

2020 COMPREHENSIVE NEEDS ASSESSMENT

Vermont Migrant Education Program

VERMONT AGENCY OF EDUCATION

Migrant Education Program

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List of Acronyms and Abbreviations Used in the Report

ABE	Adult Basic Education
ACE	Adverse Childhood Experiences
AOE	Agency of Education
CIG	Consortium Incentive Grant
CNA	Comprehensive Needs Assessment
CSPR	Consolidated State Performance Report
COE	Certificate of Eligibility
EEE	Essential Early Childhood Education
ESEA	Elementary and Secondary Education Act
ELA	English Language Arts
ELL	English Language Learner or English Learner
GOSOSY	Graduation and Outcomes for Success for OSY
GPRA	Government Performance and Results Act
HEP	High School Equivalency Program
HSE	High Scholl Equivalency
ID&R	Identification and Recruitment
IEP	Individualized Educational Plan
IRRC	Identification and Recruitment Rapid Response Consortium
ISY	In School Youth
LEP	Limited English Proficient
MEP	Migrant Education Program
NAC	Needs Assessment Committee
NCLB	No Child Left Behind Act of 2001
NECAP	New England Common Assessment Program
OME	Office of Migrant Education (of the U.S. Department of Education)
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PFS	Priority for Services
PK	Pre-Kindergarten
RAFT	Relationships Between Families and Teachers
SDP	Service Delivery Plan
SEA	State Education Agency
UVM	University of Vermont
VT	Vermont
WIDA	World Class Instructional Design and Assessment

Introduction

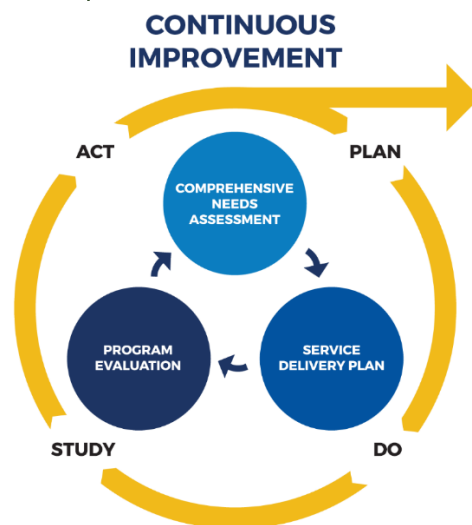
The Comprehensive Needs Assessment in Vermont

The primary purpose of the Migrant Education Program (MEP) is to help migrant children and youth overcome barriers of mobility, culture and language, social isolation, and other challenges associated with the migratory lifestyle, so that they can succeed in school to the greatest extent possible. In this context, the purpose of the Comprehensive Needs Assessment (CNA) is to describe in detail how the challenges faced by migrant students impact academic success and reflect their identified needs.

The original CNA for the state of VT was completed in May 2011. A second CNA was completed in October 2016 to update concerns and strategies based on changes in student demographics, state and national standards, and Office of Migrant Education (OME) guidance related to the CNA process. This current CNA is being completed in May 2020 incorporating much of the existing structure from the 2016 CNA while also providing new information outlining how the needs of migrant students have evolved over the last 4 years.

The Continuous Improvement Cycle proposed by OME served as a model for the activities conducted through the update to the Vermont CNA. The model represented below illustrates the relationship between the CNA, the service delivery plan (SDP) process, the implementation of services through a defined process for applications for funds and the implementation of programs through the grant recipient (University of Vermont Extension), and the evaluation of services.

Figure 1. Continuous Improvement Cycle



Organization of the CNA Report

This CNA aims to provide an overview of the needs of Vermont migrant students as well as an action plan with recommended strategies and interventions that aim to close the gap between the achievement and outcomes of migrant children and those of their non-migrant peers. This action plan will drive the subsequent SDP.

There are four sections in the CNA. The report begins with a brief introduction describing both the process and purpose. *Phase I* begins with an outline of the data collection and then describes the

guiding statutes and regulations informing the CNA. These provide the legal underpinnings on which Vermont has conducted its CNA activities.

This section is followed by the *Phase II*, *Phase III*, and *Phase IV* activities of the CNA that contains the state migrant student and program profile, concerns and supporting data, and the proposed solution strategies. Finally, the appendix contains the CNA planning chart.

Phase I: PRELIMINARY WORK

Data Collection and Decision Making Procedures

VMEP (Vermont Migrant Education Program) collected data from a wide variety of sources and stakeholders as part of an open and transparent process responding to the diversity of migrant students' needs. The CNA draws on educational qualitative and quantitative data as well as feedback from educators, administrators, parent/guardians, and students. A focused approach which concurrently maintains breadth and depth proves critical to identifying the evolving needs of migrant students. The CNA utilizes a "data driven" approach in order to identifying students' needs. Below is a list of qualitative and quantitative data sources:

- Feedback gathered as part of Parental Advisory Councils (PAC);
- Reviews of In School Youth (ISY) and Out of School Youth (OSY) student needs profiles;
- Review of teacher surveys;
- Reviews of state assessment results in English language arts (ELA) and mathematics with comparisons made between migrant student achievement results and that of their non-migrant peers;
- High School Equivalency Program (HEP) enrollment data and assessment results of MEP students;
- Demographic and services data from the Consolidated State Performance Report (CSPR);
- English Language Assessment results (WIDA - World Class Instructional Design and Assessment); and
- RAFT (Relationships between Families and Teachers) interviews.

RAFT is a research informed approach to building connection and understanding between students, families and teachers developed by two professors in the education department at the University of Vermont, Dr. Cynthia Reyes and Dr. Shaina Haines (<https://blog.uvm.edu/sjhaines-projectraft/>).

Statutes, Regulations, and Guidance Informing the CNA

Every state receiving funds from the Office of Migrant Education of the U.S. Department of Education is required to provide a CNA. This falls under Section 1306 of the Elementary and Secondary Education Act, reauthorized as the *No Child Left Behind Act of 2001(NCLB) and amended by the Every Student Succeeds Act of 2015, Title I Part C, Section 1304(1) and 2(2)*. State MEPs must meet the requirements outlined in the following.

1) IN GENERAL- Each State that receives assistance under this part shall ensure that the State and its local operating agencies identify and address the special educational needs of migratory children in accordance with a comprehensive State plan that —

(A) is integrated with other programs under this Act or other Acts, as appropriate;

(B) may be submitted as a part of a consolidated application under section 9302, if —

(i) the special needs of migratory children are specifically addressed in the comprehensive State plan;

(ii) the comprehensive State plan is developed in collaboration with parents of migratory children; and

(iii) the comprehensive State plan is not used to supplant State efforts regarding, or administrative funding for, this part;

(C) provides that migratory children will have an opportunity to meet the same challenging State academic content standards and challenging State student academic achievement standards that all children are expected to meet;

(D) specifies measurable program goals and outcomes;

(E) encompasses the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;

(F) is the product of joint planning among such local, State, and Federal programs, including programs under part A, early childhood programs, and language instruction educational programs under part A or B of title III; and

(G) provides for the integration of services available under this part with services provided by such other programs. The state MEP has flexibility in implementing the CNA through its sub-grantee(s) as long as funds are used to meet the identified needs of migrant children that result from their *migratory lifestyle*. Policy guidance issued by OME states that the CNA be current (usually completed every three years). Each CNA shall be periodically reviewed and revised by the State, as necessary, to reflect changes in the State's strategies and programs under. The needs assessment serves as the blueprint for establishing statewide priorities for local procedures and provides a basis for the state to allocation of funds to sub-grantee(s).

