

# **TOOLKIT**

## **Conducting a Title I, Part C Education Program Local Comprehensive Needs Assessment (LCNA)**

Benjamin Zink  
Title I, Part C Education Program Specialist  
Office of ESEA Programs  
Nebraska Department of Education  
P.O. Box 94987  
Lincoln NE, 68509-4987  
(402) 416-9876

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## Assistance and Contact Information

For information or questions concerning the Nebraska Title I, Part C Education Program Local Comprehensive Needs Assessment (LCNA), please contact Benjamin Zink at the Nebraska Department of Education at [Benjamin.Zink@nebraska.gov](mailto:Benjamin.Zink@nebraska.gov).

### **NEBRASKA TITLE I, PART C STATE STAFF**

**Benjamin Zink**  
State Director

**Isaura Barreto**  
State ID&R Coordinator

**Veronica Estevez**  
State PAC/FACE and Quality Control Coordinator

**Heather Hackett**  
State Services Coordinator

**Danielle Waite**  
State Title I, Part C Program Analyst

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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
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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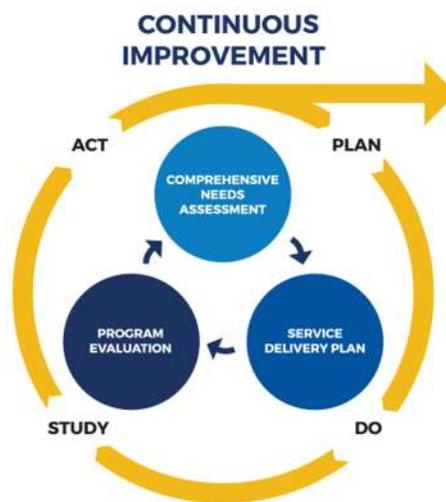
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# 1 What is the Purpose of the LCNA Toolkit?

The purpose of the Nebraska Department of Education (NDE) Title I, Part C *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 program closer to achieving federal and state performance goals.

The statewide Comprehensive Needs Assessment (CNA) and LCNA is part of the Title I, Part C 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 Title I, Part C Service Delivery Plan (SDP).



This *Toolkit* provides a blueprint for local Title I, Part C 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 Title I, Part C 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 Title I, Part C 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 Title I, Part C funds to supplement existing services and/or provide additional services.

Through local education agencies (LEAs), the Title I, Part C program helps migratory children and youth by providing **supplementary services** beyond those provided in schools. Title I, Part C 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 Title I, Part C education programs 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/Title I, Part C%20Non%20Regulatory%20Guidance%20March%202017.docx](https://results-assets.s3.amazonaws.com/legislation/Title_I_Part_C%20Non%20Regulatory%20Guidance%20March%202017.docx))

State Title I, Part C programs 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 Title I, Part C program 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 Title I, Part C 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 Title I, Part C programs focus on the unmet needs of migratory children with priority for services (PFS) before serving other migratory children.

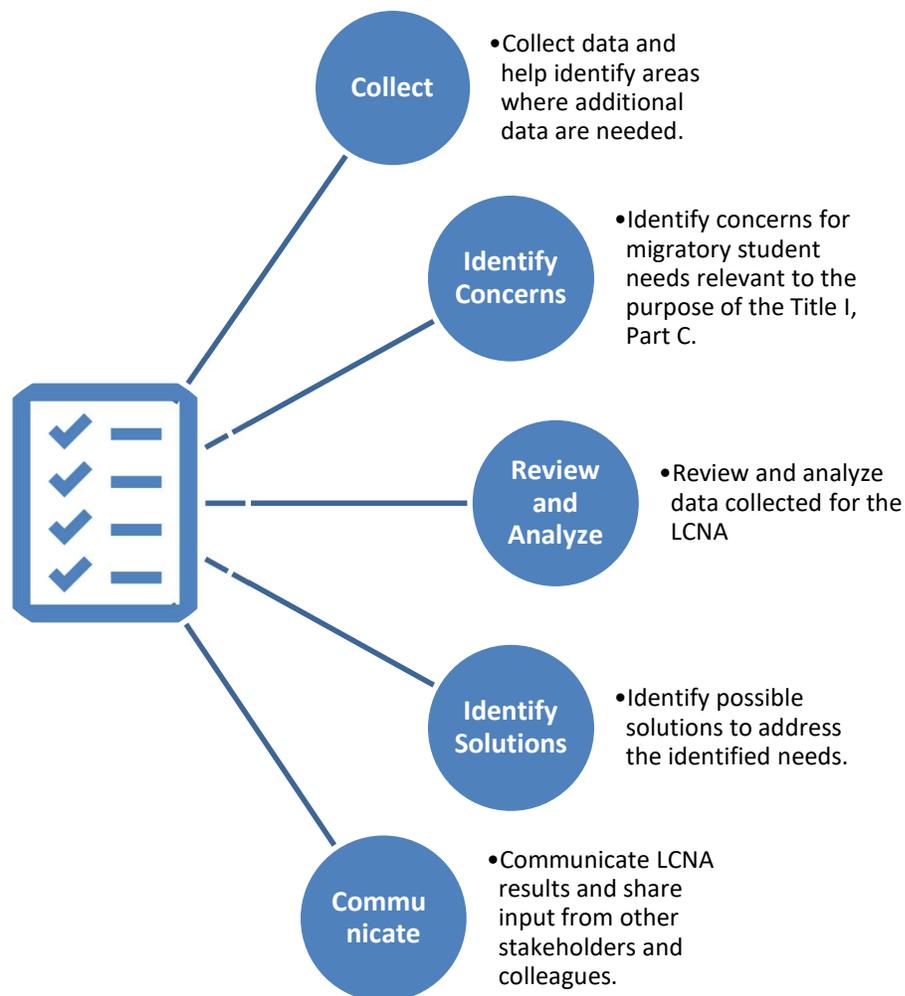
Guidance further states that local programs should use the best available data to design a program. The data should reflect either: (1) the migratory children who the agency served most recently, or (2) particularly for newly established Title I, Part C programs, the migratory children who are likely 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 Title I, Part C application for funds.

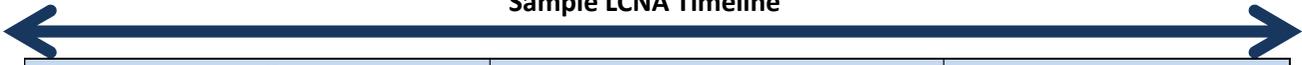
Information on the steps taken in conducting the LCNA, and tools needed to conduct an LCNA are found in this *Toolkit*. LCNAs take into account migratory student needs at the regional/project level. The LCNA is an annual data gathering activity that involves district/school and Title I, Part C staff 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 Title I, Part C director/coordinator, or his/her designee. LNAC members could include Title I, Part C 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
<ul style="list-style-type: none"> <li>✓ Form an LNAC</li> <li>✓ Distribute LCNA surveys, conduct focus groups</li> <li>✓ Meet to determine primary concerns and needs, and review existing LCNA data</li> <li>✓ Collect and tally/analyze LCNA surveys, focus group results, student profile data</li> <li>✓ Meet to review LCNA survey/focus group results and the Title I, Part C Student Profile</li> <li>✓ Submit the Title I, Part C application (with LCNA results) to NDE</li> </ul>	<ul style="list-style-type: none"> <li>✓ Meet to complete a local strategy implementation plan and action plan (if needed)</li> <li>✓ Solicit feedback on the plans and finalize</li> <li>✓ Use LCNA results to inform services provided to migratory students and families, and the Title I, Part C application</li> </ul>	<ul style="list-style-type: none"> <li>✓ Provide summer services based on needs identified in the LCNA</li> <li>✓ Meet to plan school year services based on the local strategy implementation and action plans</li> </ul>

# 4 What are the Steps in Conducting the LCNA?

## Step 1 – Conduct Preliminary Work and Gather Data

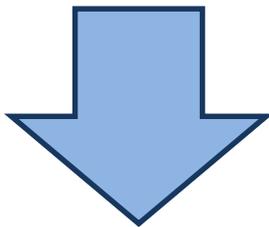
- Identify members of the LNAC, to include the SEA regional liaison, (3-10 members, depending on the size of the project) using **Tool 1-1**.
- Create an LCNA calendar using the template on **Tool 1-1** that contains meeting dates, important timelines, and activities.
- Convene the LNAC to determine 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 Title I, Part C 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 Title I, Part C Student Profile.

## Step 3 – Make Decisions

- Convene the LNAC to review and determine the connection between priority needs and the Nebraska Title I, Part C 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 Title I, Part C 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 Title I, Part C 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 Title I, Part C 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
<b>Tool 1-1: LCNA Planning Tool</b>	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 Title I, Part C program and create an annual timeline for LCNA tasks, activities, and meetings.
<b>Tool 1-2: LCNA Concerns Brainstorming Tool</b>	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.
<b>Tool 1-3: LCNA Title I, Part C Family Needs Assessment Survey</b> (English and Spanish)	Survey to determine parent and family member perceptions of child and parent/family needs. <i>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.</i>	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.
<b>Tool 1-4: LCNA Title I, Part C Staff Needs Assessment Survey</b>	Survey to determine Title I, Part C and non-Title I, Part C staff perceptions of migratory student and parent/family needs, as well as staff professional development needs.	Distribute in the fall to Title I, Part C and non-Title I, Part C staff knowledgeable about migratory student needs. Collect surveys/responses and tally results using LCNA Tool 2-3.
<b>Tool 1-5: LCNA Title I, Part C Student (Grades 9-12)/OSY Needs Assessment Survey</b> (English and Spanish)	Survey to determine migratory student (grades 9-12) and OSY perceptions of their needs. <i>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.</i>	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
<b>Tool 2-1: LCNA Title I, Part C Student Profile</b>	Local profile of migratory student demographics, Title I, Part C 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.
<b>Tool 2-2: LCNA Family Needs Assessment Survey Tally Sheet</b>	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.
<b>Tool 2-3: LCNA Staff Needs Assessment Survey Tally Sheet</b>	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.
<b>Tool 2-4A: LCNA Student (Grades 9-12) Needs Assessment Survey Tally Sheet</b>	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.
<b>Tool 2-4B: LCNA OSY Needs Assessment Survey Tally Sheet</b>	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
<b>Tool 3-1: LCNA Strategy Implementation Plan</b>	Local plan for implementing the strategies in the Nebraska Title I, Part C SDP based <u>specifically</u> 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.
<b>Tool 3-2: LCNA Action Plan to Address Other Needs</b>	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
<p>What have you observed to be your children’s greatest learning needs?  <i>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])?</i></p>
<p>In what subjects do your children need the most help?  <i>Probe: Do subjects differ by age/grade?</i></p>
<p>What services can the Title I, Part C provide to your children to support their learning/academic needs?  <i>Probe: Do services needed differ by age/grade? Are your children receiving services for which they are eligible?</i></p>
<p>What are some things that get in the way of your child’s success in school?  <i>Probe: Social-emotional issues, lack of eyeglasses, transportation to/from programming, resources/supplies needed to participate, etc.</i></p>
<p>Is there anything that the Title I, Part C can provide to help your children do better in school?  <i>Probe: School supplies, transportation, health/dental/vision services, etc.</i></p>
<p>As a parent, what are your needs for supporting your children’s schoolwork/learning?  <i>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?</i></p>
<p>What services can the Title I, Part C provide you, as a parent, to support your needs?  <i>Probe: Parent training, classes to improve parent skills, parent/child activities, resources, etc.</i></p>

### Sample Questions for Title I, Part C 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 Title I, Part C 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 (Title I, Part C and non-Title I, Part C 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 Title I, Part C 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 Title I, Part C 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 Title I, Part C Education Program Comprehensive Needs Assessment Report*. (June 2024). Nebraska Department of Education. <https://www.education.ne.gov/wp-content/uploads/2024/06/Nebraska-CNA-Report-6-2024.pdf>
4. *Nebraska Title I, Part C Education Program Service Delivery Plan Report*. (June 2022). Nebraska Department of Education. <https://www.education.ne.gov/wp-content/uploads/2025/04/Nebraska-SDP-Report.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

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# **Appendix A**

## **LCNA Tools**

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## **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 Title I, Part C program's five goal areas shown below.

