TITLE I PART C

Education of Migratory Children

TOOLKIT

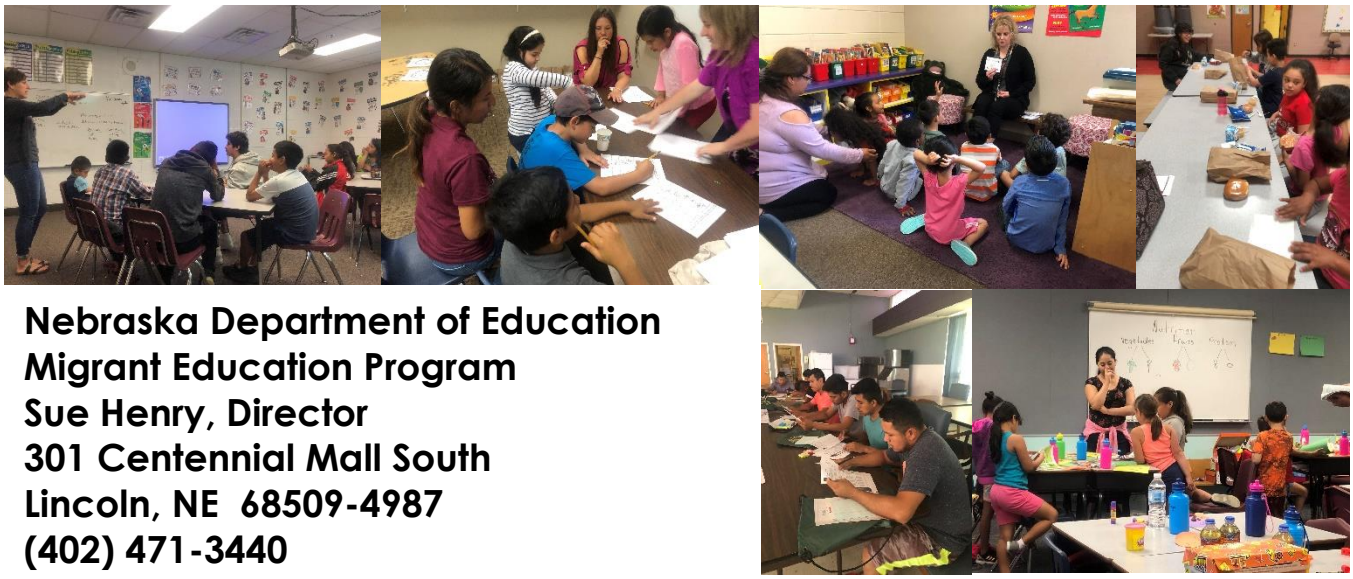
Conducting a Local Migrant Education Program Needs Assessment 2020

MISSION

To help migratory children and youth meet high academic challenges by overcoming the obstacles created by frequent moves, educational disruption, cultural and language differences, and health-related problems.

GOALS

Ensure that all migratory students reach challenging academic standards and graduate with a high school diploma (or complete a HSED) that prepares them for responsible citizenship, further learning, and productive employment.



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GLOSSARY of ACRONYMS

CNA	**Comprehensive Needs Assessment**
COE	**Certificate of Eligibility**
ELA	**English Language Arts**
ESEA	**Elementary and Secondary Education Act of 1965**
NDE	**Nebraska Department of Education**
LCC	**Local CNA Committee**
LEA	**Local Education Agency**
MEP	**Migrant Education Program**
OME	**Office of Migrant Education**
PAC	**Parent Advisory Council**
PFS	**Priority for Service**
OSY	**Out-of-School Youth**
SDP	**Service Delivery Plan**
SEA	**State Education Agency (Refers to the NDE)**

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Nebraska Local MEP Comprehensive Needs Assessment (CNA) Toolkit

1 What is the Purpose of the CNA Toolkit and who is the Audience?

The CNA Toolkit supports a process for collecting, examining, and analyzing data on migrant student needs that encourages a thorough review of the entire statewide Migrant Education Program (MEP).

- The process engages MEP staff, parents, and community members and creates readiness for change by establishing broad-based involvement to shape the MEP. Developing critical areas of focus for the program ensures that programming efforts are directed at the most needed and most effective services for migrant students.
- A needs assessment that is completed within the particular conditions and settings of Nebraska leads to actions responsive to the various stakeholders within the State.
- The CNA process provides a rational decision-making process for determining how funds are allocated. The CNA helps to clarify the areas of critical need, both for students identified as having Priority for Services (PFS) within goal areas, making it easier to sub-allocate funds properly.

The purpose of the CNA is to serve as a decision-making tool for making State migrant policy decisions and local program and services decisions. It benefits not only NDE administrators, but also district staff that are able to target services more closely to the needs of their migrant students. Most importantly, it directly benefits migrant students and their families. While the CNA should focus on the policy and program levels, a well-conducted CNA can lead to solutions that will directly benefit the instructional and supportive services needs of migratory children and youth.

This CNA Toolkit was designed for local education agency (LEA) staff with responsibilities for making decisions about which students to target for which migrant programs and services. It provides advice to stakeholders about how to conduct the local CNA, how to analyze the data, and how to use the results to plan services. Key to the process is making the connection between the local CNA and the local Service Delivery Plan (SDP).

As changes are made to the Nebraska MEP CNA and SDP, they will be posted on the NDE website.

2 What is a CNA?

A comprehensive needs assessment is a systematic assessment and decision-making process that progresses through a defined series of phases to determine needs, examine their nature and causes, and set priorities for future action. A needs assessment focuses on the outcomes to be achieved, rather than the means or process. For example, graduation is an outcome, whereas the preparation of a graduation plan is a means to achieving an outcome. The *CNA Toolkit* (2018) produced by the U.S. Department of Education, Office of Migrant Education provides further resources and guidance for assessing the needs of migrant students. Specifically, a needs assessment:

- Gathers data by means of established procedures and methods that are thoughtfully
  selected to fit the purposes and context of the needs assessment;
- Sets criteria for determining how best to allocate available funds, staff, and resources;
- Sets priorities and determines criteria for solutions so that planners and managers can
  make sound decisions; and
- Leads to action that will improve programs, services, organizational structure and operations, or a combination of these factors.

