Hear My Voice and The Voices of Those I Teach: Migrant Education, Access, and Postsecondary Education

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School District of Hillsborough County
What Does “Migrant” Mean?
Yet, With Education, “Migrant” Also Means...
In this session, educational stakeholders and nontraditional students will learn:

- Information regarding the Migrant Education Program (MEP)
  - Overview and history of program and student population
  - Specific challenges migrant students face before pursuing postsecondary education
- More about the role and lived experiences of MEP teachers
- How to help higher education professionals advocate for MEP students and themselves
- How to empower, educate, and enrich stakeholders who influences nontraditional students to pursue postsecondary options
- How to positively affect school culture, classrooms, and community in your current role
“But, I thought...”:
What Migrant Education IS and What it IS NOT

Migrant Education IS...
- A federally-funded program
- A major contributor against social mobility issue for migrant students
- A supplemental program for elementary, middle, high school, and OSY students that ensures tutoring and other academically-related services will be provided
- A way of exposing MEP children and families to pathways to postsecondary options and employment

Migrant Education IS NOT...
- An optional program in each state’s public K-12 school system
- A program comprised of only Latino youth
- A program that only serves undocumented students
- A core curricular class in the K-12 classroom

Source: http://ed.results.gov
## OUR IMPACT

Migrant youth participating in the Migrant Education Program in 2016-17:

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-5 year olds</td>
<td>20,727</td>
</tr>
<tr>
<td>K-3rd graders</td>
<td>60,643</td>
</tr>
<tr>
<td>4th-5th graders</td>
<td>29,706</td>
</tr>
<tr>
<td>6th-8th graders</td>
<td>41,464</td>
</tr>
<tr>
<td>9th-12th graders</td>
<td>49,684</td>
</tr>
<tr>
<td>Out of school youth</td>
<td>17,395</td>
</tr>
</tbody>
</table>

The goal of the Migrant Education Program is to ensure that all migrant students reach challenging academic standards and graduate with a high school diploma (or complete a HSED) that prepares them for responsible citizenship, further learning, and productive employment. This website provides information, tools, and resources to promote the interstate coordination of migrant programs.

Source: https://results.ed.gov/
“Hear My Voice and The Voices Those I Teach”: Introduction

- Study based on MEP students of Latino descent
- Representation is important in educational leadership roles
- Most critical challenge for MEP population is...
- Cultural Responsive Teaching
- Deficiencies of the Study
- Purpose of the Study
“Hear My Voice and The Voices Those I Teach”: Review of the Literature

- Study Details: MEP Teachers in a Rural Setting
- Theoretical Approaches
  - Critical race theory
  - Standpoint theory
- Seven Areas of Concern
- Essential Qualities of MEP Educator
- Free et al. (2014) Study
- Gaps in Literature
- Research Questions
“Hear My Voice and The Voices Those I Teach”: Method and Findings

- Research Approach
- Selection of Participants
- Instrument
- Themes of Study
  - Advocacy
  - Empowerment
  - Education
  - Change Agency
  - Social Responsibility
“Hear My Voice” Research Findings:
Social Demographics

<table>
<thead>
<tr>
<th>Study Participant Demographics</th>
<th>Initial Reason for Teaching</th>
<th>Years in MEP</th>
<th>Gender</th>
<th>Ethnicity</th>
<th>Highest Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEPT 1</td>
<td>To align with youths' academic schedule</td>
<td>10</td>
<td>F</td>
<td>Mexican</td>
<td>Bachelor's</td>
</tr>
<tr>
<td>MEPT 2</td>
<td>To help Hispanic youth</td>
<td>10</td>
<td>M</td>
<td>Cuban</td>
<td>Master's</td>
</tr>
<tr>
<td>MEPT 3</td>
<td>Former MEP student</td>
<td>14</td>
<td>F</td>
<td>Mexican</td>
<td>Master's</td>
</tr>
<tr>
<td>MEPT 4</td>
<td>Offered position while teaching in library</td>
<td>13</td>
<td>F</td>
<td>Puerto Rican</td>
<td>Bachelor's</td>
</tr>
<tr>
<td>MEPT 5</td>
<td>Former MEP student at school</td>
<td>13</td>
<td>M</td>
<td>Mexican</td>
<td>Master's</td>
</tr>
<tr>
<td>MEPT 6</td>
<td>Desire to teach</td>
<td>14</td>
<td>F</td>
<td>Cuban</td>
<td>Bachelor's</td>
</tr>
<tr>
<td>MEPT 7</td>
<td>Former MEP student</td>
<td>17</td>
<td>F</td>
<td>Mexican</td>
<td>Master's</td>
</tr>
</tbody>
</table>

*Note: MEPT = Migrant Education Program Teacher*
“Hear My Voice” Research Findings: 
Postsecondary Academic Experiences

Table 2

<table>
<thead>
<tr>
<th>Thematic Findings: Postsecondary Academic Experiences of Secondary Migrant Educators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Themes</td>
</tr>
<tr>
<td>1. Academically supported during postsecondary experience</td>
</tr>
<tr>
<td>2. Self-motivation</td>
</tr>
<tr>
<td>3. Majored in education</td>
</tr>
<tr>
<td>4. Majored in non-education field</td>
</tr>
<tr>
<td>5. Worked in another profession before education</td>
</tr>
<tr>
<td>6. Believes PS education prepared them for classroom</td>
</tr>
<tr>
<td>7. Feels school organization respects their MEP role</td>
</tr>
</tbody>
</table>

