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# Comprehensive Needs Assessment

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## Abbreviations/Acronyms

CAMP	College Assistance Migrant Program
CNA	Comprehensive Needs Assessment
CSPR	Consolidated State Performance Report
EL	English Learner
ESL	English as a Second Language
ELA	English Language Arts
EL	English Learner
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
HEP	High School Equivalency Program
ID&R	Identification and Recruitment
IDEA	Individuals with Disabilities Education Act
IDE	Iowa Department of Education
ISASP	Iowa Statewide Assessment of Student Programs
LEA	Local Education Agency
LOA	Local Operating Agency
MEP	Migratory/Migrant Education Program
MPO	Measurable Program Outcome
MSIX	Migrant Student Information Exchange
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
PK	Pre-kindergarten
P/A	Proficient or Advanced
PD	Professional Development
PFS	Priority for Services
QAD	Qualifying Arrival Date
SDP	Service Delivery Plan
SEA	State Education Agency
STEM	Science, Technology, Engineering, and Mathematics

## 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 **Common 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.

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## Introduction

The primary purpose of the Iowa Migratory 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 Iowa 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 Iowa 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, and the results of the Comprehensive Needs Assessment (CNA) will be used to inform the statewide service delivery planning process. This process allows for a description of data-driven needs, concerns about identified needs, and knowledge of the State context in which changes in the migratory student population and seasonal agricultural activities as identified in previous CNA efforts are contained.

This document describes the needs of migratory children eligible for the Iowa MEP and proposes solutions to meet those needs. The CNA was completed with input from a committee of stakeholders from Iowa and consultants with knowledge of the process and procedures for conducting and facilitating CNA meetings. Stakeholders included Iowa Department of Education (IDE) MEP staff, MEP administrative staff; teachers; and experts in literacy, math, school readiness, services to out-of-school youth (OSY) and high school students (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 Iowa’s migratory children/youth are now and where the NAC believes they should be.

## Organization of the CNA Report

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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 Iowa 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 Iowa’s 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 CNA to planning services for Iowa's 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 Iowa

The primary purpose of the Iowa 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 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 ESEA, as amended by ESSA of 2015]

The Iowa MEP supports educators working with migratory children and facilitates intra/interstate collaboration to ensure programs address the unique needs of migratory students and build on their strengths. The Iowa MEP helps ensure continuity of instruction to alleviate the impact of educational disruptions students experience due to their mobility. Furthermore, the Iowa MEP must give 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 Iowa 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 CNA will be used to inform the subsequent statewide service delivery planning process which will occur in 2023-24.

The State of Iowa 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 Iowa 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](#). This process, which follows the guidance in the CNA Toolkit (U.S. Department of Education, 2018), 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 Iowa 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), local education agencies (LEAs), and the IDE prioritize the needs of migratory children; and
- providing the basis for the IDE to subgrant MEP funds to LOAs and LEAs.

This Iowa 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 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.



The NAC followed a systematic 5-step process suggested in the CNA Toolkit that is illustrated below. This model was modified to fit the specific needs of the Iowa 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)



Following are the five basic steps that the Iowa MEP followed for the CNA process.

**Step 1—Conduct Preliminary Work**

The Iowa 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 suggest areas for data collection that confirmed or challenged their underlying assumptions about the identified concerns.

### Step 3—Gather and Analyze Data

- The Iowa 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:

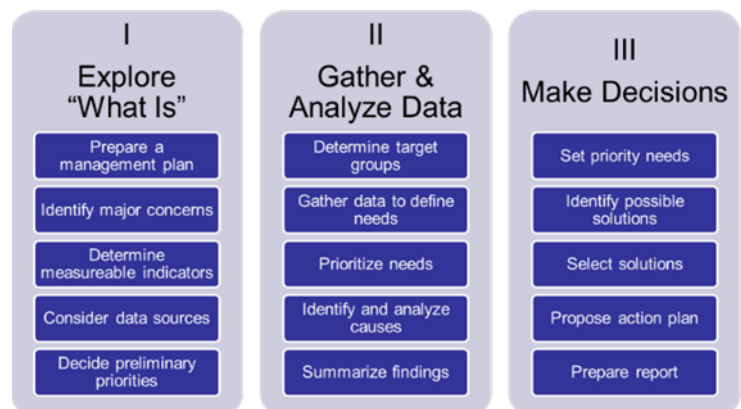
- review the prioritized need statements and propose evidence-based solutions for closing the educational gaps that migratory children face in school; and
- prioritize the solutions.

### Step 5—Transition to SDP Development

- META wrote the CNA report that documents the CNA process and findings.
- META and the Iowa MEP Team will share the CNA with stakeholders and administrators at the State and local levels.
- The Iowa MEP team/META will use the CNA as the basis for initiating the SDP planning process during 2023-24.

Exhibit 2: Three Phase Model of CNA

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.



## Planning Phase of the Iowa CNA and Timelines

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

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

The Management Plan for the CNA defined the structure for the NAC, included a calendar of meeting dates and timelines for tasks to be completed, and delineated various roles and responsibilities, including those for the NAC as found below: The Iowa NAC was charged with:

- reviewing existing implementation, student achievement, and outcome **data** on migratory children in Iowa;
- drafting **concerns, needs statements**, and possible **solutions** to inform the SDP;

- reviewing data to determine the elements to include on the final version of the migratory child **profile**;
- recommending **additional data collection** needed to determine the scope of migratory student needs;
- making **recommendations** to the State on needs and profile data to be included in the CNA report; and
- reviewing summary materials and the **CNA report** to provide **feedback** to the State.

The Iowa MEP Team, in collaboration with META implemented the final step in management planning, the logistical plan. The CNA meeting schedule was developed specifying the requirements for the meeting, the meeting objectives, and anticipated activities.

To ensure that all requirements of OME were met and to conduct an accurate assessment of the needs of Iowa’s migratory student population, the Iowa MEP Team set the following timelines as shown in Exhibit 3.

**Exhibit 3: Iowa MEP CNA Tasks and Timelines**

Activity	Timelines
Data Collection	10/21/23
CNA Meeting #1: Understand the MEP CNA process and Continuous Improvement Cycle; review data on the needs of Iowa’s migratory students; review and revise the concern statements and need indicators; and identify data sources and additional data needed for concern statements.	11/03/23
CNA Meeting #2: Revise and arrive at consensus for concerns, need indicators, need statements, and data sources for the CNA; develop possible solution strategies for the concern statements; rank solutions for focus during service delivery planning; identify resources and experts to meet migratory student needs; and review next steps for completion of the CNA and service delivery planning.	04/13/23
Draft the CNA report	06/26/23
Finalize the CNA report	08/10/23

The Iowa NAC was involved during the entire five steps of the 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.

## 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, child counts, and enrollment status; attendance, graduation, and dropout rates; and credit accrual toward high school graduation that were generated through various databases, including MIS2000;
- reviews of State assessment results in English language arts (ELA) and mathematics available through MIS2000 with comparisons made between migratory students and non-migratory students;

- surveys conducted of MEP service providers and program beneficiaries (migratory parents, and migratory secondary students and youth); and
- reviews of the Iowa ESSA State Plan, prior year Consolidated State Performance Report (CSPR) data, and other relevant State data.

# Authorizing Statute and Guidance for Conducting the CNA

## Purpose of the CNA

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Section 1306(a)(1) of Title I, Part C of the ESSA requires state education agencies (SEAs) and their LOAs/LEAs 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 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.

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/LEAs, 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/LEAs. The process 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”

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The purpose of Phase I was to: 1) investigate what already is known about the special educational needs of migratory children and youth in Iowa; 2) determine the focus and scope of the CNA; and 3) gain commitment for all stages of the assessment including the use of the findings for program planning and implementation. The term *special educational needs* describes educationally related needs that result from a migratory lifestyle that must be met in order for migratory children to participate effectively in school. The Iowa statewide CNA process:

- ▶ includes both needs identification and the assessment of potential solutions;
- ▶ addresses all relevant performance targets 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 Iowa MEP on a statewide basis as well as to assure that the findings of the CNA will be folded into the comprehensive state plan for service delivery. The SDP is designed to help the Iowa MEP develop and articulate a clear vision of: 1) the needs of Iowa migratory children; 2) the Iowa MEP’s measurable program outcomes [MPOs] and how they help achieve the State’s performance targets; 3) the services the Iowa 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 Iowa Standards

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The meeting objectives for the NAC meeting held on November 3, 2022, in Des Moines, Iowa, included the following:

1. understand the MEP CNA process and Continuous Improvement Cycle;
2. review data on the needs of Iowa’s migratory students;
3. develop concern statements and need indicators; and
4. identify data sources and additional data needed for concern statements.

The NAC reviewed the goal areas originally established by OME. They then indicated how the needs of Iowa 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 prepares them for success in life, OME recommendations for the CNA, and the needs of migratory students in the State, the four goal areas established for the Iowa MEP by the NAC are listed below.

**Goal 1: School Readiness**

**Goal 2: English Language Arts/Mathematics**

**Goal 3: High School Graduation/Services to OSY**

**Goal 4: Non-Instructional Support Services**

Upon agreeing to these four goals for improving migratory student achievement, each goal was explored in relation to the Common Areas of Concern established by OME to ensure that concerns and solutions aligned both with the Iowa standards and the concerns typically associated with frequent

migrancy. These themes helped guide the Iowa 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 Iowa MEP service delivery planning process. The Common Areas of Concern are described in detail below.

1. **Educational Continuity**— Because migratory children often are forced to move during the regular school year, children tend to experience a lack of educational continuity. Migratory children experience differences in curriculum, academic standards, homework policies, and classroom routines. Their course placements reflect inconsistencies. The cumulative impact of educational discontinuity is daunting. Efforts to overcome this pattern are needed to strengthen educational continuity.
2. **Instructional Time**— Mobility also impacts the amount of time children spend in class and their attendance patterns. Such decreases in the time children spend engaged in learning leads to lower levels of achievement. Ways to ameliorate the impact of family mobility and delays in enrollment procedures are essential.
3. **School Engagement**—Migratory children are frequently faced with adjustments to new school settings, making new friends, and social acceptance challenges, which are generally grouped as behavioral, emotional, and cognitive. *Behavioral engagement* focuses on the opportunities for participation, including academic, social, or extracurricular activities. It is considered a crucial factor in positive academic outcomes and preventing school dropout. *Emotional engagement* involves the positive and negative reactions to teachers, classmates, academic materials, and school in general. Such responses influence identification with the school and a sense of belonging and feeling valued. *Cognitive engagement* hinges on investment in learning and may be a response to expectations, relevance, and cultural connections. Without engagement, children may be at risk for school failure. Migratory children need avenues that ensure they are valued and have the opportunities that non-mobile children have.
4. **English Language Acquisition**— English language acquisition is critical for academic success. In the school setting, English language acquisition focuses on the literacy skills applicable to content area learning. Since many migratory children have a home language other than English, migrant programs must find avenues to supplement the difficulties faced by migratory children in English language acquisition due to their unique lifestyle, while not supplanting Title III program activities.
5. **Educational Support in the Home**— Home environment is often associated with children’s success in school, reflecting exposure to reading materials, a broad vocabulary, and educational games and puzzles. Such resources reflect parent educational background and socio-economic status. While many migratory parents value education for their children, they may not always know how 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 are crucial.
6. **Health**— Good health is a basic need that migratory children often do not attain. The compromised dental and nutritional status of migratory children is well documented. They have higher proportions of acute and chronic health problems and higher childhood and infant mortality rates than those experienced by their non-migratory peers. They are at greater risk than other children due to pesticide poisoning, farm injuries, heat-related illness, and poverty. They are more likely to be uninsured and have difficulties with healthcare access. Families often



need assistance in addressing health problems that interfere with their children’s ability to learn.

7. **Access to Services**— Newcomer status and home languages other than English among migratory families can make it difficult for them to access educational and educationally related services to which migratory children and their families are entitled. Since they are not perceived as permanent residents, services become more difficult to obtain.

## Iowa Context

Prior to the first NAC meeting in November 2022, a migratory student profile was compiled that included demographics and achievement data. This information was obtained from State data sources including MIS2000, and most recent Iowa MEP Evaluation Reports and CSPR data. The profile helped the NAC gain an understanding of the characteristics and unique challenges experienced by migratory children/youth in Iowa. The NAC also was provided information about the context of migratory work in the State of Iowa and the criteria for a migratory student to be considered as having PFS.

