



2023-2024 Migrant LNA

San Felipe Del Rio CISD

TOOL 1-1 LNA Planning Tool

Local Needs Assessment Committee (LNAC) Members:

Name	MEP Role	School/Program
Ruby Adams	Migrant Coordinator	SFDRCSID
Elizabeth Rangel	Region 15 Migrant Specialist	SFDRCSID
Brenda Rodriguez	PAC President	SFDRCSID
Monica Alonso-Hernandez	Parent	SFDRCSID
Narcedalia Dominguez	Teacher	SFDRCSID
Karla Martinez	Parent	SFDRCSID
Mary Martinez	ID& R	SFDRCSID
Graciela Hernandez	NGS	SFDRCSID
Alma Santellanes	Migrant Secretary	SFDRCSID
Jesus Garcia	Special Education Counselor	SFDRCSID

LNA Timeline Template



Fall Semester	Spring Semester	Summer
Establish LNA Committee	October 26, 2022 First LNA Committee Meeting	Review and complete the 2022-2023 LNA Strategy Implementation Plan
Review LNA ToolKit	February 22, 2023 Second LNA Committee Meeting (Discuss needs and concerns and LNA Action Plan)	Enter information in Migrant Application
	April 13, 2023 Final LNA	Submit Grant Application
	May 10, 2023 Present to PAC	

Tool 1-2 LNA CONCERNS BRAINSTORMING TOOL

Use this tool during LNAC meetings to brainstorm your greatest concerns about migratory students in your project related to the four goal areas. This activity should be completed prior to looking at the needs data collected through the LNA.

Concerns	
Goal Area 1: Reading and Mathematics	
We are concerned that...	Parents and students not TX MEP Portal for reading and math resources.
We are concerned that...	Parents not using school tutors for before and after school tutoring through Title I.
We are concerned that...	Student attendance and grades continue to decrease.
We are concerned that...	Students and parents not advocating for themselves/children with necessary help needed for make up work or lack of understanding.
Goal Area 2: School Readiness	
We are concerned that...	Parents not enrolling children in ABB and decline ABB in the home.
We are concerned that...	Children do not have the necessary skills when they enter kindergarten.
We are concerned that...	Parents denying services available.
We are concerned that...	Children will be 1-2 years behind when they enter kindergarten.

--Over--

Concerns

Goal Area 3: High School Graduation and Services to OSY

We are concerned that...

OSY students not accepting services available such as GED, etc.

We are concerned that...

Students do not apply for scholarships available.

We are concerned that...

Students have a high number of absences and failing grades but do not attend available tutorials.

We are concerned that...

Students and parents need to communicate more with school staff and check grades and attendance. Many parents do not know their child is failing.

Goal Area 4: Non-Instructional Support Services

We are concerned that...

More migrant parents need to be engaged in their child's education.

We are concerned that...

Parents need to be more aware of resources within the community.

We are concerned that...

More parents attend Migrant PAC meetings.

We are concerned that...

Parents and school offer and provide more activities and opportunities, including field trips, for students in order to get them ready for life, college and career.

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

Program

Data from

	Data Element	Source	Statistic (#/%)	Priority Area (v)	Comments/ Follow-up
1	Total Number of Eligible Migratory Students (ages 0-21)		191		
2	Migratory Students Ages 0-2		3		
3	Migratory Students Ages 3-5 (not in kindergarten)		15		
4	Migratory Students in Grades K-5		67	X	
5	Migratory Students in Grades 6-8		43		
6	Migratory Students in Grades 9-12		59	X	
7	Migratory Out-of-School Youth (OSY)		5		
8	Migratory Students with Priority for Services (PFS)		61	X	
9	Migratory English Learners (EL)		43		
10	Migratory Students Eligible for Special Education		57	X	
11	Migratory Students with a Qualifying Arrival Date (QAD) within 12 months of the last day of the performance period		1		
12	Migratory Students Served during the Performance Period		62	X	
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		62	X	
19	PFS Migratory Students Served during the Regular School Year		39		
20	Migratory Students Served during the Summer				
21	PFS Migratory Students Served during the Summer				
22	Migratory Student Graduation Rate				
23	PFS Migratory Student Graduation Rate				
24	Migratory Student Dropout Rate		2		
25	PFS Migratory Student Dropout Rate				
26	Percent of Migratory Students in Grades 3-8 Scoring at Grade Level or Above on STAAR ELA Assessments	2022 Data			
27	Percent of PFS Migratory Students in Grades 3-8 Scoring at Grade Level or Above on STAAR ELA Assessments	2022 Data			
28	Percent of Migratory Students in Grades 3-8 scoring at Grade Level or Above on STAAR Mathematics Assessments	2022 Data			
29	Percent of PFS Migratory Students in Grades 3-8 Scoring at Grade Level or Above on STAAR Mathematics Assessments	2022 Data			
30	Percent of Migratory Students Scoring at Grade Level or Above on STAAR End-of-Course (EOC) English Assessments	2022 Data			
31	Percent of PFS Migratory Students Scoring at Grade Level or Above on STAAR EOC English Assessments	2022 Data			
32	Percent of Migratory Students Scoring at Grade Level or Above on the STAAR EOC Algebra I Assessment	2022 Data			
33	Percent of PFS Migratory Students Scoring at Grade Level or Above on the STAAR EOC Algebra I Assessment	2022 Data			

