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Overview to the Migrant Education Supports Information System

2008-09



The California Department of Education's 2007 *California Migrant Education Program Comprehensive Needs Assessment* stressed the importance of having better data concerning the needs of the almost 240,000 migrant students in California enrolled in 4,400 schools, including better means to identify them in data sources. As a result, health and engagement indicators have been included in the new state plan for the Migrant Education Program (MEP). To provide data to help migrant education programs monitor these indicators and to better identify, understand, and address the needs of migrant youth and program staff, the CDE Migrant, Indian, and International Education Office (MIIEO) funded the development of the Migrant Education Supports Information System (MESIS) based on an expansion of the *California Healthy Kids Survey (CHKS)* and the *California School Climate Survey (CSCS)*.

The heart of MESIS are reports to school districts that summarize their CHKS and CSCS survey results as reported by migrant program students and staff. These reports are intended to help guide improvements in school environments, resources, and services that students in the migrant education system need to succeed as learners and that promote their overall well-being.

This system overview describes the purpose and content of the MEP Reports, the resources available to help understand and use the data, the issues that need to be taken into consideration, and next steps that districts might undertake. It also provides background information about the CHKS and CSCS in general (Appendix A) and a summary of the Comprehensive Needs Assessment (Appendix B).

Main Features of MESIS

- » Addition of questions to the CHKS and CSCS asking students and staff to identify whether they are part of the local migrant education program;
- » Preparation of supplemental CHKS/CSCS reports for each district, summarizing results by migrant education students and staff compared to all other students and staff.
- » Biennial preparation of similar aggregated regional reports for each of the 23 Regional Migrant Education Centers (RMEC), as well as statewide results.
- » Posting of reports on the Migrant Students Information Network (MSIN) and on the CHKS/CSCS websites for public access and awareness.
- » Development of a *Workbook*, with accompanying workshop training, to assist in understanding the survey results and determining what program and policy actions are warranted.

Goals

- » Raise school and general public awareness of the needs of migrant education students and the staff that provide them services, especially in regard to learning engagement and health-related barriers to learning.
- » Promote dialogue at the local, regional, and state level on meeting those needs.
- » Monitor and promote a better understanding of how well schools are implementing programs and services in fulfillment of the Comprehensive Assessment, the state plan for migrant education and the requirements of No Child Left Behind.

- » Help retain high-quality migrant education staff by identifying their needs.
- » Better integrate migrant and general education.
- » Embed efforts to improve supports for migrant education in the broader CDE effort to close the racial/ethnic achievement gap (CTAG), as discussed in Appendix A.

SURVEY PLANNING

The district migrant education program directors will be contacted by WestEd staff and given the contact information for the district CHKS/CSCS survey coordinator, so that they may participate in survey planning, as well as begin the process for reviewing and disseminating the findings. This is especially important if program data needs warrant adding questions to the survey or expanding the sample (e.g., more schools or students). Planning should also involve discussions with the RMEC director about common regional program needs.

Staff and Student Notification and Participation

It is essential that all migrant education staff be urged to inform their students that the services they were receiving are under the MEP, so that the students accurately self-identify their program participation on the CHKS.

Among the most important factors affecting the quality of survey results is the level of student and staff participation. The higher the average response (participation) rate, the more one can have confidence that the results reflect all students and staff and are not possibly a biased reflection of those who did. Even if response rates are low, keep in mind that the results still provide an indication of the experiences, perceptions, and feelings, of those students and staff who did respond. As staff participation has been lower than student, pay particular attention to urging them to complete the CSCS.

