

Migrant Education – Region II**AREA II**

District: Woodland Joint Unified

2004- 2005 Annual Report

Migrant Education provides various educational and support services throughout the year aimed at addressing the identified needs of migrant students. During 2004-2005 school year Migrant Education staff identified and enrolled 1,198 migrant students in this district, as compared to 1,230 migrant students enrolled in the previous year. Migrant staff assigned to this district include: Lourdes Garcia, ECE tutor, Maribel Olmedo, ECE tutor, Norma Alcaraz, MSP aide, Maria Gastelum, MSP aide, Rosalia Castillo, MSP aide, Sofia Sandoval, Health /Social Services MSP, Dianna Moreno, Secondary Schools Advisor, Karen Quintanilla, Program Coordinator, various MEAP-Counselor Interns (15 hours a week), various Mini-Corps Tutors (15 hours a week), and District Parent Education Liaison, Irma Diaz (15 hours a month).

Table 1: Distribution of Migrant Students by Preschool, School, and Out of School Youth Categories

Category	Number
Preschool (ages 3-5)	111
Beamer Elem.	74
Dingle Elem.	51
Freeman Elem.	70
Gibson Elem.	62
Grafton Elem.	43
Plainfield Elem.	28
Maxwell Elem.	40
Whitehead Elem.	51
Tafoya Elem.	51
Willow Springs Elem.	33
Prairie Elem.	172
Zamora Elem.	16
Douglass Jr. High	75
Lee Jr. High	59
Pioneer High	82
Woodland High	138
Cache Creek High	6
Woodland Adult Educ.	13
Greengate Center	2
Out of School Youth	132
Total	1,198

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STUDENT ACHIEVEMENT

ECE

1.a. By 6/15/2005, all children entering kindergarten who have participated in 18 or more First Teacher visits will master at least 70% (77) skills of the total skills identified as indicators of kindergarten readiness on the MSRTS skills checklist.

Progress Achieved: 100% achieved this goal.

1.b. By 6/15/05, 80% of the children who are post screened on the Brigance PK/K Screens and who complete at least 18 First Teacher sessions, will score at or above the established cutoff appropriate to their age.

Progress achieved: 83% scored at or above cutoff.

Results of 2004-05 Mini-Corps Objective

Woodland

- ◆ Mini Corps Program: There were 6 Mini Corps students assigned to five schools in Woodland School District (1 at Beamer Elementary School, 1 Freeman Elementary, 1 Lee Jr. High)

20 students were assessed using the “Teacher Assessment of Pupil” form.

Of these 25% showed positive increase in *Reading*.

25% showed a positive increase in *Writing*.

40% showed a positive increase in *Math*.

0% of the migrant students showed the Mini-Corps students as having a *slight impact on their academic growth*

60% of the migrant students showed the Mini-Corps students as having a *significant impact on their academic growth*

10% of the migrant students showed the Mini-Corps students as having a *high impact on their academic growth*

The results of the student assessment showed the Mini-Corps students having a positive impact on the migrant students’ academic growth.

MEAP - Woodland High School 04-05 Annual Report Data

Objective: Percentage of migrant students who are credit deficient will decrease by 10%.

Result: 26 migrant students were credit deficient at the beginning of the school year and 26 (albeit different students) were credit deficient at the end of the year.

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Objective: Percentage of migrant students enrolled in A-G courses will increase by 10%.

Result: During the past school year we have realized a gain of 50% in the number of migrant students being enrolled in A-G courses.

Objective: 100% of the graduating seniors will have applied to at least one post secondary educational institution.

Result: Only 86% of the graduating seniors applied to a post secondary educational institution.

Objective: By June 2005 85% of migrant senior students will graduate.

Result: Only 75% of the migrant senior students graduated from Woodland High School.

Out of School Youth

By June 15, 2005 95% of the OSY students were assessed using the OSY profile, 65% of all of the OSY where there is an Outreach Specialists received an orientation, included was a list of agencies where training could occur in the county along with support services, 55% percent of the students who completed an assessment were placed in an educational or vocational program, and out of 55% of the students 45% will have completed and educational or vocational program.

