



# TITLE I PART C

## Education of Migratory Children



December 26, 2022

## BULLETIN



Look for new things to come in the next year.  
Follow us on Facebook **NDE Migrant Education** and Twitter **@NDE\_MEP**.  
Have a safe and wonderful New Year!

## **Raise the Bar: Literacy & Math Series to Address Academic Recovery**

Session 4 – Addressing Teacher Shortages and Support

Virtual Convening - Thursday, January 12, 2022

General Session: 2:00 pm - 3:30 pm EST

Earlier this fall, the U.S. Department of Education (ED) [launched](#) a series of five convenings focused on strategies and programs to boost literacy and math outcomes. The kickoff event on October 26 was a continued call to action for practitioners, education leaders, and policymakers to leverage the extraordinary level of available federal resources to mitigate the impact of lost instructional time and accelerate academic recovery. Subsequent sessions focused on rigorous instruction and increasing support for students beyond the classroom, including best practices and research in after-school and summer programming, tutoring and mentoring, and parent partnerships.

The fourth session in the series will take place on January 12 and will focus on addressing teacher shortages and supporting educators, and will highlight promising policies and practices that help accelerate learning. This virtual convening of experts will continue to build engagement from the field; identify collaboration opportunities among research, practice, and funding; and lift best practices and resources for practitioners and policymakers to take action to support academic recovery. Key features include:

Learning research-based practices from content experts in educator support  
Highlighting promising practices from SEAs and districts

Leveraging ARP funding to implement literacy and math achievement best practices at scale

[Click here to register for the January 12 virtual convening.](#)

Please share this information with your colleagues and networks and on social media.

Kimberly Watkins-Foote  
Director, National Engagement Division  
Office of Communications and Outreach  
U.S. Department of Education  
400 Maryland Avenue, SW | Washington, DC 20202  
202-260-8197  
[\[www.ed.gov\]](http://www.ed.gov)[www.ed.gov](http://www.ed.gov)



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Consultant  
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## **Rural Migration Blog**

### **December 19, 2022**

#### **H-2A: 372,000 jobs certified in FY22**

The H-2A program allows US farmers who anticipate shortages of seasonal workers to be certified by DOL to recruit and employ H-2A workers to fill seasonal jobs, usually for up to 10 months. Employers certified by DOL submit petitions to DHS for approval, which forwards them to DOS consulates abroad; DHS admits workers with visas.  
Continue reading "H-2A: 372,000 jobs certified in FY22"...

#### **Remittances: \$626 billion in 2022**

Remittances, the monies sent to countries of origin by migrants abroad, reached a record \$626 billion to low- and middle-income countries in 2022. Remittances are three times Official Development Assistance (ODA) and exceed Foreign Direct Investment (FDI), making them the largest financial flow from richer to poorer countries. Remittances have reached new records every year despite a wide range of challenges, from closed borders during covid to a weakening Euro that reduces the value of remittances sent from Europe in dollar terms.  
Continue reading "Remittances: \$626 billion in 2022"...

#### **CEA and Labor**

Controlled Environment Agriculture (CEA) involves growing plants under protective structures that shield them from weather and pests. CEA raises yields, reduces water requirements, and facilitates organic production. Many CEA operations are located in urban areas near consumers. Data on CEA workforces are sparse, but US CEA farms may employ a smaller share of the unauthorized Mexican-born workers who dominate in open field agriculture.  
Continue reading "CEA and Labor"...

#### **US Fruit and Vegetable Trade**

The US had an agricultural trade surplus in most years between 1960 and 2020 because exported farm commodities were worth more than the commodities that were imported. The US farm trade surplus has turned into a deficit in recent years as the US imports more fruits and vegetables, which are more valuable than the corn and soybeans that dominate among US farm exports.  
Continue reading "US Fruit and Vegetable Trade"...

#### **World wine in 2020**

World wine consumption was 236 million hectoliters in 2021, down from the 260 million hectoliters consumed in 2019. One hectoliter is 26.4 gallons, making global wine consumption about 6.2 billion gallons or 1.1 gallons per year for each of the 5.5 billion people 18 and older.  
Continue reading "World wine in 2020"...

# Are you prepared for the winter storm coming?



## Dangerously cold weather is coming!

A winter storm is coming and AgriSafe wants to make sure you have the resources necessary to protect yourself and those you care about. Be prepared to stay warm and healthy while working in agriculture using the resources below!



# FARM SAFETY CHECK

**Agriculture can be a dangerous job.** Safety and health can be overwhelming with the number of hazards on the farm. Too often we hear or read of farm incidents where a farm worker or family member was seriously injured or killed. At UMASH, we believe these injuries are preventable.

The **UMASH Farm Safety Check** is a quick review to identify and fix potential hazards before they cause harm to your family and employees – and your bottom line. Farm Safety Check will focus on a different topic, offering checklists and tips to help identify hazards, along with resources to remedy any problems.

➔ [VIEW TOPICS](#)

Look for the red banner which indicates Farm Safety Checklists with Spanish resources.

If you would like any of our Farm Safety Checklists translated to Spanish, Please email [umash@umn.edu](mailto:umash@umn.edu)

Resources with the blue banner have been updated in light of COVID-19.

Curious to see more COVID-19 resources?

➔ Visit our [COVID-19 Resources page](#)

*"Every farm is unique. It takes an individual approach to address common hazards. The best way to do that is having a routine way to review the farm environment for potential hazards. There are many ways of working on a farm that can lead to injury or illness. All injuries are preventable."*

**Bruce H. Alexander, PhD**  
Former Director, Upper Midwest Agricultural Safety and Health Center (UMASH)

### Blank Safety Checklist

In addition to the topic-specific checklists, you can use this blank fillable PDF to list other safety hazards.

[View PDF](#)

### Stop Think Act Checklist



[View PDF](#)



## UMASH Cold Stress Toolkit

The Upper Midwest Agricultural Safety and Health Center (UMASH) has created a toolkit with resources to recognize signs and symptoms of cold stress so you can stay safe while working through the winter.



[View the Toolkit Here](#)

## Winter Weather Resource Page

Learn how to prepare for winter storms, prevent cold temperature-related health problems, and protect yourself during all stages of a winter storm with this resource page created by the Center for Disease Control and Prevention.

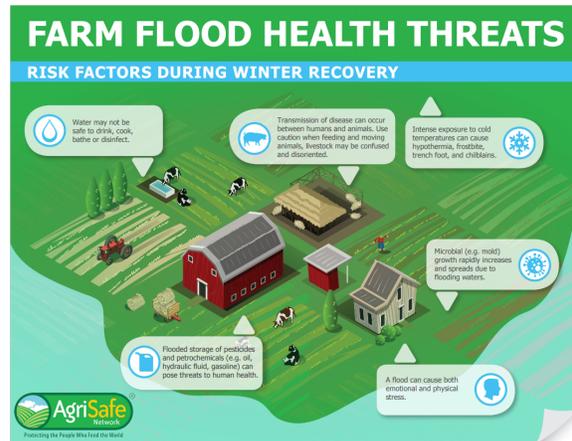


[View the Resource Page Here](#)

## Farm Flood Health Threats-Cold Weather

An AgriSafe resource guide designed to help farmers protect themselves during winter floods.

[View the Guide Here](#)







# TITLE I PART C

## Education of Migratory Children



December 12, 2022

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### 2023 NATIONAL MIGRANT EDUCATION CONFERENCE

SUNDAY, APRIL 30 - WEDNESDAY, MAY 3, 2023 IN ALBUQUERQUE, NEW MEXICO



**NATIONAL MIGRANT EDUCATION CONFERENCE REGISTRATION NOW OPEN!**

**Join Us in Beautiful  
Albuquerque, New Mexico!**

NASDME is pleased to announce that Registration is now open for the 2023 National Migrant Education Conference to be held in beautiful Albuquerque, New Mexico from Sunday, April 30 to Wednesday, May 3, 2023.

As you know, this is the largest migrant conference of any kind held each year in the United States. It is the premier professional development opportunity for migrant education staff and others working with migratory students and families. We invite all of you to join 1,500 Migrant Ed colleagues who will be attending!

There will be 175 high quality workshops and four exciting, and meaningful general sessions. Network with your colleagues from across the country. Gain new ideas and hear about success stories all aimed at maintaining the high quality of the Title I, Part C Migrant Education Program.

We all recognize that it is more important than ever to come together, to learn from each other, to gain and give support.

[Click here for online registration.](#) Click here to download the [registration form](#) if not registering online. For more information, view the Conference Registration FAQs and tentative conference schedule.

The conference hotel information will be available in late January 2023.

[Register Online](#)

# El Camino Latino Conference 2023

BY BELLEVUE UNIVERSITY



**Feb. 24, 2023**  
**9am - 2pm**

**All Seniors Welcome!**  
Get informed + inspired!

Hear from some of  
Omaha's top employers  
and their opportunities.

Register  
Here >



Visit [bellevue.edu/event-forms/el-camino-latinoconference/](https://bellevue.edu/event-forms/el-camino-latinoconference/) to sign up today!

Deadline is 2.23.23

**For Questions:**

Gina Ponce | [giponce@bellevue.edu](mailto:giponce@bellevue.edu)  
402.669.0434



**BELLEVUE**  
UNIVERSITY



**El Camino Latino**  
Community | Career | Connections



## Fostering Resilient Workplaces: Sustaining Ourselves & Our Staff



Past and present challenges in the workplace have resulted in unprecedented levels of stress and increased vulnerability to compassion fatigue also known as the “weariness that comes from caring.” This presentation will address the impacts of working with high stress situations and the individual, as well as organizational, strategies necessary to mitigate the effects.

Participants will review current methods for coping, understand the power of self-regulation, and explore comprehensive areas of well-being that foster resilience and social-emotional growth.

Participant Objectives:

1. Gain an understanding of short- and long-term impacts of working with high stress and trauma-related experiences.
2. Identify the holistic impact of compassion fatigue on organizational systems and individual professional performance.
3. Understand the phenomena of post-traumatic growth and the sense of hope/healing it can foster in the workplace.
4. Explore strategies to develop a comprehensive professional well-being plan.

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**Tuesday, January 10, 2023**

[8:00 am pacific, 9:00 am mountain, 10:00 am central, 11:00 am eastern]

REGISTER HERE FOR THE 2-HOUR WEBINAR:

<https://us02web.zoom.us/meeting/register/tZEsc-uogTwrHN2jtBXmkUcpmnzJJ6NCLn1n>

After registering, you will receive a confirmation email containing information about joining the meeting.

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**Dr. Mona M. Johnson** recently joined the Olympic Educational Service District 114 Team as the Executive Director of Teaching & Learning System Pathways at Olympic ESD 114. Most recently she worked in the South Kitsap School District as Executive Director of Wellness & Support and at the WA State Office of Superintendent of Public Instruction where she managed a wide variety of programs and professionals focused on ensuring that students and staff district-wide are healthy, safe, engaged, and supported in their pursuit of social emotional wellness and academic success. Prior to this, Mona also served as Chief of School Behavioral Health at the U.S. Army Medical Command Child where she had overall responsibility for the development of international School Behavioral Health Center programs on Army Installations in the U.S and Europe.

Mona presents, publishes, and consults at the local, state, and national levels in the areas of professional wellness, social emotional resilience, and trauma recovery. Most recently she published the article *Self-Care is Not Enough!* in the summer 2022 edition of *Educational Leadership Journal*. Past authored and co-authored publications include *Self-Care: The Antidote to Compassion Fatigue* in the *Educational Leadership Journal* (2020); *The Heart of Learning and Teaching: Compassion, Resiliency and Academic Success* (2009); *Compassion Fatigue Training for Educators* (2012); and *How the Traumatic Experiences of Students Manifest in School Settings* (Rossen & Hull, Editors, 2010 & 2013). Mona received the 2019 Touching Trauma at Its Heart Educator Award from the National Attachment and Trauma Network. Past awards include Champion for Children from the National Association of Children of Alcoholics and the Advocate of the Year Award from Community Anti-Drug Coalitions of America.

Mona has a Doctorate in Educational Leadership from the University of Washington and a Washington State Superintendent credential. Her masters and undergraduate degrees are in Social Sciences and Social Work. Mona lives in Gig Harbor, WA, with her amazing husband, Dan, and two over-indulged rescue cats named Emme and Elle.



iSOSY | [www.osymigrant.org](http://www.osymigrant.org)



# TITLE I PART C

## Education of Migratory Children



December 5, 2022

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**From the desk of Jessica Castañeda**  
**IDRC Director**

**Associated Press:** Bird flu prompts slaughter of 1.8M chickens in Nebraska

Link - Nebraska agriculture officials say another 1.8 million chickens must be killed after bird flu was found on a farm in the latest sign that the outbreak that has already prompted the slaughter of more than 50 million birds nationwide continues to spread.

