</p>	<p>1.3.a) Provide professional development on migratory lifestyle and the unique needs to migrant students.</p> <p>1.3.b) Provide workshops/meetings to parents and community on ways to support migrant students.</p>	3
1.4) We are concerned that migrant families do not have access to resources needed to support ELA academic development in the home environment.	Parent Surveys	<p><u>Need Indicator</u> 44% of migrant parents surveyed ranked the need for school supplies as a top concern.</p> <p>37% of migrant parents surveyed ranked the need for educational materials at home as a top priority.</p> <p>24% of migrant parents surveyed ranked family literacy and language instruction as a top priority to support their child(ren).</p> <p><u>Need Statement</u> A greater percentage of migrant families need to have access to the resources needed to support ELA academic development in the home environment.</p>	<p>1.4.a) Provide accessibility to and for English Language Development services for parents of migrant students.</p> <p>1.4.b) Provide ongoing (year-round) access to specific resources (e.g., school supplies, educational materials, books and multicultural literature, etc.) needed by migrant parents and students.</p> <p>1.4.c) Collaborate with EL/Title III to place students and share information with parents.</p>	4

GOAL AREA 2: MATHEMATICS ACHIEVEMENT

Concern	Data Source	Need Indicator	Possible Solution	Rank
2.1) We are concerned that migrant students in grades 3-12 are achieving proficiency in math at a lower rate than all sub-groups of students.	Math state assessment results on ISAT	<p><u>Need Indicator</u> 15% of migrant students are proficient or advanced on ISAT compared to 40% of all sub-groups of students.</p> <p><u>Need Statement</u> The achievement gap between migrant students scoring proficient or advanced on ISAT and all sub-groups of students needs to decrease.</p>	<p>2.1.a) Provide supplemental extended school services (flexible schedule) by highly qualified staff (e.g., summer school for math, PASS program, IDLA-advancement, Plato, dual enrollment, community colleges, INEL, math camps, academies offered by IHEs, etc.)</p> <p>2.1.b) Provide professional development for migrant staff related to math education.</p> <p>2.1.c) Provide instruction in math in grades 3-12 that is research-based and aligned with state standards and proficiencies.</p>	1
2.2) We are concerned that migrant families do not have access to resources needed to support math academic development in the home environment.	Idaho Parent Needs Assessment Survey	<p><u>Need Indicator</u> Out of 14 total possible needs, parents ranked math as the 2nd highest concern.</p> <p><u>Need Statement</u> Migrant parents need assistance with math knowledge/homework to be able to support their children.</p>	<p>2.2.a) Identify organizations, experts, and resources to provide family math engagement opportunities and share information with parents.</p> <p>2.2.b) Provide math family engagement events and activities.</p> <p>2.2.c) Provide flexible schedules for teachers of migrant students so they can extend their day to work with migrant students and families.</p>	2

GOAL AREA 3: SCHOOL READINESS

Concern	Data Source	Need Indicator	Possible Solution	Rank
3.1) We are concerned that migrant families underestimate the importance of the use of their native oral language in the home.	Parent survey	<p><u>Need Indicator</u> Committee qualitative data indicates that parents lack information about the importance of maintaining their home language.</p> <p><u>Need Statement</u> Migrant parents need to receive more information about the importance of developing and maintaining their home language.</p>	<p>3.1.a) Provide parents with activities and materials they can use at home with their children to promote first language development and use.</p> <p>3.1.b) Develop and disseminate a district-wide bilingual flyer providing information to parents about developing and maintaining the home language to help their children with language acquisition. - During PAC meetings, parents will be instructed and given information. - During home visits, family liaisons can provide and review the flyer with parents.</p>	1
3.2) We are concerned that migrant parents do not have sufficient access and opportunities to learn about strategies that enable them to contribute to their children's' school readiness.	Expert Committee feedback	<p><u>Need Indicator</u> Committee qualitative data indicates that parents do not have access to information and strategies to prepare pre-k children for kindergarten.</p> <p><u>Need Statement</u> Migrant parents need to have more access and opportunities to learn about school readiness strategies.</p>	<p>3.2.a) Provide parents of migrant preschool children with information and materials to contribute to their children's' school readiness (e.g., Lee Pesky early learning program, biliteracy programs, library programs) during home visits and/or PAC meetings.</p> <p>3.2.b) Provide site-based migrant preschool or family home-based biliteracy prekindergarten</p>	2
3.3) We are concerned that parents lack access to community resources to meet their health needs.	Parent Needs Assessment Survey Student Needs Assessment Survey Parent/Student Mini Survey	<p><u>Need Indicator</u> 31% of migrant parents indicated the need for access to dental, vision, or health care as a top 3 concern.</p> <p><u>Need Statement</u> Migrant parents need more access to community resources to meet their health needs.</p>	3.3) Provide parents with a list of community resources (e.g., Community Resource Fairs, health fairs, festivals, etc.).	3

<p>3.4) We are concerned that migrant families lack the educational resources to assist their child in the home.</p>	<p>Parent survey</p>	<p><u>Need Indicator</u> 37% of parents surveyed ranked having educational material at home as a top concern.</p> <p><u>Need Statement</u> Migrant parents need more educational resources to assist their children in the home.</p>	<p>3.4.a) Prepare and disseminate packets in English and Spanish containing culturally meaningful and/or project-based activities to work with their children at home.</p> <p>3.4.b) Participate in the activities of the Preschool Initiative Consortium and share materials, strategies, and resources with migrant families.</p>	<p>4</p>
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GOAL AREA 4: HIGH SCHOOL GRADUATION

Concern	Data Source	Need Indicator	Possible Solution	Rank
4.1) We are concerned that migrant students are graduating at a lower rate than their peers.	Idaho Department of Education (2013-14)	<p><u>Need Indicator</u> 65.7% of migrant students graduated high school compared to 77.4% of non-migrant students.</p> <p><u>Need Statement</u> The percentage of migrant students graduating high school needs to increase by 12%.</p>	<p>4.1.a) Provide activities on career and college readiness to students in grades 7-12 and families.</p> <p>4.1.b) Develop and implement a student tracking system to follow migrant secondary student progress towards grade promotion and graduation.</p>	1
4.2) We are concerned that migrant secondary students receive less additional instructional services than elementary migrant students.	CSPR 2013-2014	<p><u>Need Indicator</u> Less than 10% of secondary migrant students received additional instructional services as compared to elementary migrant students (73%).</p> <p><u>Need Statement</u> The percentage of secondary migrant students receiving instructional services needs to increase by 63%.</p>	4.2.a) Provide services (e.g., tutoring study skills, credit recovery, PASS Program) during the school day on credit accrual for secondary migrant students through an elective class.	2
4.3) We are concerned that migrant students who move frequently may not be able to form meaningful connections to school including peers, staff, and teachers.	Student surveys	<p><u>Need Indicator</u> 24% of migrant students surveyed identified the need for transition programs for students new to the school/state.</p> <p><u>Need Statement</u> Migrant students need more opportunities to form meaningful connections as they transition into a new school.</p>	<p>4.3.a) Provide a secondary graduation specialist to support migrant students towards grade promotion and graduation for 9th – 12th grades.</p> <p>4.3.b) Provide professional development to all staff regarding how to meet the unique instructional and supportive needs of migrant secondary students.</p>	3

<p>4.4) We are concerned that migrant parents and students do not understand graduation requirements and school systems (inter/intra-state) resulting in students not being on track to graduate.</p>	<p>Expert committee feedback</p>	<p><u>Need Indicator</u> Qualitative field data from parents and students indicate a lack of understanding of graduation requirements.</p> <p><u>Need Statement</u> The number of migrant parents and students who receive information about graduation requirements and school systems needs to increase.</p>	<p>4.4.a) Provide parents and student activities to increase understanding of high school graduation requirements and school systems in general (one-on-one or as part of a group).</p> <p>4.4.b) Provide professional development to migrant secondary staff to equip them to educate parents and students on school requirements.</p>	<p>4</p>
<p>4.5) We are concerned that migrant high school students do not have access to health services affecting attendance, credit accrual and/or graduation.</p>	<p>Parent Needs Assessment Survey Parent/Student Mini Survey</p>	<p><u>Need Indicator</u> 42% of migrant parents surveyed indicated the need for access to dental, vision, or health care as a top 3 concern.</p> <p>At the 2015 Idaho Falls PAC meeting, all three sites identified health as their top concern.</p> <p><u>Need Statement</u> Migrant students need more access to health services.</p>	<p>4.5.a) Actively pursue partnerships among the school district and community healthcare providers and public health agencies to provide health services to migrant families.</p> <p>4.5.b) Provide individualized health advocacy services to migrant families needing access to health services.</p>	<p>5</p>



Appendix B – CNA Meeting Agendas and Summaries

AGENDA

Idaho Department of Education Migrant Education Program Needs Assessment Committee (NAC) Meeting #1 Wednesday, November 18, 2015

- 8:30 – 9:00 Continental Breakfast
- 9:00 – 9:15 Welcome, introductions, meeting objectives, materials and agenda review, needs assessment activity
- The planning cycle: Comprehensive Needs Assessment (CNA), Service Delivery Plan (SDP), NAC roles and responsibilities, project implementation, program evaluation, monitoring, sub-allocation. Where does it all fit?
- 9:15 – 9:45 Small group activity #1: Select goal area groups and complete Fortune Telling Activity
- 9:45 – 10:45 Small group activity #2: Review existing data including MEP student profile, demographics, survey data, assessment results. Complete “Take-Away” activity
- 10:45 – 11:00 Break
- 11:00 – 12:00 Small group activity #3: Review the 7 Areas of Concern and develop concern statements. Debrief
- 12:00 – 12:45 Working Lunch - Four Square Activity: What additional data is needed?
- 12:45 – 1:15 Small group activity #4: Walkabout to review other groups’ concern statements, make suggestions, and debrief
- 1:15 – 1:45 Small group activity #5: Prioritize concern statements
- 1:45 – 2:00 Break
- 2:00 – 3:00 Small group activity #6: Identify need indicators and data suggestions/sources for concern statements. Debrief
- 3:00 – 3:30 Review of the day, follow-up, next steps, and timelines

Meeting Objectives

Understand the CNA planning cycle and roles/responsibilities of the Committee

Review summaries of existing and new data on the needs of migrant students, and decide on additional data needed

Develop preliminary concern statements

Develop need indicators and need statements

Meeting Outcomes

List of concern statements

List of additional data elements needed for MEP student profile

List of potential sources of data for MEP students

List of need indicators

Need statements



MEETING SUMMARY

Idaho Department of Education Migrant Education Program Needs Assessment Committee (NAC) Meeting #1 Wednesday, November 18, 2015

Meeting Participants

Raquel Cervantes (Vallivue Schools); Aracely Cornejo (Vallivue); Janette Duar (Idaho Falls); Roberto Gómez (Cassia); Alissa Metzger (Idaho SDE); Aby Montano (Twin Falls); Christina Nava (Idaho SDE); Peggy Pickett (Jerome); Heidi Rahn (Idaho SDE); Maria Renz (Minidoka); Lance Robertson (Idaho SDE); Gail Roch (Idaho Falls); Sarah Seamount (Idaho SDE); and Kelly Wheeler (Idaho SDE)

The meeting began with a welcome and introductions by Sarah Seamount, MEP Coordinator; materials and agenda review by Andrea Vázquez, META Associates; and an overview of the meeting objectives which include:

Understand the CNA planning cycle and roles/responsibilities of the Committee

Review summaries of existing data and new data on the needs of migrant students, and decide on additional data needed

Develop preliminary concern statements

Develop need indicators and need statements

Review the results of the CNA Committee and decide on next steps in the planning cycle

Meeting Activities and Discussion:

We continued with a needs assessment activity on targeting needs during which participants made decisions about a metaphor of three flowers: Plant A that is healthy, Plant B that is starting to wilt, and Plant C that is seriously wilted. The small groups reported out on their decisions.

One group decided that Plant A should receive 20% of the water, Plant B should receive 30%, and Plant C should receive 50%. The rationale was that Plant A still needs some support and Plant B needs a little support; however Plant C needs the most support but can't receive all of the water or it might overwhelm the plant.

Another group reported that Plant B should receive the majority of the water (50%). Plants A and C should split the rest (25% each) because Plant B has the most potential.

A third group decided that Plant A should receive 20% of the water and Plants B and C should be replanted together into one pot and then given 80% of the water. Once all plants have had time to grow, then all three plants should be replanted into a very large pot and given 100% of the water.

The fourth group indicated that they know this activity is not about plants; rather it is about students. So, they decided that they were not going to divide the water among the three plants without knowing more about the plants. They want to look at each individual student and determine their motivation and which students have the promise of being successful.

During debrief, the plant metaphor was extended to migrant students with some talking about the wilted plant being similar to migrant students with priority for services (PFS). One group also discussed the importance of having a plan for getting more “water” for the “plants” and other resources such as “Miracle Grow.” Another group also identified a potential challenge of providing too much “water” at once; therefore, the group suggested giving the plant water in *increments*.

The planning cycle: The last CNA update was completed in June 2013, so based on the Office of Migrant Education (OME) recommendations for the Continuous Improvement Cycle, Idaho is on time to update the CNA. The next topic discussed was the planning cycle that includes the Comprehensive Needs Assessment (CNA) and the Service Delivery Plan (SDP), project implementation, program evaluation, monitoring, and sub-allocations to local MEPs.

The NAC roles and responsibilities were covered. They include:
reviewing existing implementation, student achievement, and outcome data on migrant students in Idaho;
update concerns and possible solutions that will be used to inform the SDP;
review the data to determine the elements to include on the final version of the migrant student profile;
make recommendations to the state on needs and services to be included in the CNA report; and
review summary materials and the CNA report and provide feedback to the state.