Migratory student PFS status is determined according to a federal definition and guidance and includes migratory children and youth who (1) have made a qualifying move within the previous 1-year period and who (2) are failing, or most at risk of failing, to meet the challenging state academic standards; or have dropped out of school.

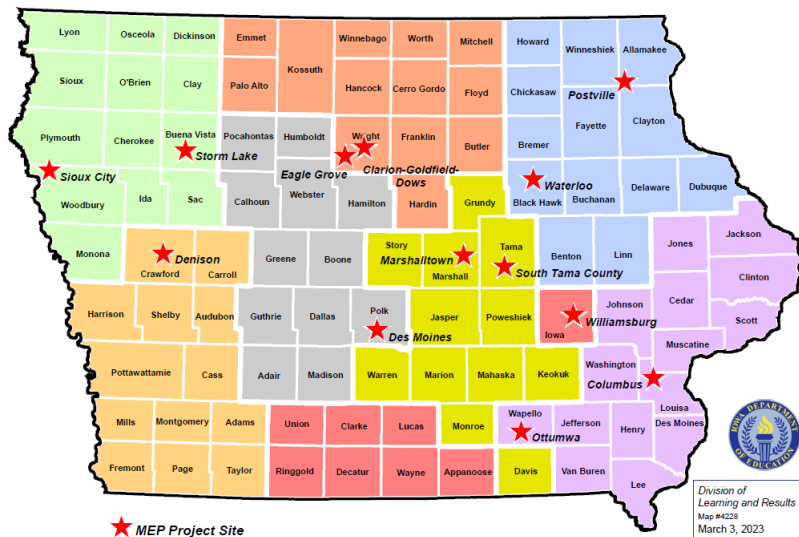
Iowa expands on the “failing, or most at risk of failing, to meet the state’s challenging academic standards” with the following criteria:

- Failed to meet State standards on State reading and/or math assessments; or
- Receiving a D or F or equivalent in a reading or mathematics course.

Identification of failure to meet State standards comes from Iowa State Assessment results. Standardized assessment results from another state also may be used; however, state assessment results from other states must be verified through an online records transfer system such as the Migrant Student Information Exchange (MSIX).

A sub-granting process is employed by IDE with local projects being funded to provide a comprehensive program that includes identification and recruitment (ID&R); instructional and support services; professional development; and the involvement of migratory parents in the education of their children. Funding for local programs is determined based on the needs of eligible migratory students and those having PFS. The services local projects intend to provide, and the staff needed also are included. Iowa provides services to migratory students through 13 project sites as displayed in Exhibit 4. Oversight is provided by 13 regional MEP coordinators.

**Exhibit 4: Iowa MEP Projects**



The Iowa MEP strives to provide migratory students with individualized, needs-based supplemental instructional and support services that positively impact their learning and academic achievement. Parents are provided services to improve their skills and increase their engagement in their child’s education; MEP staff are trained to better serve the unique needs of migratory students and their parents; coordination with community resources and programs helps support migratory students and their families and helps local projects expand their capacity to provide needs-based services to Iowa’s migratory population.

The Iowa MEP offers a wide range of high quality instructional and support services that are provided during the regular school year and summer. The Iowa MEP provides tutoring and instruction in math and reading; preschool services/school readiness instruction; opportunities for secondary credit accrual and distance learning, support to students studying for high school equivalency diplomas; science/ social studies instruction; and science, technology, engineering, and math (STEM) and robotics. Support services provided by the Iowa MEP include transportation, translations, and interpretations, assisting families to meet basic needs, health/medical assistance, and other services that help eliminate barriers to migratory student success in school.

The primary focus of the Iowa MEP is the ID&R of migratory students to ensure that highly mobile migratory students receive services and aligning its supplemental programs and advocacy with the State’s learning and instruction standards. The Iowa MEP Team reviews, monitors, and evaluates local MEP applications, program implementation, and fiscal expenditures.

Eighty-five percent (85%) of Iowa’s land is used for farming. In 2021, Iowa generated around \$34.7 billion in agricultural cash receipts with the highest valued commodities being corn, hogs, and soybeans. Leading agricultural commodities are produced on more than 30 million acres of farmland. (Source: <https://economic-impact-of-ag.uada.edu/iowa/>)

## Iowa Concern Statements

During the first CNA meeting, the NAC developed concern statements for each goal area and categorized needs according to the Common 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. At the subsequent meeting, the NAC refined the concerns based on additional data and input. The final concern statements, in order of importance as ranked by the NAC, are listed in Exhibit 5.

**Exhibit 5: Iowa Concern Statements**

Goal 1: School Readiness	Area of Concern
1-1 We are concerned that parents of migratory children ages 3-5 (not in kindergarten) are not provided with access to local prekindergarten (PK) resources and opportunities to better understand child development.	Access to services Educational support in the home
1-2 We are concerned that migratory children ages 3-5 (not in kindergarten) do not receive adequate instructional services in reading and math.	English language development Educational continuity Time for instruction Access to services
1-3 We are concerned that migratory children ages 3-5 (not in kindergarten) are not receiving instructional or support services from the MEP to support their preparation and transition into kindergarten.	English language development Educational continuity Time for instruction Access to services

<b>Goal 1: School Readiness</b>	<b>Area of Concern</b>
1-4 We are concerned that migratory children birth to age three do not have access to services to support their preparation and transition into PK.	Access to services Time for instruction
<b>Goal 2: ELA/Mathematics</b>	<b>Area of Concern</b>
2-1 We are concerned that fewer migratory students score proficient in ELA and math on State assessments than non-migratory students.	Educational continuity Time for instruction English language development
2-2 We are concerned that migratory students are not receiving targeted instructional services in ELA and math.	Educational continuity Time for instruction Access to services
<b>Goal 3: High School Graduation/Services to OSY</b>	<b>Area of Concern</b>
3-1 We are concerned that migratory high school students do not have access to opportunities to obtain credits for high school graduation and are graduating at a lower rate than their peers.	School engagement Educational continuity Time for instruction
3-2 We are concerned that migratory students in grades 9-12 and migratory OSY do not have information about, and access to, college and career readiness and post-secondary education.	Educational continuity Access to services
3-3 We are concerned that migratory OSY are not receiving adequate instructional or support services.	English language development School engagement Access to services
3-4 We are concerned that too few migratory high school students and OSY are being served during the summer.	Educational continuity Access to services
<b>Goal 4: Non-Instructional Support Services</b>	<b>Area of Concern</b>
4-1: We are concerned that migratory children, youth, and their families are not receiving adequate support services to address their basic needs (e.g., transportation, housing, language support, childcare, supplies).	Access to services Health
4-2: We are concerned that staff who work with migratory children and youth need targeted professional development to support migratory children and youth and their families.	Access to services School engagement
4-3: We are concerned that migratory families need resources and training to support their children in school (e.g., literacy, meetings, parent books, information about community resources, Parent Advisory Council [PAC] meetings).	Educational support in the home Access to services
4-4 We are concerned that migratory children, youth, and their families need resources and support to address their social-emotional wellness.	Access to services

## Phase II, Gathering and Analyzing Data

### Iowa Migratory Student Profile

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

Demographic data were drawn from the most recent data available at the time of the CNA meetings including the 2020-21 CSPR and data for the 2020-21 Iowa MEP Evaluation. Achievement data for migratory and non-migratory students were drawn from 2021 State assessment results contained in MIS2000. Perception data were gathered from MEP staff, migratory parents, and migratory students/youth through needs assessment surveys developed specifically for the Iowa CNA process. The following is a summary of these data, with detailed results following Exhibit 6.

**Exhibit 6: Iowa Migratory Student Profile (2020-21)**

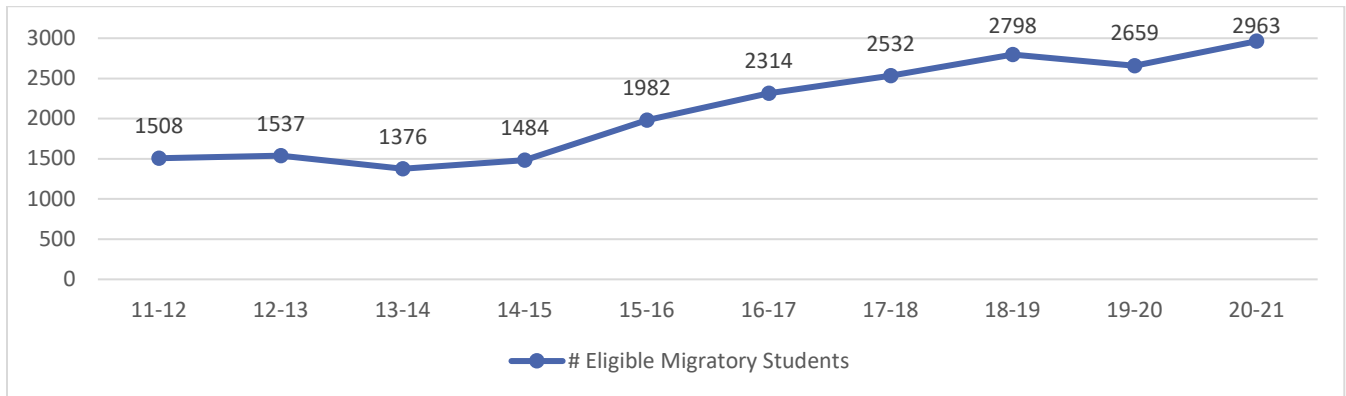
Eligible Migratory Students	2,963 (see table on following page)
Grade Distribution	Ages 0-2 (5%), Ages 3-5 (14%), Grades K-5 (39%), Grades 6-8 (16%), Grades 9-12 (19%), OSY (6%)
Priority for Services (ages 3-21)	549 (19%) of the 2,823 migratory children ages 3-21
Disrupted Schooling	1,005 (34%) had a qualifying arrival date (QAD) within the last 12 months
English learners (ELs) (ages 3-21)	1,322 (47%) of the 2,823 migratory children ages 3-21
Migratory students served during the performance period	1,335 (45%)
Migratory students receiving instructional services	924 (31%)
Migratory students receiving support services	683 (23%)
Migratory students receiving counseling services	78 (3%)
Migratory students scoring proficient on State ELA and math assessments	ELA - 31% (68% of non-migratory students) Math – 31% (64% of non-migratory students)
OSY eligible/served	189 eligible, 101 (53%) served
High School Graduation Rate	Migratory students – 74.8% Non-Migratory students – 90.2%
Dropout Rate	Migratory students – 3.7% Non-Migratory students – 2.0%

Needs assessment data were collected from the LEA sub-grantees; MEP staff, student, and parent needs assessment surveys; and MIS2000. Needs assessment data included: (1) migratory student demographics; (2) academic skills test results; (3) State standards-based assessment results; (4) MEP services; (5) professional development; and (6) parent/family needs.

## Migratory Student Demographics

Exhibit 7 provides a longitudinal snapshot of the total number of migratory children/youth identified from birth through age 21 over the past 10 years. Statewide, 2,963 migratory children were eligible for the MEP (birth to age 21) during 2020-21, which is a 11% increase from 2019-20, and the largest number of children during this time span.

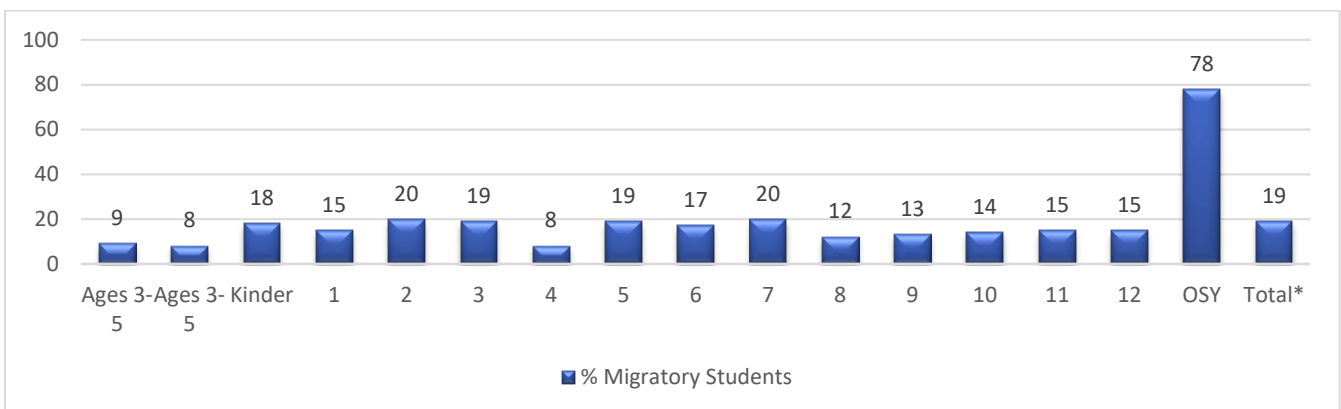
**Exhibit 7: Number of Eligible Migratory Children by Performance Period**



Source: Iowa CSPR Data 2011-12 through 2020-21 and MIS2000

Exhibits 8-11 show that of the 2,823 eligible migratory students/youth ages 3-21 in 2020-21, 19% were categorized as having PFS and 47% were identified as being ELs. In addition, 4% of all 2,963 eligible migratory students/youth birth to age 21 were identified as having a disability through the Individuals with Disabilities Education Act (IDEA) and 34% had a QAD occurring within 12 months from the last day of the performance period (8/31/21). Migratory OSY (71%) and children birth to age two (58%) had the highest percentage of QADs during the performance period.

