

Florida Migrant Education Program

New MEP Coordinator Webinar II

September 17, 2014

Carol Gagliano, FLMEP
Tom Hanley, ESCORT



Before We Begin

- Please put phones on mute - *6
- For all questions and responses, please input them in chat box to the right of the screen
- Materials you will need:
 - Federal/State Project – Support Services Data Element
 - Migrant Referred Services Data Element

Focus of Webinar

- Understanding Aspects of Migrant Services
 - Steps to Services
 - Short-term services
 - Long-term services
 - Out-of-School Youth (OSY) Profile
 - Services to OSY
 - How to Report Support Services and Referred Services
- Note on Monitoring

Aspects of Migrant Services

Jay Rembert
Tom Hanley

Steps to Services

1. Review the Service Delivery Plan (SDP).
2. Conduct a Student Needs Assessment. (What is your assessment process?)
3. Identify services that are already available in school and/or district to address student need(s).
4. Offer specific MEP services that align to the student's needs assessment.

Things to consider

- Does your assessment address the challenges that face our students due to their "migratory lifestyle?"
- Are the services to which you refer migrant children, families, and youth structured to meet their needs?
- Are your services aligned to those offered as program guidance in the SDP?
- Have services been evaluated for effectiveness (both MEP and other services)?
- Have you coordinated the services with those that your students receive in other states (if applicable)?

Effective methods to serve short-term students

- A small MEP serves about 10 migrant in-school students a year. Seasonal work in the area typically lasts a little over 2 months. Following the season, the majority of the families leave and move on to another area for work.
- Given only two months to work with these students, what would be the best plan of action to address their academic needs?

Effective methods to serve long-term students

- A district has several crop seasons each year giving them the opportunity to serve students throughout the year.
- What are some of the service options they can provide to students?



Questions and Comments

Out-of-School Youth

Courtney Walker
Margot Di Salvo

Out-of-School Youth

- Single youth (not traveling with parents/legal guardians) farm worker, younger than 22 years old, and without a high school diploma
 - At one time enrolled in school in U.S., but dropped out to work
 - Came from another country to work
- Ultimate goal: help the OSY earn a GED or high school diploma

Out-of-School Youth: Services

- Statewide focus (based on Service Delivery Plan): accessing resources, survival English skills, life skills
 - Strategies identified in SDP
- Additional resources:
 - Florida Recruiter -
<http://flrecruiter.org/node/204>
<http://flrecruiter.org/node/173>
 - Strategies, Opportunities & Services for OSY (SOSOSY) - <http://www.osymigrant.org/>

OSY Statewide Profile

- Based on submitted 2012-2013 OSY Profiles from districts
- Out of over 2,000 profiles:
 - 85% Male
 - 32% Last attended 6th grade
 - 60% Last attended school in Mexico
 - 84% Reported no English Language Proficiency
 - 66% Left school – needed to work
 - 92% Home Language is Spanish
 - 58% Expressed Interest in Learning Spanish

Analyzing OSY profile data – Key Indicators

- English oral language proficiency
- Educational History
- Access to Transportation
- Reported Interests

Key Indicators: aligning services to meet OSY needs

- Using the profile information, service providers can readily design an educational and/or supportive service plan for students based on:
 - **their current level of English proficiency;**
(Using an appropriate assessment instrument for those who express an interest in receiving instruction.)

Key Indicators: aligning services to meet OSY needs

- their previous educational history (either in the U.S. or their home country); and
- a general understanding of the student's access to transportation and individual student needs and interests.

Let's Practice Using the OSY Profile

- 1) Complete an **OSY Profile Sheet** for **Pedro** and **Ana**;
- 2) Determine level of English proficiency; (Using an appropriate assessment instrument.)
- 3) Select some specific strategies that will support their respective English language development and/or educational needs; and
- 4) Create a plan for **Pedro** and **Ana**.





Florida Migrant Education Program
Strategies, Opportunities, and Services for Out-of-School Youth (SOSOSY)
OSY PROFILE

