



TOOLKIT

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

Arizona Department of Education
1535 West Jefferson Street
Phoenix, AZ 85007
(602) 542-7463

April 2022

Assistance and Contact Information

For information or questions concerning the Local Comprehensive Needs Assessment (LCNA) for the Arizona Migrant Education Program, please contact the Arizona Department of Education Migrant Education Program at MEPInbox@azed.gov

ARIZONA MIGRANT EDUCATION PROGRAM (MEP) STAFF

Adela Santa-Cruz

Deputy Associate Superintendent of OELAS and MEP

Rogelio Ruiz

Migrant Education Program Director

Ivan Quintana-Terrazas

Grant Specialist

Noemi Escamilla

MEP Specialist

Bianca Fonseca Cervantes

State Identification & Recruitment Coordinator

Dani Donaldson

Data Specialist

David Aldaco-Ramirez

Family Engagement & Outreach Coordinator

Acronyms and Abbreviations Used in the LCNA

ADE	Arizona Department of Education
CNA	Comprehensive Needs Assessment
EL	English Learner
ESEA	Elementary and Secondary Education Act of 1965
ESSA	Every Student Succeeds Act of 2015
LCNA	Local Comprehensive Needs Assessment
LEA	Local Education Agency
LCNAC	Local Needs Assessment Committee
MEP	Migrant Education Program
OME	Office of Migrant Education (U.S. Department of Education)
PFS	Priority for Services
QAD	Qualifying Arrival Date
SDP	Service Delivery Plan
SEA	State Education Agency

TABLE OF CONTENTS

1. What is the Purpose of the LCNA Toolkit?	1
2. What are the Legal Requirements for CNA/LCNA?.....	3
3. Who Participates in the LCNA and When is it Conducted?	5
4. What are the Steps in Conducting the LCNA?	6
5. What Tools are Needed to Conduct the LCNA?	7
6. What are Key LCNA Resources?.....	9

Appendix A: LCNA Tools

Tool 1-1: LCNA Planning Tool

Tool 1-2: LCNA Concerns Brainstorming Tool

Tool 1-3: LCNA MEP Family Needs Assessment Survey *(English/Spanish)*

Tool 1-4: LCNA MEP Staff Needs Assessment Survey

Tool 1-5: LCNA MEP Student (Grades 9-12)/OSY Needs Assessment Survey
(English/Spanish)

Tool 2-1: LCNA MEP Student Profile

Tool 2-2: LCNA Family Needs Assessment Survey Tally Sheet

Tool 2-3: LCNA Staff Needs Assessment Survey Tally Sheet

Tool 2-4: LCNA Student (Grades 9-12)/OSY Needs Assessment Survey Tally Sheet

Tool 3-1: LCNA Strategy Implementation Plan

Tool 3-2: LCNA Action Plan

Appendix B: Statewide Needs Identified in the 2021 Arizona CNA

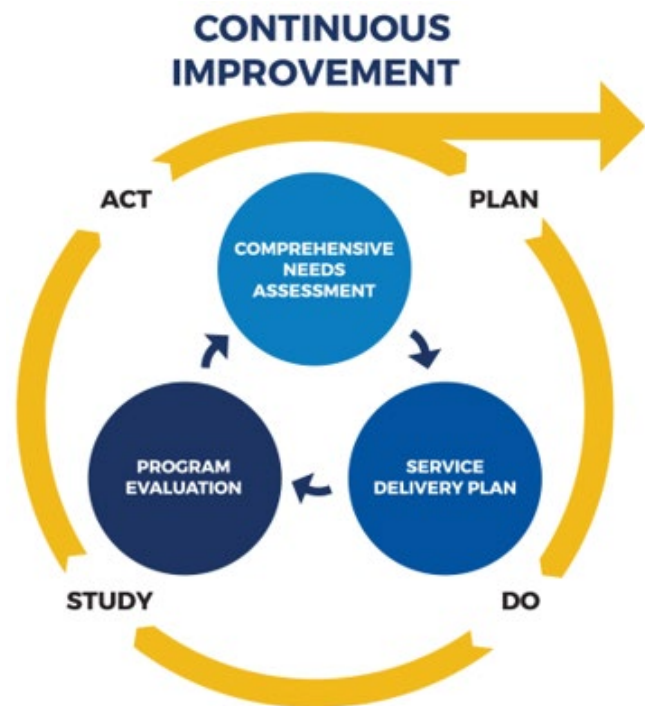


ARIZONA MIGRANT EDUCATION PROGRAM LOCAL NEEDS ASSESSMENT TOOLKIT

1 What is the Purpose of the LCNA Toolkit?

The purpose of the Arizona Department of Education (ADE) Migrant Education Program (MEP) *Local Comprehensive Needs Assessment (LCNA) Toolkit* is to provide local program staff with guidance and resources to assess the needs of migratory students 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 addition, it proposes successful solutions that can be incorporated to move the MEP closer to achieving Federal program and State performance goals.

The State Comprehensive Needs Assessment (CNA) and LCNA is part of the U.S. Department of Education Office of Migrant Education's (OMEs) Continuous Improvement Cycle, as depicted in the figure to the right. 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 identified needs statewide (see Appendix B for a summary of the statewide needs identified in the most recent Arizona CNA [2021]) The LCNA provides an opportunity to review local data on migratory students, identify needs, and propose research-based solutions to meet those needs.



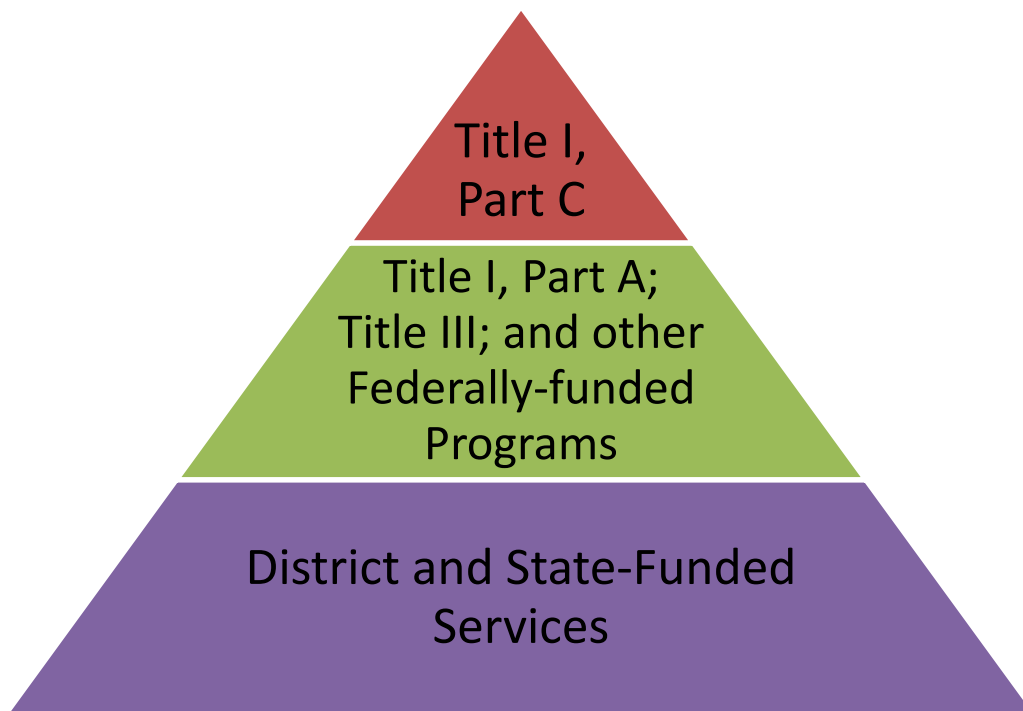
The LCNA process presented in this *Toolkit* **can be adapted** to the resources and organizational structures in specific local settings. LCNA results can be used to inform MEP applications, MEP services, and ways to improve services to migratory students and their families. LCNA results can be used to help inform the LCNA Action Plan found in Appendix A (Tool 3-1) as well as guide local MEP decisionmakers who work with staff and parents to develop materials and resources to support migratory students' academic instruction as well as the delivery of supportive services. LCNA results should serve as the foundation for all decisions about services, resource allocation, and staff and parent development.

