

Comprehensive Needs Assessment



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List of Acronyms and Abbreviations Used in the Report

ABE	Adult Basic Education
CAMP	College Assistance Migrant Program
CIG	Consortium Incentive Grant
CNA	Comprehensive Needs Assessment
CSPR	Consolidated State Performance Report
COE	Certificate of Eligibility
ECE	Early Childhood Education
ESEA	Elementary and Secondary Education Act
ELA	English Language Arts
ELD	English Language Development
ELL/EL	English Language Learner or English Learner
ESSA	Every Student Succeeds Act
FY	Fiscal Year
GED	General Educational Development
GOSOSY	Graduation and Outcomes for Success for OSY
GPRA	Government Performance and Results Act
HEP	High School Equivalency Program
HS	High School
HSCP	High School Completion Program
ID&R	Identification and Recruitment
LEP	Limited English Proficient
LOA	Local Operating Agency
MEP	Migrant Education Program
NAC	Needs Assessment Committee
NCLB	No Child Left Behind Act of 2001
NELAP	New English Language Arts Proficiency
OME	Office of Migrant Education (of the U.S. Department of Education)
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PD	Professional Development
PFS	Priority for Services
PK	Pre-Kindergarten
QAD	Qualifying Arrival Date
SBAC	Smarter Balanced Assessment Program
SDP	Service Delivery Plan
SEA	State Education Agency
TA	Technical Assistance
TABE	Test of Adult Basic Education
UVM	University of Vermont-Montpelier
VT	Vermont

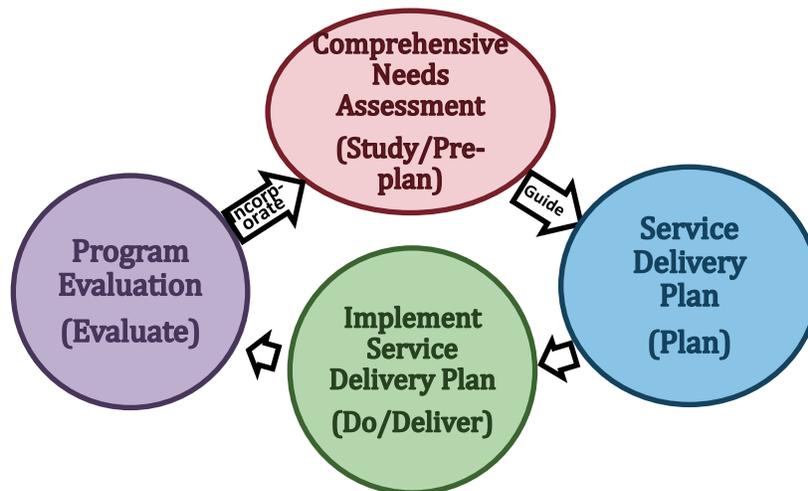
1. INTRODUCTION

The Comprehensive Needs Assessment Process in Vermont

The primary purpose of the Vermont Migrant Education Program (MEP) is to help migrant children and youth overcome challenges of mobility, cultural and language barriers, social isolation, and other difficulties associated with a migratory life, in order that they might succeed in school. In this context, the purpose of the Comprehensive Needs Assessment (CNA) is to describe in detail how the challenges faced by migrant students impact academic success and reflect their identified needs to the greatest extent possible.

The original CNA was completed in May 2011 with data being updated periodically. A Needs Assessment Committee was convened in July 2016 to update concerns and solution strategies based on changes in student demographics, state and national standards, assessment results, and Office of Migrant Education (OME) guidance for the CNA.

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



Data Collection and Decision-making Procedures

Various data collection methods were employed by the state to assess migrant student needs and identify solutions to meet those needs. These methods included:

- Surveys and focus groups conducted with MEP recruiters and directors, school administrators and staff such as instructors, migrant parents, and migrant youth;
- Reviews of OSY student needs profiles;
- Reviews of state assessment results in English language arts (ELA) and mathematics with comparisons made between migrant student achievement results and that of their non-migrant peers;
- Implementation and results reports from sites implementing migrant education programs; and
- Demographic data from the Consolidated State Performance Report (CSPR).

The Vermont MEP used an open and transparent model to ensure that all stakeholders were represented, provided with opportunities to respond to needs assessment questions, and provide input regarding the needs of migrant students. The NAC was composed of a broad cross-section of the MEP and stakeholders including program coordinators, directors, school administrators, and representatives from agricultures, health, higher education, and adult learning. Staff, students and parents had the opportunity to respond to needs assessment surveys.

Organization of the CNA Report

This update to the CNA report provides an overview of the Vermont CNA process as well as an action plan with recommended strategies and interventions that aim to close the gap between the achievement and outcomes of migrant children and those of their non-migrant peers. This action plan will drive the subsequent SDP.

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

This section is followed by the *Phase I*, *Phase II*, and *Phase III* activities of the CNA that contains the state migrant student and program profile, concerns and supporting data, and the proposed solution strategies.

Finally, the appendices to the report contain the data tables used for the migrant student profile and need indicators; migrant parent, student, and MEP staff needs assessment surveys; and the CNA update decisions and planning chart.

2. AUTHORIZING STATUTE AND GUIDANCE

Purpose of the CNA

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

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

The state MEP has flexibility in implementing the CNA through its local education agencies or local operating agencies (LOAs), except that funds must be used to meet the identified needs of migrant children that result from their *migratory lifestyle*. Policy guidance issued by OME states that the CNA be current (usually completed every three years) with key sections related to the LOA application for sub-allocation updated annually. 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.

Although the Every Student Succeeds Act (ESSA) was passed in December 2015, OME has not yet completed its regulations and guidance; therefore, the NCLB guidance is used as the basis for this CNA.

Preparation Phase of the Vermont CNA

The Vermont CNA was designed to further understand and clarify the unique educational needs and educationally-related needs of migrant students and their families. Not only does this analysis of needs provide a foundation for the future direction of the Vermont MEP through the service delivery planning process, but also it supports the overall continuous improvement and quality assurance processes of the Vermont MEP and the overall state plan and goals. The needs analysis was adapted to the resources and

structures available in Vermont. The process was abbreviated to one meeting as a strong CNA already had been completed and the Needs Assessment Committee routinely monitors student needs due to the small size of the migrant student population (see the agenda in Appendix B).

The preparation phase of the Vermont CNA involved two major objectives:

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

The MEP CNA Project Manager is Erin Shea, State Director of the Vermont MEP. Dr. Susan Durón of META Associates provided technical assistance on updating the CNA. At the beginning of the process, the NAC roles and responsibilities were delineated, and a calendar for tasks to be completed was shared with the NAC. The onsite meeting included materials and data review, discussion, decision-making, and recommendations about how the MEP could best meet the identified needs. The NAC was charged with:

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

The NAC members were recommended by state MEP staff and invited to join through an email invitation and a follow-up email request to determine the best possible dates. After the NAC membership was solidified, the state MEP Director worked with the technical assistance providers to conduct management planning that included a preliminary schedule, development of the objectives, a draft agenda and supporting materials, meeting arrangements, and NAC member support logistics.

3. PHASE I: 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 CNA process:

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

Prior to the first meeting of the NAC, the MEP Director, with the assistance of the META consultant, compiled and reviewed data on migrant student achievement, outcomes, and demographics. In addition, surveys and focus groups were conducted documenting the perceptions of migrant parents and staff (see Appendix A).

The data that were summarized along with recent information from the program evaluation (2014-15) were presented at the CNA meeting to assist the NAC to gain a comprehensive understanding of the characteristics of the migrant student population in Vermont.

Goals and Factors Related to Migrant Student Success

The following goal areas for migrant children and youth are based on initial needs identified and aligned to Government Performance and Results Act (GPRA) indicators, state goals and priorities, and MEP service priorities:

Goal 1: English Language Arts (ELA)/Literacy Achievement

Goal 2: Mathematics Achievement

Goal 3: School Readiness

Goal 4: Out-of-School-Youth (OSY)/High School Graduation

Upon agreement of the efficacy of these broad goals for improving Vermont migrant student achievement and outcomes, each goal was explored more deeply by identifying key factors that either hinder or help migrant children attain each goal. The NAC explored the categories of key factors related to the influence exerted on migrant student success, including student-related factors, home/parent-related factors, staff-rated factors, peer-related factors, and community-related factors.

Seven Areas of Concern

There are seven common areas of concern that emerged from a four-state pilot CNA initiative that was completed by OME in 2005 and shared with states as a model for conducting a comprehensive assessment of needs. Key areas emerged from this initiative as being important for all states to consider as they conducted their statewide assessment of needs or updated their CNAs.

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

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

These Seven Areas of Concern served as a focus around which the Vermont NAC developed and revised concern statements. The seven areas of concern and the Vermont context for these concerns are described below.

1. **Educational Continuity**—Because migrant students often are forced to move during the regular school year and/or miss important summer programs in their home districts, students tend to experience a lack of educational continuity. Migrant students experience differences in curriculum, academic standards, homework policies, and classroom routines. Differing cultures between instructors and students can cause uncomfortable missteps that affect the academic performance of students (Oberg de la Garza & Lavigne, 2015). Their course placements reflect inconsistencies. The cumulative impact of educational discontinuity is daunting. In a six year span, students moving more than three times are likely to fall a full academic year behind stable peers. Efforts to overcome this pattern of incoherence are needed to strengthen educational continuity.
2. **Time for Instruction**—Mobility also impacts the amount of time students spend in class and their attendance patterns. Such decreases in the time students spend engaged in learning leads to lower levels of achievement. These factors are particularly present for preschool children and OSY, who either do not have access to free public education or are unable to take advantage of available programs due to mobility and/or the need to work. Ameliorating the impact of family mobility and delays in enrollment procedures is essential.

3. **School Engagement**—Migrant students frequently are faced with adjustments to new school settings, making new friends, and social acceptance challenges, which are generally grouped as behavioral, emotional and cognitive, based on Fredricks, Blumenfeld, and Paris (2003).

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

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

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

4. **English Language Development**—English language development (ELD) is critical for academic success. In the school setting, ELD focuses on the literacy skills applicable to content area learning. Since many migrant students have a home language other than English, migrant programs must find avenues to supplement instruction to address the difficulties faced by migrant students in ELD due to their unique lifestyle, while not supplanting Title III program activities.
5. **Education Support in the Home**—Home environment often is associated with a child’s success in school, reflecting exposure to reading materials, a broad vocabulary, and educational games and activities. Such resources reflect parent educational background and socio-economic status. While many migrant parents value education for their children, they may not always know how to support their children in a manner consistent with school expectations, have the time to support them due to working long hours, or have the means to offer an educationally rich home environment. Efforts to inform families in a manner that fits cultural and economic circumstances are crucial.
6. **Health**—Good health is a basic need that migrant students often do not attain. The compromised dental and nutritional status of migrant children is well documented. They have higher proportions of acute and chronic health problems and there are higher childhood and infant mortality rates than those experienced by their non-migrant peers (Huang, 1993). They are at greater risk than other children due to pesticide poisoning, farm injuries, heat-related illness, and poverty. They are more likely to be uninsured and have difficulties with health care access. Families often need assistance in addressing health problems that interfere with the student’s ability to learn.

