

VERMONT MIGRANT EDUCATION PROGRAM

2021-2022

ANNUAL REPORT



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List of Acronyms and Abbreviations Used in the Report

AEL	Adult Education and Literacy
AFRI	Agriculture and Food Research Initiative, Education and Workforce Development
AOE	Agency of Education
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
EST	Educational Support Team
EL	English Learner
FERPA	Family Educational Rights and Privacy Act
FY	Fiscal Year
GED	General Equivalency Diploma
HSE	High School Equivalency
ID&R	Identification and Recruitment
IDRC	Identification and Recruitment Consortium
IEP	Individualized Educational Plan
iSOSY	Instructional Services for Out-of-School and Secondary Youth
ISY	In-School Youth
LEP	Limited English Proficient
MEP	Migrant Education Program
MSIX	Migrant Student Information Exchange
OSY	Out-of-School Youth
PAC	Parent Advisory Council
K	Pre-Kindergarten
PPE	Personal Protective Equipment
SDP	Service Delivery Plan
STEM	Science, Technology, Engineering, and Mathematics
UVM	University of Vermont
VAL	Vermont Adult Learning
VMEP	Vermont Migrant Education Program
VT	Vermont

Table of Contents

- List of Acronyms and Abbreviations Used in the Report 2
- Figures and Tables 5
- 1.0 Narrative 6
 - 1.1 Events and Partnerships..... 7
 - 1.2 Professional Development..... 10
 - 1.3 Consortia 11
 - 1.4 Ongoing COVID-19 Response 12
- 2.0 Identification and Recruitment 13
 - 2.1 ID&R Data..... 13
 - 2.2 ID&R Accountability Standards (from the 2022 IDR Plan) 18
- 3.0 In-School-Youth 21
 - 3.1 ISY Population 21
 - 3.2 ISY Services..... 22
 - 3.2.1 ISY Other Support Services..... 24
 - 3.2.2 ISY Counseling Services 26
 - 3.2.3 ISY Referrals 27
 - 3.2.4 ISY Early Educational Services 28
- 4.0 Out-of-School Youth 29
 - 4.1 OSY Population..... 29
 - 4.2 OSY Services 30
 - 4.2.1 OSY Other Support Services 32
 - 4.2.2 OSY Counseling Services 33
 - 4.2.3 OSY Referrals..... 34
 - 4.2.4 OSY English Language Instruction 35
 - 4.2.5 OSY Mentoring Services 36
 - 4.2.6 Other Instructional Services 37
- 5.0 No Services Provided 38
- 6.0 Measurable Program Objectives (from 2020 SDP) 38

6.1 Goal Area 1: English Language Arts/Literacy Achievement	38
6.2 Goal Area 2: Mathematics Achievement	39
6.3 Goal Area 3: School Readiness.....	39
6.4 Goal Area 4: Out-of-School-Youth (OSY)/High School students' college, career, and community preparedness	39
6.5 Goal Area 5: Community and school engagement for the promotion of physical, emotional, and intellectual safety	40
7.0 Conclusions and Recommendations	40
8.0 Appendix.....	43
8.1 ISY Menu of Services.....	43
8.2 OSY Menu of Services	44
8.3 Early Literacy Initiative 2.0.....	45
8.4 VMEP English Brochure.....	53

Figures and Tables

- Figure 1: VMEP Staff Organizational Chart, 9/1/21 - 12/31/22..... 7
- Figure 2: VMEP Total Migrant Students, 9/1/2021 - 8/31/2022 14
- Figure 3: VMEP Number of Students of Each Type by Region, 9/1/2021-8/31/2022 15
- Table 1: VMEP Number of Students of Each Type by Region, 9/1/2021-8/31/2022 15
- Figure 4: VMEP Students by Race/Ethnicity, 9/1/2021 - 8/31/2022 16
- Table 2: VMEP Certificates of Eligibility Completed, 9/1/2021 - 8/31/2022 17
- Table 3: VMEP Annual Child Count, 2015-2022..... 17
- Table 4: VMEP Students Enrolled Compared to Residency Date, 9/1/2021 -8/31/2022 18
- Table 5: VMEP Number of Farm Visits, 9/1/2020-8/31/2021 19
- Table 6: VMEP Annual Internal Re-interview Summary, 9/1/2021-8/31/2022..... 20
- Figure 5: VMEP ISY by Grade Level, 9/1/21 - 8/31/22 22
- Figure 6: ISY Services Provided by Category, 9/1/2021-8/31/2022 24
- Figure 7: ISY Other Support Services Detail, 9/1/2021-8/31/2022 25
- Figure 8: ISY Counseling Services Detail, 9/1/2021-8/31/2022 26
- Figure 9: ISY Referral Detail, 9/1/2021-8/31/2022 28
- Table 7: ISY Referral Detail, 9/1/2021-8/31/2022 28
- Figure 10: OSY male and female, 9/1/2021-8/31/2022 30
- Figure 11: OSY Services by Type, 9/1/2021-8/31/2022 32
- Figure 12: OSY Other Support Services 9/1/2021-8/31-2022 33
- Figure 13: OSY Counseling Services Detail, 9/1/2021-8/31/2022 34
- Figure 14: OSY Referrals Detail 9/1/2021-8/31/2022 35
- Figure 15: OSY Mentoring Service Types 9/1/2021-8/31/2022 37
- Figure 16: OSY Other Instructional Service Detail 9/1/2021-8/31/2022..... 37

1.0 Narrative

The Vermont Migrant Education Program (VMEP) encountered a significant amount of staffing transitions this year, just like the country as a whole. Despite the turnover, VMEP managed to stay on top of recruitment and services for students in the year 2022. The COVID-19 pandemic evolved into an endemic, with some of the challenges that were presented during the height of the crisis, such as additional inequities related to health and education access, technology and language stabilizing or becoming the new normal. Some of the strategies VMEP deployed during the pandemic out of necessity have become institutionalized, which supports new methods of outreach and services.

Vermont dairy farms continued to see closures and consolidations, resulting in less need for farmworkers¹. According to the most recent data from the Vermont Agency of Agriculture, the number of dairy farms in the state decreased from 972 in the year 2012 to 583 in January of 2022. VMEP staff made a concerted effort to expand recruitment efforts beyond dairy this year, with 14% new and renewal COEs based on qualifying activities outside of the dairy industry. Each successfully recruited student reflects a statewide effort built upon farm and student data, relationships with schools and the agricultural community, and earned trust with the farmworker community.

The program's charted course and objectives were tested and this year's results were nothing short of impressive. For many farmworkers that faced even more extreme isolation this past year, VMEP's outreach efforts in collaboration with additional programs housed within UVM Extension (University of Vermont) proved critical to maintaining educational continuity and access to essential services. With important programmatic requirements including the Comprehensive Needs Assessment (CNA) and Service Delivery Plans (SDP) completed, 2022 was about continuing implementation and ensuring we collected the data required to measure our performance. We also spent significant time on recruiting and training new personnel, both in the field and in delivering services. Utilizing team collaboration and flexibility through a hybrid of both in- person and online outreach and instruction, we continued recruitment and activities even during gaps in staffing and COVID-19 outbreaks on farms.

Figure 1 is an organizational chart showing staff responsible for the coordination and provision of services for VMEP over the course of the reporting period, showing transitions through the end of the 2022 calendar year. Working collectively and collaboratively, this team was responsible for VMEP's successes in FY2022. While in all cases we miss working with the staff who've moved on, we are proud that there are a variety of former MEP staff working in key positions in the spheres of education, healthcare, legal support, and food systems within Vermont and nationwide. Because of their work with us, these individuals have a broad base of knowledge and experience related to migratory agricultural workers, which will serve them, and us, and especially the migratory community, very well in the years to come.

¹ <https://agriculture.vermont.gov/sites/agriculture/files/Vermont%20Dairy%20Data%20summary%20-%20February%202022.pdf>

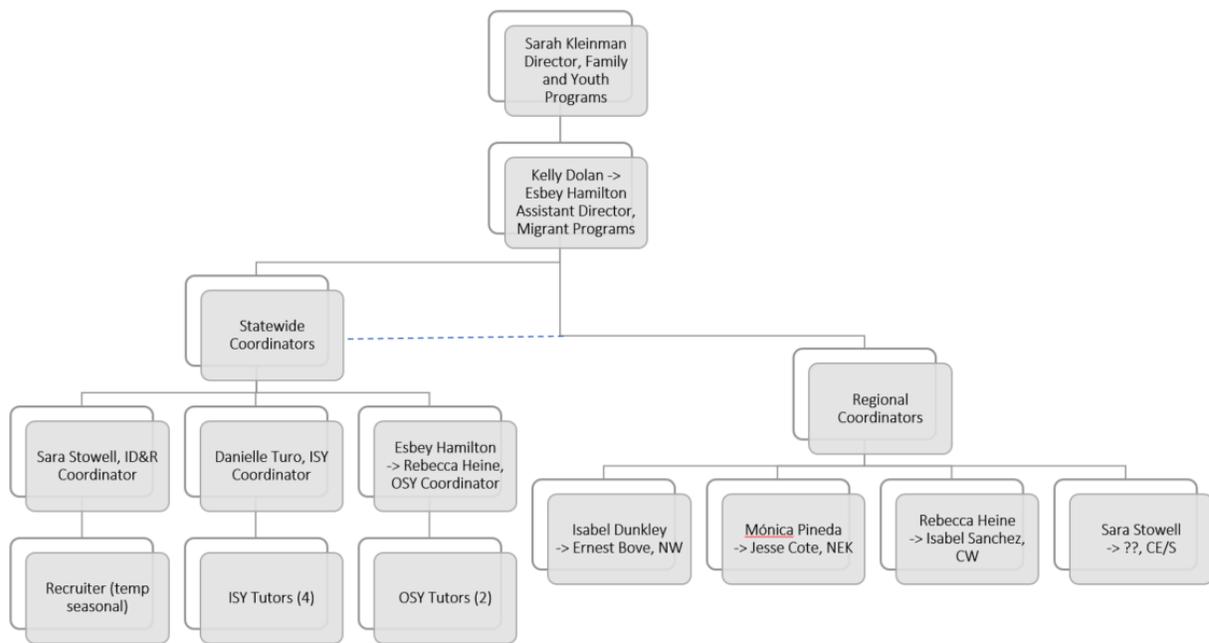


Figure 1: VMEP Staff Organizational Chart, 9/1/21 - 12/31/22

1.1 Events and Partnerships

Ties with youth-serving organizations strengthened and were newly established in 2022. VMEP's success depends, in part, on its ability to connect students and families to existing resources. Participants benefit from a wide array of strategic partnerships VMEP has established with organizations and agencies. This network of support allows VMEP students to benefit from services, which encompass extensive and diverse needs.

Cornell Extension Pro-Dairy: Cornell Extension's Pro-Dairy program has provided synchronous and asynchronous educational video tutorials on dairy related topics specifically targeted at Spanish speaking farmworkers. VMEP approached Pro-Dairy in 2019 with the idea of creating an online curriculum using their existing video tutorials as part of a certificate program. OSY (Out-of-School Youth) have continually expressed interest in more workplace math and science related skills that would expand their knowledge in dairy. The curriculum is now available online through Moodle at Cornell In 2022 we have permission from Cornell to recreate this online curriculum, using their videos, in the UVM Extension Farmworker Education Hub, which is in development.

Mentor Vermont: This is a statewide umbrella organization that works with mentoring programs. VMEP applied and received a small grant from Mentor Vermont to support mentoring efforts with OSY in 2020-21. This allowed us to purchase supplies to support mentor/youth teams, and to access technical assistance in setting up the program. This year we did not apply for funding, but continued to participate in the Mentor Vermont network and access resources and support. As part of the Service Delivery Plan (SDP), VMEP must provide mentoring services to a select amount of OSY students with a focus on English

acquisition, and career based and transferrable skills. This year five OSY participated in mentoring.

[New England High School Equivalency Program](#): While this 5-year program was not refunded by the Office of Migrant Education, VMEP used what we learned to support students interested in achieving an HSE diploma. The person who coordinated this program for Vermont, Claire Bove, still works with us on the Migrant Health Team, so we retain access to her expertise. Four students received support this year for GED study, official practice tests, and subject tests. For 2022-23, VMEP has entered into a partnership with Massachusetts and New York MEP to share GED instructional resources and instructor time.

[Plazas Comunitarias](#): The Plaza Comunitaria (Community Plaza) program allows Spanish speakers to access the Mexican adult education system and earn their elementary and secondary school diplomas. There are 300+ registered Plazas in the United States. As of December of 2020, VMEP is a host site for Plazas Comunitarias and able to use their instructional materials for OSY students. In 2021, the Mexican government released an online program, AprendeINEA, which provides elementary and middle-school level interdisciplinary courses leading to Mexican diplomas at those levels. VMEP staff received training on this system and began to explore the courses as pre-HSE materials for OSY and enrichment materials for Spanish-speaking secondary youth.

Summer Camps: Efforts to recruit students for summer opportunities began early this past year. There were very few families interested, due in many cases to summer camps requirement of proof of vaccination to attend. Staff were proactive in sharing information with enough notice for families to vaccinate their children if they wished to send them to camp. We were diligently making referrals and following up with families. As a result, we enrolled 21 ISY students in summer camps this year. Apart from those listed below, VMEP students also attended various summer programs including day camps offered through the Sara Holbrook Center, and the Hartford Career and Tech Center.

- **[Camp Exclamation Point](#):** Camp! is specifically focused on providing overnight camp experiences to migrant families and those working in agriculture often unable to access programs due to cost and additional barriers. VMEP has a long-standing relationship with Camp Exclamation Point and successfully registered 13 students for overnight camp this year. The camp had three no shows, two due to COVID. The camp also welcomed back two former MEP students that return to Camp! every year.
- **[Farm and Wilderness](#):** F&W is an outdoor focused overnight camp, which focuses on providing youth educational experiences that prepare them for daily life. Two VMEP students received full scholarship to attend in summer 2022.
- **[Hosmer Point](#):** This summer camp located in Craftsbury provides youth the opportunity to build skills through activities. Two VMEP students received camperships this year.
- **[YMCA Camp Abnaki](#):** At Abnaki, youth identifying as male cultivate community through outdoor experiences focused on fostering social, mental, and physical well-being. One VMEP student attended Abnaki in 2022.
- **[YWCA Camp Hochelaga](#):** Hochelaga's mission focuses on eliminating racism and empowering female identifying youth through outdoor, enrichment experiences and leadership opportunities.

