

Migrant Education
Comprehensive Needs
Assessment Toolkit
A Tool for State Migrant Directors

Summer 2012

Developed by the U.S. Department of Education Office of Migrant Education through a contract with The SERVE Center at the University of North Carolina-Greensboro.

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Section A: Introduction and Overview

Letter to State Directors

Under Title I, Part C - Education of Migratory Children of the Elementary and Secondary Education Act, state education agencies must conduct a Comprehensive Needs Assessment. The *Comprehensive Needs Assessment Toolkit* is the first in a series of three documents that have been developed through the Office of Migrant Education. Subsequent documents include the *Service Delivery Plan Toolkit* and the *Program Evaluation Toolkit*.

Taken together, these three toolkits provide a guide for a continuous improvement cycle of program planning, implementation, and evaluation. In this cycle, states identify the current needs and priorities of migrant students and families, select appropriate strategies to meet those needs, implement services that reflect such strategies, and assess the degree to which planned services have been successful at meeting identified needs.

This *Toolkit* is designed as a step-by-step process for state Migrant Education Program Directors to plan and conduct a state Comprehensive Needs Assessment.

We hope that you find the *Comprehensive Needs Assessment Toolkit* useful, and we invite you to send us your comments and share your administrative and governance best practices. We would like to express our thanks and gratitude to those states that shared their policies, procedures, and forms with us and made their usage available as examples.

Thank you,

The Office of Migrant Education

A.1 Purpose of the *Comprehensive Needs Assessment Toolkit* and the Continuous Improvement Cycle

The purpose of the *Comprehensive Needs Assessment Toolkit* is to provide state and local directors of Migrant Education Programs (MEPs) with guidance and resources to assess the needs of migrant students. This assessment takes into account what has been done in the past and identifies continuing needs and priorities. In addition, it proposes successful strategies that can be incorporated to move the MEP closer to achieving Federal program and state performance goals.

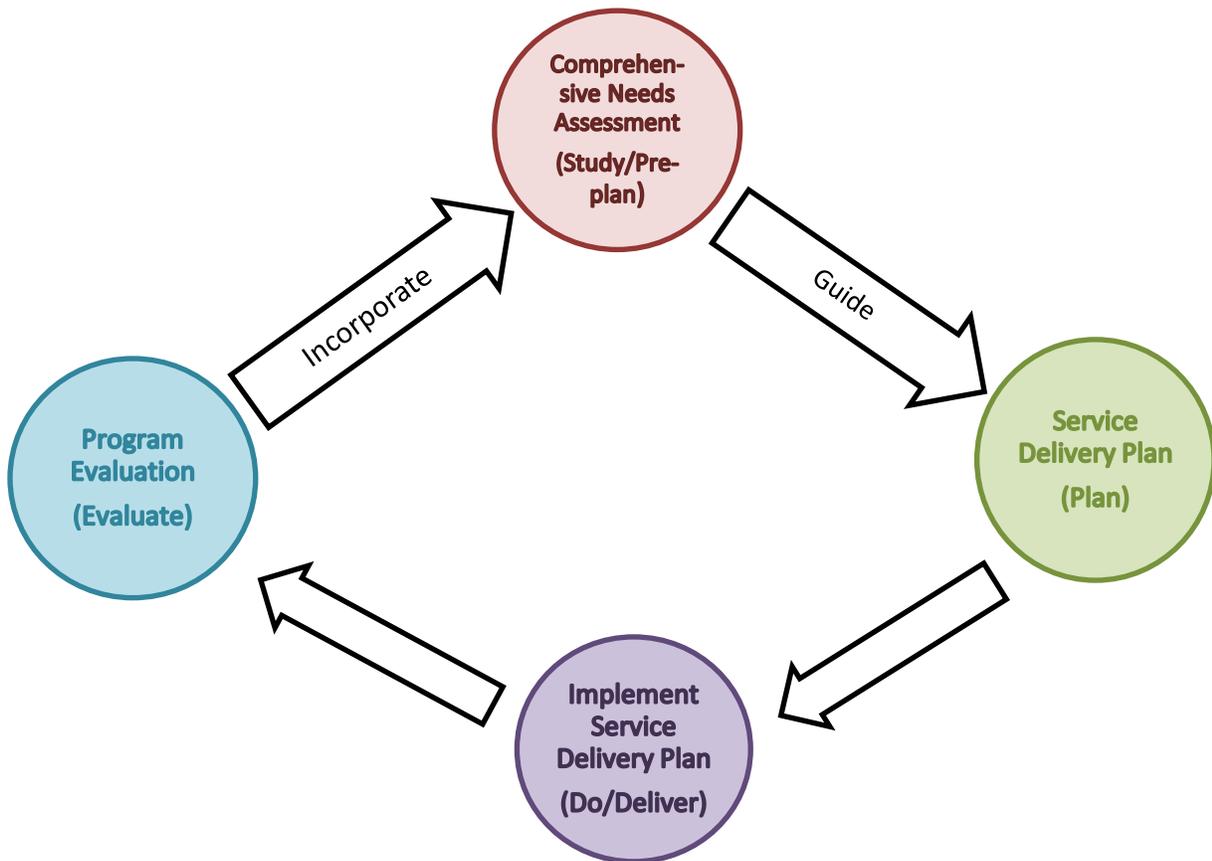


Figure A.1 State Migrant Education Program Continuous Improvement Cycle (*Office of Migrant Education, 2012*)

The Comprehensive Needs Assessment (CNA) is part of a Continuous Improvement Cycle, as depicted in Figure A.1. 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 provides an opportunity to review data

on migrant students and review the progress toward program goals included in the MEP program evaluation. This information is utilized to identify further needs and to propose research-based strategies to meet those needs. The CNA, in turn, informs the Service Delivery Plan (SDP). In the process to develop a plan for providing services to migrant students, a planning team reviews the strategies, prioritizes them, and develops a statewide plan for implementing the strategies. The program evaluation assesses the level of implementation, which the MEP can use to improve its delivery of services, and assesses the results of the implementation. The MEP can also use the program evaluation to determine the progress of migrant students toward Federal and state goals. The program evaluation feeds into the needs assessment process and the cycle continues.

The CNA process presented in this *Toolkit* can be adapted to the resources and organizational structures in specific state settings. However the basic process is utilized, a useful CNA is one that lays the groundwork for designing a data-based, needs-driven SDP by proposing solutions to address the complex problems of migrant students, utilizing the most current research and expertise whenever possible.

A.2 Responsibility of the State MEP in Developing the CNA

The state MEP, and more specifically the state director, is responsible for facilitating or overseeing the CNA process. This initiative involves a collaborative process of analyzing a variety of data from multiple sources to determine what migrant children need in order to have successful educational outcomes. In addition, the most recent MEP program evaluation report should be reviewed to determine progress of migrant children toward state performance goals.

The CNA should be used as a decision-making tool that will impact operation of the MEP at both the state and local levels. Your CNA will benefit not only SEA administrators, but also local program staff, who will be able to use it to target services more closely to the needs of migrant children.

Ideally, the process to develop your CNA will:

- Be participatory and ensure statewide involvement
- Ensure that the unique needs of migrant students are identified through reviewing existing data and collecting additional data when necessary to provide quantitative and qualitative information that will guide programming and policy decisions
- Identify areas of critical need, both for Priority for Services (PFS) students and with respect to program goals, making it easier to ensure that subgranted MEP funds are properly used
- Involve a thorough review of the entire statewide MEP, including program evaluation reports

- Engage state MEP staff, educators, parents, and community members to establish broad-based involvement to shape the MEP and implement changes as needed
- Provide a rational decision-making process for determining how MEP funds are allocated

At the end of conducting a statewide CNA, you are encouraged to produce a summary of findings that will be the basis for an action plan for the SDP.

A.3 Suggested Elements of the CNA

Regardless of the exact steps your state uses to conduct its CNA, there are major elements you will likely want to include:

- **Management plan**
 - How will you facilitate the involvement of key stakeholders in doing what?
 - What is a reasonable timeline within which to conduct the CNA?
- **Partners and stakeholders**
 - Who will help?
 - In addition to working with state and local MEP staff, will you be able to count on help from the State Migrant Parent Advisory Council, local universities, or other organizations?
- **Special educational needs unique to migrant children**
 - What is it about the migratory lifestyle or particular situations faced by migrant children or their families that interferes with the academic success of the state's migrant students?
- **Data**
 - How do you ensure data of high quality and from multiple sources for a comprehensive assessment?
 - How much do you really know about the challenges and barriers faced by your migrant students?
 - Which challenges are grounded in data and which are assumptions?
- **Potential solutions**
 - What are some possible ways the MEP could address the special educational needs of migrant children?
- **System-wide approach**
 - How do the needs of migrant children vary across the state, across grades, and across other groups (preschool and Out-of-School youth)?

A.4 Seven Areas of Concern

An "Area of Concern" is defined as a broad area based on the root causes of the unique characteristics of the target group. It can be considered a collection of related concerns.

The Office of Migrant Education identified Seven Areas of Concern through a process that involved a review of research on the literature on migrant education and the needs of migrant students, as well as the implementation of a pilot program on needs assessment conducted in four states. These Seven Areas of Concern were found to consistently arise across several pilot states. The root causes are apparent in the migratory lifestyle of migrant children.

The root causes include:

- Mobility
- Possible moves from one country to another
- Low wages for work
- Feelings of isolation from the larger community due to cultural adjustment and linguistic differences

The Seven Areas of Concern are:

- Educational continuity
- Instructional time
- School engagement
- English language development
- Educational support in the home
- Health
- Access to services

We suggest that you use these identified Areas of Concern as a framework for identifying the needs of migrant children in your state.

A.5 A Step-by-Step Approach to the CNA

In 2002, OME issued guidance requesting that states consider using the needs assessment approach published in *Planning and Conducting Needs Assessments: A Practical Guide* (Witkin & Altschuld, 1995). Over 20 states have used the Witkin and Altschuld "model" to complete their CNAs. Some state MEPs modified the process to simplify the steps to better "fit" their program. The *Comprehensive Needs Assessment Toolkit* converts this model to a five-step process that includes a step for planning and a step for connecting the CNA to the development of the SDP.

The five basic steps are described below.

Step 1 - Preliminary Work

- The state director reviews requirements of the CNA.
- The state director develops a management plan that sets the project's general timeline and identifies the teams needed for accomplishing each phase.
- The state director establishes a Needs Assessment Committee (NAC) that reflects a broad representation of perspectives to provide thoughtful guidance to the process.
- The state director develops a migrant student profile that provides baseline data on the migrant population.

Step 2 - Explore What Is

- The NAC reviews existing data and program evaluation reports.
- The NAC identifies concerns about migrant students and families.
- The NAC develops Need Indicators and suggests areas for data collection that will confirm and challenge their assumptions about their concerns.

Step 3 - Gather and Analyze Data

- The state director oversees data collection that measures the identified needs and the gaps between migrant students and their non-migrant peers.
- The NAC or a work group organizes and analyzes the data.
- The NAC or work group creates a set of Need Statements and prioritizes them.

Step 4 - Make Decisions

- The NAC reviews the prioritized Need Statements and proposes evidence-based solutions for closing the educational gaps that migrant children face in school.
- The NAC prioritizes the solutions.

Step 5 - Transitioning to a Service Delivery Plan

- The state director writes, or oversees the writing of, the final CNA report that documents the CNA process and findings.
- The state director shares the CNA with stakeholders and administrators at the SEA and LEA level.
- The state director uses the CNA as the basis for initiating the SDP planning process.

Table A.1 A Step-by-Step Approach to Developing the Comprehensive Needs Assessment

Step 1: Preliminary Work			
Activity	Related Sections in the Toolkit	Recommended Tasks	Highly Recommended
Review the requirements for the CNA	Section B	<ul style="list-style-type: none"> Review the summary of the laws and regulations related to the CNA Review OME goals and priorities 	<ul style="list-style-type: none"> Access the law, guidance, and regulations online and review
Develop a Management Plan for the CNA Process	Section C	<ul style="list-style-type: none"> Receive approval to begin CNA process from all appropriate levels within the SEA Identify a Management Team and delineate clear roles and responsibilities for staffing Establish a general schedule for the process with a calendar of meeting dates Identify resources needed for each step Create Management Plan benchmarks for ongoing monitoring Ensure that team members are kept apprised of meeting outcomes 	<ul style="list-style-type: none"> Specify staffing by Management Team, NAC, and other teams or work groups needed Provide periodic updates to wider community about CNA progress
Create a Needs Assessment Committee (NAC)	Section D	<ul style="list-style-type: none"> Determine commitment of time and effort necessary Choose members to assure geographic representation Include Parent Advisory Council (PAC) representatives and other non-MEP staff stakeholders Invite selected 	<p>Make sure NAC includes:</p> <ul style="list-style-type: none"> Subject matter expertise Areas of Concern expertise (healthcare) Coordinating agencies Data specialists Recognized MEP leaders Other Federal program directors (for

		<p>individuals to join the NAC</p> <ul style="list-style-type: none"> • Communicate to NAC members the time and work commitment involved 	example, Title III)
Create a migrant student profile	Section E	<p>Collect and examine demographic data of migrant students as a snapshot of the population to be used as a foundation for the needs assessment process</p> <ul style="list-style-type: none"> • Include a summary of the most recent program evaluation to feature progress toward goals • Include academic performance indicators as well as demographics • Include a summary that highlights patterns and trends • Include comparison groups, migrant, non-migrant, PFS, (whenever possible) to prove a means for gap analysis 	<p>Profile data used as foundation for needs assessment process</p> <p>If possible include:</p> <ul style="list-style-type: none"> • Data on migrant families • Mobility patterns • Data from multiple years drawn from longitudinal analysis
Step 2: Explore What Is			
Activities	Related Sections in the Toolkit	Recommended Tasks	Highly Recommended
Identify concerns	Section F	<p>NAC meets and holds discussions:</p> <ul style="list-style-type: none"> • Begin with concerns previously identified by the state or with the Seven Areas of Concern (identified by OME) and the statutory Goal Areas for migrant students 	<ul style="list-style-type: none"> • Include iterations of refinement in light of additional criteria • Gather community input beyond NAC

		<ul style="list-style-type: none"> • Review migrant profile • Review program evaluation • Focus primarily on student need • Conduct prioritization of needs with criteria and rationale 	
Write Need Indicators and recommend data sources	Section G	<ul style="list-style-type: none"> • NAC identifies Need Indicators (present needs as differences between what is and what should be) • Each Need Indicator explicitly connects to one of the prioritized Concern Statements • Potential data sources are identified 	<ul style="list-style-type: none"> • Create iterations of refinement Need Indicators in light of additional criteria • Create multiple Need Indicators for each Concern Statement • Gather community input beyond NAC
Step 3: Gather and Analyze Data			
Activities	Related Sections in the Toolkit	Recommended Tasks	Highly Recommended
Develop a data collection plan and collect data	Section H	<p>Management Team and NAC determine:</p> <ul style="list-style-type: none"> • Roles, responsibilities, and timelines for data collection • Existing data to review • Primary data to collect • Sampling process • Instrumentation • Comparison groups <p>Data collection leader identified to manage the process</p>	<ul style="list-style-type: none"> • Coordination with data specialists at SEA • Coordination with regional MEP managers
Analyze data and write Need Statements	Section I	<ul style="list-style-type: none"> • NAC analyzes data and articulates gap between “what is” and “what should be” • NAC ensures that each Need Statement links 	<p>Each Need Statement:</p> <ul style="list-style-type: none"> • Derived from a participatory process • Considers the magnitude of the gap

		to Goal Area or Area of Concern	
		<ul style="list-style-type: none"> NAC determines prioritization of Need Statements 	
Step 4: Make Decisions			
Activities	Related Sections in the Toolkit	Recommended Tasks	Highly Recommended
Propose specific solutions	Section J	<p>NAC meets, and based on summary of findings, develops:</p> <ul style="list-style-type: none"> List of possible solutions and related strategies Recommends use of topic experts, expert practitioners and experts in other areas NAC explores implementation issues 	<ul style="list-style-type: none"> Include researchers with relevant expertise in deliberations
Recommend priority solutions	Section K	<p>NAC determines:</p> <ul style="list-style-type: none"> Priority criteria for solutions Prioritized list of solutions 	<p>For each of the selection criteria, consideration of:</p> <ul style="list-style-type: none"> Acceptability by the community Feasibility of solutions
Step 5: Transition to a Service Delivery Plan			
Activities	Related Sections in the Toolkit	Recommended Tasks	Highly Recommended
Write the CAN Report	Section L	<p>Include each of the following:</p> <ul style="list-style-type: none"> Executive summary Updated Migrant Student Profile Purpose and scope of the report Methodology Results and implications Solution strategies and 	<p>Include</p> <ul style="list-style-type: none"> Synthesized key deliberations New learning Consider future data collection opportunities

		Measurable Program Outcomes <ul style="list-style-type: none"> • Conclusion and next steps 	
Disseminate the CNA Report	Section M	<ul style="list-style-type: none"> • Establish a time and procedure for getting the Service Delivery Plan planning team up to speed on the CNA • Ensure that the CNA will be reviewed on an annual basis and updated as needed • Communicate the plan to stakeholders 	<ul style="list-style-type: none"> • Develop a communication plan for the CNA that entails disseminating briefs and conducting presentations to stakeholder groups • Invite NAC committee members to continue to serve for CNA updates or to serve on the SDP planning team

A.6 How to Use the *Comprehensive Needs Assessment Toolkit*

State MEPs vary widely in the demographics of the students they serve, the types of migrant programs in place, and the size of the program. Moreover, state directors have a wide range of experience and expertise in migrant education and in program planning. Therefore, a toolkit cannot meet all needs.

As a state director, you need to assess what your expertise is, that of those who may be able to assist you through the CNA process, and determine how the *Toolkit* will best benefit you. Some state directors will want to read the *Toolkit* as a total document, while others will want to utilize only those sections and tools that they feel they need.

The *Toolkit* is made available on the OME website in two formats. One is a downloadable document that includes all sections and appendices. The other is a hyperlinked listing of individual sections and appendices that may be downloaded individually.

Please note that the *Toolkit* provides only suggestions and recommendations for developing the CNA. While the state MEP is required to conduct a CNA, it is not required to utilize the specific format depicted in the *Comprehensive Needs Assessment Toolkit*.

A.7 How to Adapt the Process for Small States

The *Comprehensive Needs Assessment Toolkit* is directed toward state MEPs that have the capacity to convene a team to carry out the CNA process and to enlist the support of its data support staff or consultants. This level of involvement in conducting the CNA may not be

practical for small states (defined as those with \$1m or less in MEP funding). Therefore, if you are a director of a small state, you will need to consider ways to scale down the activities in the process to meet your needs, while still meeting statutory requirements and developing a quality needs assessment.

Some general tips for adapting the process for small states include:

- Determine the minimum amount of data that will provide a picture of the needs of migrant students in your state and collect only this data.
- Develop a limited set of specific questions related to concerns that will help you focus the data collection.
- Make the best use of existing data.
 - Enlist the help of your SEA data managers to utilize the Consolidated State Performance Report (CSPR) data to its fullest capacity.
 - Utilize data in state MEP databases.
- Spread the needs assessment process and solution implementation process over a longer period of time, perhaps addressing only one or two of the Areas of Concern each year.
- Leverage your resources with another program that serves migrant students, such as the homeless education program or Title III program, to conduct a needs assessment that serves both programs.
- Ask for support from a college or university to assist with the needs assessment; many colleges seek opportunities for graduate students to practice their data collection and analysis skills.

In addition to these suggestions, you will find tips included throughout the *Toolkit* for adapting the process for small states.

A.8 Resources and Tools in Appendix A

Appendix A.1 A Step-by-Step Approach to Developing the Comprehensive Needs Assessment

Appendix A.2 Terms and Definitions Related to the MEP Comprehensive Needs Assessment, Service Delivery Plan, and Program Evaluation

Appendix A.1 A Step-by-Step Approach to Developing the Comprehensive Needs Assessment

This is the list of activities and the corresponding sections in the *Comprehensive Needs Assessment Toolkit*. Please use this as a reference when creating your CNA.

Step 1: Preliminary Work			
Activity	Related Sections in the Toolkit	Recommended Tasks	Highly Recommended
Review the requirements for the CNA	Section B	<ul style="list-style-type: none"> Review the summary of the laws and regulations related to the CNA Review OME goals and priorities 	<ul style="list-style-type: none"> Access the law, guidance, and regulations online and review
Develop a Management Plan for the CNA Process	Section C	<ul style="list-style-type: none"> Receive approval to begin CNA process from all appropriate levels within the SEA Identify a Management Team and delineate clear roles and responsibilities for staffing Establish a general schedule for the process with a calendar of meeting dates Identify resources needed for each step Create Management Plan benchmarks for ongoing monitoring Ensure that team members are kept apprised of meeting outcomes 	<ul style="list-style-type: none"> Specify staffing by Management Team, NAC, and other teams or work groups needed Provide periodic updates to wider community about CNA progress
Create a Needs Assessment Committee (NAC)	Section D	<ul style="list-style-type: none"> Determine commitment of time and effort necessary Choose members to assure geographic representation Include Parent Advisory Council (PAC) representatives and 	<p>Make sure NAC includes:</p> <ul style="list-style-type: none"> Subject matter expertise Areas of Concern expertise (healthcare) Coordinating agencies Data specialists Recognized MEP

		<p>other non-MEP staff stakeholders</p> <ul style="list-style-type: none"> • Invite selected individuals to join the NAC • Communicate to NAC members the time and work commitment involved 	<p>leaders</p> <ul style="list-style-type: none"> • Other Federal program directors (for example, Title III)
Create a migrant student profile	Section E	<p>Collect and examine demographic data of migrant students as a snapshot of the population to be used as a foundation for the needs assessment process</p> <ul style="list-style-type: none"> • Include a summary of the most recent program evaluation to feature progress toward goals • Include academic performance indicators as well as demographics • Include a summary that highlights patterns and trends • Include comparison groups, migrant, non-migrant, PFS, (whenever possible) to prove a means for gap analysis 	<p>Profile data used as foundation for needs assessment process</p> <p>If possible include:</p> <ul style="list-style-type: none"> • Data on migrant families • Mobility patterns • Data from multiple years drawn from longitudinal analysis
Step 2: Explore What Is			
Activities	Related Sections in the Toolkit	Recommended Tasks	Highly Recommended
Identify concerns	Section F	<p>NAC meets and holds discussions:</p> <ul style="list-style-type: none"> • Begin with concerns previously identified by the state or with the Seven Areas of Concern (identified by OME) and the statutory Goal Areas 	<ul style="list-style-type: none"> • Include iterations of refinement in light of additional criteria • Gather community input beyond NAC

		<ul style="list-style-type: none"> for migrant students Review migrant profile Review program evaluation Focus primarily on student need Conduct prioritization of needs with criteria and rationale 	
Write Need Indicators and recommend data sources	Section G	<ul style="list-style-type: none"> NAC identifies Need Indicators (present needs as differences between what is and what should be) Each Need Indicator explicitly connects to one of the prioritized Concern Statements Potential data sources are identified 	<ul style="list-style-type: none"> Create iterations of refinement Need Indicators in light of additional criteria Create multiple Need Indicators for each Concern Statement Gather community input beyond NAC
Step 3: Gather and Analyze Data			
Activities	Related Sections in the Toolkit	Recommended Tasks	Highly Recommended
Develop a data collection and analysis plan	Section H	<p>Management Team and NAC determine:</p> <ul style="list-style-type: none"> Roles, responsibilities, and timelines for data collection Existing data to review Primary data to collect Sampling process Instrumentation Comparison groups <p>Data collection leader identified to manage the process</p>	<ul style="list-style-type: none"> Coordination with data specialists at SEA Coordination with regional MEP managers
Analyze data and write Need Statements	Section I	<ul style="list-style-type: none"> NAC analyzes data and articulates gap between “what is” and “what should be” NAC ensures that each Need Statement links to Goal Area or Area 	<p>Each Need Statement:</p> <ul style="list-style-type: none"> Derived from a participatory process Considers the magnitude of the gap

		of Concern	
		<ul style="list-style-type: none"> NAC determines prioritization of Need Statements 	
Step 4: Make Decisions			
Activities	Related Sections in the Toolkit	Recommended Tasks	Highly Recommended
Propose specific solutions	Section J	<p>NAC meets, and based on summary of findings, develops:</p> <ul style="list-style-type: none"> List of possible solutions and related strategies Recommends use of topic experts, expert practitioners and experts in other areas NAC explores implementation issues 	<ul style="list-style-type: none"> Include researchers with relevant expertise in deliberations
Recommend priority solutions	Section K	<p>NAC determines:</p> <ul style="list-style-type: none"> Priority criteria for solutions Prioritized list of solutions 	<p>For each of the selection criteria, consideration of:</p> <ul style="list-style-type: none"> Acceptability by the community Feasibility of solutions
Step 5: Transition to a Service Delivery Plan			
Activities	Related Sections in the Toolkit	Recommended Tasks	Highly Recommended
Write the CAN Report	Section L	<p>Include each of the following:</p> <ul style="list-style-type: none"> Executive summary Updated Migrant Student Profile Purpose and scope of the report Methodology Results and implications Solution strategies and Measurable Program Outcomes Conclusion and next 	<p>Include</p> <ul style="list-style-type: none"> Synthesized key deliberations New learning Consider future data collection opportunities

		steps	
Disseminate the CNA Report	Section M	<ul style="list-style-type: none"> • Establish a time and procedure for getting the Service Delivery Plan planning team up to speed on the CNA • Ensure that the CNA will be reviewed on an annual basis and updated as needed • Communicate the plan to stakeholders 	<ul style="list-style-type: none"> • Develop a communication plan for the CNA that entails disseminating briefs and conducting presentations to stakeholder groups • Invite NAC committee members to continue to serve for CNA updates or to serve on the SDP planning team

Appendix A.2 Terms and Definitions Related to the MEP Comprehensive Needs Assessment, Service Delivery Plan, and Program Evaluation

Concern Statements: Clear and consistent interpretations of the points that the NAC discussed that should be used to guide the work in developing the CNA. Concern Statements identify particular areas that require special attention for migrant students.

Expert Work Groups: Technical experts who provide input on research and evidence-based strategies that support solutions which contribute to closing the gaps identified during the needs assessment.

Implementation Question: An evaluation question that addresses the extent to which a strategy is implemented.

Management Team: A core group of advisors that helps develop the management plan and oversees the process.

Measurable program outcomes (MPOs): Outcomes (i.e., objectives) that a State’s migrant education program will produce to meet the identified unique needs of migratory children and help migratory children achieve the State’s performance targets.

Need: The difference between “what is” and “what should be.”

Needs Assessment Committee (NAC): A broad-based committee of stakeholders that provide input and direction throughout the CNA process.

Need Indicator: A measure that can be used to verify that a particular gap/discrepancy exists for migrant children and sets a parameter to specify the severity of that gap.

OME Seven Areas of Concern: A broad area based on the root causes of the unique characteristics of the target group. The Office of Migrant Education has identified seven areas of concern which are: Educational Continuity, Instructional Time, School Engagement, English Language Development, Educational Support in the Home, Health, and Access to Services.

Priority for Services: Section 1304(d) of the Elementary and Secondary Education Act establishes a Priority for Services (PFS) requirement. In accordance with this requirement, MEPs must give PFS to migrant children who are failing, or are most at risk of failing, to meet the state’s content and performance standards and whose education has been interrupted during the regular school year.

Results Question: An evaluation question that addresses the level of improvement resulting from a program or strategy.

Service Delivery Plan: A plan for delivering and evaluating Migrant Education Program-funded

services to migratory children. It is based on the results of an up-to-date statewide Comprehensive Needs Assessment and is intended to meet the unique needs of migrant children and their families.

Solution Strategy: A strategy that addresses an identified need.

Section B: Overview of Statutes, Regulations, and Non-Regulatory Guidance Related to the Comprehensive Needs Assessment

Step 1: Preliminary Work		
Activity	Recommended Tasks	Highly Recommended
Review the requirements for the CNA	<ul style="list-style-type: none"> Review the summary of the laws and related to the CNA Review OME goals and priorities 	<ul style="list-style-type: none"> Access the law, guidance, and regulations online and review

Three main documents inform and guide migrant education programs (MEPs) and their service delivery. It is important to fully read the documentation to ensure complete compliance with program requirements¹. They are the:

- 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) (<http://www.ed.gov/programs/mep/mepguidance2010.doc>).

While a summary of the requirements is provided in this section, it is important to read the relevant sections of the referenced documents fully, especially to clarify questions regarding program requirements.

B.1 Legal Requirements

The Elementary and Secondary Education Act (ESEA), the statute that authorizes the MEP in Title I, Part C, requires states to conduct a Comprehensive Needs Assessment (CNA). 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 and academic achievement standards that all children are expected to meet (a)(1)(C)

State applications for funds will include (ESEA, Section 1304):

- A description 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)
- Be current (a) (defined in policy guidance as not more than three years old (*Guidance*, p. 60, “IV. Comprehensive Needs Assessment and Service Delivery Plan,” “A. Comprehensive Needs Assessment,” “How often must an SEA and local operating agency conduct a needs assessment?”))

The *Guidance* explains that an assessment plan should:

- Guide the overall design of the MEP on a statewide basis (p. 55, “IV. Comprehensive Needs Assessment and Service Delivery Plan”)
- Help local operating agencies and SEAs prioritize needs of migrant children (p. 55, “IV. Comprehensive Needs Assessment and Service Delivery Plan”)
- 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 migrant children in determining the amount of the subgrant?”)

B.2 What is a Comprehensive Needs Assessment?

The *Guidance* states that a “needs assessment” is a *systematic* assessment and decision-making process that progresses through a defined series of phases to determine needs, examine their nature and causes, and set priorities for future action. (p. 56, “IV. Comprehensive Needs Assessment and Service Delivery Plan,” “A. Comprehensive Needs Assessment,” “A2. What is a ‘needs assessment’?”)

A needs assessment, according to the *Guidance*:

- Focuses on the ends (e.g., outcomes) to be achieved, rather than the means (e.g., process). For example, reading achievement is an outcome, whereas reading instruction is a means toward that end.
- Gathers data by means of established procedures and methods that are thoughtfully selected to fit the purposes and context of the needs assessment.
- Sets priorities and determines criteria for solutions so that planners and managers can make sound decisions.
- Sets criteria for determining how best to allocate available money, people, facilities, and other resources.
- Leads to action that will improve programs, services, organizational structure and operations, or a combination of these elements (2010, p. 56).

The *Guidance* goes on to state 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 migrant children (e.g., proficiency in reading, proficiency in math, graduation from high school, reduction of the dropout rate, and any other program goals 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 purposes
- Collects data from appropriate target groups (e.g., students, parents, teachers, etc.)
- Examines data disaggregated by key subgroups
- Is conducted on a statewide basis (2010, pp. 56–57)

B.3 Migrant Education Program Priority and Goal Areas

B.3.1 Goal Areas

Based on work with the migrant education community to identify minimum goals for the MEP, regulations published at 34 C.F.R. 200.83(a)(2) require all SEAs that receive MEP funds to have a state plan (based on its comprehensive needs assessment) that, at a minimum, has performance targets established by the state has established for all children in:

- (1) reading achievement
- (2) math achievement
- (3) high school graduation
- (4) school dropouts
- (5) school readiness, if established by the state

(6) any other performance targets the state has established for migrant children

When implementing their migrant programs, SEAs must pay particular attention to those migrant students who have priority for services. The needs of priority children in these six areas should be paramount.

B.3.2 Government Performance and Results Act Indicators

The Government Performance and Results Act (GPRA) of 1993 requires all Federal agencies to establish goals, measures, and targets. The purpose of GPRA is to enhance the effectiveness, efficiency, and accountability of Federal programs. GPRA directs agencies to focus management efforts on results. Each year, Federal programs ask their grantees for data to establish progress against GPRA indicators.

