



Tennessee Migrant Education Program

Comprehensive Needs Assessment

Funded by the Tennessee Department of Education

Operated by Conexión Americas

April 2, 2020



Contents

List of Figures.....	2
Acronyms	4
Acknowledgements.....	5
Executive Summary.....	6
Section I: Overview.....	9
Purpose and Scope.....	9
Tennessee Migrant Education Program.....	9
Section II: Methodology	10
Structure.....	10
Planning and Data Collection Process.....	11
Section III: Migrant Student Profile.....	15
Demographics.....	15
Tennessee State Assessments	21
Reading and Math at School.....	23
Parent Engagement.....	24
High School Graduation and Post-Secondary Opportunities.....	31
Student Engagement.....	32
Out of School Youth (OSY).....	34
Support Services	36
School Readiness.....	36
Section IV: Results & Findings.....	38
Goal Area 1: Literacy.....	40
Goal 2: Math.....	43
Goal 3: College and Career Readiness.....	45
Goal 4: School Readiness.....	48
Summary and next steps.....	50

List of Figures

Figure 1. CNA Survey Participant Demographics

Figure 2. Student grade levels and regional representation in CNA surveys:

Figure 3. Geographical representation of parents and regional representation in CNA surveys:

Figure 4. Trends in number of eligible migratory students 2018-2016

Figure 5. Eligible Migratory children by Grade Distribution

Figure 6. Distribution of MEP Students by Gender

Figure 7. Ethnicity of state's MEP students 2017-2018

Figure 8. Birth Countries of MEP students in 2017-2018

Figure 9. Move from location of eligible migratory students during the 2017-2018

Figure 10. Move from locations outside the U.S. for eligible migratory students in the 2017-2018 performance period.

Figure 11. Most common qualifying work for MEP students 2017-2018

Figure 12. Frequency of most common qualifying work for MEP students 2015-2018

Figure 13. Grade group distribution of students who received any MEP services 2017-2018

Figure 14. Most Common MEP services by grade 2017-2018

Figure 15. Student Achievement on the 2016-2017 TN Ready ELA and High School English Assessment

Figure 16. Students who scored On Track or Mastered on the TN Ready ELA and High School English Assessment

Figure 17. Student Achievement on the 2016-2017 TN Ready Math Assessment

Figure 18. "On Track" or "Mastered" on the 2017 TN Ready Math and HS Math Assessments

Figure 19. How much students like school, reading and subjects

Figure 20: Times Parents Read to Children- as responded to by Parents

Figure 21: Times Parents Help Children with Homework- as responded to by Parents

Figure 22: Reading & Homeworking Assistance at Home- as responded to by Students

Figure 23. Parent Report. School offers classes to parents to help children learn to read and succeed

Figure 24. School Event Participation- Parent responses

Figure 25. School Event Participation- Student responses

Figure 26. School Event Participation- Educator responses

Figure 27. School Event Participation- MEP staff responses

Figure 28: Difference in school participation- Educator response

Figure 29. Parent Survey: Barriers to participating in Children's school

Figure 30. College Readiness Student Survey

Figure 31. Educator perspective on issues related to serving migratory students

Figure 32. Self Related English Skills OSY

Figure 33. Personal Goals. OSY

Figure 34. MEP Priority Support as identified by OSY

Figure 35. Impact likelihood of taking English classes. OSY

Acronyms

CNA	Comprehensive Needs Assessment
ESEA	Elementary and Secondary Education Act
MEP	Migrant Education Program
MPO	Measurable Program Outcomes
MSHS	Migrant and Seasonal Head Start
NAC	Needs Assessment Committee
OME	Office of Migrant Education
OSY	Out-of-school Youth
PAC	Parent Advisory Council
SDP	Service Delivery Plan
TDOE	Tennessee Department of Education
TN MEP	Tennessee Migrant Education Program
TN	Tennessee

Acknowledgements

Tennessee's Comprehensive Needs Assessment (CNA) process and this CNA document were made possible through a collaborative process that began in December 2018. Many thanks to Tennessee's Migrant Education Team, who were involved in all aspects of the process from data collection, to planning, analysis and committee participation. Special thanks to MEP's Stephanie Salazar, Regional Service Manager, Justyn Settles, Statewide Identification & Recruitment Manager, Elena Cruz, Data and Compliance Coordinator, and Rachel Asres, Curriculum Development Manager, for their participation in the Management and Needs Assessment Committees. Within the Tennessee Department of Education Jan Lanier, Director of English Learner, Immigrant and Migrant Programs, and Trish Kelly, Data Manager & EDFacts-CSPR Coordinator, provided critical support and input throughout the process. This would also not have been possible without the active participation of the Executive Director of Conexión Americas, Juliana Ospina Cano.

This process counted on the active and meaningful participation of many important stakeholders who are deeply invested in Tennessee's Migrant Education Program, including the Tennessee Parent Advisory Council members, and the members of the Needs Assessment Committee. We are very grateful for their voluntary participation in this process.

Executive Summary

The Migrant Education Program was founded on the principle that the children of migratory agricultural workers and fishers have the same right to a high-quality education as all other children. Tennessee MEP aims to ensure that when eligible migratory children arrive to the state, they feel welcome and that their families know that in Tennessee their children can receive not only excellent supplemental academic support, but also the holistic support needed to achieve academic goals.

In 2019, the Tennessee Migrant Education Program (TN MEP) worked with stakeholders to develop its Comprehensive Needs Assessment (CNA). Around the same time, Tennessee's Education Commissioner presented the Tennessee Department of Education's (TDOE) strategic plan, "Best for All", which sets priorities for the TDOE over the next years. The results of the CNA illustrate how Tennessee's Migrant Education Program plays a key role in ensuring that the *All in Best for All* includes Tennessee's migratory children living in rural and urban areas.

Many studies have been done on the significant challenges that migratory children across the country face, and how this can impede their academic success, notably the Office of Migrant Education's 2005 study on the seven common areas of concern.¹ However, Tennessee's Comprehensive Needs Assessment allows the Tennessee Department of Education to explore these issues through the unique lens of Tennessee's eligible migratory students, who numbered 1,574 in the 2018-2019 performance period.

Federal regulations require that Migrant Education Programs conduct a Comprehensive Needs Assessment to order to create a space for migratory children and parents to share their needs and identify solutions to meet those needs. The Tennessee MEP's CNA process began again in December 2018 and concluded in February 2019 with a Comprehensive Needs Assessment that paves the way for the creation of TN MEP's State Service Delivery Plan, which will identify the solution strategies and measurable program outcomes that the program will follow over the coming three to four years.

The data collected during the CNA process led the CNA's Management Committee and Needs Assessment Committee to prioritize need statements and solution strategies based around four key goal areas that reflect Tennessee migratory students' unique needs:

1. Literacy
2. Math
3. College and Career Readiness
4. School Readiness

¹ Common Areas of Concern Identified by OME: <https://results.ed.gov/cna-toolkit/article/2-c-list-of-resources-and-tools-for-step-2/common-areas-of-concern-handout>

These focus areas and other concerns identified through the CNA are aligned with the values and priorities of the Tennessee Department of Education's "Best for All" plan,² especially with the plan's central strategies of literacy support, career exploration, Whole Child Support, and teachers as leaders.

Literacy support: "Best for All" identifies literacy support, especially for early learners, as one of its three academic strategies. Through the CNA, MEP also identified this priority not just for early learners but for all migratory students. According to data collected through the CNA only 8% of migratory students are classified as either "On Track" or "Mastered" on the TN Ready ELA scores compared to 35% of non-migratory students. This data illustrates the need to support Tennessee's migratory students in developing key literacy skills.

Career exploration: "Best for All" prioritizes career exploration for youth. MEP also found the need for programming that creates clear pathways for migratory youth to explore a college education and future careers. Surveys collected from middle and high school migratory students as part of MEP's CNA revealed that only 5% of the migratory students who participated in the survey indicated that they know how to apply to college.

Whole Child support: "Best for All" identifies the need to meet the academic and non-academic needs of children through Whole Child support. MEP's CNA also identified the importance of providing support services and character education to migratory families, two components of "Best for All's" Whole Child strategy. Through the CNA, MEP's state Parent Advisory Council (PAC) prioritized access to support services such as health, nutrition and transportation as some of their children's most pressing needs, recognizing the connection between these needs and their children's academic success. The CNA also concluded that a need existed to enrich student engagement through character education, such as developing socio-emotional skills. 79% of educators who were surveyed as part of the CNA expressed the belief that migrant students were less likely than their non-migrant peers to participate in extracurricular activities.

Teachers as leaders: "Best for All" highlights creating professional development and leadership opportunities for Tennessee educators. Through the MEP's CNA, Tennessee public school administrators and educators also identified the need to elevate Teachers as Leaders in order to support Tennessee's migratory students. 100% of school administrators and educators who participated in the CNA survey indicated that they are interested in learning more about the unique struggles of migratory students and learning more about how to support them in literacy.

Section II of this report will review the methodology used to complete the Comprehensive Needs Assessment and the data collection plan based on state and federal regulations and requirements. In Section III, the Migrant Student Profile is explained using data collected from multiple stakeholders. Through Section IV, Results and Findings, the report will identify the concerns, needs statements and

² See Best for All Plan <https://www.tn.gov/content/tn/education/news/2019/11/5/education-commissioner-unveils--best-for-all--strategic-plan.html>

possible solutions that could address the issues that emerge through the Migrant Student Profile. The report concludes with a summary of the next steps that are to follow the completion of the CNA.

Section I: Overview

Purpose and Scope

The Comprehensive Needs Assessment (CNA) is a critical part of the cycle of continuous improvement that is to be completed by the Migrant Education Program (MEP). The Tennessee Migrant Education Program (TN MEP) began the renewal process of the CNA in December 2018. The CNA opens space for the program to listen to migratory families and students about their priorities and critical needs, and through that process take those voices into account in the creation of the Tennessee Migrant Education Program Service Delivery Plan (SDP) which will guide the program's strategies.

The CNA and SDP process are guided by the following regulations and non-regulatory guidance:

- Statutory Requirements: ESEA Section 1304(b)(1) and 1306(a)
- Regulatory Requirements: 34.C.F.R. 200.81-.89
- Chapter IV of the MEP Non-Regulatory Guidance

Tennessee Migrant Education Program

The Tennessee Migrant Education Program (TN MEP) is a federally funded program authorized under Title I, Part C of the Elementary and Secondary Education Act with the purpose of addressing the unique educational needs of migratory children so that they have full and appropriate opportunities to meet the same academic standards as all other children. The program is responsible for the identification and recruitment of migratory students in the state (including preschool, in-school and out of school youth) and for providing supplemental instructional and support services to help students succeed in school and graduate from high school. In Tennessee, the Tennessee Department of Education (TDOE) uses an outside contractor to manage the state Migrant Education Program. Conexión Américas, a nonprofit organization, has held the contract since 2016, and carries out the daily work of the MEP program across the state³.

³ Founded in 2002, Conexión Americas is a nonprofit organization based in Nashville, Tennessee with the mission to build a welcoming community and create opportunities where Latino families can belong, contribute, and succeed.

Section II: Methodology

The TN MEP used the Office of Migrant Education's (OME) toolkit *Conducting the Comprehensive Needs Assessment: A Step-by-Step Guide*⁴, to guide the CNA process. The TN MEP also worked with the nonpartisan, nonprofit research, development, and service agency, WestEd, to receive additional guidance and training on completing the CNA. WestEd, which has decades of experience working in the education sector, describes itself as an agency working with communities to improve education outcomes for children, youth and adults.⁵

Structure

Management Team

As suggested in the CNA Step-by-Step Guide, the CNA was guided by a Management Team, composed of a core group of advisors from the Tennessee Migrant Education Program team, the Tennessee Department of Education and Conexión Américas. The Management team included Jan Lanier, TDOE's Director of English Learner, Immigrant and Migrant Programs, Juliana Ospina Cano, Executive Director of Conexión Américas, Ariel Safdie, Associate Director of the Tennessee Migrant Education Program, Justyn Settles, Statewide ID&R Manager, Stephanie Salazar, Regional Service Manager, Elena Cruz, Data and Compliance Coordinator, and Kelly Noser, Evaluation Consultant.

Needs Assessment Committee

The Needs Assessment Committee (NAC) was created to open space for the representation of the voices of key stakeholders throughout the CNA. NAC members represented different geographical areas of Tennessee as well as diverse groups of community partners and MEP participants, who together contributed their unique expertise and experiences. The Needs Assessment Committee for the TN MEP CNA was composed of Sharon Cate, Knoxville County Schools Migrant Liaison, Kelly Noser, Evaluation Consultant, Janine Al-Aseer, Innovation Project Manager, Great Schools Partnership, and Trish Kelly, TDOE's Data Manager & ED Facts-CSPR Coordinator. A former MEP student also participated on the committee. Representing the TN MEP team were Justyn Settles, Statewide ID&R Manager, Stephanie Salazar, Regional Service Manager, Elena Cruz, Data and Compliance Coordinator, and Ariel Safdie, Associate Director.

