

# Migrant Education Program Overview



Boot Camp  
July 23, 2021



# Welcome

- Laura Alvarez, Deputy Associate Superintendent
- Dr. Brittani Roy, Director of Policy & Program Integrity
- Lea Bryant, Grants & Family Engagement Spec.
- Zujaila Ornelas, State ID&R Coordinator
- TBD, State Migrant Coordinator
- TBD, State MEP Data Specialist

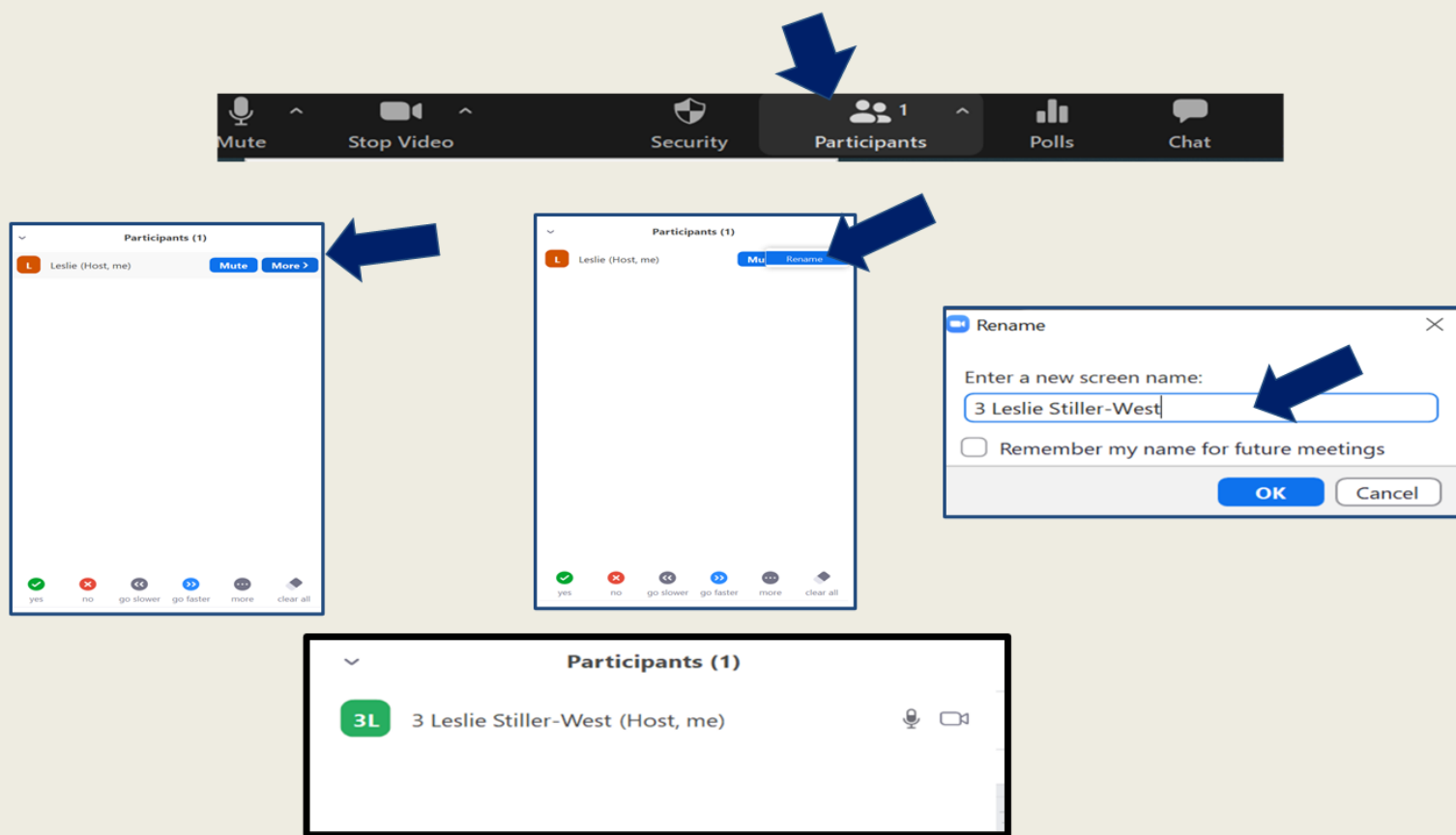


## MEP Boot Camp Agenda

### Friday, July 23, 2021

General Session 8:30am – 9:15am	Welcome, Arizona MEP Program Overview, and Local Comprehensive Needs Assessment Presenter: Laura Alvarez, Deputy Associate Superintendent, M.Ed.
Session 1 9:15am – 10:00am	Adelante Health Care Presenter: Lucrecia Castaneda, Community Programs Coordinator
10:00am – 10:05am	COFFEE BREAK
Session 2 10:05am – 10:50am	Foster Education Program Presenter: Joey Taylor, ADE Foster Care Education Coordinator
Session 3 11:00am – 11:45am	Identification & Recruitment / AZ @ Work Presenters: <u>Zujaila Ornelas</u> , Identification and Recruitment Coordinator; Valentin Casillas, Migrant Seasonal Farmworker Supervisor
Session 4 11:45am – 12:30pm	<u>iSOSY</u> – Instructional Services for Out of School and Secondary Youth Presenter: Tracie Kalic, Director Using <u>iSOSY</u> resources to assess needs and deliver services at the time of recruitment and beyond
12:30pm - 1:00pm	LUNCH
Session 5 1:00pm – 2:00pm	Data and Reports Presenter: Patrick Bohanan, State Data Specialist
