

Arkansas Migrant Education Program

Comprehensive Needs Assessment

May 2021



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Divisions of Elementary and Secondary Education
Migrant Education Program
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Arkansas Needs Assessment Committee (NAC)

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REDS = Recruitment and Eligibility Data Specialist

Definition of Terms Related to the CNA

Area of Concern: A broad area based on the root causes of the unique characteristics of the target group. The Office of Migrant Education (OME) 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 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 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 (strategy) to address an identified need.

Abbreviations/Acronyms

ADE	Arkansas Department of Education
AMESLA	Arkansas Migrant Education Student Leadership Academy
CNA	Comprehensive Needs Assessment
CO-OP	Cooperatives
COPA	Child Outcome Planning and Administration
CSPR	Consolidated State Performance Report
EL	English Learner
ELA	English Language Arts
ESEA	Elementary and Secondary Education Act of 1965
ESL	English as a Second Language
ESSA	Every Student Succeeds Act of 2015
HS	High School
ID&R	Identification and Recruitment
LEA	Local Education Agency
LOA	Local Operating Agency
MEP	Migrant Education Program
MPO	Measurable Program Outcome
MSAC	Migrant Student Advisory Council
NAC	Needs Assessment Committee
OME	Office of Migrant Education (of the U.S. Department of Education)
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PD	Professional Development
PFS	Priority for Services
QAD	Qualifying Arrival Date
REDS	Recruitment and Eligibility Data Specialist
SDP	Service Delivery Plan
SEA	State Education Agency

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Introduction

The CNA Process in Arkansas

The primary purpose of the Arkansas 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. The term ‘migratory child’ means a child or youth ages birth up 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]

The Arkansas MEP supports educators working with migratory children and facilitates intra/interstate collaboration to ensure programs are based on student needs and build on student strengths. The Arkansas MEP helps ensure continuity of instruction to alleviate the impact of educational disruptions students experience due to their migratory lifestyle. Furthermore, the Arkansas MEP must give priority for services (PFS) 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.

To better understand and articulate the specific services that the Arkansas MEP should target to migratory children and youth and their families, a comprehensive assessment of needs was completed as part of a thorough review of the entire statewide MEP. This Comprehensive Needs Assessment (CNA) will then be used to inform the statewide service delivery planning process to be conducted during 2021.

The State of Arkansas receives an allocation for the MEP from the U.S. Department of Education, Office of Migrant Education (OME) to address the unmet needs of migratory children and youth to permit them to participate effectively in school. This makes it necessary to understand the unique needs of the migratory population as distinct from other populations and design services (through a service delivery planning process) that meet those identified needs.

To better understand and articulate the specific services that the Arkansas MEP should offer to migratory children and youth and their families statewide, the required CNA process that is described in this report was facilitated by META Associates and guided by the *Comprehensive Needs Assessment Toolkit* (OME, 2018). The designated 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.

Statutory law, regulations, and guidance under ESEA was originally signed into law in 1965 and amended as ESSA in 2015. The Arkansas MEP CNA aligns with the law/guidance by:

- identifying and assessing “the unique educational needs of migratory children that result from the children’s migratory lifestyle” and other needs that must be met in order for migratory children to participate effectively in school (*ESEA, Section 1304, 34 CFR 200.83 (a)(2)(i,ii)*):
- guiding the overall design of the MEP on a statewide basis;
- helping local operating agencies (LOAs) and the Arkansas Department of Education (ADE) prioritize the needs of migratory children; and
- providing the basis for the ADE to subgrant MEP funds to LOAs.

This Arkansas CNA serves as a guide for future programming, services, and policy decisions to ensure that the State’s MEP resources are directed at the most needed and most effective services for migratory children/youth and their families.

The process followed for the CNA is directed by the Continuous Improvement Cycle (as shown in Exhibit 1) as suggested by OME (U.S. Department of Education, 2018). This framework illustrates the relationship between the CNA, the service delivery plan (SDP), the implementation of MEP services through a defined process for applications for funds and the implementation of programs through local sub-grantees, 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.

Exhibit 1: Continuous Improvement Cycle



The Needs Assessment Committee (NAC) followed a systematic 5-step process suggested by OME that is illustrated below. This model was modified to fit the specific needs of the Arkansas 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 below.

Step 1—Conduct Preliminary Work

The ADE MEP Team and META:

- reviewed the requirements of the CNA;
- developed a management plan to set the project’s general timeline and identify the teams needed for accomplishing each phase;

- established a NAC reflecting a broad representation of perspectives to provide thoughtful guidance to the process; and
- developed a profile that provided 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 suggests areas for data collection that confirmed or challenged their underlying assumptions about the identified concerns.

Step 3—Gather and Analyze Data

- The ADE MEP Team and META oversaw data collection to measure 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:

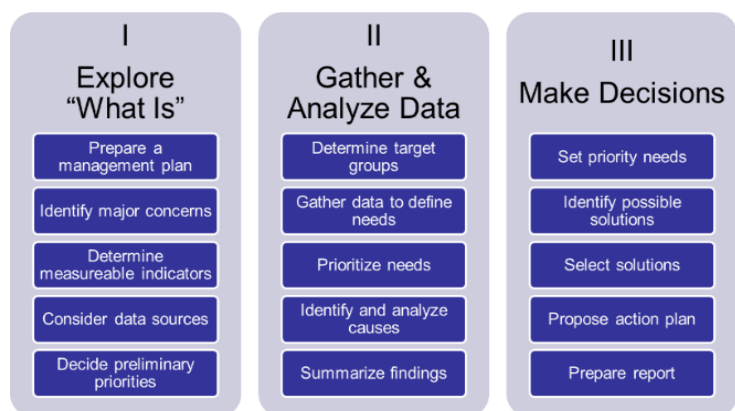
- review the prioritized need statements and propose evidence-based solutions for closing the educational gaps that migratory children face in school; and
- prioritize the solutions.

Step 5—Transition to SDP Development

- META wrote the CNA report that documents the CNA process and findings.
- META and the ADE MEP Team will share the CNA with stakeholders and administrators at the State and local levels.
- The ADE MEP team/META will use the CNA as the basis for initiating the SDP planning process during 2020-21.

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

Exhibit 2: Three Phase Model of CNA



Planning Phase of the Arkansas CNA and Timelines

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

The preparation phase of the Arkansas CNA involved garnering a **sense of commitment** to the needs assessment in all levels of the Arkansas MEP; and gaining an assurance that decisionmakers 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 Arkansas NAC was charged with the following tasks.

- Review existing implementation, student achievement, and outcome **data** on migratory children in Arkansas.
- Draft **concerns, needs statements**, and possible **solutions** to inform the SDP.
- Review the most recent 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 ADE MEP Team, in collaboration with [META Associates](#) implemented the final step in management planning, the logistical plan. The CNA meeting schedule was developed specifying the requirements for each meeting, the meeting objectives, and anticipated activities.

Data Collection Procedures

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

- reports on migratory students (with non-migratory student comparative demographics) including child counts, MEP services, and enrollment status; and graduation and dropout rates generated through MIS2000;
- reviews of the ACT Aspire reading and mathematics assessment results with comparisons made between migratory students and non-migratory students (and PFS and non-PFS migratory students);
- surveys conducted of MEP service providers, migratory parents, and migratory secondary students and youth; and

- reviews of the Arkansas ESSA State Plan, prior year Consolidated State Performance Report (CSPR), and other relevant State data.

To ensure that all requirements were met and to conduct an accurate assessment of the needs of the migratory student population in Arkansas, the timelines and activities displayed in Exhibit 3 were set. It should be noted that the original plan was to conduct two (2) one-day face-to-face CNA meetings; however, due to the COVID-19 pandemic, it was necessary to convene the NAC virtually. Thus, the NAC met a total of six (6) times (each meeting lasted 2-hours).

Exhibit 3: Arkansas CNA Timelines

Activity	Timelines
Data Collection	09/18/20
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 Arkansas; and review data on the needs of Arkansas' migratory students	10/28/20
CNA Meeting #1b: Review data to identify learning gaps of migratory students; and draft concern statements identify the next steps in the CNA process	11/04/20
CNA Meeting #1c: Finalize concern statements; draft need indicators, need statements, and data sources; and identify additional data needed for concern statements	11/16/20
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	01/11/21
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	01/19/21
CNA Meeting #2c: Identify resources and experts/staff by listing information, materials, and personnel needed to address the concerns/implement the solutions	01/25/21
Draft the CNA report	04/12/21
Finalize the CNA report	04/23/21

The NAC was involved during the entire three phases of the CNA process and was instrumental in formulating the recommendations for program implementation solutions 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 Arkansas' migratory children/youth and their families.

Authorizing Statute and Guidance for Conducting the CNA

Purpose of the CNA

Section 1306(a)(1) of Title I, Part C of the ESSA, as amended, requires state education agencies (SEAs) and their LOAs to identify and address the unique educational needs of migratory children in accordance with a comprehensive plan for the delivery of services that:

- is integrated with other federal programs, particularly those authorized by the ESEA;
- provides 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 the full range of services that are available to migratory children from appropriate local, state, and federal educational programs;
- is the product of joint planning among administrators of local, state, and federal programs, including Title I, Part A, early childhood programs, and language instruction education programs under Part A or B of Title III; and
- provides for the integration of services available under Part C with services provided by such other programs.

The CNA must be periodically reviewed and revised, as necessary, to reflect changes in the state's strategies and programs provided under ESEA. The state MEP has flexibility in implementing the CNA through its 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.

Policy guidance issued by OME indicates that states should conduct a complete needs assessment every three years, or more frequently if there is evidence of a change in the needs of migratory children (i.e., project personnel or parents begin recommending changes to improve the program or the demographic characteristics of the migratory student population change). 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. The CNA should take a systematic approach that progresses through a defined series of phases, involving key stakeholders such as migratory parents and students, educators and administrators of programs that serve migratory students, content area experts, and other individuals that are critical to ensuring commitment and follow-up.

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 students in Arkansas; 2) determine the focus and scope of the CNA; and 3) gain commitment for all stages of the needs assessment including the use of the findings for program planning and implementation. The term *special educational needs* describes *education* and *educationally related* needs that result from a migratory lifestyle that must be met in order for migratory children to participate effectively in school. The CNA process:

- ▶ includes both needs identification and the assessment of potential solutions;
- ▶ addresses all relevant goals established for migratory children to ensure migratory children have the opportunity to meet the same challenging standards as their peers;
- ▶ 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 Arkansas MEP on a statewide basis as well as to ensure that the findings of the CNA will be folded into the comprehensive state plan for service delivery. The SDP is designed to help the Arkansas MEP develop and articulate a clear vision of 1) the needs of Arkansas’s migratory children; 2) the Arkansas MEP’s measurable program outcomes [MPOs] and how they help achieve the State’s performance targets; 3) the services the Arkansas MEP will provide on a statewide basis; and 4) how to evaluate whether and to what degree the program is effective.