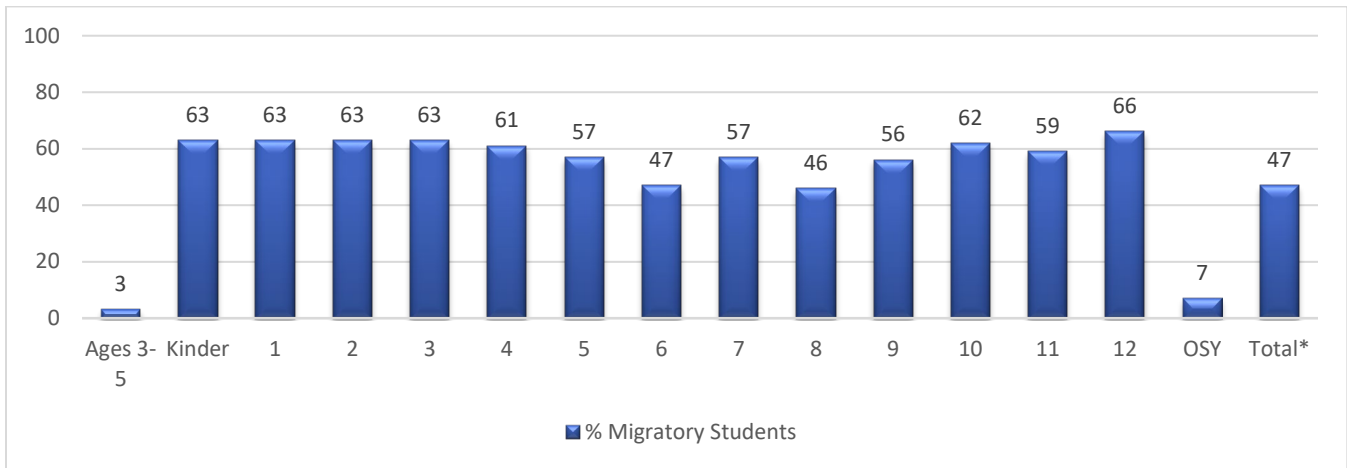
**Exhibit 8: Percentage of Migratory Students with PFS in 2020-21**



Source: 2020-21 CSPR Data Check Sheet

\*Percentage of eligible migratory students/youth ages 3-21 (N=2,823)

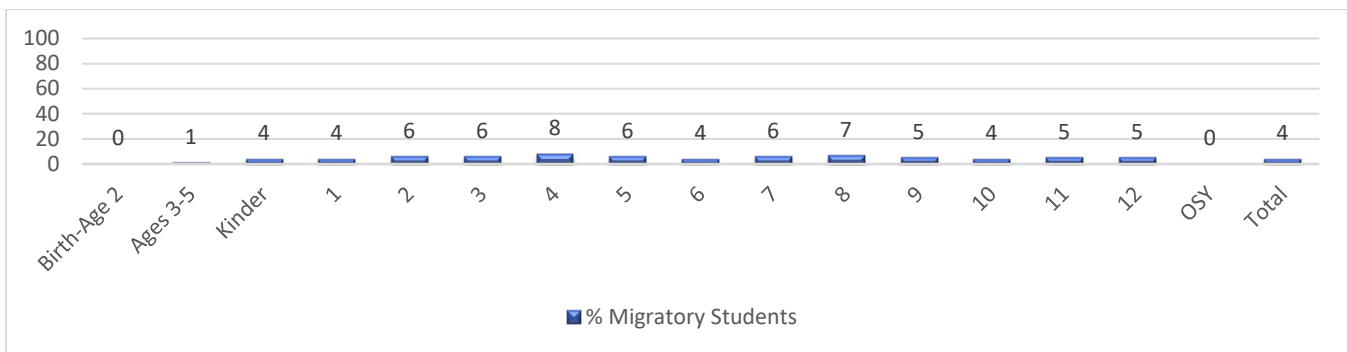
**Exhibit 9: Percentage of Migratory Students that are EL in 2020-21**



Source: 2020-21 CSPR Data Check Sheet

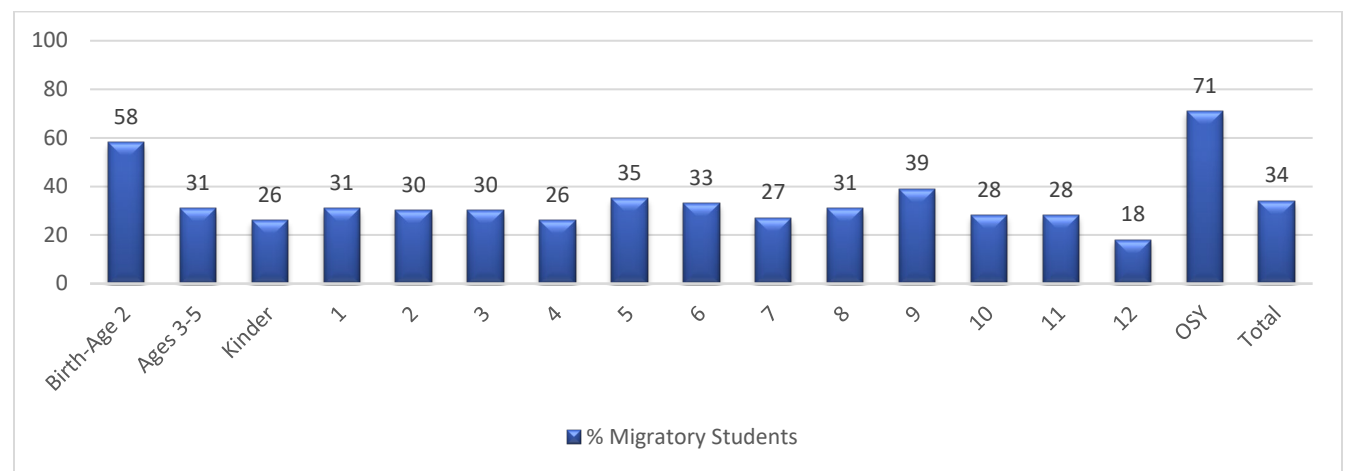
\*Percentage of eligible migratory students/youth ages 3-21 (N=2,823)

**Exhibit 10: Percentage of Migratory Students that Qualify for Special Education in 2020-21**



Source: 2020-21 CSPR Data Check Sheet

**Exhibit 11: Percentage of Migratory Students that had a QAD in the Previous Performance Period**



Source: 2020-21 CSPR Data Check Sheet

## MEP Services

Exhibit 12 shows the unduplicated number of participating migratory children and youth who received MEP-funded instructional or support services during the 2020-21 performance period (regular year and summer, as well as during the summer.

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

Grade	2020-21 Performance Period						Summer		
	All Migratory Students			PFS			All Migratory Students		
	# Eligible	Served		Total # PFS	Served		# Eligible	Served	
#		%	#		%	#		%	
Birth-2	140	12	9%	--	--	--	140	7	5%
Age 3-5	429	58	14%	34	15	44%	429	23	5%
K	204	121	59%	36	29	81%	204	20	10%
1	185	92	50%	28	22	79%	185	13	7%
2	226	125	55%	45	34	76%	226	25	11%
3	198	107	54%	37	23	62%	198	17	9%
4	171	87	51%	30	19	63%	171	12	7%
5	178	93	52%	34	28	82%	178	11	6%
6	167	89	53%	29	15	52%	167	15	9%
7	147	77	52%	29	20	69%	147	5	3%
8	169	94	56%	20	14	70%	169	13	8%
9	170	78	46%	22	19	86%	170	13	8%
10	141	69	49%	20	15	75%	141	5	4%
11	131	59	45%	20	14	70%	131	5	4%
12	118	73	62%	18	14	78%	118	2	2%
OSY	189	101	53%	147	84	57%	189	74	39%
<b>Total</b>	<b>2,963</b>	<b>1,335</b>	<b>45%</b>	<b>549</b>	<b>365</b>	<b>66%</b>	<b>2,963</b>	<b>260</b>	<b>9%</b>

Source: 2020-21 CSPR Data Check Sheet

Forty-five percent of the 2,963 eligible migratory children/youth birth to age 21 were served during the 2020-21 performance period. Twenty-eight percent of the 2,823 children/youth ages 3-21 served had PFS (66% of all children/youth with PFS were served). During summer 2021, 9% of migratory children/youth birth to age 21 were served by the MEP.

Exhibit 13 shows that 31% of migratory students birth to age 21 received MEP instructional services. Sixteen percent (16%) of students received reading instruction and 16% received math instruction by a teacher. Twenty-three percent (23%) of migratory students received MEP support services and 3% received counseling.

**Exhibit 13: Migratory Students/Youth Receiving Instructional and Support Services**

Grade	# Eligible	Instructional Services						Support Services			
		Any Instruction		Reading Instruction		Math Instruction		Support Services		Counseling	
		#	%	#	%	#	%	#	%	#	%
Birth-2	140	8	6%	0	0%	0	0%	9	6%	0	0%
Age 3-5	429	29	7%	6	1%	5	1%	44	10%	1	0%
K	204	90	44%	57	28%	52	25%	49	24%	0	0%
1	185	68	37%	38	21%	30	16%	41	22%	0	0%
2	226	88	39%	54	24%	41	18%	62	27%	0	0%
3	198	65	33%	39	20%	29	15%	61	31%	1	1%
4	171	60	35%	36	21%	30	18%	32	19%	0	0%
5	178	68	38%	44	25%	38	21%	36	20%	1	1%

Grade	# Eligible	Instructional Services						Support Services			
		Any Instruction		Reading Instruction		Math Instruction		Support Services		Counseling	
		#	%	#	%	#	%	#	%	#	%
6	167	56	34%	37	22%	36	22%	56	34%	0	0%
7	147	52	35%	36	24%	33	22%	32	22%	1	1%
8	169	57	34%	33	20%	32	19%	46	27%	2	1%
9	170	57	34%	26	15%	41	24%	49	29%	17	10%
10	141	46	33%	21	15%	33	23%	52	37%	17	12%
11	131	37	28%	17	13%	25	19%	43	33%	9	7%
12	118	51	43%	25	21%	42	36%	56	47%	25	21%
OSY	189	92	49%	1	1%	1	1%	15	8%	4	2%
<b>Total</b>	<b>2,963</b>	<b>924</b>	<b>31%</b>	<b>470</b>	<b>16%</b>	<b>468</b>	<b>16%</b>	<b>683</b>	<b>23%</b>	<b>78</b>	<b>3%</b>

Source: 2020-21 CSPR Data Check Sheet

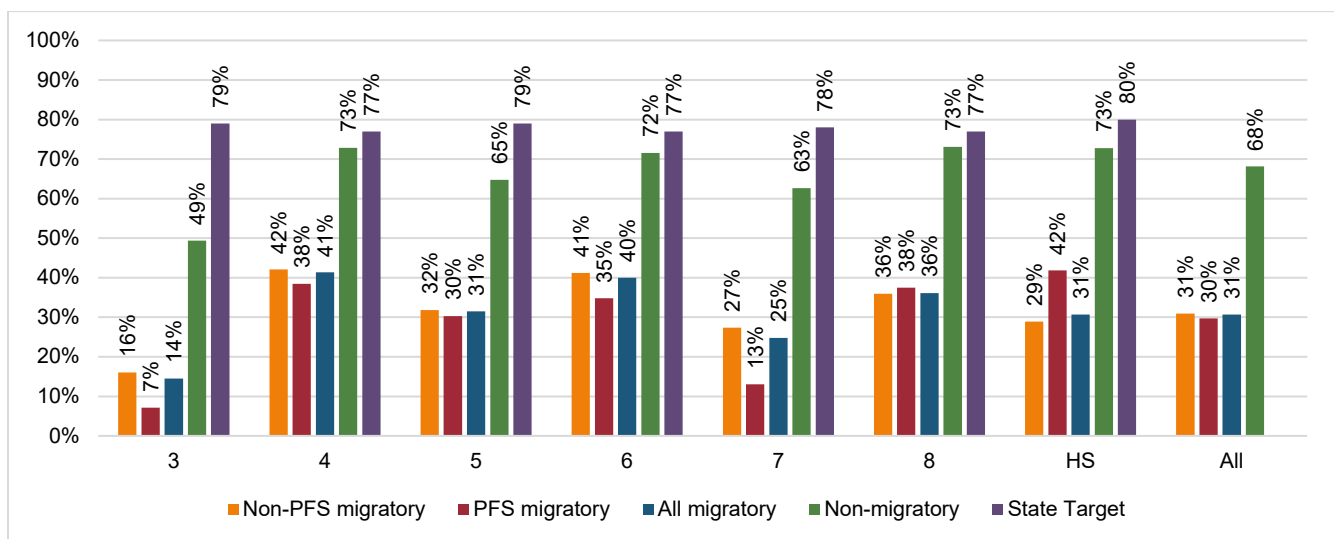
Secondary-aged migratory students also received MEP credit accrual services. A total of 152 students in grades 9-12 (27% of all eligible students in grades 9-12) participated in MEP-sponsored credit accrual during 2020-21 (44 ninth grade students, 36 tenth grade students, 26 eleventh grade students, and 46 twelfth grade students).

