

**New York State Migrant Education Program  
Comprehensive Needs Assessment Report**



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# 1. Introduction

## **1.1 Purpose of Comprehensive Needs Assessment:**

Congress authorized the Migrant Education Program to help migrant students face the enormous challenges and obstacles they experience in obtaining continuity in their education and completing school. Migrant students experience cultural and language barriers, and often lack a sense of belonging and a connection to their school and community. Migrant children often function two or more grade levels behind their peers. They are 20% less likely to continue their education past the eighth grade and have a 50% chance of graduating from high school. As a result, migrant children need special attention and services to compensate for the challenges in their environment.

In compliance with the U.S. Department of Education, Office of Migrant Education directive, New York State conducted a Comprehensive Needs Assessment (C.N.A.) beginning in 2002 and culminating in 2009. The purposes for conducting the C.N.A. were to identify the concerns and needs of migrant students in New York State and to gather input on research-based solutions from a broad-based group of participants. It is understood that the C.N.A. process is ongoing, with annual updates to the data, and that it is the first step in a three-step process, to be followed by the development of the Service Delivery Plan and the Program Evaluation component.

## **1.2 Background of the New York State Migrant Education Program**

The Migrant Education Outreach Program (MEOP) model has been established through cooperative planning and development by the Migrant Unit of the New York State Education Department and regionally-based education agencies that reach out to all school districts in New York State. These MEOPs are able to reach migrant families who live in rural and urban school districts and who typically comprise a small percentage of these districts' enrollments.

Eleven MEOP projects operate from State University of New York Colleges, Boards of Cooperative Education Services (BOCES) or school district facilities. They are capable of providing educational services to migrant children in many school buildings and homes in New York State.

The Migrant Education Outreach Programs link migrant families with necessary academic, social, and health services. They provide services to migrant students and their families in the areas of academic assistance, advocacy, coordination with schools and community agencies, and outreach activities.

Migrant Education staff members are assigned families within a geographic area. They provide services by guiding partnerships with families, schools and community services. A needs assessment is conducted for each child in conjunction with the parents and the school. The individual needs assessment identifies the educational and social needs of the migrant youth. Referrals are made and migrant services are delivered as needed.

Academic services are provided through a variety of service delivery models, based on the needs of the youth. In-home, in-school, extended day and weekend tutoring are provided to assist students with homework, study skills, and to reinforce what is being taught in the classroom.

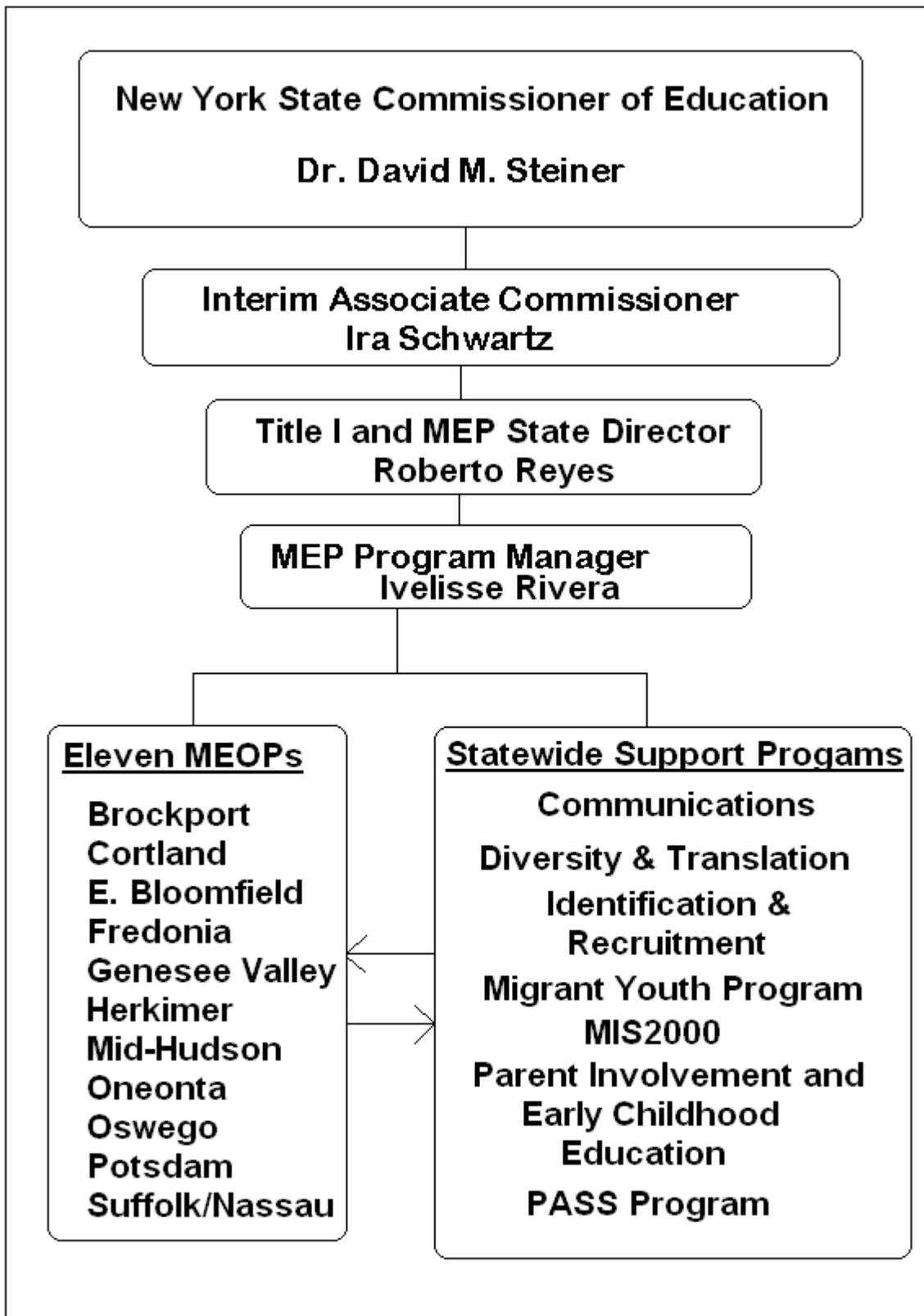
Support services, including early childhood, adolescent, and health activities, are important components of the Migrant Education Outreach Program.

Summer Education Programs are developed to address the specific academic needs of migrant children. Some full-day, campus-based programs are offered for students in grades K-9 that include an all day academic program with transportation, meals, cultural and recreational opportunities. Life-skills and course make-up are offered to adolescent students unable to make the day program or access other secondary programs. MEOPs also offer an In-Home Program for students during the summer months.

In addition to the statewide functions of identification and recruitment of migrant children, the New York State Education Department recognizes the need of migrant students and their families for enhanced educational and educationally-related support services, above and beyond those offered by the MEOP's. In order to deliver these services statewide, NYSED has contracted with the Research Foundation of the State University of New York. The seven statewide support programs are: 1) The Diversity Project, 2) The Migrant Youth Program, 3) The Early Childhood/Parent Involvement Program, 4) The Migrant Communication and Health Vouchering Program, 5) MIS2000, 6) The Identification & Recruitment Program, and 7) PASS (Portable Assisted Study Sequence).

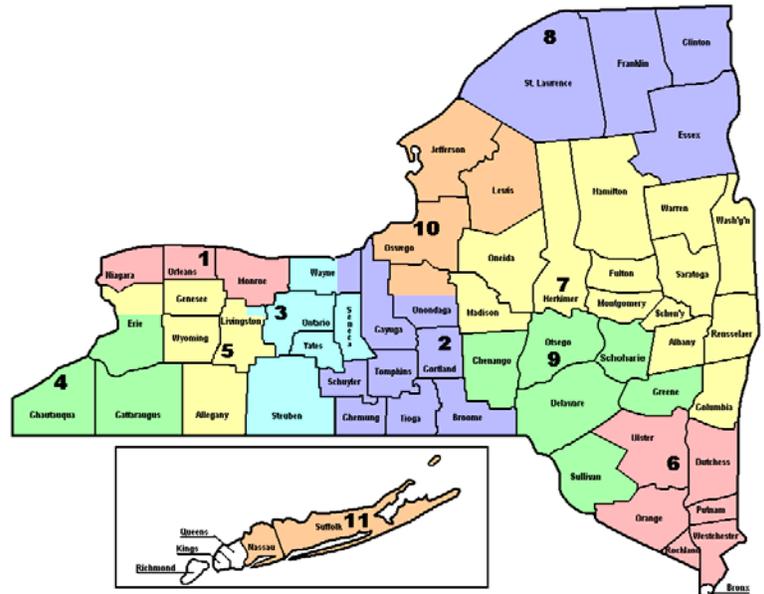
In the mid-1970's, the New York State Migrant Education Consortium was formed in order to serve as an advisory group to the State Migrant Director and to provide him/her with input from the field. The Consortium is composed of MEOP and Statewide Support Program directors and coordinators, with only the MEOP Directors possessing voting rights. The Consortium has adopted by-laws, with elected governing officers. It meets regularly four times annually, with special meetings convened when needed. The C.N.A. process was undertaken in 2002 with Consortium involvement, but as of 2009, the New York State Migrant Education Consortium agreed to finalize the writing of the C.N.A. Summary Report and submit it to the State Education Department. This decision in reality increased the Consortium's involvement to complete commitment! The structure of the New York MEP is found in an exhibit on the following page. Additionally, a listing of the 11 MEOPs, with sites and service areas identified on an accompanying map, as well as, the 7 statewide programs, are found on page 4.

