Santa Barbara County Education Office

Migrant Education Program (MEP) Comprehensive Needs Assessment

SANTA BARBARA
County Education Office
William J. Cirone, Superintendent

Prepared by:

Resource Development Associates

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RDA

Acknowledgements

We wish to express our appreciation for the contributions of all of the MEP Region XVIII, staff, district partners, community partners, parents, students, out-of-school youth, and other MEP stakeholders who participated in the efforts to develop this comprehensive assessment of needs for migrant education services in Santa Barbara and San Luis Obispo Counties.

Thank you to the Santa Barbara County Education Office (SBCEO) and the MEP Region XVIII leadership for your time and commitment to this effort. We have appreciated your thoughtful guidance and feedback. Your cooperation and energy resulted in the collection of extensive data and allowed us to prepare this report. Our team admires and appreciates your commitment to the academic success and well-being of the migrant youth of Santa Barbara and San Luis Obispo Counties.

It is our hope that this report equips MEP Region XVIII with the evidence, research, and best practices that informs programmatic decision making so that the program may to continue its success.

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Executive Summary

The Elementary and Secondary Education Act requires that each SEA grantee for Title I, Part C, Migrant Education periodically review and revise its state plan to provide services. A review and revision of the local Comprehensive Needs Assessment (CNA) is the first step in the process to updating the state plan. Beginning in 2015, California embarked on a review of its state plan. This process will include two major phases:

1. Completion of a local CNA by each migrant subgrantee (region and direct-funded district); each subgrantee is required to hire an independent evaluator to conduct the local CNA; and
2. A statewide evaluation of migrant education needs based on a meta-analysis of the regional CNAs, analysis of statewide student assessment data, and review of stakeholder input.

In order to successfully meet the requirements for Phase One of this initiative, MEP Region XVIII, engaged Resource Development Associates (RDA) to complete the local CNA. The current report is the local CNA for MEP Region XVIII. Included in this report is an independent assessment of program needs as well as recommendations and solutions for strengthening MEP services and improving academic outcomes for Region XVIII's migrant student population.

Subgrantee Profile

MEP Region XVIII is operated by the Santa Barbara County Education Office (SBCEO). The program serves Santa Barbara and San Luis Obispo Counties and is the intermediate agency between the California Department of Education (CDE) and participating school districts within the two counties. The program serves students in 13 Santa Barbara County school districts, representing 50 K-12 schools, and nine San Luis Obispo County school districts, representing 53 K-12 schools. MEP is responsible for a number of programs and activities designed to promote academic success. Throughout the year, the region provides in-service training for teachers, instructional program support, and fiscal program operation technical assistance to the participating districts.

In the 2013-2014 school year, 1,403 students participated in MEP[1], constituting 2% of the total student body population in Region XVIII. During this school year, the female-to-male ratio for MEP students was 49:52, all of whom are Hispanic/Latino students. As part of the assessment, RDA examined the employment and mobility patterns of migrant families in Region XVIII. The region's migrant families are primarily occupied in seasonal agricultural work. Parents described picking produce, weeding, plowing, harvesting, and other related activities. Overall, migration patterns into and out of Region XVIII remained relatively stable from the 2009-2010 school year through the 2013-2014 school year, with approximately the same number of families moving in and out of the region each year. Nearly all MEP students migrated into Region XVIII from Mexico or from other parts of California. The analysis indicates that students who come from Mexico are primarily migrating from the southern and southeastern parts of Mexico, specifically the Michoacan, Jalisco, and Oaxaca regions.

Given that MEP Region XVIII also conducts targeted recruiting, providing services for students who are in most need of services, RDA examined the composition of these migrant subgroups as well. While results demonstrated that a low percentage of migrant students (averaging 8% over the course of the 2011-2012 school year through the 2013-2014 school year) meet the requirements of *priority for service*,[2] a much higher

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[1] Throughout this report, students are considered *MEP participants* if they are migrant youth, age 3–21 who are eligible for and receive at least one MEP service in the respective school year.

[2] The federal migrant education program defines *priority for service* students as those who meet both of the following criteria: 1) have had a school interruption during an academic year within the last three years, and 2) are failing to meet state academic achievement standards.

percentage of the students in Region XVIII are at *risk of failure*[3]. Across the past three school years (2011-2012, 2012-2013, and 2013-2014), approximately 63% of migrant education students in Region XVIII are at risk of failing, indicating a high level of need remains among MEP Region XVIII students.

In addition, RDA identified the percentage of English Learner (EL) and socio-economically disadvantaged (SED) students that make up Region XVIII's general student population. Overall, the percentage of EL and SED students has remained the same over the course of a six-year period; EL students constituted 28% of the general student population in school year 2013-2014 while SED students comprised 47%. RDA also examined student achievement scores and high school completion scores for each of these sub-groups. Results demonstrated a critical gap in English Language Arts (ELA) between the Region XVIII's general student population and the migrant and EL students. However, substantial gains were made across all groups in achieving proficiency in Mathematics. Across English Language Arts and Mathematics, SED students outperformed migrant and EL students. Migrant students achieved slightly higher scores than EL students across all standardized tests. These performance gaps across student subgroups were also reflected in students' high school graduation rates.

To gain a better understanding of how MEP services shape students' academic progress (e.g., high school course completion), RDA performed a cohort analysis of MEP students over a three-year period (2011-2012 through 2013-2014), analyzing the relationship between service provision and higher risk students[4]. Results indicate that MEP students who fall into the higher risk categories are receiving, on average, more services. Additionally, the cohort analysis of ELA and Mathematics CELDT and CST performance scores show that an MEP student's starting performance level appears to be related to their ability to progress into higher levels of performance over time. In other words, students who scored at lower performance levels (i.e., Far Below Basic, Below Basic, and Basic; or Beginning, Early Intermediate, and Intermediate) were more likely to remain at the same levels over time, while students who scored at higher levels (i.e., Proficient and Advanced or Early Advanced and Advanced) were more likely to progress to higher levels.

Results and Implications

Results from the needs assessment identified a number of strengths for MEP Region XVIII. Overall, the program serves a critical need among the migrant community in Santa Barbara and San Luis Obispo Counties. It was evident during the site visits and interviews that MEP staff members are deeply committed to MEP's mission and to supporting the health and well-being of the migrant community. RDA spoke with a number of staff who have been with the program for many years, some even over 10 years. The low staff turnover has helped MEP Region XVIII to build trust and rapport with the migrant community, a factor that the CNA identified as being of utmost importance in supporting migrant families' capacity for accessing and participating in services.

Across the various stakeholder engagement events, students, parents, and MEP staff listed a number of programs as having a positive impact for MEP students. For instance, summer Math programs, Speech and Debate, and college tours were seen as particularly impactful.

Results on various performance targets also highlight the strengths of MEP Region XVIII. In regards to school readiness, data from school year 2013-2014 show that less than 10% of kindergarteners were over the age of 5.9, indicating that MEP students are entering school at an appropriate age that does not already set them behind in comparison to their peers. A high percentage of Region XVIII students are

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[3] *At risk of failure* students are defined as those who are failing to meet the state academic achievement standards, but who have not had a school interruption.

[4] Higher risk students are MEP students who meet the definition of *priority for service* or *risk of failure*.

graduating from high school (74% in school year 2013-2014). And as mentioned earlier, across all standardized tests, migrant students outperformed EL students in Region XVIII.

Nonetheless, various issues continue to significantly impact MEP services, most notably the reduction in available funds for effective program delivery. Along with staff cuts, programs and services have been streamlined or cut across different parts of the region. Staff and program cuts were not across the entire region, but varied in each district. Parents and students reported missing a number of these programs, such as Saturday school, preschool, and after-school tutoring. In addition to requesting the return of prior services, parents, out-of-school youth, and MEP staff asked for parenting classes that focus on how parents can better support their children in homework assistance and overall academic success.

Finally, it is evident that the migrant community's broader social and economic needs significantly impact students' ability to effectively engage in school. Housing stability and health were two social issues that frequently came up during interviews and focus groups. Housing is scarce and incredibly expensive throughout the region. And while many families and MEP staff indicated that medical referrals are often made, particularly for dental and vision, there is a strong need for greater awareness, support, and cultural sensitivity around domestic violence and behavioral health issues such as mental health and alcohol and other drug (AOD) service needs. RDA worked with MEP Region XVIII leadership to establish a prioritization of needs, which are listed below.

Need 1: Build Parents' Confidence in Supporting Their Children's Academics

A primary concern raised throughout the site visits, interviews, and focus groups was migrant parents' involvement in their children's academic development and success. Overall, parents expressed a deep desire for their children to succeed in school and an equally strong wish to support their children in achieving academic success. While parents seem to be more confident in their ability to assist their children in Mathematics, they reported a lack of confidence in other educational matters, including English Language Arts and preparation for middle school and high school. Moreover, due to language barriers and unfamiliarity with the U.S. school system, parents are often uncomfortable communicating with traditional school day teachers and school administration.

Need 2: Expand Strategies for High School Completion and Post High School Planning

Migrant students have a strong desire to graduate from high school, attend higher education, and pursue a career. However, both parents and students are unclear as to the actual steps and practices necessary to achieve these goals. While the program offers parents educational workshops, some of which focus on effective planning for college and career pathways, parents are hesitant to attend. Part of the reason for this reluctance could be parents' general lack of understanding of the U.S. school system, which was reported by a number of MEP staff members.

Need 3: Enhance Program Transition Services for Students Losing MEP Eligibility

One of the broader strengths of MEP Region XVIII has been that over the years, parents have come to recognize the critical role educational continuity plays in their children's academic success. As a result, migrant parents have made a concerted effort to minimize and/or ensure that their children do not experience a school interruption during the regular school year. While this is undoubtedly a positive factor in migrant students' academic success, this is offset by several key challenges. For example, students report seeing their parents only about once a week (so that one parent can continue to migrate for work or work long hours in the fields) and older students report needing to pick up household responsibilities that take away from their time and availability for studying. Because the program does not have the capacity to track MEP students' performances once they have exited the program, data are not available regarding these students' school performance after MEP support services. Therefore, MEP leadership and RDA agreed that

the need in this area is not necessarily around redefining program eligibility, but around providing students with sufficient support as they transition out of the program, and understanding the program's impact post-engagement.

Need 4: Enhance Behavioral Health Awareness

Interviews with community partners and MEP staff identified several needs related to behavioral health, particularly mental health, alcohol and other drug services, and domestic violence. Given the incredibly sensitive nature of these issues within the community and Hispanic/Latino culture as a whole, and despite a clear need for attention, MEP staff have struggled to identify effective strategies for engaging the migrant community around these issues. Nonetheless, MEP leadership indicated a need for making behavioral health awareness a program priority in an effort to enhance the overall health and wellbeing of migrant families and students.

Need 5: Build Staff Capacity to Support Implementation of Solutions Identified from the CNA

The proposed solutions to address the above needs require staff involvement, which may often require staff to enhance their engagement, assessment, and referral skills in order to successfully implement the solutions. As such, RDA recognized the general need to continue to build staff capacity not only to support the implementation of these solutions, but also to support ongoing targeted participant recruitment across districts, and the implementation of programs and services with decision-making confidence across geographically dispersed program sites.

Solutions and Measureable Outcomes

This needs assessment is an opportunity to identify the current barriers and challenges faced by Region XVIII's migrant community and to provide solutions for strengthening MEP services and enhancing migrant students' academic success. To develop solutions that would address the prioritized needs, RDA selected best and effective practices that leveraged MEP Region XVIII's existing strengths and tailored them to the specific strengths, needs, and characteristics of the community. The solutions are meant to be actionable, feasibly implemented, and in service of enhancing migrant students' academic success.

Solution to Need 1: Transference of Parent Confidence in Math to Other Areas

Speaking with MEP staff and parents, RDA learned that parents feel more confident in helping their children with Math-related homework than any other part of their child's schoolwork. As such, it is recommended that MEP staff continue to utilize existing curricula, programs, and strategies that have demonstrated success to enhance parents' confidence in other school areas, such as English Language Arts and preparation for middle school and high school. Recommendations include strengthening existing relationships with school districts, community colleges, and universities in the region to increase access and availability of adult education opportunities for parents, provide ongoing parent workshops and trainings on how to navigate the U.S. educational system, and address the fear and anxiety of students and their families regarding immigration, emphasizing that MEP does not report to Immigration and Customs Enforcement.

Solution to Need 2: Support for High School Completion and Post High School Planning

Similar to the proposed solution for Need 1, it is recommended MEP Region XVIII leverage its existing services and resources, along with migrant students' strong desire for a post-high school and career pathway, to strengthen high school completion and higher education planning. Recommendations include expanding the current educational workshops and events to include an alumni speaker series for students and parents with topics that focus on how to develop a college and career pathway, and establishing a peer-

linking program that connects MEP alumni with current MEP students to provide one-on-one support and guidance regarding graduation and post-graduation challenges and opportunities.

Solution to Need 3: Program Transition Services for Students Losing MEP Eligibility

To ensure that students who no longer qualify for MEP services are provided a successful transition out of the program, MEP should develop an exit strategy as part of its case management for students that "age out." This strategy would include an action plan with next steps the students should take to meet their academic goals as well as adequate referrals to other support services.

Solution to Need 4: Greater Awareness of Behavioral Health Issues and Services

Recognizing that community awareness around behavioral health issues is an area of tremendous sensitivity for the migrant community, an appropriate recommendation at this time might be to focus on strategies that build greater behavioral health awareness in the migrant community to foster greater acceptance and a healthy dialogue around behavioral health concerns. Strategies that highlight a culturally sensitive approach are of utmost importance. Accordingly, one strategy could be to integrate a promatores model into current MEP health services. This is an effective practice designed to engage Hispanic/Latino community members in health education and services.

Solution to Need 5: Staff Capacity to Support Implementation of Solutions Identified from the CNA

Additional staff trainings and opportunities for staff development are encouraged to ensure the successful implementation of the various solutions outlined above. Additionally, based on staff feedback, it has been immensely beneficial for districts to have staff specifically assigned to conduct recruitment. Staff members have reported enhanced teacher-parent communication, better follow-up with parents and students, and stronger rapport and relationships with community partners. Based on this positive feedback, one recommendation is to expand capacity across MEP Region XVIII to allow for recruitment consistency across all the districts, thereby increasing time in the field for community outreach and targeted recruitment.

Summary

It is clear from the local CNA that MEP is a crucial asset to Region XVIII's migrant community. Primary and secondary data analysis indicate that MEP services support the academic progress of migrant students as well as assist parents in becoming effective supports for their children. Repeatedly, MEP staff, community partners, and parents spoke of how MEP provides opportunities that migrant students may never have received if they did not participate in the program. Despite its positive impact, MEP Region XVIII capacity does not meet the needs that remain for migrant students. An overarching finding that emerged from the prioritized needs and proposed solutions above is the opportunity to better support students and their families by providing the tools and practices to build self-sufficiency skills as they move through the program. In addition to successfully transitioning students and families out of MEP when they no longer meet eligibility requirements, MEP's overarching target in implementing these proposed solutions should be to promote students' and families' long-term academic success beyond their participation in the program.

Final Report Requirements

The final report must be presented for review to the Superintendent, or designee, that oversees the Migrant Education Program (MEP) at the County Office of Education (COE)/district office, the MEP director, and the California Department of Education (CDE).

The final report to be submitted to the CDE must include the seven items below and their sub-items.

Migrant Education Program (MEP) directors are responsible for submitting to the CDE the completed chart below along with the final report. The contract is not considered complete until all answers are YES. If any item is not included, you must provide a detailed justification. Failure to include all items could result in reduction of grant payment.

Table 1: Local CNA Required Items

Items	Inclusion in the Report
1. Executive summary	(x)Yes ( )No
2. Purpose, scope and methodology of report	(x)Yes ( )No
3. Migrant student profile	
a. Analyzed demographic data	(x)Yes ( )No
b. Analyzed local academic achievement data	(x)Yes ( )No
c. Analyzed performance targets	(x)Yes ( )No
d. Analyzed data on migrant families	(x)Yes ( )No
e. Analyzed mobility patterns	(x)Yes ( )No
f. Analyzed data on migrant families	(x)Yes ( )No
g. Analyzed locally determined data and performance indicators for migrant students	(x)Yes ( )No
h. Identified and summarized trends and patterns that include utilizing data from multiple years and drawn from longitudinal analysis	(x)Yes ( )No
i. Presented gap analysis results by comparing migrant students with other groups (including, but not limited to: All, English Learner, and Socio-economically disadvantaged)	(x)Yes ( )No
j. Presented student needs identified through reviews of existing Comprehensive Needs Assessments and feedback from stakeholders	(x)Yes ( )No
4. Results and implications	
a. Identified the student academic 'gap' when compared to other subgroups as identified on the data collection and analysis plan	(x)Yes ( )No
b. Identified program needs through analysis of data collected from focus groups	(x)Yes ( )No
c. Created need indicators with recommended data sources that are connected to at least one of the identified/prioritized needs and concerns	(x)Yes ( )No

d. Conducted a prioritization of needs with criteria and rationale	(x)Yes ( )No
e. Summarized and articulates the implications in terms of program improvement	(x)Yes ( )No
5. Solutions and measurable outcomes	
a. Recommended priority solutions and related strategies that are feasible and attainable	(x)Yes ( )No
b. Identified measurable outcomes	(x)Yes ( )No
c. Identified best and effective practices	(x)Yes ( )No
6. Identified additional concerns and provide specific solution/recommendations for improvement for each concern	(x)Yes ( )No
7. Provided timeline for implementation of solutions/recommendations	(x)Yes ( )No

Signatures:

MEP Director: _____   Date: _____

Print Name: _____

Contracted Lead Evaluator: _____   Date: _____

Print Name: _____

Contents

Migrant Education Program (MEP) Overview

Overview of Migrant Education in California

The Migrant Education Program (MEP) is a federally funded program authorized by the No Child Left Behind Act (NCLB). MEP is administered in all 50 states as well as the District of Columbia and Puerto Rico. MEP is authorized by Part C of Title I and is designed to support high quality and comprehensive educational programs for migrant children to help reduce the educational disruption and other problems that result from repeated moves.

At the state level, the California Department of Education (CDE) is responsible for the administrative framework for delivering local MEP services through regional offices. The California MEP is the largest in the nation. In 2015, one out of every three migrant students in the United States lives in California. Currently, there are over 200,000 migrant students attending California schools during the regular school year and 97,000 attending summer/intersession classes.

According to NCLB, the purpose of Migrant Education is to:
- Support high-quality and comprehensive educational programs for migratory children to help reduce educational disruption and other problems that result from repeated moves;
- Ensure that migratory children who move among the states are not penalized in any manner by disparities among the states in curriculum, graduation requirements, and student academic achievement standards;
- Ensure that migratory children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner;
- Ensure that migratory children receive full and appropriate opportunities to meet the same challenging state academic content and achievement standards that all children are expected to meet;
- Design programs to help 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 make a successful transition to postsecondary education or employment; and
- Ensure that migratory children benefit from state and local systemic reforms.

Eligibility Requirements for Participation

A child is considered "migrant" if one of the child's parents or guardians is a migratory worker in the agricultural, dairy, lumber, or fishing industries, and the child's family has experienced a qualifying move during the past three years. A qualifying move can range from moving across school district boundaries to moving from one state to another for the purpose of finding temporary or seasonal employment. A young adult may also qualify if he or she has moved on their own for the same reasons. Individuals are eligible for participation in migrant education programming up to three years from the date of the last

qualifying move. Eligibility is established through an interview conducted by a migrant education recruiter who visits both the child's home and the employment locations where family members work. California law mandates that migrant education services are a priority for those students whose education has been interrupted during the current school year, and who are failing or are most at risk of failing to meet state content and performance standards.[5]

Overview of the Migrant Education Program in Region XVIII

MEP Region XVIII is administered through the Santa Barbara County Education Office (SBCEO) and serves Santa Barbara and San Luis Obispo Counties as the intermediate agency between the CDE and participating school districts within the two counties. MEP Region XVIII serves a geographical area that is bordered by the Pacific Ocean in the west, Kern County in the east, Monterey County in the north, and Ventura County in the south. MEP Region XVIII serves students in 13 Santa Barbara County school districts, representing 50 K-12 schools, either through a service agreement or a memorandum of understanding. In San Luis Obispo County, MEP Region XVIIII serves students in nine school districts, representing 53 K-12 schools, either through a service agreement or a memorandum of understanding.

MEP Region XVIII assists participating districts with the implementation of supplemental support services for eligible migrant students and their families. MEP is responsible for a number of programs and activities designed to promote academic success. Throughout the year, the region provides in-service training for teachers, instructional program support, and fiscal program operation technical assistance to the participating districts. MEP service categories include regular school year and summer/intersession services with special focus on: 1) School Readiness, 2) English Language Arts 3) Mathematics, 4) High School Graduation, 5) Health, 6) Out-of-School Youth, and 7) Parent Involvement. MEP Region XVIII also provides supportive services in all seven areas as defined by the State Service Delivery Plan (SSDP) for the Migrant Education Program. These are outlined below.

1. School Readiness

Under the school readiness service area, the CDE has charged MEPs with preparing children and their families to enter kindergarten, as well as with providing continuity between early education programs and kindergarten. This includes providing services that ensure: 1) migrant children have sufficient preparation or maturity to be successful in school (including physical, social, emotional, and language development); 2) there is continuity between early childhood programs and elementary school, with smooth transitions between home and school; and 3) families and communities support children's school readiness (including support for parents, nutrition and health care services, and high-quality preschool programs).

To improve school readiness, MEP provides physical, social, and emotional development support for migrant students to help prepare for the transition between home and school. MEP uses the home-based Listos, Circle, Bridges, and California Kids Learn curricula as well as teacher created lessons and thematic units to provide home-based and center-based services. These curricula help to support young dual-

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[5] California Department of Education. (2015). Overview of Migrant Education in California. Accessed October 26, 2015.

language learners and their families to foster language development and numeracy. These programs provide direct one-to-one instruction on literacy and numeracy development for preschoolers and their parents/guardians to support effective transitions to kindergarten. Some programs also include regular home-based literacy visits to coach parents on effective strategies to help their children learn English. Additionally, the Region XVIII MEP provides transition activities such as field trips to children's prospective kindergarten classes and elementary schools to help orient students and their families to future enrollment.

2. English Language Arts

English Language Arts (ELA) pertain to the breadth of literacy skills, including listening, speaking, reading, and writing. According to the SSDP, the majority of migrant students in California are English learners (EL) (65%), and these students not only need to master the English language but also learn content in all subject areas. To support English language acquisition and development, MEP provides numerous ELA support services.

MEP Region XVIII provides ELA support during the regular school year through in-class case management and instruction, after school programming, and Saturday school programs to help address English language learning barriers. Services include tutoring and additional English language classes to address the specific needs of migrant students. MEP Region XVIII also developed a summer school curriculum to keep students actively engaged in their English language development, with classes targeting students who score Beginning, Early Intermediate, and Intermediate levels on the California English Language Development Test (CELDT) to address the specific barriers for transitioning to higher proficiency levels. MEP also hosted migrant students at the Camp Kern Environmental Educational Residential Program (KEEP) for each summer, from 2012–2014. The week-long summer program was designed to strengthen and increase migrant students' writing skills, expose migrant students to educational opportunities that motivate higher levels of learning, and increase student understanding of the interrelation between humans and ecosystems.

3. Mathematics

The CDE has prioritized two areas of Mathematics focus in the SSDP: 1) elementary and middle school Math achievement, and 2) algebra achievement. To address the needs of MEP students and raise Mathematics proficiency levels across both areas, MEP Region XVIII provides a variety of services in both group and one-on-one settings. MEP Region XVIII provides Mathematics tutoring during after school programs, as well as during Saturday school programs to offer additional support outside the regular school week. Region XVIII also offers specific migrant summer school Math courses to address the gap in educational programs during the summer, including a Math Academy at CSU Cal Poly, San Luis Obispo and an Algebra Academy at UC Santa Barbara.

4. High School Graduation

Each year, close to one-third of public school students in the U.S. fail to graduate high school; the rate is even greater for Hispanic/Latino students, with close to half failing to graduate high school. Accordingly,

the CDE has charged MEPs with delivering services to support high school graduation among migrant students. The SSDP focuses on three areas relevant to high school graduation rates: 1) passing rates on the California High School Exit Examination (CAHSEE), 2) credit accrual to ensure graduation, and 3) completion of a-g requirements.

The supplementary nature of the MEP enables it to focus on strategies to promote these conditions. MEP works with students and their families to promote knowledge of the graduation requirements in their respective districts, provide information about the available resources for students to support them in graduating, and support them meeting those requirements. In keeping with best practices, the MEP's strategy to support students in their high school graduation and GED goals includes one-to-one and small group academic support. The program provides these supports during the regular school day, in after school and Saturday school programs, and through scheduled one-on-one appointments. Additionally, MEP provides home visits and phone calls with MEP families to follow-up on CAHSEE test results and provide additional support for students who may be struggling with the test.

5. Health

Migrant students face a number of health challenges, including poor nutrition, substandard housing, untreated vision and dental problems, lack of immunizations or other preventive care, and resiliency challenges such as low expectations or disconnection from school. Under the health service area, the SSDP prioritizes two key issues: 1) ensuring access to health services to address health needs that may interfere with learning and 2) increasing students' sense of being connected to school. By focusing on ensuring access to health services, the MEP has developed a consistent method of monitoring health referrals in all regions. While regional programs may continue to provide different levels of health services, all regions are accountable for ensuring that referrals are given to families with unmet health needs.

MEP Region XVIII plays a critical role in both health priority areas through direct services that foster necessary supports, as well as through training school personnel and families about the importance of these areas. MEP provides direct services to students with health needs, including case management for students with particular needs that require intensive support and counseling. Additionally, MEP works with numerous collaborating organizations to support the health needs of MEP students and their families through referrals to providers and community-based behavioral, mental, and physical, and health organizations. When these services are unable to address the particular health need, MEP funds certain services on a case-by-case basis or seeks a local partner who may provide free, pro-bono services.

6. Out-of-School Youth

One of the least understood and often underserved groups of migrant students are out-of-school youth (OSY). OSY is the group of young people ages 3-21 who have not graduated from high school and are not in school pursuing a high school diploma[6]. OSY are entitled to receive MEP services, and generally fall into two categories. One category is comprised of dropouts (migrant youth who have attended U.S. high

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[6] California defines OSY youth ages 3–21 years; MEP Region XVIII typically serves OSY ages 13–21 years.

schools and dropped out); the second is "here to work" (migrant youth who have never attended high school or migrant youth who attended high schools in their country of origin and are in the United States to work).

MEP Region XVIII has prioritized here-to-work youth in the Santa Maria and Paso Robles areas as their OSY target population. Based on OSY feedback, Region XVIII has focused its OSY programming on helping youth pursue their education goals, improve their language and job skills, and plan for the future. MEP Region XVIII provides OSY with academic tutoring and instruction, case management, referrals, free computer access, adult education programs, career and technical education programs, and other social support services. All OSY programs are conducted in collaboration with community partners.

7. Parent Involvement

The SSDP's focus in the area of parent involvement is on implementing researched and effective practices for building partnerships between schools, families and communities, and overcoming the barriers to participation experienced by migrant families. Through this, the CDE has charged MEPs with engaging schools, families, and community members in collaborative partnerships geared toward improving migrant students' academic outcomes. A model of school, family, and community partnerships identifies six types of parental involvement: 1) parenting, 2) communicating, 3) volunteering, 4) learning at home, 5) decision-making, and 6) collaborating with the community.[7] Schools and community agencies must play a proactive role in promoting parent and family involvement through specific practices that build partnerships to promote increased student achievement.[8]

A large part of MEP Region XVIII's parental involvement strategy is engaging parents in the Regional Parent Advisory Council (RAC) and Local Parent Advisory Councils (PACs). The PACs function at the district level whereas the RAC is at the regional level. The purpose of these councils is to engage MEP parents in understanding the governance and operations of MEP at the state level and how that is disseminated to the regional and local levels. PACs also advice and make recommendations for MEP programs and services, staff trainings, and other pertinent issues. Parents who participate in the councils develop effective leadership skills, including problem solving and communication. Migrant parents are encouraged to continue involvement and active engagement in their children's academics and schools during and after MEP eligibility. Migrant parents are also encouraged to be fully engaged in District English Learner Advisory Councils (DELAC), and/or the English Learner Advisory Council (ELAC). It is the hope that, with MEP parents in roles of leadership, programs are designed to include their expertise and address the community's changing needs. Another hope is that other MEP parents will be encouraged to take a more active role in their children's academics, thereby reducing a barrier for parent involvement.

Research cited by the National Literacy Panel on Language-Minority Children and Youth noted that "schools underestimate and underutilize parents' interest, motivation, and potential contributions"

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[7] Epstein, J.A., Sanders, M.G., Simon, B.S., Salinas, K.C., & Van Voorhis, F.L. (2002). School, family, and community partnerships: Your handbook for action (2nd ed.). Thousand Oaks, CA: Corwin Press, Inc.

[8] Martin, (2009). How school practices to promote parental involvement influence student success. (Unpublished research report). Claremont, CA.

(referring to parents of language-minority students).[9] Accordingly, the MEP also conducts outreach with schools and families to understand and overcome the barriers to service engagement. Families may need transportation or childcare, may not be familiar with the public school system in the U.S., or may lack confidence in engaging with teachers and administrators.

MEP provides parental engagement services through numerous avenues, including one-to-one meetings, phone calls, and home visits with parents and their children to provide additional tailored guidance and support needed. MEP also conducts Saturday workshops for parents on parenting techniques related to the educational needs of their children and facilitates several conferences and presentations, including the annual *Parents Are Teachers Too* conference, to support and encourage parents in helping their children develop their educational skills, regional conferences, and informational presentations at PAC meetings.

