



ILLINOIS

Migrant Education Program

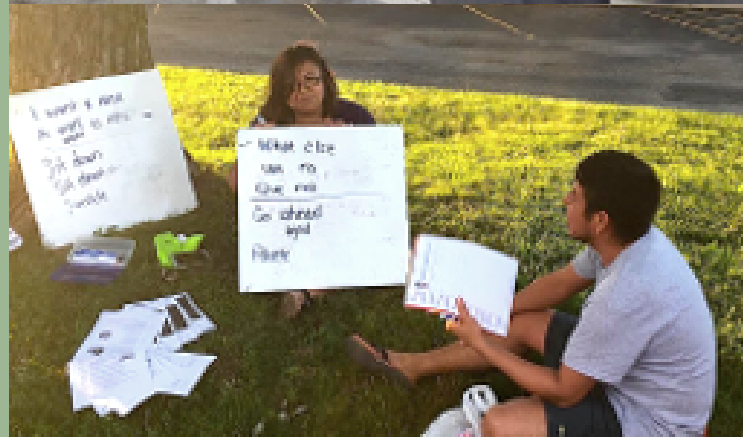
2018-2019 PROFILE

HELPING THE MIGRANT STUDENTS OF ILLINOIS

The Illinois MEP is administered by the Illinois State Board of Education (ISBE) with sub-grants awarded through an application process to school districts, institutions of higher education, and statewide non-profit organizations. Sub-grantees provide a wide range of supplemental instructional, supportive and advocacy services to eligible children, youth and families from preschool to high school and out-of-school, both during the regular school year and the summer.

In addition, ISBE contracts with the Northern Illinois University (NIU) to provide programmatic support to all funded entities in the areas of Identification and Recruitment, Student Information Exchange, Professional Development, Curriculum and Instruction, Parent Involvement, Evaluation, and Inter-state/Intrastate Coordination.

Illinois continues to have a very mobile migrant population, with the majority of our interstate children and youth having a home base in Texas and Florida. In addition, about 15% come directly from Mexico and another 3% from other countries. Many OSY in IL are H2A workers from Mexico.



MIGRANT EDUCATION PROGRAM REQUIREMENTS

State migrant education programs are required to:

- properly and timely identify and recruit all eligible migrant children in the state, including securing pertinent information to document the basis of a child's eligibility.
- ensure that the special educational needs of migrant children are identified and addressed.
- provide migrant students with the opportunity to meet the same challenging state academic content standards that all children in the state are expected to meet.
- promote interstate and intrastate coordination of services for migrant children, including providing for educational continuity through the timely transfer of pertinent school records.

- encourage family literacy services for migrant students and their families.

To the extent feasible, all state migrant education programs are also required to provide for advocacy and outreach for migratory children and their families on such topics as education, health, nutrition, and social services.

They must also provide professional development programs for teachers and other program personnel; family literacy programs; the integration of information technology into MEP activities; and programs to facilitate the transition of secondary school students to post-secondary education or employment.



"Not only did [the student] learn a lot from our activity, but she gained confidence, focused on what she wants to accomplish in life, keeping in mind where she is from and where she is headed in life."

- MEP Service Provider



THE MIGRANT CHILD

According to sections 1115(c)(1)(A) (incorporated into the MEP by sections 1304(c)(2), 1115(b), and 1309(3) of the ESEA, and 34 C.F.R. § 200.103(a)), a child is a "migratory child" if the following conditions are met:

1. The child is not older than 21 years of age; and
2. a. The child is entitled to a free public education (through grade 12) under state law; or
b. The child is not yet at a grade level at which the LEA provides a free public education; and
3. The child made a qualifying move in the preceding 36 months as a migratory agricultural worker or a migratory fisher, or did so with, or to join a parent/guardian or spouse who is a migratory agricultural worker or a migratory fisher; and
4. With regard to the qualifying move identified in paragraph 3, above, the child moved due to economic necessity from one residence to another residence, and—
 - a. from one school district to another; or
 - b. in a state that is comprised of a single school district, has moved from one administrative area to another within such district; or
 - c. resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence.

OUT-OF-SCHOOL YOUTH (OSY)

Out-of-school youth are migrant youth younger than the age of 22 who are entitled to a free public education in the state but are not currently enrolled in a K-12 institution. This could include students who have dropped out of school prior to the previous school year, youth who are working on a HSED outside of a K-12 institution, and youth who are "here-to-work" only.



