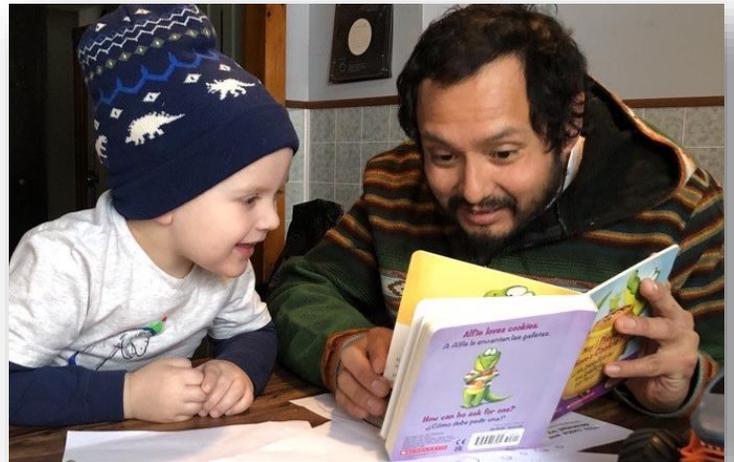


VERMONT MIGRANT EDUCATION PROGRAM

2023-2024

ANNUAL REPORT



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List of Acronyms and Abbreviations Used in the Report

AEL	Adult Education and Literacy
AOE	Agency of Education
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
EL	English Learners
ELA	English Language Arts
EST	Educational Support Team
FERPA	Family Educational Rights and Privacy Act
GED	General Equivalency Diploma
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
MEP	Migrant Education Program
MLE	Multilingual Learner of English
MSIX	Migrant Student Information Exchange
OME	Office of Migrant Education
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PK	Pre-Kindergarten
SDP	Service Delivery Plan
UVM	University of Vermont
VAL	Vermont Adult Learning
VMEP	Vermont Migrant Education Program
VT	Vermont

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1.0 Narrative

The Vermont Migrant Education Program (VMEP) adapted with great resilience to dramatic growth in our student population this year. We had a stable team of four Regional Coordinators throughout most of the year, with a gap in the NEK between August when Jesse Cote left us to join the team at VSAC and when Maddox Wilson joined us in January. We continued to see students moving in and out of agricultural work, as the domestic labor pool in many industries is shallow. While most immigrant workers continue to be from Mexico and Guatemala, we have enrolled a number of students from growing South American populations. We continue to connect our older students, parents, and former students with the online group English classes offered by the Farmworker Education Hub within Extension. As the Hub continues to grow, we will continue to collaborate with them on course development and implementation to make sure that the needs of OSY and parents are addressed.

Vermont dairy farms continued to see closures and consolidations this year, 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 has decreased from 972 in the year 2012 to 468 in September of 2024, down another 28 farms from the same time last year. For several years, VMEP staff have made a concerted effort to expand recruitment efforts beyond dairy. Last year, 14% of migratory agricultural workers qualified by engaging in work other than traditional cow dairy. This year that number increased to 24%. Notable newcomers who are hiring migratory agricultural workers are the maple and Christmas tree industries. 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. When we experience less staffing turnover, experienced staff and those who have been based in their region even prior to working for VMEP, tend to hold relationships that are crucial to recruiting in industries who are new to hiring immigrant labor and receiving visits from strangers (i.e. VMEP recruiters).

This summer again brought catastrophic flooding to much of Vermont. The widespread effects of continued meteorological unpredictability on Vermont agriculture are ongoing. We expect to see additional farms going out of business, consolidating, and diversifying as a result.

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. Working collectively and collaboratively, this team was responsible for VMEP’s successes in 2023-2024. We’ve also continued to benefit from our relationships with former MEP staff working in key positions in the spheres of education, healthcare, legal support, and food systems within Vermont and nationwide, with notable examples at the VT Health Department, Farm to Plate Network, and VSAC. Because of their work with us, these individuals bring a broad base of knowledge and experience related to migratory agricultural workers to their new roles, which will serve them, us, and especially the migratory community, very well in the years to come.

¹ https://www.uvm.edu/sites/default/files/Agriculture/dairy-update/october_2024_dairy_update.pdf
Updated 03/07/2025

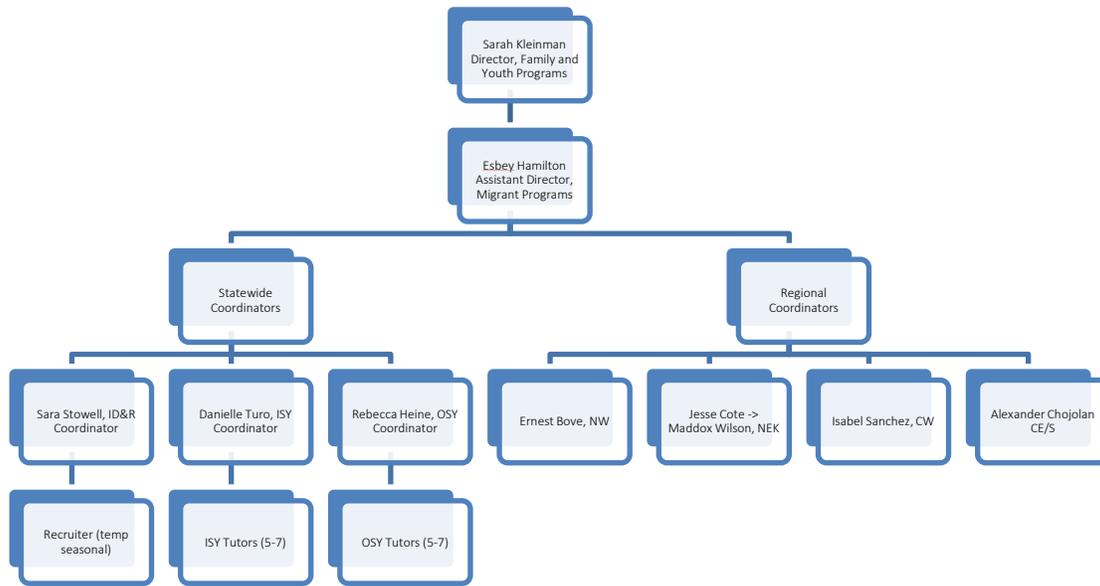


Figure 1: VMEP Staff Organizational Chart, 9/1/23 – 8/31/24

1.1 Program Evaluation (2022-2023)

We conducted our program evaluation this year with Marty Jacobsen from META Associates. Marty led us through the process of collecting and reviewing our data from the 2022-2023 reporting year. This was an inspiring process as we explored our data collection strategies and reflected on the effectiveness and challenges of our work. The results of the evaluation are being incorporated into the current CNA/SDP process. This chart summarizes the results of the MPO review.

MPO	MPO Met?	Evidence
English Language Arts (ELA) and Literacy		
MPO 1A: Each year, the percentage of migratory students scoring proficient on the statewide ELA assessment will increase by 10%.	Yes	The migratory student proficiency rate increased by 11 percentage points from 2021-22 to 2022-23
MPO 1B: Each year, 25% of EL in-school youth (ISY) will receive language instruction in the summer to prevent regression and strengthen language skills.	Yes	34% of the 38 EL ISY participated in language instruction in the summer
MPO 1C: Each year, out-of-school youth (OSY) receiving English instruction will have a measurable improvement in their English proficiency.	Yes	All (100%) four OSY with pre/post results improved English proficiency
Mathematics		
MPO 2A: Each year, the percentage of migratory students	Yes	The migratory student

MPO	MPO Met?	Evidence
scoring proficient on the statewide math assessment will increase by 10%.		proficiency rate increased by 23 percentage points from 2021-22 to 2022-23
MPO 2B: Each year, 15% of OSY access coursework that includes math curriculum.	No	3% of the 190 OSY accessed coursework that included mathematics
School Readiness		
MPO 3A: Each year, 80% of students ages 3-5 will attend high quality preschool for a minimum of 10 hours per week.	No	38% of the 16 preschool children (who were enrolled prior to the start of classes) attended preschool
MPO 3B: Each year, 80% of preschool students and parents will participate in VMEP's early literacy program.	Yes	86% of the 28 children ages 3-5 participated in the VMEP early literacy program
MPO 3C: Each year, 90% of families with children ages 3-5 will receive age-appropriate books and other educational supplies.	Yes	All (100%) 28 children ages 3-5 received books and supplies
High School and OSY		
MPO 4A: Each year, 80% of MEP 12 th grade students will engage in at least one career/college counseling experience.	Yes	Both (100%) 12 th grade students engaged in experiences
MPO 4B: Each year, 15% of OSY will access additional coursework focused on developing career skills (online or in-person).	No	6% of the 190 OSY accessed coursework on career skills
MPO 4C: Each year, increase the number of OSY by 10% who enroll in a high school completion program (online or in-person).	Yes	The number of OSY enrolled increased from one to seven, a 600% increase
Community and School Engagement		
MPO 5A: Each year, 50% of ISY are referred to an out-of-school enrichment activity.	Yes	52% of the 98 eligible ISY were referred to an enrichment activity

MPO	MPO Met?	Evidence
MPO 5B: Each year, 80% of school contacts working with ISY who receive information on the educational barriers of migratory students and responding to a survey will report that the information helped them better understand their migratory students.	N/A	Insufficient number of survey responses to determine progress toward this MPO
MPO 5C: Each year, 20% of migratory students will be referred to a health-related program/resource.	Yes	39% of the 288 migratory students in grades K-12 and OSY received health referrals
MPO 5D: Each year, increase the number of OSY by 10% who are formally connected to a mentor in the community.	Yes	The number of OSY connected to a mentor increased from two to four, a 100% increase

Figure 2: Evaluation of MPOs summary results

Other key findings/trends revealed in the 2022-23 evaluation follow.

- Implementation of the strategies in the VMEP SDP was evaluated using the Fidelity of Strategy Implementation (FSI) rubric. The mean rating for all 11 strategies was 4.7 out of 5.0, with mean ratings for each strategy ranging from four (“succeeding”) to five (“exceeding”). All 11 strategies (100%) were rated at the level considered to be implemented with fidelity to the SDP (mean ratings of succeeding or exceeding).
- Vermont State assessment results show that fewer migratory than non-migratory students scored proficient in ELA and mathematics in 2022-23. However, the percentage of migratory students scoring proficient increased from 2021-22 to 2022-23 by 11 percentage points in ELA and 23 percentage points in mathematics.
- Migratory students were 10 percentage points short of the 33% proficiency rate target of the national MEP performance measure in ELA and four percentage points short of the target in mathematics.
- Ninety-three percent (93%) of migratory students in grades 7-12 graduated or were promoted to the next grade level upon completion of the 2022-23 school year, exceeding the national target of 67% by 26 percentage points.
- All (100%) three 10th grade students in 2022-23 completed Algebra I prior to entering 11th grade, exceeding the national target of 39% by 61 percentage points.

The evaluation process also created a set of parent, student, and school contact surveys that we can complete annually to inform our continuous improvement.

1.2 Partnerships

VMEP's success depends, in part, on its ability to successfully connect students and families to existing resources. Participants benefit from a wide array of strategic partnerships that VMEP has established. This network of support allows VMEP students to benefit from services which encompass extensive and diverse needs. We continued to establish and strengthen ties with our UVM colleagues, youth-serving organizations, and other community partners in 2023-2024. We received a grant from the State Afterschool Fund to support increased tutoring and field trips in 2024-25. Our primary partners, the UVM Extension Migrant Health team and the Farmworker Education Hub, both continued to grow this year, offering health access and workforce-focused English language education to growing populations, including VMEP students and their families. We are expanding our collaborations with 4-H, who welcomed into their positive youth development programs a new Teen & Leadership Coordinator, Margaret Coan, who is familiar with migratory populations, speaks Spanish, and has experience as an English language instructor. We also continued to build on our partnerships with outside organizations such as the Burlington YMCA, the Dartmouth Hood Museum, Unlikely Riders, Open Door Clinic, and summer camps throughout the state.

[Farmworker Education Hub](#): The Hub offers online classes and connections for Vermont farmworkers, including mid-day and evening group English classes. As they continue to grow, they are incorporating content from the [Cornell Extension Pro-Dairy](#) project and creating a Workplace 101 course. The Hub is funded through UVM Extension, so we can work very closely with them to support the class enrollment of OSY and parents. This partnership has allowed us to focus our instructional efforts for OSY on 1-on-1 tutoring/mentoring relationships for the most vulnerable OSY and those whose schedule cannot accommodate the Hub classes. The Hub coordinator and the VMEP OSY coordinator meet monthly, and the Hub prioritizes enrollment for VMEP parents and other family members.

[Hood Museum of Art](#): Dartmouth College's art museum has permanent and travelling exhibitions, and welcomes VMEP students, providing a Spanish-speaking docent for exhibit tours.

[Open Door Clinic](#): The Open Door Clinic in Middlebury is a vital health resource for farmworkers in Addison county, especially those who are under-insured and those who are Spanish speakers with limited proficiency in English. VMEP regional staff work closely with the Open Door for health and wellness referrals, and conduct outreach at vaccine clinics.

[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. VMEP, through UVM, has been a Plazas Comunitarias host site since 2020. In 2021, the Mexican government released an online program, AprendeINEA, which provides self-directed elementary and middle-school level interdisciplinary courses leading to Mexican diplomas at those levels. The MEP Program Leader receives ongoing training from the Mexican Agency of Education on this system, and they participate in a Community of Practice of staff from Plazas in the US to share resources. VMEP staff have received training on this system and have access to the hard copy and online materials to share with students and parents.

