CNA TOOLKIT



**Conducting a Local**

**Comprehensive Needs Assessment**

**Idaho State Department of Education**

**Migrant Education Program**

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**LOSSARY of ACRONYMS**

# Glossary

**CNA Comprehensive Needs Assessment**

**COE Certificate of Eligibility**

**ESEA Elementary and Secondary Education Act of 1965**

**ISDE Idaho State Department of Education**

**LCC Local CNA Committee**

**LEA Local Education Agency**

**MEP Migrant Education Program**

**OME Office of Migrant Education**

**PAC Parent Advisory Council**

**PFS Priority for Service**

**OSY Out-of-School Youth**

**SDP Service Delivery Plan**

**SEA State Education Agency (Refers to the ISDE)**

# 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 Migrant Education Program (MEP) in the district.

* 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 the district leads to actions responsive to the various stakeholders within the local area.
* 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 choices for the local program and services decisions. It will also help local MEP staff to make informed decisions about which Measurable Performance Objectives (MPOs) to select each year to target services more closely to the needs of local migrant students. Most importantly, it directly benefits toward migrant students and their families.

The CNA Toolkit was designed for local education agency (LEA) staff with responsibilities for making MPO selections and 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.

As changes are made to the Idaho MEP CNA and SDP, this Toolkit will be revised.

# What is a CNA?

A comprehensive needs assessment is a systematicassessment 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 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).

# What are the Legal Requirements for the CNA?

The Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA) 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).

* the unique needs of migratory children are specifically addressed in the comprehensive State plan (a)(B)(i)
* 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 (ESEA, Section 1304)(b)(5).

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 be revised every 3 years thereafter. The local needs assessment helps the LEA determine migrant student needs and develop a plan for delivering appropriate services based on students’ identified needs. 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.

# 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 general staff and leadership, MEP staff, migrant parents, 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 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 usually 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.*

| **FALL** | **WINTER** | **SPRING** |
| --- | --- | --- |
| * The district determines who will participate in the CNA * The team meets to review the tools, timelines, and activities. * Tools are revised and sent to staff, parents, etc. | * Surveys, focus group minutes, test scores and other data are collected. * Data is analyzed by local MEP staff and summarized in a local MEP profile tables. * Team meets to discuss results. | * The final report is written. * The team shares results with local PAC and solicits input. * MPOs are selected based on the needs identified and parent feedback. * Strategies are planned for each MPO to meet the migrant student needs. |

# 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, State Service Delivery Plan MPOs and 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!

# 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 Measurable Program Objectives (MPOs), 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

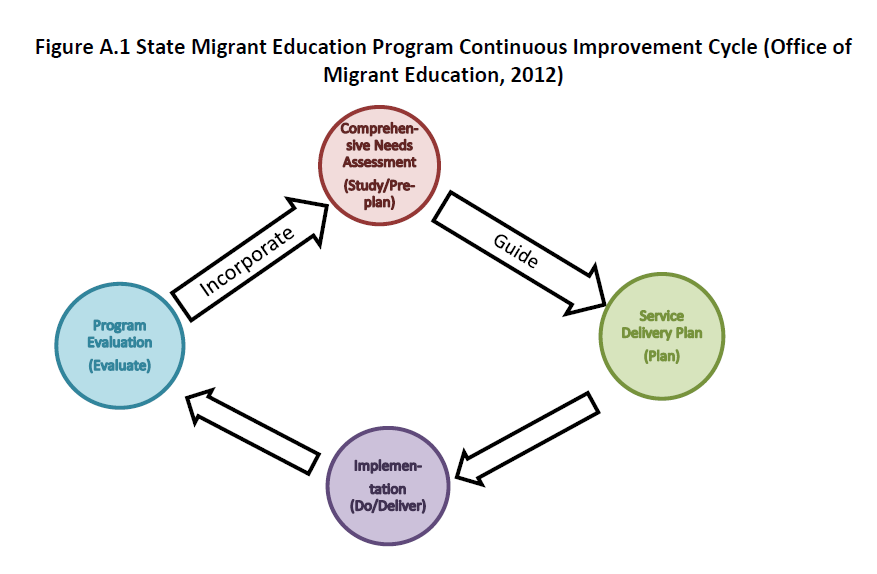
## Tools for Step 3 – Make Migrant Program/Services Decisions

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

## 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 Consolidated Grant 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 (Too1 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.

