

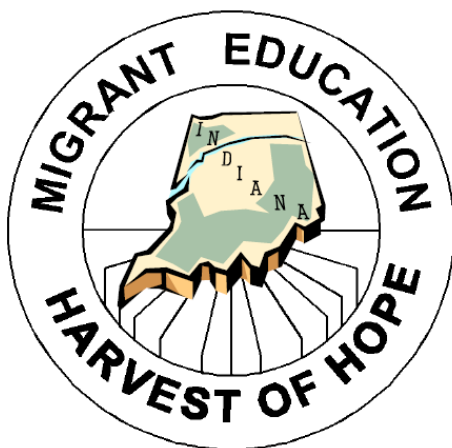


Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

Comprehensive Needs Assessment

Migrant Education Program



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Abbreviations

| | |
|--------|--|
| CNA | Comprehensive Needs Assessment |
| CSPR | Consolidated State Performance Report |
| ECE | Early Childhood Education |
| ELA | English Language Arts |
| E(L)L | English (language) learner |
| ESEA | Elementary and Secondary Education Act |
| ESSA | Every Student Succeeds Act |
| GPRA | Government Performance and Results Act |
| HS | High School |
| IDOE | Indiana Department of Education |
| ID&R | Identification and Recruitment |
| ILEARN | Indiana Learning Evaluation Assessment Readiness Network |
| IMEP | Indiana Migrant Education Program |
| IN | Indiana |
| LEA | Local Education Agency |
| LOA | Local Operating Agency |
| MEP | Migrant Education Program |
| MPO | Measurable Program Outcome |
| NAC | Needs Assessment Committee |
| OME | Office of Migrant Education |
| OSY | Out-of-School Youth |
| PAC | Parent Advisory Council |
| PD | Professional Development |
| PFS | Priority for Services |
| QAD | Qualifying Arrival Date |
| SEA | State Education Agency |
| SDP | Service Delivery Plan |

Table of Contents

| | |
|---|-----------|
| Introduction | 1 |
| Organization of the CNA Report | 1 |
| CNA Process | 3 |
| The Comprehensive Needs Assessment Process in Indiana..... | 3 |
| Data Collection Procedures | 4 |
| Authorizing Statute and Guidance for Conducting the Comprehensive Needs Assessment | 5 |
| Purpose of the CNA..... | 5 |
| Planning Phase of the Indiana CNA | 5 |
| Exploring “What Is” | 7 |
| Overview of Phase I: Exploring “What Is” | 7 |
| CNA Goal Areas and the Indiana Standards | 7 |
| The Migrant Education Program Seven Areas of Concern..... | 8 |
| Indiana Concern Statements | 9 |
| Gathering and Analyzing Data | 11 |
| Indiana Migratory Child Profile..... | 11 |
| Parent Input Regarding Needs | 18 |
| Making Decisions | 24 |
| CNA Decisions and Planning Chart..... | 25 |
| Summary and Next Steps | 30 |
| Evidence-based Conclusions and Recommendations | 30 |
| Next Steps..... | 31 |

Introduction

The primary purpose of the Indiana Migrant Education Program (MEP) is to help migratory children and youth overcome challenges of mobility, cultural and language barriers, social isolation, and other difficulties associated with a migratory life, in order that they might succeed in school. Furthermore, the Indiana MEP must give priority for services (PFS) to migratory children and youth who (1) have made a qualifying move within the previous year period and who (2) are failing, or most at risk of failing, to meet Indiana's academic standards; or have dropped out of school. The term '*migratory child*' means a child or youth ages birth to age 21 who made a qualifying move in the preceding 36 months (A) as a migratory agricultural worker or a migratory fisher; or (B) with, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher. [Elementary and Secondary Education Act (ESEA)/Every Student Succeeds Act (ESSA) Section 1309(3)]

In order to better understand and articulate the specific services that the Indiana MEP should provide to migratory children and youth and their families, a comprehensive assessment of needs was completed as part of a thorough review of the entire statewide MEP.

This document describes the needs of migratory children eligible for the Indiana MEP and proposes solutions to meet those needs. The Comprehensive Needs Assessment (CNA) was completed with input from a committee of stakeholders from Indiana and a consultant with knowledge of the process and procedures for conducting CNA meetings. Stakeholders included Indiana MEP administrative staff, teachers, recruiters, experts in literacy, math, and technology education, and migratory parents. All MEP regions were represented (see the committee membership list at the beginning of the report).

This CNA report provides an overview of the processes and procedures used for coming to conclusions as well as an action plan with recommended strategies and interventions that aim to close the gaps between where Indiana migratory children are now and where the Needs Assessment Committee (NAC) believes they should be.

Organization of the CNA Report

Following this brief introduction, there are seven sections to the CNA report.

CNA Process describes the procedures used to make decisions and the rationale for committee selection.

Authorizing Statute and Guidance for Conducting the CNA provides legal underpinnings on which Indiana conducts its CNA activities.

Phase I, Exploring What Is includes discussion about what is known about migratory students and determination of the focus and scope of the needs assessment.

Phase II, Gathering and Analyzing Data builds a comprehensive understanding of the gaps between Indiana migratory students and all other students in the state with a migratory student profile.

Phase III, Making Decisions summarizes needs, solutions, and a research base on which to build the Service Delivery Plan (SDP).

Summary and Next Steps offers evidence-based conclusions and discusses the next steps in applying the results of the CNA to planning services for Indiana’s migratory students. This section sets the stage for the implementation and evaluation of MEP services.

CNA Process

The Comprehensive Needs Assessment Process in Indiana

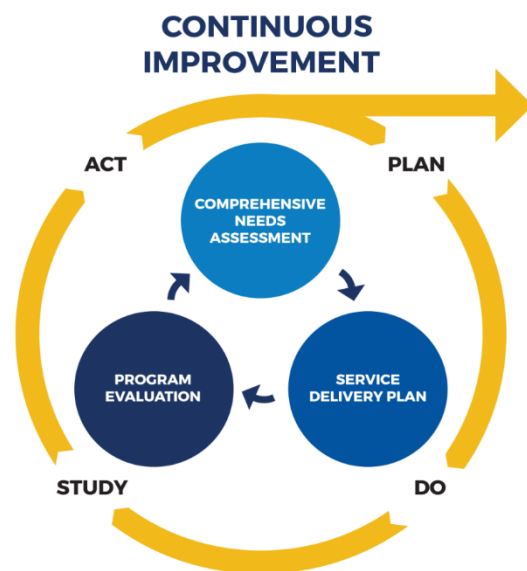
This CNA report is a comprehensive update of the previous CNA completed in 2018. The CNA aligns to recommendations from the Office of Migrant Education's (OME) CNA Toolkit published in 2018 and updates concerns and needs based on changes in the migratory student population, changes to program administration and structure, and seasonal agricultural activities. This process has taken into account:

- What has been done in the past to conduct a comprehensive assessment of needs in Indiana as well as the State and local context for assessing and providing comprehensive services to migratory students;
- OME's recommended procedures for conducting a CNA and guidance on successful strategies to incorporate in the Indiana CNA to move the MEP closer to achieving its state goals as well as those required federally;
- The most recent migratory student achievement data and outcomes as compared with non-migratory students;
- The development and refinement of needs assessment systems and tools for collecting statewide survey data locally; and
- The recommendations made by a broad-based NAC that assisted the state in its CNA decision making.

The Indiana CNA will guide future programming and policy decisions to ensure that the program's resources are directed at the most needed and most effective services for migratory children and youth and their families.

The Continuous Improvement Cycle proposed by OME (the graphic to the right) served as a model for the activities conducted through the update to the Indiana CNA. This model illustrates the relationship between the CNA, state plan for the delivery of services through the SDP process, the implementation of services through a defined process for applications for funds and the implementation of programs through local sub-grantees, and the evaluation of services.

The Indiana process included both the assessment of needs and the identification of potential solutions in five steps.



- 1) Preliminary work to establish the NAC, garner support, set meeting agendas, and collect data.
- 2) Explore “what is,” by examining existing information and systems to develop concerns.
- 3) Gather and analyze data on migratory students in Indiana to specify needs statements.
- 4) Make decisions about solutions, resources, and systems to address concerns.
- 5) Transition to the SDP by writing the final CNA report, sharing the CNA with stakeholders and administrators, and using the CNA as the basis for initiating the SDP planning process.

Data Collection Procedures

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

- surveys completed by MEP directors, school administrators and staff, recruiters, and migratory parents;
- Reviews of state assessment results in reading/English language arts (ELA) and mathematics with comparisons made between migratory student achievement results and that of their non-migrant peers;
- Reports on achievement and high school credit accrual from the migratory student database; and
- Local records of achievement and participation.

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

Authorizing Statute and Guidance for Conducting the Comprehensive Needs Assessment

Purpose of the CNA

An MEP CNA is required by the OME of the U.S. Department of Education under Section 1306 of the ESEA as reauthorized as ESSA for Title I Part C, Section 1304(1) and 2(2). States must address the unique educational needs of migratory children in accordance with a comprehensive state plan that:

- ✓ Is integrated with other programs under the ESEA and may be submitted as part of the State consolidated application;
- ✓ Provides that migratory children will have an opportunity to meet the same academic content standards that all children are expected to meet;
- ✓ Specifies measurable program goals and outcomes;
- ✓ Encompasses the full range of services that are available for migratory children from appropriate local, state, and federal educational programs;
- ✓ Is the product of joint planning among such local, state, and federal programs, including programs under Part A, early childhood programs, and language instruction programs; and
- ✓ Provides for the integration of available MEP services with other federal-, state-, or locally-operated programs.

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

Policy guidance issued by OME states that needs assessments must be conducted annually using the best information available. The needs assessment serves as the blueprint for establishing statewide priorities for local procedures and provides a basis for the state to allocate funds to LOAs. The CNA should take a systematic approach that progresses through a defined series of phases, involving key stakeholders such as migratory parents and students as appropriate, educators and administrators of programs that serve migratory students, content area experts, and other individuals that are critical to ensuring commitment and follow-up.

Planning Phase of the Indiana CNA

The Indiana CNA was designed to develop an understanding of the unique educational needs and educationally related needs of Indiana migratory students and their families. Not only does this analysis of needs provide a foundation for the future direction of the Indiana MEP through

the comprehensive state plan for service delivery, but it also supports the overall continuous improvement and quality assurance processes of the Indiana MEP and the overall state plan. The needs analysis was adapted to the resources and structures available in the state of Indiana.