The Comprehensive Needs Assessment is the first step in planning MEPs to be able to identify the priority needs to be met by the state. A “cupcake” funding model was presented whereby the majority of the funding is on the bottom (the cake part) that comes from general revenue. The next layer—the frosting is special programs such as Title I, 21st Century Community Learning Centers, and other Federal programs. The final part of the cupcake, the cherry on top, is Title I-C MEP funds. These funds are used only after all other resources have been exhausted.

Title I, Part C, Section 1304(d) of ESEA states that Priority for Services (PFS) “goes to children who are failing or most at risk of failing” and whose “education has been interrupted”. The State of Idaho operationalizes PFS through the meeting of at least one criterion on Area A (student assessment data) and of at least one criterion in Area B (interruption of education).

The CNA informs and guides all aspects of MEP planning because migrant students need to meet state performance targets. We are not traveling on different tracks; rather we are on the same track. In Idaho, the performance targets/goals are set in the areas of reading, math, H.S. graduation/OSY, and school readiness.

OME’s 3-Phase Model of CNA was introduced; this meeting (NAC#1) is in the first phase, which is to explore “what is”. It was also noted that the state performance targets for Idaho are based on the ESEA Flex Waiver; however the waiver includes Annual Measurable Objectives (AMOs) that used the results from a previous assessment. Christina Nava reported that there is a revised ESEA Flex Waiver that includes the new data and she will make it available to the group.

Small group activity #1: Andrea shared the four general focus areas (Reading, Math, School Readiness, and High School Graduation/OSY) and the group agreed to keep the four focus areas; however they want to delete “OSY” from the High School Graduation group and consider resources for OSY as a strategy later on in the planning process. The participants choose a focus area group; thus the CNA committee is divided as follows:

<p><u>Reading</u> Gail Roch Heidi Rahn Alissa Metzger</p>	<p><u>Math</u> Christina Nava Lance Robertson Janette Duar</p>
<p><u>School Readiness</u> Quela Renz Abby Montaña Robert Gómez Peggy Rickett</p>	<p><u>High School Graduation</u> Sarah Seamount Raquel Cervantes Aracely Cornejo Kelly Wheeler</p>

Participants participated in a “fortune-telling” activity that allowed them to work in their focus area groups to “predict” preliminary concerns they have related to the education of Idaho migrant students. Their preliminary concerns are as follows:

High School Graduation

- We are concerned that student do not have enough credits to graduate.
- We are concerned that students are dropping out.
- We are concerned that they lose graduation credits when they move across the states.
- We are concerned that students are not connected to school/staff.
- We are concerned that migrant students have outside conflicting work/family responsibilities.
- We are concerned that teen pregnancy among migrant students affects attendance.

School Readiness

- We are concerned that there’s a lack of migrant pre-schools available.
- We are concerned that there’s a lack of parent awareness for school readiness to begin in the home.
- We are concerned that migrant children lack cultural awareness when entering kindergarten.

Reading

- We are concerned that migrant students are not receiving sufficient ELD support to become proficient in reading.
- We are concerned that migrant students are not receiving equitable access to content.

We are concerned that migrant students are not receiving academic support outside the school day.

We are concerned that migrant students do not have foundational skills (especially in grades 6-12).

We are concerned that migrant students are not receiving culturally- responsible educational supports.

We are concerned that migrant students do not have reading resources outside of school.

We are concerned that 79% of ELL migrant students are not proficient or advanced on the SBAC.

Andrea then introduced Small Group Activity #2 to review student data and assessment results. The participants reviewed existing data including the MEP student profile, demographics, needs assessment survey data, and assessment results. The groups examined the results through the lens of their focus area (reading, math, high school graduation, and school readiness) for trends, inconsistencies, data of notable significance, etc.

Take-away's from Small Group Activity #2:

School Readiness

Why are pre-k children identified as PFS?

Only 30% of pre-k students receive services

Parent awareness is needed to be prepared for kindergarten is only 10%

9% of 156 parents think pre-k programs are necessary

For most parents, pre-k is not a priority

High School Graduation

Instructional services for 7th – 12th grade students are low. Reading and math high school performance is 27% lower than the general population

There is a lack of data for high school needs

It was helpful to review the data summary analysis page

There is a disconnect between the responses the staff provided compared to those of the parents and students

Reading

50% of children in pre-K through grade 3 are entering without ELA skills

The migrant proficient rate shows a greater risk for not attaining Proficient than students who are simply low SES based on the 2011-12 ISAT showing the migrant proficiency rate of 69%

Instructional services decline after 6th grade

Both staff and parents rated ELA as the highest priority area according to the Idaho CNA survey – 70% for parents and 59% for staff

Migrant students perceived highest needs are direct instruction during and after school along with access to resources

Mathematics

25% of migrant students receive MEP-funded instructional services; MEO math K-8 drops off in high school

Are districts not aware how to report MEP-funded instructional services?

The gap widens after 5th grade at 30%; overall the gap between non-migrant/migrant/ISAT needs to be reduced.

Survey data that was significant:

Staff - 32% of staff ranked math instruction as a top three concern

Staff – 17% of staff ranked math support services as a top three concern

Staff – 17% of staff ranked the need for professional development as a top three concern

Parents – 55% of staff parents ranked/marked math as a top three concern

Students – 51% of students ranked math as a top three concern

The next large group activity included a review of the 7 Areas of Concern that provided a framework for organization of the concerns:

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

During Small Group Activity #3 (Review the 7 Areas of Concern, develop concern statements, and debrief), participants worked in their focus area groups to draft concern statements. These are reflected on the “Idaho MEP Comprehensive Needs Assessment Areas of Concern” planning chart.

During Small Group Activity #4 (Walkabout to review other groups’ concern statements, make suggestions, and debrief), participants reviewed the other concern statements and made changes and/or revisions. The participants then participated in a whole group discussion about the concern statements and made further revisions.

Andrea then introduced Small Group Activity #5 (prioritizing concern statements). Participants were asked to work as a focus area group and rank the top concern statements with colored sticky dots. The groups did this for each of the focus areas and then the group debriefed as a whole group.

The participants were asked to identify any additional data that is needed for the completion of this CNA process. Their results are as follows:

Data Needed	Follow-Up
2012-2013 CSPI I and II	Christina Nava will send to META
Spring 2015 ISAT assessment data	Christina Nava will send to META

Spring 2015 ILA assessment data	Christina Nava will send to META
IRI Data	TBD
Migrant Head Start Data	Sarah Seamount will follow-up
Graduation Data	TBD
Dropout Data	TBD
13-14 On Track to Graduate	Sarah Seamount will follow up
14-15 On Track to Graduate	Sarah Seamount will follow up
SBAC data	TBD

The participants then discussed need indicators and the importance of crafting a strong need statement. The need indicators must be linked to a specific concern statement, identify the gap between what is and what should be, define a specific group or need, and indicate the type of data for each concern. Participants worked in their focus area groups to identify need indicators and data sources for each concern statement. These can be found on the “Idaho MEP Comprehensive Needs Assessment Areas of Concern” planning chart.

To close, Andrea reviewed the day’s accomplishments and shared the next steps in the CNA process which include the following:

- Ensure that any missing data is ready for the next meeting;
- Conduct CNA Meeting #2 (1/20/16) to fill in needed data, arrive at consensus on Concerns, determine and prioritize possible solutions, and finalize the Idaho MEP profile;
- Draft the CNA report (*Spring 2016*); and
- Incorporate NAC feedback/finalize the report (*June 2016*)

Meeting Outcomes

List of draft concern statements (to be reviewed and finalized in NAC #2)

List of additional data elements needed for the MEP student profile List of potential sources of data on the needs of MEP students

List of need indicators



AGENDA

Idaho Department of Education Migrant Education Program Needs Assessment Committee (NAC) Meeting #2 The Riverside Hotel – Boise, Idaho Wednesday, January 20, 2016

- 8:30 – 9:00 Continental Breakfast
- 9:00 – 9:15 Welcome, introductions, meeting objectives, and materials/agenda review
- 9:15 – 9:30 Quiz - The Planning Cycle: A Review on the CNA, SDP, program implementation, program evaluation. Where are we in the process?
- 9:30 – 10:15 Small group activity #1 (Goal Area Groups): Review the Concern Statements, Data Sources, Need Indicators, and Need Statements from NAC #1. Suggest any needed changes and reach consensus
- 10:15 – 10:30 Small group activity #2 (Goal Area Groups): Prioritize Concern Statements
- 10:30 – 10:45 Break
- 10:45 – 12:15 Small group activity #3 (Goal Area Groups): Identify and develop possible solutions to the Concerns and Need Statements
- 12:15 – 1:00 Working Lunch – Review and discuss the student profile
- 1:00 – 1:30 Small group activity #4 (Gallery Walk): Review and suggest any additional solution suggestions to the other Goal Area Groups
- 1:30 – 2:00 Small group activity #5 (Goal Area Groups): Prioritize solutions
- 2:00 – 2:30 Small group activity #6 (Goal Area Groups): Identify resources and experts/staff by listing information, materials, and personnel needed to address the concerns. Gallery walk and debrief *****Break as needed*****
- 2:30 – 3:00 Small group activity #7 (Small Groups): “Save the Last Word:” Identify loose ends and ways to communicate the CNA to the field
- 3:00 – 3:30 Wrap-up, review of the meeting objectives, Q&A, next steps

Meeting Objectives

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

Meeting Outcomes

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



MEETING SUMMARY

Idaho Department of Education Migrant Education Program Needs Assessment Committee (NAC) Meeting #2 Riverside Hotel Wednesday, January 20, 2016

Meeting Participants

Christina Alvarez (Blackfoot); Bill Brulote (Twin Falls); Raquel Cervantes (Vallivue Schools); Aracely Cornejo (Vallivue); Janette Duar (Idaho Falls); Robert Gómez (Cassia); Alissa Metzler (Idaho SDE); Abby Montaña (Twin Falls); Christina Nava (Idaho SDE); Peggy Pickett (Jerome); Heidi Rahn (Idaho SDE); Maria (Quela) Renz (Minidoka); Lance Robertson (Idaho SDE); Gail Rochelle (Idaho Falls); Alma Rodríguez (Jerome); Sarah Seamount (Idaho SDE); Andrea Vázquez (META); and Kelly Wheeler (Idaho SDE)

The meeting began with a welcome and introductions by Sarah Seamount, MEP Coordinator; materials and agenda review by Andrea Vázquez, META Associates; and an overview of the meeting objectives which include:

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

Meeting Activities and Discussion:

We continued with a quiz to review the Continuous Improvement Cycle, including Comprehensive Needs Assessment (CNA), Service Delivery Plan (SDP), project implementation, program evaluation, monitoring, and sub-allocation to local MEPs.

Andrea shared that through this process, we are “getting our ducks in a row,” and that we will be updating the last CNA, which was completed in 2013 using data from the 2011-12 school year. Andrea then illustrated how the current work that is being completed for the CNA creates a starting point for the Service Delivery Plan process, which is the next step in OME’s Continuous Improvement Cycle (CIC).

In the first meeting (NAC #1), we explored “what is” and identified major concerns, measurable indicators, data sources, and preliminary priorities. In this meeting (NAC #2), we finalized and prioritized concern statements, made decisions to set priority needs, identified possible solutions, selected solutions, and proposed an action plan. As a next step, META will prepare the final CNA report.

Small group activity #1: Andrea requested that participants stay in the same focus groups as NAC #1; thus the CNA committee is divided as follows:

<p><u>Reading</u> Gail Roch Heidi Rahn Alissa Metzger</p>	<p><u>Math</u> Christina Nava Lance Robertson Janette Duar Bill Brulotte Christina Alvarez</p>
<p><u>School Readiness</u> Quela Renz Abby Montaña Robert Gómez Peggy Rickett Alma Rodríguez</p>	<p><u>High School Graduation</u> Sarah Seamount Raquel Cervantes Aracely Cornejo Kelly Wheeler</p>

Andrea shared the original concern statements from NAC #1, as well as the suggested revisions made by META. Participants were asked to review the suggested revisions in small groups with a focus on data sources that support those concern statements. Additionally, participants were asked to review the data sources, need indicators, and need statements and document any changes on the large posters. The revised concern statements, data sources, need , and need statements can be found on the revised CNA Planning Chart.

Next, the Small Group Activity #2 was introduced to prioritize concerns. The participants rank-ordered their revised concern statements to determine levels of priority (1=highest priority, etc.). Afterwards, all groups debriefed as a whole group to gather input on the revised concern statements, data sources, need indicators, and need statements. The levels of priority, as well as large group revisions are captured in the CNA Planning Chart.

During Small Group Activity #3 (Identify Solutions), information was shared about identifying solutions to concern statements. Solution strategies in the CNA are the starting point for the strategies that will be included in the SDP. Participants were asked to consider a large range of solutions i.e., instructional services, support services, program/staff capacity building, state-level initiatives, project-level initiatives, etc. Participants also were asked to consider evidence-based strategies and proven practices. After viewing a few examples, participants worked in their goal area groups to identify solutions for their revised concern statements.

Working Lunch Activity (Review/Discuss Data Sources): Participants were asked to review and discuss the Idaho MEP Data Source Chart and make any recommendations to add, remove, or delete categories. Following is the revised Idaho MEP Data Source Chart:

Idaho MEP Data Sources

Aspect of the migrant population	Data source
Geographic distribution	SDE
Grade distribution/OSY	CSPR
Mobility	No query; possibly MSIS or MSIX
Ethnicity	Data pull; ISEE
Reading assessment results	CSPR
Math assessment results	CSPR
Language proficiency	MSIS
Graduation rate	CSPR
Dropout rate	CSPR
Qualifying activities in ID	COE?
Regular/Summer term participation	CSPR
Priority for services (PFS)	MSIS
Data on health referrals provided	No; no reliable source
List of both instructional and support services provided	MSIS
Number of siblings in family	No
PFS risk factors	No
Expulsion (and suspensions)	ISEE at state level
Primary language	ISEE
Sending states	No
Length of time in ID	No
Where students originate from and where they go when they leave	No
MEP allocation	USDE
Other: Language Assessment; IELA/Access	CSPR

During Small Group Activity #4 (Gallery Walk), participants reviewed the other groups' solutions and made recommendations and/or revisions. Then, they then participated in a whole group discussion about the solutions and made further revisions.