# 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. [CNA Final Report](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 [CNA Toolkit](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. [Non-Regulatory Guidance](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. [Program Handbook](http://www.sde.idaho.gov/site/migrant_edu/docs/Reports_Documents/Idaho%20Program%20Manual%20Final.pdf)

# Appendix: Tools

## 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: Timeline Sample 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 Needs Assessment Data Table Frames

2-4: Data Profile 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

## Tool 1-1 CNA Planning Checklist

**Members of the local CNA Committee (LCC) and Role**:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chairperson

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent/PAC Representative

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ District Representative

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ MEP Representative

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**TIPS for Smaller Districts**

* Combine roles (e.g., MEP coordinator also may be instructional staff
* Adjust survey to contain fewer questions
* Rather than administering a survey, do face-to-face focus groups or interviews (see Tool 1-5)

**Planning/Implementation Checklist**

1.\_\_ Approval to begin the CNA process is received from all appropriate levels

2.\_\_ Everyone is clear about their roles and responsibilities in the CNA process

3.\_\_ A calendar is in place that contains meeting dates and important timelines

4.\_\_ Dates and people responsible to monitor activities and procedures are in place

5.\_\_ Parent survey is adapted and sent out/Focus group scheduled

6.\_\_ Staff survey is adapted and sent out/Focus group scheduled

7.\_\_ Secondary student/OSY survey is adapted and sent out/Focus group scheduled

8.\_\_ Survey results are compiled and analyzed

9.\_\_ Existing achievement and outcome data are reviewed and analyzed, disaggregated by migrant/non-migrant, content areas, grade levels/clusters, and migrant students with PFS

10.\_\_Data profile tables of migrant students are prepared

11.\_\_Data-supported need indicators are identified and listed

12.\_\_Needs/ MPO/strategies chart is completed

13.\_\_Solutions and strategies are identified to close the educational gaps between migrant and non-migrant students

## Tool 1-2a Parent Needs Assessment Survey

**Directions: Please check (BD21301_) the areas that you feel are needed MOST to help your children be more successful in school.**

INSTRUCTIONAL SERVICES (Check all that apply)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | more reading/literacy help |  | more mathematics help |  | English language proficiency |
|  | summer programs |  | H.S. credit programs |  | Information about the Idaho education system & requirements  General diploma (GED) |
|  | pre-school programs |  | drop-out prevention programs |
|  | in-school tutoring |  | Programs for out-of-school youth |  |
|  | before/after school tutoring |  | graduation/career activities |  | other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

SUPPORT SERVICES(Check all that apply)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | interpreting/translating |  | parenting education |  | information for out-of-school youth |
|  | locating resources |  | counseling for students |  | career/postsecondary information |
|  | books/materials/supplies |  | health referrals (medical/dental/vision) |  | information on 0-4 yr old services |
|  | transportation |  | referrals to community agencies |  | other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

SUGGESTIONSto improve services to migrant children and families (Check all that apply)

|  |  |  |  |
| --- | --- | --- | --- |
|  | H.S. graduation / dropout prevention information |  | more home visits by migrant staff |
|  | health/nutrition information |  | information on preparing my infants/toddlers for school |
|  | information on how to help my child in reading |  | information on services for my child who is out-of-school |
|  | information on how to help my child in math |  | more translating/interpreting during parent meetings |
|  | increased communication/coordination with school |  | other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | information about employment opportunities |  | other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

What TOPICS would you recommend for greater PARENT INVOLVEMENT to help you support your children’s learning? (Check all that apply)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | promoting H.S. graduation |  | school safety (drug/gang awareness) |  | ESL/GED instruction for parents |
|  | Info on options after H.S. |  | increasing parent literacy |  | ways to help w/ reading & math |
|  | helping with homework |  | finding community resources |  | young child school readiness |
|  | health/nutrition in the home |  | parent rights/school policies |  | other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Whatcan we do to help your child and your family?

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

## Tool 1-2b Encuesta Para los Padres

**Instrucciones: Favor de indicar (BD21301_) los áreas que más se necesitan para que sus hijos tengan éxito en la escuela.**

**SERVICIOS EDUCATIVOS** (Marque todos los que sean pertinentes )

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | más ayuda con la lectura y escritura |  | más ayuda con matemáticas |  | clases de inglés |
|  | programas de verano |  | programas para crédito de H.S. |  | información sobre el sistema educativo y requisitos en el estado de Idaho |
|  | programas preescolares |  | programas para prevenir la deserción dela escuela |
|  | clases particulares (durante el día escolar) |  | programas de GED para jóvenes que no asisten a la escuela |
|  | clases de apoyo después del día escolar |  | actividades de graduación/carrera |  | otros\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**SERVICIOS DE APOYO** (Marque todos los que sean pertinentes*)*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | traducción/interpretación |  | educación sobre la crianza de niños |  | información para jóvenes que no  asisten a la escuela |
|  | identificar recursos |  | consejería para estudiantes |  | información sobre carreras y universidades |
|  | libros y materiales |  | referencia de salud (médica/dental/vista) |  | información sobre servicios para niños menores de 5 años |
|  | transporte |  | referencia a servicios comunitarios |  | otros\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**SUGERENCIAS** para mejorar los servicios para niños y familias migrantes (Marque todos los que sean pertinentes)

