



Montana Migrant Education Program Comprehensive Needs Assessment (CNA)

FY 2020-21 (based on 2019-20 data)

Montana Migrant Education Program
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ABBREVIATIONS

CNA	Comprehensive Needs Assessment
CSPR	Consolidated State Performance Report
EL	English Learner
ELA	English Language Arts
ELD	English Language Development
ELPA21	English Language Proficiency for the 21 st Century
ESEA	Elementary and Secondary Education Act of 1965
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
MMERC	Minnesota Migrant Educational Resource Center
MontCAS	Montana Comprehensive Assessment System
MPO	Measurable Program Outcome
MSDR	Washington Migrant Student Data & Recruiting
MT	Montana
NAC	Needs Assessment Committee
NASDME	National Association of State Directors of Migrant Education
NGS	New Generation System
OME	Office of Migrant Education
OPI	Montana Office of Public Instruction
OSY	Out-of-School Youth
PAC	Parent Advisory Committee
P/A	Proficient/Advanced
PFS	Priority for Services
QAD	Qualifying Arrival Date
REO	Rural Employment Opportunities
SBAC	Smarter Balanced Achievement Consortium
SDP	Service Delivery Plan
SEA	State Education Agency
STAAR	State of Texas Assessments of Academic Readiness

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 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 (NAC) 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.

INTRODUCTION

The primary purpose of the Montana 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 Montana 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 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]

To better understand and articulate the specific services that the Montana 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 document describes the needs of migratory children eligible for the Montana MEP and proposes solutions to meet those needs. The Comprehensive Needs Assessment (CNA) was completed with input from a committee of stakeholders from Montana and a consultant with knowledge of the process and procedures for conducting and facilitating CNA meetings. Stakeholders included Montana Office of Public Instruction (OPI) MEP staff, MEP administrative staff; teachers; recruiters; experts in literacy, math, and technology education; 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 Montana' 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 Montana 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 Montana' 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 Montana' 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 Montana

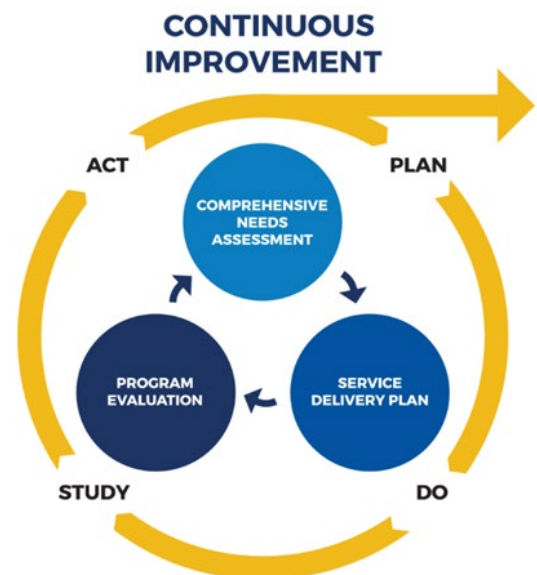
The most recent Montana CNA was completed in 2018 with data from 2016-17. This 2020 report reexamines all sections using the most recent data available from 2018-19. The CNA aligns to recommendations from the Office of Migrant Education's (OME) [CNA Toolkit](#) (2018) and updates concerns and needs based on changes in the migratory child population, changes to program administration and structure, and seasonal agricultural activities. The Montana MEP has taken into account the following.

- Previous efforts to conduct a comprehensive assessment of needs in Montana 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 Montana 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.
- Program changes arising from new law and guidance for ESSA.
- 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.

The Montana CNA will guide future programming and policy decisions to ensure that the 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 Montana 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 NAC followed a systematic 5-step process suggested by OME that is illustrated on the following page. This model was modified to fit the specific needs of the Montana CNA process which included both the assessment of needs and the identification of potential solutions at three levels:



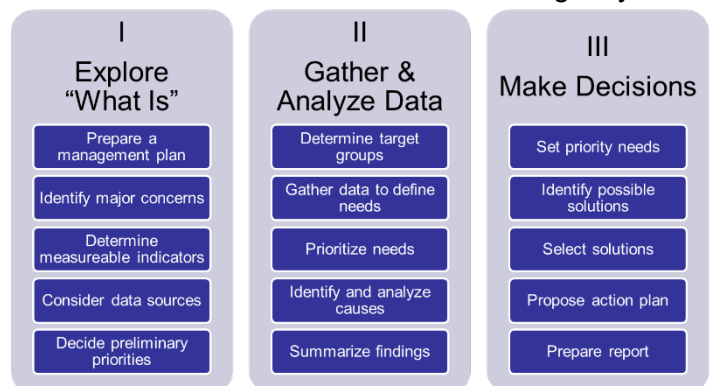
- Level 1: *Service Receivers* (migratory students and parents)
- Level 2: *Service Providers and Policymakers* (State and local MEP staff)
- Level 3: *Resources* (the system that facilitates or impedes the efforts of the MEP)



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

- **Step 1—Conduct Preliminary Work**
The State MEP Director/contractor
 - reviews requirements of the CNA;
 - develops a Management Plan that sets the project’s general timeline and identifies the teams needed for accomplishing each phase;
 - establishes a NAC that reflects a broad representation of perspectives to provide thoughtful guidance to the process; and
 - develops a profile that provides baseline data on the state’s migratory child population.
- **Step 2—Explore What Is**
The NAC
 - reviews existing data and program evaluation reports;
 - identifies concerns about migratory children and families; and
 - develops Need Indicators and suggests 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 State MEP Director/contractor oversees data collection that measures the identified needs and gaps between migratory children and their non-migratory peers.
 - The NAC organizes and analyzes the data.
 - The NAC creates a set of Need Statements and prioritizes them.
- **Step 4—Make Decisions**
The NAC
 - reviews the prioritized Need Statements and proposes evidence-based solutions for closing the educational gaps that migratory children face in school; and
 - prioritizes the solutions.
- **Step 5—Transition to SDP Development**
The State MEP Director
 - writes, or oversees the writing of, the final CNA report that documents the CNA process and findings;
 - shares the CNA with stakeholders and administrators at the state education agency (SEA) and local education agency (LEA) levels; and
 - uses the CNA as the basis for initiating the SDP planning process.

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 Montana CNA and Timelines

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

The preparation phase of the Montana CNA involved garnering a **sense of commitment** to the needs assessment in all levels of the Montana 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, and scheduled a calendar of meeting dates and timelines for tasks to be completed. The Montana NAC was charged with the following.

- Review existing implementation, student achievement, and outcome **data** on migratory children in Montana.
- 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 State MEP Director, Angela Branz-Spall, 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.

Data Collection Procedures

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

- Reports on migratory student and comparative demographics, enrollment status; attendance rates, graduation, dropout, and credit accrual toward high school graduation that were generated through the New Generation System (NGS).
- Needs assessment information generated in home base states and transferred to Montana through the Migrant Student Data & Recruiting (MSDR) database for Washington-based students, and NGS for Texas-based students (e.g., information on the number of migratory students not meeting grade level proficiency, language proficiency determinations, and state exit-level test scores such as the State of Texas Assessments of Academic Readiness (STAAR) and the Washington Smarter Balanced Assessment).
- 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.
- Review of the Montana MEP SDP and other relevant State data.
- Discussion groups, anecdotal information, and structured input from State and local MEP staff and Parent Advisory Committee (PAC) members.

The Montana 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 Montana.

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 locally-operated 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 needs assessment serves as the blueprint for establishing statewide priorities for local procedures and provides a basis for the state to allocate funds to LOAs 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 is 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 Montana; 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 the determination and prioritization of potential solutions;
- addresses all relevant goals established for migratory children 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 Montana 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 Montana 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 Montana Standards

During the first CNA meeting, the NAC reviewed the CNA planning cycle and the roles/responsibilities of the NAC; reviewed existing data and information to make determinations about the needs of migratory students; created preliminary concern statements and need indicators; and 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 Montana migratory students fit within these broad categories. The Montana 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 as follows.

Goal Area 1: English Language Arts

Goal Area 2: Mathematics

Goal Area 3: High School Graduation

Goal Area 4: School Readiness

Upon agreeing to these four goals for improving migratory student achievement, each goal was explored in relation to the Seven Areas of Concern established by OME and ensured that concerns and solutions aligned both with the Montana standards and the concerns typically associated with frequent migrancy. These seven themes helped guide the Montana 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 Montana 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 preschool children and out-of-school youth (OSY), who either do not have access to free public education or are unable to take advantage of available programs due to mobility and/or the need to work. Ways to 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 with health care access. 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.

