



Migrant Education Program Comprehensive Needs Assessment



Kate Wright
Deputy Associate Superintendent
Arizona Department of Education
1535 West Jefferson Street
Phoenix, AZ 85007
Phone: 602.542.9689
Kate.Wright@azed.gov

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ABBREVIATIONS/ACRONYMS

ADE	Arizona Department of Education	MEP	Migrant Education Program
AzMERIT	Arizona's Measurement of Educational Readiness	NAC	Needs Assessment Committee
CNA	Comprehensive Needs Assessment	OME	Office of Migrant Education, U.S. Department of Education
CSPR	Consolidated State Performance Report	OSY	Out-of-School Youth
EL	English Learner	PFS	Priority for Services
ELA	English Language Arts	QAD	Qualifying Arrival Date
ELD	English Language Development	SDP	Service Delivery Plan
ESEA	Elementary and Secondary Education Act	SEA	State Education Agency
ESSA	Every Student Succeeds Act	STEAM	Science, Technology, Engineering, Art, and Math
ESL	English as a Second Language	STEM	Science, Technology, Engineering, and Math
FY	Fiscal Year	SY	School Year
HS	High School		
ID&R	Identification and Recruitment		
LEA	Local Education Agency		

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For questions concerning this document, contact the Migrant Education Program Office at the Arizona Department of Education (ADE), Kate Wright at Kate.Wright@azed.gov.

Name	MEP Affiliation
Laura Alvarez	ADE
Patrick Bohanan	ADE
Doreen Candelaria	ADE
Terri Cota	Mesa Public Schools
Miguel Garcia	Queen Creek
Yolanda Magallanes	Coolidge Unified Schools
Jessica Mickish	Yuma Union HS
Justin Moore	Arlington Elementary
Tillie Peralta	Mesa Unified
Maria Retana	Parent Representative
Monica Romero	Chandler Unified
María Silva	Queen Creek
Andrea Vázquez	META, Consultant
Patricia Weissenberg	Somerton School District
Kate Wright	ADE

INTRODUCTION

The Comprehensive Needs Assessment Process in Arizona

The Arizona Migrant Education Program (MEP) provides leadership to the field regarding programs and services that promote academic excellence and equity for the migrant students of Arizona. The MEP works to provide support to educators working with migrant children and provide structures for intrastate and interstate collaboration in designing programs that are based on student needs and built on student strengths. The Arizona MEP helps ensure continuity of education despite the educational disruption students experience due to their migratory lifestyle.

The Arizona MEP aims to assist migrant children and youth to achieve their academic goals and overcome challenges resulting from mobility, frequent absences, late enrollment into school, social isolation, and other difficulties. With this in mind, priority for services must be given to migrant children and youth who have made a qualifying move within the previous 1-year period and who – (1) are failing, or most at risk of failing, to meet the challenging State academic standards; or (2) have dropped out of school

The State of Arizona receives MEP funds from the U.S. Department of Education, Office of Migrant Education (OME) to address the unmet needs of migratory children and youth to permit them to participate effectively in school. This makes it necessary to understand the unique needs of the migrant population as distinct from other populations and design services (through a service delivery planning process) that meet those identified needs.

To better understand and articulate the specific services that the Arizona MEP should offer to migrant children and youth and their families statewide, the required comprehensive needs assessment (CNA) process that is described in this report was completed as guided by the Office of Migrant Education's *Comprehensive Needs Assessment Toolkit* (2012). The designated process allows for a description of data-driven needs, concerns about identified needs, and knowledge of the State context in which changes in the migrant student population and seasonal agricultural activities identified.

Statutory law, regulations, and guidance under the Elementary and Secondary Education Act (ESEA) was originally signed into law in 1965 and amended as the Every Student Succeeds Act (ESSA) of 2015,

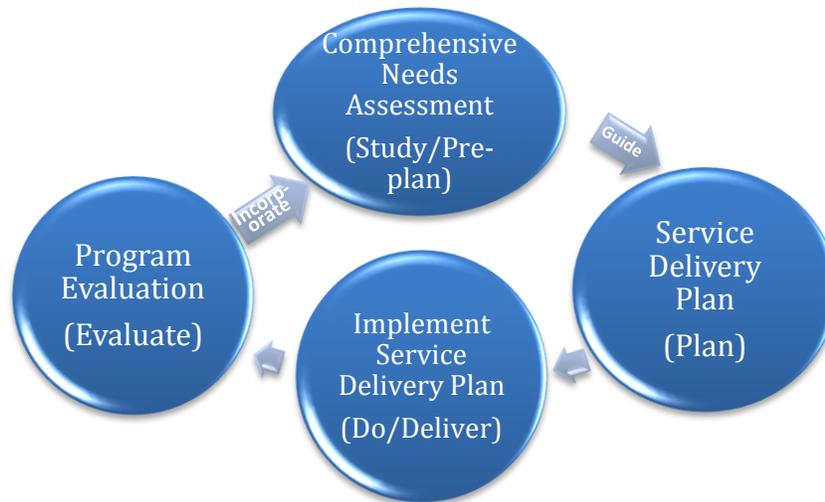
The Arizona MEP CNA aims to:

- 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 (*ESEA, Section 1304, 34 CFR 200.83 (a)(2)(i,ii)*):
- Guide the overall design of the MEP on a statewide basis;
- Help local operating agencies and the State Education Agency (SEA) prioritize needs of migrant children; and
- Provide the basis for the SEA to sub-grant MEP funds.

The Arizona CNA will continue to guide future programs, services, and policy decisions to ensure that the State’s MEP resources are directed at the most needed and most effective

services for migrant children and youth and their families. The process followed for the CNA is directed by the Continuous Improvement Cycle proposed by OME. This framework illustrates the relationship between the CNA, the service delivery plan (SDP) process, the implementation of services through a defined process for applications for funds and the implementation of programs through local sub-grantees, and the evaluation of services. The diagram below shows the Continuous Improvement Process suggested by OME.

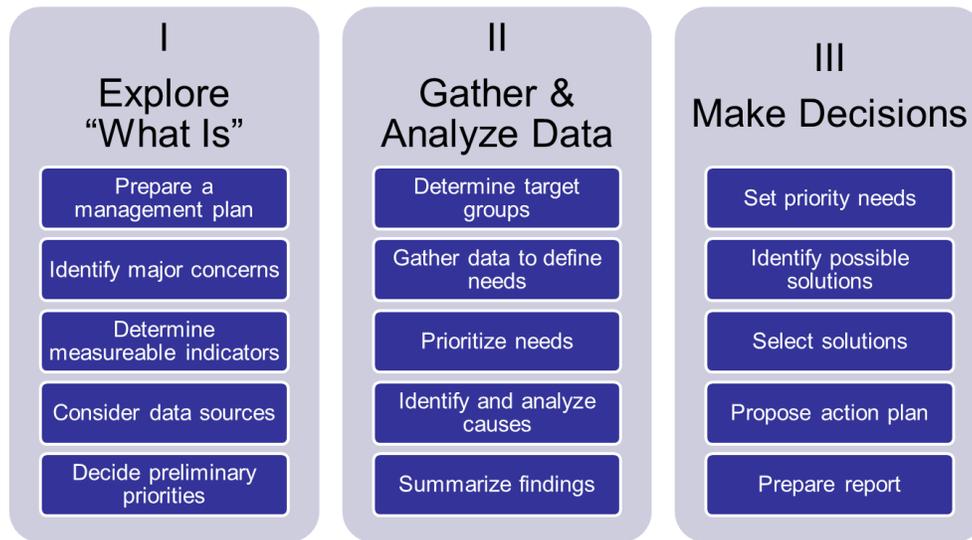
Exhibit 1 – Continuous Improvement Process (OME CNA Toolkit, 2012)



The CNA committee followed a systematic three-phase implementation model suggested by OME that is illustrated on the next page. This model was modified to fit the specific needs of the Arizona CNA process, which included both the assessment of needs and the identification of potential solutions at three levels.

- Level #1:** *Service Receivers* (migrant students, migrant out-of-school youth [OSY], and parents of migrant children and youth)
- Level #2:** *Service Providers and Policymakers* (state and local MEP instructional and support staff and administrators of programs and services aimed at migrant children and youth)
- Level #3:** *Systemic Resources* (the system in which MEP services are facilitated or impeded)

Exhibit 2 – Three-phase Model for the CNA



Data Collection Procedures

A variety of data collection methods were employed to assess needs and identify solutions. These methods included:

- reports on migrant students with non-migrant student comparative demographics, child counts, and enrollment status; attendance, graduation, and dropout rates; and credit accrual toward high school graduation that were generated through various databases, including MIS2000;
- reviews of State assessment results in English language arts (ELA) and mathematics available through MIS2000 and on the Arizona State website with comparisons made between migrant student achievement results and those of non-migrant peers;
- surveys conducted of MEP service providers;
- surveys conducted of migrant parents;
- surveys conducted of migrant secondary students and youth; and
- reviews of the Arizona MEP State Plan and other relevant State data.

To ensure that all requirements of OME were met and to conduct an accurate assessment of the needs of Arizona' migrant student population, the Arizona Needs Assessment Committee (NAC) set the following timelines as shown in Exhibit 3.

Exhibit 3 – Timelines for the CNA

Activity	Timelines
Data Collection	02/15/18
CNA Meeting #1: Review data, identify concerns and develop concern statements	03/02/18
CNA Meeting #2: Finalize concern statements, identify need indicators, develop need statements, and develop possible solutions	03/29/18
CNA Meeting #3: Finalize need indicators, needs statements, and solutions; identify experts and resources; and approve draft CNA table of contents	04/25/18
Draft the CNA report	06/15/18
Finalize the CNA report	06/30/18

The Arizona NAC was involved during the entire three phases of the CNA process and was instrumental in formulating the recommendations for program implementation contained in this report. This valid CNA process lays the groundwork for designing a needs-based program of services that will address the complex challenges faced by migrant students and OSY, as well as their families.

Organization of the CNA Report

In addition to this CNA report that summarizes the Arizona CNA process, an action plan with recommended solutions and interventions is included to provide informed suggestions to help close the gap between where Arizona migrant children are now and where the NAC believes they should be to be successful in school. The action plan will be the determining factor in the subsequent Comprehensive State Plan for Service Delivery as part of the Continuous Improvement Cycle that is described by OME in the *MEP CNA Toolkit* (2012).

The SDP describes the services the Arizona MEP will provide on a statewide basis to address the unique educational needs of migrant children and youth, and will provide the basis for the statewide use of MEP funds. Furthermore, the SDP will help the Arizona MEP develop and articulate a clear vision of:

- the needs of migrant children on a statewide basis;
- the MEP’s measurable program outcomes and how they will help achieve the State’s performance targets;
- the services the MEP will provide on a statewide basis; and
- how to evaluate whether and to what degree the program is effective.

This section of the report is followed by the *Phase I*, *Phase II*, and *Phase III* activities of the CNA, which includes the State migrant student and program profile; the process for gathering and analyzing data; and the process for decision-making based on migrant student needs. This section is followed by the *Conclusions*.

Finally, the *Appendices* contain meeting agendas and notes; data summaries; needs assessment survey instruments; and the complete list of the committee members’ concern statements, solutions, and rankings as to the magnitude of migrant student needs.

AUTHORIZING STATUTE AND GUIDANCE FOR CONDUCTING THE CNA

Purpose of the CNA

A MEP CNA is required by OME of the U.S. Department of Education under Section 1306 of the ESEA Act, reauthorized as ESSA of 2015, Title I Part C, Section 1304(1) and 2(2). States must address the unique educational needs of migratory children in accordance with a comprehensive state plan that:

- is integrated with other programs under ESEA/ESSA and may be submitted as part of the state consolidated application;
- provides that migratory children will 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;
- specifies measurable program goals and outcomes;
- encompasses the full range of services that are available for migrant children from appropriate local, state, and Federal educational programs;
- is the product of joint planning among such local, state, and Federal programs, including programs under Part A, early childhood programs, and language instruction programs;
- provides for the integration of available MEP services with other Federal-, state-, or locally-operated programs; and
- must be periodically reviewed and revised, as necessary, to reflect changes in the state's strategies and programs provided under ESEA/ESSA.

The state MEP has flexibility in implementing the CNA through its local education agencies (LEAs), except that funds must be used to meet the identified needs of migrant children that result from their *migratory lifestyle*. The purpose of the CNA is to: 1) focus on ways to permit migrant children with *priority for services* (PFS) to participate effectively in school; and 2) meet migrant student needs not addressed by services available from other Federal or non-Federal programs.

The needs assessment serves as the blueprint for establishing statewide priorities for local procedures and provides the basis for allocation of funds to local operating agencies that serve migrant children and youth. The CNA undertaken by Arizona takes a systematic approach that progressed through a defined series of phases, involving key stakeholders such as migrant parents and students (as appropriate), educators and administrators of programs that serve migrant students, state data specialists, content area experts, and others.

The Migrant Education Program Seven Areas of Concern

Seven areas of concern emerged from a CNA initiative conducted 15 years ago as important for all states to consider as they conduct CNAs. These seven themes helped guide the Arizona NAC toward specific areas that define populations whose migratory lifestyles result in significant challenges to success in school. After reviewing migrant student data, the NAC developed concern statements that provide a foundation for the Arizona MEP service delivery planning process. The seven areas of concern are described below.

Educational Continuity—Because migrant students often need to move during the regular school year and experience interruptions due to absences, they tend to encounter a lack of

educational continuity, often needing to learn and adapt to different methods of instruction, behavioral expectations, and classroom rituals and routines with every move. Ensuring continuity of education and seamless credit accrual opportunities is a priority due to this pattern.

Time for Instruction—Mobility also impacts the amount of time students spend in class and their attendance patterns. Decreases in the time students spend engaged in learning leads to lower levels of achievement. These factors are particularly present for preschool children and OSY, who either do not have access to free public education or are unable to take advantage of available programs due to mobility and/or the need to work. Ways to counter the impact of family mobility and delays in enrollment procedures are essential.

School Engagement—Various factors relating to migrancy patterns impact student engagement in school. Students miss summer programs and extracurricular activities that help foster school engagement. They feel unwelcome and/or disconnected from schools where they may only be spending a few weeks. There is little time for students to establish and develop meaningful friendships within their peer group at school.

English Language Development—English language development (ELD) is critical for academic success. In the school setting, ELD comprises literacy skills that are applicable to content area learning. Since many migrant students have a home language other than English, MEPs must find ways to supplement the ELD difficulties faced by migrant students due to their unique lifestyle, while not supplanting Title III program activities.

Education Support in the Home—Home environment is associated with a child's success in school, reflecting exposure to reading materials, a broad vocabulary, and educational games and activities. Such resources reflect parent educational background and socio-economic status. While 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 in a manner that fits cultural and economic circumstances are crucial.

Health—Good health is a basic need that migrant students have difficulty maintaining. The compromised dental and nutritional status of migrant children is well documented, as are high rates of obesity. Higher proportions of acute and chronic health problems are experienced along with higher childhood and infant mortality rates than those experienced by their non-migrant peers. Migrant children are at greater risk than other children due to pesticide exposure, farm injuries, heat-related illness, and poverty. They are more likely to be uninsured or under-insured and have difficulties with health care access. Families often need assistance to address health problems that interfere with the student's ability to learn.

Access to Services—Being a newcomer in school, having a home language other than English, and lacking literacy are known to decrease access to educational and educationally-related services to which migrant children and their families are entitled. Since they are not viewed as members of the community because of their mobility, services become more difficult to obtain.

Supplemental education services are provided in Arizona that can help migrant children and youth overcome the effects of educational disruptions and other problems resulting from repeated moves. As stated previously regarding the Seven Areas of Concern, issues of mobility, language, and poverty affect migrant students' opportunities to receive excellence and equity in instruction. During the regular school year in Arizona, areas with concentrations of migrant children are served by MEPs that operate in support of, and in coordination with, the regular school program. During the summer, programs are set up exclusively for migrant children when regular school programs do not operate.

To address the needs of the migrant student population, the Arizona MEP funds regular school year projects and year-round projects. In Fiscal Year (FY) 2017, there were 27 MEP-funded projects and in FY 2018, there were 25. Exhibit 5 illustrates the location of the MEP-funded projects, while Exhibit 6 identifies the projects by name.

