



TITLE I PART C



Education of Migratory Children

COMPREHENSIVE NEEDS ASSESSMENT GUIDE

This guide was created to provide directions and explanations for each tab on the Nebraska Comprehensive Needs Assessment (CNA) spreadsheet. You will need to access data from MIS2000, completed data evaluation reports, and surveys collected from program parents, students, and staff stakeholders. Be sure to save your work throughout the process!

Here are the steps to completing your local Comprehensive Needs Assessment:

- Change the name of the excel file from "DISTRICT or REGIONAL-CNA_TEMPLATE_" to your "project's name CNA_2023-24."
- Run a MIS2000 student summary report, access your data evaluation reports 4 and 5, and compile stakeholder surveys. Then, use this data to complete the tables in tabs 1-4.
- Review the data and input to determine how your project will respond to the needs and concerns that emerge.
- Review the four goal areas of the Nebraska Migrant Education Program found on tabs 5, 6, 7, and 8, and then prioritize which strategies to implement that will meet these needs.
- Create your implementation plan by responding to the questions in tabs 5-8. The implementation plan will serve as your local Service Delivery Plan.
- **When the IC-Migrant Grant application in the Grants Management System (GMS) has opened, upload your CNA to the "Goals and Needs" page. The program will not allow you to submit your application until this is done.**

Tab 1: Demographics

Under the header on tab 1, please enter your Project, Person Completing the form, email address, phone number and date so that we know whom to contact should we have any questions.

Complete the migrant student tables with the number of eligible migrant children from the previous program year, including the number of Priority of Service (PFS) students and those "At-Risk." In the table of the left, disaggregate the data by age or grade level. For the table on the right, disaggregate by school.

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			
**							

Tab 2: Assessment Data

State Results from the last completed program evaluation are prepopulated into each table. Please enter your project's current data for each assessment you have collected.

School Readiness: If your project provided MEP-funded preschool enter Nebraska Migrant Preschool Assessment (NePAT) data pulled from MIS2000 or entered on Evaluation Data Checklist form 4. If preschool services were not a strategy you implemented during this program year, please leave the table blank.

Assessment Data						
1. School Readiness						
Complete the chart below if you provided MEP-funded preschool, (state results are provided).						
PRESCHOOL ASSESSMENT: NePAT						
AREAS ASSESSED <i>list below</i>	Migrant (ALL)		Migrant (Non-PFS)		PFS Migrant	
	# Students Tested	# Students Proficient or 5% growth	# Students Tested	# Students Proficient or 5% growth	# Students Tested	# Students Proficient or 5% growth
Literacy	141	127	85	74	56	53
Problem Solving	141	138	85	82	56	56
TOTALS	282	94%	170	92%	112	97%

ELA/Math Pre/Post Assessments: If your project provided supplemental instructional services, enter data pulled from MIS2000 or entered on Evaluation Data Checklist form 5. Be sure to disaggregate data by PFS and Non-PFS, if possible. Also, include the name of the assessment(s) used. If K-8 instructional services were not a strategy your project implemented, please leave the table blank.

2. ELA/Mathematics Pre/Post Assessments						
Complete the chart below if you provided MEP-funded instructional services, (state totals are provided).						
ASSESSMENT:						
AREAS ASSESSED <i>list below</i>	Migrant (ALL)		Migrant (Non-PFS)		PFS Migrant	
	# Students Tested	# Students Proficient or 5% growth	# Students Tested	# Students Proficient or 5% growth	# Students Tested	# Students Proficient or 5% growth
ELA	611	399	406	329	205	162
Math	572	482	360	305	212	177
TOTALS	1183	74%	766	83%	417	81%

NSCAS ELA & Math: The data provided in the table are the final statewide results from the latest reporting year and disaggregated by all migrant, PFS, and Non-PFS students. If you have access to your project's NSCAS data, please enter this into the table.

