TOOLKIT

Conducting a Migrant Education Program (MEP) Local Comprehensive Needs Assessment (LCNA)

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May 2024

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Acronyms and Abbreviations Used in the LCNA

CFR	Code of Federal Regulations
CNA	Comprehensive Needs Assessment
ESEA	Elementary and Secondary Education Act of 1965
EL	English Learner
ESSA	Every Student Succeeds Act of 2015
HSED	High School Equivalency Diploma
LCNA	Local Comprehensive Needs Assessment
LEA	Local Education Agency
LNAC	Local Needs Assessment Committee
LOA	Local Operating Agency
MEP	Migrant Education Program
NDE	Nebraska Department of Education
NRG	Non-Regulatory Guidance
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PFS	Priority for Services
QAD	Qualifying Arrival Date
SDP	Service Delivery Plan
SEA	State Education Agency

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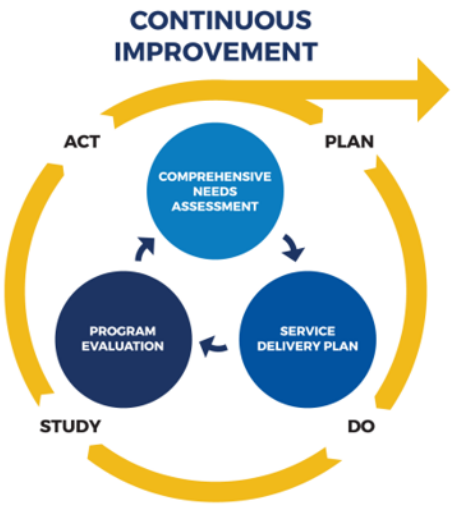
1 What is the Purpose of the LCNA Toolkit?

The purpose of the Nebraska Department of Education (NDE) Migrant Education Program (MEP) *Local Comprehensive Needs Assessment (LCNA) Toolkit* is to provide local/regional program staff with guidance and resources to assess the needs of migratory children and youth as required by federal regulations (*see Section 2*). This assessment takes into account what has been done in the past and identifies continuing needs and priorities in order to propose successful solutions that can be incorporated to move the MEP closer to achieving federal and state performance goals.

The statewide Comprehensive Needs Assessment (CNA) and LCNA is part of the MEP Continuous Improvement Cycle, as depicted in the figure to the right (U.S. Department of Education, Office of Migrant Education, 2018). In this cycle, each step in developing a program: assessing needs, identifying strategies, implementing them, and evaluating the results, builds on the previous activity and informs the subsequent activity. The CNA identifies needs statewide (*see Appendix B for a summary of the statewide needs identified in the most recent Nebraska CNA [2023-24]*). The LCNA provides an opportunity to review local data on migratory students, identify needs, and propose evidence-based solutions to meet local needs if not already addressed by the strategies or suggested ways to implement the strategies in the MEP Service Delivery Plan (SDP).



This *Toolkit* provides a blueprint for local MEP staff to create an LCNA for their project. It helps guide staff in making decisions about which students to target for particular services and provides advice about how to conduct the LCNA; how to gather, collect, and analyze needs assessment data; and how to use the results to plan services. Key to the LCNA process is making the connection between the LCNA results and the local delivery of MEP services. LCNA results can be used to help inform the LCNA Strategy Implementation Plan [Tool 3-1] and the LCNA Action Plan to Address Other Needs [Tool 3-2] (*see Appendix A*) as well as guide local MEP decisionmakers to develop services, materials, and resources to support migratory students' academic success through the delivery of instructional and support services. LCNA results should serve as the foundation for all decisions about services, resource allocation, and staff and parent development.

The LCNA process presented in this *Toolkit* **can be adapted** to the resources and organizational structures in specific local settings. The use of this *Toolkit* and the development of the LCNA should provide the opportunity for the regions/projects to clearly see where other funding sources are already in place to meet the unique needs of migratory students and where they need to use MEP funds to supplement existing services and/or provide additional services.

Through local education agencies (LEAs), the MEP helps migratory children and youth by providing **supplementary services** beyond those provided in schools. MEP funds are considered the *"funds of last resort"* and should never be used to provide services to all students. Title I-C funds should only be used to provide supplementary services for eligible migratory students. Funds cannot be used to supplant programs or services provided to all students (migratory students included) funded by state, district, and other federal funds.

2 What are the Legal Requirements for CNA/LCNA?

Three main documents inform and guide MEPs and their service delivery.

- Elementary and Secondary Education Act (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA) of 2015, Title I, Part C, Sections 1304(b) and 1306(a) *Program information and comprehensive plan.*
- 34 Code of Federal Regulations (CFR), 200.83, *Responsibilities of SEAs to implement projects through a comprehensive needs assessment and a comprehensive state plan for service delivery* (*https://www.ecfr.gov/current/title-34/subtitle-B/chapter-II/part-200/subpart-C/section-200.83*)
- *Non-Regulatory Guidance (NRG): Education of Migratory Children under Title I, Part C of the Elementary and Secondary Education Act of 1965* (specifically Chapter IV – CNA and SDP) (https://results-assets.s3.amazonaws.com/legislation/MEP%20Non%20Regulatory%20Guidance%20March%202017.docx)

State MEPs are required to ensure that the state and its local operating agencies (LOAs) identify and address the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school (Section 1304(b)(1) of ESSA).

The NRG (Chapter IV) states the following:

- The primary purpose of the CNA is to guide the *overall design* of the MEP on a statewide basis. It is not sufficient to simply document the need for the program. Rather, SEAs and LOAs must identify the special educational needs of migratory children and determine the specific services that will help them achieve the state's measurable outcomes and performance targets.
- Because there are never sufficient resources to meet all the needs of migratory children, the CNA helps SEAs and LOAs prioritize those needs.
- LOAs conduct individual needs assessments to: (1) determine the needs of migratory students and how those needs relate to the priorities established by the state; (2) design local services; and (3) select students for the receipt of those services.
- While the SEA and LOAs must jointly ensure that needs assessment procedures at the LOA level are aligned with those at the state level, LOAs are able to narrow their needs assessments because local staff have access to more precise information than is available at the SEA level. This enables the LOA to identify such critical elements as the specific needs of children by grade levels, academic areas in which the project should focus, instructional settings, instructional materials, staffing, and teaching techniques.

Question A7 in the NRG (Chapter IV) states: "*Must SEAs and LOAs identify the special educational needs of all eligible migratory children?"* Following are the responses.

- Yes. Sections 1304(b)(1) and 1306(a)(1) of the statute require the SEA to ensure that the state and its LOAs identify and address the special educational needs of migratory children. Furthermore, every SEA must develop and update a written comprehensive state service delivery plan that includes an identification and assessment of the special educational needs of migratory children, as described in the previous question. (See 34 CFR 200.83.)
- SEAs must conduct a CNA in order to develop a comprehensive state plan for service delivery that addresses the special educational needs of migratory children. LOAs must conduct a needs

assessment in order to provide services that will meet the identified needs in accordance with the comprehensive state plan for service delivery.

In addition, program regulations in 34 CFR 200.83 state that a needs assessment (which is to be included in a state comprehensive plan) must identify and assess "*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 (a)(2)(i, ii).

States must conduct a CNA in order to develop a comprehensive state SDP that addresses the special educational needs of migratory children. SEAs and LOAs are required to design and operate their programs based on a current CNA (34 CFR 200.83). Because the SDP is the basis for all uses of MEP funds in the state, the SEA and LOAs must jointly ensure that needs assessment procedures at the local level align with those at the state level. They also must jointly ensure that local MEPs focus on the unmet needs of migratory children with priority for services (PFS) before serving other migratory children.

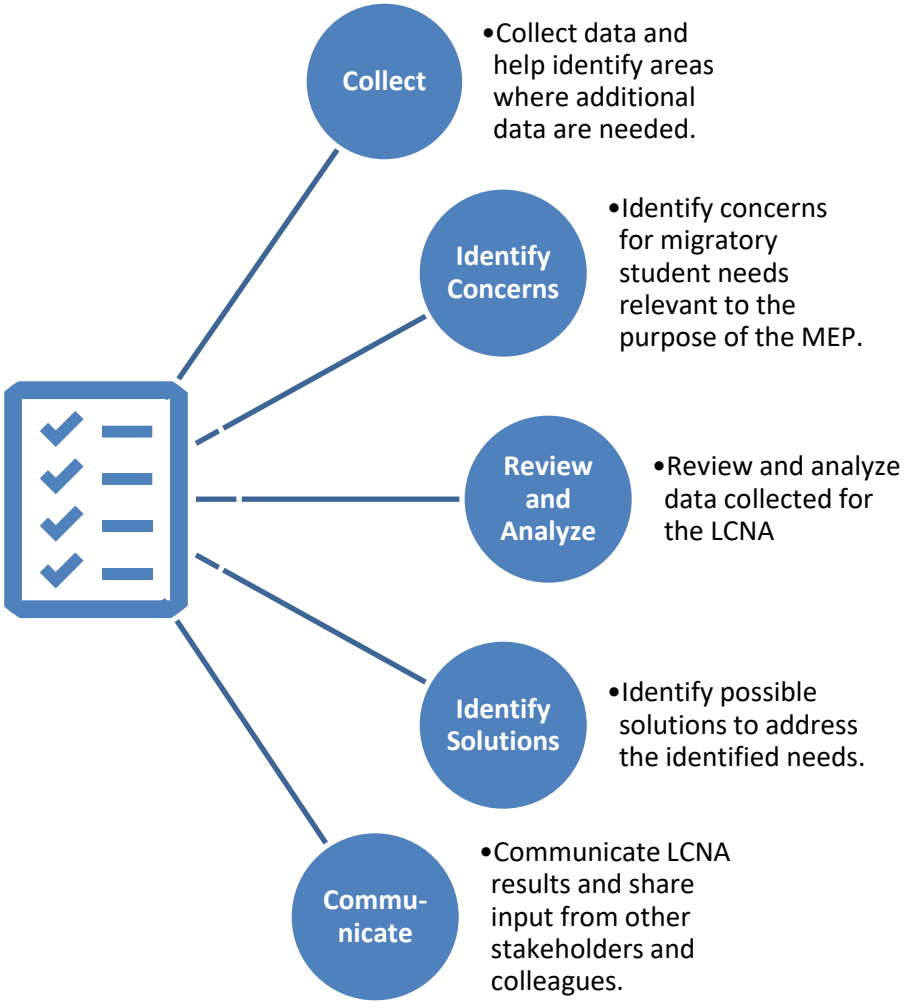
Guidance further states that local MEPs should use the best available data to design a program. The data should reflect either: (1) the migratory children who the agency served most recently, or (2) particularly for newly established MEPs, the migratory children who are likely to be served. Student demographic and assessment data are key data sources that agencies should use to construct a statewide or local profile of migratory children as compared to non-migratory children and/or other appropriate comparison groups. These data are particularly useful if they are disaggregated by PFS and grade level. Other data sources include assessment data from other school districts and support services needed by migratory students.

3 Who Participates in the LCNA and When is it Conducted?

LOAs must conduct a LCNA that assesses the needs of local migratory children and youth in accordance with the identified needs of the state CNA. The LCNA must occur prior to funding to help the regions/ projects determine migratory student needs and develop a plan for delivering appropriate services based on the unique needs of migratory students. This information is summarized in the MEP application for funds.

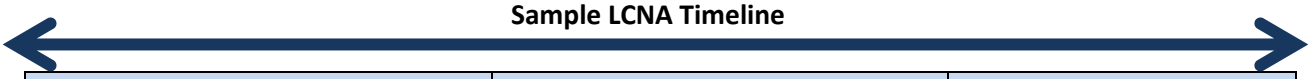
Information on the steps taken in conducting the LCNA, and tools needed to conduct an LCNA are found in this *Toolkit*. LCNAs take into account migratory student needs at the regional/project level. The LCNA is an annual data gathering activity that involves district/school and MEP staff in the development, as well as migratory parents and students, community members, and other stakeholders.

A Local Needs Assessment Committee (LNAC) ensures that the perspectives of the region/project are included throughout the process. The LNAC can be as small as 3-4 people and as large as 8-10 people, depending on the size of the region/project. The LNAC should be led by the MEP director/coordinator, or his/her designee. LNAC members could include MEP staff (recruiters, data specialists, liaisons, service providers), instructional staff, migratory parents and students, and staff from collaborating agencies as appropriate. Following is a graphic display of the role of the LNAC.



A general timeline will help the LNAC reflect on the activities of the LCNA, who is responsible for accomplishing these tasks, and how long each task will take to complete. The sample timeline below provides general information on key LCNA tasks and the season in which they are typically conducted. A timeline template for use in planning is included in this *Toolkit* [Tool 1-1].

