

2020 SERVICE DELIVERY PLAN

Vermont Migrant Education Program

VERMONT AGENCY OF EDUCATION

Migrant Education Program

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List of Acronyms and Abbreviations Used in the Report

ABE	Adult Basic Education
AOE	Agency of Education
CIG	Consortium Incentive Grant
CLiF	Children’s Literacy Foundation
CNA	Comprehensive Needs Assessment
CSPR	Consolidated State Performance Report
COE	Certificate of Eligibility
ESEA	Elementary and Secondary Education Act
ELA	English Language Arts
EL	English Learner
GOSOSY	Graduation and Outcomes for Success for OSY
GPRA	Government Performance and Results Act
HEP	High School Equivalency Program
HSE	High Scholl Equivalency
ID&R	Identification and Recruitment
IEP	Individualized Educational Plan
IMEC	Interstate Migrant Education Council
IRRC	Identification and Recruitment Rapid Response Consortium
ISOSY	Instructional Services for Out of School Youth
ISY	In-School Youth
LEA	Local Educational Agency
MEP	Migrant Education Program
MiraCORE	Migrant Reading Achievement and Comprehensive Online Reading Education
MPO	Measureable Program Outcomes
MSIX	Migrant Student Information Exchange
NASDME	National Association of State Directors of Migrant Education
NCFH	National Center for Farmworker Health
NCLB	No Child Left Behind Act of 2001
NECAP	New England Common Assessment Program
OME	Office of Migrant Education (of the U.S. Department of Education)
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PFS	Priority for Services
PI	Preschool Initiative
PK	Pre-Kindergarten
RAFT	Relationships Between Families and Teachers
SDP	Service Delivery Plan
SEA	State Education Agency
UVM	University of Vermont
VMEP	Vermont Migrant Education Program

Introduction and Overview

The Service Delivery Plan in Vermont

The Vermont Migrant Education Program (VMEP) is responsible for the delivery of services to migrant students in the state. This Service Delivery Plan (SDP) describes the scope of these services and provides details on the goals, objectives, activities, and systems for accountability that are aimed at raising the achievement of migrant students.

The CNA and SDP are the result of input of staff from both the Vermont AOE (Agency of Education) as well as from UVM (University of Vermont) Extension's Migrant Education Program, the grant recipient. A complete listing of the members of the SDP Committee and their affiliations is found at the beginning of this report.

Vermont completed the update of the CNA (Comprehensive Needs Assessment) in June 2020 and began the process of creating the subsequent SDP in late June with the information that is contained in this report. Prior to this, the last full update of the CNA was done in October 2016 with the SDP completed in July 2017.

VMEP (Vermont Migrant Education Program) has developed a plan informed by the CNA, which collected data and feedback from a wide variety of sources and stakeholders as part of an open and transparent process responding to the diversity of migrant students' needs. A focused approach which concurrently maintains breadth and depth proves critical to identifying the evolving needs of migrant students.

Organization of the SDP

Following is an outline and description of the different sections appearing in the SDP

Introduction and Overview: This section includes and an overview of the SDP report as well as legislative mandates, which serves as the foundation for the SDP.

Needs Identified Through the CNA: This section outlines the statewide process that Vermont undertook to explore the unique educational needs of migrant students; includes conclusions regarding concerns; and reports how CNA results are aligned with state systems and resources.

Performance Targets and Measurements of the Interim Progress: This section specifies the targets created incorporating the state's long term goals and how progress towards goals will be tracked.

Alignment to the Comprehensive Needs Assessment: Ensuring that needs identified through the CNA process is critical to developing an SDP appropriate for states and the migrant population they serve.

Measurable Program Outcomes (MPO): This section outlines the outcomes reached through implementing the strategies as part of the 5 different goal areas.

Service Delivery Strategies: This section outlines how VMEP will meet migrant student needs with specific implementation strategies.

Professional Development: This section provides the systematic plan for providing professional development for Vermont educators, other service providers, and VMEP staff.

Parent Involvement Plan: This section includes the plan for the VMEP services to parents. It considers the various roles of parents and how the state plans to address parent needs, especially as they help their children to be successful in school.

Identification and Recruitment Plan: In this section, the roles and responsibilities of recruiters are specified with Vermont’s plan for quality control in recruitment.

Interstate and Intrastate Collaboration and Coordination: This section outlines how the state participates in coordination and collaboration efforts with other states and within the state, including description of the use of Migrant Student Information Exchange (MSIX) for records transfer.

Evaluation Plan: This section is a plan for monitoring progress towards performance targets and MPOs and clarifying the role that the SEA (State Educational Agency), VMEP, and outside experts will play as part of this process. The systems for data collection and reporting are specified along with how the Vermont MEP will use the evaluation results for making mid-course corrections and improvement.

Summary and Next Steps: This section offers evidence-based conclusions and discusses the next steps in applying the results of the SDP to planning services for migrant students.

Appendix: The appendices include: (A) Strategic planning chart with committee decisions; and (B) CNA table of contents.

Statute, Regulations, and Non-Regulatory Guidance Related to the SDP

The SDP establishes a framework to address the unique educational needs of migrant children in accordance with a comprehensive plan that meets the following criteria:

- Integrated with other federal programs;
- Gives migratory children an opportunity to meet the same challenging state academic standards that all children are expected to meet;
- Specifies measurable program goals and outcomes;
- Encompasses a full range of services available to migratory children from appropriate local, State, and Federal educational programs;
- Is the product of joint planning among local, State and Federal programs, including programs under part A, early childhood programs, and language instructional programs under part A of Title III; and
- Provides for integration of services. (ESEA Section 1306(a)(1))

In accordance with federal regulation §200.83, SEAs (State Educational Agency) are responsible for implementing projects through a comprehensive needs assessment and a comprehensive State plan for service delivery as described in the following:

(a) An SEA that receives a grant of MEP funds must develop and update a written comprehensive State plan for service delivery based on a current statewide needs assessment that, at a minimum, has the following components:

- 1) *Performance targets.* The plan must specify—

i) Performance targets that the State has adopted for all children in reading and mathematics achievement, high school graduation, and the number of school dropouts, as well as the State's performance targets, if any, for school readiness; and

ii) Any other performance targets that the State has identified for migratory children.

2) *Needs assessment.* The plan must include an identification and assessment of—

i) The unique educational needs of migratory children that result from the children's migratory lifestyle; and

ii) Other needs of migratory students that must be met in order for migratory children to participate effectively in school.

3) *Measurable program outcomes.* The plan must include the measurable program outcomes (i.e., objectives) that a State's migrant education program will produce to meet the identified unique needs of migratory children and help migratory children achieve the State's performance targets identified in paragraph (a)(1) of this section.

4) *Service delivery.* The plan must describe the strategies that the SEA will pursue on a statewide basis to achieve the measurable program outcomes in paragraph (a)(3) of this section by addressing—

i) The unique educational needs of migratory children consistent with paragraph (a)(2)(i) of this section; and

ii) Other needs of migratory children consistent with paragraph (a)(2)(ii) of this section.

5) *Evaluation.* The plan must describe how the State will evaluate the effectiveness of its program.

b) The SEA must develop its comprehensive State plan for service delivery in consultation with the State parent advisory council or, for SEAs not operating programs for one school year in duration, in consultation with the parents of migratory children. This consultation must be in a format and language that the parents understand.

c) Each SEA receiving MEP funds must ensure that its local operating agencies comply with the comprehensive State plan for service delivery.

As such, the components included this comprehensive SDP include those suggested in the Office of Migrant Education (OME) SDP Toolkit (<https://results.ed.gov/sdp-toolkit>). These are:

- *State approved performance targets* that focus on reading, mathematics, high school graduation rate, the number of school dropouts, school readiness, if appropriate and any other state identified target for migratory children.
- *Identification and assessment* of the unique needs of migratory children resulting from a migratory lifestyle and other needs that must be met for migratory children to participate effectively in school.

- *Measurable Program Outcomes (i.e., objectives)* that a State's MEP will produce to meet the identified unique needs of migratory children and help migratory children achieve the State's performance targets.
- *Service delivery strategies* the SEA will pursue on a statewide basis to meet the performance targets and MPOs developed for the Plan.
- *Evaluation* description that outlines how the SEA will evaluate the effectiveness of the MEP.

The SDP also must include information on how an SEA (State Educational Agency) in collaboration with grant recipients (in Vermont, UVM Extension) will meet the needs of migratory students that are: 1) Priority for Services; 2) preschool aged; and 3) dropped out of school.

In accordance with ESEA section 1304(d), which is referred to as the Priority for Services (PFS) provision, the SEA must prioritize services for migratory children who have made a qualifying move within the previous one-year period and who meet the following criteria: 1) Failing, or most at risk of failing, to meet the challenging state academic standards; or 2) have dropped out of school.

ESEA Section 1304(b)(1) requires that the unique needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed by states. Furthermore, Section 1304(c)(4) of ESEA requires that States, in carrying out their programs and projects, address the unmet needs of preschool migratory children and migratory children who have dropped out of school.

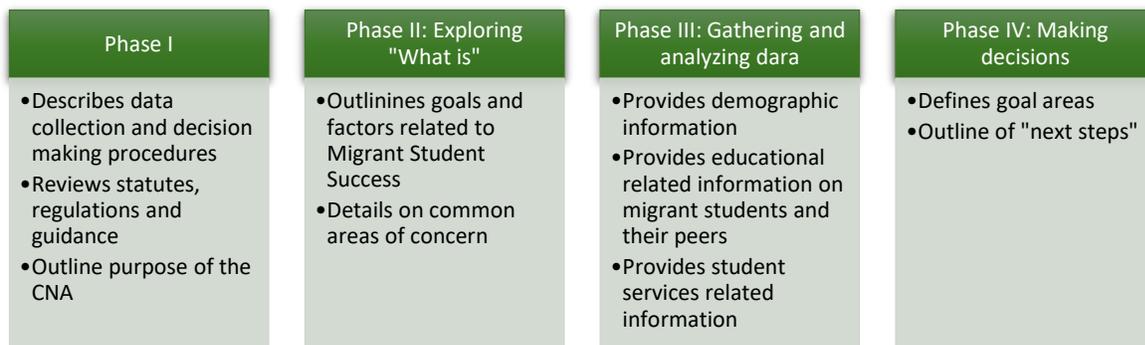
Needs Identified Through the CNA

The CNA Process

The CNA was designed to develop an understanding of the unique educational needs of Vermont migrant students and their families. Not only does this analysis of needs provide a foundation to direct the Vermont MEP through the service delivery planning process, but it also supports the overall MEP continuous improvement and quality assurance processes and the overall State Plan. The needs analysis was adapted to the resources and structures available in Vermont. The work completed as outlined in the SDP will help to close the gap between the achievement and outcomes of migrant children and those of their non-migrant peers.

