The mission of the Office of Migrant Education is to provide excellent leadership, technical assistance, and financial support to improve the educational opportunities and academic success of migratory children, youth, agricultural workers, fishers, and their families.
OVERVIEW

Objective: The panel discussion is an opportunity to explore potential models, resources, and strategies for remote learning that Directors can apply within their own States as they design and implement programs and services for the benefit of migratory children.

Agenda:
• Defining remote learning
• Panel discussion
• Audience Q&A
DEFINING REMOTE LEARNING

Distance Learning -- Section 8101(14)
• The term “distance learning” means the transmission of educational or instructional programming to geographically dispersed individuals and groups via telecommunications.
• The term “remote learning” and “distance learning” have been used interchangeably in fact sheets by the Department.

Digital Learning – Section 4102(3)
• The term “digital learning” means any instructional practice that effectively uses technology to strengthen a student’s learning experience and encompasses a wide spectrum of tools and practices.
PANELISTS

Dr. Sandra Kofford – Senior Director, ICOE-MEP Region 6

Dr. Chloe Latham Sikes – Deputy Director of Policy, IDRA EAC-South

Dr. Barbara Mundy – Director, Federal Programs-Hendry County Schools

Dr. Fernando Rodríguez-Valls – Professor, California State University, Fullerton

Ms. Amy Bae – Education Program Specialist, U.S. Department of Education Office of Special Education Programs

RESULTS.ED.GOV
UNIVERSITY-BASED SUMMER PROGRAMS (UBSI): ASSET-BASED MIGRANT EDUCATION
UBSI-ASSET BASED MIGRANT EDUCATION

• The uniqueness of this curriculum (ELA and Math) is twofold: 1) draws from the migrant students and their families’ assets 2) specifically designed for migrant students

• **MATH:** focusing on a) visual and kinesthetic learning; b) algorithmic reasoning; c) exploring multiple problem-solving strategies, and d) applying mathematics to real world phenomena.

• **ELA:** framed by culturally and linguistically responsive teaching that includes student-directed and project-based learning to engage teachers and students in co-constructing a humanizing learning environment.

Each teacher who participates in UBSI **must complete 8 hours of Professional Learning.**

The PL is framed around-
• Project Based Learning
• Universal Design for Learning
• Translanguaging

Once the program starts, the **Curriculum Team provides Technical Assistance**

**Summative Assessment**- All participating students completed a pre and post assessment in both Mathematics and the Art of Languaging/ELA

**Formative Assessment**- Teachers monitored the progress of each student. They adapted, differentiated and modified the curriculum based on the strengths of each student and/or group of students with the same strengths.
UBSI Program Overview - Brawley Union High School

**Collaborative Learning Sessions**
Monday - Friday (4 Weeks)

<table>
<thead>
<tr>
<th>Morning Session (8-11)</th>
<th>Afternoon Session (11:30-2:30)</th>
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</thead>
<tbody>
<tr>
<td>ELA: 9AM (1HR Zoom) plus (2HR Asynchronous Work)</td>
<td>12PM (1HR Zoom) plus (2HR Asynchronous Work)</td>
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<tr>
<td>MATH: 10:05AM (1HR Zoom) plus (2HR Asynchronous Work)</td>
<td>1:05PM (1HR Zoom) plus (2HR Asynchronous Work)</td>
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*Independent Learning Session*
“On your own, but not alone…”
UBSI-ASSET BASED MIGRANT EDUCATION

I. Leadership from the County Office & Partnership with School Districts:
   o ICOE-Migrant Education Program Department Grant Regional Application gets approved on an annual basis by CDE, which subgrants to 20 California Regions. ICOE-MEP is Region 6.
   o ICOE-MEP subgrants to 13 school districts via annual District Service Agreements and MOUs based on the number of migrant students per school district.
   o Eleven out of 13 school districts partner and collaborate with ICOE-MEP Region 6 to offer the summer program titled “University-Based Summer Institutes.”
   o The UBSI Partnership and Collaboration Model:

1. ICOE-MEP Regional Office is responsible for training teachers in UBSI-ELA and math curriculum and ensuring the implementation of the curriculum via classroom observations and participation in weekly debriefing meetings with teachers to provide feedback and extra clarification about the curriculum implementation.