Sample LCNA Timeline



Fall	Spring	Summer
✓ Form an LNAC ✓ Distribute LCNA surveys, conduct focus groups ✓ Meet to determine primary concerns and needs, and review existing LCNA data ✓ Collect and tally/analyze LCNA surveys, focus group results, student profile data ✓ Meet to review LCNA survey/focus group results and the MEP Student Profile ✓ Submit the MEP application (with LCNA results) to NDE	✓ Meet to complete a local strategy implementation plan and action plan (if needed) ✓ Solicit feedback on the plans and finalize ✓ Use LCNA results to inform services provided to migratory students and families, and the MEP application	✓ Provide summer services based on needs identified in the LCNA ✓ Meet to plan school year services based on the local strategy implementation and action plans

4 What are the Steps in Conducting the LCNA?

Step 1 – Conduct Preliminary Work and Gather Data

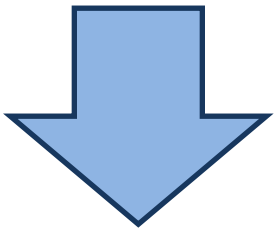
- ☐ Identify members of the LNAC, to include the SEA regional liaison, *(3-10 members, depending on the size of the project)* using **Tool 1-1**.
- ☐ Create an LCNA calendar using the template on **Tool 1-1** that contains meeting dates, important timelines, and activities.
- ☐ Convene the LNAC to determine when surveys will be administered/focus groups conducted, identify person(s) responsible for assisting with data collection and analysis, and brainstorm primary concerns about migratory students using **Tool 1-2**.
- ☐ Disseminate paper copies and/or links to online versions of the Family Needs Assessment Survey [**Tool 1-3**], Staff Needs Assessment Survey [**Tool 1-4**], and Student (grades 9-12)/Out-of-School Youth (OSY) Needs Assessment Survey [**Tool 1-5**].
- ☐ Conduct focus groups of students, staff, and/or parents to further inform the LCNA.
- ☐ Collect data from MIS2000 and other sources (e.g., OSY Profile, NDE website, district data) to include in the local MEP Student Profile.

Step 2 – Analyze, Summarize, and Review Needs Assessment Data

- ☐ Summarize survey results using **Tools 2-2, 2-3, 2-4A, and 2-4B** and identify priority need areas**.**
- ☐ Summarize and determine trends from focus group responses.
- ☐ Prepare a data profile of migratory students [**Tool 2-1**] using most recent data.
- ☐ Convene the LNAC to review survey/focus group results and the MEP Student Profile.

Step 3 – Make Decisions

- ☐ Convene the LNAC to review and determine the connection between priority needs and the Nebraska MEP CNA/SDP and possible evidence-based solutions.
- ☐ **Action planning!** Use the LCNA Strategy Implementation Plan [**Tool 3-1**] to inform services provided to migratory students and their families aligned with the strategies in the Nebraska MEP SDP.
- ☐ **Action planning!** Use the LCNA Action Plan to Address Other Needs [**Tool 3-2**] to identify possible solutions for key needs not addressed in the current Nebraska MEP CNA and SDP.



Action Planning: Use the results of the LCNA to DESIGN and IMPLEMENT services to meet the needs of your migratory students!

5 What Tools are Needed to Conduct the LCNA?

Tools are needed for all steps of the LCNA: the preliminary work and data gathering; analyzing, summarizing and reviewing needs assessment data; and making data-driven decisions about appropriate programs and services to meet the identified needs of migratory students at the local level that are aligned with the Nebraska MEP CNA/SDP. Following is a list of the tools found in Appendix A, a description of each tool, and instructions for completing the tools.

Tools for Step 1 – Conduct Preliminary Work and Gather Data

Tool	Description	Instructions
Tool 1-1: LCNA Planning Tool	Tool to assist with planning the LCNA. Contains a chart to document LNAC members and a template for creating an LCNA timeline.	Document LNAC member names and roles in the MEP and create an annual timeline for LCNA tasks, activities, and meetings.
Tool 1-2: LCNA Concerns Brainstorming Tool	Tool to document primary concerns of migratory student needs prior to reviewing data collected for the LCNA.	Use during the first LNAC meeting to brainstorm LNAC members' primary concerns about migratory student needs.
Tool 1-3: LCNA MEP Family Needs Assessment Survey (English and Spanish)	Survey to determine parent and family member perceptions of child and parent/family needs. *Note: This is not intended to be an individual needs assessment survey. The survey should allow for anonymous feedback to determine project-based/regional trends and needs.*	Distribute in the fall to a sample of parents and family members *(10% of eligible families or 15 surveys, whichever is greater)*. Collect surveys/responses and tally results using LCNA Tool 2-2.
Tool 1-4: LCNA MEP Staff Needs Assessment Survey	Survey to determine MEP and non-MEP staff perceptions of migratory student and parent/family needs, as well as staff professional development needs.	Distribute in the fall to MEP and non-MEP staff knowledgeable about migratory student needs. Collect surveys/responses and tally results using LCNA Tool 2-3.
Tool 1-5: LCNA MEP Student (Grades 9-12)/OSY Needs Assessment Survey (English and Spanish)	Survey to determine migratory student (grades 9-12) and OSY perceptions of their needs. *Note: This is not intended to be an individual needs assessment survey. The survey should allow for anonymous feedback to determine project-based/regional trends and needs.*	Distribute in the fall to a sample of migratory students in grades 9-12 and OSY *(10% of eligible students/ OSY or 15 surveys, whichever is greater)*. Collect surveys/responses and tally results using LCNA Tool 2-4A [students] and Tool 2-4B [OSY].

Tools for Step 2 – Analyze, Summarize, and Review Needs Assessment Data

Tool	Description	Instructions
Tool 2-1: LCNA MEP Student Profile	Local profile of migratory student demographics, MEP services, graduation and dropout rates, and progress on state assessments.	Utilize MIS2000 and other data sources to report data on migratory students for the most recent performance period (1-year period). Additional data elements can be added by the projects/regions.
Tool 2-2: LCNA Family Needs Assessment Survey Tally Sheet	Tool to tally responses from Family Needs Assessment Surveys.*	Tally parent/family responses on the Family Needs Assessment Survey indicating needs identified, determine priority need areas, and list comments/follow-up as needed.
Tool 2-3: LCNA Staff Needs Assessment Survey Tally Sheet	Tool to tally the responses from Staff Needs Assessment Surveys*	Tally staff responses on the Staff Needs Assessment Survey indicating needs identified, priority need areas, and list comments/follow-up as needed.
Tool 2-4A: LCNA Student (Grades 9-12) Needs Assessment Survey Tally Sheet	Tool to tally the responses from Student (grades 9-12)/OSY Needs Assessment Surveys.*	Tally student responses on the Student/ OSY Needs Assessment Survey indicating needs identified, priority need areas, and list comments/follow-up as needed.
Tool 2-4B: LCNA OSY Needs Assessment Survey Tally Sheet	Tool to tally the responses from Student (grades 9-12)/OSY Needs Assessment Surveys.*	Tally OSY responses on the Student/OSY Needs Assessment Survey indicating needs identified, priority need areas, and list comments/follow-up as needed.

**It is recommended that the LCNA surveys be completed electronically (e.g., SurveyMonkey) for ease of completion and to reduce the time needed for tallying and recording results.*

Tools for Step 3 – Make Decisions

Tool	Description	Instructions
Tool 3-1: LCNA Strategy Implementation Plan	Local plan for implementing the strategies in the Nebraska MEP SDP based specifically on the needs identified through the LCNA.	During LCNA meetings, the LNAC identifies implementation activities for the strategies based specifically on the needs identified through the LCNA, resources needed to implement the activities, timelines, person(s) responsible, and priority levels for the project/region.
Tool 3-2: LCNA Action Plan to Address Other Needs	Local action plan to identify possible solutions to priority needs identified through the LCNA that are not identified in the state CNA, and therefore, are not addressed in the strategies in the SDP (if applicable).	During LCNA meetings, the LNAC identifies priority needs (identified through the LCNA) that are not identified in the state CNA, and therefore, are not addressed in the strategies in the SDP (if applicable), possible solutions to the needs, resources needed to implement the solutions, timeline for implementation, person(s) responsible, and priority levels for the project/region.

6 Why Conduct LCNA Focus Groups?

The LCNA Family Needs Assessment Survey [Tool 1-3], Staff Needs Assessment Survey [Tool 1-4], and Student (Grades 9-12)/OSY Needs Assessment Survey [Tool 1-5] assist LEAs in identifying the unique needs of migratory children and youth to be addressed during the LCNA process; however, projects/ regions may **want or need** to delve into needs beyond the surveys. This can be done through focus groups with parents/family members, staff, and students/OSY. Best practices indicate conducting focus groups when parents/family members, staff, and/or students/OSY are already gathered for meetings. These discussions can be formal or informal and could occur during the following events.

- Back-to-school events
- Parent Advisory Committee (PAC) meetings
- Parent training events
- Staff meetings
- State conference sessions
- Student leadership events

This section provides guidance on conducting focus groups to further explore the needs of each population to better understand their needs.

Guidance about Facilitating Focus Groups

A focus group is a small group of people (usually 4-6) who provide feedback on certain topics to help projects/regions improve services. Focus group members are invited to attend small roundtable discussions (lasting approximately 40-60 minutes) to provide feedback on specific questions. Discussions are led by a facilitator who has the responsibility of recording responses/trends to be reviewed during the LCNA process. The following suggestions are provided to assist facilitators in leading needs assessment focus groups.

Before the discussion begins:

- Welcome everyone, introduce yourself and ask participant(s) their names. If you do not know the participants, provide name tags.
- When interviewing, spend some time to establish rapport. Ask parents about their children and their children's school. Ask staff to describe the program in a single word or phrase and note their comments.
- Listen closely to the answers as they will help you frame your follow-up questions later during the discussion.
- Once everyone arrives, explain the process:
    - Let everyone know that you will be summarizing the responses and including them in a report to the LEA.
    - Explain that you will not be using people's names—rather, you will be combining the information and summarizing it together with that of all those being interviewed.
    - If someone has not been assigned as the note taker, ask someone to take notes on the discussion. The facilitator may take notes as well, but dedicating this task to someone allows the facilitator to keep the flow of discussion going.

During the discussion:

- Use probes to deepen the discussion if people do not volunteer information. You do not have to ask all of the probes.

- When summarizing responses, simply write down what is said.
- Allow everyone in the group to have a voice. If someone is dominating the discussion, you can try asking those who have been quiet if they agree or disagree and why. However, avoid putting anyone on the spot by asking a particular question just for one person.
- One way to get more in-depth responses without leading is to restate a comment with the inflection of a question. Also, summarize comments and ask if you have captured their thoughts correctly.

At the *end*:

- Thank everyone for their participation.
- The facilitator should read any notes and make appropriate corrections.
- Turn in all notes from focus groups to the lead person at the LEA.

A facilitator may lead focus groups using a variety of ways to make the discussion engaging and interactive including the following.

- Individual questions can be asked and participants take turns responding.
- Participants can engage in a mind mapping activity whereby the questions are provided at the center of a mind map and participants work in groups to map out responses.
- Participants are asked questions and respond using index cards that are submitted to the facilitator. The facilitator then reads the responses and allows time for the group to respond/ debrief.

Sample Needs Assessment Focus Group Questions

Following are sample questions that can be selected for needs assessment focus groups.

Sample Questions for Parents/Family Members
What have you observed to be your children's greatest learning needs? *Probe: How do learning needs differ by age/grade (e.g., birth to age five, elementary, middle school, high school, out-of-school youth [OSY])?* In what subjects do your children need the most help? *Probe: Do subjects differ by age/grade?* What services can the MEP provide to your children to support their learning/academic needs? *Probe: Do services needed differ by age/grade? Are your children receiving services for which they are eligible?* What are some things that get in the way of your child's success in school? *Probe: Social-emotional issues, lack of eyeglasses, transportation to/from programming, resources/supplies needed to participate, etc.* Is there anything that the MEP can provide to help your children do better in school? *Probe: School supplies, transportation, health/dental/vision services, etc.* As a parent, what are your needs for supporting your children's schoolwork/learning? *Probe: Do you have what you need to support your child's learning at home? Do you require additional skills to help your children with reading/math? Do you know who to talk to on behalf of your child to ensure their needs are addressed?* What services can the MEP provide you, as a parent, to support your needs? *Probe: Parent training, classes to improve parent skills, parent/child activities, resources, etc.*

Sample Questions for MEP Staff
What have you observed to be migratory students' greatest learning needs? *Probe: How do learning needs differ by age/grade (e.g., birth to age five, elementary, middle school, high school, out-of-school youth [OSY])?* With what subjects do migratory students need the most help? *Probe: Do subjects differ by age/grade?* What services can the MEP provide to migratory students to support their learning/academic needs? *Probe: Do services needed differ by age/grade? Are migratory students receiving services for which they are eligible (MEP and non-MEP funded)?* What challenges or barriers get in the way of migratory students' success in school? *Probe: Do barriers/challenges differ by age/grade?* What support services would most help migratory students do better in school? *Probe: School supplies, transportation, health/dental/vision services, etc.* What professional development needs do you have to support migratory students and youth? *Probe: Are there specific topics you would recommend? Are you in need of information on the MEP or the impact of mobility on migratory children and youth? Do you have the skills needed to support migratory student learning?*

Sample Questions for Migratory Students in Grades 9-12 and Out-of-School Youth (OSY)
What do you want to learn? *Probe: Content area skills, information to complete high school courses, life skills, a high school equivalency diploma, etc.* In what subjects do you need the most help? *Probe: Specific content areas, specific skills, specific courses* What services can the MEP provide to support your learning/academic needs? *Probe: After-school tutoring, summer school, mentoring, individualized support, etc.* What challenges or barriers get in the way of your success in school? *Probe: Social-emotional issues, health issues, lack of transportation, lack of resources/supplies to participate, etc.* What would help you do better in school? *Probe: School supplies, transportation, technology, health/dental/vision services, etc.*

7 What are Key LCNA Resources?

Following are a few key LCNA resources that can be used to assist with implementing and applying the LCNA process.