IDENTIFICATION & RECRUITMENT

The Illinois State ID&R Coordinator and the State Recruiter are both employed by NIU. The state is divided into 13 recruitment regions each covering multiple counties. Both local and regional recruiters work hand-in-hand with the State Recruiter and ID&R Coordinator to cover the state as best as possible and to support one another in times of intensive activity through the deployment of recruitment teams to newly impacted areas of the state. Annual training is provided to all recruiters in the spring and summer, just prior to the start of the heavy recruitment season. Additionally, technical assistance and customized local trainings take place throughout the year, on an as-needed basis. All new recruiters also participate in field training with an experienced recruiter, and mentor-mentee relationships between new and veteran recruiters are strongly encouraged. Many of our recruiters have dual roles—as recruiter and advocate or instructor or parent liaison—thus enabling us to more effectively serve students, especially the OSY.



When OSY are first identified, the COE and the GOSOSY OSY Student Profile are completed and welcome bags are distributed. These bags contain essential toiletries, a dictionary, paper, pens, and information on resources available in the local community. Generally, one of the GOSOSY Life Skills Lessons on heat stress or pesticides is taught at this time. These lessons are very applicable to the hot, humid midwest summer weather and promote safety while working in the fields.

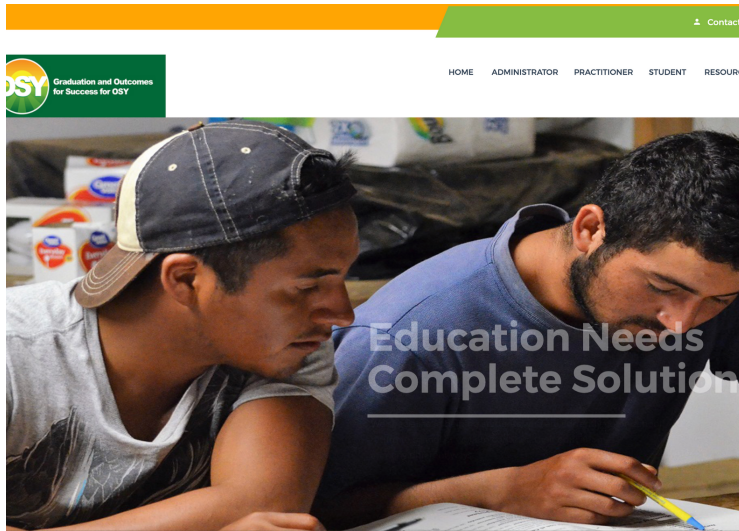


"Due to the highly mobile lifestyle of migratory agricultural workers and their children, eligible migrant children are often marginalized and difficult to find. But locating potentially eligible migratory children is the essence of the Migrant Education Program. For those migratory children who are the most difficult to find are often the children who are most in need of MEP services and programs."

–Identification and Recruitment Rapid Response Consortium

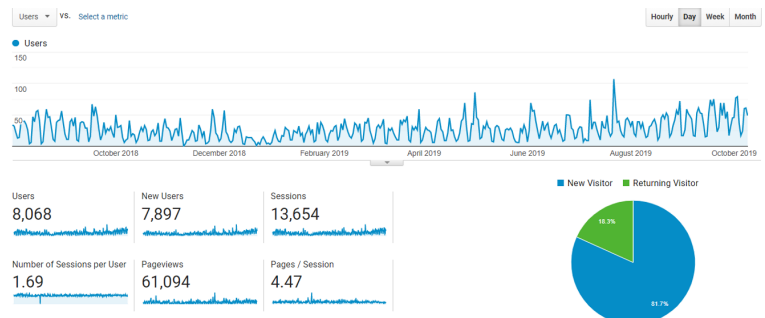


YEAR 4 RESOURCES AND MATERIALS



www.osymigrant.net

Year 4 analytics reported 8,068 unique visitors, 13,654 unique sessions, and 61,094 page views - a significant increase from Year 3 numbers.