Exhibit 5 – Map of MEP-Funded Projects in Arizona

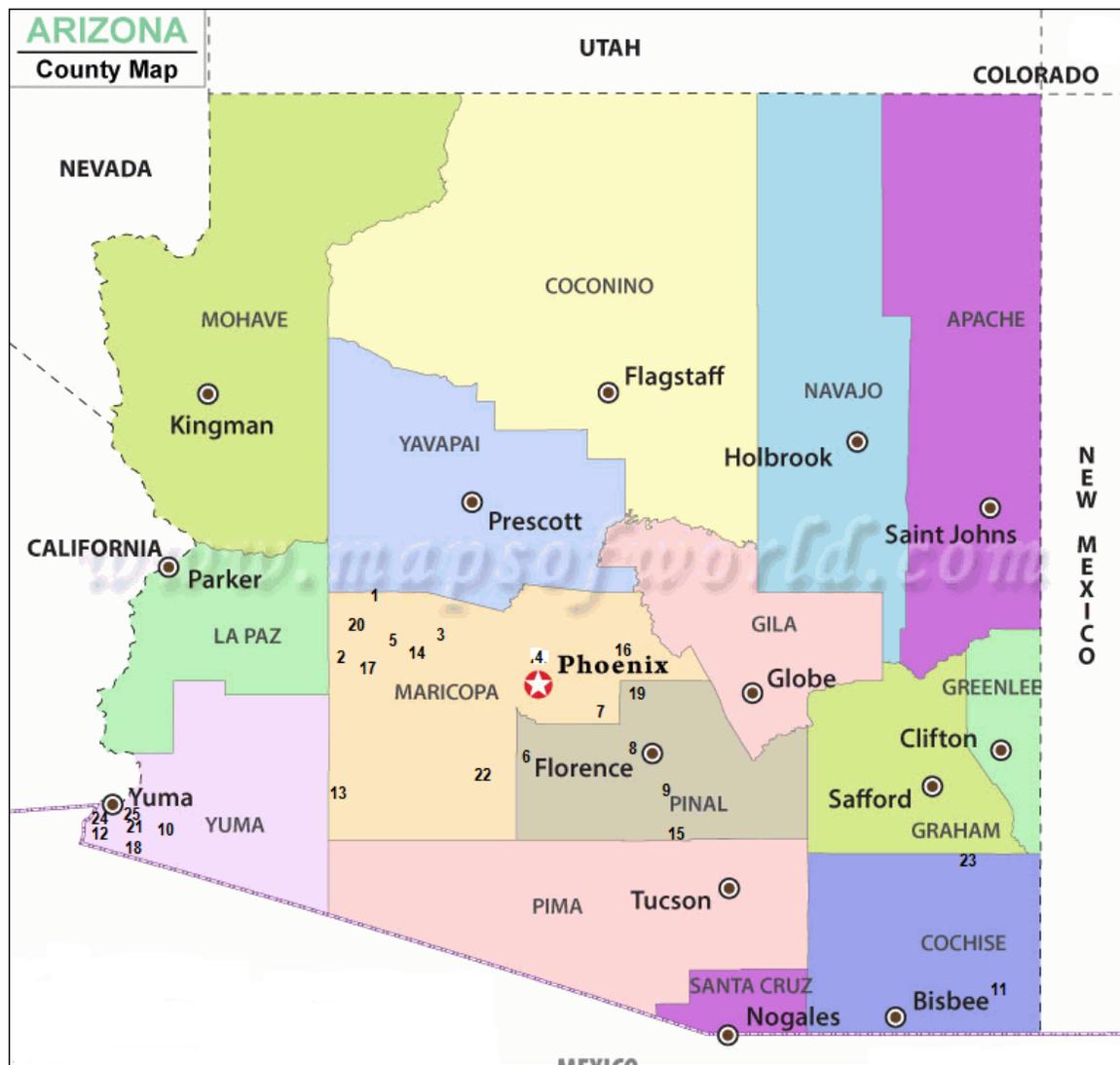


Exhibit 6 – List of MEP-Funded Projects in Arizona (FY 2018)

1. Aquila Elementary District	10. Crane Elementary District	19. Queen Creek Unified District
2. Arlington Elementary District	11. Douglas Unified District	20. Saddle Mountain Elementary District
3. Avondale Elementary District	12. Gadsden Elementary District	21. Somerton Elementary District
4. Riverside Elementary District	13. Hyder Elementary District	22. Stanfield Elementary District
5. Buckeye Union H.S. District	14. Liberty Elementary District	23. Wilcox Unified District
6. Casa Grande Union District	15. Marana Unified District	24. Yuma Elementary District
7. Chandler Unified District	16. Mesa Unified District	25. Yuma Union H.S. District
8. J.O. Combs Unified District	17. Palo Verde Elementary District	
9. Coolidge Unified District	18. PPEP TEC H.S.	<i>Revised January 2018</i>

According to the publication “Arizona Agriculture Review”, agriculture exists in each of the 15 counties of Arizona; however, the greatest production is focused in seven counties: Cochise, Graham, La Paz, Maricopa, Pima, Pinal, and Yuma. Cochise, La Paz, and Pima counties are all producers of cotton, barley, durum wheat, alfalfa hay, and cattle (Arizona Farm Bureau, 2014). Graham County also produces these crops and is Arizona’s leading producer of greenhouse tomatoes. Pinal County is the state’s top producer of cotton and is also the location of many sheep ranches. Maricopa and Yuma counties lead the state in agricultural production. Yuma County produces vegetables including lettuce, spinach, and broccoli, and other baby vegetables, as well as melons and citrus fruits. Maricopa County has become a leading producer of dairy but has generally seen a decline in the total amount of acres available for crop production.

The ADE provides technical assistance, program development, resources to teachers serving migrant students, and assistance with migrant student identification and recruitment (ID&R) through the Arizona MEP Team of the ADE.

The Arizona MEP offers a wide range of high quality services that are provided during and after school hours. For example: adult education, family outreach, in-home support services, language and cultural training; Science, Technology, Engineering, and Math (STEM) and Science, Technology, Engineering, Art, and Math (STEAM) programs; OSY intervention; preschool programming; student leadership opportunities; and summer and extended day programming.

The primary focus of the Arizona MEP is the identification and recruitment of migratory students, and ensuring that its supplemental programs and advocacy align with the State’s efforts to transition to the rigorous research-based reforms set forth by the ADE. The Arizona MEP focuses services in the areas of ID&R, interstate/intrastate coordination, and migrant student enrollment; instructional, health, and support services; staff development, and parent involvement. The Arizona MEP Team reviews, monitors, and evaluates school district MEP plans, program applications, program implementation, and fiscal expenditures.

Planning Phase of the Arizona CNA

Developing an understanding of the unique educational and support services needs of Arizona migrant students was the goal of the statewide CNA. An analysis of these needs provided a foundation for the future direction of the Arizona MEP through the service delivery planning process. It also supported the continuous improvement and quality assurance processes of the Arizona MEP and the overall ESSA Plan. The needs analysis was adapted to the resources and structures available in State, regional, and local MEPs.

The Preparation Phase of the Arizona CNA involved two major objectives:

- to develop a **sense of understanding and commitment** to the assessment of needs in all levels of the Arizona MEP; and
- to gain an assurance that decision makers will **follow-up** by using the findings in an appropriate and timely manner.

The Arizona State MEP contact, Ms. Kate Wright (Deputy Associate Superintendent), is an employee of the Arizona Department of Education. The State MEP management plan defined the structure for the NAC, delineated various roles and responsibilities, and contained a calendar of meeting dates and timelines for tasks to be completed. This group was charged with: 1) guiding the needs assessment process; 2) setting priorities; and 3) making policy recommendations and internal process decisions that affect planning and implementation. The State MEP contact and the NAC were assisted with these tasks by experienced and informed META Associates staff that facilitated the NAC meetings and summarized the results for the committee to aid in their decision-making during the process.

NAC members reflected a broad range of stakeholders that included state personnel including State MEP staff, site directors, teachers/instructional staff, content area experts, recruiters, data specialists, program administrators and migrant parent representatives. After NAC membership was determined, the MEP Director implemented the final step in management planning, the logistical plan. In preparation for the meetings, agendas specified the requirements for the meetings, project goals, and activities to be completed by the NAC.

Overview of Phase I: Exploring “What Is”

The purpose of Phase I is to: 1) investigate what already is known about the unique educational needs of migrant children and youth, especially those that result from a migratory lifestyle; 2) determine the focus and scope of the CNA process in Arizona; and 3) gain commitment for all stages of the needs assessment including the use of the findings and the recommendation of the NAC for program planning and implementation. The CNA process:

- includes both needs identification and the determination and prioritization of potential solution strategies;
- addresses all relevant goals established for migrant children to ensure that they have the opportunity to meet the same challenging standards as their non-migrant peers;
- identifies the needs of migrant children at a level useful for program design purposes;
- collects data from appropriate target groups; and
- examines needs data disaggregated by key subgroups.

Phase I guides the overall design of the Arizona MEP on a statewide basis as well as assures that the findings of the CNA are folded into the planning of needs-based services and programs. With the CNA as a foundation, the SDP strives to guide the Arizona MEP to develop and articulate a clear vision of (1) the services the State MEP will provide, (2) the State’s measurable program outcomes and how they help achieve the State’s performance targets; and (3) how to evaluate whether and to what degree the program is effective.

CNA Goal Areas and the Arizona Standards

During the first NAC meeting held in Phoenix, Arizona in the spring of 2018, the group addressed the following:

- the CNA planning cycle and the roles/responsibilities of the NAC;
- summaries of existing and new data on the needs of migrant students and any additional data needed;
- preliminary concern statements; and
- decisions on next steps in the planning cycle.

The NAC reviewed the goal areas from the previous CNA and SDP and considered how the needs of Arizona migrant students fit within these broad categories. They then combined areas of need that NAC practitioners and content area experts identified based on the data. In consideration of State standards and OME guidance that reading, mathematics, and graduation be considered as a minimum, the three goal areas established by the NAC include.

Goal 1: ELA/Math

Goal 2: School Readiness

Goal 4: High School Graduation and Services to OSY

Upon agreeing to these three goals for improving Arizona migrant student achievement, each goal was explored in relation to the Seven Areas of Concern established by OME to ensure that the NAC's concerns and solutions aligned both with the Arizona Standards and the concerns typically associated with frequent mobility.

Arizona Concern Statements

During the first NAC meeting, the committee developed concern statements that are listed in Exhibit 7 for each of the goal areas. At the subsequent meeting, the committee refined concerns based on additional data and input. The complete Arizona CNA Decisions and Planning Chart is found in Appendix A. This chart was used as a management tool to ensure that the concern statements, data sources, need indicators, and solution strategies were aligned.

Exhibit 7 – Arizona Concern Statements

Goal 1: ELA/Math	
Area of Concern	Area of Concern
1.1) We are concerned that there is an achievement gap in ELA and math between migrant and non-migrant students.	Educational continuity School engagement Access to services
1.2) We are concerned that migrant students are not receiving sufficient instructional services.	Access to services
1.3) We are concerned that migrant parents are not aware of instructional strategies to support their child's academic success.	Education support in the home
Goal 2: School Readiness	
Area of Concern	Area of Concern
2.1) We are concerned that migrant parents are not aware of resources, programs, and services for preschool-aged children.	Education support in the home Access to services
2.2) We are concerned that the MEP and district/school staff do not provide sufficient information, resources, and practice strategies to parents to support their children.	Education support in the home
2.3) We are concerned that we do not provide parents with enough strategies to support their children's academic success.	Access to services
2.4) We are concerned that migrant students need school supplies/print materials in the home (i.e., Wi-Fi, calculator, headphones, etc.)	Access to services Education support in the home
Goal 3: High School Graduation/Services to OSY	
Area of Concern	Area of Concern
3.1) We are concerned that we are not adequately identifying and recruiting OSY.	School engagement Access to services Educational continuity
3.2) We are concerned that OSY are not receiving appropriate services to meet their educational needs.	School engagement Access to services
3.3) We are concerned that migrant high school students are not being provided enough supplemental resources (i.e., time, materials, tutoring) to support literacy skills.	Education support in the home Access to services Time for instruction
3.4) We are concerned that migrant high school students and migrant families are not receiving enough information and support about graduation requirements and academic expectations.	Access to services
3.5) We are concerned that migrant high school students and OSY are not receiving enough information/support for college and career plans.	School engagement Access to services

PHASE II: GATHERING AND ANALYZING DATA

In the second phase of the CNA process, the key objectives were to examine the achievement and outcome gaps between Arizona migrant students and all other students in the State to help the NAC determine data-driven solutions.

During the meeting for Phase II, the committee worked toward the following objectives:

1. Revise and arrive at consensus on concern statements;
2. Develop need statements describing the magnitude of the needs exhibited by Arizona's migrant students;
3. Develop solutions for the concern statements; and
4. Rank solutions for focus during service delivery planning.

Three broad categories of Arizona migrant student data were targeted: 1) demographic data; 2) achievement and outcome data; and 3) stakeholder perception data.

Demographic data were drawn from the 2016-17 CSPR. Achievement data for migrant (disaggregated by PFS and non-PFS) and non-migrant students were drawn from the 2017 State assessment contained in the State database and on the State website. Perception data were gathered from migrant staff, parents, and students/youth through surveys developed specifically for the Arizona CNA process. This data summary, as articulated in the Arizona MEP profile, can be found on the following page.

Migrant student PFS status is determined according to a Federal definition and guidance. Under the most recent guidance, Section 1304(d) PRIORITY FOR SERVICES states, "In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who — (1) are failing, or most at risk of failing, to meet the challenging State academic standards; or (2) have dropped out of school. The Arizona MEP is currently working on updating their PFS criteria and checklist.

The Arizona MEP Student Profile follows. This profile reflects a summary of the data compiled for CNA decision making.

Arizona Migrant Student Profile (Most recent data from SY 2016-17)

Eligible Migrant Students	9,853 (see table on following page)
Grade Distribution	Ages 3-5 (5%), K-5 (37%), 6-8 (20%), 9-12 (38%), Ungraded <1%), OSY (<1%)
Priority for Services	1,598 (16%)
Disrupted Schooling	3,880 (39%) of eligible migrant students had a qualifying arrival date (QAD) within the last 12 months (21% during the regular school year)
English Learners (ELs)	3,977 (40%)
Migrant students served during the performance period	7,032 (74%)
Migrant students receiving instructional services	2,372 (25%)
Migrant students receiving reading and math instruction	Reading Instruction – 1,372 (14%) Math Instruction – 942 (10%)
Migrant students receiving support services	6,398 (67%)
Migrant students receiving counseling services	5 (<1%)
Migrant students scoring proficient on state ELA and math assessments	ELA - 18% (42% for non-migrant students) Math –23% (42% for non-migrant students)
OSY identified/served	Identified: 1 Served: 0 (0%)
High School Graduation Rate	Migrant students– 81% All students – 80%
Dropout Rate	Migrant students – 3.73% All students – 4.84%

Needs assessment data were collected from the LEA sub-grantees; MEP staff, student, and parent needs assessment surveys; the State website; and Arizona MEP databases. Needs assessment data included: (1) demographic data; (2) academic skills test results; (3) State standards-based assessment results; (4) secondary credit accrual; (5) MEP support services; (6) professional development; and (7) parent/family needs.

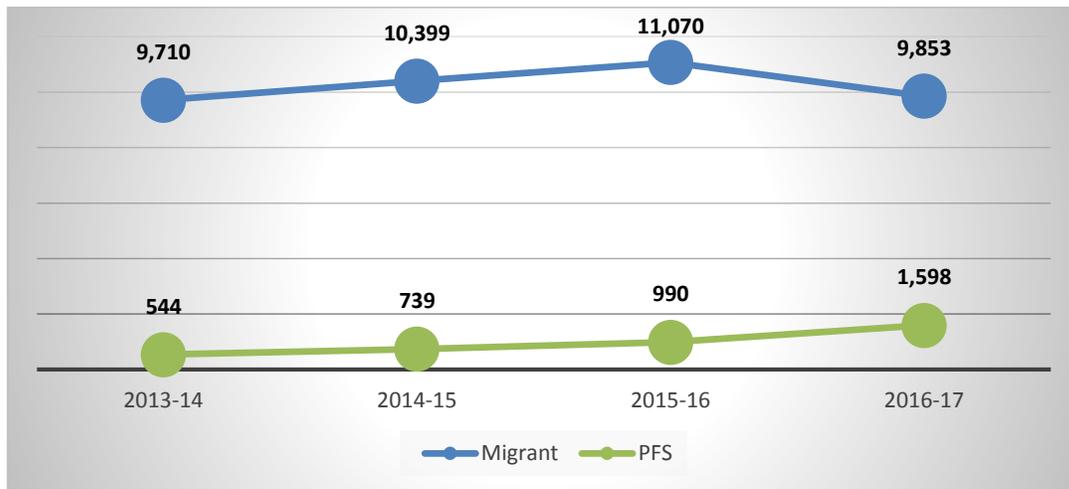
Migrant Student Demographics

The number of eligible migrant students and the number of PFS students across a four-year span is found in Exhibit 8. The demographic data over the past several years has remained constant with a decrease occurring in migrant students; however, there has been an increase in migrant students identified as having PFS.