Complete the chart below if you have access to district NSCAS results, (state results are provided).						
Number/Percent of Students Proficient on NSCAS ELA						
Grade	Migrant (ALL)		Migrant (Non-PFS)		PFS Migrant	
	# Students Tested	% Students Proficient/Advanced	# Students Tested	% Students Proficient/Advanced	# Students Tested	% Students Proficient/Advanced
3	259	49%	158	36%	101	13%
4	252	26%	157	31%	95	17%
5	200	21%	132	26%	68	10%
6	225	15%	151	18%	74	9%
7	235	21%	150	26%	85	12%
8	180	19%	127	23%	53	9%
TOTALS	1351	25%	875	24%	476	12%

Graduation/Dropout Rates: The data provided in the table are the final statewide results from the latest reporting year and disaggregated by all migrant, PFS, and Non-PFS migrant. If you have access to your specific project graduation/dropout data, please enter this into the table.

3. Graduation/Services to OSY

Complete the chart below if you have access to district graduation/dropout results (state results are provided).

Graduation Rate/Dropout Rate				
	Non-Migrant	Migrant (ALL)	Migrant (Non PFS)	PFS Migrant
Graduation Rate	85.6%	92.1%	93.3%	90.2%
Dropout Rate	1.6%	3.3%	3.1%	3.9%

OSY Gains on iOSY Mini lessons: If your project provided instructional services to Out of School Youth (OSY), please enter your project specific data from MIS2000 or Evaluation Data Checklist Form 5 into the table.

Complete the chart below if you provided OSY instruction using iOSY materials, (state results are provided).

OSY Gains on iOSY Mini-Lessons				
	Migrant (ALL)	Migrant (Non PFS)	PFS Migrant	
Number of OSY with Pre/Post Scores	15	0	15	
Number of OSY Gaining 5% on mini lessons	13	0	13	
TOTALS	87%	0	87%	

Tab 3: Services Provided

Using the most current data you have, run the "Student Summary Report" from MIS2000 and use this data to complete table to show the instructional and support services you provided throughout the year. The table is broken into age/grade groups so you can differentiate the types of services provided for specific groups. Please select any areas of concern by indicating (x) in the Service Priority boxes on each table.

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	OSY	Total	
HS Credit Accrual									0
EL Instruction									0
Extended Day/Wk Program									0
HSED									0
Prevention/ED Health									0
Math									0
Pre-GED									0
Preschool									0
English Language Arts									0
Science									0
Social Studies									0

Tab 4: CNA Survey Results

Summarize your CNA surveys completed by parents, staff, and secondary and OSY students. Sample surveys are found in the [CNA toolkit](#) and should be administered to parents, staff, and students throughout the program year as part of your CNA process. You can also collect information through online surveys or focus groups.

CNA Survey Results				Total # Secondary Surveyed	Total # OSY Surveyed
Secondary Student/OSY Needs Assessment Survey Responses					
Areas for needed assistance	# students selected	Low Need	High Need	Priority Area (✓)	
improving academic skills					
enrolling in a career/technical education program					
taking a course to make up for missing credits					
preparing for my end of course assessments					
learning about preparing for college					
learning about paying for college					
improving my English language skills					
learning about social health issues (STDs, drugs, pregnancy)					
understanding the importance of staying in school					
learning about career options					

Tabs 5-8: Planning for Implementation

These tabs are designed to help you summarize your findings from the CNA process and to assist the development of your project's Service Delivery Plan. Complete each tab for each goal area your project will implement during the new program year. For each goal area your project will not implement, indicate this by typing "NA: in the Strategies box so that we know your project has intentionally not selected this goal.

The Nebraska Migrant Education Program has four goal areas: School Readiness, ELA/Math, Graduation from High School, and Services to OSY. Each of these goal areas has their own tab. Each goal tab provides the Nebraska State Performance Target (if applicable), and the following information developed through the State CNA/SDP Processes: A Concern Statement, a brief Data Summary, a Need Statement, and the Measurable Program Outcomes (MPOs).