According to the Guidance provided by the Office of Migrant Education (OME), a needs assessment is *comprehensive* as long as it reflects the factors below.

- Includes both needs identification and the assessment of potential solutions;
- Addresses all relevant performance targets established for migrant children (e.g., proficiency in reading and math, H.S. graduation, reduction in the dropout rate, and any other program goal set for migrant children by the State, including school readiness)
- Identifies the needs of migrant children at a level that is useful for program design;
- Is conducted on a statewide basis, collecting data from appropriate target groups (e.g., parents, teachers, administrators) and examines need data disaggregated by key subgroups.

The CNA should be used as a tool for decision making that will impact the operation of the MEP at all levels. It will allow administrators and program planners to target services to meet the needs of migrant children. The CNA process should involve broad-based representation (e.g., staff, parents, community members) in a participatory process to ensure that the unique needs of migrant students are identified. It should provide quantitative and qualitative data to guide programming and policy decisions. Upon completion of the CNA process, a summary is included in a final CNA report that forms an action plan with educational strategies that inform the MEP Service Delivery Plan (SDP).

3 What are the Legal Requirements for the CNA?

The Elementary and Secondary Education Act (ESEA), as amended by ESSA, March 2017, is the statute that authorizes the Migrant Education Program (MEP) through **Title I, Part C**. This statute requires states to conduct a Comprehensive Needs Assessment (CNA). 1306(a) of the ESEA requires that a State that receives MEP funds ensure that both the State and its funded local education agencies (LEAs) address the unique educational needs of migratory children in accordance with:

- A plan that provides that migratory children will have an opportunity to meet the same challenging State academic content standards and academic achievement standards that all children are expected to meet Section 1306 (a)(1)(C).

- A State application for funds that includes a description of the State's priorities for the use of funds and how those priorities connect with the needs assessment, (ESEA, Section 1304 (b)(4).

- How the State will determine the amounts of sub-grants to be awarded to local education agencies operating MEPs Section 1304(b)(5).

- How the State identifies and assesses "*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 Section 1304 (b)(1)(A, B, C, D).

The State CNA must be current (i.e., not more than three years old) and guide the overall design of the MEP on a statewide basis. It also must help LEAs and the State prioritize the needs of migrant children.

In Nebraska, the SEA requires that LEAs design a local CNA that assesses the needs of migrant children and youth that are served locally in accordance with the goals of the State CNA. This local CNA must occur prior to funding, and annually thereafter, in preparation for a new program year. The local needs assessment helps the LEA determine migrant student needs and develop a plan for delivering appropriate services based on students' identified needs. This information is summarized in the MEP application for funds. Information on who participates in the local CNA, when it is conducted, and the steps in conducting the local CNA are found in the next two chapters of this Toolkit.

4 Who Participates in the Local CNA and When is it Conducted?

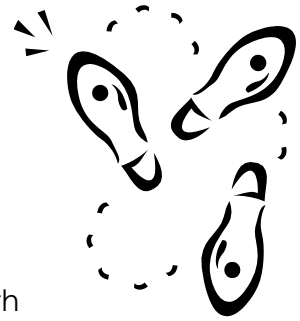
All local MEPs must participate in the CNA process. It is the responsibility of the State to ensure that its funded LEAs identify and address the unique educational needs of migratory children in the district or region in accordance with the State service delivery plan that specifies measurable program goals and outcomes. Ideally, the LEA should ensure that the local CNA:

- Involves district/school staff and MEP staff in the development as well as migrant parents, community members, and other stakeholders in conducting the local CNA;
- Provides a rationale for the decision making process to determine needs;
- Ensures that the unique needs of migrant students are identified using quantitative and qualitative information to guide programming and policy decisions;
- Develops key areas of focus based on the needs to ensure that local programs and services are directed at the most needed and most effective services for migrant students in the district; and
- Identifies areas of need for migrant students, first with those who have Priority for Services (PFS) and with respect to program goals to help ensure that MEP funds are properly used.

A general timeline will help you reflect on the activities of the local needs assessment, who will be responsible to accomplish these tasks, and how long each task will take to complete. The timeline below provides general information on key CNA tasks and the season in which they typically are conducted. A template for the local site timeline for use in planning along with one that contains more detailed dates is included in the *CNA Tools* section of this Toolkit (Tools 1-6).

FALL	WINTER	SPRING	FALL
The district determines who participates on the local CNA Committee (LCC).	The LCC meets to review the needs assessment tools, timelines, and activities. The tools are revised, sent to staff, parents, etc. and the surveys collected.	District and MEP staff analyze and summarize survey data and prepare a local MEP profile. Need indicators are listed along with possible evidence-based solution strategies to close the migrant/non-migrant achievement gap.	MEP services are implemented to meet identified needs. Strategies are in place to close the migrant/ non-migrant achievement gap.

5 What are the Steps in Conducting the Local CNA?



Step 1 – Conduct Preliminary Work

- Develop a plan for conducting the local CNA in collaboration with district/school/ region decision makers and parents to develop a plan and a general timeline
- Identify who will assist in data collection, what tools you will use, to whom they will be administered, and who is responsible for sending them out and collecting them
- Prepare and administer surveys (parent, staff, and older migrant students/out-of-school youth)

Step 2 – Gather, Analyze, and Summarize Data

- Identify any data that already exists related to the needs of migrant children and youth
- Summarize needs assessment survey results
- Disaggregate achievement/outcome data by migrant/non-migrant students, migrant students with Priority for Services (PFS); and by content areas and grade levels/clusters
- Prepare a data profile of migrant students
- Identify data-supported need indicators

Step 3 – Make Migrant Education Program/Services Decisions

- Review and determine the connection between each identified need and possible evidence-based solutions/strategies
- Prioritize the solutions/strategies focusing on closing educational gaps

Use the results of the local CNA to DESIGN, IMPLEMENT, and EVALUATE services to meet the needs of migrant children and youth!