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

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

The Management Plan defined the structure for the NAC, delineated various roles and responsibilities, and scheduled a calendar of meeting dates and timelines for tasks to be completed. The Indiana NAC was charged with:

- Reviewing existing implementation, achievement, and outcome **data** on migratory students in Indiana;
- Drafting **concerns, needs statements** and possible **solutions** to inform the SDP;
- Reviewing the data to determine the elements to include in the migratory student **profile**;
- Recommending **additional data collection** to determine the scope of student needs;
- Making **recommendations** to the state on needs and profile data to be included in the CNA report; and
- Reviewing summary materials and the **CNA report** to provide **feedback** to the State.

The Project Manager, Adam Pitt, in collaboration with META Associates, implemented the final step in management planning, the logistical plan. A schedule of meetings was developed specifying the requirements for each meeting and the meeting goals and anticipated activities. The tasks for each meeting were laid out in an Implementation Guide that was revised after each meeting to incorporate unanticipated activities.

Exploring “What Is”

Overview of Phase I: Exploring “What Is”

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

- Includes both needs identification and the assessment of potential solutions;
- Addresses all relevant goals established for migratory children;
- Identifies the needs of migratory children at a level useful for program design purposes;
- Collects data from appropriate target groups; and
- Examines needs data disaggregated by key subgroups.

CNA Goal Areas and the Indiana Academic Standards

The first series of NAC meetings (three two-hour meetings) were held virtually between February 25, 2021 and March 11, 2021. The objectives for these meetings were to:

- 1) Understand the CNA update process;
- 2) Review data collected through the State MEP CNA;
- 3) Review and revise the CNA concern statements and need statements; and
- 4) Identify data sources for concerns and need statements and any additional data needed.

The NAC reviewed the goal areas originally established by OME and indicated how the needs of Indiana migratory students fit within these broad categories and combined areas of need as practitioners and content area experts found necessary. The Indiana Academic Standards provide a guide to delivering challenging and meaningful content to students that prepares them for success in life. The standards represent what all children are expected to know and learn and migratory students are given the same opportunities as all children to meet the standards.

Aligning with the Indiana Academic Standards, the four goal areas established by the NAC are listed below. These four goal areas serve as the organizational structure for establishing concerns, identifying solutions, and will form the basis of the Indiana MEP SDP.

Goal Area 1: Proficiency in ELA and Mathematics

Goal Area 2: School Readiness

Goal Area 3: High School Graduation and Out-of-School Youth (OSY) Achievement

Goal Area 4: Support and Social Emotional Learning

The Migrant Education Program Seven Areas of Concern

There are seven common areas of concern that emerged from a CNA initiative undertaken by OME from 2002-2005 in four states. Seven areas emerged from this initiative as being important for all states to consider as they begin to conduct their statewide assessment of needs.

During the Indiana CNA process, the Seven Areas of Concern served as a focus around which the NAC developed concern statements. These concern statements, in turn, will be used by Indiana state MEP staff and other key stakeholders to design appropriate services to meet the unique educational needs of migratory students. The seven recommended areas of concern and the Indiana context for these concerns are described below.

1. *Educational Continuity*—Because migratory students often are forced to move during the regular school year and experience interruptions due to absences, students tend to encounter a lack of educational continuity. Migratory students experience differences in curriculum, articulation of classes, homework policies, and classroom routines. Their course placements reflect inconsistencies. The cumulative impact of educational discontinuity is daunting. Efforts to overcome this pattern of incoherence are needed to strengthen educational continuity.
2. *Time for Instruction*—Mobility impacts the amount of time students spend in class and their attendance patterns. Many Indiana migratory students leave school early from Texas or Florida for agricultural work in Indiana, and some groups stay into October, returning to school late in Texas. Such decreases in the time students spend engaged in learning leads to lower levels of achievement. Identifying methods for ameliorating the impact of family mobility and delays in enrollment procedures is essential.
3. *School Engagement*—Various factors relating to migrancy such as culture and work schedule impact student engagement in school. Students may be unable to engage in after school activities because they have no transportation or may need to work after school. They may encounter cultural misunderstandings and bias because of moving into a community where few share their background.
4. *English Language Development*—English language development is critical for academic success. Since many migratory students have a home language other than English, migrant programs must find avenues to supplement the difficulties faced by migratory students in the process of learning English due to their unique lifestyle, while not supplanting Title III program activities.
5. *Education Support in the Home*—Home environment is often associated with a child's success in school, reflecting exposure to reading materials, a broad vocabulary, and educational games and puzzles. Such resources reflect parent educational background and socio-economic status. While migratory parents value education for their children,

they may not always know how to support their children in a manner consistent with school expectations nor have the means to offer an educationally rich home environment.

6. *Health*—Good health is a basic need that migratory students often do not attain. The compromised dental and nutritional status of migratory children is well documented. They have higher proportions of acute and chronic health problems and there are higher childhood and infant mortality rates than those experienced by their non-migratory peers. They are at greater risk than other children due to pesticide poisoning, farm injuries, heat-related illness, and poverty. They are more likely to be uninsured and have difficulties with health care access. Families often need assistance in addressing health problems that interfere with the student’s ability to learn.

7. *Access to Services*—Newcomer status and home languages other than English often decrease access to educational and educationally related services to which migratory children and their families are entitled. Since they are not viewed as members of the community because of their mobility, services become more difficult to obtain.

Indiana Concern Statements

During the virtual CNA meetings, the NAC developed concern statements in each of the goal areas and categorized needs according to the seven areas of concern. The development of the Concern Statements followed an eight step protocol as well as specific criteria on how to write the statements. At each of the subsequent meetings, the NAC refined concerns based on additional data and input. The final concern statements, in order of importance as ranked by the committee, are listed below.

Indiana Concern Statements

| Goal Area 1: ELA and Mathematics Proficiency | Data Source |
|--|---|
| 1.1) We are concerned that migratory students are disconnected with school due to various factors, leading to poor academic performance in ELA and math. | NAC observation |
| 1.2) We are concerned that migratory students lack equitable access or expertise in navigating state-of-the-art technology, internet, tools and software, creating barriers to ELA and mathematics instruction, especially in remote learning environments. | Digital Literacy Assessment Pre-test Results, summer 2021 |
| 1.3) We are concerned that migratory students are achieving proficiency in ELA and mathematics at a lower rate than their non-migratory peers due to limited English language acquisition and high mobility. | ILEARN ELA and Math Results, 2019 CSPR, 2019-20 |
| Goal Area 2: School Readiness | Data Source |
| 2.1) We are concerned that preschool migratory children do not have access to adequate and reliable school readiness programs that provide transportation in their local communities. | Family Needs Assessment, MIS2000 |

| | |
|--|---|
| 2.2) We are concerned that parents of preschool migratory children lack sufficient knowledge and resources to help them support the school readiness of their children. | Family Needs Assessment Survey |
| 2.3) We are concerned that preschool migratory children have not acquired sufficient school readiness skills. | School Readiness Checklist, Summer 2021 pretest results |
| Goal Area 3: High School Graduation and OSY Achievement | Data Source |
| 3.1) We are concerned that migratory secondary-aged youth are disconnected from school, which is leading to needs regarding graduation requirements, postsecondary education, and/or career options. | Family Needs Assessment |
| 3.2) We are concerned that secondary migratory students who are only temporarily in school while in Indiana are not receiving opportunities for sufficient vocational training or making progress toward their high school diplomas or equivalency that will benefit them in their home states. | NAC recommendation |
| 3.3) We are concerned that OSY have difficulty accessing targeted English language instruction that meets their needs. | Family Needs Assessment |
| 3.4) We are concerned that OSY need assistance to locate and access community resources and support. | NAC recommendation |
| Goal Area 4: Support and Social Emotional Learning | Data Source |
| 4.1) We are concerned that migratory students, OSY, and parents do not have sufficient knowledge or support necessary to navigate the educational system, career options, social emotional support, and/or community resources. | Family Needs Assessment |
| 4.2) We are concerned that migratory students/OSY do not have access to medical, dental, vision, and mental health care which prevents them from fully maximizing their educational experience. | Family Needs Assessment |
| 4.3) We are concerned that migratory students/OSY do not have adequate resources and materials necessary for engaging in school. | Family Needs Assessment. |

Gathering and Analyzing Data

In the second phase of the CNA process, the key objectives were to build a comprehensive understanding of the gaps between Indiana migratory students and all other students in the State and propose solutions. Three broad categories of Indiana migratory student data were targeted: demographic data; achievement data; and stakeholder feedback. Demographic and achievement data were drawn from the State student database, the most recent MEP evaluation report, the most recent Consolidated State Performance Report (CSPR), and the State Report Card. Perception data were collected from MEP staff and migratory parents via surveys. A summary of the data collected is found below in the student profile.

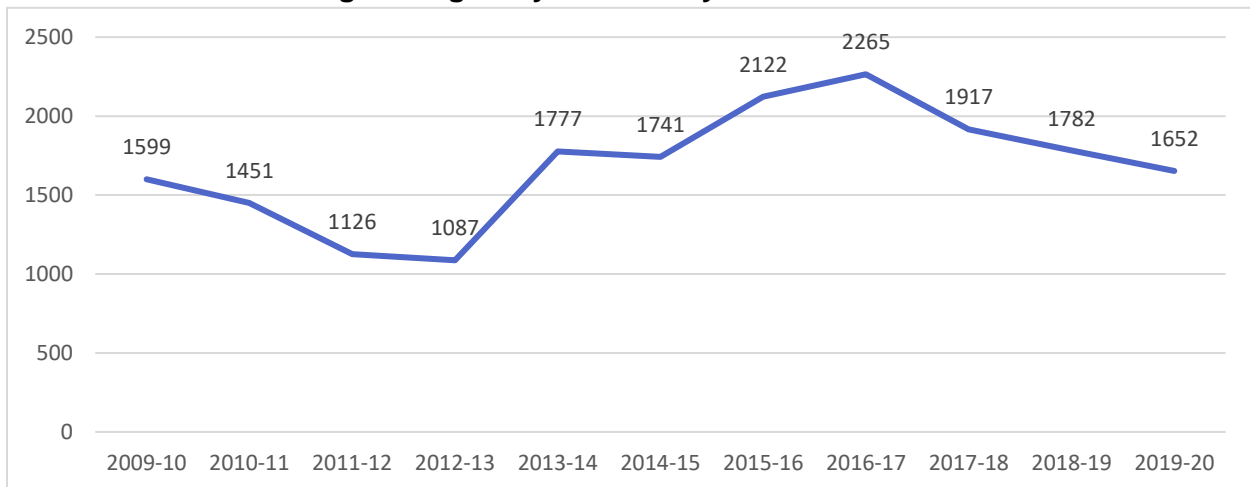
Indiana Migratory Child Profile

The migratory child profile includes data from 2018-19 through 2020-21. These data represent the best possible effort to describe a “typical” migratory student in Indiana; however, the NAC made particular note that migratory students often have needs and characteristics that do not always match the peer group. Therefore, data should be interpreted in broad strokes and not applied to every migratory student in Indiana. Data sources, tables, charts, and additional analyses from which the profile was drawn are found in Appendix A.