Purpose and Scope of the Local Comprehensive Needs Assessment

The purpose of this report is to provide a Comprehensive Needs Assessment (CNA) of the regional MEP. The CNA will provide both SBCEO and CDE with an independent assessment and evaluation of program needs, and specific recommendations and solutions for improving outcomes for California's migrant student population.

Scope of Local Comprehensive Needs Assessment

To obtain an independent assessment and evaluation of program needs, MEP Region XVIII contracted Resource Development Associates (RDA) to conduct the local CNA. Through this engagement, RDA completed five major tasks:

1. Created and maintained a collaborative working relationship with SBCEO/MEP;
2. Created a migrant student profile and identified needs based on local data and assessment;
3. Collected local data and developed an analysis plan;
4. Executed an analysis plan to identify needs and develop recommendations; and
5. Developed a report of findings and recommendations presented to MEP leadership and the SBCEO Assistant Superintendent of Educational Services.

The objectives of each task were as follows:

To **create and maintain a collaborative working relationship with MEP Region XVIII,** RDA and MEP leadership first confirmed project goals, objectives, scope, and timeline, and discussed expectations for communication and the roles and responsibilities of both parties. This process included identifying and determining availability of data and documentation to be collected and analyzed, developing a plan for outreach and engagement activities, and setting meeting schedules for updates on project

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[9] August, D. & Shanahan, T. (Eds.). (2006). Executive summary. *Developing literacy in second-language learners: Report of the national literacy panel on language-minority children and youth* (7–15). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

implementation progress, including preliminary findings or recommendations and addressing any unanticipated challenges. The relevant program documentation, curricula, and data provided RDA with context and background about MEP Region XVIII's programs and the migrant student population.

To **create a migrant student profile and identify needs based on local data and assessment,** RDA conducted extensive quantitative and qualitative data collection and analysis. Through the analysis, RDA identified migrant student needs and concerns regarding school readiness and educational outcomes over time in the areas of preschool education, CST Math and CST ELA testing, CELDT, CAHSEE, high school graduation, and completion of a-g credits.

To **develop a local data collection and analysis plan**, RDA worked with SBCEO to identify data sources; outlined a data collection plan that included data collection strategies, tools, and surveys; collected and reviewed primary and secondary data; and determined sampling and comparison groups. RDA developed tools for each data collection activity, including key informant interviews, focus groups, online teacher/instructor survey, online community partner survey, and OSY paper survey, with input from MEP Region XVIII staff. These tools drew from previous instruments that RDA and others in the field have used for similar studies, and addressed the context, population, and set of programs in Region XVIII, taking into consideration a range of cultural, linguistic, and educational backgrounds.

In addition, RDA requested quantitative data from MEP Region XVIII about its programs, priority areas, legal requirements, and performance indicators. RDA also reviewed MEP program documentation to identify the MEP funded programs and services that serve migrant children and families outside of the traditional classroom (special needs students, preschool aged migratory children, and out-of-school youth).

RDA mapped these data collection activities to a data analysis plan that would identify performance outcomes as well as strengths, needs, and gaps within each of the seven service delivery areas and throughout the local MEP as a whole.

To **execute the analysis plan to identify needs and develop recommendations,** RDA began by analyzing quantitative survey and secondary data using Excel and Stata. The team conducted data cleaning procedures including checks of distributions, ranges, outliers, discrepancies, reliability, and validity. Descriptive statistics, frequencies, confidence intervals, and measures of association were employed to analyze data. RDA then triangulated findings from the quantitative and qualitative data analyses to highlight results that might not have otherwise been realized from either methodology alone. RDA used qualitative data to deepen our understanding of the quantitative findings, discover underlying reasons that might help explain results, and identify prevalent trends in behaviors, thoughts, and attitudes.

After analyzing the data, RDA developed a set of research findings that articulated the gaps for migrant students compared to other groups, prioritized migrant students' academic needs, and identified need indicators and data sources for measurement. The MEP Region XVIII staff had an opportunity to provide feedback and suggestions about how to best incorporate findings into the final deliverables, serving as a

brief vetting process to establish a shared understanding of the identified needs and recommendations of the needs assessment.

RDA compiled the CNA results into a **report of findings and recommendations** for the fifth task; the deliverables include both the report document and a corresponding presentation. RDA will ensure that the needs assessment findings and recommendations provide clear and concise strategies for MEP Region XVIII and the State Service Delivery Plan to target instructional and service strategies towards identified migrant student needs. MEP Region XVIII staff had several opportunities to provide feedback on this report through a single point of contact, and RDA incorporated this feedback through one full round of revisions.

Methodology

To develop a migrant student profile for MEP Region XVIII and conduct a comprehensive needs assessment of migrant students' education-related needs, RDA took a mixed-methods approach to data collection and analysis. RDA submitted an initial request to MEP staff to review all relevant program documents, including sample curricula and sample data. Along with providing MEP staff with a current profile of Region XVIII's migrant student population, the initial review of MEP's program and migrant student performance data also helped RDA establish an orientation to Region XVIII's MEP functions across the different districts, and to gain an understanding of the migrant student population. This information informed the team's subsequent data collection activities.

Guided by the scope of work set forth by the CDE, RDA subsequently developed a local data collection and analysis plan comprised of a variety of primary and secondary data collection and analysis activities. These activities encompassed a broad review of all service delivery areas and populations, while providing enough depth of information within each area so as to be useful for program design purposes. Once all data collection activities were completed, the RDA team analyzed the data, synthesized key findings and themes across primary and secondary data to establish a prioritization of needs, developed a needs statement that mapped needs indicators with recommended data sources and identified/prioritized needs, and provided actionable and attainable solutions for program effectiveness.

Primary Data Collection

To gain a better understanding of the multiple factors that shape migrant students' and families' complex needs and barriers to accessing MEP services, the RDA team led a series of data collection activities with MEP staff from both regional and individual districts, as well as with community stakeholders.

The overall goal of these data collection activities was to gather stakeholders' general feedback on current program strengths, areas of improvement, and recommendations for improving services as well as to gather targeted feedback across seven research domains. These domains were:

- School Readiness
- Mobility and Education Continuity

- English and Language Arts
- Mathematics
- High School Completion
- Parent Involvement
- Health (and other Social Support Services)

To collect a large portion of this data, RDA organized two site visits. The first site visit took place in July, and included seven focus groups with migrant students and parents who participated in the MEP summer program. During this time, RDA also met with MEP Region XVIII leadership to confirm local performance indicators and establish a protocol for secondary data collection. RDA's second site visit was in September. In addition to meeting with parents and students, the team facilitated a focus group with OSY and another focus group with community based organizations (CBOs). A total of eight focus groups were conducted during the September site visit.

In addition to these site visits, data collection activities included key informant interviews with MEP staff and community partners and online/paper-based surveys with MEP instructional staff, community partners, and OSY. RDA employed a variety of qualitative data collection methods in order to ensure broad community participation and that the data reflects the diversity of Region XVIII's migrant community. Each data collection format allowed opportunities to gather additional information that might not have emerged through the use of any one format alone. For example, the discussion format of focus groups not only allowed for wider community participation, but also provided an opportunity for specific thoughts and ideas to emerge that might not have occurred during an individual interview. At the same time, individual interviews allowed the team to probe further regarding certain topics as well as provide an opportunity for the participant to feel more comfortable sharing their perspective, which might not have been the case in a focus group setting.

Table 1 lists each primary data collection activity by date and total number of participants. A total of 166 stakeholders participated in primary data collection activities.

Table 1. Data Collection Activities and Dates

Activity	Date	Total Participants
Focus Groups, Site Visit 1	July 13 – July 15, 2015	42
Focus Groups, Site Visit 2	September 24 – September 26, 2015	58
Key Informant Interviews	September 14 – October 16, 2015	23
Instructional Staff Online Survey	August 24 – September 25, 2015	16
Community Partners Online Survey	August 24 – September 25, 2015	13
Out-of-School Youth Paper Survey	September 25 – October 9, 2015	14

Stakeholder Focus Groups

The purpose of the focus groups was to gather a diverse set of perspectives on stakeholders' program experiences as well as gain broader context of the social and economic factors that shape migrant students' and parents' daily lives and that impact access and participation in MEP programs.

MEP staff identified locations and coordinated recruitment for participants during existing stakeholder events to maximize both stakeholder representation and participation. Parent and student focus groups took place at schools. The OSY focus group took place at the MEP Regional office. All focus groups lasted approximately 60 minutes. A Spanish or Mixteco interpreter (depending on the demographics of the district) was present to aid in translation of questions and responses. Student and parent stakeholders were offered refreshments and parents were given a $20 gift card in appreciation for their time and participation.

Parent stakeholders were asked to reflect on their current educational needs and concerns, including a description of their typical work day, level of support with their child's academic development, general experience with the MEP program and services related to enrollment and program impact on their child's academic and social development, referrals to other community resources such as health services, and recommendations for improving MEP programs and services. Similarly, students were also asked to reflect on their general experience with MEP programs and health services, program strengths, and recommendations for strengthening current programs and services.

Table 2 lists each focus group by stakeholder affiliation and district, along with number of participants. A total of 103 stakeholders participated in focus group events.

Table 2. List of Focus Groups by Stakeholder Affiliation, District, and Number of Participants

Stakeholder Group	Date	District	Total Participants
Student	July	Guadalupe	5
Student	July	Lompoc	5
Student	September	Lucia Mar	5
Student	July	CSU San Luis Obispo	7
Student	September	San Miguel	9
Student	July	Santa Maria High School	5
Student	July	UC Santa Barbara	5
Parent	July	Guadalupe	17
Parent	September	Guadalupe	12
Parent	July	Lompoc	9
Parent	September	Lucia Mar	14
Parent	September	San Miguel	9
Parent	July	Santa Maria High School	3
Out-of-School Youth	September	Region-Wide	7
Community-Based Organizations (CBOs)	September	Santa Maria	4

Stakeholder Interviews

In addition to focus groups, RDA conducted key informant interviews with Region XVIII MEP staff and community partners. RDA made sure to speak with MEP staff across a range of roles and levels within the program. The purpose of the interviews was to gain an understanding of migrant students' academic needs and program experience from the perspective of service provision.

The majority of interviews were conducted by phone, with the exception of four interviews with MEP Region XVIII staff. These four interviews were completed in person during the September site visit. Interviews lasted approximately 60 minutes. Informants were asked to reflect on the general needs and concerns of migrant students and families; program strengths and challenges, including barriers for migrant students and families to access MEP; the current system of community support services (e.g., what community resources are available, which services migrant families access most frequently, referral process and overall communication between MEP and community partners); and recommendations for strengthening MEP services.

RDA completed 23 key informant interviews, including 19 interviews with MEP regional and district staff and four interviews with community partners. Interview participants represented all 22 school districts across both counties. MEP staff roles ranged from regional staff administrators, migrant education student and parent specialists, recruiters, student advisors, instructional teachers, and MEP district directors. Community partners included district leadership, Mini-Corps Program Coordinator[10], and Science, Technology, Engineering, and Mathematics (STEM) program coordinator.

Needs Assessment Surveys

To allow maximum opportunities for stakeholders to contribute to the needs assessment, RDA also designed anonymous surveys for three different stakeholder groups: 1) instructional staff, 2) community partners, and 3) OSY. Along with increasing participation and offering another method for stakeholders to contribute to the needs assessment, the purpose of each survey was to assess migrant students and families' needs, program experiences, and expectations.

The instructional staff and community partners' surveys were administered online, and remained live from August 24 to September 25, 2015. The OSY survey was paper-based and primarily administered in person by MEP staff. Prior to administration, RDA trained MEP staff in survey administration. The team used a snowball method to reach survey participants, where recipients of the survey announcement were encouraged to forward the survey on to their own networks. RDA designed fliers to invite stakeholders to complete the survey, which Region XVIII MEP staff distributed.

Each survey incorporated a variety of question types, from multiple choice and Likert scale responses to semi-structured and open-ended questions. Instructional staff members were asked to reflect on parent involvement, supports and barriers for migrant students' academic achievement, and input on MEP

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[10] Mini-Corps is a statewide program based at community colleges and universities. The program hires college students who have a migrant background to mentor and tutor migrant students either in class and/or home visits.

programs and services (e.g., what's working well, recommendations for strengthening services). Community partners were asked questions related to their level of awareness and engagement with MEP programs and services, level of awareness regarding their clients' migrant status, and reflections on the migrant community's primary needs and concerns, including recommendations for strengthening support services for migrant students and families.

OSY have needs unique to other migrant student and families. As a result, questions differed slightly from those asked to migrant students who attend traditional school. In addition to asking questions regarding current participation in MEP programs and services, program strengths, and recommendations for improving MEP services, the OSY survey included questions regarding mobility, employment, reasons for leaving school, and interest in programs offered specifically to the OSY population, such as Cyber High and Adult Education. A total of 43 stakeholders participated across all three surveys.

Secondary Data Collection

As part of the CNA, RDA examined longitudinal data submitted from WestEd and MEP Region XVIII as well as data gathered from the CDE's DataQuest and CALPADS files. The data analyses included an assessment of student achievement, demographic and migration patterns of students and their families, and the types of services received by migrant students and their families.

RDA aggregated demographic data to examine who is represented in Region XVIII's migrant student population. Analysis included ethnicity, gender, and migration patterns. RDA compared the migrant-specific demographics to the general student population in Region XVIII.

Secondary data analysis also looked at changes in students' school readiness as well as educational outcomes and achievements over time in the areas of preschool education, CST Math and ELA proficiency, CELDT performance, CAHSEE passing rates, high school graduation, and completion of a-g credits. The analyses evaluated progression of student achievements over time and, where possible, compared achievement scores to California State standards to see if MEP students progressed toward meeting performance targets.

At the request of Region XVIII's MEP Director, RDA conducted a cohort analysis of students continuously enrolled in MEP in the 2011-2012, 2012-2013, and 2013-2014 school years. The purpose of this cohort analysis was to examine the relationship between MEP services and students' academic outcomes. In these analyses, RDA used individual level data in a time series fashion to explore the outcomes over time; for those students with available data, RDA matched their achievement scores and demographics over the course of the three years. To analyze changes over time, RDA conducted transition probabilities to assess how students progressed through different performance levels on the CST and CELDT over the three years. RDA conducted all analyses for the cohort study in Stata 13.

Methodological Limitations

Primary Data Collection

Safety Concerns in Needs Assessment Participation. Trust was a key challenge that frequently emerged during focus groups and stakeholder interviews. Many migrant families were concerned about undocumented friends and relatives. Many also live in socially and economically vulnerable living conditions. At the time of data collection, news of Immigration and Customs Enforcement (ICE) presence in the area traveled throughout the Region XVIII community. As a result, a general fear and mistrust of public agencies and information was prevalent in the migrant community.

These realities could have impacted data collection in two ways: 1) migrant families' are less likely to access social services, including the MEP program, thereby decreasing participation in the assessment; and 2) those parents and students who did participate in the needs assessment are less likely to be forthcoming in their responses. RDA addressed this limitation by enlisting the support of an interpreter from the community as well as relying on MEP staff to invite parents and students to the focus groups; Many MEP staff come from and interact daily with the migrant community. Additionally, the RDA team introduced every focus group and interview with background on the project, emphasizing that participants' responses are anonymous and that they did not have to respond to any question they did not feel comfortable answering.

Interpreting Qualitative Responses. Another challenge in primary data collection and analysis, specifically with focus groups, is the difficulty in quantifying any particular sentiment. This is in part because not all participants respond to all questions, and in part because sometimes participants respond using non-verbal cues, such as nodding. Because of this, we use the term "most," "some," and "few" throughout the report to convey the extent to which a given sentiment or idea was shared. While there is necessarily some ambiguity around this terminology, the RDA team incorporated this practice as an attempt to convey the degree of agreement among focus group participants.

Secondary Data Collection

Data Were Not Systematically Recorded for All Measurable Outcomes. As with any project that involves the analysis of quantitative data, several limitations exist, including the availability of data, data collection methods, and feasible data extraction processes. For the MEP Region XVIII CNA, a primary methodological limitation included insufficient data to measure specific performance targets, including 1) school readiness, 2) health-related concerns, 3) parental involvement, and 4) OSY engagement.

For example, in the case of health-related data, screening, referral, and treatment services for students with health needs are not necessarily collected by MEP Region XVIII. However, data is collected by MEP community partners. As a result, RDA did not have access to complete reports. Similar issues existed for the parent involvement targets; insufficient data were collected, resulting in challenges to accurately measure against the targets.

Additionally, data regarding OSY is limited. MEP staff reported difficulties in outreach to OSY to participate in the assessment. As a result, data reported on these performance targets are limited. In order to mitigate these challenges, RDA performed primary data collection through focus groups, interviews, and surveys with the MEP student population, their families, and the MEP staff.

Data Were Not Recorded Using Standard Identifiers and Processes. The seasonal and migratory nature of work in the agricultural industry posed a major barrier to quantitative data and measurement for the Region XVIII CNA. Accurately collecting and reporting on data over time is difficult when students move to different school districts, other parts of California, or even out of state and/or the country. Once a student moves, data can no longer be collected. This challenge was heightened by the lack of consistent linkages between MEP Region XVIII participant data and their corresponding Statewide Student Identifier (SSID). According to MEP Region XVIII leadership, districts generally provide individual student data with 80–90% accuracy. Tracking individual student data *across* districts within MEP Region XVIII was limited due to this factor and to the lack of standardized protocols for recording and tracking student data. Each school district records student data based on their local student identification numbers, which differ across districts. Finally, California standards tests are conducted during certain times of the year. When a student moves into a district outside of those time periods, they are unable to take the test and thus no scores are recorded. Similarly, for students who move to California from other states or countries, only student data collected while they are in the California education system is available for this needs assessment.

To address this challenge, RDA requested the most recent three years of individual level data, which enabled RDA to match students across those years to examine changes in their outcomes. Although not all students had three years' worth of data, approximately 30% (*n* = 523) did have data available on CST Math and ELA in all three years, 12% (*n* = 201) had data available on CELDT, and 10% (*n* = 45) had data available on a-g credit accrual. These percentages allowed RDA to perform the transition analyses mentioned above. RDA also requested service-related data to explore the level of service provision among MEP students and their families in Region XVIII.

In addition, RDA collected longitudinal data from WestEd and the California Department of Education DataQuest files, which allowed the team to make comparisons on student achievement over the course of a six-year period, starting in the 2007-2008 school year and ending in 2013-2014. DataQuest data were available for the following student achievement outcomes and demographics:

- CST, Math and English language arts
- California English Language Development Test
- California High School Exit Exam
- High school graduation
- a-g credit completion
- Race and ethnicity
- Gender

These longitudinal data allowed RDA to explore changes over time and examine whether the changes aligned with State and local level targets identified in the Regional Application.

Many Indicators for Measurable Outcomes are Outdated. While this concern was not a limitation in the execution of this study, it is important to note that many of the findings around academic outcomes were based on data collected through measures that have since been suspended. This included the CST, which was suspended following school year 2012-2013 and replaced by the Smarter Balanced Assessments (SBAC) in school year 2014-2015, and the CAHSEE, which was suspended at the launch of this study in 2015. The suspension of these measures also resulted in the suspension of the Academic Performance Indicator (API) measure and impacted how the Adequate Yearly Progress (AYP) is calculated. While our proposed solutions are not strongly affected by this challenge, should the districts, region, or state wish to draw comparisons of future MEP performance to the academic needs and gaps identified in this study, they will be challenged to identify appropriate proxy measures and/or will need to establish a new baseline using different measures.

Migrant Student Profile

This section of the report examines demographic characteristics of students enrolled in Region XVIII, including at the general population level and for MEP students specifically. The purpose of this section is to get a better understanding of who Region XVIII students and their families are.

General Population

Demographics

In order to get a better understanding of student populations in Region XVIII, RDA examined the gender, ethnic, and racial breakdowns, as well as EL and SED designations of all students that comprise Region XVIII. Overall, males and females were equally represented in the Region XVIII student population, with a 48:52 female-male ratio in the 2007-2008 school year and a 49:51 ratio in the 2013-2014 school year (Figure 1).

Figure 1. Gender Breakdown of Region XVIII Students, School Years 2007-2008 & 2013-2014[11]
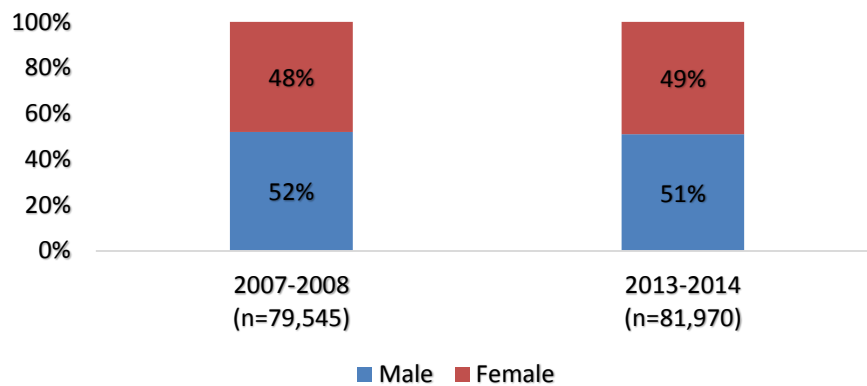
RDA also examined the racial and ethnic breakdowns of Region XVIII students. In school year 2007-2008, 48% of Region XVIII students identified as Hispanic, 42% identified as White, and 10% identified as other, which included Asian, African American, Filipino, Pacific Islander, and American Indian/Alaskan Native. Given that each respective percentage was so small, approximately 1%, RDA collapsed these into the Other category (Figure 2). In school year 2013-2014, the percentage of Hispanic students increased to 59% and the percentage of White students decreased to 34% (Figure 2).

Figure 2. Ethnic and Racial Breakdown of Region XVIII Students, School Years 2007-2008 & 2013-2014[12]
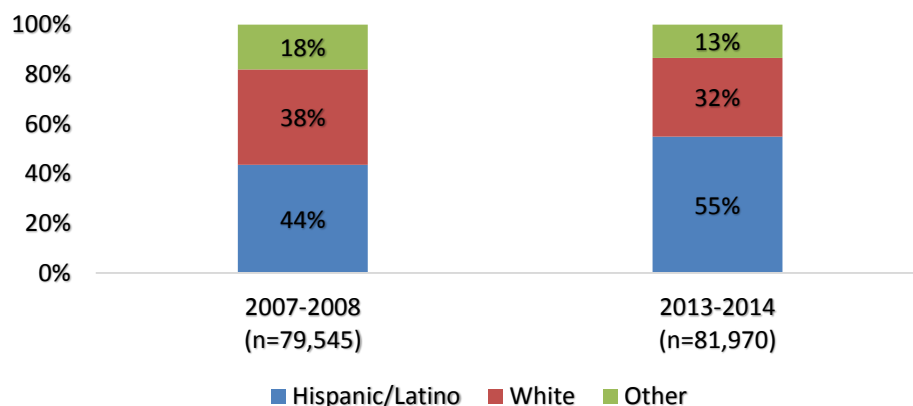

RDA also examined EL and social and economically disadvantaged (SED) demographics of Region XVIII students. In school year 2007-2008, EL students constituted 24% of the Region XVIII's overall student population and SED students made up 47% of the Region XVIII's overall student population (Figure 3). These numbers remained similar in the year of this assessment period (school year 2013-2014) where EL students comprised 28% of the overall student population while SED students comprised 47% (Figure 3).

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[11] Data gathered through CDE research files
[12] Data gathered through CDE research files

Figure 3. English Learner and Socio-Economically Disadvantaged Designations of Region XVIII Students, School Year 2007-2008 & 2013-2014[13]
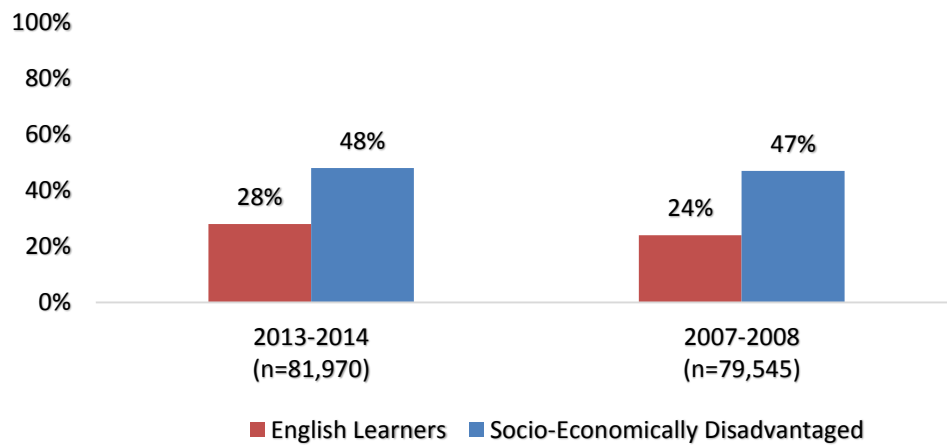

MEP Participants and Families

This section of the report identifies demographic characteristics of Region XVIII migrant education students and their families. It also includes an examination of migrant education student's designations according to federal migrant education program guidelines (e.g., priority for service). Additionally, it explores MEP enrollment as a total of the general student population, MEP eligibility, and migration patterns of MEP students and their families.

Demographics

From 2009 through 2014, the number of youth eligible for MEP enrollment declined from 3,359 in school year 2009-2010 to 2,300 in school year 2013-2014, a 32% decline. The sharpest decline occurred between school years 2009-2019 and 2011-2012, in which the number of total eligible youth dropped by over a quarter (26%). While the decline continued between school years 2011-2012 and 2013-2014, it was less dramatic, at 8%.

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[13] Data gathered through CDE research files

Figure 4. Youth Ages 3-21 Eligible for MEP Enrollment in Region XVIII, School Years 2009-2014[14]
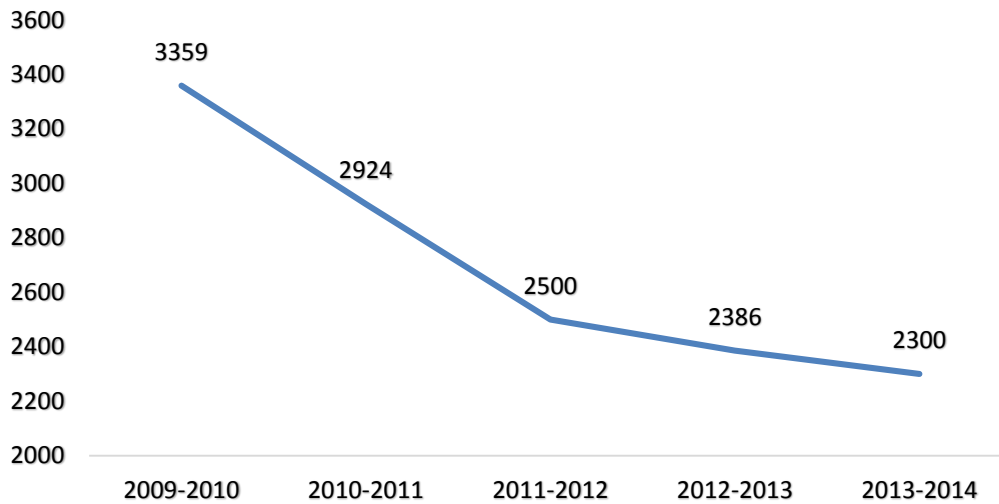
Similar to the number of eligible youth dropping over time, the number of eligible youth who participate in MEP, by receiving one or more services, also declined (Figure 5). The rate of decline in participation from school year 2011-2012 to 2012-2013 was 13%, a slightly greater rate than the decline in students eligible for MEP services.

Figure 5. Youth Ages 3-21 Participating in MEP Services in Region XVIII, School Years 2012-2014[15]
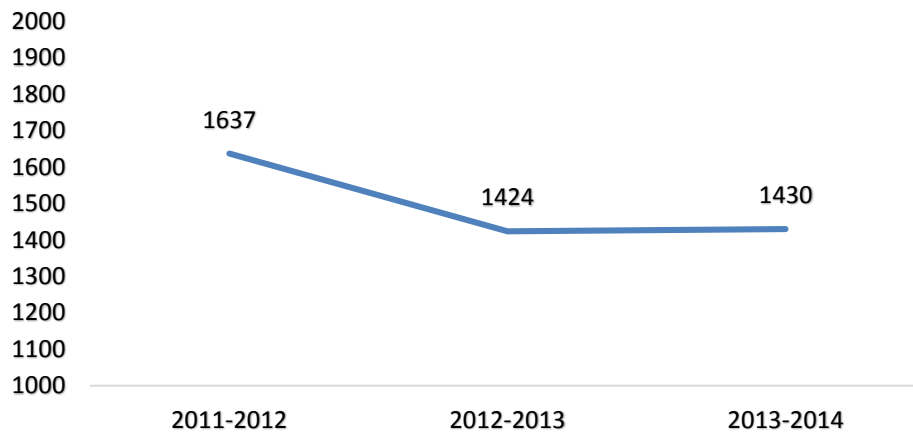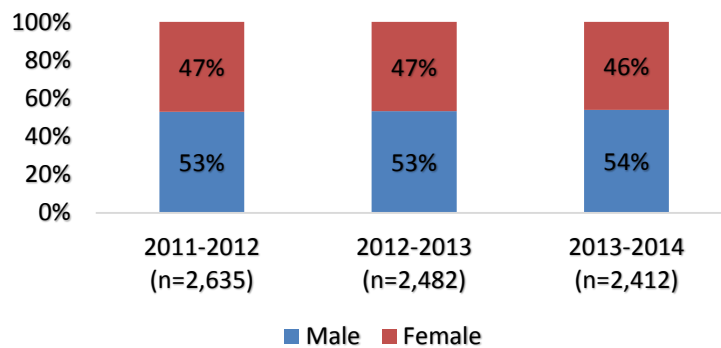

The gender makeup of migrant education students reflects those of the general Region XVIII student population, with there being approximately an even split between female and male students (Figure 6).

