



IMEC Mission ▼

IMEC's mission is to advocate for the highest quality education and other needed support for the nation's migratory children and youth.

The Nebraska Binational Program: Creating Partnerships Sue Henry, Migrant Education Specialist

After nearly 15 years of receiving Mexico's visiting teachers each summer through the Binational Teacher Exchange Program, Nebraska has created an international partnership to provide this support to its districts year-round. The partnership, in the form of a Memorandum of Understanding between the State of Nebraska and Mexico, was signed by the Governor in 2011.

"This was developed as a natural progression of the State's participation in the BTE since 1999," said Sue Henry, Migrant Education Specialist. "After years of successful exchanges, in which approximately 160 visiting Mexican teachers worked side-by-side local educators, the MOU has enhanced our ability to educate our migrant students not only during the summer months, but year round."

"The teacher exchange program is seen as a tremendously positive experience because it provides bilingual teachers to Nebraska districts that have difficulty finding bilingual teachers," said Henry. "This is especially true for districts that have the dual language immersion program."

This year, for the first time, six teachers from Mexico taught in Nebraska schools during the regular school year, with 11 more visiting teachers from Mexico arriving to teach in the summer term. The teachers worked in the Alliance Public Schools, the Educational Service Unit 7, near the Columbus area, the Education Service Unit 13 in the Scottsbluff area, and the Omaha Public Schools, according to Henry.

"The Mexican teachers supported the projects' summer programs, made home visits, and provided training on Mexican culture and education. To reciprocate, Nebraska teachers have visited Mexico to tour its educational system and provide training in English as a Second Language," she said.

One of the highlights of this summer's program to which the Mexican teachers lent support was the 2013 World Refugee celebration in Omaha, Nebraska.

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Reflection

Pat Hayes, Chair

As I prepare to complete my two years as Chair of the Interstate Migrant Education Council (IMEC) I thought it would do me some good to share some “reflections” with you. It has been an honor to serve IMEC in such a capacity. The members have been an inspiration to me given their deep commitment to make things better for today’s migrant students and their families. I have enjoyed their deep dedication, which in turn has assisted me as Chair to implement IMEC’s vision and mission.

During my tenure we were able to redirect IMEC’s mission and expand activities to improve services in the field for our providers of services to students. The biggest shift was moving from a strong policy-driven organization to one that addresses issues in the educational process of migrant children. This includes more emphasis on professional development, looking at current research, and identifying promising practices. While still in our infant stages in these areas, it is a step in the right direction.

A major accomplishment was working with the IMEC sustainability committee and developing an option for small states to join as a consortium. This assures a voice and recognizes the unique needs of states with a small migrant student population. This same committee is setting direction for our next challenge of establishing partnership with other organizations that have a similar mission to IMEC’s.

During my tenure we were able to have very constructive conversations with representatives from the United States Department of Education including the Office of Migrant Education, the Office of the Chief Financial Office, as well as the President’s Educational Advisor from the White House. Some of the best interactions, however, were with the Out-of-School Youth in New York and the migrant students from New York (Close-up) and Texas (BCLI) in Washington, DC.

While all of the above provides insight for consideration as we move our agenda forward, it also gives us a basis for our conversations with representatives from both the House and Senate Sub-committees on Education. While we still do not have a reauthorization of the ESEA, IMEC continues to be involved as requested in providing input on draft legislation by both committees.

During the past two years we have seen several new states become members while also losing a member or two. We continue to maintain a total membership of between 15 and 16 states. Our goal is to reach 20 states during the tenure of

the incoming Chair. I am sure it will be met! Financially we have been stable these past two years, but I believe the next two years will show growth given our discussions about procuring foundation support and sponsoring an event to generate income for IMEC. One such event, to be discussed at the Santa Fe meeting, is creating a forum of states to address the changing demographics of the migrant population. This will include everything from providing services to ID&R and instruction.

As an organization there is room still to grow both financially and programmatically. Small organizations always maintain challenges, but we exist because we have accepted the challenge of representing migrant students, who in many cases are a silent minority. We must continue to be their spokesperson and we must continue to move our vision and mission forward. While I may not be Chair, I will still be part of IMEC and that is a blessing.