Summer Camps: VMEP believes strongly in the effectiveness of quality summer programming for supporting

migratory children's academic success through skills practice, social opportunities, emotional learning, and personal development. COVID Vaccination was not mandatory this year. We enrolled 28 ISY students in summer camps this year and supported families with needed supplies and logistical support. Apart from those listed below, VMEP students also attended various summer programs including day camps offered through their schools.

- **Camp Exclamation Point**: Camp! is specifically focused on providing overnight camp experiences to migratory families and those working in agriculture who are often unable to access programs due to cost and additional barriers. VMEP has a long-standing relationship with Camp Exclamation Point and successfully registered 14 students for overnight camp this year.
- **BIPOC camp**: In Starksboro, their mission is to bring youth of color, ages 12 to 17 years old, together to provide a space and experiences for them to connect, to heal and to have fun. VMEP registered three students for this camp.
- **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, five VMEP students received scholarships to attend overnight camp.
- **Governor's Institute**: The Governor's Institute summer program provides hands-on experience for students to explore specific interests and skills throughout the program. Students live on a college campus during the program with access to college resources like labs and studios. This year we registered one student to participate in their Entrepreneurship summer program.
- **Songadeewin Camp**: Songadeewin camp is "a very special place where girls from 2nd to 9th grade come to feed their spirits and learn to be strong of heart." This year one VMEP student was able to enjoy this camp for 4 weeks with a full scholarship.
- **Farm and Wilderness Camp**: "Our camps and conservation efforts teach timeless skills and kindle the spirit within." The camp is open to all ages 9-17, promoting gender equality as well. Day camp for kids as young as 4yrs. old also available. This year, two VMEP students received scholarships to attend overnight camp, and they had an amazing time.
- **Hosmer's Point**: This camp located in the Northeast Kingdom fosters a culture based on building community and community values. VMEP registered one student this year.

[UVM Extension Migrant Health Programs](#): Migrant Health Programs support health access for migratory farmworkers and uninsured or underinsured immigrant populations. This includes the EXCITE program, which focuses on connecting people with necessary vaccines including flu and COVID-19 vaccines. For migrant farmworkers who face barriers when accessing healthcare similar to those they encounter in the educational system, Migrant Health is a welcome partner. Esbey Hamilton meets monthly with the Migrant Health coordinator, and we hold joint in-person meetings with all our salaried staff twice yearly to strengthen our relationship and share professional development. Each VMEP Regional Coordinator works closely with their Community Health Worker counterpart(s), and we make frequent, well-supported referrals to both preventative and acute care. Community Health Workers make a practice of inviting VMEP Regional Coordinators to participate in on-farm vaccine outreach, which has resulted in positive recruitment and service outcomes and strengthened the relationship between health and education offerings. This year we made 203

individual referrals to the Migrant Health Team. This is 30% of all referrals, which is a similar percentage to last year; however, the number of individual referrals increased by 72, a 55% increase in numbers of individual health referrals.

[UVM Extension 4-H](#): 4-H is a positive youth development program that builds connection through in-person and virtual life- and job-skill development programs. This year, seven MEP youth participated in 4-H events such as Teen Leadership Weekend, the Health Heroes Showcase, and Discover Engineering. Through MEP student participation, 4-H has institutionalized access to interpreters so that students from all language backgrounds can participate fully in these events.

[Vermont Adult Learning](#): 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. There are now at least two Spanish-speaking instructors working with VAL, including one who is familiar with dairy farm work, and VAL centers now offer a variety of online classes that can be accessible to migratory students and families who are not able to travel to classes.

[Unlikely Riders](#): This year we had our third Learn to Ski Day at Craftsbury Outdoors Center in collaboration 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 to decrease barriers to entry, and this year 10 migratory youth learned about the importance of outdoor recreation and fun in the cold dark winter.

[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.

[YMCA of Burlington](#): The YMCA provides water safety instructional materials and in-person instruction at VMEP summer events near bodies of water. They train students and parents to be "water watchers" and what to do if they observe someone struggling in the water.

1.3 Professional Development

2023-2024 staff professional development focused on deepening connections and knowledge in each position.

Staff participated in the first Agency of Education Consolidated Federal Programs Learning Institute, working to facilitate stronger relationships and collaborations that will support the state's most vulnerable learners.

Esbey Hamilton (VMEP program lead at UVM Extension) continued professional development with State Director Megan Kinlock, meeting twice monthly to learn about Migrant Education administration, the Continuous Improvement Cycle, and the dynamics of State education administration, especially as it pertains to data flows, decision-making, and responsibilities at the SEA, LEA, and facility levels.

Esbey also participated in professional development opportunities around Act 136, which insures that in-state tuition levels for public higher education in Vermont will be available to Vermont residents regardless

of their immigration status. In conjunction with the Vermont Promise programs offering free tuition for families below a certain income level, these changes may open up higher education opportunities to migratory students. The support required will only be operationalized through the collaboration of university staff and Migrant Education and school leadership throughout the state. Connections with Rebecca Callahan in the UVM Department of Education, Jennifer Jones at the Vermont State Colleges, and Mary Dinh at CCV bode well for future collaboration that will support improved post-secondary opportunities for migratory youth.

Several of the anonymized success stories that we contributed to the UVM Extension reporting system, PEARS, were selected as examples of the national impact of Extension's work, increasing our visibility and influence within Extension and in the larger community.

This year, we brought on only one new salaried staff, Maddox Wilson, and we benefitted greatly from the work done on training procedures in recent years. The "field first" training model was well-received by the most recently hired regional coordinator and the staff training them. Maddox said that the training they received was the most comprehensive training they have ever received in a new position – because of this training, Maddox was autonomous in the field within two months and has quickly become fluent and confident in complex MEP enrollment and service protocols. We've continued to increase 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. A training needs survey was conducted this year, and trainings were scheduled in accordance with staff needs and interests. The following "office-based" trainings were offered to Regional and Statewide Coordinators:

Internal to MEP/AOE (all staff unless otherwise noted):

- New Staff Training (1 new staff, Maddox Wilson)
- Services provision and documentation with Megan Kinlock and Tammy Pregent from the AOE
- Consolidated Federal Programs Learning Institute
- McKinney-Vento training with Katy Preston from the AOE
- Team Communication Norms and Relationships (with Migrant Health)
- Farmworker Education Hub enrollment
- Field safety training refresher
- Boundaries and relationship building training
- Personal wellness and community care

Office of Migrant Education:

- Annual Director's Meeting (Esbey and Megan Kinlock)
- MSIX Data Administrator training (Sara Stowell, Esbey Hamilton)
- IDRC Recruiter Invitational (6 specialized workshops over two days with colleagues from around the US, ID&R team)
- IDRC training on agricultural trends and tools for Vermont (ID&R team)
- Consortium Incentive Grants virtual dissemination event (all staff)

- Monthly IDRC recruitment scenario trainings (ID&R team)
- Important Excel Tips and Functions to Know with MEP Data (Sara Stowell)

University of Vermont:

- Affirmative Recruitment training (staff on search committees)
- Extension 4-H, Family, and Farmworkers Team Retreat (all staff)
- Seeding Transformation AgroEcology Summit at UVM (Esbey)
- Inclusive Teaching workshops with authors Viji Sathy and Kelly Hogan (Esbey)
- DEI lens on demographic data (Esbey, Sara Stowell)
- Research Roundtable on Migrant Farmworker Health and Wellbeing (Esbey, Sara Stowell, Ernie Bove)
- Extension Professional Improvement Conference (all staff)
- Crafting success stories and reporting narratives in PEARS (Leadership Team)

External:

- 2023 Northeast New England TESOL Conference (Esbey Hamilton and Danielle Turo attended and presented)
- Farm to Plate Gathering: staff presented on the history of UVM's work with farmworkers, including MEP (Sara Stowell)
- US-based Plazas Comunitarias Community of Practice (Esbey, Rebecca Heine)
- Center for Educational Resources in Culture, Language and Literacy (CERCLL) Webinar on Community-Based Learning Outcomes (Esbey)
- Vermont Interagency Collaboration Council meetings on early childhood systems (Esbey)
- Vermont Language Justice Project training (Leadership Team)
- Champlain Housing Trust farmworker housing grants upgrade training (all staff)
- DOE Human Trafficking Webinar (Esbey, Danielle)
- Middlebury College launch of their new Migration Institute (Esbey)
- Welcoming New Americans Symposium at VT Law School (Leadership team)
- Serving New Americans: cross training with AOE Adult Education team (Esbey)
- Master's program in Leadership Studies at Vermont State University (Danielle Turo)
- "Being Bilingual is a Superpower Initiative" US Dept of Education webinar (Danielle Turo)
- YEA-CN Workshop on Building Effective Language Access Strategies (Esbey)
- ESEA Network Lessons from the Field Webinar: Welcoming Newcomer Students (Danielle Turo)
- Rutland area food system collaboration meeting (Alexander Chojolán)
- Vermont Asylum Assistance Project monthly Q&A for service providers (all staff)
- NCHE Webinar: Migrant Students Experiencing Homelessness (Alexander Chojolán, Ernie Bove)
- H5N1 Tabletop Exercise with Vermont Department of Health (Ernie Bove)
- Northeast Kingdom Hunger Council orientation and training (Maddox Wilson)

1.4 Consortia

As part of VMEP's work to provide resources and connect with interstate efforts, we 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 migratory students. Participation provides VMEP staff with additional resources, professional development opportunities, and the ability to network and develop initiatives with MEP staff from other parts of the country. Esbey Hamilton and Megan Kinlock participate in the State Steering Team for both consortia and assign VMEP staff to the respective Technical Support Teams.

VMEP is a member of the IDRC consortium along with 25 other participating states. This consortium largely focuses on sharing recruitment strategies and providing in-depth training for MEP staff focused on identifying and recruiting migratory students. VMEP's ID&R Coordinator, Sara Stowell, serves on the Technical Support Team for IDRC. This year she contributed to the development of two tools for the IDRC: a comprehensive list of qualifying agricultural activities and a workshop on agricultural business data maintenance. Both are focused on building relevant skills for recruiting staff. The Director of IDRC also provided training to VMEP staff on agricultural trends, using Google maps for recruitment, using social media for recruitment and eligibility scenarios. Through IDRC'S technical assistance program (TRI), VMEP's ID&R Coordinator provided two days of field training for New Hampshire Migrant Education's new consultant, and one of our Regional Coordinators, Alexander Chojolán, travelled to Colorado to assist their recruitment team and learn about a very different agricultural and recruitment context. All five 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, Rebecca Heine, serves on the iSOSY Technical Support Team, and she participated in the Personal Wellness workgroup of the iSOSY TST, whose focus is on creating resources, lessons, and opportunities for both MEP students and practitioners to gather and discuss how to implement trauma-informed techniques. The Personal Wellness workgroup and VMEP's OSY Coordinator took on a lot of projects this year, including facilitating a consortium-wide book study that included the books: *Stop Overthinking: 23 Techniques to Relieve Stress, Stop Negative Spirals, Declutter Your Mind, and Focus on the Present*, *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma*, *Atlas of the Heart: Mapping Meaningful Connection and the Language of Human Experience*, and *Mindset: How You Can Fulfill Your Potential*. Additionally, upon requesting feedback from MEP practitioners, the Personal Wellness workgroup and VMEP's OSY Coordinator embarked upon revamping and reorganizing the resources on the iSOSY website to make them more accessible to both MEP students and practitioners. This process included developing and filming introductory videos to the content on the website, as well as editing the presentation of the activities to more clearly demonstrate their intended audience. Lastly, in response to the growing number of young OSY arriving in Vermont, VMEP'S OSY Coordinator has joined the newly established Professional Learning Circle for High-Risk Secondary Student Supports. The VMEP OSY Coordinator is looking forward to learning about response efforts with colleagues from across the country.

1.5 Evolution of virtual service

VMEP continued to expand the virtual offerings that were our primary service delivery model during the COVID-19 pandemic. VMEP has provided Chromebooks and hotspots to students who need them, facilitating access to virtual instruction and resources. VMEP staff take advantage of the full range of options for communicating with and collaborating with program participants.

VMEP continued to offer online tutoring for in-school youth and for OSY. Supplementary afterschool tutoring for in school youth is offered to recently-arrived English Learners 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. The effects of pandemic regression are ongoing. Students are behind academically throughout Vermont and across the country, and tutoring continues to be an essential support to rebuild competencies. Seven tutors provided 430 hours of tutoring services to 29 in-school students in grades 6-12 during the 23-24 school year, for an average of almost 15 hours per student. 24 students continued tutoring services during Summer 2024, and one EL student arriving in summer started pre-enrollment tutoring, participating in an additional 128 hours of 1-on-1 learning. The expansion of tutoring services from 4 tutors working with 19 students in 2022-2023 was supported by a grant from the Vermont Agency of Education Afterschool Fund. Individual tutoring opportunities also increased for OSY in 2023-24, with 22 OSY participating in a total of 129 hours of tutoring in English and academic subjects. Other OSY, as well as ISY parents, participated in online group English classes via the Farmworker Education Hub.