The *CHKS and CSCS Guidebooks* provide strategies for improving participation. For students, attention to parent consent is essential. For staff, but one of the most important is raising awareness of the value of the survey to the school and the value the school places on staff input. To that end, it is important that staff are informed about the results and engaged in a discussion of their meaning and what program improvement efforts the district and school should undertake in response. *Staff must perceive that their voice is valued, heard, and acted upon.*

MIGRANT EDUCATION REPORTS

District Reports

MEP Reports for both CHKS and CSCS will be sent to the migrant education program director in all school districts whose surveys meet the minimum respondent number needed to preserve confidentiality (see below). They will be sent to the person responsible for the MEP program, as identified by the survey Contact Form each district fills out when planning their surveys. CSCS reports

provide results for elementary, middle, and high school staff. CHKS MEP reports are provided at the secondary level (grades 7, 9, and 11). Focus groups and field tests revealed the reliability of self-report MEP program status among 5th graders was too low. Copies are also made available to CDE and the Regional Migrant Education Centers (RMEC) through the Migrant Student Information Network (MSIN).

Recipients are urged to review the findings with their RMEC and other stakeholders before presenting them to the district Superintendent and discussing their dissemination, implications for program improvement, and next steps that should be taken. *Public dissemination of the data must be coordinated with, and not occur before, release of overall survey results.*

Report Confidentiality Requirements. To preserve student confidentiality, no data for any grade level are reported in any table if less than ten students or five staff respond. If there are sufficient respondents in the district overall but not at any grade-level, a combined district-level report will be prepared. No local dataset will be made available for analysis that potentially might enable a student or staff person to be identified. Confidential analysis can be conducted by WestEd as a custom service.

Memorandum of Understanding. All individuals that receive a district report or dataset must sign a *Memorandum of Understanding* to keep the data confidential and not release it without coordination and permission with the district.

Statewide and Regional (RMEC) Aggregated Reports

Following the completion of the first full statewide aggregation of all the district datasets (January of 2011), WestEd will biennially provide each of the 23 RMEC's with a set of CHKS and CSCS tables aggregating the results by MEP status for all the districts in each region. These regional reports also will be updated every two years and posted on the MSIN and survey websites.

Every two years, aggregated sets of CHKS/CSCS tables will be generated at the state level as well. These reports will highlight key findings and their implications to help focus attention statewide on meeting the needs of migrant students and the staff who serve them. These state norms can be compared to local results.

MSIN and Public Dissemination

As reports are completed, they also will be available through the Migrant Student Information Network (MSIN), along with all support materials and guides. This will enable the reports and materials to be immediately assessed by not only district staff but also the RMEC's and CDE, so that they can work with local staff in assessing the implications of the results.

In the fall of each year, the local MEP reports for the previous year will be publicly posted on the survey websites, along with all other CHKS/CSCS district reports, so that anyone may access them. This is designed to serve several purposes.

- » With turn-over of staff, reports often disappear. By posting them, districts can retrieve and download new copies immediately.

- » It enables anyone to easily determine who has been provided data.
- » It raises public awareness of the results and, therefore, facilitates school-community collaboration in discussing and meeting the needs of migrant youth and programs.

HOW MIGRANT STUDENTS AND STAFF ARE IDENTIFIED

On the CSCS, staff are asked to identify whether they have responsibilities for “migrant education” (in addition to identifying the specific roles they perform in the school, such as teacher, administrator, counselor etc.) Based on this question, the MEP reports summarize in tables the results for all staff who indicated they had any MEP responsibility compared to all other staff.

On the CHKS, obtaining accurate student self-reports of MEP status posed challenges. Several methods and question wording were explored with the MIIEO and MEP staff, and then field-tested with students. The final question asks secondary students: “In the past three years, have you been part of the Migrant Education Program or did your family move to find work in agriculture.” The survey also asks students whether they live in migrant housing, as part of a general living-arrangements question.¹ *To insure accurate self-identification, it is very important that MEP staff inform all their students that they are part of the program prior to their participation in the survey, in case students might not be aware of it (see Survey Planning).*

ASSESSING THE DATA AND TAKING THE NEXT STEPS

Receiving a MEP report is just the first step in a data-driven, decision-making process to improve programs. The following describes actions you can take to analyze and use the results and to obtain additional information to support school- and program- improvement efforts. Care must be taken to fully understand the survey; the context within which the data were collected; and the factors that can impact the quality, validity, and generalizability of the results, and the changes observed in the results between administrations. A more detailed discussion occurs in the *CHKS Data Use and Dissemination Guidebook*.