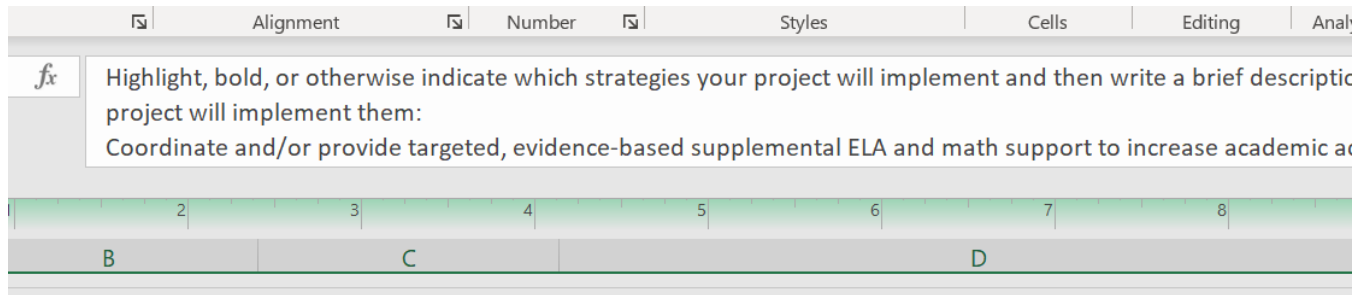
Using the Local CNA to create a Service Delivery Plan
Complete the chart below for the strategies you plan to implement in 2023-24
Action Plan for MEP Improvement- 2.0 English Language Arts and Mathematics
State Performance Target: In 2023-24, 86% of students will score proficient or above in ELA on NSCAS-ELA assessments, and 81% will score proficient or above in Math on NSCAS-Math assessments.
Concern Statements: We are concerned that: migratory students (especially ELs and students with PFS) are not performing at the same level as their non-migratory peers on State ELA and math assessments; migratory students are not receiving the instructional services they need (including in-school programming and extended programming) to succeed in ELA and math, especially Algebra, as indicated by assessment scores and course grades; migratory students have unmet support service needs (i.e., basic necessities, medical/dental, mental health, transportation) that impact attendance and academic achievement in ELA and math; many migratory families lack knowledge, resources, and/or access to academic support to

The next section of each tab provides the list of recommended strategies identified for the goal area in the State CNA. Please highlight, bold, or otherwise indicate each strategy your project intends to implement during the current program year. These are the same strategies that you will select in your project's Title IC-Migrant application in GMS.

Highlight, bold, or otherwise indicate which strategies your project will implement and then write a brief description of how your project will implement them:
Strategy 2.1a: Coordinate and/or provide targeted, evidence-based supplemental ELA and math support to increase academic achievement.
Strategy 2.1b: Provide access to targeted, high-quality professional learning to prepare staff to address the unique educational needs of migratory students using evidence-based strategies for ELA and math instruction.
Strategy 2.2: Coordinate and/or provide migratory students with appropriate needs-based support services to increase achievement in ELA and math.
Strategy 2.3: Coordinate/provide and/or refer families to resources and/or opportunities that help families support academic development in ELA and math.

For each strategy your project selects, write a brief description of how your project will implement this strategy that includes the staffing, setting, general location, and how often your project plans to implement this strategy. For example, a project implementing strategy 2.3 might respond, "Service providers will refer families to academic resources during monthly home visits or phone calls, as needed or requested by the family or school."

The easiest way to add your responses to the fields is by typing in the formula bar, located above the document on the ribbon display:



The last section is for your project to provide a rationale for selecting these strategies by answering the question, "What will your project do differently to address key needs identified through the Local Comprehensive Needs Assessment process?" and then support your answer by providing the data, input, or information you used to determine this. Currently, there is no criteria for each response beyond completeness in addressing the question.

What will your project do differently to address key needs identified through the Local Comprehensive Needs Assessment process? What data, input, or information did you use to determine this?

Conclusion:

Upon completion of each goal area tab, review your responses for accuracy and completeness. Be sure to save the file and then double check that you have changed the file name from "DISTRICT or REGIONAL-CNA_TEMPLATE_" to your "project's name CNA_2023-24."

When the IC-Migrant Grant application in the Grants Management System (GMS) has opened, upload your CNA to the "Goals and Needs" page. The program will not allow you to submit your application until this is done. Applications are due six weeks from the grant opening date.

Congratulations! You have now completed the local CNA process for this year!

Keep in mind that once you complete the CNA process, the next cycle begins very soon after. Gathering input from stakeholders, collecting input and data that will inform your next CNA is a year-round process. Utilize opportunities such as local Parent Advisory Committee and Family and Community Engagement activities to solicit responses. Take advantage of programs serving high school students and OSY to hear what they think, and their priorities are. Be sure to record and keep this information where you can access it when you need it.

The local CNA will be reviewed annually, so please provide feedback on how we can improve this process to assist your planning and implementation. Please direct feedback and questions to Benjamin Zink at benjamin.zink@nebraska.gov or 402.416.9876.