

Butte County Office of Education: Migrant Education, Region 2





ESEA
(Elementary and Secondary Education Act)

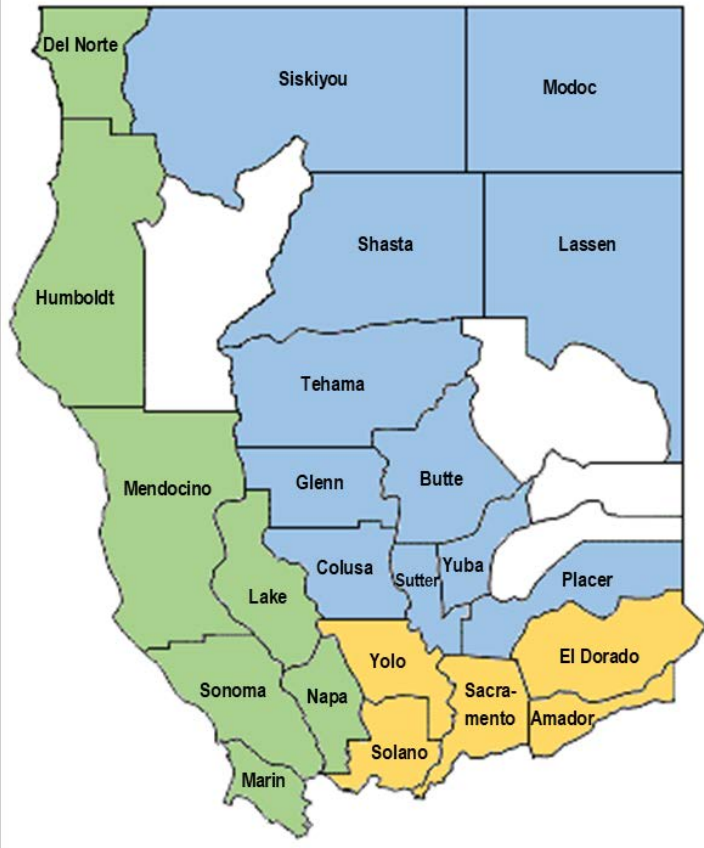
ESSA
Every Student Succeeds Act

The Migrant Education Program was established under the Elementary and Secondary Education Act (ESEA) of 1965 and reauthorized under the Every Student Succeeds Act (ESSA) of 2015 . The provisions of the MEP are included in Part C of Title I of the ESSA.



There are 20 Regions throughout California that administer the Migrant Education Program.

Region 2



Oroville Area
Butte, Colusa, Glenn,
Lassen, Modoc, Placer,
Shasta, Siskiyou, Sutter,
Tehama, Yuba

Santa Rosa Area
Del Norte, Humboldt,
Lake, Marin, Mendocino,
Napa, Sonoma

Woodland Area
Amador, El Dorado,
Sacramento, Solano, Yolo

The Butte County
Office of Education
provides services in
Region 2.



Identification and Recruitment: Who is Eligible to Participate?

Eligibility depends on meeting the definition of a “Migratory Child” and “Migratory Agricultural Worker or Migratory Fisher.” Each definition has key elements.

Migratory Agricultural Worker or Migratory Fisher

- Qualifying Move
- Qualifying Work

Migratory Child

- Age
- School Completion
- Qualifying Move



Migratory Agricultural Worker or Migratory Fisher

- ❑ The worker made a qualifying move in the preceding 36 months
 - ✓ it was due to economic necessity, AND
 - ✓ it was from one residence to another residence, AND
 - ✓ it was from one school district to another school district, AND

- ❑ The worker engaged in new qualifying work
 - ✓ soon after the qualifying move (within 60 days), AND
 - ✓ the employment was temporary or seasonal, AND
 - ✓ the work was for wages or personal subsistence, AND
 - ✓ the work was in agriculture (e.g., crops, livestock, forestry) or fishing

Examples of Qualifying Work in Agriculture (Crops)



- * Planting
- * Irrigating
- * Thinning
- * Pruning
- * Picking
- * Beekeeping



Examples of Qualifying Work in Agriculture (Livestock)