[14] Analyzed, aggregated data provided by MEP Region XVIII
[15] Raw, individual-level data provided by MEP Region XVIII

Figure 6. Gender Breakdown of Region XVIII Migrant Education Students, School Years 2012-2014[16]

However, there was a great difference in the racial and ethnic make-up of migrant education students as compared to the general student population in Region XVIII. As seen in Figure 2, Hispanic students constituted 48-59% of students in the general population. However, among migrant education students in Region XVIII, Hispanic students made up almost 100% of students (Figure 7).

Figure 7. Ethnic Breakdown of Region XVIII Migrant Education Students, School Years 2012-2014[17]
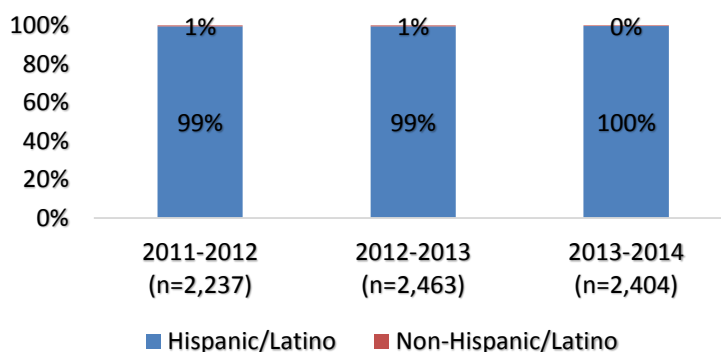
In addition, the results showed that seasonal work was the predominate occupation of MEP parents (ranging 98-99% each year) and the majority of the work was in the agricultural field and included activities such as picking produce, weeding, and plowing.

Migration Patterns

The results indicated that overall migration patterns into and out of Region XVIII remained relatively stable, from the 2009-2010 school year through the 2013-2014 school year. There was a substantial increase in the number of students migrating away from Region XVIII in school year 2010-2011, approximately 1,200; however, in the same year, about 500 students migrated into the region. For this particular year, there was a net outflow of 700 students (Figure 8). In other years, the number of students

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[16] Raw, individual-level data provided by MEP Region XVIII
[17] Raw, individual-level data provided by MEP Region XVIII

migrating into and out of the region remained more in line with each other. This results in what is nearly net-zero movement from school year 2009-2010 through school year 2013-2014. Coupled with the declines in youth's MEP eligibility and enrollment numbers (see Figure 4 and Figure 5), this demonstrates that families could be moving from Region XVIII outside of the school year, but ultimately returning to Region XVIII, thereby reducing the number of school interruptions their child(ren) experience, but also canceling their eligibility for MEP services. This is substantiated by qualitative data, discussed in the Results and Implications section. Among students who do move during the school year, individual-level analyses demonstrated that in school year 2011-2012 about 68% (*n* = 2,635) of MEP students had a school interruption, while 71% (*n* = 2,482) had a school interruption in school year 2012-2013, and 75% (*n* = 2,412) had an interruption in school year 2013-2014.

Figure 8. Migration Inflow and Outflow in Region XVIII, School Years 2010-2014[18]
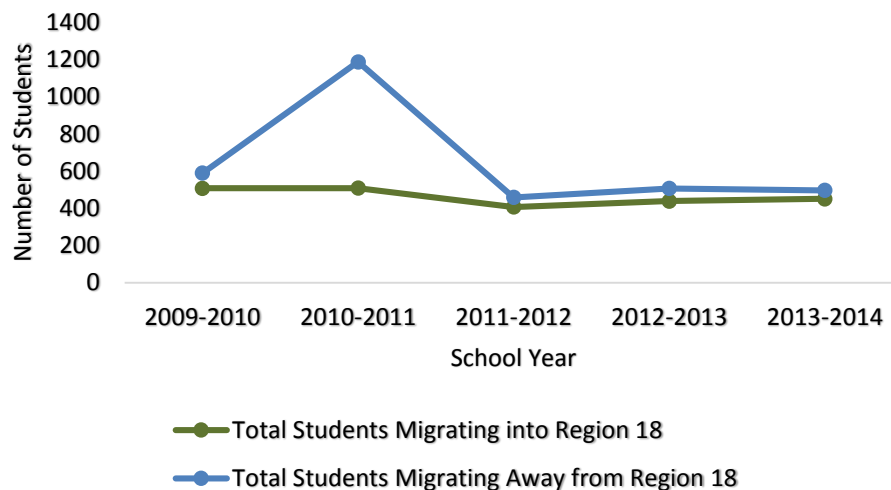
RDA discovered that most students migrated into Region XVIII from Mexico or from other parts of California. Figure 9 below shows that the number of students migrating from other parts of California and from Mexico were equal, ranging from approximately 170 to 240 students depending on the year. When examining the results for students who came from Mexico, the majority of students migrated from the Michoacan, Jalisco, and Oaxaca regions, which are primarily in the southern and southeastern parts of Mexico.

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[18] Analyzed, aggregate data provided by WestEd

Figure 9. Places Where Students Migrate From Into Region XVIII, School Years 2010-2014[19]

- Students Migrating into Region 18 from within California
- Students Migrating into Region 18 from Mexico
- Students Migrating into Region 18 from Other States
- Total Students Migrating into Region 18
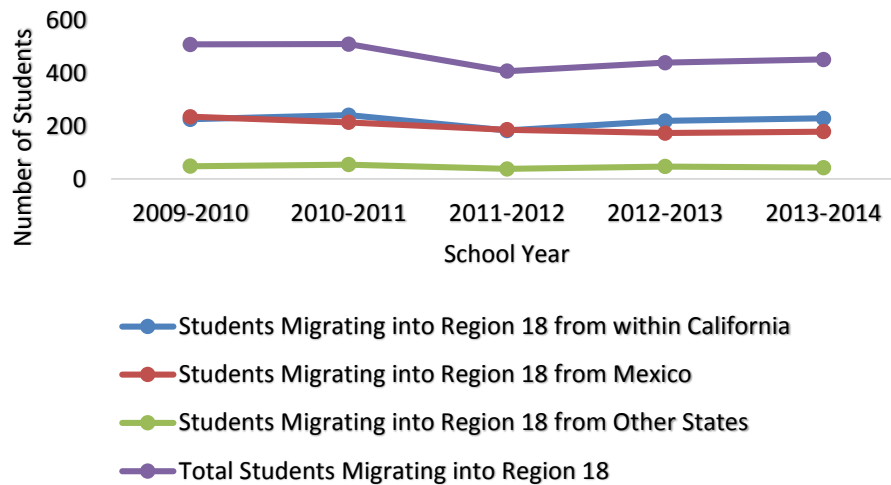
Priority for Service

In order to better understand the needs of migrant students in Region XVIII, RDA examined the number of students identified as *priority for service*. The federal migrant education program defines *priority for service* students as those who meet both of the following criteria: 1) have had a school interruption during an academic year within the last three years and 2) are failing to meet state academic achievement standards. In school year 2011-2012, the MEP in Region XVIII identified 7% of migrant education students as *priority for services*. Ten percent were identified as *priority for service* in school year 2012-2013, and 8% in school year 2013-2014. This indicates that a low percentage of all migrant students meet the priority for service definition (Figure 10).

Figure 10. Percentage of Region XVIII Migrant Students Identified as Priority for Service, School Years 2011-2014[20]

- 2011-2012 (n=2,636)
- 2012-2013 (n=2,483)
- 2013-2014 (n=2,413)

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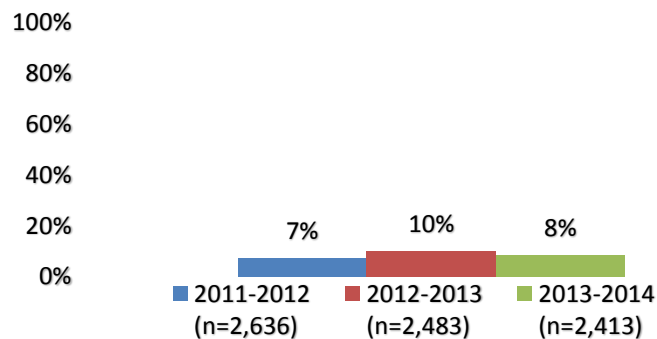
[19] Analyzed, aggregate data provided by WestEd
[20] Raw, individual-level data provided by MEP Region XVIII

Figure 10 indicates the low percentage of students meeting the priority for service definition; however, a much higher percentage of students in Region XVIII are at risk of failure. *At risk of failure* students are defined as those who are failing to meet the state academic achievement standards, but who have not had a school interruption. As seen in Figure 11 below, approximately 63% of migrant education students in Region XVIII are at risk of failing across all three school years, indicating the high level of need still present in this population.

Figure 11. Percentage of Region XVIII Migrant Students Identified as At Risk for Failure, School Years 2011-2014[21]
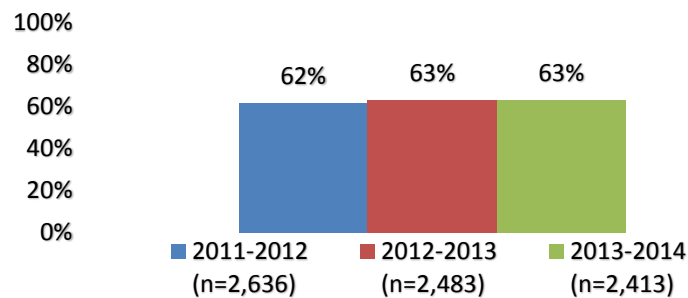
Migrant Education Achievement and Services

School Readiness

This section examines the school readiness of Region XVIII migrant education students by exploring enrollment in kindergarten and the services provided to early education students. The percentage of kindergartners enrolling after 5.9 years of age is an important indicator in measuring late age enrollment in kindergarten. Late age kindergarten enrollment is important to measure as late enrollment can have an impact on future educational success. The statewide target in California is to have no more than 10% of kindergarteners enroll at a late age (defined as 5.9 years or later). Additionally, this section identifies the number of children aged 3-5 years who are not in kindergarten and are receiving services through home- or site-based programs.

As seen in Figure 12, the percentage of migrant kindergarten students in Region XVIII's MEP program enrolling after 5.9 years of age has declined over time, which aligns with statewide targets. In school year 2008-2009, 21% of MEP kindergartens enrolled in school after 5.9 years of age. This percentage decreased over time to 10% in school year 2013-2014, which meets the statewide target.

[21] Raw, individual-level data provided by MEP Region XVIII

Figure 12. Percentage of Kindergarteners in Region XVIII Enrolled After 5.9 Years of Age, School Years 2009-2014[22]
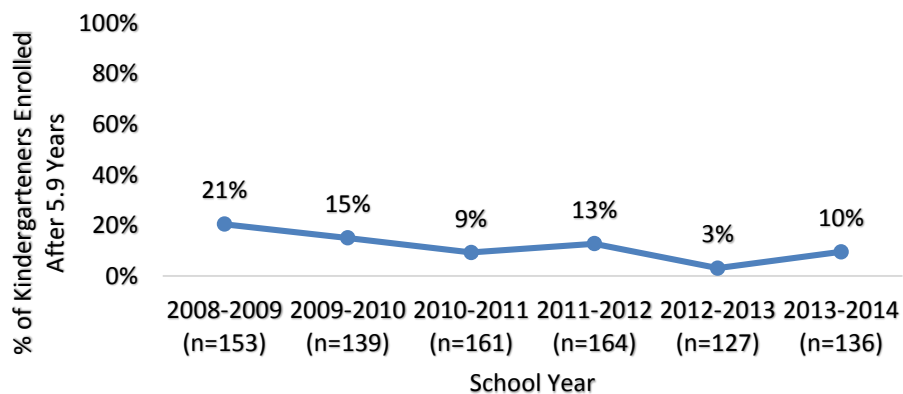
The MEP is also providing services to many of the children 3-5 years of age not enrolled in kindergarten programs. Through their Migrant Education School Readiness Programs (MESRP), in 2009-2010, 61% of 3-5 year olds who were not in kindergarten received home- or site-based services to prepare them for future educational attainment and transition into kindergarten (Figure 13). This percentage increased to 66% in school year 2010-2011.

Figure 13. MEP Students Age 3–5 Enrolled in Home or Center Based Early Education in Region XVIII, School Years 2009-2011[23]
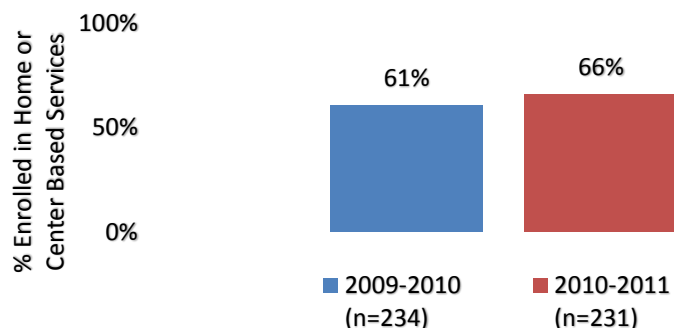
Through these early education opportunities during school year 2013-2014, preschool-age youth demonstrated growth with aggregate improvement rates of 2% to 13% from pre- to post-assessments. This series of assessments reviewed youth's vocabulary, written letter recognition, and letter sound familiarity.

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[22] Raw, individual-level data provided by WestEd
[23] Raw, individual-level data provided by MEP Region XVIII

Figure 14. MESRP Student Assessment Outcomes – Mean Scores, School Year 2013-2014[24]
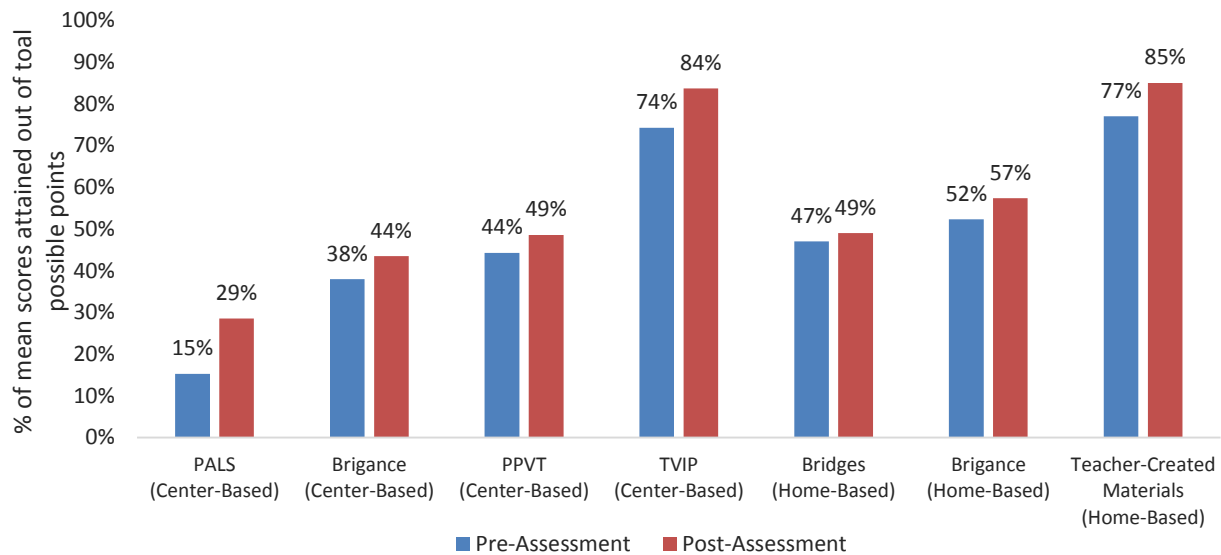
English Language Arts

In order to gain a better understanding of how ELA outcomes among MEP students change, this section of the report explores MEP student achievement on the CST ELA component and the CELDT.

As seen in Figure 15, approximately 50% of all students in Region XVIII scored Proficient or Advanced in the ELA component of the CST. This percentage increased from 47% in school year 2007-2008 to 52% in school year 2012-2013. However, the percentage is lower among migrant students, with 11% deemed proficient in school year 2007-2008, increasing to 13% by school year 2012-2013. Migrant students consistently outperformed English Learners in the region by approximately 4% each year. These findings taken together demonstrate a critical gap in English language development between the general student population and migrant education and English Learner students in Region XVIII. These percentages are below Region XVIII's target of having 25-30% migrant students scoring proficient from 2008-2009 to 2013-2014.

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[24] Analyzed, aggregate data provided by MEP Region XVIII

Figure 15. CST ELA Proficiency by Student Population in Region XVIII, School Years 2008-2013[25]

School Year	07-08	08-09	09-10	10-11	11-12	12-13
All	47%	50%	52%	52%	54%	52%
Migrant	11%	13%	13%	13%	14%	13%
SED	15%	18%	19%	23%	21%	20%
English Learners	7%	9%	10%	14%	10%	9%
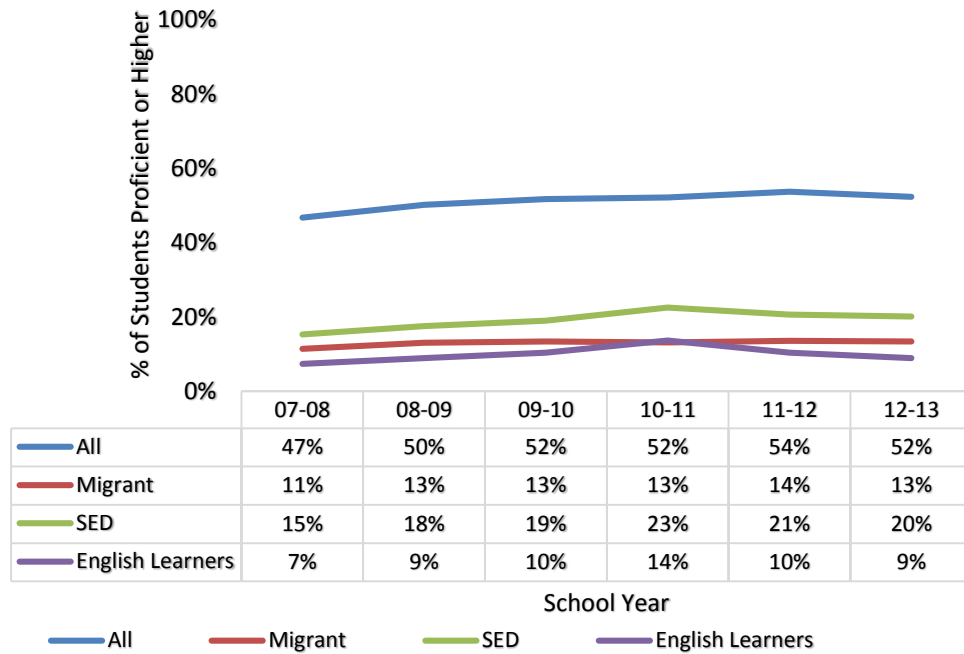
However, in examining CELDT performance from school year 2007-2008 to school year 2013-2014, the gap in English language development is not as disparate. In school year 2007-2008, 56% of all students achieved Early Advanced or Advanced on CELDT and 48% of migrant students scored Early Advanced or Advanced, indicating an 8% difference in achievement between all students and migrant students. These percentages remain consistent over time, ranging 43-59% for all students and 40-53% among migrant students. In school year 2013-2014, the gap between all students and migrant students was 5%. The percentage of migrant students achieving Early Advanced or Advanced is slightly below the Annual Measurable Objectives (AMAO 1) targets for English Learners statewide, which was 59% in school year 2013-2014. However, the percentage did surpass the targets identified by Region XVIII, ranging from 27-35% from 2008-2009 through 2013-2014.

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[25] Data gathered through CDE research files

Figure 16. Percentage of All Students and Migrant Students Achieving Early Advanced or Advanced Performance on CELDT in Region XVIII, School Years 2008-2014*[26]
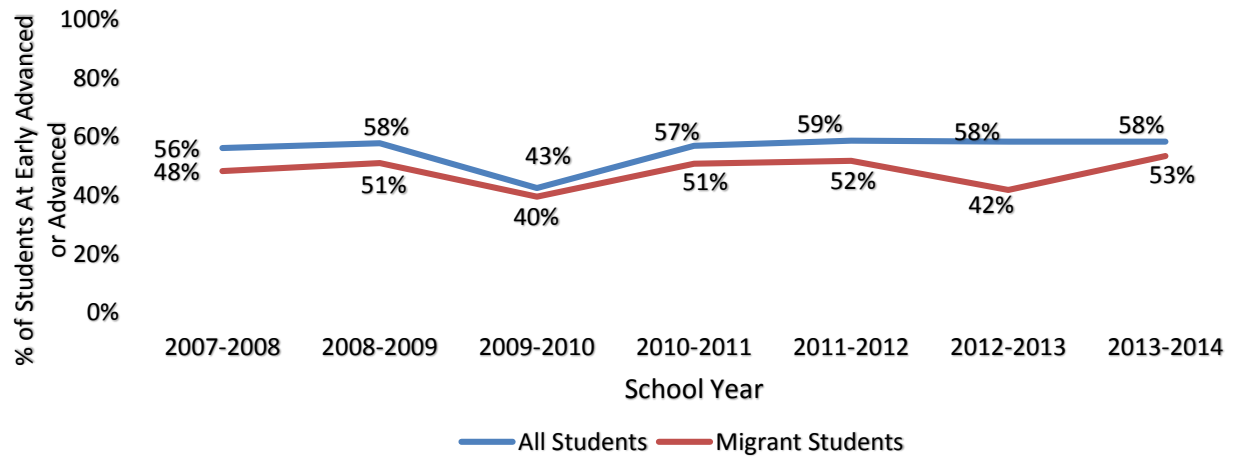
* For each year, migrant students compromise about 35% of the CELDT testing population

Mathematics

As part of the needs assessment, RDA also explored Mathematics outcomes among migrant students, in comparison to other student groups. This section of the report explores migrant student achievement on the CST in the Math and Algebra components.

As shown in Figure 17, there have been substantial gains in the general student population's proficiency on the CST Math component. Student subgroups such as migrant, English Learners, and economically disadvantaged students achieved gains as well, but not at the same rate as the general student body. In 2007-2008, 24% of all students in Region XVIII scored Proficient or Advanced in the Math component of the CST, increasing to 59% in school year 2012-2013 (Figure 17). However, the percentage of migrant students achieving proficiency was lower, with 8% identified as proficient in school year 2007-2008 and increasing to 23% by school year 2012-2013. Migrant and English Learner students had similar performances over time. In school year 2007-2008, 6% of English Learners achieved proficiency and by school year 2012-2013, this percentage increased to 20%. As seen in the results, migrant and English Learner students continued to struggle in comparison to the general student body population. The percentages were below the targets set by the Region for the school districts, which ranged between 31%-55% depending on the school district.

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[26] Data gathered through CDE research files

Figure 17. CST Math Proficiency by Student Population in Region XVIII, School Years 2008-2013[27]

	07-08	08-09	09-10	10-11	11-12	12-13
All	24%	55%	57%	59%	60%	59%
Migrant	8%	17%	22%	23%	25%	23%
SED	7%	22%	24%	27%	25%	25%
English Learners	6%	18%	21%	24%	21%	20%
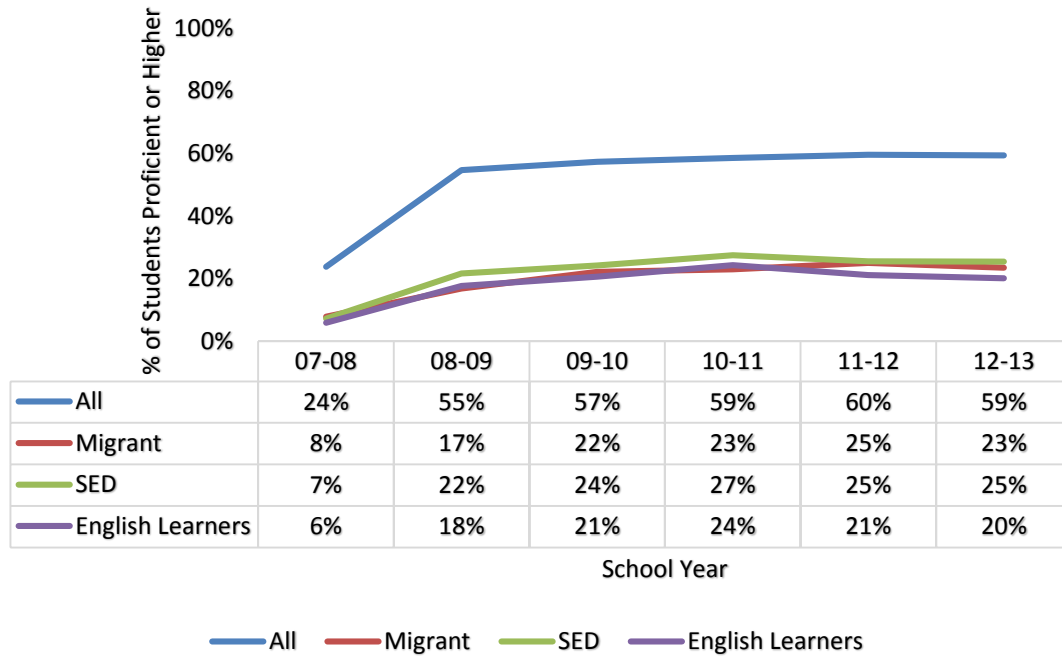
Across all subgroups the percentage of students achieving proficiency on CST algebra has also increased over time. In 2007-2008, 27% of all students taking the assessment scored Proficient or Advanced on the CST algebra; this increased to 35% in school year 2012-2013 (Figure 18). However, the percentage of migrant students achieving proficiency was lower with 9% identified as proficient in school year 2007-2008, increasing to 18% by school year 2012-2013. Migrant and SED students had similar performances across all years. However, a higher percentage of migrant students achieved proficiency on CST algebra as compared to English Learner students. In 2007-2008, there was a 6% difference (9% among migrant vs. 3% among English Learners), but by 2012-2013 the percent difference increased by 12% (18% among migrant vs. 6% among English Learners). As seen in the results, migrant and English Learner students continue to struggle in comparison to the general student body population, but greater proportions of migrant students achieved proficiency in algebra as compared to their English Learner counterparts. The percentage of students who achieved proficiency in algebra was below Region XVIII's target of 30% in 2012-2013 and 35% in 2013-2014.

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[27] Data gathered through CDE research files

Figure 18. CST Algebra Proficiency by Student Population in Region XVIII, School Years 2008-2013[28]

	07-08	08-09	09-10	10-11	11-12	12-13
All	27%	32%	37%	37%	35%	35%
Migrant	9%	13%	16%	17%	13%	18%
SED	11%	12%	16%	15%	14%	14%
English Learners	3%	4%	7%	8%	5%	6%

School Year

All   Migrant   SED   English Learners
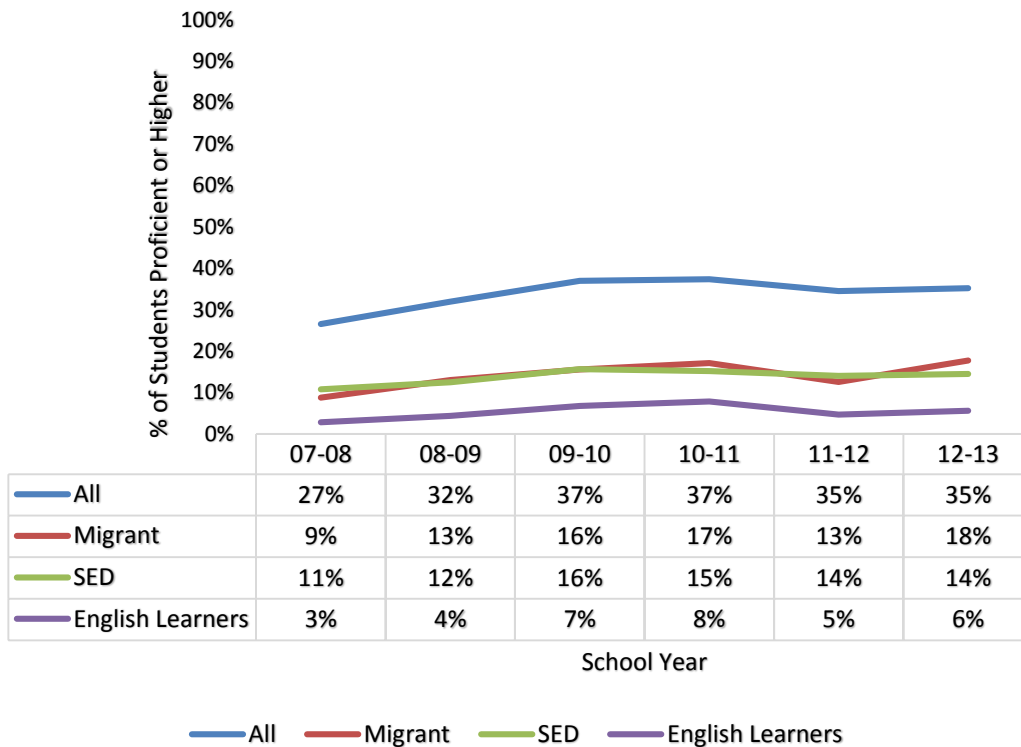
High School Performance and Completion

Another component of the needs assessment was to explore high school graduation rates and overall readiness to graduate in Region XVIII, comparing MEP students to other student subgroups. This section of the report examines the similarities and differences in cohort graduation rates[29] among student subgroups in Region XVIII, including migrant students. It also looks at changes in the percentage of students passing the CAHSEE in ELA and Math, and completion of a-g credits.

