

Comprehensive Needs Assessment



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List of Acronyms and Abbreviations Used in the Report

AYP	Adequate Yearly Progress
CAMP	College Assistance Migrant Program
CBO	Community-Based Organizations
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
ECE	Early Childhood Education
ESEA	Elementary and Secondary Education Act
ELL/EL	English Language Learner or English Learner
GED	General Educational Development
GPA	Grade Point Average
HEP	High School Equivalency Program
HS	High School
ID&R	Identification and Recruitment
IHEs	Institutions of Higher Education (community colleges/4-year institutions)
IMEC	Interstate Migrant Education Council
K-12	Kindergarten through Grade 12
KDG	Kindergarten
LEA	Local Education Agency (also LOA for Local Operating Agency)
LEP	Limited English Proficient
MAPS	Migrant Achievement and Performance System
MEP	Migrant Education Program
MPO	Measurable Program Outcomes
MSIX	Migrant Student Information Exchange
NAC	Needs Assessment Committee
NCLB	No Child Left Behind Act of 2001
NMSU	New Mexico State University
NSDC	National Staff Development Council/Learning Forward
OME	Office of Migrant Education (of the U.S. Department of Education)
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PASS	Portable Assisted Study Sequence
PED	New Mexico Public Education Department
PFS	Priority for Services
PK	Pre-Kindergarten
PMOL	Principal Means of Livelihood
QAD	Qualifying Arrival Date
SBA	Standards-Based Assessment
SBR	Scientifically-Based Research
SDP	Service Delivery Plan
SEA	State Education Agency
TA	Technical Assistance
UNM	University of New Mexico

1. INTRODUCTION

The Comprehensive Needs Assessment Process in New Mexico

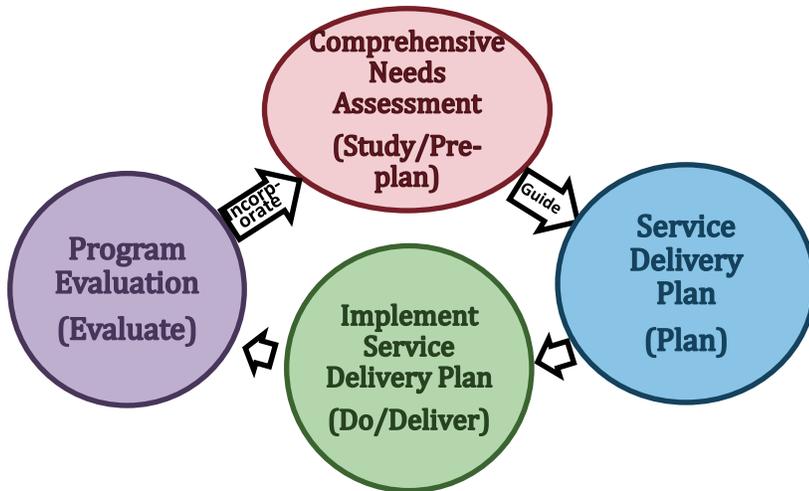
The primary purpose of the New Mexico Migrant Education Program (MEP) is to help migrant children and youth overcome challenges of mobility, cultural and language barriers, social isolation, and other difficulties associated with a migratory life, in order that they might succeed in school. In this context, 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 2012 using data from 2010-11 with an update in 2013. The 2014-15 update reexamines all sections and includes components from the Office of Migrant Education's (OME) CNA Toolkit published in 2012 and updates concerns and needs based on changes in the migrant student population and seasonal agricultural activities. We have taken into account:

- what has been done in the past to conduct a comprehensive assessment of needs in New Mexico as well as the State and local context for assessing and providing comprehensive services to migrant students;
- OME's recommended procedures for conducting a CNA and guidance on successful strategies to incorporate in the New Mexico CNA to move the MEP closer to achieving its State goals as well as those required federally;
- the most recent migrant student achievement data and outcomes as compared with non-migrant and all 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 needs assessment committee (NAC) that assisted the State in its CNA decision making.

The CNA serves as the foundation for the design, delivery, and evaluation of MEP services. For the past several years, the New Mexico CNA guided programming and policy decisions to ensure that MEP resources were directed at the most needed and most effective services for migrant students.

The Continuous Improvement Cycle proposed by OME served as a model for the activities conducted through the update to the New Mexico CNA. This model 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. The exhibit that follows shows the Continuous Improvement Process posited by OME.



The NAC followed the systematic Three-Phase Model of Needs Assessment:

- 1) Exploring “what is,” by examining existing information and systems;
- 2) Gathering/Analyzing Data on migrant students in New Mexico; and
- 3) Making Decisions on resources/systems that support or impede MEP staff efforts.

Data Collection 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 conducted with MEP recruiters and directors, school administrators and staff, and migrant parents;
- Reviews of State assessment results in reading 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;
- Demographic data from the Consolidated State Performance Report (CSPR);
- Reports on achievement and English language proficiency; and
- Interviews with experts on migrant students and programs in New Mexico as well as the state migrant Parent Advisory Council (PAC).

The New Mexico NAC was involved during the entire three phases of the CNA process and was 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 migrant children and youth and their families.

Organization of the CNA Report

This update to the CNA report provides an overview of the New Mexico 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 New Mexico migrant children and those of their non-migrant peers. This action plan will drive the subsequent Comprehensive State SDP.

The SDP will describe the services the New Mexico MEP will provide on a statewide basis to address the unique educational needs of migrant children and youth and their families and will

provide the basis for the use of all MEP funds in the State. Furthermore, the SDP will help the New Mexico MEP develop and articulate a clear vision of:

- the needs of migrant children on a statewide basis;
- the instructional and support strategies MEP sites will employ statewide to meet the needs;
- the MEP's measurable outcomes and how they help achieve the State's performance targets; and
- how to evaluate whether and to what degree the Program is effective.

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 legal underpinnings on which New Mexico has conducted its CNA activities.

This section is followed by the *Phase I*, *Phase II*, and *Phase III* activities of the CNA which contains the State migrant student and program profile, the process for gathering and analyzing data, and the process for decision making.

Finally, the Appendices to the report contain the data tables used for the migrant student profile and needs indicators; family needs assessment survey; and the CNA update decisions and planning chart.

2. AUTHORIZING STATUTE AND GUIDANCE FOR THE CNA

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.

Overview of the Migrant Education Program Seven Areas of Concern

There are seven common areas of concern that emerged from a 4-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 begin to conduct their statewide assessment of needs or update their CNAs.

During committee meetings and work groups, the seven themes that follow helped guide New Mexico 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 New Mexico NAC developed and revised concern statements. These concern statements, in turn, are used by MEP staff at the New Mexico Public Education Department (NM PED) as well as by other key stakeholders to design appropriate services to meet the unique educational needs of migrant students in New Mexico.

Preparation Phase of the New Mexico CNA

The New Mexico CNA was designed to develop an understanding of the unique educational needs and educationally-related needs of New Mexico migrant students and their families. Not only does this analysis of needs provide a foundation for the future direction of the New Mexico MEP through the service delivery planning process, but it also supports the overall continuous improvement and quality assurance processes of the New Mexico MEP and the overall State Plan and goals. The needs analysis was adapted to the resources and structures available in the State of New Mexico.

The Preparation Phase of the New Mexico CNA involved two major objectives:

1. Foster a **sense of commitment** to the needs assessment in all levels of the New Mexico Migrant Education Program; 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 Louie Torrez, State Director of the New Mexico MEP with oversight from Sam Ornelas, Title I Director. Marty Jacobson of META Associates provided technical assistance on updating the CNA to the New Mexico MEP. At the beginning of the process, the NAC roles and responsibilities were delineated, and a calendar of meeting dates and timelines for tasks to be completed was shared with the NAC. The onsite meetings included materials and data review, discussion, decision making, and recommendations made to NM PED. The New Mexico NAC was charged with:

- guiding the needs assessment process;
- setting priorities; and
- making recommendations to PED 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. The NAC reflected a broad range of stakeholders that included State personnel including State MEP staff, local MEP directors, recruiters, family liaisons, data clerks, educators/ instructors, district administrators, and migrant parents.

After the Committee membership was solidified, the State MEP Director worked with the technical assistance provider to conduct management planning that included a preliminary schedule of meetings, development of the objectives for each meeting, draft agendas and supporting materials for each meeting, 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 need data disaggregated by key subgroups.

To explore “what is,” that is—where New Mexico is with respect to its migrant students and MEP program services, the CNA committee structure was employed.

Prior to the first meeting of the NAC, the MEP Director, with the assistance of the contractor for the Migrant Achievement and Performance System (MAPS) data and the consultant hired to facilitate the CNA update, data were compiled on migrant student achievement and outcomes; surveys documenting the perceptions of migrant parents and staff; and demographic and evaluation data.

The data that were compiled along with recent information from the program evaluation (2013-14) were presented at the first CNA meeting to assist the NAC to gain a comprehensive understanding of the characteristics of the migrant student population in New Mexico. The profile contained in this section of the report provides a description of migrant students in New Mexico during the 2013-14 school year unless otherwise specified. During Phase I, the NAC identified additional areas where data were needed to address concerns that arose during the meeting. These additional data are presented in Section 4.