In addition, the CNA goal areas and subsequent Service Delivery Plan are guided by the GPRA's (Government Performance and Results Areas) for 2013:

1. The percentage of MEP students that scored at or above proficient on their state's annual Reading/Language Arts assessments in grades 3-8;
2. The percentage of MEP students that scored at or above proficient on their state's annual Mathematics assessments in grades 3-8;
3. The percentage of MEP students who were enrolled in grades 7-12, and graduated or were promoted to the next grade level; and
4. The percentage of MEP students who entered 11th grade that had received full credit for Algebra I.

The CNA will consider the specific needs of subgroups including those identified as PFS (Priority for Services) recognizing that these migrant students are in need of additional supports and services as outlined in *Section 1304(d)*:

PRIORITY FOR SERVICES: In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who are failing, or most at risk of failing, to meet the State's challenging State academic content standards and challenging State student academic achievement standards, and whose education has been interrupted during the regular school year.

Purpose of the CNA

The Vermont CNA was designed to further understand and clarify the unique educational needs and educationally-related needs of migrant students and their families. Not only does this analysis of needs provide a foundation for the future direction of the Vermont MEP through the service delivery planning process, but also it supports the overall continuous improvement and quality assurance processes of the Vermont MEP and the overall state plan and goals. The needs analysis was adapted to the resources and structures available in Vermont. This process was completed through the establishment of the NAC (Needs Assessment Committee) incorporating both UVM Extension MEP staff as well as benefitting from the guidance, direction, and support of the Vermont Agency of Education (AOE).

The preparation phase of the Vermont CNA involved two major objectives:

1. Foster a **sense of commitment** to the needs assessment in all levels of the Vermont MEP; and
2. Gain an assurance that decision makers will **follow-up** by using the findings in an appropriate and timely manner.

The MEP CNA Project Managers are Sarah Kleinman, Director of 4-H, Family and Farmworker Education Programs and Kelly Dolan, MEP Program Coordinator. At the beginning of the process, project managers worked collaboratively with Vermont AOE staff, Megan Kinlock (Title IIA & Migrant Education Director) and Jesse Roy (Assistant Division Director - Federal Education Support Programs), to outline a process for revising and updating the existing CNA. Project managers then met with UVM Extension MEP staff to solicit feedback on the existing CNA, define and review relevant data, and create recommendations about how the MEP could best meet the migrant students' identified needs. Working collaboratively throughout this process, the NAC was charged with:

- Guiding the needs assessment process;
- Setting priorities; and
- Making recommendations to the Vermont MEP on CNA policies and practices for implementation of the state SDP.

This focused approach was determined to be an effective model for developing a revised CNA based on the routine monitoring of migrant student needs through data collection and solicitation of feedback. The relatively small migrant student population in VT lends itself well to a streamlined process incorporating the knowledge of those most familiar with migrant students' educational needs.

Phase II: EXPLORING “WHAT IS”

Overview of Phase II: Exploring current circumstances

The purpose of Phase II is to: 1) Investigate what already is known about the unique educational needs of migrant students and families; 2) Determine the focus and scope of the CNA; and 3) Gain commitment for all stages of the assessment including the use of the findings for program planning and implementation.

The CNA Process:

- Includes both needs identification and the assessment of potential solutions;
- Addresses all relevant goals established for migrant children through the 2013 GPRAs;
- Identifies the educational needs of migrant children at a level useful for program design purposes;
- Identifies the content and types of resources and professional development opportunities that would be most helpful and/or relevant for teachers, school administrators and other stakeholders working to support migrant students and families;
- Collects data from appropriate target groups (both migrant and non-migrant for comparison when appropriate); and
- Examines data disaggregated by key subgroups (i.e. region, students on IEPs (Individualized Educational Plans), ELL students, race/ethnicity, grade/age).

Prior to beginning the CNA, project managers met with the Vermont AOE staff to agree upon a process for completing an updated plan. Project managers requested that UVM Extension MEP staff review the existing CNA with a focus on concerns area as individuals most responsible for the implementation of the CNA and resulting SDP. Their feedback was incorporated into the resulting plan.

Goals and Factors Related to Migrant Student Success

The following goal areas for migrant children and youth are based on initial needs identified and aligned to GPRA indicators, state goals and priorities, and MEP service priorities:

Goal 1: English Language Arts (ELA) and Language Acquisition;

Goal 2: Mathematics Achievement;

Goal 3: School Readiness;

Goal 4: Out-of-School-Youth (OSY)/High School students' college, career, and community preparedness; and

Goal 5: Community and school engagement for the promotion of physical, emotional, and intellectual safety.

Upon agreement of the efficacy of these broad goals for improving Vermont migrant student achievement and outcomes, each goal was explored more deeply by identifying key factors that either hinder or help migrant children attainment of each goal. Key factors were explored to the extent that they influence the educational success of migrant students. These include the various relationships and environments that play a role in student success: Student individual-related factors,

home/parent/guardian-related factors, schools-related factors, peer-related factors, employer/work-related factors (for OSY), and community-related factors.

Common Areas of Concern

There are seven common areas of concern that emerged from a four-state pilot CNA initiative that was completed by OME in 2005 and shared with states as a model for conducting a comprehensive assessment of needs. Key areas emerged from this initiative as being important for all states to consider as they conducted their statewide assessment of needs or updated their CNAs.

During the development of the CNA, the seven themes that follow helped guide Vermont toward specific areas that define the needs of students whose migratory lifestyles result in significant challenges to success in school. Specific concerns that challenge the success of migrant students include:

1. Educational Continuity
2. Instructional Time
3. School Engagement
4. English Language Acquisition
5. Education Support in the Home
6. Health
7. Access to Services

These Seven Areas of Concern served as a focus around which the Vermont NAC developed and revised concern statements. The seven areas of concern and the Vermont context for these concerns are described below.

1. **Educational Continuity:** Migratory children often are forced to move during the regular school year, and as a result, tend to experience a lack of educational continuity. They often 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.
2. **Instructional Time:** Mobility also impacts the amount of time children spend in class and their attendance patterns. Such decreases in the time children 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.
3. **School Engagement:** Migratory children 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, children may be at risk for school failure. Migratory children need avenues that ensure they are valued and have the opportunities that more stable children have.

4. **English Language Acquisition:** English language acquisition is critical for academic success. In the school setting, language gaps impact applicable content area learning. Since many migratory children have a home language other than English, migrant programs must find avenues to supplement the difficulties faced by migratory children due to their unique lifestyle while not supplanting Title III program activities.
5. **Educational Support in the Home:** Home environment is often associated with children'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 migratory 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.
6. **Health:** Good health is a basic need that migratory children often do not attain. The compromised dental and nutritional status of migratory 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-migratory peers. They are at greater risk than other children due to pesticide poisoning, farm injuries, heat-related illness, and poverty. In addition, migratory students have often had experiences of acute or chronic trauma contributing to a high level of Adverse Childhood Experiences (ACEs)

They are more likely to be uninsured and have difficulties with healthcare access. Families often need assistance in addressing health problems that interfere with their children's ability to learn.
7. **Access to Services:** Newcomer status and home languages other than English among migratory families can make it difficult for them to access educational and educationally related services to which migratory children and their families are entitled. Since they are not perceived as permanent residents, services become more difficult to obtain. In addition, farmworkers almost exclusively live in rural communities and lack transportation necessary in order to access educational and enrichment opportunities and essential services.

Vermont Concern Statements

Based on the data and feedback collected related to the educational development of MEP students, the concern statements for each goal area were developed based upon the key factors associated with each of the seven areas of concern. Strong concern statements get to the “root cause” contributing to gaps and barriers impacting migrant students’ educational achievement. In addition, concern statements are created using the following criteria outlined by the OME.

A Concern Statement should:

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

The concern statements follow. This chart was used as a management tool to ensure that the concern statements, data sources, need indicators, and solution strategies were aligned.