<b>Concerns</b>
<b>School Readiness</b>
We are concerned that...
We are concerned that...
<b>English Language Arts/Mathematics</b>
We are concerned that...
We are concerned that...
<b>High School Graduation</b>
We are concerned that...
We are concerned that...
<b>Services to Out-of-School Youth</b>
We are concerned that...
We are concerned that...
<b>Non-Instructional Support Services</b>
We are concerned that...
We are concerned that...

# TOOL 1-3 LCNA TITLE I, PART C EDUCATION PROGRAM FAMILY NEEDS ASSESSMENT SURVEY

District/Educational Service Unit (ESU):

**Directions:** Please check  the items that are needed MOST below. The Title I, Part C program is conducting a study of the needs of migratory families. If you have more than one child in the program, 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?	
<input type="checkbox"/> Early learning skills for preschoolers	<input type="checkbox"/> Mathematics instruction/skills
<input type="checkbox"/> English language skills	<input type="checkbox"/> Preparing for state tests
<input type="checkbox"/> GED or high school equivalency diploma	<input type="checkbox"/> Reading/writing instruction/skills
<input type="checkbox"/> Help with adjusting to a new school	<input type="checkbox"/> Science instruction/skills
<input type="checkbox"/> High school credits	<input type="checkbox"/> Skills/instruction in other content areas
<input type="checkbox"/> Homework/assignments	<input type="checkbox"/> Study skills
<input type="checkbox"/> Information about opportunities after high school	<input type="checkbox"/> Summer school
<input type="checkbox"/> Information on scholarships and financial aid	<input type="checkbox"/> Support for completing high school classes
<input type="checkbox"/> Instruction provided in your home	<input type="checkbox"/> Support to stay in school
<input type="checkbox"/> Life skills (job skills, budgeting, saving)	<input type="checkbox"/> Tutoring during the regular school year

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

3. What would MOST help you support your child's success in school?	
<input type="checkbox"/> Educational materials for my home	<input type="checkbox"/> Preparing young children for school
<input type="checkbox"/> Communicating with staff about my child's needs	<input type="checkbox"/> Migrant Parent Advisory Council (PAC) meetings/networking
<input type="checkbox"/> Parent activities such as reading/math nights	<input type="checkbox"/> How to help my child with reading/math at home
<input type="checkbox"/> Parenting education	<input type="checkbox"/> How to help my child with homework/assignments
<input type="checkbox"/> Information about children's health issues	<input type="checkbox"/> 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 DEL TÍTULO I, PARTE C

## ENCUESTA SOBRE LAS NECESIDADES FAMILIARES

Distrito/ESU:

El Programa de Educación del Título I, Parte C está llevando a cabo un estudio de las necesidades de las familias migratorias. Si usted tiene más de un hijo en el programa, 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?			
<input type="checkbox"/>	Habilidades de aprendizaje para niños en edad preescolar	<input type="checkbox"/>	Instrucción/habilidades de matemáticas
<input type="checkbox"/>	Conocimientos de inglés	<input type="checkbox"/>	Preparación para los exámenes estatales
<input type="checkbox"/>	GED o diploma de equivalencia de escuela secundaria	<input type="checkbox"/>	Instrucción/habilidades de lectura/escritura
<input type="checkbox"/>	Ayuda para adaptarse a una nueva escuela	<input type="checkbox"/>	Instrucción/habilidades de ciencia
<input type="checkbox"/>	Créditos de la escuela secundaria	<input type="checkbox"/>	Instrucción/habilidades en otras áreas de contenido
<input type="checkbox"/>	Tareas	<input type="checkbox"/>	Habilidades de estudio
<input type="checkbox"/>	Información sobre oportunidades después de la escuela preparatoria	<input type="checkbox"/>	Curso de verano
<input type="checkbox"/>	Información sobre becas y ayudas financiera	<input type="checkbox"/>	Apoyo para completar clases de la escuela preparatoria
<input type="checkbox"/>	Instrucción proporcionada en su hogar	<input type="checkbox"/>	Apoyo para permanecer en la escuela
<input type="checkbox"/>	Habilidades para la vida (habilidades laborales, presupuestos, ahorro)	<input type="checkbox"/>	Tutoría durante el año escolar

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

3. ¿Qué le ayudaría MÁS a usted en apoyar a su hijo en tener éxito en la escuela?			
<input type="checkbox"/>	Materiales educativos en el hogar	<input type="checkbox"/>	Preparar a los niños pequeños para la escuela
<input type="checkbox"/>	Comunicación con personal sobre las necesidades de mis hijos	<input type="checkbox"/>	Reuniones del Consejo Asesor de Padres Migrantes
<input type="checkbox"/>	Actividades de participación de los padres (por ejemplo, noches de actividades de lectura, etc.)	<input type="checkbox"/>	Cómo ayudar a mi hijo con la lectura/matemáticas en casa
<input type="checkbox"/>	Programas educativos sobre la crianza	<input type="checkbox"/>	Cómo ayudar a mi hijo con las tareas
<input type="checkbox"/>	Información sobre temas de salud de los niños	<input type="checkbox"/>	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 TITLE I, PART C EDUCATION PROGRAM

## STAFF NEEDS ASSESSMENT SURVEY

District/ESU:

Title I, Part C Staff       Non-Title I, Part C 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 Title I, Part C program to answer these questions with confidence.

Untrue       Hardly true       Mostly true       Totally true

#### 2. What do migratory children/youth need the MOST help with?

<input type="checkbox"/> Reading skills	<input type="checkbox"/> Missing homework/assignments
<input type="checkbox"/> Writing skills	<input type="checkbox"/> English language skills
<input type="checkbox"/> Mathematics skills	<input type="checkbox"/> Study skills
<input type="checkbox"/> Science skills	<input type="checkbox"/> School readiness skills
<input type="checkbox"/> Skills in other content areas	<input type="checkbox"/> Life skills (job skills, budgeting, saving)
<input type="checkbox"/> State test preparation	<input type="checkbox"/> Scholarships and financial aid for college
<input type="checkbox"/> High school credit accrual	<input type="checkbox"/> GED or high school equivalency diploma (HSED)

#### 3. What supplemental instructional services would MOST help migratory children/youth?

<input type="checkbox"/> Reading/writing instruction	<input type="checkbox"/> Career/technical education programs
<input type="checkbox"/> Mathematics instruction	<input type="checkbox"/> Virtual learning options
<input type="checkbox"/> Instruction in other content areas	<input type="checkbox"/> Tutoring during the regular school year
<input type="checkbox"/> Support for completing high school classes	<input type="checkbox"/> Individualized student support
<input type="checkbox"/> Migrant summer school/services	<input type="checkbox"/> GED/HSED support/programs
<input type="checkbox"/> Early learning/school readiness instruction	<input type="checkbox"/> Dropout prevention support
<input type="checkbox"/> Home-based tutoring/instruction	<input type="checkbox"/> Support for adjusting to a new school
<input type="checkbox"/> English language instruction	<input type="checkbox"/> Other:

#### 4. What support services do migratory children/youth need MOST?

<input type="checkbox"/> Books/materials/school supplies	<input type="checkbox"/> Nutrition/meals
<input type="checkbox"/> Counseling on high school credits/graduation	<input type="checkbox"/> Transportation
<input type="checkbox"/> Counseling on options after high school	<input type="checkbox"/> Clothing (uniforms, cap and gown, sports, winter)
<input type="checkbox"/> Health care (medical, mental, dental, vision)	<input type="checkbox"/> Locating school/community resources
<input type="checkbox"/> Support for extracurricular activities	<input type="checkbox"/> Locating/enrolling in early learning programs
<input type="checkbox"/> Translation and interpretation	<input type="checkbox"/> Social-emotional support

#### 5. What professional development do you need MOST?

<input type="checkbox"/> Using data to inform program implementation	<input type="checkbox"/> Reading/literacy strategies
<input type="checkbox"/> Culturally relevant instruction	<input type="checkbox"/> Mathematics strategies
<input type="checkbox"/> Migrant 101/Who are migratory children/youth?	<input type="checkbox"/> Involving parents in their child's education
<input type="checkbox"/> Social-emotional learning	<input type="checkbox"/> ESL/diverse learner strategies
<input type="checkbox"/> Identification and recruitment/eligibility	<input type="checkbox"/> Accessing school/community resources
<input type="checkbox"/> Serving out-of-school youth (OSY)	<input type="checkbox"/> School readiness

--Over--

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

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

**Tool 1-5 LCNA TITLE I, PART C EDUCATION PROGRAM**  
**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 program below.

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

2. What do you MOST need to be successful in school?			
<input type="checkbox"/>	Books/materials/school supplies	<input type="checkbox"/>	Nutrition/meals
<input type="checkbox"/>	High school credits/graduation	<input type="checkbox"/>	Transportation
<input type="checkbox"/>	Options after high school	<input type="checkbox"/>	Clothing
<input type="checkbox"/>	Health care (medical, dental, vision)	<input type="checkbox"/>	Locating school resources
<input type="checkbox"/>	Support for extracurricular activities	<input type="checkbox"/>	Locating community resources
<input type="checkbox"/>	Help addressing social-emotional needs	<input type="checkbox"/>	Access to computers/internet
<input type="checkbox"/>	Translation and interpretation	<input type="checkbox"/>	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 DEL TÍTULO I, PARTE C**  
**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.

