

**TOGETHER.
NAVIGATING OUR FUTURE.**



"A special moment was when people started to let down their fears and talked in front of the camera. I learned that we can still communicate and get things done the right way virtually."
Colorado, MEP Student

NEWS & UPDATES ON COVID-19 ACROSS THE USA

We are resending this important message today at the request of several members who did not receive the first distribution. We also encourage you to Follow and visit the Interstate Migrant Education Council New Medium Blog for new articles and information @ [Interstate Migrant Education Council News & Reports](#)

September 22, 2020



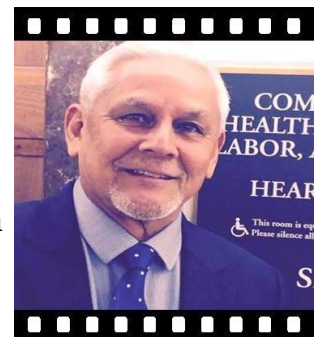
A NEWSLETTER BY INTERSTATE MIGRANT EDUCATION COUNCIL

IMEC advocates policies to ensure the highest quality education and other needed services for the nations's migrant children

Message from IMEC Board Chair [Jonathan Fernow](#) & [Francisco Garcia](#), Executive Director



COVID-19 has reminded us of how resilient migrant families are as they face today's challenges. We have always known that migrant students and their families would face barriers and new challenges in achieving the American dream for educational equity and economic stability. While the challenges



today are new to all of us and stretch from Hawaii to Alaska and all across the lower forty-eight states-all responding to a pandemic known as COVID-19!

Back in April when we began to realize things would be different, we held a Zoom meeting with all of IMEC's state MEP directors. We felt there were many questions, but few answers. How would the MEPs do ID&R while being isolated at

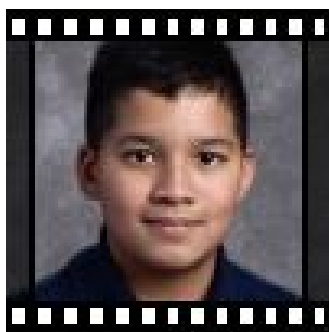
home? Would there be equitable services to migrant students when it came to teaching and learning? What about technology equity in hardware and connectivity for migrant students? What impact would COVID-19 have on summer school services? What about testing? What about the social/emotional needs of migrant students their families and the MEP staff and service providers? What if our own family get the virus?

We sought out answers and new ways of doing things in order to meet as many needs as possible given all the barriers. Policy questions were submitted to OME for clarity, virtual meetings in your states and between states to address specific issues or programs, resource sharing and interstate and intrastate coordination was in full gear. Multiple state migrant student leadership programs were implemented with great success and ID&R ideas were shared with one and other to name a few.

Yes, we still have to face the issue of decreased child-counts as a result of COVID-19, yet the reality of the situation helps us plan for the future on how best to meet these challenges. We know there are more students out there than what the counts show and we know we will continue to identify them and provide services. What we don't currently know is when this pandemic will end. Through it all each and everyone of you has continued to be resilient and continue to be innovative in finding ways to continue to provide services to our migrant students and their families. Many of you are also providing leadership and support to your regional and local programs beyond the financial needs. Some state and local programs are even extending themselves out into their community to provide resources and support!

We commend all IMEC and Non IMEC members for your commitment and determination to serve migrant students and their families during these difficult times. This includes the MEP ID&R recruiters, teachers, administrators, social workers, parent consultants and all MEP stakeholders. What a team! Keep up the great journey for you do make a difference!

ARIZONA: Featured Migrant Student Valedictorian



**Gadsden Elementary School District
Southwest Junior High School
8th Grade Valedictorian 2019-2020
Raul Hernandez Sosa**

Hello there, my name is Raul Hernandez and up until recently I was an eighth-grader attending the Gadsden #32 district. As I am about to enter high school, I cannot help but reflect on the past, specifically on my stay at Southwest Junior High. While there I tried to take full advantage of the opportunities presented to me, with participating in college courses being a major chance for me to get ahead. It was here that I must give a huge thank you to the migrant program. Without them, my family and I would have had a much harder time being able to afford said college courses.

Studying under the ACT program while also receiving tutelage from college

professors was not only excellent for my academic development, but it showed me discipline and what to expect from a college workflow. I graduated as valedictorian of my class and managed to get A's in all three college courses taken (mat 81, mat 121, mat 187). It would be disingenuous for me to say I did this alone, as my teachers and family helped me an incredible amount. Along with them, the financial aid received from both the Arizona Western College foundation and the migrant program made the entire operation possible in the first place. I will attempt to continue on this path and try to use education and its many facets to achieve success.

Raul's mother was ecstatic, shed tears of joy when she found out that Raul was the valedictorian for Southwest Junior High 8th Grade Class. Due to the migratory lifestyle of his family, Raul's dad was unable to share this moment with the rest of the family since he was working in Salinas, CA. Dad missed his son's valedictorian speech (live video), and did not share the eighth grade drive-through promotion with Raul. Not having his father present, is what Raul missed the most.

