



# New Hampshire Migrant Education Program Comprehensive Needs Assessment

September 2023

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# New Hampshire Migrant Education Program Comprehensive Needs Assessment 2023

## INTRODUCTION

This report summarizes the Comprehensive Needs Assessment (CNA) conducted by the New Hampshire Department of Education's statewide Migrant Education Program (MEP) during the Fall of 2023. It lays out the legislative mandate for a CNA, the tie-in to other federally mandated reporting, expected and objectives for this work, and it provides background information on the New Hampshire MEP alongside initial results. By design, as discussed below, a CNA is intended to inform the subsequent development of a statewide Service Delivery Plan (SDP), and results from the CNA will be further modified and incorporated into that statewide plan.

### Legislative Mandate

The New Hampshire Migrant Education Program (NHMEP) is a federally funded, supplemental program that supports the implementation of educational and supportive services for migratory children and their families across the state, as per requirements under Title I, Part C of the *Elementary and Secondary Education Act* (ESEA) of 1965 as amended by the *Every Child Succeeds Act* (ESSA) of 2015.

Pursuant to ESEA § 1301(5), as amended by ESSA, the goals of the migrant education program are to support migratory children in addressing educational disruption, cultural and language barriers, social isolation, health problems, food insecurity, homelessness, poverty, and other factors that inhibit such children from doing well in school and from successfully making the transition to postsecondary education or employment.

In order to identify and address these and other unique needs, and to comply with federal guidance, the NHMEP develops and implements a Service Delivery Plan (SDP) that must be based on findings derived from a statewide Comprehensive Needs Assessment (CNA). 34 C.F.R. §§ 200.81-.89 contains federal regulations related to the CNA and SDP. Specifically, 34 C.F.R. § 200.83 sets forth the responsibilities of state educational agencies (SEAs) to implement projects through a CNA and a comprehensive State plan for service delivery (which is the SDP). The regulation related to the CNA is 34 C.F.R. § 200.83(a)(2).

MEP efforts are guided by the program's Continuous Improvement Model (see Figure 1, below). Program activities are based on a strategic, statewide Service Delivery Plan that is developed collaboratively across state MEP stakeholders and based on a CNA, following federal law and guidance.



Figure 1. Migrant Education Program Cycle of Continuous Improvement

Furthermore, the federal Office of Migrant Education (OME) requires state MEPs to report on the following four Government Performance and Results Act (GPRA) measures. The Department of Education notes that it reports annually on GPRA measures when it develops its congressional justification for federal funds and recommends that states keep them in mind when conducting their CNAs (see: <https://results.ed.gov/cna-toolkit/>):

1. Percentage of MEP students that scored at or above proficient on their State’s annual Reading/Language Arts assessments in 3rd–8th grades.
2. Percentage of MEP students that scored at or above proficient on their State’s annual Mathematics assessments in 3rd–8th grades.
3. Percentage of MEP students who were enrolled in 7th–12th grades and graduated or were promoted to the next grade level.
4. Percentage of MEP students who entered 11th grade having received full credit for Algebra I or its equivalent.

#### Migratory Children Who Have Priority for Services

When undertaking a CNA, in addition to assessing the unique needs of all migratory children within the state, consideration is also given to how the unique needs of subpopulations of migratory children (e.g., those children identified under the Priority for Services [PFS]) will be examined as part of the state’s plan for continuous improvement.

ESEA Section 1304(d) outlines the federal PFS requirement, which states that MEPs must give PFS designation to migratory children who have made a qualifying move within the previous one-year period

and who a) are failing, or most at risk of failing, to meet state academic standards; or b) have dropped out of school.

### Objectives

According to Chapter IV of *Non-Regulatory Guidance: Education of Migratory Children Under Title I, Part C of the Elementary and Secondary Education Act of 1965*, a CNA should help a state MEP:

- Focus on the ends to be achieved, not the means to achieve them.
- Gather data through established procedures and methods that are thoughtfully selected to fit the purposes and context.
- Set priorities and determine criteria for outcomes to help planners and managers make sound decisions.
- Lead to action that will improve programs, services, organizational structure, and operations.
- Be updated annually to ensure that the results of the needs assessment remain current.
- Be conducted comprehensively every three years as a rule of thumb or whenever there is evidence of a change in the needs of the state's population of migratory children.