6 What Tools are Needed to Conduct a Local CNA?

Tools are needed for all steps of the local MEP CNA: the preliminary work; gathering, analyzing, and summarizing needs assessment data; and making data-driven decisions about appropriate programs and services to meet the identified needs of migrant students. The tools described below are found in the Appendix.

Tools for Step 1 – Conduct Preliminary Work

- 1-1: MEP CNA Planning Checklist
- 1-2: Parent Survey
- 1-3: Staff Survey
- 1-4: High School Student/OSY Survey
- 1-5: Sample Focus Group Interview Questions (OPTIONAL)
- 1-6 Sample Timeline and Template for Conducting the Local CNA

Tools for Step 2 – Gather, Analyze, and Summarize Data

- 2-1: CNA Data Checklist
- 2-2: CNA Data Summary Sheet
- 2-3: Sample Data Table Frames
- 2-4: Data Profile Form
- 2-5: Need Indicator Form

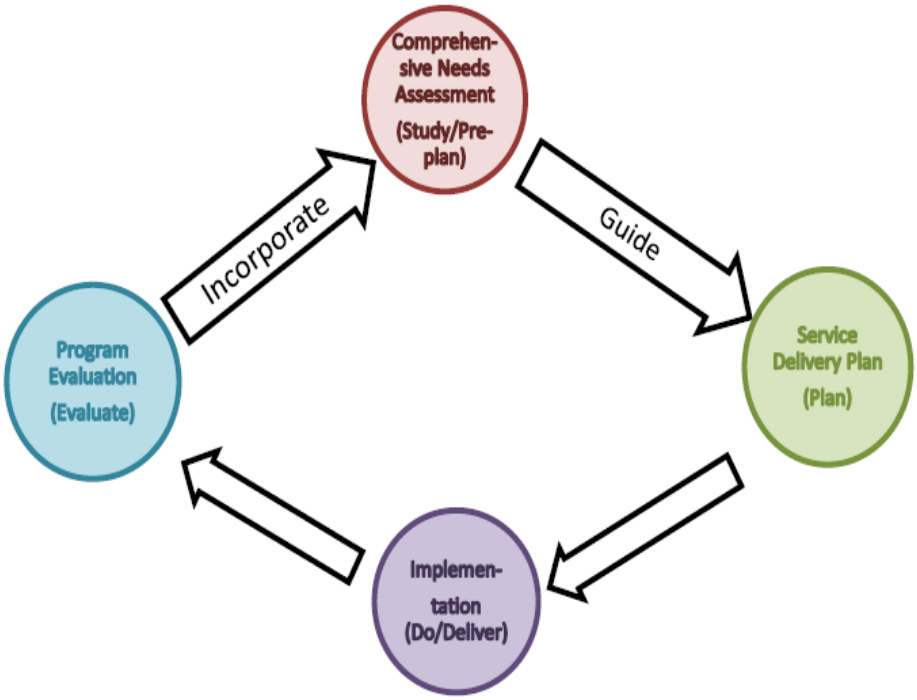
Tools for Step 3 – Make Migrant Program/Services Decisions

- 3-1: Need-Solution-Priority Matrix
- 3-2: List of Nebraska's MEP MPOs and Solution Strategies (2020-21 school year)
- 3-3: Data/MPO/Program Improvement Chart (2020-21 school year)

7 How Do You Use the CNA Results?

In order to improve services and programs to meet the needs of migrant students, especially those identified as having Priority for Service (PFS), the results of the CNA should be used as part of the Continuous Improvement Cycle as illustrated in the *CNA Toolkit* produced by the U.S. Department of Education, Office of Migrant Education (2018).

The results can be used to inform the MEP application, design the kinds of activities that were contained in the MEP application, and determine how to improve services. In the Continuous Improvement Cycle graphic below, you see how **CNA** planning (Study/Pre-plan Phase) guides the services delivered in the **SDP** Planning Phase, which then are delivered during the **Implementation** Phase, and finally evaluated during the **Program Evaluation** Phase.



The needs assessment results can be used to help inform the Action Planning Chart found in the Appendix (Tool 3-3) as well as guide local decision makers who work with staff and parents to develop materials and resources to support migrant students' academic instruction as well as the delivery of supportive services.

Especially if you have limited resources, you can use the Need-Solution-Priority Matrix found in the Appendix (Too1 3-1) to prioritize what services are delivered and how. As stated previously, the CNA results should serve as the foundation for all your decisions about services, resource allocation, and staff and parent development.

8 What are Key CNA Resources?

1. ***Nebraska Migrant Education Program Comprehensive Needs Assessment Final Report***. (July 2, 2018). Lincoln, NE: Nebraska Department of Education.

2. ***Migrant Education Comprehensive Needs Assessment Toolkit: A Tool for State Migrant Directors***. (Summer, 2018). Washington, DC: U.S. Department of Education, Office of Migrant Education.

3. ***Non-Regulatory Guidance for the Education of Migratory Children Under Title I, Part C of the Elementary and Secondary Education Act of 1965***. (October, 2012). Washington, DC: U.S. Department of Education, Office of Migrant Education. Guidance specific to the CNA is found on pages 55-61.

