

New Hampshire Migrant Education Program

Comprehensive Needs Assessment (CNA) and Service Delivery Plan (SDP)

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List of Acronyms and Abbreviations

CIG	Consortium Incentive Grant
COE	Certificate of Eligibility
CNA	Comprehensive Needs Assessment
DOE	Department of Education
ELL/EL	English Language Learner/English Learner
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
ESOL	English to Speakers of Other Languages
ESSA	Every Student Succeeds Act
GOSOSY	Graduation and Outcomes for Success for Out-of-School Youth Consortium
HS	High School
ID&R	Identification and Recruitment
KDG	Kindergarten (also abbreviated as K)
LEA	Local Education Agency
LOA	Local Operating Agency
LQM	Last Qualifying Move
MEP	Migrant Education Program
MIS2000	Management Services for Education Data
MPO	Measurable Program Objective
MSIX	Migrant Student Information Exchange System
NCLB	No Child Left Behind Act of 2001
NE HEP	New England High School Equivalency Program
NHDE	New Hampshire Department of Education
NHEIAP	New Hampshire Educational Improvement and Assessment Program
NH	New Hampshire
NRG	Non-Regulatory Guidance (2010)
OME	Office of Migrant Education
OSY	Out-of-school Youth
PAC	Parent Advisory Council
PASS	Portable Assisted Study Sequence
PMOL	Primary Means of Livelihood
QAD	Qualifying Arrival Date
SDP	Service Delivery Plan
SEA	State Education Agency

New Hampshire Migrant Education Program Comprehensive Needs Assessment (CNA) and Service Delivery Plan (SDP)

1) INTRODUCTION TO THE CNA AND SDP PROCESS

Authorizing Statute, Guidance, and Purpose for Conducting the CNA and SDP

Legislative Mandate for a CNA - The Office of Migrant Education of the U.S. Department of Education requires States to conduct a Comprehensive Needs Assessment under Section 1306 of the Elementary and Secondary Education Act (ESEA), reauthorized as the *No Child Left Behind Act of 2001 (NCLB)*, Title I Part C, Section 1304(1) and 2(2). In 2016, the Every Student Succeeds Act (ESSA) was enacted by Congress to reauthorize the ESEA; however, until the new regulations have been promulgated, the Office of Migrant Education (OME) has instructed states to continue to follow the NCLB guidance for CNA and SDP. As such, 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;
- Represents joint planning among local, State, and Federal programs, including programs under Part A, early childhood programs, and language instruction programs; and
- Provides for the integration of available MEP services with other Federal-, State-, and locally-operated programs.

The law requires that a CNA and SDP be periodically reviewed and revised, as necessary, to reflect changes in the State's strategies and programs provided under NCLB. This is not the first formal CNA and SDP process that has been undertaken by the State of New Hampshire as a CNA was developed in 2004 and updated in 2010. This report contains the most recent data available serves as an update to the previous CNA and SDP report.

According to Section 1306 of Title I, Part C of the ESEA, the CNA must: 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 at least every three years or more frequently if there is evidence of a change in the needs of migrant children. Key sections of the needs assessment should be updated annually to ensure that the results of the needs assessment remain current. The needs assessment results guide the State in establishing priorities for local procedures and provide a sound basis for allocating funds to local operating agencies.

Legislative Mandate for the SDP - Section 1306(a)(1) of Title I, Part C requires State Education Agencies (SEAs) and their local operating agencies (LOAs) to identify and address the unique educational needs of migrant children in accordance with a comprehensive plan that:

- Is integrated with other Federal programs, particularly those authorized by ESEA;
- Provides migrant children an opportunity to meet the same challenging State academic content and 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 to migrant children from appropriate local, state, and Federal educational programs;
- Is the product of joint planning among administrators of local, State, and Federal programs, including Title I, Part A, early childhood programs, and language programs under Part A or B of Title III; and
- Provides for the integration of services available under Part C with services provided by such other programs.

Section 200.83(b) of the regulations requires the SEA to develop its comprehensive SDP in consultation with the State migrant education parent advisory council (PAC) or, for SEAs that do not operate programs of one school year in duration (and are thus, not required to have such a council), with the parents of migrant children in a format and language that the parents understand.

There are several components that are required by statute to be included in a comprehensive state SDP. These are:

1. *Performance Targets.* The plan must specify the performance targets that the State has adopted for all migrant children for: reading; mathematics; high school graduation/the number of school dropouts; school readiness (if adopted by the SEA); and any other performance target that the State has identified for migrant children. (34 CFR 200.83(a)(1).)
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. (34 CFR 200.83(a)(2).)

3. *Measurable Program Outcomes.* The plan must include the measurable outcomes that the Migrant Education Program (MEP) will produce statewide through specific educational or educationally-related services. (Section 1306(a)(1)(D) of the statute.) 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 SEA'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 for them to participate effectively in school. (34 CFR 200.83(a)(3).)
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. (34 CFR 200.83(a)(4).)

Optional information that may be contained in the SDP includes the policies and procedures the State will implement to address other administrative activities and program functions. New Hampshire will include this optional information in its SDP:

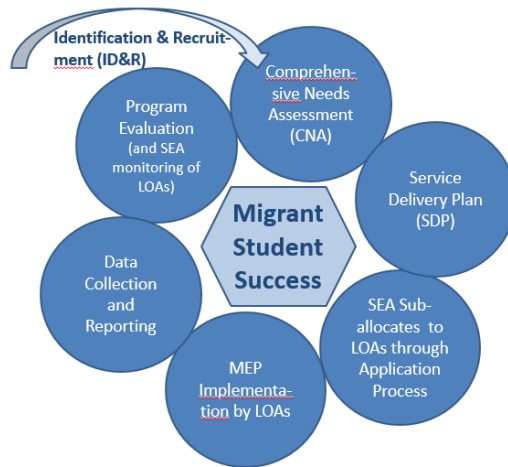
- *Priority for Services.* A description of how, on a statewide basis, the State will give priority to migrant children who: (1) are failing, or most at risk of failing, to meet the state's challenging academic content and student achievement standards, and 2) whose education has been interrupted during the regular school year.
- *Parent Involvement.* A description of the SEA'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 compliance with the guidance provided by OME, New Hampshire will update the comprehensive state SDP whenever it: 1) updates the statewide CNA; 2) changes the performance targets and/or measurable outcomes; 3) significantly changes the services that the MEP will provide statewide; or 4) significantly changes the evaluation design.

The CNA/SDP Process in New Hampshire

Guided by an adapted Continuous Improvement Cycle (See Exhibit 1) first presented in the Comprehensive Needs Assessment and Service Delivery Plan toolkits (2012), the State of New Hampshire Migrant Education Program (MEP) conducted a formal CNA and SDP across the 2016-17 and 2017-18 school years with a committee being formed to participate in meetings and discussions that followed the a process guided by 3-phase process in the toolkits.

Exhibit 1 – Continuous Improvement Cycle



Prior to the formal meetings held in summer/fall of 2017, the New Hampshire (NH) MEP and its CNA and SDP Committee conducted surveys and interviews with migrant parents, out-of-school youth (OSY), and staff; reviewed migrant student achievement data as well as State assessment results for migrant and non-migrant students; and reviewed student records and other outcome information such as graduate rates.

Because of the small size of the project, the State MEP staff were in a perfect position to provide input based on their

expertise and hands-on knowledge of the needs of the migrant students and families they serve, and knowledge of the State context and the MEP.

