

Arizona Migrant Education Program

Comprehensive Needs Assessment



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Laura Alvarez
Deputy Associate Superintendent
Arizona Department of Education
1535 West Jefferson Street
Phoenix, AZ 85007
(602) 542-9689

Arizona Needs Assessment Committee (NAC)

For information or questions concerning the Comprehensive Needs Assessment (CNA) for the Arizona Migrant Education Program (MEP), please contact the Arizona MEP at (602) 542-9689 or email Laura.Alvarez@azed.gov.

The Arizona Department of Education (ADE) wishes to thank the following individuals who, as members of the Needs Assessment Committee (NAC), gave time, effort, knowledge, and expertise toward the accomplishment of this CNA.

Name	Title	MEP Affiliation
Anette De Anda	MEP Coordinator	MESA Public Schools
Angelica Meza	Recruiter	Central Valley Consortium, Avondale ESD
Elizabeth Santiago	Migrant Data Tech	Chandler USD
Joey Taylor	Foster Care Education Coordinator	ADE
Laura Alvarez	State MEP Director	ADE-Migrant
Lea Bryant	Grants and Family Engagement Coordinator	ADE-Migrant
Lorena Garcia	Academic Advocate/Recruiter	Chandler USD
Maria Loera-Chavez	MEP Coordinator	Gadsden Elementary School District
Maria Silva	MEP Coordinator	Queen Creek USD
Maris Tarin	SMPAC President	SMPAC
Merriam Massey	State ID&R Coordinator	ADE-Migrant
Michelle Iniguez	MEP Coordinator	PPEP Inc.
Miguel Garcia	Program Director Assistant	Queen Creek USD
Monica Romero	MEP Coordinator/Director of Federal Programs	Chandler USD
Noemi Escamilla	Recruiter for the West Valley	ADE-Migrant
Norine Bowers	Federal Programs Director	Crane Schools, Yuma
Patrick Bohanan	State Data specialist,	ADE-Migrant
Patricia Peterson	Federal Programs Director	Somerton Elementary School District
Rosalia Delgado	Coordinator	AWC CAMP
Sandra Magaña	Advocate/Liaison	Somerton Elementary District
Seline Szkupinski Quiroz	Coordinator	ASU CAMP
Silvia Chavez	State Coordinator - Homeless Education Programs	ADE
Shirley Covarrubias	Recruiter	Mesa Public Schools
Terri Miguel	Reading Interventionist K-6	Gadsden Elementary School District

Name	Title	MEP Affiliation
Zujaila Ornelas	Student Recruitment/Family Engagement Coordinator	ASU CAMP
Cari Semivan	Meeting Facilitator, Consultant	META Associates
Andrea Vázquez	Meeting Facilitator, Consultant	META Associates

Definition of Terms Related to the CNA

Area of Concern: A broad area based on the root causes of the unique characteristics of the target group. The Office of Migrant Education (OME) has identified **Seven Areas of Concern** which are educational continuity, instructional time, school engagement, English language development, educational support in the home, health, and access to services.

Concern Statements: Clear and consistent interpretations of the points that the Needs Assessment Committee discussed that should be used to guide the development of the CNA. Concern statements identify areas that require special attention for migratory children.

Continuous Improvement Cycle: An approach to improving processes and increasing efficiency and effectiveness by identifying a problem, collecting relevant data to understand its root causes, developing and implementing targeted solutions, measuring results, and making recommendations based on the results.

Migratory Child: Per Section 1309(3)(A)–(B) of the of the Elementary and Secondary Education Act (ESEA), as amended, migratory child means a child or youth, from birth up to 20 (22 with an IEP), who made a qualifying move in the preceding 36 months as a migratory agricultural worker or migratory fisher; or with, or to join, a parent or spouse who is a migratory agricultural worker or migratory fisher.

Need: The difference between “what is” and “what should be”; may also be referred to as a gap.

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

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

Priority for Services (PFS): ESEA Section 1304(d) establishes a PFS requirement. In accordance with this requirement, migrant education programs must give PFS to migratory children who have made a qualifying move within the previous one-year period and who are failing, or most at risk of failing, to meet the state’s challenging academic standards or who have dropped out of school.

Service Delivery Plan (SDP): A comprehensive plan for delivering and evaluating MEP-funded services to migratory children. It is based on the results of an up-to-date statewide CNA and is intended to meet the unique needs of migratory children and their families.

Solution: A solution (strategy) to address an identified need.

Abbreviations/Acronyms

ADE	Arizona Department of Education
CNA	Comprehensive Needs Assessment
CSPR	Consolidated State Performance Report
ELA	English Language Arts
ESEA	Elementary and Secondary Education Act of 1965
ESL	English as a Second Language
ESSA	Every Student Succeeds Act of 2015
GED	General Educational Development
HS	High School
ID&R	Identification and Recruitment
LEA	Local Education Agency
LOA	Local Operating Agency
MEP	Migrant Education Program
MPO	Measurable Program Outcome
NAC	Needs Assessment Committee
OME	Office of Migrant Education (of the U.S. Department of Education)
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PD	Professional Development
PFS	Priority for Services
QAD	Qualifying Arrival Date
SDP	Service Delivery Plan
SEA	State Education Agency
STEM	Science, Technology, Engineering and Mathematics

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Introduction

The CNA Process in Arizona

The primary purpose of the Arizona Migrant Education Program (MEP) is to help migratory children and youth overcome challenges of mobility, cultural and language barriers, social isolation, and other difficulties associated with mobility, in order that they might succeed in school. The term ‘migratory child’ means a child or youth ages birth up to age 21 who made a qualifying move in the preceding 36 months (A) as a migratory agricultural worker or a migratory fisher; or (B) with, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher. [Section 1309(3) of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015]

The Arizona MEP supports educators working with migratory children and facilitates intra/interstate collaboration to ensure programs are based on student needs and build on student strengths. The Arizona MEP helps ensure continuity of instruction to alleviate the impact of educational disruptions students experience due to their migratory lifestyle. Furthermore, the Arizona MEP must give priority for services (PFS) 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.

To better understand and articulate the specific services that the Arizona MEP should target to migratory children and youth and their families, a comprehensive assessment of needs was completed as part of a thorough review of the entire statewide MEP. This Comprehensive Needs Assessment (CNA) will then be used to inform the statewide service delivery planning process to be conducted during 2021-22.

The State of Arizona receives an allocation for the MEP 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 migratory 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 migratory children and youth and their families statewide, the required CNA process that is described in this report was facilitated by META Associates and guided by the *Comprehensive Needs Assessment Toolkit* (OME, 2018). 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 migratory student population and seasonal agricultural activities as identified in previous CNA efforts are contained.

Statutory law, regulations, and guidance under ESEA was originally signed into law in 1965 and amended as ESSA in 2015. The Arizona MEP CNA aligns with the law/guidance by:

- identifying and assessing “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)*):

- guiding the overall design of the MEP on a statewide basis;
- helping local operating agencies (LOAs), local education agencies (LEAs), and the Arizona Department of Education (ADE) prioritize the needs of migratory children; and
- providing the basis for the ADE to subgrant MEP funds to LOAs and LEAs.

This Arizona CNA serves as a guide for future programming, services, and policy decisions to ensure that the State’s MEP resources are directed at the most needed and most effective services for migratory children/youth and their families.

The process followed for the CNA is directed by the Continuous Improvement Cycle (as shown in Exhibit 1) as suggested by OME (U.S. Department of Education, 2018). This framework illustrates the relationship between the CNA, the service delivery plan (SDP), the implementation of MEP services through a defined process for applications for funds and the implementation of programs through local sub-grantees, and the evaluation of services. In this cycle, each step in developing a program—assessing needs, identifying strategies, implementing strategies, and evaluating the results - builds on the previous activity and informs the subsequent activity.

Exhibit 1: Continuous Improvement Cycle



The Arizona CNA followed a systematic 5-step process suggested by OME that is illustrated below. 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* (migratory students and parents)
- Level 2: *Service Providers and Policymakers* (State and local MEP staff)
- Level 3: *Resources* (the system that facilitates or impedes the efforts of the MEP)



The five basic steps of the CNA process are described below.

Step 1—Conduct Preliminary Work

The ADE MEP Team and META:

- reviewed the requirements of the CNA;
- developed a management plan to set the project’s general timeline and identify the teams needed for accomplishing each phase;
- established a NAC reflecting a broad representation of perspectives to provide thoughtful guidance to the process; and

- developed a profile that provided baseline data on the State’s migratory child population.

Step 2—Explore What Is

META guided the NAC to:

- review existing data and program evaluation reports;
- identify concerns about migratory children and families; and
- develop need indicators and suggests areas for data collection that confirmed or challenged their underlying assumptions about the identified concerns.

Step 3—Gather and Analyze Data

- The ADE MEP Team and META oversaw data collection to measure the identified needs and gaps between migratory children and their non-migratory peers.
- META organized and analyzed the data and shared the data in a reader-friendly format with the NAC.
- META guided the NAC to create a set of need statements and prioritize them.

Step 4—Make Decisions

META guided the NAC to:

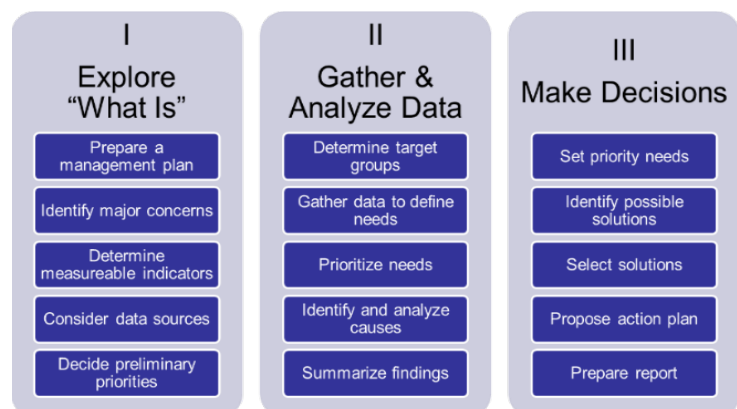
- review the prioritized need statements and propose evidence-based solutions for closing the educational gaps that migratory children face in school; and
- prioritize the solutions.

Step 5—Transition to SDP Development

- META wrote the CNA report that documents the CNA process and findings.
- META and the ADE MEP Team will share the CNA with stakeholders and administrators at the State and local levels.
- The ADE MEP team/META will use the CNA as the basis for initiating the SDP planning process during 2021-22.

The 5-step CNA process fits into the 3-phase model to the right (Exhibit 2). Phase I: Exploring “What Is” includes Steps 1 and 2; Phase II: Gathering and Analyzing Data includes Step 3; and Phase III: Making Decisions includes Steps 4 and 5. This CNA report is organized by these three phases.

Exhibit 2: Three Phase Model of CNA



Planning Phase of the Arizona CNA and Timelines

The Arizona CNA was designed to develop an understanding of the unique educational and educationally related needs of Arizona' migratory children and their families. Not only does this analysis of needs provide a foundation for the future direction of the Arizona MEP through the SDP, but also it supports the program's overall continuous improvement and quality assurance processes. The needs analysis was adapted to the resources and structures available in the State of Arizona.

The preparation phase of the Arizona CNA involved garnering a **sense of commitment** to the needs assessment in all levels of the Arizona MEP; and gaining an assurance that decisionmakers will **follow-up** by using the findings in an appropriate and timely manner.

The Management Plan defined the structure for the Needs Assessment Committee (NAC), delineated various roles and responsibilities, identified meeting dates, and included timelines for tasks to be completed. The Arizona NAC was charged with the following tasks.

- Review existing implementation, student achievement, and outcome **data** on migratory children in Arizona.
- Draft **concerns, needs statements**, and possible **solutions** to inform the SDP.
- Review the most recent data to determine the elements to include on the final version of the migratory child **profile**.
- Recommend **additional data collection** needed to determine the scope of migratory student needs.
- Review summary materials and the **CNA report** to provide **feedback** to the State.

