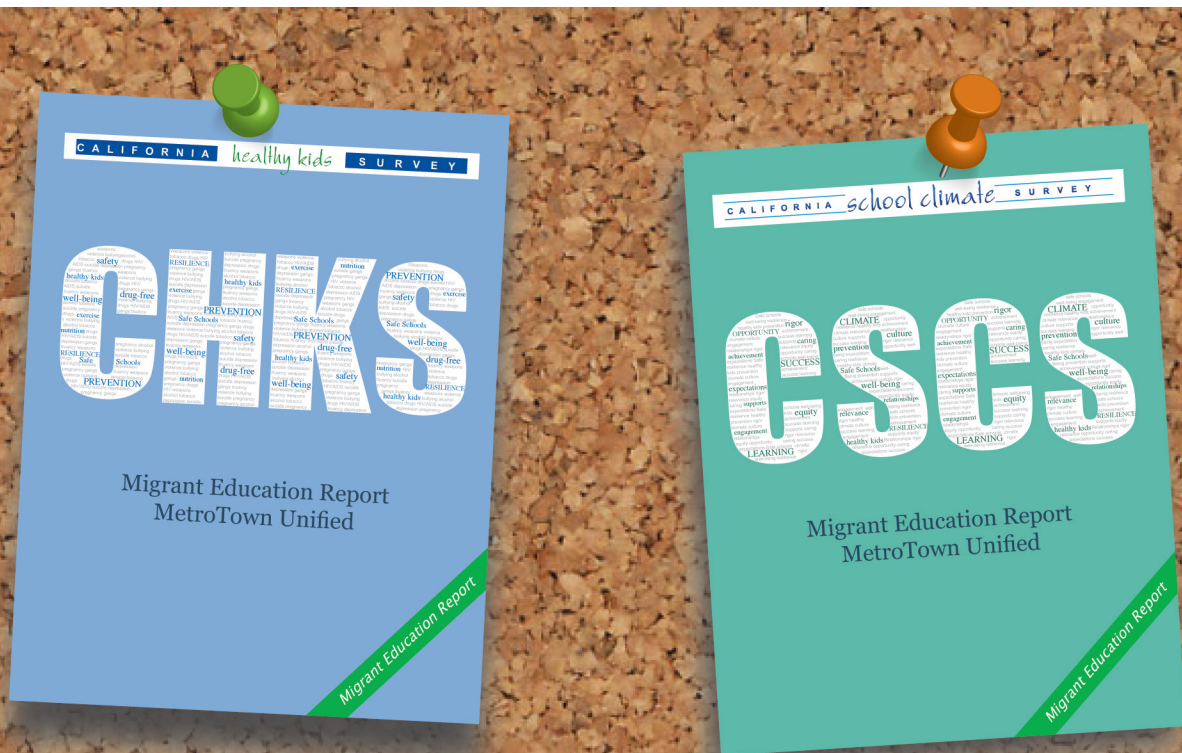


# WORKBOOK FOR IMPROVING SCHOOL CLIMATE & CLOSING THE ACHIEVEMENT GAP

Using your California Healthy Kids & California School Climate Surveys



## MIGRANT EDUCATION SECTION



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# INTRODUCTION

The California Department of Education's 2007 California Migrant Education Program Comprehensive Needs Assessment (CNA) stressed the importance of having better data on the needs of migrant students related to health and learning readiness and engagement, including better means to identify migrant youth. The data available identified several indicators in which migrant youth appear to be in greater need of services than students statewide. As a result, health and engagement indicators are being included in the new state plan for the Migrant Education Program.

The CNA was able to gather data related to concerns clustered under the general heading "Areas of Intervention." Two of these four areas relate directly to the data compiled via the CHKS and CSCS:

- » Engagement in the school community
- » Health

## Engagement in the School Community

Research has shown that students who are engaged in high school with such activities as student government, student organizations, and athletics have greater satisfaction with school, are more likely to pursue higher education, and are less likely to drop out. Additionally, positive and supportive relationships with adults in the school community contribute to students' sense of belonging and self-esteem—both critical elements to dropout prevention.

To better understand the experiences of migrant high school students, the High School Work Group from the CNA, hypoth-

esized that migrant students who are not engaged in school would experience lower satisfaction with school than would the general student population. The workgroup expressed the concern as follows:

*Migrant high school students who are not engaged in their high school community do not graduate.*

Because direct measures of migrant students' engagement with the school community do not exist, the High School Work Group and the Management Team explored alternative sources to quantify such experiences. The California Health Kids Survey (CHKS) emerged as a potential source because it is administered anonymously to a large number of high school students throughout the state.