OME proposes the following four GPRA measures for which MEPs must report data:

- (1) Percentage of MEP students that scored at or above proficient on their state's annual Reading/Language Arts assessments in grades 3-8 and high school
- (2) Percentage of MEP students that scored at or above proficient on their state's annual Mathematics assessments in grades 3-8 and high school
- (3) Percentage of MEP students who were enrolled in grades 7-12, and graduated or were promoted to the next grade level
- (4) Percentage of MEP students who entered 11th grade and received full credit for Algebra I, or who were enrolled in a non-remedial Math course for which Algebra I was a prerequisite

This information reflects critical priorities of the Federal MEP and should be considered when determining gaps in performance of migrant students.

B.3.3 Priority for Service Students

Section 1304(d) of the ESEA established a Priority for Service (PFS) requirement. In accordance with this requirement, MEPs must give Priority for Service (PFS) to migrant children:

- Who are failing or are most at risk of failing to meet the state's content and performance standards
- Whose education has been interrupted during the regular school year

SEAs must define the types of situations that constitute educational interruption as a result of the migrant lifestyle and communicate these to local operating agencies (LOAs). The MEP must

target services for these students and demonstrate that they are improving in their performance. For this reason, the CNA must address the specific needs of PFS students, especially in the six goal areas.

B.4 Serving Preschool Migratory Children

- Section 1304(c)(4) in the ESEA requires that states, in carrying out their programs and projects, address the unmet needs of preschool migratory children.

B.5 Resources and Tools in Appendix B

Appendix B.1 Checklist of Requirements for the Comprehensive Needs Assessment

ⁱ U.S. Department of Education (2010). *Guidance: Education of migratory children under Title I, Part C of the Elementary and Secondary Education Act of 1965*. Office of Elementary and Secondary Education. Retrieved from www2.ed.gov/programs/mep/mepguidance2010.doc.

Appendix B.1 Checklist of Requirements for the Comprehensive Needs Assessment

The following checklist is based on the Elementary and Secondary Education Act (ESEA; Title I, Part C, Section 1306); the Code of Federal Regulations, and the 2010 *Non-Regulatory Guidance: Education of Migrant Children Under Title I, Part C of the Elementary and Secondary Education Act of 1965*. This checklist can serve as a quick reference guide to help determine if your CNA meets the Federal requirements.

The CNA meets legal requirements by:

- Providing migratory children with an opportunity to meet the same challenging state academic content standards and academic achievement standards that all children are expected to meet
- Including a description of the connection of the state's use of funds to the needs assessment
- Identifying and assessing the unique educational needs of migratory children that result from the children's lifestyle and other needs in order for migratory children to participate effectively in school

The CNA:

- Focuses on the ends to be achieved and not the means to achieve them
- Gathers data through established procedures and methods that are thoughtfully selected to fit the purposes and context
- Sets Priorities and determines criteria for outcomes to help planners and managers make sound decisions
- Leads to action that will improve programs, services, organizational structure, and operations
- Is conducted every three years

The CNA is comprehensive because it:

- Identifies needs and assesses potential solutions
- Examines all relevant performance targets established for migratory children
- Identifies the needs of migratory children at a level that is useful for program design
- Collects data from appropriate target groups, such as students, parents, and teachers
- Examines data disaggregated by key subgroups
- Is conducted on a statewide basis

The CNA provides information for the state plan that is based on performance targets for:

- Reading achievement

- Math achievement
- High school graduation
- Dropout prevention
- School readiness (if adopted by the SEA)
- Any other performance target the state has identified for migrant children

The CNA establishes progress on GPRA indicators by including federal MEP measures, including:

- The percent of students eligible for MEP services that scored at or above proficient on the state reading and language arts achievement test
- The percent of students eligible for MEP services that score at or above proficient on the state math achievement test
- The percent of students eligible for MEP services that passed Algebra I or had enrolled in a higher math class before entering 10th grade
- The percent of students enrolled in grades 7-12 and eligible for MEP services who graduated or were promoted to the next grade
- The amount of funding allocated to states per MEP student success
- The percent of consolidated records for migrant students that have been entered into MSIX

The CNA addresses the specific needs of PFS students who:

- Are at risk for failing or are most at-risk for failing to meet the state content and performance standards
- Have experienced interruptions to their education during the regular school year

The CNA addresses:

- The unmet needs of preschool migratory children

Section C: Developing a Management Plan for the Comprehensive Needs Assessment Process

Step 1: Preliminary Work		
Activity	Recommended Tasks	Highly Recommended
Develop a Management Plan for the CNA process	<ul style="list-style-type: none"> • Receive approval to begin CNA process from all appropriate levels within the SEA • Identify a Management Team and delineate clear roles and responsibilities for staffing • Establish a general schedule for the process with a calendar of meeting dates • Identify resources needed for each step • Create Management Plan benchmarks for ongoing monitoring • Ensure that team members are kept apprised of meeting outcomes 	<ul style="list-style-type: none"> • Specify staffing by Management Team, NAC, and other teams or work groups needed • Provide periodic updates to wider community about CNA progress

The Comprehensive Needs Assessment (CNA) is usually coordinated through the state Migrant Education Program (MEP) at the state department of education (SEA) and includes a wide variety of participation from stakeholders, including administrators, data specialists, researchers, educators, parents, and others with various areas of expertise. Time spent at the outset of the CNA process to develop a Management Plan for coordinating this process will help you organize the many stakeholders, tasks, and resources necessary to complete the CNA process.

C.1 Conceptualizing the Big Picture

We recommend that you review the entire *Comprehensive Needs Assessment Toolkit* to get a clear picture of the process it depicts and to consider how to customize it for your state.

In preparing to plan the process for your state, you should consider the following questions:

- What are the basic steps outlined for the process, and how might these be tailored to our state’s context (e.g., small states)?

- What are the requirements for developing the CNA? (Review *Section B: Overview of Statutes, Regulations, and Non-regulatory Guidance Related to the Comprehensive Needs Assessment*)
- What resources and expertise will be needed to carry out the task?
- What resources and expertise can I draw on in my program? From the community? In the SEA? From national sources?
- What is my MEP’s capacity to develop the CNA? (Consider staff, time, available funding.)
- What lessons did we learn from developing the previous CNA for the state?
- Who needs to know about and approve the initiative to develop the CNA?

You should develop a brief description of the purpose and approach to developing the CNA. This will be useful as you seek approval for initiating the process and for ensuring that stakeholders, colleagues, and team members understand the rationale and most essential aspects of the process. See *Appendix C.1* for a sample one-page description of the CNA process.

C.2 Establishing a Management Team

We strongly urge you to create a Management Team to assist you throughout the CNA process.

Critical roles Management Team members can play include:

- Helping to develop the CNA Management Plan
- Identifying stakeholders for the Needs Assessment Committee (NAC)
- Recruiting members to serve on the NAC
- Planning and leading NAC meetings
- Developing a Migrant Student Profile
- Managing coordination logistics
- Maintaining records
- Troubleshooting challenges that arise along the way
- Providing guidance on implementing outcomes from the CNA process
- Writing the CNA report

Management Team: A core group of advisors that helps develop the management plan and oversees the process

This team may also help with transitioning the CNA to the Service Delivery Plan process, once the CNA process is concluded.

Recommended members may include:

- MEP staff
- The CNA project manager (if someone other than the state director is overseeing the process)
- An experienced local or regional MEP coordinator

- A data expert who works with your state MEP database or someone from the SEA who oversees or has access to state data
- An evaluation specialist (e.g., the MEP program evaluator, other SEA evaluation staff, a researcher or evaluator from a local university, or external evaluation consultant)

We encourage you to convene the Management Team early in the CNA planning process so that the purpose and requirements of the CNA are understood, and roles and expectations are set. Frequent communication is key to the effective function of the Management Team. *Appendix C.2* provides a sample agenda for the first meeting of the Management Team.

One person on the Management Team could be responsible for logistics and maintaining momentum for the CNA.

Considerations for small states (\$1m or less of MEP funding): Directors of “small state” programs should resist being a Management Team of one. At a minimum, partner with a data specialist and an experienced MEP service provider. A team member to coordinate logistics and maintain records will also be invaluable support throughout the process.

C.3 Working with an External Consultant

You and your staff are the ones who are most knowledgeable about your program, but you may feel that you lack time, resources, or expertise in facilitating the development of the CNA or in collecting and analyzing the data. You may choose to hire an external consultant. Whether or not you choose to work with an external consultant to help you develop the CNA depends on several factors—what your budget is, what your timeline is, and what expertise you may already have available to you.

Consultants can:

- Provide additional expertise in needs assessment
- Facilitate the planning team, particularly when there is a need to reach consensus among team members who have different backgrounds, roles, and points of view
- Keep the planning committee on schedule and on track
- Develop a data collection plan, collect the data, and analyze the data

If you decide to hire an external consultant, you should consider the following questions:

- Is there a specific component of the CNA with which you need assistance, or do you want help with the overall process?
- For what tasks will the consultant be responsible? For what tasks will you be responsible?
- What will your budget allow?

- What skills and experiences do you want your consultant to have? Does the consultant’s expertise seem to be a good match for what you want him/her to do? Is the consultant familiar with migrant education?
- What process or criteria will you use to select a consultant? Can you view a work sample of the potential consultant?

Working with your consultant Although you may have hired a consultant, you need to keep in mind that you are still the person responsible for the CNA and ensuring that it is a process that includes input from stakeholders. We recommend that you stay involved and keep track of how the work flow is progressing and communicate frequently with the consultant.

C.4 Developing a Timeline and Task Plan

A CNA can usually be accomplished within ten months to a year. Table C.1 provides an estimate of the time each of the five steps takes. Keep in mind, the time needed to develop the CNA will vary from state to state.

Table C.1 Estimate of Time to Develop the Comprehensive Needs Assessment

Step 1: Preliminary Work	1 month
Step 2: Explore What Is	2 months
Step 3: Gather and Analyze Data	6 months
Step 4: Make Decisions	2 months
Step 5: Transition to a Service Delivery Plan	1 month

It is recommended that you begin your Management Plan by creating a timeline and task plan. This will help you think through the various tasks and who will be required to accomplish these tasks, as well as how long each task will take to complete. Table C.2 provides you with a sample timeline and task plan for the CNA process. A template for developing a timeline and task plan is included in *Appendix C.3*.

Table C.2 Example of a Timeline and Task Plan for the CNA Process

Tasks	Deadline	Responsible Parties	Outcomes/Deliverables
Step 1: Preliminary Work			
Develop one-page description of approach to CNA	September 1	State Director	Description
Request approval of Federal programs manager	September 5	State Director	Written approval
Identify a Management Team	September 15	State Director	List of team members

Conduct first meeting of the Management Team	September 20	State Director, Management Team	Management plan
Develop migrant student profile	September 25	State Director, Management Team	Migrant Student Profile
Establish Needs Assessment Committee (NAC)	September 30	State Director, Management Team	List of NAC members
Step 2: Explore What Is			
Meeting 1 of NAC	October 15	State Director, Management Team, NAC	Concern Statements, tasks for further input
Identified tasks carried out	November 1	State Director, Management Team, NAC	Summaries of completed tasks
Meeting 2 of NAC	November 1	State Director, Management Team, NAC, Data Specialist	Need Indicators, list of data needed and data sources
Meeting of Management Team, including Data Specialist	November 10	State Director, Management Team, Data Specialist	Data Collection Plan
Step 3: Gather and Analyze Data			
Data collection tasks carried out	April 1	Management Team, Data Specialist	Summary of data collection
Step 4: Make Decisions			
Expert Work Groups developed for Areas of Concern	April 1	State Director, Management Team,	List of members of expert work groups
Meeting 3 of NAC	April 10	State Director, Management Team, NAC, Content Experts	Development of Need Statements based on data review, identification of solution strategies, prioritization of strategies
Step 5: Transition to a Service Delivery Plan			
Develop draft of CAN Report	May 1	State Director, Management Team	Draft of CNA Report

Conduct review	May 15	State Director, Management Team, Expert Work Groups, Federal Program Administrators, Data Expert	Written feedback from core stakeholders
Finalize plan based on feedback	June 1	State Director, Management Team	Completed CNA
Disseminate the plan	June 30	State Director	List of stakeholders receiving the plan

C.5 Planning for Teams and Work Groups

A fundamental element of needs assessment is having interested and knowledgeable partners to help you in the process. Think about how you can deploy various teams, stakeholders, and experts to help you conduct the CNA.

The number of teams you need and the amount of work you choose to assign to each team depends on the resources available to your SEA. In addition to the Management Team, we at least recommend forming a Needs Assessment Committee (NAC) to assure input from relevant stakeholders. Also recommended are a Data Work Group and Expert Work Groups to provide advice to the Management Team and the NAC.

Needs Assessment Committee (NAC): broad-based committee of partners (stakeholders) that provide input and direction throughout the CNA process

The NAC will drive the core work of the CNA process under your direction. You will need to consider how large or small you would like the NAC to be, considering such factors as the size of your program, resources available to support team member participation, and critical representation needed from both within the SEA and externally.

Before establishing the NAC, critical questions to consider are:

- What programs, agencies, roles, and expertise are essential to the CNA process?
- What resources are available to support team member participation?
- What role will the Management Team play in organizing and facilitating the work of the NAC?
- Will you conduct face-to-face meetings? Conference calls? Online meetings?
- Will NAC team members be expected to provide input at the meetings only, or will they be expected to carry out follow up tasks?
- What management strategies will be needed to oversee a large team?
- What is the best way to maximize the input from a small team?

Thinking through these questions will assist you in actually recruiting NAC members and establishing the team. Information on identifying key role groups and recruiting NAC members is in *Section D: Recruiting your Needs Assessment Committee*.

Considerations for Small States It is often a challenge for small states to achieve broad representation in the membership of their committees. It is important to be as strategic as possible with the NAC. The NAC may be comprised of as few as three or four individuals, but you should include at least one non-MEP member in this core group. Additional people can be added at key junctures in the process. Creating flexible subcommittees is one way to overcome the constraints of having limited staff time and resources to conduct the CNA.

C.5.1 Expert Work Groups

Expert Work Groups can be established as the need for additional information, support, or expertise is identified during the CNA process. Work groups should include both those who are participating in the needs assessment process (to ensure continuity) and those from other programs and agencies (to provide external perspectives or to fill the gaps where additional expertise is warranted).

Expert Work Groups: Technical experts who provide input on research and evidence-based solutions and strategies that will contribute to closing the gaps identified during the needs assessment.

Work groups should be small and topic-focused. You may want to convene three or four small groups at the same time to concentrate on concern areas. For example, a literacy team can focus on reading issues while a mathematics team addresses math issues.

A *Data Work Group* will be instrumental in assisting the NAC identify ways to support Concern Statements with data, recommending sources for existing data, and additional data collection strategies. The group will help develop a data collection plan and carry out the activities or assist the Management Team and NAC in carrying out the activities. After the data are collected, this group can help with summarizing the data for review, analyzing the data to support and clarify the Concern Statements, and develop data-based Need Statements.

Key roles a Data Work Group can play include:

- Developing Need Indicators and identifying data sources for the Concern Statements generated
- Helping to design the data collection plan
- Suggesting sampling and comparison groups
- Assisting with designing the survey and other data collection instruments
- Assisting with data collection and preliminary indicators
- Assisting with drafting Need Statements

Recommended members may include:

- Program evaluation staff
- SEA data managers
- MEP data personnel
- College or university researchers
- Members of the NAC

Expert Work Groups can provide information on research and best practices to inform the NAC on solutions and strategies that will increase migrant student performance. These groups should reflect the major Areas of Concern identified by the NAC. While NAC members who have expertise and interest in particular areas should serve on these subgroups, Expert Work Groups should also include external perspectives.

Key roles Expert Work Groups can play include:

- Reflecting on the needs identified by the NAC
- Discussing the current research and evidence of effectiveness for strategies
- Proposing solutions and other evidence based strategies that would work in the MEP context

Recommended members may include:

- Experts from academia in the relevant concern areas (early childhood education, reading, mathematics, and graduation/dropout prevention, English language learning)
- Program administrators
- Service providers
- Members of the NAC to ensure continuity

C.5.2 Planning for Expert Work Groups

In planning for the Expert Work Groups, you will need to consider the following:

- What expertise exists in the SEA or in local MEP programs? Who are people that you can call on to serve on an Expert Work Group?

An example of an Expert Work Group

To discuss issues of school readiness, your Expert Work Group might include five members:

- Professor of early childhood education
- Administrator from the early childhood division of your SEA
- Local Head Start director
- Local migrant coordinator
- NAC member

At least one expert should be a “full member” of the NAC.

- What external experts could be brought in?
- What support (travel, consultant fees) is available for members of Expert Work Groups?
- When are the most strategic times when their services may be needed?

C.6 Creating a Communications and Report Archive

It is important to keep in mind that the work of the NAC and of the work groups is targeted toward providing the Management Team or other designated individuals with the information they need to write the CNA. The reports, summaries, meeting proceedings or minutes will be critical resources during the writing process and will save tremendous amounts of time in generating information for the CNA report. The more efficient the record keeping and archiving functions of the team are, the easier the writing of the CNA report will be.

We recommend:

- Each team meeting should include someone who serves as a scribe or note-taker. Minutes should be prepared and disseminated after each meeting so that CNA team members are reminded of discussions and decision points.
- A one-page summary document can also serve the same purpose as minutes. This one-pager can also be used to share with colleagues not involved in the CNA to (1) raise their awareness about the process and (2) invite their feedback on decision points along the way that might help inform NAC discussions.
- We recommend archiving the following:
 - List of Management Team, NAC, Expert Work Group members
 - Minutes and Agenda from Management Team Meeting
 - CNA Timeline
 - Notes from each NAC meeting
 - Worksheets and other information generated through group activities
 - Subgroup summaries
 - Phone records and emails related to the work of the CNA

C.7 Manager's Checklist and Reflection

Following are some key accomplishments for *Section C: Developing a Management Plan for the Comprehensive Needs Assessment Process*. Take a moment to jot down your progress on the items below. Also, note any issues or challenges.

Manager's Checklist

- Reviewed requirements for the CNA
- Considered resources available for the planning process
- Developed a one-page description of the purpose of the CNA and planning process
- Obtained approval from SEA upper management

- Selected and convened Management Team members
- Set a timeline and task plan for each of the five steps
- Considered composition, size, and role of teams
- Developed a system for archiving all data, meeting notes, reports from the CNA process

Reflection

1. What expertise and support did I consider when establishing the Management Team for the CNA?
2. What is a very clear and concise overview of the CNA that I can provide?
3. What did I consider in determining the size and management of the NAC?
4. What individuals (in the SEA and externally) are possibilities for Expert Work Groups? In particular, who can I recruit for a Data Work Group?

C.8 Resources and Tools in Appendix C

- Appendix C.1 Sample One-Page Description of the CNA Process
- Appendix C.2 Sample Management Team Meeting One Agenda
- Appendix C.3 Template for a Timeline and Plan for the CNA Process

Appendix C.1 Sample One-Page Description of the CNA Process

COMPREHENSIVE NEEDS ASSESSMENT FOR THE [STATE] MIGRANT EDUCATION PROGRAM

As part of its statutory requirement under the Elementary and Secondary Education Act (ESEA), the state department of education will conduct a Comprehensive Needs Assessment (CNA) of its Migrant Education Program (Title I Part C). The CNA will identify the special educational needs of migratory children and youth to inform state planning to ensure that these students “have an opportunity to meet the same challenging State academic content standards and challenging State student academic achievement standards that all children are expected to meet.” (ESEA, Title I, Part C, Sec. 1306)

The CNA is part of a continuous program improvement cycle. In this cycle, each step in developing a program builds on the previous activity and informs the subsequent one and includes assessing needs, identifying strategies, implementing them, and evaluating the results. The CNA provides an opportunity to review data on migrant students, review their progress toward program goals, identify needs, and propose solutions. The CNA will inform the migrant Service Delivery Plan that will target strategies toward the needs identified.

The CNA process entails five broad steps that will take place over approximately 12 months. Note the following table:

Step 1: Preliminary Work	1 month
Step 2: Explore What Is	2 months
Step 3: Gather and Analyze Data	6 months
Step 4: Make Decisions	2 months
Step 5: Transition to a Service Delivery Plan	1 month

The CNA will be guided by a Needs Assessment Committee, a group of stakeholders who have various perspectives, experience, and expertise in serving migrant children and youth and can provide advice on ways to meet their needs. Data experts will also assist with ensuring that appropriate need indicators are identified and effective data are collected. Members of [STATE’S] Committee will include [fill in categories from your nominations matrix, e.g., MEP coordinators and staff, parents, reading specialists, etc.]. The Committee will meet face-to-face [X] times during the process. The work of the Committee will be informed by Expert Work Groups in [topic areas].

The MEP state director, [NAME], will facilitate the process, enlisting the support of a Management Team comprised of [NAMES OF COMMITTEE MEMBERS].

For more information, please contact [NAME AND CONTACT INFORMATION].

Appendix C.2 Sample Management Team Meeting One Agenda

Comprehensive Needs Assessment
Management Team Meeting I
State Department of Education
January XX, 2012

DISCUSSION TOPICS

- Introductions of Management Team members
- Overview of the Comprehensive Needs Assessment (CNA) Process
- Roles and responsibilities of the Management Team, Needs Assessment Committee (NAC), and others
- NAC nominations
 - Brainstorm the categories of stakeholders to be represented on the committee (Specific recommendations of individuals should be noted. After thinking through possibilities, prioritize the list for recruiting members. Determine the appropriate size for your committee .)
- Migrant Student Profile
 - Review the *Toolkit* section on the Migrant Student Profile, including the list of recommended profile elements
- Proposed meetings and activities calendar
 - Review the tasks in the CNA planning process (See *Section A*), and modify based on your state's context
 - Set meeting dates to ensure a realistic timeline for the CNA process (keeping in mind periods of the year when MEP administrative and state data collection burdens are heaviest)
- Follow-up assignments
 - Identify team assignments for recruiting NAC members
 - Assign tasks for preparing the migrant student profile for the first meeting of the NAC

Appendix C.3 Template for a Timeline and Plan for the CNA Process

Tasks	Deadline	Responsible Parties	Outcomes/Deliverables
Step 1: Preliminary Work			
Step 2: Explore What Is			
Step 3: Gather and Analyze Data			
Step 4: Make Decisions			
Step 5: Transition to a Service Delivery Plan			

Section D: Creating a Needs Assessment Committee

Step 1: Preliminary Work		
Activity	Recommended Tasks	Highly Recommended
Create a Needs Assessment Committee (NAC)	<ul style="list-style-type: none"> • Determine commitment of time and effort necessary • Choose members to assure geographic representation • Include Parent Advisory Council (PAC) representatives, other non-MEP staff, stakeholders at various levels in MEP • Invite selected individuals to join the NAC • Communicate to NAC members the time and work commitment involved 	<p>Make sure NAC includes:</p> <ul style="list-style-type: none"> • Subject matter expertise • Areas of Concern expertise (e.g., healthcare) • Coordinating agencies • Data specialists • Recognized MEP leaders • Other Federal program directors (for example, Title III)

A Needs Assessment Committee (NAC) will bring a range of stakeholders, expertise, and viewpoints to the table to inform the Comprehensive Needs Assessment process and will meet the requirement of making the process participatory. As the state director, you will determine the composition and scope of work of the NAC.

The NAC will help

- Ensure that the perspectives of all key role groups and regions 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 of the concerns
- Develop Need Statements
- Review and analyze data
- Select and prioritize solutions that will address needs
- Communicate the CNA process and share input from other stakeholders and colleagues

D.1 Identifying Categories and Role Groups of Participants

You should include a range of perspectives on your committee. Consider:

- Who will bring clarity to the process?
- How will their perspective or expertise assist with identifying critical needs of migrant children in the state?
- What will they be able to contribute to generating strategies to meet the needs of migrant children in the state?

Consider the following categories:

Within the Migrant Education Program (MEP)

- State MEP representatives from across staffing levels
- Regional or local coordinators representing key geographic areas in the state
- State Migrant Parent Advisory Committee
- Migrant parents
- Migrant (or former migrant) students
- Teacher for migrant students
- Migrant recruiter
- Parent involvement coordinator
- MEP evaluator
- Data specialist

Within the State Educational Agency (SEA)

- Federal program administrators (e.g., Title I, Part A; Homeless Education; Title III, etc.)
- State initiatives in school readiness, college transition, etc.
- After school programs

Outside the MEP or SEA

- Community service providers
 - Health services
 - Employers
 - Housing agencies
 - Head Start
 - Staff from MEPs from partnering states
- Experts in issues of concern
 - Reading
 - Mathematics
 - Graduation and dropout prevention
 - School readiness/early childhood education
 - English language learning
 - Data collection and analysis

- Standards and assessments

D.2 Determining the Size of the NAC

The actual number of members on your NAC will depend on a number of factors:

- Size of the state MEP
- Resources available for the CNA process
- Key stakeholders
- Other teams or Expert Work Groups needed for the CNA (e.g., Data Work Group, Content Work Groups)
- Key perspectives needed

Consideration for Small States: While the CNA process must be participatory even in small states, small states might consider an alternative approach to the NAC, such as convening a core team of two to four people to participate throughout the process (this could be the Management Team) and convening subgroups or consulting key individuals at strategic points for short periods of time throughout the process.

D.3 Soliciting Nominations

Use the Management Team for collective thinking on the size of the NAC, the types of perspectives that provide focus and clarity, and specific individuals who would make strong committee members. Check with trusted colleagues for recommendations about who should serve on the NAC.

Appendix D.1 Needs Assessment Committee Nominations Chart provides a template for brainstorming the nominations process.

D.4 Recruiting Team Members

Use a consistent approach to invite participation on the NAC. Contact prospective members and explain the following:

- Purpose of the CNA
 - Provide perspective team members with the summary of the purpose and process you developed as you conceptualized the project – See *Appendix C.1 Sample One-Page Description of the CNA Process*
- Why they have been nominated
 - Explain the particular viewpoint, expertise, and experience you feel they will add to the process
- Overall time they will need to commit

- Provide the Timeline and Task Plan – *See Appendix C.2 Template for a Timeline and Plan for the CNA Process* that lists the timeframe of the CNA process and the number and types of meetings
- Roles and responsibilities
 - *See Appendix D.2 Needs Assessment Committee Roles and Responsibilities*
- Support for participation (travel, lodging, etc.) that they can expect

For more detailed notes on what to discuss with prospective NAC members, see *Appendix D.3 Talking Points for Recruiting Needs Assessment Committee Members*.

It is suggested that you follow up the contact with a formal letter, signed—if feasible—by a SEA administrator. If you are able to follow up with a letter, make sure the letter clearly describes the level of commitment needed for participation, which may include the following activities:

- Attending all meetings, including face-to-face meetings, virtual meetings, and conference calls
- Reviewing all materials provided prior to the meetings
- Sharing their expertise and perspectives
- Participating in Expert Work Groups or other ad hoc committees as needed
- Developing concerns relevant to the purpose of the MEP
- Analyzing data and developing Need Statements
- Helping to identify gaps in migrant student (including PFS) outcomes
- Selecting and prioritizing solutions that will close those gaps
- Communicating the CNA process and sharing input from other stakeholders and colleagues
- Possibly continuing to participate in the development of the Service Delivery Plan

D.5 Manager’s Checklist and Reflection

Here are some key accomplishments for *Section D: Creating a Needs Assessment Committee*. Take a moment to jot down your progress on the items below. Also note any issues or challenges.

Manager’s Checklist

- Select reliable NAC members with appropriate breadth of knowledge
 - Wide range of experience
 - Migrant parents involved in a meaningful way
 - Members who will contribute to the implementation of solutions
- Size of committee is realistic and manageable
- Identified missing perspectives that can be added during subsequent phases (e.g., Expert Work Group)

Reflection

1. What is the appropriate size and composition of the NAC for my state?
2. What are my skills as a team facilitator? What additional expertise do I need? On whom may I call for assistance in facilitating the team?
3. Considering the mix of people in your NAC, what group dynamics might play out at the first meeting?
4. How might the facilitator of the meeting prepare in order to make the discussions productive?

D.6 Resources and Tools in Appendix D

Appendix D.1 Needs Assessment Committee Nominations Chart

Appendix D.2 Needs Assessment Committee Roles and Responsibilities

Appendix D.3 Talking Points for Recruiting Needs Assessment Committee Members

Appendix D.1 Needs Assessment Committee Nominations Chart

NAME	CATEGORY	LEVEL	GEOGRAPHIC (County, Region)
		<input type="checkbox"/> State <input type="checkbox"/> Regional <input type="checkbox"/> Local	

Note: The categories listed are for consideration as you brainstorm nominees.

Suggested Categories:

- State MEP personnel
- Federal programs administrators (e.g., Title I, Title III, homeless education)
- Regional migrant coordinator
- Local migrant staff – recruiter
- Local migrant staff – advocate
- Local migrant staff – teachers, tutors, paraprofessionals
- Local migrant staff – data entry specialists or clerks
- District and school administrators
- Migrant parents
- State or local Parent Advisory Committee representatives
- Migrant students or former migrant students
- State or local coordinating agency staff (e.g., county health department staff)
- Subject matter experts (reading, mathematics, school readiness, graduation/school completion)
- Research and evaluation specialists
- Data collection and analysis experts

Appendix D.2 Needs Assessment Committee Roles and Responsibilities

Members of the Needs Assessment Committee (NAC) should commit to the following:

- Attend all scheduled meetings. This commitment is important as this process builds on the insights and decisions that the group makes in previous meetings.
- Participate at a high level. Members speak for the interests of the children and families that they serve as well as their colleagues who do similar work.
- Represent others who have the same position. Members should be asked to poll their colleagues for their opinions concerning the assessment and to report back regularly to update them on progress. This feedback loop enriches the NAC's conversation and informs others as the CNA advances.
- Analyze data and make decisions. Members are selected based on their experience and job responsibilities. The NAC will need broad representation to help the group understand the information gathered and make decisions when solutions are offered.
- Recommend solutions. Members will identify research-based and effective strategies that will address the needs identified in the CNA process.

Appendix D.3 Talking Points for Recruiting Needs Assessment Committee Members

- **PURPOSE:** The [STATE] Department of Education is conducting a Comprehensive Needs Assessment (CNA) of its migrant education program (Title I Part C). The CNA will identify the special educational needs of migratory children and youth to inform state planning to ensure that these students “have an opportunity to meet the same challenging State academic content standards and challenging State student academic achievement standards that all children are expected to meet” (1 ESEA, Title I, Part C, Sec. 1306).
- **NEEDS ASSESSMENT COMMITTEE:** The CNA process will be guided by a Needs Assessment Committee, a group of stakeholders who serve migrant children and youth and can provide advice on ways to meet their needs. Members of [STATE’S] Committee will include [fill in categories from your nominations matrix, e.g., MEP coordinators and staff, parents, reading specialists, etc.].
- **PERSONAL INVITATION:** You have been nominated to serve as a NAC member and [the MEP director] is calling/emailing to confirm your willingness and availability to serve on the committee.

(Note: If appropriate - mention the contact who recommended the nominee and why he/she was recommended (e.g., the experience, perspective, or expertise the nominee will bring to the Committee).

The final selection will be made by the [STATE] Department of Education, confirmed with a formal letter of invitation.
- **COMMITMENT:** The Committee will meet [Use the CNA Management Timeline and Task Plan to inform this part of the Talking Points sheet; include meeting purpose, dates, and locations, if possible.]
 - Specify expectations for tasks to be accomplished between meetings or participation on work groups.
 - And ask the nominee to commit to attending all meetings (to ensure continuity).
- **LOGISTICS:** Explain whether Committee members will receive compensation and what level of travel support they will receive to attend meetings.
- **CLOSURE:** Reinforce how much his/her participation will be valued and what an important role he/she will play in improving educational outcomes for migrant students. You might note that Committee members will also gain by learning from colleagues in other agencies or roles who have an interest in serving migrant students.

