Developing Effective Concern Statements (Worksheet)

Analysis of Concern Statements

Once you have generated a set of Concern Statements, evaluate them to ensure that they meet the criteria for effective statements outlined in [*Generating Concern Statements: Overview*.](https://results.ed.gov/cna-toolkit/article/2-a-identifying-concerns/generating-concern-statements-overview) Below are examples of Concern Statements with evaluations of what makes them effective or not.

We are concerned about educational continuity.

*Analysis:* This statement merely introduces a general topic. It does not convey information about what specific issues are related to educational continuity for migratory high school students.

We are concerned that migratory children in high school perform 28 percentage points lower in math than all other high school students in our state.

*Analysis:* This is not a Concern Statement; it is a restatement of the data and does not indicate a specific challenge or reason for poor performance that would lead to a discussion of an appropriate intervention.

We are concerned that high school students who move from one school to another may have to enroll in courses that are not strong matches from one location to the next.

*Analysis:* This is a Concern Statement that proposes a reason for poor academic performance. On the basis of the statement, we cannot tell if it reflects the data in the profile; however, the statement indicates that there is familiarity with the specific challenges migratory high school students face in the state. Moreover, should additional data be needed to confirm this concern, the statement is specific enough to lead to a question for which data can be obtained,

We are concerned that budget cuts prevent the MEP from providing adequate services to migratory children.

*Analysis:* While this is a concern for most programs, this is an issue over which the MEP has no control and it is not specific to student needs.

We are concerned that migratory high school students cannot afford yearbooks, class rings, and appropriate clothes for proms.

*Analysis:* Although it is important to ensure that migratory high school students are able to engage in non-academic activities to enrich their high school experience, the MEP is targeted toward improving the academic success of migratory children. Community collaborations should be established to support migratory children’s participation in non-academic activities.

See the next page for Examples of Strong Concern Statements.

Examples of Strong Concern Statements

Goal: High School Graduation

Area of Concern: Educational Continuity

Concern Statements

Our concern is that migratory children who change schools frequently fall behind in grade level skills and understanding.

Our concern is that migratory children may not develop the strong academic self-esteem needed to carry them through challenging academic high school courses.

We are concerned that migratory high school students who move at least twice each year may have to retake courses that are not strong matches from one location to the next.

Our concern is that motivation for learning may be an issue for migratory children.

Goal: High School Graduation

Area of Concern: Educational Support in the Home

Concern Statements

We are concerned that migratory parents experience difficulties communicating with the school.

Our concern is that migratory parents lack information about strategies to help children with reading and homework.

We are concerned that involvement by migratory parents in school activities is limited.

Our concern is that migratory parents may not understand the degree to which their involvement with school influences their children’s academic success and involvement.