

Comprehensive Needs Assessment



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Title I-C Migrant Education Program
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**New Mexico Migrant Education Program
Comprehensive Needs Assessment Committee: 2017-18**

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List of Acronyms and Abbreviations Used in the Report

CAMP	College Assistance Migrant Program
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
CSPR	Consolidated State Performance Report
ECE	Early Childhood Education
ELA	English Language Arts
ELD	English Language Development
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
ELL/EL	English Language Learner or English Learner
GPRA	Government Performance and Results Act
HEP	High School Equivalency Program
HS	High School
ID&R	Identification and Recruitment
IMEC	Interstate Migrant Education Council
K-12	Kindergarten through Grade 12
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
NM	New Mexico
OME	Office of Migrant Education (of the U.S. Department of Education)
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PARCC	Partnership for Assessment of Readiness for College and Careers
PASS	Portable Assisted Study Sequence
PED	New Mexico Public Education Department
PFS	Priority for Services
PK	Pre-Kindergarten
QAD	Qualifying Arrival Date
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

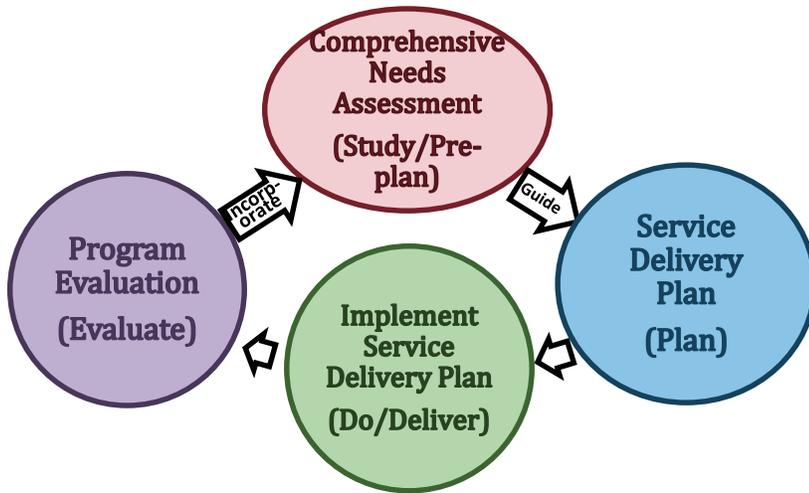
The primary purpose of the New Mexico Migrant Education Program (MEP) is to help migrant children and youth overcome challenges of mobility, cultural and language barriers, social isolation, attendance, lack of academic progress and credit attainment and other difficulties associated with a migratory life, to help them 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 previous CNA was completed in 2015 using data from 2013-14. The 2017-18 update reexamines all sections and includes components from the Office of Migrant Education's (OME) CNA Toolkit published in 2012 and updates information about the unique needs of migratory children based on changes in the population and seasonal agricultural activities. The update to the CNA has 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 survey data from local programs throughout the State; 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, and the evaluation of services. The exhibit that follows shows the Continuous Improvement Process New Mexico uses to plan, implement, and evaluate use of MEP funds.



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 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;
- the instructional and support strategies MEP sites will employ 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 *Every Student Succeeds Act, Title I Part C, Section 1304(b)(1)*.

...The State and its local operating agencies will ensure that the special educational needs of migratory children, including preschool migratory children, are identified and addressed through

- (A) the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;
- (B) joint planning among local, State, and Federal educational programs serving migrant children, including language instruction educational programs under part A or B of Title III;
- (C) the integration of services available under this part with services provided by those other programs; and
- (D) measurable program goals and outcomes.

The State MEP has flexibility in implementing the CNA through its local education agencies (LEAs) or local operating agencies (LOAs), except that funds must be used to meet the identified needs of 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.

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 Coordinator is Christina Rutland, State Coordinator of the New Mexico MEP. 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 the New Mexico Public Education Department (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 MEP and PED staff, local MEP directors, recruiters, family liaisons, data clerks, educators/instructors, district administrators, and migrant parent representatives. NAC members are listed at the beginning of this report.

After the NAC membership was solidified, the State MEP Coordinator 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.

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 mobility result in significant challenges to success in school.

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 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.

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 high school 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 or prekindergarten children and out-of-school youth (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 school staff including 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 (Salinas and Fránquiz, 2004). 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.

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, 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 (2016-17) 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 Section 4 provides a description of migrant students in New Mexico during the 2016-17 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.

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 Achievement

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.

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 this data, they were able to revise the Concern Statements for each goal area aligned with 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. Concerns are listed in order of priority with the most pressing concerns listed first. The committee used the following criteria to rank concerns:

- Magnitude in the gaps between “what is” and “what should be”
- Critical nature of the need
- Special needs of PFS students
- Degree of difficulty in addressing the need
- Risks/consequences of ignoring the need
- External factors such as State and district priorities and goals

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		
1.1a	We are concerned that migrant students (grades 3-8 and high school) are achieving proficient scores on the State assessment in English Language Arts (ELA) at a lower rate than non-migrant students and below the State performance target.	CSPR PARCC scores

Concern Statement		Data Source
1.1b	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, and below the State performance target.	CSPR PARCC scores
1.2	We are concerned that migrant students experience summer learning loss and are not prepared for the next grade level.	2016-17 Evaluation Report
1.3	We are concerned that migrant students, particularly PFS students, are not accessing extended learning opportunities, including summer services, to target learning gaps in reading and math.	2016-17 Evaluation Report
School Readiness		
2.1	We are concerned that migrant preschool children (ages 3-5) are not participating in MEP preschool services.	2016-17 MAPS data
2.2	We are concerned that migrant preschool children are not participating in existing preschool programs for reasons including a lack of available slots and not enough programs.	MEP Evaluation Report
2.3	We are concerned that migrant preschool children are not prepared for kindergarten.	MEP Evaluation Report Local Assessment Results, Kindergarten Observation Tool (KOT)
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 inadequate foundational skills, academic language gaps, gaps in credit accrual, mobility, attendance, and difficulty with credit recovery.	CSPR PARCC results PED graduation rates
3.2	We are concerned that migrant students are leaving high school without the adequate math, reading, and writing skills to achieve in college and careers.	2016-17 Evaluation Report, graduation rate
3.3	We are concerned that migrant OSY lack access to services, refuse services, and lack information that would lead to re-enrollment in school or a GED program.	2016-17 Evaluation Report
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.	2016-17 Evaluation Report
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 resources to access 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 clothing, nutrition, and supplemental educational materials.	Family Needs Assessment Survey

Concern Statement		Data Source
4.4	We are concerned that services are not provided to migrant families after qualifying for the MEP.	CSPR participation data

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. 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 on the following page. Achievement data was drawn from sources related to each goal for migrant children.

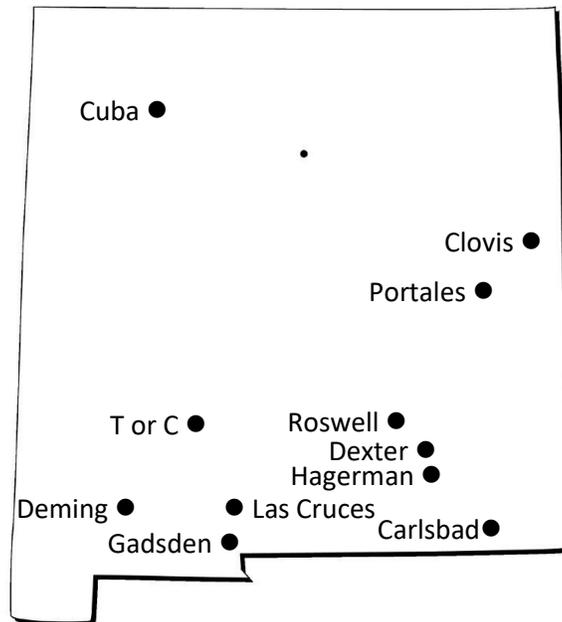
- *Reading and Mathematics* data derived from CSPR data, MAPS records, short cycle assessment results, summer attendance data, and language proficiency data.
- *School Readiness* data was derived from the SY 2016-17 Evaluation Report and local records.
- *Graduation from High School and OSY* data were results in the CSPR; course history from MAPS; and summer attendance data.
- *Family and Support Services* data were derived from MEP staff, parent, and student surveys conducted for the CNA during the summer and fall of 2017.

Data tables that informed the migrant student profile that follows are found in Appendix A. All data are from 2016-17 unless otherwise noted.

New Mexico's Migrant Student Profile

Eligible migrant students 882	Top Agricultural Jobs Chile, onions, and dairy/ranch work are the top qualifying areas. Migrant families also work in pecans, lettuce/cabbage, cotton, potatoes, and other seasonal crops.	
PFS Migrant Students 337 (38%)	Recent Mobility 74% moved within the previous 12 months 20% had a qualifying arrival date during regular year of the performance period.	
English Learners (EL) 40% of students are EL. 72% of parents speak little or no English.	Mobility Patterns Moves from Mexico, Texas, and within New Mexico are the top “move from” areas. A substantial number of students also come from Arizona, California, and Colorado.	
Received MEP Services 492 (56% of all eligible migrant students)	PK Identified/Served 84 (ages 3-5) eligible; 31 (37%) served	Summer Services 169 (19% of all eligible migrant students)
ELA Proficiency 16% of the 390 migrant students assessed on the State assessment (64 students)	Math Proficiency 8% of the 405 migrant students assessed on the State assessment (33 students)	Left School 3.3% of eligible migrant students dropped out of school in 2016-17

Geographic Distribution of MEP Sites



DEMOGRAPHICS

There are 882 eligible migrant children and youth (birth through 21) identified in the State. The number of migrant students identified has increased over the past three years since the completion of the previous CNA. This is primarily due to a restructuring of the identification and recruitment (ID&R) from a local model to a regional model, and increased training and emphasis on ID&R. Changes were made because 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 in 2014 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 employed a regional recruitment model and stepped up recruitment to include both the regular school year and the summer (the most active season for agricultural work in the State).

LANGUAGE PROFICIENCY

Overall, 40% of migrant students are classified as limited English proficient (LEP). There were fewer 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 ELA and math State assessment, there is a gap in the proficiency rate between migrant and non-migrant students—13% in reading and 12% in math. These are reductions in the gap compared to the previous CNA. ELA results indicate 16% of migrant students meet proficiency compared to 29% of non-migrant students. Math results indicate 8% of migrant students meet proficiency compared to 20% of non-migrant students.