Section E: Creating a Migrant Student Profile

Step 1: Preliminary Work		
Activity	Recommended Tasks	Highly Recommended
Create a migrant student profile	<p>Collect and examine demographic data of migrant students as a snapshot of the population to be used as a foundation for the needs assessment process</p> <ul style="list-style-type: none"> • Include a summary of the most recent program evaluation to feature progress toward goals • Include academic performance indicators as well as demographics • Include a summary that highlights patterns and trends • Include comparison groups, migrant, non-migrant, PFS, (whenever possible) to prove a means for gap analysis 	<p>Include data used as foundation for needs assessment process</p> <p>If possible include:</p> <ul style="list-style-type: none"> • Data on migrant families • Mobility patterns • Data from multiple years provided from longitudinal analysis

A migrant student profile that features data reflecting the characteristics of migrant students in your state, including your Priority for Services (PFS) students, is a good starting point for the Comprehensive Needs Assessment (CNA). We recommend that you begin the creation of a profile of migrant students in your state by reviewing the different types of data you may want to include in your profile.

The following lists are provided as a reference point to launch the design of the profile; they are not a required set of data. The size of the profile or the amount of data to include will depend on a number of factors, such as:

- What data on migrant students in your state are currently available (e.g., information from state migrant databases, data submitted for the Consolidated State Performance Reports, migrant program evaluation reports, demographic and poverty data, student performance data from state assessments, etc.)
- Capacity and time the migrant state director and Management Team have to devote to compiling the migrant student profile

- What amount of data is needed to create a comprehensive picture of migrant students in the state
- What data are available to confirm, support, and triangulate the emerging picture of migrant students

You may want to use the Federal Migrant Education Program (MEP) Goal Areas and Government Performance and Results Act (GPRA) indicators (See *Section B: Overview of Statutes, Regulations, and Non-regulatory Guidance Related to Comprehensive Needs Assessment*) as a guide for the type of data to include. Also, you should review your state’s performance goals for all students and include comparison data to determine gaps in performance for migrant students and PFS students.

A strategic approach to developing the migrant student profile will keep the task manageable. There is often a tendency to include every bit of data that can possibly be obtained, but you may want to keep in mind a mantra that data collectors and program evaluators use: Collect all the data you need, but only the data you need. We suggest that you identify key categories of data for the migrant student profile, and collect only the data needed for the profile.

The following are categories of data to consider.

E.1 Demographics on Students and Families

Describe the general nature of the migrant student population:

- Qualifying work in the state
- Distribution by age and grade
- Ethnicity
- Language(s) spoken in the home
- English language proficiency
- School enrollment (e.g., enrolled, dropout, here-to-work, etc.)
- School attendance
- Youth employment patterns in any type of work (for secondary level students)
- Geographic location of students throughout the state
 - You may want to include information on migrant student distribution among the local operating agencies in your state. (See *Appendix E.1 Texas Map of Local Operating Agencies and Numbers of Migrant Students from the Texas 2011 Statewide Service Delivery Plan*)
- Economic disadvantage status (e.g., income, housing assistance, other)
- Number of migrant students served by the MEP
- PFS criteria and numbers and characteristics of PFS students
- Participation rates in other school programs, such as Advanced Placement, gifted and talented programs, special education, Title III, homeless education, child nutrition)

- Participation rates in early childhood, summer school, and regular term programming
- Number of out-of-school youth (OSY) identified
- Number of preschool migratory children identified

E.2 Academic Outcomes

Describe the extent to which migrant students succeed in school:

- State performance assessments:
 - Rates of participation
 - Proficiency in reading and English/language arts, mathematics, and science
 - Academic growth as measured by scaled scores
 - School readiness
- Core course completion patterns in mathematics, sciences, and language arts
- Graduation rate for migrant students
- Progress of migrant students on previous goals in the most recent CNA or MEP evaluation

E.3 Mobility

Describe the frequency and nature of migrant student mobility:

- Number (or percentage) of students who made qualifying moves in the past 12 months, 12-24 months, and past 36 months
- Number (or percentage) of the population that made qualifying moves on an interstate and intrastate basis
- Overall patterns of mobility within a typical school year (from where students come or go, months in which students usually move)

E.4 Data from Other Agencies

Some data may be available from other state agencies in addition to what is available from the state education agency (SEA). For example, state agencies related to public health may have data that may be useful to your CNA. Also, Head Start and housing agencies would be good sources of data.

Policies on confidentiality frequently prevent the sharing of data across agencies. You should discuss the possibility of developing a memorandum of agreement (MOA) with agencies from whom you would like to obtain data. Quite likely, these agencies would welcome the opportunity to obtain more data on migrant children and youth from the MEP, as well.

See *Appendix E.2 Sample Types of Data for MEP Needs Assessment* for a more comprehensive list of the types of data to consider for inclusion.

E.5 Representing and Archiving Data

You should develop a written profile of migrant students in your state, making the data as visual as possible by utilizing charts and graphs. See *Appendix E.3: Sample Migrant Student Profile* as an example of what the profile should look like. While the profile is likely to undergo revision during the CNA process, this first draft will form the basis for what will be included in the final CNA report.

Note the areas where additional data are needed so that these may be addressed by the data collection efforts in the CNA process.

You may want to develop some snapshots from the migrant student profile that may be reviewed easily by the CNA team during its discussions of data. These could be one- to two-page summaries that focus on particular categories of data.

You might also want to consider developing a migrant student fact sheet that includes key findings that you could distribute widely and update regularly. See *Appendix E.4: New York State “Parent-Friendly” Comprehensive Needs Assessment (CNA) Summary from the 2009 New York State Migrant Education Program Service Delivery Plan*.

The Migrant Student Profile should be archived and updated as needed.

E.6 Manager’s Checklist and Reflection

Here are some key accomplishments for *Section E: Creating a Migrant Student Profile*. Take a moment to jot down your progress on the items below. Also, note any issues or challenges.

Manager’s Checklist

- Developed migrant student profile that includes
 - Demographics
 - Academic outcomes
 - Mobility information/data
 - Data from other agencies
- Migrant Student Profile includes multiple years of data for trend analysis
- Migrant Student Profile identifies alternative sources when data are missing or hard to obtain
- Data is disaggregated by PFS status
- Charts and graphs to visually summarize data in a migrant student fact sheet
- Migrant Student Profiles filed in archives to be incorporated into CNA report

Reflection

1. What surprised me the most when creating the migrant student profile?
2. What has changed from the previous CNA or MEP evaluation?

3. What has not changed?
4. In what areas do we need further data to create a more comprehensive picture of migrant students in the state?
5. What challenges do I foresee see in getting the data we need? How will we address these challenges?

E.7 Resources and Tools in Appendix E

Appendix E.1 Texas Map of Local Operating Agencies and Numbers of Migrant Students from the 2011 Statewide Service Delivery Plan Texas Migrant Education Program

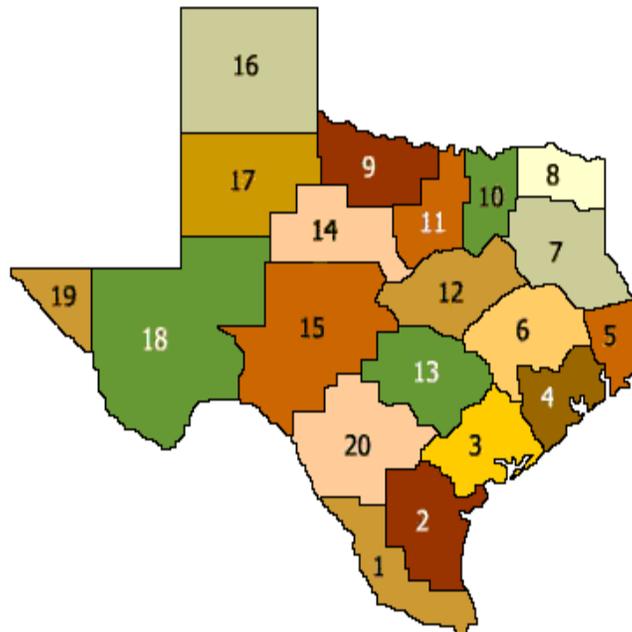
Appendix E.2 Sample Types of Data for MEP Needs Assessment

Appendix E.3 Sample Migrant Student Profile

Appendix E.4 New York State “Parent-Friendly” Comprehensive Needs Assessment Summary (CNA) from the 2009 New York State Migrant Education Program Service Delivery Plan

Appendix E.1 Texas Map of Local Operating Agencies and Numbers of Migrant Students from the 2011 Statewide Service Delivery Plan Texas Migrant Education Program

	2005-2006 Reporting Period	2006-2007 Reporting Period
Region 1 – Edinburg	38,401	31,736
Region 2 – Corpus Christi	4,572	2,758
Region 3 – Victoria	395	280
Region 4 – Houston	3,599	2,673
Region 5 – Beaumont	410	333
Region 6 – Huntsville	442	203
Region 7 – Kilgore	542	259
Region 8 – Mount Pleasant	1,394	766
Region 9 – Wichita Falls	272	130
Region 10 – Richardson	1,407	839
Region 11 – Fort Worth	670	462
Region 12 – Waco	483	247
Region 13 – Austin	1,498	1,038
Region 14 – Abilene	661	435
Region 15 – San Angelo	2,398	1,380
Region 16 – Amarillo	6,358	3,591
Region 17 – Lubbock	4,452	3,255
Region 18 – Midland	1,613	1,353
Region 19 – El Paso	4,051	3,095
Region 20 – San Antonio	6,662	5,270
Total in State (duplicated count)	80,280	60,103



For maps of Counties and Districts in each ESC Region, visit the [Texas School District Locator Page](#).

Appendix E.2 Sample Types of Data for MEP Needs Assessment

Below is a sample list of possible types of data and data sources to consider in the Comprehensive Needs Assessment. Some of the data may already be collected at the state level, but others may not. In those cases, a representative sample may be needed. Remember that, if possible, data should also be disaggregated by Priority for Services (PFS) status.

TEST SCORES	SCHOOL INVOLVEMENT	FAMILY BACKGROUND
State Assessment Scores	Special Education (IEP)	Residency Data
Standardized Tests Scores	Enrollment/Placement in	Homebase State/District
Norm-Reference Test Scores	Other Programs (Title I, ESL,	Educational Attainment of
Criterion Reference Test Scores	Bilingual, Preschool, etc.)	Siblings
Cognitive Ability Test Score	Gifted & Talented	Language Spoken in the Home
Language Proficiency Ratings (English & Primary Language Other than English)	Interest in Adult Basic Education	Language Proficiency of Parent
Portfolio Assessment Ratings	GED	Access to Transportation
Early Childhood Development Test	Job Training	Mobility (Number of Moves)
Early Childhood Development Survey		Basic Needs: Shelter/Food/Clothing Family Conditions (e.g., foster care, married teen, guardian, etc.)
ACADEMIC PROGRESS	PERSONAL CHARACTERISTICS	HEALTH INDICATORS
Age-Grade Discrepancy	Self-Concept Rating	Medical Screening Results
Grade Retention	Self-Esteem Rating	Dental Screening Results
Attendance Record	Special Talents/Strengths	Visual Screening Results
Number of Interruptions to Education During School Year	Social Behavior Assessment	Auditory Screening Results
Last Grade Completed	Attitudes, Behavior Scale Index	Mental Health referrals
Course Grades	Education Goals	Immunizations
Grade Point Average	Career Goals	Primary Health Care Access
Credits Accrued for Graduation	Hours of Employment	TB Test
Number of Failed Courses	Legal Problems	Most Recent Physical Exam
Dropout Status	Recommendations for Counseling	
Enrollment in Alternative School		

Appendix E.3 Sample Migrant Student Profile

The mock data provided below are intended to illustrate the types of data that might be collected for a State’s profile and various ways to display that information for easy reference.

DEMOGRAPHICS

Table 1. Migrant Student Counts

Population Data	2008–2009	2009–2010	2010–2011	2011–12
All Migrant-Eligible Students	17,526	15,433	10,889	8,245
Migrant Children Served in the MEP—Regular School Year (with instructional or supportive services)	7,050	7,243	5,036	3,394
Migrant Children Served in the MEP—Summer or Intersession Term	4,692	3,097	2,260	2,130
Priority for Services (PFS) Students	5,784	5,093	3,593	2,721

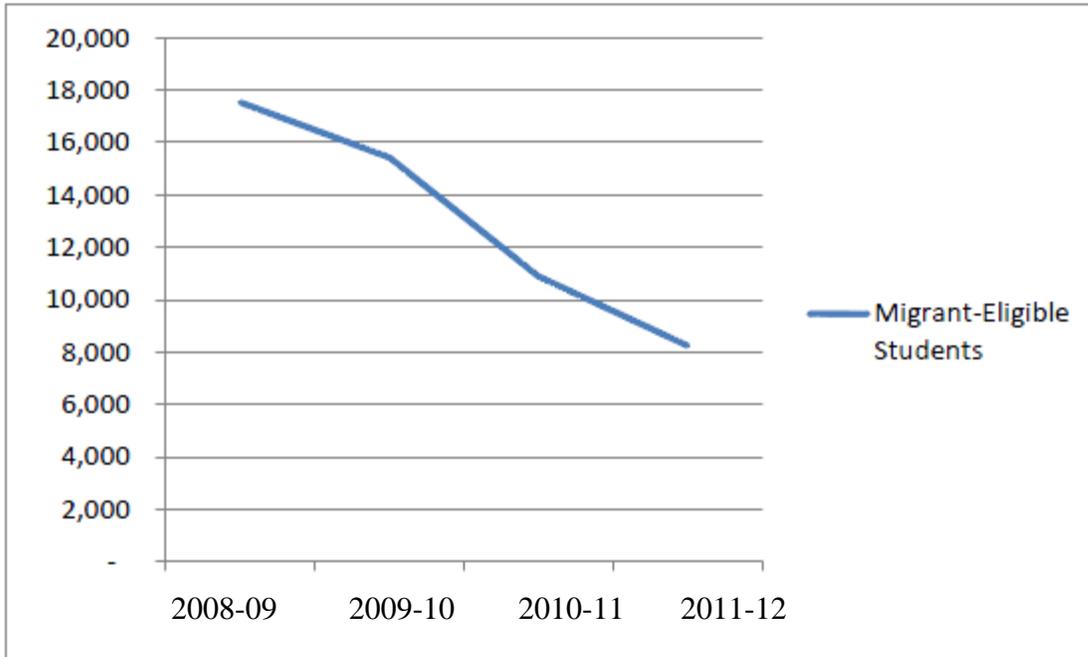
Table 2. Migrant Student Counts by Region and Agricultural Commodities

Geographic Representation	Migrant-Eligible Numbers	%	Main Commodities
Region 1-Northern	4,123	50	Fruits
Region 2-Central	3,216	39	Fishing, Fish Processing
Region 3-Southern	906	11	Forest Industry

Source: State Department of Education database and State Department of Agriculture¹ e

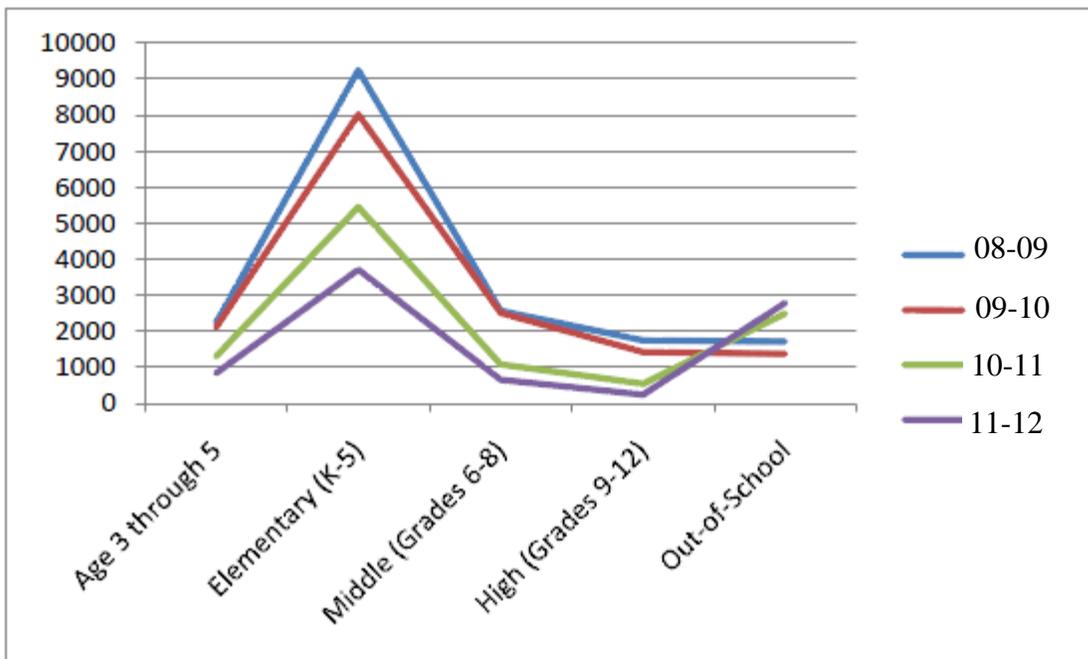
¹ Data source for tables and figures is the State Education Department database, unless otherwise noted.

Figure 1. Migrant-Eligible Student Totals by Year



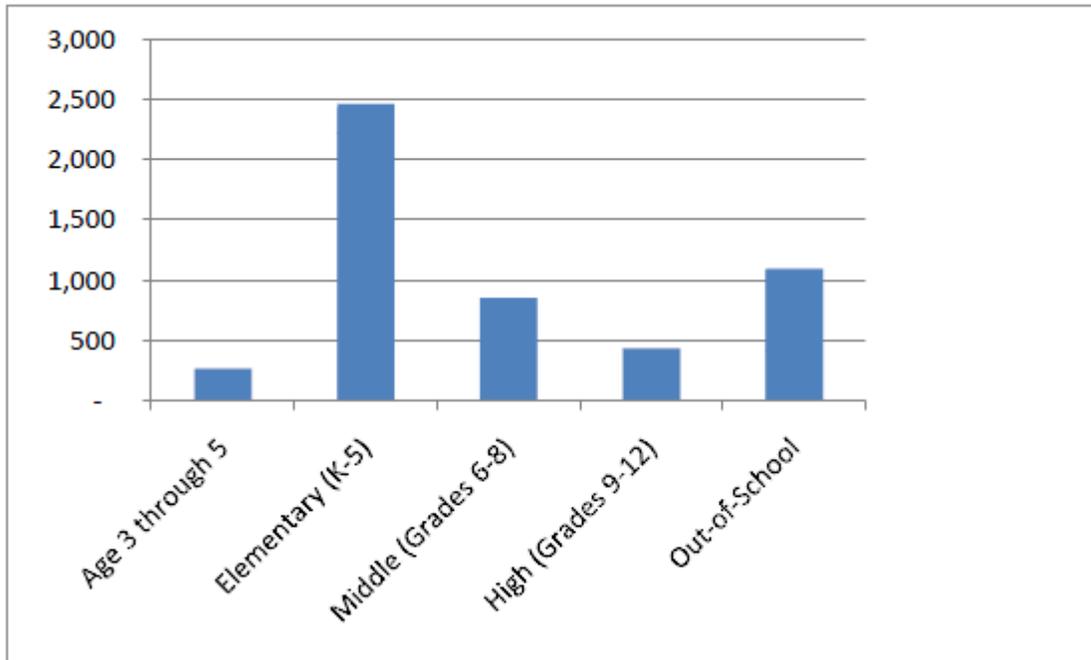
- Migrant student numbers have dropped by 9,281—over half—from 2008–09 to 2011–12.

Figure 2. Migrant-Eligible Counts by Grade Level



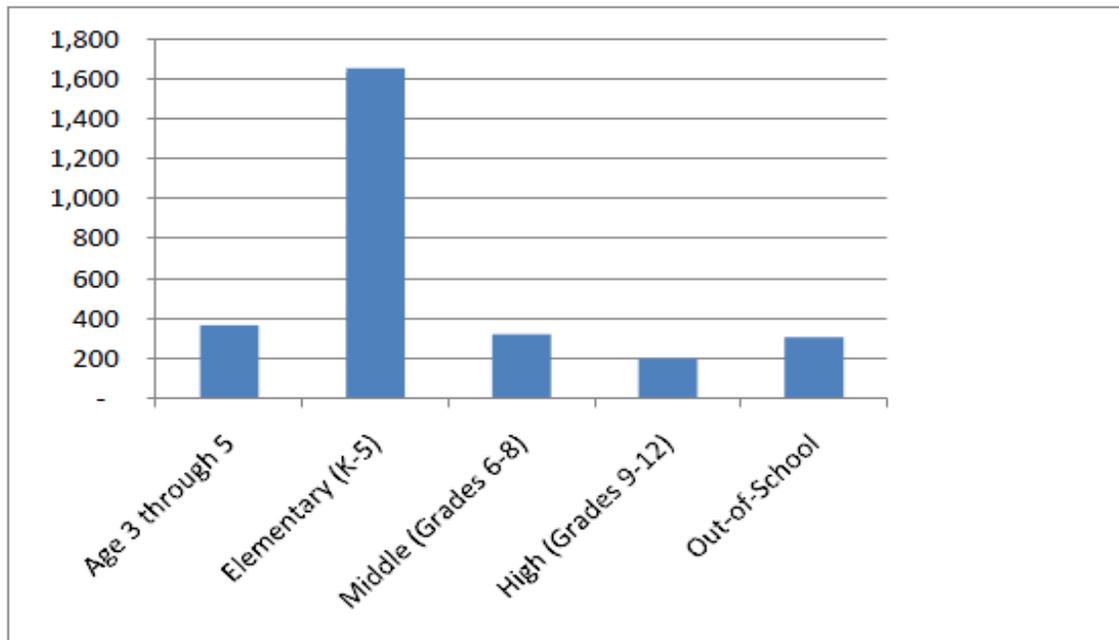
- Numbers have dropped in all age groups except OSY.

Figure 3. Participation Rates in Regular School Year by Grade, SY2011–12



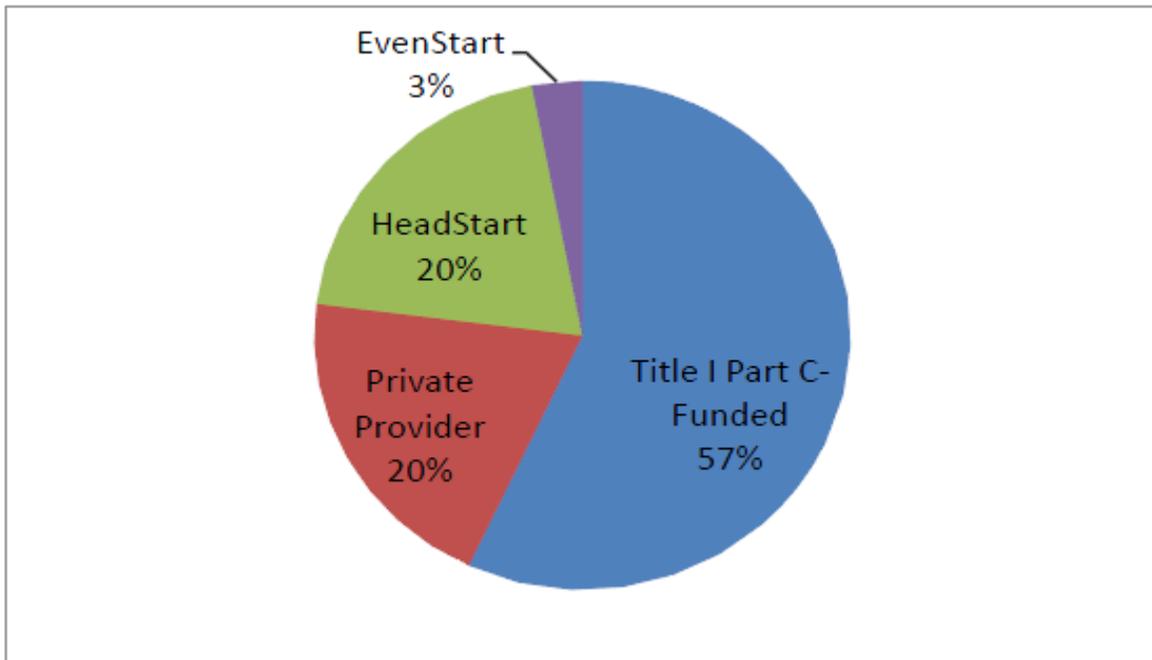
- 48% of students served in regular school year are elementary grades
- 21% are OSY

Figure 4. Participation Rates in Summer/Intersession by Grade, SY2011–12



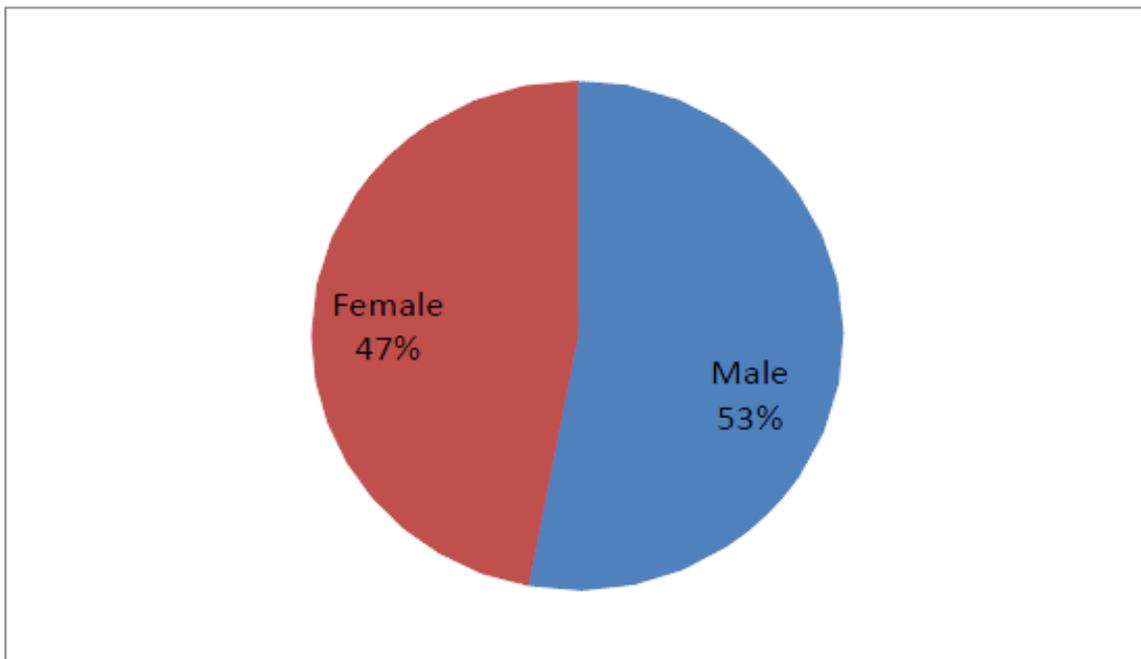
- 58% of students served in summer/intersession are elementary school aged
- 13% are preschoolers (ages 3 through 5)

Figure 5. Participation Rates in Summer/Intersession by Grade, SY2011–12



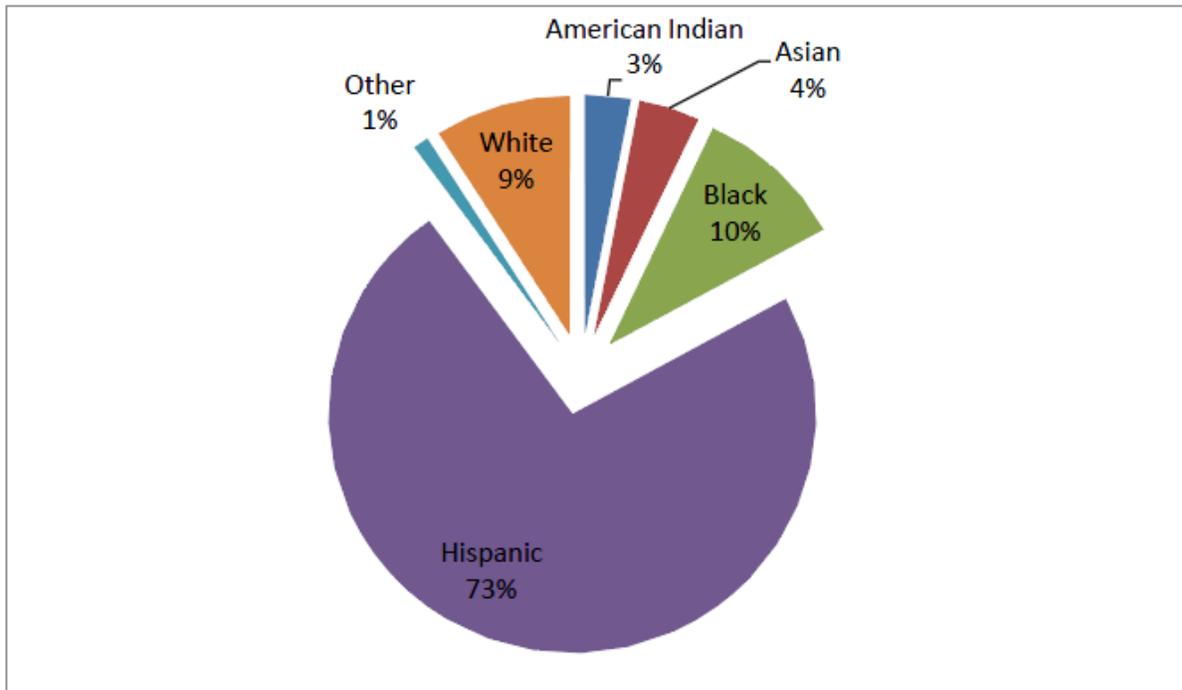
- Of those migrant children who received preschool programming, over half attended migrant-funded programs.

Figure 6. Migrant-Eligible Students by Gender, SY2011–12



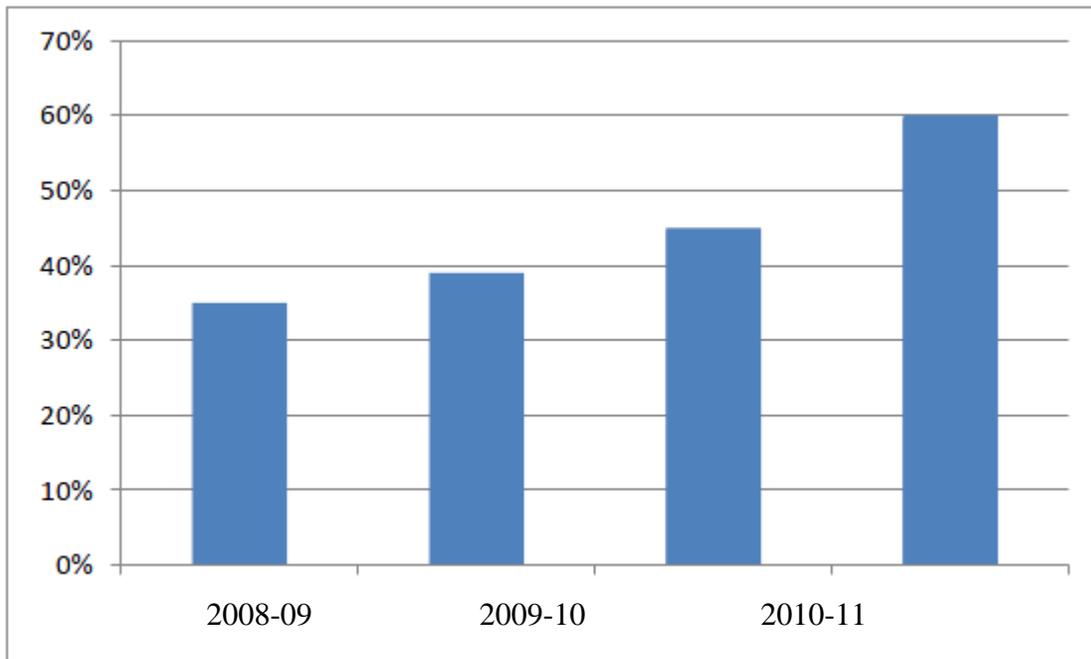
- A little over half of the population is male.