Appendix: Tools

Tools for Step 1 – Conduct Preliminary Work

1-1: MEP CNA Planning Checklist
1-2: Parent Survey (English and Spanish)
1-3: Staff Survey
1-4: High School Student/OSY Survey
1-5: Sample Focus Group Interview Questions (OPTIONAL)
1-6: Timeline Sample and Template for Conducting the Local CNA

Tools for Step 2 – Gather, Analyze, and Summarize Data

2-1: CNA Data Checklist
2-2: CNA Data Summary Sheet
2-3: Sample Needs Assessment Data Table Frames
2-4: Data Profile Form

Tools for Step 3 – Make Migrant Program/Services Decisions

3-1: Need-Solution-Priority Matrix
3-2: List of Nebraska's MEP MPOs and Solution Strategies (2020-21 school year)
3-3: Data/MPOs/Program Improvement Chart (2020-21 school year)

TOOL 1-1 NEBRASKA MEP LOCAL CNA PLANNING CHECKLIST

Members of the local CNA Committee (LCC) and Role:

_____	Chairperson
_____	Parent/PAC Representative
_____	District Representative
_____	MEP Representative
_____	_____
_____	_____
_____	_____
_____	_____

TIPS for Smaller Districts

- Combine roles (e.g., MEP coordinator also may be instructional staff)
- Adjust survey to contain fewer questions
- Rather than administering a survey, consider face-to-face focus groups or interviews (see Tool 1-5)

Planning/Implementation Checklist

1.__ Approval to begin the CNA process is received from all appropriate levels

2.__ Everyone is clear about their roles and responsibilities in the CNA process

3.__ A calendar is in place that contains meeting dates and important timelines

4.__ Dates and people responsible to monitor activities and procedures are in place

5.__ Parent survey is adapted and sent out

6.__ Staff survey is adapted and sent out

7.__ Secondary student/OSY survey is adapted and sent out

8.__ Survey results are compiled and analyzed

9.__ Existing achievement and outcome data are reviewed and analyzed, disaggregated by migrant/non-migrant, content areas, grade levels/clusters, and migrant students with PFS

10.__Data profile of migrant students is prepared

11.__Data-supported need indicators are identified and listed

12.__Needs/evidence-based solutions/strategies chart is completed

13.__Solutions and strategies are identified to close the educational gaps between migrant and non-migrant students

TOOL 1-2A MIGRANT EDUCATION PROGRAM PARENT NEEDS ASSESSMENT SURVEY

Directions: In each area below, please put an "X" by the top three (3) items that you feel will benefit your children MOST to help them be more successful in school.

1. ***SUPPLEMENTARY INSTRUCTIONAL SERVICES*** *(Mark THREE)*

☐ more reading/literacy help	☐ English language services	☐ General diploma (GED)
☐ more mathematics help	☐ H.S. credit programs	☐
☐ summer programs	☐ drop-out prevention programs	☐
☐ pre-school programs	☐ Programs for out-of-school youth	☐ Information about the Nebraska education system & requirements
☐ instructional technology	☐ graduation/career activities	☐ other_____

2. ***SUPPORT SERVICES*** *(Mark THREE)*

☐ interpreting/translating	☐ parenting education	☐ information for out-of-school youth
☐ locating resources	☐ counseling for students	☐ career/postsecondary information
☐ books/materials/supplies	☐ health referrals (medical/dental/vision)	☐ information on 0-4 yr. old services
☐ transportation	☐ referrals to community agencies	☐ other_____
☐ mentoring for my child	☐ Information on how to help my child in reading and math	

3. *What **TOPICS** would you recommend for greater **PARENT INVOLVEMENT** to help you support your children's learning? (Mark THREE)*

☐ promoting H.S. graduation	☐ school safety (drug/gang awareness)	☐ ways to help with reading & math
☐ Info on options after H.S.	☐ increasing family literacy	☐ young child school readiness
☐ helping with homework	☐ finding community resources	☐ services for binational migrant students
☐ health/nutrition in the home	☐ parent rights/school policies	☐ other_____

COMMENTS:

TOOL 1-2B PROGRAMA DE EDUCACIÓN MIGRANTE ENCUESTA PARA LOS PADRES

Instrucciones: En cada área a continuación, identifique con "X" los tres (3) elementos que más beneficiarán a sus hijos a tener éxito en la escuela.

1. ***SERVICIOS EDUCATIVOS SUPLEMENTALES*** *(Marque TRES)*

☐ más ayuda con la lectura y escritura	☐ clases de inglés	☐ programas de GED
☐ más ayuda con matemáticas	☐ programas para crédito de High School	☐ información sobre el sistema educativo y requisitos en el estado de Nebraska
☐ programas de verano	☐ programas para prevenir la deserción de la escuela	
☐ programas preescolares	☐ Programas para jóvenes que no asisten a la escuela	
☐ tecnología	☐ actividades de graduación/carrera	☐ otros_____

2. ***SERVICIOS DE APOYO*** *(Marque TRES)*

☐ traducción/interpretación	☐ educación sobre la crianza de niños	☐ información para jóvenes que no asisten a la escuela
☐ identificar recursos	☐ consejería para estudiantes	☐ información sobre carreras y universidades
☐ libros y materiales	☐ referencia de salud (médica/dental/vista)	☐ información sobre servicios para niños menores de 5 años
☐ transporte	☐ referencia a servicios comunitarios	☐ otros_____
☐ un mentor para mi hijo(a)	☐ Información sobre como ayudar a mi hijo(a) en lectura y matemáticas	

3. *¿Cuáles **TEMAS** recomiende usted para incrementar la **PARTICIPACIÓN DE PADRES** para asistirle en apoyar al aprendizaje de sus niños? (Marque TRES)*

☐ promover la graduación de la high school	☐ seguridad en la escuela (conciencia sobre las drogas y pandillas)	☐ como ayudar a sus hijos con la lectura y matemáticas
☐ información sobre opciones después de H.S.	☐ incrementar la alfabetización de la familia	☐ preparación escolar para niños pre-escolres
☐ ayudando con la tarea	☐ como identificar recursos comunitarios	☐ Servicios para estudiantes binacionales
☐ nutrición y salud en casa	☐ derechos de padres/políticas de las escuelas	☐ otros_____

COMENTARIOS:

TOOL 1-3 NEBRASKA MIGRANT EDUCATION PROGRAM STAFF NEEDS ASSESSMENT SURVEY

Check all that apply

School_____ Grade_____

□ Migrant, ESL, Title I Teacher
□ Paraprofessional/tutor
□ Classroom Teacher
□ MEP Non-instructional Staff
□ Principal
□ Other_____

"I know enough about the Migrant Education Program to answer these questions with confidence."

