



**IDAHO**  
STATE DEPARTMENT OF EDUCATION

# **UPDATE REPORT: IDAHO COMPREHENSIVE NEEDS ASSESSMENT**



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## **List of Acronyms and Abbreviations Used in the Report**

CIG	Consortium Incentive Grant
CNA	Comprehensive Needs Assessment
ECE	Early Childhood Education
H.S.	High School
IDEA	Individuals with Disabilities Education Act
ISDE	Idaho State Department of Education
IELA	Idaho English Language Assessment
IRI	Idaho Reading Indicator Test
ISAT	Idaho Standard Achievement Test
JSD	Joint School District
Kdg	Kindergarten
LEA	Local Education Agency
LEP	Limited English Proficient
LQM	Last Qualifying Move
MEP	Migrant Education Program
N (or #)	Number
NAC	Needs Assessment Committee
NCLB	The No Child Left Behind Act of 2001
OME	Office of Migrant Education
OSY	Out-of-School Youth
PFS	Priority for Services
SD	School District
SDP	Service Delivery Plan
SEA	State Education Agency (refers to ISDE)
SOSOSY	Strategies, Opportunities, and Services for Out-of-School Youth Consortium
SY	School Year

## 1. INTRODUCTION

### The Comprehensive Needs Assessment Process in Idaho

The primary purpose of the Idaho Migrant Education Program (MEP) is to help migrant children and youth overcome challenges of mobility, cultural and language barriers, social isolation, and other difficulties associated with a migratory life, in order that they might succeed in school. Furthermore, the Idaho MEP must give priority for services to migrant children and youth who are failing, or most at risk of failing to meet the state's content and performance standards, and whose education has been interrupted during the regular school year.

Using the State Service Delivery Plan as a guide, Idaho MEP funds should be used to address the needs of migrant children that result from their lifestyle or are needed to permit migrant children to participate effectively in school. Funds should be used to meet needs that are not addressed by services available from other general education or Title programs. Those students are served first who are designated as having priority for service (PFS) as defined by the State MEP.

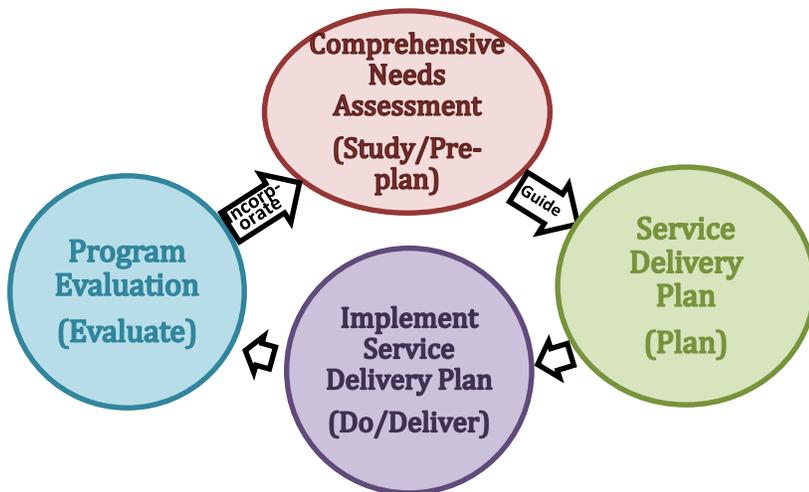
In 2010, a comprehensive needs assessment (CNA) was conducted in order to better understand and articulate the specific services that the Idaho MEP should provide to migrant children and youth and their families. The CNA served as the foundation for the design, delivery, and evaluation of MEP services. For the past three years, the Idaho CNA guided programming and policy decisions to ensure that MEP resources were directed at the most needed and most effective services for migrant students.

The original CNA process in Idaho followed the three-phase implementation model suggested by the Office of Migrant Education (OME) that included both the assessment of needs and the identification of potential solutions at three levels. With the publication of OME's CNA Toolkit in 2012, the process was updated and served as the model for the update to Idaho's 2012-13 CNA report. We have taken into account:

- what has been done in the past with respect to conducting a comprehensive assessment of needs in Idaho as well as the State and local context for assessing and providing comprehensive services to migrant students;
- OME's recommended procedures for conducting a CNA and guidance on successful strategies to incorporate in the Idaho CNA to move the MEP closer to achieving its State goals as well as those required federally;
- the most recent migrant student achievement data and outcomes as compared with non-migrant and all students;
- the development and refinement of needs assessment systems and tools for collecting statewide survey data locally; and
- convened a broad-based needs assessment committee (NAC) to assist the State in its CNA decision making.

The Continuous Improvement Cycle proposed by OME served as a model for the activities conducted through the update to the Idaho CNA. This model illustrates the relationship between the CNA, State plan for the delivery of services through the service delivery plan (SDP) process,

the implementation of services through a defined process for applications for funds and the implementation of programs through local sub-grantees, and the evaluation of services. The exhibit that follows shows the Continuous Improvement Process posited by OME.



The NAC followed the systematic Three-Phase Model of Needs Assessment:

- 1) Exploring “what is,” by examining existing information and systems;
- 2) Gathering/Analyzing Data on migrant students in Idaho; and
- 3) Making Decisions on resources/systems that support or impede MEP staff efforts.

### Data Collection Procedures

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

- Surveys conducted with MEP recruiters and directors, school administrators and staff, migrant parents, and high school students/out-of-school youth (OSY);
- Reviews of State assessment results in reading and mathematics with comparisons made between migrant student achievement results and that of their non-migrant peers or all students in the State;
- Reports on achievement and English language proficiency as measured on the Idaho English Language Assessment (IELA); and
- Interviews with experts on migrant students and programs in Idaho as well as discussion groups and anecdotal information.

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

### Organization of the CNA Report

This update to the CNA report provides an overview of the Idaho CNA process as well as an action plan with recommended strategies and interventions that aim to close the gaps between

where Idaho migrant children are now and where their non-migrant peers are. This action plan will drive the subsequent Comprehensive State SDP.

The SDP will describe the services the Idaho MEP will provide on a statewide basis to address the unique educational needs of migrant children and youth and their families and will provide the basis for the use of all MEP funds in the State. Furthermore, the SDP will help the Idaho MEP develop and articulate a clear vision of:

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

Along with this brief introduction, there are four sections to the CNA report. The next section, *Authorizing Statute and Guidance for Conducting the CNA*, provides legal underpinnings on which Idaho conducts its CNA activities.

This section is followed by the *Phase I*, *Phase II*, and *Phase III* activities of the CNA in which the State migrant student and program profile, the process for gathering and analyzing data, and the process for decision making are presented.

Finally, the Appendices to the report contain the letter from Idaho MEP inviting participation in the NAC, Idaho's Toolkit for Conducting a Local CNA, perception surveys, and general understandings of the NAC.

## 2. AUTHORIZING STATUTE AND GUIDANCE FOR CONDUCTING THE CNA

### Purpose of the CNA

A Migrant Education Program CNA is required by the Office of Migrant Education of the U.S. Department of Education under Section 1306 of the Elementary and Secondary Education Act, reauthorized as the *No Child Left Behind Act of 2001(NCLB), Title I Part C, Section 1304(1) and 2(2)*. States must address the unique educational needs of migratory children in accordance with a comprehensive State plan that:

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

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

Policy guidance issued by OME states that needs assessments must be conducted annually and use the best information available. The needs assessment serves as the blueprint for establishing statewide priorities for local procedures and provides a basis for the State to allocate funds to local operating agencies. To achieve this goal, Idaho has developed and trained local sub-grantees on the Idaho product: *Toolkit on Conducting a Local CNA* found on the State Website at [http://www.sde.idaho.gov/site/migrant\\_edu/docs/CNA%20LEA/CNA%20Toolkit.pdf](http://www.sde.idaho.gov/site/migrant_edu/docs/CNA%20LEA/CNA%20Toolkit.pdf) ).

The Toolkit has been a means for LEAs to take a systematic approach in the same way that the State has done in which it progresses through a defined series of phases, involving key stakeholders such as migrant parents and students as appropriate, educators and administrators of programs that serve migrant students, content area experts, and other individuals that are critical to ensuring commitment and follow-up.

## Overview of the Migrant Education Program Seven Areas of Concern

There are seven common areas of concern that emerged from a pilot CNA initiative that was undertaken by OME from 2002 to 2005 in four States and shared with states as a model for conducting a comprehensive assessment of needs. Seven areas emerged from this initiative as being important for all States to consider as they begin to conduct their statewide assessment of needs or update their CNAs.

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

1. Educational Continuity
2. Instructional Time
3. School Engagement
4. English Language Development
5. Education Support in the Home
6. Health
7. Access to Services

These Seven Areas of Concern served as a focus around which the Idaho NAC developed and revised concern statements. These concern statements, in turn, are used by MEP staff at the Idaho State Department of Education (ISDE) as well as by other key stakeholders to design appropriate services to meet the unique educational needs of our migrant students.

### **3. PHASE I: EXPLORING “WHAT IS”**

Idaho is committed to identifying migrant students with priority for service (PFS) and to ensure that they were being served according to their identified needs. Idaho’s PFS criteria follow. To receive PFS, migrant students must meet at least one area in the A and B sections below.

#### Priority for Services

### **SECTION A**

***1. Migrant students whose English proficiency is at the following levels as indicated by the Idaho English Language Assessment (IELA) are at risk of failing to meet the State’s academic content standards:***

- Level 1 Beginning
- Level 2 Advanced Beginning
- Level 3 Intermediate

***2. Migrant Out-of-School Youth who are recovery youth.***

**3. Migrant students receiving the indicated scores on at least one of the State content assessments below are failing or “at-risk” of failing to meet the State’s academic content standards:**

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

Note: If no test scores are available, the following are acceptable:

1. Failing grades in core academic subjects (progress reports/report cards)
2. Teacher recommendations
3. Failing or “at-risk” scores from other state’s assessment—can be viewed in MSIX

## SECTION B

***Migrant students who meet at least one criteria in Section A AND had at least one of the following interruptions in education should receive Migrant service FIRST:***

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

Prior to the first meeting of the NAC, the MEP Coordinator, with the assistance of the Idaho MEP Database Coordinator and the consultant hired to assist with the CNA update, compiled data on migrant student achievement and outcomes as well as survey data documenting perceptions of migrant staff, parents, and students/OSY.

The data compiled along with the migrant student profile from the previous CNA were used at the first CNA Update meeting to assist the NAC to gain a comprehensive understanding of the characteristics of the migrant student population in Idaho. The profile contained in this section of the report provides a description of migrant students in Idaho during the 2011-2012 school year.

[Idaho’s Migrant Student Data](#)

### DEMOGRAPHICS

There are 4,019 eligible migrant children and youth in the state; of which, 550 (14%) are designated as PFS. Ninety-nine percent (99%) are Hispanic with the remaining 1% consisting of Alaskan Native/American Indian, Asian, and White. There are over 600 migrant children ages 3-5 and not in kindergarten. In grades K-10, enrollment ranges from 190 to nearly 300. Student numbers decrease substantially in grades 11 and 12. In addition, there are 173 eligible OSY which comprises 9% of the eligible migrant students, an increase from 4% during the 2010 CNA. This is the only element of the migrant population that has increased over the past three years. Students with a qualifying move in the last 12 months account for about 23% of the enrolled students. This percentage has remained consistent since the last CNA was completed.

## **LANGUAGE PROFICIENCY**

Overall, about 36% of migrant students are classified as LEP. The percentages of migrant students classified as LEP is highest in grades K-3. The percentage of migrant students at the Early Fluent and Fluent levels is lowest in grades K-1 and 6-12. In grade 8, only 48% are Early Fluent and Fluent, while in the high school grades, 52% of students are found to be at these levels of fluency.

## **MEP SERVICES**

About 55% of eligible migrant students participate in the Migrant Education Program through instructional or support services (may represent a duplicated count). During the regular school year 273 received reading instructional services, and 765 during the summer. In math during the regular school year, 226 received service and during the summer, 761. There were 1,290 students that received support services during the regular school year and 511 during the summer. Broken out for children receiving counseling, there were 78 served. An additional 890 migrant students received referred services during the regular school year and 35 during the summer. There were 92 students identified for special education services through the Individuals with Disabilities Education Act (IDEA). This represents a special education services enrollment of about 5%. The high school graduation rate for migrant students is 85% compared with a rate of 89% for all students in Idaho.