**From the Desk of Nancy Wiehe**  
**IMEC Consultant**

Dear colleagues,

Earlier this fall, ED launched a series of five convenings focused on strategies and programs to boost literacy and math outcomes. The kickoff event on October 26 at ED was a continued call to action for practitioners, education leaders, and policymakers to leverage the extraordinary level of available federal resources to mitigate learning loss and accelerate academic recovery. The second session highlighted concrete practices and research on rigorous instruction for all students.

On Thursday, December 8, ED will host the third session in the series focused on Increasing Support for Students Beyond the Classroom.

Raise the Bar: Literacy & Math Series to Address Academic Recovery  
Session 3: Virtual Convening  
Thursday, December 8, 2022  
General Session: 2:00 – 3:30 p.m. EST

In this virtual convening of experts, ED will continue to build engagement from the field; identify collaboration opportunities among research, practice, and funding; and lift best practices and resources for practitioners and policymakers to take action to address learning loss and academic recovery. Key features include:

- Learning research-based practices from content experts in after-school programming, summer learning, and parent partnerships
- Highlighting promising practices from SEAs and districts
- Leveraging ARP funding to implement literacy and math achievement best practices at scale
- Offering dedicated time and expertise to support action planning (i.e., guided working sessions and support from technical assistance providers)

[Click here to register for the December 8 virtual convening.](#)

And please feel free to share this information with your colleagues, networks and on social media.

Best,  
Office of Communications and Outreach



# TITLE I PART C

## Education of Migratory Children



November 28, 2022

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### NOVEMBER MONTHLY SCENARIO



We are offering a new resource each month with our scenarios listed in the monthly newsletter.

We will have a quick walkthrough video on our YouTube channel explaining how to eligibility. Check out this month's video.



Did you Miss our Webinar on the US Forestry Industry.

[Access the recording here.](#)



Next Month's Webinar

Join us December 6th 11 PST, 12 MST, 1 CST, 2 EST for a webinar on on the US Hemp Industry.  
Register in Advance!

[https://us02web.zoom.us/webinar/register/WN\\_0cf0mEgITGmNQYXVJT8\\_RQ](https://us02web.zoom.us/webinar/register/WN_0cf0mEgITGmNQYXVJT8_RQ)



Wondering who is administering the Farm and Food Workers Relief Program in your area?  
[Learn more here.](#)



**Transportation and Marketing**  
Farm and Food Workers Relief Program (FFWR)

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*Fiscal Year 2023*  
*Funded Projects Contacts and Service Areas*

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## Recent Agriculture News



**RFD-TV: Kicking The Can Down The Road: Farmers urge Congress to quickly pass the Farm Workforce Modernization Act**

[Link](#) - As discussions continue surrounding the use of H-2A workers in agriculture, some producers are calling the Farm Workforce Modernization Act the best chance for agriculture to receive the help it needs.

**WKYT: AppHarvest opens new high-tech vegetable farm in Ky. town**



**CBS News: Drought disrupts "irreplaceable" Mississippi River shipping corridor**

[Link](#) - North of Memphis, the river looks more like a desert than a river, as barge traffic up and down the crucial corridor is slowed or stranded amid a historic drought.

**INHABITAT: Is vertical farming the future of food production?**

[Link](#) - Agricultural innovations will be required to grow substantial quantities of produce to meet our needs. One of

[Link](#) - AppHarvest just opened a new high-tech vegetable farm that will bring 60 jobs to Berea.

**USA TODAY: A wetter world is transforming Midwest farming. Can growers adapt to the changing climate?**

[Link](#) - A hotter atmosphere is causing rain to fall in harder bursts, pushing back planting seasons and drowning crops.

**Agri-Pulse: Florida estimates Hurricane Ian damages as high as \$1.9B**

[Link](#) - Hurricane Ian caused \$1.2 billion to \$1.9 billion in damage to Florida agriculture when it tore through the state last month, with one-third of the losses coming in the citrus industry alone, the Florida Department of Agriculture and Consumer Services reported Monday.

**Yakima Herald: Stanford University to study foreign agricultural worker program in WA**

[Link](#) - Use of the H-2A program, where agricultural employers hire foreign workers seasonally when they cannot find enough local labor, has skyrocketed.



the agricultural processes that could do this is vertical farming.

**NBC Right Now: Farm workers unions disagree on Farm Workforce Modernization Act**

[Link](#) - Farmworkers unions disagree over whether the bill would ultimately help farmworkers or hurt them.

**Spectrum News: New York House Republicans urge reversal of farm labor overtime change**

[Link](#) - Republicans who represent New York in the House of Representatives sent the letter as part of the public comment period before the change goes into effect by the end of the year.

**Statesman Journal: The most dangerous season to drive to work is beginning for farmworkers in Oregon, across US**

[Link](#) - Transportation incidents are deadliest threat to farmworkers.

**NPR: Farmers hope the lame duck session can change the immigration system**

[Link](#) - This election cycle has highlighted the growing divide in American politics over immigration. But people who advocate for and employ immigrants are still hoping that some targeted measures can get through Congress in the upcoming lame duck session.

[Access our website for additional resources.](#)



The iSOSY Technical Support Team (TST) gathered early this month in Asheville, NC, for two days of work and collaboration. The highlight was hearing from four NCMEP students who joined us to share their success stories.

Carlos and Randy, brothers, traveled with their mother. Both high schoolers shared their experiences at the 2022 summer camp co-hosted by NC and SC where they learned things like working with others and self-discipline and how those lessons have helped them greatly in their schoolwork this year. In fact, the family took time after the presentation to visit colleges in the area!

Aldrin is an OSY who took time away from her job in order to share her experience at the camp, organized by TST members Hunter Ogletree (NC) and Emily Williams (SC) with others. Aldrin said she enjoyed the camp activities very much and learned a lot about communication.

Maria Belen is an H2A worker who helped dispel the myth that H2A workers are uninterested in education opportunities because of their work schedules. She expressed how she found the camp very valuable and learned about leadership and organization. We hope to see more and more of these workers involved in our programs!

Thank you to Dr. LaTricia Townsend, Susan Brigman, Juan Carlos Alvarez, Dr. Heriberto Corral, and Hunter Ogletree who helped make this important presentation possible.



Carlos



Randy



Maria Belen



Dr. LaTricia Townsend shared about the experience on her official Twitter account.



Aldrin



Director Tracie Kalic visits with Carlos and Randy's mother.



Staff from North Carolina join others from iSOSY in welcoming these youth and thanking them for taking time from work and school schedules to share their important stories.



Dr. Heriberto Corral helps with translation.

[www.osymigrant.org](http://www.osymigrant.org)

**From the desk of Nancy Wiehe  
CCSSO - IMEC Consultant**

Dear Colleagues,

Attached and at <https://oese.ed.gov/offices/office-of-formula-grants/safe-supportive-schools/student-support-and-academic-enrichment-program/> (scroll down to bottom right side of page), please find Frequently Asked Questions (FAQs) for the *Bipartisan Safer Communities Act* (BSCA) Stronger Connections Grant Program. These FAQs are designed to assist both SEAs and LEAs in guiding effective use of funds to create safe, healthy, and supportive learning environments and respond to inquiries the Department has received from SEAs, LEAs, and students and families concerning program implementation.

Also, the Department is seeking public comment on the FAQs. Please provide your feedback – to [StrongerConnections@ed.gov](mailto:StrongerConnections@ed.gov), using the subject line “Stronger Connections Grant Program FAQs” – by December 19, 2022. The Department will consider all comments in making revisions, as appropriate, but will not provide individual responses to comments.

Letter from Secretary Cardona re: Bipartisan Safer Communities Act Implementation  
September 15, 2022

Dear Chief State School Officer:

On June 25, 2022, President Biden signed into law the *Bipartisan Safer Communities Act* (BSCA), an important first step toward reducing the risk of gun violence in our schools and communities. Through this legislation, Congress authorized \$1 billion in formula funding under Title IV, Part A of the *Elementary and Secondary Education Act of 1965* (ESEA) to State educational agencies (SEAs) to provide students with safer and healthier learning environments. Under the BSCA, SEAs must award these funds competitively to high-need local educational agencies (LEAs) to fund activities allowable under section 4108 of the ESEA. The U.S. Department of Education (Department) is pleased to announce your State's allocation of these funds under the BSCA **Stronger Connections grant program** (see attachment). The Department's approach is intended to ensure transparency and successful implementation, while also providing access to these funds as soon as possible to support the ongoing needs of students, educators, families, and communities.

Research consistently shows that safe, inclusive, and supportive learning environments are associated with improved academic achievement and emotional well-being of students, as well as with reductions in disciplinary actions.<sup>1</sup> Accordingly, students who experience a sense of belonging in school are also more likely to exhibit positive behaviors.<sup>2</sup> This includes learning environments that provide culturally and linguistically responsive practices where students are surrounded by adults they can trust and who are committed to building strong relationships.<sup>3</sup> Environments like these also help build connections that make students less likely to bring weapons to school and more likely to report the presence of weapons in school.<sup>4</sup> Beyond the benefit to the individual student, safe, inclusive, and supportive learning environments benefit their fellow students, educators, and the community at large.

Nurturing learning environments can also help students overcome challenging and traumatic experiences and provide a sense of emotional and physical safety. When young people feel connected to school and to school staff, they are less likely to engage in risky behaviors, be absent from school, or experience emotional distress and are more likely to earn higher grades. Recent research has also begun to identify specific strategies, such as those that teach pro-social behaviors, that can improve school performance and reduce violence in the community at large.<sup>5</sup>

Therefore, to maximize the positive and lasting impact of these funds, the Department is encouraging States to prioritize funds for LEA applicants that demonstrate a strong commitment to the following:

- 1. Implementing comprehensive, evidence-based strategies that meet each student's social, emotional, physical, and mental well-being needs; create positive, inclusive, and supportive school environments; and increase access to place-based interventions and services.**

There is a compelling body of research on the practices that are most likely to make for safer and more supportive learning environments, as well as those that can undermine this objective and positive outcomes for students. The ESEA emphasizes the use of evidence-based approaches, including in activities to support safe and healthy students in ESEA section 4108, under which your State is receiving these additional funds. In identifying appropriate evidence-based strategies to promote a positive school climate and student and educator well-being, the Department urges States and LEAs to rely on the strongest types of evidence—*i.e.*, “strong” (Tier 1) and “moderate” (Tier 2) evidence under the ESEA and the Education Department General Administrative Regulations.<sup>6</sup> Such evidence is backed by rigorous, well-designed, and well-implemented studies with positive results (and without strong negative results) based on a robust sample size that matches the local context.

The Department's [What Works Clearinghouse](#) reviews high-quality research that can help in selecting evidence-based strategies, including Tier 1 and Tier 2 evidence. In addition, evidence-based strategies can be found in the [Best Practices Clearinghouse](#) and through the Department's [technical assistance centers](#). The Department also urges schools to [continuously evaluate](#) interventions, strategies, and practices so that they can ensure efforts are leading to improvement and success. Schools should use high-quality measures of student engagement, [school climate](#), and school safety to monitor the outcomes associated with their efforts and make any necessary adjustments to

implementation. For example, research on child and adolescent development has established that while adverse experiences (particularly in early childhood) can have profound effects on students, learning environments and conditions can be designed in [culturally competent and responsive ways](#) that can help students overcome these effects and thrive.<sup>7</sup>

## **2. Engaging students, families, educators, staff, and community organizations in the selection and implementation of strategies and interventions to create safe, inclusive and supportive learning environments.**

Family engagement is a strong predictor of both elementary and secondary students' school success and is linked to beneficial outcomes for students, educators, and families alike.<sup>8</sup> When schools welcome and [partner with families](#) in ways that respect their cultures, assets, aspirations, and needs, it has the potential to strengthen the entire community. It is essential that LEA leaders and educators consistently engage parents, families, and community partners, paying close attention to communities that face systemic barriers. Experts suggest that family engagement is most effective when it brings a diverse group of families, educators, and community members together to co-create policies, practices, and strategies that achieve mutually agreed upon school climate outcomes for students, schools, and communities.<sup>9</sup> These efforts can also extend to parent representatives, nonfamilial caregivers, individuals, and organizations that represent the interests of students and parents with disabilities or who are English learners.

