

# Section L: Writing the Comprehensive Needs Assessment Report

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Step 5: Transition to a Service Delivery Plan		
Activities	Recommended Tasks	Highly Recommended
Write the CNA report	Include <ul style="list-style-type: none"> <li>• Executive summary</li> <li>• Updated Migrant Student Profile</li> <li>• Purpose and scope of the report</li> <li>• Methodology</li> <li>• Results and implications</li> <li>• Solution strategies and Measurable Program Outcomes</li> <li>• Conclusion and next steps</li> </ul>	Include <ul style="list-style-type: none"> <li>• Synthesis of key deliberations</li> <li>• New learning</li> <li>• Consider future data collection opportunities</li> </ul>

It is strongly recommended that you summarize the findings and recommendations of the Comprehensive Needs Assessment in a final report. The notes, worksheets, and other materials that you have archived throughout the CNA process will be of use now in the writing of the CNA report. You should use these as a reference for each section of the CNA report.

## L.1 Suggested Outline of Sections of the CNA Report

The following outline is a sample of how to structure the report. This outline provides suggestions on what information might be included in each section. (Please Note: It is beyond the scope of the *Comprehensive Needs Assessment Toolkit* to provide boilerplate language for the CNA. Each state Migrant Education Program’s (MEP) report should reflect the CNA process undertaken, adapted to specific state contexts and the unique needs of the migrant children in that state.)

### A. Table of Contents

In addition to a listing of the sections, we also recommend a separate list of figures and tables. This will be handy for accessing data quickly.

### B. Executive Summary

An executive summary should be a brief, comprehensive summary of the report. It will be an important communication tool as it provides a concise overview of the

CNA and serves as a condensed version of the report. Remember to highlight the structure of the CNA process as well as the main findings and lessons learned.

### **C. Overview of the State Migrant Education Program**

An overview of the state MEP is useful background for a reader to understand your state context. You may want to provide a brief description of the number of students served and the demographics of your migrant student population, as well as using the following guiding questions in writing this section:

- What are the specific goals for the MEP in your state?
- How do the state MEP goals align with the Federal MEP Goal Areas?
- Is your state considered a small, medium, or large state? A sending or a receiving state?
- How is the MEP administered (e.g., number of local operating agencies)?
- What are the major agricultural and fishing activities within the state, by region?

### **D. Purpose and Scope of the CNA**

Write a brief narrative that explains the reason for conducting the CNA as defined by law and regulations. You may want to incorporate the citations from the ESEA, Title I, Part C, Section 1306 and regulations in 34 CFR 200.83. (See *Section B: Legal Requirements*) Note the time period in which the CNA took place.

### **E. Migrant Student Profile**

Provide a snapshot of migrant students in your state by highlighting data that illustrate general trends in demographics, mobility, and academic outcomes for the population. Include narrative to describe a “typical migrant child” in the state, supported by a combination of graphs, tables, and charts. Describe the major patterns and data findings that served as a reference point for the CNA.

Include information on Priority for Service students and other subgroups, such as preschool migratory children and out-of-school youth.

### **F. Methodology**

Describe the CNA process step-by-step, including the timelines and roles of teams and work groups. Specifically address:

- How were initial Concern Statements generated?
- How were Need Indicators prioritized?
- What data did you collect and from what sources?
- From what year(s) did the team examine data?
- What kind of sampling did you use?
- If you used surveys, how were they administered (sampling, languages, paper/electronic/interviews, etc.)?

- What limitations or challenges did you encounter during data collection?
- How were solutions developed and by whom were they developed?
- What criteria did the NAC use in prioritizing solutions and strategies?
- What difficulties did you encounter while collecting and analyzing data?

We suggest that you include definitions of terms that are unique to the CNA, such as Areas of Concern, Concern Statements, Need Indicators, Solution Strategies, and Measurable Program Outcomes. *Appendix A.2 Terms and Definitions Related to the MEP Comprehensive Needs Assessment, Service Delivery Plan, and Program Evaluation* is a good resource to assist with this task.