## **MEP PROJECTS AND STAFF**

Forty-three local education agencies (LEAs) in the State serve migrant students, most of which are located in the southern part of Idaho. Two hundred fifty-eight schools in Idaho enroll migrant children. There are 282 total MEPs, of which 258 were regular school year projects and 24 summer/intersession projects. The MEP employs about 174 staff (FTE= 88) statewide during the regular school year and 209 staff (FTE=170) statewide during the summer/intersession projects.

## **ACADEMIC ACHIEVEMENT**

Student achievement on the Math ISAT indicates 58% of migrant students meet proficiency and 81% of all students meet proficiency. The Reading ISAT indicates 69% of migrant students meet proficiency and 89% of non-migrant students meet proficiency. These proficiency levels for migrant students have increased since the previous CNA was completed showing that while still behind, migrant students are closing the achievement gap that exists with all students in Idaho. The highest proficiency levels for migrant students in math are at grades 3-4 and in reading are in grades 7-8.

### [Preparation Phase of the Idaho CNA](#)

The Idaho CNA was designed to develop an understanding of the unique educational needs and educationally-related needs of Idaho migrant students and their families. Not only does this analysis of needs provide a foundation for the future direction of the Idaho MEP through the SDP plan, but it also supports the overall continuous improvement and quality assurance

processes of the Idaho MEP and the overall State Plan. The needs analysis was adapted to the resources and structures available in the State of Idaho.

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

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

The MEP CNA Project Manager is Mary Lou Wells, State MEP Coordinator. Dr. Susan Durón of META Associates provided technical assistance on updating the CNA to the Idaho MEP. The structure for the NAC was similar to that determined for the previous CNA in which the NAC roles and responsibilities were delineated, a calendar of meeting dates and timelines for tasks to be completed was shared with the NAC, and the onsite meetings were followed by materials and data review. The Idaho NAC was charged with:

- guiding the needs assessment process;
- setting priorities; and
- making recommendations to ISDE on CNA policies and practices for implementation of the State MEP.

The NAC members were recommended by State MEP staff and invited to join through an email invitation and a follow-up email request to determine the best possible dates. The NAC reflected a broad range of stakeholders that included State personnel, State MEP staff, MEP directors, recruiters, family liaisons, educators/ instructors, district administrators, and migrant parents.

After Committee membership was solidified, the Project Manager worked with the technical assistance provider to conduct management planning that included a preliminary schedule of meetings, development of the objectives for each meeting, draft agendas and supporting materials for each meeting, meeting arrangements, and NAC member support logistics.

### [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 the target group; 2) determine the focus and scope of the CNA; and 3) gain commitment for all stages of the assessment including the use of the findings for program planning and implementation.

The CNA process:

- includes both needs identification and the assessment of potential solutions;
- addresses all relevant goals established for migrant children;
- identifies the needs of migrant children at a level useful for program design purposes;
- collects data from appropriate target groups; and
- examines need data disaggregated by key subgroups.

The primary purpose of the CNA and the update is to guide the overall design of the Idaho MEP on a statewide basis and ensure that the findings of the CNA are incorporated into the comprehensive State SDP. The SDP will guide the Idaho MEP in the articulation of a clear vision of: 1) the needs of Idaho migrant children and youth; 2) the Idaho MEP measurable program outcomes (MPOs) and how they help achieve the State’s performance targets; 3) the services Idaho will provide on a statewide basis; and 4) how to evaluate whether and to what degree the program is effective.

To explore “what is,” that is—where Idaho is with respect to its migrant students and MEP program services, the CNA committee structure was employed.

### Goals and Factors Related to Migrant Student Success

During the first CNA Update meeting, the NAC addressed the following:

- The purpose of a CNA update as it relates to the MEP planning cycle
- Review of the scope of the work for the NAC
- Review of the existing CNA including data and concerns that arose from the original data review
- Review of the Seven Areas of Concern
- Overview of updated migrant student needs data
- Revision to the existing concern statements
- Discussion on need for further data to support the revised concern statements
- Review of the existing Migrant Student Profile and discussion on the need for additional achievement, outcome, and survey data

The following goals for migrant children were originally established by the Office of Migrant Education (OME) and adopted for Idaho,

**Goal 1: School Readiness**

**Goal 2: Proficiency in Reading**

**Goal 3: Proficiency in Mathematics**

**Goal 4: Graduation from High School**

However, the NAC decided that Goals 2 and 3 would be combined as many of the research-based strategies for addressing the content areas of reading and mathematics were the same. Upon agreement of the efficacy of these broad goals for improving Idaho migrant student achievement, each goal was explored more deeply by identifying key factors that either hinder or help migrant children attain each goal. In the original CNA, the NAC explored the categories of key factors related to the influence exerted on migrant student success, including student-related factors, home/parent-related factors, peer-related factors, and community-related factors.

## Seven Areas of Concern

The factors identified by the NAC for each goal were clustered into **areas of concern** that corresponded to the OME's Seven Areas of Concern. The seven recommended areas of concern and the Idaho context for these concerns are described below.

1. **Educational Continuity**—Because migrant students often are forced to move during the regular school year, students tend to experience a lack of educational continuity. Migrant students experience differences in curriculum, academic standards, homework policies, and classroom routines. Their course placements reflect inconsistencies. The cumulative impact of educational discontinuity is daunting. In a six year span, students moving more than three times are likely to fall a full academic year behind stable peers. 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. Ways to ameliorate the impact of family mobility and delays in enrollment procedures are essential.
3. **School Engagement**—Migrant students are frequently faced with adjustments to new school settings, making new friends, and social acceptance challenges, which are generally grouped as behavioral, emotional and cognitive, based on Fredricks, Blumenfeld, and Paris (2003).

*Behavioral engagement* focuses on the opportunities for participation, including academic, social, or extracurricular activities. It is considered a crucial factor in positive academic outcomes and preventing school dropout.

*Emotional engagement* emphasizes appeal. Positive and negative reactions to teachers, classmates, academic materials, and school in general determine whether or not ties are created. Such responses influence identification with the school and a sense of belonging and feeling valued.

*Cognitive engagement* hinges on investment in learning and may be a response to expectations, relevance, and cultural connections. Without engagement, students may be at risk for school failure. Migrant students need avenues that ensure they are valued and have the opportunities that more stable students have.

4. **English Language Development**—English language development (ELD) is critical for academic success. In the school setting, ELD focuses on the literacy skills applicable to content area learning. Since many migrant students have a home language other than English, migrant programs must find avenues to supplement the difficulties faced by migrant students in ELD due to their unique lifestyle, while not supplanting Title III program activities.
5. **Education Support in the Home**—Home environment is often associated with a child's success in school, reflecting exposure to reading materials, a broad vocabulary, and

educational games and puzzles. Such resources reflect parent educational background and socio-economic status. While many migrant parents value education for their children, they may not always know how to support their children in a manner consistent with school expectations nor have the means to offer an educationally rich home environment. Efforts to inform families are crucial.

6. **Health**—Good health is a basic need that migrant students often do not attain. The compromised dental and nutritional status of migrant children is well documented. They have higher proportions of acute and chronic health problems and there are higher childhood and infant mortality rates than those experienced by their non-migrant peers (Huang, 1993). They are at greater risk than other children due to pesticide poisoning, farm injuries, heat-related illness, and poverty. They are more likely to be uninsured and have difficulties with health care access. Families often need assistance in addressing health problems that interfere with the student’s ability to learn.
7. **Access to Services**—Newcomer status and home languages other than English often decrease access to educational and educationally-related services to which migrant children and their families are entitled. Since they are not viewed as permanent residents, services become more difficult to obtain.

[Idaho Concern Statements](#)

During the second NAC meeting, the Committee focused on reviewing the updated CNA data that contained the additional support data requested by the Committee. Based on that, they were able to revise the Concern Statements for each goal area based upon the key factors associated with each of the seven areas of concern to develop solution strategies. Finally, they spent time during this meeting to prioritize the solution strategies and cross-reference to ensure that each is grounded in meaningful data.

The Concern Statements follow. The complete Idaho CNA Decisions and Planning Chart is found in Appendix C. This chart was used as a management tool to ensure that the Concern Statements, data sources, need indicator, and solution strategies were aligned.

Concern Statement		7 Areas of Concern Area
<b>SCHOOL READINESS</b>		
1	We are concerned that migrant PK-aged children do not attend extended day/year academic services.	Access to Services
2	We are concerned that migrant PK-aged children do not have access to instructional and support services to better prepare them for school.	
3	We are concerned that migrant parents of PK-aged children may not be able to provide academic support in the home.	Educational Support in the Home
4	We are concerned that migrant students and their families do not have adequate health care.	Health
<b>ACADEMIC AREAS OF READING AND MATHEMATICS</b>		
1	We are concerned that because many migrant students do not attend school on a regular basis, they experience less academic success.	School Engagement

2	We are concerned that migrant students are not receiving effective English language development instruction.	English Language Development
3	We are concerned that migrant students with limited English proficiency cannot fully access content area instruction.	
4	We are concerned that migrant children are not able to recover loss of instructional time with certified teachers.	Instructional Time
5	We are concerned that migrant students are unable to attend extended day/year academic services.	Access to Services
6	We are concerned that migrant parents may not be able to provide academic support in the home.	Educational Support in the Home
7	We are concerned that migrant students and their families do not have adequate health care which affects success in school.	Health
<b>HIGH SCHOOL GRADUATION AND SERVICES TO OUT-OF-SCHOOL YOUTH</b>		
1	We are concerned that migrant students are not able to accrue adequate credits towards graduation and/or complete other graduation requirements.	Educational Continuity
2	We are concerned that migrant students and families do not understand school requirements including what is needed for high school graduation.	
3	We are concerned that migrant students are unable to attend extended day/year academic services.	Access to Service
4	We are concerned about the low number of OSY receiving services compared to the number that have been identified.	
5	We are concerned that migrant parents may not be able to provide academic support in the home.	Educational Support in the Home
6	We are concerned that migrant children are not able to recover loss of instructional time with certified teachers.	Instructional Time

#### 4. PHASE II: GATHERING AND ANALYZING DATA

In the second phase of the CNA process, the key objectives were to build mechanisms for obtaining data that are appropriate and timely; and build a comprehensive understanding of the gaps between Idaho migrant students and all other students in the state. Three categories of Idaho migrant student data were targeted: demographic; achievement; and perception.

Demographic data was drawn from the Idaho Migrant Database and the synthesis of that data is reported in the current Idaho Migrant Student Profile described below. Achievement data was drawn from sources related to each goal for migrant children.

- *School Readiness* data derived from parent and staff surveys as well as from expert reports from the members of the Committee;
- *Proficiency in Reading and Mathematics* data was derived from the SY 2011-12 Idaho State Assessments as reported by ISDE on its State website and in the Comprehensive State Performance Report (CSPR I and CSPR II) ; and
- *Graduation from High School and OSY* data was derived from the Idaho Migrant Database, CSPR II, and Solutions for Out-of-School Consortium (SOSY) 2011-12 Form 1.

Perception data was drawn initially from a survey developed specifically for migrant staff, high school migrant students/out-of-school youth, and migrant parents. A second parent survey was distributed to those migrant parents who had a pre-school child.

Data tables that informed the migrant student profile that follows are found in Appendix A.