Concern Statement		Data Source
Goal 1: English Language Arts (ELA) and Language Acquisition		
1.1	We are concerned that less than 24% of ISY migrant students in school are proficient in ELA compared with 53.5% of non-migrant peers.	<ul style="list-style-type: none"> • CSPR, Part I • 2019 Fall Teacher Survey • NECAP
1.2	We are concerned that ISY’s academic achievement is limited by their language skills as ELLs (English Language Learners).	<ul style="list-style-type: none"> • ACCESS 2019 • NECAP • RAFT Interviews
1.3	We are concerned that many OSY do not have sufficient literacy in English or Spanish to afford equitable access to information at work and in the community.	<ul style="list-style-type: none"> • English Language Screener scores • PAC Feedback
Goal 2: Mathematics Achievement		
2.1	We are concerned that less than 18% of migrant students in school are proficient in mathematics compared with 42.5% of their non-migrant peers.	<ul style="list-style-type: none"> • NECAP • 2019 Fall Teacher Survey
2.2	We are concerned that OSY do not have the opportunity or ability to access educational coursework and resources that would strengthen skills in mathematics.	<ul style="list-style-type: none"> • PAC Feedback • OSY Exit interviews
Goal 3: School Readiness		
3.1	We are concerned that children who are ages 0-5 and migrant do not have consistent and sufficient access to high	<ul style="list-style-type: none"> • RAFT Interviews • PAC feedback

	quality preschool and other early educational programs due to barriers including lack of transportation, financial limitations, parents' work schedules, limited English proficiency, and lack of available and appropriate PK programs.	<ul style="list-style-type: none"> • MEP staff feedback • PK/EEE enrollment data
3.2	We are concerned that parents of migratory children who are ages 0-5 do not know how or do not have enough resources/time to support their children's social, emotional, and academic development to prepare them for kindergarten.	<ul style="list-style-type: none"> • RAFT Interviews • PAC feedback • MEP staff feedback
3.3	We are concerned that preschool students who are migrant do not have a home supported literacy-rich environment.	<ul style="list-style-type: none"> • ISY Profile • Parent feedback • RAFT/PAC Interviews
Goal 4: Out-of-School-Youth (OSY)/High School students' college, career, and community preparedness		
4.1	We are concerned that ISY students and parents lack resources and access to information on post-secondary college and career opportunities.	<ul style="list-style-type: none"> • MEP staff feedback • School staff feedback • Parent feedback • ISY Profile
4.2	We are concerned that OSY lack career based educational training and foundational coursework (online or in-person), which would support their educational growth and work advancement.	<ul style="list-style-type: none"> • OSY Profile • PAC feedback • MEP staff feedback • HEP Preliminary Assessment Results
4.3	We are concerned that OSY lack opportunities to access educational coursework (online or in-person) as part of a high school completion/equivalency course of study.	<ul style="list-style-type: none"> • Staff feedback • COE data • HEP enrollment data
Goal 5: Community and school engagement for the promotion of physical, emotional, and intellectual safety		
5.1	We are concerned that ISY students are not accessing enrichment opportunities available through their school and community (afterschool/homework clubs, sports, camps, arts/drama, etc.), which are crucial for their educational, social and emotional development, based on financial, transportation, language and cultural barriers.	<ul style="list-style-type: none"> • MEP staff feedback • School staff feedback • RAFT/PAC Interviews • Parent feedback • ISY Profile
5.2	We are concerned that school staff working with migrant students are not receiving adequate information and training on the barriers, which impede school participation of ISY students.	<ul style="list-style-type: none"> • RAFT/PAC Interviews • Parent feedback • MEP staff feedback • 2019 Fall Teacher Survey
5.3	We are concerned that school staff working with migrant students lack information on the educational rights of migrant and ELL students and families, which results in students not accessing services that are necessary for their academic success and that they are entitled to by law.	<ul style="list-style-type: none"> • RAFT/PAC Interviews • Parent feedback • MEP staff feedback • 2019 Fall Teacher Survey
5.4	We are concerned that migrant students do not have the same level of access as their non-migrant peers to essential	<ul style="list-style-type: none"> • ISY Profile • OSY Profile

	health services such as health insurance, food stamps, mental health services, etc. based on social, financial, transportation, language and cultural barriers, which affects their availability for learning and academic success.	<ul style="list-style-type: none"> • MEP staff feedback
5.5	We are concerned that OSY live and work on farms that are both physically and geographically isolated with limited opportunities to connect with their communities and others that live there. This lack of connection disincentives pursuing goals beyond the limited scope of the “migratory lifestyle”.	<ul style="list-style-type: none"> • OSY Profile • MEP staff feedback

Phase III: GATHERING and ANALYZING DATA

In the third phase of the CNA process, the key objective was to build a comprehensive understanding of migratory students through examining available data. Of particular interest were the educational gaps between Vermont ISY migrant students and non-migrant students and the factors that contributed to those gaps. OSY students are not enrolled in formal education; there is no “control group” or non-migratory student population that it would make sense to compare to. Data that proved useful in understanding OSY’s gaps in education identifies educational areas that would support community engagement and career opportunities, and assesses current levels in educational content areas.

Migrant Student Profile

Barriers and Challenges: According to the UVM Extension MEP, migrant students in Vermont experience challenges and barriers to success in school similar to those experienced by migrant children throughout the United States. Migrant children and families lack reliable access to transportation, endure long working hours, struggle to access health care, have difficulty maintaining balanced nutrition, have low socio-economic status, and exhibit low educational attainment when compared to non-migrant peers. Additionally, some lack legal documentation status creating additional barriers and hardships for migrant families and students.

In the spring of 2020, the barriers that already face migrant families intensified with challenges related to COVID-19 making educational achievement and continuity more difficult than under “normal” circumstances.

Demographics: There are 300 eligible migrant children and youth (ages 3-21) identified in the state. The number of migrant students identified has decreased from a high of 441 in 2011-2012. The decrease in the migrant student population in Vermont mirrors decreases across the nation due to changes in agriculture resulting in a decreased need for labor, increased reliance on H2A workers who often do not travel with families, increased immigration requirements, and farm closures particularly in the dairy sector related to economic factors.

OSY accounted for 51% of the eligible migrant students identified. This group is demographically homogenous; nearly all are Spanish speakers, 93% are male, and most are in Vermont to work in the dairy industry.

There were 29 pre-K children and ISY accounted for 49% of the eligible migrant students identified. Children identified as having PFS comprised 30% of those identified. Students with a qualifying move in the last 12 months were 40% of the identified students, and 34% moved during the regular school year.

Language Proficiency: Overall, 62% of migrant students were classified as Limited English Proficient (LEP). The percentages of migrant students classified as LEP is highest for OSY, almost all of whom speak limited English. Nonetheless, substantial percentages of school-age and preschool migrant students were LEP as well. Because of shared housing among the ELLs, it is rare for the home to have space for children to do homework, read books, etc.

Academic Achievement: On both the reading and math portions of the NECAP (New England Common Assessment Program), there was a gap in the proficiency rate between migrant and non-migrant students – just under 30% in reading and 25% in math. The reading NECAP results indicated 24% of migrant students met proficiency and 18% of migrant students met proficiency in math.

After reviewing the data, the NAC concluded that literacy appeared to be trans-disciplinary, impacting the other goal areas as well as all of school and life. The data revealed that students need foundational support in basic math skills to be successful in the later grades and in order to access future opportunities. The trends over time in the needs assessment results and the grade level disaggregation showed that the gap between migrant/non migrant increased the higher the grade level.

For OSY, assessment data gathered on MEP students interested in enrolling in the High School Equivalency Program HEP demonstrates scores below proficiency in all content areas. MEP students achieved 40% proficiency scores in mathematics, 36% in language arts, 42% in science, and 45% in social studies. Proficiency is demonstrated on HEP's assessments by a minimum score of 60%.