- * Feeding
- * Milking
- * Herding
- * Slaughtering
- * Gathering eggs
- * Plucking



Examples of Qualifying Work in Agriculture (Forestry)

- * Removing diseased or undesirable trees
- * Pruning or trimming trees
- * Cutting trees
- * Loading for transport



Examples of qualifying work in Fishing

- * Catching fish
- * Feeding and raising fish
- * Cleaning tanks
- * Grading and sorting fish
- * Cutting and filleting



Migratory Child

- ❑ The child is younger than age 22, AND
- ❑ The child has not graduated from high school or obtained a high school equivalency certificate, AND
- ❑ The child made a qualifying move in the preceding 36 months
 - ✓ it was due to economic necessity, AND
 - ✓ it was from one residence to another residence, AND
 - ✓ it was from one school district to another school district, AND
- ❑ The qualifying move was with, or to join/precede, a parent/guardian or spouse who is a migratory agricultural worker or migratory fisher

*The child may qualify as the migratory agricultural worker or migratory fisher if her or she is an emancipated youth and all other criteria is met

Eligibility Scenario 1



The Garcia's

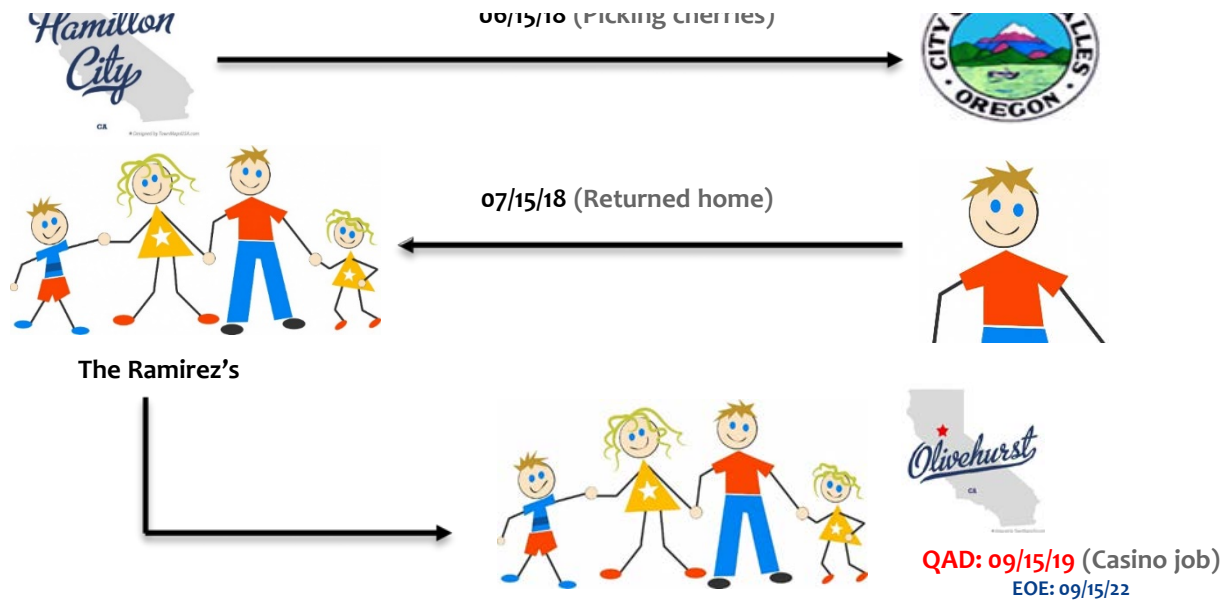
QAD: 09/23/19

Trimming strawberry
plants

EOE: 09/23/22



Eligibility Scenario 2



How do we identify migrant children?

Schools-based recruitment efforts:

- * Referrals given to MEP staff by school/district staff (e.g., teachers, counselors, EL Coordinators, school secretaries)
- * Participation in school sponsored events (e.g., College & Career Fairs, Back to School Nights, Kindergarten Round-Ups)
- * Presentations on MEP eligibility and services at school/district events and meetings where migratory parents may be present (e.g., ELAC/DELAC Meetings, School/District Staff Meetings)

How do we identify migrant children? (Cont.)