To identify migrant students, the CHKS uses the responses of migrant-like students - self-identified Hispanic or Latino/Latina students who report moving at least once during the past 12 months and who attend a school with a high migrant student population.

The CNA recommended two areas of interest regarding Engagement in the School Community

1. Assist schools in integrating migrant students into the general student population by encouraging participation in clubs, organizations, and athletics, including providing financial support for materials and equipment.
2. Facilitate parent-teacher interaction and teacher professional development that

“Research has shown that students who are engaged in high school... have greater satisfaction with school, are more likely to pursue higher education, and are less likely to drop out.”

focus on the needs of migrant students and the importance of their participation in the school community.

## Health

The CNA also highlighted the unmet health (mental and physical) of many migrant education students. Migrant students' unmet health needs become more prominent as students get older because they are ineligible for health services and increased self-reliance is expected of older students. Also present in many adolescents is the need for psychosocial support and counseling, including suicide prevention and intervention. Migrant students have unmet health needs that interfere with their academic success, such as psychosocial and chronic health conditions.

In particular the CNA recommended compiling results aimed at the following:

1. Determining the percentage of migrant students reporting unmet health needs on the CHKS.
2. Determining the percentage of migrant students reporting unmet psychosocial needs on the CHKS.

The Migrant Education Report disaggregates results by migrant education students compared to general population students for LEAs. This way schools, districts, and counties are able to compare and ascertain if a discrepancy exists in their locality for migrant education students.

# PROCESS

## #1 SELECT SUBJECT

- Select an area of interest—Closing The Achievement Gap overall, Special Education or Migrant Education.

## #2 SELECT AREA

- Choose a relevant Area of Focus.

## #3 LOCATE DATA

- Have your CHKS/CSCS Reports handy.\*
- Enter the results from the CHKS/CSCS into the relevant blank Tables in this Workbook.
- If you do not have the results handy answer the Self-Assessment question as a starting point.

## #4 DISCUSS RESULTS

- What do your results show?
- Is there something that needs to be looked at further?
- Start a discussion and ask more questions.

## #5 CHOOSE SETTINGS

- Select your setting: Classroom, School, or District.

## #6 TAKE NEXT STEPS

- Read through the Next Steps strategies.
- Which of the strategies are most relevant/pertinent?
- Which appear to be the most straight forward to address?
- Which appear the most critical to address?

## #7 FIND SUPPORT

- Classroom strategies can be implemented easily by individuals or a small team.
- School-wide or district-wide initiatives will need to consider gathering support; such as:
  - Develop a Task-force;
  - Present results;
  - Organize Focus Groups; or
  - Invite input from stakeholders.

## #8 IMPLEMENT

- Gather support, start with easy to implement steps.

**\*District Reports** CHKS reports can be accessed at: [www.wested.org/cs/chks/print/docs/chks\\_bsearch.html](http://www.wested.org/cs/chks/print/docs/chks_bsearch.html). CSCS reports can be accessed on the previous website or at: <http://cscs.wested.org/reports/search>. Alternatively these reports can be accessed through CDE Data Quest: <http://dq.cde.ca.gov/dataquest>

**School Level Reports** Ask your school principal if a copy is available at school. If not, your district CHKS coordinator can order a copy from WestEd for a nominal fee.





### SELECT AREA

- Choose a relevant Area of Focus.

# 1

## ENGAGEMENT

# 2

## HEALTH



# 1

## AREA OF FOCUS

## ENGAGEMENT

### The objective:

- » **at the classroom level** is to address ways to increase levels of engagement of all students in lessons and activities being conducted.
- » **at the school level** is to address school related practices and policies to enhance student engagement in the school setting and to enhance staff expertise in contributing to this engagement.
- » **at the district level** is to address district policies and structures to increase student engagements in their school and community settings.

### LOCATE DATA

- Have your CHKS/CSCS Reports handy.\*
- Enter the results from the CHKS/CSCS into the relevant blank Table in this Workbook.
- If you do not have the results handy answer the Self-Assessment question as a starting point.

\***District Reports** CHKS reports can be accessed at: [www.wested.org/cs/chks/print/docs/chks\\_bsearch.html](http://www.wested.org/cs/chks/print/docs/chks_bsearch.html). CSCS reports can be accessed on the previous website or at: <http://cscs.wested.org/reports/search>. Alternatively these reports can be accessed through CDE Data Quest: <http://dq.cde.ca.gov/dataquest>

**School Level Reports** Ask your school Principal for the school level report or contact your CHKS District Coordinator and request a copy of the school district report for a nominal fee.