School Readiness: Beginning in 2016-17, the state passed Act 166 requiring 10 hours of obligatory preschool per week be offered by every school district. The hours offered by districts may be incompatible with migrant parents' work schedule. Additionally, the financial aid made available to families through completing the Childcare Subsidy Application is not available to students that are undocumented. The cost adds an additional barrier.

There are cultural expectations to consider regarding parental involvement with respect to school readiness along with issues of knowledge of early education resources such as books in the home, support around the importance and the use of books, participation in parent/teacher conferences and other educational meetings, etc. A lack of proficiency in English is an issue for parent participation in the school readiness of their children. Parents of young children often work in dairies with inconsistent schedules and long hours.

Migrant families reside almost exclusively in rural communities; with limited transport offered by both public and private early educational providers, getting students to a location proves challenging. In addition, for families that lack documentation status, few have driver's licenses and those that do are anxious to drive particularly in communities close to the border. Children are more likely to be on the farm when their parents are working. Pre-kindergarten aged migrant children are spread out—not found in a single setting (schools) as are school-aged children. There are inconsistencies in preschool offerings for children ages 0-5.

MEP Services: During the 2018-2019 performance period, 299 (99%) students were served during the academic reporting period and 207 (69%) received a service during the summer reporting period. Of the 154 OSY enrolled, 60 (39%) received English instructional services, 135 (88%) received support services, 129 (84%) received counseling services, and 51 (33%) were referred to another organization or resource for support.

Of the 146 ISY (ages 3 and up), enrolled in MEP during the 2018-2019 performance period, 16 received an instructional service (math, reading, or "other"), 145 (99%) received support services, 128 (87%) received counseling services, and 101 (69%) were referred to another organization or resource for support.

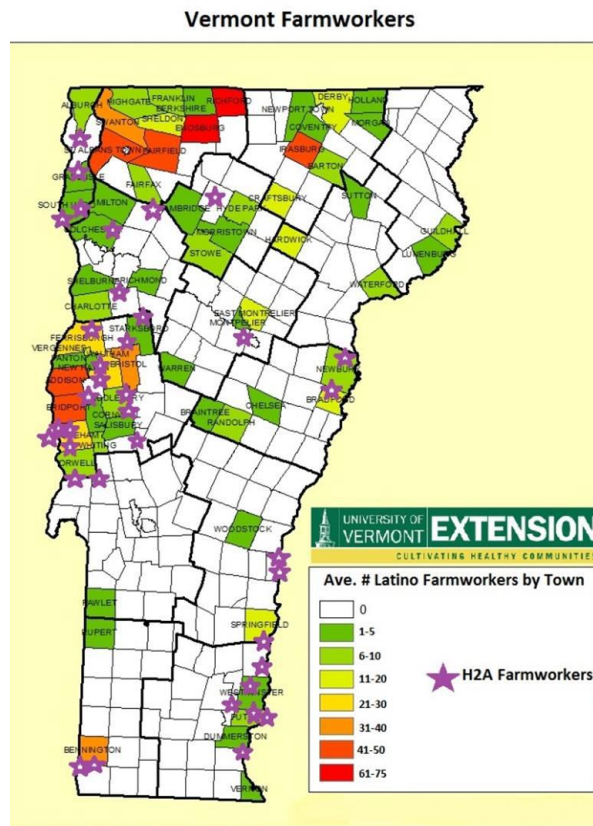
Of the 92 students identified as PFS (Priority for Services), 81% were served during the performance period.

MEP Geographic Distribution: During 2018-2019, 69 schools in the state had migrant students enrolled representing 37 Supervisory Unions (SUs). Vermont's migrant population was spread out across the

state as shown in the graphic below with the highest concentrations in Addison County, Franklin County, and the Northeast Kingdom (Orleans, Essex and Caledonia Counties).

The geographic distribution of Vermont MEP students informs the challenge of being to serve students in a group or to organize events such as a PAC. In order to meet in person with a student or family, staff often need to drive long distances. UVM Extension’s statewide network lends itself well to supporting the Vermont MEP. The virtual model as seen with MEP’s English instruction has proven to be highly successful, but also not without limitations and challenges.

Figure 2. Geographic distribution of farmworkers



Data Summary: The following chart provides a summary of the profile data by key characteristics of the migrant program and migrant students.

Eligible migrant students (3-21)	300
Temporary and seasonal crops in which migrants work	Dairy farming: 76% Processing, planting and harvesting fruits and vegetables, nurseries and greenhouses: 22% and 2% “other”
Migrant students with PFS	92 identified, 75 served in the program year
Eligible migrant students identified as LEP	26% of ISY; 97% of OSY are LEP
Home Language	Spanish is spoken by almost all LEP students

Migrant students served	99% served in the program year, 69% in summer programs, and 35% received instructional services
OSY identified/served	154 identified, 51% of total eligible 90% served in the academic reporting period and 61% in summer reporting period
Students scoring Proficient or Advanced on Math Assessment	18% proficiency for migrant students
Students scoring Proficient or Advanced on Reading Assessment	24% proficient for migrant students
Dropouts	0 students in grades 7-12 dropped out
Graduation	5 of 6 migrant students in the 12 th grade graduated

Phase IV: MAKING DECISIONS

In the fourth phase of the CNA process, the key objective was to review data and develop viable conclusions and recommendations that will be used as a foundation for the SDP. The NAC developed the following comprehensive criteria to inform proposed solutions:

- Ensure that the recommended solutions are feasible and can be effectively implemented;
- Ensure that the recommended solutions have a strong possibility of impacting the current achievement gap and affect the causes of the current achievement gap;
- Ensure that recommended solutions address the barriers that exist for migrant students; and
- Ensure that the solutions are acceptable to all stakeholders involved (e.g., migrant parents, migrant students, MEP staff, school staff and administrators).

The following section offers the final recommendations made by the NAC. A complete list of the Concerns and Solution Strategies is found in the CNA Decisions and Planning Chart in the Appendix. This chart aligns the concern with data source, need indicator, and solution strategy. In developing the subsequent SDP, it is crucial that the solutions proposed as priorities are allocated adequate resources to ensure that progress can be made and goals are achieved.

The evidence-based solution research is cited below the Solution Strategies for the five goal areas outlined in Phase II.

Goal 1: English Language Arts (ELA) and Language Acquisition

#	Need Indicator	Need Statement
1.1	We are concerned that less than 24% of ISY migrant students in school are proficient in ELA compared with 53.5% of non-migrant peers (2018).	The percentage migrant students scoring proficient in ELA needs to increase by 10%.
1.2	We are concerned that ISY's academic achievement is limited by their language skills as ELLs (English Language Learners).	ELL students need additional support including instruction in the summer (in-person or virtual) to prevent regression and strengthen language skills.
1.3	We are concerned that many OSY do not have sufficient literacy in English or Spanish to afford equitable access to information at work and in the community.	OSY need English instruction that focuses on oral, written, and reading skills.

Goal 1 Solution Strategies

1.1a) Collaborate with schools and MEP families to ensure that ISY are taking advantage of high-quality intervention and educational enrichment programs as appropriate (early intervention, afterschool/homework programs, library based programs, etc.)

1.1b) Provide early literacy and family literacy instruction for MEP students ages 3-5 and their parents/guardians using the "Learning Kits" and materials recommended by the Preschool Initiative CIG.

1.1c) Offer tutoring support for students in danger of failing or with significant academic struggles in ELA. Students will be identified for tutoring by ISY Coordinator in collaboration with schools and at families' discretion.

1.1d) Complete 2 online or in person literacy events for ISY per year in collaboration with the Children's Literacy Foundation and organizations focused on family literacy.

1.1e) Provide age appropriate free books to children to incentivize reading.

1.2a) Provide tutoring support to ELL students to prevent regression during the summer with a focus on reading and writing skills.

