

# AZ Migrant Education Overview



*September 8, 2017*

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and

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# Agenda

- Explanation of Migrant Education Program
- Services for Migrant Students
- Child Eligibility
- Arizona Statistics
- A day in the life of a migrant student



# Arizona Migrant Education Program



## What is the Migrant Education Program?



<https://youtu.be/MWe5pcavv3Q>



# Migrant Education Program



The Migrant Education Program (MEP) is authorized by Part C of Title I a federally funded program of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA).



# MEP Goals

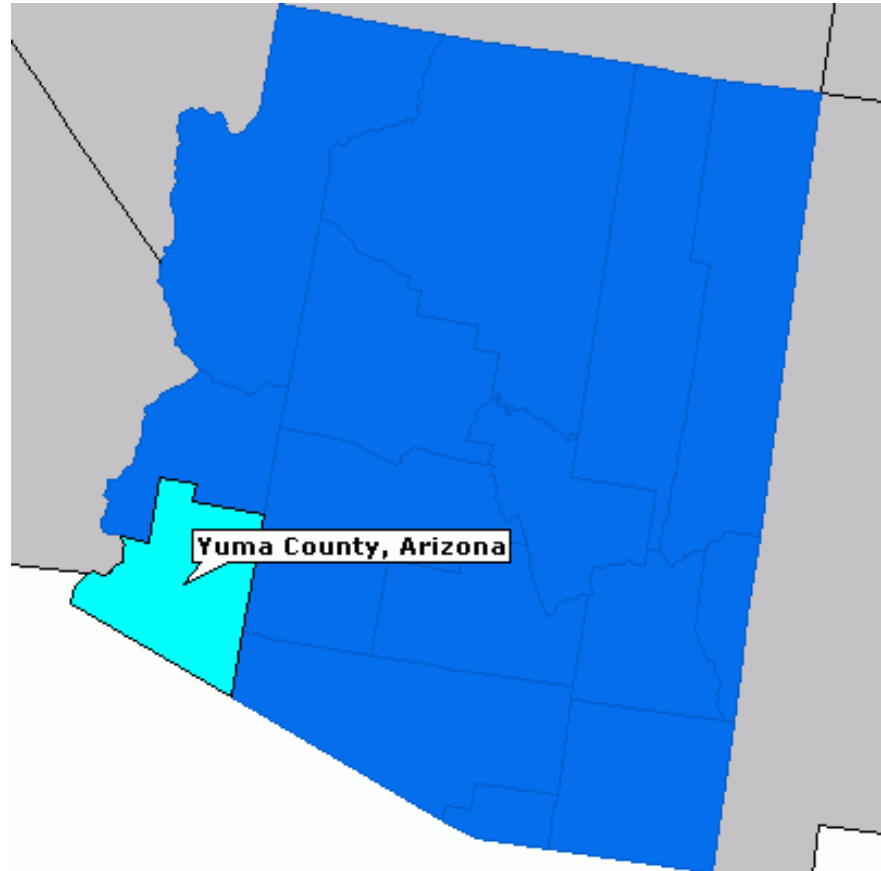
The goal of the Migrant Education Program is to ensure that all migrant students reach challenging academic standards and graduate with a high school diploma (or complete a GED) that prepares them for responsible citizenship, further learning, and productive employment.





# 24 MEP Districts

- Aguila Elementary District
- Arlington Elementary District
- Avondale Elementary District
- Buckeye Union High School District
- Casa Grande Union High School District
- Chandler Unified District
- Coolidge Unified District
- Crane Elementary District
- Douglas Unified District
- Gadsden Elementary District
- Hyder Elementary District
- J O Combs Unified School District
- Liberty Elementary District
- Marana Unified District
- Mesa Unified District
- Palo Verde Elementary District
- PPEP, Inc.
- Queen Creek Unified District
- Saddle Mountain
- Somerton Elementary District
- Stanfield Elementary District
- Willcox Unified District
- Yuma Elementary District
- Yuma Union High School District





# MEP Services

- Advocates for students
- Districts based programs that address migrant student needs
- Supports K-12 educational programs: before or after school interventions, transportation, special programs
- Supports districts to ensure High School graduation for both attending and non-attending students



# MEP Services

- Health Services and referrals for MEP students
- Youth leadership
- Preschool services for migratory students







# Family Engagement

## **Parental involvement**

### Section 1304(c)(3) Non-regulatory guidance

- It is a statutory requirement to have a 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.
- You can provide, transportation, daycare, and food.
- Materials should be in a language they understand



# CAMP



The College Assistance Migrant Program (CAMP) assists students who are migratory or seasonal farmworkers (or children of such workers) enrolled in their first year of undergraduate studies at an IHE. The funding supports completion of the first year of studies.