4= Totally true ☐ 3= Mostly true ☐ 2= Hardly true ☐ 1= Untrue*

***(NOTE: If you check "1", do not complete the survey)**

Directions: Please check ☑ the areas that you have found through observation or reviewing data that are needed MOST to help **migrant children** succeed in school.

1. **What Supplementary INSTRUCTIONAL SERVICES are needed most?** *(Check all that apply)*

☐ Reading	☐ Pre-kindergarten	☐ Extended-day tutoring
☐ Mathematics	☐ Out-of-school youth	☐ In-school tutoring
☐ Other content:	☐ PASS or other H.S.	☐ Summer school services

2. **What Supplementary SUPPORT SERVICES are needed most?** *(Check all that apply)*

☐ Books/materials/supplies	☐ Health services-	☐ Nutrition services
☐ Clothing referrals	☐ Counseling for H.S. students	☐ Locating community resources
☐ Transportation	☐ Post H.S./Career counseling	☐ Out-of-school youth services

3. **What topics would you recommend for PROFESSIONAL DEVELOPMENT to increase educators' capacity to meet the needs of migrant students?** *(Check all that apply)*

☐ Program planning	☐ Identification & recruitment	☐ Involving migrant parents
☐ Program evaluation	☐ Health/medical/dental	☐ Supplemental ESL strategies
☐ Student assessment	☐ Reading/literacy strategies	☐ Other_____
☐ Curriculum & instruction	☐ Mathematics strategies	☐ Other_____

4. **What topics would you recommend for MIGRANT PARENTS to help support their children's education/achievement?** *(Check all that apply)*

☐ Postsecondary, career, workforce	☐ Increasing family literacy	☐ Keeping your child safe
☐ Helping with homework	☐ Identifying community	☐ Other_____

5. **What other ideas do you have to IMPROVE SERVICES to migrant students in Nebraska?**

TOOL 1-4A NEBRASKA MIGRANT EDUCATION PROGRAM SECONDARY STUDENT/OUT-OF-SCHOOL YOUTH NEEDS ASSESSMENT SURVEY

Check one box: □ I am a high school student □ I am an out-of-school youth

Check all that apply: I would like help with…			
☐	improving my academic skills	☐	improving my English language skills
☐	enrolling in career/technical education programs	☐	learning about social health issues like STDs, drugs, pregnancy
☐	taking a course to make up for credits I am missing	☐	understanding the importance of staying in school
☐	preparing for my end of course assessments	☐	learning about career options
☐	learning about preparing for college	☐	receiving support services (such as free books, free dental care, free eye exam, etc.)
☐	learning about paying for college		

Check the best answer to the following:

My Learning Experience	Not at all	A little	Some	A lot	Not Applicable
1) I need more help to progress in my studies.					
2) I need more help with learning English to do well in school.					
3) I need more instruction in basic financial tasks like keeping track of a budget or paying bills.					
4) I need more help to earn the high school credits I need to graduate.					
5) I need more information about my options after graduation (such as a career or college).					

What other ways could the Migrant Education Program help you?

What suggestions do you have for improving the services you receive from the migrant education program?

TOOL 1-4B PROGRAMA DE EDUCACIÓN MIGRANTE DEL ESTADO DE NEBRASKA
ENCUESTA PARA ESTUDIANTES

Marque uno: □ Soy un estudiante de "high school" □ Soy un jóven que ha dejado sus estudios

Marca todos los que aplican: Me gustaría ayuda con…			
☐	mejorar mis habilidades escolares	☐	mejorar mi inglés
☐	inscribirme en programas de carrera o educación técnica	☐	aprender sobre temas de salud como enfermedades de transmisión sexual, drogas, y embarazo
☐	tomar un curso que me falta	☐	entender la importancia de terminar mis estudios
☐	preparación con mis exámenes de fin de curso	☐	aprender sobre mis opciones de carrera
☐	preparación para la universidad	☐	recibir servicios de apoyo como libros gratuitos y servicios dentales/visión gratuitos
☐	preparación en financiar en los estudios universitarios		

Marca la mejor respuesta a lo siguiente:

Mi Experiencia Escolar	No de Nada	Un poco	Algo	Mucho	No me aplica
6) Necesito más ayuda para progresar con mis estudios					
7) Necesito más ayuda con el inglés para avanzar en mis estudios					
8) Necesito más instrucción en tareas básicas financieras como mantener un presupuesto o pagar las cuentas					
9) Necesito ayuda para obtener los créditos de high school que necesito para graduar					
10) Necesito más información sobre las opciones que tendré al graduarme (como carrera o universidad)					

¿Cómo más te puede ayudar el Programa de Educación Migrante?

¿Qué sugerencias tienes para mejorar los servicios que recibes del Programa de Educación Migrante?

TOOL 1-5 NEBRASKA MIGRANT EDUCATION PROGRAM SAMPLE FOCUS GROUP INTERVIEW QUESTIONS (OPTIONAL)

Sample Staff Focus Group Questions

- What do you feel are the greatest educational needs of migrant students that you serve? What evidence or data do you have to support your conclusions?
- What are the greatest support services needs of the students you serve? What evidence or data do you have to support your conclusions?
- What needs have you found that migrant children and youth have that prevent them from graduating from high school?
- What professional development do you need to help you better carry out your MEP duties?
- With what agencies or organizations does the MEP need to coordinate/collaborate to provide better services to the migrant children and youth you serve?

