REGION 2 REGIONAL PROGRAM OVERVIEW
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REGULAR YEAR & YEAR ROUND SERVICES

SPEECH AND DEBATE (Regular Year)
Speech and Debate offers migrant students an opportunity to compete academically in a safe and supportive environment, which fosters teamwork, self-confidence and teaches students to resolve conflicts using thoughtful and strategic language. Students develop skills in public speaking and debate through learning experiences that challenge students to increase their vocabulary, write persuasive essays, use technology to research topics, and effectively speak in a public forum. In the process of learning to deliver speeches and participate in debates, students collaborate with their peers, participate as a team to achieve success, sharpen their critical thinking, research, and public speaking skills, and learn to think on their feet. The Speech & Debate Competition is a continuation of ongoing ELA instruction during the year and prepares students to participate actively and successfully in the Migrant Education State Speech and Debate Competition. Students participating in this program will increase their communication and research skills.

JOURNALISM ACADEMY (Regular Year)
This service will utilize the Loyola University "Journalism for English Learners" curriculum for students in grades 3rd – 6th. This program consists of a total of 40 – 50 hours of engaging, active participation in the writing process through experiential learning of putting together a local newspaper to distribute to the local community. The Academy will run either on Saturdays or after school, or a combination of the two schedules. Students are divided into grade level clusters; 3rd – 4th and 5th – 6th. At least six modules will run a Journalism Academy in the fall of 2019, and one newspaper will be published that includes written works from students in all modules.

MATH CHAMPIONS (Regular Year)
This program is an afterschool math service for 3rd – 5th grade students. Students participate in math activities, skills based games, team problem solving, and process learning. Teachers will help students set goals, evaluate, and acknowledge their growth throughout the service. Students will become more confident as their accuracy and problem-solving skills. At the Family Math Literacy Nights, parents learn ways they can help their children develop math skills at home. Mini-Corps and College Tutors are invited to help support IPSs and FSPs at Math Literacy Nights. When possible, Math Champions will collaborate with existing afterschool programs such as ASES.

FALL RIVER EXTENDED DAY TUTORIAL (OROVILLE) (Regular Year)
A certificated teacher instructs and supports students in the completion of their homework. Classroom teachers and the extended day tutorial teacher meet regularly to discuss areas of concern for students. The extended day tutorial teacher helps students complete their homework by reteaching if necessary and offering support throughout the class time.

COLLEGE AND CAREER READINESS (Regular Year)
The College and Career Readiness program occurs throughout the Region and will provide 6th – 12th grade students orientation workshops through vocational institutions or government agencies that focus on raising student awareness of job development skills in specific areas including, but not limited to: auto mechanics, beauty colleges, one-stop, etc. As part of the workshops, students will use career exploration tools including the California Career Center, the California CareerZone, and the Career Surfer mobile application. Students will also go on college visitations to UCs, CSUs, and Community Colleges and attend migrant oriented college awareness events. These events will provide students opportunities to learn more about college and the steps they can take to prepare for college. This service provides a variety of options for students based on their interests.

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K-12 SUPPORT SERVICES (Year Round)

In this service, certificated and classified staff will:

- Participate in the completion or coordination of ILPs for migrant students in collaboration with districts
- Ensure parents are notified which services have been identified as most appropriate for students and reinforce the importance of students participating in the identified services
- Provide necessary student school materials if no other resource is available
- Facilitate student access to district and regional services by:
    - Reinforcing to parents the importance of the identified services
    - Tracking students participation in identified services and working with districts to ensure students are attending district services
    - Recruiting identified students for regional programs including helping parents complete the appropriate paperwork and attend orientations
- When necessary, transporting students to appropriate regional service

CASE MANAGEMENT (Year Round)

Through Case Management, Intervention Specialists (ISs) will work with the highest need students. The target group of students for this service will be incoming 9th grade students who are identified as Priority for Service. Through the Student Needs Assessment and the Individualize Learning Plan, ISs will provide additional mentoring and support to students, and additional outreach to parents to ensure the students are making progress in school. The ISs will track students' progress as students participate in migrant and non-migrant intervention services in their schools, and review transcripts and progress reports with students and parents quarterly. Students who are credit deficient and are at risk of not graduating will be referred to credit accrual and recovery services. Students will be encouraged to attend college visitations in order to break down cultural and language barriers and expose students to post-secondary education.