### 1.3 New York Migrant Education Program Organizational Chart



## 1.4 New York State Migrant Education Programs

	<u>Migrant Education Outreach Program Title</u>	<u>Location</u>	<u>Statewide Support Programs Title</u>
1	Brockport MEOP	SUNY Brockport	-Diversity Project
2	Cortland MEOP	SUNY Cortland	
3	East Bloomfield MEOP	East Bloomfield CSD	
4	Fredonia MEOP	SUNY Fredonia	
5	Genesee Valley MEOP	Genesee Valley BOCES	
6	Mid-Hudson MEOP	SUNY New Paltz	
7	Mohawk Regional MEOP	Herkimer County BOCES	
8	North Country MEOP	SUNY Potsdam	
9	Oneonta MEOP	SUNY Oneonta	-Migrant Youth -Parent Involvement/ Early Childhood -Identification/ Recruitment -Communications -MIS 2000 -PASS
10	Oswego MEOP	Oswego County BOCES	
11	Suffolk/Nassau MEOP	Eastern Suffolk BOCES	



### **1.5 New York State Migrant Demographics**

There were 6,068 migrant students eligible for services in New York State during program year 2007-2008. Approximately 82% were of Hispanic origin and 17% were White. About half the families moved during each program year. Migrant families in New York State are engaged in the cultivation of field crops, the production of fruits and vegetables, poultry, food processing, nursery work, and dairy farming.

As evidenced in the chart below, New York State is typically a “receiving” state. More than 60% of our eligible students consider another country or state their “homebase”. This fact indicates some of the challenges we face in aligning curriculum, materials, credit accrual and graduation outcomes across multiple states.

<b>State or Country Arrived From *</b>	<b>Number of Students</b>
<b>Mexico</b>	<b>1,475</b>
<b>Guatemala</b>	<b>410</b>
<b>Florida</b>	<b>932</b>
<b>New Jersey</b>	<b>195</b>
<b>Texas</b>	<b>147</b>
<b>North Carolina</b>	<b>113</b>
<b>Georgia</b>	<b>96</b>
<b>Pennsylvania</b>	<b>94</b>
<b>Puerto Rico</b>	<b>94</b>
<b>California</b>	<b>73</b>
<b>Michigan</b>	<b>57</b>
<b>Ohio</b>	<b>54</b>
<b>TOTALS</b>	<b>3,740</b>
<b>* Note - Listed if more than <u>50</u> students appear in count report</b>	

### **1.6 New York State Migrant Education Student Profile**

The purpose of the New York State Migrant Student Profile is to provide a general picture of the average migrant student. The profile from 2007-08 shows there were 6068 eligible migrant students. Of the total, 71% of the students were male, 82% were Hispanic, 12.7% were classified as special education, 58% were out of school youth and dropouts and 11% were preschool children. The Age/Grade chart is contained in Appendix A

	9/1/2007 to 8/31/2008	%
<b><i>Migrant Student Enrollment</i></b>		
Total Number of Migrant Students:	6068	100.0%

	Eligible	Participated	
<b><i>Summer Participation</i></b>			
Migrant Students Participating in Summer:	4272	3531	82.7%

<b><i>Graduation Rate</i></b>		
Students Flagged as Graduated:	47	38.8%

<b><i>Gender Distribution</i></b>		
Female Students:	1815	29.9%
Male Students:	4253	70.1%

<b><i>Ethnic Heritage</i></b>		
American Indian / Alaskan:	8	0.13%
Asian:	0	0.00
Black:	21	0.35%
Hispanic:	4954	81.6%
White:	1083	17.8%
Other:	2	0.03%

<b><i>Geographic Location</i></b>		
Brockport MEOP:	451	7.4%
Cortland MEOP:	689	11.4%
East Bloomfield MEOP:	604	10.0%
Fredonia MEOP:	375	6.2%
Genesee Valley MEOP:	455	7.5%
Herkimer MEOP	870	14.3%
Oswego MEOP:	373	6.1%
New Paltz MEOP:	881	14.5%
Oneota MEOP:	577	9.5%
Potsdam MEOP:	369	6.1%
Suffolk MEOP:	424	7.0%

<b><i>Continuation of Services</i></b>	186	3.1%
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<b><i>Students in Special Education:</i></b>	219	12.8%
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## Student Profile Continued

### *Language*

English:	1241	20.5%
Spanish:	4768	78.6%
Haitian / Creole:	1	0.02%
Mixteco:	30	0.49%
Polish:	5	0.08%
Other:	23	0.38%

### *Mobility*

Students with Moves within 1 Year of End Date:	2734	45.1%
Students with Moves within 2 Years of End Date:	2395	39.5%
Students with Moves within 3 Years of End Date:	1007	16.6%

### *Qualifying Moves*

Students with LQM within 1 Year of End Date:	2472	40.7%
Students with LQM within 2 Years of End Date:	1844	30.4%
Students with LQM within 3 years of End Date:	999	16.5%

### *School Enrollment*

Grade P0:	86	1.4%
Grade P1:	153	2.5%
Grade P2:	195	3.2%
Grade P3:	242	4.0%
Grade P4:	217	3.6%
Grade P5:	106	1.7%
Grade K:	228	3.8%
Grade 01:	218	3.6%
Grade 02:	188	3.1%
Grade 03:	180	3.0%
Grade 04:	131	2.2%
Grade 05:	128	2.1%
Grade 06:	122	2.0%
Grade 07:	122	2.0%
Grade 08:	102	1.7%
Grade 09:	128	2.1%
Grade 10:	96	1.58%
Grade 11:	44	0.73%
Grade 12:	27	0.44%
Grade DO:	58	0.96%
Grade OS:	3287	54.2%
Grade UG:	10	0.16%

## 2. Methodology

### 2.1 Phase 1

The New York State Migrant Education Program began the C.N.A. process in November, 2002, by establishing a Steering Committee (see Appendix B) representing Migrant Education Outreach Programs (MEOPs) throughout the state as well as Migrant Education statewide support programs. The Steering Committee planned and implemented the various phases of the C.N.A. process and then identified potential members of the overall working committees (Needs Assessment Committee and the Work Group Committees) for the completion of the C.N.A.. Committee members were solicited statewide for the Needs Assessment Committee (N.A.C.) (see Appendix B) ensuring that stakeholders from different geographic areas, as well as positions, were included. An on-line factor survey (see Appendix D) was developed in English and Spanish enabling migrant staff, parents and other members of the educational community throughout New York State to provide their input as to the factors that most impact on migrant student achievement.

On May 20, 2003, the first of four Needs Assessment Committee (N.A.C.) meetings took place (see Appendix M). At the N.A.C. I meeting, an overview of the C.N.A. process was presented and the participants reviewed the results of the on-line survey. There were 214 people across the state who completed a total of 509 surveys (Math, Reading, Graduation and School Readiness) (see Appendix E). The Needs Assessment Committee reduced the factors from 33 to 10 and then started to identify indicators for the selected factors. The participants reviewed and prioritized the educational factors known to impact migrant student achievement around the four goal areas of school readiness, reading, math and high school graduation. At that time, out-of-school youth had not been identified as a population to be addressed in the C.N.A.. The factors that were selected during the C.N.A. process focused on student needs:

- \* Attendance
- \* Sense of belonging
- \* Reading/educational materials in the home
- \* Parent involvement
- \* Credit accrual
- \* Graduation rate
- \* Student perceptions of parent/home expectations.
- \* English language proficiency
- \* Social-emotional well-being
- \* Reading comprehension
- \* Ability to apply math knowledge
- \* Language development

At this point, Work Group chairs were selected.

In July, 2003, the first Work Group meeting took place and, using the factor list from the N.A.C. I meeting, relevant factors for each goal area were identified and prioritized. Additional members for work groups were identified based on relevant expertise. Additional data and information necessary to demonstrate and document student needs were determined.

In August, 2003, Work Group I met again (see appendix M). Presentations by experts were provided in key concern areas. Work Groups met with relevant experts and continued the discussion around identified factors.

In October, 2003, the N.A.C. II meeting took place. At that time, the C.N.A. process was reviewed and the NYS Migrant Education Perception Studies were presented. Through small group discussions, a consensus regarding the most important factors was reached, data sources were explored, and a draft data collection plan was proposed to the New York State Migrant Education Consortium.

The Steering Committee met throughout the winter of 2003 and the spring of 2004, in order to review the data sources, revisit the factors, prioritize the top ten factors, develop and distribute data collection instruments (see Appendix F for data sources and indicators) and ( see Appendix G for data collection forms).

During the summer of 2004, the 11MEOPs administered parent and student surveys and collected information on a variety of factors from schools, such as: attendance information, state assessment results, participation in school year and summer academic intervention services, etc. The C.N.A. project evaluation specialist collated and analyzed the collected data.

The Steering Committee and Data Team collected and began analyzing the results during the fall of 2004.

Need statements were then developed, based on gaps identified (see Appendix I). A spreadsheet was designed to show the C.N.A. process from seven concern areas to need statements, including the 4 goal areas, concern statements, factors/indicators, measures, data sources and results. (see Appendix J for Concern Statements and Appendix K for complete spread-sheet).

During February of 2005, the N.A.C. III meeting took place. Committee members had the opportunity to review the data and the needs statements and then prioritize the needs statements after group discussions.

These prioritized need statements were given to the Work Group II participants in preparation for the WGII meeting in March 2005. Each Work Group participant was asked to gather research and generate potential solutions for those prioritized needs statements. Experts from the four goal areas were asked to participate in these discussions. During the Work Group II meeting, after lengthy discussions, potential solutions based on documented research were presented through PowerPoint presentations (see Appendix L). Implementation challenges and resources needed to implement the solutions were addressed during this process.