1. Altschuld, J. W., & Witkin, B. R. (2000). ***From Needs Assessment to Action: Transforming Needs Into Solution Strategies***. Thousand Oaks, CA: Sage Publications, Inc.

2. ***Migrant Education Program Comprehensive Needs Assessment Toolkit***. (July 2018). Washington, DC: U.S. Department of Education, Office of Migrant Education. https://results.ed.gov/cna-toolkit

3. ***Nebraska Migrant Education Program Comprehensive Needs Assessment Report***. (June 2021). Nebraska Department of Education. https://www.education.ne.gov/wp-content/uploads/2021/10/NE-CNA-Report-6-2021.pdf

4. ***Nebraska Migrant Education Program Service Delivery Plan Report***. (June 2022). Nebraska Department of Education. https://www.education.ne.gov/wp-content/uploads/2022/10/Nebraska-SDP-Final-Report-6-2022.pdf

5. ***Non-Regulatory Guidance for the Education of Migrant Children Under Title I, Part C of the Elementary and Secondary Education Act of 1965***. (Select Chapters Updated March 2017). Washington, DC: U.S. Department of Education, Office of Migrant Education. Guidance specific to the CNA is found on pages 43-52. https://results.ed.gov/legislation

RESOURCES

Appendix A
LCNA Tools

TOOL 1-1 LCNA Planning Tool

Local Needs Assessment Committee (LNAC) Members:

Name	MEP Role	Affiliation

LCNA Timeline Template

Fall	Spring	Summer
• .	• .	• .
• .	• .	• .
• .	• .	• .
• .	• .	• .
• .	• .	• .

Tool 1-2 LCNA Concerns Brainstorming Tool

Prior to reviewing needs data collected through the LCNA, use this tool during LCNA meetings to brainstorm your greatest concerns about migratory students in your project/region related to the Nebraska MEP's four goal areas shown below.

Concerns
School Readiness
We are concerned that…
We are concerned that…
English Language Arts/Mathematics
We are concerned that…
We are concerned that…
High School Graduation
We are concerned that…
We are concerned that…
Services to Out-of-School Youth
We are concerned that…
We are concerned that…

TOOL 1-3 LCNA MIGRANT EDUCATION PROGRAM (MEP) FAMILY NEEDS ASSESSMENT SURVEY

District/Educational Service Unit (ESU): _____

Directions: Please check ☑ the items that are needed MOST below. The Migrant Education Program (MEP) is conducting a study of the needs of migratory families. If you have more than one child in the MEP, answer in general for all your children.

Grade(s) of children in my home (check all that apply): ☐ Birth to Age 5 ☐ K-3 ☐ 4-5 ☐ 6-8 ☐ 9-12 ☐ HS-aged child not attending school

1. What do your children need the MOST?			
☐	Early learning skills for preschoolers	☐	Mathematics instruction/skills
☐	English language skills	☐	Preparing for state tests
☐	GED or high school equivalency diploma	☐	Reading/writing instruction/skills
☐	Help with adjusting to a new school	☐	Science instruction/skills
☐	High school credits	☐	Skills/instruction in other content areas
☐	Homework/assignments	☐	Study skills
☐	Information about opportunities after high school	☐	Summer school
☐	Information on scholarships and financial aid	☐	Support for completing high school classes
☐	Instruction provided in your home	☐	Support to stay in school
☐	Life skills (job skills, budgeting, saving)	☐	Tutoring during the regular school year

2. What do your children MOST need to be successful in school?			
☐	School supplies	☐	Nutrition/meals
☐	Counseling on high school credits/graduation	☐	Transportation
☐	Counseling on options after high school	☐	Finding early learning programs
☐	Health care (medical, mental, dental, vision)	☐	Finding school/community resources
☐	Support for extracurricular activities	☐	Translation and interpretation
☐	Clothing (uniforms, cap and gown, sports)	☐	Books

3. What would MOST help you support your child's success in school?			
☐	Educational materials for my home	☐	Preparing young children for school
☐	Communicating with staff about my child's needs	☐	Migrant Parent Advisory Council (PAC) meetings/networking
☐	Parent activities such as reading/math nights	☐	How to help my child with reading/math at home
☐	Parenting education	☐	How to help my child with homework/assignments
☐	Information about children's health issues	☐	Family literacy/English language instruction

4. What other needs do you or your children have that are not included in this survey?

TOOL 1-3 LCNA PROGRAMA DE EDUCACIÓN MIGRANTE (MEP-INGLÉS)
ENCUESTA SOBRE LAS NECESIDADES FAMILIARES

Distrito/ESU: _____

El Programa de Educación Migrante (MEP-inglés) está llevando a cabo un estudio de las necesidades de las familias migratorias. Si usted tiene más de un hijo en el MEP, responda en general para todos sus hijos. Marque las respuestas de cada categoría que se necesitan más.

Grado(s) de los niños en mi hogar (marque todo el que aplique): ☐ Nacimiento hasta los 5 años de edad
☐ K-3 ☐ 4-5 ☐ 6-8 ☐ 9-12 ☐ Joven de 14 a 21 años fuera de la escuela

1. ¿Qué es lo que MÁS necesitan tus hijos?			
☐	Habilidades de aprendizaje para niños en edad preescolar	☐	Instrucción/habilidades de matemáticas
☐	Conocimientos de inglés	☐	Preparación para los exámenes estatales
☐	GED o diploma de equivalencia de escuela secundaria	☐	Instrucción/habilidades de lectura/escritura
☐	Ayuda para adaptarse a una nueva escuela	☐	Instrucción/habilidades de ciencia
☐	Créditos de la escuela secundaria	☐	Instrucción/habilidades en otras áreas de contenido
☐	Tareas	☐	Habilidades de estudio
☐	Información sobre oportunidades después de la escuela preparatoria	☐	Curso de verano
☐	Información sobre becas y ayudas financiera	☐	Apoyo para completar clases de la escuela preparatoria
☐	Instrucción proporcionada en su hogar	☐	Apoyo para permanecer en la escuela
☐	Habilidades para la vida (habilidades laborales, presupuestos, ahorro)	☐	Tutoría durante el año escolar

2. ¿Qué es lo que MÁS necesitan sus hijos para tener éxito en la escuela?			
☐	Utiles escolares	☐	Nutrición/comida
☐	Consejería Secundaria (relacionada a crédito)	☐	Transportación
☐	Orientación universitaria y profesional	☐	Encontrar programas preescolares
☐	Cuidado de la salud, mental, dental o visión	☐	Encontrar recursos de la escuela y de la comunidad
☐	Apoyo para las actividades extracurriculares	☐	Traducción e interpretación
☐	Ropa (uniformes, gorra/bata, deportes)	☐	Libros

3. ¿Qué le ayudaría MÁS a usted en apoyar a su hijo en tener éxito en la escuela?			
☐	Materiales educativos en el hogar	☐	Preparar a los niños pequeños para la escuela
☐	Comunicación con personal sobre las necesidades de mis hijos	☐	Reuniones del Consejo Asesor de Padres Migrantes
☐	Actividades de participación de los padres (por ejemplo, noches de actividades de lectura, etc.)	☐	Cómo ayudar a mi hijo con la lectura/matemáticas en casa
☐	Programas educativos sobre la crianza	☐	Cómo ayudar a mi hijo con las tareas
☐	Información sobre temas de salud de los niños	☐	Alfabetización familiar y la enseñanza de idiomas

4. ¿Qué otras necesidades que no están incluidos en esta encuesta tienen usted o sus hijos?

Tool 1-4 LCNA Migrant Education Program (MEP) Staff Needs Assessment Survey

District/ESU: _____

☐ MEP Staff ☐ Non-MEP Staff

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

1. I know enough about the MEP to answer these questions with confidence.

☐ Untrue ☐ Hardly true ☐ Mostly true ☐ Totally true

☐ ***NOTE: If you check "Untrue," do not complete the survey***

2. What do migratory children/youth need the MOST help with?			
☐	Reading skills	☐	Missing homework/assignments
☐	Writing skills	☐	English language skills
☐	Mathematics skills	☐	Study skills
☐	Science skills	☐	School readiness skills
☐	Skills in other content areas	☐	Life skills (job skills, budgeting, saving)
☐	State test preparation	☐	Scholarships and financial aid for college
☐	High school credit accrual	☐	GED or high school equivalency diploma (HSED)

3. What supplemental instructional services would MOST help migratory children/youth?			
☐	Reading/writing instruction	☐	Career/technical education programs
☐	Mathematics instruction	☐	Virtual learning options
☐	Instruction in other content areas	☐	Tutoring during the regular school year
☐	Support for completing high school classes	☐	Individualized student support
☐	Migrant summer school/services	☐	GED/HSED support/programs
☐	Early learning/school readiness instruction	☐	Dropout prevention support
☐	Home-based tutoring/instruction	☐	Support for adjusting to a new school
☐	English language instruction	☐	Other:

4. What support services do migratory children/youth need MOST?			
☐	Books/materials/school supplies	☐	Nutrition/meals
☐	Counseling on high school credits/graduation	☐	Transportation
☐	Counseling on options after high school	☐	Clothing (uniforms, cap and gown, sports, winter)
☐	Health care (medical, mental, dental, vision)	☐	Locating school/community resources
☐	Support for extracurricular activities	☐	Locating/enrolling in early learning programs
☐	Translation and interpretation	☐	Social-emotional support

5. What professional development do you need MOST?			
☐	Using data to inform program implementation	☐	Reading/literacy strategies
☐	Culturally relevant instruction	☐	Mathematics strategies
☐	Migrant 101/Who are migratory children/youth?	☐	Involving parents in their child's education
☐	Social-emotional learning	☐	ESL/diverse learner strategies
☐	Identification and recruitment/eligibility	☐	Accessing school/community resources
☐	Serving out-of-school youth (OSY)	☐	School readiness

--Over--

6. What training/support is needed MOST by parents of migratory children/youth?			
☐	Information on postsecondary/career readiness	☐	How to help their child with school readiness skills
☐	How to help their children with homework	☐	How to help their children with reading
☐	Communicating with the school/teachers	☐	How to help their children with mathematics
☐	Adolescent health/development	☐	Parenting education
☐	Family literacy/English language development	☐	Strategies/resources to support education in the home
☐	Locating school/community resources	☐	Parent and family engagement

7. What other key needs have you observed that are not included in this survey?

TOOL 1-5 LCNA MIGRANT EDUCATION PROGRAM (MEP) STUDENT (GRADES 9-12)/OUT-OF-SCHOOL YOUTH (OSY) NEEDS ASSESSMENT SURVEY

District/Educational Service Unit (ESU): _____

Check one box: I am a high school student in ☐ grade 9 ☐ grade 10 ☐ grade 11 ☐ grade 12
☐ I am not enrolled in school (OSY)

Directions: Please check ☑ the items that you need **MOST** from the Migrant Education Program below.

1. What do you need MOST?			
☐	Career/technical education programs	☐	Mathematics instruction/improve math skills
☐	College preparation (AP classes, ACT/SAT)	☐	Mentoring
☐	GED or high school equivalency diploma	☐	Online learning options
☐	Help completing high school classes	☐	Prepare for state tests
☐	Help with completing missing homework/assignments	☐	Reading/writing instruction/improve skills
☐	High school credits	☐	Study skills
☐	Improve science skills	☐	Summer school
☐	Learn about career options	☐	Support for adjusting to a new school
☐	Learn about paying for/enrolling in college	☐	Support to help you stay in school
☐	Learn English	☐	Tutoring during the regular school year
☐	Life skills (job skills, budgeting, saving)	☐	Tutoring/instruction provided in your home

2. What do you MOST need to be successful in school?			
☐	Books/materials/school supplies	☐	Nutrition/meals
☐	High school credits/graduation	☐	Transportation
☐	Options after high school	☐	Clothing
☐	Health care (medical, dental, vision)	☐	Locating school resources
☐	Support for extracurricular activities	☐	Locating community resources
☐	Help addressing social-emotional needs	☐	Access to computers/internet
☐	Translation and interpretation	☐	Other:

3. How well do you understand your graduation requirements? ☐ Not at all ☐ Somewhat ☐ Very well ☐ Not Applicable
4. How sure are you that you will graduate from high school? ☐ Not at all ☐ Somewhat ☐ Very sure ☐ Not Applicable

5. What other needs do you have that are not addressed in this survey?

Tool 1-5 LCNA Programa de Educación Migrante (MEP-Inglés) Estudiante (Grados 9-12)/Joven de 14 a 21 años fuera de la escuela (OSY-Inglés) Encuesta sobre las Necesidades

Distrito/ESU: _____

Marque uno: Soy un estudiante en preparatoria en: ☐ grado 9 ☐ grado 10 ☐ grado 11 ☐ grado 12
☐ Soy un estudiante en edad de escuela secundaria (hasta los 21 años) que no está matriculado en la escuela.

Instrucciones: Marque ☑ los que necesitas **MÁS** del Programa de Educación Migrante.