I would be remiss if I did not give major kudos to Francisco. His leadership has been exemplary. We are so fortunate to have his wisdom, experience and guidance as we tackle these difficult issues.

Many thanks also to the outstanding board of directors. Without their service this work could not go forward. Last, but certainly not least, Nancy Wiehe is always ready to help us and keep us prepared for our work! I have no idea where we would all end up if it were not for Nancy. She has been the glue that makes this organization work together efficiently.

My best wishes to Dr. Mary Ann Losh. I know she will do a great job leading us for the next two years.

My blessing to all of you! You are surely the “wind beneath my wings”.



IMEC Best Practice Initiative

Nancy Wiehe, September 2014



IMEC is delighted to welcome its new chair-elect, Mary Ann Losh, Ph.D. Dr. Losh serves as Administrator for the Nebraska Department of Education. She began her career as an elementary teacher and later taught special education and was an instructor in a summer migrant program. Dr. Losh has previous experience in administration, professional development, instructional strategies, federal programs, and both general and special education. She holds a Ph.D. in Administration, Curriculum and Instruction, a Specialist Degree in Administration, and a Masters of Science Degree in Special Education from the University of Kansas; as well as a Bachelors of Science Degree in Elementary Education from the University of Nebraska.

▼ IMEC Personnel

Chair:	Pat Hayes (CO)
Chair Elect:	Mary Ann Losh (NE)
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Member Services:	Nancy Wiehe
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"IMEC's mission is to advocate for the highest quality education, and other needed support for the nation's migratory children and youth."

What's working in Migrant Education? IMEC is currently soliciting the best practices from SEAs serving the Migrant population. A best practice is defined as "a method or technique that has consistently shown results superior to those achieved with other means, and that is used as a benchmark."

Best practices may be found within the MEP in areas including instructional strategies, ID&R, curriculum, parent involvement, inter- and intrastate coordination, professional learning and development, CNA, SDP, evaluation, etc. Participants will be presenting essentially a brief abstract to share what works.

Submissions should include a short description of the best practice; the procedure for evaluating or measuring the project, including both quantitative and qualitative results; how the best practice was determined; how it can be replicated and sustained in other states; what worked well and why; what did not work well and why; and what resources were utilized to realize the project.

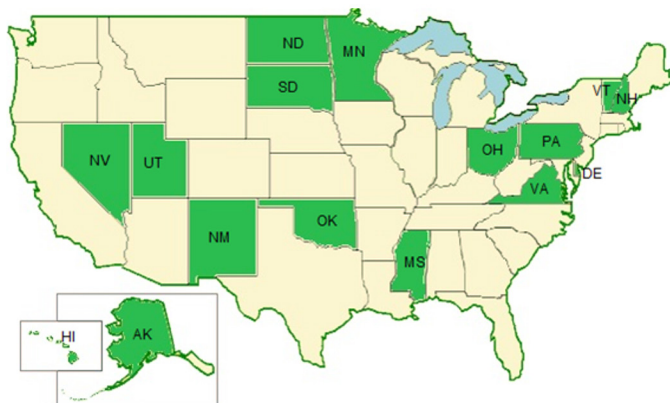
Responses may be submitted to Dr. Barbara Medina in care of the IMEC Office email address Nancyw@ccsso.org.



Migrant Literacy Success through Interstate Coordination

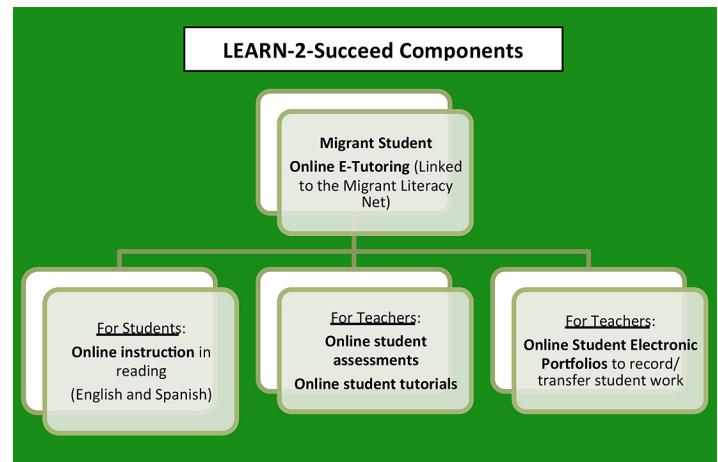
Susan Durón, Ph.D.