The Vermont CNA was conducted using the guidance found in the Migrant Education CNA Toolkit found online at <https://results.ed.gov/cna-toolkit>. The graphic below summarizes the organization of the CNA:

Figure 1. CNA Process Phase I-IV



The CNA provides comprehensive information on the characteristics of the migrant student population in Vermont. A profile of Vermont migrant students was developed based on the most recently available information. The CNA used the profile and other collected data to develop concern statements, needs indicators, needs statements, and solutions strategies. The prioritized concerns follow.

In response to identified needs and alignment with goals for all students, Vermont adopted the goal areas below and continued their use throughout the completion of the SDP.

Goal 1: English Language Arts (ELA) and Language Acquisition;

Goal 2: Mathematics Achievement;

Goal 3: School Readiness;

Goal 4: Out-of-School-Youth (OSY)/High School students' college, career, and community preparedness; and

Goal 5: Community and school engagement for the promotion of physical, emotional, and intellectual safety.

The planning chart in the Appendix shows the alignment of CNA concerns and solutions in each goal area with the strategies and MPOs developed for the SDP. The following concern statements guided the SDP committee in the development of statewide strategies and MPOs.

Goal Area 1: English Language Arts/Literacy Achievement

1.1) We are concerned that less than 24% of ISY migrant students in school are proficient in ELA compared with 53.5% of non-migrant peers.

1.2) We are concerned that ISY's academic achievement is limited by their language skills as ELs (English Learners).

1.3) We are concerned that many OSY do not have sufficient literacy in English or Spanish to afford equitable access to information at work and in the community.

Goal Area 2: Mathematics Achievement

2.1) We are concerned that less than 18% of migrant students in school are proficient in mathematics compared with 42.5% of their non-migrant peers.

2.2) We are concerned that OSY do not have the opportunity or ability to access educational coursework and resources that would strengthen skills in mathematics.

Goal Area 3: School Readiness

3.1) We are concerned that children who are ages 0-5 and migrant do not have consistent and sufficient access to high quality preschool and other early educational programs due to barriers including lack of transportation, financial limitations, parents' work schedules, limited English proficiency, and lack of available and appropriate PK programs.

3.2) We are concerned that parents of children who are ages 0-5 do not know how or do not have enough resources/time to support their children's social, emotional, and academic development to prepare them for kindergarten.

3.3) We are concerned that preschool students who are migrant do not have a home supported literacy-rich environment.

Goal Area 4: Out-of-School-Youth (OSY)/High School students' college, career, and community preparedness

4.1) We are concerned that ISY students and parents lack resources and access to information on post-secondary college and career opportunities.

4.2) We are concerned that OSY lack career based educational training and foundational coursework (online or in-person), which would support their educational growth and work advancement.

4.3) We are concerned that OSY lack opportunities to access educational coursework (online or in-person) as part of a high school completion/equivalency course of study.

Goal Area 5: Community and school engagement for the promotion of physical, emotional, and intellectual safety

5.1) We are concerned that ISY students are not accessing enrichment opportunities available through their school and community (afterschool/homework clubs, sports, camps, arts/drama, etc.), which are

crucial for their educational, social and emotional development, based on financial, transportation, language, cultural and additional barriers.

5.2) We are concerned that school staff working with migrant students are not receiving adequate information and training on the barriers, which impede school participation of ISY students.

5.3) We are concerned that school staff working with migrant students lack information on the educational rights of migrant and EL students and families, which results in students not accessing services that are necessary for their academic success and that they are entitled to by law.

5.4) We are concerned that migrant students do not have the same level of access as their non-migrant peers to essential health services such as health insurance, food stamps, mental health services, etc. based on social, financial, transportation, language, cultural and additional barriers, which affects their availability for learning and academic success.

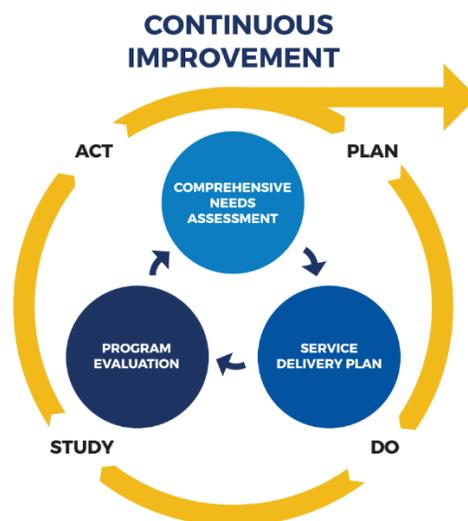
5.5) We are concerned that OSY live and work on farms that are both physically and geographically isolated with limited opportunities to connect with their communities and others that live there. This lack of connection dis-incentivizes pursuing goals beyond the limited scope of the “migratory lifestyle”.

Alignment to the Comprehensive Needs Assessment

The primary purpose of the CNA is to guide the overall design of the Vermont MEP on a statewide basis as well as to assure that the findings of the CNA are folded into the SDP. The SDP committee considered the goal areas and concerns included as part of the CNA. In addition, the SDP committee used the data from the CNA and program evaluation to set MPOs considered to be achievable on a statewide basis, provide useful information for program improvement, and describe the extent to which MEP services were making a difference toward achieving statewide performance targets.

The figure below summarizes the continuous improvement process adopted by MEP and shows the relationship of the CNA, SDP, program implementation and program evaluation. The process begins with the CNA, which informs the development of the SDP and continues on through the implementation and evaluation.

Figure 2: Continuous Improvement Cycle



Going forward, the SDP will help the Vermont MEP develop and articulate a clear vision of the following:

1) The needs of Vermont migrant children; 2) Services the Vermont MEP will provide on a statewide basis; 3) VMEP's measurable program outcomes and how they help achieve the state's performance targets; and 4) An evaluation plan to determine effectiveness of plan.

The Appendix contains the strategic planning chart of the SDP decisions that were determined by the SDP Committee. This chart was used throughout the process as an organizer and to capture the decisions of the SDP Committee.

Aligning CNA and SDP Results with State Systems and Resources

A key activity of the SDP was to ensure that MEP activities were aligned with initiatives and other programs serving similar populations within the state. The five goal areas are aligned with the Vermont state performance targets and consider the Common Core Standards and state initiatives.

State and Local Resources

There are state systems and resources available that the Vermont MEP has considered in the alignment of the CNA results and the development of its SDP. Listed below are examples of key state systems, resources, and Vermont initiatives.

- The Vermont **AOE** maintains a website with valuable information about VMEP and other programs that provide services to all students, including migrant students. On a state level, this includes coordination with other programs that MEP students may also be eligible for such as Title I, Title III, Title IX, and 21st Century Programs described under "National Resources" : <http://education.vermont.gov/student-support/federal-programs/migrant-education>
- The AOE operates the MEP in conjunction with **UVM Extension** (University of Vermont). All recruitment and student services are provided through a sub grant to the UVM. UVM and VAE staff work closely to ensure that all requirements are met: <https://www.uvm.edu/extension/agriculture/farmworker/vmep>
- Vermont has adopted standards to provide a consistent set of learning goals for all students in all schools. The VAE coordinates the implementation and administration of all components of the Vermont **Comprehensive Assessment System (CAS)**, including the development of alternate assessments, assessments that have been modified to accommodate the specific testing needs of students who have disabilities. The Agency also identifies, analyzes, and reports on outcomes and data measured by the CAS: <https://education.vermont.gov/student-learning/assessments/state-and-local-assessments>
- Vermont collaborates with ABE (Adult Basic Education) and tutorial centers around the state including **Central Vermont Adult Basic Education, Vermont Adult Learning and Northeast Kingdom Learning Services** to meet the needs of migrant students and, in particular, OSY (Out of School Youth): <https://education.vermont.gov/student-learning/adult-education/local-services>

National Resources

The organizations and websites below are national sources of information regarding national migrant initiatives.

Pathstone is a private, non-profit organization that provides workforce development opportunities and additional supports for farmworkers and their families: <https://pathstone.org/>

The **GOSOSY** MEP consortium supports the delivery of services to migrant OSY: <http://osymigrant.org>

The **IRRC** MEP consortium (Identification and Recruitment Rapid Response Consortium) promotes interstate coordination for ID&R leading to improved educational continuity for migrant students: <http://www.idr-consortium.net/>

The federal government has a variety of programs to support health and food security that some, but not all MEP students qualify for. These include the following:

- **Medicaid** - <https://www.medicaid.gov/>
- **WIC** (Women, Infants and Children) - <https://www.fns.usda.gov/wic/wic-eligibility-requirements>
- **SNAP** (Supplemental Nutrition Assistance Program) - <https://www.fns.usda.gov/snap/recipient/eligibility>
- **SFSP** (Summer Food Service Program) - <https://www.fns.usda.gov/sfsp/sfsp-fact-sheets>
- **EFNEP** (Expanded Food and Nutrition Education Program) - <https://nifa.usda.gov/program/expanded-food-and-nutrition-education-program-efnep>

Title I, Part A of ESEA (Elementary and Secondary Education Act) provides financial assistance to local operating agencies (LOAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

<http://www2.ed.gov/programs/titleiparta/index.html>

Title III of ESEA assists SEAs and LEAs (Local Educational Agencies) with the development of high-quality language instruction to ensure children who have limited English proficiency, including immigrant children, meet the same challenging state academic standards as all children are expected to meet.

<http://www2.ed.gov/about/offices/list/oela/index.html>

Title IV, Part B of ESEA supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. <http://www2.ed.gov/programs/21stcclc/index.html>

Title VII-B of the McKinney-Vento Homeless Assistance Act (42 U.S.C 11431) and now in ESSA ensures that homeless children and youth receive a free and appropriate public education and removes barriers to their educational access, attendance, and success.

<http://www2.ed.gov/programs/homeless/index.html>

Performance Targets and Measurements of the Interim Progress

As part of the Consolidated State plan, all SEAs must submit to the Department of Education information on the state's long term educational goals as well as how interim progress towards these goals will be measured. MEP as well as other programs facilitated on a state level and receiving federal funds must be included as part of this planning process.

For MEP's purposes, the MPOs and performance targets developed on a state level must be inclusive of both the federally created GPRAs (Government Performance and Results Act) as well as the Consolidated Plan.

Long-Term Goals: The ESEA long-term goals are the broad expression of the desired results that a State is working to meet. All States have established long-term goals and corresponding measurements of interim progress for improved academic achievement.

