



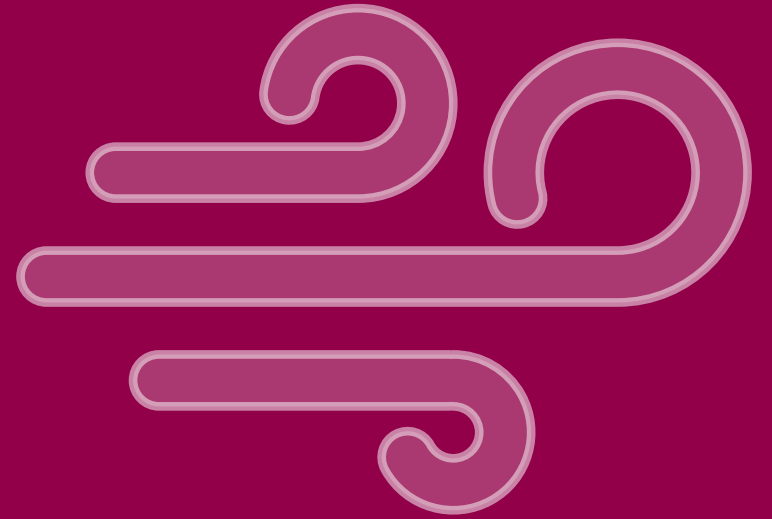
From the Fields to the Classroom: Overview of the Migrant Education Program (MEP)



Agenda

- Arizona Agriculture
- Overview of the MEP
- Identification and Recruitment
- Supplemental Support Services
- Family Engagement





Arizona Agriculture

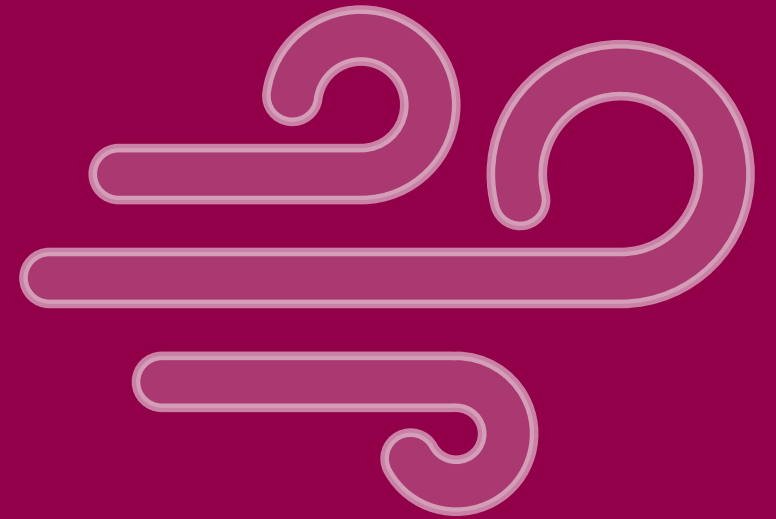
Arizona's Economy

The five Cs in Arizona – **Cattle, Citrus, Climate, Copper, and Cotton** – have been the driving force behind Arizona's economy for many years.



Year-round Production

From the high country to the desert to the lush river valleys there is always something – **fruits, vegetables, dates, or nuts** – being harvested from January to December.



Agriculture in Arizona

Dairy is currently **Arizona's leading agricultural product** and State's ranchers produce enough beef annually to feed more than **4.6 million** Americans.



Arizona is a top producer of the nation's fruits and vegetables and continues to be the **winter lettuce capital of the world**



The Yuma area grows more **Medjool dates** than anywhere else in the world.



Cotton is one of the original and major agricultural commodities produced in Arizona.



Arizona ranks **second** in the nation for **cantaloupe** and **honeydew melons**.

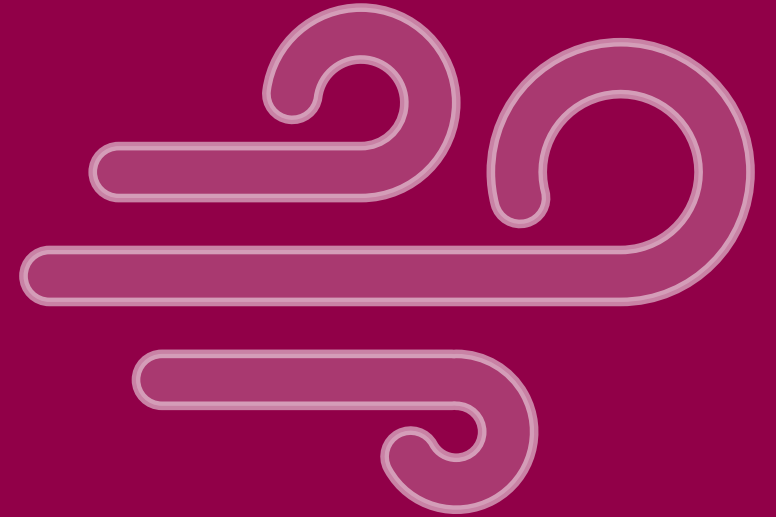
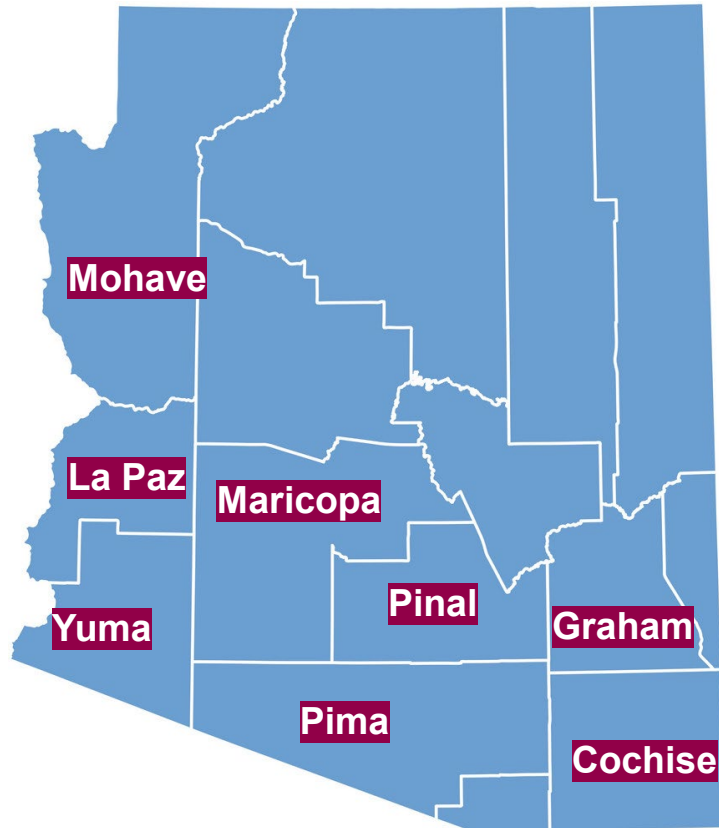


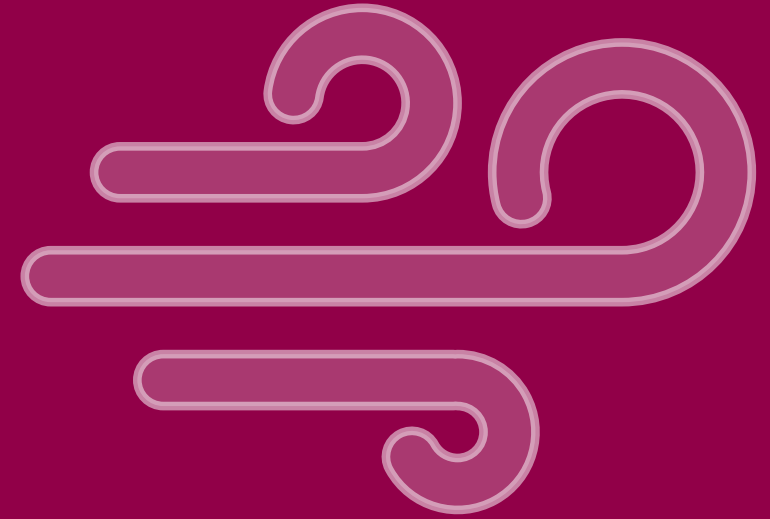
Arizona's border town of **Nogales** is the gateway for **50% of all fresh fruits and vegetables** shipped into the United States from México.



Where does it grow?

- While agriculture exists in each of the 15 counties of Arizona, **production** is focused in **eight counties**.

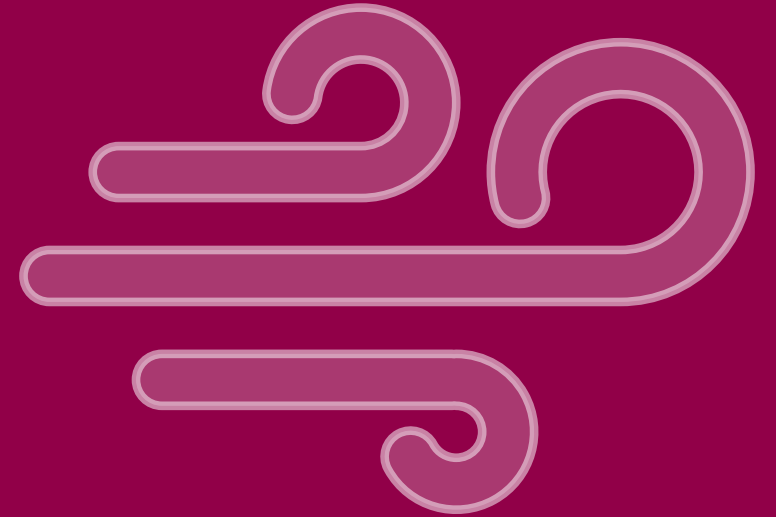




Overview of the MEP

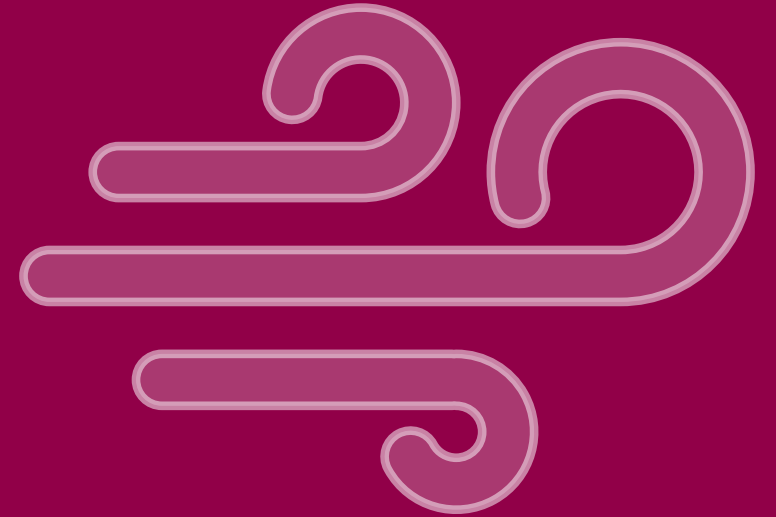
The History

- In 1966, Congress authorized the **Migrant Education Program (MEP)** under **Title I, Part C** of the Elementary and Secondary Education Act (ESEA) as a state-administered, state-operated program.
- It was enacted to reduce the unique challenges experienced by children of **migratory agricultural workers**.



