

California

MIGRANT EDUCATION PROGRAM PROFILE 2016



DEVELOPED BY THE
CALIFORNIA DEPARTMENT
OF EDUCATION



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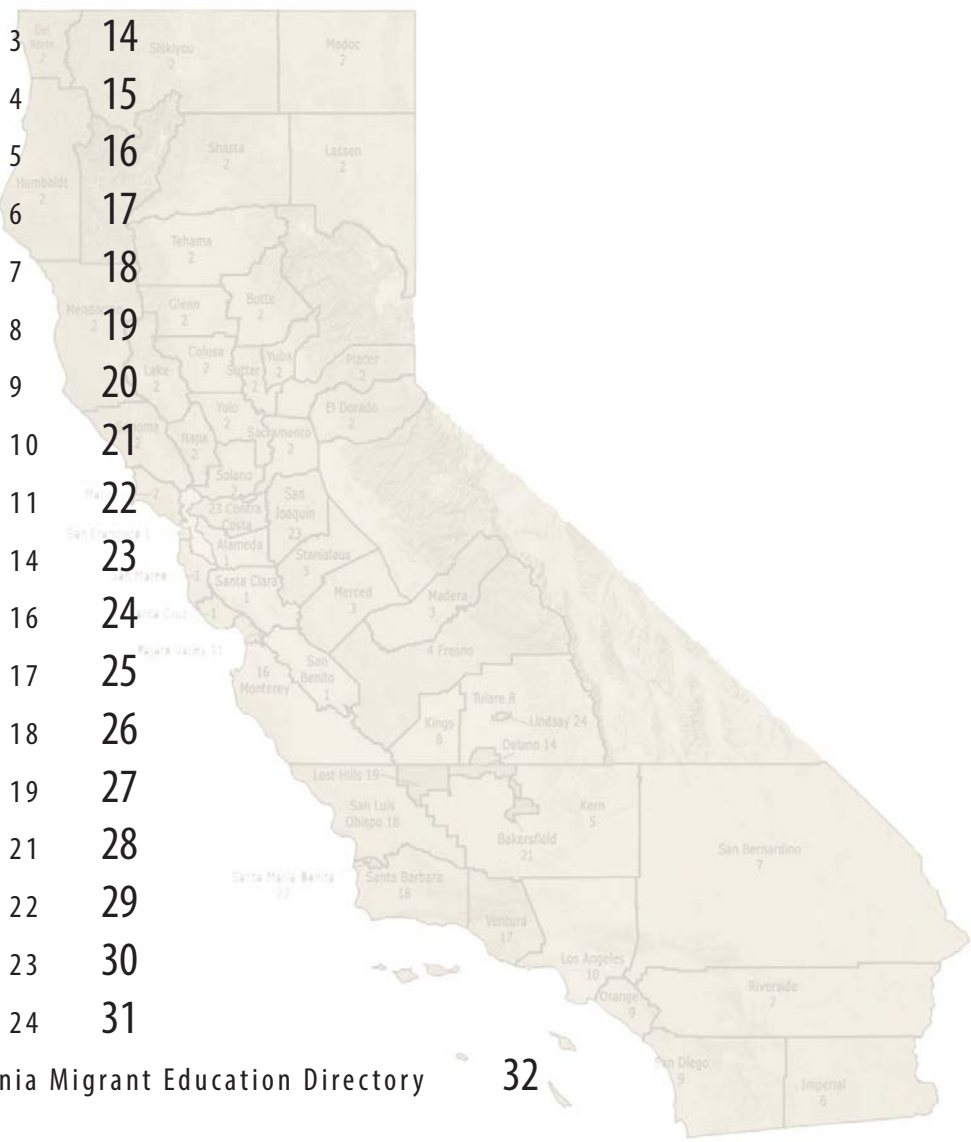
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Note: At this time there are no corresponding subgrantees for regions 12, 13, 15, and 20.

Foreword



Support of the California Department of Education (CDE), Migrant Education Program (MEP) by administrators, educators, community members, parents, and students is greatly appreciated. As State Director of the English Learner Support Division, it is gratifying to work alongside of and provide leadership to our state's Migrant Education Office (MEO). The MEO oversees the supplemental educational services of over 102,000 migrant students—half of whom are English learners. California delivers these services through a network of 15 county offices of education and 212 school districts. With the nation's largest number of migrant students, the Golden State offers rich and rigorous programs designed to minimize barriers and maximize the potential of every student.

This booklet has been developed to provide an overview of our state MEP, highlight some of California's best practices in migrant education, and strengthen our collaboration with community partners and other state MEPs. Our hope is that this booklet will be a useful tool for engaging in dialogue with interested agencies and community leaders as we work together to enhance the services to migrant students and families in California. It is our belief that with a strong network of support, we will increase the quality of supplemental educational services that will help migrant students meet and exceed state academic standards and be prepared to thrive in a highly connected world.

A description of the administrative and technical assistance provided by the CDE MEO to its subgrantees, parents, and students is included. Additionally, each of the direct subgrantees has provided an introduction to its local program and a highlight of one of the services available to migrant students and parents.

We are grateful for your dedication and commitment to California's MEP. We welcome your ideas and contributions toward the continuous enrichment of migrant education in the Golden State.

Veronica Aguila, Ed.D.
Assistant Superintendent/Director
English Learner Support Division



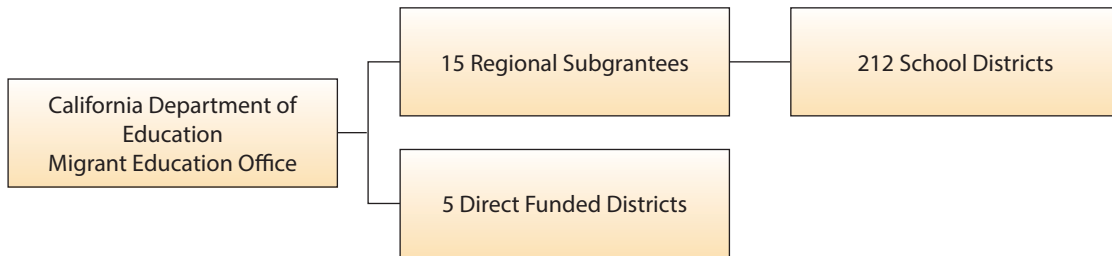
California Department of Education, Migrant Education Office (MEO).



The California Migrant Education Program (MEP) is a federally funded program authorized under Title I, Part C. The provisions of the MEP are included in Part C of Title I of the Elementary and Secondary Education Act. The MEP 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. In 2014–15, the California MEP identified over 102,000 migrant students, including prekindergarten and Out of School Youth (OSY) statewide. Close to 90 percent of the total migrant student population in over 500 school districts receives MEP services.

Structure of the State Program

The California MEP is operated based on a regional structure. Under the leadership of the state Migrant Education Office, there are 15 multidistrict regional subgrantees and five direct-funded single-district subgrantees. The 15 regional subgrantees work directly with approximately 212 school districts through mutually agreed-on service agreements or Memoranda of Understanding.



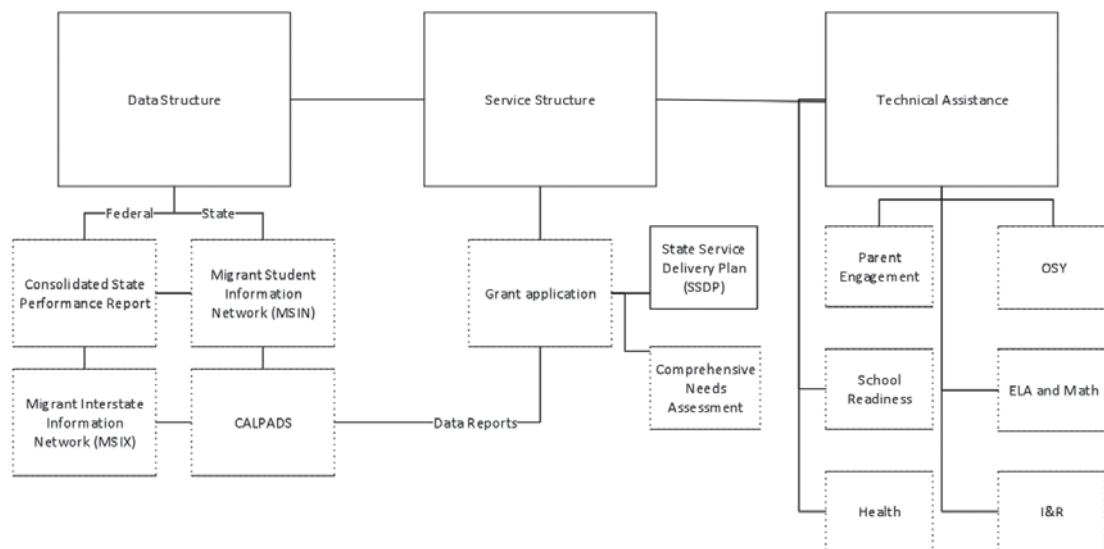
California Migrant Education Office: The California Migrant Education Office (MEO) annually reviews the grant applications and awards over \$120 million to its subgrantees. In addition, the MEO conducts quarterly budget expenditure reviews and closely works with subgrantees to reduce administrative costs.

The MEO also manages the California Migrant Student Information Network (MSIN), the migrant student data collection system. The MSIN is responsible for generating data reports that guide state and local migrant program development and evaluation. It provides state and local access to data for migrant student service tracking and move-pattern analysis. In addition, the system provides daily and annual data for submission of reports to the federal government.

The MEO provides extensive technical assistance in seven major areas of migrant services: English language arts, math, Mini-Corps tutoring, Out-of-School Youth, school readiness, high school graduation, and parent engagement through site visits, Webinars, workshops, and conferences.

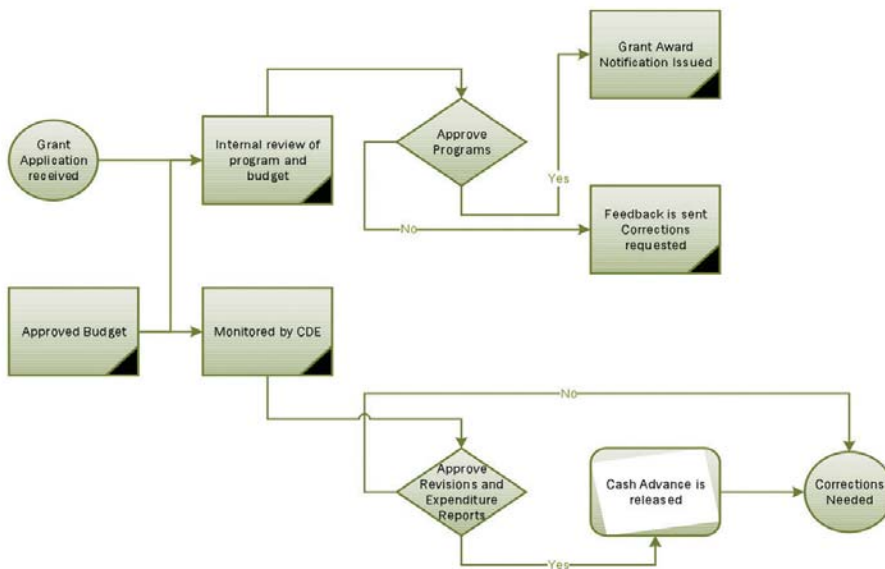
The MEO also takes pride in its high school graduation Mini-Corps program. This state-administered program is a teacher-preparation program that introduces over 400 university tutors across the state to careers in education and provides educational support to migrant students. In collaboration with over 22 university campuses, the Mini-Corps program recruits bilingual tutors to provide educational services to migrant students across the state. Tutors receive training on educational practices that will make them culturally competent in addressing the needs of migrant students.