Upon collecting and reviewing the CNA data and compiling it into a data summary, all materials used were discussed during the meetings and concern statements developed, a State MEP profile compiled, and possible solutions to meet NH migrant student needs were put forward and prioritized. This process was followed up with an SDP meeting to discuss the existing services, consider State initiatives and goals, identify strategies for addressing the identified needs, set measurable program outcomes (MPOs), determine resources needed, and develop a plan to evaluate the State's progress toward meeting the MPOs.

The Migrant Education Program Seven Areas of Concern

Sections 1115(b)(1)(A) and 1309(2) of the Statute and section 200.81(d) of the regulations provide specific criteria for determining if a child is migratory. Migratory families' mobile lifestyle characteristics pose substantial challenges to students being successful in school among which are educational disruption, cultural adjustments, and discontinuity in curriculum, instruction, and assessment.

Seven areas of concern were identified by OME that resulted from lessons learned from a CNA Pilot Project conducted with four states and reported in its report (U.S. Department of Education, Office of Migrant Education. 2005. *Title I Part C Migrant Education Program: Lessons Learned in the Comprehensive Needs Assessment Pilot Project*).

According to this document, “Migrant children are thought, therefore, to be at high risk of school failure due to seven areas of concern that arise out of the educational problems associated with the migrant lifestyle.” (page 7 of the report). They are:

- **Educational Continuity** – High mobility may result in migrant students making numerous changes in schools (and therefore curriculum, instruction, and assessment) during the school year.
- **Instructional Time** – When migrant students miss school due to educational disruption caused by their migrant lifestyle, students are not exposed to good, consistent curriculum and instruction. Missing school due to mobility and delays in school enrollment results in lower achievement.
- **School Engagement** – Involvement in academic, social, or extracurricular activities is important to achieve a positive academic experience and preventing school dropout.
- **English Language Development** – For many migrant students, a language other than English is spoken at home and/or the student speaks a language other than English. Acquiring the English proficiency needed to be successful in school is necessary for many migrant students.
- **Education Support in the home** – Long working hours (especially during the summer months), limited English proficiency, low socioeconomic status, poor living conditions, and low educational attainment are factors associated with many migrant parents. These factors limit the support migrant students receive in the home and negatively impact student achievement and success in school.
- **Health** – There is extensive documentation on migrant families’ poor living conditions, poor health, lack of insurance to cover illness/injury, vision/hearing needs, behavioral health needs, domestic abuse, and lack of access to preventative health services. These factors affect migrant students’ educational performance.
- **Access to Services** – Awareness of school and community services affects access when migrant families are highly mobile, speak little English, and/or are not comfortable with interacting. These needed support services have an impact on migrant students’ well-being and school performance.

The Seven Areas of Concern provide a foundation on which a comprehensive assessment of needs is conducted. The next section contains the key areas of need that the Committee determined are organized according to the three major goal areas determined by the SEA: Reading achievement, mathematics achievement, and high school graduation/services to out-of-school youth (OSY).

How the Report is Organized

In addition to this section: **1 Introduction**, the report consists of three main sections: **2 Results** refers to the needs assessment results for migrant students in which data are examined and survey results summarized.

Section **3 Delivering MEP Services**, reports how New Hampshire has applied the results from the CNA to planning services. In the **4 Summary**, we offer cautions in interpreting the data and

a summary of the planning process and results. Finally, *Appendix A and B* include copies of the staff and parent CNA surveys.

2) RESULTS

Data Collection Sources and Procedures

The Concern Statements found in Exhibit 2 were prepared after reviewing student surveys, conducting interviews, and reviewing student achievement and other outcome data. Data for the analyses included in this report were generated from local and State sources and databases including the following:

- Schools and districts in New Hampshire serving migrant students
- New Hampshire MIS2000 database
- New Hampshire Department of Education student database
- MiraCORE Consortium Incentive Grant (CIG)
- GOSOSY CIG
- Surveys and interviews with parents, students, educators, and administrators
- The New Hampshire Department of Education website at www.education.nh.gov

Data on migrant student achievement in reading, mathematics, English language proficiency, attendance, and other outcomes is maintained by the NH Department of Education. These results are contained in the state student database and reported on the NH Department of Education website which provides assessment results for all students in the State against which migrant student performance on State assessments can be compared. Data are available on graduation and progress toward the achievement of State standards, by school.

Migrant student achievement and other student information is entered into (and can be retrieved in summary report form) from MIS2000, an electronic record system for collecting, storing, transferring, and reporting migrant student educational and health records. Data from MIS2000 provide demographic information on migrant students as well as other data needed to track student progress. Management reports are generated based on data queries provided to the MIS2000 system by the New Hampshire State MEP director.

New Hampshire is accommodating the Migrant Student Information Exchange System (MSIX) data collection and reporting system. State staff has participated in several trainings on MSIX to support the State to collect, transfer, and store student records. MSIX is a web-based portal that links states' migrant student record databases to facilitate the national exchange of migrant students' educational and health information among the States. For more information, go to <https://www2.ed.gov/admins/lead/account/recordstransfer.html>.

Migrant Student Demographics

Approximately 76% of NH's migrant students live in an urban area (Manchester). The majority are school-aged students whose parents mostly work in first-stage food processing. Especially at the upper grade levels, while these students are enrolled in school, they still suffer from social isolation

as well as classroom disengagement stemming from their status as ELLs and their cultural background.

Close to one-fourth of New Hampshire's migrant students live in a rural area and are mostly OSY who work on dairy farms, egg farms, or in nursery-related industries. They live throughout the state in rural agricultural areas such as Lancaster, Farmington, Alstead and Claremont. These students are mostly English Language Learners and are economically and academically disadvantaged. They usually live in farm housing that comes with the job and may suffer from isolation.

The needs of these migrant students are great; educational materials, such as writing utensils, paper or books are not always available. Many of these students are OSY and most are helping to supplement their families' meager incomes in their home country.

Students mostly come from Mexico, Central America, the Caribbean, Nepal and Africa. Spanish is usually the language spoken. Students tend to be somewhat secluded from the larger community and cautious about interactions with school or social service personnel.

During 2015-16, NH identified 148 eligible migrant children during the regular year (unduplicated count) and 83 migrant children during the summer. **Exhibit 2** lists the number of students at each grade for both terms. Eighty-three of the 148 students (56%) identified during the summer were served by the Migrant Education Program. There were 118 (duplicated count) who received instructional services and/or support services.

Exhibit 3 – Eligible Migrant Children by Grade

Age/ Grade	Regular Term	Summer Term
3-5 (Not kdg)	21	10
K	11	7
1	9	6
2	12	4
3	5	2
4	9	8
5	7	6
6	10	8
7	5	4
8	8	5
9	8	4
10	3	3
11	5	3
12	7	0
Out-of-school	28	13
Total	148	83

Source: 2015-16 CSPR, Part I

One hundred forty of the eligible migrant children (95%) also were identified as being limited in English proficiency. **Exhibit 3** presents the number of eligible migrant children and youth who are limited in English proficiency, by grade.

Fifteen of the eligible migrant children were identified as having "priority for services." Only one of the eligible migrant students was found to have dropped out of school.

The New Hampshire MEP functions as both an SEA and an LEA and operates out of the NH Department of Education. The program was implemented in by

Exhibit 2 – Eligible Migrant Children Identified as Limited English Proficient

Age/ Grade	Number
3-5 (Not kdg)	21
K	10
1	7
2	11
3	5
4	9
5	7
6	10
7	5
8	7
9	6
10	3
11	5
12	6
Out-of-school	28
Total	140

Source: 2015-16 CSPR, Part I

Program Director and a Program Specialist who share responsibilities for the NH MEP program functions.