### Idaho's Migrant Student Profile

• Typical qualifying activities	Dairy (cattle), potatoes, wheat, hay, sugar beets, fruit trees
• Mobility patterns	Moves within Idaho (39%); Interstate moves (41%); moves from Mexico (21%)
• Primary sending states	Arizona, California, Oregon, Utah, Washington
• Regional ID&R contacts	Region 1-Vallivue; Region 2-Kuna; Region 3 & 6-Minidoka; Region 4-Jerome; Region 5-Blackfoot; Region 7-Bonneville (Idaho Falls)
• 43 Migrant Education Program local education agencies (LEAs)	Aberdeen, American Falls, Blackfoot, Bliss, Bonneville, Boundary, Bruneau-Grand View, Buhl, Caldwell, Cassia, Dietrich, Emmett, Filer, Freemont, Fruitland, Gooding, Hansen, Homedale, Idaho Falls, Jefferson, Jerome, Kimberly, Kuna, Madison, Marsing, Melba, Middleton, Minidoka, Murtaugh, Nampa, New Plymouth, Parma, Payette, Shelley, Snake River, Twin Falls, Valley, Vallivue, Weiser, Wendell, West Jefferson, Wilder
• Graduation rate	85% (compared with 89% for all students)
• Dropout rate	15% (compared with 11.4% for all students)
• Eligible migrant students	4,019
• Eligible migrant students who are limited in English proficiency (LEP)	1,459 (36% of all eligible migrant students); Spanish is the primary language spoken by the majority of migrant students who are LEP
• Eligible migrant students with Priority for Services (PFS)	550 (14% of all eligible migrant students)
• Migrant students served	1,439 (regular school year) and 783 (during the summer)
• Migrant students served classified as PFS	PK (1%); K-3 (35%); 4-6 (25%); 7-8 (15%); 9-12 and OSY (24%)
• OSY identified/served	Identified: 173; served regular school year: 31 (18%); summer: 1
• Support services received	1,290 (regular school year) and 511 (during the summer)
• Counseling services received	78 (regular school year only)
• Referred services received	890 (regular school year) and 35 (during the summer)
• Students scoring Proficient or Advanced on ISAT-Reading	69% (compared with 89% for all students)
• Students scoring Proficient or Advanced on ISAT-Math	58% (compared with 81% for all students)
• Students scoring Proficient on the IELA (English proficiency exam)	7% of migrant students who are LEP (compared with 34% for all students who are LEP)
• Migrant student ethnicity	99% Hispanic/Latino; 1% White/Other

## **PERCEPTION DATA**

A migrant parent survey (see Appendix B) was prepared by the Committee and distributed by the State MEP director to local MEP sites with directions to administer the survey to migrant parents in Idaho during the winter and spring of 2013. The surveys were made available in English and Spanish. Nearly 300 migrant parents participated in the survey.

### **Migrant High School Student/Out-of-School Youth Survey**

A migrant high school student/OSY survey (see Appendix B) was prepared and distributed to local MEP sites with directions to administer the survey to migrant parents in Idaho during the winter and spring of 2013. The surveys were made available in English and Spanish. Over 200 migrant students in grades 9-12 and OSY participated in the survey.

### **Migrant Staff Survey**

A Migrant staff survey (see Appendix B) was prepared and distributed to local MEP sites with directions to administer the survey to migrant staff in Idaho during the winter and spring of 2013. There were 176 staff that participated in the survey that was available in a hard copy or electronically through SurveyMonkey.

### **Migrant Pre-School Staff and Parent Surveys**

A migrant pre-school staff survey and a migrant pre-school parent survey (see Appendix B) were developed by the Committee when it became clear that additional data were needed to address concerns about the needs of pre-kindergarten migrant children and their parents. The pre-school parent survey was made available in English and Spanish. District MEP directors received a communication from the State MEP director explaining the purpose of the surveys. There were 41 staff and about 20 parents that participated in the survey that was available in a hard copy or electronically through SurveyMonkey.

## **5. PHASE III: MAKING DECISIONS**

In the third phase of the CNA process, the key objective was to review data and develop viable conclusions and recommendations that will be used as a foundation for the SDP. The NAC met to develop comprehensive recommendations to:

- Ensure that the recommended solutions are feasible and can be effectively implemented;
- Ensure that the recommended solutions have a strong possibility of impacting the current achievement gap and affect the causes of the current achievement gap;
- Ensure that the solutions are acceptable to all stakeholders involved (e.g., migrant parents, MEP staff, district administrators).

The following section offers the final recommendations made by NAC. A complete list of the Concern and Solution Strategies is found in the CNA Decisions and Planning Chart in Appendix C. This chart illustrates the planning done by the NAC to align the concern with data source,

need indicator, and solution strategy. The NAC then worked to prioritize the solutions to ensure that adequate resources were allocated to address those solutions deemed most important.

The solution research is cited below for school readiness, the content areas of reading and mathematics, and high school graduation/services to out-of-school youth.

### School Readiness

**Need Statements:** (1) Access to services during the summer by students ages birth through 5 (not kindergarten) is limited, with only 26% being served during the summer. 25% of staff felt that children have very little or no access to services to prepare them for kindergarten.

(2) 34% of PK parents reported having very little or no awareness of services available. 41% report that their child does not participate in a pre-school. 30% of PK parents and 25% of staff felt that children had very little or no access to PK instruction to better prepare them for school.

(3) Parent survey item #1 indicates a high percentage of parents not able to help their children with homework.

(4) Parent survey item #2 shows a high percent of parents indicating no access to adequate health care. 9% of PK parents and 20% of PK staff felt children had very little or no access to health care to prepare for school.

### Solution Strategies with Supporting Research and Promising Practices

- Offer migrant pre-school during the regular/summer term (Camilli, Vargas, Ryan, & Barnett, 2010).
- Provide parent/child school readiness skills home visits school readiness skills workshops for parents (Denton, Reaney, & West, 2001; Snow, Burns, & Griffin, 1998).
- Provide support and resources to migrant staff regarding resources provided by community service agencies (e.g., Health & Welfare, food banks). (Literature Review on Migrant Education, downloaded on 5/30/13 at <http://results.ed.gov>, p.32).
- Participate in community collaborations with MSHS, Head Start, and social service agencies (Head Start Impact Study, January 2010).
- Provide professional development opportunities to family liaisons to enable them to support parents in providing school readiness opportunities to their children (CDA Program, Parents as Teachers, Creative Curriculum). Educational outcomes for children are positively related to the Teacher's education and experience (Abbott-Shimm, Lambert, & McCarthy, 2000)
- Provide school readiness skills workshops (parent/child) (Harvard Family Research Project, 2006).
- Provide family literacy services (Bracken, S. S. & Fischel, J. E., 2008).
- Provide family literacy training and resources for families of young migrant children. (Harvard Family Research Project, 2006).

### Content Areas of Reading, Language, and Mathematics

**Need Statements:** (1) CNA Committee members report a high rate of absence/poor attendance by migrant versus non-migrant students.

(2) Only about 58% of migrant students score at Proficient or Above on the IELA versus 66% of non-migrants. In reading/language on the ISAT, 69% of migrant (vs. 89% of all students) scored at Proficient/Above.

- (3) Nearly 1,500 eligible migrant students (36% of total) are classified as LEP. Only 58% score Proficient or Above on the IELA versus 66% of non-migrant students. In reading, 69% of migrant (vs. 89% of all students) are Proficient/Above. In math, 58% are Proficient/Above compared with 81% for all.
- (4) There is a loss of instructional time during the summer, especially by students in grades 7-12 and OSY. Statewide, only 28 7-12<sup>th</sup> graders/OSY participated in reading and math services.
- (5) 20% fewer migrant students score Proficient in reading and 23% fewer in math than all students. About 20% of eligible migrant students receive extended year (summer) services in reading or math.
- (6) 20% fewer migrant students score Proficient in reading and 23% fewer in math than all students. About 20% of eligible migrant students receive extended year (summer) services in reading or math.
- (7) Parent survey item #2 indicates a high percentage of parents do not have access to adequate health care.

## Research

- Communicate with parents on attendance in a language they understand. This goes beyond letters sent home with the child. (López, G. R., Scribner, J. D., & Mahitivanichcha, K., 2001).
- Provide a migrant liaison to communicate with migrant families about school-related issues that affect academic success. (López, G. R., Scribner, J. D., & Mahitivanichcha, K., 2001).
- Provide professional development for staff on the unique needs of migrant students, issues of migrancy and cultural responsiveness, and how these issues affect language acquisition and instruction and making instruction in the content areas meaningful for migrant students. (National Middle School Association, 2004).
- Provide before- and after-school and Saturday classes to migrant students who are English learners emphasizing basic English language skills and filling in prior knowledge gaps. (Little, P.; Wimer, C.; Weiss, H.B., 2008).
- Provide access to extended day and summer classes by providing transportation. Hire older migrant students as bus aides, custodians, and assistants to allow them to participate in instruction for part of the day and a paid worker for part of the day. (Patall, A.E.; Cooper, H.; Batts, Allen A., 2010).
- Provide literacy and math materials and appropriate training for parents to allow them to assist their children with homework, test-taking skill, special projects, and monitoring of academic progress. (Harvard Family Research Project, 2006).
- Offer information and resources for PACs and parent meetings on preventative health care and health issues of importance. Coordinate with health clinics and medical agencies that provide inexpensive preventative care. (Martínez and Velásquez, 2000).
- Provide information for migrant staff on awareness of health services in the community and set up regular communication with employers of migrant families to encourage awareness of health issues. (Martínez and Velásquez, 2000).
- Provide after school tutoring programs for migrant students (peer-to-peer support, Senior projects, and other community service opportunities) Topping, K.J., & Ehly, E., Eds., (1998). *Peer-Assisted Learning*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Hold a migrant summer school addressing the literacy needs of migrant students. Montana Migrant Education Program Summer Learning Programs  
[http://www.summerlearning.org/resource/resmgr/press\\_releases/080602.montanarelease.pdf](http://www.summerlearning.org/resource/resmgr/press_releases/080602.montanarelease.pdf)

## High School Graduation/Services to Out-of-School Youth

**Need Statement:** (1) The migrant student graduation rate is 85% and the all students graduation rate is 89%. The migrant dropout rate is 15% and the all students dropout rate is 11.4%. 52% of secondary/OSY indicate a need for more help to progress in studies and 47% indicate a need to earn H.S. credits needed to graduate.

- (2) Parent survey questions #1 and #3 indicate a high percentage of parents indicating lack of understanding of school graduation requirements lack of familiarity with school systems.
- (3) and (4) CSPR data show that low access by migrant students to services during the summer, especially for those in grades 7-12 and OSY. Statewide, only 28 7-12<sup>th</sup> graders/OSY participated in reading and math services.
- (5) Parent survey item #1 indicates a high percentage of parents not able to help with homework.
- (6) CSPR data show a lack of instructional time during the summer, especially by students in grades 7-12 and OSY. Statewide, only 28 7-12<sup>th</sup> graders/ OSY participated in reading and math services.

### Research

- Meet with migrant parents and families to prepare students for transitions (e.g., between elementary and middle/junior high school, and between high school and postsecondary/career). (Noeth and Wimberly, 2002).
- Facilitate meetings between migrant secondary students and school counselors at least three times each year. (Borders, L.D. & Drury, S.M., 1992).
- Hold school team meetings each year with students' migrant teacher, general classroom teacher, liaison and/or interpreter, and others as appropriate to determine students needing graduation plans. (Noeth and Wimberly, 2002).
- Provide tutorial support and guidance to students enrolled in PASS, IDLA, and other credit accrual programs. (National PASS Coordination Committee, 2009).
- Provide professional development to all staff and administrators on educational/cultural aspects of migrancy/mobility and their impact on school-aged migrant students' unique educational needs including the need for flexible scheduling. (Antuñez, 2009).
- Provide year-round access and support to a variety of flexible credit accrual options, including PASS programs, online credit recovery, extended day/year, and more flexible attendance policies. (Policy brief: Success in Secondary School and Access to Postsecondary Education for Migrant Students, January 2009). National PASS Coordinating Committee, Mt. Morris, NY: OEA policy recommendation, 2011).
- Institute dropout prevention services. National Center for Education Evaluation and Regional Assistance (<http://ies.ed.gov/ncee/wwc>, What Works Clearinghouse, September 2008).
- Coordinate with local agencies to enroll migrant students and OSY in online courses, GED programs career education, and vocational training. (National PASS Coordination Committee, 2009); Kerka (2004); IMEC, 2002; Sturko, 2005; Ward, 2002; Cornell University, 2005).
- Participate in the OSY and technology consortia, using lessons, materials, strategies, assessments, etc. ([www.osymigrant.org](http://www.osymigrant.org) and [www.inet-migrant.org](http://www.inet-migrant.org)).