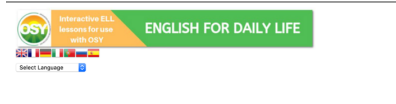


English for Daily Life and Preparing for College

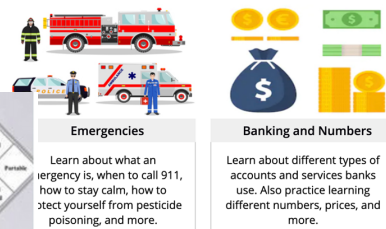
The Curriculum and Materials Development Work Group produced two important new resources: English for Daily Life and Preparing for College.

English for Daily Life was designed to help students learn English in a variety of life situations. These include electronic resources for banking, emergencies, going to the doctor, and more.

Preparing for College was designed to help students begin to think about and prepare for post-secondary studies. This resource includes 14 lessons to help students on their post-secondary journey.



OSY Interactive ELL Lessons



Professional Development for Instructors Resources

Professional Development "Using Differentiation Strategies"



GOSOSY's Professional Development for Instructors offers a detailed lesson on "Using Differentiation Strategies when Working with Various Learning Styles". This PowerPoint presentation includes valuable information about providing effective academic support when working with students who have varying levels of skill and different learning styles. Participants will discover how to teach the same material to different students in the most appropriate ways to facilitate effective learning.

Professional Development "One-on-one and Small Group Instruction"

GOSOSY's Professional Development for Instructors offers a detailed lesson on "One-on-One and Small Group Instruction". This PowerPoint presentation includes multiple teaching strategies to use in both one-on-one and small group learning situations. The tips include a list of questions to consider before instruction begins, as well as a side-by-side comparison of the different settings. Participants will be able to teach confidently in either situation while drawing on best practices from both experiences.

Professional Development "Working with Language Learners"

GOSOSY's Professional Development for Instructors offers a detailed lesson on "Working with Language Learners". This PowerPoint presentation includes multiple strategies to use when working with OSY with different levels of language ability, literacy levels, and general educational levels. Participants will be able to teach students to improve in all four areas of language - listening, speaking, reading and writing.

Professional Development

New modules were created and posted on the GOSOSY website:

- Addressing the Needs of OSY: One-on-One and Small Group Instruction
- Addressing the Needs of OSY: Working with Language Learners
- Addressing the Needs of OSY: Using Differentiation Strategies When Working with Various Learning Styles

YEAR 4 RESOURCES AND MATERIALS

GOSOSY Newsletter

Three issues of the GOSOSY quarterly newsletter were produced during Year 4. The newsletter contains articles and photographs submitted by consortium states. These articles have addressed GOSOSY programs, materials, state supports for OSY, highlights of collaborations across the states, renewed focus on mental health and personal wellness, research highlights, and more. Of particular interest have been the state spotlight and success stories featured in every issue.

All back issues of the GOSOSY newsletter can be found at www.osymigrant.org.



New IRRC Newsletter Format
Many of you have viewed our Ag Trends Newsletters over the years. We are formalizing this process a bit and once a month you will get an ag trends update from IRRC in the form of an email. These will be archived on our website. We hope the content is helpful for your ID&R program and staff.

IRRC is one of the current MEP Consortium Incentive Grant (CIG) projects. Our CIG project ends in 2020 and we are hoping to apply for a new one next year.

If your state is interested in learning more about being a IRRC participating state in the next CIG competition, please let us know. Our focus is on improving the proper and timely identification of all migrant children.

U.S. Hemp Crop Report

The map above shows where cultivation of Hemp is allowed for commercial, research, or pilot programs. Click on it for additional information. Below the infographic shows all of the uses hemp has.

AgTrends Newsletter

Two issues of the AgTrends newsletter were produced during Year 4. The newsletter is a joint effort between GOSOSY and the Identification and Recruitment Rapid Response Consortium (IRRC). The newsletter addresses agricultural trends and their impact on ID&R efforts and the OSY population. Year 4 articles included topics of H2-A workers, export news, contamination of crops, agriculture technology, and specific state ag industries.

All back issues of the AgTrends newsletter can be found at www.idr-consortium.net.

Year 4 Follow-up Survey

One year after the Dissemination Event and after participants had sufficient time to train others and provide services based on the Dissemination Event, GOSOSY conducted a follow-up survey asking to what extent staff used strategies or materials. 53 responses representing all GOSOSY states showed 94% using strategies or materials from the Dissemination Event. The mean rating on the five point scale was 4.3 and no respondents indicated that materials and strategies were "not at all useful" or "not so useful."