Andrea then introduced Small Group Activity #5 (prioritizing solutions). Participants were asked to work as a focus area group and prioritize their solutions. Each member of the group placed one colored sticky dot next to the solution they felt is most important for each concern statement. The participants were then asked to reach consensus on the prioritized list and report out to the whole group. The results of this activity are found in the CNA Planning Chart.

Small Group Activity #6 (Identify Resources and Experts/Staff): After a discussion about how to garner support for the solutions, participants worked in their goal areas to identify resources and experts/staff to address the concerns and implement solutions. The group recorded their resources and experts/staff on jumbo sticky notes and then reviewed the other groups during the gallery walk. The resources and experts/staff identified can be found on the "Experts and Resources" handout.

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

<p>Loose ends, suggestions for the CNA report, suggestions for future CNA/SDP meetings</p>	<p>Teamwork helped us develop a clear understanding and come up with the best solutions SDE Migrant Staff contact the community resources mentioned SDE Report Card missing non-migrant in gap analysis Define yearly growth Felt a little rushed. Allow more time. Three days might be better. Small group works well. Andrea did a great job; very knowledgeable and kept everything moving. Materials were readily available Liked meeting outside SDE; was more accessible SDE was prompt in providing data that was needed Less of a time gap between meetings; information and motivation were high after the first meeting Activities were set up with a meaning and purpose towards the objectives</p>
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Three ways to communicate the CNA to the field	Report out to Teaching and Learning Cabinet Monthly title meetings With Title I and ELL leads Monthly administrators meetings Through regional meetings PAC meetings Through home visits Webinars E-mail Web-site Spring State trainings; regional trainings Fall directors' meeting Fall migrant tour across the State
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To close, Andrea reviewed the day's accomplishments and shared the next steps in the CNA process which include the following:

- Finalize the CNA Decisions and Planning Chart incorporating the work from the 2 NAC meetings
- Draft the CNA report (by May 15, 2016)
- Incorporate IDOE and NAC feedback and finalize the report (by May 27, 2016)
- Begin the Service Delivery Planning (SDP) process during 2016-17 (Date TBD)

Appendix C – Idaho CNA Data Tables

**Migrant Education Program
Comprehensive Needs Assessment
Update**

Idaho State Department of Education

Demographics
Source: CSPR Part II 2013-14

Total Count		PFS		LEP	
Grade	Number	Number	%	Number	%
Age 3-5	841	48	6%	113	13%
K	310	42	14%	195	63%
1	298	38	13%	163	55%
2	278	30	11%	132	47%
3	275	31	11%	124	45%
4	241	28	12%	87	36%
5	223	34	15%	81	36%
6	241	25	10%	84	35%
7	241	27	11%	64	27%
8	235	35	15%	77	33%
9	214	22	10%	63	29%
10	169	22	13%	46	27%
11	142	14	10%	40	28%
12	91	10	11%	31	34%
Ungraded	0	0	0%	0	0%
Out-of-school	195	27	14%	0	0%
Total Count	3,994	433	11%	1,300	33%

Move in Regular Year		
Grade	Number	Percent
Age 3-5	156	19%
K	60	19%
1	64	21%
2	61	22%
3	53	19%
4	45	19%
5	49	22%
6	56	23%
7	63	26%
8	52	22%
9	48	22%
10	31	18%
11	26	18%
12	13	14%
Ungraded	0	0%
Out-of-school	39	20%
Total	816	20%

Qualifying Arrival Date During the Performance Period		
Grade	Number	Percent
Age 3-5	246	29%
K	83	27%
1	91	31%
2	70	25%
3	69	25%
4	59	24%
5	64	29%
6	74	31%
7	81	34%
8	65	28%
9	62	29%
10	42	25%
11	32	23%
12	14	15%
Ungraded	0	0%
Out-of-school	45	23%
Total	1,097	27%

All Services

Total Identified		Served During Program Year	
Grade	Number	Number	Percentage
Age 3-5	841	251	30%
K	310	142	46%
1	298	130	44%
2	278	138	50%
3	275	128	47%
4	241	116	48%
5	223	90	40%
6	241	106	44%
7	241	102	42%
8	235	94	40%
9	214	92	43%
10	169	72	43%
11	142	56	39%
12	91	41	45%
Ungraded	0	0	
Out-of-school	195	48	25%
Total	3,994	1,606	40%

Services Provided During the Performance Period

Served During the Performance Period		PFS Served		Receiving Instructional Service		Receiving Support Services		Receiving Counseling Services	
Grade	Number	Number	%	Number	%	Number	%	Number	%
Age 3-5	251	48	19%	149	59%	196	78%	0	0%
K	142	42	30%	130	92%	143	101%	0	0%
1	130	38	29%	101	78%	125	96%	1	1%
2	138	30	22%	113	82%	121	88%	0	0%
3	128	31	24%	97	76%	124	97%	2	2%
4	116	28	24%	92	79%	104	90%	0	0%
5	90	34	38%	66	73%	93	103%	1	1%
6	106	25	24%	63	59%	85	80%	1	1%
7	102	27	26%	28	27%	70	69%	0	0%
8	94	35	37%	24	26%	74	79%	1	1%
9	92	22	24%	17	18%	51	55%	0	0%
10	72	22	31%	7	10%	44	61%	1	1%
11	56	14	25%	9	16%	35	63%	0	0%
12	41	10	24%	5	12%	28	68%	0	0%
Ungraded	0	0	0%	0%	0%	0	0%	0	0%
Out-of-school	48	27	56%	2	4%	49	102%	0	0%
Total	1,606	433	27%	903	56%	1,342	84%	7	0%

Instructional Services Provided During the Performance Period

Served During the Performance Period	Receiving Instructional Service	Reading Instruction		Mathematics Instruction		H.S. Credit Accrual	
		Number	%	Number	%		
Age 3-5	149	147	99%	146	98%		
K	130	126	97%	125	96%		
1	101	95	94%	92	91%		
2	113	111	98%	106	94%		
3	97	90	93%	90	93%		
4	92	90	98%	90	98%		
5	66	65	98%	64	97%		
6	63	57	90%	54	86%		
7	28	20	71%	23	82%		
8	24	19	79%	20	83%		
9	17	10	59%	10	59%	1	6%
10	7	2	29%	3	43%	2	29%
11	9	4	44%	4	44%	6	67%
12	5	3	60%	2	40%	7	140%
Ungraded	0%	0	0%	0	0%		
Out-of-school	2	0	0%	0	0%		
Total	903	839	93%	829	92%	16	2%

Proficiency Rates by Grade
Source: CSPR Part I 2011-12

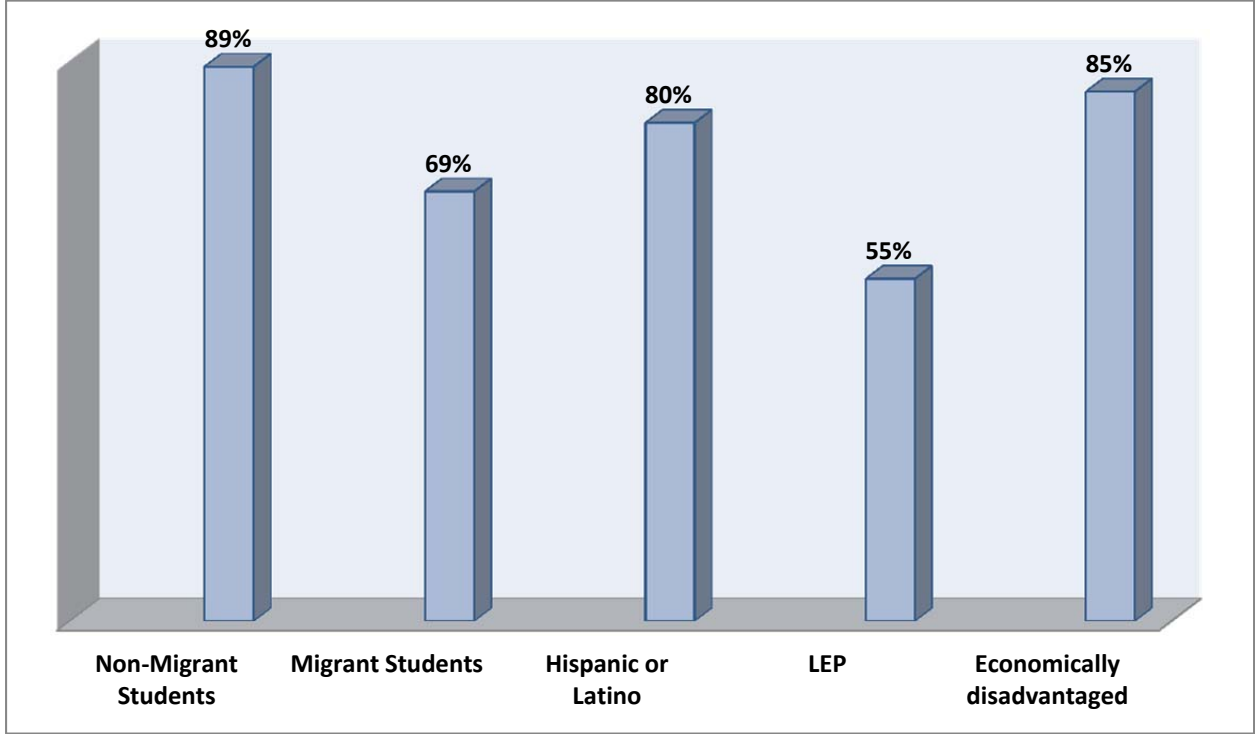
Reading/Language Arts						
Grade	Non-Migrant Students			Migrant Students		
	# Assessed	# Proficient	% Proficient	# Assessed	# Proficient	% Proficient
3	21,517	19,024	88%	184	129	70%
4	21,480	19,074	89%	211	152	72%
5	21,508	18,917	88%	190	117	62%
6	21,367	19,143	90%	169	108	64%
7	21,379	19,410	91%	172	126	73%
8	20,767	19,158	92%	147	112	76%
HS	19,954	17,494	88%	124	76	61%
Total	147,972	132,220	89%	1,197	820	69%

Reading/Language Arts									
Grade	Hispanic or Latino			LEP			Economically disadvantaged		
	# Assessed	# Proficient	% Proficient	# Assessed	# Proficient	% Proficient	# Assessed	# Proficient	% Proficient
3	3,560	2,792	78%	1,211	753	62%	11,732	9,879	84%
4	3,566	2,829	79%	1,101	655	59%	11,675	9,836	84%
5	3,590	2,784	78%	974	468	48%	11,554	9,580	83%
6	3,541	2,858	81%	858	462	54%	11,162	9,430	84%
7	3,420	2,846	83%	825	469	57%	10,859	9,378	86%
8	3,302	2,827	86%	784	476	61%	10,349	9,132	88%
HS	2,928	2,225	76%	669	271	41%	8,728	7,044	81%
Total	23,907	19,161	80%	6,422	3,554	55%	76,059	64,279	85%

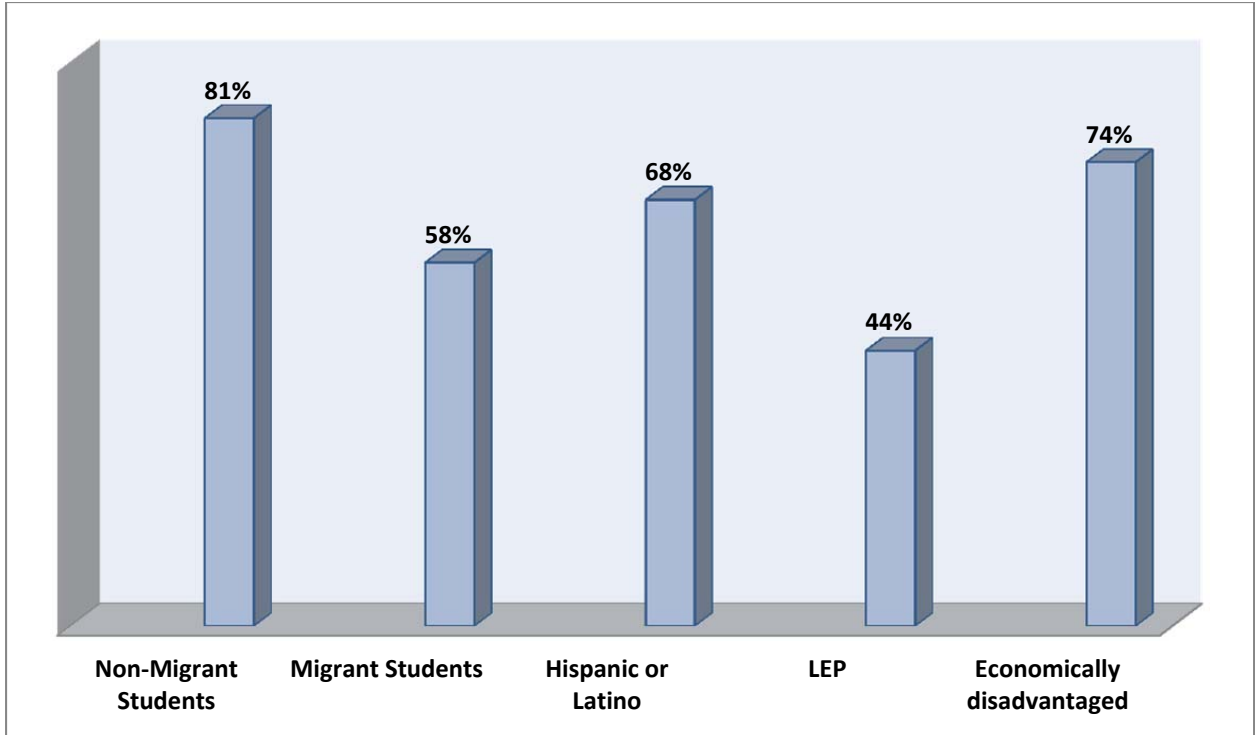
Mathematics						
Grade	Non-Migrant Students			Migrant Students		
	# Assessed	# Proficient	% Proficient	# Assessed	# Proficient	% Proficient
3	21,576	19,041	88%	186	142	76%
4	21,521	18,642	87%	223	156	70%
5	21,553	16,972	79%	195	102	52%
6	21,419	16,931	79%	180	94	52%
7	21,432	16,227	76%	175	79	45%
8	20,770	16,384	79%	156	81	52%
HS	20,034	15,627	78%	137	70	51%
Total	148,305	119,824	81%	1,252	724	58%