|  |  |  |  |
| --- | --- | --- | --- |
|  | información sobre como prevenir la deserción de estudiante |  | más visitas del personal migrante |
|  | información de nutrición y salud |  | información sobre como preparar a mi niño de 1-4 años para la escuela |
|  | información de como ayudar a mi hijo con la lectura |  | información para mi hijo que ha dejado sus estudios |
|  | información de como ayudar a mi hijo con las matemáticas |  | más interpretación durante las reuniones de padres |
|  | mejorar la comunicación/coordinación con la escuela |  | otra\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | información sobre oportunidades de trabajo |  | otra\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

¿Cuáles **TEMAS** recomiende usted para incrementar la **participación de padres** para asistirle en apoyar al aprendizaje de sus niños? (Marque todos los que sean pertinentes)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | promover la graduación de la high school |  | seguridad en la escuela (conciencia sobre las drogas y pandillas) |  | clases de inglés/GED para los padres |
|  | información sobre opciones después de H.S. |  | incrementar la alfabetización de los padres |  | como ayudar a sus hijos con la lectura y matemáticas |
|  | ayudando con la tarea |  | como identificar recursos comunitarios |  | preparación escolar |
|  | nutrición y salud en casa |  | derechos de padres/políticas de las escuelas |  | otros\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

¿Cómo les podemos ayudar a usted y su familia?

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

## Tool 1-3 Staff Needs Assessment Survey

***Check all that apply***

|  |  |  |  |
| --- | --- | --- | --- |
| School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Grade\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | □ Migrant, ESL, Title I Teacher  □ Paraprofessional/tutor | □ Classroom Teacher  □ MEP Non-instructional Staff | □ Principal  □ Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Directions:** Please check checkmark the areas that you have found through observation or reviewing data that are needed MOST to help **migrant children** succeed in school.

1. **What Supplementary INSTRUCTIONAL SERVICES are needed most?** *(Check all that apply)*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Reading |  | Pre-kindergarten Programs |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Mathematics |  | Out-of-School Youth Services |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Other Content: \_\_\_\_\_\_\_\_\_\_\_ |  | PASS or Other H.S. Programs |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Extended-day Tutoring |  | Summer School Services |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | In-school Tutoring |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

1. **What Supplementary SUPPORT SERVICES** **are needed most?** *(Check all that apply)*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Interpreting/translating |  | Nutrition Services |  | Staff Training/Development |
|  | Books/Materials/Supplies |  | Health Services-Medical/dental |  | Parent Training/Development |
|  | Clothing Distribution |  | Counseling for H.S. Students |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Transportation |  | Post H.S./Career Counseling |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Locating community resources |  | Out-of-School Youth Services |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

1. **What suggestions do you have to** **IMPROVE SERVICES**? *(Check all that apply)*

|  |  |  |  |
| --- | --- | --- | --- |
|  | More professional development (See #4 below) |  | More consultation with SEA staff |
|  | More info on assessing family and health needs |  | More info on serving young children |
|  | More info on ID&R |  | More info on instructional strategies |
|  | Increased communication/coordination |  | Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

1. **What topics would you recommend for PROFESSIONAL DEVELOPMENT to increase educators' capacity to meet the needs of migrant students?** *(Check all that apply)*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Program Planning |  | Identification & Recruitment |  | Involving Migrant Parents |
|  | Program Evaluation |  | Health/medical/dental Issues |  | ESL Strategies |
|  | Student Assessment |  | Reading/literacy Strategies |  | Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Curriculum & Instruction |  | Mathematics Strategies |  | Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

1. **What topics would you recommend for MIGRANT PARENTS to help support their children’s education/achievement?** *(Check all that apply)*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Planning for Postsecondary |  | Increasing Parent Literacy/GED |  | Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Helping with Homework |  | Identifying community resources |  | Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Keeping Your Child Safe |  | Survival English for Parents |  | Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**6. What other ideas do you have to IMPROVE SERVICES to migrant students in Idaho?**