2:00pm – 2:05pm	COFFEE BREAK
Session 6 2:05pm – 2:30pm	PASS Presenter: Emilia Ortega, PASS Registrar
Session 7 2:30pm – 3:30pm	Grants Overview and Family Engagement Presenters: Lea Bryant, Migrant Program Specialist; Patsy <u>Rethore-Larson</u> , Early Childhood Education
General Session 3:30pm – 4:00pm	Wrap Up Q&A Presenter: Brittani Roy, Director of Policy and Program Integrity, Ed.D.

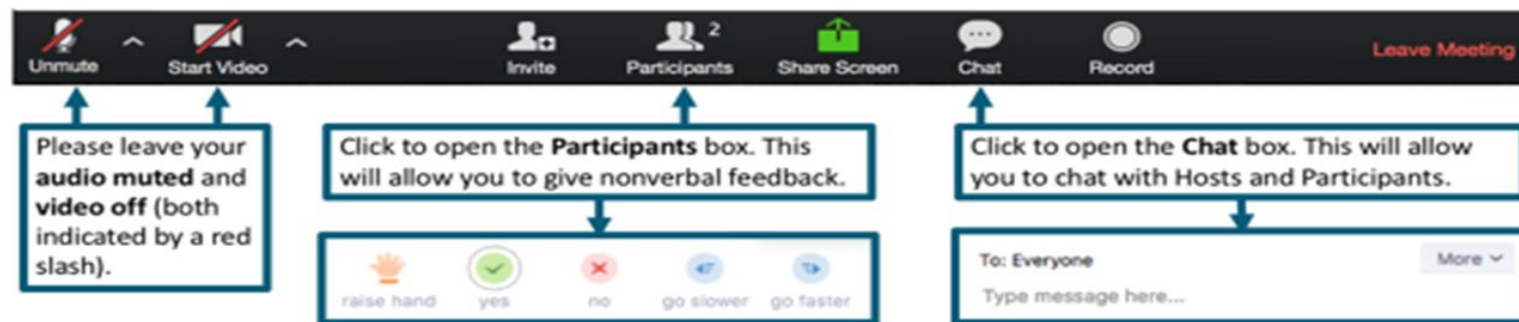
# Housekeeping



# Housekeeping

## Zoom Basics

Participant Tools (sample with added boxes)



# Federal Title I, Part C

## Mission

*Our mission is to impact teaching and learning in K-12 classrooms so that migratory students achieve high academic success.*



## Purpose

*Our purpose is to ensure that migratory children fully benefit from the same free public education provided to other children. To achieve this purpose, the MEP helps SEAs and LEAs address the special educational needs of migratory children to better enable them to succeed academically.*

# **2021 NASDME**

## **Albert Lee Wright, Scholarship Recipient**

### **Aglae Mendez**



<https://www.azed.gov/migrant/al-wright-scholar-aglae-mendez>

Migrant Education Program Overview

# **2019-2020 OVERVIEW OF THE EVALUATION RESULTS**

# Evaluation

- META Associates
- Review 2019-2020 Implementation evaluation results
- Review 2019-2020 Outcome Evaluation Results