Figure 7. Migrant-Eligible Students by Ethnicity (SY2011–12)



- Migrant students are predominantly Hispanic (73%).

Figure 8. Migrant-Eligible Students Who Are English Language Learners (ELLs)



- Percentage of ELL migrant students has increased over time.

Mobility and Student Outcomes

1,237 students were identified as “Priority for Services” in 2010–11, approximately a quarter of the migrant students served. The majority of PFS students are in the elementary grade level.

Table 3. PFS by Grade

PFS by Grade	SY 2011-12	
	N	%
PreK	35	3
Elem (K-5)	543	44
Middle (6-8)	296	24
High (9-12)	350	28
OSY	13	1
Total	1,237	100

MOBILITY

Table 4. Number of Students by Time of Most Recent Move

Time of Most Recent Move	# Migrant Students
0-12 months	1,979
13-24 months	1,085
25-36 months	934

Source: State MEP ID&R Office

STUDENT OUTCOMES

Table 5. Reading Assessment Results for Migrant Students

Migrant Students	2009-10		2010-11		2011-12	
	# Tested	Proficient	# Tested	Proficient	# Tested	Proficient
		# %		# %		# %
	4,630	1,435 31	3,811	1,296 34	2,391	837 35

Table 6. Gap between Migrant and Non-Migrant Students in Reading (based on state assessment scores)

Percentage of Student Subgroup Scoring Proficient or Above on State Reading Assessment	2009-2010	2010-2011	2011-2012
Non-Migrant	58%	60%	62%
Migrant	31%	34%	35%
PFS	22%	24%	26%

Source: State Accountability Office

Figure 9. Gap in Reading Proficiency between Migrant and Non-Migrant (% Proficient)

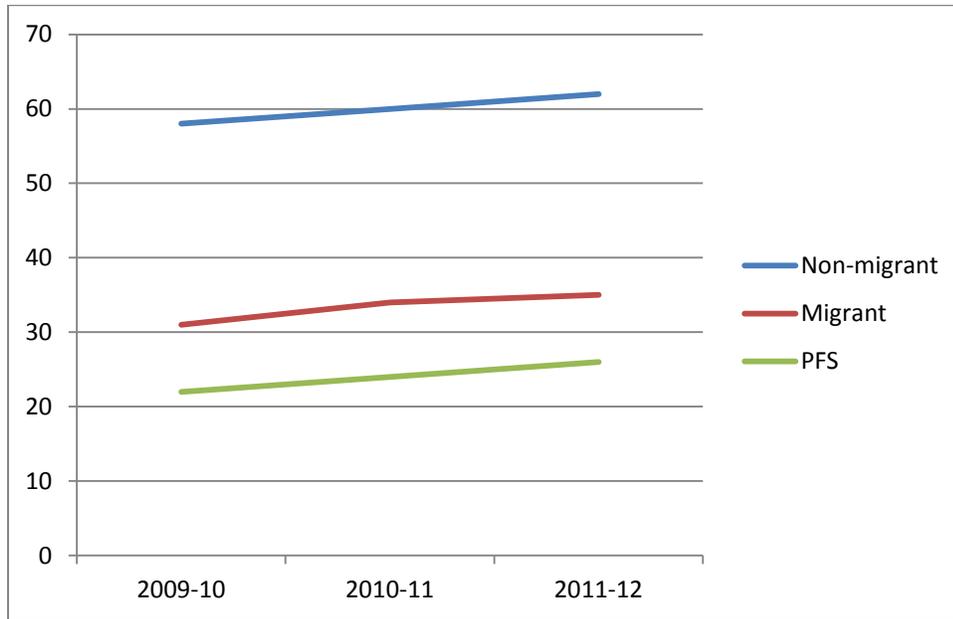


Table 7. Mathematics Assessment Results for Migrant Students

Migrant Students	2009-2010		2010-2011		2011-2012	
	# Tested	Proficient	# Tested	Proficient	# Tested	Proficient
		# %		# %		# %
		4,630	1,087 23	3,811	898 24	2,391

Table 8. Gap between Migrant and Non-Migrant Students in Mathematics (based on state assessment scores)

Percentage of Student Subgroup Scoring Proficient or Above on State Reading Assessment	2009-2010	2010-2011	2011-2012
Non-Migrant	45%	52%	62%
Migrant	23%	24%	25%

Figure 10. Gap in Mathematics Proficiency between Migrant and Non-Migrant (% Proficient)

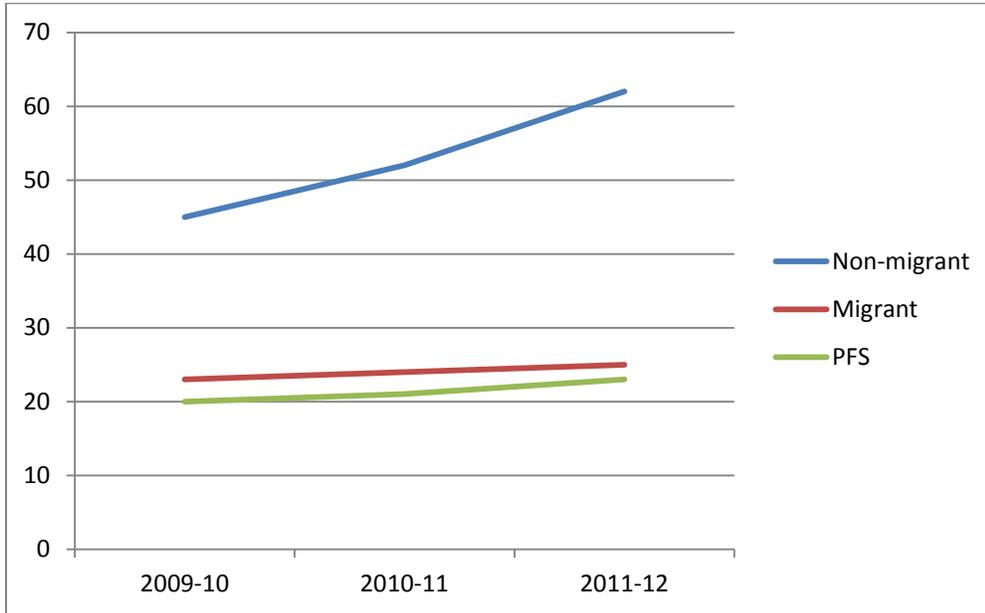


Table 9. Graduation Data for Migrant Students

School Year	# Migrant Students (Served) in 12 th Grade	Students Who Graduated With a:	
		High School Diploma	GED
2011-12	300	90 (30%)	3 (1%)
2010-11	50	16 (31%)	5 (2%)

Table 10. School Readiness Data, Migrant Compared to Non-Migrant

School Year	Kindergarteners Entering School "Ready to Learn"	
	Migrant	Non-Migrant
2011-12	65%	75%
2010-11	68%	77%

Summary of CNA Student Assessment Findings

The New York State CNA, completed in July 2009, analyzed student assessment data from the 2007–08 school year to conduct its “gap analyses.” At that time, it was the most currently available data to utilize for comparison. In April 2010, the 2008–09 student assessment data for migrant students and New York State students overall became available and are included in this service delivery plan. Both years’ data are analyzed in summary fashion below (2008–09 data appear in italics).

1. Area of Concern: English Language Arts (ELA)

- In 2007–08, 53% of 3rd grade migrant students achieved proficiency compared to 70% of all New York State (NYS) 3rd grade students, producing a 17% gap in achievement. *44% of migrant students; 76% of all NYS 3rd graders; producing a 32% gap.*
- In 2007–08, 37% of 4th grade migrant students achieved proficiency compared to 71% of all NYS 4th grade students, producing a 34% gap in achievement. *46% of migrant students; 77% of all NYS 4th graders; producing a 31% gap.*
- In 2007–08, 46% of 5th grade migrant students achieved proficiency compared to 78% of all NYS 5th grade students, producing a 32% gap in achievement. *55% of migrant students; 82% of all NYS 5th graders; producing a 27% gap.*
- In 2007–08, 40% of 6th grade migrant students achieved proficiency compared to 67% of all NYS 6th grade students, producing a 27% gap in achievement. *59% of migrant students; 81% of all NYS 6th graders; producing a 22% gap.*
- In 2007–08, 50% of 7th grade migrant students achieved proficiency compared to 70% of all NYS 7th grade students, producing a 20% gap in achievement. *56% of migrant students; 80% of all NYS 7th graders; producing a 24% gap.*
- In 2007–08, 29% of 8th grade migrant students achieved proficiency compared to 56% of all NYS 8th grade students, producing a 27% gap in achievement. *41% of migrant students; 69% of all NYS 8th graders; producing a 28% gap.*

2. Area of Concern: Mathematics

- In 2007–08, 70% of 3rd grade migrant students achieved proficiency compared to 90% of all NYS 3rd grade students, producing a 20% gap in achievement. *72% of migrant students; 93% of all NYS 3rd graders; producing a 21% gap.*
- In 2007–08, 44% of 4th grade migrant students achieved proficiency compared to 84% of all NYS 4th grade students, producing a 40% gap in achievement. *67% of migrant students; 87% of all NYS 4th graders; producing a 20% gap.*

- In 2007–08, 52% of 5th grade migrant students achieved proficiency compared to 83% of all NYS 5th grade students, producing a 31% gap in achievement. *59% of migrant students; 88% of all NYS 5th graders; producing a 29% gap.*
- In 2007–08, 53% of 6th grade migrant students achieved proficiency compared to 79% of all NYS 6th grade students, producing a 26% gap in achievement. *52% of migrant children; 83% of all NYS 6th graders; producing a 31% gap*
- In 2007–08, 60% of 7th grade migrant students achieved proficiency compared to 79% of all NYS 7th grade students, producing a 19% gap in achievement. *68% of migrant students; 87% of all NYS 7th graders; producing a 19% gap.*
- In 2007–08, 45% of 8th grade migrant students achieved proficiency compared to 70% of all NYS 8th grade students, producing a 25% gap in achievement. *66% of migrant students; 80% of all NYS 8th graders; producing a 14% gap.*

3. Area of Concern: Graduation/Credit Accrual/Grade Promotion

- The graduation rate for migrant students in the 9th grade 2004 cohort (those who should graduate in June 2008) was determined to be 39%. This compares to a graduation rate of 80% for all members of this cohort in NYS, producing a 41% gap. Migrant cohort graduation rate = 50%; NYS graduation rate = 72%; 2008–09 gap = 22%.
- Of the above referenced migrant graduates, 28% enrolled in college. NYS college enrollment rate for graduates in that cohort was 78%, producing a 50% gap in college enrollment. Migrant cohort college enrollment rate = 28%. NYS college enrollment rate = 79%; 2008–09 gap = 51%.
- Since there is no NYS data available for all of its students relative to being “below modal grade”, we are only able to capture data for migrant students. For grades K through 9th, the median percentage of migrant students who were below modal grade was 26.5% (lowest Kindergarten at 15%; highest 8th grade at 53%). In the 2008–09 program year, 31.7% of migrant students were below modal grade.
- Similarly, no statewide data is available for the retention rate for NYS students. We did capture data for migrant students who had been retained at least once (2007–08 data) for each grade level. For grades K through 12th, the median retention rate for migrant students was 4% (lowest 12th grade at .5%; highest Kindergarten at 11%). In the 2008–09 program year, 7.4% of migrant students had been retained at least once.

Section F: Identifying Concerns

Step 2: Explore What Is		
Activity	Recommended Tasks	Highly Recommended
Identify concerns	<p>NAC meets and holds discussions:</p> <ul style="list-style-type: none"> • Begin with concerns previously identified by the state or with the Seven Areas of Concern (identified by OME) and the statutory Goal Areas for migrant students • Review migrant profile • Review program evaluation • Focus primarily on student need • Conduct prioritization of needs with criteria and rationale 	<ul style="list-style-type: none"> • Include iterations of refinement in light of additional criteria • Include community input beyond NAC

The varied expertise and roles represented on the Needs Assessment Committee (NAC) will be instrumental in analyzing the data provided in the Migrant Student Profile to identify concerns and needs that underlie gaps in migrant student performance. We suggest that you carefully plan NAC meetings or interviews with other stakeholders to generate a detailed and accurate picture of the needs of migrant students so that strategies can be concrete and targeted in effective ways.

F.1 Convening the NAC

While budget and travel restrictions may govern the number of face-to-face meetings that may be scheduled for the NAC, we encourage you to convene a face-to-face meeting of the NAC to initiate the CNA planning process. The purpose of the meeting is to have team members identify the challenges that migrant students face and propose reasons for gaps in their academic performance that will be developed into Concern Statements.

Getting on the same page. When bringing a diverse group of people together to work as a team, it is important to spend some time enabling them to get to know one another and identify the expertise and experience represented on the team. Moreover, they should all be in agreement on the purpose and priorities of the migrant education program (MEP).

Questions to consider in this initial discussion might include:

- What is the range of experience and expertise on the team?
- What do team members believe, value, and hold important in educating migrant children in the state?
- How do these values align with Federal and state goals for migrant children and youth?

The orientation materials that you provide prior to the meeting and during the first meeting will be essential to get everyone on the same page. Orientation materials may include:

- Description of the CNA Process (See *Appendix C.1 Sample One-page Description of the CNA Process*)
- CNA Timeline (See *Appendix C.3 Template for Timeline and Plan for the CNA Process.*)
- List, including contact information of NAC members, Management Team, and state director
- Agenda, purpose, and desired outcomes for the first meeting
- Seven Areas of Concern (See *Section A*, specifically, *A.4 Seven Areas of Concern*. Also, *Appendix F.1: Sample Handout for the Seven Areas of Concern* provides an overview of each of the Areas of Concern.)
- MEP Goal Areas (See *Section B*, specifically, *B.3 Migrant Education Program Priority and Goal Areas*)
- Requirements for the CNA included in *Section B: Overview of Statutes, Regulations, and Non-regulatory Guidance Related to the Comprehensive Needs Assessment*, including Migrant Education Priority Goal Areas and indicators for the Government Reporting Performance Act (GPRA)

Group processes. For a planning team that meets periodically, in addition to informal and unstructured discussions, we encourage you to utilize group process activities that foster discussion and generate valuable information that can be included in the CNA. See *Appendix F.2 Instructions for Conducting Group Activities* for a list of and instructions for group processes that can be utilized at various times throughout the planning process. Not only will valuable information be captured in a structured way, group processes ensure that team members who may not be comfortable with speaking up in the whole group will have their perspectives represented.

First meeting of the NAC. The first meeting of the NAC will launch the CNA collaborative planning process. We encourage you to allow sufficient time for reviewing the orientation, purpose, and goals of the CNA, and for generating concerns that get to the root causes of gaps in migrant student performance. See *Appendix F.3* for a sample agenda for the first NAC meeting.

In the first meeting, we suggest that you focus the discussion on the unique experiences of migrant children and why they are challenged in succeeding academically compared to their non-migrant peers. While studying student achievement data is an important part of this

process, the data should not be driving the discussion. It is important to look beyond the data as you identify the special educational concerns regarding migrant students.

For example, mobility is the most prominent challenge faced by migrant students. Although migrant children share many of the challenges faced by other children living in poverty, the unique challenge of mobility:

- Causes migrant students to have to constantly adapt to different curricula and academic standards, homework policies, classroom routines, and course placements, resulting in a lack of educational continuity
- Leads to poor attendance patterns and decreased amount of time in a classroom
- Forces migrant students to have to make constant adjustments in school settings, friendships, and meeting the academic and behavioral expectations of different schools and districts
- Decreases English language development and development of literacy skills due to a lifestyle that may not expose children to English-speakers and English literature
- Limits access to educational support services, health services, and other social services more readily available to other at-risk children with more stable families and homes

We recommend that you lead a discussion on the unique experiences of migrant students and the effect of mobility on the academic achievement of migrant students. In addition to discussion of the unique challenge of family mobility and how it affects student achievement, your NAC will want to review the Migrant Student Profile (See *Section E: Creating a Migrant Student Profile*) and discuss the following factors:

- State student demographic trends over the past few years
 - What are the significant shifts in populations, such as an increase in numbers of out-of-school youth (OSY) and/or a decrease in numbers of elementary school-aged students?
 - Which families and students appear to be those with the greatest needs?
 - What percentage of your migrant students are English language learners (ELLs)?
 - How migrant students compare to all other students as well as to a variety of subgroups, such as ELL students, on the state assessments? (If your state data seem out of sync with your MEP numbers, you may want to discuss how to improve the identification and reporting system.)
- Priority for Service (PFS) students
 - What is the distribution of PFS students across the state? Why might there be more PFS students in one part of the state than in another?
 - What are the state's criteria for PFS students? Do these capture all migrant students who are most in need?

- The proportion of migrant students that are being served in regular term versus summer sessions (If your state dedicates most of its MEP funding to regular term rather than summer, this should be a key factor in your brainstorming of concerns.)

We recommend that your NAC focus the conversation on the six MEP Goal Areas (See *Section B: Overview of Statutes, Regulations, and Non-regulatory Guidance Related to the Comprehensive Needs Assessment*) and the Seven Areas of Concern for migrant students identified by OME (See *Section A: Introduction and Overview*, specifically subsection *A.4 Seven Areas of Concern*).

See the sample agenda provided in *Appendix F.3 Sample Agenda for the First NAC Meeting* for some suggestions on how to incorporate the discussion of the MEP Goal Areas and Seven Areas of Concern in the first meeting of the NAC.

After the NAC studies the Migrant Student Profile, the group should discuss what it has learned. Key questions might include:

- What surprised you in the data presented?
- What concerned you most?
- What additional data do you think is needed to make the Migrant Student Profile more comprehensive?

F.2 Generating Concern Statements

A discussion of the migrant student profile, MEP Goal Areas, the Seven Areas of Concern and other issues related to what we know about migrant students mentioned above is a starting point for identifying educational challenges for migrant students. NAC members will express their concerns about the migrant students and families, and identify the basis for these concerns.

We recommend that you guide this discussion into the development of Concern Statements.

Concern Statements. Concern Statements are clear and consistent interpretations of the points that the NAC discussed that should be used to guide the work in developing the CNA. Concern Statements identify particular areas that require special attention for migrant students.

After an initial review of the Migrant Student Profile, MEP Goal Areas, and Seven Areas of Concern, you should provide a version of the following prompts to lead into more specific discussion of the challenges migrant students in your state face: “We are concerned that migrant students....” or “We are concerned that migrant families ...”

Criteria for strong Concern Statements. The utility of the CNA depends on the quality, relevance, and specificity of the Concern Statements developed early in the process. Therefore,

it is important for you to take the time to instruct the team on developing strong ones. The following criteria will assist the committee in developing Concern Statements.

A Concern Statement should:

- Be a complete, concise sentence
- Reflect one of the Goal Areas or Areas of Concern identified by OME
- Be based on the reason that migrant students, as a result of their migrant background and lifestyle, are not doing well in school
- Be stated in terms of concerns about migrant students and families
- Directly reflect the data provided in the migrant student profile or additional information that was generated in a NAC discussion on what we know about migrant students in the state
- Be supported with data
- Be specific and concrete in a way that can lead to targeted services and interventions
- Be a concern that is appropriate for the MEP to address

Activity for Developing a Concern Statement. The following activity will help you build your expertise in developing Concern Statements, as well as instruct the NAC on how to develop them.

A NAC workgroup reviewed the data from the migrant student profile, and focused its attention on the goal of High School Graduation. Which of the five Concern Statements below do you think should be included in the CNA process? Can you provide justifications for the statement(s) that you would choose or not choose?

Concern Statements Related to High School Graduation

1. We are concerned about educational continuity.
2. We are concerned that migrant students in high school perform 28 percentage points lower in math than all other high school students in our state.
3. We are concerned that high school students who move from one school to another may have to enroll in courses that are not strong matches from one location to the next.
4. We are concerned that budget cuts prevent the MEP from providing adequate services to migrant students.
5. We are concerned that migrant high school students cannot afford yearbooks, class rings, and appropriate clothes for proms.

See *Appendix F.4 Concern Statements*, which includes an analysis of the examples related to this activity and other examples of strong Concern Statements. Also, *Appendix F.5 Worksheet for Developing Concern Statements* may be used as a handout for the NAC to guide the Concern Statement development process.

Getting to Root Causes. One of the key purposes of the NAC is to determine specifically why migrant students are underperforming in school. Concern Statements are just the beginning. The first set of Concern Statements should be the starting point to examine why the concerns exist. We suggest that the NAC spend some time on each of the Concern Statements identified to dig deeper into the root causes. As new information is generated to understand the concern more fully, the team should revise and refine the Concern Statements as needed.

A group process that is particularly effective in identifying root causes for educational challenges is the “Five Whys Root Cause Analysis.” For a description and instructions on conducting the activity, see *Appendix F.2 Instructions for Conducting Group Activities*.

F.3 Prioritizing Concerns

The NAC will likely develop a number of Concern Statements that will need to be organized and prioritized into a manageable few.

The NAC could group Concern Statements into categories of related statements. One approach to reducing the number of statements without losing substance is to look for redundancy and to combine statements if they are saying the same thing in different ways. Another approach may be to identify Concern Statements specific to a single goal area (school readiness, proficiency in reading, proficiency in mathematics, graduation from high school, and any other program goal set for migrant children by the state) as crucial for further exploration.

The NAC should develop prioritization criteria, and these criteria should be included in the CNA. Sample criteria might include:

- Clearly relates to the MEP Goal Areas or Seven Areas of Concern
- Is agreed upon by a majority of the team members that this is a serious or widespread area of concern
- Addresses the needs of the most vulnerable migrants children and youth, including PFS students

Asking Why - Digging Deeper for Root Causes

A NAC noted in the Migrant Student Profile that migrant children in the fourth grade were performing poorly in math.

Why are students scoring poorly?

At first glance, the district suspected the new math curriculum that was implemented in the fourth grade was not working for migrant students; however, they also noticed that attendance was extremely poor among migrant students in general.

Why is attendance poor among migrant students?

Migrant parents on the NAC informed the committee that parents desperately wanted to send their children to school; however, the children were often sick and unable to attend.

Why are students sick?

Further exploration of the issue indicated that many of the families could not afford insurance and children were in need of proper healthcare. The Concern Statement was revised to focus on the need for better health services for migrant children.

- Can be confirmed through additional data collection, if needed
- Is a concern that could realistically be addressed by the MEP

F.4 Considerations for Small States

Small states may lack the resources and staff capacity to convene a large NAC, but should still be able to develop a prioritized list of Concern Statements. In some instances, the state director will be the one to generate Concern Statements with the input of stakeholders. Some suggestions to make this activity a more limited but still participatory process include:

- Conduct small focus groups of stakeholders face-to-face if possible or by conference call, electronic meeting, or at conferences and meetings where they will likely be attending. A series of these focus groups could target specific MEP Goal Areas or Areas of Concern.
- Identify key stakeholders and arrange a set of phone interviews to obtain information related to the MEP Goal Areas or Areas of Concern that will enable you to craft Concern Statements. Note that the criteria for strong Concern Statements included earlier in this section would still apply.
- Keep in mind resources and staff capacity when selecting an appropriate number of Concern Statements to explore further and address. Small states may need to consider what they can realistically accomplish in developing the CNA and be strategic in setting its priorities.
- Focus your priorities on PFS students.

F.5 Archiving Information for the CNA

You should archive the following information for consideration and inclusion in the written report for CNA:

- Meeting agendas
- Notes or proceedings from the NAC meetings or stakeholder interviews
- Prioritized list of Concern Statements
- Criteria for prioritizing Concern Statements
- List of all Concern Statements generated (those that do not make the final priority list can be revisited in subsequent CNAs)

F.6 Manager's Checklist and Reflection

Here are some key accomplishments for *Section F: Identifying Concerns*. Take a moment to jot down your progress on the items below. Also, note any issues or challenges.

Manager's Checklist

- In developing the Concern Statements, the NAC considered the unique experiences of migrant students and challenges of mobility as well as the following:
 - Migrant student profile
 - Migrant program evaluation
 - Significant shifts in demographic trends
 - OSY
 - Decreases/increases in school-aged populations
 - Decreases/increases in preschool-age population
 - ELLs
 - PFS students (numbers, geographic locations)
 - Populations served in summer-school versus regular-term
 - Seven Areas of Concern
 - MEP Goal Areas
 - GPRA Indicators
- In addition, Concern Statements were prioritized using criteria or rationale that can be clearly explained and documented
- All Concern Statements generated were archived

Reflection

1. What made the NAC meeting successful? What could have been improved?
2. Do the Concern Statements reflect the perspectives and consensus of all the team members?
3. Do all the Concern Statements meet the criteria listed for strong Concern Statements?

F.7 Resources and Tools in Appendix F

- Appendix F.1 Sample Handout for the Seven Areas of Concern
- Appendix F.2 Instructions for Conducting Group Activities
- Appendix F.3 Sample Agenda for the First NAC Meeting
- Appendix F.4 Concern Statements
- Appendix F.5 Worksheet for Developing Concern Statements

Appendix F.1 Sample Handout for the Seven Areas of Concern

Seven Areas of Concern

Educational Continuity

Because migrant students often are forced to move during the regular school year, students tend to experience a lack of educational continuity. Migrant students experience differences in curriculum, academic standards, homework policies, and classroom routines. Their course placements reflect inconsistencies. The cumulative impact of educational discontinuity is daunting. Efforts to overcome this pattern are needed to strengthen educational continuity.

Instructional Time

Mobility also impacts the amount of time students spend in class and their attendance patterns. Such decreases in the time students spend engaged in learning leads to lower levels of achievement. Ways to ameliorate the impact of family mobility and delays in enrollment procedures are essential.

School Engagement

Migrant students are frequently faced with adjustments to new school settings, making new friends, and social acceptance challenges, which are generally grouped as behavioral, emotional, and cognitive.

Behavioral engagement focuses on the opportunities for participation, including academic, social, or extracurricular activities. It is considered a crucial factor in positive academic outcomes and preventing school dropout.

Emotional engagement involves the positive and negative reactions to teachers, classmates, academic materials, and school in general. Such responses influence identification with the school and a sense of belonging and feeling valued.

Cognitive engagement hinges on investment in learning and may be a response to expectations, relevance, and cultural connections.

Without engagement, students may be at risk for school failure. Migrant students need avenues that ensure they are valued and have the opportunities that more stable students have.

English Language Development

English language development (ELD) is critical for academic success. In the school setting, ELD focuses on the literacy skills applicable to content area learning. Since many migrant students have a home language other than English, migrant programs must find avenues to supplement the difficulties faced by migrant students in ELD due to their unique lifestyle, while not supplanting Title III program activities.

Educational Support in the Home

Home environment is often associated with a child's success in school, reflecting exposure to reading materials, a broad vocabulary, and educational games and puzzles. Such resources reflect parent educational background and socio-economic status. While many migrant parents value education for their children, they may not always know how to support their children in a manner consistent with school expectations nor have the means to offer an educationally rich home environment. Efforts to inform families are crucial.

Health

Good health is a basic need that migrant students often do not attain. The compromised dental and nutritional status of migrant children is well documented. They have higher proportions of acute and chronic health problems and higher childhood and infant mortality rates than those experienced by their non-migrant peers. They are at greater risk than other children due to pesticide poisoning, farm injuries, heat-related illness, and poverty. They are more likely to be uninsured and have difficulties with healthcare access. Families often need assistance in addressing health problems that interfere with the student's ability to learn.

Access to Services

Newcomer status and home languages other than English often decrease access to educational and educationally-related services to which migrant children and their families are entitled. Since they are not perceived as permanent residents, services become more difficult to obtain.

Appendix F.2 Instructions for Conducting Group Activities

Affinity Process

An Affinity Process may help a team with diverse members to discover the values that they hold in common and build consensus to facilitate planning and decision making. The facilitator should provide a series of prompts written on a piece of chart paper. Questions may include:

- What is the purpose of the migrant education program?
- What are the most important things we want for our migrant children and youth?
- What is the goal of the CNA?

Step 1. Provide each team member with a pad of Post-it Notes and ask all team members to respond to the prompts, with each idea expressed in a complete sentence on separate Post-it Notes. They should work independently on this task.

Step 2. Organize team members into small groups, either by role group or in mixed groups.

- Provide each group with several sheets of chart paper.
- Provide the following instructions for the small group activity:
 - One person will introduce an idea that he/she wrote and stick it on a piece of chart paper.
 - Others will post similar or related ideas on the chart paper.
 - The next person at the table will introduce an idea and follow the same process.
 - The process will continue until all ideas are placed on the sheets of paper.
 - The groups will be instructed to create three-to-five word headings for each of the sheets of paper.

Step 3. Reconvene the whole group

- Ask one group to place one of its chart sheets on the wall.
- Invite other groups to place any sheets that are similar next to the first one.
- Then invite the next group to place one of its chart sheets on the wall.
- Invite other groups to post ones on similar topics.
- Continue this process until all sheets are posted. This part of the process works best if the team members can walk around and read all the posted ideas.

Step 4. As the final step, reconvene the small groups to discuss which concepts they feel are most important and craft a rough statement that uses the short headings from the chart sheets to convey their perspectives. These statements will be shared with the whole group and later provided to the team as guiding principles for crafting the SDP.

This process will take one to two hours.

Brainstorming

Brainstorming around the question of “Where are we now?” is a quick way to generate a list of concerns or problems that the team feels should be addressed. This technique can be done at various times during the planning process when the group seems “stuck” or the energy is low. The activity can be done easily in five to seven minutes.

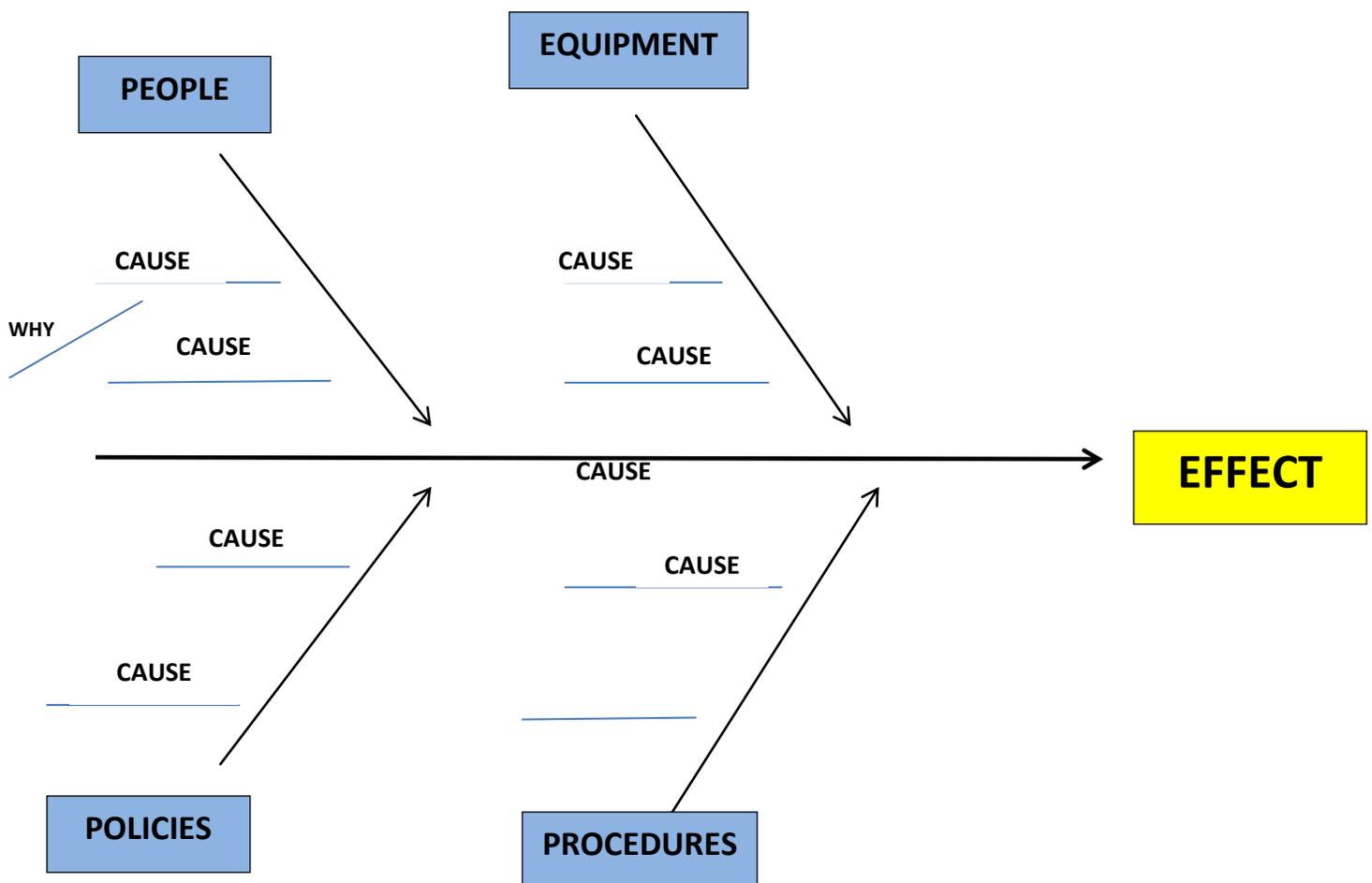
The facilitator should explain that team members should state their ideas briefly without explanation and no idea is to be judged as it is presented. The facilitator should provide a prompt, such as: “The greatest challenges for migrant students in our state are ...” When the activity begins, the facilitator, and perhaps another person to assist, should capture every idea on chart paper.