Mathematics									
Grade	Hispanic or Latino			LEP			Economically disadvantaged		
	# Assessed	# Proficient	% Proficient	# Assessed	# Proficient	% Proficient	# Assessed	# Proficient	% Proficient
3	3,581	2,847	80%	1,274	827	65%	11,772	9,886	84%
4	3,602	2,772	77%	1,168	671	57%	11,709	9,565	82%
5	3,616	2,391	66%	1,035	399	39%	11,585	8,260	71%
6	3,578	2,308	65%	933	344	37%	11,204	7,977	71%
7	3,450	2,079	60%	884	290	33%	10,896	7,273	67%
8	3,315	2,112	64%	834	266	32%	10,348	7,288	70%
HS	2,972	1,837	62%	754	232	31%	8,784	6,045	69%
Total	24,114	16,346	68%	6,882	3,029	44%	76,298	56,294	74%

Reading Proficiency Rates



Mathematics Proficiency Rates



Appendix D – Needs Assessment Surveys

Staff Survey of Migrant Student Needs

The Idaho 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.

Site: _____

1. Instruction: In what **areas** do migrant students need the most supplemental services to address gaps in education? (rank your top 3 with 1 being the highest)

- | | |
|--|---|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Motivating/engaging students in school work and activities |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Instructional time |
| <input type="checkbox"/> Math | <input type="checkbox"/> Filling in gaps resulting from migration/missed school |
| <input type="checkbox"/> Science | <input type="checkbox"/> English language skill development |
| <input type="checkbox"/> High school credits | <input type="checkbox"/> Study skills |
| <input type="checkbox"/> Passing state assessments | <input type="checkbox"/> School readiness |
| <input type="checkbox"/> Life skills | <input type="checkbox"/> Other: |

2. What types of services are most needed to address gaps in education? (rank your top 3 with 1 being the highest)

- | | |
|--|---|
| <input type="checkbox"/> Programs addressing post-secondary/career opportunities | <input type="checkbox"/> Tutoring during the school day during the regular year |
| <input type="checkbox"/> Programs for making up credit | <input type="checkbox"/> Before or after school tutoring or alternative during the regular year |
| <input type="checkbox"/> Summer instruction | <input type="checkbox"/> Transition programs for students new to the school and/or state |
| <input type="checkbox"/> Home-based Services | <input type="checkbox"/> Dropout prevention programs |
| <input type="checkbox"/> Other: | <input type="checkbox"/> Other: |

3. Support Services: In what areas do migrant students need support so that they can better participate in their education? (rank your top 3 with 1 being the highest)

- | | |
|---|---|
| <input type="checkbox"/> Supplemental school supplies | <input type="checkbox"/> Nutrition |
| <input type="checkbox"/> Secondary counseling (credit related) | <input type="checkbox"/> Transportation |
| <input type="checkbox"/> College and career counseling | <input type="checkbox"/> Clothing |
| <input type="checkbox"/> Greater access to dental, vision, or health care | <input type="checkbox"/> Locating existing school and community resources |
| <input type="checkbox"/> Support for extracurricular activities | <input type="checkbox"/> Locating and enrolling in preschool programs |
| <input type="checkbox"/> Translation/interpretation | <input type="checkbox"/> Other: |

4. Parent involvement: What do migrant parents MOST need to support their children's education? (rank your top 3 with 1 being the highest)

- | | |
|--|---|
| <input type="checkbox"/> Educational resources in the home | <input type="checkbox"/> Information about teaching early literacy skills |
| <input type="checkbox"/> Opportunities to discuss their child's educational progress with school staff | <input type="checkbox"/> Opportunities to participate in Migrant Parent Advisory Council meetings |
| <input type="checkbox"/> Parent involvement activities | <input type="checkbox"/> Strategies to support education in the home |
| <input type="checkbox"/> Access to parenting education programs | <input type="checkbox"/> Strategies for helping with homework |
| <input type="checkbox"/> Information about adolescent health issues | <input type="checkbox"/> Family literacy and language instruction |
| <input type="checkbox"/> Other: | <input type="checkbox"/> Other: |

5. Professional development: What topics would you recommend for professional development to help instructional staff meet the needs of migrant students? (rank your top 3 with 1 being the highest)

Strategies for...

- | | |
|---|---|
| <input type="checkbox"/> Reading instruction | <input type="checkbox"/> Delivering content instruction to English learners |
| <input type="checkbox"/> Math instruction | <input type="checkbox"/> Helping students access existing community resources |
| <input type="checkbox"/> Writing instruction | <input type="checkbox"/> Teaching students who transfer in mid-year or mid-course |
| <input type="checkbox"/> Culturally relevant instruction | <input type="checkbox"/> Providing preschool instruction |
| <input type="checkbox"/> Increasing graduation rates | <input type="checkbox"/> Differentiating instruction for diverse learners |
| <input type="checkbox"/> Providing instruction to out-of-school youth | <input type="checkbox"/> Other: |

6. What is your biggest concern relating to the achievement and graduation of migrant students?

PARENT SURVEY

from the Idaho Migrant Education Program

The Idaho Migrant Education Program (MEP) is conducting a study of the needs of migrant families. If you have more than one child in the MEP, answer in general for all your children. Check your top three answers in each category.

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

1. Instruction: What instruction do your children need? (number your top 3, with 1 being the most important)

- | | |
|--|---|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Motivation in school |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Time in classes |
| <input type="checkbox"/> Math | <input type="checkbox"/> Completing missing coursework |
| <input type="checkbox"/> Science | <input type="checkbox"/> Learning English |
| <input type="checkbox"/> High school classes | <input type="checkbox"/> Study skills |
| <input type="checkbox"/> Passing state assessments | <input type="checkbox"/> Being prepared to start kindergarten |
| <input type="checkbox"/> Life skills | <input type="checkbox"/> Other: |

2. What types of services would most help your children? (number your top 3, with 1 being the most important)

- | | |
|---|---|
| <input type="checkbox"/> Opportunities after graduating high school | <input type="checkbox"/> School day tutoring |
| <input type="checkbox"/> Completing high school classes | <input type="checkbox"/> Before or after school tutoring |
| <input type="checkbox"/> Summer migrant school | <input type="checkbox"/> Transition to a new school |
| <input type="checkbox"/> Tutors visiting your home | <input type="checkbox"/> Helping your children stay in school |
| <input type="checkbox"/> Other: | <input type="checkbox"/> Other: |

3. Support Services: What support do your children need? (number your top 3, with 1 being the most important)

- | | |
|---|---|
| <input type="checkbox"/> School supplies | <input type="checkbox"/> Nutrition |
| <input type="checkbox"/> Secondary counseling (credit related) | <input type="checkbox"/> Transportation |
| <input type="checkbox"/> College and career counseling | <input type="checkbox"/> Clothing |
| <input type="checkbox"/> Dental, vision, or health care | <input type="checkbox"/> Finding school and community resources |
| <input type="checkbox"/> Support for extracurricular activities | <input type="checkbox"/> Finding preschool programs |
| <input type="checkbox"/> Translation and interpretation | <input type="checkbox"/> Other: |

4. Parent involvement: What would help you support your child's success in school? (number your top 3, with 1 being the most important)

- | | |
|---|---|
| <input type="checkbox"/> Educational materials at home | <input type="checkbox"/> Preparing young children for school |
| <input type="checkbox"/> Meetings with teachers or tutors | <input type="checkbox"/> Migrant Parent Advisory Council meetings |
| <input type="checkbox"/> Parent involvement activities (such as math or reading nights, etc.) | <input type="checkbox"/> Helping my child with reading, math, and writing |
| <input type="checkbox"/> Parenting education programs | <input type="checkbox"/> Helping my child with homework |
| <input type="checkbox"/> Information about children's health issues | <input type="checkbox"/> Family literacy and language instruction |
| <input type="checkbox"/> Other: | <input type="checkbox"/> Other: |

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

ENCUESTA PARA PADRES

del Programa de Educación Migrante del Estado de Idaho

El Programa de Educación Migrante (MEP-inglés) del Estado de Idaho está llevando a cabo un estudio de las necesidades de las familias migrantes. Si usted tiene más de un hijo en el MEP, responda en general para todos sus hijos. Marque sus tres primeras respuestas de cada categoría.

Grado(s) de los niños en mi hogar (marque todo el que aplique): PreEscuela K-3 4-5 6-8 9-12

1. Instrucción: ¿Qué instrucción necesitan sus hijos? (marque sus 3 mayores respuestas, el número 1 es lo más importante)

- | | |
|---|---|
| <input type="checkbox"/> Lectura | <input type="checkbox"/> Motivación en la escuela |
| <input type="checkbox"/> Escritura | <input type="checkbox"/> Tiempo en las clases |
| <input type="checkbox"/> Matemáticas | <input type="checkbox"/> Completar cursos necesarios para la graduación |
| <input type="checkbox"/> Ciencia | <input type="checkbox"/> Aprendiendo Inglés |
| <input type="checkbox"/> Clases de high school (preparatoria) | <input type="checkbox"/> Habilidades de estudio |
| <input type="checkbox"/> Pasar las evaluaciones estatales | <input type="checkbox"/> Estar preparado para empezar el kinder |
| <input type="checkbox"/> Habilidades para la vida | <input type="checkbox"/> Otro(s): |

2. ¿Qué tipos de servicios ayudará más a sus hijos? (marque sus 3 mayores respuestas, el número 1 es lo más importante)

- | | |
|--|--|
| <input type="checkbox"/> Oportunidades después de graduarse de la escuela secundaria | <input type="checkbox"/> Tutoría durante el día escolar |
| <input type="checkbox"/> Completar las clases de la escuela secundaria | <input type="checkbox"/> Tutoría antes o después de clases |
| <input type="checkbox"/> Escuela migrante durante el verano | <input type="checkbox"/> La transición a una nueva escuela |
| <input type="checkbox"/> Tutores visitando su casa | <input type="checkbox"/> Ayudar a sus hijos a permanecer en la escuela |
| <input type="checkbox"/> Otro(s): | <input type="checkbox"/> Otro(s): |

3. Servicios de Apoyo: ¿Qué apoyo necesitan sus hijos? (marque sus 3 mayores respuestas, el número 1 es lo más importante)

- | | |
|--|---|
| <input type="checkbox"/> Útiles escolares | <input type="checkbox"/> Nutrición |
| <input type="checkbox"/> Consejería Secundaria (relacionada a crédito) | <input type="checkbox"/> Transportación |
| <input type="checkbox"/> Orientación universitaria y profesional | <input type="checkbox"/> Ropa |
| <input type="checkbox"/> Cuidado de la salud, dental o visión | <input type="checkbox"/> Encontrar recursos de la escuela y de la comunidad |
| <input type="checkbox"/> Apoyo a las actividades extracurriculares | <input type="checkbox"/> Encontrar programas preescolares |
| <input type="checkbox"/> Traducción e Interpretación | <input type="checkbox"/> Otro(s): |

4. Participación de los padres: ¿Qué le ayudaría a apoyar la educación de su hijo? (marque sus 3 mayores respuestas, el número 1 es lo más importante)

- | | |
|---|---|
| <input type="checkbox"/> Materiales educativos en el hogar | <input type="checkbox"/> Preparar a los niños pequeños para la escuela |
| <input type="checkbox"/> Reuniones con los profesores o tutores | <input type="checkbox"/> Reuniones del Consejo Asesor de Padres Migrantes |
| <input type="checkbox"/> Actividades de participación de los padres (por ejemplo, noches de actividades de lectura, etc.) | <input type="checkbox"/> Ayudar a mi hijo con la lectura, matemáticas y escritura |
| <input type="checkbox"/> Programas educacionales sobre la crianza | <input type="checkbox"/> Ayudar a mi hijo con la tarea |
| <input type="checkbox"/> Información sobre temas de salud de los adolescentes | <input type="checkbox"/> Alfabetización familiar y la enseñanza de idiomas |
| <input type="checkbox"/> Otro(s): | <input type="checkbox"/> Otro(s): |

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

Student Survey of Migrant Student Needs

The Idaho Migrant Education Program (MEP) is conducting a survey to help identify the greatest needs of migrant students.

Site (School District): _____

1. Instruction: In what **areas** do you feel you need the most services to address gaps in education?

Rank the top 3. Number 1 is the highest.

- | | |
|--|--|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Being more involved in school |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Learning English |
| <input type="checkbox"/> Math | <input type="checkbox"/> Learning how to study for classes and exams |
| <input type="checkbox"/> Science | <input type="checkbox"/> Learning about options after high school |
| <input type="checkbox"/> Gaining high school credits | <input type="checkbox"/> Other: _____ |

2. What types of services are most needed to address gaps in education?

Rank the top 3. Number 1 is highest.

