

Comprehensive Needs Assessment



**New Mexico Public Education Department
Title I-C Migrant Education Program**

June 2024



Comprehensive Needs Assessment Committee: 2024

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Acronyms

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
EL	English Learner
HEP	High School Equivalency Program
HS	High School
IDEA	Individuals with Disabilities Education Act
LEA	Local Education Agency
LOA	Local Operating Agency
MEP	Migrant Education Program
MSSA	Measures of Student Success and Achievement
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
PED	New Mexico Public Education Department
PFS	Priority for Services
PK	Pre-Kindergarten
QAD	Qualifying Arrival Date
SDP	Service Delivery Plan

Introduction

The Comprehensive Needs Assessment Process in New Mexico

The primary purpose of the New Mexico Migrant Education Program (MEP) is to help migratory 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 migratory students impact academic success and reflect their identified needs to the greatest extent possible. The term ‘migratory child’ means a child or youth ages birth to age 21 who made a qualifying move in the preceding 36 months (A) as a migratory agricultural worker or a migratory fisher; or (B) with, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher. [Elementary and Secondary Education Act [ESEA] as amended by the Every Student Succeeds Act [ESSA] Section 1309 (3)]

The previous CNA was completed in 2021 using data from 2018-19 and 2019-20. The 2023-24 update reexamines all sections using data from 2022-23 or as specified. The CNA aligns to recommendations from the Office of Migrant Education’s (OME) [CNA Toolkit](#) (September 2018) and updates concerns and needs based on changes in the migratory child population, program administration and structure, and seasonal agricultural activities. The update to the CNA has considered:

- 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 migratory 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 migratory student achievement data and outcomes as compared with non-migratory and all students;
- the development and refinement of needs assessment systems and tools for collecting survey data from local programs throughout New Mexico; 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 migratory students.

The Continuous Improvement Cycle proposed by OME (the graphic to the right) served as a model for the processes conducted during the update to the New Mexico CNA. This model illustrates the relationship between the CNA, state plan for the delivery of services through the Service Delivery Plan (SDP) process, and the evaluation of services. The New Mexico process included both the assessment of needs and the identification of potential solutions in five steps.



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

Data Collection Procedures

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

- surveys conducted with MEP recruiters and directors, school administrators and staff, and migratory parents;
- reviews of New Mexico State assessment results in reading and mathematics with comparisons made between migratory student achievement results and that of their non-migratory peers;
- implementation and results reports from sites implementing MEPs;
- demographic data submitted for the Consolidated State Performance Report (CSPR);
- reports on achievement and English language proficiency; and
- interviews with experts on migratory students and programs in New Mexico as well as the statewide migratory Parent Advisory Council (PAC).

The New Mexico NAC was involved during the entire 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 migratory children and youth and their families.

Organization of the CNA Report

This CNA report provides an overview of the New Mexico CNA process as well as an action plan with recommended solutions and interventions that aim to close the gap between the achievement and outcomes of New Mexico migratory children and those of their non-migratory 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 migratory 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 NM MEP develop and articulate a clear vision of:

- the needs of migratory 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 *Step 2, 3, and 4* activities of the CNA which contains the New Mexico MEP migratory student and program profile, the process for gathering and analyzing data, and the conclusions from the stakeholder meetings.

Authorizing Statute and Guidance

Purpose of the CNA

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

- is integrated with other federal programs;
- gives migratory children an opportunity to meet the same challenging state academic standards that all children are expected to meet;
- specifies measurable program goals and outcomes;
- encompasses a full range of services available to migratory children from appropriate local, state, and federal educational programs;

- is the product of joint planning among local, state, and federal programs, including programs under part A, early childhood programs, and language instructional programs under part A of title III; and
- provides for integration of services. (ESEA Section 1306(a)(1)).

The state MEP has flexibility in implementing the MEP through its local education agencies (LEAs) or local operating agencies (LOAs), except that funds must be used to meet the identified needs of migratory children that result from their *migratory lifestyle*. The purpose of the CNA is to focus on ways to permit migratory children with *priority for services* (PFS) to participate effectively in school, and meet migratory children’s needs not addressed by services available from other federal or non-federal programs. PFS must be given to migratory children who have made a qualifying move within the previous 1-year period **and** who— (1) are failing, or most at risk of failing, to meet the challenging state academic standards; or (2) have dropped out of school.

Policy guidance issued by OME states that needs assessments must be updated annually using the most recent information available with a CNA conducted at least every three years or whenever there is evidence of a change in the needs of the state’s population of migratory children.

The needs assessment serves as the blueprint for establishing statewide priorities for local procedures and provides a basis for the state to allocate funds to LOAs. The CNA should take a systematic approach that progresses through a defined series of phases, involving key stakeholders such as parents/guardians of migratory children; migratory children, as appropriate; educators and administrators of programs that serve migratory children; content area experts; and other individuals that are critical to ensuring commitment and follow-up.

Preliminary Work 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 migratory 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 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 MEP; and
2. Gain an assurance that decision makers will follow-up by using the findings in an appropriate and timely manner.

The MEP CNA Project Coordinator is Mayra Valtierrez, State Coordinator of the New Mexico MEP and Director of Language and Culture at the NM Public Education Department (PED)., Marvin Noguera, Deputy Director of the Language and Culture Division, provided support and PED guidance at the NAC meetings. 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 virtual meetings included materials and data review, discussion, decision making, and recommendations made to the New Mexico PED. The New Mexico NAC was charged with the following.

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

The NAC members were recommended by NM PED 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 migratory parent representatives. NAC members are listed at the beginning of this report.

State staff, in collaboration with META Associates, implemented the final step in management planning, the logistical plan. A schedule of meetings was developed specifying the requirements for each meeting, the meeting goals, and anticipated activities. Two in-person meetings were held in Las Cruces, NM, in January and February 2024. The results for each meeting were compiled in the notes and incorporated in a Planning Chart that was revised after each meeting. Meeting agendas and notes are on file with the NM PED.

Exploring “What Is”

Overview

The purpose of this step was to: 1) investigate what already is known about the unique educational needs of the migratory students; 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 migratory children;
- identifies the needs of migratory 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 migratory students and MEP program services—the NAC structure was employed. Prior to the first meeting of the NAC, data were compiled on migratory student achievement and outcomes; the perceptions of migratory parents and staff; and demographics and evaluation results.

The data that were compiled along with recent information from the most recent program evaluation (2022-23) were presented at the first CNA meeting to assist the NAC to gain a comprehensive understanding of the characteristics of the migratory student population in New Mexico. The profile contained in the Analyzing and Gathering Data Section provides a description of migratory students in New Mexico during the 2022-23 performance period (September 1, 2022 to August 31, 2023) unless otherwise specified. The NAC identified additional areas where data were needed to address concerns that arose during the first CNA meeting.

Goals and Factors Related to Migratory Student Success

During the first CNA meeting, the NAC

- learned about the purpose of a CNA update as it relates to the MEP planning cycle;
- reviewed the scope of the work for the NAC;
- reviewed the existing CNA including data and concerns that arose from the initial data review;
- reviewed OME’s Common Areas of Concern;
- received an overview of updated migratory student needs data;
- made revisions to the existing concern statements;
- identified additional data needed to support the revised concern statements; and

- reviewed the existing Migratory Student Profile and discussed the need for additional achievement, outcome, and survey data.