Exhibit 8 – Eligible Migrant Students in Arizona

Grade	Number Eligible Migrant Students				Number PFS Migrant Students			
	2013-14	2014-15	2015-16	2016-17	2013-14	2014-15	2015-16	2016-17
0-2	358	366	383	330	--	--	--	--
Age 3-5	711	704	719	447	0	1	5	0
K	482	459	495	589	26	30	27	95
1	568	535	529	535	39	50	52	100
2	591	600	573	562	40	57	99	107
3	597	610	614	584	38	72	69	107
4	587	606	636	602	36	72	82	96
5	529	627	652	605	34	57	88	124
6	617	549	620	615	42	61	65	102
7	610	666	674	623	46	74	73	98
8	521	622	642	637	36	74	65	110
9	599	772	874	1014	34	48	91	204
10	730	741	909	940	52	35	86	161
11	717	764	803	785	55	31	71	139
12	1,084	1,238	1,424	915	54	70	99	150
UG	345	429	440	69	8	7	17	5
OSY	64	81	83	1	4	0	1	0
Total N	9,710	10,399	11,070	9,853	544	739	990	1,598
Total %					6%	7%	9%	16%

Exhibit 9 – Eligible Migrant Students in Arizona across a 4-Year Span



Mobility is a factor that is closely related to school failure. Arizona gathered information from the past four years on the QAD of migrant students (see Exhibit 10). This exhibit shows that as the overall number of migrant students increases, so does the school disruption – from 41% to 50% over the span of three years and then a decrease to 39%.

Exhibit 10 – School Disruption: QAD<12 Months

Grade	2013-14	2014-15	2015-16	2016-17
Age 0-2	238	238	270	275
Age 3-5	327	303	327	234
K	254	236	272	261
1	274	259	241	209
2	278	270	257	202
3	262	292	248	235
4	277	292	303	225
5	275	280	316	234
6	295	264	314	228
7	291	322	333	231
8	267	299	342	267
9	315	508	564	437
10	282	382	534	313
11	342	406	432	268
12	435	484	557	198
UG	132	149	125	63
OSY	44	67	68	0
Total N	4,588	5,048	5,503	3,880
Total %	41%	49%	50%	39%

Exhibit 11 shows that 7,032 migrant students (74%) were served during the performance period. Of the migrant students served, 23% were identified as having PFS. Seven percent (7%) were served during the summer.

Exhibit 11 – Number of Eligible and PFS Migrant Students Served

Grade	Total Eligible (N)	# Served During the Performance Period	# PFS Served	#/% Served During the Summer
Age 0-2	330			--
Age 3-5	447	290	0	12 (3%)
K	589	379	95	41 (7%)
1	535	340	100	57 (11%)
2	562	340	107	52 (9%)
3	584	372	107	72 (12%)
4	602	394	96	58 (10%)
5	605	402	124	66 (11%)
6	615	412	102	61 (10%)
7	623	439	98	52 (8%)
8	637	508	110	15 (2%)
9	1014	864	204	56 (6%)
10	940	819	161	88 (9%)
11	785	689	139	67 (9%)
12	915	774	150	9 (1%)
UG	69	10	5	0 (0%)
OSY	1	0	0	0 (0%)
Total N	9853	7,032	1,598	706
Total %	--	71%	23%	7%

Exhibit 12 demonstrates that 33% of migrant children and youth received MEP-funded instructional services including supplementary reading instruction (58% of students receiving instructional services) and math instruction (40% of students receiving instructional services).

Exhibit 12 – Instructional Services Received

Grade	# Served	Received Instructional Service	Reading Instruction	Math Instruction
Age 3-5	290	279	4	3
K	379	114	109	77
1	340	146	130	78
2	340	140	124	77
3	372	155	145	85
4	394	158	147	69
5	402	154	140	75
6	412	1936	178	127
7	439	232	205	181
8	508	188	163	118
9	864	104	11	13
10	819	156	9	13
11	689	169	6	12
12	774	160	1	14

Grade	# Served	Received Instructional Service	Reading Instruction	Math Instruction
UG	10	4	0	0
OSY	0	0	0	0
Total N	7,032	2,352	1,372	942
Total %		33%	58%	40%

Exhibit 13 illustrates the number and percentage of eligible migrant students in Arizona that received support services. Ninety-one percent (91%) of migrant students served in Arizona received support services during the performance period.

Exhibit 13 – Support Services Provided to Migrant Students

Grade	# Served	Received Support Services (N)	Received Support Services (%)
Age 3-5	290	140	48%
K	379	345	91%
1	340	294	86%
2	340	304	89%
3	372	323	87%
4	394	352	89%
5	402	362	90%
6	412	331	80%
7	439	344	78%
8	508	475	94%
9	864	859	99%
10	819	812	99%
11	689	686	100%
12	774	756	98%
UG	10	6	60%
OSY	0	0	0%
Total N	7,032	6,398	91%

Reading and Math Achievement

During 2016-17, Arizona students were assessed in ELA and math in grades 3-12 using Arizona’s Measurement of Educational Readiness (AzMERIT) assessments. All data presented below are taken from the 2017 administration of the ELA and math assessments. Exhibits 14 and 15 display the ELA assessment results for migrant and non-migrant students and Exhibits 16 and 17 display the mathematics assessment results for both groups.

Results show that the percentage of migrant students scoring proficient or above in ELA in 2017 is 18% compared to 42% for non-migrant students—a difference of 24%. Similarly, results show that the percentage of migrant students scoring proficient or above in math in 2017 is 23% compared to 42% for non-migrant students—a difference of 19%.

Exhibit 14 –Percent Migrant Students Scoring Proficient/Advanced (P/A) on the 2017 AzMERIT Reading/Language Arts Assessment

Grade	# Tested	% Migrant Student P/A	% Non-migrant Students Scoring P/A	Diff
3	460	19%	44%	-25%
4	481	25%	49%	-24%
5	507	15%	44%	-29%
6	490	20%	42%	-22%
7	483	17%	45%	-28%
8	520	19%	34%	-15%
HS	618	11%	36%	-25%
Total	3,559	18%	42%	-24%

Exhibit 15 – Comparison of Migrant and Non-Migrant on 2017 AzMERIT ELA Assessment

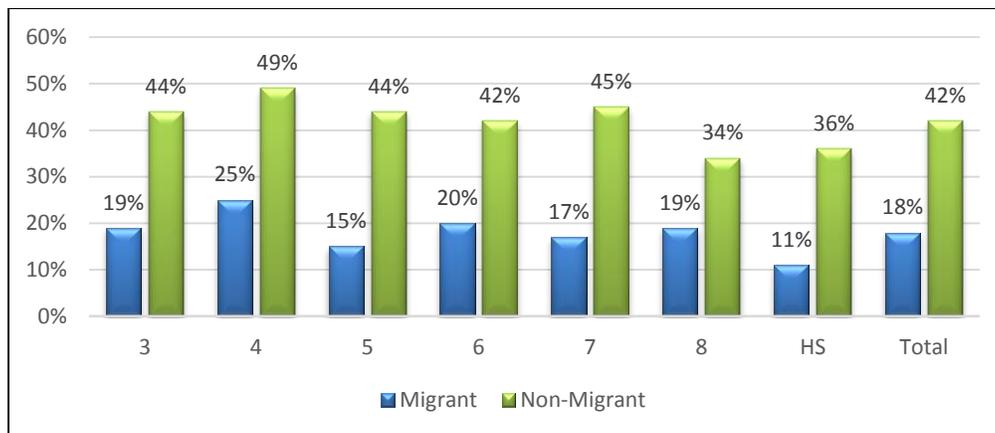
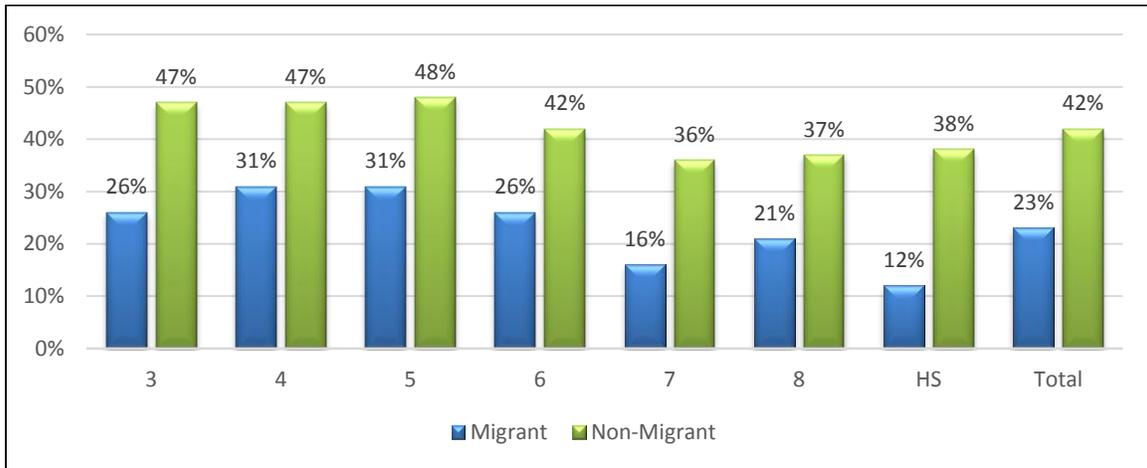


Exhibit 16 –AzMERIT Math Assessment Results for All Migrant Students (2016)

Grade	# Tested	% Migrant Student P/A	% Non-migrant Students Scoring P/A	Diff
3	461	26%	47%	-21%
4	491	31%	47%	-16%
5	509	31%	48%	-17%
6	492	26%	42%	-16%
7	487	16%	36%	-20%
8	520	21%	37%	-16%
HS	620	12%	38%	-26%
Total	3,580	23%	42%	-19%

Exhibit 17 – Comparison of 2016 AzMERIT Math Assessment Results



School Readiness

The Arizona MEP tracks the number of migrant children ages 3-5 receiving instructional services in mathematics and/or reading, the number receiving general support services, and the number receiving counseling services. Exhibit 18 illustrates that the four-year comparison of identified migrant students ages 3-5 and the number and percentage that were served during the performance period remains consistent from 2013-2016; however, there was a significant decrease in the number of migrant students identified during school year 2016-17.

Exhibit 18 – 4-Year Comparison: Migrant Students 3-5 Identified and Served

Year	# Migrant Students (ages 3-5 not in K)	# Students (ages 3-5) Served	% Students (ages 3-5) Served
2013-2014	700	199	28%
2014-2015	704	202	29%
2015-2016	719	160	22%
2016-2017	447	290	65%

Exhibit 19 below illustrates the number and percentage of students served based on the type of services. While the number of migrant children ages 3-5 served is 290, 96% received instructional services from either a paraprofessional or a teacher and 48% received support services.

Exhibit 19 – Services Received by Migrant Children Ages 3-5 (2016-17)

# Migrant Children Served	# Receiving Instructional Service	# Receiving Support Services
N=290	279	140
Percentage	96%	48%

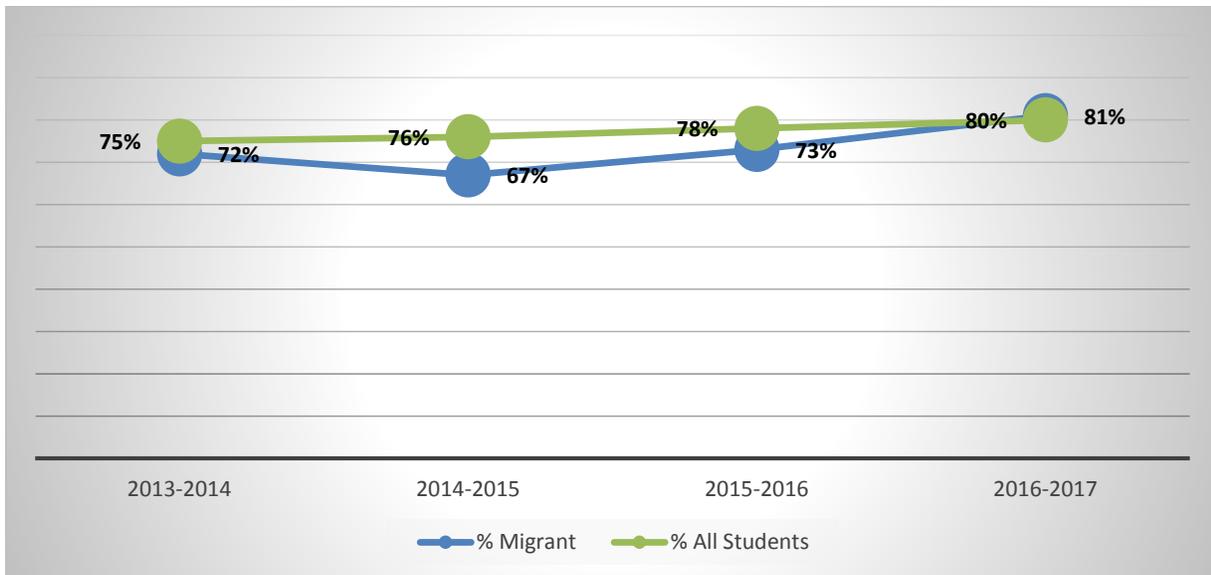
High School Graduation

The high school graduation rate for migrant students in Arizona during 2016-2017 was 81%, compared to 80% for all students. Exhibits 20 and 21 provide a 4-year comparison of the percentage of migrant students graduating in four years compared to all students. In 2016-2017, the graduation rate of migrant students (81%) surpassed the graduation rate of all students (80%).

Exhibit 20 – 4-Year Comparison: 4-Yr Graduation Rate of Migrant Students Compared to All Students

Year	% Migrant Students Graduated in 4 Years	% All Students Graduated in 4 Years
2013-2014	72%	75%
2014-2015	67%	76%
2015-2016	73%	78%
2016-2017	81%	80%

Exhibit 21 – 4-Year Comparison: 4-Yr Graduation Rate of Migrant Students Compared to All Students



Out-of-School Youth (OSY)

One migrant eligible youth in Arizona during the 2016-17 school year was reported as an OSY. This represents less than 1% of the total migrant child count in Arizona for the same year; however, this data should be reviewed further for accuracy. The needs of OSY are challenging as they are likely to live away from parents and many are parents themselves; most have health needs that may interfere with participating in school (e.g., medical, dental, vision, nutrition); and recovering OSY to MEP services and keeping them engaged is perhaps the most difficult work in migrant education due to age and circumstances.

Needs Assessment Survey Results

Through the surveys that were conducted, the NAC had access to detailed input from a wide variety of stakeholders that helped to inform their decision making. The key stakeholders that were queried about their opinions and ideas regarding the most critical needs of migrant students and families included: State MEP staff, local MEP staff, secondary-aged migrant students, and migrant parents.

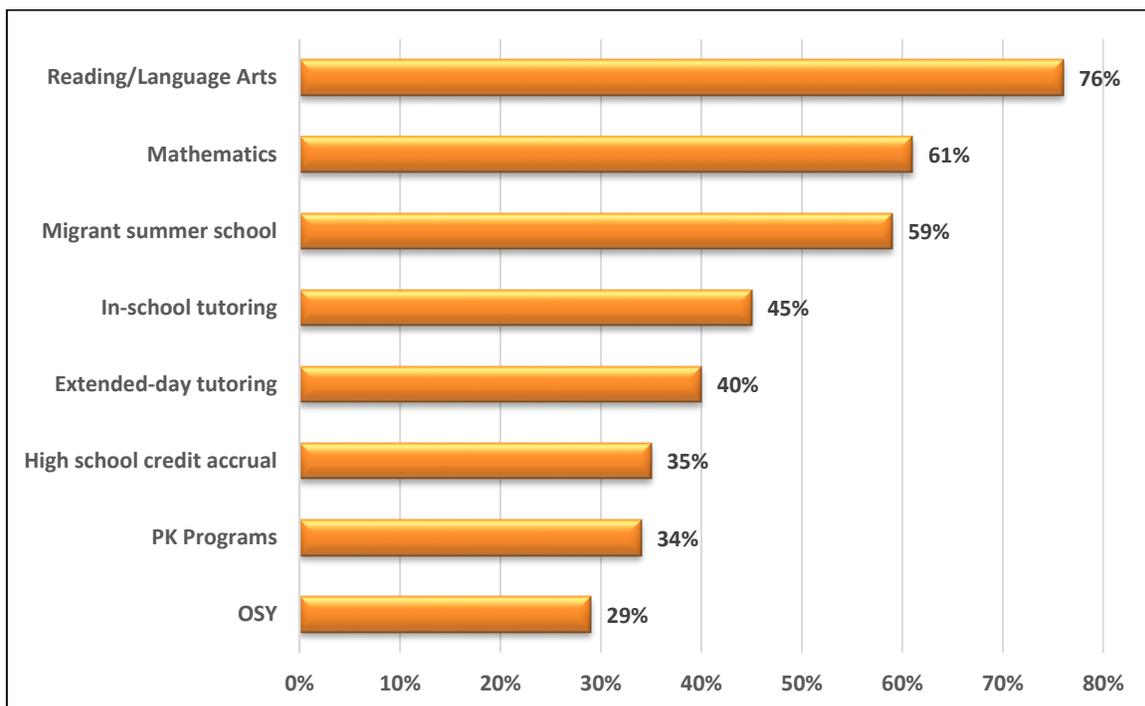
An analysis of the responses to the survey questions and the conclusions follow. The surveys are found in Appendix B.

