

Idaho Migrant Education Program 2024-25 CNA/SDP/Evaluation Alignment Chart

GOAL AREA #1: SCHOOL READINESS

State Performance Target: Idaho does not have a state performance target for school readiness at this time.

Concern Statements: We are concerned that parents of migratory preschool children lack information about early childhood development and school readiness which would allow them to support their child’s education and development at home; too few migratory preschool children are equipped with the right skills to start kindergarten; migratory pre-kindergarten (PK) children are not receiving center-based instructional services due to limited space and program capacity; and there is a lack of trained ECE staff to fulfill the need for all preschool children.

Data Summary: Highest ranked need by parents of migratory children ages 3-6 is the need to understand child development; 27.8 percent of migratory kindergarten students scored at grade level on the spring 2020-21 Idaho Reading Indicator (IRI) compared with 61.3 percent of non-migratory students; and six of the 43 districts in Idaho have a migrant preschool program.

Need Statement: The percentage of migratory kindergarten students scoring at grade level on the IRI needs to increase by 33.5 percentage points and more migratory PK children need to receive center-based instructional services.

Strategies	MPOs	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
<p>Strategy 1.1: Provide migratory family members with ideas, activities, and materials for use at home with their children to promote first language development, family literacy, and school readiness.</p>	<p>MPO 1.1: By the end of the 2024-25 performance period, 80 percent of family members with preschool-aged children attending family activities or using provided resources will report on a survey that they increased their skills for supporting their child’s school readiness skills in the home.</p>	<p>What percentage of family members responding reported that they increased their skills for supporting their child’s school readiness skills in the home?</p>	<p>How many parents participated in activities or received resources from the MEP?</p> <p>What types of services were provided to parents/families?</p>
<p>Strategy 1.2a: Coordinate/promote collaboration between school staff, family members, and community organizations of site- and home-based programs that provide school readiness instruction.</p> <p>Strategy 1.2b: Provide MEP-funded supplemental instructional services to migratory children ages 3-5.</p>	<p>MPO 1.2: By the end of the 2024-25 performance period, 70 percent of migratory children ages 3-5 attending at least 40 hours of MEP-funded preschool will show a five percent gain on school readiness assessments.</p>	<p>What percentage of migratory children ages 3-5 (PFS and non-PFS) (not in kinder) that attended at least 40 hours of MEP-funded preschool had a five percent gain on a school readiness assessment?</p>	<p>What types of MEP preschool programming were provided to migratory preschool children?</p>

Strategies	MPOs	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
<p>Strategy 1-3: Coordinate/provide targeted professional development (PD) on early childhood development and instruction, depending on the needs of district.</p>	<p>MPO 1.3: By the end of the 2024-25 performance period, 80 percent of staff who received targeted PD will report on a survey that they felt more equipped to adequately address the needs of migratory children ages 3-5.</p>	<p>What percentage of staff responding reported they felt more equipped to address the needs of migratory children ages 3-5?</p>	<p>What types of PD opportunities were offered to staff?</p>

GOAL AREA #2: ENGLISH LANGUAGE ARTS (ELA) AND MATHEMATICS

State Performance Target: In 2024, 68.7 percent of migratory students in grades 3-8 and 11 will score at the proficient level in ELA and 61.1 percent of migratory students in grades 3-8 and 11 will score proficient in mathematics. (Idaho ESSA State Plan targets)

Concern Statements: We are concerned that fewer migratory students score proficient in ELA and mathematics on State assessments than non-migratory students; and migratory students are not receiving targeted instructional services in ELA and mathematics.

Data Summary: In 2020-21, (1) 24 percent of migratory students (20 percent of PFS migratory students) scored at met or exceeding on ISAT ELA Assessments compared to 54 percent of non-migratory students; (2) 14 percent of migratory students (10 percent of PFS migratory students) scored at met or exceeding on ISAT Math Assessments compared to 46 percent of non-migratory students.

Need Statement: The percentage of migratory students scoring at met or exceeding on the ISAT needs to increase by 30 percentage points in ELA [34 percentage points for PFS students], and 32 percentage points in mathematics [36 percentage points for PFS students] to eliminate the gap between migratory and non-migratory students.

Strategies	MPOs	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
<p>Strategy 2-1: Coordinate/ provide migratory students in grades K-2 with MEP-funded resources, support, and instruction to promote literacy.</p>	<p>MPO 2.1: By the end of the 2024-25 performance period, 80 percent of family members will report on a survey that the MEP-funded resources, support, and instruction that they received increased their ability to promote literacy in the home.</p>	<p>What percentage of family members responding reported that the resources, support, and instruction they received from the MEP increased their ability to promote literacy in the home?</p>	<p>How many parents participated in activities or received resources from the MEP?</p> <p>What types of services to promote literacy were provided to parents/ families?</p>
<p>Strategy 2-2: Coordinate/ provide migratory students with needs-based supplemental instructional services in ELA and mathematics.</p>	<p>MPO 2.2a: By the end of the 2024-25 performance period, 70 percent of migratory students receiving needs-based supplemental ELA instruction will demonstrate a five percent gain on local ELA assessments.</p> <p>MPO 2.2b: By the end of the 2024-25 performance period, 70 percent of migratory students receiving needs-based supplemental mathematics instruction will demonstrate a five percent gain on local mathematics assessments.</p>	<p>What percentage of migratory students (PFS and non-PFS) receiving supplemental ELA [mathematics] instructional services increased their score by five percent on a local ELA [mathematics] assessment?</p>	<p>What types of ELA/ mathematics assessments were used to measure migratory student progress?</p> <p>What types of ELA/ mathematics instructional services were provided to migratory students?</p>