Measurements of Interim Progress: Measurements of interim progress are the interim results States expect to achieve by a specified date to assess progress towards their long term goal. Each State is required, as part of the Consolidated State Plan

(<https://education.vermont.gov/sites/aoe/files/documents/edu-essa-vermont-state-plan-final-20180705.pdf>), to develop measurements of interim progress for each goal.

In order for a state to be successful in achieving their plan, migratory children need to contribute to progress towards long term goals: "Consistent with Vermont's overall commitment to equity for all students, Vermont takes meeting the needs of migratory children seriously. Essential to this process is collaboration with other agencies supporting Vermont's migrant population." (88)

34 C.F.R. § 200.83(a) requires that a State's MEP service delivery plan include the performance targets that the State has adopted for all children in the following areas:

- Reading/language arts;
- Mathematics;
- High school graduation;
- Dropouts;
- School readiness; and
- Additional performance targets that the State has identified for migratory children

Vermont has chosen to include an additional performance target as part of a goal area, which highlights the need for community and school engagement to promote well-being and academic success.

Priority for Services

In accordance with the ESEA—Section 1304(d), migrant education programs in Vermont must give **PFS** to migrant children who meet the following definition:

In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who are failing, or most at risk of failing, to meet the State's challenging State academic content standards and challenging State student academic achievement standards, and whose education has been interrupted during the regular school year (<https://www2.ed.gov/policy/elsec/leg/esea02/pg8.html>).

The Vermont MEP has established further description of how these criteria are met. A migrant student, child, or youth must fit criterion A and criterion B or C to be PFS.

- A. **Current Qualifying Move:** A qualifying move within the previous 1-year period means that a migrant student, child, or youth has a Qualifying Arrival Date (QAD) recorded on a Certificate of Eligibility (COE) that is within 365 days of the first day of enrollment.
- B. **Failing, or most at risk of failing, to meet the challenging state academic standards:** A migrant student is at risk of failing if they have not demonstrated proficiency on the state assessment in reading, math, or science.

For students for whom no state assessment is available, one of the following must exist:

- Scoring below proficient on the ELA, mathematics, or science state assessments;
 - Scoring below proficient on a valid local assessment in literacy or math;
 - Retention at any time in the last 3 years;
 - Previously dropped out of school;
 - Performing below grade level in literacy or math according to the classroom teacher;
 - Receiving one or more “D’s” or below on the last student report card; or
 - Missing 10 or more days of school since the beginning of the school year.
- C. **Dropped out of school:** A student has dropped out of school if age-eligible to enroll in high school but is not enrolled in an accredited secondary program.

Measurable Program Objectives and Service Delivery Strategies

The SDP helps the state MEP develop and articulate a clear vision of the **needs** of migrant children on a statewide basis, the **strategies and services** the state will use to address the needs, the **MPOs** that will be used to evaluate the effectiveness of strategies, and how the strategies will help achieve the state's **performance targets**.

This section of the report outlines how Vermont's MPOs will produce statewide results through specific educational or educationally-related services. The MPOs will allow MEP to determine whether, and to what degree, the program has met the unique educational needs of migrant children and youth as identified through the CNA.

Goal Area 1: English Language Arts/Literacy Achievement	
Key Strategy	MPOs
1) Provide individualized year round coordination and support services for students in collaboration with schools to increase grade appropriate ELA and/or English skills.	<p>1.1) Each year, the percentage of migrant students scoring proficient in ELA will increase by 10%.</p> <p>1.2) Each year, 25% of EL ISY will receive language instruction in the summer to prevent regression and strengthen language skills.</p> <p>1.3) Each year, OSY receiving English instruction will have a measureable improvement in their English proficiency.</p>

Goal Area 2: Mathematics Achievement	
Key Strategy	MPOs
2) Provide individualized year-round coordination and support services for students in collaboration with schools to increase grade appropriate mathematical skills.	<p>2.1) Each year, the percentage of migrant students scoring proficient in math will increase by 10%.</p> <p>2.2) 15% of OSY access additional coursework that includes math curriculum.</p>

Goal Area 3: School Readiness	
Key Strategies	MPOs
<p>3.1) Provide year-round coordination and support for preschool students and their families to increase school readiness and enrollment in high quality preschool programs.</p> <p>3.2) Develop and support family literacy through early literacy intervention services and increase parents' ability to support their children's education.</p>	<p>3.1) 80% of students ages 3 to 5 will attend high quality preschool for a minimum of 10 hours per week.</p> <p>3.2) 80% of preschool students and parents will participate in VMEP's early literacy program.</p> <p>3.3) 90% of families with children ages 3-5 will receive age appropriate books and other educational supplies.</p>

3.3) Develop and support family literacy through early literacy intervention services and increase parents' ability to support their children's education.	
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Goal Area 4: Out-of-School-Youth (OSY)/High School students' college, career, and community preparedness	
Key Strategies	MPOs
<p>4.1) Provide secondary-aged migrant students with support services that lead to high school graduation.</p> <p>4.2, 4.3) Provide year-round coordination and support services for OSY which help students move towards career readiness and high school completion.</p>	<p>4.1) Each year, 80% of VMEP 12th grade students engage in at least one career/college counseling experience.</p> <p>4.2) 15% of OSY access additional coursework focused on career skills through partner programs (online or in-person).</p> <p>4.3) Increase the number of OSY by 10% who enroll in a high school completion program (online or in-person).</p>

Goal Area 5: Community and school engagement for the promotion of physical, emotional, and intellectual safety	
Key Strategies	MPOs
<p>5.1) Provide ISY students and families with information on enrichment opportunities and support in overcoming barriers that exist in order to successfully participate.</p> <p>5.2) Provide school staff with information on the needs of ISY students and the barriers that exist and their impacts on migrant students' educational success and attainment.</p> <p>5.3) Provide school staff with information that outlines the educational rights of migrant and EL students</p> <p>5.4) Provide migrant families with information on health resources that are available in their community, assist them with understanding how health supports educational achievement and well-being, and provide assistance in order to successfully access health related resources.</p> <p>5.5) Provide OSY with opportunities to engage with others in their community as a part of</p>	<p>5.1) Each year, 50% of ISY are referred to an out of school enrichment activity.</p> <p>5.2) All school contacts working with ISY will receive information on the educational barriers of MEP students.</p> <p>5.3) All school contacts working with ISY will receive information on the educational rights of MEP students.</p> <p>5.4) Each year, 20% of MEP students will be referred to a health-related program/resource.</p> <p>5.5) Increase the number of OSY by 10% who are formally connected to a mentor in the community.</p>

promoting emotional, social and physical health including a positive development of personal skills and community integration.	
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In developing the **Key Strategies**, VMEP considered many elements. It is crucial that strategies address to the gap between “what is” and “what should be” as discussed in the CNA. Strategies also need to reflect the resources available and circumstances particular to the state of Vermont and the migrant population local to this state. Additionally, VMEP considered the feasibility of strategies taking into careful consideration the limitations including: 1) time; 2) financial constraints; and 3) available resources. Perhaps most importantly, strategies were included, which target the root causes contributing to the achievement gap between migratory students and their non-migratory peers.

The **MPOs** developed by VMEP incorporated guidance from the OME as included in their SDP toolkit. A “strong” MPO is focused, detailed, quantifiable, and clearly defines what is considered “success” in meeting a particular need. In order to be achievable, an MPO needs to identify which group(s) are intended to benefit (ISY, OSY, school staff, etc.), the outcome, and a timeframe.

Professional Development

VMEP provides extensive professional development to prepare staff to adapt instruction and additional services to the unique educational needs of migrant students, implement consortium incentive grant initiatives, and coordinate with other states and agencies. Opportunities to attend local and national trainings are provided to help staff learn the strategies needed to implement the SDP, with an emphasis on the goal areas outlined in both the CNA and SDP. Improving the quality and intensity of services for migrant children is built into the strategies and MPOs.

Professional Development for VMEP Staff

As part of UVM Extension employees' annual review process, VMEP staff create individual professional development goals in collaboration with a supervisor to improve competencies and expand their knowledge base. This may include taking advantage of courses offered through the University of Vermont and in particular, UVM's College of Education and Social Services (<https://www.uvm.edu/cess>). All salaried employees are eligible for tuition reimbursement.

Within this framework, the Vermont state MEP and UVM Extension offer and/or participate in professional development activities including the following:

- Quarterly Statewide Meetings for UVM Extension's Farmworker Programs
- Collaboration Meetings with Service Providers and educators (National 4-H, Vermont Afterschool, Vermont Principal's Association, WIDA)
- The ID&R Forum
- ESCORT conference
- Trainings offered through Consortium Incentive Grants:
 - IRRC
 - Preschool Initiative
 - GOSOSY (Graduation and Outcomes for Success for OSY)
 - MiraCORE (Migrant Reading Achievement – Comprehensive Online Reading Education)
- National Associate of State Directors of Migrant Education (NASDME)
- Interstate Migrant Education Council Symposium (IMEC)
- UVM Extension's annual professional development conference, EPIC

In addition to the wide variety of training at national and local levels, Vermont utilizes additional resources to meet professional development needs. The organizations represented below have online and print materials and presentations that are useful for providing more information about the needs of migrant students and best practices for providing services. In addition, many organizations also have resources in English language arts, math, school readiness, parent involvement, identification and recruitment, and graduation from high school.

Center for Child Stress and Health, Florida State University: Provides resources on working with children that have experienced toxic stress and trauma with a focus on migrant youth (<http://www.fsustress.org/for-professionals.html>).

Cornell's PRO-DAIRY: Resources used by VMEP staff and shared with students that provide educational information for agricultural workers in dairy. Many resources are available in Spanish (<https://prodairy.cals.cornell.edu>)

ESCORT: A national resource center located in Oneonta, New York, for improving the educational opportunities for migrant children (www.escort.org).

Graduation and Outcomes for Success for OSY (GOSOSY): A CIG founded in 2015 and projected through 2018 by OME at the USDE to build capacity in states with their secondary-aged migrant out-of-school youth population. GOSOSY sponsors a dissemination event designed to help participants identify migrant OSY and provide services to meet their unique needs (<http://osymigrant.org>).

Interstate Migrant Education Council (IMEC): IMEC's mission is to advocate for the highest quality education and other needed support for the nation's migratory children and youth (<http://imec-migrated.org/>).

Migrant Reading Achievement - Comprehensive Online Reading Education (MiraCORE): A CIG committed to improving the interstate coordination of MEPs by sharing and developing supplemental, technology-based reading instructional materials and assessments designed specifically to improve the literacy skills of migratory students and youth (<https://www.migrantliteracynet.com/>)

Migrant Student Information Exchange (MSIX): Helps meet the needs of migratory children by making current educational and health information on those children immediately available to school and program staff where migratory children enroll after they move. MSIX is a Web-based platform that allows authorized users to access a migratory child's MSIX record via an online database (<https://msix.ed.gov>).