Staff

Migrant staff surveyed were asked what their biggest concerns relating to the achievement and graduation of migrant students were with respect to instructional needs, types of services needed, support services needed, parent involvement activities needed, and professional development needed.

For instructional services needed, 76% of staff surveyed indicated that the greatest need was in the area of reading, followed by math (61%). Exhibit 22 illustrates the rankings of the instructional needs.

Exhibit 22 – Staff Survey Responses for Instructional Needs of Migrant Students (N=151)

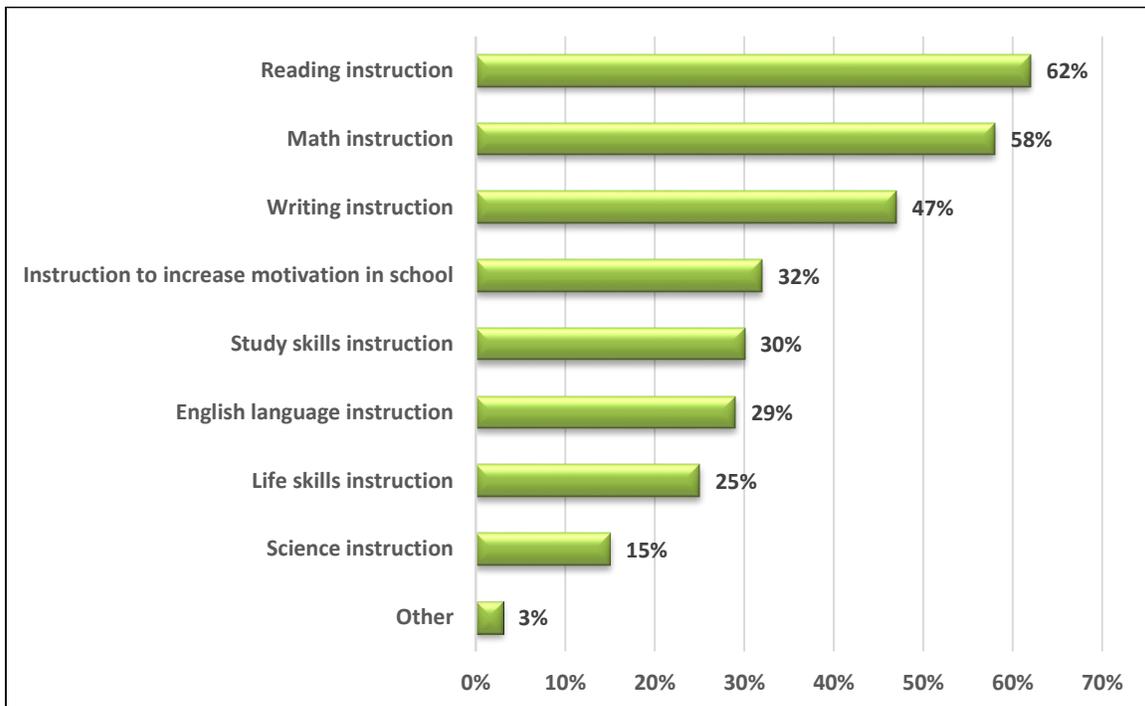


Staff responding to the needs assessment surveys also provided anecdotal information about the needs of migrant students in the State of Arizona. The anecdotal information provided included the following areas of concern: content areas; secondary, postsecondary, and career awareness; student behavior and motivation; staff behavior and preparation/staffing; parent education/knowledge to help their children in school; and resources.

Parents

Migrant parents were surveyed about their greatest concerns relating to the achievement and graduation of their children with respect to instructional needs, types of services needed, support services needed, and parent involvement assistance needed. For instructional services needed, 62% of respondents indicated that the greatest need is in reading and 58% in math. Writing needs also were identified as being a strong need with 47% of parents identifying that area. Exhibit 24 illustrates the rankings of the instructional needs.

Exhibit 23 – Parent Survey Response for Instructional Needs of Migrant Students (N=312)



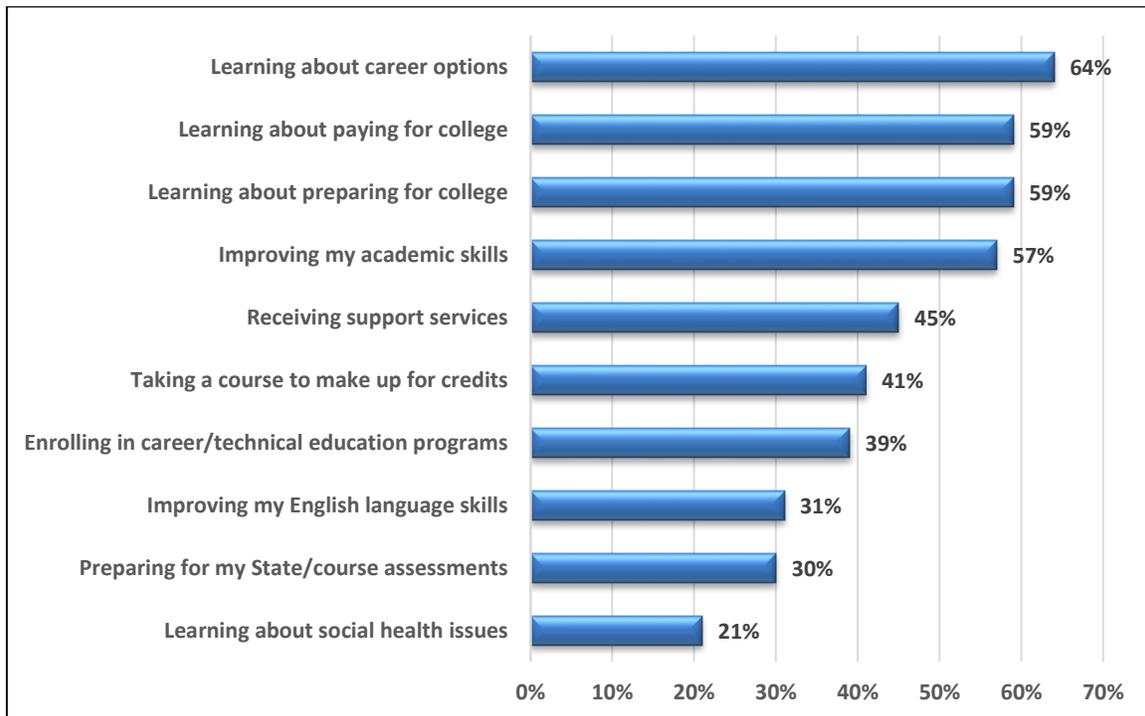
Migrant parents responding to the surveys also provided anecdotal information about the needs of their children who were served in the Arizona MEP. The anecdotal information was analyzed and grouped into the following areas of concern: content areas (26 comments); secondary/post-secondary/career awareness (61 comments); student behavior and motivation (31 comments); parent education/knowledge to help their children in school (8 comments); resources (13 comments); and other (74 comments).

Students

Secondary migrant students also were surveyed about their learning experiences and the areas in which they would like help. The highest-ranking areas included: learning about career options (64%); learning about paying for college (59%); learning about preparing for college (59%); and improving their academic skills (57%). Exhibit 25 illustrates their rankings.

Secondary migrant students responding to the surveys also provided anecdotal information about ways in which the migrant program can help them. The three activities most referenced by students were needing information about college/career readiness; help with grades; and credit recovery/earning credits for graduation.

Exhibit 24 – Secondary Student Survey Response for Needs of Migrant Students (N=865)



PHASE III: MAKING DECISIONS

In the third phase of the CNA process, the key objective was to finalize solutions and identify possible resources and experts to help focus the development of the SDP. The objectives of the third and final NAC meeting were to:

- 1) Finalize concerns, need indicators, need statements, and solutions for the CNA report;
- 2) Identify possible resources to meet migrant student needs;
- 3) Identify experts, expert practitioners, and experts in other areas;
- 4) Revise and approve draft CNA table of contents; and
- 5) Decide on next steps for completion of the CNA and service delivery planning

This section offers the final recommendations for concerns, data sources for the concerns, needs indicators and statements, solutions determined by the NAC, and resources and experts needed to address the concern statements. A complete list of the Concerns and Solution Strategies is found in the CNA Decisions and Planning Chart in Appendix A. The NAC used the following criteria to rank concerns in terms of the 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

The committee identified possible solutions, which the SDP committee will use during the SDP update process for the development of strategies. The solutions are general guidelines based on the examination of migrant student needs. The development of solutions was guided by the following questions:

- What does the research say about effective strategies, programs, or interventions?
- Where has this solution been implemented and was it successful?
- What are the challenges?
- How can solutions be customized for the State of Arizona?

After refining and prioritizing recommended solutions, the NAC brainstormed a list of knowledgeable experts and helpful resources/partners that can be valuable in assisting to implement the MEP in the goal areas. During the SDP process, these recommended experts and resources will benefit the local SDP teams as they strive to implement specific strategies. Identifying related resources to assist MEP service providers statewide will assist them to engage in implementing the priority solutions.

Goal Area 1: ELA/Math

1-1 We are concerned that there is an achievement gap in ELA and math between migrant and non-migrant students.			
Data Sources	Need Indicator/Need Statement	Prioritized Solution Strategies for the SDP	Resources/Experts
2015-16 CSPR	<p>Indicator: (1) 20% of migrant students in grades 3-12 scored proficient on the state assessment in math compared to 39% for non-migrant students; (2) 16% of migrant students in grades 3-12 scored proficient on the assessment in English Language Arts compared to 40% for non-migrant students.</p> <p>Statement: The percentage of migrant students testing proficient needs to increase by 19% in math and 24% in English Language Arts.</p>	<p>1.1a) Refer migrant students to summer school.</p> <p>1.1b) Identify specific needs for each migrant student in ELA/math.</p> <p>1.1c) Provide instructional services to identified students. (e.g., after school/before school tutoring, interventions)</p> <p>1.1d) Identify/set specific challenging goals and objectives for summer school.</p>	<ul style="list-style-type: none"> • ADE MEP reports/data • State assessment results • LEA staff (to make referrals) • ADE program specialists • Migrant interventionists • LEA data specialists/coordinators • MS/EdD data technology resource
1-2 We are concerned that migrant students are not receiving sufficient instructional services.			
Data Sources	Need Indicator/Need Statement	Prioritized Solution Strategies for the SDP	Resources/Experts
2015-16 CSPR II	<p>Indicator: (1) 27% of migrant students received instructional services in reading and 22% of migrant students received instructional services in math.</p> <p>Statement: The percentage of migrant students receiving instructional services in reading needs to increase by 73% and the percentage of migrant students receiving instructional services in math needs to increase by 77%.</p>	<p>1.2a) Refer and/or enroll into supplemental instructional services.</p> <p>1.2b) Implement a Student Intervention Plan for each migrant student.</p> <p>1.2c) Identify/recruit migrant students and provide quarterly data for each district. (State and LEA level)</p> <p>1.2d) Provide professional development regarding allowable MEP expenditures.</p> <p>1.2e) Create a report that provides quarterly data that identifies the services being offered to migrant students.</p>	<ul style="list-style-type: none"> • MIS2000 reports/data • LEA student information system reports • ADE/LEA MEP training/PD • List of available instructional services • LEA MEP staff/school staff • Identify/create student intervention plan (Title III, WiCP Form) • Reading support services by school site • Math support services by school site • Title III • Instructional Coaches • MS/EdD data technology resource
1-3 We are concerned that migrant parents are not aware of instructional strategies to support their child's academic success.			
Data Sources	Need Indicator/Need Statement	Prioritized Solution Strategies for the SDP	Resources/Experts
Parent Needs Survey	<p>Indicators: (1) 66% of parents indicated they need help preparing their child for kindergarten; (2) 64% of parents indicated they need help with post high school options</p>	<p>1.3a) Provide documentation of available instructional resources and support services during recruitment.</p> <p>1.3b) Address instructional strategies and support services during MEP meetings.</p>	<ul style="list-style-type: none"> • Partnerships with community colleges and state universities • Local Head Start programs

	<p><u>Statement:</u> The percentage of parents indicating a need for information/resources for pre-k and/or college/career readiness needs to decrease.</p>		<ul style="list-style-type: none"> • School district preschool programs • Presentations (instructional strategies) • Arizona State University • AWC • NAU • University of Arizona
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Goal Area 2: School Readiness

2-1 We are concerned that migrant parents are not aware of resources, programs, and services for preschool-aged children.			
Data Sources	Need Indicator/Need Statement	Prioritized Solution Strategies for the SDP	Resources/Experts
Staff Needs Survey	<p><u>Indicator: (1)</u> 35% of migrant staff indicated that supplementary instructional services in pre-k programs are needed most.</p> <p><u>Statement:</u> The percentage of migrant staff indicating the need for supplementary services in pre-k needs to decrease.</p>	<p>2.1a) Design LEA maps of areas that offer programs and services for preschool age children.</p> <p>2.1b) Develop and disseminate a recruiter kit containing specific information for preschools students. (Including flyers about resources, programs, etc.)</p> <p>2.1c) Provide information at PAC meetings about resources, programs, and services for preschool-aged children.</p> <p>2.1d) Provide MEP staff with packets containing information about resources, programs, and services for preschool-aged children.</p>	<ul style="list-style-type: none"> • List of preschool providers in all areas w/contact information • List of Head Start programs in all areas w/contact information • MEP staff at school district • ID&R State Coordinator • State MEP staff • MEP Coordinator • Preschool MEP Consortium Incentive Grant (CIG)
2-2 We are concerned that migrant children ages 3-5 are not receiving instructional and/or support services.			
Data Sources	Need Indicator/Need Statement	Prioritized Solution Strategies for the SDP	Resources/Experts
Staff Needs Survey Expert Committee Opinion	<p><u>Indicator: (1)</u> 35 % of migrant staff indicated that pre-k programs are needed</p> <p><u>Statement:</u> The percentage of migrant staff indicating a need for pre-k programs needs to decrease.</p>	<p>2.2a) Design LEA maps of areas that offer programs and services for preschool age children.</p> <p>2.2b) Coordinate referrals for families to identified programs and services.</p>	<ul style="list-style-type: none"> • Print materials for recruiters • List of community organizations and resources • Private faith-based organizations • MEP Interventionist • Pre-school teachers • Head Start Coordinators
2-3 We are concerned that we do not provide parents with enough strategies to support their children's academic success.			
Data Sources	Need Indicator/Need Statement	Prioritized Solution Strategies for the SDP	Resources/Experts
Parent Needs Survey	<p><u>Indicators: (1)</u> 66% of migrant parents indicated their need to prepare their children for kindergarten</p>	<p>2.3a) Invite presenters to PAC meetings to discuss and model strategies to support their children's academic success.</p>	<ul style="list-style-type: none"> • Tutoring program information • Free online resources

	<u>Statement:</u> The percentage of parents indicating they need help preparing their child for kindergarten needs to decrease.	2.3b) Conduct home visits to teach parents/guardians strategies to support their children's academic success.	<ul style="list-style-type: none"> Public library resources Parent liaison LEA recruiter
2-4 We are concerned that migrant students need school supplies/print materials in the home (i.e., Wi-Fi, calculator, headphones, etc.)			
Data Sources	Need Indicator/Need Statement	Prioritized Solution Strategies for the SDP	Resources/Experts
Parent Needs Survey Staff Needs Survey	<p><u>Indicator:</u> (1) 70% of staff indicated that migrant students need books/supplies/materials; (2) 65% of migrant parents indicated that migrant students need books/supplies/materials</p> <p><u>Statement:</u> The percentage of staff and parents indicating migrant students need books/materials/supplies needs to decrease.</p>	<p>2.4a) Increase outsource donations.</p> <p>2.4b) Develop community partnerships.</p> <p>2.4c) Coordinate/collaborate with other programs and funding sources (e.g. First Things First, Title I).</p> <p>2.4d) Maximize migrant funding to support the purchase of books/supplies/materials when possible.</p>	<ul style="list-style-type: none"> Parent outreach and communication Free online resources/cost resources MEP coordinator Title I Coordinator/Director LEA recruiter/liaison

Goal Area 3: High School Graduation/Services to OSY

3-1 We are concerned that we are not adequately identifying and recruiting OSY.			
Data Sources	Need Indicator/Need Statement	Prioritized Solution Strategies for the SDP	Resources/Experts
2015-16 CSPR	<p><u>Indicator:</u> (1) In 2015-2016, 83 OSY were identified and recruited</p> <p><u>Statement:</u> Identification and recruitment of OSY needs to increase.</p>	<p>3.1a) Provide training on the eligibility criteria for identifying OSY.</p> <p>3.1b) Create partnerships with the local migrant employers.</p> <p>3.1c) Collaborate with local and educational service agencies.</p> <p>3.1d) Collaborate with local registrars to obtain enrollment and withdrawal reports to flag potential OSY/dropouts.</p>	<ul style="list-style-type: none"> State MEP State MEP map (Google) School registrars MIS2000 reports State ID&R Coordinator State data specialist (MIS2000) LEA recruiters
3-2 We are concerned that Out-of-School youth are not receiving appropriate services to meet their educational needs.			
Data Sources	Need Indicator/Need Statement	Prioritized Solution Strategies for the SDP	Resources/Experts
2015-2016 CSPR	<p><u>Indicator:</u> (1) In 2015-2016, 7% of OSY were served compared to 61% of overall migrant students</p> <p><u>Statement:</u> Services to OSY need to increase by 54%</p>	<p>3.2a) Develop and disseminate instructional materials and local resource information.</p> <p>3.2b) Identify distant learning options.</p> <p>3.2c) Provide PASS packets as a supplemental instructional resource.</p> <p>3.2d) Collaborate with local social service agencies.</p>	<ul style="list-style-type: none"> GOSOSY CIG PASS Local social service agencies (Create) instructional packets Brochure/flyer w/local resource information Private/faith-based organizations LEA MEP Coordinators State ID& R Coordinator

3-3 We are concerned that migrant high school students are not being provided enough supplemental resources (i.e., time, materials, tutoring) to support literacy skills.