1. ¿Qué es lo que MÁS necesitas?			
☐	Programas de educación profesional/técnica	☐	Instrucción de matemáticas/mejorar las habilidades matemáticas
☐	Preparación para la universidad (clases AP, ACT/SAT)	☐	Tutoría
☐	GED o diploma de equivalencia de escuela secundaria	☐	Opciones de aprendizaje en línea
☐	Ayuda para completar las clases de la escuela secundaria	☐	Prepararse para los exámenes estatales
☐	Ayuda para completar las tareas que faltan.	☐	Enseñanza de la lectura/escritura/mejora de las habilidades
☐	Créditos de "high school"	☐	Habilidades de estudio
☐	Mejorar las habilidades de ciencia	☐	Curso de verano
☐	Más información sobre las opciones de carrera	☐	Apoyo para adaptarse a una nueva escuela
☐	Más información sobre cómo pagar o inscribirse en la universidad	☐	Apoyo para ayudarle a permanecer en la escuela
☐	Aprender inglés	☐	Tutoría durante el año escolar regular
☐	Habilidades para la vida (habilidades laborales, elaboración de presupuestos, ahorro)	☐	Tutoría/instrucción proporcionada en su hogar

2. ¿Qué es lo que MÁS necesitas para tener éxito en la escuela?			
☐	Libros-materiales educativos-útiles escolares	☐	Nutrición/comidas
☐	Créditos de escuela preparatoria/graduación	☐	Transportación
☐	Opciones después de la escuela secundaria	☐	Ropa
☐	Cuidado de la salud, dental, o visión	☐	Encontrar recursos de la escuela
☐	Apoyo a las actividades extracurriculares	☐	Encontrar recursos de la comunidad
☐	Asistencia para las necesidades socioemocionales	☐	Acceso a computadores/el internet
☐	Traducción e Interpretación	☐	Otro:

3. ¿Qué tan bien entiende sus requisitos de graduación? ☐ Para nada ☐ Algo ☐ Mucho ☐ No aplica
4. ¿Qué tan seguro está que se graduará de la preparatoria? ☐ Para nada ☐ Algo ☐ Mucho ☐ No aplica

5. ¿Qué otro tipo de asistencia necesita que no se abordan en esta encuesta?

TOOL 2-1 LCNA MIGRANT EDUCATION PROGRAM (MEP) STUDENT PROFILE

Program _____ **Data from (Year):** _____

	Data Element	Source	Statistic (#/%)	Priority Area (√)	Comments/ Follow-up
1	Migratory Children/Youth **birth to age 21**				
2	Migratory Children/Youth **ages 3-21** (*Category 1 Count*)				
3	Migratory Children **Birth to Age 2**				
4	Migratory Children **Ages 3-5 (not in kindergarten)**				
5	Migratory Students in **Grades K-5**				
6	Migratory Students in **Grades 6-8**				
7	Migratory Students in **Grades 9-12**				
8	Migratory **Out-of-School Youth (OSY)**				
9	Migratory Children/Youth with **Priority for Services (PFS)**				
10	Migratory **English Learners (EL)**				
11	Migratory Children/Youth Eligible for **Special Education**				
12	Migratory Children/Youth with a **Qualifying Arrival Date (QAD) within 12 months** of the last day of the performance period				
13	Migratory Children/Youth Receiving MEP **Services during the Performance Period**				
14	Migratory Children/Youth Receiving MEP **Instructional Services** during the Performance Period				
15	Migratory Children/Youth Receiving MEP **Reading Instruction** during the Performance Period (teacher or paraprofessional)				
16	Migratory Children/Youth Receiving MEP **Mathematics Instruction** during the Performance Period (teacher or paraprofessional)				
17	Migratory Children/Youth Receiving MEP **Support Services** during the Performance Period				
18	Migratory Children/Youth Receiving MEP **Counseling Services** during the Performance Period				
19	Migratory Children/Youth Receiving MEP **Services during the Regular School Year**				
20	Migratory Children/Youth with **PFS** Receiving Services during the Regular School Year				
21	Migratory Children/Youth Receiving MEP **Services during the Summer (birth to age 21)**				
22	Migratory Children/Youth Receiving MEP **Services during the summer (ages 3-21)** (*Category 2 Count*)				
23	Migratory Children/Youth with **PFS** Receiving MEP Services during the Summer				
24	**Migratory** Student **Graduation Rate**				
25	**PFS** Migratory Student **Graduation Rate**				
26	**Migratory** Student **Dropout Rate**				
27	**PFS** Migratory Student **Dropout Rate**				
28	**Migratory Students** in Grades 3-8 Scoring Proficient on **NSCAS ELA Assessments**				
29	**PFS** Migratory Students in Grades 3-8 Scoring Proficient on **NSCAS ELA Assessments**				

	Data Element	Source	Statistic (#/%)	Priority Area (√)	Comments/ Follow-up
30	**Migratory Students** in Grades 3-8 scoring Proficient on **NSCAS Mathematics Assessments**				
31	**PFS** Migratory Students in Grades 3-8 Scoring Proficient on **NSCAS Mathematics Assessments**				
32	**Migratory Students** Scoring Proficient on the **ACT**				
33	**PFS** Migratory Students Scoring Proficient on the **ACT**				
	Other:				
	Other:				
	Other:				

TOOL 2-2 LCNA FAMILY NEEDS ASSESSMENT SURVEY TALLY SHEET

Project _____ **Data from (Year):** _____

Total number of parents/family members responding	
Number of parents responding with children who are **birth to age 5**:	
Number of parents responding with children in **grades K-3**:	
Number of parents responding with children in **grades 4-5**:	
Number of parents responding with children in **grades 6-8**:	
Number of parents responding with children in **grades 9-12**:	
Number of parents responding with out-of-school youth (**OSY**):	

Needs	Number of Families Expressing Need	Priority Area (√)	Comments/Follow-up
1. Supplemental Instructional Needs			
Early learning skills for preschoolers			
English language skills			
GED or high school equivalency diploma			
Help with adjusting to a new school			
High school credits			
Homework/assignments			
Information about opportunities after high school			
Information on scholarships and financial aid			
Instruction provided in your home			
Life skills (job skills, budgeting, saving)			
Mathematics instruction/skills			
Preparing for state tests			
Reading/writing instruction/skills			
Science instruction/skills			
Skills/instruction in other content areas			
Study skills			
Summer school			
Support for completing high school classes			
Support to stay in school			
Tutoring during the regular school year			
2. Support Services Needs			
School supplies			
Counseling on high school credits/graduation			
Counseling on options after high school			
Health care (medical, mental, dental, vision)			
Support for extracurricular activities			
Clothing (uniforms, cap and gown, sports)			
Nutrition/meals			
Transportation			
Finding early learning programs			
Finding school/community resources			
Translation and interpretation			
Books			
3. Parent/Family Needs			
Educational materials for my home			
Communicating with staff about my child's needs			

Parent activities such reading/math nights			
Parenting education			
Information about children's health issues			
Preparing young children for school			
Migrant PAC meetings/networking			
How to help my child with reading/math at home			
How to help my child with homework/assignments			
Family literacy/English language instruction			

4. Summary of other needs not included in the survey as indicated by parents/family members:

TOOL 2-3 LCNA STAFF NEEDS ASSESSMENT SURVEY TALLY SHEET

Project _____ **Data from (Year):** _____

Total number of staff responding	
Number of **MEP staff**	
Number of **Non-MEP staff**	

1. I know enough about the MEP to answer these questions with confidence			
# Responding "*Untrue*"	**# Responding *"Hardly true"***	**# Responding *"Mostly true"***	**# Responding *"Totally true"***

Needs	Number of Staff Expressing Need	Priority Area (√)	Comments/Follow-up
2. Supplemental Instruction Needs			
Reading skills			
Writing skills			
Mathematics skills			
Science skills			
Skills in other content areas			
State test preparation			
High school credit accrual			
Missing homework/assignments			
English language skills			
Study skills			
School readiness skills			
Life skills (job skills, budgeting, saving)			
Scholarships and financial aid for college			
GED or high school equivalency diploma (HSED)			
3. Supplemental Instructional Services Needs			
Reading/writing instruction			
Mathematics instruction			
Instruction in other content areas			
Support for completing high school classes			
Migrant summer school/services			
Early learning/school readiness instruction			
Home-based tutoring/instruction			
English language instruction			
Career/technical education programs			
Virtual learning options			
Tutoring during the regular school year			
Individualized student support			
GED/HSED support/programs			
Dropout prevention support			
Support for adjusting to a new school			
Other:			
4. Support Services Needs			
Books/materials/school supplies			
Counseling on high school credits/graduation			
Counseling on options after high school			
Health care (medical, mental, dental, vision)			

Needs	Number of Staff Expressing Need	Priority Area (√)	Comments/Follow-up
Support for extracurricular activities			
Translation and interpretation			
Nutrition/meals			
Transportation			
Clothing (uniforms, cap and gown, sports, winter)			
Locating school/community resources			
Locating/enrolling in early learning programs			
Social-emotional support			
5. Professional Development Needs			
Using data to inform program implementation			
Culturally relevant instruction			
Migrant 101/Who are migratory children/youth?			
Social-emotional learning			
Identification and recruitment/eligibility			
Serving out-of-school youth (OSY)			
Reading/literacy strategies			
Mathematics strategies			
Involving parents in their child's education			
ESL/diverse learner strategies			
Accessing school/community resources			
School readiness			
6. Parent Training Needs			
Information on postsecondary/career readiness			
How to help their children with homework			
Communicating with the school/teachers			
Adolescent health/development			
Family literacy/English language development			
Locating school/community resources			
How to help their child with school readiness skills			
How to help their children with reading			
How to help their children with mathematics			
Parenting education			
Strategies/resources to support education in the home			
Parent and family engagement			

7. Summary of other key needs observed by staff not covered in the survey:

TOOL 2-4A LCNA STUDENT (GRADES 9-12) NEEDS ASSESSMENT SURVEY TALLY SHEET

Project _____ **Data from (Year):** _____

Total number of students in grades 9-12 responding: _____
Number of **9th grade** students responding: _____
Number of **10th grade** students responding: _____
Number of **11th grade** students responding: _____
Number of **12th grade** students responding: _____

Needs	Number of Students Expressing Need	Priority Area (√)	Comments/ Follow-up
1. Supplemental Instruction Needs			
Career/technical education programs			
College preparation (AP classes, ACT/SAT)			
GED or high school equivalency diploma			
Help completing high school classes			
Help with completing missing homework/assignments			
High school credits			
Improve science skills			
Learn about career options			
Learn about paying for/enrolling in college			
Learn English			
Life skills (job skills, budgeting, saving)			
Mathematics instruction/improve math skills			
Mentoring			
Online learning options			
Prepare for state tests			
Reading/writing instruction/improve skills			
Study skills			
Summer school			
Support for adjusting to a new school			
Support to help you stay in school			
Tutoring during the regular school year			
Tutoring/instruction provided in your home			
2. Support Services Needs			
Books/materials/school supplies			
High school credits/graduation			
Options after high school			
Health care (medical, dental, vision)			
Support for extracurricular activities			
Help addressing social-emotional needs			
Translation and interpretation			
Nutrition/meals			
Transportation			
Clothing			
Locating school resources			
Locating community resources			
Access to computers/internet			
Other:			

3. How well do you understand graduation requirements?					
Number Responding **Not at all**	Number Responding **Somewhat**	Number Responding **Very well**	Number Responding **N/A**	**Priority Area (√)**	**Comments/Follow-up**

4. How sure are you that you will graduate from high school?					
Number Responding **Not at all**	Number Responding **Somewhat**	Number Responding **Very sure**	Number Responding **N/A**	**Priority Area (√)**	**Comments/Follow-up**

5. Summary of other needs identified by students:

TOOL 2-4B LCNA OSY NEEDS ASSESSMENT SURVEY TALLY SHEET

Project _____ **Data from (Year):** _____

Number of OSY responding: _____

Needs	Number of Students Expressing Need	Priority Area (√)	Comments/ Follow-up
1. Supplemental Instruction Needs			
Career/technical education programs			
College preparation (AP classes, ACT/SAT)			
GED or high school equivalency diploma			
Help completing high school classes			
Help with completing missing homework/assignments			
High school credits			
Improve science skills			
Learn about career options			
Learn about paying for/enrolling in college			
Learn English			
Life skills (job skills, budgeting, saving)			
Mathematics instruction/improve math skills			
Mentoring			
Online learning options			
Prepare for state tests			
Reading/writing instruction/improve skills			
Study skills			
Summer school			
Support for adjusting to a new school			
Support to help you stay in school			
Tutoring during the regular school year			
Tutoring/instruction provided in your home			
2. Support Services Needs			
Books/materials/school supplies			
High school credits/graduation			
Options after high school			
Health care (medical, dental, vision)			
Support for extracurricular activities			
Help addressing social-emotional needs			
Translation and interpretation			
Nutrition/meals			
Transportation			
Clothing			
Locating school resources			
Locating community resources			
Access to computers/internet			
Other:			

3. How well do you understand graduation requirements?					
Number Responding **Not at all**	Number Responding **Somewhat**	Number Responding **Very well**	Number Responding **N/A**	**Priority Area (√)**	**Comments/Follow-up**

4. How sure are you that you will graduate from high school?					
Number Responding **Not at all**	Number Responding **Somewhat**	Number Responding **Very sure**	Number Responding **N/A**	**Priority Area (√)**	**Comments/Follow-up**

5. Summary of other needs identified by students:

TOOL 3-1 LCNA STRATEGY IMPLEMENTATION PLAN

The LCNA Strategy Implementation Plan helps the projects/regions identify how to implement the strategies in the Nebraska Migrant Education Program (MEP) Service Delivery Plan (SDP) to address migratory student needs identified during the LCNA process. To complete the Implementation Plan, the LNAC identifies activities to address the needs identified during the LCNA, resources needed to implement the activities, timelines for implementing the activities, and person(s) responsible for implementing the activities. 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 levels (low, medium, or high) to assist with prioritizing implementation of the activities. ***Note: Ideas for strategy implementation from the 2022 SDP can be found in Appendix C.***

School Readiness Strategies In the Nebraska SDP	Implementation Activities *(Based on the needs identified in the LCNA)*	Resources Needed	Timeline	Person(s) Responsible	Priority Level		
					L	M	H
Strategy 1.1a: Coordinate and/or provide instructional services for migratory children ages 3-5 (not in kindergarten) to increase their school readiness skills (e.g., preschool programs, home-/center-based services, summer programming).							
Strategy 1.1b: Provide professional learning to prepare staff to address the unique educational needs of migratory children ages 3-5 (not in kindergarten) using evidence-based strategies for instruction and support services.							
Strategy 1.2: Coordinate and/or provide support services to assist families with identifying and overcoming barriers so that migratory preschool-aged children have access to school readiness opportunities.							
Strategy 1.3: Coordinate and/or provide school readiness strategies to enhance migratory families' capacity to support and advocate for their child's school readiness skills.							