- | | |
|--|---|
| <input type="checkbox"/> Programs addressing post-secondary/career opportunities | <input type="checkbox"/> Tutoring during the school day during the regular year |
| <input type="checkbox"/> Programs for making up credit | <input type="checkbox"/> Before or after school tutoring |
| <input type="checkbox"/> Summer instruction | <input type="checkbox"/> Transition programs for students new to the school state |
| <input type="checkbox"/> Dropout prevention programs | <input type="checkbox"/> Other: _____ |

3. Support Services: In what areas do you need support to better participate in your education?

Rank the top 3. Number 1 is the highest.

- | | |
|--|--|
| <input type="checkbox"/> School supplies | <input type="checkbox"/> Nutrition |
| <input type="checkbox"/> Secondary counseling (credit-related) | <input type="checkbox"/> Transportation |
| <input type="checkbox"/> College and career counseling | <input type="checkbox"/> Clothing |
| <input type="checkbox"/> Greater access to dental or health care | <input type="checkbox"/> Locating existing school resources |
| <input type="checkbox"/> Support for extracurricular activities | <input type="checkbox"/> Locating existing community resources |
| <input type="checkbox"/> Translation/interpretation | <input type="checkbox"/> Other: _____ |

4. What is your biggest concern for being successful in school and graduating?

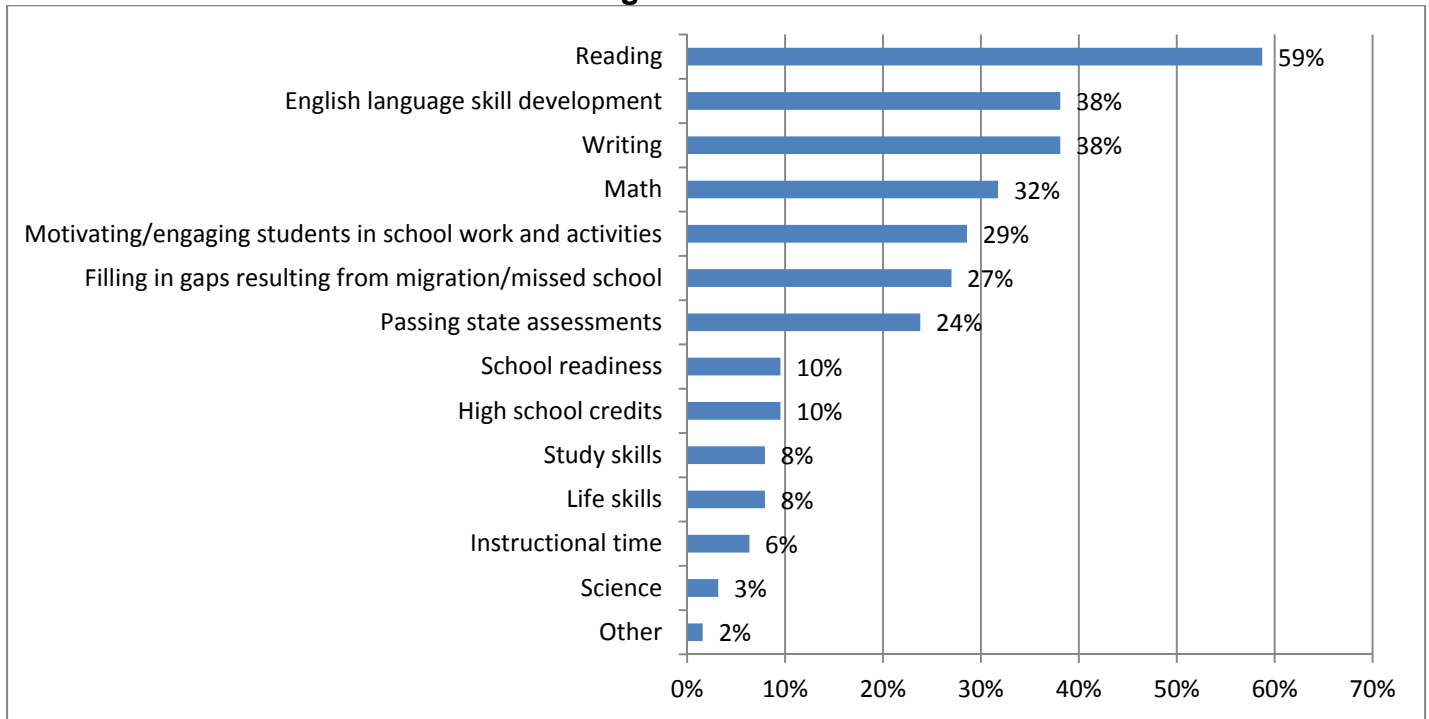
Appendix E – Summary of Needs Assessments

Idaho Staff Needs Assessment Survey Total Staff Responding = 63

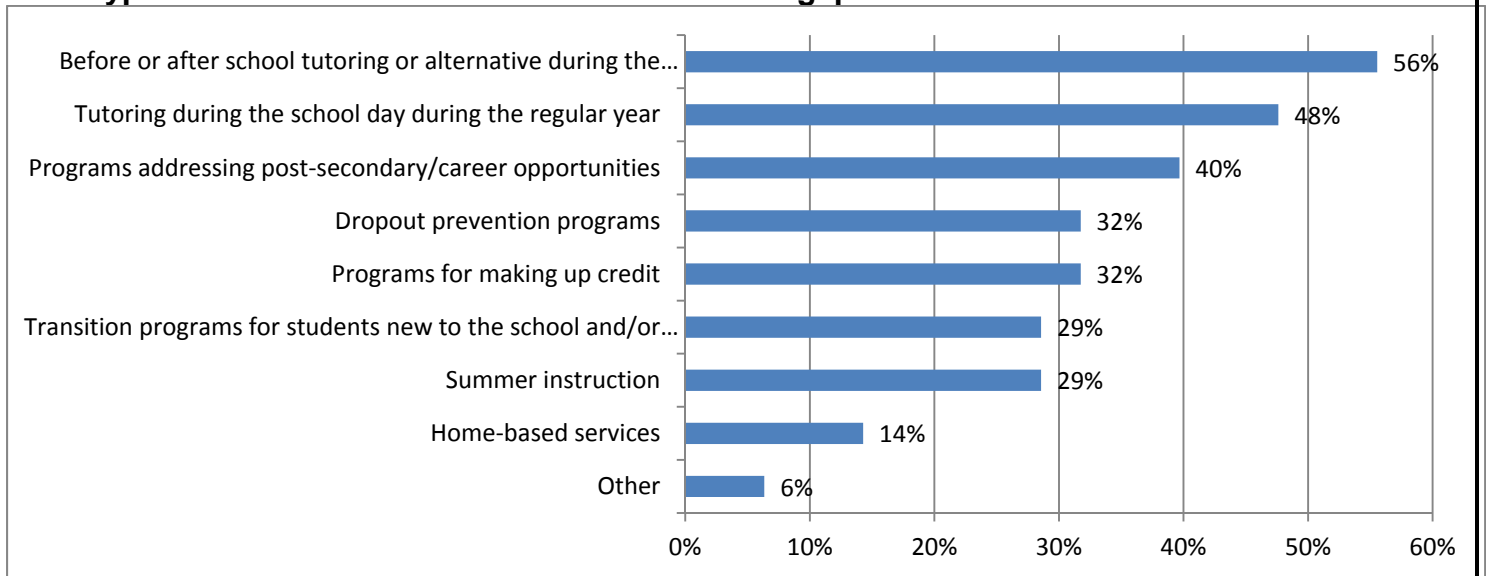
Sites

Site	# Responding
American Falls School District	1
BCSD101	1
Blackfoot School District	1
Bonneville	2
Boundary County	2
Caldwell School District	3
Canyon Ridge High School/ Robert Stuart Middle School	1
Cassia Joint SD	1
Dietrich School District	1
Emmett School District	1
Homedale	3
Idaho Falls	1
Jerome School District	5
Kimberly School District	1
Kuna Jt. School District	1
Marsing Joint School District	2
Melba School District	1
Migrant Family Liaison	1
Mountain Home School District	2
Murtaugh	2
Nampa	2
Oregon Trail Elementary	2
Parma	2
Public School	1
Snake River	1
Southeastern Idaho	1
Svms	1
Twin Falls School District	3
Vallivue	9
Weiser School District	2
West Jefferson School District	2
White Pine Intermediate School, Burley	1
Wilder	3
TOTAL	63

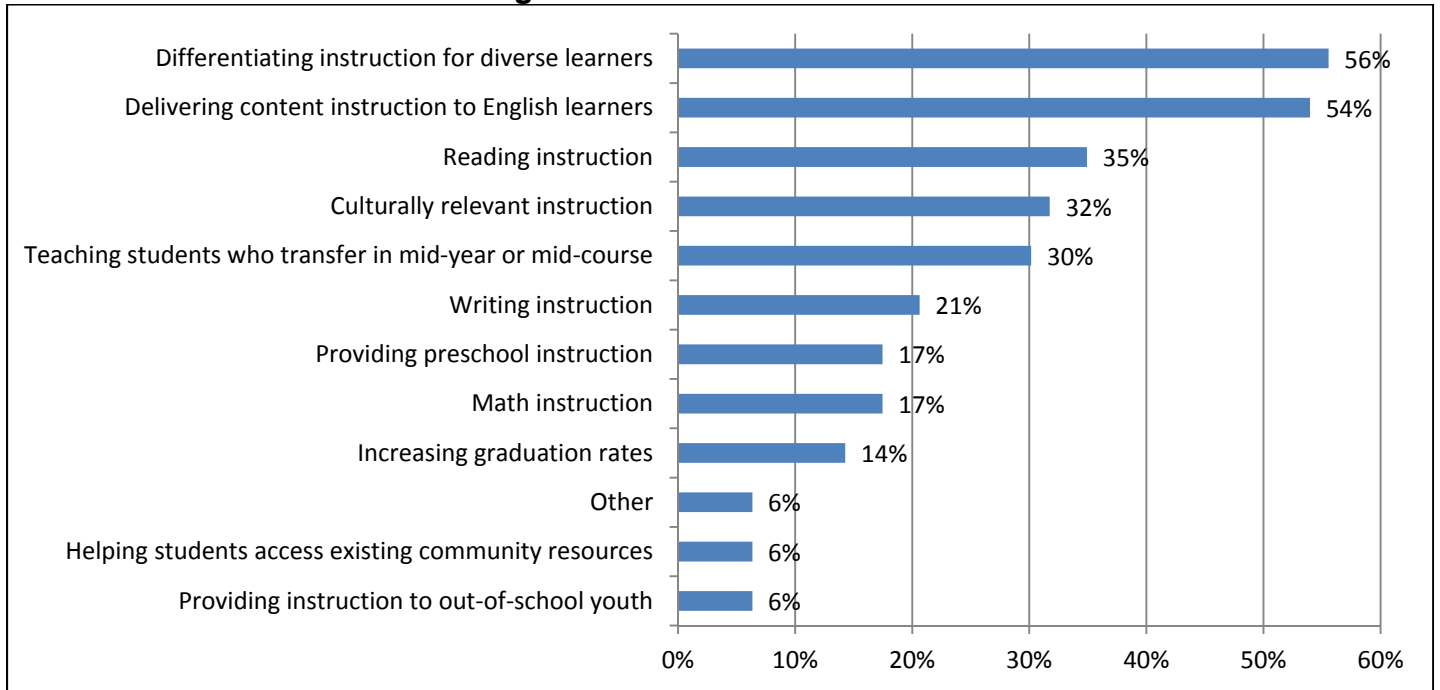
What INSTRUCTIONAL SERVICES do migrant student most need?



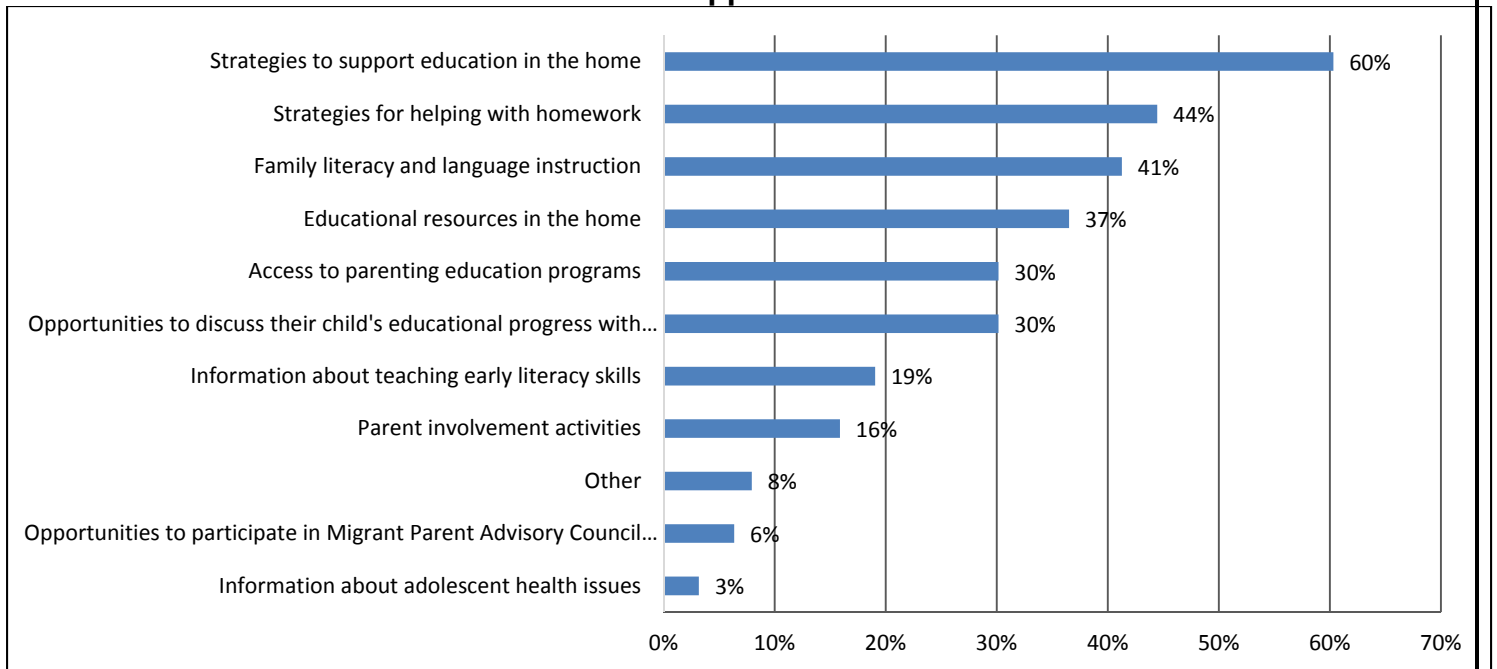
What types of services are most needed to address gaps in education?