# Arizona's Continuous Improvement Cycle



2018-19

- SDP Update
- 2017-18 MEP Evaluation

2019-20

- SDP Implementation
- 2018-19 MEP Evaluation

2020-21

- CNA Update
- 2019-20 MEP Evaluation

2021-22

- SDP Update
- 2020-21 MEP Evaluation

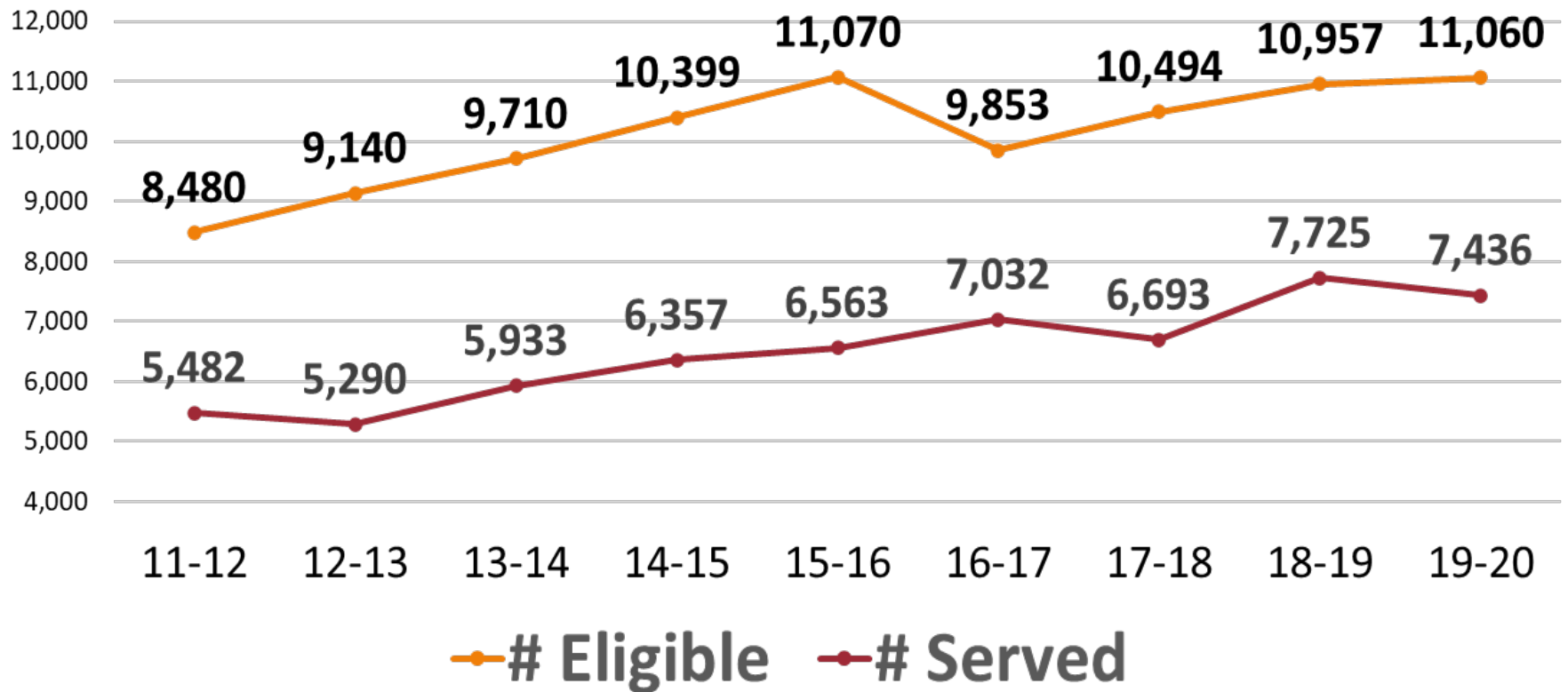
2022-23

- SDP Implementation
- 2021-22 MEP Evaluation

# 2019-2020 Services Impacted by the Pandemic

- Arizona MEP was dramatically affected by the stay-at-home orders and school closures caused by the COVID-19 pandemic.
- Pre-/post-testing of students was limited.
- Summer services were limited.
- MEP services and identification and recruitment were conducted virtually.
- The need to provide migratory students and families with basic needs (including Internet connectivity and devices, meals, referrals to mental health providers) superseded the program's typical focus on providing educational services