To support strong engagement, schools should implement strategies for all voices to be heard—and families and communities should know how their feedback was incorporated into final decisions to build and sustain trust. This engagement should begin early in the decision-making process and be ongoing and collaborative. This type of engagement should help facilitate selections of strategies based on a community's values and designed for systemic change that can build long-term buy-in and capacity at the local level.

## **3. Designing and implementing policies and practices that advance equity and are responsive to underserved students, protect student rights, and demonstrate respect for student dignity and potential.**

All students deserve to experience trust and belonging in a safe, inclusive, and supportive school environment. Therefore, the Department strongly encourages States and LEAs to use these funds to design and implement student-centered policies and practices that increase student belonging and provide safe, nurturing, and welcoming environments. While limited infrastructure improvements (e.g., the repair of locks and building entry improvement) are permissible under ESEA section 4108, it is important to note that there is some research that shows that visible security measures alone – and without efforts to promote student learning, growth and positive learning environments – may have detrimental effects, and some of these measures are unlikely to reduce or eliminate serious incidents.<sup>10</sup> For this reason, the Department encourages States and LEAs to increase investments in professional development, [comprehensive emergency management planning](#), [behavioral](#) and trauma- or grief-informed [mental health supports](#) for students (including addressing hate, bullying, and harassment), and other best practices that increase students' safety, belonging, and mental health and well-being.

Further, in designing and implementing measures funded by this program, States and LEAs should consider the proposed uses and foreseeable effects of any measures in light of their legal obligations not to discriminate on the basis of race, color, national origin, sex, or disability. The Department's Office for Civil Rights (OCR) provides [resources](#) that may be helpful in addressing this concern.

More specifically, States and LEAs should recognize that students and families may experience school safety and discipline policies in different ways. For example, research demonstrates that students of color who need mental health supports have been more likely to be met with discipline rather than the appropriate identification, treatment, and supports they need.<sup>11</sup> The data show that exclusionary discipline practices can have a disproportionate impact on students of color who are [frequently](#) disciplined more harshly than their white peers, especially for minor and more subjective offenses (e.g., willful defiance).<sup>12</sup> Research also suggests that these disparities can be exacerbated by subjective evaluations of students'

actions rather than being the product of objective differences in student behavior.<sup>13</sup> These disparities in the application of discipline policies have also been reported by and among [students with disabilities](#), English learners, and LGBTQI+ students.<sup>14</sup>

The Department encourages States and LEAs to select developmentally and culturally appropriate and trauma-informed emergency training, security measures, and other schoolwide policies. These could include implementing effective approaches to engaging and supporting students, providing professional development opportunities that build equitable and emotionally and physically safe learning environments for students and educators, developing and implementing inclusive and culturally and linguistically affirming discipline practices, addressing the root causes of any disparities in discipline, and implementing positive behavioral interventions and supports.

Finally, as States consider establishing **criteria for high-need LEAs** consistent with Congressional intent, the Department encourages States to consider a focus on LEAs with high rates of poverty and with one or more of the following characteristics: (1) a high student-to-mental health professional ratio; (2) high rates of chronic absenteeism, exclusionary discipline, referrals to the juvenile justice system, bullying/harassment, community and school violence, or substance abuse; or (3) where students recently experienced a natural disaster or traumatic event. The Department encourages a measurement of poverty that considers LEAs with high numbers of students living in poverty, as well as LEAs with high percentages of students living in poverty (e.g., at least 40 percent). Such a consideration allow for a more accurate reflection of the concentrations of poverty.

The Department is committed to providing technical assistance to States and LEAs to use these funds in evidence-based ways that build the trusting and inclusive learning environments we all want for all students. We know that States and LEAs are managing multiple demands as we enter the school year, and we will remain available to you to provide technical assistance and share resources that are responsive to the needs of States and LEAs for the effective administering of this funding. The Department also intends to issue answers to BSCA Stronger Connections Grant Frequently Asked Questions in the coming months as part of our efforts to support successful implementation of the program.

Your State may begin to draw down its Stronger Connections allocation, consistent with the requirements of your Grant Award Notification that includes assurances related to statutory uses of funds, accountability, reporting, and equitable services. These assurances support a streamlined award process aimed at providing States with funding as efficiently as possible. If you or your staff have questions, please contact your State's Title IV, Part A program officer.

Thank you for your commitment to supporting all students' safety, well-being, and success.

Sincerely,

Miguel A. Cardona, Ed.D.  
U.S. Secretary of Education

Attachment



**Bipartisan Safer  
Communities Act  
Stronger Connections  
Grant Program  
Frequently Asked Questions**



The U.S. Department of Education (Department) is seeking public comment on Draft Bipartisan Safer Communities Act Stronger Connections Frequently Asked Questions – Nonregulatory Guidance (2022).

Please provide your feedback on the draft document by December 19, 2022.

#### Submission Instructions

Send comments to: [StrongerConnections@ed.gov](mailto:StrongerConnections@ed.gov)

Subject line: Stronger Connections Grant Program FAQs

Comments: Please submit succinct, substantive comments regarding the draft Bipartisan Safer Communities Act Stronger Connections Grant Program FAQs, which may include:

- Identifying questions or answers in the document, by question number, that you think are not clear and provide a suggestion for enhancing clarity; or
- Providing suggestions for enhancing the document overall, such as an unanswered question.

General Notes: The Department will consider all comments in making revisions, as appropriate, but will not provide individual responses to comments. Deadline: December 19, 2022.

**U.S. Department of Education**

Miguel A. Cardona, Ed.D.  
Secretary of Education

**Office of Planning, Evaluation and Policy Development**

Roberto J. Rodríguez  
Assistant Secretary

**November 2022**

**Availability of Alternate Formats**

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## Introduction

The **Bipartisan Safer Communities Act** (BSCA) of 2022 provides historic funding to support SEAs, LEAs, and schools in establishing safe, healthy, and supportive learning opportunities and environments. This includes \$1 billion through Title IV, Part A of the Elementary and Secondary Education Act (ESEA) for SEAs to competitively award subgrants to high-need LEAs to establish safer and healthier learning environments, and to prevent and respond to acts of bullying, violence, and hate that impact our school communities at individual and systemic levels, among other programs and activities.

The Department has designated this component of the BSCA the Stronger Connections Grant Program in recognition of the fact that local evidence-based school safety and climate plans, along with other evidence-based strategies for creating safe, healthy, and supportive schools, depend on meaningful engagement between school and LEA leaders and students, parents, families, and community members, and strong relationships between students and adults. These connections are vital for ensuring that school safety and climate plans are tailored to local conditions, lived experiences, and needs; well-designed; effectively implemented; and clearly communicated, including to families. LEA plans to create safe, healthy, and supportive schools should reflect a comprehensive set of evidence-based components. Examples of critical components include those related to safety assessments and corresponding safety plans and strategies (e.g., emergency operation plans), positive school culture and climate (e.g., Positive Behavioral Interventions and Supports (PBIS)), and student wellness (e.g., integrated student supports).

The following Frequently Asked Questions (FAQs) are designed to assist SEAs and LEAs in guiding effective use of Stronger Connections funds to create safe, healthy, and supportive learning environments and respond to inquiries the Department has received from SEAs, LEAs, and students and families, about program implementation. The Department encourages LEAs to work collaboratively with SEAs, parents and families, community leaders, youth-serving systems, and institutions of higher education in guidance the use of these funds.

### A. Overview of the Stronger Connections Grant Program

#### A-1. What is the Stronger Connections program?

On June 25, 2022, President Biden signed the Bipartisan Safer Communities Act (BSCA), which provides \$1 billion in funding to State educational agencies (SEAs) to be distributed under Title IV, Part A of the Elementary and Secondary Education Act of 1965 (ESEA). The BSCA specifies that SEAs must make competitive subgrants to high-need local educational agencies (LEAs), as determined by the SEA, for activities to support safe and healthy students under [section 4108](#) of the ESEA. The Department has designated BSCA section 4108 funds as the Stronger Connections grant program to distinguish it from the regular Title IV, Part A, Student Support and Academic Enrichment Grants program, which funds a broader range of activities, including activities to support well-rounded educational opportunities and the effective use of educational technology. The Department announced allocations and awarded Stronger Connections funds to SEAs on September 15, 2022.

## A-2. How does Stronger Connections relate to the existing Title IV, Part A formula grant program?

Congress provided funding in the BSCA for the Stronger Connections grant program under Title IV, Part A of the ESEA, but established some requirements unique from the typical Title IV, Part A program. Under Stronger Connections, an SEA must make subgrant awards on a competitive basis to high-need LEAs, as determined by the SEA,<sup>1</sup> and funds may be used only for activities authorized under section 4108 of the ESEA. Funds allocated under the program must be administered and tracked separately from an SEA's or LEA's regular Title IV, Part A formula allocation.

Because each SEA included Title IV, Part A in its approved ESEA consolidated State plan, an SEA is not required to amend its ESEA consolidated State plan to implement the Stronger Connections program. The fundamental requirements of Title IV, Part A also apply to these funds, including the supplement, not supplant requirement (ESEA section 4110); the maintenance of effort requirement (ESEA section 8521); and the requirement to provide equitable services to private school students and personnel (ESEA section 8501 et seq.), as described further in Section E.

These FAQs address only the Stronger Connections funds under the BSCA; they do not address the general Title IV, Part A formula grant program.

## A-3. How may an SEA conduct an LEA competition for Stronger Connections?

An SEA's Stronger Connections LEA subgrants competition must seek applications from high-need LEAs to use funds for activities under section 4108 of the ESEA. However, as described below, an SEA may design its Stronger Connections LEA subgrant competition in a manner that prioritizes a certain scope of LEA activities within the breadth of one or more specific allowable activities (e.g., the SEA might conduct a competition for subgrants to support conducting school safety assessments and creating safety plans, increasing access to integrated student supports, implementing Multi-Tiered Systems of Support (MTSS) or Positive Behavioral Interventions and Supports (PBIS), or improving meaningful family engagement opportunities, or other allowable activities) as described further in Section C.

## A-4. Are there reporting requirements for this program?

Yes, Stronger Connections includes reporting requirements unique to this program. By drawing down the BSCA funds awarded to an SEA<sup>2</sup> under the Grant Award Notification, the SEA assures to the Department that it will provide the following information no later than 90 days after receipt of the grant award:

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<sup>1</sup> Because Hawaii, Puerto Rico, and the Outlying Areas (American Samoa, Commonwealth of the Northern Mariana Islands, Guam, and the Virgin Islands) largely have unitary systems (i.e., a single SEA/LEA and only two LEAs in the case of the Virgin Islands), they are not required to award Stronger Connections funds competitively, nor are they required to define high-need LEA. Throughout this document, references to required SEA subgrant competition to high-need LEAs exclude these entities.

<sup>2</sup> These requirements do not apply to Hawaii and Puerto Rico, which have unitary systems (i.e., a single SEA/LEA), or to the Outlying Areas American Samoa, Commonwealth of the Northern Mariana Islands, Guam, and Virgin Islands. Rather the assurances in their Grant Award Notification indicate that they must submit to the Department, no later than 90 days after the SEA receives its award, an update on implementation of the Stronger Connections program, containing such information as the Department may require.

- The SEA’s definition of “high-need LEA” for purposes of the Stronger Connections program. The SEA has the authority to define “high-need LEA” and may define the term, for example, as an LEA with a high rate of poverty and with one or more of the following characteristics: high student-to-mental health professional ratio; high rates of chronic absenteeism, exclusionary discipline, referrals to the juvenile justice system, bullying/harassment, community and school violence, or substance use; or has experienced a natural or manmade disaster or traumatic event. See suggested considerations for defining “high-need LEA” in Question B-5.
- Whether the SEA provided the public with notice and a reasonable opportunity to comment and provide input on its definition of “high-need LEA” and a description of any such notice and opportunity.
- Whether the SEA prioritized the use of Stronger Connections funds by LEAs in the SEA’s competitive subgrant process and a description of any such priorities.
- Whether the SEA specifically prohibited one or more of the allowable uses of Stronger Connections funds by LEAs in the SEA’s competitive subgrant process in addition to any statutory prohibitions and a description of any such prohibitions.
- Whether the SEA provided the public with notice and a reasonable opportunity to comment and provide input on the design of its competitive subgrant process and a description of any such notice and opportunity.
- Whether the SEA will require LEAs to describe in their application how they have engaged or plan to engage with families, educators, and the local community in determining how these funds will be used.