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

2. ¿Qué es lo que MÁS necesitas para tener éxito en la escuela?			
<input type="checkbox"/>	Libros-materiales educativos-útiles escolares	<input type="checkbox"/>	Nutrición/comidas
<input type="checkbox"/>	Créditos de escuela preparatoria/graduación	<input type="checkbox"/>	Transportación
<input type="checkbox"/>	Opciones después de la escuela secundaria	<input type="checkbox"/>	Ropa
<input type="checkbox"/>	Cuidado de la salud, dental, o visión	<input type="checkbox"/>	Encontrar recursos de la escuela
<input type="checkbox"/>	Apoyo a las actividades extracurriculares	<input type="checkbox"/>	Encontrar recursos de la comunidad
<input type="checkbox"/>	Asistencia para las necesidades socioemocionales	<input type="checkbox"/>	Acceso a computadores/el internet
<input type="checkbox"/>	Traducción e Interpretación	<input type="checkbox"/>	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 TITLE I, PART C EDUCATION PROGRAM STUDENT PROFILE

Program  Data from (Year):

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

	Data Element	Source	Statistic (#/%)	Priority Area (v)	Comments/ Follow up
30	<b>Migratory Students</b> in Grades 3-8 scoring Proficient on <b>NSCAS Mathematics Assessments</b>				
31	<b>PFS Migratory Students</b> in Grades 3-8 Scoring Proficient on <b>NSCAS Mathematics Assessments</b>				
32	<b>Migratory Students</b> Scoring Proficient on the <b>ACT</b>				
33	<b>PFS Migratory Students</b> Scoring Proficient on the <b>ACT</b>				
	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 (v)	Comments/Follow up
<b>1. Supplemental Instructional Needs</b>			
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			
<b>2. Support Services Needs</b>			
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			
<b>3. Parent/Family Needs</b>			
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 Title I, Part C staff   
 Number of Non-Title I, Part C staff

1. I know enough about the Title I, Part C program to answer these questions with confidence			
# Responding "Untrue"	# Responding "Hardly true"	# Responding "Mostly true"	# Responding "Totally true"
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

Needs	Number of Staff Expressing Need	Priority Area (v)	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			
<b>5. Professional Development Needs</b>			
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			
<b>6. Parent Training Needs</b>			
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 9<sup>th</sup> grade students responding:

Number of 10<sup>th</sup> grade students responding:

Number of 11<sup>th</sup> grade students responding:

Number of 12<sup>th</sup> grade students responding:

Needs	Number of Students Expressing Need	Priority Area (v)	Comments/ Follow up
<b>1. Supplemental Instruction Needs</b>			
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			
<b>2. Support Services Needs</b>			
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 <b>Not at all</b>	Number Responding <b>Somewhat</b>	Number Responding <b>Very well</b>	Number Responding <b>N/A</b>	Priority Area (✓)	Comments/Follow-up

**4. How sure are you that you will graduate from high school?**

Number Responding <b>Not at all</b>	Number Responding <b>Somewhat</b>	Number Responding <b>Very sure</b>	Number Responding <b>N/A</b>	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 (v)	Comments/ Follow up
<b>1. Supplemental Instruction Needs</b>			
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			
<b>2. Support Services Needs</b>			
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 <b>Not at all</b>	Number Responding <b>Somewhat</b>	Number Responding <b>Very well</b>	Number Responding <b>N/A</b>	Priority Area (√)	Comments/Follow-up

**4. How sure are you that you will graduate from high school?**

Number Responding <b>Not at all</b>	Number Responding <b>Somewhat</b>	Number Responding <b>Very sure</b>	Number Responding <b>N/A</b>	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 Title I, Part C Education Program 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.

School Readiness Strategies In the Nebraska SDP	Priority Level			Implementation Activities <i>(Based on the needs identified in the LCNA)</i>	Resources Needed	Timeline	Person(s) Responsible
	L	M	H				
<p><b>Strategy 1.1a:</b> Coordinate/provide center-based preschool programs/services for migratory children ages 3-5.</p>				<input type="checkbox"/> Coordinate/provide transportation for migratory preschoolers to attend PK programs, especially in the summer. <input type="checkbox"/> Offer Title I, Part C-funded preschool programs in the regular term and during summer. <input type="checkbox"/> Offer sponsorship/tuition funding for preschool. <input type="checkbox"/> Provide expert training in targeted areas such as cultural proficiency and developmentally appropriate practices. <input type="checkbox"/> Provide opportunities for Title I, Part C staff to familiarize themselves with district enrollment procedures/timelines <input type="checkbox"/> Coordinate/provide home-based instructional services. <input type="checkbox"/> Distribute developmentally appropriate materials and family literacy kits to families. <input type="checkbox"/> Identify migratory children ages 3-5 who are enrolled in programs and who are not.			
<p><b>Strategy 1.1b:</b> Coordinate/provide home-based preschool programs/services for migratory children ages 3-5.</p>				<input type="checkbox"/> Coordinate/provide transportation for migratory preschoolers to attend PK programs, especially in the summer. <input type="checkbox"/> Offer Title I, Part C-funded preschool programs in the regular term and during summer. <input type="checkbox"/> Offer sponsorship/tuition funding for preschool. <input type="checkbox"/> Provide expert training in targeted areas such as cultural proficiency and developmentally appropriate practices. <input type="checkbox"/> Provide opportunities for Title I, Part C staff to familiarize themselves with district enrollment procedures/timelines			

School Readiness Strategies In the Nebraska SDP	Priority Level			Implementation Activities <i>(Based on the needs identified in the LCNA)</i>	Resources Needed	Timeline	Person(s) Responsible
	L	M	H				
				<input type="checkbox"/> Coordinate/provide home-based instructional services. <input type="checkbox"/> Distribute developmentally appropriate materials and family literacy kits to families. <input type="checkbox"/> Identify migratory children ages 3-5 who are enrolled in programs and who are not.			
<b>Strategy 1.2:</b> Coordinate/provide family engagement programming for parents/families of migratory children ages 3-5 (not in kindergarten).				<input type="checkbox"/> Educate and inform parents on different types of preschools (e.g., school-based, Head Start, home-based, half-day, full day). <input type="checkbox"/> Partner with community organizations that offer family literacy programming. <input type="checkbox"/> Provide information and training on the United States school system through conferences, school resources/programs. (e.g., enrollment, placement, requirements). <input type="checkbox"/> Provide information, education, and resources at parent meetings (e.g., family and community engagement [FACE] meetings, PAC meetings, home visits). <input type="checkbox"/> Utilize IMPACT CIG resources and materials.			

English Language Arts and Mathematics Strategies In the Nebraska SDP	Priority Level			Implementation Activities <i>(Based on the needs identified in the LCNA)</i>	Resources Needed	Timeline	Person(s) Responsible
	L	M	H				
<p><b>Strategy 2.1a:</b> Coordinate/provide instructional services in ELA and math during the regular school year.</p>				<input type="checkbox"/> Coordinate/provide PD to staff on best instructional practices. <input type="checkbox"/> Facilitate communication between home and school <input type="checkbox"/> Monitor students' grades and assessments. <input type="checkbox"/> Provide enrichment programs. <input type="checkbox"/> Provide home-based ELA/math instruction. <input type="checkbox"/> Provide one-on-one instruction or tutoring. <input type="checkbox"/> Provide PD on scope and sequence for Nebraska state standards, specifically for new staff. <input type="checkbox"/> Provide small group instruction. <input type="checkbox"/> Provide training related to cultural identity, language and life experiences of migratory students. <input type="checkbox"/> Train staff to provide instruction on basic study skills. <input type="checkbox"/> Train staff to provide instruction on basic test-taking skills. <input type="checkbox"/> Use student data to inform programming.			
<p><b>Strategy 2.1b:</b> Coordinate/provide instructional services in ELA and math during the summer term/intersession.</p>				<input type="checkbox"/> Coordinate/provide PD to staff on best instructional practices. <input type="checkbox"/> Facilitate communication between home and school/summer program. <input type="checkbox"/> Monitor student assessment results. <input type="checkbox"/> Provide enrichment programs and camps. <input type="checkbox"/> Provide home-based ELA/math instruction. <input type="checkbox"/> Provide intersession learning opportunities. <input type="checkbox"/> Provide one-on-one instruction or tutoring. <input type="checkbox"/> Provide PD on scope and sequence for Nebraska state standards, specifically for new staff. <input type="checkbox"/> Provide small group instruction. <input type="checkbox"/> Provide summer school/services <input type="checkbox"/> Provide training related to cultural identity, language and life experiences of migratory students. <input type="checkbox"/> Train staff to provide instruction on basic study skills. <input type="checkbox"/> Train staff to provide instruction on basic test-taking skills. <input type="checkbox"/> Use student data to inform programming.			

High School Graduation Strategies In the Nebraska SDP	Priority Level			Implementation Activities <i>(Based on the needs identified in the LCNA)</i>	Resources Needed	Timeline	Person(s) Responsible
	L	M	H				
<p><b>Strategy 3.1a:</b> Coordinate and/or provide targeted supplemental instructional services to migratory students in grade 9-12.</p>				<ul style="list-style-type: none"> <li><input type="checkbox"/> Coordinate with Title III and SPED staff.</li> <li><input type="checkbox"/> Ensure/provide migratory students with needed technology and connectivity.</li> <li><input type="checkbox"/> Identify student needs and/or learning gaps related to instructional services, math credits, graduation, and post-secondary goals.</li> <li><input type="checkbox"/> Provide extended learning opportunities to support student learning (e.g., before/after school, Saturdays, summer, intersession).</li> <li><input type="checkbox"/> Provide home-based instruction and support to address student learning needs.</li> <li><input type="checkbox"/> Provide mentoring to migratory students in grades 9-12.</li> <li><input type="checkbox"/> Provide online tutoring resources (e.g., SMART).</li> <li><input type="checkbox"/> Provide opportunities for students to obtain needed high school credits.</li> <li><input type="checkbox"/> Provide targeted instruction in reading, math, and the content areas based on student learning needs.</li> </ul>			
<p><b>Strategy 3.1b:</b> Coordinate/provide credit recovery and credit accrual opportunities for migratory students in grades 9-12.</p>				<ul style="list-style-type: none"> <li><input type="checkbox"/> Coordinate/provide credit recovery and credit accrual opportunities.</li> <li><input type="checkbox"/> Coordinate with Title III and SPED staff.</li> <li><input type="checkbox"/> Ensure/provide migratory students with needed technology and connectivity.</li> <li><input type="checkbox"/> Identify student needs and/or learning gaps related to high school credits needed to graduate.</li> <li><input type="checkbox"/> Provide extended learning opportunities for students needing credits (e.g., before/after school, Saturdays, summer, intersession).</li> <li><input type="checkbox"/> Provide home-based instruction and support for students working on credits.</li> <li><input type="checkbox"/> Provide online tutoring resources to support skills for completing courses (e.g., SMART).</li> <li><input type="checkbox"/> Support students who are working on credit recovery/accrual to ensure they pass the course.</li> </ul>			