Eligibility

There were 1,652 eligible migratory students in 2019-20 (all migratory children and youth birth through 21). The number of students identified in Indiana has decreased over the past four years. Factors affecting numbers identified include increase immigration enforcement, reluctance of some families to speak to recruiters, and changes in agriculture in Indiana resulting in reduced need for labor.

Exhibit 1: Number of Eligible Migratory Children by Year

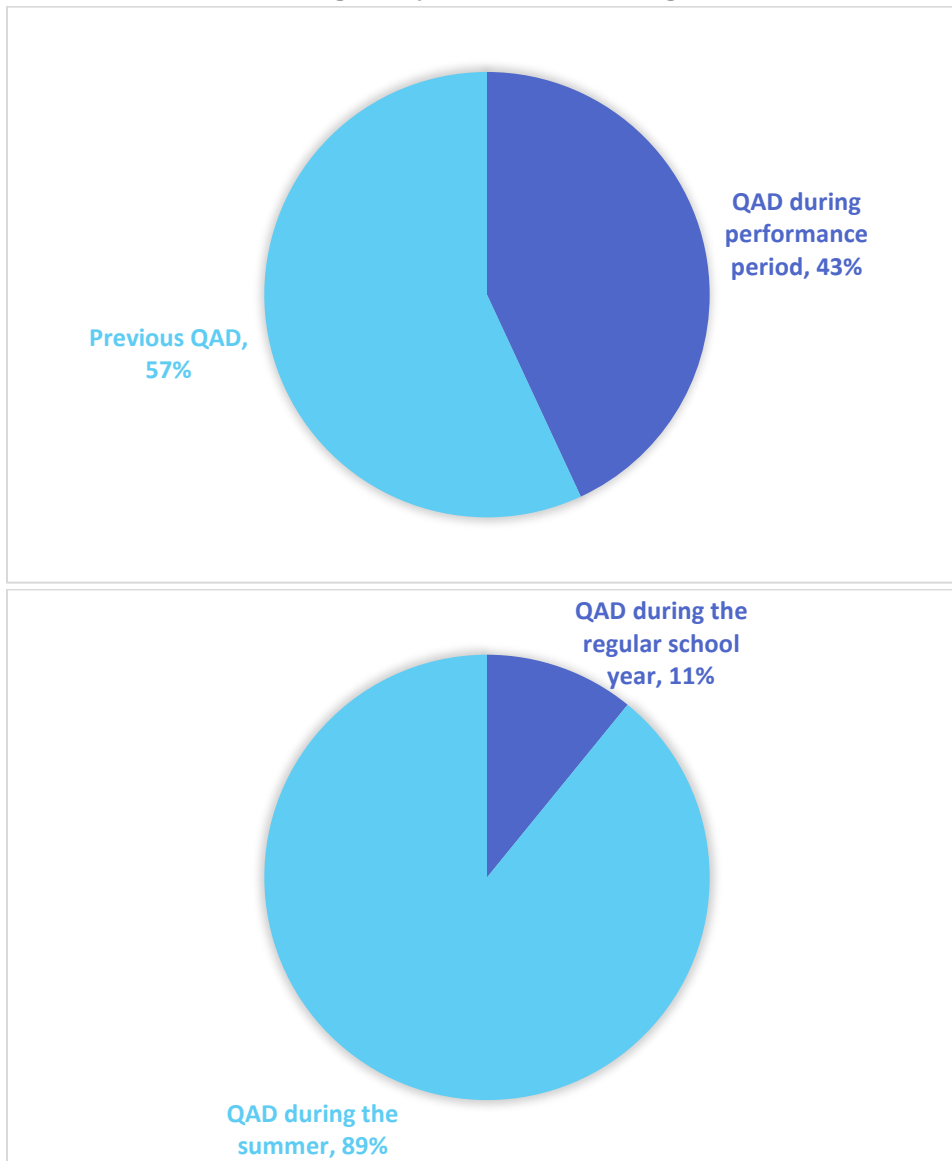


Source: CSPR

Mobility

- Most Indiana migratory students (87%) move within the U.S., and about 11% move from Mexico.
- The states sending the largest numbers of migratory students to Indiana are Texas (40%) and Florida (16%), and about 34% of migratory families consider Indiana their home.
- Forty-three percent (43%) of eligible migratory students had a qualifying arrival date (QAD) during the 2019-20 performance period, 11% had a QAD during the regular school year (RSY), and 89% had a QAD during the summer

Exhibit 2: Percent of Migratory Children Arriving in the Performance Period or RSY

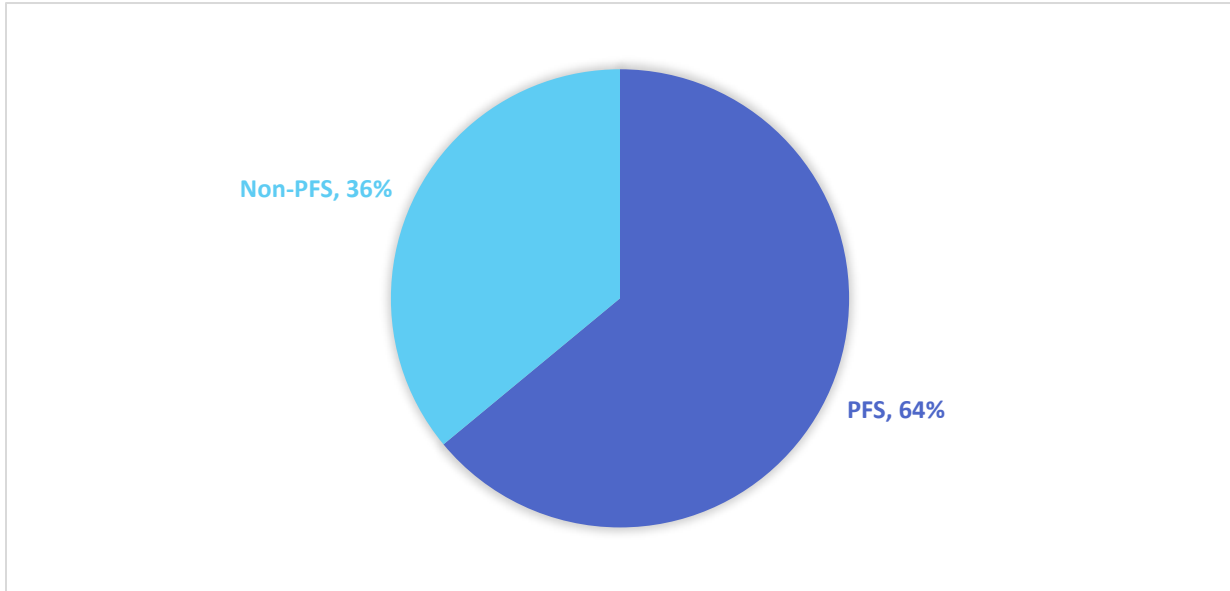


Source: CSPP, 2019-20

Priority Students

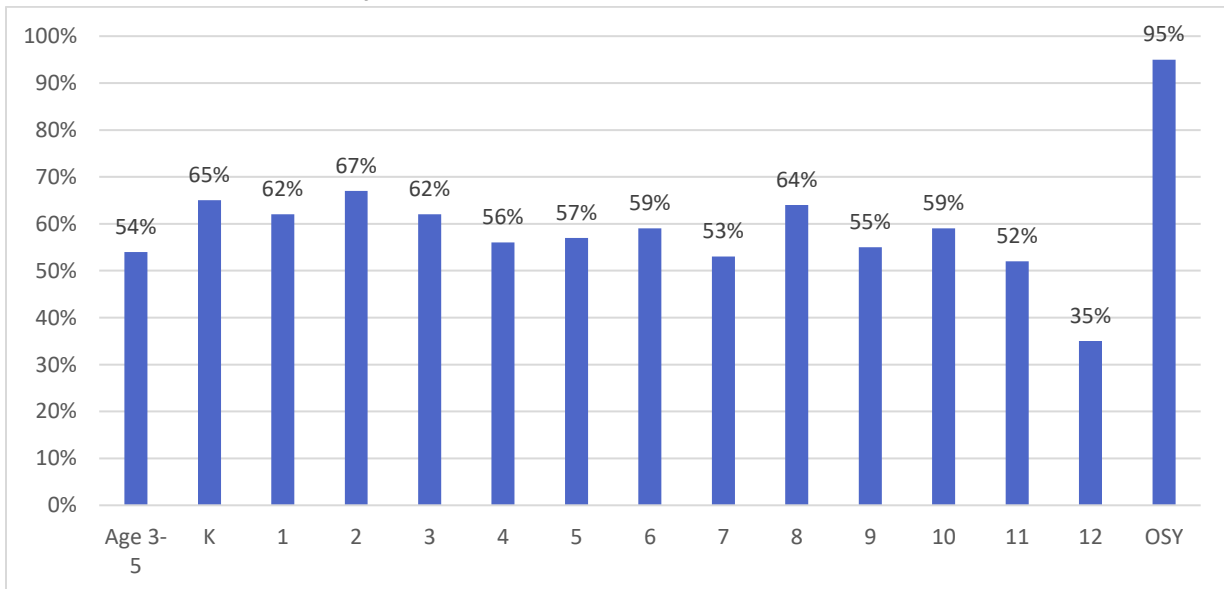
- Sixty-four percent (64%) of migratory students (988 students) were identified as having PFS. In the previous CNA the percentage was 35%.
- The number of PFS students in each grade level varied from 35% of twelfth graders to 95% of OSY.

