



ALACHUA MULTI-COUNTY CONSORTIUM MIGRANT EDUCATION PROGRAM

TITLE I – PART C



ALACHUA, BRADFORD, CITRUS, CLAY

COLUMBIA, DIXIE, FLAGLER, GILCHRIST

HAMILTON, LEVY, ST JOHNS, UNION

2021-2022 PROGRAM NEWSLETTER

OCTOBER 2021



The 2020-2021 school year started with two options to receive classes: online or in-person. This was a hard decision for many migrant parents. However, the majority selected the “brick and mortar” option, as they work long hours and are unable to work from home. This decision brought other challenges such as absenteeism, due to quarantine guidelines and by the virus itself, which infected many students and their families. The devastating effects were felt throughout the migrant student population, from KG to high school. Learning gaps increased at a higher percentage than before. In addition, many high schoolers found themselves at risk of failing and contemplating dropping out of school.

In an effort to improve learning, and address the learning gap, the academic team set up tutorial sessions after school in spaces outside of homes and online, as in the previous school year. These tutorials, besides the academic assistance to students, had a special emphasis on reinforcing the responsibility in school attendance, and returning homework assignments on time. For high schoolers, the focus was also on grades, GPA, and graduation requirements. Tutorial emphasis was also in engaging parents to be active participants in the academic life or the students. This was done via ongoing phone calls and home visits.

The school year 2021-22 started with all the students attending in-person school and the tutorials were set up at schools following the teachers’ directions. During this school year, some school districts implemented the delivery of report cards solely in an online format. The AMCC academic department has been working with parents in explaining the report card and helping them create online accounts that allow parents to see their children's academic progress.



Participants in STEM Triunfadores Camp



70 students attended our KG to 5th grade summer program.



100% of seniors graduated

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Students at Camp Cuscowilla

SERVING MIGRANT STUDENTS

HIGHLIGHTS FROM 2020-2021

During the academic year and into the summer program, 9 high school students took 23 credit accrual courses, earning a total of 8.5 credits.

3 high school migrant students completed a total of 118 hours in community service: 2 students volunteered at one MEP elementary summer program and 1 student earned hours by organizing donations in our office.

We are proud to say that, in spite of all the challenges facing our students during the 2020-21 school year, 100% of migrant seniors graduated.

SUNRISE SCHOLARS

MEP is very proud of Omar Lopez-Hamilton High and Christian Jimenez- Bell High for being selected for the Sunrise Scholars Program. <https://sunrisescholars.org/>

Over a thousand seniors throughout Florida were recommended for this prestigious program that helps high achieving seniors navigate the college process. This year's 30 scholars kicked off the program with several days at the Summer Symposium in Orlando. Here the students were given an I-pad. They met fellow scholars and started the pathway to college.

As of January 2022 both boys have been accepted into several colleges with generous financial packages for these young scholars. Chris is interested in dance, education and business and Omar is undecided but his interest and expertise in math may help him decide his major. We wish both of these boys great success.



Students that earned community service hours



Sunrise Scholars

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

– César Chávez

Academic Success

36 PK students were served during the 20-21 school year with a 29% average increase in school readiness skills.

317 migrant students from 3rd grade to 10th grade took the FSA ELA standardized test, 72 (24%) scored a level 3 or above. The gap between migrant and non-migrant students was 26. This is 4 points more than the most recent data available.

231 migrant students from 3rd grade to 8th grade took the FSA math assessment.

81 students, (39%) scored a level 3 or above. The gap between migrant and non-migrant students was 12, which is 10 points less than the most recent data.

39 High school students were identified as at risk of failing or dropping out. Of these students, 34 (87%) stayed in school.

21 high school students took accelerated courses with 6 of them obtaining an Industry Certification.

65 PKs parents participated in a MEP parent program in educational engagement with their child.

83 families with children in grades KG-8th participated in a MEP parent educational advocacy program.

46 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.

126 families (40%) with children in grades K-12th participated in a migrant parent educational advocacy program, and reported gains in educational engagement with their child/ren.