The following goal areas for migratory children are based on initial needs identified and are aligned to national MEP performance measures, State goals and priorities, and MEP service priorities.

Goal Area 1: English Language Arts (ELA) and Mathematics Achievement

Goal Area 2: School Readiness

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

Goal Area 4: Family and Support Services

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

Overview of the Migrant Education Program Common Areas of Concern

There are seven common areas of concern that emerged from a four-state pilot CNA initiative that was completed by OME in 2005 and shared with states as a model for conducting a comprehensive assessment of needs. Key areas emerged from this initiative as being important for all states to consider as they begin to conduct their statewide assessment of needs or update their CNAs. These common areas of concern served to inform the New Mexico NAC as they developed and revised concern statements. These concern statements, in turn, will be 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 migratory 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 migratory 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. Migratory 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 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**—Migratory 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. Migratory students need avenues that ensure they are valued and have the opportunities that less mobile students have.

4. **English Language Development**—English language development (ELD) is critical for academic success. In the school setting, ELD focuses on the literacy skills applicable to content area learning. Since many migratory students have a home language other than English, programs must find avenues to supplement the difficulties faced by migratory 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 migratory 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 migratory students often do not attain. The compromised dental and nutritional status of migratory children is well documented. They have higher proportions of acute and chronic health problems and there are higher childhood and infant mortality rates than those experienced by their non-migratory peers (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 migratory children and their families are entitled. Since they are not viewed as permanent residents, services become more difficult to obtain.

New Mexico Concern Statements

After reviewing requirements and available data at the first meeting, the NAC focused on revising and developing concern statements based on the information available and their experiences with migratory children. The concern statements for each goal area are aligned with the key factors associated with each of the common areas of concern. The NAC identified data sources and suggested additional data as needed.

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 the Making Decisions section of this report. This chart was used as a management tool to ensure that the concern statements, data sources, need indicators, need statements, and solution strategies were aligned.

Concern Statement		Data Source
ELA and Mathematics		
1.1	We are concerned that migratory students experience learning loss due to interrupted schooling, chronic absenteeism, and are not prepared for the next grade level.	MIS2000 enrollment records, State data
1.2	We are concerned that migratory students (grades K-12) are achieving proficiency at a lower rate than non-migratory students on assessments including the State assessments in ELA and mathematics.	22-23 Evaluation Report
1.3a	We are concerned that migratory students, particularly PFS students, have limited access to extended learning opportunities, including summer services, to target learning gaps in reading and math.	MIS2000 records, State data
School Readiness		
2.1	We are concerned that migratory children (ages 3-5) are not acquiring necessary skills to enter school and not participating in preschool services due to a lack of transportation, limited enrollment spots, and access to preschool services and programs.	2022-23 Evaluation Report
2.2	We are concerned that migratory parents need access to and information about early childhood education programs.	2022-23 Evaluation Report
Graduation from High School and Services to Secondary Aged Youth		
3.1	We are concerned that migratory students are not achieving in the core content courses due to inadequate foundational skills, academic language gaps, gaps in credit accrual, mobility, attendance, internet connectivity, virtual learning, and difficulty with credit recovery, and need for assistance in college and career readiness.	2022-23 Evaluation Report, Staff Needs Assessment
3.2	We are concerned that migratory secondary students and OSY lack the knowledge of basic life skills (such as balancing a checking account, basic English communication, and accessing community services) due to limited access to resources and instructional opportunities.	2022-23 Evaluation Report, Staff Needs Assessment Survey
3.3	We are concerned that migratory OSY lack access to services, English language tutoring, virtual or face-to-face classes due to lack of information or refusal of services that would lead to re-enrollment in school or a GED program.	2022-23 Evaluation Report

Concern Statement		Data Source
3.4	We are concerned that migratory students have chronic absenteeism, are not attending school, or are not accessing classes because of the need to work to support their families.	NAC Expert Opinion
Family and Support Services		
4.1	We are concerned that migratory students do not have access to comprehensive resources such as books, materials, software programs, supplies, clothing (undergarments), nutrition, supplemental educational materials, health care, access to internet and/or devices and community services; need referrals to mental and behavioral health regardless of legal status; and that there is a lack of staff and counselors that are bilingual to support our migratory students.	Staff and Parent Needs Assessment Surveys
4.2	We are concerned that parents express that they lack English communication skills; knowledge of the school system, technology to access resources, and learning management systems; and understanding of ELA and math requirements to effectively advocate for and support their children’s education.	Staff and Parent Needs Assessment Surveys
4.3	We are concerned that migratory students have high rates of chronic absenteeism due to lack of financial stability, lack of understanding of school systems, transportation issues, and lack of hygiene supplies.	Parent Needs Survey and Staff Needs Survey

Gathering and Analyzing Data

In the third step 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 migratory students and all other students in the State. Data describing student achievement, mobility patterns, and course histories were drawn from the MIS2000 migratory student data system and the data submitted for the CSPR, and the synthesis of that data is reported in the current New Mexico Migratory Student Profile described on the following pages. Achievement data was drawn from sources related to each goal for migratory children.

- *Reading and Mathematics* data derived from CSPR data, MIS2000 records, district assessment results, and summer attendance and assessment results.
- *School Readiness* data was derived from the 2022-23 Evaluation Report and local records.
- *Graduation from High School and Services to Secondary aged Youth* data were results from the CSPR, summer attendance data, NAC expertise, and needs assessment surveys.
- *Family and Support Services* data were derived from MEP staff and parent surveys conducted for the CNA during the summer and fall of 2023.

New Mexico’s Migratory Student Profile

Data for the New Mexico migratory student profile is from 2022-23 unless otherwise indicated.

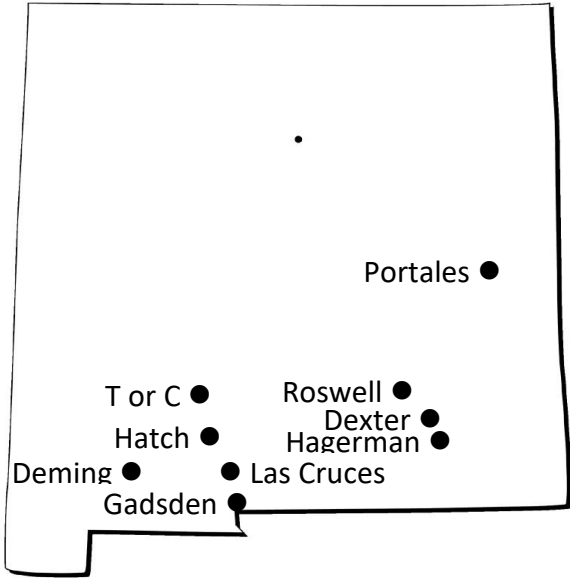
Eligible migratory children (3-21)	879
Typical qualifying activities	Harvest and cultivation of chile peppers and onions, and dairy/ranch work are the top qualifying areas. Migratory families also work at seasonal jobs in pecans, lettuce/cabbage, cotton, potatoes, and other seasonal crops.
Mobility patterns	23% had a Qualifying Arrival Date (QAD) within 2022-23. The highest percentages of QADs are in May, June, and July (10%, 14%, and 15% respectively) with a bump in January (11%) when families return for the second school semester. Other months range from 5-9%. Moves from Mexico, Texas, and within New Mexico as the top “move from” areas.
Geographic distribution	The largest programs are in Las Cruces and Deming. Most students are in projects in the southern part of the State and two more projects are centrally located near the eastern border.
Migratory children with PFS	31%
Migratory children who are English Learners (ELs)	62%