The ADE MEP Team, in collaboration with [META Associates](#) implemented the final step in management planning, the logistical plan. The CNA meeting schedule was developed specifying the requirements for each meeting, the meeting objectives, and anticipated activities.

Data Collection Procedures

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

- reports on migratory students (with non-migratory student comparative demographics) including child counts, MEP services, and enrollment status; and graduation and dropout rates generated through MIS2000;
- reviews of State assessment results in English Language Arts (ELA) and mathematics with comparisons made between migratory students and non-migratory students (and PFS and non-PFS migratory students);
- surveys conducted of MEP service providers, migratory parents, and migratory secondary students and youth; and
- reviews of the Arizona ESSA State Plan, prior year Consolidated State Performance Reports (CSPR), and other relevant State data.

To ensure that all requirements were met and to conduct an accurate assessment of the needs of the migratory student population in Arizona, the timelines and activities displayed in Exhibit 3 were set. It should be noted that the original plan was to conduct two (2) one-day face-to-face CNA meetings; however, due to the COVID-19 pandemic, it was necessary to convene the NAC virtually. Thus, the NAC met a total of six (6) times via Zoom with each meeting lasting 2-hours.

Exhibit 3: Arizona CNA Timelines

Activity	Timelines
Data Collection	10/31/20
CNA Meeting #1a: Understand the CNA planning cycle and roles and responsibilities of the NAC; select goal area groups; identify major concerns facing migratory children and youth in Arizona; and review data on the needs of Arizona' migratory students	11/5/20
CNA Meeting #1b: Review data to identify learning gaps of migratory students; and draft concern statements identify the next steps in the CNA process	11/13/20
CNA Meeting #1c: Finalize concern statements; draft need indicators, need statements, and data sources; and identify additional data needed for concern statements	11/19/20
CNA Meeting #2a: Review concern statements, data sources, need indicators, and need statements for all goal area groups and identify possible solutions for each need statement	1/21/21
CNA Meeting #2b: Review and revise work done on possible solutions by colleagues and whole group debrief and finalize possible solutions for all goal area groups	1/27/21
CNA Meeting #2c: Identify resources and experts/staff by listing information, materials, and personnel needed to address the concerns/implement the solutions	2/3/21
Draft the CNA report	6/30/21
Finalize the CNA report	7/15/21

The NAC was involved during the entire three phases of the CNA process and was instrumental in formulating the recommendations for program implementation solutions 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 Arizona's migratory children/youth and their families.

Authorizing Statute and Guidance for Conducting the CNA

Purpose of the CNA

Section 1306(a)(1) of Title I, Part C of the ESSA, as amended, requires state education agencies (SEAs) and their LOAs to identify and address the unique educational needs of migratory children in accordance with a comprehensive plan for the delivery of services that:

- is integrated with other federal programs, particularly those authorized by the ESEA;
- provides migratory children an opportunity to meet the same challenging state academic standards that all children are expected to meet;
- specifies measurable program goals and outcomes;
- encompasses the full range of services that are available to migratory children from appropriate local, state, and federal educational programs;
- is the product of joint planning among administrators of local, state, and federal programs, including Title I, Part A, early childhood programs, and language instruction education programs under Part A or B of Title III; and
- provides for the integration of services available under Part C with services provided by such other programs.

The CNA must be periodically reviewed and revised, as necessary, to reflect changes in the state's strategies and programs provided under ESEA. The state MEP has flexibility in implementing the CNA through its LOAs, except that funds must be used to meet the identified needs of migratory children that result from their *migratory lifestyle*. The purpose of the CNA is to: 1) focus on ways to permit migratory children with PFS to participate effectively in school; and 2) meet migratory student needs not addressed by services available from other federal or non-federal programs.

Policy guidance issued by OME indicates that states should conduct a complete needs assessment every three years, or more frequently if there is evidence of a change in the needs of migratory children (i.e., project personnel or parents begin recommending changes to improve the program or the demographic characteristics of the migratory student population change). The CNA serves as the blueprint for establishing statewide priorities for local procedures and provides a basis for the state to allocate funds to LOAs. The CNA should take a systematic approach that progresses through a defined series of phases, involving key stakeholders such as migratory parents and students, educators and administrators of programs that serve migratory students, content area experts, and other individuals that are critical to ensuring commitment and follow-up.

Phase I: “Exploring What Is”

Overview of Phase I, “Exploring What Is”

The purpose of Phase I was to: 1) investigate what already is known about the unique educational needs of migratory students in Arizona; 2) determine the focus and scope of the CNA; and 3) gain commitment for all stages of the needs assessment including the use of the findings for program planning and implementation. The term *special educational needs* describes *educational* and *educationally related* needs that result from a migratory lifestyle that must be met for migratory children to participate effectively in school. The CNA process:

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

Again, the primary purpose of the CNA is to guide the overall design of the Arizona MEP on a statewide basis as well as to ensure that the findings of the CNA will be folded into the comprehensive state plan for service delivery. The SDP is designed to help the Arizona MEP develop and articulate a clear vision of 1) the needs of Arizona’s migratory children; 2) the Arizona MEP’s measurable program outcomes [MPOs] and how they help achieve the State’s performance targets; 3) the services the Arizona MEP will provide on a statewide basis; and 4) how to evaluate whether and to what degree the program is effective.

CNA Goal Areas and Arizona Standards

During the first three virtual CNA meetings (“CNA Meeting #1”), the NAC: (1) learned about the CNA planning cycle and their roles/responsibilities; (2) reviewed summaries of the most recent **data** on the needs of migratory students and identified any additional data needed; (3) **developed concern statements** for migratory students in Arizona; and (4) **developed need statements** describing the magnitude of the needs exhibited by Arizona’s migratory students.

The committee reviewed the goal areas originally established by OME. It then indicated how the needs of Arizona migratory students fit within these broad categories and combined areas of need that NAC practitioners and content area experts found necessary. In consideration of State standards that provide a guide to delivering challenging and meaningful content to students that prepare them for success in life, OME recommendations for the CNA, and the needs of migratory students in the State, the three goal areas established by the NAC include the following.

Goal 1: English Language Arts and Mathematics

Goal 2: School Readiness

Goal 3: High School Graduation/Services to Out-of-school Youth (OSY)

Upon agreeing to these three goal areas for improving migratory student achievement, each goal was explored in relation to the Seven Areas of Concern established by OME to ensure that concerns and solutions aligned both with the Arizona standards and the concerns typically associated with frequent migrancy. 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 migratory student data, the NAC developed concern statements and solution strategies that will serve as the foundation for the Arizona MEP service delivery planning process. The seven areas of concern are described below.

1. ***Educational Continuity***—Because migratory students often are forced to move during the regular school year and experience interruptions due to absences, students tend to encounter a lack of educational continuity. Migratory students move from state to state and within the state and experience differences in curriculum, expectations, articulation of skills, and other differences in school settings. The cumulative impact of educational discontinuity is daunting. Efforts to overcome this pattern of incoherence are needed to strengthen educational continuity.
2. ***Time for Instruction***—Mobility also impacts the amount of time students spend in class and their attendance patterns. Such decreases in the time students spend engaged in learning leads to lower levels of achievement. Identifying methods for ameliorating the impact of family mobility and delays in enrollment procedures is essential.
3. ***School Engagement***—Various factors relating to migrancy negatively impact student engagement in school. Students may have difficulty relating the school experience to the experience of day-to-day living in agricultural areas. Those moving may encounter cultural misunderstandings and bias because of moving into a community where many do not share their same background.
4. ***English Language Development***—English language development is critical for academic success. Even if students learn basic interpersonal communication skills, academic language can be underdeveloped without an intentional focus on developing English vocabulary. The MEP must find avenues to supplement the difficulties faced by migratory students in the process of learning English due to their unique lifestyle, while not supplanting Title III activities.
5. ***Education Support in the Home***—Home environment often is associated with success in school, reflecting exposure to reading materials, a broad vocabulary, and educational games and puzzles. Such resources reflect parent educational background and socio-economic status. While many migratory parents value education for their children, they may not know how to support their children in a manner consistent with school expectations nor have the means to offer an educationally rich home environment.
6. ***Health***—Good health is a basic need that migratory students often do not possess. The compromised dental and nutritional status of migratory children is well documented. They have higher proportions of acute and chronic health problems and exhibit higher

childhood and infant mortality rates than those experienced by their non-migratory peers. Migratory children are at greater risk than other children due to poverty, injuries at agricultural work sites, and lack of access to health care facilities. Migratory families often need assistance in addressing health problems that interfere with the student's ability to learn.

7. **Access to Services**—When families are new to an area and/or are unable to speak the language of community service providers, accessing services for which they are eligible may be difficult. Migratory families often need information about available programs, transportation, interpretation/translation, and help understanding qualifications in order to access services.

Arizona Context

Prior to the first CNA meeting in November 2020, a migratory student profile was compiled that included the most recent and longitudinal demographic and achievement data. This information was obtained from State data sources including MIS2000, prior year CSPRs, and the most recent statewide evaluation report (2019-20). The profile helped the NAC gain an understanding of the characteristics and unique challenges experienced by migratory children/youth in Arizona.

The NAC also was provided information about the context of migratory work in the State of Arizona and the criteria for a migratory student to be considered as having PFS. In accordance with the ESEA—Section 1304(d), PFS is given to migratory children who **(1) have made a qualifying move within the previous 1-year period and who (2) are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school.** Arizona has implemented the use of a PFS Checklist to assist with PFS determinations. On the checklist below, if items 1 and 2 apply, the child qualifies as PFS. If items 1 and 3 (any 1-10) apply, the child qualifies as PFS. Students who qualify as PFS will continue their status through the end of the current enrollment period.

1. **___Have made a qualifying move within the previous 1-year period**
MIS will auto-calculate the Qualifying Arrival Date (QAD) and Enroll Date to make the determination

AND

2. **___Out of School Youth (OSY)**
A migratory youth under the age of 22 who: (1) has not graduated high school, (2) not attending school, (3) is classified as having dropped out of school (**USA school only**) or (4) is here to work

OR

3. Are failing, or most at risk of failing, to meet the challenging State academic standards

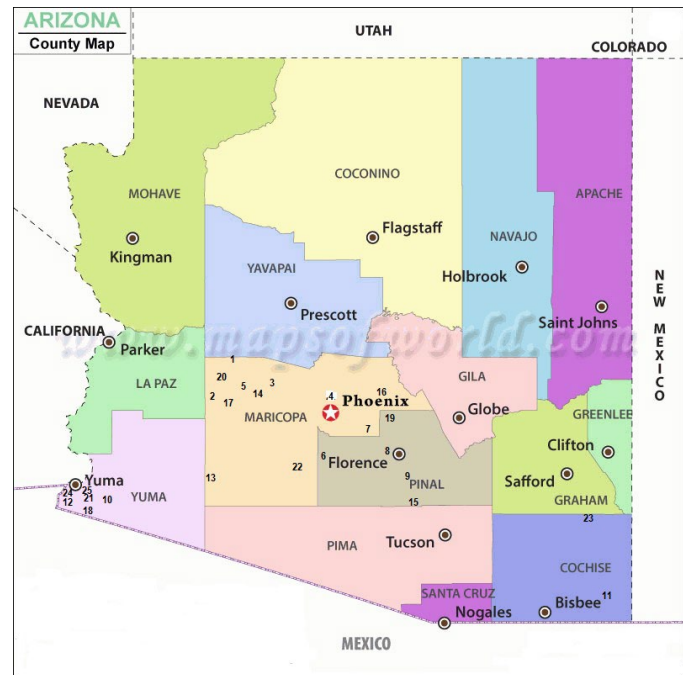
1. ___ Disabled/IEP – Student is identified as having a disability (i.e. IEP, 504 Plan)
2. ___ Poor Attendance – The student has missed 10 or more days of school
3. ___ Retention – Student has repeated a grade level
4. ___ Age/grade – Student is more than one year over age for grade level
5. Credit Deficient – Student is not on track for graduation (based on local requirements)
6. LEP/NEP – Student is classified as either non-English proficient or limited English proficient according to local language assessment practice
7. Low Performance – Student scores below proficient on State or local ELA/reading, writing, or mathematics assessments
8. ___ Prekindergarten Children – Migratory children ages 3-5 that are not served by any other program
9. Suspension – Student has had multiple suspensions (in-school and/or out-of-school)
10. ___ Expulsion – Student has been expelled
11. ___ Worker – Student is working to support themselves and/or family
12. ___ Trauma – Student has experience mental or physical trauma
13. ___ Pre-K – A Pre-K child “failing or most at risk of failing” a developmental milestone

Every local migrant project in Arizona is required to enter at-risk information on every migratory child/youth into MIS2000. This provides information to determine which migratory children/youth should receive services first, provides other districts/states information should the child/youth move, and assists the State MEP in determining allocations.