Parent Advisory Council

TN MEP consulted with parents of migratory students throughout the CNA process. Input was collected through culturally competent surveys during the data collection step of the CNA (September and October

⁴ <https://results.ed.gov/cna-toolkit/article/conducting-the-comprehensive-needs-assessment-a-step-by-step-guide/conducting-the-comprehensive-needs-assessment-a-step-by-step-guide>

⁵ <https://www.wested.org/about-us/#>

2019). Members of the TN MEP Parent Advisory Council (PAC) also directly contributed their concerns and ideas to the process through a PAC meeting held in February 2020. The TN MEP PAC was composed of eleven migratory parents whose children were participants in TN MEP. They represented the four areas of the state with the highest density of migratory population: Macon County, Hamblen County, Knox County, and Rhea County.

Planning and Data Collection Process

In line with the OME toolkit, the TN MEP followed five steps to conduct the CNA:

Step 1: Conduct Preliminary Work

In January 2019, the TN MEP began working with WestEd to launch the CNA process. Initial research was completed by the TN MEP team on the requirements of the CNA and SDP between February and May 2019. In May 2019, key TN MEP and TDOE staff, as well as an Evaluation Consultant, received an intensive two-day training from WestEd on how to conduct a CNA and SDP. During this process, key preliminary parts of Step 1 were completed such as the creation of an initial nomination list for the NAC and SDP Committees, the development of a draft CNA and SDP work plan, and the formulation of initial concern statements. Three concern areas initially emerged from this step: Literacy, Family Engagement, and Student Engagement.

Following the training, a management team was established, the work plan was finalized, and stakeholders representing the TDOE, school system, migratory student population, expert educators, Identification and Recruitment, evaluation experts were invited to form the NAC. Plans were made to schedule a state PAC meeting so that parents' input would be incorporated in the NAC. The TN MEP then designed the data types to be used in the Migrant Profile based on data related to test scores, services received, and demographics.

Step 2: Explore What is

In Step 2, which occurred between May and September 2019, TN MEP's Data and Compliance Coordinator worked with WestEd and TDOE to analyze the Migrant Profile's data types identified in Step 1 in order to continue with the MEP Needs Assessment. Data was initially pulled from three different sources:

- TN Ready Scores, Tennessee Department of Education 2016-2017
- COE data as reported through MIS2000 2015-2018
- Service Reports as reported through MIS2000 2015-2018

The Management Team met in September 2019 to review the data collected and use it to draft concern statements, which identify "areas that require additional attention for migratory children."⁶ Building on the May meeting and the new data gathered in Step 2, concern statements were initially identified and drafted by the Management Team around the following focus areas:

⁶ CNA Toolkit page 46

- Literacy
- Math
- Family Engagement
- Student Engagement
- School Readiness⁷
- College and Career Readiness
- Support Services⁸

Need Indicators, which are defined by OME’s Comprehensive Needs Assessment Toolkit as “a measure that can be used to verify that a particular gap or discrepancy exists for migratory children and sets a parameter to specify the severity of that gap” were drafted and areas in which more data needed to be collected were identified.

Step 3: Gather and Analyze Data

Based on the Concern Statements and Needs Indicators identified in the previous step, the data expert, in consultation with the broader Management Committee, designed a data collection plan to explore and support the identified needs and concerns in the areas of (1) literacy, (2) family engagement, (3) graduation and post-secondary success, and (4) collaborative general support needed. Five survey types were created in order to gather this information:

- Parent Survey, Comprehensive Needs Assessment, TN MEP (2019)
- Migratory Student Survey, Comprehensive Needs Assessment, TN MEP (2019)
- Out of School Youth Survey, Comprehensive Needs Assessment, TN MEP (2019)
- Educator Survey, Comprehensive Needs Assessment, TN MEP (2019)
- MEP Staff Survey, Comprehensive Needs Assessment, TN MEP (2019)

In addition, the committee collected further data through issuing Parent Advisory Council Needs Worksheets at the PAC Meeting (February 2020) and conducting a phone interview with Telamon Tennessee Migrant and Seasonal Head Start (February 2020).

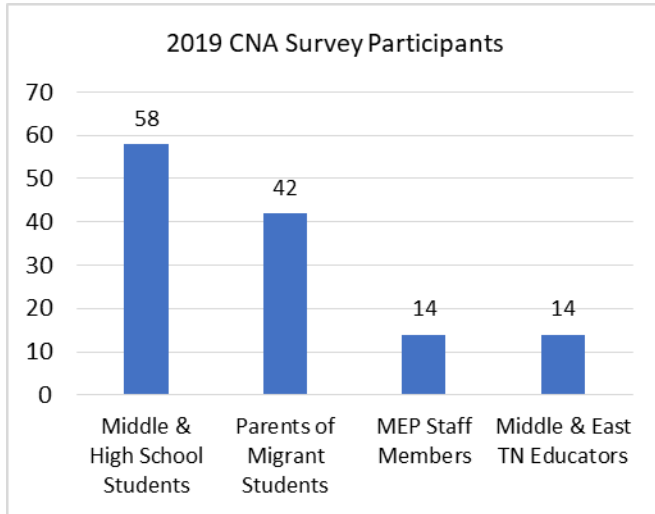
Surveys were administered by MEP staff to current MEP middle and high school-aged students, parents of migratory students, and out of school youth (OSY) throughout areas of Middle and East TN, where there is a high-density population of migratory students. Staff administered surveys in the language in which respondents felt most comfortable responding, principally Spanish, English, or Swahili. Staff then entered responses directly into the online portal, translating the information from the language spoken by parents to English. While youth and parent names were not captured on surveys or in the online data form, survey administration was not anonymous, since MEP staff administered surveys in-person. Additionally, MEP staff and key educators (e.g., district-level MEP Liaisons, Summer Camp educators) were invited to provide input via anonymous online surveys. Surveys were administered during the month of October 2019. Data

⁷ This Concern area was specified after the February 2020 NAC meeting.

⁸ This Concern area emerged after the first NAC meeting in November 2019.

was also collected from parent leaders in the Parent Advisory Councils through a participatory workshop in February 2020.

Figure 1. CNA Survey Participant Demographics



Students and parents were represented from key high-density areas around the state of Tennessee:

Figure 2. Student grade levels and regional representation in CNA surveys

Geographic Location	# of Middle School Students	# of High School Students
East TN	12	21
Middle/East TN	7	1
Middle TN	10	7
TOTAL	29	29

Figure 3. Geographical representation of parents in CNA surveys:

County	# of parents
Hamblen	12
Jefferson	6
Macon	6
Knox	4
Rhea	4
Warren	4
Davidson	2
Sumner	2
Cannon	1
Rutherford	1

Once the data was collected and analyzed by the data expert on the Management Committee team, the results were shared with the Management team in November 2019 and needs statements were drafted.

Step 4: Make Decisions

The NAC met in November 2019 for a day long intensive workshop to review the Migrant Student Profile and discuss if the prioritized concerns and needs statements aligned with the data collected and the NAC members' own experiences and expertise. Upon concluding this discussion, the NAC began the process of exploring solutions and strategies. Teams were created based on NAC members' expertise. A list of solutions and strategies based on Tennessee students' unique needs emerged for each need area as a result. These strategy solutions were prioritized based on the feasibility of implementation, the effectiveness of the solution, and the extent to which the solution addresses a critical need and key sub-groups (Pre-K, PFS and OSY). They were then shared with the Management Committee for feedback.

Step 5: Transition to SDP Development

The NAC met again in February 2019 to complete the NAC and transition to the SDP. As part of this, they created Measurable Program Outcomes (MPO) for each prioritized solution strategy. OME's Comprehensive Needs Assessment Toolkit defines MPOs as "desired outcomes of solutions and strategies." Challenges and solutions to those challenges were also addressed. A draft was completed of the CNA in February 2020 and disseminated to the Management Committee, key members of the NAC, and the expert groups for feedback.

Data Collection and Analysis

In order to develop the Migrant Student Profile two phases of data collection and analysis were completed.

Existing Data: The first was an analysis of the existing data currently held by the Tennessee Department of Education through test scores, and data tracked by TN Migrant Education Program through MIS2000, around COE information and Service Logs. This data was designed, cleaned and analyzed between the TN MEP Data and Compliant Coordinator and data experts at WestEd. As the CNA began in the middle of the 2018-2019 program cycle, data was taken from the previous three program cycles (2015-2018).

Primary Data: In order to develop the Need Indicators, it was determined that additional data sources were required to assess the needs of migratory students. As presented in Step 3, Gather and Analyze Data, the team administered surveys and analyzed the results in October 2019. Information from students, parents, MEP staff, educators, and out of school youth were also used to consider service delivery options that might best meet identified needs. A participatory workshop was held with parent leaders of the Parent Advisory Council in which they prioritized needs and solutions. Additionally, an interview was conducted with Telamon Tennessee Migrant and Seasonal Head Start in February 2020.

Data Limitations

Due to the mobility of Tennessee's migrant students, limited data from year to year was in some cases encountered, especially around student test scores. In some cases, certain years contained more test scores than others. This is a consequence of the time frame in which new students arrive and leave the state.

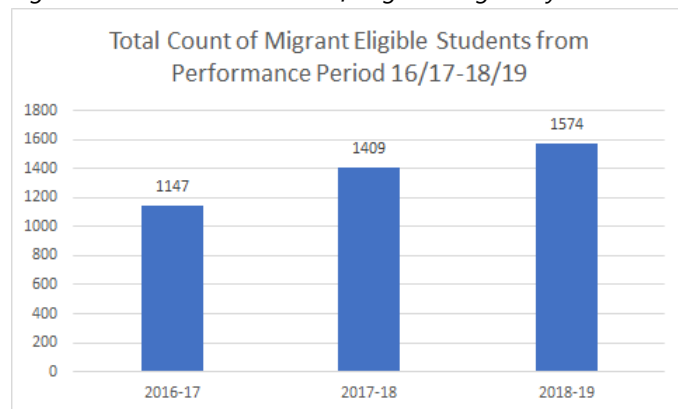
Section III: Migrant Student Profile

Demographics

Population Size and Trends

In 2018-2019, Tennessee Migrant Education Program identified 1,574 eligible migratory children. This is an 11.7% increase from 2017-2018, and a 37% increase from 2016-2017. (see Figure 4).

Figure 4. Trends in number of eligible migratory students 2018-2016



In 2017-2018, one-third of the state's MEP students were classified as Out-of-School Youth (OSY). This is a 7% increase from 2015-2016. The second largest group of eligible migratory children in 2017-2018 was elementary school aged (K-5th). During each performance period, students in high school grades make up the smallest percentage of eligible migratory students (see Figure 5). In 2017-2018, 64% of MEP students were male. This is a three percent increase from 2015-2016 (see Figure 6). In 2017-2018, 96% of the state's MEP students were Hispanic/ Latino (see Figure 7).