Review Survey Data Use Resources and Tools. Along with their reports, districts will receive links to several guides and workbooks that can be downloaded from the website to help in understanding the survey questions, the meaning of the results, and actions that you might want to take (see below). These should be reviewed prior to the receipt of reports so you can quickly engage in the review process.

Review with RMEC, Superintendent, and Other Stakeholders. Recipients should send copies of

¹ Prior to adding this question, use of the CHKS data to assess the needs of migrant students had to rely on a “migrant-like” construct. The 2007 state needs assessment had to use data from three questions: selecting students who reported themselves as Hispanic, had moved more than once in the past 12 months, and attended a high school with a high migrant population. The new question does not totally eliminate the “migrant-like” nature of student self-identification, but it provides the most accurate data possible at this time. The 2007 Needs Assessment observed that lack of migrant-youth identifiers limited the value of many datasets in California.

the report to their RMEC director and engage in a discussion of the findings to identify the most significant results and their program implications. Then meet with the district Superintendent to discuss them further and what next steps should be taken. The CHKS/CSCS coordinator is also a valuable resource for understanding the overall survey results.

Compare Staff and Student Results. As part of the review process, it is important to determine how consistent are MEP staff perceptions to student self-report of their behaviors and experiences. The *CSCS Content Guidebook* provides a cross-walk between the surveys' questions to facilitate such comparison. The *School Climate Workbook* is also designed to facilitate these comparisons. Another useful comparison may be between the results reported by migrant students and those reported by Latinos in general, which would be available if your district received a CTAG Report that disaggregates the survey results by race/ethnicity of respondents (see Appendix A for an explanation), or can be requested as a custom report.

Discuss with Students and Staff. Discuss the results with students and staff to explore their meaning in more depth. Obtain their input into how the school and the migrant education program might be improved. This is especially important for staff because it communicates that the district values their input into how to improve the school climate and programs, and it may help improve participation in the next survey. Such discussion activities will also help determine if the data provided by respondents truly reflect the views and experiences of *all* students and staff.

Compare with Other Local Data Sources. Survey results will be enriched if analyzed in the context of data from other sources, particularly in identifying consistent patterns. Other data typically collected in effectiveness studies of school climate include number and kinds of discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

Compare with Regional and Statewide Results. Comparing district results to other local, regional, and state data provides a broader context with which to assess the local situation. They can help determine whether district results are unique or may be part of a larger trend. Ultimately, however, the most fundamental concern should not be how a district compares with others but its own satisfaction with the survey results and what they reveals about the functioning of the migrant education program in the district and the needs of its students and staff.

Conduct Additional Analyses of The Dataset. The complete datasets for both surveys are available electronically for analysis (there is a small fee for preparation). The dataset enables analyses of patterns in the results, how they are interrelated, and how they vary by different subgroups of students/staff and across schools. Particularly valuable in understanding factors that may affect student achievement would be examining how other variables relate to student reports of attendance, grades, and school connectedness.

Request School Reports. If the schools in the district vary significantly in demographics, programs, or other characteristics, consider requesting individual reports for each school (a fee applies). (For large districts that sample schools and students, the sample may not support school reports.)

Add Questions to Your Next Survey. Determine what additional information is needed from staff to guide program improvement efforts and discuss adding questions to your next CSCS or CHKS with the district's survey coordinator. Both surveys were designed so that schools can add additional

questions to help them conduct a more individualized and comprehensive assessment. There may also be preexisting supplementary modules that you might want to use.

Conduct the California School Parent Survey. Starting in fall 2010, a companion parent survey will also be available in both online and paper forms. This survey provides a means to confidentially obtain parent perceptions about learning and teaching conditions, school climate, and the parent-school relationship. It assesses parent perceptions of whether the school environment is academically challenging, caring and welcoming, participatory, safe, and fair. It can also be customized with additional questions to meet a school's specific needs.