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

The Idaho plan for the delivery of services to meet the unique educational needs of its migrant students will serve as the basis for the use of all MEP funds in the State. This Service Delivery Plan is essential to help the Idaho MEP develop and articulate a clear vision of the needs of migrant children on a statewide basis; the MEP's measurable outcomes and how they help

achieve the State's performance targets; the services the MEP will provide on a statewide basis; and how to evaluate whether and to what degree the program is effective.

The Idaho MEP will include the following components in its comprehensive State Service Delivery Plan:

1. *Performance Targets.* The plan must specify the performance targets that the State has adopted for all migrant children for: 1) reading; 2) math; 3) high school graduation; 4) the number of school dropouts; 5) school readiness; and 6) any other performance target that the State identifies for migrant children.
2. *Needs Assessment.* The plan must include identification and an assessment of: (1) the unique educational needs of migrant children that result from the children's migrant lifestyle; and (2) other needs of migrant students that must be met in order for them to participate effectively in school.
3. *Measurable Program Outcomes.* The plan must include the measurable outcomes that the MEP will produce statewide through specific educational or educationally-related services. Measurable outcomes allow the MEP to determine whether and to what degree the program has met the special educational needs of migrant children that were identified through the comprehensive needs assessment. The measurable outcomes should also help achieve the State's performance targets.
4. *Service Delivery.* The plan must describe the MEP's strategies for achieving the performance targets and measurable objectives described above. The State's service delivery strategy must address: (1) the unique educational needs of migrant children that result from the children's migrant lifestyle, and (2) other needs of migrant students that must be met in order for them to participate effectively in school.
5. *Evaluation.* The plan must describe how the State will evaluate whether and to what degree the program is effective in relation to the performance targets and measurable outcomes. The Idaho MEP *may* also include the policies and procedures it will implement to address other administrative activities and program functions, such as:
  - *Priority for Services.* A description of how, on a statewide basis, the MEP will give priority to migrant children who: 1) are failing, or most at risk of failing, to meet the State's challenging academic content and student achievement standards, and 2) whose education has been interrupted during the regular school year.
  - *Parent Involvement.* A description of the MEP's consultation with parents (or with the State parent advisory council, if the program is of one school year in duration) and whether the consultation occurred in a format and language that the parents understand.
  - *Identification and Recruitment.* A description of the State's plan for identification and recruitment activities and its quality control procedures.

- *Student Records*. A description of the State's plan for requesting and using migrant student records and transferring migrant student records to schools and projects in which migrant students enroll.

In addition, Idaho will: 1) update the CNA as needed to reflect changing demographics and needs; 2) change our performance targets and/or measurable outcomes to reflect changing needs; and 3) use evaluation data to change services that the MEP will provide statewide and the evaluation design to reflect changes in needs.

As part of the Idaho MEP continuous improvement model, the next step for the Idaho MEP is to use the information contained in this CNA report to inform the comprehensive State service delivery planning process. The State has begun planning for this activity during the 2013-14 school year and will use the OME toolkit, *Migrant Education Service Delivery Plan Toolkit: A Tool for State Migrant Directors* (August 2012).

# APPENDICES

APPENDIX A: Idaho CNA Update Data Tables

APPENDIX B: Parent, Staff, and Student/OSY Needs Assessment Surveys *(Note: The Appendices contain the most recent CNA forms as revised by the Needs Assessment Committee in May 2013. Minor modifications have been made to the original forms used by parents, staff, and students/OSY. Contact the Idaho State Department of Education, Migrant Education Program for a copy of the original forms used.)*

APPENDIX C: Idaho CNA Decisions and Planning Chart

## APPENDIX A

### IDAHO CNA UPDATE – DATA TABLES

(SOURCE: 2011-12 CSPR I, CSPR II, CNA SURVEYS, ID SEA) – REVISED 5/27/13

- Exhibit 1 – Eligible Students (Migrant and Title I-A)
- Exhibit 2 – Eligible Migrant Students Classified as Limited English Proficient (LEP)
- Exhibit 3 – Eligible Migrant Students Classified as Priority for Services (PFS)
- Exhibit 4 – Migrant Student Grade Clusters for Students Classified as Having PFS
- Exhibit 5 – Migrant Student Mobility
- Exhibit 6 – Migrant Students Served
- Exhibit 7 – Instructional Services Received During the Regular School Year and the Summer Session
- Exhibit 8 – Support Services with Breakout for Counseling Service/Referred Service
- Exhibit 9 – Migrant Program Personnel
- Exhibit 10 – Other Migrant Student Data (Graduation and Dropout)
- Exhibit 11 – Type of Migrant Project
- Exhibit 12 – Percent of All Students and Migrant Students Scoring at Proficient or Above on State Assessments
- Exhibit 13 – Staff Needs Assessment Survey Supplementary Instructional Services
- Exhibit 14 – Staff Needs Assessment Survey Supplementary Support Services
- Exhibit 15 – Staff Needs Assessment Survey Suggestions to Improve Services
- Exhibit 16 – Staff Needs Assessment Survey Recommended Professional Development Topics
- Exhibit 17 – Staff Needs Assessment Survey Recommended Topics for Migrant Parents
- Exhibit 18 – Parent Needs Assessment Survey Instructional Services Needed MOST to Help Children Be More Successful in School
- Exhibit 19 – Parent Needs Assessment Survey Support Services Needed MOST to Help Children Be More Successful in School
- Exhibit 20 – Parent Needs Assessment Survey Suggestions to Improve Services to Migrant Children and families
- Exhibit 21 – Parent Needs Assessment Survey Recommended Topics Greater Parent Involvement
- Exhibit 22 – Secondary Students/Out of School Youth Needs Assessment Survey Would Like Help with Instruction
- Exhibit 23 – Secondary Students/Out of School Youth Needs Assessment Survey My Learning Experience (Response = Some or A Lot)
- Exhibit 24 – Preschool Parent Needs Assessment Survey Results
- Exhibit 25 – Preschool Staff Needs Assessment Survey Results



**IDAHO CNA UPDATE – DATA TABLES  
(SOURCE: 2011-12 CSPR I AND II)**

**Exhibit 1 – Eligible Students**

<b>Age/Grade</b>	<b>Title I-A</b>	<b>Title I-C Migrant</b>
Birth - 2	1	157
3-5 (Not kdg)	159	621
K	15,331	252
1	15,742	294
2	15,190	287
3	14,903	243
4	14,381	281
5	13,734	268
6	10,463	239
7	7,388	224
8	6,992	195
9	4,107	215
10	3,574	190
11	3,261	165
12	3,249	126
Ungraded	4,412	89
Out-of-school	-	173
<b>Total</b>	<b>132,887</b>	<b>4,019</b>

**Exhibit 2 – Eligible Migrant Students Classified as Limited English Proficient (LEP)**

<b>Age/Grade</b>	<b>All Migrant Students</b>	<b>LEP Migrant Students</b>	
		<b>Number</b>	<b>%</b>
3-5 (Not kdg)	621	30	5%
K	252	159	63%
1	294	188	64%
2	287	164	57%
3	243	122	50%
4	281	128	46%
5	268	119	44%
6	239	107	45%
7	224	82	37%
8	195	74	38%
9	215	81	38%
10	190	77	41%
11	165	63	38%
12	126	36	29%
Ungraded	89	15	17%
Out-of-school	173	14	8%
<b>Total</b>	<b>4,019</b>	<b>1,459</b>	<b>36%</b>

**Exhibit 3 – Eligible Migrant Students Classified as Priority for Services (PFS)**

Age/Grade	All Migrant Students	PFS	
		Number	%
3-5 (Not kdg)	621	8	1%
K	252	55	22%
1	294	54	18%
2	287	42	15%
3	243	41	17%
4	281	57	20%
5	268	46	17%
6	239	36	15%
7	224	42	19%
8	195	39	20%
9	215	39	18%
10	190	32	17%
11	165	30	18%
12	126	13	10%
Ungraded	89	-	0%
Out-of-school	173	16	9%
<b>Total</b>	<b>4,019</b>	<b>550</b>	<b>14%</b>

**Exhibit 4 – Migrant Student Grade Clusters for Students Classified as Having PFS**

Age/Grade	Number
Pre-K - Age 3-5	8
Grades K-3	192
Grades 4-6	139
Grades 7-8	81
Grades 9-12 and OSY	130
Total	550

**Exhibit 5 – Migrant Student Mobility**

Age/Grade	12 months	Previous 13-24	Previous 25-36	Previous 37-48
Age 0-2	71	54	30	2
Age 3-5	156	183	180	102
K	71	67	64	50
1	70	83	85	56
2	58	79	83	67
3	57	52	77	57
4	58	74	83	66
5	69	68	64	67
6	50	74	61	54

Age/Grade	12 months	Previous 13-24	Previous 25-36	Previous 37-48
7	39	63	66	56
8	43	47	58	47
9	38	59	58	60
10	35	50	63	42
11	32	41	43	49
12	7	29	44	46
Ungraded	6	13	36	34
OSY	65	54	31	23
<b>Total</b>	925 (23%)	1,090 (27%)	1,126 (28%)	878 (22%)

**Exhibit 6 – Migrant Students Served**

Age/Grade	Regular Year	Summer Term
Birth - 2	9	1
3-5 (Not kdg)	65	158
K	131	89
1	142	108
2	129	104
3	115	93
4	115	88
5	116	70
6	106	39
7	95	9
8	90	13
9	98	1
10	84	6
11	71	2
12	40	1
Ungraded	2	0
OSY	31	1
<b>Total</b>	1,439	783

**Exhibit 7 – Instructional Services Received During the Regular School Year and Summer Session**

Age/Grade Grouping	Reading Instruction		Mathematics	
	Regular Year	Summer Term	Regular Year	Summer Term
Birth through age 5 (not kdg)	2	159	2	159
K-3	114	388	76	385
4-6	70	190	68	189
7-8	37	18	32	18
9-12	49	10	47	10
OSY	1	0	1	0
<b>TOTAL</b>	273	765	226	761

**Exhibit 8 – Support Services with Breakout for Counseling Service/Referred Service**

Age/Grade	Children Receiving Support Services		Breakout of Children Receiving Counseling		Referred Service	
	Regular	Summer	Regular	Summer	Regular	Summer
Birth-PreK	73	100	7	0	101	5
K	109	64	10	0	69	5
1	124	65	3	0	87	8
2	112	55	6	0	78	6
3	101	55	3	0	59	3
4	103	64	5	0	65	2
5	103	42	5	0	70	2
6	96	35	4	0	62	3
7	86	8	7	0	49	1
8	85	12	5	0	43	0
9	89	1	6	0	49	0
10	75	6	5	0	55	0
11	67	2	5	0	38	0
12	37	1	4	0	29	0
Ungraded	2	0	0	0	4	0
OSY	28	1	3	0	32	0
<b>Total</b>	<b>1,290</b>	<b>511</b>	<b>78</b>	<b>0</b>	<b>890</b>	<b>35</b>

**Exhibit 9 – Migrant-Funded Personnel**

	Regular School Year		Summer/Intersession	
	Number	FTE	Number	FTE
State Director	1	1	1	1
Teachers	16	7	93	80
All Paraprofessionals	98	45	80	65
Recruiters	52	33	27	19
Records Transfer Staff	7	2	8	5
Qualified Paraprofessionals	98	45	74	64

**Exhibit 10 – Other Migrant Student Data**

Graduation Rate		Dropout Rate		Migrant OSY		
Migrant	Non-Migrant	Migrant	Non-Migrant	Number Identified	Number Served	% Served of Identified
85.0%	88.6%	15.0%	11.4%	173	31	18%