Sample Parent Focus Group Questions

- What do you feel are the greatest educational needs of your children?
  PROBE: educational needs such as reading, math, learning English.
- What are the greatest support services needs of your children?
- *PROBE: support services needs such as transportation, translating/interpreting, counseling, referrals to community agencies.*
- What needs have you found that your children have that prevent them from graduating from high school?
  PROBE: graduation needs such as learning about scholarships, counseling about options after high school, visiting college/junior college campuses, understanding about credit accrual and graduation requirements.
- What parent development/training needs do you have to help you to help your children be successful in school?
  PROBE: training topics such as helping with homework, strategies for reading with your child, strategies for doing math together as a family, parent involvement in school.
- What community agencies or organizations would be helpful for the migrant program to coordinate/collaborate with to provide better services to migrant families? *PROBE: health clinics, banks, faith-based organizations, .*

Sample Student Focus Group Questions

- What do you feel are your greatest educational needs? Why?
  PROBE: Tutoring or homework help in reading, math, other subject areas
- What do you feel are the greatest needs you have for support services?
  PROBE: Transportation from tutoring or after school activities; tuition or fees to participate in specific school activities; medical, dental, health services; school materials or books
- Can you think of anything that could help you be more successful in school?
- Is there anything that you can think that the migrant program could assist with that would assist you to graduate from high school?

TOOL 1-6 NEBRASKA MIGRANT EDUCATION PROGRAM SAMPLE TIMELINE AND TEMPLATE FOR CONDUCTING THE LOCAL CNA

Fall	Winter	Spring	Summer
October - Form a local CNA committee - First meeting of the local CNA Committee *Tool 1-1, items 1, 2, 3, 4* **November** - Develop/adapt surveys/tools - Meet to go over final instruments *Tool 1-1, items 5, 6, 7*	**January** - Finalize CNA results Tool - Meet to go over the results And prepare a data profile *Tool 1-1, items 8, 9, 10* **February** - Develop solution strategies	**March** - Select final solution strategies *Tool 1-1, items 11, 12, 13* **April** - Get feedback on strategies and finalize **May** - Send CNA results to the State	Submit the CFSGA on the date specified by the Nebraska Department of Education

**NOTE: This is a SAMPLE. Develop your own timeline using the template below.*

Local CNA Timeline Template

Winter Activities	Spring Activities	Summer Activities	Fall Activities
December	**March**	**June**	**September**
January	**April**	**July**	**October**
February	**May**	**August**	**November**

TOOL 2-1 NEBRASKA MIGRANT EDUCATION PROGRAM CNA DATA CHECKLIST

	✓	Data	Comments
1		Staff needs assessment survey results	
2		Parent needs assessment survey results	
3		Youth/student needs assessment survey results	
4		Staff interview/focus group results (Optional)	
5		Parent interview/focus group results (Optional)	
6		Migrant student **language proficiency** summary, by grade, by PFS	Compared to non-migrant
7		Migrant student State **ELA** achievement summary, by grade, by PFS	Compared to non-migrant
8		Migrant student informal **ELA** achievement summary, by grade, by PFS	
9		Migrant student State **math** achievement summary, by grade, by PFS	Compared to non-migrant
10		Migrant student informal **math** achievement summary, by grade, by PFS	
11		Migrant student **graduation** and **dropout** numbers/rate, by PFS	Compared to non-migrant
12		Migrant pre-K child language skills summary	
13		Migrant pre-K child developmental skills summary	
14		OSY Profile summary	
15		Other:	
16		Other:	
17		Other:	
18		Other:	

Checklist of Essential Needs Assessment Steps*

For your needs assessment, have you:

___**Determined WHAT DATA you need to collect?**
- What are the questions you need to answer regarding student needs?
- What is the purpose of the needs assessment?
- What information must you get?
- Who can help you determine where to find the information you need?
- What human and fiscal resources do you need to conduct the needs assessment?

___**Decided on your data collection METHODS?**
- What collection methods will you use?
- Are you collecting assessment, outcome, and perception data?
- Who will you need to talk to regarding needs? Who will be your data sources?
- How often will you need to collect data to get a representative picture?

___**Decided how you will ORGANIZE your data?**
- Can your collected data address questions about migrant students' with the greatest needs?
- Is there any missing data? If so, is it critical to providing a complete picture of student needs?

___**Decided how you will ANALYZE your data?**
- Can you define the services that are needed?
- Have you planned to break out data by Migrant with PFS, all Migrant, and non-Migrant?
- Can the information help you develop reasonable and appropriate MEP programs and services?

MEP Site_____

TOOL 2-2 NEBRASKA MIGRANT EDUCATION PROGRAM CNA DATA SUMMARY SHEET

Check all Areas that apply

	Need Indicator	Data Element	Data Summary *(Attach data/results for documentation)*
1	School Readiness		• • • •
2	English Language Arts and Mathematics		• • • •
3	Graduation and OSY		• • • •
6	Transportation		• • • •
7	Coordinating with the School on Translation/ Interpretation		• • • •
8	Other: *(specify)*		• • • •
9	Other: *(specify)*		• • • •

TOOL 2-3A NEBRASKA MIGRANT EDUCATION PROGRAM

SAMPLE NEEDS ASSESSMENT DATA TABLE FRAMES

Number/Percent of Students Proficient on the NePAT or GOLD

Grade	Non-Migrant		Migrant		PFS Migrant	
	Number & % Tested	Number & % Proficient	Number & % Tested	Number & % Proficient	Number & % Tested	Number and % Proficient

Number/Percent of Students Proficient on the NSCAS Reading

Grade	Non-Migrant		Migrant		PFS Migrant	
	Number & % Tested	Number & % Proficient	Number & % Tested	Number & % Proficient	Number & % Tested	Number & % Proficient