Figure 19 below shows that each student subgroup remained consistent in their rates of gradation over time. The general student population had the highest rate of high school graduation, as compared to the identified student subgroups. In school year 2009-2010, 84% of the general student population graduated; this increased to 87% by school year 2013-2014. Among MEP students, 73% graduated in 2009-2010, increasing to 77% in 2011-2012, but subsequently decreasing to 74% in 2013-2014. MEP graduation rates are below those of the general student population and economically disadvantaged students, but higher than English Learner students. Sixty-four percent of English Learner students graduated in 2009-2010, but

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[28] Data gathered through CDE research files

[29] The cohort graduation rates are reported by the CDE, using the following calculation set forth by the Data Management Division and Assessment and Accountability Division (2012): "A graduation rate will be created for any district that has grade 12 enrollment during year 4 of the cohort or any district that has at least one graduate in the numerator of the cohort graduation rate."

this number increased to 72% by school year 2013-2014, showing greater improvement than migrant students. These percentages are below the state target of 5% annual improvements; however, increases across all student groups are below this target.

Figure 19. High School Graduation Rates in Region XVIII by Student Population, School Years 2010-2014*[30]
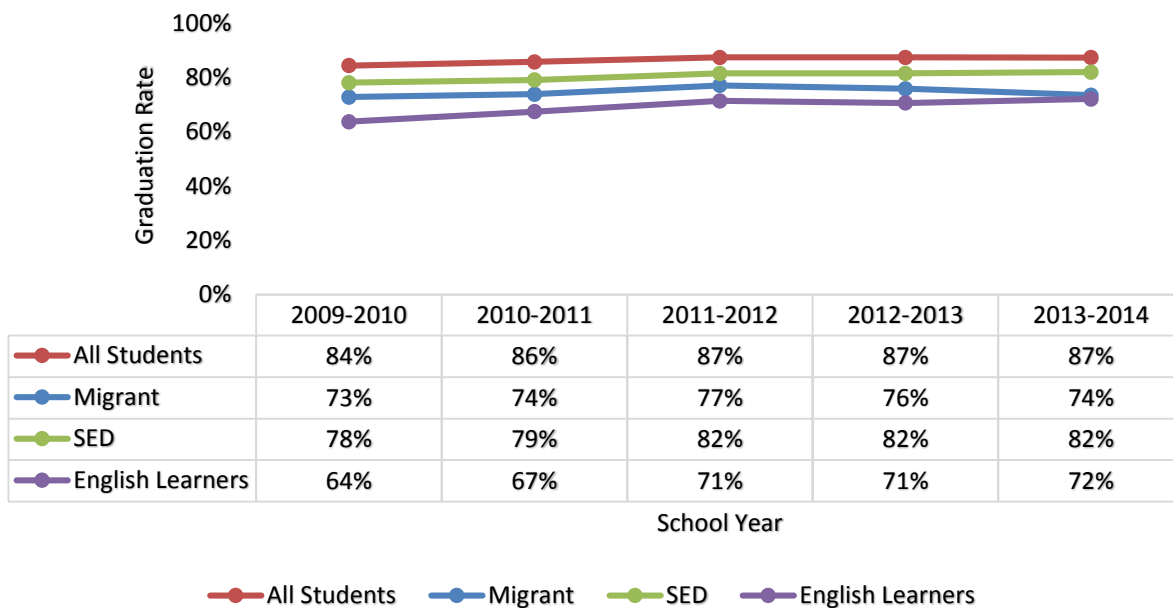
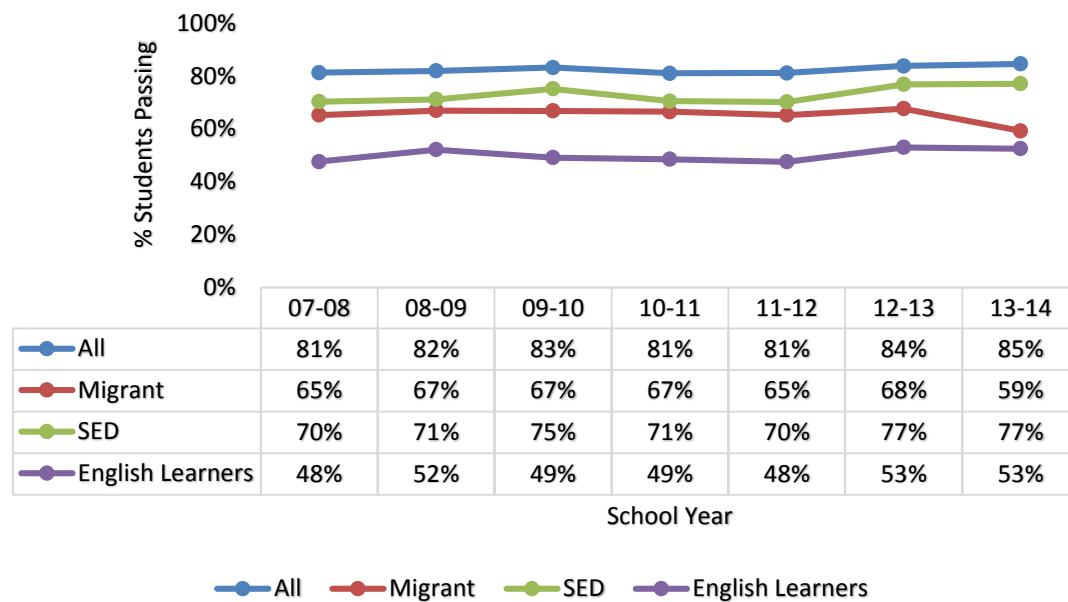|	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
All Students	84%	86%	87%	87%	87%
Migrant	73%	74%	77%	76%	74%
SED	78%	79%	82%	82%	82%
English Learners	64%	67%	71%	71%	72%

School Year

* The cohort graduation rates are reported by the CDE, using the following calculation set forth by the Data Management Division and Assessment and Accountability Division (2012): "A graduation rate will be created for any district that has grade 12 enrollment during year 4 of the cohort or any district that has at least one graduate in the numerator of the cohort graduation rate."

In addition to high school graduation rates, CAHSEE ELA results showed similar disparities between student subgroups. The general student population had the highest percentage of students passing grade 10 CAHSEE (Figure 20). Eighty-one percent passed in school year 2007-2008; this increased to 85% by school year 2013-2014. Migrant students had a lower percentage of students passing CAHSEE ELA. In 2007-2008, 65% of migrant students passed the CAHSEE ELA, which was 16% lower than the general student population. The percentage of migrant students passing this exam did not increase over time and in school year 2013-2014, it decreased to 59%, constituting a 26% difference from the general student population. MEP students also underperformed when compared to their economically disadvantaged counterparts, ranging from a 5% difference in school year 2007-2008 to an 18% difference in school year 2013-2014. However, migrant students continued to outperform students who are English Learners. In school year 2007-2008, 48% of English Learners passed the exam, a 17% difference from migrant students. By 2013-2014, 53% of English Learner students passed CAHSEE ELA, reducing the gap between English Learners and migrant students to 6%.

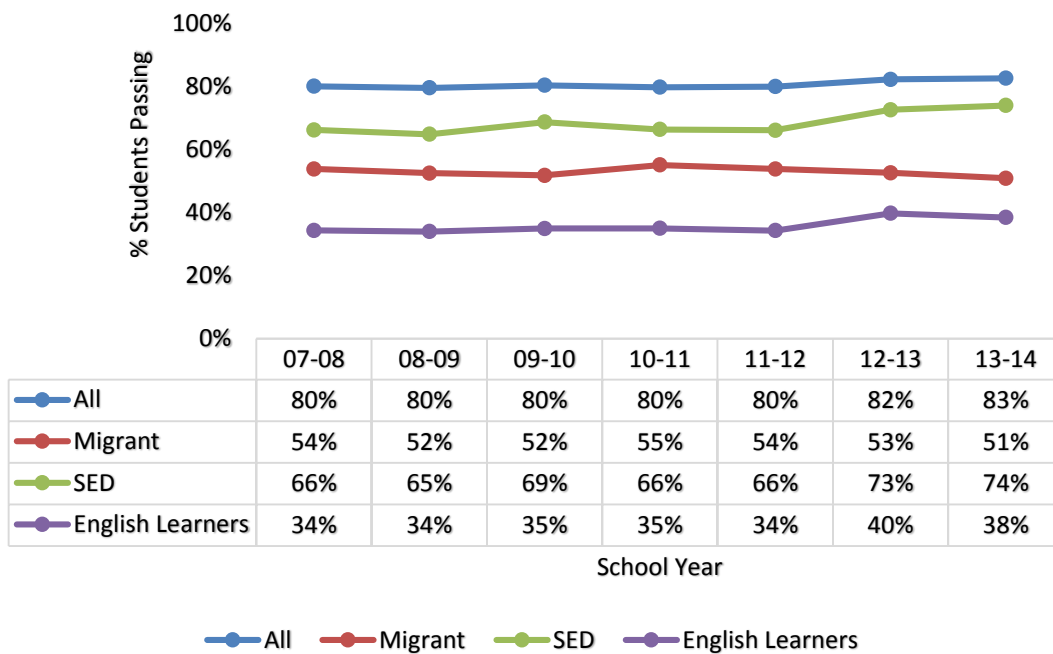[30] Data gathered through CDE research files

Figure 20. Percentage of Students Passing CAHSEE English Language Arts in Grade 10 in Region XVIII, School Years 2008-2014[31]

	07-08	08-09	09-10	10-11	11-12	12-13	13-14
All	81%	82%	83%	81%	81%	84%	85%
Migrant	65%	67%	67%	67%	65%	68%	59%
SED	70%	71%	75%	71%	70%	77%	77%
English Learners	48%	52%	49%	49%	48%	53%	53%

School Year

The results for CAHSEE Math showed larger gaps than those for CAHSEE ELA. Over time, all subgroups remained consistent in the percentage of students passing CAHSEE Math, with the exception of economically disadvantaged students, who showed improvements (Figure 21). The results showed that once more the general student population had the highest percent of students passing the test. Eighty percent passed in school year 2007-2008, with an increase to 83% by school year 2013-2014. In 2007-2008, only 54% of MEP students passed the CAHSEE ELA, and the percentage did not increase over time. There was approximately a 32% gap in achievement when comparing migrant students to all students. Migrant students also underperformed as compared to economically disadvantaged students. In school year 2007-2008, the difference was 12% and by school year 2013-2014, the gap increased to 23% as economically disadvantaged students improved over time. Migrant students continued to outperform English Learner students. In school year 2007-2008, 48% of English Learners passed the exam, a 17% difference as compared to migrant students. By 2013-2014, 53% of English Learner students passed CAHSEE ELA, reducing the gap to 6%.

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[31] Data gathered through CDE research files

Figure 21. Percentage of Students Passing CAHSEE Math in Grade 10 in Region XVIII, School Years 2008-2014[32]

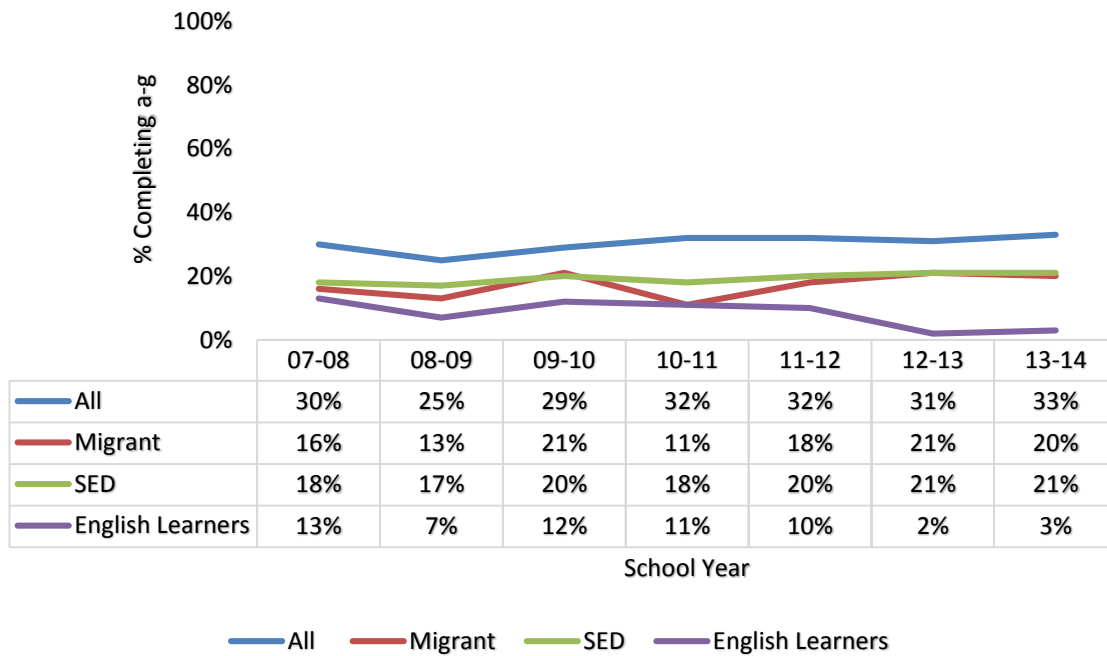|	07-08	08-09	09-10	10-11	11-12	12-13	13-14
All	80%	80%	80%	80%	80%	82%	83%
Migrant	54%	52%	52%	55%	54%	53%	51%
SED	66%	65%	69%	66%	66%	73%	74%
English Learners	34%	34%	35%	35%	34%	40%	38%

School Year

In California, the University of California undergraduate system has prerequisites for entry, called a-g credits, which students must complete in order to apply to University of California schools. The intent of the a-g subject requirements is to ensure that students have attained a body of general knowledge that will provide breadth and perspective to more advanced study in the college context. Throughout California, obtaining these credits is considered to be a benchmark for high school graduation and college readiness. In this assessment, RDA examined the percentage of students completing the a-g requirements by the time of their graduation. The general student population had the highest percentage of students completing the necessary a-g requirements. In school year 2007-2008, 30% of all students satisfied their a-g requirements. This number decreased in the following years, but has subsequently gone up to 33% by school year 2013-2014.

Migrant and economically disadvantaged students completed a-g requirements at similar rates and fared better than their English Learner counterparts. In school year 2007-2008, 16% of migrant and 18% of economically disadvantaged students completed the a-g requirements. By 2013-2014, 20% of migrant students and 21% of economically disadvantaged students completed the requirements. However, economically disadvantaged students showed stable improvement over time, while migrant student completion rates differed from year to year. Additionally, migrant students had higher a-g completion rates than English Learners. The gap between English Learners and migrant students increased over time due to the downward trend of completion rates among the English Learner subgroup.

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[32] Data gathered through CDE research files

Figure 22. Percentage of Students Completing a-g Credits by Student Population in Region XVIII, School Years 2008-2014[33]

|	07-08	08-09	09-10	10-11	11-12	12-13	13-14
All	30%	25%	29%	32%	32%	31%	33%
Migrant	16%	13%	21%	11%	18%	21%	20%
SED	18%	17%	20%	18%	20%	21%	21%
English Learners	13%	7%	12%	11%	10%	2%	3%

Health

Health—whether physical, behavioral, or mental—is an important factor in students' academic achievement, and can interfere with learning where there are issues. As part of the needs assessment, RDA analyzed the number of MEP students identified as having a health need and examined screening, referral, and treatment services for those students. Results demonstrated that the MEP identified 1,027 students (39% of the total MEP student population) as having a health need in school year 2011-2012 (Figure 23). The number of identified students in school year 2012-2013 was 625 (40%) and in school year 2013-2014 it was 695 (46%). However, data on screening, referral, and treatment were sparse and showed low levels of follow-up. This may not be indicative of limited follow-up. Rather, it may point to barriers in collecting accurate and timely data on screenings, referrals, and assessments since often these services are not provided directly by the MEP, but through collaborating agencies.

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[33] Data gathered through CDE research files

Figure 23. Migrant Education Students with Health Needs in Region XVIII, School Years 2012-2014[34]
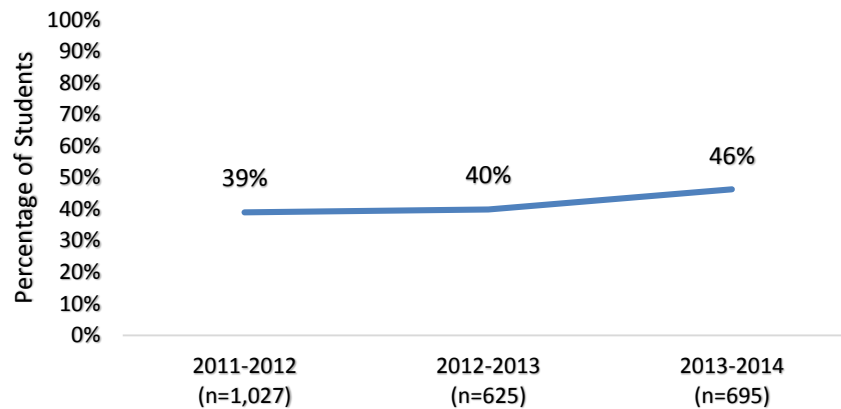
School connectedness is also an important factor in measuring academic success and helping to ensure students are engaged in their education. According to the 2011 California Healthy Kids Survey (CHKS), approximately 42% (*n* =83) of migrant education high school students in the Lompoc and Santa Barbara High School districts said that they felt highly connected to school, 47% (*n* = 93) reported moderate feelings of connectedness, while 74% (*n*=147) reported low levels of connectedness (Figure 24). Among migrant education middle school students in Lompoc and Santa Barbara High School districts, 49% (*n* = 98) stated they felt a high level of connection to school, 53% (*n* = 106) indicated feeling moderately connected, and 42% (*n*=84) reported feeling low levels of connectedness.

Figure 24. Feelings of Connectedness among Lompoc and Santa Barbara High Migrant Students, School Year 2010-2011*[35]
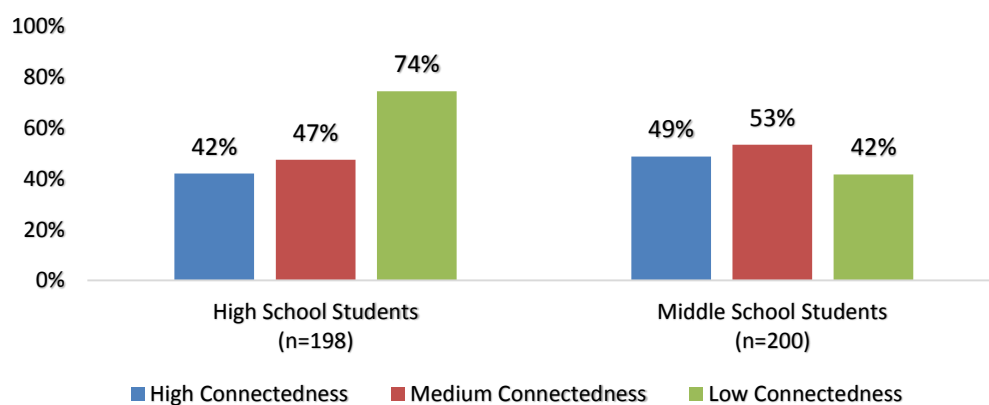
* CHKS is developed by WestEd and is implemented once every two years. Not all of Region XVIII is represented because the administration is implemented by district decision. Additionally, results for migrant students were not disaggregated each year. Therefore, the results from these districts in 2011 was the maximal representation of migrant students in Region XVIII over the time period of this needs assessment.

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[34] Raw, individual-level data provided by MEP Region XVIII
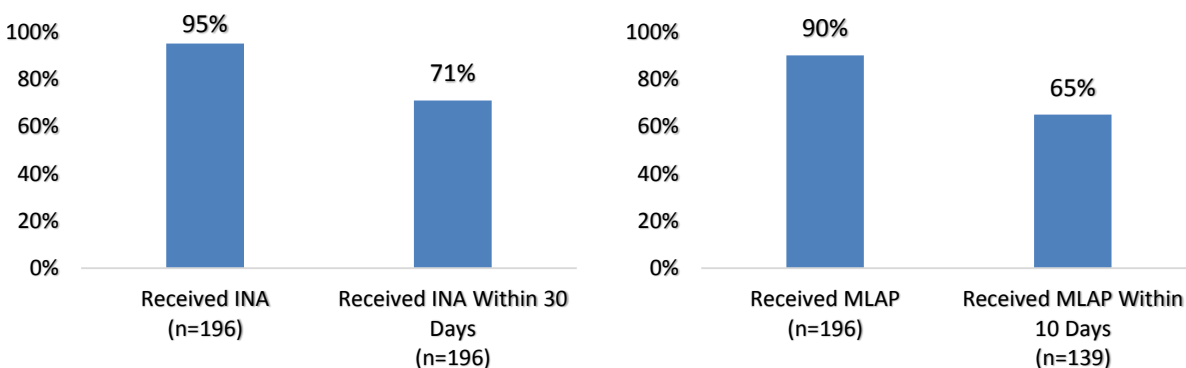[35] Analyzed, aggregate data provide by WestEd

Out-of-School Youth

This section of the report examines the number of OSY in MEP Region XVIII, the services available to this population, and how MEP works toward addressing this particular population's needs. Throughout the US, OSY are a chronically underserved group of migrant students. OSY are identified as school-aged youth (ages 3–21) who have not obtained a high school diploma and who are not enrolled in a K-12 school to obtain a diploma. Typically, these youth fall into two categories: 1) dropouts who had previously attended school in the U.S. but left before graduation, or 2) adolescents and young adults who have immigrated to the US primarily to work and have attended a school in the U.S. The latter are also known as "*here-to-work*" youth.

Results showed that OSY comprised 8% (*n*=196) of MEP students enrolled in Region XVIII in school year 2013-2014; however this number may be underrepresented due to the inability to access and identify OSY in the Region, as discussed during qualitative interviews with Region XVIII MEP staff.

In order to better serve OSY and reengage them in their education, MEP Region XVIII conducts individual needs assessments (INAs) and migrant learning action plans (MLAPs). These assessments and learning plans help ensure OSY that are interested in continuing their education have a path to do so. RDA attempted to calculate the percentage of OSY receiving the INA and MLAPs using electronically stored records. However, the MEP Region XVIII staff identified that these records are mostly stored in paper format and not transferred over to the electronic database. For school year 2013-2014, MEP Region XVIII staff calculated the percentages using the paper sources. In school year 2013-2014, 90% (*n* = 176) of OSY received a MLAP and 95% (*n* = 187) received an INA (Figure 25). However, 71% (*n* = 139) received an INA within 30 days of being identified as OSY and of those with an INA, 65% (*n* = 90) received an MLAP within 10 days.

Figure 25. Migrant Education Out School Youth Receiving Individual Needs Assessment and Migrant Learning Action Plans in Region XVIII, School Year 2013-2014[36]

To gather more information about the region's OSY as well as their needs and priorities, RDA developed an OSY survey and trained MEP staff on how to administer the survey to OSY. As many OSY have limited

[36] Analyzed, aggregate data provided by MEP Region XVIII

literacy in English and/or Spanish, they had the option to complete the survey in English or Spanish, verbally with the trained staff, or on paper. OSY submitted 14 complete surveys. From these surveys, we learned that among this group of OSY:

- 50% live with a parent or guardian (*n* = 14)
- 57% live with a spouse (*n* = 14)
- 64% live with their children (*n* = 14)
- 64% identified Spanish as their native language (*n* = 14)
- 42% identified Mixteco as their native language (*n* = 14)
- 50% identified as here-to-work youth (*n* =14)
- 42% identified as dropouts (*n* = 14)

Parent Involvement

Parents provide a crucial foundation in their children's lives, and parental involvement in their children's education is an important factor to ensure that students succeed academically. According to Epstein's framework for parental involvement, one of the key strategies for promoting parental involvement is to establish a routine homework schedule that requires students to regularly discuss and update their families on their academic activities and learnings. These interactions provide an opportunity for parents to support their children in homework and other educational needs.[37] This section of the report examines the services that MEP provides to parents and how these services relate to their students' academic success.

In 2007-2008, MEP provided 881 units of service to parents to assist them with providing academic support and guidance to their children. The number of services increased to 1,528 in 2008-2009, but has been steadily declining since then. By 2014-2015, MEP provided 509 service counts to MEP parents, which could be related to financial cuts in the region that limited the ability to provide parental services. This may also be related to the fact that the number of students participating in MEP has also declined over time as seen in Figure 4. Therefore, because of the smaller MEP student population, the number of participating parents would also decline, resulting in MEP not needing to provide as many parent services.

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[37] Epstein, J.A., Sanders, M.G., Simon, B.S., Salinas, K.C., & Van Voorhis, F.L. (2002). School, family, and community partnerships: Your handbook for action (2nd ed.). Thousand Oaks, CA: Corwin Press, Inc.

Figure 26. Number of Migrant Parents Participating in Parental Education Services in Region XVIII, School Years 2008-2015[38]
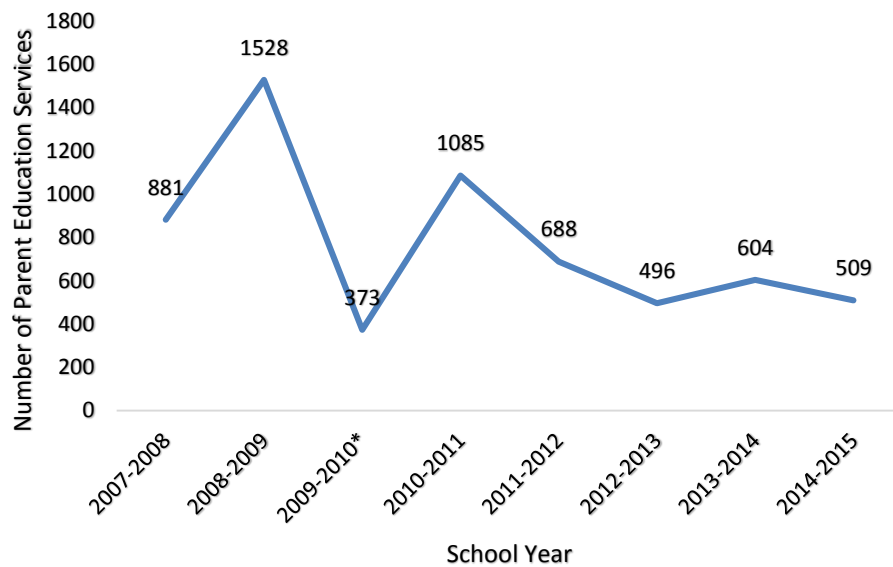
*2010 Services only included those coded as parental education and other parent-related services may be missing and underreported

Cohort Analysis

The Director of Region XVIII's MEP requested that RDA conduct a cohort study of MEP students over three school years (2011-2012, 2012-2013, and 2013-2014) to examine how the MEP program and its services were related to students' academic achievement. In order to conduct this analysis, RDA received demographic, service, and student achievement data for the three years above. RDA matched the demographic, service, and academic achievement data longitudinally by individual student and examined progression of their educational outcomes over time.

Credit Accumulation

As expected, over time, MEP students accrued more credits as they advanced on their educational path. Between 2012 and 2013, the average credit accrual remained stagnant rather than continuing to rise, which could indicate concerns in students being able to graduate on time (Figure 27). However, during this time, students in grades 11 and 12 continued to improve. In grade 11, the average credit accrual was 109 credits (range 15 to 155) and in grade 12, the average accrual was 169 credits (range 50 to 250).

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[38] Raw, individual-level data provided by MEP Region XVIII

Figure 27. Average Number of Course Credits Completed by School Year for MEP Students in Region XVIII, School Years 2011-2013 (*n* = 641)[39]
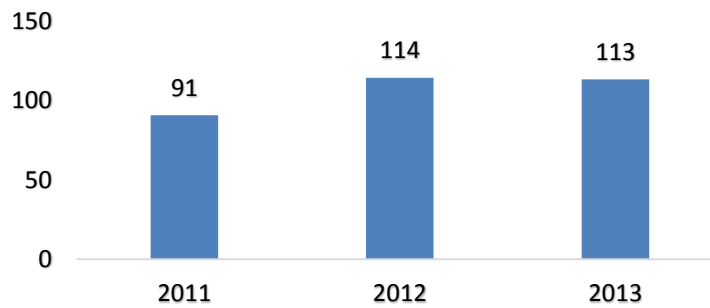
In order to examine how MEP services impact course completion, RDA analyzed the relationship between service provision by priority for service level. Each student receives a risk code based on characteristics identified in the MEP program. According to the CDE, highest risk students were those who had a school interruption and were not meeting California achievement standards. At risk for failure students are students who do not have a school interruption, but are not meeting California achievement standards. The middle risk categories are students who are meeting achievement standards, but had a school interruption, and the low and lowest risk categories were those students with no identified risk factors. As seen in Figure 28, MEP students who fall into the higher risk categories are receiving, on average, more services.

Figure 28. Average Number of Services Provided to MEP Students by Priority for Service Risk Level in Region XVIII (n = 3,735)[40]
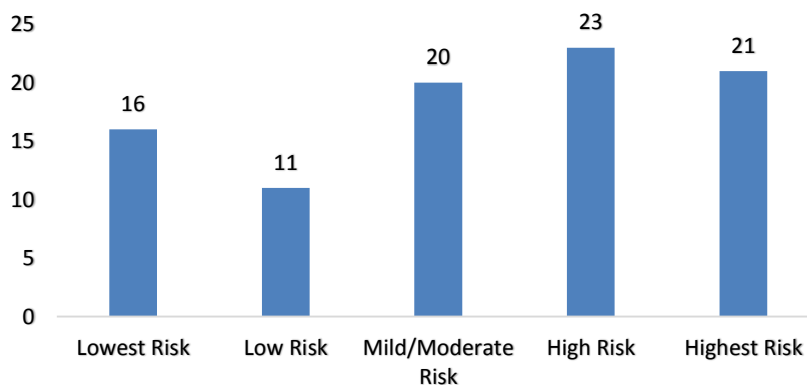
Given that students at higher risk received more services, RDA investigated how the level of service related to average number of course units completed. Figure 29 shows that MEP students deemed as lowest risk accrued fewer credits than students identified as high risk, which may indicate that the services provided to higher risk students are helping to improve credit accrual. In examining this relationship, while also

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[39] Raw, individual-level data provided by high school districts within Region XVIII
[40] Raw, individual-level data provided by MEP Region XVIII

controlling for other factors such as grade level and year, results still showed a positive relationship; however, the relationship is not statistically significant (p = 0.263).

