Checklist for the CNA

Statute, regulations, and non-regulatory guidance are three main sources that inform and guide MEP CNAs. The following checklist serves as a quick reference guide to help determine if the Needs Assessment Committee (NAC) has incorporated statutory requirements and has reviewed the full range of need indicators that may be considered when developing the State’s CNA.

The CNA meets statutory and regulatory requirements by:

* Ensuring that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed. (Section 1304(b)(1) of the ESEA)
* Identifying and addressing the unique educational needs of migratory children in accordance with a CNA and service delivery plan, referred to in statute as a comprehensive State plan. (Section 1306 of the ESEA)
* Meeting requirements outlined in 34 C.F.R. § 200.81-.89

The CNA considers other subgroups by addressing the specific needs of:

* Migratory children who have priority for services
* Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The CNA considers other need indicators, i.e.:

* Long-term goals established by the State
* GPRA indicators

The CNA addresses the goals of the MEP by:

* Supporting high-quality and comprehensive educational programs and services that address the unique educational needs of migratory children during the school year and, as applicable, during summer or intersession periods
* Ensuring that migratory children who move among the states are not penalized in any manner by disparities among the states in curriculum, graduation requirements, and challenging State academic standards
* Ensuring that migratory children receive full and appropriate opportunities to meet the same challenging State academic content standards and academic achievement standards that all children are expected to meet
* Helping migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to succeed in school
* Helping migratory children benefit from State and local systemic reforms

The CNA has followed recommendations in Chapter IV of *Non-Regulatory Guidance: Education of Migratory Children Under Title I, Part C of the Elementary and Secondary Education Act of 1965*, including:

* Focusing on the ends to be achieved and not the means to achieve them
* Gathering data through established procedures and methods that are thoughtfully selected to fit the purposes and context
* Setting priorities and determining criteria for outcomes to help planners and managers make sound decisions
* Leading to action that will improve programs, services, organizational structure, and operations
* Being updated annually to ensure that the results of the needs assessment remain current
* Being conducted comprehensively every three years as a rule of thumb or whenever there is evidence of a change in the needs of the state’s population of migratory children

The CNA addresses comprehensiveness by:

* Identifying needs and assessing potential solutions
* Examining all relevant need indicators for migratory children
* Identifying the needs of migratory children at a level that is useful for program design
* Collecting data from appropriate target groups, such as students, parents, and teachers
* Examining data disaggregated by key subgroups
* Being conducted on a statewide basis