



Kansas Migrant Education Program

Comprehensive Needs Assessment

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KANSAS NEEDS ASSESSMENT COMMITTEE (NAC) MEMBERSHIP

The Kansas State Department of Education (KSDE) wishes to thank the following individuals who, as members of the NAC, gave of their time, effort, and expertise toward the success of the Kansas Migrant Education Program (MEP) Comprehensive Needs Assessment (CNA).

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ABBREVIATIONS/ACRONYMS

CIG	Consortium Incentive Grant
CNA	Comprehensive Needs Assessment
CSPR	Consolidated State Performance Report
EL	English Learner
ELA	English Language Arts
ELD	English Language Development
ESC	Education Service Center
ESEA	Elementary & Secondary Education Act
ESL	English as a Second Language
ESSA	Every Student Succeeds Act
HS	High School
ID&R	Identification and Recruitment
IDEA	Individual with Disabilities Education Act
KS	Kansas
KELPA	Kansas English Language Proficiency Assessment
KSDE	Kansas State Department of Education
LEA	Local Education Agency
LOA	Local Operating Agency
M/E	Met Standards or Exceeded Standards
MEP	Migrant Education Program
MPAC	Migrant Parent Advisory Council
MPO	Measurable Program Outcomes
MSIX	Migrant Student Information Exchange
NAC	Needs Assessment Committee
OME	Office of Migrant Education, U.S. Department of Education
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PFS	Priority for Services
PreK	Pre-Kindergarten
QAD	Qualifying Arrival Date
SDP	Service Delivery Plan
SEA	State Education Agency
SEL	Social-Emotional Learning
USD	Unified School District

DEFINITION OF TERMS RELATED TO THE COMPREHENSIVE NEEDS ASSESSMENT

Area of Concern: A broad area based on the root causes of the unique characteristics of the target group. The Office of Migrant Education has identified **Seven Areas of Concern** which are educational continuity, instructional time, school engagement, English language development, educational support in the home, health, and access to services.

Concern Statements: Clear and consistent interpretations of the points that the Needs Assessment Committee discussed that should be used to guide the development of the Comprehensive Needs Assessment (CNA). Concern Statements identify areas that require special attention for migratory children.

Continuous Improvement Cycle: An approach to improving processes and increasing efficiency and effectiveness by identifying a problem, collecting relevant data to understand its root causes, developing and implementing targeted solutions, measuring results, and making recommendations based on the results.

Migratory Child: Per Section 1309(3)(A)–(B) of the of the Elementary and Secondary Education Act (ESEA), as amended, migratory child means a child or youth, from birth up to 20 (22 with an IEP), who made a qualifying move in the preceding 36 months as a migratory agricultural worker or migratory fisher; or with, or to join, a parent or spouse who is a migratory agricultural worker or migratory fisher.

Need: The difference between “what is” and “what should be;” may also be referred to as a gap.

Needs Assessment Committee (NAC): Broad-based committee of partners (stakeholders) who provide input and direction throughout the CNA process.

Need Indicator: A measure that can be used to verify that a particular gap/discrepancy exists for migratory children and that sets a parameter to specify the severity of that gap.

Priority for Services (PFS): ESEA Section 1304(d) establishes a PFS requirement. In accordance with this requirement, Migrant Education Programs (MEPs) must give PFS to migratory children who have made a qualifying move within the previous one-year period and who are failing, or most at risk of failing, to meet the state’s challenging academic standards or who have dropped out of school.

Service Delivery Plan (SDP): A comprehensive plan for delivering and evaluating MEP-funded services to migratory children. It is based on the results of an up-to-date statewide CNA and is intended to meet the unique needs of migratory children and their families.

Solution: A solution that addresses an identified need.

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INTRODUCTION

The primary purpose of the Kansas Migrant Education Program (MEP) is to help migratory children and youth overcome challenges of mobility, cultural and language barriers, social isolation, and other difficulties associated with mobility, in order that they might succeed in school. Furthermore, the Kansas MEP must give priority for services (PFS) to migratory children and youth who (1) have made a qualifying move within the previous 1-year period and who (2) are failing, or most at risk of failing, to meet the challenging state academic standards; or have dropped out of school. The term ‘migratory child’ means a child or youth 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. [Section 1309(3) of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015]

To better understand and articulate the specific services that the Kansas MEP should offer to migratory children and youth and their families, the required CNA process that is described in this report was facilitated by META Associates as guided by the *Comprehensive Needs Assessment Toolkit* (OME, 2018). This process allows for a description of data-driven needs, concerns about identified needs, and knowledge of the State context in which changes in the migratory student population and seasonal agricultural activities as identified in previous CNA efforts are contained.

This document describes the needs of migratory children eligible for the Kansas MEP and proposes solutions to meet those needs. The Comprehensive Needs Assessment (CNA) was completed with input from a committee of stakeholders from Kansas and consultants with knowledge of the process and procedures for conducting and facilitating CNA meetings. Stakeholders included Kansas State Department of Education (KSDE) MEP staff, MEP administrative staff; teachers; recruiters; experts in literacy, math, school readiness, services to out-of-school youth (OSY) and high school students; migratory students; and parents/guardians of migratory children (see the [Needs Assessment Committee \(NAC\) membership list](#) at the beginning of the report).

This CNA report provides an overview of the processes and procedures used for coming to conclusions as well as an action plan with recommended solutions and interventions that aim to close the gaps between where Kansas’ migratory children/youth are now and where the NAC believes they should be.

Organization of the CNA Report

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

1. [CNA Process](#) describes the procedures used to make decisions and the rationale for committee selection.
2. [Authorizing Statute and Guidance for Conducting the CNA](#) provides legal underpinnings on which Kansas conducts its CNA activities.
3. [Phase 1, Exploring “What Is”](#) includes discussion about what is known about migratory children and determination of the focus and scope of the needs assessment.

4. **Phase II, Gathering and Analyzing Data** builds a comprehensive understanding of the gaps between Kansas' migratory children and all other students in the State with a migratory child profile.
5. **Phase III, Making Decisions** summarizes needs, solutions, and a research base on which to build the Statewide MEP Service Delivery Plan (SDP).
6. **Summary and Next Steps** offers evidence-based conclusions and discusses the next steps in applying the results of the SDP to planning services for Kansas' migratory children. This section sets the stage for the implementation and evaluation of MEP services.

COMPREHENSIVE NEEDS ASSESSMENT PROCESS

The Comprehensive Needs Assessment Process in Kansas

The most recent Kansas CNA was completed in 2019 with data from 2017-18. This 2022 report reexamines all sections using the most recent data available from 2020-21. The CNA aligns to recommendations from the Office of Migrant Education's (OME) [CNA Toolkit](#) (2018) and updates concerns and needs based on changes in the migratory child population, changes to program administration and structure, and seasonal agricultural activities. The Kansas MEP has taken into account the following:

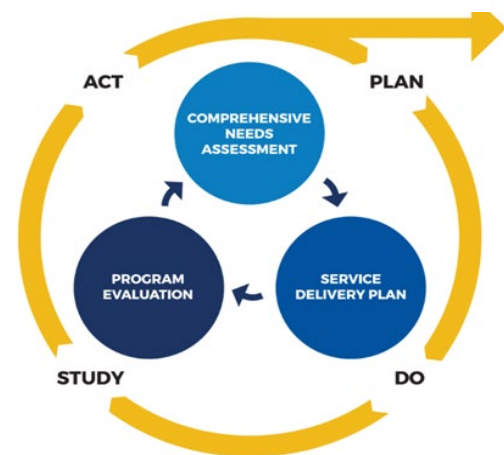
- previous efforts to conduct a comprehensive assessment of needs in Kansas as well as the State and local context for assessing and providing comprehensive services to migratory children;
- OME's recommended procedures for conducting a CNA and guidance on successful strategies to incorporate in the Kansas CNA to move the MEP closer to achieving its State goals as well as those required federally;
- the most recent achievement data and outcomes, comparing migratory children with non-migratory children;
- the development and refinement of needs assessment systems and tools for collecting statewide survey data locally;
- the recommendations made by a broad-based NAC that assisted the State in its CNA decision making; and
- the current context of migratory agricultural work, as well as the impact of the COVID-19 pandemic on this work and student learning and achievement.

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

The Continuous Improvement Cycle suggested by OME in its CNA Toolkit (the graphic to the right) served as a model for the activities conducted through the update to the Kansas CNA. This model illustrates the relationship between the CNA, state plan for the delivery of services through the SDP process, and the evaluation of services. In this cycle, each step in developing a program—assessing needs, identifying strategies, implementing strategies, and evaluating the results builds on the previous activity and informs the subsequent activity.

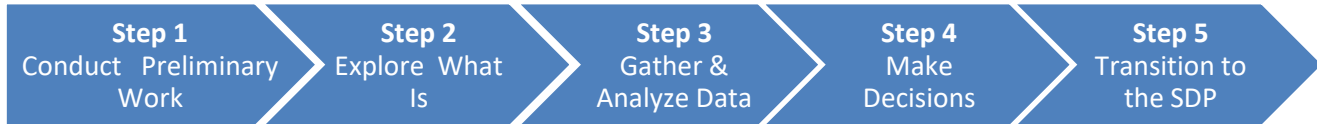
The Kansas CNA followed a systematic 5-step process suggested by OME that is illustrated below. This model was

Exhibit 1: Continuous Improvement Cycle



modified to fit the specific needs of the Kansas CNA process which included both the assessment of needs and the identification of potential solutions at three levels:

- Level 1: *Service Receivers* (migratory students and parents)
- Level 2: *Service Providers and Policymakers* (State and local MEP staff)
- Level 3: *Resources* (the system that facilitates or impedes the efforts of the MEP)



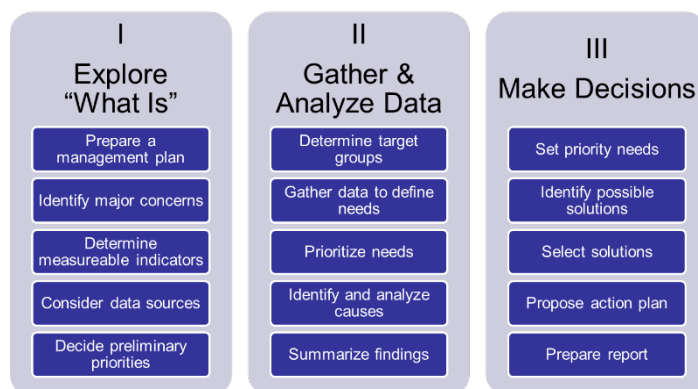
The five basic steps of the CNA process are described as follows:

- **Step 1—Conduct Preliminary Work**
The KSDE MEP Team/META:
 - reviewed requirements of the CNA;
 - developed a management plan to set the general timeline and identify the teams needed for accomplishing each phase;
 - established a NAC that reflects a broad representation of perspectives to provide thoughtful guidance to the process; and
 - developed a profile that provides baseline data on the State’s migratory child population.
- **Step 2—Explore What Is**
META guided the NAC to:
 - review existing data and program evaluation reports;
 - identify concerns about migratory children and families; and
 - develop need indicators and suggest areas for data collection that will confirm or challenge the NAC’s underlying assumptions about the identified concerns.
- **Step 3—Gather and Analyze Data**
 - The KSDE MEP Team/META oversaw data collection that measures the identified needs and gaps between migratory children and their non-migratory peers.
 - META organized and analyzed the data and shared the data in a reader-friendly format with the NAC.
 - META guided the NAC to create a set of need statements and prioritize them.
- **Step 4—Make Decisions**
META guided the NAC to:
 - review the prioritized need statements and propose evidence-based solutions for closing the educational gaps that migratory children face in school; and
 - prioritize the solutions.
- **Step 5—Transition to SDP Development**
 - META wrote the CNA report that documents the CNA process and findings.

- MEAT and the KSDE MEP Team will share the CNA with stakeholders and administrators at the State and local levels.
- The KSDE MEP Team/META will use the CNA as the basis for initiating the SDP planning process during 2022-23.

Exhibit 2: Three Phase Model of CNA

The five-step CNA process fits into the three phase model to the right. Phase I: Exploring “What Is” includes Steps 1 and 2. Phase II: Gathering and Analyzing Data includes Step 3. Phase III: Making Decisions includes Steps 4 and 5. This CNA report is organized by these three phases.



Planning Phase of the Kansas CNA and Timelines

The Kansas CNA was designed to develop an understanding of the unique educational and educationally related needs of Kansas’ migratory children and their families. Not only does this analysis of needs provide a foundation for the future direction of the Kansas MEP through the SDP, but also it supports the overall continuous improvement and quality assurance processes of the Kansas MEP. The needs analysis was adapted to the resources and structures available in the State of Kansas.

The preparation phase of the Kansas CNA involved garnering a **sense of commitment** to the needs assessment in all levels of the Kansas MEP; and gaining an assurance that decision makers will **follow-up** by using the findings in an appropriate and timely manner.

The management plan defined the structure for the NAC, delineated various roles and responsibilities, identified meeting dates, and included timelines for tasks to be completed. The Kansas NAC was charged with the following.

- Review existing implementation, student achievement, and outcome **data** on migratory children in Kansas.
- Draft **concerns, needs statements**, and possible **solutions** to inform the SDP.
- Review data to determine the elements to include on the final version of the migratory child **profile**.
- Recommend **additional data collection** needed to determine the scope of migratory student needs.
- Make **recommendations** to the State on needs and profile data to be included in the CNA report.
- Review summary materials and the **CNA report** to provide **feedback** to the State.

The KSDE MEP Team 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 objectives, and anticipated activities. Six virtual meetings (two hours each) were held from March 1, 2022 to May 3, 2022. It should be noted that the original plan was to conduct two full-day face-to-face CNA meetings; however, due to the COVID-19 pandemic, it was necessary to convene the NAC virtually. The results for each meeting were compiled in the notes and incorporated in an **CNA Planning Chart** (on file with KSDE) that was revised after each meeting.

Exhibit 3: Kansas CNA Timelines

Activity	Timelines
Data Collection	3/1/22
CNA Meeting #1a: Understand the CNA planning cycle and roles and responsibilities of the NAC; select goal area groups; identify major concerns facing migratory children and youth in Kansas; and review data on the needs of Kansas' migratory students	3/1/22
CNA Meeting #1b: Review data to identify learning gaps of migratory students; and draft concern statements identify the next steps in the CNA process	3/3/22
CNA Meeting #1c: Finalize concern statements; draft need indicators, need statements, and data sources; and identify additional data needed for concern statements	3/8/22
CNA Meeting #2a: Review concern statements, data sources, need indicators, and need statements for all goal area groups and identify possible solutions for each need statement	4/19/22
CNA Meeting #2b: Review and revise work done on possible solutions by colleagues and whole group debrief and finalize possible solutions for all goal area groups	4/28/22
CNA Meeting #2c: Identify resources and experts/staff by listing information, materials, and personnel needed to address the concerns/implement the solutions	5/3/22
Draft the CNA report	7/15/22
Finalize the CNA report	7/31/22

Data Collection Procedures

A variety of data collection methods were employed to assess needs and identify solutions. These methods included:

- reports on migratory student and comparative demographics, enrollment status; attendance rates, graduation, dropout, and credit accrual toward high school graduation generated through MIS2000;
- reviews of State assessment results in English language arts (ELA) and Mathematics with comparisons made between migratory and non-migratory students;
- surveys conducted with MEP service providers, parents, and students/OSY;
- reviews of the Kansas MEP SDP and other relevant State data; and
- discussion groups, anecdotal information, and structured input from State and local MEP staff and Migrant Parent Advisory Committee (MPAC) members.