This *Toolkit* provides a blueprint for local MEP staff to create a LCNA for their site. It helps staff make decisions about which students to target for particular migrant programs and services, and provides advice about how to conduct the LCNA, how to analyze needs assessment data,

and how to use the results to plan services. Key to the LCNA process is making the connection between the LCNA results and the local delivery of MEP services.

The use of this *Toolkit* and the development of the LCNA should provide the opportunity for local sites to clearly see where other funding sources are already in place to meet the unique needs of migratory students and where the local sites need to use MEP funds to supplement existing services and/or provide additional services.

Through local education agencies (LEAs), the MEP helps children and youth by providing **supplementary services** beyond those provided in schools. MEP funds are the “*funds of last resort*” and should never be used to provide services to all students. Services provided by the LEA or MEP-funded staff should be in alignment with the activities outlined in the State Migrant Education Program Service Delivery Plan. As illustrated below, Title I-C funds are to provide supplementary services for migratory students. They cannot be used to supplant programs or services provided to all students (migratory students included) funded by state, district, and other Federal funds.



↑ 2 What are the Legal Requirements for CNA/LCNA?

Three main documents inform and guide MEPs and their service delivery. They are the:

- Elementary and Secondary Education Act (ESEA), Section 1306, *Comprehensive needs assessment and service delivery plan; authorized activities* (<http://www2.ed.gov/policy/elsec/leg/esea02/pg8.html#sec1306>)
- Code of Federal Regulations, Title 34, 200.83, *Responsibilities of SEAs to implement projects through a comprehensive needs assessment and a comprehensive state plan for service delivery* (<http://www.gpo.gov/fdsys/pkg/CFR-2011-title34-vol1/pdf/CFR-2011-title34-vol1.pdf>)
- *Non-Regulatory Guidance: Education of Migrant Children under Title I, Part C of the Elementary and Secondary Education Act of 1965* (specifically Chapter IV – Comprehensive Needs Assessment and Service Delivery Plan) (<https://results-assets.s3.amazonaws.com/legislation/MEP%20Non%20Regulatory%20Guidance%20March%202017.docx>)

The ESEA was reauthorized by the Every Student Succeeds Act (ESSA) of 2015, the statute that authorizes the MEP in Title I, Part C. The ESEA requires that a state that receives funds to ensure that both the state and “its local operating agencies address the special educational needs of migratory children in accordance with a plan that”, in part, (ESEA, Section 1306):

- Provides that migratory children will have an opportunity to meet the same challenging state academic content standards that all children are expected to meet (a)(1)(C) State applications for funds will include (ESEA, Section 1304)
- A description of the state’s priorities for using funds and how those priorities connect with the needs assessment (b)(4)
- How the state will determine the amounts to be awarded to local operating agencies as subgrants (b)(5)

In addition, program regulations in 34 C.F.R. 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).

The *Guidance* explains that an assessment plan should:

- Guide the overall design of the MEP on a statewide basis (p. 55, “IV. CNA and Service Delivery Plan [SDP]”)
- Help local operating agencies and state education agencies (SEAs) prioritize needs of migratory children (p.55, “IV. CNA and SDP”)
- Provide the basis for the SEA to subgrant MEP funds (p. 134, “XI. State Administration,” “B. Subgranting,” “B10. How does the SEA take into account the needs of migratory children in determining the amount of the subgrant?”)

Guidance also explains that a needs assessment is *comprehensive* as long as it:

- Includes both needs identification and the assessment of potential solutions;
- Addresses all relevant performance targets established for migratory children (e.g., proficiency in reading and mathematics, graduation, reduction in the dropout rate, and any other program goal set for migratory children by the state)
- Identifies the needs of migratory 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, administrators) and examines need data disaggregated by key subgroups.

States must conduct a CNA in order to develop a comprehensive state SDP that addresses the special educational needs of migratory children. SEAs and local operating agencies are required to design and operate their programs based on a current CNA (34 CRF 200.83). Because the SDP is the basis for all uses of MEP funds in the state, the SEA and local operating agencies 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 projects focus on the unmet needs of migratory children with priority for services (PFS) before serving other migratory children.

Guidance states that local projects 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 projects, 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?

Local projects must conduct a LCNA that assesses the needs of migratory children who are served locally in accordance with the identified needs of the State CNA. The LCNA must occur prior to funding in preparation for a new program year. The LCNA helps the local project determine migratory student needs and develop a plan for delivering appropriate services based on migratory students’ unique needs. This information is summarized in the MEP application for funds.

Information on the steps taken in conducting the LCNA, and tools needed to conduct an LCNA are found in this *Toolkit*. LCNAs take into account local student needs and the local student profile. The LCNA is an annual data gathering activity that involves district/school and MEP staff in the development, as well as parents, community members, and other stakeholders in conducting the LCNA through the Local Needs Assessment Committee (LNAC). The LNAC helps:

- ensure that the perspectives of the local project are included in the discussion;
- analyze existing data and help identify areas where additional data are needed;
- think strategically about the data;
- develop concerns relevant to the purpose of the MEP and identify root causes;
- review and analyze data;
- select and prioritize solutions that will address needs; and
- communicate the LCNA process and share input from other stakeholders and colleagues.

The LNAC can be as small as 3-4 people and as large as 8-10 people, depending on the size of the program. The LNAC should be led by the MEP Director/Coordinator, or his/her designee. LNAC members could include MEP coordinators, recruiters, data clerks, liaisons, and Parent Advisory Council (PAC) leaders (parents).

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

Sample LCNA Timeline

Fall Semester	Spring Semester	Summer
<ul style="list-style-type: none"> ✓ Form a LNAC ✓ Distribute LCNA surveys ✓ Meet to determine primary concerns and needs, and review existing LCNA data ✓ Collect and tally/analyze LCNA surveys and student profile data ✓ Meet to review LCNA survey results and the MEP Student Profile 	<ul style="list-style-type: none"> ✓ Meet to complete a local action plan aligned with the State SDP ✓ Get feedback on the local action plan and finalize ✓ Use LCNA results to inform the application and services provided to migratory students and families ✓ Submit the application (with LCNA results) to ADE 	<ul style="list-style-type: none"> ✓ Provide summer services based on needs identified in the LCNA ✓ Meet to plan school year services based on the local action plan

4 What are the Steps in Conducting the LCNA?

Step 1 – Conduct Preliminary Work

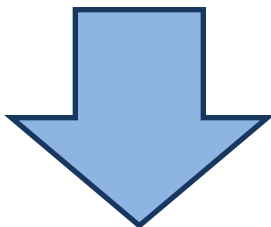
- Identify members of the LCNAC (3-10 members, depending on the size of the project) using Tool 1-1
- Create a LCNA calendar using the template on Tool 1-1 that contains meeting dates, important timelines, and activities
- Convene the LCNAC and identify who will assist in data collection, when the tools will be administered, and who is responsible for summarizing the results; and brainstorm primary concerns about migratory students using Tool 1-2
- Disseminate Family Needs Assessment Surveys (Tool 1-3), Staff Needs Assessment Surveys (Tool 1-4), and Student (grades 9-12)/Out-of-School Youth (OSY) Needs Assessment Surveys (Tool 1-5)
- Collect data from MIS2000 to include in the local MEP Student Profile

Step 2 – Gather, Analyze, and Summarize Data

- Summarize needs assessment survey results using Tools 2-2, 2-3, and 2-4 if paper surveys are used (*otherwise download electronic survey responses*)
- Prepare a data profile of migratory students (Tool 2-1) using most recent data
- Convene the LCNAC to review survey results and the MEP Student Profile

Step 3 – Make MEP/Services Decisions

- Convene the LCNAC to review and determine the connection between priority needs and possible evidence-based solutions
- Action planning!** Use the LCNA Strategy Implementation Plan (Tool 3-1) and the LCNA Action Plan (Tool 3-2) to inform services provided to migratory students and their families



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; gathering, analyzing, and summarizing needs assessment data; and making data-driven decisions about appropriate programs and services to meet the identified needs of migratory students. The tools described below are found in Appendix A.