### Seven Areas of Concern

As an important way of grounding stakeholder thinking in the CNA process, it is helpful to think in terms of OME's seven identified areas of concern, basically affecting the education of migratory students to be served by the program. Per OME's CNA Toolkit, the seven areas of concern include:

- **Educational Continuity** – Migratory children tend to experience a lack of educational continuity because they often move during the school year. Such moves expose students to different curriculums, instructional settings and expectations which affects their academic success.
- **Instructional Time** – The amount of time migratory children spend in the classroom is also impacted by their mobility.
- **School Engagement** – Student mobility, in addition, affects their involvement in academic, social, or extracurricular activities. Migratory students face behavioral, emotional, and cognitive challenges that affect their engagement in school.
- **English Language Acquisition** – In US, school success largely depends on a student's domain of English. For many migrant students, English is not their primary language, or is not the language most spoken at home. This causes disadvantages and gaps in communicating with these children and/or their parents.
- **Education Support in the home** – The importance of education support at home has been discussed for many years in the education world. Educational support at home relies on more than just well-intentioned, caring parents. Migrant parents often do not have the educational background or knowledge of how to support their children at home.

- **Health** – The poor health and living conditions of migratory families has been documented in the past. And, as a result of the COVID pandemic, the mental health of students has been a concern of educators and advocates for this population and its impact on their education.
- **Access to Services** – Lack of awareness of school services and rights often leads migratory students and their families to isolation. The true number of migratory students in a particular state (or the country) is unknown due to this isolation, affecting the provision of services. This also affects in determining the scope of the services needed.

## NHMEP

The NHMEP is administered by the New Hampshire Department of Education (NHDOE). According to Title I, Part C, Education of Migratory Children, Section 1309(2), a child is eligible for the services provided by MEP funding if a parent, guardian, or the individual youth is a qualified migratory worker; the student has moved across school district lines with, to join, or as the worker; and the move was within the past 36 months. The Program serves migratory children and youth from birth through 21 who have not graduated from high school or earned an equivalent diploma.

The purpose of the NHMEP is to ensure that all eligible migratory children in the state have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. The program also provides appropriate support services to ensure migratory students' continued education post-graduation.

The New Hampshire CNA process itself followed a three-phase model outlined in federal guidance and shown in Figure 2, below.



Figure 2. Comprehensive Needs Assessment Three Phase Model

The NHMEP convened a broad group of stakeholders into a Needs Assessment Committee (NAC) to consider the current state of the program and more specifically the needs of the migratory children and families it serves; to gather and analyze data related to identified concerns, and to make decisions regarding priority concerns and potential solutions.

## METHODS

The CNA was conducted from August through September 2023. In order to expedite the CNA process, all meetings were held using online video. Steps in the process are summarized in Table 1.

Table 1. The 2023 NHMEP CNA Process

<b>Activity</b>
<b>Planning: NHMEP State Administrative Team identifies NAC members, plans approach and meeting dates.</b>
<b>Construct Migrant Student Profile</b>
<b>Initial NAC Meeting to consider “what is” and generate concerns</b>
<b>2<sup>nd</sup> NAC meeting to analyze data, and further consider concern statements</b>
<b>Prepare CNA Report</b>

The balance of this report shows the results of this process. The Migrant Student Profile in the next section was used by the NAC, together with additional data identified or supplied by NHMEP staff and NAC members to generate concerns. The Concerns and Solutions shown in Table 19, below, show the results of the NAC work.



New Hampshire Migrant Student Profile

The Migrant Student Profile is intended to provide baseline data on the students served by the NHMEP for the 2023 CNA. It is based on data compiled and documented in the state’s migrant education database.

The data is obtained from the state’s migrant education database, MIS2000, and administered by MS/EdD. Given the decreasing number of migratory students identified in the state (see Table 2), it was determined to report data collected by MIS2000 from 2016 to 2022. The rationale for this is to have an anecdotal description of migratory students in the state as a starting point for near future program growth.