Migratory children served	74% of all migratory children ages 0-21 received instructional and/or support services
OSY identified/served	62 OSY identified (7% of migratory children) and 20 (32%) served
Summer program attendance	22% of eligible children are served in the summer
Migratory students at the proficient level on the ELA state assessment (grades 3-8)	15% of migratory students compared to 38% of non-migratory
Migratory students at the proficient level on the math state assessment (grades 3-8)	15% of migratory students compared to 25% of non-migratory
Number of high school graduate	55 (64%) of 86 12 th grade migratory students graduated

MEP PROJECTS AND STAFF

During 2022-23, 90 schools in the State enrolled 690 migratory 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 nine sub-grants to local school districts to deliver MEP services across the State. Fully funded sites included programs in Hatch, Portales, Roswell, Truth or Consequences, Dexter, Hagerman, Deming, Las Cruces, and the Gadsden Independent School District.

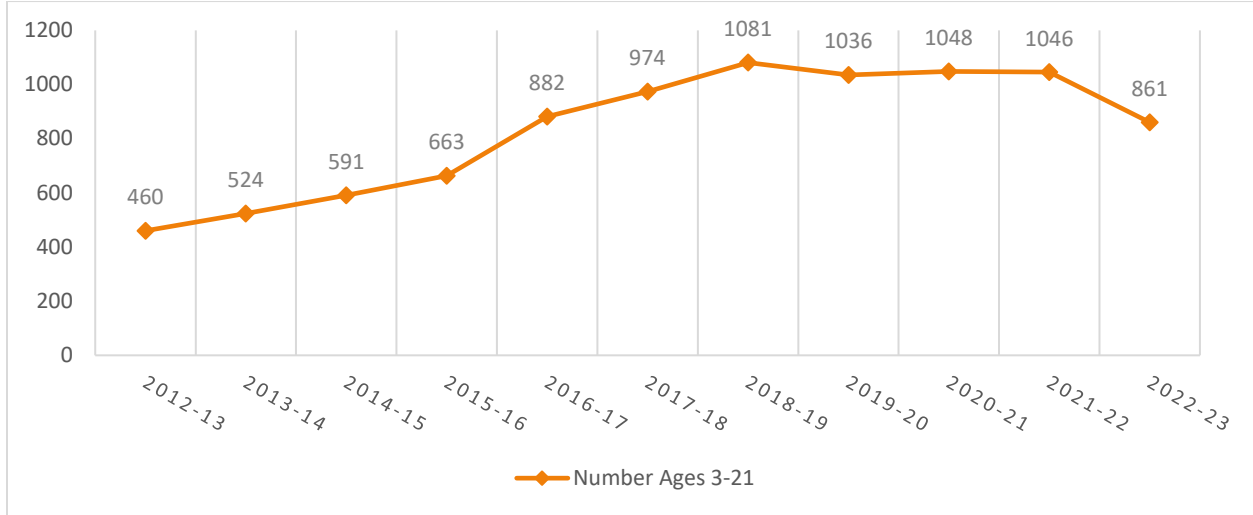
Geographic Distribution of MEP Sites



Achievement, Participation, and Demographics

- 861 migratory children (ages 3-21) were identified statewide during 2022-23
- The number of migratory children was a decrease from the previous year and the lowest total in six years. Reasons for the decrease include recruiters transitioning to new jobs and some sites ceasing programming, including recruitment, due to low numbers.

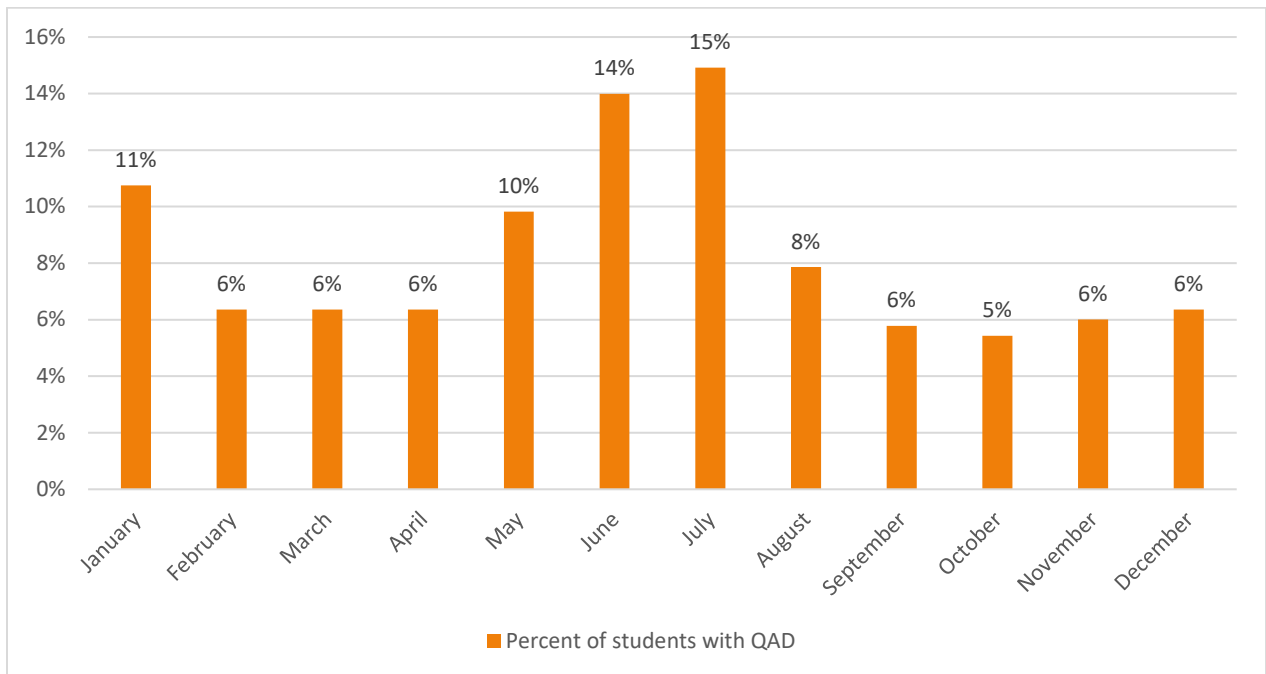
Total Eligible Migratory Children 2012-13 to 2022-23 (ages 3-21)



Source: CSPR data

Mobility

- The highest percentages of QADs are in June and July (14%, and 15% respectively).
- Some families return for school in the second semester and there is a bump in January (11%).
- Other months range from 5-10%.



