

Section C: Targeting Services for Special Migrant Populations in Your Plan

| Developing the Service Delivery Plan (SDP): A Step-by-Step Approach |
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| Step 2: Become familiar with the needs of the most vulnerable populations of migrant students, such as Priority for Services students, preschool migratory children, and out-of-school migratory youth. |
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C.1 Focusing on Special Populations of Migrant Students

Among migrant children and youth, there are subgroups of special concern, such as students identified as Priority for Services (PFS), preschool children, and out-of-school youth. Not only do these subpopulations need more intensive services to address their various risk factors, they are required to be included in the Service Delivery Plan (SDP).

The Comprehensive Needs Assessment (CNA) describes gaps in the education and academic progress of migrant children and recommends solution strategies. The CNA will provide you with a good starting point for identifying the needs of the most at-risk subgroups of migrant children. Make sure that the needs of these groups have been specifically identified before proceeding with the SDP.

The SDP should include strategies for serving these subpopulations as well as accountability components, such as Measurable Program Outcomes and evaluation questions.

C.2 Priority for Service Students

Section 1304(d) of the Elementary and Secondary Education Act establishes a Priority for Services (PFS) requirement. In accordance with this requirement, MEPs must give PFS to migrant children:

- Who are failing, or most at risk of failing, to meet the state's content and performance standards
- Whose education has been interrupted during the regular school year

Why include services for PFS students? PFS students are more likely to be at risk for school failure than non-PFS students. Their high mobility often means that they are less likely to attend

school regularly, perform well on measures of achievement, or in many cases with older youth, even stay in school.

Table C.1 Challenges for Serving Priority for Services (PFS) Students and Strategies to Consider

| CHALLENGES AND SERVICES NEEDED | STRATEGIES TO CONSIDER |
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| Minimizing disruption due to high mobility | <p>Assess PFS students when they enroll in school if there is a delay in obtaining their academic records; implement policies and procedures to ensure that PFS students are quickly linked to instructional and non-instructional services.</p> <p>Have student records exchange policies in place to facilitate the easy transfer of school records.</p> <p>Provide support to help migrant children become oriented to a new school and make friends.</p> <p>Closely monitor the attendance of PFS students and follow up when attendance becomes irregular or ceases.</p> |
| Providing opportunities for PFS students to improve academically | <p>Provide supplemental services at a rate greater than that of other migrant students less at risk of academic failure, including out-of-school services such as after school and summer programming.</p> <p>Assess PFS students' progress frequently for many will be in the school system only a short time and will not be present for the state assessment.</p> |
| Parent involvement | <p>Help parents understand the impact of mobility on the education of their children and consider moving at times when the least disruption occurs, such as at the end of the school year or semester, during breaks, or after grading periods.</p> <p>Reinforce the importance of enrolling their children quickly when they move to a new site.</p> <p>Help parents with keeping their children's records (birth certificates, immunization records, report cards) in a convenient place (such as a folder), so they can provide them upon enrolling their children in a new school.</p> |

Ways to ensure that the needs of PFS students are addressed throughout the SDP include:

- Disaggregate performance data for PFS students
- Include strategies, MPOs, and program evaluation questions specifically for PFS students
- Require that requests for applications for local project funding specifically address how PFS students will be identified and provided services, and how their success will be measured
- Include indicators in the local monitoring protocol that address how a local project targets services toward PFS students

Moreover, you should include a section in the SDP on PFS students. See *Section F – Applying the Framework to Migrant Children in Need in the Service Delivery Plan* for the type of information that should be included in a section on PFS students.

C.3 Preschool Migratory Children

Section 1304(c)(4) of the Elementary and Secondary Education Act requires that states, in carrying out their programs and projects, address the unmet needs of preschool migratory children.

Why include services for preschool migratory children? Young children of migrant and seasonal farmworkers often face a number of challenges that place them at risk for developmental delay and greatly impact their later school achievement and success. Preschool migratory children can overcome educational challenges by participating in preschool programs and services.