English Language Arts and Mathematics Strategies In the Nebraska SDP	Implementation Activities *(Based on the needs identified in the LCNA)*	Resources Needed	Timeline	Person(s) Responsible	Priority Level		
					L	M	H
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.							

High School Graduation Strategies In the Nebraska SDP	Implementation Activities *(Based on the needs identified in the LCNA)*	Resources Needed	Timeline	Person(s) Responsible	Priority Level		
					L	M	H
Strategy 3.1a: Coordinate and/or provide secondary migratory students (grades 9-12) with evidence-based supplemental instructional services to support their achievement of graduation, college, career, and/or life readiness goals and skills.							
Strategy 3.1b: Provide professional learning 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 students (grades 9-12) achievement of graduation; GED/high school equivalency; college, career, and/or life readiness goals.							
Strategy 3.2: Coordinate and/or provide appropriate needs-based support services to secondary migratory students (grades 9-12) to eliminate barriers to accomplishing graduation, college, career, and/or life readiness goals and skills.							
Strategy 3.3: Coordinate and/or provide needs-based educational services to migratory parents/families of secondary migratory students (grades 9-12) to enhance their capacity to support their child's achievement of graduation and college, career, and/or life readiness goals and skills.							

Services to OSY Strategies in the Nebraska SDP	Implementation Activities *(Based on the needs identified in the LCNA)*	Resources Needed	Timeline	Person(s) Responsible	Priority Level		
					L	M	H
Strategy 4.1a: Coordinate and/or provide migratory OSY with evidence-based supplemental instructional services to support their achievement of graduation, high school equivalency (GED), college/career and/or life goals and skills.							
Strategy 4.1b: Provide professional learning to MEP staff, school staff, and partner stakeholders to enhance their knowledge of evidence-based strategies, promising practices, and culturally relevant instruction to increase OSY achievement of graduation; GED/high school equivalency; college, career, and/or life readiness goals.							
Strategy 4.2: Coordinate and/or provide appropriate needs-based support services to migratory OSY to eliminate barriers to school re-engagement and support their achievement of graduation, high school equivalency (GED), college/career and/or life goals and skills.							
Strategy 4.3: Coordinate and/or provide needs-based educational services to migratory parents/ families of migratory OSY to enhance their capacity to support their child's achievement of graduation, high school equivalency (GED), college/ career and/or life goals and skills.							

TOOL 3-2 LCNA ACTION PLAN TO ADDRESS OTHER NEEDS

If, during the LCNA process, migratory student needs were identified that are not identified in the Nebraska MEP Comprehensive Needs Assessment (CNA), and therefore, are not addressed in the strategies in the Nebraska MEP Service Delivery Plan (SDP) [Tool 3-1: LCNA Strategy Implementation Plan], use this Action Plan to identify the priority needs, possible solutions to address the needs, resources needed to implement the solutions, etc. 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 levels (low, medium, or high) to assist with prioritizing implementation of the solutions.

Priority Need(s) Identified during the LCNA Not Addressed by the Strategies in the NE MEP SDP	Possible Solution(s)	Resources Needed	Timeline	Person(s) Responsible	Priority Level		
					L	M	H

Appendix B

Statewide Needs Identified in the 2023-2024 Nebraska CNA

LCNA Toolkit - Appendix B
Statewide Needs Identified in the 2023-24 Nebraska MEP CNA

A state Migrant Education Program (MEP) Comprehensive Needs Assessment (CNA) 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. The Nebraska MEP Needs Assessment Committee (NAC) followed a systematic 5-step process suggested by the Office of Migrant Education at the U.S. Department of Education that is illustrated below. This model was modified to fit the specific needs of the Nebraska 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)

The five basic steps of the CNA process are described below.

Step 1—Conduct Preliminary Work
The NDE MEP Team and META Associates:

- 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 suggests areas for data collection that confirmed or challenged their underlying assumptions about the identified concerns.

Step 3—Gather and Analyze Data

- The NDE 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 NDE MEP Team shared the CNA with stakeholders and administrators at the state and local levels.
- The NDE MEP team/META used the CNA as the basis for initiating the SDP planning process during 2021-22.

The CNA is used as a tool for decision-making to impact the operation of the MEP at all levels. It allows program administrators and program planners to target services to meet the needs of migratory children. The CNA process involves broad-based representation (e.g., state MEP staff, parents, community members, other stakeholders) in a participatory process to ensure that the unique needs of migratory students are identified. It provides quantitative and qualitative data to guide programming and policy decisions.

Upon completion of the statewide CNA process, a summary is included in a final CNA report that forms an action plan with educational solutions that inform the MEP SDP. The needs identified in the most recent Nebraska MEP CNA (2023-24) can be found on the following pages. Needs are organized by the three goal areas of (1) school readiness, (2) English Language Arts (ELA) and mathematics, and (3) high school graduation/services to out-of-school youth. **It should be noted that during the subsequent SDP process, the third goal area was divided into two separate goal areas: High School Graduation and Services to OSY.**

Goal Area 1: School Readiness

Concern Statement	Data Source	Need Indicator/ Need Statement	Prioritized Solutions for the SDP
1-1) We are concerned that migratory preschoolers, especially ELs, do not have access to free, quality early childhood programs (i.e., distance/ transportation, long waitlist, availability, schedules) and therefore do not have the school readiness skills to be prepared for kindergarten and beyond.	NAC Expert Committee 2022-23 MIS2000	**Indicators** - The experts on the NAC report that migratory children ages 3-5 do not have access to early childhood programs. - 50% of all eligible migratory children ages 3-5 participated in MEP or non-MEP preschool programming **Statement** The percentage of 3–5-year-old migratory children who participate in preschool services needs to increase.	1-1a) Offer/facilitate transportation. 1-1b) Advocate/refer families to enroll in preschool programs. 1-1c) Provide training to preschool providers on cultural proficiency.
1-2) We are concerned that migratory children ages 3-5 who are not enrolled in a preschool program are not receiving MEP instructional services.	2022-23 MIS2000	**Indicators** - 34% of migratory children ages 3-5 received MEP instructional services (30% PFS) - 16% participated in non-MEP preschool programming (9% PFS) **Statement** The percentage of migratory children ages 3-5 receiving MEP instructional services needs to increase.	1-2a) Provide home-based/virtual preschool services and materials and technology. 1-2b) Offer migrant-funded preschool programs (regular and summer term). 1-2c) Partner with local preschools to advocate for migratory children.
1-3) We are concerned that migratory families may not be aware of how to support school readiness, how to	2023 Parent Needs Assessment (NA) Survey	**Indicator** 19% of parents responding indicated their children need preschool programs	1-3a) Help and support parents navigate the U.S. school system by providing information, resources, and materials for

Concern Statement	Data Source	Need Indicator/ Need Statement	Prioritized Solutions for the SDP
enroll their child in preschool, or have access to resources (educational materials) to support their preschool children.		**Statement** The percentage of migratory parents receiving information, resources, and assistance in school readiness needs to increase.	parents to increase understanding. 1-3b) Provide parent workshops, such as PAC, Family and Community Engagement (FACE), and other virtual meetings. 1-3c) Share MEP preschool child lists with preschool providers/districts.

Goal Area 2: ELA and Mathematics

Concern Statement	Data Source	Need Indicator/ Need Statement	Prioritized Solutions for the SDP
2-1) We are concerned that migratory students are not receiving the instructional services they need to succeed in ELA and math.	2022-23 MIS2000	**Indicators** - 39% of eligible migratory students received MEP instructional services - 28% of eligible migratory students received ELA MEP instructional services and 26% received MEP math instructional services - 30% of PFS migratory children received MEP ELA instruction and 28% received MEP math instruction **Statements** The percentage of eligible migratory students receiving needs-based ELA and math instructional services from the MEP needs to increase.	2-1a) Provide extended learning opportunities specifically in ELA and math. 2-1b) Coordinate/provide in-person, online, targeted instructional services in ELA and math. 2-1c) Intentionally assign staff to provide instructional services. 2-1d) Provide PD in the area of evidence-based strategies/programs that staff can utilize when providing supplemental instructional services. 2-1e) Increase staff capacity to utilize data to deliver instructional services. 2-1f) Coordinate with schools. 2-1g) Coordinate EL support and programming. 2-1h) Utilize EL strategies when proving services.
2-2) We are concerned that migratory students are not performing at the same level as their non-migratory peers on State ELA and math assessments.	2022-23 NSCAS ELA and Math results	**Indicators** - 17% of migratory students (13% PFS) were proficient in ELA on the NSCAS compared to 46% of non-migratory students - 33% of migratory students were proficient in math on the NSCAS (23% PFS) compared to 61% of non-migratory students **Statement** The percentage of migratory students scoring proficient on State ELA and math assessments need to increase (29 percentage points in ELA and 28 percentage points in math).	2-2a) Use NSCAS data to identify areas of growth and to provide instructional services. 2-2b) Provide migratory students with test-taking strategies and skill training. 2-2c) Provide fundamental literacy and math skills instruction and resources. 2-2d) Collaborate with districts to obtain assessment results for migratory students.

Goal Area 3: High School Graduation

Concern Statement	Data Source	Need Indicator/ Need Statement	Prioritized Solutions for the SDP
3-1) We are concerned that migratory secondary aged students have unmet instructional service needs.	2022-23 CSPR Data 2023 Family, Student, Staff NA Survey Results	**Indicators** - 33% of migratory students in grades 9-12 received MEP instructional services - 64% of parents surveyed indicated that their children needed assistance with reading and 56% math - 79% of staff surveyed reported that students need reading help and 68% reported students need help with math - 55% of students surveyed reported a need for English language support **Statement** The percentage of migratory students in grades 9-12 receiving MEP instructional services needs to increase.	3-1a) Assign students according to need (prioritize PFS and at-risk students) to a staff member that can serve as a mentor and provide academic support (e.g., check grades, partner with school staff). 3-1b) Offer supplemental instructional programs to meet student needs such as after school programs, summer programs/services, and tutors. 3-1c) Identify options for earning core credit (e.g., PASS, online programs).
3-2) We are concerned that migratory students may not be on track to receive credit in Algebra I and/or to obtain the other necessary math credits for high school graduation.	2022-23 MIS2000 2022-23 CSPR Data	**Indicators** - 37% of 10th grade migratory students received full credit for Algebra I or a higher math course prior to entering 11th grade in 2023-24 (two percentage points short of the national target-39%) - 11% of migratory students in grades 9-12 received instructional services in math **Statements** - The percentage of migratory students receiving Algebra I credit needs to increase. - The percentage of migratory students in grades 9-12 receiving instructional services in math needs to increase.	3-2a) Designate a staff member for each migratory student that can serve as a mentor to provide academic support (e.g., check grades, attendance, partner with school staff). 3-2b) Offer supplemental instructional materials and programs to meet student needs (e.g., instructional resources/interventions focused on foundational math skills, after school programs, summer programs/services, tutors, math camp and connections to careers, cross-curricular topics). 3-2c) Partner with student, parent/guardian, and school staff to develop a plan and implement supports based on student needs to be on track for Algebra I credit. 3-2d) Match migratory students with appropriate peers that are strong in math, coordinate with school staff or within the MEP project. 3-2e) Partner with community organizations and higher education (e.g., certificates, internships). 3-2f) Provide workshops for students and parents (evenings

Concern Statement	Data Source	Need Indicator/ Need Statement	Prioritized Solutions for the SDP
			and weekends), FACE meetings, State Family and Student Conference. 3-2g) Provide professional learning to math and Algebra teachers who teach migratory students.
3-3) We are concerned that migratory secondary aged PFS students are graduating at a lower rate than their peers.	2022-23 NDE Database	**Indicators** - 76.5% of PFS students graduated compared to the State target of 87.3% and 92.3% of non-PFS students - 1.93% of PFS students dropped out of high school compared to 1.44% of non-migratory (non-PFS students had the same dropout rate as PFS [1.93%]) **Statement** The percentage of migratory PFS students who graduate needs to increase.	3.3a) Designate a staff member for each migratory student with PFS that can serve as a mentor to provide academic support (e.g., check grades, attendance, partner with school staff). 3.3b) Assist migratory students with PFS in partnering with appropriate service providers to develop a plan to be on track for graduation/High School Equivalency Diploma (HSED). 3.3c) Create a state level workgroup to analyze graduation and dropout rates to identify strategies to support local projects. 3.3d) Create and/or review personal learning plans towards graduation/HSED with students and parents/guardians. 3.3e) Provide workshops for school staff and parents to share resources and tools available at school (e.g., how to navigate the US school system and earn credits toward graduation/HSED). 3.3f) Create and disseminate information through videos about credits, grades, services, and academic accomplishment to parents/guardians.
3-4) We are concerned that migratory secondary aged students lack knowledge of options after high school including postsecondary education, employment skills, and career opportunities.	2023 Student/ OSY NA Survey	**Indicator** 76% of students surveyed indicated a need for information about options after high school **Statement** The percentage of students receiving information about options after high school needs to increase.	3.4a) Assign a staff member to create or review a plan for options after high school. 3.4b) Provide extended learning career/student leadership/senior student success camps. 3.4c) Partner with school staff and programs (e.g., counseling departments, EL, SE). 3.4d) Provide ACT preparation. 3.4e) Provide resources for scholarships. 3.4f) Develop and disseminate basic Information available through videos in languages

Concern Statement	Data Source	Need Indicator/ Need Statement	Prioritized Solutions for the SDP
			represented by migratory families. 3.4g) Provide workshops for students and parents (evenings and weekends), FACE meetings, State Family and Student Conference. 3.4h) Partner with community organizations and higher education (e.g., certificates, internships).