That said, the migratory student population identified by the NHMEP has decreased within the last three to five years. According to Table 2, the migratory student count dropped nearly 33% between the 2019-20 to 2021-22 school years. This trend is also evidenced in Table 3, which shows the number of students identified in the state by the year by their Qualifying Arrival Date (QAD). Both tables show how the number of migratory students identified in the state has been decreasing rapidly.

Table 2. Migratory Child Count, by Year, By Category, 2019-20, 2020-21, and 2021-22

Year	Category 1 Regular Year	Category 2 Summer
2019-20	140	71
2020-21	78	13
2021-22	52	11

Source: OME FY 2023 Preliminary Allocation Memo, dated 6/23/2023

Table 3. Eligible Migratory Students by QAD Year, 2016-2022

	# Students
2022	5
2021	9
2020	13
2019	42
2018	43
2017	36
2016	59

Source: NH MIS2000 – Migrant Database

Note: Qualifying Arrival Date (QAD) = students with a QAD during the calendar year.

**Table 4. All Eligible Migratory Students Enrolled by Grade Group, 2016-2022**

<b>Grade Group</b>	<b># Students</b>	<b>% Students</b>
<b>P0-P5</b>	178	26%
<b>K-12</b>	365	53%
<b>OSY</b>	144	21%

Over half of students served since 2016 have been school age (grades K-12). One quarter (26%) of the students were preschoolers, while just over 20% (or one out of every five) were determined to be Out-of-School Youth (OSY). Most of the students (56%) were identified in Manchester, while the second largest number of students was identified in Concord.

**Table 5. Migratory Students Enrolled by District, 2016-2022**

<b>District</b>	<b>% Students</b>
<b>Manchester</b>	56%
<b>Concord</b>	17%
<b>Rest of state*</b>	27%

*Note: Rest of the State – 9 districts.*

As shown in Table 6, more than half of migratory students identified during the 2016-2022 timeframe were Hispanic, while almost 40% were identified as Black. The number of White and Asian/Pacific Islander students identified was very low, totaling fewer than 5%.

**Table 6. Migratory Students Served by Race/Ethnicity, 2016-2022 2017-2019**

<b>Race/Ethnicity</b>	<b>% Students</b>
<b>Hispanic</b>	<b>57%</b>
<b>Black</b>	<b>39%</b>
<b>White</b>	<b>2%</b>
<b>Asian/Pacific Islander</b>	<b>2%</b>

According to Table 7, 30% of all students identified during the 2016-2022 timeframe were determined to be PFS<sup>1</sup>. The program should prioritize the provision of services to these students, by regulation. In addition, only 4% were identified as students with an Individual Education Plan (IEP), while 96% of students were determined to have “limited English proficiency” (as defined by the state).

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<sup>1</sup> Section 1304(d) of the statute gives priority for services to migrant children: (1) who are failing, or most at risk of failing, to meet the State’s challenging State academic content standards and challenging State student academic achievement standards, *and* (2) whose education has been interrupted during the regular school year; or have dropped out of school.

Table 7. Migratory Students Identified by Special Categories, 2016-2022

	% Yes	% No
<b>Priority for Services</b>	30%	70%
<b>IEP/IDEA</b>	4%	96%
<b>Limited English Proficiency</b>	96%	4%

The following tables provide information regarding the services provided to migratory students in the state. As expected, most of the services were provided to school-age students. Fewer services were provided to preschoolers and OSY. For instance, while Preschoolers represented 26% of the students (according to Table 4), the group only received 15% of the services (per Table 8). The same can be said of the services provided to OSY, who received only 13% of the services even though they represented 21% of the migratory student population during the time frame. Table 9 shows that school-age students received, on average, 11 services while Preschoolers received an average of 8 and OSY received 7.