Tools for Step 1 – Conduct Preliminary Work

Tool	Description	Instructions
1-1: LCNA Planning Tool	Tool to assist with planning the LCNA. Contains a chart to document LCNAC members and a template for creating a LCNA timeline	Document LCNAC member names and roles in the MEP and create an annual timeline for the LCNA
1-2: LCNA Concerns Brainstorming Tool	Tool to use during the first LCNAC meeting to document primary concerns of migratory student needs prior to looking at needs assessment data	Brainstorm LCNAC members' primary concerns about migratory student needs related to reading, mathematics, school readiness, and high school graduation/services to OSY
1-3: LCNA MEP Family Needs Assessment Survey (English and Spanish)	Survey to determine parent and family member perceptions of child and parent/family needs. <i>Note: This is not intended to be an individual needs assessment survey. The survey should be anonymous to determine project-wide trends and needs.</i>	Distribute to a sample of parents and family members (50% of eligible families) in the fall. Collect surveys and tally results (or download survey results if an online survey is created). The survey can be modified by projects if items are not applicable to the project.
1-4: LCNA MEP Staff Needs Assessment Survey	Survey to determine MEP and non-MEP staff perceptions of student and parent/family needs	Distribute to all MEP and non-MEP staff knowledgeable about migratory student needs in the fall. Collect surveys and tally results (or download survey results if an online survey is created). The survey can be modified by projects if items are not applicable to the project.
1-5: LCNA MEP Student (Grades 9-12)/OSY Needs Assessment Survey	Survey to determine migratory student (grades 9-12) and OSY perceptions of their instructional and support needs. <i>Note: This is not intended to be an individual needs assessment survey. The survey should be anonymous to determine project-wide trends and needs.</i>	Distribute to a sample of migratory students in grades 9-12 and OSY (50% of eligible students/OSY) in the fall. Collect surveys and tally results (or download survey results if an online survey is created). The survey can be modified by projects if items are not applicable to the project.



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

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



Tools for Step 3 – Make MEP/Services Decisions

Tool	Description	Instructions
3-1: LCNA Strategy Implementation Plan	Local plan for implementing the Strategies in the Arizona SDP based on the needs identified through the LCNA	Use during LCNAC meetings to create a local plan for implementing the Arizona MEP Strategies based on the needs identified through the LCNA, resources needed to implement the strategies, timeline for implementation, person(s) responsible, and priority level for the local project
3-2: LCNA Action Plan	Action plan to identify possible solutions to the priority needs identified in the LCNA and plan for the implementation of the solutions	Use during LCNAC meetings to identify priority needs identified through the LCNA, possible solutions to the needs, resources needed to implement the solutions, timeline for implementation, person(s) responsible, and priority level for the local project

Note: As part of the MEP monitoring, ADE will require Tool 2-1, Tools 2-2/2-3/2-4 (or their equivalent), and Tools 3-1/3-2 to be submitted.

6 What are Key LCNA 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. *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. *Arizona Migrant Education Program Comprehensive Needs Assessment Final Report*. (July 2021). Phoenix, AZ: Arizona Department of Education. <https://www.azed.gov/sites/default/files/2022/01/Arizona%20Comprehensive%20Needs%20Report%202021.pdf>
4. *Arizona Migrant Education Program Service Delivery Plan Final Report*. (February 2022). Phoenix, AZ: Arizona Department of Education.
5. *Non-Regulatory Guidance for the Education of Migrant Children Under Title I, Part C of the Elementary and Secondary Education Act of 1965*. (Select Chapters Updated March 2017). Washington, DC: U.S. Department of Education, Office of Migrant Education. Guidance specific to the CNA is found on pages 43-52. <https://results.ed.gov/legislation>



RESOURCES

Appendix A

LCNA Tools

Tool 1-1 LCNA Planning Tool

Local Needs Assessment Committee (LCNAC) Members:

Name	MEP Role	School/Program

LCNA Timeline Template



Fall Semester	Spring Semester	Summer

Tool 1-2 LCNA Concerns Brainstorming Tool

Use this tool during LCNAC meetings to brainstorm your greatest concerns about migratory students in your project/region related to Arizona’s four goal areas of English Language Arts (ELA)/Mathematics, School Readiness, High School Graduation/Services to Out-of-School Youth (OSY), and Non-Instructional Support Services. This activity should be completed prior to looking at the needs data collected through the LCNA.

Concerns
English Language Arts/Mathematics
We are concerned that...
We are concerned that...
We are concerned that...
School Readiness
We are concerned that...
We are concerned that...
We are concerned that...
Graduation and Services to OSY
We are concerned that...
We are concerned that...
We are concerned that...

Non-Instructional Support Services

We are concerned that...

We are concerned that...

We are concerned that...

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

District: Consortium:

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

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

1. What types of instruction do your children need MOST?	
<input type="checkbox"/> Reading instruction	<input type="checkbox"/> Completing missing homework/assignments
<input type="checkbox"/> Writing instruction	<input type="checkbox"/> English language instruction
<input type="checkbox"/> Mathematics instruction	<input type="checkbox"/> Learning study skills
<input type="checkbox"/> Science instruction	<input type="checkbox"/> Preparing preschoolers for kindergarten
<input type="checkbox"/> Other content area instruction	<input type="checkbox"/> Life skills such as interview skills, budgeting, saving
<input type="checkbox"/> State test preparation	<input type="checkbox"/> Help with completing high school classes

2. What instructional services would MOST help your children?	
<input type="checkbox"/> Support for completing high school classes	<input type="checkbox"/> Before or after school tutoring
<input type="checkbox"/> Migrant summer school	<input type="checkbox"/> Strategies for transitioning to a new school
<input type="checkbox"/> Preschool services	<input type="checkbox"/> Support to stay in school
<input type="checkbox"/> Tutors visiting your home	<input type="checkbox"/> Opportunities after graduating from high school
<input type="checkbox"/> High school diploma equivalency programs	

3. What support services do your children MOST need?	
<input type="checkbox"/> School supplies	<input type="checkbox"/> Nutrition
<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 preschool 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

4. What would MOST help you support your child's success in school?	
<input type="checkbox"/> Educational materials at home	<input type="checkbox"/> Preparing young children for school
<input type="checkbox"/> Meetings with teachers or tutors	<input type="checkbox"/> Migrant Parent Advisory Council (PAC) meetings
<input type="checkbox"/> Parent activities such as reading/math nights	<input type="checkbox"/> Helping my child with reading/math at home
<input type="checkbox"/> Parenting education	<input type="checkbox"/> Helping my child with homework/assignments
<input type="checkbox"/> Information about children's health issues	<input type="checkbox"/> Family literacy/English language instruction

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

Tool 1-3 LCNA PROGRAMA DE EDUCACIÓN MIGRANTE (MEP-INGLÉS)

ENCUESTA SOBRE LAS NECESIDADES FAMILIARES

Distrito: Consorcio:

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

Grado(s) de los niños en mi hogar (marque todo el que aplique): Pre-escolar K-3 4-5 6-8 9-12
 Joven de 13 a 19 años fuera de la escuela

1. ¿Qué instrucción necesitan más sus hijos?

<input type="checkbox"/>	Lectura	<input type="checkbox"/>	Completar tareas y deberes escolares
<input type="checkbox"/>	Escritura	<input type="checkbox"/>	Inglés
<input type="checkbox"/>	Matemáticas	<input type="checkbox"/>	Técnicas de estudios
<input type="checkbox"/>	Ciencia	<input type="checkbox"/>	Preparar niños preescolares para el kinder
<input type="checkbox"/>	Otras materias	<input type="checkbox"/>	Conocimientos prácticos como entrevistas, presupuestos, ahorros
<input type="checkbox"/>	Preparación para el examen estatal	<input type="checkbox"/>	Ayuda en completar clases de preparatoria

2. ¿Cuáles tipos de servicios ayudarán más a sus hijos?