This past year, two VMEP students received scholarships to attend overnight camp.

[UVM Extension Bridges to Health \(BTH\) and EXCITE Programs](#): Bridges to Health is a health outreach program for Latinx migrant farmworkers. EXCITE focuses on connecting migrant farmworkers and additional marginalized populations with necessary vaccines including flu and COVID-19 vaccines. For migrant farmworkers that face barriers when accessing healthcare similar to those they encounter in the educational system, BTH and EXCITE are welcome partners. This year, Bridges to Health was able to hire new staff and realize a long-held dream of Community Health Workers in our four regions across the state. VMEP staff previously served as Health Promoters for Bridges to Health. The Community Health Workers have now taken over and greatly expanded that role. Each VMEP Regional Coordinator works closely with their BTH counterpart(s), and we are able to make frequent, well-supported referrals to both preventative and acute care. This year 51% of our referrals were to BTH or EXCITE. This relationship proved especially helpful in the midst of a pandemic during which migrant farmworkers had limited access to health related services and information in their primary language.

[UVM Extension 4-H](#): Five VMEP students participated in summer programming through a regional grant partnership with 4-H programs through AFRI (Agriculture and Food Research Initiative, Education and Workforce Development Program). A bilingual certified teacher provided 30 hours of individual instructional hours including STEM based activities focused on math and science content. This program dually served the purpose of exposing migrant students to the types of opportunities available through 4-H and also provided much needed social connection during the summer months when students can feel particularly socially isolated. Students received necessary technology (tablets) and were grouped according to age and primary language (Spanish or English). In addition, 4-H supported a PAC event with similar programming, in collaboration with Extension's Community Nutrition Program Educators (EFNEP).

[UVM Extension Expanded Food and Nutrition Education Program \(EFNEP\)](#): EFNEP is part of the Health Families Results area within UVM, along with Migrant Education and Health and other programs. VMEP has long worked to cultivate a working relationship with EFNEP, who provide food and nutrition education in people's homes. Due to the different requirements for our respective federal grants, this has been difficult in the past. However, this year, we hit upon the idea of collaborating with EFNEP to provide one-time education to parents and youth in our program at our spring PAC event, with MEP staff as interpreters. This event was very successful and we look forward to similar collaborations, perhaps leading to referrals to EFNEP for migrant families seeking more extensive education with regards to food preparation and nutrition.

[Vermont Adult Learning](#): One of the most active and responsive adult basic educational centers, VMEP has built a strong partnership with VAL (Vermont Adult Learning). This work includes referring current students and particularly students about to end services with VMEP to VAL, so they can continue to meet their educational needs.

[Vermont Fish and Wildlife](#): This year we had several great conversations with our educator colleagues at Fish and Wildlife about developing a "Learn to Fish in Vermont" workshop specifically for migrant workers

and other Spanish-speakers new to the area.

Unlikely Riders: We initiated a partnership this year with Unlikely Riders, a BIPOC outdoor advocacy group that works to get people of color into winter sports. They maintain an extensive closet of gear to share in order to decrease barriers to entry, and we collaborated with them and Craftsbury Outdoors Center to create a very successful Learn to Ski Day for VMEP students and families.

Vermont Children's Integrated Services: VMEP's leader sits on the advisory board of Children's Integrated Services in order to assist in building capacity in Vermont's systems to work effectively with migratory children and families. s

1.2 Professional Development

In the 2020-2021 reporting year, VMEP focused on bringing outside experts and community organizations to our statewide meetings to provide training to all staff on topics that we had identified as areas of interest and needs. This year, we focused on operationalizing our internal processes, training individuals, and strengthening partnerships and knowledge *within* our program and UVM Extension. We engaged with several technology transition processes within UVM this year, to the benefit of our future program development and management. Esbey Hamilton participated on the Learning Management System Transition Committee, guiding the university's adoption of Brightspace as its new home for online courses, and positioning VMEP as an early adopter so that we can integrate our online materials into this high-quality, well-supported system. Sara Stowell participated in the Extension adoption of Salesforce as a Contact Management System, and provided important perspectives on confidentiality and sharing of sensitive information across programs as we continue to consider the best way to house and utilize VMEP's farm and school data, currently stored in an Access database on UVM servers. Sarah Kleinman and Kelly Dolan participated in the transition to a new UVM reporting system, PEARS, and this year, Sarah and Esbey Hamilton are looking forward to integrating our various reporting requirements and systems into a cohesive flow with limited duplication of effort.

Our staffing transitions required a substantial amount of training at all levels, from tutors to the Program Leader. This allowed us to solidify our training procedures and staff manual. In response to exit interviews with outgoing staff and feedback from current staff, we adjusted the training schedule for field staff to start with significant field shadowing, interspersed with "book learning" to clarify and deepen what the new staff observed and learned in the field. This has been very successful, and we've increased opportunities for staff to shadow each other and train together in the field with their colleagues from other regions, as well as with their Migrant Health colleagues. External trainings were selected based on their immediate practicality for our work with students. The following "office-based" trainings were offered to Regional and Statewide Coordinators:

Internal:

- New Staff Training (4 new staff, 2 promotions)
- Team Communication Norms and Relationships (with Migrant Health)
- Academic Credentials for OSY

- Chromebook and Hotspot Deployment and Troubleshooting
- ConneCTeams (IDRC consortium tool for farm visit reporting)

External:

- VSAC Financial Aid training (Danielle Turo)
- McKinney Vento 101
- 3 squares VT basic training
- COVID test administration and reporting
- Planned Parenthood NNE Adult Family Planning and Sexual/Reproductive Health Resource and Referral Binder training
- Planned Parenthood NNE Youth Sexual Health Services Resource and Referral Binder training
- Immigrant Health Insurance Plan (IHIP) training
- Aprende!NEA / MEVyT training (Mexican adult education system) (Esbey Hamilton)
- IDRC Recruiter Training Workshop
- Monthly IDRC recruitment scenario trainings
- Affirmative Recruitment training (staff on search committees)
- Gender in the Workplace training
- Vermont Panurgy Leadership Institute (Danielle Turo)
- Extension 4-H, Family, and Farmworkers Team Retreat
- UVM Brightspace Early Adopter training (Esbey Hamilton)
- 2021 Northeast New England TESOL Conference (Danielle Turo and Esbey Hamilton attended and presented)

1.3 Consortia

As part of VMEP's work to provide resources and connect with intra-state efforts, they participate in two Consortium Incentive Grants, iSOSY and IDRC. Consortia are working groups that include other states and have a particular focus in working with migrant students. Participation provides VMEP staff with additional resources, professional development opportunities and the ability to network with MEP (Migrant Education Program) staff from other parts of the country.

VMEP is a member of the IDRC consortium along with 25 other participating states. This consortium largely focuses on improving recruitment strategies and providing training for MEP staff focused on identifying and recruiting migrant students. Participation has provided VMEP the opportunity to connect with others doing similar work around the country. Apart from participating in SST meetings (State Steering Team), VMEP participates in two TST (Technical Support Team) workgroups: Recruiter Assessments and Identification and Recruitment Training Modules. Both are focused on building relevant skills for recruitment staff. The Director of IDRC also provided trainings to VMEP staff on agricultural trends, using Google maps for recruitment, using social media for recruitment and eligibility scenarios. All four members of VMEP's recruitment team completed the IDRC assessment as a training tool and received passing scores.

VMEP is also a member of iSOSY along with 17 other member states. iSOSY is focused on providing and enhancing educational opportunities for OSY and at-risk ISY enrolled in secondary school. They focus on providing instructional and professional development materials to increase states' capacities to identify and serve OSY. VMEP's OSY Coordinator participated in the Student Portal workgroup of the iSOSY TST, focused on creating an online student portal and converting existing materials to a format that can be accessed independently by students, rather than as instructor-led lessons. In 2022-23, our new OSY Coordinator, Rebecca Heine, will participate on the Wellness workgroup.

1.4 Ongoing COVID-19 Response

During the pandemic, VMEP staff continued to engage with students and families as often as possible, both virtually and in person, with COVID-19 safety measures in place. Key to outreach was ensuring that students had access to health information related to COVID-19, the technological tools they needed to stay engaged with VMEP staff and schools, and necessary PPE (personal protection equipment). VMEP's Program Coordinator implemented a safety plan in collaboration with Bridges to Health (BTH) Coordinator staff using guidance from the Vermont Department of Health and UVM. This plan provided guidance on conducting health screenings, in-person visits, events, and transporting students/clients. All staff were provided this plan and received training on safety and health precautions.

During last school year, the ISY Coordinator in collaboration with Regional Coordinators worked to ensure families received any COVID-19 related guidance and information in a timely manner and in their primary spoken language. Plans shifted often as a result of school infections, and VMEP's role as an advocate and liaison proved even more critical this past year. For example, the ISY Coordinator was able to work with the EXCITE Migrant Health team for test delivery and instruction when students became ill and needed COVID-19 testing in order to return to school.

VMEP continued to expand virtual offerings. Prior to the pandemic, there was already a robust virtual model for English instruction for OSY. To enhance online offerings, VMEP has provided 45 Chromebooks and 15 hotspots to facilitate access to virtual instruction and resources. Apart from participation in classes, Chromebooks allowed OSY to learn transferrable computer skills to be used for future career opportunities. Hotspots were provided to OSY and ISY living on farms in rural areas without internet access.

In addition to this, VMEP continued online tutoring for EL (English Learners) ISYs (In-School Youth) and students with significant academic struggles. Research has shown that during the pandemic, ELs were at greater risk for academic regression lacking continual access to an immersive language environment through school². Four tutors provided tutoring services to 18 students during the 21-22 school year, and 11 students continued tutoring services during Summer 2022. Both of our high school seniors graduated successfully this year.

² <https://www.migrationpolicy.org/news/covid-19-inequities-english-learner-students>
Updated 12/20/2022

After having worked almost exclusively from home as a result of the pandemic, VMEP staff began to take advantage of reduced community transition and expanded vaccine access to begin to meet in person again and return to office spaces. The time spent in defining communication and collaboration strategies has served us well as we add face-to-face time back into our work life. Microsoft Teams, staff cell phones and additional technologies such as Cognito forms for remote signatures have continued to prove essential to our daily collaboration.

2.0 Identification and Recruitment

VMEP's ID&R (Identification and Recruitment) team works closely with Vermont's agricultural community and public and private schools to identify potentially eligible youth and their families. VMEP staff conducts interviews based on national guidelines provided by the OME to determine whether or not there is a migratory agricultural worker and a migratory child and writes the initial COE. The Vermont Agency of Education (AOE) makes the final decision to enroll eligible students in VMEP.

2.1 ID&R Data

ID&R staff work throughout the state of Vermont, regularly visiting farms and following up on school-based Employment Surveys to identify and enroll all eligible VMEP students. The figure below shows the geographic disbursement of reportable students throughout the four regions of the state used by VMEP. In order to best allocate resources, VMEP staff regularly reviews the regional demographics of students. VMEP splits the state into four geographic regions: Northeast Kingdom (Essex, Orleans and Caledonia counties), Northwest (Franklin and Northern Lamoille), Central West (Chittenden, Addison, Grand Isle and Rutland counties), Central East/South (Washington, Orange, Bennington, Windsor and Windham Counties). Last year we continued to adjust the borders of Northwest and Central West regions in response to population fluctuations, in order to maintain an equitable workload.

**VMEP TOTAL MIGRANT STUDENTS
9/1/2021 - 8/31/2022 (TOTAL 282)**

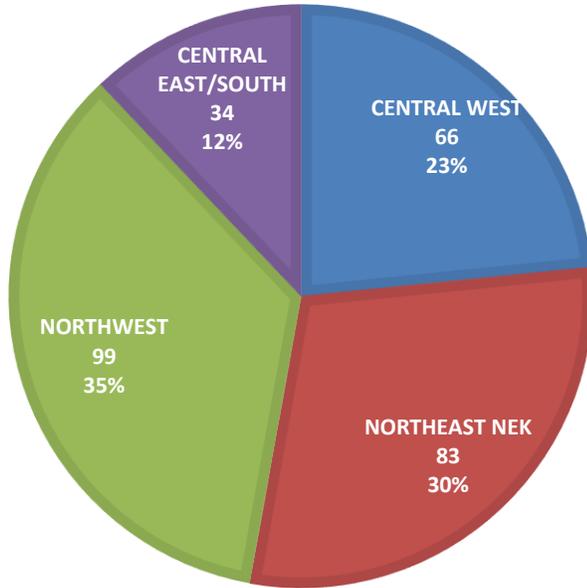


Figure 2: VMEP Total Migrant Students, 9/1/2021 - 8/31/2022

Figure 3 shows the breakdown of the three distinct classifiable groups: ISY, OSY and IT (Infant and Toddler) by region. In School Students (ISY) are three and up, eligible to attend pre-school or school, and eligible due to the qualifying work performed by their parent or guardian, and the qualifying moves they have made together. Out-of-School youth represent young farmworkers who are working independently, usually without parental support, and who themselves do qualifying work and make qualifying moves. Infant Toddlers (IT) like the ISY are eligible due to qualifying work performed by their parent or guardian, the qualifying moves they have made together. Although VMEP does provide crucial early literacy services to IT, they are not included in federal reporting on student numbers. Of total migrant students during this time period, 36% were ISY, 5% were IT, and 59% were OSY. The regional difference in numbers of OSY is especially notable.

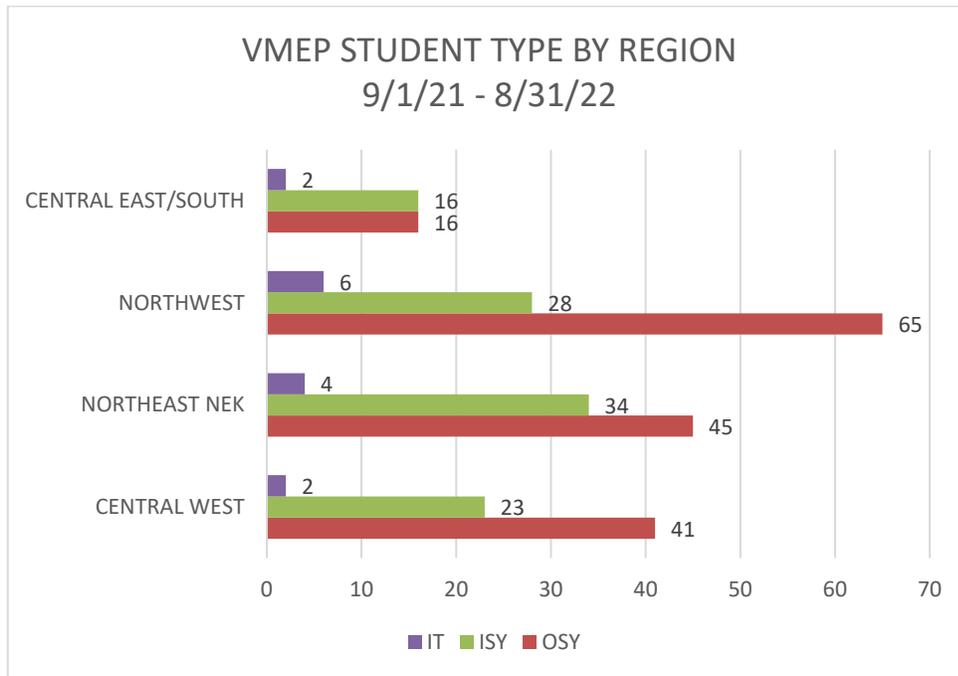


Figure 3: VMEP Number of Students of Each Type by Region, 9/1/2021-8/31/2022

Table 1 provides the actual numbers by students eligible for the state of Vermont.