Table 8. Migratory Students Served by Grade, 2016-2022

Grade Group	# Students	% Students	# Services	% of Services
<b>P0-P5</b>	59	18%	470	15%
<b>K-12</b>	215	65%	2325	72%
<b>OSY</b>	57	17%	423	13%
<b>Total</b>	331		3218	

Table 9. Migratory Students Served and Services per Student, 2016-2022

Grade Group	# Students	# Services	Services/Student
<b>P0-P5</b>	59	470	8
<b>K-12</b>	215	2325	11
<b>OSY</b>	57	423	7

Table 10 shows how most of the services were provided by Manchester, which served 68% of the states migratory population; however, the percentage of services received was 10% higher than the total population in the district. On the other hand, migratory students in the remaining area of the state (other than Manchester and Concord) received 6% fewer services than their percentage of the population (21%).

Table 10. Migratory Students Served by District, 2016-2022

District	Students Served	% Students	# Services	% of Services
Manchester	206	68%	2313	72%
Concord	35	12%	405	13%
Rest of the State*	63	21%	500	15%

The type of services received by migratory students in the state were both instructional and support services<sup>2</sup>. Guidance and counseling services were also offered. Table 11 shows the services provided by percentage.

Table 11. Services Provided by Type, 2016-2022

Service Type	% Students
Instructional Materials	22%
ESOL Reading	21%
ESOL Math	20%
Support Services	19%
Services Pending	11%
Guidance/Counseling	4%
Referral	1%
Tutorial Reading	.5%
Tutorial Math	.5%

Tables 12-14 provide information on the assessments administered to migratory students in New Hampshire. As with the majority of the previous tables, the information was obtained from the migrant database, MIS2000.

The data on all three tables mostly show the low number of students for whom an assessment was provided while in the state. During the 2016-2022 timeframe used throughout this document as the baseline, information on assessments provided to migratory students was only reported for 2017 and 2020. Per Table 12, only 108 assessments were reported to MIS2000 for 2017, while only 25 assessments were reported for 2020. The trend of decreasing assessments is in line with the decrease in students identified in the state between 2016 to 2022. It should be pointed out that the assessments could represent a duplicated number, as a student can be assessed multiple times for multiple subjects.

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<sup>2</sup> From MEP Policy Guidance: Instructional services (e.g., educational activities for preschool-age children and instruction in elementary and secondary schools, such as tutoring before and after school); and Support services (e.g., educationally related activities, such as advocacy for migrant children; health, nutrition, and social services for migrant families; necessary educational supplies; transportation).

Table 12. Number of Assessments Completed, 2017 and 2020

Year	# of Assessments
2017	108
2020	25

Table 13 shows the results for the 2020 assessments, while Table 14 shows the same for the 2017 assessments. Scores for both 2017 and 2020 suggest low performance. It should be pointed out that the tests used in 2017 and 2020 were different and the results cannot be compared.

Table 13. 2020 Assessment Results

2020 Assessment Results	# of Students
Level 1 – Below Proficient	10
Level 1 – Approaching Proficient	6
Level 3 – Proficient	2

Table 14. 2017 Assessment Results

2017 Assessment Results	# of Students
Developing	24
Novice	23
Emerging	15
Entering	7
Bridging	5
Expanding	5
Reaching	2

Tables 15 to 18 contain information obtained from the NHDOE database, iPlatform 9.75, pertaining to student assessment results (scores, participation, academic growth, etc.). The data in these tables reports for three specific student groups – all students, economically-disadvantaged students, and migrant students. Table 15 shows the student participation in the ELA, math and science assessments for 2019, 2021 and 2022 (due to COVID, no student assessments were administered in New Hampshire in 2020). Per Table 15, the number of migrant students not tested was significantly higher in 2019 for all three tests when compared to the other two groups.

Table 16 shows the academic growth and percentage of students proficient for ELA, math and science assessments for the three groups (all students, economically disadvantaged and migrant). Per the table, the percentage of migrant students proficient on any of the subjects is less than 10%.

ELA and Math Achievement levels are reported in Tables 17 and 18, respectively. Overall, the data shows that a large number of migrant children are not being tested. In addition, the students being tested are performing at a low level (level 1).