<input type="checkbox"/>	Completar las clases de la escuela secundaria	<input type="checkbox"/>	Tutoría antes o después de clases
<input type="checkbox"/>	Escuela migrante durante el verano	<input type="checkbox"/>	Estrategias para la transición a una nueva escuela
<input type="checkbox"/>	Servicios preescolares	<input type="checkbox"/>	Apoyo para permanecer en la escuela
<input type="checkbox"/>	Tutores visitando su casa	<input type="checkbox"/>	Oportunidades después de graduar de preparatoria
<input type="checkbox"/>	Preparación para el examen de GED (Equivalencia al diploma de preparatoria)		

3. ¿Cuáles servicios de apoyo necesitan sus hijos?

<input type="checkbox"/>	Útiles escolares	<input type="checkbox"/>	Nutrición
<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, dental o visión	<input type="checkbox"/>	Encontrar recursos de la escuela y de la comunidad
<input type="checkbox"/>	Apoyo a las actividades extracurriculares	<input type="checkbox"/>	Traducción e Interpretación

4. ¿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"/>	Reuniones con los profesores o tutores	<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"/>	Ayudar a mi hijo con la lectura/ matemáticas en la casa
<input type="checkbox"/>	Programas educativos sobre la crianza	<input type="checkbox"/>	Ayudar a mi hijo con su tarea y deberes escolares
<input type="checkbox"/>	Información sobre temas de salud de los niños	<input type="checkbox"/>	Alfabetización familiar y la enseñanza de idiomas

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

TOOL 1-4 LCNA MIGRANT EDUCATION PROGRAM (MEP) STAFF NEEDS ASSESSMENT SURVEY

District: Consortium:

Position: MEP District Staff MEP Regional Staff Other:

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

1. I know enough about the MEP to answer these questions with confidence.
 Untrue Hardly true Mostly true Totally true
***NOTE: If you check "Untrue", do not complete the survey**

2. What types of supplemental instruction do migratory students need MOST?	
<input type="checkbox"/> Reading instruction	<input type="checkbox"/> Completing missing homework/assignments
<input type="checkbox"/> Writing instruction	<input type="checkbox"/> English language instruction
<input type="checkbox"/> Mathematics instruction	<input type="checkbox"/> Learning study skills
<input type="checkbox"/> Science instruction	<input type="checkbox"/> Preparing preschoolers for kindergarten
<input type="checkbox"/> Other content area instruction	<input type="checkbox"/> Life skills such as interview skills, budgeting, saving
<input type="checkbox"/> AZMERIT test preparation	<input type="checkbox"/> Options after high school
<input type="checkbox"/> High school credit accrual	<input type="checkbox"/> Other:

3. What supplemental instructional services would MOST help migratory students?	
<input type="checkbox"/> Support for completing high school classes	<input type="checkbox"/> Extended-day tutoring
<input type="checkbox"/> Migrant summer school	<input type="checkbox"/> High school diploma equivalency programs
<input type="checkbox"/> Preschool programs/school readiness	<input type="checkbox"/> Dropout prevention programs
<input type="checkbox"/> Home-based tutoring	<input type="checkbox"/> Support for transitioning to a new school
<input type="checkbox"/> Career/technical education programs	

4. What support services do migratory students need MOST?	
<input type="checkbox"/> Books/materials/supplies	<input type="checkbox"/> Nutrition/meals
<input type="checkbox"/> Secondary counseling (credits/graduation)	<input type="checkbox"/> Transportation
<input type="checkbox"/> Counseling on options after high school	<input type="checkbox"/> Clothing
<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 preschool
<input type="checkbox"/> Translation and interpretation	<input type="checkbox"/> Other:

5. What professional development is needed MOST by MEP staff?	
<input type="checkbox"/> Program planning/evaluation	<input type="checkbox"/> Reading/literacy strategies
<input type="checkbox"/> Culturally-relevant instruction	<input type="checkbox"/> Mathematics strategies
<input type="checkbox"/> Student assessment	<input type="checkbox"/> Involving parents in their child's education
<input type="checkbox"/> Curriculum and instruction	<input type="checkbox"/> ESL/diverse learner strategies
<input type="checkbox"/> Identification and recruitment	<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 is needed MOST by parents?			
<input type="checkbox"/>	Postsecondary, career, workforce readiness	<input type="checkbox"/>	Early literacy skills
<input type="checkbox"/>	How to help children with homework	<input type="checkbox"/>	Helping children with reading/mathematics
<input type="checkbox"/>	Communicating with the school/teachers	<input type="checkbox"/>	Educational resources in the home
<input type="checkbox"/>	Adolescent health/development	<input type="checkbox"/>	Parenting education
<input type="checkbox"/>	Family literacy/English language development	<input type="checkbox"/>	Strategies to support education in the home
<input type="checkbox"/>	Locating school/community resources	<input type="checkbox"/>	Parent involvement

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

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

District:

Consortium:

- Check one box:** I am a high school student enrolled in school
 I am a high school-aged student (through age 21) not enrolled in school

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

1. What types of instruction do you need MOST?			
<input type="checkbox"/>	Reading instruction	<input type="checkbox"/>	Help with completing missing homework/assignments
<input type="checkbox"/>	Writing instruction	<input type="checkbox"/>	Learning how to study for classes and exams
<input type="checkbox"/>	Mathematics instruction	<input type="checkbox"/>	Financial instruction on budgeting or paying bills
<input type="checkbox"/>	Science instruction	<input type="checkbox"/>	Learning about options after high school
<input type="checkbox"/>	State test preparation	<input type="checkbox"/>	Improving English language skills
<input type="checkbox"/>	Learning about paying for/enrolling in college	<input type="checkbox"/>	College preparation (AP classes, ACT/SAT)
<input type="checkbox"/>	High school classes needed to graduate	<input type="checkbox"/>	None of the above

2. What instruction services would MOST help you?			
<input type="checkbox"/>	Support for completing high school classes	<input type="checkbox"/>	Career/technical education programs
<input type="checkbox"/>	Migrant summer school	<input type="checkbox"/>	High school diploma equivalency programs
<input type="checkbox"/>	School day tutoring	<input type="checkbox"/>	Support for transitioning to a new school
<input type="checkbox"/>	Before or after school tutoring	<input type="checkbox"/>	Dropout prevention programs
<input type="checkbox"/>	Tutors visiting your home	<input type="checkbox"/>	None of the above

3. What support services do you MOST need?			
<input type="checkbox"/>	Books/materials/school supplies	<input type="checkbox"/>	Nutrition
<input type="checkbox"/>	Counseling (high school credits/graduation)	<input type="checkbox"/>	Transportation
<input type="checkbox"/>	Counseling about 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"/>	Assistance with mental health issues (e.g., bullying, depression, counseling)	<input type="checkbox"/>	Assistance with social health issues such as STDs, drugs, pregnancy, school safety
<input type="checkbox"/>	Translation and interpretation	<input type="checkbox"/>	Water safety/swimming lessons
<input type="checkbox"/>	First aid/CPR courses	<input type="checkbox"/>	School records transfer
<input type="checkbox"/>	Access to computers/Internet	<input type="checkbox"/>	None of the above

4. How well do you understand your graduation requirements? Not at all Somewhat Very well Not Applicable

5. How sure are you that you will graduate from high school? Not at all Somewhat Very sure Not Applicable

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

TOOL 1-5 LCNA PROGRAMA DE EDUCACIÓN MIGRANTE (MEP-INGLÉS) ESTUDIANTE (GRADOS 9-12)/JOVEN DE 13 A 19 AÑOS FUERA DE LA ESCUELA (OSY-INGLÉS) ENCUESTA SOBRE LAS NECESIDADES

Distrito: Consorcio:

Marque uno: Soy un estudiante matriculado en una escuela
 Soy un joven de 13 a 19 años fuera de la escuela