Montana Context

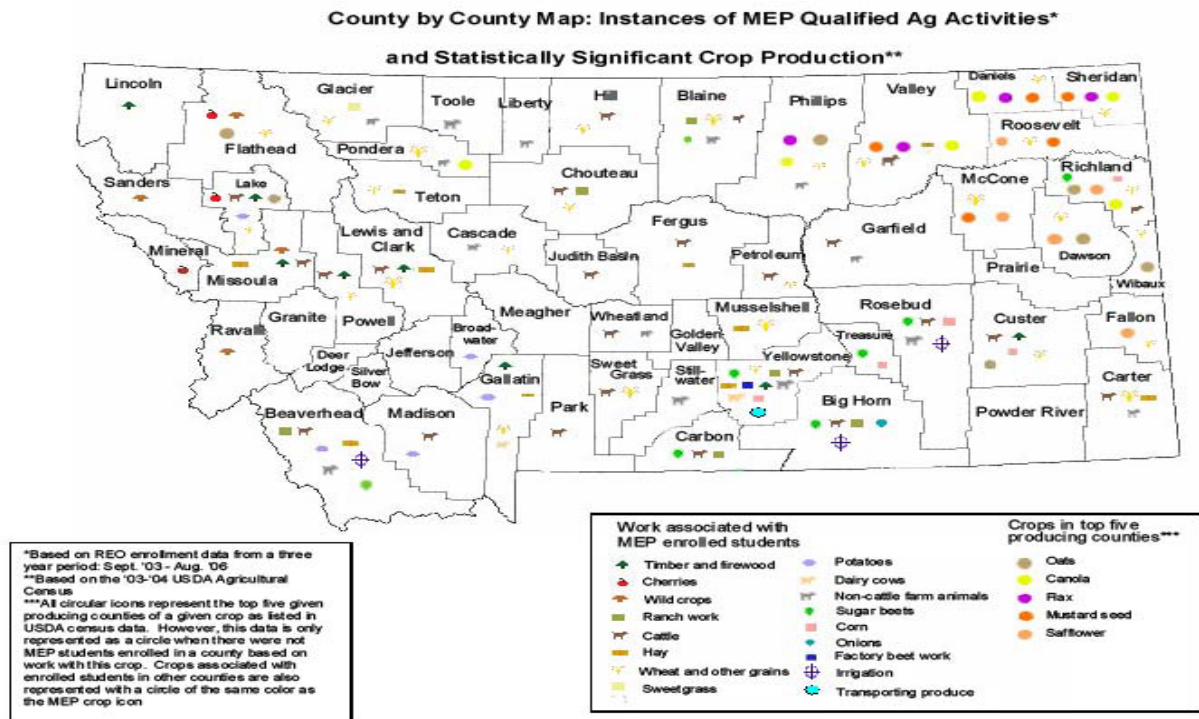
Prior to the first NAC meeting, a profile of migratory students including demographics and achievement results was compiled from State data sources including Montana MEP Annual Evaluation Reports for the past few years, NGS, and Consolidated State Performance Reports (CSPRs) for the past few years. The profile helped the NAC gain an understanding of the characteristics and unique challenges experienced by the migratory student population in Montana. In addition, the NAC provided information about the context of migratory student work in the State of Montana.

The work encountered by migratory families is varied. Qualifying agricultural and fishing activities cover a broad spectrum of crops and industries. Roughly over 95% of the qualifying activities represented in Montana are of a seasonal nature. The following table shows the agricultural activities in Montana, including the approximate dates, counties in which each type of work occurs, and the activities completed by seasonal farmworkers.

Exhibit 1: Agricultural Activities in Montana

Work	Approximate Dates	Counties	Activities
CATTLE/ RANCH WORK	Season depends on activity	Beaverhead, Big Horn, Blaine, Carbon, Carter, Chouteau, Custer, Fergus, Garfield, Hill, Judith Basin, Lake, Lewis & Clark, Madison, Missoula, Park, Petroleum, Powell, Richland, Rosebud, Sweet Grass, Valley, Wheatland, Yellowstone	Branding, Calving, Feeding, Building Fences, Moving, Raising
CHERRIES	June-August	Flathead, Lake, Mineral	Harvesting
DAIRY COWS	Season depends on activity	Gallatin, Yellowstone	Milking, Feeding, Raising
HAY	May-September	Beaverhead, Carter, Fergus, Gallatin, Lewis & Clark, Missoula, Musselshell, Teton, Valley, Yellowstone	Harvesting, Cutting, Planting, Combining
IRRIGATION	April-October	Beaverhead, Big Horn, Rosebud	Moving Pipes, Irrigating Crops
NON-CATTLE FARM ANIMALS (Chickens, Sheep, Goats, Pigs)	Season depends on activity	Beaverhead, Blaine, Carter, Cascade, Garfield, Glacier, Liberty, Phillips, Pondera, Rosebud, Stillwater, Toole, Wheatland, Yellowstone	Feeding, Raising, Shearing (Sheep), Transporting
POTATOES	March-October	Beaverhead, Broadwater, Gallatin, Lake, Madison	Planting, Harvesting
PRODUCE	April-October	Yellowstone	Harvesting, Transporting
SUGAR BEETS	March-November	Beaverhead, Big Horn, Blaine, Carbon, Richland, Rosebud, Treasure, Yellowstone	Prepping Fields, Planting, Irrigating, Thinning, Cultivating, Hoeing, Harvesting, Spraying
SUGAR BEET FACTORY	October-January	Yellowstone	Cleaning, Piling, Processing, Sorting
TIMBER AND FIREWOOD	Season depends on activity	Custer, Gallatin, Lake, Lewis & Clark, Lincoln, Missoula, Powell, Yellowstone	Planting, Harvesting, Cutting
WHEAT AND OTHER GRAINS (Oats, Barley, Mustard Seed, Flax, Canola, Safflower)	April-October	Blaine, Carter, Cascade, Chouteau, Custer, Daniels, Dawson, Fallon, Gallatin, Glacier, Hill, Flathead, Lake, Lewis & Clark, McCone, Musselshell, Petroleum, Phillips, Pondera, Powell, Richland, Roosevelt, Sheridan, Sweet Grass, Teton, Valley, Wibaux, Yellowstone	Planting, Harvesting, Combining, Prepping Fields, Plowing Fields, Spraying
WILD CROPS (Mushrooms, Blackberries, Huckleberries)	April-September	Flathead, Missoula, Ravalli, Sanders	Harvesting

Following is a map showing the instances of MEP qualified agricultural activities in each county in Montana.



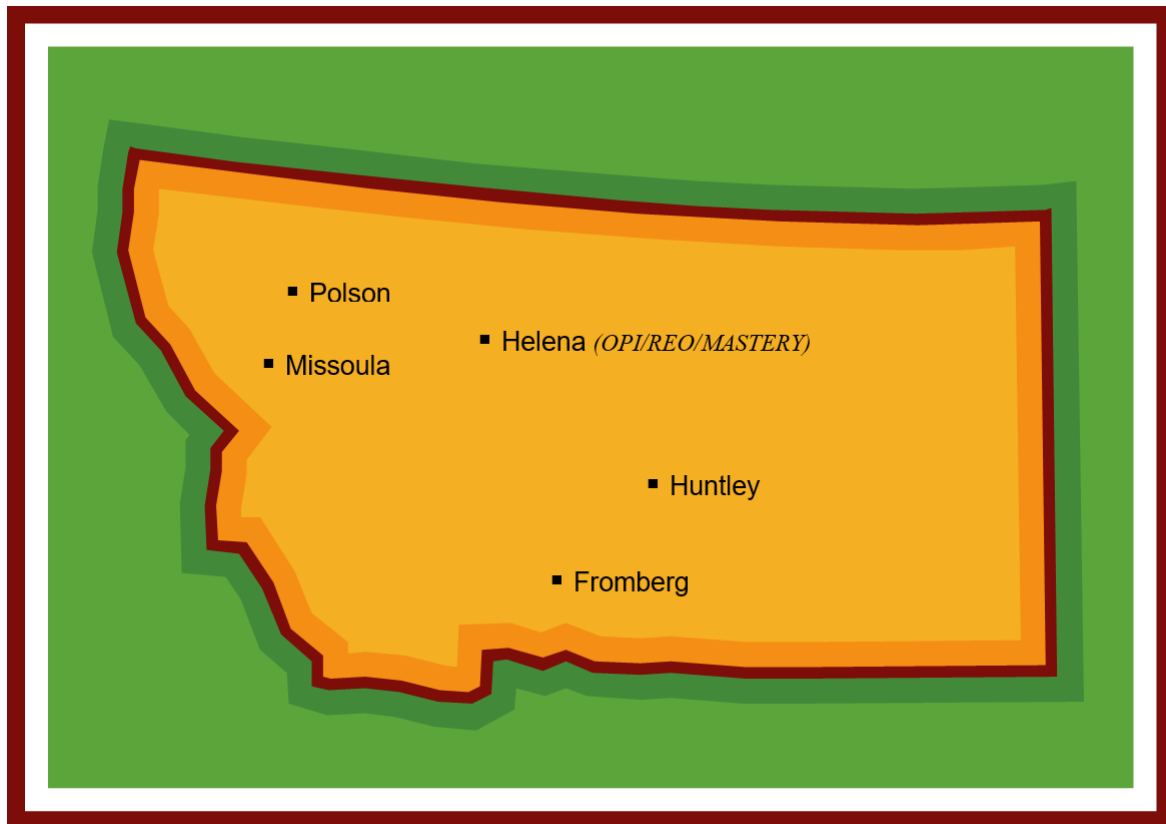
The vast majority of Montana’s migratory students come from the State of Washington (typically about three-fourths of all eligible students). Students also come from California, Colorado, Michigan, Nebraska, Oregon, and Texas. Migratory families home-based in Montana typically move in the spring and early fall for mushrooms and huckleberries with many traveling to Idaho for work. There are also interstate migratory students whose families work on ranches, and in potatoes and other area crops. Most migratory students in Montana are Hispanic. Other ethnicities of Montana migratory students include Asian (Hmong), American Indian, Black, and White (non-Hispanic) students.