Source: MIS2000 records

Migratory Student Demographics

- 31% of eligible migratory children have PFS
- 62% are ELs

- 8% are individuals identified with special needs under the Individuals with Disabilities Education Act (IDEA)

Age/ Grade	# Eligible Students	PFS		EL		IDEA	
		#	%	#	%	#	%
3-5yrs	50	3	6%	6	12%	2	4%
K	45	15	33%	22	49%	3	7%
1	54	13	24%	40	74%	2	4%
2	61	20	33%	47	77%	3	5%
3	61	15	25%	43	70%	10	16%
4	47	11	23%	31	66%	3	6%
5	55	17	31%	37	67%	2	4%
6	58	17	29%	38	66%	5	9%
7	64	21	33%	49	77%	4	6%
8	46	14	30%	34	74%	6	13%
9	49	16	33%	32	65%	6	12%
10	62	16	26%	42	68%	7	11%
11	58	16	28%	36	62%	5	9%
12	89	33	37%	63	71%	8	9%
OSY	62	42	68%	11	18%	1	2%
Total	861	269	31%	531	62%	67	8%

Source: MIS2000 EDFacts files

Migratory Students Served during the Performance Period

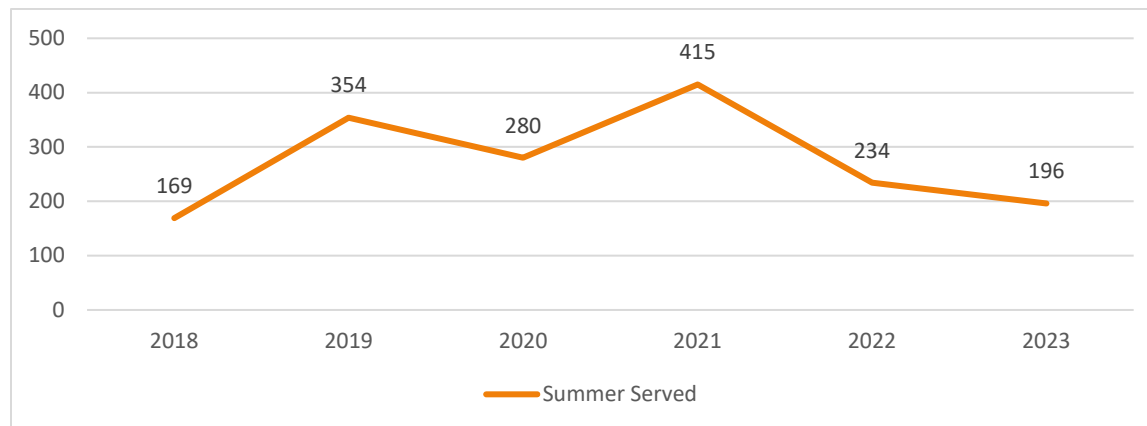
- 74% of migratory children received an instructional and/or support service by the MEP
- 67% of migratory children with PFS received a service

Grade	All Migratory	Served During Performance Period		PFS Identified	PFS Served	
		N	%		N	%
Age 0-2	18	9	50%	--	--	--
Age 3-5	50	32	64%	3	1	33%
K	45	33	73%	15	11	73%
1	54	43	80%	13	9	69%
2	61	49	80%	20	13	65%
3	61	51	84%	15	13	87%
4	47	33	70%	11	9	82%
5	55	47	85%	17	13	76%
6	58	44	76%	17	15	88%
7	64	45	70%	21	13	62%
8	46	40	87%	14	11	79%
9	49	34	69%	16	11	69%
10	62	50	81%	16	11	69%
11	58	48	83%	16	12	75%
12	89	72	81%	33	30	91%
OSY	62	20	32%	42	8	19%
Total	879	650	74%	269	180	67%

Source: MIS2000

Migratory Students Served During the Summer Term

- The number and percent of migratory students served in the summer declined over the previous two years.
- 22% of identified migratory children received a summer service in 2022-23 as did 20% of students with PFS



Grade	Number Eligible	All Students Served Summer		PFS Eligible	PFS Served Summer	
		#	%		#	%
Age 0-2	18	2	11%	--	--	--
Ages 3-5	50	13	26%	3	1	33%
K	45	11	24%	15	5	33%
1	54	15	28%	13	3	23%
2	61	21	34%	20	4	20%
3	61	22	36%	15	4	27%
4	47	18	38%	11	5	45%
5	55	14	25%	17	6	35%
6	58	12	21%	17	5	29%
7	64	17	27%	21	6	29%
8	46	6	13%	14	1	7%
9	49	11	22%	16	5	31%
10	62	13	21%	16	2	13%
11	58	7	12%	16	2	13%
12	89	8	9%	33	2	6%
OSY	62	6	10%	42	2	5%
Total	879	196	22%	269	53	20%

Source: MIS2000 Summer Report

Migratory Students that were Promoted or Graduated

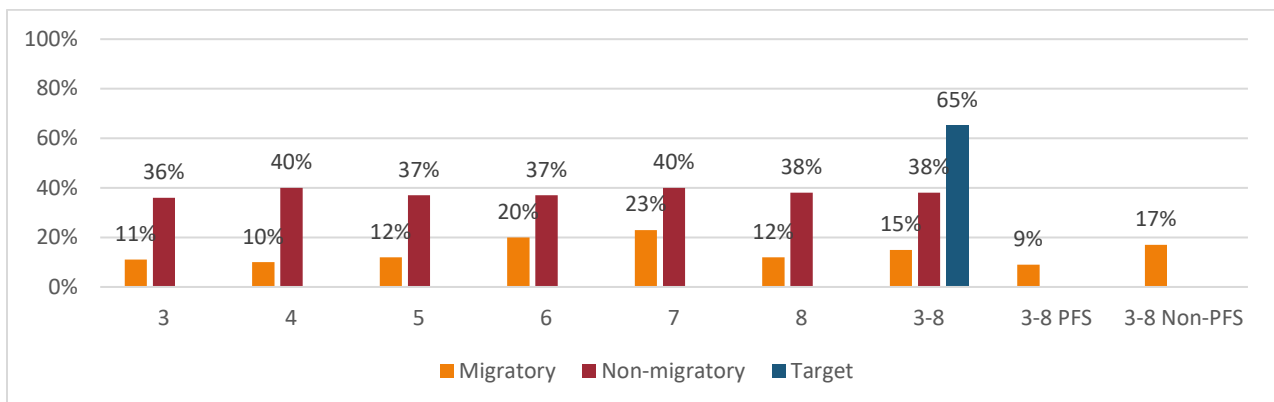
- 26% of migratory students were held back or did not advance in grade level from 2022-23 to 2023-24
- 32% of 173 secondary students (grades 9-12) did not advance or graduate

Grade Level 2022-23	# Eligible Migratory Students 22-23 and 23-24 Data	# Students Promoted or Graduated	% Students Held Back or Not Advancing	% Students Promoted or Graduated
K	28	20	29%	71%
1	29	22	24%	76%
2	28	20	29%	71%
3	41	31	24%	76%
4	23	19	17%	83%
5	25	23	8%	92%
6	30	23	23%	77%
7	37	28	24%	76%
8	22	20	9%	91%
9	24	16	33%	67%
10	30	24	20%	80%
11	33	23	30%	70%
12	86	55	36%	64%
Total	413	323	26%	74%

Source: MIS2000 records

Migratory/Non-Migratory Students Scoring Proficient/Above on the ELA Measures of Student Success and Achievement (MSSA)

