

Local Needs Assessment Tool Training

Texas Migrant Education Program (MEP)

TETN Session #34970

April 14, 2009



Division of NCLB Program Coordination

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Training Purpose

- Facilitate effective use of LNA Tool as an optional resource.
- Strengthen local efforts to identify, target and meet migrant students' needs.
- Target audience includes
 - MEP coordinators;
 - LEA administrators; and
 - Any other staff involved in MEP needs assessment process.

Objective

Become familiar with:

- How to use the LNA Tool to measure and target statewide migrant needs and identify other migrant-specific needs;
- What data sources can be used and when they are available; and
- How to coordinate LNA efforts for migrant students with other efforts already in place.

Agenda

- Part 1: Needs Assessment Overview
- Part 2: Step-by-Step Training in Using the LNA Tool
- Part 3: From Needs Assessment to Service Delivery

Terms to Clarify

- Needs assessment
- Statewide vs. Local
- Indicator
- Achievement gap/gap analysis
- State goal
- Findings

Terms to Clarify (continued)

- Service delivery plan
- Planned Supplemental Activities
- Priority for services (PFS)
- District/Campus Improvement Plan
- Measurable outcomes



Part 1:

Needs Assessment Overview

Needs Assessment for Title I, Part C

- Texas MEP has identified 8 statewide needs.
- MEP services must be based on identified needs.
- Various NCLB programs require comprehensive needs assessment (CNA).
- MEP needs assessment must be incorporated into CNA for Title I, Part A.

Statewide Needs

Early Childhood/Primary:

1. More migrant first graders must be promoted to second grade.

Grades 3-11:

2. More migrant students who failed the TAKS in any content area must attend summer TAKS remediation.

Statewide Needs (continued)

Middle School: More migrant middle school students must...

3. Use effective learning and study skills.
4. Have timely attention and appropriate interventions...
5. Have necessary homework assistance and tools at home.

Statewide Needs (continued)

Secondary Students:

6. More migrant secondary students must earn required credits for on-time graduation.
7. More migrant secondary students must make up coursework missing due to late entry and/or early withdrawal.

Statewide Needs (continued)

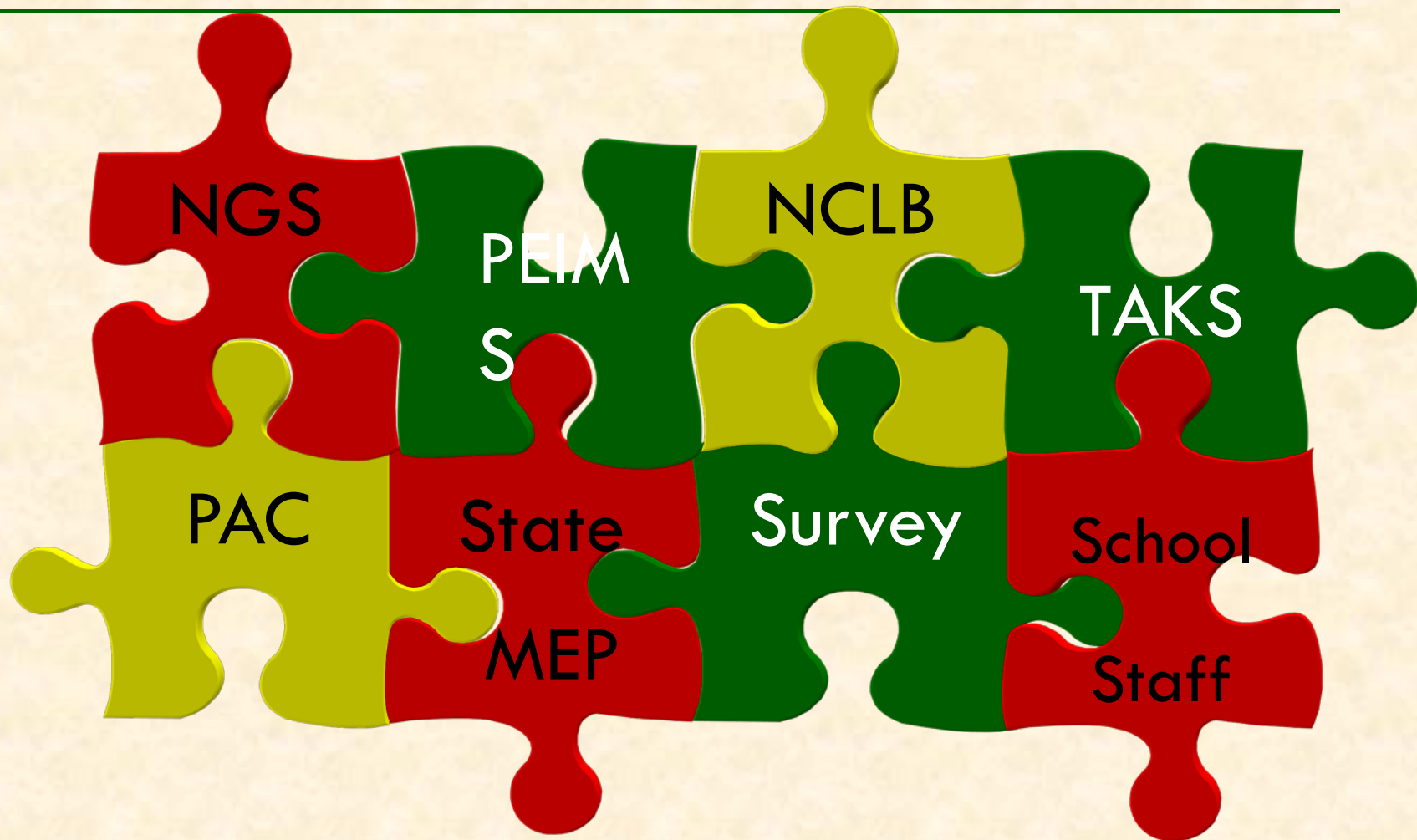
Students Migrating Out of State in Summer:

