HELPING THE MIGRANT STUDENTS OF MASSACHUSETTS

The Massachusetts Migrant Education Program supports migrant children and youth in their efforts to meet high academic standards through supplemental services that address barriers created by a migrant lifestyle such as frequent moves, educational interruption, cultural and language differences, and health-related problems. We do this by supporting the children, youth and their families in:

- Identifying and recruiting migrant students residing in the state
- Providing high quality supplemental and support services to students, ages 3-22
- Working with parents to build their advocacy and leadership skills through workshops and active Parent Advisory Councils
- Establishing and fostering relationships with schools, community agencies, organizations and businesses to coordinate services for migrant students.

Our services include, but are not limited to, academic summer programs for preschool through 12th grades, assistance in preschool enrollment and family literacy programming, afterschool tutoring for K-12, Family/Student Advocacy (Parent-Teacher conferences, IEP processes, McKinney/Vento), English, Life Skills and Pre-HISET classes for Out-of-School Youth, Career and Graduation Exploration for High School, and Out-of-School Youth referrals to Community Based Organizations and School Based Programming through distributing program information and assisting in enrollment.
State migrant education programs are required to:
- properly and timely identify and recruit all eligible migrant children in the state, including securing pertinent information to document the basis of a child’s eligibility.
- ensure that the special educational needs of migrant children are identified and addressed.
- provide migrant students with the opportunity to meet the same challenging state academic content standards that all children in the state are expected to meet.
- promote interstate and intrastate coordination of services for migrant children, including providing for educational continuity through the timely transfer of pertinent school records.

- encourage family literacy services for migrant students and their families.

To the extent feasible, all state migrant education programs are also required to provide for advocacy and outreach for migratory children and their families on such topics as education, health, nutrition, and social services.

They must also provide professional development programs for teachers and other program personnel; family literacy programs; the integration of information technology into MEP activities; and programs to facilitate the transition of secondary school students to post-secondary education or employment.

"Not only did [the student] learn a lot from our activity, but she gained confidence, focused on what she wants to accomplish in life, keeping in mind where she is from and where she is headed in life."

- MEP Service Provider
THE MIGRANT CHILD

According to sections 1115(c)(1)(A) (incorporated into the MEP by sections 1304(c)(2), 1115(b), and 1309(3) of the ESEA, and 34 C.F.R. § 200.103(a)), a child is a “migratory child” if the following conditions are met:

1. The child is not older than 21 years of age; and
2. a. The child is entitled to a free public education (through grade 12) under state law; or
   b. The child is not yet at a grade level at which the LEA provides a free public education; and
3. The child made a qualifying move in the preceding 36 months as a migratory agricultural worker or a migratory fisher, or did so with, or to join a parent/guardian or spouse who is a migratory agricultural worker or a migratory fisher; and
4. With regard to the qualifying move identified in paragraph 3, above, the child moved due to economic necessity from one residence to another residence, and—
   a. from one school district to another; or
   b. in a state that is comprised of a single school district, has moved from one administrative area to another within such district; or
   c. resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence.
Due to the highly mobile lifestyle of migratory agricultural workers and their children, eligible migrant children are often marginalized and difficult to find. But locating potentially eligible migratory children is the essence of the Migrant Education Program. For those migratory children who are the most difficult to find are often the children who are most in need of MEP services and programs.

--Identification and Recruitment Rapid Response Consortium

Recruiters work to identify students and complete COEs. They identify any major need/issue and give information to Service Coordinator. During the academic year, Regional Teams meet bi-weekly with a standing agenda item of new enrollments and next steps after intake has been completed. During the summer, recruiters communicate with Service Coordinator about needs and program staff get students enrolled in programming immediately.
The Curriculum and Materials Development Work Group produced two important new resources: English for Daily Life and Preparing for College.

English for Daily Life was designed to help students learn English in a variety of life situations. These include electronic resources for banking, emergencies, going to the doctor, and more.

Preparing for College was designed to help students begin to think about and prepare for post-secondary studies. This resource includes 14 lessons to help students on their post-secondary journey.

