Idaho Migrant Education Program

Comprehensive Needs Assessment

**August 2019**

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Migrant Education Program

State Department of Education

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| **Idaho CNA Committee Membership** |

The Idaho State Department of Education (ISDE) wishes to thank the following individuals who, as members of the Needs Assessment Committee (NAC), gave time, effort, knowledge, and expertise toward the accomplishment of this CNA.

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**Definition of Terms Related to the CNA**

**Area of Concern:** A broad area based on the root causes of the unique characteristics of the target group. The Office of Migrant Education has identified **Seven Areas of Concern** which are educational continuity, instructional time, school engagement, English language development, educational support in the home, health, and access to services.

**Concern Statements:** Clear and consistent interpretations of the points that the NAC discussed that should be used to guide the development of the CNA. Concern Statements identify areas that require special attention for migratory children.

**Continuous Improvement Cycle:** An approach to improving processes and increasing efficiency and effectiveness by identifying a problem, collecting relevant data to understand its root causes, developing and implementing targeted solutions, measuring results, and making recommendations based on the results.

**Migratory Child**: Per Section 1309(3)(A)–(B) of the of the Elementary and Secondary Education Act (ESEA), as amended, migratory child means a child or youth, from birth up to 20 (22 with an IEP), who made a qualifying move in the preceding 36 months as a migratory agricultural worker or migratory fisher; or with, or to join, a parent or spouse who is a migratory agricultural worker or migratory fisher.

**Need:** The difference between “what is” and “what should be”; may also be referred to as a gap.

**Needs Assessment Committee (NAC):** Broad-based committee of partners (stakeholders) who provide input and direction throughout the CNA process.

**Need Indicator:** A measure that can be used to verify that a particular gap/discrepancy exists for migratory children and that sets a parameter to specify the severity of that gap.

**Priority for Services (PFS):** ESEA Section 1304(d) establishes a PFS requirement. In accordance with this requirement, migrant education programs must give PFS to migratory children who have made a qualifying move within the previous one-year period and who are failing, or most at risk of failing, to meet the state’s challenging academic standards or who have dropped out of school.

**Service Delivery Plan (SDP):** A comprehensive plan for delivering and evaluating MEP-funded services to migratory children. It is based on the results of an up-to-date statewide CNA and is intended to meet the unique needs of migratory children and their families.

**Solution:** A solution that addresses an identified need.

**Abbreviations/Acronyms**

ACCESS Assessing Comprehension and Communication in English State-to-State

CNA Comprehensive Needs Assessment

CSPR Consolidated State Performance Report

EL English Learner

ELA English Language Arts

ESEA Elementary and Secondary Education Act of 1965

ESSA Every Student Succeeds Act of 2015

HS High School

ISAT Idaho Standards Achievement Tests

ISDE Idaho State Department of Education

LOA Local Operating Agency

M/E Met or Exceeding

MEP Migrant Education Program

MPO Measurable Program Outcomes

MSIS [Idaho] Migrant Student Information System

MSIX Migrant Student Information Exchange

NAC Needs Assessment Committee

OME Office of Migrant Education (of the U.S. Department of Education)

OSY Out-of-School Youth

PAC Parent Advisory Council

PD Professional Development

PFS Priority for Services

QAD Qualifying Arrival Date

SDP Service Delivery Plan

SEA State Education Agency

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Introduction

The CNA Process in Idaho

The primary purpose of the Idaho Migrant Education Program (MEP) is to help migratory children and youth overcome challenges of mobility, cultural and language barriers, social isolation, and other difficulties associated with mobility, in order that they might succeed in school. The term ‘migratory child’ means a child or youth ages birth up to age 21 who made a qualifying move in the preceding 36 months (A) as a migratory agricultural worker or a migratory fisher; or (B) with, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher. [Section 1309(3) of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015]

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

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

To better understand and articulate the specific services that the Idaho MEP should target to migratory children and youth and their families, a comprehensive assessment of needs was completed as part of a thorough review of the entire statewide MEP, and the results of the Comprehensive Needs Assessment (CNA) were used to inform the statewide service delivery planning process.

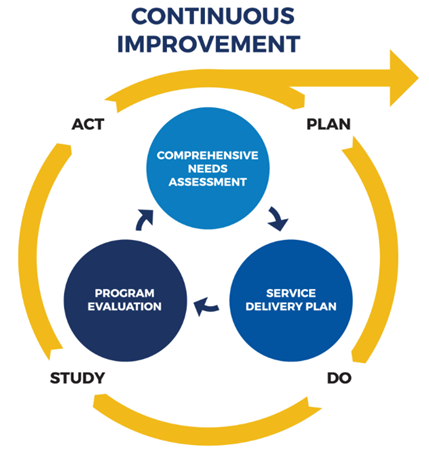
The State of Idaho receives MEP funds from the U.S. Department of Education, Office of Migrant Education (OME) to address the unmet needs of migratory children and youth to permit them to participate effectively in school. This makes it necessary to understand the unique needs of the migratory population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

In order to better understand and articulate the specific services that the Idaho MEP should offer to migratory children and youth and their families statewide, the required CNA process that is described in this report was facilitated by META Associates and guided by the *Comprehensive Needs Assessment Toolkit* (OME, 2018). The designated process allows for a description of data-driven needs, concerns about identified needs, and knowledge of the State context in which changes in the migratory student population and seasonal agricultural activities as identified in previous CNA efforts are couched.

Statutory law, regulations, and guidance under ESEA was originally signed into law in 1965 and amended as ESSA in 2015. Specifically, the Idaho MEP CNA aims to:

* identify and assess “the unique educational needs of migratory children that result from the children’s migratory lifestyle” and other needs that must be met in order for migratory children to participate effectively in school (*ESEA, Section 1304, 34 CFR 200.83 (a)(2)(i,ii)):*
* guide the overall design of the MEP on a statewide basis;
* help local operating agencies (LOAs) and the State Education Agency (SEA) prioritize the needs of migratory children; and
* provide the basis for the SEA to subgrant MEP funds.

The Idaho CNA guides future programming, services, and policy decisions to ensure that the State’s MEP resources are directed at the most needed and most effective services for migratory children and youth and their families. The process followed for the CNA is directed by the Continuous Improvement Cycle (as shown in Exhibit 1 below) proposed by OME.



**Exhibit 1: Continuous Improvement Cycle**

This framework illustrates the relationship between the CNA, the service delivery plan (SDP), the implementation of services through a defined process for applications for funds and the implementation of programs through local sub-grantees, and the evaluation of services.

The Needs Assessment Committee (NAC) followed a systematic 5-step process suggested by OME that is illustrated below. 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 three levels:

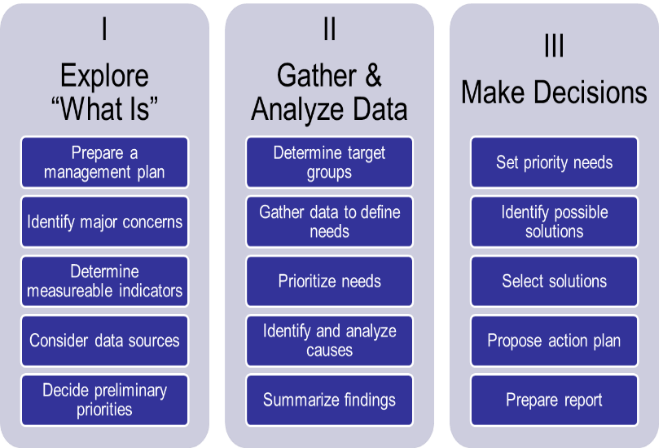
* Level 1: *Service Receivers* (migratory students and parents)
* Level 2: *Service Providers and Policymakers* (State and local MEP staff)
* Level 3: *Resources* (the system that facilitates or impedes the efforts of the MEP)

The five basic steps of the CNA process are described as follows:

* **Step 1**—**Conduct Preliminary Work**The State MEP Director/contractor
* reviews requirements of the CNA;
* develops a Management Plan that sets the project’s general timeline and identifies the teams needed for accomplishing each phase;
* establishes a NAC that reflects a broad representation of perspectives to provide thoughtful guidance to the process; and
* develops a profile that provides baseline data on the state’s migratory child population.
* **Step 2**—**Explore What Is**The NAC
* reviews existing data and program evaluation reports;
* identifies concerns about migratory children and families; and
* develops Need Indicators and suggests areas for data collection that will confirm or challenge the NAC’s underlying assumptions about the identified concerns.
* **Step 3**—**Gather and Analyze Data**
* The State MEP Director/contractor oversees data collection that measures the identified needs and gaps between migratory children and their non-migratory peers.
* The NAC organizes and analyzes the data.
* The NAC creates a set of Need Statements and prioritizes them.
* **Step 4**—**Make Decisions**  
  The NAC
* reviews the prioritized Need Statements and proposes evidence-based solutions for closing the educational gaps that migratory children face in school; and
* prioritizes the solutions.
* **Step 5**—**Transition to SDP Development**The State MEP Director
* writes, or oversees the writing of, the final CNA report that documents the CNA process and findings;
* shares the CNA with stakeholders and administrators at the state and local levels; and
* uses the CNA as the basis for initiating the SDP planning process.

The five-step CNA process fits into the three-phase model to the right (Exhibit 2). Phase I: Exploring “What Is” includes Steps 1 and 2. Phase II: Gathering and Analyzing Data includes Step 3. Phase III: Making Decisions includes Steps 4 and 5. This CNA report is organized by these three phases.

Exhibit 2: Three-Phase Model for the CNA



Planning Phase of the Idaho CNA and Timelines

The Idaho CNA was designed to develop an understanding of the unique educational and educationally-related needs of Idaho’s migratory children and their families. Not only does this analysis of needs provide a foundation for the future direction of the Idaho MEP through the SDP, but also it supports the program’s overall continuous improvement and quality assurance processes. The needs analysis was adapted to the resources and structures available in the State of Idaho.

The preparation phase of the Idaho CNA involved garnering a **sense of commitment** to the needs assessment in all levels of the Idaho MEP; and gaining an assurance that decision makers will **follow-up** by using the findings in an appropriate and timely manner.

The Management Plan defined the structure for the NAC, delineated various roles and responsibilities, and scheduled a meeting date and timelines for tasks to be completed. The Idaho NAC was charged with the following.

* Review existing implementation, student achievement, and outcome **data** on migratory children in Idaho.
* Draft **concerns, needs statements**, and possible **solutions** to inform the SDP.
* Review data to determine the elements to include on the final version of the migratory child **profile**.
* Recommend **additional data collection** needed to determine the scope of migratory student needs.
* Make **recommendations** to the State on needs and profile datato be included in the CNA report.
* Review summary materials and the **CNA report** to provide **feedback** to the State.