Figure 5. Eligible migratory children by grade distribution

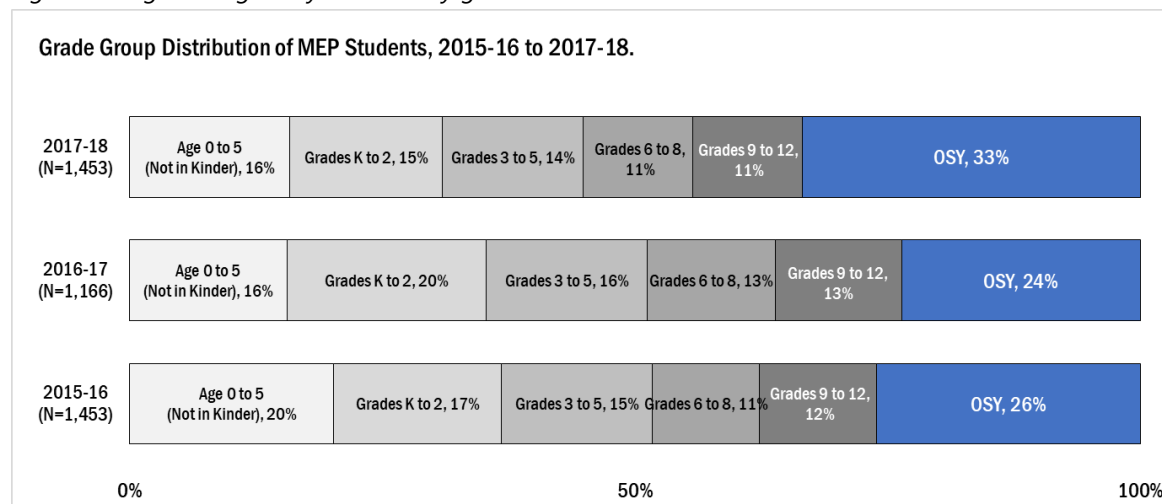


Figure 6. Distribution of MEP students by gender

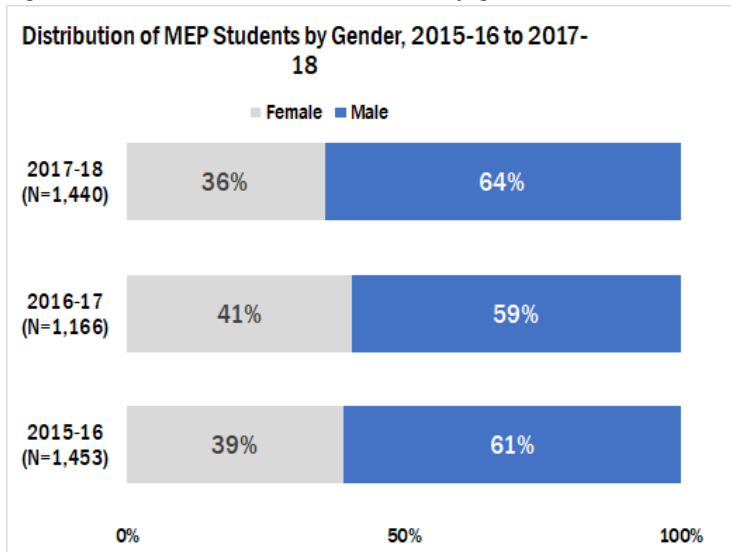
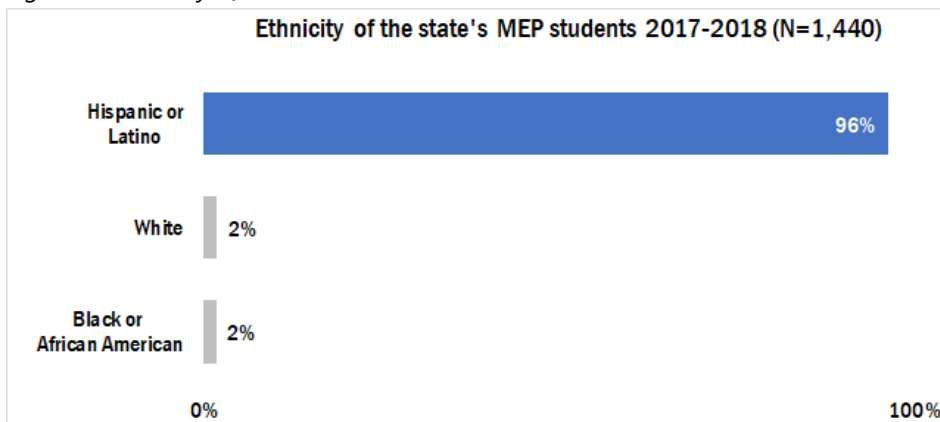
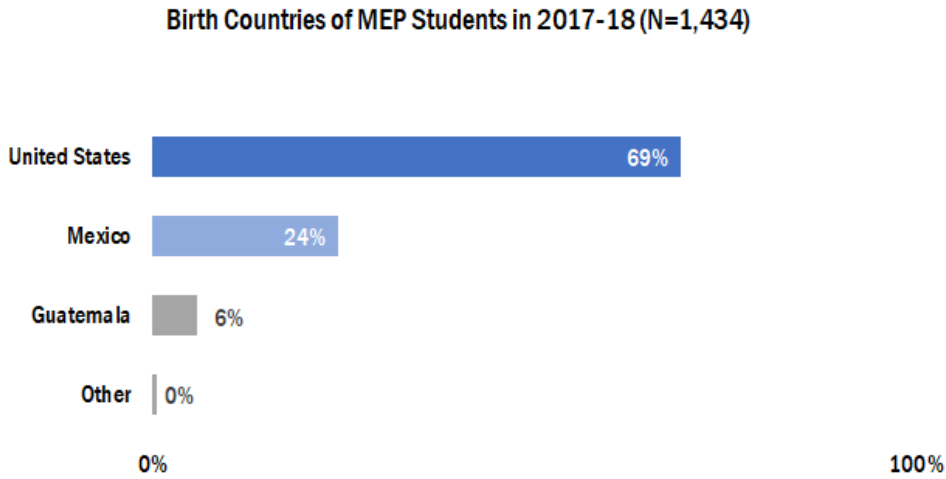


Figure 7. Ethnicity of state's MEP students 2017-2018



During the 2017-2018 performance period, the majority of Tennessee's eligible migratory children and youth were born in the United States (69%). This was followed by student's born in Mexico (24%) and Guatemala (6%) (see Figure 8).

Figure 8. Birth countries of MEP students in 2017-2018



Movement Patterns

MEP Students eligible during the 2017-2018 performance period were most likely to have moved to a location in Tennessee from outside of the United States or from Florida. The next two most common move from locations were Georgia or within the state of Tennessee (see Figure 9). The MEP students who moved to Tennessee from outside of the U.S. were most likely to have moved from Mexico, followed by Guatemala (see Figure 10).

Figure 9. Move from location of eligible migratory students during the 2017-2018 performance period.

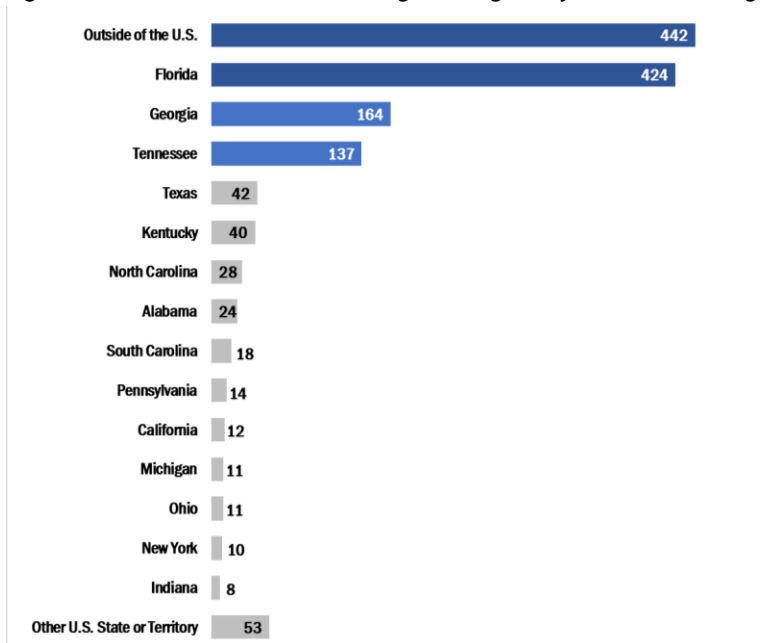
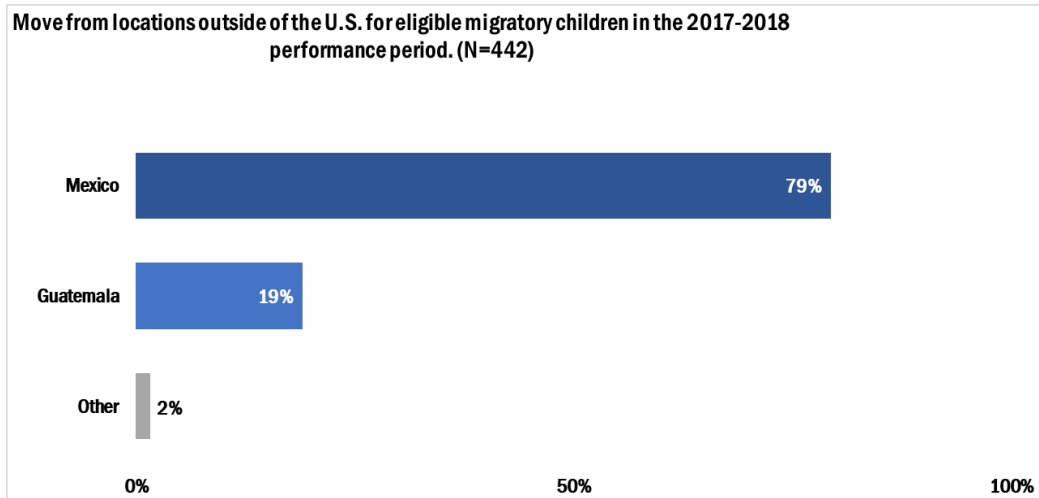


Figure 10. Move from locations outside the U.S. for eligible migratory students in the 2017-2018 performance period.



Qualifying work

Picking tomatoes was the most common qualifying work for MEP students in 2017-2018 (see Figures 11 and 12). The largest change in qualifying activities has been the loss of tobacco growers across the state. During the 2015-2016 performance period, tobacco was the crop which represented the second highest percentage of qualifying work of eligible migratory families. However, this dropped in the 2016-2017 performance period, when it was surpassed by planting tomatoes. In 2017-2018 tobacco was also surpassed by picking peppers as qualifying work.

Figure 11. Most common qualifying work for MEP students 2017-2018

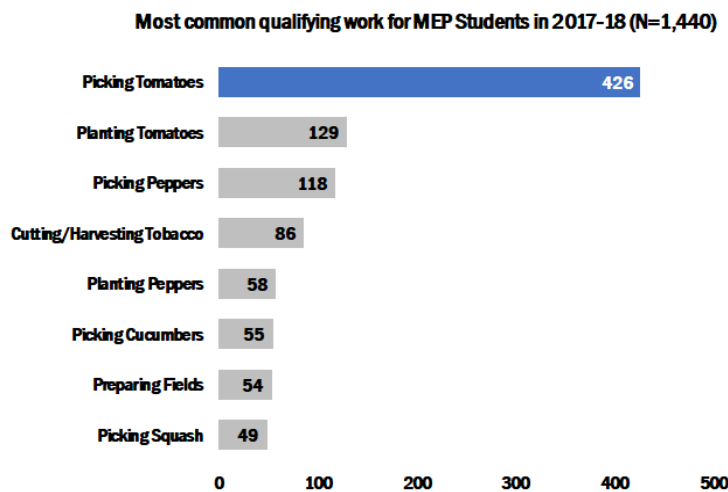
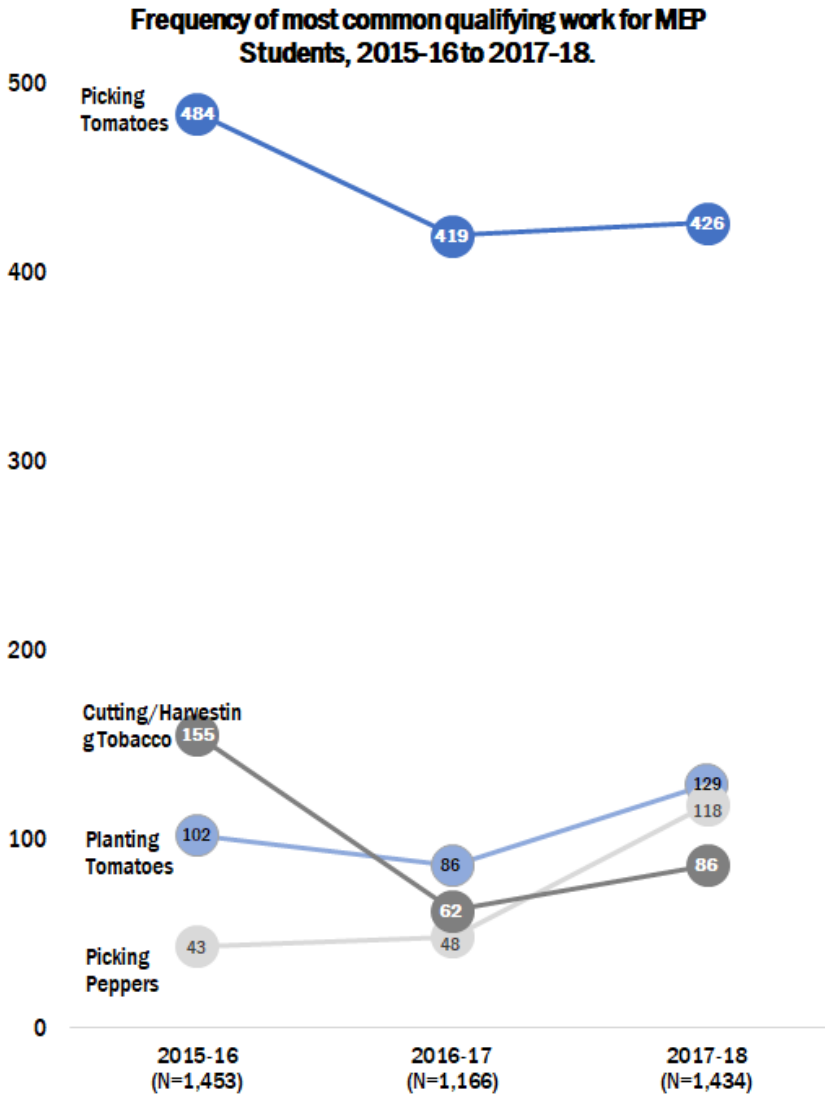