MEP SERVICES

During the 2016-17 performance period, 492 (56%) migratory children and OSY received an instructional and/or support service. During the summer term, 169 (19%) students received instructional and/or support services. During the performance period, 22% of students received an instructional service. Few students received high school credit accrual through MEP funds. During the performance period, 55% of eligible students received a support service including health, nutrition, transportation, and social services.

MEP PROJECTS AND STAFF

During 2016-17, 111 schools in the State enrolled 758 migrant children, with no schools combining MEP funds into a schoolwide consolidated program. (Note that due to summer mobility, age, and other factors, not all eligible children are enrolled in a school.) The PED provided 11 sub-grants to local school districts to deliver MEP services across the State. These include grants for Carlsbad and Cuba as startup grants to identify students and begin services if some were found to be eligible. Fully-funded sites included programs in Clovis, Portales,

Roswell, Truth or Consequences, Dexter, Hagerman, Deming, Las Cruces, and the Gadsden Independent School District.

Stakeholder Input

Parent, Staff, and Student Surveys

During the 2016-17 program year, migrant parents, students, and MEP staff completed needs assessment surveys. Respondents were asked to identify pressing needs for migrant students in the areas of (1) academic achievement and (2) support needed to access services. The following table shows the top three concerns in each area for each group of respondents. Both parents and staff indicated tutoring was a top need, and students indicated they needed the most help with math followed by reading and writing. For support, students and parents indicated school supplies were a top need, and staff reported that parent involvement was the top need.

Respondents	Number of responses	Instructional needs	Support Needs
Parents	125	Tutoring Learning English Keeping students motivated to stay in school	School supplies/backpacks Clothing/shoes Nutrition/food boxes
Students	85	Math Reading Writing	School supplies Information about college and careers Clothing
Staff	32	Tutoring Reading High school credit accrual	Parent involvement Transportation Interpreting/translating

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; 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 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 each concern with a data source(s), 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.

Promising practices and resources for solution strategy implementation are cited below the Solution Strategies for the content areas of reading and mathematics, school readiness, high school graduation/services to OSY, and family and support services.

Reading/ELA and Mathematics

#	Need Indicator	Need Statement	Data Chart in Appendix A
1.1a	The percentage of migrant students scoring proficient in ELA on the State assessment is 16.4% compared to 29.2% of non-migrant students and the long-term State performance target of 57.4%.	The percent of migrant students scoring proficient needs to increase by 12.8% to close the gap with non-migrant students and increase by 41% to reach the long-term State performance target.	Exhibit 7
1.1b	The percentage of migrant students scoring proficient in mathematics on the State assessment is 8.1% compared to 20.0% of non-migrant students and the State performance target of 53.4%.	The percent of migrant students scoring proficient needs to increase by 11.9% to close the gap with non-migrant students and 45.3% to reach the State performance target.	Exhibit 8
1.2	40% of migrant students scored below grade level on local assessments administered in the fall in math and 48% in reading.	The percentage of migrant students scoring at grade level needs to increase.	Exhibits 11 and 12
1.3	22% of migrant students participated in MEP instructional services in 2016-17.	The percentage of migrant students participating in MEP instructional services needs to increase.	Exhibit 6

Solution Strategies

1.1a Offer supplemental instructional services such as tutoring, extended school day, or supplementary online instruction for MEP students to improve reading and math achievement.

1.1b Implement an innovative technology integration program to increase student achievement in reading and math and improve student engagement in school.

1.1c Provide professional development and technical assistance to school staff who have contact with migrant students to help identify skill gaps, place students appropriately, and provide reading and math instruction aligned with the unique needs of migrant student.

1.2 Implement an innovative summer program designed to prevent summer learning loss, prepare migrant students for the next grade level, and engage students in enrichment activities.

1.3 Implement a migrant mentor or advocacy program to give students and families a consistent contact in the school district and provide support specific to the needs of students and families.

Promising Practices and Resources for Implementation

- “What Makes a Successful Tutor?” <https://www.edutopia.org/blog/what-makes-a-successful-tutor-seth-linden>
- “Why Summers Matter” <https://childcareta.acf.hhs.gov/sites/default/files/public/ncase-summer-learning-brief.pdf>
- “Action Toolkit: Expanding Summer Learning, Meals and Jobs for America’s Young People” <http://www.summerlearning.org/wp-content/uploads/2016/06/Action-Brief-2016-6.pdf>
- “Quality Afterschool: Helping Programs Achieve It and Strengthening Policies to Support It” http://afterschoolalliance.org/documents/issue_briefs/issue_quality_47.pdf
- “Innovative Technology Lessons for Migrant Students” <http://www.doe.in.gov/elme/instructional-materials-and-assessments>
- “The ABCs of School-Based Mentoring: Effective strategies for Providing Quality Youth Mentoring in Schools and Communities” <http://educationnorthwest.org/sites/default/files/abcs.pdf>

School Readiness

#	Need Indicator	Need Statement	Data Chart in Appendix A
2.1	The percent of migrant children ages 3-5 receiving MEP instructional services is 7%.	The percentage of migrant children ages 3-5 enrolled in instructional services needs to increase.	Exhibit 6
2.2	49% of migrant preschool children ages 4-5 who were resident for at least 6 months attended a preschool program.	The percentage of migrant children ages 4-5 participating in preschool programs needs to increase.	Exhibit 13
2.3	67% of entering migratory kindergarten students scored below grade level on district short cycle assessments in reading and 50% scored below grade level in math.	The percentage of migrant children ready to enter kindergarten needs to increase.	Exhibits 11 and 12

Solution Strategies

2.1 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 information about and referrals to existing preschool programs through intentional recruiting, home visits, collaborations with a committee of providers, transportation, and wrap-around preschool instructional services to match parent schedules.

2.3 Provide comprehensive support for migrant children ages 4-5 through partnerships between MEPs, early childhood education providers, and parents.

Promising Practices and Resources for Implementation

- “Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8”
<https://www.naeyc.org/files/naeyc/file/positions/position%20statement%20Web.pdf>
- Zarate, M.E. (2007). *Understanding Latino Parental Involvement in Education*. Los Angeles, CA: The Tomás Rivera Policy Institute, University of Southern California.
<https://files.eric.ed.gov/fulltext/ED502065.pdf>

High School Graduation and Services to Secondary Aged Youth

#	Need Indicator	Need Statement	Data Chart in Appendix A
3.1	Five percent of high school migrant students were proficient on the State assessment in mathematics and 14% in ELA compared to 17% and 33% of non-migrant students respectively.	High school migrant student proficiency in math needs to increase by 12%. High school migrant student proficiency in ELA needs to increase by 19% to close proficiency gaps.	Exhibits 7 & 8
3.2	67% of migrant students enrolled in the 12 th grade graduated compared to the target of 82%.	The percentage of migrant students graduating needs to increase by 15%.	Exhibit 14
3.3	3% of OSY received MEP instructional services in 2016-17, and no other educational services are provided for migrant OSY.	The percentage of migrant OSY receiving instruction needs to increase.	Exhibit 6
3.4	No OSY received supplemental life skills lessons.	The percentage of migrant OSY participating in basic life skills lessons needs to increase.	Director Report

Solution Strategies

3.1 Provide supplemental instructional services with flexible scheduling to meet student needs with regular evaluation. Activities may include tutoring, summer school, extended school day, credit accrual, college and career readiness support, online instruction to improve core content achievement, and other State-approved instructional services.

3.2a Provide referrals and support to access services and resources that meet the needs of students at risk of dropping out of high school and OSY, such as high school equivalency programs, HEP, CAMP, or re-enrollment in school.

3.2b Build connections between secondary age youth and the community education providers through a mentorship or job shadow program.

3.3 Build connections with OSY to determine needs, provide appropriate services, and make connections with communities and services providers.

3.4 Provide supplemental instructional services with a flexible schedule that meets student needs to help OSY and secondary age youth gain basic life skills.

Promising Practices and Resources for Implementation

- Gouwens, J.A. (2001). *Migrant Education. A Reference Handbook*. Santa Barbara, CA: ABC-CLIO, Inc.
- Lukes, M. (2015). *Latino Immigrant Youth and Interrupted Schooling: Dropouts, Dreamers and Alternative Pathways to College* (Vol. 100). Multilingual Matters.
- National PASS Coordinating Committee, Mt. Morris, NY: OEA policy recommendation, 2011
- Salinas, C. & Fránquiz, M.E. (2004). *Scholars in the Field*. Charleston, WV: AEL.
- <https://eric.ed.gov/?id=ED482321>
- “School Engagement” https://www.childtrends.org/wp-content/uploads/2013/05/Child_Trends-2003_03_12_PD_PDConfFBFP.pdf
- Strategies and best practices from <http://osymigrant.org>

Family and Support Services

#	Need Indicator	Need Statement	Data Chart in Appendix A
4.1	72% of migrant parents report having little or no English language communication skills.	Migrant parents need assistance to communicate with the school and advocate on their children’s behalf.	Exhibit 15
4.2	64% of migrant families expressed one or more health needs.	Coordination for access to appropriate health services needs to increase.	Exhibit 18
4.3	86% of migrant families expressed a need for school supplies. 66% of migrant families expressed a need for clothing/shoes for school (especially winter clothing). 58% of migrant families expressed a need for nutrition or food boxes.	Access to support services that assist migrant student participation in school needs to increase.	Exhibit 20
4.4	55% of migrant students received MEP support services. 22% of migrant students received instructional services.	The percentage of identified migrant students participating in MEP services needs to increase.	Exhibit 6

Solution Strategies

4.1 Provide ongoing parent education, engagement activities, and migrant PACs designed to help parents communicate with the school, support their children’s educational goals, and be engaged

in their children's education. Activities should include school readiness, reading, math, and/or technology instruction strategies for the home during parent events.

4.2 Provide information, referrals, and facilitate access to appropriate health services from community organizations that meet migrant student and family needs.

4.3a Provide information, referrals, and facilitate access to support services and educational opportunities from community organizations and non-profits through transportation, translation, and distribution of educational materials aligned to student needs.

4.3b Provide supplemental support services necessary for students to attend school and school-related events such as supplemental educational materials, nutrition, backpacks, uniforms, clothing needed for school, and transportation.

4.4 Provide PED with a description of the systems in place, including the leveraging of funds, for providing instructional and/or support services to eligible students, or if funds are insufficient for services for all students, that students with priority for services receive services first.