AIDS TO UNDERSTANDING AND USING THE DATA

There are several guidebooks and other tools to help you understand and use survey results. All documents can be downloaded from the survey website.

Guides to Survey Content. When districts receive their reports, they should immediately download from the website the companion *CHKS and CSCS Guidebooks to Survey Content*. These guides include: (a) a description of the survey and the sample; (b) an explanation of each question and its significance (why it was asked), including possible program implications; and (c) suggestions for additional data analysis. The discussion of questions is organized topically, consistent with the presentation of the tables in the reports, and in the discussion of each question users are referred to the specific tables where the data can be found. These Guidebooks are designed to be used along with the tables in the Main Reports.

Data Use Guidebook. The *CHKS Data Use and Dissemination Guidebook* describes a step-by-step process for reviewing, analyzing, and disseminating your results as part of a data-driven decision making process (download at: chks.wested.org/training_support). Although focused on CHKS data, the procedures and strategies discussed apply equally to CSCS results. Free data-use workshops are offered periodically as well. You can sign up for these workshops online at chks.wested.org/training_support/workshops.

Workbook. Accompanying the reports, you are also provided with a *Workbook for Improving School Climate and Closing the Achievement Gap: Using Your California Healthy Kids and California School Climate Survey*. This document helps you review the migrant education results from both surveys in the framework of improving academic achievement and well-being among all students and closing the achievement gap. It provides concrete examples of how to use the data to improve practice and policy.

Workshops. In 2010, the MEP reports will be discussed as part of a regular free **call-in workshop** focused on closing the achievement gap. The schedule for these workshops will be posted on the websites. In addition, an **on-site workshop** will be available as a custom service in which actual local survey findings will be reviewed with district staff in the content of migrant education issues, practice, and policy. This workshop will facilitate a process for improvement of migrant education programs. It is intended to bring together students and staff (and parents) to participate in a facilitated discussion with migrant education students about the survey findings and their experience in the program.

APPENDIX A. OVERVIEW TO THE CHKS/CSCS CONTENT, FRAMEWORK, AND ADMINISTRATION

The CHKS and CSCS form the largest, most comprehensive effort in the nation to assess *local* students and staff on a regular basis to provide key data on learning barriers, engagement, and supports. Both surveys are funded by the California Department of Education to assist schools in meeting the requirements of the No Child Left Behind Act. The surveys were developed by WestEd, which is contracted to provide technical assistance in survey administration and use, with the assistance of Duerr Evaluation Resources.

The CHKS consists of a series of topical modules, only one of which, the Core Module, is required by the state (the others are optional supplements). It is administered in grades 5, 7, 9 and 11, as well as continuation schools. The MEP reports are only provided for the required Core Module questions, not for any supplementary module that might also be administered by a district.² The CSCS is an online survey administered in the same schools at the same time as the CHKS among all staff in grades 5 and above.

The survey websites contain detailed information, as well as access to all survey materials and reports (district reports are posted the year following their dissemination to districts). Results are also now available through CDE's DataQuest system. The general *CHKS Survey Administration Guidebook* and *CSCS Guidebook* provide an overview to the purpose of the surveys, their content, the survey administration requirements and procedures, options for customization (e.g., adding questions), and strategies for obtaining a high student and staff participation in the survey.

The California Healthy Kids Survey

A prime focus of the CHKS Core Module is student *health-risk behaviors*, especially those linked to school *safety*, physical and psychological. It provides school-based data on perceived safety, violence- and crime-related behaviors, and the level of *harassment* and victimization that students' experience. Another health focus is *substance abuse*, especially use on campus. *Mental health* is assessed by a question on debilitating sadness and loneliness and, starting in 2009/10, suicide contemplation. The Core also includes questions on exercise and nutrition. MEP who need more health-related data should encourage their districts to administer the additional supplementary modules on substance use, violence, and physical health, which can be viewed on the website.

