

Section F: Identifying Concerns

Step 2: Explore What Is		
Activity	Recommended Tasks	Highly Recommended
Identify concerns	<p>NAC meets and holds discussions:</p> <ul style="list-style-type: none"> • Begin with concerns previously identified by the state or with the Seven Areas of Concern (identified by OME) and the statutory Goal Areas for migrant students • Review migrant profile • Review program evaluation • Focus primarily on student need • Conduct prioritization of needs with criteria and rationale 	<ul style="list-style-type: none"> • Include iterations of refinement in light of additional criteria • Include community input beyond NAC

The varied expertise and roles represented on the Needs Assessment Committee (NAC) will be instrumental in analyzing the data provided in the Migrant Student Profile to identify concerns and needs that underlie gaps in migrant student performance. We suggest that you carefully plan NAC meetings or interviews with other stakeholders to generate a detailed and accurate picture of the needs of migrant students so that strategies can be concrete and targeted in effective ways.

F.1 Convening the NAC

While budget and travel restrictions may govern the number of face-to-face meetings that may be scheduled for the NAC, we encourage you to convene a face-to-face meeting of the NAC to initiate the CNA planning process. The purpose of the meeting is to have team members identify the challenges that migrant students face and propose reasons for gaps in their academic performance that will be developed into Concern Statements.

Getting on the same page. When bringing a diverse group of people together to work as a team, it is important to spend some time enabling them to get to know one another and identify the expertise and experience represented on the team. Moreover, they should all be in agreement on the purpose and priorities of the migrant education program (MEP).

Questions to consider in this initial discussion might include:

- What is the range of experience and expertise on the team?
- What do team members believe, value, and hold important in educating migrant children in the state?
- How do these values align with Federal and state goals for migrant children and youth?

The orientation materials that you provide prior to the meeting and during the first meeting will be essential to get everyone on the same page. Orientation materials may include:

- Description of the CNA Process (See *Appendix C.1 Sample One-page Description of the CNA Process*)
- CNA Timeline (See *Appendix C.3 Template for Timeline and Plan for the CNA Process.*)
- List, including contact information of NAC members, Management Team, and state director
- Agenda, purpose, and desired outcomes for the first meeting
- Seven Areas of Concern (See *Section A*, specifically, *A.4 Seven Areas of Concern*. Also, *Appendix F.1: Sample Handout for the Seven Areas of Concern* provides an overview of each of the Areas of Concern.)
- MEP Goal Areas (See *Section B*, specifically, *B.3 Migrant Education Program Priority and Goal Areas*)
- Requirements for the CNA included in *Section B: Overview of Statutes, Regulations, and Non-regulatory Guidance Related to the Comprehensive Needs Assessment*, including Migrant Education Priority Goal Areas and indicators for the Government Reporting Performance Act (GPRA)

Group processes. For a planning team that meets periodically, in addition to informal and unstructured discussions, we encourage you to utilize group process activities that foster discussion and generate valuable information that can be included in the CNA. See *Appendix F.2 Instructions for Conducting Group Activities* for a list of and instructions for group processes that can be utilized at various times throughout the planning process. Not only will valuable information be captured in a structured way, group processes ensure that team members who may not be comfortable with speaking up in the whole group will have their perspectives represented.

First meeting of the NAC. The first meeting of the NAC will launch the CNA collaborative planning process. We encourage you to allow sufficient time for reviewing the orientation, purpose, and goals of the CNA, and for generating concerns that get to the root causes of gaps in migrant student performance. See *Appendix F.3* for a sample agenda for the first NAC meeting.

In the first meeting, we suggest that you focus the discussion on the unique experiences of migrant children and why they are challenged in succeeding academically compared to their non-migrant peers. While studying student achievement data is an important part of this

process, the data should not be driving the discussion. It is important to look beyond the data as you identify the special educational concerns regarding migrant students.