Table 1: VMEP Number of Students of Each Type by Region, 9/1/2021-8/31/2022

Region	OSY	ISY	IT	Total
Central East/South	16	16	2	34
Central West	41	23	2	66
Northeast Kingdom	45	34	4	83
Northwest	65	28	6	99
Total	167	101	14	282

Figure 4 shows a level of diversity amongst VMEP students. Seventy-five percent are Hispanic, indicating also the language base of many students (Spanish). Nearly 25% are White (non-Hispanic), and this year we had one Jamaican in-school student (identified here as Black), and one Italian/Colombian OSY, identified here as “mixed race.”

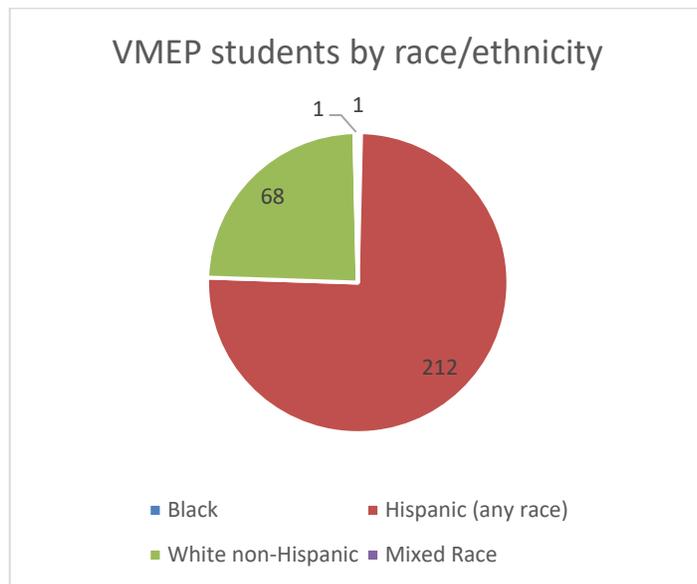


Figure 4: VMEP Students by Race/Ethnicity, 9/1/2021 - 8/31/2022

To increase our view of the diversity among these broad federal categories, we can also look at the number of our Hispanic students who come from indigenous communities and have Spanish as their second language. This is noted on COEs. Fifteen of our COEs for this year were for Hispanic individuals for whom Spanish is a second language. This is 11% of our Hispanic students, and undoubtedly misses some speakers of indigenous languages who preferred not to disclose their language knowledge.

VMEP's ID&R team annually reviews migratory student enrollments to record the total number of COEs completed during a full year, the number of new students enrolled for that period, as well as the number of updated enrollments, which indicates in-state mobility of particular students, and the work migratory agricultural workers are engaged in over the year, and the type of move made by the migrant student. New, updated and renewed students (those who were enrolled in Vermont, left the state, and returned) paint a picture of this populations' mobility. This year we recorded 175 COEs created by a total of 6 recruiters who worked for a total of 32 months, excluding vacations and holidays. During the periods of 10/16/2021 – 1/23/2022 and 3/12/2022 - 5/15/2022, the ID&R team was down one member, and during January, February, May, and June, we were investing staff time in training new regional coordinators both in the office and in the field, which limited independent ID&R time].

As the agricultural landscape shifts in Vermont, our continued analysis of recruitment efforts will help us to concentrate our recruitment efforts in the industries where outsourced labor is most prevalent. However, given its small size, VMEP often finds families engaged in smaller qualifying activities through the persistent follow through on our Employment Surveys and continual visits to sites we know outsource labor, as well as those we suspect may be shifting to a larger, hired workforce.

Table 2: VMEP Certificates of Eligibility Completed, 9/1/2021 - 8/31/2022

Total COEs completed	175
Total students	199
Total new students	116
Total updated students	66
Total renewed students	17

Table 3 shows the numbers of students over the past 9 years. There is a notable decline in enrollments nationwide, due at least in part to the continued mechanization in certain qualifying industries, increased hardships in border crossings for workers coming from the global south, the pandemic, and in Vermont, our own staff turnover and the reduced pool of candidates, which left the NW without a recruiter for more than 3 months, and the NEK without a recruiter for more than 2 months. Once those recruiters were hired, it took another 4-6 weeks for them to be ready to recruit independently. In spite of the staffing challenges, ID&R staff made 596 total farm visits and successfully identified eligible students through Facebook, WhatsApp, on farm referrals, the school-based Employment Survey and word of mouth. Additionally, staff increased efforts to mark trends in labor in newer industries such as hemp, and in older, but harder to track seasonal industries. For example, logging operations are mobile, and seasonable maple work often happens deep in the woods and prior to when the work is visible at the sugarhouse.

Table 3: VMEP Annual Child Count, 2015-2022

Year	Total Reported Child Count	Total Migrant Students	ISY	OSY	IT
2015	347	Unknown	173	174	Unknown
2016	324	340	147	177	16
2017	272	295	114	158	23
2018	288	310	126	162	22
2019	299	314	148	151	15
2020	273	276	136	137	3
2021	304	310	145	159	6
2022	268	282	101	167	14

Vermont’s ID&R team will be expanding by one member in 2022-23, which will allow the ID&R Coordinator to explore trends in the state’s agricultural and forestry industries in order to identify new areas where we may find eligible families including industries that are expanding their outsourced labor (vegetables and fruits, for example), newer industries such as hemp and saffron that may open up qualifying jobs, and older industries that will require more outreach due to the short seasons in which qualifying work is performed (Christmas tree pruning, berry picking, maple sugar tapping, etc.)

2.2 ID&R Accountability Standards (from the 2022 IDR Plan)

✓ **Standard:** VMEP staff will establish relationships with employers so that the employers welcome VMEP staff and cooperate with the program.

Results: The VMEP ID&R team maintains working relationships with agricultural employers as witnessed by the total number of visits to Vermont employers and the resulting eligible students and services then provided to those students. The ID&R team prioritizes relationship building when training new staff to ensure recognition and continuity.

✓ **Standard:** 90% of Migrant students will be identified within 6 months of a qualifying move

Results: Table 4 below shows VMEP’s identification rate of students within 6 months of their residency date as 93% in the 2022 reporting year. In order to generate the length of time it took to identify and enroll a VMEP student, one subtracts the residency date from the COE date.

Of the remaining 13 COES completed after 6 months, extenuating circumstances made it challenging to locate these individual students. Contributing factors includes gaps in staffing region, less coverage of farms in the southern part of the state, and limitations placed on visiting certain farms due to COVID-19 infections.

Table 4: VMEP Students Enrolled Compared to Residency Date, 9/1/2021 -8/31/2022

Time from Res Date to COE date	# students	% students
<30 days	104	52%
31-60 days	39	20%
61-90 days	10	5%
90-120 days	20	10%
120-150 days	10	5%
150-180 days	4	2%
>6 months	13	7%

✓ **Standard:** For each VMEP student and family, VMEP staff will complete either an In School Youth Family Profile or an OSY Profile to get an initial needs assessment. Then, within 15 days of identification of the need, ID&R staff work with the State Educational Service and Out-of-School (OSY) coordinators to make referrals to community, health and social service agencies based on the needs identified in this educational and social service needs assessment.

Results: This standard is easily met by VMEP given the electronic enrollment process for completed Certificates of Eligibility (COEs). When VMEP enrolls a student, they also now electronically complete the student needs assessment form (OSY/ISY Profile). Once the student’s eligibility is approved by the AOE, the

electronic information captured during the interview by VMEP staff becomes available to either the OSY or ISY Coordinator (dependent on the type of student). The OSY/ISY Coordinator then develops a service plan for the student reflective of the needs. Needs outlined in the profile are then followed up on by the Regional Coordinator during the counseling visit. This is the Regional Coordinator’s opportunity to complete referrals, provide materials, and address any emergent needs.

VMEP made 596 unique farm visits throughout Vermont this year. These visits resulted in 175 completed COEs for the year. As recorded in the online database, the state is divided into 4 regions (Northwest, Northeast Kingdom, Central West, Central and the South); 3 of the 4 regions are covered by a bilingual Regional Coordinators while Central East and South is covered by the ID&R Coordinator. Over the course of the annual reporting period, all large and mid-sized dairy farms, greenhouse/nurseries, and large-scale vegetable/fruit farms that outsource labor were visited at least once, although many were visited more than once throughout the year to follow up on referrals and track new workers who might be eligible, or to provide services to enrolled MEP students. Each visit, regardless of its primary purpose, results in recruitment by Regional Coordinators.

In addition, VMEP was able to verify the strength of recruitment networks at large cultural events attended by many Hispanic farmworkers including consulate visits and a soccer tournament in July. Although no new students were located at these events, it proved beneficial in that VMEP was able to verify that no eligible farmworkers were not located through current recruitment strategies. The events help to form relationships, which may help in locating future farmworkers able to benefit from VMEP’s services in the future. They are also an excellent outreach opportunity to reach potential new staff and volunteers. We have one new hire this year that came from a contact made at the soccer tournament.

Table 5: VMEP Number of Farm Visits, 9/1/2020-8/31/2021

Number of Distinct Farm Visits	Total Number of Farms Visited	Farms Visited 2x or more
596	251	106

✓ **Standard:** 20% of new MEP participants are re-interviewed monthly to confirm eligibility with an error rate of less than 4%.

Vermont Quality Control & Re-Interview Plan: VMEP seeks 100% accuracy in determining the eligibility of migrant children and youth. Our Quality Control Plan includes three sections: Hiring, Staff Training and Oversight, and COE inspection. VMEP completes the COE inspection through the **Annual Internal Rolling Re-Interview** process, as described in the Quality Control Plan.

Annual Internal Rolling Re-Interview: There are two primary strategies to VT’s annual audit process; one consists of the careful review of eligibility data prior to the submission of a COE by Regional Coordinators and the ID&R Coordinator. The second is the re-interviewing of families and youth found eligible during each month of the funding year. This process of re-interviews occurs prior to the submission of VMEP’s

state child count numbers. The annual audit is an ongoing process rather than a snapshot in time. Given the nature of migratory families, trying to find and re-interview a family later can be extremely difficult. Therefore, the Vermont ID&R Coordinator examines 20% of all new COEs and re-interviews the families and youth on those COEs. Sample COEs are selected randomly or chosen to specifically verify eligibility across all VMEP regions to ensure geographic diversity. Recruiters notify families and youth upon enrollment that they may be re-interviewed by the ID&R Coordinator. When a COE is completed by the ID&R Coordinator, a third party, most often a Regional Coordinator, will re-interview the student or parent/guardian. Errors are corrected and, if need be, families and youth are removed prior to the State of Vermont annual child count submission.

VMEP’s quality control process up to the approval of eligible students is intensive. When a COE reaches the desk of the State Director for certification, the COE has already gone through a rigorous review process: 1) A trained Regional Coordinator completes the COE during an interview following a script to help them determine whether there is an eligible migratory worker and eligible migratory children; 2) the COE then goes to the ID&R Coordinator who reviews the information and compares it to information in VT student records, MIS2000 and MSIX (Migrant Student Information Exchange); and then 3) the COE is reviewed by the AOE’s Data Specialist. These check points along the certification process stop a COE immediately if any information appears to be incorrect, or requires that the enrolling Regional Coordinator procure and provide additional information. Since the ID&R Coordinator does not certify COEs for Vermont, this process blocks most ineligible students from ever reaching the desk of the AOE’s Data Specialist and finally, the AOE’s State Director of VMEP for certification and enrollment in the program.

Table 6: VMEP Annual Internal Re-interview Summary, 9/1/2021-8/31/2022

Total COEs	Total Students (duplicated)	# of reinterviews required (20%)	Reinterviews	Students on reinterviewed COEs	Errors	Error rate
175	199	35	42	55	0	0%

More than 20% of the Total 175 COE’s completed by ID&R staff were re-interviewed by the ID&R Coordinator or colleagues who had the best communication with the student or parent/guardian in question. The ID&R Coordinator reviewed COEs completed by staff members, and VMEP staff helped re-interview COEs completed by the ID&R Coordinator.

The 42 COEs subject to re-interview contained a potential total 55 students. After the re-interview process, the COEs submitted contained 55 students. No students were enrolled and counted erroneously. In the 9/1/2021-8/31/2022 reporting period, Vermont had a 0% error.

The 0% error rate reflects the rigorous training of regional coordinators, the extensive review process performed at every phase of this process. It is worth noting that of the 175 COES completed during this period, 93% of them contained students who were identified and enrolled within 6 months of their residency date, and more than half of them were enrolled within one month. This indicates that the

Vermont ID&R team is indeed identifying eligible students in a timely manner.

3.0 In-School-Youth

One of the primary purposes of VMEP is to ensure that migrant children and youth are provided with appropriate educational and support services that address their unique needs in a coordinated and effective manner. The VMEP model is designed to collaboratively identify and assess students' needs and to serve as a liaison between school personnel, community agencies, agricultural employers, and program participants. As a supplemental educational program, VMEP's connect student and their families with pre-existing academic support services and resources available in their local school or community.

Vermont encompasses a wide range of community and school-based services, but due to frequent mobility, cultural and language barriers, social and geographic isolation, lack of transportation and limited understanding of educational systems, migrant families often miss the existing opportunities and supports for which they are eligible. VMEP staff inform migrant students and their parents of the support services and resources available to them to ensure they receive full and appropriate opportunities to meet the same challenging academic content and academic achievement standards that the state of Vermont expects all children to meet.