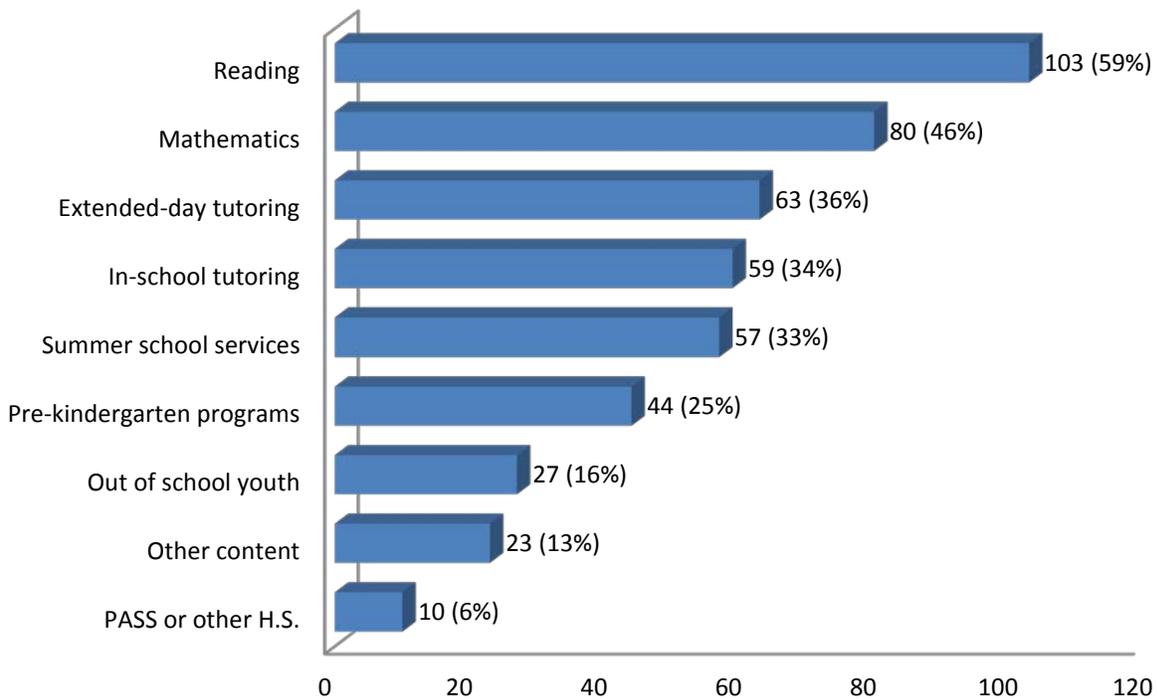
**Exhibit 11 – Type of Migrant Project**

Type of MEP Project	Number of MEP Projects	Number of Migrant Children
Regular school Year – school day only	258	3,014
Regular school Year – school day/extended day	0	0
Summer/intersession only	24	794
Year round	282	3,808

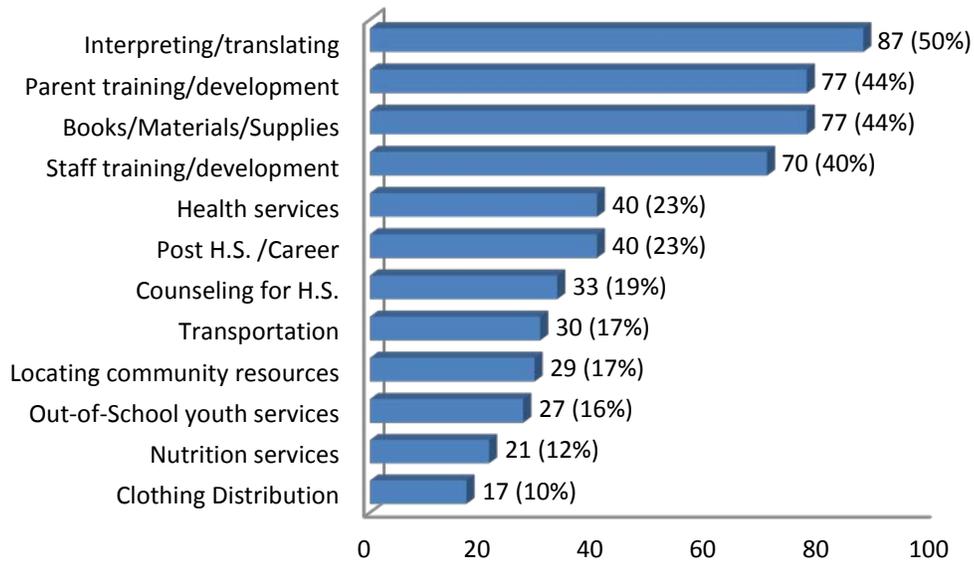
**Exhibit 12 – Percent of All Students and Migrant Students Scoring at Proficient or Above on State Assessments**

Grade	Reading/Language (ISAT)		Math (ISAT)		Language (IELA)			
	All Students	Migrant	All Students	Migrant	All LEP N	All LEP Students	Migrant N	Migrant
<b>K</b>	-	-	-	-	600	28%	<b>39</b>	<b>7%</b>
<b>1</b>	-	-	-	-	557	28%	<b>34</b>	<b>6%</b>
<b>2</b>	-	-	-	-	661	45%	<b>44</b>	<b>7%</b>
<b>3</b>	88%	<b>70%</b>	88%	<b>76%</b>	431	36%	<b>42</b>	<b>10%</b>
<b>4</b>	89%	<b>72%</b>	86%	<b>70%</b>	405	38%	<b>34</b>	<b>8%</b>
<b>5</b>	88%	<b>62%</b>	79%	<b>52%</b>	306	32%	<b>25</b>	<b>8%</b>
<b>6</b>	89%	<b>64%</b>	79%	<b>52%</b>	254	31%	<b>22</b>	<b>9%</b>
<b>7</b>	91%	<b>73%</b>	75%	<b>45%</b>	274	34%	<b>17</b>	<b>6%</b>
<b>8</b>	92%	<b>76%</b>	79%	<b>52%</b>	263	36%	<b>17</b>	<b>6%</b>
<b>H.S.</b>	88%	<b>61%</b>	78%	<b>51%</b>	896	37%	<b>72</b>	<b>8%</b>
<b>Total</b>	89%	<b>69%</b>	81%	<b>58%</b>	4,647	34%	<b>346</b>	<b>7%</b>

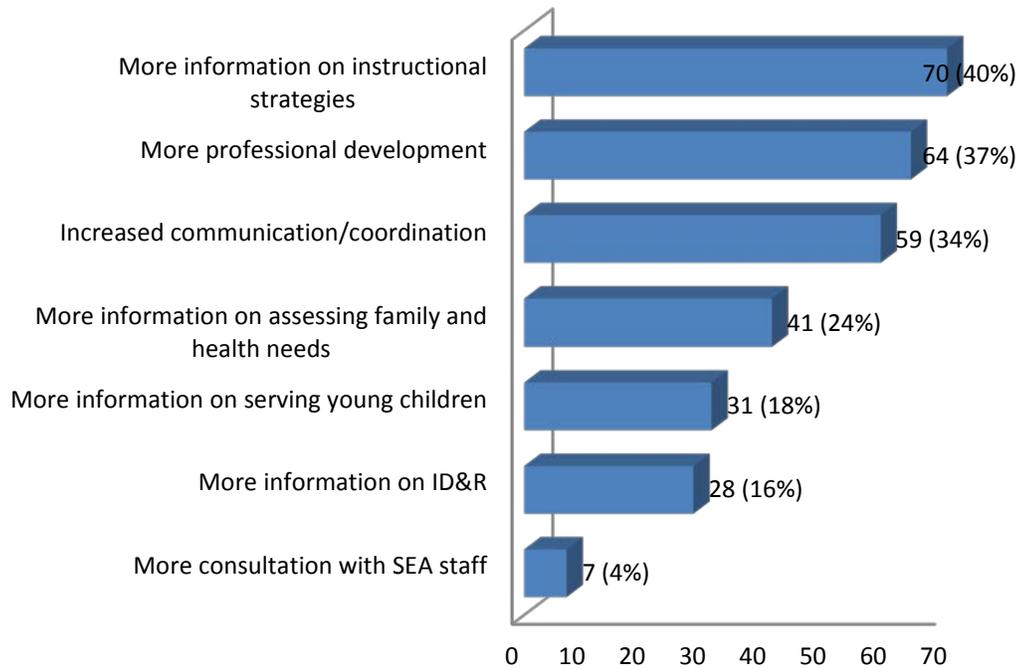
**Exhibit 13 – Staff Needs Assessment Survey  
Supplementary Instructional Services (N=176)**



**Exhibit 14 – Staff Needs Assessment Survey  
Supplementary Support Services (N=176)**



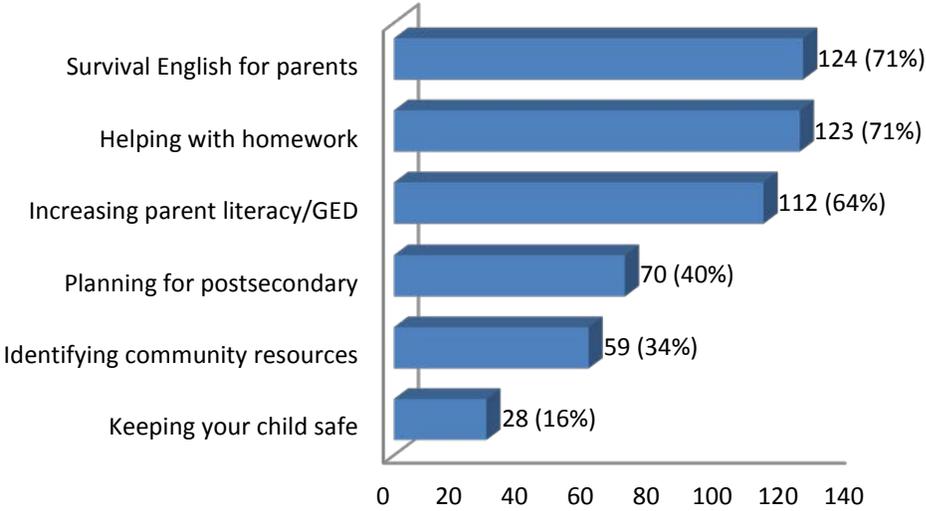
**Exhibit 15 – Staff Needs Assessment Survey  
Suggestions to Improve Services (N=176)**



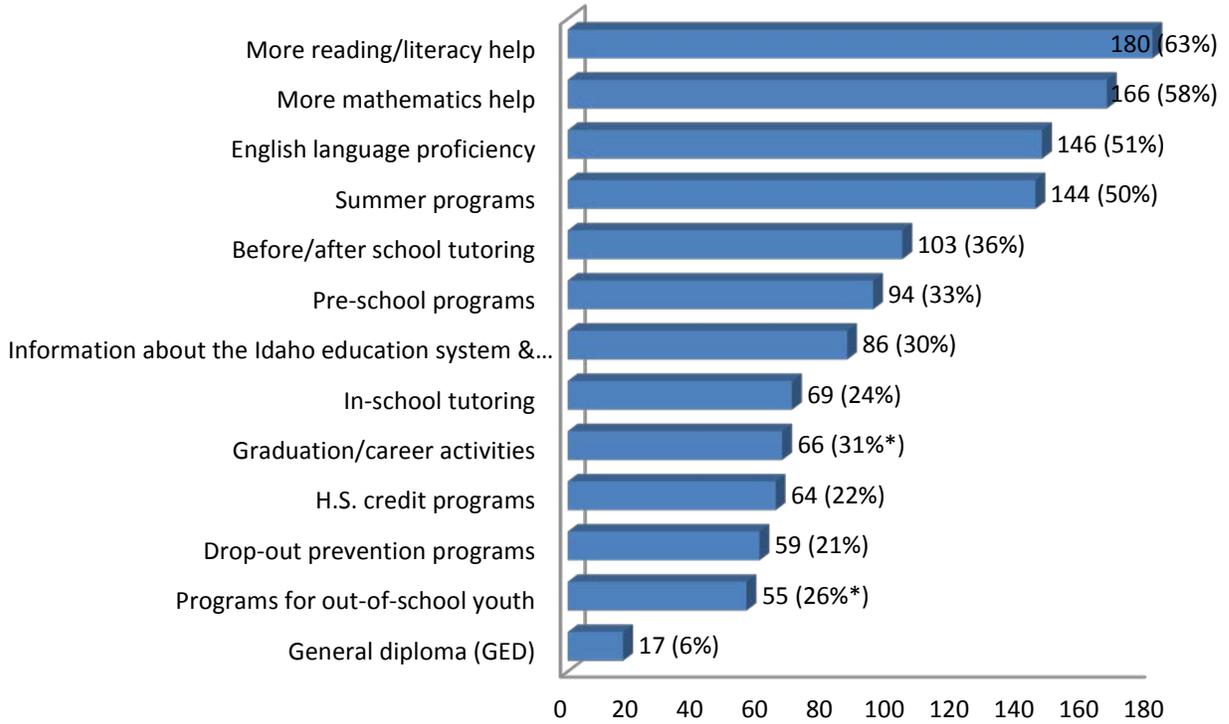
**Exhibit 16 – Staff Needs Assessment Survey  
Recommended Professional Development Topics (N=176)**