For example, mobility is the most prominent challenge faced by migrant students. Although migrant children share many of the challenges faced by other children living in poverty, the unique challenge of mobility:

- Causes migrant students to have to constantly adapt to different curricula and academic standards, homework policies, classroom routines, and course placements, resulting in a lack of educational continuity
- Leads to poor attendance patterns and decreased amount of time in a classroom
- Forces migrant students to have to make constant adjustments in school settings, friendships, and meeting the academic and behavioral expectations of different schools and districts
- Decreases English language development and development of literacy skills due to a lifestyle that may not expose children to English-speakers and English literature
- Limits access to educational support services, health services, and other social services more readily available to other at-risk children with more stable families and homes

We recommend that you lead a discussion on the unique experiences of migrant students and the effect of mobility on the academic achievement of migrant students. In addition to discussion of the unique challenge of family mobility and how it affects student achievement, your NAC will want to review the Migrant Student Profile (See *Section E: Creating a Migrant Student Profile*) and discuss the following factors:

- State student demographic trends over the past few years
 - What are the significant shifts in populations, such as an increase in numbers of out-of-school youth (OSY) and/or a decrease in numbers of elementary school-aged students?
 - Which families and students appear to be those with the greatest needs?
 - What percentage of your migrant students are English language learners (ELLs)?
 - How migrant students compare to all other students as well as to a variety of subgroups, such as ELL students, on the state assessments? (If your state data seem out of sync with your MEP numbers, you may want to discuss how to improve the identification and reporting system.)
- Priority for Service (PFS) students
 - What is the distribution of PFS students across the state? Why might there be more PFS students in one part of the state than in another?
 - What are the state's criteria for PFS students? Do these capture all migrant students who are most in need?

- The proportion of migrant students that are being served in regular term versus summer sessions (If your state dedicates most of its MEP funding to regular term rather than summer, this should be a key factor in your brainstorming of concerns.)

We recommend that your NAC focus the conversation on the six MEP Goal Areas (See *Section B: Overview of Statutes, Regulations, and Non-regulatory Guidance Related to the Comprehensive Needs Assessment*) and the Seven Areas of Concern for migrant students identified by OME (See *Section A: Introduction and Overview*, specifically subsection *A.4 Seven Areas of Concern*).

See the sample agenda provided in *Appendix F.3 Sample Agenda for the First NAC Meeting* for some suggestions on how to incorporate the discussion of the MEP Goal Areas and Seven Areas of Concern in the first meeting of the NAC.

After the NAC studies the Migrant Student Profile, the group should discuss what it has learned. Key questions might include:

- What surprised you in the data presented?
- What concerned you most?
- What additional data do you think is needed to make the Migrant Student Profile more comprehensive?

F.2 Generating Concern Statements

A discussion of the migrant student profile, MEP Goal Areas, the Seven Areas of Concern and other issues related to what we know about migrant students mentioned above is a starting point for identifying educational challenges for migrant students. NAC members will express their concerns about the migrant students and families, and identify the basis for these concerns.

We recommend that you guide this discussion into the development of Concern Statements.

Concern Statements. Concern Statements are clear and consistent interpretations of the points that the NAC discussed that should be used to guide the work in developing the CNA. Concern Statements identify particular areas that require special attention for migrant students.

After an initial review of the Migrant Student Profile, MEP Goal Areas, and Seven Areas of Concern, you should provide a version of the following prompts to lead into more specific discussion of the challenges migrant students in your state face: “We are concerned that migrant students....” or “We are concerned that migrant families ...”

Criteria for strong Concern Statements. The utility of the CNA depends on the quality, relevance, and specificity of the Concern Statements developed early in the process. Therefore,

it is important for you to take the time to instruct the team on developing strong ones. The following criteria will assist the committee in developing Concern Statements.

A Concern Statement should:

- Be a complete, concise sentence
- Reflect one of the Goal Areas or Areas of Concern identified by OME
- Be based on the reason that migrant students, as a result of their migrant background and lifestyle, are not doing well in school
- Be stated in terms of concerns about migrant students and families
- Directly reflect the data provided in the migrant student profile or additional information that was generated in a NAC discussion on what we know about migrant students in the state
- Be supported with data
- Be specific and concrete in a way that can lead to targeted services and interventions
- Be a concern that is appropriate for the MEP to address

Activity for Developing a Concern Statement. The following activity will help you build your expertise in developing Concern Statements, as well as instruct the NAC on how to develop them.

