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.
GETTING TO KNOW YOU

Please use the Chat Box to answer the following:

What do you hope to gain from participating in this breakout session on addressing mental health needs?
In the past, student access to structured mental health services in schools hasn’t been implemented in a functional way. It’s been ancillary & after the fact. We have the opportunity now to redesign schools & make sure that mental health services are a core part of school’s DNA.
Our efforts as educators must go beyond literacy, math, history, science, and other core subjects to include helping students to build the social, emotional, and behavioral skills they will need to fully access and participate in learning and make the most of their potential and future opportunities. Amid the pandemic, we know that our students have experienced so much. We can't unlock students' potential unless we also address the needs they bring with them to the classroom each day. As educators, it's our responsibility to ensure that we are helping to provide students with a strong social and emotional foundation so that they also can excel academically.

U.S. Secretary of Education Miguel Cardona 10/19/2021
"Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make healthy choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood."
RECOMMENDATIONS

• Prioritize Wellness for Each and Every Child, Student, Educator, and Provider
• Enhance Mental Health Literacy and Reduce Stigma and Other Barriers to Access
• Implement Continuum of Evidence-Based Prevention Practices
• Establish an Integrated Framework of Educational, Social, Emotional, and Behavioral-Health Support for All
• Leverage Policy and Funding
• Enhance Workforce Capacity
• Use Data for Decision Making to Promote Equitable Implementation and Outcomes
Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs

• Exploration of challenges
• Recommendations for addressing the challenges
• Implementation examples
• Federal supported technical assistance centers
• Resources
• Legislative Information

CENTER TO IMPROVE SOCIAL AND EMOTIONAL LEARNING AND SCHOOL SAFETY (CISELSS) AT WESTED

ANNETTE GREGG AND DEB BENITEZ
OUR VISION AND APPROACH

When all children are educated in places of equity, safety, and learning, and when they receive the integrated academic, social, and emotional supports that meet their individual needs, then they can achieve their greatest potential in K-12 education, as well as in college, career, and life.
PROMOTING IDENTITY AND BELONGING FOR MIGRATORY STUDENT EXPERIENCES
THE IMPACT OF THE PANDEMIC

- Increased instability in schooling patterns
- Potential increased exposure, uncertainty, and illness
- Interrupted access to services and supports
Learning Environments (schools and classrooms) can promote migratory students’ sense of belonging by:

- Fostering relationships between peers and between teachers and students
- Ensuring they have access to all curricular and extracurricular activities and events
- Validating and inviting their lived experiences
REFLECTIONS
PROMOTING BELONGING

• In what ways do you make space for student voice in various environments?

• How would we start to learn what we know or do not know about the migrant farmworker families, and the assets the migratory students bring to our school?

• How can we lead our own and our colleagues learning?

Source: Unsplash
PROMOTING IDENTITY

All migratory students...

- Possess valuable resources and world views
- Have knowledge of their family cultures and languages
- Bring immense potential
REFLECTIONS
PROMOTING IDENTITY

• How and what steps can we take to learn about migratory farmworker families, their children, and the cultural and language assets they will bring to the school and community?

• How can we assess our language and cultural knowledge about the linguistic and cultural assets of those from indigenous backgrounds?

• Where do you have opportunities to develop your practice around promoting student identity?
THANK YOU!

For more information about working with us, please contact us at https://selcenter.wested.org/contact-us/

Or you can reach us directly:
- Deb Benitez
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- Natalie Walrond
nwalron@wested.org
REFERENCES AND RESOURCES
RESOURCES

Center to Improve Social and Emotional Learning and School Safety
https://selcenter.wested.org/

English Learner and Migratory Education Services at WestEd
REFERENCES AND RESOURCES ON RESPONSIVE RELATIONSHIPS


The BELE Framework, linked here.


Losen, D. J., & Martinez, P. (2020). Lost opportunities: How disparate school discipline continues to drive differences in the opportunity to learn. Palo Alto, CA/Los Angeles, CA: Learning Policy Institute; Center for Civil Rights Remedies at the Civil Rights Project, UCLA.


Transcend Education. (2020.) Mental health practice toolkit: create a safe school environment.

Trout, L. (2021). The toolkit before the toolkit: Centering adaptive and relational elements of restorative practices for implementation success. Center to Improve Social and Emotional Learning and School Safety at WestEd.

Turnaround for Children Whole-Child Design Blueprint, Linked here
REFERENCES AND RESOURCES ON SAFE AND SUPPORTIVE LEARNING ENVIRONMENTS


Mehta, Smriti and Alejandra Zeiger. (n.d.) Teacher caring. BELE Network.


Turnaround for Children (2020). Structuring the Classroom Environment to Support Relationships. Educational Practice Toolkit (3.3)


QUESTIONS
1. Describe any strategies your State is using to support student and child social, emotional, behavioral, and mental health needs.

2. How have your State’s strategies changed over the past few years to meet changing needs stemming from the pandemic?

3. Describe any new or recent partnerships/collaboration between MEP and other programs/providers.
THANK YOU

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