Supplemental education services are provided in Arizona that can help migratory 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 migratory children’s opportunities to receive excellence and equity in education. During the regular school year in Arizona, areas with concentrations of migratory 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 migratory children when regular school programs do not operate. Services in Arizona are provided to migratory children by 23 projects as displayed in Exhibit 4 on the following page.

Exhibit 4 – Map of Arizona’s MEP Sites

1. Aguila Elementary District
2. Arlington Elementary District
3. Avondale Elementary District
4. Buckeye Union High School (HS) District
5. Casa Grande Union District
6. Chandler Unified District
7. Coolidge Unified District
8. Crane Elementary District
9. Douglas Unified District
10. Gadsden Elementary District
11. J.O. Combs Unified District
12. Liberty Elementary District
13. Marana Unified District
14. Mesa Unified District
15. Palo Verde Elementary District
16. PPEP TEC HS
17. Queen Creek Unified District
18. Saddle Mountain Elementary District
19. Somerton Elementary District
20. Stanfield Elementary District
21. Wilcox Unified District
22. Yuma Elementary District
23. Yuma Union HS District



The Arizona MEP strives to provide migratory students with individualized, needs-based supplemental instructional and support services that positively impact their learning and academic achievement. Parents are provided services to improve their skills and increase their engagement in their child’s education; MEP staff are trained to better serve the unique needs of migratory students and their parents; community resources and programs help support migratory students and their families; and local projects expand their capacity to provide needs-based services to Arizona’s migratory population.

The Arizona MEP offers a wide range of high quality instructional and support services that are provided both during the regular school year and summer. During the regular school year, the Arizona MEP provides tutoring in math and reading, preschool services, pre-General Educational Development (GED) diploma /GED preparation, opportunities for secondary credit accrual and distance learning, English as a Second Language (ESL) instruction, science/ social studies instruction, and Science, Technology, Engineering, and Math (STEM)/Robotics. In addition to the afore-mentioned instructional services, during the summer, the Arizona MEP also provides summer school and services to OSY.

The foundation of the Arizona MEP is the identification and recruitment (ID&R) 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. Key areas of the Arizona MEP also include inter/intrastate coordination and migratory student enrollment; instructional, health, and support services; staff professional learning, and family and community engagement. The Arizona MEP Team reviews, monitors, and evaluates school district MEP plans, program applications, program implementation, and fiscal expenditures.

Arizona has a \$17.1 billion agricultural industry which is growing. It has more than 20,000 farms and ranches across the state. Cattle and calves are Arizona's leading agricultural product followed by dairy production. The State of Arizona produces enough beef annually to feed over 4.6 million Americans. Additionally, Arizona ranks second in the U.S. in head lettuce, leaf lettuce, romaine lettuce, cauliflower and broccoli, spinach, and cantaloupe production. Yuma, Arizona is the winter lettuce capital of the world with almost all leafy greens, broccoli and cauliflower consumed by Americans coming from Yuma, Arizona in the winter. Additionally, Arizona ranks second in nation in the production of lemons, third in tangerine production. Arizona produces food all year long with fruits, vegetables, dates, or nuts being harvested from January to December. (<https://www.azfb.org/>)

Arizona Concern Statements

During the first CNA meeting (conducted over three 2-hour virtual meetings), the NAC developed concern statements for each goal area and categorized needs according to the Seven Areas of Concern. The development of the concern statements followed an eight-step protocol as well as specific criteria on how to write the statements. The final concern statements, in order of importance as ranked by the NAC, are listed in Exhibit 5.

Exhibit 5: Concern Statements Identified by the Arizona NAC

Goal 1: ELA and Mathematics	Area of Concern
1-1) We are concerned that PFS students are performing at a much lower level on state reading and math assessments than non-PFS students.	Educational continuity Time for instruction English language development
1-2) We are concerned that there are not enough resources available to support student learning in reading and math in a virtual environment	Access to services Time for instruction
1-3) We are concerned that there is an achievement gap in ELA and math between migratory and non-migratory students.	Educational continuity Time for instruction English language development
1-4) We are concerned that migratory parents feel their students are not receiving adequate instructional support in reading and math (especially in a virtual learning environment).	Access to services Educational support in the home School engagement
Goal 2: School Readiness	Area of Concern
2-1) We are concerned that migratory children ages 3-5 are not receiving instructional and/or support services (e.g., center-based instruction, home-based instruction, medical, dental, nutrition, educational resources at home, books).	Access to services Educational continuity Time for instruction English language development Health
2-2) We are concerned that we do not provide parents with enough strategies to support their children's academic success and that they are not aware of resources, programs, and services for preschool-aged children.	Access to services Educational support in the home

Goal 2: School Readiness	Area of Concern
2-3) We are concerned that some migratory children ages 3-5 lack social emotional, and/or academic preparedness for kindergarten.	School engagement Time for instruction Access to services
2-4) We are concerned that migratory children ages 3-5 are not in school because districts/MEP lack sufficient staff to identify preschool-aged children who are not in school and that existing staff are spread thin.	Access to services School engagement
2-5) We are concerned that some migratory children ages 3-5 need additional language support because English is not spoken in the home.	English language development Educational support in the home

Goal 3: High School Graduation/Services to OSY	Area of Concern
3-1) We are concerned that migratory students are not graduating at the same rate as their non-migratory peers.	School engagement Educational continuity
3-2) We are concerned that migratory high school students and OSY are not receiving instructional and support services to meet their educational needs (e.g., literacy skills, materials, counseling, social and emotional support).	Access to services School engagement Educational continuity Time for instruction
3-3) We are concerned that we are not adequately serving identified OSY.	Access to services School engagement
3-4) We are concerned that the current number of community partnerships can limit the support/resources that are available to our migratory students and OSY.	Access to services
3-5) We are concerned that migratory high school students, parents and OSY are not receiving enough information and support about graduation requirements and college and career plans.	Access to services Educational support in the home

Phase II: Gathering and Analyzing Data

Arizona Migratory Student Profile

In the second phase of the CNA process, the key objectives were to build a comprehensive understanding of the gaps between Arizona migratory students and all other students in the State, and propose solutions based on achievement and perceptual data. Three broad categories of Arizona migratory student data were targeted: 1) demographic data; 2) achievement data; and 3) stakeholder perception data.

Demographic and services data were drawn from MIS2000 for the 2019-20 performance periods, and achievement data for migratory and non-migratory students were drawn from the 2018-19 State assessments (the most recent data available as the 2019-20 State assessments were cancelled due to the pandemic) contained in the State database and State website. Perception data were gathered from MEP staff, migratory parents, and migratory students/youth through needs assessment surveys collected by district and regional projects. The Arizona Migratory Student Profile created for the CNA using these data source can be found below.

Exhibit 6: Arizona Migratory Student Profile (Data from 2019-20)

Eligible Migratory Students	11,060 (see table on following page)
Grade Distribution	Ages 0-2 (5%), Ages 3-5 (10%), Grades K-2 (16%), Grades 3-5 (16%), Grades 6-8 (18%), Grades 9-12 (32%), OSY (4%)
Priority for Services	4,902 (46%) of the 10,559 eligible children ages 3-21
English Learners (EL)	3,509 (33%) of the 10,559 eligible children ages 3-21
Disrupted Schooling	4,363 (39%) of all eligible migratory students had a qualifying arrival date (QAD) within the last 12 months
Migratory students served during the performance period	7,436 (67%)
Migratory students served during the summer	1,227 (11%)
Migratory students receiving instructional services	2,447 (33% of served, 22% of eligible)
Migratory students receiving reading and math instruction	Reading Instruction – 1,962 (26% of served; 18% of eligible) Math Instruction – 930 (13% of served; 8% of eligible)
Migratory students receiving support services	7,208 (97% of served; 65% of eligible)
Migratory students receiving counseling services	398 (5% of served; 4% of eligible)
Migratory students scoring proficient or above on State reading and math assessments (2019)	ELA - 19% (42% for non-migratory students) Math - 25% (44% for non-migratory students)
OSY eligible/served	409 eligible, 57 (14%) served
High School Graduation Rate	84.5% (84.2% for non-migratory students)
Dropout Rate	3.0% (3.0% for non-migratory students)

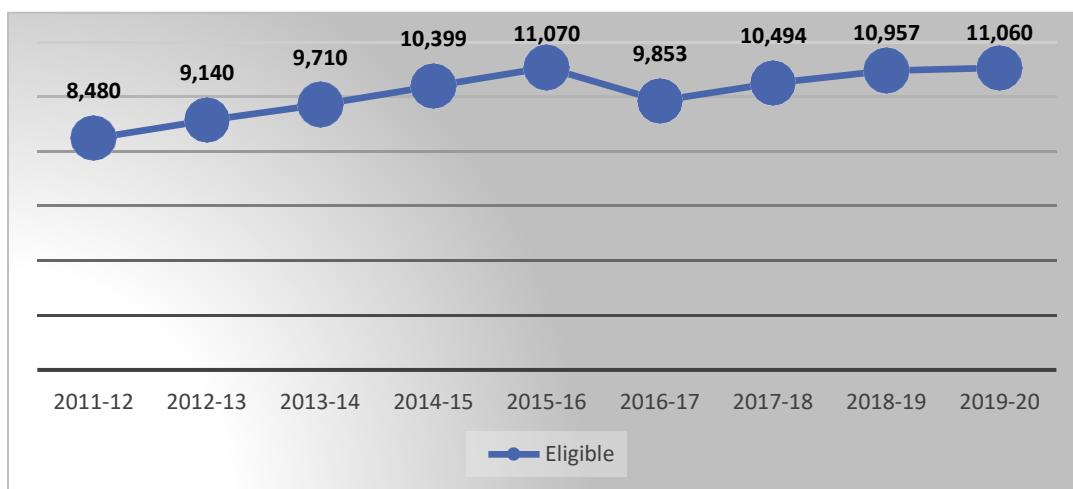
Following is a summary of the needs assessment data collected for the CNA and shared with the NAC during the CNA meetings, and updated based on receipt of the most recent data for the 2019-20 performance period.

Migratory Student Demographics

Exhibit 7 shows the number of eligible migratory students by age/grade level across a nine-year span. Results show decreasing numbers since 2016-17, with 2019-20 having a slight increase in eligible migratory students over 2018-19.