A NAC workgroup reviewed the data from the migrant student profile, and focused its attention on the goal of High School Graduation. Which of the five Concern Statements below do you think should be included in the CNA process? Can you provide justifications for the statement(s) that you would choose or not choose?

Concern Statements Related to High School Graduation

1. We are concerned about educational continuity.
2. We are concerned that migrant students in high school perform 28 percentage points lower in math than all other high school students in our state.
3. We are concerned that high school students who move from one school to another may have to enroll in courses that are not strong matches from one location to the next.
4. We are concerned that budget cuts prevent the MEP from providing adequate services to migrant students.
5. We are concerned that migrant high school students cannot afford yearbooks, class rings, and appropriate clothes for proms.

See *Appendix F.4 Concern Statements*, which includes an analysis of the examples related to this activity and other examples of strong Concern Statements. Also, *Appendix F.5 Worksheet for Developing Concern Statements* may be used as a handout for the NAC to guide the Concern Statement development process.

Getting to Root Causes. One of the key purposes of the NAC is to determine specifically why migrant students are underperforming in school. Concern Statements are just the beginning. The first set of Concern Statements should be the starting point to examine why the concerns exist. We suggest that the NAC spend some time on each of the Concern Statements identified to dig deeper into the root causes. As new information is generated to understand the concern more fully, the team should revise and refine the Concern Statements as needed.

A group process that is particularly effective in identifying root causes for educational challenges is the “Five Whys Root Cause Analysis.” For a description and instructions on conducting the activity, see *Appendix F.2 Instructions for Conducting Group Activities*.

F.3 Prioritizing Concerns

The NAC will likely develop a number of Concern Statements that will need to be organized and prioritized into a manageable few.

The NAC could group Concern Statements into categories of related statements. One approach to reducing the number of statements without losing substance is to look for redundancy and to combine statements if they are saying the same thing in different ways. Another approach may be to identify Concern Statements specific to a single goal area (school readiness, proficiency in reading, proficiency in mathematics, graduation from high school, and any other program goal set for migrant children by the state) as crucial for further exploration.

The NAC should develop prioritization criteria, and these criteria should be included in the CNA. Sample criteria might include:

- Clearly relates to the MEP Goal Areas or Seven Areas of Concern
- Is agreed upon by a majority of the team members that this is a serious or widespread area of concern
- Addresses the needs of the most vulnerable migrants children and youth, including PFS students

Asking Why - Digging Deeper for Root Causes

A NAC noted in the Migrant Student Profile that migrant children in the fourth grade were performing poorly in math.

Why are students scoring poorly?

At first glance, the district suspected the new math curriculum that was implemented in the fourth grade was not working for migrant students; however, they also noticed that attendance was extremely poor among migrant students in general.

Why is attendance poor among migrant students?

Migrant parents on the NAC informed the committee that parents desperately wanted to send their children to school; however, the children were often sick and unable to attend.

Why are students sick?

Further exploration of the issue indicated that many of the families could not afford insurance and children were in need of proper healthcare. The Concern Statement was revised to focus on the need for better health services for migrant children.

- Can be confirmed through additional data collection, if needed
- Is a concern that could realistically be addressed by the MEP

F.4 Considerations for Small States

Small states may lack the resources and staff capacity to convene a large NAC, but should still be able to develop a prioritized list of Concern Statements. In some instances, the state director will be the one to generate Concern Statements with the input of stakeholders. Some suggestions to make this activity a more limited but still participatory process include:

- Conduct small focus groups of stakeholders face-to-face if possible or by conference call, electronic meeting, or at conferences and meetings where they will likely be attending. A series of these focus groups could target specific MEP Goal Areas or Areas of Concern.
- Identify key stakeholders and arrange a set of phone interviews to obtain information related to the MEP Goal Areas or Areas of Concern that will enable you to craft Concern Statements. Note that the criteria for strong Concern Statements included earlier in this section would still apply.
- Keep in mind resources and staff capacity when selecting an appropriate number of Concern Statements to explore further and address. Small states may need to consider what they can realistically accomplish in developing the CNA and be strategic in setting its priorities.
- Focus your priorities on PFS students.

