

PROCEEDINGS REPORT

Moving Forward: Strategies to Thrive, Not Just Survive

A National Symposium



September 14-15, 2022

Hyatt Regency Clearwater Beach

Clearwater, FL

ACRONYMS USED IN REPORT

AgFF	Agriculture, Forestry, Fishing, and Hunting
AVID	Advancement Via Individual Determination program
CAMP	College Assistance Migrant Program
CBO	Community-Based Organization
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
ESSA	Every Student Succeeds Act of 2015
ESSR	Elementary and Secondary School Relief Fund
GPRA	Government and Performance Results Act
H-2A	A Federal program allowing U.S. employers to bring foreign nationals to the U.S. to fill temporary agricultural jobs
H-4 Visa	Temporary, nonimmigrant visa category for the spouses and unmarried children under 21 years of age (dependents) of individuals in one of the following nonimmigrant visa categories: H-1B; H-2A; H-2B; H-3
HEP	High School Equivalency Program
ICE	Immigration and Customs Enforcement
ID&R	Identification and Recruitment
IMEC	Interstate Migrant Education Council
IT	Information Technology
LEA	Local Education Agency
MEP	Migrant Education Program
MPO	Measurable Performance Objective
MSIX	Migrant Student Information Exchange
OME	Office of Migrant Education
OSY	Out-of-School Youth
PAC	Parent Advisory Council
SEA	State Education Agency
SEL	Social Emotional Learning
STEM/STEAM	Science, Technology, Engineering, and Mathematics

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This document was prepared for IMEC by Solomon Kaulukukui, Independent Consultant, January 2023

ACKNOWLEDGEMENTS

The Interstate Migrant Education Council (IMEC) extends their “thank you” to the following for their contributions and leadership in planning the National Symposium and making it a success:

- To the IMEC membership for its ideas for sessions to support “Moving Forward, Strategies to Thrive, Not Just Survive”.
- To the IMEC Chair, Carmen Medina, and the IMEC Board of Directors for their willingness to plan and implement this fourth National Symposium.
- To the Planning Committee of Dr. John Farrell, Tomas Mejia, Brad Whitman, Sue Henry, John Fink, Solomon Kaulukukui, Carmen Medina, Francisco Garcia and Nancy Wiehe for their time and commitment.
- To IMEC’s partners for the Symposium the Kansas Department of Education, Migrant Education Program and ESCORT for their in-kind contributions.
- To the Symposium Lead Facilitators and Facilitators who gave their time to lead and summarize Workgroup discussions. Lead Facilitators: Carmen Medina (Pennsylvania); Tomas Mejia (Colorado); and Brad Whitman (Pennsylvania); Table Facilitators: Damaris Tomlinson (Arkansas); Susanna Bartee (Kansas); Judy Gries (North Dakota); Jessica Castaneda (Tennessee); Sue Henry (Nebraska); Emily Hoffman (Massachusetts); Sarah Seamont (Idaho); Tracie Kalic (Kansas); Zac Taylor (South Carolina); Ray Melecio (ESCORT); Will Messier (New York); Barbie Patch (Independent); Jose Salinas (Ohio); Carlos Gonzalez (Washington); Bill Bansberg (ALTA); Jose Reyes-Lua (Pennsylvania)
- To the presenters who took time from their busy schedules to share meaningful information and invaluable resources. Presenters: Ashley Pavon (Student from California; Documentary “Fruits of Labor”); Veronica Gallardo (Assistant Superintendent, Office of Superintendent of Public Instruction in Washington State); Tara Ramsey and Staff (Director, Office of Migrant Education, U.S. Department of Education); Chalmers Carr III (Owner and Operator of Titan Farms, in South Carolina); Dr. Athena Ramos (Associate Professor, Department of Health Promotion at the University of Nebraska Medical Center); Interstate Migrant Education Council Members: Doug Boline (Kansas); Tomas Mejia (Colorado); Zac Taylor (South Carolina); Sue Henry (Nebraska); Adam Pitt (Indiana); Judy Gries (North Dakota) and Brad Whitman (Pennsylvania)
- To John Fink for the layout and design of the program.
- To Jose Reyes-Lua for his assistance with the technology for the Symposium.
- To Paulin Conde (Kansas) for being our videographer to help us document this symposium.

INTRODUCTION

About the Migrant Education Program (MEP)

The Migrant Education Program (MEP) is a federally funded program, authorized under the Elementary and Secondary Education Act of 1965 , Title I, Part C – Education of Migratory Children, as amended by the Every Student Succeeds Act of 2015– The Every Student Succeeds Act, which was signed into law on December 10, 2015.

The goal of the Migrant Education Program:

- Ensure that all migratory children reach challenging academic standards and graduate with a high school diploma (or a HSED) that prepares them for responsible citizenship, further learning, and productive employment.
- Funds support high quality education programs for migratory children and help ensure that migratory children who move among the States are not penalized by disparities among States in curriculum, graduation requirements, and challenging State academic standards.
- Funds also ensure that migratory children not only are provided with appropriate education services that address their unique needs, but also that such children receive full and appropriate opportunities to meet the same challenging State academic standards that all children are expected to meet.

Federal funds are allocated by formula to State Educational Agencies (SEAs), based on each state's per pupil expenditure for education and counts of eligible migratory children, age 3 through 21 residing within the state.

About the Interstate Migrant Education Council (IMEC)

Since 1983, the Interstate Migrant Education Council (IMEC) has been making a positive impact on the education of migrant children in our nation. Our mission is to **“advocate for the highest quality education and other needed support for the nation’s migratory children and youth.”**

IMEC is a 501-C not-for-profit organization composed of state migrant education program members, operating by consensus. This process virtually assures unanimous support for all of IMEC’s goals, activities, and recommendations. As such, the membership provides the leadership for IMEC which includes the development of a strategic plan and specific activities as they relate to IMEC’s mission.

IMEC’s two-prong approach has been very successful in 1) identifying and reviewing critical academic and support services for improvement of services to migrant students including promising practices and research; and 2) analyzing legislation, regulations, and non-regulatory guidance governing the migrant education program.

Currently, the state membership of IMEC includes Alaska, Arizona, Arkansas, California, Colorado, Hawaii, Idaho, Illinois, Indiana, Kansas, Kentucky, Maine, Massachusetts, Nebraska, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oregon, Pennsylvania, South Carolina, Utah, Vermont, and Washington. For additional information please visit our website: www.imec-migrated.org.

Purpose of the Symposium and the Proceedings Document

In 2015, the planning committee for that first symposium decided that they wanted to have a national conference that focused in on a particular area/topic. Since there were other national migrant education conferences across the nation that was being hosted annually, the committee decided that a symposium format hosted every other year would be something that IMEC could support and develop.

The three previous symposiums focused in on the following themes: “*Changing Demographics and Mobility: New Opportunities in Migrant Education*” (2015); “*The ABCs of Education: Moving Forward Under ESSA to Engage the Agriculture, Business, and Education Communities*” (2017); and “*Moving Forward by Working Together*” (2019). The first two symposiums addressed issues that impacted the number of eligible migrant students (2015) and the impact of the implementation of the new Every Student Succeed Act (ESSA) on the Title I – Part C program (2017). The 2019 symposium looked at how all levels (local, state, national) could work together in a coordinated effort to advance support services for migrant students and their families moving forward. This was due to the increase in the mechanism and technology advances transforming the world of migrant education.

The planning committee looked at several recommendations from the evaluations from the 2019 Symposium and one of those recommendations was to move the symposium from a 1½ day event to a full two-day event. This allowed for more core presentations and more opportunities for participants to participate in interstate collaboration activities. Each day consisted of two Core Presentations which helped to formulate the discussion questions that the participants had the opportunity to discuss in their work group sessions. The work group sessions were facilitated by room and table monitors who were able to record the information. Each day there was a panel discussion made up of State Directors from IMEC states who shared their thoughts to questions that were posed by the panel facilitator.

EXECUTIVE SUMMARY

1

The Interstate Migrant Education Council (IMEC) has hosted a symposium every two years since 2015. In planning for the 4th symposium, which was to occur in 2021, the council felt that with all of the travel restrictions as a result of the Covid pandemic, postponing the symposium until 2022 would be best for all participants. Hence, this year's symposium was moved to September 14-15, 2022 in Clearwater, Florida.

The theme for IMEC's 4th Symposium was ***“Moving Forward – Strategies to Thrive, Not Just Survive.”*** The planning committee for this symposium felt that states had to endure a lot of changes in their programs and with their migrant families, due to the Covid pandemic. Migrant programs had to move beyond surviving and advance in this changing environment caused by the Covid virus. Four themes came out from the planning committee's discussion and from input from the IMEC Council: ***Social and Emotional Health; Education and Academics; Employment and Policy; and Collaboration and Partnerships.*** There were 125 people who participated in this symposium representing 35 states, including the District of Columbia. Eight people participated in the symposium via Zoom and had the opportunity to hear from the guest speakers, ask questions, and participate in the group discussions. Guest speakers included a student who had a documentary film produced about the struggles her migrant family was experiencing; an Assistant State Superintendent who was a former state migrant director; a farm owner who has the second largest peach farm in the U.S.; a University Associate Professor who coordinates a farmworker health partnership; and IMEC members who shared their thoughts on questions that were posed to them.

Unlike past symposiums, this year's symposium was two full days. Each day consisted of two core presentations which helped to formulate the discussion questions that the participants had the opportunity to discuss in their work group sessions. The work group sessions were facilitated by table monitors who were able to record the information gathered at their tables. The room facilitators were then able to summarize the responses from these sessions into a group summary for each session. Each day there was a panel discussion made up of State Directors from IMEC states who shared their thoughts to questions posed by the panel facilitator.

Based on the participant evaluations submitted, IMEC's 4th National Symposium was a big success. 40% of the responses stated that their desired outcome for the symposium prior to their attendance was to learn more information about the MEP program and how states run their programs. They also wanted to learn new topics and/or information related to MEP and the families they serve. Another 23.3% of the responses was looking forward to the time to network/collaborate with other state directors and similar programs. They looked forward to gathering updated strategies and best practices to help improve their programs. Also, 23.3% said that connecting and reconnecting with colleagues as well as sharing resources and best practices

was what they were most looking forward to since the pandemic prevented them to see each other in person (face-to-face) at national meetings and/or events. When asked whether the symposium met their desired outcome, all of the respondents said “yes,” and that they liked the format of the symposium, the presenters, and the subsequent discussions. When asked to give any additional thoughts, they said that they were appreciative of the work that went into planning a successful symposium, as well as the ability and opportunity to network with other people.

The conclusions and recommendations are centered around “What did we learn from the Covid pandemic in the 4 areas: **Social/Emotional Health; Education and Academics; Employment and Policies; and Collaboration and Partnerships.**” The recommendations are offered for consideration and implementation by local schools and school districts, SEA’s, OME, and other MEP decision makers and policymakers. More details about the recommendations can be found in Section 4 of the report.

SUMMARY OF CORE PRESENTATIONS

2

Symposium Agenda and Highlights from Core Presentations

Day 1 - The opening day of the symposium began with IMEC's Chair, Ms. Carmen Medina, the Pennsylvania MEP Director, who welcomed everybody to the symposium and shared her thoughts on how we should support migrant students and their families. She expressed the need to focus on the needs of students (academic and social-emotional), as well as supporting staff (affected trauma and fatigue). The last few years have been challenging because of the pandemic and learning was affected dramatically. States were caught off guard by the Covid virus. They were not prepared for the effect that it had on students and their families; the educational structure and staff, as well as the employer and the business community that the migrant families were working for. Collaboration with partnerships declined as businesses and organizations shut down because of the pandemic and face-to-face interaction was replaced with virtual meetings or virtual platforms. The learners need wraparound services to succeed including technology and connections with networking being one of the keys.