Goal Area 4: Services to OSY

Concern Statement	Data Source	Need Indicator/ Need Statement	Prioritized Solutions for the SDP
4-1) We are concerned that migratory OSY have unmet instructional service needs due to lack of engagement (e.g., work schedule, motivation, available time).	2022-23 CSPR Data NAC Expert Opinion	**Indicator** - 24% of migratory OSY received MEP instructional services - The experts on the NAC report that migratory OSY lack engagement for instructional services due to a variety of conflicting priorities. **Statement** The percentage of migratory OSY receiving MEP instructional services needs to increase.	4-1a) Assign OSY to a staff member to serve as a mentor and provide academic support. 4-1b) Partner with community agencies (e.g., GED, higher education, adult education, career and personal growth). 4-1c) Identify and use iSOSY (Instructional Services for Out-of-School and Secondary Youth) CIG resources to address OSY needs.
4-2) We are concerned that migratory OSY lack knowledge of education and career options.	2023 Student/OSY NA Survey	**Indicator** - 76% of OSY surveyed indicated a need for information about options after high school - 42% of OSY surveyed indicated a need for learning about career options **Statement** The percentage of migratory OSY receiving information about education and career options needs to increase.	4-2a) Assign a staff member to create or review a plan for opportunities. 4-2b) Provide continuing education, career, and life goal setting. 4-2c) Create personal learning plans for OSY. 4-1d) Provide OSY with a career interest survey and connect them to high schools (re-engage.)

Goal Area 5: Non-Instructional Support Services

Concern Statement	Data Source	Need Indicator/ Need Statement	Prioritized Solutions for the SDP
5-1) We are concerned that migratory children, students, and OSY have unmet support service needs that impact attendance and academic achievement.	2022-23 CSPR Data 2023 Parent and Staff NA Surveys	**Indicators** - 75% of eligible migratory children/youth received MEP support services (73% 3-5-year-olds, 78% students in grades K-8, 76% students in grades 9-12, 71% OSY)	5-1a) Coordinate/provide migratory students with appropriate needs-based support services (e.g., health and nutrition, educational supplies, interpretation, transportation, access to technology) to increase

Concern Statement	Data Source	Need Indicator/ Need Statement	Prioritized Solutions for the SDP
		- 48% of parents surveyed indicated a need for books/materials/supplies, 45% indicated a need for interpreting/ translation services, 35% for transportation, and 32% for health referrals - 69% of staff surveyed reported students need books/materials, 62% indicated that students need health services, and 56% indicated that students need assistance with locating community resources **Statement** The percentage of migratory children, students, and youth receiving support services needs to increase.	attendance and achievement in ELA and math. 5.1b) Teach self-advocacy skills to students and families. 5-1c) Offer supplemental supports and referrals. 5-1d) Coordinate/provide transportation services when possible (vehicle and insurance).
5-2) We are concerned that migratory secondary aged students and OSY have unmet support service needs such as functional life skills, counseling, health care (teen pregnancy), and mental health services.	2022-23 CSPR Data NAC Expert Opinion	**Indicators** - 76% of students in grades 9-12 and OSY received support services - The experts on the NAC report that migratory secondary aged students and OSY have unmet support service needs, specifically related to functional life skills, counseling, health care (teen pregnancy), and mental health services. **Statement** The percentage of migratory students in grades 9-12 and OSY receiving support services needs to increase.	5-2a) Designate a staff member for each migratory student that can serve as a mentor to provide academic support (e.g., check grades, attendance, partner with school staff). 5.2b) Partner with school staff/programs (e.g., counseling, SE, etc.). 5.2c) Identify and use iSOSY CIG resources (e.g., mental health, life skills lessons).
5-3) We are concerned that many migratory families lack knowledge, resources, and/or access to instructional and support services to help support their children's academic success.	2023 Parent and Staff NA Surveys	**Indicators** - 48% of parents surveyed indicated a need for information about school safety (drug/gang awareness), 54% helping with homework, 39% ways to help with reading/math, 38% health/nutrition in the home - 90% of staff surveyed reported families needed strategies to increase family literacy, 71% helping with homework and 58% identifying community resources. **Statement** The percentage of migratory families receiving resources and	5.3a) Help and support parents navigate the U.S. school system by providing information, resources, and materials for parents on understanding expectations/stages, literacy, school readiness, and technology in the family's home language. 5.3b) Coordinate/provide FACE opportunities, workshops, PAC meetings, and the State Family and Student Conference (virtual and in-person). 5.3c) Offer/facilitate transportation. 5.3d) Ensure families have the technology literacy for in-home

Concern Statement	Data Source	Need Indicator/ Need Statement	Prioritized Solutions for the SDP
		access to instructional and support services needs to increase.	use for State PAC and migrant preschool-aged children. 5.3e) Develop and disseminate basic Information available through videos in languages represented by migratory families. 5.3f) Utilize media and technology (videos) to provide additional support/training in parents' home language in how to better utilize technology. 5.3g) Provide training to parents on developmentally appropriate use of technology. 5.3h) Refer parents to community resources. 5.3i) Support and educate parents on navigating the U.S. healthcare system (awareness, resources, assess whether the parents lack information or resources, etc.). 5.3j) Help parents make appointments/referrals to clinics. 5.3k) Inform families about resources in their communities and empower them to advocate regarding their children's education. 5.3l) Develop local and state partnerships. 5.3m) Partner with school staff and programs (e.g., counseling department, EL, SE). 5.3n) Partner with community agencies. 5.3o) Teach self-advocacy skills to students and families. 5.3p) Provide referrals to agencies/partner with agencies. 5.3q) Conduct needs assessments with families and create a follow-up plan.
5-4) We are concerned that staff who work with migratory children and youth need professional development on skills and strategies to better support the unique educational needs, cultural identity, language, and life	2023 Staff NA Survey	**Indicator** 67% of staff surveyed indicated a need for PD on involving migratory parents, 62% indicated a need for PD on reading/ literacy strategies, and 54% indicated a need for PD on strategies for serving ELs.	5.4a) Provide PD on teaching academic strategies to help migratory students master content. 5.4b) Provide PD to MEP and school staff related to cultural identity, language, and life experiences of migratory students.

Concern Statement	Data Source	Need Indicator/ Need Statement	Prioritized Solutions for the SDP
experiences of migratory students and their families that leads to high quality services.		**Statement** The percentage of staff receiving PD on skills and strategies addressing the unique needs of migratory students and their family's needs to increase.	5.4c) Provide training to MEP staff on how to align interventions to PFS risk factors. 5.4d) Utilize State Service Provider Coordinator to coordinate/provide statewide training on best practices, developing a state service plan, etc. 5.4e) Provide PD on how to teach test-taking strategies to improve student assessment results. 5.4f) Provide PD for MEP staff on technology that students and families may be using to access grades/assignments. 5.4g) Provide PD on cultural proficiency and developmentally appropriate practices. 5.4h) Provide PD to staff so that they can adapt to meet the needs of migratory students. 5.4i) Participate in MEP CIG PD.

Appendix C

Nebraska MEP 2022 Service Delivery Planning Chart

(Includes Ideas for Implementation of Strategies)

Nebraska MEP 2022 Service Delivery Planning Chart

GOAL 1.0: School Readiness

Concern Statements: We are concerned that: 1-1) migratory parents do not have the knowledge or economic access (including transportation) to healthcare and dental care and other basic needs; 1-2) migratory families may not be aware of how to support school readiness, how to enroll their child, or have access to resources (educational materials) to support their preschool children in a manner consistent with school expectations, developmental stages, and academic success as well as overcoming barriers, such as transportation, schedules, etc.; 1-3) migratory preschoolers, especially English learners (ELs), do not have access to free, quality early childhood programs (i.e., transportation, long waitlist, availability, schedules, lack of understanding of developmental stages) and therefore do not have the school readiness skills to be prepared for kindergarten and beyond; 1-4) migratory children ages 3-5 who are not enrolled in a preschool program are not receiving MEP instructional services; 1-5) MEP and school staff lack the skills and strategies to support the unique educational needs, cultural identity, language, and life experiences of migratory students and their families; and 1-6) migratory parents may need additional support/training in how to access technology and appropriate use of technology to participate in virtual early childhood education programming.

Solution identified in the CNA	Strategy	MEP Measurable Program Outcome (MPO)	Ideas for Strategy Implementation	Resources Needed
-Offer migrant-funded preschool programs (regular and summer term). (1.1a in the CNA) -Provide home-based/ virtual preschool services and materials/technology such as family literacy. (1.1b in the CNA) -Partner with local preschools to advocate for migratory children. (1.2a in the CNA) -Offer transportation (if allowed by local projects). (1.2b in the CNA) -Encourage the employment of, or employ, bilingual/ bicultural staff or staff who have experience working with multicultural students. (1.4a in the CNA) -Provide training on cultural proficiency and developmentally appropriate practices. (1.4b in the CNA)	**Strategy 1.1a:** Coordinate and/or provide instructional services for migratory children ages 3-5 (not in kindergarten) to increase their school readiness skills (e.g., preschool programs, home-/center-based services, summer programming). **Strategy 1.1b:** Provide professional learning to prepare staff to address the unique educational needs of migratory children ages 3-5 (not in kindergarten) using evidence-based strategies for instruction and support services.	**MPO 1A-1:** By the end of the 2022-23 performance period, 50% of eligible migratory children ages 3-5 (not in kindergarten) will attend preschool or receive MEP-funded preschool services. **MPO 1A-2:** By the end of the 2022-23 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 10% on the NePAT.	• Offer migrant-funded preschool programs • Offer migrant-funded preschool programs during the summer • Provide home-based preschool services • Provide virtual preschool services • Offer sponsorship/tuition funding for preschool • Encourage the employment of, or employ, bilingual/ bicultural staff or staff who have experience working with multicultural students. • Provide expert training in targeted areas, such as cultural proficiency and developmentally appropriate practices. • Partner with families to gain information about cultures and life experiences.	-Community agencies -Curriculum -Early Childhood State Standards -Educational materials -Eligible community preschool programs/ providers in area -Instructional service handbook -Language support staff -LETRS (science of reading) -NePAT -Service providers -Teachers -Technology/tech support -Transportation

Solution identified in the CNA	Strategy	MEP Measurable Program Outcome (MPO)	Ideas for Strategy Implementation	Resources Needed
-Partner with parents to gain information about cultures and life experiences. (1.4c in the CNA)			• Utilize media and technology (videos) to provide additional support/ training in family member home language in how to better utilize technology • Training and coaching of MEP staff	
-Refer parents to community resources. (1.2a in the CNA) -Educate parents on navigating the U.S. healthcare system. (1.2b in the CNA) -Help parents make appointments/referrals to clinics. (1.2c in the CNA) -Offer transportation to appointments (if permitted by the local project). (1.2d in the CNA)	**Strategy 1.2:** Coordinate and/or provide support services to assist families with identifying and overcoming barriers so that migratory preschool-aged children have access to school readiness opportunities.	**MPO 1B:** By the end of the 2022-23 performance period, 75% of eligible migratory children ages 3-5 (not in kindergarten) will receive MEP support services that contribute to their development of school readiness skills.	• Refer families to community resources. • Educate families on navigating the U.S. healthcare system. • Help families make appointments/referrals to community agencies. • Offer transportation to appointments (if permitted by the local project). • Offer transportation to preschool programs. • Distribute developmentally appropriate materials and technology to families to promote school readiness. • Provide and model family literacy through classes and home visits. • Provide interpretation and translation services to help families access community agencies and services.	-Bilingual staff -Developmentally appropriate materials -Directory of community resources -Social worker -Technology/tech support -Transportation