The State MEP Director, Sarah Seamount, in collaboration with [META Associates](http://www.metaassociates.com/) implemented the final step in management planning, the logistical plan. The CNA meeting schedule was developed specifying the requirements for the meeting, the meeting objectives, and anticipated activities. See Appendix A for the meeting notes. The CNA meeting was held June 10, 2019. The results for the meeting were compiled in the notes and incorporated in the **CNA Decisions and Planning Chart** (see Appendix B).

Data Collection Procedures

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

* reports on migratory students with non-migratory student comparative demographics, child counts, and enrollment status; attendance, graduation, and dropout rates; and credit accrual toward high school graduation that were generated through various databases, including the Idaho Migrant Student Information System (MSIS);
* reviews of State assessment results in English language arts (ELA) and mathematics with comparisons made between migratory students and non-migratory students;
* surveys conducted of MEP service providers, migratory parents, and migratory secondary students and youth; and
* reviews of the Idaho ESSA State Plan, prior year Consolidated State Performance Reports (CSPRs), and other relevant State data.

To ensure that all requirements of OME were met and to conduct an accurate assessment of the needs of Idaho’s migratory student population, the Idaho NAC set the following timelines.

Exhibit : CNA Timelines

| **Activity** | **Timelines** |
| --- | --- |
| Data Collection | 05/31/19 |
| CNA Meeting: Review data, identify and finalize concerns and develop concern statements, identify need indicators, develop need statements, develop possible solutions; and identify experts and resources | 06/10/19 |
| Draft the CNA report | 08/15/19 |
| Finalize the CNA report | 08/31/19 |

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

Authorizing Statute and Guidance for Conducting the CNA

Purpose of the CNA

Section 1306(a)(1) of Title I, Part C of the ESSA requires SEAs and their LOAs to identify and address the unique educational needs of migratory children in accordance with a comprehensive plan for the delivery of services that:

* is integrated with other Federal programs, particularly those authorized by ESEA;
* provides migratory children an opportunity to meet the same challenging state academic standards that all children are expected to meet;
* specifies measurable program goals and outcomes;
* encompasses the full range of services that are available to migratory children from appropriate local, state, and Federal educational programs;
* is the product of joint planning among administrators of local, state, and Federal programs, including Title I, Part A, early childhood programs, and language instruction education programs under Part A or B of Title III; and
* provides for the integration of services available under Part C with services provided by such other programs.

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

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

Policy guidance issued by OME indicates that States should conduct a complete needs assessment every 3 years, or more frequently if there is evidence of a change in the needs of migrant children (e.g., project personnel or parents begin recommending changes to improve the program or the demographic characteristics of the migrant student population changes). The needs assessment serves as the blueprint for establishing statewide priorities for local procedures and provides a basis for the state to allocate funds to LOAs. The CNA should take a systematic approach that progresses through a defined series of phases, involving key stakeholders such as migratory parents and students, educators and administrators of programs that serve migratory students, content area experts, and other individuals that are critical to ensuring commitment and follow-up.

Phase I: “Exploring What Is”

Overview of Phase I, “Exploring What Is”

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

* includes both needs identification and the assessment of potential solutions;
* addresses all relevant goals established for migratory children to ensure migratory children have the opportunity to meet the same challenging standards as their peers;
* identifies the needs of migratory children at a level useful for program design purposes;
* collects data from appropriate target groups; and
* examines needs data disaggregated by key subgroups.

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

CNA Goal Areas and Idaho Standards

The meeting objectives for the NAC meeting held on June 10, 2019 included the following:

1. Understand the CNA planning cycle and roles/responsibilities of the NAC
2. Review summaries of existing and new data on the needs of migratory students, and decide on additional data needed
3. Review and revise the CNA concern statements and possible solutions
4. Determine data sources and develop need indicators and need statements

The committee reviewed the goal areas originally established by OME. It then indicated how the needs of Idaho migratory students fit within these broad categories and combined areas of need that NAC practitioners and content area experts found necessary.

In consideration of State standards that provide a guide to delivering challenging and meaningful content to students that prepares them for success in life, OME recommendations for the CNA, and the needs of migratory students in the State, the four goal areas established by the NAC are listed below.

**Goal 1: School Readiness**

**Goal 2: English Language Arts (ELA) and Mathematics**

**Goal 3: High School Graduation/Services to Out-of-school Youth (OSY)**

**Goal 4: Non-Instructional Support Services**

Upon agreeing to these four goal areas for improving migratory student achievement, each goal was explored in relation to the Seven Areas of Concern established by OME to ensure that concerns and solutions aligned both with the Idaho standards and the concerns typically associated with frequent migrancy. 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 migratory student data, the NAC developed concern statements and solution strategies that will serve as the foundation for the Idaho MEP service delivery planning process. The seven areas of concern are described below.

1. ***Educational Continuity***—Because migratory students often are forced to move during the regular school year and experience interruptions due to absences, students tend to encounter a lack of educational continuity. Migratory students move from state to state and within the state and experience differences in curriculum, expectations, articulation of skills, and other differences in school settings. The cumulative impact of educational discontinuity is daunting. Efforts to overcome this pattern of incoherence are needed to strengthen educational continuity.
2. ***Time for Instruction***—Mobility also impacts the amount of time students spend in class and their attendance patterns. Such decreases in the time students spend engaged in learning leads to lower levels of achievement. Identifying methods for ameliorating the impact of family mobility and delays in enrollment procedures is essential.
3. ***School Engagement***—Various factors relating to migrancy negatively impact student engagement in school. Students may have difficulty relating the school experience to the experience of day-to-day living in agricultural areas. Those moving may encounter cultural misunderstandings and bias because of moving into a community where many do not share their same background.
4. ***English Language Development***—English language development is critical for academic success. Even if students learn basic interpersonal communication skills, academic language can be underdeveloped without an intentional focus on developing English vocabulary. The MEP must find avenues to supplement the difficulties faced by migratory students in the process of learning English due to their unique lifestyle, while not supplanting Title III activities.
5. ***Education Support in the Home***—Home environment often is associated with success in school, reflecting exposure to reading materials, a broad vocabulary, and educational games and puzzles. Such resources reflect parent educational background and socio-economic status. While many migratory parents value education for their children, they may not know how to support their children in a manner consistent with school expectations nor have the means to offer an educationally-rich home environment.
6. ***Health***—Good health is a basic need that migratory students often do not possess. The compromised dental and nutritional status of migratory children is well documented. They have higher proportions of acute and chronic health problems and exhibit higher childhood and infant mortality rates than those experienced by their non-migratory peers. Migratory children are at greater risk than other children due to poverty, injuries at agricultural work sites, and lack of access to health care facilities. Families often need assistance in addressing health problems that interfere with the student’s ability to learn.
7. ***Access to Services***—When families are new to an area and/or are unable to speak the language of community services providers, accessing services for which they are eligible may be difficult. Migratory families often need information about available programs, transportation, interpretation/translation, and help understanding qualifications in order to access services.

Idaho Context

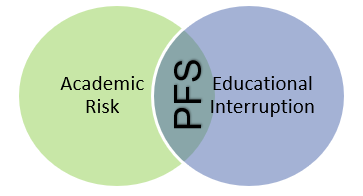
Prior to the NAC meeting in June 2019, a migratory student profile was compiled that included demographics and achievement data. This information was obtained from State data sources including MSIS and prior year CSPRs. The profile helped the NAC gain an understanding of the characteristics and unique challenges experienced by migratory children/youth in Idaho. The NAC also was provided information about the context of migratory work in the State of Idaho and the criteria for a migratory student to be considered as having PFS.

In accordance with the ESEA—Section 1304(d), migrant education programs in Idaho must give PFS to migratory children who meet the following definition:

*In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who (1) are failing, or most at risk of failing, to meet the challenging State academic standards; or (2) have dropped out of school.*

The definition of PFS is operationalized in Idaho through the meeting of at least one criterion in Academic Risk and one criterion in Educational Interruption as illustrated in Exhibit 4 that follows:

Exhibit : Criteria for PFS Status



**Educational Interruption**

* **Criteria:** Student had a qualifying move within the previous 1-year period

**Academic Risk** *Criteria 1a must be used if scores are available.*

* **Criteria 1a:** Student has Idaho Assessment Scores, [1304 (d)(1)]

A student who is not proficient on a state assessment:

|  |  |
| --- | --- |
| **Assessments** | **Scores** |
| WAPT & ACCESS | Less than a 5 on the overall test or less than 5 on any subtest |
| ISAT English Language Arts, Math, Science | Less than a 3 on any test |
| IRI | Less than a 3 |

* **Criteria 1b:** Student has no Idaho Assessment Scores.

A student who has shown lack of academic proficiency on another objective measure:

|  |  |
| --- | --- |
| **Objective Measures** | **Criteria** |
| District Assessments, RTI Screeners, or progress monitoring assessments | Less than proficient for grade level expectations |
| Lacks credit(s) | Missing credit(s) needed for graduation |
| Other state’s assessment | Less than proficient on a state assessment from another state (MSIX) |

* **Criteria 2:** Student has dropped out of school, [1304 (d)(2)]

Because issues of mobility, language, and poverty affect migratory students’ opportunities to receive excellence and equity in the classroom, the Idaho MEP strives to provide an educational experience that can help children reduce the educational disruptions, and other problems that can result from repeated moves. During the regular school year, in areas with large concentrations of migratory children, local projects operate in support of, and in coordination with, the regular school program. During the summer, educational programs are set up exclusively for migratory children when regular school programs are not in operation, or in coordination with summer services provided by school districts.

Idaho has over 25,700 farms. Idaho’s agriculture industry ranks in the top 10 in the nation for 26 different crops and livestock. Overall, more than 180 different commodities are produced in the State at farms across 11.5 million acres of farmland. Potato production is a vital force in the State’s economy as the number one potato producer, accounting for 30% of the nation’s total potato production. Additionally, up to 85% of the sweet corn seed produced in the world takes place in Idaho. First planted in Idaho more than 150 years ago, the State now has over 1,600 acres of grapes with 50 wineries. (Source: farmflavor.com)

Idaho Concern Statements

During the CNA meeting, the NAC developed concern statements in each of the goal areas and categorized needs according to the Seven Areas of Concern. The development of the concern statements followed an eight-step protocol as well as specific criteria on how to write the statements. The final concern statements, in order of importance as ranked by the NAC, are listed in Exhibit 5.