Table 15. Assessment Participation Data, 2019, 2021-2022 (Excludes 2020 due to COVID)

Test	Subgroup	2019		2021		2022	
		Tested	Not Tested	Tested	Not Tested	Tested	Not Tested
ELA	All Students	96	4	80	20	92	8
	Economically Disadvantaged	93	7	73	27	89	11
	Migrant	80	20	86	14	88	12
Math	All Students	96	4	81	19	92	8
	Economically Disadvantaged	94	6	73	27	89	11
	Migrant	72	28	86	14	88	12
Science	All Students	91	9	72	28	86	14
	Economically Disadvantaged	86	14	64	36	81	19
	Migrant	72	28	67	33	**N	**N

\*\*N – number of students tested is less than 10

Table 16. Academic Growth and Assessment Proficiency, 2019, 2021-2022 (Excludes 2020 due to COVID)

Test	Subgroup	2019		2021		2022	
		Academic Growth	Assessment % Proficient	Academic Growth	Assessment % Proficient	Academic Growth	Assessment % Proficient
ELA	All Students	50	56	*COVID	52	50	51
	Economically Disadvantaged	47	35	*COVID	29	46	29
	Migrant	**N	<10%	*COVID	<10%	**N	<10%
Math	All Students	50	48	*COVID	38	50	40
	Economically Disadvantaged	46	27	*COVID	18	46	21
	Migrant	46	<10%	*COVID	<10%	**N	<10%
Science	All Students		39		37		37
	Economically Disadvantaged		21		19		20
	Migrant		<10%		**N		**N

\*\*N – number of students tested is less than 10

Table 17. ELA Achievement Levels Data, 2019 vs. 2022 (Excludes 2020 due to COVID)

Year		Academic Growth	Achievement Results % Current Year	Achievement Results in Prior Year				Not Required to Test	Did not Test
				Level 1	Level 2	Level 3	Level 4		
2019	All Students, All Grades								14.42
	Level 1	27.61	20	41.98	19.29	5.96	.32	30.41	2.04
	Level 2	43.66	23	14.95	29.82	23.27	2.40	28.55	1.00
	Level 3	55.23	38	2.67	13.04	37.47	16.17	30.10	.28.55
	Level 4	73.90	18	.32	1.88	18.58	46.83	32.11	.28
	Economically Disadvantaged, All Grades								5.74
	Level 1	29.02	35	46.99	16.48	4.52	.16	29.03	2.82
	Level 2	48.42	28	20.44	31.44	16.19	1.75	25.72	1.44
	Level 3	61.03	28	4.85	18.80	36.11	11.73	27.52	1.00
	Level 4	77.61	<10%	.85	4.10	24.65	36.32	33.55	.53
	Migrant, All Grades								.02
	Level 1	**N	53	42.11	0.00	0.00	0.00	47.37	10.53
	Level 2	**N	17	0.00	16.67	0.00	0.00	66.67	16.67
	Level 3	**N	<10%	0.00	100.0	0.00	0.00	0.00	0.00
Level 4	**N	<10%							
2022	All Students, All Grades								31.95
	Level 1	28.67	26	40.13	13.85	3.77	.19	28.50	13.56
	Level 2	44.73	23	15.63	24.09	17.98	1.39	30.89	10.02
	Level 3	57.04	35	3.38	12.51	32.38	11.55	31.71	8.47
	Level 4	74.93	16	.44	2.38	16.67	39.45	34.30	6.75
	Economically Disadvantaged, All Grades								10.70
	Level 1	29.59	45	44.12	10.42	2.18	.07	27.05	16.15
	Level 2	49.85	26	20.68	23.55	13.51	.88	28.00	13.38
	Level 3	65.20	23	6.07	17.16	29.71	7.31	26.32	13.43
	Level 4	78.36	<10%	1.10	5.43	21.46	29.09	32.99	9.92
	Migrant, All Grades								.01
	Level 1	**N	>90%	64.29	0.00	0.00	0.00	28.57	7.14
	Level 2	**N	<10%	0.00	0.00	0.00	0.00	100.0	0.00
	Level 3	**N	<10%						
Level 4	**N	<10%							

Table 18. Math Achievement Levels Data, 2019 vs. 2022 (Excludes 2020 due to COVID)