Because issues of mobility, language, and poverty affect the migratory student's opportunities to receive excellence and equity in the classroom, the Montana MEP strives to provide an educational experience that can help children reduce the effects of educational disruptions and other problems that can result from repeated moves. During the regular school year, in areas with concentrations of migratory children, MEPs operate in support of, and in coordination with, the regular school program. During the summer, at the peak of Montana's agricultural season, educational programs are set up exclusively for migratory children when regular school programs are not in operation.

Services in Montana are provided at four local project sites during the summer and regular year. Following is a list of the local projects in Montana and when each provides services to migratory students:

- ✓ Fromberg – Site-based summer program
- ✓ Huntley – Site-based regular year and summer program
- ✓ Missoula – Leadership project during the regular year and a site-based summer program
- ✓ Polson – Site-based summer program

Exhibit 2: Map of Montana Highlighting the Migrant Education Programs



In addition, Rural Employment Opportunities (REO), a non-profit corporation serving workers throughout Montana (one of more than 50 agencies nationwide that operate the National Farmworker Jobs Program authorized by Congress) operates a number of year-round projects including the following:

- ✓ Project MASTERY - Project MASTERY provides access for migratory students to enhanced educational services by bringing a wide variety of technology-related instruction and classroom resources which are loaned to the rural schools as part of a cooperative agreement between the Montana MEP and the Minnesota Migrant Educational Resource Center (MMERC). Project MASTERY also enables the Montana MEP to identify and recruit students in the most remote, non-project areas of the State where ID&R efforts had been all but impossible in the past. MASTERY teachers visit all of the schools in rural areas where one or more migratory students have been identified. They provide classroom materials, technological support, and teacher workshops throughout the State of Montana, as well as planning services to regular term projects.
- ✓ Year-round identification and recruitment (ID&R) of migratory students.
- ✓ Youth Education/OSY - REO provides supplemental instructional and supportive services to migratory summer school students and year-round migratory students in small, rural schools. REO helps fill in the gaps of education that migratory children might have missed and helps students graduate high school or obtain their high school equivalency diploma.

- ✓ Count on Me - Count on Me is a camp-based tutoring project aimed at teaching basic math skills, involving parents in their children's education, and reaching as many children as possible over the short span of the cherry harvest in Polson. The goal of instruction is to teach at least one new skill and prevent summer regression in mastery of math facts and skills. The curriculum for this program is called "Picnic Table Math", and uses games to teach fundamental mathematical concepts and language, and to review critical math facts. This curriculum has seven levels and goes from preschool (pre-number thinking) skills through pre-Algebra skills. The skills and concepts taught are aligned with Washington State Standards since over 90% of the enrolled migratory children in Polson attend school in Washington.



As part of the ESSA requirements for Title I, Part C, every State must set its priorities for services; likewise, every MEP in every State is required to maintain a list of eligible migratory students, migratory students served, and migratory students designated as having PFS. Determining which migratory students are PFS is put into place through the SDP as part of the State activity in which Montana sets its performance goals, targets, and benchmarks to ensure the appropriate delivery of migratory student services.

Beginning July 1, 2017, PFS is given to migratory children 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**. If any of the factors (2a-2h below) have been identified within the *Failing or Most at Risk of Failing, to Meet State Standards* and a *qualifying move* within the previous 1-year period are met, the child/youth is designated as PFS. Both sections (1) and (2) must be met for a migratory child/youth to be considered PFS.

(2) Failing, or Most At-Risk of Failing, to Meet State Standards Factors

- 2a Migratory child has not met proficiency on State standardized assessments in ELA and/or math
- 2b Migratory child has not met proficiency on Project SMART Math assessments
- 2c Migratory child has not met proficiency on Summer Success Reading assessments
- 2d Migratory child that is behind in high school credits
- 2e Migratory child that has dropped out of school
- 2f Migratory child that has been retained or is over-age for grade
- 2g Migratory child that has been identified as an English learner (EL)
- 2h Migratory child that has an IEP or 504 plan

Montana Concern Statements

During the NAC meeting, the NAC reviewed their previously-developed concern statements in each of the goal areas, updated the statements based on additional data and input, and categorized needs according to the seven concern areas. 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 committee, are listed in Exhibit 3.

Exhibit 3: Montana Concern Statements

Goal 1: ELA	Concern Area
1.1 We are concerned that, as a result of migrancy, fewer migratory students score proficient or above on state academic content assessments in ELA than non-migratory students.	Educational continuity Instructional time
1.2 We are concerned that, as a result of migrancy, migratory parents do not have access to the strategies to provide an academically supportive environment and help migratory students with reading/ELA homework.	Education Support in the Home Access to Services
1.3 We are concerned that, as a result of migrancy, migratory students lack access to support services needed to resolve problems that negatively impact their potential for academic success in reading/ELA.	Health Access to Services
Goal 2: Mathematics	Concern Area
2.1 We are concerned that, as a result of migrancy, fewer migratory students score proficient or above on state academic content assessments in math than non-migratory students.	Educational continuity Instructional time
2.2 We are concerned that, as a result of migrancy, migratory parents do not have access to the strategies to provide an academically supportive environment and help migratory students with math homework.	Education Support in the Home Access to Services
2.3 We are concerned that, as a result of migrancy, migratory students lack access to support services needed to resolve problems that negatively impact their potential for academic success in mathematics.	Health Access to Services
Goal 3: High School Graduation	Concern Area
3.1 We are concerned that, as a result of migrancy, migratory students are graduating at lower rates than non-migratory students.	Educational continuity Instructional time School engagement
3.2 We are concerned that, as a result of migrancy, migratory students and parents are not well informed about the criteria for high school graduation and postsecondary opportunities.	Access to services School engagement
3.3 We are concerned that as a result of migrancy, secondary migratory students/OSY lack access to support services needed to resolve problems that negatively impact their potential for academic success.	Health Access to Services
Goal 4: School Readiness	Concern Area
4.1 We are concerned that, as a result of migrancy, migratory preschool students do not have the school readiness skills to enter kindergarten.	Access to Services Instructional Time
4.2 We are concerned that, as a result of migrancy, migratory parents lack access to information and/or training regarding evidence-based early literacy strategies for the home.	Education Support in the Home

PHASE II: GATHERING AND ANALYZING DATA

Montana Migratory Student Profile

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

Demographic and achievement data were drawn from NGS, the most recent CSPRs, and evaluation data of the Montana MEP. Perception data were collected from MEP staff and parents via surveys. The Montana Migratory Student Profile found below and all other data included in this CNA has been updated to include the most recent data from 2017-18.