Exhibit : Idaho Concern Statements

|  |  |
| --- | --- |
| **Goal 1: School Readiness** | **Area of Concern** |
| 1.1 We are concerned that too few migratory preschool children are equipped with the right skills to start kindergarten. | English language development; educational continuity; time for instruction; access to services |
| 1.2 We are concerned that migratory families underestimate the importance of the use of their native oral language in the home to help their children be ready for school. | Educational support in the home |
| 1.3 We are concerned that there is a lack of staff to fulfill the need for all preschool children. | Educational continuity; access to services |
| **Goal 2: ELA and Mathematics** | **Area of Concern** |
| 2.1 We are concerned that migratory students in grades 3-12 are scoring at met or exceeding in ELA and math at a lower rate than their non-migratory peers. | Educational continuity; time for instruction; English language development |
| 2.2 We are concerned that an increasing percentage of educators do not have the pedagogy to address the academic needs of migratory students. | Access to services |
| 2.3 We are concerned that migratory students in grades K-3 are scoring proficient on the IRI at a lower rate than their non-migratory peers. | Educational continuity; English language development |
| **Goal 3: High School Graduation/Services to OSY** | **Area of Concern** |
| 3.1 We are concerned that migratory students are not on track for graduation due to student/parent lack of understanding of graduation requirements, personal support by school staff, and lack of postsecondary information/options. | Educational continuity; time for instruction; access to services |
| 3.2 We are concerned that migratory students receive fewer supplemental instructional services as they progress through the grade levels. | Educational continuity; time for instruction; access to services |
| 3.3 We are concerned that migratory students are graduating at lower rates than their non-migratory peers. | Educational continuity; school engagement |
| 3.4 We are concerned that migratory OSY/ dropouts are not receiving adequate instructional and counseling services. | English language development; school engagement; access to services |
| **Goal 4: Non-Instructional Support Services** | **Area of Concern** |
| 4.1 We are concerned that migratory students have health needs (mental, dental, vision, medical) that affect their academic success. | Access to services |
| 4.2 We are concerned that migratory students who experience stress due to separation from families, human trafficking, and traumatic life events, have difficulty transitioning to a new school. | Access to services; school engagement |
| 4.3 We are concerned that migratory families do not have access to resources needed to support their children’s academics in the home. | Access to services; educational support in the home |
| 4.4 We are concerned that migratory students who move frequently may not be able to form meaningful connections to school (peers, staff, teachers), negatively impacting school engagement. | Educational continuity; school engagement |

Phase II: Gathering and Analyzing Data

Idaho Migratory Student Profile

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

Three broad categories of Idaho migratory student data were targeted: 1) demographic data; 2) achievement and outcome data; and 3) stakeholder perception data. Demographic data were drawn from the 2016-17 CSPR and data for the 2017-18 reporting requirements. Achievement data for migratory and non-migratory students were drawn from the 2018 State assessment contained in the State database and also found on the State website. Perception data were gathered from MEP staff, migratory parents, and migratory students/youth through surveys developed specifically for the Idaho CNA process. This data summary can be found below.

Exhibit : Idaho Migratory Student Profile (Most recent data from 2017-18)

|  |  |
| --- | --- |
|  |  |
| Eligible Migratory Students | 5,184 (see table on following page) |
| Grade Distribution | Ages 0-2 (5%), Ages 3-5 (16%), Grades K-5 (42%), Grades 6-8 (19%), Grades 9-12 (19%), OSY (6%) |
| Priority for Services (ages 3-21) | 1,691 (34%) of the 4,917 eligible children ages 3-21 |
| English learners (ELs) | 2,395 (49%) of the 4,917 eligible children ages 3-21 |
| Disrupted Schooling | 1,933 (37%) of all eligible migratory students had a qualifying arrival date (QAD) within the last 12 months |
| Migratory students served during the performance period | 3,634 (70%) |
| Migratory students receiving instructional services | 1,357 (26%) |
| Migratory students receiving reading and math instruction provided by a teacher (not para) | Reading Instruction – 378 (7%)  Math Instruction – 684 (13%) |
| Migratory students receiving support services | 3,573 (69%) |
| Migratory students receiving counseling services | 1,199 (23%) |
| Migratory students scoring proficient on State ELA and math assessments | ELA - 25% (54% for non-migratory students)  Math - 16% (44% for non-migratory students) |
| OSY eligible/served | 296 eligible, 173 (58%) served |
| High School Graduation Rate | 70% (81% for non-migratory students) |
|  |  |

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

Migratory Student Demographics

The number of eligible migratory students and the number of PFS students across a seven-year span is found in Exhibit 7. Data show a significant increase in the number of identified migratory students from 2014-15 to 2017-18 (38% increase since 2014-15).

Exhibit : Eligible Migratory Students in Idaho

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade** | **# Eligible**  **2014-15** | **# Eligible**  **2015-16** | **# Eligible**  **2016-17** | **# Eligible 2017-18** | **# PFS**  **2014-15** | **# PFS**  **2015-16** | **# PFS**  **2016-17** | **# PFS**  **2017-18** |
| Age 0-2 | 7 | 319 | 267 | 267 | -- | -- | -- | -- |
| Age 3-5 | 364 | 405 | 574 | 769 | 34 | 34 | 26 | 118 |
| K | 238 | 277 | 467 | 315 | 39 | 37 | 123 | 146 |
| 1 | 289 | 299 | 340 | 334 | 83 | 110 | 123 | 129 |
| 2 | 298 | 324 | 337 | 355 | 86 | 93 | 118 | 158 |
| 3 | 297 | 310 | 324 | 337 | 75 | 91 | 115 | 143 |
| 4 | 285 | 340 | 351 | 335 | 62 | 118 | 120 | 134 |
| 5 | 269 | 288 | 292 | 348 | 75 | 90 | 87 | 149 |
| 6 | 258 | 311 | 321 | 302 | 62 | 88 | 110 | 121 |
| 7 | 234 | 256 | 250 | 354 | 68 | 73 | 81 | 125 |
| 8 | 254 | 246 | 233 | 267 | 66 | 78 | 65 | 98 |
| 9 | 234 | 267 | 262 | 243 | 71 | 88 | 97 | 100 |
| 10 | 211 | 234 | 241 | 267 | 61 | 74 | 67 | 106 |
| 11 | 177 | 204 | 206 | 217 | 37 | 58 | 64 | 76 |
| 12 | 222 | 266 | 149 | 178 | 42 | 59 | 26 | 47 |
| OSY | 126 | 258 | 260 | 296 | 13 | 14 | 19 | 41 |
| **Total N** | **3,763** | **4,604** | **4,874** | **5,184** | **874** | **1,105** | **1,241** | **1,691** |
| **Total %** | **--** | **--** | **--** | **--** | **24%** | **26%** | **27%** | **34%** |

Mobility is a factor that is closely related to school failure. Idaho gathered information from the past four years on the QAD of migratory students (see Exhibit 8). Results show that as the number of migratory students increases, so does the number of students with current year moves – an increase from 31% of students with current year moves to 37% over the span of four years.

Exhibit : Migratory Students with QADs During the 2017-18 Performance Period

| **Grade** | **2014-15** | **2015-16** | **2016-17** | **2017-18** |
| --- | --- | --- | --- | --- |
| Age 0-2 | 85 | 167 | 154 | 149 |
| Age 3-5 | 119 | 173 | 192 | 280 |
| K | 72 | 92 | 167 | 121 |
| 1 | 83 | 119 | 120 | 115 |
| 2 | 83 | 120 | 114 | 145 |
| 3 | 101 | 103 | 110 | 118 |
| 4 | 86 | 124 | 102 | 118 |
| 5 | 91 | 90 | 87 | 121 |
| 6 | 71 | 116 | 84 | 113 |
| 7 | 73 | 91 | 70 | 129 |
| 8 | 75 | 77 | 65 | 113 |
| 9 | 75 | 97 | 66 | 92 |
| 10 | 55 | 73 | 85 | 98 |
| 11 | 45 | 66 | 53 | 79 |
| 12 | 36 | 60 | 21 | 31 |
| OSY | 26 | 109 | 80 | 111 |
| **Total N** | **1,176** | **1,677** | **1,570** | **1,933** |
| **Total %** | **31%** | **36%** | **32%** | **37%** |

Exhibit 9 shows the unduplicated number of participating migratory children who received MEP-funded instructional or support services at any time during the 2017-18 performance period (regular year and summer). Results show that 70% of the 5,184 eligible migratory students were served during 2017-18. Forty-two percent (42%) of the students served had PFS (91% of all PFS students). Thirty-seven percent (37%) of the migratory students served received instructional services (26% of all eligible migratory students), and 98% of the students served received support services (69% of all eligible migratory students).

Exhibit : Migratory Students Served in 2017-18

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Grade | # Eligible  Migratory Students | # (%) Students  Served | Total # PFS | # (%) PFS Served | # (%) Receiving Instruction\* | # (%) Receiving  Support Services\* |
| Birth-2 | 267 | 103 (39%) | -- | -- | 3 (3%) | 103 (100%) |
| Age 3-5 | 769 | 506 (66%) | 118 | 114 (97%) | 178 (35%) | 490 (97%) |
| K | 315 | 236 (75%) | 146 | 130 (89%) | 92 (39%) | 230 (97%) |
| 1 | 334 | 245 (73%) | 129 | 111 (86%) | 96 (39%) | 242 (99%) |
| 2 | 355 | 270 (76%) | 158 | 147 (93%) | 105 (39%) | 267 (99%) |
| 3 | 337 | 254 (75%) | 143 | 132 (92%) | 108 (43%) | 248 (98%) |
| 4 | 335 | 235 (70%) | 134 | 119 (89%) | 91 (39%) | 230 (98%) |
| 5 | 348 | 260 (75%) | 149 | 136 (91%) | 101 (39%) | 257 (99%) |
| 6 | 302 | 234 (77%) | 121 | 110 (91%) | 105 (45%) | 228 (97%) |
| 7 | 354 | 245 (69%) | 125 | 112 (90%) | 109 (44%) | 244 (100%) |
| 8 | 267 | 193 (72%) | 98 | 87 (89%) | 80 (41%) | 191 (99%) |
| 9 | 243 | 164 (67%) | 100 | 87 (87%) | 58 (35%) | 162 (99%) |
| 10 | 267 | 203 (76%) | 106 | 103 (97%) | 86 (42%) | 201 (99%) |
| 11 | 217 | 160 (74%) | 76 | 68 (89%) | 76 (48%) | 158 (99%) |
| 12 | 178 | 153 (86%) | 47 | 46 (98%) | 53 (35%) | 153 (100%) |
| OSY | 296 | 173 (58%) | 41 | 35 (85%) | 16 (9%) | 169 (98%) |
| Total | **5,184** | **3,634** | **1,691** | **1,537** | **1,357** | 3,573 |
| % | -- | 70% | -- | 91% | 37% | 98% |

Source: MSIS \*Percentage of students served during the performance period

Exhibit 10 shows that 50% of migratory children and youth served during 2017-18 received reading instruction (13% of all eligible migratory students) and 50% received math instruction (13% of all eligible migratory students) provided by a teacher. These percentages do not include the reading and math instruction provided by paraprofessionals.