State Migrant Education Program Flowchart



Note: CalPADS is the California Longitudinal Pupil Achievement Data System.

Grant Monitoring Model: Every fiscal year, the California MEP receives 20 grant applications. The applications are comprehensive plans of each subgrantee’s projected services, programs, and estimated budgets to fulfill the MEP requirements for the year. The California MEP application review process has multiple levels of review. Once the application is approved, the subgrantees must submit granting expenditure reports that meet the requirements in the California Migrant Education Program Fiscal Handbook. Throughout the year, subgrantees may also submit budget revisions if budget changes need to be made.

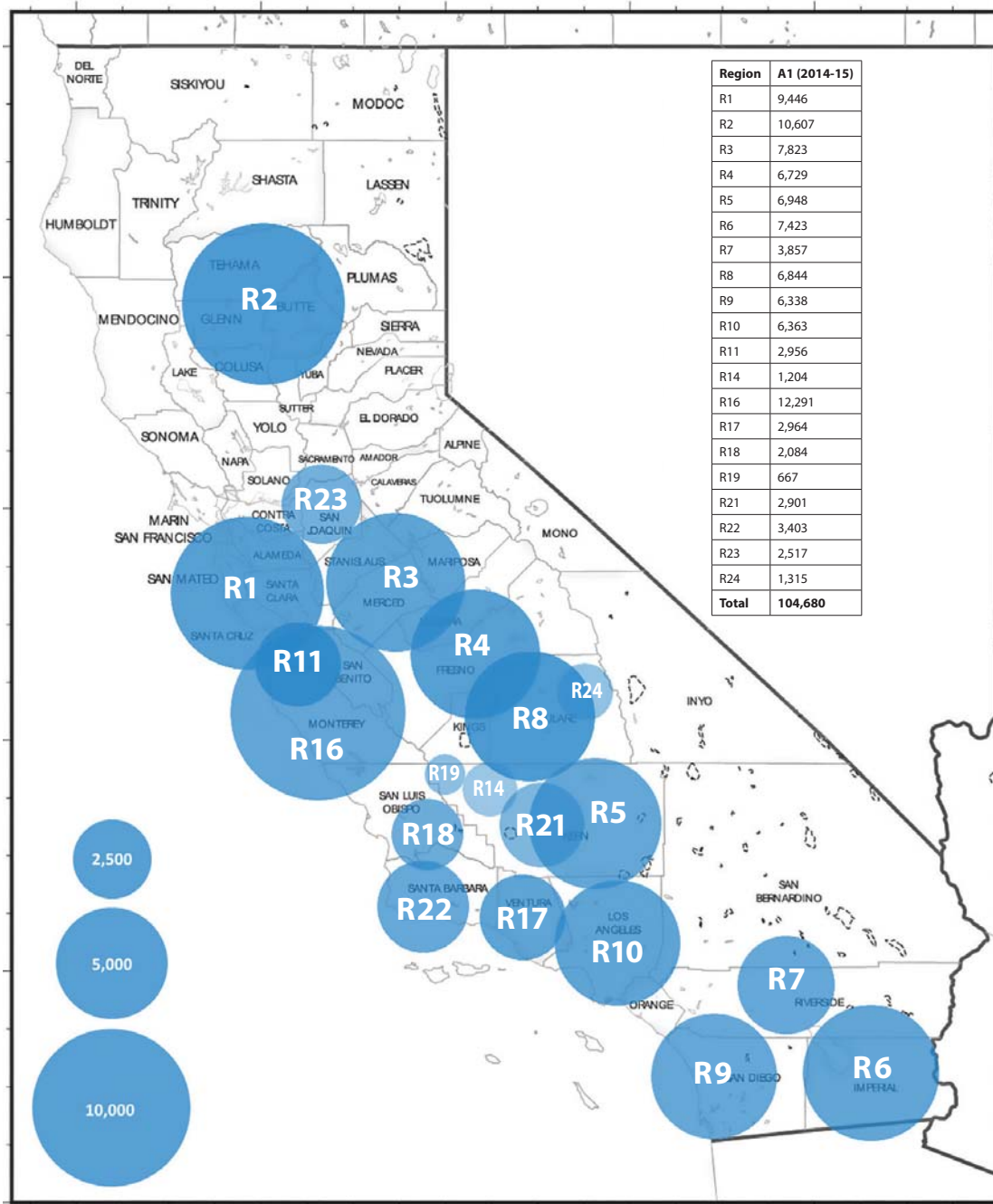


The California Migrant Education Office strives to adopt a data-driven approach to state and local migrant student program development. The following graphs present the California migrant student move patterns by location, count, month of the year, and move destination. The state-level migrant student tracking information presented here is utilized to guide overall program development and evaluation. Subgrantees already broke down the data to facilitate local-level student tracking, which in turn affects program design and services provided.

State Migrant Geographic and Student Count Data



Distribution of Migrant Student Population



Source: California Migrant Student Information Network.

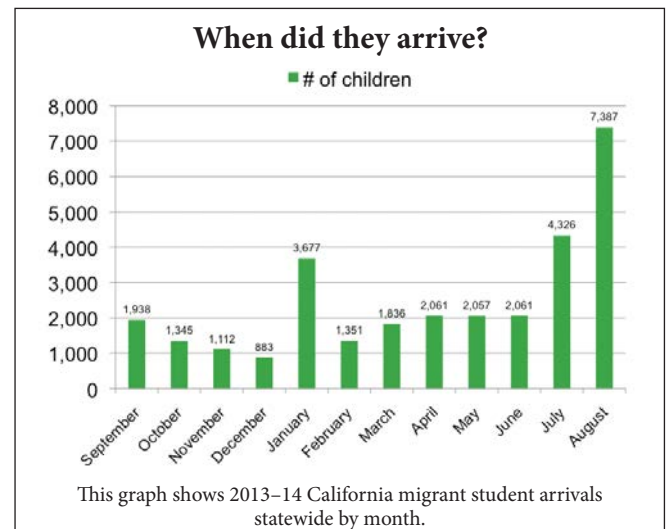
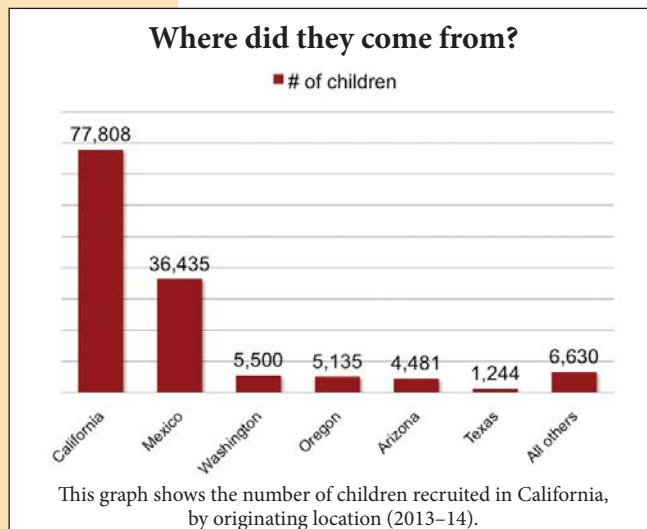
State Migrant Geographic and Student Count Data

Understanding Data to Create Effective I&R Practices and Quality Control

This is the overall move pattern, by child count, for California in 2013-14.¹ It shows which months had comparatively more family arrivals.

| Region | Month | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Total |
|--------------------|-------|--------------|--------------|--------------|------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|
| 1 | | 83 | 58 | 32 | 34 | 248 | 50 | 58 | 119 | 85 | 223 | 305 | 788 | 2,083 |
| 2 | | 424 | 136 | 68 | 99 | 469 | 185 | 198 | 314 | 174 | 137 | 524 | 590 | 3,318 |
| 3 | | 115 | 123 | 124 | 109 | 238 | 161 | 149 | 139 | 196 | 225 | 385 | 575 | 2,539 |
| 4 | | 108 | 103 | 104 | 88 | 237 | 123 | 180 | 178 | 104 | 83 | 168 | 304 | 1,780 |
| 5 | | 75 | 101 | 102 | 81 | 241 | 76 | 68 | 104 | 115 | 223 | 411 | 345 | 1,942 |
| 6 | | 75 | 76 | 68 | 52 | 54 | 41 | 57 | 47 | 32 | 58 | 273 | 1,091 | 1,924 |
| 7 | | 259 | 145 | 140 | 17 | 39 | 21 | 17 | 8 | 13 | 17 | 55 | 602 | 1,333 |
| 8 | | 68 | 111 | 104 | 53 | 118 | 47 | 53 | 45 | 50 | 122 | 589 | 633 | 1,993 |
| 9 | | 116 | 60 | 40 | 27 | 41 | 64 | 120 | 57 | 33 | 105 | 294 | 825 | 1,782 |
| 10 | | 263 | 14 | 21 | 20 | 70 | 12 | 15 | 3 | 13 | 17 | 140 | 674 | 1,262 |
| 11 | | 4 | 23 | 10 | 22 | 165 | 58 | 60 | 135 | 175 | 71 | 28 | 22 | 773 |
| 14 | | 31 | 42 | 22 | 23 | 125 | 15 | 5 | 22 | 7 | 40 | 81 | 17 | 430 |
| 16 | | 78 | 51 | 63 | 44 | 614 | 238 | 475 | 611 | 773 | 528 | 212 | 146 | 3,833 |
| 17 | | 51 | 72 | 48 | 42 | 57 | 37 | 29 | 17 | 21 | 21 | 39 | 229 | 663 |
| 18 | | 12 | 15 | 11 | 23 | 223 | 32 | 24 | 31 | 18 | 20 | 38 | 52 | 499 |
| 19 | | 1 | 4 | 4 | 2 | 116 | 8 | 3 | 2 | 0 | 2 | 13 | 17 | 172 |
| 21 | | 63 | 46 | 52 | 29 | 67 | 37 | 49 | 21 | 31 | 69 | 160 | 154 | 778 |
| 22 | | 48 | 32 | 21 | 50 | 436 | 53 | 83 | 64 | 31 | 41 | 69 | 95 | 1,023 |
| 23 | | 18 | 75 | 50 | 40 | 73 | 65 | 175 | 136 | 168 | 36 | 263 | 66 | 1,165 |
| 24 | | 17 | 17 | 6 | 2 | 12 | 14 | 4 | 2 | 10 | 23 | 279 | 162 | 548 |
| Grand Total | | 1,938 | 1,345 | 1,112 | 883 | 3,677 | 1,351 | 1,836 | 2,061 | 2,057 | 2,061 | 4,326 | 7,387 | 30,034 |

1. This is an unduplicated count of arrivals and includes inter- and intra-state/country moves.





The California Migrant Education Program focuses mainly on service and assistance areas: English language arts (ELA) and math, school readiness, Out-of-School Youth, high school graduation, parent engagement, student tutoring, and health. In the following section, more detailed information is provided on five services:

1. ELA/Math
2. Parent Engagement
3. School Readiness
4. Mini-Corps Tutoring
5. Out-of-School Youth

English Language Arts and Mathematics

California’s Migrant Education Programs have a range of services during the regular school year and intersession periods dedicated to improving migrant students’ academic achievement in English language arts (ELA) and mathematics. The services are displayed in Table 1.1.