## Tool 1-4a Secondary Student/Out-of-School Youth Needs Assessment Survey

|  |  |  |  |
| --- | --- | --- | --- |
| **Check all that apply: I would like help with…** | | | |
| □ | improving my academic skills | □ | improving my English language skills |
| □ | enrolling in career/technical education programs | □ | learning about social health issues like STDs, drugs, pregnancy |
| □ | taking a course to make up for credits I am missing | □ | understanding the importance of staying in school |
| □ | preparing for my end of course assessments | □ | learning about career options |
| □ | learning about preparing for college | □ | receiving support services (such as free books, free dental care, free eye exam, etc.) |
| □ | other (please specify): | | |

Check the best answer to the following:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **My Learning Experience** | Not at all | A little | Some | A lot | Not Applicable |
| 1. I need more help to progress in my studies. |  |  |  |  |  |
| 1. I need more help with learning English to do well in school. |  |  |  |  |  |
| 1. I need more instruction in basic financial tasks like keeping track of a budget or paying bills. |  |  |  |  |  |
| 1. I need more help to earn the high school credits I need to graduate. |  |  |  |  |  |
| 1. I need more information about my options after graduation (such as a career or college). |  |  |  |  |  |

What other ways could the Migrant Education Program help you?

|  |
| --- |
|  |
|  |

What suggestions do you have for improving the services you receive from the migrant education program?

|  |
| --- |
|  |
|  |

## Tool 1-4b Encuesta para Estudiantes

|  |  |  |  |
| --- | --- | --- | --- |
| **Marca todos los que aplican: Me gustaría ayuda con…** | | | |
| □ | mejorar mis habilidades escolares | □ | mejorar mi inglés |
| □ | inscribirme en programas de carrera o educación técnica | □ | aprender sobre temas de salud como enfermedades de transmisión sexual, drogas, y embarazo |
| □ | tomar un curso que me falta | □ | entender la importancia de terminar mis estudios |
| □ | preparación con mis exámenes de fin de curso | □ | aprender sobre mis opciones de carrera |
| □ | preparación para la universidad | □ | recibir servicios de apoyo como libros gratuitos y servicios dentales/visión gratuitos |
| □ | otro (indica): | | |

Marca la mejor respuesta a lo siguiente:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Mi Experiencia Escolar** | No de Nada | Un poco | Algo | Mucho | No me aplica |
| 1. Necesito más ayuda para progresar con mis estudios |  |  |  |  |  |
| 1. Necesito más ayuda con el inglés para avanzar en mis estudios |  |  |  |  |  |
| 1. Necesito más instrucción en tareas básicas financieras como mantener un presupuesto o pagar las cuentas |  |  |  |  |  |
| 1. Necesito ayuda para obtener los créditos de high school que necesito para graduar |  |  |  |  |  |
| 1. Necesito más información sobre las opciones que tendré al graduarme (como carrera o universidad) |  |  |  |  |  |

¿Cómo más te puede ayudar el Programa de Educación Migrante?

|  |
| --- |
|  |
|  |

¿Qué sugerencias tienes para mejorar los servicios que recibes del Programa de Educación Migrante?

|  |
| --- |
|  |
|  |

## Tool 1-5 Sample Focus Group Interview Questions

**Sample Staff Focus Group Questions**

* What do you feel are the greatest educational needs of migrant students that you serve? What evidence or data do you have to support your conclusions?
* What are the greatest support services needs of the students you serve? What evidence or data do you have to support your conclusions?
* What needs have you found that migrant children and youth have that prevent them from graduating from high school?
* What professional development do you need to help you better carry out your MEP duties?
* With what agencies or organizations does the MEP need to coordinate/collaborate to provide better services to the migrant children and youth you serve?

**Sample Parent Focus Group Questions**

* What do you feel are the greatest educational needs of your children?

*PROBE: educational needs such as reading, math, learning English.*

* What are the greatest support services needs of your children?

*PROBE: support services needs such as transportation, translating/interpreting, counseling, referrals to community agencies.*

* What needs have you found that your children have that prevent them from graduating from high school?

*PROBE: graduation needs such as learning about scholarships, counseling about options after high school, visiting college/junior college campuses, understanding about credit accrual and graduation requirements.*

* What parent development/training needs do you have to help you to help your children be successful in school?

*PROBE: training topics such as helping with homework, strategies for reading with your child, strategies for doing math together as a family, parent involvement in school.*

* What community agencies or organizations would be helpful for the migrant program to coordinate/collaborate with to provide better services to migrant families?

*PROBE: health clinics, banks, faith-based organizations, .*

**Sample Student Focus Group Questions**

* What do you feel are your greatest educational needs? Why?

*PROBE: Tutoring or homework help in reading, math, other subject areas*

* What do you feel are the greatest needs you have for support services?

