



MIGRANT & SEASONAL HEAD START and MIGRANT EDUCATION PROGRAM
PARTNERSHIP - COLLABORATION

Importance of Partnerships



It is about the mission

MEP and MSHS programs have a
Common Mission/Common
Constituent

"We are sister agencies"

MSHS – Mission is to promote the school readiness of young children from low-income migrant and seasonal agricultural working families.

The mission of the Migrant Education Program is to improve the educational opportunities and academic success of migrant children, youth, agricultural workers, fishers, and their families





Migrante and Seasonal Head Start
Center and Health Center
Locator

Desk top:
<http://migranteheadstart.com>

App: Migrante Head Start



Migrante and Seasonal Head Start Program, one of the largest community-based service providers in the nation, providing a wide range of services to approx. 24,080 migrante and seasonal children, ages birth to compulsory school age, and their families each year. At least 10% percent of total funded enrollment is filled by children eligible for services under IDEA.

- **There are 63 Migrante and Seasonal Head Start programs in a 37 States service area**
 - Center base programs*
 - Family Child Care Homes*
- **Approx. 24,080 Children are served ages 0-5**
 - Over 50% percent are infants and toddlers
- **Seasonal program**
 - Summer and Winter Programs
 - Operating from 8-10 hrs/day, (High peaks maybe 7 days /week and up to 14 hrs/day)
- **Degree Requirements for staff**
 - AA, BA and MA degree
- **Transportation**
 - Early a.m./Late p.m.

Kindergarten Transition Bridge

MEP

- Secure parent authorization for release of all information/data shared with MEP and public schools system
- Provide MEP personnel with list of children and parents transitioning to public schools
- Provide all relevant information/data to facilitate enrollment and continuity of services in the public school.

Otero Junior College MSHS

- Act as liaison and advocate for the transition of MSHS children and parents to the public school system
- Encourage public schools personnel to participate and attend MSHS transition meetings
- Participate in planning meetings for the transition of MSHS children and parents to public schools
- Assist MSHS parent in their communication with public school personnel.

Training & Technical Assistance

MEP

- Serve as communication bridge between SEA and MSHS
- Provide program overview, updates and share information of upcoming training events for MSHS participation
- Plan joint trainings to capitalize on the expertise of MSHS and MEP personnel in all areas of service
- Enact and utilize joint calendar of events for MSHS and MEP events

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- Plan joint trainings to capitalize on the expertise of MSHS and MEP personnel in all areas of service; specifically in the area of Early Childhood Development
- Provide program overview, updates and share information of upcoming training events for MSHS participation: webinars, in-house trainings, conference etc.
- Enact and utilize joint calendar of events for MSHS and MEP events

Parent Engagement

MEP

- Facilitate the dissemination of the MSHS newsletter to MEP families and staff
- Contribute MEP information and activities to be included in the MSHS newsletter
- Plan joint activities at/for MSHS and MEP parent events such as family nights, parent training, literacy activities, etc.

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- Solicit MEP information and activities to include in the MSHS newsletter
- Plan joint activities at/for MSHS & MEP parent events such as Family Nights, parent trainings, literacy activities, etc.

Coordination of Services

MEP

- Plan the coordination and implementation of joint recruitment and enrollment efforts with MSHS during peak recruitment, and as deemed necessary.
- Provide MEP families with MSHS flyer/brochure information
- Provide MSHS a referral list of families identified for potential MSHS services.
- Coordinate the monitoring and evaluation of the recruitment and enrollment process with MSHS, and make appropriate changes for success of the process and implementation.

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- Plan the coordination and implementation of joint recruitment and enrollment efforts with MEP
- Include MEP Agriculture Survey in MSHS registration packets, and return surveys to MEP
- Provide families with MEP brochure information
- Provide MEP referral list of families identified for potential MEP Services
- Dissemination of assessment/checklist results of Strategies GOLD or other assessments specific to schools readiness

Data Sharing

MEP

- Provide MSHS a copy of the MSIX consolidated student record as requested
- Implement a shared case management approach with MSHS to determine the needed for support for child and family enrolled in both programs as needed
 - Shared case management approach will focus on assessing needs, referring to services and coordinating and on-going monitoring.

Otero Junior College MSHS

- Provide MEP designee with MSHS ChildPlus data for MSHS children and families as needed.
- Implement a “comprehensive case management approach” with MEP to determine the need for support for the child and family enrolled in both program
 - Shared case management approach will focus on assessing needs, referring to services and coordinating and on-going monitoring.
- Share with MEP Directors data from Community Assessment, Program Information Report, Annual report and any other pertinent information/data which will assist in the planning for improvement of services to children and families

2020-2021 Outcomes

- Survey implementations- MEP has had success implementing the occupational survey in the registration process for MSHS and is then returned to the MEP staff for follow up
- MEP Presentations- MEP has also been allowed to present during MSHS family nights in efforts to identify new families that may have been missed previously
- Referral Process- MEP has referred families with passing on flyers or brochures to families with children birth to 6 years old.
- Sharing of data- MEP has provided MSHS staff with lists of students that are identified as MEP in order for successful recruitment

Value and Benefits of Partnerships and Collaborations

- This partnership benefits both program due to the fact the populations we serve are very similar and can benefit from both services.
- Migrant families do not know where to go for services so having this initial contact with either MEP or MSHS facilitates the process of adapting to the community.

Best Practices: successful partnerships through collaboration

- Local- knowing the staff and having that one on one communication facilitates the sharing of family data and ensures that families are not missing out on services

School Readiness

- Children are ready for school
- Families are ready to support their children's learning
- Schools are ready for children

Both programs are receptive to suggestions to improve the partnership which will enhance services to migrant families and children.

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Strong Partnerships - Collaborations



Who has an MOU with your counterpart...MSHS or MEP?

Who does not MOU with your counterpart...MSHS or MEP?

Write Answer in

CHAT BOX

COLLABORATION SPECTRUM

						Trust
Compete	Co-exist	Communicate	Cooperate	Coordinate	Collaborate	Integrate
Competition for clients, resources, partners, public attention	No systematic connection between agencies	Inter-agency information sharing (e.g., networking)	As needed, often informal interaction on discrete activities or projects	Groups and organizations systematically adjust and align work with each other for greater outcomes	Longer team interaction based on shared mission, goals; also shared decision-making and resources	Fully integrated programs, planning, and funding
Turf						

What Makes a Strong MOU?



Statement of the overall intent/purpose of the MOU

- Common goal
- Common expectations
- Common cause
- Common agreements/compromises

Keep descriptions simple and realistic

- Spell out what you mean
 - Avoid checklists, vagueness
- Specify who are the services for?
 - Child and/or family member/parent

Be specific. Spell out what you mean

Education

Trainings

Special Activities

Data sharing

Recruitment

Health fairs

Parent meetings

Letters of Support

MOU should be **living, active, fluid**

MOUs need to be monitored and revisited

Signatures = Authority vs. Delegation



Migrant & Seasonal Head Start Children Future Migrant Education Program Children



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