7. **Access to Services**—Newcomer status and home languages other than English often decrease access to educational and educationally-related services to which migrant children and their families are entitled. Since they are not viewed as permanent residents, services become more difficult to obtain.

Vermont Concern Statements

Based on the data collected prior to the NAC meeting, the concern statements for each goal area were revised based upon the key factors associated with each of the seven areas of concern. In addition, they prioritized the concerns based on the following:

- Magnitude in the gaps between “what is” and “what should be”
- Critical nature of the need
- Special needs of Priority for Services (PFS) students
- Degree of difficulty in addressing the need
- Risks/consequences of ignoring the need
- External factors (e.g., state/district priorities and goals)

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

Concern Statement		Data Source
English Language Arts (ELA)/Literacy Achievement		
1.1	We are concerned that less than 30% of migrant students in school are proficient in ELA and we have no comparable measurable data on OSY.	- CSPR, Part I - SBAC 2015 - Previous CNA with NELAP reading scores
1.2	We are concerned that MEP staff do not have access to ELA/literacy data in a timely way to identify needs and deliver appropriate ELA/literacy instruction to students who are migrant.	- Internal reports from staff - Parent surveys
1.3	We are concerned that parents who are migrant do not have sufficient strategies to support their children with ELA/literacy homework.	- Parent surveys - Parent feedback during contact with them at home and at school
Mathematics Achievement		
2.1	We are concerned that MEP staff do not have access to data in a timely way to identify needs and deliver appropriate math instruction to students who are migrant.	- Internal reports from staff - Parent surveys

Concern Statement		Data Source
2.2	We are concerned that students who are migrant do not have the fundamental math skills to be successful in later grades and in their adult lives.	- State math assessment data - Report cards - 2014-15 CSPR - SBAC 2015 - Previous CNA with NELAP math scores
2.3	We are concerned that parents who are migrant do not have sufficient strategies to support their children with math homework.	- Parent surveys - Parent feedback during contact with them at home and at school
School Readiness		
3.1	We are concerned that migrant children who are ages 0-5 do not have consistent and sufficient early education due to lack of transportation, parents' work schedules, lack of English proficiency, and lack of available and appropriate PK programs.	- MEP 2016 grant application
3.2	We are concerned that parents of children who are ages 0-5 do not know how or do not have enough resources and time to support their children's social, emotional, and academic development to prepare them for kindergarten.	- MEP 2016 grant application
3.3	We are concerned that preschool students who are migrant do not have access to high quality preschool (minimum of 10 hours/ week)	- Evaluation data from FY 2014-15 - MEP 2016 application - Parent survey - Staff survey
3.4	We are concerned that preschool students who are migrant do not have a home supported literacy-rich environment.	- Parent survey - Staff survey
OSY/High School Graduation		
4.1	We are concerned that over 50% of OSY have not attended school beyond 8th grade and have limited literacy.	- OSY Student Profile - OSY CIG results from Vermont
4.2	We are concerned that H.S. students who are migrant and OSY are not able to attain their educational goals.	- 2014-15 CSPR - OSY Student Profile
4.3	We are concerned that secondary-aged migrant students exhibit many characteristics associated with being at-risk for H.S. dropout.	- Need section of the 2016 Vermont UVM MEP application - 2014-15 CSPR
4.4	We are concerned that nearly all OSY are limited in English proficiency, a factor that limits their access to education and other services, resources, and opportunities.	- OSY Student Profile - 2014-15 CSPR
4.5	We are concerned that schools are not assessing OSY readiness for a high school programs	- OSY Student Profile
4.6	We are concerned that OSY do not have access to, or skills to use, computers and the Internet	- Staff Survey - OSY Student Profile - Farm Sheet

4. PHASE II: GATHERING AND ANALYZING DATA

In the second phase of the CNA process, the key objective was to build a comprehensive understanding of the educational gaps between Vermont migrant students and non-migrant students and the factors that contribute to those gaps.

Source data for the profile that follows and additional disaggregation by grade level or other groupings are included in Appendix A. Achievement data were drawn from sources related to each goal for migrant children. The student profile that follows was used by the NAC to make decisions about concerns and solutions and to set priorities. Data tables that informed the migrant student profile are found in Appendix A. All data are from 2014-15 unless otherwise noted

Migrant Student Profile

BARRIERS AND CHALLENGES

According to the UVM Extension MEP Application, migrant students in Vermont experience challenges and barriers to success in school similar to those experienced by migrant children throughout the United States. Migrant children and families lack reliable access to transportation, endure long working hours, struggle to access health care, have difficulty maintaining balanced nutrition, have low socio-economic status, and exhibit low educational attainment when compared to non-migrant peers.

DEMOGRAPHICS

There are 337 eligible migrant children and youth (ages 3-21) identified in the state. The number of migrant students identified has decreased from a high of 441 in 2011-12. The decrease in the migrant student population in Vermont mirrors decreases across the nation due to changes in agriculture resulting in a decreased need for labor, increased reliance on H2A workers who often do not travel with families, increased immigration requirements, and economic factors.

OSY accounted for 50% of the eligible migrant students identified. This group is demographically homogenous: nearly all are Spanish speakers, 96% are male, and most are in Vermont to work in the dairy industry. There were 47 pre-K children and about half were English language learners and half non-ELL.

Children identified as having PFS comprised 8% of those identified. Students with a qualifying move in the last 12 months were 28% of the identified students, and 20% moved during the regular school year.

LANGUAGE PROFICIENCY

Overall, 63% of migrant students were classified as limited English proficient (LEP). The percentages of migrant students classified as LEP is highest for OSY, almost all of whom

speak limited English. Nonetheless, substantial percentages of school-age and preschool migrant students were LEP as well. Because of shared housing among the ELLs, it is rare for the home to have space for children to do homework, read books, etc.

ACADEMIC ACHIEVEMENT

On both the reading and math portions of the Smarter Balanced Assessment Program (SBAC), there was a gap in the proficiency rate between migrant and non-migrant students—27% in reading and 22% in math. The reading SBAC results indicated 27% of migrant students met proficiency and 20% of migrant students met proficiency in math.

The NAC noted the importance of looking at SBAC scores over the years to see trends because of the shift in assessments. However, only two years of SBAC data were available. After reviewing the data, the NAC concluded that literacy appeared to be trans-disciplinary, impacting the other goal areas as well as all of school and life. The data revealed that students need foundational support in basic math skills to be successful in the later grades. The trends over time in the needs assessment results and the grade level disaggregation showed that the gap between migrant/non migrant increased the higher the grade level.

SCHOOL READINESS

Beginning in 2016-17, the state will require 10 hours of obligatory preschool hours per week. This may be incompatible with migrant parents' work schedule. There are cultural expectations to consider regarding parent involvement with respect to school readiness along with issues of transportation, knowledge of early education resources such as books in the home, support around the importance and the use of books, etc.

The NAC noted that many migrant children do not have access to the child care subsidy. A lack of proficiency in English is an issue for parent participation in the school readiness of their children. Both parents of young children often work in dairies with inconsistent schedules and long hours. Children are more likely to be on the farm when their parents are working. Pre-kindergarten aged migrant children are spread out—not found in a single setting (schools) as are school-aged children. There are inconsistencies in preschool offerings for children ages 0-5.

MEP SERVICES

During the 2014-15 performance period, 257 (72%) students received an instructional and/or support service. During the summer term, 132 students (37%) in grades PK-12 and OSY received instructional and/or support services. During the performance period, 55% of Vermont migrant students received an instructional service, and 59% of received a support service including health, nutrition, transportation, and/or social services.

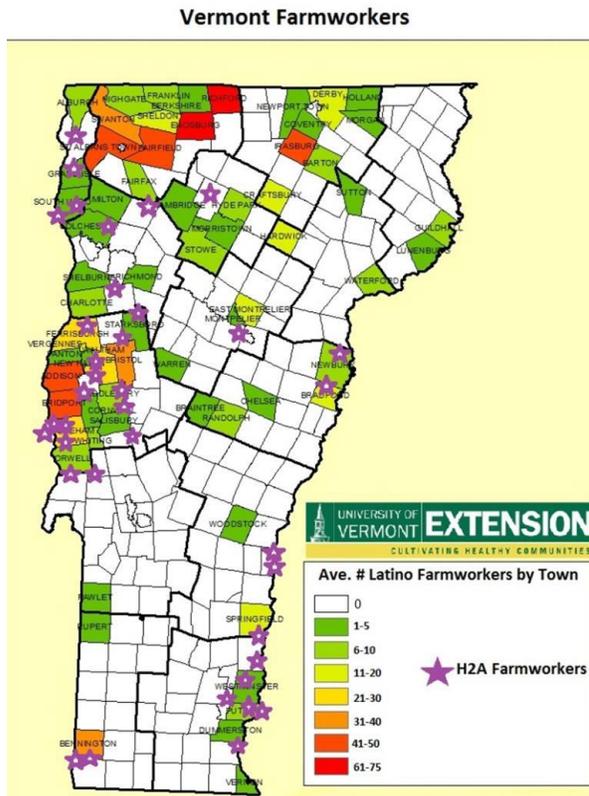
The NAC reported that there was an increased variety of high school graduation options (e.g., Flexible Pathways, GED in English, GED in Spanish, online courses, etc.). The

Vermont MEP provided a variety of services to identified OSY. Through multiple sources, 73% of OSY were served.

MEP PROJECTS AND STAFF

During 2014-15, 91 schools in the state enrolled 359 migrant children, with no schools combining MEP funds into a schoolwide consolidated program. Vermont’s migrant population was spread out across the state as shown in the graphic below with the highest concentrations in Addison County, Franklin County, and the Northeast Kingdom (Orleans, Essex and Caledonia Counties). The remaining migrant student population was distributed throughout the remaining 9 counties with at least one student enrolled in each county.

Geographic Distribution Students



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DATA SUMMARY

The following chart provides a summary of the profile data by key characteristics of the migrant program and migrant students.