Demographics, Academic Achievement, and MEP Services

DEMOGRAPHICS

There are 524 eligible migrant children and youth identified in the state. The number of migrant students identified has decreased from a high of 674 in 2009-10; however, the 525 identified in 2013-14 represents an increase in students identified in the previous two program years. In the spring of 2014, New Mexico completed an eligibility study to determine whether there were migrant students in areas of the State where there was typically no recruiting activity. The study’s conclusion was that there were potentially several hundred migrant students that were being missed due to the structure of recruitment in the state. As a result, the state has employed a

regional recruitment model and stepped up recruitment to include both the regular school year and during the summer, the most active season for agricultural work in the state.

Students with a priority for services (PFS) accounted for 18% of those identified. By age and grade, 9% of migrant children were ages 3-5, 42% were in grades K-5, 21% were in grades 6-8, 24% were in high school, and 4% were OSY. Students with a qualifying move in the last 12 months account for 21% of the enrolled students.

LANGUAGE PROFICIENCY

Overall, 27% of migrant students are classified as limited English proficient (LEP). The percentages of migrant students classified as LEP is highest in grades kindergarten to 8. There were no migrant OSY or preschool children identified as LEP; however, anecdotal information from teachers and administrators suggest that this is likely due to a lack of assessment scores in language proficiency for these groups rather than what appears to be a higher percentage of preschool children and youth who are proficient in English.

ACADEMIC ACHIEVEMENT

On both the reading and math New Mexico Standards Based Assessment (SBA), there is a gap in the proficiency rate between migrant and non-migrant students—15.2% in reading and 22.1% in math. The reading SBA results indicate 35.4% of migrant students meet proficiency and 50.6% of non-migrant students meet proficiency. The math SBA results indicate 19.9% of migrant students meet proficiency and 42.0% of non-migrant students meet proficiency.

MEP SERVICES

During the 2013-14 performance period, 462 (88%) of students received an instructional and/or support service. During the summer term, 78 students (15%) in grades K-12 and OSY received instructional and/or support services. During the performance period, 40% of students received an instructional service with 8% receiving reading and math instruction from a certified teacher. No students were reported receiving high school credit accrual from a certified teacher. During the performance period, 74% of identified students received a support service including health, nutrition, transportation, and social services.

MEP PROJECTS AND STAFF

During 2013-14, 72 schools in the state enrolled 425 migrant children, with no schools combining MEP funds into a schoolwide consolidated program. The PED provided seven sub-grants to local school districts to deliver MEP services across the State. In addition, a grant was given to Roswell and one to Las Cruces late in the 2013-14 school year to provide startup funds to address the needs of newly identified students. Funded sites included programs in Clovis, Portales, Roswell, Truth or Consequences, Dexter, Hagerman, Deming Las Cruces, and the Gadsden Independent School District.

Goals and Factors Related to Migrant Student Success

During the first CNA Update meeting, the NAC addressed the following:

- The purpose of a CNA update as it relates to the MEP planning cycle
- Review of the scope of the work for the NAC
- Review of the existing CNA including data and concerns that arose from the initial data review
- Review of the Seven Areas of Concern
- Overview of updated migrant student needs data
- Revision to the existing concern statements
- Identification of further data to support the revised concern statements
- Review of the existing Migrant Student Profile and discussion of the need for additional achievement, outcome, and survey data

The following goal areas for migrant children 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: Reading and Mathematics

Goal 2: School Readiness

Goal 3: Graduation from High School and Services for Secondary-aged Youth

Goal 4: Family and Support Services

Upon agreement of the efficacy of these broad goals for improving New Mexico 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

The factors identified by the NAC for each goal were clustered into **areas of concern** that corresponded to the OME's Seven Areas of Concern. The seven recommended areas of concern and the New Mexico 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. Ways to ameliorate the impact of family mobility and delays in enrollment procedures are essential.
3. **School Engagement**—Migrant students are frequently 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 more stable 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 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 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 many migrant parents value education for their children, they may not always know how or have the time to support their children in a manner consistent with school expectations nor 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.

New Mexico Concern Statements

During the second NAC meeting, the Committee focused on reviewing the updated CNA data that contained the additional support data requested by the Committee. Based on that, they were able to revise the Concern Statements for each goal area based upon the key factors associated with each of the seven areas of concern to develop solution strategies. Finally, they spent time during this meeting to prioritize the solution strategies and cross-reference them to ensure that each is grounded in meaningful data.

The Concern Statements follow. The complete New Mexico 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, needs indicators, and solution strategies were aligned.

Concern Statement		Data Source
Reading and Mathematics		
1.1	We are concerned that migrant students (grades 3-8 and high school) are achieving proficient scores on the state assessment in reading at a lower rate than non-migrant students.	Consolidated State Performance Report (CSPR) State assessment results
1.2	We are concerned that migrant students (grades 3-8 and high school) are achieving proficient scores on the state assessment in mathematics at a lower rate than non-migrant students.	CSPR State assessment results
1.3	We are concerned that migrant students are not engaged in school which can negatively impact achievement.	Parent concerns
School Readiness		
2.1	We are concerned that migrant preschool children (ages 3-5) are not participating in preschool services.	Attendance records
2.2	We are concerned that migrant preschool children are not as well prepared for kindergarten as non-migrant peers.	DIBELS fall assessment
Graduation from High School and Services to Secondary Aged Youth		
3.1	We are concerned that migrant students are not achieving in the core content courses due to academic language gaps, gaps in credit accrual, and mobility.	SBA results Short cycle results Graduation and dropout rates ACCESS results
3.2	We are concerned that migrant students are leaving high school without the adequate math skills to achieve in college and careers.	Completion rates of Algebra I and Algebra II (transcripts in MAPS)

Concern Statement		Data Source
3.3	We are concerned that migrant out-of-school youth (OSY) lack access to services that would lead to re-enrollment in school or a GED program.	MAPS Committee recommendation
3.4	We are concerned that migrant OSY lack the knowledge of basic life skills (such as balancing a checking account, basic English communication, and accessing community services) due to limited prior schooling.	MAPS Committee recommendation
Family and Support Services		
4.1	We are concerned that parents express that they lack English communication skills and knowledge of the school system to effectively advocate for and support their children's education.	Family Needs Assessment Survey
4.2	We are concerned that migrant students do not have access to comprehensive health care and community services.	Family Needs Assessment Survey
4.3	We are concerned that migrant families do not have access to appropriate support services such as nutrition, appropriate clothing, and supplemental educational materials.	Family Needs Assessment Survey

4. PHASE II: GATHERING AND ANALYZING DATA

In the second phase of the CNA process, the key objectives were to build mechanisms that are appropriate and timely for obtaining data; and build a comprehensive understanding of the gaps between New Mexico migrant students and all other students in the state. Three categories of New Mexico migrant student data were targeted: demographic, achievement, and parent perception.

Data describing student achievement, mobility patterns, and course histories were drawn from MAPS and the CSPR and the synthesis of that data is reported in the current New Mexico Migrant Student Profile described below. Achievement data was drawn from sources related to each goal for migrant children.

- *Reading and Mathematics* data derived from CSPR data, MAPs records, short cycle assessment results, summer attendance data, and language proficiency data in MAPS;
- *School Readiness* data was derived from the SY 2013-14 Evaluation Report and local records;
- *Graduation from High School and OSY* data were derived from the SBA results in the CSPR; course history from MAPS; and summer attendance data; and
- *Ancillary and Support Services* data were derived from MEP staff and parent surveys conducted for the CNA during the summer and fall of 2014.

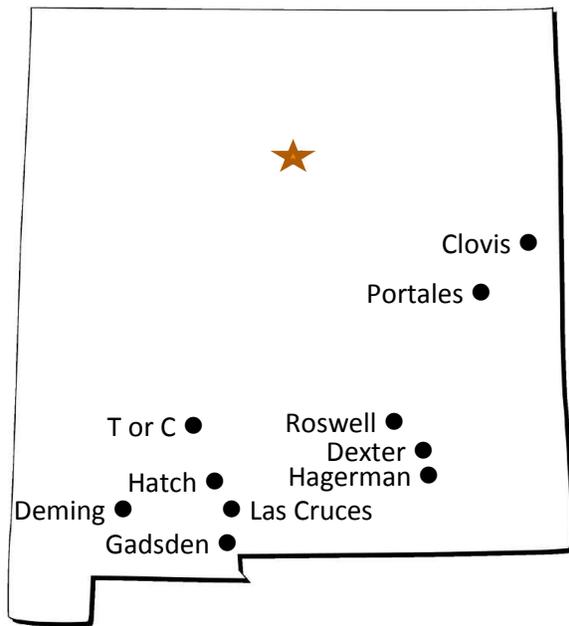
Data tables that informed the migrant student profile that follows are found in Appendix A. All data are from 2013-14 unless otherwise noted.