Data Sources	Need Indicator/Need Statement	Prioritized Solution Strategies for the SDP	Resources/Experts
Expert committee opinion State Assessments	<u>Indicator:</u> (1) 8% of migrant high school students earned a proficiency or higher on the 2015-2016 state reading assessment <u>Statement:</u> The percentage of migrant high school students who are proficient on the State reading assessment needs to increase by 23%.	3.3a) Offer non-traditional programs (e.g., after school, summer, Saturday) that support literacy skills. 3.3b) Coordinate services with other school programs. (e.g., Title I, Title III)	<ul style="list-style-type: none"> • LEA Instructional Calendar • Identify LEA (school) program leads • Upper class grade mentors/advocates • LEA MEP Coordinator • LEA Federal Programs Coordinator • Guidance counselors • Content area teachers

3-4 We are concerned that migrant high school students and migrant families are not receiving enough information and support about graduation requirements and academic expectations.

Data Sources	Need Indicator/Need Statement	Prioritized Solution Strategies for the SDP	Resources/Experts
Parent Needs Survey	<u>Indicators:</u> (1) 39% of parents surveyed stated that there is a need for information on graduation requirements and academic expectations <u>Statement:</u> The percentage of parents receiving information on graduation requirements and academic expectations needs to increase.	3.3a) Include presentations on graduation requirements and academic expectations at MPAC meetings. 3.3b) Coordinate parent, students, and school counselor meetings to discuss graduation requirements and academic expectations.	<ul style="list-style-type: none"> • School counselors • MEP advisors/advocates • Parent meetings • Guidance counselors • LEA MEP staff (advocates/advisors) • LEA PAC coordinator

3-5 We are concerned that migrant high school students and OSY are not receiving enough information/support for college and career plans.

Data Sources	Need Indicator/Need Statement	Prioritized Solution Strategies for the SDP	Resources/Experts
Student Needs Survey	<u>Indicator:</u> (1) 65% of students said they would like more information about career options; (2) 59% of students said they would like more information about preparing for college. <u>Statement:</u> The percentage of students receiving information/support about career options and preparing for college needs to increase.	3.5a) Coordinate with local community colleges to provide information about post-secondary opportunities. 3.5b) Coordinate presentations for high school students and OSY regarding CAMP. 3.5c) Coordinate/collaborate with adult education programs 3.4d) Collaborate with local universities to implement a HEP program.	<ul style="list-style-type: none"> • Colleges/universities • CAMP program • College visitations • List of local adult education locations • ASU CAMP • AWC CAMP • Local adult education staff • Guidance counselors

CONCLUSIONS

Evidenced-based Conclusions and Recommendations

For State and local decision-makers charged with determining needs-based services for migrant children and youth, the body of assessment data and other outcomes provides a rich source of information. Members of the NAC who are experts, knowledgeable about migrant student needs and services, are in the best position to discuss and decide on available programs and sources of assistance.

Conclusions reached by the NAC point to the need for supplementary instruction in reading and mathematics to assist migrant students to pass State assessments, graduate, and be successful in postsecondary education and the workplace. Data indicate a need for direct services in reading and mathematics along with programs and collaborations that directly support instruction including health and dental services, counseling, and advocacy services.

To support these conclusions, the following summary is presented based on the comprehensive assessment of Arizona migratory students' needs. The conclusions are sorted by key themes that emerged during the CNA process.

High Mobility/ Interrupted Schooling

High mobility is a factor related to school failure. In looking at four years of data, as the overall number of migrant students increased, so did the school disruption – from 41% to 50% over the span of three years, and then decreased in 2016-2017.

Reading and Math Needs

Results from the Arizona ELA and mathematics assessments show that migrant students in Arizona have a need for intensive supplemental reading and mathematics instruction to bring them up to grade level. These results show that students in all grades are not performing at their expected levels as their scores lag well below those of their non-migrant peers.

Based on CNA data, statewide priority should concentrate on direct supplemental instructional services for migrant students to help them improve their reading and math skills. The MEP should place emphasis on providing intensive reading and math instructional programs and services during the regular school year and during the summer months to build student proficiency in these two key content areas.

Supportive Services

Survey results show that a need exists to provide parent education, interpreting/translating services, books/materials/supplies, health services, and services for OSY. Additionally, a need exists to coordinate and collaborate with outside agencies and with the community for additional support services to meet identified needs and support student learning and success.

OSY	CSPR data indicates that there is only one eligible youth in the State of Arizona; however, the anecdotal comments on the Secondary Needs Assessment Surveys indicate that youth are needing more support services. This demonstrates the need to review the ID&R efforts as they relate to the OSY population to meet the needs of this populations.
ESL Instruction	42% of Arizona’s migrant students are ELs. This demonstrates the need for increased collaboration with Title I Part A and Title III to provide intensive English as a second language (ESL) instruction during both the regular school year and the summer months.
Professional Development Needs	There is a continuing need to build the capacity of MEP staff to serve the instructional needs of migrant students in Arizona. Staff surveyed/interviewed expressed professional development needs in instructional strategies including reading, math, and writing; and strategies for the involvement of migrant parents in the education of their children.
Parent/Family Needs	The majority of staff responding to the needs assessment survey felt that parents need training increasing family literacy skills and learning strategies for helping their child with math and reading and homework. This indicates a strong need expressed by staff and parents to provide training to parents to help them prepare their children for school and support them in learning reading and math.
Summer Instruction	Seven percent (7%) of eligible migrant students were served by the MEP during the summer. Increasing supplemental instruction activities/opportunities during the summer would be beneficial in meeting the needs of students throughout the entire year.

Next Steps in Applying the Results of the CNA to Planning Services

The next step for the Arizona MEP is to use the information contained in this CNA report to inform the comprehensive state service delivery planning process. Therefore, Arizona will:

- 1) update the CNA as needed to reflect changing demographics and needs;
- 2) change its performance targets and measurable outcomes to reflect changing needs;
- 3) change the services that the MEP will provide statewide to match the CNA data; and
- 4) modify the evaluation design found in the SDP to align with all changes.

The CNA report will be distributed statewide to MEP directors and training will be provided. The Arizona Department of Education MEP staff will help provide guidance on the CNA process and how the results will be used as a foundation for the service delivery planning process.

Next steps will include guidance from the SEA based on NAC recommendations, documentation at the local level to determine if the unique educational needs of migratory students are being met (in consultation with migrant parents), and communication of the decisions to the SEA with accompanying documentation.

The Arizona plan for the delivery of services to meet the unique educational needs of its migrant students will serve as the basis for the use of MEP funds in the State. This plan will be included as a part of the Arizona MEP SDP which will articulate a clear vision of:

- performance goals and targets, especially as they relate to the provision of services for PFS students;
- the MEP's measurable program outcomes and how they will help achieve the State's performance targets;
- the services that the MEP will provide on a statewide basis;
- plans for technical assistance, professional development, parent involvement, and identification and recruitment; and
- how to evaluate whether and to what degree the Migrant Education Program is effective.

In the Arizona MEP State SDP, the program will ensure that all components align with the unique needs of migrant students as outlined in the CNA and include the following components:

Performance Targets. The plan will specify the performance targets that the State has adopted for all migrant children for: 1) ELA/mathematics; 2) school readiness; and 4) high school graduation/services to OSY.

Needs Assessment. The plan will contain a summary of this CNA, including identification and assessment of: (1) the unique educational needs of migrant children that result from the children's migratory lifestyle; and (2) other needs of migrant students that must be met for them to participate effectively in school.

Measurable Program Outcomes. The plan will include the measurable program outcomes that the MEP will produce statewide through specific educational or educationally-related services. Measurable program outcomes allow the MEP to determine whether and to what degree the program has met the special educational needs of migrant children that were identified through the CNA. The measurable outcomes should also help achieve the State's performance targets.

Service Delivery. The plan will describe the MEP's strategies for achieving the performance targets and measurable objectives described above. The State's service delivery strategy must address: (1) the unique educational needs of migrant children that result from migrancy, and (2) other needs of migrant students that must be met for them to participate effectively in school.

Evaluation. The plan will describe how the State will evaluate whether and to what degree the program is effective in relation to the performance targets and measurable outcomes. The Arizona MEP *may* also include the policies and procedures it will implement to address other administrative activities and program functions.

Priority for Services. The plan will describe how, on a statewide basis, the MEP will give priority to migrant children who have made a qualifying move within the previous 1-year period and who — (1) are failing, or most at risk of failing, to meet the challenging State academic standards; or (2) have dropped out of school.

Student Records. A description of the plan for requesting and using migrant student records and transferring migrant student records to schools and other migrant sites in which migrant students enroll.

In response to the requirements put forth by OME, Arizona will: 1) update the CNA as needed to reflect changing demographics and needs (typically every 3 years); 2) change performance targets and/or measurable outcomes to reflect changing needs and changes made by the State of Arizona in its state performance targets; and 3) use evaluation data to change improve MEP services (as needed) and update the evaluation design to reflect changes in needs.

As part of the Arizona MEP continuous improvement cycle, the next step for the MEP is to use the information contained in this CNA report to inform the comprehensive state SDP process. The state has begun planning for this activity during 2018 and will continue to use the OME toolkit, *Migrant Education Service Delivery Plan Toolkit: A Tool for State Migrant Directors* (August 2012)

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Appendix A – Arizona CNA Decisions and Planning Chart

Appendix A – CNA Decisions and Planning Chart

GOAL 1.0: ELA/MATH

Concern Statement	Data Source	Need Indicator/Need Statement	Prioritized Solution Strategies for the SDP	Resources/Experts
1-1 We are concerned that there is an achievement gap in ELA and math between migrant and non-migrant students.	2015-16 CSPR	<p><u>Indicator:</u> (1) 20% of migrant students in grades 3-12 scored proficient on the state assessment in math compared to 39% for non-migrant students; (2) 16% of migrant students in grades 3-12 scored proficient on the assessment in English Language Arts compared to 40% for non-migrant students.</p>	<p>1.1a) Refer migrant students to summer school/ 1.1b) Identify specific needs for each migrant student in ELA/math. 1.1c) Provide instructional services to identified students. (e.g., after school/before school tutoring, interventions) 1.1d) Identify/set specific challenging goals and objectives for summer school.</p>	<ul style="list-style-type: none"> • ADE MEP reports/data • State assessment results • LEA staff (to make referrals) • ADE program specialists • Migrant interventionists • LEA data specialists/coordinators • MS/EdD data technology resource
		<p><u>Statement:</u> The percentage of migrant students testing proficient needs to increase by 19% in math and 24% in English Language Arts.</p>		
1-2 We are concerned that migrant students are not receiving sufficient instructional services.	2015-16 CSPR II	<p><u>Indicator:</u> (1) 27% of migrant students received instructional services in reading and 22% of migrant students received instructional services in math.</p>	<p>1.2a) Refer and/or enroll into supplemental instructional services. 1.2b) Implement a Student Intervention Plan for each migrant student. 1.2c) Identify/recruit migrant students and provide quarterly data for each district. (State and LEA level) 1.2d) Provide professional development regarding allowable MEP expenditures. 1.2e) Create a report that provides quarterly data that identifies the services being offered to migrant students.</p>	<ul style="list-style-type: none"> • MIS 2000 reports/data • LEA student information system reports • ADE/LEA MEP training/PD • List of available instructional services • LEA MEP staff/school staff • Identify/create student intervention plan (Title III, WiCP Form) • Reading support services by school site • Math support services by school site • Title III • Instructional Coaches • MS/EdD data technology resource
		<p><u>Statement:</u> The percentage of migrant students receiving instructional services in reading needs to increase by 73% and the percentage of migrant students receiving instructional services in math needs to increase by 77%.</p>		

Concern Statement	Data Source	Need Indicator/Need Statement	Prioritized Solution Strategies for the SDP	Resources/Experts
<p>1-3 We are concerned that migrant parents are not aware of instructional strategies to support their child's academic success.</p>	<p>Parent Needs Survey</p>	<p><u>Indicators:</u> (1) 66% of parents indicated they need help preparing their child for kindergarten; (2) 64% of parents indicated they need help with post high school options</p> <p><u>Statement:</u> The percentage of parents indicating a need for information/resources for pre-k and/or college/career readiness needs to decrease.</p>	<p>1.3a) Provide documentation of available instructional resources and support services during recruitment.</p> <p>1.3b) Address instructional strategies and support services during MEP meetings.</p>	<ul style="list-style-type: none"> • Partnerships with community colleges and state universities • Local Head Start programs • School district preschool programs • Presentations (instructional strategies) • Arizona State University • AWC • NAU • University of Arizona

GOAL 2.0: SCHOOL READINESS

Concern Statement	Data Source	Need Indicator/Need Statement	Prioritized Solution Strategies for the SDP	Resources/Experts
2-1 We are concerned that migrant parents are not aware of resources, programs, and services for preschool-aged children.	Staff Needs Survey	<u>Indicator:</u> (1) 35% of migrant staff indicated that supplementary instructional services in pre-k programs are needed most.	2.1a) Design LEA maps of areas that offer programs and services for preschool age children. 2.1b) Develop and disseminate a recruiter kit containing specific information for preschool students. (Including flyers about resources, programs, etc.) 2.1c) Provide information at PAC meetings about resources, programs, and services for preschool-aged children. 2.1d) Provide MEP staff with packets containing information about resources, programs, and services for preschool-aged children.	<ul style="list-style-type: none"> List of preschool providers in all areas w/contact information List of Head Start programs in all areas w/contact information MEP staff at school district ID&R State Coordinator State MEP staff MEP Coordinator PI CIG
		<u>Statement:</u> The percentage of migrant staff indicating the need for supplementary services in pre-k needs to decrease.		
2-2 We are concerned that migrant children ages 3-5 are not receiving instructional and/or support services.	Staff Needs Survey Expert Committee Opinion	<u>Indicator:</u> (1) 35 % of migrant staff indicated that pre-k programs are needed	2.2a) Design LEA maps of areas that offer programs and services for preschool age children. 2.2b) Coordinate referrals for families to identified programs and services.	<ul style="list-style-type: none"> Print materials for recruiters List of community organizations and resources Private faith-based organizations MEP Interventionist Pre-school teachers Head Start Coordinators
		<u>Statement:</u> The percentage of migrant staff indicating a need for pre-k programs needs to decrease.		
2-3 We are concerned that we do not provide parents with enough strategies to support their children’s academic success.	Parent Needs Survey	<u>Indicators:</u> (1) 66% of migrant parents indicated their need to prepare their children for kindergarten	2.3a) Invite presenters to PAC meetings to discuss and model strategies to support their children’s academic success. 2.3b) Conduct home visits to teach parents/guardians strategies to support their children’s academic success.	<ul style="list-style-type: none"> Tutoring program information Free on-line resources Public library resources Parent liaison LEA recruiter
		<u>Statement:</u> The percentage of parents indicating they need help preparing their child for kindergarten needs to decrease.		