The Kansas NAC was involved during the entire CNA process and was instrumental in formulating the recommendations for program implementation 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 in Kansas.

AUTHORIZING STATUTE AND GUIDANCE FOR CONDUCTING THE CNA

Purpose of the CNA

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

- ✓ is integrated with other programs;
- ✓ provides that migratory children will have an opportunity to meet the same challenging State academic standards that all children are expected to meet;
- ✓ specifies measurable program goals and outcomes;
- ✓ encompasses the full range of services that are available for migratory children from appropriate local, state, and federal educational programs;
- ✓ is the product of joint planning among such local, state, and federal programs, including programs under Title IA, early childhood programs, and language instruction programs;
- ✓ provides for the integration of available MEP services with other federal, state, or local programs; and
- ✓ must be periodically reviewed and revised, as necessary, to reflect changes in the state's strategies and programs (ESEA Section 1306(a)(1)).

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

The CNA serves as the blueprint for establishing statewide priorities for local procedures and provides a basis for the State to allocate funds to LOAs that serve migratory children and youth. The CNA should take a systematic approach that progresses through a defined series of phases, involving key stakeholders such as migratory parents and students (as appropriate), educators and administrators of programs that serve migratory students, state data specialists, content area experts, and others.

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 migratory children and youth, especially those that result from a migratory lifestyle; 2) determine the focus and scope of the CNA process in Kansas; and 3) gain commitment for all stages of the needs assessment including the use of the findings and the recommendation of the NAC for program planning and implementation. The CNA process:

- includes both needs identification and assessment of potential solutions;
- addresses all relevant goals established for migratory students to ensure that they have the opportunity to meet the same challenging standards as non-migratory students;
- identifies the needs of migratory children at a level useful for program design purposes;
- collects data from appropriate target groups; and
- examines needs data disaggregated by key subgroups.

Again, the primary purpose of the CNA is to guide the overall design of the Kansas MEP on a statewide basis as well as to assure that the findings of the CNA are folded into planning needs-based services and programs. With the CNA as a building block, the SDP endeavors to guide the Kansas MEP to develop and articulate a clear vision the services the State MEP will provide, its measurable program outcomes (MPOs) and how they help achieve the State’s performance targets; and how to evaluate whether and to what degree the program is effective.

CNA Goal Areas and the Kansas Standards

During the first set of three virtual CNA meetings, the NAC: (1) reviewed the CNA planning cycle and the roles/responsibilities of the NAC; (2) reviewed existing data and information to make determinations about the needs of migratory students; (3) created preliminary concern statements and need indicators; and (4) made decisions on next steps in the planning cycle.

The NAC reviewed the goal areas from the previous CNA and considered how the needs of Kansas’ migratory students fit within these broad categories. The Kansas standards served as a guide to delivering challenging and meaningful content to students that prepares them for success in school and the workplace. In consideration of the State standards and OME guidance that reading, mathematics, school readiness, and graduation be considered as a minimum, the NAC agreed to keep the four goal areas established by previous NACs, with a minor modification to Goal Area 3.

Goal Area 1: School Readiness

Goal Area 2: English Language Arts (ELA) and Mathematics

Goal Area 3: High School Graduation/Completion of a High School Diploma

Goal Area 4: Non-Instructional Support Services

Upon agreeing to keep these four goals for improving migratory student achievement, each goal was explored in relation to the Seven Areas of Concern established by OME to ensure that concerns and solutions aligned both with the Kansas standards and the concerns typically associated with frequent migrancy. These seven themes helped guide the Kansas NAC toward specific areas that define populations whose migratory lifestyles result in significant challenges to success in school. After reviewing migratory student data, the NAC developed concern statements that will serve as the foundation for the Kansas MEP service delivery planning process. The seven areas of concern are described below.

- 1. Educational Continuity**—Because migratory students often need to move during the regular school year and experience interruptions due to absences, they tend to encounter a lack of educational continuity, often needing to learn and adapt to different methods of instruction, behavioral expectations, and classroom rituals and routines with every move. Ensuring continuity of education and seamless credit accrual opportunities is a priority due to this pattern.
- 2. Time for Instruction**—Mobility also impacts the amount of time students spend in class and their attendance patterns. Decreases in the time students spend engaged in learning leads to lower levels of achievement. These factors are particularly present for migratory preschool children and OSY, who either do not have access to free public education or are unable to take advantage of available programs due to mobility and/or the need to work. Ways to counter the impact of family mobility and delays in enrollment procedures are essential.
- 3. School Engagement**—Various factors relating to migrancy patterns impact student engagement in school. Students miss summer programs and extracurricular activities that help foster school engagement. They feel unwelcome and/or disconnected from schools where they may only be spending a few weeks. There is little time for students to establish and develop meaningful friendships within their peer group at school.
- 4. English Language Development**—English language development (ELD) is critical for academic success. In the school setting, ELD comprises literacy skills that are applicable to content area learning. Since many migratory students have a home language other than English, MEPs must find ways to supplement the ELD difficulties faced by migratory students due to their unique lifestyle, while not supplanting Title III program activities.
- 5. Education Support in the Home**—Home environment is associated with a child’s success in school, reflecting exposure to reading materials, a broad vocabulary, and educational games and activities. Such resources reflect parent educational background and socio-economic status. While migratory parents value education for their children, they may not always know how to support their children in a manner consistent with school expectations, nor have the means to offer an educationally rich home environment. 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 have difficulty maintaining. The compromised dental and nutritional status of migratory children is well documented as are higher proportions of acute and chronic health problems along with higher childhood and

infant mortality rates than those experienced by their non-migratory peers. Migratory children are at greater risk than other children due to pesticide exposure, farm injuries, heat-related illness, and poverty. They are more likely to be uninsured or under-insured and have difficulties accessing health care. Families often need assistance to address health problems that interfere with the student’s ability to learn.

7. **Access to Services**—Being a newcomer in school, having a home language other than English, and lacking literacy are known to decrease access to educational and educationally related services to which migratory children and their families are entitled. Since they are not viewed as members of the community because of their mobility, services become more difficult to obtain.

Kansas Context

Prior to the first NAC meeting in March 2022, a migratory student profile was compiled that included demographics and achievement data. This information was obtained from State data sources including MIS2000; Kansas MEP Evaluation Reports; the most recent Consolidated State Performance Reports (CSPRs); and needs assessment surveys completed by MEP staff, and migratory parents/family members and students/OSY. The profile helped the NAC gain an understanding of the characteristics and unique challenges experienced by migratory children/ youth in Kansas.

The NAC also was provided information about the context of migratory work in the State of Kansas and the criteria for a migratory student to be considered PFS. Migratory student PFS status is determined according to a federal definition in ESSA and includes migratory children and youth who (1) have made a qualifying move within the previous 1-year period and who (2) are failing, or most at risk of failing, to meet the challenging state academic standards; or have dropped out of school. The PFS criteria for Kansas is specified below. One item must be met for both (1) and (2) for a student to be considered PFS.

1. **Have made a qualifying move within the previous 1-year period**

MIS2000 will auto-calculate the qualifying arrival date (QAD) and Enroll Date to make the determination

AND

2. **Are failing, or most at risk of failing, to meet the challenging State academic standards**

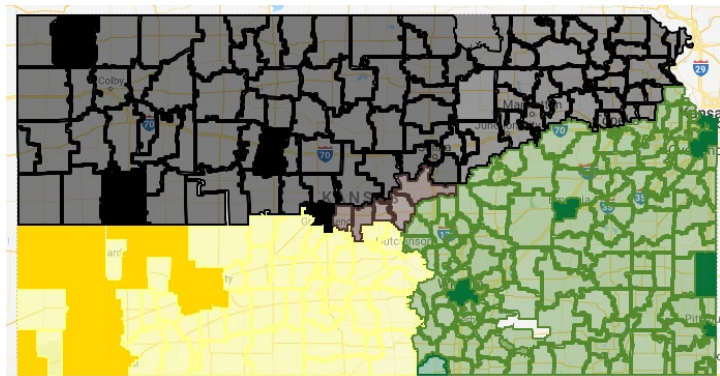
- A. Student scored below proficient on Kansas State ELA or Math Assessments
- B. Student scored below age/grade level on local reading or math assessments
- C. Student is below grade level on any K-3 reading diagnostic assessment
- D. Student is classified as non-English or limited English proficient on LAS, IPT, LPTS, or Kansas English Proficiency Assessment (KELPA2)
- E. Student is behind in accruing credits toward graduation requirements
- F. High school student is placed in a class that is not age-appropriate

- G. Middle/high school student with grades below average performance in math, language arts, sciences, or social studies
- H. Student repeated a grade level or course
- I. Student is an OSY/dropout
- J. Preschool-age student (3-5) not served by any other program
- K. Student qualifies for the McKinney-Vento Homeless Program

Because issues of mobility, language, and poverty affect migratory students’ opportunities to receive excellence and equity in the classroom, the Kansas MEP strives to provide an educational experience that can help children reduce the educational disruptions, and other problems that can result from repeated moves. During the regular school year, in areas with large concentrations of migratory children, local projects operate in support of, and in coordination with, the regular school program. During the summer, educational programs are set up exclusively for migratory children when regular school programs are not in operation, or in coordination with summer services provided by the school district.

A sub-granting process is employed by KSDE with local projects being funded to provide a comprehensive program that includes identification and recruitment; instructional and support services; staff development; and the involvement of migratory parents in the education of their children. Funding for local programs are determined based on the needs of eligible students and those having PFS as recorded in the local needs assessment. The services local projects intend to provide and the staff needed also are included. Exhibit 4 shows the Kansas MEP regions and local projects serving migratory students.

Exhibit 4
Map of Kansas Showing the MEP Regions



Local projects have large concentrations of migratory students and limited access to comprehensive educational and support services. Many are rural and extremely remote. Student services are delivered to sites designated as “project” and “non-project.”

The project sites have MEP staff onsite to deliver services whereas non-project sites with fewer than 10 students receive advocacy and academic services through the State's OSY/K-12 project staff.

Kansas has a strong agricultural tradition that predates its statehood, and agriculture continues to be a significant contributor to the State’s economic well-being. Today, Kansas is a leader in wheat, grain sorghum, and beef production. The dairy sector is rapidly expanding in Kansas and other sectors of animal agriculture are growing as well. Farmers and ranchers across the State are responding to demand from consumers to raise healthy, wholesome food and also are continuously striving to do better, raising more food using fewer resources.

Increasingly, agricultural resources provide raw materials for a broad range of nonfood products, such as chemicals, fibers, construction materials, lubricants and fuels. Developing and commercializing biobased and bioenergy products provide new and expanded markets for agricultural feedstocks, it reduces the nation’s dependence on petroleum and other imported materials and it helps diversify agriculture. As the world population grows and as demand for animal protein increases, Kansas farmers and ranchers will play a critical role in feeding Kansas families and families around the world.

Kansas Concern Statements

Exhibit 5 lists the concern statements for each goal area that were developed by the NAC during the first set of virtual CNA meetings. During the second set of virtual CNA meetings, the NAC refined the concerns based on additional data and input.

Exhibit 5 – Kansas Concern Statements

Goal 1: School Readiness	Area of Concern
1-1 We are concerned that migratory parents report they do not have the skills, resources, and tools to support pre-literacy and pre-numeracy in the home.	Educational support in the home
1-2 We are concerned that migratory preschool children are not receiving services during the summer.	Access to services
1-3 We are concerned that migratory children, especially 3-year-olds, do not have access to educational services due to a lack of preschool programs, transportation, and facilities.	Access to services
Goal 2: ELA and Mathematics	Area of Concern
2-1 We are concerned that fewer migratory students score Level 3 or above (met or exceeding standards) on Kansas <u>ELA</u> Assessments than non-migratory students.	Educational continuity Instructional time School engagement
2-2 We are concerned that fewer migratory students score Level 3 or above (met or exceeding standards) on Kansas <u>Math</u> Assessments than non-migratory students.	Educational continuity Instructional time School engagement
Goal 3: Graduation/Completion of a HS Diploma	Area of Concern
3-1 We are concerned social-emotional issues are impacting student learning and motivation at the secondary level.	Health School engagement
3-2 We are concerned that migratory students are not graduating at the same rate as non-migratory students.	Educational continuity Instructional time School engagement
3-3 We are concerned that migratory OSY are not engaged in activities leading to school re-engagement, high school equivalency diploma preparation, or other educational offerings.	Access to services Instructional time School engagement
3-4 We are concerned that migratory parents report they do not have the skills, resources, and tools to support their high school-age children’s reading, math learning and post-secondary options at home.	Education support in the home
Goal 4: Non-Instructional Support Services	Area of Concern
4-1 We are concerned that professional development is needed for MEP/ school staff to provide an academically and culturally responsive, and supportive environment for migratory children and youth.	School engagement

<p>4-2 We are concerned that migratory students and parents have limited knowledge of, and access to, supplementary counseling opportunities for pre-K to grade 12 (e.g., post-secondary exploration; technical training schools; graduation requirements; eligibility; HE P and CAMP; transitions from elementary to MS, from MS to HS and from HS to postsecondary).</p>	<p>Access to Services Education support in the home</p>
<p>4-3 We are concerned that migratory students lack knowledge of, and access to services for which they are eligible (e.g., other school programs, support services, health services [medical, dental, SEL, and psychological], CAMP, HEP).</p>	<p>Access to services Health</p>
<p>4-4 We are concerned that migratory parents are not aware of additional flexible opportunities to learn parent engagement strategies that support their child’s academic success.</p>	<p>Education support in the home</p>

PHASE II: GATHERING AND ANALYZING DATA

Kansas Migratory Student Profile

In the second phase of the CNA process, the key objectives were to build a comprehensive understanding of the achievement and outcome gaps between Kansas migratory students and all other students in the State and to determine data-driven solutions. Three broad categories of Kansas migratory student data were targeted: 1) demographic data; 2) achievement and outcome data; and 3) stakeholder perception data.

Migratory student demographic data were drawn from MIS2000. Achievement data for all students, migratory students designated as having PFS, and non-PFS migratory students were drawn from the 2021 State assessments retrieved from the State database. Perception data was gathered from MEP staff, and migratory parents/family members and students/OSY across the State through needs assessment surveys completed in spring 2022. Below is the Kansas migratory student profile.

