



# SCHOOL TRANSITION

Jessica Castañeda, IDRC  
Director

Guadalupe Cuesta, Director

National Migrant and Seasonal  
Head Start Collaboration  
Office







# AGENDA

- Welcome and Introductions
  - Purpose of meeting
- Kinder Demographics
- School Transition
- MSHS & MEP work focus
- Networking: Questions, Comments, Suggestions & Recommendations
- Trends
  - Education
  - Agriculture
- Closing

# KINDER DEMOGRAPHICS

Children Enrolled	Approximately 23,485
a. Under 1 year	3,126
b. 1 year old	4,130
c. 2 years old	4,993
d. 3 years old	4,975
e. 4 years old	4,244
f. 5 years old & older	1,831





# SCHOOL TRANSITION



- Prepare parents school requirements and or regulations, especially related to Covid
  - Parent Portal (technology & language)
- Meet with your counterparts (MSHS/MEP) to discuss families: continuation of services needed
  - Children with Disabilities
  - Families in crisis
  - New families to the community
  - Families' first time in Public School System
- Introduce families to MEP staff (whenever possible, face to face)

# MSHS & MEP WORK FOCUS

- School Transition
  - Children & Parents
- New Enrollments
- Kids into School
- End of Summer Services
- Re-Verification





# Migrant and Seasonal Head Start Center and Health Center Locator

To download the app for Free, follow these steps:

- 1) Enter your app store  
**Google Play Store** or **Apple App Store**



- 2) Enter the name **Migrante Head Start** in the Search box and select the application with the following icon:



- 3) In Google: Press **Install** and than **Accept**  
In Apple: Press **Get** and than **Install**





# RESOURCE LIBRARY

SHARE

Home > Resource Library > State & Regional Contact Information

## STATE & REGIONAL CONTACT INFORMATION

Under the State Program Information tab, click on a state in the map to view the primary contacts. To view the Migrant Education Program Coordination Work Group (CWG) regional representatives, click on the CWG Regional Representatives tab.

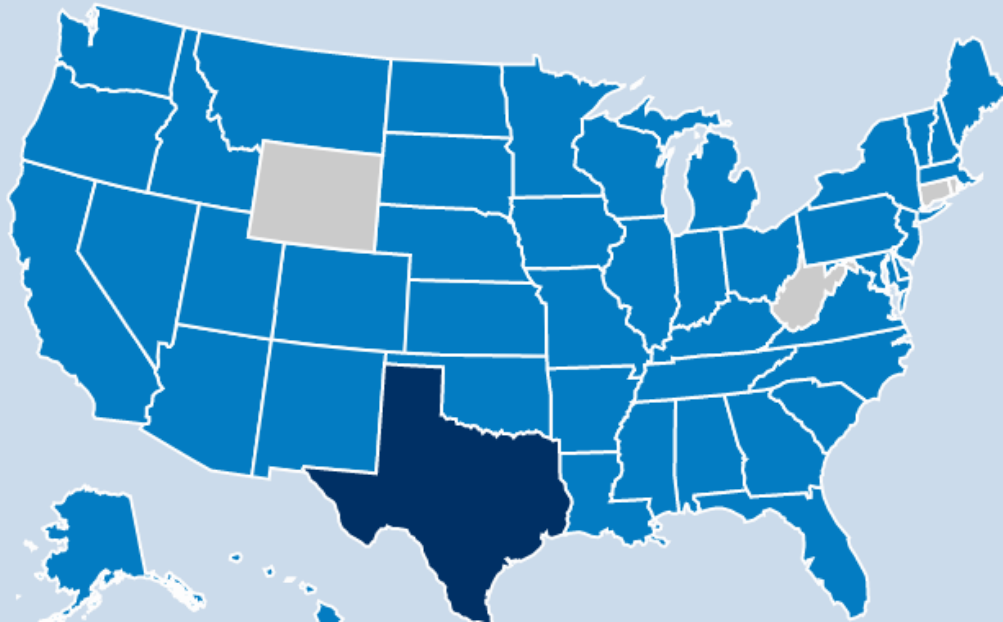
[https://results.ed.gov/resources/state\\_program\\_information](https://results.ed.gov/resources/state_program_information)