### **G. Results and Implications**

- Summarize the data findings for the Concern Statements and Need Indicators. Explain how the data confirm or dismiss the initial concerns. You may want to include narrative on data indicators that lacked available information and any lessons learned through data challenges.
- Describe the Need Statements developed as a result of the data. A table can be useful in showing the progress from initial Concern Statements and Need Indicators to information collected and Need Statements developed.

### **H. Solutions and Measurable Program Outcomes**

- Include prioritized proposed solutions and strategies with explanation of the prioritization criteria.
- Include proposed Measurable Program Outcomes.

### **I. Conclusions and Next Steps**

Summarize the major findings from the CNA in terms of what was learned about the unique needs of the migrant student population. Describe any lessons learned about data systems, communication across stakeholder groups, etc. Explain how the results of the CNA will be used to inform the Service Delivery Plan and evaluation of program services in the continuous improvement cycle.

### **Appendices**

Add supporting documents from each phase to appendices as needed. Documentation might include meeting agendas and minutes, a list of Concern Statements that did not make the priority list, survey instruments, data analysis summaries, etc.

## **L.2 Reviewing the CNA Report**

We encourage you to revisit the checklist in *Appendix B.1 Checklist of Requirements for the Comprehensive Needs Assessment* to ensure that the CNA report meets all statutory requirements.

In addition, we recommend that several individuals external to the CNA process review the report and offer feedback. See Table L.1 for suggested reviewers.

Table L.1 Suggested CNA Report Reviewers

Role Group	Reason	Questions to Ask
Data expert	To ensure that data collection and analysis methodologies were sound	<ul style="list-style-type: none"> <li>• Were there sufficient data to validate concerns?</li> <li>• Were data collection methods sound?</li> <li>• Is there a logical progression from the concern to the findings?</li> </ul>
Member of Service Delivery Planning (SDP) team (if selected)	To ensure that the information is sufficient to provide a foundation for the work of the SDP planning team	<ul style="list-style-type: none"> <li>• Is the information in the CNA report organized in an understandable and useful way?</li> <li>• Is there any information you need that might be archived from the CNA process?</li> </ul>
Local migrant program coordinator	To see if the CNA report provides useful information to help local programs improve their services	<ul style="list-style-type: none"> <li>• Does the CNA report reflect the needs that you are aware of in your and other local programs?</li> <li>• What could make this report more useful to local program coordinators?</li> </ul>
Parent Advisory Council (PAC) member	To see if the CNA report will be readable by and useful to other PAC members and parents in general	<ul style="list-style-type: none"> <li>• Is the CNA written in a way that it will be useful for parents serving in advisory roles for the MEP?</li> <li>• In what ways could the information be packaged more effectively for these stakeholders?</li> </ul>

Once you receive feedback, revise the CNA report and format it to be visual and easy to read.

### L.3 Archiving Information for the CNA

We recommend that you include the following information in your records and archives:

- All drafts of the CNA (During the writing process, you may discover that information deleted from an earlier draft is needed for a later draft.)

- All written feedback and notes on verbal feedback

#### **L.4 Manager's Checklist and Reflection**

Here are some key accomplishments for *Section L: Writing the Comprehensive Needs Assessment Report*. Take a moment to jot down your progress on the items below. Also, note any issues or challenges.

#### **Manager's Checklist**

- Reviewed the suggested table of contents and adapted it for the CNA report in our state.
- Developed, or oversaw the development of, the CNA report.
- Reviewed the CNA report using the checklist of statutory requirements in *Appendix B.1 Checklist of Requirements for the Comprehensive Needs Assessment*.
- Obtained feedback from key stakeholders and revised the report.

#### **Reflection**

1. How effective was the CNA process in providing you with the information needed for the CNA report?
2. If you were to improve the process for the next CNA, what would you do?