Exhibit 4: Montana Migratory Student Profile

Data from 2019-20 unless indicated

Migratory Students	Montana had 1,122 eligible migratory students in 2018-19 with 1,064 students (95%) served during the performance period and 890 (79%) served during the summer.
Grade Distribution	0-PK (16%), K-5 (40%), 6-8 (21%), 9-12 (20%), OSY (1%)
PFS	81% of migratory children age 3-21 are classified as PFS
Mobility	39% of all migratory students had a qualifying arrival date (QAD) during the 12 months of the performance period
ELs	24% of all migratory students are ELs
Special Education	11% of all migratory students are children with disabilities under Part B or Part C of IDEA
LEA Sites	Fromberg, Huntley Project, Missoula, Polson
Statewide Programs	Project MASTERY, student support, Count on Me, ID&R, records exchange (NGS), re-interviewing, special projects, evaluation/needs assessment/program planning all conducted through REO - the largest sub-grantee of the Montana MEP
Academic Services	Supplemental reading and math instruction provided by qualified tutors during the regular school year and certified staff during the summer, technology instruction, school readiness instruction, and secondary credit accrual and leadership training/support
Reading Needs	70% of migratory students and 79% of PFS migratory students with State ELA assessment results scored below proficient; and on <i>Summer Success Reading</i> assessments, students were 38% short of mastery expectations for all reading concepts. (2018-19 data)

Mathematics Needs	80% of all migratory students and 82% of PFS migratory students with state math assessment results scored below proficient; students were 34% short of mastery on Project SMART assessments. (2018-19 data)
Preschooler Needs	Preschool students were 36% short of mastery on school readiness skills assessed. (2018-19 data)

Needs assessment data were collected from the four LEA subgrantees (Fromberg, Huntley, Missoula, and Polson); Project MASTERY; MEP staff, student, and parent needs assessment surveys; and Montana MEP databases. Needs assessment data include: 1) the QAD status and other demographic data; 2) academic skills test results; 3) State standards-based assessment results; 4) secondary credit accrual needs; 5) MEP support service needs; 6) professional development needs; and 7) parent/family needs.

Migratory Student Demographics

One factor closely related to school failure is mobility. Montana gathered information on the last qualifying move of migratory students. During 2019-20, Montana had 1,122 eligible migratory children, students, and youth. Of these students, 39% had a QAD that occurred within 12 months from the last day of the performance period, 81% of migratory children ages 3-21 had PFS, and 24% were identified as EL.

Exhibit 5: Demographics of Migratory Students by Grade Level

Grade	Total Eligible	PFS		EL		IDEA		QAD w/in 12 Months	
		#	%	#	%	#	%	#	%
Birth-2	57	--	--	--	--	0	0%	41	72%
Age 3-5	126	56	44%	32	25%	2	2%	53	42%
K	62	52	84%	17	27%	5	8%	31	50%
1	70	57	81%	20	29%	8	11%	33	47%
2	79	70	89%	20	25%	13	16%	24	30%
3	91	82	90%	19	21%	8	9%	32	35%
4	71	61	86%	18	25%	13	18%	26	37%
5	80	66	83%	17	21%	15	19%	29	36%
6	88	77	88%	21	24%	8	9%	40	45%
7	73	65	89%	22	30%	11	15%	26	36%
8	80	66	83%	20	25%	8	10%	34	43%
9	61	53	87%	18	30%	10	16%	15	25%
10	67	59	88%	16	24%	7	10%	28	42%
11	55	50	91%	14	25%	9	16%	21	38%
12	47	42	89%	2	4%	3	6%	3	6%
OSY	15	7	47%	1	7%	2	13%	6	40%
Total	1,122	863	81%*	257	24%*	122	11%	442	39%

Source: NGS

*Percentage of eligible migratory children ages 3-21 (N=1,065)

MEP Services

Exhibit 6 shows that 95% of migratory children were served during the 2019-20 performance period, and that virtually all children with PFS received services. Seventy-nine percent (79%) of migratory children received services in the summer.

Exhibit 6: Migratory Students/Youth Served during the Performance Period and Summer

Grade	# Eligible	Served Performance Period		Total # PFS	PFS Served Performance Period		# Eligible	Summer Served	
		#	%		#	%		#	%
Birth-2	57	38	67%	--	N/A	N/A	57	38	67%
Age 3-5	126	121	96%	56	56	100%	126	118	94%
K	62	58	94%	52	52	100%	62	52	84%
1	70	66	94%	57	57	100%	70	60	86%
2	79	78	99%	70	70	100%	79	63	80%
3	91	88	97%	82	82	100%	91	80	88%
4	71	70	99%	61	61	100%	71	58	82%
5	80	75	94%	66	66	100%	80	61	76%
6	88	85	97%	77	77	100%	88	75	85%
7	73	69	95%	65	65	100%	73	55	75%
8	80	77	96%	66	66	100%	80	69	86%
9	61	59	97%	53	53	100%	61	50	82%
10	67	66	99%	59	59	100%	67	55	82%
11	55	53	96%	50	50	100%	55	46	84%
12	47	47	100%	42	42	100%	47	1	2%
OSY	15	14	93%	7	6	86%	15	9	60%
Total	1,122	1,064	95%	863	862	99.9%	1,122	890	79%

Source: NGS

Exhibit 7 shows that 47% of migratory children (ages 3-21) received MEP-funded instructional services during the performance period (09/01/2019-08/31/2020). Of eligible migratory children, 33% received reading and 34% received math instruction. Of the secondary-aged youth, 27% received support for high school credit accrual.

Exhibit 7: Migratory Students/Youth Receiving Instructional Services during the Performance Period

Grade	All Eligible	Any Instruction		Reading Instruction		Math Instruction		HS Credit Accrual	
		#	%*	#	%**	#	%**	#	%**
Age 3-5	126	47	37%	22	17%	22	17%		
K	62	36	58%	30	48%	30	48%		
1	70	39	56%	34	49%	34	49%		
2	79	35	44%	31	39%	31	39%		
3	91	50	55%	39	43%	39	43%		
4	71	39	55%	31	44%	31	44%		
5	80	42	53%	35	44%	35	44%		
6	88	43	49%	34	39%	34	39%		
7	73	32	44%	27	37%	27	37%		
8	80	34	43%	27	34%	28	35%		
9	61	27	44%	13	21%	13	21%	16	26%
10	67	28	42%	15	22%	15	22%	15	22%
11	55	30	55%	15	27%	15	27%	18	33%
12	47	18	38%	3	6%	3	6%	17	36%
OSY	15	2	13%	0	0%	0	0%	1	7%
Total	1,065	502	47%	356	33%	357	34%	67	27%

Source: NGS

*Percentage of eligible students receiving instruction during the performance period

**Percentage of students receiving instructional services who received reading, math, and high school credit accrual from certified teachers

Needs Related to Reading and Math Achievement

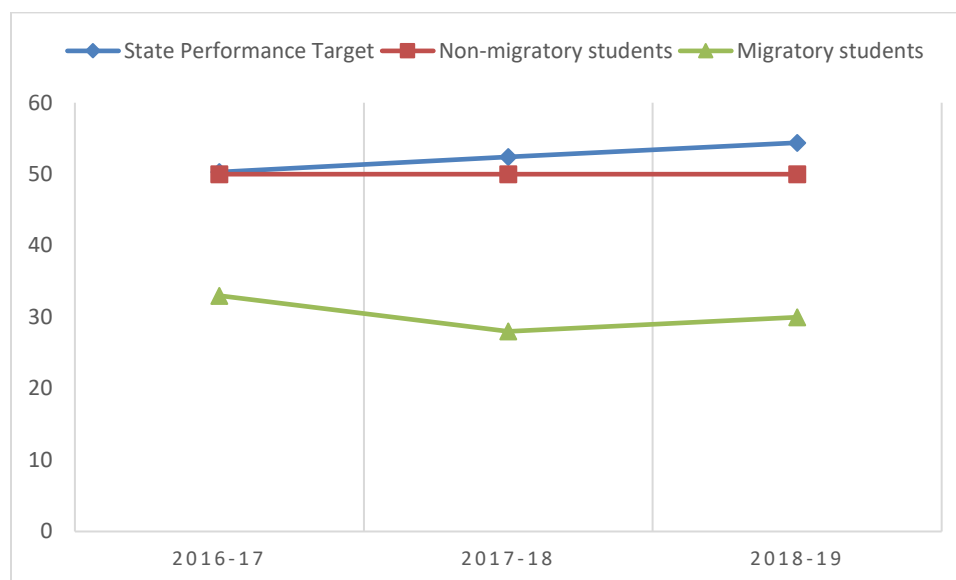
In 2018-19, as part of the Montana Comprehensive Assessment System (MontCAS), Montana students in grades 3-8 and took the Smarter Balanced Achievement Consortium (SBAC) ELA and Mathematics assessments. Students in high school took the ACT with Writing. The data tables in this section show the number of migratory students assessed, the percent of non-migratory students proficient, and the number and percent of migratory students scoring proficient or above on the 2019 SBAC ELA and Math assessments.