CNA Goal Areas and Arkansas Standards

During the first three virtual CNA meetings (“CNA Meeting #1”), the NAC: (1) learned about the CNA planning cycle and the roles/responsibilities of the NAC; (2) reviewed summaries of existing and new data on the needs of migratory students and identified any additional data needed; (3) developed concern statements for migratory students in Arkansas; and (4) developed need statements describing the magnitude of the needs exhibited by Arkansas’s migratory students;

The committee reviewed the goal areas originally established by OME. It then indicated how the needs of Arkansas migratory students fit within these broad categories and combined areas of need that NAC practitioners and content area experts found necessary. In consideration of State standards that provide a guide to delivering challenging and meaningful content to students that prepare them for success in life, OME recommendations for the CNA, and the needs of migratory students in the State, the three goal areas established by the NAC include the following.

Goal 1: English Language Arts (ELA) and Mathematics

Goal 2: School Readiness

Goal 3: High School Graduation/Services to Out-of-school Youth (OSY)

Upon agreeing to these three goal areas 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 Arkansas standards and the concerns typically associated with frequent migrancy. These seven themes helped guide the Arkansas 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 and solution strategies that will serve as the foundation for the Arkansas MEP service delivery planning process. The seven areas of concern are described below.

1. ***Educational Continuity***—Because migratory students often are forced to move during the regular school year and experience interruptions due to absences, students tend to encounter a lack of educational continuity. Migratory students move from state to state and within the state and experience differences in curriculum, expectations, articulation of skills, and other differences in school settings. The cumulative impact of educational discontinuity is daunting. Efforts to overcome this pattern of incoherence are needed to strengthen educational continuity.
2. ***Time for Instruction***—Mobility also impacts the amount of time students spend in class and their attendance patterns. Such decreases in the time students spend engaged in learning leads to lower levels of achievement. Identifying methods for ameliorating the impact of family mobility and delays in enrollment procedures is essential.
3. ***School Engagement***—Various factors relating to migrancy negatively impact student engagement in school. Students may have difficulty relating the school experience to the experience of day-to-day living in agricultural areas. Those moving may encounter cultural misunderstandings and bias because of moving into a community where many do not share their same background.
4. ***English Language Development***—English language development is critical for academic success. Even if students learn basic interpersonal communication skills, academic language can be underdeveloped without an intentional focus on developing English vocabulary. The MEP must find avenues to supplement the difficulties faced by migratory students in the process of learning English due to their unique lifestyle, while not supplanting Title III activities.
5. ***Education Support in the Home***—Home environment often is associated with 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 know how to support their children in a manner consistent with school expectations nor have the means to offer an educationally rich home environment.

6. **Health**—Good health is a basic need that migratory students often do not possess. The compromised dental and nutritional status of migratory children is well documented. They have higher proportions of acute and chronic health problems and exhibit 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 poverty, injuries at agricultural work sites, and lack of access to health care facilities. Migratory families often need assistance in addressing health problems that interfere with the student’s ability to learn.
7. **Access to Services**—When families are new to an area and/or are unable to speak the language of community service providers, accessing services for which they are eligible may be difficult. Migratory families often need information about available programs, transportation, interpretation/translation, and help understanding qualifications in order to access services.

Arkansas Context

Prior to the first CNA meeting in October 2020, a migratory student profile was compiled that included demographic and achievement data. This information was obtained from State data sources including MIS2000, prior year CSPRs, and the most recent statewide evaluation report (2018-19). The profile helped the NAC gain an understanding of the characteristics and unique challenges experienced by migratory children/youth in Arkansas. The NAC also was provided information about the context of migratory work in the State of Arkansas and the criteria for a migratory student to be considered as having PFS. In accordance with the ESEA—Section 1304(d), MEPs in Arkansas must give PFS to migratory children who meet the following definition:

In providing services with funds received under this part, each recipient of such funds shall 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.

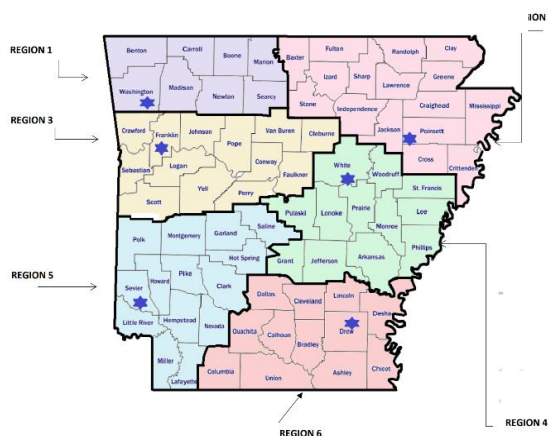
Arkansas identifies a migratory child as “failing, or most at risk of failing” as one who:

- a. has below average grades
- b. has been retained
- c. has a credit deficiency for promotion or graduation
- d. has limited English
- e. fails to meet State assessment/achievement test scores
- f. is below modal grade (grade/age discrepancy)

Arkansas ensures that students with the greatest needs are those receiving the most benefits from the MEP. To determine PFS, reports and counts from the migrant student database are queried in concert with the District Body of Evidence Summary Worksheet.

Services in Arkansas are provided by local projects during the regular year and summer. Arkansas has six statewide MEP cooperatives (co-ops) that serve the state's local projects:

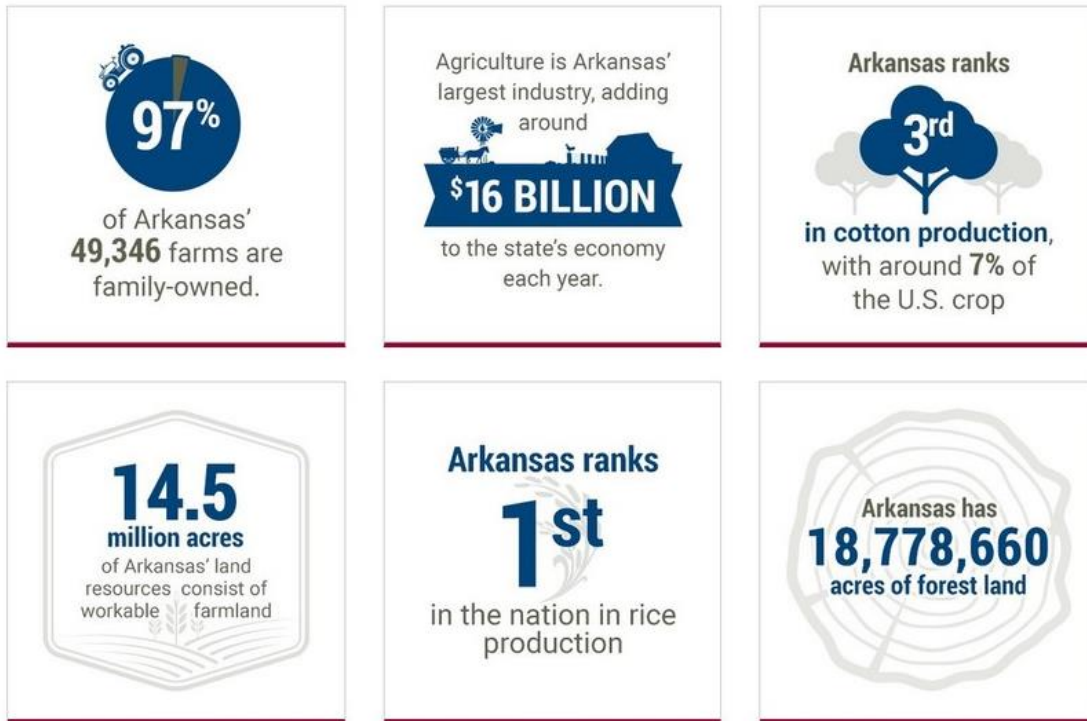
- ## Exhibit 4 – Arkansas MEP Regions



The Arkansas MEP offers high quality services in the areas of identification and recruitment (ID&R), interstate/intrastate coordination, and migratory student enrollment; instructional, health, and support services; staff professional development, and parent involvement.

Agriculture is Arkansas' main industry. More than 44,000 farms spread across 13.8 million acres of the State which provides almost one quarter of the State's economic activity. Commodities in Arkansas include broilers, catfish, timber, egg, soybean, and grain sorghum. (Source: farmflavor.com) Ag Facts reports the following about agriculture in Arkansas.

<https://www.arfb.com/pages/education/ag-facts/>



Also from Ag Facts is information about Arkansas commodities as shown below.

Aquaculture

- Around 11,000 acres are devoted to catfish production in Arkansas.
- The value of catfish production peaked at \$78.1 million in 2007 with 166 farms.

Beef Cattle

- Arkansas' cattle inventory exceeds 1.7 million head, with 28,292 farms in Arkansas producing cattle.
- Arkansas ranks 12th nationally in beef cows on farms.

Cotton

- Arkansas ranks 3rd in production, with around 7 percent of the U.S. crop
- Arkansas has the 4th highest yield per acre behind only California, Arizona, and Missouri.

Dairy

- Arkansas produces more than 17 million gallons of milk annually.
- Use of the U.S. milk supply: Cheese – 49%; Fluid milk – 28%; Butter – 7%; Frozen Products – 7%; Other – 9%

Forestry

- Arkansas has 18,778,660 acres of forest land representing approximately 56% of the total land base: 58% of timberland is owned by private landowners; 7% of timberland is publicly owned; 25% of forestland is owned by the forestry industry.
- Arkansas is the fifth-largest softwood lumber producing state.

Horticulture

- Almost \$50 million of horticulture products come from nursery and greenhouse products.
- More than 3 million pounds of tomatoes, the state's top vegetable crop, are produced annually.
- Peach production, Arkansas' largest fruit crop, annually tops 10 million pounds.

Pork

- More than 1.8 million pigs are produced in Arkansas annually.
- The total value of Arkansas pork production exceeds \$80 million per year.

Poultry

- Arkansas is 2nd in the nation in broiler production,
- About 2,500 farms in Arkansas produce chickens.