### Reading and Math Achievement

During 2020-21, Iowa students were assessed in ELA and math in grades 3-11 using the Iowa Statewide Assessment of Student Programs (ISASP). The assessments are aligned with the Iowa Core Standards and provide results to help educators determine student learning outcomes. The three proficiency levels for the ISASP are from lowest to highest: Not-yet-Proficient, Proficient, and Advanced.

Exhibit 14 shows that in 2020-21, 31% of migratory students assessed scored at “proficient” or “advanced” (P/A) on ISASP ELA Assessments compared to 68% of non-migratory students (37 percentage point gap). For all seven grade levels assessed, the 2020-21 target was not met by migratory students and fewer migratory students scored P/A than non-migratory students.

**Exhibit 14: Comparison of 2021 ISASP Results in ELA (Expressed in Percentages)**

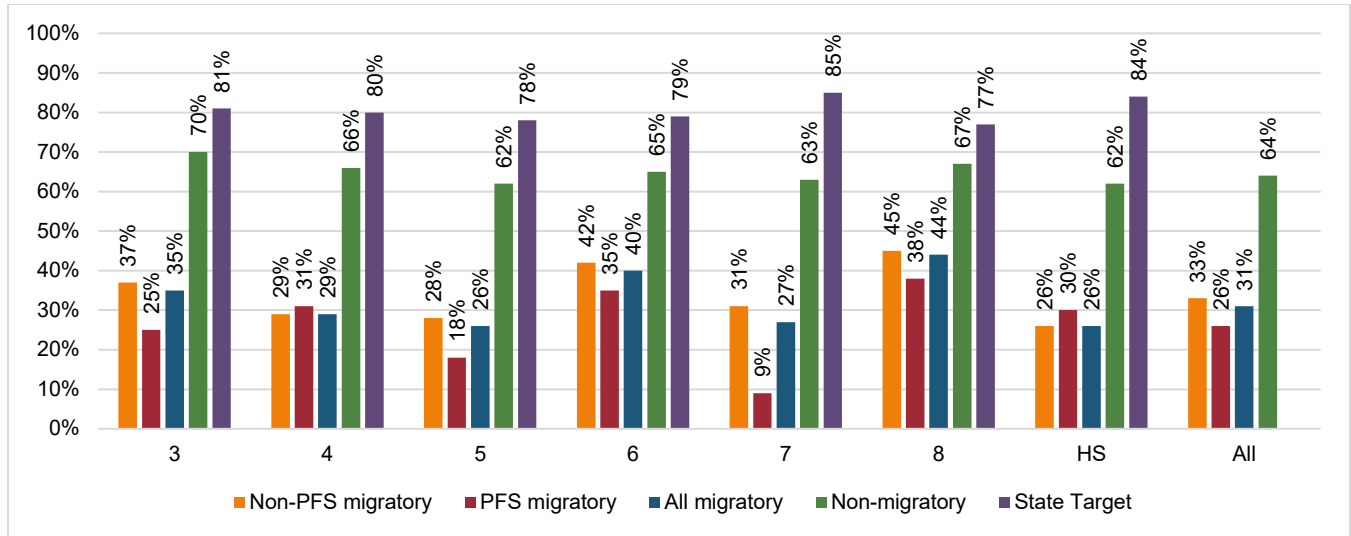


Source: 2020-21 CSPR and 2021 State records



Exhibit 15 shows that in 2020-21, 31% of migratory students assessed scored at “proficient” or “advanced” (P/A) on the ISASP Math Assessment compared to 64% of non-migratory students (33 percentage point gap). For all seven grade levels assessed, the 2020-21 target was not met by migratory students and fewer migratory students scored P/A than non-migratory students.

**Exhibit 15: Comparison of 2021 ISASP Results in Math (Expressed in Percentages)**

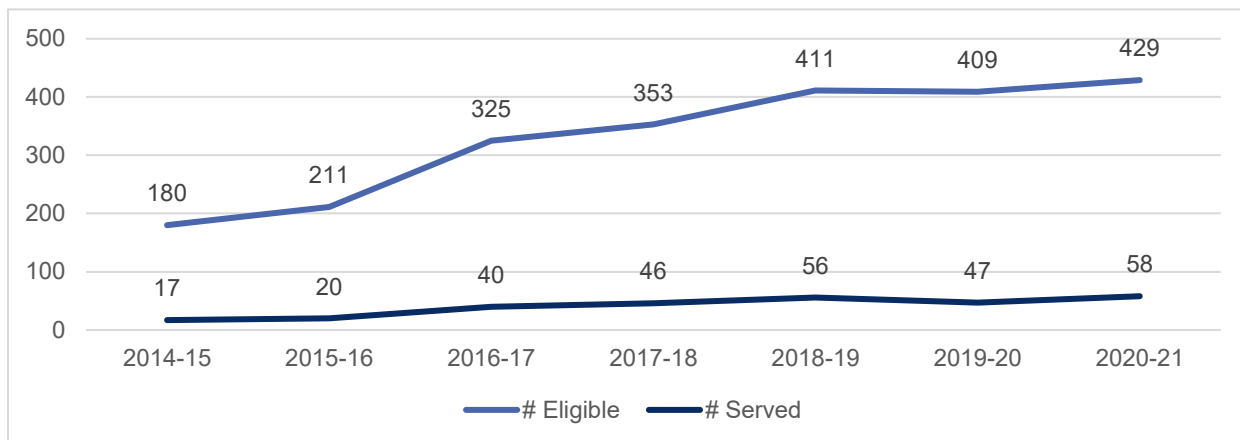


Source: 2020-21 CSPR and 2021 State records

### School Readiness

Exhibit 16 shows that the percentage of migratory children ages 3-5 (not in kindergarten) receiving MEP services has fluctuated from 9% (2014-15) to 14% (2018-19 and 2020-21). The graph also clearly shows that the number of children served remains relatively similar even though the number eligible has been increasing substantially over the past several years.

**Exhibit 16: Longitudinal Display of Migratory Children Ages 3-5 Served by the Iowa MEP**



Source: MIS2000

## High School Graduation

Exhibit 17 shows 2020-21 graduation rates for Iowa migratory and non-migratory students. The adjusted four-year cohort graduation rate for non-migratory students was below the State performance target. Migratory students had a lower graduation rate than non-migratory students by 15.4 percentage points. Migratory students with PFS graduated at a lower rate than migratory students without PFS by 12.1 percentage points.

**Exhibit 17: 2020-21 Migratory and Non-Migratory Student Graduation Rates**

Non-Migratory Students	Non-PFS Migratory Students	PFS Migratory Students	All Migratory Students	State Performance Target
90.2%	75.7%	63.6%	74.8%	95.0%

Source: Iowa State records

Exhibit 18 shows dropout rates for migratory and non-migratory students in 2020-21. The dropout rate for non-migratory students in 2020-21 was 2.0% compared to 3.7% for migratory students, a difference of 1.7 percentage points. The dropout rate for PFS migratory students was 7.1 percentage points higher than migratory students without PFS. Iowa has not set a target for dropout rate for any group of students.

**Exhibit 18: 2020-21 Dropout Rates**

Non-Migratory Students	Non-PFS Migratory Students	PFS Migratory Students	All Migratory Students
2.0%	2.7%	9.8%	3.7%

Source: Iowa State records

## Out-of-School Youth (OSY)

Exhibit 19 shows that 53% of migratory OSY received instructional and/or support services from the Iowa MEP during 2020-21, with only 8% receiving support services. 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 migratory education due to age and circumstances.

**Exhibit 19: Migratory OSY Receiving MEP Services in 2020-21**

# Eligible Migratory OSY	# (%) Receiving MEP Instructional Services	# (%) Receiving MEP Support Services	# (%) <u>Unduplicated</u> Count of OSY Receiving MEP Services
189	92 (49%)	15 (8%)	101 (53%)

Source: MIS2000

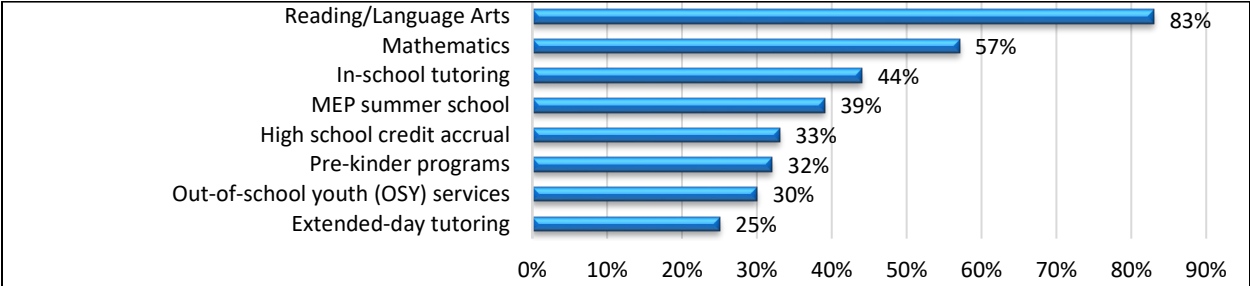
## Needs Assessment Survey Results

Through needs assessment survey results, the NAC had access to detailed input from key stakeholders/beneficiaries that helped to inform their decision making. The key stakeholders/beneficiaries that were queried about their opinions and ideas regarding the most critical needs of migratory students and families included: State MEP staff, local MEP staff, secondary-aged migratory

students, and migratory parents. An analysis of the responses to the survey questions and the conclusions follow.

**MEP staff** surveyed were asked to identify migratory students’ greatest needs related to instruction and support services, as well as services needed by migratory parents/families, and their own professional development needs. Exhibit 20 shows that the majority of the 190 staff responding reported that students have a need for reading/language arts instruction (83%) and math instruction (57%).

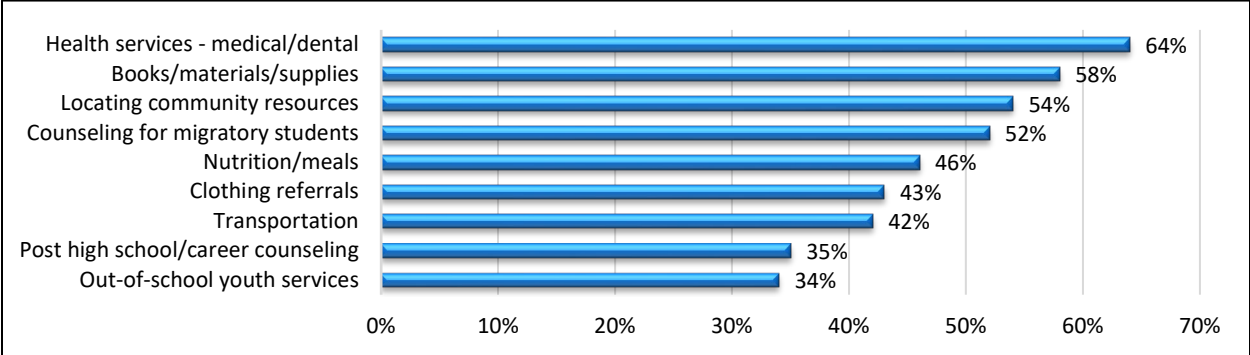
**Exhibit 20: Staff Ratings of Migratory Student Instructional Needs (N=190)**



Source: Iowa MEP Staff Needs Assessment Survey

For support services needs, the majority of staff responding reported that migratory students need health services (64%), books/materials/supplies (58%), locating community resources (54%), and counseling (52%).