New modules were created and posted on the GOSOSY website:

- Addressing the Needs of OSY: One-on-One and Small Group Instruction
- Addressing the Needs of OSY: Working with Language Learners
- Addressing the Needs of OSY: Using Differentiation Strategies When Working with Various Learning Styles
Three issues of the GOSOSY quarterly newsletter were produced during Year 4. The newsletter contains articles and photographs submitted by consortium states. These articles have addressed GOSOSY programs, materials, state supports for OSY, highlights of collaborations across the states, renewed focus on mental health and personal wellness, research highlights, and more. Of particular interest have been the state spotlight and success stories featured in every issue.

All back issues of the GOSOSY newsletter can be found at www.osymigrant.org.

Two issues of the AgTrends newsletter were produced during Year 4. The newsletter is a joint effort between GOSOSY and the Identification and Recruitment Rapid Response Consortium (IRRC). The newsletter addresses agricultural trends and their impact on ID&R efforts and the OSY population. Year 4 articles included topics of H2-A workers, export news, contamination of crops, agriculture technology, and specific state ag industries.

All back issues of the AgTrends newsletter can be found at www.idr-consortium.net.

One year after the Dissemination Event and after participants had sufficient time to train others and provide services based on the Dissemination Event, GOSOSY conducted a follow-up survey asking to what extent staff used strategies or materials. 53 responses representing all GOSOSY states showed 94% using strategies or materials from the Dissemination Event. The mean rating on the five point scale was 4.3 and no respondents indicated that materials and strategies were “not at all useful” or “not so useful.”
### Purpose:
The Graduation and Outcomes for Success for Out-of-School Youth (GOSOSY) OSY Student Profile is used to gather essential data that can be used at both the student and state levels.

### Student Level:
The OSY Student Profile is the starting point for planning the services that best match the needs and availability of each youth identified.

### State Level:
The OSY Student Profile helps gather information about the OSY population in the state and assists in planning and implementing programs, allocating funds, and coordinating with other service providers.

Each state participating in GOSOSY is required to complete the OSY Student Profile on as many OSY as possible, both newly arrived and already enrolled (if a profile has not already been completed). Aggregate state data will then be reported to the GOSOSY Consortium.
2018-19 Student Profile Data from the OSY of Massachusetts

- **Gender**: Male 59%, Female 41%
  - 112 responses

- **Age**:
  - 13 yrs: 5, 14 yrs: 10, 15 yrs: 15, 16 yrs: 17, 17 yrs: 18, 18 yrs: 20, 19 yrs: 17, 20 yrs: 19, 21 yrs: 11

- **Last Grade Attended**:
  - None: 5, 2nd: 7, 3rd: 8, 4th: 9, 5th: 10, 6th: 11, 7th: 12, 8th: 13, 9th: 14, 10th: 15, 11th: 16, 12th: 17
  - 112 responses

- **Home Language**:
  - Spanish: 96%, Other: 4%
  - 112 responses

- **English Oral Language Proficiency**:
  - Yes: 24%, No: 76%
  - 112 responses

- **Access to Transportation**:
  - Yes: 8%, No: 92%
  - 112 responses

- **Health Needs**:
  - Medical: 9, Vision: 8, Dental: 7, Urgent: 6, Other: 5

- **Expressed Interest In**:
  - Learning English: 110, Job Training: 90, HSED: 70, Earning Diploma: 50, Unsure: 30, No Interests: 10, Other: 1
  - 120 responses
Several years ago, 12 students from Mount Holyoke College worked with 10 young migratory out-of-school youth living and working in Springfield. The OSY—originally from Guatemala, El Salvador and Mexico—produced digital stories in the form of short videos highlighting their experiences in the United States.

The students tell their own stories in their own voices and encourage others to pursue education in order to reach their goals. Jose Perez implores, “Stay in school, prepare yourself, and be excited for your future.” Omeli Mauricio explains how he felt like giving up, but decided to study English and work harder in his classes, resulting in academic honors. Elendida Morales tells her story, full of difficulties and rejections, but ends with her successes and reminds those watching that “it was worth it to come.”