*PROBE: Transportation from tutoring or after school activities; tuition or fees to participate in specific school activities; medical, dental, health services; school materials or books*

Can you think of anything that could help you be more successful in school?

* Is there anything that you can think that the migrant program could assist with that would assist you to graduate from high school?

## Tool 1-6 Sample Timeline and Template for Conducting the Local CNA\*

| **Fall** | **Winter** | **Spring** | **Summer** |
| --- | --- | --- | --- |
| **October**   * Form a local CNA committee * First meeting of the local CNA Committee   *Tool 1-1, items 1, 2, 3, 4*  **November**   * Develop/adapt surveys/tools * Distribution and collection of surveys * Conduct focus groups   *Tool 1-1, items 5, 6, 7* | **January**   * Collect assessment data * Complete Profile Tables * Meet to discuss results   *Tool 1-1, items 8, 9, 10* | **March**   * Complete Need Indicator Matrix * Select final MPOs/strategies * Plan strategies   *Tool 1-1, items 11, 12, 13*  **April**   * Write brief CNA report * Share with PAC * Get feedback from parents | Submit the CFSGA, including MPOs chosen based on the CNA. |

*\*NOTE: This is a SAMPLE. Develop you own timeline using the template below. The Comprehensive Needs Assessment is not an annual event; rather, it is recommended that a comprehensive assessment be conducted once every three years unless there are substantial changes to student demographics, needs, or resources. An option might be to augment your data annually for the three-year cycle (e.g., look more closely at early childhood data one year, secondary and out-of-school youth the next, and school-aged data the next).*

**Local CNA Timeline Template**

| **Fall Activities** | **Winter Activities** | **Spring Activities** | **Summer Activities** |
| --- | --- | --- | --- |
| **September/October**  **November/December** | **January/February** | **March**  **April/May** | **June-August** |

## Tool 2-1 CNA Data Checklist

|  | **✓** | **Data** | **Comments** |
| --- | --- | --- | --- |
| 1 |  | Staff needs assessment survey results |  |
| 2 |  | Parent needs assessment survey results |  |
| 3 |  | Youth/student needs assessment survey results |  |
| 4 |  | Staff interview/focus group results |  |
| 5 |  | Parent interview/focus group results |  |
| 6 |  | Youth/student interview/focus group results |  |
| 7 |  | Migrant student **ACCESS** summary, by grade | Compared to non-migrant\* |
| 8 |  | Migrant student **ISAT** **ELA** achievement summary, by grade | Compared to non-migrant\* |
| 9 |  | Migrant student **IRI** achievement summary, by grade |  |
| 10 |  | Migrant student **ISAT** **math** achievement summary, by grade | Compared to non-migrant\* |
| 11 |  | Migrant student **graduation** and drop out numbers/rate | Compared to non-migrant\* |
| 12 |  | Migrant pre-K child language skills summary |  |
| 13 |  | Migrant pre-K child developmental skills summary |  |
| 14 |  | OSY Profile summary |  |
| 15 |  | Other: |  |
| 16 |  | Other: |  |
| 17 |  | Other: |  |

*\*Or compared to all students if it is not possible calculate non-migrant. Recognize that there are limitations to the data if compared to all students, as migrant is included in this all student category and the “N” will be inflated.*

**Data Collection Considerations\***

**\_\_\_ WHAT DATA do you need to collect?**

• What are the questions you need to answer regarding student needs?

• What is the purpose of the needs assessment?

• What information must you get?

• Who can help you determine where to find the information you need?

• What human and fiscal resources do you need to conduct the needs assessment?

**\_\_\_What are your data collection METHODS?**

• What collection methods will you use?

• Are you collecting assessment, outcome, and perception data?

• Who will you need to talk to regarding needs? Who will be your data sources?

• How often will you need to collect data to get a representative picture?

**\_\_\_How will you ORGANIZE your data?**

• Can your collected data address questions about migrant students’ with the greatest needs?

• Is there any missing data? If so, is it critical to providing a complete picture of student needs?

**\_\_\_How will you ANALYZE your data?**

• Can you define the services that are needed?

• Can the information help you develop reasonable and appropriate MEP programs and services?