Figure 12. Frequency of most common qualifying work for MEP students 2015-2018

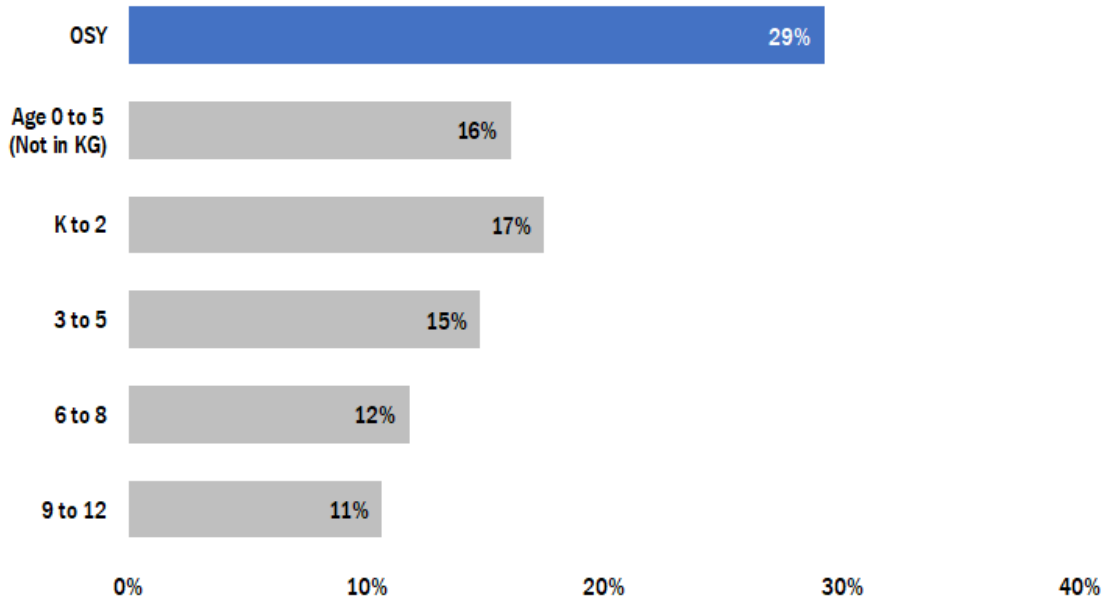


MEP Service Utilization

In order to gauge the trends over time in the needs of Tennessee’s eligible migratory students, data around the services received through MEP was also analyzed. 29% of migratory students receiving services in 2017-2018 were OSY. The second largest grade group to receive services in Tennessee was K-2 (17%). High school-aged students represented the smallest number of migratory students served during this performance period.

Figure 13. Grade group distribution of students who received any MEP services 2017-2018

Grade group distribution of students who received any MEP services in 2017-18. (N=1,001)



The top eight services provided in 2017-2018 were Provide Educational Materials, Reading Instruction, Book Distribution, After School Program, Mathematics Instruction, Pre-School, ELL Children, and Homework Help.

Figure 14. Most Common MEP services by grade 2017-2018

Most Common Services by Grade Group - % Utilization	Provide Educational Materials (N=995)	Reading Instruction + Reading Instruction Certified (N=548)	Book Distribution (N=615)	After-School Program (N=314)	Mathematics Instruction + Mathematics Instruction - Certified (N=454)	Pre-School/Kindergarten Readiness Skills (N=219)	ELL - Children (N=182)	Homework Help (N=204)
Grades 9 to 12	11%	4%	8%	2%	5%	0%	13%	12%
Grades 6 to 8	13%	18%	14%	6%	17%	0%	20%	32%
Grades 3 to 5	18%	34%	28%	32%	42%	0%	28%	30%
Grades K to 2	16%	42%	30%	51%	35%	9%	31%	24%
Age 0 to 5 (Not in Kinder)	15%	1%	19%	10%	1%	91%	8%	3%
OSY	28%	0%	2%	0%	0%	0%	0%	0%

Tennessee State Assessments

Tennessee Comprehensive Assessment Program (TCAP) has been the state’s testing program since 1988, and it includes TNReady assessments in math, English language arts, social studies, and science. Student performance is based on the following performance levels: Mastered; On Track; Approaching; or Below.

As Tennessee is a receiving state, most migratory students take standardized state tests in their home states. Because of this TDOE has limited data on student test scores. At the time of this analysis, the 2016-2017 test scores were the most recent available.

English Language Arts

44% of all migratory students were classified as Below achievement levels in TN Ready ELA and HS English Assessments. Only 8% were classified as either “On Track” or “Mastered.” The grade group with the highest percentage of students Below achievement level was grades 3 to 5 (see Figure 15).

Across all grade groups, Migratory Students were much less likely than All Students to score as “On Track” or “Mastered,” on the 2017 TN Ready ELA and HS English Assessments. Overall, there is a 27% difference in the scores of All Students compared to Migratory and Non-migratory students (see Figure 16).

Figure 15. Student Achievement on the 2016-2017 TN Ready ELA and High School English Assessment

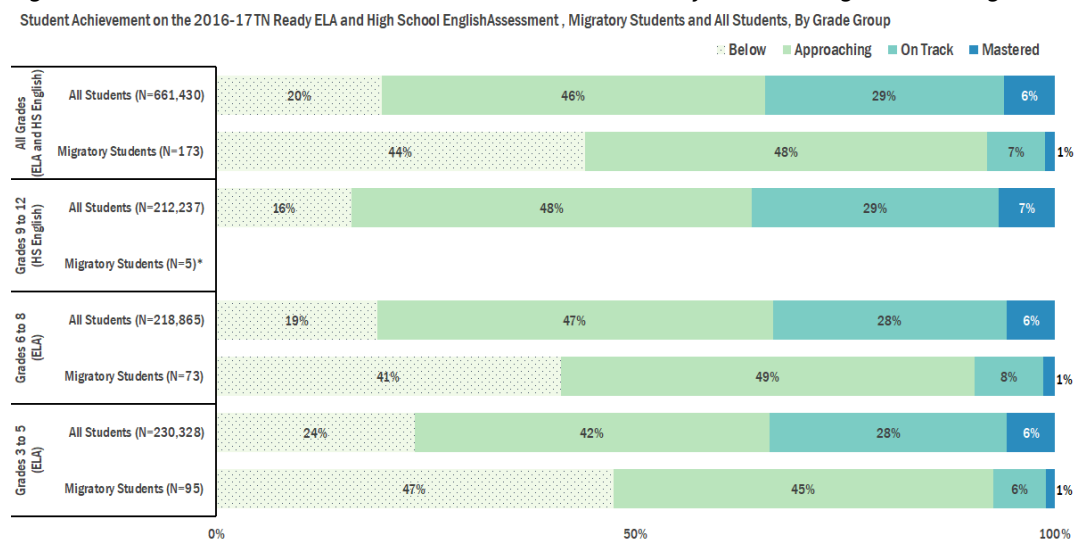
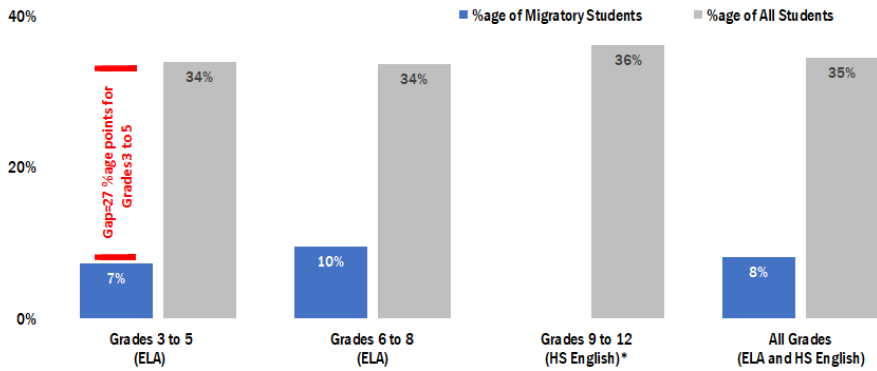


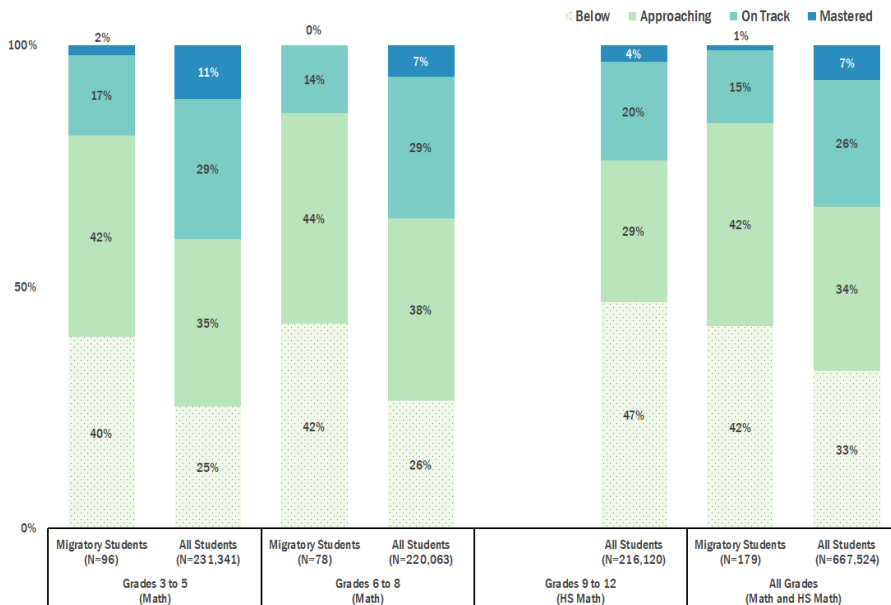
Figure 16. Students who scored On Track or Mastered on the TN Ready ELA and High School English Assessment



Math

Across all grade groups, Migratory Students were much less likely than All Students to score as "On Track" or "Mastered" on the 2017 TN Ready Math and HS Math Assessments. In all grades, only 1% of Tennessee's Migratory Students scored Mastered on the TN Ready Math assessment, versus 7% of all students. Similarly, only 15% of all Migratory Students scored On Track versus 26% of Non-migratory students.

Figure 17. Student achievement on the 2016-2017 TN Ready Math Assessment



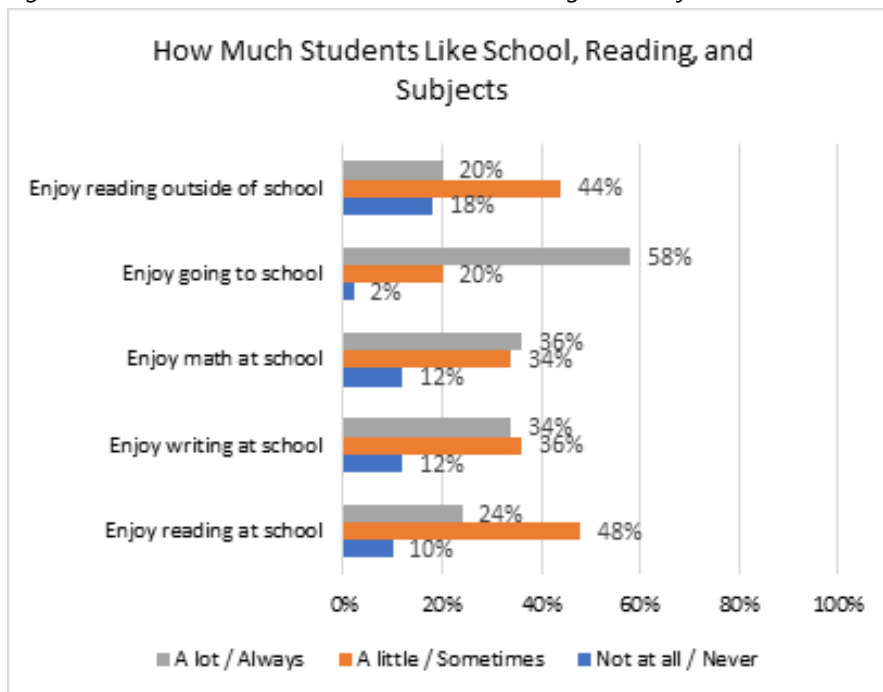
Reading and Math at School

In addition to analyzing existing data, in October 2019, MEP also collected primary data directly from 58 middle and high school students in the Tennessee Migrant Education Program, dispersed in three high density areas throughout the state. The goal was to further examine student’s perspectives on what they see as their needs around Reading and Math. The data collected through these 58 surveys supplements existing data.