8. More students migrating outside of Texas in summer must be served in out-of-state summer migrant programs through interstate coordination efforts.

Access to Data

- A must for needs assessment;
- Requires coordination among data management and program staff.

Data Sources



General Four-Step Process

For EACH STATEWIDE NEED

Step 1: Review statewide need.

Step 2: Gather and analyze data.

Step 3: Determine who and how to target students to be served.

Step 4: Determine services to be delivered.

General Process for STATEWIDE NEEDS

STEP 1: Review statewide need.

Statewide Need 1: More migrant first graders must be promoted to second grade.

General Process for STATEWIDE NEEDS

(continued)

STEP 2: Gather and analyze data.

Indicator	Local Migrant	State Goal	Gap	Findings
<i>(Example: Retention Rates for district's migrant first graders)</i>	<i>(Example: 11%)</i>	6% or less retention rate	<i>(Example: 5%)</i>	<i>(Example: Need exists locally to significant degree.)</i>

General Process for STATEWIDE NEEDS

(continued)

STEP 3: Determine who and how to target students to be served.

General Process for STATEWIDE NEEDS

(continued)

STEP 4: Determine services to be delivered.

Planned Supplemental Services	Select	Funding Source	Population to Be Served

General four-step process for OTHER NEEDS

Step 1: Explore what is known.

Step 2: Gather and analyze data.

- a) Gather local data and analyze for gaps.
- b) Examine causes for gaps.
- c) Determine if need is migrant-specific and appropriate to address through MEP.

Step 3: Determine who and how to target students to be served.

Step 4: Determine services to be delivered.

Local Needs Assessment Process for OTHER NEEDS (continued)

STEP 1: Explore what is known about the local migrant population.

Local Needs Assessment Process for OTHER NEEDS (continued)

STEP 2: Gather and analyze data.

2. (a) Gather local data and analyze for gaps.

Indicator	Comparison Group	Local Migrant	Gap

2. (b) Examine causes for gaps.

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2. (c) Determine if need is migrant-specific and appropriate to address through MEP.

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Local Needs Assessment Process for OTHER NEEDS (continued)

STEP 3: Determine who and how to target students to be served.

Services Will Target Students:	Services Will Target Achievement in:	Data to Be Used to Measure Outcomes:

Local Needs Assessment Process for OTHER NEEDS (continued)

STEP 4: Determine services to be delivered.			
Planned Supplemental Services	Select	Funding Source	Population to Be Served



Part 2:

Step-by-Step Training on Using the LNA Tool

Using the LNA Tool for Statewide Needs

- Tool is in MS Excel format.
- Each tab at bottom of screen accesses different worksheet tailored to specific statewide needs.
- Tool can be simplified, enhanced, or customized to suit user's expertise or preference.