Number/Percent of Students Proficient on the NSCAS

Grade	LEP		Migrant		PFS Migrant	
	Number & % Tested	Number & % Proficient	Number & % Tested	Number & % Proficient	Number & % Tested	Number and % Proficient

Number/Percent of Students Proficient on Local Assessment

Grade	LEP		Migrant		PFS Migrant	
	Number & % Tested	Number & % Proficient	Number & % Tested	Number & % Proficient	Number & % Tested	Number and % Proficient

TOOL 2-3B NEBRASKA MIGRANT EDUCATION PROGRAM
SAMPLE NEEDS ASSESSMENT DATA TABLE FRAMES (CONTINUED)

Number/Percent of Children Meeting Developmental Milestones

Area	Non-Migrant		Migrant		PFS Migrant	
	Number & % Tested	Number & % Proficient	Number & % Tested	Number & % Proficient	Number & % Tested	Number and % Proficient
Language Dev						
Pre-literacy						
Fine Motor						
Gross Motor						
Social/Emotional						
Numeracy						
Other:_____						

Grade	Non-Migrant		Migrant		PFS Migrant	
	Number	Percent	Number	Percent	Number	Percent
9						
10						
11						
12						

Parent Needs Assessment Survey Responses

Area	% of parents indicating their child has a need				Priority Area (✓)
	Low Need	Low/Medium Need	High/Medium Need	High Need	
Parents reporting that their child has educational needs in **reading**					
Parents reporting that their child has educational needs in **mathematics**					
Parents reporting that their child has educational needs in **English language development**					
Parents reporting that their child has in **medical/ dental/health** needs					
Parents reporting that their child has **clothing or supplemental school supplies** needs					
Parents reporting that they have needs for interpreting or translating into English					
Parents reporting that their child has need for **transportation** to attend before/after school tutoring					

TOOL 2-4 NEBRASKA MIGRANT EDUCATION PROGRAM
SAMPLE DATA PROFILE FORM

The "profile" of migrant students in your school or district should provide a snapshot of student needs. In the profile, list the percentage of students who demonstrate needs in academic areas. See below for a sample of how to complete the profile. Be sure to break down the data by migrant students and migrant students with Priority for Services (PFS).

Area	How much?	Who?	What?
Reading	*80%*	*3rd grade migrant students*	*Scored below proficient on the NePAS*

TOOL 3-1 NEBRASKA MIGRANT EDUCATION PROGRAM NEED-SOLUTION-PRIORITY MATRIX

Depending on the availability of staff and other resources needed to provide services, as well as the availability of resources from other programs, check one of the priority boxes (high, medium, or low) after entering the identified need and possible solution. This Matrix will help you target the greatest need.

	Need identified in the Local CNA	Solution	Priority		
			LOW	MED	HIGH
1					
2					
3					
4					
5					
6					
7					

TOOL 3-2 NEBRASKA MIGRANT EDUCATION PROGRAM
LIST OF NEBRASKA'S MPOS AND SOLUTION STRATEGIES – 2020-21 SCHOOL YEAR

MPO	Goal 1.0 – School Readiness	Strategy
1a	By the end of the 2020-21 performance period, 45% of eligible migratory children ages 3-5 (not in kindergarten) will attend preschool or receive MEP-funded preschool services.	1.1: Coordinate/provide instructional services for children ages 3-5 (not in kindergarten) to increase their school readiness skills (e.g., preschool programs, family literacy classes, home-/center-based services, summer programming). 1.2: Coordinate/provide support services to assist parents with identifying and overcoming barriers that prevent migratory preschool-aged children from attending preschool. 1.3: Coordinate/promote and model school readiness strategies to enhance migratory parents' capacity to support their child's development of school readiness skills. 1.4: Provide professional learning opportunities to prepare staff to address the unique educational needs of migratory children ages 3-5 (not in kindergarten) using evidence-based strategies for instruction.
1b	By the end of the 2020-21 performance period, 80% of eligible migratory children ages 3-5 (not in kindergarten) who receive MEP-funded preschool services will score proficient or show a gain of at least 5% on the NePAT or Teaching Strategies GOLD.	
1c	By the end of the 2020-21 performance period, 65% of eligible migratory children ages 3-5 (not in kindergarten) will receive MEP-funded support services that contribute to their development of school readiness skills.	
1d	By the end of the 2020-21 performance period, 90% of parents of eligible migratory children ages 3-5 (not in kindergarten) who participate in MEP-sponsored Family and Community Engagement (FACE)/PAC opportunities will report increased knowledge of school readiness skills.	
1e	By the end of the 2020-21 performance period, 85% of staff who participated in professional learning will have a statistically significant gain on a pre/post survey in their knowledge of evidence-based strategies to address the school readiness needs of migratory children.	