Strategies	MPOs	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
<p>Strategy 2.3: Coordinate/ provide PD to new and experienced staff addressing ELA and mathematics instructional services to better serve migratory students.</p>	<p>MPO 2.3: By the end of the 2024-25 performance period, 80 percent of staff receiving MEP PD will report on a survey that they increased their skills in ELA and mathematics instruction.</p>	<p>What percentage of staff responding that received MEP PD reported that they increased their skills in ELA and mathematics instruction?</p>	<p>What types of ELA/ mathematics PD opportunities were offered to staff?</p>

GOAL AREA #3: HIGH SCHOOL GRADUATION/SERVICES TO OSY

State Performance Target: In 2024, 94.9 percent of all students will graduate from high school. (Idaho ESSA State Plan target)

Concern Statements: We are concerned that migratory students are not on track for graduation and lack information about graduation and college requirements; migratory students are graduating at lower rates than their non-migratory peers; and migratory OSY/dropouts are not receiving adequate instructional and counseling services.

Data Summary: Sixty-three (63) percent of migratory students (4-year cohort) graduated compared to 80.1 percent of non-migratory students.

Need Statement: The percentage of migratory students graduating needs to increase by 17.1 percentage points to eliminate the gap between migratory and non-migratory students.

Strategies	MPOs	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
<p>Strategy 3.1a: Coordinate/provide secondary migratory students mentoring and education to support graduation and college/career readiness.</p> <p>Strategy 3.1b: Provide a structured individualized pathway for migratory students to achieve graduation rates similar to their non-migratory peers.</p>	<p>MPO 3.1a: By the end of the 2024-25 performance period, 80 percent of migratory students in grades 9-12 receiving MEP mentoring will report on a survey that mentoring impacted their progress toward graduation.</p> <p>MPO 3.1b: By the end of the 2024-25 performance period, 80 percent of migratory students in grades 9-12 receiving MEP mentoring will report on a survey that mentoring increased their college and career readiness.</p>	<p>What percentage of migratory students in grades 9-12 receiving MEP mentoring and responding to a survey reported that mentoring impacted their progress toward graduation?</p> <p>What percentage of migratory students in grades 9-12 receiving MEP mentoring and responding to a survey reported that mentoring increased their college and career readiness?</p>	<p>What mentoring opportunities were provided to migratory students in grades 9-12?</p>
<p>Strategy 3.2: Coordinate/-provide individualized services for migratory OSY to support continuing education and career readiness.</p>	<p>MPO 3.2: By the end of the 2024-25 performance period, 65 percent of migratory OSY will receive MEP services.</p>	<p>What percentage of migratory OSY (PFS and non-PFS) received MEP services during the performance period?</p>	<p>What types of MEP services were provided to OSY?</p>

GOAL AREA #4: NON-INSTRUCTIONAL SUPPORT SERVICES

State Performance Target: Idaho does not have a State performance target for non-instructional support services.

Concern Statements: We are concerned that migratory families do not have access to resources and knowledge needed to engage and support their children in school; migratory students lack access to enrichment activities; migratory students, due to mobility and other factors, lack access to health care which impacts their academic success; and migratory students and families experience an unwelcoming climate in schools.

Data Summary: On needs assessment surveys, highest ranked by parents was assistance with helping their children with academics (ELA/math), homework, and materials; and highest ranked by students was the need for supplies and computers/internet. Second highest rated by students was the need for health care support services; second highest rated by parents was the need for nutrition.

Need Statement: The percentage of migratory children, youth, and families receiving MEP support services needs to increase.

Strategies	MPOs	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
Strategy 4.1: Coordinate/provide MEP-funded family events to help engage and support students and families in school settings.	MPO 4.1: By the end of the 2024-25 performance period, 80 percent of family members will report on a survey that MEP-funded events helped them support their child in school.	What percentage of migratory family members responding reported that the MEP-funded events they attended helped them support their child in the school?	What family events were provided by the MEP?
Strategy 4.2: Coordinate/provide services to promote migratory student access to enrichment activities.	MPO 4.2: By the end of the 2024-25 performance period, 75 percent of migratory students in grades 9-12 will report on a survey that the services they received from the MEP promoted access to enrichment activities.	What percentage of migratory students in grades 9-12 responding reported that the services they received from the MEP promoted access to enrichment activities?	What services promoting access to enrichment activities were provided by the MEP to students in grades 9-12?
Strategy 4.3: Coordinate/provide needs-based support services (including health care) to migratory students and OSY to eliminate barriers to success.	MPO 4.3: By the end of the 2024-25 performance period, 82 percent of migratory children and youth ages 3-21 will receive needs-based MEP-funded support services.	What percentage of eligible migratory children and youth (PFS & non-PFS) received needs-based MEP-funded support services?	What types of non-instructional support services were provided to migratory children and youth?
Strategy 4.4a: Coordinate/provide support to migratory students and families to integrate into school and the community.	MPO 4.4a: By the end of the 2024-25 performance period, 80 percent of migratory family members responding to a survey will report that the MEP helped them feel a sense of belonging in the school system.	What percentage of migratory family members responding reported that the MEP helped them feel a sense of belonging in the school system?	What types of parent activities were offered to migratory parents?

Strategies	MPOs	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
<p>Strategy 4.4b: Coordinate/ provide training to staff (MEP and non-MEP) on how to appropriately address the needs of migratory children and youth.</p>	<p>MPO 4.4b: By the end of the 2024-25 performance period, 80 percent of staff responding to a survey that received MEP-funded PD will indicate increased knowledge of how to address the needs of migratory children and youth.</p>	<p>What percentage of staff responding reported that the MEP-funded PD they received increased their knowledge of how to address the needs of migratory children and youth?</p>	<p>What types of PD opportunities addressing the needs of migratory children and youth were offered to staff?</p>