Exhibit 7: Eligible Migratory Students/Youth by Grade Level and Program Year

Age/ Grade	Number of Eligible Migratory Students/Youth								
	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
0-2	291	317	358	366	383	330	455	520	501
3-5	706	724	711	704	719	447	821	935	1081
K	495	469	482	459	495	589	514	582	650
1	526	523	568	535	529	535	555	493	587
2	506	553	591	600	573	562	540	554	550
3	541	584	597	610	614	584	588	556	598
4	525	554	587	606	636	602	596	613	580
5	533	571	529	627	652	605	620	592	608
6	518	544	617	579	620	615	635	640	630
7	522	596	610	666	674	623	645	657	677
8	459	447	521	622	642	637	618	636	663
9	576	594	599	772	874	1014	983	983	886
10	596	661	730	741	909	940	909	912	814
11	603	648	717	764	803	785	933	940	834
12	871	985	1084	1238	1424	915	888	1034	992
UG	171	286	345	429	440	69	0	0	0
OSY	41	84	64	81	83	1	194	310	409
Total	8,480	9,140	9,710	10,399	11,070	9,853	10,494	10,957	11,060

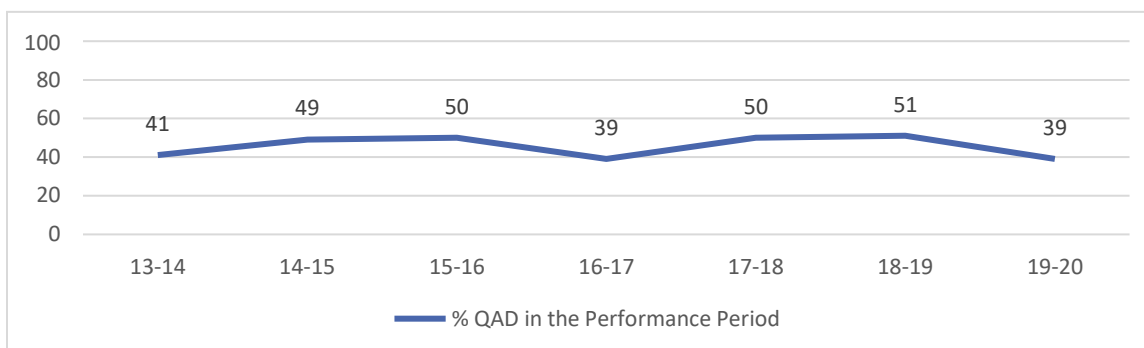


Source: CSPR Part II or Data Check Sheets from 2011-12 to 2019-20

Mobility is a factor that is closely related to school failure. Arizona gathered information from the past seven years on the QAD of migratory students (see Exhibit 8). Results show that about

half of the migratory students have a current year move (with the exception of 2016-17 and 2019-20, likely due to the pandemic).

Exhibit 8: Migratory Students with QADs During Seven Previous Performance Periods



Source: CSPR Part II or Data Check Sheet (2013-14 to 2019-20)

MEP Services

Exhibit 9 shows the unduplicated number of participating migratory children who received MEP-funded instructional or support services at any time during the 2019-20 performance period (regular year and summer). Results show that 70% of the 10,559 eligible migratory students ages 3-21 were served during 2019-20 (67% of all eligible migratory students ages 0-21), 49% of which had PFS (74% of all PFS students). Twenty-three percent (23%) of eligible migratory children ages 3-21 received MEP instructional services (33% of students served), and 68% received support services (97% of students served).

Exhibit 9: Migratory Students Served during the 2019-20 Performance Period

Grade	All Migratory Students			PFS			Type of Service Received					
	# Eligible	Served		Total # PFS	Served		Any Instruction		Support Services		Breakout of Counseling	
		#	%		#	%	#	%	#	%	#	%
Birth-2	501	14	3%	--	--	--	0	0%	14	3%	0	0%
Age 3-5	1081	378	35%	226	131	58%	150	14%	364	34%	0	0%
K	650	392	60%	381	245	64%	152	23%	380	58%	18	5%
1	587	373	64%	294	199	68%	173	29%	356	61%	24	7%
2	550	376	68%	312	230	74%	220	40%	366	67%	41	11%
3	598	420	70%	294	227	77%	236	39%	400	67%	46	12%
4	580	418	72%	320	245	77%	238	41%	399	69%	23	6%
5	608	470	77%	324	262	81%	265	44%	453	75%	57	13%
6	630	475	75%	317	268	85%	267	42%	451	72%	62	14%
7	677	504	74%	359	300	84%	294	43%	477	70%	67	14%
8	663	448	68%	331	251	76%	222	33%	396	60%	59	15%
9	886	756	85%	431	347	81%	17	2%	756	85%	0	0%
10	814	715	88%	333	267	80%	41	5%	712	87%	0	0%
11	834	746	89%	334	290	87%	64	8%	745	89%	1	0%
12	992	894	90%	370	342	92%	104	10%	884	89%	0	0%
OSY	409	57	14%	276	38	14%	4	1%	55	13%	0	0%
Total	11,060	7,436	70%*	4,902	3,642	74%	2,447	23%*	7,208	68%*	398	6%

Source: 2019-20 CSPR Data Check Sheet *Percentage of students ages 3-21 (N=10,559)

**Percentage of migratory students receiving support services

Exhibit 10 depicts the number and percentage of migratory students receiving reading instruction, math instruction, and high school (HS) credit accrual during the performance period (*instruction provided by a teacher only*). Nineteen percent (19%) of eligible migratory children ages 3-21 received reading instruction by a teacher and 9% received math instruction. In addition, 5% of the 3,935 eligible migratory students in grades 9-12 and OSY received high school credit accrual.

Exhibit 10: Instructional Services Received during the 2019-20 Performance Period

Grade	# Eligible (Ages 3-21)	Reading Instruction		Math Instruction		HS Credit Accrual	
		#	%	#	%	#	%
Age 3-5	1,081	137	13%	104	10%	--	--
K	650	141	22%	36	6%	--	--
1	587	167	28%	35	6%	--	--
2	550	188	34%	51	9%	--	--
3	598	202	34%	95	16%	--	--
4	580	208	36%	94	16%	--	--
5	608	222	37%	116	19%	--	--
6	630	222	35%	114	18%	--	--
7	677	253	37%	129	19%	--	--
8	663	202	30%	112	17%	--	--
9	886	6	1%	7	1%	9	1%
10	814	9	1%	13	2%	28	3%
11	834	4	<1%	10	1%	58	7%
12	992	1	<1%	14	1%	96	10%
OSY	409	0	0%	0	0%	4	1%
Total	10,559	1,962	19%	930	9%	195	5%*

Source: 2019-20 CSPR Data Check Sheet

*Percentage of migratory students in grades 9-12 and OSY (3,935)

Exhibit 11 displays the number of eligible migratory children served by the Arizona MEP and the number of PFS migratory children served during the last nine years. The exhibit shows stable numbers all nine years with increases in the number of eligible and PFS students the past four years.

Exhibit 11: Longitudinal Display of Migratory Children Served by the Arizona MEP

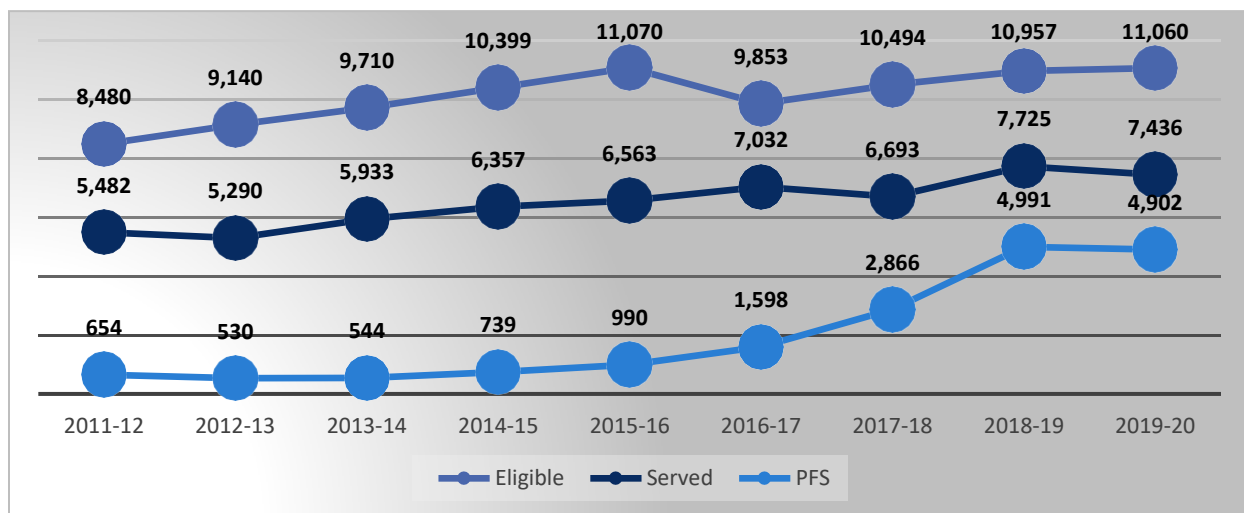
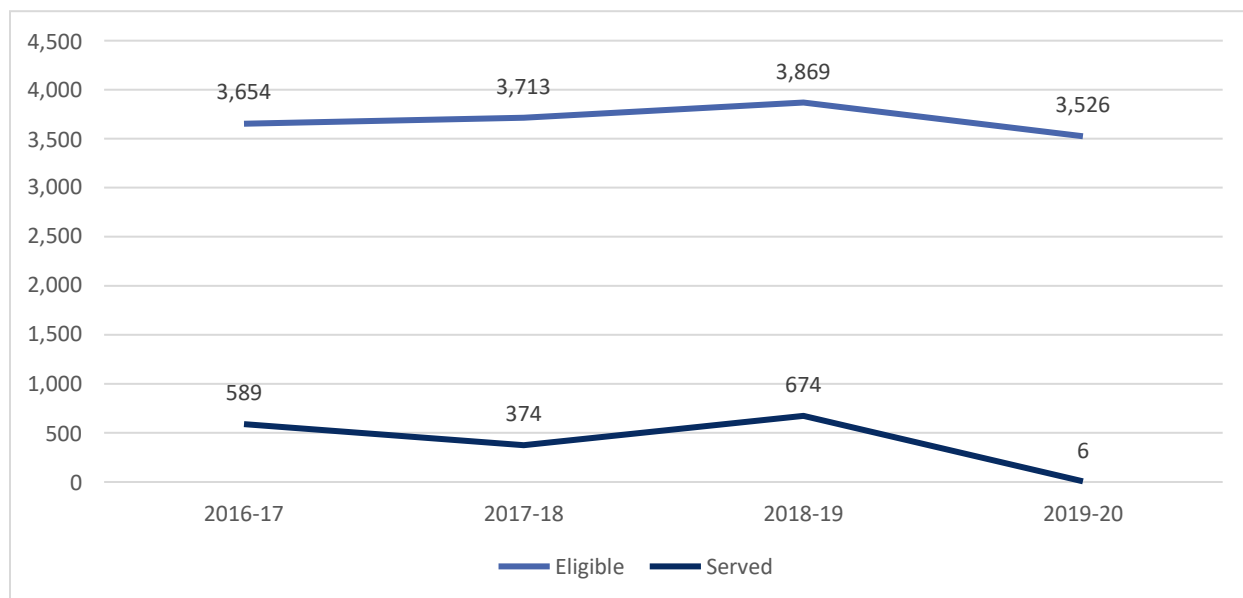


Exhibit 12 shows the number of eligible migratory students in grades 9-12 and the number that were served by the Arizona MEP. Results show that very few migratory students in grades 9-12 have been served by the Arizona MEP over the past several years.