Exhibit 6: Kansas Migratory Student Profile
2020-21 Performance Period Data

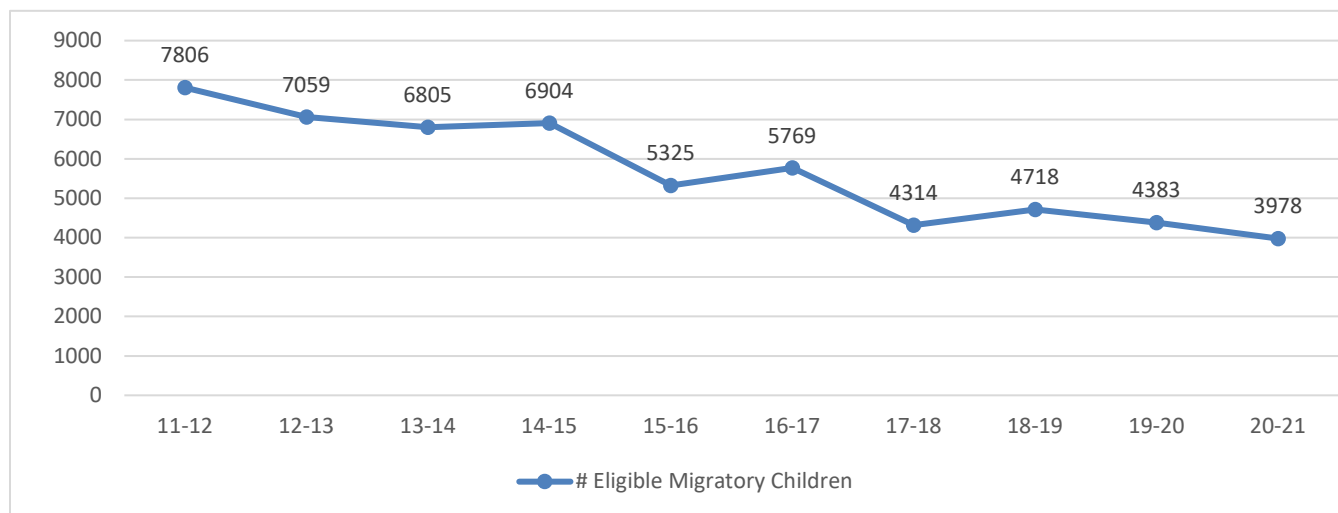
	Data Element	Statistic
1	Total Number of Eligible Migratory Students (ages 0-21)	3,978
2	Total Number of Eligible Migratory Students (ages 3-21)	3,769
3	Migratory Students Classified as Having Priority for Services (PFS) (ages 3-21)	1,151 (40%)
4	Migratory Students Classified as ELs (ages 3-21)	2,190 (58%)
5	Migratory Students Classified as Having a Disability under Part B/C of the IDEA	278 (7%)
6	Migratory Students with a QAD within 12 months of the last day of the performance period	960 (24%)
7	Migratory OSY	149 (4%)
8	Migratory Students Served during the Performance Period	3,596 (90%)
9	Migratory Students Receiving Instructional Services	3,118 (78%)
10	Migratory Students Receiving Support Services	3,369 (85%)
11	Migratory Students Served during the Regular School Year	2,773 (70%)
12	PFS Migratory Students Served during the Regular School Year	1,283 (85%)
13	Migratory Students Served during the Summer	2,696 (68%)
14	PFS Migratory Students Served during the Summer	1,142 (76%)
15	Migratory Student Graduation Rate (Non-migratory rate is 88.1%)	81.5%
16	PFS Migratory Student Graduation Rate	80.0%
17	Non-PFS Migratory Student Graduation Rate	82.3%
18	Migratory Student Dropout Rate (Non-migratory rate is 1.7%)	2.2%
19	PFS Migratory Student Dropout Rate	2.2%
20	Non-PFS Migratory Student Dropout Rate	2.2%
21	Percent of Migratory Students in Grades 3-8/10 Scoring at Met or Exceeding on Kansas ELA Summative Assessments (Non-migratory students = 35.2%)	14%
22	Percent of PFS Migratory Students in Grades 3-8/10 Scoring at Met or Exceeding on Kansas ELA Summative Assessments	10%

	Data Element	Statistic
23	Percent of Non-PFS Migratory Students in Grades 3-8/10 Scoring at Met or Exceeding on Kansas ELA Summative Assessments	16%
24	Percent of Migratory Students in Grades 3-8/10 Scoring at Met or Exceeding on Kansas Math Summative Assessments (Non-migratory students = 27.9%)	10%
25	Percent of PFS Migratory Students in Grades 3-8/10 Scoring at Met or Exceeding on Kansas Math Summative Assessments	7%
26	Percent of Non-PFS Migratory Students in Grades 3-8/10 Scoring at Met or Exceeding on Kansas Math Summative Assessments	12%

Migratory Student Demographics

Exhibit 7 provides a longitudinal snapshot of the total number of migratory children/youth identified from birth through age 21 over the past 10 years. Statewide, 3,978 migratory children were eligible for the MEP (birth to age 21) during 2020-21, which is a 9% decrease from 2019-20, and the lowest since 2011-12. *UG=Ungraded.*

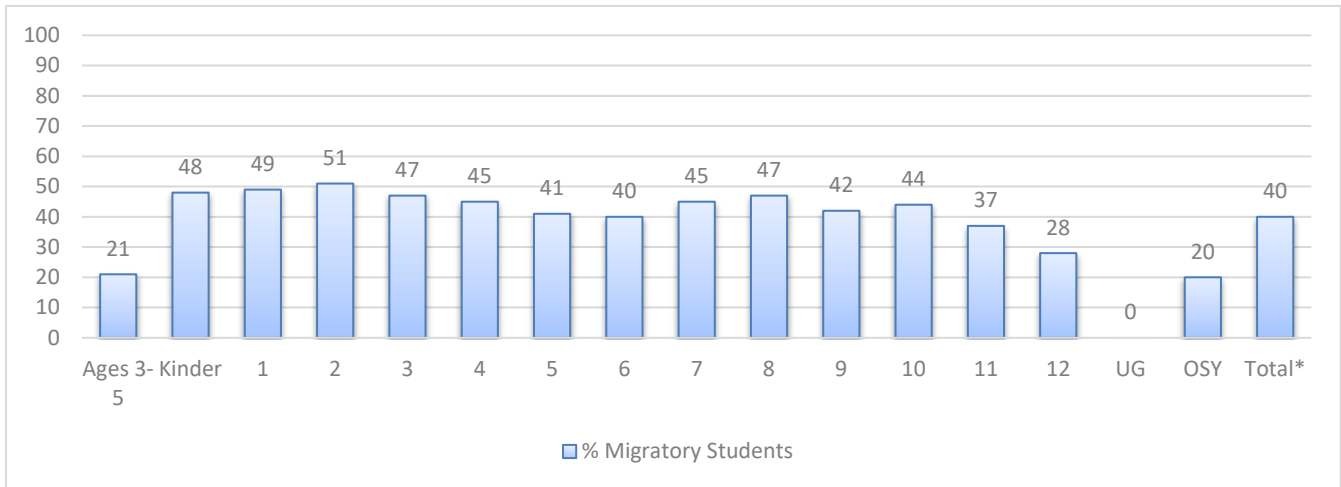
Exhibit 7: Number of Eligible Migratory Children by Performance Period



Source: Kansas CSPR 2011-12 through 2020-21 & MIS2000

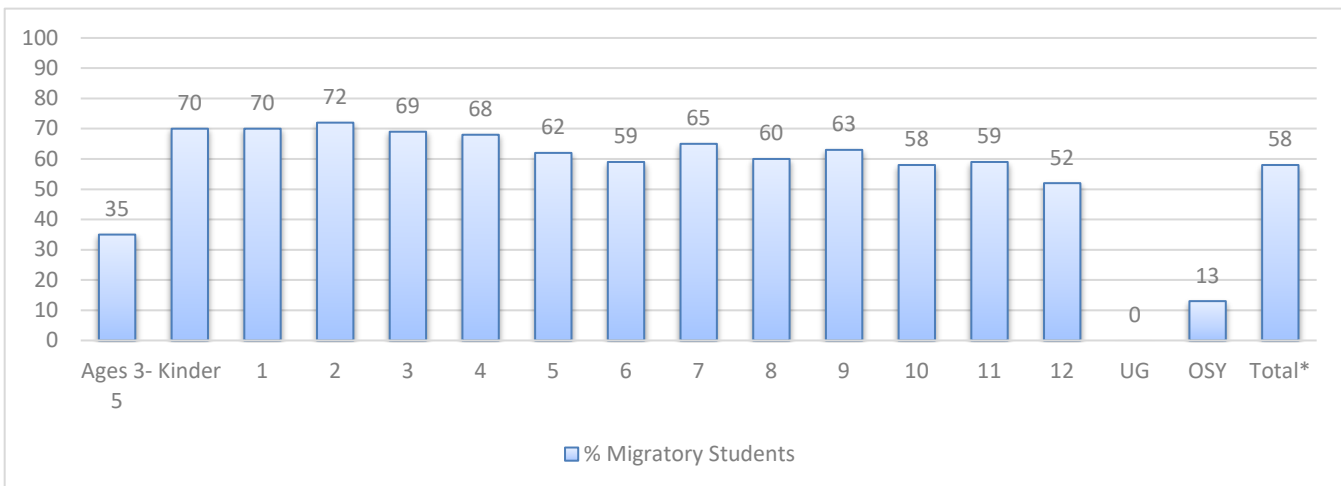
Exhibits 8-11 show that of the 3,769 eligible migratory students/youth ages 3-21 in 2020-21, 40% were categorized as PFS and 58% were identified as being ELs. In addition, 7% of all 3,978 eligible migratory students/youth ages 0-21 were identified as having a disability through the Individuals with Disabilities Education Act (IDEA) and 24% had a QAD occurring within 12 months from the last day of the performance period (8/31/21). Migratory children birth to age two had the highest percentage of QADs during the performance period (48% of eligible children).

Exhibit 8 - Migratory Students with Priority for Services in 2020-21



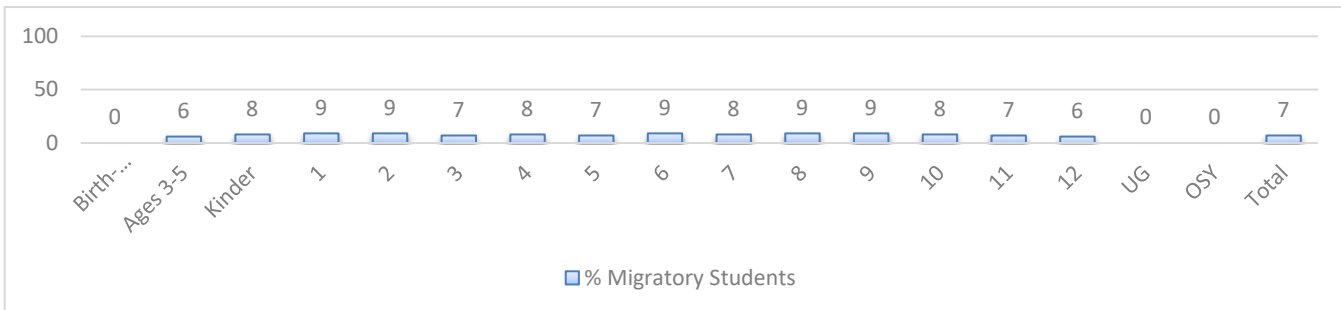
Source: 2020-21 CSPR Data Check Sheet
 *Percentage of eligible migratory students/youth ages 3-21 (N=3,769)

Exhibit 9 - Migratory Students that are English Learners in 2020-21



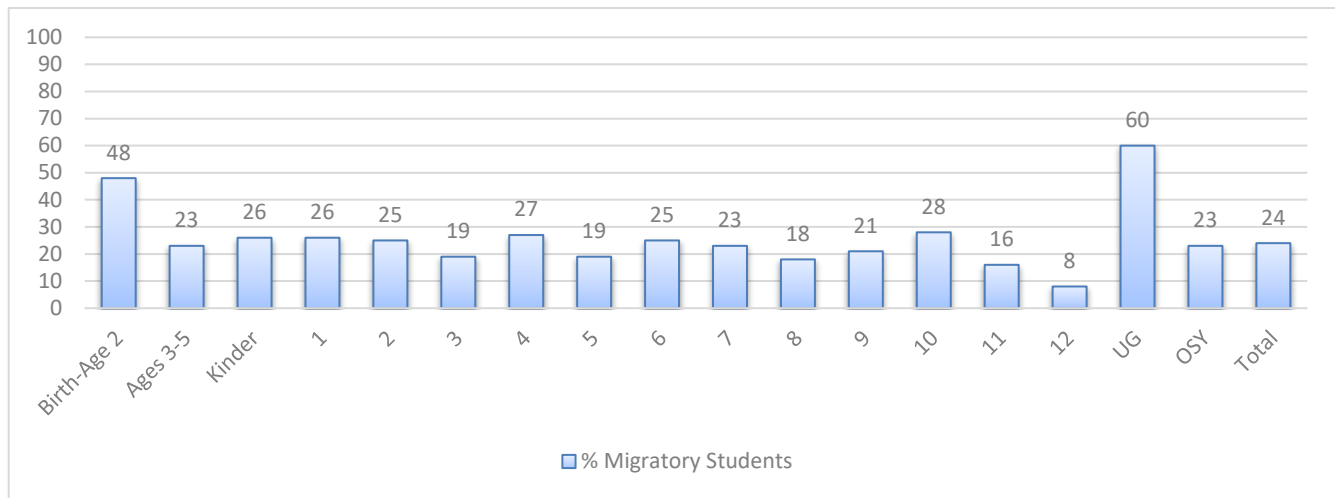
Source: 2020-21 CSPR Data Check Sheet
 *Percentage of eligible migratory students/youth ages 3-21 (N=3,769)

Exhibit 10 - Migratory Students that Qualify for Special Education in 2020-21



Source: 2020-21 CSPR Data Check Sheet

Exhibit 11 - Migratory Students that had a QAD in the Previous Performance Period



Source: 2020-21 CSPR Data Check Sheet

MEP Services

Exhibit 12 shows the unduplicated number of participating migratory children who received MEP-funded instructional or support services at any time during the 2020-21 performance period (regular year and summer). Results show that 90% of the 3,978 eligible migratory students ages 0-21 (91% of students ages 3-21) were served during 2020-21. Forty percent (40%) of the 3,439 migratory students served ages 3-21 had PFS (92% of *all* PFS students). In addition, 68% of migratory students ages 0-21 (72% of students ages 3-21) were served during the summer of 2021. Forty-two percent of the 3,696 students ages 3-21 (76% of all PFS students) were served during the summer.

Exhibit 12
Migratory Students/Youth Served during the 2020-21 Performance Period and Summer

Grade	Performance Period						Summer 2021					
	All Migratory students			PFS			All Students		Served			
	Eligible	Served		Total # PFS	Served		#	%	Total # PFS	Served		
	#	%		#	%				#	%		
Birth-2	209	157	75%	--	--	--	130	62%	--	--	--	
Age 3-5	580	514	89%	124	111	90%	404	70%	124	101	81%	
K	326	312	96%	156	147	94%	236	72%	156	122	78%	
1	289	271	94%	143	132	92%	212	73%	143	104	73%	
2	283	262	93%	145	137	94%	211	75%	145	116	80%	
3	276	257	93%	129	120	93%	207	75%	129	107	83%	
4	289	263	91%	130	114	88%	200	69%	130	97	75%	
5	221	205	93%	91	86	95%	159	72%	91	71	78%	
6	254	232	91%	102	98	96%	167	66%	102	81	79%	
7	230	212	92%	104	96	92%	159	69%	104	79	76%	
8	200	181	91%	94	85	90%	140	70%	94	70	74%	
9	232	214	92%	97	91	94%	164	71%	97	74	76%	
10	207	184	89%	91	75	82%	130	63%	91	62	68%	
11	131	119	91%	48	47	98%	83	63%	48	41	85%	
12	97	88	91%	27	22	81%	11	11%	27	1	4%	

Grade	Performance Period						Summer 2021					
	All Migratory students			PFS			All Students					
	Eligible	Served		Total # PFS	Served		Served		Total # PFS	Served		
#		%	#		%	#	%	#		%		
UG	5	2	40%	0	--	--	4	80%	0	0	0%	
OSY	149	123	83%	30	26	87%	79	53%	30	16	53%	
Total	3,978	3,596	90%	1,511	1,387	92%	2,696	68%	1,511	1,142	76%	

Source: 2020-21 CSPR Data Check Sheet

Exhibit 13 shows that 78% of migratory students ages 0-21 received MEP instructional services (81% of the 3,769 migratory students ages 3-21). Sixty-two percent (62%) of students received reading instruction (65% of students ages 3-21) and 52% received math instruction (54% of students ages 3-21). Eighty-five percent (85%) of migratory students received support services (86% of students ages 3-21) and 58% received counseling (60% of students ages 3-21).