Student Speaker

She introduced the first core presenter, Ms. Ashley Pavon, the student speaker from California. Ashley, is a Mexican-American teenager living in an agricultural town in the central coast of California, who had dreams of graduating from high school and going to college. ICE raids threatened her family because her mom was an undocumented worker, while Ashley and her siblings were born in America and were American citizens. As the oldest sibling, Ashley was forced to become the breadwinner, working days in the strawberry fields and nights at a food processing company. A documentary about her family titled "*Fields of Labor*" was produced by PBS and a trailer of the documentary was shown to the audience. (*Trailer link: <https://youtu.be/yRAawITFmFO>*) IMEC was able to secure a link to the full documentary for all the symposium participants to view. (*Note: The link was sent out to all participants the week after the symposium who had a 72-hour window in which to watch it.*)

Ashley credited the AVID (Advancement via Individual Determination) program at her school, which helped her to look at post high school possibilities. The program's mission is to close the opportunity gap by preparing all students for college readiness and success within a global society. She ended up going to college and shared that educators can play a big role in a student's life. They can shape you or can take away dreams. We need to have organizations to also be out there to help them make their dreams come true. When asked what educators can do to help support migrant students, she felt that migrant students needed time to express themselves, i.e., have a 30-minute conversation with them just to see how they are doing, and what is really going on with them since all have different stories. They also need their emotional

space like time to write in their own personal journal. *(See Appendix D for a summary of questions from the audience to which Ashley responded.)*

After lunch, a second core presentation featuring Ms. Veronica Gallardo, Assistant Superintendent, from the State of Washington, who talked about education, academics, and social emotional issues that arose in her state during and after the Covid pandemic. Washington state has the second highest population of migrants in the nation. Native American and Hispanic make up their largest demographics of migrant students.

She also shared their state's framework on how they provide resources to students, called the Student Well-Being and Recovery Plan. The plan consists of three areas; those noted with an asterisk is considered important:

- Academic Recovery & Acceleration
 - Diagnostic tools by grade level which identify student learning needs
 - Additional time and supports on students most impacted*
- Student Well-Being
 - Diagnostic tools by grade level which identify student wellbeing*
 - Additional time and supports on students most impacted
- Additional Elements
 - Elements based on evidence of positive learning and wellbeing outcomes
 - Can include (not limited to):
 - Balanced Calendars
 - Additional school days
 - Additional instruction time
 - Washington State Office of Superintendent of Public Instruction (OSPI) will require districts to use an equity analysis tool*

The following are the six key areas of what each of their district plan had to focus in on.

- Community Partnership
- Student Well-Being
- Student and Family Voice
- Professional Learning
- Recovery and Acceleration
- Diagnostic Assessment Tools

A statewide Covid survey which over 80,000 students (Grades 6-12) responded to revealed the following data:

- Students worried about the impact of their parents and their ability to work.
- Students felt isolated because of Covid.
- Also, having no contact with an adults/teachers/counselor
- Had less access to technology
- Had a higher stress level

Covid also had an impact on the teachers in the state. There was a massive teacher shortage in the state which impacted teachers who were not familiar with migrant students and their needs or had any knowledge on how to work with this group of students. To mitigate the shortage of teachers in the districts, the state came up with a program to employ Emergency Substitute Certificates. This consist of limited substitute teachers or teachers who have not met the full certification requirements.

- The bottom line is that these emergency substitute certificates the educators are from the community and are willing to step in.
- Their duties vary greatly from filling in for a teacher long term or short term, or jumping from class to class for ‘coverage’ or COVID tracing, or parent contact, or ‘other duties as assigned.
- At the end of the year, over 14,000 emergency sub certs were issued.
- Many of these educators show promise, but too often districts do not have the capacity to support and train them.

Washington State’s Migrant Response to Covid-19 Impact.

- Virtual ID&R with recruiters shifted to remote ID&R.
- Hosted bi-weekly ID&R check ins.
- School district recruiters helped hand out food and masks.
- Recruiters started holding drive-through resource events.
- Recruiters addressed PEB-T (Pandemic Electronic Benefit Transfer) questions for all migrant families.

Migrant Education Health Program in Washington State, in particular the nursing program, was so poorly funded that migrant students were not getting the services they needed. The program helped with mask availability, increase in nurse supports who spoke Spanish, and Pop-Up Clinics.

After her presentation, Ms. Gallardo was joined on stage by Mr. Doug Boline, Kansas State Migrant Director. Mr. Tomas Mejia was the moderator and he provided questions for the panel to respond to. See Appendix C for the questions and the responses by the panel. (*Also, see Appendix D for a summary of questions from the audience that the panel responded to.*) A work group discussion guided by focus questions followed the session.

The final presentation of the day was provided by Ms. Tara Ramsey, Director of the Office of Migrant Education, U.S. Department of Education and her staff. (Ms. Pat Meyertholen; Dr. Sandra Toro; and Ms. Preeti Choudhary). Ms. Ramsey gave an MEP update on MSIX which will reup the contract and may have one or two contractors. She shared that the Consortium Incentive Grants will have a new competition and information about the new competition may come out in January, 2023. The grants will follow the Secretary of Education’s supplemental

priorities. Also, there will be no supplemental awards given out this year. Finally, she shared that the community practice will continue. The topics will be ID&R/Eligibility; Services; and MSIX/Secondary Credit Accrual.



Discussion time with OME

Ms. Pat Meyertholen shared about ID&R and how the SEA is responsible to have policy and procedures in place to make sure that all of the MEP requirements are being met, as well as the determination of all qualifying activities in the state. Recruiters need to know what is allowable and not allowable for prospective children. There needs to be checks and balances of who is eligible and who is not. Need to check on the recruiters for their understanding. Make sure it is all about equity so that the students can receive services.

In regards to the Measurable Program Outcomes (MPO's), Ms. Meyertholen suggested that states need to rethink about their program and update their Comprehensive Needs Assessment and Service Delivery Plans. States may also want to revisit their MPO's that are addressed in their state plan. MPO's that are academic in nature need to have specific increases in performances.

Dr. Sandra Toro and Ms. Preeti Choudhary shared about GPRA (Government Performance Results Act). The four GPRA's that are used for MEP are:

- GPRA 1 - The percentage of MEP students that scored at or above proficient on their state's annual Reading/Language Arts assessments in grades three through eight.
- GPRA 2 - The percentage of MEP students that scored at or above proficient on their state's annual Mathematics assessments in grades three through eight.
- GPRA 3 - The percentage of MEP students who were enrolled in grades seven through twelve and graduated or were promoted to the next grade level.
- GPRA 4 - The percentage of MEP students who entered 11th grade that had received full credit for Algebra I or equivalent Mathematics course.

The data that they shared showed that migrant students had the smallest decline in relation to the other subgroups. The MEP program reports their GPRA's through the following sources: GPRA 1 & 2 comes from CSPR Part I; GPRA 3 & 4 comes from CSPR Part II. *(See Appendix D for a summary of questions from the audience that the OME staff responded to.)*

Day 2 - Began with Ms. Carmen Medina reviewing the previous day's activities and she sharing the final day's agenda. Mr. Zachary Taylor (MEP State Director from South Carolina) introduced Mr. Chalmers Carr III as the first Core Presenter for the day. Mr. Carr is the owner and operator of Titan Farms in South Carolina, the 2nd largest peach farm in the U.S. He utilizes the H-2A program and he employs over 800 H-2A workers. His farms have a 96% return rate of workers who return to work for them.

Mr. Carr shared some statistics and information about the current workforce in our nation. The number of workers has gone down due to many reasons. In 2001, we shut down our borders which prevented workers from coming. They had to choose to either to stay here or trap in this country or go back home. Most chose to stay and now are retiring. Since 9/11 apprehension of “others” has gone down, but with Covid it is starting to go back up again. Technology has also made an impact on farming. The advances in technology are showing up in many forms. Remote Sensing (Imagery & Drones) - Enhancing crop performance and yield higher potential; Drones - Use of drones and increased number of observation satellites to detect nutrient deficiencies, pests, and disease; camera imagery, using cameras, sensors, & intelligent software for fruit grading & sorting; and robotics. Robots will be used to address a farmworker labor shortage due to the lack of workers and the cost of labor. Plants will be harvested and tended to by robots as well.

The COVID pandemic also had an effect on the farms because restaurants closed down along with schools who would purchase the farm products. Immigrants were returning home to their families when COVID hit. Farms had to work closely with the health care industry to get their workers vaccinated in bunches. They also had to provide education to their workers and their families on an on-going basis in both English and Spanish to update them on the Covid restrictions and protocols. The government stepped in to help the farmers with programs and subsidies to support them during the pandemic. See a list at farmers.gov.

Mr. Carr concluded his presentation with an update on current immigration reform efforts.

- **Deferred Action for Childhood Arrivals (DACA)** is an American immigration policy that allows certain undocumented immigrants who entered the country before their 16th birthday and before June 2007 to receive a renewable two-year work permit and exemption from deportation. DACA does confer non-immigrant legal status but does not provide a path to citizenship.
- **Mandatory E-Verification law** - E-Verification on the agriculture industry only. Other industries are not affected by this. This will make workers move to other industries. A company must register each candidate and pass a mandatory test. Then the registered employee must then login in, type in names and information of potential hire. Must be verified by Department of Homeland Security. Mandatory E-Verify would displace 10% of the US workforce, but 50% -75% of Ag Industry. Currently, 24 States use E-Verify laws in some capacity.
- **Migrant vs. Asylee. What is the difference?**
 - Migrant Farmworker – Is a person required to be absent from a permanent place of residence and is seeking employment in agricultural work. This includes temporary or seasonal workers in farm fields, orchards, canneries, plant nurseries, fish/seafood packing plants. Also, guest workers in the federal H-2A program.

- Asylee – Is protected from being returned to his/her home country and may petition to bring family members to the United States. They are authorized to work in the United States and after one year, an asylee may apply for lawful permanent resident status (i.e., a green card).
- The IT field is the biggest employer of immigrant workers, not agriculture as people think.
- The number of immigrant children coming in is accelerating. An immigrant child is defined as “...a child traveling with or without a parent who is migrating”. Recently, the majority crossing the U.S.-Mexico border are “**unaccompanied minors**” and families with children, many of them who turn themselves in to officials to make asylum claims. Under U.S. law, all students, regardless of immigration status, are **entitled to a free, public education**.
- They are also finding that immigrants are more highly educated than in previous years. Recent immigrants are much more likely to be highly educated and found jobs in industries involving **computers, mathematics and science**. 48% of those crossing the border have a bachelor degree.
- **H-4 Visa** use is on the rise. The H-4 Visa is a temporary, nonimmigrant visa category for the spouses and unmarried children under 21 years of age (dependents) of individuals in one of the following nonimmigrant visa categories: H-1B, H-2A, H-2B or H-3 and is based on the primary worker maintaining a valid immigration status. Children are eligible for free education. The numbers have dropped because of COVID but it will increase now. This will be a vehicle for the workers to bring their families over.

Mr. Doug Boline, State MEP Director from Kansas, presented his response to the presentation. He said that it boils down to how we make connections and provide support to workers, their families, and students. (*See Appendix D for a summary of questions from the audience that Mr. Carr responded to.*) A work group discussion guided by focus questions followed the session.

Sue Henry, State MEP Director from Nebraska, introduced Dr. Athena Ramos. Dr. Ramos is an Associate Professor in the Department of Health Promotion at the University of Nebraska Medical Center in Omaha, Nebraska. She coordinates a farmworker health partnership called the Central Agriculture Group that tries to protect the well fare of agriculture workers. There are 7 states that participate in this group.

She asked the group with their familiarity with the word “Health.” She said that “Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.” She shared that agriculture is a 3-D industry – dangerous, demanding, and dirty. Also, the AgFF (Agriculture, Forestry, Fishing, and Hunting) has the highest occupational fatality rate of all industries. AgFF also has the highest non-fatal work injuries of all industries.