New Hampshire participates in the MiraCORE CIG to address the reading/literacy needs of migrant students. The State also participates in the GOSOSY CIG to support the needs of OSY which comprise 20% of NH's migrant population.

The NH MEP provides services to pre-school and school-age children, as well as, out-of-school youth. Services to school-age children and out-of-school youth include:

- **Tutoring Services** (at home, at school, or via Skype)
 - Homework and subject-specific support
 - Computer literacy
 - Personal finance
 - English as a Second Language
 - HiSET (High School Equivalency Test) preparation
 - Preschool tutoring (3 years and up)
- **Summer Classes**
 - Credit redemption services
 - Bilingual classroom TA Support
- **Academic Materials**
 - Computer loans and internet access
 - Test fees (HiSET, etc.)
 - Books, notebooks, calculators, etc.
- **Referral Services**
 - Utility access
 - Healthcare
 - Legal assistance
 - Other services
- **Mentoring**
 - Worker's rights
 - Job applications
 - Parenting classes
 - Goal setting
- **Child and Family Advocacy**
 - Speaking with teachers and administrators
 - Transcript translation
 - Interpretation

Exhibit 3 – Map of New Hampshire with Location of Migrant Students



Exhibit 3 above displays the locations of where there is a concentration of migrant students in the state. The State of New Hampshire does not provide subgrants to LOAs. All programs are run out of the State office in Concord.

Migrant Student Outcome Data

In accordance with guidance provided by OME, assessment data is not reported for the migrant student population because of the small number of students and less than 30 tested. Only 27 migrant students were tested in the 2016 school year, so to ensure confidentiality, it is not appropriate, nor allowed, to include the results.

A staff and parent/OSY survey regarding the needs of migrant students was conducted during the summer of 2017 (See Appendix A and B for the forms).

Survey Results

According to the **staff survey** results, there are needs in the areas of:

- Literacy—reading (78%) and writing (67%), and learning English (33%);
- Study skills (22%) and motivation/school engagement (56%);
- Mathematics (33%); and
- High school coursework accrual (11%).

To support migrant students to meet these needs, NH staff expressed needs related to **professional development** for MEP and/or school staff in the areas of connecting families with community resources, reading and writing instruction, differentiating instruction for diverse learners including OSY and English learners, and mathematics instruction. In addition, participating migrant parents and OSY completed a survey in the summer of 2017. The results of the survey follow. Sixty-seven percent (67%) of staff reported that strategies were needed for parents to support the education of their children at home; 56% felt strategies were needed for parents to help their children with homework; and 44% felt that educational resources were needed in the homes of migrant students.

All **parent/OSY survey** questions were available in English and Spanish. The questions were read to some youth or parents by the assessment administrator if they were unable to read or write in either language. Similar to the results of the staff survey, an overwhelming percentage of parents/OSY identified reading (80%), writing (60%), and learning English (50%) as the three top needs. The types of services identified as being needed included tutors visiting the home (70%); and summer migrant school, referrals to pre-kindergarten programs, completing high school classes, knowing about course credits needed were identified as needs by 20% of parents/OSY. Support services identified as being needed included supplemental school supplies (60%); transportation (50%); and medical (including dental, vision, and health care), clothing, and college and career counseling at 30% each. All percentages represent duplicated counts as the survey allowed for identifying the top three needs.

New Hampshire MEP Student Profile*

Migrant Students	There are 148 eligible migrant students aged 3-21. Of those eligible, 83 (56.1%) were served.
Total State Allocation	\$215,266
Authorized Activities	Free books, iPod ESL course, home-based tutoring instruction, education packets, advocacy, enrichment activities, and referral and information about community resources
Crops/Agri-Industry	Dairy, vegetables, fruit and sod farms, food/meat processing, and nurseries and egg farming
Grade Distribution	PK (14%); K-3 (25%); 4-8 (26%); 9-12 (15%), and out-of-school-youth (20%)
Priority for Services	15 of the eligible migrant students (10%) are PFS according to the State's interpretation of the Federal definition under NCLB.
ELL	95% percent of all eligible migrant students are identified as being limited in English proficiency.
Special Education	0 migrant students who also are children with disabilities were identified under Part B or Part C of IDEA.
Mobility	26% of migrant students had a qualifying arrival date within the last 12 months.
Regular/Summer	Of the total number of students served, 83% were served during the regular term and 56% during the summer.
Type of Service	All migrant students received instructional services and/or support services (including referrals).
High School Drop Out and Out-of-School Youth	One migrant 10 th grade high school student dropped out of school in this time period; there are 24 out-of-school youth.

**NOTE: All data displayed is the most recent available*

Concern Statements and Possible Solutions

From a review of the data and discussion about local and statewide needs in New Hampshire, the areas for concern are stated below along with possible solutions that will help inform the service delivery plan.

Exhibit 4 – Concern Statements and Possible Solutions

Goal Area 1: Reading		
1a	We are concerned that migrant students at all grade levels are behind their non-migrant peers in reading achievement.	1-1) Collaborate with agencies and refer students to appropriate reading instructional services and support services, as needed. 1-2) Provide migrant students with opportunities for tutoring in reading/literacy and ESL.
1b	We are concerned that migrant students lack English proficiency that impacts their reading achievement.	1-3) Increase migrant parent education, home visits, and information about resources that support student literacy/reading in the home. 1-4) Collaborate with community libraries to facilitate migrant families obtaining library cards and obtain books.
1c	We are concerned that migrant students have limited access to support services, life skills services, and community services such as the local library.	1-5) Provide instructional home visits to support student and family literacy. 1-6) Provide home visits, and information about resources that support student learning reading in the home.
1d	We are concerned that migrant parents, OSY, and staff report reading, writing, and learning English as students' greatest need.	1-7) Educate staff, students, and parents about health issues, agencies, and community programs to support family health/well-being. 1-8) 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. 1-9) Participate in a migrant CIG to help ensure interstate coordination that benefits migrant students and promotes their reading achievement.
Goal Area 2: Mathematics		
2a	We are concerned that migrant students at all grade levels are behind their non-migrant peers in mathematics achievement.	2-1) Collaborate with agencies and refer students to appropriate math instructional services and support services, as needed. 2-2) Provide migrant students with tutoring opportunities in math.
2b	We are concerned that migrant students lack English proficiency that impacts their mathematics achievement.	2-3) Increase migrant parent education, home visits, and information about resources that support student math learning in the home. 2-4) Collaborate with community libraries to facilitate migrant families obtaining library cards, books, and technology to help their math learning.
2c	We are concerned that migrant parents report not being able to help their children with their homework/school work.	2-5) Provide instructional home visits to support the attainment of student and family skills in math. 2-6) Provide migrant parent education, home visits, and information about resources that support student's learning math in the home.
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.	2-7) Educate staff, students, and parents about health issues, agencies, and community programs to support families' health and well-being. 2-8) Facilitate the participation of MEP staff in professional development to increase their strategies to support the math instruction of migrant children and youth.
Goal Area 3: High School Graduation and Services to OSY		
3a	We are concerned that migrant OSY report attending school to 9 th grade or below affecting knowledge about graduation requirements and how to prepare for a career.	3-1) 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. 3-2) Inform NH school staff and community members about the MEP, migrant student needs, and available services.
3b	We are concerned that migrant youth are not graduating or not graduating on time.	3-3) Facilitate and/or provide credit accrual opportunities. 3-4) Refer migrant secondary-aged youth and parents to ESL programs and/or provide ESL through tutoring, technology, and written materials. 3-5) Provide migrant students who have failed or are at risk of failing core courses with information about credit accrual opportunities.
3c	We are concerned about the number of secondary-aged migrant ELLs who are falling behind and at risk of dropping out of school.	3-6) Provide MEP staff with professional development instructional strategies, graduation strategies, community resources, and college/career plan for migrant secondary-aged youth. 3-7) Utilize materials from a migrant CIG to help ensure interstate coordination that benefits migrant secondary-aged out-of-school youth