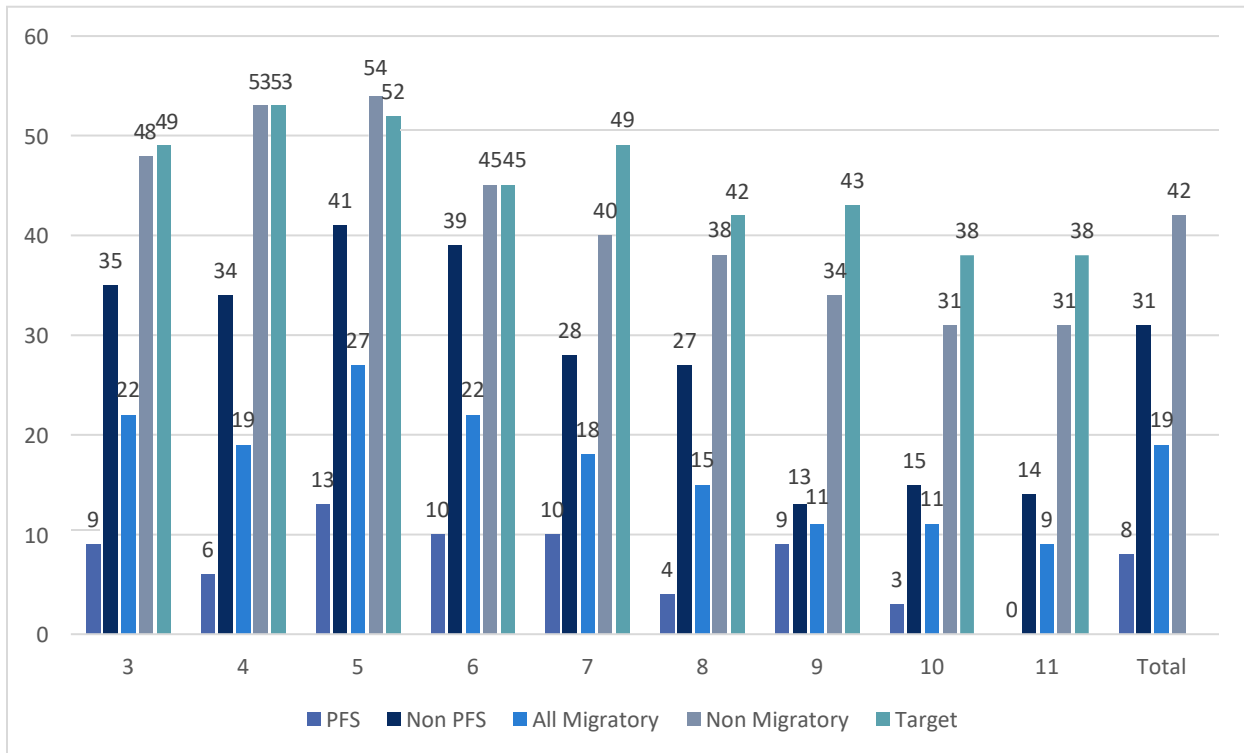
Exhibit 12: Longitudinal Display of Eligible Migratory Students in Grades 9-12 Served by the Arizona MEP



Reading and Math Achievement

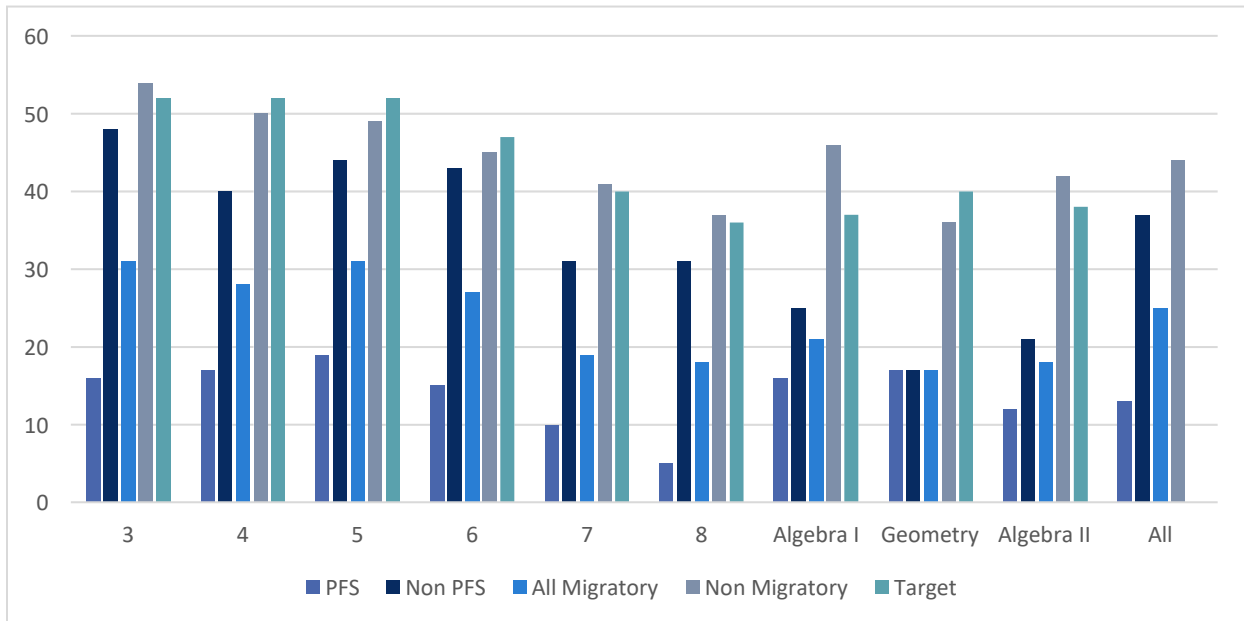
During 2018-19 (the most recent State assessment results due to the cancellation of 2019-20 State assessments due to the global pandemic), ELA and math academic achievement of students attending public school in Arizona was assessed through AzMERIT in grades 3-11 (ELA) and grades 3-8 and high school (math). Results show that 19% of migratory students assessed scored at “proficient” or “highly proficient” on the AzMERIT ELA Assessment, compared to 42% of non-migratory students (23% gap); and 25% of migratory students scored at “proficient” or “highly proficient” in math, compared to 44% of non-migratory students (19% gap).

Exhibit 13: Percentage of Migratory and Non-Migratory Students in Grades 3-8 Scoring Proficient or Highly Proficient on the 2019 AzMERIT ELA Assessments



Source: 2018-19 ADE State Assessment Data

Exhibit 14: Percentage of Migratory and Non-Migratory Students in Grades 3-8 Scoring Proficient or Above on the 2019 AzMERIT Math Assessments



Source: 2018-19 ADE State Assessment Data

School Readiness

Exhibit 15 shows that just over one-third of the 935 eligible 3-5-year-old migratory children were served by the Arizona MEP in 2019-20. Sixty percent (60%) of children served were PFS.

Exhibit 15:
Migratory Children (ages 3-5) Served by the MEP in 2019-20

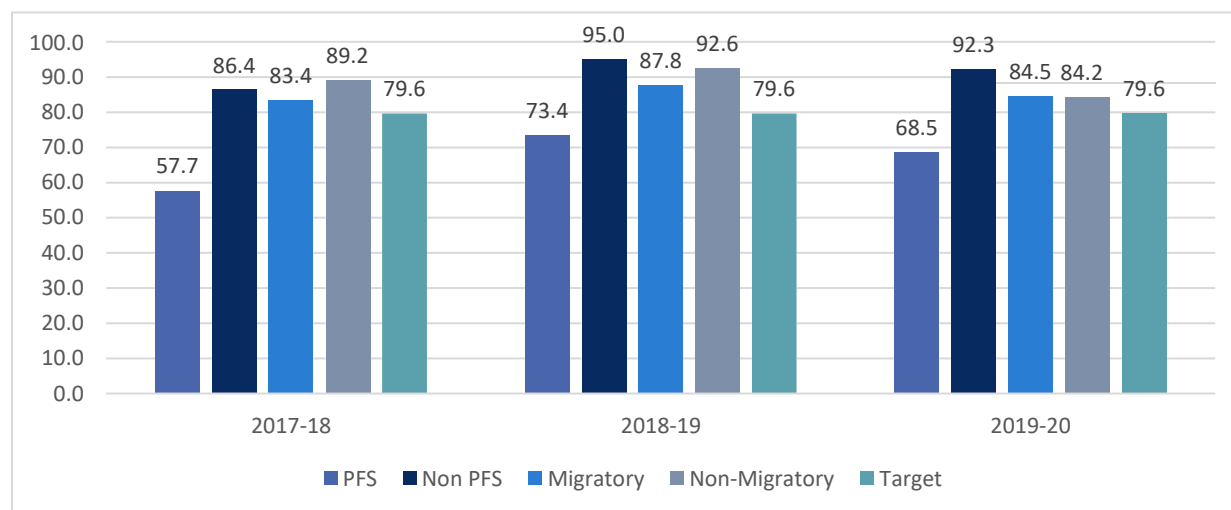
PFS Status	# Eligible Children Ages 3-5	# (%) Served
PFS	248	149 (60%)
Non-PFS	687	219 (32%)
Total	935	368 (39%)

Source: MIS2000/2019-20 Arizona MEP Evaluation Report

High School Graduation and Dropout Rates

Exhibit 16 shows graduation rates for migratory and non-migratory students in Arizona for the past three years. Results show that the PFS student graduation rate is lower than the non-PFS student graduation rate, and much lower than the non-migratory student graduation rate for all three years.

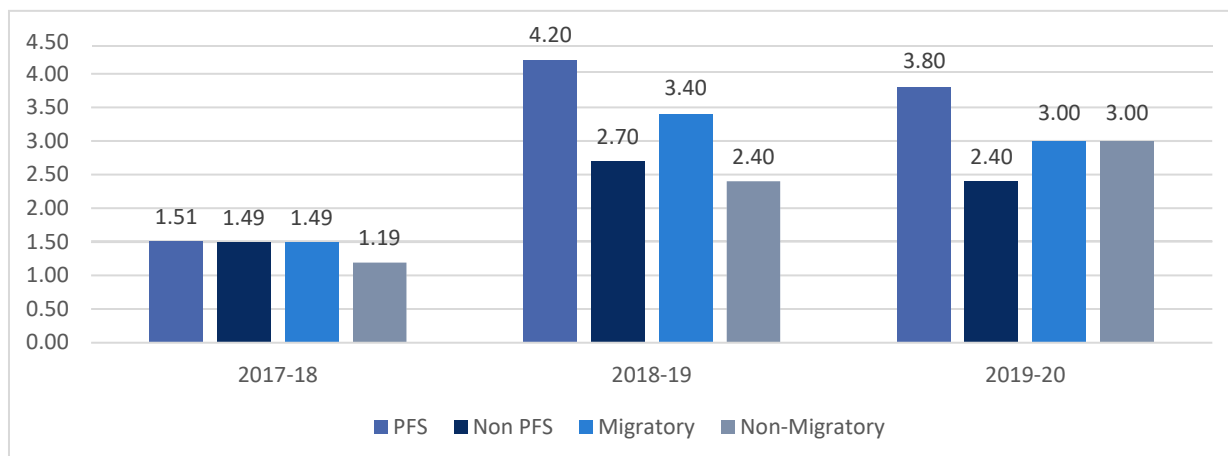
Exhibit 16: Migratory and Non-Migratory Student Graduation Rates



Source: ADE

Exhibit 17 shows dropout rates for migratory and non-migratory students in Arizona for the past three years. Results show that PFS migratory students have higher dropout rate than non-PFS migratory students and non-migratory students.

Exhibit 17: Dropout Rates of Migratory and Non-Migratory Students

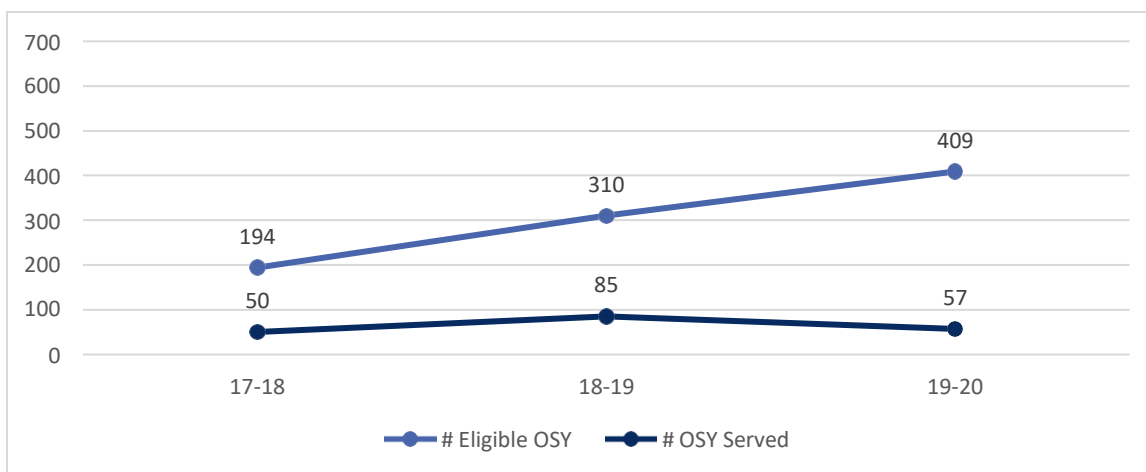


Source: ADE

Out-of-School Youth (OSY)

Exhibit 18 shows that the number of eligible OSY has increased over the past three years; however, the gap between eligible and served has also increased. 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 re-engaging OSY in MEP services and keeping them engaged is perhaps the most difficult work in migrant education due to age and circumstances.