VMEP employs an Educational Services Coordinator (ISY Coordinator) to oversee the needs of eligible migrant students attending school. The ISY Coordinator serves as the primary liaison between school personnel, community agencies, and program participants, working to ensure that ISY receive full and appropriate opportunities to meet academic content and achievement standards. This individual also provides support to Regional Coordinators to guide services in response to information provided by schools, caseworkers, etc.

3.1 ISY Population

VMEP students are located across the state of Vermont and not all students remained in Vermont or in one location during the reporting period. In addition, VMEP serves a racially and ethnically diverse population as indicated in Figure 4. During the 2021/22 reporting period, there were 117 students on the ISY Coordinator's caseload including 104 ISY and 13 ITs. Figure 5 below shows the breakdown of students by

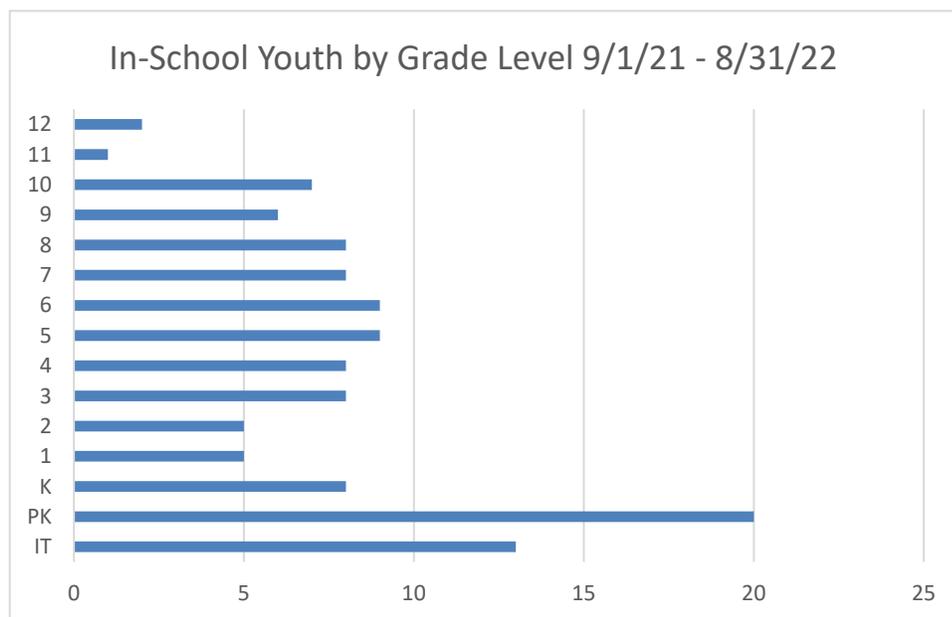


Figure 5: VMEP ISY by Grade Level, 9/1/21 - 8/31/22

grade.

In total, there were 18 ISY on IEP plans, two students with an EST (Educational Support Team) and two with a 504 plan. Often IEP and parent meetings include technical language on assessments, scores and related services. The ISY Coordinator makes a concerted effort to attend as many of these meetings as possible to support and to advocate for the students/families while also supporting educators by sharing helpful resources and information, when appropriate.

In total, there were 42 ISY that were LEPs (Limited English Proficiency) this reporting year requiring English instruction services and support with translation and interpretation of essential information for themselves and/or parents/guardians. The ISY Coordinator works tirelessly making sure that school administrators and educators are aware of these students and families' EL rights.

DROP-OUTS: Despite of our support and services, two students dropped out this year. We continued services for these students, supporting them as Out-of-School Youth.

3.2 ISY Services

VMEP strives to provide individual case management for all students and families. Once a student is identified and enrolled into the program, the ISY Coordinator is notified by the AOE's Data Specialist prompting the ISY Coordinator to review the online COE and ISY Profile, completed by the Regional Coordinator upon enrollment.

This ISY Profile is used to gather essential data at both the individual student and state level. At the individual level, the ISY Profile is the starting point for planning the services that best match the needs and availability of each youth identified. At the state level, the profile helps gather information about the

migrant student population in the state, which aids in the planning and implementation of programs and allocation of resources.

While Regional Coordinators are connecting with families, the ISY Coordinator sends an introductory letter to the school principal introducing themselves, outlining program offerings in a services menu (see Appendix), and notifying that the student is eligible for free lunch. The coordinator also includes a description of migrant eligibility requirements and a copy of the FERPA (Family Educational Rights and Privacy Act) letter outlining the ability to share information related to academic needs and progress. The ISY Coordinator also asks that the principal identify a primary school contact that can share information on a student's academic progress and help to identify needs. The primary contact is then sent a similar introduction email with the menu of services. They are asked if this student is on any educational plans (i.e. IEP – Individualized Educational Plan and/or 504) and how they are progressing academically. This primary contact will also be the individual that is provided the fall and spring teacher surveys, which serve to identify students' academic needs and progress. In addition, the ISY Coordinator also sends three documents to school staff for EL (English Learners) students, created by the United States Department of Justice and the Department of Education's Office of Civil Rights: *Dear Colleague Letter for English Learners, Ensuring English Learner Students Can Participate Meaningfully and Equally in Educational Programs* and *Information for Limited English Proficient Parents and for Schools and School Districts that Communicate with Them*. All LEP parents also received the second-listed document in their primary language.

There are seven primary categories of services offered and reported on by VMEP. Services are defined as an activity that: 1) directly benefit a migrant child; 2) address a need of a migrant child consistent with the State Education Agency's comprehensive needs assessment and service delivery plan; 3) are grounded in scientifically based research or, in the case of support services, are a generally accepted practice; and 4) are designed to enable the program to meet its measurable outcomes and contribute to the achievement of the State's performance targets. Figure 6 shows that VMEP delivered a total of 1,725 individual student services to ISY during the reporting year.

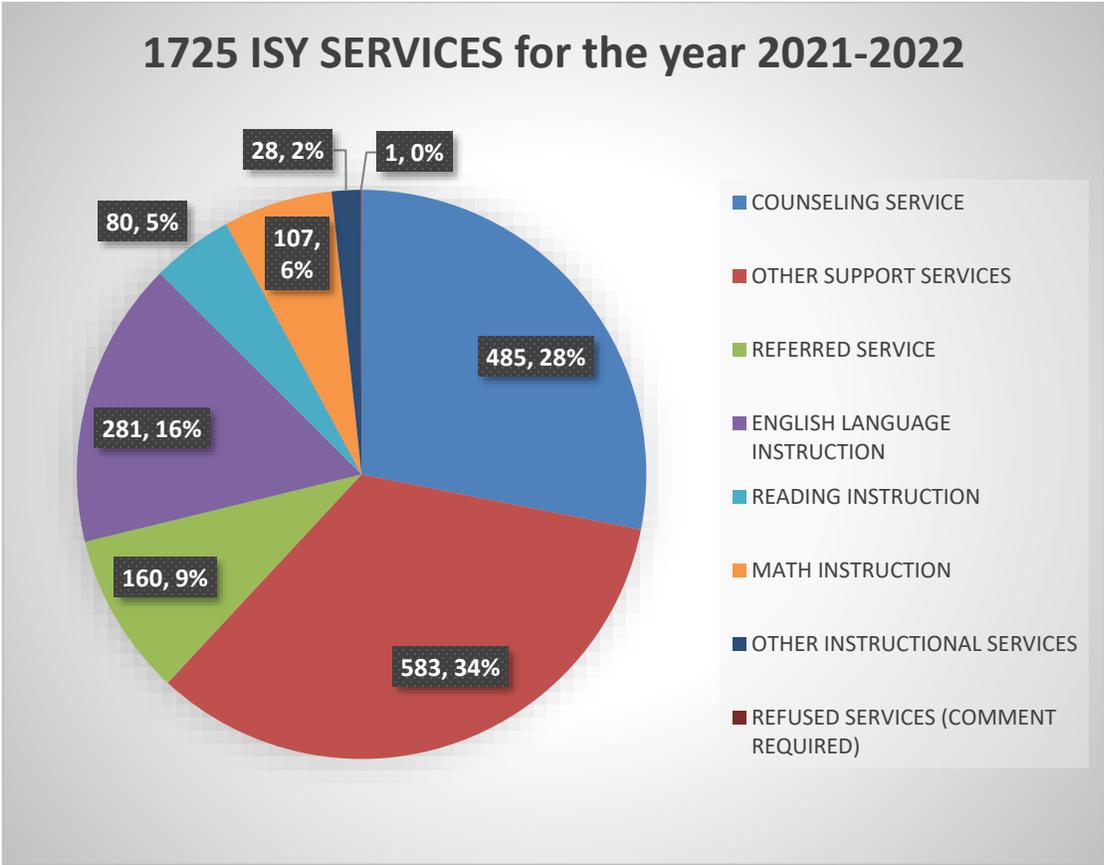


Figure 6: ISY Services Provided by Category, 9/1/2021-8/31/2022

3.2.1 ISY Other Support Services

For additional reporting purposes, VMEP has qualified ‘Other Support Services’ into nine specific categories broken down in Figure 7 below. Each service counts for one non-duplicative offering except for ‘Afterschool/Summer Enrichment’. In this category, one count is actually many contacts - enrolling, financing (if not covered through financial aid or scholarships), purchasing necessary items for the activity, and the child participating each day in the program are all counted as only one entry regardless of whether the child attended a full week of camp or an entire season of Little League. Therefore, when understanding the full spectrum of Afterschool/Summer Enrichment Activities, the impact in hours of supplemental programming and experience is much greater. All overnight camps requested negative COVID tests before attending creating additional needs related to successful participation.

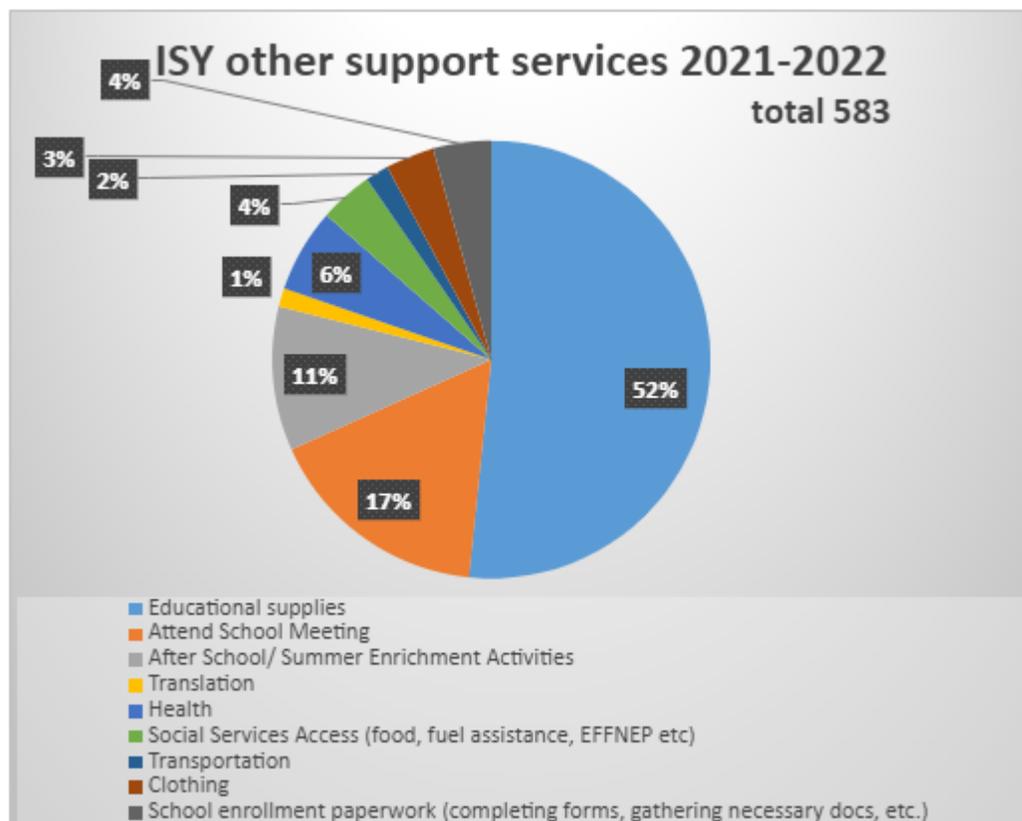


Figure 7: ISY Other Support Services Detail, 9/1/2021-8/31/2022

Families and schools often share with VMEP their appreciation for the wraparound supports offered and the positive benefits eligible migrant children are receiving as a result of our services. This year, the ISY Coordinator attended 13 IEP meetings, as well as three 504/EST meetings alongside migrant parents to support and advocate for families who otherwise may not participate. During these meetings, VMEP helped to facilitate communication, ensures parental understanding, advocates for additional services when appropriate, and ensures translation services are offered if parents are LEP. VMEP works with parents to encourage their attendance at other school meetings and community events as well. VMEP removes barriers that prevent families from visiting the school by organizing transportation and ensuring the school has the necessary resources, so that migrant families can fully participate.

The ISY coordinator attended many parent-teacher conferences for EL students, and with their parent/guardian. The ISY coordinator also met with these students' EL teachers to be of support for these teachers and to discuss their students' needs, concerns, and academic progress. In total the ISY coordinator contacted schools 97 times, without counting every single email, to either check on our students needs and academic progress (counseling services) throughout the year or to facilitate communication between home and school (other support services), including the meetings mentioned above.

In addition to increasing academic opportunities, social supports including "Social Service Access" were logged by staff to secure food or other basic family needs. Some of this work is done in collaboration with

VMEP’s partner program through UVM Extension Bridges to Health (BTH), which provides care coordination and health related outreach to farmworker families. Additionally, educational supplies, such as backpacks, books, math workbooks and math cards, were provided to ISY 301 times with all students receiving backpacks and school supplies at the start of the academic year or upon enrollment in VMEP.

3.2.2 ISY Counseling Services

Figure 8 separates Counseling Services one step further into the type of communication and who it was directed to: 1) Communication with schools related to academic progress; 2) communication with family related to social services and community-based resources; and 3) communication with family related to academic progress. VMEP improves students’ engagement both in school and community-based opportunities through ongoing communication and outreach. VMEP staff encourages schools to go the extra mile for migrant families whenever possible regardless of their duration in the district. All these efforts focus on improving the likelihood of a student’s academic success through providing guidance and connecting with existing community and/or school supports.