After the generation phase, one way to determine which ideas resonate with the group or to prioritize the ideas is to provide each team member with three to five colored sticky dots to place on the ideas that they feel are the most important. The ideas on the chart paper that have the most dots are the ones that should form the basis for further discussion.

Cause Effect Diagram (Fishbone)

This activity will help teams identify causes and contributing factors that must be considered in developing an effective plan. The facilitator should provide a problem statement, or elicit one from the group. The problem statement should be written in a box on the right side of a sheet of chart paper positioned horizontally. A line should be drawn across the center of the paper with diagonal lines branching out. The diagram resembles a fish with bones branching out from the spine. On each of the branches, the group can identify causes they feel are related to the problem. After many ideas are written on the diagram, the facilitator may want to have the team members identify the ones that they feel are most important. Providing each team member three to five colored sticky dots will enable them to note which causes they feel are the most significant, and can lead to further discussion for how these will be addressed in the SDP. This activity can be conducted in 15 minutes to a half-hour, depending on the complexity of the diagram.

Sample Cause Effect Diagram



Five Whys Root Cause Analysis

This activity is often used for conducting a root cause analysis because it provides a layered approach to understanding a problem. The facilitator should provide a problem statement (or ask the group to provide such a statement) that is written on chart paper. Then, the facilitator will ask simply, “Why?” The facilitator will write “because” on the chart paper, and summarize the group’s comments into a new statement. The facilitator will repeat this process three to five times until the group reaches consensus on the underlying cause or causes of the problem. There may be some diverse responses to the “Why?” questions. However, for each analysis, the group needs to focus on one response in order to dig deeper into the root cause of one statement. The facilitator can revisit alternative responses to conduct other analyses at a later time, if he/she determines this is necessary.

Example of Five Whys Analysis

Problem Statement: Migrant students in our state are performing significantly lower in reading and math than other students even though they are provided supplemental services.

Why?

Because migrant students have high rates of absenteeism.

Why?

Because migrant students miss school due to illnesses.

Why?

Because they don’t have easy access to medical care.

Why?

Because there are no medical services near where the families are living.

Why?

Because the area is too rural and population base too small to support a medical clinic.

Note how the process can lead to a very different view of why migrant students may not be performing well in school. The value of this process is to enable team members to consider other strategies beyond instructional solutions for poor academic performance and focuses attention on other issues that might have been overlooked.

SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis

A SWOT analysis is helpful in identifying a range of considerations that will facilitate or impede the attainment of outcomes as the team develops the plan. The facilitator should have four sheets of chart paper with the following headings: Strengths, Weaknesses, Opportunities, Threats. After explaining the purpose of the activity to the team, the facilitator should provide a prompt to focus the discussion. An appropriate prompt could be along the lines of, “What are the most important considerations for our state plan to serve migrant children and youth?”

Then the facilitator will invite input from the group and capture ideas on the chart paper, beginning with Strengths.

The following questions will help elicit responses for each of the headings:

Strengths:

- What are the best features of our migrant program that we can build on?
- What strengths exist among our migrant children and youth and their families?

Weaknesses:

- What are the greatest areas of needed improvement in our migrant education program?
- Who or what agencies and programs need guidance and support to help achieve good educational outcomes for migrant children and youth?

Opportunities:

- What untapped resources exist for migrant children, youth, and families in our state?
- Who are the leaders and champions of the migrant program that we need to involve?

Threats:

- What are the barriers to migrant children and youth succeeding in school?
- What will be the challenges to creating a plan that will achieve the Migrant Program Outcomes we desire for migrant children and youth?

Similar to brainstorming, the facilitator will want to keep the group energized and record all ideas quickly. Then, the group can prioritize the ideas by placing colored dots by the ideas that they feel are the most important. The facilitator should spend a few minutes debriefing and summarizing what was learned from the activity.

Think, Pair, Share

Think, Pair, Share is a technique that fosters individual reflection and group discussion on a topic.

Step 1. Provide a prompt, such as a statement, set of data, or article.

Step 2. Ask each individual to reflect on the statement and note ideas in writing. The facilitator should provide team members with a sheet of paper with questions to consider.

Step 3. Ask individuals to pair up and discuss their ideas. Pairs may represent similar roles or very different roles.

Step 4. After pairs have shared their ideas, ask for voluntary comments on what they have learned from each other. This sharing may generate further discussion on the topic that will provide insight into the migrant education program.

Appendix F.3 Sample Agenda for the First NAC Meeting

**COMPREHENSIVE NEEDS ASSESSMENT
NEEDS ASSESSMENT COMMITTEE MEETING I
STATE DEPARTMENT OF EDUCATION**

FEBRUARY XX, 2012

Meeting Purpose: To orient team members to the CNA process, review the Migrant Student Profile, and identify concerns related to migrant student performance in our state

9:00 Introduction of Committee Members, Management Team, and State Director

Group Activity: Team members introduce themselves and provide one statement on what they know and believe about migrant students

9:30 Overview of the CNA Process

9:40 Overview of Goals of the Migrant Education Program

9:50 Overview of the Seven Areas of Concern

Group Discussion: Does your experience and expertise in migrant education align with the Areas of Concern identified by the Office of Migrant Education?

10:15 Break

10:30 Review the Migrant Student Profile

State Director provides an overview (PowerPoint presentation)

Group Activity: Groups of three will address the following questions and present to the whole team – What surprised you in the data presented? What concerned you most? What additional data do you think is needed to make the Migrant Student Profile more comprehensive?

12:00 Lunch

1:00 Developing Concern Statements

Instruction and Practice Developing Concern Statements

Group Activity: Pairs will take one of the Areas of Concern and develop Concern Statements; use worksheet in *Appendix F.5*.

2:30 Break

2:45 Review Concern Statements as a Whole Group Using “Asking Why-Digging Deeper” Activity

3:45 Refining Concern Statements

Group Activity: Pairs that developed Concern Statements will refine their statements based on additional information on “root causes” generated in the “Asking Why-Digging Deeper” activity. They will write final Concern Statements on chart paper.

4:15 Prioritizing Concern Statements

Group Activity: Team members will be provided 10 sticky dots to note Concern Statements they feel are of highest priority.

4:30 Summarization of Prioritized Concern Statements

4:45 Debrief of the Meeting (what went well, what could be improved), Next Steps

5:00 Adjourn

Meeting Outcome: List of Prioritized Concern Statements

Appendix F.4 Concern Statements

Analysis of Concern Statements from Activity in Section F.2

1. We are concerned about educational continuity.

This statement merely introduces a general topic. It does not convey information about what specific issues are related to educational continuity for migrant high school students.

2. We are concerned that migrant students in high school perform 28 percentage points lower in math than all other high school students in our state.

This is not a Concern Statement; it is a restatement of the data and does not indicate a specific challenge or reason for poor performance that would lead to a discussion of an appropriate intervention.

3. We are concerned that high school students who move from one school to another may have to enroll in courses that are not strong matches from one location to the next.

This is a specific Concern Statement that proposes a reason for poor academic performance. On the basis of the statement here, we cannot tell if it reflects the data in the Migrant Student Profile; however, the statement indicates that there is familiarity with the specific challenges migrant high school students face in the state. Moreover, should additional data be needed to confirm this concern, the statement is specific enough to lead to a question for which data can be obtained.

4. We are concerned that budget cuts prevent the MEP from providing adequate services to migrant students.

While this is a concern for most programs, this is not a concern that relates to the MEP Goal Areas or Seven Areas of Concern. Moreover, it is an issue over which the MEP has no control.

5. We are concerned that migrant high school students cannot afford yearbooks, class rings, and appropriate clothes for proms.

This is not a concern that relates to the MEP Goal Areas or Seven Areas of Concern. Although it is important to ensure that high school migrant students are able to engage in non-academic activities to enrich their high school experience, the MEP is targeted toward improving the academic success of migrant students. Community collaborations should be established to support migrant students' participation in non-academic activities.

Examples of Strong Concern Statements

Goal: High School Graduation
Area of Concern: Educational Continuity

Concern Statements

1. Our concern is that migrant students who change schools frequently fall behind in grade level skills and understanding.
2. Our concern is that migrant students may not develop the strong academic self-esteem needed to carry them through challenging academic high school courses.
3. We are concerned that high school students who move at least twice each year may have to retake courses that are not strong matches from one location to the next.
4. Our concern is that motivation for learning may be an issue for migrant students.

Goal: High School Graduation
Area of Concern: Educational Support in the Home

Concern Statements

1. We are concerned that parents experience communication difficulties between the home and the school.
2. Our concern is that parents lack information about strategies to help children with reading and homework.
3. We are concerned that parental involvement in school activities is limited.
4. Our concern is that migrant parents may not understand the degree to which their involvement with school influences their child's academic success and involvement.

Appendix F.5 Worksheet for Developing Concern Statements

Concern Statements. Concern Statements are clear and consistent interpretations of the data and discussions will guide the work in developing the CNA. Concern Statements identify particular areas that require special attention for migrant students.

Criteria for strong Concern Statements. The utility of the CNA depends on the **quality, relevance, and specificity** of the Concern Statements.

A Concern Statement should:

- Be a complete, concise sentence
- Reflect one of the Goal Areas or Areas of Concern identified by OME
- Be based on why migrant students, as a result of their migrant background and lifestyle, are not doing well in school
- Be stated in terms of concerns of migrant students and families
- Directly reflect the data provided in the migrant student profile or additional information that was generated in a NAC discussion on what we know about migrant students in the state
- Be supported with additional data
- Be specific and concrete in a way that can lead to targeted services and interventions
- Be a concern that is appropriate for the MEP to address

Steps for Developing a Concern Statement

1. Identify a MEP Goal Area or Area of Concern suggested by data reviewed.
2. Identify a category or issue that is a subset of that MEP Goal Area or Area of Concern.
3. Write a statement that begins with a version of the following prompts
 - We are concerned that migrant students ...
 - We are concerned that migrant families ...
4. Review the Concern Statement according to the criteria listed above.
5. Note data that supports this statement.
6. Is there sufficient data to support this statement?
7. Note data needed to further explore or confirm this statement.
8. Conduct a Root Cause Analysis on the Concern Statement.
9. Revise the Concern Statement as needed.

Section G: Writing Need Indicators and Recommending Data Sources

Step 2: Explore What Is		
Activity	Recommended Tasks	Highly Recommended
Write Need Indicators and recommend data sources	<ul style="list-style-type: none"> • NAC identifies Need Indicators (present needs as differences between what is and what should be) • Each Need Indicator explicitly connects to one of the prioritized Concern Statements • Potential data sources are identified 	<ul style="list-style-type: none"> • Create iterations of refinement of Need Indicators in light of additional criteria • Create multiple Need Indicators for each Concern Statement • Gather community input beyond NAC

After the Needs Assessment Committee (NAC) has developed Concern Statements, it is recommended that Need Indicators be developed for each Concern Statement. For the sake of this discussion, a "Need" is described as the gap between "what is" and "what should be."

A "Need Indicator" is a measure that can be used to verify that a particular gap/discrepancy exists for migrant children and sets a parameter to specify the severity of that gap.

We recommend that you complete the table in *Appendix G.1 Linking Concerns, Needs, and Data Table* as you work through the information in this section, which will help connect the Concern Statements, Need Indicators, and suggested sources of data. The completed table will be the foundation of the Data Collection Plan for the CNA.

G.1 Convening the NAC and Alternatives for a Participatory Process

Developing Need Indicators may be accomplished in a variety of ways, depending on your time and resources. In all cases, we recommend that this be an activity that includes input from stakeholders, such as the NAC, Data Work Group, or key stakeholders who may be interviewed on an individual basis. Developing Need Indicators and recommending data sources could be accomplished in a face-to-face meeting, or it may be delegated to a work group that completes the task electronically.

Appendix G.2 Sample Agenda Second NAC Meeting is a suggested format for a NAC meeting that will guide the development of Need Indicators. This agenda can be customized for use by your NAC or for a smaller work group.

Considerations for Small States: If you are a small state, you may want to consider the following options to accommodate limited time, resources, and capacity:

- Convene a small work group to develop the Need Indicators (this same work group may continue with the development of the Data Collection Plan and may meet face-to-face or electronically)
- Complete the table in Appendix G.1 *Convening the NAC and Alternatives for a Participatory Process* on your own with the input from key stakeholders solicited through phone interviews or email
- Develop Need Indicators and identify sources of data working closely with the SEA data manager or an external consultant hired to assist with developing the CNA; then, request feedback from one of two key stakeholders

G.2 Developing Need Indicators

A good transition from a discussion of Concern Statements to developing Need Indicators is to ask the NAC the following question:

How can we measure whether the perceived need around a particular concern actually exists?

Then, ask the committee the following question, as an example:

If we are concerned that migrant kindergarteners are entering school lacking literacy skills, what sources of information will we accept to determine whether this is a real need?

Responses might include:

- State kindergarten screening assessment scores
- Parent survey feedback
- Teacher observations
- Data from a standardized literacy screening tool for kindergarten students

This discussion will reinforce the importance of data to support the existence of the concerns listed in the Concern Statements and will lead to defining indicators that will demonstrate that the need exists.

Once the evidence base has been discussed, the next step is to write Need Indicators. You may want to begin the discussion of Need Indicators with an overview of their characteristics.

Need Indicators are:

- Gap-based: Need Indicators are designed to reveal the gap between where migrant students are now and where we would like them to be.
- Evidence-based: Need Indicators are based on evidence that demonstrates there is a means of verifying that a concern exists.
- Valid: Need Indicators reveal a logical relationship and connection to the Concern Statements.
- Useful: Need Indicators are useful in identifying needs.
- Assessable/measurable: Need Indicators are statements that describe needs that can be assessed or measured.
- Clear: Need Indicators provide clear intent with definitions.
- Specific: Need Indicators designate time, type, tool category, who, etc.

Expect to write several iterations of the Need Indicators, with increasing specificity for the time, type, and details required. For example, note the development of a Need Indicator for the following Concern Statement:

Concern Statement: We are concerned that migrant high school students are not accruing credits in the core content areas in order for them to graduate on time.

The need implied in the Concern Statement is the gap between the goal to graduate on time and when migrant students graduate. The Need Indicator is a way to measure the gap. Each Concern Statement is likely to have more than one Need Indicator, although this example features only one Need Indicator.

Need Indicator:

- First iteration: Percent of migrant high school students who have **appropriate credits** in the core content areas (language arts, math, science, and social studies).
- Second iteration: Percent of migrant students **who have completed two years of high school** and have **two graduation-required credits** in each of the core content areas (language arts, math, science, and social studies).
- Third iteration: Percent of migrant students who **enrolled in 9th grade in fall 2010 (if current year is 2012)** and **have two graduation-required credits in each of the four core content areas** (language arts, math, science, and social studies).

The following criteria will assist with evaluating the quality of a Need Indicator:

The Need Indicator:

- Is linked to a specific Concern Statement

- Provides a measurement for the need, that is, the gap between what is and what is required
- Defines a specific group for which the need exists
- Identifies a time frame in which the measurement of the indicator (data collection) will take place
- Indicates a type of data that would be appropriate (number, percentage)
- Includes details for what will be measured

Note that inevitably, some of the Concern Statements will not be able to be validated with data. The discussion of Need Indicators should be able to identify these concerns, and they may be either altered into a statement for which a Need Indicator may be developed or may be eliminated from the process. Make sure to document why any of the concerns were not viable so that you can speak knowledgeably about these if asked.

You may wish to utilize *Appendix G.3* which is an activity worksheet to guide you, or the NAC in developing strong Need Indicators. *Appendix G.4 Sample Concern Statements, Need Indicators, and Data Sources* is another example of connecting Concern Statements, Need Indicators, and data sources.

G.3 Recommending Data Sources

Once a Need Indicator has been developed, the next task is to recommend data sources. It is important to consider what data already exists. Utilizing existing data to its fullest potential will save time and resources for actually collecting data. We recommend that you work with the data manager in your state education agency (SEA) or the state migrant student database to determine what data exists and how it may be provided to you in a way to address the Need Indicators you and the NAC have developed.

To identify data sources, you could ask the NAC or other data experts with whom you work:

- Where could you get the data needed to create this indicator?
 - Does the data already exist?
 - If not, what data source should we consider collecting?

When discussing these questions, we suggest that you or the committee set aside for the moment any inclinations to assume that the data cannot be collected. Focus on where or how you could obtain the information.

Table G.1 provides an example of the linkage between Concern Statements and Need Indicators, and possible sources of data.

Table G.1 Linking Concerns, Needs, and Data

Concern Statement	Need Indicator	Source of Data
<p>We are concerned that migrant children enter kindergarten lacking emergent literacy skills.</p> <p><u>Gap:</u> Literacy skills migrant children have upon entering kindergarten and literacy skills all other children in our state have upon entering kindergarten</p>	<p>Percentage of kindergarteners who pass readiness screening in literacy skills</p>	<p><u>Existing Data:</u> State assessment scores in kindergarten screening</p> <p><u>Data Needed:</u></p>
<p>We are concerned that migrant students may not have sufficient self-esteem to take challenging academic courses.</p> <p><u>Gap:</u> Level of self-esteem that migrant students have in selecting academic courses and level of self-esteem that a sample of students who take AP courses have in selecting academic courses.</p>	<p>Percentage of migrant students who report that lack of self-esteem inhibits them taking higher level courses</p>	<p><u>Existing Data:</u></p> <p><u>Data Needed:</u> Migrant student survey Comparison group of students who take challenging academic courses and their level of self-esteem</p>
<p>We are concerned that migrant families do not understand graduation requirements.</p> <p><u>Gap:</u> The knowledge needed of graduation requirements and the knowledge that migrant families have of graduation requirements</p>	<p>Percentage of migrant parents who report a lack of understanding about graduation requirements</p>	<p><u>Existing Data:</u></p> <p><u>Data Needed:</u> Migrant parent survey</p>
<p>We are concerned that migrant secondary students, particularly PFS students, do not graduate on time due to failure in the core requirement of Algebra I.</p>	<p>Number and percentage of migrant students and PFS students who take Algebra I during their freshman or sophomore year and their passing rates.</p>	<p><u>Existing Data:</u> Migrant student transcripts, PFS student transcripts, and state assessment data</p>

Concern Statement	Need Indicator	Source of Data
Gap: Migrant student (and PFS) failure rate in Algebra I and failure rate of all other students in Algebra I		<u>Data Needed:</u>

G.4 Comparison Groups for Need Indicators

When you are comparing migrant students to other groups of students, carefully selected comparison groups are critical. Comparison groups may vary depending on the data used and the questions asked. The issues in determining comparison groups are often difficult and expert advice is frequently needed.

In addition to comparing data for migrant students to data for all students in the state, the committee will need to consider such alternatives as:

- **All** non-migrant students
- Non-migrant students who have achieved proficiency against state standards
- Non-migrant students who have characteristics similar to migrant students,
- PFS students
- Non-migrant students from different socio-economic status groups

The NAC may also want to plan comparisons between migrant students who demonstrate proficiency against state standards and those who do not. Examining differences between successful migrant students and those who are struggling academically may be an additional comparison. What are the differences between these groups? Do these differences offer ideas to assist all migrant students in achieving academic success? Are there PFS students who meet state standards and how do they compare to other groups?

The NAC should be able to explicitly state the reasons for selecting the comparison group that is used.

G.5 Prioritizing Need Indicators

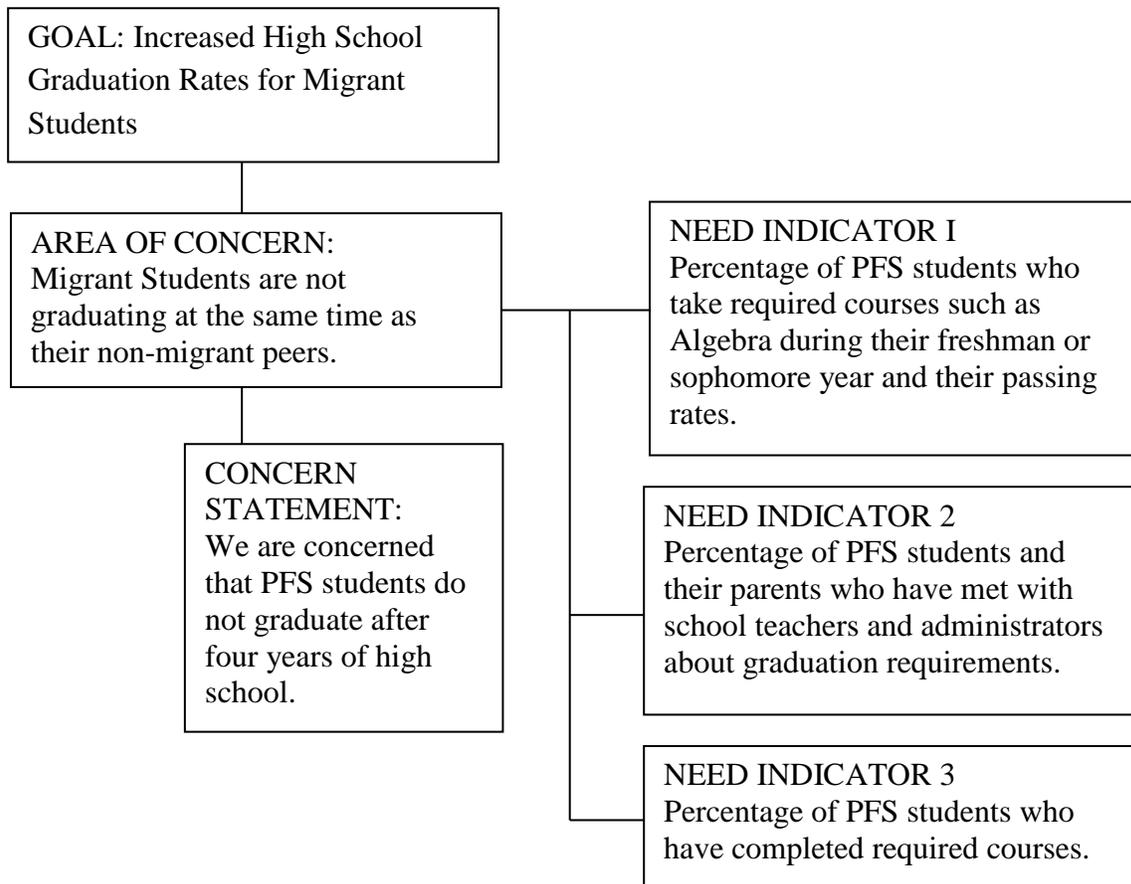
It is important to gather as many recommendations for Need Indicators and data sources as possible. Nevertheless, it is unlikely that you will be able to collect data on all the Need Indicators. Therefore, you will need to narrow the focus of the data collection for the CNA. This may be a task for which you solicit recommendations from the NAC, or you may wish to appoint a work group to do this.

One suggestion is to appoint a data work group at this point in the process that will prioritize the Need Indicators and then continue with developing the CNA data collection plan. We

recommend that you include the SEA data manager, Migrant Education Program evaluator, and other data experts in this work group.

One way to prioritize the Need Indicators is to view them as a part of the larger picture. Note the example in Figure G.1 that is a graphic illustration of viewing the MEP Goal, Area of Concern, Concern Statement, and Need Indicators. You will always want to make sure that Need Indicators ultimately relate to MEP Goals and Areas of Concern. Any Need Indicators that do not relate to an overall goal can be eliminated.

Figure G.1 Connecting Goals and Need Indicators



It is also important to review the Need Indicators from a standpoint of what is practical to accomplish for the CNA data collection process. Consider the following questions to help you winnow down the Need Indicators to a manageable set on which to collect data.

- Which Need Indicators are the most critical for providing the information needed for the CNA? (Can you prioritize them by the categories of Essential, Important, Good but Not Critical, Not Critical?)
- Are there Need Indicators that can be combined into one data collection effort? (For example, a survey of migrant parents might include several of the Need Indicators.)
- What resources (funds, experts, support staff, consultants, NAC committee members, Data Work Group members, etc) are available to assist with data collection?
- What access do you have to data (SEA, external agencies)?
- What is your time frame for collecting data?
- From what populations are data needed? What is the feasibility of collecting this data and their availability for data collection?

G.6 Archiving Information for the CNA

You should archive the following information for consideration for inclusion in the written report for the CNA.

- NAC or work group meeting agendas
- Notes or proceedings from the NAC or work group meetings (or notes from stakeholder conference calls and email correspondence if face-to-face meetings do not occur)
- Completed table provided in Appendix G.1
- List of prioritized Need Indicators
- Justification for why some concerns or Need Indicators were eliminated

G.7 Manager's Checklist and Reflection

Here are some key accomplishments *for Section G: Writing Need Indicators and Recommending Data Sources*. Take a moment to jot down your progress on the items below. Also, note any issues or challenges.

Manager's Checklist

- Understand the definition and purpose of a Need Indicator
- In developing the Need Indicators for our particular concerns
 - Utilized the NAC
 - Established a Data Work Group
 - Connected concerns, needs, indicators, and data sources
 - Identified multiple possible data sources
 - Prioritized Need Indicators to make them appropriate for my state
- Have a manageable and comprehensive set of Need Indicators to guide the next step of gathering and analyzing data

Reflection

1. What concerns were not viable when you attempted to identify Need Indicators?
2. What data already exists to review for the Need Indicators?
3. What data do you still need to evaluate the Need Indicators?
4. What data collection processes and instruments must be developed to determine how concerns can be confirmed, revised, or eliminated from the CNA at this time?

G.8 Resources and Tools in Appendix G

Appendix G.1 Linking Concerns, Needs, and Data Table

Appendix G.2 Sample Agenda Second NAC Meeting

Appendix G.3 Activity for Developing Need Indicators and Identifying Data Sources

Appendix G.4 Sample from Concern Statement to Need Indicator Handout

Appendix G.1 Linking Concerns, Needs, and Data Table

Concern Statement and Gap	Need Indicator	Source of Data
<u>Concern Statement:</u> <u>Gap:</u>		<u>Existing Data:</u> <u>Data Needed:</u>
<u>Concern Statement:</u> <u>Gap:</u>		<u>Existing Data:</u> <u>Data Needed:</u>
<u>Concern Statement:</u> <u>Gap:</u>		<u>Existing Data:</u> <u>Data Needed:</u>
<u>Concern Statement:</u> <u>Gap:</u>		<u>Existing Data:</u> <u>Data Needed:</u>

**COMPREHENSIVE NEEDS ASSESSMENT
NEEDS ASSESSMENT COMMITTEE MEETING II
STATE DEPARTMENT OF EDUCATION**

March XX, 2012

Meeting Purpose: To review Concern Statements, develop Need Indicators, and identify data sources.

9:00 Overview of meeting purpose and agenda; introduction of any team members who were not at the last meeting

9:15 Review of prioritized list of Concern Statements developed in Meeting I

Group Discussion: Ask committee members the following questions:

- Does the list of prioritized Concern Statements capture the most significant concerns related to the education of migrant children and youth?
- Are there any additional concerns we need to keep in mind or incorporate as we move forward?

9:30 Introduction to Need Indicators

Group Discussion: Have the group discuss the following question:

- How can we measure whether the perceived need around a particular concern actually exists?

Group Activity: Have pairs work together to complete the worksheet provided in Appendix G.4; discuss various responses according to criteria for strong Need Indicators

10:15 Break

10:30 Developing Need Indicators for Concern Statements

Group Activity: Divide the group into pairs or triads; provide each small group with a template with several Concern Statements listed; ask each group to complete the table by developing Need Indicators and completing the Sources of Data column (See *Appendix G.1.*)

(An efficient way to conduct this activity is to ask committee members to bring laptops to the meeting and provide the template with Concern Statements loaded on a flash drive for the group activity.)

11:30 Debrief the work of the small groups

Group Discussion: Project each of the completed tables on a screen for group review and record comments, suggestions for additional sources of data, recommendations for prioritizing the Need Indicators, etc.

12:30 Debrief the work of the day (what went well, what could have gone better); review next steps; adjourn

Meeting Outcome: Tables from small group work that depicts Concern Statements, Need Indicators, and sources of data (existing or to be developed)

Appendix G.3 Activity for Developing Need Indicators and Identifying Data Sources

In the table below, you will see examples of Concern Statements, gaps that define the need, Need Indicators, and suggested data sources. Review this information, and utilize the criteria for strong Need Indicators and consideration for data sources to complete the information for the last Concern Statement provided.

Criteria for a Strong Need Indicator:

- Will provide evidence specific to the Concern Statement
- Provides a measurement for the need (the gap between what is and what is required)
- Defines a specific group for which the need exists
- Identifies a time frame in which the measurement of the indicator (data collection) will take place
- Indicates a type of data that would be appropriate (number, percentage)
- Include details for what will be measured

Considerations for Data Sources:

- Where could you get the data needed to create this indicator?
 - Does the data already exist?
 - If not, what data source should we consider?

Concern Statement	Need Indicator	Source of Data
We are concerned that migrant children enter kindergarten lacking emergent literacy skills.	Percentage of kindergarteners who pass readiness screening in literacy skills	<u>Existing Data:</u> State assessment scores in kindergarten screening
<u>Gap:</u> Literacy skills migrant children have upon entering kindergarten and literacy skills all other children in our state have upon entering kindergarten		<u>Data Needed:</u>
We are concerned that migrant students may not have sufficient self-esteem to take challenging academic courses.	Percentage of migrant students who report that lack of self-esteem inhibits them taking higher level courses	<u>Existing Data:</u>
<u>Gap:</u> Level of self-esteem that		

Concern Statement	Need Indicator	Source of Data
migrant students have in selecting academic courses and level of self-esteem that a sample of students who take AP courses have in selecting academic courses		<u>Data Needed:</u> Migrant student survey Comparison group of students who take challenging academic courses and their level of self-esteem
We are concerned that migrant families do not understand graduation requirements	Percentage of migrant parents who report a lack of understanding about graduation requirements	<u>Existing Data:</u>
<u>Gap:</u> The knowledge needed for graduation requirements and the knowledge that migrant families have of graduation requirements		<u>Data Needed:</u> Migrant parent survey
We are concerned that migrant secondary students, particularly PFS students, do not graduate on time due to failure in the core requirement of Algebra I.	Number and percentage of migrant students and PFS students who take Algebra I during their freshman or sophomore year and their passing rates.	<u>Existing Data:</u> Migrant student transcripts, PFS student transcripts, and state assessment data
<u>Gap:</u> Migrant student (and PFS) failure rate in Algebra I and failure rate of all other students in Algebra I		<u>Data Needed:</u>

Exploring “What Is”

Ask the question, "Where could you get the data needed to create this indicator?"

