



ALACHUA MULTI-COUNTY CONSORTIUM MIGRANT EDUCATION PROGRAM

TITLE I – PART C



ALACHUA, BRADFORD, CITRUS, CLAY

COLUMBIA, DIXIE, FLAGLER, GILCHRIST

HAMILTON, LEVY, ST JOHNS, UNION

2020-2021 PROGRAM NEWSLETTER

OCTOBER 2020



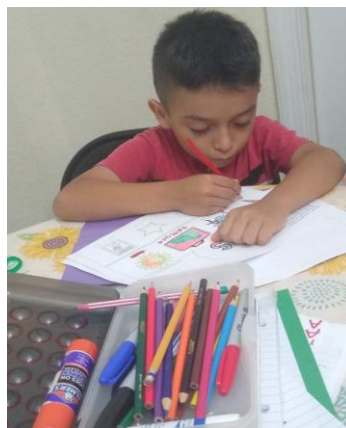
The Alachua Multi-County County Consortium (AMCC) Migrant Education Program serves close to 1000 migrant farmworkers each year in 12 counties throughout the North Central Florida region. The 2019-2020 school year surprised us with the COVID-19 pandemic. This situation shut down the schools and our students were obligated to complete their academic tasks remotely through learning packets distributed by the schools. The academic team served the students with on-line tutorials via video calls, FaceTime, videos sent to them via YouTube, and other ways that the families had available.

These services were provided following the parents' work schedules, as many students had to use their parents' cellphone to work for this purpose. This situation showed us the disadvantage our students face when attempting to access education. They confront challenges of low income, lack of technology, lack of knowledge and/or skills to help with academic tasks, and even more so, the absence of an adult to assist with school work.

The 2020-2021 school year started giving the parents two options to receive classes: online or in-person. This was a hard decision for all the parents but the majority selected the "brick and mortar" option, as they work long hours and are unable to work from home.



32 PK students attended during Summer 2020



75 students took part in our KG to Second Grade Summer Program.



81% of seniors graduated

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Irma and Maria Lucrecia studying during a tutorial session observing COVID guidelines

SERVING MIGRANT STUDENTS DURING A GLOBAL PANDEMIC

HIGHLIGHTS FROM 2019-2020

14 PKs served during 18-19 school year, **13 (93%)** scored at grade level on the KG assessment at the beginning of the 2019-20 school year.

62 students from 3rd to 8th grade received MEP reading tutorials, and 59 students from the same grades received MEP math tutorials. Due to the pandemic, students did not take the FSA, so there is no data for 19-20 to calculate reading and math gaps between migrant and non-migrant students.

41 High school students who were identified at risk of failing or dropping out, received academic support from the MEP. **Of these students, 27 (66%) stayed in school and 4(10%) graduated.**

25 high school students took accelerated courses

21 PKs parents participated in a MEP parent program and 7 of them (33%) report gains in educational engagement with their child.

117 families (43%) with children in grades K-8 participated in a migrant parent educational advocacy program, and reported gains in educational engagement with their child/ren.

44 migrant parents of 9-12 gr. students took part in graduation related parent involvement meetings. Graduation requirements were explained and parents were made aware of all graduation related information.



Daisy P. one of our energetic PK students during a tutorial session.

“Students must have initiative; they should not be mere imitators. They must learn to think and act for themselves -and be free.”

– César Chávez

Growing Academic Success

READING IMPROVEMENT:

The AMCC served **87** (KG to 5th grade) students during the 2019-2020 school year with a **28%** increase in reading fluency.

Math improvement:

The AMCC served **87** students (KG to 5th grade) during the 2019-2020 school year with a **9% increase in math skills**.

Middle Schoolers:

The AMCC served **32** middle school students with tutorials in reading, math, and multidisciplinary studies, **19, (59%)**, increased their grades per the report cards by the end of the tutorial period.

High School:

The AMCC served **14** high school students with tutorials in core courses, **10 (71%)** of these students increased their grades on the subject being tutored, per the report cards by the end of the tutorial period.

4 students took PASS courses and **3** students attended college tours organized by the MEP.

ID&R During COVID

2019-20 proved to be a year when “coloring outside of the box” became necessary for recruitment purposes. The Identification and Recruitment, (ID&R), process has always been a face to face activity. This is crucial in order to establish a relationship with families, and to build trust. This is especially true when recruiting OSY, who are hard to find and recruit. So, recruiters had to reinvent how to do home and motel visits, and how to communicate with the OSY population while observing social distancing.

The MEP recruiters proved that nothing would keep them from recruitment and from providing much needed services to our OSY.