Exhibit 18: Migratory OSY Served by the Arizona MEP



Source: CSPR Part II or Data Check Sheets (2017-18 to 2019-20)

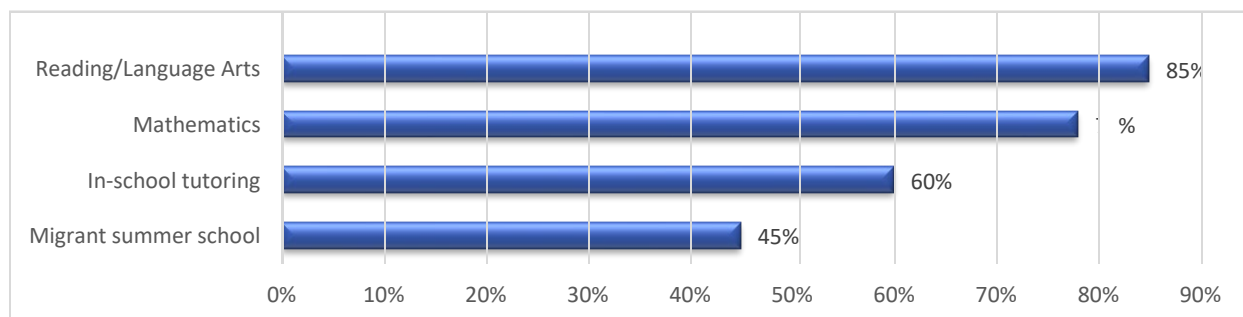
Needs Assessment Survey Results

Through the surveys that were conducted for the CNA process, 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 migratory students and families included: State MEP staff, regional MEP staff, local MEP staff, secondary-aged migratory students, and migratory parents.

MEP staff surveyed were asked to identify students' greatest needs related to instruction and support services, as well as services needed by parents/families, and their own professional development (PD) needs. Exhibit 19 shows that MEP staff responding felt that migratory students need reading/language arts instruction (85% responding) most, followed by mathematics instruction (78% responding) and in-school tutoring (60% responding).

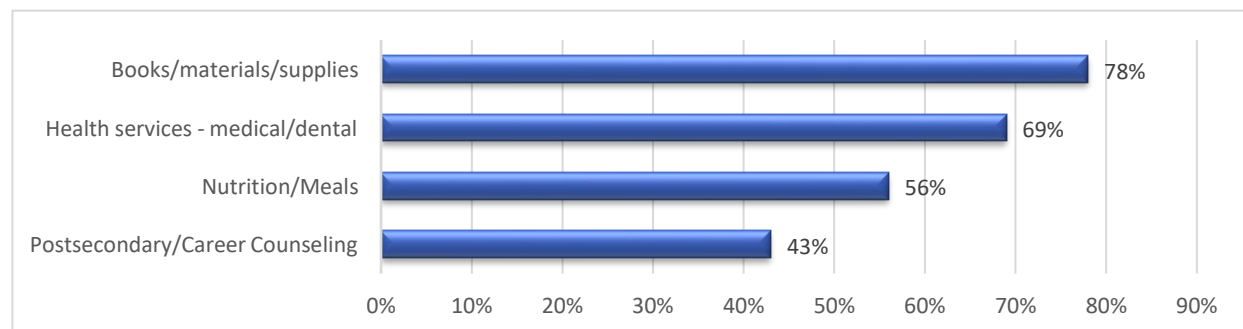
Exhibit 19: Percent of Staff Indicating Migratory Student Instruction Needs



Source: MEP Staff Needs Assessment Surveys

MEP staff responding felt the support services students need most include books/materials/supplies (78% responding), followed by health services (69% responding) and nutrition/meals (56% responding).

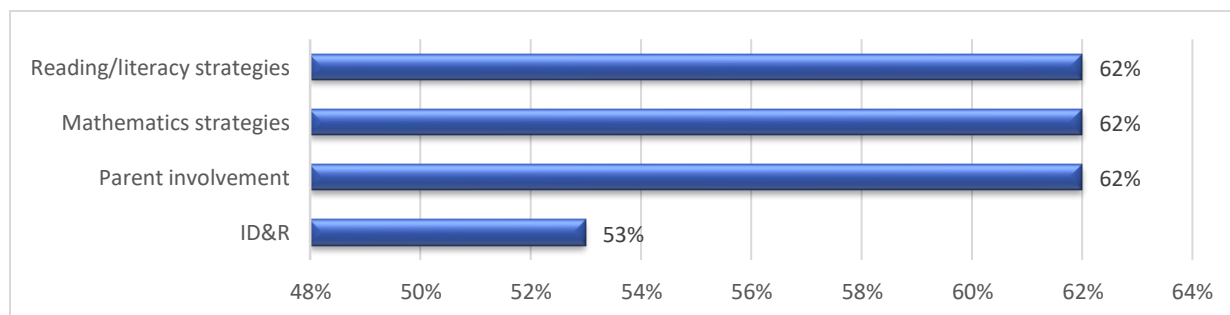
Exhibit 20: Percent of Staff Indicating Migratory Student Support Service Needs



Source: MEP Staff Needs Assessment Surveys

Exhibit 21 shows that the majority of staff responding reported a need for PD on strategies for reading/literacy, mathematics, and parent involvement (62% responding for each), followed by ID&R (53% responding).

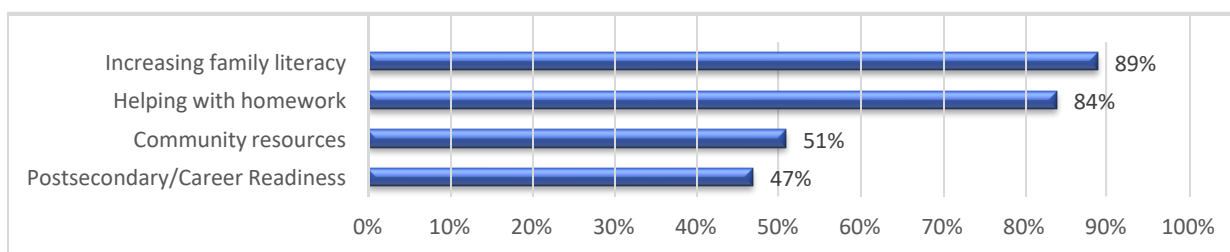
Exhibit 21: Percent of Staff Indicating Professional Development Needs



Source: MEP Staff Needs Assessment Surveys

Exhibit 22 shows that most MEP staff felt that parents need information on increasing family literacy (89% responding) and how to help their children with homework (84% responding).

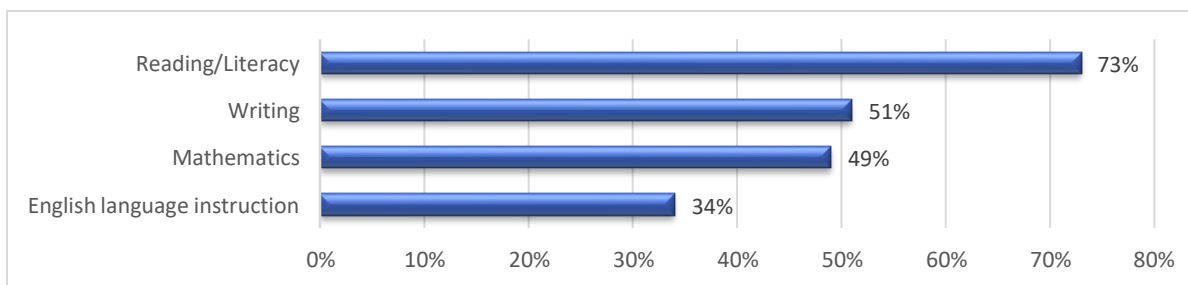
Exhibit 22: Percent of Staff Indicating Parent/Family Service Needs



Source: MEP Staff Needs Assessment Surveys

Migratory parents were asked to identify their children's greatest needs related to instruction and support services, as well as services they need from the MEP. Exhibit 23 shows that most parents responding indicated that their children need reading/literacy instruction (73% responding), followed by writing instruction (51% responding) and mathematics instruction (49% responding)

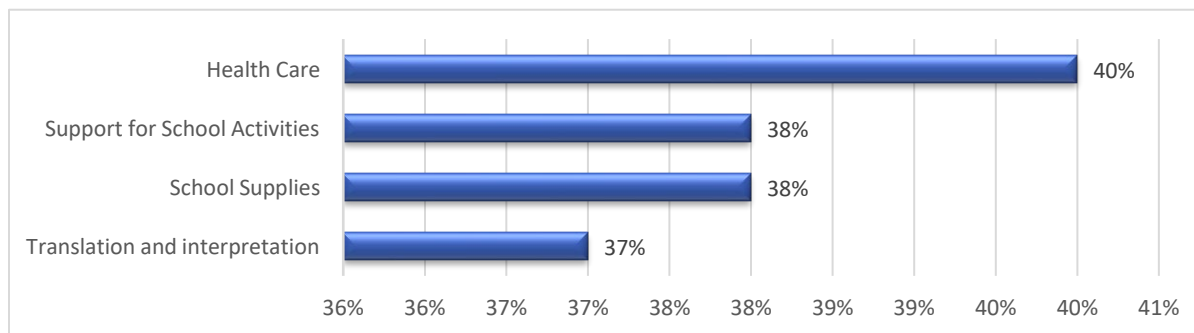
Exhibit 23: Percent of Parents Indicating their Children's Instruction Needs



Source: Parent Needs Assessment Surveys

Exhibit 24 shows that parents responding reported that their children need health care most (40% responding), followed by support for school activities and school supplies (38% responding for each) and translation/interpretation assistance (37% responding).

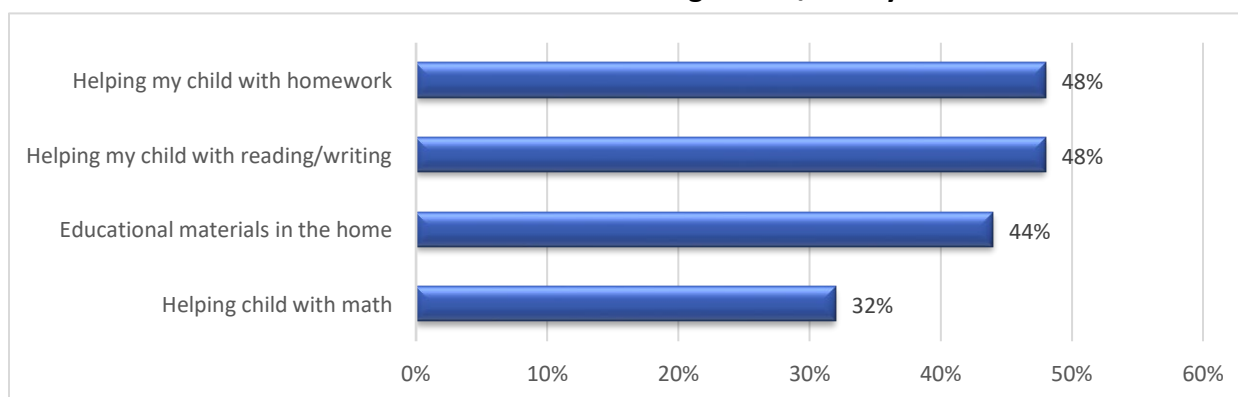
Exhibit 24: Percent of Parents Indicating their Children's Support Service Needs



Source: Parent Needs Assessment Surveys

Exhibit 25 shows that services most needed by parents included support for helping their children with homework and helping their children with reading/writing (48% responding for each), followed by educational materials in the home (44% responding), and helping their children with math (32% responding).