If the SEA is unable to respond in full to the information requested above by the reporting deadline, the SEA must provide, by that deadline, an update on its status related to these items.

In addition, the SEA must submit other information to the Department as the Secretary may later require, such as (1) the identification of LEAs awarded Stronger Connections subgrants; (2) how the SEA and its LEAs are using Stronger Connections funds; and (3) whether the SEA will evaluate the effectiveness of its implementation of the Stronger Connections program, including the effectiveness of LEA use of Stronger Connections funds and, if so, how it will do so. Further, the SEA must ensure that any LEAs that receive Stronger Connections grants will participate, as requested, in any Department evaluation of the Stronger Connections program and will cooperate with any audit or examination of records with respect to such funds.

## B. Uses of Funds, Period of Availability, External Engagement

### B-1. How must SEAs and Outlying Areas use their funds?

SEAs must use at least 95 percent of Stronger Connections funds to make awards on a competitive basis to high-need LEAs, as determined by the SEA, to support activities related to safe and healthy students under [section 4108](#) of the ESEA and may reserve up to 5 percent of their allocation for State purposes. Specifically, an SEA may reserve up to 1 percent of its allocation for SEA administration of the program and may use any remaining reserved funds for State-level activities to support safe and healthy students

under section 4108 of the ESEA, including providing technical assistance and other supports to LEAs implementing Stronger Connections subgrants.

Hawaii, Puerto Rico, and the Outlying Areas (American Samoa, Commonwealth of the Northern Mariana Islands, Guam, and the Virgin Islands) are not required to award Stronger Connections funds competitively nor are they required to define high-need LEA. Rather they may reserve up to 1 percent of funds for administration and must use the remaining funds to implement allowable activities under section 4108 of the ESEA. For more information on considerations related to uses of funds, see Section C.

B-2. What is the time period for which Stronger Connections funds are available for obligation by SEAs and LEAs?

Stronger Connections funds are available for obligation by SEAs and LEAs through September 30, 2026. This period includes the additional 1-year period of fund availability provided under section 421(b) of the General Education Provisions Act (GEPA) (the “Tydings Amendment”).

B-3. How must an SEA award Stronger Connections funds to LEAs?

Each SEA must competitively award Stronger Connections funds to high-need LEAs<sup>3</sup> as determined by the State. In awarding Stronger Connections funds competitively, an SEA must follow the same policies and procedures as it would with State funds distributed by a subgrant competition. 2 CFR 200.403(c). SEAs must report to the Department whether the SEA provided or will provide the public with notice and a reasonable opportunity to comment and provide input on the design of its competitive subgrant process and a description of any such notice and opportunity.

Because Hawaii, Puerto Rico, and the Outlying Areas (American Samoa, Commonwealth of the Northern Mariana Islands, Guam, and the Virgin Islands) largely have unitary systems (i.e., a single SEA/LEA and only two LEAs in the case of the Virgin Islands), they are not required to award Stronger Connections funds competitively, nor are they required to define high-need LEA. Throughout this document, references to required SEA subgrant competition to high-need LEAs exclude these entities.

B-4. What does it mean for SEAs to “make awards on a competitive basis”?

The BSCA requires SEAs to make Stronger Connections grant awards on a competitive basis to high-need LEAs, as determined by the SEA. A “competitive basis” generally means a process to differentiate which applications warrant funding based on factors such as need for assistance and quality of proposed

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<sup>3</sup> “Local educational agency” is defined under the ESEA as a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or of or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools. If a regional educational service agency meets the SEA’s definition of “high-need,” it would be eligible to compete in the State’s Stronger Connections competition either directly or on behalf of other LEAs in its region that meet the definition of “high-need LEA,” so long as the regional education service agency meets the ESEA definition of LEA.

activities, as opposed to a process that awards funding to all applicants regardless of the quality of their proposed plans for using the requested funds (e.g., awarding funds by formula).

In designing the competition, SEAs may require or encourage LEAs to conduct a needs assessment prior to applying for the funds or as a condition of receiving funds. For example, an SEA's competition could require LEAs to conduct and submit an assessment of local needs related to creating safe, healthy, and supportive schools and other learning settings. Assessments may include school safety assessments, culture and climate assessments, capacity assessments, and site assessments. SEAs might also require LEAs to identify gaps between the current state and the desired state of the student and staff experience using school-specific disaggregated data, drawn from school climate surveys and other measures, on family, student, and staff perceptions of school safety and climate.

SEAs may also require LEAs to describe their process for meaningful student, parent, family, educator, staff, and community engagement and evidence of how that engagement informed their school safety and climate plans, related policies, and strategies. SEAs may also require LEAs to provide the underlying evidence base for selected strategies and approaches for which Stronger Connections funds will be used to demonstrate their likely effectiveness. SEAs may also ask LEAs to describe how they will collect or use existing data to monitor the impact of these policies on underserved students (e.g., through required school discipline data).

#### B-5. What might an SEA consider in defining “high-need LEA”?

The BSCA requires an SEA to define “high-need LEA” for the purposes of eligibility for Stronger Connections funds. In defining “high-need”, the Department encourages States to consider definitions that focus on LEAs with high concentrations of poverty and with one or more of the following characteristics: (1) need for additional mental health staff, which may be demonstrated by a high student-to-mental health professional ratio; (2) high rates of chronic absenteeism, exclusionary discipline, referrals to the juvenile justice system, bullying/harassment, community and school violence, students experiencing homelessness, students in foster care, or substance use; or (3) where students recently experienced a natural or manmade disaster or a traumatic event. The Department encourages a measurement of poverty that considers LEAs with high numbers of students living in poverty, as well as LEAs with high percentages of students living in poverty (e.g., at least 40 percent).

#### B-6. How should an SEA support meaningful student, family, educators, school staff, and community engagement when designing the competitive grant program?

The Department encourages SEAs to provide the public with notice and a reasonable opportunity to comment and provide input on the design of its competitive subgrant process, including on the definition of “high-need LEA,” to maximize the impact of these funds in providing a safe, healthy, and supportive learning environment for schools and students most in need of services. SEAs might do this by engaging educators, parents, families, and community partners, paying close attention to communities that face systemic barriers. Experts suggest that family engagement may be associated with more positive outcomes when it brings diverse partners together to create policies, practices, and

strategies that achieve mutually agreed upon school climate outcomes for students, schools, and communities.<sup>1</sup>

For example, engagement with educators and staff (including their unions), students, families, and the school community is key. School representatives could include administrators, teachers, specialized instructional support personnel, related service providers, early childhood education providers, school counselors, school social workers, school psychologists, nurses, and family services representatives. Strategic planning should include student and family representatives, and individuals and organizations that represent the interests of students, staff, and parents with disabilities and limited English proficiency. To that end, SEAs should also conduct active and specific engagement with underserved students and families — including parents of students of color, multilingual learners, students with disabilities, American Indian, Alaska Native, and Native Hawaiian students, students in foster care, students in correctional facilities, and students experiencing homelessness.

If an SEA chooses to provide the opportunity for public comment, an SEA must translate or otherwise provide meaningful access to relevant materials to engage English learners as well as families and other individuals who have limited proficiency in English.<sup>2</sup>

#### B-7. How should the LEA engage educators and other school staff in subgrant application development and implementing the grant?

SEA, LEA, and school leaders should provide ongoing and meaningful opportunities for educators and staff to be involved in the selection of evidence-based strategies and activities implemented to increase student, educator, and staff safety and well-being. Communication and collaboration between LEA and school leadership and educators and other school staff is crucial to supporting the effective use of funds, and Section 4108 specifically authorizes activities or programs that promote the involvement of parents and families.

These resources can also be used to support educator and staff health and well-being. For example, many educators and staff face challenges similar to those faced by their students and may also struggle as they watch students they serve and care deeply about going through challenging experiences. It is important to hear directly from educators about what their students need to feel safe, seen, and cared for and what they themselves need to create safe and inclusive environments for teaching and learning. Planning for the use of funds should allow for educators and staff to contribute substantively to the process, feel that their voices are valued, and allow LEA and school leaders to identify ways to delegate and share responsibilities for implementation. For example, funds may be used to support educator and school staff surveys, convenings, and other opportunities to hear directly from educators and other school staff. The Institute of Education Sciences' Regional Education Laboratories Program offers a series of resources educators can use to develop [high-quality surveys](#). Additional resources are available through the [Safer Schools and Best Practices Clearinghouse](#).

B-8. How should the LEA engage students, parents, families, and the community in the subgrant application development and implementing the grant?

Engaging students, parents, families, and community members is critical to the successful implementation of activities supported by Stronger Connection funds. It is essential that local leaders and educators consistently engage students, parents, and community partners, paying close attention to communities who face systemic barriers and how they are experiencing the implementation of selected policies, strategies, and activities. These funds can be used to support consistent and accessible family outreach, including systems to support one-on-one conversations among school leaders, teachers, and families and sharing accurate and up-to-date information about how students are doing in school.

Actively seeking and incorporating feedback from diverse parties also can expand the engagement of community members (including underserved students and families) and increase their ability to inform decision-making that influences policy and practice. For example, school and LEA leaders can better elicit and understand parent and caregiver priorities and concerns by holding town halls (in-person and virtually); [using high-quality school climate surveys](#); conducting community needs and asset mapping; and bringing schools to families by hiring a parent outreach coordinator, supporting home visits, and having school representatives provide resources and training.

To ensure that all families can fully engage and participate in their child's education, local leaders must communicate in accessible formats, such as ensuring that documents posted on school websites are accessible to individuals with disabilities and that communication with families is provided in languages those families can understand.<sup>4</sup> Local leaders should also ensure that communication is available during times and in locations that are accessible for the entire school community. For additional considerations in determining allowable uses of Stronger Connections funds, see Question B-9.

B-9. What requirements must be met for a use of Stronger Connections funds to be “allowable” for a certain activity?

For a use of funds to be permitted, the grantee or subrecipient must determine if that activity is allowable under Stronger Connections – i.e., (1) authorized under [section 4108](#) of the ESEA; (2) reasonable and necessary for the performance of the grant; (3) allocable to the grant; (4) supplements, and does not supplant other non-Federal funds that would otherwise be used to pay for authorized activities; (5) not one of the prohibited activities in ESEA [section 4001\(b\)](#) or [section 8526](#); and (6) consistent with any other applicable Uniform Guidance provisions (see 2 CFR 200 *et seq.*, in particular [2 CFR Part 200, Subpart E](#)). For an LEA, use must also be consistent with the design of the SEA's Stronger Connections grant program and the LEA's approved subgrant application.

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<sup>4</sup> Title VI of the Civil Rights Act of 1964 requires school districts to ensure meaningful communication with parents with limited English proficiency, in a language they can understand and to adequately notify such parents of information about school programs, services, and activities.

## B-10. How might an SEA use its state reservation?

An SEA must use its up to 5 percent state reservation of Stronger Connections funds on activities that will support LEAs to advance safe, healthy, and supportive learning environments. It may do so, for example, by creating an advisory board to advise the SEA on issues, policies, and practices related to school safety, climate, and discipline. Membership on boards should reflect a diverse range of representation (i.e., students, parents, educators, community leadership, health professionals, first responders, and academics). SEAs may also consider designing and offering regional, virtual, and in-person professional development for all educators and school staff on creating safe, healthy, and supportive learning environments. Such professional development may include:

- Creating and maintaining a comprehensive school emergency operations plan (EOP), including by conducting routine emergency exercises;
- Integrating and working with support staff and community partners (e.g., health specialists, specialized instructional support personnel, professional school counselors, psychologists, social workers, nurses, behavior specialists, restorative justice coordinators, expanded or out-of-school-time providers) to provide timely supports and interventions;
- Identifying trauma and providing trauma-informed care, culturally and linguistically responsive practices, early intervention, mentoring, recovery support services and, where appropriate, rehabilitation referral;
- Using effective classroom management strategies, creating a safe and healthy classroom environment, and preventing challenges;
- Developing and sustaining trusting relationships between students, families, community members, and educators (e.g., effectively using home visits, parent-teacher conferences, and advisory groups);
- Engaging with community partners to plan and prepare for emergencies, including engaging emergency responders;
- Providing interventions that support positive and trusting relationships, empathy, persistence, and other aspects of positive social and emotional well-being; and
- Using strategies like restorative practices, violence prevention, education, early identification, and supporting and responding to student behavior.