*(\*Adapted from: Kubinski, 1999)*

## Tool 2-2 CNA Data Summary Sheet

***Check all Areas that apply***

|  | **Need Indicator** | **Data Element** | **Data Summary**  ***(Attach data/results for documentation)*** |
| --- | --- | --- | --- |
| **1** | Reading |  |  |
| **2** | Math |  |  |
| **3** | School Readiness |  |  |
| **4** | Graduation |  |  |
| **5** | Medical/  Dental/ Health |  |  |
| **6** | Transportation |  |  |
| **7** | Translation/  Interpretation |  |  |
| **8** | Other: *(specify)* |  |  |
| **9** | Other: *(specify)* |  |  |

## Tool 2-3a Sample Needs Assessment Data Table Frames

Number/Percent of Students Proficient/Advanced on the ISAT ELA Year \_\_\_\_\_\_\_\_\_

|  | Non-Migrant | | Migrant | | PFS Migrant | |
| --- | --- | --- | --- | --- | --- | --- |
| Grade | Number &  % Tested | Number &  % Proficient | Number &  % Tested | Number &  % Proficient | Number & % Tested | Number and % Proficient |
|  |  |  |  |  |  |  |
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Number/Percent of Students Proficient/Advanced on the ISAT MATH SY \_\_\_\_\_\_\_\_\_

|  | Non-Migrant | | Migrant | | PFS Migrant | |
| --- | --- | --- | --- | --- | --- | --- |
| Grade | Number &  % Tested | Number &  % Proficient | Number &  % Tested | Number &  % Proficient | Number &  % Tested | Number &  % Proficient |
|  |  |  |  |  |  |  |
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Number/Percent of Students Proficient on the ACCESS SY\_\_\_\_\_\_\_\_

|  | LEP | | Migrant | | PFS Migrant | |
| --- | --- | --- | --- | --- | --- | --- |
| Grade | Number &  % Tested | Number &  % Proficient | Number &  % Tested | Number &  % Proficient | Number & % Tested | Number and % Proficient |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |

Number/Percent of Students Proficient on Spring IRI SY\_\_\_\_\_\_\_\_\_

|  | LEP | | Migrant | | | PFS Migrant | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Grade | Number &  % Tested | Number &  % Proficient | | Number &  % Tested | Number &  % Proficient | Number & % Tested | Number and % Proficient |
|  |  |  | |  |  |  |  |
|  |  |  | |  |  |  |  |
|  |  |  | |  |  |  |  |
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|  |  |  | |  |  |  |  |

## Tool 2-3b Sample Needs Assessment Data Table Frames (Continued)

Number/Percent of Preschool Children Meeting Developmental Milestones SY \_\_\_\_\_\_\_\_

|  | Non-Migrant | | Migrant | | | PFS Migrant | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Area | Number &  % Tested | Number &  % Proficient | | Number &  % Tested | Number &  % Proficient | Number & % Tested | Number and % Proficient |
| Language Dev |  |  | |  |  |  |  |
| Pre-literacy |  |  | |  |  |  |  |
| Fine Motor |  |  | |  |  |  |  |
| Gross Motor |  |  | |  |  |  |  |
| Social/Emotional |  |  | |  |  |  |  |
| Numeracy |  |  | |  |  |  |  |
| Other:\_\_\_\_\_\_\_\_ |  |  | |  |  |  |  |

Number/Percent of Students on Track for Graduation SY \_\_\_\_\_\_\_\_\_\_

|  | Non-Migrant | | Migrant | | PFS Migrant | |
| --- | --- | --- | --- | --- | --- | --- |
| Grade | Number | Percent | Number | Percent | Number | Percent |
| 9 |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |
| 11 |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |

**Parent Needs Assessment Survey Responses SY \_\_\_\_\_\_\_\_\_\_\_\***

|  | % of parents indicating their child has a need | | | |  |
| --- | --- | --- | --- | --- | --- |
| Area | Low Need | Low/Medium Need | High/Medium Need | High Need | Priority Area (✓) |
| Parents reporting that their child has educational needs in reading |  |  |  |  |  |
| Parents reporting that their child has educational needs in mathematics |  |  |  |  |  |
| Parents reporting that their child has educational needs in English language development |  |  |  |  |  |
| Parents reporting that their child has in medical/ dental/health needs |  |  |  |  |  |
| Parents reporting that their child has clothing or supplemental school supplies needs |  |  |  |  |  |
| Parents reporting that they have needs for interpreting or translating into English |  |  |  |  |  |
| Parents reporting that their child has need for transportation to attend before/after school tutoring |  |  |  |  |  |

*\*Use the same format for staff needs assessment survey*

## Tool 2-4 Sample Data Profile Form

| *The “profile” of migrant students in your school or district should provide a snapshot of student needs. In the profile, list the percentage of students who demonstrate needs in academic areas. See below for an example of how to complete the profile.* |
| --- |

| **Area** | **How much?** | **Who?** | **What?** |
| --- | --- | --- | --- |
| *Reading* | *80%* | *3rd grade migrant students* | *Scored below proficient on the ISAT* |
|  |  |  |  |
|  |  |  |  |
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## Tool 3-1 Needs-MPO/Strategy-Priority Matrix