After having worked extensively from home during the pandemic, VMEP staff are once again meeting in person and returning to office spaces. The time spent defining communication and collaboration strategies has served us well. Our small staff now uses virtual technologies to minimize travel time when in-person visits are not essential for service or updating eligibility. Microsoft Teams, staff cell phones, and additional technologies such as Cognito forms for remote signatures have continued to prove essential to our daily collaboration. Students and families continue to value both virtual and in-person contacts from VMEP, and we are working towards offering additional opportunities for in-person instruction on farms, at students' homes, and in community locations.

2.0 Identification and Recruitment

VMEP's ID&R (Identification and Recruitment) team works closely with Vermont's agricultural community (farmers, producers, processors) and public and private schools to identify potentially eligible youth and their families. VMEP staff conduct interviews of farmworkers based on national guidelines provided by the OME to determine whether there is a migratory agricultural worker and a migratory child. If both are present, staff write the initial COE. The Vermont Agency of Education (AOE) makes the final decision to enroll eligible students in VMEP.

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

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. Recruitment staff made over 700 individual visits to 240 different farms between September 2023 and August 2024. Figure 3 below shows the geographic disbursement of students in VMEP's four regions, using the last place of residence of each student during the reporting year. To best allocate resources, VMEP staff regularly review the regional demographics of students and adjust regions to maintain an equitable workload. 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). While the Northwest region had the most students, it is the smallest geographically, so the Regional Coordinator in that region requires less travel time than, for example, the much larger Central East/South region.

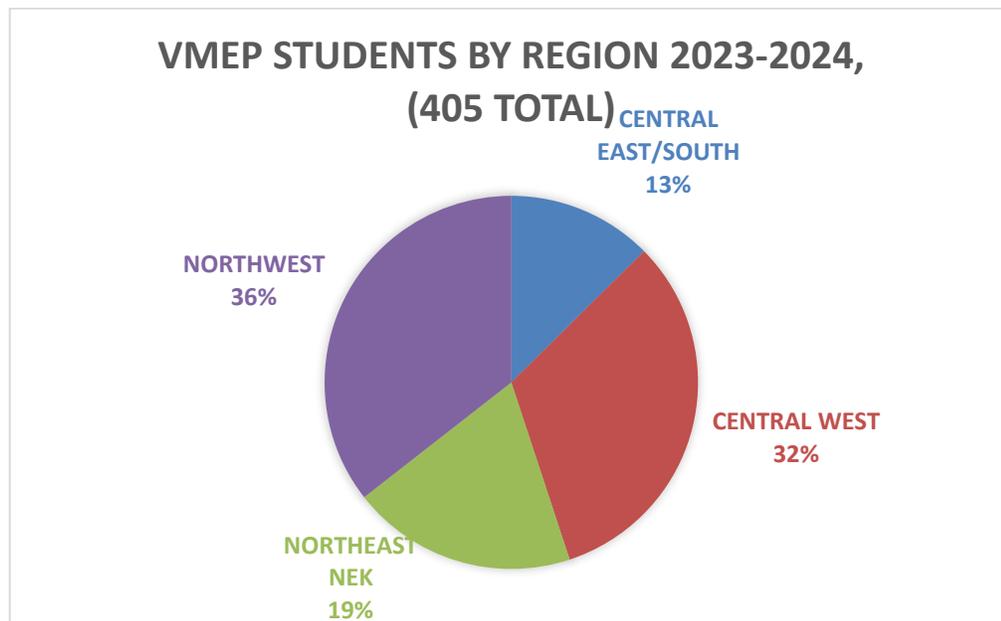


Figure 3: VMEP Total Migratory Students, 9/1/2023 - 8/31/2024

Figure 4 shows regional enrollment historically. As mentioned above, the regional boundaries have been adjusted over time, especially between Northwest and Central West, but we can see that since 2021, student numbers have risen rapidly to approach or surpass their previous highest levels in the north and central western part of the state (Franklin, Chittenden, Grand Isle, and Addison Counties).

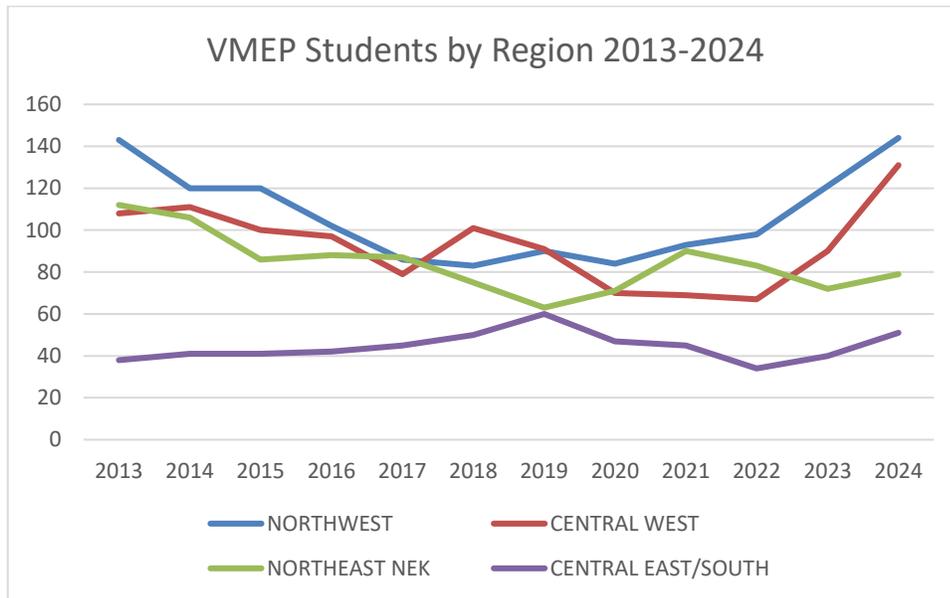


Figure 4: Student Enrollment by region, 2013-2024

An analysis of student enrollment growth by county is shown in Figure 5 below. Because our regional assignments do change, we have incorporated county names into our enrollment records and are now able to map demographics by county, which better meets the needs for demographic analysis at a state level. We have seen dramatic increases in the western part of the state, particularly in Grand Isle, Chittenden, and Rutland counties. Increased numbers in Rutland and Bennington areas are related to increased migration in this area, but also to the addition of a dedicated Regional Coordinator for the Central East/South region in 2022, based in Extension’s Rutland office, who has been able to build strong connections in the region and enroll the children of those migratory families.

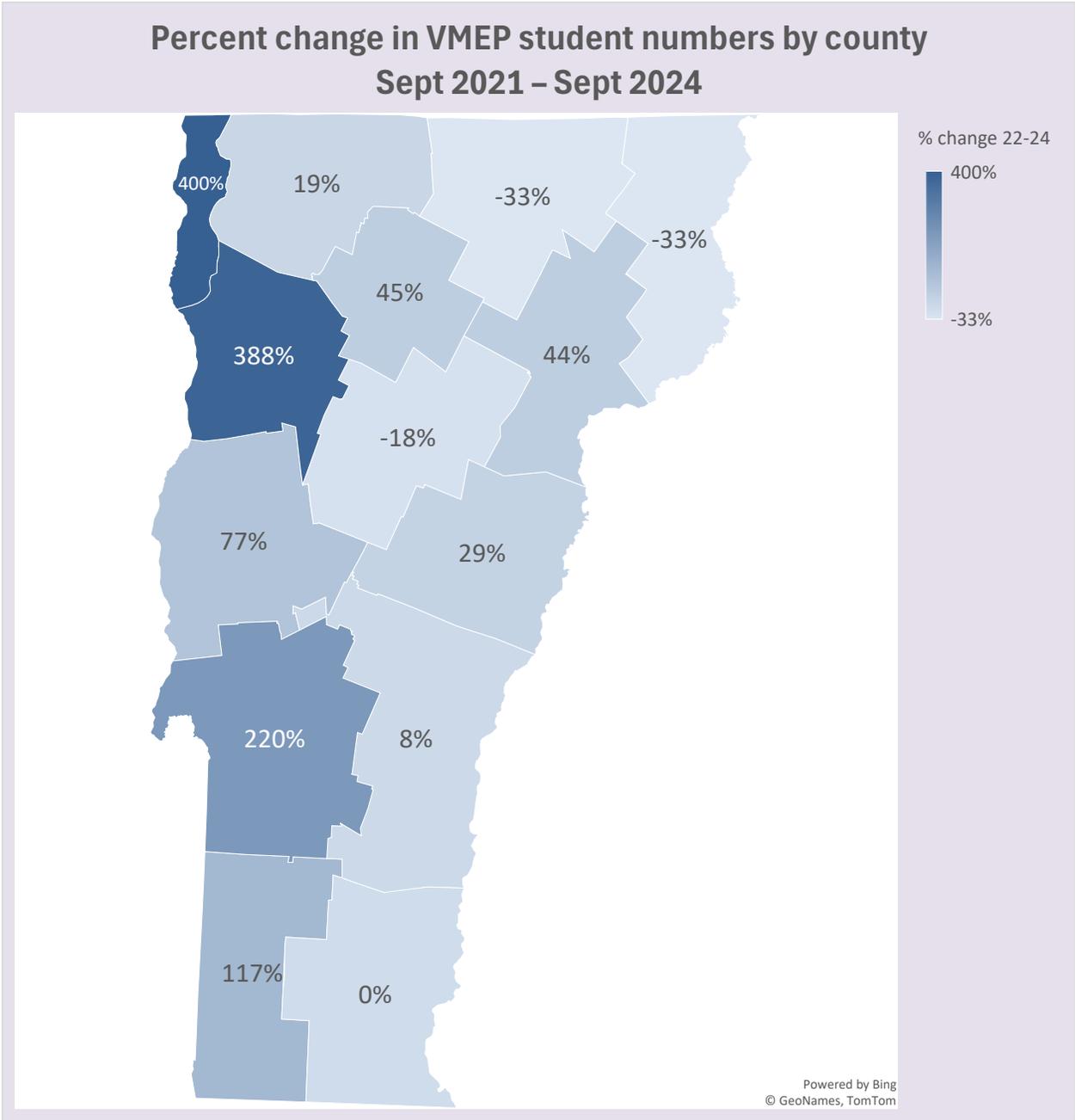


Figure 5: Percent change in VMEP student enrollment by county, 2021-2022 through 2023-2024

Figure 6 shows the breakdown of three distinct groups by region: In-School Youth (ISY), Out-of-School Youth (OSY) and Infants/Toddlers (IT). 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. OSY are young farmworkers who are working independently, usually without parental support, and who themselves do qualifying work and make qualifying moves. IT, like the ISY, are eligible due to qualifying work performed by their parent or guardian and 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 the 405 total migratory students during this time period, approximately 43% were

ISY, 4% were IT, and 52% were OSY. Over the course of the year, some students move between these categories, either because they reach their 3rd birthday or because their school enrollment status changes. As with the regional designation, these figures represent the last recorded category for each student during the reporting period. The regional difference in numbers of OSY is especially notable. The Northwest and Central West regions contain the highest concentration of larger dairy farms, which hire more single workers and fewer families.

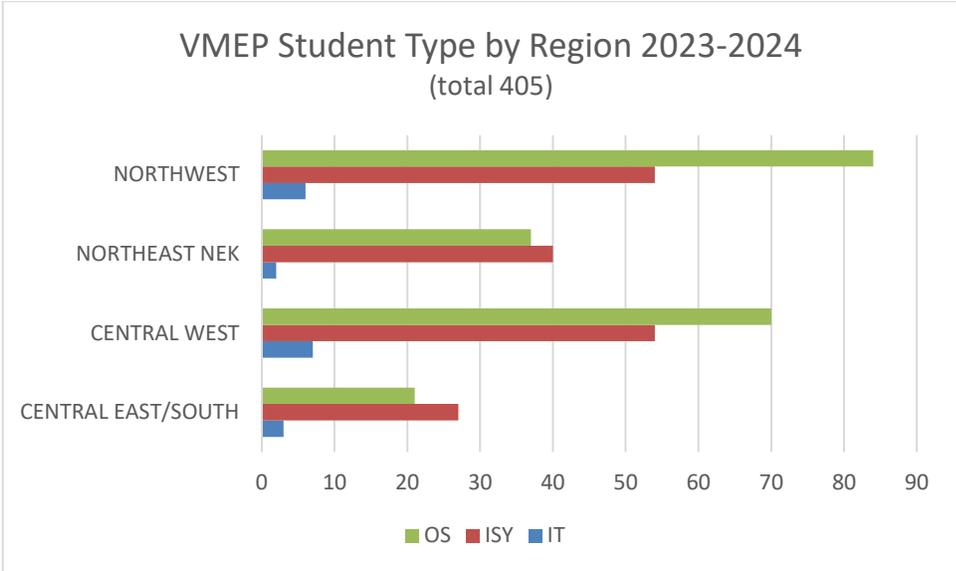


Figure 6: VMEP Number of Students of Each Type by Region, 9/1/2023-8/31/2024

We saw increases in each category overall and for each region overall between 2022-2023 and 2023-2024. Figure 7 shows these numbers and the percent change for each, showing that the increase in enrollment was more pronounced for our youngest students and those enrolled in school, and for students in the Central West region.