Rice

- Arkansas ranks 1st in the nation in rice production, producing close to 50% of the nation's rice.
- More than 60% of the rice produced in Arkansas is exported.

Soybeans

- Arkansas is the 10th largest soybean producing state
- Approximately 50% of Arkansas's crop is exported. The remainder is processed into oil and meal.

Wheat

- In Arkansas, wheat is a winter crop that is planted in the fall and harvested in the spring. It is the green fields you see in January.
- Arkansas produces soft red wheat, which is used in many confectionery products and for blending for bread products.

Arkansas Concern Statements

During the first CNA meeting (conducted over three 2-hour virtual meetings), the NAC developed concern statements for each goal area and categorized needs according to the Seven Areas of Concern. The development of the concern statements followed an eight-step protocol as well as specific criteria on how to write the statements. The final concern statements, in order of importance as ranked by the NAC, are listed in Exhibit 5.

Exhibit 5: Concern Statements Identified by the Arkansas NAC

Goal 1: ELA and Mathematics	Area of Concern
1-1) We are concerned that migratory students in grades 3-10 are achieving at lower proficiency rates in ELA and math as compared to non-migratory students.	English language development; educational continuity; time for instruction
1-2) We are concerned that migratory parents do not have access to information and educational materials, resources, and strategies to support their children in ELA and math.	Access to services; education support in the home
1-3) We are concerned that migratory secondary students lack the ELA and math skills to be prepared for graduation and careers.	Access to services; educational continuity; time for instruction; school engagement
1-4) We are concerned that MEP staff lack training in relevant instructional strategies for math, ELA, and parent involvement.	Access to services; educational continuity
Goal 2: School Readiness	Area of Concern
2-1) We are concerned that migratory children are not enrolled in any pre-k program and therefore enter kindergarten without school readiness skills (e.g., routines, social-emotional, cognitive, self-help).	Access to services; educational continuity; time for instruction
2-2) We are concerned that migratory parents of preschoolers lack an understanding of the importance of school readiness which may result in a lack of educational support in the home.	Access to services; education support in the home
2-3) We are concerned that migratory children ages 3-5 (not in kindergarten) are not receiving adequate instructional services (e.g., do not have previous exposure to the English language or literature and this impacts their English language development, lack of sufficient math services).	English language development; educational continuity; time for instruction; access to services
2-4) We are concerned that migratory pre-k children and their parents do not have access to basic health services and health education/knowledge (e.g., why/how to brush teeth).	Access to services, health
Goal 3: High School Graduation/Services to OSY	Area of Concern
3-1) We are concerned that as a result of mobility and lack of educational continuity, migratory students in grades 9-12 and their parents lack the resources and strategies to make decisions about graduation and post-secondary opportunities.	Access to services; education support in the home

3-2) We are concerned that as a result of mobility, lack of educational support in the home, and English language development, migratory students will not graduate or will not graduate on time.	English language development; educational continuity; time for instruction; education support in the home; school engagement
3-3) We are concerned that as a result of mobility, English language development, and access to services, OSY are not being identified and receiving services/resources focused on graduation/GED and basic life skills/language advocacy.	English language development; educational continuity; education support in the home; access to services

Phase II: Gathering and Analyzing Data

Arkansas Migratory Student Profile

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

Demographic and services data were drawn from MIS2000 for the 2018-19 performance period, and achievement data for migratory and non-migratory students were drawn from the 2018-19 State assessments (the most recent data available as the 2019-20 State assessments were cancelled due to the pandemic) contained in the State database and State website. Perception data were gathered from MEP staff, migratory parents, and migratory students/youth through needs assessment surveys collected by co-ops. The Arkansas Migratory Student Profile created for the CNA using these data source can be found below.

Exhibit 6: Arkansas Migratory Student Profile (Most recent data from 2018-19)

Eligible Migratory Students	5,814 (see table on following page)
Grade Distribution	Ages 0-2 (5%), Ages 3-5 (11%), Grades K-5 (39%), Grades 6-8 (16%), Grades 9-12 (17%), OSY (13%)
Priority for Services	1,492 (27%) of the 5,510 eligible children ages 3-21
English Learners (EL)	2,190 (40%) of the 5,510 eligible children ages 3-21
Disrupted Schooling	2,247 (39%) of all eligible migratory students had a qualifying arrival date (QAD) within the last 12 months
Migratory students served during the performance period	5,080 (87%)
Migratory students served during the summer	939 (16%)
Migratory students receiving instructional services	4,272 (84% of served, 73% of eligible)
Migratory students receiving reading and math instruction	Reading Instruction – 4,159 (82% of served; 72% of eligible) Math Instruction – 1,916 (38% of served; 33% of eligible)
Migratory students receiving support services	5,076 (99.9% of served; 87% of eligible)
Migratory students receiving counseling services	1,118 (22% of served; 19% of eligible)
Migratory students scoring proficient on State reading and math assessments	ELA - 23% (45% for non-migratory students) Math - 29% (45% for non-migratory students)
OSY eligible/served	779 eligible, 608 (78%) served
High School Graduation Rate	83% (88% for non-migratory students)

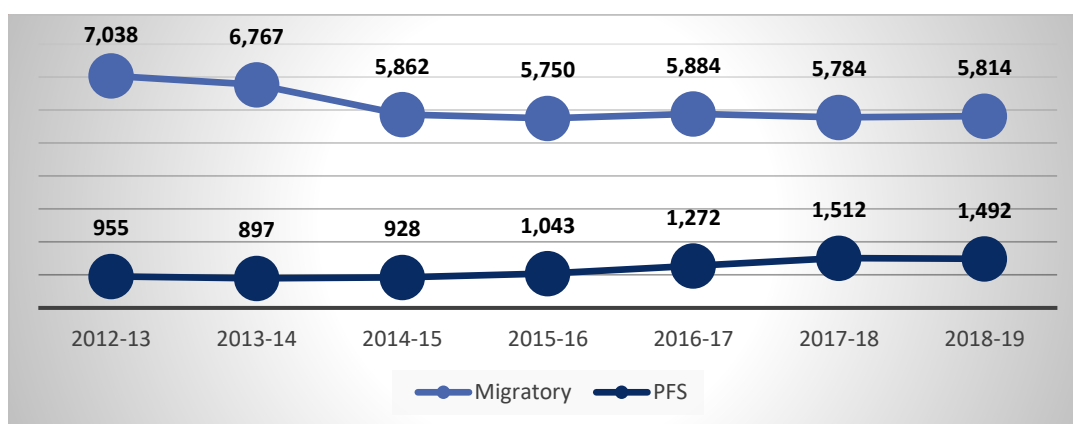
Following is a summary of the needs assessment data collected for the CNA and shared with the NAC during the CNA meetings.

Migratory Student Demographics

Exhibit 7 shows the number of eligible migratory students by age/grade level, and the number of PFS students across a seven-year span.

Exhibit 7: Eligible Migratory Students in Arkansas

Age/ Grade	# Eligible 2012-13	# Eligible 2013-14	# Eligible 2014-15	# Eligible 2015-16	# Eligible 2016-17	# Eligible 2017-18	# Eligible 2018-19
Age 0-2	330	309	262	303	289	316	304
Age 3-5	881	637	531	458	539	586	628
K	518	404	345	309	418	429	336
1	514	497	457	368	387	349	372
2	501	508	438	422	435	394	356
3	505	408	400	372	384	392	386
4	447	429	388	390	375	371	401
5	453	413	374	348	365	352	349
6	420	391	380	344	341	338	342
7	383	384	341	342	345	324	277
8	357	364	327	293	290	308	295
9	335	352	357	337	313	289	310
10	333	357	306	298	325	297	249
11	241	267	274	270	260	265	229
12	159	290	293	326	243	198	201
OSY	661	757	651	570	535	573	779
Total	7,038	6,767	5,862	5,750	5,844	5,784	5,814



Source: CSPR Part II

Mobility is a factor that is closely related to school failure. Arkansas gathered information from the past seven years on the QAD of migratory students (see Exhibit 8). Results show that as the number of migratory students increases, so does the number of students with current year moves – a significant increase from 23% of students with current year moves to 39% over the span of five years.

Exhibit 8: Migratory Students with QADs During Seven Previous Performance Periods

Grade	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Age 0-2	147	167	132	148	174	203	175
Age 3-5	154	191	153	134	221	223	199
K	94	142	108	103	171	153	125
1	79	140	119	110	133	101	116
2	71	122	105	109	155	125	104
3	79	98	112	101	125	132	120
4	86	121	117	115	112	130	122
5	85	111	102	104	129	113	107
6	63	71	107	92	104	111	115
7	64	95	98	102	122	108	72
8	60	106	83	89	88	94	75
9	67	94	95	96	94	76	107
10	63	110	77	82	97	94	70
11	48	74	68	86	92	56	63
12	23	47	37	65	44	29	20
OSY	412	533	465	383	405	506	657
Total #	1,595	2,222	1,978	1,919	2,266	2,254	2,247
Total %*	23%	33%	34%	33%	39%	39%	39%

Source: 2018-19 CSPR Part II

*Percentage of all eligible migratory students (as shown in Exhibit 8)

MEP Services

Exhibit 9 shows the unduplicated number of participating migratory children who received MEP-funded instructional or support services at any time during the 2018-19 performance period (regular year and summer). Results show that 87% of the 5,814 eligible migratory students were served during 2018-19, 29% of which had PFS (99.7% of all PFS students). Seventy-three percent (73%) of all eligible migratory children received MEP instructional services (84% of students served), and 87% of all eligible students received support services (99.9% of students served).