Exhibit : Migratory Students Receiving Instructional Services in 2017-18

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade** | **# Received Instructional Service** | **#**  **Received**  **Reading**  **Instruction** | **%**  **Received**  **Reading**  **Instruction** | **#**  **Received**  **Math**  **Instruction** | **%**  **Received**  **Math**  **Instruction** |
| Age 0-2 | 3 | 0 | 0% | 0 | 0% |
| Age 3-5 | 178 | 125 | 70% | 123 | 69% |
| K | 92 | 56 | 61% | 56 | 61% |
| 1 | 96 | 66 | 69% | 64 | 67% |
| 2 | 105 | 72 | 69% | 71 | 68% |
| 3 | 108 | 72 | 67% | 71 | 66% |
| 4 | 91 | 51 | 56% | 51 | 56% |
| 5 | 101 | 66 | 65% | 64 | 63% |
| 6 | 105 | 49 | 47% | 50 | 48% |
| 7 | 109 | 46 | 42% | 49 | 45% |
| 8 | 80 | 21 | 26% | 22 | 28% |
| 9 | 58 | 9 | 16% | 14 | 24% |
| 10 | 86 | 17 | 20% | 17 | 20% |
| 11 | 76 | 11 | 14% | 13 | 17% |
| 12 | 53 | 11 | 21% | 13 | 25% |
| OSY | 16 | 6 | 38% | 6 | 38% |
| **Total** | **1,357** | **678** | **50%** | **684** | **50%** |

Source: MSIS

Reading and Math Achievement

During 2017-18, Idaho students in grades 3-10 were assessed in ELA and math in grades 3-10 using the Idaho Standards Achievement Tests (ISAT). Results show that 25% of migratory students in grades 3-10 scored at “Met” or “Exceeding” (M/E) on ISAT ELA Assessments, compared to 54% of non-migratory students; and 16% of migratory students scored M/E in math compared to 44% of non-migratory students.

Exhibit : Migratory Students in Grades 3-10 Scoring M/E on

2018 ISAT ELA Assessments

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| PFS  Status | #  Tested | % Migratory  Students  Scoring M/E | 17-18 State  Performance  Target | Diff  (+/-%) | % Non-Migratory  Students  Scoring M/E | Diff  (+/-%) |
| PFS | 721 | 20% | -- | -38% | -- | -34% |
| Non-PFS | 1,190 | 27% | 58% | -31% | 54% | -27% |
| All | 1,911 | 25% | -- | -33% | -- | -29% |

Exhibit : Migratory Students in Grades 3-10 Scoring M/E on

2018 ISAT Math Assessments

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| PFS  Status | #  Tested | % Migratory  Students  Scoring M/E | 17-18 State  Performance  Target | Diff  (+/-%) | % Non-Migratory  Students  Scoring M/E | Diff  (+/-%) |
| PFS | 781 | 13% | -- | -35% | -- | -31% |
| Non-PFS | 1,202 | 18% | 48% | -30% | 44% | -26% |
| All | 1,983 | 16% | -- | -32% | -- | -28% |

Exhibit 13 is a graphic display of the differences in performance among migratory and non-migratory students on 2018 ELA and Math ISAT Assessments.

Exhibit **: Graphic Display of 2018 ISAT ELA and Math Assessment Results**

Assessing Comprehension and Communication in English State-to-State (ACCESS) for ELLs is the annual summative English language proficiency assessment administered to kindergarten through grade 12 students who have been identified as ELs in Idaho. The test measures academic English language proficiency in the following language domains: listening, reading, speaking, and writing. A Composite Proficiency Level of 4.2 or higher is required to exit out of the program. Exhibits 14 and 15 illustrate the results of the ACCESS for ELLs Assessment that was administered in 2018.

Exhibit : Migratory ELs Scoring Proficient on the 2018 ACCESS for ELLs

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| PFS  Status | #  Tested | % Migratory  Students  Scoring Proficient | % Non-Migratory  Students  Scoring Proficient | Diff  (+/-%) |
| PFS | 866 | 2.4% | -- | -- |
| Non-PFS | 1,151 | 3.3% | -- | -- |
| All | 2,017 | 2.9% | 3.6% | -0.7% |

Exhibit : Graphic Display of 2018 ACCESS for ELLs Assessment Results

School Readiness

Exhibit 16 shows that the percentage of migratory children ages 3-5 (not in kindergarten) receiving MEP services has increased from 48% in 2014-15 to 66% in 2017-18.

Exhibit : Migratory Children Ages 3-5 Served by the Idaho MEP

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **# Eligible** | **# Served** | **% Served** |
| 2014-2015 | 364 | 175 | 48% |
| 2015-2016 | 405 | 198 | 49% |
| 2016-2017 | 574 | 337 | 59% |
| 2017-2018 | 769 | 506 | 66% |

Exhibit 17 illustrates the number and percentage of migratory children ages 3-5 receiving any services, the number receiving instructional services, and the number receiving support services in 2017-18. Of the 506 migratory children receiving services, 35% received instructional services (23% of all eligible children ages 3-5), and 97% received support services (64% of all eligible children ages 3-5).

Exhibit : Migratory Children Ages 3-5 Receiving Instructional/

Support Services in 2017-18

|  |  |  |
| --- | --- | --- |
| **# Migratory Children Served** | **# (%) Receiving Instructional Services** | **# (%) Receiving Support Services** |
| 506 | 178 (35%) | 490 (97%) |

High School Graduation

Exhibit 18 shows that the high school graduation rate for migratory students in Idaho during 2017-18 was 70%, compared to 81% for all students – a difference of 11%.

Exhibit : 2017-18 Migratory and Non-Migratory Student

Graduation Rates

|  |  |  |
| --- | --- | --- |
| Migratory Student  Graduation Rate | Non-Migratory Student Graduation Rate | Difference |
| 70% | 81% | -11% |

Out-of-School Youth (OSY)

Exhibit 19 shows that the percentage of OSY served has increased by 30% since 2014-15. The needs of OSY are challenging as they are likely to live away from parents and many are parents themselves; most have health needs that may interfere with participating in school (e.g., medical, dental, vision, nutrition); and re-engaging OSY in MEP services and keeping them engaged is perhaps the most difficult work in migrant education due to age and circumstances.

Exhibit : Migratory OSY Served by the Idaho MEP

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **# Eligible** | **# Served** | **% Served** |
| 2014-2015 | 126 | 42 | 33% |
| 2015-2016 | 258 | 72 | 28% |
| 2016-2017 | 260 | 93 | 36% |
| 2017-2018 | 296 | 173 | 58% |

Needs Assessment Survey Results

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

**MEP staff** surveyed were asked to identify students’ greatest needs related to instruction and support services needed by students, as well as services needed by parents/families, and their own professional development needs. Exhibit 20 shows that MEP staff responding felt the instruction migratory students need most includes reading instruction (82%), writing instruction (76%), English language instruction (66%), mathematics instruction (53%), completing missing homework/assignments (52%), and learning study skills (51%).

Exhibit 20: Staff Ratings of Migratory Student Instruction Needs (%Responding)

Exhibit 21 shows that the largest percentage of MEP staff responding reported a need for preschool programs/school readiness instruction, migrant summer school, in-school tutoring (52% each), support for transitioning to a new school (48%), and support for completing high school classes (44%).

Exhibit : Staff Ratings of Migratory Student Instructional Service Needs

(% Responding)

According to MEP staff, the support services students most need include books/materials/ school supplies (62%), translating and interpreting (59%), and locating school and community resources (54%). Exhibit 22 depicts these results.

Exhibit 22: Staff Ratings of Migratory Student Support Service Needs (% Responding)

Exhibit 23 shows that the majority of staff responding reported a need for professional development on strategies for serving ELs and diverse learners (59%), reading/literacy strategies (57%), and involving parents in their child’s education (53%).

Exhibit : Staff Ratings of their Professional Development Needs (% Responding)

Exhibit 24 shows that MEP staff felt that parents need information on training on communicating with schools and teachers (72%), helping their children with homework (65%), family literacy/English language development (58%), strategies to support education in the home (57%), and parent involvement (51%).

Exhibit : Staff Ratings of Parent/Family Service Needs (% Responding)

Staff responding to the needs assessment surveys also provided anecdotal information about the needs of migratory students in Idaho. Responses addressed content area instructional needs; support for mental health; student behavior and motivation; staff behavior and preparation/staffing; parent education/knowledge to help their children in school; and resources.

**Migratory parents** were asked to identify their children’s greatest needs related to instruction and support services, as well as services they need from the MEP. Exhibit 25 shows that the majority of parents responding indicated a need for reading instruction (64% responding), math instruction (59% responding), and writing instruction (43%).

Exhibit 25: Parent Ratings of their Children’s Instruction Needs (% Responding)

Exhibit 26 shows that the majority of migratory parents responding felt that their children needed migrant summer school (45%), tutoring during the school day (36%), and before/after-school tutoring (27%).

Exhibit : Parent Ratings of their Children’s Instructional Service Needs (% Responding)

Exhibit 27 shows that the majority of parents responding reported a need for their children to receive school supplies (53%), health care (31%), transportation (26%), and translating/ interpreting (25%).

Exhibit : Parent Ratings of their Children’s Support Service Needs (% Responding)

Exhibit 28 shows that services most needed by parents included strategies for helping their children with reading and helping their child with homework/assignments (45% each), and strategies for helping their children with math (44%).

**Exhibit 28: Parent Ratings of the Parent/Family Service Needs (% Responding)**

Parents responding to the survey also provided anecdotal information about the needs of their children. Responses addressed content area instructional needs; student behavior and motivation; staff behavior and preparation/staffing; and parent education/knowledge to help their children in school.

