

# McAllen I.S.D.

Migrant Education Program

## Migrant Department Playbook

2020-21



# **Migrant Education Program**

## **Our Philosophy**

The McAllen Migrant Education Program will strive to provide appropriate services to support the educational experience of this highly mobile population. Support services will address their identified needs resulting from educational disruption, poverty and language barriers that migrant children face by utilizing the federally mandated seven areas of focus.

## **Our Purpose**

The purpose of McAllen ISD's Migrant Education Program/MEP is to provide migratory students opportunities to achieve excellence and equity in the classroom. MEP strives to design programs that build upon student strengths, eliminate barriers, provide continuity of education, and produce levels of performance for migrant students that meet or exceed those of the general student population.

## **Our Mission**

Because issues of mobility, language and poverty affect the migratory student's opportunities to receive excellence and equity in the classroom, McAllen ISD's Migrant Program strives to provide supplemental educational services that help children reduce the effects of educational disruptions, and other problems associated with repeated moves.

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## Scope of Services

The Title I, Part C Federally-funded Migrant Program is for children of migratory workers that supports:

- high-quality and comprehensive educational programs
- ensuring that migrant children are not penalized as they move among the States
- providing education services that address the needs in a coordinated and efficient manner
- providing full and appropriate opportunities to meet the State academic content and standards
- providing programs that will assist in overcoming factors that might inhibit the ability to succeed
- ensuring that students benefit from State and local systemic reforms.

Migrant parents who have participating eligible migrant children are actively involved in the planning and designing of program activities through their own Migrant Parent Advisory Council/MPAC. The MPAC elects their parent officers and participate in all migrant parent activities. The ultimate goal is “***Student Success***” by providing academic and support services that will alleviate the obstacles their children face due to their migratory life style. Additionally, the Office of Migrant Education in the Department of Education in Washington, D. C. has identified **Seven Areas of Concern** relative to the migrant student population. Those are:

1. ***Educational Continuity***: Due to their mobility, migrant students often face differences in curriculum, academic standards, homework policies and classroom routines, as well as inconsistent course placements.

2. ***Instructional Time***: Family mobility and delays in enrollment procedures may impact attendance patterns and the amount of time migrant students spend engaged in learning.

3. ***School Engagement***: Migrant students often face difficulties associated with adjusting to new school settings, making new friends and gaining social acceptance and other issues associated with behavioral, emotional and cognitive engagement.

4. ***English Language Development***: Many migrant students have a home language other than English and may face appropriately funded through State bilingual/ESL or, when appropriate, Title III or other Federal programs.

5. ***Educational Support in the Home:*** While many migrant parents highly value education for their children, they may not have the educational resources or knowledge to provide the support expected by school staff.

6. ***Health:*** Migrant children face higher proportions of dental, nutritional, acute and chronic health problems than non-migrant children and are more likely to be uninsured and have difficulty accessing health care to address health problems which are interfering with a student's ability to succeed in school.

7. ***Access to Services:*** As a result of language barriers or the mobile family's newcomer status, migrant children and families often face difficulties accessing educational and educationally-related services to which they are entitled. McAllen ISD's MEP coordinates appropriately with the respective other state and federally-funded programs in the district that do provide such services so that these children can be academically successful.

# SEVEN AREAS OF FOCUS

**The State of Texas mandates the following Seven Areas of Focus:**



Identificaiton and Recruitment



New Generations System



Coordination of Services



Parental Involvement



Early Childhood Education



Secondary Credit Exchange  
and Accrual



Graduation Enhancement

## **1. Identification and Recruitment**

┆ The Migrant Education Program actively seeks to identify and recruit all eligible migratory children and youth residing in the state. Identification is essential in order to offer migrant students opportunities to learn and succeed in school. Students are eligible to participate in the district Migrant Education Program if they have moved within 36 months with their parents, a guardian, a spouse or on their own across school boundaries. The staff actively seeks to identify and recruit all eligible migratory students residing within the school district.