Figure 29. Average Number of Course Units Completed by MEP Students by Risk Level in Region XVIII (n = 268)[41]
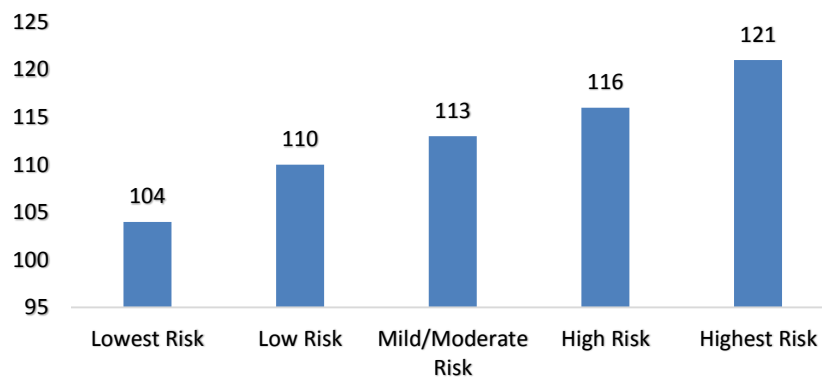
Educational Achievement

California English Language Development Test. As seen in Figure 30, 34% of MEP students who received services scored proficient on CELDT, while 38% of those who did not receive services scored proficient, which constitutes a 4% difference. This difference may be due to the fact that students who receive services have greater need for services, including those who are at risk of failing. These students also start at a lower level of English proficiency, which lowers their likelihood of performing at high levels, described in greater detail in a subsequent section of the report. Students scoring below proficient received an average of 27 counts of service, while those who achieved proficiency received 22 counts of service, showing that MEP services students who have higher levels of need.

Figure 30. CELDT Performance among Migrant Students in Region XVIII Based on Services Received, School Years 2011-2014[42]
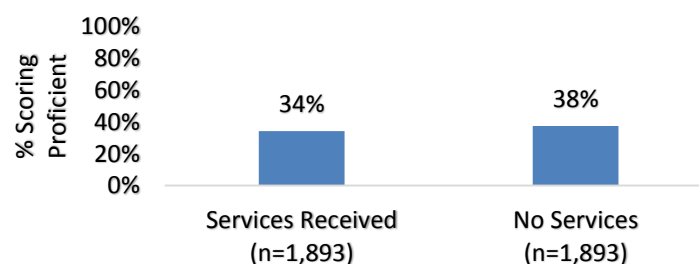

Figure 31 represents the likelihood of students advancing from one CELDT performance level to another over the 2011-2012, 2012-2013, and 2013-2014 school years. A student's starting performance level in

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[41] Raw, individual-level data provided by MEP Region XVIII
[42] Raw, individual-level data provided by MEP Region XVIII

2011-2012 appears related to their ability to progress into higher levels of proficiency over time. Students who scored at lower performance levels (i.e., Beginning, Early Intermediate, and Intermediate) were more likely to remain at the same levels over time, while students who scored at higher levels (i.e., Early Advanced, and Advanced) remained at these levels or progressed more readily to higher levels. These findings align with other research showing that baseline disparities exist, which limit the educational mobility of lower-income students into higher levels of achievement.[43] Furthermore, economically disadvantaged students do not maintain nor reach higher achievement levels as frequently as economically advantaged students. According to the Jack Kent Cooke Foundation and Civic Enterprises, only 56% of lower-income students maintain their status as high achievers in reading by fifth grade, as compared to 69% in higher-income students. Additionally, 25% of lower-income high achieving students fall out of the top academic quartile in Math in high school, in comparison to 16% of higher-income students. In Figure 31, the shaded areas represent the likelihood of a student being in the respective performance level; if the shaded areas are larger, it means that a higher likelihood exists. As shown in Figure 31:

- A 59% likelihood existed that students who scored Beginner would remain in the same performance level and a 27% likelihood existed that they would move into the Early Intermediate performance level in the ensuing two years.
- A 47% possibility existed for students starting at Early Intermediate to progress to Intermediate over the next two years, while there was a 38% likelihood that the students stayed within the Early Intermediate performance level, and a 6% likelihood of falling to Beginner.
- A 59% likelihood existed that Intermediate students in 2011-2012 would persist at that level, with a 32% prospect that they would improve to Early Advanced, and a 2% likelihood that they would progress to Advanced.
- A 65% possibility existed that Early Advanced students would remain at that level in the following years, and a 13% likelihood existed for those students to score Advanced.
- A 66% likelihood existed that students who initially scored Advanced would remain at the same level in subsequent years, with a 24% likelihood that they would move down to Early Advanced, and an 11% chance that they would reverse to Intermediate levels.

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[43] Wyner, J., Bridgeland, J., Diiulio, J. (2007). *Achievement trap: How America is failing millions of high-achieving students from lower-income families*. Lansdowne, VA: Jack Kent Cooke Foundation & Washington, D.C.: Civic Enterprises, LLC.

Figure 31. Region XVIII MEP Students' Probability of Progress in CELDT Performance through 2014, Based on Starting Performance Level in 2011 (*n* = 211)[44]
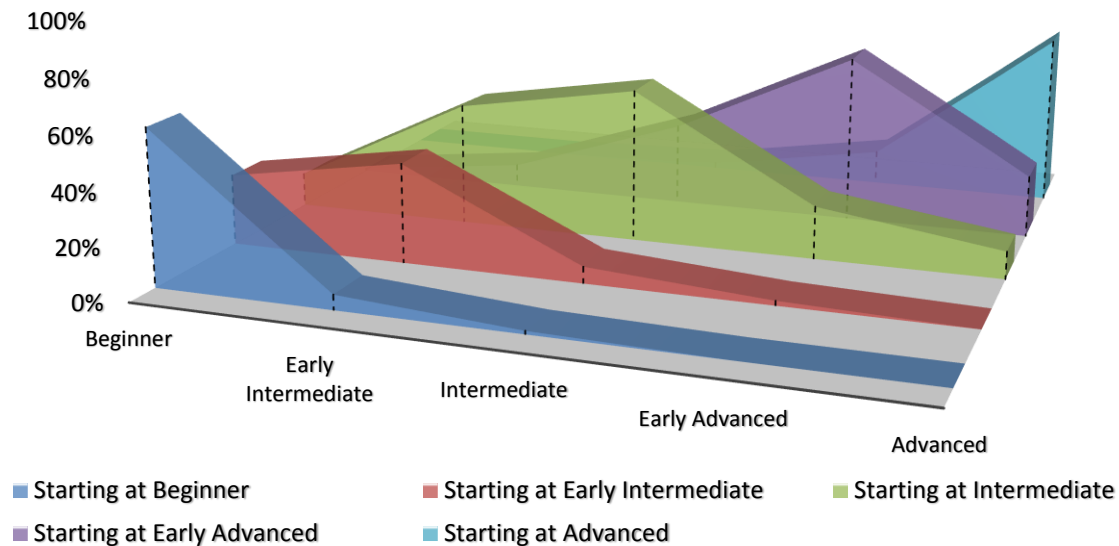
California Standards Test. Figure 32 represents the likelihood of students advancing from one CST ELA proficiency level to another over the 2011-2012, 2012-2013, and 2013-2014 school years. Once more, a student's starting proficiency level in 2011-2012 appears related to their probability of progressing into higher levels of proficiency over time. Students who scored at lower proficiency levels (i.e., Far Below Basic, Below Basic, or Basic) were more likely to remain in the same levels over time, while students who scored at higher levels (i.e., Proficient and Advanced) remained at these levels or progressed more easily to higher levels. The shaded areas in Figure 32 represent the likelihood that a student is in the respective proficiency level; if the shaded areas are bigger, a higher possibility exists. As seen in Figure 32:

- An 83% likelihood existed that students who scored Far Below Basic would remain in the same proficiency level, with a 13% likelihood that they moved into the Below Basic proficiency level, a 3% possibility to Basic, and a 1% possibility to Proficient.
- A 71% likelihood existed that students starting at Below Basic proficiency would stay at that proficiency, a 15% possibility that they advanced to Basic, and a 3% chance that they progressed to Proficient; however, there was an 11% possibility that they would fall back to Far Below Basic.
- An 83% chance existed that students who scored Basic in 2011-2012 persisted at that level, with a 6% prospect that they would improve to Proficient, and a 7% likelihood of progressing to Advanced; there was also an 8% chance some students would fall to Below Basic and a 1% chance of falling to Far Below Basic.

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[44] Raw, individual-level data provided by MEP Region XVIII

- An 80% likelihood existed that students who started at Proficient remained at that level in the following years, with a 3% possibility they proceeded to score Advanced, a 14% chance they would score Basic, and a 25% chance they would fall to Below Basic.
- A 76% possibility existed that students who initially scored Advanced remained at the same level in subsequent years, with a 22% likelihood they would revert to Proficient.

Figure 32. Region XVIII MEP Students' Probability of Progress in Proficiency on CST ELA through 2014, Based on Starting Proficiency Level in 2011 (*n* = 523)[45]
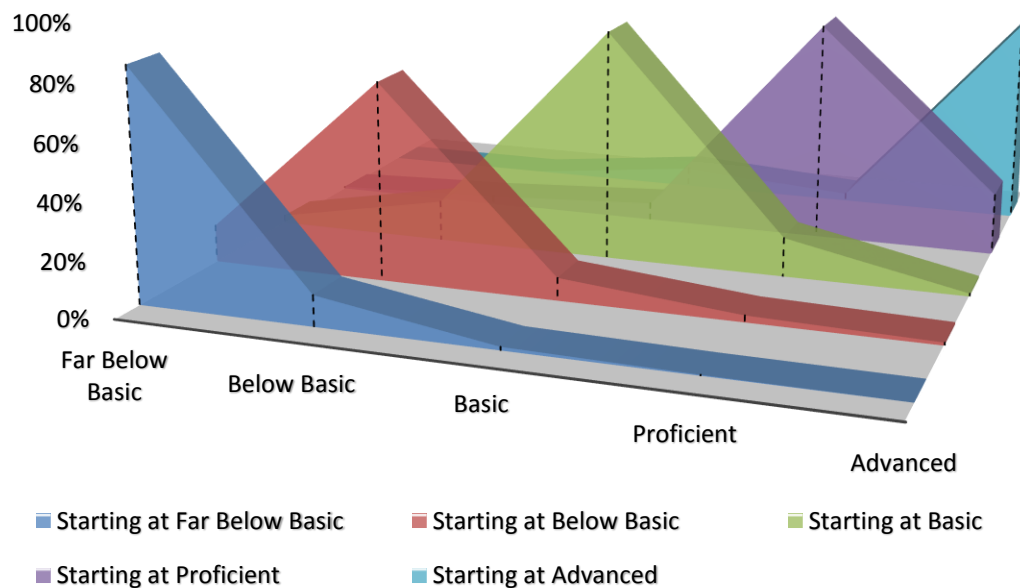
Figure 32 represents the likelihood of MEP students advancing from one CST Math proficiency level to another over the 2011-2012, 2012-2013, and 2013-2014 school years. Again, a student's starting proficiency level in 2011-2012 appears related to their probability of progressing into higher levels of proficiency over time. Students who scored at lower proficiency levels (i.e., Far Below Basic, Below Basic, or Basic) were more likely to remain in the same levels over time, while students who scored at higher levels (i.e., Proficient and Advanced) remained at these levels or progressed more easily to higher levels. The shaded areas in Figure 32 represent the likelihood that a student is in the respective proficiency level; if the shaded areas are bigger, a higher possibility exists. As seen in Figure 32:

- A 68% likelihood existed that students who scored Far Below Basic remained in the same proficiency level, 23% likelihood they moved into the Below Basic proficiency level, 7% possibility to Basic, and 2% to Proficient.

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[45] Raw, individual-level data provided by MEP Region XVIII

- An 80% likelihood existed that students starting at Below Basic proficiency stayed at that proficiency, 7% possibility they advanced to Basic, 4% chance they progressed to Proficient, and 1% likelihood they progressed to Advanced. Additionally, there was an 8% chance that students starting at Below Basic would fall back to Far Below Basic.

- A 68% chance existed that students who scored Basic in 2011-2012 persisted at that level, a 9% prospect they would improve to Proficient, and 2% likelihood to progress to Advanced; there was also an 18% chance some students would fall to Below Basic and 1% chance of falling to Far Below Basic.

- A 74% likelihood existed that students who started at Proficient remained at that level in the following years, a 5% possibility they proceeded to score Advanced, a 12% chance they would score Basic. In addition, there was an 8% likelihood they would revert to Below Basic, and 1% chance to Far Below Basic.

- A 68% possibility existed that students who initially scored Advanced remained at the same level in subsequent years, a 17% chance they would revert to Proficient, a 7% possibility they would score Basic, and 8% chance they fell to Below Basic.

Figure 33. Region XVIII MEP Students' Probability of Progress in Proficiency on CST Math through 2014, Based on Starting Proficiency Level in 2011 (*n* = 523)[46]
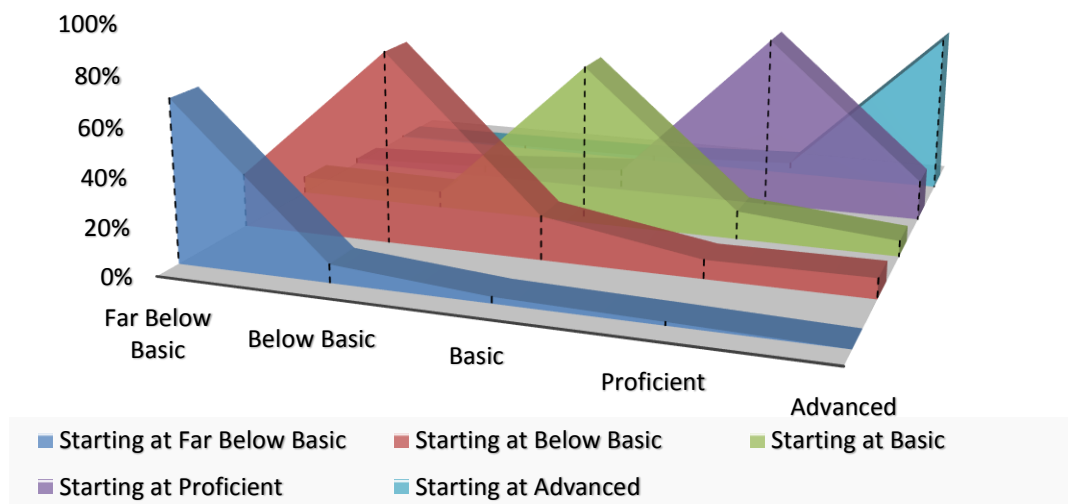

In examining reading and Mathematics instruction services it was difficult to determine a relationship to students' CST Math and ELA proficiency levels due to limited data available. Although students received Math and reading instruction services, data was not readily available for a majority of the students.

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[46] Raw, individual-level data provided by MEP Region XVIII

Summary of Measurable Outcomes

The following tables show both the statewide measure outcomes established in the *2012 California State Service Delivery Plan for the Migrant Education Program* as well as MEP Region XVIII's measurable outcomes as outlined in the 2013-2014 Regional Application. The tables summarize Region XVIII's progress toward achieving the targets where data are available. While this needs assessment was able to identify the status of nearly all of the statewide measurable outcomes, there were considerable limitations in identifying the status of the local measurable outcomes. These limitations included:

- **Inaccessible Data.** Many of the measurable outcomes identified in the Regional Application were specific to programmatic outcomes (e.g., After School Program homework completion) and were either inconsistently recorded or recorded on paper or databases separate from MEP's central databases. As such, the data for these measures required significant manual work (i.e., data entry from hand-written documents) that would not have been feasible for MEP nor consultant staff to complete in time for this report.

- **Insufficient Data.** In a few cases, MEP Region XVIII defined measurable outcomes for which they were unable to fully measure, often due to external factors. For example, a few of the regional outcome were to collect students' course grades multiple times across the school year. However, it became overly burdensome for Region XVIII to follow up with the 22 school districts and encourage them to provide course grade data in a timely manner.

School Readiness

Statewide Outcomes	
Measurable Outcomes	**Outcome Status**
1.1 The percentage of the eligible migrant preschool children receiving high quality early childhood education (ECE) will increase annually from a 2008–2009 regional baseline toward a statewide target of 80 percent access by 2014.	Outcome not met. In 2009-10, 61% of eligible migrant preschool children enrolled in ECE services, while in 2010-2011, 66% did. Data were not available beyond these years.
1.2 The percentage of children in MEP- funded center- or home-based programs who are ready for kindergarten by age 5 will increase by 5 percent each year.	Outcome met. In school year 2012-2013, among the 16 MESRP students with post-assessment scores, 19% were identified as ready for kindergarten by identifying 10 or more uppercase English letter names or letter sounds on Phonological Awareness Literacy Screening and gaining for our more standards cores on the Peabody Picture Vocabulary Test. In school year 2013-2014, 34% of 41 MESRP students with post-assessment scores were identified as ready for kindergarten.

1.3 The percentage of migrant kindergartners who enroll in kindergarten after the age of 5.9 years will decrease annually from a 2008–09 regional baseline toward a statewide target of 10 percent by 2014.	Outcome met. In 2013-2014, only 10% of migrant kindergarteners were enrolled after the age of 5.9 years.
Local Outcomes (2013-14)	
Measurable Outcomes	**Outcome Status**
During summer session, 80% of all siblings participating and completing the pre and post Brigance or CA Kids Learn assessment will demonstrate a 5% growth.	Outcome not met. Among MEP students and siblings participating in the pre and post Brigance assessment in school year 2013-2014 (n = 144), half (50%) improved by 5% or more.
During summer session, 80% of all siblings participating will complete their daily assignments as evidenced in family home visit report.	Data were inaccessible at time of study. This data were only available on paper.
To demonstrate readiness for kindergarten, 90% of the migrant students enrolled in the preschool readiness class will show 10% improvement on the pre/post assessment of alphabet recognition skills as measured by the Phonological Awareness Literacy Screening (PALS)	Outcome not met. MEP students enrolled in preschool readiness in school year 2013-2014, 18% improved their letter recognition skills (*n* = 99) and 23% improved their letter sound awareness skills (*n* = 96).
All parents will complete a survey indicating progress of their child's social, emotional readiness for school.	Insufficient data. Surveys were inconsistently implemented, so gathered data was sparse and not representative.

English-Language Arts

Statewide Outcomes	
Measurable Outcome	**Outcome Status**
2.1 Using the baseline of 2008 CELDT scores, the percentage of migrant English learners moving from one proficiency level to the next will increase, at a rate at or above the target for English learners statewide.	Outcome met in four of six years, including SY 2013-14
2.2 Using the baseline of 2008 CELDT scores, the percentage of migrant English learners who achieve full proficiency on the CELDT and who have no sub-skill assessment below intermediate level will increase at a rate at or above the target for the same group of English learners statewide.	Outcomes were close to meeting objectives. In SY 2013-14, the EL target was 59% and 53% of Region XVIII's migrant students achieved proficiency.
2.3 Beginning in 2009–2010, the percentage of migrant students who score at proficient or above in English Language Arts will be consistent with the ESEA growth target.	Outcome not met. Regional migrant proficiency averaged 14% while Statewide Target for ELA proficiency was 89%

Local Outcomes (2013-14)	
Measurable Outcome	**Outcome Status**
80% of students, grades 4-6, participating in the summer Camp KEEP program will show an increase of one level on a pre/post writing assessment as measured by a rubric.	Data were not available. Writing tests were not implemented.
80% of students participating in the After School Program will show increased homework completion, improved grades, and improved pre and post test results.	Data were insufficient. It became overly burdensome for MEP Region XVIII to gather homework data and school grades (i.e., quarterly report cards, progress reports, semester report cards, and final report cards).
80% of students participating in the Saturday School Program will show increased homework completion, improved grades, and improved pre and post test results.	Data were inaccessible at time of study. It became overly burdensome for MEP Region XVIII to gather homework data and school grades (i.e., quarterly report cards, progress reports, semester report cards, and final report cards).
80% of students participating in the Summer School Program will show a growth of 10 points from pre to post assessment	Outcome not met. In Summer 2014, only 11% of students in Algebra Academy (n = 104) improved their assessment scores by 10 or more points. In Summer 2015, this improved greatly, but did not meet the outcome (54%, n = 69). Pre and post assessment data for Math Academy was inaccessible at the time of study because it was only available on paper.

Mathematics

Statewide Outcomes	
Measurable Outcome	**Outcome Status**
3.1 The number of migrant students who are proficient in Mathematics grades 2–7 will be consistent with California's Annual Yearly Progress (AYP) growth targets.	Outcome not met. Regional migrant proficiency peaked at 25% while the Statewide AYP Target for Math proficiency was 89%.
3.2 The number of migrant students who score at the proficient or advanced level in eighth grade algebra will increase by at least 5 percentage points annually.	Outcome met in one year. Regional growth and declines varied 1-4% year to year, reaching a 5% growth from 2012 to 2013.
Local Outcomes (2013-14)	
Measurable Outcome	**Outcome Status**
33% of migrant students who are proficient in Mathematics grades 2–7 will be consistent with California's AYP growth targets.	Outcome not met. Regional MEP proficiency was 23% while the Statewide AYP Target for Math proficiency was 89%.

55% of MEP students in Case Management and Mathematics Instruction who are proficient on the Mathematics CST in grades 2-7 consistent with California's AYP growth targets.	Outcome not met. Regional MEP proficiency was 23% while the Statewide AYP Target for Math proficiency was 89%.
35% of MEP students in Case Management and Mathematics Instruction will score at the proficient or advanced level on the Algebra CST.	Outcome not met. Regional MEP proficiency was 18%.

High School Graduation

Statewide Outcomes	
Measurable Outcomes	**Outcome Status**
4.1 The percentage of migrant students who pass both the Mathematics and English components of the CAHSEE in the tenth grade will increase by at least 5 percentage points per year.	Outcome not met. Passing rates remained consistent from year to year.
4.2 The percentage of migrant students who meet district course requirements/credit accrual and are on track for high school graduation will increase by at least 5 percentage points per year.	Outcome not met. Graduation rates varied 1-3% over the 2008-2014 period.
4.3 The percentage of migrant students completing "a-g" subjects will increase by at least 5 percentage points annually.	Outcome met in two of six years.
Local Outcomes (2013-14)	
Measurable Outcomes	**Outcome Status**
70% of migrant students will pass the ELA component of the CAHSEE in the 10th grade.	Outcome not met. About 67% of migrant students passed the ELA component each year.
38% of migrant students will pass the Math component of the CAHSEE in the 10th grade.	Outcome met and exceeded. About 53% of migrant students passed the Math component each year.
45% of migrant students will meet district course requirements/credit accrual and are on track for high school graduation.	Outcome met. 74% of migrant students graduated in SY 2013-14.
25% of migrant students will complete "a-g" subjects.	Outcome not met. 20% of migrant students completed a-g subjects in SY 2013-14.

Health

Statewide Outcomes	
Measurable Outcomes	**Outcome Status**
5.1 100 percent of migrant students with identified unmet health needs that interfere with learning will be assessed annually and treated or referred for treatment.	Outcome nearly met. In school year 2013-2014, MEP Region XVIII identified 28 students who had an unmet health need (i.e., the student has been screened for medical, dental, vision, or hearing health). Among these

	students, all but one received a referral, follow-up, and/or treatment.
5.2 The percent of migrant students reporting that they feel connected to school will increase by 5 percent per two-year cycle.	Data were insufficient . Only a few districts chose to implement CHKS and did so during different years. Further, WestEd did not disaggregate results for migrant students in all years.

Local Outcomes (2013-14)	
Measurable Outcomes	**Outcome Status**
After treatment or referral of dental needs, students served will have increased attendance due to better dental health.	Data were insufficient. MEP Region XVIII has had difficulty collecting this data from all its districts.
The dental provider will provide a pre and post dental report on each student that received services.	Data were inaccessible at time of study. Data were only available on paper.

Out-of-School Youth

Statewide Outcomes	
Measurable Outcomes	**Outcome Status**
6.1 75 percent of identified migrant youth OSY will have an Individual Needs Assessment (INA) completed within 30 days of enrollment.	Outcome nearly met. MEP Region XVIII transcribed data for 2013-2014 and found that 71% of 196 OSYs completed an INA within 30 days of enrollment. Overall, 95% of the 196 OSYs had a completed INA in 2013-2014.
6.2 75 percent of OSYs will be provided a Migrant Learning Action Plan (MLAP) within 10 days of completing the INA.	Outcome not met. MEP Region XVIII transcribed data for 2013-2014 and found that 65% of 139 OSYs who had a completed INA were also provided an MLAP within 10 days of completing their INA. Overall, 90% of the 196 OSYs had a completed MLAP in 2013-2014.
6.3 100 percent of OSYs with a MLAP will be referred to an appropriate educational, certificate, or career technical education program.	Outcome not met. In school year 2013-2014, 88 of the 196 OSY received one or more referrals to an education, certificate, or CTE program.

Local Outcomes (2013-14)	
Measurable Outcomes	**Outcome Status**
86% of identified migrant OSY will have an Individual Needs Assessment (INA) completed within 30 days of enrollment.	Outcome not met. MEP Region XVIII transcribed data for 2013-2014 and found that 71% of 196 OSYs completed an INA within 30 days of enrollment. Overall, 95% of the 196 OSYs had a completed INA in 2013-2014.
75% of OSY will be provided a Migrant Learning Action Plan (MLAP) within 10 days of completing the INA.	Outcome not met. MEP Region XVIII transcribed data for 2013-2014 and found that 65% of 139

	OSYs who had a completed INA were also provided an MLAP within 10 days of completing their INA. Overall, 90% of the 196 OSYs had a completed MLAP in 2013-2014.
100% of OSYs with a MLAP will be referred to an appropriate educational, certificate, or career technical education program.	Outcome not met. In school year 2013-2014, 88 of the 196 OSY received one or more referrals to an education, certificate, or CTE program.

Parent Involvement

Statewide Outcomes	
Measurable Outcomes	**Outcome Status**
7.1 MEP parents/guardians, schools, and staff/volunteers will increase use of research-based partnership practices in the education of students each year by 10 percent.	Unknown. These practices are not recorded in a quantitative manner, therefore, it was not feasible to study usage rates.
7.2 MEP programs and staff/volunteers will reduce identified barriers to parent involvement in the education of their children each year by 10 percent	Unknown. Barriers are not recorded in a quantitative manner, therefore, it was not feasible to study reduction rates. However, in the 2015 CNA, a majority of staff (67%) surveyed and parents interviewed felt that MEP has been effective in identifying and reducing barriers to parent involvement in their children's education.
Local Outcomes (2013-14)	
Measurable Outcomes	**Outcome Status**
By June 2014, attendance at the monthly parent meetings will increase by 20% as evidenced by sign-in sheets.	Data inaccessible at time of study. Data were only available on paper.
By June 2014, the Regional Advisory Council (RAC) will have a better understanding of governance and operations of the Migrant Education Program through information provided by the SPAC representative as evidenced by RAC meetings agendas	Data inaccessible at time of study. Data were only available on paper.

Results and Implications

This section reviews the programmatic outcomes in each of the service delivery areas. Through analyzing the primary and secondary data, RDA has identified program strengths, program needs, and academic and service gaps in each of the seven service delivery areas. *Program strengths* indicate strategies and approaches that stakeholders report as working well in improving MEP student performance and is substantiated by outcome data. *Program needs* indicate areas in which stakeholders have identified services or efforts that are lacking or need improvement as well as areas that quantitative data reveal to

be underperforming in meeting measurable outcome targets. Where possible, *gaps* review the student academic gaps when MEP students are compared to other subgroups. Gaps also indicate service or programmatic needs that impact outcomes in the service delivery area but are beyond MEP's ability or scope of services to address.

School Readiness

To meet this target, its associated objectives, and the state's measureable outcomes, MEP Region XVIII implemented several statewide strategies, integrating them into programming and services. To improve school readiness, MEP provides physical, social, and emotional development support for migrant students to help prepare for the transition between home and school. MEP uses the home-based Listos, Circle Bridges, and California Kids Learn curricula to provide home-based and center-based service provision. These curricula help to support young dual-language learners and their families to foster language development and numeracy. These programs provide direct one-to-one instruction on literacy and numeracy development for preschoolers and their parents/guardians to support effective transitions to kindergarten. Additionally, the Region XVIII MEP provides transition activities such as field trips to kindergarten classes and elementary schools of future attendance to help orient students and their families to the future schools and classes of enrollment.

Program Strengths

The reduction in the percentage of MEP kindergarteners enrolling after the age of 5.9 represents a significant MEP accomplishment in the area of school readiness, with the percentage dropping down to 10% as of 2014. This indicates that migrant students are starting school at the appropriate age, rather than beginning school already behind their peers. Additionally, the majority of teachers who completed the MEP instructor survey report that MEP is effective at promoting school readiness (73%, *n* = 16).

Further, interviews with MEP staff and focus groups with MEP parents identified that home visits focusing on school readiness encouraged parent buy-in and confidence early, which is crucial to ensuring student success over the long term.

> *We had home visits. I loved the way the teacher came into the home and taught in English and Spanish. It motivated me to bring my child to Saturday school.*
> –MEP Parent

Program Needs

The majority of teachers who responded to the MEP instructor survey (67%, *n* = 16) felt that even though more migrant children are entering school at the appropriate age, they are not socio-emotionally ready for kindergarten, and they are not prepared to learn at grade level. These two factors deserve consideration:

- Socio-emotional health helps children confidently build relationships with peers and teachers, and helps children build confidence as they tackle and gain mastery of novel tasks; and

- Learning at grade level helps children not start off their school experience already behind. Having to catch up with peers at this young age is discouraging for the child and the family, and can contribute to difficulty and disengagement later in the school experience.