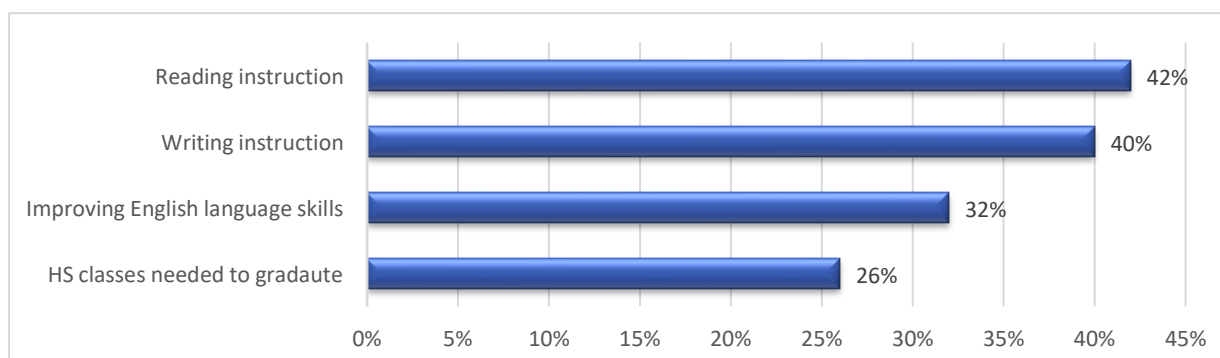
Exhibit 25: Percent of Parents Indicating Parent/Family Service Needs



Source: Parent Needs Assessment Surveys

Secondary-aged migratory students also were surveyed about their areas of needed assistance and additional needs for instruction and support services. Exhibit 26 shows that students responding indicated that they most need reading instruction (42% responding), followed by writing instruction (40% responding).

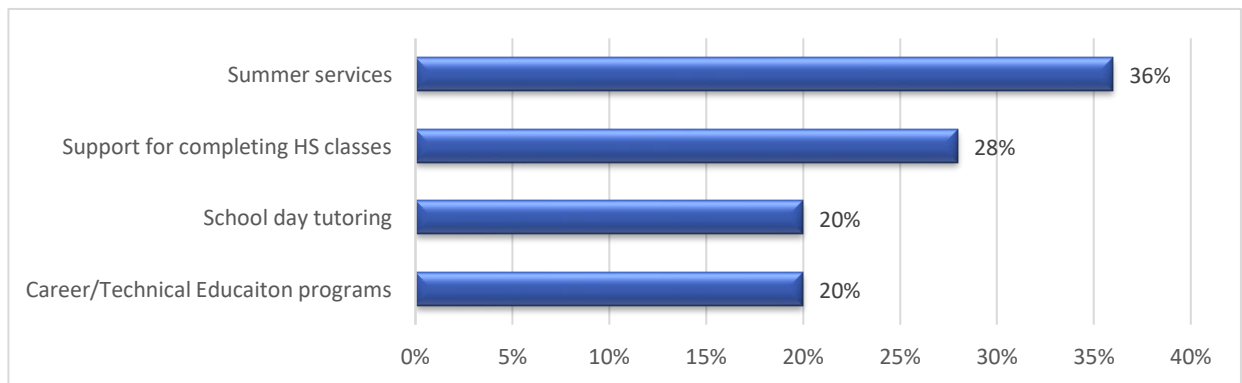
Exhibit 26: Percent of Secondary Students Indicating Instruction Needed



Source: Student/OSY Needs Assessment Surveys

Secondary-aged migratory students reported that their greatest need is summer services (36% responding), followed by support for completing HS classes (28% responding).

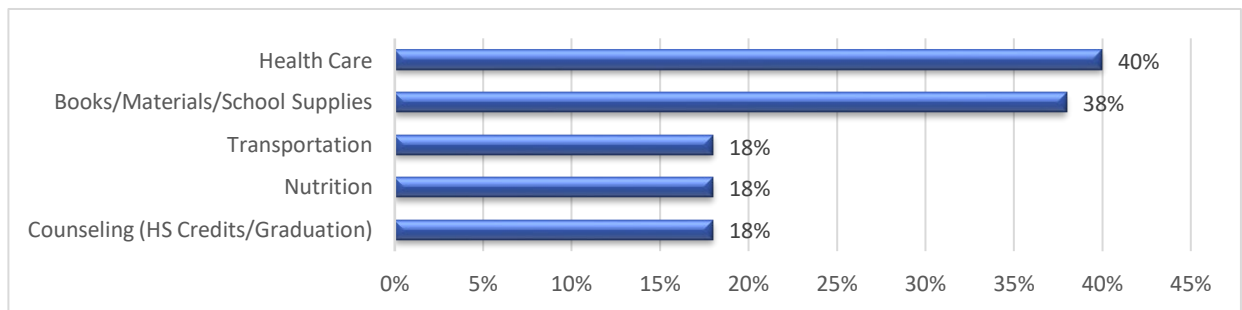
Exhibit 27: Percent of Secondary Students Services Needed



Source: Student/OSY Needs Assessment Surveys

Forty percent (40%) of secondary-aged migratory students reported that they need health care, followed by books/materials/school supplies (38% responding).

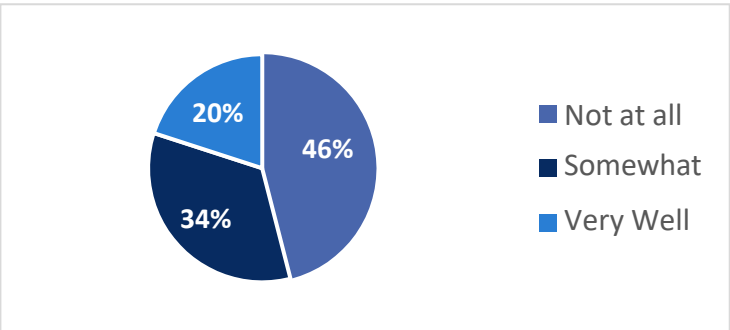
Exhibit 28: Percent of Secondary Students Indicating Support Services Needed



Source: Student/OSY Needs Assessment Surveys

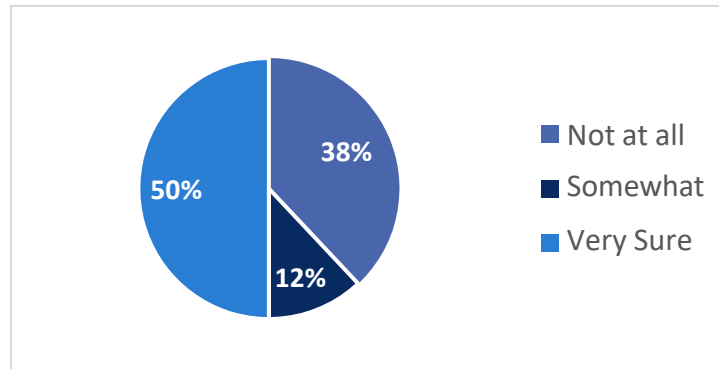
Secondary-aged migratory students also were asked how well they understood their graduation requirements. Twenty percent (20%) of students responding indicated that they understood their graduation requirements “very well” and 34% indicated that they understood their requirements “somewhat”; however, nearly half (46%) responded “not at all”.

Exhibit 29: How well do you understand your graduation requirements?



Secondary-aged migratory students also were asked how sure they were that they will graduate from high school. Sixty-two percent (62%) indicated that they were “somewhat” or “very sure” they would graduate, while 38% indicated they were “not at all” sure they would graduate from high school.

Exhibit 30: How sure are you that you will graduate from high school?



Source: Student/OSY Needs Assessment Surveys

Phase III: Making Decisions

In Phase III of the CNA process, the key objective was to finalize concern statements and develop viable solutions to be used to set criteria for the development of the SDP. This section offers the final recommendations for concerns, data sources for the concerns, need indicators and statements, and the solutions made by the NAC. A complete list of the concerns and solutions is found in the CNA Decisions and Planning Chart which is kept on file with the Arizona MEP. 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 local/district priorities and goals.

The NAC identified possible solutions that the SDP Committee will use for the development of the Strategies during the SDP planning process in 2021-22. The solutions are general guidelines based on the examination of migratory 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 Arizona?

Goal Area 1: ELA and Mathematics

Concern	Data Source	Need Indicator/ Need Statement	Possible Solution
1-1) We are concerned that PFS students are performing at a much lower level on state reading and math assessments than non-PFS students.	2019 AZMerit Test Results	<p>Indicators</p> <p>8% of PFS students are scoring proficient on the 2019 AZMerit ELA Assessment compared to 31% for non-PFS Migratory students.</p> <p>13% of PFS students are scoring proficient on the 2019 AZMerit Math Assessment compared to 37% for non-PFS Migratory.</p> <p>Statement</p> <p>The percentage of PFS students scoring proficient on the AZMerit Assessment needs to increase by 23% in ELA and 24% in math.</p>	<p>1-1a) Utilize and maintain a student profile tool.</p> <p>1-1b) 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, AZELLA, AZMERIT).</p> <p>1-1c) Provide supplemental instructional services to identified PFS students (e.g., before/after-school tutoring, interventions, advocacy, Saturday school, summer school).</p>
1-2) We are concerned that there are not enough resources available to support student	Expert Committee Opinion	<p>Indicator</p> <p>Educators on the CNA Committee expressed concern that migratory students are not receiving adequate instructional support in</p>	1-2a) Utilize virtual interventions and online resources to provide direct instruction aligned to benchmarks (e.g., Zoom, online education platforms and software,

Concern	Data Source	Need Indicator/ Need Statement	Possible Solution
learning in reading and math in a virtual environment.		<p>ELA or Math in a virtual learning environment based on direct observations. (No access to computers or internet)</p> <p>Statement The number of migratory students receiving adequate instructional support in a virtual learning environment in ELA or math needs to increase.</p>	<p>free/paid online learning academies).</p> <p>1-2b) Provide students with packets of instructional supplies, literature, materials, and school supplies.</p> <p>1-2c) Provide mobile hotspots / computers to allow students to access the internet and virtual learning platforms from home.</p>
1-3) We are concerned that there is an achievement gap in ELA and math between migratory and non-migratory students.	2019 AZMerit Test Results	<p>Indicators 19% of migratory students scored proficient on the 2019 AZMerit ELA Assessment (42% non-migratory). 25% of migratory students scored proficient on AZMerit Math Assessment (44% non-migratory).</p> <p>Statement The percentage of migratory students scoring proficient on the AZMerit needs to increase by 23% in ELA and 19% in math.</p>	<p>1-3a) Create, utilize and maintain a student profile tool.</p> <p>1-3b) Implement a student intervention plan for each migratory student identifying specific needs for ELA and/or math and ongoing data collection (e.g., district benchmarks, DIBELS, AZELLA, AZMERIT).</p>
1-4) We are concerned that migratory parents feel their students are not receiving adequate instructional support in reading and math (especially in a virtual learning environment).	Parent Needs Survey	<p>Indicators 48% of parents stated that their child(ren) needs help with Reading & Writing (ELA). 32% of parents stated that their child(ren) needs help with math.</p> <p>Statement The percentage of parents indicating their child(ren) needs help with ELA and math needs to decrease.</p>	<p>1-4a) Utilize LNA parent surveys to collect information about parent concerns.</p> <p>1-4b) Disseminate LNA parent survey results with migratory families (e.g., via social media, e-mail, and virtual meetings).</p> <p>1-4c) Provide parents/guardians with information and assistance in accessing existing instructional resources and support services (e.g., during recruitment, MPAC, SMPAC, recorded and virtual meetings).</p> <p>1-4d) Maintain communication with students/parents to inform about academic performance and challenges of each student.</p> <p>1-4e) Conduct home visits to deliver packets/supplies and have conversations with students and parents.</p> <p>1-4f) Partner with higher learning institutions to provide educational opportunities for students (e.g., ASU, AWC, First Things First).</p>