To assess *school engagement*, the CHKS provides student self-report data on usual classroom grades received, truancy, and school connectedness. It also measures student perceptions of the presence in school (and also the community) of three *developmental supports and opportunities*, or protective factors, that research has consistently linked to resilience in the face of adversity and to positive academic, social, personal, and health outcomes: *caring adult relationships*, *high expectations*, and *opportunities to participate in meaningful activities*.³ These three supports align with the characteristics

² If districts administered other supplementary modules and would like reports disaggregating these results by MEP status, these may be prepared as a custom service for an additional fee.

³ These assets are also measured in the community, peer, and home environments, but the latter two are not required to be

of effective schools and lie at the heart of a comprehensive systemic approach that addresses both the pedagogic *and* social, emotional, and behavioral barriers to learning and engagement.

The California School Climate Survey

The CSCS report provides a perspective on how teachers and other staff view the degree to which their schools have a supportive, safe, caring, challenging (e.g., high expectations and academic norms and standards), and engaging learning and working environment. In addition, staff are asked the level of which students exhibit behaviors that facilitate vs. hamper learning, including whether they are ready and motivated to learn, on the one hand, and the level of which student bullying, drug use, and racial/ethnic conflict (among other behaviors) pose a problem at the school. The majority of questions assess variables also assessed by the CHKS, so that staff and student responses can be compared. A series of questions explore staff working conditions, in response to growing concerns that school climate factors (i.e., poor working conditions) are contributing to the high rate at which teachers are leaving the profession.

In addition to these questions asked of all staff, the survey includes two supplemental modules for targeted groups. The *Learning Supports Module* (LSM) assesses in more detail the perceptions and experiences of staff with responsibilities for health, prevention, safety, and counseling, and focuses on issues of service provision. The *Special Education Supports Module* (SESM) similarly collects additional information from staff with responsibilities for students with Individualized Education Programs (IEPs).

Questions Related to Race/Ethnicity and Closing the Achievement Gap

MESIS is part of a larger effort to expand the CHKS/CSCS to provide better data for meeting the needs of California's diverse population of students, and particularly in closing the achievement gap (CTAG) that has long persisted between white students and non-Asian minorities. In 2008, Superintendent O'Connell declared this the CDE's top priority. To this end, CTAG-related questions were added to both surveys, and a *Workbook* developed to assist schools in reviewing their results and determining the steps to take in practice and policy to address the identified needs.⁴ The CSCS assesses staff perceptions of:

- » Equity in student opportunities in general and the taking of rigorous classes,
- » Respectful treatment of students;
- » Cultural sensitivity and relevance of instruction
- » Fostering of staff assessment of own cultural biases
- » Fostering of appreciation of student diversity and mutual respect
- » Priority given by school to closing the achievement gap
- » Degree racial/ethnic conflict poses a problem at school

administered. The elementary CHKS has fewer and shorter versions of these scales.

4 The CTAG questions were developed by an advisory board and were focused on two areas: (1) Perceptions, experiences, actions related to race, ethnicity, culture; and (2) More general questions about key factors that can be analyzed by respondent race/ethnicity to shed light on factors research relates to the gap.

- » Professional development / mentoring to do one's job related to: (1) working with diverse populations, (2) culturally relevant pedagogy for the school's student population, (3) serving English Language Learners, and (4) closing the achievement gap

The question assessing staff job responsibilities includes providing services to English Language Learners (ELL) — enabling districts to also request reports disaggregating CSCS results between ELL and other staff.

For the CHKS, a supplementary module of CTAG-related questions was developed that districts could elect to administer. This module is particularly relevant to schools with migrant students. Questions included ask directly about staff/student perceptions or experiences related to race, ethnicity, culture, as well as more generally about other factors that have been related to the gap. Among the areas assessed are:

- » Teacher/adult treatment of students with respect & fairness.
- » Teacher/adult encouragement of high standards & help with schoolwork.
- » Relevance of class lessons, books, and lessons to to real lifeand students' cultural background.
- » Level of participation in classroom discussions.
- » Level of racial/ethnic tension in the school.