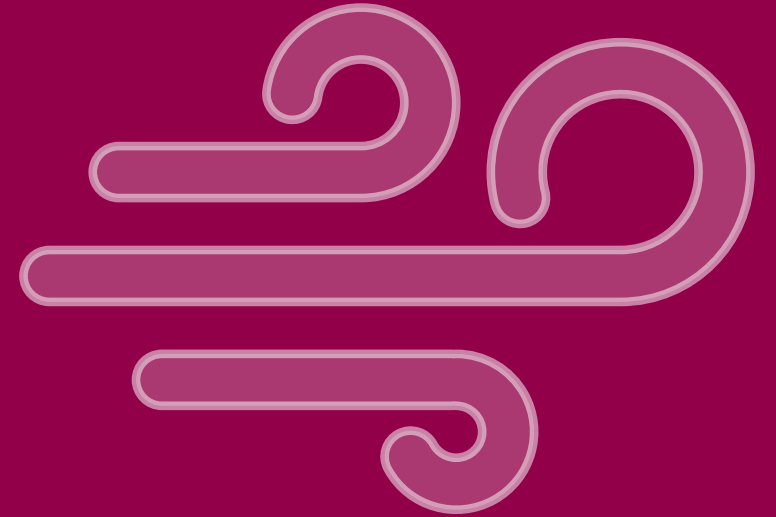
Our Goal

The goal of the **Migrant Education Program** is to assist all migratory students and youth in meeting challenging academic standards and achieving graduation from high school (or GED) with an education that prepares them for **responsible citizenship, further learning, and productive employment.**

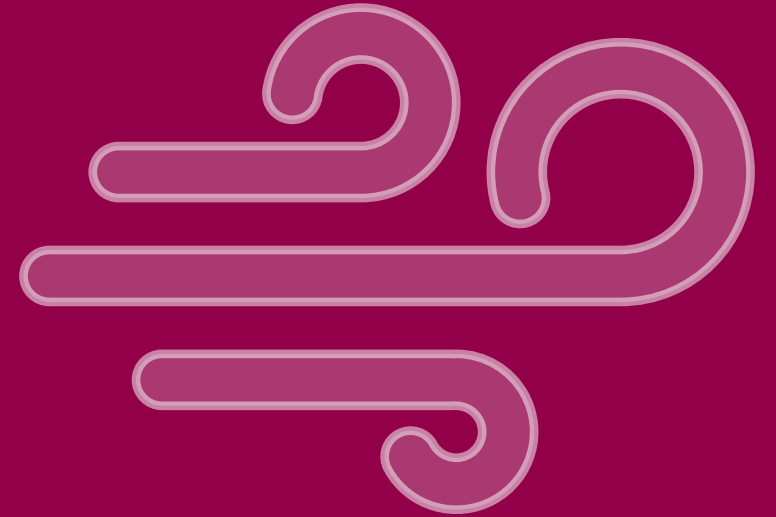
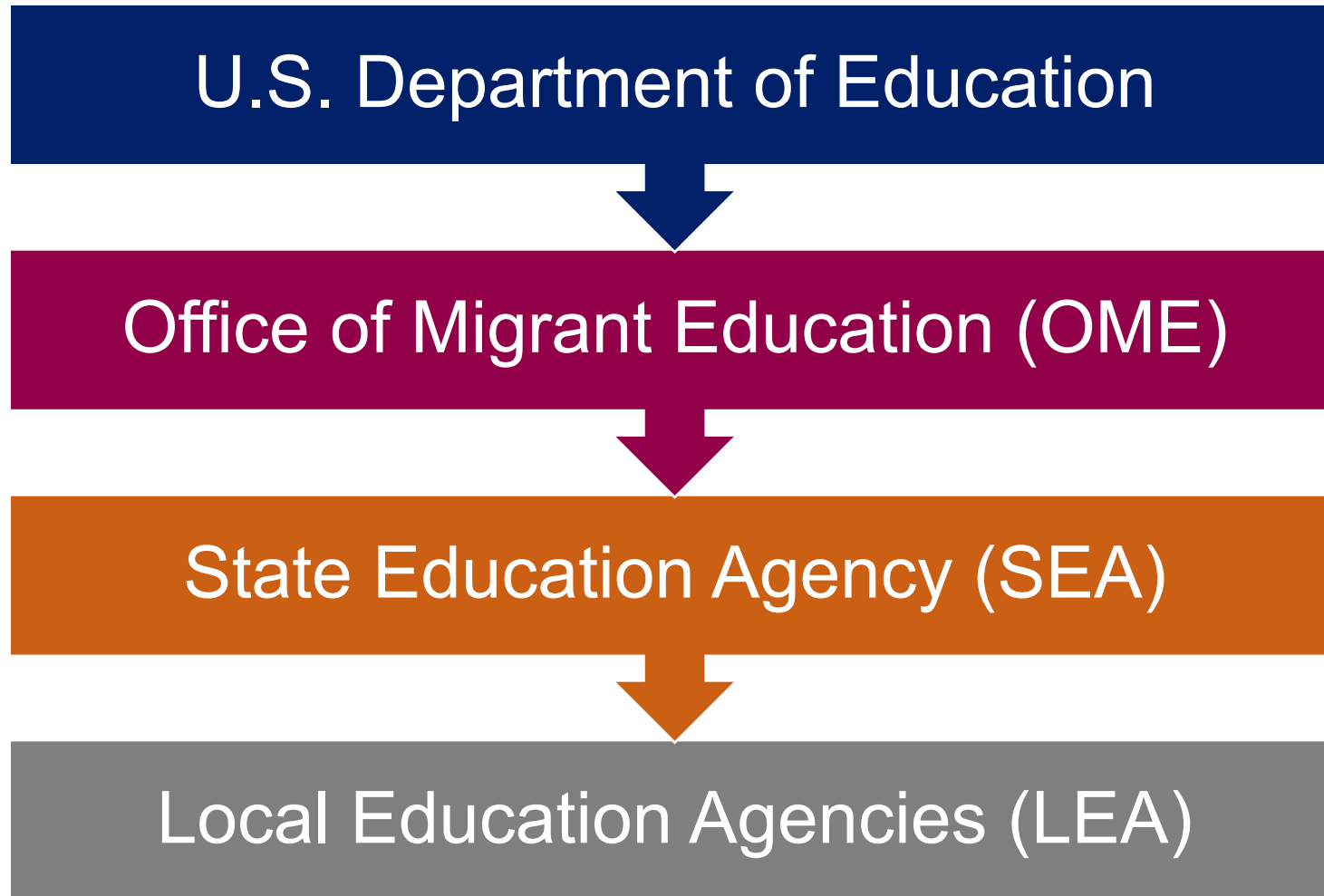


Our Mission

- Impact **teaching** and **learning** in K-12 classrooms by providing **supplemental instruction and support services** to children and youth of migratory workers from the ages of **three through twenty-one**.
- We provide **funding and support** to Local Educational Agencies (LEAs) to provide the **structure, support**, and scope of **available services** to migratory students to ensure their **achievement** of higher academic standards and graduation from high school.



MEP Organization



Meet the AZ MEP Team



Dr. Zujaila Ornelas
State Director



Bianca Cervantes
**Identification &
Recruitment**



Rogelio Ruiz
**Family Engagement &
Community Outreach**



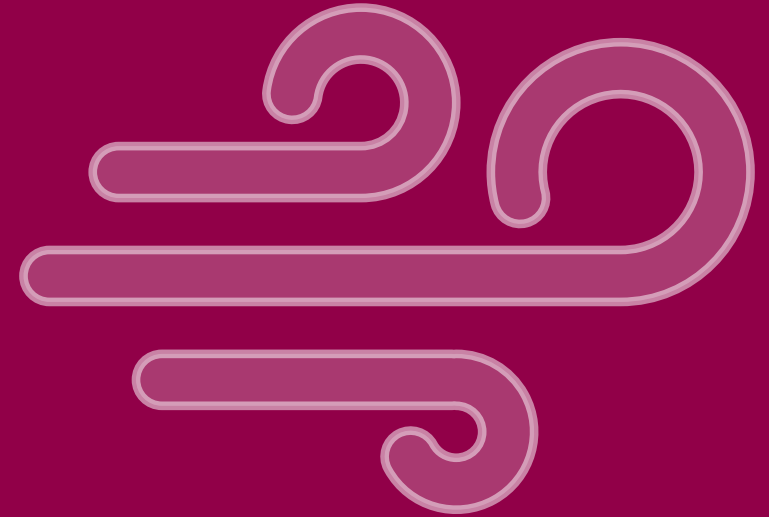
Ivan Quintana
Grants



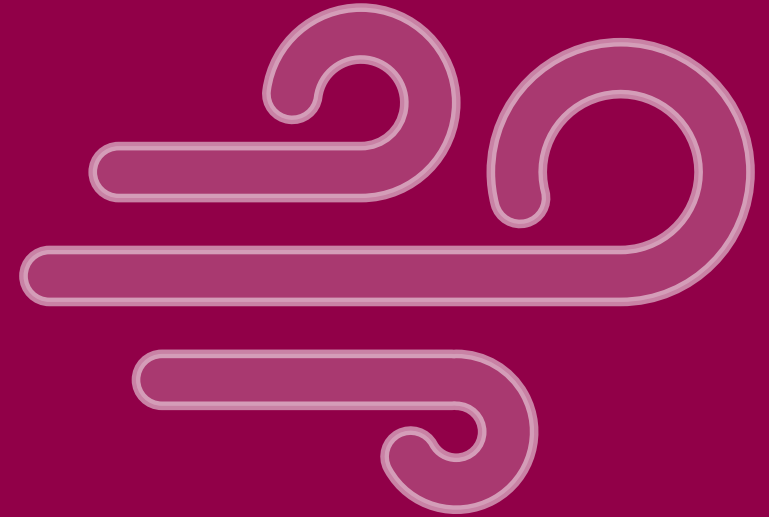
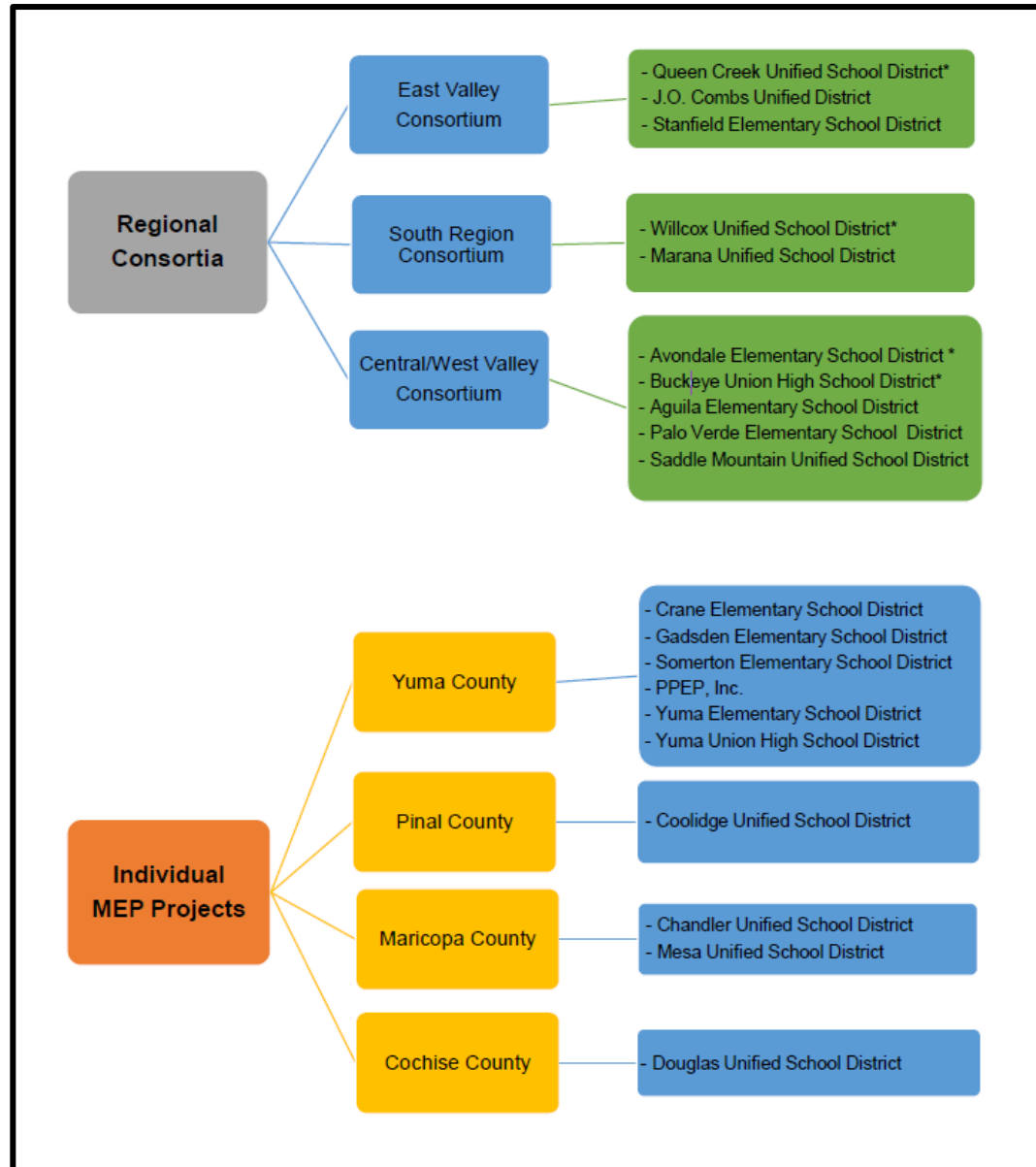
Noemi Escamilla
Professional Learning



