

# IMEC

Interstate Migrant Educational Council

The National Policy Organization Advocating for the Nation's Migrant Children and Youth

Spring 2013

## Consortium Incentive Grants (CIGs) Collaboration and Coordination Initiative

by Bob Lynch, Former National PASS Coordinator

The Migrant Education Program (MEP) community is very fortunate, indeed, to have the resources and joint expertise available through Migrant Education Consortium Incentive Grants (CIGs). These grants are authorized by section 1308(d) of the Elementary and Secondary Education Act of 1965 as amended by the No Child Left Behind Act of 2001. Through this program, the Department provides financial incentives to State Educational Agencies to participate in high quality consortia that improve the interstate or intrastate coordination of migrant education programs by addressing key needs of migratory children who have their education interrupted. Coordination and collaboration are important aspects of each of the funded projects. Coordination and collaboration among the projects are also encouraged and required by the Office of Migrant Education. In response to this directive, the Strategies, Opportunities, and Services for Out-of-School Youth (SOSOSY) has been designated to take the lead in this endeavor with the other funded MEP CIGs, particularly on behalf of migrant out-of-school youth.

It is anticipated that this collaboration will include, but not be limited to, hosting conference calls and webinars for joint communication, and sharing effective practices across CIGs. Three of the four funded grants are expansions or enhancements to previous projects addressing reading, math, and out-of-school youth. The new focus for this round of funding is a project addressing the absolute priority of "services designed to expand access to innovative educational technologies intended to increase academic achievement."

### The funded projects include:

Math MATTERS (Math Achievement through Technology, Teacher Education, and Research-based Strategies) project goals, measurable outcomes, and activities were designed for the most mobile students enrolled in summer programs. The overarching goal is to improve the math skills of migrant students through scientifically-based instruction, technology integration, professional development, and parent involvement. (The Lead State is TEXAS.)

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## IMEC Mission

The mission of IMEC is to advocate policies that ensure the highest quality education and other needed services for the nation's migrant children.

Strategies, Opportunities, and Services for Out-of-School Youth (SOSOSY) is designed to build capacity in states with a growing secondary-aged migrant out-of-school youth population.

(The Lead State is KANSAS.)

Innovative Educational Technologies to Improve Interstate Coordination and Support Educational Continuity and Achievement for Eligible Binational Migrant Students (InET), is designed to expand access to innovative educational technologies to increase the academic achievement of migrant education eligible binational students.

(The Lead State is NEBRASKA.)

Migrant Literacy CORE Evaluation is designed to develop, map to Common Core Standards, pilot test, and revise reading tutorials (in English and Spanish) that target key foundational reading skills at the emergent level.

(The Lead State is UTAH.)

A workshop proposal for presentation at the 2013 National Association of State Directors for Migrant Education Migrant Education Conference has been submitted for consideration. The presentation, if accepted, will provide an open discussion to explore ways that each of the CIGs can support each other in serving migrant children and youth. Resulting from the discussion, ideas and future coordination and collaboration initiatives will be formalized. Anyone interested is encouraged to attend and participate in this discussion.

As the lead state for SOSOSY, Kansas requested that Bob Lynch to facilitate these efforts. Bob has recently retired as director of the Geneseo Migrant Center and the National PASS Center. While involved in all aspects of the Migrant Education Program, from infants to adults, he has focused his work in the area of services to secondary-aged migrant students, both in-school and out-of-school. His experiences in working on many inter/intrastate coordination initiatives should be an asset to this project.

While this coordination/collaboration initiative between and among the funded CIGs is in its infancy, initial discussion has already begun to share curriculum and other materials and link web sites. There have also been past examples of coordination and partnership between the CIGs, such as the development of the Math On the Move pre-GED math program which was a joint effort of the math and out-of-school youth consortiums.





From left to right: Ralph Romero, Guadalupe Bermudez, Jose Bermudez Altamirano, Raul Altamirano and Kari Klein.

## Arizona

by Ralph Romero, Deputy Associate Superintendent,  
AZ Department of Education

It's hard not to get excited about traveling to a place where the word "grand" is written right into the state motto. Arizona, known as the "Grand Canyon State," is the second fastest growing state in the U.S. and the site of the January 22-25, 2013 IMEC meeting. Ralph Romero, the Arizona State Migrant Education Program Director, will play host in Phoenix, officially the sixth largest city in the nation. Unofficially - and perhaps more importantly - it is one of the warmest locations in the middle of this year's winter snowstorms.