Working with agricultural workers she has found that their health needs is a critical need to address as some farmworkers have limited access to healthcare. These are some factors that affect immigrant workers' occupational health:

- Hazardous work: dangerous conditions, high demands, long hours, inadequate rest, time pressure, and repetitive tasks
- Little or no safety training or personal protective equipment
- Low levels of formal education and literacy
- Poverty
- Language, cultural, and logistical barriers
- Discrimination and immigration-related fear
- Inadequate knowledge of labor rights and reluctance to speak up about unfair treatment or hazardous conditions
- Pressure to not report poor working conditions

She used the parable of the stream on how we look at problems. Sometimes we only focus in on the problems that are occurring **DOWNSTREAM** which are immediate health needs of individuals including chronic disease treatment and emergency services. We may get to the **MIDSTREAM** which is individual behaviors, such as physical activity, nutrition, alcohol and tobacco use. However, we may never get to the problem that is **UPSTREAM**, which address non-medical determinants of health—social and structural conditions in which people are born, grow, live, work, and play. We need to find the root causes of issues and focus on them versus just saving individuals. We tend to think about problems as either **Simple** or **Complicated**, but fail to recognize the importance of thinking about systems or **Complex** issues. Changing systems is hard, takes time, and most of the time cannot be done alone. Hence, partnerships are really critical to our success. Complex problems require complex solutions. They require partnerships. We cannot go at these types of problems alone. Partnerships require trust. Trust takes time to establish and is a continuous part of relationship building. Need to build cooperation to build capacity.

Regarding the power of partnership; consider the hand, the heart, and the mind when thinking about partnership. Partnerships can transform communities and result in positive impacts that are not achievable alone. Understanding the need, what do you bring to the table, what can expect from others, develop a clear mission, looking for a genuine commitment.

- **Heart:** What makes it emotionally engaging?
- **Hand:** What makes it tangible and practical?
- **Mind:** What makes it logical and sensible?

Best practices for building effective partnerships (6 areas).

1. Establish the need
2. Understand your/your organization's capabilities and identify complementary services/resources that can be shared with your community of interest
3. Set a clear vision; outline roles and responsibilities

4. Find the right cultural fit, align on key goals, and dream and grow initiatives together from the beginning
 - a. Equity and respect
 - b. Authenticity
 - c. Genuine commitment
 - d. Patience and persistence
 - e. Transparency
5. Invest the time, people and resources to manage the relationship
6. Embrace flexibility and navigate obstacles together

Finally, she shared that establishment of a network that assists farmers and ranchers in time of stress can offer a conduit to improving behavioral health awareness, literacy, and outcomes for agricultural producers, workers and their families. She shared that *Convivencia* (Being able to be with people) and *Conversación* (Conversation and dialogue are important tools for working with collectivistic cultures) in working with the workers and their families. A program that has been successful for them is the *Bienvenido* program (Mental health program designed for Latino immigrant communities in Spanish) which addresses stresses related to migrancy. (See Appendix D for a summary of questions from the audience that Dr. Ramos responded to.) IMEC provided a chance for all participants to network over lunch after this presentation. A work group discussion guided by focus questions followed the session.

Following the final work group discussion of the day, IMEC State Directors Mr. Tomas Mejia (Colorado), Mr. Adam Pitt (Indiana), and Ms. Judy Gries (North Dakota), shared their thoughts on what they were going to take away from the symposium and use and/or implement in their MEP program. Mr. Brad Whitman (Pennsylvania) was the moderator, and he facilitated the discussion. See Appendix C for the questions and the responses by the panel. (Also, see Appendix D for a summary of questions from the audience that the panel responded to.)

The symposium concluded with Ms. Carmen Medina who thanked everybody for coming and hoped that they were able to take something away from the symposium. She thanked the presenters and the participants for their active participation and she also thanked the planning committee and the IMEC membership for their hard work in making the symposium a success. Mr. Solomon Kaulukukui (IMEC Consultant) thanked Ms. Medina for all of her hard work and for leading IMEC as the chair through some difficult times brought on by the pandemic. He shared that the PowerPoints from the presenters will be made available to all via the IMEC website at www.imec-migrated.org. He then shared a video of the symposium that was produced by Mr. Paulin Conde from Kansas. The video will also be posted on the IMEC website as well.

Organization of the Symposium Proceedings Document

For the work group sessions, the participants were assigned to tables with each table having a table facilitator who led them in the discussion of the questions and recorded their responses.

There were three lead Room Facilitators who took those responses from the tables in their rooms and created a summary response to each question. The lead Room Facilitators were Mr. Brad Whitman (Pennsylvania); Mr. Tomas Mejia (Colorado); and Ms. Carmen Medina (Pennsylvania). Mr. Jose Reyes-Lua (Pennsylvania) facilitated the online discussion for those who participated virtually. The summary report is included in the next section of this report, along with an analysis of trends and recommendations. The final section of these Proceedings includes action items for decision makers and policymakers.

Trends and recommendations that were summarized in this document are presented to assist the MEP to design and provide the best possible services for migrant children and youth. Throughout the report and appendices, quotes are found in text boxes that reflect the comments made by some of the core presenters and symposium participants; **however, names are not included to ensure anonymity.**



Sharing of thoughts and ideas



General Session

“I can do things you cannot, you can do things I cannot, together we can do great things.”

Mother Teresa

SUMMARY OF CORE PRESENTATIONS DISCUSSIONS



Summary of Responses to Questions from Breakout Rooms – Symposium 2022

Based on the recommendations from the previous symposium that IMEC sponsored, the planning committee decided to move the 2022 Symposium to two full days from the previous format of 1½ days. Thus, the agenda for each day consisted of two Core Presentations with a Work Group Discussion that followed each presentation. The following summaries are based on the questions that were posed to the work groups and the feedback that was gathered.

Wednesday, September 14, 2022

10:15 AM – 11:30 AM: Discussion on the Presentation by the student speaker

Presenter: Ashley Pavon

1) What are two or three things you learned from today’s presentation?

- Parent outreach and getting them involved in their child’s education. Engaging the parents helps to keep the children engaged in their education at home. We need to create awareness with educators about what’s going on behind the scenes in a student’s life. We need to build that trust between educators and students so they feel comfortable speaking up, especially in a culture where they may not want to. We need to provide them opportunities to connect with people who can relate and also with individuals who can support them. We need to educate parents and teach them that they have to contribute to their education as well. Encourage parents who may not feel that they are able to help their children, remind them that they can do it.
- General blanket observations are that the states are different, but the challenges we face with our student populations are similar. We have different things we do but some of the same challenges.
- I was shocked as CA had the same challenges as other areas. Services must be culturally relevant- can’t be one size fits all. Stereotypical assumptions haven't changed.
- Possible branding issues with the migrant education program. The name Migrant Education poses problems, as is the clarity of who we consider is important.
- We need to spend a lot more time developing social emotional tools for both families and students, so the academics are just what is getting taken care of.
- One of the powerful activities from IMPACT was having the parents/caregivers tell their stories on film and share (through a project) and the parents were so open and vulnerable and compelling with their stories- there is such power in being able to tell their story.
- How do you build trust with the parents so that they participate, but recognize that they are in survival mode. Getting them to a meeting when they have to deal with their basic necessities in daily life.
- School staff should be introduced to migrant students and made to understand their needs.

- We DO need to change the classroom to fit the student and not try to make the student ‘fit’ the classroom.
- Educators need to work harder to help children accept who they are, where they come from as a strength that they can empower others with. Teach children that their uniqueness is their strength.
- The importance of partnerships with organizations related to assistance for migrant families.
- Improve communication/build relationships between teachers, students, parents, schools, programs, and community. Need bilingual staff to accomplish it...that support is critical. Understand the cultural differences between the different communities represented in your school/program/area.
- Being reminded how important it is to create space for students whether they show up or not. Continue to offer and provide support services. Keep reassuring students along the way each year even if the student hasn’t taken that first step yet (i.e., persistency and consistency)
- Get parents involved in their child’s education and provide opportunities for them to connect with people who can help their child succeed.
- She had someone to believe in her, we need to refocus on having more touching points with the kids. Better equip schools to have more consistent and higher quality resources to facilitate connections with families and kids. We need to be able to provide schools the tools to have provide opportunities. Ashley mentioned that she had 30 minutes to simply talk with a counselor and how beneficial that was.
- Caring adults encourage self-advocacy.

2) What are some of the social emotional issues that your families faced during the pandemic and what issues are they facing now, moving forward?

- Because of the pandemic there’s now a trend toward parent engagement. Many families, especially our migrant families, were just so focused on paying the bills and putting food on the table. Students, especially younger ones, haven’t been socialized because they’re on devices so much, now more than ever before. Kids don’t have ways to express their emotions. Teenagers have trouble communicating. For many families fear played a major role in the access to services and support systems. We are now seeing more referrals for counseling, lower academic skills, higher suicide rates and more domestic violence issues.
- Social emotional- we don’t discuss that enough. The idea of journaling is a way to get that.
- Children were disconnected from schools from their safe place. Lack of school lunch was detrimental to our migrant population. Program performance can affect the amount of money that is distributed nationally.
- When the pandemic was going on there was so much more stress because of internet issues (no Wi-Fi)- and that the solutions did not really take in/listening to the voices of the families and youth that would actually address the barrier/issue- and this just leads to more stress and strife.
- Something positive, is that we did try to ‘think outside the box’ on how to better serve families. Long term effect of staying home.
- The fear of COVID was big on multigenerational families - kids stayed out of school longer because they were afraid for the elderly family members in the house. Attendance

rates have plummeted - dropout rates have increased. Participation levels are down across our programs. How do we push parents to see the importance of participation? Successful efforts involve talking to the child to reach the adult, while programs usually focus on reaching the adult/parents.

- Families were feeling very isolated, which meant loss of connection to the MEP program and resources that were available to them. Food was scarce, loss of employment, and connection to basic needs was what families faced in addition to worrying about their child's education.
- Moving forward; we are still trying to help kids transition back into school face-to-face. Families and kids are nervous/scared to return to classrooms. These types of kids need to go back in person for the socio-emotional benefits.
- Vaccination fears due to cultural belief, had to educate families.
- Food insecurity
- Self-advocacy
- Transportation, cost of living, not moving as much as they used to.
- Stress due to factors outside family's control. Financial stress due to work inflexibility, babysitting for when kids were no longer in schools.

3) What do you wish that more people knew about immigrants/immigrant families?

- Time for reflection is important for students, like journal's entries being confidential. Schools need to have culture days that involve families. Parents can bring in food, show customs, etc. which will bring awareness to staff and other students. This will also help with bullying culture. Let people know that the parents want the best for their child. When people don't know or understand something, their first instinct is to fear it. So, we need to educate people to learn about each other and eliminate that fear.
- Hearing stories is so important. The issues become more real, i.e., Ashley's story.
- Immigrants (individuals that come from other countries) are not taking away jobs or benefits from non-immigrant individuals.
- There needs to be more honor and respect towards immigrants and immigrant families.
- We need to stop making assumptions overall.
- To make systemic change we need to be the competing voice/mouthpiece. A new language is not learned overnight.
- Students' panels or presentations to teachers work to enlighten.
- Many people do not know the difference between immigrant, migrant, and ESL. Not all migrants are immigrants; not all migrants are Hispanic
- Allowing students to speak their home language and acknowledging how hard it is to learn a new language and being unable to express yourself. Shine a light on the positives of being an immigrant, such as being resilient, hard-working, bilingual
- Take our educators into the farmworker environment where they couldn't communicate and feel isolated. The general population, not just schools, have no idea of the contributions of immigrants. Wish they knew what a typical day is for a migrant family-time, weather, kids alone, responsibility for older kids (taking care of younger ones, earning money for family, etc.).

- High school students often have to work to help support families. Find the time to reach them (often is Sunday).
- Know the difference between immigrant and migrant. Immigrants come in all shapes and sizes.
- Highly educated populations coming due to world conflicts.
- Education placement is difficult for new immigrant populations.

4) What resources does your migrant program have and/or what future resources would you need to work with families like Ashley’s?