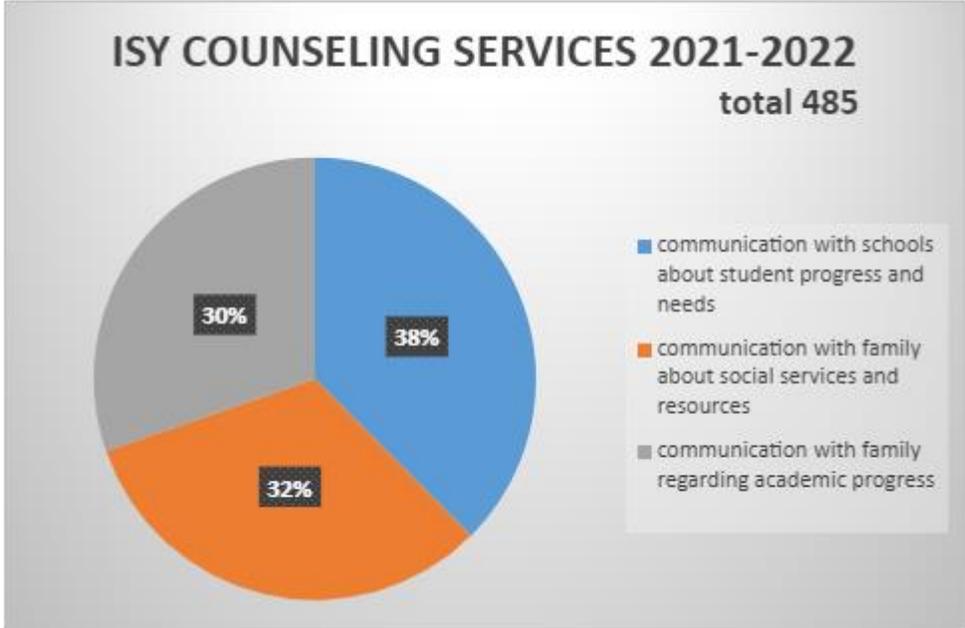


Figure 8: ISY Counseling Services Detail, 9/1/2021-8/31/2022

Knowing parents/guardians play one of the most crucial roles in a child’s success in attaining high standards and academic achievement, staff work collaboratively with families highlighting their role and responsibilities. Staff work tirelessly to support students and help migrant parents/guardians see schools as inclusive and welcoming environments. VMEP provides information and opportunities to learn about health and safety issues, homework support, the importance of school attendance, home literacy modeling, positive engagement and strategies for supporting for their child’s educational success.

As part of counseling services, VMEP promotes Parent Advisory Council - PAC events, to bring families together with our team and other VMEP families to discuss important topics while their kids are participating in an enriched educational activity. For some of these families, particularly the EL families,

Updated 12/20/2022

this is often the only opportunity they have to connect with other parents, and to feel part of a 'school' community.

This year our event was held at the UVM Extension office in Saint Johnsbury, where two sister programs from Extension joined us as guests, 4-H and EFFNEP. The 4-H program were represented by Alison Smith and Holly Ferris. Alison and Holly taught four of our EL students how to grown microgreens while EFFNEP was represented by Bernadette Bessette who taught three EL parents how to make snacks for their kids using microgreens. Afterwards, we facilitated a conversation with the parents to discuss topics like: school communication, EL rights, communication with our program, school after COVID, their children's needs and concerns, their dreams for their children, and their suggestions for future PAC events. We gifted the kids who attended with various books.

3.2.3 ISY Referrals

VMEP recognizes the value of referrals; the program has limited bandwidth and are not alone able to meet the broad and intensive needs of migrant students. One of the most important roles of VMEP is connecting families to existing services and resources within their communities and schools. In addition, VMEP acknowledges that their primary focus is on the academic success of eligible students and that there are a wealth or other programs able to meet additional existing needs. Many of these indirectly help to support students' academic growth through building students' confidence, enhancing relationships, improving health, and enriching their day-to-day lives as youth.

The true value of an active referral is extremely difficult to measure, but it is important to connect the dots of a successful referral back to VMEP. The value to a child who plays recreational soccer on their school's community team for the first time, who otherwise would never have the supports at home to sign up, attend, or purchase the needed accessories such as cleats and shin guards is immeasurable. The relief of the family who was struggling to keep food in the cupboards and unfamiliar with community food security supports who now receives regular assistance and food drops is immeasurable. The change in the child that attends a summer camp for the first time in their life, when this experience has such a positive impact that the kid counts down the days to the next year's camp opportunity from the day they left is immeasurable.

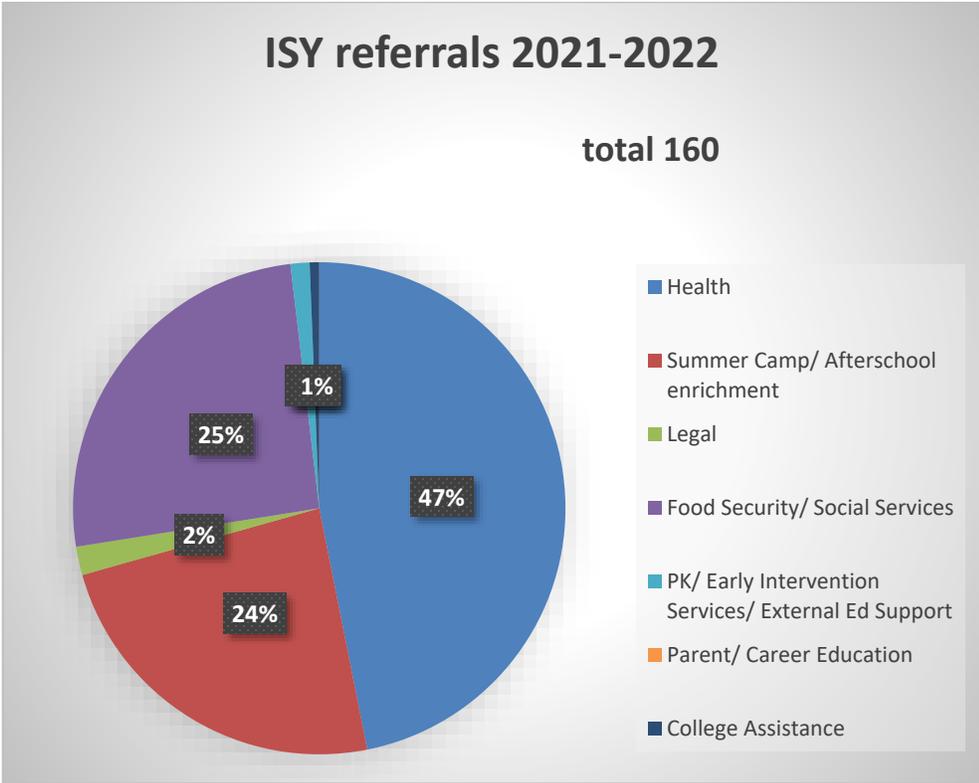


Figure 9: ISY Referral Detail, 9/1/2021-8/31/2022

Table 7: ISY Referral Detail, 9/1/2021-8/31/2022

Total	160
Summer Camp, Afterschool and enrichment activities	38
Health	75
Food Security, Social Services	41
Legal	3
Parent/Career Education	0
PK/ Early Intervention Services/ External Ed Support	2
College Assistance	1

3.2.4 ISY Early Educational Services

VMEP considers early education to be an essential pillar of a child to develop love for literacy and the opportunity to have his first educational experience. Therefore, we prioritize access to preschool services for our program participants. This year, VMEP had 18 PK aged students, ages 3 to 5. VMEP collaborates with early education school programs (e.g. 21st Century Community Learning Centers, Head Start, Early Head Start, local school and private early childhood education programs, Title I preschool programs) to increase enrollment of migrant children and to increase the awareness of the migrant preschool population in their community. Whenever possible, VMEP connects families of PK children to the local site-based early education program and assist with enrollment, communications, and logistics including transportation.

Specifically, VMEP focuses on enrolling students in early intervention when appropriate, preschool, assisting with arranging transportation, and assisting with the childcare subsidy application. VMEP is largely focused on eliminating the barriers that exist to early education. Unfortunately, transportation is the biggest barrier keeping our PK students from attending preschool.

While keeping all of these in mind, the ISY Coordinator created a highly successful early literacy initiative for PK aged students. This was the second year of this initiative with 13 participating students (see appendix). The initiative consists of two books reading sessions each with its own activity, conducted in-person by our Regional Coordinator, with both children and parents/guardians. The goal of this initiative is to promote parental engagement and family literacy as a shared and enjoyable activity between parent/guardians and children. Although a parent may not have strong reading skills or the ability to read in English, there is still value in promoting family literacy through sharing a bilingual book. Our Regional Coordinators read the book in both languages, Spanish and English.

4.0 Out-of-School Youth

Although there is much overlap between migrant ISY and OSY, OSY face many challenges unique to their population as young adults here often without parental or family support. Mobility is a challenge, partially fueled by a political climate that is often unwelcoming to immigrant populations. OSY often lack the necessary transportation required to access different health, community and educational resources. There are, for example, adult educational programs in Vermont, but often no way of getting to site based classes. This is starting to improve with a shift to online instruction and a breakdown of geographic service boundaries for AEL (Adult Education and Literacy) centers, but change is gradual and OSY's needs are significant.

VMEP employs an OSY Coordinator who serves as the primary liaison between OSY, AEL providers, other applicable community agencies, and agricultural employers. This individual, in partnership with the VMEP Program Coordinator, develops, coordinates, and implements supplemental education and appropriate support services that meet the unique needs of this population.

4.1 OSY Population

OSY include youth migrant farmworkers, typically ages 16 to 21. During the 2021-2022 reporting year, VMEP enrolled 167 OSY statewide. As depicted below in Figure 10: OSY male and female, 9/1/2021-8/31/2022 Figure 10 the majority of this student population is male. OSY tend to be more mobile than families abler to move from one farm to another with more ease. Some students only remain in the area for a few days while others may remain on the same farm for extended periods of time eventually ending eligibility for VMEP after 3 years of services. OSY students typically work many hours (72 hours a week is quite common) and have limited time to focus on their education. In addition, their work includes non-traditional hours and shifting schedules. Providing services to the most mobile students with limited time to study poses understandable challenges to educational service outcomes.



Figure 10: OSY male and female, 9/1/2021-8/31/2022

All OSY enrolled in 2021-2022 are English Language Learners. The vast majority are Spanish speaking with a small segment of the population that speak one of many indigenous languages and typically speak Spanish as well. This information is recorded on the COE and on the OSY Profile. This year four OSY identified themselves as using a language other than English or Spanish at home. Due to stigma in Mexico and Guatemala about membership in indigenous communities, we suspect that there are additional people enrolled in our program who speak indigenous languages but did not feel comfortable disclosing that to VMEP. Language presents an additional barrier for students hoping to engage in educational opportunities and access local resources.

4.2 OSY Services

VMEP includes a variety of supplemental and direct educational services for the OSY population. Eligible OSY are not formally enrolled in academic institutions and lack a high school diploma or the equivalent and through VMEP, are entitled to receive educational supports. VMEP re-confirmed its commitment to the OSY population in the updated 2020 SDP.

VMEP has made a concerted effort to better define the available services for OSY as the populations needs have evolved and find services that match their needs. Like migrant families, OSY students' first point of contact is with the Regional Coordinator. Upon enrollment into the program, the Regional Coordinator completes the OSY Student Profile. This tool is used to gather essential data at both the individual student and state level. At the individual level, the OSY Profile is the starting point for planning the services that best match the needs and availability of each youth identified. At the state level, the OSY Profile helps gather information about the OSY population in the state, which aids in the planning and implementation of programs and allocation of resources. This year, VMEP updated the profile, so it more accurately reflected students' needs and modes of communication, but still gathers necessary data for iSOSY

reporting requirements.

As young adults, OSY spend a large amount of time already using cell phones for social media and communication. VMEP recognized this as an opportunity and considered the feedback provided by students in terms of their educational goals and interests, and has shifted to an increasingly virtual model. This has meant a significant shift towards online instruction almost exclusively. In addition, VMEP recognizes the need for farmworkers to have necessary technology. Students begin online classes through their cellphones, but after demonstrating commitment through class attendance, VMEP provides enhanced technology including Chromebooks and hotspots. Hotspots ensure farmworkers in rural locations without internet are still able to participate in online classes. Technology can help sustain interest in gaining educationally based skills, enhance any educational plan, and substantially increase opportunities for and rate of language acquisition. The addition of Chromebooks and hotspots has helped to enhance classes by providing larger screens, the ability to share content and internet access.

VMEP supports a combination of service delivery models designed to improve access to and the quality of English language classes, access to available community resources, and high school completion options. This particular year, much effort was placed on English language instruction as well as supporting OSY in regards to health and personal protection due to the pandemic.

VMEP also now has the benefit of offering OSY educational services through partner programs. Most notably is the [Spanish Online Dairy Farmworker Training](#) with Cornell's Pro-Dairy program. Modules are available in Spanish and delivered through an online Learning Management System, Moodle. VMEP assisted OSY with the enrollment and selecting relevant topics from the following: 1) Cow Handling; 2) Dairy Cow Nutrition; 3) Herd Health; and 4) Milk Quality and Milking Systems. These modules provide workplace safety and technical training including both mathematics and science content. In addition, VMEP also is now a host site for Plazas Comunitarias and is able to offer academic content through their available instructional materials. This permits individuals to access the Mexican adult education system and earn their elementary and secondary school diplomas.

As discussed in the ISY Service section, OSY services are similarly focused on counseling, referral and other support services. Figure 11 below shows the breakdown by type of the 1,283 individual services delivered to OSY students during the reporting year. This year VMEP served approximately 95% of the total OSY student population.