Solution identified in the CNA	Strategy	MEP Measurable Program Outcome (MPO)	Ideas for Strategy Implementation	Resources Needed
-Help and support parents navigate the U.S. school system by providing information/resources/ materials for parents on understanding stages/ expectations, literacy, school readiness, and technology in the family's home language. (1.3a in the CNA) -Provide parent workshops, such as PAC and FACE, and other virtual meetings. (1.3b in the CNA) -Partner with the NDE Early Childhood Department. (1.3c in the CNA) -Create videos on readiness skills. (1.2d in the CNA) -Utilize/share with parents the resources on the Migrant Preschool Initiative site. (1.2e in the CNA) -Utilize media and technology (videos) to provide additional support/ training in parents' home language in how to better utilize technology. (1.3a in the CNA) -Ensure families have the technology literacy for in-home use for State PAC and migrant preschool-aged children. (1.3b in the CNA) -Provide training to parents on developmentally appropriate use of technology. (1.3c in the CNA)	**Strategy 1.3:** Coordinate and/or provide school readiness strategies to enhance migratory families' capacity to support and advocate for their child's school readiness skills.	**MPO 1C:** By the end of the 2022-23 performance period, 90% of family members of eligible migratory children ages 3-5 (not in kindergarten) who participate in MEP Family and Community Engagement (FACE)/PAC opportunities and/or local family engagement projects will report increased knowledge of school readiness skills.	• Help and support family members to navigate the U.S. school system by providing information/resources/ materials for family members on understanding expectations/stages, literacy, school readiness, and technology in the family's home language. • Provide family engagement activities, such as PAC, Family Literacy, and FACE, and other virtual meetings. • Partner with outside organizations who specialize and/or provide early childhood services. • Ensure families have the technology literacy for in-home use for State PAC and migrant preschool-aged children • Utilize/share with families the resources from the CIGs addressing family engagement (www.i2mpact.org, migrantliteracynet.com) • Provide training to families on developmentally appropriate use of technology	-Bilingual books/ resources -Community directory -Curriculum for families -Educational materials -Learning Cafe -Mental health providers -School information -Technology/tech support -Transportation

GOAL 2.0: ELA and Mathematics

Concern Statements: We are concerned that: 2-1) migratory students (especially English learners [ELs] and students with priority for services [PFS]) are not performing at the same level as their non-migratory peers on State ELA and math assessments; 2-2) 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; 2-3) 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; 2-4) many migratory families lack knowledge, resources, and/or access to academic support to help their children develop ELA and math skills (i.e., training, materials, literature, technology, community services); 2-5) MEP and school staff lack the skills and strategies to support the unique educational needs, cultural identity, language, and life experiences of migratory students and their families; and 2-6) the COVID-19 pandemic is leading to further challenges for migratory students by having them attend remote learning and complete their schoolwork.

Solution identified in the CNA	Strategy	MEP Measurable Program Outcome (MPO)	Ideas for Strategy Implementation	Resources Needed
-Coordinate/provide evidence-based supplemental targeted ELA, math support (e.g., in-school and math support, programs on days when school is not in session, before/after school tutoring, home-based instruction). (2.2b in the CNA) -Coordinate with local instructional providers to determine migratory student learning needs or areas of growth. (2.1g in the CNA) -Provide supplemental programming (e.g., before/ after school programs, summer school/services). (2.2d in the CNA) -Increase supplemental interventions to help gain content that was unfinished learning during the pandemic closure. (2.6c in the CNA) -Increase outreach support for migratory students who are participating in remote learning. (2.6a in the CNA) -Provide extended day learning, summer programs/ services, in-school/after school/online tutors. (2.1f in the CNA)	**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.	**MPO 2A-1:** By the end of the 2022-23 performance period, 50% of eligible migratory students in grades K-8 will receive MEP supplemental instructional services. **MPO 2A-2:** By the end of the 2022-23 performance period, 84% of eligible migratory students in grades K-8 who received supplemental instructional services in ELA will score proficient or show a gain of 5% on district pre/post-assessments. **MPO 2A-3:** By the end of the 2022-23 performance period, 84% of eligible migratory students in grades K-8 who received supplemental instructional services in math will score proficient or show a gain of	• In-school support, extended-day/week programming, virtual/online tutoring, home-based instruction with considerations for technology support needs. • Summer programs, enrichment programs, school breaks: spring, fall winter • Monitor student grades and assessments (e.g., credit checks, review course schedule, grade promotion, attendance) • Facilitate communication between home/school/MEP (e.g., social media, school letters, phone calls, translation) • Recruit students for program opportunities • Provide training on evidence-based teaching strategies to help migratory students achieve proficiency on State learning standards. • Provide training to MEP staff on study skills and test-taking strategies to improve student assessment results	-Academic support plan -Access to student information system -Curriculum -Directory of agencies and organizations -EL proficiency levels -ELPA21 Educator Toolkit -Evidence-based learning tools and materials (e.g., Base Ten, sentence frames) -Family/Student Needs & Services -Individual student success checklist -Internet access -Language support -List of EL strategies -MEP staff -MSIX -NDE staff -One-on-one technology -Outside agencies/ consultants/community providers -Parents

Solution identified in the CNA	Strategy	MEP Measurable Program Outcome (MPO)	Ideas for Strategy Implementation	Resources Needed
-Provide statewide training on teaching academic strategies to help migratory students master content. (2.1b in the CNA) -Provide training to MEP staff on how to teach test-taking strategies to improve student assessment results (2.5c in the CNA) -Utilize State Service Provider Coordinator to coordinate/provide statewide training on best practices, developing a state service plan, etc. (2.1d in the CNA) -Provide training to MEP staff on how to align interventions to PFS risk factors. (2.1e in the CNA) -Provide training on local and state assessment results (e.g., MAP Growth Scores, NSCAS). (2.1h in the CNA) -Provide instructional professional development to staff so that they can adapt to meet the needs of migratory students. (2.2a in the CNA) -Provide professional development to MEP staff and school staff related to cultural identity, language, and life experiences of migratory students. (2.5a in the CNA) -Coordinate with other title programs and school districts on training/implementation of services. (2.1a in the CNA)		5% on district pre/post-assessments.	• Utilize State Service Provider Coordinator to coordinate with other Title programs, school districts, and ESUs and/or provide statewide training on best practices, developing a state service plan, etc. • Provide training to MEP staff on how to align instructional services and/or interventions to PFS risk factors. • Provide training to MEP staff on the interpretation of local and State assessment results (e.g., NSCAS Growth) • Use assessment results to plan and modify instruction to close learning gaps • Provide professional development to individuals working with migratory children related to cultural identity, language, and life experiences of migratory students • Provide staff with MSIX training to access and utilize student assessment and course history information • Provide training to MEP staff on State academic standards	-Program info to inform and recruit -Sample SPED accommodations -School counselors -School districts -School improvement planning documents and district strategic plans -Schools -Services handbook -Specialized staff (EL, SPED, etc.) -State SP Coordinator focusing on ELA/math -State standards -Students -Support staff -Teachers -Testing interpretation guides -Transportation

Solution identified in the CNA	Strategy	MEP Measurable Program Outcome (MPO)	Ideas for Strategy Implementation	Resources Needed
-Provide technology. (2.6b in the CNA) -Increase outreach support for migratory students who are participating in virtual learning. (2.6a in the CNA) -Provide referrals to agencies/ partner with agencies. (2.3e in the CNA) -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. (2.3a in the CNA) -Coordinate/provide transportation services when possible (vehicle and insurance). (2.3b in the CNA) -Partner with schools, families, community, universities, and other educational agencies for support. (2.2c in the CNA)	**Strategy 2.2:** Coordinate and/or provide migratory students with appropriate needs-based support services to increase achievement in ELA and math.	**MPO 2B:** By the end of the 2022-23 performance period, 80% of eligible migratory students in grades K-8 will receive MEP support services.	• Health and nutrition, educational supplies, interpretation, transportation, access to technology • Referrals to agencies/ partner with agencies. • Partner with schools, families, community, universities, and other educational agencies for support • Youth leadership opportunities • Provide guidance/ counseling • Expand communication resources	-Community/agency support -Enrichment programs -Family/Student Needs & Services -Home visit staff -Language apps -Language support staff and resources -MEP staff -Social media, communication apps -Social workers -Technology resources and support -Transportation -Youth leadership opportunities
-Support parents in navigating the U.S. health system (assess whether the parents lack information or resources). (2.3c in the CNA) -Facilitate communication between home/school/MEP. (2.6e in the CNA) -Teach self-advocacy skills to students and families. (2.3d in the CNA) -Conduct needs assessments with families, follow-up plan. (2.3f in the CNA) -Coordinate/provide FACE opportunities that help families support their child's academic	**Strategy 2.3:** Coordinate/provide and/or refer families to resources and/or opportunities that help families support academic development in ELA and math.	**MPO 2C:** By the end of the 2022-23 performance period, 90% of family members of migratory students who participated in MEP FACE/PAC opportunities will indicate that they gained knowledge on how to support their children in ELA/math.	• Support parents in navigating the U.S. health system (assess whether the parents lack information or resources). • Facilitate communication between home/school/MEP. • Teach self-advocacy skills to students and families. • Conduct needs assessments with families, follow-up plan. • Conduct local needs assessments • Coordinate/provide FACE opportunities that help families	-Bilingual staff -Community/agency staff -Directory of organizations -Family involvement -Family literacy activities -Home visit staff -Language support staff -Local CNA -Local/State FACE -MEP staff -Parent meeting attendance sheets, agendas, minutes, materials

Solution identified in the CNA	Strategy	MEP Measurable Program Outcome (MPO)	Ideas for Strategy Implementation	Resources Needed
development in ELA and math. (2.4a in the CNA) -Inform families about resources in their community and empower them to advocate regarding their children's education. (2.4b in the CNA)			support their child's academic development in ELA and math. • Inform families about resources in their community and empower them to advocate regarding their children's education • Conduct in-home visits to share information with families and students. • Invite families to participate in the Migratory Family and Student Conference. • Cultural proficiency training and resources	-Technology resources -Transportation

GOAL 3.0: HS Graduation

Concern Statements: We are concerned that: 3-1) migratory secondary-aged students and OSY have unmet instructional service needs; 3-2) migratory students may not be on track to receive credit in Algebra 1 and/or to obtain the other necessary math credits for high school graduation; 3-3) migratory secondary-aged students and OSY have unmet support service needs such as functional life skills, counseling, health care (teen pregnancy), and mental health services; 3-4) migratory secondary-aged students, especially ELs and PFS students are graduating at a lower rate than their peers; and 3-5) migratory secondary-aged students, OSY, and families lack knowledge of options after high school including postsecondary education, employment skills, and career opportunities.

Solution identified in the CNA	Strategy	MEP Measurable Program Outcome (MPO)	Ideas for Strategy Implementation	Resources Needed
-Assign students according to need (prioritize PFS and at-risk students) to a staff member that can serve as a mentor and provide academic support (e.g., check grades, partner with school staff). (3.1a in the CNA) -Identify options for earning core credit (e.g., PASS, online programs). (3.1b in the CNA) -Offer supplemental instructional programs to meet student needs such as after school programs, summer programs/services, and tutors. (3.1c in the CNA) -Partner with student, parent/ guardian, and school staff to develop a plan and implement supports based on student needs to be on track for Algebra I credit. (3.2a in the CNA) -Match migratory students with appropriate peers that are strong in math, coordinate with school staff or within the MEP project. (3.2c in the CNA) -Offer supplemental instructional materials and programs to meet student needs (e.g., instructional resources/interventions focused on foundational math skills, after school programs, summer programs/services,	**Strategy 3.1a:** Coordinate and/or provide secondary migratory students (grades 9-12) with evidence-based supplemental instructional services to support their achievement of graduation, college, career, and/or life readiness goals and skills. **Strategy 3.1b:** Provide professional learning 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 students (grades 9-12) achievement of graduation; GED/high school equivalency; college, career, and/or life readiness goals.	**MPO 3A:** By the end of the 2022-23 performance period, 75% of eligible migratory students in grades 9-12 will receive MEP instructional services.	• Assign students according to need (prioritize PFS and at-risk students) to an appropriately trained Migrant staff member that can serve as a school mentor and provide academic support (e.g., check attendance and grades, partner with school staff). • Provide supplemental instructional services (e.g., tutoring) to support Algebra I and core classes for graduation. • Identify and provide opportunities for credit accrual or recovery (e.g., PASS, online programs). • Offer supplemental instructional programs to meet student needs (e.g., after school programs, identify options for earning credits for high school graduation and credit accrual, summer programs/services, and tutors.) • Partner with local colleges to provide instruction and tutoring • Support transfer and understanding of credits	-Academic support plan (collaboration with staff) -District credit recovery and accrual programs -Graduation requirements -ID&R Curriculum -iTutor -Local colleges -Local SIS -MEP State training plans -MSIX student records -One-on-one technology -PASS materials -School grades -Service provider handbook for online course -Services handbook -Staff -Technology and internet access