Part 3:

From Needs Assessment to Service Delivery

Putting LNA Findings to Proper Use

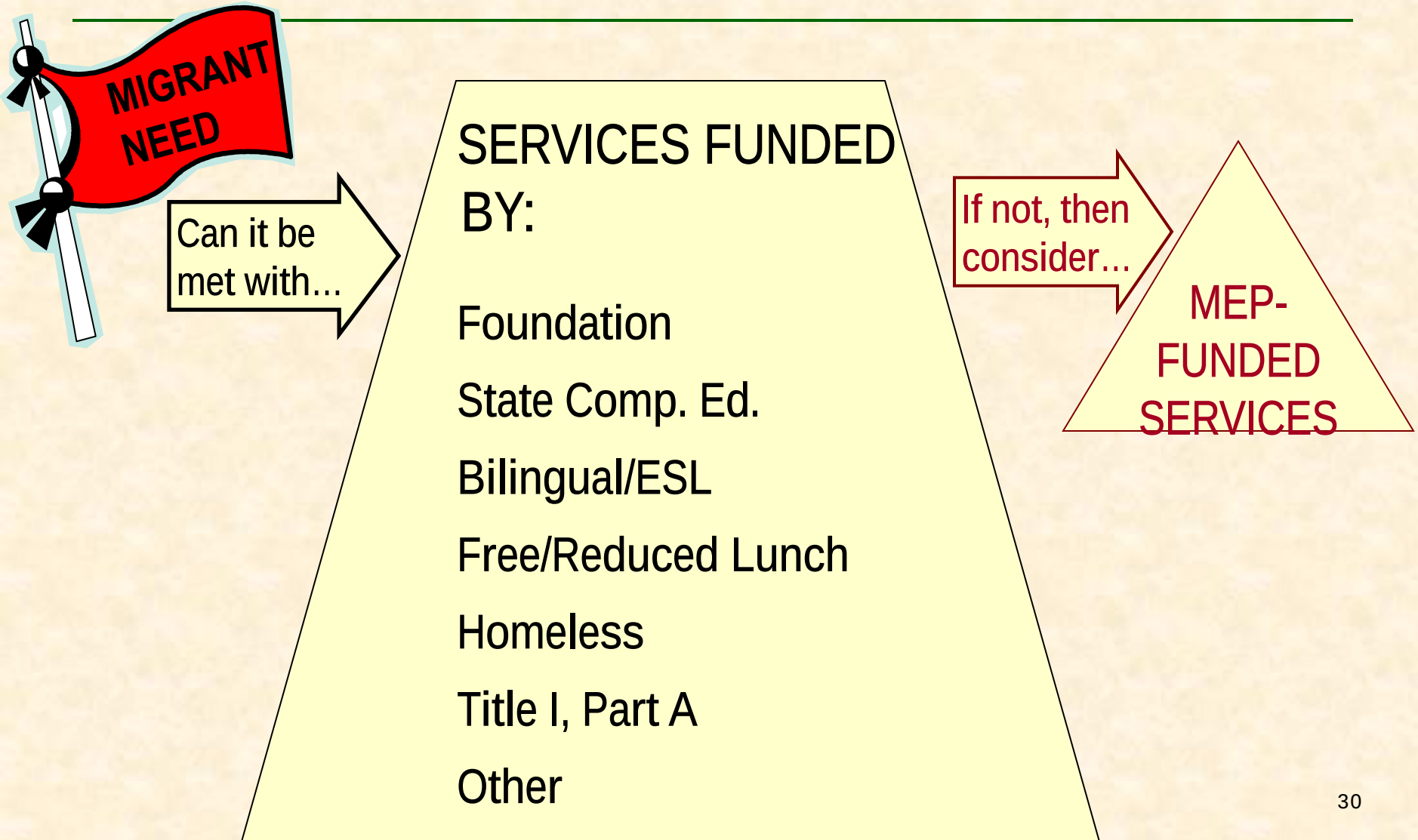
Ensure that:

- Identified migrant students' needs are reflected in District Improvement Plan.
- LEA's NCLB Consolidated Application is completed based on services to meet identified needs.
- Data is revisited each year to evaluate whether services are effective in closing achievement gaps.