# Numbers over the Years



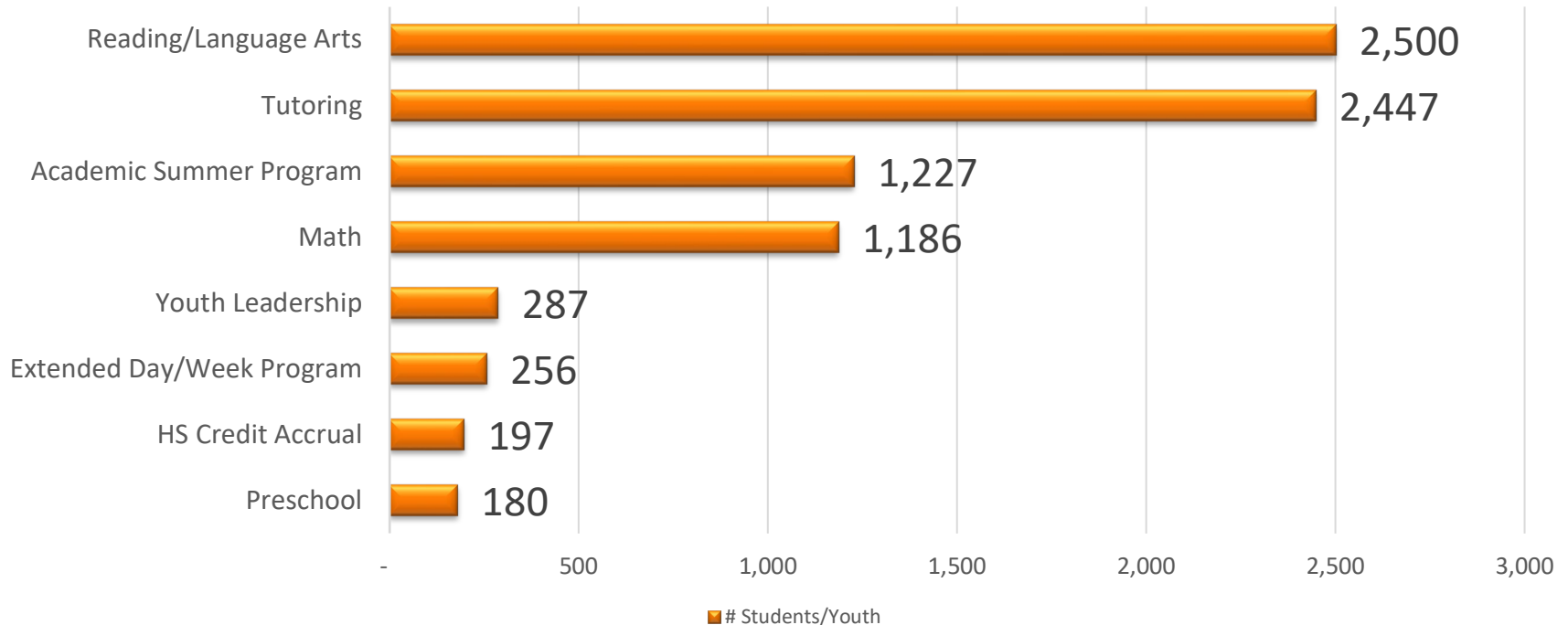
# Student Demographics

	18-19	19-20	Diff
Eligible students with PFS (3-21)	46%	46%	0%
Eligible students that are ELs (3-21)	32%	33%	+1%
Eligible students that qualify for SPED	8%	9%	+1%
Eligible students with QAD w/in 1 year	48%	39%	-9%

# Students Served

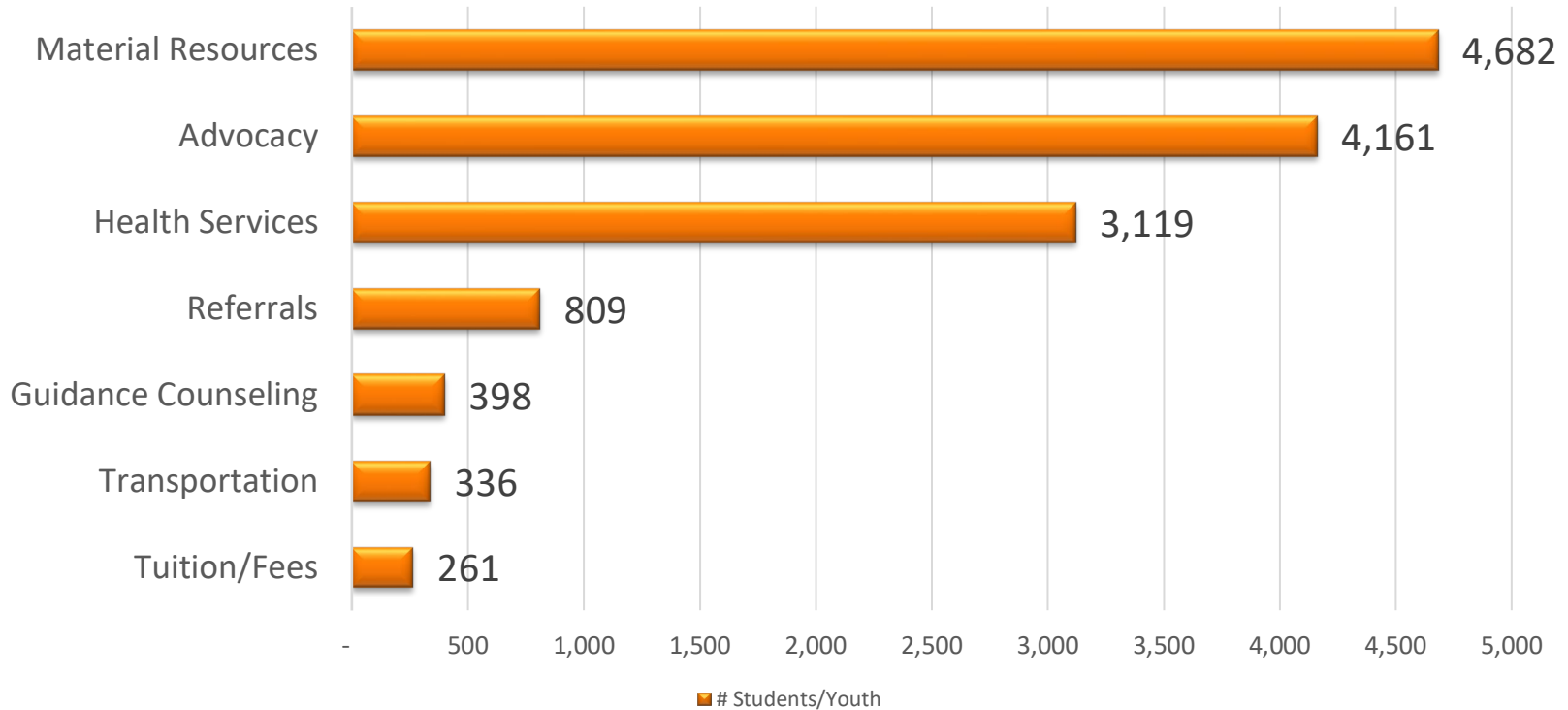
	18-19	19-20	Diff
% of all eligible PFS Served (3-21)	77%	74%	-3%
% Served Perf Period (3-21)	74%	70%	-4%
% Served Regular Year (3-21) – 2017-18: 60%	46%	70%	+24%*
% Served Summer (3-21)	19%	12%	-7%
% Receiving Instruction (3-21)	33%	23%	-10%
% Receiving Support Services (of all eligible)	62%	68%	+6%