MPO	Goal 2.0 – ELA & Mathematics	Strategy
2a	By the end of the 2020-21 performance period, 70% of K-12 migratory students who receive MEP-sponsored supplemental instructional services in ELA and/or math will score proficient or show a gain of at least 5% on district pre/post assessments.	**2.1**: Coordinate/provide evidence-based supplemental targeted ELA and math support (e.g., in-school support, programs on days when school is not in session, before/after school tutoring, home-based instruction). **2.2**: Coordinate/provide migratory students with appropriate needs-based support services (e.g., health and nutrition, educational supplies, interpretation, transportation, access to technology) to increase attendance and achievement in ELA and math. **2.3**: Coordinate/provide FACE opportunities that help families support academic development in ELA and math. **2.4**: Provide professional learning opportunities to prepare staff to address the unique educational needs of migratory students (e.g., academic, cultural, language, poverty, mobility) using evidence-based strategies for ELA and math instruction.
2b	By the end of the 2020-21 performance period, 75% of K-8 migratory students will receive MEP-sponsored support services.	
2c	By the end of the 2020-21 performance period, 90% of parent/family members of migratory students who participated in MEP-sponsored FACE/PAC opportunities will indicate that they gained knowledge on how to support their children in ELA/math.	
2d	By the end of the 2020-21 performance period, 85% of staff who participated in professional learning will have a statistically significant gain on a pre/post survey in their knowledge of evidence-based strategies to address the ELA/math needs of migratory students.	
MPO	**Goal 3.0 – Graduation & Services to OSY**	**Strategy**
3a	By the end of the 2020-21 performance period, 45% of eligible secondary students (grades 9-12) and OSY will receive MEP-sponsored supplemental instructional services.	**3.1**: Coordinate/provide secondary migratory students (grades 9-12) and OSY with evidence-based supplemental instructional services to support their achievement of graduation, General Educational Development (GED), college, career, and/or life readiness goals. **3.2**: Coordinate/provide appropriate needs-based support services to migratory secondary youth and OSY to eliminate barriers to accomplishing graduation, GED, college, career, and/or life readiness goals. **3.3**: Coordinate/provide needs-based educational services to migratory parents/families to enhance their capacity to support their child's achievement of graduation, GED, college, career, and/or life readiness goals. **3.4**: Provide professional learning opportunities to MEP staff, school staff, and partner stakeholders to enhance their knowledge of evidence-based strategies, promising practices, and culturally relevant instruction to increase secondary migratory youth/OSY achievement of graduation, GED, college, career, and/or life readiness goals.
3b	By the end of the 2020-21 performance period, 70% of all eligible secondary migratory students (grades 9-12) and OSY will receive MEP-sponsored support services that contribute to their graduation, GED, college, career, and/or life readiness goals.	
3c	By the end of the 2020-21 performance period, 90% of parents of migratory secondary youth who participated in MEP-sponsored FACE/PAC opportunities will indicate that they gained knowledge of strategies for supporting their child in	

	his/her achievement of graduation, GED, college, career, and/or life readiness goals.	
3d	By the end of the 2020-21 performance period, 85% of staff who participate in professional learning will show a statistically significant gain on a pre/post survey in their knowledge of evidence-based strategies, promising practices, and culturally-relevant instruction contributing to the achievement of secondary migratory youth and OSY.	

TOOL 3-3 NEBRASKA MIGRANT EDUCATION PROGRAM DATA, MPOS, PROGRAM IMPROVEMENT CHART

SITE:_____ **PERSON COMPLETING THE FORM:**_____

Note: Complete only for the MPOs that were not met.

ACTION PLAN FOR MEP IMPROVEMENT – 1.0: SCHOOL READINESS			
Measurable Program Outcome (MPO)	**Data indicating the need for Improving Program Quality**	**Design Solutions**	**Resources Needed/ Resource Provider**
1a By the end of the 2020-21 performance period, 45% of eligible migratory children ages 3-5 (not in kindergarten) will attend preschool or receive MEP-funded preschool services.			
1b By the end of the 2020-21 performance period, 80% of eligible migratory children ages 3-5 (not in kindergarten) who receive MEP-funded preschool services will score proficient or show a gain of at least 5% on the NePAT or Teaching Strategies GOLD.			
1c By the end of the 2020-21 performance period, 65% of eligible migratory children ages 3-5 (not in kindergarten) will receive MEP-funded support services that contribute to their development of school readiness skills.			
1d By the end of the 2020-21 performance period, 90% of parents of eligible migratory children ages 3-5 (not in kindergarten) who participate in MEP-sponsored Family and Community Engagement (FACE)/PAC opportunities will report increased knowledge of school readiness skills.			

1e By the end of the 2020-21 performance period, 85% of staff who participated in professional learning will have a statistically significant gain on a pre/post survey in their knowledge of evidence-based strategies to address the school readiness needs of migratory children.			

Note: Complete only for the MPOs that were not met.

ACTION PLAN FOR MEP IMPROVEMENT – 2.0: READING/WRITING AND MATH			
Measurable Program Outcome (MPO)	**Data indicating the need for Improving Program Quality**	**Design Solutions**	**Resources Needed/ Resource Provider**
2a By the end of the 2020-21 performance period, 70% of K-12 migratory students who receive MEP-sponsored supplemental instructional services in ELA and/or math will score proficient or show a gain of at least 5% on district pre/post assessments.			
2b By the end of the 2020-21 performance period, 75% of K-8 migratory students will receive MEP-sponsored support services.			
2c By the end of the 2020-21 performance period, 90% of parent/family members of migratory students who participated in MEP-sponsored FACE/PAC opportunities will indicate that they gained knowledge on how to support their children in ELA/math.			
2d By the end of the 2020-21 performance period, 85% of staff who participated in professional learning will have a statistically significant gain on a pre/post survey in their knowledge of evidence-based strategies to address the ELA/math needs of migratory students.			

Note: Complete only for the MPOs that were not met.

ACTION PLAN FOR MEP IMPROVEMENT – 3.0: GRADUATION AND SERVICES TO OSY			
Measurable Program Outcome (MPO)	**Data indicating the need for Improving Program Quality**	**Design Solutions**	**Resources Needed/ Resource Provider**
3a By the end of the 2020-21 performance period, 45% of eligible secondary students (grades 9-12) and OSY will receive MEP-sponsored supplemental instructional services.			
3b By the end of the 2020-21 performance period, 70% of all eligible secondary migratory students (grades 9-12) and OSY will receive MEP-sponsored support services that contribute to their graduation, GED, college, career, and/or life readiness goals.			
3c By the end of the 2020-21 performance period, 90% of parents of migratory secondary youth who participated in MEP-sponsored FACE/PAC opportunities will indicate that they gained knowledge of strategies for supporting their child in his/her achievement of graduation, GED, college, career, and/or life readiness goals.			
3d By the end of the 2020-21 performance period, 85% of staff who participate in professional learning will show a statistically significant gain on a pre/post survey in their knowledge of evidence-based strategies, promising practices, and culturally-relevant instruction contributing to the achievement of secondary migratory youth and OSY.			