New Mexico's Migrant Student Profile

• Eligible migrant students (3-21)	524
• Temporary and seasonal crops in which migrants work	Chile, onions, and dairy/ranch work are the top qualifying areas. Migrant families also work in pecans, pumpkins, lettuce/cabbage, melons, and other seasonal crops.
• Mobility patterns	21% moved within the previous 12 months 18% had a qualifying arrival date during regular year of the performance period 78% moved during the regular year during previous 36 months
• Primary “move from” locations	Moves from Mexico, Texas, and within New Mexico are the top “move from” areas. Arizona, California, and Colorado also send a substantial percentage of students.
• Migrant students with PFS	93 (18%)
• Eligible migrant students who are LEP	144 (27%) 24% of migrant students did not make gains on the ELP Assessment between 2012 and 2013 75% of parents speak little or no English
• Home Language	86% Spanish 14% English
• Migrant students served	462 (88% of those identified)

• OSY identified/served	21 identified; 12 (57%) served
• Summer program attendance	78 (15%)
• Students scoring Proficient or Advanced on Reading Assessment	46 (35.4% of the 130 migrant students assessed)
• Students scoring Proficient or Advanced on Math Assessment	28 (19.9% of the 141 migrant students assessed)
• Dropouts	5% dropped out of school between 2009 and 2013

Geographic Distribution of MEP Sites



Stakeholder Input

Migrant Parent Survey

A migrant parent survey (see Appendix B) was prepared by the Committee and distributed by the State MEP Director to local MEP sites with directions to administer the survey to migrant parents in New Mexico during the summer and fall of 2014. Over 100 migrant parents participated in the survey, representing every site and nearly every migrant family in the state. The survey was made available in English and Spanish, and parents were assisted in completing the survey by recruiters or parent liaisons using an interview format. Parents were asked about their children’s academic and support service needs, what would help them support their children’s education, and suggestions for improving the MEP. Parents were also asked about their levels of English proficiency and the language most commonly spoken at home. Among academic concerns for their children, parents indicated needs for after school tutoring, learning English, and motivating their children to stay in. For support services, the top areas of need were for school supplies, clothing and shoes, and translation or interpretation at school and school-related events.

When asked what kinds of topics would be most beneficial during parent meetings, parents wanted to talk about school safety (bullying), ways to help with reading and math in the home, and referrals for ESL or high school equivalency exam instruction. Three quarters of the parents surveyed indicated they spoke little or no English, and 86% indicated they spoke Spanish at home (the other 14% spoke English). During interviews, parents elaborated on the needs of the family and their children. Most common among these other needs were a lack of student engagement due to bullying and not feeling like their children fit in at school. Many parents mentioned needing winter clothing because they did not realize how cold it would get in the winter even in southern New Mexico. Representative responses about additional needs follow.

- Food banks and food stamps
- Counseling
- Speech therapist
- Transportation to baseball practice/games
- Computers
- Winter clothing
- Referrals to HEP and CAMP to prepare for GED
- Immigration referrals
- Referrals for applying for health care
- Help learning to read for older students
- Better communication with school
- Child care during agricultural season
- Orientation to the public school system
- More programs for learning English
- Helping students stay in school/increasing motivation
- Translation at school meetings (non-migrant)
- Access to technology to stay with class
- Grief counseling

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 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 gap and affect the causes of the current achievement gap;
- 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 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 reading and mathematics, school readiness, high school graduation/services to out-of-school youth, and ancillary and support services.

Reading and Mathematics

#	Need Indicator	Need Statement
1.1	The percentage of migrant students scoring proficient in reading on the state assessment is 35.4% compared to 50.6% of non-migrant students.	The percent of migrant students who are proficient needs to increase by 15.2%.
1.2	The percentage of migrant students scoring proficient in mathematics on the state assessment is 19.9% compared to 42.0% of non-migrant students.	The percent of migrant students who are proficient needs to increase by 22.1%.
1.3	In focus groups and during the PAC meetings, parents expressed concerns that point to a lack of engagement including bullying, concerns about staying in school, and concerns about children's safety in school.	Migrant students' engagement during the regular school term needs to increase.

Solution Strategies

- 1.1a** Provide professional development to instructional staff (including counselors and instructional staff who have contact with migrant students) in identifying skills gaps, appropriate placement, and instructional strategies to improve reading achievement for MEP students.

- 1.1b** Offer supplemental instructional services such as tutoring, summer school, extended school day, or supplementary online instruction for MEP students to improve reading achievement.
- 1.2a** Provide professional development to instructional staff (including counselors and instructional staff who have contact with migrant students) in identifying skills gaps, appropriate placement, and instructional strategies to improve math achievement for MEP students.
- 1.2b** Offer supplemental instructional services such as tutoring, summer school, extended school day, or supplementary online instruction for MEP students to improve math achievement.
- 1.2c** Implement an innovative technology integration program to increase student achievement in reading and math and student engagement in school.
- 1.3a** Provide professional development for staff on the impact of poverty and mobility on the academic success of migrant students.
- 1.3b** Implement a migrant mentor program to give students and families a consistent contact in the school building and provide support specific to the needs of individual migrant families.

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School Readiness

#	Need Indicator	Need Statement
2.1	The percent of migrant children ages 3-5 who are enrolled in preschool programs and receiving instructional services is 20%.	The percent of migrant children ages 3-5 who are enrolled in instructional services needs to increase.
2.2	85% of migrant students entering kindergarten were below benchmark or below the average range on the DIBELS and Discovery assessment.	The percentage of migrant students scoring at or above benchmark or average levels needs to increase by 85%.

Solution Strategies

- 2.1a** Increase parent knowledge of, and participation in, existing preschool programs through intentional recruiting, home visits, collaborations with a committee of providers, transportation, and wrap-around PK instructional services to match parent schedules.
- 2.1b** Provide in-home school readiness instruction and parenting education for preschool children whose parents do not enroll their children in existing preschool programs.
- 2.2** Provide comprehensive support for migrant preschool students including targeted emphasis on language development, professional development regarding the needs of migrant students in the district, community development with parents, home-school connections through mentors and/or migrant parent liaisons, and migrant-funded early childhood education.

Supporting Research and Promising Practices

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High School Graduation and Services Secondary Aged Youth

#	Need Indicator	Need Statement
3.1	Nineteen percent of high school migrant students were proficient on the Mathematics SBA and 22% were proficient on the Reading SBA compared to 35.8% and 47.8% of non-migrant students respectively.	High school migrant student proficiency in math needs to increase by 17%. High school migrant student proficiency in reading needs to increase by 26%.
3.2	The number of migrant students passing Algebra I in 2013-14 was 39%, which is below the goal of 80%.	The percent passing Algebra I needs to increase by 41%.
3.3	Thirty-eight percent of migrant OSY received MEP instructional services in 2013-14, and no other educational services are provided for migrant OSY.	The number of migrant OSY receiving instruction needs to increase.
3.4	Migrant OSY have not received formal instructional services and often have not been exposed to instruction for basic life skills.	Migrant OSY need to increase knowledge and skills for basic life tasks.

Solution Strategies

- 3.1** Provide supplemental instructional services with flexible scheduling that meet student needs such as tutoring, summer school, extended school day, credit accrual, college and career readiness support, or online instruction to improve core content achievement.

- 3.2 Provide supplemental instructional services with flexible scheduling that meet student needs such as tutoring, summer school, extended school day, credit accrual, or online instruction to improve math achievement.
- 3.3a Provide referrals and support to access services and resources that meet the needs of OSY such as high school equivalency programs, HEP, or re-enrollment in school.
- 3.3b Build connections between secondary aged youth and the community education providers through a mentorship/shadow program.
- 3.4 Provide supplemental instructional services with a flexible schedule that meets student needs to help OSY gain basic life skills.

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Family and Support Services

#	Need Indicator	Need Statement
4.1	75% of migrant parents have little or no English language. 86% of migrant families primarily speak Spanish in the home.	Migrant parents need assistance to communicate with the school and advocate on their children’s behalf.
4.2	54% of migrant families expressed one or more health needs.	Access to appropriate health services that facilitate student participation needs to increase.

#	Need Indicator	Need Statement
4.3	68% of migrant families expressed a need for school supplies. 52% of migrant families expressed a need for clothing/shoes for school (especially winter clothing). 24% of migrant families expressed a need for nutrition or food boxes.	Access to services that support migrant student participation in school needs to increase.

Solution Strategies

- 4.1a** Provide parents with educational strategies for the home to improve reading and math achievement for MEP students.
- 4.1b** Institute Migrant Parent Advisory Councils at regular term sites to solicit parent input on programs to improve reading and math achievement.
- 4.1c** Provide ongoing parent education events designed to help parents communicate with the school, support their children’s educational goals, and be involved in their child’s education. Include education school readiness, reading, math, and/or technology instruction for children during parent events.
- 4.2** Increase migrant family awareness of support services from community organizations and non-profits through referrals that include follow up and direct communication with migrant families.
- 4.3a** Provide access to support services and educational opportunities from community organizations and non-profits through transportation, translation, and supplies distribution as needed.
- 4.3b** Provide supplemental instructional and/or support services necessary for students to attend school and school-related events such as supplemental educational materials, nutrition, backpacks, uniforms, clothing, and transportation.