Concern Statement	Data Source	Need Indicator/Need Statement	Prioritized Solution Strategies for the SDP	Resources/Experts
<p>2-4 We are concerned that migrant students need school supplies/print materials in the home (i.e., Wi-Fi, calculator, headphones, etc.)</p>	<p>Parent Needs Survey</p> <p>Staff Needs Survey</p>	<p><u>Indicator:</u> (1) 70% of staff indicated that migrant students need books/supplies/materials; (2) 65% of migrant parents indicated that migrant students need books/supplies/materials</p> <p><u>Statement:</u> The percentage of staff and parents indicating migrant students need books/materials/supplies needs to decrease.</p>	<p>2.4a) Increase outsource donations.</p> <p>2.4b) Develop community partnerships.</p> <p>2.4c) Coordinate/collaborate with other programs and funding sources (e.g. First Things First, Title I)</p> <p>2.4d) Maximize migrant funding to support the purchase of books/supplies/materials when possible.</p>	<ul style="list-style-type: none"> • Parent outreach and communication • Free on-line resources/cost resources • MEP coordinator • Title I Coordinator/Director • LEA recruiter/liaison

GOAL 3.0: High School Graduation and Services to OSY

Concern Statement	Data Source	Need Indicator/Need Statement	Possible Solution Strategies for the SDP	Resources/Experts
3-1 We are concerned that we are not adequately identifying and recruiting OSY.	2015-16 CSPR	<u>Indicator:</u> (1) In 2015-2016, 83 OSY were identified and recruited	3.1a) Provide training on the eligibility criteria for identifying OSY.	<ul style="list-style-type: none"> • State MEP • State MEP map (Google) • School registrars • MIS 2000 reports • State ID&R Coordinator • State data specialist (MIS 2000) • LEA recruiters
		<u>Statement:</u> Identification and recruitment of OSY needs to increase.	3.1b) Create partnerships with the local migrant employers.	
	3.1c) Collaborate with local and educational service agencies.			
	3.1d) Collaborate with local registrars to obtain enrollment and withdrawal reports to flag potential OSY/drop-outs.			
3-2 We are concerned that Out-of-School youth are not receiving appropriate services to meet their educational needs.	2015-2016 CSPR	<u>Indicator:</u> (1) In 2015-2016, 7% of OSY were served compared to 61% of overall migrant students	3.2a) Develop and disseminate instructional materials and local resource information.	<ul style="list-style-type: none"> • GOSOSY • PASS • Local social service agencies • (Create) instructional packets • Brochure/flyer w/local resource information • Private/faith-based organizations • GOSOSY organization • PASS staff • LEA MEP Coordinators • State ID& R Coordinator
		<u>Statement:</u> Services to OSY need to increase by 54%	3.2b) Identify distant learning options.	
	3.2c) Provide PASS packets as a supplemental instructional resource.			
	3.2d) Collaborate with local social service agencies.			
3-3 We are concerned that migrant high school students are not being provided enough supplemental resources (i.e., time, materials, tutoring) to support literacy skills.	Expert committee opinion	<u>Indicator:</u> (1) 8% of migrant high school students earned a proficiency or higher on the 2015-2016 state reading assessment	3.3a) Offer non-traditional programs (e.g., after school, summer, Saturday) that support literacy skills.	<ul style="list-style-type: none"> • LEA Instructional Calendar • Identify LEA (school) program leads • Upper class grade mentors/advocates • LEA MEP Coordinator
	State Assessments	<u>Statement:</u> The percentage of migrant high school students who are proficient on the State reading assessment needs to increase by 23%.	3.3b) Coordinate services with other school programs. (e.g., Title I, Title III)	

Concern Statement	Data Source	Need Indicator/Need Statement	Possible Solution Strategies for the SDP	Resources/Experts
				<ul style="list-style-type: none"> • LEA Federal Programs Coordinator • Guidance counselors • Content area teachers
<p>3-4 We are concerned that migrant high school students and migrant families are not receiving enough information and support about graduation requirements and academic expectations.</p>	<p>Parent Needs Survey</p>	<p><u>Indicators:</u> (1) 39% of parents surveyed stated that there is a need for information on graduation requirements and academic expectations</p> <p><u>Statement:</u> The percentage of parents receiving information on graduation requirements and academic expectations needs to increase.</p>	<p>3.4a) Include presentations on graduation requirements and academic expectations at MPAC meetings.</p> <p>3.4b) Coordinate parent, students, and school counselor meetings to discuss graduation requirements and academic expectations.</p>	<ul style="list-style-type: none"> • School counselors • MEP advisors/advocates • Parent meetings • Guidance counselors • LEA MEP staff (advocates/advisors) • LEA PAC coordinator
<p>3-5 We are concerned that migrant high school students and OSY are not receiving enough information/support for college and career plans.</p>	<p>Student Needs Survey</p>	<p><u>Indicator:</u> (1) 65% of students said they would like more information about career options; (2) 59% of students said they would like more information about preparing for college.</p> <p><u>Statement:</u> The percentage of students receiving information/support about career options and preparing for college needs to increase.</p>	<p>3.5a) Coordinate with local community colleges to provide information about post-secondary opportunities.</p> <p>3.5b) Coordinate presentations for high school students and OSY regarding CAMP.</p> <p>3.5c) Coordinate/collaborate with adult education programs</p> <p>3.5d) Collaborate with local universities to implement a HEP program.</p>	<ul style="list-style-type: none"> • Colleges/universities • CAMP program • College visitations • List of local adult education locations • ASU CAMP • AWC CAMP • Local adult education staff • Guidance counselors

Appendix B – Needs Assessment Survey Instruments

ARIZONA MIGRANT EDUCATION PROGRAM STAFF NEEDS ASSESSMENT SURVEY

The Arizona Migrant Education Program (MEP) is conducting a study to help identify the greatest needs of migrant students that result from frequent moves and interrupted education. *Check all that apply*

School _____ Migrant, ESL, Title I Teacher Classroom Teacher Principal/Administrator/Coordinator
 Paraprofessional/tutor MEP Non-Instructional Staff Other _____

“I know enough about the Migrant Education Program to answer these questions with confidence.”

4= **Totally true** 3= **Mostly true** 2= **Hardly true** 1= **Untrue**

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

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

<input type="checkbox"/> Reading/Language Arts	<input type="checkbox"/> Pre-kindergarten programs	<input type="checkbox"/> Extended-day tutoring
<input type="checkbox"/> Mathematics	<input type="checkbox"/> Out-of-school youth (OSY) services	<input type="checkbox"/> In-school tutoring
<input type="checkbox"/> Other content: _____	<input type="checkbox"/> High school credit accrual	<input type="checkbox"/> Migrant summer school

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

<input type="checkbox"/> Books/materials/supplies	<input type="checkbox"/> Health services-medical/dental	<input type="checkbox"/> Nutrition/meals
<input type="checkbox"/> Clothing referrals	<input type="checkbox"/> Counseling for migrant students	<input type="checkbox"/> Locating community resources
<input type="checkbox"/> Transportation	<input type="checkbox"/> Post H.S./Career counseling	<input type="checkbox"/> Out-of-school youth services

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

<input type="checkbox"/> Program planning	<input type="checkbox"/> Identification & recruitment	<input type="checkbox"/> Involving migrant parents
<input type="checkbox"/> Program evaluation	<input type="checkbox"/> Health/medical/dental issues	<input type="checkbox"/> ESL/diverse learner strategies
<input type="checkbox"/> Student assessment	<input type="checkbox"/> Reading/literacy strategies	<input type="checkbox"/> Other _____
<input type="checkbox"/> Curriculum & instruction	<input type="checkbox"/> Mathematics strategies	<input type="checkbox"/> Other _____

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

<input type="checkbox"/> Postsecondary, career, workforce readiness	<input type="checkbox"/> Increasing family literacy	<input type="checkbox"/> Keeping your child safe
<input type="checkbox"/> Helping with homework	<input type="checkbox"/> Community resources	<input type="checkbox"/> Other _____

Rate your agreement with the following statements.	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. The MEP services meet the needs of priority for services (PFS) migratory students in grades K-12.	<input type="radio"/>				
2. The MEP services meet the needs of preschool migratory students.	<input type="radio"/>				

5. What other ideas do you have to IMPROVE SERVICES to migrant students in Arizona?

PARENT NEEDS ASSESSMENT SURVEY
for the Arizona Migrant Education Program

2017-2018

The Arizona Migrant Education Program (MEP) is conducting a study of the needs of migrant families.

Grade(s) of child(ren) in my home (check all that apply): Preschool K-3 4-5
 6-8 9-12 Out-of-School Youth

	Yes	No	Not applicable	
Did you participate in activities about supporting your children's education?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	Not at all	Some	A lot	Not applicable
If you participated in activities, how much did you learn about having conversations with your child's teacher?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please check the 3 most important needs in each category.

Questions for Parents with children ages 3-22

1. **Instruction:** What instruction does your child/children need most? (Please check the 3 most important)

- | | |
|---|---|
| <input type="checkbox"/> Reading instruction | <input type="checkbox"/> Instruction to increase motivation in school |
| <input type="checkbox"/> Writing instruction | <input type="checkbox"/> English language instruction |
| <input type="checkbox"/> Math instruction | <input type="checkbox"/> Science instruction |
| <input type="checkbox"/> Study skills instruction | <input type="checkbox"/> Life skills instruction |
| <input type="checkbox"/> Other instruction? _____ | |

2. **What types of services would most help your child/children?** (Please check the 3 most important)

- | | |
|--|--|
| <input type="checkbox"/> Summer migrant school | <input type="checkbox"/> School day tutoring |
| <input type="checkbox"/> Instructional home visits | <input type="checkbox"/> Before or after school tutoring |
| <input type="checkbox"/> State test preparation | <input type="checkbox"/> Transitioning to a new school/grade level |
| <input type="checkbox"/> Other services? _____ | |

3. **Support Services:** What support services do your child/children need? (Please check the 3 most important)

- | | |
|---|---|
| <input type="checkbox"/> School supplies | <input type="checkbox"/> Nutrition/meals |
| <input type="checkbox"/> Translation and interpretation | <input type="checkbox"/> Transportation |
| <input type="checkbox"/> Support for school activities (e.g., sports, band) | <input type="checkbox"/> Clothing |
| <input type="checkbox"/> Medical, dental, vision, or other health care | <input type="checkbox"/> Finding school and community resources |
| <input type="checkbox"/> Other support services? _____ | |

4. **Parent involvement:** What would help you support your child/children's success in school? (Please check the 3 most important)

- | | |
|---|---|
| <input type="checkbox"/> Educational materials at home | <input type="checkbox"/> Family literacy instruction |
| <input type="checkbox"/> Meetings with migrant staff | <input type="checkbox"/> Helping my child with math |
| <input type="checkbox"/> Parent activities (e.g., math or reading nights) | <input type="checkbox"/> Helping my child with reading/writing |
| <input type="checkbox"/> Parenting education programs | <input type="checkbox"/> Helping my child with homework |
| <input type="checkbox"/> Information about children's health | <input type="checkbox"/> Migrant Parent Advisory Council meetings |

Question for Parents with child/children ages 3-6

5. Do you have a need for any of the following (please mark all that apply)?

- | | |
|--|--|
| <input type="checkbox"/> Finding/enrolling in preschool programs | <input type="checkbox"/> Preparing your preschooler for kindergarten |
| <input type="checkbox"/> Understanding child development | <input type="checkbox"/> Other: _____ |

Question for Parents with child/children ages 14-22

6. Do you or your children have any of the following needs (mark all that apply)?

- | | |
|---|---|
| <input type="checkbox"/> High school credits | <input type="checkbox"/> Information on options after high school |
| <input type="checkbox"/> GED preparation | <input type="checkbox"/> Dropout prevention |
| <input type="checkbox"/> Promoting high school graduation | <input type="checkbox"/> Adult education programs |
| <input type="checkbox"/> Other: _____ | |

7. What is your biggest concern for the education of your child(ren)?

ENCUESTA PARA PADRES

del Programa de Educación Migrante del Estado de Arizona

El Programa de Educación Migrante (MEP) del Estado de Arizona está llevando a cabo un estudio de las necesidades de las familias migrantes.

Grado(s) de los niños en mi hogar (marca los que apliquen): Pre-escolar K-3 4-5
 6-8 9-12 Joven fuera del ámbito escolar

	Sí	No	No me aplica
¿Participó en actividades sobre el apoyo a la educación de sus hijo(s)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Nada	Algo	Mucho
¿ Si participó en las actividades, cuánto se enteró sobre tener conversaciones con la maestra/el maestro de su hijo(s)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Favor de marcar las **tres respuestas más importantes para usted** de cada categoría.

Preguntas para padres de niños de **edades 3-22**

1. **Instrucción:** ¿Qué instrucción necesitan más sus hijo(s)? (marca las 3 respuestas más importantes)

- | | |
|--|---|
| <input type="checkbox"/> Instrucción en lectura
<input type="checkbox"/> Instrucción en escritura
<input type="checkbox"/> Instrucción en matemáticas
<input type="checkbox"/> Instrucción en habilidades de estudio
<input type="checkbox"/> Otro(s): _____ | <input type="checkbox"/> Instrucción para motivación en la escuela
<input type="checkbox"/> Instrucción en el aprendizaje de inglés
<input type="checkbox"/> Instrucción en ciencia
<input type="checkbox"/> Instrucción en habilidades para la vida |
|--|---|

2. ¿Qué tipos de servicios ayudarán más a sus hijo(s) (marca las 3 respuestas más importantes)

- | | |
|---|---|
| <input type="checkbox"/> Escuela migrante durante el verano
<input type="checkbox"/> Tutoría en casa
<input type="checkbox"/> Ayudar a sus hijos a preparar para el examen estatal
<input type="checkbox"/> Otro servicios(s): _____ | <input type="checkbox"/> Tutoría durante el día escolar
<input type="checkbox"/> Tutoría antes o después de clases
<input type="checkbox"/> La transición a una nueva escuela/grado |
|---|---|

3. **Servicios de Apoyo:** ¿Qué apoyo necesitan sus hijo(s)? (marca las 3 respuestas más importantes)

- | | |
|--|---|
| <input type="checkbox"/> Útiles escolares
<input type="checkbox"/> Traducción e interpretación
<input type="checkbox"/> Apoyo a las actividades extracurriculares
<input type="checkbox"/> Cuidado de la salud o dental
<input type="checkbox"/> Otro servicios de apoyo(s): _____ | <input type="checkbox"/> Nutrición/alimentos
<input type="checkbox"/> Transportación
<input type="checkbox"/> Ropa
<input type="checkbox"/> Encontrar recursos de la escuela y de la comunidad |
|--|---|

4. **Participación de los padres:** ¿Qué le ayudaría a apoyar la educación de su hijo(s)? (marca las 3 respuestas más importantes)

- | | |
|--|--|
| <input type="checkbox"/> Materiales educativos en el hogar
<input type="checkbox"/> Reuniones con los profesores o tutores
<input type="checkbox"/> Actividades para padres (por ejemplo, noches de actividades de lectura, etc.)
<input type="checkbox"/> Programas educacionales sobre la crianza
<input type="checkbox"/> Información sobre temas de salud de los niños | <input type="checkbox"/> Alfabetización familiar
<input type="checkbox"/> Ayudar a mi hijo con matemáticas
<input type="checkbox"/> Ayudar a mi hijo con la lectura o escritura
<input type="checkbox"/> Ayudar a mi hijo con la tarea
<input type="checkbox"/> Reuniones del Consejo Asesor de Padres Migrantes |
|--|--|

Pregunta para padres de niños de **edades 3-6**

5. ¿Tiene usted la necesidad por los siguiente? (marca los que apliquen)

- | | |
|---|--|
| <input type="checkbox"/> Encontrar/matricular en programas preescolares
<input type="checkbox"/> Comprender el desarrollo infantil | <input type="checkbox"/> Preparar a los niños pequeños para el kinder
<input type="checkbox"/> Otro(s): _____ |
|---|--|

Pregunta para padres de niños de **edades 14-22**

6. ¿Tiene usted o sus hijos la necesidad por los siguiente? (marca los que apliquen)

- | | |
|---|--|
| <input type="checkbox"/> Créditos de preparatoria
<input type="checkbox"/> Preparación para el examen "GED"
<input type="checkbox"/> Promover la graduación de la preparatoria
<input type="checkbox"/> Otro(s): _____ | <input type="checkbox"/> Oportunidades después de graduarse de preparatoria
<input type="checkbox"/> Prevención de la deserción escolar
<input type="checkbox"/> Programas de educación para adultos |
|---|--|

7. ¿Cuál es su mayor preocupación por la educación de su hijo(s)?