VMEP Student Type by Region 22-23 and 23-24												
	IT (0-3)			ISY (PK-12 th grade)			OSY			Total		
	22-23	23-24	% +/-	22-23	23-24	% +/-	22-23	23-24	% +/-	22-23	23-24	% +/-
CE/S	1	3	200%	19	27	42%	20	21	5%	40	51	28%
CW	4	7	75%	25	54	116%	61	70	15%	90	131	46%
NEK	1	2	100%	31	40	29%	40	37	-8%	72	79	10%
NW	7	6	-14%	46	54	17%	68	84	24%	121	144	19%
Total	13	18	38%	121	175	45%	189	212	12%	323	405	25%

Figure 7: Student type (IT, ISY, OSY) by VMEP region, 2022-2023 and 2023-2024

Figure 8 shows the racial/ethnic diversity of VMEP students. Eighty-five percent are Hispanic, indicating also the language base of many students (Spanish). 14% are White (non-Hispanic), and less than 1% are Black or “mixed race.” No students were designated as Asian, Pacific Islander, or Native American; however, given the federal definition of Native American as “A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community

attachment,” it is quite likely that many if not most of our Hispanic students could be designated as Native American or a combination of Native American and Hispanic.

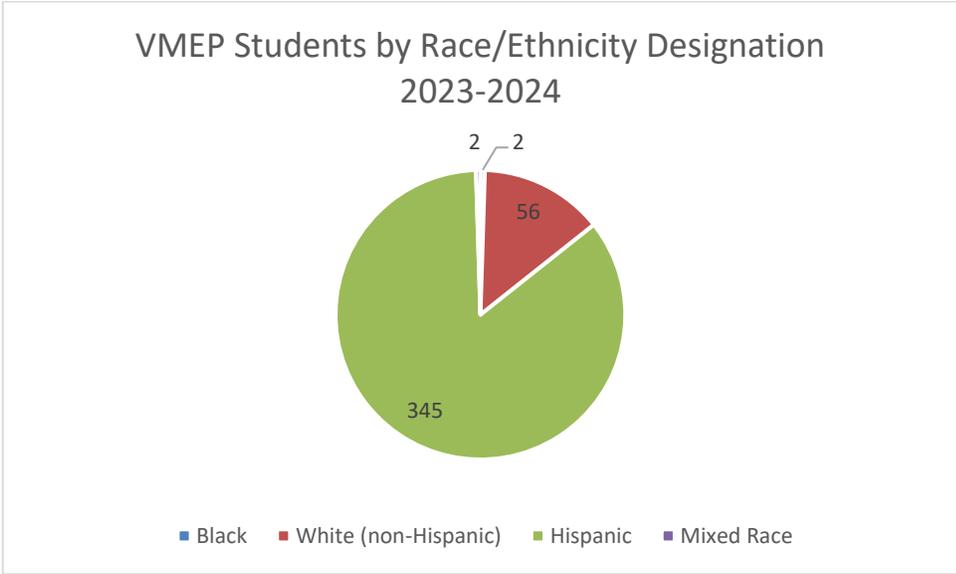


Figure 8: VMEP Students by Race/Ethnicity, 9/1/2022 - 8/31/2023

As in previous years, nearly 100% of VMEP Out of School Youth for 2023-2024 are Hispanic. For youth in school and below school age, we have seen a significant increase in Hispanic students and a corresponding decrease in White students.

Figure 9 shows the distribution of race and ethnic designations over the past 10 years among ISY/IT. The number of students designated as White and Hispanic converged in 2022-2023 and the number of Hispanic students jumped dramatically in 2023-2024. Given that almost all Hispanic students are Multilingual Learners of English, this demographic shift impacted the intensity of services required for ISY and IT students this year.

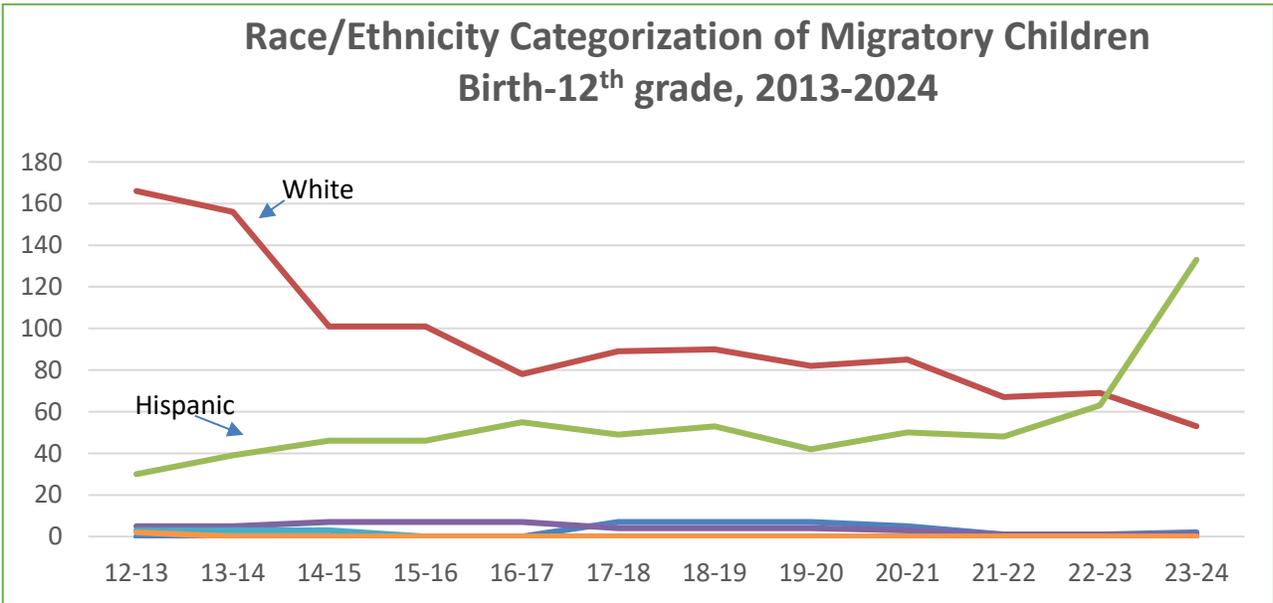


Figure 9: VMEP ISY and IT by Race/Ethnicity, 2013 - 2024

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 and recorded on our intake profiles. Three of our COEs for this year were for Hispanic individuals for whom Spanish is a second language; all spoke Tojolabal, a Mayan language of southern Mexico and northern Guatemala. These students represent 1% of our Hispanic students, a decrease from 4% last year. As previously, this count undoubtedly misses some speakers of indigenous languages who preferred not to disclose their language knowledge. We are considering ways to ask questions about language and cultural affiliation that will allow us to describe our students’ diversity more accurately.

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, the work migratory agricultural workers are engaged in over the year, and the type of move made by the migratory student. New, updated and renewed students paint a picture of this population’s mobility. This year we recorded 241 COEs created by a total of six recruiters, as detailed in Figure 10.

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 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.

Total COEs completed	242
Total individual students recorded on COEs approved 9/1/2023 – 8/31/2024	286
Total new students on COEs (first VMEP enrollment)	147
Total updated students (including multiple COEs for students who made more than one Qualifying Move in VT)	114
Total renewed students on COEs (were enrolled previously, left VT & returned)	25

Figure 10: VMEP COEs approved 9/1/2023 – 8/31/2024

Figure 11 shows the numbers of students over the past 10 years. While nationwide mechanization in certain qualifying industries, hardships in border crossings, and weather have led to notable declines in overall enrollments, this year VMEP saw a marked increase in eligible workers and families.

At the end of this reporting year (8.31.2024) VMEP had a total enrollment of 405 students, up from last year’s 323³. Several factors contributed to this increase: VMEP recruitment staff remained relatively steady,

³ The federal Office of Migrant Education’s MSIX snapshot, taken in early 2025, has updated our total 23-24 enrollment to 407 students, including two students who were enrolled early in 2024-2025 but resident in VT and eligible in 2023-2024. These students were not served in 2023-2024 and are therefore not included in this report.

and experienced staff recruited more efficiently, opening time to follow new leads in other agricultural industries. This year Vermont saw an increase in newly arrived immigrant workers, some of whom engaged in qualifying work in another state prior to coming to Vermont and others who engaged here. New arrivals are more likely to move frequently in conjunction with employment searches, which leads to more qualifying moves together with qualifying work.

A labor shortage in industries like maple and vegetable production provided new seasonal work for many job seekers, and experienced staff with established relationships in those industries began breaking barriers such as locations of job sites (logging, maple, etc. are mobile) and the reticence of producers to provide access to or information about their workforce.

This year, ID&R staff made 700 total farm visits to 240 unique farms, 134 which were visited between 2-13 times. This represents an increase of 100 total farm visits as compared to last year. Combined with direct referrals from schools, community organizations, other states (MSIX), and word of mouth including community outreach, we successfully increased our student enrollment by 25%.

Year	Total Reported Child Count	Total Migratory 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
2023	313	323	121	189	13
2024	387	405	175	212	18

Figure 11: VMEP Annual Child Count, 2015-2024

The ID&R Team was fully staffed for most of the year, including last year’s addition of a regional coordinator for the Central East/South region, a large geographic area previously covered by our ID&R Coordinator. We did have a Regional Coordinator transition in the Northeast NEK region, leaving us without a dedicated staff person on the ground in that region between September 2023 and January 2024. Services and referrals for recruitment were covered by other staff, but there were limited recruitment activities in the NEK during that time.

2.2 ID&R Accountability Standards (from the 2023 IDR Plan)

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

Results: Table 4 below shows that VMEP’s identification rate of students within 6 months of their residency date was 99.4% for the COEs written between 9/1/2023 and 8/31/2024. This was determined by subtracting the residency date from the COE date. New staff and multiple housing locations explain the three COEs completed more than seven months after the students’ arrival.

Time from Res Date to COE date	# COEs	% students
<30 days (less than one month)	196	69.5%
Within one month	42	14.9%
Within two months	24	8.5%
Within three months	7	2.5%
Within four to six months	10	4%
> 180 days (more than six months)	3	.6%

Figure 12: VMEP COEs with a new enrollment date vs. Residency Date, 9/1/2023 -8/31/2024

✓ **Standard:** By the end of the second visit with a newly enrolled student, VMEP staff will complete either a Family Profile or an OSY Profile to get an initial needs assessment.

Results: Once the student’s eligibility is approved by the AOE, VMEP staff schedule an initial counseling visit with that student using the information collected on the COE. This initial counseling visit takes place at the earliest convenience of the family or student, usually within two weeks of COE approval. At this visit, any notes from the enrollment process are reviewed and the coordinator completes a needs assessment using the In-School Youth Family Profile or OSY profile, as appropriate. This year, 274 profiles were recorded, which is 96% of the 286 student enrollments. The remaining 4% are students who withdrew from the program before their second counselling visit, or students whose needs assessment data were recorded on a sibling’s profile

✓ **Standard:** Within 15 days of COE approval or identification of the need, ID&R staff work with the statewide Coordinators to make referrals to community, health, and social service agencies and process enrollments in schools based on the education and social service needs identified in the Profile.

Result: Many referrals are made at the initial counseling visit, or even while scheduling the counseling visit, or at enrollment: as soon as the needs are identified. Because the profiles are completed electronically, the information immediately becomes available to the applicable statewide Coordinator, who then develops a service plan for the student reflective of the needs and initiates school enrollments or any other services required.

✓ **Standard:** By August 31, all large and mid-sized dairy farms, greenhouses/nurseries, agricultural processing plants, and large-scale vegetable/fruit farms that outsource labor throughout the state will have been visited by a Recruiter (usually the applicable Regional Coordinator, but sometimes the ID&R Coordinator or a temporary Recruiter).

Result: This year, ID&R staff made 700 total farm visits to 240 unique farms, 134 which were visited between 2-13 times. This represents an increase of 100 total farm visits as compared to last year. 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.

VMEP continues to verify the strength of our recruitment networks at large cultural events attended by Hispanic farmworkers and through collaboration with partner organizations such as Migrant Health. Our presence and coordination consistently that our on-farm and in-person recruitment successfully captures most eligible students in Vermont.

Number of Farm Visits	Total Number of Farms Visited	Farms Visited 2-13x this year
700	240	134

Figure 13: VMEP Number of Farm Visits, 9/1/2023-8/31/2024

✓ **Standard:** By August 31, all employers designated as High Turnover via the triennial Attrition Study will have been visited by a Recruiter at least twice.

Result: All 82 farms on the High Turnover list were visited at least twice in 2023-2024, some as many as 13 times due to ongoing referrals and service needs. A new Attrition Study will be completed in 2024-2025

✓ **Standard:** The VMEP Data Specialist conducts Residency Verifications on an ongoing basis. Each quarter, the Data Specialist presents the ID&R team with a list of students whose residency has not been successfully verified via records of COE completion, data change, or in-person service delivery. The VMEP Program Leader will direct the team in verifying the residencies of these students, and if the residence cannot be verified, a withdrawal form will be submitted.

Result: Quarterly Residency Verifications were completed at the request of the Data Specialist, meeting all timeline requirements, and all students whose residencies could not be verified were withdrawn.

✓ **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 migratory children and youth. Our Quality Control Plan includes three sections: Hiring, Staff Training and Oversight, and COE inspection.

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. Date and spelling errors are corrected and eligibility concerns are reviewed by the ID&R team, often including the Data Specialist and State Director, prior to the final stamp of approval.