This analysis revealed several key findings:

- 20% of students express that they enjoy reading “a lot” outside of school. 18% expressed they do not enjoy reading outside of school ever. Students enjoy reading in school a little more than outside of school. 24% express they enjoy reading at school “a lot”, and 10% of students do not enjoy reading in school at all.
- Students indicated they enjoy math at school more than reading (36% enjoy math at school “a lot”). 12% of migratory students do not enjoy math at school at all.
- Most migratory students enjoy going to school “a lot”— 58%. Only 2% do not enjoy going to school at all.

Figure 19. How much students like school, reading and subjects



The written portion of the survey identified the following comments from students:

- Types of books listed that students like include Mystery, Horror, Sports, Thrillers, Fantasy, Short Stories, Books about Fashion, the Bible, and Anime.
- Some students said they didn't like to read out loud.
- Some said they like reading non-fiction and textbooks.
- Commonly, students reported that the things they like about school are gym class, friends, and teachers.

MEP staff and educators were also asked survey questions about how they perceived the needs of students in reading and math.

Three main themes identified by MEP staff were:

- Students need increased access to reading materials, especially in their native language
- Parents need training, support, and positive feedback to help their children with reading and school.
- After-school programming and one-on-one tutoring could be a solution to address the literacy needs of students, which could be led by peers and volunteers, targeted to the needs of the students.

Educators and administrators from the Tennessee public school system were also asked through the survey to share their reflections on the reading needs of migratory children. Three main themes emerged as areas that impact students' reading:

- Language barriers
- Parent literacy
- Repeated interrupted or lack of consistency in education as a result of migration season.

Parent Engagement

42 parents from 10 counties (Hamblen, Jefferson, Macon, Knox, Rhea, Warren, Davidson, Sumner, Cannon and Rutherford) also took the survey. This was to help the TN MEP identify and prioritize the needs of the parents of migratory students and the support they need to help advance the education of their children.

Support in Reading and Homework at Home

A focus of the survey was to better understand if parents of migratory children felt confident supporting their children with homework. Parents and students were asked to indicate whether students received assistance in their homes with reading and with homework.

38% of the parents surveyed indicated they do not read to their children, while 55% indicated they do not help students with homework (see Figure 20 and Figure 21). Several parents indicated older siblings or

relatives read to the children. Three indicated the children read to the parents, because parents did not read English.

Almost 40% of the parents read to their children 1-2 times per week. 10% indicated they help students 5-7 days per week with reading; 20% help students 5-7 days per week with homework.

Figure 20: Times per week parents read to children- as responded to by parents

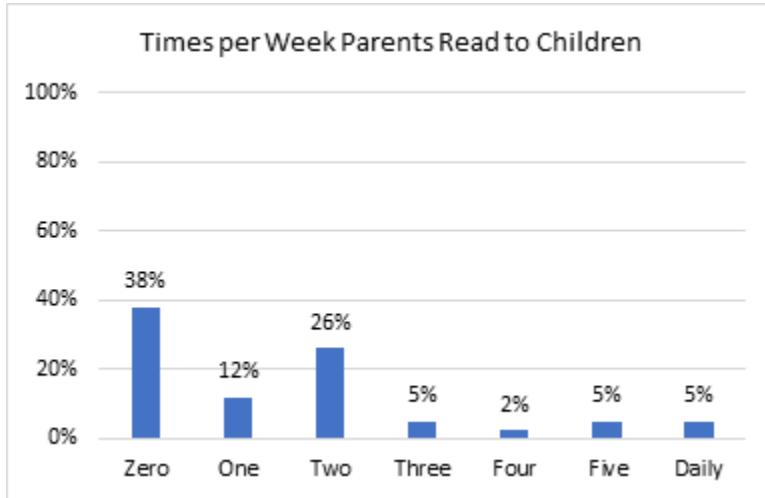
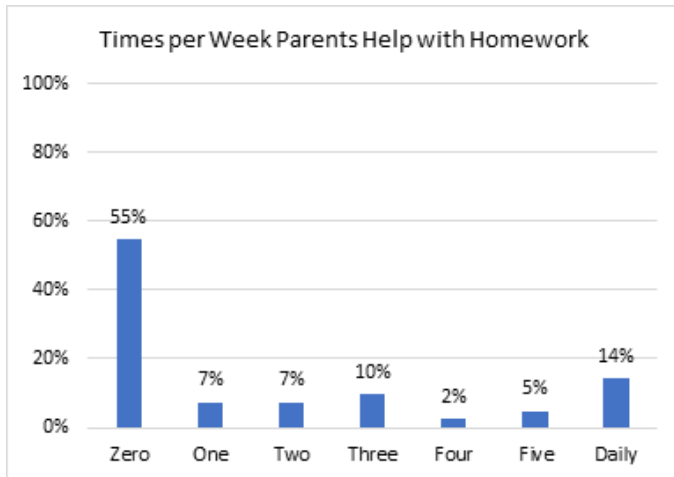


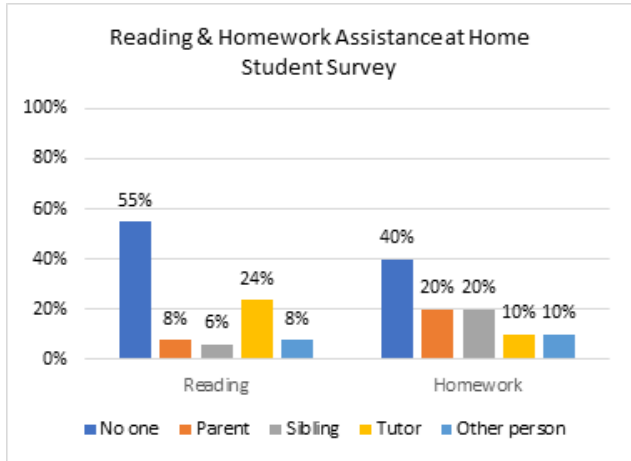
Figure 21: Times parents help children with homework- as responded to by parents



The results of the student survey were somewhat parallel to the feedback from parents (see Figure 22). 55% of the students indicated no one in their homes helps them with reading, while 40% indicated no one helps them with homework in general.

**61% of parent respondents reported parenting elementary and middle school students.

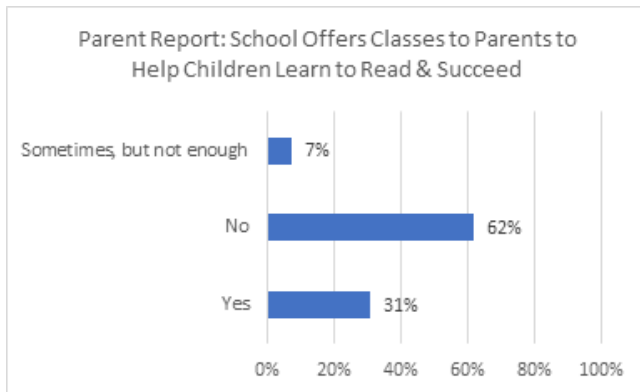
Figure 22: Reading & homework assistance at home- as responded to by students



Support to Parents

Parents were asked whether their children’s schools offered support through learning opportunities to parents to help them work with their children to read and succeed. 69% of the parents surveyed indicated the schools did not or that they did sometimes, but not enough.

Figure 23. Parent report. School offers support to parents to help children learn to read and succeed



Parent Engagement in School

All survey respondent types (Parents, Students, Educators and MEP staff) were asked questions about how families engage in the schools and what sort of contributing factors they saw as important in addressing low engagement. The results of the surveys are presented in Figures 24, 25, 26, and 27.

- The parents and students were much more likely to indicate that parents never or rarely participate in all the event types listed, as compared to MEP staff and educators.
- Across all respondent types, meetings with teachers were the event types that were the most often identified as ones that parents of migratory students were likely to attend.

Figure 24. School event participation- parent responses

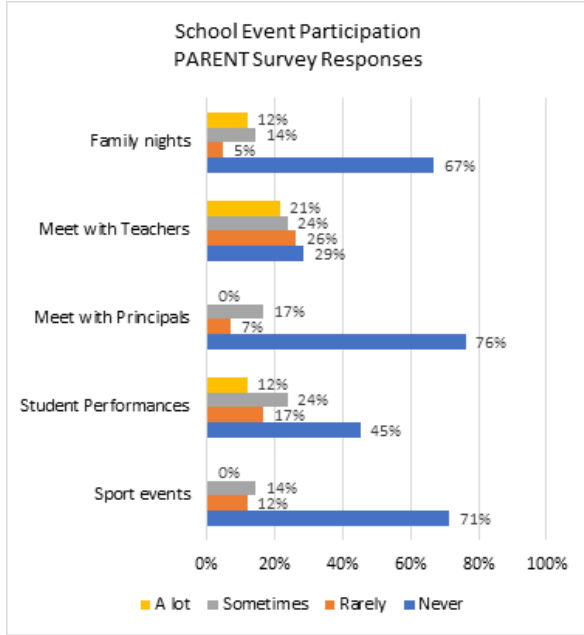


Figure 25. School event participation- student responses

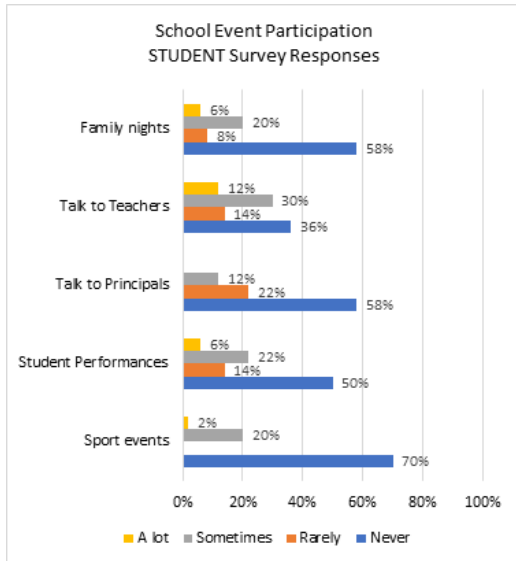


Figure 26. School event participation- educator responses

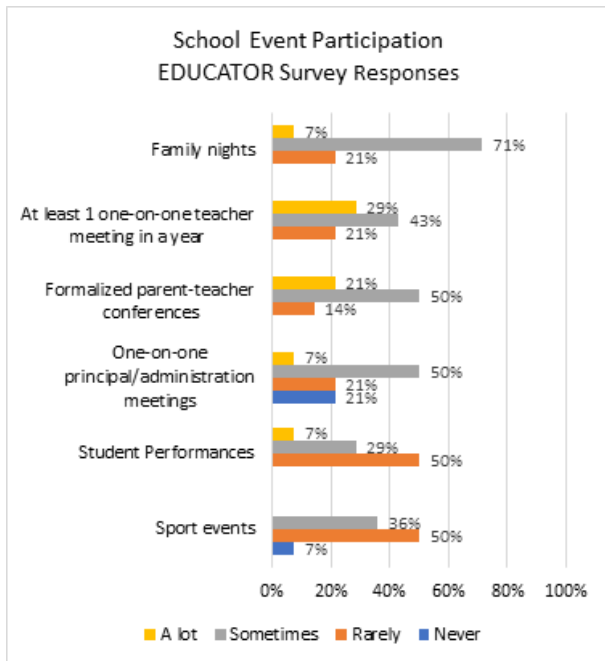
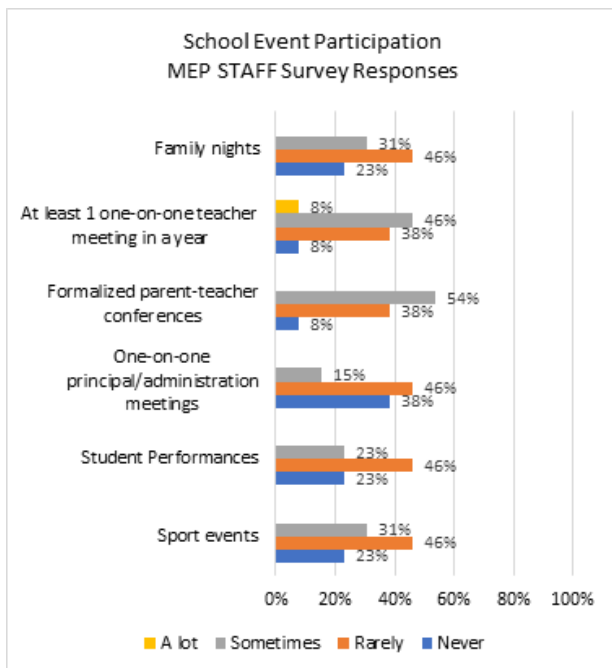


Figure 27. School event participation- MEP staff responses



Parents responded to a question about whether they felt they had a good understanding of the United States school system. Overall, none of the parents felt they had a good understanding, but one felt s/he

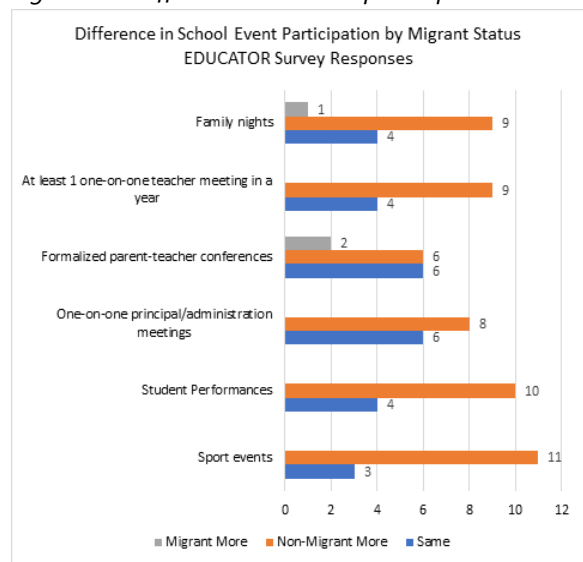
could rely on an adult child and a child in college to help the younger siblings. Parents indicated they would benefit from booklets, or informational papers sent home from school in their native language, access to accessing information on the internet, and parent meetings at the school or community center.