GOAL: Graduation from High School

AREA OF CONCERN: School Engagement

CONCERN STATEMENTS:	NEED INDICATORS:	SOURCES OF DATA:
We are concerned that migrant children often do not perceive a connection with a caring adult in the school.	1. Percent of migrant children who perceive a connection with a caring adult	Survey of students
We are concerned that migrant children do not usually participate in academic interventions (summer or academic year).	2. Percent of migrant children who participate in the after-school migrant academic intervention program	Migrant education student database
We are concerned that migrant children usually do not participate in nonacademic school activities.	3. Percent of migrant children who participate in non-academic school activities (i.e., band, sports, clubs)	Survey of students; Forms completed by migrant staff at school

Note any important data sources that are not currently available, but are needed for future work.

Section H: Developing a Data Collection Plan and Collecting Data

Step 3: Gather and Analyze Data		
Activities	Recommended Tasks	Highly Recommended
Develop a data collection plan and collect data	<p>Management Team and NAC determine:</p> <ul style="list-style-type: none"> • Roles, responsibilities, and timelines for data collection • Existing data to review • Primary data to collect • Sampling process • Instrumentation • Comparison groups <p>Data collection leader identified to manage the process</p>	<ul style="list-style-type: none"> • Coordination with data specialists at SEA • Coordination with regional MEP managers

The data collection process should begin with a review of the list of prioritized Need Indicators and recommended sources of data the Needs Assessment Committee (NAC) developed in Step 2 of the Comprehensive Needs Assessment (CNA) process (Explore What Is). All data should directly relate to the Need Indicators developed in *Section G. Writing Need Indicators*.

H.1 Planning Data Collection

We highly recommend that you, the Management Team, the NAC, and the data experts develop a concrete plan for collecting data on the Need Indicators. A well thought out plan will ensure that data collection is efficient, cost-effective, and systematic. It should specify what type of data is to be collected, from what sources, by whom, and in what timeframe.

The plan should reflect the capacity and resources available to carry out the data collection. Each data collection plan will be unique to its state Migrant Education Program (MEP).

Considerations for small states A data collection plan that targets a few of the most critical needs in your state will be more effective than one that collects minimal data on a broad range of issues. For small states, the CNA process in general is one in which you, the Management Team, and the NAC must be strategic with your resources and focus on the areas where you are likely to have the greatest impact. Therefore, we suggest that you conduct an in-depth analysis of data collected in a few key areas.

H.2 Identifying Support and Resources

Effective data collection requires a wealth of expertise and resources. We encourage you to identify staff in your MEP, state education agency (SEA), or community who can provide advice and guidance to you, along with information on resources and strategies that can be utilized to streamline the process. Consider the following:

- Determine the state and migrant information system personnel who need to be involved in data collection planning and gathering.
- Determine any additional MEP or state personnel who need to be involved.
- If possible, acquire additional expertise in survey/instrument development; also, explore what instruments already exist that you may customize for your needs.
- Identify school district or local operating agency contacts to assist with data collection at the local level, if local data are part of the sampling plan.
- Arrange priority processing of requests for data through your state superintendent or assistant superintendent. You may want to utilize a one-page description of the CNA process (See *Appendix C.1 Sample One-Page Description of the CNA Process*) or information in *Section B Overview of Statutes, Regulations, and Non-regulatory Guidance Related to the Comprehensive Needs Assessment* for statutory authority for the CNA to justify your request.
- Work closely with representatives of your state student information systems to arrange the most efficient ways to collect data. Determine if a staff member from student information systems can work directly with you. (Often this person can access information directly, offering a more direct means of data collection.)
- Establish connections to the state migrant student database. Make sure that managers of all data systems involved in the data collection are well-informed about the CNA process and have suggested ways to facilitate the collection of data. Information systems managers should also understand that one outcome of the CNA process may be recommendations for additional or replaced fields in the database.

H.3 Reviewing Existing Data

Data collectors should utilize sources of existing data to their fullest capacity. It is likely that much of the data needed to determine needs already exist in various programs and agencies. Collecting primary data, such as in surveys and focus group, is time consuming and costly. A careful review of existing data may provide you with much of what is needed for the CNA.

Note the following tips and resources for reviewing existing data:

- Every SEA submits data to the U.S. Department of Education in the Consolidated State Performance Report (CSPR). The CSPR includes information such as: academic progress

of all students, program participation (Title I, Title III, special education), and data elements specific to migrant students.

- SEAs are required to collect data on the Government Performance and Results Act (GPRA) indicators (See *Section B: Overview of Statutes, Regulations, and Non-regulatory Guidance Related to the Comprehensive Needs Assessment*); this data provides a picture of the performance of migrant students relative to Federal goals.
- Additional data may be obtained from the SEA student data system. Most states assign each student a unique identifier; data on each student is submitted annually. This data is useful for identifying academic progress, special education status, dropout status, enrollment in gifted and talented programs, etc.
- Each state has a different structure for collecting data on migrant students. Frequently, some information is on the migrant student database, while other information is on a state student database.
- Programming and/or specific coding may be required in order to merge data and match students across databases.
- Special coding may be needed to identify PFS students.
- Be sure to plan on the time required to have special data requests filled.

Considerations for small states All states have challenges in obtaining sufficiently accurate and representative data to validate their concerns and to establish gaps between migrant and non-migrant populations. Small states have even more hurdles because their migrant students are not always represented in state databases due to a lack of knowledge of which students are eligible for MEP services and/or too few students in a school or district to be counted as a subgroup for purposes of the state's accountability system. One constructive avenue that you can pursue is to improve the accuracy of the systems that you DO have control over—your MEP databases. You should be able to find information on all migrant students in the state in these databases, and you might use the CNA as an opportunity to identify ways the MEP database(s) can be improved so that sufficient data will be available for a future CNA.

H.4 Collecting Primary Data

There is a tendency to build a data collection plan around only the data that are available. Part of the process of developing the Need Indicators is to determine if other data and other data sources are required to assess the needs of migrant students. If new data are critical, then methods to collect this data and to develop other data sources should be established.

To collect data on Need Indicators beyond what is available through state and local data sources, you will need to determine from whom you will collect the data and by what method. You will need to determine whether you want to collect quantitative or qualitative data. A mix of both types often creates the most complete picture of an issue or need.

H.4.1 Determining Sampling

The NAC and the Management Team will need to determine whether data from the entire state should be collected from a representative sampling of districts with high migrant student populations. Consider the following:

- Will the same samples be used when focusing on student achievement as when focusing on school engagement?
- How broad will the sampling be?
 - Who will be involved: local school staff (teachers, counselors, registrars), local MEP staff, parents, PFS students, decision makers, or MEP managers?
 - What geographical areas will be represented?
 - How large will the sample be?
 - To what extent will the samples represent migrant students from specific grades or subgroups, such as out-of-school youth?
- What consideration are you giving to language translation needs so that all selected individuals within a group can fully participate?

Another consideration is deciding when surveys should be distributed or data collected. This will often depend upon migration cycles and whether your state is a receiving or a sending state. Some data may be most appropriately collected when students enroll in the migrant program. This will allow programs to see changes upon entry to the program and after a year or two of participation. State assessment administration dates may be another crucial factor.

H.4.2 Determining Comparison Groups

Review and finalize the comparison groups to be used when collecting data.

- Look closely at the way comparison groups were described in your Need Indicators. Review the rationale behind the discussion regarding comparison groups and determine which comparisons will most effectively show the needs of migrant students.
- Some sampling or small pilot studies may be helpful in making final decisions.
- Be sure to include PFS students in the comparison groups.

When collecting data on comparison groups is not feasible. With limited time and resources, it is often not feasible to collect data on non-migrant student populations. In those cases, the NAC can develop a standard to be used to establish a gap. (Recall we defined a “need” in *Section F Identifying Concerns* as the gap between “what is” and “what should be.”) For example, note the following migrant parent survey question in Figure H.1

Figure H.1 Sample Migrant Parent Survey Question

Do you know about school requirements (rules) related to attendance (such as the number of days that your child can be absent without penalty)?

- Yes
- No

In this instance, you will not have a comparison group to determine the level of knowledge that migrant parents should have related to school requirements on to attendance. Suppose the survey results indicated that only 30% of migrant parents responded “Yes” to the question. In order to establish a gap between their response and what is desired, you will need to set a target. It may be ambitious, modest, or somewhere in between; this will depend on guidance from the NAC. The NAC might decide that the target for this item is that at least 50% of migrant parents should respond “Yes” to this question; therefore the gap is 20% between “what is” and “what should be.”

In addition, state performance targets can be used to define the gap between “what is” and “what should be” in the performance of migrant students.

H.4.3 Determining Data Collection Strategies

Most states will utilize a number of different ways to collect primary data. Examples are:

- Conducting phone or face-to-face interviews
- Conducting focus groups
- Administering surveys in person or online
- Creating data forms to be completed by either district or school level staff at certain times of the school year or when they enroll migrant students
- Conducting classroom observations

For tips and online resources on conducting interviews, administering surveys, and conducting observations, see *Appendix H.1 Tips and Online Resources on Conducting Interviews, Administering Surveys, and Conducting Observations*.

In a Pilot CNA program conducted a few years ago, states used a variety of methods to collect data. One state conducted focus groups within regions of the state using a web survey; another state surveyed High School Equivalency Program (HEP) students, while another state hosted migrant parent focus groups around the state and used Migrant Education staff to give surveys to students in seven districts.

H.4.4 Conducting Surveys

One of the most frequently used methods of data collection is surveys. Whether administered in person or online, surveys are useful for gathering data from role-alike groups of people, such as parents, students, teachers, or service providers.

The following are strategies for obtaining resources for surveys:

Search for published survey instruments that have already been validated and have established internal consistency and reliability. There are a number of sources on the Internet that can provide surveys. Good sources are the U.S. Department of Education, the Institute for Educational Science, and the National Center for Educational Statistics. These agencies have extensive experience in parent surveys and telephone interviews. See *Appendices H.2 Survey Sample - National Center for Educational Statistics: National Household Education Surveys Program (Phone Interview)* and *H.3 Survey Sample - National Center for Educational Statistics: National Education Longitudinal Study of 1988 (Written Survey)* for survey samples from the National Center for Educational Statistics (<http://nces.ed.gov/ecls>).

- Contact MEP directors in other states to see what they use to collect data on migrant students.
- Seek services from commercial publishing organizations, psychological consultants, and technical assistance providers who will develop a survey on a fee-for-service basis. Provide the timeline and budget parameters to see if the work of such an organization can meet your needs.

When using a survey from another source, keep in mind that the purpose and population for which the survey was developed will need to be customized for the population and context you have in mind.

If you or the data collection team decides to develop surveys, you should work closely with someone with expertise in this area. See *Appendix H.1 Tips and Online Resources on Conducting Interviews, Administering Surveys, and Conducting Observations* for online resources that can guide you in this process.

When you plan to conduct a survey, keep the following in mind.

- The intent of the survey questions must be clear to those completing the survey.
- It is important to build in time to pilot test surveys before launching them to the wider group. See *Appendix H.4 Examples of How Survey Questions Can Be Improved through Pilot Feedback* for examples of how survey questions can be improved through pilot feedback.
- Have a clear beginning and ending date for the survey data collection.

- Develop a survey protocol so that each participant is provided the same information about the survey. See *Appendix H.5* for considerations for ensuring that a survey is administered consistently, guidance on what participants should be told, how administrators should be instructed, and what logistics should be considered.
- If you plan to conduct an online survey, keep in mind the extent to which participants, such as migrant parents, will have access to a computer or the Internet. If migrant parents or students are being surveyed and are not likely to have access, you may want to have school or MEP staff get them to fill out an online survey when they arrive at the office or center or complete them during scheduled meetings.

H.5 Selecting Data Collection Tools and Strategies

You, along with your Management Team and the NAC, will need to make final decisions about the details of the data collection and how you will oversee the process. Key issues decided at the outset will increase the likelihood that you will have the data you and the NAC need to make decisions.

Below are some operational details and suggestions to consider:

- How will you design survey instruments?
 - Create a Data Work Group whose members can brainstorm survey items
 - Hire consultants on a fee-for-service basis
 - Adapt survey items from existing public studies and documents
- How will you administer surveys?
 - Online
 - Paper and pencil format (to be entered into electronic format for tabulation)
 - MEP recruiter or advocate interview
- How will you sample the population?
 - Random—everyone has an equal chance of being picked to respond
 - Systematic—picked by a certain number (e.g., every 5th name)
 - Convenient—people we have access to (e.g., migrant parents at a Parent Advisory Council meeting)
 - Stratified—the right kinds of people (e.g., students represented across all grade levels, geographic representation across the state)
 - Purposive—specific people have specific information (e.g., why teenagers drop out of school)

Data Tip

Plan early for data collection when migrant students are in the state for short periods of time (e.g., predominantly summer programming).

- What comparison groups are appropriate for target setting?
 - All students
 - Non-migrant students
 - Priority for Service (PFS) students
 - Other mobile populations, e.g., homeless students
 - Migrant English Language Learners (ELLs) to migrant non-ELLs
- When will you collect data?
 - Schedule according to migration patterns
 - Avoid times when data burdens are at a peak (e.g., state assessment testing underway)

Considerations for Small States One simple survey instrument may be all you need to measure student or family perceptions that are not available from other sources. One efficient way that you can survey your families and/or students is to plan ahead so that your recruiters and home visitors are prepared to ask the survey questions as part of their usual routines. In this way, they will obtain the necessary data during a regular home visit.

For example, your committee may be concerned that migrant parents are not promoting literacy at home. A typical question might be to ask how often they read to or with their children on a weekly basis. If you have an extended window to obtain this data (say, during a recruitment cycle), you can get an adequate sense of whether this concern is well founded.

As an alternative to one-on-one surveys, you might conduct focus groups of students at school or parents at parent meetings. Remember to keep the questions in either format, survey or focus group, clear and concise so that responses are targeted and not overly complicated.

H.6 Developing a Data Collection Plan

Once the NAC and Management Team have discussed and made decisions about the issues in the previous section, the NAC and Management Team should write a data collection plan. See Table 1 for an example of a data collection plan.

Table 1. Sample Data Collection Plan

Focus Area and Concern	Need Indicator	Source of Data (How to Access Data)	Person(s) Responsible	Deadline
School Readiness We are concerned that migrant students are not enrolled in kindergarten.	Percentage of migrant students who are enrolled in Kindergarten	Kindergarten program enrollment records (school site or local MEP level)	Data leader, School Readiness Work Group, migrant database data manager	May 15

Focus Area and Concern	Need Indicator	Source of Data (How to Access Data)	Person(s) Responsible	Deadline
		in state migrant student database		
Mathematics We are concerned that migrant students are not progressing in math at the middle school level.	Percentage of migrant students enrolled in Algebra I in the 8 th grade who complete the course with proficiency as compared with PFS students, all other students	State assessment data	Data leader, SEA data manager	May 15
Reading We are concerned that migrant students have health problems that prevent them from succeeding in school.	Percentage of migrant students who report that their child has health problems that interfere with learning	Parent Survey, Questions 1, 2, & 3	Data leader, local recruiters in sampling areas, nurse consultants at community clinics, PAC member	Sept. 30

A suggested template for a Data Collection Plan is included in *Appendix H.6 Template for Data Collection*.

We also recommend that you include a segment of the data collection plan for each Need Indicator. This plan articulates the data needed for each Need Indicator. When determining how to actually collect the data for each Need Indicator, this level of detail will enable you, or the data leader, to articulate what data is needed, and how it will be collected (including data elements, sampling, instrumentation, and other issues). A plan for each indicator can be useful if there are multiple team members collecting data; each will have his/her assignment laid out in a concrete, written format. This information will also be useful for you, the Management Team, the NAC, and the data leader to keep track of all data collection efforts for the CNA. See *Appendix H.7 Data Collection Plan for a Need Indicator* for an example of a data collection plan for one Need Indicator. *Appendix H.8 Template for Data Collection Plan for a Need Indicator* provides a template for developing plans for Need Indicators.

H.7 Launching the Data Collection and Managing the Process

Now you are ready to collect your data. At this point we strongly recommend that you appoint one person to lead this process. This person may undertake the data collection tasks, or oversee a Data Collection Work Group that will carry out the various data collection activities. Data collection for the CNA is a complex process that must be targeted, timely, and systematic.

The data collection leader will ensure that data is being collected according to the data collection plan, and will follow up when challenges or delays occur.

The data collection leader can be either an external consultant or a member of your Management Team or NAC who is experienced in data collection, data analysis, research methods or evaluation methodology. We suggest that this person participate in the discussions of the NAC from the very first meeting to understand the context and purpose of the data collection. Moreover, this person will be instrumental in the development of the data collection plan.

In order for you to stay involved with the process, you might want to clarify the following questions with the data collection leader:

- What permissions and consents must be obtained before collecting certain data?
 - Ensure that the permissions and consents are provided to you and kept on file.
- How often should the data collection leader report on his/her progress, e.g., weekly or monthly?
 - Consider a set schedule for email updates or phone calls.
- Who will have final approval of the data collection instruments, such as surveys or interview protocols?
 - We suggest that you have additional people with data collection expertise to offer feedback on the data collection instruments developed.
 - It would also be a good idea for the NAC or Data Collection Work Group to offer feedback.
 - Ultimately, you, as the state director, should have final approval.
- Within what budget limits must the data collection take place?
 - The budget limits will guide the scope of the data collection.
- In what format will the data be provided to you?
 - Raw data should always be kept on file, but for the NAC to review the data, summaries, graphs, and charts that enable the group to absorb a lot of data in a short amount of time will work best for determining the extent of need among migrant students.

Once the parameters and expectations are set, the data collection process should begin.

H.8 Archiving Information for the CNA

We recommend that you keep the following documents on file as you plan the data collection process and receive interim reports of progress and a final report:

- Data Collection Plan (with updates as the process proceeds)
- Data Collection Plan by Concern Area
- Data collection permissions and consents

- Participant consent forms
- Progress reports
- Data collection instruments or protocols
- Files with raw data
- Final data report

H.9 Manager's Checklist and Reflection

Here are some key accomplishments for *Section H: Developing a Data Collection Plan and Collecting Data*. Take a moment to jot down your progress on the items below. Also, note any issues or challenges.

Manager's Checklist

- Data Collection Plan links Need Indicators with data collection
- Data Collection Plan includes:
 - Reviewing existing data
 - Reviewing available resources
 - Determining sampling
 - Determining comparison groups
 - Determining instruments
- Deadlines
 - Coincide with migration patterns
 - Avoid peak data burden periods
- Data collection leader identified
 - Plan for frequent updates and communication in place

Reflection

1. Were there any significant challenges that arose during the development of the data collection plan?
2. About what new resources did you learn?
3. How did you customize the plan to fit the needs of your state?
4. How will you monitor the progress of the data collection?

H.10 Resources and Tools in Appendix H

- Appendix H.1 Tips and Online Resources on Conducting Interviews, Administering Surveys, and Conducting Observations
- Appendix H.2 Survey Sample - National Center for Educational Statistics: National Household Education Surveys Program (Phone Interview)
- Appendix H.3 Survey Sample - National Center for Educational Statistics: National Education Longitudinal Study of 1988 (NELS 88)

Appendix H.4 Examples of How Survey Questions Can Be Improved through Pilot Feedback
Appendix H.5 Considerations for Consistent Survey Administration
Appendix H.6 Template for Data Collection Plan
Appendix H.7 Data Collection Plan for a Need Indicator
Appendix H.8 Template for Data Collection Plan for a Need Indicator

Appendix H.1 Tips and Online Resources on Conducting Interviews, Administering Surveys, and Conducting Observations

Conducting Interviews

Interviews can provide in-depth information about how a program is working, the impact on participants, barriers to implementation, and program successes. There are several options for conducting interviews—with individuals (either face-to-face or by phone) and in focus groups.

- Face-to-face interviews are best in the case of sensitive subjects and should be conducted by someone with especially good interpersonal skills who knows how to put people at ease.
- Telephone interviews work well when systematic data collection is desirable, content is not too sensitive, and budgetary constraints prevent the interviewer from travelling to meet the interviewee (or vice versa).
- When you want to test out ideas or assess the extent of group consensus on a topic, a focus group interview can be a cost-efficient alternative to individual interviews. On the other hand, a focus group is not an appropriate or effective method for collecting sensitive personal information.

Costs related to conducting different types of interviews include:

- The time needed to schedule individual and group interviews, especially in the case of focus group interviews;
- In the case of individual interviews, especially telephone interviews, the time needed to re-schedule interviews with “no-shows;”
- Time needed for documenting responses (e.g., transcribing notes or recordings), coding them according to themes or prominent ideas, and analyzing responses within thematic groups;
- In the case of focus group interviews, the costs of renting space in a neutral location or familiar community place, and providing childcare and refreshments as an incentive for participants to take part during their free time;
- Time needed to actively recruit focus group participants and follow up to remind them of the date, time, and place where it will be held; and
- The cost of a second party to take notes and observe the dynamic in a focus group, so the focus group facilitator can concentrate on leading the conversation.

For more information about conducting different types of interviews, check out the following online resources:

- A good overview of face-to-face, telephone, and focus group interviews: http://ctb.ku.edu/en/tablecontents/section_1047.aspx
- Step-by-step instructions for setting up and conducting focus groups: http://ctb.ku.edu/en/tablecontents/section_1018.aspx

Administering Surveys

Surveys are generally a good way of getting specific information from a large group of people in a relatively short period of time. There are two types of questions used on surveys: close-ended and open-ended.

- Close-ended questions include a specific set of answers, or response options, from which survey respondents select the best one(s). Response items may include the points on a five-point scale (1 = strongly disagree...5 = strongly agree), a list of services offered (“check all services you have received”), and other types of answers that respondents simply check or circle. To be sure all possible answers are captured, close-ended questions may include a response for “Other (please specify): _____.”
- Open-ended survey questions require survey respondents to write answers in their own words. We use these types of questions when we do not know what the possible response options are, or when we want to know what respondents think without prompting them. For example, the question “How has your child benefited from the Summer Program?” could include a list of all the benefits we hope they received, but ideally we would leave the question open-ended in order to get the most reliable, unprompted answer.

All surveys require time to develop clear and concise questions that respondents will be motivated and able to answer.

- Use plain and simple language so your questions can be understood by the broadest range of people. If English is not the first language of your target population, translate the survey into their language.
- Open-ended survey questions should be used sparingly, only when absolutely necessary. Use interviews and other qualitative data collection methods to identify the range of answers to a question. Then use these answers as close-ended response options to your survey question.
- Stay focused on one idea at a time, avoiding double-barreled questions. For example, “Do you feel your child benefited from instruction and other support services provided by this MEP?” Respondents may have different answers for each category of services because instruction and support services are different in nature. As a result, ask two questions instead: (1) Do you feel your children benefited from the instructional

services provided by the MEP? (2) Do you feel your child benefited from MEP support services?

Writing good survey questions is more involved than it looks, but the payoff in terms of data quality makes it worth taking the time to learn more. Here are a few resources that provide useful guidance on how to prepare good survey questions:

- For guidance on wording, formatting, and pretesting surveys, see: <http://learningstore.uwex.edu/assets/pdfs/g3658-2.pdf>.
- For examples of “good and not so good” survey questions, go to: <http://www.uwex.edu/ces/tobaccoeval/resources/surveyquestions.html>.

Surveys can be administered in person, over the phone, by mail, or online. Your selection should be based on the method that is most likely to reach your target population without systematically excluding members of that population, and the costs associated with the method. For example:

- The cost of telephone surveys varies depending on the number of people you want to survey, whether you have staff that are trained and available to make the calls, or whether you need to contract with a telephone survey center to make the calls. Similarly, the cost of mailed surveys varies depending on the number of people you want to survey, the cost of the initial mailing plus self-addressed/stamped envelopes, incentives to increase response rates, and mailed reminders. These methods may not be the best for reaching this target population because phone numbers and mailing addresses for migrant families change frequently.
- A wide variety of online survey tools makes it easier than ever to assemble and disseminate online surveys; for example, see: http://idealware.org/articles/fgt_online_surveys.php. The cost of these services may vary depending on the number of surveys you wish to collect, the number of questions in your survey, and the length of time you need to keep your survey open for responses. However, online surveys are only useful if you have accurate e-mail addresses and the people you want to reach either own or regularly access a computer.
- The costs associated with administering surveys in person depend on whether respondents come to you (e.g., students on the last day of the program, parents attending a culminating event) or you go to them (e.g., stationed at a popular location, going door-to-door in the community). Given the limitations of other survey methods for reaching the target population, administering surveys in person may be the most effective way to collect survey data from migrant students and their families.

For more information about survey methods, planning and implementing surveys, as well as sample survey materials, check out: <http://learningstore.uwex.edu/assets/pdfs/G3658-10.PDF>.

Observing Activities

An often overlooked way to collect evaluation information is to directly observe a program, activity, service, or meeting to decide for yourself whether things are going as planned or whether there is evidence of the desired outcomes. Costs associated with collecting observational data include training observers, traveling to observation sites, and time needed to document observations and analyze them.

Some important principles of conducting observations include:

- Schedule observations at a time that is convenient and least intrusive for the people and activities you are observing;
- Develop a checklist or protocol to guide your observations and ensure that you look for key elements associated with high-quality implementation or desired outcomes; and
- When using multiple observers, train them to recognize and document the same key elements of the program.

For more information about how to conduct observations, check out:

<http://learningstore.uwex.edu/assets/pdfs/G3658-5.pdf>.

Source: *Migrant Education Program Evaluation Toolkit: A Tool for State Migrant Directors*, excerpt from Section D: Collecting Evaluation Data

Appendix H.2 Survey Sample-National Center for Educational Statistics: National Household Education Surveys Program (Phone Interview)

The National Household Education Surveys Program (NHES) provides descriptive data on the educational activities of the U.S. population and offers researchers, educators, and policymakers a variety of statistics on the condition of education in the United States. The NHES surveys cover learning at all ages, from early childhood to school age through adulthood. The most recent data collection in 2007 consisted of two surveys: Parent and Family Involvement in Education and School Readiness. More information can be found online at <http://nces.ed.gov/nhes/index.asp>. An excerpt from NHES can be found below.

Excerpt from National Household Education Surveys Program (NHES)

Format: Phone Interview

Topic: Family Involvement in Schoolwork

...Now I have some questions about (CHILD)'s homework.

1. How often does (CHILD) do homework, either at home, at an after-school program, or somewhere else outside of school? Would you say...
 - a. Never
 - b. Less than once a week,
 - c. 1 to 2 days a week,
 - d. 3 to 4 days a week,
 - e. 5 or more days a week, or
 - f. Does (CHILD) not have homework?

2. In an average week, how many hours does (CHILD) spend on homework outside of school?
Number of hours _____

3. How do you feel about the amount of homework (CHILD) is assigned? Would you say...
 - a. The amount is about right?
 - b. It's too much?
 - c. It's too little?

4. Is there a place in your home that is set aside for (him/her) to do homework?
 - a. Yes
 - b. No
 - c. Child does not do homework at home

5. Are there family rules for (CHILD) about doing homework?
 - a. Yes
 - b. No

6. (Do/Does) (you/any adult in your household) check to see that (his/her) homework is done?
 - a. Yes
 - b. No

7. During this school year, about how many days in an average week do you or does anyone in your household help (him/her) with (his/her) homework?
Would you say...
 - a. Never
 - b. Less than once a week
 - c. 1 to 2 days a week
 - d. 3 to 4 days a week
 - e. 5 or more days a week

8. Some schools and districts help students get free tutoring or extra academic help outside of regular school hours. This extra help can be offered after school, on weekends, or during the summer. Have you received information from (CHILD)'s current school or district about opportunities for free tutoring?
 - a. Yes
 - b. No

9. During the school year, has (CHILD) received free tutoring outside of regular school hours by a provider approved by your state or district?
 - a. Yes
 - b. No

*NHES Family and Parent Involvement in Education, 2007, pgs 53-54.

Appendix H.3 Survey Sample – National Center for Educational Statistics: National Education Longitudinal Study of 1988 (NELS 88)

National Education Longitudinal Study of 1988 (NELS 88)

A nationally representative sample of eighth-graders were first surveyed in the spring of 1988. A sample of these respondents were then re-surveyed through four follow-ups in 1990, 1992, 1994, and 2000. On the questionnaire, students reported on a range of topics including: school, work, and home experiences; educational resources and support; the role in education of their parents and peers; neighborhood characteristics; educational and occupational aspirations; and other student perceptions. Additional topics included self-reports on smoking, alcohol and drug use, and extracurricular activities. For the three in-school waves of data collection (when most were eighth-graders, sophomores, or seniors), achievement tests in reading, social studies, mathematics, and science were administered in addition to the student questionnaire. To further enrich the data, students’ teachers, parents, and school administrators were also surveyed. Coursework and grades from students’ high school and postsecondary transcripts are also available in the restricted use dataset – although some composite variables have been made available in the public use file.

Excerpt from National Education Longitudinal Study of 1988 (NELS 88)

Format: Written Survey

Topic: Why students leave school

Think back to the longest time over the last two years that your teenager was out of school for a reason other than illness or vacation. Which of the following reasons describes why your teenager stopped attending school?

	(CIRCLE ONE ON EACH LINE)		
	Yes	No	Don't Know
a. My teenager had a job that conflicted with school	1	2	3
b. My teenager couldn't get along with teachers or other students	1	2	3
c. My teenager was pregnant or became a parent	1	2	3
d. My teenager's friends or family member(s) had dropped out of school	1	2	3
e. My teenager was suspended or expelled from school	1	2	3
f. My teenager was getting poor grades/failing school	1	2	3
g. My teenager got married or planned to get married	1	2	3
h. My teenager had a drug or alcohol problem	1	2	3

NELS 88 Parent Questionnaire, 1988 pg. 22.

Appendix H.4 Examples of How Survey Questions Can Be Improved Through Pilot Feedback

To establish some of the Concern Statements and Need Indicators with data, it may be necessary to use surveys, interviews, or focus groups. It is recommended that you tap into the expertise of your NAC and/or your state program evaluation team for additional support. Regardless of the availability of expertise in this area, you can still collect useful data that will shed light on identified concerns.

HOW TO ASK

State migrant education programs that have ventured into developing and using surveys have benefited from a basic item-writing that includes drafts 1 and 2 and pilot feedback before using an item on a wider-scale. Below are a few examples that show how items have improved with more iterations and feedback. Study these examples so that you can follow a similar process.

Almost every survey item benefits from a pilot test. This can be as simple as asking staff to try to answer these items and make suggestions for improvement. These can also be given to a small sample of parents followed by a conversation about which items were confusing. Another source of feedback can be your NAC. This group will be able to help ensure that the survey question matches the original intent of the Concern Statement.

EXAMPLE 1	
CONCERN	Parents do not provide sufficient academic support in the home.
Draft 1	How often do you read to your child? <input type="checkbox"/> Sometimes <input type="checkbox"/> Once a week <input type="checkbox"/> Always <input type="checkbox"/> Never
Draft 2	How many times do you read to your child? <input type="checkbox"/> Sometimes <input type="checkbox"/> Once a week <input type="checkbox"/> Always <input type="checkbox"/> Never
Pilot Feedback	While we think all forms of reading are helpful, at this grade level of 6-8 th grade, we are more interested in how parents help their children with reading. Also, we should be aware of the fact that many of our migrant students are cared for by other family members besides parents. The choices available should be more quantifiable, if possible.
Working Version	How many times each week do you or a family member help your child with reading (Check one) (If another family member helps with reading (e.g. sister, aunt specify _____)) <input type="checkbox"/> 1-3 times a week <input type="checkbox"/> 4-6 times a week <input type="checkbox"/> Every day <input type="checkbox"/> Never

EXAMPLE 2

CONCERN	Students are not involved in extra-curricular or community events
Draft 1	Do you participate in any school clubs or sports during middle school? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, why not?
Draft 2	Since the beginning of the school year, have you participated in any school-related clubs or sports in middle school? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, why not?
Pilot Feedback	Use the term “extracurricular.” Be specific when you say, “this year.” Do you mean “academic” or “calendar” year? Students may not know what you mean. Consider giving a date. Also, instead of asking why, maybe we can provide a checklist of likely answers.
Working Version	Do you now participate or have you participated (Since September 1, 2005) in any school-related extracurricular activities during middle school? <input type="checkbox"/> Yes <input type="checkbox"/> No If No, why not? (Please check all that apply) <input type="checkbox"/> Lack of transportation <input type="checkbox"/> Language barrier <input type="checkbox"/> Lack of money <input type="checkbox"/> Health reasons <input type="checkbox"/> After-school job or responsibilities <input type="checkbox"/> Don’t feel welcome <input type="checkbox"/> Other, please explain:

EXAMPLE 3

CONCERN	Parents are not aware of school attendance policies.
Draft 1	Have you received your school handbook about attendance policies? <input type="checkbox"/> Yes <input type="checkbox"/> No
Draft 2	Have you read your school handbook about attendance policies? <input type="checkbox"/> Yes <input type="checkbox"/> No
Pilot Feedback	We are not sure that this item really gets at our concern. Regardless if parents get the information from the handbook or from a parent meeting, we want to know if they understand the policy about extended absences.
Working Version	Do you know about school requirements (rules) related to attendance (such as, number of days that you can be absent without penalty)? <input type="checkbox"/> Yes <input type="checkbox"/> No

EXAMPLE 4

CONCERN

Parents do not participate in school events.