Year		Academic Growth	Achievement Results % Current Year	Achievement Results in Prior Year				Not Required to Test	Did not Test
				Level 1	Level 2	Level 3	Level 4		
2019	All Students, All Grades								13.67
	Level 1	29.24	22	44.00	22.42	3.95	.25	27.64	1.73
	Level 2	45.05	30	11.36	35.27	19.96	2.20	30.58	.63
	Level 3	56.69	28	1.78	16.57	33.38	13.84	34.09	.34
	Level 4	68.88	20	.18	3.09	19.99	49.86	26.61	.27
	Economically Disadvantaged, All Grades								5.10
	Level 1	30.97	39	48.85	19.07	2.95	.19	26.75	2.19
	Level 2	48.76	32	15.87	37.54	16.85	1.68	27.09	.97
	Level 3	61.46	20	3.67	20.75	32.20	10.47	32.36	.55
	Level 4	73.36	<10%	.67	5.76	27.85	38.64	26.31	.77
	Migrant, All Grades								.02
	Level 1	47.00	59	40.91	4.55	0.00	0.00	40.91	13.64
	Level 2	30.00	11	0.00	25.00	25.00	0.00	50.00	0.00
	Level 3	74.00	<10%	0.00	0.00	50.00	0.00	50.00	0.00
Level 4		<10%							
2022	All Students, All Grades								31.30
	Level 1	30.91	29	43.20	12.99	1.60	.19	28.21	13.82
	Level 2	48.07	30	15.88	29.96	12.29	1.05	31.20	9.62
	Level 3	59.01	24	2.98	18.75	26.72	8.38	36.28	6.89
	Level 4	71.68	17	.32	4.33	19.96	38.62	29.70	7.07
	Economically Disadvantaged, All Grades								10.34
	Level 1	32.46	50	47.41	8.43	1.03	.14	26.48	16.50
	Level 2	53.35	29	22.20	28.82	8.75	.67	27.05	12.53
	Level 3	63.55	15	5.39	21.05	24.95	5.17	32.63	10.82
	Level 4	75.45	<10%	1.17	6.37	25.76	25.76	30.97	10.14
	Migrant, All Grades								.01
	Level 1	**N	>90%	60.00	0.00	0.00	0.00	33.33	6.67
	Level 2	**N	<10%						
	Level 3	**N	<10%						
Level 4	**N	<10%							



## CONCERNS AND SOLUTIONS

Table 19 presents the concerns and proposed solutions to those concerns, as developed by the 2023 NAC.

Table 19. NAC Concerns and Proposed Solutions

Concern Statement: We are concerned that...	Initial Solutions	Data Sources	Focus Area
...we are concerned that eligible migratory students and youth are not being identified and therefore are missing out on service and advocacy from the MEP	<p>Expand ID&amp;R and related MEP advocacy direct services</p> <p>Attend school fairs/activities.</p> <p>Surveys during school registration</p> <p>Inform school liaisons about MEP and eligibility.</p> <p>Getting information out to community agencies (“Welcome to New Hampshire” Initiative)</p> <p>Establish protocols to transfer referral information from districts in a secure and timely manner</p>	<p>Decreasing number of migratory students</p> <p>MIS2000</p> <p>MSIX</p>	Access to services, ID&R
...eligible migratory students may not receive services because MEP committees lack enough stakeholders to provide information to adequately inform service delivery	Identify additional experts, providers to engage in NAC or to interview directly	NH state migrant director, other NHDOE staff, internet research for organizations that serve migratory workers	Access to services
...migratory students significantly underperform compared to peers on state assessments in mathematics	<p>Advocacy to ensure access to all entitled services (e.g., math tutoring)</p> <p>Increased NHMEP tutoring and direct services</p>	State assessment data from iPlatform	Access to services