National Association of State Directors of Migrant Education: Offers its annual National Migrant Education Conference held in the spring. At this event, staff learn strategies in curriculum and instruction, parent involvement, assessment, identification and recruitment, and program administration (www.nasdme.org).

National Center for Farmworker Health (NCFH): A private, not-for-profit corporation dedicated to improving the health status of farmworker families by providing information services, training and technical assistance, and a variety of products to community and migrant health centers nationwide, as well as organizations, universities, researchers and individuals involved in farmworker health (<http://www.ncfh.org/>).

National Head Start: Dedicated to improving the well-being of all young children with a focus on at-risk populations in need of early educational services (<http://www.nhsa.org>).

Office of Migrant Education: Hosts a national website to support MEP state programs to ensure that all migrant students reach challenging academic standards and graduate with a high school diploma (or complete a GED) that prepares them for responsible citizenship, further learning, and productive employment (<https://results.ed.gov/>).

Plazas Comunitarias: Curriculum used by the Mexican government to attain educational credentials. Coursework and curriculum are freely available through the Mexican consulate online (<http://www.cursosinea.conevyt.org.mx/>).

Preschool Initiative (PI): A CIG, which specializing in early education for migrant students. As part of its work, PI has developed many quality materials. VMEP plans to use some of their resources for literacy instruction as part of this SDP (www.preschoolinitiative.org).

Teaching of English to Speakers of Other Languages: Offers everyone involved in English language teaching and learning an opportunity to be part of a dynamic community, where professionals connect with and inspire each other to achieve the highest standards of excellence (<http://tesol.org/>).

Professional Development for Educators, School Administrators and Services Providers

The state of Vermont runs a relatively small MEP program compared to larger states with more significant populations of migrant farmworkers concentrated in particular geographic regions. Often these states opt to provide funds directly to LEAs to support migrant farmworkers. In Vermont, however, a highly geographically dispersed student population lends itself well to working through a statewide organization such as UVM with an educational and agricultural focus.

Crucial to the success of UVM Extension's work as a sub-grantee is ensuring that individuals working with migrant students have the resources they need to best support their continued personal growth and academic achievement. VMEP often provides the critical role of working as a liaison; bridging the gap between schools, service providers and migrant farmworker and families.

School staff: At the start of the school year, the ISY Coordinator provides information on eligibility, services available through VMEP, and the educational rights of migrant students with a focus on EL students and families. Throughout the course of the year, the ISY Coordinator in collaboration with Regional Coordinators works tirelessly to answer questions, facilitate communication and provide guidance and support to school staff.

Examples include the following:

- A family where the father had been detained and the student was struggling in school. VMEP provided resources on how to best support the student and remaining family.
- An undocumented student was having a challenging time navigating financial aid applications for college. VMEP collaborated with the school's guidance counselor to ensure that accurate and comprehensive information was provided.
- A Spanish speaking family was receiving information (grades, parent teacher conference info, etc.) in English. VMEP supported the school in understanding their obligations to provide essential information in a language the family understands.
- A 20-year-old student recently arrived from Mexico decided to enroll in high school. The school said he could not attend because of incomplete vaccination records. VMEP worked with the school to help enroll the student and provided information on the student's legal right to an education.

Other service providers: Service providers outside of schools includes healthcare workers, counselors, social services professionals, ABE professionals and others that work and interact with migrant farmworkers and/or their families. In a rural state such as Vermont with a relatively small migrant population, it is often the case that service providers do not have a background on this population's unique needs and the barriers that often impede access. VMEP provides service providers with information and resources as appropriate to help facilitate access to these supports.

VMEP staff often refer students to external services providers when it is outside of the scope of education or an existing service has already been identified in the community. Referrals are most

successful if the receiving organization understands the needs of migrant farmworkers and their families.

Parental Involvement Plan

Section 1304 of the Elementary and Secondary Education Act, as amended (ESEA), requires that both the State MEP and local operating agencies (LOAs) consult with parents of migratory children, including Parent Advisory Councils (PACs) in planning and operating programs and projects that last at least one school year.:

Parental involvement is an integral part of all Title I programs, including the MEP. Research shows that parents play a significant role in the academic achievement of their children. Therefore, it is important for parents and schools to develop partnerships and build ongoing dialogues to improve student achievement (<https://www2.ed.gov/programs/mep/legislation.html>).

VMEP actively solicits feedback from both parents and students to determine programming and services offered to participants. As outlined in Goal Area 5, community and school engagement help to promote physical, emotional, and intellectual safety for migrant families and students. Strategies used to accomplish this include participation in PAC events (Parent Advisory Council), parent involvement activities to improve student academic achievement and school performance, building capacity for participation as part of the school environment, and facilitating parents' involvement and access to other programs.

VMEP staff often serve as liaisons through which information is passed between parents and the school with ongoing communication occurring during home visits, phone/text communication, and school meetings. This individualized support model fortifies parents' involvement in the school community and ensures that their voices are heard.

In addition, VMEP coordinates parental involvement to engage parents in the education of their children through the following:

- Offering online and in-person family literacy events with both parents and their children invited to participate in collaboration with CLiF;
- Facilitating participation at the Parent Advisory Council (PAC);
- Completing an In-School Youth Family Profile to understand the needs of parents and their children;
- Providing family literacy instruction through books, educational manipulatives, and instructional resources created by PI;
- Visits to libraries to obtain library cards, attending read-with-your children activities, and familiarizing parents with the importance of participating with their children in reading;
- Encouraging attendance and participation at parent/teacher conferences to review students' learning activities and outcomes;
- Encouraging attendance and participation at IEP, 504 and additional school-based meetings related to educational goals and information on students' academic progress;
- Ensuring that parents are provided information on their children's rights to an education as both migrants and ELs (<https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-lep-parents-201501.pdf>, <https://www2.ed.gov/policy/rights/guid/unaccompanied-children.pdf>); and

- Ongoing contact with parents through home visits and telephone/text conversations to follow up and keep parents informed as part of counseling services.

PAC Meetings

Part of VMEP's programming includes soliciting feedback from parents on services available and ways that VMEP can best support the educational advancement of migrant children. This is accomplished in a variety of ways described above including through PAC meetings. Feedback from PACs was incorporated into both the CNA and SDP as part of the formalized process.

In a state with a highly geographically-dispersed migrant population and additional barriers, planning regularly scheduled PAC meetings is not realistic. However, VMEP is able to meet this requirement by conducting meetings with smaller groups or one on one, and meeting online.

RAFT

As part of supporting school/family communication, VMEP intends to expand their use of **RAFT** in the 2020/2021 academic year. In 2019, Dr. Cynthia Reyes providing a training and presentation to VMEP staff on this model and provided background on how it has helped to foster better relationships between refugee families and schools. VMEP has slightly adapted the questions, so that they fit the needs and circumstances of migrant families. Staff have already used the format as part of guided conversations with parents during PAC meetings. See a description below for more details:

RAFT stands for Relationships Among Families and Teachers, and the goal is exactly that: to occasion a student-centered conversation between all who work with a student in order to start to develop a meaningful relationship. RAFT is essentially a guide for a conversation. We developed it for families who were new to the school system and who had come to the US as a refugee, but we believe it could work to develop relationships surrounding a wide variety of students (<https://blog.uvm.edu/sjhaines-projectraft/raft-process-and-protocol/>).

Feedback from both teacher surveys and from parents through PAC meetings indicate a strong desire to strengthen relationships and establish a shared understanding of education and its value.

Identification and Recruitment Plan

Eligibility for services through MEP is determined per the Title I, Part C, Education of Migratory Children section of the ESSA, in conjunction with the Non-Regulatory Guidance provided by the United States Department of Education, OME.

Children are eligible to receive VMEP services if they meet the federal definition of “migratory child” and if the basis for their eligibility is properly recorded on the Vermont COE, which is aligned to the national COE. Determining whether a child meets this definition occurs during an interview of the person responsible for the child, or of the child themselves in cases where the child moves on his or her own. Certification of eligibility depends on the recruiter’s assessment of key information, a thorough review by the state ID&R Coordinator and then certification by the State Director in collaboration with the Education Research & Information Specialist. This multi-step review process is part of the state’s assurance of quality control.

VMEP’s Regional Coordinators are overseen by the ID&R Coordinator and are responsible for local identification, recruitment, and enrollment of migrant students. Regional Coordinators: 1) Find and identify migrant students; 2) Confirm their eligibility; and 3) Conduct ongoing data checks designed for quality control. In collaboration with the AOE’s Education Research & Information Specialist, VMEP staff are responsible for maintaining accurate records and data entry to the migrant student database, MIS2000.

The ID&R Coordinator ensures that quality control procedures are in place and monitored, shared with regional recruitment staff, and are clearly spelled out through training and ongoing technical assistance. In addition, the coordinator reviews eligibility determinations and makes final decisions about eligibility questions as well as monitoring recruitment to ensure that all eligible migrant students are identified.

The state is divided into five designated recruitment areas: Central West, Central East, South, Northwest, and the Northeast. The three higher density farming areas (Northwest, Central West, and the Northeast Kingdom) are covered fully by a designated Regional Coordinator. The ID&R Coordinator is responsible for recruitment in remaining areas of the state (Central East and South).

Additional resources that will help with the identification and recruitment of eligible migrant students include:

Local school personnel can assist with ID&R by distributing enrollment surveys to new families to find those who have moved in the previous 36 months for agricultural employment.

School staff are valuable resources for identification and recruitment because of their regular interaction with possible migrant students.

Parents, students, and other migrant families can be accessed through the MEP and are valuable resources in recruitment of additional migrant students arriving in school districts throughout Vermont.

VMEP Farm Database was developed by the UVM Extension ID&R team to support recruitment efforts on all farms in the state of Vermont. This database tracks qualifying activities, size of agricultural businesses, important contacts, farm housing, worker turnover etc.

Agricultural employers who are familiar with the VMEP frequently reach out to the ID&R team to make personal employee referrals so their workforce and the children of their workforce can receive the important educational services provided by the program.

Other community level resources include migrant farmworker employers, community gatherings/functions, HEP/CAMP programs, migrant service agencies, community service organizations, and health providers.

Training for Regional Coordinators

In the state of Vermont, ID&R efforts are monitored and implemented by the ID&R Coordinator in collaboration with the Program Coordinator. The ID&R Coordinator works in collaboration with Regional Coordinators to both identify, determine eligibility and enroll migrant students, and is in charge of updating the ID&R manual with state specific information.