ARIZONA MIGRANT EDUCATION PROGRAM SECONDARY STUDENT/OUT-OF-SCHOOL YOUTH NEEDS ASSESSMENT SURVEY

Check one box: 9-12th grade student
 Not in school

Check all that apply: I would like help with...			
<input type="checkbox"/>	improving my academic skills	<input type="checkbox"/>	improving my English language skills
<input type="checkbox"/>	enrolling in career/technical education programs	<input type="checkbox"/>	learning about social health issues like STDs, drugs, pregnancy
<input type="checkbox"/>	taking a course to make up for credits I am missing	<input type="checkbox"/>	learning about career options
<input type="checkbox"/>	preparing for State/course assessments	<input type="checkbox"/>	receiving support services (such as free books, free dental care, free eye exam, transportation, etc.)
<input type="checkbox"/>	learning about preparing for college	<input type="checkbox"/>	learning about paying for college

Check the best answer to the following:				
My Learning Experience	Not applicable	Not at all	Somewhat	A lot
I need more help to progress in my studies.				
I need more help with learning English to do well in school.				
I need more instruction in basic financial tasks like keeping track of a budget or paying bills.				
I need more help to earn the high school credits I need to graduate.				
I need more information about my options after graduation (such as a career or college).				
The migrant education program provides services that meet my needs for school.				
The migrant education program provides instruction and support that's important for my academic success.				

What other ways could the Migrant Education Program help you?

.....

.....

.....

.....

**PROGRAMA DE EDUCACIÓN MIGRANTE DEL ESTADO DE ARIZONA
ENCUESTA PARA ESTUDIANTES**

- Marca uno:**
- Estudiante en grados 9-12
 - No estoy en la escuela

Marca todos los que aplican: Me gustaría ayuda con...			
<input type="checkbox"/>	mejorar mis habilidades escolares	<input type="checkbox"/>	mejorar mi inglés
<input type="checkbox"/>	inscribirme en programas de carrera o educación técnica	<input type="checkbox"/>	aprender sobre temas de salud como enfermedades de transmisión sexual, drogas, y embarazo
<input type="checkbox"/>	tomar un curso que me falta	<input type="checkbox"/>	aprender sobre mis opciones de carrera
<input type="checkbox"/>	preparación con mis exámenes estatales/fin de curso	<input type="checkbox"/>	recibir servicios de apoyo como libros gratuitos, servicios dentales/visión gratuitos, y transporte
<input type="checkbox"/>	Aprender sobre preparación para la universidad	<input type="checkbox"/>	aprender cómo financiar los estudios universitarios

Marca la mejor respuesta a lo siguiente:				
Mi Experiencia Escolar	No me aplica	No de Nada	Algo	Mucho
Necesito más ayuda para progresar con mis estudios.				
Necesito más ayuda con el inglés para avanzar en mis estudios.				
Necesito más instrucción en tareas básicas financieras como mantener un presupuesto o pagar las cuentas.				
Necesito ayuda para obtener los créditos para preparatoria que necesito para graduar.				
Necesito más información sobre las opciones que tendré al graduarme (como carrera o universidad).				
El Programa de Educación Migrante ofrece servicios que satisfacen mis necesidades de escuela.				
El Programa de Educación Migrante ofrece instrucción y apoyo que es importante para mi éxito académico.				

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

.....

.....

.....

.....

Appendix C – Arizona CNA Data Tables

Arizona Comprehensive Needs Assessment Data 2018 CNA Update



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**2015-16 Proficiency on State Assessments
Mathematics**

Grade	Non-migrant		Migrant		Gap
	# Assessed	% Proficient	# Assessed	% Proficient	
3	87,847	46%	466	26%	20%
4	86,290	45%	460	22%	22%
5	85,464	46%	471	32%	14%
6	84,733	39%	445	18%	21%
7	84,287	33%	510	20%	14%
8	82,664	35%	480	18%	17%
HS	44,788	17%	510	8%	9%
Total	556,073	39%	3,342	20%	19%

Source: CSPR Part I

Reading

Grade	Non-migrant		Migrant		Gap
	# Assessed	% Proficient	# Assessed	% Proficient	
3	87,423	42%	461	16%	25%
4	85,987	47%	455	20%	26%
5	85,216	46%	470	21%	25%
6	84,408	38%	443	12%	26%
7	83,877	41%	505	19%	22%
8	82,597	33%	482	17%	16%
HS	67,308	31%	507	8%	23%
Total	576,816	40%	3,323	16%	24%

Source: CSPR Part I

High School Graduation and Dropout Data

2015-16 Graduation Rates

4-Year Graduation Rate All Students	Graduation Rate Migrant Students	Gap
80%	75%	5%

Source: Arizona School Report Card SY 2015-16

Migrant Students Dropping Out of School by Grade Level

Grade	2014-15		2015-16	
	Number Identified	Number Dropping Out	Number Identified	Number Dropping Out
7	666	20	674	12
8	622	35	642	26
9	772	21	874	17
10	741	41	909	21
11	764	39	803	31
12	1,238	97	1,424	88
Total	4,803	253	5,326	195
Dropout Rate	5.27%		3.66%	

Source: CSPR Part II

Dropout rate for all students in 2016 according to state records: 4.84

PASS Report

Course	2015-16	2016-17	Change
	# completed/received credit		
Algebra IA	8	0	-8
Algebra IB	0	2	+2
Algebra IIA	26	2	-24
Algebra IIB	1	1	--
Art I	7	1	-6
Art II	1	1	--
Basic Algebra	2	0	-2
Biology A	2	0	-2
Career Connections	5	0	-5
Driver's Education	6	1	-5
Economics	90	45	-45
English IA	3	1	-2
English IB	1	1	--
English IIA	4	0	-4
English IIB	0	2	+2
English IIIA	3	1	-2
English IIIB	0	0	--
English IVA	8	1	-7
English IVB	9	1	-8

Course	2015-16	2016-17	Change
	# completed/received credit		
Environmental Science A	7	0	-7
Environmental Science B	3	0	-3
General Math I	33	1	-32
General Math II	9	0	-9
General Science I	28	0	-28
General Science II	15	0	-15
Geometry A	2	1	-1
Health	8	4	-4
Personal Finance	7	2	-5
US Government	51	48	-3
US History A	7	1	-6
US History B	4	1	-3
World Geography A	14	0	-14
Total	364	118	-246 (-68%)

Source: PASS Report

Demographics and Services Data
Participation in MEP Services by Grade Level 2015-16

Grade	All Migrant Students			PFS		
	Identified	Served		Identified	Served	
		#	%		#	%
Age 3-5	719	160	22%	5	5	100%
K	495	234	47%	27	22	81%
1	529	301	57%	52	44	85%
2	573	338	59%	99	74	75%
3	614	385	63%	69	59	86%
4	636	401	63%	82	62	76%
5	652	426	65%	88	73	83%
6	620	376	61%	65	51	78%
7	674	418	62%	73	59	81%
8	642	413	64%	65	59	91%
9	874	453	52%	91	83	91%
10	909	721	79%	86	79	92%
11	803	629	78%	71	64	90%
12	1,424	1,203	84%	99	92	93%
Ungraded	440	99	23%	17	13	76%
OSY	83	6	7%	1	1	100%
Total	10,687	6,563	61%	990	840	85%

Source: CSPR Part II

Summer Served by Grade Level 2015-16

Identified	Summer	
	Served	
	#	%
719	46	6%
495	54	11%
529	81	15%
573	104	18%
614	129	21%
636	125	20%
652	132	20%
620	106	17%
674	132	20%
642	94	15%
874	61	7%
909	82	9%
803	76	9%
1,424	101	7%
440	3	1%
83	0	0%
10,687	1,326	12%

CSPR Part II

ELL and Disability Status

Percent of ELL students in the general population: 5.5%

Percent of ELL students in the migrant population: 21.2%

Percent of children with disabilities in the general population: 11.6%

Percent of children with disabilities in the migrant population: 5.0%

Number Identified and PFS Status During 2015-16

Age/ Grade	# Students	PFS	
		#	%
3-5yrs	719	5	1%
K	495	27	5%
1	529	52	10%
2	573	99	17%
3	614	69	11%
4	636	82	13%
5	652	88	13%
6	620	65	10%
7	674	73	11%
8	642	65	10%
9	874	91	10%
10	909	86	9%
11	803	71	9%
12	1,424	99	7%
Ungraded	440	17	4%
OSY	83	1	1%
Total	10,687	990	9%

Last Qualifying Move and Regular Term Move

Last Qualifying Move	#	% (N=10,867)
Arrival during 2015-16 performance period	5,503	50.6%
Arrival during regular school year	1,826	16.8%

CSPR Part II

Migrant Students Served by Type of Service 2015-16

Any service during the performance period = 6,563

Type of Service	Number	Percent
Instructional service	2,236	34.1%
Reading instruction	1,758	26.8%
Math instruction	1,449	22.1%
High school credit accrual (HS students served = 3,006)	367	12.2%
Support Services	5,984	91.2%

CSPR Part II

Summer Assessment Results 2016

Subject	Number Assessed	Number Gaining 2%	Percent Gaining 2%
Reading/ELA	93	62	67%
Math	32	28	88%
Writing	12	9	75%
Subject not reported	17	16	94%
Total (duplicated)	196	142	72%

Data Collected in 2016-17 for 2015-16

Preschool Assessment Results 2016-17

Subject	Number Assessed	Number Gaining 2%	Percent Gaining 2%
Preschool Skills	42	27*	64%

*includes number with mastery of school readiness skills

Data Collected in 2018 for 2016-17

LEA Strategy Implementation

Strategy	# Responding	# (%) Yes
1. LEAs providing ESL and family numeracy classes to migratory students and family members	25	13 (52%)
2. At least once a year, student meetings were held at each ELL grade-level bands to discuss available MEP services	25	15 (60%)
3. Six professional development opportunities to address DI, ECAP and RTI provided to migrant staff	25	14 (56%)
4. Migrant families received or were referred to meetings where academic success strategies were discussed, promoted, and practiced	25	21 (84%)
5. Interventionists/MEP Staff set goals every quarter for PFS and at risk migratory students and reviewed grades to assess progress	25	17 (68%)
6. Teachers engaged in quarterly professional development specific to the academic needs outlined by the local CNA of migratory students	25	15 (60%)
7. All staff working with migrant students obtained resources and guidance from the ADE regarding how to communicate the AZCCRS to MEP parents	25	15 (60%)
8. LEAs increased the number of activities to identify OSY through outreach efforts	25	10* (40%)
9. All OSY identified by the LEA received information about educational services specific to their situation	25	12 (48%)
10. Migratory students eligible for a summer program were referred to a summer program	25	17 (68%)
11. LEAs provided information regarding PASS courses to all eligible migrant high school students.	22	6 (27%)

*7 LEAs reported identifying no OSY.

Source: Data Collected in 2016-17 for 2015-16

Appendix D – CNA Meeting Agendas and Meeting Summaries



AGENDA

Arizona Department of Education Migrant Education Program Needs Assessment Committee (NAC) Meeting #1 ADE Building – Friday, March 2, 2018

- 9:00 – 9:20 Welcome, introductions, meeting objectives, materials/agenda review, needs assessment activity
- 9:20 – 9:40 Anchoring the discussion: Comprehensive Needs Assessment (CNA), Service Delivery Plan (SDP), NAC roles and responsibilities, project implementation, program evaluation, monitoring, sub-allocation. Where does it all fit?
- 9:40 – 10:00 Small group activity #1: Select goal area groups and complete Fortune Telling Activity
- 10:00 – 10:15 Review AZ MEP student demographics and data
- 10:15 – 10:30 Break
- 10:30 – 11:30 Small group activity #2: Review existing data including MEP student profile, demographics, survey data, and assessment results. Complete “Take-Away” activity
- 11:30 – 12:00 Small group activity #3, Part A: Review the 7 Areas of Concern and develop concern statements
- 12:00 – 12:45 Lunch (on your own)
- 12:45 – 1:15 Small group activity #3, Part B: Continue development of concern statements
- 1:15 – 1:45 Small group activity #4: Walkabout to review other groups’ concern statements, make suggestions, and debrief
- 1:45 – 2:15 Small group activity #5: Prioritize concern statements
- 2:15 – 2:30 Break
- 2:30 – 3:15 Small group activity #6: Identify additional data needed for concerns and student profile.
- 3:15 – 3:30 Review of the day, follow-up, next steps, and timelines

Meeting Objectives

1. Understand the CNA planning cycle and roles/responsibilities of the Committee
2. Review summaries of existing data and information on the needs of migrant students and decide on additional data needed
3. Develop preliminary concern statements
4. Review the results of the CNA Committee and decide on next steps in the planning cycle

Meeting Outcomes

- NAC committee members, stakeholder represented (e.g. recruiter, parent, teacher, state), and contact information
- Prioritized list of all concern statements
- List of additional data elements needed for MEP student profile and comparison group



MEETING NOTES

Arizona Migrant Education Program Needs Assessment Committee (NAC) Meeting #1 Phoenix, AZ – Friday, March 2, 2018

Meeting Participants

Laura Alvarez (ADE), Patrick Bohanan (ADE), Doreen Candelaria (ADE), Terri Cota (Mesa Public Schools); Miguel Garcia (Queen Creek), Yolanda Magallanes (Coolidge Unified School); Jessica Mickish (Yuma Union HS), Justin Moore (Arlington Elementary); Maria Retana (Parent); Monica Romero (Chandler Unified), Maria Silva (Queen Creek); Andrea Vázquez (META); Patricia Weissenberg (Somerton School District); and Kate Wright (ADE)

Meeting Objectives

5. Understand the CNA planning cycle and roles/responsibilities of the Committee
6. Review summaries of existing data and information on the needs of migrant students and decide on additional data needed
7. Develop preliminary concern statements
8. Review the results of the CNA Committee and decide on next steps in the planning cycle

Discussion and Activities

Kate welcomed the group, thanked them for their participation and Doreen reviewed some housekeeping items. Next, Andrea presented the meeting objectives, gave an overview of the packet materials, and reviewed the agenda.

We continued with a needs assessment activity on targeting needs during which participants made decisions about a metaphor of three flowers: Plant A that is healthy, Plant B that is starting to wilt, and Plant C that is seriously wilted. The group reported out on its decisions and all groups agreed that the flowers would be best served by the lowest percentage of water (20%) going to the Plant A, the next largest increment (30%) of water to Plant B, and the most (50%) to Plant C. During the debrief, most groups indicated that Plant A would need the lowest amount of water to maintain their health; whereas Plant C needed the most water (resources) to bring them up to the level of the others. One group did indicate that if we were talking about kids, rather than plants, then perhaps they would give more to the healthier ones so they can, in turn, help others.

The planning cycle: The last CNA update was completed in 2015 using data from the 2011-12 and 2012-13 school years, so Arizona is right on track. The next topic discussed was the Continuous Improvement Cycle (CIC) planning cycle from the OME Toolkit and then the expanded version from META that includes the Comprehensive Needs Assessment (CNA) and

the Service Delivery Plan (SDP), project implementation, program evaluation, monitoring, and sub-allocation to ESCs and local MEPs.

The NAC roles and responsibilities were covered. They include:

- reviewing existing implementation, student achievement, and outcome data on migrant students in Arizona;
- based on the data, update concerns and possible solutions that will be used to inform the Service Delivery Plan (SDP);
- review the data to determine the elements to include on the final version of the migrant student profile; and
- make recommendations to the State on needs and services to be included in the CNA report

The Comprehensive Needs Assessment is the first step in planning MEPs to be able to identify the priority needs to be met by the state. A “cupcake” funding model was presented whereby most the funding is on the bottom (the cake part) that comes from general revenue. The next layer—the frosting is special programs such as Title I, Part A, and the next layer (the sprinkles) include other Federal programs such as Title III. The final part of the cupcake, the cherry on top, is Title I-C MEP funds. These funds are used only after all other resources have been exhausted.

The CNA informs and guides all aspects of MEP planning because migrant students need to meet State performance targets. OME’s 3-Phase Model of CNA was introduced; this meeting (NAC#1) is in the first phase, which is to explore “what is”.