Exhibit 13
Migratory Students/Youth Receiving Instructional and Support Services
during the 2020-21 Performance Period

Grade	# Eligible	Instructional Services						Support Services			
		Any Instruction		Reading Instruction		Math Instruction		Support Services		Counseling	
		#	%	#	%	#	%	#	%	#	%
Birth-2	209	69	33%	17	8%	5	2%	146	70%	33	16%
Age 3-5	580	397	68%	262	45%	180	31%	484	83%	294	51%
K	326	295	90%	253	78%	215	66%	294	90%	179	55%
1	289	255	88%	213	74%	174	60%	250	87%	158	55%
2	283	244	86%	206	73%	166	59%	243	86%	158	56%
3	276	237	86%	201	73%	180	65%	238	86%	161	58%
4	289	241	83%	209	72%	189	65%	246	85%	152	53%
5	221	195	88%	163	74%	142	64%	191	86%	138	62%
6	254	216	85%	177	70%	160	63%	222	87%	154	61%
7	230	196	85%	162	70%	132	57%	202	88%	134	58%
8	200	163	82%	129	65%	117	59%	169	85%	129	65%
9	232	188	81%	151	65%	129	56%	202	87%	181	78%
10	207	160	77%	114	55%	99	48%	169	82%	155	75%
11	131	100	76%	71	54%	61	47%	109	83%	99	76%
12	97	62	64%	48	49%	40	41%	86	89%	72	74%
UG	5	2	40%	1	20%	1	20%	2	40%	1	20%
OSY	149	98	66%	73	49%	63	42%	116	78%	104	70%
Total	3,978	3,118	78%	2,450	62%	2,053	52%	3,369	85%	2,302	58%

Source: 2020-21 CSPR Data Check Sheet

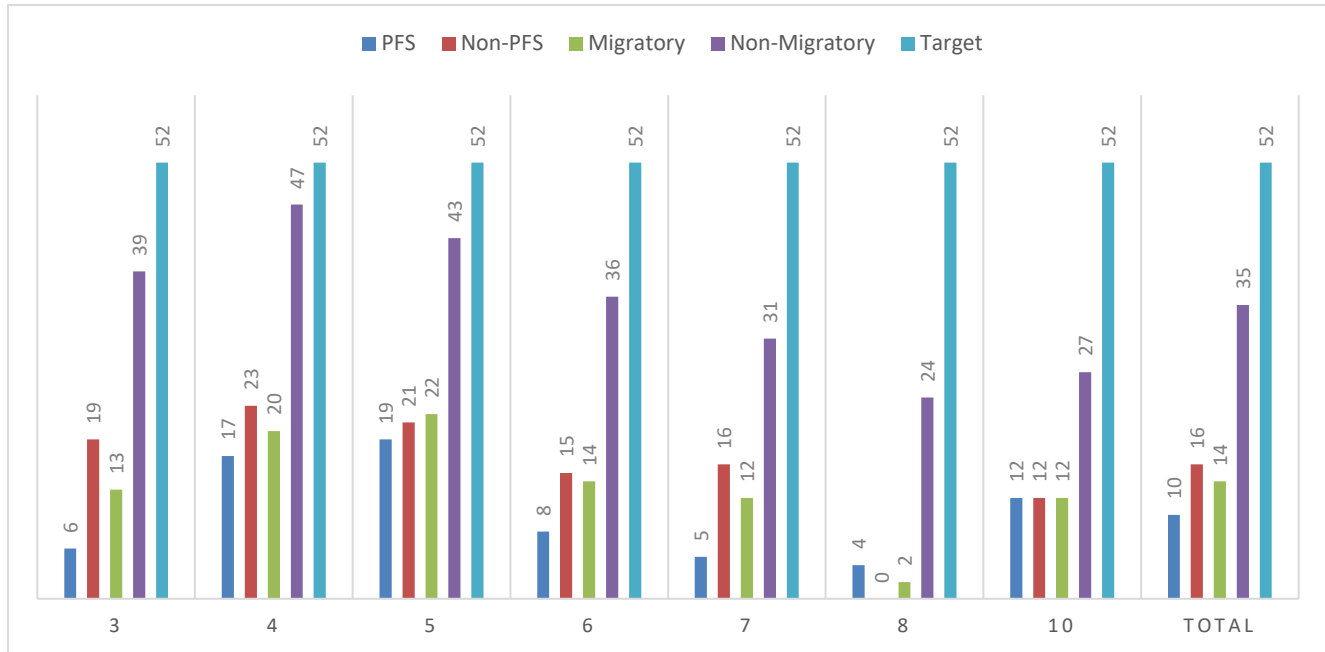
Secondary-aged migratory students also received MEP credit accrual services. Twenty-seven (27) students in grades 9-12 (4% of all eligible students in grades 9-12) participated in MEP-sponsored credit accrual during 2020-21 (four 9th grade students, 12 10th grade students, eight 11th grade students, and three 12th grade students).

Reading and Math Achievement

Each year, the Kansas Summative ELA and Math Assessments are administered to students in grades 3-8 and 10. All data presented below are taken from the 2021 administration of the ELA and math assessments – during the COVID-19 pandemic. The four proficiency levels for the Summative Assessments are from lowest to highest: Level 1, Level 2, Level 3 (meets proficiency), and Level 4 (exceeds proficiency).

Exhibit 14 shows that Kansas migratory students assessed were 38% short of the Kansas State Performance Target (52%) for ELA proficiency in 2020-21, and 21.2% short of non-migratory students. PFS students were 42% short of the target and non-PFS students were 36% short of the target. For all seven grade levels assessed, the 2020-21 target was not met by migratory students. In addition, for all grade levels, fewer migratory students scored at met or exceeding (M/E) than non-migratory students.

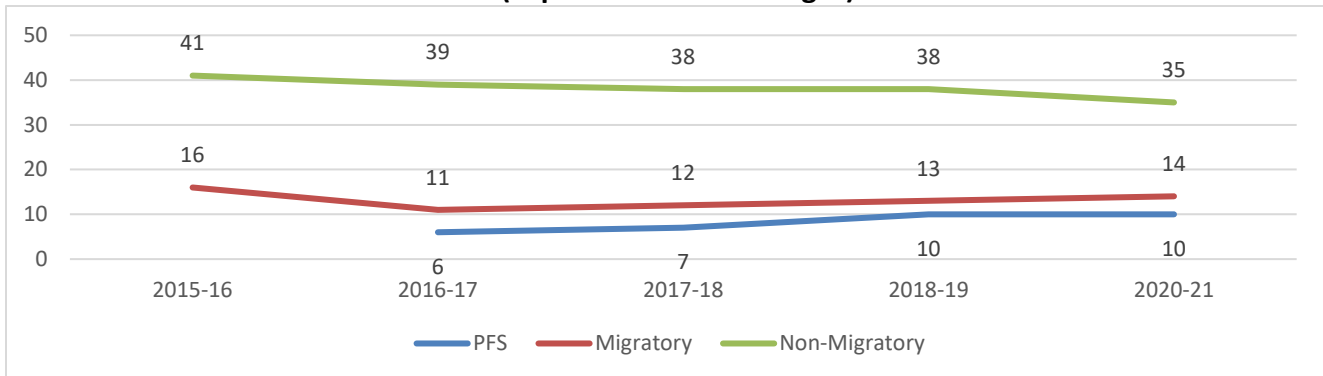
Exhibit 14: 2021 Kansas Summative ELA Assessment Results



Source: KSDE and MIS2000

Exhibit 15 provides a comparison of Kansas ELA Summative Assessment results for the past five years. Results show that from 2018-19 to 2020-21, there was a one percentage point increase in the number of migratory students scoring at M/E (same percentage PFS migratory students) compared to a three percentage point decrease for non-migratory students.

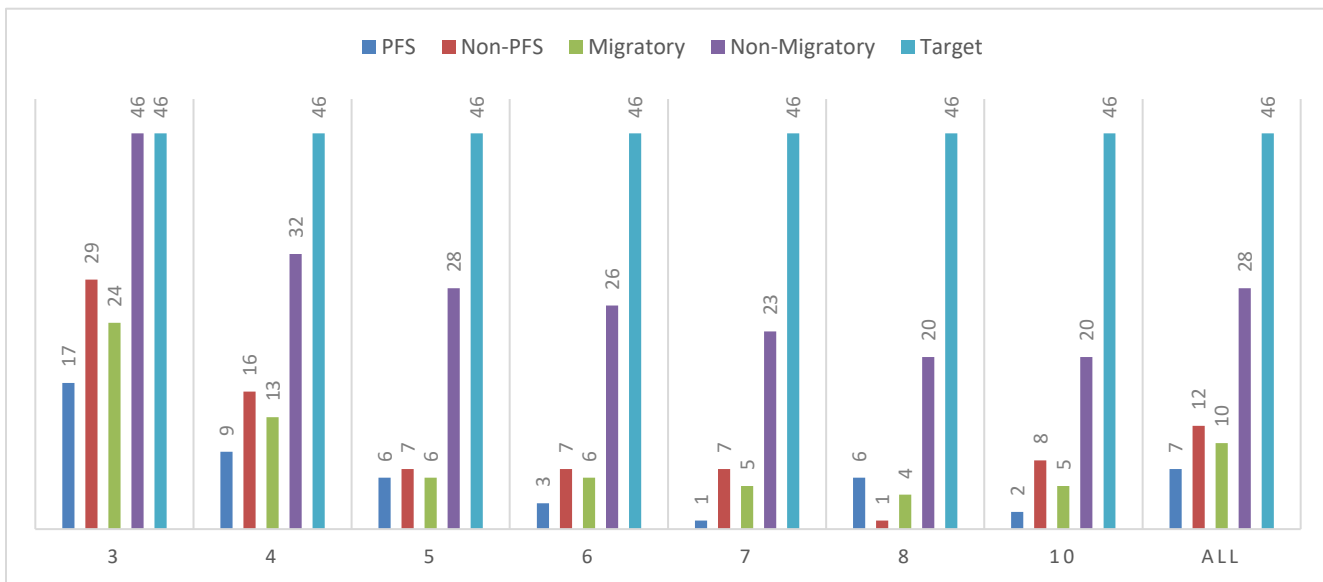
Exhibit 15
Comparison of Kansas ELA Summative Assessment Results Over the Years
(Expressed in Percentages)



Source: KSDE and MIS2000

Exhibit 16 shows that Kansas migratory students assessed were 36% short of the Kansas State Performance Target (46%) for math proficiency in 2020-21, and 17.9% short of non-migratory students. PFS students were 39% short of the target and non-PFS students were 34% short of the target. For all seven grade levels assessed, the 2020-21 target was not met by migratory students. For all grade levels fewer migratory students scored at M/E than non-migratory students.

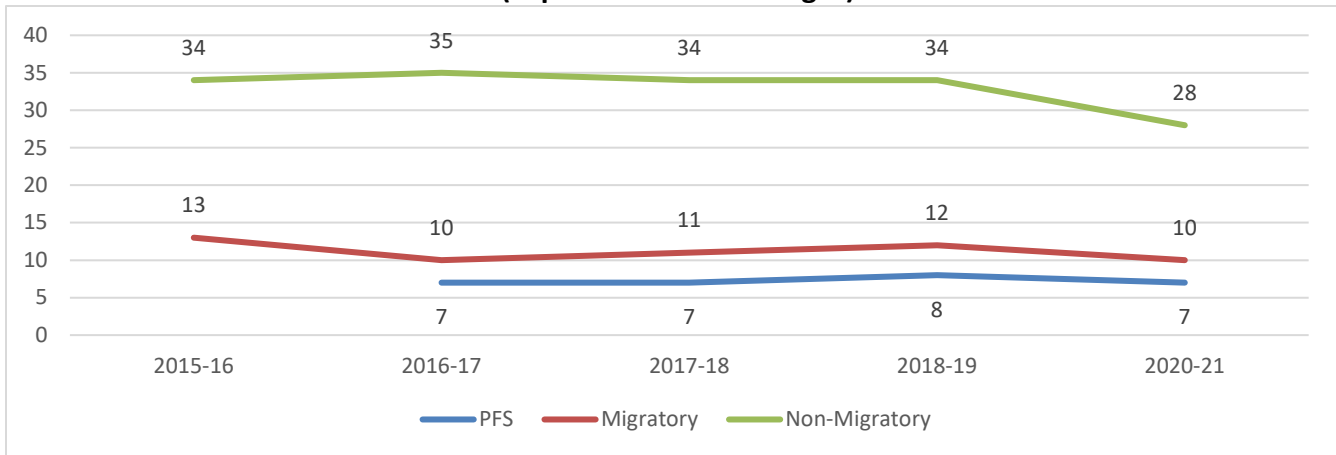
Exhibit 16: 2021 Kansas Summative Math Assessment Results



Source: KSDE and MIS2000

Exhibit 17 provides a comparison of Kansas Math Summative Assessment results for the past five years. Results show that from 2018-19 to 2020-21, there was a two percentage point decrease in the number of migratory students scoring at M/E (1% decrease for PFS migratory students) compared to a six percentage point decrease for non-migratory students.

Exhibit 17
Comparison of Kansas Math Summative Assessment Results Over the Years
(Expressed in Percentages)



Source: KSDE and MIS2000

School Readiness

During 2020-21, 89% of the 580 eligible migratory preschool children ages 3-5 (not in kindergarten) were served, with 68% receiving MEP instructional services. Of the 3-5 year old children served, 21% did not score age-appropriately on the Ages and Stages Questionnaire (ASQ) after receiving MEP services.