# Instructional Services



***23% of eligible migratory students ages 3-21 (33% of students served) received instructional services during the performance period***

# Support Services



***68% of eligible migratory students received support services during the performance period***

# Evaluator Recommendations

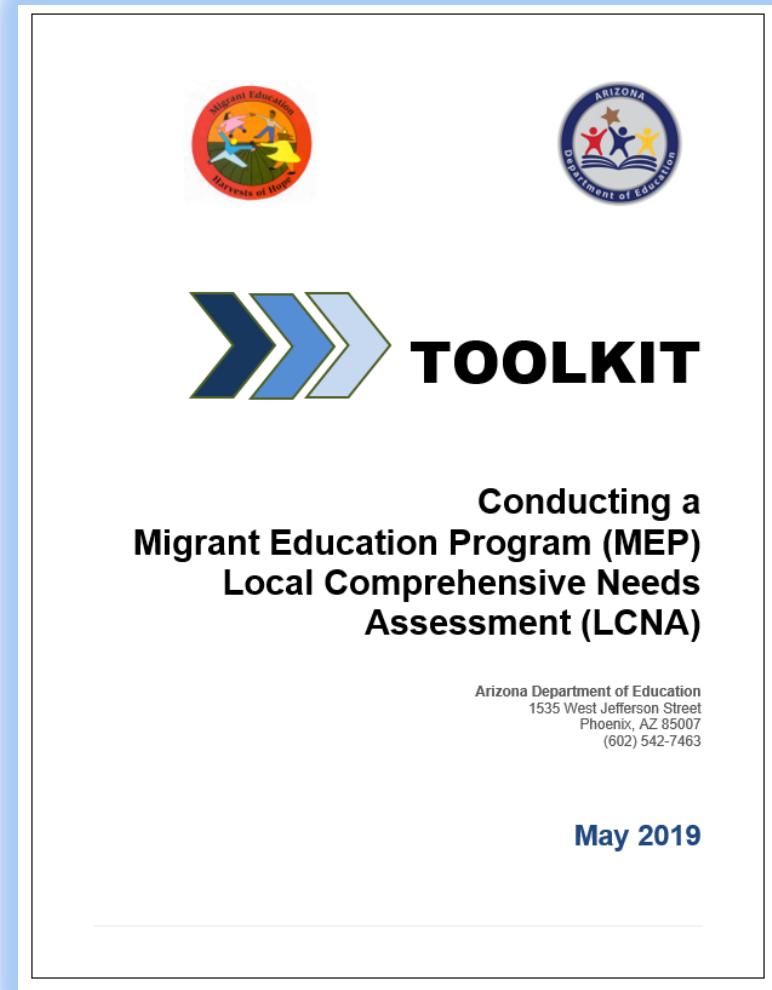
- Continued work to increase support services to migratory children across all ages
- Provide needs-based instructional services
- Increase summer services
- Increase credit accrual services
- Review results and adjust services to improve consistency and fidelity of strategy implementation

Migrant Education Program Overview

# **LCNA-LOCAL COMPREHENSIVE NEEDS ASSESSMENT**

# THANK YOU META ASSOCIATES!

To assist projects with  
conducting a local  
needs assessment,  
the AZ MEP  
contracted META  
Associates to develop  
a LCNA Toolkit.