- *Arizona Western College/Yuma*
- *ASU/Tempe*

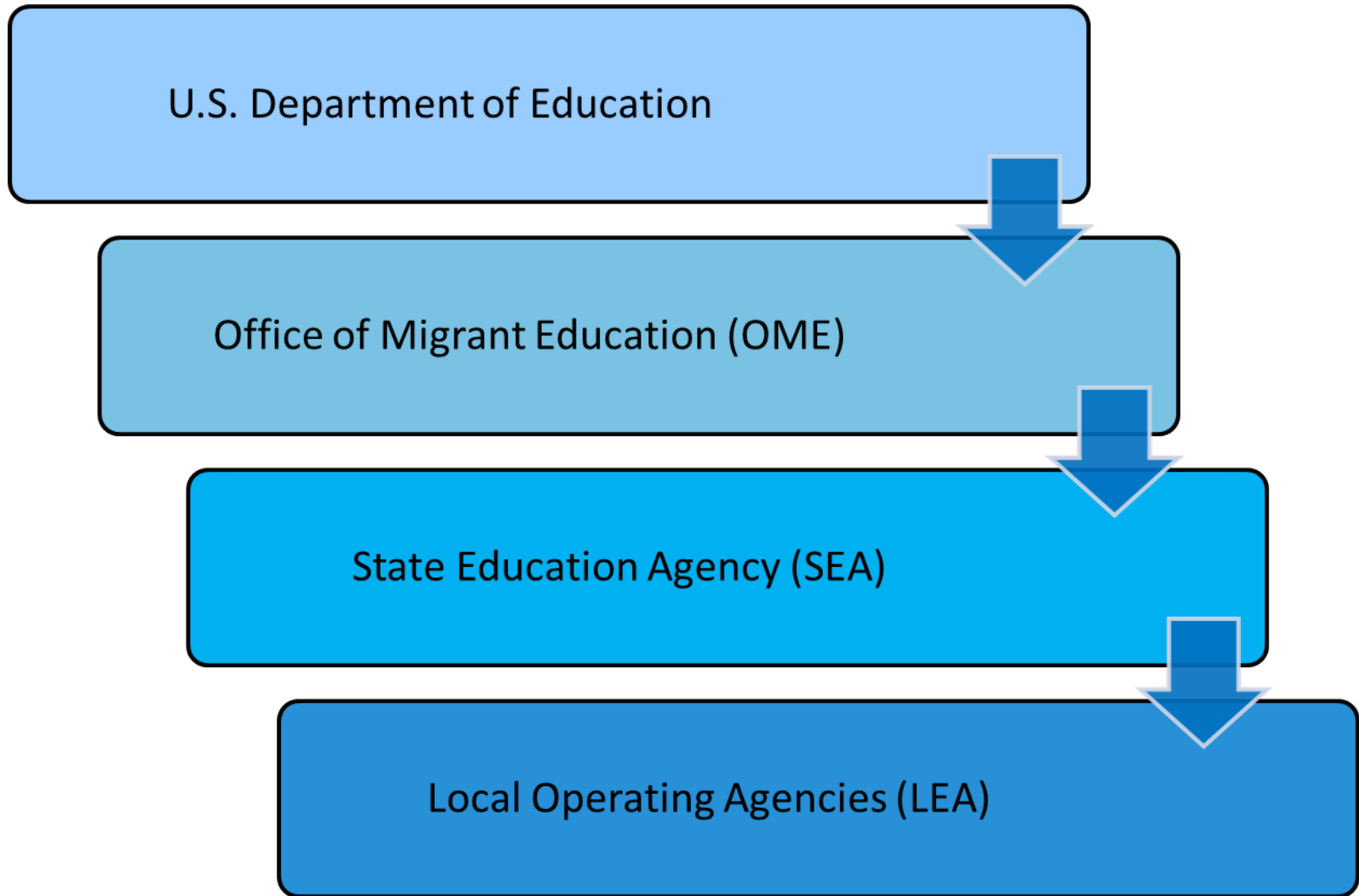


# MIGRANT VS. IMMIGRANT





# Migrant Education Program Process Flow





# Identification & Recruitment

*The Arizona Migrant Education Program is responsible for identifying and recruiting all eligible migrant children in the state and to ensure that migratory children fully benefit from the same free public education provided to other children.*

**Identification** – Actively looking for and finding migrant children and youth

**Recruitment** – Making contact with the family or youth and obtaining the necessary information to document the child's eligibility to enroll the child in the Migrant Education Program



# Arizona MEP Process Flow

## Identify

- LEA identifies family.

## Interview

- Interviewer will interview the Parent/Legal Guardian

## Review

- The Designated LEA Approver will approve the COE (Certificate of Eligibility)

## SEA Final Review

- The State Final Reviewer reviews the accuracy of the COE.

## Completion

- The State Final Reviewer will submit the completed info to MSIX (National Migrant Student Information Exchange)

# ESSA ELIGIBILITY FACTORS FOR MIGRATORY CHILDREN

## AGE

- ☐ The child is younger than age 22.

## SCHOOL COMPLETION

- ☐ The child is eligible for a free public education under State law.

## QUALIFYING MOVE FOR THE CHILD |

- ☐ The move was from one school district to another, AND
- ☐ The move was a change from one residence to another residence, AND
- ☐ The move was due to economic necessity.
- ☐ The move took place in the preceding 36 months.