1.2b) Collaborate with ESL teachers and other school staff to identify students that are a high risk for summer regression and strong candidates for summer language instruction.

1.2c) Collaborate with schools to ensure that all ISY ELL students are screened using the WIDA assessment and receive language instruction.

1.3a) Provide virtual English instruction to OSY with a focus on developing language and study skills.

1.3b) Refer OSY to English instruction available through Adult Basic Educational (ABE) centers in Vermont.

1.3c) Complete 2 online or in person literacy events for OSY per year focused on literacy skills.

1.3d) Support and facilitate enrollment in Plazas Comunitarias, the pre-secondary program offered through the Mexican government, that will prepare students for enrollment in HEP and other HSE (High School Equivalency) programs and allow them to build foundational literacy and study skills.

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Goal 2: Mathematics Achievement

#	Need Indicator	Need Statement
2.1	We are concerned that less than 18% of migrant students in school are proficient in mathematics compared with 42.5% of their non-migrant peers (2018).	The percentage migrant students scoring proficient in mathematics needs to increase by 10%.
2.2	We are concerned that OSY do not have the opportunity or ability to access educational coursework and resources that would strengthen skills in mathematics.	OSY need assistance in accessing educational resources and coursework that focus on applied mathematical skills. Assistance needs to focus on limiting and reducing barriers such as language, non-traditional work hours, and transportation.

Goal 2 Solution Strategies

2.1a) Collaborate with schools to ensure that ISY are taking advantage of high-quality intervention and academic enrichment programs as appropriate (early intervention, library-based programs, afterschool/homework programs, etc.).

2.1b) Offer tutoring support for students in danger of failing or with significant academic struggles in mathematics. Students will be identified for tutoring by ISY Coordinator in collaboration with schools and at families' discretion.

2.1c) Provide age appropriate free books and supplemental materials to children to support learning in mathematics.

2.2a) Support and facilitate enrollment in Plazas Comunitarias, the pre-secondary program offered through the Mexican government, that will prepare students for enrollment in HEP and other HSE programs.

2.2b) Refer OSY to online courses appropriate for ELLs on basic mathematics and additional math related subjects through the Vermont Virtual Learning Cooperative and other educational providers.

2.2c) Provide OSY with devices as well as hotspots when appropriate to facilitate connection to online coursework.

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Goal 3: School Readiness

#	Need Indicator	Need Statement
3.1	We are concerned that children who are ages 0-5 and migrant do not have consistent and sufficient access to high quality preschool and other early educational programs due to barriers including lack of transportation, financial limitations, parents' work schedules, limited English proficiency, and lack of available and appropriate PK programs.	Migrant students and families need support to overcome the barriers that exist in order to access early educational programs and resources. MEP needs to ensure that 80% of students ages 3 to 5 attend high quality preschool for a minimum of 10 hours per week and are referred to additional early educational services when appropriate.
3.2	We are concerned that parents of children who are ages 0-5 do not know how or do not have enough resources/time to support their children's social, emotional, and academic development to prepare them for kindergarten.	MEP parents/guardians need resources and guidance to support their children's development of foundational social, emotional, and academic skills to prepare them for academic success in kindergarten and beyond.
3.3	We are concerned that preschool students who are migrant do not have a home supported literacy-rich environment.	Migrant students ages 3 to 5 need access to literacy materials (books) in order to develop foundational reading skills.

Goal 3 Solution Strategies

3.1a) Ensure that 80% of MEP students eligible for preschool are able to attend a minimum of 10 hours per week by providing information to MEP families on eligibility and facilitating enrollment through assisting with applications in collaboration with early educational providers.

3.1b) Ensure all MEP families are taking advantage of any available financial aid available. When all other resources have been exhausted, cover the cost of early educational programming for MEP students ages 3 to 5 to cover attending the recommended minimum of ten hours per week.

3.1c) Ensure all MEP families are taking advantage of any transportation resources available. When all other resources have been exhausted, cover the cost of transport to early educational programming for MEP students ages 3 to 5 to cover attending the recommended minimum of ten hours per week.

3.1d) Ensure that essential communications (notices, assessments, parent/teacher conferences) are provided to parent/guardians with children in preschool in their primary language. Inform early educational providers of their legal responsibilities to provide information in student and families' primary language.

3.1e) Refer students under the ages birth to 3 that are experiencing developmental delays to Early Intervention.

3.2a) Provide early literacy and family literacy instruction for MEP students ages 3-5 and their parents/guardians using the "Learning Kits" and materials recommended by the Preschool Initiative CIG.

- 3.2b) Encourage parents to participate in PAC meetings as a way of developing parenting skills and promoting “school readiness”.
- 3.2c) Complete 2 online or in person literacy events for ISY per year in collaboration with the Children’s Literacy Foundation and organizations focused on family literacy.
- 3.3a) Provide family literacy home visits using materials from the Preschool Initiative’s CIG.
- 3.3b) Support parents with literacy materials including books to read to their children.
- 3.3c) Provide children ages 3 to 5 with math manipulatives to build skills.

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Goal 4: Out-of-School-Youth (OSY)/High School Students' College, Career, and Community Preparedness

#	Need Indicator	Need Statement
4.1	We are concerned that ISY students and parents lack resources and access to information on post-secondary college and career opportunities.	ISY students and families need information on post-secondary and career opportunities.
4.2	We are concerned that OSY lack career based educational training and foundational coursework (online or in-person), which would support their educational growth and work advancement.	OSY need to be aware and provided resources that would support their work development and academic achievement.
4.3	We are concerned that OSY lack opportunities to access educational coursework (online or in-person) as part of a high school completion/equivalency course of study.	OSY need to be made aware and provided resources on opportunities to continue their studies through high school completion and equivalency programs.

Goal 4 Solution Strategies

4.1a) Provide materials and resources to ISY families related to post-secondary and career based opportunities in collaboration with school guidance counselors.

4.1b) Refer ISY to summer and educational enrichment programs that focus on college readiness and career opportunities such as the Vermont Governor's Institute.

4.1c) Plan visits for ISY students and parents to tech centers, UVM and Vermont State Colleges including meetings with admissions counselors. Ensure that interpretation is offered during visits when necessary.

4.2a) Refer OSY to programs and courses available through Adult Basic Education and other programs meant to enhance career based skills.

4.2b) Work in collaboration with experts and organizations specializing in dairy to provide educationally based trainings (i.e. online coursework, certificate programs, and on-farm trainings) for OSY to strengthen and expand skills in dairy.

4.2c) Provide OSY participating in online coursework with devices (tablets or laptops). Ensure devices have sufficient data and functionality for use by OSY.

4.2d) For OSY participating in online coursework and do not have internet on location, provide a hotspot or device with embedded connectivity to help facilitate access to online coursework (Note: Such a device will only be provided when this facilitates internet connectivity – i.e. there is cell phone reception).

4.2e) Provide a "tech orientation" to all OSY receiving a device explaining care, functionality, and appropriate use.

- 4.3a) Support and facilitate enrollment in Plazas Comunitarias, the pre-secondary program offered through the Mexican government, that will prepare students for enrollment in HEP and other HSE programs.
- 4.3b) Refer OSY to the High School Equivalency Program and support their continued studies by providing supplementary materials and motivational support.
- 4.3c) Encourage OSY that are considering enrolling in “traditional” high school to do so.
- 4.3d) Collaborate with schools enrolling OSY to facilitate this process and support a smooth transition. This may include developing hybrid schedules to allow for continued work and ensuring appropriate language supports are in place.
- 4.3e) Provide OSY participating in online coursework with devices (tablets or laptops). Ensure devices have sufficient data and functionality for use by OSY.
- 4.3f) For OSY participating in online coursework and do not have internet on location, provide a hotspot or device with embedded connectivity to help facilitate access to online coursework (Note: Such a device will only be provided when this facilitates internet connectivity – i.e. there is cell phone reception).
- 4.3g) Provide a “tech orientation” to all OSY receiving a device explaining care, functionality, and appropriate use.