Parents of preschool migratory children and parents of migratory students in grades 9-12 were asked to respond to the same questions and the results are as follows:

**Parents of Preschool Migratory Children**

* Most needed instruction: Reading (79%), writing and math (62% each)
* Most needed instructional services: Summer school (62%), preschool services (38%)
* Most needed support services: School supplies and educational materials in the home (45% each), health care and transportation (38% each)
* Most needed parent/family services: Helping child with reading/math at home (69%), and helping child with homework/assignments (59%)

**Parents of Migratory Students in Grades 9-12**

* Most needed instruction: Math (66%), reading (63%), writing (50%)
* Most needed instructional services: Summer school (69%), opportunities after graduating from high school (66%)
* Most needed support services: Counseling on options after HS (44%), counseling in HS credits/graduation (41%), and health care (38%)
* Most needed parent/family services: Helping child with homework/assignments (53%), helping child with reading/math at home and meetings with teachers/tutors (47% each)

**Secondary migratory students** also were surveyed about their needs for instruction and support services. Exhibit 29 shows that the largest number of students responding indicated a need for learning about paying for/enrolling in college and college preparation (AP classes, ACT/SAT test prep) (40% each), followed closely by improving English language skills, math instruction, and financial instruction on budgeting or paying bills (37% each).

Exhibit : Secondary Student Ratings of Instruction Needed (% Responding)

Exhibit 30 shows that the largest percentage of secondary students indicated a need for support for completing high school classes (46%), followed by career/ technical education programs (34%) and high school diploma equivalency programs (31%).

Exhibit : Student Ratings of Instructional Services Needed (% Responding)

Exhibit 31 shows the support services most needed by students included counseling on high school credits/graduation requirements (31%), books/materials/school supplies (26%), and health care/counseling on options after high school (23%).

Exhibit : Student Ratings of Support Services Needed (% Responding)

Secondary migratory students were asked to rate their understanding of high school graduation requirements and their intent to graduate. Exhibit 32 shows that all 35 students responding reported understanding graduation requirements, and all but one of the 35 students responding are either somewhat or very sure they will graduate from high school.

Exhibit : Student Ratings of their Understanding of Graduation Requirements

and their Intent to Graduate

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Question** | **N** | **# (%)**  **Not at**  **all** | **# (%)**  **Somewhat** | **# (%)**  **Very Well/ Sure** | **Mean**  **Rating** |
| How well do you understand your graduation requirements? | 35 | 0 (0%) | 17 (49%) | 18 (51%) | 2.5 |
| How sure are you that you will graduate from high school? | 35 | 1 (3%) | 10 (29%) | 24 (69%) | 2.7 |

Secondary migratory students responding to the surveys also provided anecdotal information about ways in which the MEP can help them. The four activities most referenced by students included more support for learning English, more information about graduation requirements, prevention of students fighting during the day, and support from teachers in different subject areas.

Phase III: Making Decisions

In the third phase of the CNA process, the key objective was to finalize concern statements and develop viable solutions to be used to set criteria for the development of the SDP. The following section offers the final recommendations for concerns, data sources for the concerns, need indicators and statements, and the solutions made by the NAC. A complete list of the concerns and solutions is found in the CNA Decisions and Planning Chart in Appendix B. The NAC used the following criteria to rank concerns in terms of the magnitude in the gaps between “what is” and “what should be”.

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

The NAC identified possible solutions which the SDP Committee used for the development of strategies during the SDP planning process. The solutions are general guidelines based on the examination of migratory student needs. The development of solutions was guided by the following questions:

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

Goal Area 1: School Readiness

| **Concern** | **Data Source** | **Need Indicator/Need Statement** | **Possible Solution** |
| --- | --- | --- | --- |
| 1.1) We are concerned that too few migratory preschool children are equipped with the right skills to start kindergarten. | PI CIG Year 3 APR (17-18) | Indicator: 54% of preschool-age migratory children assessed on the IGDI scored at mastery.  Statement: More preschool-age migratory children need to score at mastery on the IGDI and other school readiness assessments. | 1.1a) Provide migrant-funded site-based PreK services to migratory children  1.1b) Provide home-based PreK services to migratory children  1.1c) Utilize PI materials to provide instructional services to migratory children ages 3-5  1.1d) Identify and use a school readiness assessment appropriate for three-year olds |
| 1.2) We are concerned that migratory families underestimate the importance of the use of their native oral language in the home to help their children be ready for school. | Parent Needs Assessment (NA) survey and Expert NAC opinion | Indicator: The NAC goal group indicated that migratory parents needs to receive more information about the importance of developing and maintaining their home language to help their children get ready for kindergarten.  Statement: More parents need to receive information about the importance of developing and maintaining their home language to help their children get ready for kindergarten. | 1.2a) Train parents at Parent Advisory Council (PAC) meetings  1.2b) Provide parents with activities and materials in their native language  1.2c) Develop and disseminate a statewide bilingual flyer about the importance of maintaining their native language  1.2d) Family liaison review flyer with migratory parents during home visits  1.2e) Develop parent-led preschool program |
| 1.3) We are concerned that there is a lack of staff to fulfill the need for all preschool children. | Expert NAC opinion | Indicator: There is a need for more supportive staff to fulfill the need of all preschool-age migratory children.  Statement: More staff are needed to provide preschool and school readiness instruction to migratory preschool children. | 1.3a) More statewide funding  1.3b) Provide summer programs (center- and home-based) for preschool-aged children  1.3c) Manage allocations to get more staff for children |

Goal Area 2: ELA and Mathematics

| **Concern** | **Data Source** | **Need Indicator/Need Statement** | **Possible Solution** |
| --- | --- | --- | --- |
| 2.1) We are concerned that migratory students in grades 3-12 are scoring at met or exceeding in ELA and math at a lower rate than their non-migratory peers. | 2017-18 ISAT ELA and Math Assessment results | Indicator: (1) 25% of migratory students (20% of PFS migratory students) scored at met or exceeding on ISAT ELA Assessments compared to 54% of non-migratory students; (2) 16% of migratory students (13% of PFS migratory students) scored at met or exceeding on ISAT Math Assessments compared to 44% of non-migratory students.  Statement: The percentage of migratory students scoring at met or exceeding on the ISAT needs to increase by 29% in ELA [34% for PFS students], and 28% in math [31% for PFS students] to eliminate the gap between migratory and non-migratory students. | 2.1a) Provide supplemental programs such as after-school tutoring, summer school, Saturday school that support ELA and math standards  2.1b) Provide all teachers with Professional Development (PD) on evidence-based strategies for teaching academic language  2.1c) Provide students with mobile/ non-traditional solutions to build academic language (membean.com)  2.1d) Collaborate with State English Leaner (EL) and Titles II and III to fund EL PD  2.1e) Provide individual tutoring or tutoring in the home  2.1f) Conduct district and/or SDE-led evaluation of instructional/program effectiveness and use results for program improvement |
| 2.2) We are concerned that an increasing percentage of educators do not have the pedagogy to address the academic needs of migratory students. | Staff NA Survey | Indicator: (1) 59% of staff responding to the NA survey report that they need PD on ESL/diverse learner strategies; (2) 57% report needing PD on reading/ literacy strategies; (3) 35% of staff report needing PD on math strategies.  Statement: The number of staff reporting that they need PD on strategies for ESL/diverse learners, reading/literacy, and mathematics needs to decrease. | 2.2a) Train paraeducators in EL/ENL evidence-based instructional strategies and directly supervise them by an EL/ENL-endorsed teacher  2.2b) Provide PD to new teachers to increase competency in EL/ENL instruction  2.2c) Provide instruction to LEP students by an EL/ENL-endorsed teacher  2.2d) Provide training to staff on culturally relevant instruction |
| 2.3) We are concerned that migratory students in grades K-3 are scoring proficient on the IRI at a lower rate than their non-migratory peers. | 2017-18 IRI Assessment results | Indicator: 51% of migratory students in grades K-3 scored proficient on the IRI compared to 73% of non-migratory students  Statement: The percentage of migratory students in grades K-3 scoring proficient on the IRI needs to increase by 22% to eliminate the gap between migratory and non-migratory students. | 2.3a) Provide supplemental programs (e.g., extended day kindergarten, summer camp, Saturday programs, preschools) to create more opportunities to learn/ practice foundational academic skills and behaviors  2.3b) Provide culturally sensitive family engagement experiences |

Goal Area 3: High School Graduation and Services to OSY

| **Concern** | **Data Source** | **Need Indicator/Need Statement** | **Possible Solution** |
| --- | --- | --- | --- |
| 3.1) We are concerned that migratory students are not on track for graduation due to student/parent lack of understanding of graduation requirements, personal support by school staff, and lack of postsecondary information/options. | Parent and Student NA Surveys | Indicator: (1) 30% of secondary students, 45% of parents, and 31% of staff reported a need for counseling on secondary credits and graduation requirements; (2) 30% of secondary students, 40% of OSY, 51% of parents, and 33% of staff reported a need for counseling on options after HS; (3) 72% of MEP staff, 51% of parents of secondary students, and 38% of parents of OSY report a need to communicate with teachers and tutors.  Statement: The percentage of secondary students, OSY, parents, and MEP staff reporting a need for counseling on secondary credits/graduation requirements and options after HS needs to decrease, and the percentage of MEP staff and parents reporting a need to communicate with teachers and tutors needs to decrease. | 3.1a) Provide mentors/ graduation specialists to migratory students in grades 6-12  3.1b) Provide activities and opportunities about postsecondary options  3.1c) Provide students with access to transcripts  3.1d) Facilitate participation in district-sponsored college/career and leadership preparedness programs  3.1e) Provide parents and students with information to increase understanding of HS graduation requirements and school systems in general (e.g., one-on-one or as part of a group, FAFSA nights, scholarship counseling). |
| 3.2) We are concerned that migratory students receive fewer supplemental instructional services as they progress through the grade levels. | EDFacts 2017-18 School Year | Indicator: As students progress in grade level, fewer receive reading instruction (65% K-5 served, 39% grades 6-8 served, 18% grades 9-12 served) and fewer receive math instruction (64% K-5 served, 41% grades 6-8 served, 21% grades 9-12 served).  Statement: The percentage of students in upper grade levels receiving reading and math instructional services needs to increase. | 3.2a) Provide instructional services in grades 6-12 (e.g., before/after school tutoring, ICON, PASS, summer school, study skills elective, AVID, newcomer class, dual language immersion program, Spanish medical terminology class through universities) |
| 3.3) We are concerned that migratory students are graduating at lower rates than their non-migratory peers. | Idaho SDE Report Card (17-18) | Indicator: 69.9% of migratory students (4-year cohort) graduated compared to 80.6% of non-migratory students.  Statement: The percentage of migratory students graduating needs to increase by 10.7% to eliminate the gap between migratory and non-migratory students. | 3.3a) Provide access to credit recovery  3.3b) Develop and implement a student tracking system to follow migratory secondary student progress through grade promotion and graduation |
| 3.4) We are concerned that migratory OSY/ dropouts are not receiving adequate instructional and counseling services. | EDFacts 2017-18 | Indicator: Only 9% of OSY received instructional services, and 16% of OSY received counseling services.  Statement: The percentage of OSY receiving instructional services needs to increase, as does the percentage receive counseling services. | 3.4a) Coordinate with other agencies that serve migratory families (e.g., Department of Labor, CCI, Job Corps, HEP)  3.4b) Provide mentoring services with outreach, referrals and follow-up  3.4c) SDE MP3 players |