Mobile migrant children and youth benefit from online tutorials and lessons in reading and literacy designed for their unique needs through the Migrant Education Program Consortium Incentive Grant called LEARN-2-Succeed. The MEP CIG tutorials are aligned with corresponding lessons and are embedded with pre-and post-test assessments. The lessons have been constructed to meet individual state standards and can help form a Student Success Plan which allows teachers to identify student needs and track progress. These tools are available through the CIG website: www.migrantliteracynet.com to the 17 states participating in LEARN-2-Succeed.



LEARN-2-Succeed member states: Utah (Lead) Alaska (partner), Colorado, Delaware, Hawaii, Minnesota, Nebraska (partner), New Hampshire, New Mexico, North Dakota, Ohio, Oklahoma, Pennsylvania, South Dakota, Utah, Vermont, and Virginia.

The underlying research framework for the CIG lessons and tutorials are the five dimensions of reading established by the National Reading Panel in 2000: phonemic awareness, phonics, fluency including oral reading skills, vocabulary development, and comprehension. The writing lessons are based on standards for writing developed by the National Council of Teachers of English in 2009: using general skills and strategies of the writing process; using the stylistic and rhetorical aspect of writing; using grammatical and mechanical conventions; and gathering and using information for research purposes. Figure 2 depicts the relationship between the components, including online instruction in English and Spanish for students, assessments of student work to enable teachers to track progress, and electronic student portfolios to record and transfer information regarding student work and proficiency.



Over 150 online student reading tutorials in English and Spanish have been developed by LEARN-2-Succeed's team of highly experienced bilingual reading teachers. The tutorials are currently being piloted by CIG states and will be revised based on the recommendations from the field tests. In the coming year, online electronic student portfolios will be accessible and transferrable as individual students move from site to site. This feature will allow a teacher to initiate a request through the LEARN-2-Succeed system to find a student and then transfer the student portfolio to their login. The teacher then examines the plan, assessment results, and student work on the tutorials to help identify needs and develop an instructional plan that targets areas of deficiency. Following the instructional period, teachers and students create the Student Success Plan during which teachers can add to the portfolio, select assessments, and identify additional tutorials for the student to complete. For security purposes, any teacher who wants to create or review electronic portfolios needs a unique, state-specific code number in addition to a LEARN-2-Succeed password and username for authentication and security purposes. This process has been successfully piloted in New Mexico and Utah.

Professional development focused on the successful implementation of LEARN-2-Succeed resources helps prepare staff from each state to carry out pilot testing of online student tutorials and to comply with data collection and reporting requirements. After receiving training, MEP professionals agree to return to their respective states to train and guide migrant staff at local sites who are implementing the project. A User's Guide for Field Testing provides support with the general information and logistics needed to carry out the field testing at local MEP sites. Ongoing technical assistance

(continued on p5)

is available through the LEARN-2-Succeed contractor, Educational Research and Training Corporation.

State MEP directors participating in LEARN-2-Succeed assert that this collaboration has changed how they design and implement MEP services in their states, which has resulted in migrant student gains in reading achievement. In the early stages of LEARN-2-Succeed, an assessment of member states' needs showed that 56% of migrant students in grades 3-12 scored below proficient on state reading assessments. Longitudinal data are still being compiled, but preliminary results from LEARN-2-Succeed participation show that the reading learning gap is closing in the member states, with approximately 80% of students demonstrating gains between pre- and post-tests across all grade levels.