WORK STUDY (Year Round)

Migrant students selected to participate in the Work Study Program will work in schools, local businesses, Migrant Education central offices, local libraries, and community businesses to gain valuable work experience and learn in friendly environments how to become productive employees. The Intervention Specialist(s) will select the student, provide orientations and on-going training, track the students' grades and school attendance, visit the work site, monitor work attendance, and oversee the program evaluation.

INTERNSHIP PROGRAM (Regular Year)

Migrant high school students will participate in a six-week summer internship assignment in order to gain job experience and training in a work environment suitable to their interests and professional goals. Students will develop new skills through the work experience, learn to network, and gain insight in different careers. Students will be paid minimum wage, up to six hrs. /day, four days/week and will be paid to attend training sessions. Each sponsoring organization will assign a person to serve as the student's mentor. The Migrant Education Intervention Specialist will train the migrant student, monitor their performance, and meet regularly with student's site mentors. The MEP Instructional Program Specialist and Intervention Specialist will help vet job placement sites.

READY ROSIE (Regular Year)

Family Support Paraprofessionals will work directly with parents of preschool children who are unable to attend a local preschool center. Using the program Ready Rosie, parents learn how to infuse daily activities with language and concepts that will build their child's background knowledge, vocabulary, and how to build strong school and family partnerships. In this program, preschoolers prepare for kindergarten.

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PREK-K REFERRAL SERVICE (Regular Year)
Family Support Paraprofessionals (FSPs) will collaborate with school districts to determine preschool and kindergarten registration windows and to identify students in need of home based or family biliteracy services. FSPs will assist parents at school sites or home visits to fill out Pre School and Kindergarten registration forms. FSPs will confirm students are attending (preschool or kindergarten) with districts and/or parents.

HOME BASED PRESCHOOL (Regular Year)
Family Support Paraprofessionals visit preschool-age children in their homes on a weekly basis for 15 – 18 weeks throughout the school year providing 1:1 instruction in basic preschool skills. Students will learn preschool level mathematics including rote counting, one to one correspondence and shape recognition, science, health, music, physical development, and strategies to support their social and emotional development. Students complete weekly homework projects with their parents and receive reading books to keep every two weeks. Parents are encouraged to read with their children and receive instruction on strategies to support their child's social and emotional development.

FAMILY BILITERACY
The Family Biliteracy Program is a ten-session course, which brings parents and their preschool-age children together to participate in literacy and academic learning activities in preparation for kindergarten. With the goal that families will continue to work on the skills learned in class, they will receive copies of the bilingual books used in class along with an alphabet book, a homework toolkit, and a picture dictionary in the parents' primary language. Students who participate in this program will increase preparedness for preschool and kindergarten.

BIEBER PRE-K SERVICE (OROVILLE) (Regular Year)
This service is a supplemental half-day program for migrant students enrolled in the morning preschool session, allowing migrant students to attend a full day session. The service concentrates on oral language development, letter and sound recognition, basic mathematics, health, and social/emotional skills.

COLLEGE TUTOR PROGRAM (Year Round)
The Region 2 College Tutor Program assigns bilingual/bicultural college tutors to provide one-on-one or small group tutorial services to migrant children in the schools with the highest migrant student count during the school day and after school. College tutors work under the supervision of the classroom teacher and the College Coordinator to provide direct services in the areas, identified by the classroom teacher and Amplify DIBELs assessments, where migrant students need intensive intervention beyond the services provided by the school district staff. College Tutors may support students in Area and Regional programs to provide additional tutoring support.

MIGRANT EDUCATION ADVISOR PROGRAM (MEAP) (Year Round)
The Region 2 MEAP Program provides bilingual/bicultural college students who are preparing to become school counselors the opportunity to apply what they are learning in their college classes at local schools and develop the skills to become school counselors. The Migrant Education Advisors (MEAP Advisors) provide middle and high school migrant students the above and beyond individualized support, many of the region's migrant students need in order to stay in school. MEAP Advisors provide academic advising and intervention support, career guidance to develop career and educational goals, social and emotional support, and parent outreach to develop and strengthen the support system between the home and the school environment. MEAP may participate in supporting students in Area and Regional programs to provide additional supports to students. Middle and high school students participating in this program will increase credit accrual (if needed), GPA, and motivation to complete school and pursue higher education.