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 boxes (high, medium, or low) after entering the identified need and possible MPO/Strategy. This Matrix will help you target the greatest need.

|  | **Need identified in the Local CNA** | **MPO & Strategy** | **Priority** | | |
| --- | --- | --- | --- | --- | --- |
| **s** |  |  | **Low** | **Med** | **High** |
| **1** |  |  |  |  |  |
| **2** |  |  |  |  |  |
| **3** |  |  |  |  |  |
| **4** |  |  |  |  |  |
| **5** |  |  |  |  |  |
| **6** |  |  |  |  |  |

## Tool 3-2 List of Idaho’s MPOs and Solution Strategies

| **Goal Area 1.0 – School Readiness** |  |
| --- | --- |
| **MPOs** | **Key Strategies** |
| **1.1) By the end of program year 2017-2018, 80% of migrant parents attending parent involvement activities will report on a pre/post survey that they have an increased ability to support school readiness activities in the home.** | **1.1) Provide migrant parents with ideas, activities, and materials for use at home with their children to promote first language development and school readiness through site-based or home-based family literacy opportunities (e.g., language acquisition, packets with school supplies, books and activities).** |
| **1.2)** By the end of program year 2017-2018, 90% of students attending at least 40 hours of migrant preschool will show a gain on a pre/post-test of school readiness skills. | **1.2)** Provide migrant funded site-based preschool services to migrant children ages 3-5 (e.g., during the regular school day, as an evening program, or as part of a summer school program). |
| **1.3)** By the end of program year 2017-2018, 30% of all identified migrant-eligible preschool-aged children will be served. | **1.3)** Participate in the activities of the Preschool Initiative CIG and share materials, strategies, and resources with migrant families. |
| **Goal Area 2.0 – Academics of English Language Arts** | |
| **MPOs** | **Key Strategies** |
| **2.1)** By the end of program year 2017-2018, 80% of migrant K-2 students will receive resources to promote early literacy as measured by resource distribution logs. | Provide resources through migrant funds to promote early literacy (e.g., extended day kindergarten, backpacks and school supplies, family literacy nights and opportunities, individual libraries, migrant summer school, expeditionary opportunities, tutoring, after school programs). |
| **2.2a**) By the end of program year 2017-2018, 80% of migrant students who participate in an extended school service taught by highly qualified migrant staff will show gains of at least 20% or grade level proficiency on a pre/post assessment of grade-level ELA skills for students in grades 3-12.  **2.2b**) By the end of program year 2017-2018, 80% of migrant students who participate in an extended school service taught by highly qualified migrant staff will earn at least one secondary English credit for students in grades 7-12. | Use highly qualified staff to provide supplemental ELA extended school services aligned with state standards and proficiencies (e.g., summer school for ELA, IDLA-advancement, Plato, dual enrollment, community colleges, academies offered by IHEs, PASS, after school tutoring, home-based instruction). |
| **2.3)** By the end of program year 2017-2018, 80% of teachers participating in migrant-sponsored ELA professional development will report on a survey that they successfully applied the research-based instructional strategies on supplemental literacy instruction. | Provide opportunities for migrant staff to attend district, regional, state, and/or national level ELA professional development (e.g., migrant funds are used to send staff to PD events). |
| **2.4) By the end of program year 2017-2018, 80% of migrant parents attending parent involvement activities (one-on-one or in groups) will report on a pre/post survey that the resources they received have increased their ability to provide ELA academic support at home.** | **Provide ongoing (year-round) access and training on specific resources (e.g., school supplies, educational materials, books and multicultural literature) needed by migrant parents and students.** |
| **Goal Area 3 – Mathematics Achievement** |  |
| **MPOs** | **Key Strategies** |
| **3.1)** By the end of program year 2017-2018, 80% of migrant K-2 students will receive resources to promote early numeracy as measured by resource distribution logs. | Provide resources through migrant funds to promote early numeracy (e.g., extended day kindergarten, backpacks and school supplies, family math nights and opportunities, mathematics manipulatives, migrant summer school, expeditionary opportunities, tutoring, after school programs). |
| **3.2a)** By the end of program year 2017-2018, 80% of migrant students who participate in an extended school service taught by highly qualified migrant staff will show gains of at least 20% or grade level proficiency on a pre/post assessment of grade-level math skills for students in grades 3-12.  **3.2b)** By the end of program year 2017-2018, 80% of migrant students who participate in an extended school service taught by highly qualified migrant staff will earn at least secondary math credit for students in grades 7-12. | Use highly qualified staff to provide supplemental math extended school services aligned with state standards and proficiencies (e.g., summer school for math, IDLA-advancement, Plato, dual enrollment, community colleges, INL, math camps, academies offered by IHEs). |