Migratory Parent Engagement in School v. Non-Migratory Parent Engagement

Most schools generally struggle to engage all families, regardless of migrant status. To see whether educators see a difference in engagement between families of migrant students and families of non-migrant students, the survey asked them to consider parent participation across the same variety of events. As shown in Figure 28, only a couple of educators thought parents of migrant students were more likely to engage in family nights and in parent-teacher conferences. Otherwise, more educators felt families of non-migrant students were more likely to engage in one-on-one teacher and principal meetings, student performances, and sports events.

As demonstrated in Figures 24-27 parent-teacher conferences and teacher meetings seem to be the event types in which families of migrant students are most likely to participate.

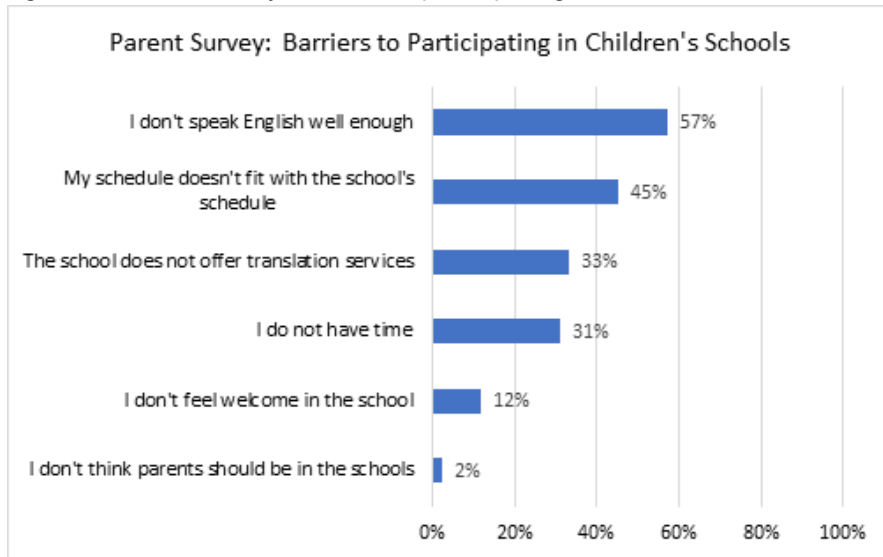
Figure 28: Difference in school participation- educator response



Barriers to Family Engagement

To consider ways to address engagement, parents were asked to share which common barriers they felt most impacted family engagement. 57% of parents indicated their lack of English language skills as a barrier (see Figure 29), while 50% said the school’s schedule did not fit with their schedule.

Figure 29. Parent survey: Barriers to participating in children's school



Below are some common themes that stood out from parent comments about what schools had done to make them feel more engaged:

- Translation services and teachers trying to learn a few Spanish words
- Contacting parents to give them positive feedback or contacting parents with concerns with enough time for them to intervene
- Kindness
- High quality teaching

MEP staff were also asked to indicate what they thought were the main barriers to family engagement. Insufficient English language skills was the highest rated barrier. The next four barriers were all related to a lack of school/district communication and family understanding about how to participate in schools, how to support their children's learning, and the importance of such engagement.

Below are MEP Staff comments on what they see as tools schools need to engage families:

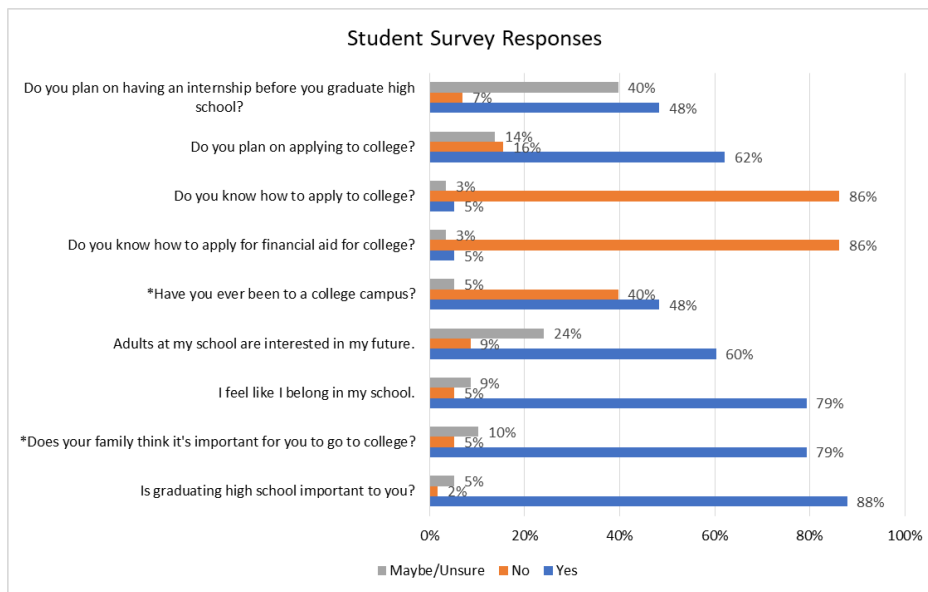
- Translation and interpretation services and information in home language, bilingual outreach
- Provision of technology, including computers, tablets, and internet access
- Understanding of migrant student and family needs
- Books available in Spanish and other languages
- Expressed interest to learn about migrant families and their culture to build relationships
- Extra help, after-school support and tutoring, in-class peer support

High School Graduation and Post-Secondary Opportunities

Because the MEP tries to support students in completing high school and preparing for post-secondary education, surveys sought input from students on questions about their expectations, plans, and related attitudes towards graduation and beyond. Figure 30 presents the responses from the middle and high school student respondents. Key findings include:

- 88% of students indicated that graduating from high school was important to them.
- 62% students plan on applying to college.
- As would be expected, more high schoolers than middle schoolers have been to college campuses, but there were no other differences between the two grade level tiers of students taking the survey.
- 86% of respondents indicated they do not know how to apply to college.
- 86% of respondents indicated they do not know how to apply for financial aid.
- When asked how parents could help students prepare for post-secondary school, 12 students said they did not know, but responses from the other students included: Encouragement and support and motivation / have conversations with me about college, career and help me plan / help me find a good university.
- When asked how schools could help, the students had some specific requests: Career technical education – manufacturing, computers, mechanics / career and college exploration / ACT preparation / help me learn now, “teach me” / show me how to get in college.

Figure 30. College readiness student survey



Parents were also asked to comment on what would make it possible for their children to attend college. Some themes across the comments include:

- Better grades and test scores (ACT)
- Financial assistance
- Parent support and encouragement
- Clarification on whether undocumented students can go to college

Student Engagement

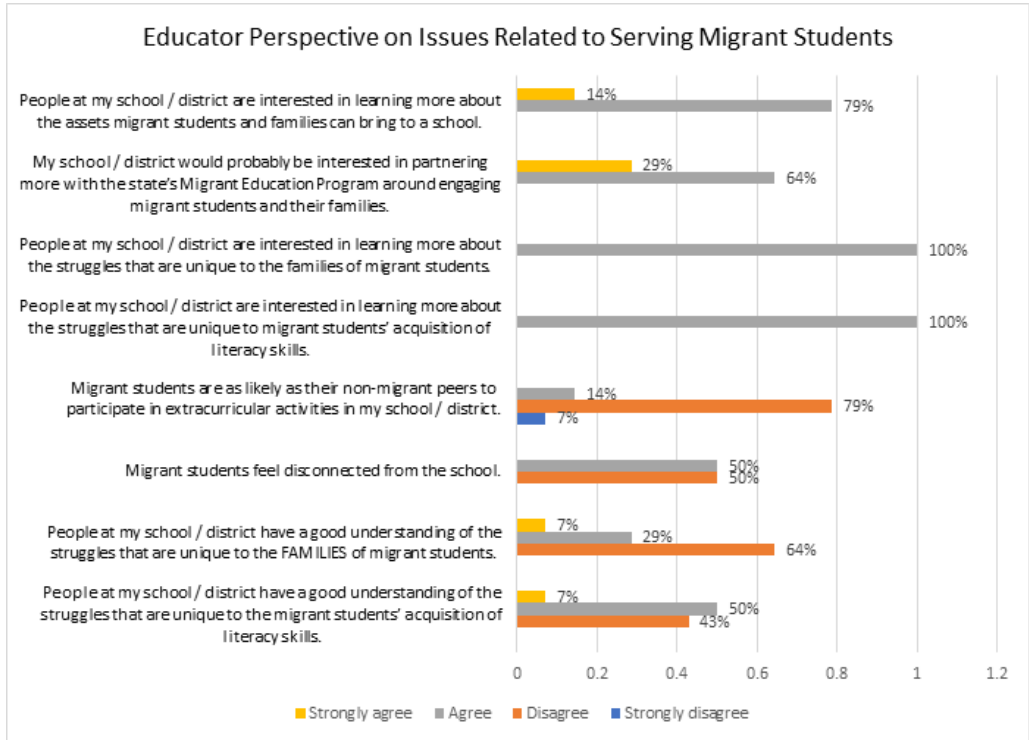
Because one concern that arose during the CNA process was identifying the needs of educators and the school system in supporting migratory students, survey questions were designed to ask educators' in the school system their perspectives related both to their needs in serving migratory students and the needs of migratory students. The Management Committee observed there could be a connection between student engagement, and the resources the school system needs to support migratory students in their academic journey.

Educators were also asked to share their perspectives on whether they felt that migratory students had equal chances to engage in school as non-migratory students and if, from their perspective they felt migratory children had the chance to connect with the broader school community. The responses of the 14 educators who responded to the survey are in Figure 31.

Overall, the educator survey results seem to indicate:

- There is a need to help schools and districts understand more about needs and assets that migrant students and their families have and how to support them
- There is a willingness and interest to learn and work with the MEP.
- Educators were equally divided on whether from their perspectives migratory students feel disconnected from the school.
- 79% disagree with the statement that migratory students are as likely as their peers to participate in extracurricular activities in the school.

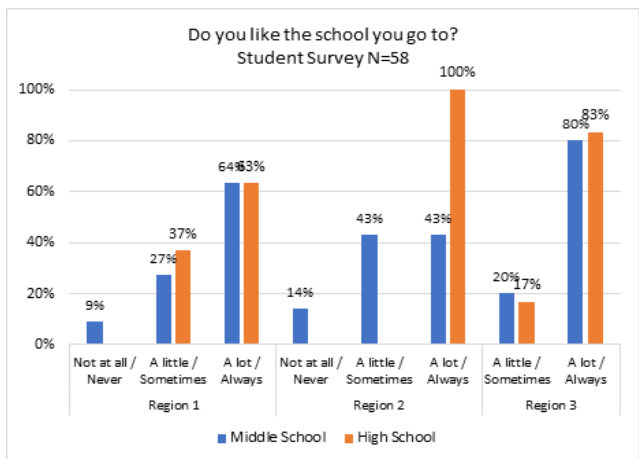
Figure 31. Educator perspective on issues related to serving migratory students



Students were asked if they liked their school. Responses as shown in Figure 32 were:

- More than half of the students surveyed indicated they like the schools they go to “a lot or always.”
- While the data in the graph may indicate high school students were more likely to respond positively, there was no significant difference between middle and high schoolers
- While Region 1 (East TN) results may seem less positive, there was no significant difference between regions

Figure 32: Do you like the school you go to- student survey



Student & Parent Final Recommendations

To keep focus on the importance of student and parent voices, these final recommendations were made in response to the final survey question that asked students and parents “what else is important for us to understand and address the needs of students and families?” Parents responded to questions in their native language, and their comments were translated into English by MEP staff.