Note: MEPT = Migrant Education Program Teacher; PS = Postsecondary
### Table 3

**Thematic Findings: Personal Experiences of MEP Secondary Educators**

<table>
<thead>
<tr>
<th>Themes</th>
<th>MEPT1</th>
<th>MEPT2</th>
<th>MEPT3</th>
<th>MEPT4</th>
<th>MEPT5</th>
<th>MEPT6</th>
<th>MEPT7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Parents actively encouraged current educational/career path</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2. Attributes serendipity to current role and impact</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Adverse interactions for being in a MEP teacher role</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Believes professional role has prompted personal growth</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>5. Expressed belief of Hispanic cultural background increasing MEP effectiveness</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>6. Satisfied with current MEP status, progress, and role</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Personal experience with migrant lifestyle helps with MEP position</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: MEPT = Migrant Education Program Teachers*
“Hear My Voice”
Research Findings: Perception of Rural Setting Experience
### Thematic Findings: Motivators of MEP Secondary Educators

<table>
<thead>
<tr>
<th>Themes</th>
<th>MEPT 1</th>
<th>MEPT 2</th>
<th>MEPT 3</th>
<th>MEPT 4</th>
<th>MEPT 5</th>
<th>MEPT 6</th>
<th>MEPT 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Experience as a migrant family member or worker</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Former professional work experience promoted servant leadership</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>3. High level of social responsibility</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>4. Mentioned an experience with a setting lacking diversity and/or inclusion</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Proclivity for lifelong learning/knowledge sharing</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

*Note: MEPT=Migrant Education Program Teacher*
# “Hear My Voice” Research Findings: MEP Teacher Challenges

<table>
<thead>
<tr>
<th>Themes</th>
<th>MEPT 1</th>
<th>MEPT 2</th>
<th>MEPT 3</th>
<th>MEPT 4</th>
<th>MEPT 5</th>
<th>MEPT 6</th>
<th>MEPT 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Adequately meeting needs of MEP student and family population</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>2. Creating structure and developing a unique approach as new MEP teacher</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Remaining creative or effective as a MEP teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Teacher burnout and/or “compassion fatigue”</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Initial difficulty handling multiple MEP teacher roles</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Demystifying the purpose and mission of MEP to non-MEP school stakeholders</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Maintaining consistent parent involvement</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Clarifying the definition of MEP student to non-MEP stakeholders</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

*Note: MEPT = Migrant Education Program Teacher*

Source: http://flrecruiter.org/ (Dr. Ray Melecio)
Florida Department of Education:

Out-of-School Youth Data (2017-2018)

Source: http://flrecruiter.org (Dr. Ray Melecio)
“Hear My Voice” Research Findings’ Connection to Nontraditional Stakeholders and Settings

- Cultural Pedagogy
  - Communication
  - Technology
- Investing in the Future (HEP and CAMP)
  - Advocacy
  - Outreach
  - Rapport
  - Exposure
- Vertical Alignment
  - Middle School and High School
  - Career-Ready/College-Ready
Migrant Education Resources: Federal and State Programs

US Department of Education: Office of Migrant Education
- https://www2.ed.gov/about/offices/list/oese/ome/index.html

Migrant Education Program Website
- https://results.ed.gov/

Geneseo Migrant Center
- https://migrant.net/

National Portable Assisted Study Sequence (PASS) Center
- https://migrant.net/pass/

USF High School Equivalency (HEP) Program
Migrant Education Resources: Federal and State Programs (continued)

USF College Assistance Migrant Program (CAMP)


The National HEP CAMP Association

- https://hepcampassociation.org/

Florida Migrant Education Program: The FL Recruiter (OSY Resource)

- http://flrecruiter.org/
Migrant Education Resources: Media Sources

Edward R. Murrow’s “Harvest of Shame” (1960)
- https://youtu.be/yJTVF_dya7E
“Harvest of Shame” Revisited (1995)
- https://youtu.be/rkV3oVn209s
“Standards of Living” (2006)
- https://youtu.be/prjc_gGYu4w

Geneseo Migrant Center Library Sources
- https://migrant.net/library/

What Will US Farmers Do Without Immigrants? (2017): Al Jazeera English
- https://youtu.be/2OE5h72Fem0

California’s Farms Face Serious Labor Shortages (2017): NBC News
- https://youtu.be/kn05flllxFw
Continue The Search Through Research!

“Hear My Voices and The Voices of Those I Teach: A Phenomenological Perspective of Experiences From Migrant Education Program Teachers” available online:

- **ProQuest**: http://search.proquest.com.ezproxylocal.library.nova.edu/docview/2194913731?accountid=6579
- **NSUWorks**: https://nsuworks.nova.edu/cgi/viewcontent.cgi?article=1191&context=fse_etd
Let’s Stay Connected!

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Coming Soon: http://underservedrwell.com