

# TOOLKIT



## Conducting a Local Migrant Education Program Needs Assessment

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## **GLOSSARY of ACRONYMS**

<b>CNA</b>	<b>Comprehensive Needs Assessment</b>
<b>COE</b>	<b>Certificate of Eligibility</b>
<b>ESEA</b>	<b>Elementary and Secondary Education Act of 1965</b>
<b>ISDE</b>	<b>Idaho State Department of Education</b>
<b>LCC</b>	<b>Local CNA Committee</b>
<b>LEA</b>	<b>Local Education Agency</b>
<b>MEP</b>	<b>Migrant Education Program</b>
<b>OME</b>	<b>Office of Migrant Education</b>
<b>PAC</b>	<b>Parent Advisory Council</b>
<b>PFS</b>	<b>Priority for Service</b>
<b>OSY</b>	<b>Out-of-School Youth</b>
<b>SDP</b>	<b>Service Delivery Plan</b>
<b>SEA</b>	<b>State Education Agency (Refers to the ISDE)</b>

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

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

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

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

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

As changes are made to the Idaho MEP CNA and SDP, this Toolkit which will be posted on the ISDE website along with (hyperlinks) will be revised and changes indicated in **red**.

## 2 What is a CNA?



A comprehensive needs assessment is a systematic assessment and decision making process that progresses through a defined series of phases to determine needs, examine their nature and causes, and set priorities for future action. A needs assessment focuses on the outcomes to be achieved, rather than the means or process. For example, graduation is an outcome, whereas the preparation of a graduation plan is a means to achieving an outcome. A needs assessment:

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

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

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

The CNA should be used as a tool for decision making that will impact the operation of the MEP at all levels. It will allow administrators and program planners to target services to meet the needs of migrant children. The CNA process should involve broad-based representation (e.g., State MEP staff, parents, community members) in a participatory process to ensure that the unique needs of migrant students are identified. It should provide quantitative and qualitative data to guide programming and policy decisions.

Upon conclusion of the CNA process, a summary is included in a final CNA report which forms an action plan with educational strategies that inform the MEP Service Delivery Plan (SDP).

# 3 What are the Legal Requirements for the CNA?



The Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB) is the statute that authorizes the Migrant Education Program (MEP) through **Title I, Part C**. This statute requires states to conduct a Comprehensive Needs Assessment (CNA). Section 1306 of the ESEA requires that a State that receives MEP funds ensure that both the State and its funded local education agencies (LEAs) address the unique educational needs of migratory children in accordance with:

- A plan that provides that migratory children will have an opportunity to meet the same challenging State academic content standards and academic achievement standards that all children are expected to meet (a)(1)(C).
- A State application for funds that includes (ESEA, Section 1304) a description of the State’s priorities for the use of funds and how those priorities connect with the needs assessment (b)(4).
- How the State will determine the amounts of subgrants to be awarded to local education agencies operating MEPs (b)(5).
- How the State identifies and assesses “*the unique educational needs of migratory children that result from the children’s migratory lifestyle*” and other needs that must be met in order for migratory children to participate effectively in school (a)(2)(i, ii).

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

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

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

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

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



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

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

# 5 What are the Steps in Conducting the Local CNA?



## Step 1 – Conduct Preliminary Work

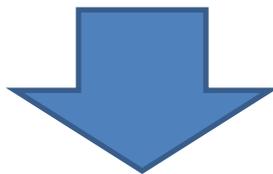
- Develop a plan for conducting the local CNA in collaboration with district/school decision makers and parents to develop a plan and a general timeline
- Identify who will assist in data collection, what tools you will use, to whom they will be administered, and who is responsible for sending them out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