High School Graduation Strategies In the Nebraska SDP	Priority Level			Implementation Activities <i>(Based on the needs identified in the LCNA)</i>	Resources Needed	Timeline	Person(s) Responsible
	L	M	H				
<p><b>Strategy 3.2:</b> Coordinate/provide intentional strategic supports to assist migratory students in obtaining necessary math credits for high school graduation.</p>				<ul style="list-style-type: none"> <li><input type="checkbox"/> Assign migratory students with PFS to a trained MSP.</li> <li><input type="checkbox"/> Coordinate and communicate with school/district staff and programs on behalf of migratory students to ensure they receive needs-based math support and services.</li> <li><input type="checkbox"/> Coordinate/provide credit recovery and credit accrual opportunities.</li> <li><input type="checkbox"/> Maintain open communication with educational providers (conversation, goal form, etc.)</li> <li><input type="checkbox"/> Partner with community partners and universities/colleges to provide tutoring and instructional supports.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Provide high-dosage tutoring, Tier II interventions, and homework supports.</li> </ul>			
<p><b>Strategy 3.3:</b> Coordinate/provide academic and wellness supports for migratory PFS students to ensure high school graduation.</p>				<ul style="list-style-type: none"> <li><input type="checkbox"/> Connect PFS students and families to school counselors.</li> <li><input type="checkbox"/> Connect PFS students to school- and community-based programs/service providers to address wellness needs.</li> <li><input type="checkbox"/> Coordinate with Title III and SPED staff.</li> <li><input type="checkbox"/> Create and review personal learning plans.</li> <li><input type="checkbox"/> Determine PFS student academic and wellness needs and provide targeted services.</li> <li><input type="checkbox"/> Facilitate PFS student participation in dual credit/dual enrollment.</li> <li><input type="checkbox"/> Monitor PFS student grades, attendance, credits.</li> <li><input type="checkbox"/> Provide mentoring opportunities.</li> <li><input type="checkbox"/> Provide PFS students with access to online courses.</li> <li><input type="checkbox"/> Provide PFS students with information on scholarships.</li> <li><input type="checkbox"/> Refer PFS students to extension opportunity programs (e.g., independent study, accelerated learning).</li> </ul>			
<p><b>Strategy 3.4:</b> Coordinate/provide targeted youth leadership and post-secondary</p>				<ul style="list-style-type: none"> <li><input type="checkbox"/> Assist students with dual credit enrollment.</li> <li><input type="checkbox"/> Collaborate with College Assistance Migrant Program (CAMP) grants.</li> <li><input type="checkbox"/> Coordinate/provide educational services to increase family engagement and understanding of post-secondary options and enhance their capacity to support their student's goals.</li> </ul>			

High School Graduation Strategies In the Nebraska SDP	Priority Level			Implementation Activities <i>(Based on the needs identified in the LCNA)</i>	Resources Needed	Timeline	Person(s) Responsible
	L	M	H				
preparation opportunities.				<input type="checkbox"/> Facilitate goal setting with action planning for post-secondary options. <input type="checkbox"/> Facilitate student participation in internships/job shadowing. <input type="checkbox"/> Host career camps and career fairs. <input type="checkbox"/> Partner with local colleges/universities (e.g., college visits, college fairs). <input type="checkbox"/> Provide and/or facilitate student participation in summer leadership camps.			

Services to OSY Strategies in the Nebraska SDP	Priority Level			Implementation Activities <i>(Based on the needs identified in the LCNA)</i>	Resources Needed	Timeline	Person(s) Responsible
	L	M	H				
<p><b>Strategy 4.1:</b> Coordinate/provide migratory OSY with evidence-based supplemental instructional services to support their education and career goals.</p>				<ul style="list-style-type: none"> <li><input type="checkbox"/> Assign a staff member/mentor to OSY.</li> <li><input type="checkbox"/> Coordinate/provide needs-based instructional services to migratory OSY.</li> <li><input type="checkbox"/> Implement a statewide OSY instructional plan (similar to CAFE) with specific lessons (e.g., beginner, intermediate, advanced) to be delivered in-person or virtually.</li> <li><input type="checkbox"/> Partner with community agencies, institutions of higher education, or career/workforce agencies/programs.</li> <li><input type="checkbox"/> Provide access to online classes for educational and career opportunities.</li> <li><input type="checkbox"/> Provide frequent communication with OSY.</li> <li><input type="checkbox"/> Utilize iSOSY (Innovative Services for Out-of-School and Secondary Youth) and IDRC (Identification and Recruitment Consortium) CIG materials and resources.</li> </ul>			

Non Instructional Support Services Strategies in the Nebraska SDP	Priority Level			Implementation Activities <i>(Based on the needs identified in the LCNA)</i>	Resources Needed	Timeline	Person(s) Responsible
	L	M	H				
<p><b>Strategy 5.1:</b> Coordinate/provide migratory students with appropriate needs-based support services (e.g., health and nutrition, educational supplies, interpretation, transportation, access to technology) to increase school attendance and achievement.</p>				<ul style="list-style-type: none"> <li><input type="checkbox"/> Collaborate with local programs/agencies.</li> <li><input type="checkbox"/> Coordinate/provide transportation services when possible (vehicle and insurance).</li> <li><input type="checkbox"/> Create and distribute community resource lists (e.g., findhelp.org).</li> <li><input type="checkbox"/> Ensure/provide technology and connectivity.</li> <li><input type="checkbox"/> Identify and monitor student/family needs to track continuous versus immediate needs.</li> <li><input type="checkbox"/> Provide needs-based support services.</li> <li><input type="checkbox"/> Provide referrals to state and local service providers/programs to address needs.</li> <li><input type="checkbox"/> Teach self-advocacy skills to students and families.</li> </ul>			

Non Instructional Support Services Strategies in the Nebraska SDP	Priority Level			Implementation Activities <i>(Based on the needs identified in the LCNA)</i>	Resources Needed	Timeline	Person(s) Responsible
	L	M	H				
<p><b>Strategy 5.2:</b> Coordinate/provide migratory high school students and OSY with appropriate needs-based services (e.g., functional life skills, counseling, health care, and mental health services).</p>				<ul style="list-style-type: none"> <li><input type="checkbox"/> 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).</li> <li><input type="checkbox"/> Identify and use iSOSY CIG resources (e.g., mental health, life skills lessons).</li> <li><input type="checkbox"/> Partner with community organizations and local entities to provide migratory HS students and OSY with needs-based services.</li> <li><input type="checkbox"/> Partner with school staff/programs (e.g., counseling, school wellness programs).</li> </ul>			
<p><b>Strategy 5.3:</b> Coordinate/provide migratory families with information and resources to increase access to needs-based support services to help support their children’s academic success.</p>				<ul style="list-style-type: none"> <li><input type="checkbox"/> Conduct needs assessments with families, follow-up plan.</li> <li><input type="checkbox"/> Coordinate/provide FACE opportunities, workshops, PAC meetings, and the State Family and Student Conference (virtual and in-person).</li> <li><input type="checkbox"/> Develop and disseminate basic information available through videos in languages represented by migratory families.</li> <li><input type="checkbox"/> Develop local and state partnerships and refer families to community agencies.</li> <li><input type="checkbox"/> Ensure families have the technology literacy for in-home use for State PAC participation and migratory preschool-aged children.</li> <li><input type="checkbox"/> Help and support parents navigate the U.S. school system by providing information/resources/ materials for parents on understanding expectations/stages, literacy, school readiness, and technology in the family’s home language.</li> <li><input type="checkbox"/> Help parents make appointments/referrals to clinics.</li> <li><input type="checkbox"/> Inform families about community resources and assist and empower them to advocate for their children’s education.</li> <li><input type="checkbox"/> Offer/facilitate transportation.</li> <li><input type="checkbox"/> Partner with community agencies.</li> <li><input type="checkbox"/> Partner with school staff and programs (i.e., counseling department, Title III).</li> <li><input type="checkbox"/> Provide referrals to agencies/partner with agencies.</li> <li><input type="checkbox"/> Provide training to parents on developmentally appropriate use of technology.</li> </ul>			

Non Instructional Support Services Strategies in the Nebraska SDP	Priority Level			Implementation Activities <i>(Based on the needs identified in the LCNA)</i>	Resources Needed	Timeline	Person(s) Responsible
	L	M	H				
				<input type="checkbox"/> Support migratory students/families in navigating the U.S. healthcare system (awareness, resources, etc.). <input type="checkbox"/> Teach self-advocacy skills to students and families. <input type="checkbox"/> Utilize media and technology (videos) to provide additional support/training in parents' home language in how to better utilize technology.			
<b>Strategy 5.4:</b> Coordinate/provide professional development opportunities to Title I, Part C staff on skills and strategies to better support the unique educational needs, cultural identity, language, and life experiences of migratory students and their families.				<input type="checkbox"/> Provide PD on technology that students and families may be using to access grades and assignments. <input type="checkbox"/> Provide PD on cultural proficiency and developmentally appropriate practices. <input type="checkbox"/> Provide PD on how to teach test-taking strategies to improve student assessment results. <input type="checkbox"/> Provide PD on teaching academic strategies to help migratory students master content. <input type="checkbox"/> Provide PD to Title I, Part C staff and school staff related to cultural identity, language, and life experiences of migratory students. <input type="checkbox"/> Provide PD to Title I, Part C and school staff so that they can adapt to meet the needs of migratory students. <input type="checkbox"/> Provide PD on how to align services to PFS risk factors. <input type="checkbox"/> Utilize the State Service Provider Coordinator to coordinate/provide training on best practices, developing a state service plan, etc.			

## **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 Title I, Part C Comprehensive Needs Assessment (CNA), and therefore, are not addressed in the strategies in the Nebraska Title I, Part C 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 Title I, Part C SDP	Possible Solution(s)	Resources Needed	Timeline	Person(s) Responsible	Priority Level		
					L	M	H

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# **Appendix B**

## **Statewide Needs Identified in the 2023-2024 Nebraska CNA**

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## **LCNA Toolkit - Appendix B**

### **Statewide Needs Identified in the 2023-24 Nebraska Title I, Part C CNA**

A state Title I, Part C Education Program 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 Title I, Part C 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 Title I, Part C staff)
- Level 3: *Resources* (the system that facilitates or impedes the efforts of the Title I, Part C program)



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

#### **Step 1—Conduct Preliminary Work**

The NDE Title I, Part C 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 Title I, Part C 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 Title I, Part C Team shared the CNA with stakeholders and administrators at the state and local levels.
- The NDE Title I, Part C 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 Title I, Part C program 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 Title I, Part C 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 Title I, Part C SDP. The needs identified in the most recent Nebraska Title I, Part C CNA (2023-24) can be found on the following pages. Needs are organized by the five goal areas of (1) school readiness, (2) English Language Arts (ELA) and mathematics, (3) high school graduation, (4) services to out-of-school youth, and (5) non-instructional support services.