Table 1.1 Migrant Education ELA and Math Services

| ELA Services | Math Services |
|--|---|
| <i>Speech and Debate:</i> Students hone their research and writing skills to develop oral presentations as well as learn how to prepare an argument and support a position using data and facts. | <i>University-based Program:</i> Students attend a residential math camp to improve their understanding of math concepts, including algebra, as well as participate in college and career-readiness activities. |
| <i>Saturday School:</i> Students develop fluency, comprehension, and writing skills through various instructional activities. | <i>University-Based STEM Program:</i> Students attend a residential STEM camp to explore the world of engineering through hands-on activities and get an introduction to campus life. |
| <i>Home- and Site-Based ELA Intervention:</i> Migrant education students who are also English learners are provided extra support in English language development, reading fluency, comprehension, and writing. | <i>Migrant Student Leadership Institute:</i> Students are exposed to STEM education through intensive curricular experiences and learning opportunities in the field during this two-week residential program in a college setting. |
| Integrated ELA and Math Services | |
| <i>Credit Recovery and Recovery:</i> Cyber High is a self-paced, computer-based program that allows students who are deficient in credits to have an opportunity to earn credits in order to meet high school graduation requirements. | |
| <i>After School Programs:</i> Because parents have limited English proficiency, they request tutoring for their students to ensure that students have the support they need to reinforce concepts taught during the school day and that homework is completed correctly. | |
| <i>University-Based Summer Institutes:</i> Students who are struggling to meet academic content standards in ELA and/or math attend a residential institution of higher education to improve their academic achievement in these areas as well as participate in college-readiness activities. | |
| <i>Mini-Corps Outdoor Education Camp:</i> Student develop an appreciation for and understanding of the relationship between the human race and the environment. This camp also provides opportunities for students to participate in team-building activities. | |
| <i>High School Graduation Services:</i> There are multiple services to assist migratory students, including the Out-of-School Youth program, in passing a General Education Development (GED) test. | |

Parent Engagement

California's Migrant Education Program (MEP) supports multiple avenues for the active involvement of families in the education of their children. The voice of parents is integrated into the planning, implementation, and evaluation of MEP programs and services through parent advisory councils that operate at district, regional, and state levels. At each level, training is provided to council members to enable their full and active participation in school governance.

The State Parent Advisory Council (SPAC) meets a minimum of six times annually in Sacramento. The council is composed of parent representatives from each of the 20 MEP regions and direct funded districts. It also includes three community representatives whose professional input and expertise in education, human services, and health care serve the council at large.

Through a review and analysis of family experiences and observations regarding the MEP that are collected through annual surveys and focus groups, SPAC members provide a report to the State Superintendent of Public Instruction, the governor, the Legislature, and the State Board of Education with recommendations from the family perspective for continuous program improvement.

In addition, the SPAC collaborates with California Department of Education (CDE) staff in the coordination of an annual educational conference for migrant parents, sponsored by the State Superintendent of Public Instruction. The conference serves more than 700 parent participants and offers interactive workshops, exhibits, and general sessions to inform, assist, and educate the families of students who are served by the MEP.



2016 Annual State Migrant Parent Conference.

Migrant Early School Readiness

The Migrant Early School Readiness Program (MESRP) is a locally developed program that is designed, implemented, and evaluated through the collaborative efforts of staff members of the Migrant Education Program, of regional or district offices, and educators at the school and district levels. The delivery of these supplemental programs focus on five major themes: standards and assessment; teaching and learning; professional development; partnerships among schools, parents, families, and collaboration within the community; and funding and governance.

The content and methodology of the MESRP are based on the needs identified for preschool migratory children and their families. Additionally, the MESRPs are aligned with the California Infant/Toddler Learning and Development Foundations. The preschool learning foundations define age-appropriate expectations about what children should know and be able to do at around 48 and 60 months of age.

High-quality supplemental MESRPs strengthen children's readiness for school and provide a developmental continuum to help children in transitional kindergarten so they can be successful in kindergarten through grade three.

The California Migrant State Service Delivery Plan measures three areas of early school readiness: (1) increasing participation of migrant preschool children in high-quality preschool; (2) increasing the percentage of children who are ready for kindergarten; and (3) promoting timely enrollment in kindergarten by reducing the number of students who are overage in kindergarten. These areas identified will either remain or change when the next Delivery Plan is published. A draft of the Delivery Plan will be forthcoming in the summer of 2017.

The Migrant Education Program provides annual in-person professional development statewide to support the MESRP. The topics target a variety of early childhood professionals working with preschool-age children.

The Migrant Education Family Biliteracy Program is a school-based best practice model initiated statewide in five regions in 2013. The family biliteracy program addresses five areas of national best practice:² (1) creating a caring community of learners, (2) teaching to enhance development and learning, (3) planning curriculum to achieve important goals, (4) assessing children's development and learning, and (5) establishing reciprocal relationships with families.

2. NAEYC & NAECS/SDE (National Association for the Education of Young Children and National Association of Early Childhood Specialists in State Departments of Education). 2003. *Early Childhood Curriculum, Assessment, and Program Evaluation: Building an Effective, Accountable System in Programs for Children Birth through Age 8*. Joint position statement (www.naeyc.org/dap).




The program is designed to promote early literacy in preschool children while preserving the home language and incorporating the child’s immediate family into the instructional setting. Teachers get to know the children’s families and learn about the values, expectations, and factors that shape their lives at home and in their communities. The program in turn provides meaningful, relevant, and respectful learning experiences for each child and family. All families that participate are part of their child’s learning experience and in turn are taught to replicate the instructional lessons for their children at home to continue the learning experience. The program assessments target early interventions to support the student’s instruction and to inform whether additional supports are needed.

Since 2013, the Migrant Education Family Biliiteracy Program has continued to serve a minimum of 20 new families in their respective regions statewide. Some regions have incorporated this best practice model into all their MESRPs due to the parent engagement component being embedded into the instructional setting.

More information on the Migrant Family Biliiteracy Program can be found on the California Department of Education Web page <http://www.cde.ca.gov/sp/me/mt/mefbpbbackground.asp>.

California Mini-Corps

Modeled after the U.S. Peace Corps program, the Mini-Corps program was created in 1967 to tutor students from migratory families. The California Mini-Corps program is committed to the migrant students and the development of tutors as educators.

| Mini-Corps Quick Facts | |
|---|---|
| <ul style="list-style-type: none"> • Mini-Corps provides services to 22 service areas aligned with the 20 migrant regions in California. | |
| <ul style="list-style-type: none"> • Mini-Corps collaborates with 22 project sites consisting of higher education institutions around California. | |
| <ul style="list-style-type: none"> • Mini Corps services include a school-year program, summer indoor program, outdoor education program, and a puppetry program. | |
| <ul style="list-style-type: none"> • In 2015 9,867 were served, and more than 9,000 were served in 2015–16. | |
| <ul style="list-style-type: none"> • The Mini-Corps program in Fresno is nationally recognized by the White House for helping to close the achievement gap. | |
| School Year/Summer Indoor Program | |
| <p>Mini-Corps participants are assigned as teaching assistants during the school year to provide tutorial services throughout the state. The types of services offered are as follows:</p> | |
| <ul style="list-style-type: none"> • Tutoring, assessment, and progress monitoring • Individual tutoring, small-, and large-group instruction • Extended day tutoring | <ul style="list-style-type: none"> • Career awareness/postsecondary information • Positive bilingual role models • Develop leadership skills through building activities • Saturday schools |
| Outdoor Education Program | |
| <p>The Outdoor Education Mini-Corps instructors are college students who are passionate about the environment, considering a career in teaching, and wanting to help migrant youths. They enthusiastically serve as bilingual instructors and positive role models to migrant youths. While work hours are long, their experience is indispensable and not replicable in any other setting. The Outdoor Education instructors help migrant students learn about their local environment, sustainability, and the preservation of natural resources. The Outdoor Program utilizes curriculum that aligns with Common Core State Standards, which incorporates Project Aquatic WILD, Next Generation Science Standards, English language arts, English language development, and visual and performing arts activities.</p> | <p>Students enthusiastically learn about the water cycle through academic vocabulary and visual aids.</p>  |
| Future Goals | |
| <p>The Mini-Corps program has proven to be a vehicle that develops aspiring bilingual educators and serves the migrant youths. Mini-Corps continues to implement data-driven instructional practices in the Outdoor Education program and focus on professional development for potential teachers.</p> | |

Out-of-School Youth

The term “out-of-school youth” (OSY) means youths up through age twenty-one who are entitled to a free public education in the state and who meet the definition of “migratory child” but are not currently enrolled in a kindergarten-through-grade-twelve (K–12) school. OSY may include students who have dropped out of school, youth who are working on passing a general education development test outside of a K-12 school, and youth who are “here to work.” It would *not* include children in preschool. OSY who meet the definition of a “migratory child” as well as all other MEP eligibility criteria are eligible for the MEP.³

Policies are needed to extend opportunities to OSY who desire to continue their education, as well as to develop service delivery models for states to assist them in meeting the instructional and support service needs for OSY who are here to work. Improving educational access and connecting OSY to support services for those who are here to work and those who have dropped out of school will require strong leadership and the coordinated initiatives of state and local agencies.

State services for OSY include workshops that address life skills, educational opportunities, technology, and leadership skills. Equally important are community-building activities that build confidence, as well as a support system. Support services for OSY include educational counseling, referrals to English as a second language, General Education Development, computer literacy classes, and medical/dental referrals based on individual needs.

| OSY Quick Facts | | | |
|--|-----|-------------------------------|------|
| • OSY are the fastest growing segment of the Migrant Education Program and the least served. | | | |
| • More than ever before, they are single rather than moving and living with families. | | | |
| • OSY have unique needs not only from the migrant lifestyle, but being young and on their own. | | | |
| • OSY face a high risk of being pushed out and forgotten. | | | |
| • OSY need advocates to motivate and help them with gaining access to needed services. | | | |
| • OSY have little to no access to federal or state resources. | | | |
| • Lack of education and English skills affects their economic and social status. | | | |
| Where are our OSY? | | | |
| Region 1: Santa Clara | 443 | Region 11: Pájaro | 528 |
| Region 2: Butte | 939 | Region 14: Delano | 2 |
| Region 3: Merced | 340 | Region 16: Monterey | 4124 |
| Region 4: Fresno | 704 | Region 17: Ventura | 0 |
| Region 5: Kern | 404 | Region 18: Santa Barbara | 125 |
| Region 6: Imperial | 947 | Region 19: Lost Hills | 14 |
| Region 7: Riverside | 63 | Region 21: Bakersfield | 20 |
| Region 8: Tulare | 263 | Region 22: Santa Maria-Bonita | 0 |
| Region 9: San Diego | 703 | Region 23: San Joaquín | 427 |
| Region 10: Los Ángeles | 77 | Region 24: Lindsay | 57 |
| Total: 10,180 | | | |

3. U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education, *Non-Regulatory Guidance for the Title I, Part C Education of Migratory Children*, Washington, D.C., 2010.