## QUALIFYING ARRIVAL DATE (QAD)

- ☐ **The Qualifying Arrival Date-** *The date the child and worker complete a qualifying move. The migratory child can move on his or her own as the worker, or join/precede the worker.*

## MIGRATORY WORKER AND QUALIFYING WORK

- ☐ The worker made a qualifying move (from one district to another, from one residence to another and due to economic necessity) in preceding 36 months, AND
- ☐ The worker
- \_\_\_\_\_ engaged in new qualifying work soon after that move (within 60 days); OR
  - \_\_\_\_\_ did not engage in new qualifying work after a qualifying move, and the worker
    - ☐ actively sought new qualifying work, AND
    - ☐ has a recent history of moves for temporary or seasonal agricultural employment.
- ☐ The new qualifying work is seasonal or temporary, AND
- ☐ The new qualifying work is agricultural or fishing.



# Migratory Children – ESSA Eligibility Factors

## ELIGIBILITY FACTOR

### Migratory Worker/ Qualifying Work

### Qualifying Move for the Child

### Qualifying Arrival Date (QAD)

### School Completion

### Age

## QUALIFYING CRITERIA

► The worker made a qualifying move in preceding 36 months and **engaged** in new qualifying work soon after that move

OR

► The worker made a qualifying move in preceding 36 months and **did not engage** in new qualifying work soon after that move and:

- *Actively sought new qualifying work*

AND

- *Has a recent history of moves where he/she engaged in temporary or seasonal, agricultural work.*

► The move took place in the preceding 36 months

AND

► The move was from one school district to another

AND

► The move was a change from one residence to another

AND

► The move was due to economic necessity

► The child's qualifying move was with, to join, or to precede a parent/guardian or spouse who is a migratory agricultural worker or migratory fisher

► The move occurred in the preceding 36 months

► The child's move should generally occur within 12 months of the worker's move.

► The child is entitled to a free public education through grade 12 under State law.

► The child is not yet at a grade level at which the local educational agency (LEA) provides a free public education

► The child is not older than 21 years of age

► The child is entitled to a free public

## THINGS TO CONSIDER

► History is within 36 months of the recruiter's interview

► Once a MAW is identified, they hold the MAW status for 36 months.

► Work must be agricultural or fishing

► Work is seasonal or temporary

► Move must be due to economic necessity from one residence to another; and from one school district to another

► Vacations, visits to family and friends, trips for entertainment purposes do **NOT** constitute a move due to economic necessity.

► A move from the United States to another country is not a qualifying move.

► The QAD is the date the child and worker complete a qualifying move.

► QAD begins a child's 36 month of eligibility.

► The migratory child does not have to move at the same time as the worker to be eligible.

► In some circumstances a child who finished high school might still be eligible for MEP

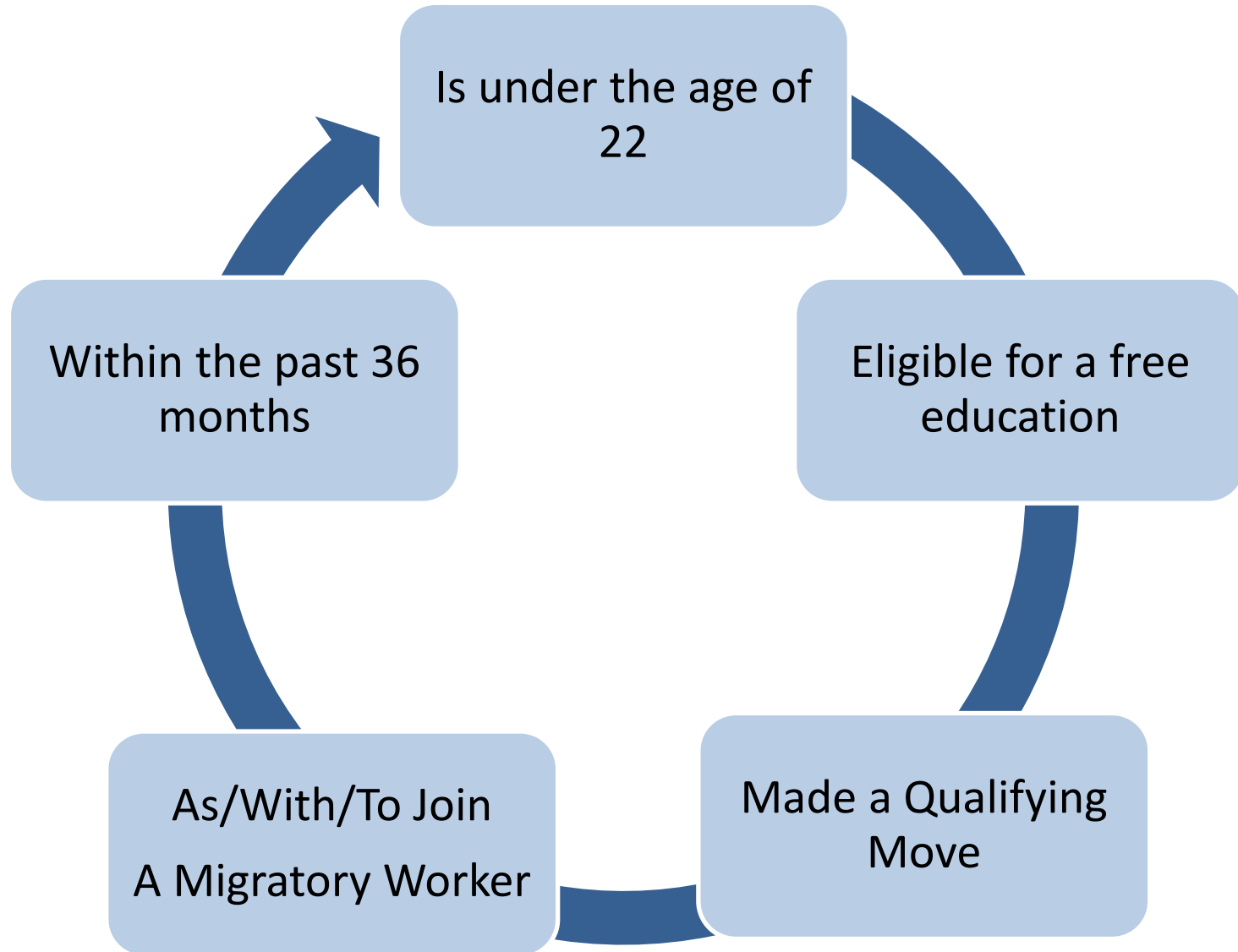
► A child who graduated from high school in his/her native country might still be eligible for the MEP. Must consult with State ID&R Coordinator.