Districts with MEP are strongly encouraged to add this module to their CHKS. This would provide valuable information about the experiences of migrant students. Moreover, for districts that administer this supplementary CTAG Module, CDE is currently supporting the preparation of another series of CHKS and CSCS reports that disaggregate results for both surveys by the race/ethnicity of students and staff. If your district has not administered the CTAG module, you can still request a special custom report from WestEd disaggregating all the other results by race/ethnicity. This would enable districts to compare the results from students in the MEP to all Hispanics and other ethnic groups within the district, and to see how the perceptions of staff may vary by their race/ethnicity.

Survey Framework

Student learning is affected by a complicated set of nested and often linked factors. Yet most efforts at school improvement are concerned almost exclusively with issues of curriculum, instruction, standards and accountability, and governance. While high quality, evidence-based teaching practices, curricula, classroom-focused instruction and standards *are necessary*, it has become increasingly apparent that they are often *not sufficient* in themselves. Further progress requires extending these efforts to include better addressing the multiple interfering factors related to health and well-being that prevent today's students from benefiting from these improvements and being fully engaged in learning. Improving student educational success must also be grounded in a deep understanding of the supports children and youth require to be ready to learn every day, how they gain and apply knowledge, and how the environments in which they live and learn affects their education and development.

Efforts to address these interfering factors are generally discussed under the framework or concept of "learning supports." Broadly defined, learning supports are the resources, services, strategies, and

practices that ensure all students are physically, socially, emotionally, and intellectually *ready to learn everyday*, are *motivated* to learn, and have *equal opportunity* to succeed in school. Learning supports are at once concerned with reducing health risks and other barriers to learning and with promoting protective factors or conditions in the school that prevent or mitigate those risks and foster student engagement and learning. A learning supports approach to school improvement calls for focusing attention not only on curriculum and instruction but also on how the environments in which students live and learn, and teachers teach, affect education. Many students attend schools that are lacking in the environmental conditions and resources conducive to learning.

In particular, a growing body of research related to learning supports directs us to demand school climates that foster health, safety, and three basic developmental supports that youth need to succeed, even in the face of adversity: caring relationships, high expectations that generate a sense of competence, and opportunities for meaningful participation. As high-minority, low-performing schools are characterized by higher levels of learning barriers and lower levels of these learning supports, this issue has particular relevance for the state's efforts to close the racial/ethnic achievement gap. Equally important, these learning supports are also teaching supports. One of the persistent problems in education today is the instability of the teaching force and the growing inability to attract and retain high-quality teachers. Creating healthy, safe, caring, participatory, challenging, and supportive school environments for both students and teachers is essential to this task.

The National Research Council, in its seminal study of the characteristics of *Engaging Schools* in 2004, concluded that the fundamental challenge to school reform, is to create a *set of circumstances* in which students take pleasure and meaning in learning and have the supports they need to be able to learn. However, it is becoming increasingly apparent that education must adopt a *holistic lens* that recognizes that successful learning cannot occur unless the basic environmental supports are in place to meet the health and developmental needs of the whole child.

The CHKS and CSCS are designed to provide the data needed to create a comprehensive system of learning and teaching supports for schools. Through the reports being provided migrant education programs, the MIIEO aims to ensure that schools pay particular attention to identifying the challenges and needs of migrant students and providing them the learning supports that they need to succeed.

Survey Administration and Sampling Plan

Districts administer both surveys with the assistance of Survey Advisors located in three Regional CHKS/CSCS technical assistance centers. Each district has a designated CHKS/CSCS Coordination, who is given detailed written instructions in planning, organizing, and conducting the survey. The CHKS survey guidelines were designed to assure the protection of all subjects rights to privacy. Students are surveyed only with the *consent of parents or guardians*. Each student's and staff's participation is voluntary, anonymous, and confidential.

The main CHKS and CSCS Reports provide the target sample of schools and respondents, and the final number and percent that participated (obtained parent consent and completed the survey). The CHKS is administered to 5th, 7th, 9th, and 11th graders. The CSCS is administered online at the same time to all staff in at least grades 5 through 12.