Goal Area 4: Non-Instructional Support Services

| **Concern** | **Data Source** | **Need Indicator/Need Statement** | **Possible Solution** |
| --- | --- | --- | --- |
| 4.1) We are concerned that migratory students have health needs (mental, dental, vision, medical) that affect their academic success. | Student and Parent NA Surveys | Indicator: (1) Second highest rated by students was the need for health care support services; (2) Third highest rated by parents was the need for health care for their children.  Statement: The percentage of students and parents reporting a need for health care needs to decrease. | 4.1a) Establish partnership agreements with local health agencies  4.1b) Provide PD on mental health  4.1c) SDE provide training on the YES! Program  4.1d) Provide school—based health screening and services (e.g., immunizations, vision screening, dental checkups, sports physicals) |
| 4.2) We are concerned that migratory students who experience stress due to separation from families, human trafficking, and traumatic life events, have difficulty transitioning to a new school. | Expert NAC opinion | Indicator: NAC indicated a need to address stress-related factors in migratory students and families.  Statement: The need for addressing stress-related factors in migratory students and families needs to decrease with increased services and support. | 4.2a) SDE to provide YES! Program training  4.2b) Provide PD to staff on mental health  4.2c) Provide PD for general school staff on the specific stressors of migratory families |
| 4.3) We are concerned that migratory families do not have access to resources needed to support their children’s academics in the home. | Parent NA Survey | Indicator: (1) Second highest ranked by parents is the need for strategies for helping their child with homework and assignments; (2) Third highest ranked by parents is a need for educational resources in the home.  Statement: The percentage of parents reporting a need for strategies to help their child with academics at home and educational resources in the home needs to decrease. | 4.3a) Provide family education nights  4.3b) Provide computers for access to online learning programs  4.3c) Provide home visits with introductory packets  4.3d) Provide a lending library as well as a digital library  4.3e) Provide training to parents on U.S. school system policies |
| 4.4) We are concerned that migratory students who move frequently may not be able to form meaningful connections to school (peers, staff, teachers), negatively impacting school engagement. | Expert NAC opinion | Indicator: The NAC indicated a need to provide support to migratory students to increase engagement in school.  Statement: The need for student engagement in school needs to decrease. | 4.4a) Provide cultural/diversity awareness training to staff  4.4b) Provide PD on the unique needs of migratory students  4.4c) Provide welcome/introduction packets |

Summary and Next Steps

Evidence-based Conclusions and Recommendations

Needs assessment data reflect a wide range of migratory student needs that help to inform decision makers tasked with the planning and coordination of supplementary services. Decisions about all possible programs and sources of available assistance are considered in this process. Specifically, increased direct instruction in reading and math is necessary for all students so that they are able to pass statewide standards-based exams. The available data indicate a need for direct instructional services in reading and math, and programs that directly support instruction including counseling, technology-based instruction, and parent engagement and training opportunities. To support these conclusions, the following summary is presented on the needs of migratory students in Idaho.

|  |  |
| --- | --- |
| **High Mobility** | High mobility is a factor related to school failure. Thirty-seven percent (37%) of Idaho’s migratory children/youth had a current year QAD. |
| **Reading and Math Needs** | ISAT ELA and Math assessment results show that Idaho’s migratory students have a need for intensive supplemental reading and math instruction to bring them up to grade level. There are large gaps between migratory and non-migratory students in both ELA and math. Based on CNA data, statewide priority should concentrate on direct supplemental instructional services for migratory 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 the summer months to build student proficiency in these two areas. |
| **English Language Development Needs** | Half of Idaho’s migratory students ages 3-21 are ELs. This demonstrates the need for increased coordination with Title I Part A and Title III to provide intensive ESL instruction to ensure that migratory students have the language skills to be successful in school. |
| **Preschooler**  **Needs** | Idaho has no state-funded preschool programs. Only 23% of eligible migratory preschool children ages 3-5 received MEP instructional services during 2017-18 showing a need for the Idaho MEP to increase services for those children not served by another program. |
| **Secondary Student Needs** | In a statewide assessment of need, it was determined that many secondary migratory students had a need for academic support by the MEP. Students indicated a need for support in completing their high school classes as well as needing information related to learning about paying for and enrolling in college. Additionally, services (including enrichment and instruction) to enhance secondary student attitudes about school, school attendance, career planning and awareness and education, computer literacy, leadership, goal setting, and self-advocacy should be provided. |
| **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 instructional strategies for serving ELs and diverse learners, reading/literacy strategies, and ways to get migratory parents involved. |
| **Parent/**  **Family Needs** | MEP staff and parents expressed that training needs to be provided to parents on helping children learn at home, and literacy (both for parents and for staff to support parents so they can help their children at home). |

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

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

As part of the MEP Continuous Improvement Cycle, the next step for the Idaho MEP was to use the information contained from the CNA to inform the comprehensive State service delivery planning process. The Idaho MEP SDP, which was guided by the SDP Toolkit (OME, 2018), is Idaho’s plan for the delivery of services to meet the unique educational needs of its migratory students that serves as the basis for the use of all MEP funds in the State. The Idaho MEP SDP will articulate a clear vision of:

* performance goals and targets, especially as they relate to the provision of services for PFS migratory students;
* the MEP’s MPOs and how they help achieve the State’s performance targets;
* the services the MEP will provide on a statewide basis;
* plans for technical assistance, professional development, parent involvement, and identification and recruitment; and
* how to evaluate whether and to what degree the program is effective.

In response to the requirements put forth by OME, Idaho will 1) update the CNA as needed to reflect changing demographics and needs (typically every 2-3 years); 2) change performance targets and/or MPOs 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.

Appendix A – CNA Meeting Summary

**CNA MEETING NOTES**

**Idaho Department of Education Migrant Education Program**

**Needs Assessment Committee (NAC) Meeting**

**Riverside Hotel – Boise, Idaho**

**June 10, 2019**

**Meeting Participants**

Idaho State Department of Education Staff

Karen Seay, Federal Programs Director

Sarah Seamount, MEP Coordinator

Kelly Wheeler, Program Specialist

Regional ID&R Coordinators

Christina Alvarez, Housed in Blackfoot School District

Robert Gomez, Housed in Cassia County School District

Genoveva Winkler, Housed in Nampa School District

Local Project Staff

Thelma Cruz, Migrant Liaison, Kimberly School District

Kim Lickley, Federal Programs Director, Jerome School District

Yolanda Martinez, Migrant Liaison Coordinator, Mountain Home School District

Yula Cisneros Montoya, Migrant Family Liaison, Idaho Falls School District

Maria Renz, Pre-K Teacher, Minidoka Schools

Gail Rochelle, Director, Idaho Falls School District

Sara San Juan, EL/Migrant Coordinator, Vallivue School District

Michelle Widmier, Federal Programs Director, Minidoka Schools

Meeting Facilitators

Cari Semivan, Consultant, META Associates

Andrea Vazquez, Consultant, META Associates

**Meeting Objectives**

* Understand the comprehensive needs assessment (CNA) planning cycle and roles/responsibilities of the NAC
* Review summaries of existing and new data on the needs of migratory students, and decide on additional data needed
* Review and revise the CNA concern statements and possible solutions
* Determine data sources and develop need indicators and need statements

**Discussion and Activities**

The members of the NAC introduced themselves. Sarah welcomed the group and thanked them for their participation. Next, Andrea presented the meeting objectives, gave an overview of the packet materials, and reviewed the agenda. Andrea and Cari provided an overview of the Continuous Improvement Cycle (CIC) and Idaho CIC timelines as shown below.

* **2018-19:** CNA and Service Delivery Plan (SDP) update
* **2019-20:** 2018-19 Evaluation and applications for 2020-21 with the new Strategies and measurable program outcomes (MPOs)
* **2020-21:** 2019-20 Evaluation and implementation of the new SDP
* **2021-22:** CNA and 2020-21 Evaluation
* **2022-23:** SDP and 2021-22 Evaluation

The group reviewed the CNA process provided by the Office of Migrant Education (OME) in its CNA Toolkit (2018), roles and responsibilities of the NAC, and things to consider during the days’ discussions including the purposes of the MEP, migrant funds are the “funds of last resort”, the Idaho state performance targets, the Seven Areas of Concern, and Idaho’s priority for services (PFS) criteria. Andrea asked participants to choose one of the four goal area groups prior to starting Activity 1. Following is a list of goal group members.

|  |  |
| --- | --- |
| **Goal Areas** | **Group Members** |
| 1) School Readiness | Maria, Kelly, Thelma |
| 2) English Language Arts (ELA)/Math | Michele, Gail, Yula |
| 3) Graduation and Services to Out-of-School Youth (OSY) | Sara, Genovena, Sarah |
| 4) Non-Instructional Support Services | Kim, Christina, Robert, Yolanda |

**Activity #1: Fortune Telling Activity**

The four goal area groups worked at their tables to identify what they think are the main concerns facing migratory students in Idaho. The groups posted their Fortune Telling sheet on chart paper to be visited later. The concerns predicted follow.

School Readiness

* We are concerned that migratory parents lack skills to help their children be ready for school.
* We are concerned that there is insufficient staff to serve migratory children
* We are concerned that there is no assessment that is appropriate for 3 year-old. children (the 4 year-old assessment is not appropriate).

ELA and Math

* We are concerned that migratory students are not proficient in English, which is impacting their performance in ELA and math.
* We are concerned that poor school readiness also negatively impacts their performance.

Graduation and Services to OSY

* We are concerned that migratory students and parents lack adequate information to make educational decisions.
* We are concerned that migratory students are not graduating from high school at the same rate as other populations.
* We are concerned that migratory students are not understanding the value of education and are not engaged.
* We are concerned that migratory students do not receive adequate, personal support in schools.
* We are concerned that migratory parents are not getting important education information.

Non-Instructional Support Services

* We are concerned that migratory students don’t have access to health services (vision, dental, social/emotional, medical).
* We are concerned that migratory students and families need assistance with identifying local resources.
* We are concerned that migratory students need school supplies.
* We are concerned that migratory students need basic things such as food and housing.