1) A trained Regional Coordinator identifies potential students and draws a map of worker and student child qualifying moves as far back as three years. If they determine an eligible migratory worker and/or migratory child are present, they write the first draft of an eCOE; 2) the ID&R Coordinator reviews the eCOE and compares it to information in VT student records, MIS2000 and MSIX (Migrant Student Information Exchange) and when necessary, asks for more information; 3) the Data Specialist at the Agency of Education

verifies the information on the COE and points out any errors and concerns regarding eligibility, sending it back to the Regional Coordinator for corrections. These check points along the certification process ensure that virtually all approved COEs have already met the highest standards of eligibility review and students determined not to be eligible do not make it to the “approved COE” point. By the time rolling reinterviews are performed, Vermont’s accuracy rate is generally 100%.

Reinterviews occur prior to the submission of VMEP’s state child count numbers and represent an ongoing process rather than a snapshot in time. Vermont examines 20% of all new COEs and re-interviews the families and youth on those COEs. Because of the mobile nature of our migratory youth, some students have moved even before a re-interview can be performed. Some of them are represented on multiple COEs (updates and renewals) during the same year. COEs are selected using a random sampler. Recruiters notify families and youth upon enrollment that they may be re-interviewed by the ID&R Coordinator to review the accuracy of our ID&R staff’s work. Errors are corrected and, if need be, families and youth are removed prior to the State of Vermont annual child count submission.

Total COEs	Total Students	# of reinterviews (24%)	Students on reinterview COEs	Errors	Error rate
242	286	59	59	0	0%

Figure 14: VMEP Annual Internal Re-interview Summary, 9/1/2023-8/31/2024

We re-interviewed students on nearly one quarter of COEs completed from 9//1/2023-8/31/2024 and we found that no students were enrolled or counted erroneously.

As noted above, potential students who were deemed ineligible were not enrolled. They included children born after the move, children whose to join move with a worker exceed 12 months, and children who joined parents who no longer had a qualifying MAWF date due to their length of time working at the same farm.

The 0% error rate reflects the rigorous training of Regional Coordinators and the extensive review process performed at every phase of this process. Eighty-five percent of enrollments of students in Vermont occurred within 30 days of that student’s arrival. These two markers indicate that Vermont’s well-trained and supported ID&R team both identified eligible students in a timely manner and submitted COEs with a 0% error rate in eligibility.

3.0 In-School-Youth (including ages 0-3)

One of the primary purposes of VMEP is to ensure that migratory 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 students 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, migratory families often miss the existing opportunities and supports for which they are eligible. VMEP staff facilitates these support services and resources available to migratory students and their parents 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 migratory students attending school. The ISY Coordinator serves as the primary liaison between school personnel, community agencies, and program participants, working to ensure that ISY receives full and appropriate opportunities to meet academic content and achievement standards. This individual also provides support to Regional Coordinators and Tutors to guide services in response to information provided by schools, caseworkers, etc.

3.1 In School Youth Population

Figure 15 shows the distribution of pre-school and school-enrolled students (IT + IS) by grade, comparing this year to last year. The increase in young students is notable.

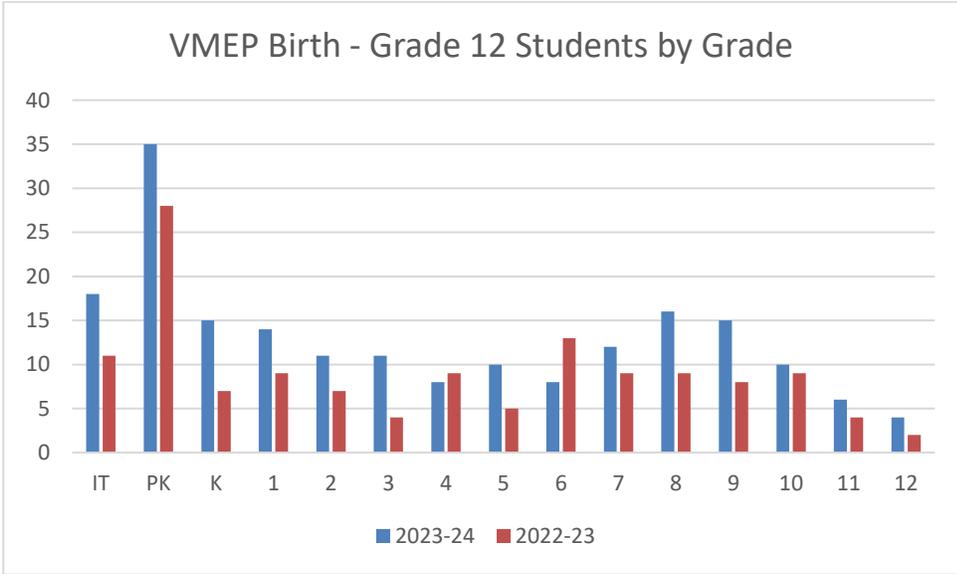


Figure 15: VMEP students by grade in school, 22-23 and 23-24

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 9. During the 2023-24 reporting period, there were **193** students on the ISY Coordinator’s caseload including **175 ISY and 18 ITs**.

VMEP supports migratory students in accessing all educational services available to them. This year, there were **14** ISY on IEP plans, and **five** students with an EST (Educational Support Team). Often IEP and parent meetings include technical language on assessments, scores and related services. The ISY Coordinator attends these meetings at the request of parents or school staff. MEP presence at IEP and other school meetings provides support and advocacy for the students/families while also supporting educators by

sharing helpful resources and information, when appropriate.

In total, there were **123** ISY that were Multilingual Learners of English (MLEs) 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' rights.

DROP-OUTs: Despite our support and services, **four** students dropped out this year.

RETAINED: one **VMEP Kindergarten student, one VMEP PK and one VMEP 12th grader were** retained this year, either to give them more time to mature (students were young and with needs), or to complete credits to graduate and to have the opportunity of dual enrollment to earn some college credits and experience.

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 any notes completed by the Regional Coordinator upon enrollment. The ISY Coordinator ensures that the Regional Coordinator completes an initial counseling visit at the earliest convenience of the family, and that they complete an ISY profile as soon as possible – the profile may be initiated at enrollment, and it is completed at the first, or at latest the second, counseling visit.

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 migratory 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 meals. The Coordinator also includes a description of Migrant Education Program 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 introductory email with the menu of services. They are asked if this student is on any educational plans (i.e. IEP and/or 504) and how they are progressing academically. This primary contact will also be the individual that is provided with 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 MLE (English Learner) 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 MLE 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 migratory child; 2) address a need of a migratory 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 16 shows that VMEP delivered a total of 2439 individual student services to ISY during the reporting year. This totaled 1568 hours of service. Our principal types of service are Other Support services, supplemental English Language Instruction, and Referrals.

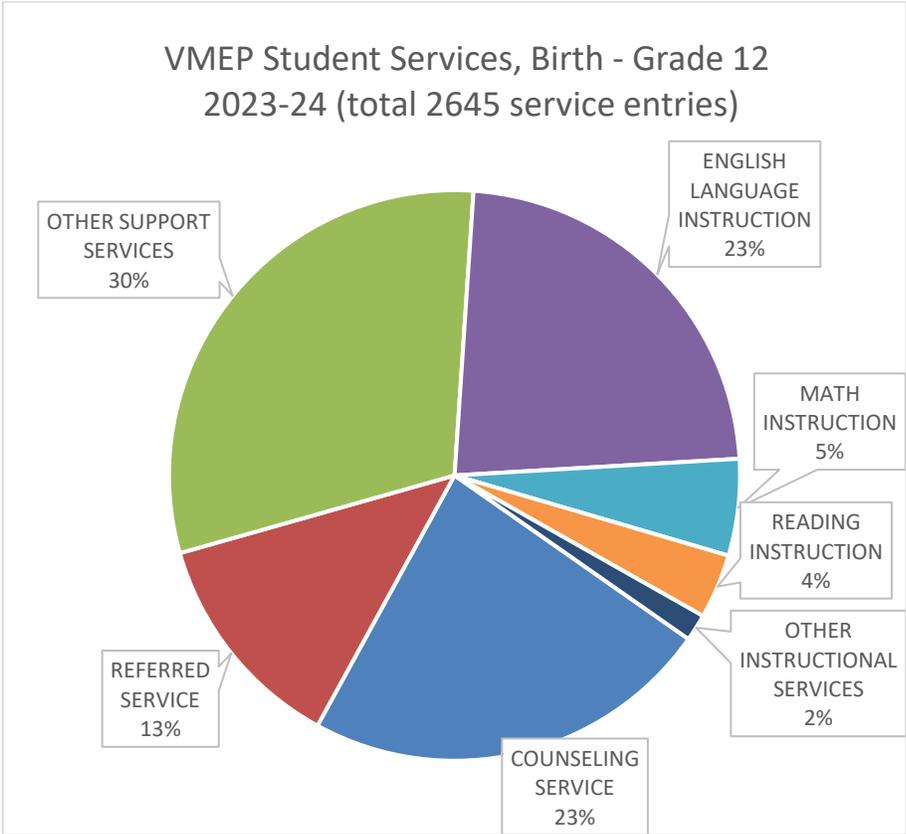


Figure 16: ISY Services Provided by Category, 9/1/2023-8/31/2024

3.2.1 ISY Other Support Services

For additional reporting purposes, VMEP has qualified ‘Other Support Services’ into ten 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 service entry represents 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.

This year our team of **five** tutors provided supplemental tutoring services and support to **31** ISY students. Their services are primarily to help students with their English, especially for new arrivals and others with a gap in school MLE services, or with school subjects that the student is struggling with (Math, Writing, Reading etc.). Also, sometimes our tutors need to provide support with school homework, or with motivational and counseling sessions when the student is struggling with time management and organizational skills.

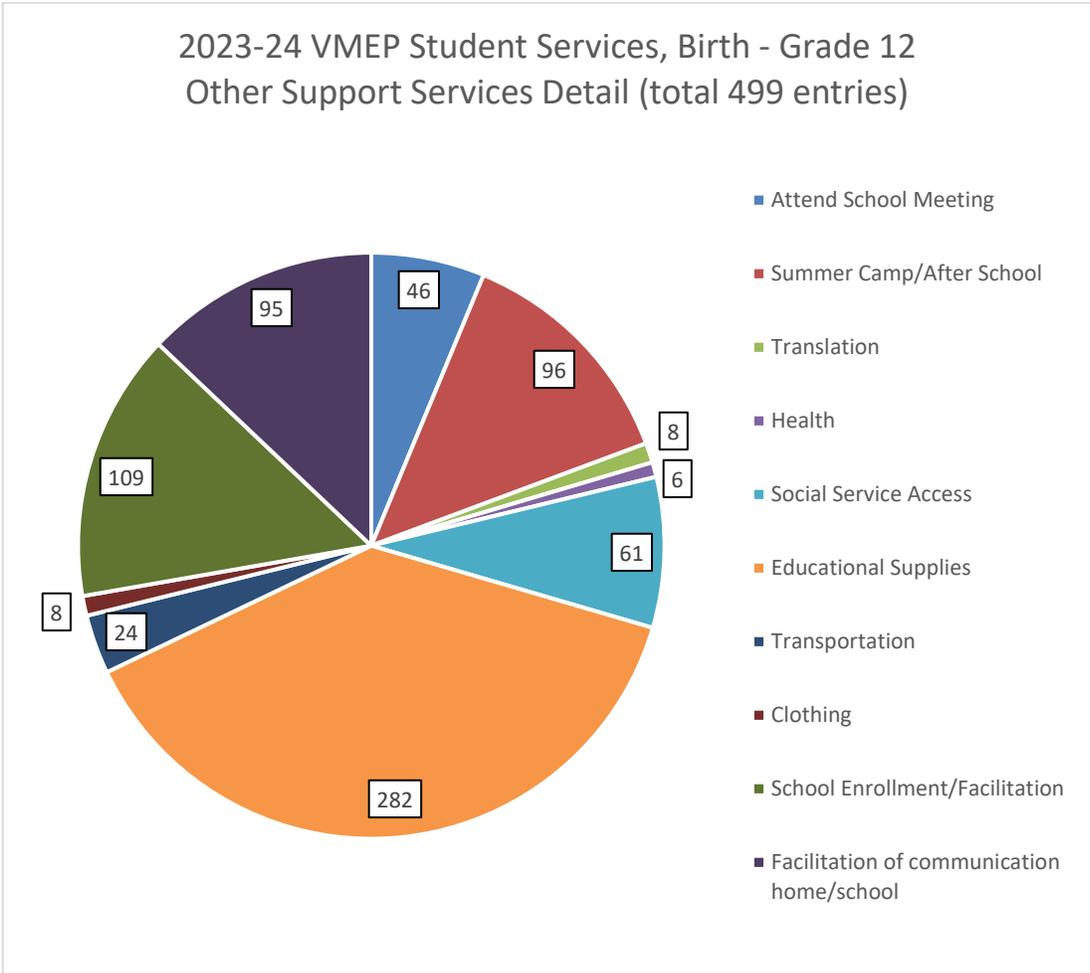


Figure 17: ISY Other Support Services Detail, 9/1/2023-8/31/2024

Families and schools often share with VMEP their appreciation for the wraparound support offered and the positive benefits eligible migratory children are receiving because of our services. This year, the ISY Coordinator attended a total of **49** school meetings alongside migratory parents to support and advocate for families who otherwise may not have participated, or on her own with the student’s school team when parents were not able to attend. During these meetings, VMEP helped to facilitate communication and ensure parental understanding, advocated for additional services when appropriate, and ensures translation services are offered if necessary. 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 migratory

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 **134** times, without counting all informal meetings, or 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 support 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 through UVM Extension, Migrant Health, 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 **282** 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

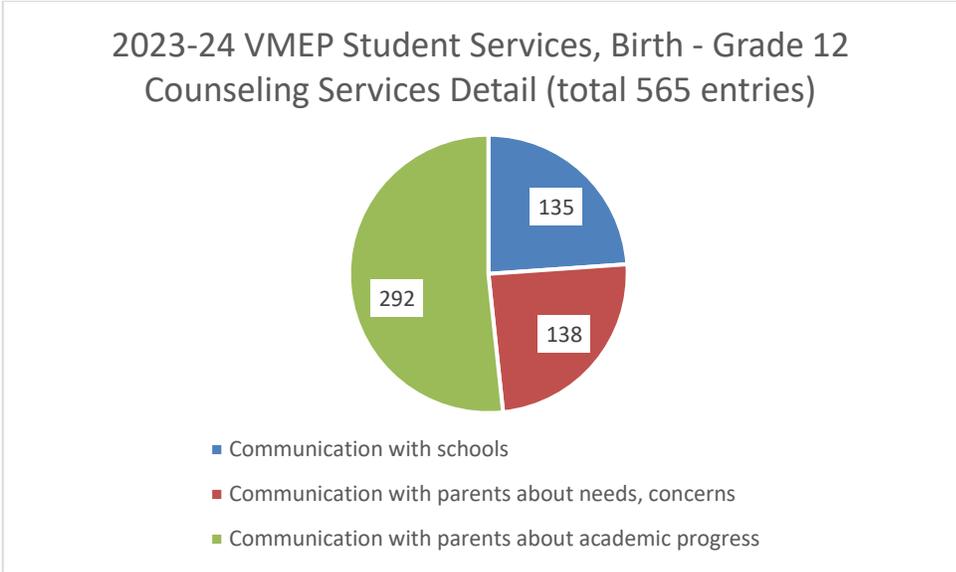


Figure 18 separates Counseling Services one step further into the type of communication and who it was directed to: 1) Communication with schools related to academic progress; 2) communication with family related to social services and community-based resources; and 3) communication with family related 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 migratory 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 support.