In May, 2005, the final N.A.C. (N.A.C. IV) meeting took place. One member of each Work Group presented solutions to the N.A.C. IV committee. After small group discussions, participants prioritized the solutions generated by WGII. The top 4 solutions were presented to the eleven MEOP directors during the May 2005 New York State MEP Consortium meeting. Also in May, 2005, the Steering Committee met with an external evaluator to explore the evaluation process. At the May New York State Migrant Education Consortium meeting, participants chose to join one of three C.N.A. implementation groups: Information and Dissemination, Professional Development or Evaluation.

In June, 2005, the Steering Committee met to discuss evaluation, the implementation groups' roles and responsibilities, the MEP profile, and a C.N.A. final report.

## **2.2 Phase 2**

The 11 Migrant Education Outreach Programs in New York State met in August, 2005. At this time, the new Migrant Education State Director determined that the directors of the 11 MEOPs would now become the revised C.N.A. Steering Committee (See Appendix B). In reviewing the solutions it was determined that they needed to be further refined and that this would require reconvening Work Group II to complete this process. In retrospect, it was determined that more time needed to have been spent in March developing all of the solutions so that they followed the same format with the same amount of detail. It was at this meeting that the OSY Work Group was created to look at the needs of this emerging population.

In January, 2006, Work Group II reconvened to review the research, refine, and re-prioritize the solutions.

For the next year, the process was in hiatus, while the new State Director sought to re-structure New York State's efforts at completing the Comprehensive Needs Assessment.

In January, 2007, the Work Groups, including OSY, met to receive the State Director's new vision of the C.N.A. process. At that meeting, the five work groups were merged into 3 new groups: OSY, Graduation/Grade Promotion, and Early Childhood/Parent Involvement. Each group met to merge the solutions.

In April, 2007, the three Work Groups met to again review and revise the merged solutions.

## **2.3 Phase 3**

Again, from April, 2007 until August, 2007, New York State was transitioning to another new State Director and the C.N.A. process was put on hold. The interim State Director met with the Steering Committee at the end of August, 2007. At this meeting, the interim Director was apprised of the C.N.A. status and a possible contract with ESCORT for its completion was discussed. Due to contract finalization problems, no further Steering Committee meetings were held, although the OSY Group continued to meet and develop their C.N.A. product.

Over the next 17 months, the OSY Work Group, which had not been formed until 2005, caught up with the other groups through a series of meetings, that were patterned after those conducted by the original 4 work groups.

The next meeting of the C.N.A. Work Groups (see Appendix B) occurred in February, 2009. At this meeting, the need for updated data, for both the entire State and for the migrant students within it, was detailed. All of the documents produced from prior C.N.A. activities from 2003 through 2007 were reviewed. Data and data suppliers for updated information were identified. Updated surveys and a data collection instrument were developed. Also, a new completion target date of June 30, 2009 was established.

In early March, 2009, the NYS Migrant Education Consortium spent a half day reviewing the current status of the C.N.A. process and reviewing some of the updated 2007-08 data which had been received by that time. (see Appendix M)

At the end of March, 2009, the C.N.A. Work Groups reconvened. The main purposes for this meeting were to perform gap analyses on all of the updated data and to revisit each of the original solutions and strategies based upon the new data. (See Sections 3.1 and 3.2 of this narrative) (see Appendix M)

The Work Group leaders met at the end of April, 2009, in order to review and revise each of their products for completeness, congruity, and accuracy. The Draft C.N.A. Summary Report was prepared and discussed at the May Migrant Education Consortium meeting. Comments were included in the Final C.N.A. Report submitted.

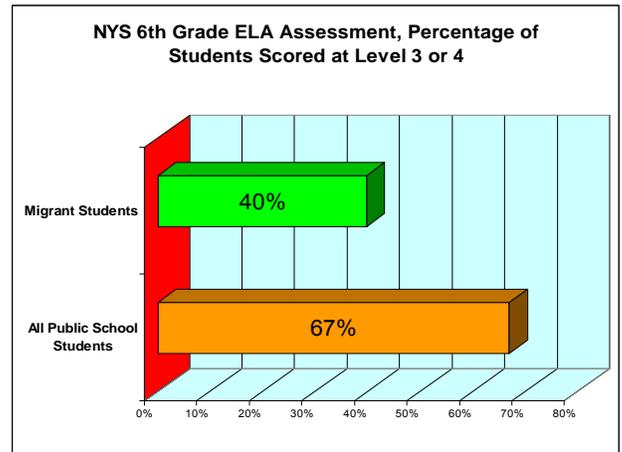
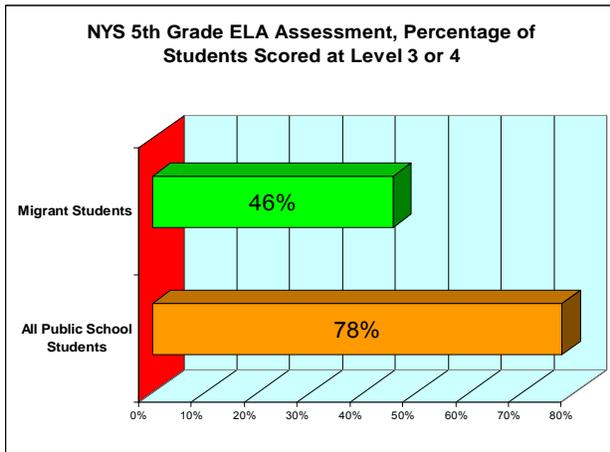
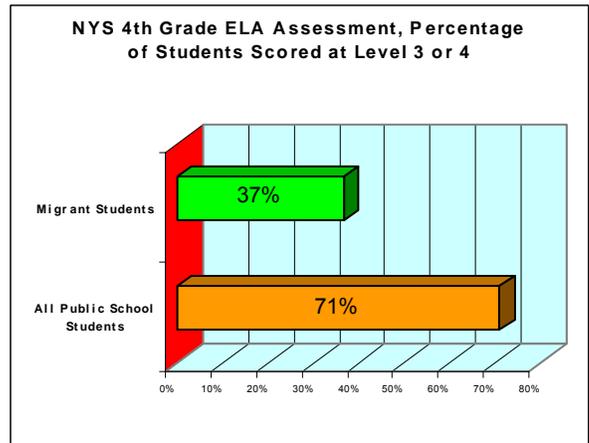
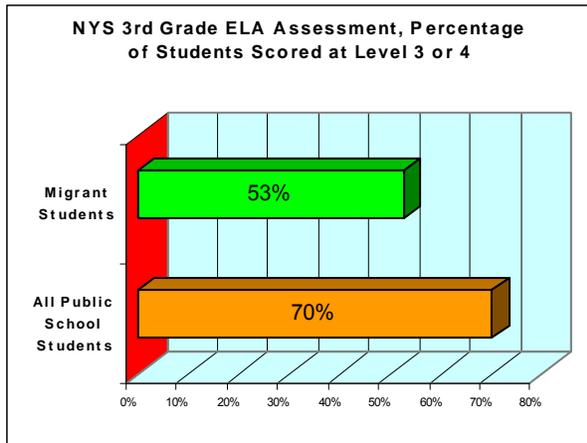
As noted throughout this document and in the appendices, the State Parent Advisory Council (PAC) has been involved in the C.N.A. process since its inception. The wording of this document was reviewed and revised to ensure that it was easily understood and appropriate to ensure migrant parents' reading and comprehension. The Final C.N.A. Report will be shared with the State PAC in the coming months to allow migrant parents to understand the identified needs and the proposed solutions. Furthermore, the New York State PAC will assist in the preparation of the New York State Service Delivery Plan and the resultant MEP Evaluation.

### **3. Results**

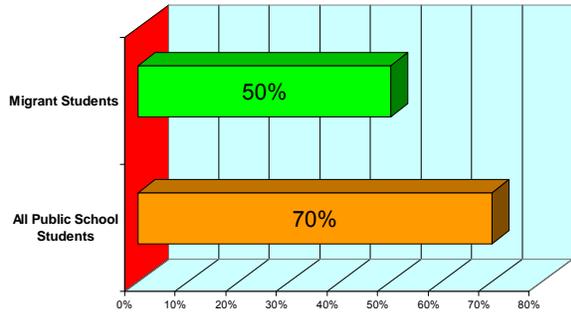
The following charts graphically portray the gaps identified between migrant students' achievement on New York State assessments and the achievement of all students in New York State. This data supports the prioritized concern statements and solutions relevant to the specific C.N.A. Work Groups.