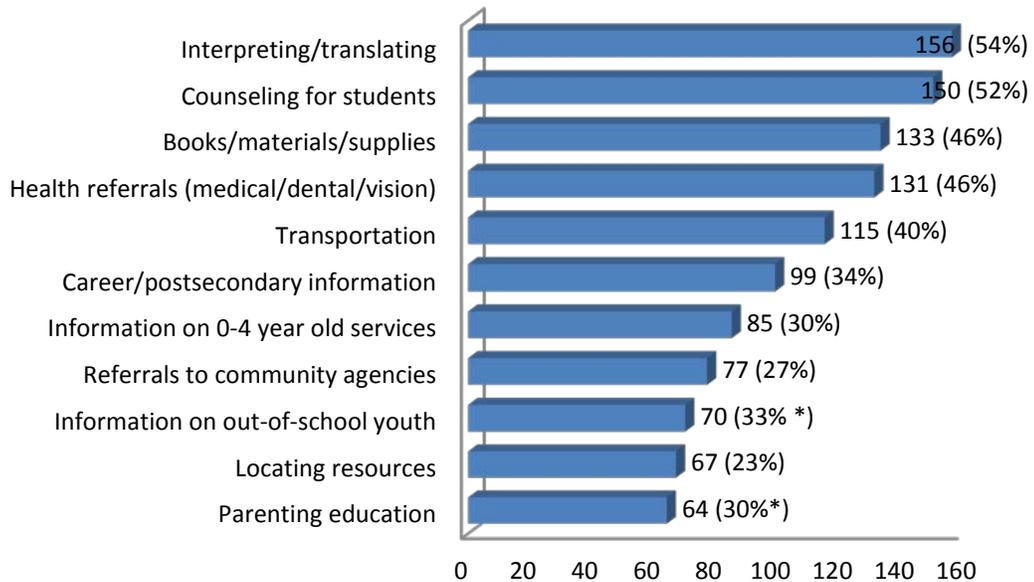
**Exhibit 17 – Staff Needs Assessment Survey  
Recommended Topics for Migrant Parents (N=176)**



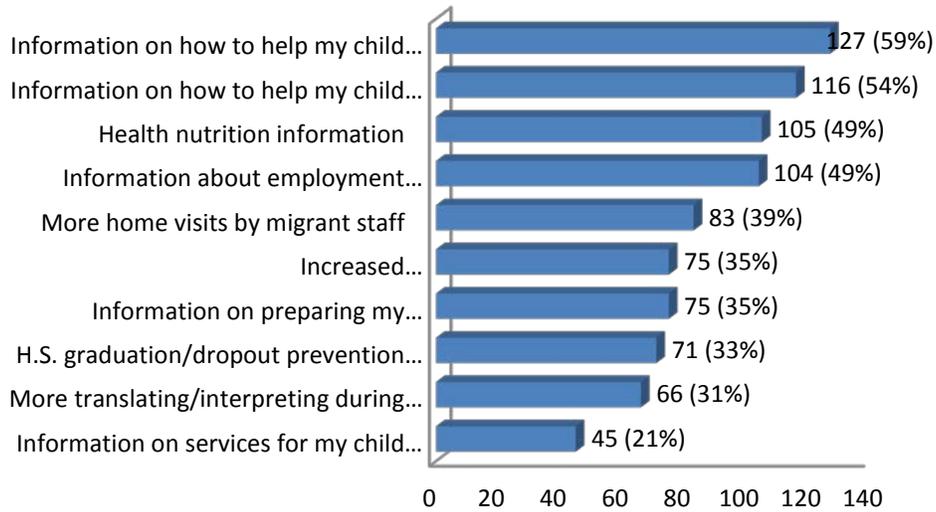
**Exhibit 18 – Parent Needs Assessment Survey**  
**Instructional Services Needed MOST to Help Children Be More Successful in School (N= 287)**



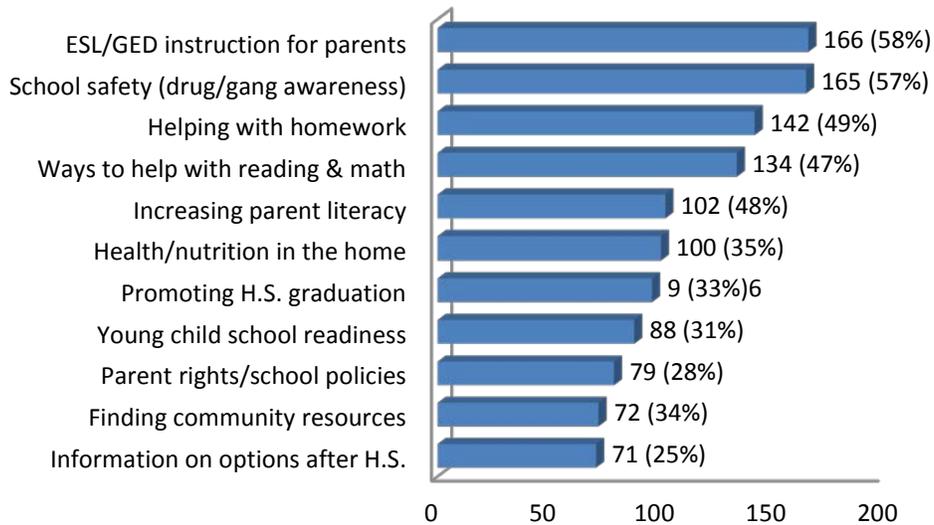
**Exhibit 19 – Parent Needs Assessment Survey**  
**Support Services Needed MOST to Help Children Be More Successful in School (N= 287)**



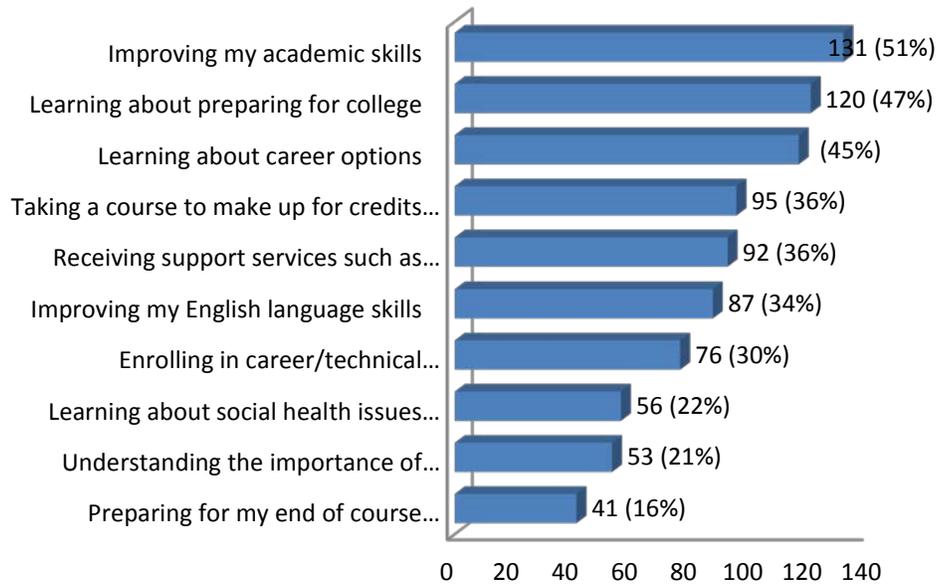
**Exhibit 20 – Parent Needs Assessment Survey  
Suggestions to Improve Services to Migrant Children and families (N= 214)**



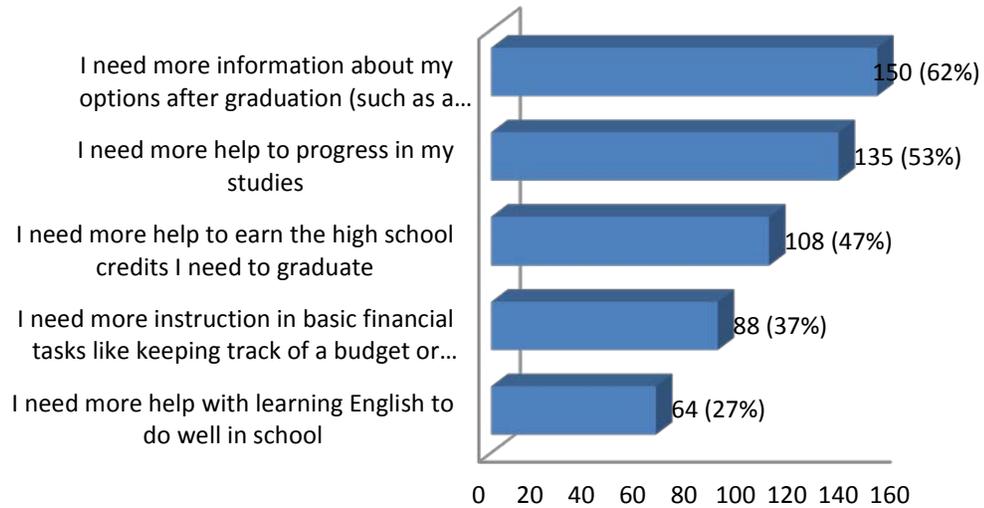
**Exhibit 21 – Parent Needs Assessment Survey  
Recommended Topics Greater Parent Involvement (N= 214)**



**Exhibit 22 – Secondary Students/Out of School Youth Needs Assessment Survey  
Would Like Help with Instruction (N= 214)**



**Exhibit 23 – Secondary Students/Out of School Youth Needs Assessment Survey  
My Learning Experience (Response = Some or A Lot) (N= 214)**



**Exhibit 24 –Preschool Parent Needs Assessment Survey Results (N=41)**

Question	A lot		Some		Very Little		Not at all	
	#	%	#	%	#	%	#	%
To what extent are you aware of services available to your 3-4 year old child?	14	26%	22	41%	15	28%	3	6%
To what extent are you able to support your child's academics in the home?	26	47%	18	33%	10	18%	1	2%
To what extent does your 3-4 year old child have adequate health care to enable them to be ready for school?	41	75%	9	16%	4	7%	1	2%
To what extent does your 3-4 year old child have access to preschool instruction to better prepare him/her for kindergarten?	21	39%	17	31%	10	19%	6	11%
To what extent does your 3-4 year old child have access to support services to better prepare him/her for kindergarten? (for example, does your child have access to transportation to preschool, referrals to community agencies like Head Start, medical/dental clinics, or other community services?)	22	42%	13	25%	5	9%	13	25%
To what extent does your 3-4 year old child participate in a preschool?	17	31%	15	28%	9	17%	13	24%

**Exhibit 25 –Preschool Staff Needs Assessment Survey Results (N=17)**

Question	A lot		Some		Very Little		Not at all	
	#	%	#	%	#	%	#	%
To what extent are migrant parents aware of services available to 3-4 year old migrant children?	10	63%	4	25%	2	13%	0	0%
To what extent are migrant parents able to provide academic support in the home?	1	6%	6	35%	10	59%	0	0%
To what extent do 3-4 year old migrant children have adequate health care to enable them to be ready for school?	5	33%	7	47%	3	20%	0	0%
To what extent do migrant children have access to instructional services to better prepare them for kindergarten?	5	31%	7	44%	4	25%	0	0%
To what extent do migrant children have access to support services to better prepare them for kindergarten?	6	38%	8	50%	2	13%	0	0%
To what extent do migrant children ages 3-4 participate in academic services?	5	31%	6	38%	3	19%	2	13%

## APPENDIX C: Parent, Staff, and High School Student/OSY Needs Assessment Surveys

### TOOL 1-2A IDAHO MIGRANT EDUCATION PROGRAM PARENT NEEDS ASSESSMENT SURVEY

**Directions:** In each area below, please indicate the top three (3) items that you feel will benefit your children **MOST** to help them be more successful in school. Put a “1” in the box for the most important, “2” for the next important, and a “3” for the next important.