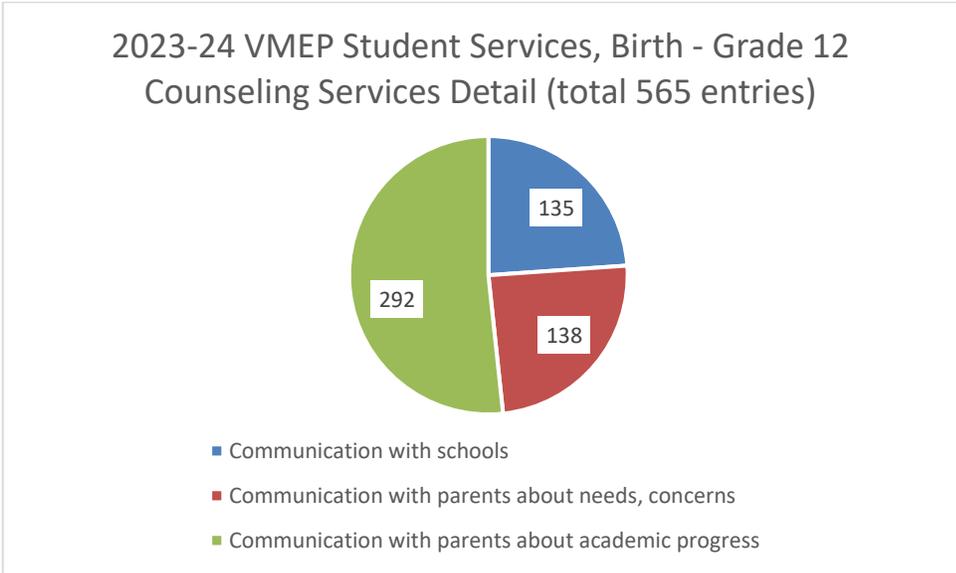


Figure 18: ISY Counseling Services Detail, 9/1/2023-8/31/2024

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 migratory 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 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, 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 Rutland Area Christian School with three collaborators presenting, Jen LeFebre from Migrant Health, Elizabeth Schumacher from EFNEP, and Tracey Stubbins from 4-H. Jen LeFebre’s presentation focused on teaching parents how to navigate the healthcare system in Vermont, and teaching parents and students about proper dental care. Elizabeth Schumacher presented about proper nutrition and portions for a healthy diet. Afterwards she guided an amazing hands-on workshop in the kitchen where the parents took over teaching us how to make different styles of salsa. Everyone jumped in and we had a great time! At the end, we ended up with three very different styles of salsa, all delicious, to complement our communal lunch. Tracy Stubbins’s workshop taught parents and students how to plan and harvest their own micro-greens. It was a very informative and fun event!



Figure 19: VMEP parents and staff show off their salsa at the PAC event in Rutland.

At the end, parents met with MEP staff to complete a survey to allow us to further identify families and students' needs and concerns around their children's education. Parents took the opportunity to share their stories with other parents and to ask questions. A total of **five** VMEP students and **four** parents participated in the event.

3.2.3 ISY Referrals

VMEP recognizes the value of referrals; the program has limited bandwidth and is not alone able to meet the broad and intensive needs of migratory 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 of 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 support who now receives regular assistance and food drops is immeasurable. The change in the child that attends a

Updated 03/07/2025

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 next year’s camp opportunity from the day they left, are immeasurable.

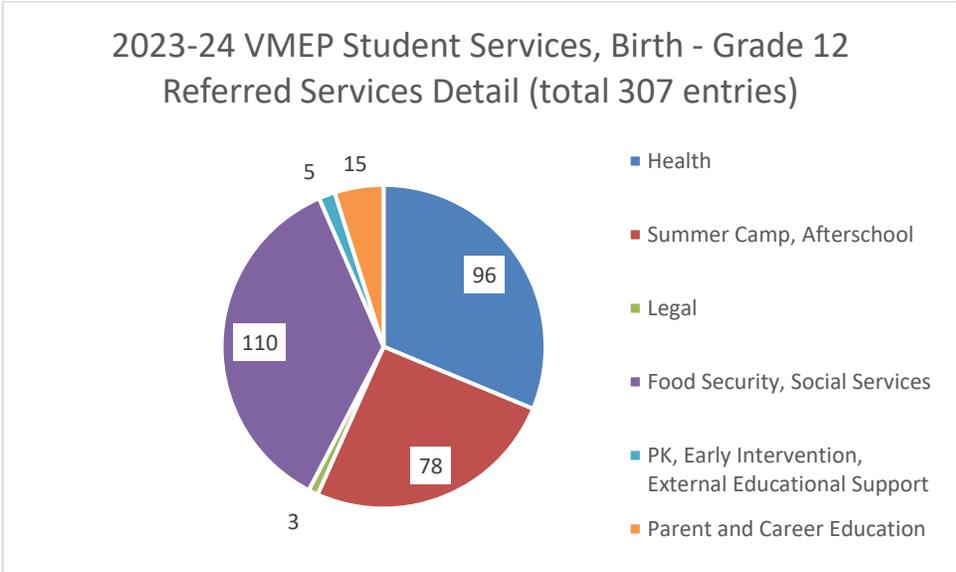


Figure 20: ISY Referral Detail, 9/1/2023-8/31/2024

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 **35** preschool-aged (PK) 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 migratory children and to increase the awareness of the migratory preschool population in their community. Whenever possible, VMEP connects families of PK children to the local site-based early education program and assists 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 successful early literacy initiative for PK aged students. This was the **fourth** year of this initiative with **20** participating students (see appendix). The initiative consists of two book 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 migratory ISY and OSY, OSY face many challenges unique to their population as young adults who are often here 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, our 7 part-time OSY VMEP paid instructors and unpaid volunteers, the Farmworker Education HUB, AEL providers, and other applicable educational, health, and legal community organizations. 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 are young migratory farmworkers, typically ages 16 to 21. However, VMEP has seen a recent increase in OSY below age 16. During the 2023-2024 reporting year, VMEP enrolled 212 OSY statewide. As depicted below in Figure 21, most of our student population is male. However, the percentage of female OSY has been increasing over time, as shown in Figure 22. Young women farmworkers may have different needs from their male counterparts, and the OSY Coordinator has initiated a virtual Young Women's Group in conjunction with one of the Community Health Workers to build community in this subgroup and share information about reproductive health, safety, and parenting. Of the 33 young women enrolled as Out-of-School Youth in VMEP, nine were also enrolled as parent or guardians of VMEP IT and ISY students. Others were also parents or guardians of children who were with them but not eligible for VMEP (e.g. because the child was born after the parent's most recent qualifying move.) This overlap between OSY and ISY populations, as well as increased movement between the two categories through school withdrawals and enrollments, have led the OSY and ISY Coordinators to collaborate closely on case management for young OSY and those who are parenting.

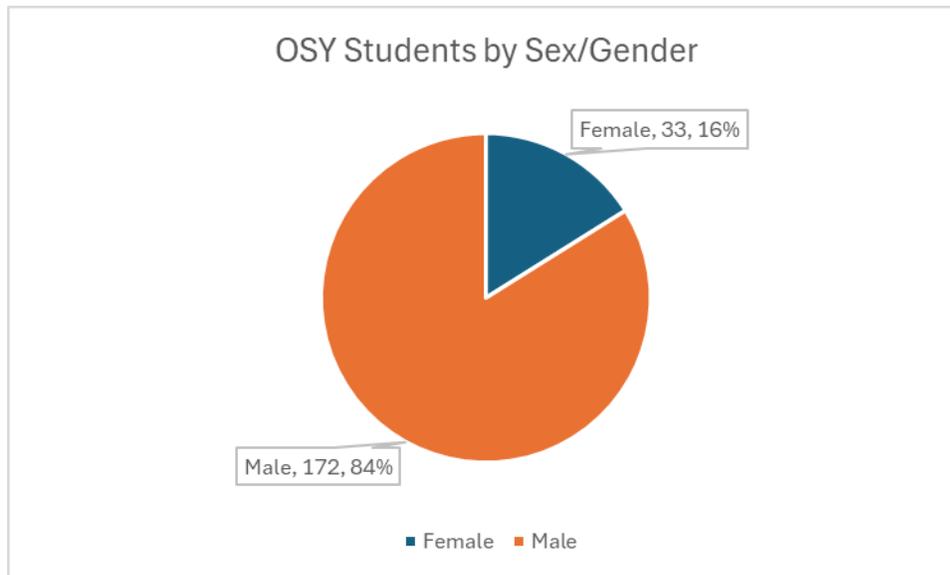


Figure 21: OSY male and female, 9/1/2023-8/31/2024

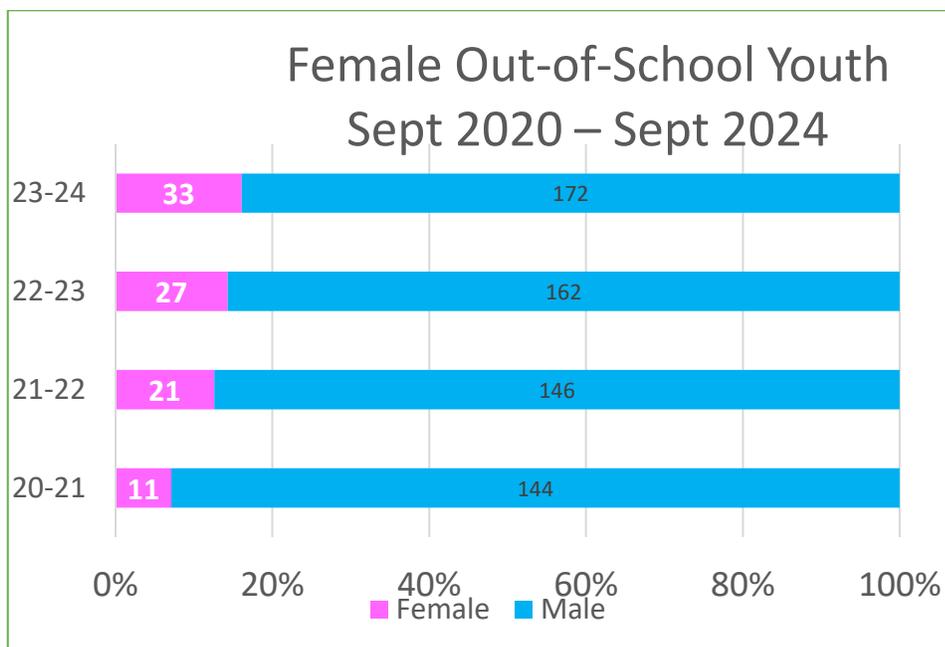


Figure 22: Percentage of VMEP female Out-of-School Youth, 2020-21 through 2023-24

OSY tend to be more mobile than families, and as individuals can 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.

All but three OSY enrolled in 2023-2024 were Multilingual Learners of English. 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, two OSY identified themselves as using a language other than English or Spanish at home. Due to stigma in Latin America about membership in indigenous communities, we suspect that there are additional students 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 support.

VMEP has made a concerted effort to better define the available services for OSY as the population's needs have evolved. Like migratory 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 levels. 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. Two years ago, VMEP updated the OSY profile, so it more accurately reflected students' needs and modes of communication but still gathers necessary data for the iSOSY CIG 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 student access and the quality of English language classes, access to available community resources, and high school completion options.

In addition, VMEP is a host site for Plazas Comunitarias and can 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, referred and other

support services. Figure 23 below shows the breakdown by type of the 1,321 individual services delivered to OSY students during the reporting year. This year VMEP served approximately 98% of the total OSY student population.