### 3.1 Gap Analyses Charts for New York State Assessments

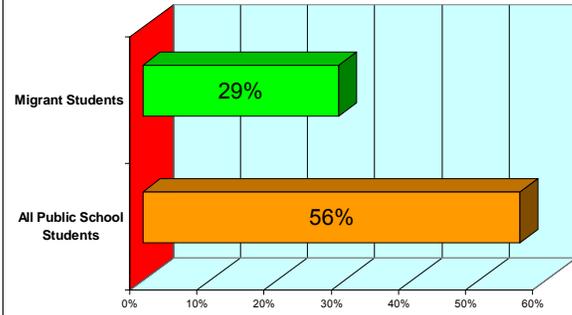
#### Gap Analyses Charts (All from 2007-08 Unless Otherwise Noted)



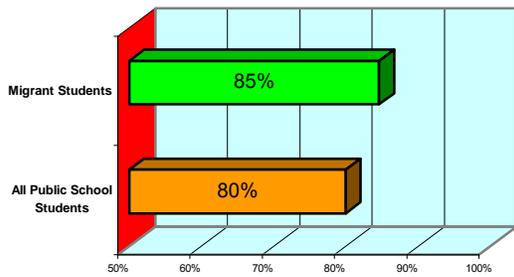
**NYS 7th Grade ELA Assessment, Percentage of Students Scored at Level 3 or 4**



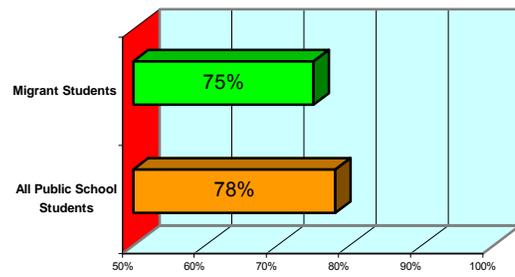
**NYS 8th Grade ELA Assessment, Percentage of Students Scored at Level 3 or 4**



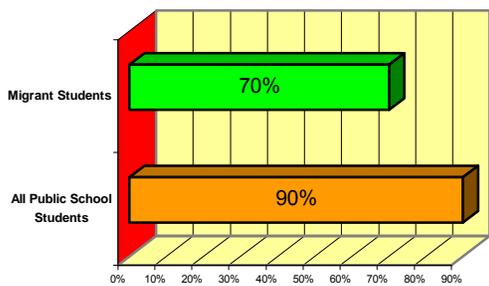
**NYS 11th Grade Secondary Level English, Percentage of Students Scored at 65 or Higher**



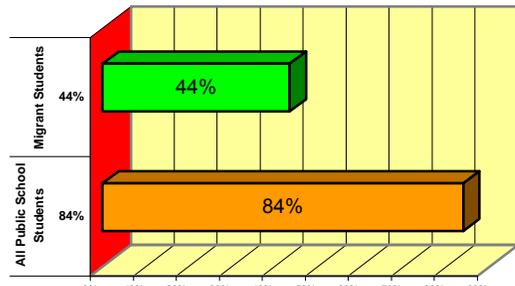
**NYS 12th Grade Secondary Level English, Percentage of Students Scored at 65 or Higher**

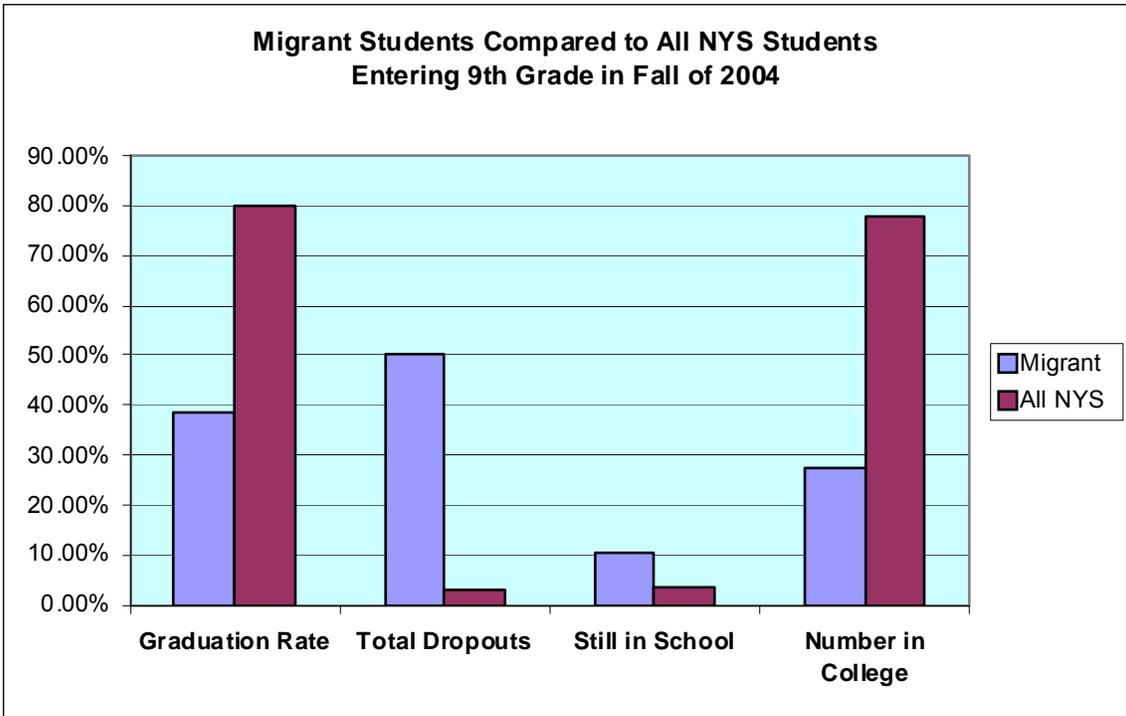
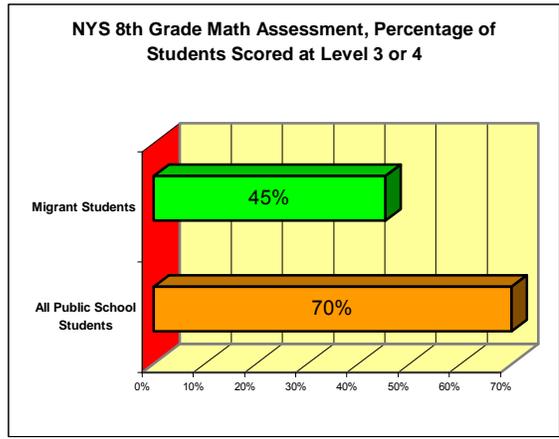
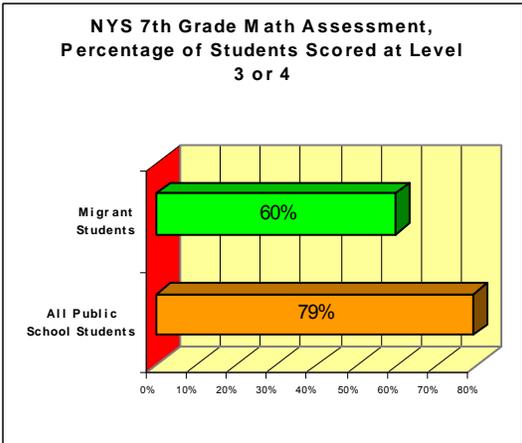
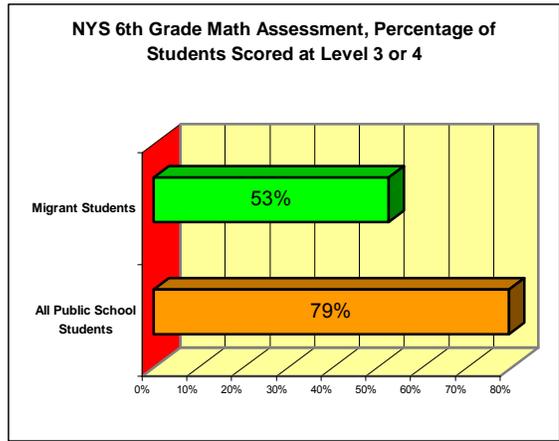
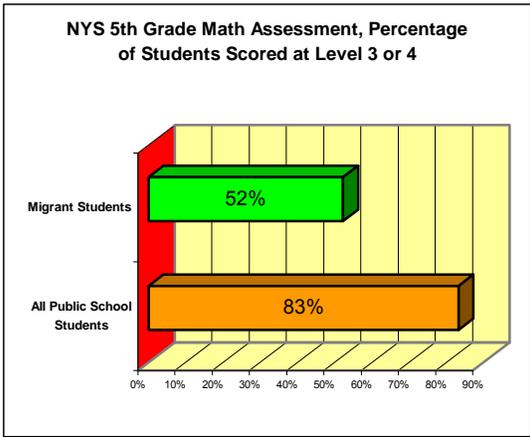