Dani Donaldson
Data



AZ MEP Projects/Consortia



MEP in Arizona

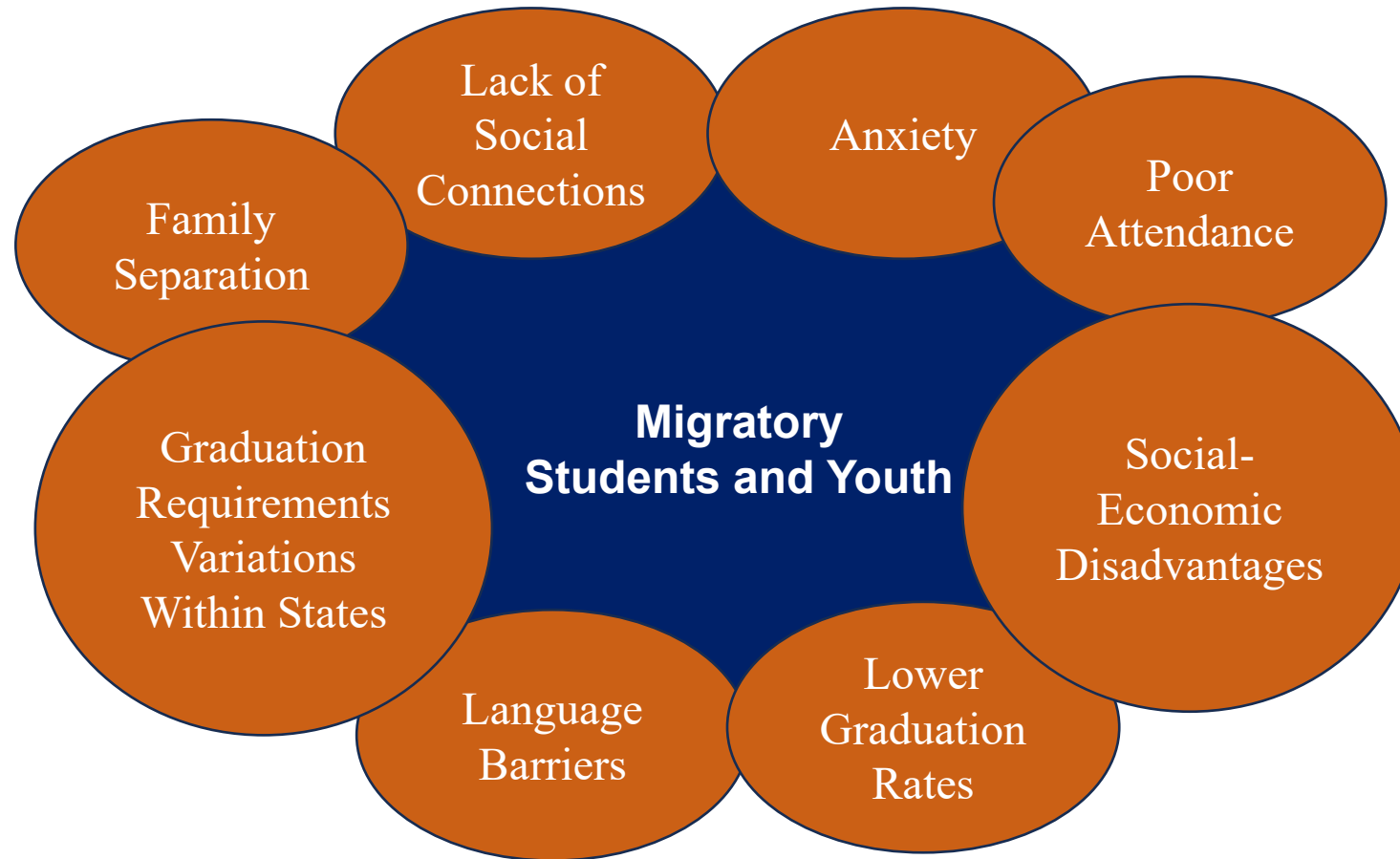
Arizona has approximately 10,500 identified migratory children and has the 7th largest population in the country (7 of 47)

We serve all identified migratory youth and children in the state of Arizona, regardless of what district they reside in



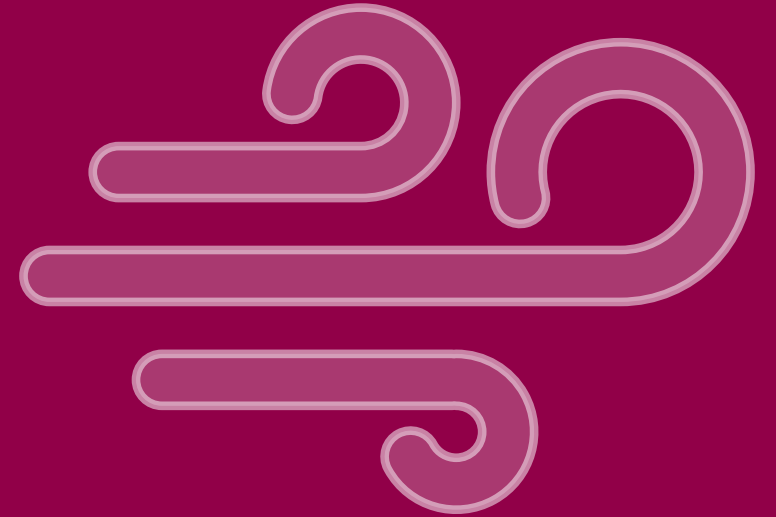
Our Students

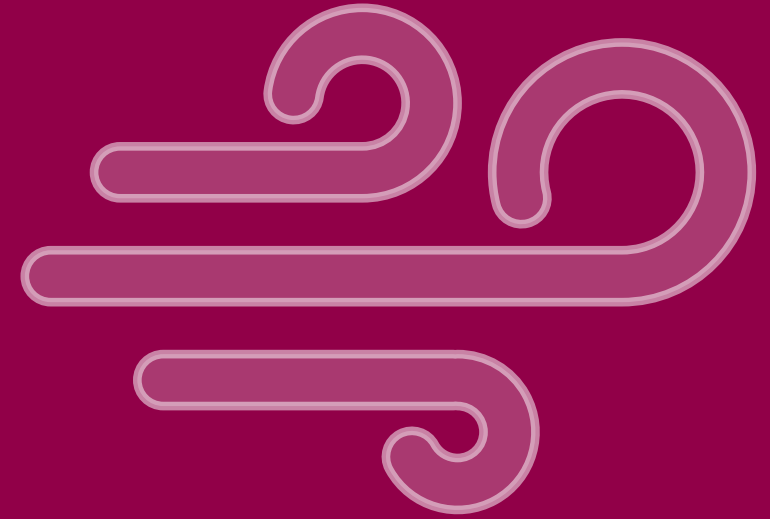
Migratory children and youth face **multiple challenges** because of their migratory lifestyle.



Schools Outside of the MEP

- If a student is identified at a school that is not part of the MEP Network, the closest Local Education Agency (LEA) will work with the school personnel to contact the family.
- The recruiter will then work directly with the family to determine the eligibility of the student(s), enroll them in the MEP program, and provide resources and services to them.
- A memorandum of understanding (MOU) is created between the LEA and the school to establish this partnership.
- We work with all public, private, charter, and tribal schools in the state.