# Purpose of the LCNA

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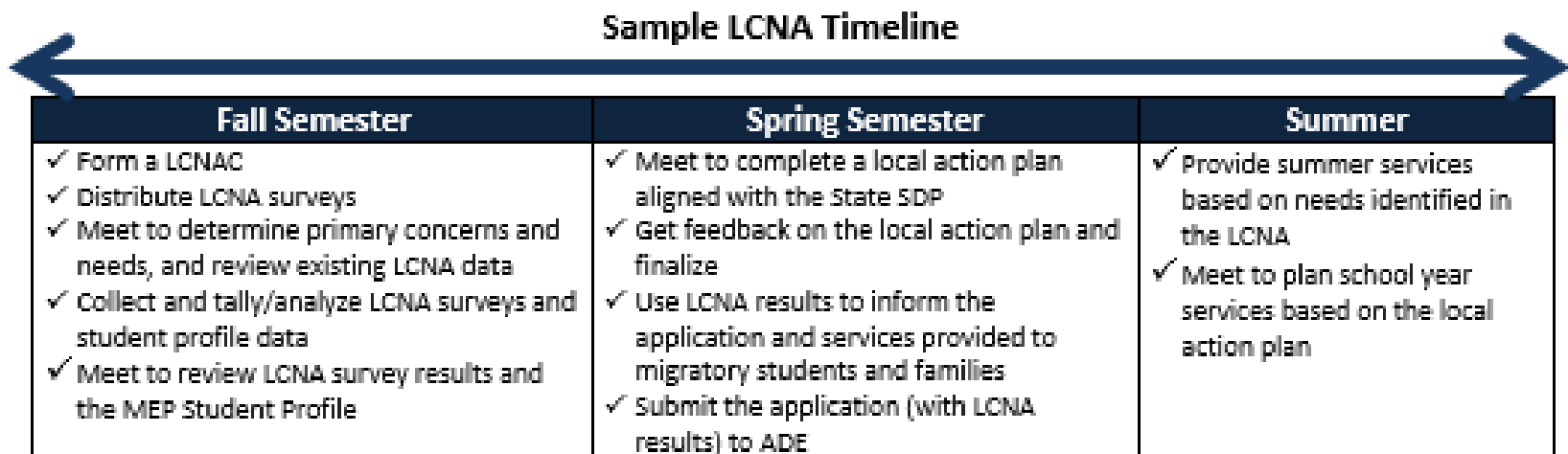
Provides local program staff with guidance and resources to assess the needs of migratory students as required by Federal regulations

Takes into account what has been done in the past and identifies continuing needs and priorities

Proposes solutions to move the MEP closer to achieving Federal program and State performance goals

# When is the LCNA conducted?

- Local projects must conduct a LCNA to assess the needs of migratory children who are served locally in accordance with the identified needs of the State CNA.
- The LCNA must occur prior to funding in preparation for a new program year.
- *Following is a sample timeline for the LCNA:*





# Conduct Preliminary Work

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

# Tool 1-1: LCNA Planning Tool

- Chart of list members of the LNAC (*3-10 members, depending on the size of the project*)
- LCNA timeline template to use when creating a LCNA calendar that contains meeting dates, important timelines, and activities

## Tool 1-1 LCNA Planning Tool

Local Needs Assessment Committee (LCNAC) Members:

Name	MEP Role	School/Program

LCNA Timeline Template

Fall Semester	Spring Semester	Summer

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# Tool 1-2: LCNA Concerns Brainstorming Tool

- Chart of list members of the LNAC (*3-10 members, depending on the size of the project*)
- LCNA timeline template to use when creating a LCNA calendar that contains meeting dates, important timelines, and activities

## Tool 1-2 LCNA CONCERNS BRAINSTORMING TOOL

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

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

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# Tool 1-3: LCNA MEP Family Needs Assessment Survey

- Survey (English and Spanish) to determine parent and family member perceptions of child and parent/family needs
- Distribute to a sample of parents and family members (10% of eligible families or 15 surveys, whichever is greater) in the fall.
- Collect surveys and tally results (or download survey results if an online survey is created)

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

District: \_\_\_\_\_ Region: \_\_\_\_\_

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

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

### 1. What types of instruction do your children need MOST?

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

### 2. What instructional services would MOST help your children?

<input type="checkbox"/> Support for completing high school classes	<input type="checkbox"/> Tutoring during the school day
<input type="checkbox"/> Migrant summer school	<input type="checkbox"/> Before or after school tutoring
<input type="checkbox"/> Preschool services	<input type="checkbox"/> Strategies for transitioning to a new school
<input type="checkbox"/> Tutors visiting your home	<input type="checkbox"/> Support to stay in school
<input type="checkbox"/> High school diploma equivalency programs	<input type="checkbox"/> Opportunities after graduating from high school

### 3. What support services do your children MOST need?

<input type="checkbox"/> School supplies	<input type="checkbox"/> Nutrition
<input type="checkbox"/> Counseling on high school credits/graduation	<input type="checkbox"/> Transportation
<input type="checkbox"/> Counseling on options after high school	<input type="checkbox"/> Finding preschool programs
<input type="checkbox"/> Health care (medical, mental, dental, vision)	<input type="checkbox"/> Finding school/community resources
<input type="checkbox"/> Support for extracurricular activities	<input type="checkbox"/> Translation and interpretation