Exhibit 2: PFS Students



Source: Evaluation Report, 2019-20

Exhibit 4: PFS Students by Grade

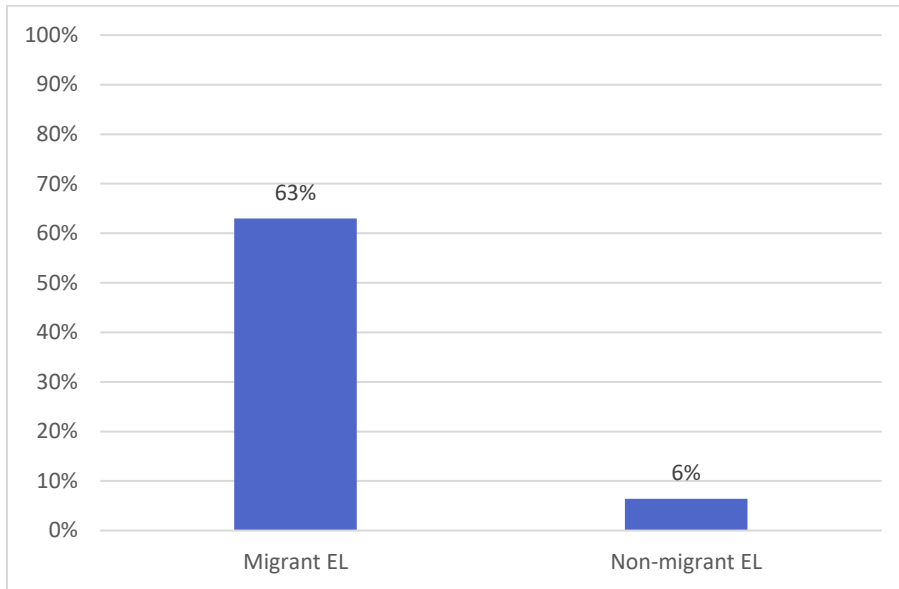


Source: Evaluation Report, 2019-20

Language Proficiency

- English learner (EL) refers to a student whose home language is a language other than English and is not proficient on an approved state assessment of language proficiency.
- A total of 982 migratory students (63%) were identified as limited in English proficiency compared to 6% of the non-migratory population.

Exhibit 5: Percent of Students Identified as EL by Group



Source: Evaluation Report, 2019-20; State Report Card (for non-migratory students)

MEP Services

- A total of 1,517 migratory students (98%) received either an MEP-funded instructional or support service during the performance period.
- Eighty-two percent (82%) received instructional services.
- Ninety-eight percent (98%) received support services.
- Seventy-five percent (75%) received services during the summer.
- Eighty-two percent (82%) of children ages 3-5 received MEP instruction but only 3% participated in early childhood education (ECE) programs outside of the MEP.

Exhibit 6: Migratory Students Participating in MEP Services

| Grade | Number Eligible | # Migratory Students Served | |
|---------|-----------------|-----------------------------|-----|
| | | # | % |
| Age 3-5 | 190 | 187 | 98% |
| K | 105 | 103 | 98% |
| 1 | 118 | 117 | 99% |
| 2 | 86 | 83 | 97% |
| 3 | 93 | 89 | 96% |
| 4 | 89 | 88 | 99% |
| 5 | 92 | 89 | 97% |

| Grade | Number Eligible | # Migratory Students Served | |
|--------------|-----------------|-----------------------------|------------|
| | | # | % |
| 6 | 82 | 80 | 98% |
| 7 | 89 | 87 | 98% |
| 8 | 77 | 73 | 95% |
| 9 | 96 | 94 | 98% |
| 10 | 83 | 81 | 98% |
| 11 | 62 | 61 | 98% |
| 12 | 40 | 40 | 100% |
| Ungraded | 2 | 1 | 50% |
| OSY | 247 | 244 | 99% |
| Total | 1,551 | 1,517 | 98% |

Source: Evaluation Report, 2019-20

Exhibit 7: Number Served by Type of Instructional Service

| Grade | Number Eligible | Summer Participants | | Any Instruction | | Reading Instruction | | Math Instruction | | High School Credit Accrual | |
|--------------|-----------------|---------------------|------------|-----------------|------------|---------------------|------------|------------------|------------|----------------------------|-----------|
| | | # | % | # | % | # | % | # | % | # | % |
| Age 3-5 | 190 | 154 | 81% | 156 | 82% | 131 | 69% | 126 | 66% | | |
| K | 105 | 89 | 85% | 90 | 86% | 77 | 73% | 75 | 71% | | |
| 1 | 118 | 87 | 74% | 100 | 85% | 84 | 71% | 80 | 68% | | |
| 2 | 86 | 69 | 80% | 71 | 83% | 63 | 73% | 63 | 73% | | |
| 3 | 93 | 70 | 75% | 78 | 84% | 66 | 71% | 65 | 70% | | |
| 4 | 89 | 70 | 79% | 76 | 85% | 68 | 76% | 68 | 76% | | |
| 5 | 92 | 69 | 75% | 77 | 84% | 68 | 74% | 65 | 71% | | |
| 6 | 82 | 67 | 82% | 73 | 89% | 57 | 70% | 53 | 65% | | |
| 7 | 89 | 70 | 79% | 75 | 84% | 62 | 70% | 58 | 65% | | |
| 8 | 77 | 59 | 77% | 60 | 78% | 50 | 65% | 47 | 61% | 1 | 1% |
| 9 | 96 | 78 | 81% | 75 | 78% | 54 | 56% | 53 | 55% | 8 | 8% |
| 10 | 83 | 57 | 69% | 60 | 72% | 34 | 41% | 34 | 41% | 2 | 2% |
| 11 | 62 | 48 | 77% | 42 | 68% | 25 | 40% | 24 | 39% | 3 | 5% |
| 12 | 40 | 19 | 48% | 24 | 60% | 8 | 20% | 6 | 15% | 2 | 5% |
| Ungraded | 2 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | | |
| OSY | 247 | 155 | 63% | 216 | 87% | 44 | 18% | 35 | 14% | | |
| Total | 1,551 | 1,161 | 75% | 1,273 | 82% | 891 | 57% | 852 | 55% | 16 | 4% |

Source: Evaluation Report, 2019-20

Exhibit 8: Number Served by Type of Support Service

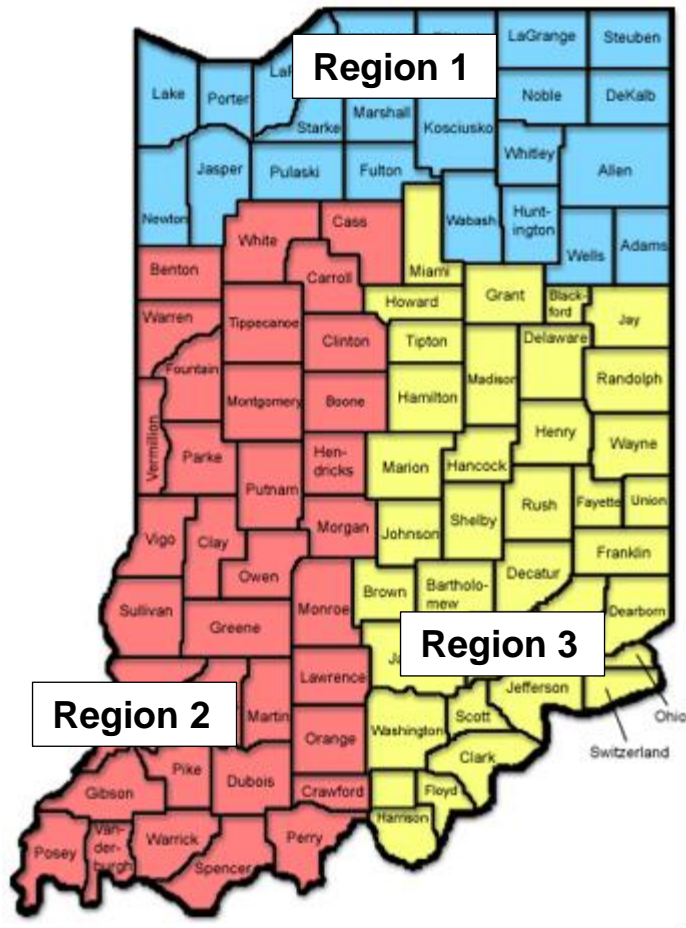
| Grade | Number Eligible | Any Support Service | | Counseling Services | |
|----------|-----------------|---------------------|------|---------------------|-----|
| | | # | % | # | % |
| Age 3-5 | 190 | 187 | 98% | 82 | 43% |
| K | 105 | 103 | 98% | 49 | 47% |
| 1 | 118 | 117 | 99% | 63 | 53% |
| 2 | 86 | 83 | 97% | 42 | 49% |
| 3 | 93 | 89 | 96% | 47 | 51% |
| 4 | 89 | 88 | 99% | 50 | 56% |
| 5 | 92 | 89 | 97% | 51 | 55% |
| 6 | 82 | 80 | 98% | 48 | 59% |
| 7 | 89 | 87 | 98% | 51 | 57% |
| 8 | 77 | 73 | 95% | 41 | 53% |
| 9 | 96 | 94 | 98% | 68 | 71% |
| 10 | 83 | 81 | 98% | 68 | 82% |
| 11 | 62 | 61 | 98% | 42 | 68% |
| 12 | 40 | 40 | 100% | 29 | 73% |
| Ungraded | 2 | 1 | 50% | 0 | 0% |
| OSY | 247 | 244 | 99% | 216 | 87% |

| Grade | Number Eligible | Any Support Service | | Counseling Services | |
|--------------|-----------------|---------------------|------------|---------------------|------------|
| | | # | % | # | % |
| Total | 1,551 | 1,517 | 98% | 947 | 61% |

Source: Evaluation Report, 2019-20

MEP Projects and Staff

The MEP is a state-operated program which signifies that funds go directly to the state education agency (SEA) from the U.S. Department of Education. The state then sub-allocates to LOAs. Beginning in 2018-19, Indiana funded three regional service providers (see map to the right) and a statewide coordination grant. Each region is responsible for identifying and serving all migratory students in the counties for that region.



Top agricultural jobs for Indiana migratory families:

Corn, blueberries, tomatoes, milking cows, poultry and pork processing, melons, asparagus, pumpkins, peppers, tobacco, strawberries

Academic Achievement

The Indiana Department of Education (IDOE) received a waiver for the provision of state assessments in 2020 due to the COVID-19 pandemic. The data reported for the performance goals are the most recent available from the 2018-19 academic year.