An SEA may also consider using its state reservation to ensure continuous technical assistance and supports are available to subgrantees as they implement their Stronger Connections grants. Additionally, Stronger Connections grants provide an opportunity for SEAs to strengthen school climate-related data collection from LEAs, such as exclusionary discipline data, to target additional intervention and supports to LEAs who could benefit from improvement in building healthier and more positive school climates.

## C. Additional Allowable Uses of Funds

ESEA [section 4108](#) allows funds to be used for activities that foster safe, healthy, supportive, and drug-free environments and support students' academic achievement. To this end, there are a variety of evidence-based approaches that LEAs can consider as part of a comprehensive plan for creating safe,

supportive, and healthy schools. This work begins with providing safe and welcoming teaching and learning environments and taking purposeful steps to be prepared to respond to different types of emergency situations. School preparedness is fortified by [prevention](#), [protection](#), [mitigation](#), [response](#), and [recovery](#) activities. These efforts are a shared responsibility between local school and community leaders, including leaders in the following spaces: schools, emergency responders, public health, and mental and behavioral health. The following questions and answers in this section address policy considerations for how Stronger Connections funds can be used to develop and implement a comprehensive, evidence-based approach to safe, supportive, and healthy schools.<sup>5</sup>

C-1. How may funds be used to design and implement high-quality, comprehensive emergency operating plans and emergency drills?

The Department encourages grantees to use funds for activities that foster safe, healthy, supportive, and drug-free environments, including the development and implementation of an EOP. Comprehensive, high-quality EOPs that address the needs of all staff and students, including those with physical and mental disabilities, can help schools and LEAs plan for the variety of threats and hazards they may face, including threats such as active shooter incidents.<sup>3</sup> School preparedness is fortified by [prevention](#), [protection](#), [mitigation](#), [response](#), and [recovery](#) activities. This planning also requires communication and shared responsibility between local school and community leaders, including leaders in the following spaces: schools, emergency responders, public health, and mental and behavioral health.

To implement high-quality, comprehensive EOPs, schools should regularly practice and update their EOPs by conducting emergency exercises, ranging from discussion-based tabletop exercises to drills and functional exercises. Collaboration with a broad range of partners, professionals, and agencies will help develop and maintain a shared vision for emergency management and establish a long-term commitment to implement, practice, sustain, and update EOPs.

Best practices for emergency exercises also include creating an after-action report to help school staff reflect on lessons learned and to revise the school's EOP based on any gaps or weaknesses identified through the exercise. Differentiated approaches are recommended for assailant drills for students and school staff and must be age appropriate. For more information about age-appropriate strategies and recommendations of high-quality, comprehensive EOPs, please see the [REMS TA Center's District Guide](#) in Developing High Quality School Emergency Plans.

C-2. How may funds be used to support safety and violence prevention programs?

ESEA section 4108 specifically authorizes SEAs and LEAs to use funds for programs and activities to prevent violence through the creation of safe, healthy, and supportive learning environments that positively impact student well-being and academic outcomes. The Department recommends that schools take a comprehensive approach by implementing school-based violence prevention programs in coordination and alignment with broader evidence-based community violence prevention strategies.

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<sup>5</sup> All uses of funds must meet the threshold considerations for allowability, as discussed in Question B-9.

These activities can be coordinated with community-based services and prevention programs and may include a wide variety of activities designed to meet students' physical, social, emotional, mental health, and academic needs and improve school safety and climate, such as:

- Social and emotional development and academic growth, including interventions that support positive relationships, resilience, self-control, empathy, persistence, and other aspects of positive social and emotional well-being;
- Professional development and training for all school staff and interested community members in violence prevention, education, early identification, and supporting and responding to student needs;
- Professional development and training for all school staff in trauma identification and trauma-informed care, culturally and linguistically responsive practices, intervention, mentoring, recovery support services and, where appropriate, rehabilitation referral;
- Improving instructional practices for developing relationship-building skills, such as effective communication, and improving safety through the recognition and prevention of coercion, violence, or abuse, including teen and dating violence, stalking, domestic abuse, and sexual violence and harassment; and
- Violence prevention and intervention activities and programs that are culturally and linguistically inclusive, such as individual and group counseling, crisis management, [restorative justice practices](#),<sup>4</sup> trauma-informed practices, and conflict resolution.

### C-3. What should SEAs and LEAs consider in selecting evidence-based strategies supported by Stronger Connections funds?

SEAs and LEAs are strongly encouraged to invest Stronger Connections funds on evidence-based interventions that have been shown to significantly improve student safety and health as well as academic outcomes.

ESEA section 8101(21) defines the term "evidence-based" and the definition includes four tiers of evidence. Specifically, "evidence-based," when used with respect to an SEA, LEA, or school activity, means an activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on:

- Strong evidence from at least one well-designed and well-implemented experimental study ("tier 1");
- Moderate evidence from at least one well-designed and well-implemented quasi-experimental study ("tier 2");
- Promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias ("tier 3"); or
- Demonstrating a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy, or intervention ("tier 4").

SEAs can review the Department’s [guidance on evidence](#). The Department’s [What Works Clearinghouse](#) (available at) identifies the tier of evidence that reviewed studies meet, as applicable. The Substance Abuse and Mental Health Services Administration (SAMHSA) [Evidence Based Practice Resource Center](#) has additional resources that may be helpful.

#### C-4. How may funds be used to create and implement anti-bullying and harassment plans?

The Department encourages funds to be used to implement plans to prevent and address bullying and harassment, including identity-based bullying and harassment.<sup>6</sup> ESEA section 4108 specifically authorizes SEAs and LEAs to use funds for programs and activities that “help prevent bullying and harassment.” The website [StopBullying.gov](#) provides information on what bullying is, what cyberbullying is, who is at risk, and how SEAs and LEAs can prevent and respond to bullying. Plans to prevent bullying and harassment could include:

- (1) Integrating anti-bullying practices (e.g., PBIS, mental health supports, [anti-hate programs](#))<sup>5</sup> or programs in school to enhance learning and help prevent bullying and harassment;<sup>6</sup>
- (2) Improving instructional practices for developing relationship-building skills and the prevention of harassment and identity-based violence; and
- (3) Providing job-embedded, ongoing, and high-quality training for school personnel, including specialized instructional support personnel, related to bullying and harassment prevention.

LEAs and schools may use grants to establish clear practices and policies with an emphasis on:

- Inclusion and the prevention of bullying and harassment;
- Comprehensive systems for monitoring student well-being;
- Expanding access to integrated social, emotional, and mental health supports for students involved in bullying;
- Reducing exclusionary disciplinary practices and implementing fair and inclusive dress and grooming codes; and
- Engaging communities and families, including those targeted by identity-based harassment, on an ongoing basis to assess and revise policies or practices with a connection to bullying or harassment, such as strict dress codes and grooming policies.

A comprehensive system for monitoring student wellbeing (e.g., well-being assessments or climate surveys) can help educators and other school staff support students, allow for referrals to services, and learn about bullying and harassment. Surveys should allow for data disaggregation, without disclosing personally identifiable information, to identify any trends across student groups and to identify any inequitable practices or targeted instances of bullying and harassment. Such data should also allow for cross-tabulation within demographic categories, without disclosing personally identifiable information,

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<sup>6</sup> At least 22 percent of students 12-18 years old are bullied and 15 percent report being cyberbullied (National Center for Education Statistics (2019)). Bullying has been shown to increase the risk of students experiencing depression, anxiety, and low self-esteem, with sustained exposure to bullying associated with increased frequency of discipline issues, substance use, and aggressive behavior both in and out of school.

to identify intersectional trends, practices, or instances of bullying or harassment that may affect students with overlapping identities (e.g., Black girls, Latino students with disabilities). More information on high-quality measurement tools can be found at <https://safesupportivelearning.ed.gov/topic-research/school-climate-measurement>.

#### C-5. How may funds be used to develop and implement positive and fair discipline policies and practices?

Section 4108 (5)(F) specifically authorizes funds to be used for “designing and implementing a locally-tailored plan to reduce exclusionary discipline practices.” Plans should be “consistent with best practices,” to include “strategies that are evidence-based,” and to be “aligned with the long-term goal of prison reduction through opportunities, mentoring, intervention, support, and other education services.” The statute also allows funds to be used for the “implementation of schoolwide positive behavioral interventions and supports.” The Department encourages LEAs to use Stronger Connections funds for either of these purposes as they work to develop and implement positive and fair discipline policies and practices that can ultimately help eliminate the school to prison pipeline.

Positive and fair school disciplinary practices create safer learning environments and are those that are evidence-based, effective, equitable, and clearly understood including by students, parents, and families. School disciplinary practices should be consistently applied to improve pro-social behaviors, teach alternative strategies, and incorporate family involvement. Effectively implementing positive disciplinary strategies may require significant time, coaching/training, and the hiring of high-quality support staff (such as restorative justice coordinators, a full-time community school coordinator, behavior specialists, mental health professionals, and social workers).

Existing school discipline policies and practices should be periodically reexamined (e.g., every year) using relevant data and feedback from students, parents, families, and educators. Ongoing inclusion of students, families, and educators in the reexamination process helps build trust and collective buy-in that supports successful implementation of these policies and practices.

LEAs may consider the use of collaborative community advisory boards for school climate, which can help all parties feel included and invested in the success of a new school discipline plan. Community advisory boards may:

- Examine the use of current exclusionary discipline practices,
- Consider the potential disparate impact on different groups of students,
- Study how policies and practices affect a school’s culture, and
- Make recommendations for policy changes, resources, training, and steps needed to change practices and improve climate.

In addition to reducing exclusionary discipline and ensuring the safety of all students, LEAs should aim to help educators create a positive climate that teaches students essential skills. In fact, research demonstrates that exclusionary discipline for non-violent behavior – especially repeated suspensions – has little effect in changing the behavior.<sup>7</sup> Rather than focusing on changing behavior through punishment or removal from the learning environment, school leaders should consider adopting

practices that will help educators better support students by identifying the root cause of the behavior and developing effective strategies to eliminate or mitigate it. Building a school culture of a curiosity and growth mindset that prioritizes solution-based thinking may encourage pro-social behavior (e.g., sharing, collaborating, empathizing, and behaviors that reduce stereotypes) and has the potential to play an important role in decreasing student discipline.<sup>8</sup> School communities may consider the adoption of or strengthening the implementation of the following activities:

- Implementing multi-tiered support systems like PBIS;
- Meeting student social, emotional, and academic needs through strong core instructional design;
- Increasing opportunities to support students' strengths and interests through civic engagement and service-learning, where students can apply their academic learning to solve real-world challenges;
- Phasing out exclusionary discipline practices for non-violent behavior in exchange for investments in training or programs that teach conflict resolution practices for educators and students;
- Using methods that help students cope with trauma and emotional regulation such as an art program, mindfulness, and body movement activities; and
- Taking a whole-school restorative approach that includes teachers, administrators, parents, and students – including regular staff training and using practices like community building circles that encourage students to take responsibility for their actions and repair relationships with others. For additional information, please refer to the [Center on PBIS](#).

#### C-6. How may funds be used to implement Multi-Tiered Systems of Support to support and respond to student needs?

Stronger Connections subgrants may be used to develop, implement, and evaluate comprehensive programs and activities to establish safe, healthy, and supportive learning environments that enhance students' learning and academic success. This also include implementing a data-based framework for decision-making and determining when and how to provide the right supports to students when they need them. Implementing evidence-based practices within an MTSS can be an effective way to organize services to students, integrate school programs into a comprehensive delivery system, determine professional development needs for educators, and engage parent and community supports.

MTSS is an integrated implementation framework for organizing a continuum of evidence-based practices to support each student's educational, social, emotional, and behavioral needs. Supports and practices are typically organized in three or more tiers of layered supports that increase in intensity based on student needs. "Tier 1" or "universal practices" establish positive, predictable, and safe environments and routines for all students and staff. These practices represent the culture of the school and the common shared values for students and staff, setting the stage for safe and positive experiences. "Tier 2" or "secondary interventions" provide targeted support for students who are not successfully meeting school expectations and continue to experience academic, social, emotional, and/or behavioral risk. Targeted support is more intensive than universal support and may be delivered in smaller groups.