Two member states, North Dakota and Ohio, have expanded the use of LEARN-2-Succeed beyond the migrant program by implementing it as their statewide general summer reading curriculum. State MEP directors and LEARN-2-Succeed site coordinators comment that they have developed an interstate and intrastate network in which they call on each other regularly to problem-solve and share their successes.

“The value of LEARN-2-Succeed collaboration cannot be overestimated,” said Max Lang, the state MEP director from Utah and lead state for the consortium. Barbara Patch, New Hampshire state MEP director, said that for small states, it has a tremendous impact: “No small state can produce anything of this quality on its own. The lessons, tutorials, assessments, and success plans have been invaluable to us in carrying out MEP services in our state.” The multi-state collaboration not only focuses attention on sharing promising literacy practices, it also provides a forum for addressing common service delivery challenges and offers insights into the use of technology to provide rich instructional resources and track mobile student progress.

The Student Success Plan includes an online electronic student portfolio that contains student work on tutorials as well as assessment results. All student work can be saved to the electronic portfolio by entering the student's migrant ID number at the end of a task. Teachers can use the portfolio to document which skills they want to assess for each student and can select which tutorials for students to complete to see these resources online. This resource, along with other tools for improving migrant literacy, is available on the website at

www.migrantliteracynet.com. Guests can register and review all resources by clicking on the word “register” found at the bottom of the Home Page.

Migrant Literacy Net

Home | Teacher Resources | Success Plans

Welcome duron

Student List | New Student | Delete Student

Success Plan: Individual Literacy Plan

Last Name: First Name:
 State: District: Grade Level:

Step 1: Identify specific student needs (in terms of skills):
 Step 2: Select appropriate lessons from resources:
 Step 3: Rate the students performance:

Reading	NEEDED Skills:	Lesson(s) selected to teach skills	Score *	
			Pre	Post
Phonemic Awareness:	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Phonics:	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary:	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fluency:	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The annual Migrant Literacy CORE Steering Team Meeting will be held in Rehoboth Beach, Delaware September 17-18, 2013. This meeting provides participating States with an opportunity to receive information about the implementation of the project and the project evaluation, review and provide feedback on MLCORE instructional materials and the Migrant Literacy NET website, communicate, collaborate, and share information about results, complete evaluation surveys about the materials developed and pilot test process in each State, and provide information about project implementation, outcomes, successes, and areas needing improvement.





Alaska is known as “The Land of the Midnight Sun” and “The Last Frontier.” Both monikers ring true of the biggest and most beautiful state in nation. Alaska’s land mass covers almost 700,000 square miles, making it by far the largest state, yet when the population of Alaska is figured in at just over 730,000 people, Alaska comes in at being the 47th largest state in the country. With glaciers covering over 16,000 square miles and rugged mountain ranges like the Alaska and Wrangell ranges, much of Alaska’s land is still undeveloped. The state is also home to an area known as the Alaska Bush, the most remote part of the state and home to over 380 small villages and towns. The northernmost city in the United States, Barrow, is part of the Alaska Bush community and lies 320 miles above the Arctic Circle.

Alaska established a Migrant Education program (MEP) in 1980 when the federal definition of migrant work changed to include logging and fishing. Alaska receives roughly \$6.5 million dollars to provide funds to over 40 school districts that serve over 12,000 migrant eligible students. During the 2011-2012 program year, 2,614 of Alaska’s migrant students were identified as Limited English Proficient (LEP), and 333 were identified as priority for service.

The 40 participating MEP districts in Alaska vary from urban, with the largest district being the city of Anchorage which is home to almost 1/3 of Alaska’s migrant students, to rural including districts such as Northwest Arctic Borough which houses 11 small village communities with total school enrollments ranging from 36 to over 300 students in grades K-12. Alaska’s migrant activities consist of subsistence/commercial fishing (99%), with logging and agricultural activities to include berry picking making up the other 1% of mi-

grant activities. In Alaska migrant activities can take place most any time of year, with activities such as fishing in the winter, and agricultural activities after a frost has occurred. The most common migrant move is fishing moves made to catch salmon and whitefish. There are however several fish processing plants in Alaska as well, which accounts for a small percentage of Alaska’s migrant activities.