Concern Statement: We are concerned that...	Initial Solutions	Data Sources	Focus Area
...migratory students significantly underperform compared to peers on state assessments in reading	Advocacy to ensure access to all entitled services (e.g., reading tutoring) Increased NH MEP tutoring and direct services	State assessment data from iPlatform	
...available data suggests migratory students are not being assessed in reading and math at the same rate as non-migratory students.	Advocacy to ensure migratory students are included in state assessment cycles.	State assessment data from iPlatform	
... migratory students are not initially assessed on their English literacy and numeracy skills and may be placed at an inappropriate grade level as a result.	Screener for newcomer students to assess literacy and math -		Access to services
... the OSY population is not being identified in NH and is missing out on needed services as a result.	Outreach to office of youth services		Access to services
...without an initial needs assessment, migratory students may miss out on receiving needed services and help.	Develop a needs assessment and integrate it into the recruitment and services processes		
... the health needs of migratory students and OSY, who likely lack insurance, are not being identified or addressed.			
... families are not well informed and/or continuously informed on services available to them through districts and/or supplemental federal funding.	Identify individuals who can advocate for families		Support at home

Concern Statement: We are concerned that...	Initial Solutions	Data Sources	Focus Area
...the sudden interruption of NHMEP services necessitates building back trust with families	Conduct outreach to families  Develop resources and information to share with families to enable them to receive services and support		

**CONCERN STATEMENTS AND PERFORMANCE TARGETS FROM 2017 CNA**

Below are Concern Statements from the state’s 2017 CNA:

<b>CONCERN STATEMENTS AND PERFORMANCE TARGETS - 2017</b>		
<b>Goal Area 1: Reading</b>		
1a	We are concerned that migrant students at all grade levels are behind their non-migrant peers in reading achievement.	<p><b>1-1)</b> Collaborate with agencies and refer students to appropriate reading instructional services and support services, as needed.</p> <p><b>1-2)</b> Provide migrant students with opportunities for tutoring in reading/literacy and ESL.</p>
1b	We are concerned that migrant students lack English proficiency that impacts their reading achievement.	<p><b>1-3)</b> Increase migrant parent education, home visits, and information about resources that support student literacy/reading in the home.</p> <p><b>1-4)</b> Collaborate with community libraries to facilitate migrant families obtaining library cards and obtain books.</p>
1c	We are concerned that migrant students have limited access to support services, life skills services, and community services such as the local library.	<p><b>1-5)</b> Provide instructional home visits to support student and family literacy.</p> <p><b>1-6)</b> Provide home visits, and information about resources that support student learning reading in the home.</p>
1d	We are concerned that migrant parents, OSY, and staff report reading, writing, and learning English as students’ greatest need.	<p><b>1-7)</b> Educate staff, students, and parents about health issues, agencies, and community programs to support family health/well-being.</p> <p><b>1-8)</b> Facilitate the participation of MEP staff in professional development to increase their strategies to support the reading/literacy and ESL instruction of migrant children and youth.</p> <p><b>1-9)</b> Participate in a migrant CIG to help ensure interstate coordination that benefits migrant students and promotes their reading achievement.</p>
<b>Goal Area 2: Mathematics</b>		
2a	We are concerned that migrant students at all grade levels are behind their non-migrant peers in mathematics achievement.	<p><b>2-1)</b> Collaborate with agencies and refer students to appropriate math instructional services and support services, as needed.</p> <p><b>2-2)</b> Provide migrant students with tutoring opportunities in math.</p>
2b	We are concerned that migrant students lack English proficiency that impacts their mathematics achievement.	<p><b>2-3)</b> Increase migrant parent education, home visits, and information about resources that support student math learning in the home.</p> <p><b>2-4)</b> Collaborate with community libraries to facilitate migrant families obtaining library cards, books, and technology to help their math learning.</p>
2c	We are concerned that migrant parents report not being able to help their children with their homework/school work.	<p><b>2-5)</b> Provide instructional home visits to support the attainment of student and family skills in math.</p> <p><b>2-6)</b> Provide migrant parent education, home visits, and information about resources that support student’s learning math in the home.</p>
2d	We are concerned that all groups rated services to support instruction (e.g., school supplies, transportation, resources in the community) as a high need.	<p><b>2-7)</b> Educate staff, students, and parents about health issues, agencies, and community programs to support families’ health and well-being.</p> <p><b>2-8)</b> Facilitate the participation of MEP staff in professional development to increase their strategies to support the math instruction of migrant children and youth.</p>