What are the educational challenges faced by preschool migratory children? Factors such as inadequate living conditions, low parental education, lack of healthcare, and poor access to early education services all impact the young migrant child’s ability to develop and learn. Unfortunately, migrant children are often underrepresented in early childhood programs due to factors related to access, availability, and affordability. As a result, it is important that state directors and local project coordinators have a clear understanding of what type of programs are needed to serve the unique needs of preschool migratory children, as well as how to reach out to their families in order to make early education programs accessible to them.

Table C.2 provides strategies to consider for addressing the educational challenges preschool migratory children face.

Table C.2 Challenges for Serving Preschool Students and Strategies to Consider

| CHALLENGES AND SERVICES NEEDED | STRATEGIES TO CONSIDER |
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| <p>Greater access to high-quality early childhood education programs</p> | <p>Compile a list of local preschool programs that might enroll migrant children and distribute that list to parents. Be sure the information is in families’ native language.</p> <p>Strengthen the referral system within your community to ensure that families receive the appropriate services and do not fall through the cracks.</p> <p>Promote awareness of the unique factors that impact the lives of migrant children by offering professional development and training to service providers.</p> <p>Work with programs to offer full-day services of 12–15 hours duration during peak harvest season.</p> <p>Organize 4-to-6-week summer academies for students entering kindergarten in the fall.</p> <p>Establish agreements or memoranda of understanding (MOUs) with Head Start and other preschool programs to hold slots for a limited number of migrant children; preschool programs often reach full enrollment in September, which can be a barrier to migrant families with young children who move after September.</p> |
| <p>Healthcare</p> | <p>Work with community agencies and service providers to offer an array of healthcare services that includes health, dental, mental health, nutrition, disabilities services, etc.</p> <p>Offer a day of screening and immunizations, and distribute information within the migrant community.</p> <p>Ensure children are signed up for the state’s child health insurance programs (to learn more about Migrant Farmworkers Health programs, visit the website of the National Center for Farmworker Health: www.ncfh.org)</p> |
| <p>Parent involvement</p> | <p>Educate parents about the importance of high-quality early childhood education environments and help them advocate on behalf of their children.</p> |

| CHALLENGES AND SERVICES NEEDED | STRATEGIES TO CONSIDER |
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| | <p>Engage parents in children’s learning by providing classes on child development or early literacy. Arrange transportation to/from classes; offer child care if needed.</p> <p>Provide parents with developmentally appropriate educational materials that they may use at home with their preschool-aged children.</p> |

You are encouraged to include strategies, MPOs, and evaluation questions that target services for preschool-aged children in migrant families.

C.4 Out-of-school Youth

The term out-of-school youth (OSY) refers to migrant youth (typically age 16 through 21) who meet the definition of migratory child, but who are not currently enrolled in a K-12 school. This could include students who have dropped out of school, youth who are working on a GED outside of a K-12 school, and youth who are here-to-work only. Here-to-work OSY are youth who have immigrated to the United States in order to work, usually without the intent of enrolling in the U.S. educational system. Although many here-to-work OSY are underage, many have not been accompanied by a guardian and some have received very little formal education in their native country.

OSY are one of the groups of migratory youth who are least likely to graduate from high school. Because all states have a performance goal for their Migrant Education Programs (MEPs) that all migrant students will graduate from high school and the high school graduation goal is also a part of the migrant program evaluation, it follows that the unique needs of these youth should be addressed in the SDP.

Why include services for OSY? Oftentimes, very few services are available for this population in the traditional K-12 system. If there are services available, then OSY may not be aware of those services or they are unable to take advantage of them. Thus, these students usually receive the fewest services and the least amount of attention.

What are the educational challenges faced by OSY? For OSY, there are many educational obstacles that are the result of their migrant lifestyle. Some of these students lack basic needs such as housing, food, clothing, and transportation. If the student is here-to-work, then his or her day-to-day existence may hinge on efforts to meet those basic needs. Other areas of

concern include healthcare needs, language barriers, isolation, poor support to participate in educational opportunities, and little or no information regarding vocation or career opportunities. Often, another challenge for OSY is little educational experiences in their home country, and sometimes their primary language is an indigenous language – Spanish is already their second language.

