

# Section A: Introduction and Overview

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## 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.

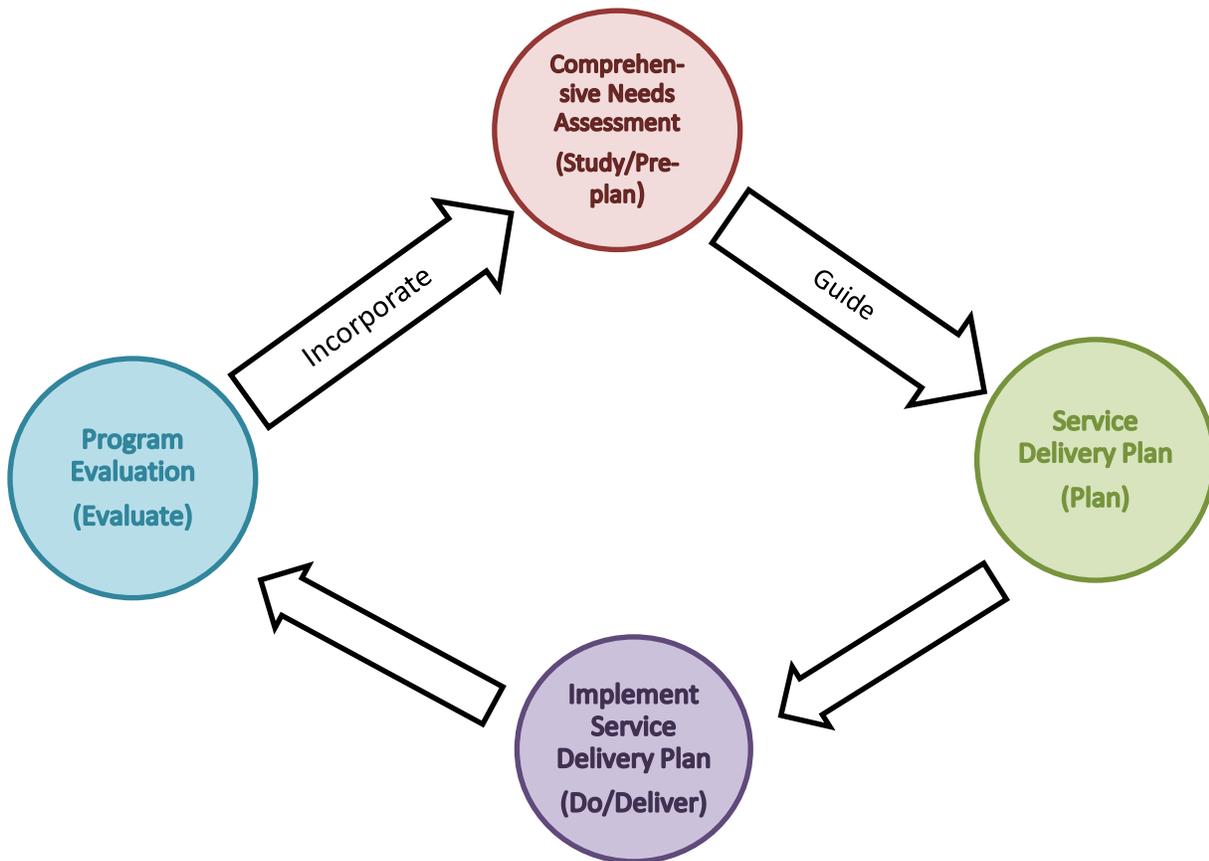


Figure A.1 State Migrant Education Program Continuous Improvement Cycle (*Office of Migrant Education, 2012*)

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**

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

		<p>individuals to join the NAC</p> <ul style="list-style-type: none"> <li>• Communicate to NAC members the time and work commitment involved</li> </ul>	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"> <li>• Include a summary of the most recent program evaluation to feature progress toward goals</li> <li>• Include academic performance indicators as well as demographics</li> <li>• Include a summary that highlights patterns and trends</li> <li>• Include comparison groups, migrant, non-migrant, PFS, (whenever possible) to prove a means for gap analysis</li> </ul>	<p>Profile data used as foundation for needs assessment process</p> <p>If possible include:</p> <ul style="list-style-type: none"> <li>• Data on migrant families</li> <li>• Mobility patterns</li> <li>• Data from multiple years drawn from longitudinal analysis</li> </ul>
<b>Step 2: Explore What Is</b>			
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"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Include iterations of refinement in light of additional criteria</li> <li>• Gather community input beyond NAC</li> </ul>

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

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

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

### 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.

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

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

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

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

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

## 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.