Exhibit 9: Migratory Students Served during the 2018-19 Performance Period

Grade	All Migratory Students			PFS			Type of Services Received					
	Eligible	Served		Total # PFS	Served		Instruction		Support Services		Breakout of Counseling	
		#	%		#	%	#	%	#	%	#	%*
Birth-2	304	141	46%	N/A	N/A	N/A	99	33%	138	45%	0	0%
Age 3-5	628	430	68%	48	48	100%	297	47%	430	68%	3	0%
K	336	314	93%	140	140	100%	264	79%	314	93%	25	7%
1	372	360	97%	137	137	100%	318	85%	360	97%	31	8%
2	356	339	95%	127	127	100%	294	83%	339	95%	25	7%
3	386	362	94%	142	142	100%	315	82%	362	94%	32	8%
4	401	372	93%	140	139	99%	329	82%	372	93%	32	8%
5	349	331	95%	128	127	99%	292	84%	331	95%	24	7%
6	342	327	96%	121	121	100%	279	82%	327	96%	32	9%
7	277	262	95%	89	89	100%	220	79%	262	95%	30	11%
8	295	281	95%	97	96	99%	244	83%	280	95%	74	25%
9	310	298	96%	119	119	100%	252	81%	298	96%	245	79%

Grade	All Migratory Students			PFS			Type of Services Received					
	Eligible	Served		Total # PFS	Served		Instruction		Support Services		Breakout of Counseling	
		#	%		#	%	#	%	#	%	#	%*
10	249	239	96%	87	87	100%	197	79%	239	96%	196	79%
11	229	221	97%	63	63	100%	185	81%	221	97%	179	78%
12	201	195	97%	38	38	100%	165	82%	195	97%	177	88%
OSY	779	608	78%	16	15	94%	522	67%	608	78%	13	2%
Total	5,814	5,080	87%	1,492	1,488	99.7%	4,272	73%	5,076	87%	1,118	19%

Source: 2018-19 CSPR Part II

Exhibit 10 depicts the percentage of migratory students receiving reading instruction, math instruction, and high school (HS) credit accrual during the performance period (*instruction provided by a teacher only*). Seventy-one percent (71%) of all eligible migratory children received reading instruction by a teacher (97% of students receiving instruction), and 33% received math instruction (45% of students receiving instruction). Eleven percent (11%) of the 2,063 eligible migratory students in grades 8-12 and OSY received high school credit accrual (43% of the 1,565 students in grades 8-12 and OSY receiving instruction).

Exhibit 10: Instructional Services Received during the 2018-19 Performance Period

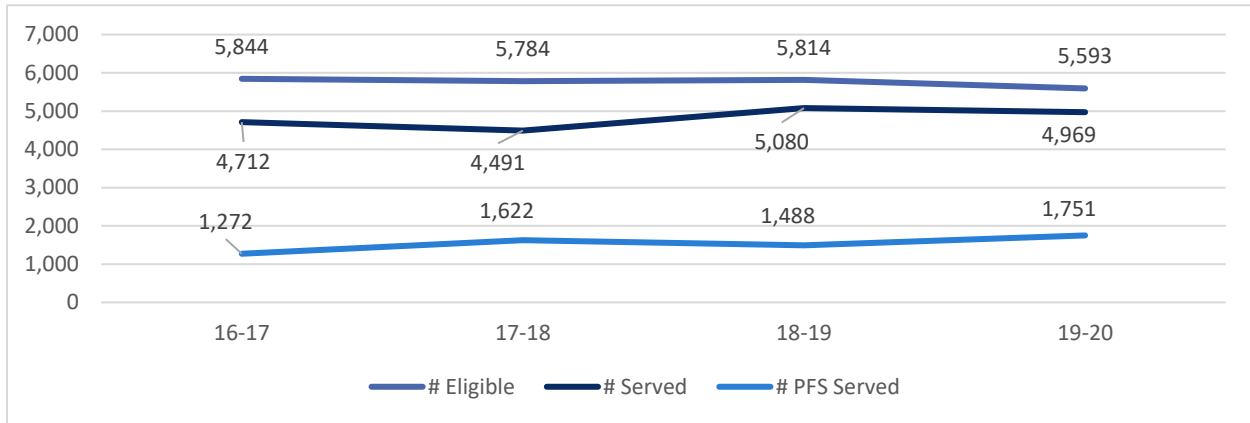
Grade	Eligible	Reading Instruction		Math Instruction		HS Credit Accrual	
		#	%	#	%	#	%
Birth-2	304	97	32%	0	0%	N/A	N/A
Age 3-5	628	291	46%	42	7%	N/A	N/A
K	336	262	78%	157	47%	N/A	N/A
1	372	317	85%	189	51%	N/A	N/A
2	356	293	82%	177	50%	N/A	N/A
3	386	312	81%	191	49%	N/A	N/A
4	401	325	81%	206	51%	N/A	N/A
5	349	290	83%	184	53%	N/A	N/A
6	342	284	83%	155	45%	N/A	N/A
7	277	204	74%	104	38%	N/A	N/A
8	295	227	77%	115	39%	3	1%
9	310	230	74%	123	40%	210	68%
10	249	176	71%	98	39%	160	64%
11	229	168	73%	85	37%	142	62%
12	201	142	71%	64	32%	148	74%
OSY	779	521	67%	26	3%	3	0%
Total	5,814	4,129	71%	1,916	33%	666	11%*

Source: 2018-19 CSPR

*Percentage of eligible migratory children in grades 8-12 and OSY (N=2,063)

Exhibit 11 is a graphic display of the number of eligible migratory children served by the Arkansas MEP, and the number of PFS migratory children served during the last four years. The exhibit shows fairly stable numbers all four years, with a slight increase in the number of eligible migratory students in 2019-20, more than likely due to fewer families migrating during the pandemic. Of note is the gap between the number eligible and the number served continues to decrease.

Exhibit 11: Longitudinal Display of Migratory Children Served by the Arkansas MEP

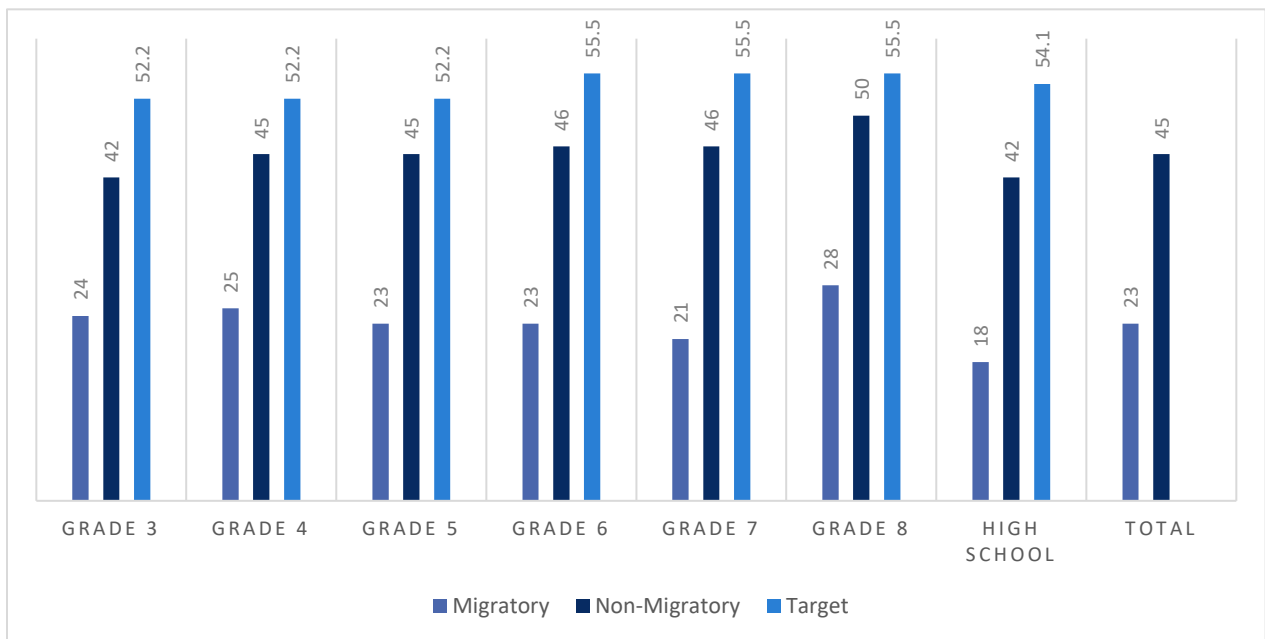


Source: NGS and MIS2000

Reading and Math Achievement

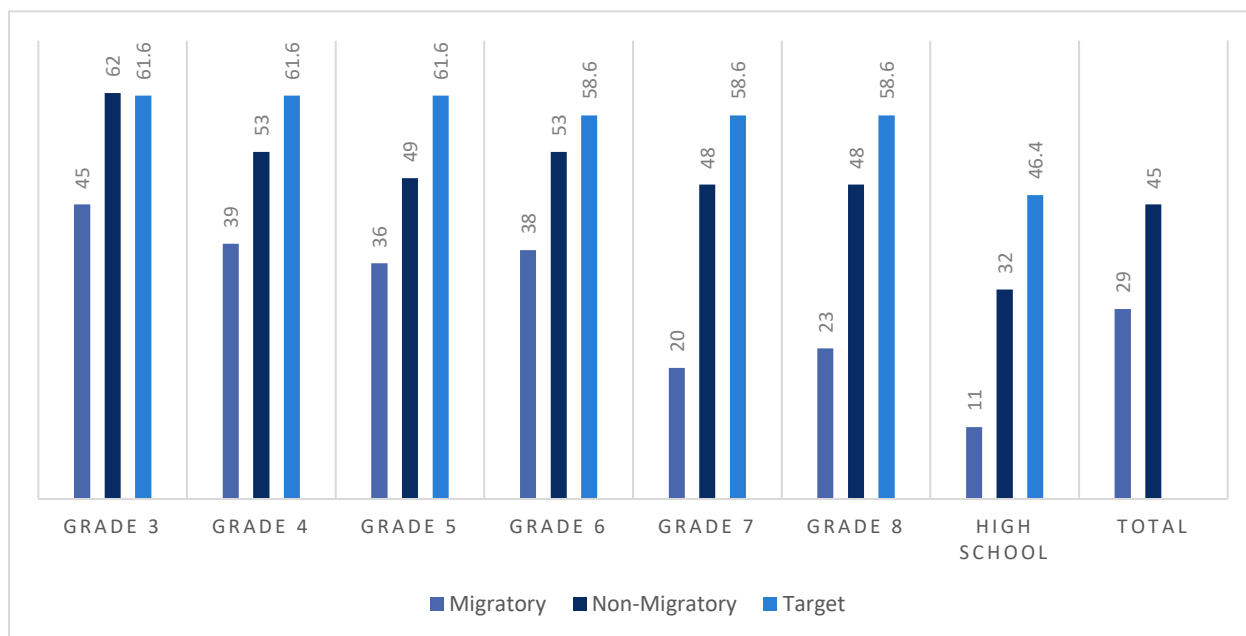
During 2018-19, Arkansas students in grades 3-8 and in high school were assessed in ELA and mathematics using the ACT Aspire Assessments. Results show –that 23% of migratory students assessed scored at “ready” or “exceeding” on ACT Aspire ELA Assessments, compared to 45% of non-migratory students; and 29% of migratory students scored at “ready” or “exceeding” in math, compared to 45% of non-migratory students. For both reading and math, there are substantial gaps between migratory and non-migratory students. At the time the CNA was completed, these data were not able to be disaggregated by PFS status.