Promising Practices and Resources for Implementation

- “Best Practices in Parenting Education” <http://parentingresearch.info/papers/BPteach.pdf>
- Harvard Family Research Project. (2005). *Preparing educators to involve families: From theory to practice*. Heather B. Weiss (Ed.). Sage.
- “Migrant Parent and Family Involvement: Research-related Strategies to Implement NCLB” http://imec-migrated.org/publications/NationalPolicySeminars/1673.4205_Migrant_Parent_and_Family_Involvement_Seminar.pdf
- Oberg De La Garza, T. & Lavigne, A.L. (2015). *Salsa Dancing in Gym Shoes: Exploring cross-cultural missteps with Latinos in the classroom*. Advanced Classroom Strategies, Inc.

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 should specify the performance targets that the State has adopted for all children and migrant children if applicable for: 1) reading; 2) math; 3) high school graduation; 4) the number of school dropouts; 5) school readiness; and 6) any other performance target that the State identifies.

2. *Government Performance and Results Act (GPRA) Measures:* The plan should outline how the State will address the GPRA measures: 1. The percentage of MEP students that scored at or above proficient on their State’s annual Reading/Language Arts assessments in grades 3-8 (currently collected). 2. The percentage of MEP students that scored at or above proficient on their State’s annual Mathematics assessments in grades 3-8 (currently collected). 3. The percentage of MEP students who were enrolled in grades 7-12 and graduated or were promoted to the next grade level (will be collected in the future). 4. The percentage of MEP students who entered 11th grade that had received full credit for Algebra I (will be collected in the future).
3. *Leading Indicators:* The plan should outline how the State will address the leading indicators: 1. An increasing percentage of PFS migrant children will receive services. 2. An increasing percentage of grades 7 through 12 migrant children will receive instructional services (changes to any services in SY 2015-16). 3. An increasing percentage of 8th grade migrant children will score proficient or higher in Mathematics. 4. An increasing percentage of age 3 through 5 migrant children will receive instructional services.
4. *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.
5. *Measurable Program Outcomes.* The plan must include the measurable outcomes that the MEP will produce through specific educational or educationally-related services. Measurable outcomes allow the MEP to determine whether and to what degree the program has met the 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.
6. *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.
7. *Evaluation.* The SDP 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: have made a qualifying move within the previous 1-year period and who (1) are failing, or most at risk of failing, to meet the challenging State academic standards; or (2) have dropped out of school.

- *Parent Involvement.* A description of the MEP’s consultation with parents (or with the State PAC, if the program is of one school year in duration) and whether the consultation occurred in a format and language that the parents understand.

- *Identification and Recruitment.* A description of the State’s plan for identification and recruitment activities and its quality control procedures.
- *Student Records.* A description of the State’s plan for requesting and using 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 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

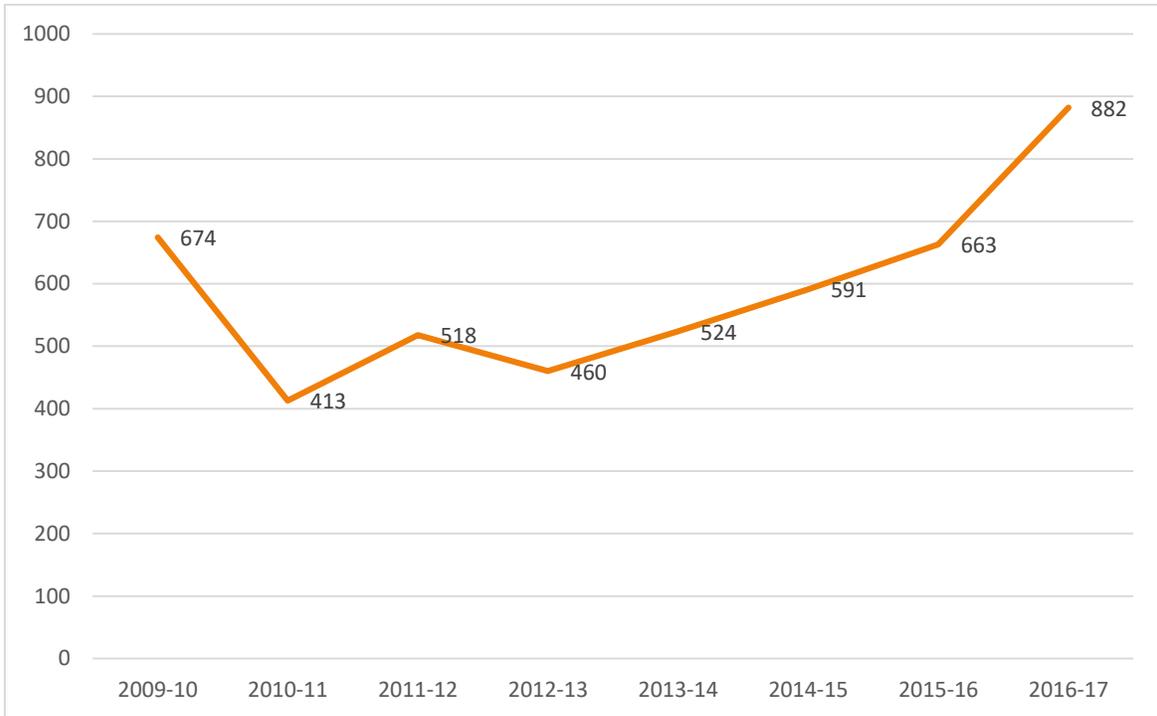
APPENDIX B: Needs Assessment Survey Forms

APPENDIX C: New Mexico CNA Decisions and Planning Chart

APPENDIX A: CNA DATA TABLES

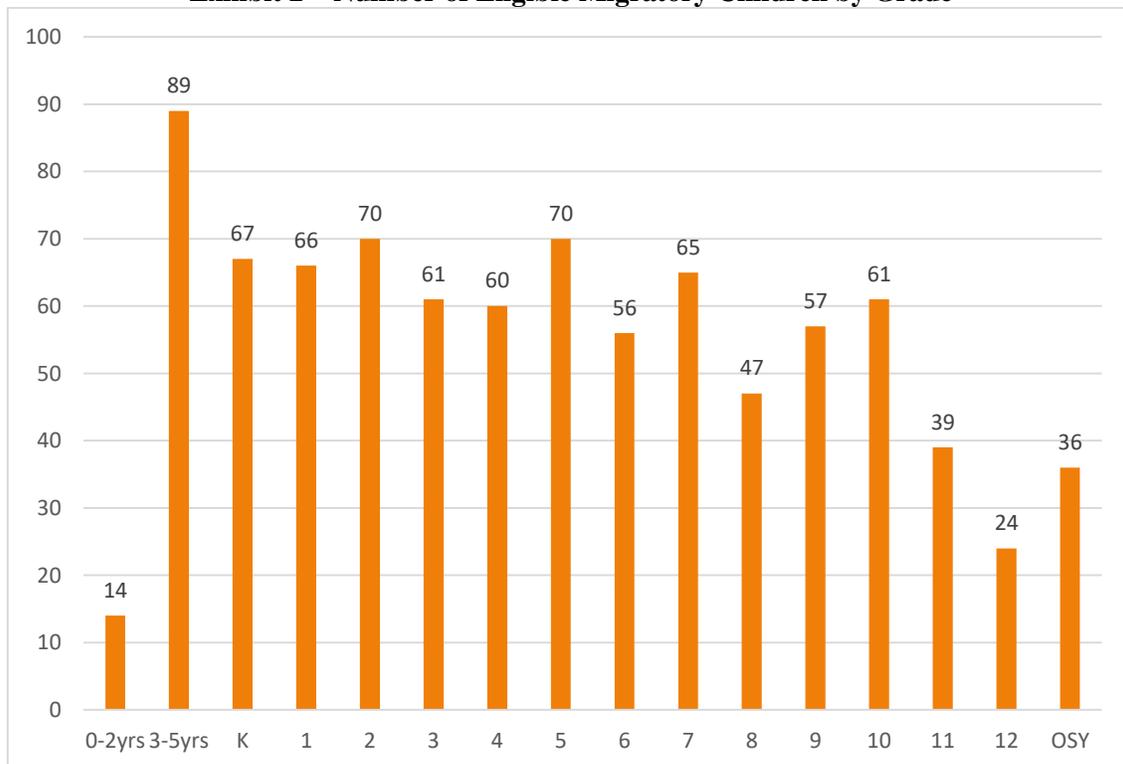
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Exhibit 1 – Eligible Students 2009-10 to 2016-17