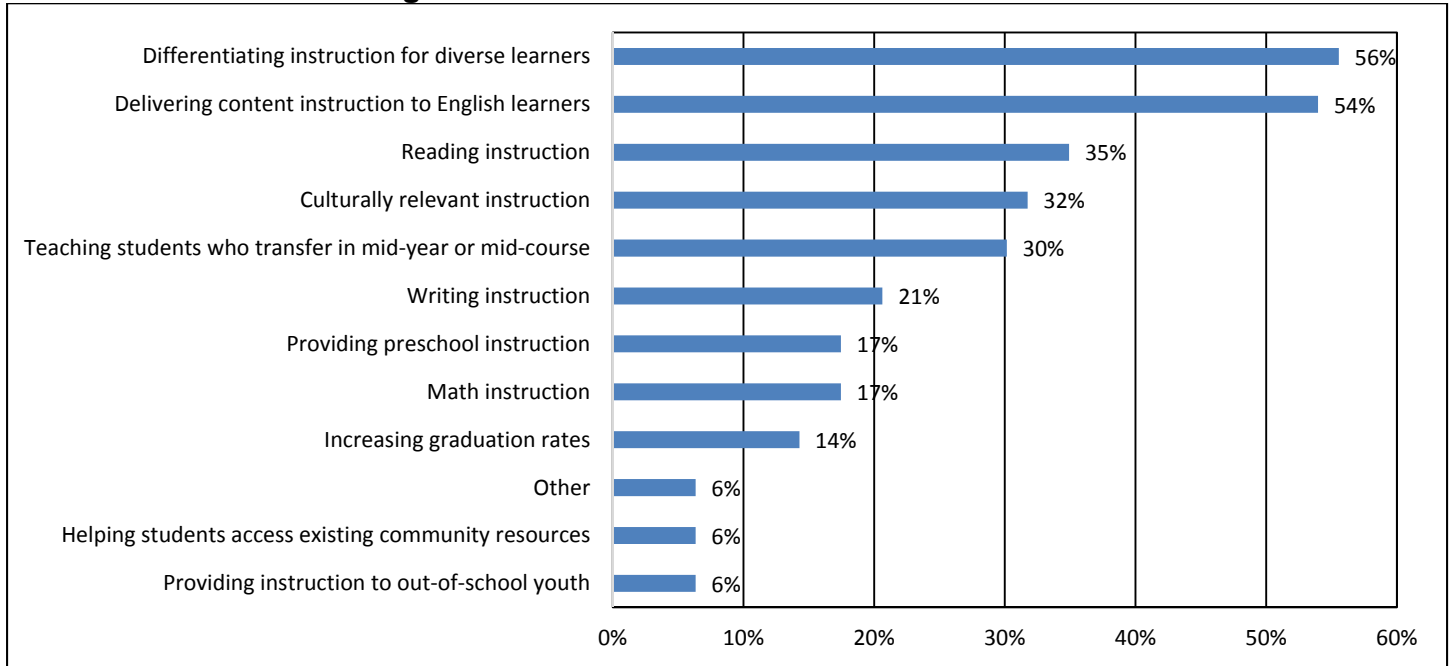
What SUPPORT SERVICES do migrant students most need?



What do MIGRANT PARENTS most need to support their children's education?



What topics would you recommend for PROFESSIONAL DEVELOPMENT to help instructional staff meet the needs of migrant students?



What is your biggest concern relating to the achievement and graduation of migrant students?

Content Areas

- English language proficiency/2nd language acquisition (7)
- Students missing credits/credit recovery (6)
- GPA, drop-out (5)
- Making sure Migrant children start school ready to learn Being able to focus at the beginning of pre-k where children can pick up on the basics in reading, writing and math
- Passing performance tests
- That they receive the needed it academic and personal support, in order to make it to graduation.

Secondary/Postsecondary/Career Awareness

- Students need to work to help support their families (3)
- Hope for financial aid. Even those lucky enough to get scholarships struggle to pay for everything, and worry about debt load.
- Lack of opportunities after high school graduation
- Their continuation of education when they leave the school district.

Parent Education/Knowledge to Help Their Children in School

- Lack of home support (9)
- There needs to be someone at the school that meets with the parents on a regular basis to explain grades and graduation requirements in a language the parents can understand.
- Our students need parent involvement opportunities so that their success can be supported and achieved together with their family.

Student Behavior and Motivation

- Keeping them on track as far as attendance, grades and credits.
- Motivation
- Lack of confidence in their abilities as well as falling behind due to absences.
- Building a sense of community with their classmates. Feeling they are an important part of their school and finding their voice.
- Students don't stay motivated and goal-oriented while they deal with outside influences
- Migratory lifestyle causes students to always play "catch up"

Staff Behavior and Preparation/Staffing

- Lack of support in high school classes to help students understand their courses. This leads to below average scores on standardized tests and makes them feel less capable than what they really are.
- Helping staff distinguish the difference between a language gap and intelligence gap. Some have expressed that since they don't speak English they're not smart and so self-confidence is another concern
- They should be given extra time and instruction on how to do the tests and work.
- Not having a strong ESL program from the start of enrollment
- There aren't enough alternative options for our students and I worry that eventually these students who withdrew will not return to school to complete their high school or GED certification.
- We need after school Spanish tutors that can help with homework. The ease in which a Migrant Student can fall between the cracks at school and be unnoticed.
- Providing resources for OSY and parents who desire ESL instruction as well as workshops that will enable these folks to assist their children with homework.

Resources

- The budget cuts that limit the service to our migrant students. No summer school, no pre-school service and less tutors to help migrant student academically.

Idaho Parent Needs Assessment Survey

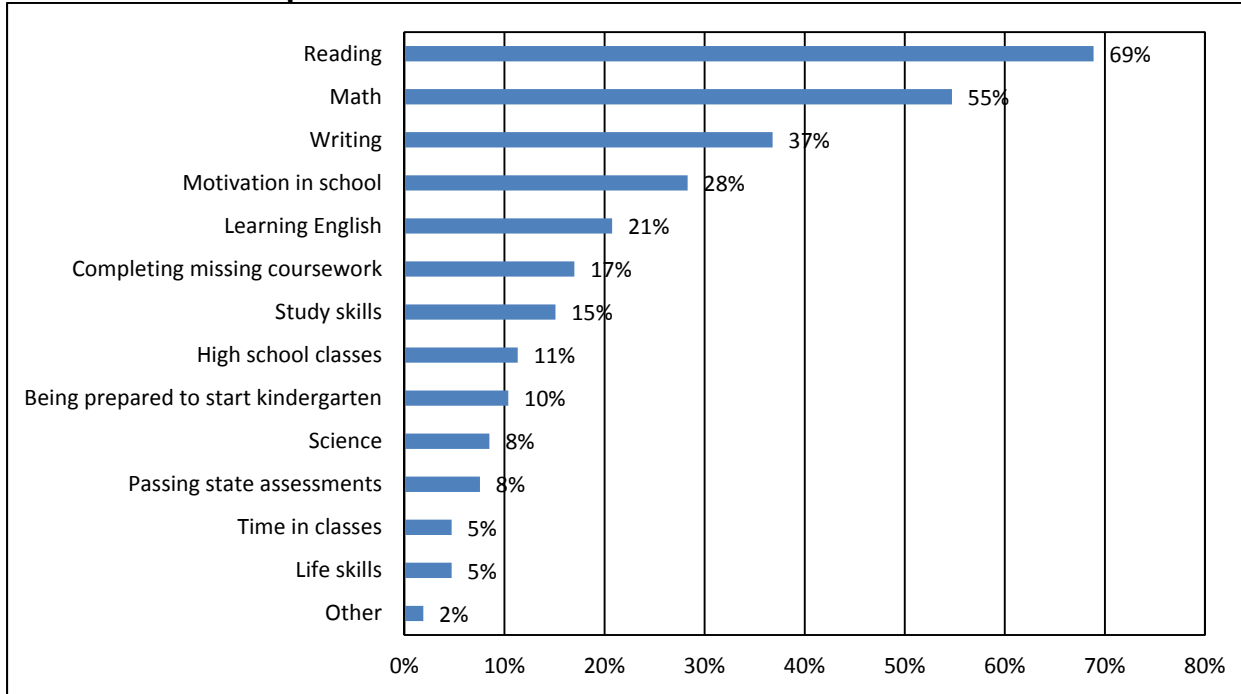
Total Respondents: 156

Respondents that rank-ordered: 106

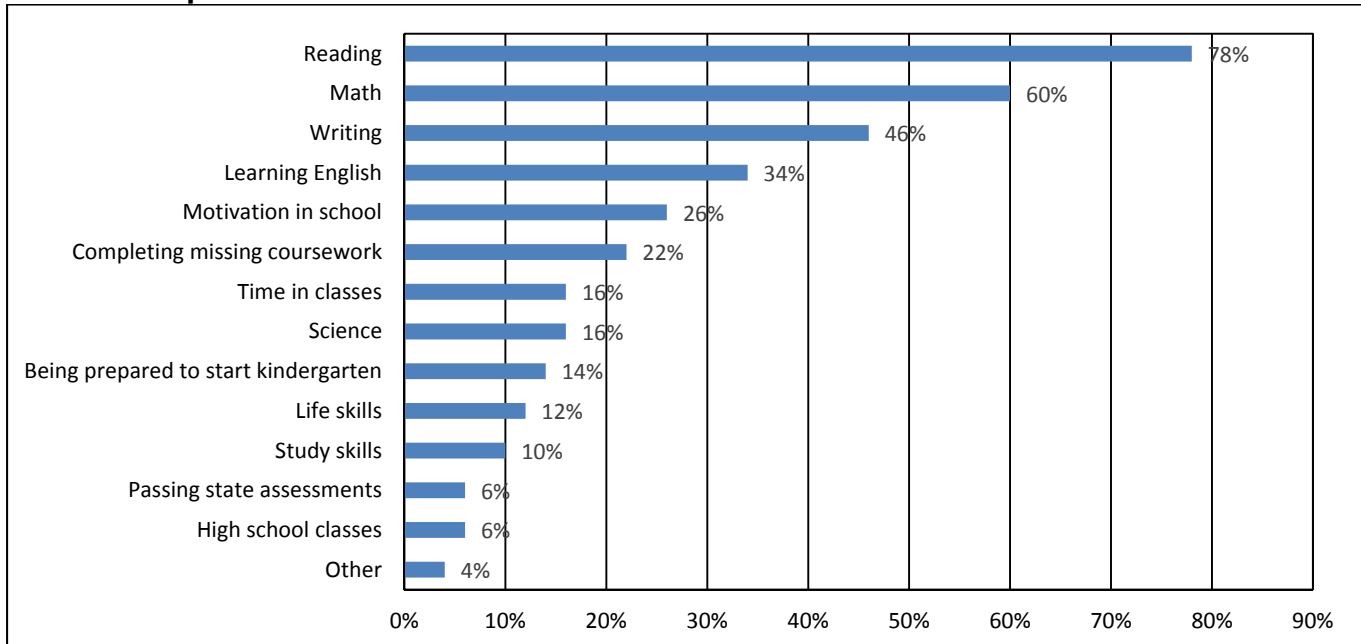
Respondents that marked (w/o rank-ordering): 50

Instruction: What instruction do your children need?