Migrant Student Information Network



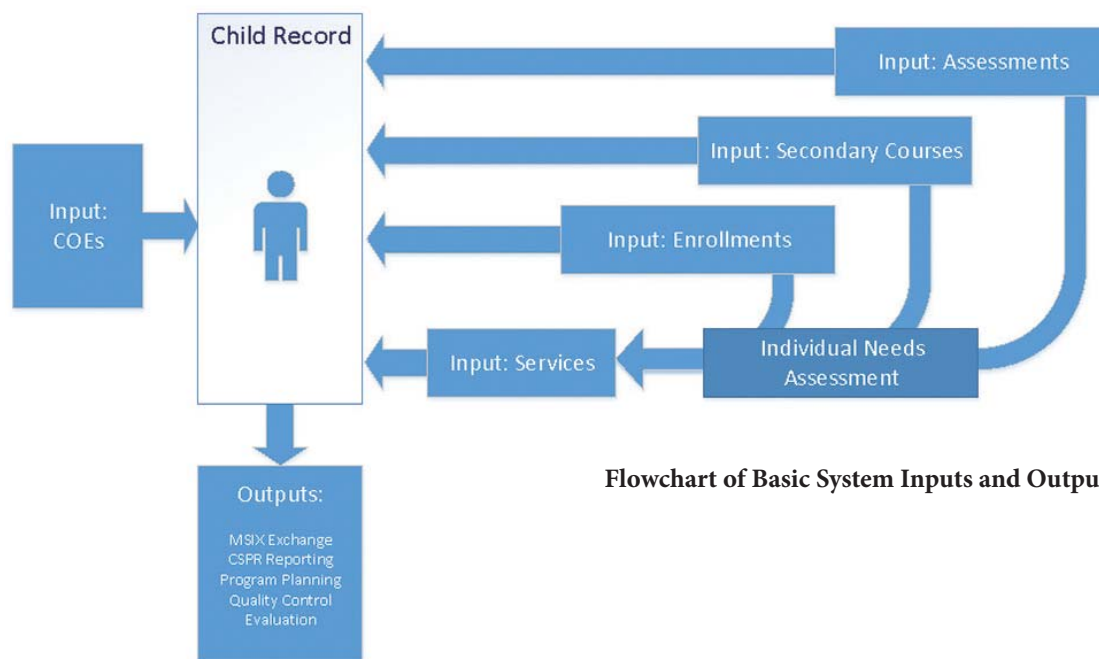
The Migrant Student Information Network (MSIN version 6.0) supports California’s 20 subgrantee offices as they coordinate migratory child services with over 500 school districts, and affiliated local organizations. MSIN 6.0 performs the following functions:

- provides a mechanism for locating migratory children throughout the state by means of a centralized, statewide database;
- reports the unduplicated number of eligible children to the U.S. Department of Education/ Office of Migrant Education;
- identifies students most at risk of academic failure so that funds can be directed to services for those children.

MSIN 6.0 is a Web-based student information system that was developed around a child-centered concept, like a traditional district-based student information system, but with features specific to the needs of migratory children and the requirements of the Migrant Education Program (MEP) throughout California. The goal of the system is for a child to have a single consolidated MEP record that is accessible at any time by any MEP staff member and authorized service provider. The migratory child’s record includes the following components: Certificates of Eligibility, demographic information, school enrollments, state assessment records, subgroup membership, secondary course enrollments and grades, and services received. The system is the authoritative source for all MEP information for local, state, and federal reports.

Migratory child data are entered into the system through the completion and verification of Certificates of Eligibility (COEs). The system includes recruitment tools to assist recruiters in making accurate eligibility determinations while interviewing potential migrant families. These tools consist of a dynamic interview script to screen families, readily accessible eligibility and procedural references, embedded data checks and business rules, and a COE review procedure that assists designated state education agency reviewers to perform thorough and consistent reviews prior to verifying each COE. Child records are applied to the searchable statewide database upon COE verification. At the same time, the system carries out a series of tests to determine applicable eligibility factors and to detect whether each child already has a matching record in the database. If so, there is a system-facilitated process for resolving duplicate child records and/or merging or splitting records.

Each child record created from a verified COE is then augmented with useful ancillary data, such as assessment and course information applied from California’s longitudinal database, CalPADS. Local MEP administrators and service coordinators utilize these consolidated migratory child records to create local needs assessments and individual learning plans to group all children according to their needs and subsequently create service participation cohorts. Once children are served, their participation information is entered into the system so that it can generate accurate reports.



Flowchart of Basic System Inputs and Outputs

State Migrant Identification and Recruitment

Identification and recruitment (I&R) is the terminology used for finding and enrolling eligible families and out-of-school youths in the Migrant Education Program (MEP). According to the United States Department of Education's 2012 MEP Identification and Recruitment Manual: "Finding and enrolling eligible migrant children quickly and efficiently is the foundation of a strong MEP." California's I&R team consists of approximately 350 full- and part-time recruiters who work in regional and district office settings for the 20 State MEP subgrantees. The State's subgrantees also employ I&R coordinators and supervisors, designated State Education Agency (SEA) reviewers, and data specialists. These staff members coordinate their efforts to perform their specific I&R roles in finding and enrolling eligible families and youths. Direct oversight and monitoring is provided by local MEP administrators at the district and regional levels. Additional monitoring and I&R guidance is provided by the California Department of Education Migrant Education Office (CDE).

The I&R process begins with knowledgeable staff members who understand the migratory lifestyle of families and youths. Recruiters at the district and regional levels develop specific I&R strategies tailored to the characteristics of the communities in which they recruit; these strategies generally consist of school- and community-based approaches. Rural areas typically present more community-based opportunities to interview families and youths, such as visiting farms, fields, orchards, dairies, ranches, and farmworker housing facilities. Recruiters in urban and mixed communities tend to rely primarily on using school-based strategies, such as interviewing the parents of students who are newly enrolled in the local school district.

Enrolling a family or youth in the MEP begins with a recruiter interviewing a parent, guardian, or youth to determine eligibility of a student for the program. In California, the interview itself is facilitated by the statewide student information system, MSIN 6.0. This system provides a standardized interview script that captures interviewee responses and interactively suggests the appropriate follow-up questions to assist the recruiter in correctly determining program eligibility. If a family or youth is likely to be eligible, the system pre-populates a Certificate of Eligibility (COE) and continues to provide field-by-field data checks and reference information for recruiters to help them complete the COE form. Once a COE is submitted for review by the designated SEA reviewer, the MSIN 6.0 system provides a standardized procedure to ensure thorough and consistent COE review and verification. This focus on providing recruiters and reviewers with tools for early error detection in the I&R process is extremely important because verified COEs are the source of child records submitted to the statewide migratory child database.

The State and its MEP subgrantees engage in regular I&R staff training activities to support staff in making correct eligibility determinations and ensure the determinations are documented accurately. Although subgrantees are the first tier of support for recruiters, the State also provides mandatory I&R trainings to every recruiter and reviewer annually. Training content includes ongoing professional development in fundamental I&R concepts, such as recruiter collaboration and networking, interviewing techniques and best practices, eligibility criteria and documentation, and data analysis of statewide and local recruitment patterns. Designated SEA reviewers participate in a second annual training designed to address the particular challenges of their role. All statewide I&R training concepts and content are used by subgrantees to create salient and targeted materials for monthly local I&R meetings.

Training is an important aspect of ensuring the quality of eligibility determinations in the State MEP. Another important activity is the conducting of re-interviews of families and youths to help the MEP assess the quality of I&R determinations after the fact. California conducts quarterly rolling re-interviews in collaboration with subgrantees. Every third year, statewide re-interviews are carried out by an independent third party. The results of both quality control activities drive local and statewide continuous improvement cycles. Subgrantees who are found to require additional support because they have elevated discrepancy rates participate in a collaborative corrective action process in order to identify causes of errors and make procedural or other adjustments to eliminate them. At the core of California's quality assurance activities is the premise that effective collaboration at every level is the key to making sustained improvements over the long term.

California Migrant Education Program Subgrantees



California Migrant Education Program Subgrantees

Left to right:

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Region 1

Santa Clara
County Office
of Education

Region 1 serves 34 school districts in San Francisco, San Mateo, Santa Clara, Alameda, San Benito, and Santa Cruz Counties. It provides children of migrant workers with supplementary health, academic, and support services. In addition, the Migrant Education Program (MEP) has a component for parental involvement.

The services provided by the MEP are based on the needs of migrant students and the available resources in the district. As these vary by district, each district designs a service agreement that will best supplement and complement the regular district plan to provide maximum growth opportunities for migrant students.

The Migrant Program supports and supplements educational services for districts in the following ways:

- Holds an annual Parent Regional Conference to provide parent training (approximately 450+ attendees).
- Holds annual At-a-Glance Meetings with school districts to review their program goals and responsibilities, budget, and staffing and establish the support needed.
- Offers Migrant Education School Readiness Program (MESRP) classes for children ages three through five through center-based and home-based programs.
- Supports K–12 educational programs with after school tutorial, transportation, and special programs.
- Provides direct student leadership and summer learning activities.
- Supports parent involvement in districts by providing technical support, and training (e.g., officers institute).
- Supports and coordinates health education and referrals for MEP students
- Offers mental health services/counseling through a regional psychologist.

- Supports districts in outreach to Out-of-School Youth (OSY): both those who are here to work and emerging (i.e., at-risk or dropout) students.
- Supports district Identification and Recruitment efforts through training, technical support, and direct services.
- Provides technical assistance to the district regarding state and federal guidelines.

New goals for 2016–2017 are to increase the number of migrant students served and establish a regional speech and debate tournament.

One of the highlights of the Migrant Education Program is the Early School Readiness Program (MESRP). This family literacy program is for parents and their preschool children, three to five years of age. Region 1 programs support early childhood development and teach parents positive parenting skills that nurture a child’s oral language and help prepare the child for success in kindergarten.



Parent and child workshop with Franklin McKinley and Oak Grove families in April 2016 during a parent–child science workshop.

Student Profile

| Migrant Population Subgroup | Count of Eligible Migrant Children |
|-----------------------------|------------------------------------|
| Total eligible children | 9,446 |
| Priority for services | 382 |
| Moved within one year | 1,912 |
| High academic needs | 2,281 |

Services Profile

| Migrant Services | Count of Eligible Migrant Children Served |
|------------------------|---|
| Total services | 11,450 |
| Instructional services | 4,067 |
| Support services | 7,025 |
| Referral services | 358 |



Region 2 provides educational, health, and support services to migrant students in 22 Northern California counties. Student academic services and parent involvement activities are designed to eliminate barriers for migrant students to complete high school and pursue higher education or career goals.

Among the academic services provided for three- to five-year-olds are the Parents as First Teachers Program and the Family Bilingual Program. For older students, the following services and activities are provided: tutoring and mentoring (for kindergarten to grade twelve [K–12]) by migrant college students; After School Programs (K–12); summer programs, including the Binational Program (K–12; credit recovery (for students in grades nine through twelve and Out-of-School Youth); Speech and Debate Program (grades six through twelve); Washington, DC, Program (for entering eight-graders); environmental camp (grades four through eight); Migrant Education Student Leadership Institute (grades nine through twelve); College Visitation Academies (grades six through twelve); health referrals; and preparation for the General Education Development test.

For parents, Region 2 has Migrant Parent Advisory Councils, parent trainings, and referral to community resources and health services.

The goal of Region 2 is to increase enrollment in the school readiness program as there is a large prekindergarten migrant population.

The Adelante Program is a six- or seven-week summer program for migrant students entering ninth through twelfth grades. They participate in a summer school program on a community college campus. Students become familiar with all aspects of college life.



In the Binational Program, teachers from Mexico provide academic support and are an important cultural component to the program. Parent involvement is integral to the Adelante Program as the binational teachers and staff organize parent visitation days, parent workshops, and the hugely popular *Noche de Padres*.

Student Profile

| Migrant Population Subgroup | Count of Eligible Migrant Children |
|-----------------------------|------------------------------------|
| Total eligible children | 10,607 |
| Priority for services | 780 |
| Moved within one year | 3,151 |
| High academic needs | 2,345 |

Services Profile

| Migrant Services | Count of Eligible Migrant Children Served |
|------------------------|---|
| Total services | 19,538 |
| Instructional services | 6,280 |
| Support services | 9,092 |
| Referral services | 4,166 |

Region 3

Merced County
Office of
Education

Region 3 comprises the counties of Madera, Merced, and Stanislaus and partners with 31 school districts to serve nearly 8,000 migrant students. District migrant student enrollments run from a low of 1 student to over 1,200.