Supporting Research and Promising Practices

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

The New Mexico 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 New Mexico 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 New Mexico MEP will include the following components in its comprehensive State Service Delivery Plan:

1. *Performance Targets*. The plan must specify the performance targets that the State has adopted for all migrant children 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 for migrant children.
2. *Needs Assessment*. The plan must include identification and an assessment of: (1) the unique educational needs of migrant children that result from the children's migrant lifestyle; and (2) other needs of migrant students that must be met in order for them to participate effectively in school.
3. *Measurable Program Outcomes*. The plan must 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 should also help achieve the State's performance targets.
4. *Service Delivery*. The plan must describe the MEP's strategies for achieving the performance targets and measurable objectives described above. The State's service delivery strategy must address: (1) the unique educational needs of migrant children that result from the children's migrant lifestyle, and (2) other needs of migrant students that must be met in order for them to participate effectively in school.
5. *Evaluation*. The plan must describe how the State will evaluate whether and to what degree the program is effective in relation to the performance targets and measurable outcomes. The New Mexico MEP *may* also 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, New Mexico will: 1) update the CNA as needed to reflect changing demographics and needs; 2) change our 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 New Mexico MEP continuous improvement model, the next step for the New Mexico 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 use the OME toolkit, *Migrant Education Service Delivery Plan Toolkit: A Tool for State Migrant Directors* (August 2012).

APPENDICES

APPENDIX A: New Mexico CNA Update Data Tables

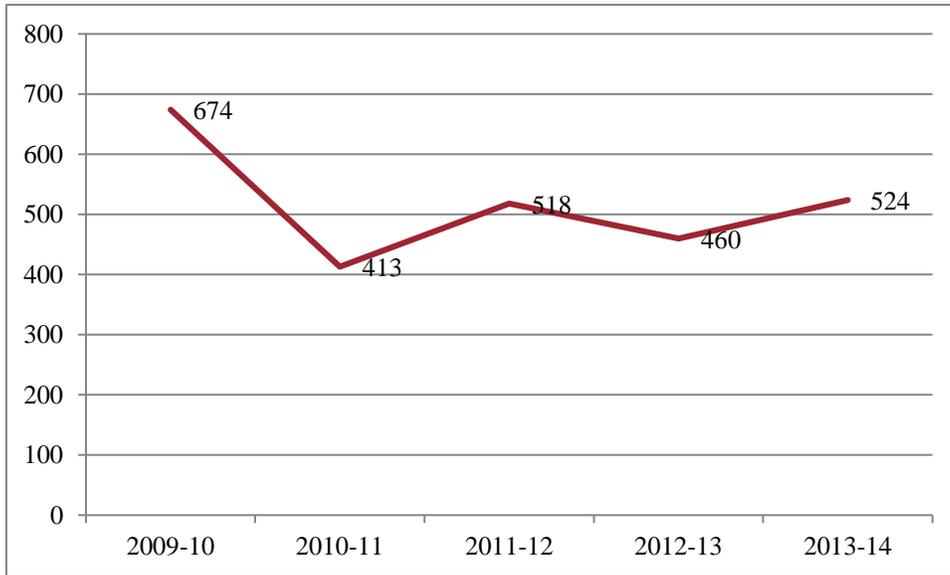
APPENDIX B: Family Needs Assessment Survey Form

APPENDIX C: New Mexico CNA Decisions and Planning Chart

APPENDIX A: CNA DATA TABLES

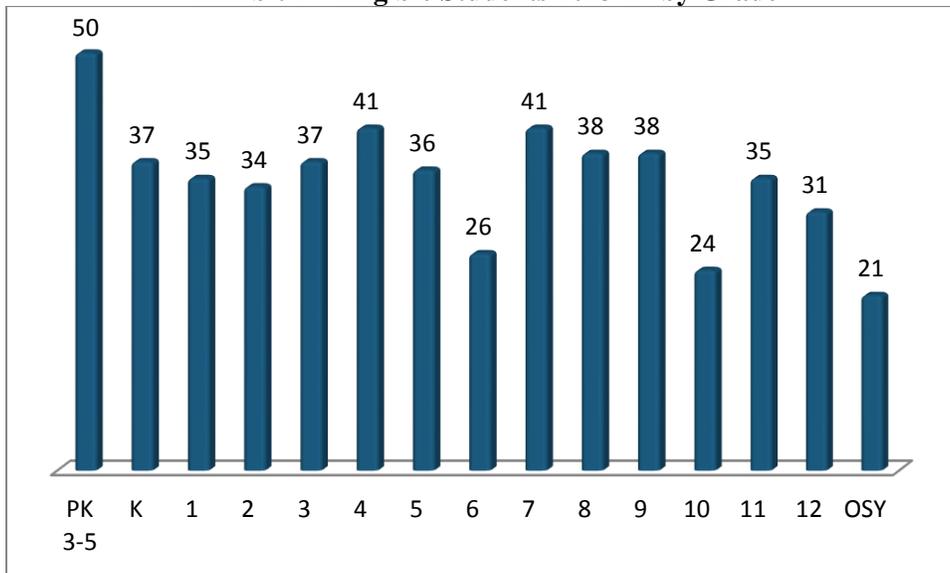
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Exhibit 1 – Eligible Students 2009-10 to 2013-14



Source: CSPR Part I

Exhibit 2 – Eligible Students 2013-14 by Grade



Source: CSPR Part II 2013-14

Exhibit 3 – State or Country of Origin 2013-2015

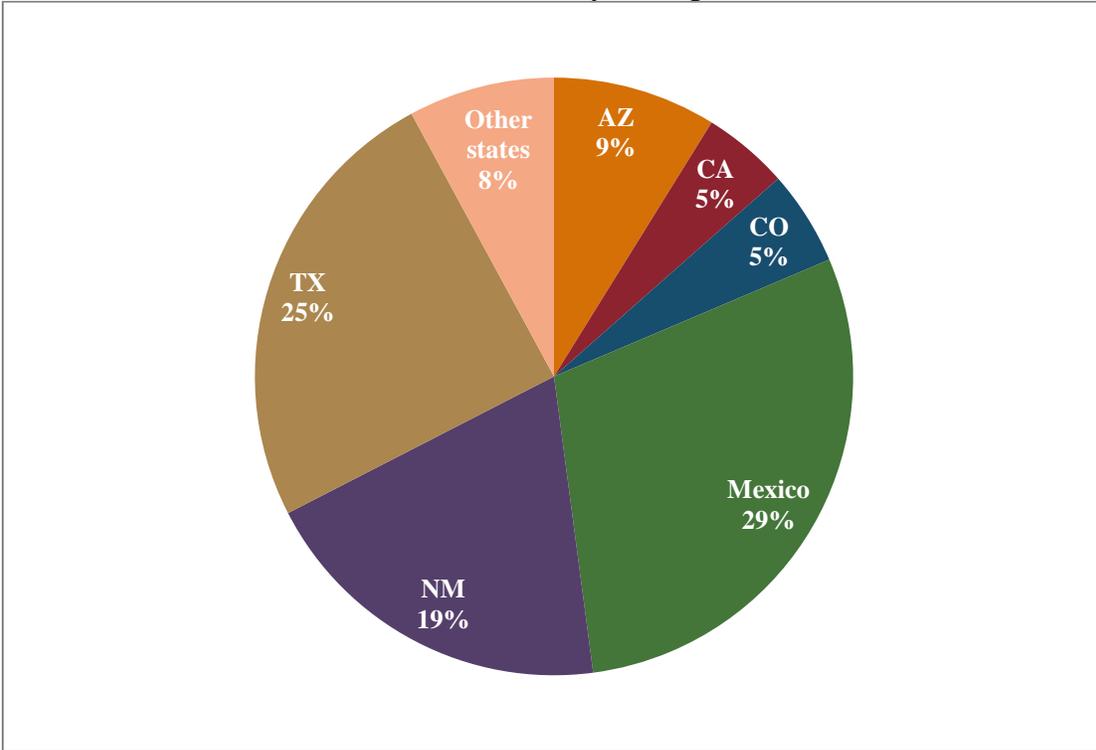


Exhibit 4 – Seasonal or Temporary Qualifying Area of Work

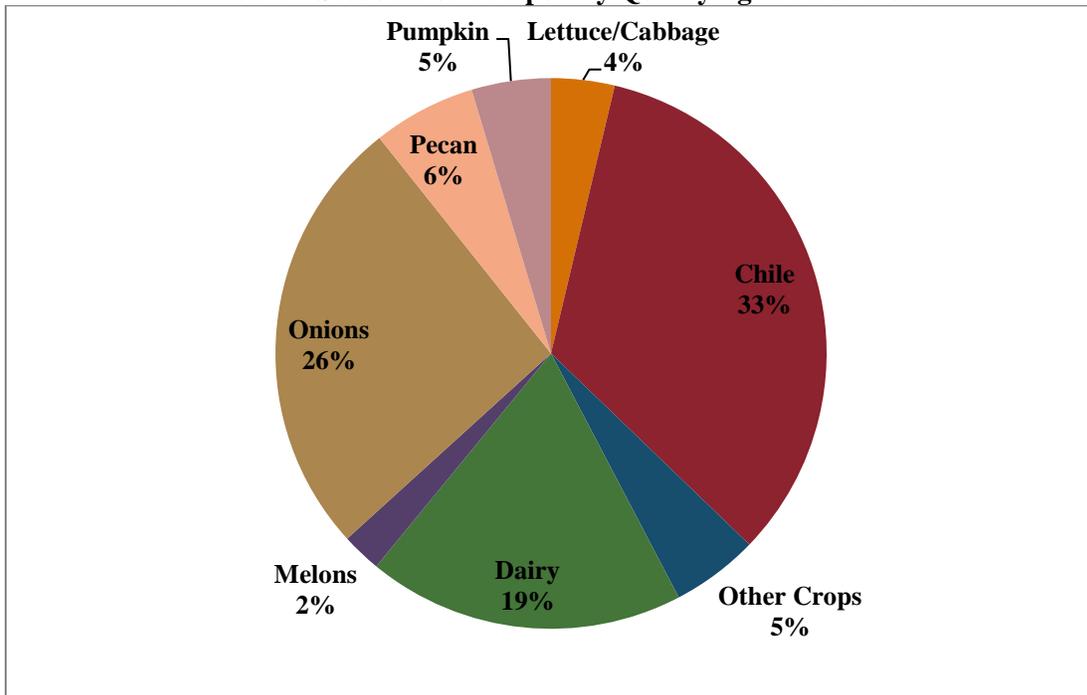


Exhibit 5 – Number and Percent of PFS and LEP Students by Grade Level (2013-14)