3d	We are concerned that staff, parents, and OSY report needs for parent involvement, strategies for helping their children with homework, and support services.	and promotes their achievement, graduation, and college/career readiness. 3-8) Provide home- and school-based services to the increased growing number of OSY who will qualify as PFS under the new ESSA definitions.
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Aligning CNA Results to State Systems and Resources to Plan Services

The New Hampshire MEP has considered existing State initiatives when planning services to meet the unique educational needs of migrant students through the CNA process. Examples of State systems, resources, and initiatives within New Hampshire include:

- Adult Basic Education Programs including Adult High School at https://www.education.nh.gov/career/adult/adult_basic.htm;
- Before and After School Programs;
- English for Speakers of Other Languages (ESOL) Programs at <https://www.education.nh.gov/instruction/integrated/esol/index.htm>;
- Extended Learning Programs at <https://www.education.nh.gov/innovations/elo/index.htm>;
- Guidance and Counseling Programs at <https://www.education.nh.gov/career/guidance/index.htm>;
- MiraCORE Consortium Incentive Grant at <https://www.migrantliteracynet.com>;
- Initiative for School Empowerment and Excellence at <https://www.education.nh.gov/data/i4see.htm>;
- IRRC Consortium Incentive Grant at <http://idr-consortium.net/>;
- New England Secondary School Consortium at <http://newenglandssc.org/>;
- New England High School Equivalency Program (NE HEP) at <http://edcollab.org/programs/hep/>;
- NCLB-related reading and math standards and assessments as shown on the NH State website at <http://www.education.nh.gov/>;
- NH Institutions of Higher Education at <https://www.education.nh.gov/highered/colleges/>;
- NH Educators online portal for resources for curriculum planning and professional development at <http://www.nheon.org/>;
- Nutrition Programs and Services at <https://www.education.nh.gov/program/nutrition/index.htm>;
- Preschool Programs at https://www.education.nh.gov/instruction/curriculum/early_learning.htm;
- STEM Education Programs at <https://www.education.nh.gov/instruction/stem/index.htm>;
- Career and Technical Education at <https://www.education.nh.gov/career/career/index.htm>;
- Safe and Drug Free Schools and Communities Programs at https://www.education.nh.gov/instruction/integrated/title_iv_a.htm;
- NH Title I-Part A (Basic), Title I-Part C (Migrant), and Part D (Neglected or Delinquent);
- Title III Programs for English Learners at https://www.education.nh.gov/instruction/integrated/title_iii.htm; and
- 21st Century Community Learning Centers at https://www.education.nh.gov/instruction/integrated/title_iv_b.htm;

3) Delivering MEP Services

Priority for Services

Determining which migrant students receive priority for services goes hand-in-hand with the SDP process to ensure that New Hampshire is properly identifying its performance goals, targets, and benchmarks related to the appropriate delivery of migrant student services.

As part of the NCLB requirements for Title I, Part C, every State must set its priorities for services; likewise, every MEP in every State is required to maintain a list of eligible migrant students as well as a listing of the students actually receiving migrant services to clarify whether or not a student is designated as Priority for Services (PFS).

State MEP staff provides technical assistance to staff to help them most efficiently determine the students who are PFS. The New Hampshire PFS criteria are bulleted below.

- There must be an interruption of services during the regular school year **and** the student does not perform proficiently on the New Hampshire Educational Improvement and Assessment Program (NHEIAP)
- PFS goes first to children who are failing or most at risk of failing to meet State academic content and achievement standards; children whose education has been interrupted during the regular school year; children who have been retained in a grade or are over age for grade; and children with limited proficiency in English. This changed with ESSA

If a student is identified as a PFS student during the current regular school year and moves into/from another school district during the same regular school year, the student is still considered as PFS and continues receiving extra educational services *as appropriate and available*.

When determining if a student has priority for services, staff consider the questions that follow.

- What are the methods used to identify children who meet the PFS criteria?
- What provisions and types of services are focused on the children?
- What types of follow-up services are provided?
- What documentation is used to demonstrate ongoing efforts to identify and provide services for migrant children who meet the PFS criteria?
- What are the methods established to review and evaluate student performance based on student assessment results?

Performance Goals/Targets for New Hampshire

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.

The performance targets for reading, mathematics, and graduation are related to needs identified through the CNA and meet the Non-Regulatory Guidance issued by OME.

Service Delivery Planning

Upon completion of comprehensive needs assessment planning, the Committee considered a logic model for the Continuous Improvement Cycle that would help to plan services. Exhibit 5 provides the model used for planning which contains three cells, one each for planning, implementation, and evaluation. Listed are the inputs, strategies, outcomes, and impact in each of these areas. The Committee considered the desired impact as it discussed and made recommendations while planning services and determining strategies to meet the identified needs of migrant children and youth in New Hampshire.

Exhibit 5 – Logic Model for Planning NH MEP Services

	Inputs →	Strategies →	Outcomes →	Impact
Planning	<ul style="list-style-type: none"> -MEP funds -Instructional staff -Administration -Instructional supplies/materials -Technology -Quality control in ID&R 	<ul style="list-style-type: none"> -Prof. development -Parent involvement -Instructional strategies -Counseling, graduation career planning -Support services -Coord with community agencies 	<ul style="list-style-type: none"> -Progress made toward meeting MPOs and State performance indicators -Parents involved -Staff trained -Students engaged in school 	<ul style="list-style-type: none"> -Higher rates of H.S. graduation -Increased student reading and math achievement -Increased capacity of parents to provide learning support in the home
Implementation	Timeliness, quantity, appropriateness, and availability of resources	Monitor and ensure high levels of strategy implementation	Number and percent achieving outcomes, progress toward meeting MPOs, graduation; fewer dropouts	Academic achievement, graduation, high quality services

Evaluation	<i>Qualitative:</i> Observations, FSI completion, survey responses	<i>Qualitative:</i> FSI review, review of program services, trend analysis	<i>Qualitative:</i> Narrative descriptions, trend analysis	<i>Qualitative:</i> Conclusions for program improvement
	<i>Quantitative:</i> Raw data, assessment results, graduation/dropout rates, survey ratings	<i>Quantitative:</i> Descriptive statistics, means and frequencies	<i>Quantitative:</i> Descriptive statistics, t-tests, statistical means and gains	<i>Quantitative:</i> Progress toward MPOs and State performance indicators

Measurable Program Outcomes and Statewide Service Delivery Strategies

New Hampshire statewide service delivery strategies and MPOs in the areas of reading, mathematics, and high school graduation/Services to OSY were designed to guide the planning, implementation, and evaluation of the migrant education program in the State.

The key strategies and MPOs in **reading** are listed below. These objectives reflect that the MEP is a supplementary program that coordinates resources with Federal, State, local school, and communities to address the needs of migrant children in New Hampshire. A CNA/SDP Planning Chart is found in Appendix C.

