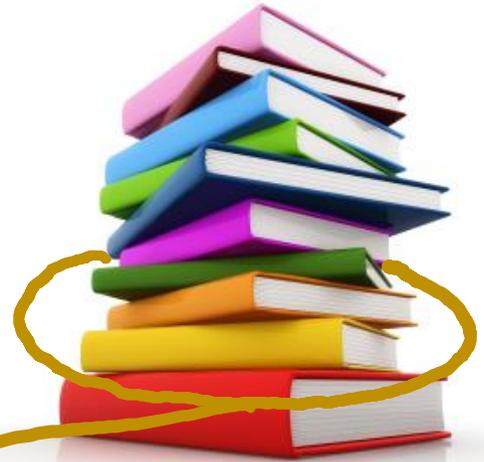


# **New Mexico Migrant Education Program**



## **Resources Roundup**

# **Best Practices Summary**

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# Why

## ...do we need a program for migrant students?

Migrant students have a unique combination of needs that have been identified for mobile agricultural workers across the nation. These are the seven areas of concern and the New Mexico context.

1. **Educational Continuity**—Because migrant students move often, students experience differences in curriculum, academic standards, homework policies, and classroom routines. In a six-year span, students moving more than three times are likely to fall a full academic year behind stable peers.
2. **Time for Instruction**—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.
3. **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, based on Fredricks, Blumenfeld, and Paris (2003).
  - Behavioral engagement* focuses on the opportunities for participation, including academic, social, or extracurricular activities.
  - Emotional engagement* emphasizes appeal. Positive and negative reactions to teachers, classmates, academic materials, and school in general determines whether ties are created.
  - Cognitive engagement* hinges on investment in learning and may be a response to expectations, relevance, and cultural connections.
4. **English Language Development**—English language development (ELD) is critical for academic success. Since many migrant students have a home language other than English, migrant programs must find avenues to address ELD, while not supplanting Title III program activities.
5. **Education 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 or have the time or means to offer an educationally rich home environment.
6. **Health**—The compromised dental and nutritional status of migrant children is well documented with higher proportions of acute and chronic health problems and there are higher childhood and infant mortality rates than those experienced by their non-migrant peers (Huang, 1993). They are at greater risk than other children due to pesticide poisoning, farm injuries, heat-related illness, and poverty.
7. **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 viewed as permanent residents, services become more difficult to obtain.

# Unique Needs

**Strategy 1.1a:** Offer supplemental instructional services such as tutoring, summer school, extended school day, or supplementary online instruction for MEP students to improve reading and math achievement.

## Tutoring

Effective tutors:

- Identify and address migrant student needs;
- listen and communicate early and often with parents and teachers; and
- have specific content expertise and training.

## Summer school

2/3 of the achievement gap for ninth grade low income students can be attributed to what happens during the summer. High quality summer learning programs can eliminate that gap. High quality means:

- Qualified staff who plan together
- 5 weeks with 3-4 hours of academics per day
- Family involvement
- Strategic partnerships

## Extended day

High quality means:

- Aligned with the school day so that goals and objectives are the same but extended day programs take a different approach that is specific to student needs
- Community collaboration that allows leveraging of knowledge and resources
- Attention to safety, health, and wellness
- Sustained student participation and access
- Ongoing assessment and improvement

## Modifications for small sites

Provide a stipend to a teacher or administrator to conduct project-based activities once or twice a month depending on funds. Tailor projects to students and include as many students as possible with older students tutoring younger students.