During 2018-19, the academic achievement in reading and mathematics of students attending public school in Indiana was assessed through Indiana’s Learning Evaluation Assessment Readiness Network (ILEARN) Assessment for grades 3-8 in ELA and Mathematics, replacing the previous assessment, the ISTEP+. In the Indiana ESSA Consolidated State Plan, signed November 19, 2019, the IDOE outlines long term accountability goals and interim performance measures. ILEARN assessment results from 2018-19 serve as the baseline for all students and migratory students.

Exhibit 10: Migratory and Non-migratory Proficiency on Mathematics State Assessments

| Grade | Migratory | | Non-migratory | | Gap between Migratory and Non-migratory |
|--------------|------------|------------|----------------|------------|---|
| | # Assessed | % Passing | # Assessed | % Passing | |
| 3 | 49 | 33% | 75,480 | 58% | -25% |
| 4 | 55 | 27% | 76,656 | 53% | -26% |
| 5 | 57 | 28% | 78,852 | 47% | -19% |
| 6 | 60 | 22% | 78,766 | 46% | -24% |
| 7 | 41 | 10% | 77,752 | 41% | -31% |
| 8 | 51 | 12% | 76,490 | 37% | -25% |
| 10 | 25 | 8% | 73,851 | 35% | -27% |
| Total | 338 | 21% | 537,847 | 47% | -26% |

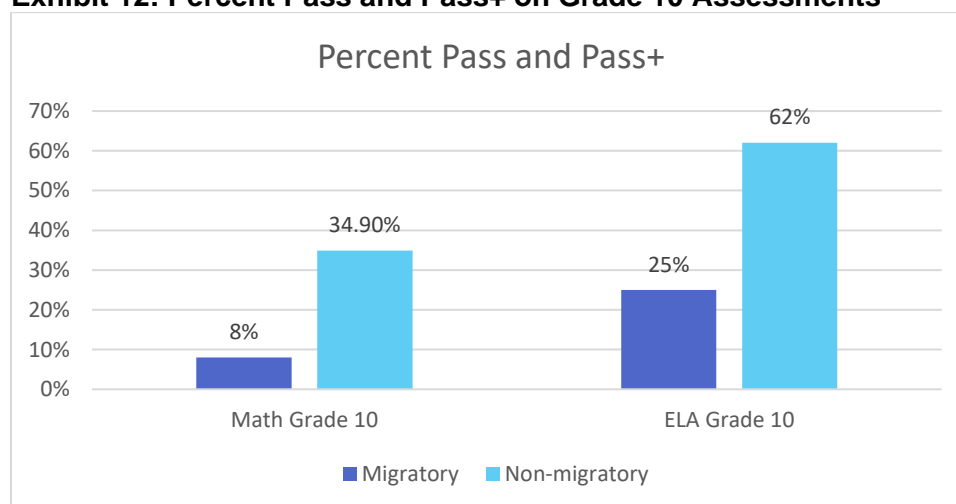
Source: CSPR, 2018-19

Exhibit 11: Migratory and Non-migratory Student Proficiency on ELA State Assessments

| Grade | Migratory | | Non-migratory | | Gap between Migratory and Non-migratory |
|--------------|------------|------------|----------------|------------|---|
| | # Assessed | % Passing | # Assessed | % Passing | |
| 3 | 47 | 19% | 75,194 | 45% | -26% |
| 4 | 50 | 14% | 76,418 | 45% | -31% |
| 5 | 50 | 24% | 78,636 | 47% | -23% |
| 6 | 53 | 25% | 78,578 | 47% | -22% |
| 7 | 37 | 11% | 77,524 | 48% | -37% |
| 8 | 43 | 19% | 76,315 | 49% | -30% |
| 10 | 24 | 25% | 73,607 | 62% | -37% |
| Total | 304 | 18% | 536,272 | 47% | -29% |

Source: CSPR, 2018-19

Exhibit 12: Percent Pass and Pass+ on Grade 10 Assessments



Source: CSPR, 2018-19

Exhibit 13: Progress of Preschool Migratory Children on the IMEP Kindergarten School Readiness Checklist, by Age

| Age | Number Assessed | Mean Pretest | Mean Posttest | Gain | # (%) Gaining 1 or more levels in 3 skills |
|--------------|-----------------|--------------|---------------|-------------|--|
| 2-3 | 2 | 7.0 | 10.0 | +3.0 | 2 (100%) |
| 4 | 8 | 11.6 | 16.5 | +4.9 | 8 (100%) |
| 5 | 6 | 18.8 | 23.2 | +4.4 | 6 (100%) |
| Total | 16 | 13.8 | 18.2 | +4.4 | 16 (100%) |

Source: Preschool Tracking Form, 2020-21

On the IMEP Digital Literacy Assessments, 8% of migratory students were proficient in domains aligned to the International Society of Technology in Education standards.

Exhibit 14: Digital Literacy Assessment Pre-Assessment Results

| Domain | # Assessed | Percent Proficient | Percent Developing |
|---|------------|--------------------|--------------------|
| Creativity and Innovation | 91 | 14% | 86% |
| Communication and Collaboration | 91 | 4% | 96% |
| Research and Information Fluency | 91 | 1% | 99% |
| Critical Thinking, Problem Solving, and Decision Making | 91 | 9% | 91% |
| Digital Citizenship | 91 | 10% | 90% |
| Technology Operations and Concepts | 91 | 11% | 89% |
| Composite | 91 | 8% | 92% |

Source: 2021 Digital Literacy Assessment Results

On average, the 52 migratory preschool children (ages 4-5) had not yet mastered 54% of the skills on the IMEP School Readiness Checklist. Preschool children ages 3-4 had not mastered 53% of the skills expected for their age.

Exhibit 15: Percent of Skills Not Mastered on Entrance Assessment Results of the IMEP School Readiness Checklist

| Test | Social Emotional Foundations | Mathematical Thinking and Expression | Language and Reading | Fine Motor | Physical Health and Growth | Composite |
|-----------------|------------------------------|--------------------------------------|----------------------|------------|----------------------------|-----------|
| PK (N=52) | 46% | 71% | 63% | 44% | 34% | 54% |
| Wee Ones (N=19) | 57% | 84% | 62% | 36% | 19% | 53% |

Source: 2021 School Readiness Assessment Results

Only six children (3%) ages 3-5 and not in kindergarten participated in early childhood programs outside of the MEP.

Parent Input Regarding Needs

During the summer 2021, families completed a family needs assessment survey that included information about language, support services, and instructional needs. Following is demographic data of parents completing the survey.

Student English Level

| None # (%) | Low # (%) | Medium # (%) | High # (%) |
|------------|-----------|--------------|------------|
| 135 (26%) | 131 (25%) | 109 (21%) | 153 (29%) |

Parent English Level

| None # (%) | Low # (%) | Medium # (%) | High # (%) |
|------------|-----------|--------------|------------|
| 165 (48%) | 96 (28%) | 53 (15%) | 28 (8%) |

Languages Spoken

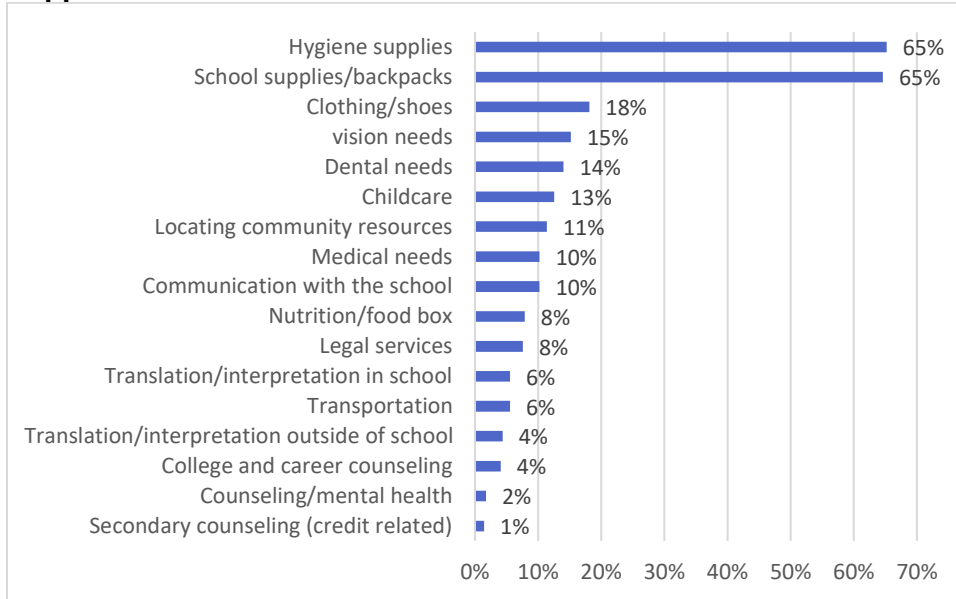
| Language | N | % |
|----------|---|----|
| Burmese | 2 | 1% |

| Language | N | % |
|----------|-----|-----|
| Chuj | 15 | 4% |
| English | 25 | 7% |
| Spanish | 298 | 87% |
| Mixteco | 2 | 1% |

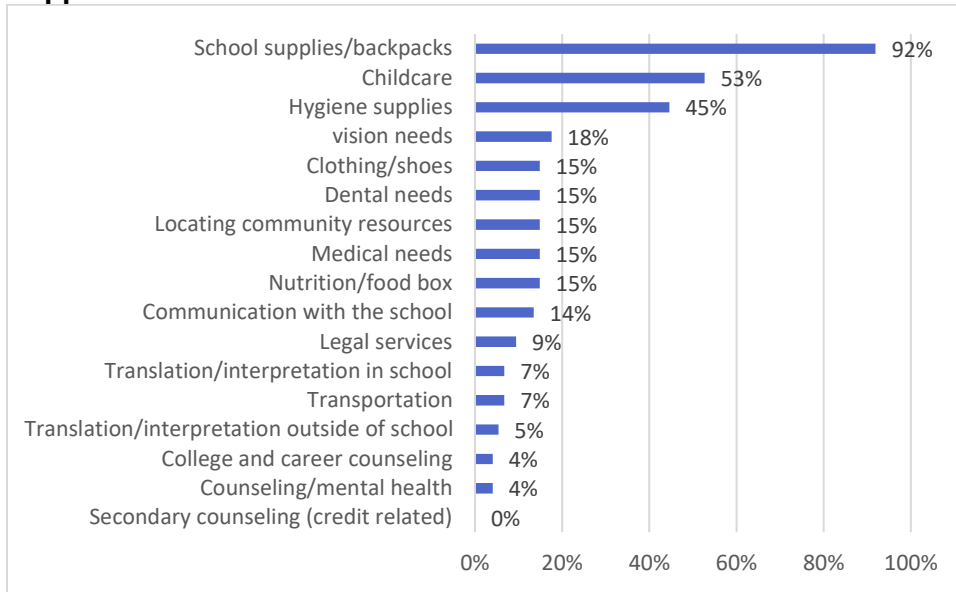
Following are trends from the surveys related to support services needs.