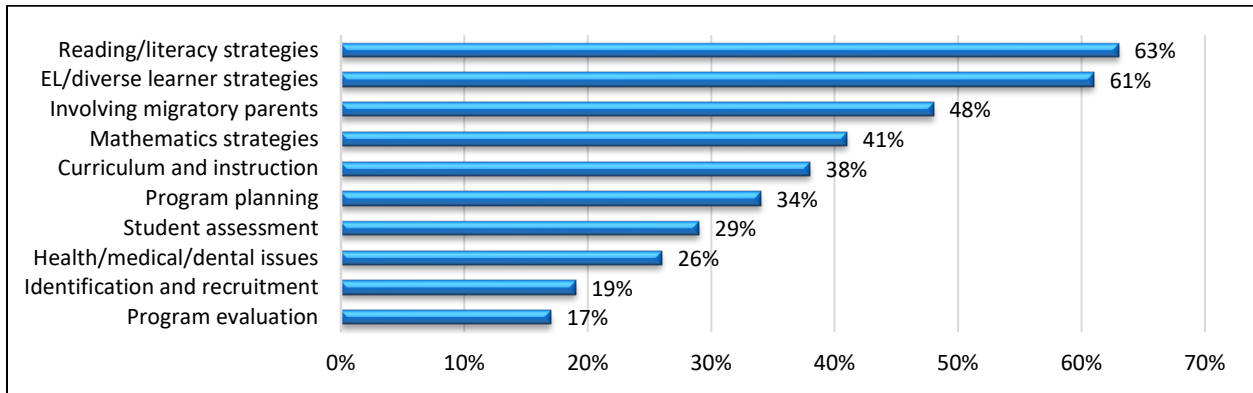
**Exhibit 21: Staff Ratings of Migratory Student Support Service Need (N=190)**



Source: Iowa MEP Staff Needs Assessment Survey

Staff also indicated their own professional development needs. Exhibit 22 shows that the majority of staff responding reported a need for professional development on reading/literacy strategies (63%) and strategies for serving ELs/diverse learners (61%).

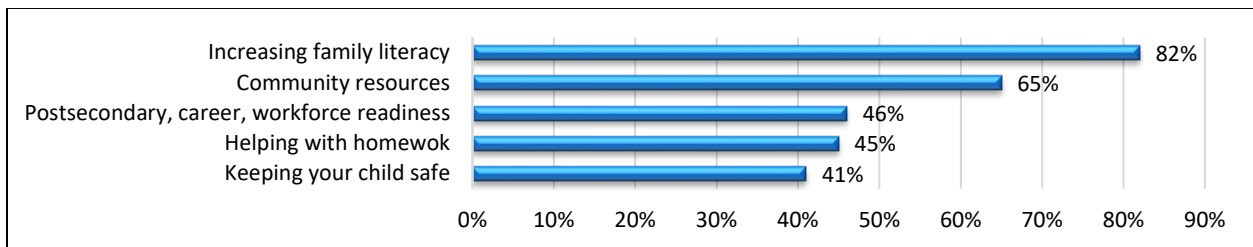
**Exhibit 22: Staff Ratings of their Professional Development Needs (N=190)**



Source: Iowa MEP Staff Needs Assessment Survey

For parent/family needs, the majority of staff responding reported a need for parent training on increasing family literacy (82%) and locating community resources (65%).

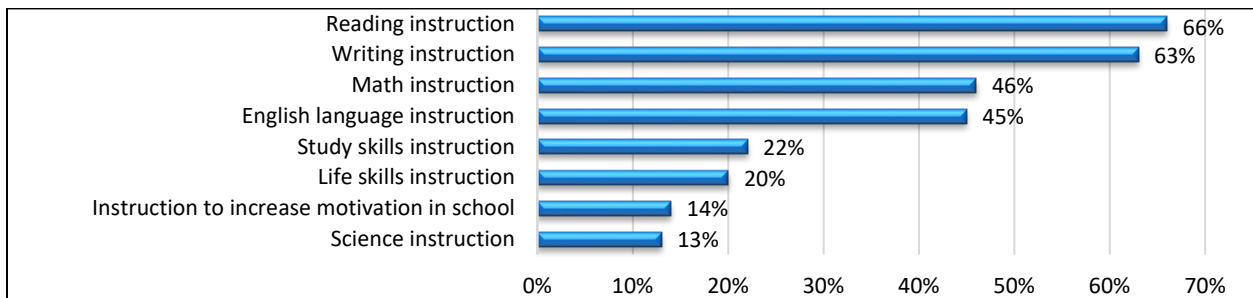
**Exhibit 23: Staff Ratings of Services/Training Needed by Parents (N=190)**



Source: Iowa MEP Staff Needs Assessment Survey

**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 24 shows that the majority of parents responding reported that their children have a need for reading instruction (66%) and writing instruction (63%). Parents also expressed a need for math instruction for their children (46%) and English language instruction (45%).

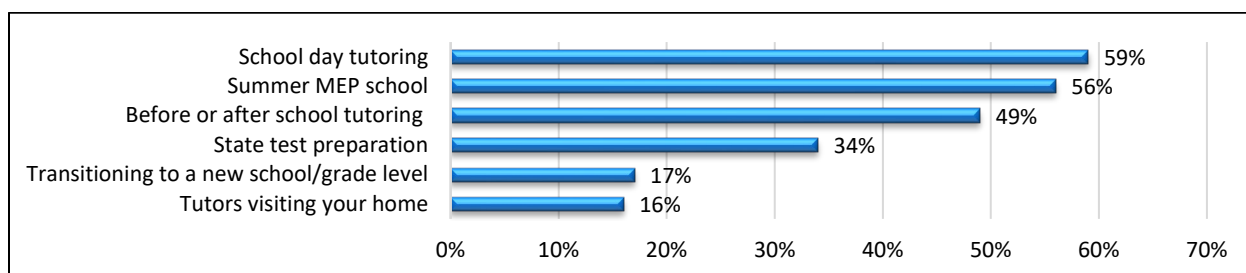
**Exhibit 24: Parent Ratings of their Children’s Instructional Needs (N=134)**



Source: Iowa MEP Parent Needs Assessment Survey

For instructional services, the majority of migratory parents responding felt that their children needed school day tutoring (67%) and summer MEP school (56%).

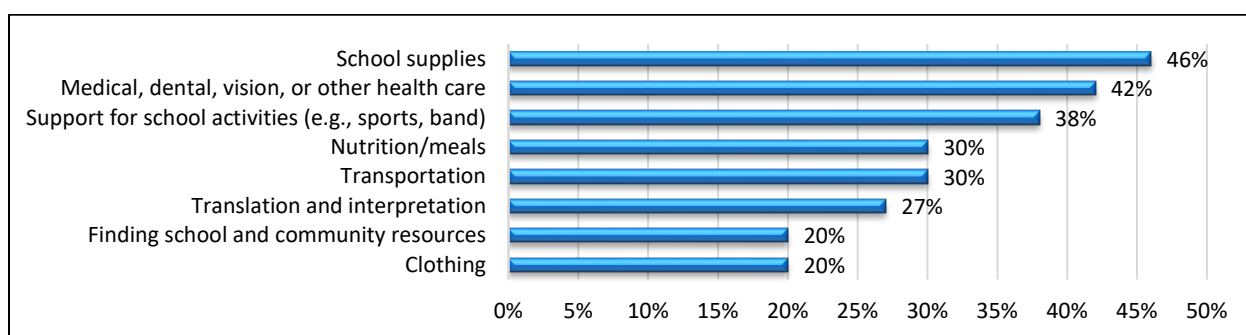
### Exhibit 25: Parent Ratings of their Children’s Instructional Service Needs (N=134)



Source: Iowa MEP Parent Needs Assessment Survey

Exhibit 26 shows that about half of the 134 parents responding reported a need for their children to receive school supplies (46%). Forty-two percent (42%) of parents responding reported a need for medical/dental/vision services and 38% reported a need for support for extracurricular activities.

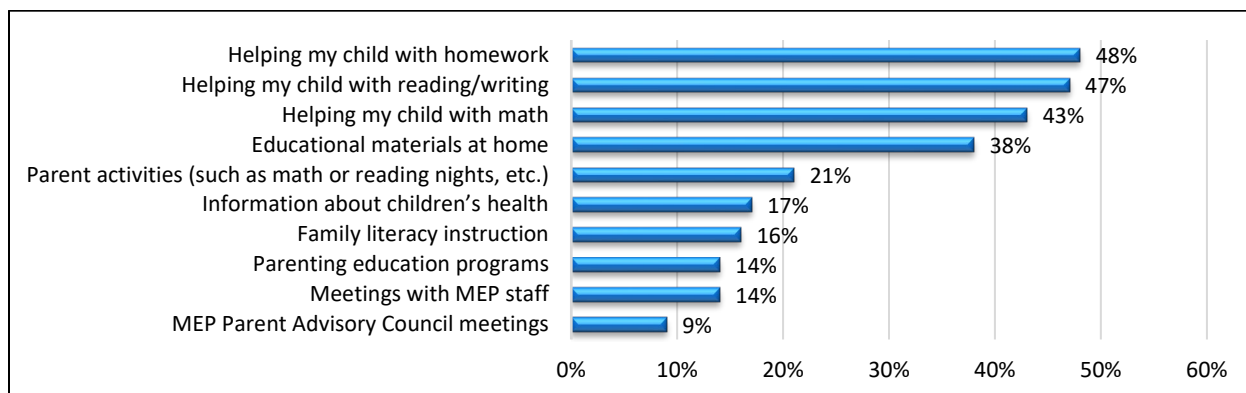
### Exhibit 26: Parent Ratings of their Children’s Support Service Needs (N=134)



Source: Iowa MEP Parent Needs Assessment Survey

For their own needs, nearly half of the parents responding reported a need for strategies to help their child with homework (48%) and reading/writing (47%). Parents also reported a need for strategies to help their child with math (43%).

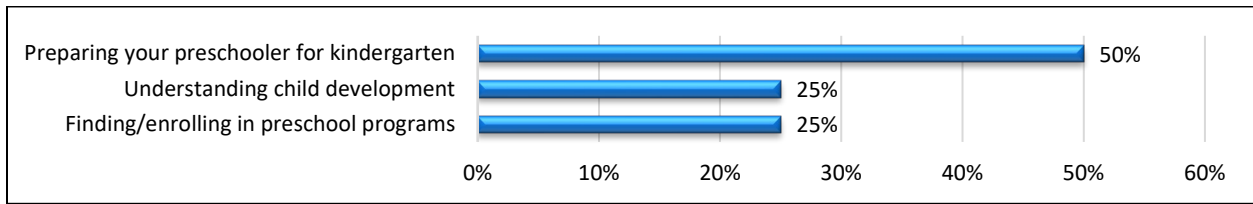
### Exhibit 27: Parent Ratings of Services they Need from the MEP (N=134)



Source: Iowa MEP Parent Needs Assessment Survey

Half of the 16 parents of preschool-age children responding reported that they had needs related to preparing their preschooler for kindergarten (50%).

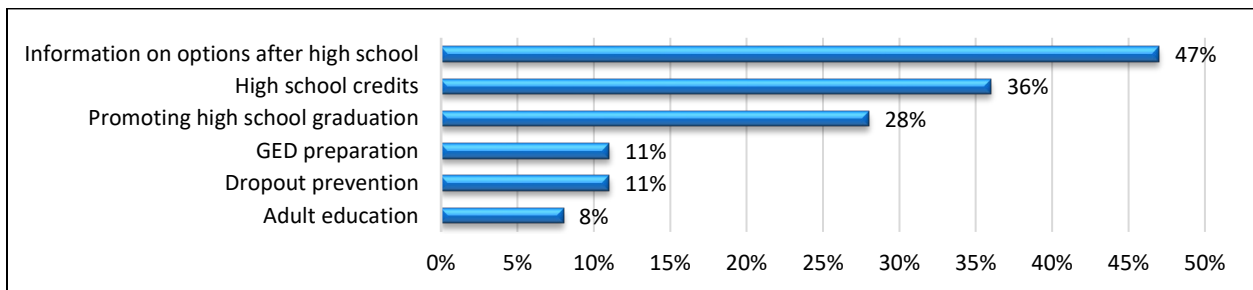
### Exhibit 28: Parent Ratings of their Needs to Support their Preschool Children (N=16)



Source: Iowa MEP Parent Needs Assessment Survey

The largest percentage of parents of high school-age students responding reported that their child had needs related to information on options after high school (47%), followed by information about high school credits (36%).