| **3.3)** By the end of program year 2017-2018, 80% of migrant staff participating in migrant-sponsored math professional development will report on a survey that they successfully applied the research-based instructional strategies during supplemental math instruction. | Provide opportunities for migrant staff to attend district, regional, state, or national level math professional development (e.g., migrant funds are used to send staff to PD events). |
| **3.4) By the end of program year 2017-2018, 80% of migrant parents attending parent involvement activities will report on a pre/post survey that they have an increased ability to support math education at home.** | **Identify organizations, experts, and resources to provide family math engagement opportunities and share information with parents (e.g., Parent Math Night, manipulatives, guest speakers, community and job outings focused on math in their world).**  Provide opportunities for migrant parents to attend local, regional, state, and national math family engagement events and activities. |
| 3.5) Coordinate with existing services and/or provide academic or support services for OSY, including participation in consortia designed for OSY. | 3e) By the end of the 2014-15 program year, 25% OSY that participate in OSY consortium instructional services will demonstrate an average gain of 20% on reliable pre/post content-based assessments. |
| **Goal Area 4 – High School Graduation** |  |
| **MPOs** | **Key Strategies** |
| **4.1)** By the end of the program year 2019-2020, the migrant graduation rate will increase by 3%. | Develop and implement a student monitoring system to follow migrant secondary students’ progress towards grade promotion and graduation.  Implement an individual plan for any migrant secondary student who is at-risk for dropping out as demonstrated by lost credits.  Provide a secondary migrant graduation specialist or other migrant staff to support migrant students towards grade promotion and graduation for 7th – 12th grades. |
| **4.2)** By the end of the program year 2017-2018, the percentage of secondary migrant students receiving an instructional and/or support service will increase by 20% (or 80% served overall if already serving most of their students). | Provide instructional services during the school day, before or after school, or during summer school for credit accrual for secondary migrant students (e.g., tutoring, study skills elective classes, PASS, credit recovery classes, internships).  **Provide support services (e.g., supplemental supplies and fees, advocacy etc.).** |
| **4.3) By the end of program year 2017-2018, 80% of migrant students or parents participating, will report on a pre/post survey that the information gained was useful in promoting the goal of high school graduation and/or college and career readiness.** | **Provide parents and students with information and supportive events related to high school graduation and/or college and career readiness at a minimum of twice per year (e.g., Migrant Summer Leadership Institute, college visits, presentations at PAC meetings, CAMP collaborations, leadership institutes, career fairs/speakers, CIS software training).** |
| **4.4)** By the end of the program year 2019-2020, 90% of migrant dropouts who can be located will receive educational, support, or referral services. | Make every effort to contact every student who has not enrolled in school as expected (e.g. multiple attempts using all available resources, such as school records, MSIX Missed Enrollment Report, MSIS Discrepancy Report, etc.).  For any student who has dropped out of school in grades 7-12, conduct an exit interview with the student and the parents to determine and alleviate barriers to re-enrollment.  Providing educational counseling support services to provide students with multiple options for continuing their education (e.g. alternative schools, online opportunities, GED programs, job-training programs). |
| **Goal Area 5 – Non-instructional Support Services** | |
| **MPOs** | **Key Strategies** |
| **5.1) By the end of program year 2017-2018, 80% of migrant parents and staff participating will report an increase in student engagement based on parent and staff surveys.** | **Provide professional development (PD) on migratory lifestyle and unique needs of migrant students (e.g., program and cultural awareness presentation, field or home visits for teachers and administrators, training on mobility /academic/social gaps).**  **Provide workshops, meetings, and resources to parents and the community on ways to support and involve migrant students (e.g., extra-curricular activities, parenting classes, parent literacy workshops, instructional home visits).** |
| **5.2) By the end of program year 2017-2018, at least two local partnerships and/or agreements among the school district and community healthcare providers and public health agencies will be established to provide health services to migrant families.** | **Establish partnerships and/or agreements among the school district and community healthcare providers and public health agencies to provide health services to migrant families, such as Memoranda of Understanding.** |
| **5.3) By the end of program year 2017-2018, 80% of migrant parents participating in parent involvement activities will report on a pre/post survey that they have an increased understanding of how to access community health services.** | **Provide information on, and referrals to, individualized health advocacy services to benefit migrant families needing health services (e.g., glasses, dental, immunizations).** |