Graduation and Outcomes for Success for Out-of-School Youth (GOSOSY)
OSY STUDENT PROFILE

Date:		MEP Project Region:		COE# or MEP ID:					
Name:			<input type="checkbox"/> Male <input type="checkbox"/> Female		Age:				
Address/Camp:		Phone:		Optional: How long is youth planning on being in the area?					
Has access to transportation: <input type="checkbox"/> Yes <input type="checkbox"/> No		Last grade attended? (Check)		When? Where?					
English oral language proficiency: <input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> 1 st grade/primero de primaria <input type="checkbox"/> 2 nd grade/segundo de primaria <input type="checkbox"/> 3 rd grade/tercero de primaria <input type="checkbox"/> 4 th grade/cuarto de primaria <input type="checkbox"/> 5 th grade/quinto de primaria <input type="checkbox"/> 6 th grade/sexta de primaria		<input type="checkbox"/> 7 th grade/primero de secundaria <input type="checkbox"/> 8 th grade/segundo de secundaria <input type="checkbox"/> 9 th grade/tercero de secundaria <input type="checkbox"/> 10 th grade/primer y segundo semestres de preparatoria (Bachillerato) <input type="checkbox"/> 11th grade/tercer y cuarto semestres de preparatoria (Bachillerato) <input type="checkbox"/> 12th grade/quinto y sexto semestres de preparatoria (Bachillerato)					
Home language: <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other:									
Health needs: <input type="checkbox"/> Medical <input type="checkbox"/> Vision <input type="checkbox"/> Dental <input type="checkbox"/> Urgent <input type="checkbox"/> Other:		Advocacy Needs: <input type="checkbox"/> Legal <input type="checkbox"/> Childcare <input type="checkbox"/> Translation/Interpretation <input type="checkbox"/> Other:							
Youth lives: <input type="checkbox"/> With a crew <input type="checkbox"/> With friends outside of work <input type="checkbox"/> With his/her parents/family <input type="checkbox"/> With spouse & kids <input type="checkbox"/> With kids <input type="checkbox"/> Alone		Reason for leaving school: <input type="checkbox"/> Lacking credits <input type="checkbox"/> Needed to work <input type="checkbox"/> Missed State test <input type="checkbox"/> Disengaged <input type="checkbox"/> Pregnancy/Childcare <input type="checkbox"/> Other:							
Expressed interests in: <input type="checkbox"/> Learning English <input type="checkbox"/> Job training <input type="checkbox"/> HSED <input type="checkbox"/> Earning a diploma <input type="checkbox"/> Not sure <input type="checkbox"/> No interests <input type="checkbox"/> Other:		Availability: (Check)							
			Su	M	T	W	Th	F	Sa
		Morning							
		Afternoon							
		Evening							
At interview, youth received: <input type="checkbox"/> Educational materials <input type="checkbox"/> Support services <input type="checkbox"/> OSY welcome bag <input type="checkbox"/> Referral(s) (list in comments) <input type="checkbox"/> Other:		Youth is a candidate for: <input type="checkbox"/> HS diploma <input type="checkbox"/> Health education <input type="checkbox"/> Life skills <input type="checkbox"/> Pre HSED/HSED <input type="checkbox"/> Job training <input type="checkbox"/> PASS <input type="checkbox"/> HEP <input type="checkbox"/> Career exploration <input type="checkbox"/> MP3 player <input type="checkbox"/> Adult Basic Education <input type="checkbox"/> ESL <input type="checkbox"/> CAMP <input type="checkbox"/> Other:							
Comments:									

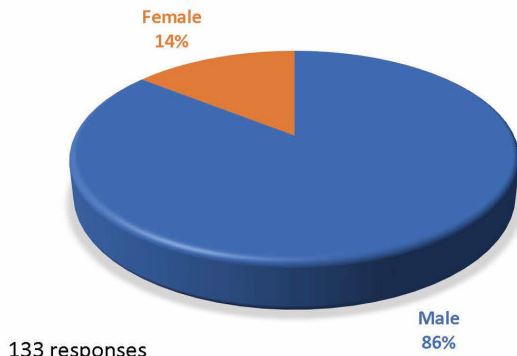
Purpose: The Graduation and Outcomes for Success for Out-of-School Youth (GOSOSY) *OSY Student Profile* is used to gather essential data that can be used at both the student and state levels.