- More social services needed inside the school and homes, along with more counseling for social and emotional needs. Trauma-based services for students and families. Creation of partnerships in our communities—with healthcare and childcare organizations. Right now, more than ever, it’s critically important to have counselors/psychologists/social workers in schools. There is collective trauma that has only been exacerbated by the pandemic.
- Our biggest assets are key relationships between key people in the community and within the district. Relationships are essential!
- Parent meetings need to be robust with accurate information/they need to understand their rights as parents in the US (access to records, access to school boards)/importance of their life experience (lack of education should not be shameful)
- We have programs for the adults, a lot of PAC events about the structure of the schools, training of PAC officers. Ensuring families know what resources and services are available; they don’t know what they don’t know.
- Hold schools accountable of the credit accrual aspects of the child’s education; the program should help create opportunities for the students to learn about the future. Create opportunities regarding college education and other trades. Interests in entrepreneurship and internships in the community. Advocates are needed to increase this access.

Future resources “wish list” for migratory students:

- Access to bilingual counselors/therapists
- Bilingual crisis hotlines
- Too much buying of “stuff” and not hiring staff/building capacity. More staff to have caseloads of migratory students to address socioemotional needs.
- Awareness of other options than college and connections to those options. Advocates needed to increase this access.
- Would love to have an occupational aptitude test that would work with migrant kids. Something that is developed specifically for our population. Current aptitude tests are focused on what kind of career you want to have; there should be a different aptitude test, something that gives guidance as well.
- With so many kids from other countries (for example, Guatemala) and too many unknowns regarding their education; so, what are the realistic expectations we can have for that population?
- Something beyond survival English, how to communicate in the moment. We need to be thinking bigger. How we make sure when kids go to the next step, the education is continued and not only survival English is offered.

- The things we can do to provide more consistency for kids who don't have that much consistency would be great.
- Would like to provide more career exploration, maybe some specific ag career exploration.
- How can we support families and students in academics– intentional support. Continue to look for success stories.

Resources:

- Time/ and Money. People. More overall funds. - longer eligibility (back to six years of eligibility)
- Reach out to CBO to make connections, wish we had an umbrella agency to help put all information together for like-minded organizations.
- Better ID&R efforts- finding families.
- Connect program to other title programs to build up the program
- Piggyback on other successful programs to build up migrant programs.
- Coordinate efforts to provide services, one program provides transportation other provide staff.
- Make districts aware of the program.

3:00 PM - 4:15 PM Discussion on the Presentations on Education - Academics and Social Emotional. (State and Local Superintendents)

Presenters: Veronica Gallardo and Doug Boline

1) What was your reaction to what was presented and its impact on your state?

- Everything was based on data. Using research to inform practice is the way to go. What is requested, what is recommended, and what is non-negotiable. That was a great way of thinking. The group thought it is good to include school board members in communications with school superintendents to implement change even if it “ruffles feathers.”
- Appreciate how leadership matters and how leaders can impact programs. Recognizing that you have to think strategically to move things forward. Liked that the Superintendent supports dual language learning across the state.
- How to make sure that MEP is included in ESSR III and then make sure we are not supplanting- as well as ensuring that all migratory students accessed those services- and that the MEP was involved to make sure that barriers were addressed to ensure participation.
- Importance of serving students in summer helps with gaining more funds in the funding formula. Probably should have focused more funds on the summer service. How to make summer programs accountable for their funds.
- Using the data to inform districts and to provide awareness of MEP. Disaggregated the different sub-groups so the schools can't get away with not considering migrant students.

- The use of braiding funds to support mental and other health issues. Braiding of services is essential - the answer is not “no, we can’t provide this” is “how we can provide this within our funding?”
- Need to educate districts about the strict guidelines for funding (supplanting vs. supplementing, mandatory PAC meetings) and the difference between the various grants.
- Informational presentations with school boards across the state to educate them about the program. Don’t make it a political thing.
- Shows greater evidence of academic and educational loss and how the gaps are larger. Transitioning students from virtual learning back into the classroom setting has several issues that schools and families face. Look at the data to support decisions.
- Figure out what ESSA funds are being used for and determine how those programs are being funded to get migrant students enrolled. No central data base for programs (SILOS)
- Coordinate with districts who receive other title program money. Districts having issue spending money.

2) What is your state doing to address the academic and the social emotional issues?

- Parents and students are tired of doing things virtually and it’s important to get back to face-to-face to better meet everyone’s needs. Facilitating connections between students and teachers is critical for emotional wellbeing. Social & Emotional - providing more resources. Recognizing we need to address the whole child, which is a challenge because of the high turnover in teachers and staff.

Academics:

- Providing more tutoring help and summer programs to support student learning. Also, extra staff to work with students who need the extra help.
- Supplemental extension of summer programs into Fall with additional tutoring for migrant students. Identify 0–5-year-olds so services can start earlier. Look to provide additional preschool service. Bring students back into the school with in-person activities. Students are tired of online learning.
- Increasing tutoring hours and providing technical assistance and devices for online learning during the pandemic.
- Look at disaggregated data to show how migrant students are doing or not performing in the classroom.
- More multilingual services to access but more are needed. What do we do when ESSR monies are no longer available, and these funds pay for these extra services?

Social Emotional:

- Hire social workers and mental health providers to work in the schools. Especially trying to get more help for the rural areas who do not have the same access to these services like urban areas.
- In one state, teachers wanted mental health days which were added to their school calendar.
- Another state invited experts to address issues with social emotional problems.
- Link health support to summer programs. Making virtual and phone counseling available throughout the year for all to access.

- Coordinate with mental health agencies that provide services to students and parents.
- More states are providing resources to support Social Emotional Learning (SEL). Like what was mentioned before, what do we do when ESSR monies are no longer available, and these funds pay for these extra services?

3) What has been successful? What have been barriers?

Successful:

- Prevention sometimes is what we focus on instead of intervention. Engaging the parents so that the family is more involved.
- The idea of making sure that we are cost effective with our funding. That we do cost analysis and make sure our programs are designed effectively.
- The use of technology was both successful and a barrier to learning. Parents have become more tech savvy. Increased virtual attendance at statewide parent meetings. Technology training for parents broke down barriers.
- Various programs in the schools that helped with student learning, such as STEM, Peer Mentoring, summer programs with bilingual/bicultural teachers paid with migrant funds and taking advantage of dual credit courses.
- Cross referencing agencies via Zoom, and as a result of COVID. Migrant academic summer programs are successful.
- More coordination and collaboration with resources to better support our students and their families.
- Access to technology has helped with the learning at home.

Barriers:

- Lack of partnerships with other programs that our migrant students are tagged in. Example, McKinney Vento and Head Start. Technology is both a success and a barrier. Advocating for changes in program to address needs, constantly explain and reexplain.
- There are still a lot of people that don't know about MEP and if their numbers are low, they think they don't know why they need to worry about it.
- Getting people/districts to think differently instead of just doing what they have always have done versus what they need to be doing now- since needs have shifted.
- How do we motivate students to want to come back? Transportation has become a huge barrier.
- Losing staff members due to burnout. Staff shortages. Disparity in pay. People are choosing to get higher paying jobs rather than work for the program. A concern is the shortage of recruiters.
- Access to data and support has been a barrier. Need to access this information to determine if the temporary funds are being spent and are being used appropriately.
- Education pockets of families who refused vaccines due to fear.
- Connections and coordination are being made and some are better due to our impact on the MEP families.
- Some families/ agencies ask for support past the parameters of the programs.

- If resources remain, we must prioritize the clearly defined mandates. What can we do outside what's mandated?
- How soon are we just recruiting and referring to other programs due to lack of funds.
- Model how to do things outside the MEP mandates. Social work things. teach families how to do things.
- Create learning models; know your rights. Pushing our parents may have side-effects.

4) What impact has this had on your migrant students and families?

- Trust and support are diminished; eventually families lose trust and support of the MEP. Relationships are crucial. Getting parents involved in school activities to earn their trust and add value to their child's educational experience. Some states saw an increase of migrant students wanting to drop out since they saw no value in remote learning. When parents had to "teach" their kids, they finally understood how hard teachers work.
- The speed of which we change in education. It is not speedy. We are not serving our kids how we could. We should be doing more to make sure that many more migrant students are served.
- The challenges from the pandemic have forced us to collaborate with local, state, and neighboring states (regions) to help each other serve students/families in a better way. We have had to seek out new things, as the old ways didn't always work. Employee turnover has created challenges in services being followed through.
- Virtual for kids requiring long attention spans is not effective. Virtual is best for shorter instructional strategy.
- While the trust of the school has gone down, the trust in the MEP went up because the program was able to assist families with their needs. Families communicated with each other and made decisions based on their experiences.
- As students return to school, we are noticing a bigger academic, social, and language gap among their peers. Also, more behavioral issues have occurred.
- Flexibility for recruiting and the use of technology has been helpful.

Thursday, September 15, 2022

9:45 AM - 11:00 AM Discussion on the Presentation on Employment

Presenter: Chalmers Carr III

1) What was your reaction to what was presented and its impact on your state?

- The presentation was compelling in that he identified many challenges but also opportunities for us collectively to ensure sustainability in recruitment efforts. It's important to take advantage of those opportunities and leverage the tools we have at our disposal, (e.g., expanding outreach efforts beyond agriculture) Farmers/Growers are retiring and the next generation is not interested in taking over the family business.

- Automation of farms has caused a reduction in the workforce which could play a factor in the drop in number of eligible migrant students.
- Workers coming in have more education than those previous. Seeking more instructional services.
- It was good to get updated on H-2A workers. Did not know about H-4 visa workers.
- Concern that the higher rate of H-2A workers at older ages does not benefit our program. The extension of the H-4 visas did give some hope/ farmers need to share this information.
- Training changed (circa 2015) away from talking about the established streams of migration; we are now seeing families come and go in seemingly random patterns. More training needed on recruiting based on the previous move. Surprised at the high number of immigrants coming in with college degrees, and a large number going into tech jobs.
- Technology will affect the number of workers doing agricultural work. In years to come the program will be so small and the possibility that there will be no more program.
- Great stats, the farmer has a finger on the pulse of what's going on in farming.
- H-2A workers not bringing in families, most workers are over 22. Migrant workers are aging out. What does it mean to the MEP? Will MEP be moved to another department because of the changing populations. Will the program become irrelevant?
- What does OME have to do adapt to changing demographics?
- How can everyone collaborate to best support the "migrant"?
- H-2A creating a situation where COEs are 1 student (OSY) instead of families.
- Screeners are resulting in less and less eligible families. Same amount of work for less COEs.

2) What has been successful? What have been barriers?

Successful:

- Use of technology is success for farmer but barrier for us as less workers
- Establishing relationships with farmers.
- Supporting the workers on his farm
- Having a working relationship with farmers has helped in ID&R and getting information out about the MEP program. Educating the workforce about MEP and the services provided.
- Good services provided to migrant families will lead to more referrals to the program.
- Engaging migrant students in HEP/CAMP in agricultural related work - engineering, technical operators. It's important to help kids see the value of their lifestyle and experience in their future work.
- Partner with farmers and translated their training/and co-presented, which led to other collaborative opportunities/opened the door. Building on relationships—building one credible relationship can help build more partnerships. Working with crew leaders helps open the doors.

Barriers:

- People at my table expressed that growers and labor contractors purposefully do not bring in workers between the ages of 18-21 because of their immaturity. This affects our recruitment since these are our population.
- Recruitment related challenges, turnover and access to get into places.
- Difficulty in retaining recruiters. Transportation is an issue for recruiters, due to the high cost of gas and with families settling out and moving has created a larger area to cover by recruiters.
- A lot of the H-2A are here not to get an education; they want to work and have no interest in being served by the program. And the few that may engage in completing high school have limited post-secondary options.
- Most families are not moving and migrating. Concern about fewer families qualifying. We need to expand to other areas of migratory families outside of ag.
- Finding competent recruiters that are representative of the populations that programs are identifying and serving. MEP programs experiencing staff shortages and high turnover rate.
- Lack of bilingual staff.
- Smaller farms will not hire workers.
- Small farms (only for hobbies) or larger farm taking over everything.