Download the List of State Directors *(updated 07.21.21)*

Download the List of CWG Regional Representatives *(updated 04.28.21)*

State Program Information

CWG Regional Representatives



### TEXAS

U.S. REGION: **SOUTHWEST**

[View State Website](#)



#### STATE CONTACT INFORMATION

**Didi Garcia**

MEP State Director

[Didi.Garcia@TEA.Texas.gov](mailto:Didi.Garcia@TEA.Texas.gov)

Phone: (512) 463-9147

**Texas Education Agency**

1701 N. Congress Avenue

Austin, TX 78701



# TRENDS ON OUR MINDS

- More than 270,000 children participate in migrant education programs across the country.
- We have been seeing a decrease in those numbers the past year.
  - Challenges: Enrollments into virtual school
  - Movement and schools closed and parents not always sure how to access virtual programs.
  - Fear of COVID in the beginning and many not moving.
  - Fear of in-person school
  - Need for in-person school
  - Constant change and navigating new systems.
  - New needs from the pandemic. – Sometimes children have fallen farther behind.





The screenshot shows a video player interface for a PBS NewsHour segment. The video frame displays a classroom with an American flag in the foreground and desks in the background. The headline reads: "What impact is 'the COVID slide' having on students?". Below the headline, it says "Feb 3, 2021 6:25 PM EDT". The player controls show a progress bar at 0:00 / 5:55. Navigation links for "Full Episodes", "Podcasts", and "Subscribe" are visible at the top right. A "Menu" icon is at the top left. At the bottom left, there are options for "Transcript" and "Audio". At the bottom right, there is a "Support Provided By:" section with a "Learn more" link and a "More From This Episode" section.

# COVID RELATED TRENDS

<https://www.pbs.org/newshour/show/what-impact-is-the-covid-slide-having-on-students>

And we were at that time talking about what we had — and others were calling the COVID slide, which was our prediction about what would happen as a result of closing schools during the pandemic, and we were predicting something that looked like a nine-to-10-month summer melt in students.

And the early findings we're seeing from studies are substantiating just that. We're seeing evidence right now of students falling behind. And, most importantly, we're seeing lots of evidence of the students who are most at risk and who entered into the pandemic and entered into the schools' closures behind falling further and further behind.

So we're seeing evidence and data now that suggests we're looking at students who were behind losing another nine to 11 months. And these are students who entered into the pandemic, as I said, maybe one or two years already behind their peers in terms of learning.

So, it's those most at-risk students that we're primarily concerned about here as a result of the closure. But we're seeing general agreement from teachers, parents, and students that remote learning is not as high-quality as the learning that had been taking place beforehand.

# Many predicted some kind of 'Covid slide' in learning. Test results show how bad it is

By Rachel Clarke, CNN

🕒 Updated 9:43 AM ET, Wed August 25, 2021

- "We weren't in a normal or typical year," said Mabry, who focuses on applying data to get instruction solutions. "I don't want to lose this thread that we did experience some growth. ... We want to ring and sound the bell for a sense of urgency to attend to this data, but we don't want teachers to feel disempowered or disillusioned."
- Younger students in grades 3-5 were hit hardest, and poorer students and students of color were also disproportionately impacted, NWEA said.
- Reading achievement for Asian American and White students dropped on average by up to 5 percentile points; for Black and Latino students, growth fell by between 4 and 10 points, and scores for native Americans and Alaskans were down an average of 1 to 7 percentile points.
- In math, the differences were more pronounced, NWEA found, with achievement declines of up to 17 points for Black, Latino and Native American students, about twice the fall of White and Asian American students.
- Students in low-poverty schools saw declines of 2 or 3 points in reading and up to 9 points in math. Their peers in high-poverty schools saw results that were down 4 to 11 points in reading, and 6 to 17 points in math.
- (NWEA, formerly the Northwest Evaluation Association, developed MAP Growth adaptive assessments that measure individual student achievements and place them relative to their peers in a grade. Schools across the nation voluntarily use the tests to track students three times a year and identify where they can progress.)