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OUT OF SCHOOL YOUTH (OSY) TARGETED SUPPORT (Year Round)

Classified and recruitment staff in each Area will coordinate to determine where OSY reside and the best time to serve them. Special attention is made to identify and serve any migrant student dropouts from the districts. Staff will use the INA and MLAP when working individually with OSY to determine the services and supports needed for each OSY with a focus on assisting OSY to access local health and educational resources within the communities they live. Staff will follow up with the OSY to ensure access to services and to track the OSY's progress. Staff may provide OSYs materials to participate in GED/HEP courses, English dictionaries to help students learn English, and health and hygiene supplies.

OUT OF SCHOOL YOUTH (OSY) SUCCESS ACADEMIES (Year Round)

Intervention Specialists (IS) in the region will provide thirteen (13) OSY Saturday Workshops in the following counties:

- River Delta : 1 workshop in the fall (2019) and 1 workshop in the spring (2020)
- Tulelake: 1 workshop in the fall (2019)
- Yuba/Sutter: 1 workshop in the summer (June 2020)
- Sonoma, Napa and Mendocino-Lake: 1 workshop in the fall (2019), 1 workshop in the spring (2020) and 1 workshop the summer (July 2019 or June 2020)

Saturday workshops are designed to provide services for 6 hours. The OSY focused IS leaders will design and implement the workshops in order to provide health screenings, health service referrals, health and hygiene supplies, dictionaries, and referrals to educational service programs that will allow OSYs to earn their GED or pass the HEP. ESL Teachers will provide instruction during the academy; providing OSY with English instruction, dictionaries, and will share online resources and phone applications (like Duolingo).

PARENT ADVISORY COUNCIL (PAC)

Region 2 has three active parent advisory committees, one in each Area (Santa Rosa, Woodland, and Oroville). These three PACs make up the Regional Parent Advisory Council (RPAC). At these meetings, parents receive training, review needs assessment data, review student achievement data, review and approve the budgets, review and approve the regional plans, provide input on the region's goals and objectives, set priorities, provide advice on instructional programs and support services for migrant students, and provide suggestions for parent education programs and parent involvement activities. All meetings are public and open to all migrant parents to attend. Each district that receives a sub allocation of migrant funds from Region 2 and allocates funds for regular year services must also operate a district PAC that meets six times per year. Through this process, parents become more aware of the district (migrant and non-migrant funded) resources available to their students and families.

PARENT LEADERSHIP INSTITUTES (Regular Year)

Parent Leadership Institutes educate migrant parents to gain a greater understanding of the education their children receive, the challenges their children face, and the abundant opportunities for higher education and post high school careers. Each area in Region 2 will provide five Saturday Parent Leadership Institutes in the Region.

STATE PARENT CONFERENCE (Regular Year)

Migrant parents from all areas have the opportunity to attend the Migrant Education State Parent Conference in Santa Clara on March 6 – 8, 2020. All eligible migrant parents may apply; however, priority is given to all eligible migrant parents who have never participated in the conference. All parents who wish to attend the State Migrant Parent Conference must attend a Parent Orientation to be held prior to Wednesday, December 11, 2019. This year the theme of the conference is "With Physical and Mental Health Wellness, Migratory Students Will Achieve Bright Futures".

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OTHER EDUCATION, HEALTH, NUTRITION, AND SOCIAL SERVICES (Year Round)

Migrant staff determine how to best use low cost community resources to address emergency medical or dental needs of migrant families and limited emergency funds are provide by the Region when all other options are exhausted. Migrant students may need emergency medical, dental care and hygiene products and supplies. Migrant staff will provide migrant students opportunities for free dental screening and will provide dental supplies and instruction on healthy dental care to migrant students in need of this service. Migrant students that have a health need documented on the Family Needs Assessment will be referred to the appropriate agency by the FSP, and the FSP will follow up with the family to confirm the service was received. Dental education presentations will be provided in a home-based setting based on needs documented on Family Needs Assessment. In order to support mental health education, the Region will seek out services through local agencies to provide training to parents and staff in the areas of promoting mental well-being and self-esteem, identifying the signs of depression, and coping with stress. Migrant students with limited means and no other options to pay for health services will have the opportunity to request funding for reasonable and allowable Medical, Dental, Vision, Mental Health expenses as well as food or clothing. Migrant funding will be a short-term support while families find community and/or state resources to support their needs.