Thirty percent (30%) of the 251 migratory students assessed with Smarter Balanced ELA assessments (3-8) and ACT with Writing (high school) in 2019 scored proficient or advanced (P/A), which was 11% below the migratory student target, 24% below the state target, and 20% below that of non-migratory students. Twenty-one percent (21%) of PFS migratory students scored proficient, and 34% of non-PFS students scored proficient.

Exhibit 8: Migratory Students Scoring P/A on 2019 Montana SBAC ELA Assessments

PFS Status	# Tested	# (%) Migratory Students Scoring P/A	18-19 Migratory Student Performance Target	Diff	18-19 State Performance Target	Diff
PFS	76	16 (21%)	41%	-20%	54.4%	-33.4%
Non-PFS	175	60 (34%)		-7%		-20.4%
All	251	76 (30%)		-11%		-24.4%

Exhibit 9: SBAC ELA Assessment Results Compared to Target 2017-2019

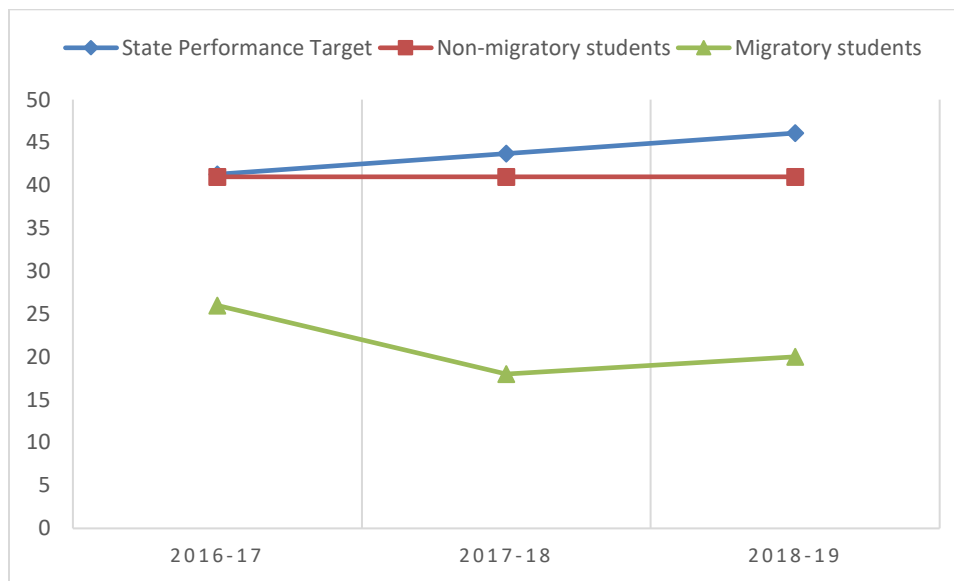


Twenty percent (20%) of the 255 migratory students assessed with the Smarter Balanced Math assessment (3-8) or ACT with Writing (high school) in 2019 scored P/A, which was 14% below the migratory student target, 26.1% below the state target, and 21% below non-migratory students. Eighteen percent (18%) of PFS migratory students scored proficient, and 22% of non-PFS students scored proficient.

Exhibit 10: Migratory Students Scoring P/A on 2018 SBAC Math Assessments

PFS Status	# Tested	# (%) Migratory Students Scoring P/A	18-19 Migratory Student Performance Target	Diff	18-19 State Performance Target	Diff
PFS	79	14 (18%)	34%	-16%	46.1%	-28.1%
Non-PFS	176	38 (22%)		-12%		-24.1%
All	255	52 (20%)		-14%		-26.1%

Exhibit 11: SBAC Mathematics Assessment Results Compared to Target 2017-2019



Summer Success Reading is a summer reading program designed to help struggling learners become fluent readers. The program provides students with instruction in phonics, phonemic awareness, comprehension, fluency, and vocabulary development. During the summer of 2019, 191 migratory students in grades K-8 were assessed with the Summer Success Reading assessments. Exhibit 12 shows that, on average, migratory students were 38% short of mastery expectations for all reading concepts. Scores are listed as percentages, where 80% represents mastery of the target skills and knowledge.

Exhibit 12: Summer Success Reading Average Pretest Scores by Grade Level

	K	1-2	3-4	5-6	7-8	Total
N	17	55	57	35	27	191
Mean	14%	55%	41%	44%	35%	42%

A total of 75 migratory students in Montana also were assessed with Project SMART math assessments during the summer of 2019. Exhibit 13 shows that, on average, migratory students were 34% short of mastery expectations for all math concepts. Scores are listed as percentages, where 80% represents mastery of the target skills and knowledge.

Exhibit 13: Project SMART Math Average Pretest Scores by Grade Level

	K	1-2	3-4	5-6	7-8	Total
N	9	27	21	10	8	75
Mean	75%	39%	37%	36%	69%	46%

Other Academic Needs

English Language Proficiency – According to Montana MEP records on NGS, 24% of the Montana migratory students were ELs. Several measures were used to determine language proficiency for Montana’s migratory students including the, English Language Proficiency Assessment for the 21st Century (ELPA21), the SOLOM, and ACCESS for ELLs.

Preschool Assessment Results – Preschool migratory students receiving summer services were assessed with the Preschool Outcomes Checklist developed by the Montana MEP. The instrument assesses social/emotional, motor/physical, cognitive, and knowledge of colors. The checklist was designed to determine if preschool students are scoring at mastery or are still developing their skills. On average, preschool students assessed upon arrived in Montana were 36% short of mastery. (2018-19 data due to lack of assessment results for 2019-20.)

Exhibit 14: Pretest Scores on the Preschool Outcomes Checklist

# Pts Poss	N	Mean Pretest Score	Percent of Points Possible
72	17	31.7	44%

Needs Related to Secondary Credit Accrual

The consequences of mobility are harsh for high school students. Early spring departure and late fall entry remain major obstacles to migratory students accruing high school credits toward graduation. This is especially true for Montana’s inter/intrastate secondary migratory students. Twenty-seven percent (27%) of migratory high school students/OSY who received services needed high school credit accrual during 2019-20, indicating that they were credit deficient.

MEP Support Services Needs

Support services are provided to migratory students to eliminate barriers that traditionally get in the way of school success and include collaboration with other agencies and referrals of migratory children from birth to age 21 to programs and supportive services. Support services include, but are not limited to, special education, speech therapy, health services (medical and dental screening and referral), the provision of school/instructional supplies, information and training on nutrition, translations and interpretations, advocacy and outreach, book distributions through the Reading on the Range Program, transportation, connecting with OSY, and parent involvement.

Exhibit 15 shows that 95% of all migratory children receiving a service from the MEP received a support service of some type during the regular term and/or summer. Of children ages 3-21, the percent receiving support services ranged from 93% of OSY to 100% of 12th graders.

Exhibit 15: Migratory Students Receiving Support Services during 2018-19

Grade	# Eligible	Received Support Services	
		#	%
0-2	57	38	67%
Age 3-5	126	121	96%
K	62	58	94%
1	70	66	94%
2	79	78	99%
3	91	88	97%
4	71	70	99%
5	80	75	94%
6	88	85	97%
7	73	69	95%
8	80	77	96%
9	61	59	97%
10	67	66	99%
11	55	53	96%
12	47	47	100%
OSY	15	14	93%
Total	1,122	1,064	95%

Source: NGS

Exhibit 16 shows the types of support services provided to migratory students during 2019-20.

Exhibit 16: Types of Support Services Received by Migratory Students

Support Services			
Book Distributions	Tuition Help	Instructional Supplies	Interpretation
Career Counseling	Referrals	Social Work/Outreach	Advocacy
Guidance Counseling	Health Screenings	Transportation	
Nutrition/Meals	Translation		

Perception Data

From 2016-17 to 2019-20, 54 MEP staff responded to a survey that asked them to indicate needs related to instruction, support services, professional development, and parent training needs. The distribution of staff responses within each area are displayed in Exhibits 17-20.

For instructional needs, the largest number of staff indicated a need for supplemental math instruction (92% responding), supplemental reading instruction (86% responding), preschool services (76% responding), summer programming (65% responding), and technology instruction (62% responding). The support services most needed included meals (76% responding), books, materials, and other educational supplies (73%), and book distribution (70% responding). Professional development topics needed included strategies for summer programming (41% responding) and strategies for meeting student learning needs (38% responding). Most staff indicated that parents needed strategies for helping their preschoolers build early literacy skills (78%), strategies for helping their child with reading (62%) and math (54% responding), and parent/school communication (51% responding).