**Goal Area 1: School Readiness**

Concern Statement	Data Source	Need Indicator/ Need Statement	Prioritized Solutions for the SDP
<b>1-1)</b> We are concerned that migratory preschoolers, especially English learners (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	<b>Indicator</b> The experts on the NAC report that migratory children ages 3-5 do not have access to early childhood programs.  <b>Statement</b> 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.
<b>1-2)</b> We are concerned that migratory children ages 3-5 who are <u>not enrolled</u> in a preschool program are not receiving MEP instructional services.	2022-23 MIS2000	<b>Indicators</b> - 34% of migratory children ages 3-5 received MEP instructional services (30% PFS) - 16% participated in non-MEP preschool programming (9% PFS)  <b>Statement</b> 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.
<b>1-3)</b> We are concerned that migratory families may not be aware of how to support school readiness, how to enroll their child in	2023 Parent Needs Assessment (NA) Survey	<b>Indicator</b> 19% of parents indicated their children need preschool programs  <b>Statement</b>	1-3a) Help and support parents navigate the U.S. school system by providing information/resources/materials

Concern Statement	Data Source	Need Indicator/ Need Statement	Prioritized Solutions for the SDP
preschool, or have access to resources (educational materials) to support their preschool children.		The percentage of migratory parents receiving information, resources, and assistance in school readiness needs to increase.	for parents to increase understanding. 1-3b) Provide parent workshops, such as PAC, 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
<b>2-1)</b> We are concerned that migratory students are not receiving the instructional services they need to succeed in ELA and math.	2022-23 MIS2000	<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>- 39% of eligible migratory students received MEP instructional services</li> <li>- 28% of eligible migratory students received ELA MEP instructional services and 26% received MEP math instructional services</li> <li>- 30% of PFS migratory children received MEP ELA instruction and 28% received MEP math instruction</li> </ul> <p><b>Statements</b></p> <p>The percentage of eligible migratory students receiving ELA and math instructional services from the MEP needs to increase.</p>	<p>2-1a) Provide extended learning opportunities specifically in ELA and math.</p> <p>2-1b) Coordinate/provide in-person, online, targeted instructional services in ELA and math.</p> <p>2-1c) Intentionally assign staff to provide instructional services.</p> <p>2-1d) Provide PD in the area of evidence-based strategies/programs that staff can utilize when providing supplemental instructional services.</p> <p>2-1e) Increase staff capacity to utilize data to deliver instructional services.</p> <p>2-1f) Coordinate with schools.</p> <p>2-1g) Coordinate EL support and programming.</p> <p>2-1h) Utilize EL strategies when providing services.</p>
<b>2-2)</b> We are concerned that migratory students are not performing at the same level as their non-migratory peers on State ELA and math assessments.	2021-22 NSCAS ELA and Math results	<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>- 20% of migratory students (12% PFS) were proficient in ELA on the NSCAS compared to 47% of non-migratory students</li> <li>- 20% of migratory students were proficient in math on the NSCAS (14% PFS) compared to 46% of non-migratory students</li> </ul> <p><b>Statement</b></p> <p>The percentage of migratory students scoring proficient on State ELA and math assessments need to increase (27 percentage points in ELA and 26 percentage points in math).</p>	<p>2-2a) Use NSCAS data to identify areas of growth and to provide instructional services.</p> <p>2-2b) Provide migratory students with test-taking strategies and skill training.</p> <p>2-2c) Provide fundamental literacy and math skills instruction and resources.</p> <p>2-2d) Collaborate with districts to obtain assessment results for migratory students.</p>

### Goal Area 3: High School Graduation

Concern Statement	Data Source	Need Indicator/ Need Statement	Prioritized Solutions for the SDP
<p><b>3-1)</b> We are concerned that migratory secondary-aged students have unmet instructional service needs.</p>	<p>2022-23 CSPR Data</p> <p>2023 Family, Student, Staff NA Survey Results</p>	<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>- 33% of migratory students in grades 9-12 received MEP instructional services</li> <li>- 64% of parents surveyed indicated that their children needed assistance with reading and 56% math</li> <li>- 79% of staff surveyed reported that students need reading help and 68% reported students need help with math</li> <li>- 55% of students surveyed reported a need for English language support</li> </ul> <p><b>Statement</b></p> <p>The percentage of migratory students in grades 9-12 receiving MEP instructional services needs to increase.</p>	<p>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).</p> <p>3-1b) Offer supplemental instructional programs to meet student needs such as after school programs, summer programs/ services, and tutors.</p> <p>3-1c) Identify options for earning core credit (e.g., PASS, online programs).</p>
<p><b>3-2)</b> We are concerned that 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.</p>	<p>2022-23 MIS2000</p> <p>2022-23 CSPR Data</p>	<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>- 37% of 10<sup>th</sup> grade migratory students received full credit for Algebra I or a higher math course prior to entering 11<sup>th</sup> grade in 2023-24 (2 percentage points short of the national target-39%)</li> <li>- 11% of migratory students in grades 9-12 received instructional services in math</li> </ul> <p><b>Statements</b></p> <ul style="list-style-type: none"> <li>- The percentage of migratory students receiving Algebra I credit needs to increase.</li> <li>- The percentage of migratory students in grades 9-12 receiving instructional services in math needs to increase.</li> </ul>	<p>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).</p> <p>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).</p> <p>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.</p> <p>3-2d) Match migratory students with appropriate peers that are strong in math, coordinate with school staff or within the MEP project.</p> <p>3-2e) Partner with community organizations and higher education (e.g., certificates, internships).</p>

Concern Statement	Data Source	Need Indicator/ Need Statement	Prioritized Solutions for the SDP
			<p>3-2f) Provide workshops for students and parents (evenings and weekends), FACE meetings, State Family and Student Conference.</p> <p>3-2g) Provide professional learning to math and Algebra teachers who teach migratory students.</p>
<p><b>3-3)</b> We are concerned that migratory secondary-aged PFS students are graduating at a lower rate than their peers.</p>	<p>2021-22 NDE Database</p>	<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>- 90.2% of PFS students graduated compared to the State target of 91.7% and 93.3% of non-PFS students</li> <li>- 3.9% of PFS students dropped out of high school compared to 1.6% of non-migratory students and 3.1% of non-PFS students</li> </ul> <p><b>Statement</b></p> <p>The percentage of migratory PFS students who graduate needs to increase.</p>	<p>3.3a) 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).</p> <p>3.3b) Assist migratory students in partnering with appropriate parties to develop a plan to be on track for graduation/HSED.</p> <p>3.3c) Create a state level workgroup to analyze graduation and dropout rates to identify strategies to support local projects.</p> <p>3.3d) Create and/or review personal learning plans towards graduation/HSED with students and parents/guardians.</p> <p>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).</p> <p>3.3f) Create and disseminate information through video about credits, grades, services, and academic accomplishment to parents/guardians.</p>
<p><b>3-4)</b> We are concerned that migratory secondary-aged students lack knowledge of options after high school including postsecondary education, employment skills, and career opportunities.</p>	<p>2023 Student NA Survey</p>	<p><b>Indicator</b></p> <p>76% of students surveyed indicated a need for information about options after high school</p> <p><b>Statement</b></p> <p>The percentage of students receiving information about options after high school needs to increase.</p>	<p>3.4a) Assign a staff member to create or review a plan for options after high school.</p> <p>3.4b) Provide extended learning career/ student leadership/senior student success camps.</p> <p>3.4c) Partner with school staff and programs (e.g., counseling departments, EL, SE).</p> <p>3.4d) Provide ACT preparation and</p> <p>3.4e) Provide resources for scholarships.</p> <p>3.4f) Develop and disseminate basic information available</p>

Concern Statement	Data Source	Need Indicator/ Need Statement	Prioritized Solutions for the SDP
			through videos in languages 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
<b>4-1)</b> 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	<b>Indicator</b> - 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.  <b>Statement</b> The percentage of migratory OSY receiving MEP instructional services needs to increase.	4-1a) Assign OSY to staff member to serve as mentor and provide academic support. 4-1b) Partner with community agencies (GED, higher education, adult education, career and personal growth). 4-1c) Identify and use ISOSY CIG resources.
<b>4-2)</b> We are concerned that migratory OSY lack knowledge of education and career options.	2023 Student/OSY NA Survey	<b>Indicator</b> - 76% of students/OSY surveyed indicated a need for information about options after high school - 42% of students/OSY surveyed indicated a need for learning about career options  <b>Statement</b> 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) Personal learning plan 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
<b>5-1)</b> We are concerned that migratory children, students, and OSY have unmet support service needs that impact	2022-23 CSPR Data  2023 Parent and Staff NA Surveys	<b>Indicators</b> - 75% of eligible migratory children/youth received Title I, Part C support services (73% 3-5-year-olds, 78% students in grades K-8,	5-1a) Coordinate/provide migratory students with appropriate needs-based support services (e.g., health and nutrition, educational supplies, interpretation, transportation,

Concern Statement	Data Source	Need Indicator/ Need Statement	Prioritized Solutions for the SDP
attendance and academic achievement.		<p>76% students in grades 9-12, 71% OSY)            - 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</p> <p><b>Statement</b>            The percentage of migratory children, students, and youth receiving support services needs to increase.</p>	<p>access to technology) 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).</p>
<b>5-2)</b> 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	<p><b>Indicators</b>            - 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.</p> <p><b>Statement</b>            The percentage of migratory students in grades 9-12 and OSY receiving support services needs to increase.</p>	<p>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).</p>
<b>5-3)</b> 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	<p><b>Indicators</b>            - 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.</p> <p><b>Statement</b></p>	<p>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.</p>

Concern Statement	Data Source	Need Indicator/ Need Statement	Prioritized Solutions for the SDP
		The percentage of migratory families receiving resources and access to instructional and support services needs to increase.	<p>5.3d) Ensure families have the technology literacy for in-home use for State PAC and migrant preschool-aged children.</p> <p>5.3e) Develop and disseminate basic information available through videos in languages represented by migratory families.</p> <p>5.3f) Utilize media and technology (videos) to provide additional support/training in parents' home language in how to better utilize technology.</p> <p>5.3g) Provide training to parents on developmentally appropriate use of technology.</p> <p>5.3h) Refer parents to community resources.</p> <p>5.3i) Support and educate parents on navigating the U.S. healthcare system (awareness, resources, assess whether the parents lack information or resources, etc.).</p> <p>5.3j) Help parents make appointments/referrals to clinics.</p> <p>5.3k) Inform families about resources in their communities and empower them to advocate regarding their children's education.</p> <p>5.3l) Develop local and state partnerships.</p> <p>5.3m) Partner with school staff and programs (e.g., counseling department, EL, SE).</p> <p>5.3n) Partner with community agencies.</p> <p>5.3o) Teach self-advocacy skills to students and families.</p> <p>5.3p) Provide referrals to agencies/partner with agencies.</p> <p>5.3q) Conduct needs assessments with families and create a follow-up plan.</p>
<p><b>5-4)</b> 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</p>	<p>2023 Staff NA Survey</p>	<p><b>Indicator</b> 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.</p>	<p>5.4a) Provide PD on teaching academic strategies to help migratory students master content.</p> <p>5.4b) Provide PD to Title I, Part C and school staff related to cultural identity, language, and</p>

Concern Statement	Data Source	Need Indicator/ Need Statement	Prioritized Solutions for the SDP
<p>needs, cultural identity, language, and life experiences of migratory students and their families that leads to high quality services.</p>		<p><b>Statement</b> The percentage of staff receiving PD on skills and strategies addressing the unique needs of migratory students and their family's needs to increase.</p>	<p>life experiences of migratory students. 5.4c) Provide training to Title I, Part C 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 Title I, Part C 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 Title I, Part C CIG PD.</p>

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# **Appendix C**

## **Nebraska Title I, Part C**

### **2024-25 Service Delivery**

#### **Planning Chart**

*(Includes Ideas for Implementation of Strategies)*

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# Nebraska Title I, Part C 2024-25 Service Delivery Planning Chart

## GOAL 1.0: School Readiness

**Concern Statements: We are concerned that:** 1-1) migratory preschoolers, especially English learners (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; 1-2) migratory children ages 3-5 who are not enrolled in a preschool program are not receiving Title I, Part C instructional services; and 1-3) migratory families may not be aware of how to support school readiness, how to enroll their child in preschool, or have access to resources (educational materials) to support their preschool children.