Community-based recruitment efforts:

- * Participation in community sponsored events (e.g., Health Fairs, Children Fairs, Cinco de Mayo celebrations, festivals)
- * Recruitment at Migrant Housing Centers
- * Canvassing at low-income neighborhoods

Employer-based recruitment efforts:

- * Recruitment at employment sites (e.g., orchards, nurseries)



QUESTIONS?

Region 2 Migrant Education Programs

**Program Goals*

**Student/Parent/Family Services*

Program Goals

- * The California Migrant Education Program is designed to support high-quality supplemental and comprehensive educational programs for migrant children to help reduce the educational disruption and other problems that result from repeated moves
- * **The goal of the Region 2 Migrant Education Program is to ensure that all migrant students**
 - * Receive the supports they need to successfully access challenging academic standards
 - * Graduate with a high school diploma (or obtain a high school equivalency certificate)
 - * Prepare to become responsible citizens
 - * Achieve higher education or career goals



Migrant Education Program Services

States receive annual federal grants to establish or improve educational programs for migrant children

Regions receive allocations based on the number of migrant students identified and served through regional and district Migrant Education Programs (MEP)

Region 2 and District MEP coordinate with other federal, state, and local funding to support high quality, comprehensive educational programs for migrant children to reduce educational disruptions and barriers resulting from frequent moves



Supplemental Direct Services

Supplemental direct services ensure migrant students succeed in school, graduate from high school, and make successful transitions to postsecondary education or employment



What is a “Supplemental” Service?

A service that is provided *in addition to*, **not in lieu of**, other services that are provided by the district or any other programs

General fund resources must be used to provide base services/programs to migratory children including ELD and access to the core curriculum

Examples of “Supplemental Direct Services”

* The State of California recommends the following supplemental programs be implemented to provide the most direct services to migrant children enrolled in K-12 programs:

- Extended day programs
- Before and after school programs
- Saturday or vacation programs
- Summer/intersession programs
- Distance learning programs

In addition, under some circumstances, direct supplemental services during the school day may be appropriate

What Constitutes a “Service?”

A service is an educational or educationally related activity that:

- * Directly benefits a migrant child
- * Addresses a need of a migrant child consistent with the State Education Agency’s comprehensive needs assessment and service delivery plan
- * Is grounded in scientifically based research or is a generally accepted practice
- * Is designed to enable the program to meet its measurable outcomes and contribute to the achievement of the state’s performance targets

Two types of services

Instructional Services:

- * *Educational activities for preschool age children*
- * *Instruction in elementary and secondary schools, such as tutoring before and after school*

Support Services:

Educationally related activities such as:

- * *Advocacy for migrant students*
- * *Health, nutrition, and social services for migrant families*
- * *Necessary educational supplies*
- * *Transportation*

Regional Services

Regular Year Programs

K-12 Students

- * Speech and Debate
- * College Tutor Program
- * PK Referral
- * Math Champions
- * Migrant Education Advisor Program (MEAP)
- * Extended Day Tutoring
- * Journalism Academy
- * Case Management
- * ELA STEM Academy
- * StarBooks
- * Morning Boost

Out of School Youth

- * Success Academies
- * Targeted Support
- * High School Equivalency Program (HESPA)

Early Childhood Education

- * Family Biliteracy
- * Home Visitation

Summer Programs

- * Adelante- Woodland , Santa Rosa, Mendocino
- * Binational Summer Program
- * Summer Academies – STEM; Distance Learning, Mi Escuelita Maya
- * Migrant Student Leadership- Fresno State University
- * Outdoor Education – Camp Keep, Shady Creek, Camp Nunez
- * US History Academy
- * District Specific Summer Programs

For Parents

- * Regional Parent Advisory Council (PAC)
- * State Parent Conference (even years)
- * Parent/Student Leadership Institutes

