Impactful Collaboration Within Programs to Address the Needs of Migratory Children

COLLABORATION AND COORDINATION BETWEEN THE MIGRANT AND HOMELESS EDUCATION PROGRAMS

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MIGRANT EDUCATION PROGRAM
DIVISION OF HIGHLY MOBILE AND AT-RISK STUDENTS
TEXAS EDUCATION AGENCY
SEPTEMBER 27, 2018
Anticipatory Guide Activity

Both Migrant Children and McKinney-Vento Children may:

1. Reside in substandard housing. [YES] [NO]
2. Be mobile. [YES] [NO]
3. Have economic necessity. [YES] [NO]
4. Face difficulty enrolling in school. [YES] [NO]
5. Experience social isolation due to difficulties in adapting to new school and social environments. [YES] [NO]
Determining Eligibility for the Migrant Education Program
The Texas Migrant Education Program is the fourth largest migrant education program in the United States.
Identification and Recruitment (ID&R)

National MEP

Data obtained from OME presentation.

Number of Migrant Children

16.3% Decrease

Years:
- SY 2011-12: 378,061
- SY 2012-13: 360,279
- SY 2013-14: 347,634
- SY 2014-15: 332,399
- SY 2015-16: 316,276
Texas MEP

- SY 2011-12: 50,642
- SY 2012-13: 48,621
- SY 2013-14: 45,503
- SY 2014-15: 42,276
- SY 2015-16: 36,256

28.4% Decrease

Number of Migrant Children

Data obtained from OME presentation.
Identification and Recruitment (ID&R)

- Number reported in the 2016-2017 Consolidated State Performance Report (CSPR)
  - Category 1 = 31,495
  - Category 2 = 4,513
  - Priority For Service = 8,812
  - Out of School Youth = 564

- Number of Identified students in the state to-date = 28,442
## Identified Migrant Students

<table>
<thead>
<tr>
<th>Grade</th>
<th>2015-2016</th>
<th>2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ages 3-5</td>
<td>3,360</td>
<td>2,977</td>
</tr>
<tr>
<td>K</td>
<td>2,209</td>
<td>1,802</td>
</tr>
<tr>
<td>1</td>
<td>2,761</td>
<td>1,833</td>
</tr>
<tr>
<td>2</td>
<td>2,639</td>
<td>2,035</td>
</tr>
<tr>
<td>3</td>
<td>2,699</td>
<td>1,975</td>
</tr>
<tr>
<td>4</td>
<td>2,696</td>
<td>2,022</td>
</tr>
<tr>
<td>5</td>
<td>2,700</td>
<td>2,066</td>
</tr>
<tr>
<td>6</td>
<td>2,824</td>
<td>2,185</td>
</tr>
<tr>
<td>7</td>
<td>2,891</td>
<td>2,166</td>
</tr>
<tr>
<td>8</td>
<td>3,022</td>
<td>2,263</td>
</tr>
<tr>
<td>9</td>
<td>3,664</td>
<td>2,764</td>
</tr>
<tr>
<td>10</td>
<td>3,012</td>
<td>2,469</td>
</tr>
<tr>
<td>11</td>
<td>2,758</td>
<td>2,096</td>
</tr>
<tr>
<td>12</td>
<td>4,017</td>
<td>2,274</td>
</tr>
<tr>
<td>Ungraded</td>
<td>22</td>
<td>4</td>
</tr>
<tr>
<td>Out-of-school</td>
<td>1,002</td>
<td>564</td>
</tr>
<tr>
<td>Total Count</td>
<td>42,276</td>
<td>31,495</td>
</tr>
</tbody>
</table>

Source: CSPR, Part II, 2016-2017
55% of the Texas migrant student population reside in Region 1.