► The child can not be older than 22 years of age.



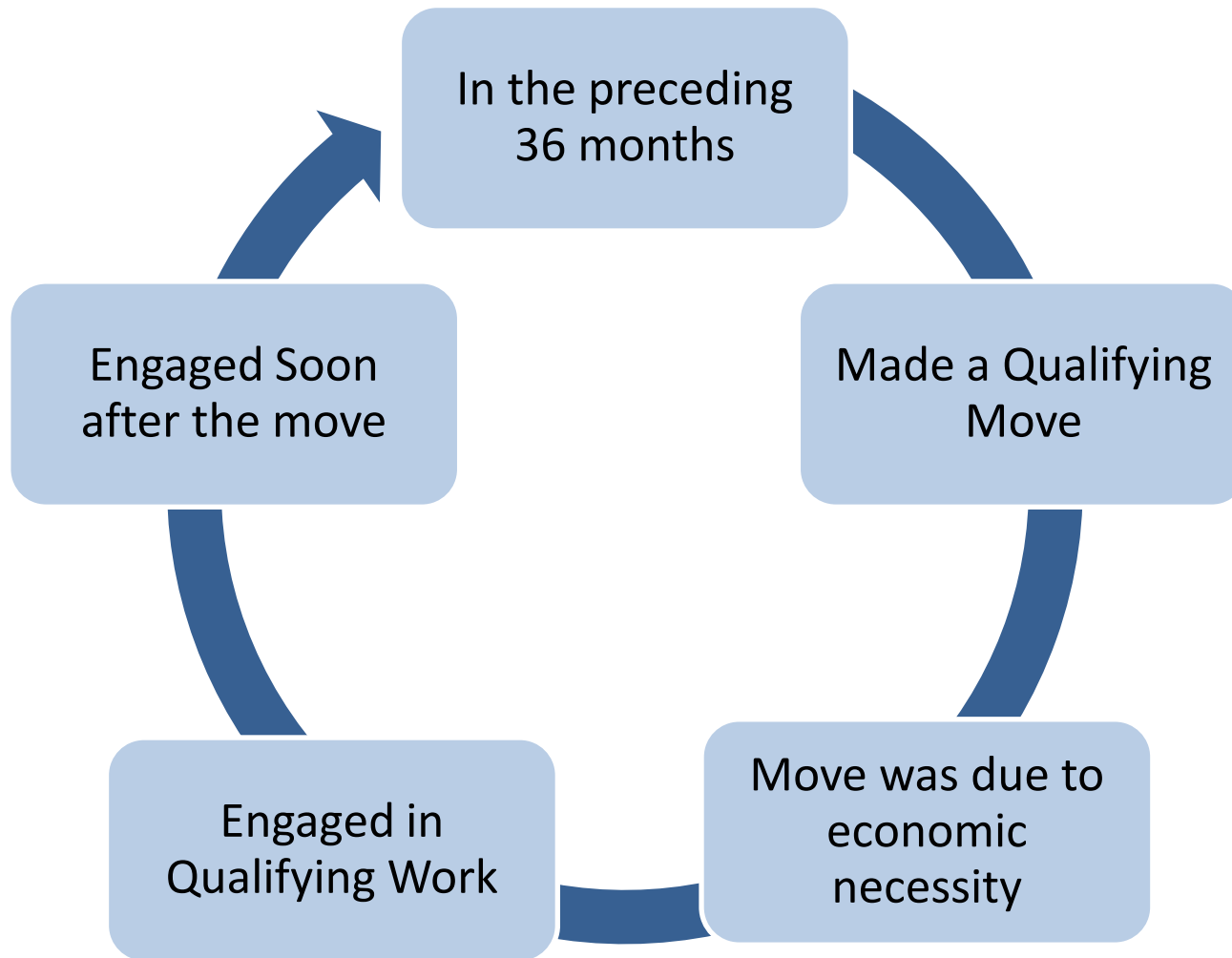


# Migratory Child



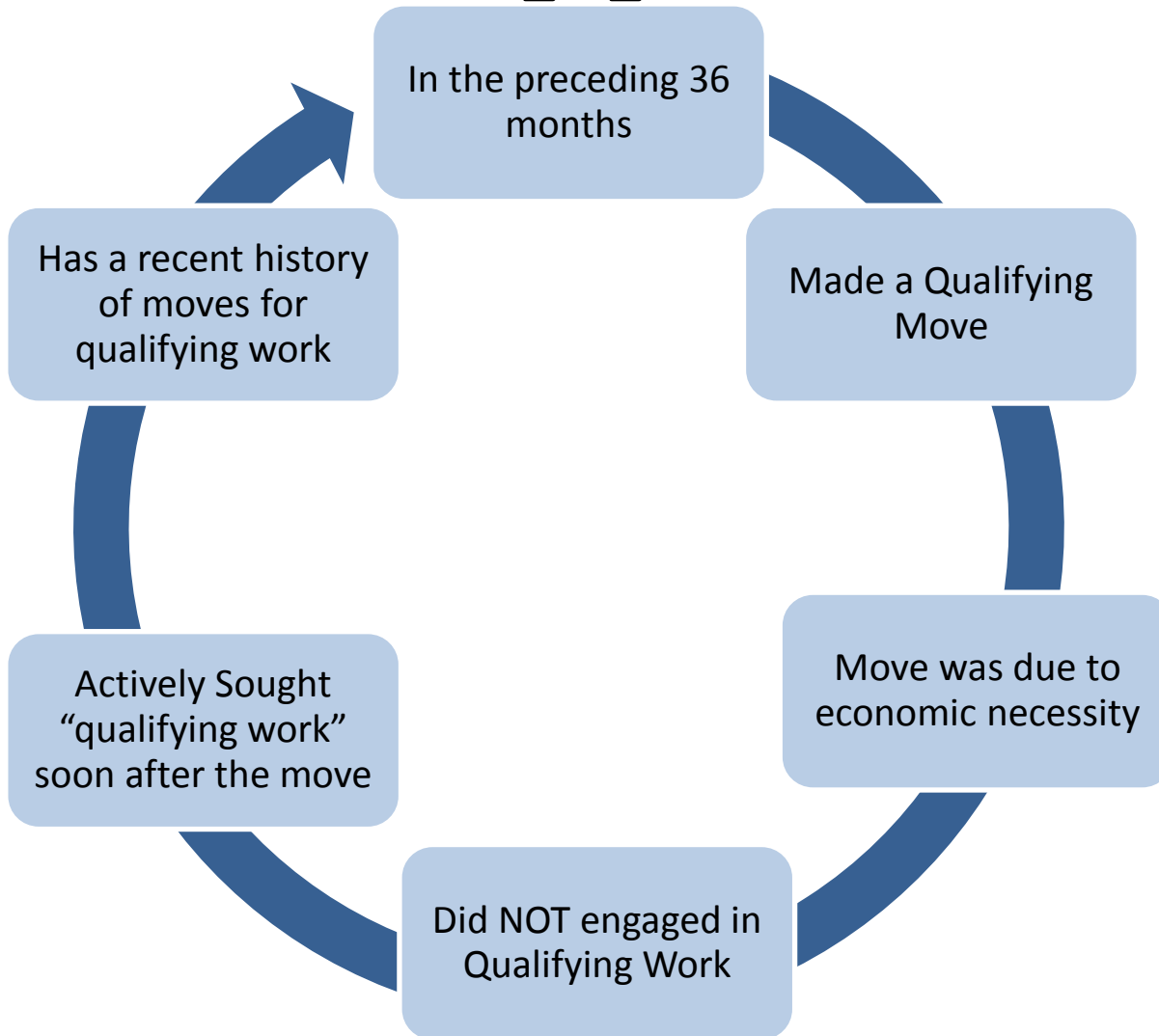


# Migratory Agricultural Worker - Engaged





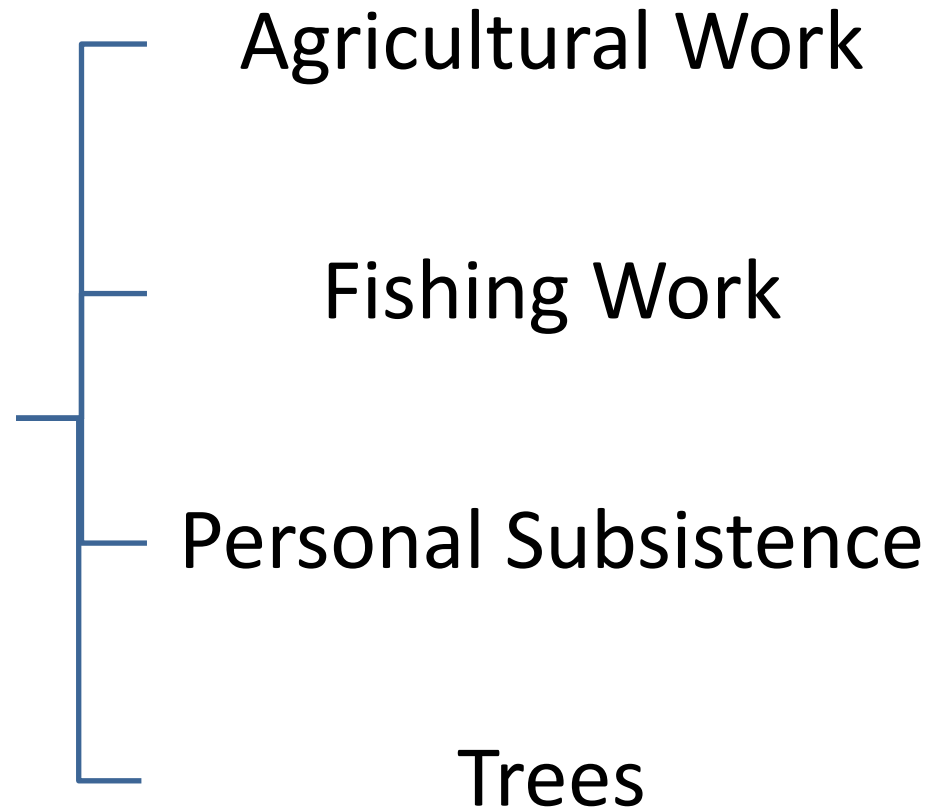
# Migratory Agricultural Worker – “Not Engaged”





# Qualifying Work

Seasonal/Temporary



# National Certificate of Eligibility (COE)



# NATIONAL CERTIFICATE OF ELIGIBILITY

## I. FAMILY DATA

Parent/Guardian 1: <span style="margin-left: 20px;">Last Name</span> <span style="margin-left: 20px;">First Name</span>	Parent/Guardian 2: <span style="margin-left: 20px;">Last Name</span> <span style="margin-left: 20px;">First Name</span>				
Current Address:	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">City</td> <td style="width: 15%;">State</td> <td style="width: 15%;">Zip</td> <td style="width: 40%;">Telephone</td> </tr> </table>	City	State	Zip	Telephone
City	State	Zip	Telephone		

## II. CHILD DATA

Last Name 1	Last Name 2	Suffix	First Name	Middle Name	Sex	Birth Date	MB	Code	Residency Date

## III. QUALIFYING MOVES & WORK

1. The child(ren) listed on this form moved due to economic necessity from a residence in     School district    /    City    /    State    /    Country     to a residence in     School district    /    City    /    State    .