Identification & Recruitment

Areas of Recruitment



Field Based



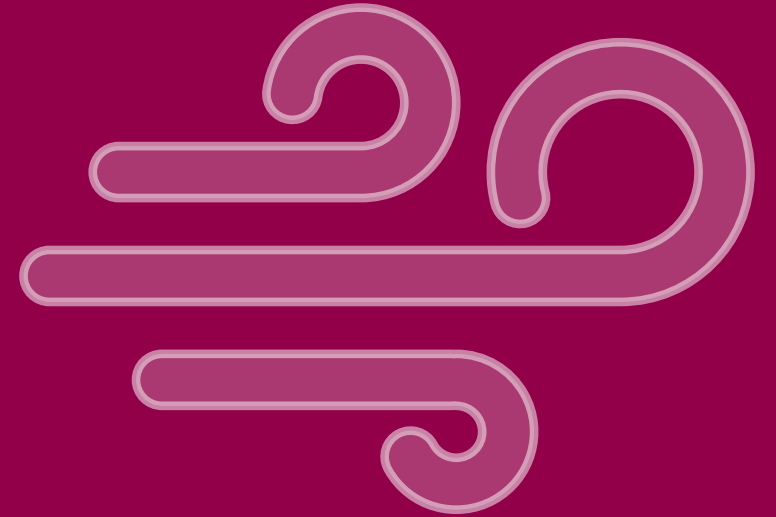
School
Based



Community
Based



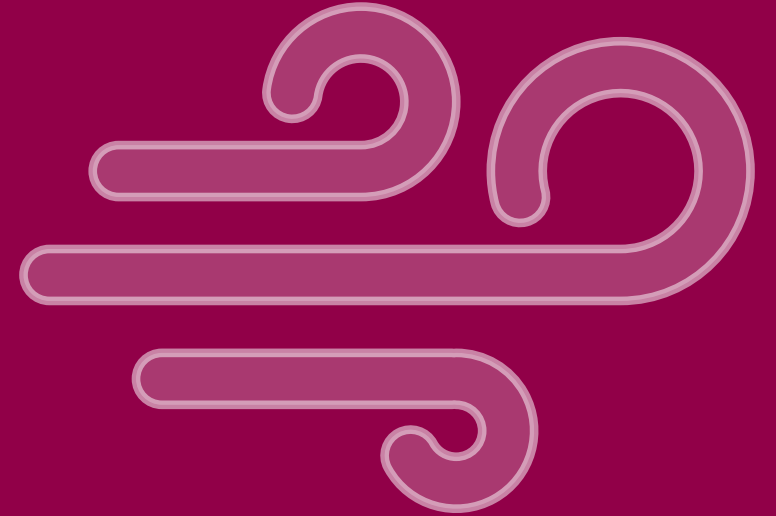
Housing
Based



Field Based Recruitment



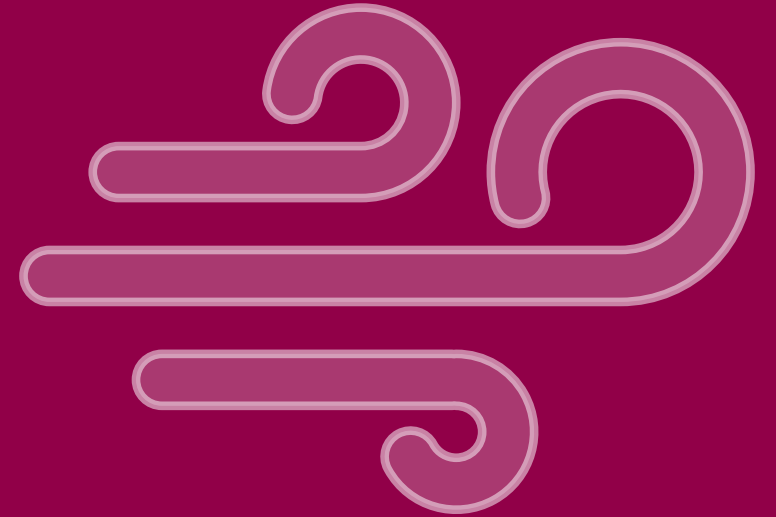
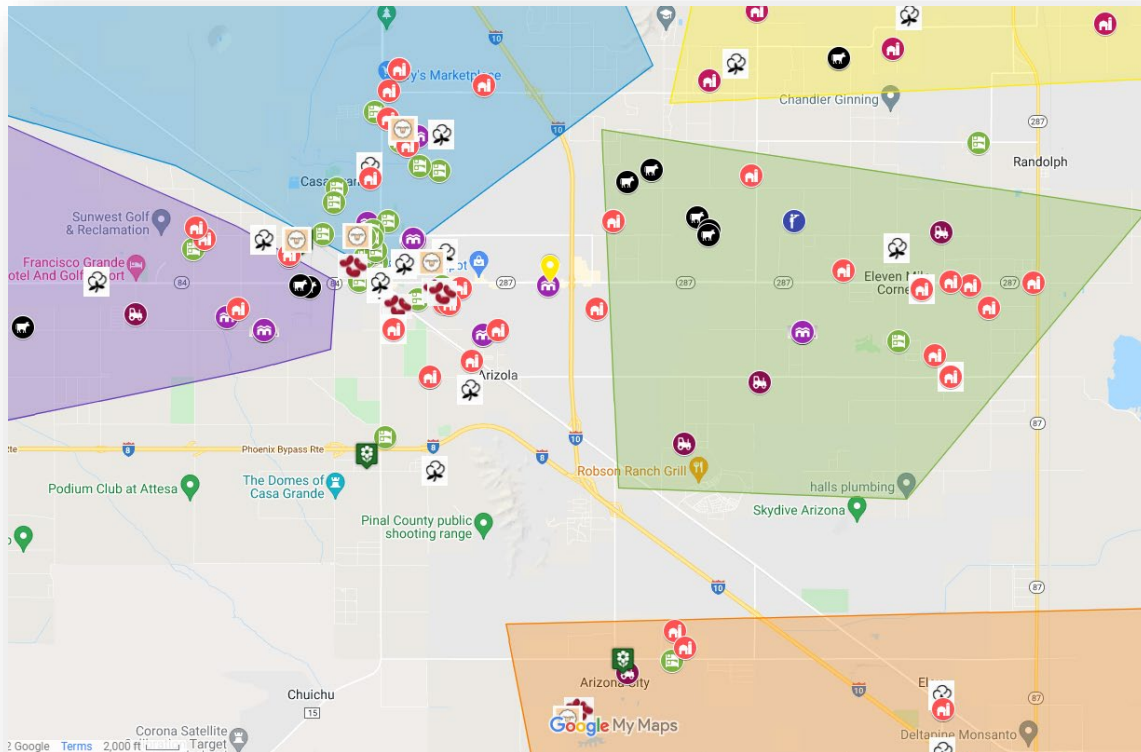
- Recruiters visit **farms and agribusinesses** in their area to find migratory agricultural workers.
- Recruiters explain the MEP program to workers during their breaks or after their shifts and offer **resources**, such as Hygiene Kits and English Language Learning (ELL) Booklets.



Field Based Recruitment



- Tools such as *Google Maps* and *Employer Database* help recruiters find farms and collect information about them.



School Based Recruitment



- Recruiters use **enrollment surveys** and other school resources to locate potentially eligible students in schools.

**MIGRANT EDUCATION PROGRAM
PARENT OCCUPATIONAL SURVEY**

School District: _____ Date Completed: _____

Number of Children in Household: _____ Age(s) of Children: _____

Name(s) of the School(s) the Children Attend: _____

Name of Parent(s)/ Caregiver(s): _____

Current Address: _____

City / State / Zip Code: _____ Contact Number: _____

Race/Ethnicity of the Children (select all that apply):

☐ American Indian or Alaska Native (If selected, please provide tribal affiliation: _____)

☐ Latino/a ☐ Black/African American ☐ White ☐ Native Hawaiian/Pacific Islander ☐ Asian








1. Have your children participated in the Migrant Education Program in Arizona or any other state?

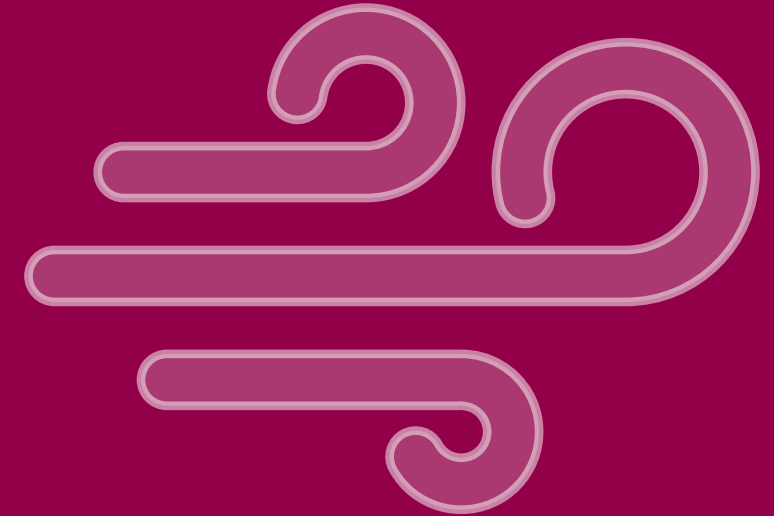
☐ Yes ☐ No If yes, please indicate the date and state where your children received services: _____

2. In the last three years, has your family moved to search or work in another city, county, or state?

☐ Yes ☐ No If yes, on what date did your family arrive in the city you reside in at this time?: _____

3. Has anyone in your immediate family worked in one of the occupations listed below as a seasonal or temporary employee (less than 12 months)? (select all that apply)

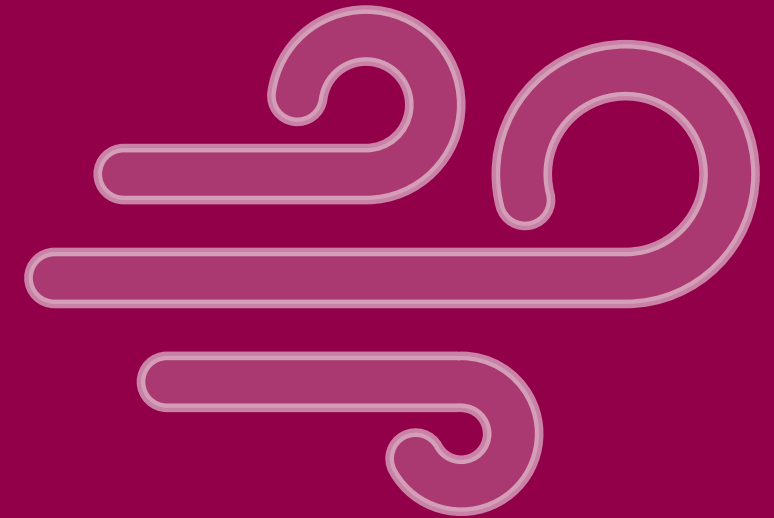
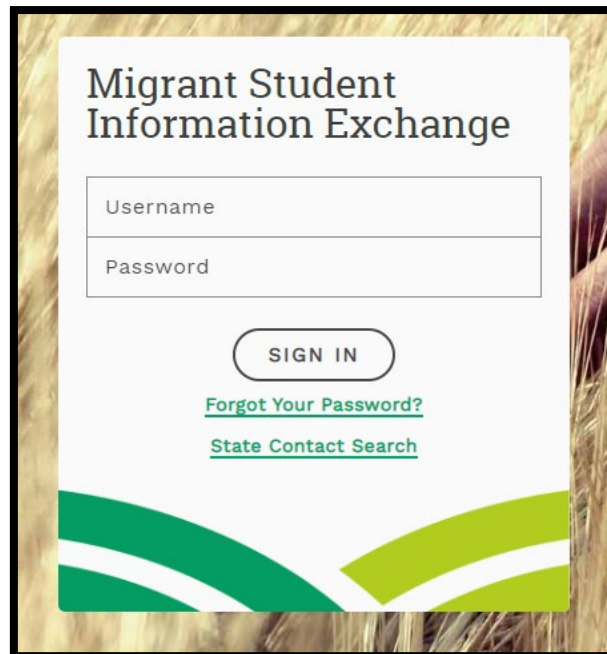
<input type="checkbox"/> Agriculture (harvesting/picking vegetables or fruits such as lettuce, tomatoes, broccoli, strawberries, dates, lemons, etc.) 	<input type="checkbox"/> Dairy/Livestock/Poultry (herding, handling, feeding, branding, slaughtering, deboning, etc.) 
<input type="checkbox"/> Planting (Planting seeds, growing or cutting trees, preparing the land, etc.) 	<input type="checkbox"/> Meatpacking/ Meat Processing (skinning, hanging, cutting, trimming, freezing, etc.) 
<input type="checkbox"/> Processing/Packing agricultural products (cleaning, weighing, cutting, sorting, freezing, packing, etc.) 	<input type="checkbox"/> Fishing/ Seafood (scaling, cutting, freezing, enclosing raw product in container) 
<input type="checkbox"/> Personal Subsistence (Family consumes the crops, dairy products, or livestock they produce or the fish they catch) 	<input type="checkbox"/> Other agricultural or fishing occupation Please specify: _____



School Based Recruitment



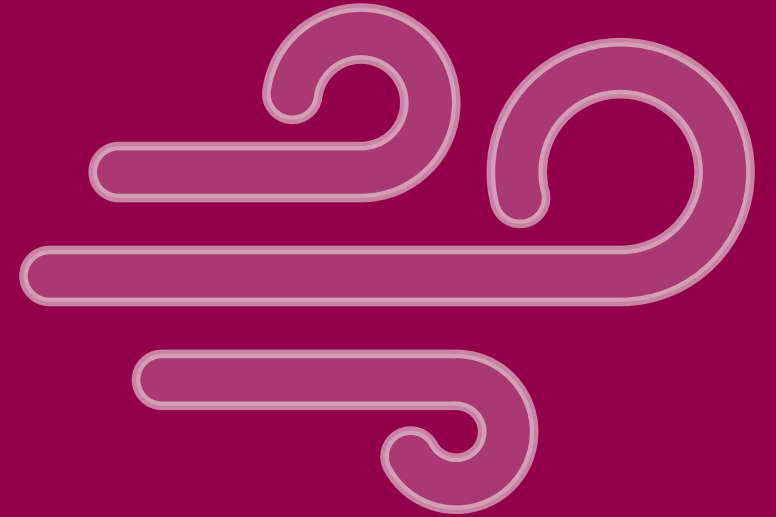
- The **Migrant Student Information Exchange (MSIX)** is a web-based application that consolidates migrant student records.
- MEP staff can send **move notices** to other states to inform them that a family has moved to their area.