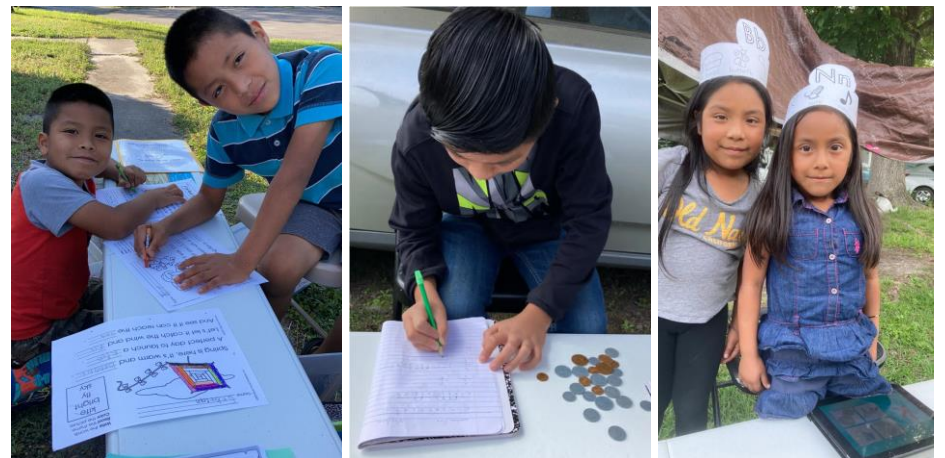
2022 ID&R

During the 2020-21 project year, ID&R continued to be a challenge and COVID cases increased among migrant families and OSY. However, the team remained true to their job and managed to recruit either over the phone or in person, observing social distancing. Continued contact with crew leaders was extremely helpful, as well as trust and good relations established between the AMCC and returning families and OSY, who contacted our recruiters and kept our team informed of new arrivals.

Phone recruitment has been extremely helpful, as it keeps families and recruiters safe while being able to continue with ID&R duties.



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



Students being tutored during COVID

Reading and Math Improvement:

90 migrant students, from KG to 5th grade, were served with tutorials in reading and math demonstrating a 35% and 21% average increase in reading and math fluency skills respectively.

Middle Schoolers:

The AMCC served **25** middle school students with tutorials in reading, math, and multidisciplinary studies; 11, (**44%**), increased their grades per the report cards by the end of the tutorial period.

High School Students:

The AMCC served **24** high school students with tutorials in core courses, 20 (**83%**) of these students increased their grades on the subject being tutored, per the report cards by the end of the tutorial period.



The whole family helps with homework!

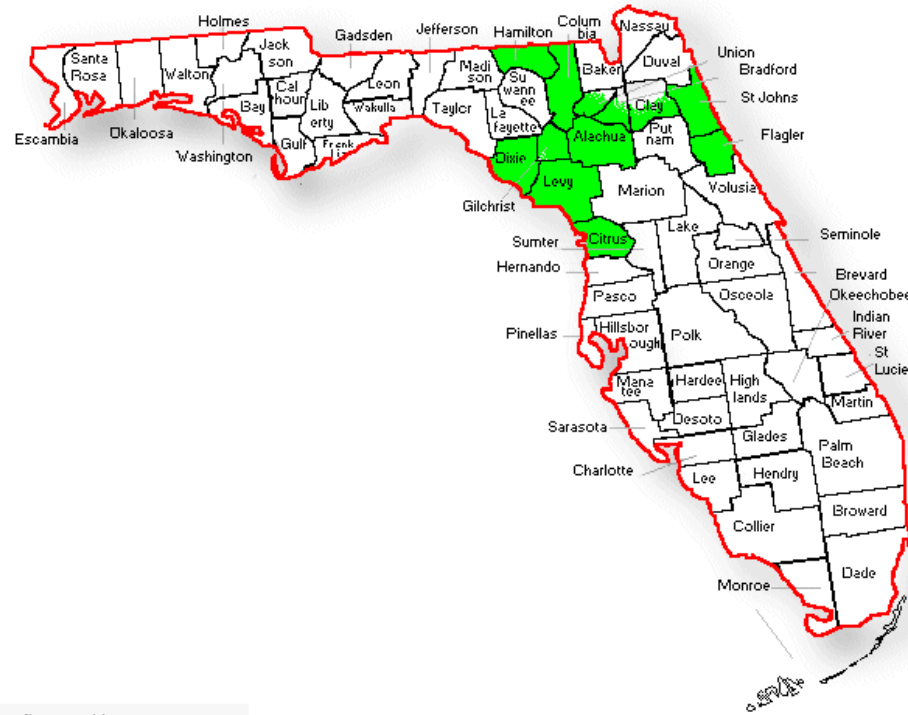
SERVING OUR OUT OF SCHOOL YOUTH

2020-21 continued to be a very challenging year to provide services for OSY. The AMCC served this population by providing English lessons guides, referrals to clinics and health services, as well as much needed hygiene related items. Our program also collaborates with area businesses that donate gently used shoes, jeans, socks, and other much needed items requested by the OSY.

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NEWSLETTER

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



Source: diymaps.net (c)

2021 – 2022 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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 www.sbac.edu/Migrant

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