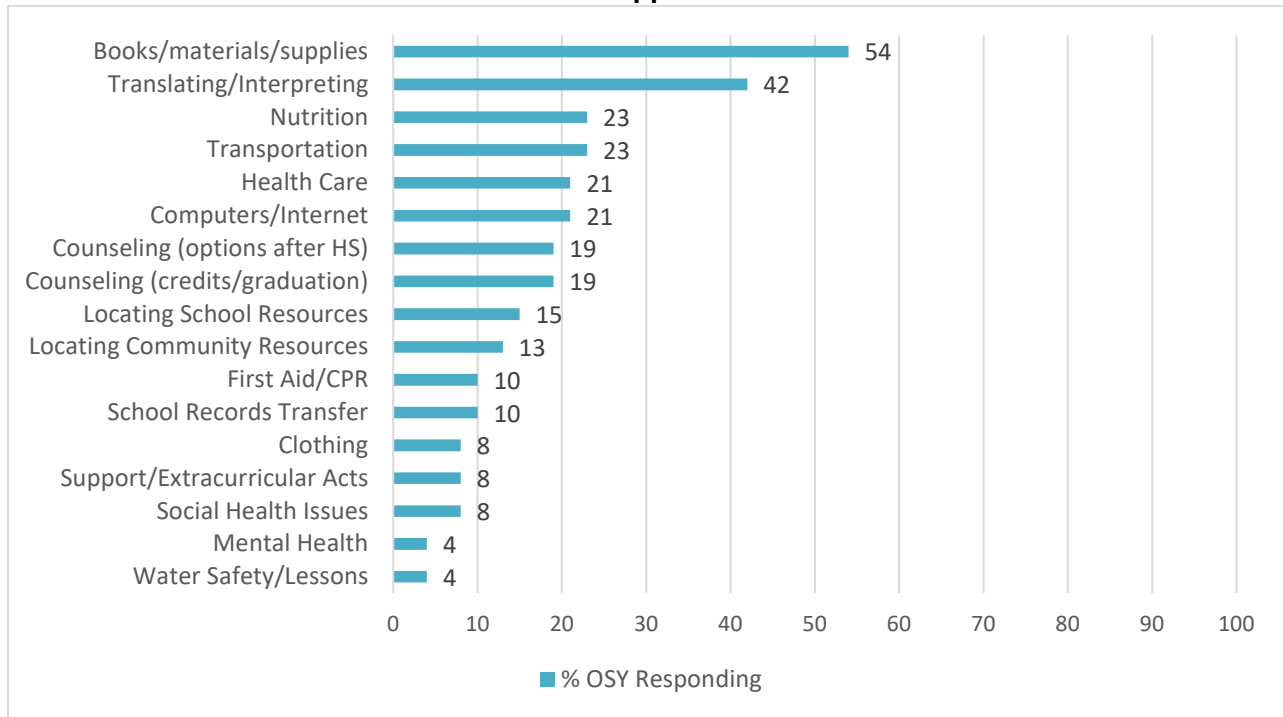
Exhibit 18: Migratory Preschoolers that Did Not Demonstrate Age-Appropriate Skills on School Readiness Assessments

PFS Status	# (%) Assessed	# (%) that did not have Age-Appropriate Skills
PFS	22	2 (9%)
Non-PFS	181	41 (23%)
Total	203	43 (21%)

Out-of-School Youth (OSY)

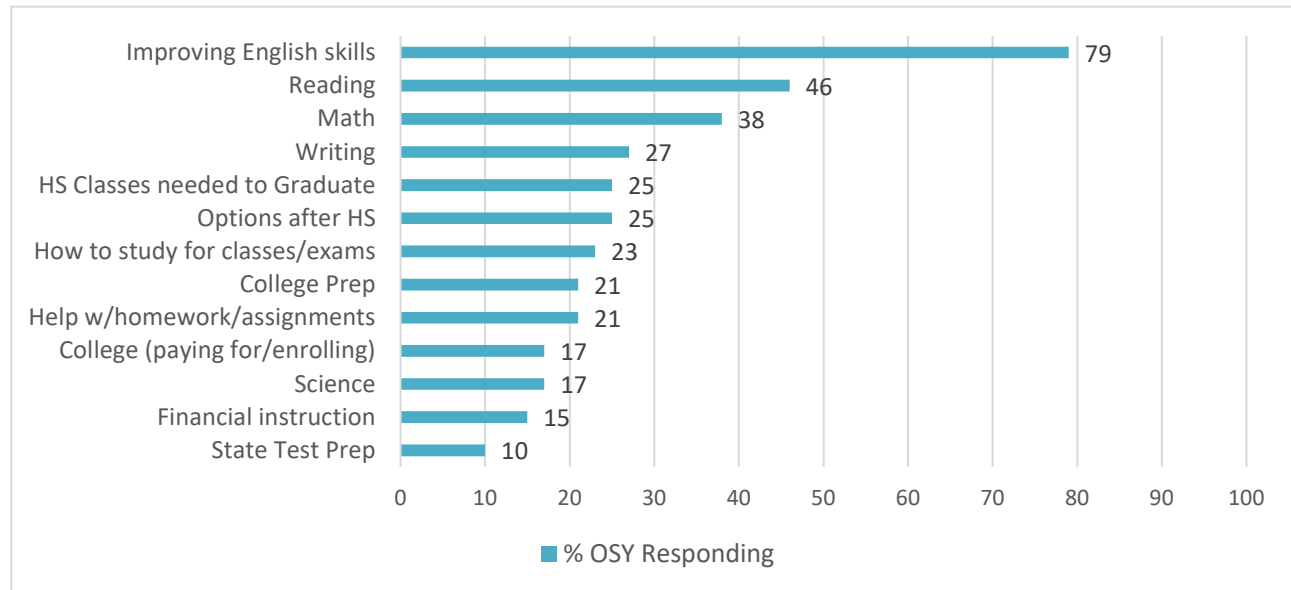
Kansas had 149 eligible OSY in 2020-21. The needs of OSY are challenging: OSY are likely to live away from parents and many are parents themselves; most have health needs that interfere with participating in school (i.e., medical, dental, vision, nutrition); and recovering OSY to MEP services and keeping them engaged in education is perhaps the most difficult work in migrant education. During 2020-21, 83% of the eligible OSY were served by the Kansas MEP (66% received instructional services and 78% received support services). On needs assessment surveys conducted in 2022, the 48 OSY representing eight districts and one regional service center responding reported the following needs related to support services, instruction, and instructional services.

Exhibit 19: OSY Support Service Needs



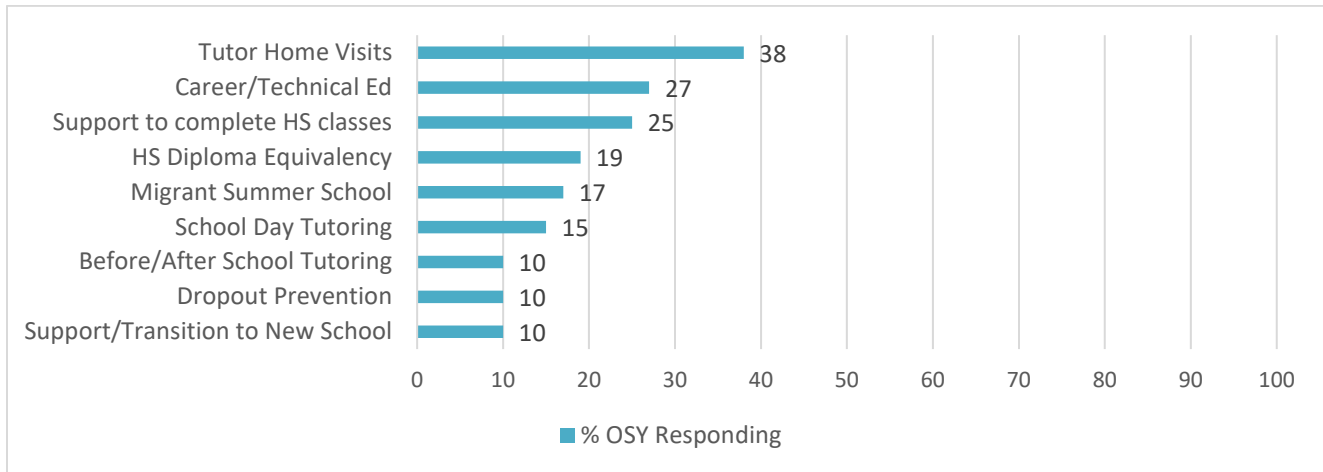
Source: Kansas MEP Student/OSY Needs Assessment Surveys

Exhibit 20: OSY Instructional Needs



Source: Kansas MEP Student/OSY Needs Assessment Surveys

Exhibit 21: OSY Instructional Services Needs



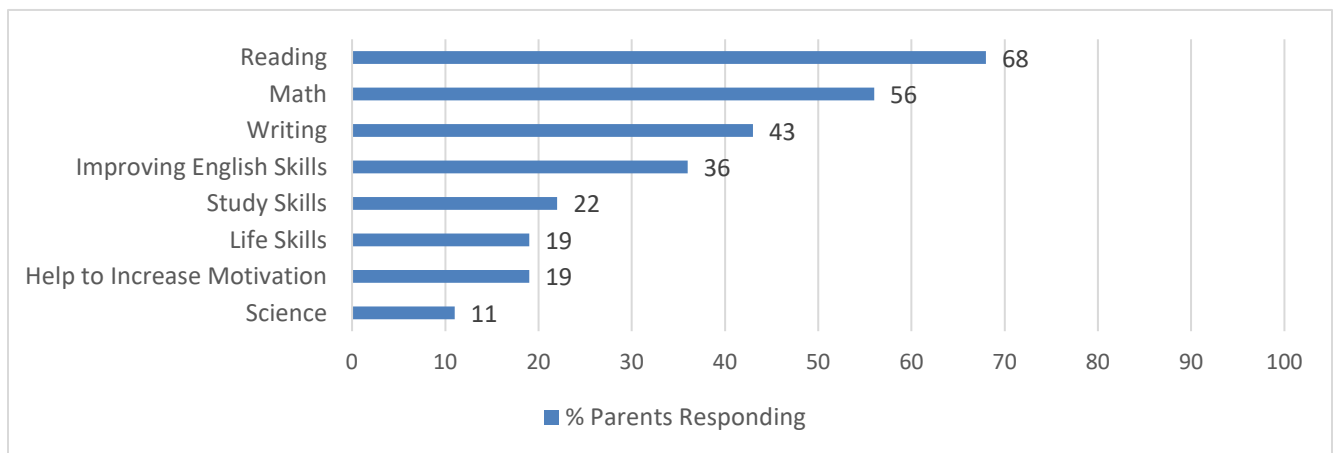
Source: Kansas MEP Student/OSY Needs Assessment Surveys

Needs Assessment Survey Results

During spring 2022, MEP staff, migratory parents/families and students/OSY (see previous section for OSY results) were asked to complete needs assessment surveys to help the NAC identify migratory student, family, and MEP staff needs as part of the Kansas MEP CNA. Following is a summary of the results.

Family Needs Assessment Survey Results - A total of 232 parents/family members of migratory students responded to the Family Needs Assessment Survey. Parents/family members were asked to indicate their child’s needs related to instruction and instructional services, support services, and parent needs for supporting their child’s success in school. The distribution of parent/family member responses within each area are displayed in Exhibits 22-25. For instruction needs, the largest number of parents indicated a need for their child to receive reading instruction (68% responding), math instruction (56%), and writing instruction (43%).

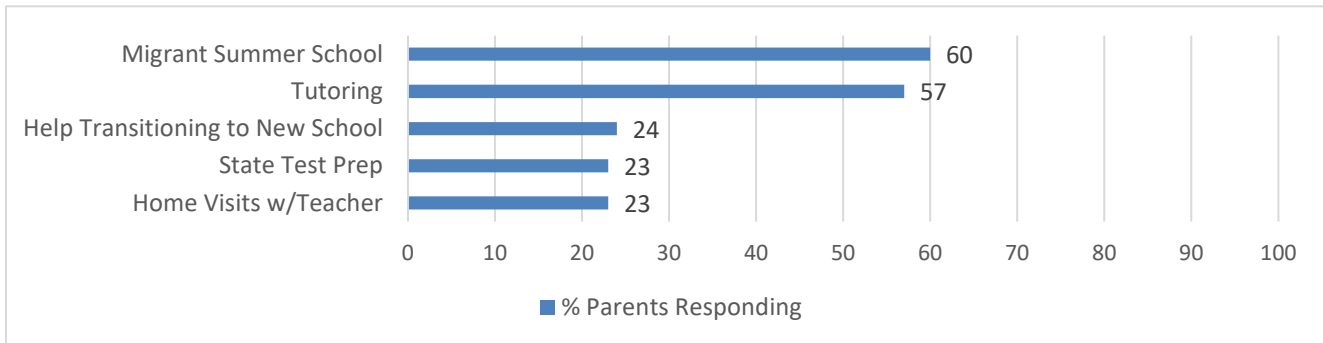
Exhibit 22: Family Member Perceptions of their Children’s Instructional Needs



Source: Kansas MEP Family Needs Assessment Surveys

The instructional services needed most needed include migrant summer school (60% responding) and tutoring (57%).

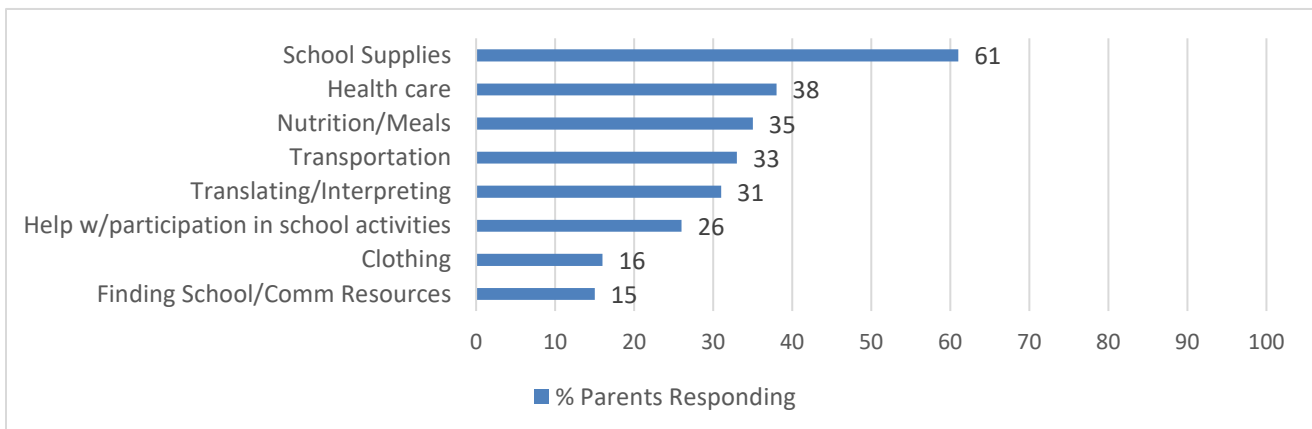
Exhibit 23: Family Member Perceptions of their Children’s Instructional Services Needs



Source: Kansas MEP Family Needs Assessment Surveys

The support services most needed included school supplies (61% responding), health care (38%), meals/ nutrition (35%), transportation (33%), and translating/interpreting (31%).

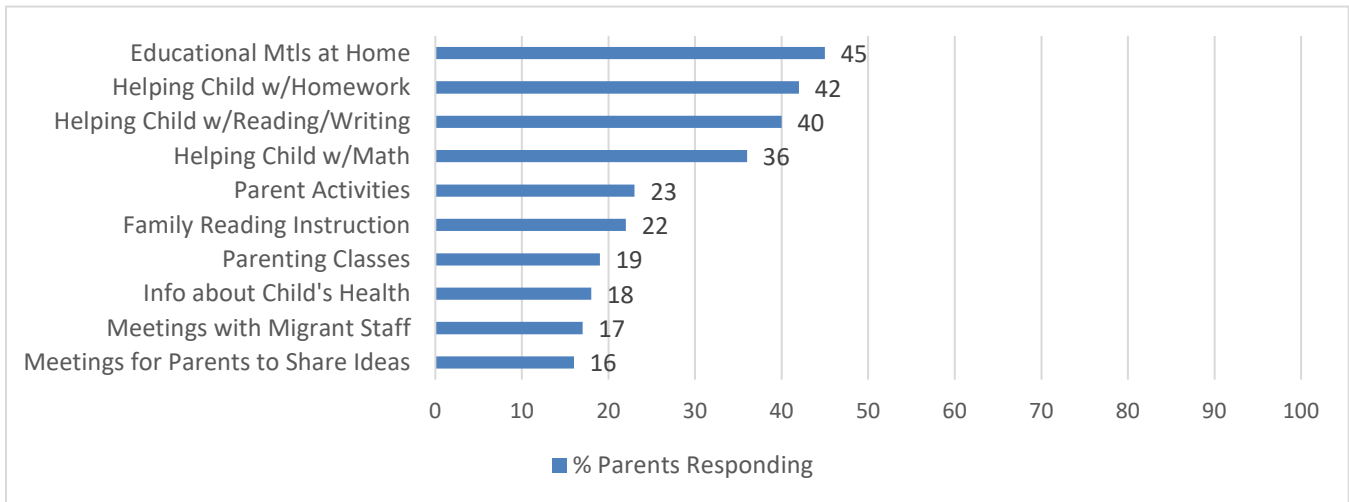
Exhibit 24: Family Member Perceptions of their Children’s Support Services Needs



Source: Kansas MEP Family Needs Assessment Surveys

Services most needed by parents included educational materials at home (45% responding), strategies for helping their child with homework (42%), strategies for helping their children with reading and writing (40%), and strategies for helping their children with math (36%).