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Goal 5: Community and school engagement for the promotion of physical, emotional, and intellectual safety

#	Need Indicator	Need Statement
5.1	We are concerned that ISY students are not accessing enrichment opportunities available through their school and community (afterschool/homework clubs, sports, camps, arts/drama, etc.), which are crucial for their educational, social and emotional development, based on financial, transportation, language and cultural barriers.	ISY students and families need information on enrichment opportunities and support in overcoming barriers that exist in order to successfully participate.
5.2	We are concerned that school staff working with migrant students are not receiving adequate information and training on the barriers, which impede school participation of ISY students.	School staff need information on the needs of ISY students and the barriers that exist and their impacts on migrant students' educational success and attainment.
5.3	We are concerned that school staff working with migrant students lack information on the educational rights of migrant and ELL students and families, which results in students not accessing services that are necessary for their academic success and that they are entitled to by law.	School staff need information that outlines the educational rights of migrant and ELL students.
5.4	We are concerned that migrant students do not have the same level of access as their non-migrant peers to essential health services such as health insurance, food stamps, mental health services, etc. based on social, financial, transportation, language and cultural barriers, which affects their availability for learning and academic success.	Migrant families need information on health resources that are available in their community, understand how health supports educational achievement and well-being, and assistance in order to successfully access health related resources.
5.5	We are concerned that OSY live and work on farms that are both physically and geographically isolated with limited opportunities to connect with their communities and others that live there. This lack of connection disincentives pursuing goals beyond the limited scope of the "migratory lifestyle".	OSY need opportunities to engage with others in their community as a part of promoting emotional, social and physical health. Young OSY need more opportunities to connect with positive role models that can encourage positive personal development and facilitate community integration.

Goal 5 Solution Strategies

5.1a) MEP staff will work in collaboration with schools, rec programs, 4-H programs, libraries, summer camps and others to highlight the needs of migrant students and the importance of their participation in such programs.

- 5.1b) MEP staff will help to eliminate barriers to enrichment opportunities by pursuing financial assistance, advocating that programs provide info in families' primary language, and finding solutions related to transportation barriers.
- 5.1c) MEP staff will encourage parents to support their children's participation in such programs by explaining the benefits, answering any questions, and working to eliminate barriers whenever possible.
- 5.2a) MEP staff will provide resources to school staff working with migrant students and families, so that they are better able to support them in the school environment.
- 5.2b) MEP staff will encourage all ISY students and parents/guardians to attend school meetings including parent/teacher conferences, IEP/504 meetings, etc.
- 5.2c) MEP staff will encourage ISY students and parent/guardians to attend school based events including open houses, drama/arts related, sporting events, etc.
- 5.2d) MEP staff will facilitate meetings between students, parents, teachers, and others to discuss the educational needs of students as done in the RAFT model.
- 5.3a) Upon enrollment, MEP staff will provide school staff working with ISY will information on the rights of ELL and migrant students and families as they relate to education.
- 5.3b) MEP staff will confirm that ISY parents/guardians are being offered interpretation for school based meetings and that essential communication sent home is being provided in their primary language.
- 5.3c) MEP staff will work in collaboration with schools to ensure that no unnecessary obstacles are being put in the way of a student and their school enrollment. This may include, for example, incomplete vaccination records, lack of school records, and inability to verify physical address.
- 5.4a) MEP staff will work in collaboration with the Bridges to Health program to ensure that Spanish speaking OSY and ISY meet their health needs.
- 5.4b) MEP staff will encourage students' participation in programs that promote healthy habits. For example, Huertas (family garden program) and the Expanded Food and Nutrition Education Program (EFNEP).
- 5.4c) MEP staff will support enrollment in programs of public charge that support student health and well-being including Medicaid, food stamps, and WIC (Women, Infants and Children).
- 5.5a) MEP staff will support the development of a volunteer mentoring program targeted at OSY to encourage healthy relationships, connection to the community and positive role modeling.
- 5.5b) A mentoring program available for OSY will be focused on enhancing professional development and career based skills including English acquisition.
- 5.5c) MEP will refer OSY to resources and enrichment opportunities in their community as appropriate that will allow exposure to arts/drama, literature, sports and rec, etc.
- 5.5d) MEP will organize educationally based trips intended for OSY. For example, a trip to the ECHO museum and on the research vessel for UVM, the Melosira as done in years past.

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Next Steps in Applying the Results of the CNA to Planning Services

The Vermont plan for the delivery of services to meet the unique educational needs of its migrant students will serve as the basis for the use of all MEP funds in the state. The identified needs and strategies included in the CNA for addressing migratory child needs inform the Measurable Program Outcomes (MPOs), which serve to frame the SDP and determine how success will be measured. It is essential that the SDP achieve the following:

- Support the Vermont MEP to develop and articulate a clear vision of the needs of migrant children on a statewide basis;
- Create the MPOs and how they help achieve the state's performance targets;
- Define the services the MEP will provide on a statewide basis; and
- Determine a process to evaluate whether and to what degree the program is effective.

The Vermont MEP will include the following components in its comprehensive SDP:

1. *Performance Targets:* The plan will specify the performance targets that the state has adopted for all migrant children for: 1) reading (ELA/literacy); 2) mathematics; 3) high school graduation; 4) the number of school dropouts; 5) school readiness; and 6) any other performance targets that the state identifies for migrant children and those supporting their educational advancement (parents, teachers, school staff, etc.).
2. *Needs Assessment:* The plan will include identification and an assessment of: (1) the unique educational needs of migrant students that result from families' migrant lifestyle; and (2) other needs of migrant students that must be met in order for them to participate effectively in school.
3. *Measurable Program Outcomes:* The plan will include the measurable outcomes that the MEP will produce statewide through specific educational or educationally-related services. Measurable outcomes allow the MEP to determine whether and to what degree the program has met the special educational needs of migrant children that were identified through the comprehensive needs assessment. The measurable outcomes also help achieve the state's performance targets.
4. *Service Delivery:* The plan will describe the MEP's strategies for achieving the performance targets and measurable objectives described above. The state's service delivery strategy will address: (1) the unique educational needs of migrant students that result from families' migrant lifestyle, and (2) other needs of migrant students that must be met in order for them to participate effectively in school.
5. *Evaluation:* The plan will describe how the state will evaluate whether and to what degree the program is effective in relation to the performance targets and measurable outcomes. The Vermont MEP also will include the policies and procedures it will implement to address other administrative activities and program functions, such as:
 - *Priority for Services:* A description of how, on a statewide basis, the MEP will give priority to migrant children who: 1) Are failing, or most at risk of failing, to meet the state's challenging academic content and student achievement standards; 2) Education has been interrupted during the regular school year; and 3) Meet additional PFS criteria as determined by the Vermont MEP.

- Parent/Guardian Involvement: A description of the MEP's consultation with parents including PACs and additional services as related to supporting ISY's educational success. Details on how this will be accomplished in collaboration with schools ensuring info is shared in parent/guardians' preferred language and in accordance with cultural sensitivity/humility practices.
- Identification and Recruitment: A description of the state's plan for identification and recruitment activities and its quality control procedures.

In addition, Vermont will: 1) update the CNA as needed to reflect changing demographics and needs; 2) change performance targets and/or measurable outcomes to reflect changing needs; and 3) use evaluation data to change services that the MEP will provide statewide and the evaluation design to reflect changes in needs over time.

As part of the Vermont MEP continuous improvement model, the next step for the MEP is to use the information contained in this CNA report to inform the comprehensive state SDP process. The state has begun planning for this activity based on the OME toolkit, *Migrant Education Program Service Delivery Plan Toolkit* (September 2018).