Exhibit 12: Percentage of Migratory and Non-Migratory Students in Grades 3-8 and High School Scoring at Ready or Exceeding on 2019 ACT Aspire ELA Assessments



Source: 2018-19 ADE State Assessment Data

Exhibit 13: Percentage of Migratory and Non-Migratory Students in Grades 3-8 and High School Scoring at Ready or Exceeding on 2019 ACT Aspire Math Assessments



Source: 2018-19 ADE State Assessment Data

School Readiness

Exhibit 14 shows that the percentage of migratory children ages 3-5 (not in kindergarten) receiving MEP services has increased by 26%, from 42% in 2012-13 to 68% in 2018-19. The percentage of migratory children ages 3-5 receiving MEP instructional services increased greatly from 2012-13 to 2018-19.

Exhibit 14: Migratory Children Ages 3-5 Served by the Arkansas MEP

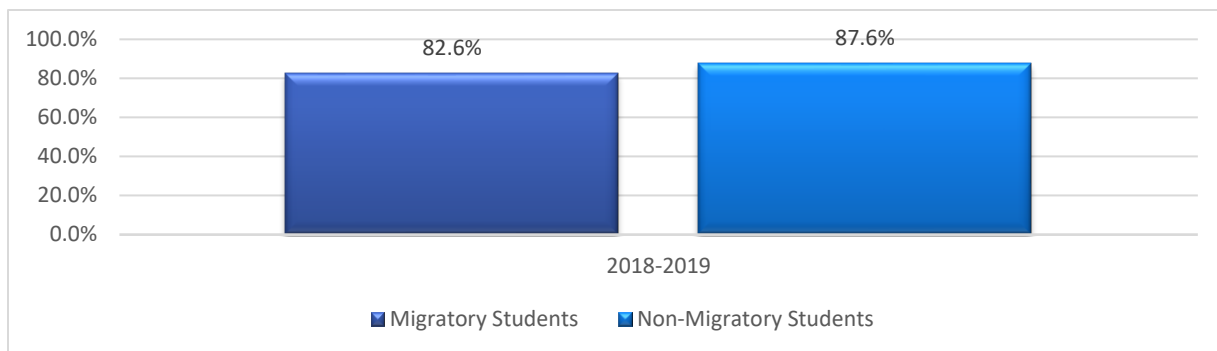
Performance Period	# Eligible	# Served	% Served	% Receiving Instruction
2012-13	881	372	42%	19%
2013-14	637	236	37%	10%
2014-15	531	138	26%	8%
2015-16	458	227	50%	30%
2016-17	539	288	53%	44%
2017-18	586	269	46%	38%
2018-19	628	430	68%	47%

Source: CSPR Part II

High School Graduation and Dropout Rates

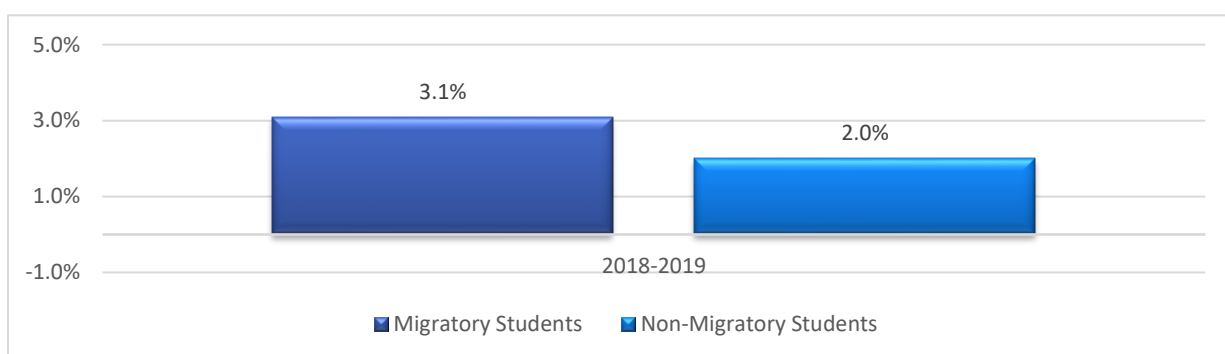
Exhibit 15 shows that the class of 2019 graduation rate for migratory students in Arkansas was 82.6%, compared to 87.6% for all students – a difference of 5%.

Exhibit 15: 2018-19 Migratory and Non-Migratory Student Graduation Rates



Source: ADE Data

Exhibit 16: 2018-19 Dropout Rates of Migratory and Non-Migratory Students



Source: ADE Data

Out-of-School Youth (OSY)

Exhibit 17 shows that the percentage of OSY served has relatively stayed the same since 2014-15; however, the number of eligible OSY has increased. The needs of OSY are challenging as they are likely to live away from parents and many are parents themselves; most have health needs that may interfere with participating in school (e.g., medical, dental, vision, nutrition); and re-engaging OSY in MEP services and keeping them engaged is perhaps the most difficult work in migrant education due to age and circumstances.

Exhibit 17: Migratory OSY Served by the Arkansas MEP

Performance Period	# Eligible	# Served	% Served
2014-15	651	503	77%
2015-16	570	420	74%
2016-17	535	399	75%
2017-18	576	310	54%
2018-19	779	608	78%

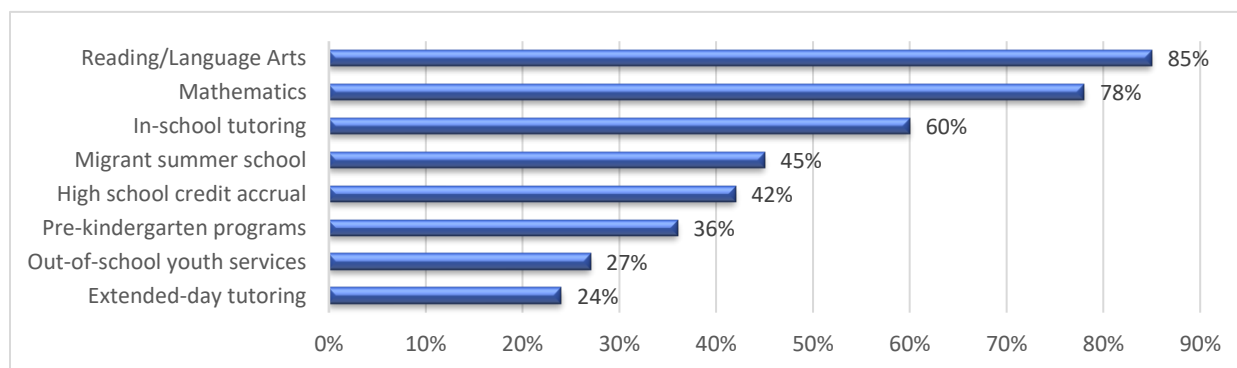
Source: CSPP Part II

Needs Assessment Survey Results

Through the surveys that were conducted for the CNA process, the NAC had access to detailed input from a wide variety of stakeholders that helped to inform their decision-making. The key stakeholders that were queried about their opinions and ideas regarding the most critical needs of migratory students and families included: State MEP staff, regional MEP staff, local MEP staff, secondary-aged migratory students, and migratory parents.

MEP staff surveyed were asked to identify students' greatest needs related to instruction and support services, as well as services needed by parents/families, and their own professional development (PD) needs. Exhibit 18 shows that MEP staff responding felt that migratory students need reading/language arts instruction (85% responding) most, followed by mathematics instruction (78% responding) and in-school tutoring (60% responding) the most.

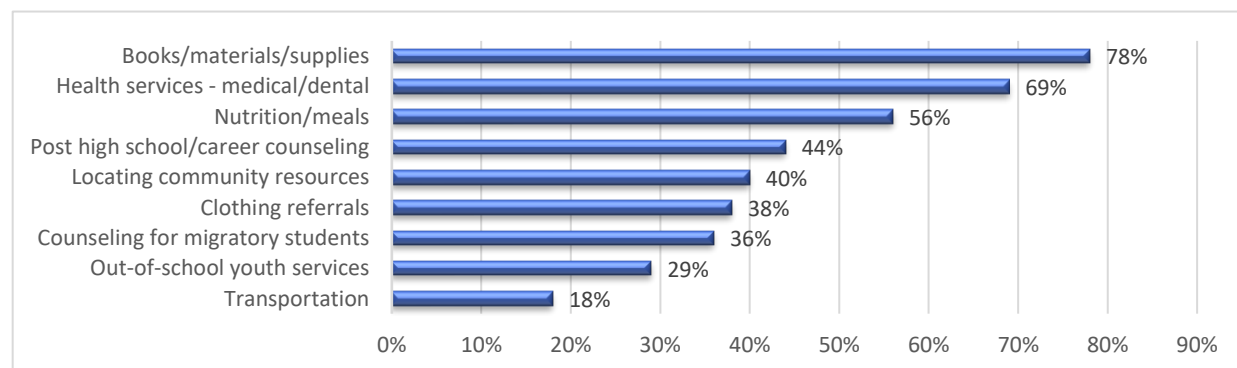
Exhibit 18: Percent of Staff Indicating Migratory Student Instruction Needs



Source: MEP Staff Needs Assessment Surveys

MEP staff responding felt the support services students need most include books/materials/supplies (78% responding), followed by health services (69% responding), and nutrition/meals (56% responding).

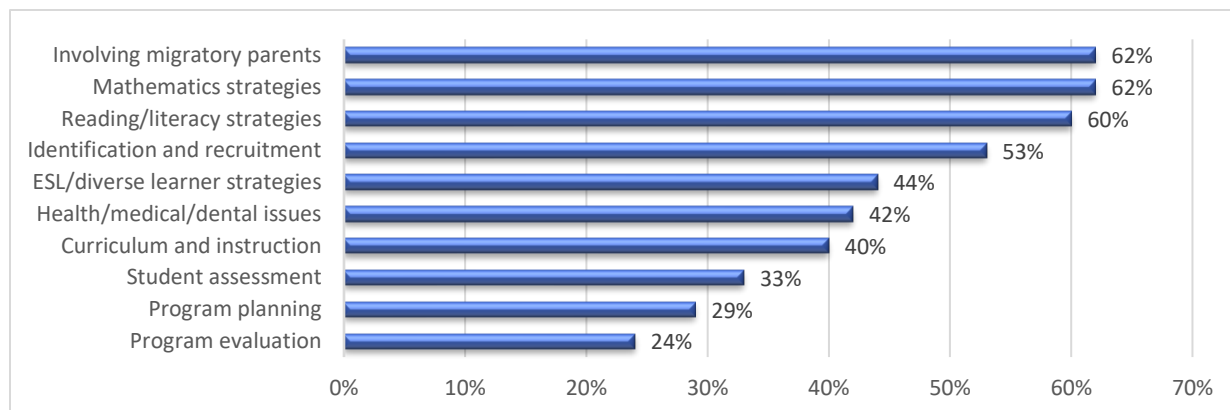
Exhibit 19: Percent of Staff Indicating Migratory Student Support Service Needs



Source: MEP Staff Needs Assessment Surveys

Exhibit 20 shows that the majority of staff responding reported a need for PD on strategies for involving migratory parents in their child's education and mathematics strategies (62% responding to each) and reading/literacy strategies (60% responding).