Additionally, parents and teachers alike stated that they were not familiar with all of the MEP programs offered to address school readiness. It may be that changes in program availability are not systematically communicated to interested parties on a year-to-year basis.

> *Unfortunately, I don't feel like* [parents] *take Pre-K seriously. They view us as baby sitters and don't think about it in terms of child development. So they are more concerned with availability and less concerned with the instruction. I feel like we need to make them more aware of the benefits of Pre-K.*
> –MEP Staff

Gaps

Not all districts offer preschool programs, and those districts that do, offer them in different formats. This may add to parents' confusion or lack of knowledge about programs offered throughout the region. Some districts offer site-based programs, while others offer home-based programs. Each format has its drawbacks; transportation is often a challenge for parents taking their children to site-based programs. With home-based programs, instructors often report that it is difficult to find space in the home to conduct program activities, and there are often distractions for both the child and parent. Furthermore, while some migrant children qualify for the state-administered preschool program, the program required a co-payment that deterred parents from completing program applications.

English Language Arts

To support English language acquisition and development, MEP provides numerous ELA support services. MEP Region XVIII provides ELA instruction and support and direct instruction during the regular school year through in-class case management and instruction, after school programming, and during Saturday school programs to help address barriers to learning the English language. These services also include migrant student tutoring and additional English language classes particularly for migrant students to address their specific needs. MEP Region XVIII also developed a summer school curriculum to keep students actively engaged in their English language development over the summer break, as well as classes targeting students who score Beginning, Early Intermediate, and Intermediate levels on the CELDT to address the specific barriers the students face in transitioning to higher proficiency levels. MEP Region XVIII student data was compared to the overall student population, SED students, and EL students. Community stakeholder feedback was collected to supplement quantitative data.

Program Strengths

Data indicates MEP students' achievement scores on the CELDT and CST were slowly increasing during the timeframe of this study. Moreover, migrant students outperformed EL students across both tests. Results from the MEP instructional survey and stakeholder focus groups indicate that MEP services may contribute to students' gradual improvement. That is, 67% of instructors who participated in the MEP instructor survey (*n* = 16) felt that MEP services helped to address the language barrier in teacher-student communication. MEP staff and students reported during focus groups that while students continue to struggle with ELA performance, MEP classes have helped students to further develop their English proficiency skills.

Program Needs

Despite the gradual improvement in migrant students' ELA achievement scores, interviews with MEP staff reported that due to the language barrier, more MEP supplementary instruction is needed that specifically focus on oral language development, English writing in a variety of genres, reading fluency and comprehension, and academic vocabulary development. MEP staff reported that some students struggle with writing book summaries. One MEP staff member explained, "All the students have to read 30 minutes at home as homework. When they read, they have to write a summary of the story/book, and some of them struggle with that." Forty-seven percent of respondents to the MEP instructor survey perceive language to be a barrier in teacher-student communication (*n* = 16). The presence of more MEP instructional aides in the traditional classroom could help to address this concern.

Gaps

In reviewing CST ELA proficiency scores from 2008-2013, there remain substantial ELA achievement gaps between the overall testing population and subgroup populations[47], including migrant students. In every year across the tests, the overall testing population outperformed all subgroup populations with 47% to 54% proficient scores; migrant students' scores ranged from 11% to 14%, SED students scored 15% to 23%, and English learners' scores were 7% to 14% proficient.

Additionally, data across all primary sources—including instructional surveys, stakeholder interviews, and focus groups—indicate the need for Mixteco interpreters throughout the region, along with basic training in Mixteco for MEP staff, given the substantial increase in Mixteco-speaking migrant families to Region XVIII.

> *The primary need is learning English at all levels...this is especially true for the OSY. That is our major concern and the greatest need. Beyond simply English to Spanish we have people speaking native languages from Mexico [that creates] another area of need because we need translators who can help with that....I don't think there is enough capacity to teach ELA at the different levels as a migrant program.*
> *–MEP Staff*

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[47] Subgroups reviewed included Migrant, Socio-Economically Disadvantaged (SED), and English Learners (EL).

Mathematics

Mathematics refers to students' level of proficiency in math and algebra. To address the needs of MEP students and raise math proficiency levels, MEP Region XVIIII provides a variety of services in both group and one-on-one settings. MEP Region XVIIII provides mathematics instruction during after school programs to assist students who require support. In addition, the program provides instruction during Saturday school programs as additional support outside the regular school week. MEP Region XVIII also offers specific summer school math courses to address the gap in educational programs during the summer and provides more intensive case management and instruction to students transitioning into kindergarten, students in grades K-12, and OSY.

Program Strengths

Across all standardized math achievement tests, including CST Math and Algebra components, migrant students experienced gains in proficiency at rates similar to those of EL students, though not as significantly as the general student body. These result correspond with student participants' responses during the focus groups, who most often reported that math was their favorite subject. In particular, MEP Algebra Academy and summer schools were well received by migrant students[48]. Sixty-seven percent (*n* = 16) of K-8 instructors and 40% of high school teachers (*n* = 16) also indicated that summer school serves very well in helping students academically. Moreover, students often expressed interest in pursuing a career in the Science, Technology, Engineering, and Mathematics (STEM) fields.

> *They are helping lots with learning math skills. It will make it easier to go back to school in the fall.*
> – MEP Student

Program Needs

While MEP Region XVIII provides a variety of services in both group and one-on-one settings after school and during the summer break, responses from MEP staff, parents, and students indicate that more individual and small group tutoring would be beneficial. One suggestion is to provide more volunteer options for peers, where students from other schools can come and help with afterschool tutoring. For instance, during one parent focus group, a parent mentioned how their daughter came to the program to volunteer and work with the students, which they found to be very helpful. Encouraging more opportunities for peer learning would be beneficial not only for the current MEP students, but also for developing the leadership and mentoring skills of older migrant students.

Gaps

There remain substantial Math and Algebra achievement gaps between the overall testing population and subgroup populations, including migrant students for CST Math proficiency scores, in years 2008 through 2013. In every year across the tests, the overall testing population outperformed all subgroup populations, with a range of 24% to 60% scoring proficient; migrant students' range was 8% to 25%, SED students' were

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[48] Summer school focuses predominantly on Mathematics.

at 7% to 27%, and English learners' scores were 6% to 24% proficient. These scores demonstrate that the three subgroups of migrant, SED, and English learners were within close proximity to each other concerning CST Math proficiency scores. Additionally, there is a gap in Algebra proficiency for school years 2008 through 2013 between migrant students (9% to 18%) and SED students (11% to 16%), English learners (3% to 8%), and the overall testing population (27% to 37%), with migrant students outperforming SED and English learner students.

High School Completion

High school completion measures are intended to assess high school graduation rates and overall readiness to graduate. MEP works with students and their families to promote knowledge about the graduation requirements in their respective districts, provide the correct information about the available resources for students to support them in graduating, and assist them in meeting those requirements. In keeping with best practices, the MEP's strategy to support students in their high school graduation and GED goals includes one-to-one and small group academic support. The program provides these supports during the regular school day, in afterschool and Saturday school programs, and through scheduled one-on-one appointments. Additionally, MEP provides home visits and phone calls with MEP families to follow-up on CAHSEE test results and provide additional support for students who may be struggling with the test. MEP Region XVIII student data was compared to the overall student population, SED students, and EL students. Quantitative data was supplemented with qualitative data collected from community stakeholder engagements.

Program Strengths

A high percentage of MEP Region XVIII students are graduating (77% in 2011-2012). Moreover, in comparison to Mathematics and ELA achievement scores, the high school completion gaps between the overall school population and subgroups are less significant. MEP students' high school graduation rates are lower than economically disadvantaged students, but they are higher than English learners.

Responses from focus groups with migrant student parents indicate that many parents credit the MEP Region XVIII program with helping their children graduate from high school. One parent remarked, "We have been here three years. My son came without any English [proficiency] and last month, he graduated from high school. I know that the migrant program helped him to get the [necessary] credit."

You learn about new stuff and new places. MEP helps us a lot to do better in the regular school year.
– MEP Student

Program Needs

MEP Region XVIII graduation rates remained consistent over the course of the past five years. However, there remain significant gaps between the overall student population and MEP student rates for meeting the a-g requirements. Additionally, MEP students' completion of a-g requirements by the time of high school graduation remains low (20% in 2013-2014). Interviews with stakeholders point to the need to

provide a more concerted focus on MEP students entering high school. One MEP staff member noted, "Much of MEP services are targeted to pre-K/kindergarten and K-8 grades, which don't necessarily fit the needs of high school students." Other staff members explained that the current activities geared to high school MEP students such as college prep tours are welcome and have a positive impact on the students. However, according to students and MEP staff, the college preparatory supports come a little too late. It would be helpful to start college preparation earlier in MEP students' high school career.

Gaps

Migrant students are graduating from high school at rates 10% lower than the overall grade 12 population. Much of the gap is likely attributable to migrant students who are not passing the CAHSEE. For the 2008-2009 through 2013-2014 school years, the percentage of grade 10 migrant students passing the ELA section of the CAHSEE ranged from 59% to 68% while the overall grade 10 population passed at rates from 81% to 85%. During the same time period, the percentage of grade 10 migrant students passing the Math section ranged from 51% to 55%, while the overall grade 10 population passed at rates of 80% to 83%. As with the CST ELA, CST Math, and CST Algebra results, SED students consistently outperformed migrant students while migrant students consistently outperformed EL students on both the ELA and Math sections of the CAHSEE.

While not an indicator for high school graduation, the a-g credit completion rates are indicative of college readiness. In reviewing these rates, it was clear that the overall grade 12 population completed a-g credits at greater rates than any subgroups, ranging from 25% to 33%. A review of the student subgroups showed more mixed results with SED and migrant students performing at similar rates, hovering between 11% and 20%. However, both SED and migrant students vastly outperformed EL students, whose achievement rates ranged from 2% in 2014 to 13% in 2008.

Health

MEP provides specific services to students with health needs and works with numerous collaborating organizations to support the health needs of MEP students and their families. MEP delivers case management for students with health needs that require intensive support and counseling services. MEP also refers students to providers and community-based behavioral, mental, and physical, and health organizations when MEP services are unable to address individuals' particular health need.

Program Strengths

Throughout the focus groups, interviews, and surveys, respondents indicated that referrals to dental and medical services were available and generally accessible for those who needed them. Physical and emotional well-being are important to the overall health of a student and can affect academic achievement. Both teachers and MEP staff understand this, and of the teachers surveyed, 87% (*n* = 16) stated that they believe MEP is promoting the physical and emotional health as well as they safety of families' living conditions. The following statements affirm MEP Region XVIII's success in referrals to dental and medical services:

- "If we have a student who needs glasses, we go through the District first…and if they don't qualify, then we go through MEP Regional Office and they get vouchers. I love that. It seems so much faster. Migrant [Regional office] is the way to go – glasses, dental, health." – MEP Staff
- "We try to bring [medical and dental services] here rather than parents having to go out to the provider." – School Principal
- "We've incorporated mental health services which is hugely lacking in this community, and it's a big, big, big deal…I can't emphasize that enough." – Community Service Provider
- "We are going to have a parenting education class on how to 'discipline with love'. The community could benefit from more health education classes (e.g., nutrition), and the parents are open to learning, they make the time. When the classes are in English, they don't go. It has to be in Spanish and/or Mixteco. The school is interested in seeing the whole picture and try to take care of the whole student. The principals are open to working with our students." – MEP Staff

Program Needs

Although many families and community members indicated that dental and medical referrals are available, according to parents and MEP staff, some families "don't know that they have access to [health and dental] services." There is also an apparent need for greater support, responsiveness, referrals, and cultural sensitivity around domestic violence and behavioral health services. The results of the OSY survey (*n* = 14) demonstrate that there is still a need for access to health services. The primary areas of interest are behavioral health (38%), dental (56%), medical (38%), and vision (36%) services.

> *Behavioral/emotional support—mental health, alcohol and other drugs, domestic violence—are big issues in the community… Women have a hard time talking about it. Most of the time it is [found out] through referrals through school from students' behavior.*
> – MEP Staff

Additionally, the teachers surveyed (*n* = 16) indicated that a students' emotional well-being (60%), physical health (67%), and the health or safety of families' living conditions (73%) are barriers to their academic achievement. Family circumstances and cultural beliefs/practices also impact students' health and well-being. Respondents, all either current or former MEP teachers/instructors, indicated that there are times when older female children are denied access to additional education because they are needed at home to care for younger siblings. Additionally, many migrant families, due to financial situations, live in crowded homes with two to three families, significantly affecting children's health and well-being. Not only do families live in dire financial situations, they work long, hard hours of manual labor, primarily in agriculture and construction. This emotional and physical exhaustion can leave little room for more than providing basic needs (e.g., food, clothing, and shelter). Even though the need for improved well-being, physical health, and living conditions are fairly common needs in the community, the needs may not always be apparent to MEP and school staff. As one MEP staff member said, "Sometimes a child may be underperforming and we might not know why and it might be due to health needs."

Gaps

Community-based organizations and other public service agencies, such as MEP Region XVIII, generally do not have a system to follow up on referrals made to other service providers. Time and resources make a referral follow-up system prohibitive even though the practice could enhance services received through repeated warm handoffs and tracking of referrals with notations as to quality of service received. The concern regarding following up on referrals was raised periodically during the needs assessment data collection process. An MEP staff member noted, "Follow up [on referrals] could be a place for improvement. It would be nice if I get the word back that the child got the necessary service; then I know exactly what happened." While this demonstrates staff commitment to supporting MEP students and their families, it is important to acknowledge that this gap is not unique to MEP Region XVIII and that it might be outside of the program's control or purview to address.

The MEP database identifies if a student has a "health alert," but these typically only include known and chronic conditions such as asthma and diabetes. The system does not enable MEP to log if a student has a different kind of health need that might impact his/her academics, nor does it link to school attendance to determine if children are missing school due to these health needs as required by SSDP Measurable Outcome 5.2. The limitations to this database have at least two implications that impact both of the SSDP health-related measureable outcomes.

Other concerns or limited skill sets may impede families' ability to access services and address needs that hinder their own overall health and well-being. This, in turn, may impact their children's academic achievement. A staff member reported "Parents may be afraid to get health needs addressed because they are worried about deportation whereas the children may not have to worry about that…and a lot of the parent's needs go unmet." While it is generally outside of MEP's scope of work to provide these types of services to parents, it is important that they are recognized and properly referred as parents' needs also impact students' academic outcomes. The following MEP staff member's response is an example of a successful partnership between MEP and local community partners to address migrant families' health needs:

> *I was doing home visits* [and found in one of the homes] *there was only chicken soup. I asked 'why only this?', and the mothers said 'because I don't know how to do something else.' I did research which allowed me to better engage with the community…I started talking with the Food Bank, and they started organizing presentations to the migrant community—salads with the veggies they were picking in the field, linking the veggies to nutrition. Now they eat something more than just chicken soup.* – MEP Staff

Out-of-School Youth

Based on OSY feedback, Region XVIII has focused its OSY programming on helping youth pursue their education goals, improve their language and job skills, and plan for the future. MEP Region XVIII provides OSY with academic tutoring and instruction, case management, referrals, free computer labs, adult education programs, career and technical education programs, and other social support services.

Program Strengths

Many OSY self-identify and come to MEP seeking services. Some of these participants find MEP through communications and referrals from local schools—a communication system MEP Region XVIII has been working to improve. A few OSY learn about MEP services through targeted recruitment. While targeted recruitment occurs inconsistently, a staff member reported that when MEP has designated a OSY recruiter in the past, the program has been able to conduct more targeted recruitment, which made her "recruiting work successful."

Most of the OSY surveyed indicated that they liked MEP services and appreciated their support. One of the program's strengths is that staff and OSY have good rapport. Interviews with MEP staff demonstrated a desire for OSY to improve and achieve their potential while still allowing the youth enough autonomy to determine their focus and direct their educational efforts.

Program Needs

The OSY population is a historically underserved group throughout MEPs across the nation. In 2013-2014, there were 217 OSY registered with MEP Region XVIII. The OSY population in MEP Region XVIII has many identified challenges related to their ability to continue or complete their education. Two primary issues raised throughout focus groups and surveys (n = 14) were how the need to work (56%) and the need for childcare (38%) negatively impact OSY academic achievement. Of the OSY who were in school and dropped out, 100% indicated that they did so because they needed to work. About 65% of OSY work in agriculture and 35% stay at home with their children and/or provide childcare to other families. These OSY have dropped out of school for a variety of reasons, but for many of the OSY MEP Region XVIII serves:

> *When I was in school, MEP stepped in and helped. They offered a lot of support.*
> – OSY Participant

> *They are students who likely have not been successful in school and some were unsuccessful in passing the CAHSEE, so they feel like school isn't for them and they don't want anything to do with school…Often times these kids will be 14-15 years old and now working in the fields. They feel like school didn't work for them and now they think they have more important things to do, or at least they think they do.* – MEP Staff

Many in the OSY population also have family obligations and responsibilities, such as being married (57%), living with their children (64%), and living with a parent/guardian (50%). For OSY who live with a parent or guardian, many often work to provide for themselves as well as their family's subsistence.

Participants in the OSY survey identified a number of barriers to participating in MEP services, including scheduling, work and home life balance, the need to work to provide for family in their country of origin, and fear around immigration/deportation (i.e., ICE has recently set up random checkpoints on commute routes). These barriers, in turn, affect MEP's capacity to better engage Region XVIII's OSY population.

Communications between MEP and schools may be working and in some cases improving outcomes for other parts of the MEP population, but there is still a need to improve outreach strategies within the OSY population. Currently, MEP Region XVIII acknowledges that not all OSY in the region are served and that the program only has the capacity to operate OSY services out of Santa Maria, with satellite services in the Lucia Mar and Paso Robles areas. MEP staff expressed a desire to improve outreach to OSY. This desire was also reflected among OSY survey participants who indicated a strong desire to participate in academic programs. Twenty-five percent stated that they would like to participate in Cyber High and the Mexican Government's Instituto Nacional Para la Educación de los Adultos program (INEA), while 19% stated they would like to participate in adult education classes. OSY survey participants also stressed the importance of MEP instructional staff encouraging students to use MEP services and staying in school. For instance, one OSY recommended that MEP staff "Continue to insist to the young still in school to stay in school and attend the [migrant] program and let them know how often the programs happen."

Another challenge to meeting the needs of OSY is a decrease in teacher/instructor participation in OSY programs. Results from the instructor survey data indicate that 31% of instructors reported previously participating in OSY programs, only 19% of instructors currently participate in OSY programs, marking a 12% (n = 16) decrease between current and former participation. It is unclear as to the reason for this decrease, though according to the teacher/instructor survey, there has been a decrease in teacher/instructor participation in most of the migrant programs in Region XVIII.

Gaps

A quarter of the responding OSY expressed a desire to improve their knowledge and skills, stating that they would like career training. OSY are looking to further their career prospects and may not have opportunities to attend secondary school. While MEP is able to connect these youth with career technical education programs, it may be beyond MEP's capacity to work with OSY in building specific career skills.

This desire is also shared among OSY who are here-to-work youth. These youth come to the area specifically to work and are not necessarily looking to attend school. For many of these OSY, they feel that going to school is more challenging than working, so they choose to work instead. As an MEP staff member explained:

> They are here to work and they cross the border to go to work and to support their families that are still in the country of origin…this is the case for most of them. So school is not really a priority and in many ways it just gets in the way of work.

The challenge MEP Region XVIII staff contend with in their work with OSY is balancing the State's objective to provide OSY with an MLAP and appropriate service referrals, while also meeting OSY's expectation for language acquisition and career technical education services.

Parent Involvement

MEP provides services through numerous avenues to increase parental engagement and support for their children. MEP facilitates Saturday workshops that include education on parenting techniques related to

the educational needs of their children, and holds *Parents Are Teachers Too* conferences to support and encourage parents in helping their children develop their educational skills. MEP also conducts one-to-one meetings, phone calls, and home visits with parents and their children to provide additional tailored guidance and support as needed.

Program Strengths

Migrant parents and families have deep and varied concerns about their children living and growing up in this "new" culture, including a mistrust of schools, teachers, and community service providers. For many migrant parents, MEP is the bridge to the larger community. As MEP reaches out to families, they build trust and help families navigate the systems they need. Additionally, program staff indicated that parents often learn about MEP from other parents, furthering the level of trust newer families are still developing.

Parents also frequently reported that their local MEP staff members were approachable and worked hard to recruit parents into the program and inform them of the importance of parental involvement in academics. Many parents echoed this sentiment throughout the region, "MEP staff are very helpful. They support us a lot, we feel comfortable calling her and asking for help. The staff and the personal touch is most important."

> *With our first child, we did not know what to do* [to support his academics] *because of the language issues. The program helped us to learn and ask the teacher directly to find out what is going on with our child. The program motivated us to go directly to the school and ask.*
> – MEP Parent

Parents involved in the RAC or PACs have been effective in helping parents understand the governance of MEP at the state, regional, and local levels. This was evident across the parent focus groups RDA conducted. Parents' awareness of program qualifications and services was much higher among parents who participated in the RAC or PACs. These parents also emphasized the importance of learning from one another in a group setting. For example, a parent explained, "The information we share and the meetings we have…I learn about programming from listening to each other." As such, parents involved in the RAC and PACs can act as program liaisons and word-of-mouth recruiters for other migrant parents.

Program Needs

As with school readiness services, many parents expressed that they were not always aware of what programs MEP offers and what services they might be eligible for. This indicates a need for more and clearer communication about MEP services and programs as well as eligibility for and benefits of enrollment.

Migrant parents also rely upon their children to share important and relevant information about school and academic services. In turn, children know that their parents are not fully aware of the academic needs and expectations and sometimes take advantage of their parents' lack of knowledge. Continuing along these lines, parents, at times, allow their children to dictate their own level of engagement and participation, thus giving the child the parent role. Sixty-nine percent of MEP teachers/instructional staff surveyed (*n* = 16) stated that parents are not enforcing attendance in programs, 19% stated that parents are not aware of programs available, and 80% indicated that the lack of parent involvement is a barrier to academic achievement. While not necessarily under the purview of parent involvement strategies, it is important to note that MEP staff and parents alike identified a need for general parenting supports among migrant adults.

> *Sometimes the parents are the problem for the kids. When we call* [and invite] *them for the summer program, they ask the kids if they want to go. If they say no, they don't send them.*
> – MEP Staff

In addition, many parents expressed that they would like classes targeted at improving their capacity for being involved in their children's academics. Parents especially highlight the need for more education around how they can help their children with academic challenges. Parents also asked for assistance in learning how to help their children with their homework. Many parents reported their children frequently complete their homework in school or in the afterschool program. However, when children do bring homework home and need help, parents reported a lack of confidence in helping their children complete the homework. Instead, parents stated that they rely on older children and neighbors for help:

- "Sometimes I can read [the homework], but I don't understand so I still can't help. I have to help them, but it's more difficult when I don't understand how to help."
- "My daughter does homework at home, sometimes, but it's very difficult and it's in English which I can't understand. I tell her she has to go to [the] teacher for help. For my son, my other daughter helps him."
- "MEP offers tutoring, they use it and it usually helps them finish the homework. If not, they might find a neighbor and/or call the school to help finish the work."
- "Sometimes, my daughter asks the neighbor, a girl there goes to high school. My daughter asks her how to do the homework, but sometimes she's busy or not home. Sometimes my daughter is very stressed because she wants to do it and she can't. I tell her if she doesn't understand, she has to take it in as is and ask the teacher for help the next day."

Gaps

Regional variability regarding parental support means that some parents are unable to engage with both their children and MEP in ways that will contribute to their children's academic achievement. If MEP had a more comprehensive plan for parent engagement at the regional level, it might address some of the barriers that keep their children from obtaining higher levels of achievement.

In addition to the above needs, parents overwhelmingly expressed their desire to not only help their children in school but also to improve upon their own educational development, with the hopes that this would in turn help their children. Parents, including OSY with children, frequently requested that MEP offer English classes for parents, or have referrals for them readily available. While it may not be within MEP's scope of services to provide adult education, MEP could partner with adult education schools and programs and make adequate referrals to these programs.

Overall Region XVIII

Program Strengths

MEP in Region XVIII has had a positive impact on the migrant community in Santa Barbara and San Luis Obispo Counties. The staff interviewed are clearly dedicated to their work and MEP's mission, and are deeply invested in the success of the migrant community. This has resulted in low turnover over many years, which has helped staff build credibility and trust within the migrant community, as well as relationships with community partners.

Additionally, the program has been able to continue to operate effectively despite cuts in funding and staffing over time. Again, this is a reflection of staff's dedication; even in this largely under-resourced environment, staff members continue to focus on improving circumstances for migrant families.

> *MEP helps; they go to your house to help with paperwork and help provide information about summer school. We notify them we are going to move, and they help us.*
> – MEP Parent

Communication between parents and MEP is another program strength. MEP often helps families communicate with teachers, which can have a significant positive impact on a child's educational engagement.

There are also many program elements that students, parents, and staff all perceive as effective. Field trips, including yearly college visits and summer math programs (e.g., Algebra Academy and Math Academy), are seen as especially impactful. Students talk about these experiences as some of the most influential and memorable, and parents describe seeing their children's motivation increase after participating in these activities. Staff appreciate the engagement with MEP and school in general, and these activities further increase student engagement.

There were several areas in which MEP showed success on state-determined outcomes. In terms of school readiness, as of 2014, less than 10% of kindergarteners were over the age of 5.9. This is important for ensuring that a child will not already be behind in comparison to his or her peers. There was also a 10% increase on the Math portion of the CST over time for MEP students. Further, even though migrant students performed at much lower levels than the average of all students, they outperformed EL students on almost all standardized measures.

Program Needs

The reduction in available funds for program delivery has been a consistent and significant issue for MEP over the past several years. Staffing has been cut, and program and services have been streamlined or eliminated altogether. Many staff reported that they end up "wearing many hats." Nonetheless, despite resource constraints and cut services that are sorely missed, MEP staff's dedication to provide effective services is evident.

Parents, students, and OSY indicated that they wanted more programming available to meet their needs, and the reduced amount of services available may be due to funding cuts over the past several years. Field trips are one of the most impactful and enjoyed aspects of the program, and staff described how they once were able to provide more than they can currently. Fewer students are able to attend than before, and there are fewer trips to choose from. Afterschool tutoring, preschool, and Saturday school were also noted as classes that parents and students missed having available.

> *I wish there were more services for housing. It just makes it so hard. Section 8 or low income you have to have papers, be documented. It's so hard. There are so many families living 3-4 families together. There are 5 people in a one bedroom for one family I know. Their clothes are in the car. I wish it was easier to situate these families. The kids don't understand. They go to school and then come home and they have no space.* – MEP Staff

It is also apparent that the general needs of the migrant community significantly impact the ability to engage and excel in school. Housing stability, health needs, language barriers, and poverty all contribute to making school more difficult for migrant children. MEP is often successful at finding referrals to address these issues, but the immensity of the need is far beyond what MEP or community partners can overcome.

Gaps

There are notable gaps between MEP students and the average of all students on almost every standardized measure, including the CAHSEE, CELDT, CST, a-g requirements, and credits toward graduation, across every year for which data was recorded. Many MEP students are not able to obtain all of the necessary credits for graduation due to lack of English proficiency. It is likely that this gap would be even larger if MEP services did not exist.

There are also service gaps in different areas of the region, as not all services are provided in every location. Though MEP attempts to make programs available to a large number of families, parents and students often face transportation or scheduling issues in attending programs. Additionally, though MEP is often successful in communicating with parents about issues related to school, parents reported that they do not always know what services are available to them. A comprehensive communication strategy would help inform parents about services as well as increase their trust in the program.

Engagement of OSY in MEP programming also represents a gap that MEP is working to address; OSY currently make up only a small proportion of MEP recipients. Region XVIII are actively trying to increase outreach to this population, and should continue these efforts.

Prioritization of Needs and Need Indicators

To prioritize MEP needs to be addressed, RDA compiled and integrated needs assessment findings in each of the seven areas of service delivery. RDA validated these findings with MEP Region XVIII leadership and facilitated a prioritization process in which leadership used data to identify major areas of concern. To validate each identified concern as a priority need, RDA presented several considerations to guide the prioritization process. Considerations included the magnitude of the problem/need, level of disparity, number of people potentially impacted and/or to benefit from action taken, feasibility of the impact occurring, capacity and resources of MEP to promote the action, buy-in from the migrant community, and any data available to support the identified need. The following questions guided the prioritization process:

1. Would addressing the need positively affect/increase satisfaction of migrant students, families, and the community?
2. Would addressing the need reduce disparities in education outcomes?
3. Would addressing the need increase confidence and willingness to enroll and participate in MEP among migrant students, OSY, and family members?
4. Are there best practices available to address the need?

Based on these selection criteria, MEP leadership identified four major areas of concerns. In further exploring these needs and developing solutions to address them, the RDA team recognized an additional need to enhance staff development so that staff may support the implementation of suggested solutions related to the previous four needs. RDA vetted this additional need with MEP leadership. All five needs are described in this section.

Need 1: Build Parents' Confidence in Supporting Their Children's Academics

Description and Rationale. Common issues raised by parents, MEP staff, and students throughout the site visits, interviews, and focus groups related to barriers to migrant parents' involvement in their children's academic development and success. Parents want to support their children, and while many feel confident in supporting their children in the subject area of mathematics, many expressed a lack of confidence in supporting their children in other academic areas, including how to prepare for middle school and high school. In addition, parents and MEP staff reported that parents feel uncomfortable communicating with classroom teachers and administrators. They described the communication barrier as challenging, confusing, and overwhelming. The lack of understanding of the American school system, in addition to language and communication barriers, often led parents to rely on their children to navigate the system for themselves.