TOOL 2-2 LNA FAMILY NEEDS ASSESSMENT SURVEY TALLY SHEET

Program

Data from (Year):

Total # Parents Responding	# parents with Preschoolers	# parents with children in grades K-3	# parents with children in grades 4-5	# parents with children in grades 6-8	# parents with children in grades 9-12	# parents with HS-aged children not attending school
51	2	10	10	13	21	5

Needs	Number of Families Expressing Need	Priority Area (v)	Comments/Follow-up
1. Supplemental Instruction Needs			
Reading instruction	23		
Writing instruction	11		
Mathematics instruction	22	X	
Science instruction	3		
Other content area instruction			
STAAR test preparation	22	X	
Help with completing high school classes	3		
Completing missing homework/assignments	13		
English language instruction	3		
Learning study skills	2		
Preparing preschoolers for kindergarten			
Life skills such as interview skills, budgeting, saving	2		
Options after high school	4		
Other:	1	v	
2. Supplemental Instructional Services Needs			
Support for completing high school classes	12	X	
Migrant summer school	9		
Preschool services	4		
Tutors visiting your home	10		
High school diploma equivalency programs	7		
Tutoring during the school day	23		
Before or after school tutoring	22	X	
Strategies for transitioning to a new school	1		
Support to stay in school	7		
Other:			
3. Support Services Needs			
School supplies	9		
Counseling on high school credits/graduation	11	X	
Counseling on options after high school	7		

Health care (medical, mental, dental, vision)			
Support for extracurricular activities	15	X	
Translation and interpretation			
Nutrition	4		
Transportation	13		
Clothing	9	X	
Finding school/community resources	9		
Finding preschool programs	1		
Other:	2		

Needs	Number of Families Expressing Need	Priority Area (v)	Comments/Follow-up
4. Parent/Family Needs			
Educational materials at home	11		
Meetings with teachers or tutors	13		
Parent activities such reading nights	4		
Parenting education	9		
Information about children's health issues			
Helping my child with homework/assignments	6		
Preparing young children for school	12		
Migrant Parent Advisory Council (PAC) meetings	12		
Helping my child with reading at home	16	X	
Helping my child with mathematics at home	17	X	
Family literacy/English language instruction	1		
Other:	1		

5. Summary of other needs not include in the survey as indicated by parents/family members

My children are doing fine, thanks to staff and the migrant program. Committee recommends journals, cookbooks, books, games, flashcards and games to be used in the home to help with reading and math. They also want additional trips, including library trip, to help encourage reading after school and during summer.

TOOL 2-3 LNA STAFF NEEDS ASSESSMENT SURVEY TALLY SHEET

Program Data from (Year):

Number of MEP district staff responding:	3	Types of "other" staff responding:
Number of MEP ESC staff responding:	1	
Number of "other" staff responding:		

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

# Responding "Untrue"	# Responding "Hardly true"	# Responding "Mostly true"	# Responding "Totally true"
		1	2

Needs	Number of Staff Expressing Need	Priority Area (√)	Comments/Follow-up
2. Supplemental Instruction Needs			
Reading instruction	3		
Writing instruction	3		
Mathematics instruction	3		
Science instruction	1		
Other content area instruction			
STAAR test preparation	2		
High school credit accrual			
Completing missing homework/assignments	2		
English language instruction	1		
Learning study skills			
Preparing preschoolers for kindergarten			
Life skills such as interview skills, budgeting, saving	1		
Options after high school	1		
Other			
3. Supplemental Instructional Services Needs			
Support for completing high school classes	3		
Migrant summer school	1		
Preschool programs/school readiness			
Home-based tutoring			
Career/technical education programs			
Extended-day tutoring	2		
In-school tutoring	1		
High school diploma equivalency programs			
Dropout prevention programs	1		
Support for transitioning to a new school	1		
4. Support Services Needs			