The migrant families in the community live in rural areas as well as in the Migrant Housing Centers provided by the Housing Authority of California. Many of them share housing costs either with relatives or with friends. In this area, the peak employment period starts in March and ends in October. The major crops grown and harvested include but are not limited to peach, cherry, almond, sweet potato, alfalfa, grapes, lettuce, melon, and tomato.

During the regular school year, migrant students receive supplementary instructional services either after school or on Saturdays, with a focus on English language development at the elementary level. School-readiness services are provided through site- and home-based services through regional staff as well as district staff. Secondary staff members are deployed at high schools to provide course advisement, college-preparatory assistance, credit recovery, and educational visits to institutions of higher education. Health services are provided year-round.

In the summer, Region 3, in collaboration with districts, provides a combination of site-based summer schools, independent home studies, residential academic programs, student leadership and civic engagement, environmental science camps, and much more. Many services are provided by university or college personnel at the institution. Dental and vision screenings for all students are also provided during the summer period.

Region 3 services are intensive and directed at those students most in need. The ELD program Language Power has consistently demonstrated student academic growth of over 11 percent based on pre- and post-assessments. Region 3 effectively partners with institutions of higher education in the area to promote college access and preparation. Examples are the Migrant Institute for Student Leadership; Visual and

Performing Arts Academy; PREP Academy; the University of California, Merced; and the Engineering, Science, and Technology program, among others.

Language development at all grade levels continues to be a primary goal for the region. Because 80 percent of the students are English learners, programs are developed to strengthen language development and acquisition.

For the past two summers, Region 3 has participated in the Binational Teacher Exchange Program in collaboration with the California Department of Education. Through this collaboration, migrant students are introduced to instructional strategies utilized by highly trained and effective teachers from Mexico. Additionally, participating students strengthen their cultural understanding and appreciation as well as validation of home values and traditions.



Student Profile

| Migrant Population Subgroup | Count of Eligible Migrant Children |
|-----------------------------|------------------------------------|
| Total eligible children | 7,823 |
| Priority for services | 487 |
| Moved within one year | 2,076 |
| High academic needs | 1,833 |

Services Profile

| Migrant Services | Count of Eligible Migrant Children Served |
|------------------------|---|
| Total services | 7,868 |
| Instructional services | 3,417 |
| Support services | 1,728 |
| Referral services | 2,723 |

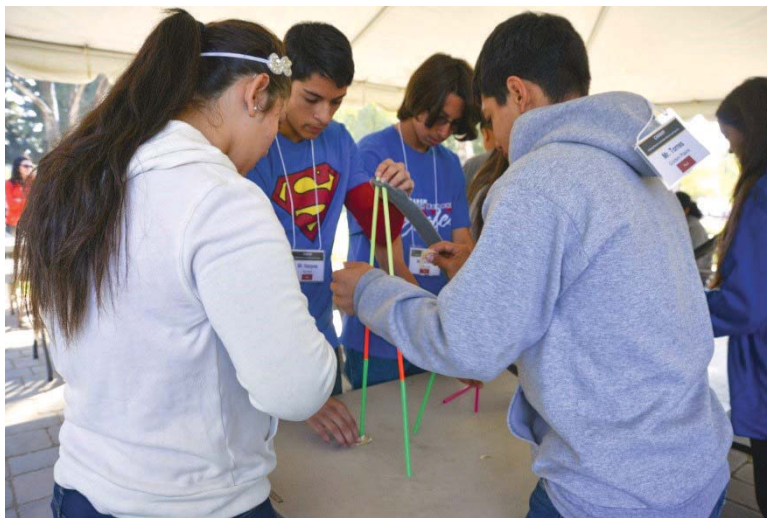


Region 4 includes 27 school districts served by the Fresno County Office of Education. The Migrant Education Program addresses the linguistic and academic needs of migrant students with instructional support, guidance, and direction in order to ensure academic success. Supplemental support is provided through after-school programs, home tutoring, and summer sessions. Out-of-school youths are served with a program that meets their unique needs.

Region 4 has implemented an intensive STEM program that is designed to foster ingenuity and spark creativity through coding for students' NXT Lego robots. This program develops and improves high-demand twenty-first-century skills, such as collaboration, time management, and problem solving.

The region's goal is to implement a new delivery system for a Family Biliteracy Program. The schedule and curriculum are modified to increase whole-family participation and develop students' fluency and academic vocabulary in two languages.

The Leadership Academy provides participants with information on college course requirements. In addition, they develop skills to achieve a sense of self-worth that will promote school involvement and result in a community-service project.



Students collaborate with all team members to develop strategies to complete a task efficiently. They use communication and leadership skills acquired from the Leadership Academy.

Student Profile

| Migrant Population Subgroup | Count of Eligible Migrant Children |
|-----------------------------|------------------------------------|
| Total eligible children | 6,729 |
| Priority for services | 393 |
| Moved within one year | 2,015 |
| High academic needs | 1,504 |

Services Profile

| Migrant Services | Count of Eligible Migrant Children Served |
|------------------------|---|
| Total services | 8,079 |
| Instructional services | 4,381 |
| Support services | 3,463 |
| Referral services | 235 |

Region 5

Kern County
Office of
Education

Region 5 serves a highly diverse geographic area: the Mojave High Desert, the Tehachapi Mountains, and the southernmost expanse of the San Joaquin Valley. The region provides direct services to 34 districts and subgrants to 9 districts. It also provides additional programs in school readiness, student leadership, college awareness, and parent engagement to approximately 7,000 students. Graduation and college entrance rates continue to increase each year. Exposing students to fields related to science, technology, engineering, and math (STEM) and increasing college rates are priorities for Region 5.

Region 5 invests heavily in STEM and college-awareness activities. During the regular school year, students have the opportunity to visit a total of 15 top universities in the state of California. During the spring break, they visit a STEM program at California State University, Fresno, and tour colleges. Students in Region 5 have the opportunity to visit up to 30 universities over a two-year span. During the summer, Region 5 partners with Chevron; the University of California, Santa Barbara; California State Polytechnic University; and the UC Cosmos program to provide college residential programs with an emphasis on STEM. The region collaborates with local businesses and nonprofits to provide scholarships to students. Over the past five years, migrant students have received approximately \$1 million in scholarships. A collaboration with Youth 2 Leaders and the Kern Community Foundations resulted in over \$250,000 in scholarships awarded annually to students of Region 5.

Region 5 has mobile teams composed of certificated staff and college students. The teams travel to schools to provide math and science interactive activities. Stemsopes, VEX, Lego Robotics, AIMS, and GEMS are integral parts of the curriculum. The curriculum implemented is in alignment with Common Core and Next Generations Science Standards.



Students demonstrate to parents the robots they built, coded, and programmed during the Migrant STEM Institute held at UC Santa Barbara in summer 2016.

Student Profile

| Migrant Population Subgroup | Count of Eligible Migrant Children |
|-----------------------------|------------------------------------|
| Total eligible children | 6,948 |
| Priority for services | 308 |
| Moved within one year | 1,889 |
| High academic needs | 1,556 |

Services Profile

| Migrant Services | Count of Eligible Migrant Children Served |
|------------------------|---|
| Total services | 8,079 |
| Instructional services | 3,953 |
| Support services | 6,237 |



Region 6 is located in El Centro, California, which is approximately 125 miles east of San Diego. Imperial County produces hay, alfalfa, and Bermuda, Sudan and Klein grasses. In addition, it is a top producer of spinach, potatoes, cauliflower, broccoli, and onions.

Region 6 serves 6,762 migrant students in partnership and collaboration with 13 school districts. The goal of Region 6 is to provide migrant students with quality supplementary academic services that will positively impact their lives and help them achieve their goals, including obtaining a high school diploma and a solid education that prepares them to pursue college and career opportunities.

During the regular school year, Region 6 offers the following services to migrant students: regional speech and debate tournament, CABEProject2Inspire parent training sessions, Out-of-School Youth work-study program, school-readiness program, regional parent conference, Path to University Leadership Conference, and after-school tutoring services in English language arts, mathematics, and science.

Summer school is offered as well as university-based summer institutes for migrant students from kindergarten through twelfth grade.

One of the highlights of Region 6 is a model Migrant Education School Readiness Program (MESRP). Certificated elementary school teachers provide the program for migrant children. On family biliteracy nights, teachers work with migrant children (ages three to five years old) and their families, via dialogic reading strategies, to engage children in reading and teach them critical-thinking skills. Additionally, teachers receive an all-day training annually. Region 6 establishes MESRP network meetings, where teachers receive updates on dialogic reading; science, technology, engineering, and math; and assessment; and also have the opportunity to share their best practices with each other.



Professional development for teachers participating in the Migrant Education School Readiness Program.

Student Profile

| Migrant Population Subgroup | Count of Eligible Migrant Children |
|-----------------------------|------------------------------------|
| Total eligible children | 7,423 |
| Priority for services | 143 |
| Moved within one year | 1,516 |
| High academic needs | 1,846 |

Services Profile

| Migrant Services | Count of Eligible Migrant Children Served |
|------------------------|---|
| Total services | 7,657 |
| Instructional services | 3,248 |
| Support services | 4,268 |
| Referral services | 141 |

Region 7

Riverside
County Office
of Education

Region 7 comprises two major counties, Riverside and San Bernardino. Together they encompass 27,350 square miles. Region 7 serves eight school districts, two which are served through a district service agreement and four which are provided direct services by the region. Region 7 offers after-school enrichment and tutorial programs, robotics programs, three-day marine biology institutes, family literacy, and parent-education programs. The region's accomplishments include the successful Annual Migrant Health and annual university residential programs. One of the region's goals is to increase visibility and identification of migrant students in San Bernardino County.

During the summer, middle school students participate in an Applied Mathematics and Science University Residential program at California State Polytechnic University, Pomona, where they learn about mathematics, engineering, physics, and coding. They also participate in leadership activities, team building, and workshops about the importance of college. Parents are invited to participate in a one-day college visit and attend college-readiness workshops. For the parents, the highlight of this trip is observing their children as they participate in a robotics competition. Students develop many skills through this program. Most importantly, they recognize themselves as potential college students. Some comments were made by students after the program: "Being on a college campus has helped me think about my future . . . Coming here to Cal Poly Pomona kind of cleared a path." "It helped me see how hard and frustrating college can be, but that it is possible." One father said, "That's why I come and push him . . . He has opportunities here that I never had when I was young."



Student showing his father what he has built and programmed at California State Polytechnic University, Pomona.

Student Profile

| Migrant Population Subgroup | Count of Eligible Migrant Children |
|-----------------------------|------------------------------------|
| Total eligible children | 3,857 |
| Priority for services | 349 |
| Moved within one year | 1,062 |
| High academic needs | 1,310 |

Services Profile

| Migrant Services | Count of Eligible Migrant Children Served |
|------------------------|---|
| Total services | 8,762 |
| Instructional services | 2,580 |
| Support services | 2,822 |
| Referral services | 3,360 |

Region 8 Tulare and King Counties



Region 8 serves approximately 6,000 migrant students in 50 districts throughout Tulare County (4,935 sq. mi) and Kings County (1,391 sq. mi). Through collaboration with parents, intensive interventions are designed to meet the specific needs of individual migrant students.

Prekindergarten through twelfth-grade students and Out-of-School Youth are served through Extended Day services (Before/After School and Saturday Academies). The following services are offered during the regular school year: School Readiness (Prekindergarten biliteracy is home- and site-based), English language arts (journalism/writing, English language development, reading, speech and debate), math, and high school graduation support (counseling, University-Ready College-Bound, Cyber High, College Pre/Leadership programs). The following summer school services are offered: STEM, Home-Based Math Instruction, Leadership Academies, prekindergarten academies, and transitional academies.