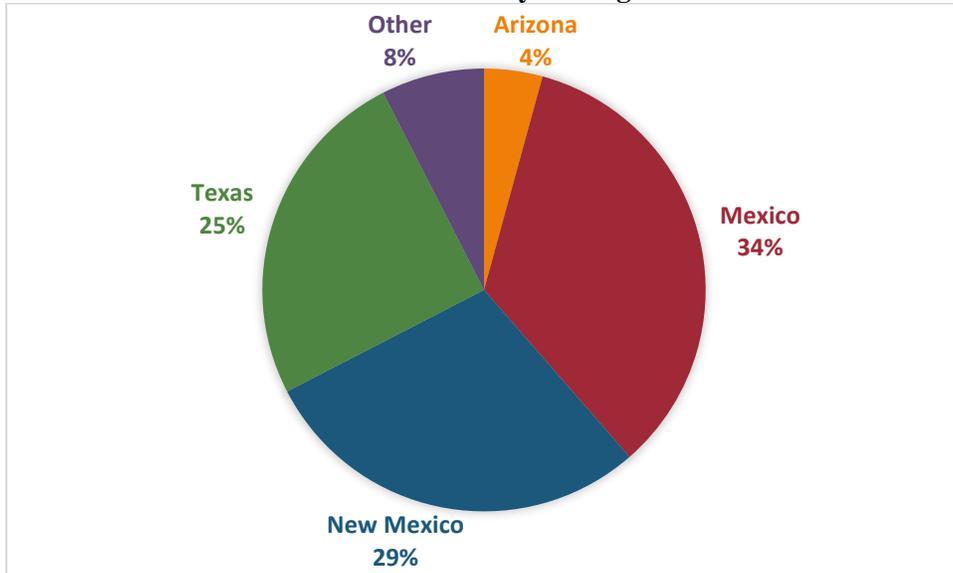
Source: CSPR 2009-2017

Exhibit 2 – Number of Eligible Migratory Children by Grade



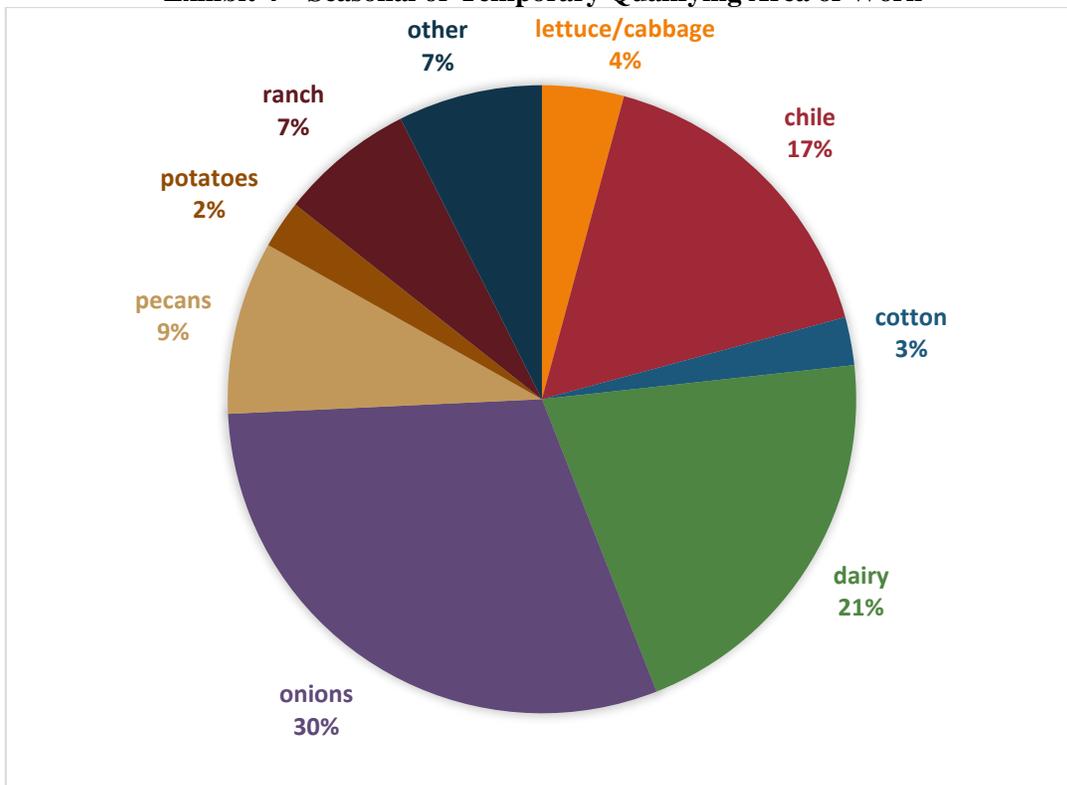
Source: CSPR Part II 2013-14

Exhibit 3 – State or Country of Origin 2016-2017



Source: MAPS

Exhibit 4 – Seasonal or Temporary Qualifying Area of Work



Source: MAPS

Exhibit 5 – Number and Percent of PFS and LEP Students by Grade Level

Age/ Grade	# Eligible Students	PFS		LEP		IDEA	
		#	%	#	%	#	%
0-2yrs	5	0	0%	0	0%	0	0%
3-5yrs	84	3	4%	1	1%	1	1%
K	69	27	39%	27	39%	2	3%
1	69	21	30%	37	54%	0	0%
2	71	25	35%	30	42%	3	4%
3	61	28	46%	25	41%	1	2%
4	62	26	42%	29	47%	3	5%
5	71	35	49%	34	48%	2	3%
6	57	26	46%	30	53%	4	7%
7	67	35	52%	34	51%	5	7%
8	47	22	47%	22	47%	1	2%
9	59	29	49%	24	41%	1	2%
10	64	31	48%	31	48%	3	5%
11	39	13	33%	10	26%	4	10%
12	25	9	36%	9	36%	2	8%
OSY	32	7	22%	8	25%	0	0%
Total	882	337	38%	351	40%	32	4%

Source: CSPR Part II, 2016-17

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	84	31	37%	16	19%	6	7%	31	37%
K	69	37	54%	18	26%	17	25%	37	54%
1	69	43	62%	13	19%	19	28%	43	62%
2	71	40	56%	16	23%	13	18%	39	55%
3	61	37	61%	19	31%	15	25%	37	61%
4	62	35	56%	11	18%	19	31%	35	56%
5	71	46	65%	10	14%	24	34%	45	63%
6	57	38	67%	17	30%	15	26%	38	67%
7	67	44	66%	14	21%	22	33%	41	61%
8	47	26	55%	9	19%	13	28%	26	55%
9	59	37	63%	3	5%	12	20%	34	58%
10	64	39	61%	13	20%	10	16%	38	59%
11	39	13	33%	3	8%	4	10%	13	33%
12	25	19	76%	3	12%	7	28%	17	68%
OSY	32	7	22%	4	13%	1	3%	7	22%
Total	877	492	56%	169	19%	197	22%	481	55%

Source: CSPR Part II, 2016-17

Exhibit 7: 2016-17 Number/Percent of Students Scoring Proficient/Above on the ELA PARCC Compared to the State Performance Targets

Group	# Tested	# (%) Students Scoring Proficient or Above	2022 State Performance Target	Diff
Migrant	390	64 (16.4%)	57.4	-41.0
Non-migrant	221,960	64,768 (29.2%)	64.9	-35.7

Source: CSPR Part 1

Exhibit 8: 2016-17 Number/Percent of Students Scoring Proficient/Above on the Math PARCC Compared to the State Performance Targets

Group	# Tested	# (%) Students Scoring Proficient or Above	2022 State Performance Target	Diff
Migrant	405	33 (8.1%)	53.4	-45.3
Non-migrant	216,275	43,243 (20.0%)	61.2	-41.2

Source: CSPR Part 1

Exhibit 9: 2016-17 PARCC Proficiency by Grade ELA

Grade	Migrant Tested	# (%) Migrant Students Scoring Proficient or Above	Non-Migrant Tested	# (%) Non-Migrant Students Scoring Proficient or Above	Diff
3-8	296	51 (17%)	150,079	40,900 (27%)	-10
High School	94	13 (14%)	71,881	23,868 (33%)	-19
Total	390	64 (16%)	221,960	64,768 (29%)	-13

Source: CSPR Part 1

Exhibit 10: 2016-17 PARCC Proficiency by Grade Mathematics

Grade	Migrant Tested	# (%) Migrant Students Scoring Proficient or Above	Non-Migrant Tested	# (%) Non-Migrant Students Scoring Proficient or Above	Diff
3-8	303	28 (9%)	145,257	31,265 (22%)	-13
High School	102	5 (5%)	71,018	11,978 (17%)	-12
Total	405	33 (8%)	216,275	43,243 (20%)	-12

Source: CSPR Part 1

MEP directors provided assessment information from local assessments that varied by site with an interpretation of the scores as being below grade level, at grade level, or above grade level. Exhibits 11 and 12 provided the number assessed and the number and percent at grade level on local assessments.

Exhibit 11: Migrant Students Scoring Below Grade Level in Reading on Local Assessments

Grade	2016-17		
	# Tested	# scoring blow grade level	% scoring below grade level
K	9	6	67%
1-5	113	53	47%
6-8	63	30	48%
9-12	10	5	50%
Total	195	94	48%

Source: Local Assessment Achievement Spreadsheet 2016-17

Exhibit 12: Migrant Students Scoring Below Grade Level in Math on Local Assessments

Grade	2016-17		
	# Tested	# scoring blow grade level	% scoring below grade level
K	12	6	50%
1-5	122	35	29%
6-8	61	33	54%
9-12	12	9	75%
Total	207	83	40%

Source: Local Assessment Achievement Spreadsheet 2016-17

Exhibit 13: Participation in Early Childhood Education Program by Site

Site	4-5-Year-old Participation in ECE Programs		
	# resident for 6 months	# Participating	% Participating
Clovis	3	0	0%
Deming	12	9	75%
Dexter	5	3	60%
Gadsden	5	5	100%
Las Cruces	14	6	43%
Portales	3	1	33%
Roswell	7	0	0%
Total	49	24	49%

Source: Program Director Report

Exhibit 14: Migrant Students Graduating in 2016-17

Number of 12 th Graders	Number Graduating	Percent Graduating	Long-term State Performance Target	Difference
24	16	67%	82%	15