### Self-Assessment Questions

#### Protective Factors

- » Do migrant education students report lower levels of engagement/connectedness in school and/or community than other students?
- » Are migrant education students encouraged to participate in the full range of school-community activities?

#### Professional Development

- » Do staff feel they have adequate Professional Development that focuses on the needs of migrant education students and/or staff?

# 1

AREA OF FOCUS

## ENGAGEMENT

Turn to Table A3.1 of your CHKS ME Report

- » If needed feel free to look at Table 3.12 and 3.11.
- » You may also want to look at your CHKS ME Report Tables A6.10 (Safety at School) and A2.6 (Truancy).

### Hint:

It may be worthwhile to write/enter your scores into the following blank Tables so you can refer back to them as you use this Workbook.

If you are viewing the pdf online, you can type directly into the result boxes, save, and print out the page for your reference or to e-mail to others.

Note: The below survey questions are from the 2008/2009 CHKS and CSCS reports. If you are looking at reports from a different year, there may be differences in the survey questions and numbering.

**Table A3.1**

### Summary of External Assets

### Migrant Education Students

Percent of students scoring High (H), Moderate (M), and Low (L) in Assets (%)	Grade 7			Grades 9, 11		
	H	M	L	H	M	L
<b>School Environment</b>						
Total Assets						
Caring Relationships: Adult in School						
High Expectations: Adult in School						
Meaningful Participation						
<b>School Connectedness Scale</b>						

External Assets have been renamed Protective Factors for 2009-10.

**Table A3.1**

### Summary of External Assets

### Non-Migrant Education Students

Percent of students scoring High (H), Moderate (M), and Low (L) in Assets (%)	Grade 7			Grades 9, 11		
	H	M	L	H	M	L
<b>School Environment</b>						
Total Assets						
Caring Relationships: Adult in School						
High Expectations: Adult in School						
Meaningful Participation						
<b>School Connectedness Scale</b>						

External Assets have been renamed Protective Factors for 2009-10.

# 1

AREA OF FOCUS

## ENGAGEMENT

### Professional Development—Turn to Tables 4.13 and 3.10 of your CSCS ME Report

- » If needed, feel free to look at the answers of migrant education staff in Table 2.14, 2.6, 2.11, and 2.14.

**Table 4.13**

#### *Need PD on Serving English Language Learners*

	MTD	TD	MES	ES	MMS	MS	MHS	HS
	%	%	%	%	%	%	%	%
Yes								
No								
Not Applicable								

*Question 48: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas....serving English Language Learners.*

*Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High*

**Table 3.10**

#### *Need PD on Meeting Social, Emotional, and Developmental Needs of Youth*

	MTD	TD	MES	ES	MMS	MS	MHS	HS
	%	%	%	%	%	%	%	%
Yes								
No								
Not Applicable								

*Question 51: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas....meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion?*

*Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High*

For additional CHKS and CSCS questions for this focus area, refer to Appendix 1.

### DISCUSS RESULTS

- What do your results show?
- Is there something that needs to be looked at further?
- Start a discussion and ask more questions.

# 1

AREA OF FOCUS

## ENGAGEMENT



### CHOOSE SETTINGS

- Select your setting: Classroom, School, or District.

### TAKE NEXT STEPS

- Read through the Next Steps strategies
- Which of the strategies are most relevant/pertinent?
- Which appear to be the most straight forward to address?
- Which appear the most critical to address?

### OK now what to do?

Here are some Next Steps you can take to either:

- » **FOCUS ON** and **IMPROVE** the current situation (if you found varying levels of engagement between migrant education and general education students), or
- » **MAINTAIN** and **STRENGTHEN** the situation (if you found that all students report high levels of engagement and participation in the school).

We've divided these steps into sections for:

- » **CLASSROOM**
- » **SCHOOL**
- » **DISTRICT**

We've also placed 2 columns of checkboxes next to each one so you can identify which you are already doing (and want to continue

# 1

AREA OF FOCUS

## ENGAGEMENT

### RECOGNIZE, STRENGTHEN, EXPAND, & SHARE ✨ CLASSROOM



The objective at the classroom level is to address ways to increase levels of engagement of all students to lessons and activities being conducted.