### 4. What would MOST help you support your child's success in school?

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

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

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# Tool 1-4: LCNA MEP Staff Needs Assessment Survey

- Survey to determine MEP and non-MEP staff perceptions of student and parent/family needs
- Distribute to MEP and non-MEP staff knowledgeable about migratory student needs in the fall.
- Collect surveys and tally results (or download survey results if an online survey is created)

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

District: \_\_\_\_\_ Region: \_\_\_\_\_

Position: ☐ MEP District Staff ☐ MEP Regional Staff ☐ Other: \_\_\_\_\_

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

1. I know enough about the MEP to answer these questions with confidence.

☐ Untrue ☐ Hardly true ☐ Mostly true ☐ Totally true

*\*NOTE: If you check "Untrue", do not complete the survey*

### 2. What types of supplemental instruction do migratory students need MOST?

<input type="checkbox"/> Reading instruction	<input type="checkbox"/> Completing missing homework/assignments
<input type="checkbox"/> Writing instruction	<input type="checkbox"/> English language instruction
<input type="checkbox"/> Mathematics instruction	<input type="checkbox"/> Learning study skills
<input type="checkbox"/> Science instruction	<input type="checkbox"/> Preparing preschoolers for kindergarten
<input type="checkbox"/> Other content area instruction	<input type="checkbox"/> Life skills such as interview skills, budgeting, saving
<input type="checkbox"/> AZMERIT test preparation	<input type="checkbox"/> Options after high school
<input type="checkbox"/> High school credit accrual	<input type="checkbox"/> Other:

### 3. What supplemental instructional services would MOST help migratory students?

<input type="checkbox"/> Support for completing high school classes	<input type="checkbox"/> Extended-day tutoring
<input type="checkbox"/> Migrant summer school	<input type="checkbox"/> In-school tutoring
<input type="checkbox"/> Preschool programs/school readiness	<input type="checkbox"/> High school diploma equivalency programs
<input type="checkbox"/> Home-based tutoring	<input type="checkbox"/> Dropout prevention programs
<input type="checkbox"/> Career/technical education programs	<input type="checkbox"/> Support for transitioning to a new school

### 4. What support services do migratory students need MOST?

<input type="checkbox"/> Books/materials/supplies	<input type="checkbox"/> Nutrition/meals
<input type="checkbox"/> Secondary counseling (credits/graduation)	<input type="checkbox"/> Transportation
<input type="checkbox"/> Counseling on options after high school	<input type="checkbox"/> Clothing
<input type="checkbox"/> Health care (medical, mental, dental, vision)	<input type="checkbox"/> Locating school/community resources
<input type="checkbox"/> Support for extracurricular activities	<input type="checkbox"/> Locating/enrolling in preschool
<input type="checkbox"/> Translation and interpretation	<input type="checkbox"/> Other:

### 5. What professional development is needed MOST by MEP staff?

<input type="checkbox"/> Program planning/evaluation	<input type="checkbox"/> Reading/literacy strategies
<input type="checkbox"/> Culturally-relevant instruction	<input type="checkbox"/> Mathematics strategies
<input type="checkbox"/> Student assessment	<input type="checkbox"/> Involving parents in their child's education
<input type="checkbox"/> Curriculum and instruction	<input type="checkbox"/> ESL/diverse learner strategies
<input type="checkbox"/> Identification and recruitment	<input type="checkbox"/> Accessing school/community resources
<input type="checkbox"/> Serving out-of-school youth (OSY)	<input type="checkbox"/> School readiness

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

- Survey to determine migratory student (grades 9-12) and OSY perceptions of their instructional and support needs.
- Distribute to a sample of migratory students in grades 9-12 and OSY (10% of eligible students/OSY or 15 surveys, whichever is greater) in the fall.
- Collect surveys and tally results (or download survey results if an online survey is created)

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

District: \_\_\_\_\_ Region: \_\_\_\_\_

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

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

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

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

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

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

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

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

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## Gather, Analyze, and Summarize Data









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

# Tool 2-1: LCNA MEP Student Profile

- Local profile of migratory student demographics, services, graduation and dropout rates, and progress toward AzMERIT assessments.
- Use MIS2000 and other sources to report data on migratory students for the most recent performance period (1-year period). Additional data elements can be added by projects

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

Program  Data from (Year):

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

# Tool 2-2 to 2-4: Needs Assessment Survey Tally Sheets

- Tally sheets to summarize Family, Staff, and Student/ OSY Needs Assessment Surveys if paper surveys are used (*otherwise download electronic survey responses*)