### Exhibit 29: Parent Ratings of their Needs to Support their High School-Age Children (N=53)

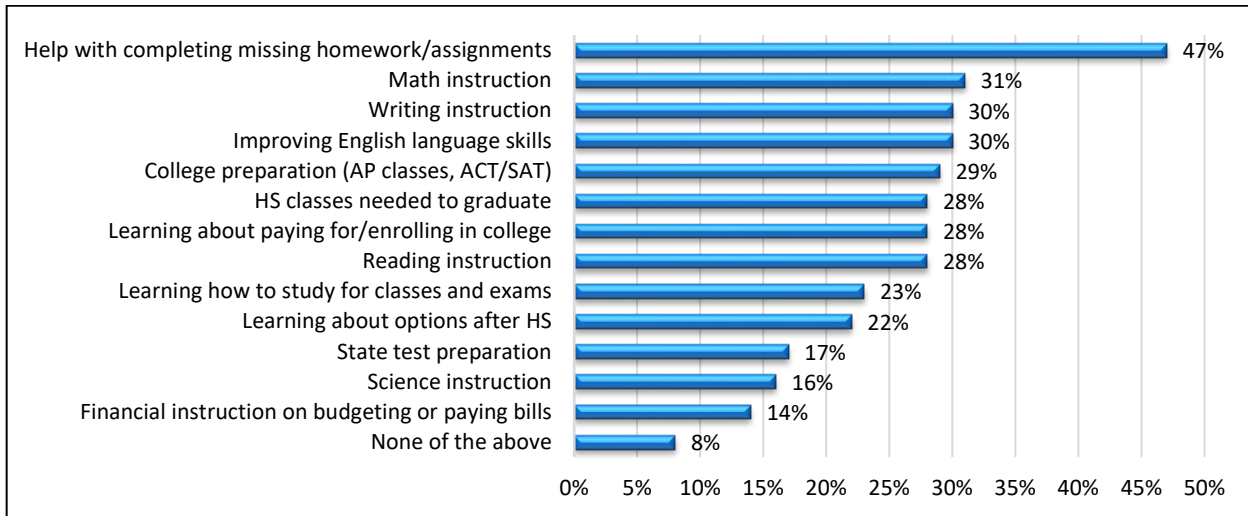


Source: Iowa MEP Parent Needs Assessment Survey

Migratory parents responding to the surveys also provided anecdotal information about the needs of their children. The anecdotal information was analyzed and grouped into the following areas of concern: content areas; parent education/knowledge to help their children in school; secondary/postsecondary/career awareness; and resources.

**Secondary migratory students** also were surveyed about their needs for instruction and support services. Exhibit 30 shows almost half of the 105 migratory students and OSY responding (47%) reported a need for help with completing missing homework/assignments. Thirty-one percent (31%) of migratory students and OSY responding reported a need for math instruction, followed by writing instruction and improving English language skills (30% each).

**Exhibit 30: Secondary Student Ratings of their Instructional Needs (N=105)**

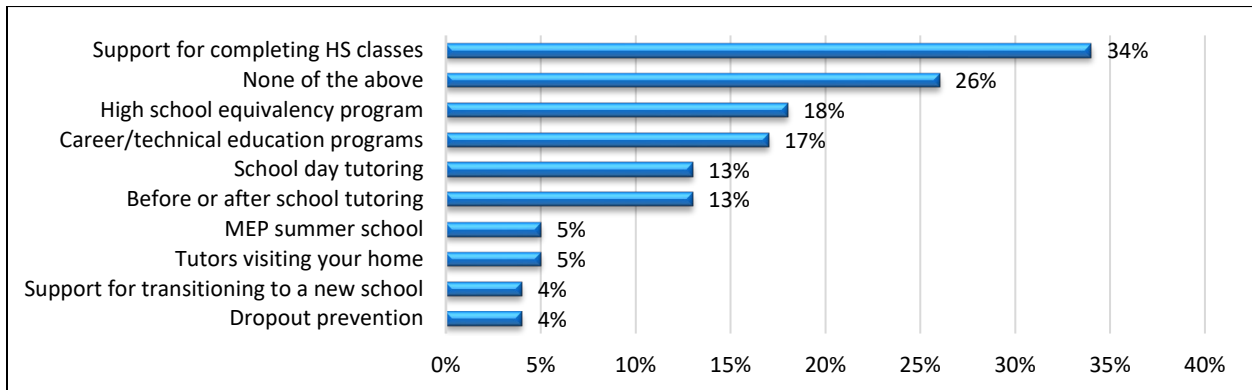


Source:

Iowa MEP Secondary Student/OSY Needs Assessment Survey

For instructional services, the largest percent of migratory students responding (34%) reported a need for support for completing their high school classes.

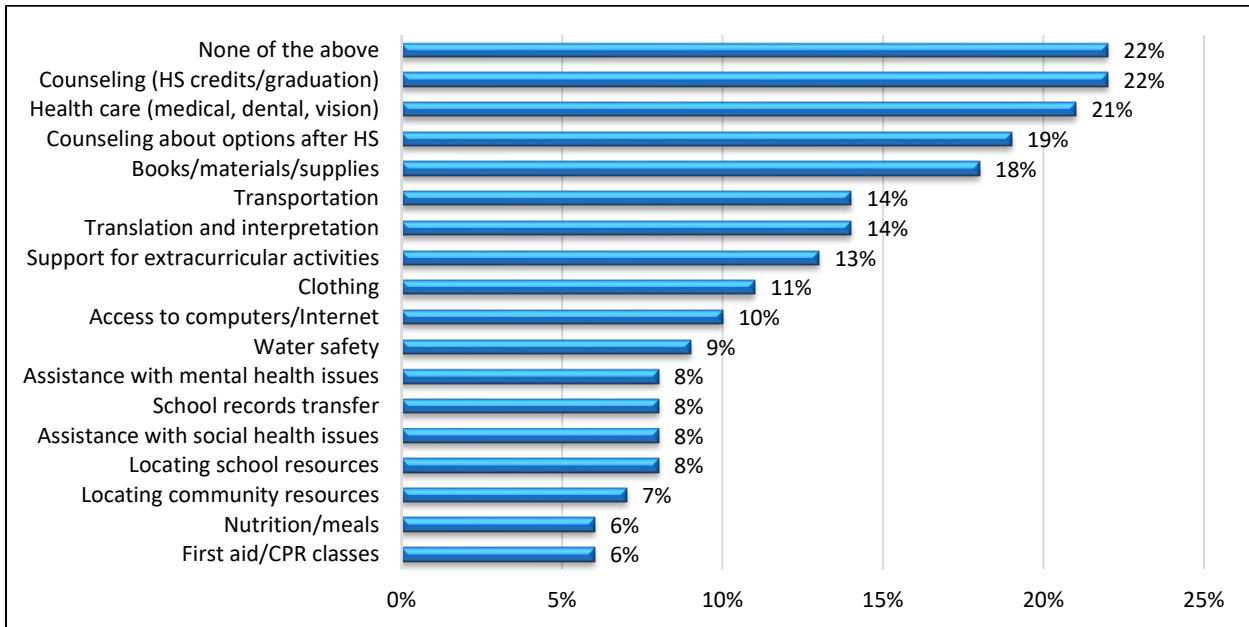
**Exhibit 31: Secondary Student Ratings of their Instructional Services Needs (N=105)**



Source: Iowa MEP Secondary Student/OSY Needs Assessment Survey

For support services, the largest percentage of migratory students responding (22%) did not indicate support services needs or reported a need for counseling about high school credits and graduation, followed by a need for medical, dental, and vision (21%).

**Exhibit 32: Secondary Student Ratings of their Support Service Needs (N=105)**



Source: Iowa MEP Secondary Student/OSY Needs Assessment Survey



## Phase III, Making Decisions

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

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

The following section offers the final recommendations for concerns, data sources for the concerns, need indicators and statements, and the solutions made by the NAC. 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 priorities and goals.

The NAC identified possible solutions which the SDP Committee will use for the development of the service delivery 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 the Iowa MEP?

## GOAL 1.0: School Readiness

Concern Statement	Data Source	Need Indicator/Need Statement	Prioritized Solutions for the SDP	Resources/Experts/Staff
<p><b>1-1: We are concerned that parents of migratory children ages 3-5 (not in kindergarten) are not provided with access to local PK resources and opportunities to better understand child development.</b></p>	<p>Parent Needs Assessment (NA) Survey</p>	<p><u>Indicator:</u> 50% of parents of migratory children ages 3-6 responding reported a need for strategies for preparing their child for kindergarten (highest ranked).</p> <p><u>Statement:</u> The percentage of parents receiving resources and strategies to help them prepare their child for kindergarten needs to increase.</p>	<ul style="list-style-type: none"> <li>- Provide learning opportunities to parents about resources and instructional services.</li> <li>- Provide school readiness tools and resources for children and parents (e.g., books in a backpack, pre-literacy and pre-numeracy learning kits).</li> <li>- Support parents as first teachers by helping parents with activities to do at home.</li> <li>- Parents as Teachers</li> <li>- Provide before and after school programs.</li> <li>- Collaborate with health and nutrition services.</li> <li>- Partner with education preparation programs in the areas to provide supplemental instructional services.</li> <li>- Coordinate/provide MEPs for preschool.</li> </ul>	<ul style="list-style-type: none"> <li>- Childcare</li> <li>- Department of Health</li> <li>- Facilitators</li> <li>- Head Start</li> <li>- Learning kits</li> <li>- Liaisons</li> <li>- MEP staff</li> <li>- Non-certified staff</li> <li>- Parents</li> <li>- Pre-service teachers</li> <li>- Resource list</li> <li>- Snacks</li> <li>- State agencies</li> <li>- Supplies and materials</li> <li>- Translation/interpretation services</li> <li>- Transportation</li> <li>- Venues</li> <li>- Women, Infant, Children (WIC)</li> </ul>
<p><b>1-2: We are concerned that migratory children ages 3-5 (not in kindergarten) do not receive adequate instructional services in reading and math.</b></p>	<p>2020-21 CSPR</p>	<p><u>Indicator:</u> Only 1% of eligible migratory children ages 3-5 received reading or math instructional services from the MEP.</p> <p><u>Statement:</u> The percentage of eligible migratory children ages 3-5 who receive instructional services in reading or math from the MEP needs to increase.</p>	<ul style="list-style-type: none"> <li>- Provide resources/materials and professional learning opportunities to support reading and math readiness content.</li> <li>- Provide interventions to prepare 3–5-year-olds entering kindergarten using a Multi-Tier System of Support (MTSS) approach.</li> <li>- Coordinate with state-level early childhood program service providers to coordinate services.</li> <li>- Provide parenting education in math and reading activities.</li> <li>- Coordinate services with local libraries.</li> <li>- Coordinate/provide early reading and math services in the native language of the child.</li> </ul>	<ul style="list-style-type: none"> <li>- Content materials</li> <li>- Facilitators</li> <li>- Iowa Department of Education Early Childhood office</li> <li>- Iowa State University (ISU) extensions</li> <li>- Learning kits</li> <li>- Library contacts</li> <li>- Math and reading teachers</li> <li>- Service specialists</li> <li>- State agencies</li> <li>- Translation/interpretation services</li> </ul>