Student Level: The *OSY Student Profile* is the starting point for planning the services that best match the needs and availability of each youth identified. **State Level:** The *OSY Student Profile* helps gather information about the OSY population in the state and assists in planning and implementing programs, allocating funds, and coordinating with other service providers.

Each state participating in GOSOSY is required to complete the *OSY Student Profile* on as many OSY as possible, both newly arrived and already enrolled (if a profile has not already been completed). Aggregate state data will then be reported to the GOSOSY Consortium.

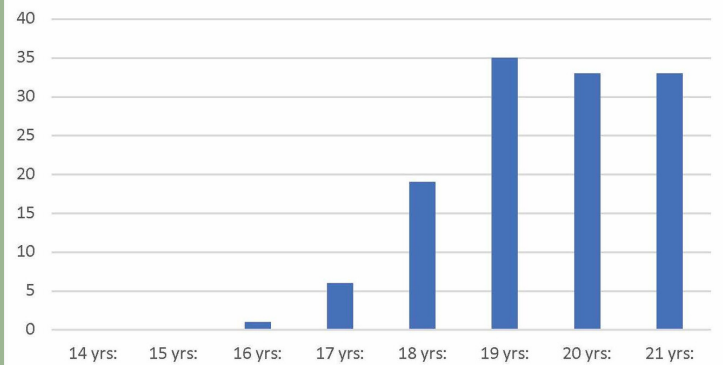
2018-19 Student Profile Data from the OSY of Illinois