Date: 4/3/2014		District: Florida County			COE Form #: 1314 123456				
Last Name: LOPEZ		First Name: PEDRO		<input checked="" type="checkbox"/> Male <input type="checkbox"/> Female		Age: 19			
Address/Camp: Sandy's Trailer Park Lot #8, Town, FL		Phone:		Optional: How long is youth planning on being in the area? <input checked="" type="checkbox"/> less than 3 months <input type="checkbox"/> 4 or more months <input type="checkbox"/> not sure					
Has access to transportation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Last grade attended? (Check grade below if applicable)		When (year)?		Where (country)? Guatemala <i>Or</i> <input type="checkbox"/> Did not attend school			
English oral language proficiency: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		<input type="checkbox"/> 1st grade/primero de primaria <input checked="" type="checkbox"/> 2nd grade/segundo de primaria <input type="checkbox"/> 3rd grade/tercero de primaria <input type="checkbox"/> 4th grade/cuarto de primaria <input type="checkbox"/> 5th grade/quinto de primaria <input type="checkbox"/> 6th grade/sexta de primaria		<input type="checkbox"/> 7th grade/primero de secundaria <input type="checkbox"/> 8th grade/segundo de secundaria <input type="checkbox"/> 9th grade/tercero de secundaria <input type="checkbox"/> 10th grade/primer y segundo semestres de preparatoria (Bachillerato) <input type="checkbox"/> 11th grade/tercer y cuarto semestres de preparatoria (Bachillerato) <input type="checkbox"/> 12th grade/quinto y sexto semestres de preparatoria (Bachillerato)					
Home language: <input type="checkbox"/> English <input checked="" type="checkbox"/> Spanish <input type="checkbox"/> Other:									
Health needs: <input type="checkbox"/> Medical <input checked="" type="checkbox"/> Vision <input type="checkbox"/> Dental <input type="checkbox"/> Urgent <input type="checkbox"/> Other:		Advocacy Needs: <input type="checkbox"/> Legal <input type="checkbox"/> Childcare <input type="checkbox"/> Translation/Interpretation <input type="checkbox"/> Other:							
Youth lives: <input checked="" type="checkbox"/> With a crew <input type="checkbox"/> With friends outside of work <input type="checkbox"/> With his/her parents/family <input type="checkbox"/> With spouse only <input type="checkbox"/> With spouse & kids <input type="checkbox"/> With kids <input type="checkbox"/> Alone		Reason for leaving school: <input type="checkbox"/> Lacking credits <input type="checkbox"/> Needed to work <input type="checkbox"/> Missed State test <input type="checkbox"/> Other:							
Expressed interest in: <input checked="" type="checkbox"/> Learning English <input type="checkbox"/> Job training <input type="checkbox"/> GED <input type="checkbox"/> Earning a diploma <input type="checkbox"/> Not sure <input type="checkbox"/> No interests <input type="checkbox"/> Other:		Availability: (Check)							
			Sun	M	T	W	Th	F	Sat
		Morning	X						
		Afternoon	X						
		Evening	X						
At interview, youth received: <input checked="" type="checkbox"/> Educational materials <input type="checkbox"/> Support services <input checked="" type="checkbox"/> OSY welcome bag <input type="checkbox"/> Referral(s) (list in comments) <input type="checkbox"/> Other:		Youth is a candidate for: <input type="checkbox"/> Adult Basic Education <input type="checkbox"/> CAMP <input type="checkbox"/> Career exploration <input checked="" type="checkbox"/> ESL <input type="checkbox"/> Health Education <input type="checkbox"/> HEP <input type="checkbox"/> HS diploma <input type="checkbox"/> Job training <input checked="" type="checkbox"/> Life skills <input checked="" type="checkbox"/> MP3 player <input type="checkbox"/> PASS <input type="checkbox"/> Pre GED/GED <input type="checkbox"/> Other:							
Comments: Scored low in quick language assessment instrument.									

Signature of interviewer: _____

Case Study – Pedro

- Provide flexible weekly instruction including weekend/evening instruction. Perhaps use technology to remotely deliver ESL lessons.
- Educate Pedro in the use of audio files to practice his listening and speaking skills on his own.
- Develop simple English dialogues that relate to Pedro's goals of speaking for himself in specific situations.

Case Study – Pedro

Instructional Materials:

- English in Minutes
- “Hablo Inglés” homework booklets
- Rosetta Stone
- Locally developed mini-lessons

Use of Technology:

- Mini-lessons on iPads
- Tutoring using remote technology (e.g. Skype)
- MP3/mobile device audio lessons
- YouTube

Case Study – Pedro

Accessing Community Resources

- Provide transportation to Lion's Club - sight programs for eye exams, eye glasses, etc. www.lionsclub.org.
- Connect Pedro with local Health Clinic.
- Enlist help to conduct health screenings at evening workshops/trainings/camps.