Concern Statement	Data Source	Need Indicator/Need Statement	Prioritized Solutions for the SDP	Resources/Experts/Staff
<p><b>1-3: We are concerned that migratory children ages 3-5 (not in kindergarten) are not receiving instructional or support services from the MEP to support their preparation and transition into kindergarten.</b></p>	<p>2020-21 CSPR</p>	<p><u>Indicator:</u> Only 7% of eligible migratory children ages 3-5 received instructional services from the MEP.</p> <p>Only 10% of eligible migratory children ages 3-5 received support services from the MEP.</p> <p><u>Statement:</u> The percentage of eligible migratory children ages 3-5 who receive instructional or support services from the MEP needs to increase.</p>	<ul style="list-style-type: none"> <li>- Coordinate/provide early reading and math services in the native language of the child.</li> <li>- Facilitate training to non-certified staff to provide instructional services.</li> <li>- Provide parenting education about supporting writing, reading, and math at home using intentional materials.</li> <li>- Provide resources and training to staff who speak the language of the child to help facilitate instruction.</li> </ul>	<ul style="list-style-type: none"> <li>- Counselors</li> <li>- EL/Homeless/Neglected experts</li> <li>- Facilitators</li> <li>- Instructional supplies and materials</li> <li>- MEP staff</li> <li>- Parents</li> <li>- School staff</li> <li>- Services specialists</li> <li>- Social workers</li> <li>- Translation/interpretation services and devices</li> <li>- Volunteers</li> </ul>
<p><b>1-4: We are concerned that migratory children birth to age three do not have access to services to support their preparation and transition into PK.</b></p>	<p>Expert NAC Opinion</p>	<p><u>Indicator:</u> The expert opinion of the NAC Committee is that migratory children birth to age three do not have access to services to support and prepare them for their transition to school.</p> <p><u>Statement:</u> The percentage of migratory children birth to age three who receive services from the MEP needs to increase.</p>	<ul style="list-style-type: none"> <li>- Create collaborations between local service providers and LEAs to help children transition into prekindergarten.</li> <li>- Provide early intervention services to infants and toddlers regarding the health and/or physical condition that may affect growth and development.</li> <li>- Provide parent support to identify the needs of children at an early age.</li> <li>- Coordinate with parents and other service providers to establish age/well-check health visits.</li> <li>- Deliver screeners to help identify children who have developmental delays in their ability to play, think, talk, and move.</li> <li>- Coordinate services, assessments, evaluations, and any necessary early intervention services at no cost to families.</li> <li>- Provide preschool kits to families.</li> <li>- Provide a list of resources to support early childhood development.</li> </ul>	<ul style="list-style-type: none"> <li>- Assessment experts</li> <li>- Counselors</li> <li>- Early Access</li> <li>- Head Start</li> <li>- Learning/developmental kits</li> <li>- Liaisons</li> <li>- Local clinics (e.g., health, dental, vision)</li> <li>- Public health offices</li> <li>- Social workers</li> <li>- Social-emotional service providers</li> <li>- Volunteers</li> </ul>

## GOAL 2.0: English Language Arts (ELA) and Mathematics

Concern Statement	Data Source	Need Indicator/Need Statement	Prioritized Solutions for the SDP	Resources/Experts/Staff
<p><b>2-1: We are concerned that fewer migratory students score proficient in ELA and math on State assessments than non-migratory students.</b></p>	<p>2020-21 Evaluation Report</p>	<p><u>Indicator:</u> 30.7% of migratory students (29.7% for PFS) scored proficient on the ELA State assessments, compared to 68.1% of non-migratory students.</p> <p>31.4% of migratory students (25.9% for PFS) scored proficient on the math State assessments, compared to 64.4% of non-migratory students.</p> <p><u>Statement:</u> The percentage of migratory students scoring proficient on the ELA State assessments needs to increase by 37.4 percentage points (38.4 percentage points for PFS); and by 33.0 percentage points (38.5 percentage points for PFS) in math.</p>	<ul style="list-style-type: none"> <li>- Find a systematic way to better support education requirements using creative methods (e.g., hands-on activities, building trades, geometry and construction).</li> <li>- Host online classes/tutoring based on needed skills and language.</li> <li>- Partner with colleges for tutoring support.</li> <li>- Provide professional development (PD) to non-certified staff to support instruction.</li> <li>- Provide literature in students' native languages.</li> </ul>	<ul style="list-style-type: none"> <li>- Books in native languages</li> <li>- District staff</li> <li>- Free online resources</li> <li>- Instructional coaches</li> <li>- Math, reading and ELA teachers</li> <li>- MEP staff</li> <li>- Pre-service teachers</li> <li>- Real-time PFS list</li> <li>- Tutors</li> <li>- Other Title programs</li> </ul>
<p><b>2-2: We are concerned that migratory students are not receiving targeted instructional services in ELA and math.</b></p>	<p>2020-21 CSPR</p>	<p><u>Indicator:</u> 16% of migratory students received instructional services from the MEP in ELA and math.</p> <p><u>Statement:</u> The percentage of migratory students receiving instructional services from the MEP in ELA and math needs to increase.</p>	<ul style="list-style-type: none"> <li>- Create a targeted plan to meet academic standards.</li> <li>- Provide access to bilingual math tutors.</li> <li>- Offer access to self-adjusted/responsive online programs.</li> <li>- Widen the net of what is considered at-risk to provide better/quicker support.</li> <li>- Host parent nights with language supports to review district systems and how to use and interpret the data.</li> <li>- Increase the usage of MSIX by districts to help with appropriate placement.</li> <li>- Provide professional development regarding data, content, and academic content expectations.</li> <li>- Provide ELA and math instructional services during summer as well as enrichment (e.g., STEAM, robotics).</li> <li>- Provide extended-day instructional services in math and ELA (e.g., before-school and after school tutoring).</li> </ul>	<ul style="list-style-type: none"> <li>- Bilingual math tutors</li> <li>- Community partners</li> <li>- District staff</li> <li>- Facilitators</li> <li>- Instructional coaches</li> <li>- Libraries/librarians</li> <li>- Materials and supplies</li> <li>- MEP staff</li> <li>- Migratory education liaisons</li> <li>- Migratory parents</li> <li>- MSIX</li> <li>- Online programs</li> <li>- Trainers</li> </ul>

## GOAL 3.0: High School Graduation and Services to Out-of-School Youth (OSY)

Concern Statement	Data Source	Need Indicator/Need Statement	Prioritized Solutions for the SDP	Resources/Experts/Staff
<p><b>3-1: We are concerned that migratory high school students do not have access to opportunities to obtain credits for high school graduation and are graduating at a lower rate than their peers.</b></p>	<p>MIS2000</p> <p>2020-21 Evaluation Report</p> <p>2022-23 Student NA Survey</p>	<p><u>Indicator:</u> 54% of migratory students who attempted to obtain credit through a credit accrual program were successful; 47% of migratory students responding reported a need for help completing missing assignments and 28% reported a need for assistance with classes needed to graduate</p> <p>75.7% of migratory students (63.6% for PFS) graduated compared to 90.2% of non-migratory students.</p> <p><u>Statement:</u> The percentage of migratory students obtaining credit through credit accrual programs needs to increase as does the percentage of migratory students graduating to eliminate the gap between migratory and non-migratory students (+14.5 percentage points [+26.6 percentage points PFS students]).</p>	<ul style="list-style-type: none"> <li>- Provide opportunities to accrue credits focused on prompt graduation.</li> <li>- Provide virtual, online learning (asynchronous).</li> <li>- Provide hybrid learning opportunities with in-person support.</li> <li>- Provide job-based schedules and earn credits for school from work experiences.</li> <li>- Provide 1:1 tutoring.</li> <li>- Partner with institutions of higher education.</li> <li>- Provide on-demand tutoring (e.g., phone, online).</li> <li>- School counselors/MEP staff meet with students to access credits and history to award credits.</li> <li>- Communicate with prior school to obtain records.</li> </ul>	<ul style="list-style-type: none"> <li>- Calculators</li> <li>- Career advisors</li> <li>- Counselors</li> <li>- Credit accrual programs (e.g., PASS, Edgenuity)</li> <li>- Experiential learning options (e.g., welding, construction, culinary arts)</li> <li>- Hotspots</li> <li>- Laptops</li> <li>- Materials</li> <li>- Online schools</li> <li>- Service specialists (high school)</li> <li>- Supplies</li> <li>- Transportation</li> <li>- Tutors (certified and non-certified staff)</li> </ul>
<p><b>3-2: We are concerned that migratory students in grades 9-12 and migratory OSY do not have information about, and access to, college and career readiness and post-secondary education.</b></p>	<p>2022-23 Parent, Staff, and Student NA Survey</p>	<p><u>Indicator:</u> 47% of parents responding reported a need for their children to receive information on options after high school; 35% of staff responding reported a need for students to receive post high school/career counseling; 29% of students reported a need for help with college preparation and 28% reported a need for help with learning about paying for/enrolling in college.</p> <p><u>Statement:</u> The percentage of students receiving information and assistance with college and career readiness needs to increase.</p>	<ul style="list-style-type: none"> <li>- Provide seminars and webinars on how to access post-secondary education.</li> <li>- Coordinate with the High School Equivalency Program (HEP)/College Assistance Migrant Program (CAMP).</li> <li>- Offer FAFSA/college nights.</li> <li>- Provide support for non-FAFSA-eligible students.</li> <li>- Provide college visits.</li> <li>- Offer college readiness workshops.</li> <li>- Host meetings for students and families with motivational speakers.</li> <li>- Host career fairs.</li> <li>- Provide visits to vocational/technical schools.</li> <li>- Coordinate with other states.</li> </ul>	<ul style="list-style-type: none"> <li>- Advisors</li> <li>- Career readiness experts</li> <li>- Colleges and universities</li> <li>- Counselors</li> <li>- Evelyn K. Davis Center – Des Moines (EKDC-DSM)</li> <li>- HEP/CAMP</li> <li>- Local College Access Network (LCAN) / Iowa College Access Network (ICAN)</li> <li>- Liaisons</li> <li>- Local employers</li> <li>- Other MEP states with strong OSY programs</li> <li>- Parents</li> <li>- Technical/vocational schools</li> <li>- Transportation</li> </ul>

Concern Statement	Data Source	Need Indicator/Need Statement	Prioritized Solutions for the SDP	Resources/Experts/Staff
<p><b>3-3 We are concerned that migratory OSY are not receiving adequate instructional or support services.</b></p>	<p>2020-21 CSPR</p>	<p><u>Indicator:</u> 53% of eligible migratory OSY received services from the MEP (49% received instructional services and 8% received support services).</p> <p><u>Statement:</u> The percentage of migratory OSY served by the MEP needs to increase, especially the percentage receiving support services.</p>	<ul style="list-style-type: none"> <li>- Contract with agencies and community resources to provide social services for OSY.</li> <li>- Coordinate with trade/technical schools.</li> <li>- Provide online and in-person ESL opportunities for OSY residing in rural areas.</li> <li>- Coordinate services for OSY.</li> <li>- Create resource guides for services available for OSY.</li> </ul>	<ul style="list-style-type: none"> <li>- Advisors</li> <li>- HEP/CAMP</li> <li>- Interpretation/translation services</li> <li>- iSOSY materials</li> <li>- Liaisons</li> <li>- Local adult education programs</li> <li>- Local community resources</li> <li>- Local employers</li> <li>- Other MEP states with strong OSY programs</li> <li>- Parents</li> <li>- Technical/vocational schools</li> <li>- Transportation</li> </ul>
<p><b>3-4 We are concerned that too few migratory high school students and OSY are being served during the summer.</b></p>	<p>2020-21 CSPR</p>	<p><u>Indicator:</u> During summer 2021, 4% of migratory students in grades 9-12 received services as did 39% of migratory OSY.</p> <p><u>Statement:</u> The percentage of migratory students in grades 9-12 and OSY receiving services during the summer needs to increase.</p>	<ul style="list-style-type: none"> <li>- Provide life skills training for H2A workers (i.e., iSOSY lessons).</li> <li>- Coordinate/provide more vocational support (i.e., Job Corps).</li> <li>- Coordinate with agencies/companies to provide soft skills/job skills (i.e., Junior Achievement).</li> <li>- Provide a leadership camp at Western Iowa Tech (WIT) Community College.</li> <li>- Send students to leadership camps out-of-state (e.g., DC, Nebraska).</li> </ul>	<ul style="list-style-type: none"> <li>- CAMP projects</li> <li>- Certified and non-certified staff</li> <li>- Community colleges</li> <li>- Iowa Workforce Development (IWD)</li> <li>- Job Corps</li> <li>- Liaisons</li> <li>- Local employers</li> <li>- MEP staff</li> <li>- Parents</li> <li>- Proteus</li> <li>- Recruiters</li> <li>- School district staff</li> <li>- Summer HS credit opportunities</li> <li>- Supplies</li> <li>- Targeted plans</li> <li>- Transportation</li> </ul>