2. The child(ren) moved (complete both a. and b.):
  - a. ☐ as the worker, OR ☐ with the worker, OR ☐ to join or precede the worker.
  - b. The worker,     First Name and Last Name of Worker    , is ☐ the child or the child's ☐ parent/guardian ☐ spouse.
    - i. (Complete if "to join or precede" is checked in 2a.) The child(ren) moved on     MM/DD/YY    . The worker moved on     MM/DD/YY    . (provide comment)
3. The Qualifying Arrival Date was     MM/DD/YY    .
4. The worker moved due to economic necessity on     MM/DD/YY     from a residence in     School district    /    City    /    State    /    Country     to a residence in     School district    /    City    /    State    , and:
  - a. ☐ engaged in new qualifying work soon after the move (provide comment if worker engaged more than 60 days after the move); OR
  - b. ☐ actively sought new qualifying work, AND has a recent history of moves for qualifying work (provide comment)
5. The qualifying work,\*     describe agricultural or fishing work    , was (make a selection in both a. and b.):
  - a. ☐ seasonal OR ☐ temporary employment
  - b. ☐ agricultural OR ☐ fishing work

\*If applicable, check:  
☐ personal subsistence (provide comment)
6. (Complete if "temporary" is checked in #5a) The work was determined to be temporary employment based on:
  - a. ☐ worker's statement (provide comment), OR
  - b. ☐ employer's statement (provide comment), OR
  - c. ☐ State documentation for     Employer    .

## IV. COMMENTS (Must include 2bi, 4a, 4b, 5, 6a and 6b of the Qualifying Moves & Work Section, if applicable.)

## V. INTERVIEWEE SIGNATURE

I understand the purpose of this form is to help the State determine if the child(ren)/youth listed on this form is/are eligible for the Title I, Part C, Migrant Education Program. To the best of my knowledge, all of the information I provided to the interviewer is true.

Signature	Relationship to the child(ren)	Date
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## VI. ELIGIBILITY DATA CERTIFICATION

I certify that based on the information provided to me, which in all relevant aspects is reflected above, I am satisfied that these children are migratory children as defined in 20 U.S.C. 6399 and implementing regulations, and thus eligible as such for MEP services. I hereby certify that, to the best of my knowledge, the information is true, reliable, and valid and I understand that any false statement provided herein that I have made is subject to fine or imprisonment pursuant to 18 U.S.C. 1001.