Books/materials/supplies			
Secondary counseling (credits/graduation)			
Counseling on options after high school	2		
Health care (medical, mental, dental, vision)			
Support for extracurricular activities	2		
Translation and interpretation			
Nutrition/meals			
Transportation			
Clothing			
Locating school/community resources	1		
Locating/enrolling in preschool			
Social-emotional learning and support	1		

5. Professional Development Needs

Program planning/evaluation			
Culturally-relevant instruction			
Student assessment			
Curriculum and instruction			
Identification and recruitment			
Serving out-of-school youth (OSY)	1		
Reading/literacy strategies	1		
Mathematics strategies	1		
Involving parents in their child's education	3		
EL diverse learner strategies			
Accessing school/community resources			
School readiness	2		

6. Parent Training Needs

Postsecondary, career, workforce readiness			
How to help children with homework	2		
Communicating with the school/teachers	2		
Adolescent health/development			
Family literacy/English language development	1		
Locating school/community resources	1		
Early literacy skills			
Helping children with reading/mathematics	2		
Educational resources in the home	1		
Parenting education	1		
Strategies to support education in the home			
Parent involvement	1		

7. Summary of needs observed by staff not covered in the survey:

TOOL 2-4 LNA STUDENT (GRADES 9-12)/OUT-OF-SCHOOL YOUTH (OSY) NEEDS ASSESSMENT SURVEY TALLY SHEET

Program

Data from (Year):

Number of high school students responding: **21**

Number of high school-aged students (not enrolled in school) responding: **5**

Needs	Number of Students/OSY Expressing Need	Priority Area (v)	Comments/ Follow-up
1. Supplemental Instruction Needs			
Reading instruction	14	X	
Writing instruction	4		
Mathematics instruction	11		
Science instruction	4		
STAAR/end-of-course test preparation	15	X	
Learning about paying for/enrolling in college	2		
High school classes needed to graduate	5		
Help with completing missing homework/assignments	7		
Learning how to study for classes and exams	4		
Financial instruction on budgeting or paying bills	4		
Learning about options after high school	7		
Improving English language skills	6		
College preparation (AP classes, ACT/SAT)	10		
None of the above	4		
2. Supplemental Instructional Services Needs			
Support for completing high school classes	14	X	
Migrant summer school	3		
School day tutoring	9		
Before or after school tutoring	7		

Tutors visiting your home	8		
Career/technical education programs	10		
High school diploma equivalency programs	5		
Support for transitioning to a new school	3		
Dropout prevention programs	3		
None of the above	8		
3. Support Services Needs			
Books/materials/school supplies	7		
Counseling (high school credits/graduation)	11		
Counseling about options after high school	10		
Health care (medical, dental, vision)	1		
Support for extracurricular activities	1		
Assistance with mental health issues			
Translation and interpretation			
First aid/CPR courses			
Access to computers/Internet	2		
Nutrition			
Transportation	4		
Clothing	2		
Locating school resources	3		
Locating community resources	1		

Needs	Number of Students/OSY Expressing Need	Priority Area (√)	Comments/ Follow-up
Assistance with social health issues			
Water safety/swimming lessons			
School records transfer			
None of the above			

4. How well do you understand graduation requirements?

Number Responding Not at all	Number Responding Somewhat	Number Responding Very well	Number Responding N/A	Priority Area (√)	Comments/Follow-up
2	14	7			

5. How sure are you that you will graduate from high school?

Number Responding Not at all	Number Responding Somewhat	Number Responding Very sure	Number Responding N/A	Priority Area (√)	Comments/Follow-up
3	9	12			

6. Summary of other needs identified by students/OSY:

1. I do not need any future help.
2. I just want to make sure I graduate with my class.
3. Help with required classes and basic classes to start college.
4. Counselors help with college grants.
5. College Applications and Credit Recovery

Committee recommends college nights or Saturdays to help with FASFA, trips to colleges, guest speakers including camp recruiters, mentor with a community member.