GENDER

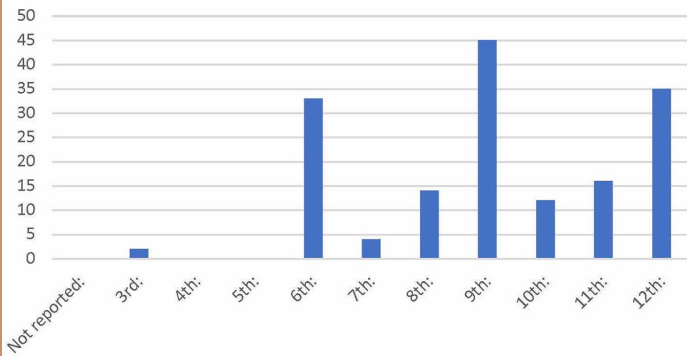


133 responses

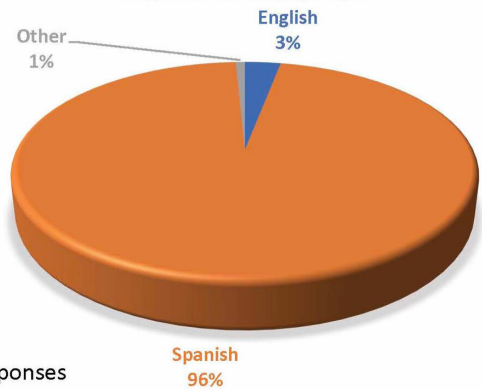
AGE



LAST GRADE ATTENDED

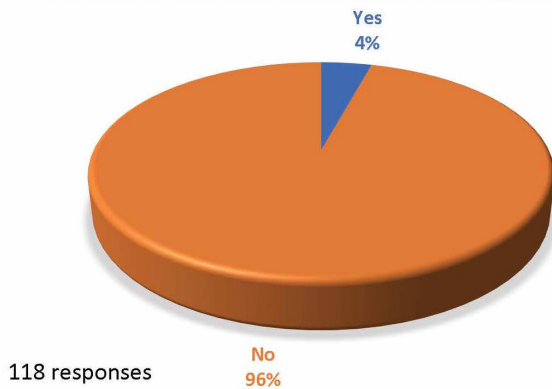


HOME LANGUAGE



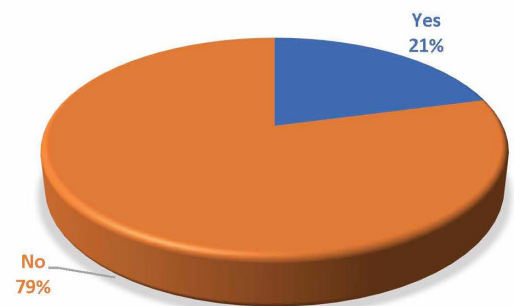
133 responses

ENGLISH ORAL LANGUAGE PROFICIENCY



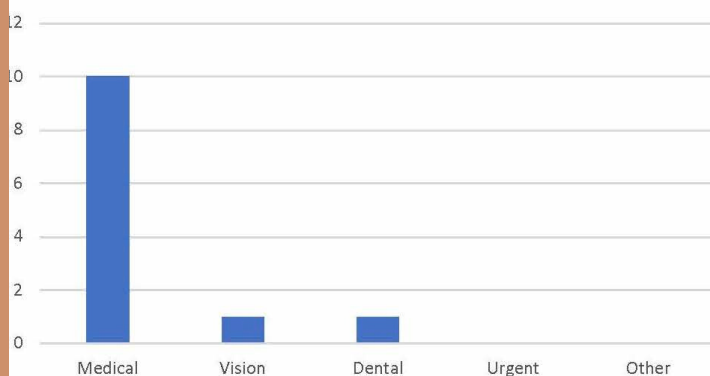
118 responses

ACCESS TO TRANSPORTATION

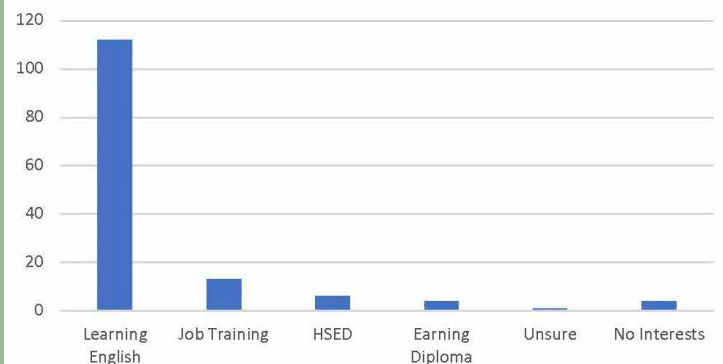


115 responses

HEALTH NEEDS



EXPRESSED INTEREST IN



SUCCESS STORIES

ILLINOIS

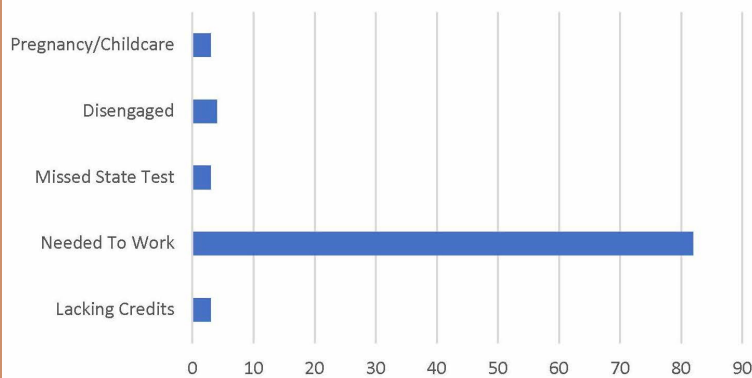
The IL MEP has explored use of the GOSOSY Goal Setting materials Mentoring Project. Beginning with “Dreams for My Future” and “Dream Big”, students learned about themselves and explored the dreams they have, considered who could help them reach those dreams, what resources will be needed, and what obstacles they have to overcome.

They then moved on to goal setting, both short- and long-term, career exploration, post-secondary options, financial aid, and beginning preparation of a college essay.

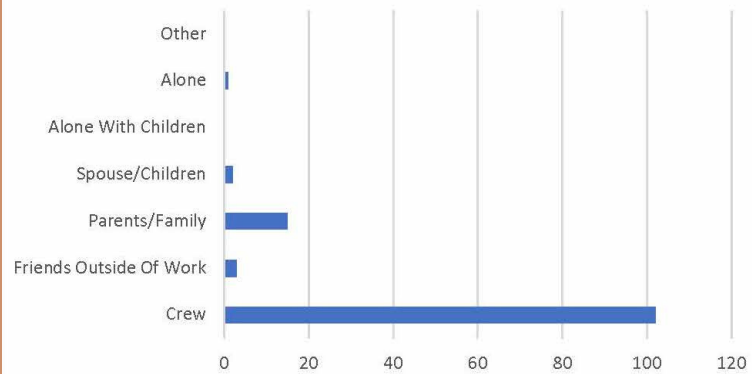
The efforts included a trip to a local community college where students toured the campus and had an opportunity to learn about programs particular to their individual interests. A unique feature of the instruction was that it was conducted in four languages—English, Spanish, French and Lingala. While it took a bit more time to cover the material, it was well worth it, as students responded very positively and actively participated in the sessions.