**NYS 3rd Grade Math Assessment, Percentage of Students Scored at Level 3 or 4**

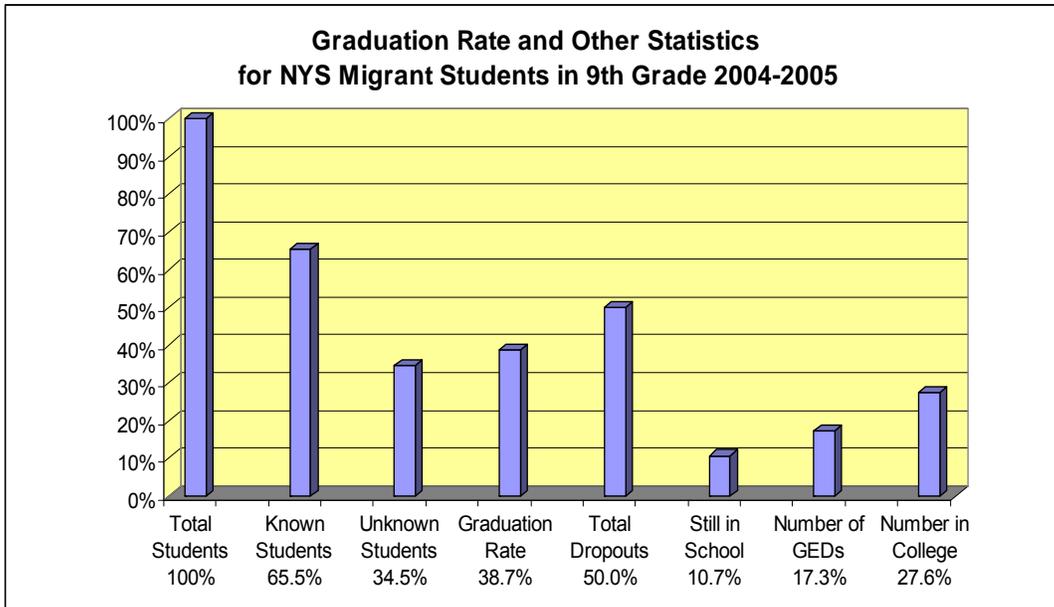


**NYS 4th Grade Math Assessment, Percentage of Students Scored at Level 3 or 4**



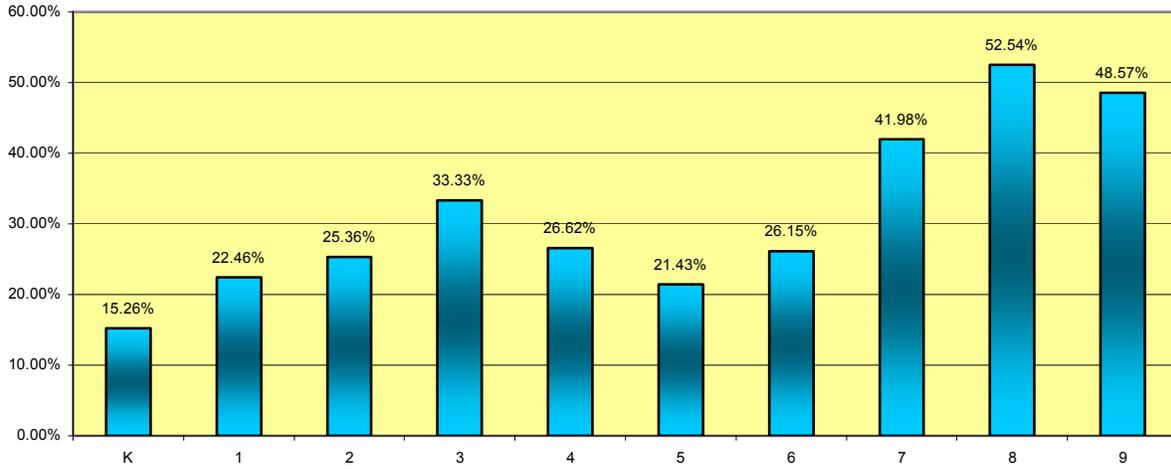


### 3.2 Charts for Other Migrant Student Data

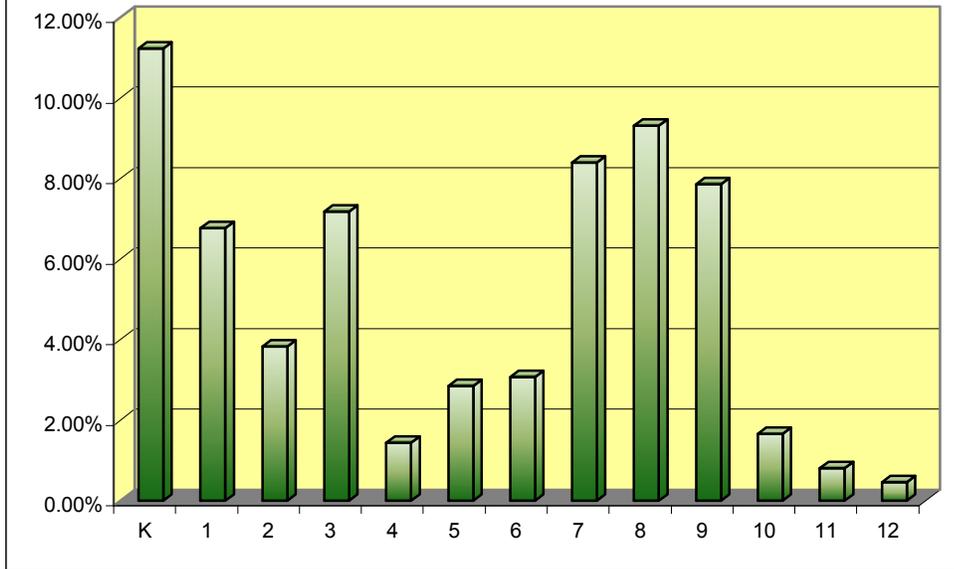


Although there is no data available with which to compare the retention rate for all of New York State students with those of migrant students, retention rates above 3 % are causes for major concern. Similarly, no data is available from New York State on the numbers of general population students below modal grade, but double-digit percentages of migrant students below modal grade at almost every level is very problematic and needs to be addressed through strategies and services developed by the MEP. The two graphs on the following page indicate the basis for the concerns in the respective areas.

**Percentage of Migrant Students Below Modal Grade 2007-2008 School Year**

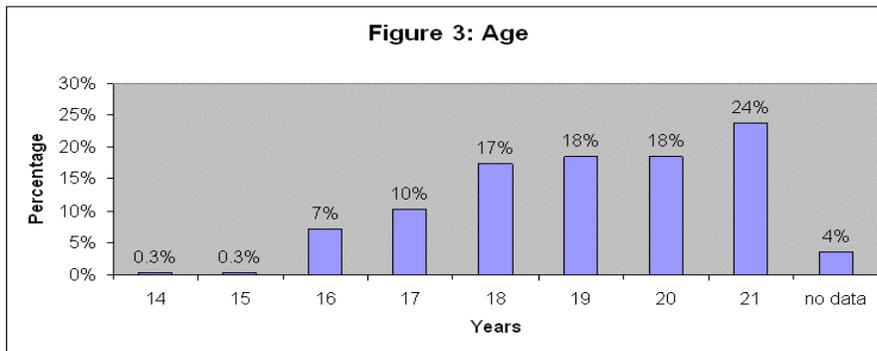


**Percentage Retained by Grade for Migrant Students 2007-08 School Year**



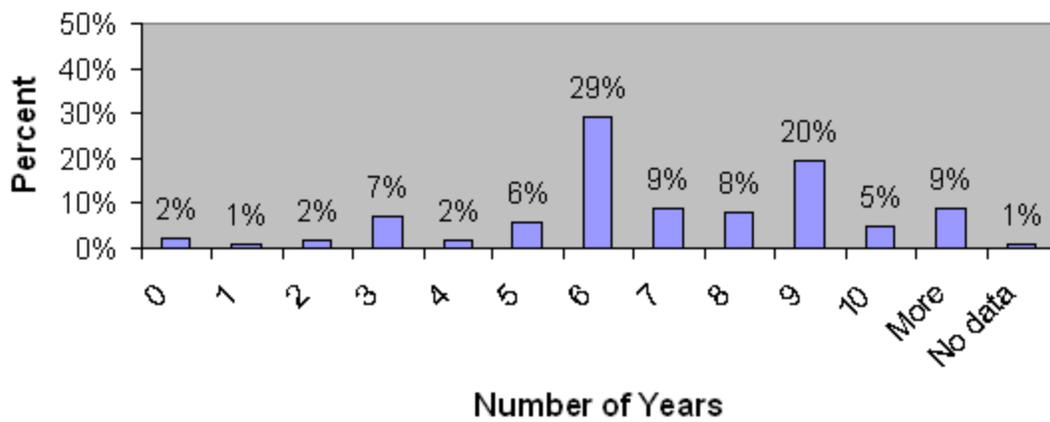
Since we have no “outside data” with which to compare the academic data of our Out-of-School Youth (OSY) population, we have used the data portrayed in the following three charts, as well as, information contained within Appendix H to inform our decision-making and solutions development for this growing population in New York State. All of this data was gathered in the 2006-07 program year from a statistically-significant sample of the OSY population.

Age								
	14	15	16	17	18	19	20	21
Dairy	1	0	11	26	28	22	37	33
Cash Crop	0	1	12	6	17	22	14	28
Other	0	0	3	5	17	22	15	24
<b>Total</b>	<b>1</b>	<b>1</b>	<b>26</b>	<b>37</b>	<b>62</b>	<b>66</b>	<b>66</b>	<b>85</b>
%	0.3%	0.3%	7%	10%	17%	18%	18%	24%
No data	13							
	4%							

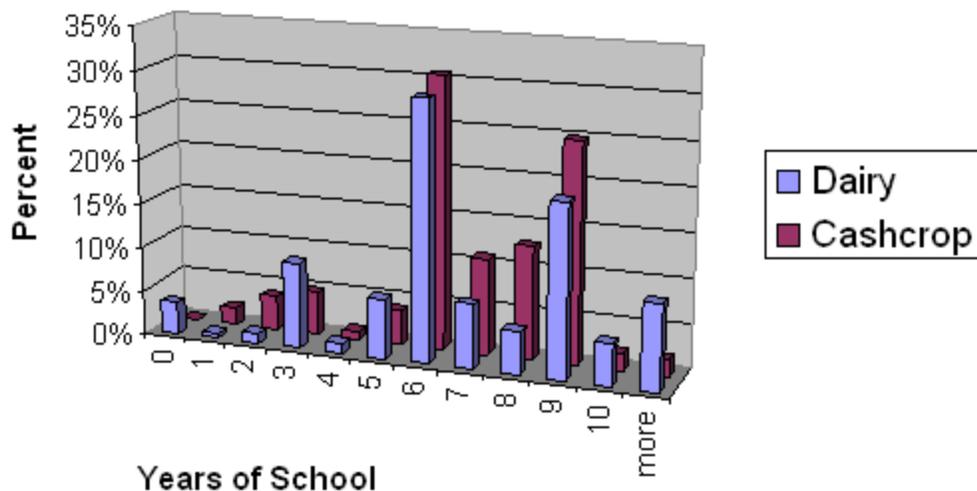


Years of School												
	0	1	2	3	4	5	6	7	8	9	10	more
Dairy	6	1	2	16	2	11	48	12	8	32	8	16
Cashcrop	0	2	4	5	1	4	31	11	13	25	2	2
Other	2	0	1	4	4	5	25	8	8	13	8	14
<b>TOTAL</b>	<b>8</b>	<b>3</b>	<b>7</b>	<b>25</b>	<b>7</b>	<b>20</b>	<b>104</b>	<b>31</b>	<b>29</b>	<b>70</b>	<b>18</b>	<b>32</b>
%	2%	1%	2%	7%	2%	6%	29%	9%	8%	20%	5%	9%
No data	3											
%	1%											