“Tier 3” are the most intensive and individualized supports. Supports and interventions at this level are typically provided by professionals, or members of the school team with specialized areas of expertise, involve greater collaborative efforts and partnerships with additional community resources, and require more family engagement. For additional information about MTSS, please refer to the [Center on PBIS](#).

#### C-7. How may Stronger Connections funds be used to meet the social and emotional needs of students?

Stronger Connections funds may be used to support a schoolwide implementation of strategies to meet students’ social, emotional, and academic needs. This includes strategies that focus on building trusting relationships, and strategies that improve academic outcomes through teaching strategies that provide relevant and engaging learning opportunities, consistent classroom and other routines and practices to provide stability, and culturally and linguistically responsive practices that create personalized and inclusive learning environments. School leaders should consider professional development for all school staff that emphasizes a whole-child approach; this requires understanding students’ cultural, linguistic, and family backgrounds as well as any potential adverse childhood experiences that create unique barriers to access and participate in their learning. Research shows that the right supports, including asset-oriented approaches and developing strong and trusting relationships, can mitigate the impact of adverse experiences.<sup>9</sup>

LEAs should consider incorporating and fostering student voice and choice in how they learn wherever possible. This can promote student connectedness to school, and research shows that students who feel connected are more likely to exhibit healthy behavior.<sup>10</sup>

Other activities LEAs are encouraged to consider include:

- Explicitly meeting students’ social and emotional (student self-awareness, self-management, social awareness, relationship skills, and responsible decision-making), and academic needs, such as through teaching emotional self-regulation and restorative circles<sup>11</sup> or mindful moments;
- Providing time for regular check-ins with students (one-on-one or in small-group settings) and with families;
- Establishing morning or closing meetings, or other routines within each school day;
- Creating a whole school framework for meeting students’ social, emotional, behavioral, and academic needs;
- Actively engaging students in meaningful and culturally and linguistically relevant learning experiences rooted in high academic expectations for all students;
- Providing specific and supportive feedback to students to encourage growth across all domains;
- Establishing building-level wellness teams to address the needs of both students and staff; and
- Using student engagement surveys and responding to those results by providing integrated student supports, professional development, mental health services, and other practices as needed.

For additional considerations in determining allowable uses of Stronger Connections funds, please see Question B-9.

## C-8. How may funds be used to meet the mental health needs of students?

Stronger Connections subgrants may be used to increase access to mental health services, as authorized by ESEA section 4108(5)(B). In addition to hiring and preparing professionals and placing them in schools and programs, LEAs should implement a comprehensive mental health system that includes identification and referral systems that are specific to a student's needs. Students who experience substance use, familial or community violence, or hate-based harassment—both as victims and witnesses—need individualized interventions to help them thrive.

In addition to the \$1 billion in Stronger Connections funds that were awarded by formula to SEAs, the Department will grant \$1 billion in competitive BSCA funds to eligible entities over the next 5 years to increase the number of highly qualified mental health professionals in schools via the School Based Mental Health Services Grant Program and School Based Mental Health Service Professionals Demonstration Grant Program.

Students from low-income backgrounds, students of color, students with disabilities, and English learners often face barriers to diagnosing and treating mental health issues that reach beyond whether there are services available.<sup>12</sup> LEAs and schools should be responsive to the research that shows that for students of color, mental health issues are often more likely to be met with discipline rather than be treated.<sup>13</sup> Even where mental health services are available, any stigma or bias associated with mental health or provision of services only in English may serve as barriers to accessing these services. Funds can be used to help reduce negative attitudes, beliefs, and behaviors and help ensure services are language accessible and inclusive with regard to race, ethnicity, culture, language, disability, and for students who identify as LGBTQI+. For example, providing educational resources for students about what mental health is and what it means to care for it, may help bridge a divide. School staff who can model openly talking about mental health, the future, and anxiety, can help normalize seeking and receiving care. LEAs can consider using funds on professional development for these purposes.

Another way subgrants might be used is through providing school-based mental health services in partnership with community-based organizations, consistent with section 4108 (5)(B), which permits school-based mental health services provided through partnership programs with a public or private mental health entity or health care entity that “provide[s] comprehensive school-based mental health services and supports and staff development for school and community personnel working in the school that are based on trauma-informed practices that are evidence-based.”

## C-9. How may funds be used to support strategies that meet the needs of students with disabilities?

Funds may be used for a range of activities to meet the needs of students with disabilities and support their safety, health, learning, and success. The Individuals with Disabilities Education Act (IDEA) and its implementing regulations<sup>14</sup> require LEAs to meet the individualized needs of children with disabilities,

including their social, emotional, and behavioral needs.<sup>7</sup> Many LEAs implement MTSS as a strategy to collect data, assess students' needs, and provide real-time supports to students in a variety of areas such as academics or social, emotional, or behavioral health. MTSS can be an essential tool to provide appropriate strategies, services, and supports to students with disabilities, although it cannot be used as a substitute or a basis for delaying an evaluation of a student for needed special education and related services under the IDEA. Similarly, employing strategies that provide students with opportunities to develop and practice social, emotional, and cognitive skills that are designed to be accessible can help LEAs meet their obligations to students with disabilities. See Question C-6 for more information on MTSS.

Additionally, IDEA requires parental involvement in a variety of ways, including through participation in the IEP team and in educational placement decisions. These funds may be used for family and community engagement, which is a critical component to successful partnerships between schools and families. Investing in the development and implementation of clear practices and policies relating to engaging families and providing professional development for school leaders, teachers, and other educators on effective communication with families, and on an understanding of the rights of students with disabilities, can greatly benefit students with disabilities and make for stronger collaboration between families and schools.

Finally, students with disabilities experience disproportionate negative outcomes that can be addressed through these funds. For example, students with disabilities may be more likely to experience bullying and harassment based on their disability and are disproportionately impacted by exclusionary discipline practices in schools. Therefore, the use of funds to prevent bullying (see Question C-4), promote inclusion, and implement positive disciplinary practices (see Question C-5) would be especially important to the success of students with disabilities and for appropriate implementation of Federal laws.

#### C-10 May funds be used to support preschool students?

Stronger Connections funds may be used to support preschool aged students who are served by the LEA through a range of allowable activities that encourage the healthy growth and development of preschool-aged students. For example, LEAs may use funds to create safe, supportive, and healthy climates that use early interventions and supports; develop clear, appropriate, and consistent expectations; and ensure fairness, equity, and continuous improvement. One way of pursuing this is through the reduction of exclusionary discipline in preschool settings, such as eliminating the use of suspension and expulsion. Many of the strategies described in Question C-6 can be implemented in preschool settings.

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<sup>7</sup> This document does not substantively address Federal disability law, which includes the requirement that LEAs provide a free appropriate public education to eligible students with disabilities that includes special education and related services designed to meet their unique needs, consistent with the student's individualized education program (IEP) developed under the Individuals with Disabilities Education Act (IDEA) or a plan developed under Section 504 of the Rehabilitation Act of 1973 (504 plan). This document also does not substantively address civil rights laws enforced by the U.S. Department of Education and critical to ensuring educational equity, including the Americans with Disabilities Act of 1990, Title VI of the Civil Rights Act of 1964, and Title IX of the Education Amendments of 1972.

LEAs may also consider using funds to address the mental health needs of preschool-aged students served by the LEA, particularly as the social, emotional, and behavioral needs of students may have increased since the start of the pandemic. This can also help to support their successful transition into kindergarten. Strategies may include ensuring identification and referral through age-appropriate developmental and behavioral screening. Further, LEAs may also consider utilizing these resources to build strong partnerships with families and community-based organizations serving pre-kindergarten students and into the early grades, including through the provision of integrated systems of support.

#### C-11. How may funds be used to increase student connections and a sense of belonging at school?

The Department encourages LEAs and schools to consider ways to increase student connections and a sense of belonging at school to further the creation of a safe, healthy, supportive, and drug-free environment that supports student well-being, academic success, and other positive outcomes. Creating student connections and a sense of belonging at school requires each student to feel personally accepted, respected, included, and supported by others in the school social environment. Research shows that student belonging is correlated with improved academic outcomes, less absenteeism, and less misconduct.<sup>15</sup> To support student belonging, schools and districts are encouraged to:

- Invest in high-quality teaching and learning, including by implementing culturally and linguistically responsive teaching practices;
- Use school climate surveys to gain a deeper understanding of school instruction, culture, and climate;
- Schedule time for one-on-one or small group check-ins with trusted adults; and
- Provide job-embedded and ongoing professional development and coaching opportunities to educators to support relationship building between students and teachers.

In addition, it is critical that schools create a safe place for students and their diverse and intersectional identities; this may include creating space for students to share about their interests, developing opportunities for students to exercise their voices and leadership, and completing a comprehensive review of school discipline policies to ensure they are fair and nondiscriminatory.

#### C-12. May funds be used to promote student physical fitness?

ESEA section 4108(5)(C)(ii) provides that funds under this section may be used for “programs or activities that support a healthy, active lifestyle.” Accordingly, using BSCA funds to establish, promote, or expand physical fitness and recreational activities is allowable. Physical activity that is age-appropriate, inclusive, and enjoyable, supports positive [physical](#) health outcomes and may promote a sense of belonging, when well-structured.<sup>16</sup> Funds available under the Stronger Connections grant may support [building programs](#) and providing professional development on classroom physical activity or incorporating physical activity before and after school, among other possibilities.

### C-13. How may funds be used to prevent or respond to identity-based hate and harassment?

Consistent with Federal civil rights laws,<sup>8</sup> schools have a responsibility to adequately address discrimination, including harassment, based on race, color, national origin, sex, and disability in educational programs. As such, the Department encourages funds to be used to implement plans to prevent and respond to identity-based hate and harassment. Discrimination can take many forms including verbal and non-verbal communications and harassment that are meant to ridicule, hurt, discriminate, single out, or exclude someone based on their identity, including race/ethnicity, national origin, disability, religion, gender, culture, language, sexual orientation, and more. Identity-based hate can range from microaggressions to blatant name calling or harassment. When adults encounter hate-based bullying or other harms based on prejudice, they have a responsibility to respond and should receive ongoing training and coaching to properly do so. Not responding to identity-based hate can disrupt learning, create unsafe learning environments, inflict short and long-term social and emotional harm, and make students feel unwelcome in schools and classrooms. Therefore, the Department encourages schools to:

- Ensure educators and students know what it means to be respectful, including knowing what it looks like and how it feels to be respected.
- Create schoolwide evidence-based definitions so students and educators can identify identity-based hate and have the tools to respond when a peer is in need.
- Teach students and educators how to ask for help when they experience bullying, harassment, or intimidation and cultivate [positive student-teacher relationships](#) to ensure each person has a trusted adult they can reach out to for help.
- Partner with families, community organizations representing historically marginalized populations and others to ensure the strategies are meeting the needs of all students.
- Create statements of support grounded in equity, prepare for and facilitate constructive classroom discussions, address harmful language and actions, and create space for ongoing learning.

Schools should also [implement MTSS](#), [PBIS](#), and other tools to prevent and respond to identity-based harassment. See Questions C-4, C-6, and C-11 for more information.

### C-14. How may funds be used to provide related professional development to educators?

Stronger Connections funds may be used to provide teachers with ongoing professional development consistent with section 4108 of the ESEA. The Department encourages use of funds for programs that support educators in providing safe, welcoming, and inclusive learning environments, including a focus on how to build strong and trusting relationships with students. For example, educators should be

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<sup>8</sup> See Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d *et seq.*; Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 *et seq.*; Section 504 of the Rehabilitation Act of 1975, 29 U.S.C. § 794 *et seq.*; and Title II of the Americans with Disabilities Act of 1990, 42 U.S.C. § 12131 *et seq.*

trained in using evidence-based strategies<sup>17</sup> to create and sustain school safety and discipline policies that take a holistic, non-punitive, and non-exclusionary approach to supporting and responding to students' social, emotional, behavioral, mental health, and academic needs and address any trauma. Further, professional development can support educators in identifying and addressing any biases that may exist in themselves and in their school communities and help school teams to replace exclusionary discipline practices with supports that meet students' social, emotional, and mental health needs, including restorative justice approaches<sup>18</sup> and positive behavioral intervention and supports.<sup>19</sup>

To further support students' needs, LEAs are encouraged to provide educators job-embedded and ongoing professional development on topics such as:

- Establishing safe, healthy, and supportive environments for teaching and learning;
- Intervening in an appropriate manner to address bullying and harassment;
- Explicitly developing students' social, emotional, and academic skills, such as emotional self-regulation;
- Implementing a high-quality restorative practice program through training (e.g., one-on-one coaching, shadowing, learning through feedback program for teachers and administrators) to understand specific restorative techniques, the reasoning behind the shift from punitive to restorative approaches, and peace building activities;
- Actively engaging students in meaningful culturally and linguistically relevant learning experiences rooted in high academic expectations for all students;
- Providing supportive and specific feedback to encourage skill growth across all domains;
- Collaborating with colleagues within the school to ensure access and support from school counselors, psychologists, and trusted staff members;
- Engaging students and their families in two-way communication and implementing practices that promote student agency and students' exercising their voices;
- Building routines during the school day, such as morning or closing meetings; and
- Regularly collecting, analyzing, and acting on data to identify key areas of risk and resilience, plan to support students, and recognize and address mental health risk factors.