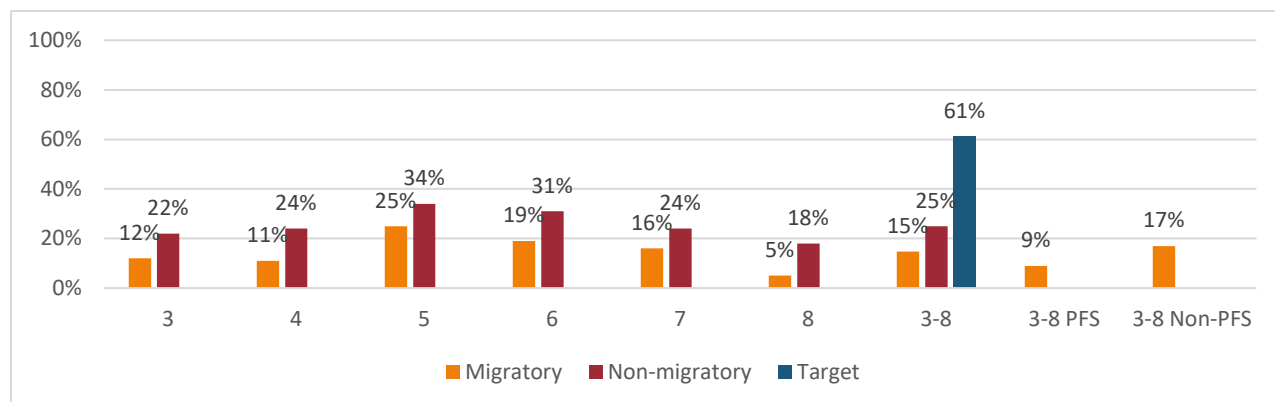
- The gap between migratory and non-migratory student proficiency rates on the 2023 ELA MSSA was 23 percentage points.
- The gap between the migratory student proficiency and the State performance target was 50 percentage points.



Source: State records

Migratory/Non-Migratory Students Scoring Proficient/Above on the Math MSSA

- The gap between migratory and non-migratory student proficiency rates on the 2023 Math MSSA was 10 percentage points.
- The gap between the migratory student proficiency rate and the math State performance target was 46 percentage points.



Source: State records

Preschool Children Meeting Developmentally Appropriate Benchmarks

- For migratory preschool children who received instructional services from the MEP, 100% did not meet benchmarks on pre-assessments.

# Participating	# Assessed	# Not Meeting Benchmarks on Pre-assessment	% Not Meeting Benchmarks
10	10	10	100%

Source: NM Program Director Report 2022-23

Migratory Preschool Children (Ages 4-5) Participating in Early Childhood Education Programs

- Of the 37 identified migratory children ages 4-5 resident for six months, 76% were not enrolled in any type of early childhood education program.

# Resident for 6 Months	# Participating	% Participating	% Not Participating
37	9	24%	76%

Source: NM Program Director Report 2022-23

Participating Secondary Students On Track for Graduation

- 16% of high school students were not on track toward graduation

Grade	# Receiving Instruction	# On Track on Next Step Plan	% On Track	% Not on Track
9	38	33	87%	13%
10	60	49	82%	18%
11	48	41	85%	15%
12	80	66	83%	17%
Total	226	189	84%	16%

Source: Program Director Report 2022-23

Migratory Youth in Grades 9-12 Participating in Instructional Services

- 30% of migratory students in grades 9-12 received MEP instructional services
- Combined, 28% of 320 migratory secondary students and OSY participated in instruction.

PFS Status	Identified	# Receiving Instruction	% Receiving Instruction
PFS	81	18	22%
Non-PFS	177	59	33%
Total	258	77	30%

Source: MIS2000 services reports

Migratory OSY Participating in Instructional Services

- 19% of migratory OSY received MEP instructional services

PFS Status	Identified	# Receiving Instruction	% Receiving Instruction
PFS	42	4	10%
Non-PFS	20	8	40%
Total	62	12	19%

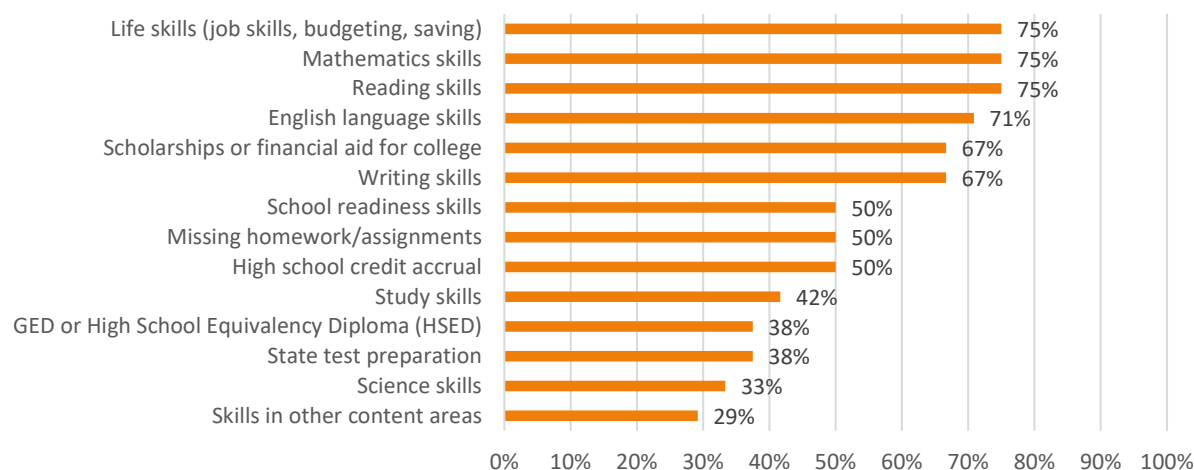
Source: MIS2000 services reports

Stakeholder Input

Parent and Staff Surveys

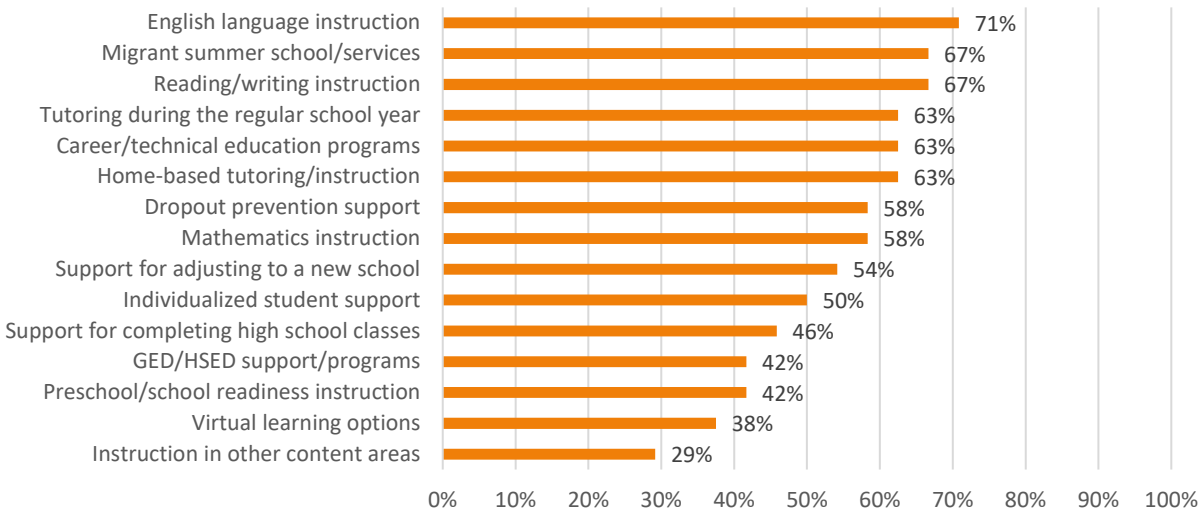
During the 2022-23 program year, migratory parents and MEP staff completed needs assessment surveys. Respondents were asked to identify pressing needs for migratory students in the areas of (1) academic achievement and (2) support needed to access services. The following tables show the percentage of respondents with concerns in each area. MEP staff reported that math, reading, life skills, and English instruction were all top needs for migratory students. Both staff and parents reported that clothing was a top support services need.