**Tool 2-2 LCNA FAMILY NEEDS ASSESSMENT SURVEY TALLY SHEET**  
Program \_\_\_\_\_ Data from (Year): \_\_\_\_\_

**Tool 2-3 LCNA STAFF NEEDS ASSESSMENT SURVEY TALLY SHEET**  
Program \_\_\_\_\_ Data from (Year): \_\_\_\_\_

**Tool 2-4 LCNA STUDENT (GRADES 9-12)/OUT-OF-SCHOOL YOUTH (OSY) NEEDS ASSESSMENT SURVEY TALLY SHEET**  
Program \_\_\_\_\_ Data from (Year): \_\_\_\_\_  
Number of high school students responding: \_\_\_\_\_  
Number of high school students (not enrolled in school) responding: \_\_\_\_\_

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

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## Make MEP/Services Decisions

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

# Tool 3-1: LCNA Strategy Implementation Plan

## Tool 3-1 LCNA Strategy Implementation Plan

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

English Language Arts/ Mathematics Strategies in the Arizona SDP	Implementation Activities <i>(Based on the needs identified in the LCNA)</i>	Resources Needed	Timeline	Person(s) Responsible	Priority Level		
					L	M	H
<b>Strategy 1-1:</b> Implement a student intervention plan for each migratory PFS student identifying specific needs for ELA and/or math and ongoing data collection (e.g., district benchmarks, DIBELS).							
<b>Strategy 1-2:</b> Provide supplemental instructional services to identified students (e.g., before school/after school tutoring, interventions, summer school).							
<b>Strategy 1-3:</b> Utilize and maintain a student profile tool.							
<b>Strategy 1-4:</b> Provide parents with information and assistance in accessing existing instructional resources and support services during recruitment, MPAC, and SMPAC meetings.							

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# Tool 3-2: LCNA Action Plan

## Tool 3-2 LCNA ACTION PLAN

The LCNA Action Plan will help you target the greatest needs identified through the LCNA. Depending on the availability of staff and other resources needed to provide services, as well as the availability of resources from other programs, check one of the priority boxes (low, medium, or high) after entering priority needs identified during the LCNA, possible solution(s), resources needed, timelines, and person(s) responsible.

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

Arizona MEP Local Comprehensive Needs Assessment (LCNA) Toolkit

Migrant Education Program Overview

# **NEXT STEPS**

# 2020-2021 Evaluation Data Checklist for Local Migrant Education Programs



## 2020-21 Evaluation Data Checklist for Local Migrant Education Programs

### Arizona MEP Evaluation Data Collection Forms

√	Forms	MPOs Addressed	Person(s) Responsible	Person(s) Completing	When to Complete	Due to ADE (or completed online)
	Form 1: Parent Survey*	1d/2a/3c	PC/MEP	Parents	Spring/Summer 2021	<b>8/31/21</b>
	Form 2: MEP Staff Survey**	3a	PC/MEP	PC/MEP	Spring/Summer 2021	<b>8/31/21</b>
	Form 3: Assessment Tracking Form (Regular Year)	1b/1c/2b	PC/MEP	PC	Spring 2021	<b>8/31/21</b>
	Form 4: Assessment Tracking Form (Summer)	1b/1c/2b	PC/MEP	PC	Summer 2021	<b>8/31/21</b>



\*QR Code and Link for Form 1: Parent Survey

[https://www.surveymonkey.com/r/2020-21\\_AZ\\_ParentSurvey](https://www.surveymonkey.com/r/2020-21_AZ_ParentSurvey)



\*\*QR Code and Link to Form 2: MEP Staff Survey

[https://www.surveymonkey.com/r/AZ\\_2020-21\\_StaffSurvey](https://www.surveymonkey.com/r/AZ_2020-21_StaffSurvey)

### Other MEP Evaluation Requirements

√	Other Data Requirements	MPOs Addressed	Person(s) Responsible	Submit to	Due to ADE (or submitted in MIS2000)
	Number of migratory students in grades K-8 receiving MEP reading and math instructional services during the 2020-21 performance period as documented in MIS2000	1a	PC	MIS2000	<b>8/31/21</b>
	Number of migratory students enrolled in high school that received MEP instructional services during the 2020-21 performance period as documented in MIS2000	3b	PC	MIS2000	<b>8/31/21</b>
	Fidelity of Strategy Implementation (FSI) ratings recorded on the FSI for each local project	Strategy Impl.	PC/MEP	ADE	<b>8/31/21</b>

*If you have any questions about the MEP Evaluation, please feel free to email or call Andrea Vazquez at [andrea@metaassociates.com](mailto:andrea@metaassociates.com) or (512) 573-7206. Thank you!!*

Key: PC=Program Coordinators; MEP=MEP Staff; ADE=Arizona Department of Education (MEP)

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# Resources

- 2019-2020 SEA Evaluation Report
- 2019-2020 SEA Comprehensive Needs Assessment
- LCNA-Local Comprehensive Needs Assessment
- FSI-Fidelity of Implementation
- Assessment Tracking Form

# Questions

Migrant Education Program

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