Solution identified in the CNA	Strategy	MEP Measurable Program Outcome (MPO)	Ideas for Strategy Implementation	Resources Needed
tutors, math camp and connections to careers, cross-curricular topics). (3.2d in the CNA) -Designate a staff member for each migratory student that can serve as a mentor to provide academic support (e.g., check grades, attendance, partner with school staff). (3.4a in the CNA) -Partner with community organizations and higher education (e.g., certificates, internships). (3.5g in the CNA) -Provide workshops for students and parents (evenings and weekends), FACE meetings, State Parent/Student Conference. (3.5f in the CNA) -Offer supplemental support to help migratory students graduate (e.g., technology, tutoring). (3.4g in the CNA) -Partner with student, parent/ guardian, and school staff to develop a plan and implement supports based on student needs to be on track for Algebra I credit. (3.2a in the CNA) -Provide professional learning to math and Algebra teachers who teach migratory students. (3.2b in the CNA) -Provide workshops for school staff and parents to share resources and tools available at school (e.g., how to navigate the US school system and earn credits toward graduation/HSED). (3.4f in the CNA) -Create a state level workgroup to analyze graduation and dropout rates to identify strategies to support local projects. (3.4d in the CNA)			(transcripts) to new locations – credit equivalents • Use of designated school field in MIS2000 • Provide expert training in targeted areas that include online courses and recorded sessions • Mentorship between MEP staff • Online courses • New staff online course and onboarding plan	

Solution identified in the CNA	Strategy	MEP Measurable Program Outcome (MPO)	Ideas for Strategy Implementation	Resources Needed
-Develop local and state partnerships. (3.3b in the CNA) -Partner with school staff and programs (i.e., Counseling department, EL, SE). (3.3c in the CNA) -Partner with community agencies. (3.3d in the CNA) -Identify and use iSOSY (Instructional Services for Out-of-School and Secondary Youth) CIG resources (e.g., mental health, life skills lessons). (3.3e in the CNA) -Support migratory students/ families in navigating the U.S. healthcare system (awareness, resources, etc.). (3.3a in the CNA) -Create and/or review personal learning plans towards graduation/HSED with students and parents/ guardians. (3.4b in the CNA) -Partner with school staff and programs (e.g., counseling departments, EL, SE). (3.5b in the CNA) -Provide ACT preparation. (3.5c in the CNA) -Provide resources for scholarships. (3.5d in the CNA) -Offer supplemental support to help migratory students graduate (e.g., technology, tutoring). (3.4g in the CNA) -Assign a staff member to create or review a plan for options after high school. (3.5a in the CNA) -Assist migratory students in partnering with appropriate parties to develop a plan to be on track for graduation/ HSED. (3.4c in the CNA)	**Strategy 3.2:** Coordinate and/or provide appropriate needs-based support services to secondary migratory students (grades 9-12) to eliminate barriers to accomplishing graduation, college, career, and/or life readiness goals and skills.	**MPO 3B:** By the end of the 2022-23 performance period, 85% of eligible migratory students in grades 9-12 will receive MEP support services that contribute to their graduation, college, career, and/or life readiness skills and goals.	• Partner with students, families, and school staff to develop a plan and implement supports based on student needs to be on track for Algebra I credit and high school graduation • Partner with community organizations and higher education (e.g., certificates, internships). • Provide workshops for students and family members (including on evenings and weekends), FACE meetings, State Family/Student Conference, and youth leadership • Offer supplemental support to help migratory students graduate (e.g., technology, tutoring).	-Bilingual staff -Community organizations -Interpreters/ translators -Statewide list of diploma equivalency programs -Transportation

Solution identified in the CNA	Strategy	MEP Measurable Program Outcome (MPO)	Ideas for Strategy Implementation	Resources Needed
-Partner with student, parent/ guardian, and school staff to develop a plan and implement supports based on student needs to be on track for Algebra I credit. (3.2a in the CNA) -Create and/or review personal learning plans towards graduation/HSED with students and parents/guardians. (3.4b in the CNA) -Create and disseminate information through video about credits, grades, services, and academic accomplishment to parents/ guardians. (3.4e in the CNA) -Provide workshops for students and parents (evenings and weekends), FACE meetings, State Parent/Student Conference. (3.5f in the CNA) -Develop and disseminate basic Information available through videos in languages represented by migratory families. (3.5e in the CNA) -Provide workshops for school staff and parents to share resources and tools available at school (e.g., how to navigate the US school system and earn credits toward graduation/HSED). (3.4f in the CNA)	**Strategy 3.3:** Coordinate and/or provide needs-based educational services to migratory parents/families of secondary migratory students (grades 9-12) to enhance their capacity to support their child's achievement of graduation and college, career, and/or life readiness goals and skills.	**MPO 3C:** By the end of the 2022-23 performance period, 90% of migratory family members of students in grades 9-12 who participated in family engagement opportunities will indicate that they gained knowledge of strategies to support their child's achievement of graduation and college, career, and life readiness skills and goals.	• Provide workshops for students and parents (including evenings and weekends), PAC/FACE meetings, State Family/Student Conference • Partner with families to serve as a school advocate	-Family engagement activity resources -Flexible schedules -Home visits that include family/ community engagement activities -Interpreters/ translators -Language support staff -List of high school equivalency options -Service providers -Small group family mentorship

GOAL 4.0: Services to OSY

Concern Statements: We are concerned that: 3-1) migratory secondary-aged students and OSY have unmet instructional service needs; 3-2) migratory students may not be on track to receive credit in Algebra 1 and/or to obtain the other necessary math credits for high school graduation; 3-3) migratory secondary-aged students and OSY have unmet support service needs such as functional life skills, counseling, health care (teen pregnancy), and mental health services; 3-4) migratory secondary-aged students, especially ELs and PFS students are graduating at a lower rate than their peers; and 3-5) migratory secondary-aged students, OSY, and families lack knowledge of options after high school including postsecondary education, employment skills, and career opportunities.

Solution identified in the CNA	Strategy	MEP Measurable Program Outcome (MPO)	Ideas for Strategy Implementation	Resources Needed
-Assign students according to need (prioritize PFS and at-risk students) to a staff member that can serve as a mentor and provide academic support (e.g., check grades, partner with school staff). (3.1a in the CNA) -Identify options for earning core credit (e.g., PASS, online programs). (3.1b in the CNA) -Offer supplemental instructional programs to meet student needs such as after school programs, summer programs/services, and tutors. (3.1c in the CNA) -Partner with student, parent/ guardian, and school staff to develop a plan and implement supports based on student needs to be on track for Algebra I credit. (3.2a in the CNA) -Match migratory students with appropriate peers that are strong in math, coordinate with school staff or within the MEP project. (3.2c in the CNA) -Offer supplemental instructional materials and programs to meet student needs (e.g., instructional resources/interventions focused on foundational math skills, after	**Strategy 4.1a:** Coordinate and/or provide migratory OSY with evidence-based supplemental instructional services to support their achievement of graduation, high school equivalency (GED), college/career and/or life goals and skills. **Strategy 4.1b:** Provide professional learning to MEP staff, school staff, and partner stakeholders to enhance their knowledge of evidence-based strategies, promising practices, and culturally relevant instruction to increase OSY achievement of graduation; GED/high school equivalency; college, career, and/or life readiness goals.	**MPO 4A:** By the end of the 2022-23 performance period, 45% of eligible migratory OSY will receive MEP instructional services.	• Assign students according to need (prioritize PFS and at-risk students) to an appropriately trained Migrant staff member that can serve as a school mentor and provide academic support (e.g., check attendance and grades, partner with school staff). • Provide supplemental instructional services (e.g., tutoring) to support Algebra I and core classes for graduation. • Identify and provide opportunities for credit accrual or recovery (e.g., PASS, online programs). • Offer supplemental instructional programs to meet student needs (e.g., after school programs, identify options for earning credits for high school graduation and credit accrual, summer programs/services, and tutors.) • Partner with local colleges to provide instruction and tutoring • Offer supplemental instructional programs to meet student needs (e.g., iSOSY, identify options for	-Academic support plan (collaboration with staff) -District credit recovery and accrual programs -Graduation requirements -ID&R Curriculum -iTutor -Local colleges -Local SIS -MEP State training plans -MSIX student records -One-on-one technology -PASS materials -School grades -Service provider handbook for online course -Services handbook -Staff -Technology and internet access

Solution identified in the CNA	Strategy	MEP Measurable Program Outcome (MPO)	Ideas for Strategy Implementation	Resources Needed
school programs, summer programs/services, tutors, math camp and connections to careers, cross-curricular topics). (3.2d in the CNA) -Designate a staff member for each migratory student that can serve as a mentor to provide academic support (e.g., check grades, attendance, partner with school staff). (3.4a in the CNA) -Partner with community organizations and higher education (e.g., certificates, internships). (3.5g in the CNA) -Provide workshops for students and parents (evenings and weekends), FACE meetings, State Parent/Student Conference. (3.5f in the CNA) -Offer supplemental support to help migratory students graduate (e.g., technology, tutoring). (3.4g in the CNA) -Partner with student, parent/ guardian, and school staff to develop a plan and implement supports based on student needs to be on track for Algebra I credit. (3.2a in the CNA) -Provide professional learning to math and Algebra teachers who teach migratory students. (3.2b in the CNA) -Provide workshops for school staff and parents to share resources and tools available at school (e.g., how			earning credits for high school graduation and credit accrual, summer programs/services, and tutors.) • Support transfer and understanding of credits (transcripts) to new locations – credit equivalents. • Use of designated school field in MIS2000 • Provide expert training in targeted areas that include online courses and recorded sessions • Mentorship between MEP staff • Online courses • New staff online course and onboarding plan	

Solution identified in the CNA	Strategy	MEP Measurable Program Outcome (MPO)	Ideas for Strategy Implementation	Resources Needed
to navigate the US school system and earn credits toward graduation/HSED). (3.4f in the CNA) -Create a state level workgroup to analyze graduation and dropout rates to identify strategies to support local projects. (3.4d in the CNA)				
-Develop local and state partnerships. (3.3b in the CNA) -Partner with school staff and programs (i.e., Counseling department, EL, SE). (3.3c in the CNA) -Partner with community agencies. (3.3d in the CNA) -Identify and use iSOSY (Instructional Services for Out-of-School and Secondary Youth) CIG resources (e.g., mental health, life skills lessons). (3.3e in the CNA) -Support migratory students/ families in navigating the U.S. healthcare system (awareness, resources, etc.). (3.3a in the CNA) -Create and/or review personal learning plans towards graduation/HSED with students and parents/ guardians. (3.4b in the CNA) -Partner with school staff and programs (e.g., counseling departments, EL, SE). (3.5b in the CNA) -Provide ACT preparation. (3.5c in the CNA)	**Strategy 4.2:** Coordinate and/or provide appropriate needs-based support services to migratory OSY to eliminate barriers to school re-engagement and support their achievement of graduation, high school equivalency (GED), college/career and/or life goals and skills.	**MPO 4B:** By the end of the 2022-23 performance period, 75% of eligible migratory OSY will receive MEP support services that contribute to their graduation, high school equivalency (GED), college, career, and/or life readiness skills and goals.	• Partner with students, families, and school staff to develop a plan and implement supports based on student needs to be on track for Algebra I credit and high school graduation • Partner with community organizations and higher education (e.g., certificates, internships). • Provide workshops for students and family members (including on evenings and weekends), FACE meetings, State Family/Student Conference, and youth leadership • Offer supplemental support to help migratory students graduate (e.g., technology, tutoring). • Partner with OSY to develop a plan and implement supports based on their goals	-Bilingual staff -Community organizations -Interpreters/ translators -iSOSY learning plan and materials -Statewide list of diploma equivalency programs -Transportation

Solution identified in the CNA	Strategy	MEP Measurable Program Outcome (MPO)	Ideas for Strategy Implementation	Resources Needed
-Provide resources for scholarships. (3.5d in the CNA) -Offer supplemental support to help migratory students graduate (e.g., technology, tutoring). (3.4g in the CNA) -Assign a staff member to create or review a plan for options after high school. (3.5a in the CNA) -Assist migratory students in partnering with appropriate parties to develop a plan to be on track for graduation/ HSED. (3.4c in the CNA)				
-Partner with student, parent/ guardian, and school staff to develop a plan and implement supports based on student needs to be on track for Algebra I credit. (3.2a in the CNA) -Create and/or review personal learning plans towards graduation/HSED with students and parents/guardians. (3.4b in the CNA) -Create and disseminate information through video about credits, grades, services, and academic accomplishment to parents/ guardians. (3.4e in the CNA) -Provide workshops for students and parents (evenings and weekends), FACE meetings, State Parent/Student Conference. (3.5f in the CNA)	**Strategy 4.3:** Coordinate and/or provide needs-based educational services to migratory parents/ families of migratory OSY to enhance their capacity to support their child's achievement of graduation, high school equivalency (GED), college/ career and/or life goals and skills.	**MPO 4C:** By the end of the 2022-23 performance period, 90% of migratory family members of OSY who participated in family engagement opportunities will indicate that they gained knowledge of strategies to support their child's achievement of graduation, high school equivalency (GED), college, career, and life readiness skills and goals.	• Provide workshops for students and parents (including evenings and weekends), PAC/FACE meetings, State Family/Student Conference • Partner with families to serve as a school advocate	-Family engagement activity resources -Flexible schedules -Home visits that include family/ community engagement activities -Interpreters/ translators -Language support staff -Learning Café -List of high school equivalency options -Mental health providers -Service providers -Small group family mentorship

Solution identified in the CNA	Strategy	MEP Measurable Program Outcome (MPO)	Ideas for Strategy Implementation	Resources Needed
-Develop and disseminate basic Information available through videos in languages represented by migratory families. (3.5e in the CNA) -Provide workshops for school staff and parents to share resources and tools available at school (e.g., how to navigate the US school system and earn credits toward graduation/HSED). (3.4f in the CNA)				