Eligible migrant students (3-21)	337
Temporary and seasonal crops in which migrants work	Dairy farming: 97% Processing, planting and harvesting fruits and vegetables, nurseries and greenhouses: 3%
Migrant students with PFS	28 identified, 25 served in the program year
Eligible migrant students identified as LEP	63% of those identified; 97% of OSY are LEP
Home Language	Spanish is spoken by almost all LEP students
Migrant students served	72% served in the program year, 37% in summer programs, and 55% received instructional services
OSY identified/served	181 identified, 50% of total eligible 73% served in the program year, 26% in summer programs, and 62% received instructional services
Students scoring Proficient or Advanced on Math Assessment	22% proficiency for migrant students compared to 42% non-migrant
Students scoring Proficient or Advanced on Reading Assessment	27% proficiency for migrant students compared to 54% non-migrant
Dropouts	3 students in grades 7-12 dropped out
Graduation	3 of 4 migrant students in the 12 th grade graduated

5. PHASE III: MAKING DECISIONS

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

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

The following section offers the final recommendations made by the NAC. A complete list of the Concerns and Solution Strategies is found in the CNA Decisions and Planning Chart in Appendix C. This chart illustrates the planning done by the NAC to align the concern with data source, need indicator, and solution strategy. The NAC then worked to prioritize the solutions to ensure that adequate resources were allocated to address those solutions deemed most important.

The evidence-based solution research is cited below the Solution Strategies for the content areas of ELA, mathematics, school readiness, and high school graduation and services to out-of-school youth. Data sources for need indicators and statements are included in Appendix A.

English Language Arts/Literacy Achievement

#	Need Indicator	Need Statement
1.1	27% of 3 rd to 11 th graders who are migrant are proficient in literacy compared with 54% non-migrant (gap of 27%).	The percentage migrant students scoring proficient needs to increase by 27%.
1.2	Migrant educators/staff lack current ELA/literacy progress reports which prohibits the delivery of appropriate services to migrant students.	ELA/literacy progress reports on students who are migrant need to be sent from schools within 1 month of enrollment and quarterly thereafter.
1.3	Among the top 5 needs identified by parents on the 2016 survey was supports needed to help their children with homework along with ELA/literacy achievement	Parents need additional support to assist their children with increasing their ELA/literacy skills and completing their ELA/literacy homework.

Solution Strategies

1.1a) Provide full access to the variety of high quality intervention programs in schools.

- 1.1b) Work with schools to share data on students' ELA progress quarterly and problem solve around student needs (sharing results, info, etc.)
- 1.1c) Identify appropriate ways to assess the literacy level of OSY in English and/or home language.
- 1.2a) Collaborate with the Vermont Principal's Association to emphasize the importance of data and obtain their assistance with the timely sharing of progress reports.
- 1.2b) Establish communication structures and identify individuals responsible for specific actions to address barriers identified.
- 1.2c) Conduct independent math assessments and/or internal ELA/literacy assessments to establish baseline with post assessment after migrant students receive services.
- 1.2d) Provide training for schools on sensitivity to migrancy and mobility, the importance of making communications accessible, and resources for migrant families to assist with interpretation and translation.
- 1.2e) Inform schools of their legal responsibilities to provide appropriate language services and share lists of translators/interpreters.
- 1.3a) Continue family field days to increase family learning/development of ELA/literacy skills.
- 1.3b) Provide two or more age/grade appropriate ELA/literacy resources, games, activities, and other ELA/literacy materials to parents.
- 1.3c) Offer parent workshops covering strategies for helping with ELA/literacy homework, school-readiness pre-literacy, and how to set up homework space in the home.

Supporting Research and Promising Practices

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Mathematics Achievement

#	Need Indicator	Need Statement
2.1	Migrant educators/staff lack current math progress reports which prohibits the delivery of appropriate services to migrant students.	The MEP needs to work with schools to communicate the importance of sending math progress reports within 1 month of enrollment and quarterly thereafter.
2.2	22% of 3rd to 11th graders who are migrant are proficient in math compared with 42% non-migrant (gap of 20%).	The percentage gap between migrant and non-migrant middle school students in math achievement needs to decrease by 20%.
2.3	The top need identified by parents on the 2016 survey was supports needed to help their children with homework along with math achievement.	Parents need additional support to assist their children with increasing their math skills and completing their math homework.

Solution Strategies

- 2.1a)** Collaborate with the VT Principal's Association to emphasize the importance of data and obtain their assistance with the timely sharing of progress reports.
- 2.1b)** Establish communication structures and identify individuals responsible for specific actions to address barriers identified.
- 2.1c)** Conduct independent math assessments and/or internal math assessments to establish baseline with post assessment after migrant students receive services.

- 2.2a) Contract tutors for migrant students who are behind their non-migrant peers in math.
- 2.2b) Enroll migrant students with needs in math in existing after-school academic/homework support programs.
- 2.2c) Provide activities/technology applications/re-sources in the home to increase evidence-based math skills through apps, games, etc.
- 2.3a) Provide two or more age/grade appropriate math resources to parents to support their child’s math achievement.
- 2.3b) Offer parent workshops covering strategies for helping with math homework, school-readiness pre-math, homework space, and doing routine math games.
- 2.3c) Provide math activities, games, manipulatives, and resources to help parents assist their children in the home with math homework and studies.

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School Readiness

#	Need Indicator	Need Statement
3.1	Children ages 0-5 who are migrant face greater barriers to early education opportunities than do children who are not migrant.	Barriers to migrant children ages 0-5 participating in early education programs and services need to be eliminated.
3.2	Parents of children ages 0-5 who are migrant have less access to resources	Parents of children ages 0-5 who are migrant need more opportunities for supporting them to build their

#	Need Indicator	Need Statement
	and time to develop social, emotional, and academic school readiness skills.	children’s social, emotional, and academic skills.
3.3	In FY 2015, only 29% of students who are migrant received 10+ hours per week of high quality pre-K services.	The percentage of children ages 3-5 years old who are migrant and not in school enrolled in a high quality preschool (minimum of 10 hours/week) needs to increase by 71%.
3.4	Staff indicated school readiness among their top 5 need areas, and parents indicated needs in helping their children with school work in the home in the top 5.	Access to support and educational materials for migrant children and parents in the home needs to increase.

Solution Strategies

- 3.1a)** Support parents/schools in identifying local transportation options when needed.
- 3.1b)** Promote networking to help provide transportation to early education and preschool programs for children ages 0-5.
- 3.1c)** Provide professional development for staff and providers on how to overcome barriers that impede full participation in early education by children ages 0-5 who are migrant.

- 3.2a)** Provide instructional home visits to model school readiness strategies.
- 3.2b)** Establish networks within the school and community to which parents can be referred to meet medical, dental, social services, ELL, and other needs.
- 3.2c)** Provide parent leadership activities.
- 3.2d)** Provide training for parents and prepare materials for parent use in the home to assist with preparing their children to be ready for school.
- 3.2e)** Provide literacy resource materials for parents to use with their children in the home.

- 3.3a)** Work with state ECE leadership to coordinate assessments and facilitate communication about pre-K services.
- 3.3b)** Work with parents to identify and access high quality preschool, and help problem-solve barriers to attendance.
- 3.3c)** Coordinate with community resources providers to remove barriers to migrant children’s attendance in pre-K programs.

- 3.4a)** Support parents with literacy materials including books to read to their children.
- 3.4b)** Provide family literacy home visits to model activities that parents can do with their children.
- 3.4c)** Sponsor parent events that promote pre-literacy strategies and activities to do in the home.

Supporting Research and Promising Practices

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High School Graduation and Services for OSY

#	Need Indicator	Need Statement
4.1	47% of OSY have less than a 9 th grade education; and 85% had less than a 10 th education.	OSY need to be assessed on their literacy skills to establish a baseline.
4.2	100% of OSY have left school due to their need to work or other factors.	The percentage of OSY recovered into a school or GED program needs to increase by 20%.
4.3	3.1% of all MEP students identified were in grades 11-12 (11 total students).	The percentage of migrant students leaving school needs to decrease.
4.4	96% of OSY were identified as LEP.	The English proficiency of OSY needs to increase.
4.5	There is no data on OSY academic skills.	There needs to be an assessment process for OSY that is consistent across the state.
4.6	Staff and OSY indicate uneven use of computers and the Internet.	OSY access to computers and Internet usage needs to increase.

- 4.1a)** Develop research/evidence-based literacy instruction for OSY.
- 4.1b)** Provide targeted instruction based on assessment data on OSY.

- 4.2a) Promote the economic benefits of education to students who have not attained their established educational goals.
- 4.2b) Work with schools on flexible graduation plans using a template (i.e., HSCP).
- 4.2c) Establish goal setting incorporating student work and economic goals.

- 4.3a) Provide guidance, mentoring, and counseling assistance to migrant families on the benefits of staying in school & post-secondary options.
- 4.3b) Offer professional development for staff on migrancy/mobility and H.S. completion strategies.

- 4.4a) Partner with ABE providers for local ELL classes.
- 4.4b) Bring formal, practical English classes onsite with employer buy-in.
- 4.4c) Continue to promote distance learning and “bite-sized” app-based practice.

- 4.5a) Identify instruments to assess OSY readiness for high school programs (e.g., TABE-M).
- 4.5b) Help students and staff request transcripts.
- 4.5c) Utilize the OSY Consortium to identify promising practices in assessment in other states.

- 4.6a) Provide technology mentors.
- 4.6b) Increase access to basic computer classes through local ABE providers.
- 4.6c) Establish a system for a device setup and distribution program.
- 4.6d) Use the OSY Profile and Farm Sheet to monitor OSY with Internet and cell service.

Supporting Research and Promising Practices

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

The Vermont plan for the delivery of services to meet the unique educational needs of its migrant students will serve as the basis for the use of all MEP funds in the state. This Service Delivery Plan is essential to help the Vermont MEP develop and articulate a clear vision of the needs of migrant children on a statewide basis; the MEP's measurable outcomes and how they help achieve the state's performance targets; the services the MEP will provide on a statewide basis; and how to evaluate whether and to what degree the program is effective.

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

1. *Performance Targets.* The plan will specify the performance targets that the state has adopted for all migrant children for: 1) reading (ELA/literacy); 2) mathematics; 3) high school graduation; 4) the number of school dropouts; 5) school readiness; and 6) any other performance targets that the state identifies for migrant children.
2. *Needs Assessment.* The plan will include identification and an assessment of: (1) the unique educational needs of migrant children that result from the children's migrant lifestyle; and (2) other needs of migrant students that must be met in order for them to participate effectively in school.
3. *Measurable Program Outcomes.* The plan will include the measurable outcomes that the MEP will produce statewide through specific educational or educationally-related services. Measurable outcomes allow the MEP to determine whether and to what degree the program has met the special educational needs of migrant children that were identified through the comprehensive needs assessment. The measurable outcomes also help achieve the state's performance targets.
4. *Service Delivery.* The plan will describe the MEP's strategies for achieving the performance targets and measurable objectives described above. The state's service delivery strategy will address: (1) the unique educational needs of migrant children that result from the children's migrant lifestyle, and (2) other needs of migrant students that must be met in order for them to participate effectively in school.
5. *Evaluation.* The plan will describe how the state will evaluate whether and to what degree the program is effective in relation to the performance targets and measurable outcomes. The Vermont 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 migrant children who: 1) are failing, or most at risk of failing, to meet the state's challenging academic content and student achievement standards, and 2) whose education has been interrupted during the regular school year.