Recommendation:

- We should create a taskforce from IMEC (and include other partners like HEP/CAMP, HeadStart, etc.) to review the ideas and trends and recommend ideas and changes (dropping the word migrant; changing definitions, for example) and prioritize what are the top issues to be addressed to influence change.

3) Have you seen or encountered a labor shortage in your state and what has the impact been?

- Everyone has had a labor shortage in all states for all jobs. There is a high turnover in education. Some states at my table are changing retirement rules that allow educators with vast experience to come back and work with their diverse populations. And some states are lowering the certification requirements to hire new teachers to address the teacher shortage.
- Farms are having a hard time finding workers as other jobs are paying more. Younger generation is not willing to put in the time in the fields like the older generation, which is now aging out. Work ethics are different.
- Labor shortages have also affected the migrant staff as well. Some are moving on to higher paying jobs in other school districts or in other careers.
- Seeing a much more diverse population coming into the workforce from other areas of the world.
- More H-2A: majority of workers are here to work and interested in learning English at most. When you have H-2A workers come in, you have a labor shortage. Our families are not going to travel to places where they don't feel safe; there are less and less workers feeling confident about going to certain places.
- Smaller farms are diminishing. Younger generations are not entering farming. Increasing imports from abroad. Workers move from one plant to plant based on who is offering the

most wage. Smaller farms are selling their land for other non-agricultural businesses or to be bought out by bigger farms.

- Across the board for every employment. Wages not keeping up with cost.
- MEP staff- we can't find workers. Fewer people willing to do farm work. We are finding less people interested in working for the MEP wages.
- Farm employer- no local workers, more H-2A workers.
- Potential "slow quitting" slowing down productions.
- For MEP: Lowering of the requirements and education to grow within the ranks.

4) What impact has this had on your migrant students and families? Have you seen migrant workers moving to other states for higher wages or fields of employment?

- People who are not properly documented may be afraid to move freely in the way that citizens do and take for granted. Water rights out west are impacting agriculture and where families move to find work. Families are not necessarily moving out of the state, but they are settling in areas and working in other industries.
- The demographics of the farm worker is changing. Young people do not want to work in the fields like their parents and technology has also affected the number of people farms are hiring.
- Workers are going into other jobs that pay more and offer higher differentials.
- We aren't always aware of everything that is changing, so we see it mostly in our numbers of students served. We need to be more informed on yearly changes coming in the industry and how it is impacting our work. We also need to be thinking forward on how our work will adjust to the fast-paced changes coming.
- Actually, seeing more families settle instead of moving and subsequently lose eligibility. However, when affordable housing has disappeared near a large farm employer, fewer workers can afford to live there so they are moving.
- Seeing more movement to the construction and hospitality industries. Construction tends to pay higher and offers overtime. It is not always just higher wages; sometimes it is also better conditions (i.e., hospitality).
- Migrant families moving to other fields of employment.
- Normal movements within and out of state.

2:15 PM - 3:30 PM Discussion on Collaboration and Partnerships: Key Takeaways

Presenter: Dr. Athena Ramos

1) What do you feel are 2-3 things that stick out from the presentations and discussions that you can take back with you to improve your state program?

- IMEC should send out in their summary a link to the presenter's handouts that she gives workers. Creating/strengthening partnerships to enhance access to health services for migrant families, and tap into mental health services which is an area of need. Using the parable about the river to describe the different ways our services impact people; ultimately what we need to be looking at is structural change, even though that can be political as it's important for us to hear and understand how we fit into the larger system as program providers. The *Bienvenido* program seems like something worth growing.

- Need to include health and mental health services into the program as a way to address the needs of the migrant families.
- Continue to look for resources and programs that can benefit the MEP program and the families that are served.
- Interested in following up with the *Bienvenido* and the Convivencia model that was shared by Dr. Ramos. Also liked her river story about addressing the origin of the problem.
- We don't do a very good job at the state level to establish partnerships, especially healthcare. We are too siloed. Need to identify agencies that can address the needs that we can't. Health programs are a good example, that is an area we are not able to provide as easily.
- When MEP collaborates with other agencies, we have to consider what we are bringing to the collaboration? What are our contributions to the relationship so that we keep getting invited? There are services that MEP can't provide that others can and we should take advantage of that.
- Two presentations stood out in particular, both for their content as well as usefulness. The first presentation was delivered by Mr. Chalmers Carr. We are asked to think about the future of farming, including automation, visa programs, climate, and labor shortage, etc. and their impact on migrant workers. The second presentation was delivered by Dr. Athena Ramos; which reconceptualized health and provided a more comprehensive, holistic, and client-centered (i.e., linguistically, culturally, socially, etc.) approach to support the well-being of migrant children and their families.

2) Who can you partner and/or collaborate with to enhance your MEP program? How do you plan to go about it?

- We have to think about our individual states, and what our immediate needs are. Mental health is an area that we can certainly create partnerships with agencies and medical providers. Barriers for high school students in past to go to college. Access to dental services. It is a great idea to approach of educational school boards to inform them on Title I-C and get their support.
- Build relationships with outside agencies as well as school personnel.
- Partnerships with churches, preschools, health care agencies, and agencies that help with food insecurity.
- Important to have a layered approach (local, regional, and state level) – multi-tiered system of support. Continuing to build partnerships and use training materials from those partnerships. Partner better with the other agencies who work with the same population.
- Look at your data to identify the areas you need to address - grade levels, cultures, language, etc. Identify “who are your internal partners, who are your external partners, who are going to be your new potential partners?” This allows us to identify new partners you haven't worked with before, i.e., we are seeing an increase in kids from Guatemala, a country with which we have rarely worked.
- We plan to follow up with Dr. Athena Ramos about the *Bienvenidos* Training program and to ask her to help identify strengths and weaknesses in our menu of supportive services for migratory children and their families.

3) Based on the presentations you heard, what are some legislative items or policy changes that you feel need to be addressed moving forward?

- Immigration Reform, minimum wage, free services at health clinics, if robotics continues to increase in the future, it is necessary to revisit the definition of a migratory worker.
- Consider the definition of a migratory child to include change of school building and not school district.
- Major one is the H-2A and the regular migrants. Expand the definition of migratory agricultural worker to include other people. If it is in the US Agriculture data, then we should use those areas.
- Need to be consistent across the board when referring to the population that we work with. Instead of using the term “migrant” we need to be using the term “migratory”.
- Immigration Reform- coming into the new political cycle it seems that no one wants to touch it.
- More information on accessing Migrant Farmworker Health projects and grants to access funds to support the SEAs. Need to push for more services that will make a difference and support the families with which we work.
- Terminology and ID&R policy has to change if we want to grow the program. Definitions need to change; such as migratory worker, length of eligibility, how people qualify. Can the regulations be altered/adjusted to make eligibility requirements easier across programs?
- We have many identified policy related needs about parent education to ensure that all parents are informed of their rights and receive support to navigate systems to which they are entitled. Local boards need to prioritize “access” policy to all services provided at schools and supports needed to meaningfully engage. This includes “going to them.”
- Re-think the 3-year migrant eligibility period under Title I, Part C or, at a minimum, reconsider who qualifies for migrant programs and services. These will likely have impacts on funding and allocation. We should also have plans and structures in place, led by OME, that would support each state in collaborating with other agencies and organizations (as articulated by Dr. Ramos). OME should also engage all states in discussion concerning the future of farming and its impact on the migrant population, including recent refugees, asylees, immigrants, etc.

4) What topics and/or changes would you like to see presented at a future symposium?

- Ways to increase support in academics especially in math and reading. More speakers from farms like meat packers, growers, and fishing. Recruitment trends by state and nationwide. More on mental health needs and how to address them. Would like to receive a legislative/policy update. List of acronyms would have been helpful for those that may not be as familiar with MEP. Invite legislative speakers. Keep break out rooms to 1 hour 15 minutes per question. Utilize Dr. Lisa Ramirez, U.S. Dept. of Agriculture (USDA) to access additional funding or partnership.
- How to get more policy makers and/or representatives to be a part of the discussion regarding migratory families. Continue to have speakers from Labor, Agribusiness, Health, etc. to provide updated information that will have an impact on our program.
- States learning from each other and sharing ideas and best practices. Large states helping small states to succeed.

- Help states look at data to align their MPO's with the GPRAs. Is the program meeting the needs of the families that we serve?
- How do we tell the story of what MEP does, as well as the successes and data that shows how it makes a difference, i.e., from state leaders to potential community partners.
- Continue to invite or invite a variety of speakers such as students, parents, agriculture and labor, early education, and the health field.
- Sharing resources (instructional, anything that can be shared with families and between programs). Challenges and struggles with discussion about potential ideas and solutions that may help with the problem.
- Part of OME's presentation should be driven by needs and questions expressed by member states.



Workgroups



Symposium Participants

Complex issues “can only be addressed through coordination, collaboration, and necessary capacity building utilizing both public and private resources.”

CONCLUSIONS AND RECOMMENDATIONS



In conclusion of this report, one must think about the parable of the stream that Dr. Athena Ramos shared with the symposium participants:

Parable of the stream:

Imagine you're standing on the edge of a river. Suddenly, a flailing, drowning child comes floating by. Without thinking, you dive in, grab the child, and swim to shore. Before you can recover, another child comes floating by. You dive in and rescue them as well.

Then another child drifts into sight. . . and another. . . and another. You can't keep up. You call for help, and people take turns fishing out child after child. You all work together to try to rescue as many kids as possible. One individual looks up and sees a seemingly never-ending stream of kids in the river and begins to run upstream. One of other rescuers hollers, "Where are you going? There are so many people that need help here." To which the person replied, "I'm going upstream to find out why so many kids are falling into the river in the first place."

As that person moves upstream and looks around, they notice that there are no warning signs on the river's edge and no protective barriers. There are bridges in various states of repair along the river. Some are strong, made of sturdy components. Others are weak and debilitated, with missing boards or flimsy railings. It doesn't surprise you that most of the kids falling in the river are crossing the poorly made bridges and those kids that live near or travel across the strong bridges are protected. Of course, all of the bridges could use more reinforcement, but it's easy to see which bridges need the most attention.

In the stream parable, we know that certain groups of people are more likely to fall in the river than others. They do not fall in because of individual weakness or intrinsic flaws. Rather, we know that some people are privileged to live in communities with strong bridges, usually made of high-quality materials that protect them from falling in the river and preventive systems that promote their education and awareness of river safety. How often are we looking upriver to see why the children are falling in and what is happening there?

Using the parable of the stream, the conclusions could be considered what is happening "downstream," while the recommendations could be considered how we need to look "midstream" and "upstream." The following conclusions and recommendations are based on the five Core Presentations, the two panel discussions, and the workgroup sessions centered around the four areas: "What did we learn from the Covid pandemic: **Social/Emotional Health; Education and Academics; Employment and Policies; and Collaboration and Partnerships.**" The recommendations are offered for consideration

and implementation by local schools and school districts, SEA's, OME, and other MEP decision makers and policymakers.

- 1. Social and Emotional Health.** States were caught off guard by the Covid virus. They were not prepared for the effect that it had on people's social and emotional health. In education, we only thought about the effect it had on the students, the pandemic also impacted their families, the educational staff including teacher and the MEP staff, and on the employers and employees that the migrant families were working for. We found that we were not discussing social emotional health enough in our programs and in our communities.

“Health is a resource for everyday life.”

- a. The conclusion for students is that they were worried about the impact that Covid had on their parents and their ability to work. They felt isolated because of Covid, due to the lack of contact with an adult/teacher/counselor. They really wanted to have a one-on-one time to share what was going on with them and with a person who would understand where they were coming from. Also, time to themselves to express their thoughts. They had a high stress level because of what was going on with them and their families. This has led to more referrals for counseling, lower academic skills, higher suicide rates, and domestic violence issues.

i. Recommendations to help the students.