Source: NGS
Large concentrations of migrant students also reside in the following ESCs:

- Region 4 ESC
- Region 20 ESC
- Region 19 ESC
- Region 16 ESC
- Region 17 ESC

Source: NGS
# Migration Patterns - Intrastate Moves in Texas

<table>
<thead>
<tr>
<th>Seasonal Examples</th>
<th>Temporary Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hoeing Cotton</td>
<td>Building fences for cattle</td>
</tr>
<tr>
<td>Clipping Onions</td>
<td>Baling Hay</td>
</tr>
<tr>
<td>Picking Watermelons</td>
<td>Baling Cotton</td>
</tr>
<tr>
<td>Picking Tomato</td>
<td>Canning Corn</td>
</tr>
<tr>
<td>Picking Pecans</td>
<td>Canning Green Beans</td>
</tr>
<tr>
<td>Detasseling Corn</td>
<td>Cleaning Crawfish</td>
</tr>
<tr>
<td>Cleaning Cotton</td>
<td>Cleaning Chicken Coops</td>
</tr>
<tr>
<td>Hoeing Peanuts</td>
<td>Cutting Cactus to clear land for cattle</td>
</tr>
<tr>
<td>Grading Potatoes</td>
<td>Cutting Chickens</td>
</tr>
</tbody>
</table>

Source: NGS
Large concentrations of migrant students from Texas move to the following states:

- Michigan (2024)
- Minnesota (1838)
- New Mexico (1095)
- Illinois (1080)
- Indiana (992)

Source: NGS
### Interstate Moves (Outside of Texas)

<table>
<thead>
<tr>
<th>Seasonal Examples</th>
<th>Temporary Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clipping Onions (CO)</td>
<td>Building Fences for Cattle (NM)</td>
</tr>
<tr>
<td>Cultivating Tobacco (NC)</td>
<td>Bagging Peanuts (IL)</td>
</tr>
<tr>
<td>Detasseling Corn (MN)</td>
<td>Baling Hay (OH)</td>
</tr>
<tr>
<td>Hoeing Sugar Beets (ND, MN)</td>
<td>Canning Beets (WI)</td>
</tr>
<tr>
<td>Hoeing Weeds in Strawberry Fields (CA)</td>
<td>Canning Corn (MN, IL)</td>
</tr>
<tr>
<td>Picking Cabbage (WI, IN)</td>
<td>Canning Peas (WI)</td>
</tr>
<tr>
<td>Picking Carrots (MN)</td>
<td>Canning Pumpkin (IL)</td>
</tr>
<tr>
<td>Picking Celery (NC)</td>
<td>Canning Tomato (MI)</td>
</tr>
<tr>
<td>Picking Cherries (WA)</td>
<td>Cleaning Beans (ID)</td>
</tr>
<tr>
<td>Planting Jalapeno Peppers (CA)</td>
<td>Fishing for Salmon (AK)</td>
</tr>
</tbody>
</table>

Source: NGS
Who is a migrant student?

1. Children ages birth – age 21, who are entitled to a free public education through grade 12 in the State who have not graduated from high school or obtained a High School Equivalency Certificate.

2. Children who moved due to **economic necessity**: 
   a) As a migratory agricultural worker or migratory fisher, OR
   b) With or to join a parent/guardian or spouse who is a migratory agricultural worker or migratory fisher
“Qualifying Move” and “Qualifying Arrival Date” (QAD)

“Qualifying Move”
• Due to economic necessity; and
• One residence to another; and
• From one school district to another school district.

“Qualifying Arrival Date” (QAD)
• Date that begins a migratory child’s 36 months of eligibility
• The date that the child moves as a migratory agricultural worker/fisher or, (if the child is not the worker) the date that the child moves with, or to join, the worker.
• If the child and worker moved together, QAD = date they arrived in the district
• To join moves:
  o If the child moved before the worker, QAD = date that the worker arrived
  o If the child moved after the worker, QAD = date the child arrived
Impacts of Being Migrant

Due to the mobile nature of migratory work, migrant children often experience difficulty:

• Receiving continuous, high-quality educational services because of their high rate of mobility.
• Face difficulty enrolling in school.
• Experience inappropriate educational placement due to lack of school records and other documentation.
• Suffer educational disruption and loss of academic credit due to the varying curricula used in different school districts and states.
• Cultural and language barriers.
• Social isolation.
• Health-related problems.
• Lack of resources in the areas in which they live and work.
Under the McKinney-Vento Act, the term “homeless children and youths” means individuals who lack a fixed, and adequate nighttime residence and includes children and youths:

• Who are sharing the housing of others due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters, or are abandoned in hospitals.