Other Health, Nutrition & Social Service Education

Regular Year Services

Many migrant students have academic gaps in their learning due to high mobility and lack of skills in English

- * MEP staff provide instructional services to help students develop academic skills in math, and reading and writing in English, through programs such as the Journalism Academy, Math Champions and Speech & Debate
- * MEP staff act as a bridge between students/parents and districts to ensure students participate in appropriate after school programs

Many migrant students and parents lack an understanding of the US school system, and students experience discouragement, frustration and isolation in school

- * MEP staff provide programs such as Case Management, MEAP, and Extended Day Tutoring
- * MEP staff provide Parent Institutes and engage parents in programs offered to students

Many migrant students lack support or awareness of how to prepare in high school to apply and go on to college or gain meaningful employment

- * MEP staff provide programs such as Case Management and MEAP

Summer Services

Summer Services enable migrant students the opportunity to:

- * Earn high school credits (Adelante- Woodland, Santa Rosa, Mendocino)
- * Experience college life (Migrant Student Leadership- Fresno State)
- * Develop environmental awareness, self-pride and a love for nature through week-long camps (Camp Nunez, Camp Keep, Shady Creek)
- * Receive additional academic instruction and social interaction (Summer Academies)
- * Be taught by visiting teachers from Mexico who provide cultural activities and academic instruction in the students' primary language (Binational)

School Readiness & Early Childhood Education

Many migrant families lack information regarding preschool programs available in their area

MEP staff educates migrant families, and helps to facilitate the enrollment of students into existing programs where available

Where services are not available, Region 2 provides programs such as Family Biliteracy, the Home Visit Program, and School Readiness Summer Academies

A key component is training parents to support their young children's socioemotional development and school readiness skills



Out of School Youth (OSY)

Out of School Youth refers to migrant students between 14 and 21 years of age, who are

- Not enrolled in school
- Predominantly here to work
- Often lack formal education

MEP provides OSY targeted support by linking students with agencies that offer health care screenings, and by referring students to health, nutrition, and social services

OSY Academies provide students opportunities to learn about local ESL courses, High School Equivalency Programs (HEP), resources for developing vocational skills while developing self-pride through team building activities

Health, Nutrition, and Social Services

Because many families are struggling for basic needs and lack knowledge of and financial resources for preventative care, migrant staff provide health and nutrition education and, when needed, coordinate access to health and social services for the families they serve



Parent Engagement

Many parents lack an understanding of the US School System and how to be involved in their students' education in meaningful ways

Some parents also lack confidence in their abilities to support their students due to their own lack of education

Region 2 provides a variety of opportunities for parents to learn how to participate in Regional or District parent leadership; how to support students and the challenges students face in school:

- * Regional Parent Advisory Council (PAC)
- * Parent/Student Leadership Institutes
- * State Parent Conference (even years)

Parent Advisory Council (PAC)

The Parent Advisory Council (PAC) is a required component of a MEP to provide a means for community and parent input during the design and operation of a school district MEP

Region 2 operates three AREA PACs as the Regional PAC

Districts receiving sub-allocations must also operate district PACs

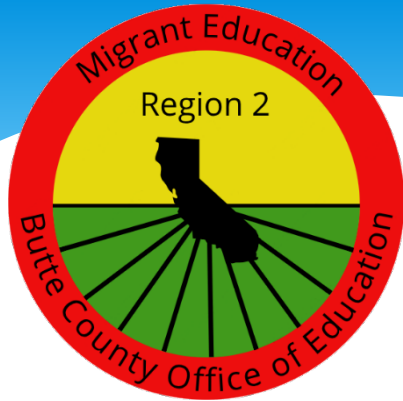
Each PAC must meet at least six times per year

Some of the guidelines for the PAC are:

- * A Parent Needs Assessment must be completed annually to establish parent training needs for the year
- * Parents shall provide input regarding the programs to be written into the Regional Application and District's MOU or DSA
- * Election of Members will occur in even numbered years (starting 2022)



QUESTIONS?



FOR MORE INFORMATION ABOUT THE
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