TOOL 3-1 LNA STRATEGY IMPLEMENTATION PLAN

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

Reading and Mathematics Strategies in the Texas SDP	Implementation Activities <i>(Based on the needs identified in the LNA)</i>	Resources Needed	Timeline	Person(s) Responsible	Priority Level		
					L	M	H
Strategy 1-1: Coordinate/provide needs-based supplemental reading and/or mathematics instruction to migratory students in grades K-12 using results of disaggregated formal/ informal assessments during the regular and summer terms.	Reading/Math tutor School Supply Give A Way Book Give A Way Technology Distribution Library Day/Library Brochure Community Meetings Calculators Dictionaries Parent/Student Contact Academic Monitoring	Tutoring School Supplies Books IPads Laptops Calculators Zoom meetings Library Flyers	AUGUST 2023- JULY 2024	DIRECTOR, MIGRANT STAFF		X	
Strategy 1-2: Coordinate/provide training/support to migratory students on the use of academic tools and resources to increase success in reading and mathematics.	iPads Laptops Calculators Dictionaries Supplemental tutoring K-12 Portals Home visits, phone calls, Zoom Materials/resources to be used in the home Progress monitoring Student/parent meetings Summer services (Project Smart)	Technology logs Distribution logs Tutoring/logs Book distribution Emails to teachers Emails to counselor School visits Parent/Student Contact Logs	AUGUST 2023-JULY 2024	DIRECTOR, MIGRANT STAFF		X	

Strategy 1-3: Utilize Project SMART when providing summer supplemental mathematics instruction to migratory students in grades K-8.	Coordination of Activities Home Visits, phone calls, Zoom Flyers Parent Contact Project SMART assessment results Project SMART curriculum and materials Supplies/materials to support Project SMART Technology use	Parent Contact Log Flyer documentation Assessment results PO Request for materials/supplies Technology Use Log	AUGUST 2023- JULY 2024	DIRECTOR, MIGRANT STAFF			X
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School Readiness Strategies in the Texas SDP	Implementation Activities <i>(Based on the needs identified in the LNA)</i>	Resources Needed	Timeline	Person(s) Responsible	Priority Level		
					L	M	H
Strategy 2-1: Coordinate with LEA and/or community-based school readiness programs to provide migratory children ages 3-5 (who are not in kindergarten) with access to school readiness services.	Collaboration with Head Start, and other learning initiatives Communication with entities Information about school readiness at PAC Parent Flyers Parent meetings and family events	Email, phone documentation Informative flyers Parent logs	AUGUST 2023- JULY 2024	DIRECTOR, MIGRANT STAFF			X
Strategy 2-2: Provide the TEA-approved early literacy program (A Bright Beginning) for migratory children ages 3-5 who are not served by other programs (during the regular school year, summer, virtual, face-to-face, home-based, center-based).	Enrollment Participation Forms Home visits, phone calls, Zoom Summer Services Technology Use	ABB Curriculum Participation Forms Supplemental Services Forms	AUGUST 2023- JULY 2024	DIRECTOR, MIGRANT STAFF			X

Graduation/Services to OSY Strategies in the Texas SDP	Implementation Activities <i>(Based on the needs identified in the LNA)</i>	Resources Needed	Timeline	Person(s) Responsible	Priority Level		
					L	M	H
Strategy 3-1: Coordinate/provide opportunities to confer with migratory students and OSY to increase awareness and access to credit accrual options.	Graduation Plan Review Day Correspondence with counselors Counselor visits Support Services Received Hands-on Activities Interviews with OSY Technology Use Parent Meetings Postsecondary/career conversations/college trips Report Card Request PFS Student Progress Review Forms Transcripts	Event Flyers Email documentation Parent Contact Logs Supplemental Services Form Counselor Contact Log PFS Review Forms Tutor Logs Transcript Requests	AUGUST 2023- JULY 2024	DIRECTOR, MIGRANT STAFF		X	
Strategy 3-2: Coordinate/provide appropriate and targeted supplemental instruction to migratory students in grades 9-12 and OSY including late enrollments and early withdrawal students.	Counselor visits Correspondence with counselors Technology Use Report Card Requests Student Progress Reporting Transcripts Tutoring	Sign in Sheets Email documentation Event Flyers Technology Use Logs PFS Student Progress Review Forms	AUGUST 2023- JULY 2024	DIRECTOR, MIGRANT STAFF			X
Strategy 3-3: Coordinate/provide post-secondary and high school equivalency program information to secondary-aged migratory students and parents.	Graduation Plan Review Day Correspondence with counselors Counselor visits Support Services Received Hands-on Activities, as allowable Interviews with OSY Technology Use	Event Flyers Email documentation Parent Contact Logs Supplemental Services Form Counselor Contact Log	AUGUST 2023- JULY 2024	DIRECTOR, MIGRANT STAFF			X

	Parent Meetings Postsecondary/career conversations Report Card Request PFS Student Progress Review Forms Transcripts Tutoring	PFS Review Forms Tutor Logs Transcript Requests					
Strategy 3-4: Coordinate/provide services to OSY based on identified needs.	COEs Description of services provided Descriptions of opportunities to engage OSY High school equivalency programs Individual contact logs Instructional materials utilized Interviews with OSY Job readiness skills	COEs Contact Logs Event Flyers GED Information	AUGUST 2023- JULY 2024	DIRECTOR, MIGRANT STAFF		X	