- *Parent Involvement.* A description of the MEP’s consultation with parents (or with the state parent advisory council, if the program is of one school year in duration) and whether the consultation occurred in a format and language that the parents understand.
- *Identification and Recruitment.* A description of the state’s plan for identification and recruitment activities and its quality control procedures.
- *Student Records.* A description of the state’s plan for requesting and using migrant student records and transferring migrant student records to schools and projects in which migrant students enroll.

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

As part of the Vermont MEP continuous improvement model, the next step for the 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 based on the OME toolkit, *Migrant Education Service Delivery Plan Toolkit: A Tool for State Migrant Directors* (August 2012).

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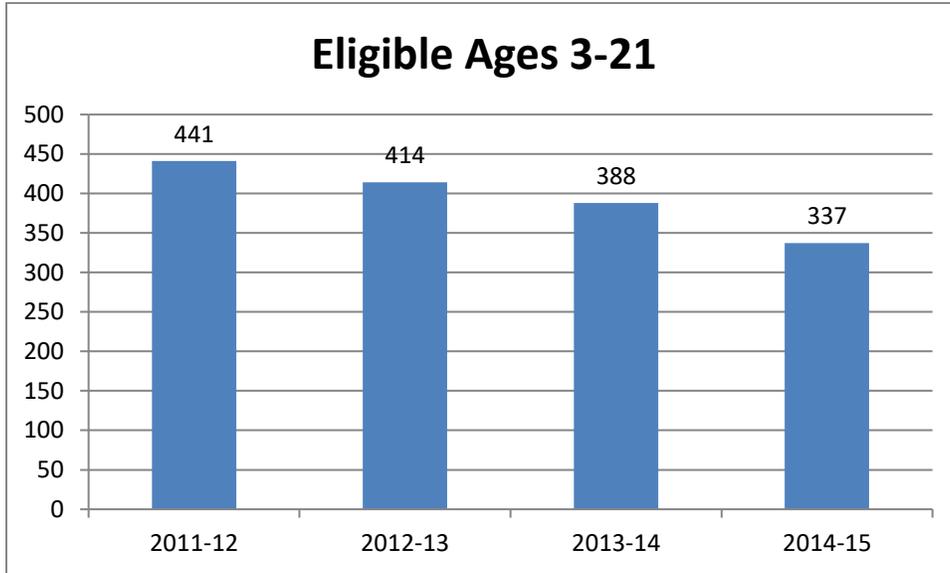
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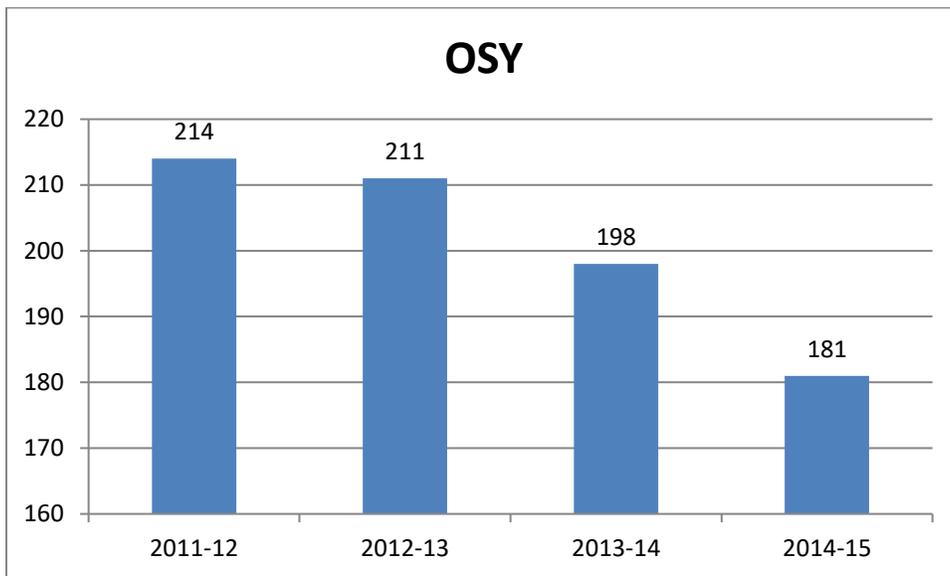
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**Exhibit 1
Demographics**

The number of eligible students has decreased by 23.6% from 2011-12 to 2014-15.



The number of eligible OSY has decreased by 15.4% from 2011-12 to 2014-15.



Source: CSPR Part I (2011-12 through 2014-15)

**Exhibit 2
Grade/Age Distribution (Ages 0-21)**

Grade/Age	Number
Age 0-2	22
Age 3-5	25
K	13
1	12
2	19
3	11
4	14
5	12
6	10
7	7
8	9
9	9
10	4
11	7
12	4
OSY	181
Total	359

**Exhibit 3
Migrant Students Served**

Grade	Program Year (any service)	Summer (any service)	Instruction (program year)	Support (program year)	Referrals (program year)
Age 0-2	14	9	10	13	9
Age 3-5	18	12	12	13	13
K	10	2	6	7	5
1	7	4	4	6	3
2	12	9	8	11	9
3	7	4	5	5	4
4	11	10	10	10	9
5	9	7	6	8	5
6	8	6	5	6	6
7	6	6	4	6	5
8	6	3	2	5	1
9	7	6	4	6	4
10	2	2	2	2	0
11	6	5	5	6	4
12	1	0	0	1	1
OSY	133	47	113	107	54
% of OSY identified	73%	26%	62%	59%	30%
Total	257	132	196	212	132
% of total identified	72%	37%	55%	59%	37%

Source CSPR Part II 2014-15

**Exhibit 4
PFS Identified and Served**

Grade	PFS identified program year	PFS served program year	PFS served regular year	PFS served summer
Age 3-5	4	4	4	4
K	1	0	0	0
1	3	3	2	2
2	0	0	0	0
3	2	2	2	2
4	3	3	3	3
5	0	0	0	0
6	4	3	3	3
7	4	4	4	4
8	3	3	3	1
9	2	1	1	1
10	0	0	0	0
11	2	2	2	2
12	0	0	0	0
OSY	0	0	0	0
Total	28	25	24	22

Source CSPR Part II 2014-15

**Exhibit 5
LEP and IDEA Identified**

Grade	Total Migrant	# LEP	% LEP	# IDEA	% IDEA
Age 3-5	25	11	44%	2	8%
K	13	2	15%	3	23%
1	12	1	8%	3	25%
2	19	4	21%	3	16%
3	11	1	9%	1	9%
4	14	2	14%	5	36%
5	12	3	25%	2	17%
6	10	2	20%	2	20%
7	7	3	43%	2	29%
8	9	3	33%	2	22%
9	9	1	11%	3	33%
10	4	1	25%	0	0%
11	7	2	29%	2	29%
12	4	0	0%	0	0%
OSY	181	176	97%	0	0%
Total	337	212	63%	30	9%

Source CSPR Part II 2014-15

**Exhibit 6
Qualifying Agricultural Work**

- Dairy farming: 90%
- Logging: 4%
- Processing; 3%
- Vegetables, applies, and greenhouse work: 3%

Source: State website demographics slides

**Exhibit 7
Mathematics Achievement Gap Between Migrant and Non-Migrant Students on the Smarter Balanced Assessment**

Grade	2015				Gap
	Non-migrant		Migrant		
	Assessed	Number (%) Prof.	Assessed	# (%) Prof.	
3	5,922	3,035 (51%)	13	4 (31%)	20%
4	6,137	2,741 (45%)	10	2 (20%)	25%
5	6,050	2,506 (41%)	9	2 (22%)	19%
6	5,937	2,210 (37%)	5	0 (0%)	37%
7	5,962	2,557 (43%)	8	0 (0%)	43%
8	5,960	2,381 (40%)	5	1 (20%)	20%
11	5,730	2,124 (37%)	6	2 (33%)	4%
Total	41,698	17,554 (42%)	56	11 (20%)	22%

Source: CSPR Part I 2014-15

**Exhibit 8
Reading Achievement Gap Between Migrant and Non-Migrant Students on the Smarter Balanced Assessment**

Grade	2015				Gap
	Non-migrant		Migrant		
	Assessed	Number (%) Prof.	Assessed	# (%) Prof.	
3	5,895	3,050 (52%)	13	3 (23%)	29%
4	6,124	3,131 (51%)	10	2 (20%)	31%
5	6,047	3,439 (57%)	9	5 (56%)	1%
6	5,940	3,168 (53%)	5	2 (40%)	13%
7	5,968	3,285 (55%)	8	0 (0%)	55%
8	6,022	3,228 (54%)	6	1 (17%)	37%
11	5,758	3,304 (57%)	5	2 (40%)	17%
Total	41,754	22,605 (54%)	56	15 (27%)	27%

Source: CSPR Part I 2014-15

**Exhibit 9
Number of OSY Making Gains on Content-Based Assessments in Vermont**

	# OSY	# (%) OSY Pre/Post-Tested	# (%) OSY Gaining	# (%) OSY Gaining 20% or More
VT	85	85 (100%)	82 (96%)	63 (74%)
Consortium	2,025	58%	86%	78%

**Exhibit 10
Instructional Services Provided to OSY**

Instructional Services										
State	Reading	Math	GED Prep	SEC/CA	LS/ML	ESL	E&C GD	Refer A	Other	Total
VT	49	42	15	0	85	105	95	13	12	416
Consortium	1,131	949	780	294	2,455	2,900	888	1,028	518	10,943

Source: Director/Coordinator Survey (Form 1) KEY: GED=General Education Development; SEC/CA= Secondary Instruction/Courses & Credit Accrual; LS/ML=Life Skills/Mini Lessons; ESL=English as a Second Language Services; E&C GD=Education & Career Goal Development; Referred Services=Referred Academic Services

**Exhibit 11
Summary of the Number of OSY Receiving Support Services in Vermont**

Support Services							
	MAT	NUTR/Health	T/I	TRSP	Referred Services	Other	Total
VT	174	55	75	65	43	81	493
Consortium	7,567	2,396	1,648	763	1,785	2,919	17,078