Some program accomplishments include the following: A student was honored at the National Association of State Directors of Migrant Education Conference with a migrant scholarship, another student placed third in a speech and debate tournament, and students in third grade through fifth grade were honored for producing the inaugural newspaper, “The Migrant Voice.” Each year Region 8 strives to address academic gaps and promote English acquisition for migrant students.



Migrant student in the Tulare City School District reads her article during the culminating activity of the first newspaper created by migrant students through a journalism project “The Migrant Voice.”

Student Profile

| Migrant Population Subgroup | Count of Eligible Migrant Children |
|-----------------------------|------------------------------------|
| Total eligible children | 6,844 |
| Priority for services | 216 |
| Moved within one year | 1,590 |
| High academic needs | 1,877 |

Services Profile

| Migrant Services | Count of Eligible Migrant Children Served |
|------------------------|---|
| Total services | 12,204 |
| Instructional services | 5,145 |
| Support services | 6,677 |
| Referral services | 382 |

Region 9

San Diego
County Office
of Education

Located in the southwest corner of California adjacent to the Mexico border and Pacific Ocean, Region 9 has an enrollment of approximately 6,300 students (ages three to twenty-two years) in 51 school districts.

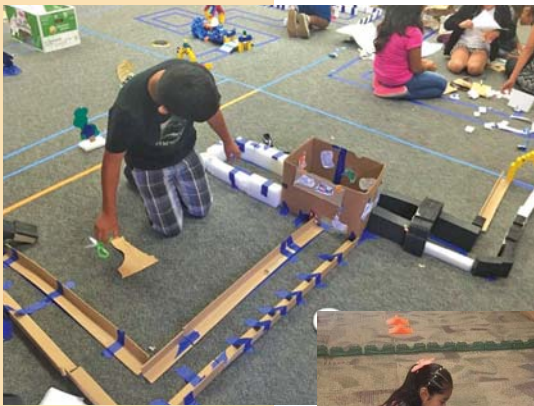
During the regular school year, instructional services include extended-day learning, credit recovery, school-readiness program, Out-of-School Youth, and parent involvement. Support services include health, nutrition, and social services.

During the summer, instructional services include summer school, instructional academies, leadership academies, credit recovery, school-readiness program, Out-of-School Youth, and parent involvement. Support services are the same as the regular school year.

Accomplishments are as follows:

- Migrant literacy program increased literacy for grades one to three.
- Cyber High helped students to recover over 330 high school credits for high school graduation.
- Dropout recovery services resulted in 12 students completing their high school equivalency; this number has been growing annually from a total of two students in 2014.
- Ninety migrant parents increased their advocacy skills by learning digital skills to access online district information and resources appropriate for their children.

The goal of the program is to increase services related to science, technology, engineering, and mathematics (STEM), with emphasis on coding and robotics.



Region 9 students engage in computer programming through the use of coding and robotics. Students design their own challenges and collectively negotiate multiple solutions. Students increase their written and oral language skills by showcasing their findings and describe their mathematical thinking and coding algorithms to classmates and parents.

Staff members capture the students' learning process with pictures and video documentation that is shared with various stakeholders (parents, teachers, students, administrators). Students are learning to create video essays of their work to create a portfolio of their projects.



Top photo: Erik must analyze his robot and its abilities in the coding program and create a challenging course for his team to navigate through coding. *Bottom photo:* Emily develops her language skills, writing a story for parents and peers. She narrates the robot she programmed as it acts out the story by driving through the city.

Student Profile

| Migrant Population Subgroup | Count of Eligible Migrant Children |
|-----------------------------|------------------------------------|
| Total eligible children | 6,338 |
| Priority for services | 107 |
| Moved within one year | 1,346 |
| High academic needs | 1,471 |

Services Profile

| Migrant Services | Count of Eligible Migrant Children Served |
|------------------------|---|
| Total services | 9,229 |
| Instructional services | 4,079 |
| Support services | 5,051 |
| Referral services | 99 |

Region 10

Los Angeles
County Office
of Education

Region 10 is located in Los Angeles County and has an enrollment of over 6,000 migrant students in 26 school districts. Most migrant families move within the region crossing school district boundaries in a geographic area of 4,084 square miles and 88 cities. Migratory patterns outside Los Angeles County are generally north into Kern County and Fresno County and out of state into Washington and Oregon.

Overall, the county supports 80 K–12 public school districts and 2 million preschool and school-age children across 2,283 schools and Head Start preschool centers. Its largest school district, Los Angeles Unified School District, has an enrollment of 639,337 students, whereas the smallest district, Gorman School District, serves 94 children. In 2015–16 the student ethnic composition was 65.1 percent Hispanic, 14.2 percent white, and 20 percent other ethnic groups. The number of English learners reported during the same year was 349,878.

During the regular school year, classes are held on Saturday. The Saturday School program has operated for over 20 years. This model focuses on serving the whole family. Student participation rates are higher when parents enroll with their children in program services. While students are engaged in English language arts and math instruction, parents take part in parent education and leadership development trainings.

During the summer, districts offer programs that reinforce English language arts and math skills via educational study trips to local museums, science centers, and other educational sites. Region 10 also coordinates several weeklong college residential programs for middle and high school students. These summer college academies help prepare migrant students for postsecondary education, expose families to the college environment, and increase awareness of college admission requirements and financial aid resources.

Through the collaborative efforts of the regional professional learning community, state assessment scores of migrant students have steadily increased over the last four years. The combination of professional development and a focus on reading comprehension, particularly proficiency with informational texts, has contributed to closing the state achievement gap.

One of the region’s annual commitments is to serve as many eligible migrant students as possible. District staff members reach out to families via home visits, telephone calls, school site parent meetings as well as community events. Members of the Regional Parent Advisory Council also help promote Migrant Education Programs and services in their respective communities. Social media, specifically Facebook, has become an effective way to communicate with migrant families and encourage participation in program services.

The annual Youth Summit brings together 300 middle and high school students accompanied by one of their parents/guardians to learn more about preparing for postsecondary education. A unique aspect of this conference is that student–parent teams attend workshops together, discuss the ideas presented, and develop a plan of action for college admission with the support and encouragement of the parents.



Youth and parents setting plans for college.

Student Profile

| Migrant Population Subgroup | Count of Eligible Migrant Children |
|-----------------------------|------------------------------------|
| Total eligible children | 6,363 |
| Priority for services | 89 |
| Moved within one year | 1,066 |
| High academic needs | 1,613 |

Services Profile

| Migrant Services | Count of Eligible Migrant Children Served |
|------------------------|---|
| Total services | 9,555 |
| Instructional services | 3,085 |
| Support services | 4,247 |
| Referral services | 2,223 |

Region 11

Pajaro Valley Unified School District

Region 11 is located in the southern portion of Santa Cruz County, in the city of Watsonville, home of a large Latino population. Region 11 is a single-district region in the Pajaro Valley Unified School District (PVUSD). The PVUSD serves about 20,000 students in kindergarten through grade twelve. The student population is over 80 percent Latino. In the last five years, the city has seen an increase of the Mixteco population. A total of 1,500 are current migrant students. Region 11 also serves over 300 prekindergarten migrant children and their families and over 500 Out-of-School Youth (OSY).

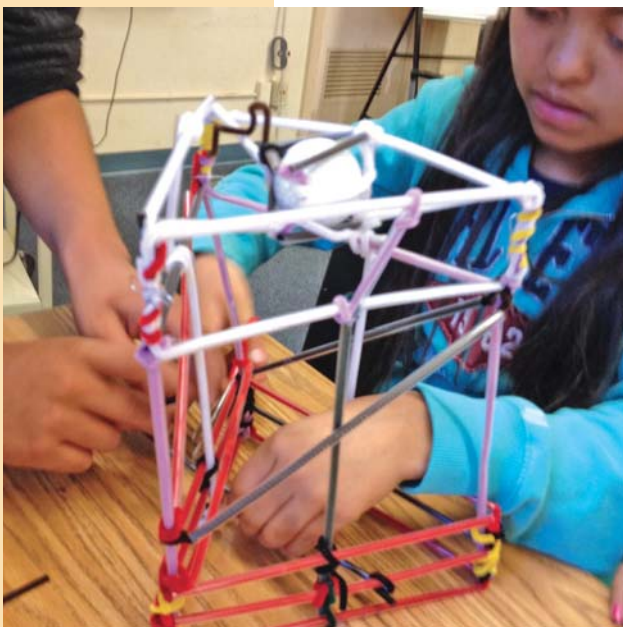
Region 11 offers several innovative supplemental programs throughout the school year and summer. There are six site-based programs throughout Watsonville and a home-based program. The last two years, Migrant Education has worked cooperatively with the PVUSD Adult Education program to provide English-as-a-Second Language classes for migrant families during site-based instruction.

The Migrant Education Program offers a STEM program after school at 12 elementary sites throughout the district.

The MAKE (Migrant Academy of Knowledge and Engineering) Academy is offered at three middle schools throughout the year on five-week Saturday blocks. About 100 migrant students benefit from this program. At the end of four weeks, students get to visit a university and a technology company in the Silicon Valley. This school year, the Migrant Education Program's goal is to have a remotely operated underwater vehicle

(ROV) after-school program at every middle school, where students will get to compete at the Monterey Bay Regional annual competition.

Region 11 provides Cyber High; a trip to Washington, D.C.; and outside work experience to its high school population. Guidance is also provided to all migrant high school students to ensure students are on a path for graduation and meet their A-G requirements. A total of 1,400 students participate in Cyber High, elementary school, and middle summer school services.



Middle school age migrant students participating in the M.A.K.E. (Migrant Academy of Knowledge and Engineering). They are working collaboratively on one of their weekly engineering challenges: to design and construct a model skyscraper.

Student Profile

| Migrant Population Subgroup | Count of Eligible Migrant Children |
|-----------------------------|------------------------------------|
| Total eligible children | 2,956 |
| Priority for services | 394 |
| Moved within one year | 1,004 |
| High academic needs | 543 |

Services Profile

| Migrant Services | Count of Eligible Migrant Children Served |
|------------------------|---|
| Total services | 3,174 |
| Instructional services | 1,292 |
| Support services | 1,670 |
| Referral services | 212 |

Region 14 provides supplementary educational and support services during the regular school year and summer sessions to identified migrant students who attend schools in the Delano Union Elementary School District (DUESD), Delano Joint Union High School District (DJUHSD), and students who live in the Delano community and qualify for the Out-of-School Youth (OSY) program. The DUESD consists of 12 schools serving approximately 900 migrant students. The DJUHSD, identified as the regional office, consists of three comprehensive high schools, one continuation high school, and an adult school serving approximately 300 migrant students overall.

Region 14 has the following accomplishments, which are provided by two school districts:

- Ready to Learn is a home-based program. In addition, the DUESD provides a Family Biliiteracy Program, extended day, college mentoring, speech and debate, and Close UP (a study of United States government).
- The DJUHSD has established a Reading and Writing Intervention Extended Day Class, Intensive Literacy Institute, algebra and math remediation program, credit-recovery program, college-readiness programs, Close UP, an OSY credit recovery/GED testing program, OSY leadership academies, outreach summer services, parent activity nights, and parent-engagement seminars.

Region 14 seeks to increase the enrollment of eligible migrant students ages three to five years old in its home-based school reading program. The Delano community has a large population of children in this age span. Project teachers and assistants work in the home with migrant parents and their children, providing parenting education and early childhood education services and developing parent and child interactive literacy skills.