Grade	Total	# PFS	% PFS	# LEP	% LEP
PK 3-5	50	0	0%	0	0%
K	37	6	16%	12	32%
1	35	4	11%	16	46%
2	34	4	12%	14	41%
3	37	11	30%	13	35%
4	41	6	15%	14	34%
5	36	7	19%	10	28%
6	26	7	27%	8	31%
7	41	12	29%	15	37%
8	38	9	24%	13	34%
9	38	8	21%	8	21%
10	24	4	17%	8	33%
11	35	6	17%	7	20%
12	31	2	6%	5	16%
OSY	21	7	33%	1	5%
Total	524	93	18%	144	27%

Source: CSPR Part II, 2013-14

Exhibit 6 – Students Served During the Program Year and Summer Term

Grade	Identified	Participating Any Term		Participating Summer		Receiving Instructional Services		Receiving Support Services	
		#	%	#	%	#	%	#	%
PK 3-5	50	37	74%	8	16%	10	20%	33	66%
K	37	34	92%	9	24%	18	49%	28	76%
1	35	31	89%	3	9%	11	31%	27	77%
2	34	30	88%	3	9%	14	41%	26	76%
3	37	34	92%	5	14%	20	54%	27	73%
4	41	35	85%	5	12%	19	46%	29	71%
5	36	32	89%	7	19%	18	50%	29	81%
6	26	25	96%	4	15%	10	38%	23	88%
7	41	40	98%	6	15%	19	46%	35	85%
8	38	35	92%	3	8%	16	42%	30	79%
9	38	34	89%	4	11%	17	45%	28	74%
10	24	21	88%	5	21%	7	29%	15	63%
11	35	32	91%	6	17%	14	40%	25	71%
12	31	30	97%	7	23%	11	35%	24	77%
OSY	21	12	57%	3	14%	8	38%	8	38%
Total	524	462	88%	78	15%	212	40%	387	74%

Source: CSPR Part II, 2013-14

Exhibit 7 – Percent of Migrant and Non-migrant Students Scoring Proficient/Advanced on the 2013 SBA in Reading

Group	# Tested	# (%) Students Scoring proficient	Migrant/ Non-migrant Difference	2012-13 State Performance Target	Difference from Performance Target
Migrant	130	46 (35.4%)	15.2	52.3%	-16.9%
Non-migrant	194,925	98,586 (50.6%)			-1.7%

Source: MAPS CSPR Report 2012-13 and

<http://ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>

**Exhibit 8 – Percent of Migrant and Non-migrant Students
Scoring Proficient/Advanced on the 2013 SBA in Math**

Group	# Tested	# (%) Students Scoring proficient	Migrant/ Non-migrant Difference	2012-13 State Performance Target	Difference from Performance Target
Migrant	141	28 (19.9%)	22.1	45.0%	-25.1%
Non-migrant	194,806	81,850 (42.0%)			-3.0%

Source: MAPS CSPR Report 2012-13 and

<http://ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>

Exhibit 9 – Performance on District Assessments for Children Entering Kindergarten

Test	# Tested	Below Benchmark	At or Above Benchmark
DIBELS	13	11 (85%)	2 (15%)
	# Tested	Below Average Range	At or Above Average Range
Discovery	7	6 (86%)	1 (14%)
	# Tested	Below	At or Above
Total	20	17 (85%)	3 (15%)

Exhibit 10 – Benchmark Expectations for Kindergarten by Assessment

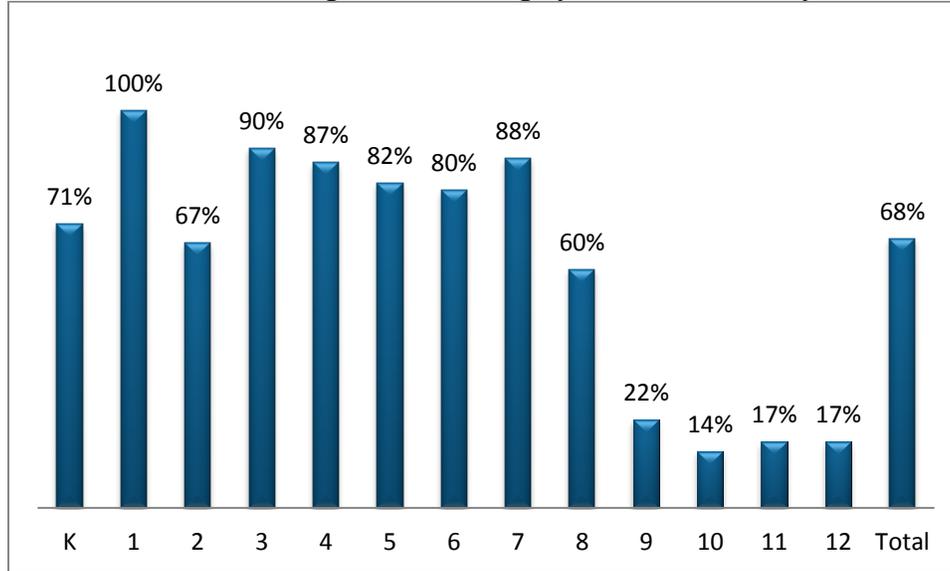
DIBELS		
Well Below Benchmark	Below Benchmark	At or Above Benchmark
0-12	13-25	26+
Discovery		
Below Average	At Average Level	
1000-1218	1218+	

Exhibit 11 – Short Cycle Assessment Results: Reading

Grade	# Tested	Decreasing scale score		Making any gain		Gaining 2% or more	
		#	%	#	%	#	%
K	7	2	29%	5	71%	5	71%
1	10	0	0%	10	100%	10	100%
2	18	5	28%	13	72%	12	67%
3	21	1	5%	20	95%	19	90%
4	23	1	4%	22	96%	20	87%
5	22	3	14%	19	86%	18	82%
6	20	2	10%	18	90%	16	80%
7	25	2	8%	23	92%	22	88%
8	25	8	32%	17	68%	15	60%
9	18	10	56%	8	44%	4	22%
10	7	5	71%	2	29%	1	14%
11	12	9	75%	3	25%	2	17%
12	6	5	83%	1	17%	1	17%
Total	214	53	25%	161	75%	145	68%

Source: Short Cycle Assessment Spreadsheet

Exhibit 12 – Students Gaining 2% in Reading by Grade on Short Cycle Assessments



Source: Short Cycle Assessment Spreadsheet

Exhibit 13 – Short Cycle Assessment Results: Mathematics

Grade	# Tested	Decreasing scale score or making no gain		Making any gain		Gaining 2% or more	
		#	%	#	%	#	%
K	7	0	0%	7	100%	7	100%
1	10	1	10%	9	90%	8	80%
2	18	1	6%	17	94%	17	94%
3	25	0	0%	25	100%	25	100%
4	24	3	13%	21	88%	20	83%
5	24	4	17%	20	83%	15	63%
6	19	1	5%	18	95%	18	95%
7	27	6	22%	21	78%	16	59%
8	25	8	32%	17	68%	15	60%
9	17	12	71%	5	29%	3	18%
10	8	1	13%	7	88%	4	50%
11	15	6	40%	9	60%	5	33%
12	8	4	50%	4	50%	3	38%
Total	227	47	21%	180	79%	156	69%

Source: Short Cycle Assessment Spreadsheet

Exhibit 14 – Students Gaining 2% in Mathematics by Grade on Short Cycle Assessments