Cari then directed the group to Handout #1 that provides an overview of the 2017-18 student demographics/trends/assessment results. She then went through slides that showed 2017-18 data results. The group also reviewed the needs assessment survey results in Handout #2 and on the slides. Survey respondents included parents/family members, students in grades 9-12, out-of-school youth (OSY), and MEP staff.

**Activity #2: Where are the Gaps?**

Andrea introduced this activity by asking the participants to work in their goal area groups to review the data from the slides and Handout #1, and identify where students are performing substantially below expectations or comparison groups, “a-ha’s” and “take-aways”. The following statements reflect the group discussions.

School Readiness Data Gaps/Trends/Take-Aways

* 80% of parents of preschool children reported that they need reading instruction, 67% writing instruction, and 59% math instruction (parent survey results)
* There is no data for migratory preschool children other than that collected for the Preschool Initiative (PI) Consortium Incentive Grant (CIG) where 54% of children assessed scored at mastery or above (Year 3 PI CIG Annual Performance Report)
* 67% of parents would like strategies for helping their children with reading and math at home (parent survey results)

School Readiness Data Gaps/Trends/Take-Aways with no data

* None

ELA and Math Data Gaps/Trends/Take-Aways

* Only 37% receive instructional services compared to 98% receive support services (page 2 of Handout #1)
* In both ELA and math, migratory students score significantly below their non-migratory peers , including language acquisition (page 4 of Handout #1, also page 8)
* Student instructional needs align to the performance of migratory students (page 1, Handout #2)
* The other Title programs aren’t able to support language and allow the MEP to be a truly supplemental program (A-ha!)

ELA and Math Data Gaps/Trends/Take-Aways with no data

* None

Graduation and Services to OSY Data Gaps/Trends/Take-Aways

* Parents of 9-12 students feel that students need instruction in math (flips from younger grades), need for summer school, knowledge of opportunities after graduation, counseling on options after high school (HS) and on HS credits/graduation, and meetings/communication with teachers (parent survey results)
* There is a gap in the number of students scoring at met or exceeding in ELA and math on the ISAT. In most cases, half of migratory students versus non-migratory students.
* College counseling, math, support for HS classes, Career Technology Education (CTE), counseling on options after HS (student survey results)
* Books and materials needed, supplies for projects
* Concern with health care and mental health services
* OSY seem to be more mobile and want support for transitioning to a new school (OSY survey results)
* Options after HS and CTE
* Gap in graduation rates – migratory students lower.

Graduation and Services to OSY Data Gaps/Trends/Take-Aways with no data

* Mental health type questions – compare with general population

Non-Instructional Support Services Data Gaps/Trends/Take-Aways

* School supplies, translation/interpretation, locating school/community resources, and transportation (Handout 2: Exhibit 3 – all respondents)
* Counseling on HS credits/graduation, books/materials/supplies, counseling on options after HS, health care (Handout 2: Exhibit 11 – students)
* School supplies, transportation, health care, finding school/community resources (Handout 2: Exhibit 7 – parents)
* Books/materials/supplies, translation/interpretation, locating school/community resources, transportation (Handout 2: Exhibit 19 – staff)

Non-Instructional Support Services Data Gaps/Trends/Take-Aways with no data

* Mental health
* Human trafficking

**Activity #3: Draft Concern Statements**

Andrea introduced this activity by asking the participants to work in their goal area groups to review the concern statements from the 2016 CNA, compare them to the concern statements created during the Fortune Telling activity earlier, and then create new concern statements. The group was instructed to develop concern statements for their group based on the data and their discussions. Concern statements developed during this activity can be found in the 2019 CNA Decisions and Planning Chart attached.

**Activity #4: Walkabout to Review/Prioritize Concerns**

Participants reviewed and prioritized the concern statements for their goal area group and the other three goal area groups, and made suggestions and/or asked for clarification. The groups then debriefed with the large group. Final versions of the concern statements can be found in the CNA Decisions and Planning Chart.

**Activity #5: Draft Need Indicators, Data Sources, and Identify Additional Data Needed**

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 goal area groups to identify need indicators and data sources for each concern statement. These can be found in the CNA Decisions and Planning Chart.

**Activity #6: Identify and Develop Possible 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. The groups recorded their solutions on the large chart papers.

**Activity #7: Prioritize Solutions**

Committee members prioritized their goal area’s solutions, and then prioritized the solutions for the other three goal areas. Prioritized solutions are included in the CNA Decisions and Planning Chart.

**Activity #8: Identify Resources and Experts/Staff**

Committee members identified resources needed to implement the solutions. The resources and staff are listed in the CNA Decisions and Planning Chart.

**Activity #9: Solution Strategy Walkabout**

Participants reviewed the solution strategies revised/written by the other three goal area groups and made suggestions and/or asked for clarification. The groups then debriefed with the large group. Final versions of the service delivery strategies can be found in the CNA Decisions and Planning Chart.

**Wrap-up, Follow-up, Next Steps, and Timelines**

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 CNA report
* Prepare a meeting summary and finalized planning chart by 6/30/19
* Draft the CNA report (8/15/19)
* Incorporate feedback/finalize the CNA report (8/31/19)

Appendix B – CNA Decisions and Planning Chart

**Idaho MEP CNA Decisions and Planning Chart (June 2019)**

**GOAL 1.0: School Readiness**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Concern Statement | Data Source | Need Indicator/Need Statement | Prioritized Solutions for the SDP | Resources/Experts/Staff |
| 1-1 We are concerned that too few migratory preschool children are equipped with the right skills to start kindergarten. | PI CIG Year 3 APR (17-18) | Indicator: 54% of preschool-age migratory children assessed on the IGDI scored at mastery.  Statement: More preschool-age migratory children need to score at mastery on the IGDI and other school readiness assessments. | -Provide migrant-funded site-based preK services to migratory children  -Provide home-based preK services to migratory children  -Utilize PI materials to provide instructional services to migratory children ages 3-5  -Identify and use a school readiness assessment appropriate for three year olds | -Age-appropriate assessments for three-year olds (Brigance)  -Family liaison  -PI CIG materials  -Preschool programs and extended kindergarten programs  -Venue (schools, churches, community centers, libraries) |
| 1-2 We are concerned that migratory families underestimate the importance of the use of their native oral language in the home to help their children be ready for school. | Parent Needs Assessment (NA) survey and Expert NAC opinion | Indicator: The NAC goal group indicated that migratory parents needs to receive more information about the importance of developing and maintaining their home language to help their children get ready for kindergarten.  Statement: More parents need to receive information about the importance of developing and maintaining their home language to help their children get ready for kindergarten. | -Train parents at PAC meetings  -Provide parents with activities and materials in their native language  -Develop and disseminate a statewide bilingual flyer about the importance of maintaining their native language  -Family liaison review flyer with migratory parents during home visits  -Develop parent-led preschool program | -Activities  -Child care  -Flyer  -Lee Pesky Learning Center (Boise) resources and PD  -Local libraries  -Parent materials in native language  -PI CIG  -Preschool teachers  -Snacks  -Training materials  -Translators  -United Way  -Venue |
| 1-3 We are concerned that there is a lack of staff to fulfill the need for all preschool children. | Expert NAC opinion | Indicator: There is a need for more supportive staff to fulfill the need of all preschool-age migratory children.  Statement: More staff are needed to provide preschool and school readiness instruction to migratory preschool children. | -More statewide funding  -Provide summer programs (center- and home-based) for preschool-aged children  -Manage allocations to get more staff for children | Educate parents about ICCP  -Idaho Stars  -Increase summer school count to increase allocation  -More funding  -MOU with Idaho Community Council |

**Acronyms**: **APR**=Annual Performance Report; **ICCP**=Idaho Child Care Program; **IGDI**=Individual Growth and Development Indicators; **MOU**=Memorandum of Understanding; **NA**=Needs Assessment; **NAC**=Needs Assessment Committee; **PAC**=Parent Advisory Committee; **PD**-Professional Development; **PI CIG**=Preschool Initiative Consortium Incentive Grant

**GOAL 2.0: ELA and Mathematics**

| Concern Statement | Data Source | Need Indicator/Need Statement | Prioritized Solutions for the SDP | Resources/Experts/Staff |
| --- | --- | --- | --- | --- |
| 2-1 We are concerned that migratory students in grades 3-12 are scoring at met or exceeding in ELA and math at a lower rate than their non-migratory peers. | 2017-18 ISAT ELA and Math Assessment results | Indicator: (1) 25% of migratory students (20% of PFS migratory students) scored at met or exceeding on ISAT ELA Assessments compared to 54% of non-migratory students; (2) 16% of migratory students (13% of PFS migratory students) scored at met or exceeding on ISAT Math Assessments compared to 44% of non-migratory students.  Statement: The percentage of migratory students scoring at met or exceeding on the ISAT needs to increase by 29% in ELA [34% for PFS students], and 28% in math [31% for PFS students] to eliminate the gap between migratory and non-migratory students. | -Provide supplemental programs such as after-school tutoring, summer school, Saturday school that support ELA and math standards  -Provide all teachers with PD on evidence-based strategies for teaching academic language  -Provide students with mobile/ non-traditional solutions to build academic language (membean.com)  -Collaborate with State EL and Titles II and III to fund EL PD  -Provide individual tutoring or tutoring in the home  -Conduct district and/or SDE-led evaluation of instructional/program effectiveness and use results for program improvement | -Advocates  -Apps/online programs  -Businesses  -Community members  -Curriculum  -Devices  -Facility  -ID Action Center STEM programs  -Internet access  -Materials and supplies  -Migrant Resource Center  -Motivator/mentor  -Peer tutoring  -Snacks  -Staff  -Students  -Teachers/paras  -Trainer  -Transportation  -Universities  -WIDA |
| 2-2 We are concerned that an increasing percentage of educators do not have the pedagogy to address the academic needs of migratory students. | Staff NA Survey | Indicator: (1) 59% of staff responding to the NA survey report that they need PD on ESL/diverse learner strategies; (2) 57% report needing PD on reading/ literacy strategies; (3) 35% of staff report needing PD on math strategies.  Statement: The number of staff reporting that they need PD on strategies for ESL/diverse learners, reading/literacy, and mathematics needs to decrease. | -Train paraeducators in EL/ENL evidence-based instructional strategies and directly supervise them by an EL/ENL-endorsed teacher  -Provide PD to new teachers to increase competency in EL/ENL instruction  -Provide instruction to LEP students by an EL/ENL-endorsed teacher  -Provide training to staff on culturally-relevant instruction | -Binational teacher exchange program  -Certification staff  -Community programs  -Culturally-sensitive programs  -District EL experts  -District new teacher mentor programs  -ENL endorsement program  -Idaho SDE  -National Migrant Conference  -University education programs |
| 2-3 We are concerned that migratory students in grades K-3 are scoring proficient on the IRI at a lower rate than their non-migratory peers. | 2017-18 IRI Assessment results | Indicator: 51% of migratory students in grades K-3 scored proficient on the IRI compared to 73% of non-migratory students.  Statement: The percentage of migratory students in grades K-3 scoring proficient on the IRI needs to increase by 22% to eliminate the gap between migratory and non-migratory students. | -Provide supplemental programs (e.g., extended day kindergarten, summer camp, Saturday programs, preschools) to create more opportunities to learn/ practice foundational academic skills and behaviors  -Provide culturally-sensitive family engagement experiences | -Advocates  -Community members  -Curriculum  -Facility  -Family liaisons  -Home visits  -Materials and supplies  -Motivator/mentor  -Paraprofessionals  -PI CIG  -Snacks  -Staff  -Teachers  -Trainers  -Transportation |