Draft 1

In what ways are you involved in your child’s school?

Check all that apply:

- Committees PTA
- Teacher Conferences Fundraisers
- Other _____

Draft 2

In what ways are you involved in your child’s school?

Check all that apply:

- Committees PTA
- Teacher Conferences Fundraisers
- Other _____

How often are you involved in each?

- Once a year
- Once a month
- Once a week

Pilot Feedback

The choices of activities need to be expanded. Also the frequency of participation feels odd as a follow up question. Is there a way to combine them? Also, we think that you should have the parents specify the grade level of the child they are talking about. This will help in our analysis.

Working Version

This school year, have you been to your child(ren)’s school to do any of the following activities? (mark all that apply)	Elementary Child(ren) (Grades K-5)			
	5 or more	2 to 4 times	1 time only	Never
Attend a parent/teacher association (PTA) meeting.				
Attend a migrant parent advisory council (MPAC) meeting.				
Attend a parent meeting (orientation, open house, etc.).				
Participate in a school committee meeting.				
Attend a Reading or Math Night (or other academic event).				

Working Version

This school year, have you been to your child(ren)'s school to do any of the following activities? (mark all that apply)	Elementary Child(ren) (Grades K-5)			
	5 or more	2 to 4 times	1 time only	Never
Attend a school performance (music, play, etc.)				
Attend a sporting event.				
Attend a parent/teacher conference.				
Volunteer with a school activity.				
Volunteer as an aide in the classroom.				
Meet with the guidance counselor.				
Attend a student recognition event/graduation.				
Go on a field trip with my child(ren).				
Participate in training on how to help my child(ren) improve academically.				
Other (please describe activity/event).				

EXAMPLE 5

CONCERN	Students do not access supplementary academic services.
Draft 1	When do you receive additional academic support? <input type="checkbox"/> After School <input type="checkbox"/> Summer Program
Draft 2	When do you receive additional academic support? <input type="checkbox"/> After School <input type="checkbox"/> Before School <input type="checkbox"/> Summer Program
Pilot Feedback	Since this is for students, try to find a simpler way to ask about “additional academic support.” Specify that this is outside instruction.
Working Version	When do you receive extra help (outside of regular classroom instruction)? Select all that apply. <input type="checkbox"/> During school <input type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> At home <input type="checkbox"/> During summer break <input type="checkbox"/> Other, please specify: _____

EXAMPLE 6

CONCERN	Migrant students do not participate fully in regular instruction.								
Draft 1	In general, do your migrant students participate fully in instruction? <input type="checkbox"/> Yes <input type="checkbox"/> No								
Draft 2	In general, do migrant students in your class exhibit the following behaviors: (check all that apply) <input type="checkbox"/> Try hard <input type="checkbox"/> Ask for help <input type="checkbox"/> Turn in work								
Pilot Feedback	The words “in general” may be too vague. We need to ask about specific students (randomly chosen). Also, give more thought to the behaviors listed. “Try hard” is very subjective.								
Working Version	Questions for Teachers of Migrant Children in Grades 6-12 Do your migrant students <u>actively</u> participate in your class/course? Student #1 (AS IDENTIFIED) <input type="checkbox"/> Yes <input type="checkbox"/> No Please rate Student #1 on a scale of 1(low) – 5(high) in each of these categories: <table><tr><td>___ Offering to help others</td><td>Raising hand, answering</td></tr><tr><td>___ Completing homework</td><td>___ teacher questions</td></tr><tr><td>___ Pursuing extra credit</td><td>___ Asking for help</td></tr><tr><td></td><td>___ Other, please specify</td></tr></table>	___ Offering to help others	Raising hand, answering	___ Completing homework	___ teacher questions	___ Pursuing extra credit	___ Asking for help		___ Other, please specify
___ Offering to help others	Raising hand, answering								
___ Completing homework	___ teacher questions								
___ Pursuing extra credit	___ Asking for help								
	___ Other, please specify								

Appendix H.5 Considerations for Consistent Survey Administration

Participant Rights

Regardless of the format of the data collection (survey, interview, focus group), the participants should be given some basic information before beginning. Explain the following to the participants:

- The purpose of the survey is to gather more information that will help state and school programs improve services for migrant children and families.
- Their participation is voluntary.
- They may skip any question that they do not want to answer.
- Their responses will be confidential.
- Their responses will be anonymous.
- The time that will be required to complete the survey.
- Their time is greatly appreciated.

You must obtain consent forms from all participants and keep these on file. Be sure to consult your SEA policies for conducting surveys.

Administration

To the extent possible, the way the data are collected should be consistent. Although formal scripts may not be necessary, program managers will need to give specific instructions to the staff members who will be administering the survey. It may be helpful to have staff rehearse administering the survey so that any issues can be addressed and they feel more confident collecting the data.

Logistics

Consider the following decisions to be made:

Where will the survey be given?

- Decide in advance where the survey will be given. Options include the participant's home, school or at a meeting.
- Set controls in place to ensure that the setting will not influence the responses.

How long will the survey take?

- Be respectful of participants' time and willingness to help out.
- If administering in person, ask if this is a good time.

In what languages will it be available?

- A language barrier will impact the quality of the data.

How will you know if the participant qualifies for the survey?

- Develop concrete criteria for the sample you wish to survey; ensure that all participants meet the criteria.

How will participant forms be coded, e.g. new migrant parent, parent of PFS student?

- Determine the coding method ahead of time.

What kinds of leading prompts should be avoided?

- Pilot test prompts and questions with people representing the participant group to ensure that questions are understood and culturally appropriate.

How will you show appreciation for their participation?

- Thank participants for their time.
- Consider providing a token of appreciation, such as a gift card.

Appendix H.6 Template for Data Collection Plan

Focus Area and Concern	Need Indicator	Source of Data (How to Access Data)	Person(s) Responsible	Deadline

Appendix H.7 Data Collection Plan for Need Indicator

Goal: High School Graduation
Area of Concern: Continuity of Instruction
Concern Statement: We are concerned that secondary school migrant students who have had their school year interrupted are not accruing the credits needed to graduate on time.
Need Indicator: Percentage of migrant students completing four credits by the end of ninth grade, eight credits by the end of tenth grade, and 12 credits by the end of eleventh grade. Credits must be applicable toward graduation (Core courses-English, Mathematics, Science, and Social Studies).
Source of Data: School records, State and Migrant databases

Plan	Issues to Consider
Variables/Data Elements:	
Ninth graders enrollment data to determine first year ninth grade status. Course completion data for English I, Algebra I or Geometry, Biology I, and World Geography	What specific data elements or variables will be needed?
Sampling:	
First time ninth grade migrant students that have had their school year interrupted. Non-migrant first-time ninth-graders in predominately migrant schools.	From whom will the data be collected? Total population? Random sample? Stratified? Geographic? Convenient?
Instrumentation	
Analysis of current school records, State or Migrant databases-English, math, science, and social studies fields	Existing data sources? New data sources? If so, who will develop and validate new instruments? If making a database query, what fields will be needed?

H-7-1

Comprehensive Needs Assessment Toolkit: Step 3 - Gather and Analyze Data:
 Developing a Data Collection Plan and Collecting Data
 Appendix H.7 Data Collection Plan for Need Indicator

Plan	Issues to Consider
Collection Procedures	
Formally request data from state database or local school records, providing a rationale.	Is there a protocol for requesting data? If data are in hard copy at the school level, how will you collect them? How will survey data be collected, if applicable?
Data Analysis	
Calculate the percentage of first-time ninth-graders completing their core courses by migrant, PFS migrant, and non-migrant status. Chart percentages by region and for state.	In what forms will data be collected? How will data be disaggregated (PFS, grade level, ELP, etc.)? How will data be analyzed? By comparing counts, means, medians, content analysis? How will the range of variation names used to post course be handled?

Appendix H.8 Template for Data Collection Plan for Need Indicator

Goal:

Area of Concern:

Concern Statement:

Need Indicator:

Source of Data:

Plan	Issues to Consider
Variables/Data Elements:	
	What specific data elements or variables will be needed?
Sampling:	
	From whom will the data be collected? Total population? Random sample? Stratified? Geographic? Convenient?
Instrumentation	
	Existing data sources? New data sources? If so, who will develop and validate new instruments? If making a database query, what fields will be needed?
Collection Procedures	
	Is there a protocol for requesting data? If data are in hard copy at the school level, how will you collect them? How will survey data be collected, if applicable?
Data Analysis	
	In what forms will data be collected? How will data be disaggregated (PFS, grade level, ELP, etc.)? How will data be analyzed? By comparing counts, means, medians, content analysis? How will the range of variation names used to post course be handled?

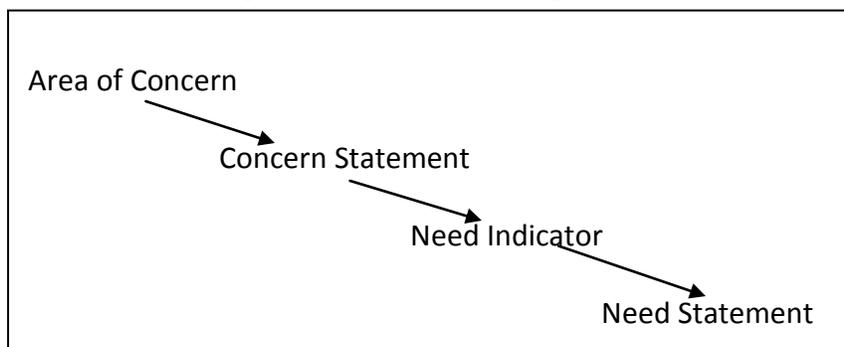
Section I: Analyzing Data and Writing Need Statements

Step 3: Gather and Analyze Data		
Activities	Recommended Tasks	Highly Recommended
Analyze data and write Need Statements	<ul style="list-style-type: none"> NAC analyzes data and articulates gap between “what is” and “what should be” NAC ensures that each Need Statement links to Goal Area or Area of Concern NAC determines prioritization of Need Statements 	Each Need Statement: <ul style="list-style-type: none"> Derived from a participatory process Considers the magnitude of the gap

Once the data collection for the Comprehensive Needs Assessment (CNA) is completed, the Needs Assessment Committee (NAC) should review the data. What should occur in the review of the data is a conversation that is focused on a specific set of needs that were identified as concerns early in the planning process and are now confirmed by the data.

Note in Figure I.1 the connection of all parts of the CNA planning process.

Figure I.1 CNA Process Alignment



I.1 Preparing the Data for Analysis

Making sure the data are complete and valid is known as "cleaning" the data. It should be reviewed for inconsistencies and errors. We strongly recommend that this be done by the data leader or a data expert before it is submitted for review by the NAC or other stakeholders.

The data should be prepared for review and analysis in a way that is easy to understand and features significant points clearly. We recommend that the data be presented

- In charts and graphs and
- In short summaries related to each Need Indicator.

I.2 Data Analysis Challenges

Despite best intentions, data will be incomplete and partial. Nevertheless, with an understanding of the limitations and challenges, the NAC will be able to get the most from the data and make recommendations for instances where further data are required to substantiate a need.

Some of the challenges in analyzing data are:

- **Sampling bias:** The sample is skewed and making inferences is too problematic. For example, the parent survey was administered only to highly involved parents.
- **Unclear constructs:** The issue being captured on the survey was not clear enough. For example, the team tried to measure how “connected” students felt to their schools, but the meaning of “connected” was too vague and included too many factors (e.g., participation in campus sports, engagement in clubs, sense of affiliation and identity, along with questions about self-efficacy).
- **Inference error and circular reasoning:** The leap in logic between the data and the original concern is too great. For example, the NAC was concerned that migrant students were not getting sufficient academic support outside the class in Algebra I. When the data team considered all the forms of support that were offered and took into account that local programs did not have a uniform way of reporting this kind of support, it looked at a proxy that could serve as a substitute for this missing data. The failing rate for migrant students in Algebra I was taken to be the percent of migrant students who did not receive sufficient support in Algebra I. Although this might seem plausible, this confuses processes (tutoring, homework clubs, mentoring) with outcomes (passing rates).

If you encounter any of the above problems, you may want to either look at existing data sources for additional data that may help you resolve some of these issues or, if possible, quickly administer some short surveys or conduct focus groups (by phone or electronically) to obtain any additional data in a timely way that you need to address these issues.

I.3 Conducting a Participatory Data Review and Analysis Process

The data review and analysis process is one that calls for expert judgment, a range of perspectives, and healthy debate. We recommend that you reconvene the NAC for this discussion. We suggest that the data leader should be an instrumental part of the meeting, presenting an overview of the data, answering questions, and leading the analysis.

After the NAC has become familiar with the data, the following questions should be discussed:

- Do the data make sense?
- Are there sufficient data to validate the needs of migrant students? Of PFS students?
- Do the data relate to the Need Indicators?

Group processes, such as those included in Appendix F.2, *Instructions for Conducting Group Activities* will keep NAC members engaged and ensure that all perspectives are voiced.

Appendix I.1 *Sample Agenda for NAC Meeting to Review and Analyze Data* is a sample agenda for a meeting to guide the NAC through the process of reviewing and analyzing the data.

I.4 Writing Need Statements

A recommended framework for analyzing the data is to develop Need Statements, which provide a means of summarizing the outcomes of the data collection and relating them to the concerns expressed early in the process. Need Statements are intended to specify actual, data-supported gaps that have been found between “what is” and “what should be.”

To assist in writing the Need Statements, the following steps may be helpful.

- Describe the need, so that there is clarity and the interpretation is easily understood.
 - Use the data to state concretely the gap between “what is” and “what should be.”
- Specify the comparison standard.
 - To what groups are migrant students (or a subgroup of migrant students) compared?
- Specify the current migrant student status, and particularly that of PFS students.
 - What do the data show?
- Explicitly state the gap between the status of the comparison group and migrant students, and specifically PFS students.

Example One. The following example will illustrate moving from the Concern Statements and Need Indicators to Need Statements, based on the data analysis.

Goal Area: Math Achievement

Concern Statement: We are concerned that eighth grade migrant students have a high rate of school failure in eighth grade math.

Need Indicator: Percentage of migrant students who successfully complete Algebra I with a C grade or better in the 8th grade

Data Source: State assessment data from 2011-2012

Comparison Group (or Target): All students enrolled in Algebra I who took the state assessment

Summary of Data Findings: The data show that 35% of migrant students (27% PFS) who were enrolled in Algebra I as eighth graders successfully completed Algebra I as compared to 64% of all other students who were enrolled in Algebra I as eighth graders during the same time period.

Developing the Need Statement: The difference—or gap—is 29% for migrant students in general, and 37% for PFS students. The “what should be” is based on the comparison group of all other students. In other words, the goal is to bring migrant students up to a level on par with general trends of student performance of non-migrant students. Note how the Need Statement in the table below defines the need in a measurable way.

Table I.1 Example 1

What Is	What Should Be
Only 35% of migrant 8 th graders enrolled in Algebra I successfully completed the course with a C or better.	At least 64% of migrant 8 th graders enrolled in Algebra I should successfully complete the course with a C or better.
Need Statement	
An additional 29% of migrant students (37% of PFS students) enrolled in Algebra I need to successfully complete the course with a C or better.	

Example Two. Note that not all needs have to be expressed in terms of academic achievement or results on other types of assessments. The Concern Statement written in Example 2 may be one of several that addresses concerns over school readiness. Other Concern Statements might lead to examining data on the gap between how well young migrant students perform on a preliteracy test in comparison to other children. However, the Concern Statement below appears to be the result of a discussion of possible root causes of preschool migratory children

not being ready for school. This concern might be one of several factors discussed by the NAC to get to the root of why young migrant children are not prepared to enroll in school.

Goal Area: School Readiness

Concern Statement: We are concerned that parents of young migrant children do not read picture books to their children on a regular basis.

Need Indicator: Percentage of migrant parents with children ages 0-4 who report reading picture books to their children at least three times per week.

Data Source: Question 3 on Parent Survey

Comparison Group (or Target): Given the research on the importance of reading to young children, we believe that at least 95% of all migrant parents should read picture books to their preschool-aged children on a regular basis.

Summary of Data Findings: Of the 75 parents with children ages 0-4 who responded to the Parent Survey administered by local recruiters from 6 local migrant programs across the state, 36 (48%) reported that they read picture books to their children at least three times a week.

Developing the Need Statement: The difference—or gap— is 47% between what the migrant parents reported and what the target percentage is for parents to read to their children. Note that there was no comparison group for this data; therefore, the alternative was to establish a target for the “what should be.” This type of target can be based on research, what we know of common practice, or what expectation the NAC would like to set. By setting a target, you have a measurable way to articulate the gap between “what is” and “what should be.”

Table 1.2 Example 2

What Is	What Should Be
48% of migrant parents with children ages 0-4 who responded to a survey reported that they read picture books to their children at least three times a week.	95% of migrant parents with children ages 0-4 should read picture books to their children at least three times a week.
Need Statement	
An additional 47% of migrant parents with children ages 0-4 need to read picture books to their children at least three times a week.	

The NAC writes Need Statements for all the Need Indicators. Appendix I.2 *Template for Developing Need Statement* provides a template for NAC members to complete that will help them develop Need Statements. We suggest that the whole group review each Need Statement by addressing the follow two questions:

- Does the Need Statement capture the need represented in the data and provide a clear statement of improvements sought based on data?
- Will the Need Statement demonstrate to outside parties the critical nature of the need (the “What Is”)?

I.5 Prioritizing Need Statements

Once the Need Statements have been written, we recommend that the NAC prioritize them based on the following factors:

- Magnitude in the gaps between “what is” and “what should be”
- Critical nature of the need
- Special needs of PFS students
- Degree of difficulty in addressing the need
- Risks/consequences of ignoring the need
- External factors such as state and district priorities and goals

We suggest that you develop a written summary that lists the needs organized by priority along with the rationale for their ranking.

Considerations for small states We suggest that small states with limited staff and resources maintain the participatory nature of the process of developing Need Statements. State directors are encouraged to review the data with the data leader and one or two Federal programs staff, the MEP evaluator, and a local or regional MEP administrator. This meeting can be accomplished face-to-face or by conference call or virtual online meeting.

- Members of this group could develop the Need Statements on their own and then reconvene by conference call or virtual online meeting to discuss and prioritize the Need Statements.
- In conjunction with the data leader, you could develop a draft of the Need Statements for the group’s or individual stakeholder’s review.

I.6 Archiving Information for the CNA

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

- Data summaries
- NAC meeting agenda and attendance

- Meeting proceedings or notes (and notes from phone conversations), capturing especially any discussion of Need Indicators that remain unconfirmed due to a lack of available data
- Worksheets for developing each Need Statement
- List of prioritized needs
- Written recommendations on the prioritizing of needs, with criteria and explanation for prioritization

I.7 Manager’s Checklist and Reflection

Here are some key accomplishments for *Section I: Analyzing Data and Writing Need Statements*. Take a moment to jot down your progress on the items below. Also, note any issues or challenges.

Manager’s Checklist

- Data analysis confirmed that
 - Data seem reasonable and appropriate
 - Data are sufficient to determine the needs of migrant students and PFS students
 - Data substantiate the perceived need
- Need Statements
 - Represent data that relate to the initial concern
 - Reflect gap analysis (the difference between “what is” and “what should be”)
 - Illustrate the critical nature of the need
 - Are prioritized based on
 - Magnitude in the gaps
 - Special needs of PFS students
 - Critical nature of the need
 - Degree of difficulty in addressing the need
 - Risks/consequences of ignoring the need
 - External factors such as state and district priorities and goals

Reflection

1. How will you continue to strengthen your understanding of and data about migrant student needs?
2. Were there ways in which data systems were strengthened as a result of the process?
3. If particular concerns were tabled for lack of available data, what strategies can be put into place for getting at that information in future?

I.8 Resources and Tools in Appendix I

Appendix I.1 Sample Agenda for NAC Meeting to Review and Analyze Data

Appendix I.2 Template for Developing a Need Statement

**COMPREHENSIVE NEEDS ASSESSMENT
NEEDS ASSESSMENT COMMITTEE MEETING 3
STATE DEPARTMENT OF EDUCATION**

APRIL XX, 2012

Meeting Purpose: To analyze data collected for the Comprehensive Needs Assessment and develop and prioritize Need Statements

9:00 Overview and Purpose of the Meeting

- Explanation of how Needs Statements fit into the overall CNA process

9:15 Presentation of Data Collected

- Data leader will present summary of the data organized by Need Indicators
- Facilitator will conduct whole group discussion on the following questions
 - Do the data make sense?
 - Are there sufficient data to validate the needs of migrant students? Of PFS students?
 - Do the data relate to the Need Indicators?

10:30 Break

10:45 Instruction and Practice Developing Need Indicators

- Group Activity: Provide instruction and examples from the *Toolkit (1.4 Writing Need Statements)*. Have small groups work together to practice developing Need Indicators; process with whole group, discuss challenges, clarify the task.

11:15 Convene Small Groups to Develop Need Statements

- Provide members of each work group summary sheets for each Need Indicator pertaining to a goal area or topic, completed through the Summary of Data Findings (Use *Appendix I.2 Template for Developing a Need Statement* in; these will be prepared before the meeting.) Chart paper will be provided to complete the “what is,” “what should be,” and “need statement” for each Need Indicator. Each small group will discuss the data summary and develop a Need Statement for each concern and Need Indicator, if they determine that there is sufficient data to validate the Concern Statement.

12:15 Lunch

1:15 Review of Need Statements

- Each small group presents Need Statements and identifies any concerns it felt was not validated by data, NAC members comment.

2:30 Break

2:45 Prioritize Need Statements

- Facilitator provides criteria for prioritizing Need Statements (See p. I-6 in the *Toolkit*.) and asks if these feel “right” or if there are other criteria to consider. Group agrees on criteria.
- Need Statements on chart paper posted around the room; NAC members provided 10 sticky dots to place by Need Statements they rate as highest priority.

3:15 Review of Prioritized Need Statements

- Facilitator conducts discussion of rankings of Need Statements by noting the top 10 and asking:
 - Are there any concerns that should be saved for a future CNA?
 - Are there any low ranking concerns that can be grouped with those on a similar topic?
 - Are there any Need Statements that should be revised or made clearer?
 - Do the highest ranked Need Statements provide a good foundation for exploring solutions?

4:00 Next Steps and Adjourn

Appendix I.2 Template for Developing a Need Statement

Goal Area:

Concern Statement:

Need Indicator:

Comparison Group (or Target):

Data Source:

Summary of Data Findings:

What Is	What Should Be
Need Statement	

Section J: Proposing Specific Solutions

Step 4: Make Decisions		
Activities	Recommended Tasks	Highly Recommended
Propose specific solutions	NAC meets, and based on summary of findings, develops: <ul style="list-style-type: none"> • List of possible solutions • Recommends use of topic experts, expert practitioners and experts in other areas • NAC explores implementation issues 	<ul style="list-style-type: none"> • Include researchers with relevant expertise in deliberations

Now that the Needs Assessment Committee (NAC) has identified the most critical needs of migrant students in a concrete and measurable way, the focus should shift to identifying solutions to meet those needs. The NAC can continue to work on this step of the process or you can establish Expert Work Groups, as described in [Section C: Developing a Management Plan for the Comprehensive Needs Assessment Process](#). Expert Work Groups need not be large and they can meet simultaneously (as breakout groups) in one meeting, or by conference call or virtual electronic means.

Expert Work Groups: Technical experts who provide input on research and evidence-based strategies that support solutions which contribute to closing the gaps identified during the needs assessment.

Considerations for Small States If you are the Migrant Education Program (MEP) director of a small state, we recommend that you share your prioritized list of needs with a small group and identify national or state content experts to meet with you in a series of meetings to identify solutions for the prioritized needs. You may conduct separate meetings or conference calls for each need or group of related needs. You may choose either to address a limited number of needs appropriate for the resources and capacity available, or to address a broader range of needs with a limited number of strategies for each. Ultimately, you will want to target resources toward a manageable number of needs to have the greatest impact.

J.1 Preparing for the NAC Meeting

The purpose of convening the NAC after the list of prioritized needs is developed is to determine what kinds of strategies will address the needs. To enlist the support of experts to provide input on research-based and effective strategies, you should explore contacts at national technical assistance centers and other national agencies, colleges and universities, state education agencies, and educational consultancies.

When establishing Expert Work Groups, consider the following composition:

- NAC members, including representation from a Parent Advisory Council, a migrant parent, and/or a parent involvement specialist. Need Statements focus on parent involvement.
- Faculty and/or researchers from colleges and universities
- Staff from national organizations or technical assistance centers
- Educational program administrators
- Educators of migrant students
- Service providers with experience and expertise in the needs identified by the NAC

It is important to contact potential experts who will join the NAC's Expert Work Groups as soon as possible so that they can confirm their attendance at the NAC meeting. Revisit [Section C: Developing a Management Plan for the Comprehensive Needs Assessment Process](#) for information on establishing work groups and [Section D: Creating a Needs Assessment Committee](#) for tools to provide them the information and support they need to participate. We recommend that you provide them with:

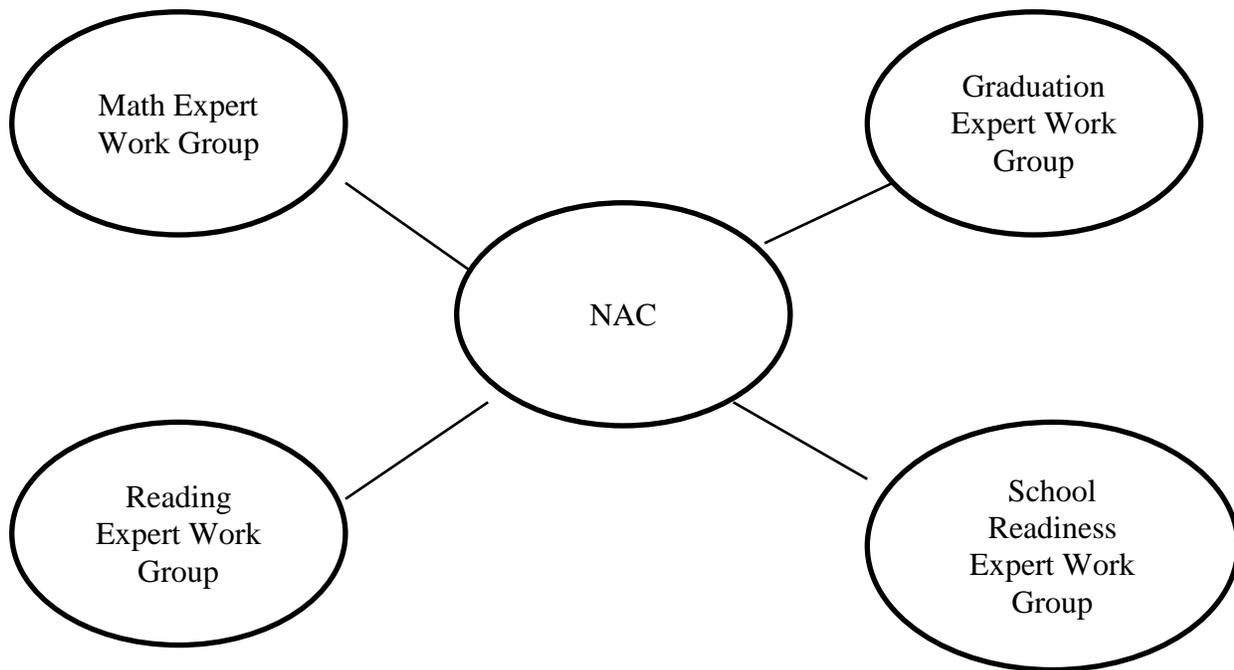
- An overview of the CNA process (See *Appendix C.1 Conceptualizing the Big Picture* for a one-page description of the process.)
- Summary of the data collected
- The list of prioritized needs, along with copies of the completed the worksheets for developing the Need Statements
- A statement of the purpose of their participation (See *Appendix J.1 Preparing for the NAC Meeting* for a sample statement of purpose for an Expert Work Group)
- A meeting agenda (See *Appendix J.2 Convening the NAC* for a sample agenda for the meeting.)

You may want to ask the experts to do some preliminary thinking about strategies to meet the needs of migrant students and to bring any articles or research studies related to their areas of expertise and migrant students.

J.2 Convening the NAC

When the experts' participation is arranged, you should convene the NAC, face-to-face, if possible. We suggest that the format of the meeting be largely that of dividing the NAC into Expert Work Groups to analyze the needs more fully, determine if any root causes have been overlooked, and identify strategies that have proven effective in addressing the unique needs of migrant students in your state.

Figure J.1 depicts a model for how Expert Work Groups can work in conjunction with the NAC.



There will be discussions among the whole group and targeted activities for each Expert Work Group related to the Need Statements most relevant to its area of expertise. It may work well to organize into breakout sessions in a “mini-conference” format.

When you convene the NAC and experts, you should establish that the purpose of the meeting is to identify research-based and effective strategies to meet the priority needs. While some discussion of whether the strategies can be adapted to your state’s context is in order, you will want to clarify that planning the implementation of the strategies is the work of the Service Delivery Plan (SDP) team. The SDP team will take the work of the NAC and craft the strategies into an implementation plan.

Since there will be new members of the NAC team participating in Expert Work Groups, you should take time to introduce the NAC and members who have joined as part of the Expert Work Group. In addition, you should take time to review the work of the NAC so that the newcomers will understand the process and the progress the group has made.

The NAC as a whole group should initially revisit the prioritized list of Need Statements and discuss:

- Does the list of prioritized Need Statements represent a comprehensive picture of what we feel to be the challenges that the MEP program needs to address?
 - Is there anything missing?
 - Are special subgroups of migrant children and youth included, such as PFS students, preschool, and out-of-school youth?
- Will these needs, when addressed, have the greatest likelihood of increasing the progress of migrant students, especially PFS students, toward the MEP Goal Areas?

To debrief this activity, you should determine if there are missing pieces to the CNA so far, and identify ways to address these omissions. Keep in mind, that there is always more that can be done. While you certainly do not want to move forward without the data and information you need, you also do not want to get “stuck” in thinking of all the additional data that you could possibly obtain. Remind the group that there will be future opportunities to conduct further needs assessment activities.

J.3 Expert Work Groups – Getting on the Same Page

When the Expert Work Groups break out to address their particular areas of need, they should initially focus on the following tasks:

1. Reviewing the Need Statements relevant to its content or issue area. (We recommend providing copies of the worksheets developed by the NAC related to each Need Statement. Work Groups will likely have more than one Need Statement related to their area.)
2. Identifying common themes and issues that cut across the Need Statements. Are there strategies that would address several of the needs?
3. Discussing whether there are any root causes that have not been surfaced that might account for the need. (You may refresh the group on the Five Whys activity that was suggested for the NAC when identifying concerns in Section F: Identifying Concerns.)