F.5 Archiving Information for the CNA

You should archive the following information for consideration and inclusion in the written report for CNA:

- Meeting agendas
- Notes or proceedings from the NAC meetings or stakeholder interviews
- Prioritized list of Concern Statements
- Criteria for prioritizing Concern Statements
- List of all Concern Statements generated (those that do not make the final priority list can be revisited in subsequent CNAs)

F.6 Manager's Checklist and Reflection

Here are some key accomplishments for *Section F: Identifying Concerns*. Take a moment to jot down your progress on the items below. Also, note any issues or challenges.

Manager's Checklist

- In developing the Concern Statements, the NAC considered the unique experiences of migrant students and challenges of mobility as well as the following:
 - Migrant student profile
 - Migrant program evaluation
 - Significant shifts in demographic trends
 - OSY
 - Decreases/increases in school-aged populations
 - Decreases/increases in preschool-age population
 - ELLs
 - PFS students (numbers, geographic locations)
 - Populations served in summer-school versus regular-term
 - Seven Areas of Concern
 - MEP Goal Areas
 - GPRA Indicators
- In addition, Concern Statements were prioritized using criteria or rationale that can be clearly explained and documented
- All Concern Statements generated were archived

Reflection

1. What made the NAC meeting successful? What could have been improved?
2. Do the Concern Statements reflect the perspectives and consensus of all the team members?
3. Do all the Concern Statements meet the criteria listed for strong Concern Statements?

F.7 Resources and Tools in Appendix F

- Appendix F.1 Sample Handout for the Seven Areas of Concern
- Appendix F.2 Instructions for Conducting Group Activities
- Appendix F.3 Sample Agenda for the First NAC Meeting
- Appendix F.4 Concern Statements
- Appendix F.5 Worksheet for Developing Concern Statements

Appendix F.1 Sample Handout for the Seven Areas of Concern

Seven Areas of Concern

Educational Continuity

Because migrant students often are forced to move during the regular school year, students tend to experience a lack of educational continuity. Migrant students experience differences in curriculum, academic standards, homework policies, and classroom routines. Their course placements reflect inconsistencies. The cumulative impact of educational discontinuity is daunting. Efforts to overcome this pattern are needed to strengthen educational continuity.

Instructional Time

Mobility also impacts the amount of time students spend in class and their attendance patterns. Such decreases in the time students spend engaged in learning leads to lower levels of achievement. Ways to ameliorate the impact of family mobility and delays in enrollment procedures are essential.

School Engagement

Migrant students are frequently faced with adjustments to new school settings, making new friends, and social acceptance challenges, which are generally grouped as behavioral, emotional, and cognitive.

Behavioral engagement focuses on the opportunities for participation, including academic, social, or extracurricular activities. It is considered a crucial factor in positive academic outcomes and preventing school dropout.

Emotional engagement involves the positive and negative reactions to teachers, classmates, academic materials, and school in general. Such responses influence identification with the school and a sense of belonging and feeling valued.

Cognitive engagement hinges on investment in learning and may be a response to expectations, relevance, and cultural connections.

Without engagement, students may be at risk for school failure. Migrant students need avenues that ensure they are valued and have the opportunities that more stable students have.

English Language Development

English language development (ELD) is critical for academic success. In the school setting, ELD focuses on the literacy skills applicable to content area learning. Since many migrant students have a home language other than English, migrant programs must find avenues to supplement the difficulties faced by migrant students in ELD due to their unique lifestyle, while not supplanting Title III program activities.

Educational Support in the Home

Home environment is often associated with a child's success in school, reflecting exposure to reading materials, a broad vocabulary, and educational games and puzzles. Such resources reflect parent educational background and socio-economic status. While many migrant parents value education for their children, they may not always know how to support their children in a manner consistent with school expectations nor have the means to offer an educationally rich home environment. Efforts to inform families are crucial.

Health

Good health is a basic need that migrant students often do not attain. The compromised dental and nutritional status of migrant children is well documented. They have higher proportions of acute and chronic health problems and higher childhood and infant mortality rates than those experienced by their non-migrant peers. They are at greater risk than other children due to pesticide poisoning, farm injuries, heat-related illness, and poverty. They are more likely to be uninsured and have difficulties with healthcare access. Families often need assistance in addressing health problems that interfere with the student's ability to learn.