- I would like the school to know how hard it is for migrant students because it is not easy to adapt to a new school and to get to know new teachers, so the school should help them more.
- I feel like I'm not going to go to college unless it's cheap or free. You need experience for jobs, not just college.
- If you don't have documents, you can't get a job, so it's hard to want to go to college. The hardest thing is reading and understanding it.
- I think college is too expensive, I don't have papers so I don't know how that will work.
- Study hard, because people think since we're not from here we can't apply to college. We can prove them wrong.
- Programs that help parents learn English so they could help their children.
- How to apply for college scholarships.
- Health support
- I would like to listen when the teacher comes to help with English, so that I could also learn and be able to help my children more.
- I would like to be able to speak English, if there were classes for parents.
- Have patience with the parents, because they must work a lot and do not know the language.
- Home tutoring is working.
- Scholarships for those who cannot go to university, many do not have a chance if they do not have documents.
- English classes & homework help for my kids.

Out of School Youth (OSY)

To gain a better understanding of Tennessee's OSY population, surveys were also collected from nine OSY's served by the Migrant Education Program. Some of the key findings as indicated in Figures 33, 34, 35, and 36 were:

- The majority of OSY rate their English level 1 on a scale of 1-10 (with 1 being the lowest level).
- The majority of OSY indicated being able to financially support their family was an important goal. Learning English, having a job I enjoy, and buying a house, followed as important goals. Only 3 of the 9 OSY indicated that they had a goal of finishing high school.
- When asked what MEP could do to help support them reach their goals, English lessons was one of the highest ranked responses, followed by career counseling and goal setting/ action steps.

Figure 33. Self-rated English skills OSY

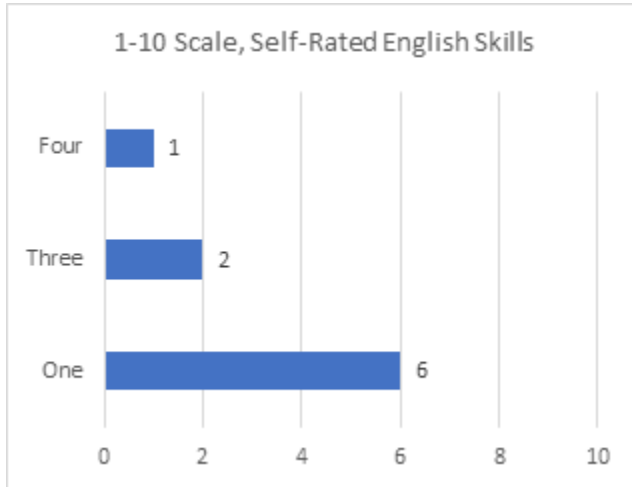


Figure 34. Personal goals. OSY

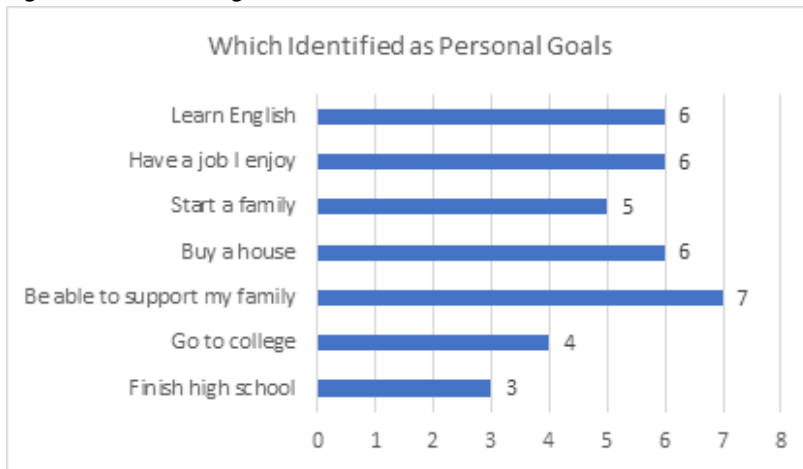


Figure 35. MEP priority support as identified by OSY

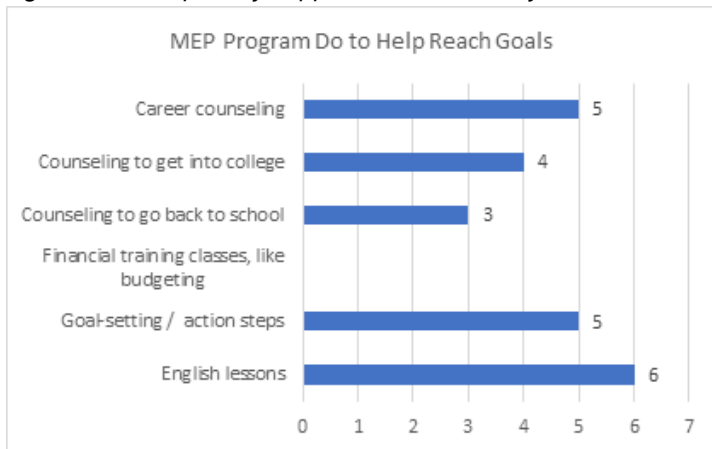
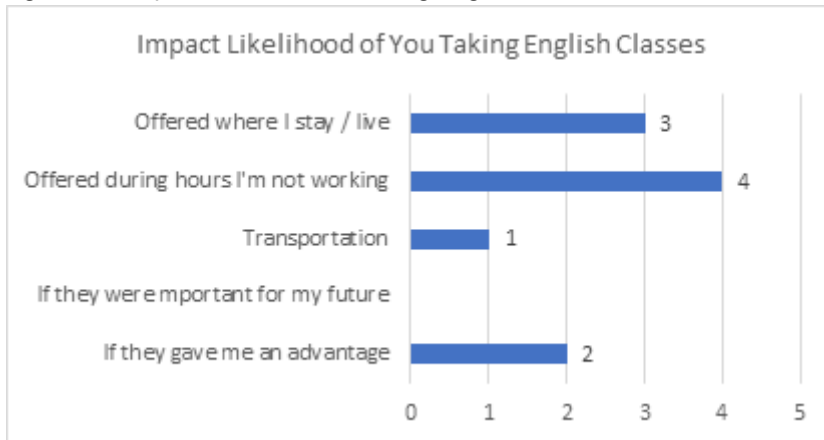


Figure 36. Impact likelihood of taking English classes. OSY



Support Services

The state Parent Advisory Council (PAC) provided perspective to the CNA by identifying which of the services offered by MEP they saw as the priorities for migratory children and families. Through the state PAC, parents met in four regional locations (Knox County, Hamblen County, Macon County and Rhea County). The parents in each regional location were asked to work together to rank a list of services offered by MEP by what they considered the level of importance.

Three of the four regions identified academic support as their top priority. Supplemental services related to health, nutrition, translation and transportation, and clothing were all ranked in the top three priorities for at least two of the four regions.

PAC participants were also asked to rank which workshops they would consider the most useful to receive in order to support their children's academic success. Three of the four regions prioritized a workshop around how to help their child apply to college. Two of the four regions also prioritized a workshop on better understanding the U.S. school system.

School Readiness

Very little data was available around the Pre-K migratory population in Tennessee. MEP's first role when working with migratory Pre-K students is ensuring that they are enrolled in a high-quality preschool. However, the access migratory families have to high quality preschools is limited as Telamon Tennessee Migrant and Seasonal Head Start is only located in the counties of Carter, Unicoi, Washington, Greene, Grainger, Hawkins, Hamblen, Rhea, Bledsoe, Cocke, and Jefferson.

- According to the Telamon Tennessee Migrant and Seasonal Head Start annual report for the program year 2017-2018, 216 migratory pre-school children were able to be served.

In the case that high quality preschool is not available to families TN MEP identifies that literacy, math and socio-emotional skills are key needs experienced by this population.

- According to the National Migrant and Seasonal Head Start (MSHS) Study conducted in 2017 more than one-quarter of MSHS parents report that their toddlers exhibit elevated levels of social-emotional/behavior problems.
- According to the National Migrant and Seasonal Head Start (MSHS) Study conducted in 2017, on average, MSHS children (24 months and older) have receptive language skills in the average range.

Section IV: Results & Findings

The Management Committee's analysis of the Migrant Student Profile resulting from the CNA process led to the creation of the following products:

- Concern statements based on statewide data on Literacy, Math, College and Career Readiness, and School Readiness
- Data summaries and highlights
- Need statements based on the unique needs of migratory students in Tennessee
- Initial strategies to address these unique needs.

The section below offers the final recommendations made by the NAC around the four prioritized Goal Areas: Literacy, Math, College and Career Readiness, and School Readiness.

Using the guidelines of the OME CNA toolkit Management Committee members developed four criteria for prioritizing solutions for the needs and concerns initially identified by the NAC. The criteria were as follows:

1. Importance: size of gap, number affected, need for immediate attention
2. Feasibility: educational efficacy, capacity to measure, possibility of implementation
3. Risk Factors: short- and long-term economic risks, political risk, program risks
4. Distributing Resources: financial, human, material, time

Needs & Concerns were rated on a Criteria Rating table, using a points system on a scale of 1-5 (5 being the highest and 1 being the lowest). This points system helped the Management Committee identify priorities for the focus areas based on the importance, feasibility and limited resources available to the MEP to implement the solutions identified in the NAC.

Upon analyzing the prioritized needs and designing the initial MPOs, it emerged that School Readiness, support for Pre-K students, which had been previously integrated into the Literacy and Math focus areas, warranted having its own concern, need and solution.

The solutions related to the needs and concerns not covered in prioritized focus areas - Student Engagement, Family Engagement and Support Services – were considered transversal elements to the overall Project Plan. Because of this, instead of being highlighted in the Logic Model, they will become part of the overall SDP Theory of Action, which will serve to clarify strategies for change around interdependent focus areas that are essential to support migrant children and families.

Upon analyzing the numerous solutions to the concern and needs statements proposed by the NAC, members of the Management Committee also conducted research to find supporting evidence for prioritized solutions, ensuring that the prioritized solution strategies were evidence-based and complied with Tennessee Academic Standards.

Goal Area 1: Literacy

Concern	Data Source	Data Summary/Need Statement	Possible Solution
<p>We are concerned migratory students in Tennessee have lower literacy skills than non-migratory students.</p>	<p>TN Ready Scores, Tennessee Department of Education 2017-2018</p>	<p>Data summary: 8% of migratory students across all grades scored On Track or Mastered on the ELA TN Ready and HS English, versus 35% of All students.</p> <p>Needs statement: The gap between the percentage of migratory children across all grades that perform on track or mastered on ELA TN Ready or HS English, and that of non-migratory students is narrowed.</p>	<p>Deliver literacy support to migratory students through supplemental activities such as in-home instruction, in-school instruction and through summer camp services.</p>

Supporting Evidence for Solutions

We will be using a balanced literacy approach to improve literacy outcomes for school-age students in the Migrant Education Program. The balanced literacy approach is an evidence-based research practice in which students are exposed to many different components of literacy and strategies for improving their literacy, such as read alouds, guided reading in small groups, word study, and writing.

August, D., & Shanahan, Timothy. (2006). *Developing literacy in second-language learners: report of the National Literacy Panel on Language Minority Children and Youth*. Mahwah, N.J.: Washington, D.C.: Lawrence Erlbaum; Center for Applied Linguistics.

Echevarría, J., Vogt, MaryEllen, & Short, Deborah. (2000). *Making content comprehensible for English language learners: the SIOP model*. Boston, MA: Allyn and Bacon.

Fountas, I. C., & Pinnell, Gay Su. (2016). *The Fountas & Pinnell literacy continuum: a tool for assessment, planning, and teaching* (Expanded edition.). Portsmouth, NH: Heinemann.

Lombardi, D., & Behrman, E. H. (2016). Balanced literacy and the underperforming English learner in high school. *Reading Improvement, 53*(4), 165–174.

Opitz, M. F., & Ford, Michael P. (2001). *Reaching readers: flexible & innovative strategies for guided reading*. Portsmouth, NH: Heinemann.

Pinnell, G. S., & Scholastic Inc. (1999). *Guided reading program*. Jefferson City, MO: [Scholastic, Inc.].