• Who have a primary nighttime residence that is a public place not designated for or ordinarily used as a regular sleeping accommodations for human beings;

• Who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

• **Who are migratory children who live in one of the above circumstances.**
Impacts of Homelessness

Research and data, including surveys of homeless and formerly homeless youth, indicate that experiencing homelessness can have significant negative impacts on children academically, socially, and emotionally.

• Homeless students experience greater school mobility than their non-homeless peers. School mobility can cause interruptions to a child’s education and is associated with lower school achievement and increased risk of dropping out of school.
• Homeless students are at a greater risk of being chronically absent.
• Homeless students face significant gaps in high school graduation rates compared to their peers, according to data from the States that disaggregate graduation rates for homeless youths.
Areas of Possible Commonality

What are some the possible of characteristic shared by both migrant and homeless students:

• High Mobility
• Reside in substandard housing
• Have economic necessity
• Social/Emotional issues resulting from high mobility
• Academic challenges (lower academic achievements and dropout rates)
• Lack of resources
Migrant farmworkers have a particularly difficult time finding available, affordable housing because of extremely low and sporadic incomes and the fact that they will reside in a given location only a short time. Many of the small, rural communities in which migrant workers may seek employment do not have the rental units available for the seasonal influx. Overcrowding and substandard housing are significant housing problems for farmworkers.
Migrant Housing
Local Migrant Education Program Collaboration

MEP staff can provide Homeless Program staff with the following:

- Insights on the work patterns of local migrant communities.
- Understanding of the educational, health, emotional, or social needs unique to migrant children.
- Locations of migrant camps and communities.
- Referrals of migrant students who may be experiencing homelessness.
- Contact and communicate with migrant families (in the native language when necessary) whose children may be eligible for and in need of the educational services provided by the McKinney-Vento Act.
- Contact and communicate with migrant employers; this may result in their cooperation with identifying children who may be covered by the M-V Act and in posting information publicly about the Act.

Local Homeless Program Collaboration

Homeless Program staff can provide MEP staff with the following:

- Guidance in determining which migrant students are eligible for McKinney-Vento services according to the definition of homeless.
- Understanding of the provisions of the McKinney-Vento Act and ways it may be used to provide services, including immediate school enrollment and school stability, to eligible migrant children.
- Assistance with accessing supports available through Title I, Part A, homeless set-aside funds.
- Knowledge of community referral resources, including providers of health, mental health, housing, and basic needs services.
TEA MEP Supported Programs

- State PAC
- Interstate Coordination Texas Migrant Interstate Program (PSJA ISD)
- Project SMART A Bright Beginning Web Portal (ESC20)
- Out-of-state support for students National Portable Assisted Study Sequence Center (PASS Center)
- Migrant Hotline Eastern Stream Center on Resources and Training (ESCORT)
- Migrant Data NGS MSIX (LTSI)
- ID&R Online Course NGS Online Course Help Desk (ESC 2)
- CNA, SDP and Program Evaluation (META)
Texas MEP Service Delivery Plan
Acronyms for this session

SDP  Service Delivery Plan
CNA  Comprehensive Needs Assessment
MPO  Measurable Program Outcome
CIC  Continuous Improvement Cycle
Continuous Improvement Cycle

- **Program Evaluation (Evaluate)**
- **Comprehensive Needs Assessment (Study/Pre-plan)**
- **Implement Service Delivery Plan (Do/Deliver)**
- **Service Delivery Plan (Plan)**

Source: OME SDP Toolkit, 2012
Continuous Improvement Cycle Expanded

Identification & Recruitment (ID&R)

Program Evaluation

Comprehensive Needs Assessment (CNA)

Service Delivery Plan (SDP)