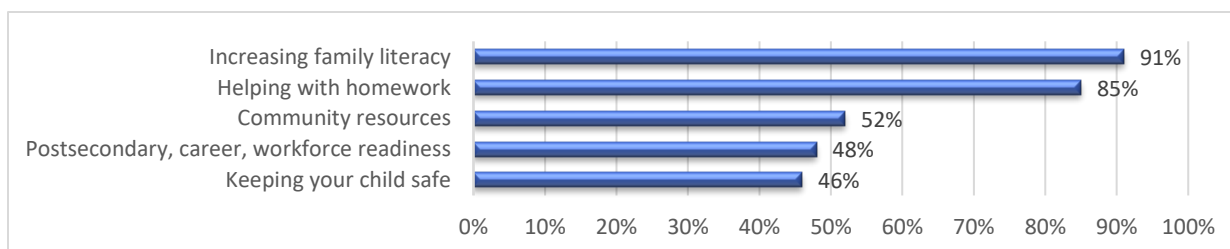
Exhibit 20: Percent of Staff Indicating Professional Development Needs



Source: MEP Staff Needs Assessment Surveys

Exhibit 21 shows that most MEP staff felt that parents need information on increasing family literacy (91% responding) and how to help their children with homework (85% responding).

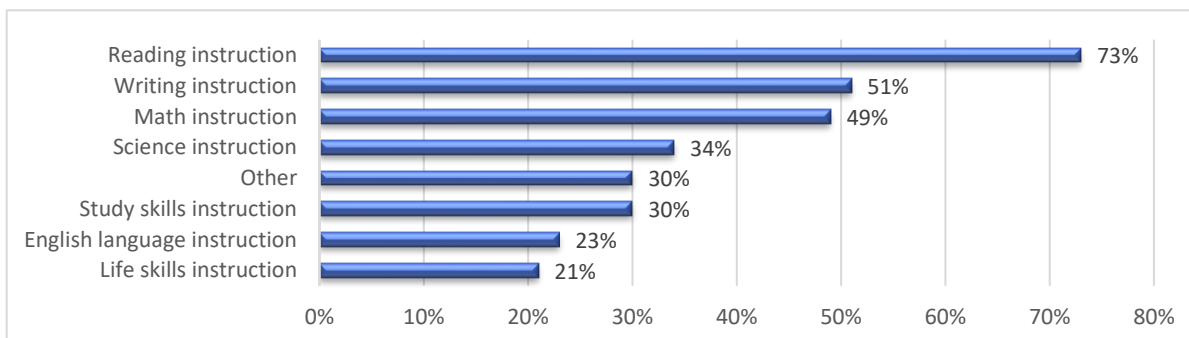
Exhibit 21: Percent of Staff Indicating Parent/Family Service Needs



Source: MEP Staff Needs Assessment Surveys

Migratory parents were asked to identify their children's greatest needs related to instruction and support services, as well as services they need from the MEP. Exhibit 22 shows that parents responding indicated that their children need reading instruction (73% responding) most, followed by writing instruction (51% responding) and math instruction (49% responding).

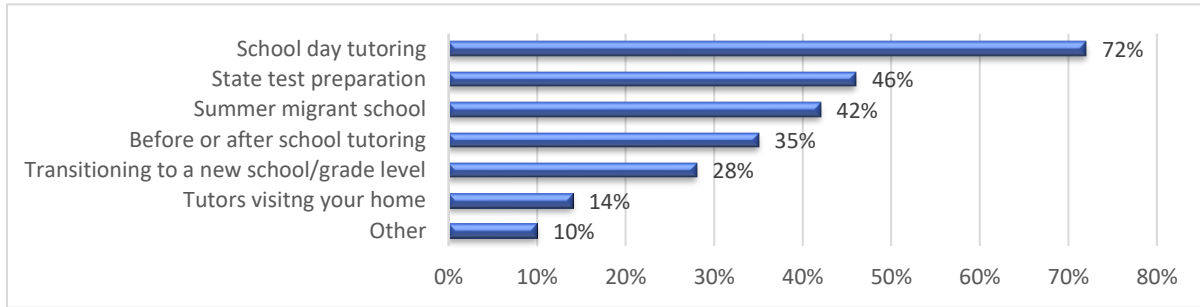
Exhibit 22: Percent of Parents Indicating their Children's Instruction Needs



Source: Parent Needs Assessment Surveys

Exhibit 23 shows that the majority of migratory parents responding felt that their children needed tutoring during the school day (72% responding) most, followed by state test preparation (46% responding) and summer migrant school (42% responding).

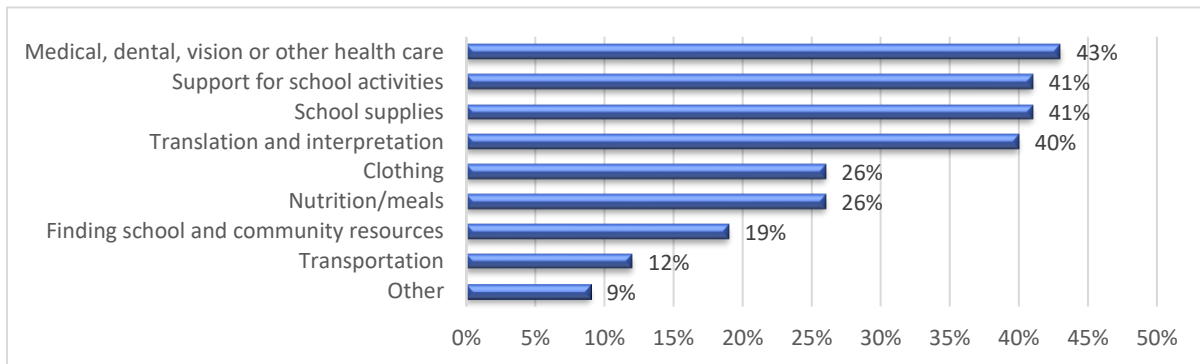
Exhibit 23: Percent of Parents Indicating MEP Services that Would Help their Child the Most



Source: Parent Needs Assessment Surveys

Exhibit 24 shows that the majority of parents responding reported that their children need medical, dental, vision or other health care services (43% responding) most, followed by support for school activities and school supplies (41% responding to each).

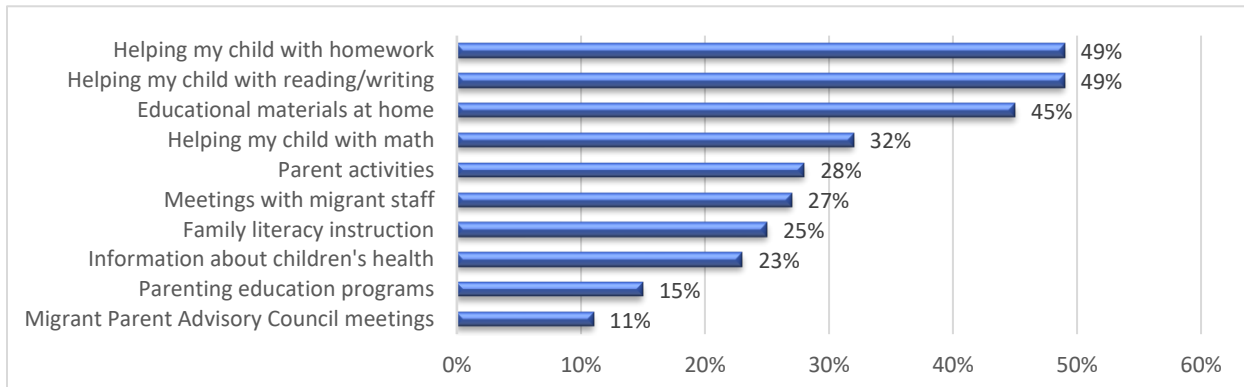
Exhibit 24: Percent of Parents Indicating their Children's Support Service Needs



Source: Parent Needs Assessment Surveys

Exhibit 25 shows that services most needed by parents included a need for strategies for helping their children with homework and helping their children with reading/writing (49% responding to each), and educational materials at home (45% responding).

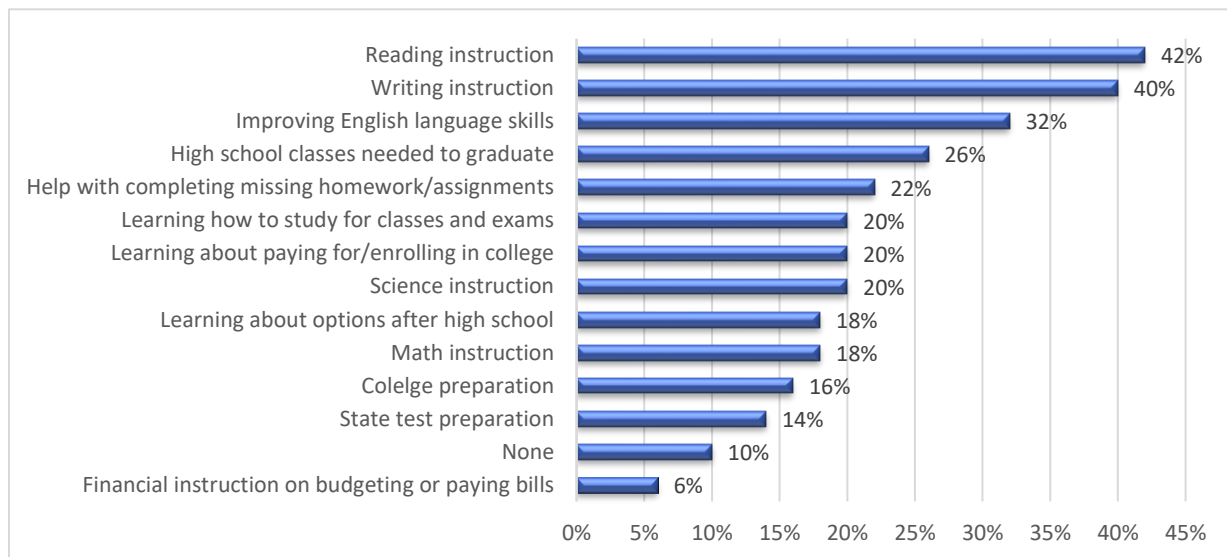
Exhibit 25: Percent of Parents Indicating Parent/Family Service Needs



Source: Parent Needs Assessment Surveys

Secondary migratory students also were surveyed about their needs for instruction and support services. Exhibit 26 shows students responding indicated the most need for reading instruction (42% responding), followed by writing instruction (40% responding) and improving English language skills (32% responding).