**1. INSTRUCTIONAL SERVICES** *(Check all that apply)*

<input type="checkbox"/> more reading/literacy help <input type="checkbox"/> summer programs <input type="checkbox"/> pre-school programs <input type="checkbox"/> in-school tutoring <input type="checkbox"/> before/after school tutoring	<input type="checkbox"/> more mathematics help <input type="checkbox"/> H.S. credit programs <input type="checkbox"/> drop-out prevention programs <input type="checkbox"/> Programs for out-of-school youth <input type="checkbox"/> graduation/career activities	<input type="checkbox"/> English language proficiency <input type="checkbox"/> Information about the Idaho education system & requirements <input type="checkbox"/> General diploma (GED) <input type="checkbox"/> other _____
---	--	---

**2. SUPPORT SERVICES** *(Check all that apply)*

<input type="checkbox"/> interpreting/translating <input type="checkbox"/> locating resources <input type="checkbox"/> books/materials/supplies <input type="checkbox"/> transportation	<input type="checkbox"/> parenting education <input type="checkbox"/> counseling for students <input type="checkbox"/> health referrals (medical/dental/vision) <input type="checkbox"/> referrals to community agencies	<input type="checkbox"/> information for out-of-school youth <input type="checkbox"/> career/postsecondary information <input type="checkbox"/> information on 0-4 yr old services <input type="checkbox"/> other _____
--	---	--

**3. SUGGESTIONS** *to improve services to migrant children and families (Check all that apply)*

<input type="checkbox"/> H.S. graduation / dropout prevention information <input type="checkbox"/> health/nutrition information <input type="checkbox"/> information on how to help my child in reading <input type="checkbox"/> information on how to help my child in math <input type="checkbox"/> increased communication/coordination with school <input type="checkbox"/> information about employment opportunities	<input type="checkbox"/> more home visits by migrant staff <input type="checkbox"/> information on preparing my infants/toddlers for school <input type="checkbox"/> information on services for my child who is out-of-school <input type="checkbox"/> more translating/interpreting during parent meetings <input type="checkbox"/> coordinate w/the school to translate materials into Spanish <input type="checkbox"/> other _____
---	---

**4. What TOPICS** would you recommend for greater **PARENT INVOLVEMENT** to help you support your children’s learning? *(Check all that apply)*

<input type="checkbox"/> promoting H.S. graduation <input type="checkbox"/> Info on options after H.S. <input type="checkbox"/> helping with homework <input type="checkbox"/> health/nutrition in the home	<input type="checkbox"/> school safety (drug/gang awareness) <input type="checkbox"/> increasing family literacy <input type="checkbox"/> finding community resources <input type="checkbox"/> parent rights/school policies	<input type="checkbox"/> ways to help with reading & math <input type="checkbox"/> young child school readiness <input type="checkbox"/> other _____ <input type="checkbox"/> other _____
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**TOOL 1-2B PROGRAMA DE EDUCACIÓN MIGRANTE DEL ESTADO DE IDAHO**  
**ENCUESTA PARA LOS PADRES**

**Instrucciones:** En cada área a continuación, identifique los tres (3) elementos que más beneficiarán a sus hijos a tener éxito en la escuela. Ponga un "1" en el cuadro del más importante, "2" en el segundo de importancia, y "3" en el tercero de importancia.

**1. SERVICIOS EDUCATIVOS** (Marque todos los que sean pertinentes)

<input type="checkbox"/>	más ayuda con la lectura y escritura	<input type="checkbox"/>	más ayuda con matemáticas	<input type="checkbox"/>	clases de inglés
<input type="checkbox"/>	programas de verano	<input type="checkbox"/>	programas para crédito de H.S.	<input type="checkbox"/>	información sobre el sistema educativo y requisitos en el estado de Idaho
<input type="checkbox"/>	programas preescolares	<input type="checkbox"/>	programas para prevenir la deserción de la escuela		
<input type="checkbox"/>	clases particulares (durante el día escolar)	<input type="checkbox"/>	programas de GED para jóvenes que no asisten a la escuela		
<input type="checkbox"/>	clases de apoyo después del día escolar	<input type="checkbox"/>	actividades de graduación/carrera	<input type="checkbox"/>	otros _____

**2. SERVICIOS DE APOYO** (Marque todos los que sean pertinentes)

<input type="checkbox"/>	traducción/interpretación	<input type="checkbox"/>	educación sobre la crianza de niños	<input type="checkbox"/>	información para jóvenes que no asisten a la escuela
<input type="checkbox"/>	identificar recursos	<input type="checkbox"/>	consejería para estudiantes	<input type="checkbox"/>	información sobre carreras y universidades
<input type="checkbox"/>	libros y materiales	<input type="checkbox"/>	referencia de salud (médica/dental/vista)	<input type="checkbox"/>	información sobre servicios para niños menores de 5 años
<input type="checkbox"/>	transporte	<input type="checkbox"/>	referencia a servicios comunitarios	<input type="checkbox"/>	otros _____

**3. SUGERENCIAS para mejorar los servicios para niños y familias migrantes** (Marque todos los que sean pertinentes)

<input type="checkbox"/>	información sobre como prevenir la deserción de estudiante	<input type="checkbox"/>	más visitas del personal migrante
<input type="checkbox"/>	información de nutrición y salud	<input type="checkbox"/>	información sobre como preparar a mi niño de 1-4 años para la escuela
<input type="checkbox"/>	información de como ayudar a mi hijo con la lectura	<input type="checkbox"/>	información para mi hijo que ha dejado sus estudios
<input type="checkbox"/>	información de como ayudar a mi hijo con las matemáticas	<input type="checkbox"/>	más interpretación durante las reuniones de padres
<input type="checkbox"/>	mejorar la comunicación/coordiación con la escuela	<input type="checkbox"/>	coordinación con la escuela en traducir materiales en español
<input type="checkbox"/>	información sobre oportunidades de trabajo	<input type="checkbox"/>	otra _____

**4. ¿Cuáles TEMAS recomienda usted para incrementar la PARTICIPACIÓN DE PADRES para asistirle en apoyar al aprendizaje de sus niños?** (Marque todos los que sean pertinentes)

<input type="checkbox"/>	promover la graduación de la high school	<input type="checkbox"/>	seguridad en la escuela (conciencia sobre las drogas y pandillas)	<input type="checkbox"/>	como ayudar a sus hijos con la lectura y matemáticas
<input type="checkbox"/>	información sobre opciones después de H.S.	<input type="checkbox"/>	incrementar la alfabetización de la familia	<input type="checkbox"/>	preparación escolar
<input type="checkbox"/>	ayudando con la tarea	<input type="checkbox"/>	como identificar recursos comunitarios	<input type="checkbox"/>	otros _____
<input type="checkbox"/>	nutrición y salud en casa	<input type="checkbox"/>	derechos de padres/políticas de las escuelas	<input type="checkbox"/>	otros _____

**TOOL 1-3 IDAHO MIGRANT EDUCATION PROGRAM STAFF NEEDS ASSESSMENT SURVEY**

*Check all that apply*

School \_\_\_\_\_  Migrant, ESL, Title I Teacher  Classroom Teacher  Principal  
 Grade \_\_\_\_\_  Paraprofessional/tutor  MEP Non-instructional Staff  Other \_\_\_\_\_

***"I know enough about the Migrant Education Program to answer these questions with confidence."***  
**4= Totally true    3= Mostly true    2= Hardly true    1= Untrue\***  
**\*(NOTE: If you check "1", do not complete the survey)**

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

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

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Reading              | <input type="checkbox"/> Pre-kindergarten programs    | <input type="checkbox"/> Extended-day tutoring  |
| <input type="checkbox"/> Mathematics          | <input type="checkbox"/> Out-of-school youth services | <input type="checkbox"/> In-school tutoring     |
| <input type="checkbox"/> Other content: _____ | <input type="checkbox"/> PASS or other H.S. programs  | <input type="checkbox"/> Summer school services |

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

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Books/materials/supplies | <input type="checkbox"/> Health services-medical/dental | <input type="checkbox"/> Nutrition services           |
| <input type="checkbox"/> Clothing referrals       | <input type="checkbox"/> Counseling for H.S. students   | <input type="checkbox"/> Locating community resources |
| <input type="checkbox"/> Transportation           | <input type="checkbox"/> Post H.S./Career counseling    | <input type="checkbox"/> Out-of-school youth services |

**3. What suggestions do you have to IMPROVE SERVICES? (Check all that apply)**

- |   |  |
|---|--|
| <input type="checkbox"/> More professional development (See #4 below)   | <input type="checkbox"/> More consultation with SEA staff      |
| <input type="checkbox"/> More info on assessing family and health needs | <input type="checkbox"/> More info on serving young children   |
| <input type="checkbox"/> More info on ID&R                              | <input type="checkbox"/> More info on instructional strategies |
| <input type="checkbox"/> Increased communication/coordination           | <input type="checkbox"/> Other _____                           |

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

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Program planning         | <input type="checkbox"/> Identification & recruitment | <input type="checkbox"/> Involving migrant parents   |
| <input type="checkbox"/> Program evaluation       | <input type="checkbox"/> Health/medical/dental issues | <input type="checkbox"/> Supplemental ESL strategies |
| <input type="checkbox"/> Student assessment       | <input type="checkbox"/> Reading/literacy strategies  | <input type="checkbox"/> Other _____                 |
| <input type="checkbox"/> Curriculum & instruction | <input type="checkbox"/> Mathematics strategies       | <input type="checkbox"/> Other _____                 |

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

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Planning for postsecondary | <input type="checkbox"/> Increasing family literacy      | <input type="checkbox"/> Keeping your child safe |
| <input type="checkbox"/> Helping with homework      | <input type="checkbox"/> Identifying community resources | <input type="checkbox"/> Other _____             |

**6. What other ideas do you have to IMPROVE SERVICES to migrant students in Idaho?**

**TOOL 1-4A IDAHO MIGRANT EDUCATION PROGRAM SECONDARY STUDENT/OUT-OF-SCHOOL  
YOUTH NEEDS ASSESSMENT SURVEY**

Check one box:    I am a high school student       I am an out-of-school youth

<b>Check all that apply: I would like help with...</b>			
<input type="checkbox"/>	improving my academic skills	<input type="checkbox"/>	improving my English language skills
<input type="checkbox"/>	enrolling in career/technical education programs	<input type="checkbox"/>	learning about social health issues like STDs, drugs, pregnancy
<input type="checkbox"/>	taking a course to make up for credits I am missing	<input type="checkbox"/>	understanding the importance of staying in school
<input type="checkbox"/>	preparing for my end of course assessments	<input type="checkbox"/>	learning about career options
<input type="checkbox"/>	learning about preparing for college	<input type="checkbox"/>	receiving support services (such as free books, free dental care, free eye exam, etc.)
<input type="checkbox"/>	learning about paying for college		

Check the best answer to the following:

<b>My Learning Experience</b>	Not at all	A little	Some	A lot	Not Applicable
1) I need more help to progress in my studies.					
2) I need more help with learning English to do well in school.					
3) I need more instruction in basic financial tasks like keeping track of a budget or paying bills.					
4) I need more help to earn the high school credits I need to graduate.					
5) I need more information about my options after graduation (such as a career or college).					

What other ways could the Migrant Education Program help you?

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What suggestions do you have for improving the services you receive from the migrant education program?

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**TOOL 1-4B PROGRAMA DE EDUCACIÓN MIGRANTE DEL ESTADO DE IDAHO**  
**ENCUESTA PARA ESTUDIANTES**

Check one box:    Soy un estudiante de “high school”    Soy un joven que ha dejado sus estudios

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

Marca la mejor respuesta a lo siguiente:

Mi Experiencia Escolar	No de Nada	Un poco	Algo	Mucho	No me aplica
6) Necesito más ayuda para progresar con mis estudios					
7) Necesito más ayuda con el inglés para avanzar en mis estudios					
8) Necesito más instrucción en tareas básicas financieras como mantener un presupuesto o pagar las cuentas					
9) Necesito ayuda para obtener los créditos de high school que necesito para graduar					
10) Necesito más información sobre las opciones que tendré al graduarme (como carrera o universidad)					

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

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¿Qué sugerencias tienes para mejorar los servicios que recibes del Programa de Educación Migrante?