Signature of Interviewer	Date
Signature of Designated SEA Reviewer	Date



# MSIX





# MSIX



***MSIX is a national database that links migrant student records to all MEP states.***

MSIX:

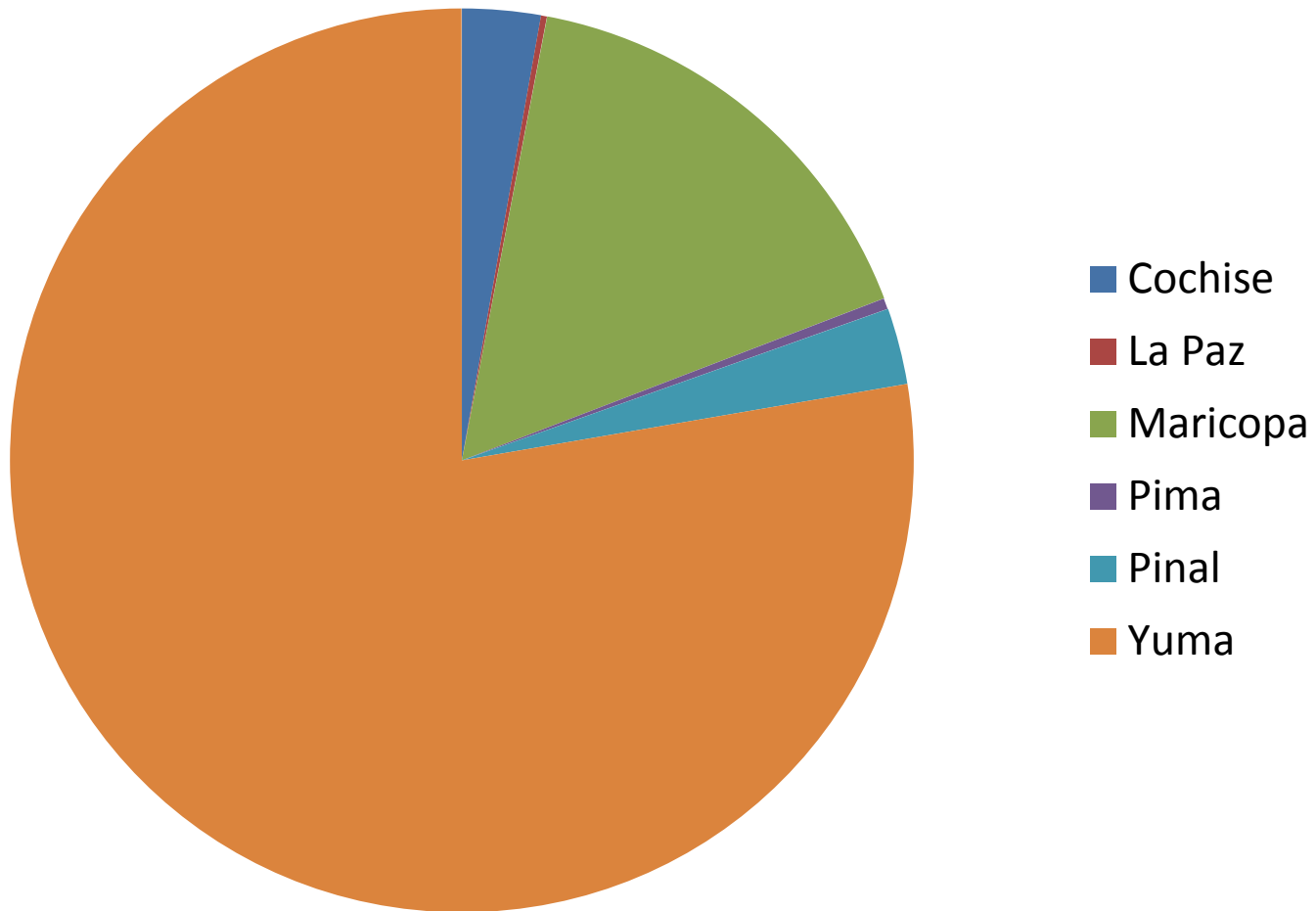
- Produces a consolidated record for each migrant student that contains information from each state in which the student was ever enrolled
- Contains the minimum data elements necessary for the proper enrollment, grade and course placement, and accrual of credits for migrant students
- Link state migrant systems in a minimally invasive manner to collect, consolidate and make critical education data available





# 2016 ARIZONA MEP STATISTICS

## 2016 Migrant Students by County





# ARIZONA AGRICULTURE

According to the Arizona Department of Agriculture, Guide to Arizona Agriculture, December 2016

*"Today, agriculture in Arizona contributes more than \$17 billion to the state's economy."*