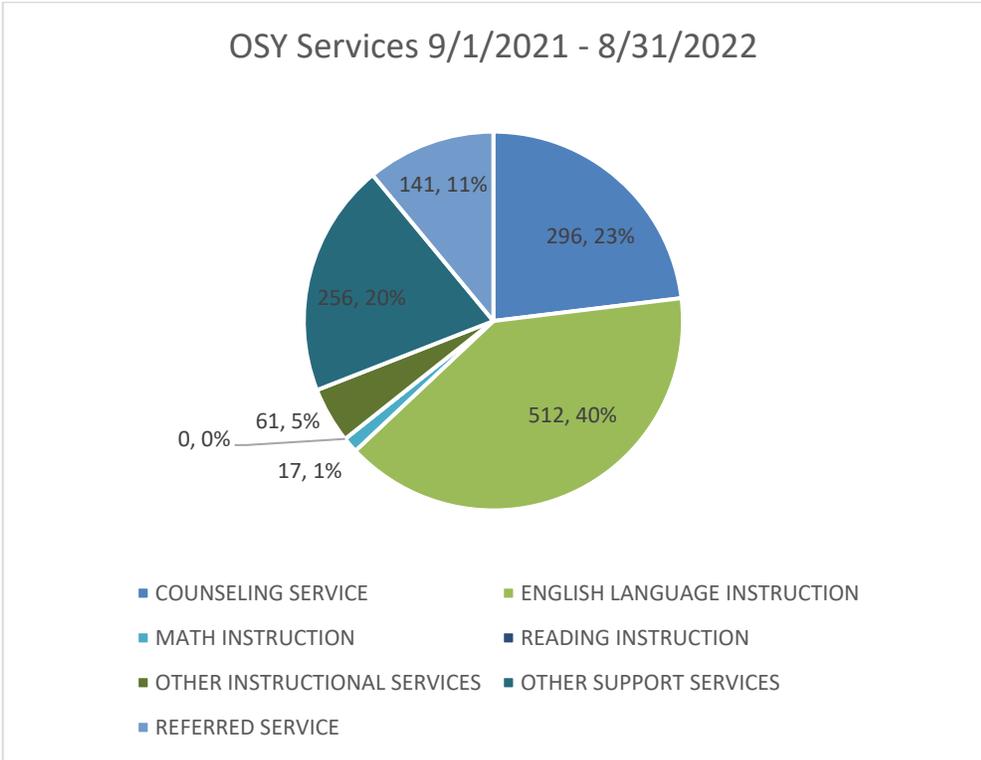


Figure 11: OSY Services by Type, 9/1/2021-8/31/2022

4.2.1 OSY Other Support Services

As was the case for ISY students, program staff focused much of their time on providing “Other Support Services” (20% of services for OSY, in comparison to 34% for ISY). Figure 12 breaks down these services into a separate set of deliverables that directly address the unique needs of the OSY student population. Drivers’ Ed, Translation, Health Access, Social Services (legal, Consulate support, and Guardianship information), Educational Supplies, Transportation, Literacy Events, and Tech Support Education are all included in the totals below. For tech support, OSY often have limited computer skills, so this assistance is necessary to help OSY become familiar with Chromebooks and hotspots. (Technology instruction, rather than support and troubleshooting, is categorized as Other Instructional Services, see below.) It is important to highlight that a student who received a service such as “drivers’ education” actually received many individual contacts and services along the path to acquire their license, such as study supports and help to collect necessary documents, schedule and attend the driving test, etc. This graph does not show the depth of the services offered, but rather the diversity of VMEP’s most common services. Provision of educational supplies (books, Chromebooks, notebooks, pens, etc.) is the most frequently recorded support service for OSY.

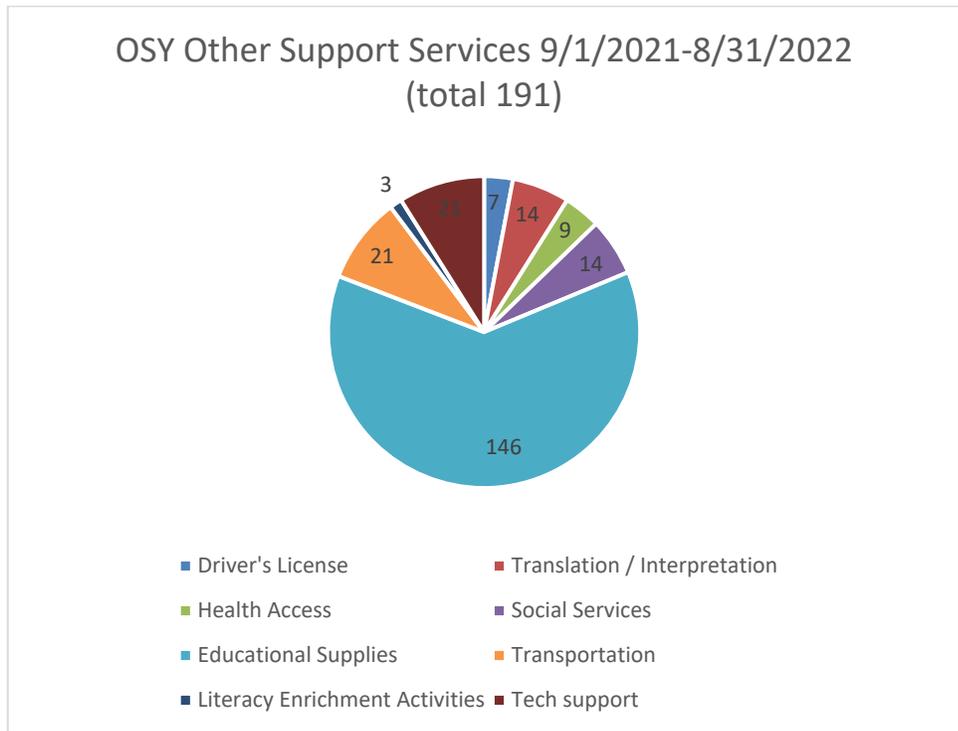


Figure 12: OSY Other Support Services 9/1/2021-8/31/2022

4.2.2 OSY Counseling Services

Garnering participation and building rapport with OSY is a process that takes commitment. Students who go the furthest in VMEP take advantage of the individually tailored services, which are crafted in student planning sessions, or “Counseling Services.” Figure 13 below shows the primary focus areas of staff when counseling students towards a plan that meets their needs.

Counseling services for OSY generally fall into 3 types of communication related to the following categories: 1) Educational needs and goals; 2) available social services and accessibility; and 3) strategies for addressing work related circumstances. As the figure shows, more than 90% of VMEP counselling services with OSY fall into the sub-category of goal setting and educational planning, reflecting the important work of program staff in meeting OSY students where they are and assisting them in articulating and meeting their educational goals.

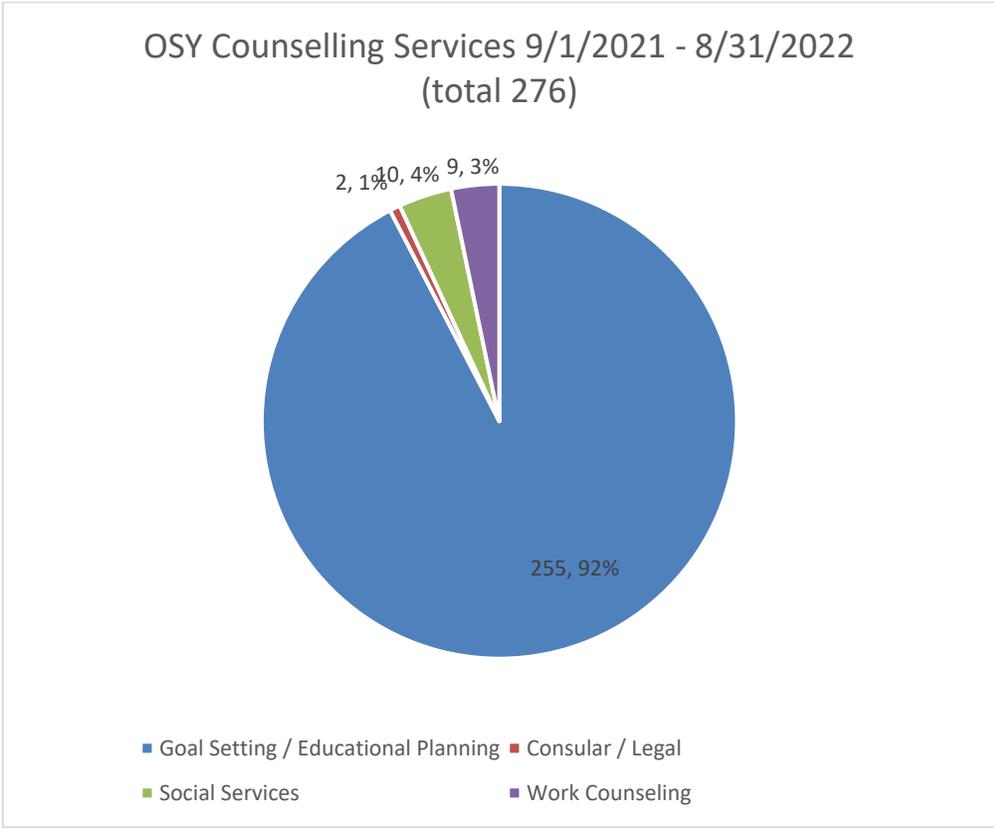


Figure 13: OSY Counseling Services Detail, 9/1/2021-8/31/2022

4.2.3 OSY Referrals

As a supplemental education program, it is VMPEP’s top priority to link students and families to what currently exists in the community. VMPEP only provides educational services that are otherwise not available to the migrant student population. To do this, staff utilizes their vast network of like-minded organizations and state resources to provide active referrals to a wide range of services that OSY families rarely access without this guidance. Not surprisingly given circumstances with COVID, “Health/Nutrition” continued to be the strongest category, and due to our close relationship with the Migrant Health team, we are very confident in these referrals.

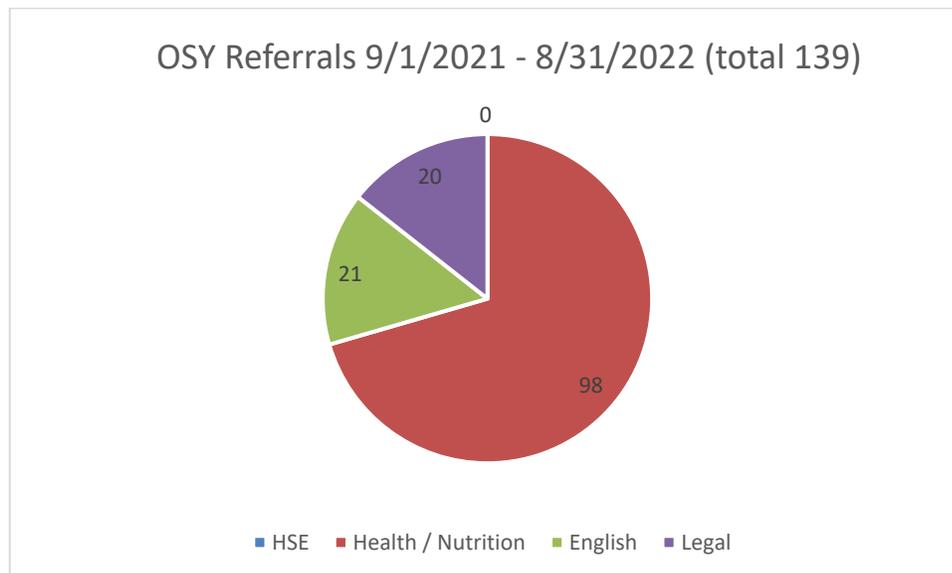


Figure 14: OSY Referrals Detail 9/1/2021-8/31/2022

4.2.4 OSY English Language Instruction

One of the primary drivers of OSY’s educational interest is to improve their language skills. In an effort to be more efficient with resources and VMEP staff’s availability and also recognizing what has proven to work best for farmworkers with limited time, VMEP continues to use an almost exclusively virtual English instruction model, supplemented with in-person visits and mentoring as appropriate.

The success of the virtual English instruction program is that it reflects students’ needs and educational goals. Participating OSY focus on conversational, work-based language that approaches language through a functional model. Students complete an online referral form with a Regional Coordinator during the counseling visit if interested. The Virtual English Instructor then follows up with the student and begins providing classes once an assessment is completed. Students receive classes typically one-on-one or in small groups, 1 to 3 times per week in accordance with their availability. The Virtual English Instructor works with the student to set goals with guidance from the OSY Coordinator. Once the goal is achieved, a new language goal is set. VMEP also has a few dedicated volunteers including mentors that provide English instruction to OSY. These volunteers receive support and guidance from the OSY Coordinator after completing a background check and volunteer application.

The OSY Coordinator collaborates with AEL providers around the state, which traditionally have done site-based classes with certified ELL teachers in high-density migrant farmworker areas. The barriers for accessing these classes are significant. Over the years, VMEP has seen a decrease in site-based English class participation and an increase in distant learning options. A small benefit to COVID has been that AEL centers in Vermont continue to utilize more virtual models and the service boundaries for providers have been a diminishing priority. This collaboration is a win/win for the VMEP and AEL centers around the state. They have the resources for quality service and VMEP has the students and capability to bridge access. As part of transition plans when OSY are ending their eligibility (either from aging out or reaching the end of

their 3 years “on program”), VMEP focuses efforts on connecting students with AEL providers through facilitating referrals and introductions, assisting with enrollment paperwork and assessments, and attending first classes jointly.

Gaining fluency in a language requires a concerted effort; in addition to the language, the virtual English program has the additional benefit of helping students to develop study habits and skills that in the future are transferrable to additional academic areas or interests. This past year, 447 instructional hours of English were provided over the course of 512 recorded services from regional and statewide coordinators, staff instructors, and volunteers. All students who completed at least three classes were assessed on at least one proficiency, and 100% of those students showed a gain in proficiency. Regional Coordinators assess the English skills of all OSY during their initial counseling visit using the iSOSY English Language Screener. Because of student mobility, it is not always possible to conduct follow-up language skills assessments in a timely manner, or at all. In order to avoid a practice effect, we look for 20 hours of instruction after an initial screening with the English Language Screener, and after that progress assessment with the ELS, we move on to the BEST Plus 2.0, which is a true oral proficiency assessment (rather than a screener.) However, of the 16 OSY who received a follow-up assessment in the 2021-2022 reporting year, 100% of them showed a gain in English proficiency. While a more comprehensive OSY assessment strategy is indicated in order to demonstrate the effectiveness of our instruction, these quotes from our exit interviews with OSY this year are an effective illustration of the success of student-centered, communication focused English instruction (quotes translated from Spanish): *“What I have learned has helped me in the stores, and I’ve used it at work a little too. Those are the only places I am.” “When I arrived, I didn’t know anything, and now maybe I can’t speak fluently but I have more tools to be able to communicate.” “My pronunciation has improved, and I feel happy to know English and be able to communicate at work without an interpreter.” “[Learning English] has made me feel free to express myself with more people. Now I can recognize the numbers in English and know how much I need to pay, and at work I can communicate about the cows and if they are sick. Now I can ask for help if I need it. I can express what I want, what I have, and what I need.”*

4.2.5 OSY Mentoring Services

Through PAC meetings and informal conversations, OSY have expressed interest in more opportunities to practice English, learn about their community and build social capital through meeting others that live locally. Although virtual instruction has been highly effective, it does not address the need for students to have more in-person, one-on-one support. Last year, VMEP launched a mentoring program intended to match OSY with community members with guidance from Mentor VT. So far, five matches have been successfully made. All mentors complete an initial training and receive ongoing support from the OSY Coordinator. Supports from mentors to OSY include a combination of instructional and counseling services shown in Figure 15.