Community Based Recruitment



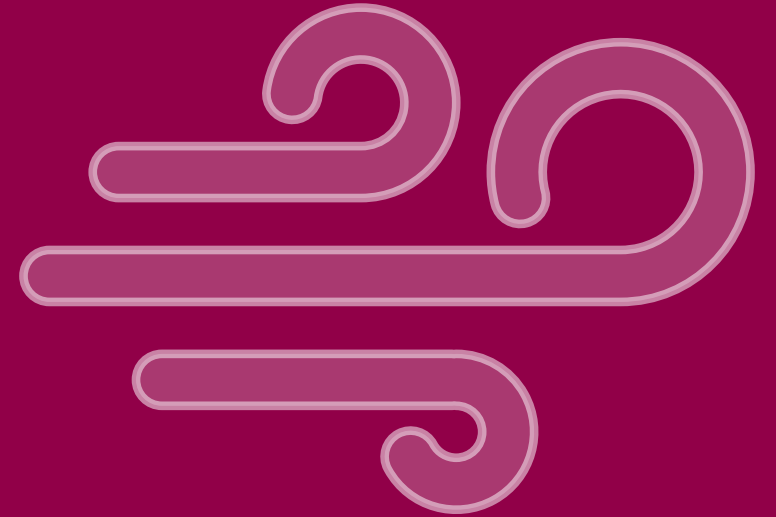
- MEP projects partner with **community organizations** that also work with migrant families and potentially eligible students.



Community Based Recruitment



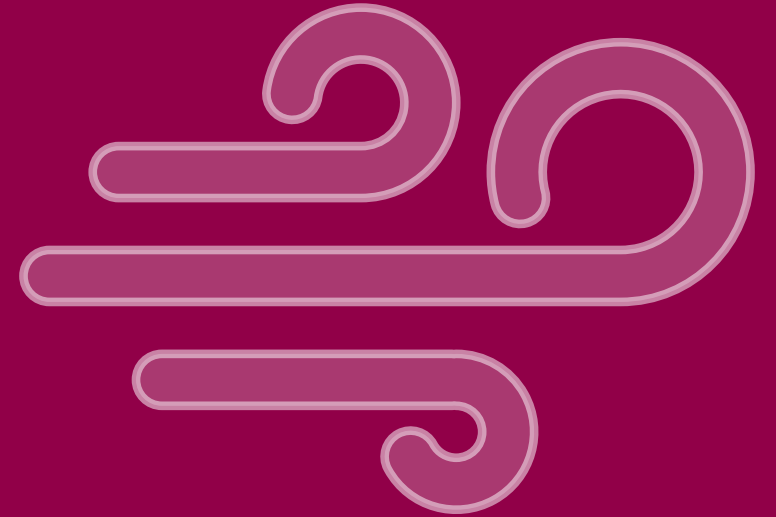
- Recruiters will often post **flyers** at strategic locations that migrant families frequent such as laundromats, churches, stores, restaurants, and parks.



Housing Based Recruitment

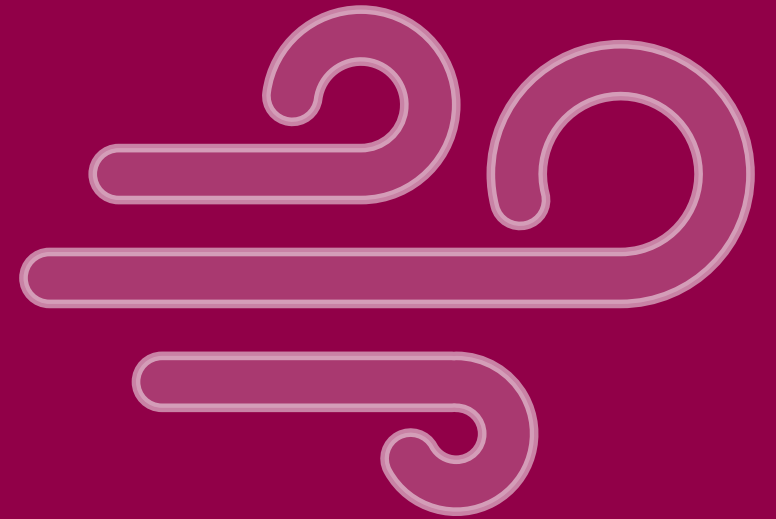
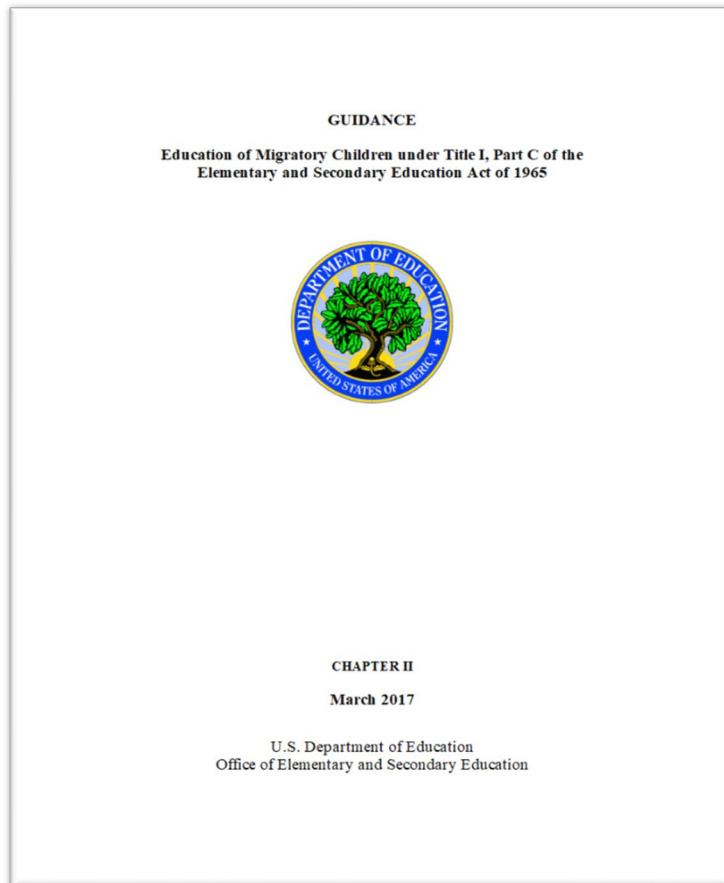


- Recruiters will visit mobile trailer parks, hotels, apartment complexes, and any other **communal living sites** where migratory families may be residing.



Identification

- Recruiters use the **Non-Regulatory Guidance** to determine if the worker(s) and their children are **eligible** for the Migrant Education Program.



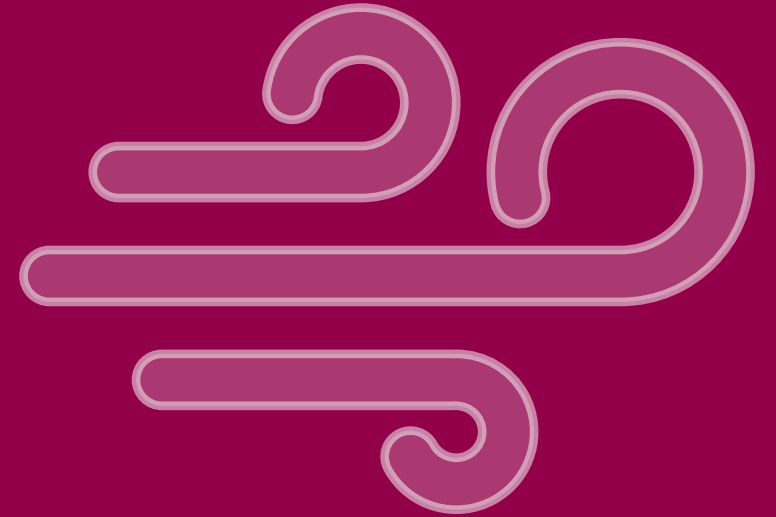
Eligibility Factors

Age

School
Completion

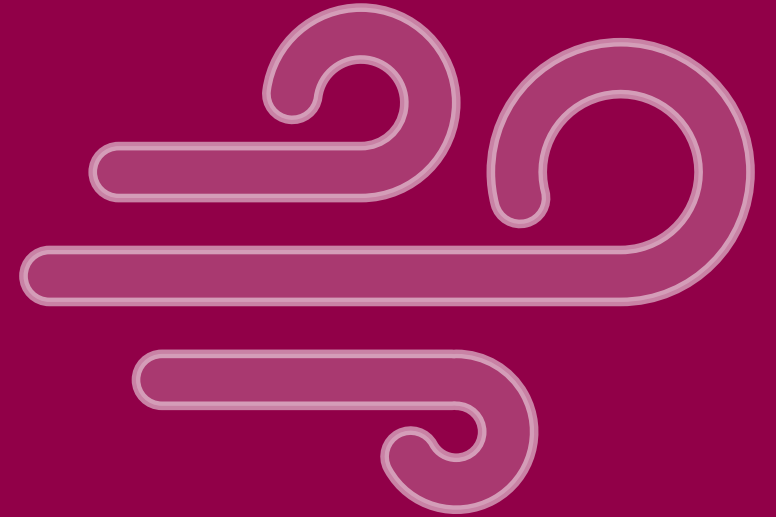
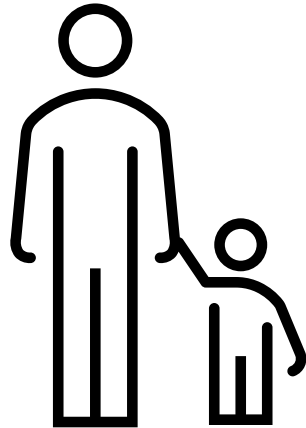
Qualifying
Move