Newly hired Regional Coordinators participate in the comprehensive state-developed ID&R-specific 3-day training, which utilizes components of the nationally-developed ID&R manual as well as the state-developed manual.

Annually, regularly scheduled training in ID&R includes the following topics:

- Knowledge of MEP eligibility definitions;
- Proficiency in accurately, completely, and clearly filling out all sections of the COE;
- Understanding of the decision-making process used to determine eligibility;
- Knowledge of local agricultural production and processing activities;
- Familiarity with local growers, farmers, processors, etc.;
- Communicating with schools on eligibility and providing the Agricultural Survey;
- Knowledge of the types of situations that need additional narrative or documentation beyond what is normally recorded on the COE;
- Quality control in ID&R;
- Interview skills;
- Process for resolving eligibility questions;
- Vermont MEP ID&R policies and procedures; and
- Process for resolving eligibility issues.

ID&R Roles, Activities and Responsibilities

The mandatory ID&R activities conducted in the State of Vermont include the following:

- ID&R Coordinator develops a written recruitment plan in collaboration with the AOE;
- Recruitment staff and the ID&R Coordinator actively pursue the ID&R of all eligible MEP students in the State of Vermont in a timely manner;
- COEs are completed for every eligible child in their appropriate language along with a supplemental interview questionnaire that documents migratory history as well as other key data elements which support students' eligibility;
- ID&R Coordinator and Regional Coordinators continuously develop and maintain effective recruitment networks and positive relationships between schools, agriculturally-related businesses and employers, as well as, applicable community agencies and outreach groups;

- Regional Coordinators distribute MEP promotional materials to area agencies, agricultural sources, and other community locations where migrant-eligible families may be found;
- Regional Coordinators distribute welcome packets containing local resources and other appropriate educational materials (in the primary language of the family) to newly enrolled families and make books and other educational materials available to qualifying families;
- Regional Coordinators distribute books and other educational materials to eligible migrant students;
- VMEP staff monitor information in MIS2000 for accuracy and report any errors to the AOE Education and Data Specialist;
- VMEP staff use the UVM Extension network to promote awareness of VMEP as appropriate opportunities arise;
- ID&R Coordinator maintains data on types of activities that are “qualifying activities;”
- Vermont Statewide Manual is updated annually and on an as-needed basis by the ID&R Coordinator.

ID&R Quality Control Plan

Non-regulatory guidance on providing a state level MEPs includes information on the need for having a quality control plan most often included as part of the state’s ID&R Manual. VMEP’s quality control system includes the following as outlined by the OME:

1. Training for recruiters on various aspects of the job;
2. A designated reviewer for each COE to verify that, based on the recorded data, the child is eligible for MEP services;
3. A formal process for resolving eligibility questions raised by recruiters and their supervisors and for transmitting responses to all local operating agencies in written form;
4. A process for the SEA to validate that eligibility determinations were properly made;
5. Apart from steps 2 and 4, a plan for qualified SEA staff to monitor, at least annually, the identification and recruitment practices of individual recruiters;
6. Documentation that supports the SEA's implementation of this quality control system and a record of actions taken to improve the system where periodic reviews and evaluations indicate a need to do so; and
7. A process for implementing corrective action in response to internal audit findings and recommendations.

As part of quality control, VMEP completes rolling re-interviews with enrolled students to verify eligibility. As part of requirements through the OME, states complete external re-interviews. Individuals trained in recruitment and eligibility outside of the state program complete this process. VMEP’s external re-interview convened in July 2020 with an expected final report by September 2020.

Interstate and Intrastate Collaboration and Coordination

Interstate Collaboration and Coordination

One of the more challenging aspects of educational advancement for migrant students is the disruption in education resulting from high levels of mobility. MEP was in part established to help offset the delays that can be created by disruptions, which are part and parcel of the “migratory lifestyle”. Crucial to supporting migrant students’ educational success and continuity is achieved by working in close collaboration with other state programs.

VMEP promotes interstate coordination of services for migrant children, including providing for educational continuity through the timely transfer of pertinent school records. Vermont uses MSIX (Migrant Student Information Exchange) to ensure accurate placement and credit transfer for migrant students. State and local staff receive ongoing training on using data systems to record student progress and transfer records between school systems in the state and from other states. When necessary, migrant staff coordinate with local school systems to ensure that migrant students are placed appropriately and that credits toward graduation are counted.

As a result of migrant family mobility, VMEP shares the responsibility for the education of migrant students with several other states. To ensure that students receive instruction that will help them achieve high standards in schools inside and outside of Vermont, interstate coordination is a critical component of the Vermont MEP. Shared activities include:

- NASDME Conference;
- IMCE Conference;
- ESCORT ID&R Conference;
- Use of MSIX to notify states of student movement;
- National ID&R Forum; and
- OME’s State MEP Directors’ Meeting.

In addition to the interstate coordination activities listed above, Vermont currently participates in CIGs (Consortium Incentive Grants): **MiraCORE** (Migrant reading achievement: comprehensive Online Reading Education) and **GOSOSY** (Graduation and Outcomes for Success for Out-of-School Youth). The goals and objectives of these two CIGs match the needs identified in the state for providing high quality services to migrant children and youth. This coming year, VMEP is planning to participate in **ISOSY** (currently GOSOSY – ISOSY is the new anticipated name), join the **IRRC** CIG, and end participation in **MiraCORE** to better support evolving programmatic needs.

Vermont has been a participated in the **MiraCORE** consortium led by Utah along with 10 other states beginning a 3-year cycle in the 2015-16 school year and has participated in previous reading consortiums. This past cycle was extended one year through 2019 and as of the development of this SDP, current CIG application reviews are now underway. **MiraCORE**’s goal is to improve the interstate coordination of migrant education programs by sharing and developing supplemental, technology-based reading instructional materials and assessments designed specifically to improve the literacy skills of migratory students and youth. **MiraCORE** addresses the comprehensive literacy needs of migrant students through an innovative website (at www.migrantliteracy.net) containing lessons aimed at building and supporting foundational literacy skills. Some key activities that Vermont undertakes to further interstate coordination goals include:

- Participating in Steering Team meetings;
- Providing feedback on tutorials by evaluators;
- Pilot testing student tutorials and assessments; and
- Sharing pilot test and evaluation results with the other **MiraCORE** states.

The **GOSOSY** CIG consists of 18 states whose goal is to improve the educational attainment of OSY whose education is disrupted. Key activities in which Vermont participated include:

- Pilot testing **GOSOSY** materials;
- Participating in State Steering Team meetings;
- Participating in Technical Support Team meetings, workgroups, and materials development activities;
- Providing supplemental instructional and support services to OSY;
- Utilizing **GOSOSY** materials and content-based assessments with OSY;
- Piloting pre/post curriculum-based assessments; and
- Updating the MEP CNA and SDP to include data and strategies specific OSY.

Intrastate Collaboration and Coordination

VMEP collaborates with other organizations that serve similar groups of students and youth in an effort to provide the best possible services, maximize the small amount of resources available, and reduce the duplication of efforts. The organizations with which VMEP collaborates are described below:

- **Addison Allies** is a group of volunteers building a stronger, more diverse, and inclusive community by teaching English, providing needed services, and hosting social opportunities to migrant farmworkers living in Addison County, Vermont. VMEP has provided trainings to Addison Allies' volunteers on English instruction: <https://www.facebook.com/AddisonAllies/>
- The **Children's Literacy Foundation (CLiF)** is a nonprofit organization whose mission is to inspire a love of reading and writing among low-income, at-risk, and rural children up to age 12 throughout New Hampshire and Vermont: <https://clifonline.org/>
- **Vermont and National 4-H and Youth** provide opportunities for children, parents, and volunteers to be part of an organization that prides itself on reaching youth through life and job-skill development programs. In years past, VMEP students have participated in 4-H clubs, attended the VT Teen Leadership Weekend, and the National 4-H Equity Conference in Washington, DC. Vermont 4-H is housed within UVM Extension and supervised by Sarah Kleinman, Director of 4-H, Family and Farmworker Education Program: <https://www.uvm.edu/extension/youth>
- **Mentor VT** is a statewide umbrella organization that supports local mentoring programs throughout the state of Vermont through funding, training and resources: <https://www.mentorvt.org/>
- **Mi Vida, Mi Voz** is a Vermont-based non-profit organization bringing together future community members, family members, leaders, and storytellers to celebrate community and diversity in human experience through the art of storytelling with a focus on literacy: <https://www.mividamivoz.org/#/>
- **Migrant Justice's** mission is to build the voice, capacity, and power of the farmworker community and engage community partners to organize for economic justice and human rights.

They work with the farmworker community to discuss and analyze shared problems and envision collective solutions. Through this ongoing investment in leadership development, members deepen their skills in community education and organizing for long-term systemic change: <https://migrantjustice.net/>

- **Northeast Kingdom Learning Services** provides a variety of educational supports to students of all ages with a geographic focus on serving those in the Northeast Kingdom. In the time of COVID-19, NEKLS tutors have provided tutoring to VMEP students: <https://www.neklsvt.org>
- The **Open Door Clinic** is a free health clinic for uninsured and under-insured adults in Addison County, Vermont with a focus on meeting the health needs of migrant farmworkers and their families: <https://opendoormidd.org/>
- **Vermont Adult Learning (VAL)** provides adults 16 years and older with necessary skills to successfully transition to employment and post-secondary education. In collaboration with VMEP, VAL has hosted site-base English language classes for area farmworkers and is beginning to offer online based English classes: <https://vtadultlearning.org/>
- **UVM Extension** is also host to additional programs that meet the educational and health needs of migrant farmworkers and their families including the **Huertas Project**, **Bridges to Health Program** and the **High School Equivalency Program**:
<https://www.uvm.edu/extension/agriculture/farmworker>
 - **Bridges to Health** is an outreach program for migrant farmworkers in Vermont. Using a care coordination model carried out by regional Migrant Health Promoters, the program empowers farmworkers to make timely health decisions. In addition to offering care coordination to migrant farmworkers in need of health care services, Bridges to Health creates capacity building opportunities for local health entities to implement linguistically and culturally appropriate services. Bridges to Health outreach program fosters improved healthcare access for migrant farm workers while increasing cultural awareness for healthcare professionals.
 - **Huertas** is a community-based food security project that enables Latino/a migrant farmworkers and families living on Vermont's dairies to access culturally familiar and local foods through cultivating kitchen gardens. With an established network of farmworkers, growers, and volunteers, Huertas builds gardens and distributes seeds and plant starts to Latino/a migrant farmworkers living in rural Vermont.
 - **High School Equivalency Program** helps migrant and seasonal farmworkers and members of their immediate family: (1) obtain a general education diploma that meets the guidelines for high school equivalency (HSE) established by the State in which the HEP project is conducted; and (2) gain employment or be placed in an institution of higher education (IHE) or other postsecondary education or training:
<https://edcollab.org/programs/hep/>
- **Summer Programs**:
 - **Camp Exclamation Point, Inc. (CAMP!)** is a Vermont-based non-profit organization that gives over 100 children from rural Vermont communities a week of residential summer camp. Participating children came from homes with limited financial resources. Many campers' families were involved with the agriculture, dairy, or logging industries within the state and often moved to follow seasonal work. In addition to a traditional summer