## **2. New Generation System**

┆ The NGS System is a web-based interstate information network system that communicates demographic, educational, and health data of an identified migrant students to educators throughout the nation. This system facilitates students registering in schools in other parts of Texas and the nation as the families search for work in the agriculture and fishing activities. The NGS System is used to encode all educational and health data from an identified migrant child and for transferring student information not only within the state, but also to the 46 receiving states that also serve Texas migrant children.

### **3. Migrant Services Coordination**

┆ This area of focus is required at all grade levels and seeks to ensure that migrant students and their families have their needs for educational and support services met, and are able to access all services for which they are eligible from entry in the Migrant Education Program's early childhood program for three-year-olds through transition into post-secondary education or employment.

### **4. Parental Involvement**

┆ Parent Advisory Councils (PACs) empower parents to be advocates and to take advantage of all available resources for the education of their children. A local advisory committee is established for each regular school year on each campus for planning, implementation, and evaluation of the local Migrant Education Program, with meaningful consultation and involvement of the parents of the children to be served.

### **5. Early Childhood Education**

┆ The emphasis placed on Early Childhood Education for three- and four-year-olds enhances performance opportunities for young migrant students. The Migrant Education Program provides models for home-based education directly involving parents and school-based early childhood programs which coordinate with other available services such as Head Start.

### **6. Secondary Credit Accrual**

┆ As secondary education students move from school to school, documentation of courses taken and recommended becomes significant in their educational development. Completed courses by migrant students in grade 6-12 are regularly submitted to the NGS. Efforts are made to track partial credits earned by students for work completed during the enrollment period in each school.

### **7. Graduation Enhancement**

┆ Migrant staff work to identify effective strategies to assist students in meeting high school graduation requirements. Strategies include monitoring students' academic progress, tutorial services, TAKS performance improvement, correspondence courses through the University of Texas at Austin, credit by exam programs, the development of college entrance exam programs, admissions counseling, referrals to the College Assistance Migrant Programs throughout the nation which ensure that all migrant students are processed for post-secondary opportunities.

## **Statutory Assurances**

According to the Texas Education Agency, The McAllen ISD Migrant Education program must adhere to the Program Specific Assurances outlined in the “Every Student Succeeds Act” or ESSA. Hereto with, those assurances are listed as follows:

### **Title I, Part C**

#### **A. General Assurances**

The LEA assures the following:

1. All district Title I, Part C, programs and projects are implemented in compliance with all applicable statutory and regulatory provisions pertaining to the Migrant Education Program.
2. Such projects carried out by the LEA shall be carried out in a manner consistent with the basic objectives of P.L. 114-95, Title I, Part C, and as described in the Instructions to the Consolidated Application for Federal Funding.
3. The district will make reports to the Texas Education Agency, in such forms and containing such information, as may be reasonably necessary, to enable the Texas Education Agency to perform its duties under Title I, Part C, including information relating to fiscal accountability of funds received under Title I, Part C, the educational achievement of students participating in programs conducted under Title I, Part C (such as Project SMART data collection forms, etc.), and will keep such records and afford such access thereto as the Texas Education Agency may find necessary to assure correctness and verification of such reports.
4. The district will conduct an annual evaluation of programs assisted with Title I, Part C, funds and will use the findings of this and other evaluations in modifying and improving the program. Data for this evaluation is collected through the New Generation System (NGS), the Public Education Information Management System (PEIMS), compliance reports submitted annually by the district to the Texas Education Agency, and other resources.
5. The effectiveness of its Migrant Education Program (MEP) will be determined, where feasible, using the same approaches and standards used to assess the performance of students and schools under Title I, Part A.