Rank Ordered Responses:

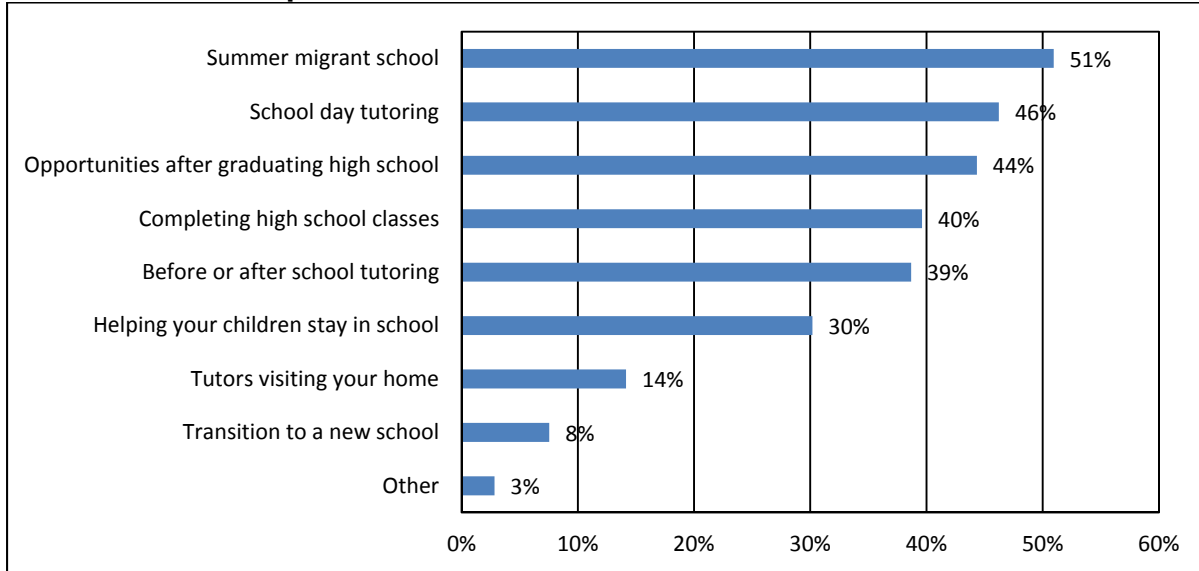


Marked Responses:

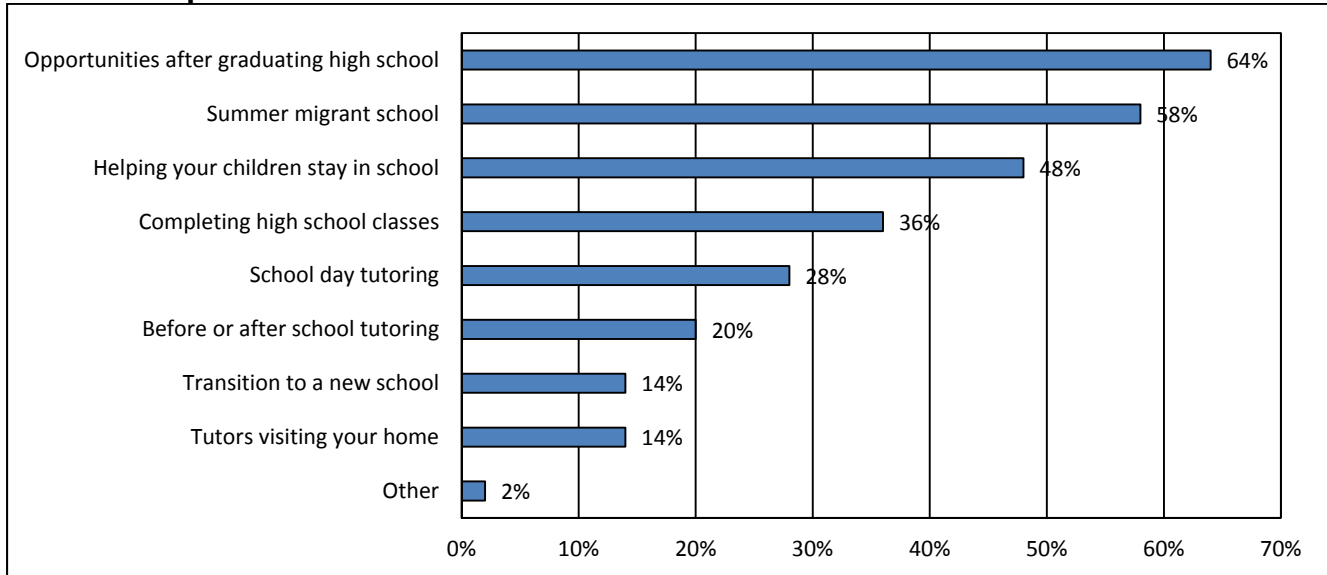


What types of services would most help your children?

Rank Ordered Responses:

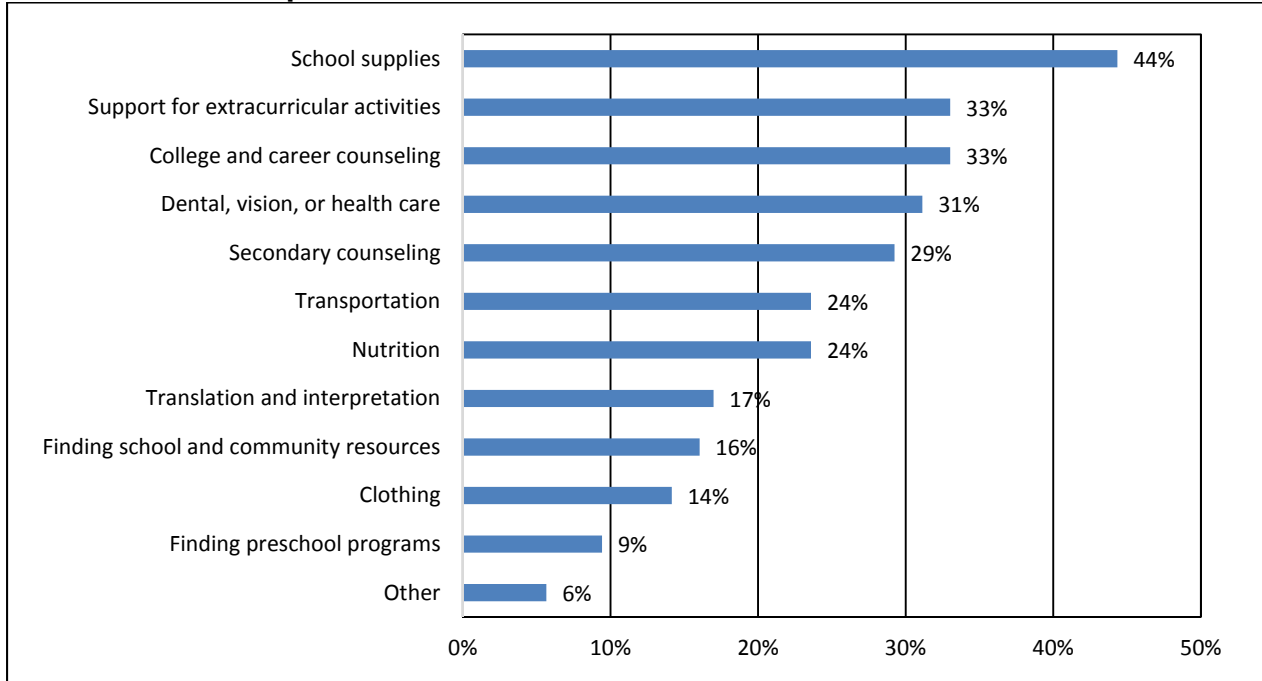


Marked Responses:

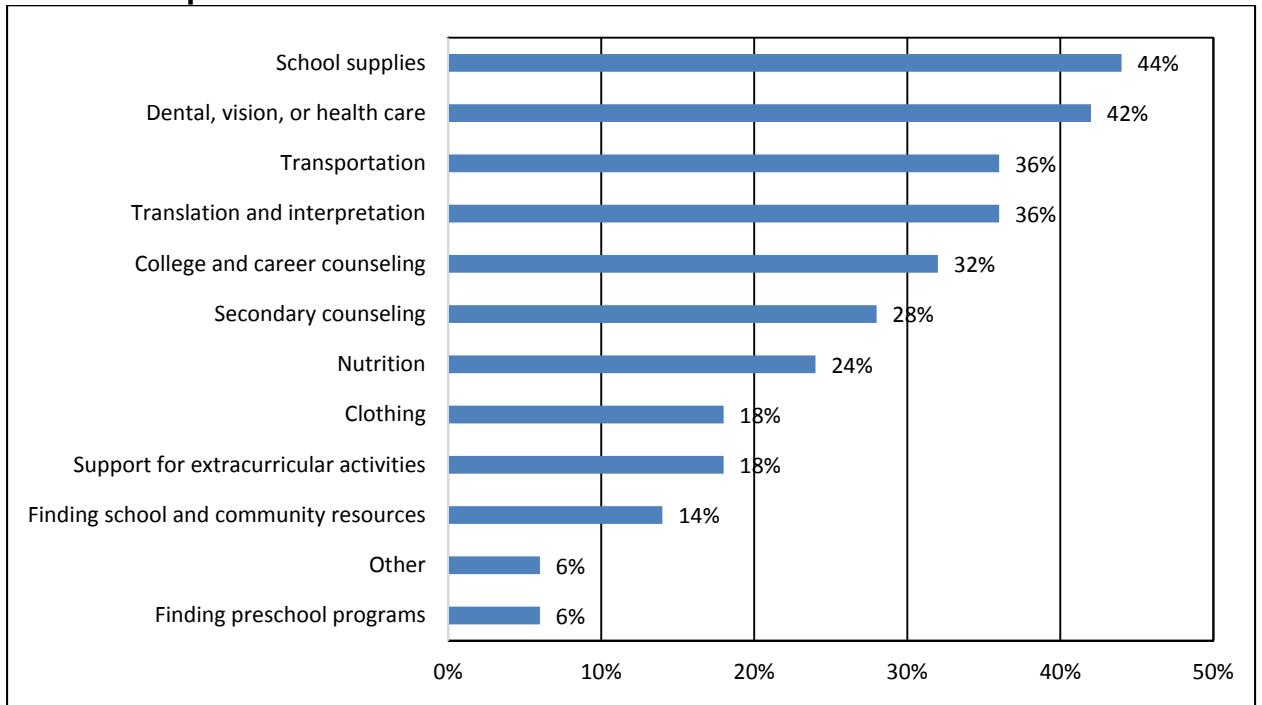


Support Services: What support do your children need?

Rank Ordered Responses:

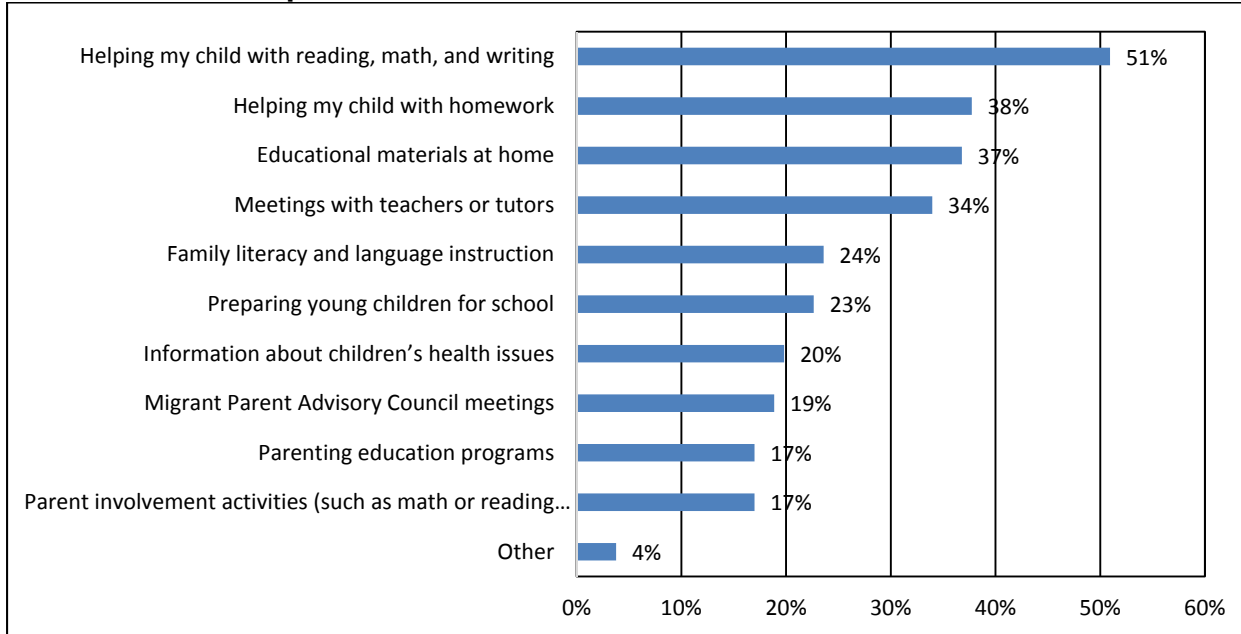


Marked Responses:

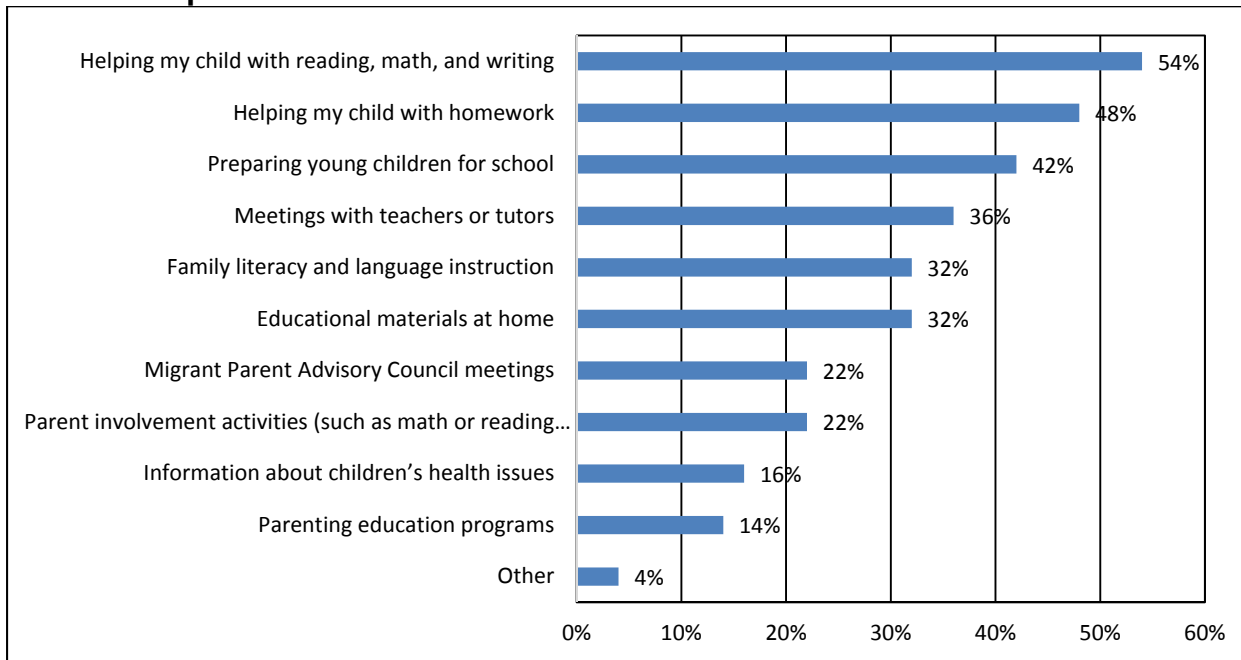


Parent involvement: What would help you support your child's success in school?