Solution identified in the CNA	Strategy	Measurable Program Outcome (MPO)	Ideas for Implementation	Resources Needed
<ul style="list-style-type: none"> <li>- Offer/facilitate transportation. (1-1a in the CNA)</li> <li>- Advocate/refer families to enroll in preschool programs. (1-1b in the CNA)</li> <li>- Provide training to preschool providers on cultural proficiency. (1-1c in the CNA)</li> <li>- Promote early literacy and reading at home in any language. (1-1d in the CNA)</li> <li>- Provide home-based/virtual preschool services and materials and technology. (1-2a in the CNA)</li> <li>- Offer Title I, Part C-funded preschool programs (regular and summer term). (1-2b in the CNA)</li> <li>- Partner with local preschools to advocate for migratory children. (1-2c in the CNA)</li> </ul>	<p><b>Strategy 1.1a:</b> Coordinate/provide center-based preschool programs/services for migratory children ages 3-5.</p> <p><b>Strategy 1.1b:</b> Coordinate/provide home-based preschool programs/services for migratory children ages 3-5.</p>	<p><b>MPO 1A-1:</b> By the end of the 2025-26 performance period, 50% of eligible migratory children ages 3-5 (not in kindergarten) will have received preschool instructional services (funded by Title I, Part C and/or non-Title I, Part C). <a href="#">Data Source: MIS2000</a></p> <p><b>MPO 1A-2:</b> By the end of the 2025-26 performance period, 82% of eligible migratory children ages 3-5 (not in kindergarten) who received Title I, Part C-funded preschool services will score proficient or show a gain of at least 10% on the NePAT. <a href="#">Data Source: Preschool Assessment Tracking Form</a></p>	<ul style="list-style-type: none"> <li>• Coordinate/provide transportation for migratory preschoolers to attend PK programs, especially in the summer.</li> <li>• Offer Title I, Part C-funded preschool programs in the regular term and during summer.</li> <li>• Offer sponsorship/tuition funding for preschool.</li> <li>• Provide expert training in targeted areas such as cultural proficiency and developmentally appropriate practices.</li> <li>• Provide opportunities for Title I, Part C staff to familiarize themselves with district enrollment procedures/timelines.</li> <li>• Coordinate/provide home-based instructional services.</li> <li>• Distribute developmentally appropriate materials and family literacy kits to families.</li> <li>• Identify migratory children ages 3-5 who are enrolled in programs and who are not.</li> </ul>	<ul style="list-style-type: none"> <li>-Community agencies</li> <li>-Curriculum</li> <li>-Early childhood specialists</li> <li>-Early Childhood State Standards</li> <li>-Educational materials</li> <li>-Eligible community preschool programs/providers in area</li> <li>-Instructional service handbook</li> <li>-Language support staff</li> <li>-LETRS (science of reading)</li> <li>-NePAT</li> <li>-Private preschools</li> <li>-Service providers</li> <li>-Teachers</li> <li>-Technology/tech support</li> <li>-Transportation</li> </ul>
<ul style="list-style-type: none"> <li>- Help and support parents navigate the U.S. school system by providing information/resources/materials for parents to increase</li> </ul>	<p><b>Strategy 1.2:</b> Coordinate/provide family engagement programming for parents/families of migratory children ages</p>	<p><b>MPO 1B:</b> By the end of the 2025-26 performance period, 80% of migratory family members surveyed who participated in Title I, Part C family engagement</p>	<ul style="list-style-type: none"> <li>• Educate and inform parents on different types of preschools (e.g., school-based, Head Start, home-based, half-day, full day).</li> </ul>	<ul style="list-style-type: none"> <li>-Bilingual materials</li> <li>-Bilingual staff</li> <li>-Developmentally appropriate materials</li> <li>-Directory of community resources</li> </ul>

Solution identified in the CNA	Strategy	Measurable Program Outcome (MPO)	Ideas for Implementation	Resources Needed
<p>understanding. (1-3a in the CNA)            - Provide parent workshops, such as PAC, FACE, and other virtual meetings. (1-3b in the CNA)            - Share migratory preschool child lists with preschool providers/districts. (1-3c in the CNA)</p>	<p>3-5 (not in kindergarten).</p>	<p>opportunities will report increased knowledge of school readiness skills.  <a href="#">Data Source: Parent Survey</a></p>	<ul style="list-style-type: none"> <li>Partner with community organizations that offer family literacy programming.</li> <li>Provide information and training on the United States school system through conferences, school resources/programs. (e.g., enrollment, placement, requirements).</li> <li>Provide information, education, and resources at parent meetings (e.g., family and community engagement [FACE] meetings, PAC meetings, home visits).</li> <li>Utilize IMPACT CIG resources and materials.</li> </ul>	<ul style="list-style-type: none"> <li>-EDNs</li> <li>-Family literacy nights</li> <li>-Public libraries</li> <li>-School enrollment information</li> <li>-Social worker</li> <li>-Technology/tech support</li> <li>-Transportation</li> </ul>

## GOAL 2.0: ELA and Mathematics

**Concern Statements: We are concerned that:** 2-1) migratory students are not receiving the instructional services they need to succeed in ELA and math; and 2-2) migratory students are not performing at the same level as their non-migratory peers on State ELA and math assessments.

Solution identified in the CNA	Strategy	Measurable Program Outcome (MPO)	Ideas for Implementation	Resources Needed
<ul style="list-style-type: none"> <li>- Provide extended learning opportunities specifically in ELA and math. (2-1a in the CNA)</li> <li>- Coordinate/provide in-person, online, targeted instructional services in ELA and math. (2-1a in the CNA)</li> <li>- Intentionally assign staff to provide instructional services. (2-1a in the CNA)</li> <li>- Provide PD in the area of evidence-based strategies/programs that staff can utilize when providing supplemental instructional services. (2-1a in the CNA)</li> <li>- Increase staff capacity to utilize data to deliver instructional services. (2-1a in the CNA)</li> <li>- Coordinate with schools. (2-1a in the CNA)</li> <li>- Coordinate EL support and programming. (2-1a in the CNA)</li> <li>- Utilize EL strategies when providing services. (2-1a in the CNA)</li> <li>- Use NSCAS data to identify areas of growth and to provide instructional services. (2-1a in the CNA)</li> <li>- Provide migratory students with test-taking strategies and skill training. (2-1a in the CNA)</li> <li>- Provide fundamental literacy and math skills instruction and resources. (2-1a in the CNA)</li> </ul>	<p><b>Strategy 2.1a:</b> Coordinate/provide instructional services in ELA and math during the regular school year.</p> <p><b>Strategy 2.1b:</b> Coordinate/provide instructional services in ELA and math during the summer term/intersession.</p>	<p><b>MPO 2A:</b> By the end of the 2025-26 performance period, 75% of migratory students in grades K-8 who received Title I, Part C-funded instruction during the summer will maintain or gain on curriculum-based ELA assessments. <a href="#">Data Source: ELA/Math/ OSY Assessment Tracking Form</a></p> <p><b>MPO 2B:</b> By the end of the 2025-26 performance period, 75% of migratory students in grades K-8 who received Title I, Part C-funded math instruction during the summer will maintain or gain on curriculum-based math assessments. <a href="#">Data Source: ELA/Math/ OSY Assessment Tracking Form</a></p> <p><b>MPO 2C:</b> By the end of the 2025-26 performance period, 20% of migratory students in grades K-8 will have received Title I, Part C-funded ELA instruction. <a href="#">Data Source: MIS2000</a></p> <p><b>MPO 2D:</b> By the end of the 2025-26 performance period, 20% of migratory students in grades K-8 will have received Title I, Part C-funded math instruction. <a href="#">Data Source: MIS2000</a></p>	<ul style="list-style-type: none"> <li>• Coordinate/provide PD to staff on best instructional practices.</li> <li>• Facilitate communication between home and school</li> <li>• Facilitate migratory student participation in school district programs/services.</li> <li>• Monitor students' grades and assessments.</li> <li>• Provide enrichment programs and camps.</li> <li>• Provide home-based ELA/math instruction.</li> <li>• Provide intersession learning opportunities.</li> <li>• Provide one-on-one instruction or tutoring.</li> <li>• Provide PD on scope and sequence for Nebraska state standards, specifically for new staff.</li> <li>• Provide small group instruction.</li> <li>• Provide summer school/services</li> <li>• Provide training related to cultural identity, language and life experiences of migratory students.</li> <li>• Train staff to provide instruction on basic study skills.</li> <li>• Train staff to provide instruction on basic test-taking skills.</li> <li>• Use student data to inform programming.</li> </ul>	<ul style="list-style-type: none"> <li>-Academic support plan</li> <li>-Access to student information system</li> <li>-Curriculum</li> <li>-Directory of agencies and organizations</li> <li>-EL proficiency levels</li> <li>-ELPA21 Educator Toolkit</li> <li>-Evidence-based learning tools and materials (e.g., Base Ten, sentence frames)</li> <li>-Family/Student Needs &amp; Services</li> <li>-Individual student success checklist</li> <li>-Internet access</li> <li>-Language support</li> <li>-List of EL strategies</li> <li>-MIS2000</li> <li>-MSIX</li> <li>-NDE staff</li> <li>-One-on-one technology</li> <li>-Outside agencies/consultants/community providers</li> <li>-Parents</li> <li>-PFS student list</li> <li>-Program info to inform and recruit</li> <li>-Sample SPED accommodations</li> <li>-School counselors</li> <li>-School districts</li> <li>-School improvement planning documents and district strategic plans</li> <li>-Schools</li> </ul>

Solution identified in the CNA	Strategy	Measurable Program Outcome (MPO)	Ideas for Implementation	Resources Needed
<ul style="list-style-type: none"> <li>- Collaborate with districts to obtain assessment results for migratory students. (2-1a in the CNA)</li> </ul>				<ul style="list-style-type: none"> <li>-Services handbook</li> <li>-Specialized staff (EL, SPED)</li> <li>-State SP Coordinator focusing on ELA/math</li> <li>-State standards</li> <li>-Students</li> <li>-Support staff</li> <li>-Take-home materials</li> <li>-Teachers</li> <li>-Technology (web tools, apps)</li> <li>-Testing interpretation guides</li> <li>-Title I, Part C staff</li> <li>-Transportation</li> </ul>

## GOAL 3.0: HS Graduation

**Concern Statements: We are concerned that:** 3-1) migratory secondary-aged students 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 PFS students are graduating at a lower rate than their peers; and 3-4) migratory secondary-aged students lack knowledge of options after high school including postsecondary education, employment skills, and career opportunities.