#### Protective Factors:

- CR = Caring Relationships
- HE = High Expectations
- MP = Meaningful Participation

Check applicable:  
Done To Do

#### STRATEGIES FOR CLASSROOMS



- |                          |                          |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Actively construct activities which focus on the skills/knowledge of migrant student population (e.g., culture, language, etc.) and places the migrant education student as the focus of the lesson/activity (MP) |
| <input type="checkbox"/> | <input type="checkbox"/> | Create lessons/activities that illuminate the skills accessed by mobile migrant education students, e.g., awareness of varying cultures, languages, community support (MP)  |
| <input type="checkbox"/> | <input type="checkbox"/> | Make one-to-one time with students (CR)   |
| <input type="checkbox"/> | <input type="checkbox"/> | Make personal contact with students every day—something as simple as a hello or a smile (CR)  |
| <input type="checkbox"/> | <input type="checkbox"/> | Pay attention and actively listen to students (CR)  |
| <input type="checkbox"/> | <input type="checkbox"/> | Learn the names of students and their life contexts (CR)  |
| <input type="checkbox"/> | <input type="checkbox"/> | Give students encouraging messages like, “You can make it; You have everything it takes to achieve your dreams, and I’ll be there to support you.” (HE)   |
| <input type="checkbox"/> | <input type="checkbox"/> | Have teachers and other school adults model the language of success to all students—“When you graduate...” and “When you go to college...” (HE)   |
| <input type="checkbox"/> | <input type="checkbox"/> | Make visits to college campuses available to all students, not just a select few (HE)   |
| <input type="checkbox"/> | <input type="checkbox"/> | Give students more opportunities to respond to questions (MP)   |
| <input type="checkbox"/> | <input type="checkbox"/> | Ask students their opinions on issues and classroom problems (MP)   |
| <input type="checkbox"/> | <input type="checkbox"/> | Ask questions that encourage self-reflection, critical thinking, and dialogue—especially around salient social and personal issues (MP)   |
| <input type="checkbox"/> | <input type="checkbox"/> | Make learning more hands-on (MP)  |

For more suggestions on creating a positive climate look back at the CTAG Next Steps and/or go to Appendix 4: Protective Factor Strategies.

# 1

AREA OF FOCUS

## ENGAGEMENT

### RECOGNIZE, STRENGTHEN, EXPAND, & SHARE ✨ SCHOOL



The objective **at the school level** is to address school related practices and policies to enhance student engagement to the school setting and to enhance staff expertise in contributing to this engagement.

#### Protective Factors:

- CR = Caring Relationships
- HE = High Expectations
- MP = Meaningful Participation

Check applicable:  
Done To Do

#### STRATEGIES FOR SCHOOLS



- |                          |                          |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Set up peer support networks in the classroom/school to help new students acclimatize and increase awareness of all services/programs available to them (CR, MP)   |
| <input type="checkbox"/> | <input type="checkbox"/> | Use migrant education and new-to-school students to the schools as focus groups for gauging current ability of school to increase all students' awareness of and access to all services/programs (CR, MP)                        |
| <input type="checkbox"/> | <input type="checkbox"/> | Be available to students by having an open-door policy where students feel comfortable dropping in if they need help or just want to talk (CR)   |
| <input type="checkbox"/> | <input type="checkbox"/> | Institute mentoring by teachers, other adults in school, older high school and college students, and community volunteers (CR)   |
| <input type="checkbox"/> | <input type="checkbox"/> | Create focus groups of students, teachers, and other adult staff to discuss these findings and explore their ideas for making the school climate and policies more supportive of their work. Act on teacher recommendations (CR) |
| <input type="checkbox"/> | <input type="checkbox"/> | Challenge the myths held about certain groups of children and youth— especially those who are poor, non-white, and non-English-speaking (HE)   |
| <input type="checkbox"/> | <input type="checkbox"/> | Establish peer helping/tutoring and cross-age mentoring/tutoring programs (MP)   |

For more suggestions on creating a positive climate look back at the CTAG Next Steps and/or go to Appendix 4: Protective Factor Strategies.

Done To Do

#### LINKS TO RESOURCES



- |                          |                          |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Access and Engagement: Program Design and Instructional Approaches for Immigrant Students in Secondary Schools (Aida Walqui) WestEd<br><a href="http://www.wested.org/cs/we/view/rs/564">www.wested.org/cs/we/view/rs/564</a> |
| <input type="checkbox"/> | <input type="checkbox"/> | Bridging Cultures Between Home and School Institute (WestEd)<br><a href="http://www.wested.org/cs/we/view/serv/94">www.wested.org/cs/we/view/serv/94</a>  |

# 1

AREA OF FOCUS

## ENGAGEMENT

### RECOGNIZE, STRENGTHEN, EXPAND, & SHARE ✨ DISTRICT



The objective at the district level is to address district policies and structures to increase student engagement to their school and community settings.