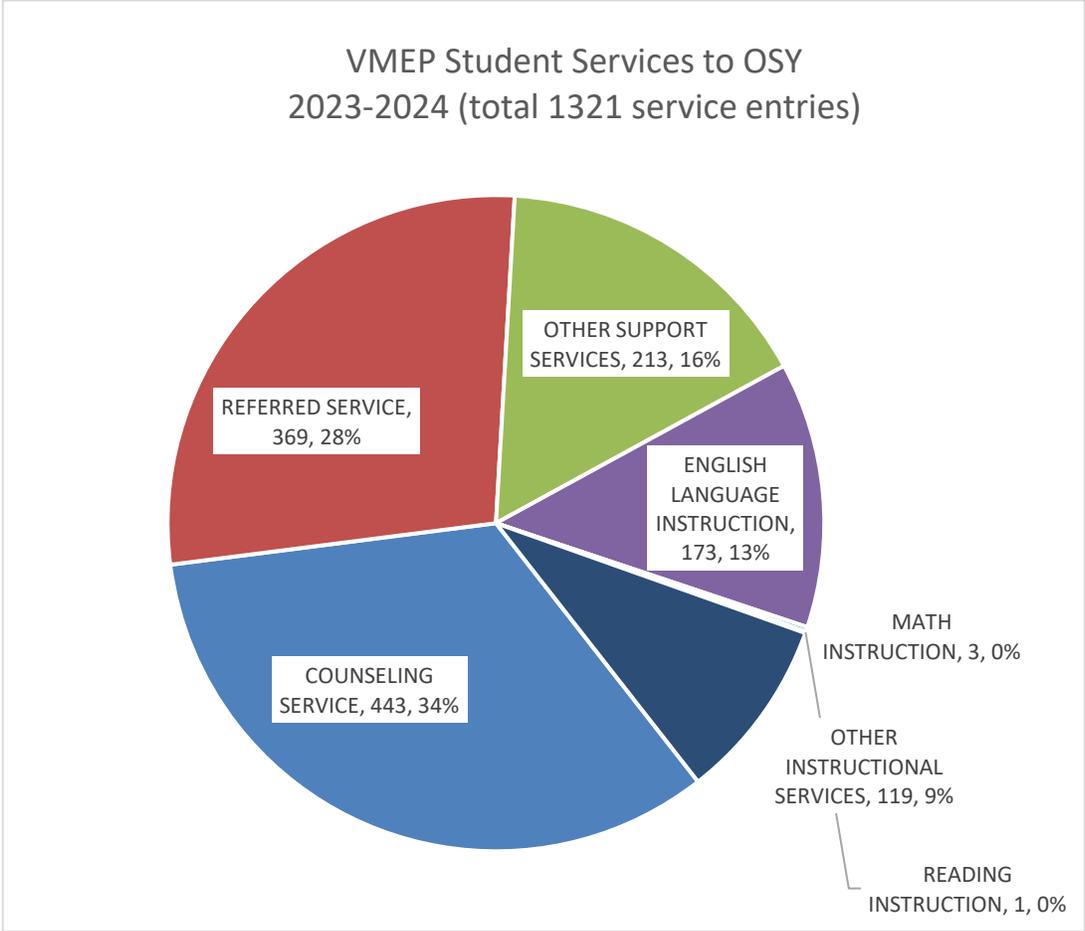


Figure 23: OSY Services by Type, 9/1/2023-8/31/2024

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” (16%). Figure 24 breaks down these services into a separate set of deliverables that directly address the unique needs of the OSY student population. Drivers’ Education, Translation/Interpretation, Health Access, Social Services (legal, Consulate support, and Guardianship information), Educational Supplies, Transportation, Literacy/Other Enrichment Events, Tech Support Education are all included in the totals below. Additionally, this year for the first time we added an additional category to reflect the amount of time and resources spent assisting students with the enrollment paperwork for partner educational programs. This most notably included working with OSY to fill out enrollment paperwork for the Farmworker Education Hub, as well as Vermont Adult Learning and GED Exams.

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” 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.

Included in the category of “Other Support Services” is our “Other Enrichment Events.” These events are especially critical to our OSY, because they allow the OSY to learn about and explore within their communities. Many of our OSY feel very isolated living on the farms that they work on and lack access to transportation. As a result, this time off the farm is by far a favorite of our students. This year, our “Other Enrichment Events” included a Cross-Country Ski Trip as well as a Water Safety Event.

As part of the Cross-Country Ski Trip, the students received instruction in Spanish on how to ski. This was many of our students' first time on skis and experiencing the Vermont winter. Additionally, we had many returning students who attended this event last year and were excited to practice their skills again. As part of the Water Safety Event, the students received instruction on how to remain safe while being near bodies of water. As part of this event, the students also received a kayaking lesson. It was all our OSY attendees' first-time kayaking. Many of our OSY began these events feeling nervous to partake in these new experiences within their new communities because they had not spent much time off the farms that they work on. It was impactful to see the difference in the youth’s confidence between the beginning and end of the sessions as they learned a new skill and were able to engage with the environment around them.

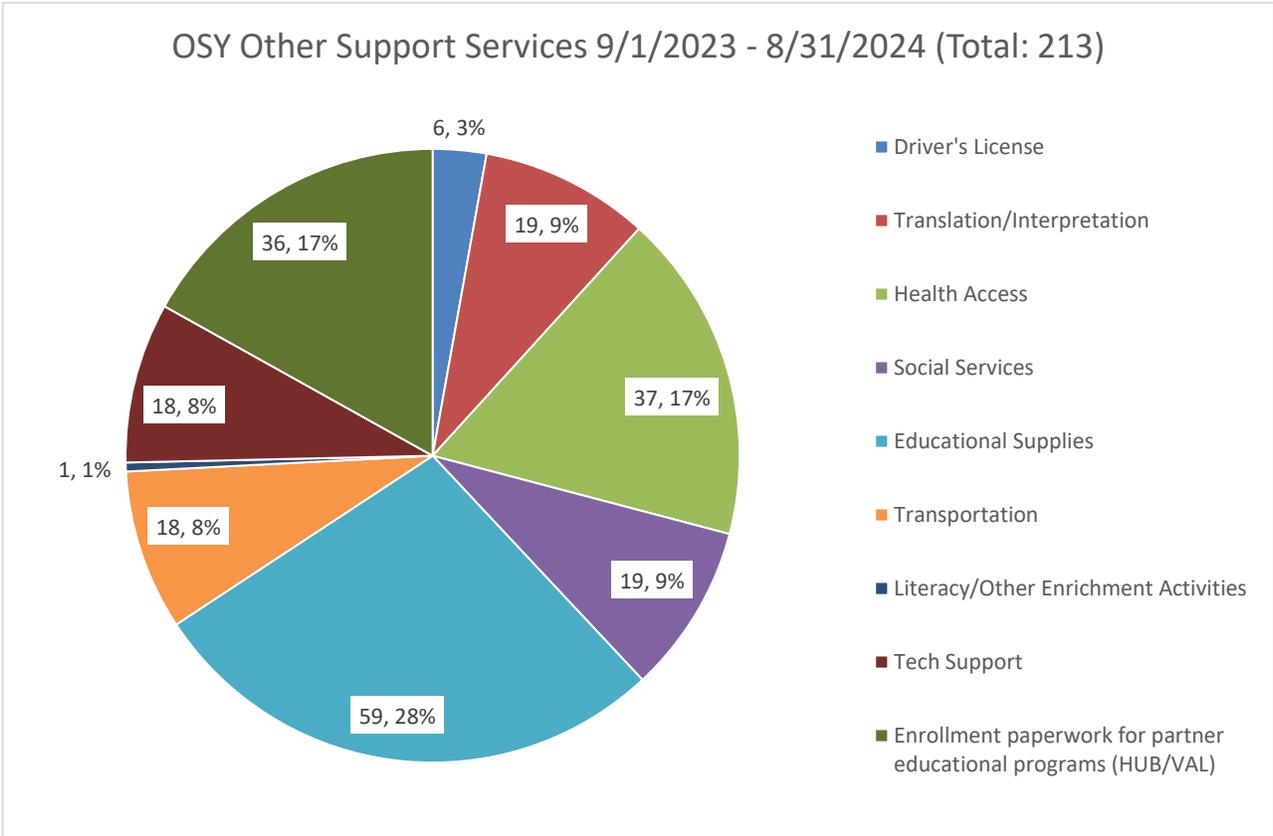


Figure 24: OSY Other Support Services detail 9/1/2023-8/31/2024

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 25 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, 86% of VMEP counseling 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.

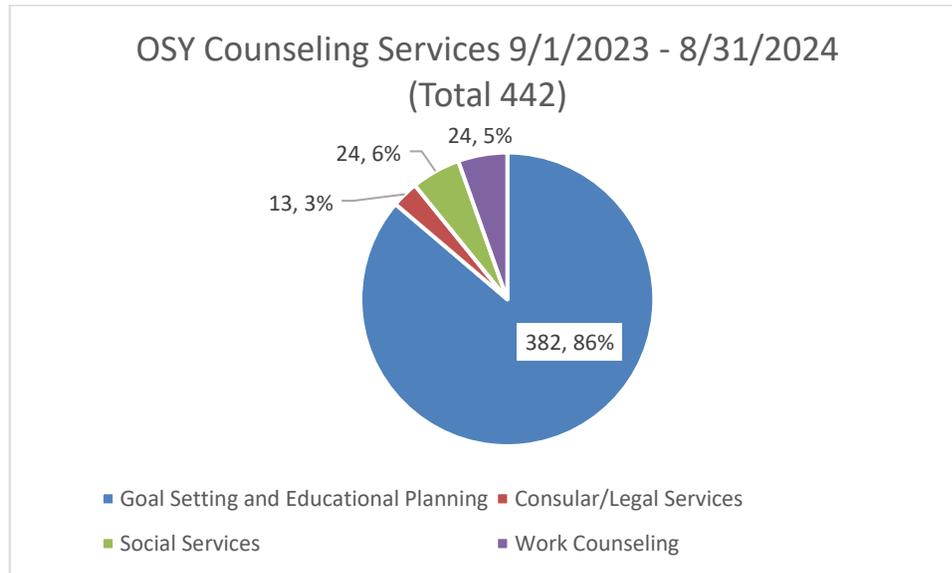


Figure 25: OSY Counseling Services Detail, 9/1/2023-8/31/2024

4.2.3 OSY Referrals

As a supplemental education program, VMEP’s prioritizes linking students and families to what currently exists in the community. VMEP only provides educational services that are otherwise not available to the migratory student population. To do this, staff utilize 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. “Health” continued to be the strongest category, and due to our close relationship with the Migrant Health team, we are very confident in these referrals. This year, we also saw many “English” referrals as we continued to build our relationship with the Farmworker Education HUB.

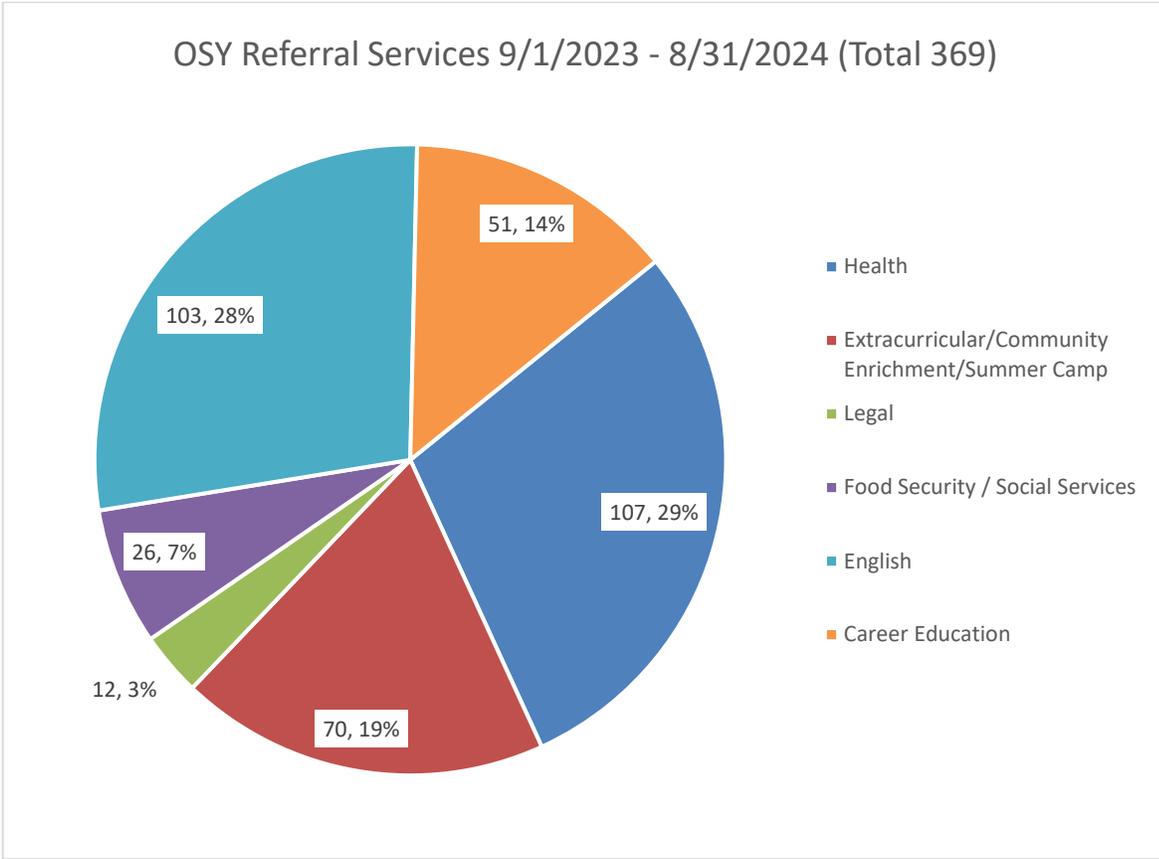


Figure 26: OSY Referrals Detail 9/1/2023-8/31/2024

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 efficient with resources and VMEP staff availability and to recognize what we have seen 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 language applicable to work and daily life that approaches language through a functional model. During the OSY’s initial counseling visit with a Regional Coordinator, the Regional Coordinator puts the student in contact with the Statewide Out of School Youth Coordinator for a more in-depth follow-up discussion. Then, the Out of School Youth Coordinator plans a follow-up call with the youth in the form of a collaborative discussion surrounding their goals, prior experiences, strengths, and relevant obstacles to determine what learning options may be a good fit for them.