Instructional Areas Where Migratory Students Have Needs (Staff Survey N=24)



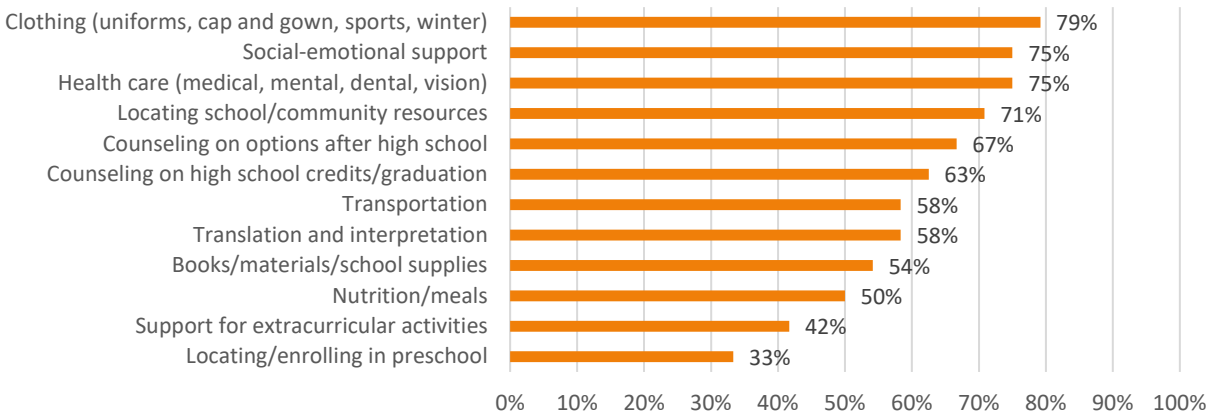
Source: Staff Needs Assessment Survey

Types of Instructional Services Needed by Migratory Students (Staff Survey N=24)



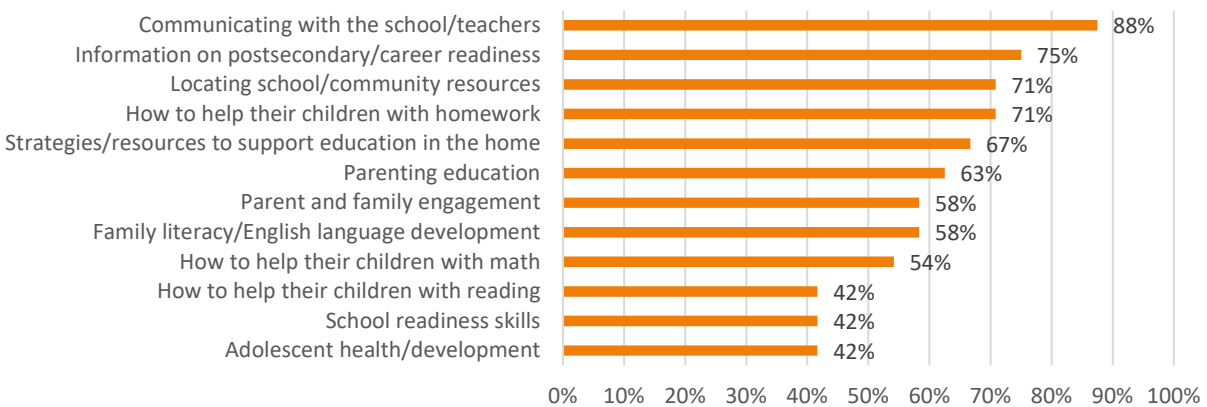
Source: Staff Needs Assessment Survey

Types of Support Services Needed by Migratory Students (Staff Survey N=24)



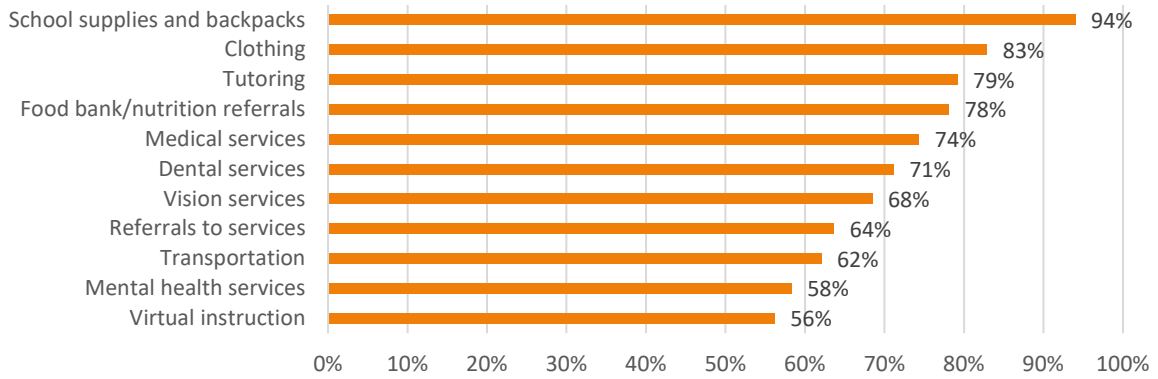
Source: Staff Needs Assessment Survey

Types of Assistance Needed by Migratory Parents (Staff Survey N=24)



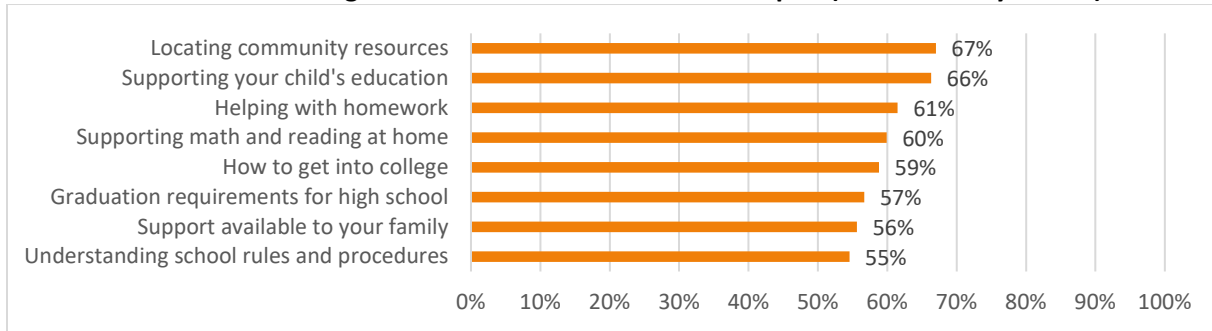
Source: Staff Needs Assessment Survey

Types of Supplemental Services Needed (Parent Survey N=187)



Source: Parent Needs Assessment Survey

Percent of Parents Indicating Interest in Parent Involvement Topics (Parent Survey N=187)



Source: Parent Needs Assessment Survey

Making Decisions

In this step of the CNA process, the key objective was to develop viable conclusions and recommendations for services based on concerns and supporting data. These decisions will be used as a foundation for the SDP. During the second meeting in February 2024, the NAC met to develop comprehensive recommendations to:

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

The NAC finalized recommendations with the following objectives.