Exhibit 25: Family Member Services Needs



Source: Kansas MEP Family Needs Assessment Surveys

Following are the needs assessment results of parents of preschoolers and high school age students.

Parents of Preschool Migratory Children

- Most needed services to support their child's learning: Strategies for preparing their preschooler for kindergarten (31% responding), understanding child development (22%), and finding/enrolling their child in preschool (9%)

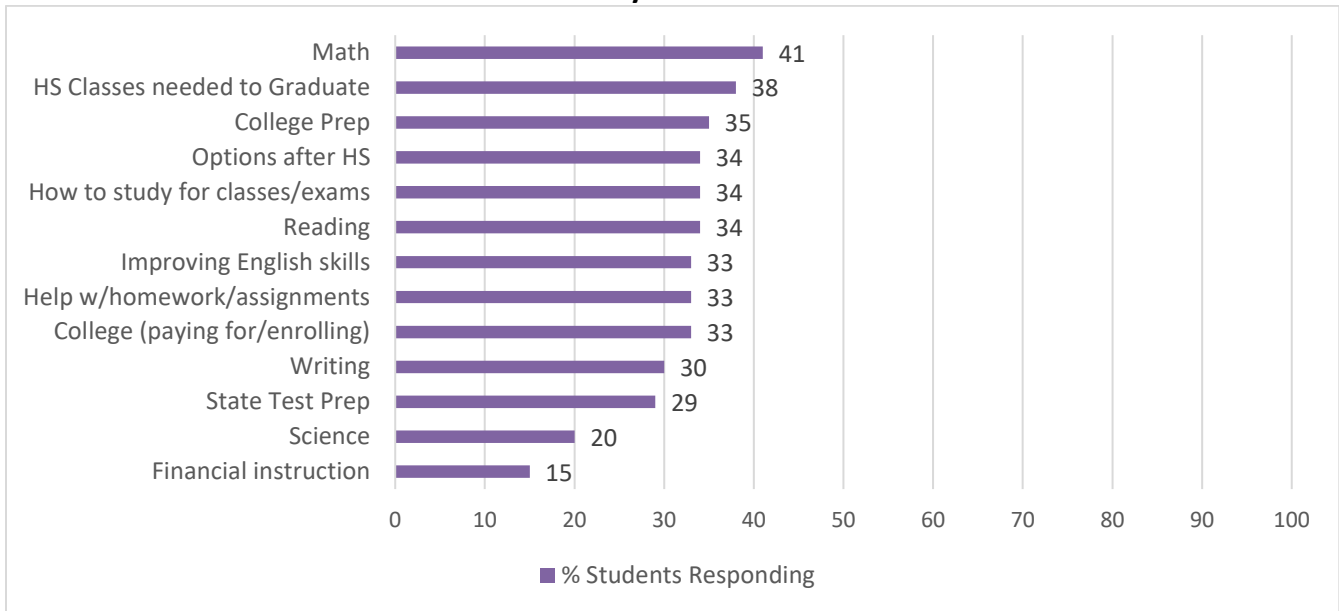
Parents of Migratory Students in Grades 9-12 and OSY

- Most needed services to support their child's learning: Information on options after high school (64% responding), assistance for their child with high school credits (51%), adult education programs (50%), information on promoting high school graduation (39%), GED preparation (28%), and dropout prevention strategies (26%)

Student Needs Assessment Survey Results - A total of 162 migratory high school students (grades 9-12) representing 23 Kansas school districts and one regional service center responded to the Student/OSY Needs Assessment Survey. Students were asked to indicate their needs related to instruction, instructional services, and support services. In addition, students were asked to respond to questions about their level of understanding of graduation requirements and their certainty that they will graduate from high school. The distribution of student/OSY responses within each area are displayed in Exhibits 26-30.

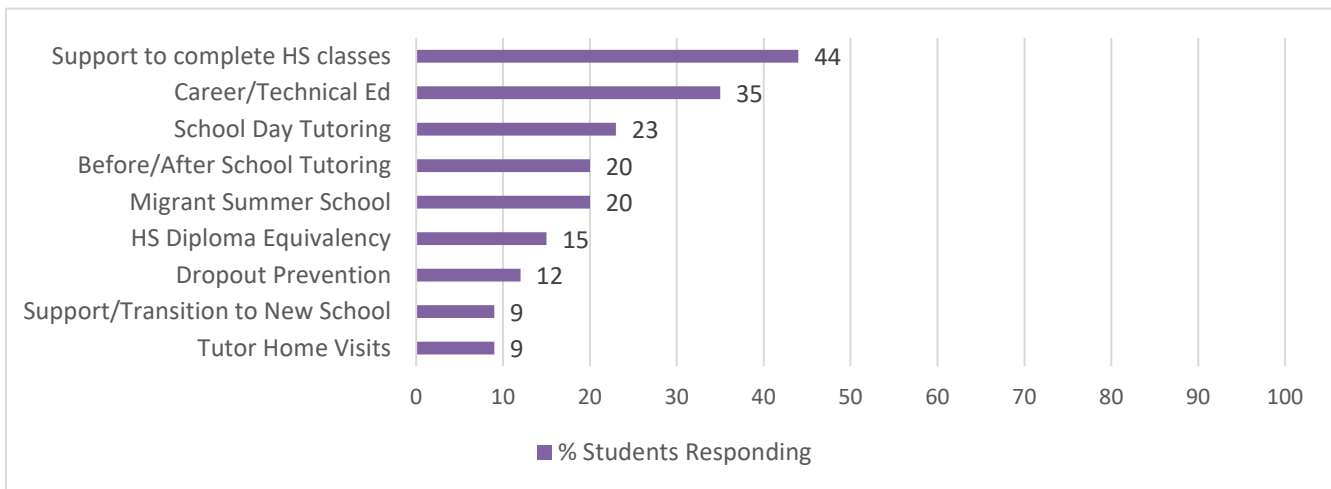
For instruction needs, the largest number of students indicated a need for math instruction (41% responding), high school classes needed to graduate (38%), and college preparation (35%). For instructional services, the largest percentage of secondary students responded with support to complete high school classes (44% responding) and career/technical education (35%).

Exhibit 26: Secondary Student Instruction Needs



Source: Kansas MEP Student/OSY Needs Assessment Surveys

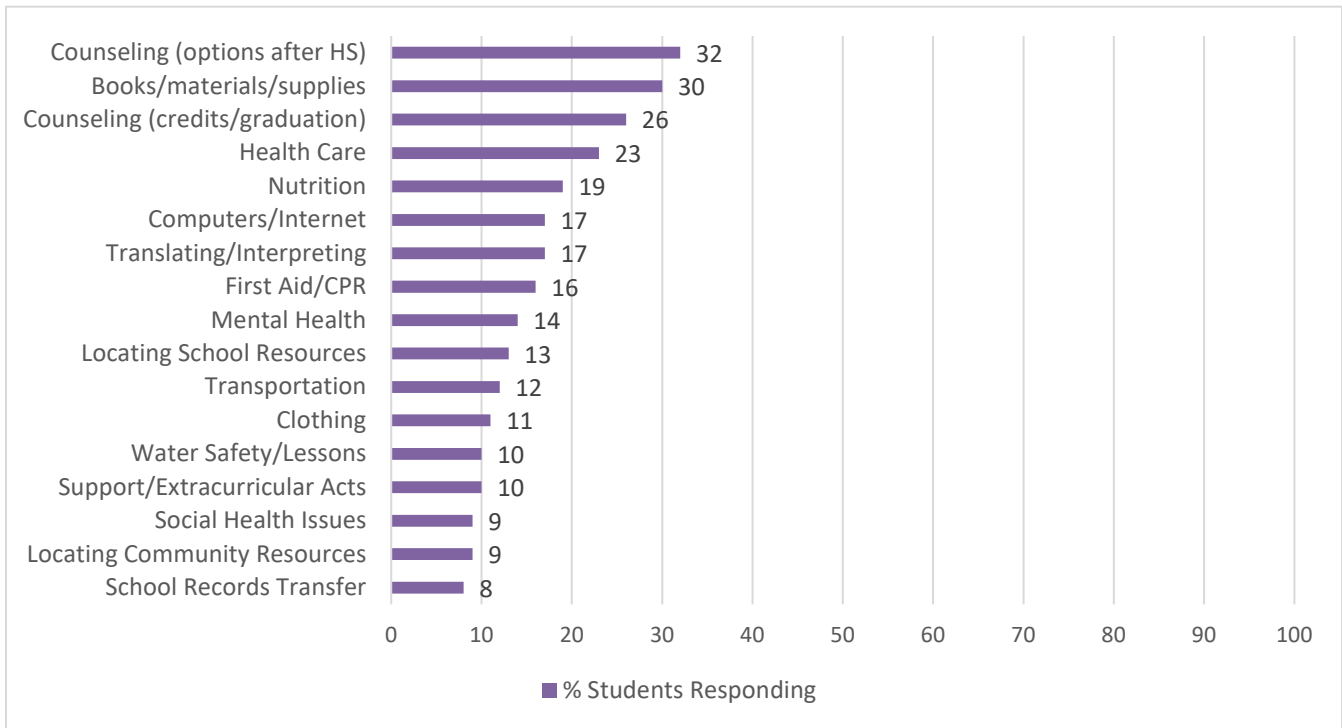
Exhibit 27: Secondary Student Instructional Services Needs



Source: Kansas MEP Student/OSY Needs Assessment Surveys

The support services most needed included counseling on options after high school (32%), books/materials/supplies (30%), and counseling on high school credits/graduation (26%).

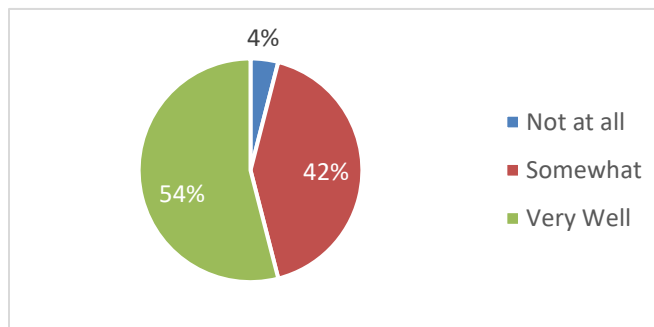
Exhibit 28: Secondary Student Support Services Needs



Source: Kansas MEP Student/OSY Needs Assessment Surveys

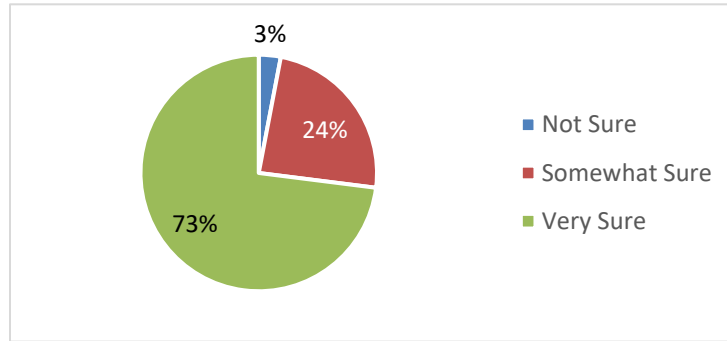
Exhibits 29 and 30 show that 96% of the secondary migratory students/OSY responding understand their graduation requirements and 73% are very sure they will graduate.

Exhibit 29: Percent of Students/OSY Reporting Understanding of Graduation Requirements



Source: Kansas MEP Student/OSY Needs Assessment Surveys

Exhibit 30: Percent of Students/OSY Reporting that they will Graduate

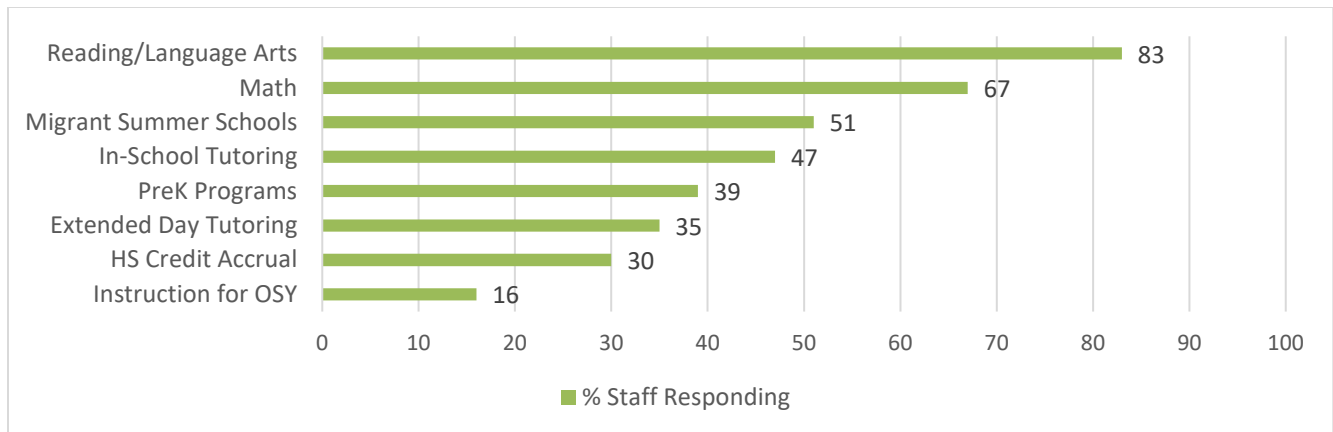


Source: Kansas MEP Student/OSY Needs Assessment Surveys

MEP Staff Needs Assessment Survey Results - A total of 83 MEP staff representing five Kansas school districts and two regional services centers responded to the MEP Staff Needs Assessment Survey. MEP staff were asked to indicate migratory student needs related to instruction and instructional services, support services; their professional development needs; and their perceptions of parent training/education needs. The distribution of MEP staff responses within each area are displayed in Exhibits 31-34.

For instructional needs, the largest number of MEP staff indicated that students have a need for reading/language arts instruction (83% responding), followed by math instruction (67%), migrant summer school (51%), and in-school tutoring (47%).