- Thirty-six percent (36%) of families with PK-12 migratory children report needs related to navigating the educational system, career options, social emotional support, and/or community resources.
- Thirty-three percent (33%) of families with PK-12 migratory children report needs related to medical, dental, vision, and/or mental health care.
- Ninety-six percent (96%) of families of migratory children and youth report needing school supplies and/or hygiene supplies to fully participate in instructional services.
- Forty-four percent (44%) of migratory families with high school age students reported needing support for graduation, postsecondary education, and/or career options.

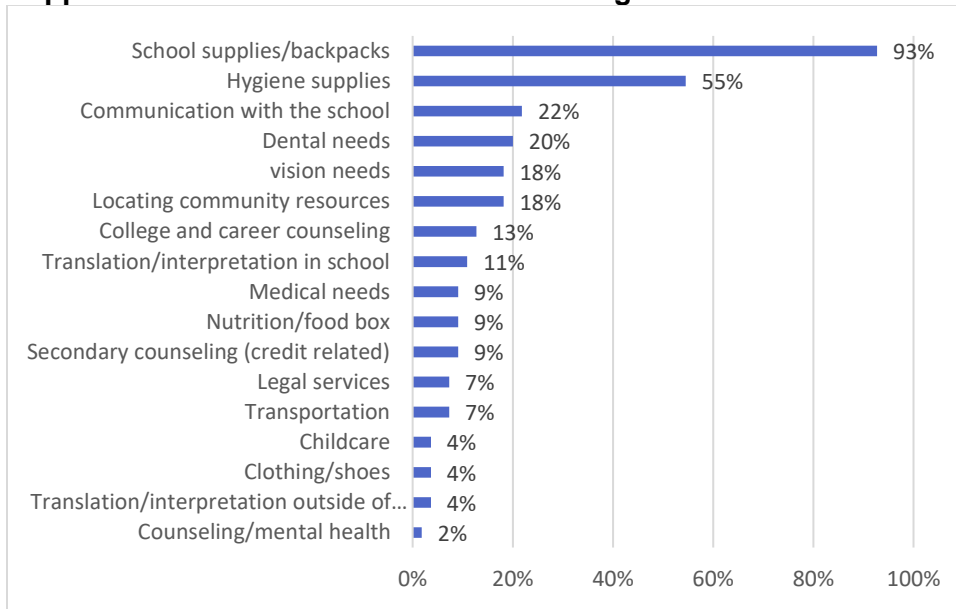
Support Services Needs for Families with Children Pre-K-12 and OSY



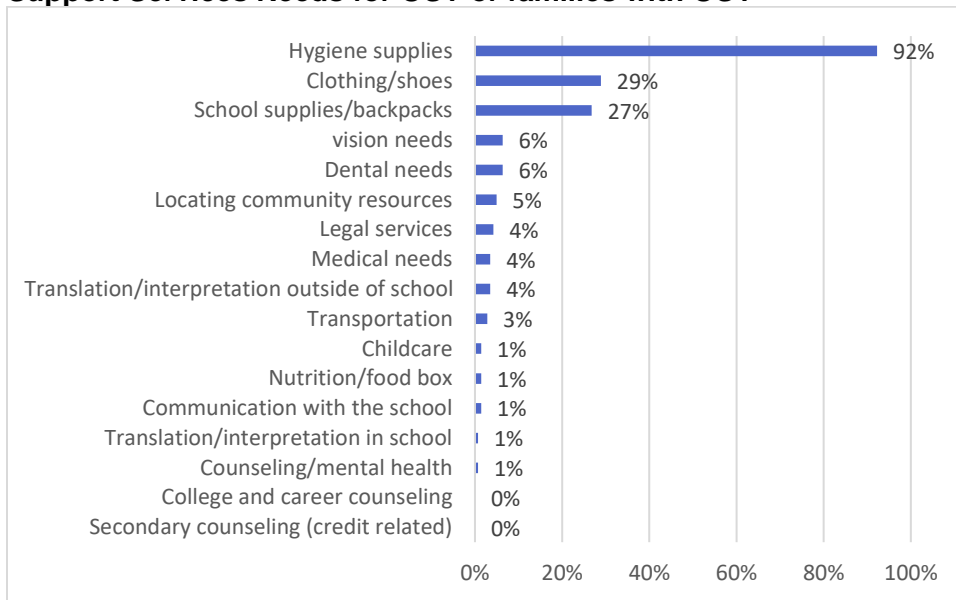
Support Services Needs for Families with Preschool Children



Support Services Needs for families with High School Students



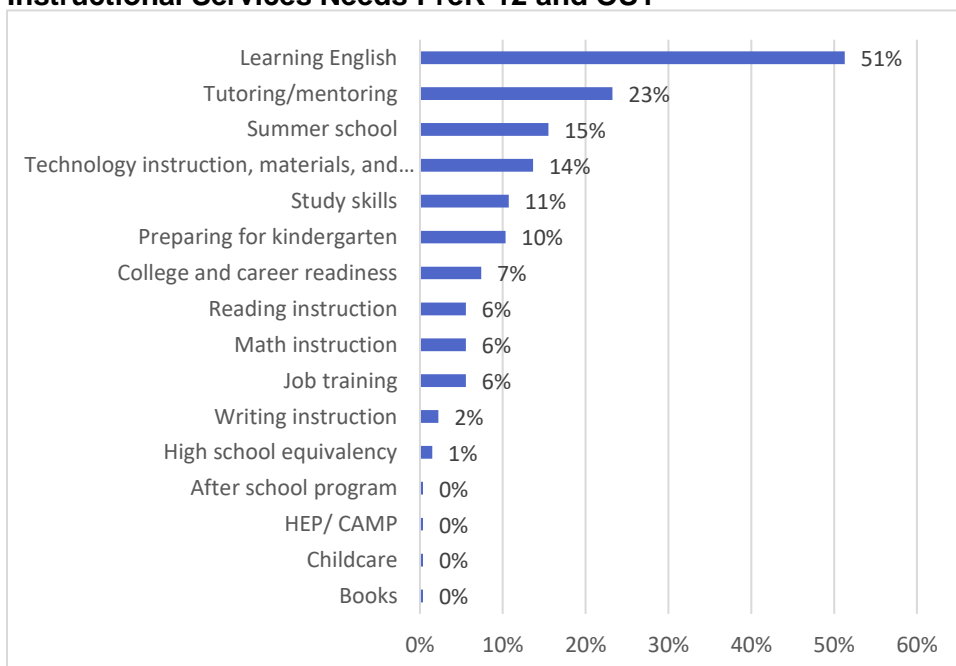
Support Services Needs for OSY or families with OSY



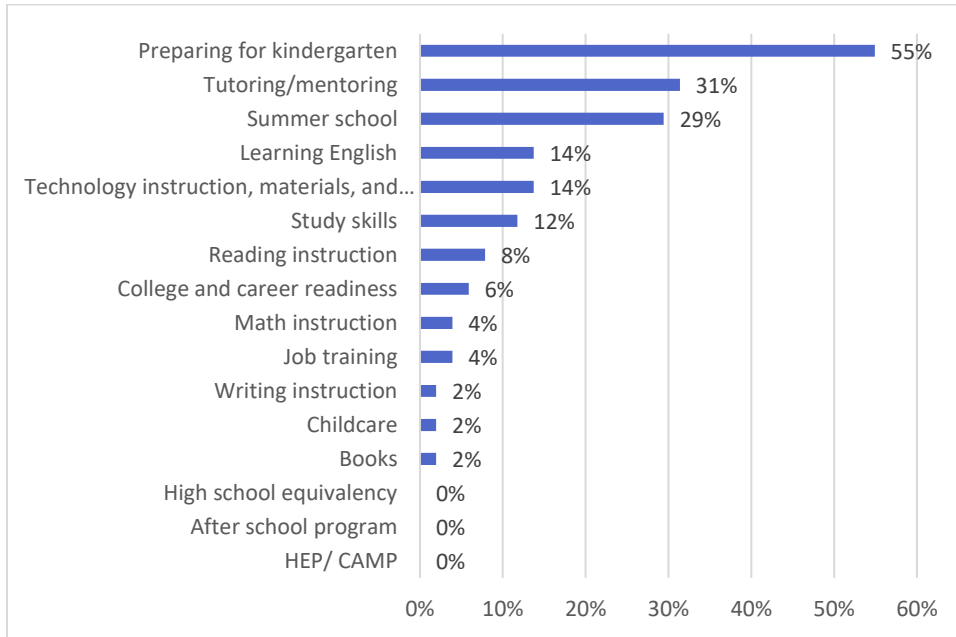
Following are trends from the surveys related to instructional services needs.

- Forty-eight percent (48%) of migratory families with high school age students reported needing college and career readiness, job training, and/or high school equivalency.
- Fifty-five percent (55%) of families with preschool children reported needing assistance preparing their children for kindergarten.
- Ninety-four percent (94%) of OSY reported needed assistance learning English.
- Sixty percent (60%) of families with high school age students and 46% with children in grades K-8 reported needing tutoring or mentoring services.