The production process, which included multiple workshops and activities, was coordinated by the Latino Youth Media Institute of Springfield and the Massachusetts Migrant Education Program. The program was developed and funded through Mount Holyoke College and the Five College Consortium Latin American Studies program.
Please receive my heartfelt greeting,
I would like to express my gratitude to you for all the changes made in my life after being included in the Migrant Education Program. I will never forget that just when I thought my student life and professional education was over, you knocked on my door and included me and my fellow peers in this educational program. And even though I came back home very tired from the backbreaking farm work, you were always there insisting and showing me the options. I had to set new goals and ensure compliance of these. This is how I joined the High School Equivalency Preparation Program at the local community college. I must confess that it was not easy. And although you provided me with all the resources such as study guides, internet access, computer, books, and transportation there were many times where I thought about quitting. However, your constant visits, text messages, and phone calls allowed me to keep my motivation until the completion of my goals and graduation.

I would like for this message to reach other young workers that, like me, did not have the opportunity to continue with their formal studies. I want to let them know that it is possible and that all you need is to have perseverance and dedication. I can now fulfill my dream to keep studying and achieve professional growth – a goal that I had before, but thought it could not be possible. Now I know that I will accomplish everything I put my mind to. I am sure I will achieve my dream of becoming a medical doctor, to help save lives, and be someone of whom my family and society could feel proud. To sum up, I would like to let the Migrant Education Program staff and the teachers at my community college know that I will forever be thankful, you will always be in my mind and will have a special place in my heart.

I hope that you can continue with this wonderful work that you do to help, motivate, and transform the lives of young farm workers.

Sincerely,
Estefani
"Leadership Day impacted my view of college. I used to be too scared to think about college or anything after high school, but since I visited the college, I can see myself walking on campus to classes." - Isabel

"Your program is very helpful. The only thing I know here is how to go to the corner store and wait for the ride that takes me to work. With your help I am finding out that there is more than just hard work here and that I can become someone in this country." - Enyer

"They would help me understand... [my advocate] was a lady who helped me so much! She pushed me to get things done, I'm very thankful for all that she has done for me. If it wasn't for the migrant program, I wouldn’t have been able to move to Texas and get a great job." - Amanda

"Thank you for helping me. Now I have hope and I know that a better future waits for me." - Karina
Massachusetts is a member state of the 18-member Graduation and Outcomes for Success for Out-of-School Youth (GOSOSY) Consortium, funded by the Office of Migrant Education. The OSY consortium was created to build capacity in states with a growing secondary-aged migrant out-of-school youth population. In 2018-2019 there were 18 member states and 12 partner states.

The State Steering Team and Technical Support Team each meet a few times per year.

GOSOSY offers free resources and materials on its website that can be used by anyone working with migrant students in any state. In the last two years the consortium has put considerable emphasis on goal setting with students, the effects of trauma in the migrant student population, and professional development specifically for those providing instruction in the field. In Year 5 of this iteration, GOSOSY is concentrating on increased collaboration between the states and other organizations serving our target population.

Instructional Services Offered by GOSOSY:
- Adult Basic Education Study Program
- High School Equivalency Program
- Balanced Literacy
- Home Visits
- Basic Literacy
- Human Rights/Health Education Program
- Basic Literacy
- iPad/Instruction cognate book with CD
- Bilingual GED classes
- iPad/MPS ESL
- Career awareness/Training
- Language Arts
- College Preparation
- Leadership Development
- Computer literacy
- Instructional support
- Lessons that specifically target needs, such as domestic violence
- Consumer and citizenship instruction
- Life Skills Lessons
- Counseling for re-enrollment in school
- Living in America Curriculum
- Creating high school graduation plans
- Math Instruction
- Credit repair and recovery
- Mini lessons on hygiene and health
- English immersion
- Mini lessons on legal rights
- Enrolment in Alternative Ed
- Organic Farming Classes
- Coaching for Special Education
- Out of State TAKS Testing
- ESL
- Portable Assisted Study Program (PASS)
- Evening secondary school
- Photography/documentary projects
- Exploration of job opportunities
- Reading Instruction
- Face-to-face Instructional Materials
- READY (Resources in Education and Development for Youth)
- Family Literacy
- Resume Writing
- Field Trips
- Science Instruction
- Financial literacy
- Social Studies Instruction
- GED classes/tutoring and Pre-GED
- Summer School
- Goal Setting
- Tutoring
- Bread Crumbs
- Vocational/Career Education
- Health and nutrition education
- Youth Advisory Council Development

More information is found at www.osymigrant.org.