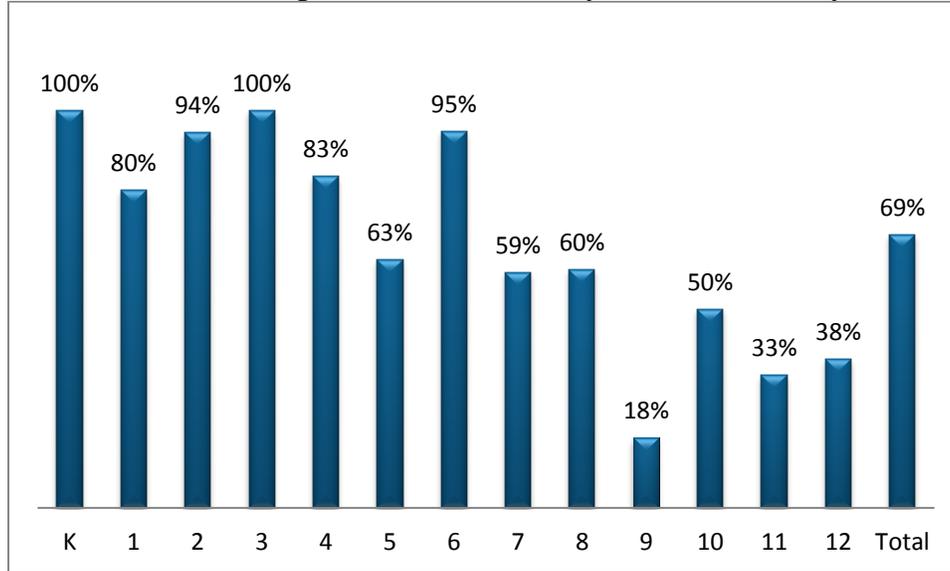


Exhibit 15 – Percent of High School Migrant and Non-migrant Students Scoring Proficient/Advanced on the 2013 SBA in Reading

Group	# Tested	# (%) Students Scoring proficient	Migrant/ Non-migrant Difference
Migrant	41	9 (22.0%)	25.8%
Non-migrant	43,997	21,050 (47.8%)	

CSPR Par I, 2012-13

Exhibit 16 – Percent of High School Migrant and Non-migrant Students Scoring Proficient/Advanced on the 2013 SBA in Mathematics

Group	# Tested	# (%) Students Scoring proficient	Migrant/ Non-migrant Difference
Migrant	42	8 (19.0%)	16.8%
Non-migrant	43,882	15,710 (35.8%)	

CSPR Par I, 2012-13

Exhibit 17 – Passing Rates for Math Courses 2012 through 2014

Algebra I		Algebra II		Geometry	
# enrolled	# (%) with C or better	# enrolled	# (%) with C or better	# enrolled	# (%) with C or better
56	22 (39%)	25	17 (68%)	42	20 (48%)

Source: Credit History in MAPS

Exhibit 18 – Change in Dropout Rate from Baseline to 2012-13

2009-10 (Baseline)		2012-13		Difference
# Enrolled	# (%) Dropouts	# Enrolled	# (%) Dropouts	
138	7 (5.1%)	75	3 (4.0%)	-1.1%

Source: MAPS CSPR Spreadsheet 2012-13

Exhibit 19 – Matched ELP Assessment Score Gains 2012 to 2013

# with scores in 2012 and 2013	# (%) making no gains	# (%) making any gain (.1+)	# (%) making a gain of .5+
50	12 (24%)	38 (76%)	29 (58%)

Source: MAPS CSPR Spreadsheet 2012-13

Parent Needs Assessment Survey Summary

Exhibit 20 – Sites Submitting Family Needs Assessment Survey Results

Site	Number of surveys
Clovis	14
T or C	7
Dexter	4
Hatch	4
Roswell	4
Hagerman	8
Portales	15
Deming	17
Gadsden	19
Las Cruces	11
Total	103