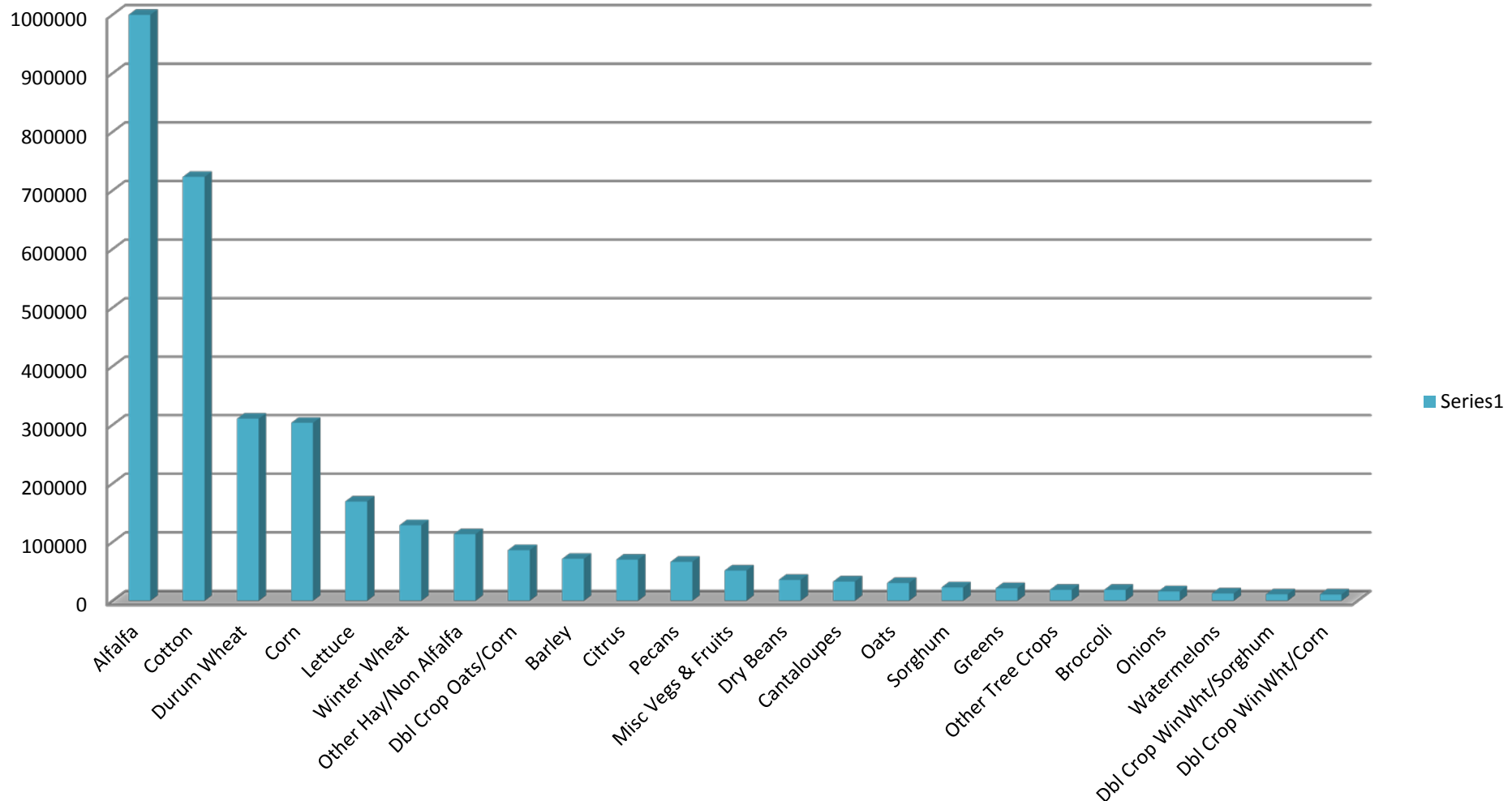
- One study puts the number of people involved in agriculture at 77,000
- Arizona ranks 10<sup>th</sup> in organic sales
- Arizona ranks 3<sup>rd</sup> in lemon production
- Arizona ranks 1<sup>st</sup> in lettuce and other leafy greens
- Some of the specialties are : beef cattle, dairy, egg production, leafy greens, other vegetables, fruits, nuts, herbs, cotton, barley and wheat





# 2016 Arizona Crop Statistics

## Arizona Crops





# 2016 Arizona MEP Statistics

## ARIZONA TOP INDUSTRIES:

- Arizona Beef Production
- Dairy
- Egg Production
- Vegetables (Seasonal)
- Fruits (Seasonal)
- Pecan/Nut Growers (Larger harvests every other year)
- Wine Growers
- Nurseries
- Cotton Growers
- Grains (Barley & Wheat)





# Challenges for Migrant Families

- Physical Hazards
- Isolation
- Family Separation
- Socioeconomic Disadvantages
- Educational Background
- Language
- Graduation Rates
- Program Support





# Challenges for Migrant Students

- **ATTENDANCE** – families live a migrant lifestyle; a lot of traveling
- **GAPS IN CLASSROOM INSTRUCTION**– Students miss out on instruction when traveling from one school to another
- **MISSED TIME** – Lack of continuity; curriculum; instructional programs, school environments
- **HIGH SCHOOL CREDITS** – States have different graduation requirements
- **ISOLATION** – Migrant lifestyle doesn't allow time for social interaction/relationships
- **LANGUAGE** – Some migrant students do not speak English
- **ANXIETY** – Students fear deportation or parent's being deported

attendance  
**MATTERS**





# For Additional Information

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# Typical Day

## *East of Salinas*

<http://www.pbs.org/independentlens/videos/jose-mr-ramos>