1. Try and look at each individual student and see what their needs are, and how can you help and support them.
 2. Increase the social emotional services to the students both in and outside of the school and home setting.
- b. Families were hesitant to use the health services for fear of immigration finding out about them. Some did not want to get the vaccination due to their fear and their cultural beliefs. With these fears, families were not going to travel to places where they don't feel safe, especially those who were not properly documented. This led to some areas having less of a labor force to draw from.

Families were in basic survival mode when they did not know who to turn to or get help from. Loss of employment and connection to the basic needs was what families were facing besides worrying about their child's education. Parent engagement became important, especially for our migrant families, who were just focused on paying the bills and putting food on the table.

Finally, families did not know their rights and services that they could have access to receive support in navigating the systems to which they were entitled to. Prevention is something we sometimes focus on; however, maybe it is intervention help and support is what the families needed. The need to involve the families more and engage the parents so that the family becomes more involved in knowing where they can receive help at the school, at their workplace, and in the community.

i. Recommendations to help the families.

1. Need to spend a lot more time developing social emotional tools for both families and students as the academics are just what is getting taken care of right now.
 2. Need to include health and mental health services into the MEP program to address the needs of the migrant families.
- c. The social and emotional needs of the students and their families affected the student's education as well as the MEP staff was experiencing the same issues as the families they served. Schools and programs were recognizing that they need to address the whole child which became a challenge because of the high turnover in teachers and staff. Besides the student's academic and social-emotional needs, the support staff were affected by the trauma and fatigue of not knowing when they would be able to get back to some level of normalcy in the classroom. This led to loss of staff members due to burnout.

More resources were needed in the school for both the students and the school personnel. More social services were needed in the homes as well as additional counseling for social and emotional needs. Trauma-based services became a need for students, their families, and the educational staff, as was the hiring of social workers and mental health providers to work in the schools. Especially, trying to get more help for the rural areas who do not have the same access to these services they have in urban areas.

i. Recommendations to help Education and the MEP staff

1. Continue to provide more resources in the area of Social Emotional Learning (SEL).
 2. Invite experts to address issues with social emotional problems.
 3. Give teachers and staff mental health days that are built into the school year calendar.
- d. With our migrant families feeling the stress of the pandemic as mentioned above, the social and emotional stress also impacted their jobs and their employer. The employee (our migrant families) was experiencing stress due to factors outside of the family's control. Transportation, the cost of living, not moving as much as they were used to were just some factors the families could not control. Financial stress due to work inflexibility, babysitting for kids when they were no longer in school, and taking care of older family members were other non-controllable factors.

The employer needed to establish a network that assisted farmers and ranchers in time of stress that could offer a conduit to improving behavioral health awareness, literacy, and outcomes for agricultural producers, workers, and their families.

i. Recommendations to help Employers and Employees

1. Ensure that families and employers know what resources and services are available to them. They don't know what they don't know.

2. Network with other organizations, schools in the community, other agricultural businesses that can help the employer gain access to mental health services for their employees. Bring those services to the place of employment.

2. Education and Academics. The majority of participants at the symposium came from the educational sector, so there were a lot of conclusions to be made from what was shared. The conclusions for this section are broken down into 6 areas: educational gap; supporting student needs; staffing; parent engagement; programs and resources; and getting the word out.

- a. Schools did not know what to do when the government officials said that school was closed for the rest of the year. This forced the schools to use a virtual platform which many educators and students had to learn but not realizing that some students had limited access to technology. As virtual learning continued, teachers, parents and students were getting tired of having instructional learning that way and felt that it



Core Presentation

was important to get back to face-to-face in the classroom to better meet everyone's needs. The challenge for states and districts was that everybody was playing by different rules and making it tough to decide if they would go virtual only, in person learning only, or a hybrid of both. Students wanted to drop out of school since they saw little value in remote learning. As students returned to school from the virtual learning setting, there were evidence of academic and educational loss with the gaps getting larger as the students

stayed away longer. There were social and language gaps amongst their peers and the occurrence of more behavioral issues.

- b. Many students did not receive services or instruction because they had no access or supervision. Behavioral issues increased both in the home, in the community, and when they returned to school. Schools needed to spend additional time and support on students who were most impacted by loss in learning. This led to identifying support services for the students both in and outside of school. The time beyond the standard school day was important for students to gather, be represented, share, and participate in additional services and support. Checking on their well-being on a one-to-one basis is needed. Having a 30-minute conversation with an adult just to see how they are doing and what is really going on with them is important since all students have different stories and lived experiences. Programs like AVID help the students to look beyond high school. Bring in guest speakers to share stories and learn about possibilities for the students for the future after high school was important to remove any biases and creating an environment that supports the students.

- c. The main challenge to support the needs of the students was the lack of staff and a big gap on how teachers would provide instruction online. Added to this was the disparity in pay. People choose to go to higher paying jobs rather than work for the migrant program. Some were going to other school districts who paid more or other careers outside of education. In the migrant education program, there was a shortage of recruiters due to these factors. Transportation was an issue for recruiters somewhat due to the high cost of gas and with families settling out and moving, it created a larger recruiting area to cover by the recruiters.
- d. Parent outreach and getting them involved in their child's education was important. Engaging the parents help to keep the children engaged in their education at home. There was a need to create an awareness with the educators about what was going on behind the scenes in a student's life. There is a need to build that trust between the educators and the students so that they feel comfortable in speaking up, especially in a culture where they may not want to. Children are the key to getting their parents involved. The more the staff is involved in their students' lives, the more parents will be involved. This would add value to their child's educational experience.
- e. Connecting to other programs and resources became important for the MEP program to look into. The MEP program alone could not take care of all the needs of their students. Connecting to other title programs and piggybacking on other successful programs helped to build up the migrant program. The use of data to inform districts and schools to provide an awareness of the MEP program is needed. Disaggregating the data down to the different subgroups helps the school to see that they cannot forget about servicing the migrant students. Especially when it is part of the federal data reporting by schools and districts. This could help to create a need for state officials to make sure that the MEP program is included in the ESSR funds.
- f. The disaggregation of the data also helps to get the word out about the MEP program. There is a need to educate the districts about the strict guidelines for funding (supplement vs. supplant, mandatory PAC meetings) and the difference between the various grants. Besides educating the districts it was mentioned that approaching the school boards of education to educate them as well on Title I, Part C may help to get their support for the program as well.

i. Recommendations for Education and Academics

1. Get the State Superintendent and the school board to see the value of multi-lingual learners and how to close the gap in learning for them.
2. Take our educators into the farmworker environment where they would feel isolated and could not communicate. The general population, not just the schools, have no idea of the contributions of the families that we serve.
3. Since we cannot predict when the pandemic will end, we need to put ourselves into position to be proactive and recognize the challenges ahead. Engage students and their families to be connected to the school.

4. Continue to help students to transition back into a face-to-face classroom setting since families and their kids are nervous/scared to return to the classroom. Provide more tutoring help and summer programs which will help with the closing of the educational gap.
5. At the beginning of the school year when the syllabus is coming out, schools could include information about resources that are available to students and their families that they can access.

3. Employment and Policies. The pandemic had an effect on the employers and their employees that they were not prepared for. Technology had a big effect on the industry and along with the pandemic caused a decline in the labor force. As the labor force changed due to movement within and outside of the United States, new policies had to be created and current ones needed to be updated with the changing times.

- a. The advancement in technology had an impact on farming. The technology used showed up in many forms, such as: Remote Sensing; Drones; Camera Imagery; and Robotics. This led to a reduction in the workforce which could have played a factor in the drop in number of eligible migrant students with families being replaced to do the work. The dairy industry was affected by the use of technology which took over more of the jobs due to the availability of the labor force and the cost of labor.

- b. As the work force changed, more farmers were bringing in H-2A workers who would not bring their families and whom most were over the age of 22.

Growers and labor contractors purposefully did not bring in workers between the ages of 18-21 years of age because of their immaturity. A

“Putting together information to educate the growers themselves on how they can benefit from services.”

lot of these H-2A workers are not here to get an education, and they just wanted to work and not interested in what the MEP program had to offer them. Now that H-4 visa program allows the workers to bring in their families, this becomes a vehicle for the MEP program to connect with the workers

Data showed that recent immigrants who were coming in are more highly educated than in earlier years. They found jobs in industries involving computers, mathematics, and science. Workers were going into other jobs that pay more and offer higher differentials.

Farms were having a hard time finding workers as other jobs are paying more. The middle size farmers may not be here anymore, while the small farms may be doing it for love, or they may go away too as well. Small farms are also selling their land for other non-agricultural businesses or to be bought out by the bigger farms. Corporate farms are the way people are going. Company that retail products do not want to have bare shelves. Some families are settling instead of moving but when affordable

housing disappears near a large farm employer, fewer workers can afford to live there so they are moving elsewhere.

- c. What people did not realize is that the Covid pandemic also had an effect on the farms, due to restaurants closing down along with schools who would purchase the farm products. Immigrants were returning home to their families when Covid hit. Farms had to work closely with the health care industry to get their workers vaccinated in bunches and isolated if they contacted the virus. There seems to have been a misconception amongst the general public and state/federal officials about the difference between a migrant farmworker, asylee, immigrant, and ESL. This terminology seems to be inclusive of all and used interchangeably.
- d. Due to the pandemic, changes to policies needed to be made and more support in federal dollars were needed to keep the farms operating. If robotics continues to increase in the future, it may be necessary to revisit the definition of a migratory worker. Expand the definition of a migratory agriculture worker to include other people. If it is in the U.S. Agriculture data, then we should use those areas when defining the worker. If we want to continue to grow the migrant program, we will need to change the definitions of who is a migrant worker; the length of eligibility; what makes a person eligible.

The government stepped in to help the farmers with programs and subsidies to support them during the pandemic. Although this did not solve the problem of the loss of crops due to climate change and the decline of the workforce, it did help some farms to stay open and not close entirely.

i. Recommendations for Employment and Policies

1. Need to be consistent across the board when referring to the population that we work with. Instead of using the term “migrant” we need to be using the term “migratory.”
2. Re-think the 3-year migrant eligibility period under Title I, Part C, or at a minimum, reconsider who qualifies for the migrant program and services. This will likely have an impact on fundings and allocations. Maybe OME can help with plans and structures in place to support each state in collaborating with other agencies and organizations. OME should also try and engage all states in discussion concerning the future of farming and its impact on the migrant population, including recent refugees, asylees, immigrants, etc.
3. Educate the workforce about MEP and the services that are provided. Connect with the local farm bureaus in your state is a good start.
4. Continue to establish a relationship with the farmers. Maybe they can contact the schools to let them know that they are having workers coming in, especially those that are H-4 visa workers who will bring their families with them as well.

4. Collaborations and Partnerships. Sometimes programs overlook this area of support and feel that they have to take care of the family’s needs themselves with little resources available to them. In looking at partnerships we need to develop a relationship first with those that you want to work with. In collaborating with other organizations, it is important to know what each one brings to the table to support the needs of the migrant families. Here we will look at data analysis, identification, and networking.

- a. Schools and programs need to have a system in place to be able to gather data about their migrant students and their families. Once they are able to gather their data, schools and programs need to identify the areas that they need to address like grade levels, cultures, language, etc. With this information, schools and programs can identify who are the internal, external and new partners.
- b. There was a need to identify agencies that can address the needs that we can’t in MEP. Develop a clear mission and look for a genuine commitment from those who will be involved in helping the families. Maybe start off with an MOU so roles are clarified.

Partnerships can transform communities and result in positive impacts that are not achievable alone. Successful programs involved talking to the child to reach the adult, while programs are usually concentrated to reach the adult/parents.

“Parents want the best for their child.”

c. The challenges from the pandemic have forced us to collaborate with local, state, and neighboring states (regions) to help each other serve students/families in a better way. We have had to seek out new things, as the old ways didn’t always work. The employee turnover has created challenges in the follow through with services.