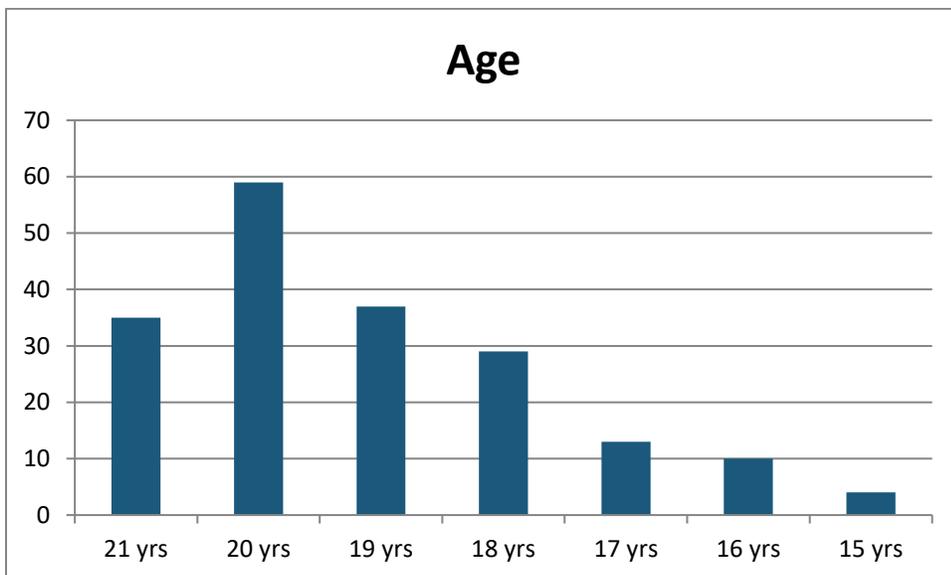
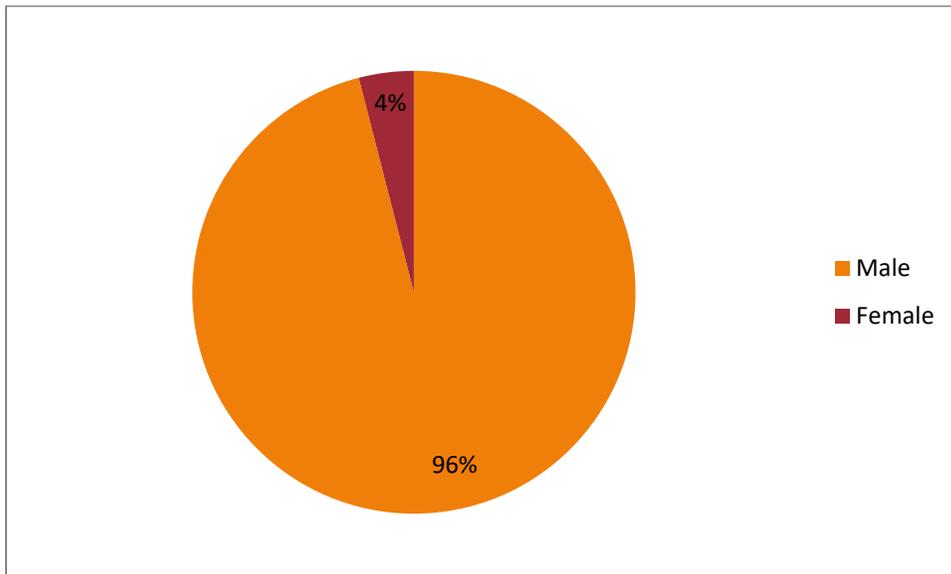
Source: Director/Coordinator Survey (Form 1) KEY: MAT=Material Resources; NUTR=Nutrition; T/I=Translation/Interpreting Services; TRSP=Transportation; Referred Services=Referred Support Service

**Exhibit 12
Migrant OSY Who Received Instructional and/or Support Services in Vermont**

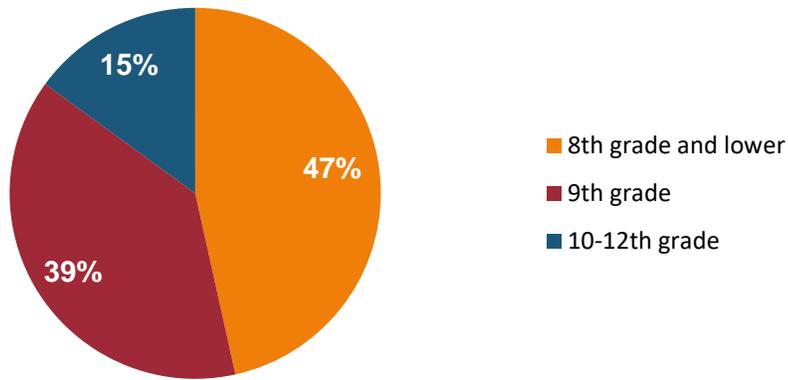
	Identified #	Served		Difference 11-12 to 14-15		
		#	%	Identified #	Served	
					#	%
VT	174	135	78%	-40	-63	-15%
Consortium	12,057	8,204	68%	-5,611	-2,581	7%

Source: SOSOSY Director/Coordinator Survey (Form 1) - *Served=Category 1 students identified/served during the regular school year

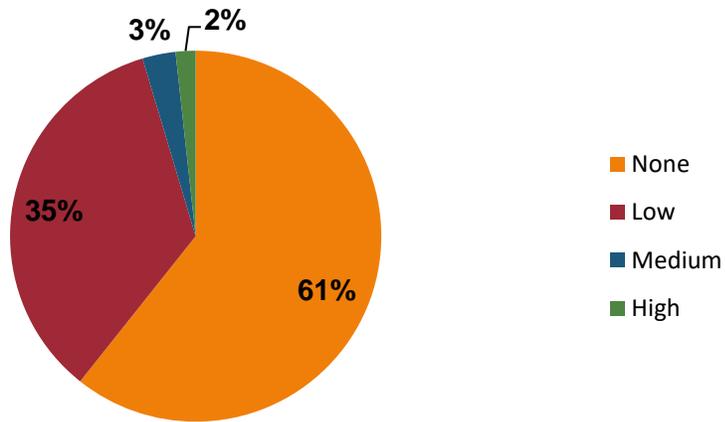
Exhibit 13 OSY Profile



Last Grade Attended



English Oral Proficiency



Reason for Leaving School

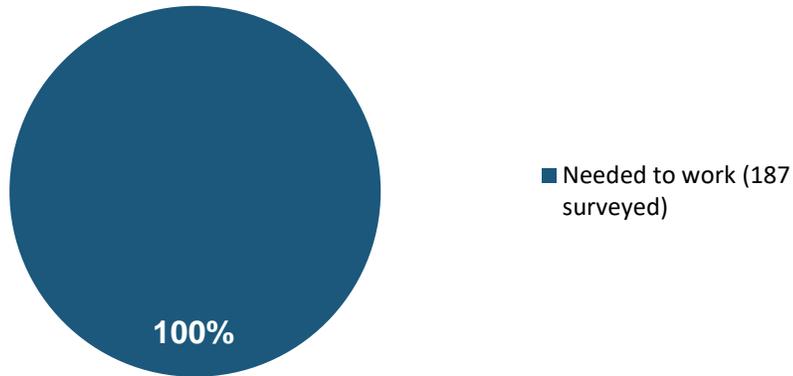
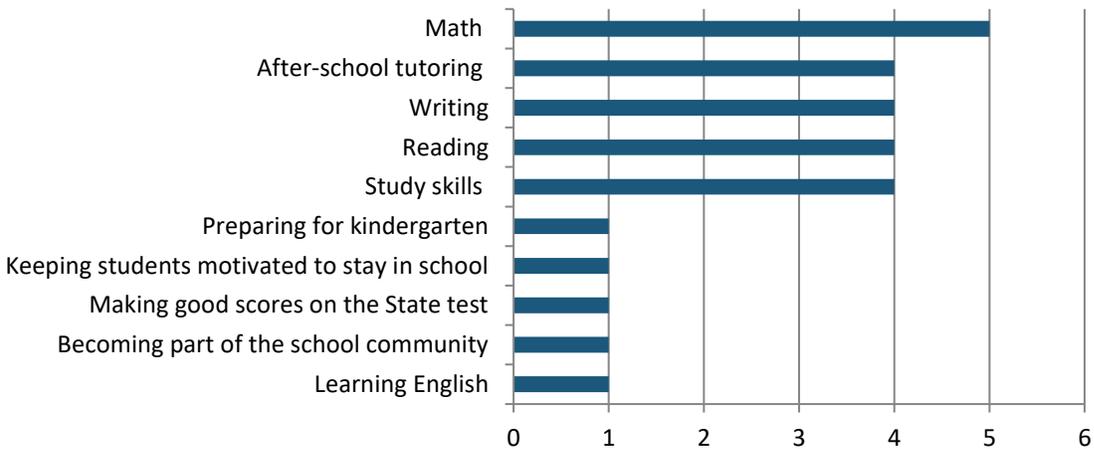
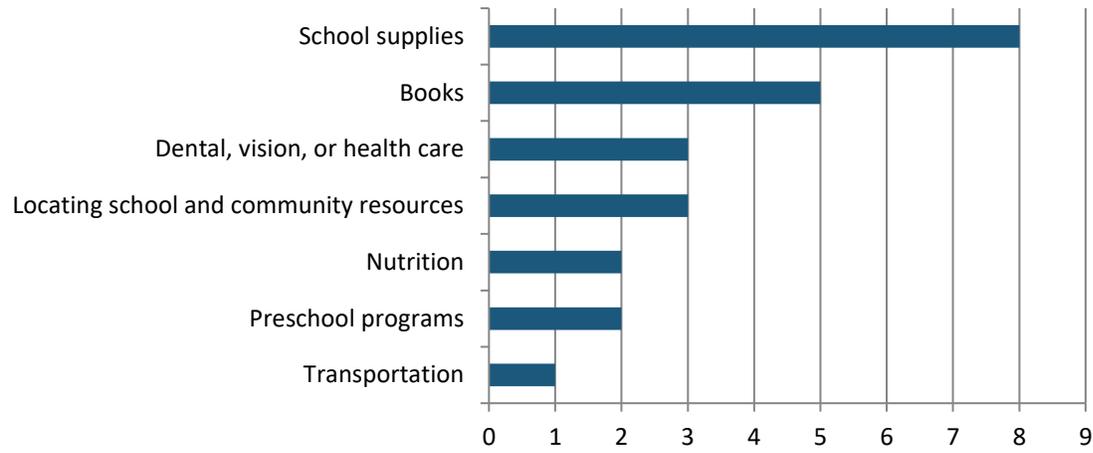