## GOAL 4.0: Non-Instructional Support Services

Concern Statement	Data Source	Need Indicator/Need Statement	Prioritized Solutions for the SDP	Resources/Experts/Staff
<p><b>4-1: We are concerned that migratory children, youth, and their families are not receiving adequate support services to address their basic needs (e.g., transportation, housing, language support, childcare, supplies).</b></p>	<p>2020-21 CSPR</p> <p>Parent NA Survey</p> <p>Staff NA Survey</p>	<p><u>Indicator:</u> 23% of migratory children and youth received MEP support services.</p> <p>46% of parents report a need for school supplies and 42% report a need for medical/dental/vision care (two highest ranked).</p> <p>64% of staff reported students need health services and 58% reported students need books/materials/ supplies.</p> <p><u>Statement:</u> The percentage of migratory children and youth receiving MEP support services needs to increase.</p>	<ul style="list-style-type: none"> <li>- Provide PD to LEAs about how to maximize federal program resources and investments to meet the basic needs of migratory children and youth.</li> <li>- Add student service provider position to project sites.</li> <li>- Provide meaningful/purposeful OSY bags and materials.</li> <li>- Parents as Teachers</li> <li>- Gather and provide a regional/district-level list of resources for families for basic needs (e. g., housing, transportation, nutrition).</li> <li>- Provide PD on allowable use of MEP funds.</li> <li>- Coordinate with other programs (e.g., Head Start, Title I, Homeless).</li> <li>- Provide support through social worker positions.</li> <li>- Use the “I do, we do, you do” model and the “Goldilocks” approach.</li> </ul>	<ul style="list-style-type: none"> <li>- Childcare</li> <li>- Community organizations</li> <li>- Facilitators</li> <li>- Liaisons</li> <li>- Materials and supplies</li> <li>- MEP state staff</li> <li>- PD trainers</li> <li>- Recruiters</li> <li>- Revised resources list</li> <li>- Service specialists</li> <li>- Snacks</li> <li>- Social workers</li> <li>- Translation/interpretation services</li> <li>- Transportation</li> <li>- Venues</li> </ul>
<p><b>4-2: We are concerned that staff who work with migratory children and youth need targeted professional development to support migratory children and youth and their families.</b></p>	<p>Staff NA Survey</p>	<p><u>Indicator:</u> 63% of staff reported a need for PD in reading/literacy strategies; 61% reported a need for training on strategies for serving ELs/diverse learners; and 48% of staff reported a need for PD on how to involve parents.</p> <p><u>Statement:</u> The percentage of staff receiving targeted PD from the MEP needs to increase.</p>	<ul style="list-style-type: none"> <li>- Provide opportunities for staff to network and share ideas.</li> <li>- Provide professional development on appropriate record-keeping and recording of services provided.</li> <li>- Provide MEP staff with definitions for, and examples of, non-instructional support services.</li> <li>- Provide PD on appropriate enrollment/ placement of students.</li> <li>- Provide school staff with trauma sensitive PD to help them handle secondary trauma and empathy-based training.</li> <li>- Provide MEP staff training to build their skills to support the educational and educationally related needs of migratory students.</li> </ul>	<ul style="list-style-type: none"> <li>- Cultural Humility Trainings (e.g., DHS, police department, school board, city hall)</li> <li>- Facilitators</li> <li>- Supplies and materials</li> <li>- Targeted plan</li> <li>- Trainers</li> <li>- Translation/interpretation services and devices</li> </ul>

Concern Statement	Data Source	Need Indicator/Need Statement	Prioritized Solutions for the SDP	Resources/Experts/Staff
<p><b>4-3: We are concerned that migratory families need resources and training to support their children in school (e.g., literacy, meetings, parent books, information about community resources, PAC meetings).</b></p>	<p>Parent NA Survey</p> <p>Staff NA Survey</p>	<p><u>Indicator:</u> 82% of staff reported a need for resources and training for parents to increase family literacy and 65% reported a need for accessing community resources.</p> <p>48% of parents reported a need for strategies to help their child with homework; 47% for strategies to help their child with reading/writing; and 43% for help with math.</p> <p><u>Statement:</u> The percentage of parents receiving resources and training from the MEP to support their children in school needs to increase.</p>	<ul style="list-style-type: none"> <li>- Provide school resources that match the home and culture of migratory students and their families.</li> <li>- Use marketing to tell positive stories about migratory children and their families.</li> <li>- Parents as Teachers training programs</li> <li>- Solicit legislative advocacy.</li> <li>- Coordinate with large companies to take social action.</li> <li>- Host family events.</li> <li>- Provide support for extra-curricular events.</li> <li>- Communicate/coordinate with other school programs.</li> </ul>	<ul style="list-style-type: none"> <li>- Books</li> <li>- Certified and non-certified staff</li> <li>- Childcare</li> <li>- Community health clinics</li> <li>- Community partners</li> <li>- Food banks</li> <li>- Instructional supplies</li> <li>- Interpretation/translation services/ devices</li> <li>- Local churches</li> <li>- Snacks</li> <li>- Trainers</li> <li>- Varied methods of delivery (e.g., social media, marketing experts, graphic designers)</li> <li>- Venues</li> </ul>
<p><b>4-4: We are concerned that migratory children, youth, and their families need resources and support to address their social-emotional wellness.</b></p>	<p>Expert NAC Opinion</p>	<p><u>Indicator:</u> The NAC expert opinion is that migratory children, youth, and families experience trauma because of their migratory lifestyle and the trauma causes a need for social-emotional support.</p> <p><u>Statement:</u> The social-emotional wellness of migratory children, youth, and their families' needs to be addressed by the MEP.</p>	<ul style="list-style-type: none"> <li>- Provide access to mental health services.</li> <li>- Provide access to non-traditional educational activities.</li> <li>- Coordinate support through DHS for cultural awareness.</li> <li>- Coordinate/provide family support for appropriate discipline techniques.</li> <li>- Provide access to successful adults who share similar stories.</li> <li>- Offer college access trainings (e.g., Latinos in Action).</li> <li>- Offer access to family recreational activities.</li> </ul>	<ul style="list-style-type: none"> <li>- Bilingual therapy providers</li> <li>- Continuing education</li> <li>- Food/snacks</li> <li>- MEP staff</li> <li>- SEL trainers</li> <li>- Space for therapy</li> <li>- Supplies and materials</li> <li>- Therapists</li> <li>- Venue</li> </ul>



## Summary and Next Steps

### Evidence-based Conclusions and Recommendations

Needs assessment data reflect a wide range of migratory student needs that help to inform decision makers tasked with planning and coordinating supplemental educational 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 students so that they are able to pass statewide standards-based exams. The data collected for this CNA indicate a need for direct instructional services in reading and math, and programs that directly support instruction including health services/referrals, technology-based instruction, and parent engagement and training opportunities. To support these conclusions, the following summary is presented on the needs of migratory students in Iowa.

	High mobility is a factor related to school failure. More than one-third of Iowa's migratory children/youth (34%) had a qualifying move during the previous performance period.
<b>Reading and Math Needs</b>	Results from 2020-21 ISASP ELA and Math Assessments show that Iowa's migratory students have a need for intensive supplemental reading and math instruction to bring them up to grade level. There are large gaps between migratory and non-migratory students in both ELA and math. Based on CNA data, statewide priority should concentrate on direct supplemental instructional services for migratory students to help them improve their reading and math skills. The MEP should place emphasis on intensive reading and math instructional programs during the regular school year and the summer months to build student proficiency in these two areas.
<b>English Language Development Needs</b>	Almost half (47%) of Iowa's migratory students ages 3-21 are ELs. This demonstrates the need for increased coordination with Title I Part A and Title III to provide intensive English as a Second Language (ESL) instruction to ensure that migratory ELs have the language skills to be successful in school.
<b>Preschooler Needs</b>	Only 14% of migratory preschool children received MEP instructional services showing a need for the Iowa MEP to increase services for those children not served by another program. Additionally, NAC expert opinion was that more migratory preschool children need access to MEP or non-MEP-funded preschool programming.
<b>Support Services Needs</b>	Only 23% of all eligible migratory children/youth received support services during 2020-21. Nearly all migratory children/youth were in need of social work, health and dental services, outreach or advocacy during the year. Support services should be provided to more migratory children during the regular year and summer to ensure that barriers to school success are eliminated for migratory students.
<b>Secondary Student Needs</b>	On student needs assessment surveys, the largest percentage of students responding reported a need for help with completing missing homework/ assignments. This was followed by needs for math and writing instruction and improving English language skills, and help with college preparation, among others. Students need the opportunity to accrue credit and skills to increase their chances of graduating from high school. Additionally, services (including enrichment and instruction) to enhance secondary student attitudes about school, school attendance, college and career awareness, technology literacy, leadership, goal setting, and self-advocacy should be provided.

<b>Professional Development Needs</b>	There is a continuing need to build the capacity of MEP staff to serve the academic needs of students in Iowa. Staff surveyed expressed professional development needs addressing strategies for reading and literacy, serving ELs/diverse learners, involving migratory parents, mathematics, and curriculum and instruction.
<b>Parent/Family Needs</b>	The majority of migratory parents responding to needs assessment surveys reported needs for helping their children with homework and with helping their child with reading/writing at home and helping their child with math. This indicates a strong need to provide training and support to parents to help them be more prepared to support their children’s learning at home.

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

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As part of the MEP Continuous Improvement Cycle, the next step for the Iowa MEP is to use the information contained in this CNA report to inform the comprehensive State service delivery planning process. The State has begun planning for this activity to begin during 2023-24 – a process that will be guided by the MEP SDP Toolkit (2018). The Iowa plan for the delivery of services to meet the unique educational needs of its migratory students will serve as the basis for the use of all MEP funds in the State. This plan will be included as part of the Iowa MEP SDP which will articulate a clear vision of:

- performance goals and targets, especially as they relate to the provision of services for PFS 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;
- plans for technical assistance, professional development, parent involvement, and identification and recruitment; and
- how to evaluate whether and to what degree the program is effective.

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

1. **Performance Targets.** The plan will specify the performance targets that the State has adopted for all migratory children for ELA, mathematics, high school graduation/the number of school dropouts, school readiness (if adopted by the SEA), and any other performance target that the State has identified for migratory children. [34 CFR 200.83(a)(1)]
2. **Needs Assessment.** The SDP will include identification and an assessment of: (1) the unique educational needs of migratory children that result from the children’s mobility; and (2) other needs of migratory children that must be met for them to participate effectively in school as documented in this CNA. [34 CFR 200.83(a)(2)]
3. **Measurable Program Outcomes.** The SDP will include the MPOs that the MEP will produce statewide through specific educational or educationally related services [Section 1306(a)(1)(D)]. MPOs allow the MEP to determine whether and to what degree the program has met the special educational needs of migratory children that were identified through the CNA. The MPOs also help achieve the State’s performance targets.

4. *Service Delivery Strategies.* The SDP will describe the State's strategies for achieving the performance targets and MPOs. The State's service delivery strategies will address: (1) the unique educational needs of migratory children that result from the children's mobility, and (2) other needs of migratory children that must be met in order for them to participate effectively in school. [34 CFR 200.83(a)(3)]
5. *Evaluation.* The SDP will describe how the State will evaluate whether and to what degree the MEP is effective in relation to the performance targets and MPOs. [34 CFR 200.83(a)(4)]

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

- *Migratory Children Identified to Receive PFS.* A description of the State's process for identifying those migratory children most in need of services, including the criteria Iowa has established for prioritizing these students for services that builds on the ESSA definition: children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school.
- *Identification and Recruitment Plan.* A description of the State's plan for ID&R activities and its quality control procedures.
- *Parent Involvement Plan.* A description of IDE's consultation with the State PAC and whether the consultation occurred in a format and language that the parents understand as well as the strategies the State will implement to ensure that parents of migratory children are involved in the education of their children.
- *Exchange of Student Records.* A description of how the MEP will review policies and procedures for sending and receiving records for migratory children through inter/intrastate transfer, MSIX policies and procedures, strategies for providing training and information on MSIX, and ways MIS2000 can assist with record transfer.
- *Implementation and Accountability in Local Programs.* A description of the ways the MEP will communicate with local programs to keep them informed about the SDP and to solicit feedback; a technical assistance plan to build the capacity of districts to plan and implement their programs so they are aligned with the SDP; strategies for ensuring that the local sub-granting process requires applicants to implement the SDP; and a plan for local monitoring, including specific indicators for which LOAs will be held accountable.
- *SDP Update Plan.* A description of the State's provisions responsive to OME's guidance for updates whenever the State: 1) updates the CNA; 2) changes the State performance targets and/or MPOs; 3) significantly changes the services that the MEP will provide statewide; or 4) significantly changes the evaluation design.

In response to the requirements put forth by OME, the Iowa MEP 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 Iowa in its State performance targets; and 3) use evaluation data to change/modify MEP services and the evaluation design to reflect changes in needs.