MIGRANT EDUCATION SERVICES

Regular Year Services Summary

Contacts: 547 services/ 312 recipients/43.39%

Educational: 1,984 services/ 460 recipients/63.98%

Support Services: 1,774 services/ 435 recipients/60.5%

Health Services: 335 services/147 recipients/20.45%

Contributions: \$6,603/54 recipients

Table 2: Regular Year Instructional and Support Services

Academic Tutoring	Home Visits	Guidance	Health Education	Family Needs Assessment & Profile	Vision Services	Dental Services	Medical Services	Agency Referral	Documentation	Advocacy	Interpretation/ Translation	Transportation	Transcript Review
733	268	591	162	269	34	62	46	101	112	489	730	159	367

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Table 3: Summer Instructional and Support Services

Home Visits	School Site	Academic Tutoring	Guidance	Instructional Supplies	Support Service Supplies	Health Education	Agency Referral	PASS	Advocacy	Interpretation/ Translation	Transportation	Documentation
425	214	1,568	90	432	436	132	43	23	114	11	17	87

Summer Services Summary

Contacts: 639 services/ 609 recipients

Educational: 1,690 services/ 602 recipients

Support Services: 1,381 services/ 436 recipients

Health Services: 132 services / 123 recipients

SUMMER STUDENT ACHIEVEMENT

1. From 6/15/05 to 8/29/05, children will receive two age appropriate books provided by RIF and one or more tutoring sessions providing age appropriate activities. Parents will receive instruction on the importance of reading to their children. Staff will demonstrate age appropriate curricular activities to parents. Progressed Achieved: 100% of ECE children and parents received books and instruction.

2. By August 31, 2004, 90% of all migrant students (k-12) who did not attend the regular district summer school or receive some other migrant funded activity/assistance, will receive an academic home study program (CLP) to improve skills in one of these focus areas: reading, writing or math, as evidenced by the Summer Contact Logs.

2. Migrant staff provided home study services to 90% of eligible migrant students. Students received one or more of the following:

1. Reading: Home Connections Curriculum, Learning Tree, OLE.
2. Writing: OLE Writing Journals.
3. Math: Appropriate Grade Level Handouts matched to standards.
4. Secondary: Secondary CLP Packets/Curriculum
5. Health Education Handouts
6. One Time Packets

3. By August 31, 2004, 25% of all migrant students in grades 9-12 receiving Secondary School Advisor services who are credit deficient will earn 5 credits towards high school graduation by taking summer school classes and/or PASS courses.

3. Migrant staff enrolled 50% of eligible students in the secondary summer school and/or in PASS.

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MIGRANT EDUCATION SERVICES

PARENT EDUCATION/PARENT INVOLVEMENT

Migrant Education strongly supports the District's commitment to effective parent education and meaningful parent involvement. Our Area Parent Education Specialist, Tony Dollenz and the District Parent Education Liaison (DPEL), Irma Díaz, work collaboratively to ensure that migrant parents understand the importance of education and their responsibilities in helping their children succeed in school. The Migrant Parent Advisory Committee held 7 meetings during the last school year with an average attendance of about 14 parents.

Training topics included the following:

Ayuda Financiera para Ingresar a la Universidad

Como Involucrarse en la Escuela y las Juntas de los Padres

Explicar el Programa Migrante

Violencia Doméstica

Pandillas Drogas y Alcohol

One migrant parent attended a Regional Parent Leadership Institute in February 2005 that focused on How to Become a Better Leader. Two migrant parents from Woodland attended the three-day State Migrant Education Parent Conference in Los Angeles.

Parents who attended a workshop on techniques to read with their children at home were given a pre and post test to measure the percentage of increased knowledge acquired by them. The parents in Woodland showed a 23 % increase in knowledge based on the results of the test given to them.

STAFF DEVELOPMENT

Migrant Education supports District staff development efforts intended to improve teacher and support staff efficacy. ECE Staff attended the State Migrant Even Start Conference.

All Yolo County Migrant Service Paraprofessionals attended a three-hour meeting each month for support, networking and training.

Mini Corps Teacher Assistants were provided 6 hours of training a month.