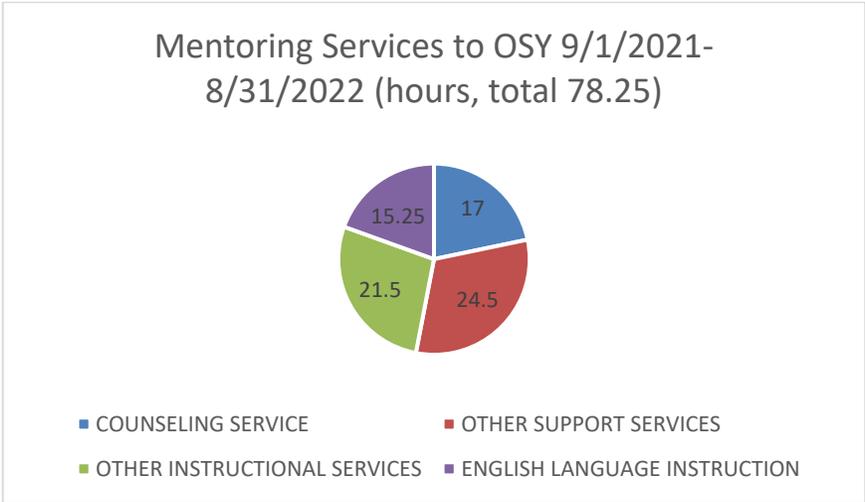


Figure 15: OSY Mentoring Service Types 9/1/2021-8/31/2022

4.2.6 Other Instructional Services

Other Instructional Services is the service category that captures instruction (rather than support) beyond English language, reading, and mathematics. For OSY, we subcategorize this into Technology, Social Studies, Science, Life Skills, and Driver’s License, as these are the most frequent subjects of Other Instruction. As show in Figure 16, technology instruction accounts for half of these services. This year, we created a series of introductory computer instruction lessons based on OSY needs with our Chromebooks and classes.

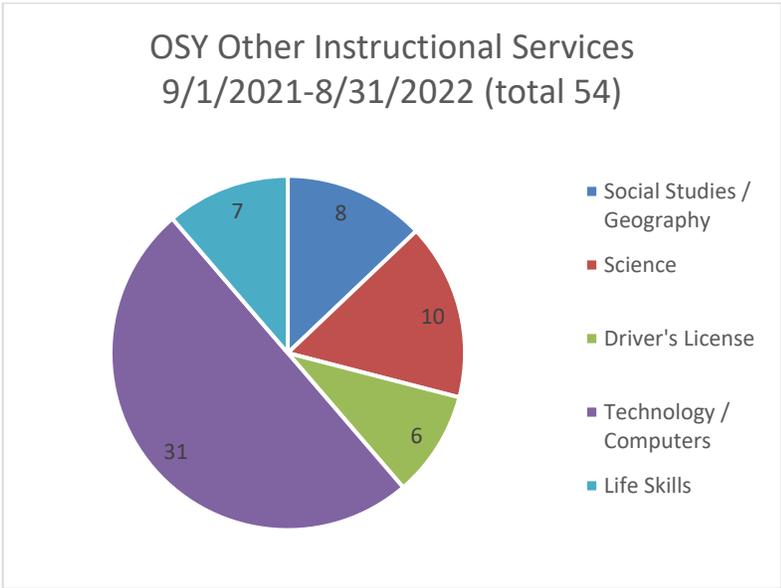


Figure 16: OSY Other Instructional Service Detail 9/1/2021-8/31/2022

5.0 No Services Provided

One final way VMEP measures programmatic success in terms of student outreach is to look at the percentage of students who were recruited into the program, but not served during the reporting year. VMEP's percentage served is impressive; **100% of ISY** and **95% of OSY** (all but 10 students) received at least one active service during this reporting year including both the summer and academic terms. This is particularly notable due to staffing gaps and continued effects of the pandemic on staff ability to physically meet with students to provide services. Some services traditionally done in person, such as counseling, shifted to online or hybrid delivery over the last two years.

In reviewing individual student cases to see why students may not have participated, potential barriers to services become evident. The primary reason OSY students received no services is because their stay was of such short duration that staff could not serve them. An inability to serve someone during the reporting period does not necessarily indicate that the student has had no services. Students may have been enrolled and served extensively in previous years, and not served this year because, for example, they ended eligibility on 9/2/2021. Second to this are students who were unresponsive; this is a student who enrolled into the program but did not respond when staff reached out to provide services and staff were unable to relocate the student. Another reason is that students on occasion refuse services. A refusal of service is a student who during or shortly after enrollment is willing to remain in the program, but they desire no direct services. Coordinators explain it is their job to identify and enroll students, but participation in services is not obligatory. Additional factors that may contribute to staff's inability to serve students include incorrect phone numbers and lost student or parent/guardian cell phones.

6.0 Measurable Program Objectives (from 2020 SDP)

VMEP is guided by our 2020 Service Delivery Plan, which is based on our 2019 Comprehensive Needs Assessment. This process did not anticipate a global pandemic; however, we continue to strive to meet the Measureable Program Objectives outlined in the SDP. Below we provide a brief accounting of this year's progress towards those MPOs.

6.1 Goal Area 1: English Language Arts/Literacy Achievement

6.1.2 MPO: 1.1) Each year, the percentage of migrant students scoring proficient in ELA will increase by 10%.

This MPO is based on school assessment data; we do not yet have this data for FY2022.

6.1.3 MPO: 1.2) Each year, 25% of EL ISY will receive language instruction in the summer to prevent regression and strengthen language skills.

This year, 12 ISY who are English Learners received summer English language instruction. This is 29% of the 42 EL ISY.

6.1.4 MPO: 1.3) Each year, OSY receiving English instruction will have a measureable improvement in their English proficiency.

This year, 69 OSY received English instruction. 36 of these attended at least 3 classes, and were

assessed for at least one language skill. 100% of students assessed showed a measurable gain in their proficiency.

6.2 Goal Area 2: Mathematics Achievement

6.2.1 MPO: 2.1) Each year, the percentage of migrant students scoring proficient in math will increase by 10%.

This MPO is based on school assessment data; we do not yet have this data for FY2022.

6.2.2 MPO: 2.2) 15% of OSY access additional coursework that includes math curriculum.

This year, 9 OSY accessed additional math coursework. This is 5% of OSY. Additional English lessons that incorporate math content and exercises are in development and will assist with meeting this MPO in the coming year.

6.3 Goal Area 3: School Readiness

6.3.1 MPO: 3.1) 80% of students ages 3 to 5 will attend high quality preschool for a minimum of 10 hours per week.

This year, 6 (40%) of the 15 students aged 3 to 5 attended pre-school. Reasons for not attending included parents preferring to keep their kids at home for personal reasons, including to reduce chances of COVID-19 infection and other illness, lack of transportation, and children not having reached age 3 by the cut-off.

6.3.2 MPO: 3.2) 80% of preschool students and parents will participate in VMEP's early literacy program.

This year, 11 preschool students and their families participated in VMEP's Early Literacy Initiative 2.0 (see Appendix). These students represent 79% of PK students enrolled this year.

6.3.3 MPO: 3.3) 90% of families with children ages 3-5 will receive age appropriate books and other educational supplies.

90% of families with children aged 3-5 received age-appropriate books and educational supplies from VMEP this year.

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

6.4.1 MPO: 4.1) Each year, 80% of VMEP 12th grade students engage in at least one career/college counseling experience.

This year, VMEP had two 12th grade students. Both of them participated in career/college counseling through their schools, and both graduated.

6.4.2 MPO: 4.2) 15% of OSY access additional coursework focused on career skills through partner programs (online or in-person).

Eight OSY (5%) accessed coursework focused on basic technology skills that are essential for many careers.

6.4.3 MPO: 4.3) Increase the number of OSY by 10% who enroll in a high school completion program (online or in-person).

This year, two OSY enrolled in a high school completion program (Mexican online high school.)

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

6.5.1 MPO: 5.1) Each year, 50% of ISY are referred to an out of school enrichment activity.

This year, 38 (38%) of the 99 ISY enrolled in grades K-12 were referred to out-of-school enrichment activities. These activities are just beginning to come back online as schools and organizations recover from the acute phase of the pandemic.

6.5.2 MPO: 5.2) All school contacts working with ISY will receive information on the educational barriers of MEP students.

The ISY Coordinator contacted 100% of the schools working with ISY and shared information about the educational barriers that migrant students face.

6.5.3 MPO: 5.3) All school contacts working with ISY will receive information on the educational rights of MEP students.

The ISY Coordinator contacted 100% of the schools working with ISY and shared information about the educational rights of migrant students.

6.5.6 MPO: 5.4) Each year, 20% of MEP students will be referred to a health-related program/resource.

This year 173 VMEP students (62%) were referred to a health-related program or resource.

6.5.7 MPO: 5.5) Increase the number of OSY by 10% who are formally connected to a mentor in the community.

This year five OSY were connected to a mentor in the community. This is the same number as last year, but there were two new students who accessed mentoring this year.

7.0 Conclusions and Recommendations

Despite ongoing challenges related to staffing, the COVID-19 pandemic, and the changing agricultural landscape, VMEP delivered robust supplementary educational services to eligible students in FY22. VMEPs strong student numbers and comprehensive services is a reflection of their strong statewide network, staff expertise, and ability to be responsive and adaptive as needs and circumstances evolve rapidly.

During the early stages of the pandemic, VMEP pivoted to support families and participants in meeting basic needs through strategic partnerships, enhanced communication, and an intentional instructional model focused on virtual delivery. This work continued this year as the pandemic became endemic and schools, families, and farms worked to manage the fallout of years of uncertainty and learn to negotiate the “new normal.” VMEP’s focus continued to be on building a strong team with well-trained, effective staff, and on fortifying

relationships with schools and employers in the wake of staff turnover and persistent vacancies especially in schools. In addition, recognizing substantial academic regression for all students and in particular EL students, VMEP focused efforts on online tutoring for ISY and in particular, EL ISY. VMEP continued to invest in deployment of necessary technology infrastructure including laptops and hotspots for students, both of which support the ability to facilitate communication and educational services for participants.

VMEPs transition to salaried positions with full benefits for Regional Coordinators in 2020 has proved effective in reducing attrition rates for those positions, and attracting high-quality candidates when we have openings. We have been very grateful to be able to retain institutional knowledge and strong relationships by promoting staff internally. With the departure of Kelly Dolan, we promoted both Esbey Hamilton and Rebecca Heine, and we look forward to their growth and innovation in their new positions. With new projects and opportunities on the horizon, VMEP looks forward to focusing on the following programmatic elements in FY23:

- Hiring of a Central East / South Regional Coordinator to increase recruitment and service in that large region while also increasing the capacity of the ID&R Coordinator to conduct research and outreach in emerging industries.
- Training and cross-training for all staff so that everyone has the skills we need to be nimble and flexible in identifying and meeting student needs.
- Rollout of the Early Literacy Program 3.0 to support the youngest learners in our program and the growth of family literacy in migrant families.
- Ongoing trainings to educators and service providers on strategies for supporting educational needs of migrant students, including barriers and challenges. These trainings and our continued strong advocacy for our students are especially important now with high levels of school turnover and chronic understaffing.
- Expanding opportunities for ISY high school students and OSY to explore post-secondary opportunities through online and in-person college tours.
- Increasing collaboration between OSY and ISY programming to offer rich learning opportunities to all of our secondary-aged youth.
- Building on the success of the collaborative PAC with our Extension colleagues in 4-H and EFNEP, continue to experiment with innovative program design and collaborative events.
- Expanding mentor program for vulnerable OSY with new leadership from Rebecca Heine.
- Refining our assessment strategy for OSY in order to more clearly demonstrate the proficiency gains achieved through our instructional programs.
- Continuing tech and computer instruction, scaffolding students into full online courses being created in UVM Brightspace by the NESARE-funded Farmworker Education Hub project.
- Producing regular newsletters to distribute to schools, families, students, and other stakeholders.
- Improving performance on our lagging MPOs, evaluating our program performance in collaboration with META associates, and streamlining federal, state, and UVM reporting.

The future of the program is bright, with anticipated success moving forward with a full team. VMEP is

fortunate to have a dedicated staff and students that continue to strive and achieve despite many challenges. VMEP's strength collectively is their depth of understanding of migrant farmworkers and their families, and ability to adapt according to evolving and emerging needs.

8.0 Appendix

8.1 ISY Menu of Services

MEP—Migrant Education Program



Families and In-School Youth Services

We address educational barriers and needs through services and referrals for the following:

- Foster greater understanding of the child's educational needs
- Facilitate better communication between home and school
- Promote parental involvement in the education of child(ren)
- Advocate for educational services that lead to school success and high school completion
- Provide supplementary instructional support through contracted licensed teachers for students with significant academic failures or in danger of failing
- Connect families to other community resources and social services
- Promote family literacy
- Support with school registration and enrollment
- Special Educational Advocacy
- Information on post secondary opportunities
- Early education access and enrollment support
- Referral of after school programs, educational enriched activities/ programs, and summer programs
- Health services referrals
- Registration and financial support for summer, recreational and community programs
- Free books
- Free school supplies and backpacks

For more information or questions, please contact:

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CULTIVATING HEALTHY COMMUNITIES

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COLLEGE OF AGRICULTURE AND LIFE SCIENCES

MEP Services for Working Youth

We always provide

- ✧ Spanish/English bilingual staff
- ✧ Healthcare access
- ✧ Materials, fees, and transportation needed for participation
- ✧ Coordination of services within Vermont (if you move)
- ✧ Options tailored to each student's needs, using available local resources

With MEP you can...



Earn a high school diploma

- Academic skills assessment
- School enrollment and ongoing support in school
- Preparation for the GED in the HEP program
- Support for foreign online diploma programs



Gain life skills

- Knowing where you live
- Scheduling and calendars
- Filling out forms
- Getting a driver's license
- Making a budget
- Accessing medical services



Learn and practice English

- Conversation classes through [videochat](#)
- Community classes
- Online resources
- Volunteer tutors and mentors



Develop your job and career

- Career exploration
- Support for workplace training
- Business planning
- Reading and writing skills
- Workplace math

Last updated 12.03.2020

8.3 Early Literacy Initiative 2.0



EARLY LITERACY INITIATIVE 2.0

VT MIGRANT EDUCATION PROGRAM

Danielle Sussmann Turo
Statewide Educational Services
Coordinator

January 28, 2021



EARLY LITERACY INITIATIVE

Audience

The Early Literacy Initiative will be serving migrant students ages 3 to 5, and their parents.