Data Collection and Reporting

SEA Sub-allocates to LEAs through Application Process

Migrant Student Success

MEP Implementation by LEAs
Four Goal Areas

- Reading
- Mathematics
- School Readiness
- High School Graduation/Services to Out-of-School Youth (OSY)
Strategies

• Are activities that districts implement to achieve program outcomes.
• Specify when services are provided (regular year, summer term).
• Can be required; however some are optional.
• Are implemented with MEP funds.
• Must be supplemental services.
Reading Strategies

• **Strategy 1-1:** *Required* – Coordinate/provide supplemental reading instruction to migrant students based on disaggregated results of formal/informal assessments (e.g., coordinate with community resources, existing school resources, supplemental resources).

• **Strategy 1-2:** *Required* – Provide training and support to migrant students on the use of academic tools and resources to increase success in reading.

• **Strategy 1-3:** *Required* – Coordinate/provide professional development for MEP staff who provide needs-based supplemental reading instruction to migrant students.
• **Strategy 1-4**: *Required* – Coordinate/provide **support services** that address the identified reading needs of migrant students (e.g., health services, food/nutrition, transportation, translating/interpreting).

• **Strategy 1-5**: *Optional* – Ensure collaboration between MEP staff who provide direct support for migrant students and other school staff to support the identified reading needs of the migrant students served.

• **Strategy 1-6**: *Required* – Coordinate/provide training/resources to migrant parents on reading strategies for their children.
• **Strategy 2-1:** *Required* – Coordinate/provide supplemental mathematics instruction to migrant students based on disaggregated results of formal/informal assessments (e.g., coordinate with community resources, school resources, supplemental resources).

• **Strategy 2-2:** *Required* – Provide training and support to migrant students on the use of academic tools and resources to increase success in mathematics.

• **Strategy 2-3:** *Required* – Coordinate/provide professional development for MEP staff who provide needs-based supplemental math instruction to migrant students.

• **Strategy 2-4:** *Required* – Coordinate/provide support services that address the identified mathematics needs of migrant students (e.g., health services, food/nutrition, transportation, translating/interpreting).
Mathematics Strategies (continued)

- **Strategy 2-5: Optional** – Ensure collaboration between MEP staff who provide direct support for migrant students and other school staff to support the identified mathematics needs of the migrant students served.
- **Strategy 2-6: Required** – Coordinate/provide training/resources to migrant parents on math strategies for their children.
- **Strategy 2-7: Required** – Utilize Project SMART when providing summer supplemental services in mathematics to migrant students.
- **Strategy 2-8: Required** – Coordinate/provide summer supplemental services in mathematics to migrant students who are performing below grade level through remedial mathematics programs.
School Readiness Strategies

- **Strategy 3-1: Required** – Coordinate with other programs (e.g., Head Start, Teaching Mentoring Community [TMC]) to provide migrant children ages 3-5 (not in kindergarten) with access to school readiness services.

- **Strategy 3-2: Required - Regular School Year/Optional Summer** – Implement the TEA-approved early literacy program (A Bright Beginning) for migrant children ages 3-5 (not in kindergarten) that are not served by other programs.

- **Strategy 3-3: Required** – Provide migrant parents with developmentally appropriate school readiness resources and strategies.

- **Strategy 3-4: Required** – Coordinate/provide support services (e.g., health services, transportation, translations/interpretations, meals/nutrition) for migrant children ages 3-5 (not in kindergarten) and their families (e.g., coordinate with early childhood agencies, community-based organizations).
High School Graduation/Services to OSY Strategies

- **Strategy 4-1: Required** – Coordinate/provide supplemental instructional services to ensure migrant students are proficient on state assessments.
- **Strategy 4-2: Required** – Coordinate/provide support services to migrant students in grades 9-12 (e.g., counseling, translation, health services, transportation, mental health services).
- **Strategy 4-3: Required** – Coordinate/provide migrant student graduation support and advocacy (e.g., monitoring and tracking attendance and academic progress, reviewing course selections, providing leadership and mentoring programs, facilitating family/school connections, providing home visits).
- **Strategy 4-4: Required** – Coordinate with receiving state MEP staff on migrant students’ graduation needs/requirements.
• **Strategy 4-5: Required** – Provide/coordinate needs-based services for OSY with support and advocacy (e.g., graduation, high school equivalency, job readiness skills).