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

1. ¿Qué instrucción necesita más?	
<input type="checkbox"/> Lectura	<input type="checkbox"/> Completar tareas y deberes escolares
<input type="checkbox"/> Escritura	<input type="checkbox"/> Aprender a estudiar para clases y exámenes
<input type="checkbox"/> Matemáticas	<input type="checkbox"/> Instrucción financiera de presupuestos/pagos de facturas
<input type="checkbox"/> Ciencia	<input type="checkbox"/> Aprender sobre las opciones después de la preparatoria
<input type="checkbox"/> Preparación para el examen estatal	<input type="checkbox"/> Inglés
<input type="checkbox"/> Aprendiendo sobre pagar / inscribirse en la Universidad	<input type="checkbox"/> Preparación para la Universidad (clases de AP, ACT/SAT)
<input type="checkbox"/> Los requisitos para graduar de "high school"	<input type="checkbox"/> Ninguna de las anteriores

2. ¿Cuáles servicios serían más útiles para usted?	
<input type="checkbox"/> Completar las clases de la escuela secundaria	<input type="checkbox"/> Programas para la carrera o carreras técnica
<input type="checkbox"/> Escuela migrante durante el verano	<input type="checkbox"/> Programas de equivalencia al diploma de preparatoria
<input type="checkbox"/> Tutoría durante el día escolar	<input type="checkbox"/> Estrategias para la transición a una nueva escuela
<input type="checkbox"/> Tutoría antes o después de clases	<input type="checkbox"/> Apoyo para permanecer en la escuela
<input type="checkbox"/> Tutores visitando su casa	<input type="checkbox"/> Ninguna de las anteriores

3. ¿Cuáles servicios de apoyo necesita más?	
<input type="checkbox"/> Libros-materiales educativos-útiles escolares	<input type="checkbox"/> Nutrición
<input type="checkbox"/> Consejería Secundaria (relacionada a crédito)	<input type="checkbox"/> Transportación
<input type="checkbox"/> Orientación universitaria y profesional	<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"/> Ayuda con problemas de salud mental (por ejemplo, "bullying", depresión, orientación)	<input type="checkbox"/> Asistencia con temas de salud social (enfermedades de transmisión sexual, drogas, embarazo, seguridad en la escuela)
<input type="checkbox"/> Traducción e Interpretación	<input type="checkbox"/> Lecciones de piscina/seguridad del agua
<input type="checkbox"/> Cursos de primeros auxilios y resucitación cardiopulmonar	<input type="checkbox"/> Intercambio de archivos educativo
<input type="checkbox"/> Acceso a computadores/el internet	<input type="checkbox"/> Ninguna de las anteriores

4. ¿Qué tan bien entiende sus requisitos de graduación? Para nada Algo Mucho No aplica

5. ¿Qué tan seguro está que se graduará de la preparatoria? Para nada Algo Mucho No aplica

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

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

Program

Data from (Year):

	Data Element	Source	Statistic (#/%)	Priority Area (V)	Comments/ Follow-up
1	Total Number of Eligible Migratory Students (ages 0-21)				
2	Migratory Students Ages 0-2				
3	Migratory Students Ages 3-5 (not in kindergarten)				
4	Migratory Students in Grades K-5				
5	Migratory Students in Grades 6-8				
6	Migratory Students in Grades 9-12				
7	Migratory Out-of-School Youth (OSY)				
8	Migratory Students with Priority for Services (PFS)				
9	Migratory English Learners (EL)				
10	Migratory Students Eligible for Special Education				
11	Migratory Students with a Qualifying Arrival Date (QAD) within 12 months of the last day of the performance period				
12	Migratory Students Served during the Performance Period				
13	Instructional Services Received During the Performance Period				
14	Migratory Students Receiving Reading Instruction During the Performance Period (teacher or paraprofessional)				
15	Migratory Students Receiving Mathematics Instruction During the Performance Period (teacher or paraprofessional)				
16	Support Services Received During the Performance Period				
17	Counseling Services Received During the Performance Period				
18	Migratory Students Served during the Regular School Year				
19	PFS Migratory Students Served during the Regular School Year				
20	Migratory Students Served during the Summer				
21	PFS Migratory Students Served during the Summer				
22	Migratory Student Graduation Rate				
23	PFS Migratory Student Graduation Rate				
24	Migratory Student Dropout Rate				
25	PFS Migratory Student Dropout Rate				
26	Percent of Migratory Students in Grades 3-8 Scoring at Grade Level or Above on AASA ELA Assessments				
27	Percent of PFS Migratory Students in Grades 3-8 Scoring at Grade Level or Above on AASA ELA Assessments				
28	Percent of Migratory Students in Grades 3-8 scoring at Grade Level or Above on AASA Mathematics Assessments				
29	Percent of PFS Migratory Students in Grades 3-8 Scoring at Grade Level or Above on AASA Mathematics Assessments				
30	Percent of Migratory Students Scoring at Grade Level or Above on AASA End-of-Course (EOC) English Assessments				
31	Percent of PFS Migratory Students Scoring at Grade Level or Above on AASA EOC English Assessments				
32	Percent of Migratory Students Scoring at Grade Level or Above on the AASA EOC Math Assessments				
33	Percent of PFS Migratory Students Scoring at Grade Level or Above on the AASA EOC Math Assessments				

Tool 2-2 LCNA FAMILY NEEDS ASSESSMENT SURVEY TALLY SHEET

Program Data from (Year):

Number of parents responding with preschoolers:

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 HS-aged children not attending school?

Needs	Number of Families Expressing Need	Priority Area (✓)	Comments/Follow-up
1. Supplemental Instruction Needs			
Reading instruction			
Writing instruction			
Mathematics instruction			
Science instruction			
Other content area instruction			
State test preparation			
Completing missing homework/assignments			
English language instruction			
Learning study skills			
Preparing preschoolers for kindergarten			
Life skills such as interview skills, budgeting, saving			
Help with completing high school classes			
2. Supplemental Instructional Services Needs			
Support for completing high school classes			
Migrant summer school			
Preschool services			
Tutors visiting your home			
High school diploma equivalency programs			
Before or after school tutoring			
Strategies for transitioning to a new school			
Support to stay in school			
Opportunities after graduating from high school			
3. Support Services Needs			
School supplies			
Counseling on high school credits/graduation			
Counseling on options after high school			
Health care (medical, mental, dental, vision)			
Support for extracurricular activities			
Nutrition			
Transportation			
Finding preschool programs			
Finding school/community resources			
Translation and interpretation			

Needs	Number of Families Expressing Need	Priority Area (✓)	Comments/Follow-up
4. Parent/Family Needs			
Educational materials at home			
Meetings with teachers or tutors			
Parent activities such reading/math nights			
Parenting education			
Information about children's health issues			
Preparing young children for school			
Migrant Parent Advisory Council (PAC) meetings			
Helping my child with reading/math at home			
Helping my child with homework/assignments			
Family literacy/English language instruction			

5. 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

Program Data from (Year):

Number of MEP district staff responding:	<input type="text"/>	Types of "other" staff responding:
Number of MEP regional staff responding:	<input type="text"/>	
Number of "other" staff responding:	<input type="text"/>	