## Step 2 – Gather, Analyze, and Summarize Data

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

## Step 3 – Make Migrant Education Program/Services Decisions

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



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

# 6 What Tools are Needed to Conduct a Local CNA?



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



## **Tools for Step 1 – Conduct Preliminary Work**

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



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

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



## **Tools for Step 3 – Make Migrant Program/Services Decisions**

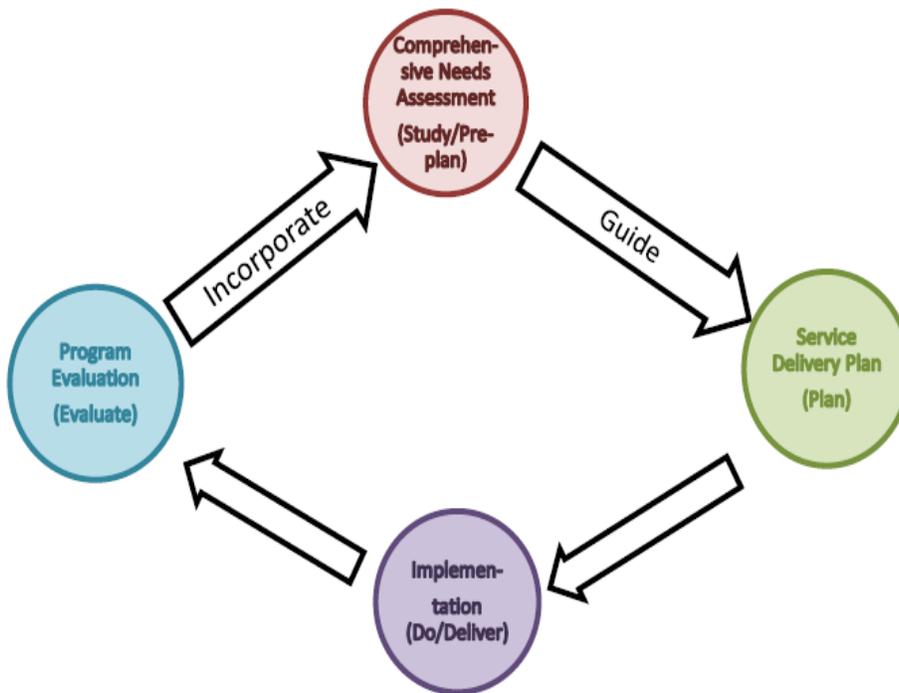
- 3-1: Need-Solution-Priority Matrix
- 3-2: List of Idaho’s MEP MPOs and Solution Strategies
- 3-3: Data/MPO/Program Improvement Chart

# 7 How Do You Use the CNA Results?



In order to improve services and programs to meet the needs of migrant students, especially those identified as having Priority for Service (PFS), the results of the CNA should be used as part of the Continuous Improvement Cycle as illustrated in the CNA Toolkit produced by the U.S. Department of Education, Office of Migrant Education (2012).

The results can be used to inform the MEP application, design the kinds of activities that were contained in the MEP application, and determine how to improve services. In the Continuous Improvement Cycle graphic below, you see how the **CNA** planning (Study/Pre-plan Phase)



guides the services delivered in the **SDP** Planning Phase, which then are delivered during the **Implementation** Phase, and finally evaluated during the **Program Evaluation** Phase.

The needs assessment results can be used to help inform the Action Planning Chart found in the Appendix (Tool 3-3) as well as guide

local decision makers who work with staff and parents to develop materials and resources to support migrant students' academic instruction.

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

## 8 What are Key CNA Resources?



1. Altschuld, J. W., & Witkin, B. R. (2000). *From Needs Assessment to Action: Transforming Needs Into Solution Strategies*. Thousand Oaks, CA: Sage Publications, Inc.
2. *Idaho Migrant Education Program Comprehensive Needs Assessment Final Report*. (June 8, 2010). Boise, ID: Idaho State Department of Education.  
[http://www.sde.idaho.gov/site/migrant\\_edu/compNeeds.htm](http://www.sde.idaho.gov/site/migrant_edu/compNeeds.htm)
3. *Migrant Education Comprehensive Needs Assessment Toolkit: A Tool for State Migrant Directors*. (Draft, 2012). Washington, DC: U.S. Department of Education, Office of Migrant Education. Final version to be released in November 2012 and posted on [www.results.ed.gov](http://www.results.ed.gov)
4. *Non-Regulatory Guidance for the Education of Migratory Children Under Title I, Part C of the Elementary and Secondary Education Act of 1965*. (October, 2012). Washington, DC: U.S. Department of Education, Office of Migrant Education. Guidance specific to the CNA is found on pages 55-61. <http://www2.ed.gov/programs/mep/mepguidance2010.doc>
5. *Program Handbook for Coordinators and Staff of Migrant Education Programs*. (2010-11). Boise, ID: Idaho State Department of Education Migrant Education Program. Guidance specific to the CNA is found on pages 70-71.  
[http://www.sde.idaho.gov/site/migrant\\_edu/docs/Reports\\_Documents/Idaho%20Program%20Manual%20Final.pdf](http://www.sde.idaho.gov/site/migrant_edu/docs/Reports_Documents/Idaho%20Program%20Manual%20Final.pdf)