2. ICOE-MEP Regional Office is responsible for buying the materials and supplies for teachers and students that are required for the implementation of the UBSI-ELA and Math curriculum.

3. ICOE-MEP collects attendance information on a weekly basis per school district and pre-test and post-test results of every child who participates in the UBSI.

4. School districts are responsible for hiring and paying teachers for their participation in UBSI.
II. Community Engagement & Transparency:

- ICOE-Regional Migrant parent representatives, school district MPACs via monthly meetings are updated about the importance of summer school attendance and the benefits for their students attending UBSI.

- Migrant parents and students are surveyed every year and their feedback is included in the UBSI annual report.

- We begin preparing for summer school from January of every year via monthly meetings with MEP school district contacts.
FEDERALLY-FUNDED EQUITY ASSISTANCE CENTER

SERVES 11 STATES AND D.C.

ASSISTANCE REGARDING:
- RACE/ETHNICITY
- NATIONAL ORIGIN
- GENDER/SEX
- RELIGION
EQUITABLE PRACTICES FOR ONLINE LEARNING, INCLUDING FOR ENGLISH LEARNERS

- **Face** data, teaching and assessment challenges
- **Address** digital divide through continued education
- **Build** family-school engagement
  - Ventanilla de Orientación Educativa (VOE)
- **Promote** Near-Peer Support Networks
MIGRANT VIRTUAL SUMMER SCHOOL

• Technology
  o Chromebooks and hotspots, unless the rural area had no access
  o Packets were distributed or delivered
  o Footstep 2 Brilliance was downloaded onto donated kindles and these were delivered to pre-K students to use with family members
  o Teachers used Nearpod to keep students engaged – interactive lessons and virtual field trips

• Partnerships
  o Summer outreach van - books with comprehension sheets
  o Local farmer food donations
  o Local health department bookbags
  o Advocate meal delivery to homes
  o ELL Resource teacher home visits to assist with technology (6-feet apart or Facetime)
  o Parental engagement through social media, Facetime, and Zoom
  o Dentist office toothbrush donations
OFFICE OF SPECIAL EDUCATION PROGRAMS
ED/OSEP GUIDANCE AND RESOURCES

COVID-19 Resources for Schools, Students, and Families
  o https://www.ed.gov/coronavirus/program-information


OSEP Newsletter – https://sites.ed.gov/idea/newsletters/

Early Learning Newsletter - https://www2.ed.gov/about/inits/ed/earlylearning/newsletter.html
Issued September 28, 2020

• "No matter what primary instructional delivery approach is chosen, SEAs, LEAs, and IEP Teams remain responsible for ensuring FAPE is provided to all children with disabilities."

• If State and local decisions limit or prevent in-person instruction due to health and safety concerns, SEAs, LEAs, and IEP Teams are not relieved of their obligation to provide FAPE to each child with a disability under IDEA.
National Center on Systemic Improvement (NCSI)
• HUB for continuity of learning and return to school K-12th grade: https://ncsi.wested.org/

Early Childhood TA Center (ECTA)
• HUB for continuity of learning and return to school for birth to 5-year olds: https://ectacenter.org/topics/disaster/tele-intervention.asp

Center on Positive Behavioral Interventions and Supports (PBIS)
• Supporting Schools During and After Crisis: https://www.pbis.org/current/returning-to-school-during-and-after-crisis

Center for Parent Information and Resources
• https://www.parentcenterhub.org/the-parent-center-network/
• The Parent Center locator page lists all the Parent Technical Assistance Centers (PTACs) and Community Parent Resource Centers (CPRCs) in the network: https://www.parentcenterhub.org/find-your-center/
PANEL DISCUSSION
QUESTIONS FROM THE FIELD
CLOSING THOUGHTS

If you could have our audience take away one thing from today’s panel, what would that be?
CONTACT INFORMATION

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