The CHKS sampling plan is sampling plan was designed to produce representative district-level data and based on obtaining at least a 60% student *response (participation) rate* from a target sample. If there are fewer than 900 students enrolled in any grade, the target sample is the full enrollment. If there are more than 900 students per grade, students can be sampled in randomly selected classrooms and schools (up to 10 schools), although districts may still elect to survey the entire enrollment. The survey classrooms are selected so that every student has an equal chance of participating in the survey.

APPENDIX B. FINDINGS OF THE 2007 COMPREHENSIVE NEEDS ASSESSMENT

The purpose of the 2007 CNA was to identify the contemporary, unique needs of migratory children that must be met for these children to participate effectively in school. The critical needs of migrant students in regard to health and engagement in the school community, to areas assessed by the CHKS/CSCS, were among the seven specific areas investigated. These are two of the four areas of intervention that MEP provide support, along with educational support from the home and access to supplementary services. The limitations of the data at that time, particularly in accurate identification of migrant youth, limited the conclusions that could be drawn, as discussed above. However, in both areas there was evidence of service needs.

Health

The available data, largely from the “migrant-like” youth responding to the CHKS, presented “a mixed picture of the health status of migrant-like students compared with the statewide student average.” For some indicators, migrant youth reported results similar or better than the average student. However, there were areas of concern. For high school students, migrant-like students were less likely to have regular medical checkups in the past 12 months (38%/45% in grades 9/11 vs. 52% for both grades among the non migrant-like students) and to have visited a dentist in the same period (c. 60% vs. 72%). They were also more likely to be overweight (33% vs. 32% in 9th; 36% vs. 34% in 11th), to report long-term, debilitating feelings of sadness and loneliness or depression risk (40% vs. 34% in 9th), and to report suicide attempts that required medical attention (21% vs. 16% in 9th; 19% vs. 13% in 11th).

The report recommendations for migrant education include the following:

- » Build on current efforts to identify all preschool children and K–12 migrant students with unmet health needs.
- » Consider integrating of MEP health service efforts with local school wellness policies.
- » Partner with local health agencies to help migrant students get medical services they can afford.
- » Partner with local suicide prevention organizations to conduct informational workshops for migrant high school students and include hotline telephone numbers with informational packages distributed to those students.
- » Help migrant high school students who have attempted suicide in getting counseling services.

Engagement in the School Community

To measure engagement in the school community, the only measures available were the CHKS scales assessing the three fundamental developmental supports and opportunities in the school (caring adult relationships, high expectations, and opportunities for meaningful participation). Migrant-like students in both 9th and 11th grade were less likely to perceive having each of these developmental supports and opportunities in their school environment, as well as Total School Supports. The one exception was equivalence in opportunities for meaningful participation in 9th grade. Moreover, the gap between migratory and other students grew in 11th grade with only 26% reporting caring adult

relationships (vs. 32% overall) and 34% for high expectations (vs. 32%).

The report recommended as initial solutions that MEP:

- » Assist schools in integrating migrant students into the general student population by encouraging participation in clubs, organizations, and athletics, including providing financial support for materials and equipment.
- » Facilitate parent-teacher interaction and teacher professional development that focuses on the needs of migrant students and the importance of their participation in the school community.

The current CHKS now includes a School Connectedness scale that measures engagement more directly. The CSCS also provides comparison data from staff for each of these three areas.

Conclusions and Recommendations

Overall, the report concluded that, although the migrant-like construct provided only a proxy for migrant students, the results indicate that (a) migrant-like students had unmet health and psychosocial needs that interfere with their academic success; and (b) they needed to feel more engaged with the school community. These health needs become more prominent as students get older because they are ineligible for health services and increased self-reliance is expected of older students. These circumstances that may prevent some migrant students from accessing health services.

Given these findings and recommendations, indicators assessing improvements in health, positive school supports, and school connectedness were included in the new state plan for the MEP.