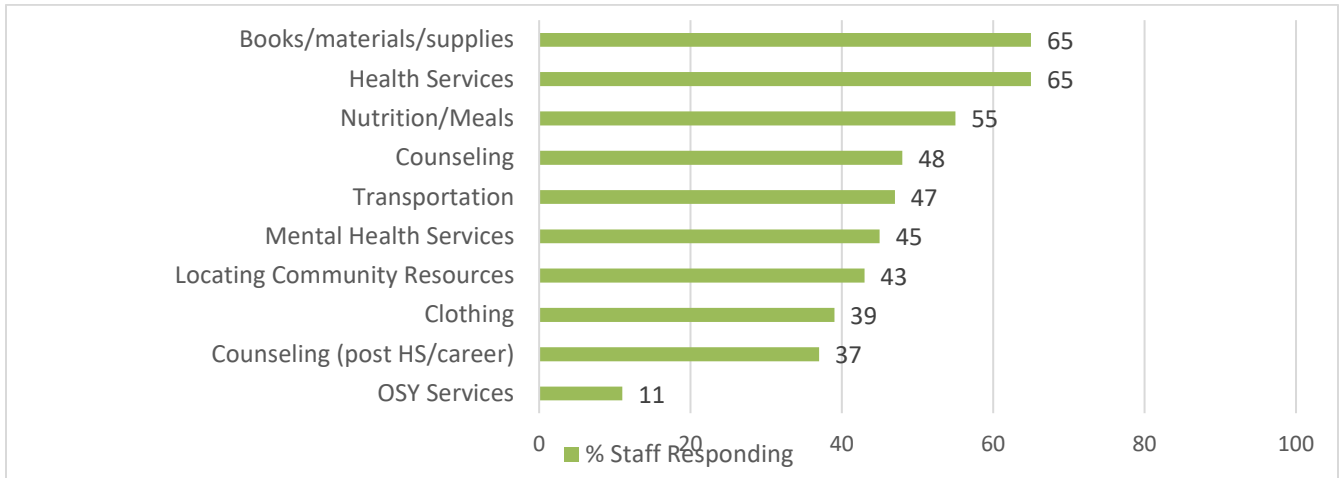
Exhibit 31: MEP Staff Perceptions of Migratory Student Instructional Needs



Source: Kansas MEP Staff Needs Assessment Surveys

Support services needed most included books/materials/supplies and health services (65% responding each), nutrition/meals (55%), and counseling (48%).

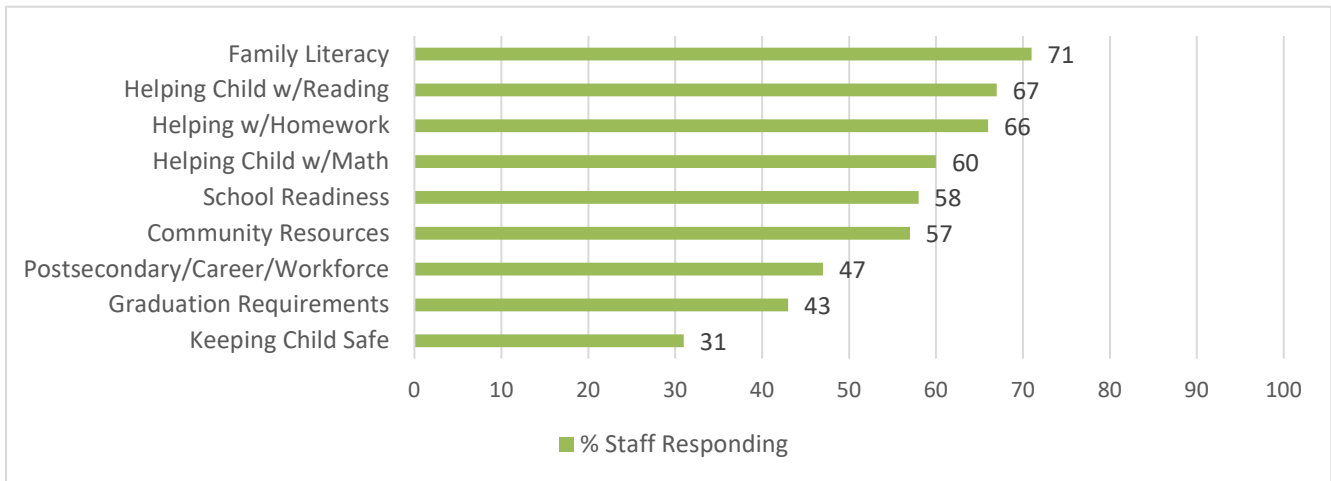
Exhibit 32: MEP Staff Perceptions of Migratory Student Support Services Needs



Source: Kansas MEP Staff Needs Assessment Surveys

Staff perceptions of the training/education needed most by family members included family literacy (71% responding), strategies for helping their children with reading (67%), strategies for helping with homework (66% responding), school readiness (60%), and community resources (57%).

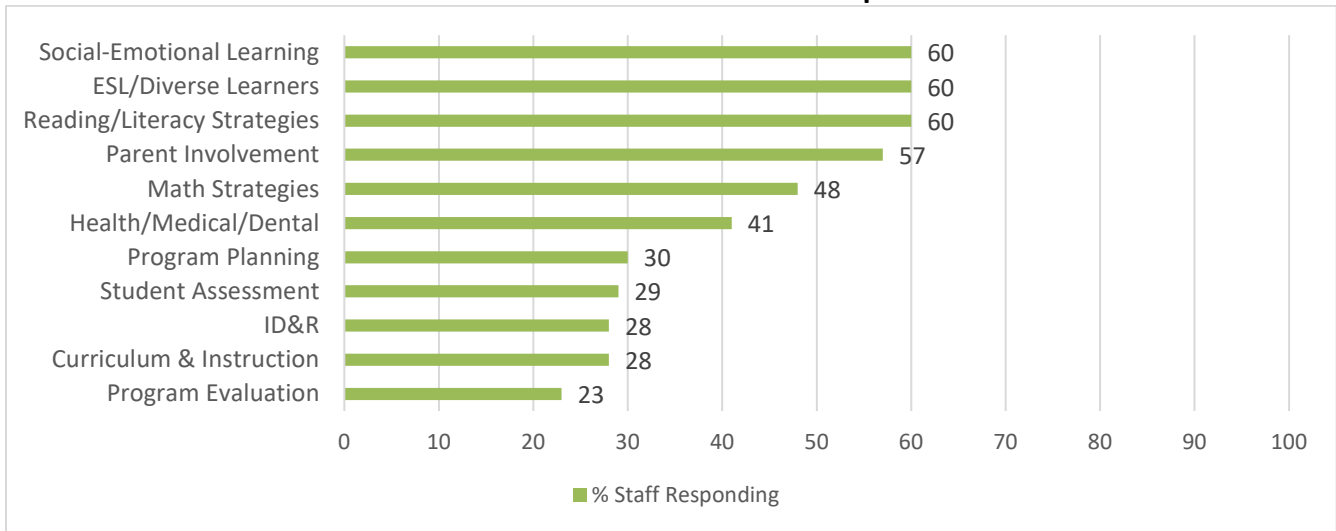
Exhibit 33: MEP Staff Perceptions of Parent/Family Learning Needs



Source: Kansas MEP Staff Needs Assessment Surveys

The areas of professional development needed most by staff include training on social-emotional learning (SEL), strategies for serving ESL/diverse learners, and reading/literacy strategies (60% responding each), and parent involvement (57%).

Exhibit 34: MEP Staff Professional Development Needs



Source: Kansas MEP Staff Needs Assessment Surveys

PHASE III: MAKING DECISIONS

In the third phase of the CNA process, the key objective was to finalize concern statements and develop viable solutions to be used to set criteria for the development of the SDP. The objectives of the second series of virtual NAC meetings were to:

- finalize concerns, data sources, need indicators, need statements;
- rank concerns for focus during service delivery planning;
- develop solutions for the concern statements;
- rank solutions for focus during service delivery planning;
- identify possible resources and experts/staff to meet migratory student needs;
- discuss and problem-solve questions regarding service delivery; and
- review next steps for completion of the CNA and service delivery planning.

The following section offers the final recommendations for concerns, data sources for the concerns, need indicators and statements, and the solutions made by the NAC. A complete list of the concerns and solutions is found in the CNA Decisions and Planning Chart on file with KSDE. The NAC used the following criteria to rank concerns in terms of the 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 NAC identified possible solutions which the SDP Committee will use for the development of strategies during the SDP planning process. The solutions are general guidelines based on the examination of migratory student needs. The development of solutions was guided by the following questions:

- ✓ What does the research say about effective strategies, programs, or interventions?
- ✓ Where has this solution been implemented and was it successful?
- ✓ What are the challenges?
- ✓ How can solutions be customized for Kansas?

GOAL AREA 1: School Readiness

Concern Statements	Data Sources	Need Indicators/Statements	Possible Solutions
<p>1-1 We are concerned that migratory parents report they do not have the skills, resources, and tools to support pre-literacy and pre-numeracy in the home.</p>	<p>2022 Family Needs Assessment (NA) Surveys</p>	<p><u>Need Indicator</u> -31% of parents of preschoolers responding to surveys reported that they need training and support to help prepare their children for school, 61% report needing supplies including books, 45% report needing educational materials in the home, 40% report needing support with helping their child with reading, and 26% report needing support with helping their child with math.</p> <p><u>Need Statement</u> The MEP needs to provide parents of migratory preschool children with training and support to address needs identified in needs assessment surveys.</p>	<p>1-1a Collaborate with early childhood services for referrals. 1-1b Provide resources and support to migratory parents to increase their children’s academic skills at home (e.g., parent education events, family literacy events, free book distributions, literature/ educational materials and strategies).</p>
<p>1-2 We are concerned that migratory preschool children are not receiving services during the summer.</p>	<p>2020-21 CSPR Data Check Sheet</p>	<p><u>Need Indicator</u> -70% of the 580 eligible migratory children ages 3-5 received MEP services in summer 2021 which was 10% short of the target set for MPO 1.1B.</p> <p><u>Need Statement</u> The percentage of migratory preschool children receiving MEP services during the summer needs to increase by 10% to meet the target set for the MPO.</p>	<p>1-2a Provide summer school readiness instructional services to 3-5-year-old migratory children to supplement services being provided (e.g., community venues, school venues, at home, libraries, apartments, camps). 1-2b Coordinate with local preschool service providers and ensure that migratory children are receiving school readiness services during the summer. 1-2c Provide virtual school readiness opportunities for P3-P5 migratory children in areas where summer services are not available.</p>

GOAL AREA 1: School Readiness

Concern Statements	Data Sources	Need Indicators/Statements	Possible Solutions
<p>1-3 We are concerned that migratory children, especially 3-year-olds, do not have access to educational services due to a lack of preschool programs, transportation, and facilities.</p>	<p>2020-21 CSPR Data Check Sheet</p> <p>NAC Expert Opinion</p>	<p><u>Need Indicator</u> -68% eligible migratory children aged 3-5 received instruction provided by the MEP (83% received MEP support services). -The experts on the NAC report that many MEPs in Kansas do not provide services to 3-year-old migratory children.</p> <p><u>Need Statement</u> The percentage of migratory children aged 3-5 receiving MEP instruction needs to increase.</p>	<p>1-3a Identify and partner with available programs in the community (e.g., public libraries, camps). 1-3b Identify what services preschoolers are receiving. 1-3c When possible, provide transportation to ensure access to programming. 1-3d Coordinate with local preschool service providers and ensure that migratory children are receiving school readiness services</p>

Acronyms: **ASQ**=Ages and Stages Questionnaire; **KMLC**=Kansas Masonic Literacy Center; **KPIRC**=Kansas Parent Information Resource Center; **KSDE**=Kansas State Department of Education; **KELS**=Kansas Early Language Standards

GOAL AREA 2: ELA and Mathematics

Concern Statements	Data Source	Need Indicator/Statement	Possible Solutions
<p>2-1 We are concerned that fewer migratory students score Level 3 or above (met or exceeding standards) on Kansas <u>ELA</u> Assessments than non-migratory students.</p>	<p>2021 Kansas Summative ELA Assessments</p> <p>2021-22 Local ELA Assessments</p> <p>2022 Staff NA Surveys</p>	<p><u>Need Indicator</u> -14% of migratory students scored at Level 3 or above on Kansas ELA assessments (38% short of the State target) compared to 35% of non-migratory students. -65% of PFS migratory students gained by 2% or more on local ELA assessments, which was 5% short of the 70% target for MPO 2.1A. -83% of staff responding to NA surveys indicated that students need supplemental reading/ELA instruction.</p>	<p>2-1a Coordinate with the general education program to provide evidence-based, supplemental academic interventions/tutoring in ELA for migratory students scoring below proficient in reading during the school day, extended day, and in summer programs. 2-1b Provide clearer identification of specific skills gaps for migratory children followed by targeted supplemental instruction.</p>

GOAL AREA 2: ELA and Mathematics

Concern Statements	Data Source	Need Indicator/Statement	Possible Solutions
	2022 Parent NA Surveys	<p>-68% of parents responding to NA surveys indicated that students need supplemental reading/ELA instruction.</p> <p><u>Need Statement</u> The percentage of migratory students scoring at Level 3 or above on Kansas ELA assessments needs to increase by 21% to eliminate the gap between migratory and non-migratory students.</p>	<p>2-1c Provide training and utilize data to identify specific skills gaps.</p> <p>2-1d Identify instructional strategies in ELA and provide training to MEP staff for implementation.</p> <p>2-1e Prioritize Level 2 migratory students and provide targeted instruction on skills needed to move them toward a Level 3 (e.g., skills focused instruction, test taking skills and strategies).</p> <p>2-1f Share MEP project models and practices across the state molding it to the specific needs of the project's students.</p>
<p>2-2 We are concerned that fewer migratory students score Level 3 or above (met or exceeding standards) on Kansas <u>Math</u> Assessments than non-migratory students.</p>	<p>2021 Kansas Summative Math Assessments</p> <p>2021-22 Local Math Assessments</p> <p>2022 Staff NA Surveys</p> <p>2022 Parent NA Surveys</p>	<p><u>Need Indicator</u> -10% of migratory students scored at Level 3 or above on Kansas math assessments (36% short of the State target) compared to 28% of non-migratory students.</p> <p>-67% of PFS migratory students gained by 2% or more on local math assessments, which was 3% short of the 70% target for MPO 2.1B.</p> <p>-67% of staff responding to NA surveys indicated that students need supplemental math instruction.</p> <p>-56% of parents responding to NA surveys indicated that students need supplemental math instruction.</p>	<p>2-2a Coordinate with the general education program to provide evidence-based, supplemental academic interventions/tutoring in Math for migratory students scoring below proficient in math during the school day, extended day, and in summer programs.</p> <p>2-2b Clearer identification of specific skills gaps for migratory children followed by targeted supplemental instruction.</p> <p>2-2c Training and utilization of data to identify specific skills gaps, including migrant personnel.</p> <p>2-2d Identify instructional strategies and hands-on resources (i.e. manipulatives, interactive programs) in math and</p>

GOAL AREA 2: ELA and Mathematics

Concern Statements	Data Source	Need Indicator/Statement	Possible Solutions
		<p><u>Need Statement</u> The percentage of migratory students scoring at Level 3 or above on Kansas math assessments needs to increase by 18% to eliminate the gap between migratory and non-migratory students.</p>	<p>provide training to MEP staff for implementation.</p> <p>2-2e Prioritize Level 2 students and provide targeted instruction on skills needed to move them toward a Level 3 (e.g., skills focused instruction, test taking skills and strategies).</p> <p>2-2f Share KS Project models and practices across the state molding it to the specific needs of the project's students.</p>

Acronyms: **ESOL**=English to Speakers of Other Languages, **TASN**=Technical Assistance Support Network; **MTSS**=Multi-Tiered System of Support