1. I know enough about the MEP 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
2. Supplemental Instruction Needs			
Reading instruction	<input type="text"/>	<input type="text"/>	
Writing instruction	<input type="text"/>	<input type="text"/>	
Mathematics instruction	<input type="text"/>	<input type="text"/>	
Science instruction	<input type="text"/>	<input type="text"/>	
Other content area instruction	<input type="text"/>	<input type="text"/>	
AZMERIT test preparation	<input type="text"/>	<input type="text"/>	
High school credit accrual	<input type="text"/>	<input type="text"/>	
Completing missing homework/assignments	<input type="text"/>	<input type="text"/>	
English language instruction	<input type="text"/>	<input type="text"/>	
Learning study skills	<input type="text"/>	<input type="text"/>	
Preparing preschoolers for kindergarten	<input type="text"/>	<input type="text"/>	
Life skills such as interview skills, budgeting, saving	<input type="text"/>	<input type="text"/>	
Options after high school	<input type="text"/>	<input type="text"/>	
Other	<input type="text"/>	<input type="text"/>	
3. Supplemental Instructional Services Needs			
Support for completing high school classes	<input type="text"/>	<input type="text"/>	
Migrant summer school	<input type="text"/>	<input type="text"/>	
Preschool programs/school readiness	<input type="text"/>	<input type="text"/>	
Home-based tutoring	<input type="text"/>	<input type="text"/>	
Career/technical education programs	<input type="text"/>	<input type="text"/>	
Extended-day tutoring	<input type="text"/>	<input type="text"/>	
High school diploma equivalency programs	<input type="text"/>	<input type="text"/>	
Dropout prevention programs	<input type="text"/>	<input type="text"/>	
Support for transitioning to a new school	<input type="text"/>	<input type="text"/>	
4. Support Services Needs			
Books/materials/supplies	<input type="text"/>	<input type="text"/>	
Secondary counseling (credits/graduation)	<input type="text"/>	<input type="text"/>	
Counseling on options after high school	<input type="text"/>	<input type="text"/>	
Health care (medical, mental, dental, vision)	<input type="text"/>	<input type="text"/>	
Support for extracurricular activities	<input type="text"/>	<input type="text"/>	
Translation and interpretation	<input type="text"/>	<input type="text"/>	
Nutrition/meals	<input type="text"/>	<input type="text"/>	
Transportation	<input type="text"/>	<input type="text"/>	
Clothing	<input type="text"/>	<input type="text"/>	
Locating school/community resources	<input type="text"/>	<input type="text"/>	
Locating/enrolling in preschool	<input type="text"/>	<input type="text"/>	
Other:	<input type="text"/>	<input type="text"/>	

Needs	Number of Staff Expressing Need	Priority Area (√)	Comments/Follow-up
5. Professional Development Needs			
Program planning/evaluation			
Culturally-relevant instruction			
Student assessment			
Curriculum and instruction			
Identification and recruitment			
Serving out-of-school youth (OSY)			
Reading/literacy strategies			
Mathematics strategies			
Involving parents in their child's education			
ESL/diverse learner strategies			
Accessing school/community resources			
School readiness			
6. Parent Training Needs			
Postsecondary, career, workforce readiness			
How to help children with homework			
Communicating with the school/teachers			
Adolescent health/development			
Family literacy/English language development			
Locating school/community resources			
Early literacy skills			
Helping children with reading/mathematics			
Educational resources in the home			
Parenting education			
Strategies to support education in the home			
Parent involvement			

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

Tool 2-4 LCNA Student (Grades 9-12)/Out-of-School Youth (OSY) Needs Assessment Survey Tally Sheet

Program Data from (Year):

Number of high school students responding:
 Number of high school-aged students (not enrolled in school) responding:

Needs	Number of Students/OSY Expressing Need	Priority Area (v)	Comments/Follow-up
1. Supplemental Instruction Needs			
Reading instruction			
Writing instruction			
Mathematics instruction			
Science instruction			
State test preparation			
Learning about paying for/enrolling in college			
High school classes needed to graduate			
Help with completing missing homework/assignments			
Learning how to study for classes and exams			
Financial instruction on budgeting or paying bills			
Learning about options after high school			
Improving English language skills			
College preparation (AP classes, ACT/SAT)			
None of the above			
2. Supplemental Instructional Services Needs			
Support for completing high school classes			
Migrant summer school			
School day tutoring			
Before or after school tutoring			
Tutors visiting your home			
Career/technical education programs			
High school diploma equivalency programs			
Support for transitioning to a new school			
Dropout prevention programs			
None of the above			
3. Support Services Needs			
Books/materials/school supplies			
Counseling (high school credits/graduation)			
Counseling about options after high school			
Health care (medical, dental, vision)			
Support for extracurricular activities			
Assistance with mental health issues			
Translation and interpretation			
First aid/CPR courses			
Access to computers/Internet			
Nutrition			
Transportation			
Clothing			
Locating school resources			
Locating community resources			

Needs	Number of Students/OSY Expressing Need	Priority Area (✓)	Comments/ Follow-up
Assistance with social health issues			
Water safety/swimming lessons			
School records transfer			
None of the above			

4. How well do you understand graduation requirements?

Number Responding Not at all	Number Responding Somewhat	Number Responding Very well	Number Responding N/A	Priority Area (✓)	Comments/Follow-up

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

Number Responding Not at all	Number Responding Somewhat	Number Responding Very sure	Number Responding N/A	Priority Area (✓)	Comments/Follow-up

6. Summary of other needs identified by students/OSY:

TOOL 3-1 LCNA STRATEGY IMPLEMENTATION PLAN

The LCNA Strategy Implementation Plan will help you identify how you are going to implement the Strategies in the Arizona Migrant Education Program (MEP) Service Delivery Plan (SDP). Depending on the needs identified in the LCNA, check one of the priority boxes (low, medium, or high) after entering implementation activities based on needs identified during the LCNA, possible solution(s), resources needed, timelines, and person(s) responsible.

English Language Arts/ Mathematics Strategies in the Arizona SDP	Implementation Activities <i>(Based on the needs identified in the LCNA)</i>	Resources Needed	Timeline	Person(s) Responsible	Priority Level		
					L	M	H
Strategy 1-1a: Coordinate/provide targeted supplemental instructional services in ELA and math to identified migratory students.							
Strategy 1-1b: Coordinate/provide access to virtual and/or in-person instructional interventions and resources in ELA and math.							

School Readiness Strategies in the Arizona SDP	Implementation Activities <i>(Based on the needs identified in the LCNA)</i>	Resources Needed	Timeline	Person(s) Responsible	Priority Level		
					L	M	H
Strategy 2-1: Coordinate/provide instructional services for migratory children ages 3-5 (not in kindergarten).							
Strategy 2-2: Coordinate/provide migratory preschool children and their families with educational materials and resources to support their language development (e.g., school readiness backpacks, bilingual books, flash cards).							

Graduation/Services to OSY Strategies in the Arizona SDP	Implementation Activities <i>(Based on the needs identified in the LCNA)</i>	Resources Needed	Timeline	Person(s) Responsible	Priority Level		
					L	M	H
Strategy 3-1: Coordinate/ provide opportunities for migratory high school students and OSY to learn about graduation requirements and college and career readiness opportunities.							
Strategy 3-2a: Coordinate/ provide MEP instructional services for migratory high school students and OSY.							
Strategy 3-2b: Coordinate/ provide credit accrual opportunities for migratory student in grades 9-12 and OSY (e.g., PASS, college classes).							

Non-Instructional Support Services Strategies in the Arizona SDP	Implementation Activities <i>(Based on the needs identified in the LCNA)</i>	Resources Needed	Timeline	Person(s) Responsible	Priority Level		
					L	M	H
Strategy 4-1: Coordinate/ provide training, technology literacy, tools, resources, and information for migratory parents about ways to support and advocate for their child(ren) (e.g., existing ELA and math instructional resources, strategies to support child development, school readiness, school enrollment, high school graduation requirements, college and career readiness).							
Strategy 4-2: Coordinate/ provide support services during the regular term and summer that address the identified needs of migratory children and youth.							
Strategy 4-3: Coordinate/ provide evidence-based professional development to migrant staff (e.g., ELA, math, ID&R, school readiness, allowable use of funds, needs of migratory families, high school graduation requirements, college and career readiness opportunities, engaging and serving OSY).							

TOOL 3-2 LCNA ACTION PLAN

The LCNA Action Plan will help you target the greatest needs identified through the LCNA. 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 (low, medium, or high) after entering priority needs identified during the LCNA, possible solution(s), resources needed, timelines, and person(s) responsible.