**Figure 5: Education Attainment  
(all survey respondents)**

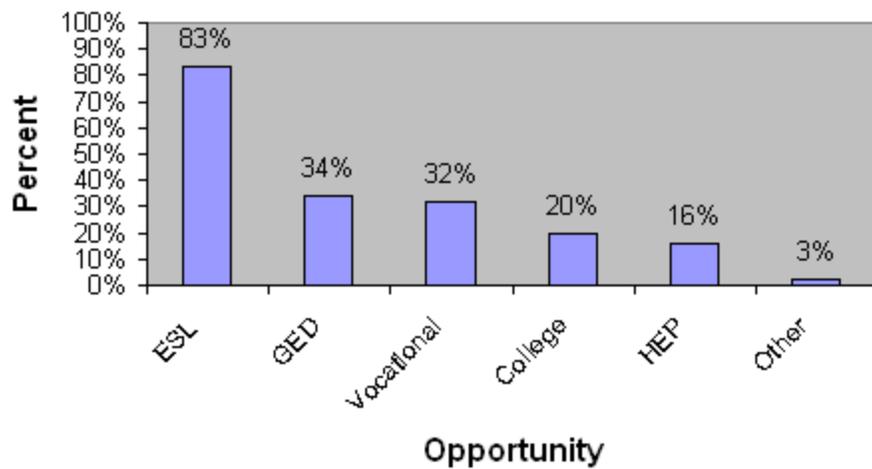


**Figure 6: Educational Attainment  
By Occupation**

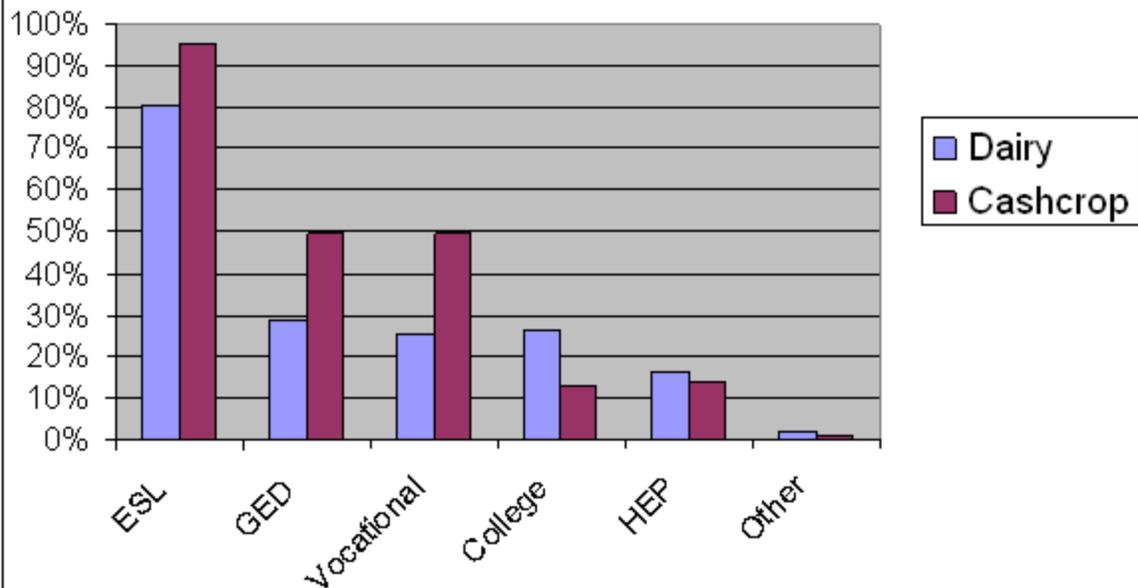


Interest in Educational Opportunities						
	GED	ESL	HEP	College	Vocational	Other
Dairy	47	132	27	43	42	3
Cashcrop	50	96	14	13	50	1
Other	24	70	16	15	21	5
<b>TOTAL</b>	<b>121</b>	<b>298</b>	<b>57</b>	<b>71</b>	<b>113</b>	<b>9</b>
%	33.9%	83.5%	16.0%	19.9%	31.7%	2.5%

**Figure 7: Interest in Educational Opportunities**



**Figure 8: Interest in Educational Opportunities**



## 4. Level 1 Recommended Solutions

Each of the five C.N.A. subgroups has proposed one or more solution statements, with accompanying implementation strategies, recommended resources, bibliography of research, and suggested evaluation criteria (data elements), for the relevant identified Level 1 (migrant students and their families) Need Statements. Some of the Phase 3 Work Groups have started to develop proposed Level 2 and Level 3 Solution Statements. These can be found in Appendix O.

### 4.1 Reading

#### Work Group: Reading

<b>Need Statements:</b> <ul style="list-style-type: none"><li>• 36.6% of migrant students scored at level 3 or level 4 vs. 71% for all public school students on the NYS 4<sup>th</sup> Grade ELA</li><li>• 29.2% of migrant students scored at level 3 or level 4 vs. all public students 56% on the NYS 8<sup>th</sup> Grade ELA</li></ul>
<b>Solution #1:</b> <b>Use individualized instruction during the school year and summer programs to improve literacy skills for pre-school through secondary students.</b>
<b>Implementation Strategies:</b> <ul style="list-style-type: none"><li>• Provide one-on-one tutoring to migrant students</li><li>• Provide advocacy for migrant students</li><li>• Provide a school/parent liaison to monitor at risk students</li><li>• Provide Summer intensive ELA activities</li><li>• Provide rich, broad-based print, multimedia material to migrant students and families</li></ul>
<b>Suggested Resources :</b> <ul style="list-style-type: none"><li>• Evidence-based tutoring model</li><li>• Trained Personnel</li><li>• Broad-based print and multimedia materials</li></ul>
<b>Bibliography of Research :</b> <ul style="list-style-type: none"><li>• Allington, Richard. <i>“Setting the Record Straight”</i> ASCD: Vol. 61 No. 6, March 2004.</li><li>• Bracey, Gerald. <i>What They Did Last Summer</i>, NEA Today, Oct., 2003</li><li>• Chandler-Olcott, Kelly, Hinchman, Kathleen A. <i>Tutoring Adolescent Literacy Learners: A Guide for Volunteers</i>, The Guildford Press, 2005.</li><li>• Cohen, Robin. <i>Developing Essential Literacy Skills</i>, International Reading Association, 2008.</li><li>• Harvey, Stepanie, Goudvis, Anne. <i>Strategies that Work</i>. Stenhouse Publishers, 2000.</li><li>• Jehlen, Alan. <i>How Can We Help Kids Stay in School?.</i> NEA Today, January, 2006.</li></ul>

- Juel, Connie, Deffes, Rebecca. *Making Words Stick*, ASCD: Vol. 61 No.6, March 2004.
- Tovani, Chris. *The Power of Purposeful Reading*, ASCD. Vol. 63. No. 2, Oct. 2005.
- Whitehurst, Grover W. *US Department of Education, Identifying and Implementing Educational Practices. Supported by Rigorous Evidence: A User-Friendly Guide*. December, 2003.

**Suggested evaluation criteria (data elements):**

- Student results on New York State ELA Assessments. (compare to all New York State students)
- Student report card grades in ELA. (compare year-to-year)
- Grade promotion rates. (compare year-to-year)
- Systematic on-going assessment of student's reading development. (Individual Inventories)

## Work Group: Reading

### Need Statements:

- 36.6% of migrant students scored at level 3 or level 4 vs. 71% for all public school students on the NYS 4th Grade ELA
- 29.2% of migrant students scored at level 3 or level 4 vs. all public students 56% on the NYS 8th Grade ELA

### Solution # 2:

**Identify, develop and implement successful research based literacy instruction strategies.**

### Implementation Strategies:

- Provide strategies in psychometric literacy (the literacy of assessment).
- Utilize metacognitive literacy, including learning strategies, time management and other study skills.
- Provide opportunities for initial acquisition and student practice in advance of initial instruction.
- Implement instructional strategies that activate prior knowledge and build vocabulary.
- Offer professional development in building relationships and collaborations with school districts.
- Track research on research based literacy instruction and pilot successful models.

### Suggested Resources:

- Professional development
- Instructional time with students
- Practice materials
- Planners
- Access to prioritized curriculums, classroom materials and pacing charts well in advance.
- NYSED initiated communication and collaboration with school districts and follow up by local migrant programs.