Need Indicators and Recommended Data Sources. Given the experiential nature of this need, RDA assessed parent involvement using a qualitative approach. To validate that the need exists beyond one person or one group's point of view, RDA gathered input from multiple stakeholders across different stakeholder groups to triangulate and validate the assessment. The team recommends that any future study of this need take a similar approach. In addition, MEP Region XVIII may consider implementing a regular program assessment that includes stakeholder feedback. To this end, MEP Region XVIII may ask parents to rate their confidence in supporting their children in various academic areas, communication with school staff, and navigating the school system. These need indicators are further explained below.

Table 3. Parent Confidence Need Indicators and Data Sources

Need Indicator	Data Source

Used in This Study: Parents' English language proficiency hinders confidence in supporting their children with school	• Interviews and focus groups
	   ○ Students and parents
	   ○ MEP staff
	   ○ Teachers
	   ○ SBCEO administration
	• MEP instructional staff survey

Used in This Study: Lack of information and tools to navigate school system	• Interviews and focus groups
	   ○ Students and parents
	   ○ MEP staff
	   ○ Teachers
	   ○ SBCEO administration
	• MEP instructional staff survey

Recommended for Future Study: Parents rate their confidence in supporting their children in several areas of school, communicating with staff, and navigating the school system.	• Annual program evaluation with stakeholder input from parents

Implications for Program Improvement. Parents' lack of confidence serves as a barrier in supporting their children's academics. Leveraging existing successful parental support and building parents' confidence could improve their children's involvement in several arenas (e.g., homework help, school leadership, and volunteerism), thereby providing further support for their children's academic achievement. For example, parents who feel more confident navigating the school system may learn more effective ways to interact with their children's teachers, learn more about the school and teachers' expectations for the children, and develop or acquire methods for supporting academic achievement at home.

Need 2: High School Completion and Post High School Planning

Description and Rationale. Through focus groups with students and parents as well as interviews with MEP staff, RDA learned that students and parents have high hopes for students to graduate high school, go to college, and obtain a "good job." However, it was evident that neither students nor their parents understood the necessary steps and supports needed to identify and pursue appropriate colleges and career paths. MEP leadership also shared that a very small proportion of Region XVIII parents are familiar with a-g requirements and how these requirements relate not only to high school completion but to

college eligibility. The MEP Director explained that while the program strives to offer parents educational workshops and conferences that are geared toward developing effective parenting and advocacy skills—including their rights and responsibilities in education for migrant children, and planning pathways to college and other post-secondary options—parents are hesitant to attend these events. Fewer than 10% of MEP parents typically attend these opportunities, often citing lack of availability as a reason for not attending. However, MEP does not consistently evaluate the successes and challenges of these programs to understand how effective they are in keeping parents informed and engaged. It may be that another reason parents do not attend these events is because they are not aware of the value in attending.

Need Indicators and Recommended Data Sources. MEP Region XVIII is currently tracking parent participation in educational events that support high school completion and planning. While this is a necessary first step to understanding the rate of information exposure, there is no measure to gauge how well parents already understand high school graduation requirements and/or approaches to college and career planning. Such measurement would provide MEP Region XVIII with a baseline from which to assess parents' growing understanding of how to support their older children more effectively. In the current study, we measure this qualitatively through a triangulation of student, parent, and staff perspectives to validate that the experience is reflective of the overall MEP population. MEP Region XVIII could expand upon the current parent participation survey by including more targeted questions that assess parents' communication with counselors and teachers, attendance at key school events (e.g., back to school night), and other such pertinent indicators that help measure parents' understanding of college and career planning. Additionally, MEP Region XVIII may consider conducting event evaluations to learn what motivates parents to attend, leveraging parents' feedback to reach and engage a broader population.

Table 4. High School Completion and Planning Need Indicators and Data Sources

Need Indicator	Data Source

Used in This Study: Students and families want to pursue higher education, yet many do not know how to	• Interviews and focus groups
	   o Students and parents
	   o MEP staff
	   o Teachers
	   o SBCEO administration
	• Teacher online survey

Used in This Study: Fear of deportation and concern of participation in MEP	• Interviews with MEP staff
Used in This Study: Proportion of MEP parents attending Workshops and Conferences	• Event sign-in sheets
Recommended for Future Study: Parents' value assessment of Workshops and Conferences (e.g., what is useful, what would they like more of, why do they continue to attend)	• Brief survey or focus group

Implications for Program Improvement. As credit accrual and high school graduation are key indicators of MEP Region XVIII's programmatic success, improving parents' ability to support their children in completing high school can have a dramatic impact on program improvement in both the area of high school graduation as well as in parental involvement.

Need 3: Enhance Program Transition Services for Students Losing MEP Eligibility

Description and Rationale. Throughout our data collection process, parents repeatedly raised concerns about losing essential supports and services that MEP Region XVIII provides to them and their children. Parents have learned the importance of education continuity in supporting their children's academic success. As such, parents have taken great strides to ensure that their children do not experience a school interruption—at least not during the regular school year. Instead, parents engage multiple strategies to ensure that their children stay in the same schools even when they continue to move for work, including leaving students home with one parent, older children, or other individuals while one or both parents continue to migrate and/or work long hours in the fields. While this circumvents school interruptions, it creates additional challenges for students due to the lack of sufficient parental support at home. Many students report living in overcrowded homes, seeing their parents an average of once a week, and having to pick up household responsibilities that impede their studying.

Beyond these challenges, MEP leadership recognize that the need is not necessarily in students losing program eligibility, but students needing sufficient supports and services so that they might successfully transition *out of* MEP services. As the migrant and EL populations in Region XVIII are similar in familial, language, and socio-economic circumstances, one might review the assessment data with EL students as a proxy for migrant students who no longer qualify for MEP. The data shows that EL students consistently underperform in comparison to migrant students. This could mean that MEP's services are positively impacting migrant students' academic achievement. However, as mentioned in the methodology section of this report, MEP does not have the capacity to track students' performance once their MEP enrollment has been terminated, so it is unclear how well these students continue to perform without the services and supports that MEP provides. Therefore, MEP leadership and RDA agreed that the need in this area is not necessarily around redefining program eligibility, but around providing students with sufficient support as they transition out of the program, as well as understanding the program's impact post-engagement.

Need Indicators and Recommended Data Sources. To measure the extent of need for these transition services, MEP Region XVII first needs to measure the use and effectiveness of said services. They will need to know the average number of students who lose eligibility each year, the types of services they receive as they transition out, and the effect of those services. In terms of measuring the sustainability of skills and strategies gained in the program and the effectiveness of transition services, MEP Region XVIII has demonstrated difficulty with obtaining student outcome data after students' MEP enrollment has been terminated. Therefore, our recommendation is to conduct a follow-up survey with former MEP students in the academic quarter following their termination. We recommend the following need indicators and data sources:

Table 5. MEP Transition Services Need Indicators and Data Sources

Need Indicator	Data Source
Recommended for Future Study: Average number of MEP students who lose MEP eligibility each year	• MEP enrollment database
Recommended for Future Study: Types and quantity of services students receive to transition out of MEP	• MEP services database • MEP case management notes
Recommended for Future Study: Students' academic performance post program termination	• School records, if possible • Student's self-report via exit interview/survey
Recommended for Future Study: Students' ease of transition to continued education and use of other services in the absence of MEP services	• Student's self-report via exit interview/survey

Implications for Program Improvement. Helping students successfully transition from MEP enrollment will help the program have a better understanding of how long program and service effects last. This knowledge will help MEP Region XVIII provide more targeted and/or enhanced services to students enrolled in the program, further increasing and sustaining their academic performance.

Need 4: Enhance Behavioral Health Awareness

Description and Rationale. About 60% of responding MEP instructors (*n* = 15) indicated that students' emotional well-being was a barrier to academic achievement, and about 38% of OSY surveyed (*n* = 14) stated that they wanted behavioral health services. Through focus groups with all stakeholder groups, RDA learned that there are several areas of need in behavioral health, including mental health and domestic violence. However, MEP staff and community providers acknowledged that behavioral health is a challenging need to address, given that it is typically a taboo topic not only among the migrant community, but within the Hispanic/Latino community as well. MEP leadership identified this as a prioritized need because the program's health services have had little emphasis on behavioral health to date, and staff members are not familiar with strategies that would enable them to effectively and appropriately engage parents in a discussion regarding behavioral health and resources for help. At this point, the need is to build greater community awareness about the signs and effects of behavioral health issues and to adequately provide MEP with resources to identify concerns and make appropriate referrals.

Need Indicators and Recommended Data Sources. At the time of this study, RDA asked cursory questions related to behavioral health as it is was not originally identified as an area of interest for service delivery. However, as stakeholders began sharing concerns across interviews and focus groups, the RDA team was able to probe for more information, which led to identifying behavioral health as an important gap in health services. The extent of this need for increased behavioral health awareness is felt, but how to measure this need within the scope of MEP's services is currently unknown. Therefore, to gain a better understanding of the level of concern and need within the migrant community, RDA recommends exploring the prevalence of behavioral health needs among the Hispanic/Latino population within the region by age, family status, and types of need. MEP Region XVIII may then be able to extrapolate those figures to estimate the prevalence within the MEP population and if current practices of building awareness and making referrals are appropriately targeted.

Table 6. Behavioral Health Awareness Need Indicators and Data Sources

Need Indicator	Data Source
Recommended for Future Study: Prevalence rates of behavioral health needs within the Latino community in the region, including types of needs, age of participants, and family statuses of participants	• County behavioral health departments and affiliated community-based organizations
Recommended for Future Study: Number of events provided to MEP population around behavioral health awareness and services	• MEP services database
Recommended for Future Study: Number of student and family referrals to behavioral health services	• MEP services database

Implications for Program Improvement. Behavioral health issues, such as substance abuse within the family, social isolation and depression, as well as domestic violence that can result from other behavioral health issues, directly affect students' academic achievement. As a result of being away from their natal home and having a reduced social network, members of the migrant community might experience a lack of social connectedness and community, resulting in depression and anxiety. For youth, these issues manifest themselves in their lack of engagement and/or misbehavior in the classroom. When both parents and staff are more aware of how behavioral health needs may impact children's behavior, they may be better equipped to provide targeted support and referrals.

Need 5: Build Staff Capacity to Support Solutions Implementation

Description and Rationale. The proposed solutions to address the aforementioned needs require staff involvement in some form, often requiring staff to shift, change, and/or enhance their engagement, assessment, and referral skills to successfully implement the recommended solutions. As such, RDA recognizes the need to continue to build staff capacity for three primary reasons: 1) to support the effective implementation of these solutions; 2) to allow MEP staff to continue to conduct targeted program recruitment with consistency across districts; and 3) to implement programs and services with confidence, while operating across geographically dispersed program sites.

Need Indicators and Recommended Data Sources. The recommended need indicators for building staff capacity directly relate to the proposed solutions in the first four areas of need described above.

Table 7. Staff Capacity to Support Solutions Implementation Need Indicators and Data Sources

Need Indicator	Data Source
Recommended for Future Study: Staff attend and learn from workshops	• Event sign-in sheets • Event evaluation forms and/or quizzes

Recommended for Future Study: Staff continue to communicate about MEP and recruit participants at consistent intervals	• MEP enrollment database
	• Annual program evaluation with stakeholder input from:
	  o MEP staff
	  o Community partners
	  o School staff
	  o Parents

Implications for Program Improvement. MEP Region XVIII acknowledges the importance of building staff capacity to support quality service delivery. This intention has been demonstrated in the professional development section of their Regional Application for several years. The goal of highlighting the need to build staff capacity in this context places additional focus on implementing the proposed solutions to the above needs. The strategies for these solutions in relation to staff development include:

1. Instructing staff about best and effective practices and strategies which they may employ in building parents' confidence in supporting their children's academic achievement.
2. Training staff to use tools and guidelines which they may use to guide students, parents, and families in planning for high school graduation and beyond.
3. Enhancing staff's case management practices to help students successfully transition from MEP enrollment with strong self-sufficiency skills.
4. Educating staff about the best and effective practices to engage program participants in discussions related to behavioral health topics and to provide targeted support and referrals.

Solutions and Measurable Outcomes

The RDA team, in collaboration with the MEP staff, researched best and effective practices to address the five prioritized need areas discussed above in Results and Implications. RDA and MEP staff identified priority solutions and related strategies that are feasible to attain within a three-year period given staffing and financial resources. Presented below are solutions, related strategies, identified best and effective practices, and measurable outcomes for each identified need in Table 8.

Solution for Need 1: Building Parents' Confidence in Supporting Children's Academics

The focus groups and interviews conducted with students, parents, MEP staff, and school staff indicated that parents feel more confident in helping their children with math-related homework than any other part of their child's schoolwork. This may be due, in part, to the fact that there is little English language knowledge and skill needed to assist with some math-related work. MEP staff identified this asset as an area that can be leveraged and would like to work on expanding this confidence with math-related work to other subject areas. It is recommended that MEP Region XVIII use its existing network of resources, both within the school districts and the community at-large to leverage, enhance, and encourage parent confidence in supporting their children in school. To this end, MEP Region XVIII can continue to use existing curricula, programs, and strategies shown to be effective in meeting the needs of migrant students and their families. The discussion below provides considerations for how MEP Region XVIII might move forward as well as proposed strategies to improve educational outcomes through increased parental confidence, knowledge, and skill in aiding their children.

Recommendation 1.1: Strengthen and Leverage Existing Relationships

Strengthen existing relationships with school districts, community colleges, and universities and gain information for MEP staff to identify accessible and available adult education opportunities for parents. One strategy for increasing communications with partners might be to develop a regular (e.g., quarterly) newsletter that keeps partners informed of MEP services, student achievement, and opportunities to engage with its students and families. A newsletter will increase MEP's visibility in the community as well as provide a means for MEP to identify areas of interest to the community at large. Additionally, MEP Region XVIII currently has a dedicated website[49], however, that website provides little information about the program's purpose, service targets, performance outcomes, and enrollment information. Enhancing the level of information currently provided on the website may open opportunities for new community members and service providers to learn about and engage with the program.

- **Update and maintain a list of network of resources** including services provided and contact information to ensure accuracy during the referral process. To reduce staff burden, this strategy might be implemented as a feature on MEP Region XVIII's website, through which partners and providers update their own contact information.
- **Use Constant Contact[50]** or other relatively inexpensive and user-friendly online email marketing services to format and schedule newsletter delivery to all network resources. Such a program can also be used to send special announcements (e.g., achievements, events, fundraisers). A key strength of these programs is that they provide analytics to review effectiveness of each communication, including the percentage of recipients who open each newsletter, click through links, and share with others. MEP staff may use these analytics to identify content that appeal to network contacts, effective times of day or frequencies of delivery, and the degree to which different network contacts are engaged and informed in MEP.
- **Build out MEP Region XVIII's website** with at minimum, basic information about the program's goals, purpose, and key services. Currently, the website has the program contact information. Adding a feature to subscribe to a newsletter and/or to collect contact information from interested stakeholders would enable two-way communication between MEP and potential stakeholders. Doing so may establish another avenue by which interested community members and providers who are not currently a part of MEP Region XVIII's partner network can learn more about and engage with MEP Region XVIII.

Recommendation 1.2: Provide Ongoing Parent Training and Education

Provide ongoing training and education to parents on how to: a) navigate the U.S. school system and b) teach what they know, by encouraging parents to teach life skills that build self-efficacy and confidence for their children (e.g., cooking, shopping, singing, storytelling, etc.). Continue utilizing strategies and resources that are currently being used and have had demonstrated positive impact on building parents' confidence. Additional strategies MEP Region XVIII might consider include:

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[49] http://migranted.sbceo.org/
[50] Constant Contact – an online marketing service. Accessed November 15, 2015.

- **Use Motivational Interviewing (MI),** an evidence-based approach that addresses ambivalence to change. Staff can assess an individual and/or family's readiness for change, tailor conversations accordingly, and conduct frequent follow-up communications with parents about their children's progress. Thus, in turn, staff can encourage parents to talk with their children often about school, both about things going well and opportunities for improvement.

- **Use evidence-based parent-focused tools and tips** designed to guide parents on how to support their children in school, such as parent-teacher conference information checklists for both parents and teachers that provide guidance and set expectations for each participant's role and responsibility. For example, Colorín Colorado offers a set of one-page tip sheets with suggestions for parents to help kids become successful readers.[51] The Harvard Family Research Project provides tip sheets for parents regarding their roles and responsibilities in parent-teacher conferences, with the goal of promoting shared expectations to support children's educational outcomes.[52] While MEP has used such tools in the past, MEP staff recognize there is an opportunity for more consistency and intentional planning in future applications.

- **Set achievable goals** that emphasize the parent's ability to address the issues through their own skills and efforts. Research on improving parents' self-efficacy shows that when parents identify and set attainable goals, parents' confidence in their skills increase.[53] This is further augmented when parents have emotional support through struggles and when positive outcomes are acknowledged as direct outcomes of their efforts. As such, MEP staff members may work with parents across all grade levels to identify, set, and review parenting and parent involvement goals, being sure to present praise for positive outcomes.

Recommendation 1.3: Clarify Misconceptions to Reduce Anxiety around Parent Involvement

Throughout the needs assessment's qualitative data collection process, multiple stakeholders raised the issue of the fear and anxiety that students and families have about immigration. The fear and anxiety is palpable in the community, so much so that when hearing the name "Migrant" Education Program, there is confusion and correlations made to "immigration" and that they sound very similar in Spanish—*migrante* and *inmigrante* or *la migra*. To address the fear and anxiety regarding immigration, status, and the perceived risk of engaging directly with school programs and specifically MEP, it is essential that MEP clearly differentiates itself from immigration. This may involve providing more information about MEP services and eligibility, not only to migrant families, but also to those stakeholders who might recommend the program to migrant families. Strategies for implementing Recommendation 1.3 could include:

- **Public Service Announcements (PSA)** on local television and radio stations provide the MEP with a venue to spread information using community-trusted channels in a way that is appropriate for populations who may have low literacy levels, with the potential to reach a large and varied audience of eligible families and service providers. Such a media campaign will allow the MEP to

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[51] **Colorín Colorado** (www.colorincolorado.org). Reading Tips for Parents (Spanish).

[52] **Harvard Family Research Project**. http://www.hfrp.org/publications-resources/browse-our-publications/parent-teacher-conference-tip-sheets-hojas-de-consejos-para-las-reuniones-de-padres-y-maestros

[53] https://www.healthcare.uiowa.edu/icmh/child/documents/PSEpresentationMarch42010.pdf

expand its visibility and outreach in the community as well as foster trust by clarifying the role of the Migrant Program to distinguish it from immigration agencies.

- **Include program information in newsletters** as described in Recommendation 1.1. MEP may include their purpose or mission statement as a permanent fixture on their regular communications, such as a newsletter so that others in their network are reminded of MEP's service population and intention for service. MEP may also consider including information about program eligibility and links to the MEP Region XVIII website for more information. This way, community partners and services providers within MEP Region XVIII's network can be better informed and equipped to encourage skeptical migrant families to seek out MEP services.

Solution for Need 2: High School Completion and Post-High School Planning

High school graduation and post-high school planning is challenging for students who are coping with a multitude of daily challenges with their families, such as food and housing security, split families, and emotional support. Many migrant families live in low- or very low-income households where there is food insecurity, inadequate housing, and/or a lack of emotional support. These same families have a strong desire for their children to graduate from high school and possibly college, but often lack the information and knowledge of the support needed to reach these goals. The recommendations below can be used to provide students and their families with information, knowledge, and tools to guide an ongoing discussion on planning for the future. As with the first set of strategies, it is highly recommended that MEP Region XVIII leverage existing programs and services that support migrant students and their families (e.g., small academic support groups with high school students). In addition, the following strategies are recommended to aid in bolstering the high school graduation and post-high school component of MEP Region XVIII.

Recommendation 2.1: Introduce High School, College, and Career Planning Earlier

Review timing of existing interventions around high school graduation and college application requirements to determine overall effectiveness, and whether it would make sense to initiate the intervention prior to high school. It is also important that parents are involved in this process so that they have an increased knowledge base around high school completion and post-secondary options from which they might be better able to support their children's planning and decision-making processes. The following strategies can be considered in implementing this recommendation:

- **Integrate the interactive website, My Next Move[54], into future planning sessions** between MEP staff and students and families. This site, operated by the US Department of Labor, is designed to enable users to explore career options, identify the skills and knowledge needed to obtain them, and to educate students and parents about alternative college and career options. The website is designed to meet students at various levels of readiness for college and career planning with search features for students who know what career they want to pursue, browsing capabilities for students who have a sense but no concrete thoughts of what career they want to pursue, and

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[54] http://www.mynextmove.org/

an *Interest Profiler* survey to help focus students who are at the very beginning of the thought process.

- **Begin college and career discussions at younger ages** so that students start high school with an idea of which courses to take that align with their college and career interests as well as the requirements for high school graduation. MEP may consider using the Interest Profiler available on MyNextMove with students in middle school to initiate students' thinking and discussions of interests, the kinds of careers related to their interests, and the education and skills required for those careers.

Recommendation 2.2: Recruit MEP Alumni to Share Success Stories

Develop an MEP alumni speaker or story series, recruiting past MEP students to present at community meetings and MEP classes to share their paths and learnings, as well as recommendations for current MEP students. For example, MEP staff might reach out to alumni members of the speech and debate team and Close-Up DC to:

- **Establish a regular speaker series** for students and parents about how to navigate through graduation and post-graduation including 2-year and 4-year college programs, how they differ, and how to choose. Speakers may include past MEP participants who share the story of their college/career path, including the decision-making processes and resources they used to help them gain success. MEP staff might consider integrating the series into each MEP program, including the summer program and Saturday school.
- **Develop a peer-linking program** that connects MEP alumni with current MEP students to provide one-on-one support and guidance regarding graduation and post-graduation challenges and opportunities. Implementation of such a program can vary in intensity, ranging from casual pen-pal type relationships to regular (e.g., biannual) coaching sessions. While high school mentorship is an effective practice for mitigating dropout risks and helping high school students navigate the transition from high school to postsecondary education or career, such programs are costly and time consuming[55]. Therefore, the recommended strategy is not to develop a mentorship program, but to create linkages between willing MEP alumni and students, using feasible means that draw from the *Elements of Effective Practice for Mentoring[56]*, such as establishing clear expectations and commitments for the match and making sure that both the alum and the student feel that they have contributed to and learned from the experience.

Solution for Need 3: Enhance Program Transition Service for Students Losing MEP Eligibility

MEP staff and community stakeholders expressed significant concerns about students losing eligibility to participate in MEP. These stakeholders felt that the reduction in services was too abrupt and adversely

[55] Borden, C.S. Implementing Effective Youth Mentoring Relationships for High School Students. Retrieved from https://www2.ed.gov/programs/slcp/finalimplem.pdf

[56] MENTOR. (2009). *Elements of effective practice for mentoring* (3rd ed.). Alexandria, VA: MENTOR.

impacted students' academic achievement. Throughout CNA activities, parents, students, teachers, and staff consistently indicated the desire to extend the MEP eligibility requirements from three to five or six years. The stakeholders noted that without continued MEP support, students fall behind. While this desire is understandable, eligibility is outside local MEP jurisdiction. There is also a gap in MEP's data collection and analysis capabilities that does not allow MEP to examine how well students are sustaining academic growth after exiting the program. Therefore, to ease some of the challenges that occur when students are no longer eligible for MEP services, it is strongly recommended that MEP Region XVIII enhance the current transition and exit strategies currently used for MEP students leaving the program.

Recommendation 3.1: Develop Exit Strategy for Students that "Age Out"

To enhance the transition out of the MEP program for those students who no longer qualify, MEP leadership should develop an exit strategy to be implemented as a component of its case management plan. Such an exit strategy should be geared toward building self-sufficiency and include a series of conversations with students and their families as the student approaches key milestones related to "aging out," such as:

- Referrals to other supplemental programs that could support the next stage of development;
- Recommended action plans that include steps that both students and families need to take to help students obtain their academic goals; and
- Skills, strategies, and tips for how both students and families can communicate with school staff, community agencies, and health providers to advocate for their needs.

For a smoother transition, MEP staff may send out notices of eligibility termination earlier and recommend parents work with staff to start the transition plan.

Solution for Need 4: Enhance Behavioral Health Awareness

Given the life circumstances and environments in which migrant families live and work, overall health and well-being are challenging to maintain. Research from the past five decades[57, 58, 59, 60, 61, 62, 63] has repeatedly demonstrated the negative impact of unmet health needs on social-emotional development

[57] Alvarez, W. F., J. Doris, and O. Larson. (1988). Children of migrant farm worker families are at high risk for maltreatment: New York state study. *American Journal of Public Health 78*, 934–36.

[58] Evans, G. W. (2004). The environment of childhood poverty. American Psychologist 59 (2): 77–92.

[59] Hart, B., and T. R. Risley. (1995). Meaningful differences in the everyday experiences of young American children. Baltimore: Brookes.

[60] Kagan, J., and S. R. Tulkin. (1971). Social class differences in child rearing during the first year. In The origins of human social relations. Ed. Schaffer, H.R. 165–185. New York: Academic Press.

[61] Kupersmidt, J. B., and S. L. Martin. (1997). Mental health problems of children of migrant and seasonal farmworkers: A pilot study. *Journal of the American Academy of Child and Adolescent Psychiatry 36,* 224–32.

[62] Wadsworth, M. (1986). Serious illness in childhood and its association with later-life achievement in class and health: Research and longitudinal data. Ed. Wilkinson, R. London: Tavistock.

[63] Wright, A. (1991). America's migrant children: Most at risk. In Perspectives on early childhood education: Growing with young children toward the 21st century. Ed. Elkind, D. Washington, DC: National Education Association.

and behavioral and physical health. In these studies, the research population was reflective of Region XVIII's migrant family population: predominantly children and families with low-income, limited English proficiency, barriers to communication with teachers and schools, regular to frequent mobility including school transfers, and children who were generally older than peers in their classes. This set of challenges affect the emotional and social development of migrant children, including rejection and hostility from peers and the community.

The challenge then becomes how to address the needs of children with social-emotional problems such as generalized anxiety, separation anxiety, disruptive behaviors, low levels of social competence, and depression. Additionally, child maltreatment and neglect have been found to be more prevalent among migrant children at three times the rate of non-migrant children.[64] Interactions that fall in this category are physical, emotional, and sexual abuse, physical neglect, exposure to violence[65], and willful disregard for maladaptive behavior potentially caused by economic and social pressures, family conflict, and social and physical isolation.[66]

Adding complexity to the stigma and fear around behavioral health is the varying levels of cultural acceptance and appropriateness of parenting strategies from different cultures. An MEP staff member stated that they often encounter a child in need of Child Protective Services due to their home environment, and that the parent did not understand why this was considered abuse or neglect. In their mind, they were doing what they had always done and it was not an issue in their country of origin, and they did not agree with the definition of abuse or neglect in the U.S.

Recommendation 4.1: Increase Community Awareness of Behavioral Health

There were several factors to consider in developing a recommendation to address the need for enhanced behavioral health services:

1. There is much stigma against seeking behavioral health services within the Hispanic/Latino community, and especially within the migrant community, so any recommendations need to be culturally appropriate;
2. There is a general lack of awareness among the MEP Region XVIII community about behavioral health services, including what "behavioral health" means and entails, who provides these services, populations they serve, and how families might benefit from the services; and
3. MEP Region XVIII has minimally and rarely forayed into providing services and/or referrals that address behavioral health issues, whether as an intervention or preventative measure.

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[64] Larson, O. W., J. Doris, and W. F. Alvarez. 1990. Migrants and maltreatment: Comparative evidence from central register data. Child Abuse and Neglect 14: 375–85.
[65] Martin, S. L., T. E. Gordon, and J. B. Kupersmidt.1995. Environmental exposure, namely, exposure to violence. Survey of exposure to violence among the children of migrant and seasonal farm workers. Public Health Reports 110 (3): 268–76.
[66] Larson, O. W., J. Doris, and W. F. Alvarez. 1987. Child maltreatment among U.S. East Coast migrant farm workers. Child Abuse and Neglect 11: 281–91.

Therefore, the most appropriate recommendation at this time is not to provide behavioral health services, but to focus on strategies that increase behavioral health awareness in the migrant community. The goal is to foster greater acceptance and develop a healthy dialogue around behavioral health concerns. Establishing awareness and acceptance are fundamental to engaging migrant families in seeking and accepting behavioral health services. The result of increased community awareness would increase the odds for positive behavioral health outcomes at greater rates than simply providing more behavioral health services that the community is shy of seeking. Some best practice approaches in building awareness, reducing stigma, and creating a dialogue include:

- **Invite CBOs that provide behavioral health services to speak at parent workshops and conferences.** This strategy leverages current parent involvement programs as an avenue to raise awareness about how various aspects of behavioral health (e.g., home environment, emotional support) impact students' academic outcomes. Speakers should be culturally competent, have connections with the community, and can share success stories of other migrant or Hispanic/Latino families in the area. The goals of these speakers should be raise awareness, reduce stigma, and initiate dialogue to educate families about the meaning of behavioral health, the resources available, and the positive outcomes of properly engaging in services.

- **Integrate a *promotores* model[67] into current MEP health services with existing staff**. Promotores are cultural, linguistic, and socioeconomic allies to native-born and immigrant communities. They use personal contacts, trust and respect to address sensitive topics, counter misinformation, and advocate for quality care. Given the strong relationships that current MEP staff members have developed with migrant families, they are well poised to adjust their engagement approaches to adapt this effective practice of building awareness and engagement.

- **Use a trauma-informed approach** when communicating with families MEP staff suspect need help seeking behavioral health services. Leading behavioral health researchers believe that nearly all individuals who exhibit mental health or drug use disorders have experienced trauma at some point in their lives[68] (e.g., neglect, experience or exposure to domestic violence, surviving treacherous journeys). Therefore, when MEP staff recognize a potential need for behavioral health services or support, it is important the staff members introduce the suggestion and referrals in a way that does not re-traumatize the student, parent, and/or family. To do this, MEP staff members should adopt a trauma-informed approach. For the most part, MEP staff members have developed strong relationships with families through strong rapport and trust that enables them to adopt a trauma-informed approach. This means ensuring the following:
  - The student, parent, and/or family feels physically and psychologically safe in the environment of this conversation;
  - The student, parent, and/or family trusts the MEP staff member, developed through a history of transparent interactions;

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[67] Visión y Compromiso. The Promotor Model. Accessed on November 13, 2015.