1.0 READING Measurable Program Outcome	1.0 READING Key Strategies
1A. Annually, at least 5% more migrant students receiving 20 or more hours of supplemental instruction in reading through the MEP will improve their reading and/or English language proficiency scores by 5% on a State-MEP approved assessment.	1.1. Assist migrant students to obtain tutoring and/or SEA staff to provide tutoring to support migrant student reading achievement.
	1.2. Conduct home visits to support student and family literacy.
	1.3. Provide migrant parents with instructions and strategies for reading with their children.
	1.4. Provide instruction, materials, and curriculum-embedded assessment through activities like a reading-focused Consortium Incentive Grant.
	1.5. MEP staff participate in targeted professional development that provides strategies, materials, and resources to support migrant student reading/literacy achievement.
1B. By the end of the program year, 80% of MEP staff will respond on a survey that they are better prepared to deliver reading instruction after participating in professional development in reading.	

The MPOs and key strategies in **mathematics** are listed below. These objectives reflect that the MEP is a supplementary program that coordinates resources with Federal, State, local school, and communities to address the needs of migrant children in New Hampshire.

2.0 MATHEMATICS Measurable Program Outcome (Objective)	2.0 MATHEMATICS Key Strategies
2A. By the end of the program year, at least 5% more migrant students receiving at least 20 hours of supplemental instruction in math through the MEP will improve	2.1. Assist migrant students to obtain tutoring and/or SEA staff to provide tutoring to support migrant student math achievement.
	2.2. Assist migrant families to obtain temporary library cards and obtain low-cost books and Internet services for children to support their math proficiency.

their math scores by 5% on a State-MEP approved assessment. 2B. By the end of the program year, 80% of MEP staff will respond on a survey that they are better prepared to deliver math instruction after participating in professional development in math.	2.3 Conduct home visits to support family math skills.
	2.4 Provide math books, manipulatives, and materials to migrant students.
	2.5. Provide migrant parents with instructions and strategies for doing math activities with their children in the home.
	2.6 Facilitate home-based tutoring programs in mathematics.
	2.7 MEP staff participate in targeted professional development that provides strategies, materials, and resources to support migrant student mathematics achievement.

The MPOs and key strategies for migrant secondary students and out-of-school youth in the area of **graduation from high school** follow. These objectives reflect that the MEP is a supplementary program that coordinates resources with Federal, State, local school, and communities to address the needs of migrant children in New Hampshire.

3.0 H.S. GRADUATION/OSY Measurable Program Outcome (Objective)	3.0 H.S. GRADUATION/OSY Key Strategies
3A. By the end of the program year, 80% of migrant OSY will receive services that support their educational and career goals. 3B. By the end of the program-year, 70% of OSY that received 20 or more hours of supplemental services will report being better able to support their child's/their own education and career goals. 3C. By the end of the program-year, 80% of MEP staff will report using knowledge gained from professional development to promote graduation, continuing education, and/or career goals for migrant students.	3.1. Coordinate with school staff and provide them with information about migrant student needs
	3.2 Assist migrant secondary-aged students to obtain tutoring and/or the SEA to provide tutoring to support migrant student achievement.
	3.3 Collaborate with service groups to leverage resources.
	3.4 Assist secondary-aged youth to set goals and priorities, develop graduation plans, and plan their time to accommodate education as well as their work schedule.
	3.5. Provide home visits, materials, and resources to support students' education and career goals.
	3.6. Provide access to technology to facilitate student learning (e.g., computers, tablets, apps).
	3.7. MEP staff participate in targeted professional development that provides strategies, materials, and resources to support migratory secondary-aged youth to reach their educational and/or career goals.
	3.8. Provide instruction, materials, and curriculum-embedded assessment through interstate coordination such as Consortium Incentive Grants.

State Monitoring

The monitoring of local MEPs is the responsibility of the New Hampshire Department of Education. However, because there are no local MEPs and the program is operated by the State, this activity is not applicable. The State provides ongoing coordination with schools/districts in which migrant students are located, collaborates with other Federal, state, and local programs, and works with community agencies to ensure that the needs of migratory children and youth are being met.

The accuracy of documentation for Certificates of Eligibility (COEs) and other quality control processes is monitored/verified by the State Recruiter. These activities are discussed further in the State Recruitment Plan section of this report.

Professional Development

New Hampshire has a State Professional Development Master Plan (see www.education.nh.gov/certification/statewide_prof.htm) and a toolkit for educators useful for working with communities to promote student learning. In addition, the NH MEP will utilize the resources that follow that specifically target preparation for the education of migrant students.

- The Office of Migrant Education (OME) of the U.S. Department of Education, administers grant programs that provide academic and supportive services to eligible migrant students to assist them to meet challenging content and achievement standards that are expected of all children. Visit www.ed.gov/about/offices/list/oese/ome/index.html
- The Interstate Migrant Education Council (IMEC), an independent organization to advocate policies that education and services for migrant children, facilitates opportunities for members to examine policy issues at all levels of government. For more information, visit <http://imec-migrated.org/>
- ESCORT is a national center dedicated to improving educational opportunities for migrant children. It maintains the Migrant Hotline for parents and is available for technical assistance and training. For more information, see <http://easternstream.org/>
- The National Association of State Directors of Migrant Education holds an annual Conference in the spring. New Hampshire typically sends 1-2 staff to this event to learn strategies in curriculum and instruction, parent involvement, assessment, identification and recruitment, and program administration. For more information, see www.nasdme.org
- OME sponsors workshops, institutes, and meetings (e.g., the annual MEP Directors' meeting, and other topic-related events). For more information, see <https://www2.ed.gov/programs/mep/index.html>
- The Annual ID&R conference facilitated by ESCORT is an event to which NH sends its State (recruiting) staff. For more information, see <http://easternstream.org>
- A State website at <http://www.education.nh.gov> that provides a portal to information with sections for families and communities, students and adult learners, individuals with disabilities, and educators and administrators

Parent Involvement

The New Hampshire Department of Education coordinates with agencies to broaden its resources for involving and supporting parents and families. The State Office of School and Community Support is available for assistance with community support; School support; adult and family literacy; family and youth development; and career and technical education. In addition, NH has an Advisory Council in place through Title I, Part A in which some migrant parents and OSY participate. Title I supports parent involvement by enlisting parents to help their children do well in school. Migrant parents are consulted in an ongoing and timely way in the planning, review, and improvement of the MEP.

Information useful to parents and family is contained on the New Hampshire Department of Education website at: <http://www.education.nh.gov>. Specific links useful to New Hampshire parents and community are found on this site. General and specific information helps parents learn about the schools, adult education, school success, and student achievement.

Given the small size of the NH MEP, parents and out-of-school youth are involved one-on-one with State MEP staff making home visits. Using this individual-sized model for parent participation is successful to enable parents' voices to be heard. Staff serve as trusted agents through which information is passed between the parent and the school.

Identification and Recruitment Plan

Under the ESEA/ESSA, Federal Title I, Part C provides SEAs with funding through a State formula grant based on each State's per-pupil expenditure and counts of migrant children between 3 and 21 years old. Rules for MEP eligibility are contained in the law, as follows:

1. The child is younger than 22 (and has not graduated from high school or does not hold a high school equivalency certificate); and
2. The child is a migrant agricultural worker, including a migratory dairy worker, or a migratory fisher, OR has a parent, spouse, or guardian who is a migrant agricultural worker or a migrant fisher; and
3. The child has moved within the preceding 36 months across school district lines from one residence to another due to economic necessity.

As required, the New Hampshire Department of Education must:

- ensure that the unique educational needs of migrant children are identified and addressed;
- promote interstate and intrastate coordination of services for migrant children, including providing for educational continuity through the timely transfer of pertinent school records;
- provide migrant students with the opportunity to meet the same challenging state academic content standards that all children are expected to meet; and
- encourage family literacy services for migrant students and their families.