There is a need to reach out to Community Based Organizations or an umbrella agency to help to put all the information together and to make connections with like-minded organizations. Partnerships with churches, preschools, health care agencies, and agencies that help with food insecurity could benefit the families.

i. Recommendations for Collaborations and Partnerships

1. Market the MEP program. Start with a communication plan. The clearer and better you can make the program helps to make the program visible to all and to get help to the families. Be more intentional to use the tools that are already out there.
2. Reconnect to all the businesses that the program had prior to the Covid pandemic. Get back to forming those relationships again.
3. Building effective partnerships as mentioned by Dr. Ramos in her presentation. The six areas are:
 - a. Establish the need.
 - b. Understand your/your organization’s capabilities and identify complementary services/resources that can be shared with your community of interest.

- c. Set a clear vision and outline roles and responsibilities.
- d. Find the right cultural fit, align on key goals, and dream and grow initiatives together from the beginning.
- e. Invest the time, people, and resources to manage the relationship.
- f. Embrace flexibility and navigate obstacles together.

FOLLOW UP TO THE SYMPOSIUM

5

Webster’s Dictionary defines a “symposium as *“a formal meeting at which several specialists deliver short addresses on a topic or on related topics.”*”

Through their strategic plan, IMEC can continue to play a leadership role in advocating and gathering information to aid policy makers as requested or be a partner in a collaborative effort of like organizations who are trying to address the same issues. The Proceedings report will be presented to the IMEC’s general membership during their January 2023 meeting, and again at subsequent meetings to encourage discussion and determine further action based on the outcomes and recommendations reported from the symposium. IMEC will post the Proceedings Report on its website and share this document with OME.

As in previous symposiums and as a follow up to this symposium, a committee or work group of IMEC members or their designees along with like partners/organizations should be convened to consider policy implications for SEAs, LEAs, and avenues to work with OME to jointly address action items. The group should know what each member brings to the table and come up with shared timelines, who should be responsible for what, and which deliverables should be developed from these meetings. Outcomes from this can also be used to revise and support future updates to IMEC’s Strategic Plan as well as future collaborations and partnerships.

Please see the list below of Symposium participants as well as a list of websites links mentioned throughout this document.

- Interstate Migrant Education Council – Francisco Garcia (Executive Director), Nancy Wiehe (Senior Project Associate)
<http://imec-migrated.org/>
- U.S. Department of Education, Office of Migrant Education – Tara Ramsey (Director)
<https://www2.ed.gov/about/offices/list/oese/ome/index.html>
- Fruits of Labor – Ashley Pavon (Student)
[FRUITS OF LABOR \(fruitsoflaborfilm.com\)](http://fruitsoflaborfilm.com)
- Titan Farms – Chalmers Carr III (Owner and Operator)
www.titanfarms.com
- University of Nebraska Medical Center, College of Public Health, Center for Reducing Health Disparities – Dr. Athena Ramos (Associate Professor)
[Athena Ramos, PhD, MBA, MS, CPM | CRHD | University of Nebraska Medical Center \(unmc.edu\)](http://Athena.Ramos,PhD,MBA,MS,CPM|CRHD|UniversityofNebraskaMedicalCenter(unmc.edu))

- Washington Office of Superintendent of Public Instruction, System and School Improvement – Veronica Gallardo (Assistant Superintendent)
[System and School Improvement | OSPI \(www.k12.wa.us\)](http://www.k12.wa.us)



Supporting the student



Interstate Collaboration

“We need to be more proactive about trying to influence change rather than reactive.”

REPORT APPENDICES

6

Appendix A - Symposium Agenda

Appendix B - Interstate Migrant Education Council Symposium Evaluation Summary

Appendix C - Summary of Panel Discussions

Appendix D - Summary Audience Questions for the Core Presentations



Best Practices



Gathering Knowledge



Always great to see friends!

“Give the students the tools they need to make informed decisions about their future.”

APPENDIX A: Symposium Agenda

IMEC Symposium Agenda Day 1: Wednesday, September 14, 2022

Time	Activity	Speaker(s)
8:30 am - 8:45 am	Welcome and Opening Remarks	Carmen Medina
8:45 am - 10:00 am	Core Presentation #1 – Student Speaker	Ashley Pavon
10:00 am -10:15 am	Transition to small groups	Carmen Medina
10:15 am -11:30 am	Workgroup discussion	
11:30 am -1:00 pm	Lunch (on your own)	
1:00 pm -1:30 pm	Core Presentation #2 – Presentation on Education-Academics, Social/Emotional	Veronica Gallardo
1:30 pm - 2:45 pm	Panel Discussion featuring State and Local Superintendent; State Migrant Education Director(s)	Veronica Gallardo Doug Boline
2:45 pm - 3:00 pm	Transition to small groups	Carmen Medina
3:00 pm - 4:15 pm	Workgroup Discussion on Education- Academics and Social Emotional	
4:15 pm - 4:30 pm	Transition to ballroom	
4:30 pm - 5:15 pm	Presentation from OME Symposium Adjournment	Tara Ramsey Carmen Medina
5:15 pm - 6:15 pm	Networking Reception	



IMEC Symposium Agenda Day 2: Thursday, September 15, 2022

Time	Activity	Speaker(s)
8:00 am - 8:15 am	Welcome and Summary from Day 1	Carmen Medina
8:15 am - 9:30 am	Core Presentation #3 - Presentation on Employment, Ag, Legislation	Chalmers Carr III
9:30 am - 9:45 am	Transition to small groups	Carmen Medina
9:45 am -11:00 am	Workgroup discussions on Employment	
11:00 am -11:15 am	Transition back to ballroom	
11:15 am -12:30 pm	Core Presentation #4 - Presentation on Coordination, Collaboration & Partnerships	Dr. Athena Ramos
12:30 pm - 2:00 pm	Lunch provided by IMEC	
2:00 pm - 2:15 pm	Transition to small groups	Carmen Medina
2:15 pm - 3:30 pm	Workgroup Discussion - Collaboration and Partnerships; Key Takeaways	
3:30 pm - 3:45 pm	Transition to ballroom	
3:45 pm - 4:30 pm	Panel Discussion of State Directors	Tomas Mejia (CO) Adam Pitt (IN) Judy Gries (ND)
4:30 pm - 5:00 pm	Closing Remarks, Evaluation, and Adjournment	Francisco Garcia Carmen Medina



APPENDIX B: Interstate Migrant Education Council Symposium Evaluation Summary

“Moving Forward: Strategies to Thrive Not Just Survive”
September 14th & 15th, 2022
Clearwater, Florida

51.3% of the participants turned in an evaluation form at the end of the symposium.

(Please check all areas that apply to your current job position)

1. 3.3% Federal 63.3% State 15% Regional 0% Local 3.3% Other (specify: Higher Education; Consultant) 11.7% Multiple Response 5% Blank Responses
2. 30% Administrator 33.3% Director 0% Teacher 1.7% Practitioner 21.7% Other (specify: State Representative; Program Consultant; Coordinator – 2; Migrant Education Specialist; Specialist; Principal Consultant; Communication Director; Consultant; Data Specialist; Grants & Family Engagement Specialist; Migrant Liaison; ID&R) 11.7% Multiple Response 3.3% Blank
3. 80% Migrant Education Program 1.7% Non-Migrant Education Program 3.3% MEP/Non-MEP 6.7% Other (specify: General Policy; HEP/CAMP; Federal Programs; Senior Leadership) 3.3% Multiple Response 8.3% Blank

What was your desired outcome for this symposium prior to your attendance this week?

The top 3 responses were:

- Learn more info (40%) – Learn more about the MEP program and how states run their programs. Learn new topics and/or information that is related to MEP and the families they serve.
- Networking (23.3%) – Networking with other state directors and programs that are similar to their programs. Gather updated strategies and best practices to help their program.
- Connections (23.3%) – Connect and reconnect with colleagues and share resources and best practices.

Did the symposium meet your desired outcomes? (Please elaborate)

All who responded to this question said that the symposium met their desired outcomes. The majority of the responses said:

- They liked the presenters and the discussions that followed.
- Also liked the format of the symposium with the presenters, discussion groups, and time to network.

- They were able to connect and network with others. They were also able to gather information and strategies to help their program.

What was something that you enjoyed about the symposium?

The majority of the responses said:

- Enjoyed each of the presenters and the small group discussions that followed. The presenters all brought a wealth of knowledge to share with the group.
- Enjoyed the variety of topics and insights that were not only provided by the presenters, but by their colleagues as well.
- The networking time and the ability to interact with other states.

What can we do better to improve the symposium?

- Invite other role groups outside of educators, such as, policy makers; parents; students, LEAs, Agribusiness, etc.
- Facilities – It was hard to hear in the room during small group discussions with everybody talking at the same time. More physical space to spread out between tables. A discussion board for people to post messages for participants to respond.
- Agenda – Send out the agenda ahead of time. Build in time in the agenda for people to check out of the hotel. Highlight other areas and topics that are related to challenges, barriers, solutions that states are facing.

Other thoughts?

- Thank you and appreciate the work that went into planning a successful symposium.
- Need to diversify the membership, topics presented as well as the attendance at the symposium and at IMEC regular meetings.
- Enjoyed the format of the symposium and the agenda.

APPENDIX C: Summary of Panel Discussions

Wednesday 1:30 PM – 2:45 PM Education Panel Discussion: Veronica Gallardo (WA), Doug Boline (KS); Facilitator: Tomas Mejia (CO)

- 1) Provide a brief snapshot of the education of migrant students in your state, district and/or program pre-COVID.**
 - a. Kansas took a hit on their funding because their numbers were down when ESSA came in.
 - i. Cut their districts and changed their rules on who could qualify for funds.
 - ii. Focus on summer school and be able to recruit was a requirement for funding.
 - b. IMEC projection of the funding they were going to be was spot on and helped them with their planning for cuts when it did happen.
 - c. Washington state's systems approach to migrant education, less ambiguity to districts.

- 2) On a worldwide basis, we are all aware how COVID affected the K-12 educational system, especially in the USA. Please share what challenges you faced during the pandemic that hindered the efforts in providing educational support/services to the migrant students and families in your state, district/school, and/or programs.**
 - a. Kansas was caught off guard by the COVID virus. What are you going to do when the governor said that school was closed for the rest of the year? Utilizing the virtual platform. The challenge was everybody was playing by different rules in deciding if they would go virtual or in person learning. Parent Zoom meetings once a week covering a variety of interest areas. What can we provide that the family needs. Use migrant funds to ensure all kids had computer tablets.
 - b. In Washington, the challenge was the political belief system in the state during the COVID virus. Half the state views it one way, and the other views it differently. Design support system wide that is non-negotiable for the districts. Local control can be very challenging to implement, tried to have an impact on the local school boards. Updates provided in bulletins. Providing PD for school board members has been very impactful.

- 3) When the students returned to school in-person, did you observe changes on the students and school personnel? What were the significant changes identified affecting their performance?**
 - a. Yes. Kansas students were impacted by the learning loss due to COVID. Not sure what caused it but there was a lot of issues that impacted the student's learning. Many students did not receive services or instruction because they had no access or supervision. Best teachers in the state met to develop lessons for other teachers to use. Lot of behavioral issues of students increased and an increase in identifying students who are SPED.

- b. Washington's impact was the students came back to school with uncertified teachers. Write state policy in bulletins for superintendents to follow. Families were informed of rights and services that they should have. Big gap was how teachers would provide online instruction. Online instruction was optional, and the hybrid programs needed to be developed. Teachers did not know how to instruct online in the hybrid model.

4) Please share the strategies that helped you transition from COVID restricted education practices to the return in-person school day and how these strategies contributed or not, in providing high quality education to migrant students.

- a. Kansas relied on their team to find out if this was a problem, which it was not. The relationships that were formed during COVID helped with the students going back to school. Kansas CNA was parents were wanting the social emotional piece to help the kids going back to school.
- b. Washington was supported through the increase in funding for the dual language program. Also, because of the nursing program, the students were able to go to school and to summer programs. Increased the social emotional services to their students which helped. Washington was in tuned to the social emotional needs of the students.