## Online instruction

Online learning can be an effective option for situations where students have diverse needs and need additional exposure to concepts and skills. Effective online learning includes:

- Tutoring staff who understand the topic and the software
- High quality online (or computer-based) materials that are aligned with school day objectives
- Frequent progress checks and assessments that students, parents, and teachers can access
- For migrant students, a comprehensive pre-assessment is especially important to identify gaps in knowledge and place students in the appropriate program
- For secondary students and out-of-school youth, online credit accrual may help them obtain credits needed for high school graduation

### Keys to success:

- Staff trained in content and migrant student needs
- Staff who can form positive relationships with students, parents, and teachers
- Enriching activities designed for academic and holistic development
- Evidence-based instructional materials



**RESULT:** By the end of the 2016-17 school year and each year thereafter, 70% of migrant students in grades K-12 who are below proficiency and receive MEP supplemental instructional services will demonstrate average scale growth in reading and math between two district short cycle assessments.

# Reading and Math

## Strategy 1.1b: Implement an innovative technology integration program to increase student achievement in reading and math and student engagement in school.

A quality technology integration program may be stand alone or part of an extended day or summer program. Goals should include increased reading and math skills achieved through hands-on and innovative projects. These can include robotics, graphic design, science experiments, computer-assisted storytelling, and many other possibilities. The Indiana Migrant Education Program has developed a set of lessons specifically for migrant students that can be accessed at

<http://www.doe.in.gov/elme/instructional-materials-and-assessments>

Equipment that may be needed.

- Tablets or laptops
- Sphero balls
- Drones
- 3D printers



### Keys to success:

- Staff with interest in technologies to be used and solid content knowledge
- Enriching activities
- Partnerships within the community for enhancing lessons
- Assessment of progress



## Strategy 1.3: Implement a migrant mentor or advocacy program to give students and families a consistent contact in the school building and provide support specific to the needs of individual migrant families.

A mentoring program operates somewhere between a tutoring program and an unstructured community-based mentoring program. Descriptors of mentoring programs include

- operating in a school campus with school personnel who can build positive relationships with migrant students
- mentoring relationships that meet for the duration of the school year with even more effectiveness shown when those can extend into the summer and across grades
- trusting, mutually satisfying relationships between mentors and mentees
- some structured activities designed to help increase academic skills such as homework help
- advocacy with teachers and school administration that helps students and families understand and navigate all aspects of the educational system
- written procedures and structured materials for mentors to use with migrant students

### Modifications for small sites

If the allocation is too small for a full blow tutoring program, stipends for school staff to mentor migrant students may work in small sites. Combine time and expertise with other organizations or sites. If near other migrant programs, consider holding joint activities for parents and students.

**RESULT:** *By the end of the 2016-17 school year and each year thereafter, all projects implementing the mentoring strategy will report that 90% of MEP families received needed support as recorded on the MEP parent contact log.*

**Strategy 2.1:** Provide in-home school readiness instruction and parenting education for preschool children whose parents do not enroll their children in existing preschool programs.

The first task for this strategy is to determine which migrant preschool students are age-eligible for existing preschool programs and which are not attending. For those that are not attending, determine reasons why and attempt to advocate for placement, provide support to parents for

### Modifications for small sites

Hold several parent and child meetings throughout the year for parents of preschool children designed to give them strategies for helping to prepare their children for school.

placement, or help parents understand the benefits of early childhood education (ECE). When students cannot be placed, programs may provide additional in-home support to help children become school ready.

### Resources needed

- Training for staff in ECE best practices and in-home parent and child activities
- Curriculum for in-home school readiness instruction
- ECE assessment or protocol

### Keys to success:

- monitoring of domains of development: physical, social and emotional, and cognitive
- teachers trained in ECE who understand sequences of learning and provide activities appropriate to the child's developmental stage, practice for existing skills, and challenges just beyond current mastery
- culturally appropriate activities that connect to the child's environment and background knowledge
- wide variety of teaching strategies and interactions that support different types of learning



**Strategy 2.2a:** Provide information about and referrals to existing preschool programs through intentional recruiting, home visits, collaborations with a committee of providers, transportation, and wrap-around preschool (PK) instructional services to match parent schedules.

Partnerships with existing preschool programs are necessary. Advocacy will help ensure that migrant students who may be absent for enrollment deadlines or whose parents may not understand the enrollment process still have access to programs. For some parents, information and discussions about the importance of ECE may be important. Especially effective in encouraging reluctant

parents are other parents who have had a positive experience with the ECE provider.