Access to Services

Newcomer status and home languages other than English often decrease access to educational and educationally-related services to which migrant children and their families are entitled. Since they are not perceived as permanent residents, services become more difficult to obtain.

Appendix F.2 Instructions for Conducting Group Activities

Affinity Process

An Affinity Process may help a team with diverse members to discover the values that they hold in common and build consensus to facilitate planning and decision making. The facilitator should provide a series of prompts written on a piece of chart paper. Questions may include:

- What is the purpose of the migrant education program?
- What are the most important things we want for our migrant children and youth?
- What is the goal of the CNA?

Step 1. Provide each team member with a pad of Post-it Notes and ask all team members to respond to the prompts, with each idea expressed in a complete sentence on separate Post-it Notes. They should work independently on this task.

Step 2. Organize team members into small groups, either by role group or in mixed groups.

- Provide each group with several sheets of chart paper.
- Provide the following instructions for the small group activity:
 - One person will introduce an idea that he/she wrote and stick it on a piece of chart paper.
 - Others will post similar or related ideas on the chart paper.
 - The next person at the table will introduce an idea and follow the same process.
 - The process will continue until all ideas are placed on the sheets of paper.
 - The groups will be instructed to create three-to-five word headings for each of the sheets of paper.

Step 3. Reconvene the whole group

- Ask one group to place one of its chart sheets on the wall.
- Invite other groups to place any sheets that are similar next to the first one.
- Then invite the next group to place one of its chart sheets on the wall.
- Invite other groups to post ones on similar topics.
- Continue this process until all sheets are posted. This part of the process works best if the team members can walk around and read all the posted ideas.

Step 4. As the final step, reconvene the small groups to discuss which concepts they feel are most important and craft a rough statement that uses the short headings from the chart sheets to convey their perspectives. These statements will be shared with the whole group and later provided to the team as guiding principles for crafting the SDP. This process will take one to two hours.

Brainstorming

Brainstorming around the question of “Where are we now?” is a quick way to generate a list of concerns or problems that the team feels should be addressed. This technique can be done at various times during the planning process when the group seems “stuck” or the energy is low. The activity can be done easily in five to seven minutes.