#### Protective Factors:

- CR = Caring Relationships
- HE = High Expectations
- MP = Meaningful Participation

Check applicable:

Done To Do

#### STRATEGIES FOR DISTRICTS



- |                          |                          |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Invite community agencies to create either onsite or offsite afterschool programs (CR)  |
| <input type="checkbox"/> | <input type="checkbox"/> | Invite community volunteers to read to students in classrooms and over the PA system (CR)   |
| <input type="checkbox"/> | <input type="checkbox"/> | Welcome community volunteers into the school who can work one-on-one and in small groups with youth, thus increasing substantially the number of adults in close relationship with youth (CR)   |
| <input type="checkbox"/> | <input type="checkbox"/> | Create mentoring programs that connect community adults to students in your school—increasing substantially the number of adults in the community who learn about young peoples' lives and their challenges as well as youths' incredible strengths and capacities (CR) |
| <input type="checkbox"/> | <input type="checkbox"/> | Create "dialogue nights" where adults and youth can talk together in an atmosphere of mutual trust and safety (CR, HE, MP)  |
| <input type="checkbox"/> | <input type="checkbox"/> | Hold a student focus group with community agencies to explore Resilience and Youth Development Module (RYDM) community data (CR, HE, MP)  |

For more suggestions on creating a positive climate look back at the CTAG Next Steps and/or go to Appendix 4: Protective Factor Strategies.

Done To Do

#### LINKS TO RESOURCES



- |                          |                          |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Access and Engagement: Program Design and Instructional Approaches for Immigrant Students in Secondary Schools (Aida Walqui) WestEd<br><a href="http://www.wested.org/cs/we/view/rs/564">www.wested.org/cs/we/view/rs/564</a> |
| <input type="checkbox"/> | <input type="checkbox"/> | Bridging Cultures Between Home and School Institute (WestEd)<br><a href="http://www.wested.org/cs/we/view/serv/94">www.wested.org/cs/we/view/serv/94</a>  |
| <input type="checkbox"/> | <input type="checkbox"/> | Quality Teaching for English Learners: High Challenge and High Support Schools Moving Up (Archived Webinar)<br><a href="http://www.schoolsmovingup.net/cs/smu/view/e/3095">www.schoolsmovingup.net/cs/smu/view/e/3095</a>     |



# 1

## AREA OF FOCUS

## ENGAGEMENT

To help you plan what you do next we have included the following two Planning and Implementation charts.

THINGS WE WANT TO DO (FOCUS ON & IMPROVE)	
Next Steps to Increase Student Engagement	Date

THINGS WE ARE DOING (MAINTAIN & STRENGTHEN)	
Next Steps to Increase Student Engagement	Date

### FIND SUPPORT

- Classroom strategies can be implemented easily by individuals or a small team.
- School-wide or district-wide initiatives will need to consider gathering support; such as:
  - Develop a Task-force;
  - Present results;
  - Organize Focus Groups; or
  - Invite input from stakeholders.

### IMPLEMENT

- Gather support, start with easy to implement steps.

# 2

## AREA OF FOCUS

## HEALTH

### The objective:

- » **at the classroom level** is to address ways to increase awareness of all students to current mental and physical health services available.
- » **at the school level** is to address school related practices and policies to enhance involvement and awareness of all students in healthy lifestyles and access to health services.
- » **at the district level** is to address district policies and structures to address awareness and/or use of health services available to students. This may also include raising awareness to students' families.

### LOCATE DATA

- Have your CHKS/CSCS Reports handy.\*
- Enter the results from the CHKS/CSCS into the relevant blank Table in this Workbook.
- If you do not have the results handy answer the Self-Assessment question as a starting point.

\***District Reports** CHKS reports can be accessed at: [www.wested.org/cs/chks/print/docs/chks\\_bsearch.html](http://www.wested.org/cs/chks/print/docs/chks_bsearch.html). CSCS reports can be accessed on the previous website or at: <http://cscs.wested.org/reports/search>. Alternatively these reports can be accessed through CDE Data Quest: <http://dq.cde.ca.gov/dataquest>

**School Level Reports** Ask your school Principal for the school level report or contact your CHKS District Coordinator and request a copy of the school district report for a nominal fee.

### Self-Assessment Questions

#### Mental Health

- » Do migrant education students report higher levels of unmet mental health needs than other students?

#### Physical Health

- » Do migrant education students report higher levels of unmet physical health needs than other students?

# 2

AREA OF FOCUS

## HEALTH

Turn to Table A4.3, A7.1, & A7.2, of your CHKS ME Report

- » If needed, feel free to look at the answers of migrant education students in Table 6.7 & 6.10.