OSY Activities

SERVING OUR OUT OF SCHOOL YOUTH



Shirley Basel, from the ID&R team providing a quick English lesson during a recruitment event

It was definitely a challenging year to provide services for this population. However, the MEP worked very hard to reach out to our OSY who requested English as well as survival skills lessons and other services.

During the 2019-20 school year, the MEP served a total of 52 OSY with English lessons; 41 during the school year, and 11 during the 2019 summer session.

Lessons varied depending on the interest of each OSY. The most common lesson provided during the last semester of the year was the COVID-19 mini lesson. OSY learned ways on how to stay safe while working during the pandemic, understanding the reason for the 6 ft. distance, mask wearing, hand washing, among other safety measures learned.

Some of the English lessons provided included: “How to order at a fast-food place,” how to complete work related and other forms. Reading and understanding US maps was another useful lesson as well as a lesson on utilizing US currency.



Melissa Garcia, from the ID&R team recruiting an OSY

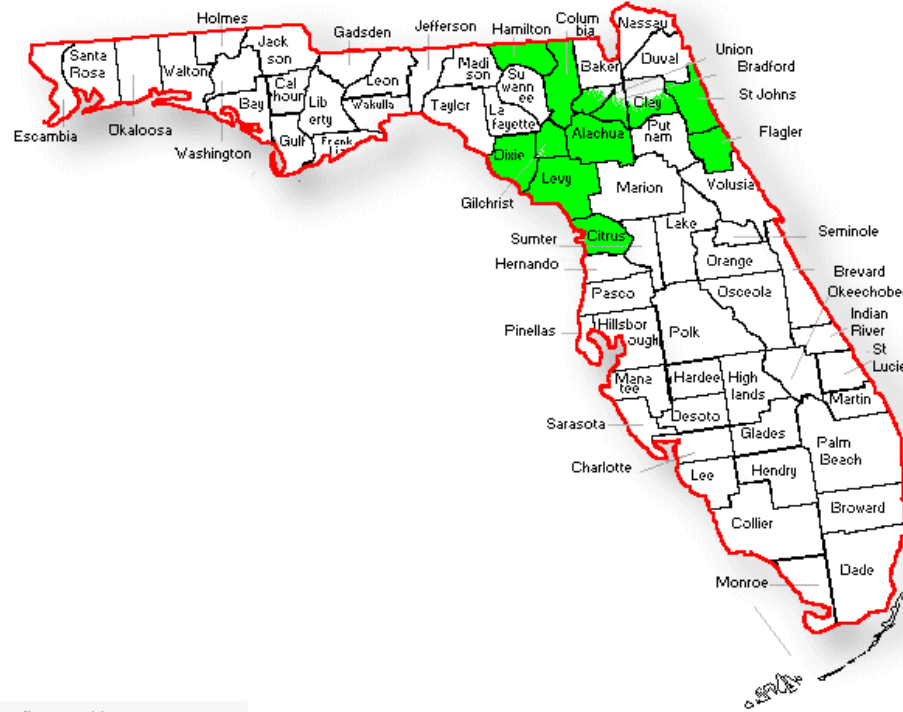
"Real education should consist of drawing the goodness and the best out of our own students. What better books can there be than the book of humanity?"

– César Chávez

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NEWSLETTER

**WHERE WE ARE
THE COUNTIES THAT WE SERVE**



Source: dlymaps.net (c)

2020 – 2021 NEWSLETTER

**WHO WE ARE
STAFF INFORMATION**

- Victoria Gómez de la Torre - **Program Supervisor**
- Kathy Reve - **Administrative Assistant**
- Laura Ritonia - **Academic Coordinator / Secondary Advocate**
- Edith Sanchez - **Academic Coordinator of Migrant Services / Tutor**
- Ruth Reyes - **Social Services Coordinator / Advocate Support**
- Rene Jose Murguia - **Student Information Database Coordinator**
- Bernice Cavazos - **ID&R Coordinator / ID&R – Bradford County**
- Luis Alvarez - **ID&R Team – Columbia, Flagler, and St. Johns Counties**
- Shirley Basel - **ID&R Team – Alachua, Gilchrist Counties**
- Lisa Custer - **ID&R Team - Cedar Key (Levy County), Dixie Counties**
- Melissa Garcia - **ID&R Team - Hamilton County**
- Juan Nossa - **ID&R Team – Levy, Union and Clay Counties**
- Anna Gaskins - **Tutor**
- Tomasa McCain - **Tutor**
- Soraya Suarez - **Tutor**

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