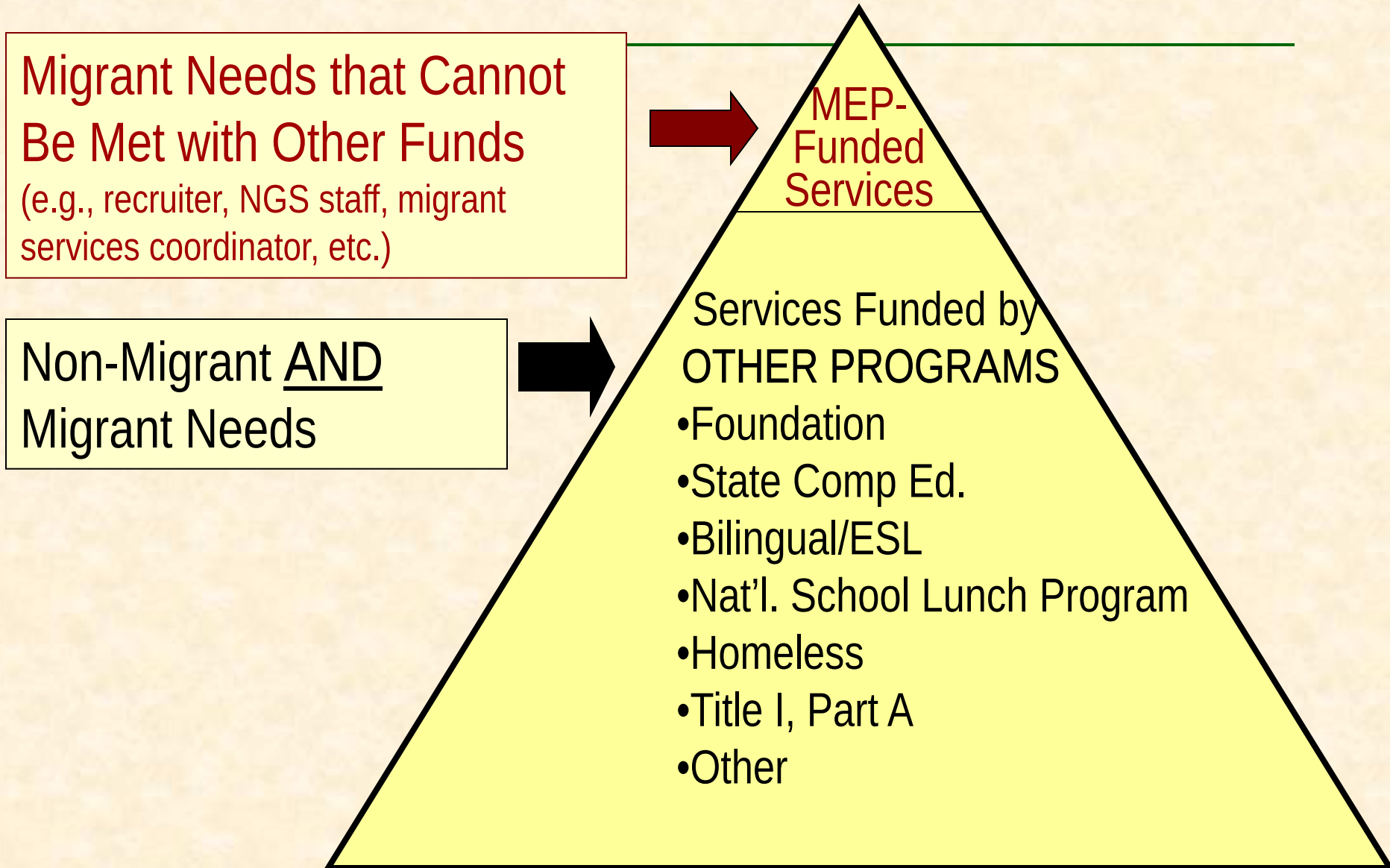
Limitations of the LNA Tool

- Designed to help LEAs select and plan MEP supplemental services based on identified needs.
- Does not reflect process for coordination with other programs and required MEP activities.

Coordination of Services: Migrant students should be served with what is available to non-migrant students.



Use of MEP vs. Other Funds to Meet Migrant Students' Needs



LOCAL NEEDS ASSESSMENT

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graph TD; A[LOCAL NEEDS ASSESSMENT] --> B([MEP SERVICE DELIVERY  
(Reflected in completed  
NCLB Consolidated Application)]); B --> C[REQUIRED Program Activities  
(Cons. Application, PS 3103)]; B --> D[PLANNED SUPPLEMENTAL Activities  
(Cons. Application, PS 3103)]; D --> E[To Meet STATEWIDE NEEDS]; D --> F[To Meet OTHER NEEDS];
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MEP SERVICE DELIVERY

(Reflected in completed
NCLB Consolidated Application)

REQUIRED Program Activities

(Cons. Application,
PS 3103)

PLANNED SUPPLEMENTAL Activities

(Cons. Application,
PS 3103)

To Meet
STATEWIDE
NEEDS

To Meet
OTHER
NEEDS

Additional Resources

Texas MEP Website

<http://ritter.tea.state.tx.us/nclb/migrant/CNAandSDP.html>

- Frequently-Asked Questions
- NGS On-Time Graduation Report (available May/June 2009)
- 2007 Statewide CNA Report
- 2007 Statewide Service Delivery Plan (SDP)



Texas Migrant Education Program

Title I, Part C – Migrant Education
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