The utility of these materials for migrant secondary students was clearly demonstrated by those students.

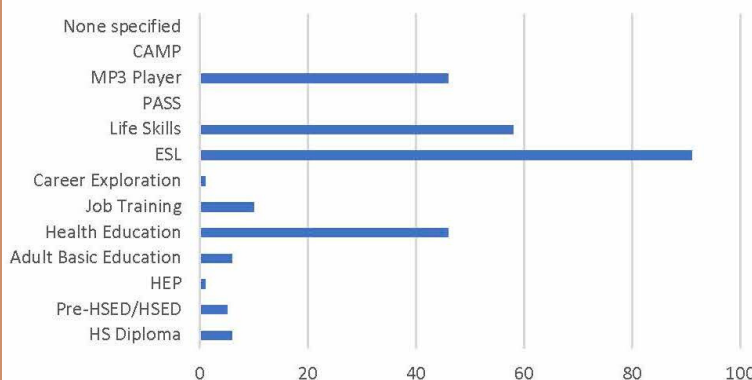
REASONS FOR LEAVING SCHOOL



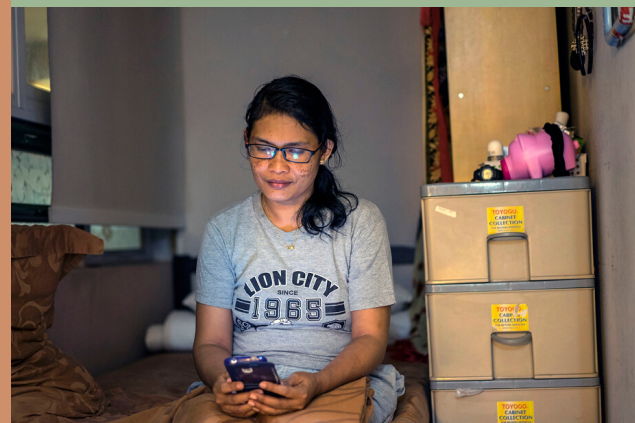
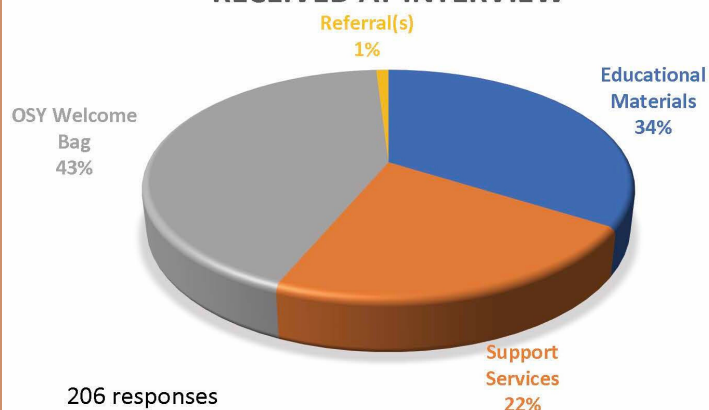
HOUSING: YOUTH LIVES WITH



OSY IS CANDIDATE FOR



RECEIVED AT INTERVIEW



OSY SUCCESS STORIES

OPEN LETTER FROM OSY WHO COMPLETED HEP PROGRAM

Please receive my heartfelt greeting,

I would like to express my gratitude to you for all the changes made in my life after being included in the Migrant Education Program. I will never forget that just when I thought my student life and professional education was over, you knocked on my door and included me and my fellow peers in this educational program. And even though I came back home very tired from the backbreaking farm work, you were always there insisting and showing me the options. I had to set new goals and ensure compliance of these. This is how I joined the High School Equivalency Preparation Program at the local community college. I must confess that it was not easy. And although you provided me with all the resources such as study guides, internet access, computer, books, and transportation there were many times where I thought about quitting. However, your constant visits, text messages, and phone calls allowed me to keep my motivation until the completion of my goals and graduation.