It is important to be mindful of the target population involved when discussing research and best practices. For some needs, there may not be published research or specific programs and interventions that speak directly to the specific needs of migrant students. Many of the studies and programs that you will review will be aimed at English Language Learners, Hispanics, struggling students, etc.

The NAC or Expert Work Group should discuss:

How does intervention X show promise in helping MIGRANT students be successful in school?

Any new information generated in this discussion should inform the identification of solutions.

J.4 Expert Work Groups – Identifying Solutions

The next, and most essential task, of the Expert Work Group is to identify solutions for each of the prioritized needs that are grounded in research and effective practice, validated by implementation experience, and customized for the specific needs of migrant children and youth in your state.

Each group should discuss:

- What solutions, in the form of strategies, programs, or interventions are recommended in the research and areas of effective practice?
 - Break broad solutions into strategies and characteristics so that they are concrete and specific (See Table J.1 Example of a Solution and Related Solution Strategies for an example of a solution and a subset of solution strategies.)
 - Include documentation for where the strategy, program, or intervention has been implemented.
- What are possible implementation challenges?
 - Consider cost, training needed, size of the Migrant Education Program (MEP), replicability of the program (many strategies and programs are so specific to their context that there is no assurance that they would have the same effectiveness if implemented in another state or locality).
- How can these strategies, programs, or interventions be customized for our state?
 - Consider whether the population in which each option has demonstrated success is similar enough to migrant students your state to suggest a reasonable chance of success within your programs and schools.

Table J.1 Example of a Solution and Related Solution Strategies

<p><u>Solution:</u> Out-of-School Youth (OSY) will have greater access to enrollment in GED programs.</p>
<p><u>Solution Strategies:</u></p> <ul style="list-style-type: none">• Conduct GED programs on-site at migrant camps in the evening.• Assign a mentor to help each OSY with enrollment in a GED program and ensuring he/she has books and supplies.• Provide laptops and arrange Internet access for OSY to participate in online GED programs.

When developing solution strategies, consider the following:

- How can the strategy be carried out in the existing organizational context, and given the existing resources?
- Who needs to be involved outside the SEA, such as educators, local education agencies, or community organizations?
- How can we leverage resources such as in combining two strategies to meet multiple needs?

Or conversely, if one solution or strategy seems too large and complex, could it be divided so it can be implemented more easily?

When a range of solutions and solution strategies has been proposed, the Expert Work Group should develop a summary sheet that the whole NAC can review and discuss. See *Appendix J.3 Summary Worksheet for Proposed Solutions and Solution Strategies* for a template of a summary sheet. You may also consider having each group develop a short PowerPoint presentation that it can use to summarize its proposed solutions. (See *Appendix J.4 Template for an Expert Work Group Summary PowerPoint Presentation* for a template for a Power Point presentation.) Or, you may wish to have the solutions posted on chart paper around the room for NAC members to “walk about” and discuss or write additional comments.

J.5 Reviewing Proposed Solutions

We suggest that the NAC meet as a whole group in order to determine the comprehensiveness and cohesiveness of the full range of the proposed solutions. Additionally, a whole group discussion will allow each Expert Work Group to benefit from the experience and expertise of the whole group. The additional input should be recorded on the summary sheets.

The NAC should discuss the following questions:

- Is the research and evidence of effectiveness sufficient to justify the solutions?
- What additional input is needed to improve the appropriateness or feasibility of any of the proposed solutions?
- What solutions could be grouped together to form a broader strategy or approach?

J.6 Summarizing the Proposed Solutions

We recommend that you or the Management Team compile the proposed solutions into a summary report that will be provided to the NAC for prioritization. The completed Expert Work Group worksheets provided in *Appendix J.3 Summary Worksheet for Proposed Solutions and Solution Strategies* will provide a good foundation for this report.

Considerations for Small States If you chose to develop proposed solutions through a venue other than Expert Work Groups, such as small meetings or phone interviews with individual experts, the summary sheets developed from the worksheets in *Appendix J.3 Summary Worksheet for Proposed Solutions and Solution Strategies* will still provide a good way to document the proposed solutions and ensure their connection to the Need Statements. All discussion questions suggested for the NAC and Expert Work Groups are relevant for your consideration of a range of solutions that are comprehensive, cohesive, and feasible for your MEP.

J.7 Archiving Information for the CNA

We recommend that you archive the following information for activities surrounding proposing solutions:

- Meeting Agendas
- Meeting notes or proceedings
- List of Expert Work Groups and their members
- Resumes of experts, including contact information
- Bibliography of research or articles referenced
- Summary of work of each Expert Work Group, including a list of proposed solutions categorized by Need Statements (completed worksheets found in *Appendix J.3 Summary Worksheet for Proposed Solutions and Solution Strategies*)
- Notes on additional input on each of the solutions and whole group NAC discussion
- Summary report of all proposed solutions

J.8 Manager’s Checklist and Reflection

Manager’s Checklist

Here are some key accomplishments for *Section J: Proposing Specific Solutions*. Take a moment to jot down your progress on the items below. Also, note any issues or challenges.

- Enlisted experts to assist with development of solutions for needs
- Identified specific solutions to address each Need Statement that are
 - Research or evidence-based
 - Adapted for migrant children and youth in our state
 - Comprehensive
 - Cohesive
- Broad solutions were broken down into specific strategies and characteristics
- Developed a summary report of all proposed solutions

Reflection

1. How effective were the Expert Work Groups in prioritizing the needs of migrant children in your state?
2. How effective were you in ensuring that all NAC members had input on the proposed solutions?
3. To what extent are the proposed solutions grounded in research and effective practice?
4. To what extent are the proposed solutions appropriate for your state MEP?
5. Will the proposed solutions provide a solid foundation for a comprehensive and cohesive Service Delivery Plan that will improve the academic performance of migrant students, especially PFS students and other migrant subgroups most at-risk of school failure?

J.9 Resources and Tools in Appendix J

Appendix J.1 Sample Statement of Purpose for Expert Work Groups

Appendix J.2 Sample Agenda for NAC Meeting and Expert Work Groups

Appendix J.3 Summary Worksheet for Proposed Solutions

Appendix J.4 Template for an Expert Work Group Summary PowerPoint Presentation

Appendix J.1 Sample Statement of Purpose for Expert Work Groups

<p>MIGRANT EDUCATION PROGRAM COMPREHENSIVE NEEDS ASSESSMENT Expert Work Groups</p>
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As part of its statutory requirement under ESEA, [state] is conducting a Comprehensive Needs Assessment (CNA) of its Migrant Education Program. The CNA will identify the special educational needs of migratory children and youth to inform state planning to ensure that these students can succeed academically and meet Federal and state performance goals.

The work of the CNA is guided by a Need Assessment Committee (NAC) whose first tasks were to review data, identify concern areas, collect data to validate concerns, and then identify research-based solutions and strategies to propose for a migrant Service Delivery Plan (SDP). Expert Work Groups play a critical role in informing the work of the NAC.

Expert Work Groups include technical experts who provide input on research and evidence-based strategies that support solutions which contribute to closing the achievement gap between migrant students and other students. The experts are those who have particular knowledge and experience in a Migrant Education Program Goal Area or Area of Concern in which needs of migrant children and youth have been identified.

The purpose of Expert Work Groups is to examine the data surrounding a particular need and propose solutions and discuss implementation challenges and recommendations that will guide the development of the SDP.

**COMPREHENSIVE NEEDS ASSESSMENT
NEEDS ASSESSMENT COMMITTEE MEETING 3
STATE DEPARTMENT OF EDUCATION**

MAY XX, 2012

Meeting Purpose: To identify research-based and effective solutions and strategies to propose for addressing identified needs.

- 9:00 Introduction of Needs Assessment Committee and Experts Joining for Expert Work Groups
- 9:30 Overview of the Purpose of the Meeting
- 9:20 Overview of the Progress of the NAC and Description of the CNA Process (for New Members of the NAC)
- PowerPoint Presentation by NAC member
- 9:35 Revisiting the Prioritized List of Need Statements
- Whole Group Discussion:
- Does the list of prioritized Need Statements represent a comprehensive picture of what we feel to be needs of migrant children and youth in our state?
 - What common themes and issues stand out?
- 10:00 Break
- 11:00 Expert Work Groups
- Divide the NAC into Expert Work Groups and provide them with instructions
 - Review Need Statements related to the issue or content area the group is addressing
 - Identify common themes that cut across some of the Need Statements that might require similar solutions and strategies
 - Discuss whether any root causes need to be further explored (Provide instructions on the “Five Why’s Root Cause Analysis” or “Fishbone Activity” in *Appendix F.2 Instructions for Conducting Group Activities.*)
 - Discuss possible solutions
 - Select solutions and develop strategies to make them concrete
 - Identify implementation challenges
 - Discuss how solution strategies should be customized for your state

- Develop a report to summarize proposed solutions and strategies (Complete Expert Group Worksheets provided in *Appendix J.3 Summary Worksheet for Proposed Solutions and Solution Strategies*; worksheets may be provided electronically or developed into a PowerPoint presentation template.)

12:00 Lunch

1:00 Continue with Expert Group Activities

3:00 Break

3:15 Review of Proposed Solutions

- Each Expert Work Group presents proposed solutions either in a PowerPoint presentation or on chart paper.
- Whole group discusses:
 - Do the proposed solutions comprise a comprehensive approach to addressing the needs of migrant children and youth?
 - What additional input is needed as to the appropriateness or feasibility of any of the proposed solutions?
 - Is the research and evidence of effectiveness sufficient to justify the solutions?
 - What solutions could be grouped together to form a broader strategy or approach?
 - In what ways could some of the solutions be improved?

4:30 Expert Work Groups Reconvene

- Use input from the whole group to make any revisions to their solutions and strategies.

5:00 Next Steps and Adjourn

Appendix J.3 Summary Worksheet for Proposed Solutions

Expert Work Group Goal or Content Area:

Members of Expert Work Group:

Need Statements Addressed:

Solutions	Research or Evidence of Effectiveness	Solution Strategies	Implementation Challenges and Recommendations

[State] MEP Comprehensive Needs Assessment

Expert Work Group on [Goal or Content Area]
Work Group Members:

Need Statements Addressed

Solutions

Solution 1

Strategies

Research Base or Evidence of Effectiveness

Solution 1 Implementation Challenges

Solution 1 Implementation Recommendations

Section K: Recommending Priority Solutions

Step 4: Make Decisions		
Activities	Recommended Tasks	Highly Recommended
Recommend priority solutions	NAC determines: <ul style="list-style-type: none"> • Priority criteria for solutions • Prioritized list of solutions 	For each of the selection criteria, consideration of: <ul style="list-style-type: none"> • Acceptability by the community • Feasibility of solutions

Now that a broad range of solutions and related solution strategies has been identified to address the needs of migrant students in your state, the next step is to prioritize the solutions. The Needs Assessment Committee (NAC) will need to determine what are the most promising solutions based on their potential impact, replicability, appropriateness, and cost.

Now is the time for the NAC to implement processes to reach consensus and closure for comments and questions. We recommend that this task be accomplished by the NAC in an onsite meeting where discussion is generated and consensus is reached on priorities and top-rated solutions.

Considerations for Small States In small states, or in states where a face-to-face meeting is not feasible, a small group can be charged with developing criteria and arranging ways to obtain feedback from a larger group of stakeholders. We suggest that the small group be comprised, at the very least, of other state-level program managers who have experience in prioritizing activities and tasks. Once the criteria have been set, you may identify certain stakeholders, such as regional or local Migrant Education Program (MEP) coordinators, parents, school district staff and program coordinators, or service providers, from whom you would like input on how to prioritize the proposed solutions. You may consider conducting an online survey or focus groups (perhaps at meetings where these stakeholders may be attending or by phone), and then develop a final prioritized list based on the input you receive.

K.1 Developing Criteria for Prioritizing Proposed Solutions

Prioritizing the solutions that were generated by Expert Work Groups or other stakeholders will assist in making decisions on which solutions should be recommended for implementation. This task will also assist in instances where NAC members, with their various perspectives and experiences, have some predispositions toward a favorite program or intervention to meet migrant student needs. Using criteria to review the proposed solutions will minimize the

impact of personal views so that the range of solutions may be prioritized as objectively as possible.

The criteria for prioritizing the proposed solutions will vary from state to state. We suggest that the state director request input from other stakeholders in developing the criteria. Follow are two suggestions for this task:

- Develop a list of criteria and solicit input from NAC committee members, state-level program managers, MEP staff from the state and local level, parents, or other stakeholders. This input may be solicited in a face-to-face meeting of all stakeholders, through phone calls, or focus groups. Once you receive input, you and the Management Team can make the final selection of criteria.
- In a face-to-face meeting, have the NAC generate a list of criteria and then discuss which criteria are most essential for including in the final list.
- Have NAC members complete a Cause and Consequence Analysis to rate needs according to their severity. (See *Appendix K.1 Cause and Consequence Analysis Worksheet* for a worksheet on conducting a Cause and Consequence Analysis.)

A group process activity that works well for any task that requires input on identifying priorities is that of providing team members sticky dots to place next to the items (posted on chart paper) that they feel are the most important to include. A follow up discussion will focus on those items with the most dots – why they were selected, which of the most-frequently indicated items should be placed in the final list, and if the ones with fewer dots should be included or incorporated with others that are similar but were dotted more frequently.

Suggested Criteria Some of the most commonly selected criteria for prioritizing solutions in the Comprehensive Needs Assessment (CNA) include:

- The extent to which the solution addresses a critical need, evidenced as large gap between “what is” and “what should be,” the impact on a large number of migrant children, or the impact on subgroups of migrant children most in need, such as Priority for Service (PFS) students
- Likelihood the proposed solution will reduce the gap between “what is” and “what should be”
- Likelihood that the proposed solution will be appropriate for migrant students in your state
- Feasibility of implementing the solution (cost, training, resources)
- Whether the proposed solution will address a need that will only increase in severity if not addressed early
- Addresses a root cause of poor academic performance of migrant children
- Can supplement existing programs

- Can be enhanced through cross-program or cross-agency collaboration
- Can be supported with available resources

See *Appendix K.2 Additional Sample Criteria for Prioritizing Solutions* for another type of framework for prioritizing solutions.

K.2 Prioritizing Solutions

This step in the process is the culmination of all the work of the needs assessment process. Having given NAC members all of the relevant information and factors to consider, now a decision is needed on which solutions should be recommended for inclusion in an action plan, or specifically, the MEP Service Delivery Plan.

To initiate the prioritization process, we suggest that you provide a summary report of all solutions generated by the Expert Work Groups that is categorized by the Need Statements.

Considerations for small states If you are a state director for a small state, it will be important to limit the number of Need Statements for which you will prioritize solutions to ensure that resources can target the needs in a way to maximize impact. Program planners, when making these types of choices, generally advise to go “deep” rather than “wide.” Needs that you decide not to address at this time can be included at a later date, as you think about the improvement of your program in the long term.

Considerations for state MEPs with little experience in comprehensive needs assessment and service delivery planning Until a MEP has experience with the needs assessment process, it may be useful to consider limiting the number of Needs Statements, keeping those that would form the basis for SEA action to a relatively low number. The greater the number of needs and solutions proposed, the greater the complexity of the implementation plan, due to the number of steps that need to be taken at the state and local levels to implement the solutions, confirm that the targeted migrant student and family needs are being addressed, and document that the MEP program is able to assess the effectiveness of program improvement efforts from year to year. (More discussion of the overall planning process is included in *Section L: Transitioning to a Service Delivery Plan*.)

In prioritizing the proposed solutions, you should implement a process by which each NAC member rates the solutions according to the agreed upon criteria. This can be done:

- Individually, by survey or checklist
- In pairs or small groups to ensure that all stakeholder viewpoints are considered
- By a process called “weighted voting,” where each NAC member is given a set of votes that he or she can cast for one need or distribute over several needs. (Using a visual display of voting “dots” on chart paper illustrates what the collective majority feels is the top priorities on which the state MEP should focus.)

After NAC input is provided, it is important to reach consensus on the prioritized list. Consensus decision making is a process by which groups seek *consent*, not necessarily agreement, on an issue. Ensuring that the group reaches consensus on the list of prioritized solutions will enable each team member to feel that the list is one that he or she can live with (unlike straight voting where “losers” preferences are eliminated).

K.3 Developing Measurable Program Outcomes for Prioritized Solutions

An additional step that will ease the transition from the CNA to the SDP is to develop Measurable Program Outcomes (MPOs) for the prioritized solutions and solution strategies. MPOs are the desired outcomes of solutions and strategies. They are focused, detailed, quantifiable, and clearly define what would be considered a "success" in meeting a particular need of migrant students.

Key components of a MPO define:

- Which students will participate
- What will happen in the program
- What is expected to happen as a result of participation in the migrant program
- In what time frame this will occur

Table K.1 provides an example of a MPO and its related solution strategy.

Table K.1 Solution Strategy and Measurable Program Outcome

<u>Need</u> : School districts report that in September 2012, 38 percent of six-year-old migrants students enrolled in first grade had not attended kindergarten, as compared to 5 percent of other six-year-old children who enrolled in first grade.
<u>Need Statement</u> : The number of five-year-old migrant students enrolling in kindergarten needs to increase by 33%.
<u>Solution Strategy</u> : Local migrant programs should conduct a school enrollment fair for five-year-old migrant students at migrant camps in their school district at the beginning of the school year.
<u>Measurable Program Outcomes</u> :

Fist to Five Consensus Building

In discussing the prioritized solutions, have team members register their level of agreement according to the following:

Five fingers – “I am highly supportive of this solution.”

Four fingers – “I feel the solution is good.”

Three fingers – “I am satisfied with the solution.”

Two fingers – “I have some concerns about the solution.”

One finger – “I am not in favor of the solution.”

Fist – “I am strongly opposed to the solution.”

To reach consensus, as long as there is someone who raises one finger or a fist, the group needs to discuss concerns and determine what adjustments can be made for this person to be able to “live with the solution.”

- By the end of the 2012-2013 school year and each year after, the percentage of five-year-old migrant children enrolled in kindergarten will increase by at least 5%.

MPOs make solutions and strategies concrete and ensure that everyone can easily understand what the successful outcome of a strategy is. MPOs are the foundation of the SDP evaluation plan.

The SDP committee will review all prioritized solutions and strategies in the CNA and select which ones to include in the SDP. Each solution strategy will have a MPO. Therefore, one of the first tasks of the SDP is to develop MPOs. We recommend that the process of developing MPOs begin in the CNA. Developing MPOs for the solution strategies will enable the NAC to “test” the degree to which they are concrete and measurable.

K.4 Archiving Information for the CNA

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

- Criteria for prioritization of proposed solutions
- Prioritized list of criteria categorized by need
- MPOs for each solution strategy

K.5 Manager’s Checklist and Reflection

Here are some key accomplishments for *Section K: Recommend Priority Solutions*. Take a moment to jot down your progress on the items below. Also, note any issues or challenges.

Manager’s Checklist

- Established criteria for prioritizing proposed solutions
- Determined the appropriate number of needs and solutions for our state to address
- Worked with the NAC or stakeholders to develop a prioritized list of solutions
- Utilized a consensus decision-making process
- Developed MPOs for each prioritized solution

Reflection

1. What were the key factors you considered when selecting the appropriate number of solutions to include in the prioritized list?
2. In what way were any of the prioritized solutions or strategies revised when the MPOs were developed?
3. To what extent do you believe that the prioritized solutions, when implemented, will meet the needs of migrant children and youth in our state?

K.6 Resources and Tools in Appendix K

Appendix K.1 Cause and Consequence Analysis Worksheet

Appendix K.2 Additional Sample Criteria for Prioritizing Solutions

Appendix K.1 Cause and Consequence Analysis Worksheet

Purpose

- To determine the priority of each need, examine both the difficulty of meeting it and its degree to which it is critical to meet the goal.
- To review the ratings in light of the magnitude of the discrepancy between the present and desired states.
- To provide data for consideration in setting priorities and moving to solution strategies.

Goal:				
Need	Causes	Difficulty to Meet Need (low, medium, high)	Consequences if Cause is Not Removed	Criticality of need 5, 4, 3, 2, 1
1.				
2.				

Column 1: List needs that were previously identified in the needs assessment.

Column 2: List all possible “treatable” causes of each need; itemize causes separately for each need. A given need may have more than one cause.

Column 3: List consequences if the cause is not removed and the need is not met; also itemize consequences separately for each need. There may be more than one consequence for each need.

Column 4: Enter a rating (low, medium, high) of the difficulty in meeting the need once it has occurred.

Column 5: Enter a rating, on a scale of 1 to 5, with 5 indicating the most critical.

Appendix K.2 Additional Sample Criteria for Prioritizing Solutions

1. Importance and Feasibility – These criteria assist with thinking about the importance of resolving a need and the nature and strength of the organizational orientation and willingness to commit to the endeavor.

Importance

- Size of gap
- Number affected
- Need for immediate attention

Feasibility

- Educational efficacy
- Resources

2. Risk Factors – These criteria assist with dividing the risks associated with the needs into internal and external categories. These are criteria to consider prior to allocating resources.

- Short- and long-term economic risk
- Political risks
- Internal disruption

3. Distributing Resources – These criteria assist with focusing the discussion of resources and how distribution of resources deals with a form of political risk. You should also discuss alternatives for how resources can be given out and the consequences of each strategy.

- Should resources be distributed toward one group with the greatest need?
- Or, should resources be distributed across groups in regard to political concerns?

Adapted from: Altschuld, J.W. and White, J.L (2010) *Needs Assessment by Analysis and Prioritization*. Thousand Oaks, CA: Sage. (p. 11)

Section L: Writing the Comprehensive Needs Assessment Report

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

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"> • Were there sufficient data to validate concerns? • Were data collection methods sound? • Is there a logical progression from the concern to the findings?
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"> • Is the information in the CNA report organized in an understandable and useful way? • Is there any information you need that might be archived from the CNA process?
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"> • Does the CNA report reflect the needs that you are aware of in your and other local programs? • What could make this report more useful to local program coordinators?
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"> • Is the CNA written in a way that it will be useful for parents serving in advisory roles for the MEP? • In what ways could the information be packaged more effectively for these stakeholders?

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?

Section M: Making the Best Use of the Comprehensive Needs Assessment

Step 5: Transition to the Service Delivery Plan		
Activities	Recommended Tasks	Highly Recommended
Disseminate the CNA report	<ul style="list-style-type: none"> Establish a time and procedure for getting the Service Delivery Plan planning team up to speed on the CNA Ensure that the CNA will be reviewed on an annual basis and updated as needed Communicate the plan to stakeholders 	<ul style="list-style-type: none"> Develop a communication plan for the CNA that entails disseminating briefs and conducting presentations to stakeholder groups Invite NAC committee members to continue to serve for CNA updates or to serve on the SDP planning team

M.1 Sharing the Plan with the Service Delivery Plan Planning Team

As part of the Continuous Improvement Planning Process (See *Section A: Introduction and Overview*), the completed Comprehensive Needs Assessment (CNA) will be the starting point for the development of the state Migrant Education Program (MEP) Service Delivery Plan (SDP). When the SDP planning team begins its work, we suggest that you provide the CNA report and facilitate a process that involves a thorough review and discussion of the CNA.

M.2 Updating the Comprehensive Needs Assessment

To be useful, the Comprehensive Needs Assessment (CNA) must reflect the most current needs and data on migrant children and youth in your state. State education agencies (SEAs) and local operating agencies (LOAs) are required to design and operate their program based on a *current* comprehensive needs assessment. Because a needs assessment is an extensive undertaking and many of the needs and solutions do not change significantly from one year to the next, it is not practical to conduct a *complete* needs assessment every year. The *Guidance* recommends conducting a complete needs assessment every three years, or more frequently if there is evidence of a change in the needs of migrant children.

There are some exceptions to the general rule stated above. Key sections of the CNA should be updated annually to ensure that the results of the needs assessment remain current. Information that is typically updated on an annual basis includes the data required for the SEA's subgrant process, and the LOA's project application. The SEA should make sure LOAs have access to and are familiar with the CNA when developing their local project applications.

M.3 Using the CNA in the Migrant Education Program

The *Guidance* states that SEAs and LOAs are required to design and operate their program based on a current CNA. Therefore, all state and local activities should be directly related to the findings and recommendations in the CNA.

In addition, we recommend the following uses of the CNA:

1. Use your CNA in the development of your application package for LOAs.
 - Make the CNA available to LOAs in hard copy, or online. Conduct outreach to make sure they understand the CNA.
2. When the Office of Migrant Education (OME) monitors your state, provide OME staff with the most recent copy of the CNA and provide documentation that illustrates how you have used the CNA and coordinated with LOAs in implementing your CNA. Demonstrate how the CNA was used to develop the SDP.
 - If you are cited by OME due to not using your CNA properly, be prepared to reconvene your Management Team and NAC, revisit the CNA process, make any suggested adjustments by OME staff, and then update your CNA and SDP.

M.4 Communicating the CNA to Stakeholders

There are a number of reasons for sharing the findings of the CNA, including program planning, accountability, collaboration, and advocacy. Following is a table that lists several stakeholder groups, reasons for sharing the CNA, and questions to discuss with these stakeholders.

Table M.1 Recommendations for Sharing the CNA with Stakeholders

Stakeholders	Reason for Sharing the CNA	Discussion Questions
SEA administrators	To make administrators aware of the challenges migrant students face in your state	<ul style="list-style-type: none"> • Were there any findings that surprised you? • Are there programs and services of which you are aware in the SEA that could provide additional support to meet the needs of migrant students?
State Title I coordinator and coordinators from other Federal programs that serve migrant students (Title III, Title X Part C, IDEA, Child Nutrition)	To increase coordination with other Federal programs in the SEA	<ul style="list-style-type: none"> • What services are available for or being provided to migrant students? • What specific services could be provided through Title IA and other Federal programs that meet the specific needs of

Stakeholders	Reason for Sharing the CNA	Discussion Questions
		migrant students identified in this report? <ul style="list-style-type: none"> • How can we increase program coordination?
State-level agencies (e.g., housing, health, social services)	Increase awareness of the needs of migrant children and youth in the state in order to enable them to improve services and identify areas of collaboration with the MEP	<ul style="list-style-type: none"> • Does the CNA align with needs that your agency has identified for migrant children and youth? • In what ways can you improve services to meet the needs of migrant children and youth identified in the CNA? • What are areas in which we can coordinate services more effectively?
Programs that serve migrant students (e.g., HEP CAMP)	Increase awareness of the needs of migrant children and youth in the state in order to enable them to improve services and identify areas of collaboration with the MEP	<ul style="list-style-type: none"> • Does the CNA align with needs that your agency has identified for migrant children and youth? • In what ways can you improve services to meet the needs of migrant children and youth identified in the CNA? • What are areas in which we can coordinate services more effectively?
Local school district superintendents	Increase awareness of the needs of migrant children and youth in their schools and ensure that services are provided	<ul style="list-style-type: none"> • Are there any challenges in educating migrant students that you feel were not captured in the CNA? • In what ways can the needs of migrant children and youth identified in the CNA be met within the scope of the LEA’s mission to serve all at-risk children and youth?
School and school district role groups that serve migrant students (principals, school social workers, school counselors, special education coordinators, school nurses, ELL specialists, drop-out prevention specialists, child nutrition staff)	Increase awareness of the needs of migrant children and youth in their schools and ensure that services are provided	<ul style="list-style-type: none"> • Are there any challenges in educating migrant students that you feel were not captured in the CNA? • How can you be more equipped to meet the needs of migrant children and youth?
Local migrant project	Ensure that project	<ul style="list-style-type: none"> • Do the findings in the CNA

Stakeholders	Reason for Sharing the CNA	Discussion Questions
administrators	administrators consider the documented needs of migrant students and utilize proposed solutions to meet their needs as they develop project applications	align with the needs your program has identified for migrant children and youth? <ul style="list-style-type: none"> • What additional needs have you documented? • How will the findings of the CNA be reflected in your project application?
Parent Advisory Committees	Ensure that parents feel that their perspectives are adequately reflected in the CNA	<ul style="list-style-type: none"> • Are migrant parents' needs and concerns adequately reflected in the CNA? • If not, what additional information can you provide on the needs of migrant children and youth that should be considered for services to increase their academic performance?
SEA and LEA school reform specialists	<ul style="list-style-type: none"> • Ensure that migrant students are included in school reform initiatives 	<ul style="list-style-type: none"> • In what ways does the SEA or LEA collect data specifically on migrant students? For example, are data disaggregated for PFS students? • How are the specific needs of migrant students identified in the CNA addressed in school reform initiatives? • How could these needs be targeted more effectively? • With whom and with what programs should you increase collaboration for meeting the needs of migrant students?
Preschool programs, including Head Start and Early Head Start	<ul style="list-style-type: none"> • Awareness of the needs of young migrant children • Ensure that appropriate services are targeted toward preschool-aged migrant children 	<ul style="list-style-type: none"> • How do the data and needs included in the CNA on preschool migratory children align with your program's data and awareness of the needs of this population? • How do services in your program target the needs of preschool migratory children? • How could services be improved?

Stakeholders	Reason for Sharing the CNA	Discussion Questions
		<ul style="list-style-type: none"> • With whom and with what programs should you increase collaboration for meeting the needs of preschool migratory children?

M.5 Creating Venues and Formats for Sharing the CNA

In addition to developing the full CNA report, we recommend that you develop briefs and presentations that are customized for specific stakeholder groups. Most groups will need to be familiar with only the portion of the CNA that relates to their interests and are not likely to read the whole report. Briefs can target information to their interests and yet provide a means for accessing the full report. Bulleted findings, charts, and graphs are an effective way to convey key points in a quickly readable format.

You should consider posting a link to the CNA report online, and send notification of its availability to local program coordinators, recruiters, migrant service providers, Parent Advisory Committees, LEA superintendents, local Title I coordinators, and anyone else who provides services to migrant children and youth.

You might also want to develop presentations so that you can provide a summary of the CNA at state education conferences (e.g., Title I, superintendents, student achievement, school social workers, school counselors, local homeless liaisons), SEA meetings (e.g., Committee of Practitioners), and conferences of state or local agencies (e.g., Head Start and Early Head Start). Being proactive in disseminating the information in the CNA will result in increased awareness of the needs of migrant children and youth, which will form the basis of new and strengthened partnerships and more informed services.

Appendix M.1 Template for a Comprehensive Needs Assessment Dissemination Plan provides a template for you to complete which is a plan for sharing the CNA. We encourage you to complete this template and initiate discussions with various stakeholders on the needs of migrant children and youth.

M.6 Archiving Information for the CNA

We encourage you to keep the following on file:

- Briefs and PowerPoint presentations on the CNA
- Communication and Dissemination plan for the CNA
- Notes on stakeholder discussions of the CNA
- All updates for the CNA
- Notes and meeting proceedings for planning revisions to the CNA

- List of CNA planning team members willing to continue to serve on the team for updating the CNA or willing to serve on the SDP planning team

M.7 Manager’s Checklist and Reflection

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

Manager’s Checklist

- Plan for transitioning the CNA to the SDP planning team
- Plan for revisiting the CNA annually and updating it on emerging issues
- List of NAC members willing to continue to serve on the team to update the CNA and/or to serve on the SDP planning team
- Plan for familiarizing local migrant projects with the CNA
- Communication plan for key stakeholders
- CNA briefs and presentations customized for specific stakeholders
- CNA report posted on state MEP website

Reflection

1. With what stakeholders is it important to share the CNA?
2. What do you foresee as areas in which the CNA will require periodic updates?
3. What plans have you made to reconvene the NAC or gather stakeholder input for periodic updates to the CNA?
4. How will you ensure continuity from the CNA to the SDP planning process?

M.8 Resources and Tools in Appendix M

Appendix M.1 Template for a Comprehensive Needs Assessment Dissemination Plan

Appendix M.1 Template for a Comprehensive Needs Assessment Dissemination Plan

Stakeholder or Stakeholder Group	Reason for Sharing	Venue for Sharing	Date	Discussion Items