## B. General Fiscal Assurances

The LEA assures the following:

1. Funds are used by a local school district or other operating agency only in accordance with the project application. In general, funds available under the MEP may be used only to (1) identify eligible migratory children and their needs; and (2) provide educational and support services (including, but not limited to, preschool services, professional development, advocacy and outreach, parental involvement activities, and the acquisition of equipment) that address the identified needs of the eligible children.
2. It will conduct program operations of the MEP in compliance with EDGAR as applicable, 2 CFR Part 200, and other applicable regulations.
3. It will comply with Title I, Part C, of P.L. 114-95 and Title IX as it pertains to uses of funds, assurances, and eligible children.
4. It will use such fiscal control and fund accounting procedures as will assure proper disbursement of, and accounting for, federal funds paid to the LEA under the Title I, Part C program.
5. The district shall use funds received under the Title I, Part C, program so as to supplement, and to the extent practical, increase the level of funds that would in the absence of federal funds be made available from nonfederal sources for the education of students participating in programs and projects assisted under Title I, and in no case, may such funds be used to supplant such funds from nonfederal sources.
6. LEAs consolidating administrative funds follow the requirement to use an equitable method for allocating costs to specific fund sources. The method to determine equitable allocation must be documented and is subject to audit. Federal expenditures should be allocated to the ESSA programs in proportion to the funds provided by each program. In cases where migrant funds are used for consolidated administration, if there are unspent funds, the applicant assures that migrant funds will be returned to the state in the same proportion to the share of funding provided to the project.

## C. Assurances Relating to Comparability of Services

The LEA assures the following:

1. An LEA may receive funds under Title I, Part A, and Title I, Part C, (MEP) only if state and local funds will be used in participating schools to provide services that, taken as a whole, are at least comparable to services that the LEA is providing in schools not receiving Title I, Part A, or Title I, Part C, (MEP) funds.

a. An LEA is considered to have met the statutory comparability requirements if it has implemented (1) an LEA-wide salary schedule; (2) a policy to ensure equivalence among schools in teachers, administrators, and other staff; and (3) a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

b. An LEA may also use measures to determine comparability such as comparing the average number of students per instructional staff or the average staff salary per student in each school receiving Title I, Part A, or MEP funds with those schools that do not receive Title I, Part A, or MEP funds.

c. If all schools are served by Title I, Part A, or MEP, an LEA must use state and local funds to provide services that, taken as a whole, are substantially comparable in each school.

d. An LEA may exclude schools with fewer than 100 students from its comparability determination.

e. The comparability determination does not apply to an LEA that has only one school for each grade span.

#### D. Assurance Relating to School-wide Programs

The LEA assures the following:

1. In order to combine MEP funds into a school-wide campus program, prior written approval must be obtained from the Texas Education Agency and be documented as part of the ESSA Consolidated Application process. *Section 1306(b)(4) of the statute and sections 200.29(c)(1) and 200.86 of the regulations require schools to first use the MEP funds, in consultation with migrant parents, to meet the special educational needs of migrant children before they may combine MEP funds in a school-wide program.* The State has identified these needs in its comprehensive statewide needs assessment. **The district must have documentation that these identified unique educational and educationally-related needs of migratory children have been met before requesting to consolidate Title I, Part C funds into a school-wide program.**

## E. Program-Specific Assurances

The LEA assures the following:

1. In providing services with Title I, Part C, funds, LEAs shall give priority to serving Priority for Service (PFS) migratory children with MEP funds before using migrant funds to address the needs of other migratory children. PFS students are defined as migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging state academic standards, or have dropped out of school. [P.L. 114-95, Section 1304(d)] The Title I, Part C Migrant Coordinator will include a Priority for Service Action Plan as a separate section labeled or identified (e.g., “Migrant PFS Action Plan”)

2. The LEA must include a PFS Action Plan that includes the following:

a. When, in the calendar school year, the Title I, Part C, Coordinator will provide campus principals, appropriate campus staff, and parents the Priority for Service student’s criteria and updated NGS PFS reports.

b. When, in the school year calendar, the district’s Title I, Part C, Coordinator, MEP staff, and migrant school staff will make home and/or community visits to update parents on the academic progress of their children.

c. How the district’s Title I, Part C, Coordinator will use NGS Priority for Service reports to give priority placements to these students in MEP activities.

d. How the district’s Title I, Part C, Coordinator will ensure PFS students receive priority access to instructional services, as well as social workers and community social services/agencies.

e. What federal, state, and local programs serve Priority For Service students.