Social & Emotional (SEL) Learning During Covid-19



Hector Montenegro, Consultant,
Advisor, Collaborative for Academic, Social and
Emotional Learning

Social and emotional learning (SEL) is the process through which children, adolescents, and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to: * understand and manage emotions * set and achieve positive goals * feel and show empathy for others * establish and maintain positive relationships * make responsible decisions.

IMEC teamed up with Dr Montenegro to provide several SEL web engagements for members to help with COVID-19 challenges they were all facing. IMEC members credited the sessions to helping them with coping with many of the challenges they were currently facing especially with technology, IDR, and other areas of adjusting to the new norm.

A key focus was on Lifting Student Voices that outlined qualities that students wanted from teachers as follows: * be more encouraging * get to know us * form relationships with students * be aware of how teachers talk to students * do activities to help students develop SEL skills intentionally * reward good behavior * do not get angry at students.

IMEC members can access this SEL training materials @ [website archives here](#)

Best Practices & Stories From Member States

CALIFORNIA: Interview with Dr. Veronica Aquila



[Veronica Aguila](#), Advice to colleagues:

Do not overlook the contributions that migratory parents and students have to share with the local educational culture. They are not invisible. See them. They are passionate. Hear them. If connectivity is an issue, offer support such as the partnership California government agencies have done with Apple and T-mobile to close the digital divide. Engage the philanthropic entities to support your efforts to provide information in multiple languages. Migratory students are not new to completing packets or using distance learning to complete units to graduate high school. We need to expand on what has worked and ensure that as students move from state to state, they maintain their progress by collaborating with each other and using the MSIX system or placing a call to the receiving state.

Thank you for being the voice for the voiceless and sharing your heart in your daily work. Our families need us to advocate to the legislature to maintain the same level of funding so that funding and services do not diminish when they need the extra support the most. For the full interview questions and answers please [click here](#)

PENNSYLVANIA: Interview with Carmen Medina



[Carmen Medina](#), Advice for others:

Be patient and flexible. Take care of yourself first so you can be ready to help others. To have empathy toward others specially when everyone is experiencing the same frustrations, you are not the only one going through all this. Lastly, to look for help when needed for your families, staff, and you.

To see Carmen's full interview responses please [click here](#)

ILLINOIS: Interview with Beth Robinson



Every year migrant programs have to be flexible to respond to unexpected situations, such as change in the number or ages of migratory children who arrive in the summer. This year has put that flexibility to the test but also shown that the ability to adapt and adjust plans based on new information is key to operating a successful program. [Click here](#) for full questions and answers.

OHIO: Interview with Ohio MEP



Rasha Hetata, State Director



[Jose P. Salinas](#), Ed.D., Director OMEC

This COVID-19 pandemic has really tested our limits in providing the quality services that's always expected from the Title I-C program. We learned very early in this journey that interstate and intrastate collaboration is critical at times like these. No one should go at it alone. Every agency has unique skills and resources. When the right combination of people come together for a mutual cause, so much more is accomplished. For all questions and answers [click here](#)