### Resources needed

- Written information about local ECE programs
- Agreements with providers for migrant student access when families move in late
- Advocates to assist families

**RESULTS:** *By the end of the 2016-17 school year and each year thereafter, 50% of migrant students participating in migrant-funded in-home school readiness instruction will meet developmentally appropriate benchmarks on a school readiness assessment.*

*By the end of the 2016-17 school year and each year thereafter, 50% of identified migrant students ages 4-5 and not in kindergarten who are resident for at least six months will participate in an early childhood education programs (either MEP-funded or existing in the district).*

School Readiness

**Strategy 2.2b:** Provide information about and referrals to existing preschool programs through intentional recruiting, home visits, collaborations with a committee of providers, transportation, and wrap-around preschool (PK) instructional services to match parent schedules.

MEPs may assist parents in gaining access when transportation, schedules, and other factors prevent migrant preschool children from participating in existing ECE programs. MEPs should complete a

needs assessment for each family to determine barriers to participation and provide allowable services to facilitate participation.

**Keys to success:**

- local needs assessment to determine barriers to ECE participation
- informing programs about migrant students and their needs
- participation in ECE provider meetings



## School Readiness

**Strategy 3.1:** Provide supplemental instructional services with flexible scheduling that meet student needs such as tutoring, summer school, extended school day, credit accrual, college and career readiness support, or online instruction to improve core content achievement.

### Summer school

Getting migrant high school students to attend a voluntary summer program can be difficult. Interest can be elicited in this group of students when they see a tangible benefit in attendance. Ways to increase interest include flexible scheduling so that working students can attend activities; the possibility of seeing a tangible result such as a project, credit for course completion, assessment completion, or certification. Other motivators include instructors who speak the language of their students; and opportunities for socialization with other migrant students.

### College and Career Readiness

Interest inventories, high school graduation plans, and career plan development can help guide program development. Events that bring in secondary youth for a purpose for a small number of sessions and include high-interest activities may be more successful than daily or weekly program offerings. Activities should be aligned with what is

### Modifications for small sites

Coordinate a few activities around college and career readiness throughout the year. Some possibilities include:

- Presentations for HS students from CAMP students
- Seminars on migrant scholarships (see <http://migrant.net/migrant/scholarships/>)
- Reviews of Next Step plans
- College field trips

expected in the school but presented in a way that aligns with migrant student needs.

### Credit Accrual

When migrant students need additional credits to graduate on time, there are a variety of options:

- Coordination with the school for enrollment in existing credit retrieval programs
- Online credit accrual (Plato, E2020, etc.)
- Semi-independent courses such as PASS

## High School Graduation

**Strategy 3.2a:** Provide referrals and support to access services and resources that meet the needs of students at risk of dropping out of high school and out-of-school youth (OSY) such as high school equivalency programs, HEP, or re-enrollment in school.

### OSY Referrals

A needs assessment for OSY will need to be completed to determine appropriate referrals. Possible services include

- HEP programs
- ESL programs
- Health services
- Legal aid
- Housing assistance
- Nutrition assistance



and financial support. CAMP serves approximately 2,400 migrant participants annually. Overall, nearly three-quarters of all CAMP students graduate with baccalaureate degrees.

### Secondary Referrals

All migrant secondary student progress toward graduation should be monitored and any need identified. MEPs should establish their own list of locally available resources that help prevent dropouts, establish relationships with providers, inform them of needs, aid students in accessing services, and follow-up to ensure services were accessed and needs addressed.

### HEP/CAMP

HEP and CAMP are educational programs which serve students from migrant or seasonal farmworker families. HEP helps students who have dropped out of high school get their High School Equivalency Credential, and serves more than 6,000 students annually. CAMP assists students in their first year of college with academic, personal,

### Resources needed

- List of local service providers and contacts
- HEP/CAMP contacts
- Evidence-based materials for credit accrual
- <http://osymigrant.org> for life skills materials

**Strategy 3.2b:** Build connections between secondary age youth and the community education providers through a mentorship or job shadow program.