Exhibit 14
Parent Survey Results on Migrant Student Needs

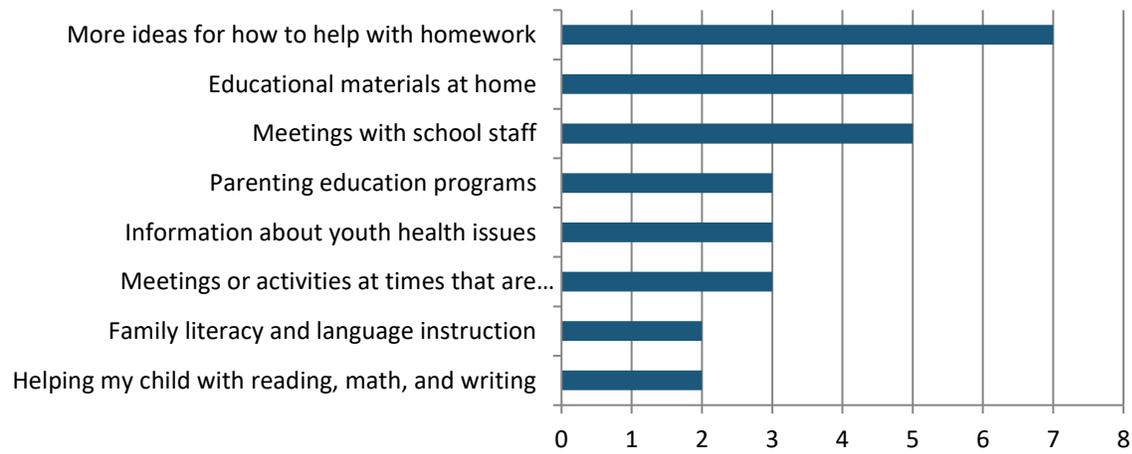
Instructional Needs



Support Services Needs



Parent Involvement Suggestions



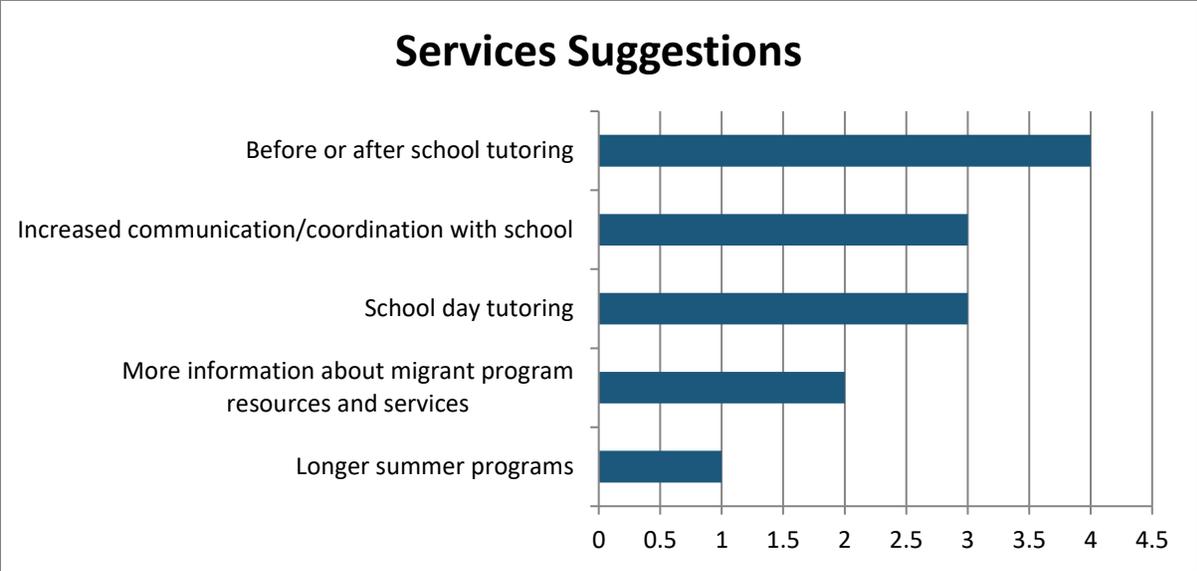
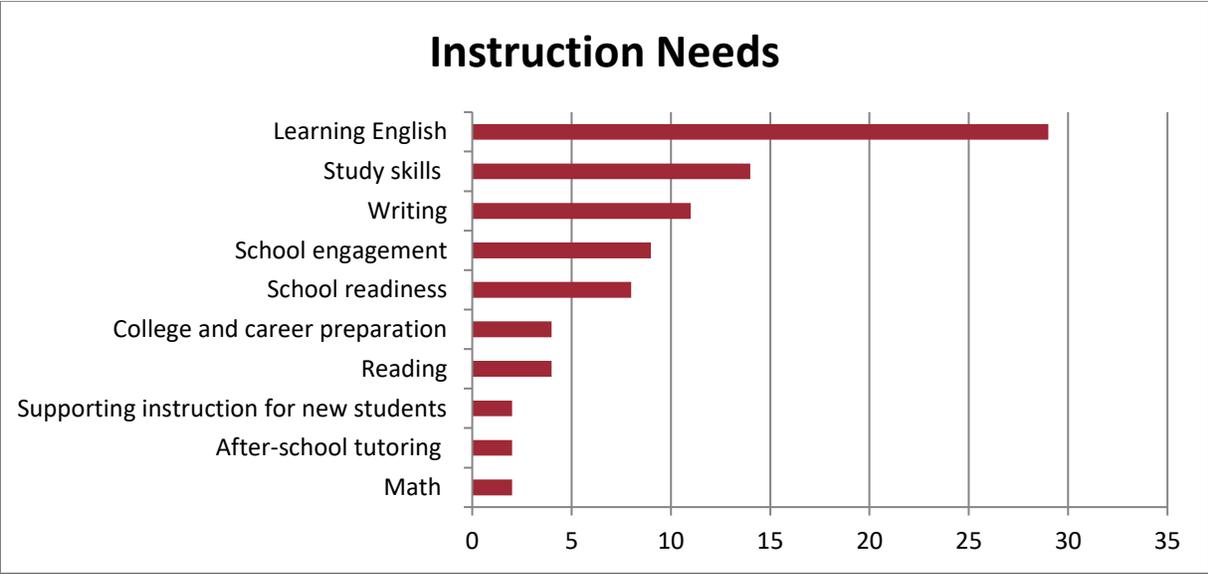
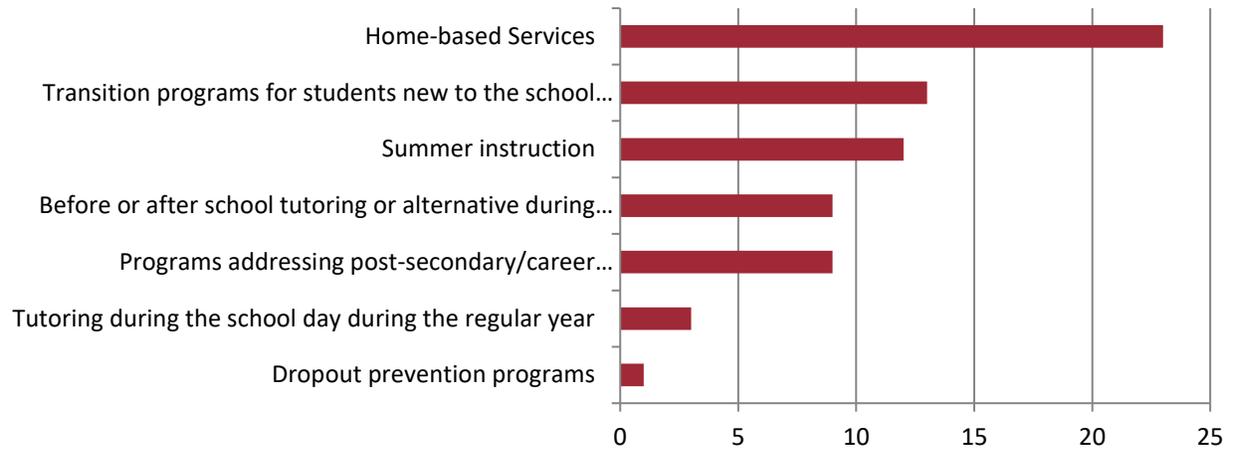


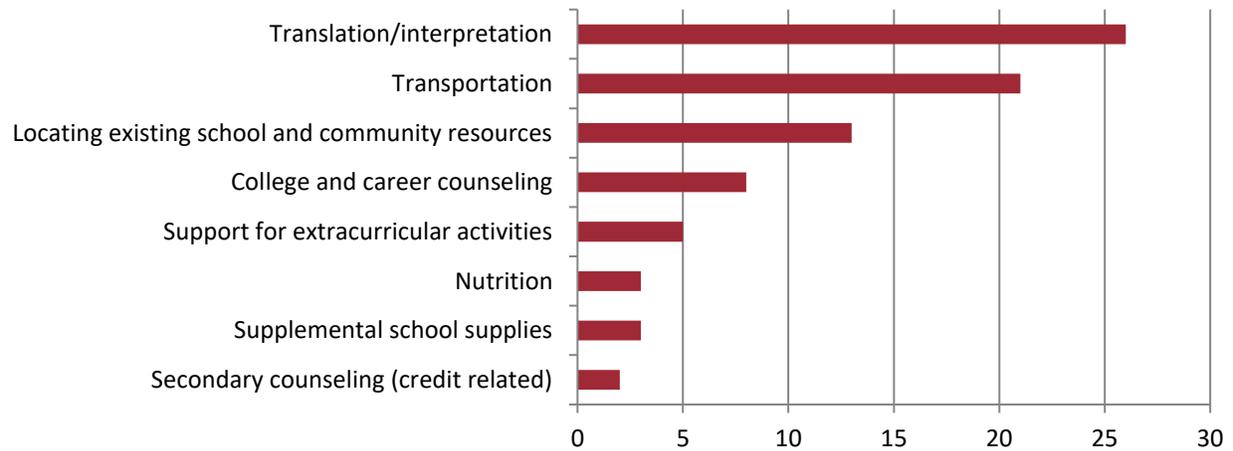
Exhibit 15
Staff Survey Results on Migrant Student Needs