Appendix

CNA Decisions and Planning Charts

Goal Area 1: English Language Arts and Language Acquisition

Concern Statement:	Need Statement	Data Source	Strategies
1.1) We are concerned that less than 24% of ISY migrant students in school are proficient in ELA compared with 53.5% of non-migrant peers.	The percentage migrant students scoring proficient in ELA needs to increase by 10%.	-CSPR, Part I -2019 Fall Teacher Survey -NECAP	1.1a) Collaborate with schools and MEP families to ensure that ISY are taking advantage of high-quality intervention and educational enrichment programs as appropriate (early intervention, afterschool/homework programs, library based programs, etc.) 1.1b) Provide early literacy and family literacy instruction for MEP students ages 3-5 and their parents/guardians using the “Learning Kits” and materials recommended by the Preschool Initiative CIG. 1.1c) Offer tutoring support for students in danger of failing or with significant academic struggles in ELA. Students will be identified for tutoring by ISY Coordinator in collaboration with schools and at families’ discretion. 1.1d) Complete 2 online or in person literacy events for ISY per year in collaboration with the Children’s Literacy Foundation and other educational organizations. 1.1e) Provide age appropriate free books to children to incentivize reading.
1.2) We are concerned that ISY’s academic achievement is limited by their language skills as ELLs.	ELL students need additional support including instruction in the summer (in-person or virtual) to prevent regression and strengthen language skills.	-ACCESS 2019 -NECAP -RAFT Interviews	1.2a) Collaborate with ESL teachers and other school staff to identify students that are a high risk for summer regression and strong candidates for summer language instruction. 1.2b) Provide tutoring support to ELL students to prevent regression during the summer with a focus on reading and writing skills. 1.2c) Collaborate with schools to ensure that all ISY ELL students are screened using the WIDA assessment and receive language instruction.
1.3) We are concerned that many OSY do not have sufficient literacy in English or Spanish to afford equitable access to information at work and in the community.	OSY need English instruction that focuses on oral, written, and reading skills.	-English Language Screener scores -PAC Feedback	1.3a) Provide virtual English instruction to OSY with a focus on developing language and study skills. 1.3b) Refer OSY to English instruction available through Adult Basic Educational (ABE) centers in Vermont. 1.3c) Complete 2 online or in person literacy events for OSY per year focused on literacy skills.

			1.3d) Support and facilitate enrollment in Plazas Comunitarias, the pre-secondary program offered through the Mexican government, that will prepare students for enrollment in HEP and other HSE programs and allow them to build foundational literacy and study skills.
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Goal Area 2: Mathematics Achievement

Concern Statement:	Need Statement	Data Source	Strategies
<p>2.1) We are concerned that less than 18% of migrant students in school are proficient in mathematics compared with 42.5% of their non-migrant peers (2018).</p>	<p>The percentage migrant students scoring proficient in mathematics needs to increase by 10%.</p>	<p>-NECAP -2019 Fall Teacher Survey</p>	<p>2.1a) Collaborate with schools to ensure that ISY are taking advantage of high-quality intervention and academic enrichment programs as appropriate (early intervention, library-based programs, afterschool/homework programs, etc.). 2.1b) Offer tutoring support for students in danger of failing or with significant academic struggles in mathematics. Students will be identified for tutoring by ISY Coordinator in collaboration with schools and at families' discretion. 2.1c) Provide age appropriate free books and supplemental materials to children to support learning in mathematics.</p>
<p>2.2) We are concerned that OSY do not have the opportunity or ability to access educational coursework and resources that would strengthen skills in mathematics.</p>	<p>OSY need assistance in accessing educational resources and coursework that focus on applied mathematical skills. Assistance needs to focus on limiting and reducing barriers such as language, non-traditional work hours, and transportation.</p>	<p>-PAC Feedback -OSY Exit interviews</p>	<p>2.2a) Support and facilitate enrollment in Plazas Comunitarias, the pre-secondary program offered through the Mexican government, that will prepare students for enrollment in HEP and other HSE programs. 2.2b) Refer OSY to online courses appropriate for ELLs on basic mathematics and additional math related subjects through external educational providers. 2.2c) Provide OSY with devices as well as hotspots when appropriate to facilitate connection to online coursework.</p>

Goal Area 3: School Readiness

Concern Statement:	Need Statement	Data Source	Strategies
<p>3.1) We are concerned that children who are ages 0-5 and migrant do not have consistent and sufficient access to high quality preschool and other early educational programs due to barriers including lack of transportation, financial limitations, parents' work schedules, limited English proficiency, and lack of available and appropriate PK programs.</p>	<p>Migrant students and families need support to overcome the barriers that exist in order to access early educational programs and resources. MEP needs to ensure that 80% of students ages 3 to 5 attend high quality preschool for a minimum of 10 hours per week and are referred to additional early educational services when appropriate.</p>	<p>-RAFT Interviews -PAC feedback -MEP staff feedback -PK/EEE enrollment data</p>	<p>3.1a) Ensure that 80% of MEP students eligible for preschool are able to attend a minimum of 10 hours per week by providing information to MEP families on eligibility and facilitating enrollment through assisting with applications in collaboration with early educational providers. 3.1b) Ensure all MEP families are taking advantage of any available financial aid available. When all other resources have been exhausted, cover the cost of early educational programming for MEP students ages 3 to 5 to cover attending the recommended minimum of ten hours per week. 3.1c) Ensure all MEP families are taking advantage of any transportation resources available. When all other resources have been exhausted, cover the cost of transport to early educational programming for MEP students ages 3 to 5 to cover attending the recommended minimum of ten hours per week. 3.1d) Ensure that essential communications (notices, assessments, parent/teacher conferences) are provided to parent/guardians with children in preschool in their primary language. Inform early educational providers of their legal responsibilities to provide information in student and families' primary language. 3.1e) Refer students under the ages of 3 that are experiencing developmental delays to Early Intervention.</p>
<p>3.2) We are concerned that parents of children who are ages 0-5 do not know how or do not have enough resources/time to support their children's social, emotional, and academic development to prepare them for kindergarten.</p>	<p>MEP parents/guardians need resources and guidance to support their children's development of foundational social, emotional, and academic skills to prepare them for academic success in kindergarten and beyond.</p>	<p>-RAFT Interviews -PAC feedback -MEP staff feedback</p>	<p>3.2a) Provide early literacy and family literacy instruction for MEP students ages 3-5 and their parents/guardians using the "Learning Kits" and materials recommended by the Preschool Initiative CIG. 3.2b) Encourage parents to participate in PAC meetings as a way of developing parenting skills and promoting "school readiness". 3.2c) Complete 2 online or in person literacy events for ISY per year in collaboration with the Children's Literacy Foundation and other educational organizations.</p>
<p>3.3) We are concerned that preschool students who are migrant do not have a home</p>	<p>Migrant students ages 3 to 5 need access to literacy materials (books) in order to</p>	<p>-ISY Profile -Parent feedback</p>	<p>3.3a) Provide family literacy home visits using materials from the Preschool Initiative's CIG.</p>

supported literacy-rich environment.	develop foundational reading skills.	-RAFT/PAC Interviews	3.3b) Support parents with literacy materials including books to read to their children. 3.3c) Provide children ages 3 to 5 math manipulatives to build skills.
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Goal Area 4: Out-of-School-Youth (OSY)/High School students' college, career, and community preparedness