Florida Migrant Education Program
Strategies, Opportunities, and Services for Out-of-School Youth (SOSOSY)
OSY PROFILE

Date: 3/28/2014		District: Winchester County			COE Form #: 1314 789100				
Last Name: MARTIN		First Name: ANA		<input type="checkbox"/> Male <input checked="" type="checkbox"/> Female		Age: 17			
Address/Camp: 123 Kent St. #5, Sunshine City, FL		Phone:		Optional: How long is youth planning on being in the area? <input type="checkbox"/> less than 3 months <input type="checkbox"/> 4 or more months <input checked="" type="checkbox"/> not sure					
Has access to transportation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Last grade attended? When (year)? Where (country)? US <small>(Check grade below if applicable)</small>		Or <input type="checkbox"/> Did not attend school					
English oral language proficiency: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> 1st grade/primero de primaria <input type="checkbox"/> 2nd grade/segundo de primaria <input type="checkbox"/> 3rd grade/tercero de primaria <input type="checkbox"/> 4th grade/cuarto de primaria <input type="checkbox"/> 5th grade/quinto de primaria <input type="checkbox"/> 6th grade/sexta de primaria		<input type="checkbox"/> 7th grade/primero de secundaria <input type="checkbox"/> 8th grade/segundo de secundaria <input type="checkbox"/> 9th grade/tercero de secundaria <input checked="" type="checkbox"/> 10th grade/primer y segundo semestres de preparatoria (Bachillerato) <input type="checkbox"/> 11th grade/tercer y cuarto semestres de preparatoria (Bachillerato) <input type="checkbox"/> 12th grade/quinto y sexto semestres de preparatoria (Bachillerato)					
Home language: <input type="checkbox"/> English <input checked="" type="checkbox"/> Spanish <input type="checkbox"/> Other:		Health needs: <input type="checkbox"/> Medical <input type="checkbox"/> Vision <input type="checkbox"/> Dental <input type="checkbox"/> Urgent <input type="checkbox"/> Other:							
Youth lives: <input checked="" type="checkbox"/> With a crew <input type="checkbox"/> With friends outside of work <input type="checkbox"/> With his/her parents/family <input type="checkbox"/> With spouse only <input type="checkbox"/> With spouse & kids <input type="checkbox"/> With kids <input type="checkbox"/> Alone		Advocacy Needs: <input type="checkbox"/> Legal <input type="checkbox"/> Childcare <input type="checkbox"/> Translation/Interpretation <input checked="" type="checkbox"/> Other: Living situation							
Expressed interest in: <input type="checkbox"/> Learning English <input checked="" type="checkbox"/> Job training <input type="checkbox"/> GED <input type="checkbox"/> Earning a diploma <input type="checkbox"/> Not sure <input type="checkbox"/> No interests <input type="checkbox"/> Other:		Reason for leaving school: <input type="checkbox"/> Lacking credits <input type="checkbox"/> Needed to work <input type="checkbox"/> Missed State test <input type="checkbox"/> Other:							
		Availability: (Check)							
			Sun	M	T	W	Th	F	Sat
		Morning							
		Afternoon							
		Evening							
		At interview, youth received: <input type="checkbox"/> Educational materials <input type="checkbox"/> Support services <input checked="" type="checkbox"/> OSY welcome bag <input type="checkbox"/> Referral(s) (list in comments) <input type="checkbox"/> Other:							
		Youth is a candidate for: <input checked="" type="checkbox"/> Adult Basic Education <input type="checkbox"/> CAMP <input checked="" type="checkbox"/> Career exploration <input type="checkbox"/> ESL <input type="checkbox"/> Health Education <input type="checkbox"/> HEP <input checked="" type="checkbox"/> HS diploma <input type="checkbox"/> Job training <input type="checkbox"/> Life skills <input type="checkbox"/> MP3 player <input checked="" type="checkbox"/> PASS <input checked="" type="checkbox"/> Pre GED/GED <input type="checkbox"/> Other:							
		Comments: Ana had a copy of the last report card - based on grades she has a high level of English proficiency.							

Signature of interviewer: _____

Case Study – Ana

- Recovery back to local school – possibly utilizing independent study and/or distance learning options.
- Provide MEP home tutor to help Ana work on completing high school courses she needs to obtain a diploma. Use PASS units if appropriate.
- Enroll Ana in an available residential HEP program.
- Assess her skills to determine if she is ready for GED work and enroll her in a community-based GED or ABE class.

Case Study – Ana

Florida Organizations:

- Local high school credit recovery programs (e.g. Beacon High School).
- Enroll in PASS courses (if credits are honored by local school district).
- HEP programs (e.g. Clewiston Adult School, Hillsborough County Adult Education).
- Local state-endorsed GED program options and facilitate enrollment and strategic support (e.g. Immokalee Technical Center, Lorenzo Walker Technical Center)

Case Study – Ana

Use of Technology:

- Mini-lessons on iPads
- Tutoring using remote technology (e.g. Skype)
- MP3/mobile device audio lessons

Case Study – Ana

Accessing Community Resources

- Connect her with a local Planned Parenthood clinic:
www.plannedparenthood.org.
- Involve Ana in church-sponsored youth activities.
- Schedule a visit to a local health clinic.