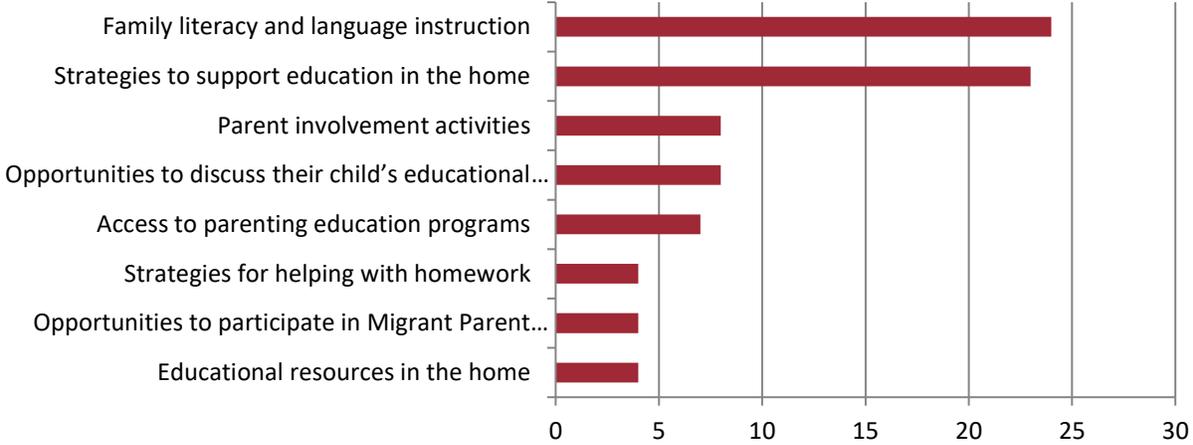
Types of Services Needed



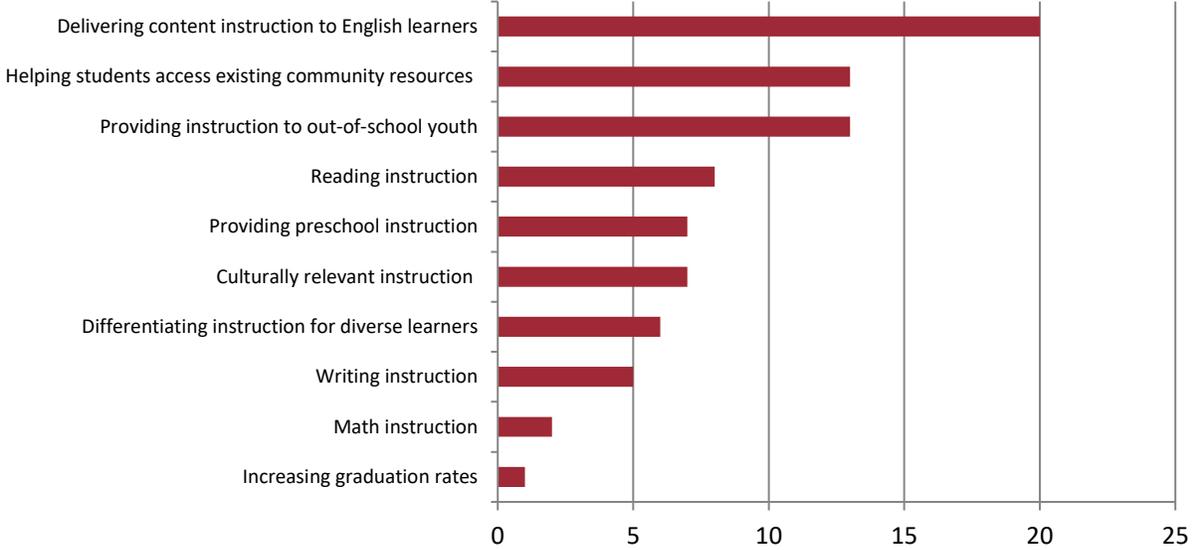
Support Services Needed



Parent Involvement Needed



Professional Development Needed



AGENDA



Vermont Agency of Education Migrant Education Program Needs Assessment Committee Meeting July 27, 2016

- 8:30 – 8:45 Welcome, introductions, and overview of the meeting
- 8:45 – 9:00 Getting on the same page: The CNA Update, MEP planning cycle, and sample needs activity
- 9:00 – 9:45 Reviewing the existing Vermont MEP CNA
-- Activity #1 (Individual): Review selected sections jigsaw
-- Debrief with the entire group
- 9:45 – 10:00 Break
- 10:00 – 10:30 Review and discuss the most recent data in reading, math, school readiness, graduation, and OSY needs and services
- 10:30 – 11:30 Activity #2 (Small group) Discuss and report out on findings revealed by the data for each of the 4 focus areas
- 11:30 – 12:00 Activity #3 (Small group) Discuss and make recommendations about Concern Statements; debrief as a large group
- 12:00 – 1:00 Lunch on your own
- 1:00 – 2:00 Activity #4 (Small Group): Discuss and make recommendations about need statements and sources of data
- 2:00 – 3:00 Activity #5 (Small Group): Review and make recommends on CNA solutions (Take a break as needed)
- 3:00 – 3:30 Wrap up and prevue of the activities for the SDP Committee Meeting

Meeting Objectives

- 1) Understand the CNA process
- 2) Review data collected through the State MEP CNA process and prepare need statements
- 3) Review and update CNA concern statements and possible solutions
- 4) Determine follow-up data needed in preparation to revise the VT MEP SDP

APPENDIX C: CNA DECISIONS AND PLANNING CHART

GOAL AREA 1: ELA/LITERACY ACHIEVEMENT

Concern	Data Source	Need Indicator/Need Statement	Possible Solution	Rank
1.1) We are concerned that less than 30% of migrant students in school are proficient in ELA and we have no comparable measurable data on OSY.	- CSPR, Part I - SBAC 2015 - Previous CNA with NELAP reading scores	Need Indicator: 27% of 3 rd to 11 th graders who are migrant are proficient in literacy compared with 54% non-migrant (gap of 27%). Need Statement: The percentage migrant students scoring proficient needs to increase by 27%.	1.1a) Provide full access to the variety of high quality intervention programs in schools 1.1b) Work with schools to share data on students' ELA progress quarterly and problem solve around student needs (sharing results, info, etc.) 1.1c) Identify appropriate ways to assess the literacy level of OSY in English and/or home language	1
1.2) We are concerned that MEP staff do not have access to ELA/Literacy data in a timely way to identify needs and deliver appropriate ELA/literacy instruction to students who are migrant.	- Internal reports from staff - Parent surveys	Need Indicator: Migrant educators/staff lack current ELA/literacy progress reports which prohibits the delivery of appropriate services to migrant students. Need Statement: ELA/literacy progress reports on students who are migrant need to be sent from schools within 1 month of enrollment and quarterly thereafter.	1.2a) Collaborate with the Vermont Principal's Association to emphasize the importance of data and obtain their assistance with the timely sharing of progress reports 1.2b) Establish communication structures and identify individuals responsible for specific actions to address barriers identified 1.2c) Conduct independent math assessments and/or internal ELA/literacy assessments to establish baseline with post assessment after migrant students receive services 1.2d) Provide training for schools on sensitivity to migrancy and mobility, the importance of making communications accessible, and resources for migrant families to assist with interpretation and translation 1.2e) Inform schools of their legal responsibilities to provide appropriate language services and share lists of translators/interpreters	2
1.3) We are concerned that parents who are migrant do not have sufficient strategies to support their children with ELA/literacy homework.	- Parent surveys - Parent feedback during contact with them at home and at school	Need Indicator: Among the top 5 needs identified by parents on the 2016 survey was supports needed to help their children with homework along with ELA/literacy achievement Need Statement: Parents need additional support to assist their children with increasing their ELA/literacy skills and completing their ELA/literacy homework.	1.3a) Continue family field days to increase family learning/development of ELA/literacy skills 1.3b) Provide two or more age/grade appropriate ELA/literacy resources, games, activities, and other ELA/literacy materials to parents 1.3c) Offer parent workshops covering strategies for helping with ELA/literacy homework, school-readiness pre-literacy, and how to set up homework space in the home	3

GOAL AREA 2: MATHEMATICS ACHIEVEMENT

Concern	Data Source	Need Indicator	Possible Solution	Rank
2.1) We are concerned that MEP staff do not have access to data in a timely way to identify needs and deliver appropriate math instruction to students who are migrant.	<ul style="list-style-type: none"> - Internal reports from staff - Parent surveys 	<p>Need Indicator: Migrant educators/ staff lack current math progress reports which prohibits the delivery of appropriate services to migrant students.</p> <p>Need Statement: Math progress reports on students who are migrant need to be sent from schools within 1 month of enrollment and quarterly thereafter.</p>	<p>2.1a) Collaborate with the VT Principal's Association to emphasize the importance of data and obtain their assistance with the timely sharing of progress reports</p> <p>2.1b) Establish communication structures and identify individuals responsible for specific actions to address barriers identified</p> <p>2.1c) Conduct independent math assessments and/or internal math assessments to establish baseline with post assessment after migrant students receive services</p>	1
2.2) We are concerned that students who are migrant do not have the fundamental math skills to be successful in later grades and their adult lives.	<ul style="list-style-type: none"> - State math assessment data - Report cards - 2014-15 CSPR, Part I - SBAC 2015 - Previous CNA with NELAP math scores 	<p>Need Indicator: 22% of 3rd to 11th graders who are migrant are proficient in math compared with 42% non-migrant (gap of 20%).</p> <p>Need Statement: The percentage gap between migrant and non-migrant migrant middle school students in math achievement needs to decrease by 20%.</p>	<p>2.2a) Contract tutors for migrant students who are behind their non-migrant peers in math</p> <p>2.2b) Enroll migrant students with needs in math in existing after-school academic/homework support programs</p> <p>2.2c) Provide activities/technology applications/re-sources in the home to increase evidence-based math skills through apps, games, etc.</p>	2
2.3) We are concerned that parents who are migrant do not have sufficient strategies to support their children with math homework.	<ul style="list-style-type: none"> - Parent surveys - Parent feedback during contact with them at home and at school 	<p>Need Indicator: The top need identified by parents on the 2016 survey was supports needed to help their children with homework along with math achievement</p> <p>Need Statement: Parents need additional support to assist their children with increasing their math skills and completing their math homework.</p>	<p>2.3a) Provide two or more age/grade appropriate math resources to parents to support their child's math achievement</p> <p>2.3b) Offer parent workshops covering strategies for helping with math homework, school-readiness pre-math, homework space, doing routine math games</p> <p>2.3c) Provide math activities, games, manipulatives, and resources to help parents assist their children in the home with math homework and studies</p>	3

GOAL AREA 3: SCHOOL READINESS

Concern	Data Source	Need Indicator	Possible Solution	Rank
3.1) We are concerned that children who are ages 0-5 and migrant do not have consistent and sufficient early education due to lack of transportation, parents' work schedules, lack of English proficiency, and lack of available and appropriate PK programs.	- MEP 2016 grant application	<p>Need Indicator: Children ages 0-5 who are migrant face greater barriers to early education opportunities than do children who are not migrant.</p> <p>Need Statement: Barriers to migrant children ages 0-5 participating in early education programs and services need to be eliminated.</p>	<p>3.1a) Support parents/schools in identifying local transportation options when needed.</p> <p>3.1b) Promote networking to help provide transportation to early education and preschool programs for children ages 0-5.</p> <p>3.1c) Provide professional development for staff and providers on how to overcome barriers that impede full participation in early education by children ages 0-5 who are migrant.</p>	1
3.2) We are concerned that parents of children who are ages 0-5 do not know how or do not have enough resources/time to support their children's social, emotional, and academic development to prepare them for kindergarten.	- MEP 2016 grant application	<p>Need Indicator: Parents of children ages 0-5 who are migrant have less access to resources and time to develop social, emotional, and academic school readiness skills.</p> <p>Need Statement: Parents of children ages 0-5 who are migrant need more opportunities for supporting them to build their children's social, emotional, and academic skills.</p>	<p>3.2a) Provide instructional home visits to model school readiness strategies</p> <p>3.2b) Establish networks within the school and community to which parents can be referred to meet medical, dental, social services, ELL, and other needs.</p> <p>3.2c) Provide parent leadership activities.</p> <p>3.2d) Provide training for parents and prepare materials for parent use in the home to assist with preparing their children to be ready for school.</p> <p>3.2e) Provide literacy resource materials for parents to use with their children in the home.</p>	2
3.3) We are concerned that preschool students who are migrant do not have access to high quality preschool (minimum of 10 hours/ week)	<ul style="list-style-type: none"> - Evaluation data from FY 2014-15 - MEP 2016 application - Parent survey - Staff survey 	<p>Need Indicator: In FY 2015, only 29% of students who are migrant received 10+ hours per week of high quality pre-K services.</p> <p>Need Statement: The percentage of children ages 3-5 years old who are migrant and not in school enrolled in a high quality preschool (minimum of 10 hours/ week) needs to increase by 71%.</p>	<p>3.3a) Work with state ECE leadership to coordinate assessments and facilitate communication about pre-K services.</p> <p>3.3b) Work with parents to identify and access high quality preschool, and help problem-solve barriers to attendance.</p> <p>3.3c) Coordinate with community resources providers to remove barriers to migrant children's attendance in pre-K programs.</p>	3