3. The Migrant Education Program will provide to the extent feasible, such programs and projects as the following: [P.L. 114-95, Section 1304(c)(7)]

a. Advocacy and outreach activities for migratory children and their families, including coordination to allow them to gain access to other education, health, nutrition, and social services (Migrant Services Coordination). Within the first grading period of the school year that the child who is eligible for the MEP services in the district, (1) determine individual needs for instructional and support services, (2) Identify

resources and make referrals to address said needs, such as tutoring, WIC, HEP, dropout prevention program, (3) Coordinate with entities to ensure that the child has access to the appropriate services, and (4) Follow up to monitor and document progress.

b. Professional development programs, including mentoring for teachers and other MEP personnel.

c. Information regarding family literacy programs.

d. The integration of information technology into educational and related programs.

e. Programs to facilitate the transition of secondary migrant students to postsecondary education or employment.

f. Coordination with available programs offering options for credit accrual and recovery to ensure that migrant secondary students are accessing opportunities available to earn needed credits and make up coursework which is lacking due to late arrival and/or early withdrawal.

g. Coordination with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed any subject area of the state student assessment are accessing local, intrastate, and interstate opportunities available for summer statewide student assessment remediation.

h. Supportive services for out of school youth.

4. To meet the unique educational needs of its migratory children and to accomplish MEP program goals and objectives, LEAs will use the Seven Areas of Concern as identified by the Office of Migrant Education. The Seven Areas of Concern are:

a. Educational Continuity

b. Instructional Time

c. School Engagement (behavioral, emotional, cognitive)

d. English Language Development

e. Educational Support in the Home

f. Health

g. Access to Services

5. The Texas MEP has identified the unique educational and educationally-related needs of migratory children through its Statewide Comprehensive Needs Assessment. [P.L. 114-95, Section 1306(A)(1)] This is a comprehensive review of the identified needs. For this comprehensive list of needs and plan for service delivery including Measurable Program Outcomes (MPOs) that describe what every ESC and LEA will be accounted for, please visit: <https://tea.texas.gov/TitleI/PartC/Migrant/>. The desired outcomes specific to migrant children and youth in Texas are, as outlined in the Texas Service Delivery Plan, as follows:

**MPO 1a)** By the end of the 2018-19 program year, 50% of migrant students in grades K-12 receiving supplemental reading instruction through MEP efforts will score at age/grade level or improve their score on curriculum-based reading assessments.

**MPO 1b)** By the end of the 2018-19 program year, 80% of MEP staff responding to a survey will report that MEP professional development increased their knowledge about reading.

**MPO 1c)** By the end of the 2018-19 program year, there will be a 5% increase in the number of migrant students receiving supplemental reading instruction through MEP efforts over the previous year.

**MPO 1d)** By the end of the 2018-19 program year, 80% of migrant parents responding to a survey will report that they received information/resources about reading.

**MPO 1e)** By the end of the 2018-19 program year, 75% of migrant parents responding to a survey that received information and/or resources about reading will report that they are better prepared to support their child with reading.

**MPO 2a)** By the end of the 2018-19 program year, 50% of migrant students in grades K-12 receiving supplemental math instruction through MEP efforts will score at age/grade level or improve their score on curriculum-based math assessments.

**MPO 2b)** By the end of the 2018-19 program year, 80% of MEP staff responding to a survey will report that MEP professional development increased their knowledge about math.

**MPO 2c)** By the end of the 2018-19 program year, there will be a 5% increase in the number of migrant students receiving supplemental math instruction through MEP efforts over the previous year

**MPO 2d)** By the end of the 2018-19 program year, 80% of migrant parents responding to a survey will report that they received information/resources about math.

**MPO 2e)** By the end of the 2018-19 program year, 75% of migrant parents responding to a survey that received information and/or resources about

math will report that they are better prepared to support their child with math.

**MPO 2f)** By the end of the 2019 summer program, 50% of migrant students participating in Project SMART will improve their score by 10% on Project SMART assessments.