- camp program, older campers attended a teen leadership training program. Each year, 25 to 35 VMEP students attended CAMP!: <http://www.campexclamationpoint.org/>
- **Governor’s Institute of Vermont** provides young people with intensive, hands-on learning experiences in college settings, igniting academic and creative passions, building confidence and leadership, and expanding students’ sense of possibility: <https://www.giv.org>
 - **YMCA Camp Abnaki** provides a traditional sleep away summer camp program for boys in grades 1 - 10, with an emphasis on character development, skill building and fun: <https://campabnaki.org/>
 - **YWCA Camp Hochleaga** provides camp and leadership development programs that offer opportunities to explore a wide range of activities intended to build character, self-esteem, self-confidence, empowerment and leadership: <https://ywcavt.org/about-camp-hochelaga/>

Student Records

The SDP must include a description of how a state will request, transfer, and keep track of migrant student records for the purposes of school enrollment, tracking educational progress, and registration for programs in which migrant students participate. Part of intrastate and interstate collaboration is ensuring that records are successfully transferred when a student makes a move.

For interstate moves, VMEP notifies receiving states through the MSIX database. Receiving states are then able to contact VMEP to request any necessary information. VMEP also receives notifications via MSIX from other states when a student from another state arrives. ID&R Coordinator will often follow up with other state programs to ask for necessary information to ensure they are enrolled and granted a new eligibility date. For many students and in particular, OSY, are arriving directly from Mexico. VMEP is in regular communication with neighboring states that often see moves across state lines including New York, New Hampshire, and Massachusetts.

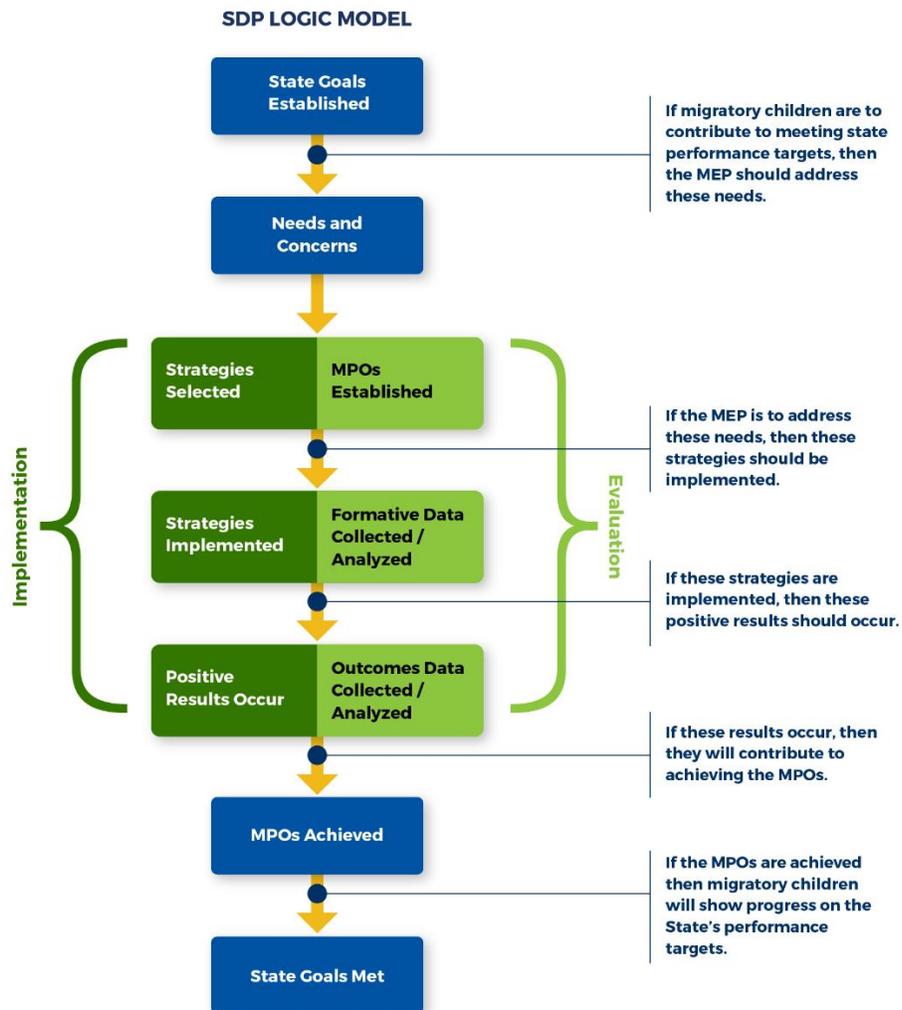
For intrastate moves, VMEP works in collaboration with school administration and registrars to ensure that all necessary documents including health records and school transcripts are provided. In instances when a student has an incomplete vaccination record, VMEP works in collaboration with healthcare providers including the Bridges to Health program to assist the student in getting up to date. For students that are required to demonstrate residency in order to enroll, VMEP often will provide a district with a copy of the COE as proof of domicile.

Evaluation Plan

The Vermont AOE is responsible for monitoring VMEP and ensuring they are implementing the SDP. In the state of Vermont, the AOE provides ongoing coordination with the primary sub-grantee, UVM Extension. To ensure compliance and to improve quality, the State MEP Director at the Vermont AOE reviews the SDP with the VMEP Program Coordinator and additional VMEP staff.

To evaluate the success of the program, the OME has provided a logic model that outlines the process from planning to achieving goals:

Figure 3: SDP Logic Model



The State Title I application must describe how the SEA will coordinate with other federal programs to reduce duplication and fragmentation and increase collaboration between federally funded programs. All SEAs receiving funding to provide a state level MEP must complete a **Program Evaluation**. The needs identified through the CNA and the resulting SDP provide the foundation for completing this evaluation. To complete the process, the MPOs, performance targets, and measurements of interim progress create a set of benchmarks against which success and progress can be measured. VMEP participated in their

most recent Program Evaluation in August 2019 examining the reporting period between September 1st, 2017 and August 31st, 2018.

Evaluation Questions

As part of the SDP a manageable set of evaluation questions are a useful guide to evaluate results and implementation:

Goal Area 1: English Language Arts/Literacy Achievement	
MPOs	Evaluation Question
1.1) Each year, the percentage of migrant students scoring proficient in ELA will increase by 10%.	1.1a) What percentage of migrant students in Vermont were proficient in ELA as measured by the NECAP?
1.2) Each year, 25% of EL ISY will receive language instruction in the summer to prevent regression and strengthen language skills.	1.1b) What percentage of non-migrant students in Vermont were proficient in ELA as measured by the NECAP?
1.3) Each year, OSY receiving English instruction will have a measureable improvement in their English proficiency.	1.2) Of the ISY students eligible for MEP services, what percentage received instruction by a licensed teacher during the summer reporting period? 1.3) What percentage of OSY receiving English instruction had a measurable outcome in language proficiency?

Goal Area 2: Mathematics Achievement	
MPOs	Evaluation Questions
2.1) Each year, the percentage of migrant students scoring proficient in math will increase by 10%.	2.1a) What percentage of migrant students in Vermont were proficient in math as measured by the NECAP?
2.2) 15% of OSY access additional coursework that includes math curriculum.	2.1b) What percentage of non-migrant students in Vermont were proficient in math as measured by the NECAP? 2.2) What percentage of OSY are accessing coursework that includes mathematics?

Goal Area 3: School Readiness	
MPOs	Evaluation Question
<p>3.1) 80% of students ages 3 to 5 will attend high quality preschool for a minimum of 10 hours per week.</p> <p>3.2) 80% of preschool students and parents will participate in the Migrant Education Program's early literacy program.</p> <p>3.3) 90% of families with children ages 3-5 will receive age appropriate books and other educational supplies.</p>	<p>3.1) What percentage of preschool aged children (3-5) have been enrolled in a high quality preschool for a minimum of 10 hours per week?</p> <p>3.2) What percentage of preschool aged children (3-5) have participated in VMPEP's early literacy program?</p> <p>3.3) What percentage of preschool aged children (3-5) received age appropriate books and other educational supplies?</p>

Goal Area 4: Out-of-School-Youth (OSY)/High School students' college, career, and community preparedness	
MPOs	Evaluation Questions
<p>4.1) Each year, 80% of MEP 12th grade students engage in at least one career/college counseling experience.</p> <p>4.2) 15% of OSY access additional coursework focused on career skills through partner programs (online or in-person).</p> <p>4.3) Increase the number of OSY by 10% who enroll in a high school completion program (online or in-person).</p>	<p>4.1) What percentage of 12th grade MEP students engaged in at least one career/college counseling experience?</p> <p>4.2) What percentage of OSY accessed additional coursework focused on career skills through partner programs (online or in-person)?</p> <p>4.3) What number of OSY enrolled in a high school completion program compared to the previous year?</p>

Goal Area 5: Community and school engagement for the promotion of physical, emotional, and intellectual safety	
MPOs	Evaluation Questions
<p>5.1) Each year, 50% of ISY are enrolled in an out of school activity.</p>	<p>5.1) What percentage of ISY were enrolled in an out of school activity this year?</p>

5.2) All school contacts working with ISY will receive information on the educational barriers of MEP students.	5.2) Did all school contacts working with ISY will receive information on the educational barriers of MEP students?
5.3) All school contacts working with ISY will receive information on the educational rights of MEP students.	5.3) Did all school contacts working with ISY will receive information on the educational rights of MEP students?
5.4) Each year, 20% of MEP students will be referred to a health-related program/resource.	5.4) What percentage of MEP students were referred to a health-related program/resource this year?
5.5) Increase the number of OSY by 10% who are formally connected to a mentor in the community.	5.5) What number of OSY were formally connected to a mentor compared to the previous year?