Historically, that warmth has not been known for drawing IMEC members, but as one of the five "C's" of Arizona's economy: cooper, cotton, citrus, cattle, and climate. The same climate that has created optimal conditions for a strong agricultural industry has also lured migrant workers for many years to jobs in lettuce, corn, melons, chilies, onions, tomatoes, peaches, pecans, and dates, and citrus. Since Arizona's agricultural industry is located primarily in the southwestern part of the state, approximately 85% of Arizona's migrant students reside in Yuma County. The remainder of the state's migrant families works in agriculture and dairies in Maricopa County, the center of the state, or in Cochise County in southeastern Arizona.

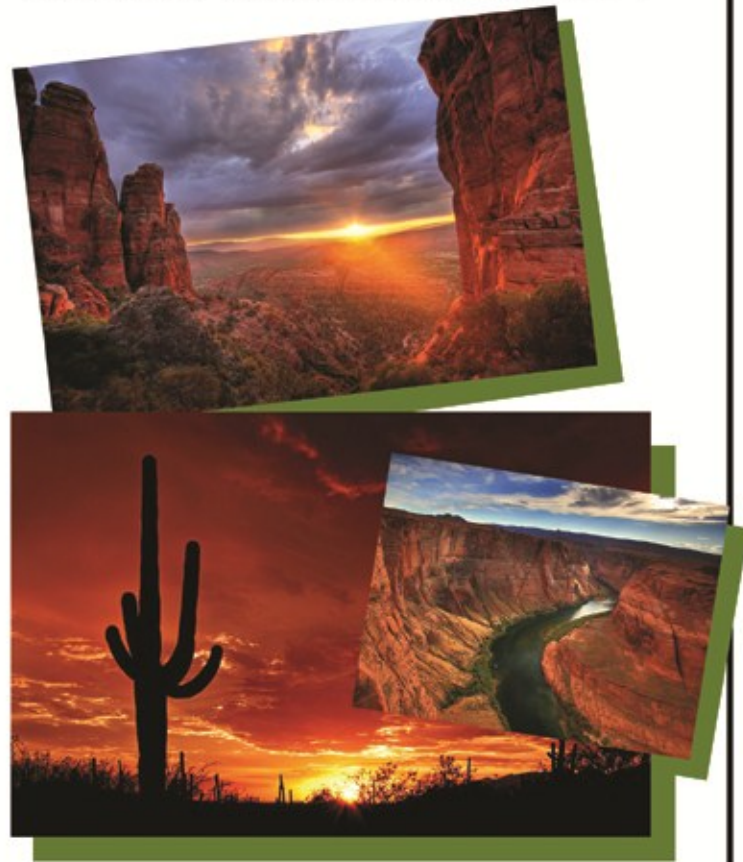
Beginning in the early 60's, however, Arizona's economy began to change and the emphasis shifted toward the three "T's" - trade, tourism, and technology. In spite of the reduction in agriculture, Arizona's migrant program had an increase of fifty migratory students in Category One for the current reporting period for the Consolidated State Performance Report (CSPR) and an increase of 206 migratory students in Category Two. The increase in migrant counts is attributed to committed and aggressive ID&R efforts at the SEA and LEA levels.

The State Education Agency sub-contracts with thirty-three school districts for identification, recruitment and delivery of educational services to migrant student population. For many years, Arizona's migrant students had a higher graduation rate and a lower dropout rate than the non-migrant student population. Those statistics changed this year. The Arizona Department of Education's Migrant Education Program office is reviewing the issue to determine the cause of the shift.

Arizona has been identified by the REACTS (Records Exchange Advise Communication and Technical Support) Team as number two in the country in creating users for the Migrant Student Information Exchange (MSIX) and listed as number four in most users accessing MSIX.

Although no one knows for certain the meaning or how the state received its name, there are four theories on the origin of the name "Arizona":

- ALEH-ZON – a Papago word meaning "Young Spring";
- ARIZONAC – Indian words for "Small or Few" "Spring or Fountain" ;
- ARIZUMA – Aztec word for "Silver Bearing"; and
- ARIDA, ZONA – Spanish word for "Arid", "Zone".



## What's Next?

by Pat Hayes, Chair of IMEC Board

I've been a member of IMEC for a very long time. In fact, I can hardly remember a time without IMEC in my life. As the saying goes, "It's been the best of times; it's been the worst of times." Mostly, it's been the best of times. We work hard at what we do, we care about our children and families, we struggle with difficult issues, and we come together to do the best we can under sometimes difficult situations.

But, is it enough?