Pressley, M., Roehrig, A., Bogner, K., Raphael, L. M., & Dolezal, S. (2002). Balanced Literacy Instruction. *Focus on Exceptional Children, 34*(5), 1–14. <https://doi.org/10.17161/fec.v34i5.6788>

Reed, T., Albert, Angela, Barnes, Yvonne, & Lane, Carla. (2019). *Evaluating a Balanced Literacy Approach to Increase Literacy Performance for Students in Grades Kindergarten Through Fifth*. ProQuest Dissertations Publishing. Retrieved from <http://search.proquest.com/docview/2174530414/>

Soto Kile, L., & McInerney, William D. (2006). *Balanced literacy and its impact on students in Title I schools*. ProQuest Dissertations Publishing. Retrieved from <http://search.proquest.com/docview/305280050/>

Wharton-McDonald, R. (1997). Effective Primary-Grades Literacy Instruction = Balanced Literacy Instruction (National Reading Research Center). *Reading Teacher, 50*(6), 518–521.

Clay, M. M. An Observation Survey of Early Literacy Achievement. (1993). *Educational Leadership, 51*(3), 103. Retrieved from <http://search.proquest.com/docview/224848581/>

Essa, E., Burnham, Melissa, & National Association for the Education of Young Children. (2009). *Informing our practice: useful research on young children's development*. Washington, DC: National Association for the Education of Young Children.

Gambrell, L. B., Morrow, L. M., & Pennington, C. (2002). Early Childhood and Elementary Literature-Based Instruction: Current Perspectives and Special Issues. *Reading Online, 5*(6).

Kaiser, A., Dickinson, Roberts, Darrow, Freiberg, Hofer, & Society for Research on Educational Effectiveness. (2011). *The Effects of Two Language-Focused Preschool Curricula on Children's Achievement through First Grade*. Society for Research on Educational Effectiveness.

Klein, L., Knitzer, & National Center for Children in Poverty. (2006). *Effective Preschool Curricula and Teaching Strategies. Pathways to Early School Success. Issue Brief No. 2*. National Center for Children in Poverty.

Lonigan, C., Shanahan, & National Institute for Literacy. (2009). *Developing Early Literacy: Report of the National Early Literacy Panel. Executive Summary. A Scientific Synthesis of Early Literacy Development and Implications for Intervention*. National Institute for Literacy.

National Center for Family Literacy. (2009). *What works: An introductory teacher guide for early language and emergent literacy instruction*. Retrieved from <https://www.familieslearning.org/uploads/blog/2010/08/what-works.pdf>

Suskind, D., Suskind, B., & Lewinter-Suskind, L. (2015). *Thirty million words: building a child's brain: tune in, talk more, take turns*. New York, New York: Dutton.

Goal 2: Math

Concern	Data Source	Data Summary/Need Statement	Possible Solution
<p>We are concerned migratory students in Tennessee perform lower than non-migratory students in math.</p>	<p>TN Ready Scores, Tennessee Department of Education 2017-2018</p>	<p>Data summary: 16.20% of Tennessee migratory students across all ages scored on track or mastered on the Math TN Ready assessment, in comparison to 33.46% of all students in Tennessee.</p> <p>Needs Statement: The gap between the percentage of migratory children across all grades who perform on track or mastered on Math TN Ready, and that of non-migratory students is narrowed.</p>	<p>Deliver math support to migratory students through supplemental activities such as in-home instruction, in-school instruction, and through summer camp services.</p>

Supporting Evidence for Solutions

We will be using an evidence-based curriculum to support the Migrant Education Program students whose needs assessment demonstrates a need for math instruction in tutoring, as well as during summer camps.

Carpenter, T. P., Fennema, Elizabeth, Franke, Megan Loef, Levi, Linda, & Empson, Susan B. (2015). *Children's mathematics: cognitively guided instruction* (Second edition.). Portsmouth, NH: Heinemann.

De Araujo, Z., Roberts, S. A., Willey, C., & Zahner, W. (2018). English Learners in K–12 Mathematics Education: A Review of the Literature. *Review of Educational Research*, 88(6), 879–919. <https://doi.org/10.3102/0034654318798093>

Echevarría, J., Vogt, MaryEllen, & Short, Deborah. (2000). *Making content comprehensible for English language learners: the SIOP model*. Boston, MA: Allyn and Bacon.

López, C. L., & Sullivan, H. J. (1991). Effects of personalized math instruction for Hispanic students. *Contemporary Educational Psychology*, 16(1), 95–100. [https://doi.org/10.1016/0361-476X\(91\)90009-A](https://doi.org/10.1016/0361-476X(91)90009-A)

National Council of Teachers of Mathematics. (2006). *Curriculum focal points for prekindergarten through Grade 8 mathematics: A quest for coherence*. Reston, VA: National Council of Teachers of Mathematics.

Protheroe, N. (2007). What Does Good Math Instruction Look Like? *Principal*, 87(1), 51–54.

Essa, E., Burnham, Melissa, & National Association for the Education of Young Children. (2009). *Informing our practice: useful research on young children's development*. Washington, DC: National Association for the Education of Young Children.

Kaiser, A., Dickinson, Roberts, Darrow, Freiberg, Hofer, & Society for Research on Educational Effectiveness. (2011). *The Effects of Two Language-Focused Preschool Curricula on Children's Achievement through First Grade*. Society for Research on Educational Effectiveness.

Klein, L., Knitzer, & National Center for Children in Poverty. (2006). *Effective Preschool Curricula and Teaching Strategies. Pathways to Early School Success*. Issue Brief No. 2. National Center for Children in Poverty.

Goal 3: College and Career Readiness

Concern	Data Source	Data Summary/Need Statement	Possible Solution
<p>We are concerned migratory students do not feel prepared to pursue post-secondary opportunities.</p>	<p>Migratory Student Survey, Comprehensive Needs Assessment, TN MEP (2019)</p>	<p>Data summary: 5% of migratory in-school youth indicate they know how to apply to college and to receive financial aid.</p> <p>Needs Statement: An additional 65% of migratory youth will gain understanding of the college-going process, including test-taking, college applications, and an increased awareness of the financial aid process.</p>	<p>Provide culturally relevant supplemental services to middle and high school-aged students to develop skills around achieving their college and/or career goals through offering support around college admission, financial aid, scholarship information, leadership opportunities, and college visits.</p>

Concern	Data Source	Data Summary/Need Statement	Possible Solution
<p>We are concerned that the basic educational needs of Out of School Youth, including children who drop out, are not met because of very high mobility, low education levels and low levels of language acquisition.</p>	<p>Out of School Youth Survey, Comprehensive Needs Assessment, TN MEP (2019)</p>	<p>Data Summary: The 67% of OSY surveyed indicated that they spoke little to no English. OSY indicated that they have personal goals of being able to financially support a family, learning English, doing a job they enjoy, and buying a house.</p> <p>Needs Statement: The percentage of out of school youth that receive MEP services related to life skills and language acquisition should increase.</p>	<p>Provide support to OSY through activities related to Goal setting, English Language Acquisition, and Financial Empowerment.</p>

Supporting Evidence for Solutions

We will be using the *Escalera* curriculum from UnidosUS, an evidence-based curriculum specifically geared toward Latino and immigrant students who are first-generation college students. In 2014-2015, Escalera served nearly 1,000 students across the country; 95% graduated or were on-track to graduate high school; 80% of high school graduates directly enrolled in post-secondary opportunities; 82% of participants completed the Free Application for Federal Student Aid (FAFSA).

Cates, J. T., & Schaeffle, S. E. (2011). The Relationship Between a College Preparation Program and At-Risk Students' College Readiness. *Journal of Latinos and Education, 10*(4), 320–334. <https://doi.org/10.1080/15348431.2011.605683>

Harvill, E., Maynard, Nguyen, Robertson-Kraft, Tognatta, & Society for Research on Educational Effectiveness. (2012). *Effects of College Access Programs on College Readiness and Enrollment: A Meta-Analysis*. Society for Research on Educational Effectiveness.

Lukes, M. (2015). *Latino immigrant youth and interrupted schooling: dropouts, dreamers and alternative pathways to college*. Bristol; Buffalo: Multilingual Matters.

Melhuish, E. C. (2011). Preschool Matters. *Science, 333*(6040), 299–300. <https://doi.org/10.1126/science.1209459>

Mirabal, F.A., Lucero, S. (2010). *Beyond the Classroom: Creating Pathways to College and Careers for Latino Youth*. Washington, DC: National Council of La Raza.

Ward, N. L., Strambler, M. J., & Linke, L. H. (2013). Increasing Educational Attainment among Urban Minority Youth: A Model of University, School, and Community Partnerships. *Journal of Negro Education, 82*(3), 312–325. <https://doi-org.cupdx.idm.oclc.org/10.7709/jnegroeducation.82.3.0312>

Wimberly, G. L., & Noeth, R. J. (2005). *College Readiness Begins in Middle School. ACT Policy Report*.

Goal 4: School Readiness

Concern	Data Source	Data Summary/Need Statement	Possible Solution
<p>We are concerned that migratory children ages P3-P5 need support in preparing for Kindergarten, especially in the areas of literacy, math and socio-emotional skills.</p>	<p>Interview: Telamon Tennessee Migrant and Seasonal Head Start, 2020</p>	<p>Data Summary: Needs Statement: Migratory children ages P3-P5 need access to high quality preschool education that allows them to develop basic skills in areas of literacy, math and socio-emotional skills.</p>	<p>Deliver Kindergarten readiness support to migratory children ages P3-P5, with a special emphasis in Literacy, Math and Socio-emotional skills.</p>

Supporting Evidence for Solutions

The MEP proposed to use Creative Curriculum in working with its pre-k population. Creative Curriculum is based upon theory and research grounded in a constructivist philosophy. Theorists that underlie the curriculum include Jean Piaget, Lev Vygotsky, Howard Gardner, and Sara Smilansky. Creative Curriculum promotes a child-centered curriculum that fosters social-emotional competence in children, supports positive relationships in the learning environment, promotes constructive play, and encourages strong family engagement.

Clay, M. M. An Observation Survey of Early Literacy Achievement. (1993). *Educational Leadership*, 51(3), 103. Retrieved from <http://search.proquest.com/docview/224848581/>

Essa, E., Burnham, Melissa, & National Association for the Education of Young Children. (2009). *Informing our practice: useful research on young children's development*. Washington, DC: National Association for the Education of Young Children.

Gambrell, L. B., Morrow, L. M., & Pennington, C. (2002). *Early Childhood and Elementary Literature-Based Instruction: Current Perspectives and Special Issues*. *Reading Online*, 5(6).

Kaiser, A., Dickinson, Roberts, Darrow, Freiberg, Hofer, & Society for Research on Educational Effectiveness. (2011). *The Effects of Two Language-Focused Preschool Curricula on Children's Achievement through First Grade*. Society for Research on Educational Effectiveness.

Klein, L., Knitzer, & National Center for Children in Poverty. (2006). *Effective Preschool Curricula and Teaching Strategies. Pathways to Early School Success*. Issue Brief No. 2. National Center for Children in Poverty.

Lonigan, C., Shanahan, & National Institute for Literacy. (2009). *Developing Early Literacy: Report of the National Early Literacy Panel. Executive Summary. A Scientific Synthesis of Early Literacy Development and Implications for Intervention*. National Institute for Literacy.

National Center for Family Literacy. (2009). *What works: An introductory teacher guide for early language and emergent literacy instruction*. Retrieved from <https://www.familieslearning.org/uploads/blog/2010/08/what-works.pdf>

Suskind, D., Suskind, B., & Lewinter-Suskind, L. (2015). *Thirty million words: building a child's brain: tune in, talk more, take turns*. New York, New York: Dutton.

Summary and Next steps

As a result of the CNA process, the Tennessee Migrant Education Program was able to seek input from over 100 stakeholders including migratory students, parents, Tennessee educators, MEP staff, and community organizations to better understand the needs and priorities of migratory students and their families. Four focus areas emerged: Literacy, Math, College and Career Readiness, and School Readiness.

The TN MEP worked closely with experts in and outside the Needs Assessment Committee and with the Tennessee State Parent Advisory Council to analyze the needs and priorities that stakeholders identified. As a result, solution strategies were proposed which are evidenced-based and comply with Tennessee Academic Standards.

The results of the Comprehensive Needs Assessment have been shared within the Tennessee Department of Education, the Migrant Education Program regional staff, and other key stakeholders.

The next steps of this process are to use the critical information developed in the CNA to work with the Service Delivery Plan Committee to guide the development of the Service Delivery Plan and Evaluation Plan. A complete update of the Tennessee CNA will occur in the next three to four years. Annual updates will be added in response to needs as they arise.