[68] Substance Abuse and Mental Health Services Administration. (2014). *SAMHSA's concept of trauma and guidance for a trauma-informed approach* (HHS Publication No. SMA 14-4884). Rockville, MD: Substance Abuse and Mental Health Services Administration.

- o There are others like the student, parent, or family who have experienced this issue and has successfully engaged in behavioral health services; and
- o MEP staff will partner with the student, parent, and/or family to refer them to the appropriate behavioral health provider.

Solution for Need 5: Building Staff Capacity to Support Solutions Implementation

The above solutions build upon existing MEP structures, but call for additional staff education to be able to support solutions implementation. Subsequently, an additional solution to address the prioritized needs is to develop an intentional and comprehensive staff development plan.

Recommendation 5.1: Increase Opportunities for Staff Development

Additional staff trainings and opportunities for staff development are encouraged to ensure the successful implementation of the various solutions outlined above. We recommend focusing on some of the best practices presented above and how they may be implemented within MEP Region XVIII's services. These best practices include:

- Motivational interviewing
- Goal setting for building self-efficacy
- Trauma-informed approach
- *Promotores* health model

Recommendation 5.2: Ensure Program Communication and Recruitment Consistency across Districts

Across many stakeholder groups, a lack of clarity about the types of programs and services that MEP Region XVIII provides indicates a need for more and consistent communication to all stakeholders about MEP. This lack of clarity was especially felt among non-MEP district staff as well as among MEP staff serving in reimbursement districts. In addition, based on staff feedback, it has been beneficial to have staff assigned to conduct recruitment. It is, therefore, important to make sure that staff are well assigned to conduct consistent recruitment and communication across all districts while the above recommendations are being implemented program-wide.

- **Use Constant Contact**[69] (refer to Recommendation 1.1.) or other relatively inexpensive and user-friendly online newsletter template resource, to keep non-MEP district staff and reimbursement district MEP staff aware of programs available throughout the region, especially those that are open to all MEP participants. Such communication may include lessons learned, successful strategies that can be replicated across districts, and language for consistent messaging to other stakeholders.

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[69] Constant Contact – an online marketing service. Accessed November 15, 2015.

- **Assign dedicated recruitment staff across the region** to increase participation among eligible students, and address the need for regular and consistent program communication to all stakeholders, enhanced teacher-parent communication, better follow up with parents and students, and build stronger rapport and relationships with community partners.

Measurable Outcomes

The following table outlines the proposed measurable outcomes tied to the above recommendations and strategies. The measurable outcomes include both process outcomes as well as performance outcomes. As many of these practices and measures are new, there is no baseline from which to develop concrete targets (e.g., increase stakeholder involvement by 5%), therefore, the language recommends general increases in positive outcomes from year to year.

Table 8. Measurable Outcomes of Proposed Solutions

	By June 30, 2016	By June 30, 2017	By June 30, 2018
	Need 1: Building Parents' Confidence in Supporting Children's Academics		
1.1 Strengthen and Leverage Existing Relationships			
1.1.a Identify and Compile List of Network of Resources	• MEP Region XVIII will have identified and created/updated a list of existing resources, services offered, and contact information	• MEP Region XVIII will have identified and updated a list of existing resources, services offered, and contact information	• MEP Region XVIII will continue to update a list of existing resources, services offered, and contact information • Collaborate with community partner to develop a video resource guide.
1.1.b Develop and Disseminate Online Newsletter	• MEP Region XVIII will identify an email marketing tool and pilot implementation with network contacts • MEP Region XVIII conducts regular outreach with all community partners, via methods such as a quarterly newsletter	• MEP Region XVIII review email marketing effectiveness and determine whether to continue implementation and, if so, at what frequency • Develop and implement regular newsletter dissemination plan	• Develop and implement regular newsletter dissemination plan

		By June 30, 2016	By June 30, 2017	By June 30, 2018
1.1.c	**Use Online Newsletter Tracking**	• MEP Region XVIII utilizes tracking features available in the online newsletter to measure reach and usage	• MEP staff will analyze 100% of the tracking data to learn areas of interest for audience • MEP staff will assess how to best present information to target audiences based on usage data provided by email marketing tool	• MEP staff will analyze 100% of the tracking data to learn areas of interest for audience • MEP staff will assess how to best present information to target audiences based on usage data provided by email marketing tool
1.2 Provide Ongoing Parent Training and Education				
1.2.a	**Provide New/Additional Parent Education and Training**	• MEP Region XVIII staff will have drafted a plan to incorporate new strategies in parent meetings beginning in the 2016-17 school year • 100% of participants in parenting program will receive at least one follow-up meeting as measured by program records • 80% of parents receiving follow-up meetings will make a plan for overcoming barriers and implementing new practices as measured by program records	• MEP Region XVIII staff will have implemented strategies in all parent meetings during the school year • In Annual Evaluation Survey, parents will report concrete ways the follow up meetings have helped them • In Annual Evaluation Survey, parents will report use of checklist in parent-teacher conferences • In Annual Evaluation Survey, MEP Parent Educator will report enhanced parent confidence	• Parents will report increased satisfaction with migrant parent meetings compared to 2017 levels, as measured by meeting satisfaction survey • Annual Evaluation Survey, parenting class participants will report an increase in confidence

		By June 30, 2016	By June 30, 2017	By June 30, 2018
1.2.b	**Train Staff to Use Motivational Interviewing (MI) with Students and Parents**	• MEP Region XVIII staff will increase knowledge of Motivational Interviewing techniques as measured by pre/post training survey	• MEP Region XVIII staff will report using Motivational Interviewing techniques in interactions with families as measured by Annual Evaluation Survey	• MEP Region XVIII staff will report using Motivational Interviewing techniques in interactions with families as measured by Annual Evaluation Survey • MEP Region XVIII staff will increase knowledge of Motivational Interviewing techniques as measured by pre/post refresher survey
1.3 Clarify Misconceptions to Reduce Anxiety around Parent Involvement				
1.3.a	**Public Service Announcements (PSAs)**	• MEP Region XVIII will have made radio announcements and church presentations about MEP as reported by MEP staff	• New program participants will report learning about MEP through one of the new outreach methods as measured by MEP intake records	• An increased proportion of new program participants will report learning about the MEP through one of the new outreach methods as measured by MEP intake records • An increased proportion of community partners and service providers will report understanding MEP purpose and services in Annual Evaluation Survey

		By June 30, 2016	By June 30, 2017	By June 30, 2018
1.3.b	**Regular and Consistent Messaging to Community Partners and Providers (e.g., via newsletter)**	• Community partners and service providers will report understanding MEP purpose and services in Annual Evaluation Survey	• An increased proportion of community partners and service providers will report understanding MEP purpose and services in Annual Evaluation Survey	• MEP Region XVIII staff will report using Trauma-Informed Approach techniques in interactions with families as measured by interviews with program staff • MEP Region XVIII staff will increase knowledge of Trauma-Informed Approach techniques as measured by pre/post refresher survey

Need 2: High School Completion and Post-High School Planning			
2.1 Introduce High School, College, and Career Planning Earlier	• 100% of MEP participants in 6th to 8th grades will receive at least one high school, college, and career meeting as measured by program records • 80% of students receiving follow-up meetings will make a plan for achieving academic/career goals as measured by program records • MEP Region XVIII staff will have implemented My Next Move in at least 50% of future planning meetings	• MEP Region XVIII staff will have implemented strategies in all future planning meetings with MEP students • In focus groups, students will report concrete ways the follow-up meetings have helped them • MEP staff will observe enhanced student confidence regarding future planning as reported in interview with program staff • 50% of students will report increased confidence in future planning	• 80% of students will report increased confidence in future planning compared to 2017 levels, as measured by survey • Students and families report feeling confident in maintaining academic success, navigating the school system, and using other services, as evidenced by follow-up exit interview
2.2 Recruit MEP Alumni to Share Success Stories	• MEP Region XVIII staff will have reached out to at least 15 MEP alumni inviting them to share their success stories at two MEP-sponsored events • MEP Region XVIII will establish and maintain a peer-linking program between MEP alumni and 100% of current MEP students	• MEP Region XVIII staff will establish and maintain a list of MEP alumni available to participate in MEP events • MEP alumni will present success stories at two MEP-sponsored events annually • In focus groups, students and parents will report concrete ways the MEP alumni presentations have helped them	• MEP students and parents will increase their confidence and knowledge of planning for the future as measured by confidence survey

Need 3: Enhance Program Transition Service for Students Losing MEP Eligibility			
3.1 Develop Exit Strategy Plan for Students that "Age-Out"			
3.1.a Leverage Information from "Aged-Out" MEP Alumni	• MEP Region XVIII staff will have reached out to at least 15 MEP alumni inviting them to provide relevant and useful information for "aging-out" MEP students • MEP Region XVIII will establish and maintain a peer-linking program between MEP alumni and 100% of current MEP students	• MEP Region XVIII staff will establish and maintain a list of MEP alumni available to participate in a peer-linking • MEP alumni will present success stories at two MEP-sponsored events annually • In focus groups, students and parents will report concrete ways the MEP alumni presentations have helped them	• Students report feeling confident in maintaining academic success, navigating the school system, and using other services, as evidenced by follow-up exit interview
3.1.b Develop and Implement Protocol for MEP Students Preparing to "Age-Out"	• MEP Region XVIII staff will have drafted a protocol to use with MEP students preparing to age-out beginning in the 2016-17 school year • 100% of MEP students aging out will receive at least one preparation meeting as measured by program records • 80% of MEP students aging-out receiving preparation meetings will make a plan for overcoming barriers and implementing new practices as measured by program records • MEP Region XVIII will establish and maintain a peer-linking program between MEP alumni and 100% of current MEP students	• MEP Region XVIII staff will have implemented a protocol to use with MEP students preparing to age-out • In focus groups, students will report concrete ways the preparation meetings have helped them • MEP staff will observe enhanced student preparation as reported in interview with program staff	• MEP students aging out will show an increase in preparation at six-month follow-up as measured by the student preparation survey

Need 4: Enhance Behavioral Health Awareness		
4.1 Increase Community Awareness of Behavioral Health		
4.1.a Implement Trauma-Informed Approach (TIA)	• MEP Region XVIII staff will increase knowledge of Trauma-Informed Approach techniques as measured by pre/post training survey	• MEP Region XVIII staff will report using Trauma-Informed Approach techniques in interactions with families as measured by interviews with program staff	• MEP Region XVIII staff will report using Trauma-Informed Approach techniques in interactions with families as measured by interviews with program staff • MEP Region XVIII staff will increase knowledge of Trauma-Informed Approach techniques as measured by pre/post refresher survey
4.1.b Develop and Strengthen Existing Relationships with Regional Behavioral Health Providers	• MEP Region XVIII conducts regular outreach with all community partners, via methods such as a quarterly e-newsletter • MEP Region XVIII conducts targeted outreach and creates referral linkage with 3-4 regional behavioral health providers as reported by MEP staff • 100% of MEP students and families in need of behavioral health assistance will receive referrals to regional behavioral health providers	• MEP Region XVIII conducts regular outreach with all community partners, via methods such as a quarterly e-newsletter • MEP Region XVIII conducts targeted outreach and creates referral linkage with 3-4 additional regional behavioral health providers as reported by MEP staff • Students and parents report knowing how to seek help for behavioral health services as evidenced by annual program evaluation survey	• MEP Region XVIII conducts regular outreach with all community partners, via methods such as a quarterly e-newsletter • MEP Region XVIII conducts targeted outreach and creates referral linkage with 3-4 additional regional behavioral health providers as reported by MEP staff • Increased proportions of students and parents report knowing how to seek help for behavioral health services as evidenced by annual program evaluation survey

4.1.c	**Normalize Behavioral Health by Integrating it into Programming**	• MEP Region XVIII will research and select 1-2 interactive or project-based strategies to integrate behavioral health into programming • MEP Region XVIII staff will increase knowledge and skill in incorporating behavioral health into programming as measured by pre/post training survey	• MEP staff will have implemented interactive or project-based strategies as measured by interviews with program staff • MEP Region XVIII staff will report incorporating behavioral health into programming as measured by interviews with program staff • Students and parents report a more positive attitude and behavior both at home and school as measured by annual evaluation survey	• MEP staff will have implemented interactive or project-based strategies as measured by interviews with program staff • MEP Region XVIII staff will increase knowledge and skill in incorporating behavioral health into programming as measured by pre/post refresher survey • Students and parents report a more positive attitude and behavior both at home and school as measured by annual evaluation survey
4.1.d	**Integrate a *Promotores* Model into Programming**	• MEP Region XVIII will increase knowledge and skill about the *Promotores* model as measured by pre/post training survey	• MEP Region XVIII staff will report using *Promotores* techniques in interactions with families as measured by interviews with program staff • Students and parents report more trust and confidence with the MEP and staff as measured by focus groups with students and parents	• MEP Region XVIII staff will report using *Promotores* techniques in interactions with families as measured by interviews with program staff • MEP Region XVIII staff will increase knowledge of *Promotores* techniques as measured by pre/post refresher survey

Need 5: Building Staff Capacity to Support Solutions Implementation		
5.1 Increase Opportunities for Staff Development	• MEP Region XVIII will research and select 1-2 staff development opportunities to provide adequate support and professional development to successfully implement the recommendations of the CNA	• MEP staff will have participated in staff development opportunities as measured by interviews with program staff • MEP staff report receiving adequate support and professional development to successfully implement the recommendations of the CNA as reported in interview with program staff • MEP Region XVIII will observe enhanced staff engagement and feelings of positive implementation of recommendations as reported in interview with program staff	• MEP staff will report increased satisfaction and engagement with MEP and confidence in successfully implementing the recommendations of the CNA, as measured by employee engagement survey

5.2 Ensure Recruitment Consistency across Districts	- MEP Region XVIII staff will have drafted a protocol to use when recruiting potential MEP participants to be used during 100% of recruitment activities beginning in the 2016-17 school year - All MEP Region XVIII staff will receive training on the new protocol to ensure consistency across districts - MEP Region XVIII staff will increase knowledge and skill of the new protocol as measured by pre/post training survey 100% of MEP-eligible participants, as per the recruitment protocol, will receive at least one follow-up meeting as measured by program records	- MEP Region XVIII staff will have implemented a protocol to use when recruiting potential MEP participants - MEP staff will observe enhanced consistency in recruitment practices across districts as reported annual evaluation survey - There will be an increase in enrollment and retention of MEP-eligible students as a result of the consistent recruitment practices across districts as measured by program records	- MEP staff will report increased satisfaction and engagement with MEP and confidence in conducting consistent recruitment across districts as measured by annual evaluation survey - There will be an additional increase in enrollment and retention of MEP-eligible students as a result of the consistent recruitment practices across districts as measured by program records

Identified Additional Concerns

Migrant students and their families have expressed a desire for support in addressing many needs. MEP is currently available to meet those needs that impact migrant students' academic achievement or will be better able to do so through implementation of the above solutions. However, there were other needs that stakeholders raised which may not necessarily fall under MEP's purview and/or is beyond MEP Region XVIII's capacity to address. The discrepancy between identifying and meeting these needs can be confusing to migrant families and frustrating for MEP staff. The recommendations below are intended to assist in mitigating this discrepancy within the capacity and jurisdiction of the MEP program.

Factors that Impact Student Health, Wellness, and Academic Achievement

Recommendation: Increase the Percentage of Appropriate Referrals to Needed Services

As indicated in Need 4: Enhance Behavioral Health Awareness, overall health and wellbeing impacts academic achievement. It is, therefore, recommended that as MEP staff develop their skills in recognizing and discussing behavioral health concerns, they make appropriate referrals to needed services and resources for migrant students and their families that fall outside of their purview. These areas include access to affordable and available transportation options, and safe and healthy work and living environments.

Measurable Outcomes:

- MEP Region XVIII will have identified and created/updated and regularly maintain a list existing health and wellness resources with services offered and contact information as evidenced in documentation;
- MEP Region XVIII will have made appropriate referrals to health and wellness resources with services offered, contact information, and relevance of services to needs of the community as reported by MEP staff and parent focus groups in the Annual Program Evaluation Survey; and
- MEP Region XVIII will have increased that proportion of appropriate referrals made for each need that arises outside of MEP capabilities to address, as evidenced by client database.

Social-Emotional Support for MEP English Learning Students

Recommendation: Consider Additional Social-Emotional Support Needs for English Learners

Learning a new language, in a new culture and environment, with the added stressors of poverty and fears related to immigration status, poses a major challenge, one that is particularly difficult for youth. English learners in the classroom also face potential frustration from and shaming by peers and teachers. On multiple occasions during primary data collection, migrant students indicated that they had feelings of shame and fear about not speaking English well in school, and some mentioned being teased or bullied. It is, therefore, the recommendation for MEP to consider these obstacles for the migrant English language

learners when incorporating and implementing a trauma-informed approach[70] into migrant programs and services.

Measurable Outcomes:

- MEP Region XVIII will research and select 1-2 interactive or project-based strategies to provide targeted social-emotional support for English learners;
- MEP Region XVIII staff will increase knowledge and skill in providing targeted social-emotional support for English learners as measured by pre/post training survey; and
- Students and parents report a more positive attitude and behavior both at home and school as measured by Annual Program Evaluation Survey.

Improved Data Management Strategy for Multi-District Regions

In addition to the above needs that affect MEP students and families, the study identified a significant need for improved data capacity, coordination, and management to improve how MEP Region XVIII staff could make real-time, data-informed decisions to improve their programs and services. It became evident in conducting this comprehensive needs assessment that many of the region's student and service data were often inaccessible for two main reasons: 1) much of the data is kept in hand-written and/or paper-based files that staff did not have the capacity to transfer to an electronic database for aggregation and analysis; and 2) the regional office was dependent upon its 22 school districts to provide accurate and timely data for each of the migrant students they mutually serve, but often, the districts provided incomplete data or at inconsistent and untimely intervals.

Recommendation: Create Outcome Measures with an Analytic Plan in Mind and Streamline Data Collection Efforts to Reduce Staff Burden

As a small department that functions out of the county education office, MEP Region XVIII is challenged with having a small staff that needs to coordinate data collection across a large region comprised of local agencies that use a variety of data storage mechanisms. When state, regional, and local level leadership and evaluators develop measurable outcomes that study program effectiveness, they should incorporate a backward planning approach that anticipates how the data will be used and analyzed, and thus how it should be collected. Part of this process is considering whether staff members have the capacity not only to collect the data, but to input said data into databases, analyze, and review results.

In addition to anticipating data analysis requirements and planning primary data collection, state, regional, and local leadership and evaluators should develop a comprehensive secondary data collection plan. This plan should include how to coordinate data collection efforts that span across multiple agencies and include considerations for how to check data for quality as well as how to follow up with reticent districts. Data collection and coordination has historically been a challenge across school districts throughout the state as district data leads are challenged with addressing various and competing

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[70] U.S. Department of Health and Human Services (HHS). Substance Abuse and Mental Health Service Agency (SAMHSA). *Trauma-Informed Approach*. Retrieved on November 13, 2015.

reporting processes. Ensuring that district leadership and data leads are fully informed of the data collection plan and purpose of the project is one step MEP Region XVIII might take to garner greater engagement among collaborating districts. While it is a burdensome task, regular persistence in data requests and follow ups may help increase the districts' response rates and timeliness. MEP Region XVIII might also consider working collaboratively with other SBCEO departments to coordinate data collection efforts and prioritize data request timelines.

Measurable Outcomes:

- MEP Region XVIII, in its Regional Application, will develop an array of measurable outcomes that are meaningful, yet feasible to collect, analyze, and use in data-driven decision making;
- MEP Region XVIII will report increased secondary data gathering completion and timeliness as a result of increased transparency in data collection planning, coordination, and persistency in follow up; and
- MEP Region XVIII will engage the relevant County education offices in identifying opportunities to leverage data collection processes, communication needs and engage participation.

Timeline for Solutions Implementation

Through RDA's extensive experience designing programs and developing strategic plans, we have learned that organizational changes take time to implement and practice. Therefore, we suggest that MEP Region XVIII consider implementing one recommendation every three months until all recommendations are implemented, over the course of three years. To identify the order of recommendation implementation, MEP Region XVIII should review each recommendation every three months, using the following questions:

1. Would implementing the recommendation hinder or bolster existing migrant programs?
2. What is the level of urgency for the concern that the recommendation addresses?
3. What proportion of the migrant population would be impacted by the recommendation?
4. What other factors should be considered?

Once the order of implementation is determined, MEP Region XVIII should adopt the following timeline for planning and executing each recommendation and its strategies. This table provides a high-level view of how the solution to each need might be realized on a three-year timeframe. MEP leadership might find it beneficial to regularly review solution implementation and the timeline at biweekly or monthly staff meetings to ensure the organization is on target to accomplish the action plan.

Table 9. Proposed Solution Implementation Timeline

		By June 30, 2016	By June 30, 2017	By June 30, 2018
		**Need 1: Building Parents' Confidence in Supporting Children's Academics**		
1.1 Strengthen and Leverage Existing Relationships				
1.1.a	**Identify and Compile List of Network of Resources**	• Identify and create/update list of existing resources with services offered and contact information	• Update list of resources annually to ensure accuracy	• Continue to update list of resources annually to ensure accuracy and relevance to meeting needs of the community
1.1.b	**Develop and Disseminate Online Newsletter**	• Research and select online newsletter format • Conduct internal staff training on online newsletter format • Pilot one newsletter with stakeholders for feedback • Troubleshoot any dissemination issues that arise	• Utilize feedback received to adjust and improve information in the newsletter • Disseminate newsletter • Continue to troubleshoot dissemination issues	• Continue to adjust and improve newsletter based on feedback • Disseminate newsletter • Continue to troubleshoot dissemination issues
1.1.c	**Utilize Online Newsletter Tracking**	• Include training of how to use and analyze tracking feature in the internal staff training for newsletter • Determine which types of information would be most useful to track	• Continue utilization and troubleshooting of tracking feature • Analyze tracking information to determine which areas are of greatest interest and/or need for audience of newsletter	• Continue utilization and troubleshooting of tracking feature • Continue to analyze tracking information to determine which areas are of greatest interest and/or need for audience of newsletter

	By June 30, 2016	By June 30, 2017	By June 30, 2018
1.2 Provide Ongoing Parent Training and Education			
1.2.a Provide New/Additional Parent Education and Training	• Develop checklist of items for parent educator to cover in follow-up meetings • Select tip sheets to provide to parents, including parent-teacher conference checklist and tips to support children's literacy development • Begin conducting follow-up meetings with parents • Begin delivering tip sheets as part of parenting class	• Continue conducting follow-up meetings with graduates of parenting class • Reach out to new parents who have not previously participated in parenting classes • Continue delivering tip sheets as part of parenting class • Region XVIII MEP will select and implement a parenting confidence survey for program participants	• Continue conducting follow-up meetings with graduates of parenting class • Continue delivering tip sheets as part of parenting class
1.2.b Train Staff to Use Motivational Interviewing (MI) with Students and Parents	• Research and select MI training • Ensure staff participate in a half-day MI training • Have staff begin to implement MI in conversations with parents • Discuss ways to revise outreach materials to incorporate an MI approach during staff meetings	• Staff continue to implement MI in conversations with parents • In staff meetings, discuss successes and challenges in implementing MI • Invite an external consultant or trainer to a staff meeting to provide coaching in MI	• Staff participate in a Motivational Interviewing refresher course
1.2.c Target Outreach Content and Format Considering Families' Culture, Environment, and Literacy	• Discuss ways to revise written materials and presentations to incorporate multi-media guidelines for writing and design during staff meetings • Revise outreach materials • Collect personal stories to incorporate in outreach materials	• Continue to utilize revised outreach materials • Roll out the use of personal stories and case studies the outreach materials	• Continue to utilize revised outreach materials • Roll out the use of personal stories and case studies the outreach materials

		By June 30, 2016	By June 30, 2017	By June 30, 2018
1.3 Clarify Misconceptions to Reduce Anxiety around Parent Involvement				
1.3.a	**Public Service Announcements (PSAs)**	• Reach out to local Spanish radio stations • Begin making quarterly radio announcements • Visit church services quarterly to make announcements and set up a booth outside the church • Research text-messaging options	• Continue quarterly radio announcements • Train church personnel to make announcements about MEP • Implement text messaging	• Continue quarterly radio announcements • Continue implementing text messaging
1.3.b	**Implement Trauma-Informed Approach**	• Research and select Trauma-Informed Approach (TIA) training • Ensure staff participate in a half-day TIA training • Have staff begin to implement TIA in interactions with students and parents • Discuss ways to revise outreach materials to incorporate a TIA approach during staff meetings	• Have staff continue to implement TIA in conversations with parents • Discuss successes and challenges in implementing TIA during staff meetings • Invite an external consultant or trainer to a staff meeting to provide coaching in TIA	• Staff participate in a Trauma-Informed Approach refresher course

Need 2: High School Completion and Post-High School Planning			
2.1 Introduce High School, College, and Career Planning Earlier	• Continue to implement college and career planning in high school • Develop protocol detailing the implementation of high school, college, and career planning for 6th to 8th graders • Begin implementing protocol • Introduce My Next Move to parents and students	• Continue implementing protocol • Continue introducing and using My Next Move	• Continue implementing protocol • Continue introducing and using My Next Move
2.2 Recruit MEP Alumni to Share Success Stories	• Reach out to MEP alumni to share success stories with current MEP students and families • Invite MEP alumni to share their success stories at MEP meetings for both students and parents • Create MEP alumni peer-linking program • Develop checklist of items for MEP staff to cover in meetings with new students and families to include interests and goals that could be aligned with MEP alumni via the peer-linking program	• Continue recruitment of MEP alumni • Continue invitation to MEP alumni to present their success stories at MEP events • Continue using checklist with new students and families to identify interests and goals to link with alumni • Select and implement a goal planning survey for program participants	• Continue invitation to MEP alumni to present their success stories at MEP events • Continue using checklist with new students and families to identify interests and goals to link with alumni

Need 3: Enhance Program Transition Service for Students Losing MEP Eligibility			
3.1 Develop Exit Strategy Plan for Students that "Age-Out"			
3.1.a **Leverage Information from "Aged-Out" MEP Alumni**	- Reach out to MEP alumni that "aged-out" of the program to learn what information would be useful for other students aging-out - Invite aged-out MEP alumni to speak with students preparing to age-out - Create a catalogue of information learned from MEP alumni regarding relevant information for aging-out students	- Continue outreach to MEP alumni that "aged-out" to learn about relevant and useful information - Continue to invite MEP alumni to speak with aging-out students	- Continue outreach to MEP alumni that "aged-out" to learn about relevant and useful information - Continue to invite MEP alumni to speak with aging-out students
3.1.b **Develop and Implement Protocol for MEP Students Preparing to "Age-Out"**	- Develop protocol with a checklist of items for MEP staff to cover in exit interviews with MEP students - Select tip sheets to provide students with relevant information learned from MEP alumni and other sources - Begin implementing protocol - Begin disseminating tip sheets	- Continue implementing exit protocol - Continue disseminating tip sheets	- Continue implementing exit protocol - Continue disseminating tip sheets

Need 4: Enhance Behavioral Health Awareness			
4.1 Increase Community Awareness of Behavioral Health			
4.1.a **Implement Trauma-Informed Approach (TIA)**	• Research and select Trauma-Informed Approach (TIA) training • Have staff participate in a half-day TIA training • Ensure staff begin to implement TIA in interactions with students and parents • Discuss ways to revise outreach materials to incorporate a TIA approach during staff meetings	• Ensure staff continue to implement TIA in conversations with parents • Discuss successes and challenges in implementing TIA during staff meetings • Invite an external consultant or trainer to a staff meeting to provide coaching in TIA	• Ensure staff participate in a Trauma-Informed Approach refresher course
4.1.b **Develop and Strengthen Existing Relationships with Regional Behavioral Health Providers**	• Identify and create/update list of existing resources with services offered and contact information	• Update list of resources annually to ensure accuracy	• Continue to update list of resources annually to ensure accuracy
4.1.c **Normalize Behavioral Health by Integrating it into Programming**	• Discuss ways to incorporate behavioral health needs into programming in staff meetings • Research and select 1-2 interactive or project-based strategies to integrate the discussion of behavioral health into programming for the whole family	• Continue discussion with staff • Implement selected interactive or project-based strategies	• Continue discussion with staff • Evaluate and refine interactive or project-based curricula based on new research and best practices

4.1.d	**Integrate a *Promotores* Model into Programming**	• Discuss ways to incorporate the *Promotores* model into outreach activities during staff meetings • Research and select 1-2 interactive or project-based strategies to integrate the *Promotores* model into outreach activities	• Continue discussion with staff • Implement selected interactive or project-based strategies	• Continue discussion with staff • Evaluate and refine interactive or project-based curricula based on new research and best practices
**Need 5: Building Staff Capacity to Support Solutions Implementation**			
5.1	**Increase Opportunities for Staff Development**	• Discuss needs and wants regarding staff development during staff meetings • Research and select opportunities for staff development	• Continue discussion with staff • Conduct staff development activities	• Continue discussion with staff • Evaluate and refine staff development activities based on new research and best practices
5.2	**Ensure Recruitment Consistency across Districts**	• Develop checklist of items for MEP recruiters to cover during an initial recruitment meeting/session • Develop checklist of items for MEP recruiters to cover during follow-up recruitment meeting/session	• Continue utilizing checklist for initial recruitment meeting/session • Continue utilizing checklist for follow-up recruitment meeting/session • MEP Region XVIII will select and implement a satisfaction survey for program participants	• Continue utilizing checklist for initial recruitment meeting/session • Continue utilizing checklist for follow-up participation recruitment meeting/session