Priority Need Identified Through the LCNA	Possible Solution(s)	Resources Needed	Timeline	Person(s) Responsible	Priority Level		
					L	M	H

Appendix B

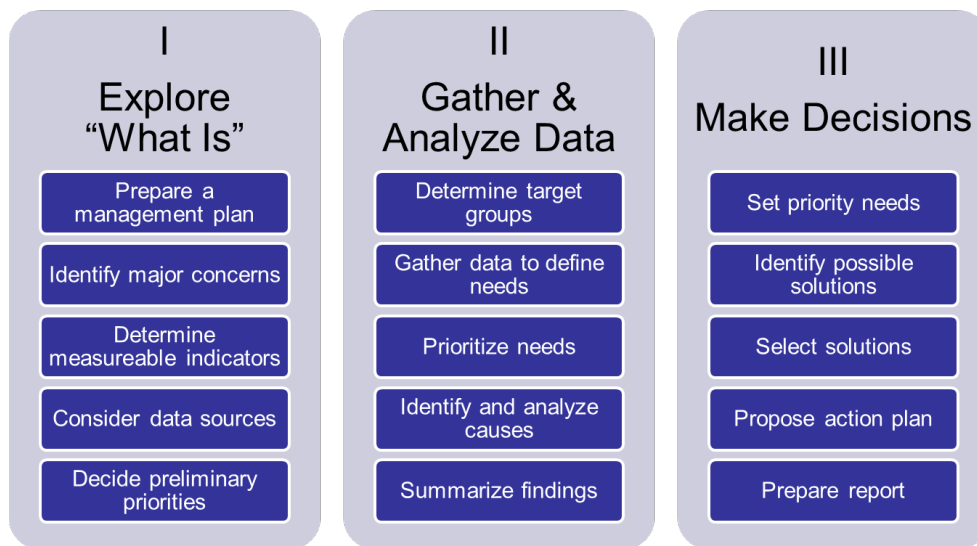
Statewide Needs Identified in the 2021 Arizona CNA

LCNA Toolkit - Appendix B

Statewide Needs Identified in the 2021 Arizona CNA

A state Migrant Education Program (MEP) Comprehensive Needs Assessment (CNA) is a systematic assessment and decision-making process that progresses through a defined series of phases to determine needs, examine their nature and causes, and set priorities for future action. The graphic below shows the recommended phases of the comprehensive needs assessment for state MEPs as presented in *The CNA Toolkit* (2018) produced by the U.S. Department of Education, Office of Migrant Education (OME).

Three-phase Model for the CNA



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

Upon completion of the statewide CNA process, a summary is included in a final CNA report that forms an action plan with educational solutions that inform the MEP SDP. The needs identified in the most recent Arizona MEP CNA (2021) can be found on the following pages. Needs are organized by the three goal areas of English Language Arts (ELA)/Mathematics, School Readiness, and High School Graduation and Services to Out-of-School Youth (OSY).

Goal Area 1: English Language Arts/Mathematics

Concern	Data Source	Need Indicator/ Need Statement	Possible Solution
<p>1-1) We are concerned that PFS students are performing at a much lower level on state reading and math assessments than non-PFS students.</p>	2019 AZMerit Test Results	<p><u>Indicators</u> 8% of PFS students are scoring proficient on the 2019 AZMerit ELA Assessment compared to 31% for non-PFS Migratory students.</p> <p>13% of PFS students are scoring proficient on the 2019 AZMerit Math Assessment compared to 37% for non-PFS Migratory.</p>	<p>1-1a) Utilize and maintain a student profile tool.</p> <p>1-1b) Implement a student intervention plan for each migratory PFS student identifying specific needs for ELA and/or math and ongoing data collection (e.g., district benchmarks, DIBELS, AZELLA, AZMERIT).</p> <p>1-1c) Provide supplemental instructional services to identified PFS students (e.g., before/after-school tutoring, interventions, advocacy, Saturday school, summer school).</p>
		<p><u>Statement</u> The percentage of PFS students scoring proficient on the AZMerit Assessment needs to increase by 23% in ELA and 24% in math.</p>	
<p>1-2) We are concerned that there are not enough resources available to support student learning in reading and math in a virtual environment.</p>	Expert Committee Opinion	<p><u>Indicator</u> Educators on the CNA Committee expressed concern that migratory students are not receiving adequate instructional support in ELA or Math in a virtual learning environment based on direct observations. (No access to computers or internet)</p>	<p>1-2a) Utilize virtual interventions and online resources to provide direct instruction aligned to benchmarks (e.g., Zoom, online education platforms and software, free/paid online learning academies).</p> <p>1-2b) Provide students with packets of instructional supplies, literature, materials, and school supplies.</p> <p>1-2c) Provide mobile hotspots / computers to allow students to access the internet and virtual learning platforms from home.</p>
		<p><u>Statement</u> The number of migratory students receiving adequate instructional support in a virtual learning environment in ELA or math needs to increase.</p>	
<p>1-3) We are concerned that there is an achievement gap in ELA and math between migratory and non-migratory students.</p>	2019 AZMerit Test Results	<p><u>Indicators</u> 19% of migratory students scored proficient on the 2019 AZMerit ELA Assessment (42% non-migratory).</p> <p>25% of migratory students scored proficient on AZMerit Math Assessment (44% non-migratory).</p>	<p>1-3a) Create, utilize and maintain a student profile tool.</p> <p>1-3b) Implement a student intervention plan for each migratory student identifying specific needs for ELA and/or math and ongoing data collection (e.g., district benchmarks, DIBELS, AZELLA, AZMERIT).</p>
		<p><u>Statement</u> The percentage of migratory students scoring proficient on the AZMerit needs to increase by 23% in ELA and 19% in math.</p>	
<p>1-4) We are concerned that migratory parents feel their students are not receiving adequate instructional support in reading and math (especially in a virtual learning environment).</p>	Parent Needs Survey	<p><u>Indicators</u> 48% of parents stated that their child(ren) needs help with Reading & Writing (ELA).</p> <p>32% of parents stated that their child(ren) needs help with math.</p>	<p>1-4a) Utilize LNA parent surveys to collect information about parent concerns.</p> <p>1-4b) Disseminate LNA parent survey results with migratory families (e.g., via social media, e-mail, and virtual meetings).</p> <p>1-4c) Provide parents/guardians with information and assistance in accessing existing instructional resources and support services (e.g., during recruitment, MPAC, SMPAC, recorded and virtual meetings).</p> <p>1-4d) Maintain communication with students/parents to inform about academic performance and challenges of each student.</p>
		<p><u>Statement</u> The percentage of parents indicating their child(ren) needs help with ELA and math needs to decrease.</p>	

Concern	Data Source	Need Indicator/ Need Statement	Possible Solution
			<p>1-4e) Conduct home visits to deliver packets/supplies and have conversations with students and parents.</p> <p>1-4f) Partner with higher learning institutions to provide educational opportunities for students (e.g., ASU, AWC, First Things First).</p>

Goal Area 2: School Readiness

Concern	Data Source	Need Indicator/ Need Statement	Possible Solution
<p>2-1) We are concerned that migratory children ages 3-5 are not receiving instructional and/or support services (e.g., center-based instruction, home-based instruction, medical, dental, nutrition, educational resources at home, books).</p>	<p>2019-20 CSPR Data Check Sheet</p> <p>2020 Parent/Family Needs Assessment Survey Results</p> <p>2020 Staff Needs Assessment Results</p>	<p>Indicators</p> <p>14% of migratory students ages 3-5 received instructional services.</p> <p>34% of migratory students ages 3-5 received support services.</p> <p>40% of parents indicated a need for health care; 38% for school supplies.</p> <p>78% of staff indicated a need for books/materials/supplies, 69% for health, 56% for nutrition.</p>	<p>2-1a) Coordinate with Title 1-A to ensure that instructional services are provided to identified migratory students.</p> <p>2-1b) Provide home-based or virtual instructional services (e.g., technology, instructional packets).</p> <p>2-1c) Maintain direct communication with families regarding support services needed.</p> <p>2-1d) Host parent events to disseminate information (e.g., health care, supplies, nutrition, dental, transportation).</p> <p>2-1e) Hire staff (preschool teacher) to provide services to migratory children ages 3-5.</p> <p>2-1f) Collaborate with other local/state agencies to provide services and information.</p>
		<p>Statements</p> <p>The percentage of migratory students ages 3-5 receiving instructional services and support services needs to increase.</p> <p>The percentage of parents indicating a need for health care or school supplies needs to decrease.</p> <p>The percentage of staff indicating a need for books/materials/supplies, health, and nutrition needs to decrease.</p>	
<p>2-2) We are concerned that we do not provide parents with enough strategies to support their children's academic success and that they are not aware of resources, programs, and services for preschool-aged children.</p>	<p>2020 Parent & Family Needs Assessment Survey</p>	<p>Indicators</p> <p>92% of parents indicated a need for understanding child development.</p> <p>77% of parents indicated a need for support preparing their child for school.</p> <p>46% of parents indicated a need for support in finding/enrolling their child in preschool.</p>	<p>2-2a) Provide home-based and/or virtual training for parents on strategies to support child development, school readiness, and school enrollment.</p> <p>2-2b) Provide information to parents about available community resources (e.g., agencies, educational partners, community programs).</p> <p>2-2c) Survey families about their needs and inquire about additional services they need.</p>