High quality mentoring programs include:

- Mentors who know school culture, policies, and graduation requirements
- Coordination with other programs with similar goals
- Mentors help students explore options for after high school graduation through college visits, career interest inventories and plans, and setting up job shadowing opportunities
- Ensure needs of migrant students are discussed at key staff meetings
- Clear channels of communication between students, teachers, and mentors
- Addressing and resolving student barriers to success as soon as possible
- Have a system for evaluating the effectiveness of mentors

**RESULTS:** *By the end of the 2016-17 school year and each year thereafter, 50% of students in grades 9-12 who participate in supplemental instructional services will be on track toward graduation as measured by their Next Step Plan.*

*By the end of the 2016-17 school year and each year thereafter, 50% of youth receiving referrals will enroll in the program to which they were referred.*

# High School Graduation

**Strategy 3.3:** Provide supplemental instructional services with a flexible schedule that meets student needs to help OSY and secondary age youth gain basic life skills.

### Life skills

The OSY Consortium has developed dozens of lessons designed specifically for migrant OSY and migrant secondary age students regarding health, finances, parenting, legal issues, and other life skills. Instructors should determine needs and find lessons that meet needs with the Continuum of Services Tool.

[http://osymigrant.org/Continuum%20of%20Services%20\(with%20HSED\)%208.2016.pdf](http://osymigrant.org/Continuum%20of%20Services%20(with%20HSED)%208.2016.pdf)

### OSY instruction

Structuring instructional services for migrant OSY can be a challenge as they are often working and not able to attend classes at a school building. Many programs have been successful with home-

based and community-based instruction at times that fit schedules for OSY. Migrant staff set up tutoring sessions of an hour or so and complete a lesson that meets student needs. The GOSOSY Continuum of Services Tool can help staff navigate the many lessons available and align them to student needs and interests.

### Modifications for small sites

Small programs with few secondary students and OSY or limited budgets may combine parent activities with activities for secondary youth. Many of the OSY activities would also be appropriate for parents.

### Keys to success:

- Enriching activities with an incentive for participation
- Staff who build rapport with high school students and OSY
- Flexible scheduling
- Creative ideas for reaching students and encouraging participation
- Consistent attempts to garner engagement



*RESULT: By the end of the 2016-17 school year and each year thereafter, 50% of students participating in life skills lessons will increase their score on the lesson pre/post assessment by 20%.*

The materials for this strategy should be downloaded from [osymigrant.org](http://osymigrant.org)

Lessons: <http://osymigrant.org/GOSOSYinstructional.html>

Online training: <http://osymigrant.org/Professionaldevelopment.html>

Student Assessment Score Sheet (for documenting results):

<http://osymigrant.org/GOSOSYinstructional.html>

# High School Graduation

**Strategy 4.1:** Provide ongoing parent education, parent involvement activities, and Migrant Parent Advisory Councils designed to help parents communicate with the school, support their children's educational goals, and be involved in their child's education. Include school readiness, reading, math, and/or technology instruction strategies for the home during parent events.

## Parent Education

High quality parenting education and family support programs include:

- facilitation of parental effectiveness rather than an approach of remediation
- a focus on the importance of the parent's role as nurturer and first teacher
- a belief in the capacity for parental growth and development
- a dedication to building on family strengths
- a belief that parental self-esteem and confidence enhance parental effectiveness
- a provision for parental input and decision-making in the program
- flexibility in program planning, with responsiveness to participants' needs and preferences
- valuing of the importance of informal social support networks for families
- partnerships with community agencies with efforts to connect families to available resources and support

## Parent involvement activities

Best practices in parent involvement identified by the Interstate Migrant Education Council (IMEC) include:

- use cultural brokers (individuals that migrant parents trust) to provide personal invitations to activities
- provide information to parents about school culture, rules, and reporting systems
- give parents important roles in the development and presentation of activities
- enlist parents to help other parents learn with structured activities
- provide activities around a central academic theme such as literacy nights or math nights
- provide staff development to help teachers recognize and support parents' involvement

## Parent Advisory Committee

The New Mexico MEP has developed a parent involvement plan and a set of by-laws for PACs. These documents are on file with the Public Education Department.