To the extent feasible, all MEPs also are expected to provide advocacy and outreach for migratory children and their families on such topics as education, health, nutrition, and social services. They also must provide professional development programs for teachers and other program personnel; family literacy programs; the integration of information technology into MEP activities; and programs to facilitate the transition of secondary school students to postsecondary education or employment.

The key responsibilities of the recruiter include finding and enrolling eligible migrant children, a critical activity because children cannot receive MEP services without a record of eligibility. The children who are most in need of program services are often those who are the most difficult to find

with many migrant children potentially not attending or fully benefitting from school, if they were not identified and recruited into the MEP. This is particularly true of the most mobile migrant children who may be more difficult to identify than those who have settled in a community.

The New Hampshire Department of Education is responsible for the proper and timely ID&R of all eligible migrant children in the State, including securing pertinent information to document the basis of a child's eligibility. Eligibility data is recorded on a Certificate of Eligibility (COE). The recruiter obtains the data by interviewing the person responsible for the child, or the child, in cases where the child moves on his or her own. The recruiter's primary responsibilities are to:

- obtain information provided by parents, guardians, and others regarding the child's eligibility for the MEP;
- accurately/clearly record information that establishes a child is eligible on a COE;
- make determinations of eligibility; and
- determine the child's eligibility.

An effective recruiter is one who works to understand the process of recruiting a migrant child and participates in training, planning, and interviewing of migrant parents/guardians. It requires cultural sensitivity, knowledge of the NH MEP, knowledge of the requirements, and excellent communication skills. Recruiters should have adequate knowledge of the following:

- MEP eligibility requirements;
- languages spoken by migrant workers;
- local growers and dairy farms;
- local agricultural and dairy production and processing activities;
- cycles of seasonal employment and temporary employment;
- the local school system, the services available for migrant children and their families, and the most effective strategies for recruiting within each school;
- local roads and the locations of migrant labor camps and other migrant housing;
- MEP services offered by the local operating agency; and
- other agencies that can provide services to migrant workers and their families such as Migrant Health or Migrant Head Start.

The NH MEP has families throughout the State that are eligible for the NH MEP. These families are found in many different ways.

1. When the NH MEP receives utilizes the "Migrant Child Movement Notification System" and when NH receives a form from another State every attempt is made to locate the family. The following steps are taken to **identify families**.
 - Call or write to the receiving school to determine whether the children have been enrolled and to obtain the telephone number and address of the parents.
 - Call or write to the parents to schedule a home visit.
 - If the children have not been enrolled in that school district, contact the sending school to learn where records were actually sent; communicate with the contact person identified in the homebase school (if available).
 - If necessary, request information about the family through the homeless liaisons in each district who are very knowledgeable about migrant students.

- Other strategies, when none of the above works are to: a) Send a letter to the former address and ask for forwarding address; and b) request that a forwarding post card from the post office be sent back to our office.
- 2. **Employer referrals:** Dairy Farms: Regular visits are made to the major dairy farms with an active employee turnover rate in Farmington, Lancaster, Alstead, and Claremont. In addition, one of the full-time NH MEP staff is active in many agricultural associations such as: Farm Bureau, Holstein associations, and 4-H. Extension workers and employers often make referrals directly to her. Nurseries: MEP staff has contacted nurseries and greenhouses in the state to determine hiring practices. Employers from some eligible businesses are willing to have the new employee fill out a form allowing us to go visit the employee in their home to determine eligibility.
- 3. **Other agency contacts:** New England Farmworkers Council and the New Hampshire Job Training Council have made referrals to the NH MEP. In addition, NH MEP staff meet with representatives of other agencies that could potentially serve migrant families in order to provide information about eligibility and services.
- 4. **Surveys:** Recruiters periodically survey industries where there are not currently eligible families. Some examples are: forestry workers, Christmas tree growers, apple orchards and fishing.
- 5. **Referrals from other families:** Occasionally, other families in the program contact us when there is a new hire at the farm where they are working or when someone moves into their housing.
- 6. **Recheck visits:** A call or visit is made to families whose eligibility is about to end in order to verify that the families have had no additional qualifying moves subsequent to the last visit.

The NH State MEP is responsible for implementing procedures to ensure the accuracy of eligibility information received from the recruiter and others identifying or recruiting potential migrant students. The COE is used by the State to document MEP eligibility determinations.

In order to receive an MEP allocation from the U.S. Office of Migrant Education, the NH MEP must submit accurate child counts of eligible children to the Secretary of Education. Furthermore, it must:

- keep records of these eligibility determinations to verify that the counts are correct;
- maintain documentation of eligibility determinations to demonstrate that only children who met the definition of “migratory child” were served.

The first line of quality control is prevention of errors which occurs through professional development. The NH MEP has customized the National ID&R Manual to meet NH’s needs and utilizes it along with the ID&R CIG materials in training staff (e.g., tip sheets, scenarios, interview/re-interview questions).

Training for new recruiters is conducted by the Recruitment Coordinator, who has 30 years of recruiting experience in Migrant Education. This training includes an explanation of the purpose of the program, discussion of eligibility criteria, and NH MEP services. Basic information about interviewing techniques and recording information on the COE also is included in the training. The NH MEP requires that recruiter familiarize themselves with the law, non-regulatory guidance, the National ID&R Manual, the IRRC CIG materials and bring any questions she had back to the State office.

Those responsible for recruitment attend the ID&R Forum each fall, ID&R CIG trainings, and sessions on ID&R at the National Migrant Education Conference. Recruiters typically accompany a full-time staff member on several days of recheck visits and recruiting visits to observe and ask questions about what transpired. Recruiters are in regular communication with the State office and all eligibility issues are discussed.

As a quality control feature, annual internal audits are conducted and recruiters are required to attach a description of each interview on all new COEs. To check on the quality and accuracy of its eligibility determinations, the NH MEP re-interviews are conducted with families for all students that are available and another State's recruiter annually checks all COEs for accuracy. Every third year, an external re-interview is done on the COE's accuracy.

Evaluation Plan

The evaluation of the New Hampshire MEP will be completed by the State with the assistance of an external evaluator who is knowledgeable about migrant education, evaluation design, Federal reporting requirements and OME guidelines, and the New Hampshire MEP. The evaluation will systematically collect information to improve the program and to help the State make decisions about program improvement and success.

The evaluation will report both **implementation** and **outcome/results** data to determine the extent to which the measurable outcomes for the MEP in reading, mathematics, and high school graduation have been addressed and met.

Examples of questions answered by implementation data include the examples below.

- What challenges were encountered by the MEP? What was done to overcome these challenges?
- What adjustments can be made to the MEP to improve instruction, professional development, and the involvement of migrant parents?
- To what extent were the procedures used for identification and recruitment of eligible migrant students found to yield reliable results with?
- To what extent were MEP staff better prepared to help migrant students close the achievement gap?
- To what extent did migrant parents/OSY report being involved with their child's/their own learning?

Examples of questions answered by outcome data include the examples below.

- To what extent did migrant students demonstrate proficiency in reading through the MiraCORE curriculum-embedded reading assessments or another State-approved instrument?
- To what extent did migrant students demonstrate proficiency in math using a State-approved instrument?
- To what extent did migrant OSY receive services that support their educational/career goals?

Data on migrant students and services is collected by the State. Data sources include: migrant parents, migrant secondary students and OSY, State MEP recruiters and other staff. Data is collected using surveys, interviews, and records reviews (including assessment results). Data analysis procedures include descriptive statistics based on New Hampshire migrant student demographics, program implementation, and student and program outcomes. Means and frequencies are calculated and tests of educational significance are completed, as appropriate. Trend analyses are conducted and organized according to key themes.