Region 14 takes pride in the speech and debate program offered by the DUESD and the Saturday credit-recovery program offered by the DJUHSD.

The DUESD’s speech and debate program allows students to express their thoughts and ideas while building speaking, reading, and writing skills. Migrant students showcased their research and organizational skills as well as their abilities to resolve conflicts through language skills, earning second place in 2015–16 at the annual migrant speech and debate competition. The self-confidence and self-esteem gained by students who participate in speech and debate are apparent.

The DJUHSD’s Saturday Credit Recovery program is offered to high school students who are deficient in credits to graduate. The program is offered during 12 Saturdays, four hours each day, during the regular school year. Two sessions, each lasting three weeks, are also offered during summer school. Using the Cyber High PASS program, students have the opportunity to complete A–G courses to make up credits while earning eligibility to enroll in a four-year university.



Student Profile

| Migrant Population Subgroup | Count of Eligible Migrant Children |
|-----------------------------|------------------------------------|
| Total eligible children | 1,204 |
| Priority for services | 119 |
| Moved within one year | 379 |
| High academic needs | 303 |

Services Profile

| Migrant Services | Count of Eligible Migrant Children Served |
|------------------------|---|
| Total services | 1,831 |
| Instructional services | 602 |
| Support services | 1,229 |

Region 16

Monterey
County Office
of Education

Region 16 serves migrant students in 13 public school districts in Monterey County, California. Monterey County is located on the central coast of California and borders San Luis Obispo County to the south and San Benito County and Santa Cruz County to the northeast and northwest, respectively. Monterey County has a vast coastline and is distinguished for its luxury homes and golf courses. Salinas is the seat of the county, with a population of approximately 160,000 people. The Salinas Valley is a corridor of small towns and cities that primarily rely on the agriculture industry that harvests a variety of fruits and vegetables such as grapes, strawberries, lettuce, and broccoli, to name a few. A distance of approximately 80 miles exists between the southern and the northern area of the county. The migrant population in Region 16 resides in both a rural and an urban environment.

The vision of Region 16 is that all migrant students be successful, be proud of who they are, and be positive contributors to society. The mission of Region 16 is to ensure that all migrant students receive a high-quality education and improved way of life. The region accomplishes the vision and mission by coordinating direct student supplemental services and professional development to ensure that all professionals who work with migrant students have all of the tools necessary. By monitoring program funds and services, Region 16 ensures compliance with program policies. It is dedicated to identifying students' needs, aligning the appropriate services to meet those needs, and providing migrant parents with the necessary information and tools to engage in their child's education.



2016 Binational Teachers
with Dr. Ernesto Vela.

Region 16 provides a variety of well-rounded services during the regular school year and summer period. The supplemental services provided are designed to support students with academic, social, and health needs. Academic regular-year services include extended-day and Saturday academies with emphasis on English language development, English language arts, science, and math. Social services include family referrals to a vast network of community support services to meet basic needs, information on worker rights, and information on legal and advocacy issues. Health services include dental and vision screenings and support with emergency dental treatment. Parent education and capacity are equally important. *Padres Mentores* is a successful program for developing parents' leadership and provides information about successful strategies to support students at home.

Student Profile

| Migrant Population Subgroup | Count of Eligible Migrant Children |
|-----------------------------|------------------------------------|
| Total eligible children | 12,291 |
| Priority for services | 602 |
| Moved within one year | 3,694 |
| High academic needs | 1,588 |

Services Profile

| Migrant Services | Count of Eligible Migrant Children Served |
|------------------------|---|
| Total services | 9,597 |
| Instructional services | 3,654 |
| Support services | 5,288 |
| Referral services | 655 |

Region 17

Ventura County
Office of Education



Migrant students engage in critical thinking, research, discussion, and language arts activities during the science, technology, engineering, and math summer program, 2016.

The Migrant Education Program, Region 17, is provided by the Ventura County Office of Education. The County of Ventura is located on the Pacific Ocean coastline between Los Angeles County in the south, Santa Barbara County in the north, and Kern County in the east. Ventura County has 20 school districts of which 13 are served by the Migrant Education Program. Within the 13 school districts, there are 125 schools that include approximately 2,750 migrant students.

Ventura County is surrounded by mountains and the Pacific Ocean. It is nestled in a coastline and valley with a Mediterranean climate. A year-round mild temperature makes possible the variety of fruits and vegetables that are raised in this area. Ventura County is one of the top 10 producers in the world of strawberries, avocados, oranges, and lemons. It is also a major grower of lettuce, cabbage, celery, onions, cilantro, raspberries, and recently has become a major grower of flowers.

Region 17 provides two basic types of program services for children in prekindergarten to grade twelve during the regular school year: September to June, and summer programs in July and August. The services for the elementary grades (kindergarten to grade eight), include a strong program of science, technology, engineering, and mathematics (STEM) through language arts. Students are encouraged to read, write, and improve their oral language development through critical thinking, experiments, research, and discussions. One of the most important goals for the elementary students is the improvement of their language arts skills.

The challenge for high school migrant students (grades nine to twelve) is to graduate from high school in a timely manner and to apply to and enter institutions of higher learning. A unique group of students known as Out-of-School Youth (OSY) find it especially challenging. This group of young people is generally between the ages of sixteen and twenty-one and has not graduated from high school, but they are employed and therefore unable to attend the regular school day programs.

Region 17 provides an educational program for both the high school students and the OSY that is designed to meet their unique circumstances. This is accomplished by providing services after school, evenings, and Saturdays. The Regional Office employs the best bilingual and bicultural teachers and counselors available. Staff members are provided with the latest teaching strategies and learning materials. One of the most important goals of Region 17 is the improvement of the high school graduation rate, and the rate of seniors' admission to a higher-learning institution.



Student Profile

| Migrant Population Subgroup | Count of Eligible Migrant Children |
|-----------------------------|------------------------------------|
| Total eligible children | 2,964 |
| Priority for services | 53 |
| Moved within one year | 511 |
| High academic needs | 783 |

Services Profile

| Migrant Services | Count of Eligible Migrant Children Served |
|------------------------|---|
| Total services | 4,471 |
| Instructional services | 2,374 |
| Support services | 1,882 |
| Referral services | 215 |

Region 18

Santa Barbara
County Education
Office

Region 18 operates a Migrant Education Program (MEP) out of the Santa Barbara County Education Office. Services are provided in 11 school districts in Santa Barbara and San Luis Obispo Counties. The identification and recruitment area covers 29 districts. The MEP collaborates with school districts, parents, and communities. Working with those who teach, employ, inform, and offer services to agricultural workers is key to the success of the program.

The program offers migrant students educational and health support services free of charge. These services may be offered before school, after school, on weekends, or during school breaks and may include:

- Guidance and support services
- Cyber High program for credit recovery and accrual
- Home-based and school-based services for preschool-age children
- Saturday School for students from kindergarten through twelfth grade
- Referral services for health and social support needs

Program accomplishments include building successful partnerships with the director of the Engineering Possibilities in College (EPIC) at the College of Engineering in California Polytechnic State University, San Luis Obispo, to secure scholarships for migrant students to attend the EPIC camps. More than 40 community agencies provided free health services, information, volunteers, and/or sponsorship of the Day of the Farm Worker.

The region has two key goals this year: (1) to locate all those students who have yet to earn their diploma and might believe they still have to pass the California High School Exit Examination in order to get it, and (2) to engage parents in monthly educational workshops at strategic locations to establish a college-to-career pathway and create better educational, emotional, and social transitions from elementary through high school and beyond.

A highlight of summer 2016 was the emphasis on science, technology, engineering, and math (STEM). All sites provided strong mathematics lessons and hands-on experiences. Other opportunities included the following programs:

- Engineering Possibilities in College (residential program at California Polytechnic State University, San Luis Obispo)
- Algebra Academy (residential program at University of California, Santa Barbara)
- Math Academy (nonresidential program at California Polytechnic State University, San Luis Obispo)

Forty-seven high school students attended the Math Academy on August 1–5, 2016. It was offered by the College of Science and Mathematics. Participants came from five districts. In addition, students were provided with healthy snacks, daily meals, and transportation; heard a college and career-readiness student panel and guest speakers; and toured the campus and the Architecture Graveyard displaying senior architecture and engineering projects. Moreover, the School of Agriculture provided tours of the horse unit, greenhouses, the flower shop, and the dairy unit. The goal is to provide students with hands-on experiences to determine a path for their future profession and to plant seeds so more of them choose a STEM career.



Shandon student presents his work at the Math Academy.

Student Profile

| Migrant Population Subgroup | Count of Eligible Migrant Children |
|-----------------------------|------------------------------------|
| Total eligible children | 2,084 |
| Priority for services | 87 |
| Moved within one year | 329 |
| High academic needs | 471 |

Services Profile

| Migrant Services | Count of Eligible Migrant Children Served |
|------------------------|---|
| Total services | 2,882 |
| Instructional services | 1,061 |
| Support services | 1,604 |
| Referral services | 217 |



Region 19 is a direct-funded school district located in rural northwest Kern County. It is proud to provide many supplemental education and support services to its migrant students, such as a full-day school-readiness preschool program. Region 19 provides homework assistance, Saturday school, speech and debate, instructional aides, summer school, a summer university-based program, parent-involvement activities, and health services.

The Migrant Education Program has had a positive presence in the community in the last few years. Region 19 attracts many families because of positive feedback. One program that has been very successful because of that is the Migrant Education School Readiness Program. This program has gained great momentum this year.

The region’s goal is to improve the recruitment of families, provide educational programs that assist students to meet their grade-level standards, and improve services to the OSY (Out-of-School Youth) population.

Region 19 is proud of its college-residency program. Sixth- and seventh-grade students participate in leadership and educational opportunities in science, technology, engineering, and math instruction at California Polytechnic State University, Pomona.

The residential program reviewed mathematical basics and covered arithmetic, geometry, and algebra. The goal was to prepare students to take algebra in eighth grade. Students had the opportunity to see mathematical and engineering concepts applied to a roller coaster at a local theme park. They also had

the opportunity to be in a robotics class. In that class, they studied pseudo-code and built a pre-programmed fighting robot for a presentation to parents during family day.

During Family Day, parents had the opportunity to see what college life is all about. The program had presentations and tours set up for the families to familiarize themselves with the campus and to minimize the stress in sending their children to college due to financial reasons.



Students present their fighting robots during Family Day at the residential program at California State Polytechnic University, Pomona.

Student Profile

| Migrant Population Subgroup | Count of Eligible Migrant Children |
|-----------------------------|------------------------------------|
| Total eligible children | 667 |
| Priority for services | 14 |
| Moved within one year | 59 |
| High academic needs | 190 |

Services Profile

| Migrant Services | Count of Eligible Migrant Children Served |
|------------------------|---|
| Total services | 1,229 |
| Instructional services | 565 |
| Support services | 664 |

Region 21

Bakersfield City
Elementary School
District

Region 21 serves migrant students in the largest elementary school district in California, Bakersfield City Schools, located in the San Joaquin Valley. During the regular school year, students in prekindergarten through grade eight participate in after-school programs; Saturday academies; evening sessions focused around science, technology, engineering, and mathematics (STEM); performing arts; and language development; as well as mariachi and weekly family math, art, and science nights. In addition, overall wellness programs targeting the social, academic, and educational needs of students are available.