Given that students connect throughout the school day with school support staff other than teachers, and that support staff can also model positive behavior and send positive messages to students,<sup>20</sup> professional development opportunities should be available for all staff. Professional development activities should provide uniform direction and messaging for all school staff and set conditions for whole-school approaches to nurturing safe and supportive learning environments. School support staff are essential to those efforts and can foster positive, trusting relationships with students and improve school climate by encouraging the involvement of parents and families in their child's education.

C-15. How may funds be used to provide professional development to support trauma-informed practices?

The Department encourages grantees to use funds for professional development that supports programs and activities that are allowable under ESEA section 4108. Section 4108(5)(B)(ii)(aa) specifically refers to

trauma-informed practices in school-based mental health partnership programs, and section 4108(5)(D)(ii) supports “high-quality training for school personnel, including specialized instructional support personnel, related to effective and trauma-informed practices in classroom management.” More broadly, trauma-informed practices directly support most of the activities identified in section 4108.

While the experience of trauma already was widespread before the pandemic, the impact of COVID-19 has been an additional traumatic event for many children and adults. SAMHSA’s [Concept of Trauma and Guidance for a Trauma-Informed Approach](#) describes individual trauma as resulting from “an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening and that has lasting adverse effects on the individual’s functioning and mental, physical, social, emotional, or spiritual well-being.” In developing a trauma-informed approach consistent with the SAMHSA Guidance “a program, organization, or system that is trauma-informed realizes the widespread impact of trauma and understands potential paths for recovery; recognizes the signs and symptoms of trauma in clients, families, staff, and others involved with the system; and responds by fully integrating knowledge about trauma into policies, procedures, and practices, and seeks to actively resist re-traumatization.” A trauma-informed approach refers to incorporating these principles into the overall organizational culture.

Trauma-informed practices include a wide-range of approaches. The SAMHSA Guidance includes six key principles: (1) Safety; (2) Trustworthiness and transparency; (3) Peer support; (4) Collaboration and mutuality; (5) Empowerment, voice, and choice; and (6) Appropriate practices based on cultural, historical and gender considerations, as well as disability. Many resources exist for building trauma-informed schools, including resources from the Department’s [National Center on Safe Supportive Learning Environments](#) and from the [Center on PBIS](#).

C-16. How may funds be used to provide related professional development to principals and other school leaders?

Stronger Connections funds may be used to provide professional development related to activities permissible under section 4108. Research is clear that principals are core to building and maintaining a strong school climate.<sup>21</sup> To implement and sustain evidence-based strategies school-wide, such as trauma-informed care, principals must have access to high-quality, research-based professional development that effectively positions them to implement this work. Research shows high-quality professional learning opportunities for principals can strengthen their ability to lead across a full range of responsibilities, empowering them to foster school environments in which adults and students thrive.<sup>22</sup> Examples of such job-embedded professional development include simulation-based training, cohort-based learning and network opportunities facilitated by the LEA, coaching and mentoring for novice principals, and using problems of practice as a process of inquiry. As with all high-quality professional development, these learning opportunities provided to principals should include ongoing feedback and be sustained.

Educators may also receive professional development on how to use a variety of data sources to identify areas of need related to the safety and health of students and where progress is being made. These areas may include:

- Chronic absenteeism;
- Bullying and harassment;
- Hate-based and other discriminatory incidents;
- School, campus, and family survey results;
- School visits to school specialists;
- Calls to community crisis centers;
- Supporting families in the community affected by substance use, incarceration, or domestic abuse;
- Grade retention;
- Improving learning outcomes, including credit accumulation;
- Community health factors; or
- Other indicators, such as a universal screening process to look for early indicators of social, emotional, and behavioral strengths and concerns.

C-17. How may funds be used to provide integrated support services for students?

LEAs are encouraged to use Stronger Connections funds to establish partnerships within the community to provide resources (e.g., mental and physical health services, parent engagement classes, housing assistance, and nutrition programs) and support for schools and strengthen relationships between schools and communities in order to improve student success. Integrated student services can provide a comprehensive response to children and youth who are experiencing serious mental health or behavioral challenges. Integrated student services are typically provided as the most intensive and individualized part of a MTSS and involve additional community collaborations. SEAs and LEAs may use an integrated student support liaison to help identify, secure, and coordinate these services and may consider seeking receive technical assistance through the [National Partnership for Student Success](#).

C-18. How may funds be used to develop early detection, screening, or warning systems to identify students who may be at risk or those in need of additional supports?

The Department encourages grantees to use funds to develop early detection, screening, or warning systems to identify students who may be at risk, a danger to themselves or others, or in need of additional supports, which are often part of implementing MTSS to proactively determine needs for student support. These early detection, screening, and warning systems are designed to collect data to identify students who may need additional supports to meet school expectations or students whose behavior, attendance, or academic performance indicate they may be at risk of not graduating.<sup>23</sup>

More specifically, early warning indicator (EWI) systems can promote targeted engagement strategies in response to data from EWI systems.<sup>24</sup> EWI systems can track attendance, assignment completion, and grades. When viewed at the classroom and student levels, these data can strengthen a school's ability to provide specific and timely interventions. LEAs and schools also can collect data on students' successful

transitions from preschool to elementary school, elementary school to middle school, middle school to high school, and high school to postsecondary education. For example, on-track indicators<sup>25</sup> may assess how well students are making the transition into high school so that the schools can provide additional supports. Schools may want to consider implementing or enhancing MTSS that typically include: (1) school-wide supports; (2) progress monitoring; (3) tiered systems of academic and behavioral interventions; and (4) the use of evidence-based instructional and behavioral interventions.

C-19. How may funds be used to hire mental health professionals and other critical student support staff?

ESEA section 4108 allows funds to be used to “develop, implement, and evaluate comprehensive programs and activities” that foster safe, healthy, supportive, and drug-free environments that support student academic achievement. Therefore, Stronger Connections funds may be used to hire professionals who are necessary to implementing such programs. For example, ESEA section 4108(5)(B) describes school-based mental health services “which may be provided by school-based mental health services providers.” These providers might include school psychologists, school counselors, social workers, or other professionals to supplement other such staff funded with non-Federal funds. In addition, ESEA section 4108(5)(F) and (G) describe activities such as designing and implementing plans to reduce discipline or implement positive behavioral supports in schools. These types of activities might also require the involvement and specialized expertise of behavior specialists or other professionals. This may also include other professionals and school-based staff who provide mentoring and counseling or a site resource coordinator.

C-20. May funds be used to support mentors, integrated student support coordinators, post-secondary education transition coaches and student success coaches?

To the extent that such individuals will provide services that support K-12 student mental health and well-being, Stronger Connections funds may be used to hire staff into these roles, contract with external service-providers, train current staff, and support recruitment efforts. Research shows that high-quality programs that place trained adults in these roles can help to foster supportive learning environments and improve student engagement and overall wellbeing.<sup>26</sup> LEAs pursuing these strategies may want to consider technical assistance offered through the [National Partnership for Student Success](#), which is partnering with the Department of Education and AmeriCorps to help expand, launch, and improve these programs, including by providing technical assistance to schools, LEAs, and organizations supporting schools in implementing high-quality programs that place and train caring adults in these roles to support students. The hiring of any additional personnel must comply with the statutory requirements described in Question B-9.

## C-21. May funds be used for school-based police officers, law enforcement, or school resource officers (SROs)?

Yes. If an LEA chooses to use funds for this purpose, as a recipient of Federal funds, LEAs must ensure school-based officers (e.g., law enforcement, security, or school resource officers and others with arresting powers), like all school employees or other individuals with whom a recipient contracts or otherwise exercises some control over, comply with Federal civil rights laws that prohibit discrimination on the basis of race, color, national origin, sex, or disability.<sup>9</sup>

Across the country, there is wide variation in the roles of school-based police. Schools that choose to include or expand the presence of school-based police using Strong Connections funds should implement high-quality practices in the training and use of SROs in schools, consistent with [the Guiding Principles for SROs published by the U.S. Department of Justice](#). The Department encourages school officials to make decisions regarding whether to place school-based police in schools only after receiving significant community input. Schools that choose to use security or law enforcement personnel on school grounds should:

- Conduct a comprehensive vetting process that includes an interview panel that selects candidates from a diverse pool of high-quality security or law enforcement personnel who have volunteered for the position and who have experience working with children and youth, as well as training as outlined below;
- Provide training and ongoing professional development on MTSS, de-escalation, alternatives to arrests, conflict resolution, restorative practices, proper referrals to educators and mental health professionals, child and adolescent development, civil rights, disability, emergency response, and more;
- Establish clear roles for law enforcement to ease the burden on officers so that they do not respond to situations that may not merit law enforcement intervention, such as prohibiting involvement in school disciplinary incidents that could otherwise be handled by school staff. Law enforcement should only be engaged in serious threats to school safety or serious criminal behavior that cannot be safely addressed through the school discipline process or as required by law. Doing so not only enhances public safety, but also public trust;
- Conduct community and family engagement, including by soliciting feedback on how to increase safety, and meaningfully responding to that feedback; and
- Implement accountability measures and data-driven annual evaluations of the program (*See also [Guiding Principles for SROs](#)*), including by collecting, maintaining, and analyzing data *and reporting disaggregated data including* by a student's race, ethnicity, age, sex, type of offense, English language learner status, and disability, regarding student interactions with law

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<sup>9</sup> Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race, color, or national origin by recipients of Federal financial assistance. 42 U.S.C. §§ 2000d–2000d-7. Title IX of the Education Amendments of 1972 prohibits discrimination based on sex by recipients of Federal financial assistance. 20 U.S.C. §§ 1681 – 1688. Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 both prohibit discrimination based on disability, the former by recipients of Federal financial assistance, the latter by State and local governments, regardless of whether they receive Federal funds. 29 U.S.C. § 794; 42 U.S.C. §§ 12131 –12134.

enforcement, *including referrals of students, arrests, and citations*, to ensure nondiscrimination based on disability, race, color, national origin, gender, or another protected class.

Schools that choose to include or expand the presence of school police should consider developing clear guidelines that address the above considerations, such as [memoranda of understanding](#) (MOUs). Stronger Connections funds may be used by an LEA to develop and implement such guidelines. Schools should also consider providing training for school-based police and educators on students' civil rights, on distinguishing behavior that can be properly handled by educators from conduct that cannot be safely addressed by the school's disciplinary process, and on developmentally appropriate strategies for building trusting relationships with students and families. Finally, LEAs should ensure accurate collection and reporting of disaggregated data regarding student referrals, arrests, and citations by school-based policy and other school staff.<sup>27</sup>

C-22. May funds be used for equipment such as surveillance cameras, metal detectors, and other physical or infrastructure-related security equipment?

Yes. In determining whether Stronger Connections funds may be used for infrastructure-related security, SEAs must consider whether items meet the definition of "equipment": "tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or \$5,000." 2 CFR 200.1. SEAs and LEAs must comply with 2 CFR 200.313 and 200.439 if such items meet the definition of "equipment."

For the cost of installation of security equipment to be considered allowable, the installation must constitute minor remodeling under [34 CFR 77.1](#) and not require construction, renovation, or repair, which is a prohibited use of Stronger Connections funds. Minor remodeling means minor alterations in a previously completed building and does not include building construction, structural alterations to buildings, building maintenance, or repairs.