<https://www.cnn.com/2021/08/25/us/school-test-scores-covid-pandemic/index.html>



# AG RELATED TRENDS- DEALING WITH COVID-19

- Any COVID-related policies that are enacted at the federal level, either through congressional action or by administrative order, certainly could have some impact on the agriculture industry. Last spring, we saw the financial implications that can be incurred by production agriculture, when COVID outbreaks closed processing plants and caused interruptions in supply chains. Farm operators received significant financial support in 2020 from the coronavirus food assistance program (CFAP1 and CFAP2) payments. A big question going forward is whether the federal government will again step up with assistance payments for farm families, if there are similar challenges in 2021.





# TRADE POLICY

- Within the past year, the new United States-Mexico-Canada (USMCA) trade agreement between the three countries and the new Phase 1 trade agreement between the U.S. and China were implemented. Ag trade with China has increased considerably in 2020; however, Chinese ag trade is still below the trade targets that were established in the Phase 1 agreement. The previous administration withdrew from the Trans-Pacific Partnership (TPP) trade agreement with many Asian countries, including Japan. It will be interesting if the new administration and leadership in congress goes back to multi-lateral trade agreements such as TPP, as well as if we continue with the current trade policy with China, Canada and Mexico, which are the three largest trade partners for U.S. ag products.





# CLIMATE CHANGE

- The Trump administration discontinued many of the discussions and negotiations regarding climate change that the U.S. had previously been involved both domestically and with foreign countries. The new administration and many other elected leaders are now calling for a return to a more aggressive approach by the U.S. in dealing with climate change, both within the U.S. borders and internationally. Many of the proposed ideas involve implementing measures to reduce the man-induced impacts of a changing climate, several of which ultimately could have a major impact on the agriculture industry, both positive and negative. In the past, congress has been reluctant to take much action relative to climate change, due to questioning the scientific evidence, as well as the uncertainty regarding economic implications; however, it appears that this trend may be changing.



# RURAL HEALTH CARE

- Rising health care costs and access to adequate health care continues to be a major concern for farm and rural families in many areas of the U.S. Some families have seen health insurance premiums rise 50-100 percent in recent years, with individual farm families and some small business owners now paying \$30,000-40,000 per year or more for health care coverage. At the same time, many rural hospitals and clinics have been closed and consolidated into larger regional health centers, which has limited access to quality health care services in some rural areas.