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SUMMER SERVICES

US HISTORY ACADEMY
Students completing grade 7 participate in four mandatory educational sessions taught by credentialed teachers, three prior to the culminating Washington DC trip and one upon their return. Students visit their local city government office prior to their one-week study visit to the Nation's capital. This service includes ELA/ELD, writing, social studies, and the use of technology. Students create a presentation to present at a Parent Advisory Committee (PAC) meeting, school board meeting, faculty meeting, or classroom presentation. Students increase their knowledge of US history and how the government works, and will be better prepared for the 8th grade US History course. ***The trip to Washington DC is a contracted service.***

MIGRANT STUDENT LEADERSHIP INSTITUTES
Region 2 will contract for at least one two-week residential program at a California University campus to serve up to 110 migrant high school students. Students live on campus, eat in the residential dining room, and experience college living. Students participate in courses that focus on STEM (Science, Technology, Engineering, and Math) education and in some Institutes English Language Arts. Through the program, migrant students develop leadership skills, cultural pride, and confidence to apply to college. Programs integrate performing arts, drawing, arts and crafts, and cultural studies. In some institutes, students earn college credits. ***This is a contracted service.***

SHADY CREEK OUTDOOR EDUCATION CAMP
The Outdoor Education Program is a collaboration with the California Mini-Corps Program, Region 2 Migrant Education and Sutter County Office of Education. The program provides migrant students in grades 4th – 6th a weeklong residential outdoor learning experience. The program curriculum centers on environmental science curricular themes: the water cycle, habitats, the ecosystem, and conservation. ***This is a contracted service.***

MIDDLE SCHOOL ENVIRONMENTAL CAMP
Students in grades 6th – 8th travel to the Monterey Bay Aquarium to learn about ocean animals and ecosystems the day prior to participating in Camp KEEP Ocean Environmental Camp. In collaboration with Camp KEEP and California Mini Corps, Region 2 students will experience 5 days of environmental education concentrated on ecological concepts while they explore and study a variety of ecosystems through first-hand experiences. Five regional staff will accompany students to provide instructional support and social-emotional support to students throughout the service. ***This is a contracted service.***

CAMP NUNEZ (SANTA ROSA)
Butte County Office of Education/Migrant Education Region 2 and California Human Development (CHD) collaborate to provide an outdoor educational program called Camp Nuñez for 60 migrant students in Sonoma, Mendocino, Lake and Napa Counties at Camp Cazadero. Migrant students in grades 4th – 8th enroll in a six-day summer outdoor education program taught by highly qualified teachers, camp director, camp counselors and support staff. Teachers and camp counselors use project-based Common Core State Standard aligned curriculum designed to help students understand earth science, the environment, and the role of humans as participants in ecosystems, as well as develop their skills, attitudes, knowledge, and commitment concerning the natural world.

PLAN VACACIONAL – NUESTRA ALIANZA (SANTA ROSA – WILLITS)
Plan Vacacional is a culturally enriched program that focuses on ELD development and developing self-pride through support from an integrated curriculum. The program is supported with Binational teachers from Mexico and is administered through a contract between the Nuestra Alianza Program of Willits and BCOE/MEP Region 2. Migrant parents play an integral part of the program, making the Noche de Padres costumes and supporting the event. Students develop self-pride, self-worth and learn to be proud of their culture, language, and heritage. ***This is a contracted service.***

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BUTTE COLLEGE – COLLEGE CONNECTION (OROVILLE)
Migrant students in grades 7th – 10th participate in a summer college experience at Butte College taught by Butte College professors. Students attend a full day college program with non-migrant students and take courses in Career and Life Planning, Makers Space, Multicultural History, Learning Science, and Kinesiology. Students participate in team building activities during the first week, with guest speakers focusing on education engagement, emotional wellbeing, and other topics during the two weeks.