Exhibit 17: Staff Ratings of Migratory Student Instructional Services Needed (Percent Responding)

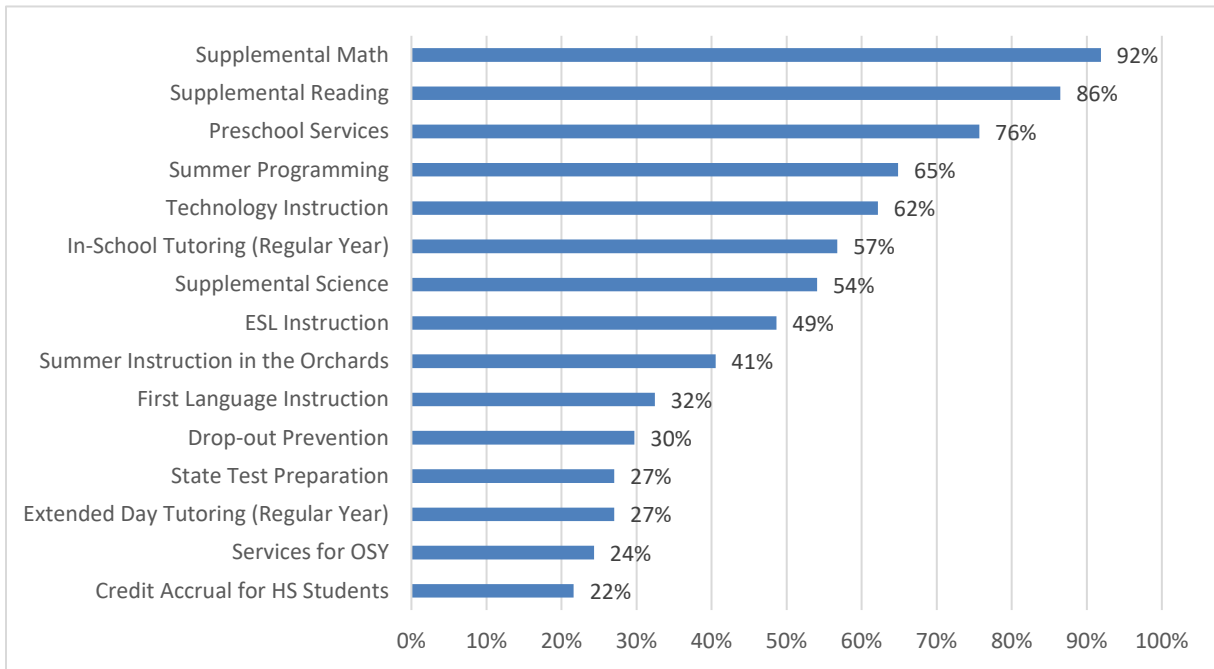
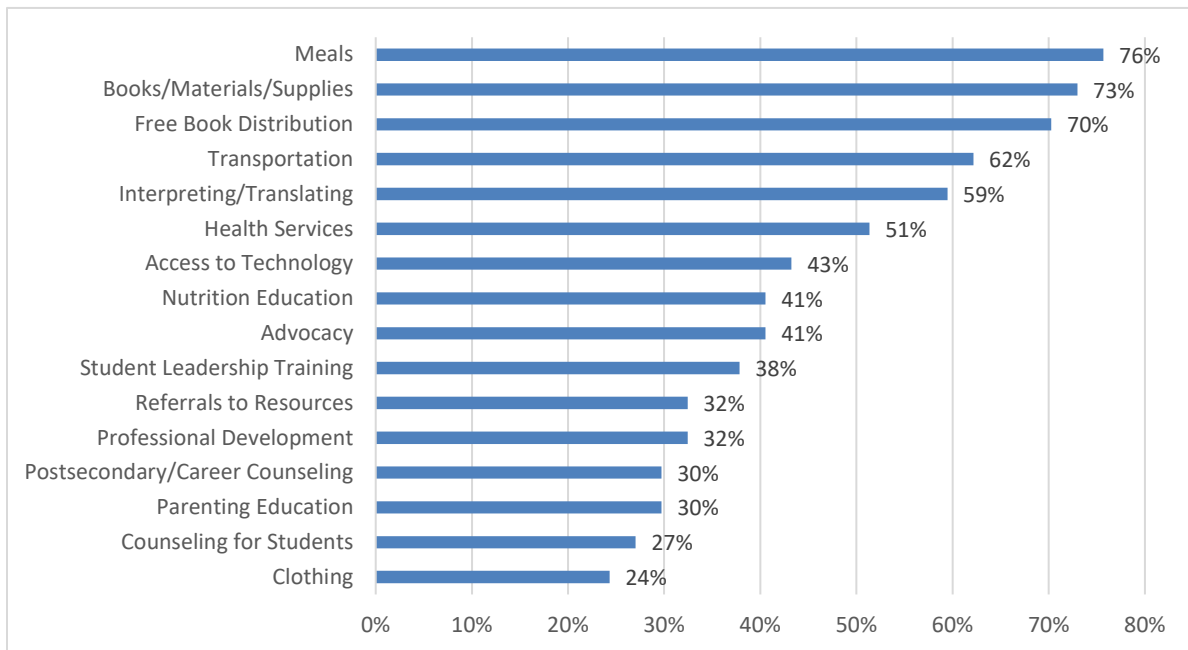
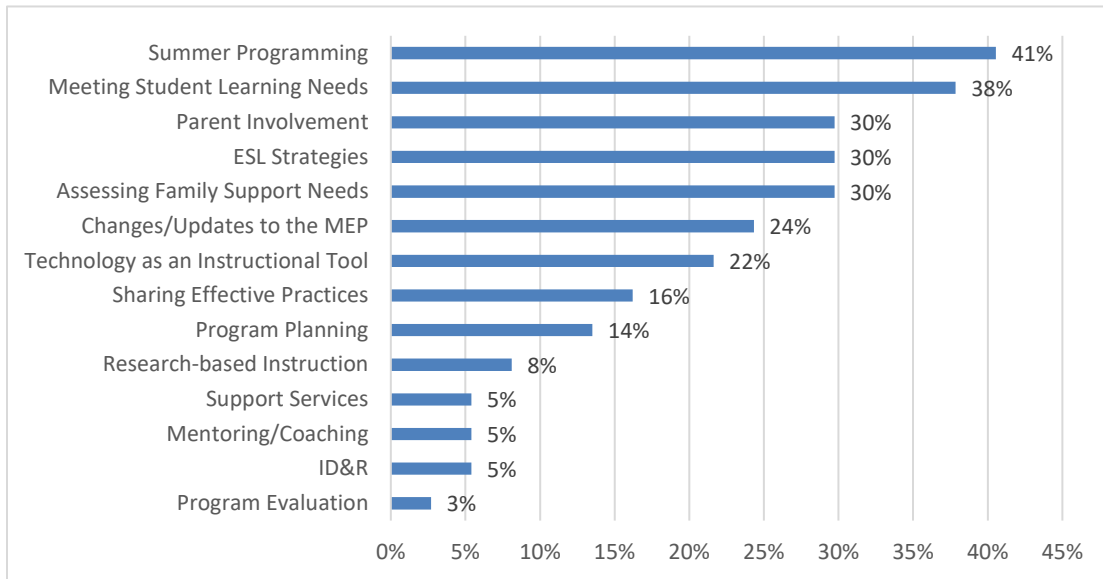


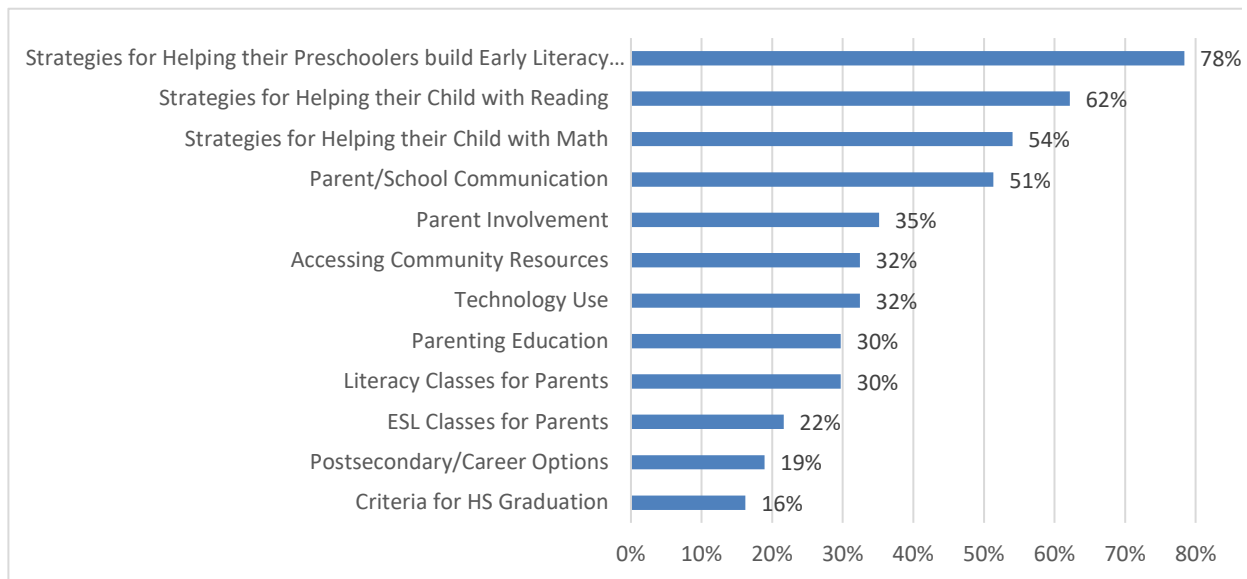
Exhibit 18: Staff Ratings of Migratory Student Support Services Needed (Percent Responding)