### Hint:

It may be worthwhile to write/enter your scores into the following blank Tables so you can refer back to them as you use this Workbook.

If you are viewing the pdf online, you can type directly into the result boxes, save, and print out the page for your reference or to e-mail to others.

Note: The below survey questions are from the 2008/2009 CHKS and CSCS reports. If you are looking at reports from a different year, there may be differences in the survey questions and numbering.

**Table A7.2**

### *Frequency of Sad and Hopeless Feelings, Past 12 Months*

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9, 11 Migrant %	Grades 9, 11 Non-Migrant %
No				
Yes				

*Question HS A.123/MS A.105: During the past 12 months, did you ever feel so sad and hopeless almost every day for two weeks or more that you stopped doing some usual activities?*

### Physical Health

- » If needed, feel free to look at the answers of migrant education students in Table 4.3.

**Table A7.1**

### *Eating of Breakfast*

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9, 11 Migrant %	Grades 9, 11 Non-Migrant %
No				
Yes				

*Question HS A.34/MS A.33: Did you eat breakfast today?*

# 2

AREA OF FOCUS

## HEALTH

**Table A4.3**

***Current AOD Use, Past 30 Days***

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9, 11 Migrant %	Grades 9, 11 Non-Migrant %
Alcohol (at least one drink)				
Marijuana				
Inhalants				
Cocaine				
Methamphetamine or any amphetamines				
Ecstasy, LSD or other psychedelics				
Other illegal drug or pill				
Any of the above AOD Use				
Two or more drugs at the same time				

*Question HS A.63, 65-71/MS A.52,54-56: During the past 30 days, on how many days did you use...?*  
*no=not asked of middle school students*

For additional CHKS and CSCI questions for this focus area, refer to Appendix 1.

### DISCUSS RESULTS

- What do your results show?
- Is there something that needs to be looked at further?
- Start a discussion and ask more questions.

## 2 AREA OF FOCUS



### CHOOSE SETTINGS

- Select your setting: Classroom, School, or District.

### TAKE NEXT STEPS

- Read through the Next Steps strategies.
- Which of the strategies are most relevant/pertinent?
- Which appear to be the most straight forward to address?
- Which appear the most critical to address?

### OK now what to do?

Here are some Next Steps you can take to either:

- » **FOCUS ON** and **IMPROVE** the current situation (if you found that health discrepancies are apparent), or
- » **MAINTAIN** and **STRENGTHEN** the situation (if you found that the current reported physical and mental health indicators are positive for all students).

We've divided these steps into sections for:

- » **CLASSROOM**
- » **SCHOOL**
- » **DISTRICT**

We've also placed 2 columns of checkboxes next to each one so you can identify which you are already doing (and want to continue doing) and those that might need more attention.

# 2

AREA OF FOCUS

## HEALTH

### RECOGNIZE, STRENGTHEN, EXPAND, & SHARE ✨ CLASSROOM



The objective at the **classroom level** is to address ways to increase awareness of all students to current health services available both mental and physical.



#### Protective Factors:

- CR = Caring Relationships
- HE = High Expectations
- MP = Meaningful Participation



Check applicable:  
Done To Do

#### STRATEGIES FOR CLASSROOMS

- |                          |                          |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Consciously watch how and what you say to your class (CR, MP)  |
| <input type="checkbox"/> | <input type="checkbox"/> | Ask for or offer to be a mentor/team teacher (CR, MP)  |
| <input type="checkbox"/> | <input type="checkbox"/> | Keep an open door policy with students. Allow them to come to you for advice/concerns. If need be, select a specific time/day when you can be reached. If language is an issue have a bilingual teacher be available for the next scheduled meeting (CR) |
| <input type="checkbox"/> | <input type="checkbox"/> | Learn all students names and something about them (CR)   |
| <input type="checkbox"/> | <input type="checkbox"/> | Take time to chat with all students outside the classroom (CR)   |
| <input type="checkbox"/> | <input type="checkbox"/> | Have students team-up with bilingual students, If there is a language issue. Check on progress (MP)  |
| <input type="checkbox"/> | <input type="checkbox"/> | Make sure your body gestures convey your intentions (e.g. smile, eye contact, nod, etc.), If there is a language issue (CR, MP)  |
| <input type="checkbox"/> | <input type="checkbox"/> | Create small groups of staff who can work as a team to be available to students (CR)   |
| <input type="checkbox"/> | <input type="checkbox"/> | Incorporate peer help in a range of subjects including health, biology, and during extra curricula activities (MP)   |
| <input type="checkbox"/> | <input type="checkbox"/> | Build a sense of community in the school and classroom that is committed to all students being invited, valued, and included (CR)  |
| <input type="checkbox"/> | <input type="checkbox"/> | Actively target students on the margins to be included in all classes and aware of all extra curricular activities (MP)  |

For more suggestions on creating a positive climate look back at the CTAG Next Steps and/or go to Appendix 4: Protective Factor Strategies.