Goal Area 2: School Readiness

Concern	Data Source	Need Indicator/ Need Statement	Possible Solution
2-1) We are concerned that migratory children ages 3-5 are not receiving instructional and/or support services (e.g., center-based instruction, home-based instruction, medical, dental, nutrition, educational resources at home, books).	2019-20 CSPR Data Check Sheet 2020 Parent/Family Needs Assessment Survey Results 2020 Staff Needs Assessment Results	Indicators 14% of migratory students ages 3-5 received instructional services. 34% of migratory students ages 3-5 received support services. 40% of parents indicated a need for health care; 38% for school supplies. 78% of staff indicated a need for books/materials/supplies, 69% for health, 56% for nutrition. Statements The percentage of migratory students ages 3-5 receiving instructional services and support services needs to increase. The percentage of parents indicating a need for health care or school supplies needs to decrease. The percentage of staff indicating a need for books/materials/supplies, health, and nutrition needs to decrease.	2-1a) Coordinate with Title 1-A to ensure that instructional services are provided to identified migratory students. 2-1b) Provide home-based or virtual instructional services (e.g., technology, instructional packets). 2-1c) Maintain direct communication with families regarding support services needed. 2-1d) Host parent events to disseminate information (e.g., health care, supplies, nutrition, dental, transportation). 2-1e) Hire staff (preschool teacher) to provide services to migratory children ages 3-5. 2-1f) Collaborate with other local/state agencies to provide services and information.
	2020 Parent & Family Needs Assessment Survey	Indicators 92% of parents indicated a need for understanding child development. 77% of parents indicated a need for support preparing their child for school. 46% of parents indicated a need for support in finding/enrolling their child in preschool. Statement The percentage of parents indicating a need for understanding child development, preparing their	
2-2) We are concerned that we do not provide parents with enough strategies to support their children's academic success and that they are not aware of resources, programs, and services for preschool-aged children.			2-2a) Provide home-based and/or virtual training for parents on strategies to support child development, school readiness, and school enrollment. 2-2b) Provide information to parents about available community resources (e.g., agencies, educational partners, community programs). 2-2c) Survey families about their needs and inquire about additional services they need.

Concern	Data Source	Need Indicator/ Need Statement	Possible Solution
		child for school, and finding/enrolling their child in preschool needs to decrease.	
2-3) We are concerned that some migratory children ages 3-5 lack social emotional, and/or academic preparedness for kindergarten.	Expert committee opinion	Indicator The NAC goal group indicates a need for social, emotional, and/or academic supports that would prepare migratory children for kindergarten.	2-3a) Provide home-based instructional services that support social emotional and academic preparedness for kindergarten. 2-3b) Collaborate with community agencies that provide services to preschool-aged children. 2-3c) Host parent events to disseminate information about relevant services available from community agencies.
		Statement Migratory children will be better prepared for kindergarten.	
2-4) We are concerned that migratory children ages 3-5 are not in school because districts/MEP lack sufficient staff to identify preschool-aged children who are not in school, and that existing staff are spread thin.	Expert committee opinion	Indicator The NAC goal group indicates a need for additional staffing to support identification and recruitment of migratory preschool-aged children.	2-4a) Collaborate with community partners to identify migratory children ages 3-5 (e.g., churches, CPLC, high schools). 2-4b) Disseminate information to parents about eligibility of, and services to, preschool-aged children. 2-4c) Increase/train staff dedicated to the identification and recruitment of preschool-aged children. 2-4d) Increase/train staff dedicated to providing services to preschool-aged children. 2-4e) Provide transportation to preschool-aged children. 2-4f) Provide Professional Development (PD) to staff (migrant and non-migrant) about the needs of migratory families and the use of MEP funding to meet those needs.
		Statement There will be additional staff to support identification and recruitment of migratory preschool-aged children.	
2-5) We are concerned that some migratory children ages 3-5 need additional language support because English is not spoken in the home.	Expert committee opinion	Indicator The NAC goal group indicates a need for English language support for children in homes where English is not spoken such as English classes for parents and children, or other resources.	2-5a) Provide families with training and support (in English or native language) in using technology to support language learning. 2-5b) Provide families with bilingual education materials (e.g., dictionaries, tablets). 2-5c) Disseminate information on the availability of virtual English language training and support (e.g., Migrant Literacy Net).
		Statement Migratory children and parents will receive English language support.	

Goal Area 3: High School Graduation/Services to OSY

Concern	Data Source	Need Indicator/ Need Statement	Possible Solution
3-1) We are concerned that migratory students are not graduating at the same rate as their non-migratory peers.	2019-20 Graduation Rates	Indicator 68.5% of migratory PFS students graduated compared to 84.2% of non-migratory students.	3-1a) Meet with school counselors to provide ongoing monitoring and graduation requirements (e.g., provide online learning, PASS, credit accrual/recovery, student leadership academies and summer school). 3-1b) Provide workshops for parents/students on graduation requirements and graduation/post-secondary opportunities for high school students and/or OSY.
		Statement The percentage of migratory PFS students graduating needs to improve by 15.7%.	
3-2) We are concerned that migratory high school students and OSY are not receiving instructional and support services to meet their educational needs (e.g., literacy skills, materials, counseling, social and emotional support).	2018-19 State Assessment Data	Indicators 11% of migratory 9th grade students earned a proficiency or higher rating on the 2018-2019 state ELA assessment (11% - 10th grade; 9% - 11th grade), compared to 34% of non-migratory 9th graders (31% - 10th graders; 31% - 11th graders). 21% of migratory 9th grade students earned a proficiency or higher rating on the 2018-2019 state math assessment (17% - 10th grade; 18% - 11th grade), compared to 46% of non-migratory 9th graders (36% - 10th graders; 42% - 11th graders).	3-2a) Increase support to ensure students are on track for graduation (e.g., migrant staff, extended day classes, tutoring, technical support). 3-2b) Collaborate/provide instructional and emotional support services (e.g., partnering with community health services, school supplies, community resources).
		Statement The percentage of migratory high school students earning a proficiency or higher rating on the state assessments in ELA and math needs to increase.	
3-3) We are concerned that we are not adequately serving identified OSY.	2019-20 CSPR Data Check Sheet	Indicator In 2019-20, there were 409 total eligible OSY and only 14% were served.	3-3a) Provide Professional Development for MEP staff regarding strategies for identifying, engaging, and serving OSY. 3-3b) Collaborate with local employers of qualifying industries, other LEAs, agricultural associations, and community agencies to identify and recruit OSY (e.g., DES, AZ@Work, WIC). 3-3c) Provide instructional and support services to OSY to address their immediate needs, and to help with building rapport with OSY (e.g.,
		Statement The percentage of OSY served needs to increase.	

Concern	Data Source	Need Indicator/ Need Statement	Possible Solution
			GOSOSY materials, PASS, COVID kit, Hygiene Kits, supplies, educational materials).
3-4) We are concerned that the current number of community partnerships can limit the support/resources that are available to our migratory students and OSY.	Staff Needs Surveys Expert committee opinion	Indicators 51% of staff indicated that parents needed training on community resources. The NAC goal area group reports that the current amount of community partnerships is not sufficient.	3-4a) Collaborate with local community agencies and other programs to form new partnerships to address the needs of OSY students (e.g., Parent Advisory Council [PAC] meetings, field recruitment, McKinney-Vento). 3-4b) Develop and disseminate a quarterly newsletter of resources/advertisement for migratory students and OSY.
		Statement The percentage of parents receiving information about community resources needs to increase.	
3-5) We are concerned that migratory high school students, parents and OSY are not receiving enough information and support about graduation requirements and college and career plans.	Parent/Student Needs Survey	Indicators 96% of parents indicated a need for information on options after high school, 58% need high school credit information, 38% need information for promoting high school graduation. 46% of students reported that they do not understand the graduation requirements at all.	3-5a) Host parent and student meetings with school counselors/MEP staff to review and understand graduation requirements. 3-5b) Collaborate with colleges and universities and trade/vocational schools (e.g., ASU/AWC CAMP, Universal Technical Institute). 3-5c) Collaborate with local employers of qualifying industries, other LEAs, agricultural associations, and community agencies to identify and recruit OSY (e.g., Career Fair). 3-5d) Provide information to OSY at time of initial contact regarding graduation requirements, GED options, and college / career paths, and other support services and resources available.
		Statements The percentage of parents indicating a need for information about options after high school, credit information, and promoting high school graduation needs to decrease. The percentage of students indicating they understand graduation requirements needs to decrease.	

Summary and Next Steps

Evidence-based Conclusions and Recommendations

Needs assessment data reflect a wide range of migratory student needs that will help to inform decisionmakers tasked with the planning and coordination of supplementary MEP services. Decisions about all possible programs and sources of available assistance are considered in this process. Specifically, increased direct instruction in reading and mathematics is necessary for all migratory students so they can pass the State assessments. The available data also indicate a need for MEP services including summer school, State test preparation, and parent engagement and training opportunities. To support these conclusions, the following summary is presented on the needs of migratory students in Arizona.

High Mobility	High mobility is a factor related to school failure. About half of Arizona's migratory children/youth have moves during the current performance period which indicates that they could have recent school interruptions.
Reading and Mathematics Needs	AzMERIT ELA and mathematics assessment results show that Arizona's migratory students have a need for intensive supplemental ELA and mathematics instruction to bring them up to grade level. There are large gaps between migratory and non-migratory students in both ELA and mathematics. Based on CNA data, statewide priority should concentrate on direct supplemental instructional services for migratory students to help them improve their ELA and mathematics skills. The MEP should place emphasis on intensive instructional programs during the regular school year and the summer months to build student proficiency in these two areas.
English Language Development Needs	One-third of Arizona's migratory students ages 3-21 are ELs. This demonstrates the need for increased coordination with Title I Part A and Title III to provide intensive instruction to ensure that migratory ELs have the language skills to be successful in school.
Preschooler Needs	Arizona has a large number of eligible migratory children ages 3-5, yet only 14% received instructional services during the most recent performance period. This indicates a need for the MEP to increase services to preschool migratory students that are not being served by other early childhood education programs to ensure they have the school readiness skills to be successful in kindergarten.
High School Student Needs	Very few migratory students in grades 9-12 have received MEP instructional services for the past four years (6% to 18%) indicating a need to increase instructional support to high school migratory students to ensure they are on-track for high school graduation.

Professional Development Needs	There is a continuing need to build the capacity of MEP staff to address the unique needs of migratory students in Arizona. Staff surveyed/interviewed expressed PD needs in reading/literacy strategies and mathematics instructional strategies, parent involvement strategies, and strategies ID&R.
Parent/Family Needs	MEP staff and parents expressed that services to parents need to focus on family literacy, helping parents learn strategies for helping their children with homework, accessing community resources, and postsecondary/career readiness.

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

The CNA report will be distributed statewide to MEP staff and stakeholders, and training will be provided. In addition, the Arizona MEP team will help provide guidance on the CNA process and how the results will be used as a foundation for the service delivery planning process.

As part of the MEP Continuous Improvement Cycle, the next step for the Arizona MEP is to use the information contained from this CNA to inform the comprehensive State service delivery planning process during 2021-22. The Arizona MEP SDP, which will be facilitated by META Associates and guided by the processes outlined in the SDP Toolkit (OME, 2018), will be Arizona's plan for the delivery of services to meet the unique educational needs of its migratory students that serves as the basis for the use of all MEP funds in the State. The Arizona MEP SDP will articulate a clear vision of:

- performance goals and targets, especially as they relate to the provision of services for PFS migratory students;
- the Arizona MEP MPOs and how they help achieve the State's performance targets;
- the services the MEP will provide on a statewide basis;
- how to evaluate whether and to what degree the program is effective; and
- plans for migratory children identified to receive PFS, ID&R, parent involvement, exchange of student records, and implementation and accountability in local programs.

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 2-3 years); (2) change performance targets and/or MPOs to reflect changing needs and changes made by the State of Arizona in its State performance targets; (3) use evaluation results to change/modify MEP services; and (4) change the MEP evaluation design to reflect changes in needs/evaluation results.