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## APPENDIX C

### CNA Decisions and Planning Chart – Idaho MEP CNA Update (rev 5/30/13)

#### GOAL: SCHOOL READINESS

Concern: Access to Services	Data Source	Need Indicator	Solution Strategy	Rank
1. <i>We are concerned that migrant PK-aged children do not attend extended day/year academic services.</i>	Pre-K parent surveys Exhibit 6 (from CSPR) of Idaho CNA Update Data Tables: <i>Instructional Services Received During the Regular School Year and Summer</i>	Access to services during the summer by students ages birth through 5 (not kdg) is limited, with only 26% being served during the summer. 25% of staff felt that children have very little or no access to services to prepare them for kdg.	- Offer migrant pre-school during the regular/summer term.	5
2. <i>We are concerned that migrant PK-aged children do not have access to instructional and support services to better prepare them for school.</i>	Parent surveys Pre-K parent surveys Pre-K staff surveys	34% of PK parents reported having very little or no awareness of services available. 41% report that their child does not participate in a pre-school. 30% of PK parents and 25% of staff felt that children had very little or no access to PK instruction to better prepare them for school.	- Provide parent/child school readiness skills home visits school readiness skills workshops for parents	1
			- Provide support and resources to service agencies and migrant staff	2
			- Participate in community collaborations with MSHS, Head Start, and social service agencies	4
Concern: Educational Support in the Home	Data Source	Need Indicator	Possible Solution	Rank
3. <i>We are concerned that migrant parents of PK-aged children may not be able to provide academic support in the home.</i>	Pre-K parent surveys	As reported by informed CNA Committee members. Parent survey item #1 indicates a high percentage of parents that are not able to help their children with homework.	- Provide school readiness skills workshops (parent/child)	1
			- Provide school readiness skills workshops (parent/child)	1
Concern: Health	Data Source	Need Indicator	Possible Solution	Rank
4. <i>We are concerned that migrant students and their families do not have adequate health care.</i>	Parent surveys Pre-K parent surveys	Parent survey item #2 shows a high % of parents indicating no access to adequate health care. 9% of PK parents and 20% of PK staff felt children had very little/no access to health care to prepare for school.	- Provide family literacy services - Provide family literacy training and resources for families of young migrant children	3

## GOAL: ACADEMICS OF READING AND MATHEMATICS

Concern: School Engagement	Data Source	Need Indicator	Possible Solution	Rank
1. <i>We are concerned that because many migrant students do not attend school on a regular basis, they experience less academic success.</i>	As reported by informed CNA Committee members	CNA Committee members report a high rate of absence/poor attendance by migrant versus non-migrant students.	<ul style="list-style-type: none"> <li>- Communicate with parents on attendance in a language they understand. This goes beyond letters sent home with the child.</li> <li>- Provide a migrant liaison to communicate with migrant families about school-related issues that affect academic success.</li> </ul>	1
Concern: English Language Development	Data Source	Need Indicator	Possible Solution	Rank
2. <i>We are concerned that migrant students are not receiving effective English language development instruction.</i>	IELA results Language Development scores on the ISAT	Only about 58% of migrant students score at Proficient or Above on the IELA versus 66% of non-migrants. In reading/language on the ISAT, 69% of migrant (vs. 89% of all students) scored at Proficient/Above.	<ul style="list-style-type: none"> <li>- Provide professional development for staff on the unique needs of migrant students, issues of migrancy and cultural responsiveness, and how these issues affect language acquisition and instruction and making instruction in the content areas meaningful for migrant students.</li> </ul>	2
3. <i>We are concerned that migrant students with limited English proficiency cannot fully access content area instruction.</i>	2011-12 CSPR data shown in Exhibit 2 of CNA Update Data Tables and Exhibit 12  ISAT results IELA results	Nearly 1,500 eligible migrant students (36% of total) are classified as LEP. Only 58% score Proficient or Above on the IELA versus 66% of non-migrant students. In reading, 69% of migrant (vs. 89% of all students) are Proficient/Above. In math, 58% are Proficient/Above compared with 81% for all.	<ul style="list-style-type: none"> <li>- Provide before- and after-school and Saturday classes to migrant students who are English learners emphasizing basic English language skills and filling in prior knowledge gaps.</li> </ul>	2
Concern: Instructional Time	Data Source	Need Indicator	Possible Solution	Rank
4. <i>We are concerned that migrant children are not able to recover loss of instructional time with certified teachers.</i>	Exhibit 7 (from CSPR) of Idaho CNA Update Data Tables: <i>Instructional Services Received During the Regular School Year and Summer</i>	Exhibit 7 shows a loss of instructional time during the summer, especially by students in grades 7-12 and OSY. Statewide, only 28 7-12 <sup>th</sup> graders/OSY participated in reading and math services.	<ul style="list-style-type: none"> <li>- Provide before- and after-school and Saturday classes to migrant students through certified teachers who emphasize basic English language skills and provide strategies to fill in prior knowledge gaps.</li> </ul>	2

<b>Concern: Access to Services</b>	<b>Data Source</b>	<b>Need Indicator</b>	<b>Possible Solution</b>	<b>Rank</b>
<i>5. We are concerned that migrant students are unable to attend extended day/year academic services.</i>	Parent and staff surveys Exhibits 7 and 12 of Idaho CNA Update Data Tables (Students Scoring Proficient or Above on the IELA)	20% fewer migrant students score Proficient in reading and 23% fewer in math than all students. About 20% of eligible migrant students receive extended year (summer) services in reading or math.	- Provide access to extended day and summer classes by providing transportation. Hire older migrant students as bus aides, custodians, and assistants to allow them to participate in instruction for part of the day and a paid worker for part of the day.	4
<b>Concern: Educational Support in the Home</b>	<b>Data Source</b>	<b>Need Indicator</b>	<b>Possible Solution</b>	<b>Rank</b>
<i>6. We are concerned that migrant parents may not be able to provide academic support in the home.</i>	Parent surveys	Parent survey item #1 indicates a high percentage of parents are not able to help with homework.	- Provide literacy and math materials and appropriate training for parents to allow them to assist their children with homework, test-taking skill, special projects, and monitoring of academic progress.	3
<b>Concern: Health</b>	<b>Data Source</b>	<b>Need Indicator</b>	<b>Possible Solution</b>	<b>Rank</b>
<i>7. We are concerned that migrant students and their families do not have adequate health care which affects student success in school.</i>	Parent surveys	Parent survey item #2 indicates a high percentage of parents do not have access to adequate health care.	- Provide information for migrant staff on awareness of health services in the community. - Offer information and resources for PACs and parent meetings on preventative health care and health issues of importance. - Coordinate with health clinics and medical agencies that provide inexpensive preventative care. - Set up regular communication with employers of migrant families to encourage awareness of health issues.	5

## GOAL: HIGH SCHOOL GRADUATION AND SERVICES TO OUT-OF-SCHOOL YOUTH

Concern: Educational Continuity	Data Source	Need Indicator	Possible Solution	Rank
1. <i>We are concerned that migrant students are not able to accrue adequate credits towards graduation and/or complete other graduation requirements.</i>	State graduation and dropout data for migrant students and all students  Secondary/OSY survey	The migrant student graduation rate is 85% and the all students graduation rate is 89%. The migrant dropout rate is 15% and the all students dropout rate is 11.4%.  52% of secondary/OSY indicate a need for more help to progress in studies and 47% indicate a need to earn H.S. credits needed to graduate.	<ul style="list-style-type: none"> <li>- Meet with migrant parents and families to prepare students for transitions (e.g., between elementary and middle/jr. high, and between H.S. and postsecondary/career).</li> <li>- Facilitate meetings between migrant secondary students and school counselors at least three times/year.</li> <li>- Hold school team mtgs each year with students' migrant teacher, general classroom teacher, liaison and/or interpreter, and others as appropriate to determine students needing graduation plans.</li> <li>- Provide tutorial support and guidance to students enrolled in PASS, IDLA, and other credit accrual programs.</li> <li>- Provide professional development to all staff and administrators on educational/cultural aspects of migrancy/mobility and their impact on school-aged migrant students' unique educational needs including the need for flexible scheduling.</li> </ul>	1
2. <i>We are concerned that migrant students and families do not understand school requirements including what is needed for H.S. graduation.</i>	Parent surveys	Question #1 indicates a high % of parents indicating lack of understanding of school graduation requirements and #3 indicates a high % not familiar with school systems.	<ul style="list-style-type: none"> <li>- Facilitate meetings between migrant secondary students and school counselors not less than once per year, or more as needed.</li> </ul>	2
Concern: Access to Service	Data Source	Need Indicator	Possible Solution	Rank
3. <i>We are concerned that migrant students are unable to attend extended day/year academic services.</i>	Exhibit 7 (from CSPR) of Idaho CNA Update Data Tables: <i>Instructional Services Received During the Regular School Year and Summer</i>	Exhibit 7 shows that low access to services during the summer, especially by students in grades 7-12 and OSY. Statewide, only 28 7-12 <sup>th</sup> graders/OSY participated in reading and math services.	<ul style="list-style-type: none"> <li>- Hold school team mtgs each year with students' migrant teacher, general classroom teacher, liaison and/or interpreter, and others as appropriate to determine students needing graduation plans</li> <li>- Facilitate student participation in classes with fees and extracurricular activities by removing barriers (e.g., transportation, information, funds for fees).</li> </ul>	3

<p>4. <i>We are concerned about the low number of OSY receiving services compared to the number that have been identified.</i></p>	<p>Exhibit 6 of the Idaho CNA Update Data Tables (data from the 2011-12 CSPR): <i>Migrant Students Served During the Regular School Year and Summer</i></p>	<p>Statewide, only 31 OSY received services during the regular school year and 1 during the summer.</p>	<ul style="list-style-type: none"> <li>- With student and parent input, prepare individual graduation plans for migrant students identified by the school team as at risk for not graduating on time.</li> <li>- Coordinate with local agencies to enroll migrant students and OSY in online courses, GED programs career education, and vocational training.</li> <li>- Participate in the OSY and technology consortia, using lessons, materials, strategies, assessments, etc.</li> </ul>	
<p><b>Concern: Education Support in the Home</b></p>	<p><b>Data Source</b></p>	<p><b>Need Indicator</b></p>	<p><b>Possible Solution</b></p>	<p><b>Rank</b></p>
<p>5. <i>We are concerned that migrant parents may not be able to provide academic support in the home.</i></p>	<p>Parent surveys</p>	<p>Parent survey item #1 indicates a high percentage of parents not able to help with homework</p>	<ul style="list-style-type: none"> <li>- Provide home visits and meetings with migrant parents of secondary students to facilitate transitions between 8<sup>th</sup> grade and H.S. and high school and post-secondary/career opportunities.</li> <li>- Utilize PAC meetings to provide relevant information to migrant parents on school system requirements and ways to provide support in the home.</li> </ul>	<p>4</p>
<p><b>Concern: Instructional Time</b></p>	<p><b>Data Source</b></p>	<p><b>Need Indicator</b></p>	<p><b>Possible Solution</b></p>	<p><b>Rank</b></p>
<p>6. <i>We are concerned that migrant students are not able to recover loss of instructional time with certified teachers.</i></p>	<p>Exhibit 7 (from CSPR) of Idaho CNA Update Data Tables: <i>Instructional Services Received During the Regular School Year and Summer</i></p>	<p>Exh. 7 shows a lack of instructional time during the summer, especially by students in grades 7-12 and OSY. Statewide, only 28 7-12<sup>th</sup> graders/ OSY participated in reading and math services.</p>	<ul style="list-style-type: none"> <li>- Provide tutorial support and guidance to students enrolled in PASS, IDLA, and other credit accrual programs.</li> <li>- Coordinate with local agencies to enroll migrant students and OSY in online courses, GED programs, career education, and vocational training.</li> </ul>	