# 2

AREA OF FOCUS

## HEALTH

### RECOGNIZE, STRENGTHEN, EXPAND, & SHARE ✨ SCHOOL



The objective **at the school level** is to address school related practices and policies to enhance involvement and awareness of all students in healthy lifestyles and access to health services.

#### Protective Factors:

- CR = Caring Relationships
- HE = High Expectations
- MP = Meaningful Participation



Check applicable:  
Done To Do

#### STRATEGIES FOR SCHOOLS

- |                          |                          |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Provide information to all students about access to school counseling and support. Find out why they haven't been taking part and plan around the issues (e.g. Time schedule issue? Language issue? Lack of prior experience? Financial issue? etc.) (MP) |
| <input type="checkbox"/> | <input type="checkbox"/> | Talk with all students to see how they access care/support. Highlight what is being done in your grade, subject or area to the rest of the school (CR, MP)  |
| <input type="checkbox"/> | <input type="checkbox"/> | Provide nutritional information, alcohol and drug use education materials in multiple languages for parents/guardians as well as students (MP)  |
| <input type="checkbox"/> | <input type="checkbox"/> | Use the data and present how well your school is doing to parents/community (MP)  |
| <input type="checkbox"/> | <input type="checkbox"/> | Actively ensure that all students have information and access to all school activities (MP)   |
| <input type="checkbox"/> | <input type="checkbox"/> | Actively target students on the margins to be included in all school extra-curricular activities (MP)   |
| <input type="checkbox"/> | <input type="checkbox"/> | Use focus groups to ascertain why a group is not involved in some/all activities (e.g. awareness, time, money, transport, etc.) (MP)  |
| <input type="checkbox"/> | <input type="checkbox"/> | Encourage community groups involved in physical activity/health into the school (MP)  |

For more suggestions on creating a positive climate look back at the CTAG Next Steps and/or go to Appendix 4: Protective Factor Strategies.



Check applicable:  
Done To Do

#### LINKS TO RESOURCES

- |                          |                          |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 9th—12th grade guide that provides students with an understanding of local health concerns of migrant workers<br><a href="http://www.cesarechavez.org/uploads/HealthIssues.pdf">www.cesarechavez.org/uploads/HealthIssues.pdf</a> |
|--------------------------|--------------------------|---|



# 2

AREA OF FOCUS

## HEALTH

### RECOGNIZE, STRENGTHEN, EXPAND, & SHARE ✨ DISTRICT



The objective **at the district level** is to address district policies and structures to address awareness and/or use of health services available to students. This may also include raising awareness to students' families.

#### Protective Factors:

- CR = Caring Relationships
- HE = High Expectations
- MP = Meaningful Participation



Check applicable:  
Done To Do

#### STRATEGIES FOR DISTRICTS

- |                          |                          |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Provide information to all students about access to mental health care. Find out why they haven't been taking advantage of health care and plan around the issues (e.g. time schedule issue? Language issue? Lack of prior experience? Financial issue? etc.) (MP) |
| <input type="checkbox"/> | <input type="checkbox"/> | Host a parent information session (at appropriate time) around mental health care (CR, MP)   |
| <input type="checkbox"/> | <input type="checkbox"/> | Seek a community-liaison officer/volunteer to make sure all communities are aware of services (CR, MP)   |
| <input type="checkbox"/> | <input type="checkbox"/> | Form youth advocacy groups around issues like mental health and physical health (e.g. nutrition, alcohol, tobacco, etc.). They give students the opportunity to examine local ordinances and learn how to become involved in systemic change (MP)                  |
| <input type="checkbox"/> | <input type="checkbox"/> | Engage in a neighborhood mapping project that gets youth actively engaged in identifying community assets which offer pro-youth resources, services, and facilities (HE, MP)   |

For more suggestions on creating a positive climate look back at the CTAG Next Steps and/or go to Appendix 4: Protective Factor Strategies.

# 2

AREA OF FOCUS

## HEALTH

To help you plan what you do next we have included the following two Planning and Implementation charts.