Exhibit 21 – Parent Reported English Proficiency

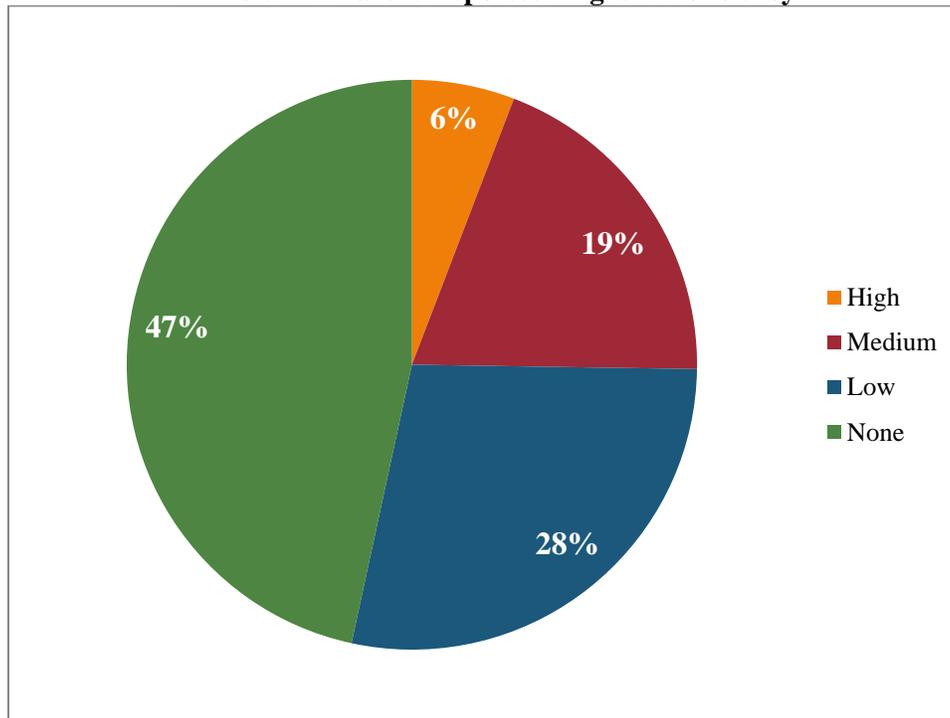


Exhibit 22 – Home Language

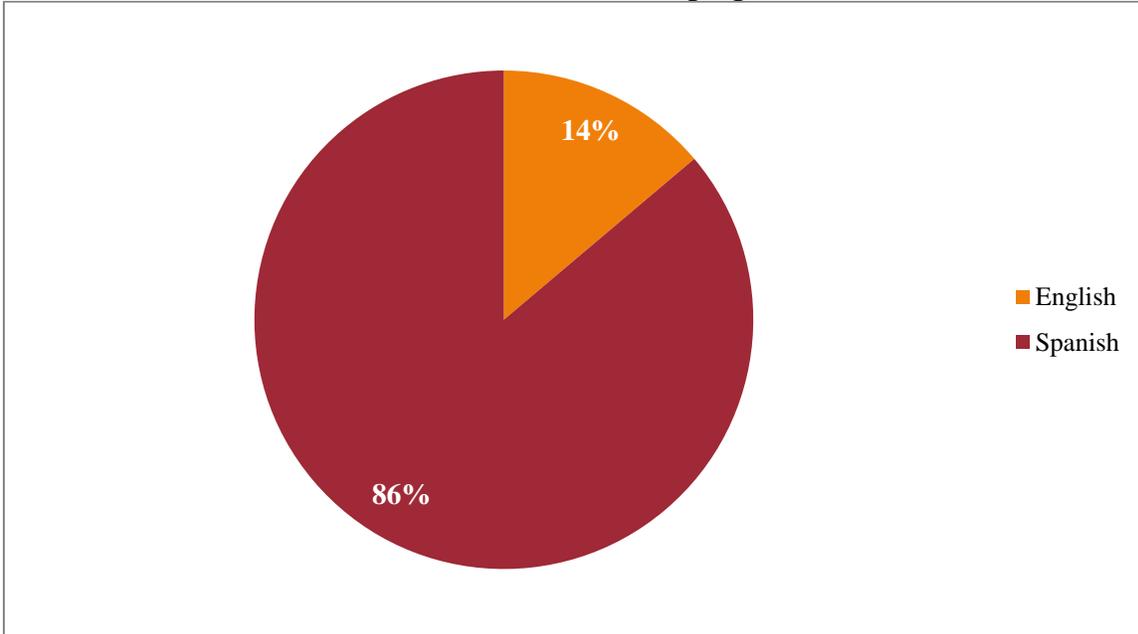


Exhibit 23 – Support Services Needs

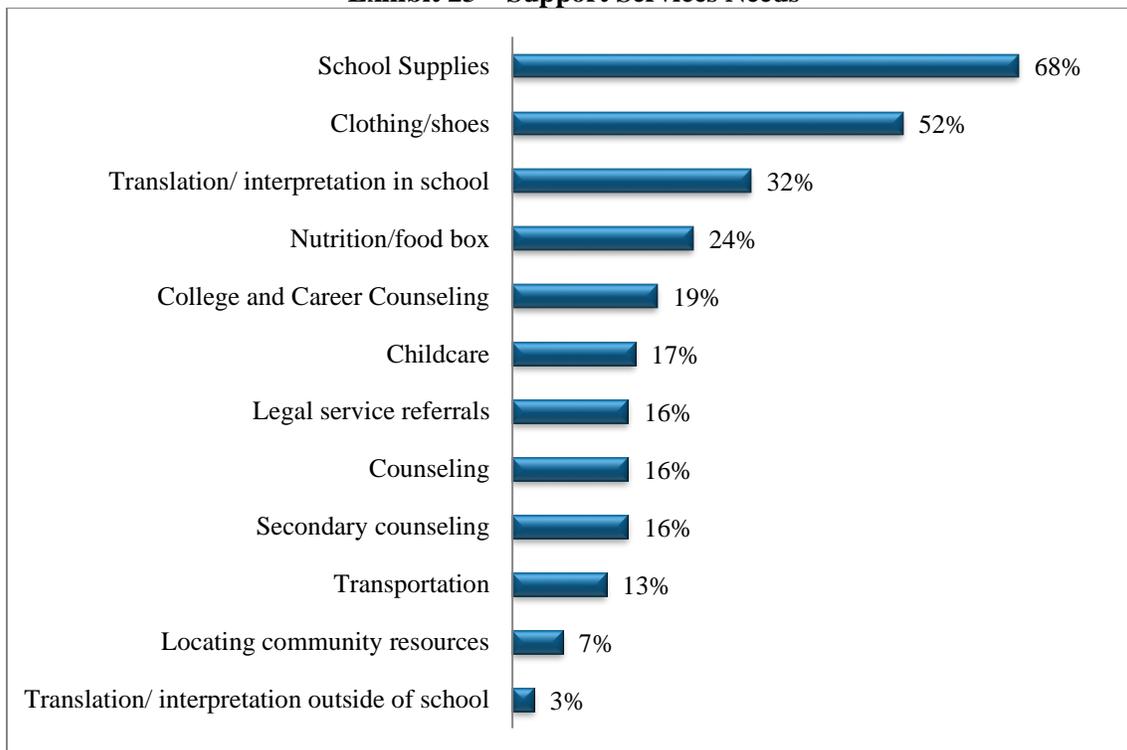


Exhibit 24 – Instructional Services Needs

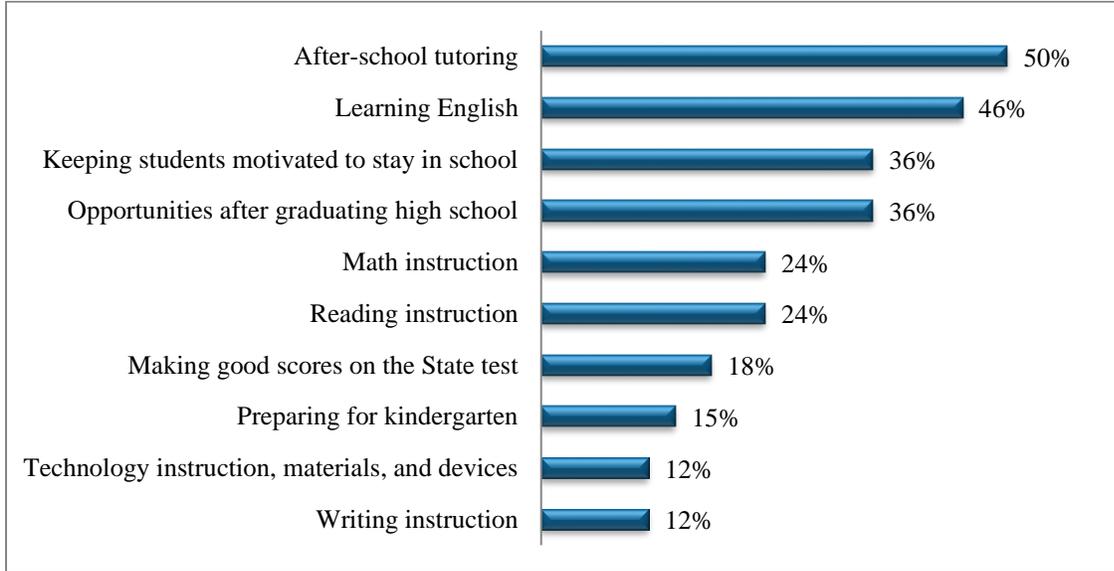


Exhibit 25 – Topics for Parent Involvement Needed

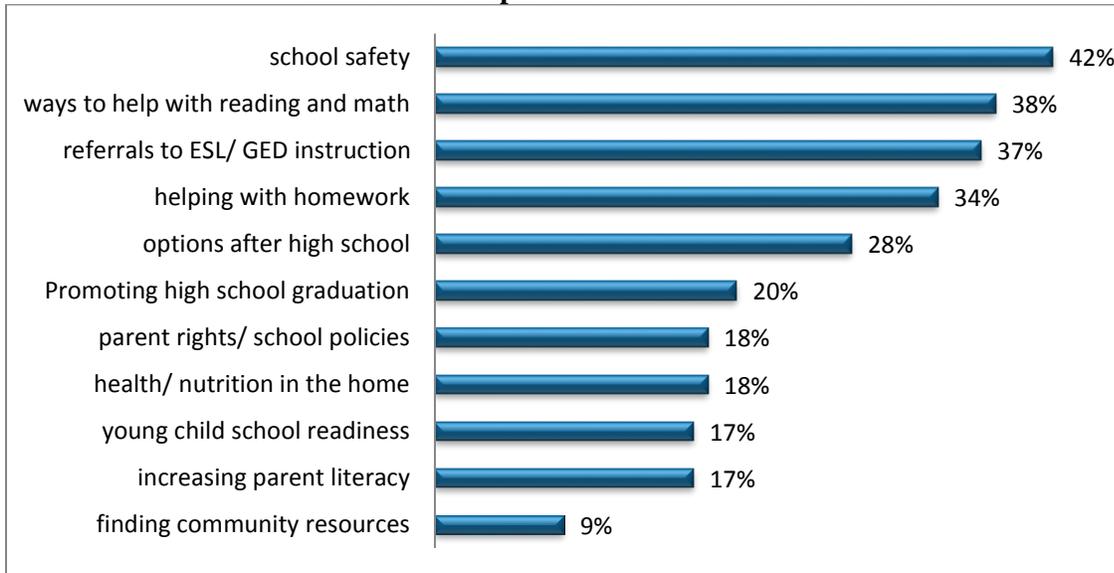
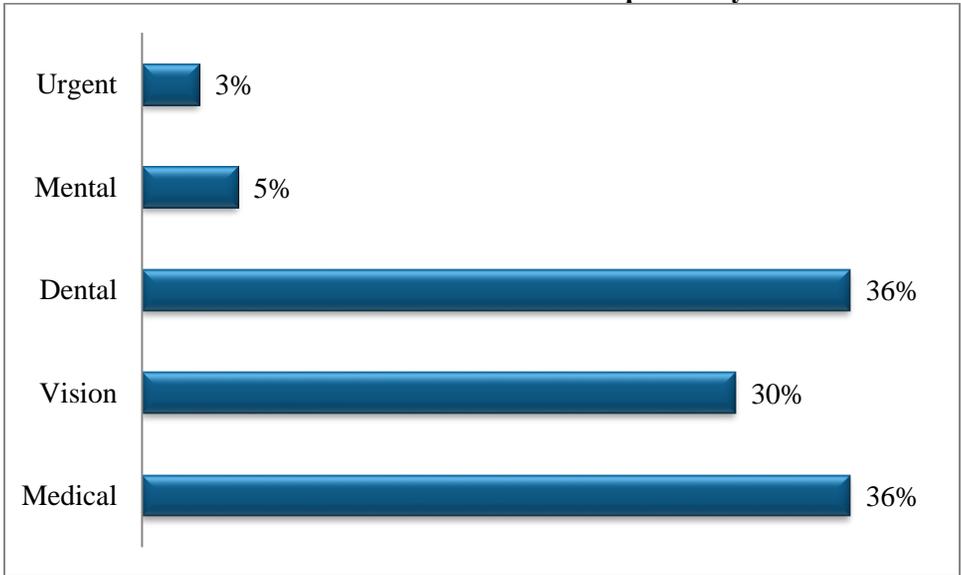


Exhibit 26 – Children’s Health Needs Reported by Parents



Note: The percentage of families expressing one or more health needs was 54%.

APPENDIX B: Family Needs Assessment Survey

Date:	MEP Site:	COE#:
Number of children in household:		Age(s):
Optional: How long is the family planning on being in the area?		
Parent English oral language proficiency: <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/> None	Child English oral language proficiency: <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/> None	Home language: <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other:
Health needs: <input type="checkbox"/> Medical <input type="checkbox"/> Vision <input type="checkbox"/> Dental <input type="checkbox"/> Mental <input type="checkbox"/> Urgent <input type="checkbox"/> Other:		

Check the top three (3) in the categories below.