Support Services Strategies in the Texas SDP	Implementation Activities <i>(Based on the needs identified in the LNA)</i>	Resources Needed	Timeline	Person(s) Responsible	Priority Level		
					L	M	H
Strategy 4-1: Coordinate/provide support services during the regular term and summer that address the identified needs of migratory students.	Coordination w/ community agencies and school personnel Coordination w/ counselors Documentation of coordination activities Home visits, phone calls, Zoom Materials/resources to be used at home Parent/student contact/meetings Resource booklets of agencies Technology Distribution Transportation	Distribution of flyers Books iPads/laptops Emails Zoom chats	AUGUST 2023- JULY 2024	DIRECTOR, MIGRANT STAFF		X	

Strategy 4-2: Coordinate/provide training for parents to empower them to access and use resources/services to address the identified needs of their child.	Collaboration with community agencies Parent Contact Logs, Phone Calls Library Day, LNA Meetings PAC meetings that address reading/math Graduation Review Day	Community Documentation Contact Sheets Agenda Zoom chats Flyers Emails	AUGUST 2023- JULY 2024	DIRECTOR, MIGRANT STAFF		X	
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Support Services Strategies in the Texas SDP	Implementation Activities <i>(Based on the needs identified in the LNA)</i>	Resources Needed	Timeline	Person(s) Responsible	Priority Level		
					L	M	H
Strategy 4-3: Educate MEP/LEA staff on the unique needs of migratory students to ensure student success.	Trainings Migrant Resources Use of TX.net portal training AMET Conference State and National Conference Staff meetings ABB/Project Smart Trainings Counselor PFS training for LEA staff	Workshop agendas Handouts from PD Migrant Conference PD Materials, Sign in Sheets	AUGUST 2023- JULY 2024	DIRECTOR, MIGRANT STAFF		X	
Strategy 4-4: Collaborate to educate MEP/LEA staff about instructional and support services provided by other funding sources to ensure migratory students receive services to which they are entitled.	Documentation of coordination Emails/ communication with counselors/administrators/ TEA website/tutoring Zoom chats	Sign In Sheets Email documentation Parent contact logs Zoom chats	AUGUST 2023- JULY 2024	DIRECTOR, MIGRANT STAFF		X	
Strategy 4-5: Coordinate/provide needs-based PD for MEP/LEA staff who provide supplemental reading and math instruction to migratory students.	Trainings Migrant Resources Use of TX.net portal training AMET Conference State and National Conference Staff meetings ABB/Project Smart Trainings Counselor PFS training for LEA staff	Workshop agendas Handouts from PD Migrant Conference PD Materials, Sign in Sheets	AUGUST 2023- JULY 2024	DIRECTOR, MIGRANT STAFF		X	

TOOL 3-2 LNA ACTION PLAN

The LNA Action Plan will help you target the greatest needs identified through the LNA. 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 LNA, possible solution(s), resources needed, timelines, and person(s) responsible.

Priority Need Identified Through the LNA	Possible Solution(s)	Resources Needed	Timeline	Person(s) Responsible	Priority Level		
					L	M	H
PFS Migratory Student Graduation Rate	Continued collaboration with students, parents, school and MEP staff.	Reports, communication logs, transcripts, meeting agendas/PPTs, sign in sheets	August-May	MEP/LEA staff			X
Before or after school tutoring	Make available tutoring opportunities for students (K-12) based on student/family needs and PFS reports.	PFS reports, grade monitoring, tutoring schedule when applicable	August-May	MEP/LEA staff			X
Options after high school (staff)	Attend community events, career days, meet with local agencies, email and subscribe to higher education newsletters, create an event's calendar, offer/attend FASFA family events	Emails of collaboration, attendance documentation, calendars/flyers, sign in sheets	August-May	MEP/LEA staff			X
Learning about options after high school	Attend community events, career days, meet with local agencies, email and subscribe to higher education newsletters, create an event's calendar, offer/attend FASFA family events, college trips.	Emails of collaboration, attendance documentation, calendars/flyers, sign in sheets	August-May	MEP/LEA staff			X
Provide non-instructional opportunities for Migrant students	Schedule community events and educational field trips either on Saturdays or during summer to begin college and career readiness mindset of future goals and preparations needed for college, jobs, etc.	Emails of collaboration, attendance documentation, calendars, sign in sheets, community communication.	August-June	MEP/LEA staff			X