Qualifying
Work



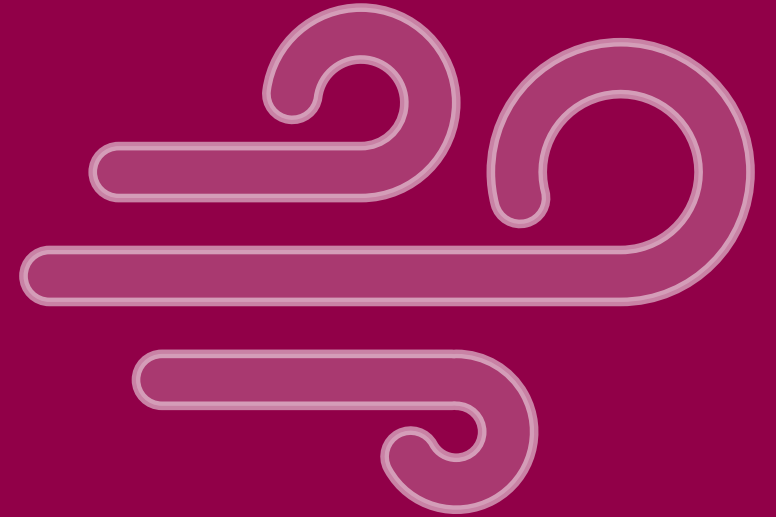
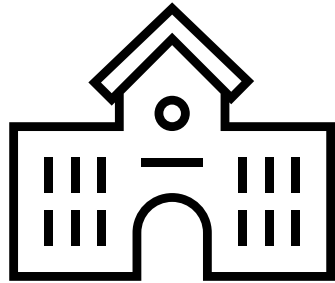
Age

Children and youth under
22 years of age



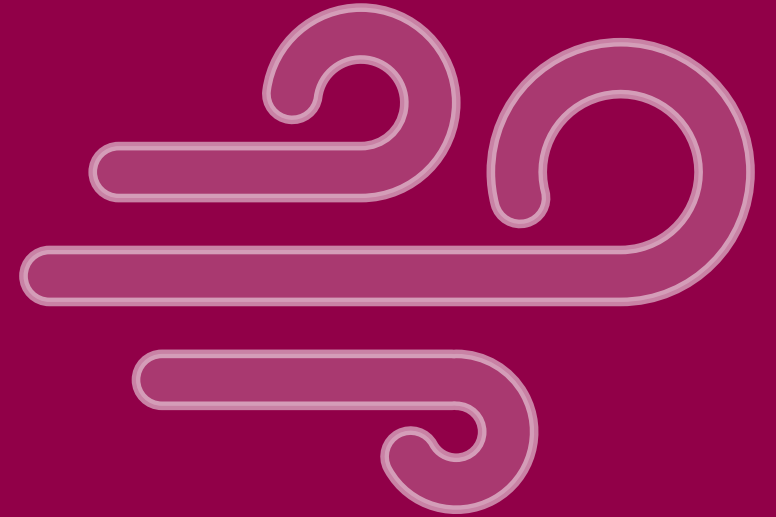
School Completion

- Child is eligible for free public education
- Youth has not graduated from high school
- Youth does not have a high school diploma or equivalent (e.g. GED)



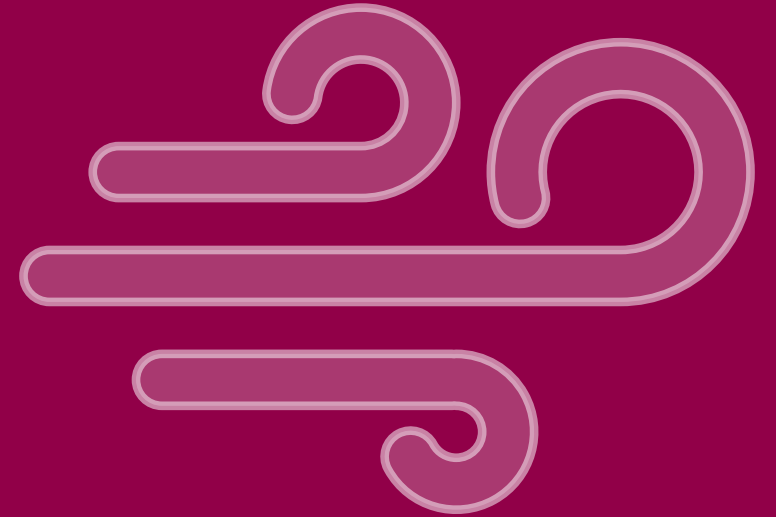
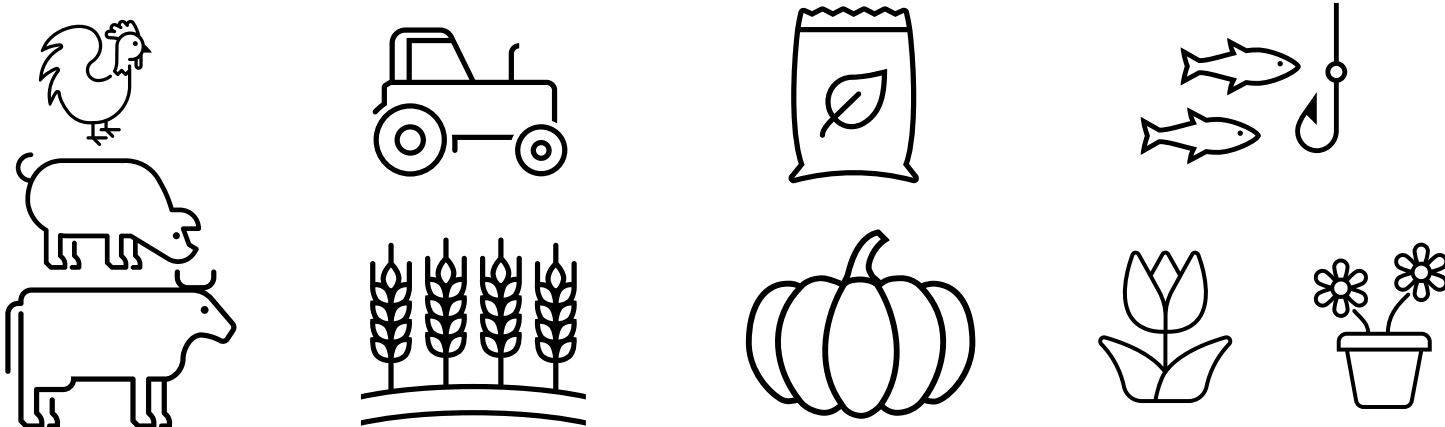
Qualifying Move

- Child/youth move from one **residence** to another, across **district** lines, on their own, with, or to join a parent/guardian or spouse who is a **Migratory Agricultural Worker**
- Can be movements within the state (intrastate) or to another state (interstate).
- The move occurred within the last **36 months**
- The family moved to seek or obtain qualifying work (due to **economic necessity**).



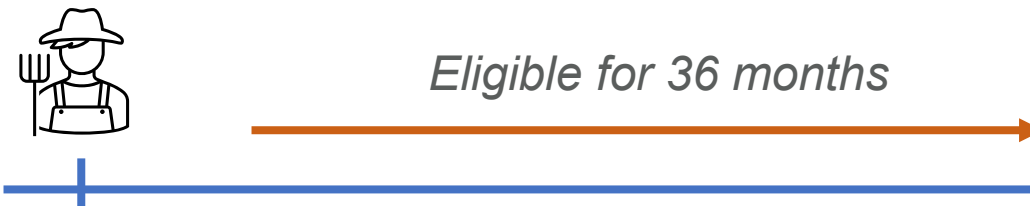
Qualifying Work

- Engage in qualifying agricultural or fishing work soon after the move (**within 60 days**)
- Engage in seasonal or temporary work (work lasts less than **12 months**)
- Includes work in the fields, dairies, nurseries, packaging sites, logging, slaughter houses, etc.

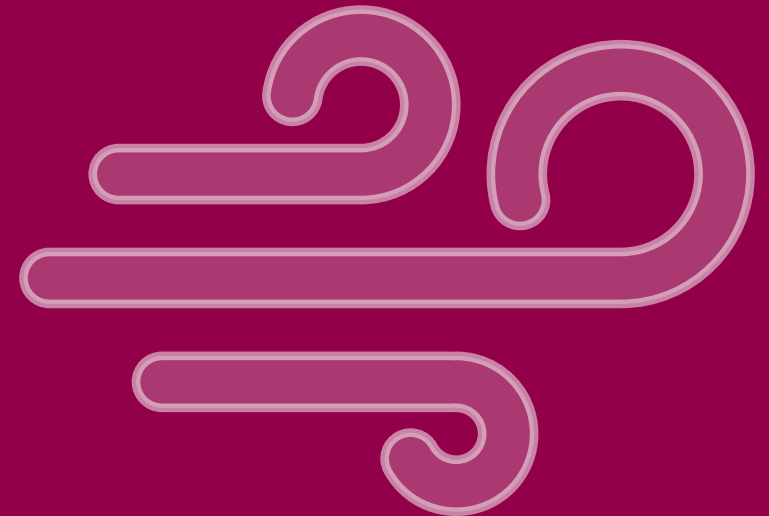


Clarifications

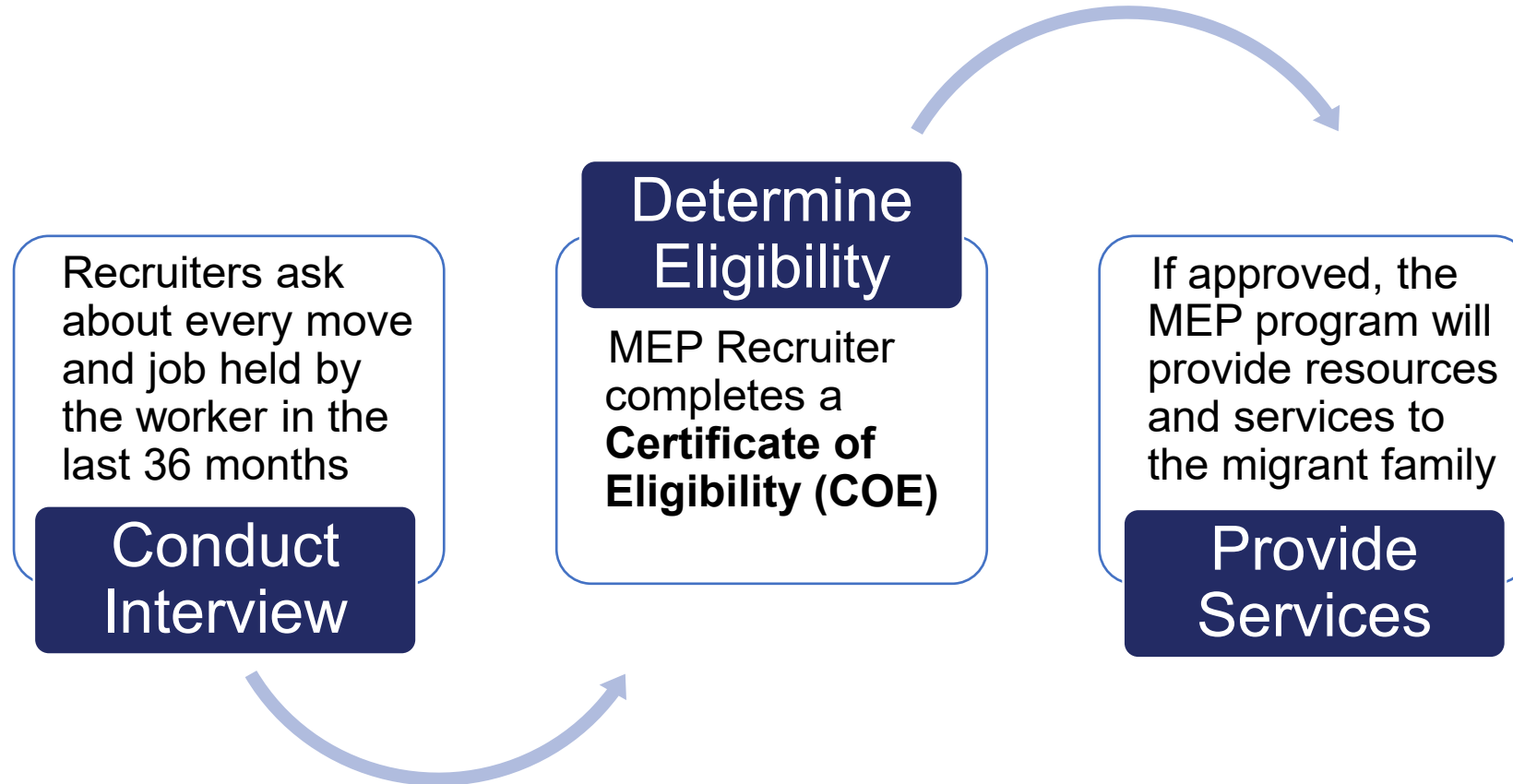
- A parent/guardian does not need to be currently working in agriculture or fishing. They can qualify based on qualifying work and moves they have done in the **last 36 months**.
- MEP can serve **Out of School Youth** and **Opportunity Youth** as long as they are not older than 22 years old. This includes **H2A** workers and youth who have taken a break from school.
- MEP can serve all eligible children and youth regardless of the immigration status of the children or the parents.