**Exhibit 19: Staff Ratings of their Professional Development Needs
(Percent Responding)**

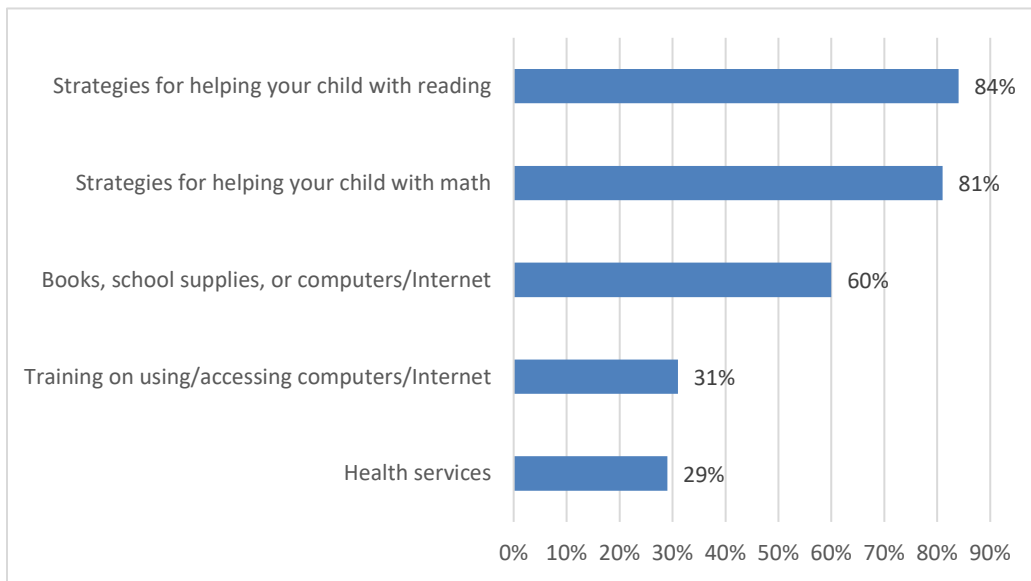


**Exhibit 20: Staff Ratings of Parent Training Needs
(Percent Responding)**



A total of 37 parents of children participating in the Montana MEP during 2019-20 completed surveys that asked them about their perceived needs. Many parents responding indicated they had a need to learn strategies to help their child with reading (84% responding) and math (81% responding), followed by books, school supplies, or computers/Internet (60% responding), health services (29% responding), and training on using/access to computers/Internet (31% responding).

Exhibit 21: Parent Perceptions of Needs (Percent Responding)



PHASE III: MAKING DECISIONS

In the third phase of the CNA process, the key objective was to review data and develop viable conclusions and recommendations that will be used to set criteria for the development of the SDP. The objectives of the NAC meetings were to:

- ✓ Revise and approve concern statements
- ✓ Develop needs statements describing the magnitude of the needs for migratory students
- ✓ Draft solutions for concerns
- ✓ Rank concerns for focus during service delivery planning
- ✓ Revise and approve draft CNA table of contents

The following section offers the final recommendations for concerns, data sources for the concerns, needs indicators and statements, and the solutions made by the NAC. Concerns are listed in rank order. The NAC used the following criteria to rank concerns:

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

The committee identified possible solutions which the SDP update 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 Montana?

Goal Area 1: ENGLISH LANGUAGE ARTS

1.1 We are concerned that as a result of migrancy, fewer migratory students score proficient or above on state academic content assessments in ELA than non-migratory students.			
Data Sources	Need Indicator	Need Statement	Solutions
18-19 State assessment results 2019 Summer Success Reading results 18-19 Staff Needs Assessment surveys	30% of migratory students scored proficient or above in ELA compared to 50% of non-migratory students. Migratory students were 38% short of mastery expectations for all reading concepts on the Summer Success Reading assessment 86% of MEP staff indicated a need for supplemental reading instruction	The percent of migratory students scoring proficient or above on the State assessment needs to increase by 20%.	1a) Provide supplemental needs-based reading/ELA instruction that is aligned with district/state reading curricula. 1b) Implement the Summer Success Reading Program during the summer. 1c) Provide research-based academic interventions in reading/ELA with appropriate progress monitoring and instructional adjustments for migratory students below proficient in reading/ELA during the school day, extended day programs, and the summer.

1.2 We are concerned that as a result of migrancy, some migratory parents may not have access to strategies to provide an academically supportive environment to help their children with reading/ELA at home.			
Data Sources	Need Indicator	Need Statement	Solutions
19-20 Parent Needs Assessment Surveys 19-20 Staff Needs Assessment Surveys	84% of parents responding reported a need for strategies to help their child with reading 62% of MEP staff responding reported a need for parent training on strategies for helping their child with reading	The percent of parents with knowledge of strategies for helping their child with reading needs to increase.	1d) Provide events and activities that focus on helping parents develop skills to provide reading homework support. 1e) Provide activities to facilitate parent involvement including family literacy events. 1f) Provide literature to parents regarding communication with teachers and participation in parent/teacher conferences.
1.3 We are concerned that as a result of migrancy, migratory students lack access to support services needed to resolve problems that negatively impact their potential for academic success in reading/ELA.			
Data Sources	Need Indicator	Need Statement	Solutions
19-20 Support Services records 19-20 Staff Needs Assessment Surveys	Almost all (95%) migratory students served during 2019-20 needed support services (received support services) According to MEP staff, support services most needed by students include meals (76%); books, materials, and supplies (73%); book distribution programs (70%), transportation (62%); interpretation and translation (59%); and health services (51%).	The percentage of families reporting adequate access to support services to support academic success in reading/ELA needs to increase.	1g) Implement the Reading on the Range program to distribute free books to migratory students. 1h) Collaborate with community service providers to advocate for migratory families. 1i) Develop a statewide list of support service providers.

Goal Area 2: MATHEMATICS

2.1 We are concerned that as a result of migrancy, fewer migratory students score proficient or above on state academic content assessments in math than non-migratory students.			
Data Sources	Need Indicator	Need Statement	Solutions
2018-19 State assessment results 2019 Project SMART Math results 18-19 Staff Needs Assessment surveys	20% of migratory students scored proficient or above in math compared to 41% of non-migratory students Migratory students were 34% short of mastery expectations for all math concepts on Project SMART assessments 92% of MEP staff indicated a need for supplemental math instruction	The percent of migratory students scoring proficient on the Smarter Balanced Math assessment needs to increase by 21%.	2a) Provide supplemental needs-based math instruction that is aligned with district/state math curricula. 2b) Implement Project SMART Math during the summer. 2c) Implement the Count on Me Math in the Orchard program in Polson during the summer. 2d) Provide research-based academic interventions with appropriate progress monitoring and instructional adjustments for migratory students below proficient in math during the school day, extended day programs, and summer.
2.2 We are concerned that as a result of migrancy, some migratory parents may not have access to strategies to provide an academically supportive environment to help their children with math at home.			
Data Sources	Need Indicator	Need Statement	Solutions
19-20 Parent Needs Assessment Surveys 19-20 Staff Needs Assessment Surveys	81% of parents responding report a need for strategies to help their child with math 54% of MEP staff responding report a need for parent training on strategies for helping their child with math	The percent of parents with knowledge of strategies for helping their child with math needs to increase.	2e) Provide events and activities that focus on helping parents develop skills to provide math homework support. 2f) Provide activities to facilitate parent involvement including family math events. 2g) Provide literature to parents regarding communication with teachers and participation in parent/teacher conferences. 2h) Include parents in Count on Me math games in Polson

2.3 We are concerned that as a result of migrancy, migratory students lack access to support services needed to resolve problems that negatively impact their potential for academic success in math.