Another unique aspect to Alaska’s migrant program is that the majority of migrant moves are made within the state, traveling to and from different migrant activity areas. Small populations of Alaska’s migrant students come from states such as Arizona, California, Washington and Oregon. The majority of Alaska’s migrant students are Alaska Native (65%) with Caucasian and multiple races making up the rest of the migrant population (35%).

Alaska is unique in other ways as well, in that three people from the Migrant Education Office in Alaska perform all the training each fall around the state. The three staff members train the district level record managers and recruiters annually at different sites around the state. Over 150 recruiters and 40 record managers are trained. Part of what makes Alaska so unique is the fact that much of the areas served by the migrant education program are so remote that access to them can take a couple of days, depending on weather and travel availability into the small areas. Many of these small areas are not accessible by road, and instead require small plane, ferry or both to access. Living in the biggest and providing services to one of the greatest states in the nation, comes with its own set of challenges, but along with those challenges, comes the rewarding sense of providing services to Alaska’s unique Migrant Education program.

- Jousette McKeel, former Migrant Education Program Manager

Council Membership Meeting

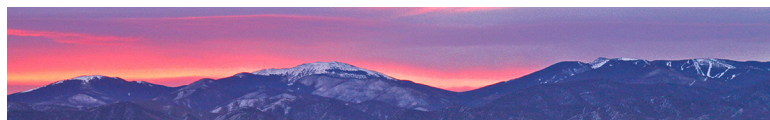
October 8-10, 2014

Santa Fe, New Mexico



Listed below are some of the many benefits of IMEC as they relate to the agenda for this meeting:

- 1) The opportunity to network with colleagues from other states;
Thursday, October 9, 2014 (4:00pm – 5:00 pm)
Group Discussion and Recommendations on IMEC's role in Binational Efforts.
Thursday October 9, 2014 (10:45am – 12:00pm)
Discussion and recommendations on solutions addressing migrant funds returned to the U.S. Treasury (Breakout Groups)
- 2) The opportunity for participation in professional development;
Thursday October 9, 2014 (8:45am – 9:15am)
Welcome and overview of New Mexico (New Mexico Secretary of Education (invited)
Friday, October 10, 2014 (10:30am – 12:00pm)
How to Engage Migrant Children in the Learning Process Utilizing the Creative Mind (Simon Silva, Author/Artist)
Thursday October 9, 2014 (9:15am – 10:30am)
Leadership in ELL/Migrant Education (Gloria Rodriguez/Nancy Stewart, National Institute of School Leadership (NISL), Washington, DC)
- 3) The opportunity to discuss issues related to national policy in the area of migrant education;
Thursday October 9, 2014 (10:45am – 12:00pm)
Discussion and recommendations on solutions addressing migrant funds returned to the U.S. Treasury (Breakout Groups)
- 4) The opportunity to provide input as requested by Congress on the reauthorization of ESEA/Title 1, Part C;
Not applicable to this particular meeting.
- 5) The opportunity to share promising practices in migrant education;
Thursday October 9, 2014 (1:30pm – 3:00pm)
Promising Practices in Migrant Education IMEC State MEP Sharing, What Works and how do we know it will work elsewhere? (Dr. Barbara Medina)
Thursday, October 9, 2014 (3:15pm – 4:30pm)
Out-of-School Youth (OSY) Successful Practices and Available Resources (Tracie Kalic, Director, OSY Consortium)
- 6) The opportunity to be part of the national conversation with U.S. Department of Education officials on education's priorities;
Friday, October 10, 2014 (9:00am – 10:15am)
Tele-conference with the Office of Migrant Education (OME) Update Issues (Dr. Lisa Ramirez/Staff) Office of Migrant Education (OME) U. S. Department of Education
- 7) The opportunity to connect with other federal agencies who work with migrant children and their families;
Thursday October 9, 2014 (8:45am – 9:15am)
Welcome and overview of New Mexico (New Mexico Secretary of Education (invited)
- 8) The opportunity to make site visits in hosting state;
Not applicable to this particular meeting.
- 9) The opportunity to keep updated on the latest educational, health and labor research that impacts migrant families;
Thursday October 9, 2014 (9:15am – 10:30am)
Leadership in ELL/Migrant Education (Gloria Rodriguez/Nancy Stewart, National Institute of School Leadership (NISL), Washington, DC)
Thursday October 9, 2014 (1:30pm – 3:00pm)
Promising Practices in Migrant Education IMEC State MEP Sharing, What Works and how do we know it will work elsewhere? (Dr. Barbara Medina)
Thursday October 9, 2014 (3:15pm – 4:30pm)
Out-of-School Youth (OSY) Successful Practices and Available Resources (Tracie Kalic, Director, OSY Consortium)
- 10) The opportunity to participate in scheduled forums that address specific issues as they relate to migrant education.
Thursday, October 9, 2014 (4:00pm – 5:00 pm)
Group Discussion and Recommendations on IMEC's role in Binational Efforts.