Our goals

Our goals are:

1. to introduce and/or to inspire early literacy to toddlers/preschoolers and their parents;
2. to promote parental engagement in their child's education by role modeling to the parents how to read to their child, how to work with math tools and how to do other activities while exploring math, literacy and their creativity;
3. to meet with child and parent for two sessions within a period of 3 to 6 weeks. At each session you will read a book from the early literacy initiative and complete the assigned activity. The sessions should be kept between 30-45 minutes.
4. to demonstrate to parent and child how to use the bonus book, *Learn to write your numbers 1, 2, 3* (priddy learning).

Note: The books and activities are to be used in the order that they have been planned.

How to recruit parent and child to participate in our Early Literacy Initiative

You will contact the parent/guardian and explain that we have a FREE service offering early literacy tutoring sessions for migrant students ages 3 to 5 with the participation of their parent(s). Then explain that this initiative consists of meeting with the parent/guardian and child for two individual sessions with each session lasting no more than 30-45 minutes within a period of 3-6 weeks. Also, explain to the parent that the closer the sessions are the better for the child to enjoy the sessions, to have a sense of continuity and routine, and for the child to retain information and develop the habit and interest in exploring books and math tools. (note: this is also better to keep parents committed to this initiative and their appointments with you).

This free service will initiate the child's preparation for preschool, if not attending preschool yet, or it will reinforce contents that the child is already learning at preschool. It will also give parents tools, ideas and experience to support their child to continue these activities on their own after our sessions are done.

Lastly, all the material used in each session will become theirs, and at the last session the child will receive the extra bonus book *Learn to write your numbers 1, 2, 3* (priddy learning). Hopefully these books will build a foundation of the variety of books and tools that they can learn from, practice and enjoy together. Tell the parent to think of it as early tutoring services to set their child for success at their first school years.

Last updated on 01.28.2022

1



Foreseen challenges & possible solutions

1. getting parents to agree to meet with you and be present and participative during sessions and activities - possible solutions:
 - try to accommodate parent(s) schedule as much as possible.
 - explain to parent that this is a free program with free books, and a surprise bonus gift at the end for their child.
 - explain to parent how his/her engagement is crucial to their child to show interest in literacy, math and to thrive academically.
 - explain that you will explore activities and subjects such as reading, storytelling, letters, numbers, shapes, colors and math.
 - tell the parent that it will be FUN and really short sessions.
2. finding a quiet place to perform the session and activity – possible solutions:
 - advise the parent beforehand that you will need a quiet place and some space for these sessions.
 - ask the parents to turn off the TV, if necessary.
 - when setting-up the visit set clear expectations, that the meeting will only take 30-45 minutes long and that you will need a quiet environment to work with them.
3. Lack of participation or stamina – possible solutions:
 - Throughout these sessions make sure to sense when the child and/or parent are DONE with the session. A child of this age group can sometimes barely stay engaged, and when engaged they will last a maximum of 30 minutes, a bit more if the child is having fun.
 - Make it fun. Make it silly! Ask questions and make it to be about them.
4. COVID
 - Your safety is very important to us and we do not want to put you in a situation that you are not comfortable and safe. Therefore, if you don't feel comfortable and/or safe meeting with families in-person while following UVM Extension COVID safety guidelines it is perfectly fine to deliver these sessions virtually. Each session will have a virtual alternative for you to use, if needed, or preferred.
 - If you start this initiative virtually, please drop off book and materials with the parent a day or so in advance and ask the parent to keep them from the child until the accorded virtual session date/time.
 - If visiting the family in-person: call the parent 24 hours before your appointment to confirm the appointment and to make sure nobody in the household is sick or with COVID symptoms. Ask the parent and the child to wear a mask for everyone's safety. Weather permitting do the session outdoors.

Overall, try to meet parent and child where they are at, and make the most out of those sessions, adapting and adjusting as you see fit and find necessary.



What you will find inside your Early Literacy Initiative bin

1. Bilingual board book – *La oruga muy hambrienta/ The very hungry caterpillar* by Eric Carle

"Featuring interactive die-cut pages, this board book edition is the perfect size for little hands and great for teaching counting and days of the week."

2. Bilingual board book – *Buenas Noches, Luna/ Goodnight Moon* by Margaret Wise Brown, pictures by Clement Hurd.

"In a great green room, tucked away in bed, is a little bunny. "Goodnight room, goodnight moon." And to all the familiar things in the softly lit room—to the picture of the three little bears sitting on chairs, to the clocks and his socks, to the mittens and the kittens, to everything one by one—the little bunny says goodnight."

3. Bonus gift - Learn to write your numbers 1, 2, 3 (priddy learning).

An activity book to learn and to practice numbers, counting and writing while exploring colors and developing other skills.

4. White paper
5. A box of crayon
6. Caterpillar worksheet
7. Glue
8. Kid scissors
9. This training material
10. A list of the students 3-5 yrs. old in your region



First session, book and activity

First session – introduce yourself to parent and child and let them know that you are there today to read to them a book and to have some fun. Let them know that after the book you will do a fun activity together, and at the end they get to keep the book!

First book - At your first session with child and parent you will use the Bilingual board book, **La oruga muy hambrienta/ The very hungry caterpillar** by Eric Carle. Note: if your migrant student and parent are EL please read the bilingual book in both languages.

1. Read the title and name of the author. Then explain what an author does. This is important for basic literacy understanding and development.
2. Give a brief introduction about the book you are about to read. Build up excitement in a couple of simple sentences, i.e. "This book is so colorful and so funny. I think you will love it!"
3. During your reading make it interactive. Ask the child what he/she thinks about what just happened, what he/she thinks about the illustration, or what he/she thinks will happen next. Ask if they know why the caterpillar is eating so much.
4. Give the child enough time to see each page while you are holding on to the book and telling the story. This gives the child time to process the story, to explore and to engage with the characters, and to use his/her imagination.
5. Explore the items on each page, their colors, how many they are. Ask the child if he/she like each food in those pages i.e. strawberries etc.
6. At the end of the book, ask the child his/her thoughts about the book. Did he/she like it? Why? Ask the child to retell to you the book story with his/her own words. (depending on the age of the child keep this as simple or as complex. Use your own judgment.)

VIRTUAL ALTERNATIVE – This book can be presented virtually just as described above. Or you may skip step 3 to keep the child paying attention to the story. You can still give the child a chance to interact with you about the story on step 5. You can also make step 5 as short as needed to keep the child engaged on your virtual session.

First activity

1. In this activity the child will practice scissors skills. Children should start learning it around 3 yrs. old. This skill/practice will help the child develop eye/hand coordination, fine motor skills and patience! In this activity the child will use kid scissors and will need the close supervision of the parent, or yours. If the parent is not comfortable with the scissors introduction, please see the alternative activity highlighted below.
2. You will work with the caterpillar worksheet, the kid scissors and the glue.



3. First demonstrate to the child the activity by using your own caterpillar worksheet very briefly by just completing one square of the worksheet. Explain that now the child will be the caterpillar, and will cut and glue the meal of the day. Remind parent and child that they have to follow the days of the week.
4. Then demonstrate how to use the scissors, how to be careful and let the child try with supervision of the parent, or yours. Then teach the child how to use glue, and how not to overdo it ☺
5. As you work as a team on the worksheet talk about the foods you see, and their colors. Count how many items are on the square that the child chose. Ask the child what are his/her favorite foods/snacks.

Note: tell parent that he/she can hang the finished worksheet somewhere in their house. Then they can go over the days of the week together every so often, for retaining information purpose.

ALTERNATIVE ACTIVITY FOR REALLY YOUNG KIDDOS OR PARENTS WHO ARE NOT YET COMFORTABLE LETTING THEIR CHILD TRY SCISSORS.

- Give the child a white paper and crayons. Then ask the child to draw a picture of himself/herself as a butterfly. Give the child 5 minutes or so to complete this activity.

VIRTUAL ALTERNATIVE – This activity can also be performed virtually. The parent can help the child with the caterpillar worksheet, scissors and glue while you demonstrate over the screen.

Or the child can draw a picture of himself/herself as a butterfly, in the alternative activity.



Second session, book and activity

Second session – First, greet child and parent and explain that in today’s story there will be a lot of description of objects, colors, counting and a patient bunny momma trying to get her bunny baby to fall asleep.

Second book - *Buenas Noches, Luna/ Goodnight Moon* by Margaret Wise Brown, pictures by Clement Hurd.

1. Read the title, the author’s name and the illustrator’s name. Then again explain what the authors and illustrators do.
2. Start “reading” the book. Then ask child and parent questions about each page like how many kittens are in this page? Then repeat the number and show the number to the child. This book also explores counting, and numbers so dedicate some time doing that on each page.
3. At the end of the book, explain what momma bunny was doing during the book, describing and counting items to get her baby bunny to fall asleep. She was patient and successful.

Second activity

1. You will introduce to the child and parent the bonus gift, *Learn to write your numbers 1, 2, 3* (priddy learning).
2. Make sure that you show them how to use the pen and how it can be easily erased with a paper towel/napkin, sometimes very lightly damp then dried, to be used over and over again.
3. Pick a couple of distinct pages to complete together with the child and parent.
4. Explore the counting, numbers and the activity. Have fun with it and motivate the child to try on his/her own. Please try to engage the parent in this activity and have the parent help the child with it, but without doing it for the child. Be the facilitator here and intervene when appropriate. Help the child to count, and explain to the child the numbers. Here you will have to help, or the parent to help as little as possible or as much depending on the child’s age and knowledge. You will spend a good 10-15 minutes or so with this activity.

VIRTUAL ALTERNATIVE – You can present this second book session and activity virtually. Please make sure that you show the pages clearly on your screen and that you pause long enough in between pages. You might have to motivate the child/parent to participate, by asking questions of what they see on each page and asking their opinion throughout the book.



At the end...thank the child and the parent for welcoming you to their home to work with them on Early Literacy. Then tell the child that you hope he/she will continue to read and to have fun with the books you are leaving for him/her.

Tell the parent to make books and activities fun whenever possible, and how books and bedtime stories are important.

If you have an EL child/parent explain to the parent that is important for his/her child to learn how to read in both languages, their native and English. It is important for a EL student to retain/develop their native language while acquiring a new one. This can improve future academic performance, nurture their relationship with their parents and family members, maintain the student connected to his/her origins and loved ones. It can also increase the student's job opportunities in the future.

Lastly, tell the parent that you will bring new books every time you come by for a visit so they can build their own library. Please feel free to make this message your own as you see fit since each child and parent are so unique.

Thank you for facilitating this initiative and for bringing literacy and FUN to our little but mighty migrant students.

8.4 VMEP English Brochure

"I'm surprised at how much English I've learned. The classes have really helped me."

- Agustin, MEP Student

Contact: vmep@uvm.edu or
802-503-2114

English and Spanish spoken



On the farm...
VMEP helps farmworkers and farmers by connecting them to community resources.

In the soccer field...
VMEP helps students connect to different community programs including sports and art programs.



At camp...
VMEP connects students to summer programming including day and overnight camps. This helps students to learn through hands-on activities and play.

At special events...
VMEP organizes educational events that allow students to learn, share, and gain new experiences.



What people are saying about MEP:

"I was struggling to figure out how to support this family. Your team helped them feel part of our school community... Thanks!"

- School counselor

"I just want to say thanks for going to my son's school meeting with me today. I get nervous. Having your support meant a lot."

- Mother of student

"When I left Guatemala, I thought my chance to study was over. MEP helped to connect me with my community and talk with my boss. I have goals now and I'm working towards them."

- Farmworker

"I believe in education. When workers on my farm connect with MEP, their English skills increase, and with better communication, their skills increase as well! Parents working for me have less stress with MEP's support in school."

- Farmer



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Vermont Migrant Education Program



Educational services for migratory farmworkers and their families.



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University of Vermont Extension
Migrant Education Program



THE UNIVERSITY OF VERMONT
EXTENSION

A harvest of hope...

300+ Students served annually
350+ Farms visited annually
54 Schools served in Vermont



What is the goal?

The goal of the Vermont Migrant Education Program (VMEP) is to ensure that all migratory students reach challenging academic standards and obtain life skills that prepare them for responsible citizenship, further learning, and productive employment.

How do we provide support?

By working collaboratively with farmworkers, families, farmers, schools, and community programs, VMEP ensures that eligible students are able to access educational opportunities and community resources.

Families and farmworkers often face barriers when it comes to accessing education. VMEP staff works hard to eliminate barriers and bridge the gap between resources and students.



Who qualifies for our program?

A child may qualify if the following apply:

- Child is under age of 22 has not graduated from high school or other accreditation program; and
- Child has moved across school district lines with a farmworker (parents, guardians, etc); and
- Parent/guardian has done qualifying agricultural work.

A farmworker may qualify if the following apply:

- Farmworker is under age of 22 and has not graduated from high school or other accreditation program; and
- Has moved across school district lines; and
- Has engaged in qualifying agricultural work after the move.

Examples of qualifying agricultural work may include dairy, livestock, fruit, vegetable, hemp and crop work, food processing, maple sugaring, logging, planting trees, and fishing. VMEP will help the worker to determine whether his/her current or past employment includes eligible work.

There are more than 300 students enrolled in our program. An eligible student can be of any race and/or ethnicity, and speak any language. All are welcome.

What services are provided?

For eligible students enrolled in school, VMEP offers:

- Parent and school communication support. (Includes ensuring interpretation/translation is available to student/family)
- School supplies and books
- Support for school enrollment including PK
- Referrals to afterschool, summer and health programs and services
- Info on post-secondary opportunities

For eligible farmworkers, VMEP offers:

- Workplace and community integration support
- Educational supplies and resources
- Referrals to community, volunteer and health programs and services
- Info on educational opportunities such as High School Equivalency, Adult Learning, and local community-based programs
- Support with goal setting and educational plans
- Virtual English instruction. English instruction is scheduled according to the student's availability and offered online.

We offer free online English classes to help:

- Improve communication skills
- Enhance workplace communication
- Learn essential vocabulary for grocery shopping, money management, agriculture specifics and much more!