To comply with Federal guidelines, New Hampshire will review its MPOs annually and make revisions to the evaluation plan and SDP as needed. Through the implementation and outcome evaluation, data will be collected and reviewed by the State to systematically and methodically examine the progress made toward meeting its MPOs to improve the program. Further, a written report on the implementation of the strategies contained in the SDP will be done if there is a change in the strategies contained in the SDP or student demographics. A Fidelity of Strategy Implementation tool will be used and evidence examined to determine the quality/fidelity of strategy implementation. These reports will include recommendations for improving MEP services to help ensure that the unique educational needs of migrant children and youth are being met.

For **program improvement** purposes and in accordance with the **evaluation requirements** provided in 34 CRF 200.83(a)(4), the evaluation data and demographic information described in Sections 3 of this report will be collected, compiled, analyzed, and summarized by the New Hampshire MEP staff. These activities will help the State determine the degree to which the MEP is on target to reach the stated performance targets and effective based on its MPOs.

Specifically, data will be collected to assess student outcomes, monitor student progress, and evaluate the effectiveness of the MEP. The data to be collected for these various purposes are listed in the tables below. Following each data element is information on the individual or agency responsible, the method of data collection, and the frequency of data collection.

4) Summary

Cautions in Interpreting the Data

Because of the small number of migrant students in NH, it is inappropriate to display the student assessment results; therefore, caution should be taken in interpreting the findings. State assessment scores in reading and math have not been disaggregated for migrant students; therefore, conclusions that have been made are based on a body of evidence about the needs and achievement of migrant students. However, State MEP staff work with each and every migrant student, thereby being aware of their needs, able to help them reach their educational goals, and coordinate with their teachers and parents to plan for student success in school and in the community.

Summary

The information and decisions contained in this report are based on the informed opinions of State MEP staff and experts on the CNA and SDP Committee about the needs of migrant students; the results of assessments, outcomes, and interviews; and a review of resources and solution strategies to address migrant student needs.

The New Hampshire Department of Education will begin immediately to implement the SDP and its measurable program outcomes and strategies. The State will continue MEP planning and revisit and update the MPOs in the SDP on an annual basis, or more frequently as migrant student needs change or new Federal requirements become available from OME.

The New Hampshire State 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 MEP funds in the State. This Service Delivery Plan is essential to help the New Hampshire State MEP continue to articulate the vision of how to meet the identified needs of migrant children and youth on a statewide basis, how to determine the fidelity of strategy implementation, and how to evaluate the degree to which NH migrant services are effective.

Appendix A – New Hampshire MEP Staff Needs Assessment Survey

The New Hampshire Migrant Education Program (MEP) is conducting a survey to help identify the greatest needs of migrant students that result from frequent moves and interrupted education.

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

<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> High school coursework <input type="checkbox"/> Help studying to pass state assessments <input type="checkbox"/> Being ready for kindergarten	<input type="checkbox"/> Motivation/school engagement <input type="checkbox"/> Life skills <input type="checkbox"/> Being ready for college/career <input type="checkbox"/> Learning English <input type="checkbox"/> Study skills <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____
--	--

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

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

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

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

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

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

- 5. Professional development:** What topics would you recommend for helping instructional staff meet the needs of migrant children and youth? (rank your top 3 with 1 being the highest)

Strategies for...

<input type="checkbox"/> Reading instruction <input type="checkbox"/> Mathematics instruction <input type="checkbox"/> Writing instruction <input type="checkbox"/> Connecting families w/resources <input type="checkbox"/> Increasing graduation rates <input type="checkbox"/> Providing instruction to OSY	<input type="checkbox"/> Delivering content instruction to English learners <input type="checkbox"/> Preparing students for post-secondary/career options <input type="checkbox"/> Teaching students who transfer in mid-year or mid-course <input type="checkbox"/> Providing pre-kindergarten instruction <input type="checkbox"/> Differentiating instruction for diverse learners <input type="checkbox"/> Other: _____
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- 6. What is your biggest concern for the migrant students you serve?** (Use the back, if needed)

Appendix B – New Hampshire MEP Parent/OSY Needs Assessment Survey

Parent Survey of Student Needs

The New Hampshire Migrant Education Program (MEP) is conducting a study of the needs of migrant families. If you have more than one child in the MEP, answer in general for all your children. Check the 3 top choices in each category.

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

1. Instruction: What instructional assistance does your child/children need? (check your top 3)

- | | |
|--|--|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Motivation to participate in school |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Life skills |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Being ready for college/career |
| <input type="checkbox"/> Science | <input type="checkbox"/> Learning English |
| <input type="checkbox"/> High school coursework | <input type="checkbox"/> Study skills |
| <input type="checkbox"/> Help studying to pass state assessments | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Being ready for kindergarten | <input type="checkbox"/> Other: _____ |

2. What types of services would most help your child/children? (check your top 3)

- | | |
|---|--|
| <input type="checkbox"/> Opportunities after graduating high school | <input type="checkbox"/> Tutoring during the school day |
| <input type="checkbox"/> Completing high school classes | <input type="checkbox"/> Tutoring before or after school |
| <input type="checkbox"/> Summer migrant school | <input type="checkbox"/> Knowing what course credits they need to graduate |
| <input type="checkbox"/> Tutors visiting your home | <input type="checkbox"/> Counseling to helping them stay in school |
| <input type="checkbox"/> Referrals to pre-kindergarten programs | <input type="checkbox"/> Other: _____ |

3. Support Services: What support does your child/children need? (check your top 3)

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

4. Parent involvement: What would help you support your child/children's education? (check your top 3)

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

5. What is your biggest concern or need for the education of your child/children?

Appendix C – CNA/SDP Planning Chart
New Hampshire Migrant Education Program

DRAFT 9/2/17

GOAL AREA 1: Reading

CONCERNS:

- 1a.** We are concerned that migrant students at all grade levels are behind their non-migrant peers in reading achievement.
1b. We are concerned that migrant students lack English proficiency that impacts their reading achievement.
1c. We are concerned that migrant students have limited access to support services, life skills services, and community services such as the local library.
1d. We are concerned that migrant parents, OSY, and staff report reading, writing, and learning English as students' greatest need.

<u>Solution strategy identified in the CNA</u>	<u>Performance Target/AMO</u>	<u>Strategy</u>	<u>MEP Measurable Program Outcome (Objective)</u>	<u>Resources Needed</u>
1-1) Collaborate with agencies and refer students to appropriate reading instructional services and support services, as needed. 1-2) Provide migrant students with opportunities for tutoring in reading/literacy and ESL. 1-3) Increase migrant parent education, home visits, and information about resources that support student literacy/reading in the home. 1-4) Collaborate with community libraries to facilitate migrant families obtaining library cards and obtain books. 1-5) Provide instructional home visits to support student and family literacy. 1-6) Provide home visits, and information about resources that support student learning reading in the home. 1-7) Educate staff, students, and parents about health issues, agencies, and community programs to support families' health and well-being. 1-8) 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. 1-9) Participate in a migrant CIG to help ensure interstate coordination that benefits migrant students and promotes their reading achievement.	Reading targets for 2018 for all students in NH = 63.29% proficiency and for 2019 = 65.15% <i>*State Plan estimates are based on previous data.</i>	5.1. Assist migrant families to obtain temporary library cards and obtain low-cost books and Internet Services for children/youth to support their literacy. 5.2. Conduct home visits to support student and family literacy. 5.3. Provide migrant parents with instructions and strategies for reading with their children. 5.4. Provide instruction, materials, and curriculum-embedded assessment through activities like a reading-focused Consortium Incentive Grant.	1A. Annually, at least 5% more migrant students receiving 20 or more hours of supplemental instruction in reading through the MEP will improve their reading and/or English language proficiency scores by 5% on a State-MEP approved assessment.	<ul style="list-style-type: none"> • Tutors • Professional development instructional staff and administrators • Technology support • Hardware and Software • Transportation • Curricula and supplies • Training materials for parents • Technology support • Reading lessons and assessments • Translators/ interpreters
		1.5 MEP staff participate in targeted professional development that provides strategies, materials, and resources to support migrant student reading/literacy achievement.	1B. By the end of the program year, 80% of MEP staff will respond on a survey that they are better prepared to deliver reading instruction after participating in professional development in reading.	<ul style="list-style-type: none"> • Professional development • Staff time • Materials and resources for PD