**Becomes a Migrant
Agricultural Worker**



Eligibility Process



MEP Referrals

Referral Link & QR Code

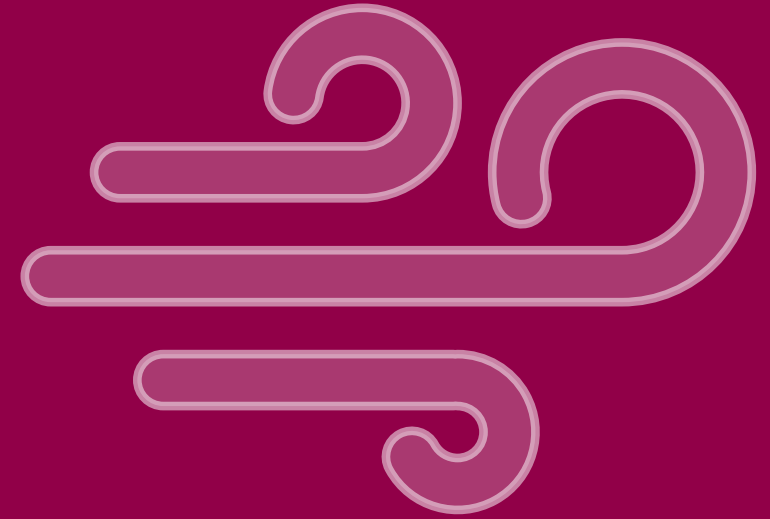


<https://idrreferrals.net/index.php>

Call or Email

Migrant Education Program
MEPInbox@azed.gov

Bianca Fonseca Cervantes
Identification & Recruitment Coordinator
Bianca.FonsecaCervantes@azed.gov
602.542.5169

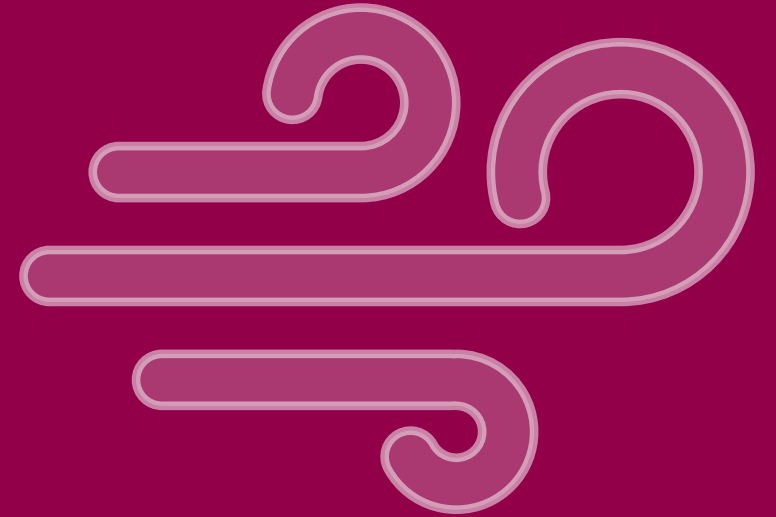


Our Supplemental Support Services



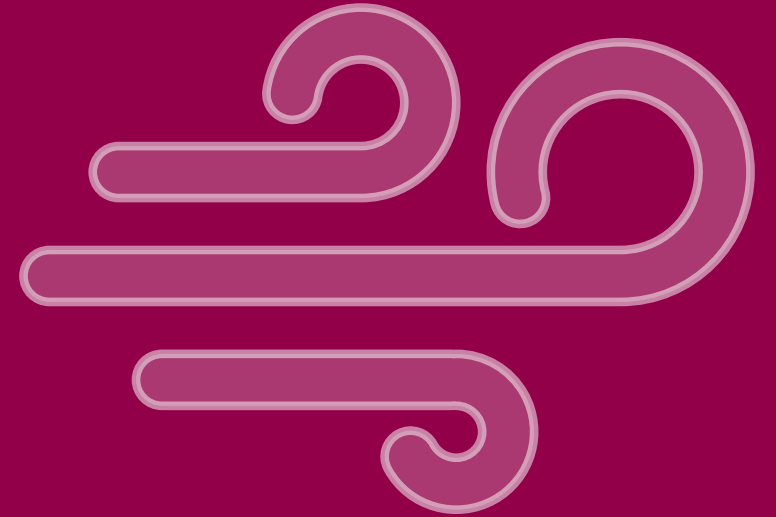
Our Services

- The AZ MEP conducts a state-wide **Comprehensive Needs Assessment (CNA)** to determine the greatest needs of migratory students
 - It involves surveying stakeholders such as parents, guardians, teachers, administrators, and students.
 - The results of the needs assessment are used to create a **Service Delivery Plan (SDP)**
- This guides the delivery of supplemental instructional and support services, including targeted, standards-driven before and after school tutoring programs, in-home instruction, credit recovery, and student leadership programs.

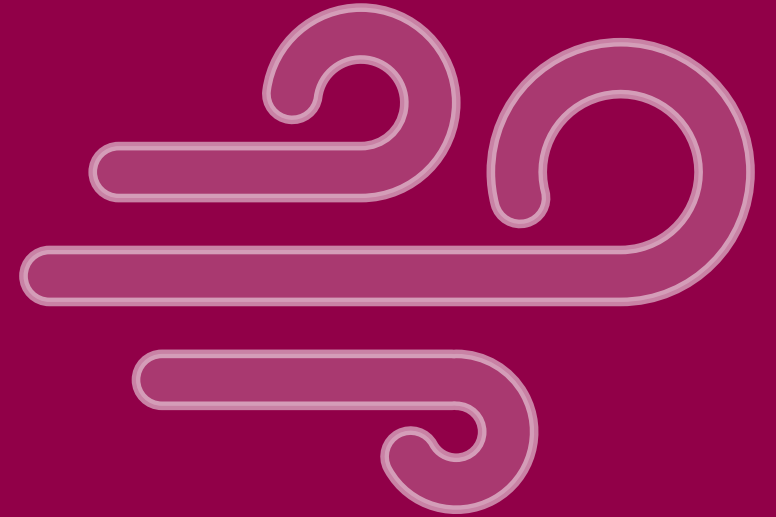


Allocation by LEA

- Funding is based on several **criteria** (e.g., number of students, Priority for Service (PFS), English Learner (EL) status, and MEP services provided during summer/ intersession)
- # of students identified determines the **Migrant Education Program Model** (Consortia Fiscal Lead Agent, Participant, Individual Project)
- **Regional Consortia Fiscal Lead Agents** receive additional funds for administrative costs
- **Student Counts** – August 31st through September 30th



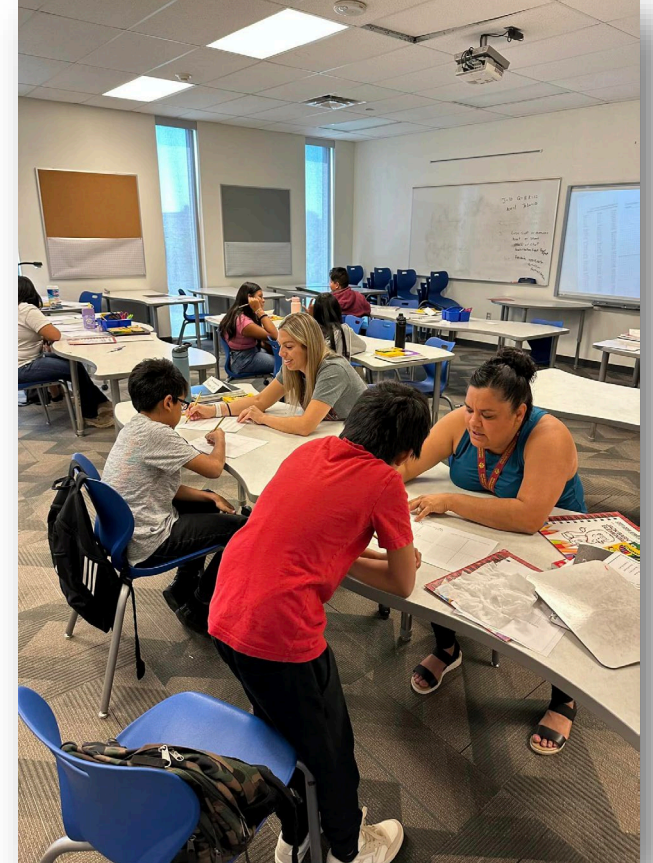
MEP Allowable Services and Activities



Instructional Support Services

Supplemental instruction includes but is not limited to:

- Standard-Driven Tutoring Programs
- Standard-Driven Enrichment Programs
- In-Home Instruction
- Credit Recovery and High School Graduation Services
- Distance Learning Programs



Instructional Support Services

Supplemental instruction includes but is not limited to:

- Student Leadership Programs
 - e.g., Close Up
- University Based Summer-Institutes
 - e.g., Migrant Student Summer Academy (MSSA)



Non-Instructional Support Services

Supplemental non-instructional support services include but are not limited to:

- Health
 - Vision, medical, and dental services.
- School Supplies
 - Backpacks, calculators, graduation gowns, ,etc.
 - *Allowable when there are no other sources of funding.*



Non-Instructional Support Services

Supplemental non-instructional support services include but are not limited to:

- Transportation
 - Necessary transportation access instructional and non-instructional services.
- College and Career Readiness
 - Activities that promote a college-going mindset.
 - Paying for fees like CLEP tests, AP elective fees, GED test fees, field trip entrance fees, etc.
 - *Allowable when there are no other sources of funding.*



Provision of Services

Identifying MEP Eligible Students

- After the distribution of the parent occupational surveys, the closest MEP project will begin the process of certifying their enrollment in the MEP Program.

Balanced Recruitment Efforts

- The recruiter(s) from the closest MEP project will conduct recruitment efforts in farms, fields, community spaces, etc.