5) Due to the pandemic, the federal government released additional funds to the SEAs to address student learning loss and the social emotional effect caused by the pandemic. Knowing that the MEP funding is supplemental, how did your state/LEA coordinate with the MEP the use of funds to avoid duplication or/and supplanting of services for migrant students?

- a. Kansas was put in charge of ESSR funds, so he knew what kind of fiscal support that. Need to figure out how to support the needs of the family. District had to show how they were going to spend the fiscal funds. How to support the migrant efforts so that you do not supplant but supplement services. Making sure transportation is provided if needed. Sunflower (specific to Kansas) application online providing events and activities for families. Home visits, coordination with other agencies.
- b. Washington funding had to be braided and integrated. Districts must meet state plan based on ESSA.

6) In conclusion, share a lesson learned from the past couple of years dealing with the pandemic, that has been helpful and beneficial to move forward the education of migrant students?

- a. Kansas has become very flexible, nimble, think on their feet, and adapt to what is happening. Utilizing the materials from the consortiums of which they are a part. How do we respond and how do we respond quickly?
- b. Washington learned to be frequent with their communication. Needed to find staff who were specialists.
- c. Hire good people and let them do their job.

- d. Mentioned the book: *Tinkering Toward Utopia Tinkering toward Utopia: A Century of Public School Reform*. It is a history of American public-school reform written by David Tyack and Larry Cuban, published by Harvard University Press, 1995.

7) Questions from the room

a. How do you address the school board?

- i. Have no control or say in it for Kansas.
- ii. Washington state is divided depending on the political views. State Superintendent has worked with the Governor to ensure that the school boards are all in place and they will not tolerate any changes or deviation on servicing the students.

b. How do you collaborate with other programs for students who do not graduate from HS.

- i. Washington funded OSY navigators to provide the support with organizations to provide additional support. Work with Washington State University on how to work with students who are like OSY.

c. State budget and support for English Language Learners. How do you handle it when the funds are not available? Any strategies to support Dual Learner?.

- i. Washington has a set amount from the federal level. Additional funds at the state level for multi-lingual learners. Advocating at the community level.
- ii. In Kansas, the state funding has been going up in the past few years. Federal funds are limited so don't commit yourself to adding anything to your program should the funds not be there later. Districts to come out of the pandemic and how they come out stronger after it.
- iii. Get the Superintendent to see the value of multi-lingual learners and how to close the gap in learning for them. (Washington)

d. How do you navigate resistance from school districts?

- i. Either you are on board or not or we will cut your funding. (Kansas) Offering PD to the districts.
- ii. Politics are Washington's thing. If she has resistance and works with the community partners and statewide organizations to work with legislation to shift their mindset.

Thursday 3:45 pm – 4:30 pm MEP State Directors Panel Discussion: Tomas Mejia (CO), Adam Pitt (IN), Judy Gries (ND); Facilitator: Brad Whitman (PA)

1) As an MEP State Director, what key take aways are you taking back from this symposium that will help you with your MEP program?

- a. North Dakota – Networking helpful, we need to know what is available for health.
- b. Colorado – Need to have more staff in front of parents and students, develop additional collaborations, need to find more kids to meet their needs,
- c. Indiana – Farm presentation powerful, have a parent conference tomorrow

2) How do you plan to implement them?

- a. Indiana – One of the things they do well is collaborate. What they do is a mini meeting similar to what IMEC is doing with their directors.
- b. Colorado – Small discussions learned how states are structured. What we do impacts how we deliver services. Need to see what is best for the students and their parents. How it is structured is what matters. 5 regions but we have “One Colorado MEP” is what he likes to say. How do each of our regions explain how they implement migrant education. Implementation plan is what he is working on to see how they are the same so that families see the program as “One Colorado MEP,” and the branding of it. Regions coming together as one unit for the state.
- c. North Dakota – Working with your staff on a continual basis. One region. Only a summer program but work on the program year-round. What is working and what is not working. Collaborating on migrant with her staff even though they are in different parts of the state. Rely on the regular schools to help with their finding of the migrant. Nice to have good relationship with the schools and staff.

3) What challenges will you face in MEP moving forward to “thrive and not just survive”?

- a. *North Dakota* – All the collaboration we have, but some do not have the same opportunities in their state but maybe something similar. The main challenge is the lack of staff. Time to make new collaborations since the pandemic.
- b. *Colorado* – Same barriers like North Dakota. Time will always be a barrier. Better communication with all so that it can get out to all to help the families. Connecting to all the businesses that they had prior to COVID. Getting back to those relationships. Turnover of staff at the state, regional, and school level. Train everybody up and down and to improve services and their salaries.
- c. *Indiana* – Shift in the student population. Not seeing the standard migratory pattern as they were used to seeing. Be more creative and the services provided. Flexible. Engaging students and families to be connected to schools. Put yourself in position to be proactive since we cannot predict the pandemic. Recognize the challenge and be proactive.

Questions from the audience: How people like her can help those who need help?

Marketing the program. The clearer and the better you can make the program visible. Maybe we need to have a communication plan. Be more intentional in using the tools that are out there

APPENDIX D: Summary of Audience Questions for the Core Presenters

Day 1 - Wednesday, September 14th, 2022

8:45 AM – 10:00 AM (Core Presentation #1 – Ashley Pavon and “Fruits of Labor”)

Given that migrant educators that have limited time with students, what can they do to help students? Just have a 30-minute conversation with them just to see how they are doing, and what is really going on with them since all have different stories.

What are some of your thoughts of your friends and their healing process? How can schools do a better job of engaging migrant families even when they are working? Financial trauma that they will always stay in poverty and all they need is the basic needs. Time for families to come in to the school to get help.

Rural districts what can help them with discrimination in districts? Get the link of the packet to send it out to the people. Link to the documentary.

Would it have been helpful to have somebody to come to work with you individually? Did not know about the migrant program until after the film. Beginning of the school where syllabus is coming out but maybe include information about resources that available to students and families that they can access. Afterschool maybe hard for families to attend but maybe once a week or once a month for families to attend.

What other small or large barriers in the school that we can help get through? Time to express themselves, like the 30 min meeting. Emotional space of what they use. Like their own personal journal.

Is transportation an issue to get to school activities? For her, no. Her cousins did have a problem moving around. No internet connection to do things online. Having clean clothes like have monies to wash clothes is another issue.

What your typical day of work? 7 pm go to work to work on the strawberries to pack for schools. 10 – 12-hour shifts. Get transportation to home around 6 am. Some would stay home and sleep. She would go to school and sometimes because she would fall asleep. Work the whole summer to make money so that she does not ask her mom for financial help and support.

- Ashley suggestions for supporting students – AVID, building relationships with students.
- Ashley suggestions for removing biases and creating schools that support students – guest speakers to share stories and learn about possibilities for the future after high school, the materials that support the documentary,

- Ashley suggestions for educational and supportive services for migratory children. Hard to get into programs and clubs, but extra time beyond school is important for students to gather, be represented, share, and participate in additional services and support.
- Many students have financial trauma. They suppress their feelings. Never had little self-reward moments. Felt like she was never being recognized.
- In-home versus school-based services. Students are the biggest advocates for their families. Have support services available at the beginning of the school year.
- Barriers in school: Time for communicating with school staff and being able to express themselves, having clean clothes so students can attend school.
- Children are the key to getting their parents involved. The more staff are involved in their students' lives, the more parents will be involved.

1:30 PM – 2:45 PM (Panel Discussion: Veronica Gallardo, Doug Boline; Facilitator: Tomas Mejia)

How do you address the school board?

- Have no control or say in it in Kansas.
- Washington state is divided depending on the political views. State Superintendent has worked with the Governor to ensure that the school boards are all in place and they will not tolerate any changes or deviation on servicing the students.

How do you collaborate with other programs for students who do not graduate from HS.

- Washington funded OSY navigators to provide the support with organizations to provide additional support. Work with Washington State University on how to work with students who are like OSY.

State budget and support for English Language Learners. How do you handle it when the funds are not available? Any strategies to support Dual Learners.

- Washington has a set amount from the federal level. Additional funds at the state level for multi-lingual learners. Advocating at the community level.
- In Kansas, the state funding has been going up in the past few years. Federal funds are limited so don't commit yourself if the funds are gone later. Districts to come out of the pandemic and how they come out stronger after it.
- Get the Superintendent to see the value of multi-lingual learners and how to close the gap in learning for them. (Washington)

How do you navigate resistance from school districts?

- Either you are on board or we will cut your funding. (Kansas) Offering PD to the districts.
- Politics are Washington's thing. If she has resistance and she works with the community partners and statewide organizations to work with legislation to shift their mindset.

4:15 pm – 5:00 pm (Remarks from OME; Conclusion for the day)

When will we have a focus on helping students after post-high school?

- Referenced to Ashley's presentation. A lot of states do not have CAMP programs. Maybe collaborations with community college, tons of federal programs that help students who are struggling. Try and look at each individual students and what are their needs. Going to take a lot of time and effort. How to work on bridging with other programs to help the students go beyond high school.

Clarifying questions. MPO's target math and reading scores on state assessment. Do we want to move back to state assessment to align to the GPRA's or are we doing ok with what we have?

- Go back to statue and make sure you are aligning to the statue for the MPO's. MPO's need to impact the GPRAs.

Day 2 - Thursday, September 15th, 2022

8:15 AM – 9:30 AM (Core Presentation #3 – Chalmers Carr, Titan Farms)

Do you see any changes in the industry in the future.

- The dairy industry is being affected by technology. More take over because there are no labor. Due to lack of labor and the cost of labor.
- American workers do not want these jobs.
- Bringing families is important to the workers.
- Farmers are more interested in improving conditions for workers.

How have you collaborated with schools for the H-4 workers?

- Basically, call the schools to let them know that they were coming is all that they could do.

What advice would you give us to work on long the side with the farmers for identification of family?

- The employers are now having to adapt to open their doors where in the past they would not allow you to come in. Speak at labor meetings to get the word out. Also, international organizations that can help.
- Local farm bureau is one of the best contacts.

What advice would you have to work with farmers to rebuild that relationship?

- Food safety protocol is something you will need to know and be trained on.
- Farm labor contracts are where your true migrant families are contracted. About 1/3 of workers are employed through farm labor contracts.
- Need to talk to farm labor contractors versus site specific employers.

What was the challenge with implementing the H-2A workers?

- Wages are higher now. Communities have embraced these workers. If the program can be expanded year-round then the amount of the people coming in will explode.

What are your opinions on agriculture in the US?

- Family farms will continue to exist.
- The middle size farmer will not be there anymore. The small farms will be doing it for love. Corporate farms are the way people are going. Size and scale have an impact since Covid. Retail companies do not want to have bare shelves. Small farms will go away as people in the next generations may not want to do the work.

Do you find a change in age of the H-2A workers?

- 2007 we had 40% new workers came in. The workers are not starting to come back. The younger generation's work ethic has changed. Look for those who are the 28 -35-year-olds, possible with families. When they have responsibilities, they tend to be better workers.

Speak a little of water shortage?

- A lot of challenges are ahead because of the water shortage. Example: what is going on in California. Will change production habit but will drive up the cost of products.

Overtime restrictions?

- Only two states have restrictions. Alter restrictions for families which will affect their income of the worker.
- Overtime is not required unless workers handle money.
- Employers can't pay overtime.
- Heat restrictions also affect the ability to work.

11:15 AM – 12:30 PM (Core Presentation #4 – Sue Henry and Dr. Athena Ramos)

How has the coordination with the MEP program in Nebraska and other agencies of trying to get families the services they need? Make connection on an individual case basis.

Talk about formal or informal partnership. Individual or group partnership. Consider do you know each other or formal or informal relationship. Can start with an MOU so you know who will do what.

Reading materials – *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States. They Leave Their Kidneys in the Fields.*