Concern	Data Source	Need Indicator/ Need Statement	Possible Solution
		<p>Statement The percentage of parents indicating a need for understanding child development, preparing their child for school, and finding/enrolling their child in preschool needs to decrease.</p>	
<p>2-3) We are concerned that some migratory children ages 3-5 lack social emotional, and/or academic preparedness for kindergarten.</p>	<p>Expert committee opinion</p>	<p>Indicator The NAC goal group indicates a need for social, emotional, and/or academic supports that would prepare migratory children for kindergarten.</p> <p>Statement Migratory children will be better prepared for kindergarten.</p>	<p>2-3a) Provide home-based instructional services that support social emotional and academic preparedness for kindergarten. 2-3b) Collaborate with community agencies that provide services to preschool-aged children. 2-3c) Host parent events to disseminate information about relevant services available from community agencies.</p>
<p>2-4) We are concerned that migratory children ages 3-5 are not in school because districts/MEP lack sufficient staff to identify preschool-aged children who are not in school, and that existing staff are spread thin.</p>	<p>Expert committee opinion</p>	<p>Indicator The NAC goal group indicates a need for additional staffing to support identification and recruitment of migratory preschool-aged children.</p> <p>Statement There will be additional staff to support identification and recruitment of migratory preschool-aged children.</p>	<p>2-4a) Collaborate with community partners to identify migratory children ages 3-5 (e.g., churches, CPLC, high schools). 2-4b) Disseminate information to parents about eligibility of, and services to, preschool-aged children. 2-4c) Increase/train staff dedicated to the identification and recruitment of preschool-aged children. 2-4d) Increase/train staff dedicated to providing services to preschool-aged children. 2-4e) Provide transportation to preschool-aged children. 2-4f) Provide Professional Development (PD) to staff (migrant and non-migrant) about the needs of migratory families and the use of MEP funding to meet those needs.</p>
<p>2-5) We are concerned that some migratory children ages 3-5 need additional language support because English is not spoken in the home.</p>	<p>Expert committee opinion</p>	<p>Indicator The NAC goal group indicates a need for English language support for children in homes where English is not spoken such as English classes for parents and children, or other resources.</p> <p>Statement Migratory children and parents will receive English language support.</p>	<p>2-5a) Provide families with training and support (in English or native language) in using technology to support language learning. 2-5b) Provide families with bilingual education materials (e.g., dictionaries, tablets). 2-5c) Disseminate information on the availability of virtual English language training and support (e.g., Migrant Literacy Net).</p>

Goal Area 3: High School Graduation/Services to OSY

Concern	Data Source	Need Indicator/ Need Statement	Possible Solution
<p>3-1) We are concerned that migratory students are not graduating at the same rate as their non-migratory peers.</p>	2019-20 Graduation Rates	<p>Indicator 68.5% of migratory PFS students graduated compared to 84.2% of non-migratory students.</p>	<p>3-1a) Meet with school counselors to provide ongoing monitoring and graduation requirements (e.g., provide online learning, PASS, credit accrual/recovery, student leadership academies and summer school). 3-1b) Provide workshops for parents/students on graduation requirements and graduation/post-secondary opportunities for high school students and/or OSY.</p>
		<p>Statement The percentage of migratory PFS students graduating needs to improve by 15.7%.</p>	
<p>3-2) We are concerned that migratory high school students and OSY are not receiving instructional and support services to meet their educational needs (e.g., literacy skills, materials, counseling, social and emotional support).</p>	2018-19 State Assessment Data	<p>Indicators 11% of migratory 9th grade students earned a proficiency or higher rating on the 2018-2019 state ELA assessment (11% - 10th grade; 9% - 11th grade), compared to 34% of non-migratory 9th graders (31% - 10th graders; 31% - 11th graders). 21% of migratory 9th grade students earned a proficiency or higher rating on the 2018-2019 state math assessment (17% - 10th grade; 18% - 11th grade), compared to 46% of non-migratory 9th graders (36% - 10th graders; 42% - 11th graders).</p>	<p>3-2a) Increase support to ensure students are on track for graduation (e.g., migrant staff, extended day classes, tutoring, technical support). 3-2b) Collaborate/provide instructional and emotional support services (e.g., partnering with community health services, school supplies, community resources).</p>
		<p>Statement The percentage of migratory high school students earning a proficiency or higher rating on the state assessments in ELA and math needs to increase.</p>	
<p>3-3) We are concerned that we are not adequately serving identified OSY.</p>	2019-20 CSPR Data Check Sheet	<p>Indicator In 2019-20, there were 409 total eligible OSY and only 14% were served.</p>	<p>3-3a) Provide Professional Development for MEP staff regarding strategies for identifying, engaging, and serving OSY. 3-3b) Collaborate with local employers of qualifying industries, other LEAs, agricultural associations, and community agencies to identify and recruit OSY (e.g., DES, AZ@Work, WIC). 3-3c) Provide instructional and support services to OSY to address their immediate needs, and to help with building rapport with OSY (e.g., GOSOSY materials, PASS, COVID kit, Hygiene Kits, supplies, educational materials).</p>
		<p>Statement The percentage of OSY served needs to increase.</p>	
<p>3-4) We are concerned that the current number of community partnerships can limit the support/resources that are available to</p>	<p>Staff Needs Surveys Expert committee opinion</p>	<p>Indicators 51% of staff indicated that parents needed training on community resources. The NAC goal area group reports that the current amount of community partnerships is not sufficient.</p>	<p>3-4a) Collaborate with local community agencies and other programs to form new partnerships to address the needs of OSY students (e.g., Parent Advisory Council [PAC] meetings, field recruitment, McKinney-Vento). 3-4b) Develop and disseminate a quarterly newsletter of</p>

Concern	Data Source	Need Indicator/ Need Statement	Possible Solution
our migratory students and OSY.		<p>Statement The percentage of parents receiving information about community resources needs to increase.</p>	resources/advertisement for migratory students and OSY.
<p>3-5) We are concerned that migratory high school students, parents and OSY are not receiving enough information and support about graduation requirements and college and career plans.</p>	Parent/Student Needs Survey	<p>Indicators 96% of parents indicated a need for information on options after high school, 58% need high school credit information, 38% need information for promoting high school graduation.</p> <p>46% of students reported that they do not understand the graduation requirements at all.</p> <p>Statements The percentage of parents indicating a need for information about options after high school, credit information, and promoting high school graduation needs to decrease.</p> <p>The percentage of students indicating they understand graduation requirements needs to decrease.</p>	<p>3-5a) Host parent and student meetings with school counselors/MEP staff to review and understand graduation requirements. 3-5b) Collaborate with colleges and universities and trade/vocational schools (e.g., ASU/AWC CAMP, Universal Technical Institute). 3-5c) Collaborate with local employers of qualifying industries, other LEAs, agricultural associations, and community agencies to identify and recruit OSY (e.g., Career Fair). 3-5d) Provide information to OSY at time of initial contact regarding graduation requirements, GED options, and college / career paths, and other support services and resources available.</p>