To assist states in identifying and serving OSY, the Office of Migrant Education awarded an incentive grant to *Solutions for Out-of-School Youth (SOSY)*. SOSY is a consortium of select states whose goal is to collect information regarding successful strategies/practices and then share with other states and interested partners.

Table C.3 provides strategies to consider for addressing the educational challenges of OSY found on the SOSY website (www.osymigrant.org).

Table C.3 Challenges for Serving Out-of-School Youth (OSY) and Strategies to Consider

| CHALLENGES AND SERVICES NEEDED | STRATEGIES TO CONSIDER |
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| Healthcare needs | <p>Provide opportunities for health education on topics such as basic nutrition, proper dental care, and drug/alcohol awareness.</p> <p>Distribute healthcare information or dental kits.</p> <p>Ensure youth are signed up for the state’s child health insurance programs or other health programs for which they may be eligible (to learn more about Migrant Farmworkers Health programs, visit the website of the National Center for Farmworker Health: www.ncfh.org)</p> |
| Language barrier | <p>Provide access to English as a Second Language and literacy classes in a variety of settings (e.g., in-camp, in-home, community sites, etc.) and on a flexible schedule (days, nights, and weekends).</p> <p>Collaborate with local employers to recruit participants and arrange class schedules.</p> |
| Isolation and poor support to participate in educational opportunities | <p>Help students locate and gain access to the appropriate educational placement (e.g., return to school, GED classes).</p> <p>Arrange transportation to and from classes; offer child care if needed.</p> <p>Provide mobile education services that travel throughout the</p> |

| CHALLENGES AND SERVICES NEEDED | STRATEGIES TO CONSIDER |
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| | community, or look for opportunities to offer distance learning courses/training. |
| Little information regarding vocation or career opportunities | <p>Collaborate with local community colleges or vocational schools to offer aptitude screening or vocational counseling.</p> <p>Offer mini-workshops on budgeting and managing money.</p> <p>Connect OSY with local career coaches or mentors.</p> <p>Conduct classes focused on improving life skills such as searching for a job and interviewing, going to the store, and paying bills.</p> |

C.5 Key Role of Cross-Program and Cross-Agency Collaboration

Given the unique educational needs of these special populations, it is difficult for a single agency or organization to sufficiently address the needs of PFS students, preschool students, and out-of-school youth. A successful response invariably requires a team of agencies and service providers. State directors and local projects must be willing and able to reach out to and partner with other agencies, including social services, juvenile justice, community- and faith-based organizations etc., to address these needs. The SDP should include strategies to increase partnerships and coordinate services to create a SDP that effectively serves the most vulnerable populations of migrant children and youth. An energetic and cooperative approach, guided by the strategies presented above, will increase the value of your efforts to serve special migrant populations.

C.6 Summary of Key Concepts

- There are special migrant populations that need particular attention: PFS students, preschool children, and OSY.
- Migrant programs must serve PFS students first and provide intensive services to enable them to perform to the state academic standards.
- PFS students are defined as those students who are most at risk for school failure and whose education has been interrupted during the regular school year.
- Preschool migratory children can benefit from preschool programs and services to help them overcome educational challenges.
- Reaching out to parents is key to getting migrant preschool students enrolled in available programs and services.
- OSY have unique needs resulting from their migrant lifestyle, and they often encounter more challenges/obstacles than migrant students enrolled in school.

- State directors and local projects will need to reach out and partner with other agencies and organizations in order to effectively address the needs of these students.

C.7 Reflection and Application

The following questions are intended to help you think through these issues and assist you with moving forward with your work.

1. What identified needs emerged from your CNA regarding these special migrant populations?
2. Who are logical partners to recruit into collaboration in order to address these needs?
3. What strategies will help ensure that the unique needs of these students will be adequately addressed in the SDP?
4. How can the needs of these students be targeted throughout the SDP?
5. What programs and agencies would be effective partners to address the needs of the most at-risk populations of migrant students?