If deemed a good option by both the OSY Coordinator and the student, the OSY Coordinator then works to create an intentional 1 on 1 match between the student and an instructor based on their schedules, personalities, and educational interests. The OSY Coordinator then facilitates a meet and greet as well as goal setting session between the OSY and the Instructor. Students receive one-on-one classes typically 1 time per week in accordance with their availability. Once the goal is achieved, a new language goal is set. In addition

to VMEP's 5 paid part-time instructors that work 1:1 with OSY, VMEP has 2 volunteers that provide 1 on 1 English instruction to OSY. These volunteers receive support and guidance from the OSY Coordinator after completing a background check and volunteer application.

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, 116.75 one on one instructional hours of English were provided over the course of 173 recorded services from regional and statewide coordinators, staff instructors, and volunteers.

Additionally, the OSY Coordinator collaborates with AEL providers around the state, which traditionally have done site-based classes with certified ELL teachers in high-density migratory 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.

However, with the creation of the Farmworker Education HUB in 2023 which provides virtual, group English classes for farmworkers most evenings per week, FY24 has seen large increased partnership with the Farmworker Education HUB and decreased partnership with AEL Providers. The Out of School Youth Coordinator has found the classes offered through the Farmworker Education HUB to be more accessible to students than those of state AEL providers due to their low-barrier enrollment process as well as instructors primarily organizing their class groups through WhatsApp messaging instead of email. WhatsApp is the platform that most students are already using to communicate with their family and friends, so it is a very accessible way for students to communicate with instructors. Additionally, the large number of evening class times is a great resource for OSY with complicated work schedules because there are more class options. These classes are not limited to OSY, students of any age are welcome to attend. As a result, classes through the HUB are a great option for students who are close to ageing out of the Migrant Education Program so they will not have to stop classes once they turn 22. Additionally, The Farmworker Education HUB being under the same UVM umbrella as the Vermont Migrant Education Program allows the HUB Coordinator and the Out of School Youth Coordinator to have a close working relationship. The HUB Coordinator and Out of School Youth Coordinator meet once every two weeks to discuss shared clients and work together to facilitate enrollment and attendance with their shared students.

While the group classes offered through the Farmworker Education HUB are a great option, our team quickly determined that they are not the best fit for everyone despite putting significant time in preparing students for their first week of each class session. Participating in these virtual group classes requires more significant technological literacy, formal education surrounding reading skills, independence, social confidence, and accountability when compared to 1:1 class. We found that many students would attend 1 or 2 group class sessions and then drop off in their attendance and communication. We have found that the HUB classes are better fits for our oldest OSY (age 21+), and that the 1:1 class are better for younger students, students with decreased prior former schooling and/or literacy, students amid job transitions, and new arrivals to Vermont. After noting these attendance trends for the group classes, the last few months of this academic

year the OSY Coordinator began the transition to hiring, training, and supervising more 1:1 instructors with the goal of increasing capacity to offer more individualized opportunities for OSY. These 1:1 sessions provide a greater amount of accountability, mentorship connection, flexibility for work schedule changes, as well as a more personalized learning environment.

4.2.5 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.

This academic year, we made the exciting shift to hire a new instructor to focus on providing OSY with one-on-one GED instruction. This fills a statewide need for GED tutoring in Spanish that has been ongoing for the last few years due to the High School Equivalency Program for our region losing funding and the Vermont Adult Learning centers only offering GED Preparatory Sessions in English. This year, we had three students begin studying for the GED with our program with one student even passing their first GED Exam in Social Studies. These students were selected based on age (they must be over 16, yet still have over a year left in their eligibility because the process for studying for the four GED exams can be quite lengthy), they must have significant experience with formal education to begin at the required level (ideally at least 1 year of preparatoria completed in their home country), a work schedule with consistent time off, and above all the willingness to dedicate themselves to consistent class attendance and significant independent work. Additionally, they must have access to a photo ID to be admitted for the exam.

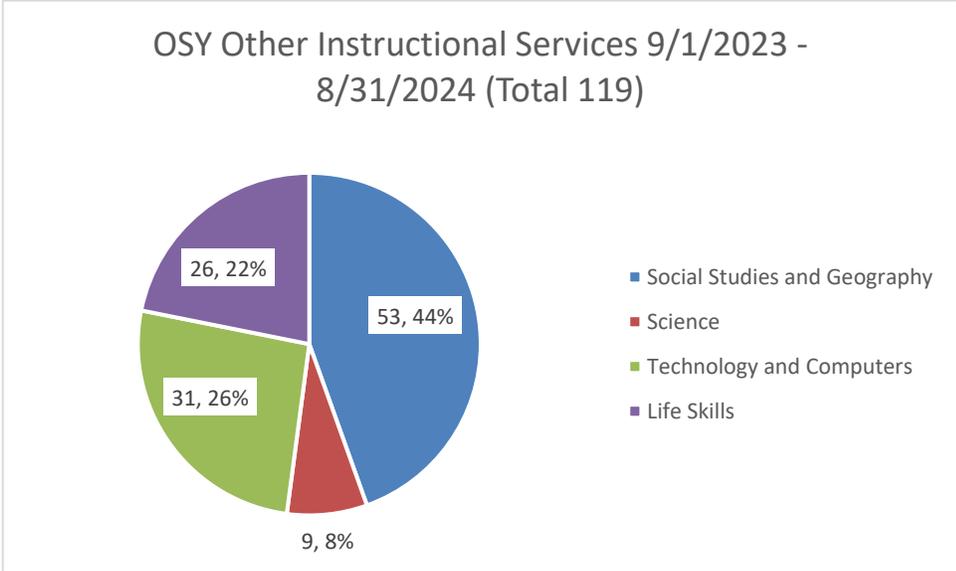


Figure 27: OSY Other Instructional Service Detail 9/1/2023-8/31/2024

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 served 99% of all enrolled students in 2023-24. All but 6 students had at least one recorded service

during this reporting year. All of these students were OSY.

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 during the reporting period was of such short duration that staff did not have the opportunity to 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 9/2/2023. This was the case for all but one of the students not served this reporting year – they were enrolled and served, sometimes quite extensively, during the previous reporting year, and ended eligibility or moved out of state in the first quarter of 2023-2024.

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. When student residence in the state cannot be verified, the student is withdrawn. Another reason is that students or their families on occasion decline or refuse VMEP 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. In 2023-24 there were 6 ISY students whose parents refused VMEP services after enrollment. These refusals and the reasons were recorded in our database, and if parents consented, VMEP staff followed up in the following quarter to again offer services and confirm the refusal. VMEP continued to monitor these students' progress and residency through their schools.

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 and VMEP leadership transitions; however, we continue to strive to meet the Measurable Program Objectives outlined in our current SDP, and we are working towards a new CNA and SDP that will guide our work for the next three years. 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 migratory students scoring proficient in ELA will increase by 10%.

TBD: This MPO is based on school assessment data; we do not yet have this data for 2023-24.

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.

MET: This year, 38 ISY who are Multilingual Learners of English received 170 hours of summer English language instruction. This is 40% of the 96 MLE ISY who were enrolled in VMEP during July and August 2025.

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

MET: This year, 53 OSY received English instruction from VMEP. 11 of these attended at least 3 classes. 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 migratory students scoring proficient in math will increase by 10%.

TBD: This MPO is based on school assessment data; we do not yet have this data for FY2023.

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

NOT MET: This year, 6 OSY (3%) accessed focused, high school level, math coursework – this included three OSY studying math as well as three preparing for the Social Studies GED exams by learning how to analyze graphs and charts. Additional OSY accessed English lessons that incorporated some math content. The mathematics instruction that was the most effective included: lessons surrounding practical applications of basic math including hourly pay/debt, repeated targeted instruction on fractions, preGED in Spanish materials (Preparación Para El Examen de GED by McGraw Hill Education), and New Readers Press Scoreboost pamphlets for graphs and statistics.

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.

MET: Over the course of this year, VMEP had 35 students aged 3 to 5. Seventeen of those were eligible for preschool and enrolled in MEP on 9/1/2023. Only 3 of those students did not attend preschool for a minimum of 10 hours a week, which is an attendance rate of 82%. If we add those who were eligible but were enrolled in VMEP after the start of the school year, the rate drops to 62%, due in many cases to a lack of preschool spots available. Other reasons for not attending included lack of transportation, limited preschool hours, and parents preferring to keep their kids at home for personal reasons.

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

MET: This year, 27 preschool students and their families participated in VMEP's Early Literacy Initiative (see Appendix). These students represent 77% 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.

NOT MET: VMEP staff offer age-appropriate books and educational supplies at every visit. 30 PK students received age-appropriate books and educational supplies from VMEP this year, which is 86% of PK students.

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.

MET: This year, VMEP had four 12th grade students. All participated in career/college counseling through their schools and with VMEP.

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

NOT MET: Due to OSY prioritization of English skills for their limited study time, partner career skills

coursework has not worked out for VMEP at the scale we had hoped. However, OSY do access career skills, beyond English, through VMEP. This year, six OSY accessed instructional services focused on basic technology skills that are essential for many careers. An additional 19 OSY accessed problem-focused technology support. Additionally, this year, we had one student complete a Cornell Pro-Dairy module and receive a certificate.

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).

MET: There is no longer a High School Equivalency Program in Vermont, and AEL centers do not offer tutoring services in Spanish, so high school completion opportunities for OSY have diminished. In 2022-23, three OSY were working towards high school equivalency. This year, six OSY participated in GED instruction towards a high school equivalency diploma with VMEP tutors, an increase of 100%.

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 time enrichment activity.

NOT MET: This year, 49 (34%) of the 146 ISY enrolled in grades K-12 and OSY under the age of 16 were referred to out-of-school enrichment activities.

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

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

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

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

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

MET: This year 143 unique VMEP students (36%) 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.

MET: Last year, the OSY Coordinator transitioned into guiding young OSY in a mentoring relationship herself rather than recruiting and training community volunteers. These sessions were focused on discussions of academic and career goal setting, English language practice, familial obligations, and the possibility of reentering the public school system here in Vermont. In 2023-2024, these relationships continued, and in addition, ten OSY were matched with VMEP staff instructors for mentoring and instruction.

7.0 Conclusions and Recommendations

With a full staff for most of the year, VMEP delivered robust supplementary educational services to a rapidly growing population of eligible students in 2023-24. VMEPs strong student numbers and comprehensive

services reflect their strong statewide network, staff expertise, and ability to be responsive and adaptive as needs and circumstances evolve rapidly.

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 school staff turnover and persistent vacancies. In addition, recognizing the continuing effects of the "COVID regression" for all students and in particular MLE students, VMEP continued to focus efforts on supplemental online tutoring for ISY, particularly those who are MLEs and new arrivals to Vermont. VMEP continued to deploy necessary technology infrastructure including Chromebooks and hotspots for students as necessary, both of which support the ability to facilitate communication and educational services for participants.

VMEP's 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. Our staff have continued to grow in their positions, and training this year focused on deepening skills and relationships. VMEP looks forward to focusing on the following programmatic elements in 2024-2025:

- Completing the new Comprehensive Needs Assessment and laying the groundwork for a new Service Delivery Plan to drive our future work.
- Hiring and training a new Northwest Regional Coordinator to replace Ernie Bove, who resigned in summer 2024.
- Continuing to bring together OSY and ISY programming to offer rich learning opportunities to all our secondary-aged youth.
- Implementing a comprehensive assessment strategy for effective initiation and monitoring of VMEP tutoring services, including benchmarks for recording proficiency gains and for exiting ISY students from supplemental tutoring.
- Expanding opportunities for ISY high school students and OSY to plan for post-secondary opportunities and access funding and other supports.
- Building on the success of collaborative PAC meetings and field trips by continuing to experiment with innovative program design and collaborative events with established and new partners.
- Providing training to educators and service providers on strategies for supporting educational needs of migratory students, including barriers, challenges, and best practices.
- Working closely with our UVM partners in the Farmworker Education Hub, 4-H, and Migrant Health team to increase access to services that build the resiliency and strength of migratory families and youth.

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 migratory 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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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 1.0](#)

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



Vermont Migrant
Education Program



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 organizations 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



THE UNIVERSITY OF VERMONT
EXTENSION

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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!