**MPO 3a)** By the end of the 2018-19 program year, eligible migrant children ages 3-5 (*who are not in kindergarten*) will participate in a school readiness program (baseline to be determined in 2018-19).

**MPO 3b)** By the end of the 2018-19 program year, 70% of migrant children participating in at least 20 weeks of A Bright Beginning (ABB) will improve their scores by 5% on ABB assessments.

**MPO 3c)** By the end of the 2018-19 program year, 75% of migrant parents of children ages 3-5 (*who are not in kindergarten*) responding to a survey that received information/resources about school readiness will report that they are better prepared to support their child.

**MPO 4a)** By the end of the 2018-19 program year, there will be a 5% increase in the number of migrant students in grades 9-12 receiving supplemental instructional and/or support services through MEP efforts over the previous year.

**MPO 4b)** By the end of the 2018-19 program year, 90% of migrant students in grades 9-12 responding to a survey will report that MEP services were useful to help them graduate.

**MPO 4c)** By the end of the 2018-19 program year, 90% of migrant students in grades 9-12 that received MEP services will be on-time to graduate.

**MPO 4d)** By the end of the 2018-19 program year, 30% of eligible OSY will receive Information and/or needs-based services. (2016-17 baseline was 22%)

**MPO 4e)** By the end of the 2018-19 program year, 75% of migrant parents responding to a survey that received information and/or resources about graduation.

**MPO 4f)** By the end of the 2018-19 program year, 80% of MEP staff responding to a survey will report that MEP professional development increased their knowledge about secondary services for migrant students.

6. The Texas MEP has identified the strategies to address the needs identified through the Statewide Service Delivery Plan [P.L. 114-95, Section 1306(a) (1) (A-G)]:

The strategies include the following as required activities:

- a. Coordinate/provide supplemental reading instruction to migrant students based on disaggregated results of formal/informal assessments (e.g., coordinate with community resources, existing school resources, supplemental resources).
- b. Provide training and support to migrant students on the use of academic tools and resources to increase success in reading.
- c. Coordinate/provide professional development for MEP staff who provide needs-based supplemental reading instruction to migrant students.
- d. Coordinate with other school/community programs to provide support services that address the identified reading needs of migrant children and youth (e.g., health services, food/nutrition, transportation, translations/interpretations).
- e. Coordinate/provide training/resources to migrant parents on reading strategies for their children.
- f. Coordinate/provide supplemental math instruction to migrant students based on disaggregated results of formal/informal assessments (e.g., coordinate with community resources, existing school resources, supplemental resources).
- g. Provide training and support to migrant students on the use of academic tools and resources to increase success in mathematics.
- h. Coordinate/provide professional development for MEP staff who provide needs-based supplemental math instruction to migrant students.
- i. Coordinate with other school/community programs to provide support services that address the identified mathematics needs of migrant children and youth (e.g., health services, food/nutrition, transportation, translations/interpretations).
- j. Coordinate/provide training/resources to migrant parents on math strategies for their children.
- k. Utilize Project SMART when providing summer supplemental services in mathematics to migrant students

l. Coordinate/provide summer supplemental services in mathematics to migrant students who are performing below grade level through remedial mathematics programs.

m. Provide migrant children ages 3-5 (not in kindergarten) access to school readiness programs through coordination and collaboration with other programs (e.g., Head Start, Teaching Mentoring Community [TMC]).

n. *Regular School Year/Optional Summer* – Implement the TEA-approved early literacy program (A Bright Beginning) for migrant children ages 3-5 (not in kindergarten) that are not served by other programs.

o. Provide migrant parents with developmentally appropriate school readiness resources and strategies.

p. Coordinate/provide support services (e.g. health services, transportation, translations/ interpretations, meals/nutrition) for migrant children ages 3-5 (not in kindergarten) and their families (e.g., coordinate with early childhood agencies, community-based organizations).

q. Coordinate/provide supplemental instructional services to ensure migrant students are proficient on state assessments.