Concern	Data Source	Need Indicator	Possible Solution	Rank
3.4) We are concerned that preschool students who are migrant do not have a home supported literacy-rich environment.	- Parent survey - Staff survey	Need Indicator: Staff indicated school readiness among their top 5 need areas, and parents indicated needs in helping their children with school work in the home in the top 5. Need Statement: Access to support and educational materials for migrant children and parents in the home needs to increase.	3.4a) Support parents with literacy materials including books to read to their children 3.4b) Provide family literacy home visits to model activities that parents can do with their children 3.4c) Sponsor parent events that promote pre-literacy strategies and activities to do in the home.	4

GOAL AREA 4: OUT-OF-SCHOOL YOUTH/HIGH SCHOOL GRADUATION

Concern	Data Source	Need Indicator	Possible Solution	Rank
4.1) We are concerned that over 50% of OSY have not attended school beyond 8 th grade and have limited literacy.	- OSY Student Profile - OSY CIG results from Vermont	Need Indicator: 47% of OSY have less than a 9 th grade education; and 85% had less than a 10 th education. Need Statement: OSY need to be assessed on their literacy skills to establish a baseline.	4.1a) Develop research/evidence-based literacy instruction for OSY 4.1b) Provide targeted instruction based on assessment data on OSY	1
4.2) We are concerned that H.S. students who are migrant and OSY are not able to attain their educational goals.	- 2014-15 CSPR, Part II - OSY Student Profile	Need Indicator: 100% of OSY have left school due to their need to work or other factors. Need Statement: The percentage of OSY recovered into a school or GED program needs to increase by 20%.	4.2a) Promote the economic benefits of education to students who have not attained their established educational goals 4.2b) Work with schools on flexible graduation plans using a template (i.e., HSCP) 4.2c) Establish goal setting incorporating student work and economic goals	2
4.3) We are concerned that secondary-aged students exhibit many characteristics associated with at-risk for H.S. dropout	- Need section of the 2016 Vermont UVM MEP application - 2014-15 CSPR, Part II	Need Indicator: 3.1% of all MEP students identified were in grades 11-12 (11 total students). Need Statement: There percentage of migrant students leaving school needs to decrease.	4.3a) Provide guidance, mentoring, and counseling assistance to migrant families on the benefits of staying in school & post-secondary options 4.3b) Offer professional development for staff on migrancy/mobility and H.S. completion strategies	3

Concern	Data Source	Need Indicator	Possible Solution	Rank
4.4) We are concerned that nearly all OSY are limited in English proficiency which may limit their access to education and other services, resources, and opportunities.	- OSY Student Profile - 2014-15 CSPR, Part II	Need Indicator: 96% of OSY were identified as LEP. Need Statement: The English proficiency of OSY needs to increase.	4.4a) Partner with ABE providers for local ELL classes 4.4b) Bring formal, practical English classes onsite with employer buy-in 4.4c) Continue to promote distance learning and “bite-sized” app-based practice	4
4.5) We are concerned that schools are not assessing OSY readiness for a high school programs	- OSY Student Profile	Need Indicator: There is no data on OSY academic skills. Need Statement: There needs to be an assessment process for OSY that is consistent across the state.	4.5a) Identify instruments to assess OSY readiness for high school programs (e.g., TABE-M) 4.5b) Help students and staff request transcripts 4.5c) Utilize the OSY Consortium to identify promising practices in assessment in other states	5
4.6) We are concerned that OSY do not have access to, or skills to use, computers and the Internet	- Staff Survey - OSY Student Profile - Farm Sheet	Need Indicator: Staff and OSY indicate uneven use of computers and the Internet. Need Statement: OSY access to computers and Internet usage needs to increase.	4.6a) Provide technology mentors 4.6b) Increase access to basic computer classes through local ABE providers 4.6c) Establish a system for a device setup and distribution program 4.6d) Use the OSY Profile and Farm Sheet to monitor OSY with Internet and cell service	6

Parent Survey from the Vermont Migrant Education Program

The Vermont 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 your top three in each category.

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

1. Instruction: What instruction do your children need?

- | | |
|--|---|
| <input type="checkbox"/> Study skills | <input type="checkbox"/> Opportunities after graduating high school |
| <input type="checkbox"/> Reading | <input type="checkbox"/> Becoming part of the school community |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Making good scores on the State test |
| <input type="checkbox"/> Math | <input type="checkbox"/> Making up credits |
| <input type="checkbox"/> Learning English | <input type="checkbox"/> Keeping students motivated to stay in school |
| <input type="checkbox"/> After-school tutoring | <input type="checkbox"/> Preparing for kindergarten |
| <input type="checkbox"/> Supporting instruction for newly arrived students | <input type="checkbox"/> Other: |

2. Support Services: What support do your children need?

- | | |
|---|--|
| <input type="checkbox"/> School supplies | <input type="checkbox"/> Nutrition |
| <input type="checkbox"/> Secondary counseling (to help them graduate) | <input type="checkbox"/> Transportation |
| <input type="checkbox"/> College and career counseling | <input type="checkbox"/> Books |
| <input type="checkbox"/> Dental, vision, or health care | <input type="checkbox"/> Locating school and community resources |
| <input type="checkbox"/> Preschool programs | <input type="checkbox"/> Other: |

3. Parent involvement: What would help you support your child's education?

- | | |
|--|---|
| <input type="checkbox"/> Educational materials at home | <input type="checkbox"/> Ways to help young children prepare for school |
| <input type="checkbox"/> Meetings with school staff | <input type="checkbox"/> Migrant Parent Advisory Council (PAC) meetings |
| <input type="checkbox"/> Meetings or activities at times that are convenient for parents | <input type="checkbox"/> Helping my child with reading, math, and writing |
| <input type="checkbox"/> Parenting education programs | <input type="checkbox"/> More ideas for how to help with homework |
| <input type="checkbox"/> Information about youth health issues | <input type="checkbox"/> Family literacy and language instruction |
| <input type="checkbox"/> Other: | <input type="checkbox"/> Other: |

4. Suggestions: What suggestions do you have for improving the services?

- | | |
|---|--|
| <input type="checkbox"/> School day tutoring | <input type="checkbox"/> Increased communication/coordination with school |
| <input type="checkbox"/> Before or after school tutoring | <input type="checkbox"/> More information about migrant program resources and services |
| <input type="checkbox"/> Longer summer programs | <input type="checkbox"/> Helping students stay in school |
| <input type="checkbox"/> Coordinating with schools in your home state | <input type="checkbox"/> Other: |

5. What additional needs do your children have?

Staff Survey of Migrant Student Needs

The Vermont 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.

Site: _____ Position: _____

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"/> Study skills | <input type="checkbox"/> College and career preparation |
| <input type="checkbox"/> Reading | <input type="checkbox"/> School engagement |
| <input type="checkbox"/> Writing | <input type="checkbox"/> State assessment preparation |
| <input type="checkbox"/> Math | <input type="checkbox"/> Making up credits |
| <input type="checkbox"/> Learning English | <input type="checkbox"/> Dropout prevention |
| <input type="checkbox"/> After-school tutoring | <input type="checkbox"/> School readiness |
| <input type="checkbox"/> Supporting instruction for new students | <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"/> Programs addressing post-secondary/career opportunities | <input type="checkbox"/> Tutoring during the school day during the regular year |
| <input type="checkbox"/> Programs for making up credit | <input type="checkbox"/> Before or after school tutoring or alternative during the regular year |
| <input type="checkbox"/> Summer instruction | <input type="checkbox"/> Transition programs for students new to the school and/or state |
| <input type="checkbox"/> Home-based Services | <input type="checkbox"/> Dropout prevention programs |
| <input type="checkbox"/> Other: | <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"/> Nutrition |
| <input type="checkbox"/> Secondary counseling (credit related) | <input type="checkbox"/> Transportation |
| <input type="checkbox"/> College and career counseling | <input type="checkbox"/> Books |
| <input type="checkbox"/> Greater access to dental, vision, or health care | <input type="checkbox"/> Locating existing school and community resources |
| <input type="checkbox"/> Support for extracurricular activities | <input type="checkbox"/> Locating and enrolling in preschool programs |
| <input type="checkbox"/> Translation/interpretation | <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"/> Information about teaching early literacy skills |
| <input type="checkbox"/> Opportunities to discuss their child's educational progress with school staff | <input type="checkbox"/> Opportunities to participate in Migrant Parent Advisory Council meetings |
| <input type="checkbox"/> Parent involvement activities | <input type="checkbox"/> Strategies to support education in the home |
| <input type="checkbox"/> Access to parenting education programs | <input type="checkbox"/> Strategies for helping with homework |
| <input type="checkbox"/> Information about adolescent health issues | <input type="checkbox"/> Family literacy and language instruction |
| <input type="checkbox"/> Other: | <input type="checkbox"/> Other: |

5. Professional development: What topics would you recommend for professional development to help instructional staff meet the needs of migrant students? (rank your top 3 with 1 being the highest)

Strategies for...

- | | |
|---|---|
| <input type="checkbox"/> Reading instruction | <input type="checkbox"/> Delivering content instruction to English learners |
| <input type="checkbox"/> Math instruction | <input type="checkbox"/> Helping students access existing community resources |
| <input type="checkbox"/> Writing instruction | <input type="checkbox"/> Teaching students who transfer in mid-year or mid-course |
| <input type="checkbox"/> Culturally relevant instruction | <input type="checkbox"/> Providing preschool instruction |
| <input type="checkbox"/> Increasing graduation rates | <input type="checkbox"/> Differentiating instruction for diverse learners |
| <input type="checkbox"/> Providing instruction to out-of-school youth | <input type="checkbox"/> Other: |

6. What is your biggest concern for migrant students?