Family expressed need for support services: (Pick your top 3) <input type="checkbox"/> School supplies/backpacks <input type="checkbox"/> Nutrition/food box <input type="checkbox"/> Secondary counseling (credit related) <input type="checkbox"/> Transportation <input type="checkbox"/> College and career counseling <input type="checkbox"/> Clothing/shoes <input type="checkbox"/> Childcare <input type="checkbox"/> Locating community resources <input type="checkbox"/> Translation/interpretation in school <input type="checkbox"/> Translation/interpretation <input type="checkbox"/> Help communicating with the school outside of school <input type="checkbox"/> Counseling <input type="checkbox"/> Legal service referrals	Comments and other support service needs:	Follow-up:
Family received: <input type="checkbox"/> Educational materials <input type="checkbox"/> Support services (list right) <input type="checkbox"/> Referral(s) (list right)	Support services and referrals provided (list all):	Follow-up:
Family expressed need for instructional services: (Pick your top 3) <input type="checkbox"/> Study skills <input type="checkbox"/> After-school tutoring <input type="checkbox"/> Reading instruction <input type="checkbox"/> Opportunities after graduating high school <input type="checkbox"/> Writing instruction <input type="checkbox"/> Making good scores on the State test <input type="checkbox"/> Math instruction <input type="checkbox"/> Keeping students motivated to stay in school <input type="checkbox"/> Learning English <input type="checkbox"/> Preparing for kindergarten <input type="checkbox"/> Technology instruction, materials, and devices	Comments and other instructional service needs:	Follow-up:
What topics would you like to know more about at a parent involvement activity? (Pick your top 3) <input type="checkbox"/> promoting high school graduation <input type="checkbox"/> increasing parent literacy <input type="checkbox"/> young child school readiness <input type="checkbox"/> school safety (drug/gang awareness) <input type="checkbox"/> ways to help with reading & math <input type="checkbox"/> health/nutrition in the home <input type="checkbox"/> referrals to ESL /GED instruction <input type="checkbox"/> parent rights/school policies <input type="checkbox"/> helping with homework <input type="checkbox"/> options after high school <input type="checkbox"/> finding community resources <input type="checkbox"/> other_____		

Comments:

APPENDIX C

CNA Decisions and Planning Chart – NM MEP CNA

GOAL AREA: READING and MATHEMATICS

Concern	Data Source	Need Indicator/Need Statement	Solution Strategy
1.1— We are concerned that migrant students (grades 3-8 and high school) are achieving proficient scores on the state assessment in reading at a lower rate than non-migrant students.	Consolidated State Performance Report (CSPR) State assessment results	Indicator: The percentage of migrant students scoring proficient in reading on the state assessment is 35.4% compared to 50.6% of non-migrant students. Statement: The percent of migrant students proficient needs to increase by 15.2%.	1.1a Provide professional development to instructional staff (including counselors and instructional staff who have contact with migrant students) in identifying skills gaps, appropriate placement, and instructional strategies to improve reading achievement for MEP students. 1.1b Offer supplemental instructional services such as tutoring, summer school, extended school day, or supplementary online instruction for MEP students to improve reading achievement.
1.2— We are concerned that migrant students (grades 3-8 and high school) are achieving proficient scores on the state assessment in mathematics at a lower rate than non-migrant students.	CSPR State assessment results	Indicator: The percentage of migrant students scoring proficient in mathematics on the state assessment is 19.9% compared to 42.0% of non-migrant students. Statement: The percent of migrant students proficient needs to increase by 22.1%.	1.2a Provide professional development to instructional staff (including counselors and instructional staff who have contact with migrant students) in identifying skills gaps, appropriate placement, and instructional strategies to improve math achievement for MEP students. 1.2b Offer supplemental instructional services such as tutoring, summer school, extended school day, or supplementary online instruction for MEP students to improve math achievement. 1.2c Implement an innovative technology integration program to increase student achievement in reading and math and student engagement in school.
1.3 We are concerned that migrant students are not engaged in school which can negatively impact achievement.	Parent concerns	Indicator: In focus groups and during the PAC meetings, parents expressed concerns that point to a lack of engagement including bullying, concerns about staying in school, and concerns about children’s safety in school. Statement: Migrant students’ engagement during the regular school term needs to increase.	1.3a Provide professional development to staff on the impact of poverty and mobility on the academic success of migrant students. 1.3b Implement a migrant mentor program to give students and families a consistent contact in the school building and provide support specific to the needs of individual migrant families.

GOAL AREA: SCHOOL READINESS

Concern	Data Source	Need Indicator/Need Statement	Solution Strategy
<p>2.1 We are concerned that migrant preschool children (ages 3-5) are not participating in preschool services.</p>	<p>Attendance records</p>	<p>Indicator: The percent of migrant students ages 3-5 enrolled in preschool programs and receiving instructional services is 20%.</p> <p>Statement: The percent of migrant children ages 3-5 who are enrolled in instructional services needs to increase.</p>	<p>2.1a Increase parent knowledge of and participation in existing preschool programs through intentional recruiting, home visits, collaborations with a committee of providers, transportation, and wrap-around PK instructional services to match parent schedules.</p> <p>2.1b Provide in-home school readiness instruction and parenting education for preschool children whose parents do not enroll their children in existing preschool programs.</p>
<p>2.2 We are concerned that migrant preschool children are not as well prepared for kindergarten as non-migrant peers.</p>	<p>DIBELS fall assessment Discovery fall assessment</p>	<p>85% of migrant students entering kindergarten were below benchmark or below the average range on the DIBELS and Discovery assessment.</p> <p>The percentage of migrant students scoring at or above benchmark or average levels needs to increase by 85%.</p>	<p>2.2 Provide comprehensive support for migrant preschool students including targeted emphasis on language development, professional development regarding the needs of migrant students in the district, community development with parents, home-school connections through mentors and/or migrant parent liaisons, and migrant-funded early childhood education.</p>

GOAL AREA: HIGH SCHOOL GRADUATION and SERVICES for SECONDARY AGED YOUTH

Concern	Data Source	Need Indicator/Need Statement	Solution Strategy
3.1—We are concerned that migrant students are not achieving in the core content courses due to academic language gaps, gaps in credit accrual, and mobility.	SBA results Short cycle results Graduation and dropout rate ACCESS results*	Indicator: Nineteen percent of high school migrant students were proficient on the Mathematics SBA and 22% were proficient on the Reading SBA compared to 35.8% and 47.8% of non-migrant students respectively. Statements: High school migrant student proficiency in math needs to increase by 17%. High school migrant student proficiency in reading needs to increase by 26%.	3.1-Provide supplemental instructional services with flexible scheduling that meet student needs such as tutoring, summer school, extended school day, credit accrual, college and career readiness support, or online instruction to improve core content achievement.
3.2—We are concerned that migrant students are leaving high school without the adequate math skills to achieve in college and careers.	Completion rates of Algebra I and Algebra II (transcripts in MAPS)	Indicator: The number of migrant students passing Algebra I in 2013-14 was 39%, which is below the goal of 80%. Statement: The percent passing Algebra I needs to increase by 41%	3.2-Provide supplemental instructional services with flexible scheduling that meet student needs such as tutoring, summer school, extended school day, credit accrual, or online instruction to improve math achievement.
3.3—We are concerned that migrant out-of-school youth (OSY) lack access to services that would lead to re-enrollment in school or a GED program.	MAPS Committee recommendation	Indicator: Thirty-eight percent of migrant OSY received MEP instructional services in 2013-14, and no other educational services are provided for migrant OSY. Statement: The number of migrant OSY receiving instruction needs to increase.	3.3a-Provide referrals and support to access services and resources that meet the needs of OSY such as high school equivalency programs, HEP, or re-enrollment in school. 3.3b-Build connections between secondary age youth and the community education providers through a mentorship/shadow program.
3.4— We are concerned that migrant OSY lack the knowledge of basic life skills (such as balancing a checking account, basic English communication, and accessing community services) due to limited prior schooling.	MAPS Committee recommendation	Indicator: Migrant OSY have not received formal instructional services and often have not been exposed to instruction for basic life skills. Statement: Migrant OSY need to increase knowledge and skills for basic life tasks.	3.4-Provide supplemental instructional services with a flexible schedule that meets student needs to help OSY gain basic life skills.

GOAL AREA: FAMILY and SUPPORT SERVICES

Concern	Data Source	Need Indicator/Need Statement	Solution Strategy
<p>4.1—We are concerned that parents express that they lack English communication skills and knowledge of the school system to effectively advocate for and support their children’s education.</p>	<p>Family Needs Assessment Survey</p>	<p>Indicators: 75% of migrant parents have little or no English language. 86% of migrant families primarily speak Spanish in the home.</p> <p>Statement: Migrant parents need assistance to communicate with the school and advocate on their children’s behalf.</p>	<p>4.1a-Provide parents with educational strategies for the home to improve reading and math achievement for MEP students.</p> <p>4.1b-Institute Migrant Parent Advisory Councils at regular term sites to solicit parent input on programs to improve reading and math achievement.</p> <p>4.1c-Provide ongoing parent education events designed to help parents communicate with the school, support their children’s educational goals, and be involved in their child’s education. Include education school readiness, reading, math, and/or technology instruction for children during parent events.</p>
<p>4.2—We are concerned that migrant students do not have access to comprehensive health care and community services.</p>	<p>Family Needs Assessment Survey</p>	<p>Indicator: 54% of migrant families expressed one or more health needs.</p> <p>Statement: Access to appropriate health services that facilitate student participation needs to increase.</p>	<p>4.2-Increase migrant family awareness of support services from community organizations and non-profits through referrals that include follow up and direct communication with migrant families.</p>
<p>4.3—We are concerned that migrant families do not have access to appropriate support services such as appropriate clothing, nutrition, and supplemental educational materials.</p>	<p>Family Needs Assessment Survey</p>	<p>Indicators: 68% of migrant families expressed a need for school supplies. 52% of migrant families expressed a need for clothing/shoes for school (especially winter clothing). 24% of migrant families expressed a need for nutrition or food boxes.</p> <p>Statement: Access to services that support migrant student participation in school needs to increase.</p>	<p>4.3a-Provide access to support services and educational opportunities from community organizations and non-profits through transportation, translation, and supplies distribution as needed.</p> <p>4.3b-Provide supplemental instructional and/or support services necessary for students to attend school and school-related events such as supplemental educational materials, nutrition, backpacks, uniforms, clothing, and transportation.</p>