r. Coordinate/provide support services to migrant students in grades 9-12 (e.g., counseling, translation, health services, transportation, mental health services).

s. Coordinate/provide migrant student graduation support and advocacy (e.g., monitoring and tracking attendance and academic progress, reviewing course selections, providing leadership and mentoring programs, facilitating family/school connections, providing home visits).

t. Coordinate with receiving state MEP staff on migrant students' graduation needs/requirements.

u. Provide/coordinate needs-based services for OSY with support and advocacy (e.g., graduation, high school equivalency, job readiness skills).

v. Provide information and resources to parents about graduation requirements and college/career opportunities.



w. Provide professional development for MEP staff on services for migrant students in grades 9-12 and OSY (e.g., credit accrual, credit recovery, inter/intra state coordination, TMIP)

x. Ensure non-MEP staff are aware of the MEP services and programs that address graduation and postsecondary opportunities (e.g., credit accrual, credit recovery, inter/intra state coordination, TMIP, HEP/CAMP, Close Up, Bert Corona Leadership Institute-BCLI).

7. In planning, implementing, and evaluating the MEP, there has been, and will be adequate provision for addressing the unmet needs of preschool migratory children, as well as the identification and recruitment of such children. [P.L. 114-95, Section 1304(c)(4)]

a. Within the first 60 days of the school year that eligible preschool migratory children, ages 3-5, are in the school district, determine individual educational needs, and to the extent possible, coordinate with or provide services to meet the identified needs. (For example, A Bright Beginning, Head Start, or other early childhood programs)

8. Identification and recruitment are district-wide activities occurring year-round. In all project LEAs, including school-wide programs, an adequate number of staff are assigned to carry out all identification and recruitment activities according to the MEP guidelines and policies as outlined in the Texas Manual for the Identification and Recruitment of Migrant Children.

a. Title I, Part C, Coordinator will provide a list of migrant students or copies of Certificates of Eligibilities (COEs) to be encoded in PEIMS with a Migrant Indicator Code.

9. Data collection and data entry [P.L. 114-95, Section 1308(A)] are district-wide activities occurring year-round.

a. All required NGS enrollments and student demographic, educational, and health data is collected and entered in NGS following MEP required timelines and procedures as outlined in the Manual for New Generation System (NGS) Data Management Requirements.

b. In all project LEAs, including school-wide programs, an adequate number of staff are assigned to carry out the designated NGS data collection and data entry activities in order to ensure that the required timelines are met as specified in the NGS Guidelines. State recommendations regarding NGS personnel are as follows: one NGS Data Specialist for every 300 migrant students, prorating the number of positions depending on the LEA's migrant enrollment.

c. Records will be maintained to accurately document numbers of migrant students. The LEA will transmit demographic, educational, and health data for all migratory children and participate fully in the New Generation System (NGS) as required by the Manual for New Generation System (NGS) Data Management Requirements. The applicant agency will report data as necessary for the function of the MEP.

10. All ID&R and NGS staff attend annual training provided by regional ESCs as outlined in the Texas Manual for the Identification and Recruitment of Migrant Children and the Manual for New Generation System (NGS) Data Management Requirements.

F. Assurances Relating to Coordination [P.L. 114-95, Section 1308(A)]  
The LEA assures that:

1. Consideration has been given to the development of this application, to any benefits available through public and private agencies and programs that would contribute toward meeting the special educational needs of migrant children. Consideration is also given where suggestions and offers of assistance are timely made by such agencies that may aid in carrying out or making more effective the program or project for which the application is made.

2. Continuous coordination with Title I, Part A, programs and personnel occurs so that eligible migratory students receive Title I, Part A, services, and that MEP funds are used to meet the unique needs of migrant students that result from their migratory lifestyles. [P.L. 114-95, Section 130(b)(1)(B)] a. In the case of migrant students who are also limited English proficient (LEP) or handicapped, it will provide maximum coordination between services provided under Title I, Part C, Migrant and services provided to address children limited English proficiency or handicapping conditions in order to increase program effectiveness, eliminate duplication of services, and reduce fragmentation of the students' instructional programs.