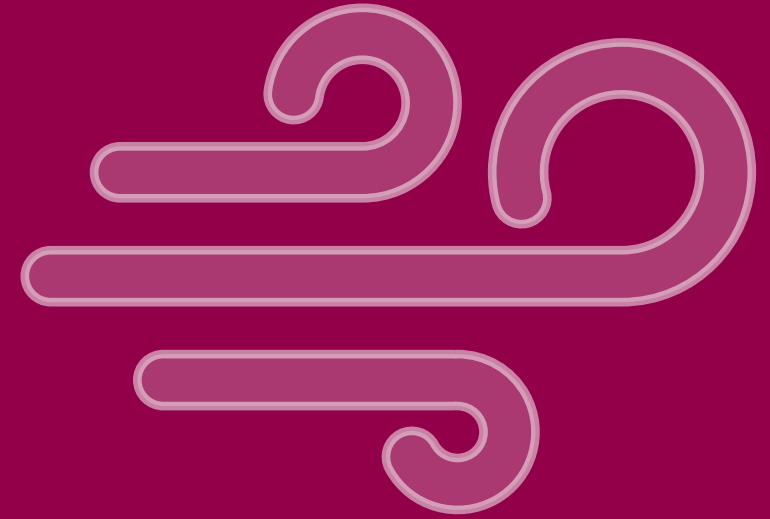
Becoming a MEP Partner

- Through a Memorandum of Understanding (MOU) for Exchange of Student Records, your LEA provides access to student records enabling the staff from the closest MEP Project to identify MEP students and provide services.

Becoming an official MEP Project

- Your LEA can also join the closest consortium, granting access to MEP funding to hire staff and providing services to eligible MEP students. If enough students are identified at your LEA, you may also become a standalone project.



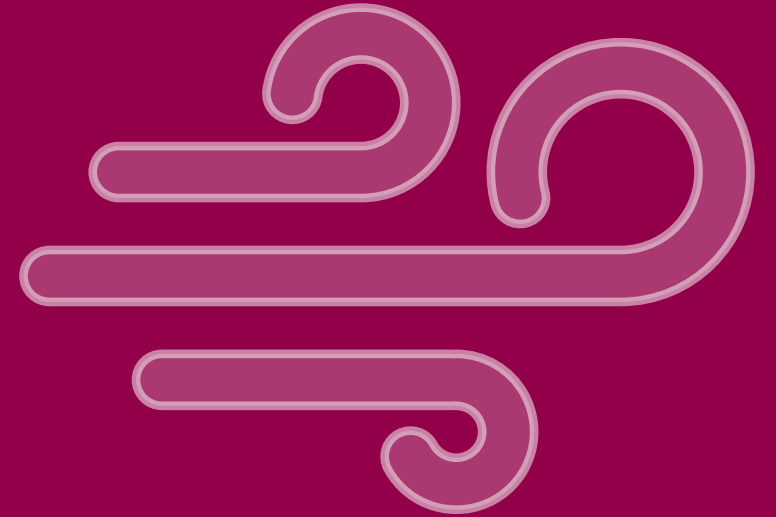


Family Engagement

Family Engagement

Section 1304(c)(3) of Non-Regulatory Guidance:

- It is a statutory requirement to have a **Parent Advisory Council (PAC)**
- LEAs must consult with their Parent Advisory Council
- **Parental involvement** in the planning of the program enables parents to understand the program and encourages them to have informed conversations with MEP and school staff about their child's education
- **Meetings times** should be at convenient times for parents to attend
- MEP staff can provide **transportation, daycare, and food**
- Materials should be in a **language** they understand



The Role of Parents in the MEP

- **Migratory parents** play a pivotal role in planning the educational programs and projects in which their children participate.
- The Arizona MEP's local Parent Advisory Councils (**PACs**) and State Migratory Parent Advisory Council (**SMPAC**) meet regularly throughout the year to participate in the program's planning and evaluation.

SMPAC Meeting

Thursday, April 13th
9am-2:00pm
Arizona Western College
Yuma, Arizona



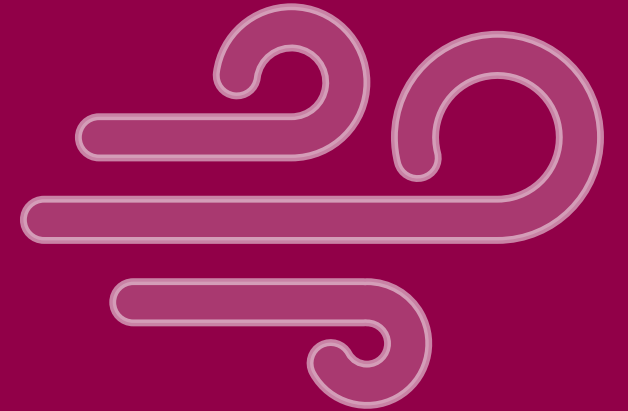
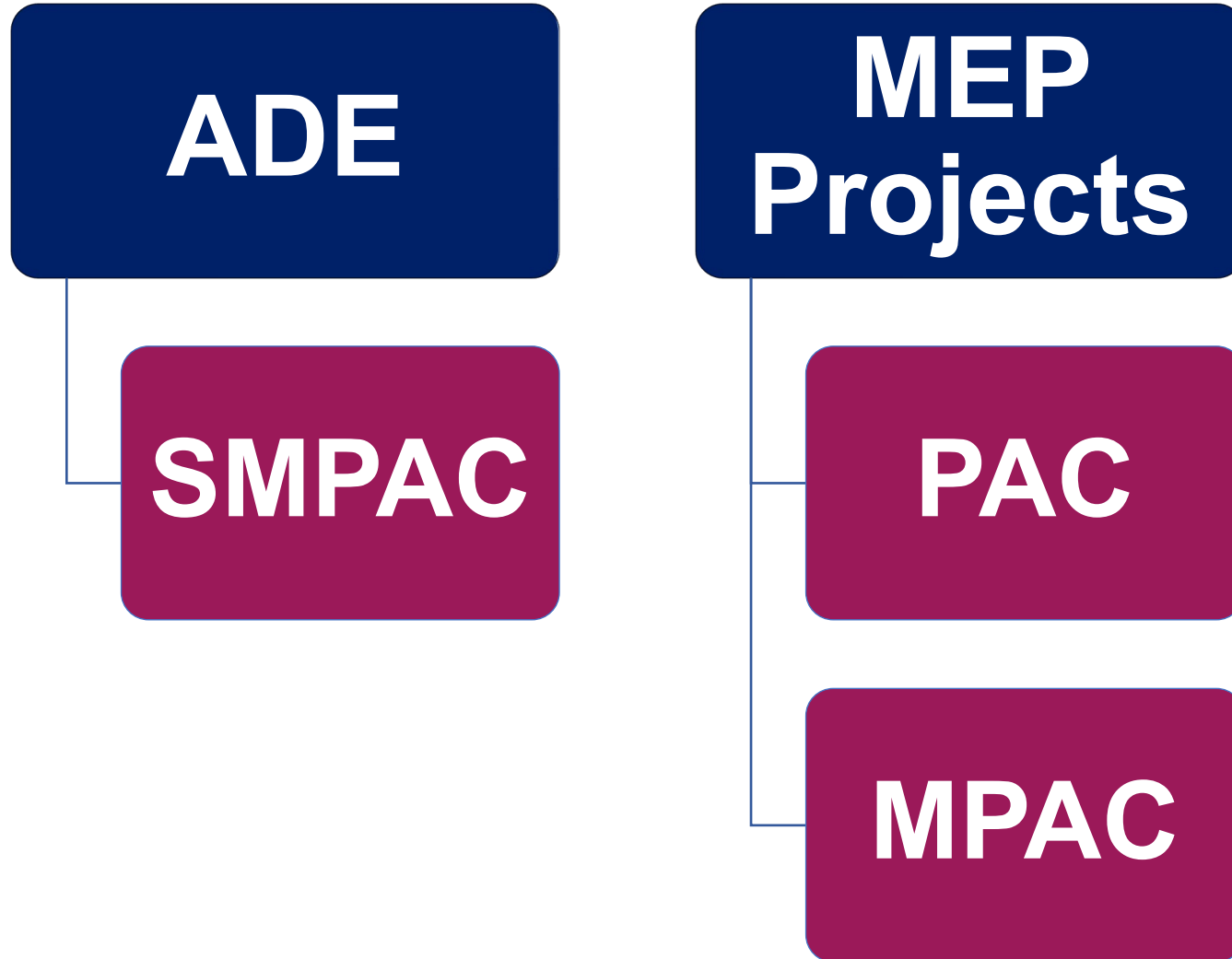
The Arizona State Migrant Parent Advisory Council (SMPAC) annual meeting is designed to provide an opportunity for the council to come together, make decisions, and learn how to support migratory children and youth.

REGISTRATION

Questions and registration:
Rogelio Ruiz
rogelio.ruiz@azed.gov



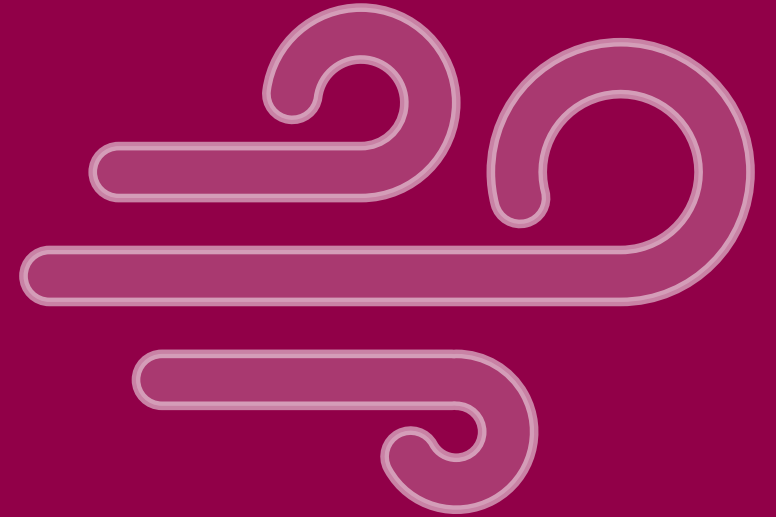
Overview



MEP Family Engagement Goals

Parent/guardian(s) know the needs of their children best and can provide insight onto their children's strengths and weaknesses.

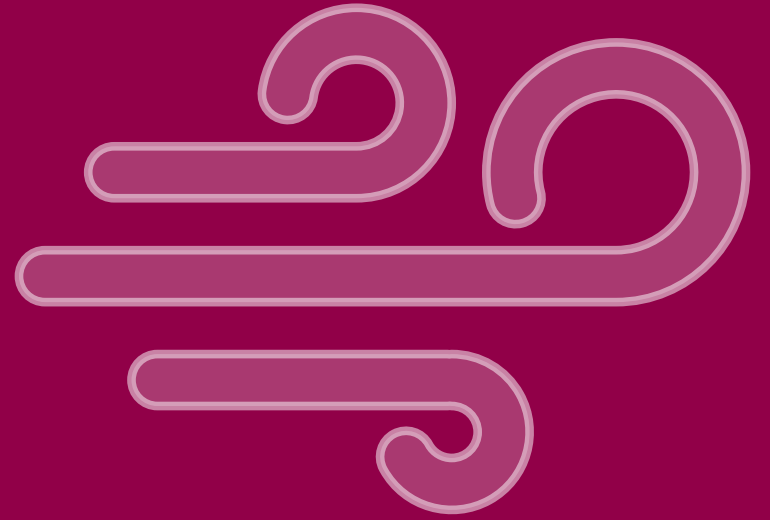
By involving parent/guardian(s) in the planning of the MEP, it builds their capacity to assist in their children's learning at home.





Family involvement is key to the success of the MEP program





Questions



Thank You

Migrant Education Program Staff
MEPinbox@azed.gov

SOWING TOGETHER FOR TOMORROW'S
HARVEST

