



NEBRASKA MIGRANT EDUCATION PROGRAM



DISTRICT LOCAL PROJECT NEEDS ASSESSMENT GUIDE – INSTRUCTIONS

- ❖ To access the majority of student data for the Comprehensive Needs Assessment (CNA), run a “Student Summary Report” from MIS2000 with the dates and schoolyear you would like to access.

Step 1: Program Demographics

- Complete the migrant student charts with the number of eligible migrant children from the previous schoolyear. Often, projects will use the data from two years ago in order to have a complete picture of an entire year. Disaggregate the student numbers into Priority for Service and At-Risk in the first chart and by schools in the second.

Program Demographics				School Demographics			
Enrollment Year: ____	# Migrant Students	# Priority for Service Students	# At-Risk Students	Enrollment Year: ____	# Migrant Students	# Priority for Service Students	# At-Risk Students
3-5 yr. olds				Pre-K Programs			
PK				list schools			
K							
1							
2				Total PK	0	0	0
3				Elementary			
4				list schools			
5							
6							
7							
8							
9							
10				Total Elem	0	0	0
11				Middle/J High			
12				list schools			
OSY							
TOTAL ALL	0	0	0				
				Total Mid/JH	0	0	0
				High School			

Step 2: Needs Assessment Data Tables

- ❖ To complete the charts, utilize the data you submitted on [Evaluation Toolkit](#) Forms 5, 6, & 7.

- School Readiness: If students attended a MEP-funded preschool either include the GOLD assessment results in Literacy and Mathematics or the

1. School Readiness							
Complete the chart below if you provided MEP-funded preschool							
PRESCHOOL ASSESSMENT:							
AREAS ASSESSED <i>list below</i>	Migrant (ALL)		Migrant (Non-PFS)		PFS Migrant		Service Priority
	# Students Tested	# Students Proficient or 20% growth	# Students Tested	# Students Proficient or 20% growth	# Students Tested	# Students Proficient or 20% growth	
LITERACY							
MATH							
TOTALS	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	

Nebraska Migrant Preschool Assessment (NePAT) data. If you need access to GOLD results, please contact Lindsay Ickes. If preschool services were not a strategy you implemented, leave the chart blank.

- b. Reading/Writing/Mathematics: If you provided supplemental instructional services such as tutoring, after-school programs, summer school programs, etc., provide the student pre/post assessment data in the chart-disaggregated by PFS and Non-PFS. Also include the name of the Assessment used. *If K-8 instructional services were not a strategy you implemented, leave the chart blank.*

2. Reading/Writing/Mathematics							
Complete the chart below if you provided MEP-funded supplemental instructional services (tutoring, summer school, expanded learning, etc)- Goal= 60% of students proficient/show growth							
ASSESSMENT:							
AREAS ASSESSED <i>list below</i>	Migrant (ALL)		Migrant (Non-PFS)		PFS Migrant		Service Priority
	# Students Tested	# Students Proficient or 20% growth	# Students Tested	# Students Proficient or 20% growth	# Students Tested	# Students Proficient or 20% growth	
TOTALS	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	

- c. NeSA Reading & Math: The data provided in the charts are the final *statewide* results of the 2014-15 schoolyear and are disaggregated by all-migrant, PFS, and Non-PFS migrant. If you have access to your specific project NeSA data, replace the contents in the chart.
- d. Graduation/Dropout: The data provided in the charts are the final *statewide* results of the 2014-15 schoolyear and are disaggregated by all-migrant, PFS, and Non-PFS migrant. If you have access to your specific project graduation/dropout data, replace the contents in the chart.
- e. OSY Gains on GOSOSY Mini-lessons: If you provided instructional services to Out of School Youth (OSY), please indicate the results in the chart. *This data would be the same that you submitted through the evaluation process.*

Complete the chart below if you provided OSY instruction using GOSOSY materials- State Goal=show 20% growth					
OSY Gains on GOSOSY Mini-Lessons					
	Migrant (ALL)	Migrant (Non PFS)	PFS Migrant	Service Priority	
Number of OSY with Pre/Post Scores					
Number of OSY Gaining 20% on mini lessons					

- f. Please select any areas of concern by indicating (x) in the Service Priority boxes for each chart.

Service Priority

Step 3: Services Provided

- Using the "Student Summary Report" from MIS2000, complete the chart outlining the instructional and support services you provided during the previous year. The chart is broken into age/grade groups so you can differentiate the types of services provided for specific migrant children groups. The PFS and At-Risk columns are a duplicative count and will not be included in your totals.
- Please indicate the year of data you are summarizing as well as the areas that will be a service priority area.