ARIZONA: Merriam Massey on Covid-19 Challenges & Success

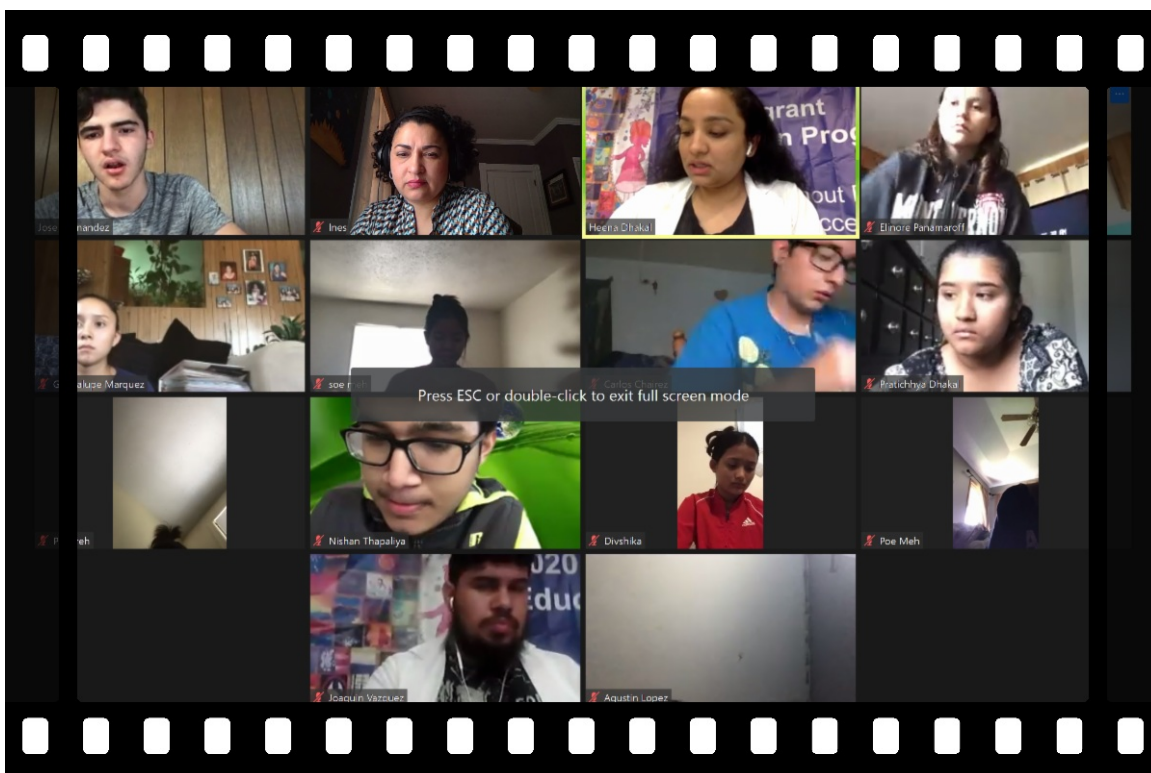


During this pandemic, MEP teachers, recruiters, data clerks, and coordinators have established a stronger line of communication and partnership to help provide continuous support since school closure. Parents have shared gratitude for helping answer simple questions such as how their children can get connected to school resources, location times of meal plans, school schedules, community resources. Read full article on Arizona's challenges and successes [here](#)

ARKANSAS, ALASKA, COLORADO, IOWA, NEBRASKA & PENNSYLVANIA

**Report on Camp Connect Virtual Summer Camps:
An Interstate Collaboration for High School Students**

[Intro-Video of the Camp](#)



Academic collaboration is a valuable asset when learning new teaching tools and implementing current trends towards learning. During these unforeseen times, governance has relied on intergovernmental and interstate collaborations when providing public services. The energy and enthusiasm building for the camp was evident on July 18 when a total of 41 students joined a two-hour virtual Meet & Greet and on Monday, July 20, the first day of camp, 61 participants logged in to Camp Connect. The goal of recruiting and maintaining 50 students total from all six states was met as average daily attendance was at 50 students during the 4 days of camp. Camp Connect offered migrant youth:

- Life-affirming experiences that change self-perception, new perspectives on education, and the ability to make virtual connections with peers from across the nation.
- The opportunity to research, lead and conduct STEM experiments, with the assistance and guidance of Camp Connect Instructional Facilitators.
- Exposure to STEM careers facilitating students' interest in STEM vocations.
- Tailored guidance and assistance implementing scientific and engineering ideas - learning to design, evaluate and refine the completion of a final project.
- Ability to apply the concept that engineering design is influenced by personal characteristics, such as creativity, resourcefulness and the ability to visualize and think abstractly.
- A chance to practice teamwork and develop leadership skills that can be applied in various family, school and work situations.

Keynote presenters and class instructors connected virtually from Puerto Rico, New York, Florida and Washington, DC.

Below are some quotes from students, parent and MEP staff about their experience with the camp.

Nebraska:

Omaha MEP Student: After camp student Klo Knyaw messaged on Facebook, "I will miss them all. I want to say thanks to all the teachers, coaches, students and whomever else joined the summer camp this summer.... They all worked so hard." For more quotes from students and parents please [click here](#)

7 Great Strategies For Online Learning During Covid-19



adapted from
[10 strategies for online learning during a Coronavirus outbreak by International Society for Technology in Education \(ISTE\)](#)

1. Ensure Digital Equity.

Equity is the biggest obstacle in preparing for online learning, and the first thing you should be thinking about. If your district is not 1:1 and does not have devices to send home with everyone, survey teachers and families ahead of time to figure out who will need devices and bandwidth.

2. Practice.

Schools that regularly have digital learning days - and have worked through home-connectivity and device issues - are already ahead of the game, says Michael Flood, ISTE Digital Equity PLN Leader. But if your school has not laid the groundwork, consider this to be an opportunity.

3. Provide Clear Expectations to Staff and Parents.

During a closure, communication between administrators, staff, parents and students is more important than ever.

4. Take Time to Plan.

If a shutdown occurs before your staff is ready to teach online, invest some time - even if it's just a day or two - to prepare before rolling out online learning with the students. The brief delay in starting online lessons will pay off in the long run.

5. (7). Provide Robust Learning.

In extreme circumstances like an impromptu closure, it's tempting for teachers to upload worksheets for students to complete and return. But online learning during a closure - especially during extended closures - should be at least as engaging as the classroom experience (if not more) or students will suffer.

6. (8). Design Independent Learning.

Keep in mind that parents might either be at work or working from home and

unable to help much. It's important to design learning that does not require a lot of support from parents who might already be overwhelmed.

7. (9) Address The Emotional Toll.

Check in with students and coworkers, especially those who are less comfortable with digital tools to see if they need any help or someone to talk to. Being sequestered at home can be isolating and exacerbate the fear of dealing with a global crisis. Taking time to check in about feelings of anxiety is just as important as checking on academics.

3 REASONS TO BECOME A MEMBER OF THE IMEC FAMILY

- Develop strategic partnership and networks with other states
- Collaborate on national policy that benefits the entire nation
- Gain recognition for the work of migrant leaders in your state

For more info on becoming a member click [here](#)

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