Data for Evaluation Purposes

Crucial to running a successful program is ensuring that data is both accurate and complete. In order to successfully monitor the progress that a state MEP makes towards both MPOs and long term goals, data systems must either be created or identified. Staff need to be trained on data entry to ensure progress is being measured as the final step of delivering any service. The SDP planning chart in the Appendix identifies data sources to gather the necessary information to monitor progress and determine whether MPOs have been successfully achieved.

As a first measure, ensuring that participating MEP students are eligible for services is ensured through a robust **ID&R (Identification and Recruitment) and Quality Control Plans**. The accuracy of documentation for COEs and other quality control processes is monitored and verified by the AOE’s State Director, AOE’s Education Research & Information Specialist and VMEP’s ID&R Coordinator. Having multiple individuals review and validate student eligibility plays a critical role in the state’s ID&R process.

MIS2000 is VMEP’s data system used to input and track data necessary to measure progress towards performance targets and MPOs. VMEP staff including ISY and OSY Coordinators and Regional Coordinators as well as the AOE’s Education Research & Information Specialist enter necessary information, most notably, student characteristics, services, and assessment results. Data collection as part of an ongoing evaluation and monitoring progress reveals the quality of service delivery and to what extent planned activities were executed. In order to compare VMEP students with their non-migrant peers, VMEP also needs to gather additional assessment data from the Vermont AOE to compare and understand the existing achievement gap.

In addition to services and student characteristics, MIS2000 is also where VMEP staff are able to access digital documents. This includes **COEs** (Certificate of Eligibility), the federal document used by states to determine eligibility. Also found in MIS2000, are the **OSY Profile** and **ISY Profile**. Both profiles provide necessary information for determining what the needs of an individual student are and are also a starting point for developing a student’s service plan.

Additional data on enrollment is also provided to VMEP by New England's High School Equivalency Program (HEP) for students that are dually enrolled in both programs.

VMEP provides an annual report of ID&R, activities, services, and other information as is needed for reporting and evaluation. All monitoring forms and annual reviews are on file with AOE.

Summary and Next Steps

Summary

VMEP's process of creating the CNA and subsequent SDP was comprehensive and thorough in scope. To ensure the creation of a plan that was both realistic and ambitious in meeting the educational needs of eligible VMEP students, the SDP Committee gathered feedback and expertise from members of the Vermont AOE and VMEP staff, school administrators and teachers, parents/guardians and students as well as specialists with knowledge about the content areas of reading, mathematics, school readiness, promoting high school graduation, and programs and other services for meeting the unique educational needs of migrant students and families.

Remember that an effective SDP is more than just a well-written plan. It guides an ongoing process of collaborative, strategic problem solving. Change is a lengthy process, however, and it may take years to achieve full implementation of the SDP and optimum results.

-Office of Migrant Education (<https://results.ed.gov/sdp-toolkit>)

Next Steps

Vermont will begin implementation of the new SDP at the start of the academic reporting period in September 2020. Prior to this coming fall, the SDP will be made available on both the Vermont AOE and UVM Extension VMEP websites. As part of promoting and verifying understanding of services/supports provided, VMEP will share as appropriate with educational partners including schools, community based agencies/organizations, members of the agricultural community including farmers, and current members of staff. VMEP, in partnership with the AOE, has already begun to put plans in motion to ensure to the greatest extent possible that their state program is on a course to meet both MPOs and performance targets.

At the time of writing this SDP, COVID-19 is impacting both the health and education of many students including those eligible for VMEP. VMEP will closely monitor how the virus may alter students' educational needs and the supports/services that are most needed.

To ensure compliance with the SDP, VMEP staff will review the plan on an **ongoing basis** and confirm that they are meeting targets and gathering the necessary data to complete the next program evaluation (scheduled every 2 to 3 years as recommended by the OME – last completed in August 2019). As part of a more formalized process, VMEP staff will review the full plan on an **annual basis** as part of a continual improvement model using the following guiding questions as provided by the SDP Toolkit (<https://results.ed.gov/sdp-toolkit/article/g-2-revising-and-updating-the-sdp/revisiting-the-sdp-with-the-planning-team>):

- What additional support is needed at the local level?
- What problems have you encountered so far?
- Have programs been implemented as planned? If not, why not?

In addition to these broader questions, VMEP will complete the following as part of the SDP annual review process:

- Revisit all data collection decisions and examine current procedures to determine whether they are in alignment with the evaluation plan described in the SDP.
- Develop new tools as necessary that measure the degree to which the MPOs have been achieved.

- Review all MPOs and Performance Targets to ensure they are realistic and reflective of the educational needs of migrant students.

VMEP looks forward to continuing to meet the educational needs of migrant students and their families through providing support in collaboration with its funder, the Vermont AOE, and service partners in Vermont schools and communities.

Appendix

VMEP SDP Strategic Planning Chart

GOAL AREA 1: English Language Arts/Literacy Achievement				
<p>CONCERNS: 1.1 We are concerned that less than 24% of ISY migrant students in school are proficient in ELA compared with 53.5% of non-migrant peers.</p> <p>1.2 We are concerned that ISY's academic achievement is limited by their language skills as ELs.</p> <p>1.3 We are concerned that many OSY do not have sufficient literacy in English or Spanish to afford equitable access to information at work and in the community.</p>				
Strategy	Performance Target	MPO	Evaluation Tools	Strategies
Provide individualized year round coordination and support services for students in collaboration with schools to increase grade appropriate ELA and/or English skills.	Increased proficiency in ELA and/or English skills for migrant students according to assessment results.	1.1 Each year, the percentage of migrant students scoring proficient in ELA will increase by 10%.	NECAP assessment data scores entered into MIS2000 by the AOE Education Research & Information Specialist	<p>1.1a) Collaborate with schools and VMEP families to ensure that ISY are taking advantage of high-quality intervention and educational enrichment programs as appropriate (early intervention, afterschool/homework programs, library based programs, etc.)</p> <p>1.1b) Provide early literacy and family literacy instruction for VMEP students ages 3-5 and their parents/guardians using the "Learning Kits" and materials recommended by the Preschool Initiative CIG.</p> <p>1.1c) Offer tutoring support for students in danger of failing or with significant academic struggles in ELA. Students will be identified for tutoring by ISY Coordinator in</p>

				<p>collaboration with schools and at families' discretion.</p> <p>1.1d) Complete 2 online or in person literacy events for ISY per year in collaboration with the Children's Literacy Foundation and other educational organizations.</p> <p>1.1e) Provide age appropriate free books to children to incentivize reading.</p>
		<p>1.2 Each year, 25% of ELL ISY will receive language instruction in the summer to prevent regression and strengthen language skills.</p>	<p>Services Report available in MIS2000</p>	<p>1.2a) Collaborate with ESL teachers and other school staff to identify students that are a high risk for summer regression and strong candidates for summer language instruction.</p> <p>1.2b) Provide tutoring support to ELL students to prevent regression during the summer with a focus on reading and writing skills.</p> <p>1.2c) Collaborate with schools to ensure that all ISY ELL students are screened using the WIDA assessment and receive language instruction.</p>
		<p>1.3 Each year, OSY receiving English instruction will have a measureable improvement in their English proficiency.</p>	<p>Tool yet to be developed</p>	<p>1.3a) Provide virtual English instruction to OSY with a focus on developing language and study skills.</p> <p>1.3b) Refer OSY to English instruction available through Adult</p>

				<p>Basic Educational (ABE) centers in Vermont.</p> <p>1.3c) Complete 2 online or in person literacy events for OSY per year focused on literacy skills.</p> <p>1.3d) Support and facilitate enrollment in Plazas Comunitarias, the pre-secondary program offered through the Mexican government, that will prepare students for enrollment in HEP and other HSE programs and allow them to build foundational literacy and study skills.</p>
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GOAL AREA 2: Mathematics Achievement

NEED/CONCERN: 2.1 We are concerned that less than 18% of migrant students in school are proficient in mathematics compared with 42.5% of their non-migrant peers.

2.2 We are concerned that OSY do not have the opportunity or ability to access educational coursework and resources that would strengthen skills in mathematics.

Strategy	Performance Target	MPO	Evaluation Tools	Strategies
Provide individualized year-round coordination and support services for students in collaboration with schools to increase grade appropriate mathematical skills.	Increased proficiency in mathematical skills for migrant students according to assessment results.	2.1 Each year, the percentage of migrant students scoring proficient in math will increase by 10%.	NECAP assessment data scores entered into MIS2000 by the AOE Education Research & Information Specialist	<p>2.1a) Collaborate with schools to ensure that ISY are taking advantage of high-quality intervention and academic enrichment programs as appropriate (early intervention, library-based programs, afterschool/homework programs, etc.).</p> <p>2.1b) Offer tutoring support for students in danger of failing or with significant academic struggles in mathematics. Students will be</p>

				<p>identified for tutoring by ISY Coordinator in collaboration with schools and at families' discretion.</p> <p>2.1c) Provide age appropriate free books and supplemental materials to children to support learning in mathematics.</p>
		2.2 15% of OSY access coursework that includes math curriculum.	Services report available in MIS2000	<p>2.2a) Support and facilitate enrollment in Plazas Comunitarias, the pre-secondary program offered through the Mexican government, that will prepare students for enrollment in HEP and other HSE programs.</p> <p>2.2b) Refer OSY to online courses appropriate for ELLs on basic mathematics and additional math related subjects through external educational providers.</p> <p>2.2c) Provide OSY with devices as well as hotspots when appropriate to facilitate connection to online coursework.</p>
GOAL AREA 3: School Readiness				
<p>NEED/CONCERN: 3.1 We are concerned that children who are ages 0-5 and migrant do not have consistent and sufficient access to high quality preschool and other early educational programs due to barriers including lack of transportation, financial limitations, parents' work schedules, limited English proficiency, and lack of available and appropriate PK programs.</p> <p>3.2 We are concerned that parents of children who are ages 0-5 do not know how or do not have enough resources/time to support their children's social, emotional, and academic development to prepare them for kindergarten.</p> <p>3.3 We are concerned that preschool students who are migrant do not have a home supported literacy-rich environment.</p>				
Strategy	Performance Target	MPO	Evaluation Tools	Strategies