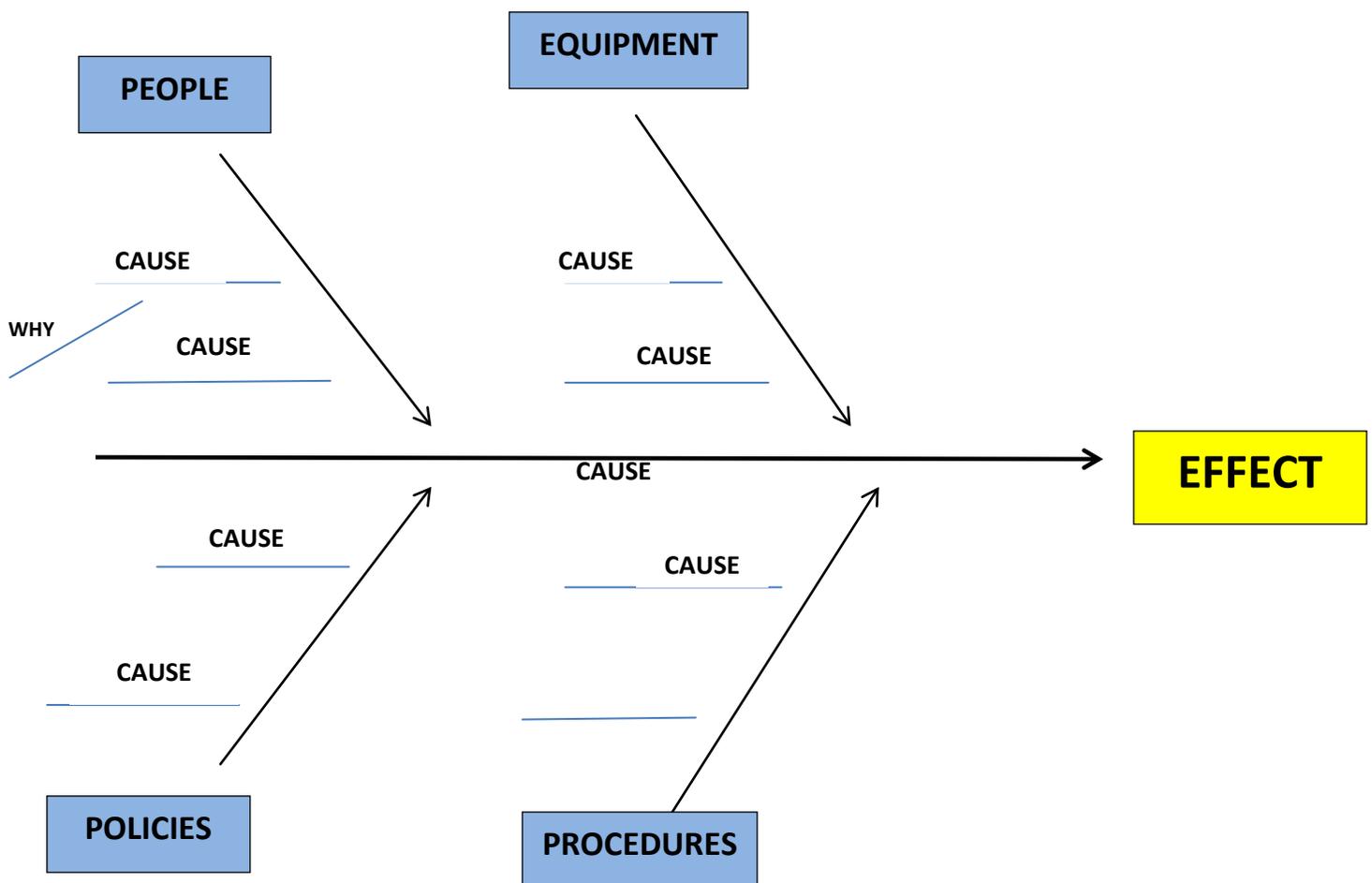
The facilitator should explain that team members should state their ideas briefly without explanation and no idea is to be judged as it is presented. The facilitator should provide a prompt, such as: “The greatest challenges for migrant students in our state are ...” When the activity begins, the facilitator, and perhaps another person to assist, should capture every idea on chart paper.

After the generation phase, one way to determine which ideas resonate with the group or to prioritize the ideas is to provide each team member with three to five colored sticky dots to place on the ideas that they feel are the most important. The ideas on the chart paper that have the most dots are the ones that should form the basis for further discussion.

Cause Effect Diagram (Fishbone)

This activity will help teams identify causes and contributing factors that must be considered in developing an effective plan. The facilitator should provide a problem statement, or elicit one from the group. The problem statement should be written in a box on the right side of a sheet of chart paper positioned horizontally. A line should be drawn across the center of the paper with diagonal lines branching out. The diagram resembles a fish with bones branching out from the spine. On each of the branches, the group can identify causes they feel are related to the problem. After many ideas are written on the diagram, the facilitator may want to have the team members identify the ones that they feel are most important. Providing each team member three to five colored sticky dots will enable them to note which causes they feel are the most significant, and can lead to further discussion for how these will be addressed in the SDP. This activity can be conducted in 15 minutes to a half-hour, depending on the complexity of the diagram.

Sample Cause Effect Diagram



Five Whys Root Cause Analysis

This activity is often used for conducting a root cause analysis because it provides a layered approach to understanding a problem. The facilitator should provide a problem statement (or ask the group to provide such a statement) that is written on chart paper. Then, the facilitator will ask simply, “Why?” The facilitator will write “because” on the chart paper, and summarize the group’s comments into a new statement. The facilitator will repeat this process three to five times until the group reaches consensus on the underlying cause or causes of the problem. There may be some diverse responses to the “Why?” questions. However, for each analysis, the group needs to focus on one response in order to dig deeper into the root cause of one statement. The facilitator can revisit alternative responses to conduct other analyses at a later time, if he/she determines this is necessary.

Example of Five Whys Analysis

Problem Statement: Migrant students in our state are performing significantly lower in reading and math than other students even though they are provided supplemental services.

Why?

Because migrant students have high rates of absenteeism.

Why?

Because migrant students miss school due to illnesses.