_____ (year) Services Provided												
Instructional and Support Services												
Instructional Services	Number of Migrant Youth Served										Priority Area (✓)	
	3-5 years	PK	K-2	3-6	7-12	PFS	At-Risk	other RE	OSY	Total		
HS Credit Accrual											0	
ESL Instruction											0	
Extended Day/Wk Program												
GED											0	
Prevention/ED Health											0	
Math											0	
Pre-GED											0	
Preschool											0	
Reading/LA											0	
Science											0	
Social Studies											0	
Totals	0	0	0	0	0	0	0	0	0	0		

Step 4: CNA Survey Results

- This tab is a place for you to summarize your **CNA** surveys completed by parents, staff, and students. The **CNA** surveys are found in the [CNA toolkit](#) and should be administered to parents, staff, and students as part of your CNA process.

LOCAL PROJECT NEEDS ASSESSMENT GUIDE				
CNA Survey Results Parent Needs Assessment Survey Responses 15-16	Total # Parents Surveyed	# Parents of PK students	# Parents of K-6 students	# Parents of 7-12 students
	Supplementary/Instructional Services	# parents selected	Low Need	High Need
reading/literacy help				
mathematics help				
summer programs				
pre-school programs				
instructional technology				
English language services				
HS credit programs				
drop-out prevention services				
programs for OSY				
graduation/career activities				
GED				
Information about the NE Education system & requirements				
other: _____				

Step 5: Planning your Service Delivery Plan; Program Improving Charts

- These charts are designed to help you summarize your findings through the CNA process and connect those results as your design your Service Delivery Plan. The charts are broken into the three target areas; School Readiness, Reading/Writing/Math, and Graduation/Services to OSY.
- In each chart, you will see the State Performance Target, CNA Concern Statement, Data Summary, and Need Statement. These were all developed through the Statewide CNA Process.

State Performance Target: In 2016-17, 90% of all students will graduate from high school.
Concern Statement: We are concerned that as a result of migrancy, migrant secondary students, especially English learners/PFS students, have a lack of information about credits, grades, and academic accomplishments and lack of access to instructional/support services resulting in a lower graduation rate than their peers.
Data Summary: The migrant student graduation rate for 2014-15 was 74% (61% for PFS students) compared to the 90% State Performance Target, and 89% for non-migrant students.
Need Statement: The migrant student graduation rate needs to increase by 15% (28% for PFS students) to eliminate the gap between migrant and non-migrant students, and by 16% (29% for PFS students) to meet the State Performance Target.

- Within each target area, the chart includes the Need Category, Desired State, Current State, Need Statement, Strategies to Implement, and Measurable Program Outcomes (MPOs). You should use your data and findings from the local CNA to complete the chart.

Need Category	Desired State (what should be)	Current State (what is)	Need Statement (what is the gap?)	Strategies to Implement (how will you fill the gap?)	Measurable Program Outcomes (how effective are the strategies?)
Supplemental Educational Services				1-1 Provide migrant preschool children (ages 3-5) with high-quality supplemental instructional services (e.g., preschool programs, in-home preschool services, extended year preschool programs, summer programs) to increase their school readiness skills.	MPO 1.1a During 2016-17 and each year thereafter, 38% of eligible 3-5 year old migrant children (5% increase over the 2014-15 baseline) will participate in preschool programming to increase school readiness skills.
				1-2 Implement a statewide MEP pre/post preschool assessment tool for migrant children participating in short-term or non-school-based, MEP-funded school readiness supplemental instructional services.	MPO 1.1b During 2016-17 and each year thereafter, 75% of 3-5 year old migrant children participating in MEP-sponsored preschool instruction, will score proficient or show a 5% increase on the Teaching Strategies GOLD or the Statewide MEP Preschool Assessment Tool.

- Desired State: This is what *should* be; for example, Nebraska has a 90% graduation rate so migrant students *should* have a 90% graduation rate.
- Current State: This is where you enter your specific data; for example, migrant students in your project have a 73% graduation rate.
- Need Statement: In this box, you describe the gap between the desired and current states. For example; the graduation rate gap between Non-migrant students and migrant students is 17%. There is a need for instructional support such as credit accrual programs and afterschool tutoring to help high school students meet graduation requirements.

- d. Strategies to Implement: This column lists the migrant strategies that were developed by the state Service Delivery Plan committee. These are the same strategies that you will select in the application in the Grants Management System. Please highlight the strategies you plan to implement based on the needs of your program. *Note: There is no requirement for minimum number of selected strategies.*
- e. Measurable Program Outcomes: You determine the effectiveness of the strategies that you implement through Measurable Program Outcomes (MPOs). For each strategy you select, you will be required to complete the corresponding data component to determine if you meet that MPO. *For more information on MPOs and data components, see the [Evaluation Toolkit](#).*

❖ **Please send your completed CNA to Lindsay Ickes Lindsay.ickes@nebraska.gov upon completion. The application in the Grants Management System (GMS) will not be approved until your CNA is reviewed.**