In the summer, Region 21 offers the 21st Century STEAM Academy, which focuses on skills necessary to promote early college and career readiness in a project-based learning environment. The academy runs for three weeks and has a Saturday family workshop component open to all migrant students and families. Students integrate scientific methods; computer languages; engineering; visual, performing, and language arts; and mathematical foundational skills into a variety of projects including fashion design, cardboard arcades, science fairs, engineering expositions, two- and three-dimensional art galleries, performances by both mariachi and folkloric dancers, and student presentations of learning. Curriculum is vertically aligned, and all students of various ages and abilities are fully integrated and get to collaborate across grade levels on projects. The 21st Century Fair is the culminating event of the academy. Each year, Region 21 strives to serve 100 percent of the students and increase the number of students recognized for their skills and talents in local, state, and national competitions.



Migrant students and staff at the culminating activity for a three-week summer program known as the 21st Century Academy, a project-based learning academy where students explore STEM aspects of various careers.

Students fine-tune creativity, critical thinking, communication, and cultural awareness through all the various opportunities during the instructional day. Daily activities vary greatly from a traditional school day and include access to AquaLearn (a swim- and water-safety program in collaboration with Bakersfield College, Bricks4Kidz (a Lego-based engineering design program), Kitchen Math Camp (divergent mathematical thinking in a culinary environment), Edible Steam (multistep experiments with edible materials), Hands-On Horticulture, and Teatro del Barrio workshops. Each summer, students are exposed to role models to reinforce pride in their heritage.

Student Profile

| Migrant Population Subgroup | Count of Eligible Migrant Children |
|-----------------------------|------------------------------------|
| Total eligible children | 2,901 |
| Priority for services | 145 |
| Moved within one year | 668 |
| High academic needs | 961 |

Services Profile

| Migrant Services | Count of Eligible Migrant Children Served |
|------------------------|---|
| Total services | 2,715 |
| Instructional services | 1,320 |
| Support services | 1,193 |
| Referral services | 202 |

Region 22

Santa Maria–Bonita School District



Eighth-grade migrant students attending the social studies/civics classes in Washington, DC, in June 2015 with Congresswoman Lois Capps, representative from California's 24th Congressional District (Santa Barbara and San Luis Obispo Counties).

Region 22 serves the Santa Maria Valley, the fastest-growing area in Santa Barbara County, with a total population of about 137,000 people. The City of Santa Maria welcomes and encourages the growth of agribusiness; agriculture continues to be the county’s major producing industry. Gross production in Santa Barbara County is over \$1.4 billion every year.

This direct-funded district hosts its own migrant region with a student population of 16,852 from preschool through eighth grade in 20 schools. Last year, 3,403 eligible migrant children from prekindergarten through eighth grade were identified in Region 22. Supplemental programs and services provided to migrant children and youths are as follows: summer school, Saturday School, distance learning, extended-day programs, after-school tutoring and study skills, educational field trips, speech and debate, college and career readiness, social studies and civics, school-readiness programs, emergency medical and dental assistance, conferences and trainings for migrant parents, College Residential STEM Programs, hygiene, health and dental care, educational materials for migrant teachers, Science Camp, parent-engagement programs, referral services, Family Literacy, parent-education programs, behavioral support services, and Mini-Corps tutors.

Sixty percent of migrant students participating in Saturday School, summer school, and extended-day programs saw their proficiency level on the California English Language Development Test rise each year. One of the main goals is to increase the number of migrant students meeting or exceeding the state standards in English language arts and math.



Student Profile

| Migrant Population Subgroup | Count of Eligible Migrant Children |
|-----------------------------|------------------------------------|
| Total eligible children | 3,403 |
| Priority for services | 276 |
| Moved within one year | 847 |
| High academic needs | 945 |

Services Profile

| Migrant Services | Count of Eligible Migrant Children Served |
|------------------------|---|
| Total services | 4,652 |
| Instructional services | 2,822 |
| Support services | 1,761 |
| Referral services | 69 |

Region 23

San Joaquin
County Office
of Education

Region 23 is located in California’s central San Joaquin Valley approximately 50 miles south of Sacramento. The regional office is part of the San Joaquin County Office of Education located in south Stockton and serves Contra Costa and San Joaquin counties. The region provides services to 14 school districts.

Region 23 provides after-school academies, speech and debate training, college and career activities, secondary academic advisement, home-based and literacy activities for prekindergarten students and their parents, parent-involvement opportunities, district-based summer school, summer academies for students in grades six through eleven that include site-based STEAM and math-focused programs, residential leadership programs, and outdoor education focused programs. Additionally, the region provides ESL and General Education Development (GED) classes for Out-of-School Youth during the fall, spring, and summer.

Region 23 is proud of its continued efforts to help migrant high school students graduate and to help students in the Out-of-School Youth program pass their GED test.

In order to increase program effectiveness, the region is working to establish goals and objectives to measure the impact of services provided to migrant students in the region.



One of the programs offered in the region during the summer session is a site-based academy focused on math that takes place at one of the local universities. The Pacific Académica Matemática (PAM) Academy came into existence after one of the intensive math programs that serviced both migrant and nonmigrant students at the University of the Pacific in Stockton, California, was discontinued due to insufficient funding. The PAM Academy, modeled after the discontinued program, was implemented to meet the need for migrant students in grades seven and eight to develop algebra-readiness skills. Another focus of the program is to expose migrant students to a higher-education setting and promote the establishment of a pipeline to higher education. The Academy brings in local teachers who employ a variety of strategies to help students develop math, critical

thinking, and problem solving skills in a safe learning environment that supports the cultural parameters of the students. Additionally, former migrant students and students with similar backgrounds work as tutors supporting the instructors and serve as role models in setting long-term goals. These role models also help the students learn about the college-going experience. During the past few years, science, technology, and engineering curriculum was added to the program, along with project-based learning to help expose the students to college and career opportunities for the future.

Region 23 migrant students in the 2016 PAM STEM Academy watch students in the math, engineering, and science achievement program conduct chemistry experiments and share knowledge of the variety of career options in the technical field. The presentation was conducted at the San Joaquin Delta College chemistry department in Stockton, California.

Student Profile

| Migrant Population Subgroup | Count of Eligible Migrant Children |
|-----------------------------|------------------------------------|
| Total eligible children | 2,517 |
| Priority for services | 302 |
| Moved within one year | 1,092 |
| High academic needs | 600 |

Services Profile

| Migrant Services | Count of Eligible Migrant Children Served |
|------------------------|---|
| Total services | 4,180 |
| Instructional services | 1,695 |
| Support services | 1,755 |
| Referral services | 730 |

Region 24

Lindsay Unified School District



Lindsay Unified School District (LUSD) oversees Region 24, serving as an intermediary between the California Department of Education and the Migrant Education Program (MEP). Despite being a part of Tulare County, the LUSD is distinct from Tulare County’s Region 8. The MEP originated as a result of collaboration between the LUSD and parent stakeholders who identified a need for increased and localized services for LUSD’s migrant youths. Today, regional advisory committees support the LUSD in the planning and governance of Region 24 in six elementary schools (kindergarten through eighth grade), one comprehensive high school, and one alternative high school.

Region 24 serves approximately 1,000 migrant learners each year—roughly one-fifth to one-quarter of all learners in Tulare County. The MEP offers a variety of supplemental education, support, and health services to meet the needs of migrant learners and their families. Region 24’s instructional services include early childhood education, after-school tutoring, summer programs, home-based programs, and Saturday learning academies. Safety-net services are designed to mitigate cultural and language barriers such as interrupted education, social isolation, health issues, and other barriers to successful education and employment. One of the region’s program goals is to increase learner participation in regional academic programs.



During the summer, migrant learners participated in the Binational Migrant Education Summer Program. The region collaborated with the California Department of Education and Mexico’s Education Departments to bring the program to the district. As part of the program, teachers from Mexico spent four weeks in Lindsay teaching migrant learners. Migrant learners were invited to participate in the Migrant Summer Academy that was held in June. Migrant learners received instruction in language arts and math in the Summer Academy. They were also able to participate in the binational program that was held concurrently with the Summer Academy. Three teachers—one from Oaxaca and two from Michoacan—taught the migrant learners about regional Mexican culture. During the final week of the Summer Academy, migrant learners, along with their binational teachers, showcased all their work.

Binational teacher dancing with migrant learners during the culminating activity in front of family and friends.

Student Profile

| Migrant Population Subgroup | Count of Eligible Migrant Children |
|-----------------------------|------------------------------------|
| Total eligible children | 1,315 |
| Priority for services | 39 |
| Moved within one year | 500 |
| High academic needs | 354 |

Services Profile

| Migrant Services | Count of Eligible Migrant Children Served |
|------------------------|---|
| Total services | 1,777 |
| Instructional services | 664 |
| Support services | 1,082 |
| Referral services | 31 |

California Migrant Education Directory

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| Region 2 Del Norte, Humboldt, Lake Marin, Mendocino, Sonoma, El Dorado, Napa, Placer, Sacramento, Solano, Sutter, Yolo, Yuba, Butte, Colusa, Glenn, Lassen, Modoc, Shasta, Siskiyou, and Tehama Counties | Kim Guzzetti, Director, Migrant Education Region 2 Butte County Office of Education 1870 Bird Street Oroville, CA 95965-4855 | Telephone: (530) 532-5750 (530) 532-5749 (Direct) Fax: (530) 532-3096 e-mail: kguzzetti@bcoe.org |
| Region 3 Merced, Madera, and Stanislaus Counties | Raul Diaz, Director Migrant Education Region 3 Merced County Office of Education 632 West 13th Street Merced, CA 95341 | Telephone: (209) 381-6703 Direct 6702 Fax: (209) 381-6771 e-mail: radiaz@mcoe.org |
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| Region 8 Tulare and Kings Counties | Tony Velásquez, Director Migrant Education Region 8 Tulare County Office of Education P.O. Box 5091 Visalia, CA 93278-5091 6200 S. Mooney Blvd Visalia, CA 93277 | Telephone: (559) 651-3035 Fax: (559) 651-1701 e-mail: tonyv@migrant.tcoe.org |
| Region 9 Orange and San Diego Counties | Monica Nava, Executive Director, Migrant Education Region 9 San Diego County Office of Education 135 Vallecitos De Oro, Suite A San Marcos, CA 92069 | Telephone: (760) 510-0250 Fax: (760) 752-1599 e-mail: mnava@sdcoe.net |
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California Migrant Education Directory



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|---|--|---|
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| Region 14 Delano Union Elementary and Delano High School District | Dolores Rodriguez, Director, Migrant Education Region 14 Delano Joint Union High School District 1331 Cecil Avenue Delano, CA 93215 | Telephone: (661) 720-4165 Fax: (661) 725-5852 e-mail: drodriguez@djuhsd.org |
| Region 16 Monterey County | Ernesto Vela, Ed.D., Director, Migrant Education Region 16 Monterey County Office of Education 901 Blanco Circle P.O. Box 80851 Salinas, CA 93912-0851 | Telephone: (831) 755-6402 Fax: (831) 422-8230 e-mail: evela@monterey.k12.ca.us |
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| Region 19 Lost Hills Union School District | Fidelina Saso, Director Migrant Education Region 19 Lost Hills Union Elementary School District 20951 Pavilion Way P. O. Box 158 Lost Hills, CA 93249 | Telephone: (661) 797-3035 Fax: (661) 797-2580 e-mail: fisaso@losthills.k12.ca.us |
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| Region 24 Lindsay Unified School District | Sandra Espinoza, Director Migrant Education Region 24 Lindsay Unified School District 519 East Honolulu Street Lindsay, CA 93247 | Telephone: (559) 562-1703 Fax: (559) 562-6295 or 4644 e-mail: sespinoza@lindsay.k12.ca.us |

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Note: At this time there are no corresponding subgrantees for regions 12, 13, 15, and 20.



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