3. In planning, implementing, and evaluating its MEP activities, the LEA assures that local and regional data has been used to determine and provide services to migratory children in coordination with other stakeholders.

G. Assurance Relating to Continuation of Services [P.L. 114-95, Section 1304(e)]

The LEA assures the following:

1. Concerning the continuation of services to migrant students with expiring eligibility

a. A child who ceases to be a migratory child during a school year will be eligible for services until the end of such term.

b. A child who is no longer a migratory child may continue to receive services for one additional school year, but only if comparable services are not available through other programs.

c. A secondary migrant student who has been eligible for services in secondary school may continue to be served through migrant-funded credit accrual programs until graduation.

H. Assurances Relating to the Migrant Parent Advisory Council (PAC) and Parental Involvement [P.L. 114-95, Section 1304(c)(3)]

The LEA assures the following:

1. To ensure parental participation in the MEP, the migrant-funded LEA with programs of one school year in duration will establish an LEA-wide migrant parent advisory council (PAC) which will be elected by the parents of eligible migrant students and which will be composed of a majority of such parents. In the case of migrant-funded Shared Services Arrangements (SSAs), the fiscal agent will establish an SSA-wide migrant parent advisory council elected by migrant parents from the respective districts in the SSA. Migrant-funded LEAs and SSA fiscal agents shall establish and consult a PAC even if the contracting agents have school-wide programs. To the extent feasible, contracting agents with school-wide program schools assure that their school-wide campuses will have meaningful consultation with both the LEA-wide PAC and parents of migratory students attending the school-wide program school.

2. The LEA or SSA fiscal agent will have meaningful consultation with parents of migratory children including the migrant parent advisory council (PAC) in the planning and operation of the local migrant education program. “Meaningful consultation” includes, but is not limited to both of the following:

a. Providing copies of pertinent district and campus improvement plans, state plans, state and federal laws, regulations, and rules; copies of reports resulting from audits, TEA monitoring visits, and complaint investigations; and copies of LEA needs assessments, evaluations, NGS

reports, and Standard Application System (SAS) funding applications that describe the academic performance and service of migrant students in comparison to other student populations;

b. Providing empowerment training for PAC members at no cost to parents; said training includes, but is not limited to, providing PAC members, in their dominant language, a clear understanding of the key issues and decision points from aforementioned data sources to facilitate informed input and advice to the district before program designs and decisions are finalized.

3. The planning and implementation of the LEA's Migrant Education Program provides for the same parental involvement as required for programs and projects under P.L. 114-95, Section 1116.

4. PAC meetings must be conducted in a format and language that is understandable to migrant parents. To ensure full parent participation, PAC meetings should be held at times convenient for the migrant parents and transportation and childcare should be offered.

#### I. Assurance Relating to Private Schools

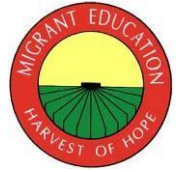
The LEA assures the following:

1. An LEA receiving assistance under Title I, Part C, must provide eligible private nonprofit school children and their teachers or other educational personnel, with equitable services or other benefits under this program. Before an LEA makes any decision that affects the opportunity of eligible private nonprofit school children, teachers, or other educational personnel to participate, the LEA must engage in timely and meaningful consultation with private school officials and maintain written documentation of such efforts.

## **Migrant Family Services**

With this in mind, McAllen's Migrant Education Program seeks to address the many areas of need that the migrant families can have that do hinder migrant children's academic and non-academic success. One such way that MEP alleviates family distresses is through the provision of Family Services. Because the Migrant Program serves the needs of all identified children from the ages of 3 years old to drop outs up to 22 years old, the greater the diversity of services, the more likely that children and adults will participate.

McAllen ISD Migrant Program has been highly successful in leveraging a cadre of resources from area social service providers that target the identified needs of our district families based on personal interviews and individual requests. Because the needs of those in poverty are so great, this department must be constantly working with community organization and programs that benefit our population. We also collaborate strongly with other District programs in order to avoid duplication of services. Heretofore, the following is the current list of Family Services for the 2018-2019 School Year.