Questions and Comments

Reporting Services

Carol Gagliano

Survey 5 - Support Services Reporting

- Support Services are reported under the Migrant Data Element called... **Federal/State Project – Support Services**

Link to data element:

http://www.fldoe.org/eias/dataweb/database_1415/122160.pdf

- Codes/Options to select under this data element are:
 - **A** Attendance, Guidance, Psychological Services
 - **D** Dental Services
 - **H** Health Services
 - **N** Nutrition
 - **O** Outreach, Advocacy
 - **R** At-risk
 - **S** Social Work, Social Services, Case Management
 - **T** Transportation
 - **X** Needs Assessment
 - **Z** Not Applicable

Survey 5 - Support Services Reporting

- The codes/options do not have specific definitions. They are open-ended on purpose so that it does not limit the ability to use a code.
- *Recommendation:* Use your best judgment when selecting the code/option that best fits the support services situation.

Federal/State Project – Support Services

NOTES:

- Services reported under this data element are those that are directly provided by the MEP to migrant students and/or youth
- If the Title I Migrant participant received any type of counseling service (codes A, O and S), count that service first. Attendance, Guidance, Psychological Services (A), Outreach, Advocacy (O), or Social Work (S) services take priority when reporting Migrant Federal/State Project - Support Services.

Migrant Referred Services Data Element

- **Migrant Referred Services** – indicates whether a migratory student has been referred for services that are provided through mental or health facilities, community agencies, family or social services agencies, etc. Further, this indicator represents children who are placed in an educational or educationally-related **service that they would not have otherwise obtained without the efforts of the Migrant Education Program (MEP)**. Services include but are not limited to counseling, medical attention, social needs, housing, legal services, tutoring, etc.
- **These services are not paid for out of Migrant program funds but are supported by or through other agencies or facilities.**

Migrant Referred Services

- Link for Migrant Referred Services data element = http://www.fldoe.org/eias/dataweb/database_1415/148188.pdf
- Codes/Options for Migrant Referred Services are:
 - Y The migrant student was provided referred service(s)
 - N The migrant student did not receive referred service(s)
 - Z The student was not a migrant student
- NOTE: Only migrants that received referred services should be coded Y. If the migrant student was referred for services but did not receive the referred services use code N.

Support/Referred Services Scenarios

- For each scenario identify:
 - If the service is a Support Service (SS) or Migrant Referred Service (RS)
 - If it is a Support Service, identify the “best fit” SS code

Support Service (SS) or Referred Service (RS) Scenarios

Scenario	SS or RS?	If SS, which code used?
<p>1. Migrant staff arranged for transportation for three migrant students on the 21st Century Tutoring Program van. (Note: The 21st Century Tutoring Program and van are not funded by Title I, Part C)</p>	RS	
<p>2. Migrant staff provided counseling on a bullying situation to a migrant student.</p>	SS	A
<p>3. Through a home visit, a migrant team member provided food and clothing to the migrant family/child.</p>	SS	S
<p>4. Migrant staff contacted the school to send a district social worker to visit the family.</p>	RS	



Questions and Comments

Note on Monitoring

- Monitoring will be covered at the Implementation Strategies Meeting IV on September 23-24, 2014.
- Topics covered related to monitoring will be:
 - Types of monitoring
 - Expectations for monitoring
 - How to prepare for monitoring



Wrap Up

- Presentation will be available on Florida Recruiter website under New MEP Coordinator

- Please tell us what you think:

<https://www.surveymonkey.com/s/W2CG6Q8>



Addendum: Clarification to Reporting Services

Carol Gagliano

During the webinar the following question was asked:

- “How do we report providing health information to migrant students/families at a migrant health fair?”

It was noted that the MEP had a sign-in sheet so they were able to identify which migrant students/families received the service.

During the call we indicated that if you were aware of the individual names of students you may be able to report as a Support Service with the sub-code Health.

Here is the clarification:

According to instructions provided by the Office of Migrant Education:

- The one-time act of providing instructional or informational packets to a child or family does not constitute a support service. Hence, in reference to the question/situation above, if the MEP **only** handed out or provided informational packets on health to migrant students/families then that **may not** be counted as a support service even if you have a list of names. ***However...***

If...

- The MEP provided the information packet on health **along with** providing a mini-lesson such as on pesticides, sun exposure, the importance of hydration (drinking water) and student/families were able to ask questions and/or discuss concerns to augment their understanding at the time they were receiving the packet then that would constitute a support service. This would be able to reported as a support service with sub-code Health.

Thank you!