Source: Program Director Report

Parent Needs Assessment Survey Summary

125 Responded

Exhibit 15 – Parent Oral English Language Proficiency

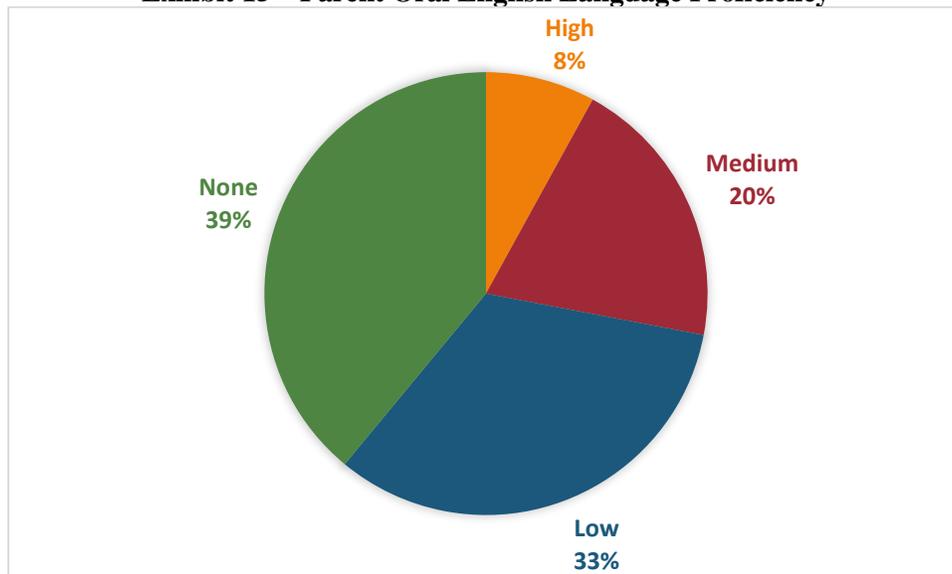


Exhibit 16: Home Language

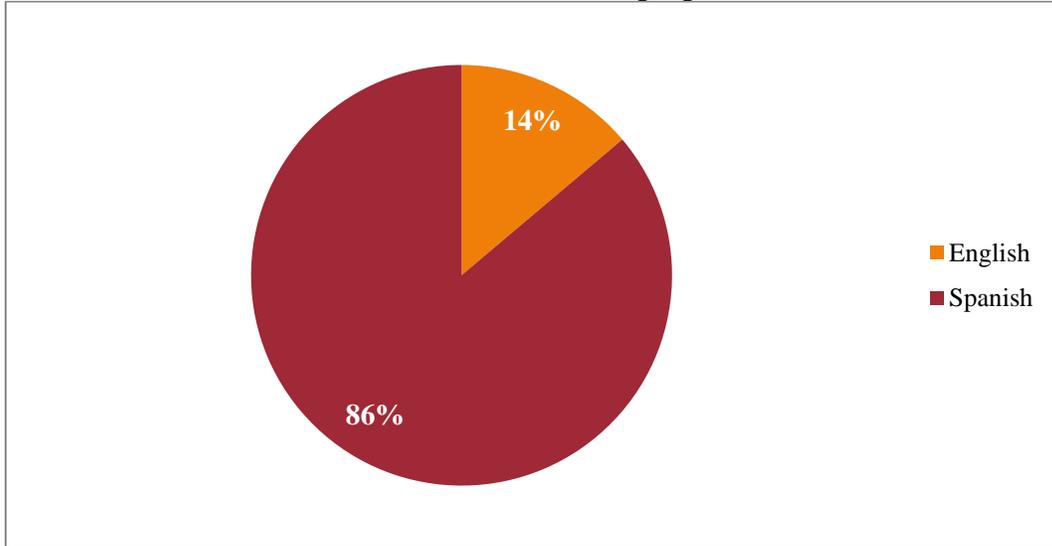


Exhibit 17: Student Oral English Proficiency Reported by Parents

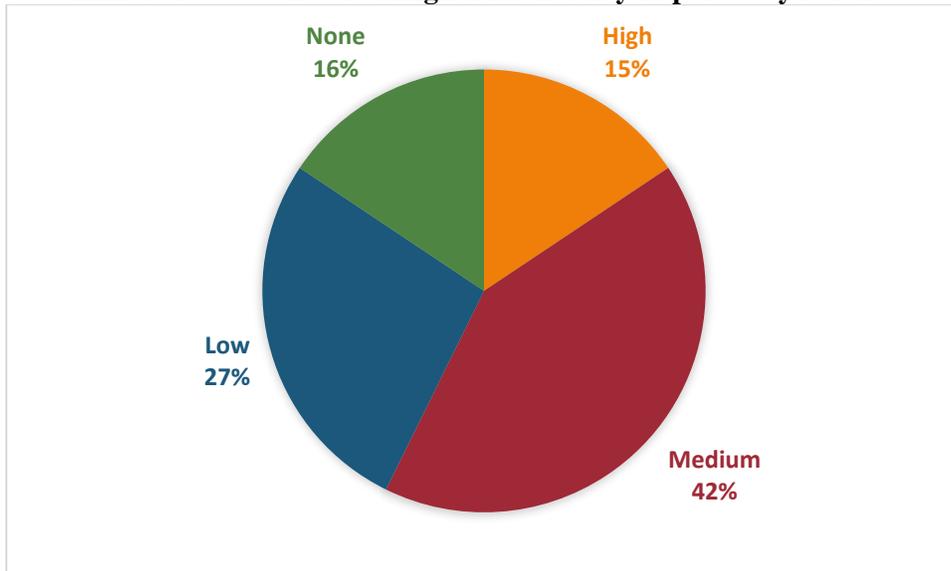


Exhibit 18: Health Needs Reported by Parents

80 Respondents (64%) Reported One or More Health Needs

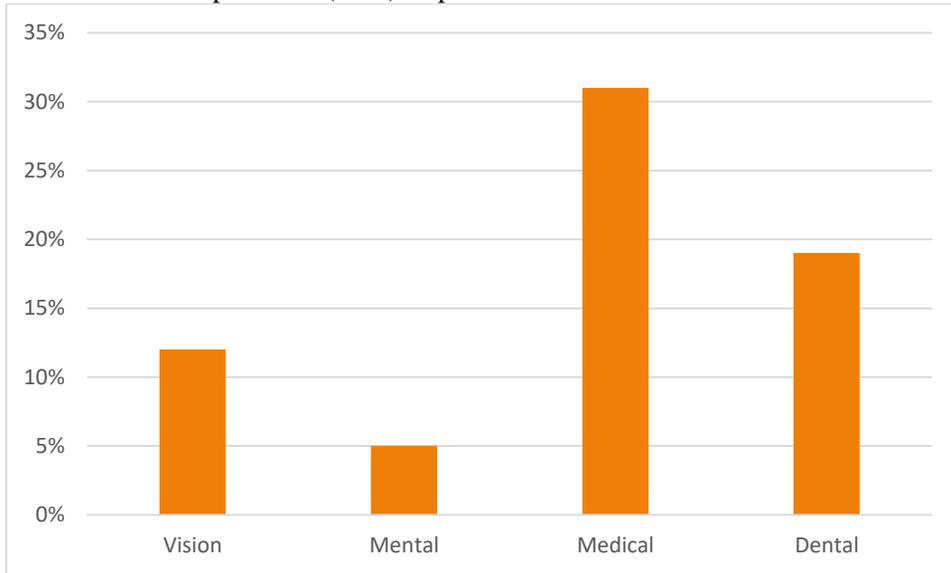


Exhibit 19 – Instructional Services Needs Reported by Parents

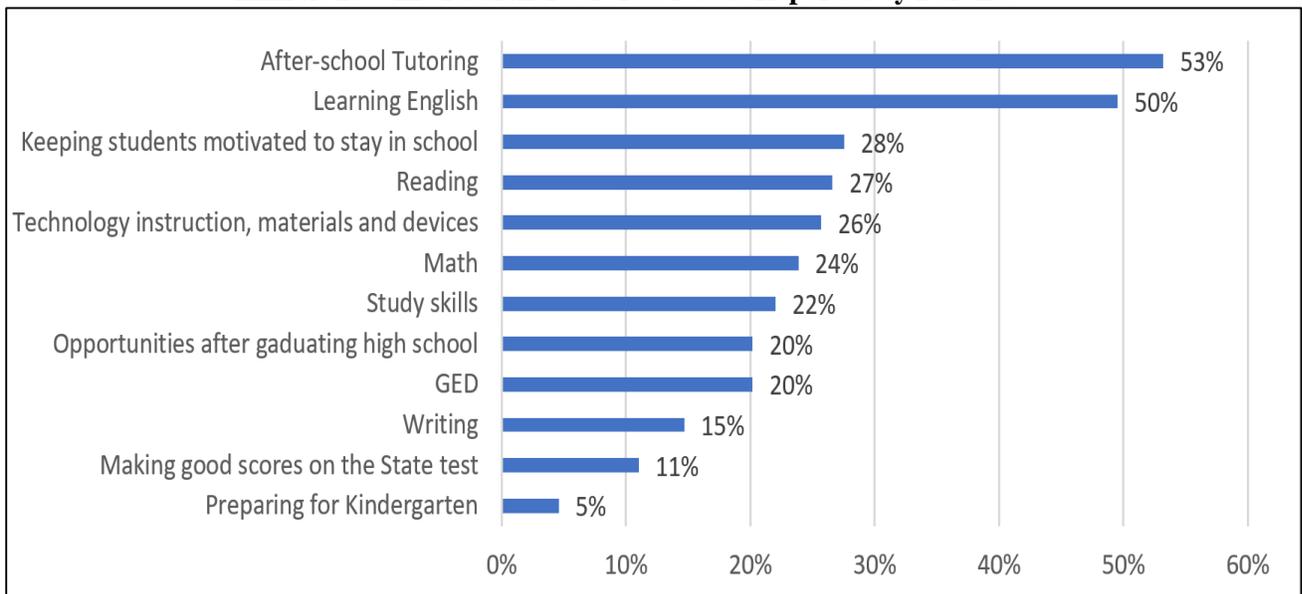
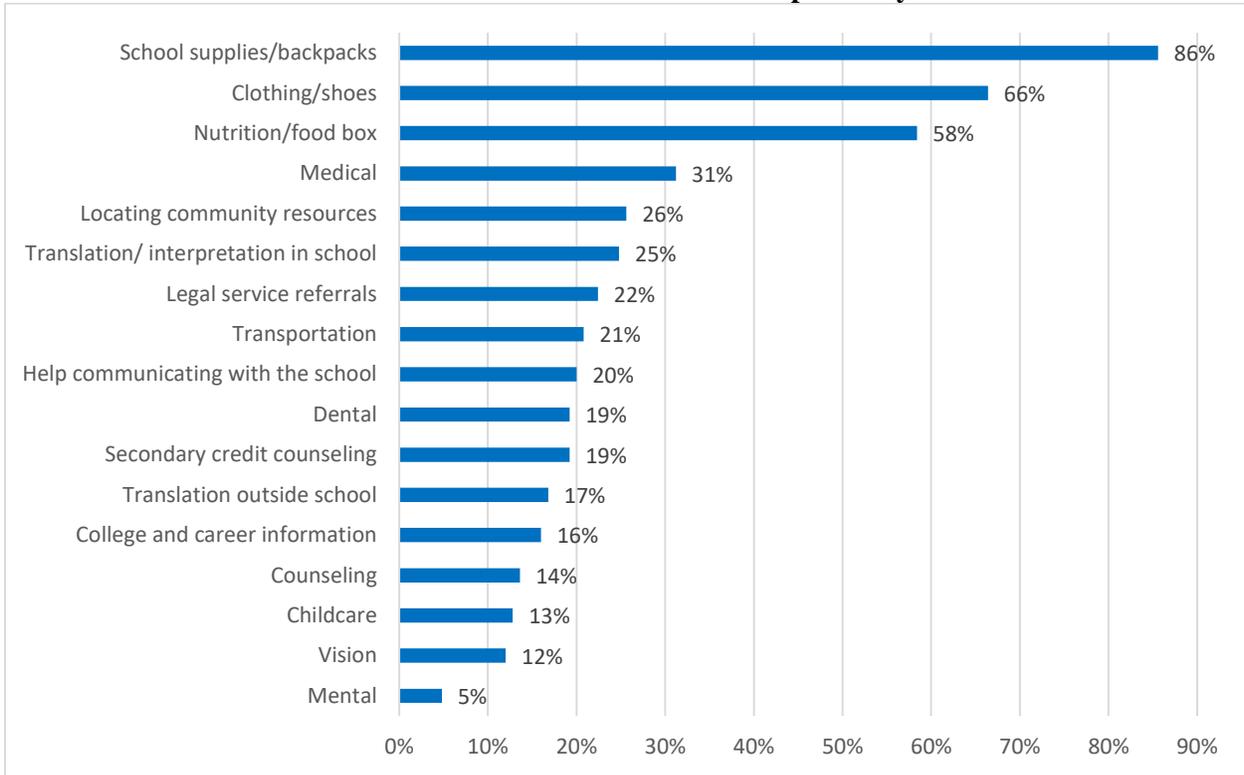