Solution identified in the CNA	Strategy	Measurable Program Outcome (MPO)	Ideas for Implementation	Resources Needed
<p>- 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).</p> <p>- Offer supplemental instructional programs to meet student needs such as after school programs, summer programs/services, and tutors. (3-1b in the CNA).</p> <p>- Identify options for earning core credit (e.g., PASS, online programs). (3-1c in the CNA).</p>	<p><b>Strategy 3.1a:</b> Coordinate and/or provide targeted supplemental instructional services to migratory students in grade 9-12.</p> <p><b>Strategy 3.1b:</b> Coordinate/provide credit recovery and credit accrual opportunities for migratory students in grades 9-12.</p>	<p><b>MPO 3A-1</b> By the end of the 2025-26 performance period, 35% of migratory students in grades 9-12 will have received Title I, Part C instructional services. <a href="#">Data Source: MIS2000</a></p> <p><b>MPO 3A-2</b> By the end of the 2025-26 performance period, 40% of migratory students in grades 9-12 who are credit deficient (A5) will have received Title I, Part C instructional services. <a href="#">Data Source: MIS2000</a></p>	<ul style="list-style-type: none"> <li>• Coordinate with Title III and SPED staff.</li> <li>• Identify student needs and/or learning gaps related to instructional services, math credits, graduation, and post-secondary goals.</li> <li>• Provide online tutoring resources (e.g., SMART).</li> </ul>	<p>-Credit accrual services</p> <p>-Internet and technology</p> <p>-Interpretation and translation</p> <p>-Professional development</p> <p>-Schools and agencies</p> <p>-Services handbook</p> <p>-Staff</p> <p>-Student, project, and state data</p>
<p>- 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). (3-2a of the CNA)</p> <p>- 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). (3-2b of the CNA)</p> <p>- 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. (3-2c of the CNA)</p>	<p><b>Strategy 3.2:</b> Coordinate/provide intentional strategic supports to assist migratory students in obtaining necessary math credits for high school graduation.</p>	<p><b>MPO 3B:</b> By the end of the 2025-26 performance period, 70% of projects will rate their implementation of Strategy 3.2 (strategic supports to assist students with obtaining math credits) as “succeeding” or “exceeding” on the Fidelity of Strategy Implementation (FSI). <a href="#">Data Source: FSI</a></p>	<ul style="list-style-type: none"> <li>• Assign migratory students with PFS to a trained MSP.</li> <li>• Coordinate and communicate with school/district staff and programs on behalf of migratory students to ensure they receive needs-based math support and services.</li> <li>• Maintain open communication with educational providers (conversation, goal form, etc.).</li> <li>• Partner with community partners and universities/colleges to</li> </ul>	<p>-Agencies</p> <p>-Goal forms</p> <p>-Graduation requirements</p> <p>-Interpretation/ translation</p> <p>-Schools</p> <p>-Staff</p> <p>-Student data</p> <p>-Technology</p> <p>-Tutoring and homework help apps and programs</p>

Solution identified in the CNA	Strategy	Measurable Program Outcome (MPO)	Ideas for Implementation	Resources Needed
<p>3-2d) Match migratory students with appropriate peers that are strong in math, coordinate with school staff or within the Title I, Part C project. (3-2d of the CNA)</p> <p>3-2e) Partner with community organizations and higher education (e.g., certificates, internships). (3-2e of the CNA)</p> <p>3-2f) Provide workshops for students and parents (evenings and weekends), FACE meetings, State Family and Student Conference. (3-2f of the CNA)</p> <p>3-2g) Provide professional learning to math and Algebra teachers who teach migratory students. (3-2g of the CNA)</p>			<p>provide tutoring and instructional supports.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Provide high-dosage tutoring, Tier II interventions, and homework supports.</li> </ul>	
<ul style="list-style-type: none"> <li>- 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). (3-3a of the CNA)</li> <li>- Assist migratory students in partnering with appropriate parties to develop a plan to be on track for graduation/HSED. (3-3b of the CNA)</li> <li>- Create a state level workgroup to analyze graduation and dropout rates to identify strategies to support local projects. (3-3c of the CNA)</li> <li>- Create and/or review personal learning plans towards graduation/HSED with students and parents/guardians. (3-3d of the CNA)</li> <li>- 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). (3-3e of the CNA)</li> <li>- Create and disseminate information through video about credits, grades,</li> </ul>	<p><b>Strategy 3.3:</b> Coordinate/provide academic and wellness supports for migratory PFS students to ensure high school graduation.</p>	<p><b>MPO 3C:</b> By the end of the 2025-26 performance period, 20% of PFS migratory students in grades 9-12 will have received Title I, Part C-funded instructional services. <a href="#">Data Source: MIS2000</a></p>	<ul style="list-style-type: none"> <li>• Connect students and families to school counselors.</li> <li>• Coordinate with Title III and SPED staff.</li> <li>• Coordinate/provide credit recovery and credit accrual opportunities.</li> <li>• Create and review personal learning plans.</li> <li>• Facilitate student enrollment in dual credit/dual enrollment.</li> <li>• Monitor student grades, attendance, credits, etc.</li> <li>• Provide mentoring opportunities.</li> <li>• Provide students with access to online courses.</li> <li>• Provide students with information on scholarships.</li> <li>• Refer students to extension opportunity programs (e.g.,</li> </ul>	<ul style="list-style-type: none"> <li>-Community agencies and programs</li> <li>-Counselors</li> <li>-Mental health providers</li> <li>-Staff</li> </ul>

Solution identified in the CNA	Strategy	Measurable Program Outcome (MPO)	Ideas for Implementation	Resources Needed
services, and academic accomplishment to parents/guardians. (3-3f of the CNA)			independent study, accelerated learning).	
<p>- Assign a staff member to create or review a plan for options after high school. (3-4a of the CNA)</p> <p>- Provide extended learning career/student leadership/senior student success camps. (3-4b of the CNA)</p> <p>- Partner with school staff and programs (e.g., counseling departments, EL, SE). (3-4c of the CNA)</p> <p>- Provide ACT and/or SAT. (3-4d of the CNA)</p> <p>- Provide resources for scholarships. (3-4e of the CNA)</p> <p>- Develop and disseminate basic information available through videos in languages represented by migratory families. (3-4f of the CNA)</p> <p>- Provide workshops for students and parents (evenings and weekends), FACE meetings, State Family and Student Conference. (3-4g of the CNA)</p> <p>- Partner with community organizations and higher education (e.g., certificates, internships). (3-4h of the CNA)</p>	<p><b>Strategy 3.4:</b> Coordinate/provide targeted youth leadership and post-secondary preparation opportunities.</p>	<p><b>MPO 3D:</b> By the end of the 2025-26 performance period, 45% of migratory students in grades 9-12 will have received Title I, Part C-funded youth leadership and/or post-secondary preparation services. <a href="#">Data Source: MIS2000</a></p>	<ul style="list-style-type: none"> <li>• Assist students with dual credit enrollment.</li> <li>• Collaborate with the College Assistance Migrant Program (CAMP) grants.</li> <li>• Coordinate/provide educational services to increase family engagement and understanding of post-secondary options and enhance the capacity to support their student's goals.</li> <li>• Facilitate goal setting with action planning for post-secondary options.</li> <li>• Facilitate student participation in internships/job shadowing.</li> <li>• Host career camps and career fairs.</li> <li>• Partner with local colleges/universities (e.g., college visits, college fairs).</li> </ul>	<ul style="list-style-type: none"> <li>-Community service providers</li> <li>-Interpretation and translation</li> <li>-Transportation</li> <li>-Universities and colleges</li> <li>-Venues for meetings and training</li> <li>-Youth conferences and camps</li> </ul>

## GOAL 4.0: Services to OSY

**Concern Statements: We are concerned that:** 4-1) migratory OSY have unmet instructional service needs due to lack of engagement (e.g., work schedule, motivation, available time); and 4-2) migratory OSY lack knowledge of education and career options.

Solution identified in the CNA	Strategy	Measurable Program Outcome (MPO)	Ideas for Implementation	Resources Needed
<ul style="list-style-type: none"> <li>- Assign OSY to staff member to serve as mentor and provide academic support. (4-1a in the CNA)</li> <li>- Partner with community agencies (GED, higher education, adult education, career and personal growth). (4-1b in the CNA)</li> <li>- Identify and use iSOSY CIG resources. (4-1c in the CNA)</li> <li>- Assign a staff member to create or review a plan for opportunities. (4-2a in the CNA)</li> <li>- Provide continuing education, career, and life goal setting. (4-2b in the CNA)</li> <li>- Personal learning plan (4-2c in the CNA)</li> <li>- Provide OSY with a career interest survey and connect them to high schools (re-engage.) (4-2d in the CNA)</li> </ul>	<p><b>Strategy 4.1:</b> Coordinate/provide migratory OSY with evidence-based supplemental instructional services to support their education and career goals.</p>	<p><b>MPO 4A:</b> By the end of the 2025-26 performance period, 30% of migratory OSY will have received instructional services. <a href="#">Data Source: MIS2000</a></p> <p><b>MPO 4B:</b> By the end of the 2025-26 performance period, 70% of migratory OSY who received instruction will score proficient or increase their score by 5% on curriculum-based assessments. <a href="#">Data Source: ELA/Math/OSY Assessment Tracking Form</a></p>	<ul style="list-style-type: none"> <li>• Assign a staff member/mentor to OSY.</li> <li>• Implement a statewide OSY instructional plan (similar to CAFE) with specific lessons (e.g., beginner, intermediate, advanced) to be delivered in-person or virtually.</li> <li>• Partner with community agencies and institutions of higher education or career readiness.</li> <li>• Provide frequent communication with OSY.</li> <li>• Provide access to online classes for educational and career opportunities.</li> <li>• Utilize iSOSY (Instructional Services for Out-of-School and Secondary Youth) and IDRC (Identification and Recruitment Consortium) CIG materials and resources.</li> </ul>	<ul style="list-style-type: none"> <li>-Academic support plan (collaboration with staff)</li> <li>-Community resources on academic opportunities</li> <li>-District credit recovery and accrual programs</li> <li>-Graduation requirements</li> <li>-ID&amp;R Curriculum</li> <li>-iSOSY and IDRC CIG materials and resources</li> <li>-Local colleges</li> <li>-Mentors, advocates, and coaches</li> <li>-MSIX student records</li> <li>-One-on-one technology</li> <li>-Online learning resources</li> <li>-PASS materials</li> <li>-Services handbook</li> <li>-State student/family conference</li> <li>-Technology and internet access</li> <li>-Title I, Part C staff</li> <li>-Title I, Part C state training plans</li> </ul>

## GOAL 5.0: Non-Instructional Support Services

**Concern Statements: We are concerned that:** 5-1) migratory children, students, and OSY have unmet support service needs that impact attendance and academic achievement; 5-2) 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; 5-3) many migratory families lack knowledge, resources, and/or access to instructional and support services to help support their children’s academic success; and 5-4) 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 experiences of migratory students and their families that leads to high quality services.