1. Credit recovery, accrual or acceleration for 9<sup>th</sup> thru 12<sup>th</sup> grade.
2. Scientific calculator lending program.
3. School supplies for each grade level.
4. One-on-one-tutoring at all grade levels.
5. CAMP (College Assistance Migrant Program) and/or Abriendo Caminos (for **undocumented students**) services at UTRGV / college entry for seniors.
6. Family literacy training sessions/Crockett
7. Three and four-year old program thru Head Start at Navarro and Roosevelt
8. Clothes Closet (located at the migrant office at Crockett).
9. Job training thru Motivation, Education & Training/MET
10. Summer migrant credit CAMP and other summer student activities.
11. Space heater lending program (thru federal programs) at Navarro.
12. Shoes distribution (thru Caritas Charity).
13. Hygiene kits for children and youth at migrant office/Crockett.
14. Parent newsletter and meetings, 4x/yr. (incl. migrant health services, employment, etc.)
15. Free faxing and copying services for housing, employment, scholarships, etc. needs.
16. Home library for each migrant family (at migrant office at Crockett).
17. Three and four-year-old program thru A Bright Beginning home-based program

18. College field trips/elementary, middle and high school.

### **Additional Collaborations Provided Thru**

1. Hidalgo Co. Housing Authority for migrant families.
2. MISD Family Treatment Program (counseling services)
3. Work Force Solutions-job placement and training for migrants.
4. MET-job training and placement, GED classes.
5. Salvation Army (emergency housing).
6. Food Bank (emergency food).
7. Texas Rural Legal Aid (free legal services to migrants).
8. Texas Migrant Interstate Program(TMIP)-out of state tutoring and STAAR testing.
9. Nuestra Clinica del Valle/Low-cost medical care.

### **GED Classes for Out-of-School Youth and Migrant Parents**

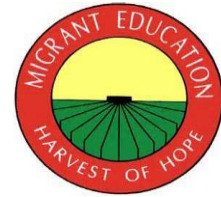
#### **Thru UTRGV/HEP**

1. Free eligibility entrance test
2. Tutoring for each class as needed
3. Flexible schedules (**English** 8:20 AM – 3:45 PM **Spanish** 5:00 PM – 8:30 PM)
4. All 4 exams paid for (\$145.00)
5. Breakfast and lunch.
6. Parking permits.
7. Dorms (certain circumstances).
8. Gas money (certain circumstances).
9. Graduation ceremony.

#### **UTRGV/HEP Program at STC Continuing Education Department**

10. STC Certification in: Pharmacy Tech, Pipe Welding, Office Clerk, Computer Network, Certified Nurse Assistant, Accounting Assistant, Emergency Medical Service, Health Management Information Clerk, Health Management Coding Clerk, Medical Receptionist, and Phlebotomy

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**MIGRANT EDUCATION PROGRAM  
STAFF DIRECTORY  
2019 - 2020**

Main Office ☎ 956-928-8970 – Fax 956-928-8973

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McAllen ISD's Migrant Education Program is an award-winning program in the State of Texas. The Association of Migrant Educators of Texas/AMET has recognized various staff members of the District for their work with the migrant population for a total of 6 different awards. The District also provides technical assistance in various aspects of migrant programming to neighboring districts as the need arises.

### **AWARDS AND RECIPIANTS IN TEXAS**

- Migrant Director of the 2010 Year in Texas-Dr. Cynthia Bebon
- 2012 NGS (New Generations Systems) Clerk of the Year in Texas-Irma Saenz
- 2012 Top Migrant Student of the Year in Texas (1 of 5 Students)-Cynthia Fregoso (also 1<sup>st</sup> Valedictorian of Early College ACHIEVE High School)
- 2014 Top Migrant Paraprofessional of the Year in Texas-Patricia Gonzalez
- 2017 Top NGS Clerk of the Year in Texas-Veronica Montemayor