MEAP Counseling Interns participated in a weekly two-hour class at CSU Sacramento.

Identification and recruitment (I&R) is a very high priority for the Migrant Education Program (MEP). Our program operates with the ideology that identification of migrant families is

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everybody's responsibility. Therefore, continuous I&R staff development and support for our staff in all school districts occurred during the school year 04-05.

Our staff development included, but was not limited to, the following activities: Continuous requests for staff in-put on eligibility information needed to be reviewed, materials needed for recruitment, work schedule modifications needed to allow more recruitment time, and additional outreach techniques to explore.

Permanent and short-term recruiters met monthly with our I&R Specialist to maintain good quality in the enrollment documentation, clarify eligibility questions, learn additional details about I&R State Policies, create monthly calendar of recruiting events/activities, and share tips, recommendations and other pertinent information.

I&R Specialist worked individually with other staff members to clarify specific enrollment situations. Also, all staff was continuously informed about I&R procedural changes.

I&R Specialist met bi-monthly with other I&R specialists from our region and attended a National Identification and Recruitment Forum to stay up to date on new/modified eligibility regulations. This information was later disseminated to all area staff through module, ECE, and certificated meetings.

New and summer employees, and Mini-Corps and MEAP students, received a Migrant Education Eligibility basic training to improve the quality of their referrals.

An internal quality control and re-interview process was implemented to improve the quality of our enrollment documentation and the accuracy of the information gathered during in-take interviews with parents/young adults. Findings were used to establish training topics for the year.

Most of our staff attended an I&R Day on March 15, 2005. Some of the topics of the day were: Audit Update; Enrollment Statistical Report; Modified Basic Interview Pattern; Certificate of Eligibility Pointers; Rules & Regulations; Staff Recognition (for their enrollment efforts); and Planning for Spring/Summer Recruitment.

Networking and collaboration with other community agencies, businesses and employers that work with potential migrant families continued throughout the year.

Identification and Recruitment

By June 30, 2005 Migrant Education personnel in the Woodland School District...will increase the recruitment of all eligible migrant children and teens by 3% as documented on the Migrant Information System (MIS)

Identification and recruitment statistics indicate that the enrollment of migrant students in the Woodland School District did not increase the expected 3%. However, Migrant Education staff was able to maintain about 90% of total enrollments compared to last year, despite the large number of migrant students who were disenrolled from Migrant Education because they moved out of the district, graduated, or were unable to re-qualify when their eligibility expired.

Enrollment growth in several of our school districts was affected by numerous factors including: 1) Lack of funding for additional MEP staff, 2) Changes in the population demographics, where farm working families are increasingly settling down and working in non-agricultural jobs; 3) Reduced housing opportunities both in the city and in the rural labor

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campus; 4) Increased transportation costs for families typically on the move; and 5) Stricter eligibility documentation now required by federal guidelines.

Health and Support Services

Health and support services were provided by the migrant service paraprofessionals, MSP's, coordinated by the Health and Welfare Specialist Salvador Nunez. Mr. Nuñez participated in monthly module meetings providing health related materials and case management assistance to the migrant service paraprofessionals. Health and support services are provided throughout the year to ensure migrant children receive dental and medical services. The MSP's network with school nurses, community clinics, county services and with other local agencies to assist migrant families with any health and social services needs. In addition, MSP's provide a minimum of 24 home visits focusing on health and home safety concerns.

Health objectives:

By June 30th, 2005 Migrant Service Paraprofessionals in the Woodland Joint Unified School District will complete 12 health education home visits based on identified needs. This will be documented on the Health Education Visit form.

Achievements: This objective was met. MSP's completed a minimum of 12 health education home visits. This was documented on the Health Education Visit Form.

By June 30th, 2005 Migrant Service Paraprofessionals in the Woodland Joint Unified School District will complete 12 home safety education visits based on identified needs. This will be documented on the Home Safety Education Visit form.

Achievements: This objective was met. MSP's completed a minimum of 12 home safety education home visits. This was documented on the Home Safety Education Visit Form.

If you have any questions regarding this report, please contact Karen B. Quintanilla, Program Coordinator, at (530) 666-1977x14.