Why?

Because they don’t have easy access to medical care.

Why?

Because there are no medical services near where the families are living.

Why?

Because the area is too rural and population base too small to support a medical clinic.

Note how the process can lead to a very different view of why migrant students may not be performing well in school. The value of this process is to enable team members to consider other strategies beyond instructional solutions for poor academic performance and focuses attention on other issues that might have been overlooked.

SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis

A SWOT analysis is helpful in identifying a range of considerations that will facilitate or impede the attainment of outcomes as the team develops the plan. The facilitator should have four sheets of chart paper with the following headings: Strengths, Weaknesses, Opportunities, Threats. After explaining the purpose of the activity to the team, the facilitator should provide a prompt to focus the discussion. An appropriate prompt could be along the lines of, “What are the most important considerations for our state plan to serve migrant children and youth?”

Then the facilitator will invite input from the group and capture ideas on the chart paper, beginning with Strengths.

The following questions will help elicit responses for each of the headings:

Strengths:

- What are the best features of our migrant program that we can build on?
- What strengths exist among our migrant children and youth and their families?

Weaknesses:

- What are the greatest areas of needed improvement in our migrant education program?
- Who or what agencies and programs need guidance and support to help achieve good educational outcomes for migrant children and youth?

Opportunities:

- What untapped resources exist for migrant children, youth, and families in our state?
- Who are the leaders and champions of the migrant program that we need to involve?

Threats:

- What are the barriers to migrant children and youth succeeding in school?
- What will be the challenges to creating a plan that will achieve the Migrant Program Outcomes we desire for migrant children and youth?

Similar to brainstorming, the facilitator will want to keep the group energized and record all ideas quickly. Then, the group can prioritize the ideas by placing colored dots by the ideas that they feel are the most important. The facilitator should spend a few minutes debriefing and summarizing what was learned from the activity.

Think, Pair, Share

Think, Pair, Share is a technique that fosters individual reflection and group discussion on a topic.

Step 1. Provide a prompt, such as a statement, set of data, or article.

Step 2. Ask each individual to reflect on the statement and note ideas in writing. The facilitator should provide team members with a sheet of paper with questions to consider.

Step 3. Ask individuals to pair up and discuss their ideas. Pairs may represent similar roles or very different roles.

Step 4. After pairs have shared their ideas, ask for voluntary comments on what they have learned from each other. This sharing may generate further discussion on the topic that will provide insight into the migrant education program.

**COMPREHENSIVE NEEDS ASSESSMENT
NEEDS ASSESSMENT COMMITTEE MEETING I
STATE DEPARTMENT OF EDUCATION**

FEBRUARY XX, 2012

Meeting Purpose: To orient team members to the CNA process, review the Migrant Student Profile, and identify concerns related to migrant student performance in our state

9:00 Introduction of Committee Members, Management Team, and State Director

Group Activity: Team members introduce themselves and provide one statement on what they know and believe about migrant students

9:30 Overview of the CNA Process

9:40 Overview of Goals of the Migrant Education Program

9:50 Overview of the Seven Areas of Concern

Group Discussion: Does your experience and expertise in migrant education align with the Areas of Concern identified by the Office of Migrant Education?

10:15 Break

10:30 Review the Migrant Student Profile

State Director provides an overview (PowerPoint presentation)

Group Activity: Groups of three will address the following questions and present to the whole team – What surprised you in the data presented? What concerned you most? What additional data do you think is needed to make the Migrant Student Profile more comprehensive?

12:00 Lunch

1:00 Developing Concern Statements

Instruction and Practice Developing Concern Statements

Group Activity: Pairs will take one of the Areas of Concern and develop Concern Statements; use worksheet in *Appendix F.5*.

2:30 Break

2:45 Review Concern Statements as a Whole Group Using “Asking Why-Digging Deeper” Activity

3:45 Refining Concern Statements

Group Activity: Pairs that developed Concern Statements will refine their statements based on additional information on “root causes” generated in the “Asking Why-Digging Deeper” activity. They will write final Concern Statements on chart paper.

4:15 Prioritizing Concern Statements

Group Activity: Team members will be provided 10 sticky dots to note Concern Statements they feel are of highest priority.