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

The following section offers the final recommendations made by the NAC for data sources, need indicators, need statements, and possible solutions for the goal areas of ELA and mathematics; school readiness; graduation and services to secondary aged migratory youth, and support services. Data tables supporting the need indicators and need statements are included in the Student Profile.

ELA and Mathematics Planning Chart

Concern Statement	Data Source	Need Indicator	Need Statement	Possible Solution
1.1) We are concerned that migratory students experience learning loss due to interrupted schooling, chronic absenteeism, and are not prepared for the next grade level.	MIS2000 enrollment records NAC Observations	26% of migratory students were held back or did not advance to the next grade level The NAC has observed that migratory students have high rates of absenteeism.	The percentage of migratory students advancing to the next grade level and with satisfactory attendance needs to increase.	1.1) Provide individualized supplemental instructional support for migratory students through mentoring, school-based staff support, building bridges between students and schools, individualized tutoring, home visitors, and case management.
1.2) We are concerned that migratory students (grades K-12) are achieving proficiency at a lower rate than non-migratory students on assessments including the State assessments in ELA and mathematics.	22-23 Evaluation Report	15% of migratory students scored proficient on the ELA MSSA compared to 38% of non-migratory students; 15% of migratory students scored proficient on the math MSSA compared to 25% of non-migratory students	The percentage of migratory students achieving proficiency on State assessment in ELA needs to increase by 23 percentage points and in math by 10 percentage points.	1.2a) Implement supplemental instructional services such as tutoring, extended school day (including supplementary online instruction) for students to improve reading and math achievement and use MEP funds for direct instruction when other resources are unavailable for migratory students. 1.2b) Connect parents to hands-on parent training to include accessing virtual or remote learning and provide follow up with MEP home liaisons to assist with technology issues (e.g., MEP staff assist parents with accessing parent involvement consortium materials and activities).
1.3) We are concerned that migratory students, particularly PFS students, have limited access to extended learning opportunities, including summer services, to target learning gaps in reading and math.	MIS2000 records	22% of migratory students (20% of PFS students) participated in summer services	The percentage of migratory students (including PFS) participating in supplemental summer instruction needs to increase.	1.3) Provide migratory students with evidence-based supplemental summer/intersession instruction through site- or home-based projects designed to address learning loss through enrichment activities and/or services to eliminate barriers to participation.

School Readiness Planning Chart

Concern Statement	Data Source	Need Indicator	Need Statement	Possible Solution
2.1) We are concerned that migratory children (ages 3-5) are not acquiring necessary skills to enter school and not participating in preschool services due to a lack of transportation, limited enrollment spots, and access to preschool services and programs.	2022-23 Evaluation Report	All (100%) preschool children assessed on a preschool skills checklist did not meet benchmarks on the pre-assessment.	The percentage of migratory children with sufficient developmental skills necessary to enter school needs to increase.	<p>2.1a) Advocate for migratory families with early childhood education (ECE) providers to hold spots open for migratory families.</p> <p>2.1b) Provide transportation, internet access, fees for preschool programs, and educational resources to parents.</p> <p>2.1c) Provide instruction in summer programs and/or home visitors for migratory preschool children designed to teach foundational skills needed for kindergarten.</p>
2.2) We are concerned that migratory parents need access to and information about early childhood education programs.	2022-23 Evaluation Report	76% of migratory 3–5-year-olds are not participating in ECE programs	The percentage of migratory children enrolled in high quality preschool educational programs needs to increase.	<p>2.2a) Migrant liaisons/staff meet with parents to facilitate transition into preschool and provide parent education on the importance of their children participating in preschool services.</p> <p>2.2b) Provide culturally relevant information, support, and resources about the benefits of preschool programs to migratory parents through outreach, home visits, and parent support groups to educate parents on the importance of early childhood education .</p>

High School Graduation and Services to Secondary Aged Youth Planning Chart

Concern Statement	Data Source	Need Indicator	Need Statement	Possible Solution
3.1) We are concerned that migratory students are not achieving in the core content courses due to inadequate foundational skills, academic language gaps, gaps in credit accrual, mobility, attendance, internet connectivity, virtual learning, and difficulty with credit recovery, and need for assistance in college and career readiness.	2022-23 Evaluation Report Staff Needs Assessment Survey	32% of 9-12 th graders were not promoted to the next grade level or graduated, and 16% of migratory secondary students were not on track with a Next Step Plan 67% of staff responding reported students needed additional information about college and careers and writing instruction 75% of staff responding reported that migratory students need assistance reading and math	All migratory secondary students need to be on track for graduation and have a Next Step Plan.	3.1) Provide migratory students in grades 9-12 supplemental instructional services with flexible scheduling that meet their needs with regular evaluation (Next Step Plan). (Activities may include tutoring, summer school, extended school day, credit accrual, college and career readiness, online instruction to improve core content achievement, and other State-approved instructional services that supplement available services.)
3.2) We are concerned that migratory secondary students and OSY lack the knowledge of basic life skills (such as balancing a checking account, basic English communication, and accessing community services) due to limited access to resources and instructional opportunities.	2022-23 Evaluation Report Staff Needs Assessment Survey	75% of staff responding reported that migratory secondary students and OSY needed life skills instruction 28% of OSY and secondary students participated in instruction	Migratory student proficiency in life skills needs to increase, and the percentage of OSY and secondary students receiving MEP instruction needs to increase.	3.2) Build connections with OSY and at-risk secondary migratory students to determine needs; provide appropriate services including credit accrual, English language instruction, instruction in life skills, parenting skills, family literacy skills; and make connections with communities and services providers.