Solution identified in the CNA	Strategy	Measurable Program Outcome (MPO)	Ideas for Implementation	Resources Needed
<ul style="list-style-type: none"> <li>- 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. (5-1a in the CNA)</li> <li>- Teach self-advocacy skills to students and families. (5-1b in the CNA)</li> <li>- Offer supplemental supports and referrals. (5-1c in the CNA)</li> <li>- Coordinate/provide transportation services when possible (vehicle and insurance). (5-1d in the CNA)</li> </ul>	<p><b>Strategy 5.1:</b> Coordinate/provide migratory students with appropriate needs-based support services (e.g., health and nutrition, educational supplies, interpretation, transportation, access to technology) to increase school attendance and achievement.</p>	<p><b>MPO 5A:</b> By the end of the 2025-26 performance period, 80% of migratory children and youth ages 3-21 will have received Title I, Part C needs-based support services. <a href="#">Data Source: MIS2000</a></p>	<ul style="list-style-type: none"> <li>• Coordinate/provide transportation services when possible (vehicle and insurance).</li> <li>• Create and distribute community resource lists (e.g., findhelp.org).</li> <li>• Identify and monitor student/ family needs to track continuous versus immediate needs.</li> <li>• Offer supplemental supports and referrals.</li> <li>• Teach self-advocacy skills to students and families.</li> </ul>	<ul style="list-style-type: none"> <li>-Bilingual staff</li> <li>-Community agencies</li> <li>-Developmentally appropriate materials</li> <li>-Educational materials</li> <li>-Language support staff</li> <li>-Service providers</li> <li>-Social workers</li> <li>-Technology support</li> <li>-Transportation</li> </ul>
<ul style="list-style-type: none"> <li>- 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). (5.2a in the CNA)</li> <li>- Partner with school staff/ programs (e.g., counseling, SE, etc.). (5.2b in the CNA)</li> <li>- Identify and use iSOSY (Instructional Services for Out-of-School and Secondary Youth) CIG resources (e.g., mental health, life skills lessons). (5.2c in the CNA).</li> </ul>	<p><b>Strategy 5.2:</b> Coordinate/provide migratory secondary aged students and OSY with appropriate needs-based services (e.g., functional life skills, counseling, health care, and mental health services).</p>	<p><b>MPO 5B:</b> By the end of the 2025-26 performance period, 45% of migratory high school students and OSY will have received Title I, Part C support services of life skills, counseling, health care, and/or mental health. <a href="#">Data Source: MIS2000</a></p>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• Identify and use iSOSY CIG resources (e.g., mental health, life skills lessons).</li> <li>• Partner with community organizations and local entities.</li> <li>• Partner with school staff/ programs (e.g., counseling, school wellness programs).</li> </ul>	<ul style="list-style-type: none"> <li>-Bilingual staff</li> <li>-Community agencies</li> <li>-Enrichment programs</li> <li>-Home visitors</li> <li>-iSOSY resources</li> <li>-Language apps, resources, and translators</li> <li>-List of HSED programs</li> <li>-Social media</li> <li>-Social workers</li> <li>-Technology and supports</li> <li>-Title I, Part C staff</li> <li>-Transportation</li> <li>-Youth leadership providers</li> </ul>

Solution identified in the CNA	Strategy	Measurable Program Outcome (MPO)	Ideas for Implementation	Resources Needed
<p>- Help and support parents navigate the U.S. school system by providing information/resources/materials for parents on understanding expectations/ stages, literacy, school readiness, and technology in the family's home language. (5.3a in CNA)</p> <p>- Coordinate/provide FACE opportunities, workshops, PAC meetings, and the State Family and Student Conference (virtual and in-person). (5.3b in CNA)</p> <p>- Offer/facilitate transportation. (5.3c in CNA)</p> <p>- Ensure families have the technology literacy for in-home use for State PAC and migratory preschool-aged children. (5.3d in the CNA)</p> <p>- Develop and disseminate basic Information available through videos in languages represented by migratory families. (5.3e in the CNA)</p> <p>- Utilize media and technology (videos) to provide additional support/training in parents' home language in how to better utilize technology. (5.3f in the CNA)</p> <p>- Provide training to parents on developmentally appropriate use of technology. (5.3g in the CNA)</p> <p>- Refer parents to community resources. (5.3h in the CNA)</p> <p>- Educate parents on navigating the U.S. healthcare system. (5.3i in the CNA)</p> <p>- Help parents make appointments/referrals to clinics. (5.3j in the CNA)</p> <p>- Inform families about resources in their communities and empower</p>	<p><b>Strategy 5.3</b> Coordinate/provide migratory families with information and resources to increase access to needs-based support services to help support their children's academic success.</p>	<p><b>MPO 5C:</b> MPO 5C: By the end of the 2025-26 performance period, 80% of migratory families surveyed who received Title I, Part C-funded information and resources will report increased skills to support their children's academic success. <a href="#">Data Source: Parent Survey</a></p>	<ul style="list-style-type: none"> <li>• Conduct needs assessments with families, follow-up plan.</li> <li>• Coordinate/provide FACE opportunities, workshops, PAC meetings, and the State Family and Student Conference (virtual and in-person).</li> <li>• Develop and disseminate basic Information available through videos in languages represented by migratory families.</li> <li>• Develop local and state partnerships and refer families to community agencies.</li> <li>• Ensure families have the technology literacy for in-home use for State PAC participation and migratory preschool-aged children.</li> <li>• Help and support parents navigate the U.S. school system by providing information/resources/materials for parents on understanding expectations/stages, literacy, school readiness, and technology in the family's home language.</li> <li>• Help parents make appointments/referrals to clinics.</li> <li>• Inform families about US healthcare system, resources in their communities and assist and empower them to advocate regarding their children's education.</li> <li>• Offer/facilitate transportation.</li> <li>• Partner with community agencies.</li> <li>• Partner with school staff and programs (i.e., counseling department, EL).</li> <li>• Provide referrals to agencies/ partner with agencies.</li> </ul>	<ul style="list-style-type: none"> <li>-Bilingual staff</li> <li>-Community agencies and staff</li> <li>-Director of organizations</li> <li>-Family involvement</li> <li>-Family literacy activities</li> <li>-Home visitors</li> <li>-Language support</li> <li>-Local CNA results</li> <li>-Technology</li> <li>-Transportation</li> </ul>

Solution identified in the CNA	Strategy	Measurable Program Outcome (MPO)	Ideas for Implementation	Resources Needed
<p>them to advocate regarding their children’s education. (5.3k in the CNA)</p> <ul style="list-style-type: none"> <li>- Support migratory students/families in navigating the U.S. healthcare system (awareness, resources, etc.). (5.3l in the CNA)</li> <li>- Develop local and state partnerships. (5.3m in the CNA)</li> <li>- Partner with school staff and programs (i.e., Counseling department, EL, SE). (5.3n in the CNA)</li> <li>- Partner with community agencies. (5.3o in the CNA)</li> <li>- Support parents in navigating the U.S. health system (assess whether the parents lack information or resources). (5.3p in the CNA)</li> <li>- Teach self-advocacy skills to students and families. (5.3q in the CNA)</li> <li>- Provide referrals to agencies/ partner with agencies. (5.3r in the CNA)</li> <li>- Conduct needs assessments with families, follow-up plan. (5.3s in the CNA)</li> </ul>			<ul style="list-style-type: none"> <li>• Provide training to parents on developmentally appropriate use of technology.</li> <li>• Support migratory students/ families in navigating the U.S. healthcare system (awareness, resources, etc.).</li> <li>• Teach self-advocacy skills to students and families.</li> <li>• Utilize media and technology (videos) to provide additional support/training in parents’ home language in how to better utilize technology.</li> </ul>	
<ul style="list-style-type: none"> <li>- Provide PD on teaching academic strategies to help migratory students master content. (5.4a in the CNA)</li> <li>- Provide PD to Title I, Part C and school staff related to cultural identity, language, and life experiences of migratory students. (5.4b in the CNA)</li> <li>- Provide training to Title I, Part C staff on how to align interventions to PFS risk factors. (5.4c in the CNA)</li> <li>- Utilize State Service Provider Coordinator to coordinate/provide</li> </ul>	<p><b>Strategy 5.4</b> Coordinate/provide professional development opportunities to Title I, Part C staff on skills and strategies to better support the unique educational needs, cultural identity, language, and life experiences of migratory students and their families.</p>	<p><b>MPO 5D:</b> By the end of the 2025-26 performance period, 80% of staff surveyed will report that Title I, Part C professional development increased their skills for supporting the unique educational needs of migratory students. <a href="#">Data Source: Staff Survey</a></p>	<ul style="list-style-type: none"> <li>• Provide PD on technology that students and families may be using to access grades and assignments.</li> <li>• Provide PD on cultural proficiency and developmentally appropriate practices.</li> <li>• Provide PD on how to teach test-taking strategies to improve student assessment results.</li> <li>• Provide PD on teaching academic strategies to help migratory students master content.</li> </ul>	<ul style="list-style-type: none"> <li>-Cultural organizations</li> <li>-District tools</li> <li>-District/school/ESU PD</li> <li>-Local academic support staff</li> <li>-PD providers</li> <li>-State Services Coordinator</li> <li>-Venues</li> </ul>

Solution identified in the CNA	Strategy	Measurable Program Outcome (MPO)	Ideas for Implementation	Resources Needed
<p>statewide training on best practices, developing a state service plan, etc. (5.4d in the CNA)</p> <ul style="list-style-type: none"> <li>- Provide PD on how to teach test-taking strategies to improve student assessment results. (5.4e in the CNA)</li> <li>- Provide PD for Title I, Part C staff on technology that students and families may be using to access grades/assignments. (5.4f in the CNA)</li> <li>- Provide PD on cultural proficiency and developmentally appropriate practices. (5.4g in the CNA)</li> <li>- Provide PD to staff so that they can adapt to meet the needs of migratory students. (5.4h in the CNA)</li> </ul>			<ul style="list-style-type: none"> <li>• Provide PD to Title I, Part C staff and school staff related to cultural identity, language, and life experiences of migratory students.</li> <li>• Provide PD to Title I, Part C and school staff so that they can adapt to meet the needs of migratory students.</li> <li>• Provide PD on how to align services to PFS risk factors.</li> <li>• Utilize State Service Provider Coordinator to coordinate/provide statewide training on best practices, developing a state service plan, etc.</li> </ul>	