Exhibit 20 – Instructional Services Needs Reported by Parents



Student Needs Assessment Survey

85 Responses

Exhibit 21: Instructional Needs Reported by Students

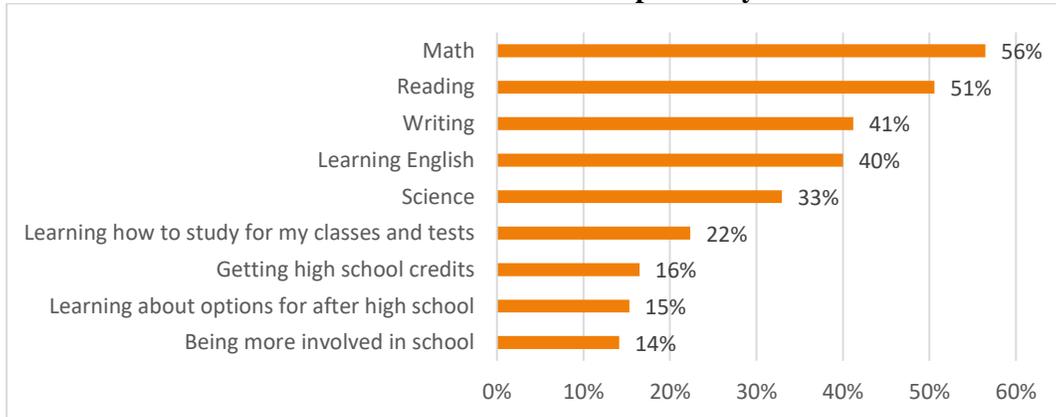


Exhibit 22: Program Needs Reported by Students

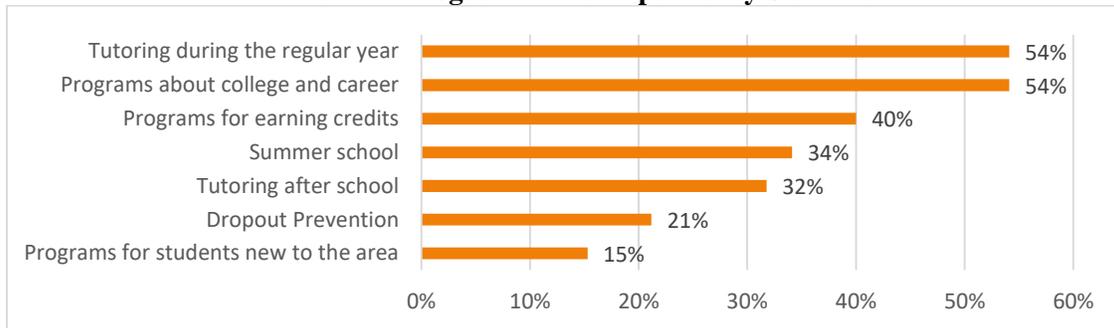
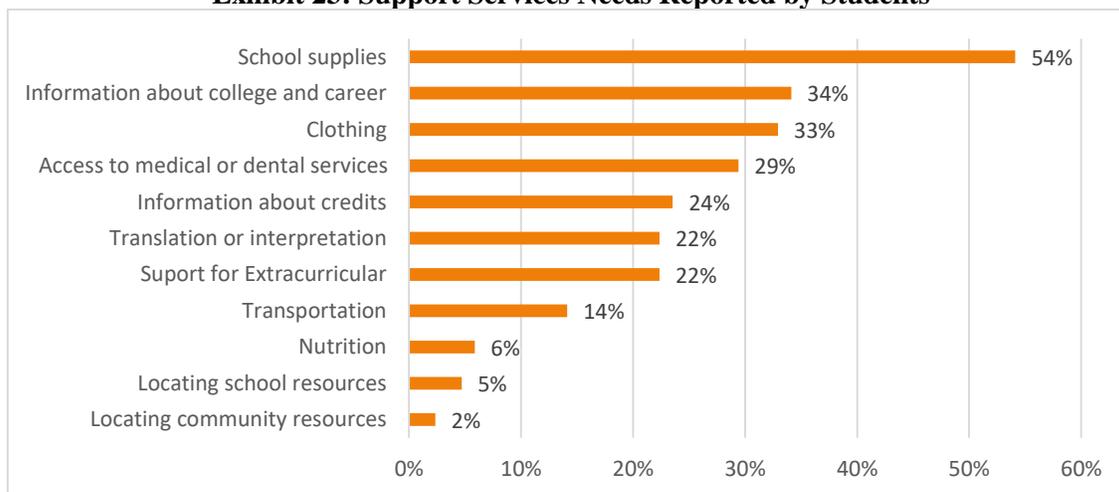


Exhibit 23: Support Services Needs Reported by Students



In what classes do you need high school credits for graduation, or what classes are you most concerned about?

- Math (19)
- English language arts/reading (18)
- Science (9)
- History/social studies (9)
- All my 9th grade credits
- PE

On a scale of 1-10 where 1 is not at all likely and a 10 is extremely likely, how likely are you to complete high school?

69 students responded. Median response was 8 and average was 7.4.

What is your greatest concern for graduating?

Most common responses were “learning English” and “earning enough or the right credits to graduate.”