ADELANTE PROGRAM (SANTA ROSA JUNIOR COLLEGE AND MENDOCINO JUNIOR COLLEGE)
In this six-week academic program, bilingual, bi-cultural teachers, provide classes to students in grades 7th – 12th who need to make up high school credits and develop academic confidence. The Adelante Program provides core instruction in English, ELD, Math, Science, Social Studies, Computer Science, College Readiness, and Dance. There is a strong cultural component to the program supported by a Binational teacher from Mexico and a Yo Puedo self-esteem and self-pride building class.

ADELANTE PROGRAM (WOODLAND COMMUNITY COLLEGE)
During the Adelante Program, Woodland Area students who are entering the 9th and 10th grade will spend six weeks, Monday through Thursday, at Woodland Community College (WCC). Students are enrolled in one of two college courses, taught by WWC instructors, and earn college units that can also be transferred for high school credits. A credit accrual class will be provided to students who reside in districts that do not offer credit-recovery during the summer. Students will also be able to participate in the MESA/Makerspace program and receive instruction from a Binational teacher from Mexico.

MATH/STEM SUMMER ACADEMIES
This academy provides a space for children to explore STEM related concepts and develop a passion to pursue a career in STEM field. To familiarize themselves with the concept and vocabulary, student will tinker using batteries, bulbs, buzzers, switches, and other electrical components. They will apply their knowledge of circuitry by designing and creating a paper circuit and a scribble bot. Binational teachers from Mexico will assist the local teachers in delivering instruction during the academies. They will also support student learning by contributing and enhancing knowledge of history, culture, values, and national identity.

MAKER'S STEM ACADEMY (SONOMA COUNTY)
Sonoma County students in grades K – 6th will learn about STEM through the Sonoma County Office of Education Maker's Program. Key skills learned will include computing devices, sorting, drawing, estimating, questioning skill development, and analyzing. Migrant students will develop confidence, creativity, and interest in science, engineering, math, and learning as a whole.

HIGH SCHOOL EQUIVALENCY PROGRAM, CSU SACRAMENTO
The High School Equivalency Test Summit (HiSET) is a residential program held at the CSU Sacramento campus with a goal to prepare migrant out-of-school youth to obtain the High School Equivalency Diploma. HiSET Summit participants will stay overnight for twenty-six (26) nights at CSUS's Sierra Hall and will receive all meals at campus eateries. HEP staff will deliver the HSEP academic program to each HiSET Summit participant, which will focus on Language Arts Reading, Language Arts Writing, Mathematics, Social Studies and Science. In addition to instructional services, participants will receive career development and placement assistance (e.g., introduction to community college, vocational careers, the military, and opportunities for improved employment). The HiSET Summit will include several off-site field trips for academic enrichment. Fifty migrant OSY from regions across the state of CA will attend the Jan/Feb 2020 HiSET.

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BINATIONAL TEACHER PROGRAM

Binational Teachers provide first language support to students attending district and/or regional summer programs to increase student comprehension of the lessons being delivered. In addition, Binational Teachers provide rich cultural learning experiences to migrant students through history, music, dance, and art. The academic focus is to enrich the migrant students' first language, cultural identity, self-esteem, and academic achievement. Regional and district staff ensure Binational Teachers are assigned a host family, receive their pay and reimbursements, arrive at their designated school sites, and receive the support they need to successfully teach in their summer placements.

MI ESCUELITA MAYA (OROVILLE)

This is a four-week program to address Pre-K to 8th grade through ELA and ELD strategies using explicit direct instruction. Mi Escuelita Maya is a culturally based school. Students' daily work, play, and the music and dance they learn is all culturally based. The center prides itself for its dynamic atmosphere where students are actively engaged in their own learning as they collaborate with others as they practice vocabulary, write, or practice and present their plays. The center counts with a full staff supported by local groups including students from Upward Bound, Latinas in Action, and CA Mini-Corps.

SCHOOL READINESS SUMMER ACADEMIES

Summer academies will focus on developing both first and second language skills to prepare students for school. Students will learn concepts of print, alphabetic/word recognition, number sense, colors, shapes, name identification, and beginning name writing. They will participate in activities to help them develop social emotional skills and problem solving.