A few years ago, I heard a speaker at a migrant conference say "Education is a social contract we make with children that life will be better. Unfortunately, second and third generation migrant children don't buy it. Our students need to have a future orientation. They must be able to look forward to a better life, and more importantly, to know that education is the way to that better life.

How does this thinking influence the way we do our work? The world our children are facing is very different than the world we knew in our formative years and continues to change so rapidly that we can hardly keep up. We are fortunate in many ways. It appears to me that we will become even more important in the national conversation as the years roll on.

Francisco Garcia, IMEC's Executive Director, and Gary Schmucker, the former Chair of the IMEC Board, have positioned us through their leadership as a credible organization with a talented and committed membership. We are ready to address the challenges. Bring them on!

I wish I could tell you that all our wishes and dreams will come true. I am a half-full girl, but even I don't believe that story. But what I do know is we have the heart and the will for this work. Thank you for your confidence in me. I will do my best to always serve you and IMEC to the best of my ability. Last, but certainly not least, thanks to all of you for your tireless dedication to our children and their families.

We must keep the faith and heart for the work we do. If not us - then who?



(Reflections continued)

We are advancing our work by looking at promising practices that impact the education of our migrant students and by taking a closer look at current and pending research as it relates to migrant education. Much of this will be reflected in IMEC's new Strategic Plan which will be introduced at our January meeting.

The positive reputation that IMEC has enjoyed for a number of years is reflected in the request by the education committees of the House and Senate who continued to seek our input for the reauthorization of Title 1, Part C The Education of Migratory Children. In the same light, we have a very positive relationship with the Office of Migrant Education (OME) resulting in IMEC input on the GPRA measures and state profiles. IMEC has representatives sitting on the OME Health Committee and the National PASS Coordinating Committee as well as other organizations which support our migrant populations.

Although some new states have been added, some have departed for various reasons. We do remain fiscally stable and have introduced a new budget process for reporting and keeping track of expenditures in real time. Fiscal integrity remains an important issue for the organization. Through our sustainability white paper, we looked at various scenarios which would financially bolster IMEC through efforts such as partnerships and events that would strengthen IMEC's fiscal sustainability.

This past year we introduced IMEC's newsletter which serves as a great communication piece for the field. It also provides our IMEC states the opportunity to showcase their programs while sharing ideas and information that are useful for the field. We plan to have three editions each year. Going forward, IMEC's new logo will appear on the newsletter and other organizational products and publications. The logo was developed through competition. The winning proposal was submitted by a migrant student from the state of Pennsylvania. Take a close look at it, it says a lot!



I congratulate Pat Hayes as the new Chair and have great confidence in her ability to move IMEC forward as we face reauthorization and the new directions that unfold. IMEC will maintain and enhance its role as the leading advocate for the education of this nation's migrant children - the children of the sun with a harvest of hope.

## Reflections

by Gary Schmucker, Former Chair of IMEC

The Interstate Migrant Education Council has distinguished itself the past two years by gaining strength through a significant growing process. This will serve the organization well as it moves into the future. The accomplishments are shared by both the leadership team, which is the Board of Directors, and the general membership. My sincere "thank you" to all for your time and commitment.

Without compromising the vision and mission of IMEC, we worked through a transitional period with a new Executive Director and with new direction. The IMEC By-Laws were updated and we expanded our mission which now allows IMEC to work from an Interstate Coordination perspective.

### New IMEC logo designer

Eliani Gimelli García Pérez was born in the town of Duverge, Independencia Province, Dominican Republic, and is 18 years of age. She is the daughter of María Pérez and Elvio Hipólito García. She came to the United States two years ago at 16 years of age when she moved to Hazleton, PA. She has three siblings, Milena García Falom Peña, Surisaday García, and Kevin Adrián Peña. She has distinguished herself in the Hazleton Area High School through her talent in art, helping her win the prize for the best IMEC logo. Eliani is a 2011 graduate of Hazleton Area High School, Hazleton, PA and is pursuing a career in Graphic Arts.



## Growing Friends in Agriculture

by Terry Richard,  
Delaware MEP Director



If you work in migrant education very long you end up making friends with the people sitting on the tractors. The day comes when you find yourself leaning comfortably against the cool green arm of John Deere listening to agri-speak about seeds, pesticides, field trials, and watermelon research. And if you happen to be in southern Delaware that day rolls around every January during Delaware's Agricultural Week in Harrington at the State Fairgrounds.