**Acronyms**: **EL**=English Learner; **ELA**=English Language Arts; **ENL**=English as a New Language; **ESL**=English as a Second Language; **IRI**=Idaho Reading Inventory;

**ISAT**=Idaho Standards Achievement Test; **NA**=Needs Assessment; **PFS**=Priority for Services; **PD**=Professional Development; **SDE**=State Department of Education;

**STEM**=Science, Technology, Engineering, and Math; **WIDA**=World-Class Instructional Design and Assessment

**GOAL 3.0: High School Graduation and Services to OSY**

| Concern Statement | Data Source | Need Indicator/Need Statement | Prioritized Solutions for the SDP | Resources/Experts/Staff |
| --- | --- | --- | --- | --- |
| 3-1 We are concerned that migratory students are not on track for graduation due to student/parent lack of understanding of graduation requirements, personal support by school staff, and lack of postsecondary information/options. | Parent and Student NA Surveys | Indicator: (1) 30% of secondary students, 45% of parents, and 31% of staff reported a need for counseling on secondary credits and graduation requirements; (2) 30% of secondary students, 40% of OSY, 51% of parents, and 33% of staff reported a need for counseling on options after HS; (3) 72% of MEP staff, 51% of parents of secondary students, and 38% of parents of OSY report a need to communicate with teachers and tutors.  Statement: The percentage of secondary students, OSY, parents, and MEP staff reporting a need for counseling on secondary credits/graduation requirements and options after HS needs to decrease, and the percentage of MEP staff and parents reporting a need to communicate with teachers and tutors needs to decrease. | -Provide mentors/graduation specialists to migratory students in grades 6-12  -Provide activities and opportunities about postsecondary options  -Provide students with access to transcripts  -Facilitate participation in district-sponsored college/career and leadership preparedness programs  -Provide parents and students with information to increase understanding of HS graduation requirements and school systems in general (e.g., one-on-one or as part of a group, FAFSA nights, scholarship counseling) | -CAMP counselors  -CCI  -Check & Connect  -Colleges/university recruiters  -Community resource centers  -Counselors  -Hispanic Leadership Summit  -Hispanic Youth Symposium  -Local clubs and universities  -Migrant program staff  -Migrant Student Leadership Institute  -Teachers  -TRIO Programs  -Bilingual staff  -Local universities  -Career centers  -Computers/Internet |
| 3-2 We are concerned that migratory students receive fewer supplemental instructional services as they progress through the grade levels. | EDFacts 2017-18 School Year | Indicator: As students progress in grade level, fewer receive reading instruction (65% K-5 served, 39% grades 6-8 served, 18% grades 9-12 served) and fewer receive math instruction (64% K-5 served, 41% grades 6-8 served, 21% grades 9-12 served).  Statement: The percentage of students in upper grade levels receiving reading and math instructional services needs to increase. | -Provide instructional services in grades 6-12 (e.g., before/after school tutoring, ICON, PASS, summer school, study skills elective, AVID, newcomer class, dual language immersion program, Spanish medical terminology class through universities) | -AVID staff  -Computers  -CTE resources  -Curriculum  -Graduation specialists  -Hispanic Youth Symposium  -Motivational speakers  -Schools  -Wi-Fi |
| 3-3 We are concerned that migratory students are graduating at lower rates than their non-migratory peers. | Idaho SDE Report Card (17-18) | Indicator: 69.9% of migratory students (4-year cohort) graduated compared to 80.6% of non-migratory students.  Statement: The percentage of migratory students graduating needs to increase by 10.7% to eliminate the gap between migratory and non-migratory students. | -Provide access to credit recovery  -Develop and implement a student tracking system to follow migratory secondary student progress through grade promotion and graduation | -ICON  -IDLA  -Mentors/role models  -Migrant Resource Center  -MSIX  -Neighboring districts  -Night school  -PASS  -SDE guidance  -Staff  -Summer school  -Work study |
| 3-4 We are concerned that migratory OSY/ dropouts are not receiving adequate instructional and counseling services. | EDFacts 2017-18 | Indicator: Only 9% of OSY received instructional services, and 16% of OSY received counseling services.  Statement: The percentage of OSY receiving instructional services needs to increase, as does the percentage receive counseling services. | -Coordinate with other agencies that serve migratory families (e.g., Department of Labor, CCI, Job Corps, HEP)  -Provide mentoring services with outreach, referrals and follow-up  -SDE MP3 players | -CCI  -Counselors  -Department of Labor  -HEP  -Job Corps  -Migrant staff  -Teachers |

**Acronyms**: **AVID**=Advancement Via Individual Determination; **CAMP**=College Assistance Migrant Program; **CCI**=Community Council of Idaho; **CTE**=Career/Technical Education;

**FAFSA**=Free Application for Federal Student Aid; **HEP**=High School Equivalency Program; **HS**=High School; **ICON**=Idaho Connects Online School; **IDLA**=Idaho Digital Learning Academy;

**MSIX**=Migrant Student Information Exchange; **NA**=Needs Assessment; **OSY**=Out-of-School Youth; **PASS**=Portable Assisted Study Sequence; **SDE**=State Department of Education;

**TRIO Programs**=Upward Bound, Talent Search, Student Support Service

**GOAL 4.0: Non-Instructional Support Services**

| Concern Statement | Data Source | Need Indicator/Need Statement | Prioritized Solutions for the SDP | Resources/Experts/Staff |
| --- | --- | --- | --- | --- |
| 4-1 We are concerned that migratory students have health needs (mental, dental, vision, medical) that affect their academic success. | Student and Parent NA Surveys | Indicator: (1) Second highest rated by students was the need for health care support services; (2) Third highest rated by parents was the need for health care for their children.  Statement: The percentage of students and parents reporting a need for health care needs to decrease. | -Establish partnership agreements with local health agencies  -Provide PD on mental health  -SDE provide training on the YES! Program  -Provide school—based health screening and services (e.g., immunizations, vision screening, dental checkups, sports physicals) | -Binational teachers  -College/career counselors  -Community Council of Idaho staff  -Graduation specialists  -Head Start staff  -IPUL  -Mental health agency staff  -MEP directors  -Migrant liaisons  -Migrant regional coordinators  -School counselors  -SDE staff  -Title III directors  -YES! Brochures |
| 4-2 We are concerned that migratory students who experience stress due to separation from families, human trafficking, and traumatic life events, have difficulty transitioning to a new school. | Expert NAC opinion | Indicator: NAC indicated a need to address stress-related factors in migratory students and families.  Statement: The need for addressing stress-related factors in migratory students and families needs to decrease with increased services and support. | -SDE to provide YES! Program training  -Provide PD to staff on mental health  -Provide PD for general school staff on the specific stressors of migratory families | -Binational teachers  -College/career counselors  -Community Council of Idaho  -Graduation specialists  -Head Start staff  -IPUL  -MEP directors  -Migrant liaisons  -Migrant regional coordinators  -MOUs with mental health agencies  -School counselors  -SDE staff  -Title III directors  -Training  -YES! Brochures |
| 4-3 We are concerned that migratory families do not have access to resources needed to support their children’s academics in the home. | Parent NA Survey | Indicator: (1) Second highest ranked by parents is the need for strategies for helping their child with homework and assignments; (2) Third highest ranked by parents is a need for educational resources in the home.  Statement: The percentage of parents reporting a need for strategies to help their child with academics at home and educational resources in the home needs to decrease. | -Provide family education nights  -Provide computers for access to online learning programs  -Provide home visits with introductory packets  -Provide a lending library as well as a digital library  -Provide training to parents on U.S. school system policies | -Binational teachers  -Child Care  -College/career counselors  -Community Council of Idaho  -Computers for Kids, Inc.  -Graduation specialists  -Head Start staff  -IPUL  -MEP directors  -Migrant liaisons  -Migrant regional coordinators  -PAC meetings  -School counselors  -SDE staff  -Snacks  -Supplies and materials  -Title III directors  -Trainers  -Translation services  -Venue |
| 4-4 We are concerned that migratory students who move frequently may not be able to form meaningful connections to school (peers, staff, teachers), negatively impacting school engagement. | Expert NAC opinion | Indicator: The NAC indicated a need to provide support to migratory students to increase engagement in school.  Statement: The need for student engagement in school needs to decrease. | -Provide cultural/diversity awareness training to staff  -Provide PD on the unique needs of migratory students  -Provide welcome/introduction packets | -Binational Teacher Exchange program  -Binational teachers  -College/career counselors  -Community Council of Idaho  -Graduation specialists  -Head Start staff  -HEP/CAMP  -ICON  -IPUL  -Local resources packet  -Local universities  -MEP directors  -Migrant liaisons  -Migrant regional coordinators  -NASDME  -PI CIG  -School counselors  -SDE staff  -SDE website  -Title IC and Title III YouTube channels  -Title III directors |

**Acronyms**: **CAMP**=College Assistance Migrant Program; **CCI**=Community Council of Idaho; **HEP**=High School Equivalency Program; **ICON**=Idaho Connects Online School;

**IPUL**=Idaho Parents Unlimited, Inc.; **MOU**=Memorandum of Understanding; **NA**=Needs Assessment; **NAC**=Needs Assessment Committee; **NASDME**=National Association of State Directors of Migrant Education; **PAC**=Parent Advisory Committee; **PI CIG**=Preschool Initiative Consortium Incentive Grant; **PD**=Professional Development;

**SDE**=State Department of Education; **Yes! Program**=Youth Exchange and Study Program