GOAL AREA 2: Mathematics

NEED/CONCERN:

- 2a.** We are concerned that migrant students at all grade levels are behind their non-migrant peers in mathematics achievement.
- 2b.** We are concerned that migrant students lack English proficiency that impacts their mathematics achievement.
- 2c.** We are concerned that migrant parents report not being able to help their children with their homework/school work.
- 2d.** We are concerned that migrant parents, OSY, and staff rate support services (e.g., school supplies, transportation, community resources) to support instruction as a high need.

<u>Solution identified in the CNA</u>	<u>Performance Target (Goal)</u>	<u>Strategy</u>	<u>MEP Measurable Program Outcome (Objective)</u>	<u>Resources Needed (TA, PD)</u>
2-1) Collaborate with agencies and refer students to appropriate math instructional services and support services, as needed. 2-2) Provide migrant students with opportunities for tutoring in mathematics. 2-3) Increase migrant parent education, home visits, and information about resources that support student math learning in the home. 2-4) Collaborate with community libraries to facilitate migrant families obtaining library cards, books, and technology to help their math learning. 2-5) Provide instructional home visits to support the attainment of student and family skills in math. 2-6) Provide migrant parent education, home visits, and information about resources that support student's learning math in the home. 2-7) Educate staff, students, and parents about health issues, agencies, and community programs to support families' health and well-being. 2-8) Facilitate the participation of MEP staff in professional development to increase their strategies to support the math instruction of migrant children and youth.	Mathematics targets for 2018 for all students in NH = 48.28% proficiency and for 2019 = 49.19% <i>*State Plan estimates are based on previous data.</i>	2.5 Assist migrant students to obtain tutoring and/or SEA staff to provide tutoring to support migrant student math achievement. 2.6 Assist migrant families to obtain temporary library cards and obtain low-cost books and Internet services for children to support their math proficiency. 2.7 Conduct home visits to support family math skills. 2.8 Provide math books, manipulatives, and materials to migrant students. 2.5. Provide migrant parents with instructions and strategies for doing math activities with their children in the home. 2.6 Facilitate home-based tutoring programs in mathematics.	2A. By the end of the program year, at least 5% more migrant students receiving at least 20 hours of supplemental instruction in math through the MEP will improve their math scores by 5% on a State-MEP approved assessment.	<ul style="list-style-type: none"> • Tutors • Professional development for instructional staff • Community libraries • Math manipulatives and materials • Technology support • Hardware and Software • Transportation • Curricula and supplies • Technology support Hardware and Software
		2.7 MEP staff participate in targeted professional development that provides strategies, materials, and resources to support migrant student mathematics achievement.	2B. By the end of the program year, 80% of MEP staff will respond on a survey that they are better prepared to deliver math instruction after participating in professional development in math.	<ul style="list-style-type: none"> • Professional development • Staff time • Materials and resources for PD

GOAL AREA 3: High School Graduation and Services to Out-of-School Youth

NEED/CONCERN:

3a We are concerned that migrant OSY report attending school to 9th grade or below affecting knowledge about graduation requirements and how to prepare for a career.

3b We are concerned that migrant youth are not graduating or not graduating on time.

3c We are concerned about the number of secondary-aged migrant ELLs who are falling behind and at risk of dropping out of school.

3d We are concerned that staff, parents, and OSY report needs for parent involvement, strategies for helping their children with homework, and support services.

<u>Solution identified in the CNA</u>	<u>Performance Target (Goal)</u>	<u>Strategy</u>	<u>MEP Measurable Program Outcome (Objective)</u>	<u>Resources Needed (TA, PD)</u>
<p>3-1) 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>3-2). Inform NH school staff and community members about the MEP, migrant student needs, and available services.</p> <p>3-3) Facilitate and/or provide credit accrual opportunities.</p> <p>3-4) Refer migrant secondary-aged youth and parents to ESL programs and/or provide ESL through tutoring, technology, and written materials.</p> <p>3-5) Provide migrant students who have failed or are at risk of failing core courses with information about credit accrual opportunities.</p> <p>3-6) Provide MEP staff with professional development instructional strategies, graduation strategies, community resources, and college/career plan for migrant secondary-aged youth.</p> <p>3-7) Utilize materials from a migrant CIG to help ensure interstate coordination that benefits migrant secondary-aged out-of-school youth and promotes their achievement, graduation, and college/career readiness.</p> <p>3-8) Provide home- and school-based services to the increased growing number of OSY who will qualify as PFS under the new ESSA definitions.</p>	<p>The four-year Adjusted Cohort Graduation Rate (ACGR):</p> <p>2018 – 90.15%</p> <p>2019 – 90.74%</p> <p>2020 – 91.31%</p> <p>2021 – 91.87%</p> <p>2022 – 92.41%</p> <p>2023 – 92.93%</p> <p>2024 – 93.45%</p> <p>2025 – 93.96%</p>	<p>3.1. Coordinate with school staff and provide them with information about migrant student needs.</p> <p>3.2 Assist migrant secondary-aged students to obtain tutoring and/or the SEA to provide tutoring to support migrant student achievement.</p> <p>3.3 Collaborate with service groups to leverage resources.</p> <p>3.4 Assist secondary-aged youth to set goals and priorities, develop graduation plans, and plan their time to accommodate education as well as their work schedule.</p>	<p>3A. By the end of the program year, 80% of migrant OSY will receive services that support their educational and career goals.</p>	<ul style="list-style-type: none"> • Tutors • Mobile technology/Internet access • Staff time • PD time • Curricula and assessments • Communication with IHEs
		<p>3.5. Provide home visits, materials, and resources to support students' education and career goals.</p> <p>3.6. Provide access to technology to facilitate student learning (e.g., computers, tablets, apps).</p>	<p>3B. By the end of the program year, 70% of OSY that received 20 or more hours of supplemental services will report being better able to support their child's/their own education and career goals.</p>	<ul style="list-style-type: none"> • Staff time • Materials and resources • Hardware, software, apps
		<p>3.7. MEP staff participate in targeted professional development that provides strategies, materials, and resources to support migratory secondary-aged youth to reach their educational and/or career goals.</p> <p>3.8. Provide instruction, materials, and curriculum-embedded assessment through interstate coordination such as Consortium Incentive Grants.</p>	<p>3C. By the end of the program year, 80% of MEP staff will report using knowledge gained from professional development to promote graduation, continuing education, and/or career goals for migrant students.</p>	<ul style="list-style-type: none"> • Professional development • Staff time • Materials and resources for PD • OSY lessons • Reading lessons • Transportation to visit IHEs