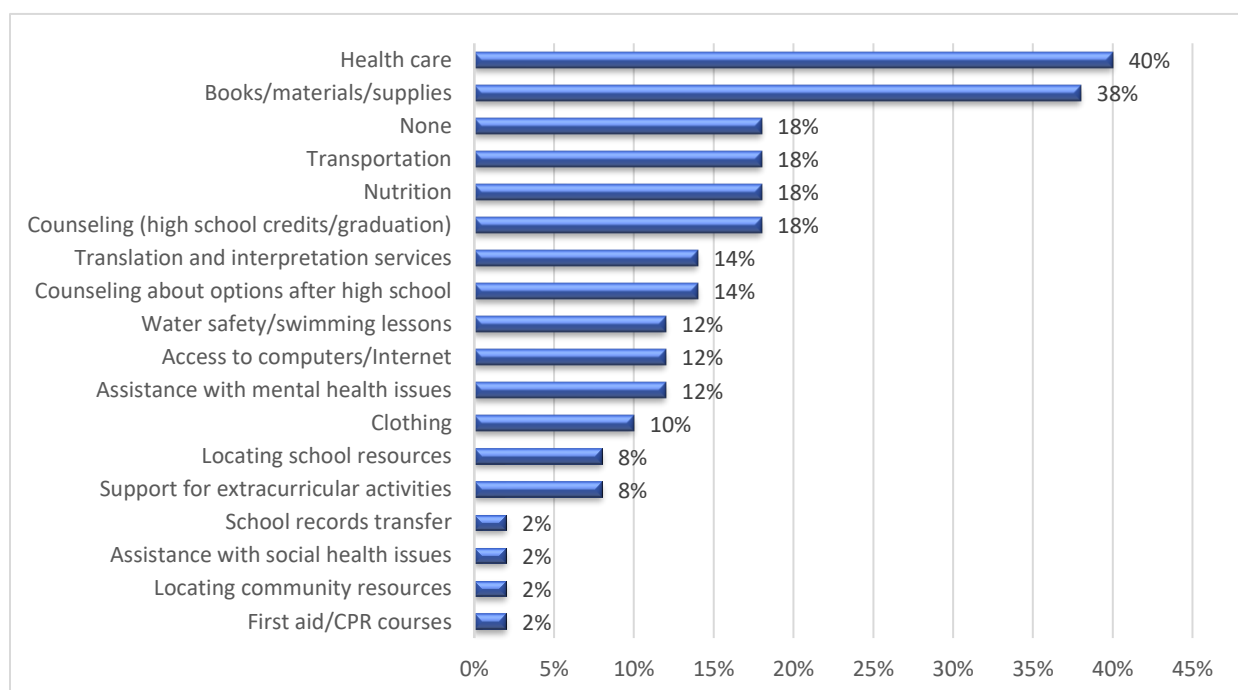
Exhibit 26: Percent of Secondary Students Indicating Instruction Needed



Source: Student/OSY Needs Assessment Surveys

Secondary-aged migratory students reported that the support service they need most is health care (40% responding), followed by books/materials/school supplies (38% responding).

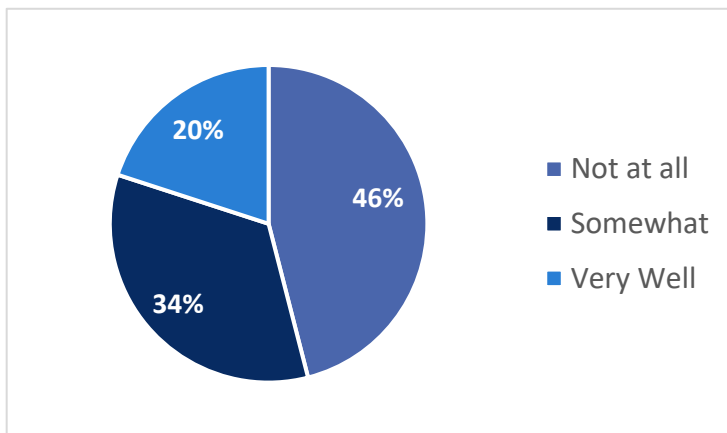
Exhibit 27: Percent of Secondary Students Indicating Support Services Needed



Source: Student/OSY Needs Assessment Surveys

Secondary-aged migratory students also were asked how well they understood their graduation requirements. Twenty percent (20%) of students responding indicated that they understood the graduation requirements very well and 34% indicated they understood the requirements “somewhat”; however, 46% responded “not at all”.

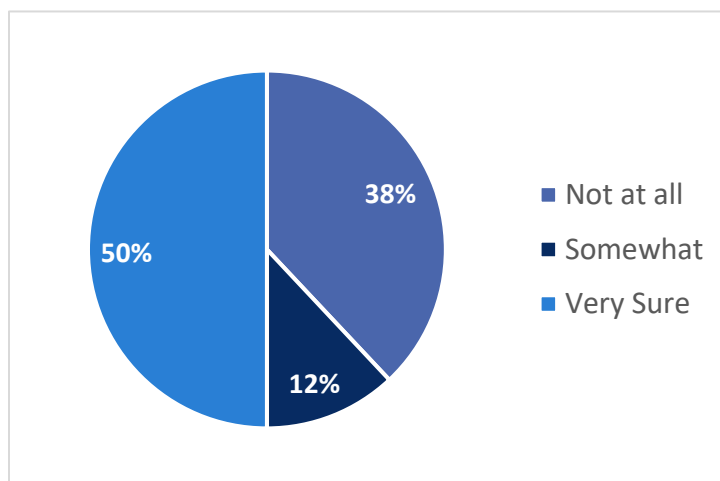
Exhibit 28: How well do you understand your graduation requirements?



Source: Student/OSY Needs Assessment Surveys

Secondary migratory students also were asked how sure they were that they will graduate from high school. Sixty-two percent (62%) indicated that they were somewhat or very sure they would graduate; however, 38% were not at all sure they would graduate.

Exhibit 29: How sure are you that you will graduate from high school?



Source: Student/OSY Needs Assessment Surveys

Phase III: Making Decisions

In Phase III 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. This 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 which is kept on file with the Arkansas MEP. 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 local/district priorities and goals

The NAC identified possible solutions which the SDP Committee will use for the development of the Strategies during the SDP planning process in 2021. 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 Arkansas?

Goal Area 1: ELA and Mathematics

Concern	Data Source	Need Indicator/ Need Statement	Possible Solution
1-1) We are concerned that migratory students in grades 3-10 are achieving at lower proficiency rates in ELA and math as compared to non-migratory students.	2018-2019 ACT Aspire Data	Indicators 23% of migratory students are proficient in ELA on the State assessment compared to 45% of non-migratory students. 29% of migratory students are proficient in math on the State assessment compared to 45% of non-migratory students.	1.1a.) Provide relevant and ongoing literacy- and math-related PD opportunities to migrant staff. 1.1b) Provide relevant and ongoing ACT Aspire test taking PD opportunities to migrant staff. 1.1c) Provide in-school and extended day/year tutoring in literacy and math. 1.1d) Provide in-school or after school ACT Aspire test taking strategies to students. 1.1e) Provide literacy and math instruction in the summer. 1.1f) Provide high interest reading material, through digital reading programs, books, magazines, etc.
		Statements The proficiency of 3rd-10th grade migratory students in ELA needs to increase by 22%. The proficiency of 3rd-10th grade migratory students in math needs to increase by 16%.	

Concern	Data Source	Need Indicator/ Need Statement	Possible Solution
1-2) We are concerned that migratory parents do not have access to information and educational materials, resources, and strategies to support their children in ELA and math.	Parent Needs Assessment Survey	<p>Indicators</p> <p>44% of migratory parents indicate a need for educational materials at home.</p> <p>48% of migratory parents report that they could not help their child with homework.</p> <p>Statement</p> <p>Migratory parents need greater access to information, educational materials, resources, and strategies to help their children with ELA and math at home.</p>	<p>1.2a) Provide parent meetings and home visits focused on teaching parents how to help their children in school (e.g., make and take meetings, the Stride program).</p> <p>1.2b) Provide summer programs that include home learning activities (e.g., Stride and/or Project SMART ELA and math programs).</p> <p>1.2c) Standardize and implement PD to MEP staff about education materials, resources, and strategies for parents to support their children in ELA and math.</p>
1-3) We are concerned that migratory secondary students lack the ELA and math skills to be prepared for graduation and careers.	Secondary Student Needs Assessment Survey	<p>Indicators</p> <p>42% of migratory secondary students reported needing assistance in reading skills.</p> <p>40% of migratory secondary students reported needing assistance in writing skills.</p> <p>18% of migratory secondary students reported needing assistance in math skills.</p> <p>Statement</p> <p>The percentage of migratory secondary students indicating a need in reading, writing, and math skills needs to decrease</p>	<p>1.3a) Provide in-school and extended day/year tutoring in ELA and math (e.g., transportation to/from programs).</p> <p>1.3b) Provide credit recovery opportunities through Red Comet and Moving Up Arkansas.</p> <p>1.3c) Provide AR MEP student programs focused on college and career readiness (e.g., Migrant Student Advisory Council [MSAC] and Arkansas Migrant Education Student Leadership Academy [AMESLA]).</p>
1-4) We are concerned that MEP staff lack training in relevant instructional strategies for math, ELA, and parent involvement training opportunities.	Staff Needs Assessment Survey	<p>Indicators</p> <p>60% of MEP staff indicated a need for PD in ELA instruction.</p> <p>62% of MEP staff indicated a need for PD in math instruction.</p> <p>Statement</p> <p>PD opportunities focusing on ELA and math strategies need to be ongoing and relevant to current educational practices.</p>	<p>1.4a) Provide access to ongoing and relevant PD opportunities on ELA/math instructional strategies and parental involvement to district MEP staff.</p> <p>1.4b) Provide ongoing assistance and training with AR MEP and State educational programs as needed (e.g., State Conference, Co-op meetings, English as a Second Language [ESL] conferences, Zoom meetings).</p>