2017 Staff Needs Assessment Survey

32 Responses

Exhibit 24: Instructional Needs Report by Staff

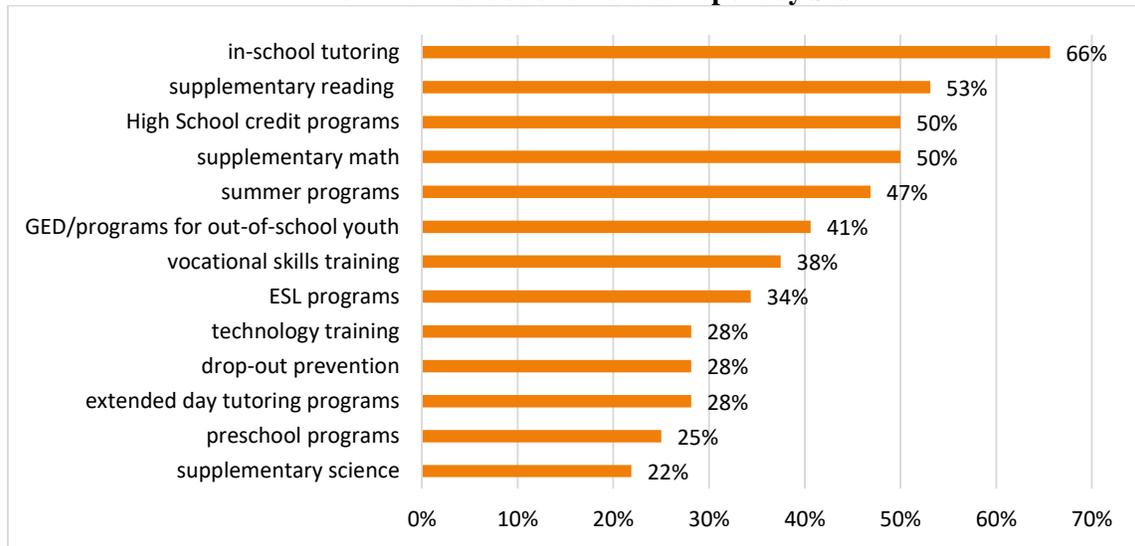


Exhibit 25: Suggestions for Improvement Provided by Staff

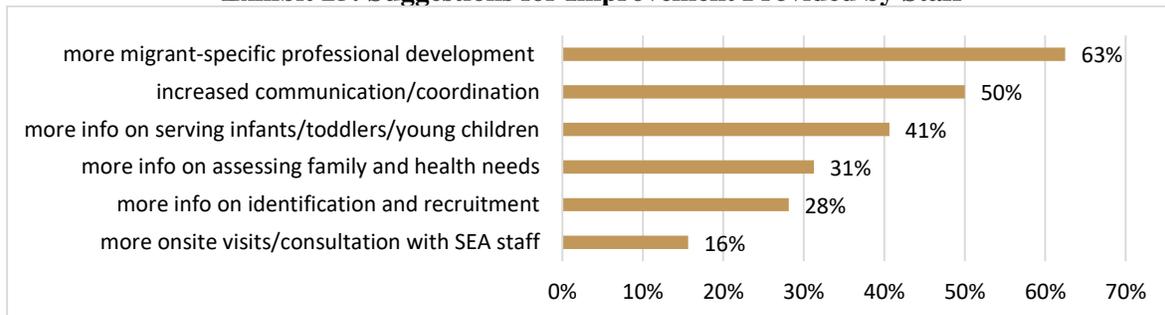


Exhibit 26: Support Services Needs Reported by Staff

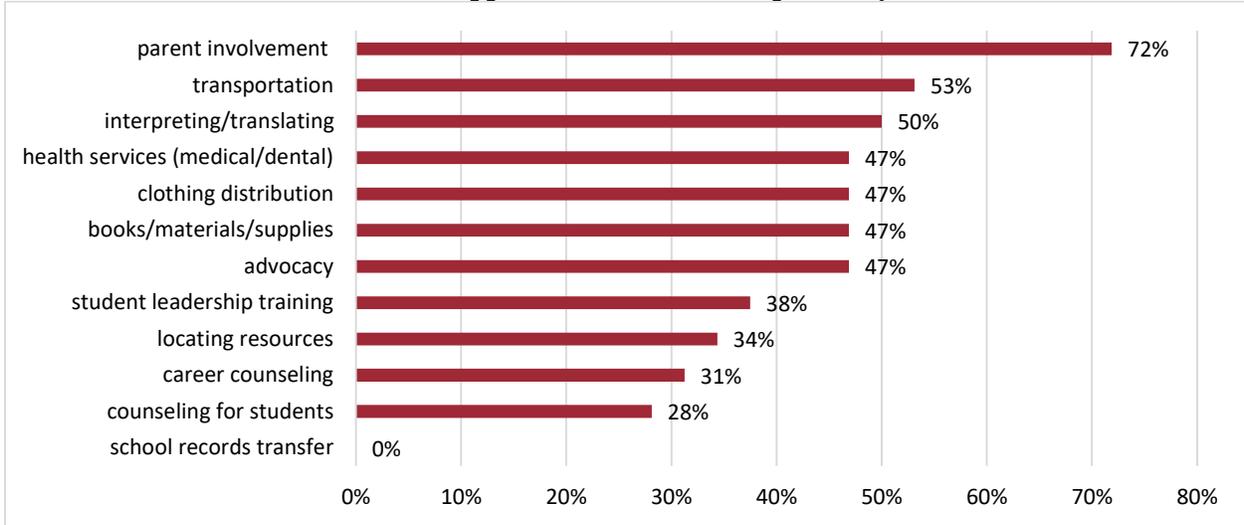
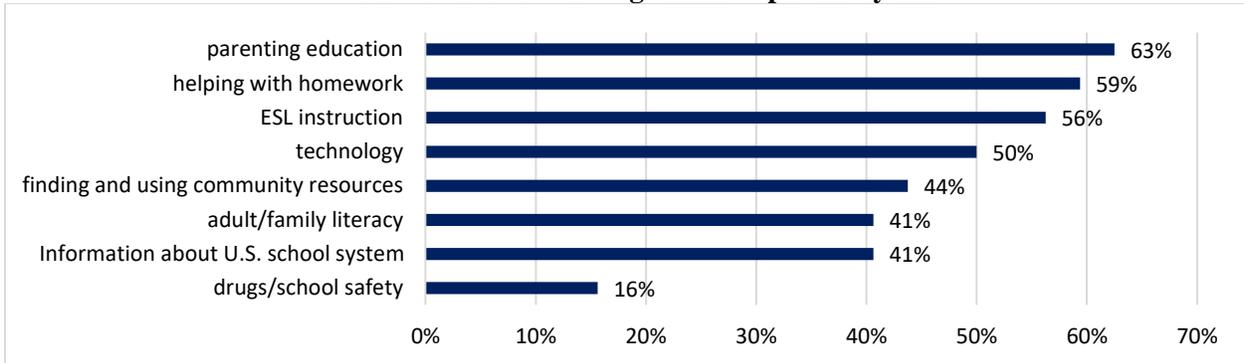


Exhibit 27: Parent Training Needs Reported by Staff



APPENDIX B: Family Needs Assessment Survey

Family:		COE #:													
Number of children in household:				Grade/Age(s): PK (0-2) PK (3-5) K 1 2 3 4 5 6 7 8 9 10 11 12 OSY											
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 (list # of children next to each applicable level) ___ High ___ Medium ___ Low ___ None								Home language: <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other:			
Family expressed need for support services: <input type="checkbox"/> School supplies/backpacks <input type="checkbox"/> Secondary counseling (credit related) <input type="checkbox"/> College and career counseling <input type="checkbox"/> Childcare <input type="checkbox"/> Translation/interpretation in school <input type="checkbox"/> Help communicating with the school <input type="checkbox"/> Counseling <input type="checkbox"/> Vision <input type="checkbox"/> Mental								<input type="checkbox"/> Nutrition/food box <input type="checkbox"/> Transportation <input type="checkbox"/> Clothing/shoes <input type="checkbox"/> Locating community resources <input type="checkbox"/> Translation/interpretation outside of school <input type="checkbox"/> Legal service referrals <input type="checkbox"/> Medical <input type="checkbox"/> Dental <input type="checkbox"/> Other:				Comments and other support service needs:			
Family received: (Use the back of this sheet to track individual services) <input type="checkbox"/> School supplies/backpacks <input type="checkbox"/> Secondary counseling (credit related) <input type="checkbox"/> College and career counseling <input type="checkbox"/> Childcare <input type="checkbox"/> Translation/interpretation in school <input type="checkbox"/> Help communicating with the school <input type="checkbox"/> Counseling <input type="checkbox"/> Vision <input type="checkbox"/> Mental								<input type="checkbox"/> Nutrition/food box <input type="checkbox"/> Transportation <input type="checkbox"/> Clothing/shoes <input type="checkbox"/> Locating community resources <input type="checkbox"/> Translation/interpretation outside of school <input type="checkbox"/> Legal service referrals <input type="checkbox"/> Medical <input type="checkbox"/> Dental <input type="checkbox"/> Other:				Did the family receive support services needed? <input type="checkbox"/> All needed services provided <input type="checkbox"/> Most needed services provided <input type="checkbox"/> Very few needed services provided <input type="checkbox"/> No needed services provided If few or no services, explain the circumstances:			
Family expressed need for instructional services: <input type="checkbox"/> Study skills <input type="checkbox"/> Reading instruction <input type="checkbox"/> Writing instruction <input type="checkbox"/> Math instruction <input type="checkbox"/> Learning English <input type="checkbox"/> Technology instruction, materials, and devices <input type="checkbox"/> GED								<input type="checkbox"/> After-school tutoring <input type="checkbox"/> Opportunities after graduating high school <input type="checkbox"/> Making good scores on the State test <input type="checkbox"/> Keeping students motivated to stay in school <input type="checkbox"/> Preparing for kindergarten <input type="checkbox"/> Other:				Comments and other instructional service needs:		Follow-up:	

Family:	COE #:
----------------	---------------

Support Services Log

- | | | |
|--|---|---|
| <input type="checkbox"/> School supplies/backpacks
<input type="checkbox"/> Secondary counseling (credit related)
<input type="checkbox"/> College and career counseling
<input type="checkbox"/> Childcare
<input type="checkbox"/> Translation/interpretation in school
<input type="checkbox"/> Help communicating with the school program | <input type="checkbox"/> Nutrition/food box
<input type="checkbox"/> Transportation
<input type="checkbox"/> Clothing/shoes
<input type="checkbox"/> Locating community resources
<input type="checkbox"/> Translation/interpretation outside of school
<input type="checkbox"/> Legal service referrals | <input type="checkbox"/> Mental
<input type="checkbox"/> Dental
<input type="checkbox"/> Medical
<input type="checkbox"/> Vision
<input type="checkbox"/> Counseling
<input type="checkbox"/> Referral to GED/HEP/CAMP/ESL |
|--|---|---|

List services provided including referrals. Services that primarily benefit parents are not listed unless they are parent involvement.

Support Service Provided	Date	Service provided to (list family or name/grade if not for the whole family)

Referral Log for Secondary and Out-of-School Youth (OSY)

List secondary youth or OSY who received a referral to a program to further their education, prevent dropping out, or prepare them for college or career. Follow up after the referral and list whether or not they participated in the program they were referred to.

Name	Grade or OSY	Referred to (list the program or service name)	Did the youth enroll or participate?

NEW MEXICO MIGRANT EDUCATION PROGRAM

STAFF NEEDS ASSESSMENT SURVEY

MEP Site: _____

<input type="checkbox"/> ESL teacher/aide	<input type="checkbox"/> Records clerk	<input type="checkbox"/> Program Coordinator/Manager	<input type="checkbox"/> Other _____
<input type="checkbox"/> Paraprofessional	<input type="checkbox"/> Aide/tutor	<input type="checkbox"/> Recruiter	
Teacher:	<input type="checkbox"/> Preschool	<input type="checkbox"/> Elementary	<input type="checkbox"/> High School

Directions: Please check () the areas that you feel are needed **MOST** by your project to help migrant children make adequate yearly progress.

1. What INSTRUCTIONAL SERVICES do migrant student most need?

<input type="checkbox"/> summer programs	<input type="checkbox"/> supplementary reading	<input type="checkbox"/> High School credit programs
<input type="checkbox"/> in-school tutoring	<input type="checkbox"/> supplementary math	<input type="checkbox"/> preschool programs
<input type="checkbox"/> extended day tutoring	<input type="checkbox"/> supplementary science	<input type="checkbox"/> technology training
<input type="checkbox"/> ESL programs	<input type="checkbox"/> GED/programs for out-of-school youth	<input type="checkbox"/> other _____
<input type="checkbox"/> vocational skills training	<input type="checkbox"/> drop-out prevention	<input type="checkbox"/> other _____

2. What SUPPORT SERVICES do migrant students most need?

<input type="checkbox"/> interpreting/translating	<input type="checkbox"/> parent involvement	<input type="checkbox"/> school records transfer
<input type="checkbox"/> advocacy	<input type="checkbox"/> counseling for students	<input type="checkbox"/> student leadership training
<input type="checkbox"/> books/materials/supplies	<input type="checkbox"/> health services (medical/dental)	<input type="checkbox"/> other _____
<input type="checkbox"/> clothing distribution	<input type="checkbox"/> career counseling	<input type="checkbox"/> other _____
<input type="checkbox"/> transportation	<input type="checkbox"/> locating resources	<input type="checkbox"/> other _____

3. What would most assist you in providing IMPROVED SERVICES to migrant students? (Check top 3 priorities)

<input type="checkbox"/> more migrant-specific professional development	<input type="checkbox"/> more onsite visits/consultation with SEA staff
<input type="checkbox"/> more info on assessing family and health needs	<input type="checkbox"/> more info on serving infants/toddlers/young children
<input type="checkbox"/> more info on identification and recruitment	<input type="checkbox"/> other _____
<input type="checkbox"/> increased communication/coordination	<input type="checkbox"/> other _____

4. What topics would you recommend for PROFESSIONAL DEVELOPMENT to increase educators' capacity? (Check top 3 priorities)

<input type="checkbox"/> program planning	<input type="checkbox"/> research-based instructional practices	<input type="checkbox"/> parent involvement
<input type="checkbox"/> program evaluation	<input type="checkbox"/> health/medical/dental issues	<input type="checkbox"/> ESL strategies
<input type="checkbox"/> curriculum & instruction	<input type="checkbox"/> identification & recruitment	<input type="checkbox"/> general MEP information
<input type="checkbox"/> student assessment	<input type="checkbox"/> mentoring/coaching	<input type="checkbox"/> Information about serving OSY
<input type="checkbox"/> Special education/IDEA	<input type="checkbox"/> Information about secondary services	<input type="checkbox"/> other _____

5. What PARENT TRAINING topics would best help parents support their children in meeting high standards? (Check top 3 priorities)

<input type="checkbox"/> ESL instruction	<input type="checkbox"/> drugs/school safety	<input type="checkbox"/> technology
<input type="checkbox"/> parenting education	<input type="checkbox"/> adult/family literacy	<input type="checkbox"/> helping with homework
<input type="checkbox"/> Information about U.S. school system	<input type="checkbox"/> finding and using community resources	<input type="checkbox"/> other _____

6. What additional needs do migrant students have in your area?

Student Needs Survey

The New Mexico Migrant Education Program (MEP) is conducting a survey to help identify the greatest needs of migrant students.