GOAL AREA 3: Graduation/Completion of a HS Diploma

Concern Statements	Data Sources	Need Indicators/Statements	Possible Solutions
<p>3-1 We are concerned social-emotional issues are impacting student learning and motivation at the secondary level.</p>	<p>2022 Staff and Student/OSY NA Surveys</p> <p>NAC Expert Opinion</p>	<p><u>Need Indicator</u></p> <p>-60% of staff responding to surveys reported a need for professional development on SEL.</p> <p>-34% of students responding to surveys reported a need for learning study skills (as did 23% of OSY and 22% of parents).</p> <p>-The experts on the NAC have observed increased SEL needs of migratory students due to mobility exacerbated by the pandemic.</p> <p><u>Need Statement</u> The percentage of staff reporting a need for professional development on SEL needs to decrease.</p>	<p>3-1a Provide targeted, high quality SEL PD for migrant advocates, recruiters, and liaisons.</p> <p>3-1b Ensure all MEP project districts consider migratory students and their SEL needs while planning PD using ESSER funds</p> <p>3-1c Provide parents with resources to address SEL needs (provide the resources at MPAC).</p> <p>3-1d Ensure that evidence-based practices are directed at student needs concerning SEL and 21st Century skills.</p>

GOAL AREA 3: Graduation/Completion of a HS Diploma

Concern Statements	Data Sources	Need Indicators/Statements	Possible Solutions
<p>3-2 We are concerned that migratory students are not graduating at the same rate as non-migratory students.</p>	<p>Class of 2021 Graduation Rates</p>	<p><u>Need Indicator</u> -81.5% of the class of 2021 migratory students graduated compared to 88.1% of non-migratory students.</p> <p><u>Need Statement</u> The migratory student graduation rate needs to increase by 6.6% to eliminate the gap between migratory and non-migratory students.</p>	<p>3-2a Provide secondary migratory students with quality summer services (e.g., home visits, credit accrual, enrichment activities).</p> <p>3-2b Provide innovative, supplemental instruction to secondary students to keep them engaged in school.</p> <p>3-2c Provide credit accrual opportunities for migratory high school students.</p>
<p>3-3 We are concerned that migratory OSY are not engaged in activities leading to school re-engagement, high school equivalency diploma preparation, or other educational offerings.</p>	<p>2020-21 CSPR Data Check List</p> <p>2020-21 iSOSY CIG Data</p> <p>2022 OSY NA Surveys</p>	<p><u>Need Indicator</u> -56% of OSY received instruction by the MEP in 20-21 compared to 82% of migratory students in grades PreK-12.</p> <p>-14% of OSY were enrolled in a High School Equivalency Program (HEP), alternative high school program, programs leading to an HSED, credit-bearing courses, or re-enrolled in school.</p> <p>-25% of migratory OSY responding to surveys reported needing support to complete courses, and 19% reported a need for a high school equivalency diploma.</p> <p><u>Need Statement</u> The number of OSY engaged in activities leading to school re-engagement, high school equivalency diploma preparation, or other educational offerings needs to increase.</p>	<p>3-3a Provide OSY with educational opportunities as well as postsecondary, workforce, and career readiness development.</p> <p>3-3b Provide OSY with referrals to community service providers as needed.</p>

GOAL AREA 3: Graduation/Completion of a HS Diploma

Concern Statements	Data Sources	Need Indicators/Statements	Possible Solutions
<p>3-4 We are concerned that migratory parents report they do not have the skills, resources, and tools to support their high school-age children’s reading, math learning and post-secondary options at home.</p>	<p>2022 Parent NA Surveys</p>	<p><u>Need Indicator</u> -64% of parents (32% of students) surveyed report needing information about options after high school, 51% report need high school credits, 50% report need adult education, and 39% report needs related to promoting high school graduation.</p> <p><u>Need Statement</u> Fewer parents will report having needs related to information about options after high school, high school credits, adult education, and promoting high school graduation.</p>	<p>3-4a Provide resources, opportunities, and training for parents to empower them to provide support for their high school-age child’s academic development and post-secondary options.</p> <p>3-4b Provide innovative strategies for parents to engage their high school-age children in reading and math.</p>

Acronyms: **MPAC**=Migrant Parent Advisory Council; **ISOSY**=Instructional Services for Out-of-School and Secondary Youth; **TASN**= Technical Assistance Support Network; **CAMP**=College Assistance Migrant Program; **ESOL**= English to Speakers of Other Languages; **KPIRC**=Kansas Parent Information Resource Center

GOAL AREA 4: Non-Instructional Support Services

Concern Statements	Data Sources	Need Indicators/Statements	Possible Solutions
<p>4-1 We are concerned that professional development is needed for MEP/ school staff to provide an academically and culturally responsive, and supportive</p>	<p>Staff NA Surveys</p>	<p><u>Need Indicator</u> -60% of staff responding to surveys reported a need for professional development on SEL, reading literacy strategies, and strategies for serving diverse learners and migratory ELs. -57% of staff responding reported needs for PD on parent involvement, 48% for PD on math strategies, and 41% for PD on health/ medical/dental services.</p>	<p>4-1a Coordinate between MEP and the PD Plan to ensure there is an emphasis on the needs of migratory students.</p> <p>4-1b Provide PD to MEP staff (invite district/school staff and administrators) on the unique needs of migratory students/ families and culture (Migrant 101).</p> <p>4-1c Communicate district PD opportunities to MEP staff.</p> <p>4-1d Promote an “Inclusion Committee” with MEP staff, school staff, and</p>

GOAL AREA 4: Non-Instructional Support Services

Concern Statements	Data Sources	Need Indicators/Statements	Possible Solutions
<p>environment for migratory children and youth.</p>		<p><u>Need Statement</u> The percentage of staff reporting a need for additional PD on SEL, reading/literacy strategies, and strategies for diverse learners needs to decrease.</p>	<p>administrators, other school programs (ELs, newcomers, new families and students), and community support agencies to address the specific needs of the migratory children and families. 4-1e Provide extensive PD for MEP staff on new technology resources to maximize learning opportunities and data collection. 4-1f Include MEP project school staff in non-project PD. 4-1g Increase PD opportunities on social emotional learning for MEP staff. 4-1h Provide more opportunities for collaboration among the projects (e.g., create a shared eCalendar with statewide PD opportunities).</p>
<p>4-2 We are concerned that migratory students and parents have limited knowledge of, and access to, supplementary counseling opportunities for pre-K to grade 12 (e.g., post-secondary exploration;</p>	<p>2022 Student NA Surveys</p>	<p><u>Need Indicator</u> -32% of students (64% of parents) responding to surveys reported needing counseling related to options after high school and 26% reported that they have needs related to counseling on credits and graduation. <u>Need Statement</u> The percentage of migratory students reporting that they have a need for counseling needs to decrease.</p>	<p>4-2a Provide counseling opportunities for all migratory students and OSY, including but not limited to supplemental college/career counseling services that involve parents and students (e.g., evenings/after school, home based). 4-2b Ensure districts include parents in the Individualized Plans of Study (IPS) process and provide migrant staff access to students' IPS. 4-2c Provide training to MEP staff to actively assist parents in the IPS process.</p>

GOAL AREA 4: Non-Instructional Support Services

Concern Statements	Data Sources	Need Indicators/Statements	Possible Solutions
<p>technical training schools; graduation requirements; eligibility; HEP and CAMP; transitions from elementary to MS, from MS to HS and from HS to postsecondary).</p>			
<p>4-3 We are concerned that migratory students lack knowledge of, and access to services for which they are eligible (e.g., other school programs, support services, health services [medical, dental, SEL, and psychological], CAMP, HEP).</p>	<p>NAC Expert Opinion</p>	<p><u>Need Indicator</u> -The experts on the NAC have observed a lack of migratory student access to programs and services for which they are eligible, including those that address SEL. -30% of students responding to surveys reported a need for books/materials/supplies (as did 65% of staff and 61% of parents).</p> <p><u>Need Statement</u> The percentage of migratory students having access to programs and services for which they are eligible needs to increase.</p>	<p>4-3a Provide information on available services for which migratory students are eligible including health, mental health, and social-emotional programs by coordinating with other school programs, community service providers and MEP recruiters/advocates; and advocating enrollment for migratory students and families.</p> <p>4-3b Develop and/or update local lists of available services for which migratory families and students are eligible.</p> <p>4-3c Provide needs-based supplemental support services to migratory children and youth (e.g., resource distributions, school supplies).</p> <p>4-3d Coordinate with other funding sources and community service providers to include migratory students in supportive programs.</p>

GOAL AREA 4: Non-Instructional Support Services

Concern Statements	Data Sources	Need Indicators/Statements	Possible Solutions
			<p>4-3e Distribute age-appropriate and developmentally-appropriate books (KPIRC books' program, Mexican Consulate, Public Libraries, Dolly Parton Imagination Library).</p>
<p>4-4 We are concerned that migratory parents are not aware of additional flexible opportunities to learn parent engagement strategies that support their child's academic success.</p>	<p>2022 Parent NA Surveys</p>	<p><u>Need Indicator</u> -42% of parents responding to surveys reported needing support to help their child with homework, 40% with helping their child with reading and writing, and 36% with helping their child with math.</p> <p><u>Need Statement</u> The percentage of parents reporting needing assistance with supporting their child's learning at home needs to decrease.</p>	<p>4-4a Provide parents with parent engagement activities on topics (e.g., parenting, social-emotional support for parents and their students, knowledge of acculturation, process and stress).</p> <p>4-4b Provide parents with leadership opportunities and educational training on specific educational and parenting topics (e.g., KPIRC and/or similar curriculums).</p>

Acronyms: **KCSL**=Kansas Children's Service League; **TASN**= Technical Assistance Support Network; **MPAC**=Migrant Parent Advisory Council; **IHE**=Institution of Higher Education; **KPIRC**=Kansas Parent Information Resource Center

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 all migratory students so that they are able to pass State standards-based assessments. The available data indicate a need for direct instructional services in reading and math, and programs that directly support instruction including counseling, technology-based instruction, and parent engagement and training opportunities. To support these conclusions, the following summary is presented on the needs of migratory students in Kansas.

- High Mobility** High mobility is a factor related to school failure. Nearly a one-fourth of Kansas’ migratory children had a qualifying move during the previous performance period.
- Reading and Math Needs** Results from Kansas Summative ELA and Math Assessments show that Kansas’ migratory students have a need for intensive supplemental reading and math instruction to bring them up to grade level. 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 reading and math skills. The MEP should place emphasis on intensive reading and math instructional programs during the regular school year and the summer months to build student proficiency in these two areas.
- English Language Development Needs** More than half (58%) of Kansas’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 ESL instruction to ensure that migratory students have the language skills to be successful in school, and the provision of these services when no other services are available to assist migratory ELs.
- Preschooler Needs** NAC expert opinion was that more migratory preschool children needed access to MEP or non-MEP-funded preschool programming. While there were increases in the percentage of preschool migratory children receiving MEP instructional services over the past several years, there continues to be a need for the Kansas MEP to increase services for those children not served by another program.

Support Services Needs Nearly all migratory children/youth were in need of SEL, social work, health and dental services, outreach or advocacy during the year. Support services should continue to be provided and even enhanced to ensure that barriers to school success are eliminated for migratory students.

Secondary Student Needs In a statewide assessment of need, it was determined that many secondary migratory students were not on track to graduate. Students need the opportunity to accrue credit and skills to increase their chances of graduating from high school. Additionally, services (including enrichment and instruction) to enhance secondary student attitudes about school, school attendance, college and career awareness, computer literacy, leadership, goal setting, and self-advocacy should be provided.

Professional Development Needs There is a continuing need to build the capacity of MEP staff to serve the academic and SEL needs of students in Kansas. Staff surveyed/interviewed expressed professional development needs in SEL, instructional strategies for serving diverse learners, and reading/literacy/mathematics strategies.

Family Needs MEP staff and parents/family members expressed that training needs to be provided to parents to build their skills for helping their children learn at home, and literacy (both for parents and for staff to support parents so they can help their children at home). Parents reported a need for increased opportunities to participate in parent training/classes.

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

As part of the MEP Continuous Improvement Cycle, the next step for the Kansas 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 to begin during 2022-23 – a process that will be guided by OME’s SDP Toolkit (2018). The Kansas plan for the delivery of services to meet the unique educational needs of its migratory students will serve as the basis for the use of all MEP funds in the State. This plan will be included as a part of the Kansas MEP SDP which will articulate a clear vision of:

- performance goals and targets, especially as they relate to the provision of services for PFS migratory students;
- the State’s MEP MPOs and how they help achieve the State’s performance targets;
- the services the MEP will provide on a statewide basis;
- how to evaluate whether and to what degree the program is effective; and
- plans for migratory children identified to receive PFS, ID&R, parent involvement, exchange of student records, and implementation and accountability in local programs.

In the Kansas MEP SDP, the program must ensure that all components align with the unique needs of migratory students as outlined in the CNA. The Kansas MEP SDP will include the following five required components.

- *Performance Targets.* The plan will specify the performance targets that the state has adopted for all migratory children for ELA, mathematics, high school graduation/the number of school dropouts, school readiness (if adopted by the SEA), and any other performance target that the State has identified for migratory children. [34 CFR 200.83(a)(1)]
- *Needs Assessment.* The SDP will include identification and an assessment of: (1) the unique educational needs of migratory children that result from the children’s mobility; and (2) other needs of migratory children that must be met for them to participate effectively in school. [34 CFR 200.83(a)(2)]
- *Measurable Program Outcomes.* The SDP will include the MPOs that the MEP will produce statewide through specific educational or educationally related services [Section 1306(a)(1)(D)]. MPOs 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 MPOs also help achieve the State’s performance targets.
- *Service Delivery Strategies.* The SDP will describe the State’s strategies for achieving the performance targets and MPOs. The State’s service delivery strategies must address: (1) the unique educational needs of migratory children that result from the children’s migrant lifestyle, and (2) other needs of migratory children that must be met in order for them to participate effectively in school. [34 CFR 200.83(a)(3)]
- *Evaluation.* The SDP will describe how the State will evaluate whether and to what degree the MEP is effective in relation to the performance targets and MPOs. [34 CFR 200.83(a)(4)]

The following sections recommended by OME and contained in the current Kansas MEP SDP also will be updated.

- *Migratory Children Identified to Receive Priority for Services.* A description of the State’s process for identifying those migratory children most in need of services, including the criteria Kansas has established for prioritizing these students for services that builds on the ESSA definition: children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school.
- *Identification and Recruitment Plan.* A description of the State’s plan for identification and recruitment activities and its quality control procedures.
- *Parent Involvement Plan.* A description of KSDE’s consultation with the State MPAC and whether the consultation occurred in a format and language that the parents understand as well as the strategies the State will implement to ensure that parents of migratory children are involved in the education of their children.
- *Exchange of Student Records.* A description of how the MEP will review policies and procedures for sending and receiving records for migratory children through inter/intrastate transfer,

Migrant Student Information Exchange (MSIX) policies and procedures, strategies for providing training and information on MSIX, and ways MIS2000 can assist with record transfer.

- *Implementation and Accountability in Local Programs.* A description of the ways the MEP will communicate with local programs to keep them informed about the SDP and to solicit feedback; a technical assistance plan to build the capacity of districts to plan and implement their programs so they are aligned with the SDP; strategies for ensuring that the local sub-granting process requires applicants to implement the SDP; and a plan for local monitoring, including specific indicators for which local operating agencies will be held accountable.
- *SDP Update Plan.* A description of the State's provisions responsive to OME's guidance for updates whenever the State: 1) updates the CNA; 2) changes the State performance targets and/or MPOs; 3) significantly changes the services that the MEP will provide statewide; or 4) significantly changes the evaluation design.

In response to the requirements put forth by OME, Kansas will: 1) update the CNA as needed to reflect changing demographics and needs (typically every 2-3 years); 2) change performance targets and/or MPOs to reflect changing needs and changes made by the State of Kansas in its State performance targets; and 3) use evaluation data to change/modify MEP services and the evaluation design to reflect changes in needs.