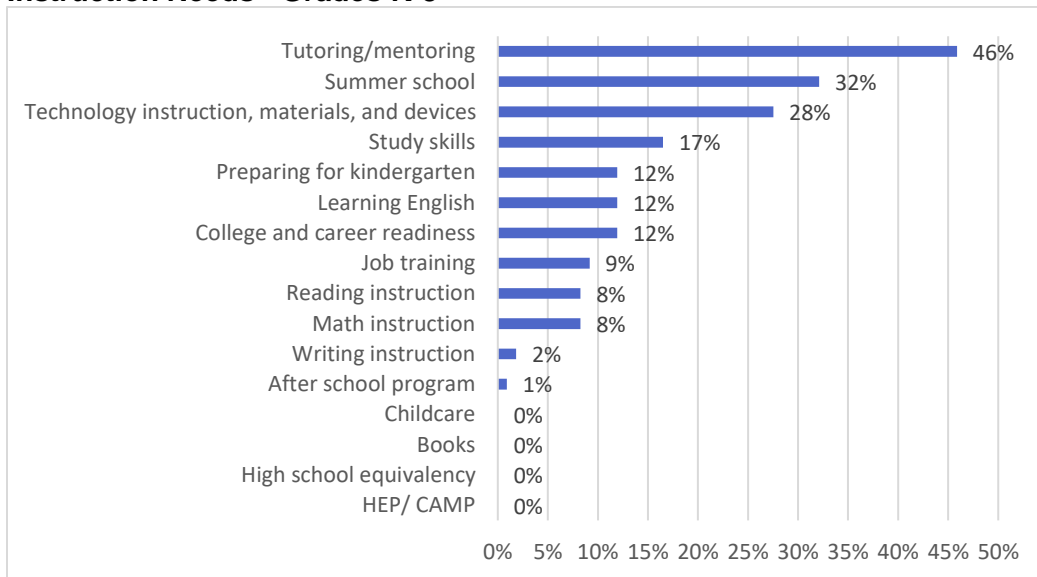
Instructional Services Needs PreK-12 and OSY



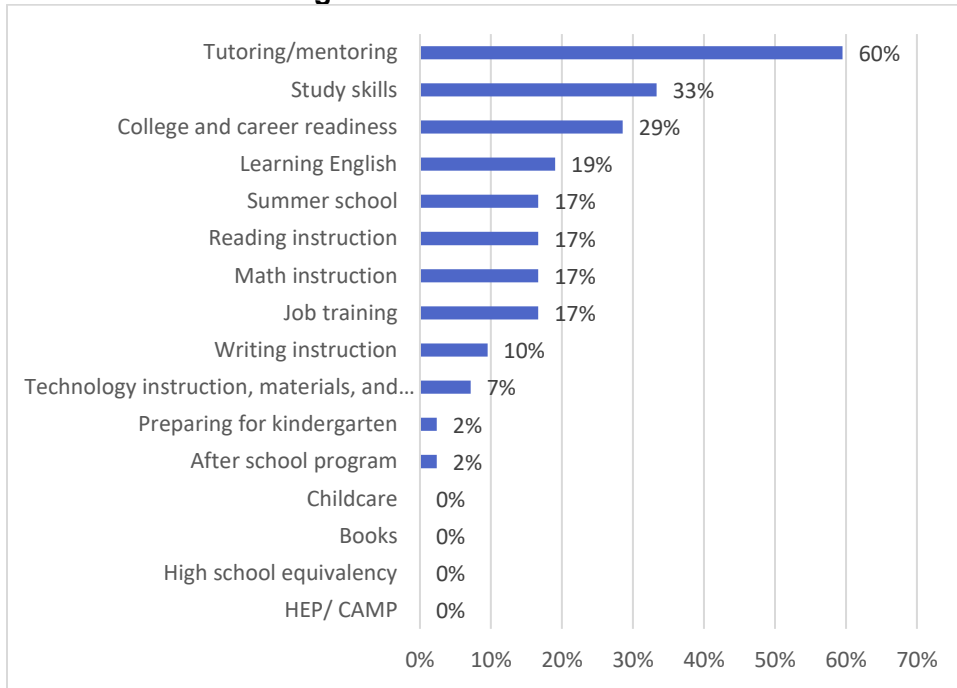
Instruction Needs—PK



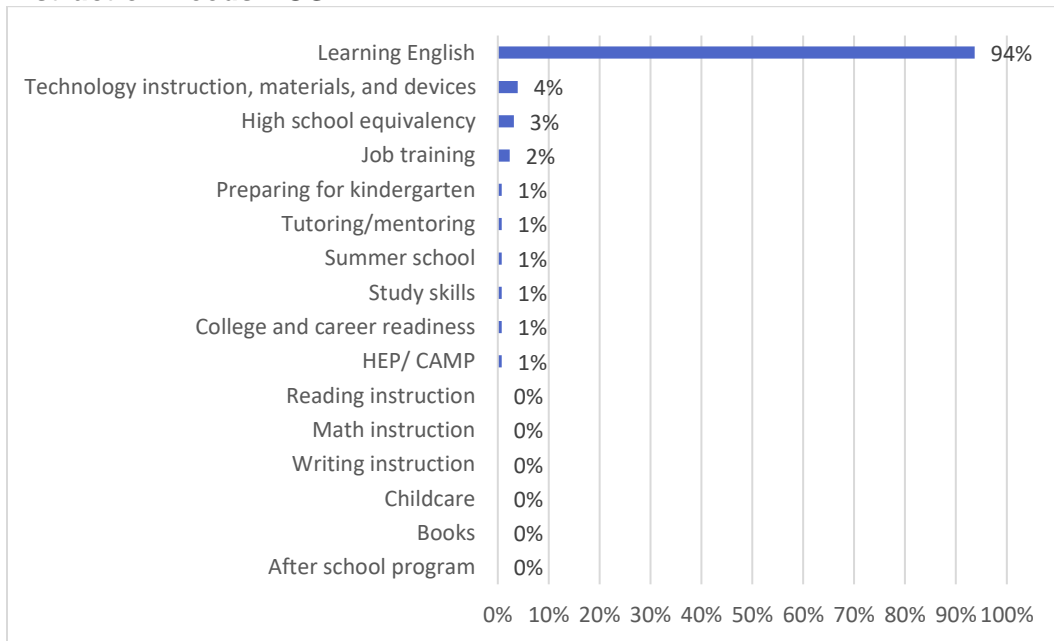
Instruction Needs - Grades K-8



Instruction Needs—High School



Instruction Needs—OSY



Making Decisions

In the fourth step of the CNA process, the key objective was to review data and develop viable conclusions and recommendations that will be used as a foundation for the SDP. During the second NAC meeting held in person in Indianapolis on September 9, 2021, the NAC met to develop comprehensive recommendations to:

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

The NAC finalized recommendations with the following objectives.

- Revise and approve concern statements.
- Revise and develop needs statements describing the magnitude of the needs for migratory students.
- Draft solutions for concerns.

The following section offers the final recommendations made by the NAC for data sources, need indicators, need statements, and possible solutions for the goal areas of ELA and mathematics, school readiness, graduation and OSY achievement, and support and social emotional learning. Data tables supporting the need indicators and need statements are included in the Student Profile.

CNA Decisions and Planning Chart

Goal Area 1: ELA and Mathematics Achievement

| Concern | Data Source | Need Indicator | Need Statement | Solutions |
|---|--|--|--|--|
| <p>1.1) We are concerned that migratory students are disconnected with school due to various factors, leading to poor academic performance in ELA and math.</p> | <p>NAC observation</p> | <p>The committee observed that migratory students were more likely to be disconnected from school than non-migratory students, resulting in greater learning gaps.</p> | <p>Migratory student participation in supplemental instructional services needs to increase to close learning gaps.</p> | <p>1A) Provide consistent mentorship, support, and strategies to students and families - in a language they can understand - to engage with culturally relevant supplemental instructional services and other educational programs and opportunities.</p> |
| <p>1.2) We are concerned that migratory students lack equitable access or expertise in navigating state-of-the-art technology, internet, tools and software, creating barriers to ELA and mathematics instruction, especially in remote learning environments.</p> | <p>Digital Literacy Assessment Pre-test Results, summer 2021</p> | <p>8% of migratory students were proficient in digital literacy skills on the Digital Literacy Pre-Assessment.</p> | <p>Migratory student proficiency in digital literacy skills needs to increase by 92%.</p> | <p>1B) Provide equitable access, training and support to students and families in navigating state-of-the-art technology, internet, tools and software utilized in ELA and math instruction with appropriate English language support.</p> |
| <p>1.3) We are concerned that migratory students are achieving proficiency in ELA and mathematics at a lower rate than their non-migratory peers due to limited English language acquisition and high mobility.</p> | <p>ILEARN ELA and Math Results, 2019 CSPR, 2019-20</p> | <p>21% of migratory students are proficient in ELA compared to 47% of non-migratory students. 18% of migratory students are proficient in mathematics compared to 47% of non-migratory students. 63% of migratory students are EL compared to 6% of non-migratory students. 72% of migratory EL students lack a high level of English proficiency.</p> | <p>Migratory student ELA proficiency needs to increase by 26% and math proficiency by 29%. Migratory ELs need to increase English language proficiency to support their performance in ELA and math.</p> | <p>1C) Provide content-based English language development instruction with home language support- interweaving language development and instruction in ELA and Math. This could include tutoring, summer programming, educational resources, technology-based instruction, and self-paced materials through either site-based or home-based instructional programs.</p> |

Goal Area 2: School Readiness

| Concern | Data Source | Need Indicator | Need Statement | Solutions |
|--|---|---|---|--|
| 2.1) We are concerned that preschool migratory children do not have access to adequate and reliable school readiness programs that provide transportation in their local communities. | Family Needs Assessment, MIS2000 | 55% of parents of preschool migratory children identified preparing for kindergarten as an instructional need. 3% of preschool migratory children ages 3-5 attend a preschool program outside of the MEP. | The percentage of preschool aged migratory children attending a standards-based school readiness program needs to increase. | 2A) Coordinate access to programs fostering developmental skills aligned with the Early Childhood Foundations to remove barriers for migratory students in the enrollment process and address participation challenges. |
| 2.2) We are concerned that parents of preschool migratory children lack sufficient knowledge and resources to help them support the school readiness of their children. | Family Needs Assessment Survey | 55% of parents of preschool migratory children reported needing assistance with preparing their children for kindergarten. | The percentage of parents with sufficient access to advocacy and instruction for preparing children for kindergarten needs to increase. | 2B) During the regular school year and/or summer, provide preschool materials, training, and information to parents so they are more prepared to support their children's growth in school readiness skills. |
| 2.3) We are concerned that preschool migratory children have not acquired sufficient school readiness skills. | School Readiness Checklist, Summer 2021 pretest results | 54% of skills assessed were not present or mastered on the IMEP School Readiness Checklist entrance. | The percentage of students achieving proficiency in school readiness skills needs to increase. | 2C) Provide instructional and support services using evidence-based strategies within site-based or home-based ECE programs. |