### Bibliography of research :

- Alliance for Excellent Education. *READING NEXT: A Vision for Action and Research in Middle and High School Literacy*. 2004.
- Bielenberg, Brian, Fillmore, Lily Wong. *The English They Need for the Test*, ASCD Vol. 62. Nov. 4 Dec. 2004 Jan. 2005.
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- Lessard-Clouston, Michael. *Language Learning Strategies: An Overview for L2 Teachers*. First published in *Essays in Languages and Literatures*, 8, at Kwansai Gakuin University, December 1997.
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- McMunn, Nancy, McColkey, Wendy, Butler, Susan. *Building Teacher Capacity in Classroom Assessment to Improve Student Learning*. SERVE Center for Continuous Improvement, University of North Carolina at Greensboro. *International Journal of Educational Policy, Research, & Practice*, Volume 4, Number 4, Winter 2003-2004.
- North Central Regional Educational Library (NCREL). *Critical Issue: Building on Prior Knowledge and Meaningful Student Contexts/ Cultures*, 1995.
- Payne, Ruby. *A Framework for Understanding Poverty*, RFT Publishing, 1998.
- Popham, W. James. "Teaching to the Text" *An Expression to Eliminate*. ASCD: Vol. 62 No 3 November, 2004.
- Stiggins, Rick, Chappius, Jan. *What a Difference a Word Makes*. *Journal of Staff Development*. Winter 2006 Vol. 27, No.1.
- Strickland, Dorothy. *Supporting Struggling Readers and Writers: Strategies for Classroom Intervention*. International Reading Association, 2002.

**Suggested evaluation criteria (data elements):**

- NYS elementary, middle, and secondary level ELA assessment data for migrant students. (compare to all New York State students)
- Ongoing review of students' classroom performance and report cards. (compare year-to-year)
- Individual reading inventories (compare within year)

## 4.2 Mathematics

### Work Group: Math

#### Need Statements:

- In 2007 – 2008 school year 44% of migrant students scored at level 3 or level 4 versus all public school students at 84% on the NYS 4th Grade Math.
- 45% of migrant students scored at level 3 or level 4 versus all public school students at 70% on the NYS 8th Grade Math.

#### Solutions:

- **MEOP educators will utilize best instructional practices to increase student achievement in mathematics.**
- **Build capacity for migrant parents to assist their children in meeting NYS grade level math expectations .**

#### Implementation Strategies:

- Analyze assessment data to identify students who need additional help to meet the math standards. Provide directly and/or advocate for the provision of additional instructional and support service interventions for these students.
- Collaborate with classroom teachers to coordinate instruction.
- Use content maps to introduce students to topics before they are introduced in the regular classroom and utilize the concept of spiraling to improve students' retention of mathematical skills.
- Assist students in learning study skills, test taking strategies and organizational skills.
- Make use of manipulatives and hands-on activities to support the development of math concepts
- Implement/utilize MAS (Math Achievement = Success) instructional strategies, curriculum and materials with students and parents.
- Ensure students have access to computers, calculators and other necessary technology.
- Continue to hold high expectations for math achievement for all migrant students.
- Use home visits and local and State PAC meetings to inform parents of the latest research and best practices they can implement (e.g., the importance of their role in helping their children succeed).
- Provide parents with simple strategies such as: asking basic questions about their child's school day; checking back packs; establishing a homework routine and ensuring an adequate place for study.
- Assist parents as necessary in providing needed school supplies and accessing support services needed for students to achieve in school (e.g. Health services, counseling, food, nutrition, child care, housing, transportation, after school programs, additional academic support, and extra-curricular activities).
- Provide parents with information about how they can help their children develop math skills and concepts. Help parents recognize the ways they are already supporting their

children's math development through activities happening in the home (e.g. Home visits, in-home tutoring, MAS (Math Achievement = Success)

- Work with parents to strengthen communication/interaction with their child's teacher and other school personnel. (e.g., Notes to school, attendance at parent meetings and school functions)

### **Suggested Resources:**

- Ongoing MEOP in-services
- NYS Core Curriculum for Mathematics
- MAS Curriculum
- Scientific and graphing calculators
- Computers and software
- Access to report cards, NYS assessment results and other performance measures.
- Knowledge of available resources and support services.
- Stronger partnerships with schools.
- Planning time for MEOP educators to communicate with classroom teachers.
- Grade level content maps and resource guides.
- Manipulatives & resources for developing hands-on lessons
- MAS (Math Achievement = Success) Curriculum
- Easy to read math resource guides for parents
- Reference materials for MEOP educators
- Consultants/facilitators for PAC meetings and other parent involvement activities.
- Interpreters
- Financial support for services and supplies needed for student success in mathematics
- Strong interagency working relationships with service providers to address health, nutrition, child care and other essential needs of children and families
- Bilingual Curriculum & Math Resources to provide activities and strategies for parents to use with their children. MAS (Math Achievement = Success), PASS, Family Math, NCTM "Helping your Child Learn Math"
- Transportation/ child care assistance

### **Bibliography of Research:**

"One of the strongest predictors of students' success is the quality of their teacher. Teachers who are highly qualified with both mathematics content knowledge and pedagogical skills are more effective teachers." – Sutton & Krueger (2002) What factors contribute most strongly to students' success in learning.

- Darling, L. H. (1997). The right to learn: A blueprint for creating schools that work.
- Meier, D. (1995). The power of their ideas: Lessons for America from a small school in Harlem.

- Stigler, J. W., & Heibert, J. The teaching gap: Best ideas from the world’s teachers for improving education in the classroom.
- Payne, R. A Framework for Understanding Poverty, 1998
- Sutton & Krueger. What role does active hands-on learning play in mathematics instruction?, 2002
- Sowell, E. J. Effects of manipulative materials in mathematics instruction, 1989
- Sutton & Krueger, What effect do calculators have on student learning? 2002
- Wenglinsky, H. Does it compute? The relationship between education technology and student achievement in mathematics, 1998
- Thompson, Max (2004) Learning Focused Strategies, 2004
- Sousa, D. How the Brain Learns, 2001
- Sutton & Krueger. “What can parents do to support student learning in math?”, 2002
- Flood, J. The relationship between parent involvement and student achievement: A review of the literature, 1993
- National Action Council for Minorities in Engineering. (2001, December). Math is power: What every parent needs to know.

**Suggested evaluation criteria (data elements):**

- NYS elementary, middle and secondary level math assessment data for migrant students. (compare to all New York State students)
- Ongoing review of students’ classroom performance and report cards. (compare year-to-year)
- MAS (Math Achievement = Success) pre and post-test data (compare year-to-year)
- MAS (Math Achievement = Success) parent survey (compare year-to-year)
- State and local PAC attendance (compare year-to-year)
- Evaluations from parent trainings (compare year-to-year)

### **4.3 Graduation/Credit Accrual/Grade Promotion**

#### **Work Group: Graduation/Credit Accrual/Promotion**

<p><b>Need Statements:</b></p> <ul style="list-style-type: none"><li>• For migrant students in grade 8 for 2007-2008 there was a 9.3% retention rate and 52.5% were below modal grade.</li><li>• For 2007-2008, 45.3% of migrant students had 11 or more credits by the end of 10<sup>th</sup> grade.</li><li>• For New York State migrant students in the 2004 cohort (expected to have graduated in 2008), the actual graduation rate was 38.7%. For all New York State students for school year 2007-2008 the comparison graduation rate was 80%.</li></ul>
<p><b>Solution:</b></p> <p><b>Identify and provide options for credit accrual, grade promotion, and high school graduation.</b></p>
<p><b>Implementation Strategies Level 1:</b></p> <ul style="list-style-type: none"><li>• Provide content area support through pre-teaching, strategic tutoring (especially in reading), activating prior knowledge and other strategies such as but not limited to study skills, organizational skills, project-based learning, and technology.</li><li>• Connect students to mentors within Migrant Education, School District and the community.</li><li>• Refer students to statewide or local MEP programs, such as but not limited to, PASS Academy, Language Immersion, and 9<sup>th</sup> grade orientation.</li><li>• Connect, facilitate, and assist students with school district and community intervention services.</li><li>• Develop strategies to educate parents on school policies such as the effects of retention and poor attendance.</li></ul>
<p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"><li>• Last year and current year report cards and transcripts.</li><li>• Experts needed to do staff development. Additional expenses may include supplies for Project Based Learning activities.</li><li>• Mentors to work with adolescent students.</li><li>• Recruitment for PASS Academy, Language Immersion, Summer Leadership, and 9<sup>th</sup> Grade Orientation.</li><li>• Awareness of school and community services to make referrals and conduct follow-up.</li><li>• Financial support for participation in extra-curricular activities.</li><li>• Bilingual materials to distribute to parents regarding the effects of retention and poor attendance on school success.</li></ul>

**Bibliography of Research:**

- Onwuegbuzie, Burt, Watson, Diamond, and Parramore, *The Effects of an After-School Tutorial Program on Academic Achievement Among At-Risk High School Students*.
- *Beyond Social Promotion and Retention – Five Strategies to Help*, Denton, 2001; U.S. Department of Education, 1999.
- *Perception on Why Migrant Students Drop Out of School*, New York State Education Department, Migrant Youth Programs, 2003.
- National Center on Secondary Education and Transition. *What Does Current Thinking Tell Us About How to Address Dropout?*
- [www.ncset.org/publications/essentialtools/dropout/part1.1.asp](http://www.ncset.org/publications/essentialtools/dropout/part1.1.asp)
- National Center on Secondary Education and Transition. *Why is Preventing Dropout a Critical and Immediate National Goal?*
- [www.ncset.org/publications/essentialtools/dropout/part1.1.asp](http://www.ncset.org/publications/essentialtools/dropout/part1.1.asp)
- National Center on Secondary Education and Transition. *What Does Current Thinking Tell Us About How to Address Dropouts?*
- [www.ncset.org/publications/essentialtools/dropout/part1.1.asp](http://www.ncset.org/publications/essentialtools/dropout/part1.1.asp)