**CONCERN STATEMENTS AND PERFORMANCE TARGETS - 2017**

**Goal Area 3: High School Graduation and Services to OSY**

3a	We are concerned that migrant OSY report attending school to 9 <sup>th</sup> grade or below affecting knowledge about graduation requirements and how to prepare for a career.	<p><b>3-1)</b> Assist secondary-aged youth to set learning goals and priorities, develop graduation plans, consider career paths, and plan their time to accommodate education as well as work.</p> <p><b>3-2).</b> Inform NH school staff and community members about the MEP, migrant student needs, and available services.</p> <p><b>3-3)</b> Facilitate and/or provide credit accrual opportunities.</p>
3b	We are concerned that migrant youth are not graduating or not graduating on time.	<p><b>3-4)</b> Refer migrant secondary-aged youth and parents to ESL programs and/or provide ESL through tutoring, technology, and written materials.</p> <p><b>3-5)</b> Provide migrant students who have failed or are at risk of failing core courses with information about credit accrual opportunities.</p>
3c	We are concerned about the number of secondary-aged migrant ELLs who are falling behind and at risk of dropping out of school.	<p><b>3-6)</b> Provide MEP staff with professional development instructional strategies, graduation strategies, community resources, and college/career plan for migrant secondary-aged youth.</p> <p><b>3-7)</b> Utilize materials from a migrant CIG to help ensure interstate coordination that benefits migrant secondary-aged out-of-school youth</p>

The 2017 CNA provided the following explanation regarding the state’s performance targets for migratory students:

*The performance targets for migrant students in New Hampshire are the same as those for all students in the State that were established by the New Hampshire Department of Education as part of its Consolidated State Plan. As such, migrant students are part of the “all students” designations that New Hampshire describes in its State ESSA Plan based on previous year data.*

**Reading** – Reading targets for 2018 for all students in NH =63.29% proficiency and for 2019 = 65.15%.

**Mathematics** – Targets for 2018 for all students in NH =48.28% proficiency and for 2019 = 49.19%.

**Graduation** – The four-year Adjusted Cohort Graduation Rate (ACGR) for the next five years are 90.15% (2018); 90.74% (2019); 91.31% (2020); 91.87% (2021); and 92.41% (2012).

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

Figures 3 and 4 provide information on the state’s assessment data. These scores represent information for “all students” and should serve as a goal for migratory students in the state.

	2019	2021	2022
<b>Reading Participation</b>	90%	80%	<b>82%</b>
<b>Reading Proficiency (Cut Score 480)</b>	63%	63%	<b>61%</b>
<b>Reading Average Score</b>	515	517	<b>511</b>
<b>Mathematics Participation</b>	90%	80%	<b>82%</b>
<b>Mathematics Proficiency (Cut Score 530)</b>	42%	42%	<b>36%</b>
<b>Mathematics Average Score</b>	508	509	<b>492</b>

Figure 3. NH DOE 2022 SAT Chart

Percent Proficient	2018	2019	2020	2021	2022
Third grade math	55	57	COVID	45	51
Third grade English	54	52	COVID	45	45
Fourth grade math	53	52	COVID	41	48
Fourth grade English	56	55	COVID	49	48
Fifth grade math	45	43	COVID	33	39
Fifth grade English	62	57	COVID	55	54
Sixth grade math	46	47	COVID	35	40
Sixth grade English	56	56	COVID	50	53
Seventh grade math	48	47	COVID	34	37
Seventh grade English	60	57	COVID	52	49
Eighth grade math	47	45	COVID	33	33
Eighth grade English	58	53	COVID	49	46

Figure 4. NH DOE 2022 Assessment Chart

## NEXT STEPS

Following this CNA process, the NHMEP will proceed to Service Delivery Planning using the decisions and recommendations of the NAC to guide that work. Additionally, the NHMEP is required to engage parents in the CNA process by gathering feedback from the statewide PAC and directly from parents in each funded district. This additional input will be provided to the SDP committee. SDP work will commence in October 2023 and is expected to be completed by Spring 2024.