Concern Statement:	Need Statement	Data Source	Strategies
<p>4.1) We are concerned that ISY students and parents lack resources and access to information on post-secondary college and career opportunities.</p>	<p>ISY students and families need information on post-secondary and career opportunities.</p>	<p>-MEP staff feedback -School staff feedback -Parent feedback -ISY Profile</p>	<p>4.1a) Provide materials and resources to ISY families related to post-secondary and career based opportunities in collaboration with school guidance counselors. 4.1b) Refer ISY to summer and educational enrichment programs that focus on college readiness and career opportunities such as the Vermont Governor's Institute. 4.1c) Plan visits for ISY students and parents to tech centers, UVM and Vermont State Colleges including meetings with admissions counselors. Ensure that interpretation and transportation is offered to facilitate visits when necessary.</p>
<p>4.2) We are concerned that OSY lack career based educational training and foundational coursework (online or in-person), which would support their educational growth and work advancement.</p>	<p>OSY need to be aware and provided resources that would support their work development and academic achievement.</p>	<p>-OSY Profile -PAC feedback -MEP staff feedback -HEP Preliminary Assessment Results</p>	<p>4.2a) Refer OSY to programs and courses available through Adult Basic Education and other programs meant to enhance career based skills. 4.2b) Work in collaboration with experts and organizations specializing in dairy to provide educationally based trainings (i.e. online coursework, certificate programs, and on-farm trainings) for OSY to strengthen and expand skills in dairy. 4.2c) Provide OSY participating in online coursework with devices (tablets or laptops). Ensure devices have sufficient data and functionality for use by OSY. 4.2d) For OSY participating in online coursework and do not have internet on location, provide a hotspot or device with embedded connectivity to help facilitate access to online coursework (Note: Such a device will only be provided when this facilitates internet connectivity – i.e. there is cell phone reception). 4.2e) Provide a “tech orientation” to all OSY receiving a device explaining care, functionality, and appropriate use.</p>
<p>4.3) We are concerned that OSY lack opportunities to access educational coursework (online or in-person) as part of a high school completion/equivalency course of study.</p>	<p>OSY need to be made aware and provided resources on opportunities to continue their studies through high school completion and equivalency programs.</p>	<p>-Staff feedback -COE data -HEP enrollment data</p>	<p>4.3a) Support and facilitate enrollment in Plazas Comunitarias, the pre-secondary program offered through the Mexican government, that will prepare students for enrollment in HEP and other HSE programs. 4.3b) Refer OSY to the High School Equivalency Program and support their continued studies by providing supplementary materials and motivational support.</p>

		<p>4.3c) Encourage OSY that are considering enrolling in “traditional” high school to do so.</p> <p>4.3d) Collaborate with schools enrolling OSY to facilitate this process and support a smooth transition. This may include developing hybrid schedules to allow for continued work and ensuring appropriate language supports are in place.</p> <p>4.3e) Provide OSY participating in online coursework with devices (tablets or laptops). Ensure devices have sufficient data and functionality for use by OSY.</p> <p>4.3f) For OSY participating in online coursework and do not have internet on location, provide a hotspot or device with embedded connectivity to help facilitate access to online coursework (Note: Such a device will only be provided when this facilitates internet connectivity – i.e. there is cell phone reception).</p> <p>4.3g) Provide a “tech orientation” to all OSY receiving a device explaining care, functionality, and appropriate use.</p>
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Goal Area 5: Community and school engagement for the promotion of physical, emotional, and intellectual safety

Concern Statement:	Need Statement	Data Source	Strategies
5.1) We are concerned that ISY students are not accessing enrichment opportunities available through their school and community (afterschool/homework clubs, sports, camps, arts/drama, etc.), which are crucial for their educational, social and emotional development, based on financial, transportation, language and cultural barriers.	ISY students and families need information on enrichment opportunities and support in overcoming barriers that exist in order to successfully participate.	-MEP staff feedback -School staff feedback -RAFT/PAC Interviews -Parent feedback -ISY Profile	5.1a) MEP staff will work in collaboration with schools, rec programs, 4-H programs, libraries, summer camps and others to highlight the needs of migrant students and the importance of their participation in such programs. 5.1b) MEP staff will help to eliminate barriers to enrichment opportunities by pursuing financial assistance, advocating that programs provide info in families' primary language, and finding solutions related to transportation barriers. 5.1c) MEP staff will encourage parents to support their children's participation in such programs by explaining the benefits, answering any questions, and working to eliminate barriers whenever possible.
5.2) We are concerned that school staff working with migrant students are not receiving adequate information and training on the barriers, which impede school participation of ISY students.	School staff need information on the needs of ISY students and the barriers that exist and their impacts on migrant students' educational success and attainment.	-RAFT/PAC Interviews -Parent feedback -MEP staff feedback -2019 Fall Teacher Survey	5.2a) MEP staff will provide resources to school staff working with migrant students and families, so that they are better able to support them in the school environment. 5.2b) MEP staff will encourage all ISY students and parents/guardians to attend school meetings including parent/teacher conferences, IEP/504 meetings, etc. 5.2c) MEP staff will encourage ISY students and parent/guardians to attend school based events including open houses, drama/arts related, sporting events, etc. 5.2d) MEP staff will facilitate meetings, which may include students, parents, teachers, and others to discuss the educational needs of students as done in the RAFT model.
5.3) We are concerned that school staff working with migrant students lack information on the educational rights of migrant and ELL students and families, which results in students not accessing services that are necessary for their academic success and that they are entitled to by law.	School staff need information that outlines the educational rights of migrant and ELL students.	-RAFT/PAC Interviews -Parent feedback -MEP staff feedback -2019 Fall Teacher Survey	5.3a) Upon enrollment, MEP will provide school staff working with ISY information on the rights of ELL and migrant students and families as they relate to education. 5.3b) MEP staff will confirm that ISY parents/guardians are being offered interpretation for school based meetings and that essential communication sent home is being provided in their primary language. 5.3c) MEP staff will work in collaboration with schools to ensure that no unnecessary obstacles are being put in the way of a student and their school enrollment. This may include, for example, incomplete vaccination records, lack of school records, and inability to verify physical address.
5.4) We are concerned that migrant students do not have the same level of access as	Migrant families need information on health resources that are	-ISY Profile -OSY Profile	5.4a) MEP staff will work in collaboration with the Bridges to Health program to

<p>their non-migrant peers to essential health services such as health insurance, food stamps, mental health services, etc. based on social, financial, transportation, language and cultural barriers, which affects their availability for learning and academic success.</p>	<p>available in their community, understand how health supports educational achievement and well-being, and assistance in order to successfully access health related resources.</p>	<p>-MEP staff feedback</p>	<p>ensure that Spanish speaking OSY and ISY meet their health needs. 5.4b) MEP staff will encourage students' participation in programs that promote healthy habits. For example, Huertas (family garden program) and the Expanded Food and Nutrition Education Program (EFNEP). 5.4c) MEP staff will support enrollment in programs of public charge that support student health and well-being including Medicaid, food stamps, and WIC (Women, Infants and Children).</p>
<p>5.5) We are concerned that OSY live and work on farms that are both physically and geographically isolated with limited opportunities to connect with their communities and others that live there. This lack of connection disincentives pursuing goals beyond the limited scope of the "migratory lifestyle".</p>	<p>OSY need opportunities to engage with others in their community as a part of promoting emotional, social and physical health. Young OSY need more opportunities to connect with positive role models that can encourage positive personal development and facilitate community integration.</p>	<p>-OSY Profile -MEP staff feedback</p>	<p>5.5a) MEP staff will support the development of a volunteer mentoring program targeted at OSY to encourage healthy relationships, connection to the community and positive role modeling. 5.5b) A mentoring program available for OSY will be focused on enhancing professional development as well as career based skills including English acquisition and transferrable skills. 5.5c) MEP will refer OSY to resources and enrichment opportunities in their community as appropriate that will allow exposure to arts/drama, literature, sports and rec, etc. 5.5d) MEP will organize educationally based trips intended for OSY. For example, a trip to the ECHO museum and on the research vessel for UVM, the Melosira as done in years past.</p>