**Suggested evaluation criteria (data elements):**

- Students identified in danger of retention and credit deficiency (compare year-to-year)
- Students connected to a mentor – and results of mentoring (compare year-to-year)
- Students participating in school district and community-based extra-curricular activities – and participating in MEP activities (compare year-to-year)
- Students attending PASS Academy who accrue credits – also in local PASS and district summer school (compare year-to-year)
- Students receiving content area support who show improved grades on report cards in failing subjects and were promoted (compare year-to-year)
- Students graduating (compare to all New York State graduates)

#### 4.4 Early Childhood/Parent Involvement

##### **Work Group: Early Childhood/Parent Involvement**

<b>Need Statements:</b> <ul style="list-style-type: none"><li>• The average <u>PLS-4</u> score (auditory and expressive) for migrant students is 44.3%, as compared to 50% for the norm in 2007-08.</li><li>• In 2007-08, 11.24% of migrant kindergarten students were retained.</li><li>• By the end of their kindergarten year, 15.26% of all migrant students were below modal grade.</li></ul>
<b>Solution #1:</b>  <b>Provide a program that better prepares the migrant child for kindergarten</b>
<b>Implementation Strategies:</b> <ul style="list-style-type: none"><li>• Review and analyze assessment tools to determine most appropriate assessment</li><li>• Collect information on level of skills expected by local school districts for entering kindergartners</li><li>• Access the NYS Early Learning Standards</li><li>• Revise our program to provide an appropriate curriculum</li></ul>
<b>Suggested Resources:</b> <ul style="list-style-type: none"><li>• Staff training</li><li>• Access to a variety of assessment tools</li><li>• Access to school district kindergarten screening tools</li></ul>
<b>Bibliography of Research:</b> <ul style="list-style-type: none"><li>• Snow, C. Burns, M.S., Griffin, P. (Eds). (1998) <i>Prevention Reading: Difficulties in Young children</i>. Washington, D.C.: National Academy Press.</li><li>• Strickland, D. &amp; Shanahan, T. (2004) “Laying the Groundwork for Literacy”, <i>Educational Leadership</i></li><li>• Shonkoff, JP &amp; Phillips. (Eds) (2000) “From Neurons to Neighborhoods”, Washington, D.C.: National Academy Press.</li></ul>
<b>Suggested evaluation criteria (data elements):</b> <ul style="list-style-type: none"><li>• An appropriate comprehensive assessment tool will be developed and adopted</li><li>• The gap between migrant children and the norm (compare to NYS, if available or year-to-year)</li></ul>

## Work Group: Early Childhood/Parent Involvement

### Need Statements:

- 23.3% of migrant children get no help with homework, according to a student survey.
- 11.6% of migrant parents surveyed said they never help their children with schoolwork.

### Solution #2:

**MEOPs will inform parents of available homework support in the school, such as, CROP, homework hotlines, available teachers, and advocates for additional school-based support programs, e.g., family math and literacy activities.**

### Implementation Strategies:

- MEOPs will provide information to the parents on these programs in the appropriate language
- MEOPs will encourage student and parent attendance at programs offered by the districts
- If such programs are not available, MEOPs will provide homework support.

### Suggested Resources:

- Knowledge of school district programs
- Translations for school services brochure

### Bibliography of Research:

- Catsambis, *Expanding knowledge of parental involvement in secondary education: Effects on high school academic success, Baltimore, MD: Center for Research on the Education Of Students Placed at Risk, Johns Hopkins University,, 1998.*
- Chrispeels, Janet, and Rivero, Elvira. *Engaging Latino Families for Student Success: Understanding the Process and Impact of Providing Training to Parents.* Annual Meeting of the American Educational Research Association, New Orleans, LA. 2000
- Hoover-Dempsey, Kathleen V., and Sandler, Howard M. *Why Do Parents Become Involved in Their Children's Education?.* Review of Educational Research, 67(1), 3 – 42, 1997.
- Ho Sui-Chu, Esther, and Willms, J. Douglas. *Effects of Parental Involvement on Eighth Grade Achievement,* Sociology of Education, 69(2), 126-141, 1996.
- Epstein, Joyce, et al, *Scaling up School-Family-Community Connections in Baltimore: Effects on Student Achievement and Attendance,* Baltimore, MD: CRESPAR and the Center on School, Family and Community Partnerships, John Hopkins University, 1999.
- Henderson, Anne, *A New Generation of Evidence: the family is critical to student achievement, Washington, DC: Center for Law and Education, 1994.*

- Lopez, Gerardo R. *On Whose Terms?: Understanding Involvement Through the Eyes of Migrant Parents*, Paper presented at the Annual Meeting of the American Educational Research Association, Seattle, WA, 2001.

**Suggested evaluation criteria (data elements):**

- Students receiving homework help (compare year-to-year)
- Results of parent surveys and/or focus group interviews, documenting the number/percentages of parents who assist their children with homework (compare year-to-year)

## 4.5 Out-of-School Youth

### Work Group: Out-of-School Youth (OSY)

#### Need Statement(s):

- According to 2006-07 Migrant Education program data, less than 1% of OSY statewide received a pre test in oral English language proficiency.
- According to 2006-07 Migrant Education program data, OSY statewide that were enrolled in an English language class received only an average of 16 hours of English Language instruction.

#### Solution:

**Increase English language proficiency for migrant out-of-school youth by providing opportunities for the youth to participate in English language instruction.**

#### Implementation Strategies:

- Provide educational opportunities for out-of-school youth to increase English language proficiency by adjusting service delivery to accommodate student needs: in a variety of settings (e.g. in-camp, in-home, workplace, community sites, etc.), a flexible class schedule (days, evenings, and weekends), utilizing strategies/techniques to accommodate student learning needs such as, but not limited to: native literacy instruction, content-specific education, and pre-GED activities, etc.
- Incorporate technology options into instructional sessions including, but not limited to, such practices as: iPod lessons, Internet access, speaking dictionaries, and/or video/DVD instruction.
- Facilitate out-of-school youth participation in cultural and educational events, during the regular school year and summer session including, but not limited to: WOW/GAIN, community/college activities, and seasonal special interest workshops.
- Increase out-of-school youth awareness of and participation in existing educational opportunities through on-going outreach, as well as the development and dissemination of bi-lingual flyers, posters, and other materials that reinforce the importance of English language learning.
- Recognize out-of-school youth participation and accomplishments in English language learning by providing awards, incentives, etc.
- Promote educational readiness and effective learning by addressing basic needs (e.g. transportation, interpretation, food, clothing, and health).
- Implement/utilize OSY Consortium instructional strategies, curriculum and materials with out-of-school youth and parents.

**Suggested Resources:**

To fully implement the above strategies will require expenditures for staff, travel, curriculum and assessment materials, technology access, professional development and other related costs.

**Bibliography of Research:**

- Apicella, Robert. *Out-of-School Youth (OSY) Educator Survey*. Oneonta, NY: New York State Migrant Youth Program, 2008
- Garcia Mathewson, Betty. *Working Through and Interpreter*. Brockport, NY: New York State Migrant Education Diversity Project, 2008
- Hill, Laura E. and Joseph M. Hayes. *Out-of-School Immigrant Youth*. San Francisco, CA: Public Policy Institute of California, 2007
- Interstate Migrant Education Council (IMEC). *Out-of-School Youth: Proceedings Report, Seminar on Migrant OSY*. Portland Marriott Hotel, Portland, OR. June 6-8, 2002
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- Office of Migrant Education. *Comprehensive Needs Assessment (Materials adapted from "Planning and Conducting Needs Assessments: A Practical Guide" [1995])*. 2001 New Directors Orientation.
- Out-of-School Youth Consortium. *Opportunities for Success for Out-of-School Youth (OSY)*. Interstate Consortium Incentive Grant Proposal. Topeka, KS: Kansas Dept. of Education, 2008
- Whittington-Couse, Maryellen. *Understanding and Meeting the Needs of Migrant English Language Learners: A Resource Guide*. Brockport, NY: Opening Doors Diversity Project., 2007

**Suggested evaluation criteria (data elements):**

- Number of OSY enrolled with a pretest in English Language instruction (compare year-to-year)
- Number of hours that OSY participate in language instruction. (compare year-to-year)
- Scores on an oral English language assessment tool, after 20 hours of instruction. (compare year-to-year)

## IV. APPENDICES

Appendix A:	Migrant Student Grade/Age Distribution Chart
Appendix B:	Committee Membership: Original Steering Committee NAC Committee Original Work Group Committee Final Steering Committee Phase 3 Work Groups
Appendix C:	NYS MEP Directory Migrant Education Brochure
Appendix D:	Phase 1 On-Line Surveys
Appendix E:	Phase 1 On-Line Survey Results
Appendix F:	Phase 1 Data Sources / Indicators
Appendix G:	Phase 1 Data Collection Forms Phase 3 Data Collection Forms
Appendix H:	Phase 3 Data Results
Appendix I:	Phase 1 Needs Statements
Appendix J:	Phase 1 Concern Statements
Appendix K:	Phase 1 Concern → Need Statements <b>(Amended for Phase 3 )</b> Phase 2 OSY Concern → Need Statements
Appendix L:	Phases 1 & 2 Power Point of N.Y.S. C.N.A. Process

Appendix M:

Meeting Agendas & Handouts:

N.A.C. I meeting

W.G. I meeting

N.A.C. II meeting

N.A.C. III meeting

W.G. II (Part I) meeting

N.A.C. IV meeting

W.G. II (Part II) meeting

OSY Work Group meetings

Phase 3 Work Group meetings

Phase 3 Consortium Concerns meetings

Appendix N:

Flow Chart with Time Line (2002-2005)

Revised Work Plan (2009)

Appendix O:

Preliminary Work for Level 2 & 3 Solutions