I would like for this message to reach other young workers that, like me, did not have the opportunity to continue with their formal studies. I want to let them know that it is possible and that all you need is to have perseverance and dedication. I can now fulfill my dream to keep studying and achieve professional growth – a goal that I had before, but thought it could not be possible. Now I know that I will accomplish everything I put my mind to. I am sure I will achieve my dream of becoming a medical doctor, to help save lives, and be someone of whom my family and society could feel proud. To sum up, I would like to let the Migrant Education Program staff and the teachers at my community college know that I will forever be thankful, you will always be in my mind and will have a special place in my heart.


I hope that you can continue with this wonderful work that you do to help, motivate, and transform the lives of young farm workers.

Sincerely,
Estefani




In the words of OSY

"Leadership Day impacted my view of college. I used to be too scared to think about college or anything after high school, but since I visited the college, I can see myself walking on campus to classes." - Isabel



"Your program is very helpful. The only thing I know here is how to go to the corner store and wait for the ride that takes me to work. With your help I am finding out that there is more than just hard work here and that I can become someone in this country." - Enyer



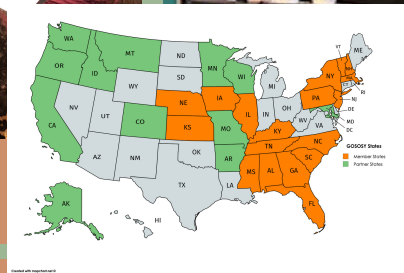
"They would help me understand... [my advocate] was a lady who helped me so much! She pushed me to get things done, I'm very thankful for all that she has done for me. If it wasn't for the migrant program, I wouldn't have been able to move to Texas and get a great job." - Amanda

'Thank you for helping me. Now I have hope and I know that a better future waits for me.'
- Karina

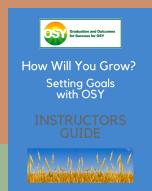




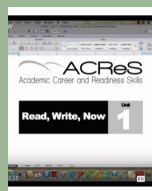
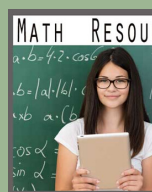
Illinois is a member state of the 18-member Graduation and Outcomes for Success for Out-of-School Youth (GOSOSY) Consortium, funded by the Office of Migrant Education. The OSY consortium was created to build capacity in states with a growing secondary-aged migrant out-of-school youth population. In 2018-2019 there were 18 member states and 12 partner states.



The State Steering Team and Technical Support Team each meet a few times per year.



The 2018 Dissemination Event, featuring keynote speaker John Quiñones, drew more than 250 MEP staff members from 35 states and offered more than 60 breakout sessions.



GOSOSY offers free resources and materials on its website that can be used by anyone working with migrant students in any state. In the last two years the consortium has put considerable emphasis on goal setting with students, the effects of trauma in the migrant student population, and professional development specifically for those providing instruction in the field. In Year 5 of this iteration, GOSOSY is concentrating on increased collaboration between the states and other organizations serving our target population.

Instructional Services Offered by Consortium States

Adult Basic Education Study Program	High School Equivalency Program (HEP)
Balanced Literacy	Home Visits
Basic Math	Human Rights Watch Education Program
Basic Literacy	iPods/Instruction-cognate book with CD
Bilingual GED classes	iPods/MP3 ESL
Career awareness instruction	Language Arts
College Preparation	Leadership Development
Computer literacy/instruction	Lessons that specifically target needs, such as domestic violence
Consumer and citizenship instruction	Life Skills Lessons
Counseling for re-enrollment in school	Living in America Curriculum
Creating high school graduation plans	Math Instruction
Credit accrual and recovery	Mini-lessons on hygiene and health
English Immersion	Mini-lessons on legal rights
Enrollment in Alternative Ed courses	Organic Farming Classes
E-Plaza	Out-of-State TAKS Testing
ESL	Portable Assisted Study Program (PASS)
Evening secondary classes	Photography/documentary projects
Exploration of job opportunities	Reading Instruction
Face-to-face Instructional Materials	READY (Resources in Education and Development for Youth)
Family Literacy	Resume Writing
Field Trips	Science Instruction
Financial Literacy	Social Studies Instruction
GED classes/tutoring and Pre-GED	Summer School
Goal Setting	Tutoring
GRASP	Vocational/Career Education
Health and nutrition Education	Youth Advisory Council Development

More information is found at www.osymigrant.org.