### Keys to success:

- The PACs that have the most impact are run by parents
- Parents will attend when they feel supported by the program and want to support it in return
- Include an academic focus during activities with educational strategies for the home
- Provide opportunities for community service providers to speak with parents



**RESULT:** *By the end of the 2016-17 school year and each year thereafter, 70% of migrant parents who receive MEP parent training will report that the training helped them increase their ability to support their children's education.*

# Family and Support Services

**Strategy 4.2a:** Provide information and access to support services and educational opportunities from community organizations and non-profits through transportation, translation, and supplies distribution as needed.

Use the NM MEP Parent Contact Log to determine critical needs. The survey is intended to be used by parent liaisons or recruitment staff during an interview with parents. The survey should be kept on file for the family and every time referrals are made to meet family needs, the referral and follow-up should be recorded.

Best practices include:

- Developing a list of services providers and contact information to provide to parents
- Informing services providers of migrant parent needs
- Assisting migrant parents in communicating needs to service providers including English interpretation and advocacy
- Following up with parents and service providers to determine if needs were addressed

**Strategy 4.2b:** Provide supplemental support services necessary for students to attend school and school-related events such as supplemental educational materials, nutrition, backpacks, uniforms, clothing, and transportation.

When the parent contact log shows that there are barriers to migrant students attending school and being successful in school, the MEP may provide allowable support services to help facilitate success in school. When providing support services, programs should document the support service needs and the service provided on the Family Needs Assessment Survey.

### Modifications for small sites

Small sites should coordinate with other agencies to provide support services when funds are insufficient to provide direct services. Identify critical needs with the parent contact log and target services to the greatest needs.

**RESULT:** *By the end of the 2016-17 school year and each year thereafter, 70% of identified migrant students will receive support services designed to meet their identified needs.*

### Sources and further reading

“Action Toolkit: Expanding Summer Learning, Meals and Jobs for America’s Young People”

<http://www.summerlearning.org/wp-content/uploads/2016/06/Action-Brief-2016-6.pdf>

“Best Practices in Parenting Education” <http://parentingresearch.info/papers/BPteach.pdf>

“Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8”

<https://www.naeyc.org/files/naeyc/file/positions/position%20statement%20Web.pdf>

“Migrant Parent and Family Involvement: Research-related Strategies to Implement NCLB” [http://imec-migrated.org/publications/NationalPolicySeminars/1673.4205\\_Migrant\\_Parent\\_and\\_Family\\_Involvement\\_Seminar.pdf](http://imec-migrated.org/publications/NationalPolicySeminars/1673.4205_Migrant_Parent_and_Family_Involvement_Seminar.pdf)

“Quality Afterschool: Helping Programs Achieve It and Strengthening Policies to Support It”

[http://afterschoolalliance.org/documents/issue\\_briefs/issue\\_quality\\_47.pdf](http://afterschoolalliance.org/documents/issue_briefs/issue_quality_47.pdf)

“The ABCs of School-Based Mentoring: Effective strategies for Providing Quality Youth Mentoring in Schools and Communities” <http://educationnorthwest.org/sites/default/files/abcs.pdf>

“What Makes a Successful Tutor?” <https://www.edutopia.org/blog/what-makes-a-successful-tutor-seth-linden>

“Why Summers Matter” <https://childcareta.acf.hhs.gov/sites/default/files/public/ncase-summer-learning-brief.pdf>

# Family and Support Services