

Title 1 Part C
MIGRANT EDUCATION PROGRAM

Areas of Opportunity

Continuity

Because migratory children often move during the regular school year, children tend to experience a lack of educational continuity. Migratory children experience differences in curriculum, academic standards, homework policies, and classroom routines. Efforts to overcome this pattern are needed to strengthen educational continuity.

School Engagement

Migratory children are frequently faced with adjustments to new school settings, including making new friends, and social acceptance. Migratory children need avenues that ensure they are valued and have the opportunities that more stable children have.

Educational Support in the Home

While many migratory parents value education for their children, they may not always know how to support their children in a manner consistent with school expectations nor have the means to offer an educationally rich home environment. Efforts to inform families are crucial.

Instructional Time

Mobility also impacts the amount of time children spend in class and their attendance patterns. Ways to ameliorate the impact of family mobility and delays in enrollment procedures are essential.

English Language Development

Note: This section has been revised to align with current language pertaining to English Language Development and multilingual learners in QSD/Washington state.

English language development (ELD) is critical for academic success. Since many migratory children are multilingual learners who are consistently exposed to multiple languages, migrant programs must find avenues to supplement the difficulties faced by migratory children in ELD due to their unique lifestyle.

Health

Good health is a basic need that migratory children often do not attain. They have higher proportions of acute and chronic health problems. They are at greater risk than other children due to pesticide poisoning, farm injuries, heat-related illness, and poverty. Families often need assistance in addressing health problems that interfere with their children's ability to learn.

Access to Services

Newcomer status and home languages other than English among migratory families can make it difficult for them to access educational and educationally related services to which migratory children and their families are entitled. Since they are not perceived as permanent residents, services become more difficult to obtain.

MIGRANT EDUCATION PROGRAM (MEP)

Goal The goal of the Migrant Education Program is to ensure that all migrant students reach challenging academic standards and graduate with a high school diploma that prepares them for responsible citizenship, further learning, and productive employment.

Quincy School District Migrant Education Program Staff



Federal Program Director (FPD)
VICTORIA HODGE
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- The FPD supervises the program budget, resources, and staff to support eligible students and families.
- The FPD coordinates with other state, federal, and/or local resources as needed to address the academic and support needs of migratory students.
- The FPD establishes and meets with the local MEP team including Records Clerk, Recruiter, PAC Coordinator, Student supports (MGS/MSA), and other positions as needed for the program. This team monitors program efforts including I/R, reporting of student services, PAC involvement, and compliance



MEP Records Clerk
VERONICA VALDEZ
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- The Records Clerk performs record-keeping tasks and manages forms/information for migrant student records.
- Enroll all eligible migrant students into the Migrant Student Information System, disseminate educational and health records for migrant students, and review reports on a regular basis for accuracy.



MEP Recruiter
MARIA MENDOZA
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- The Migrant Recruiter actively identifies and recruits eligible migrant children ages 0 through 21 residing in the school district.
- After identification, the Recruiter completes the required paperwork to document program eligibility and shares essential resources for families.



MEP Parent Advisory Council Coordinator (PAC)
EVELYN ORTEGA SANCHEZ
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- Guides and assists MEP parent leaders to develop and maintain a working knowledge of Washington State MEP guidelines on their role as PAC officers.
- Develops and maintains collaborative relationships with the parents, ensuring they have access to program information, resources and an overall understanding of the needs and services of the QSD migrant program.
- Partners with other District and Building staff to support additional parent training and communication of parent/family engagement events.

Student Support Team: Migrant/Multilingual Advocate; Migrant Graduation Specialist



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- Mentor, advocate and act as a liaison for migrant and multilingual students to successfully transition to the next school/grade level, navigate high school requirements, and build skills toward postsecondary education or employment.
- Develop and maintain collaborative relationships with district staff and various community organizations and resources.
- Provide individualized support and access to various resources to Out of School Youth (ages 16-21) who are not enrolled in nor have completed a K-12 education or equivalent program.