Data Sources	Need Indicator	Need Statement	Solutions
19-20 Support Services records 19-20 Staff Needs Assessment Surveys	Almost all (95%) migratory students served during 2018-19 needed support services (received support services) According to MEP staff, support services most needed by students include meals (76%); books, materials, and supplies (73%); book distribution programs (70%), transportation (62%); interpretation and translation (59%); and health services (51%).	The percentage of families reporting adequate access to support services to support academic success in math needs to increase.	2i) Collaborate with community service providers to advocate for migratory families. 2j) Develop a statewide list of support service providers.

Goal Area 3: HIGH SCHOOL GRADUATION

3.1 We are concerned that as a result of migrancy, migratory students are graduating at lower rates than non-migratory students.

Data Sources	Need Indicator	Need Statement	Solutions
18-19 Graduation and Dropout Report	The migratory student graduation rate for 2018-19 was 73% compared to the state graduation rate target of 87.7%.	The migratory student graduation rate needs to increase by 14.7%.	3a) Offer online credit accrual options leading to graduation. 3b) Provide supplemental materials to homes. 3c) Provide innovative, supplemental instruction to secondary students to keep them engaged in school. 3d) Provide individualized support throughout high school.

3.2 We are concerned that as a result of migrancy, migratory students and parents are not well informed about the criteria for high school graduation and postsecondary opportunities.

Data Sources	Need Indicator	Need Statement	Solutions
Parent focus groups	Parents report that they lack information about the criteria for high school graduation and information about postsecondary opportunities.	The number of parents reporting awareness of the criteria for high school graduation and postsecondary opportunities needs to increase.	3e) Provide resources, materials, and training for parents and students on the criteria needed for high school graduation and postsecondary opportunities.

3.3 We are concerned that as a result of migrancy, secondary migratory students/OSY lack access to support services needed to resolve problems that negatively impact their potential for academic success.

Data Sources	Need Indicator	Need Statement	Solutions
19-20 Support Services records 19-20 Staff Needs Assessment Surveys	Almost all (95%) migratory students served during 2018-19 needed support services (received support services) According to MEP staff, support services most needed by students include meals (76%); books, materials, and supplies (73%); book distribution programs (70%), transportation (62%); interpretation and translation (59%); and health services (51%).	The percentage of secondary students/OSY reporting adequate access to support services needs to increase.	3f) Collaborate with community service providers to advocate for migratory families. 3g) Develop a statewide list of support service providers.

Goal Area 4: SCHOOL READINESS

4.1 We are concerned that as a result of migrancy, migratory preschool students do not have the school readiness skills to enter kindergarten.

Data Sources	Need Indicator	Need Statement	Solutions
18-19 Preschool Outcomes Checklist 19-20 Staff Needs Assessment Surveys	Migratory preschool children assessed could not master 36% of the skills assessed before receiving MEP services 76% of MEP staff report a need for preschool services	The percent of school readiness skills mastered by migratory preschool children needs to increase.	3a) Increase awareness of (and referrals to) available preschool programs by coordinating with existing programs, distributing information about programs, and advocating enrollment for migratory families. 3b) Provide supplemental school readiness instruction to preschool children when no other program is available to provide these services.

4.2 We are concerned that as a result of migrancy, some migratory parents may lack access to information and/or training regarding evidence-based early literacy strategies for the home.

Data Sources	Need Indicator	Need Statement	Solutions
19-20 Staff Needs Assessment Surveys	78% of staff indicate a need for parent training on strategies for building early literacy skills	The percent of parents who indicate knowledge of strategies for developing early literacy skills in the home needs to increase.	3c) Provide parent education events, family literacy events, free book distributions, and literature/educational materials for parents.

CONCLUSIONS

Evidence-based Conclusions and Recommendations

Needs assessment data reflect a wide range of needs and makes an explicit statement concerning the imperative to plan and coordinate indicated services with all programs and sources of assistance available. In particular, increased direct instruction in reading and math is necessary for all students so that they are able to pass statewide standards-based proficiency exams. These data indicate a need for both direct supplemental instructional services in reading and math, as well as for programs that directly support instruction including counseling, technology-based instruction, and supplemental reading initiatives. Following is a summary of the needs of migratory students in Montana during 2018-19 and 2019-20.

Needs related to Mobility There is a great need for instructional services to provide for continuity of instruction as a substantial percentage eligible migratory students in Montana (39%) had migrated within the past 12 months.

Reading and Math Needs Results from State ELA and Math assessment results, *Summer Success Reading*, Project SMART Math assessments show that migratory students in Montana continue to have a need for intensive supplemental reading and math instruction during the regular school year and summer to bring them up to grade level. Results show that students of all grades are not performing at their expected levels, and these data are corroborated across the multiple assessments performed and reported by Montana MEP staff.

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 supplemental instruction during the regular school year and during the summer to build student proficiency in these two areas. Special attention should be given to the students traveling from Washington State, and intensive, short-term services provided to reach as many students as possible, even if that means going into the orchards to provide services.

EL Needs Twenty-four percent (24%) of Montana's migratory students are ELs. This demonstrates the need for increased collaboration with Title I Part A and Title III to provide intensive English instruction during both the regular school year and the summer months.

Preschool Child Needs Preschool students assessed with the Preschool Outcomes Checklist arrived in Montana scoring 36% short of mastery on school readiness skills. This indicates a need for services to be provided to preschool children during the summer program - both for building academic/developmental skills and for providing a safe haven during the day when they would typically be spending time in the fields with their families or older siblings.

Support Services Needs

All participating students needed social work, health and dental services, outreach/advocacy, or some type of support service during the year. Most parents responding to a survey and focus groups reported that they had a need for books, school supplies, or computers/Internet access, and indicated a need for health services. Support services should continue to be provided and even enhanced to ensure that barriers to school success are eliminated for migratory students.

Secondary Credit Accrual Needs

Sixty-eight percent of eligible migratory high school students/ OSY who received services needed high school credit accrual during 2018-19 (27% in the 2019-20 pandemic year when fewer participated in services), indicating that they were credit deficient. Students need the opportunity to accrue credit and skills in order to increase their chances of graduating from high school. Additionally, services (including enrichment and instruction) to enhance secondary student attitudes about school, school attendance, career planning and awareness and education, 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 needs of students in Montana. According to MEP staff, professional development needs address reading curriculum for summer remedial reading instruction, reading/language arts, attendance at the NASDME Conference, math games, strategies for serving advanced students, developing a protocol for what to do when first entering an orchard (Count on Me Program), and time for troubleshooting issues.

Parent/Family Needs

The majority of staff responding to the needs assessment survey felt that parents need training on strategies for helping their child with math and reading, and strategies for building early literacy skills. The majority of parents responding also reported a need to learn strategies for helping their child with math and reading. This indicates a strong need expressed by staff and parents to provide training to parents to help them prepare their children for school and support them in learning reading and math.

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

In the Montana MEP SDP, the program must ensure that all components align with the unique needs of migratory students as outlined in the CNA and include the following components:

1. *Performance Targets.* The plan must specify the performance targets that Montana has adopted for all migratory children for reading, mathematics, high school graduation, high school dropouts, school readiness if appropriate, and any other state identified targets for migratory children.
2. *Needs Assessment.* The plan must contain a summary of the CNA, including 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 students that must be met in order for them to participate effectively in school.
3. *Measurable Program Outcomes.* The plan must include the MPOs that the MEP will produce statewide through specific educational or educationally-related services. 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 should also help achieve the state's performance targets.

4. *Service Delivery.* The plan must describe the MEP's strategies for achieving the performance targets and measurable objectives described above. Montana's service delivery strategy must address: (1) the unique educational needs of migratory children that result from the children's migrancy, and (2) other needs of migratory students that must be met in order for them to participate effectively in school.
5. *Evaluation.* The plan must describe how Montana will evaluate whether and to what degree the program is effective in relation to the performance targets and MPOs. The Montana MEP should include the policies and procedures it will implement to address other administrative activities and program functions, such as:
 - ▶ *Priority for Services.* A description of how, on a statewide basis, the MEP will give priority to migratory children who: (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.
 - ▶ *Student Records.* A description of the State's plan for requesting and using migratory student records and transferring migratory student records to schools and other MEP sites in which migratory students enroll.

The next step for the Montana MEP is to use the information contained in this CNA report to inform the comprehensive state service delivery planning process. In addition, Montana will: 1) update the CNA as needed to reflect changing demographics and needs; 2) change its performance targets and/or MPOs to reflect changing needs and program evaluation results; and 3) change the services that the MEP provides and the evaluation design contained in the SDP to reflect changes in needs.