Rank Ordered Responses:



Marked Responses:



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

Content Areas

- Learning the English language (16)
- That my children will graduate (11)
- They have enough support in their studies (5)
- Motivation to do well and stay in school (5)
- Reading (5)
- Mathematics (4)
- Writing (4)
- Clarify the level of reading and math
- That they are prepared for kindergarten (2)
- My biggest concern for the education for my children would be for them to meet above school standard expectations.

Parent Education/knowledge to Help their Children in School

- Homework/I can't help my child with homework (7)
- To learn strategies to help my daughter get motivated to be successful in school
- I need help finding ways to help my children

Secondary/Postsecondary/Career Awareness

- That my children will be able to continue with their studies after high school (5)
- That they will be well-prepared for the future (3)
- Opportunities for my child to continue in school after high school
- To get more information on how to obtain credits

Student Behavior and Motivation

- That they are able to socialize and get along with the other students (3)
- That my son will have the desire to continue in school and graduate
- Bad influences
- My biggest concern is that my son continues to enjoy every day kindergarten routines
- We have moved a lot and I want them to stay in school and be involved in school and extracurricular activities.

Staff Behavior and Preparation/Staffing

- Communication with the school (3)
- There needs to be a bilingual tutor in the ESL classroom who can provide support to migrant students
- For staff to treat all students equal
- The attitude of the teachers
- For all staff to be professional and treat all students equal
- The teachers don't have patience with my children regarding reading and writing in English

Resources

- I don't have money to send my child to college/access to college (2)
- True/real access to the necessary resources

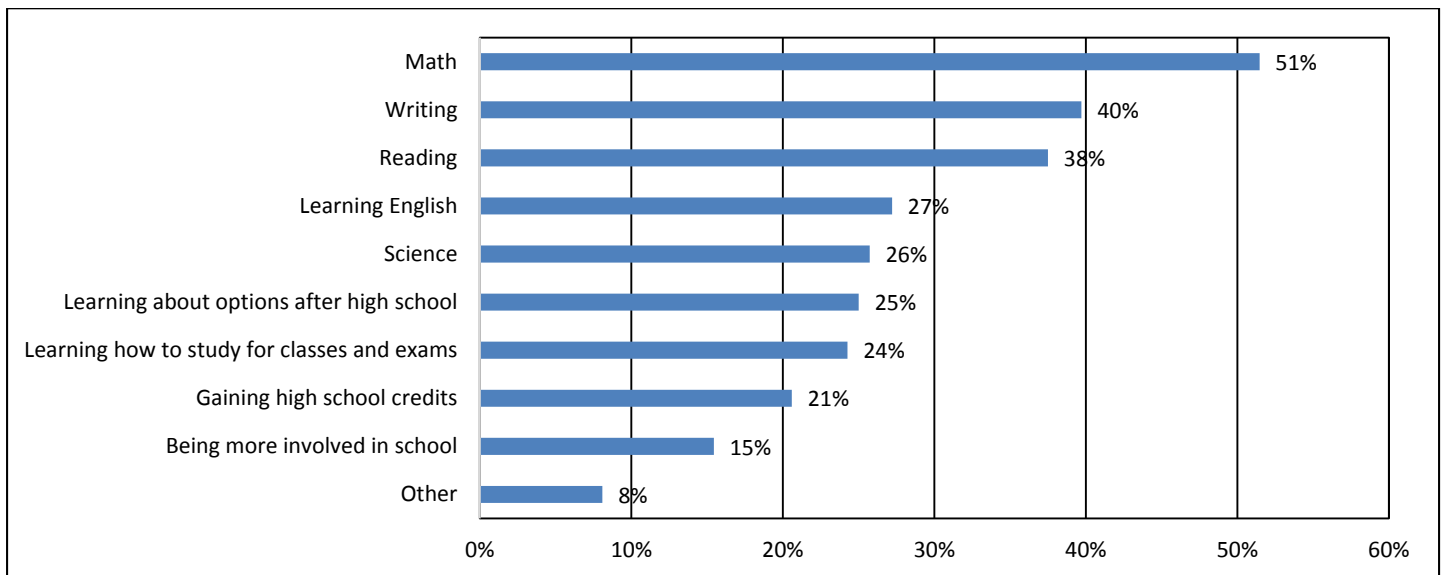
Idaho Student Needs Assessment Survey

Total Students Responding = 136

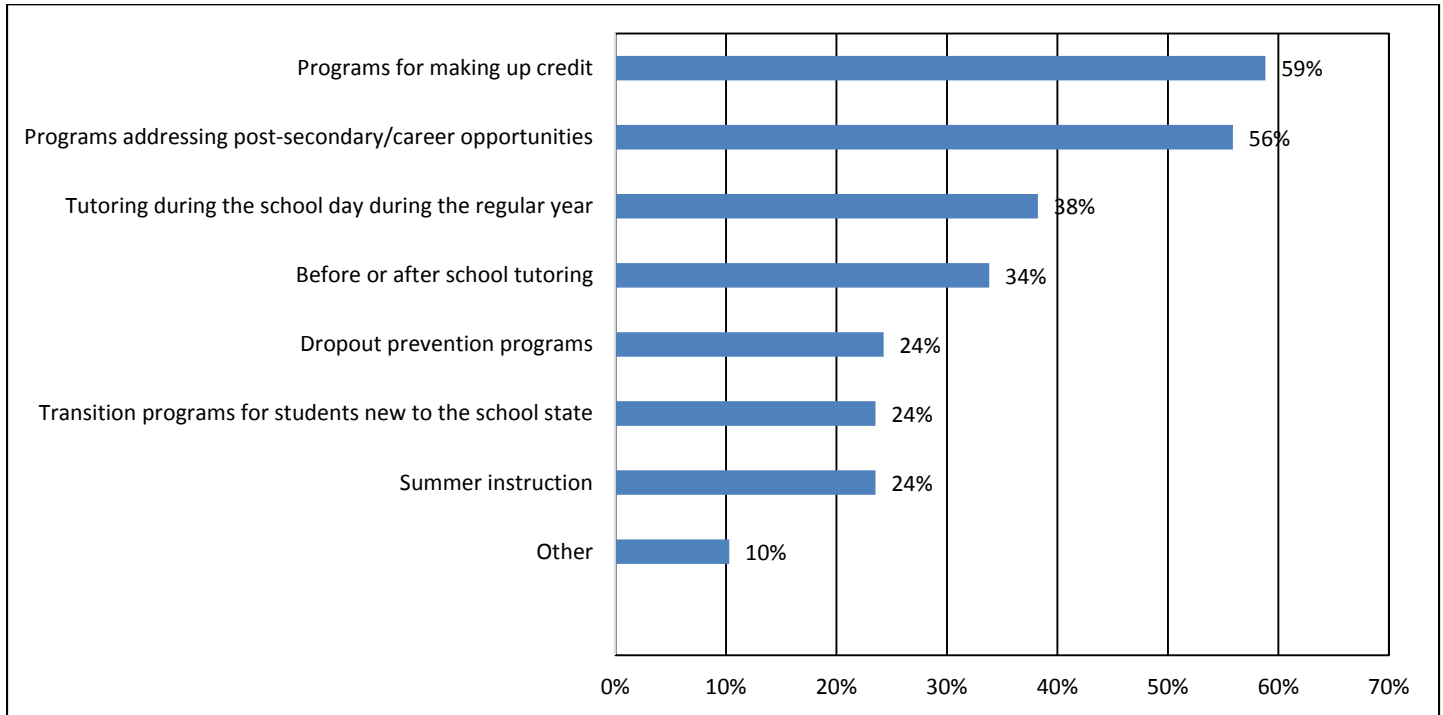
Sites

Site	# Responding
District 411	2
Blackfoot # 55	3
Caldwell	7
Emmett	9
Homedale	23
Idaho Falls 91	13
Independence HS	1
Kuna School District	8
Marsing	3
Melba High School	13
Mountain Home ID 193	8
Murtaugh	7
Nampa 131	1
Parma School District	9
Snake River #52	7
Twin Falls School District	8
Weiser	4
West Jefferson School District #253	6
Wilder #133	4
TOTAL	136

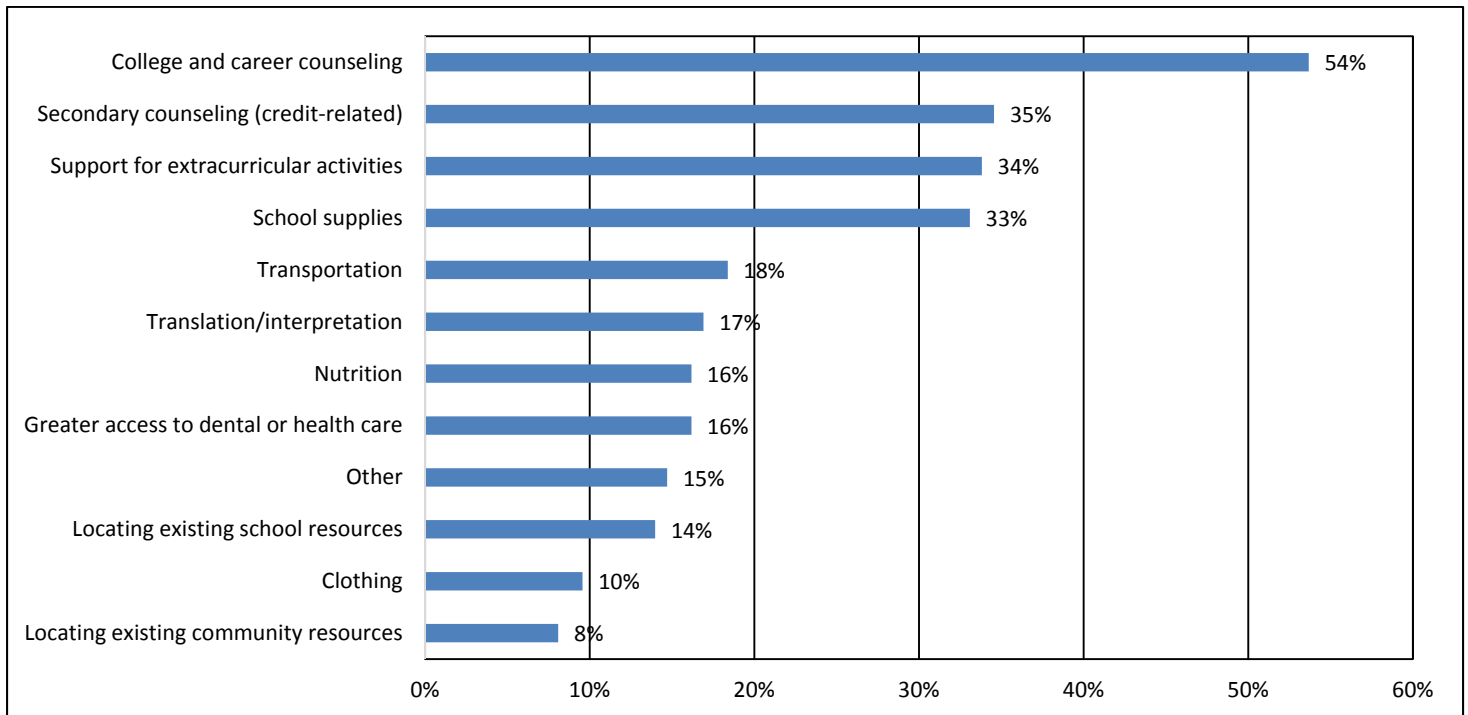
INSTRUCTIONAL: In what areas do you feel you need the most services to address gaps in education?



What types of services are most needed to address gaps in education?



SUPPORT SERVICES: In what areas do you need support to better participate in your education?



What is your biggest concern for being successful in school and graduating?

Content Areas

- Grades (20)
- Credits and getting good grades (18)
- Graduating high school/graduating on time (11)
- Speaking/learning English (7)
- Senior project (5)
- Failing classes (4)
- Not graduating (2)
- Graduating early
- Having the right classes
- Not passing Algebra class
- Getting homework done on time and understanding what to do

Student Behavior and Motivation

- Getting extra help when needed (4)
- Being prepared (3)
- I am worried about Donald Trump getting elected president (3)
- Study habits
- Staying on track with my work
- Studying for tests
- That I might not be able to put in more time for my education
- Not getting elected to participate in the honors society program so that I can graduate with honors

Resources

- Need for a computer/Internet at home (2)
- Soccer team support
- Provide financial support for participating in sports

Staff Behavior and Preparation/Staffing

- Some teachers lack fairness

Secondary/Postsecondary/Career Awareness

- Attending/paying for college (12)
- Having a plan for the future (4)
- Whether to go to college or stay close to home to help my family (3)
- Getting scholarships (2)
- Not being prepared to go to college (2)
- Choosing the right college for me
- Making the transition from H.S. to college. Knowing about other options after graduation
- Not being able to continue with my studies after high school
- Getting a good job and be next Bill Gates
- Making it to a job where I can support my future family