



TITLE I PART C

Education of Migratory Children



DISTRICT PROJECT COMPREHENSIVE NEEDS ASSESSMENT GUIDE

To access the majority of student data for the Comprehensive Needs Assessment (CNA), run a "Student Summary Report" from MIS2000 with the dates and school year you would like to access.

Step 1: Program Demographics

- a. Complete the migrant student charts with the number of eligible migrant children from the previous school year. 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				District:
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.](#)

- a. 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 list below	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 preschool services were not a strategy you implemented, leave the chart blank.

- b. ELA/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							
AREAS ASSESSED <i>list below</i>	ASSESSMENT:						
	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. NSCAS ELA & Math: The data provided in the charts are the final *statewide* results of the 2017-18 school year and disaggregated by all-migrant, PFS, and Non-PFS migrant. If you have access to your specific project NSCAS data, replace the contents in the chart.
- d. Graduation/Dropout: The data provided in the charts are the final *statewide* results of the 2017-18 school year and 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

- a. 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.

- b. 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 Services	Instructional and Support Services										
	Number of Migrant Youth Served										
	3-5 years	PK	K-2	3-6	7-12	PFS	At-Risk	other RE	OSY	Total	Priority Area (✓)
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

- a. 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
	# parents selected	Low Need	High Need	Priority Area (✓)
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 Improvement Charts

- These charts are designed to help you summarize your findings through the CNA process and connect those results as you 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. Please do not alter the text other than highlighting the strategies you will use. *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. Please do not alter the text. *For more information on MPOs and data components, see the [Evaluation Toolkit](#).*

Step 6: Program Coordination

- This chart is for specifying which organizations and programs your migrant project intends to coordinate with during the 2019-20 year.
- Within each goal area, the chart lists several common organizations and programs that collaborate with migrant projects across the state. If your project coordinates with one of those listed, place a X in the corresponding box under 2019-20. For organizations and programs that you coordinate with that are not listed, fill in the name after "other:" and check the box.

Coordination	
Indicate which organizations your project coordinates programs and/or services by placing an "X" in the year column	
Supplementary/Instructional Services	2019-20
4H	
21st Century Community Learning Centers	
EducationQuest Foundation	
GED Program(s):	
Head Start	
other:	
other:	
other:	
Supplementary Support Services	
2019-20	
Community Action of Nebraska	
Food Bank of the Heartland	
Health Department	

- ❖ *Please attach your completed CNA to your Title IC Migrant application in the Grants Management System (GMS). Your application will not be approved until your CNA is attached and reviewed.*