Goal Area 2: School Readiness

Concern	Data Source	Need Indicator/ Need Statement	Possible Solution
2-1) We are concerned that migratory children are not enrolled in any pre-k program and therefore enter kindergarten without school readiness skills (e.g., routines, social-emotional, cognitive, self-help).	Parent Needs Assessment Survey	Indicators 92% of parents reported a need to understand child development. 77% of parents reported a need for preparing their preschooler for kindergarten.	2-1a) Develop pre-k enrollment verification (standardized State system needed) to determine if children are receiving pre-k services (e.g., explore Child Outcome Planning and Administration [COPA] system, talk with ADE Learning Services). 2-1b) Standardize Placement Profiles for pre-K assessment. 2-1c) Coordinate with other pre-k service providers to ensure migratory pre-k children are served. 2-1d) Provide MEP-funded services for children not enrolled in other pre-k programs.
		Statement The percentage of migratory parents indicating a need for understanding child development and assistance in preparing their preschooler for kindergarten needs to decrease.	
2-2) We are concerned that migratory parents of preschoolers lack an understanding of the importance of school readiness which may result in a lack of educational support in the home.	Parent Needs Assessment Survey	Indicators 92% of parents reported a need to understand child development. 77% of parents reported a need for help with preparing their preschooler for kindergarten.	2-2a) Provide standardized AR MEP pre-k parent materials in home languages, whenever possible. 2-2b) Provide standardized AR MEP PD on how to convey the importance of school readiness to parents. 2-2c) Provide PD to MEP service providers about the importance of school readiness. 2-2d) Provide migratory parents with AR MEP pre-k information about the importance of school readiness (e.g., Parent Advisory Council [PAC] meetings, parent meetings, home visits).
		Statement The percentage of migratory parents indicating a need for understanding child development and assistance in preparing their preschooler for kindergarten needs to decrease.	
2-3) We are concerned that migratory children ages 3-5 (not in kindergarten) are not receiving adequate instructional services (e.g., do not have previous exposure to the English language or literature and this impacts their English language development, lack of sufficient math services).	2018-19 CSPR NAC Expert Committee Opinion	Indicators 42% of migratory preschool children served are receiving literacy services while only 5% are receiving math services. The NAC goal area group reports a need for pre-k children to have increased exposure to the English language and literature.	2-3a) Utilize the AR MEP Home Language Survey that includes a needs assessment of pre-literacy and pre-numeracy resources available in the home. 2-3b) Coordinate with other pre-k service providers to ensure migratory pre-k children are served. 2-3c) Provide MEP-funded services for migratory preschool children not enrolled in other pre-k programs.
		Statement The percentage of migratory preschool children receiving math instructional services needs to increase. The percentage of migratory preschool children exposed to	

Concern	Data Source	Need Indicator/ Need Statement	Possible Solution
		the English language and literature needs to increase.	
2-4) We are concerned that migratory pre-k children and their parents do not have access to basic health services and health education/knowledge (e.g., why/how to brush teeth).	Parent Needs Assessment Survey	Indicators 40% of migratory parents indicated that health care was the greatest support service needed (highest need)	2-4a) Coordinate with community resources/organizations that provide health services to develop a directory of health services. 2-4b) Provide PD to MEP service providers about basic health service resources and health education/knowledge. 2-4c) Provide AR MEP pre-k parent training about basic health service resources and health education/knowledge. 2-4d) Provide MEP-funded services including health services and education/knowledge for migratory preschool children not enrolled in other programs.
	Staff Needs Assessment Survey	69% of MEP staff indicated that health services is a top need Statement The percentage of migratory parents and staff indicating a need for health services for migratory students needs to decrease.	

Goal Area 3: High School Graduation/Services to OSY

Concern	Data Source	Need Indicator/ Need Statement	Possible Solution
3-1) We are concerned that as a result of mobility and lack of educational continuity, migratory students in grades 9-12 and their parents lack the resources and strategies to make decisions about graduation and post-secondary opportunities.	Student Needs Assessment Survey	Indicators 96% of parents of secondary migratory students reported that they need help with information about options after graduation.	3-1a) Provide AR MEP PD for cooperative staff (LOAs) and school districts (local education agencies [LEAs]) about graduation and post-secondary opportunities (e.g., high school graduation requirements, credit recovery, On-Track, post-secondary opportunities). 3-1b) Provide information and personalized counseling to secondary migratory students about college and career opportunities (e.g., On-Track, Red Comet courses, Moving Up Arkansas, scholarships, CAMP, ACT prep). 3-1c) Provide programs for secondary migratory students, including those at non-project schools, focused on college and career opportunities (e.g., MSAC, AMESLA, summer programs at local colleges). 3-1d) Provide support and information in the home language, to the extent possible, for migratory parents of secondary-aged youth to promote the achievement and high school graduation of their children.
	Parents Needs Assessment Survey	28% of secondary migratory students reported that they need more support for completing high school classes. 38% of secondary migratory students reported that they needed more books/materials/school supplies to assist them in high school. Statements The percentage of migratory parents indicating a need for information about options after graduation needs to decrease. The percentage of secondary migratory students indicating a need for more support for completing their high school classes and a need for books/materials/school supplies needs to decrease.	

Concern	Data Source	Need Indicator/ Need Statement	Possible Solution
3-2) We are concerned that as a result of mobility, lack of educational support in the home, and English language development, migratory students will not graduate or will not graduate on time.	ADE Graduation Rate Parents Needs Assessment Survey Student Needs Assessment Survey	<u>Indicators</u> In 2018-2019, 82.6% of migratory students graduated compared to 87.6% of non-migratory students. Migratory parents surveyed indicated that their biggest concern for the education of their child(ren) is ensuring that they are prepared for graduation. 46% of migratory high school students/OSY reported that they do not understand graduation requirements, and 38% reported that they are not confident that they will not graduate on time.	3-2a) Provide AR MEP PD for cooperative staff (LOAs) and school districts (LEAs) on high school graduation requirements, credit recovery, and On-Track. 3-2b) Provide credit recovery opportunities through an SEA - approved credit recovery program along with tutoring where needed. 3-2c) Utilize the new MIS2000 On-Track Results report to show students with credit deficiencies to support their graduation. 3-2d) Identify at-risk students with On Track reports, coordinate with school personnel, and provide mentoring through migrant tutors.
		<u>Statement</u> The percentage of migratory students graduating needs to increase by at least 5% to be comparable to the non-migratory graduation rate.	
3-3) We are concerned that as a result of mobility, English language skills, and lack of access to services, OSY are not being identified and receiving services/ resources focused on graduation/GED and basic life skills/ language advocacy.	2018-19 CSPR	<u>Indicator</u> While 78% of the OSY population received support services, only 67% received instructional services.	3-3a) Provide AR MEP PD for cooperative staff (LOAs) and school districts (LEAs) on strategies for appropriate instructional and counseling services on graduation/GED for OSY. 3-3b) Provide services to OSY that lead to developing the skills needed to further their education (e.g., language, life skills, technology/computer, supplementary ESL).
		<u>Statement</u> The percentage of OSY receiving instructional services needs to increase.	

Summary and Next Steps

Evidence-based Conclusions and Recommendations

Needs assessment data reflect a wide range of migratory student needs that will help to inform decision makers tasked with the planning and coordination of supplementary MEP 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 they are able to pass the State ACT Aspire assessments. The available data also indicate a need for MEP services including summer school, state test preparation, and parent engagement and training opportunities. To support these conclusions, the following summary is presented on the needs of migratory students in Arkansas.

High Mobility	High mobility is a factor related to school failure. Over a third of Arkansas's migratory children/youth had a current year QAD.
Reading and Math Needs	ACT Aspire ELA and mathematics assessment results show that Arkansas's migratory students have a need for intensive supplemental ELA and math instruction to bring them up to grade level. There are large gaps between migratory and non-migratory students in both ELA and mathematics. Based on CNA data, statewide priority should concentrate on direct supplemental instructional services for migratory students to help them improve their ELA and mathematics skills. The MEP should place emphasis on intensive instructional programs during the regular school year and the summer months to build student proficiency in these two areas.
English Language Development Needs	Forty percent (40%) of Arkansas' 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	Almost half of preschool migratory students receive MEP instructional services during the performance period; however only 13% of preschoolers served receive services during the summer. This indicates a need for the MEP to increase services to preschool migratory students during summer to ensure they have the school readiness skills to be successful in kindergarten.
High School Student Needs	In a statewide assessment of need, 62% of students responding felt they would graduate, and 54% reported that they understand their graduation requirements. In addition, students indicated a need for support in reading and writing instruction and summer school.

Professional Development Needs	There is a continuing need to build the capacity of MEP staff to serve the academic needs of migratory students in Arkansas. Staff surveyed/ interviewed expressed PD needs in mathematics instructional strategies, ways to get migratory parents involved, and reading/literacy strategies.
Parent/ Family Needs	MEP staff and parents expressed that services to parents need to focus on family literacy and helping parents learn strategies for helping their children with schoolwork.

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

The CNA report will be distributed statewide to the migrant education specialists at each of the co-ops and training will be provided. In addition, the Arkansas MEP Team will help provide guidance on the CNA process and how the results will be used as a foundation for the service delivery planning process.

As part of the MEP Continuous Improvement Cycle, the next step for the Arkansas MEP is to use the information contained from the CNA to inform the comprehensive State service delivery planning process during 2021. The Arkansas MEP SDP, which will be facilitated by META Associates and guided by the processes outlined in the SDP Toolkit (OME, 2018), will be Arkansas's plan for the delivery of services to meet the unique educational needs of its migratory students that serves as the basis for the use of all MEP funds in the State. The Arkansas MEP SDP will articulate a clear vision of:

- performance goals and targets, especially as they relate to the provision of services for PFS migratory students;
- the MEP's 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 response to the requirements put forth by OME, Arkansas 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 Arkansas in its State performance targets; (3) use evaluation results to change/modify MEP services; and (4) change the MEP evaluation design to reflect changes in needs/evaluation results.