THINGS WE WANT TO DO (FOCUS ON & IMPROVE)	
Next Steps to Improve Health Services	Date

THINGS WE ARE DOING (MAINTAIN & STRENGTHEN)	
Next Steps to Improve Health Services	Date

### FIND SUPPORT

- Classroom strategies can be implemented easily by individuals or a small team.
- School-wide or district-wide initiatives will need to consider gathering support; such as:
  - Develop a Task-force;
  - Present results;
  - Organize Focus Groups; or
  - Invite input from stakeholders.

### IMPLEMENT

- Gather support, start with easy to implement steps.

# ADDITIONAL SELECTED RESOURCES & WEBSITES

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## Selected Resources

**Comprehensive Needs Assessment Report** This report examines the most pressing academic needs of migrant students. The study is organized according to several critical areas of concern including pre-school, reading, mathematics, high school graduation, and out-of-school youth.

[www.cde.ca.gov/sp/me/mt/cnareport.asp](http://www.cde.ca.gov/sp/me/mt/cnareport.asp)

## Selected Websites

**The Migrant Student Information Network (MSIN) Intranet** The MSIN is an Intranet site for exclusive use by migrant staff. It requires a password to log on and provides information like an electronic file cabinet to statewide migrant education staff regarding program requirements and documents within the California Migrant Education Program.

[www.msin.webexone.com](http://www.msin.webexone.com)

**California Department of Education—Migrant Education** Provides information and background on the migrant education program in California; includes migrant education forms and a directory of offices providing services.

[www.cde.ca.gov/sp/me/mt](http://www.cde.ca.gov/sp/me/mt)

**California Migrant Education Program** The Migrant Education Portal was created to support the development and delivery of high-quality, sustainable, video-enhanced professional development resources. The portal supports Migrant Education programs and services with access to content-based resources in addition to communications, resource sharing, and program management tools.

[www.calmigrated.org](http://www.calmigrated.org)

**US Department of Education—Migrant Education** The mission of the Office of Migrant Education (OME) is to provide excellent leadership, technical assistance, and financial support to improve the educational opportunities and academic success of migrant children, youth, agricultural workers and fishers, and their families.

[www.ed.gov/about/offices/list/oese/ome/index.html](http://www.ed.gov/about/offices/list/oese/ome/index.html)

**Cesar E. Chavez Foundation** The Foundation has been engaged in effective, high quality programming based on the belief that by applying Cesar's vital legacy and universal values, we can uplift and empower our most disadvantaged communities to address their own needs and concerns.

[www.cesarechavez.org](http://www.cesarechavez.org)

**UCLA Statewide Migrant Student Leadership Institute** The UCLA Student Leadership Institute provides tenth and eleventh grade migrant students the opportunity to participate in a rigorous, five-week, residential, academic program emphasizing leadership. In addition, the students receive information on college admission requirements and financial assistance.  
[www.centerk.gseis.ucla.edu/msli.htm](http://www.centerk.gseis.ucla.edu/msli.htm)

**Mini-Corps Program** The Mini-Corps Program provides tutoring to migratory students to give them the academic and social support they need to succeed in their course work and stay in school. The tutors come from a migrant family background and are full-time college students who are pursuing teaching credentials.  
[www.bcoe.butte.k12.ca.us/minicorps](http://www.bcoe.butte.k12.ca.us/minicorps)

**ESCORT** Eastern Stream Center on Resources and Training provides professional development and technical assistance to ensure success for all students. Eastern Stream staff have expertise in teaching strategies for students from at-risk environments, such as migrant youth, low-performing readers, English language learners, and students with disabilities.  
[www.escort.org/](http://www.escort.org/)

**The Migrant Student Information Exchange (MSIX)** This site allows States to share educational and health information on migrant children who travel from State to State and who as a result, have student records in multiple States' information systems.  
<https://msix.ed.gov/>

**Migrant Health Promotion** This site builds on community strengths to improve health in farmworker and border communities. Their programs provide peer health education, increase access to health resources and bring community members together with health providers, employers and policymakers to create positive changes.  
[www.migranthealth.org](http://www.migranthealth.org)

**National Alliance for Migrant Health** This organization's goal is to improve health for all by using the Hispanic experience as a way to design a better system for health prevention and care. Activities include: consumer and provider education, community programs, technology resources, help lines, teen theatre, policy development, advocacy, and research.  
[www.hispanichealth.org](http://www.hispanichealth.org)

**Federal Migrant Education Resource Center** The MERC Web site provides migrant educators with resources and information to create a community of practitioners for the tasks of program administration and implementation.  
[www.mercweb.org](http://www.mercweb.org)