Small group activity #1: Andrea requested that participants choose a focus area group; thus, the CNA committee is divided as follows:

<u>ELA/Math</u>	<u>School Readiness</u>	<u>HS Grad./Svcs. to OSY</u>
Justin Moore	Doreen Candelaria	Laura Alvarez
Monica Romero	Terri Cota	Patrick Bohanan
Patty Weissenberg	Yolanda Magallanes	Miguel Garcia
Kate Wright	Maria Retana	Jessica Mickish
		Maria Silva

Small group activity #1: CNA Fortune Telling was introduced by Andrea. The groups worked at their table to identify concern statements facing migrant students in Arizona. The groups posted their Fortune Telling sheet on chart paper to be visited later. The concerns predicted follow. *We are concerned that . . .*

ELA-Math

- ...the achievement gap exists between migrant and non-migrant students in ELA and math.
- ...migrant students have insufficient foundations in math and ELA skills.
- ...there is a lack of effective instructional interventions.

School Readiness

- ...lack of transportation prevents participation.
- ...MEP preschool students are not exposed to the same resources/support that non-MEP students are exposed to.
- ...migratory parents do not have the flexibility to access educational resources.
- ...migratory parents lack awareness about our program.

High School Graduation

- ...OSY are not being identified and recruited.
- ...OSY population is challenging to provide services for.
- ...HS students and OSY need more educational resources and social services.
- ...migrant parents need more communication regarding the expectations of graduation requirements.
- ...HS students are not aware of the importance of establishing residency for college purposes.
- ...HS students need more information about college and career readiness.
- ...there needs to be more collaboration regarding state to state credit transfers or transfers from one state to another.

Andrea then introduced **Small Group Activity #2** to review student data and assessment results. The participants reviewed existing data including the MEP demographics, needs assessment survey data, and assessment results. The groups examined the results through the lens of their focus area (ELA/Math, School Readiness, and High School Graduation/Services to OSY) for trends, inconsistencies, data of notable significance, etc.

Take-aways from Small Group Activity #2:

ELA/Math

- There's an achievement gap of 24% in ELA and 19% in Math between migrant and non-migrant.
- Overall, migrant proficiency is lowest at 6th grade in both ELA (26%) and Math (21%).
- Both parents and students indicated wanting summer school as one of their top needs.
- The percentage of parents indicating their children needed ELA and Math help matches the achievement results.

School Readiness

- Parents indicated they want a full preschool program. Parents understand the need for preschool. They do not have resources and advocacy skills.
- 45% of school staff felt neutral in regards to the MEP meeting the needs of preschool migratory students.
- There was a high percentage of staff that indicated migrant parents need help to support their children's achievement through assistance with homework help and increasing family literacy.

High School Graduation/Services to OSY

- The percentage of PFS identified as served is higher than regular MEP students.
- Percentage of Ungraded/OSY identified as PFS < 5% (this is not meeting the goal of the new PFS definition).
- There is a much higher percentage of support services than instructional services. Many district have strong instructional programs through Title IA; MEP is the cherry on the top.
- HS/OSY is a top priority for parents and students, as is information and support with college/career readiness from the MEP.
- Parents/Students/Staff have similar feedback on the needs and expectations of the MEP.

Small group activity #3 – Concern Statements

There was a review of the 7 Areas of Concern which are areas that migrant students show substantial needs resulting from their mobile lifestyle and lack of continuity in their instruction. These areas of concern provide a framework for organization of the concerns and are outlined in the CNA Toolkit as follows:

- Educational Continuity
- Time for Instruction
- School Engagement
- English Language Development
- Educational Support in the Home
- Health
- Access to Services

The participants worked in their focus areas to draft concern statements. These are reflected on the “Arizona MEP Comprehensive Needs Assessment Planning Chart” which will be disseminated to the NAC members at the March 28th meeting.

During **Small Group Activity #4** (Walkabout), participants reviewed the other groups’ concern statements and made changes and/or revisions. The participants then participated in a whole group discussion about the concern statements and made further revisions.

Andrea then introduced **Small Group Activity #5** (prioritizing concern statements). Participants were asked to individual indicate with an asterisk their two top concerns for each goal area. The asterisks were tallied and the concerns were prioritized using the total asterisks. The CNA Planning Chart lists the revised concern statements in rank order.

Small group activity #6 was conducted as a whole group activity. Participants were asked to identify any additional data needed. A summary is provided below:

- 2015-16 5-year graduation rate
- 2016-17 4-year and 5-year graduation rate
- 2016-17 dropout rate
- DIBELS data disaggregated by migrant vs. non-migrant
- 2016-17 CSPR data

Andrea then reviewed the day's accomplishments and shared the next steps in the CNA process which include the following:

- Ensure that any missing data is ready for the next meeting
- Conduct CNA Meeting #2 (03/29/18 @ *the ADE Building located at 1535 West Jefferson Street*) to finalize concern statements, identify need indicators and need statements, identify possible solutions, and finalize the Arizona MEP profile
- Conduct CNA Meeting #3 (04/25/18 @ *the ADE Building located at 1535 West Jefferson Street*) to finalize possible solutions, identify resources, etc.
- Draft the CNA report (06/01/18)
- Incorporate NAC feedback/finalize the report (06/15/18)

Meeting Outcomes

- List of concern statements (draft)
- List of potential sources of data for MEP students



AGENDA

Arizona Department of Education Migrant Education Program Needs Assessment Committee (NAC) Meeting #2 ADE Building @ 1535 West Jefferson St. – Thurs., March 29, 2018

- 9:00 – 9:15 Welcome, introductions, meeting objectives, and materials/agenda review
- 9:15 – 9:30 Quiz - The Planning Cycle: A Review: Comprehensive Needs Assessment (CNA), Service Delivery Plan (SDP), program implementation, program evaluation. Where are we in the process?
- 9:30 – 10:00 Small group activity #1: Review the work done during CNA meeting #1 and reach consensus on Concern Statements and Data Sources
- 10:00 – 10:15 Discussion: Need Indicators and Needs Statements
- 10:15 – 10:30 Break
- 10:30 – 11:30 Small group activity #2: Develop needs statements and need indicators based on revised/finalized concerns
- 11:30 – 12:30 Lunch
- 12:30 – 12:45 Discussion: How to create solutions for concerns
- 12:45 – 1:30 Small group activity #3: Draft a list of possible solutions; align to each concern statement with identified needs
- 1:30 – 2:00 Finalize the information from discussion and enter recommendations for your goal area on the wall chart
- 2:00 – 2:15 Break
- 2:15 – 2:45 Small group activity #4 (Gallery Walk): Review and suggest additional solutions to the other Goal Area Groups
- 2:45 – 3:00 Debrief possible solutions
- 3:00 – 3:15 Small group activity #5: Prioritize solutions
- 3:15 – 3:30 Review of the day, follow-up, next steps, and timelines

Meeting Objectives

5. Revise and arrive at consensus on concern statements
6. Develop need statements describing the magnitude of the needs exhibited by migrant students
7. Develop solutions for the concern statements
8. Rank solutions for focus during service delivery planning
9. Review next steps for completion of the CNA and service delivery planning

Meeting Outcomes

- List of ranked concern statements (final)
- List of data sources, need indicators, and need statements
- List of ranked possible solutions

MEETING NOTES



Arizona Migrant Education Program Needs Assessment Committee (NAC) Meeting #1 Phoenix, AZ – Friday, March 2, 2018

Meeting Participants

Laura Alvarez (ADE), Patrick Bohanan (ADE), Doreen Candelaria (ADE), Miguel Garcia (Queen Creek), Yolanda Magallanes (Coolidge Unified School); Jessica Mickish (Yuma Union HS), Justin Moore (Arlington Elementary); Tillie Peralta (Mesa Unified); Maria Retana (Parent); Monica Romero (Chandler Unified), Maria Silva (Queen Creek); Andrea Vázquez (META); Patricia Weissenberg (Somerton School District); and Kate Wright (ADE)

Meeting Objectives

10. Revise and arrive at consensus on concern statements
11. Develop need statements describing the magnitude of the needs exhibited by migrant students
12. Develop solutions for the concern statements
13. Rank solutions for focus during service delivery planning
14. Review next steps for completion of the CNA and service delivery planning

Discussion and Activities

Doreen welcomed the group, thanked them for their participation and reviewed some housekeeping items. Next, Andrea presented the meeting objectives, gave an overview of the packet of materials, and reviewed the agenda.

We continued with a quiz to review the Continuous Improvement Cycle, including Comprehensive Needs Assessment (CNA), Service Delivery Plan (SDP), project implementation, program evaluation, monitoring, and sub-allocation to ESCs and local MEPs.

In the first meeting (NAC #1), we explored “what is” and identified major concerns, measurable indicators, data sources, and preliminary priorities. In this meeting (NAC #2), we prioritized needs, identified and analyzed causes, and summarized findings. Finally, in the next meeting (NAC #3), we will make decisions to set priority needs, finalize possible solutions, propose an action plan, and prepare the final CNA report.

Small Group Activity #1 (Review Concern Statements and Data Sources): Andrea requested that participants stay in the same focus groups as NAC #1; thus the CNA committee is divided as follows:

<u>ELA/Math</u>	<u>School Readiness</u>	<u>HS Grad./Svcs. to OSY</u>
Justin Moore	Doreen Candelaria	Laura Alvarez
Monica Romero	Terri Cota	Patrick Bohanan
Patty Weissenberg	Tillie Peralta	Miguel Garcia
Kate Wright	Yolanda Magallanes	Jessica Mickish
	Maria Retana	Maria Silva

Andrea asked the groups to review the work done during CNA meeting #1 and reach consensus on the Concern Statements and Data Sources. Any changes were documented on the revised CNA Planning Chart.

Andrea then introduced **Small Group Activity #2** by having a discussion about need indicators and need statements. Participants discussed need indicators and the importance of crafting a strong need statement. The need indicators must be linked to a specific concern statement, identify the gap between what is and what should be, define a specific group or need, and indicate the type of data for each concern. Participants worked in their focus area groups to identify need indicators and need statements for each concern statement. These can be found on the updated Arizona MEP CNA Planning Chart

After lunch, participants discuss possible solutions. Participants were asked to draft possible solutions for each concern statement as **Small Group Activity #3**. Participants were also asked to consider: What do we know that works? What do we think *might* work? How are the potential solutions grounded in either existing research or evidence-based best practices? Participants were asked to provide at least one solution per need statement and to consider school, community, regional, state, and federal resources. These are reflected on the “Arizona MEP Comprehensive Needs Assessment Planning Chart”.

During **Small Group Activity #4** (Walkabout), participants reviewed the other groups’ possible solutions and made changes and/or revisions. The participants then participated in a whole group discussion about the solutions and made further revisions.

Andrea then introduced **Small Group Activity #5** (prioritizing possible solutions). Participants were asked to individually indicate with dot sticker their top solution for each concern statement. The dots were tallied and the solutions were prioritized using the total dots. The CNA Planning Chart lists the revised solutions in rank order.

Andrea then reviewed the day’s accomplishments and shared the next steps in the CNA process which include the following:

- Conduct CNA Meeting #3 (04/25/18 @ the ADE Building located at 1535 West Jefferson Street) to finalize possible solutions, identify resources, etc.
- Draft the CNA report (06/01/18)
- Incorporate NAC feedback/finalize the report (06/15/18)

Meeting Outcomes

- List of ranked concern statements (final)
- List of data sources, need indicators, and need statements
- List of ranked possible solutions



AGENDA

Arizona Department of Education Migrant Education Program Needs Assessment Committee (NAC) Meeting #3 ADE Building @ 1535 West Jefferson St. – Wed., April 25, 2018

- 9:00 – 9:15 Welcome, introductions, meeting objectives, and materials/agenda review
- 9:15 – 9:30 Warm-up Activity: – Beyond the Myers-Brigg
- 9:30 – 9:45 The CNA in context – Arizona’s Continuous Improvement Cycle
- 9:45 – 10:30 Small group activity #1: Review concerns, need indicators, and need statements created during previous meetings, make changes, and finalize.
- 10:30 – 10:45 Break
- 10:45 – 11:30 Small group activity #2: Review solutions created during previous meetings, make changes, and finalize.
- 11:30 – 11:45 Whole Group: Debrief CNA Planning Chart
- 11:45 – 12:45 Lunch
- 12:45 – 1:15 Small group activity #3: Identify resources by listing information, materials, and personnel needed to address concerns.
- 1:15 – 1:45 Small group activity #4: Gallery walk and debrief resources.
- 1:45 – 2:15 Small group activity #5: Identify list of recommended experts, expert practitioners, and experts in other areas; debrief.
- 2:15 – 2:30 Break
- 2:30 – 3:15 Whole group activity #6: Review draft CNA table of contents, identify additional information needed and fit with state priorities.
- 3:15 – 3:30 Review of the day, follow-up, next steps, and timelines

Meeting Objectives

- 1) Finalize concerns, need indicators, need statements, and solutions for the CNA report
- 2) Identify possible resources to meet migrant student needs
- 3) Identify experts, expert practitioners, and experts in other areas
- 4) Revise and approve draft CNA table of contents
- 5) Decide on next steps for completion of the CNA and service delivery planning

Meeting Outcomes

- List of need statements and data sources (final)
- List of possible solutions (final)
- List of resources (draft)
- List of experts (final)
- CNA Report Table of Contents (final)

MEETING NOTES



Arizona Migrant Education Program Needs Assessment Committee (NAC) Meeting #3 Phoenix, AZ – Wednesday, April 25, 2018

Meeting Participants

Laura Alvarez (ADE), Patrick Bohanan (ADE), Doreen Candelaria (ADE), María Chávez (GESD #32); Terri Cota (MPS); Yolanda Magallanes (Coolidge Unified School); Jessica Mickish (Yuma Union HS), Maria Retana (Parent); Andrea Vázquez (META); Patricia Weissenberg (Somerton School District); and Kate Wright (ADE)

Meeting Objectives

- 1) Finalize concerns, need indicators, need statements, and solutions for the CNA report
- 2) Identify possible resources to meet migrant student needs
- 3) Identify experts, expert practitioners, and experts in other areas
- 4) Revise and approve draft CNA table of contents
- 5) Decide on next steps for completion of the CNA and service delivery planning

Discussion and Activities

Doreen welcomed the group, thanked them for their participation and reviewed some housekeeping items. Next, Andrea presented the meeting objectives, gave an overview of the packet of materials, and reviewed the agenda. The group then participated in a warm-up activity entitled “Beyond the Myers-Briggs.”

We continued with a quiz to review the Continuous Improvement Cycle, including Comprehensive Needs Assessment (CNA), Service Delivery Plan (SDP), project implementation, program evaluation, monitoring, and sub-allocation to ESCs and local MEPs.

In the first meeting (NAC #1), we explored “what is” and identified major concerns, measurable indicators, data sources, and preliminary priorities. In the last meeting (NAC #2), we prioritized needs, identified and analyzed causes, and summarized findings. Finally, in the last meeting (NAC #3), we made decisions to set priority needs, finalize possible solutions, propose an action plan, and prepare the final CNA report.

Small Group Activity #1 (Review Concerns, Need Indicators, and Need Statements): Andrea requested that participants stay in the same focus groups as NAC #1 and #2 and asked the groups to review the work done during the previous CNA meetings to reach consensus on the Concern Statements, Need Indicators and Need Statements. Any changes were documented on the revised CNA Planning Chart.

For Small Group Activity #2 (Review Solutions), Andrea requested that participants review and finalize the solutions and ensure they are prioritized. Any changes were also documented on the revised CNA Planning Chart.

Small Group Activity #3 (Identify Resources): After a discussion about how to garner support for the solutions, participants worked in their goal areas to identify resources to address the concerns and implement solutions. The group recorded their resources on jumbo sticky notes. The resources identified can be found on the “Experts and Resources” handout.

Similarly, for Small Group Activity #3 (Identify Experts), participants worked in their goal areas to identify experts/staff that would facilitate the implementation of solutions and recorded them on the jumbo sticky notes. The experts identified can be also be found on the “Experts and Resources” handout.

Activity #6 (Review Table of Contents) was conducted as a whole group activity. Participants reviewed a sample table of contents and identified any additional information needed to fit with state priorities. The group shared information about a report that was developed by Jessica Castañeda entitled “Arizona Agriculture Review.” The reports provides some overview information about agriculture in the State of Arizona. This will be included in the CNA report.

Andrea then reviewed the day’s accomplishments and shared the next steps in the CNA process which include the following:

- Finalize the CNA Decisions and Planning Chart incorporating the work from the 3 NAC meetings
- Draft the CNA report (06/01/18)
- Incorporate ADE feedback/finalize the report (06/15/18)
- Begin the Service Delivery Planning (SDP) process (2018-2019)

Meeting Outcomes

- List of need statements and data sources (final)
- List of possible solutions (final)
- List of resources (draft)
- List of experts (final)
- CNA Report Table of Contents (final)