4:30 Summarization of Prioritized Concern Statements

4:45 Debrief of the Meeting (what went well, what could be improved), Next Steps

5:00 Adjourn

Meeting Outcome: List of Prioritized Concern Statements

Appendix F.4 Concern Statements

Analysis of Concern Statements from Activity in Section F.2

1. We are concerned about educational continuity.

This statement merely introduces a general topic. It does not convey information about what specific issues are related to educational continuity for migrant high school students.

2. We are concerned that migrant students in high school perform 28 percentage points lower in math than all other high school students in our state.

This is not a Concern Statement; it is a restatement of the data and does not indicate a specific challenge or reason for poor performance that would lead to a discussion of an appropriate intervention.

3. We are concerned that high school students who move from one school to another may have to enroll in courses that are not strong matches from one location to the next.

This is a specific Concern Statement that proposes a reason for poor academic performance. On the basis of the statement here, we cannot tell if it reflects the data in the Migrant Student Profile; however, the statement indicates that there is familiarity with the specific challenges migrant high school students face in the state. Moreover, should additional data be needed to confirm this concern, the statement is specific enough to lead to a question for which data can be obtained.

4. We are concerned that budget cuts prevent the MEP from providing adequate services to migrant students.

While this is a concern for most programs, this is not a concern that relates to the MEP Goal Areas or Seven Areas of Concern. Moreover, it is an issue over which the MEP has no control.

5. We are concerned that migrant high school students cannot afford yearbooks, class rings, and appropriate clothes for proms.

This is not a concern that relates to the MEP Goal Areas or Seven Areas of Concern. Although it is important to ensure that high school migrant students are able to engage in non-academic activities to enrich their high school experience, the MEP is targeted toward improving the academic success of migrant students. Community collaborations should be established to support migrant students' participation in non-academic activities.

Examples of Strong Concern Statements

Goal: High School Graduation
Area of Concern: Educational Continuity

Concern Statements

1. Our concern is that migrant students who change schools frequently fall behind in grade level skills and understanding.
2. Our concern is that migrant students may not develop the strong academic self-esteem needed to carry them through challenging academic high school courses.
3. We are concerned that high school students who move at least twice each year may have to retake courses that are not strong matches from one location to the next.
4. Our concern is that motivation for learning may be an issue for migrant students.

Goal: High School Graduation
Area of Concern: Educational Support in the Home

Concern Statements

1. We are concerned that parents experience communication difficulties between the home and the school.
2. Our concern is that parents lack information about strategies to help children with reading and homework.
3. We are concerned that parental involvement in school activities is limited.
4. Our concern is that migrant parents may not understand the degree to which their involvement with school influences their child's academic success and involvement.

Appendix F.5 Worksheet for Developing Concern Statements

Concern Statements. Concern Statements are clear and consistent interpretations of the data and discussions will guide the work in developing the CNA. Concern Statements identify particular areas that require special attention for migrant students.

Criteria for strong Concern Statements. The utility of the CNA depends on the **quality**, **relevance**, and **specificity** of the Concern Statements.

A Concern Statement should:

- Be a complete, concise sentence
- Reflect one of the Goal Areas or Areas of Concern identified by OME
- Be based on why migrant students, as a result of their migrant background and lifestyle, are not doing well in school
- Be stated in terms of concerns of migrant students and families
- Directly reflect the data provided in the migrant student profile or additional information that was generated in a NAC discussion on what we know about migrant students in the state
- Be supported with additional data
- Be specific and concrete in a way that can lead to targeted services and interventions
- Be a concern that is appropriate for the MEP to address

Steps for Developing a Concern Statement

1. Identify a MEP Goal Area or Area of Concern suggested by data reviewed.
2. Identify a category or issue that is a subset of that MEP Goal Area or Area of Concern.
3. Write a statement that begins with a version of the following prompts
 - We are concerned that migrant students ...
 - We are concerned that migrant families ...
4. Review the Concern Statement according to the criteria listed above.
5. Note data that supports this statement.
6. Is there sufficient data to support this statement?
7. Note data needed to further explore or confirm this statement.
8. Conduct a Root Cause Analysis on the Concern Statement.
9. Revise the Concern Statement as needed.