Site (School District): _____

1. What grade are you in?

- | | |
|----------------------------|--|
| <input type="checkbox"/> 6 | <input type="checkbox"/> 10 |
| <input type="checkbox"/> 7 | <input type="checkbox"/> 11 |
| <input type="checkbox"/> 8 | <input type="checkbox"/> 12 |
| <input type="checkbox"/> 9 | <input type="checkbox"/> I'm not attending school. |

2. Instruction: In what areas do feel you need the most help?

Number your top 3. Number 1 is the highest.

- | | |
|--|--|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Being more involved in school |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Learning English |
| <input type="checkbox"/> Math | <input type="checkbox"/> Learning how to study for classes and exams |
| <input type="checkbox"/> Science | <input type="checkbox"/> Learning about options after high school |
| <input type="checkbox"/> Gaining high school credits | <input type="checkbox"/> Other: _____ |

3. What types of services would you like to be a part of?

Number your top 3. Number 1 is 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 |
| <input type="checkbox"/> Summer instruction | <input type="checkbox"/> Transition programs for students new to the school state |
| <input type="checkbox"/> Dropout prevention programs | <input type="checkbox"/> Other: _____ |

4. Support Services: In what areas do you need support?

Number your top 3. Number 1 is the highest.

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

5. How well do you understand your graduation requirements? (circle one)

Not at all Very little Some A lot

6. If you are in high school, do you need to make up credits? If so, how many? (circle one)

None (0) Few (1-2) Some (3-4) A lot (5+)

Please turn to the next page.



7. If you need to make up credits, list which ones. (If you don't remember, list the classes you are the most concerned about passing.)

8. On a scale of 1-10, how sure are you that you will graduate from high school? (circle one number)

Not at all sure

Very sure

1 2 3 4 5 6 7 8 9 10

9. What is your biggest **concern** for being successful in school and graduating?

APPENDIX C

CNA Decisions and Planning Chart – NM MEP CNA

GOAL AREA 1: READING and MATHEMATICS

Concern	Data Source	Need Indicator/Need Statement	Solution Strategy
1.1a— We are concerned that migrant students (grades 3-8 and high school) are achieving proficient scores on the State assessment in English Language Arts (ELA) at a lower rate than non-migrant students and below the State performance target.	CSPR PARCC scores	<p>Indicator: The percentage of migrant students scoring proficient in ELA on the State assessment is 16.4% compared to 29.2% of non-migrant students and the long-term State performance target of 57.4%.</p> <p>Statement: The percent of migrant students proficient needs to increase by 12.8% to close the gap with non-migrant students and increase by 41% to reach the long-term State performance target.</p>	<p>1.1a Offer supplemental instructional services such as tutoring, extended school day, or supplementary online instruction for MEP students to improve reading and math achievement.</p> <p>1.1b Implement an innovative technology integration program to increase student achievement in reading and math and improve student engagement in school.</p>
1.1b— 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 and below the State performance target.	CSPR PARCC scores	<p>Indicator: The percentage of migrant students scoring proficient in mathematics on the State assessment is 8.1% compared to 20.0% of non-migrant students and the State performance target of 53.4%.</p> <p>Statement: The percent of migrant students proficient needs to increase by 11.9% to close the gap with non-migrant students and 45.3% to reach the State performance target.</p>	1.1c Provide professional development and technical assistance to school staff who have contact with migrant students to help identify skills gaps, place students appropriately, and provide reading and math instruction aligned with unique migrant student needs.
1.2 We are concerned that migrant students experience summer learning loss and are not prepared for the next grade level.	2016-17 Evaluation Report	<p>Indicator: 40% of migrant students scored below grade level on local assessments administered in the fall in math and 48% in reading.</p> <p>Statement: The percentage of migrant students scoring at grade level needs to increase.</p>	1.2 Implement an innovative summer program designed to prevent summer learning loss, prepare migrant students for the next grade level, and engage students in enrichment activities.
1.3 We are concerned that migrant students, particularly PFS students, are not accessing extended learning opportunities, including summer services, to target learning gaps in reading and math.	2016-17 Evaluation Report	<p>Indicator: 22% of migrant students participated in MEP instructional services in 2016-17.</p> <p>Statement: The percentage of migrant students participating in MEP instructional services needs to increase.</p>	1.3 Implement a migrant mentor or advocacy program to give students and families a consistent contact in the school district and provide support specific to the needs of students and families.

GOAL AREA 2: SCHOOL READINESS

Concern	Data Source	Need Indicator/Need Statement	Solution Strategy
2.1 We are concerned that migrant preschool children (ages 3-5) are not participating in MEP preschool services.	2016-17 MAPS data	<p>Indicator: The percent of migrant students ages 3-5 receiving MEP instructional services is 7%.</p> <p>Statement: The percent enrolled in instructional services needs to increase.</p>	2.1 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 We are concerned that migrant preschool children are not participating in existing preschool programs for reasons including a lack of available slots and not enough programs.	MEP Evaluation Report	<p>Indicator: 49% of migrant preschool students ages 4-5 who were resident for at least 6 months attended a preschool program.</p> <p>Statement: The percentage of migrant children ages 4-5 participating in preschool programs needs to increase.</p>	2.2 Provide information about and referrals to existing preschool programs through intentional recruiting, home visits, collaborations with a committee of providers, transportation, and wrap-around preschool instructional services to match parent schedules.
2.3 We are concerned that migrant preschool children are not prepared for kindergarten.	MEP Evaluation Report Local Assessment Results, Kindergarten Observation Tool (KOT)	<p>Indicator: 67% of entering migratory kindergarten students scored below grade level on district short cycle assessments in reading and 50% scored below grade level in math.</p> <p>Statement; The percentage of migrant children ready to enter kindergarten needs to increase.</p>	2.3 Provide comprehensive support for migrant students ages 4-5 through partnerships between MEPs, early childhood education providers, and parents.

GOAL AREA 3: 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 inadequate foundational skills, academic language gaps, gaps in credit accrual, mobility, attendance, and difficulty with credit recovery.	CSPR PARCC results PED graduation rates	Indicator: Five percent of high school migrant students were proficient on the State assessment in mathematics and 14% in reading compared to 17% and 33% of non-migrant students respectively. Statements: High school migrant student proficiency in math needs to increase by 12%. High school migrant student proficiency in reading needs to increase by 19% to close proficiency gaps.	3.1 Provide supplemental instructional services with flexible scheduling that meets student needs with regular evaluation. Activities may include tutoring, summer school, extended school day, credit accrual, college and career readiness support, online instruction to improve core content achievement and other State-approved instructional services.
3.2—We are concerned that migrant students are leaving high school without the adequate math, reading, and writing skills to achieve in college and careers.	MEP Evaluation 2016-17, PED graduation rate	Indicator: 67% of migrant students enrolled in the 12 th grade graduated compared to the target of 82%. Statement: The percentage of migrant students graduating needs to increase by 15%.	3.2a Provide referrals and support to access services and resources that meet the needs of students at risk of dropping out of high school and OSY, such as high school equivalency programs, HEP, CAMP, or re-enrollment in school. 3.2b Build connections between secondary age youth and the community education providers through a mentorship or job shadow program.
3.3—We are concerned that migrant out-of-school youth (OSY) lack access to services, refuse services, and lack information that would lead to re-enrollment in school or a GED program.	MEP Evaluation 2016-17	Indicator: 3% of OSY students received MEP instructional services in 2016-17, and no other educational services are provided for migrant OSY. Statement: The percent of migrant OSY receiving instruction needs to increase.	3.3 Build connections with OSY to determine needs, provide appropriate services, and make connections with communities and services providers.
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.	MEP Evaluation 2016-17	Indicator: No OSY received supplemental life skills lessons. Statement: The percent of migrant OSY participating in basic life skills lessons needs to increase.	3.4 Provide supplemental instructional services with a flexible schedule that meets student needs to help OSY and secondary age youth gain basic life skills.

GOAL AREA 4: FAMILY AND SUPPORT SERVICES

Concern	Data Source	Need Indicator/Need Statement	Solution Strategy
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	Indicators: 72% of migrant parents have little or no English language communication skills. Statement: Migrant parents need assistance to communicate with the school and advocate on their children’s behalf.	4.1 Provide ongoing parent education, engagement activities, and migrant Parent Advisory Councils designed to help parents communicate with the school, support their children’s educational goals, and be engaged in their children’s education. Activities should include school readiness, reading, math, and/or technology instruction strategies for the home during parent events.
4.2—We are concerned that migrant students do not have resources to access to comprehensive health care and community services.	Family Needs Assessment Survey	Indicator: 64% of migrant families expressed one or more health needs. Statement: Coordination for access to appropriate health services needs to increase.	4.2 Provide information, referrals, and facilitate access to appropriate health services from community organizations that meet migrant student and family needs.
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.	Family Needs Assessment Survey	Indicators: 86% of migrant families expressed a need for school supplies. 66% of migrant families expressed a need for clothing/shoes for school (especially winter clothing). 58% of migrant families expressed a need for nutrition or food boxes. Statement: Access to support services that assist migrant student participation in school needs to increase.	4.3a Provide information, referrals, and facilitate access to support services and educational opportunities from community organizations and non-profits through transportation, translation, and distribution of educational materials aligned to student needs. 4.3b Provide supplemental support services necessary for students to attend school and school-related events such as supplemental educational materials, nutrition, backpacks, uniforms, clothing needed for school, and transportation.
4.4—We are concerned that services are not provided to migrant families after qualifying for the MEP.	CSPR participation data	Indicators: 55% of migrant students received MEP support services. 22% of migrant students received instructional services. Statement: The percentage of identified migrant students participating in MEP services needs to increase.	4.4 Provide PED with a description of the systems in place, including the leveraging of funds, for providing instructional and/or support services to eligible students, or if funds are insufficient for services for all students, that students with priority for services receive services first.