The Delaware Migrant Education Program attends Ag Week regularly now, but the first year we felt well... conspicuous, like we stuck out like a not-so-green-sore-thumb. We were, after all, neophytes in the world of heavy-duty agricultural gurus. Exhibitors, vendors, and presenters swarmed the Dover Building and the Commodities Building setting up tables and erecting displays. The University of Delaware, Delaware Department of Agriculture, and Delaware State University professors and agronomists arrived with laptops and handouts. The local farmers laughed and joked as they hung out over by the coffee pot. We were clearly out of our league.

We arrived early, hoping to squeeze our information booth into the assigned spot unnoticed. Murphy and his law reined – make that pouring rain – as we lumbered past, making numerous trips to the car to unpack migrant materials. Sandwiched somewhere between the Stokes Seed Company and Perdue Farms was the Delaware Department of Education's Migrant Education Program booth. Introductions were made to our newfound neighbors; business cards exchanged. Migrant Education Program 101 was taught in staccato sound bites during the intermittent quiet moments from the loud speaker. We shook hands all day long with county extension agents, safety specialists, and farm equipment sales reps.

Information sessions at half-hour intervals were conducted on the podium, the microphone and projection screen idle only seconds as each presenter handed off to the next one. A wealth of

information poured forth and between visitors to our table we learned about tactics to control vine crop diseases, hay moisture meters, the yield and economics of no-till planted summer and fall forages, and small ruminants.

Down and dirty talks about the nitty-gritty of soil phosphorus, and endless discussions of farm bill programs rounded out our agri-education. We ran out of migrant brochures for we gave as good as we got.

All morning we wrestled with the Harvest of Hope migrant banners to keep them from falling off the wall. Hourly we had to restock the migrant brochures in English, Spanish, and Haitian-Creole that lined our table. Our best tri-fold display of irresistible migrant children having fun in the summer program toppled over more than once. We fidgeted. But as the morning wore on, we felt accepted and more at ease. We kept meeting people, introducing ourselves, our program, what we do. We ran out of business cards and scribbled our contact information on whatever we could find.

Finally it was lunch time. We stood in line with the guys in khakis, overalls, and ball caps, took our styrofoam plates loaded down with fried chicken straight from Perdue and sat down to eat together. Since Delaware ranks number one in broiler production, a standing attributed to the multiple poultry companies here, it is almost a certainty that at mealtime there will be a bird on the table. Especially and definitely during Ag Week. Between mouthfuls we continued to network; passing the salt, passing the time, and passing on our passion for migrant families.

We knew where all their farms were. And the names of their migrant workers. And their children.

It's not really a planned event, it just sort of sneaks up on you and one day you find yourself talking about seeds, pesticides, good fried chicken, the need for rain, and the migrant education program.



## Migrant Judge Presides in Colorado

by Christine Arguello, Judge for U.S. District Court, Colorado



My name is Christine Arguello, and I serve as the U.S. District Court Judge for Colorado, but I also have another distinction: I am privileged to be the daughter of former migrant workers Felipe Ramon Martinez and Emilia Manuela Pino. As the oldest children in their respective families, both my parents had to drop out of high school and work in the fields to pick crops in order to support their brothers and sisters. As they labored together in the fields, Felipe and Emilia fell in love and married. They could not afford a doctor or hospital and had no insurance, so I was born at home.

I was from a poor family – so poor that at one time we even lived in a train car with no electricity, gas, running water or toilet and we used food cans for cups. We shopped at the Goodwill for our clothes and home items, but we never went without food – although sometimes all we had to eat were beans, potatoes and tortillas – and of course chile,

My father went to work for the railroad eventually and later became a barber in order to support his six children. As a middle child, I learned early in life the value of hard work, doing well in school, and going to college. I realized that I was in control of the choices I made in life, also. This was important given that I grew up in a traditional Latino family where many times the woman's job was to help care for the family, get married, and not even consider college. But I wanted to be a career woman and to me that meant going to college. Because my family could not pay for my college education I knew I had to make the most of my natural gifts and work hard for good grades so I could apply for scholarships.

By the 4th grade I was an avid reader and discovered what I call a "marvelous entity known as the public library". Without realizing it at the time, a door opened when I read an article on lawyers and law school. Up until then I had only known teachers as professionals and thought I might want to be a teacher; however, this new revelation was a pivotal moment in my life. I was swept away by partial images of Harvard and what the article conveyed about what the law and its advocates could achieve for people and our nation. It was then that I decided that I wanted to be a lawyer and go to Harvard Law School.