• **Strategy 4-6: Required** – Provide information and resources to parents about graduation requirements and college/career opportunities.

• **Strategy 4-7: Required** – Provide professional development for MEP staff on services for migrant students in grades 9-12 and OSY (e.g., credit accrual, credit recovery, inter/intra state coordination, TMIP)

• **Strategy 4-8: Required** – Provide non-MEP staff with information about MEP services and programs that address graduation and opportunities after high school (e.g., credit accrual, credit recovery, inter/intrastate coordination, TMIP, HEP/CAMP, Close Up, BCLI).
Possible Supplemental Instructional Services available for eligible Migrant Students (P3 - Kindergarten)

The following are some of the possible supplemental services MEP Project districts can provide migrant students experiencing homelessness:

• Center-Based Literacy Program for 3 and 4 year-olds (A Bright Beginning).
• Home-Based Program for 3 and 4 year-olds (ABB).
• Supplemental instructional support by a teacher for migrant pre-Kindergarten or Kindergarten students who are performing below the expected level of development, and collaborate with parents on ways to support students’ skill development at home.
Possible Supplemental Instructional Services available for eligible Migrant Students (Grades 1-6)

The following are some of the possible supplemental services MEP Project districts can provide migrant students experiencing homelessness:

- Extended-Day tutoring in core content areas (before school, after school, or on Saturdays).
- Tutoring in core content areas during the regular school day.
- Extended-Day statewide student assessment tutorials (before school, after school and on Saturdays).
- Statewide student assessment tutorials during the regular school day.
- Reading instruction by a teacher.
- Math instruction by a teacher.
- Supplemental instructional support by a teacher for migrant first grade students who are performing below the expected level of development, and collaborate with parents on ways to support students’ skill development at home.
Possible Supplemental Instructional Services available for eligible Migrant Students (Grades 6-12)

The following are some of the possible supplemental services MEP Project districts can provide migrant students experiencing homelessness:

• Extended-Day tutoring in core content areas (before school, after school, or on Saturdays).
• Tutoring in core content areas during the regular school day.
• Extended-Day statewide student assessment tutorials (before school, after school and on Saturdays).
• Statewide student assessment tutorials during the regular school day.
• Reading instruction by a teacher.
• Math instruction by a teacher.
• Supplemental instructional services to ensure migrant students are proficient on state assessments.
• Migrant extracurricular clubs or leadership organizations specific to migrant secondary students which meets regularly and designated to help students resolve issues and problems related to late entry and/or early withdrawal, provide leadership opportunities, and facilitate social engagement with school community.
Possible Supplemental Support Services available for eligible Migrant Students

The following are some of the possible supplemental support services MEP Project districts can provide migrant students experiencing homelessness:

- Clothing.
- School supplies.
- Vision screenings.
- Hearing screenings.
- Other health support services (specified by the district).
Support Services for Migrant Parents

Possible Support Services available for eligible Migrant Parents

The following are some of the possible supplemental support services MEP Project districts can provide to facilitate the involvement of Migrant Parents in school activities and their children’s education:

- Childcare during Parent Involvement activities and PAC meetings.
- Light snacks to encourage participation or attendance by parents at Parent Involvement activities and PAC meetings.
- Registration for State and/or National Workshops and Conferences.
- Outreach activities to inform Out-of-School youth and their parents about available educational options.
Anticipatory Guide Activity

Both Migrant Children and McKinney-Vento Children may:

1. Reside in substandard housing.
2. Be mobile.
3. Have economic necessity.
4. Face difficulty enrolling in school.
5. Experience social isolation due to difficulties in adapting to new school and social environments.
Migrant Education Program Contacts

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512-436-9414
obrigado  Dank U  Merci  mahalo  Kösz
enacubo  Grazie  Thank you  mauruuru  Takk
Gracias  Dziękuje  Děkuje  danke  Kiitos