Concern Statement	Data Source	Need Indicator	Need Statement	Possible Solution
<p>3.3) We are concerned that migratory OSY lack access to services, English language tutoring, virtual or face-to-face classes due to lack of information or refusal of services that would lead to re-enrollment in school or a GED program.</p>	<p>2022-23 Evaluation Report</p>	<p>19% of OSY participated in instructional services</p>	<p>The percentage of OSY participating in instructional services to improve English and core competencies needs to increase.</p>	<p>3.3a) Provide, and follow-up with referrals and support, access to services and resources that meet the needs of students and OSY, such as high school equivalency programs, support for remote learning, adult basic education, credential programs, High School Equivalency Programs (HEP), College Assistance Migrant Program (CAMP), or re-enrollment in school.</p> <p>3.3b) Assist migratory students participating in remote learning by eliminating barriers through such activities as facilitating internet access and loaner laptops for students--using MEP funds when other resources are unavailable--and providing technology support for understanding remote learning tools and engaging students in academic activities.</p>
<p>3.4) We are concerned that migratory students have chronic absenteeism, are not attending school, or are not accessing classes because of the need to work to support their families.</p>	<p>NAC Observations</p>	<p>The NAC has observed decreased participation from migratory high school students in recent years.</p>	<p>The percentage of migratory high school students participating fully in instruction needs to increase.</p>	<p>3.4) Collaborate within the school district and community resources to provide supplemental educational support to migratory students. Provide access to OSY lessons and help them navigate and complete lessons.</p>

Family and Support Services

Concern Statement	Data Source	Need Indicator	Need Statement	Possible Solution
4.1) We are concerned that migratory students do not have access to comprehensive resources such as books, materials, software programs, supplies, clothing (undergarments), nutrition, supplemental educational materials, health care, access to internet and/or devices and community services; need referrals to mental and behavioral health regardless of legal status; and that there is a lack of staff and counselors that are bilingual to support our migratory students.	Staff and Parent Needs Assessment Surveys	Parents reported that their children need assistance with books/materials/supplies (94%), clothing (83%), food (78%), medical services (74%), dental services (71%), and vision services (68%). Staff reported that support services most needed by students were clothing (79%); social-emotional support (75%), health care (medical, mental, dental, vision, 75%) and locating community services (71%). 88% of staff reported parents need training or assistance communicating with the school and teachers	Access to comprehensive support to allow full participation in education needs to increase.	4.1a) Contact families within 10 days of certificate of eligibility (COE) approval to complete needs assessments and welcome letter and provide just-in-time support aligned to needs. MEP staff do initial referrals to community agencies and follow up to see if need was met. 4.1b) Use MEP funds to purchase supplies, materials, and manipulatives based on Family Needs Assessment and PFS.
4.2) We are concerned that parents express that they lack English communication skills; knowledge of the school system, technology to access resources, and learning management systems; and understanding of ELA and math requirements to effectively advocate for and support their children's education.	Staff and Parent Needs Assessment Surveys	88% of staff reported parents need training or assistance communicating with the school and teachers and 67% reported parents need assistance with strategies/resources to support education in the home 66% of parents reported needing assistance with supporting their children's education, 62% reported transportation needs, and 55% indicated interest in parent engagement topics related to communicating with the child's teacher	Parent comfort levels with supporting education in the home and communicating with the school needs to increase.	4.2a) Provide ongoing parent education, engagement activities and migrant PAC meetings designed to help parents communicate with the school, support their children's educational goals and be engaged in their children's education. Activities should address school readiness, ELA, math, graduation and family and support services. 4.2b) Collaborate with the MEP parent involvement consortium to provide resources for parent engagement.

Summary and Next Steps

Evidence-based Conclusions and Recommendations

Needs assessment data reflect a wide range of migratory student needs that help to inform decision-makers tasked with the planning and coordination of supplementary services. Decisions about all possible programs and sources of available assistance are considered in this process.

Specifically, increased direct instruction in reading and math is necessary for migratory students so that they can pass statewide standards-based exams. The available data indicate a need for direct instructional services in reading and math and programs that directly support instruction including counseling, support for access to education, and parent engagement and training opportunities. To support these conclusions, the following summary is presented on the needs of migratory students in New Mexico.

High Mobility

High mobility is a factor related to school failure. Twenty-three (23%) of New Mexico's migratory children/youth had a qualifying move during the most recent previous performance period for which data were available.

Reading and Math Needs

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

English Language Development Needs

Sixty-two percent (62%) of New Mexico's migratory students ages 3-21 are ELs. This demonstrates the need for increased coordination with Title I Part A and Title III to provide intensive instruction to ensure that migratory ELs have the language skills to be successful in school.

Preschooler Needs

Only 24% of migratory preschool children ages 4-5 and not in kindergarten are enrolled in an early childhood education program, which demonstrates a need for the NM MEP to increase services for those children not served by another program to ensure they have the skills necessary to be prepared for kindergarten.

Secondary Student Needs

CNA data shows that many secondary migratory students were not on track to graduate and/or not advancing to the next grade level. Students need the opportunity to accrue credit and skills in order to increase their chances of graduating from high school. Additionally, services for enrichment and instruction to enhance secondary student attitudes about school, school attendance, career planning and awareness and education, technology literacy, leadership skills, goal setting, and self-advocacy should be provided. The NAC also identified secondary student participation in academics in the years following the COVID-19 pandemic to be a special concern. They noted that many high school students chose to work rather than attend school, which put many of them behind in academic skill development and credit accrual.

Parent/Family Needs

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

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 migratory students will serve as the basis for the use of all MEP funds in the State. The SDP is essential to help the New Mexico MEP develop and articulate a clear vision of the needs of migratory 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 SDP to be conducted during the 2024-25 performance period.

1. *State Performance Targets.* The performance targets that the State has adopted for all children and migratory children if applicable for: 1) reading; 2) math; 3) high school graduation; 4) the number of school dropouts; 5) school readiness; and 6) any other performance target that the state identifies.
2. *National MEP Performance Measures:* How the State will address the national MEP measures: (1) the percentage of migratory students that scored at or above proficient on their state's annual reading/language arts assessments in grades 3-8; (2) the percentage of migratory students that scored at or above proficient on their state's annual mathematics assessments in grades 3-8; (3) the percentage of migratory students who were enrolled in grades 7-12 and graduated or were promoted to the next

grade level; and (4) the percentage of migratory students who entered 11th grade that had received full credit for Algebra I.

3. *Leading Indicators*: How the State will address the MEP leading indicators: (1) an increasing percentage of PFS migratory children will receive services. (2) an increasing percentage of grades 7-12 migratory children will receive services; and (3) an increasing percentage of 8th grade migratory children will score proficient or higher in mathematics.
4. *Needs Assessment*. Identification and an assessment of: (1) the unique educational needs of migratory children that result from the children's migratory lifestyle; and (2) other needs of migratory students that must be met in order for them to participate effectively in school.
5. *Measurable Program Outcomes*. The measurable outcomes that the MEP will produce through specific educational or educationally related services. Measurable outcomes allow the MEP to determine whether and to what degree the program has met the special educational needs of migratory children that were identified through the CNA. The measurable outcomes should also help achieve the State's performance targets.
6. *Service Delivery*. The MEP's strategies for achieving the performance targets and measurable objectives described above. The State's service delivery strategy must address: (1) the unique educational needs of migratory children that result from the children's migratory lifestyle, and (2) other needs of migratory students that must be met in order for them to participate effectively in school.
7. *Evaluation*. How the State will evaluate whether and to what degree the program is effective in relation to the performance targets and measurable outcomes.

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

- *Priority for Services*. A description of how, on a statewide basis, the MEP will give priority to migratory children who: have made a qualifying move within the previous 1-year period and who (1) are failing, or most at risk of failing, to meet the challenging state academic standards; or (2) have dropped out of school.
- *Parent Involvement*. A description of the MEP's consultation with parents (or with the state PAC, if the program is of one school year in duration) and whether the consultation occurred in a format and language that the parents understand.
- *Identification and Recruitment*. A description of the State's plan for identification and recruitment activities and its quality control procedures.
- *Student Records*. A description of the State's plan for requesting and using migratory student records and transferring migratory student records to schools and projects in which migratory students enroll.

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

As part of the New Mexico MEP Continuous Improvement Cycle, 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* to guide this process.