Goal Area 3: High School Graduation and OSY Achievement

| Concern | Data Source | Need Indicator | Need Statement | Solutions |
|---|--------------------------------|---|---|---|
| <p>3.1) We are concerned that migratory secondary-aged youth are disconnected from school which is leading to needs regarding graduation requirements, postsecondary education, and/or career options.</p> | <p>Family Needs Assessment</p> | <p>48% of migratory families with high school age students reported needing college and career readiness, job training, and/or high school equivalency.</p> | <p>The percentage of migratory families with access to adequate advocacy and resources for college and career readiness, job training, and high school equivalency needs to increase.</p> | <p>3A) Provide and/ or coordinate opportunities for secondary-aged migratory students to set and meet graduation and college/ career readiness goals with culturally relevant, evidence-based supplemental instruction in a school-based, home-based, or technology assisted model through such activities as mentorships, career workshops, and needs-based services. Foster student voice by coordinating opportunities for students to provide input on their needs and suggestions for how to best meet those needs.</p> |
| <p>3.2) We are concerned that secondary migratory students who are only temporarily in school while in Indiana are not receiving opportunities for sufficient vocational training or making progress toward their high school diplomas or equivalency that will benefit them in their home states.</p> | <p>NAC recommendation</p> | <p>During remote learning, the committee observed that secondary migratory students worked for wages rather than attend online classes.</p> | <p>Migratory students need additional support and instruction to close achievement gaps created during remote instruction.</p> | <p>3B) Provide or coordinate for opportunities for vocational training, high school equivalency programming, credit accrual, instruction with flexible scheduling, online classes, alternative programs, and English language instruction, either through direct provision of services or in coordination with community agencies. 3C) Identify highly mobile students who reside in the state for a few weeks or months at the beginning of the school year and provide or coordinate for consistent mentorship to ensure that students remain connected to their educational goals.</p> |
| <p>3.3) We are concerned that OSY have difficulty accessing targeted English language instruction that meets their needs.</p> | <p>Family Needs Assessment</p> | <p>94% of OSY report learning English as an instructional need.</p> | <p>Access to appropriate English language instructional services for OSY needs to increase.</p> | <p>3D) Provide OSY with flexible learning opportunities to access targeted English language instruction.</p> |

| Concern | Data Source | Need Indicator | Need Statement | Solutions |
|---|--------------------|---|---|---|
| 3.4) We are concerned that OSY need assistance to locate and access community resources and support. | NAC recommendation | The committee observed that our OSY students are increasingly requesting support to access community resources. | OSY need strategic assistance to locate and access community resources and support. | 3E) Provide targeted assistance to out of school youth to locate and access community resources and support. Coordinate with programs that provide housing assistance, legal assistance, mental health, etc. |

Goal Area 4: Support and Social Emotional Learning

| Concern | Data Source | Need Indicator | Need Statement | Solutions |
|--|-------------------------|---|--|--|
| 4.1) We are concerned that migratory students, OSY, and parents do not have sufficient knowledge or support necessary to navigate the educational system, career options, social emotional support, and/or community resources. | Family Needs Assessment | 36% of families with PK-12 migratory children report needs related to navigating the educational system, career options, social emotional support, and/or community resources. 11% OSY report needs related to locating community resources, transportation, career opportunities and job skills support. | The percentage of families with adequate access to advocacy and services for navigating the educational system, career options, social emotional support, and community resources needs to increase. | 4A) Provide and/or coordinate educational opportunities with an emphasis on navigating the educational system, career options, social emotional support, and community resources that may include educational meetings, events, and community resource referrals. |

| Concern | Data Source | Need Indicator | Need Statement | Solutions |
|---|---------------------------------|---|---|--|
| <p>4.2) We are concerned that migratory students/OSY do not have access to medical, dental, vision, and mental health care which prevents them from fully maximizing their educational experience.</p> | <p>Family Needs Assessment</p> | <p>33% of families with PK-12 migratory children report needs related to medical, dental, vision, and/or mental health care. 9% OSY report needs related to medical, dental, vision, and/or mental health care.</p> | <p>The percentage of families with adequate access to advocacy and services for medical, dental, vision, and/or mental health care needs to increase.</p> | <p>4B) Coordinate and partner with local health agencies to provide medical, dental, vision, and mental health care while removing barriers to their participation in the educational experience.</p> |
| <p>4.3) We are concerned that migratory students/OSY do not have adequate resources and materials necessary for engaging in school.</p> | <p>Family Needs Assessment.</p> | <p>96% of families of migratory children and youth report needing school supplies and/or hygiene supplies to fully participate in instructional services.</p> | <p>The percentage of families with adequate access to school supplies and hygiene supplies needs to increase.</p> | <p>4C) Provide needed support materials to families and students to fully engage with their education, such as school supplies, hygiene kits, and uniform items.</p> |

Summary and Next Steps

Evidence-Based Conclusions and Recommendations

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

High Mobility

High mobility is a factor related to school failure. Nearly half of Indiana's migratory children/youth had a qualifying move during the most recent previous performance period for which data were available.

Reading and Math Needs

Results from Indiana Summative ELA and Math Assessments show that Indiana's migratory students have a need for intensive supplemental reading and math instruction to bring them up to proficient levels. There are large gaps between migratory and non-migratory students in both ELA and math. Based on CNA data, statewide priority should concentrate on direct supplemental instructional services for migratory students to help them improve their ELA and math skills.

English Language Development Needs

Sixty-three percent (63%) of Indiana's migratory students ages 3-21 are ELs. This demonstrates the need for increased coordination with Title I Part A and Title III to provide intensive instruction to ensure that migratory ELs have the language skills to be successful in school, and when no other services are available, the provision of support to migratory ELs by the MEP.

Preschooler Needs

Of the migratory preschool children ages 4-5 and not in kindergarten assessed demonstrated skills necessary for readiness for kindergarten for about half of the items on the assessment, which demonstrates a need for the IMEP to increase services for those preschool-aged children not served by another program to ensure they have the skills necessary to be prepared for kindergarten.

Secondary Student Needs

CNA data shows that many secondary migratory students scored below proficiency on grade 10 State assessments. Migratory students need the opportunity to accrue credit and skills in order to increase their chances of graduating from high school. Additionally, services (including enrichment and instruction) to enhance secondary student attitudes about school, school attendance, career planning and awareness and education, computer literacy, leadership skills, goal setting, and self-advocacy should be provided. The NAC also identified secondary student participation in academics during school closures during the COVID-19 pandemic to be a special concern. They noted that many high school students chose to work rather than attend

online classes, which put many of them behind in academic skill development and credit accrual.

Parent/Family Needs

MEP staff and migratory parents completing needs assessment surveys expressed that training needs to be provided to parents on helping their children learn at home and supporting parents during remote learning. Parents responding to the needs assessment survey also indicated a desire for activities around supporting reading and math education. These strategies should include both ideas on how parents (even those not proficient in English) can help their children complete homework on time and information and assistance with navigating the school system, especially for those parents whose children are attending school in Indiana but plan on returning to or moving to another state.

Next Steps

The Indiana plan for the delivery of services to meet the unique educational needs of its migratory students will serve as the basis for the use of all MEP funds in the state. This SDP is essential to help the Indiana MEP develop and articulate: the needs of migratory children on a statewide basis; the MEP's MPOs and how they help achieve the state's performance targets; the services the MEP will provide on a statewide basis; and how to evaluate whether and to what degree the program is effective.

The Indiana MEP will include the following components in its comprehensive State SDP:

1. *Performance Targets.* The performance targets that the state has adopted for all children and migratory children, if applicable for: 1) reading; 2) math; 3) high school graduation; 4) the number of school dropouts; 5) school readiness; and 6) any other performance target that the state identifies.
2. *GPRA Measures:* How the state will address the Government Performance and Results Act (GPRA) measures: (1) the percentage of migratory students that scored at or above proficient on their state's annual Reading/Language Arts assessments in grades 3-8 (currently collected); (2) the percentage of migratory students that scored at or above proficient on their state's annual Mathematics assessments in grades 3-8 (currently collected); (3) the percentage of migratory students who were enrolled in grades 7-12 and graduated or were promoted to the next grade level (will be collected in the future); and (4) the percentage of migratory students who entered 11th grade that had received full credit for Algebra I (will be collected in the future).
3. *Leading Indicators:* How the state will address the leading indicators: (1) an increasing percentage of PFS migratory children will receive services. (2) an increasing percentage of grades 7-12 migratory children will receive instructional services; (3) an increasing percentage of 8th grade migratory children will score proficient or higher in mathematics; and (4) an increasing percentage of age 3-5 migratory children will receive instructional services.
4. *Needs Assessment.* Identification and an assessment of: (1) the unique educational needs of migratory children that result from the children's migratory lifestyle; and (2) other needs of migratory students that must be met for them to participate effectively in school.

5. *Measurable Program Outcomes.* The measurable outcomes that the MEP will produce through specific educational or educationally related services. Measurable outcomes allow the MEP to determine whether and to what degree the program has met the unique educational needs of migratory children that were identified through the CNA. The measurable outcomes should also help achieve the State's performance targets.
6. *Service Delivery.* The MEP's strategies for achieving the performance targets and measurable objectives described above. The State's service delivery strategy addresses: (1) the unique educational needs of migratory children that result from the children's migratory lifestyle, and (2) other needs of migratory students that must be met in order for them to participate effectively in school.
7. *Evaluation.* How the state will evaluate whether and to what degree the program is effective in relation to the performance targets and measurable outcomes.

The Indiana MEP *also* will include the policies and procedures it will implement to address other administrative activities and program functions, such as:

- *Priority for Services.* A description of how, on a statewide basis, the MEP will give priority to migratory children who: have made a qualifying move within the previous 1-year period and who (1) are failing, or most at risk of failing, to meet the challenging state academic standards; or (2) have dropped out of school.
- *Parent Involvement.* A description of the MEP's consultation with parents (or with the State PAC, 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 migratory student records and transferring migratory student records to schools and projects in which migratory students enroll.

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

As part of the Indiana MEP Continuous Improvement Cycle, the next step for the Indiana MEP is to use the information contained in this CNA report to inform the comprehensive state service delivery planning process. The state has begun planning for this activity and will follow the guidance in the OME toolkit, *Migrant Education Service Delivery Plan Toolkit: A Tool for State Migrant Directors* (September 2018)