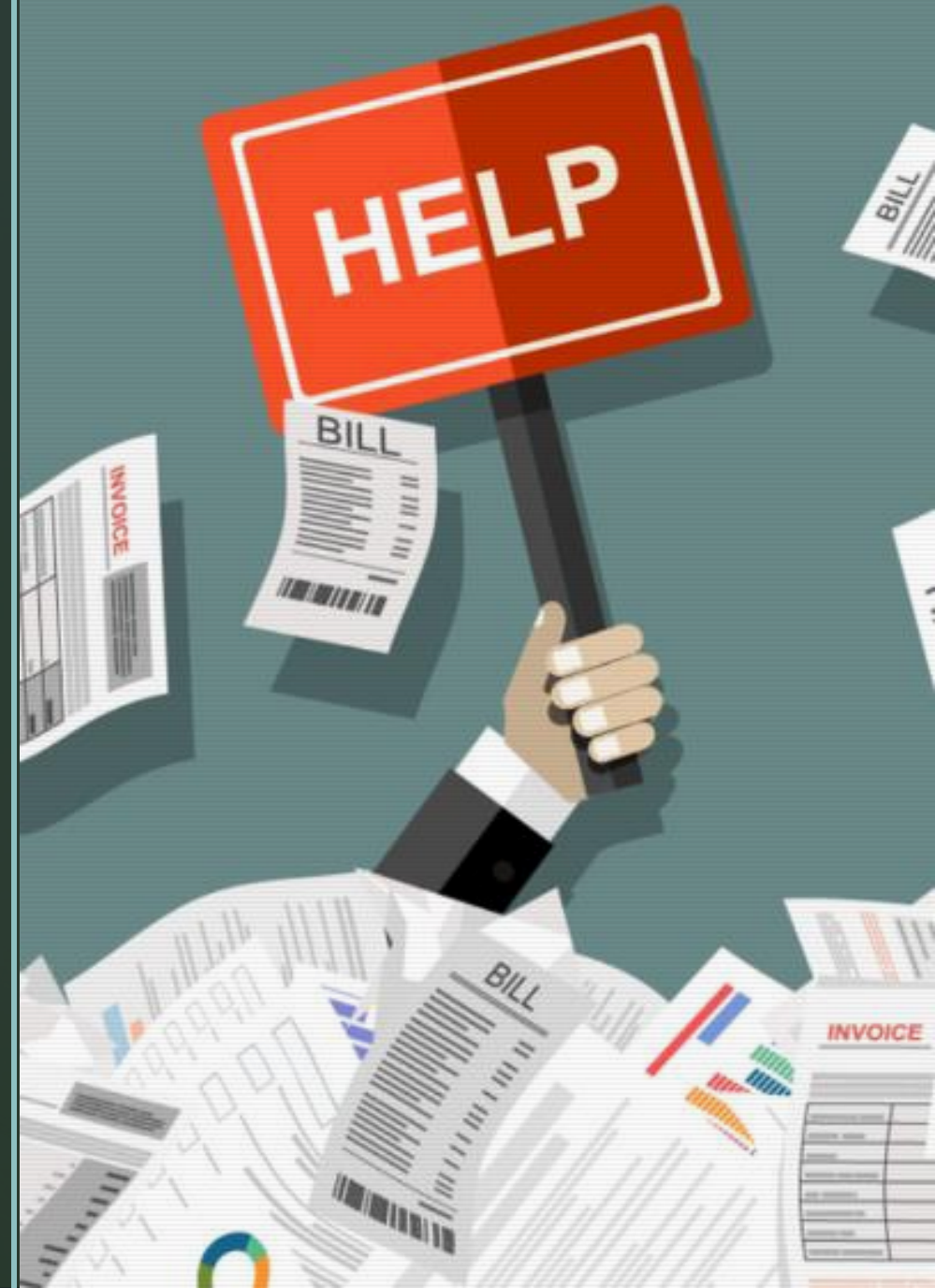
# BROADBAND ACCESS

- One ongoing issue that has been brought to the forefront by the COVID-19 outbreak has been the inconsistent or the lack of internet service and connections in many rural areas. As public schools have been forced to utilize distance learning models to educate elementary and high school students in the past year, one the biggest limiting factors has been inadequate internet service in many rural areas. Many previous and newly elected officials have talked about the need for major federal investment into infrastructure upgrades, which hopefully will also include improved broadband capabilities in rural communities.



# FARM FINANCIAL STRESS

- Low profitability in both crop and livestock production in the past several years has increased financial stress for farm families in many areas of the U.S. Even though the increased federal aid and higher crop prices have improved the financial situation for many farm operators in some areas in 2020, there are still many farm families facing financial difficulties and increased stress levels. There will likely continue to be a need in the future to provide programs and support for the farm operators and families who are facing these challenges.





# THE ESSENTIALITY OF FARM LABOR

- Labor accounts for the third highest expense for farmers, so understanding this complex input is of paramount importance. Despite their critical role in the industry, nearly half of crop farmworkers lack legal status. In fact, only four percent of immigrant farmworkers have obtained U.S. citizenship. In response to these issues, the new administration is promoting a path to citizenship for undocumented essential immigrant workers.
- Furthermore, due to COVID-19, farmworkers faced difficulty in traveling internationally for seasonal work. For instance, many fruit and vegetable farmworkers, who typically travel to American farms for planting and harvesting seasons, chose to stay home to protect their health. Farmers paid additional input costs for COVID-related personal protective equipment to protect the health and safety of their workers.





**MORE THAN EVER-  
WE NEED TO WORK TOGETHER!**



# FINAL QUESTIONS AND COMMENTS



**Guadalupe Cuesta**  
[gcuesta@fhi360.org](mailto:gcuesta@fhi360.org)

**Jessica Castañeda**  
[jcastanedaidr@gmail.com](mailto:jcastanedaidr@gmail.com)