Study Seeks To Improve The Lives Of Migrant Workers

Elizabeth Kumru, UNMC Public Relations

Athena Ramos, program coordinator in the College of Public Health's Center for Reducing Health Disparities, and her team spent last summer surveying 200 migrant workers in five counties in Nebraska.



Portrait of a population

An average migrant farmworker is male, 33 years old and, if lucky, has a seventh grade education. He earns less than \$12,500 for six months of backbreaking seasonal work and two months of nonagricultural work to support a family in his home country. He spends two months on the road and is unemployed for 10 weeks.

An average family income is less than \$17,500 - far below the United States poverty level of \$23,550 for a family of four.

An estimated three to five million migrant and seasonal farmworkers are employed in this country each year. Their labor supports a \$28 billion fruit and vegetable industry in the U.S. Latinos make up 83 percent of the migrant labor force.

Athena Ramos

Her goal: To develop baseline data on the health of migrant farmworkers and to understand their migratory patterns.

“No one really knows how many migrant workers there are in Nebraska,” said Ramos. In 1993, the National Center for Farmworker Health estimated there were 12,697 migrant workers in the state.

Today, that many people in one place would constitute Nebraska's 15th largest city -- yet migrants are the most economically disadvantaged working group in the United States.

“Mobility and long days often threaten their health and pose a significant barrier to accessing health care,” Ramos said. Follow-up care and continuity of care for chronic conditions are serious problems.

Depression and stress are related to isolation, economic hardship, substandard and overcrowded living conditions, lack of recreation, physical, emotional and/or sexual abuse and weather conditions.

“Migrant workers are vulnerable and because of the challenging life conditions, low levels of education, and lack

of access to culturally and linguistically appropriate health care services, they may be more at risk for injury and occupational exposures, substance abuse, and sexually transmitted diseases.

“What's worse is there is a lack of general knowledge of preventive health care measures,” she said.

With the help of the Nebraska Migrant Education Program, Ramos and her team hosted dinners and community meetings in migrant camps (mostly low-end motels) in Hastings, Grand Island, O'Neill, Wood River, South Sioux City, Dakota, Kearney and Clay Center. They also distributed a bilingual resource guide on alcohol, tobacco, mental health and stress, with referrals to community health centers and relevant hotlines.

Ramos found two basic groups of workers -- those who have an H2A visa come directly from Mexico, work for one employer for six to 10 weeks and then return to Mexico, and those who follow the crops through the Midwest. Major sources of stress were: legal and logistics, social isolation, work conditions, family, and substance abuse by others.

In addition to publishing journal reports, Ramos will share her results with state agencies and community stakeholders to open a dialogue and develop recommendations to improve living and working conditions for these workers.

“We need to conduct a larger study and develop interventions. This was just the first step. I'm dedicated to improving the life of migrant workers.”

Thanks to University of Nebraska Medical Center for contributing this article.



Aida Olivas, with the Nebraska Migrant Education Program, introduces the study team to a group of migrant workers.