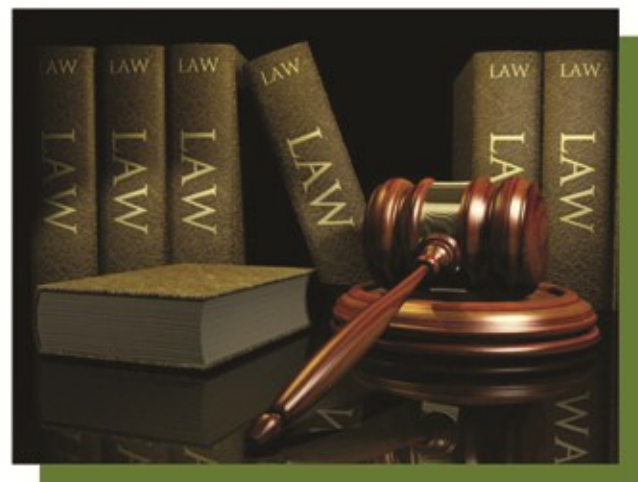
I knew that I had to be willing to pay the price to go to the best school. That meant hard work, being tenacious, and not being distracted. The only thing I had to offer was good grades. Although I knew there was discrimination in the world, I felt I had two choices: I could either fight it or accept it. I chose the latter option, but with it the determination to use my energies to be two times better.

While keeping this dream and not wavering from my goal, I did not share it until my junior year in high school. When I was asked along with the other students what I planned to do with my life after graduation, I wasn't sure what to expect in terms of others' reactions. I shared my Harvard plans with the class and received negative comments which caused me to have turmoil of emotions. The laughter of my school mates brought tears to my eyes while their words continued to ring in my ears. It also brought doubt within me. The flame that was my dream began to sputter and fade.

Many of us have had someone in our lives that inspired, mentored, or believed in us. In my life one of those individuals was a teacher, Mrs. Poplin, who waited for me to walk out of school. She uttered these seven words "Chris, I know you can do it," and re-ignited the flame of my ambition.

I was ahead of my time. The year I decided to go to Harvard was 1968 – the year I confided my dream to my classmates was 1972 and the year that Harvard Law School admitted its first Chicana was 1974. I graduated from high school and went to the University of Colorado where I met my Prince Charming. I shared my dream of going to Harvard with the man who would later become my husband. He thought it was a wonderful dream.

*(continued on page 7.)*



## Migrant Judge Presides in Colorado

*(continued from pg. 6)*

In 1977 I graduated from CU with a degree in Elementary Education, valedictorian and outstanding senior of 1977. Although I was getting cold feet about applying to Harvard due to fear of being rejected, my strongest supporter was my husband who made me see that I had nothing to lose by applying. The worst Harvard could say was no - but instead they said yes.

After graduating and becoming a lawyer I faced many obstacles as a woman in a field dominated by men and as a Latina. Through all the trials and tribulations, today I am the Judge for the U. S. District Court for the District of Colorado appointed by the President of the United States. I bring to that position my experience as a trial lawyer, a partner in a large law firm, a law professor and a Chief Deputy Attorney General – and my heritage as a child of migrant farm workers.

## Current IMEC States

**Alaska, Arizona,  
Arkansas, California,  
Colorado, Delaware,  
Hawaii, Massachusetts,  
Nebraska, New Jersey,  
New Mexico, New York,  
Ohio, Pennsylvania, Utah**



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### Advocacy, Legislation, Education

Since 1983 the Interstate Migrant Education Council, (IMEC), has been advocating for policies that make a positive impact for the education of migrant children in our nation. IMEC has a two-pronged approach to making recommendations for the migrant education program. The first focuses on the legislation, regulations and non-regulatory guidance governing the program; the second is related to critical academic issues that IMEC identifies and analyzes for improvement of migrant students academic achievement.

Due to IMEC's success, IMEC has received requests from Congressional offices on issues related to migrant education including reauthorization of the Migrant Education Program (MEP).

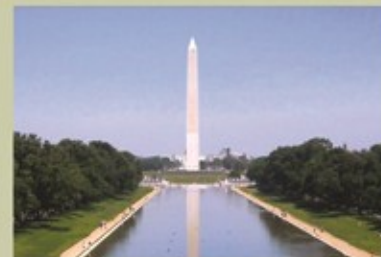
The Interstate Migrant Education Council is the premiere organization representing and advocating on behalf of our nation's migrant children so that they may have a better future.

## Join us at our next IMEC meeting!



Embassy Suites Washington  
1250 22nd Street  
Washington, DC

**June 26th - June 28th, 2013**



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The IMEC newsletter staff is lead by  
Team Captain, Terry Richard.