<p>3.1 Provide year-round coordination and support for preschool students and their families to increase school readiness and enrollment in high quality preschool programs.</p>	<p>N/A</p>	<p>3.1 80% of students ages 3 to 5 will attend high quality preschool for a minimum of 10 hours per week.</p>	<p>Information on school enrollment provided by ISY Coordinator</p>	<p>3.1a) Ensure that 80% of VMEP students eligible for preschool are able to attend a minimum of 10 hours per week by providing information to VMEP families on eligibility and facilitating enrollment through assisting with applications in collaboration with early educational providers. 3.1b) Ensure all VMEP families are taking advantage of any available financial aid available. When all other resources have been exhausted, cover the cost of early educational programming for VMEP students ages 3 to 5 to cover attending the recommended minimum of ten hours per week. 3.1c) Ensure all VMEP families are taking advantage of any transportation resources available. When all other resources have been exhausted, cover the cost of transport to early educational programming for VMEP students ages 3 to 5 to cover attending the recommended minimum of ten hours per week. 3.1d) Ensure that essential communications (notices, assessments, parent/teacher conferences) are provided to parent/guardians with children in preschool in their primary</p>
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				language. Inform early educational providers of their legal responsibilities to provide information in student and families' primary language. 3.1e) Refer students under the ages of 3 that are experiencing developmental delays to Early Intervention.
3.2 Develop and support family literacy through early literacy intervention services and increase parents' ability to support their children's education.		3.2 80% of preschool students and parents will participate in VMEP's early literacy program.	Services report available in MIS2000	3.2a) Provide early literacy and family literacy instruction for VMEP students ages 3-5 and their parents/guardians using the "Learning Kits" and materials recommended by the Preschool Initiative CIG. 3.2b) Encourage parents to participate in PAC meetings as a way of developing parenting skills and promoting "school readiness". 3.2c) Complete 2 online or in person literacy events for ISY per year in collaboration with the Children's Literacy Foundation and other educational organizations.
3.3 Develop and support family literacy through early literacy intervention services and increase parents' ability to support their children's education.		3.3 90% of families with children ages 3-5 will receive age appropriate books and other educational supplies	Services report available in MIS2000	3.3a) Provide family literacy home visits using materials from the Preschool Initiative's CIG. 3.3b) Support parents with literacy materials including books to read to their children. 3.3c) Provide children ages 3 to 5 math manipulatives to build skills.

GOAL AREA 4: Out-of-School-Youth (OSY)/High School students' college, career, and community preparedness

NEED/CONCERN: 4.1 We are concerned that ISY students and parents lack resources and access to information on post-secondary college and career opportunities.
 4.2 We are concerned that OSY lack career based educational training and foundational coursework (online or in-person), which would support their educational growth and work advancement.
 4.3 We are concerned that OSY lack opportunities to access educational coursework (online or in-person) as part of a high school completion/equivalency course of study.

Strategy	Performance Target	MPO	Evaluation Tools	Strategies
4.1 Provide secondary-aged migrant students with support services that lead to high school graduation.	N/A	4.1 Each year, 80% of MEP 12th grade students engage in at least one career/college counseling experience.	<ul style="list-style-type: none"> • Services report available in MIS2000 • Information provided by ISY Coordinator 	4.1a) Provide materials and resources to ISY families related to post-secondary and career based opportunities in collaboration with school guidance counselors. 4.1b) Refer ISY to summer and educational enrichment programs that focus on college readiness and career opportunities such as the Vermont Governor's Institute. 4.1c) Plan visits for ISY students and parents to tech centers, UVM and Vermont State Colleges including meetings with admissions counselors. Ensure that interpretation and transportation is offered to facilitate visits when necessary.
4.2, 4.3 Provide year-round coordination and support services for OSY which help students move towards career		4.2 15% of OSY access additional coursework focused on developing career skills (online or in-person).	<ul style="list-style-type: none"> • Services report available in MIS2000 • Information provided by OSY Coordinator 	4.2a) Refer OSY to programs and courses available through Adult Basic Education and other programs meant to enhance career based skills.

readiness and high school completion.				<p>4.2b) Work in collaboration with experts and organizations specializing in dairy to provide educationally based trainings (i.e. online coursework, certificate programs, and on-farm trainings) for OSY to strengthen and expand skills in dairy.</p> <p>4.2c) Provide OSY participating in online coursework with devices (tablets or laptops). Ensure devices have sufficient data and functionality for use by OSY.</p> <p>4.2d) For OSY participating in online coursework and do not have internet on location, provide a hotspot or device with embedded connectivity to help facilitate access to online coursework (Note: Such a device will only be provided when this facilitates internet connectivity – i.e. there is cell phone reception).</p> <p>4.2e) Provide a “tech orientation” to all OSY receiving a device explaining care, functionality, and appropriate use.</p>
		<p>4.3 Increase the number of OSY by 10% who enroll in a high school completion program (online or in-person).</p>	<ul style="list-style-type: none"> • HEP Enrollment Data provided by HEP Coordinator • Services report available in MIS2000 	<p>4.3a) Support and facilitate enrollment in Plazas Comunitarias, the pre-secondary program offered through the Mexican government, that will prepare students for enrollment in HEP and other HSE programs.</p>

				<p>4.3b) Refer OSY to the High School Equivalency Program and support their continued studies by providing supplementary materials and motivational support.</p> <p>4.3c) Encourage OSY that are considering enrolling in “traditional” high school to do so.</p> <p>4.3d) Collaborate with schools enrolling OSY to facilitate this process and support a smooth transition. This may include developing hybrid schedules to allow for continued work and ensuring appropriate language supports are in place.</p> <p>4.3e) Provide OSY participating in online coursework with devices (tablets or laptops). Ensure devices have sufficient data and functionality for use by OSY.</p> <p>4.3f) For OSY participating in online coursework and do not have internet on location, provide a hotspot or device with embedded connectivity to help facilitate access to online coursework (Note: Such a device will only be provided when this facilitates internet connectivity – i.e. there is cell phone reception).</p> <p>4.3g) Provide a “tech orientation” to all OSY receiving a device explaining care, functionality, and appropriate use.</p>
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GOAL AREA 5: Community and school engagement for the promotion of physical, emotional, and intellectual safety

NEED/CONCERN: 5.1 We are concerned that ISY students are not accessing enrichment opportunities available through their school and community (afterschool/homework clubs, sports, camps, arts/drama, etc.), which are crucial for their educational, social and emotional development, based on financial, transportation, language, cultural and additional barriers.

5.2 We are concerned that school staff working with migrant students are not receiving adequate information and training on the barriers, which impede school participation of ISY students.

5.3 We are concerned that school staff working with migrant students lack information on the educational rights of migrant and ELL students and families, which results in students not accessing services that are necessary for their academic success and that they are entitled to by law.

5.4 We are concerned that migrant students do not have the same level of access as their non-migrant peers to essential health services such as health insurance, food stamps, mental health services, etc. based on social, financial, transportation, language, cultural and additional barriers, which affects their availability for learning and academic success.

5.5 We are concerned that OSY live and work on farms that are both physically and geographically isolated with limited opportunities to connect with their communities and others that live there. This lack of connection disincentivizes pursuing goals beyond the limited scope of the “migratory lifestyle”.

Strategy	Performance Target	MPO	Evaluation Tools	Strategies
5.1 Provide ISY students and families with information on enrichment opportunities and support in overcoming barriers that exist in order to successfully participate.	Increased access to and participation in opportunities available in the school and locally based community.	5.1 Each year, 50% of ISY are referred to an out of school enrichment activity.	Services report available in MIS2000	5.1a) VMEP staff will work in collaboration with schools, rec programs, 4-H programs, libraries, summer camps and others to highlight the needs of migrant students and the importance of their participation in such programs. 5.1b) VMEP staff will help to eliminate barriers to enrichment opportunities by pursuing financial assistance, advocating that programs provide info in families’ primary language, and finding solutions related to transportation barriers. 5.1c) VMEP staff will encourage parents to support their children’s

				participation in such programs by explaining the benefits, answering any questions, and working to eliminate barriers whenever possible.
5.2 Provide school staff with information on the needs of ISY students and the barriers that exist and their impacts on migrant students educational success and attainment.		5.2 All school contacts working with ISY will receive information on the educational barriers of migrant students.	Information provided by ISY Coordinator	5.2a) VMEP staff will provide resources to school staff working with migrant students and families, so that they are better able to support them in the school environment. 5.2b) VMEP staff will encourage all ISY students and parents/guardians to attend school meetings including parent/teacher conferences, IEP/504 meetings, etc. 5.2c) VMEP staff will encourage ISY students and parent/guardians to attend school based events including open houses, drama/arts related, sporting events, etc. 5.2d) VMEP staff will facilitate meetings, which may include students, parents, teachers, and others to discuss the educational needs of students as done in the RAFT model.
5.3 Provide school staff with information that outlines the educational rights of migrant and ELL students.		5.3 All school contacts working with ISY will receive information on the educational of migrant students.	Information provided by ISY Coordinator	5.3a) Upon enrollment, VMEP will provide school staff working with ISY information on the rights of EL and migrant students and families as they relate to education.

				<p>5.3b) MEP staff will confirm that ISY parents/guardians are being offered interpretation for school based meetings and that essential communication sent home is being provided in their primary language.</p> <p>5.3c) VMEP staff will work in collaboration with schools to ensure that no unnecessary obstacles are being put in the way of a student and their school enrollment. This may include, for example, incomplete vaccination records, lack of school records, and inability to verify physical address.</p>
<p>5.4 Provide migrant families and OSY with information on health resources that are available in their community, assist them with understanding how health supports educational achievement and well-being, and provide assistance in order to successfully access health related resources.</p>		<p>5.4 Each year, 20% of MEP students will be referred to a health related program/resource.</p>	<p>Services report available in MIS2000</p>	<p>5.4a) VMEP staff will work in collaboration with the Bridges to Health program to ensure that Spanish speaking OSY and ISY meet their health needs.</p> <p>5.4b) VMEP staff will encourage students' participation in programs that promote healthy habits. For example, Huertas (family garden program) and the Expanded Food and Nutrition Education Program (EFNEP).</p> <p>5.4c) VMEP staff will support enrollment in programs of public charge that support student health and well-being including Medicaid,</p>

				food stamps, and WIC (Women, Infants and Children).
5.5 Provide OSY with opportunities to engage with others in their community as a part of promoting emotional, social and physical health including a positive development of personal skills and community integration.		5.5 Increase the number of OSY by 10% who are formally connected to a mentor in the community.	<ul style="list-style-type: none"> • Services report available in MIS2000 • Information provided by OSY Coordinator 	<p>5.5a) VMEP staff will support the development of a volunteer mentoring program targeted at OSY to encourage healthy relationships, connection to the community and positive role modeling.</p> <p>5.5b) A mentoring program available for OSY will be focused on enhancing professional development as well as career based skills including English acquisition and transferrable skills.</p> <p>5.5c) VMEP will refer OSY to resources and enrichment opportunities in their community as appropriate that will allow exposure to arts/drama, literature, sports and rec, etc.</p> <p>5.5d) VMEP will organize educationally based trips intended for OSY. For example, a trip to the ECHO museum and on the research vessel for UVM, the Melosira as done in years past.</p>