If an LEA chooses to use a video system, it should have a clearly established policy on the use of video systems on school property. The LEA has a responsibility not to discriminate on the basis of race, color, national origin, sex, disability, age, or other protected classes when conducting surveillance and other security or safety activities using video systems. Furthermore, the LEA must comply with all applicable laws related to record maintenance and retention, and with data privacy and limitations on disclosure and use. As a best practice, the LEA should develop the policy surrounding the use of video systems in consultation with students, their families, and educators so that uses of the video systems are widely understood and privacy concerns are more fully considered in the development of the policy. For additional information regarding video and data privacy policies, please see "[FAQs on Photos and Videos under FERPA](#)" and "[School Resource Officers, School Law Enforcement Units, and the Family Educational Rights and Privacy Act \(FERPA\)](#)".

C-23. May funds be used to implement threat assessment systems or teams?

Yes, an LEA may choose to use Stronger Connections funds for this purpose. An LEA should consider evidence-based school safety interventions as part of a multi-faceted, comprehensive school climate

plan designed to improve student safety, health, well-being, and academic development. The Department encourages LEAs to take a comprehensive approach to school safety which should include meeting the needs of the whole child through strategies outlined prior to this section, which may include creating well-trained and diverse multidisciplinary teams. These teams should include certified mental health professionals, as well as educators with significant knowledge of requirements under IDEA and civil rights protections. The approach should include providing the supports and interventions students need when they need them.

As a part of these efforts, LEAs should also provide early intervention and supports in a developmentally appropriate and preventative manner, to avert behavioral challenges before a potential threat of harm arises. When implemented well, early intervention and supports prevent threats rather than solely respond to them. An LEA might consider reframing this approach as an “early response” or “early intervention” model. To do so, it is important that any LEAs implementing such a system have a strong MTSS in place, which may include implementing a PBIS plan schoolwide. These frameworks are essential to ensuring that students who might be struggling or at-risk of harming themselves or others receive appropriate supports, services, and interventions before any potentially harmful or threatening behavior occurs.

Finally, LEAs implementing threat assessment models must comply with all Federal civil rights and education laws, including IDEA and Section 504 of the Rehabilitation Act. [Under IDEA](#) and Section 504, the procedural safeguards and right to a free appropriate public education (FAPE) for a child with a disability must be protected throughout any threat or risk assessment process. States and LEAs should ensure that school personnel involved in screening for, and conducting, threat or risk assessments of a child with disabilities are aware that the child has a disability and are sufficiently knowledgeable about the LEA’s obligation to ensure FAPE to the child, including IDEA’s discipline provisions and Section 504’s obligations applicable to discipline.

## D. Prohibited Uses of Funds

D-1. May Stronger Connections funds be used to arm teachers or other individuals, or to provide training in the use of weapons?

No. Section 13401 of the BSCA amended Section 8526 of the ESEA to prohibit the use of ESEA funds, including those under Stronger Connections, to provide to any person a dangerous weapon or training in the use of a dangerous weapon. A “dangerous weapon” as defined in section 930(g)(2) of title 18 of the United States Code is a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocketknife with a blade of less than 2 1/2 inches in length. Accordingly, funds may not be used, for example, to purchase a firearm or to train teachers to use a firearm.

D-2. May funds be used for school construction?

No. BSCA Stronger Connections grants are appropriated for carrying out activities under subpart 1 of Part A of Title IV of the ESEA, specifically for activities under ESEA section 4108. ESEA section 8526(1)

prohibits using funds under the ESEA “for construction, renovation, or repair of any school facility, except as authorized under [the ESEA],” and there is no specific authorization for construction, renovation, or repair in ESEA Title IV, Part A. Accordingly, Stronger Connections funds may not be used for school construction.

D-3. May an SEA or LEA that receives Stronger Connections funds transfer those funds, in whole or in part, to an authorized ESEA program consistent with section 5103 of the ESEA?

No. An SEA or LEA that receives a Stronger Connections award may not transfer funds out of that award to another authorized program. The State and Local Transferability Act, codified in Title V, Part A of the ESEA, provides authority for States and LEAs to transfer funds allotted under certain ESEA formula grant programs, including Title IV, Part A. However, Stronger Connections was enacted solely for the purpose of supporting the safety and health of students. Accordingly, the statute requires SEAs and LEAs to use funds to support activities under section 4108 of the ESEA. Moreover, such LEA transfers would undermine the competitive award process by allowing a subgrantee to avoid implementing the activities in its “winning” application.

## E. Equitable Services

E-1. Must an SEA that reserves Stronger Connections funds for State-level activities and an eligible LEA receiving funds provide for the equitable participation of private school children and educators?

Yes. Because this funding was provided through Title IV, Part A, each SEA reserving funds for State-level activities under the Stronger Connections program and each eligible LEA receiving a Stronger Connections subgrant must, after timely and meaningful consultation with appropriate private school officials, provide eligible private school students and educators services and other benefits that are equitable in comparison to services and other benefits provided with Stronger Connections funds to public school students and educators. (ESEA section 8501(a)(1), (3)(A)). After timely and meaningful consultation, as described further in Questions E-2 and E-3, an SEA or LEA makes the final decisions with respect to the services it will provide to eligible private school students and educators (34 C.F.R. § 299.7(b)(3)).

E-2. When and with whom must an SEA consult regarding equitable services?

If an SEA reserves Stronger Connections funds for State-level activities, it must consult with private school officials regarding the equitable services it will provide to eligible students with those funds before the SEA makes any decision that impacts the participation of private school students and teachers in the program (ESEA section 8501(a)(1) and (c)(3)). Generally, an SEA should approach the provision of equitable services with State-level funds under Stronger Connections in the same manner as an SEA provides equitable services under Title IV, Part A, except that the services provided by the SEA must specifically support activities under section 4108 of the ESEA. An SEA has discretion in determining who

are appropriate private school officials with whom to consult at the State level. For example, an SEA might reach out to State-level private school organizations that fairly represent private schools in the State to assist it in these efforts.

E-3. When and with whom must an LEA consult regarding equitable services in developing its subgrant application?

An eligible LEA applying for a Stronger Connections subgrant must consult with appropriate private school officials before the entity makes any decision that affects the opportunities of eligible private school children and educators to participate (ESEA section 8501(c)(3)). Such consultation might include a brief survey of non-public schools or other information gathering to indicate the schools' interest in participating and the population to be served. Such consultation will allow the LEA to consider the needs of all students and educators—both public and private—in developing its application, and to include the projected costs for equitable services in the application.

If an LEA is successful in receiving a Stronger Connections subgrant, it must continue to consult with interested private school officials on the specific services the LEA will provide students and educators, consistent with the LEA's approved application, including any limitations or priorities established by the SEA.

E-4. How do limitations or priorities established by an SEA affect the provision of equitable services?

Any limitations or priorities that an SEA establishes for its Stronger Connections competition may affect the students eligible for equitable services, the types of services available, and the private schools in which those services may be provided. For example, if an SEA limits the Stronger Connections competition to support the provision of mental health services to students and educators, then the provision of equitable services would be circumscribed in a similar manner and consultation would focus on the mental health needs of students and educators in private schools. Likewise, if an SEA limits services to public schools that have directly experienced a violent event, such limitation would also apply to private schools.

E-5. How does an LEA determine the amount of funds to request for equitable services to private school students and educators in its subgrant application?

Section 8501(a)(4) of the ESEA requires an LEA to ensure that its expenditures for equitable services for eligible private school students and educators under covered ESEA programs are equal on a per-pupil basis to the expenditures for participating public school students and educators, taking into account the number and needs of the eligible private school students and educators. After timely and meaningful consultation with appropriate private school officials, an LEA could choose to calculate equal expenditures strictly on the basis of the relative enrollments of public and private schools in the LEA on the assumption that these numbers accurately reflect the relative needs of children and educators in public and private schools. Alternatively, an LEA could choose to use other factors relating to the needs of public and private school children and not base its equal expenditures only on relative enrollments.

For example, if an SEA targets services to a specific group of schools such as those that experienced a violent event, then the LEA would determine expenditures for equitable services consistent with that targeting.

## F. Endnotes

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# TITLE I PART C

## Education of Migratory Children



November 21, 2022

# BULLETIN

### New Service Providers Videos @ [Services Video Hub](#)



**Click the link [Multilingual Brochures](#) to find them on our ID&R Forms page.**

- |                |            |
|----------------|------------|
| English        | Nepali     |
| Arabic         | Pashto     |
| Burmese        | Quiche     |
| Dari           | Somali     |
| French         | Spanish    |
| Haitian Creole | Swahili    |
| Kanjobal       | Vietnamese |
| Karen          |            |

### **Looking for More Ways to Support Families Impacted by Trauma?**

Give families facing challenging circumstances the extra support they need and deserve. The Ready4K Trauma-Informed family engagement curriculum provides a unique combination of protective factors-aligned messages, connections to concrete supports in time of need, family communications tools, and critical data.

Information is provided in English and Spanish below:

Ready4K

# Basic Needs & Mental Health Resources



# Having all the basics you need can help make parenting a whole lot easier.



To find out more about government programs that can help you with insurance, food, or general financial assistance, visit: <https://fmly.info/USABenefits>

## Dial 2-1-1 to access a free and confidential hotline

that can connect you with local resources for food, employment, crisis support, health, and housing assistance. Support available in English and Spanish.



## SNAP is a supplemental nutrition assistance program

that can help you access healthy and delicious foods. To learn more about SNAP and find the SNAP office in your state, visit: <https://fmly.info/SNAPinfo>

**Feeding America**  
can help you locate food banks in your area.  
Visit: <https://fmly.info/FeedingAmerica>



**WIC is a nutrition program for women, infants and children.**

Lots of people qualify, you might too.  
Click here to find your state's WIC phone number: <https://fmly.info/WICinfo>

**Medicaid and CHIP are two federal and state programs**

that provide health insurance for people with low incomes. For more information and to find out if you qualify in your state, visit: <https://fmly.info/Medicaid>



**HUD Exchange can connect you with the person in your community who can provide support in times of housing insecurity or housing loss, visit: <https://fmly.info/HUDexchange>**

Ready4K

**LIHEAP is a resource that can help you pay for heating and electricity.**

To find out about services in your community, visit:

<https://fmly.info/LIHEAP>



**Temporary financial assistance**

is available to those who qualify.

Find your local TANF help here:

<https://fmly.info/TANF>

**ChildCare Aware**

has free tools and resources to help find the best child care match for your family.

<https://fmly.info/ChildCareAware>



Challenging times can be extra hard when you're a parent. If powerful feelings and stress are making it hard to get through the day, reach out. Here's some organizations who are ready to support you.

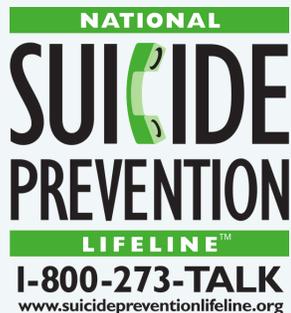


**The National Alliance for Mental Health**

offers a helpline M–Fr, 10am–8 pm EST. Call 1-800-950-NAMI (6264) to reach a HelpLine volunteer who can answer questions, provide support, and give guidance on practical next steps. Support available in English and Spanish.

**To access a nationwide 24/7 Crisis Text Line,** text “HELLO” to 741741 and to be connected directly with a crisis counselor. Support is available in English.





## Suicide Prevention Life Line

provides support in English 1-800-273-8255 and in Spanish 1-888-628-9454. For additional support lines or to get help via chat, visit [Suicide Prevention Life Line](#).

If you or someone you know has experienced domestic violence, you're not alone. Call 1-800-799-7233 to get confidential support in English or Spanish from the [National Domestic Violence Hotline](#).

The logo for the National Domestic Violence Hotline, consisting of the text "NATIONAL DOMESTIC VIOLENCE HOTLINE" in a bold, black, sans-serif font, enclosed within a purple square border.

**NATIONAL  
DOMESTIC  
VIOLENCE  
HOTLINE**



## SAMHSA's Disaster Distress Helpline

provides 24/7, 365-day-a-year crisis counseling and support in English and Spanish to people experiencing emotional distress related to natural or human-caused disasters. To connect with a trained crisis counselor, call or text 1-800-985-5990

Ready4K

**SAMHSA's National Helpline**  
offers free, confidential, 24/7, 365-day-a-year treatment referral and information service in English and Spanish for individuals and families facing mental and/or substance-use disorders.  
Call 1-800-662-HELP (4357)



**The ChildHelp Child Abuse Hotline**  
is a 24-hour-a-day confidential hotline with resources offered in English and Spanish to help with all forms of child abuse. Call 1-800-4-A-CHILD (1-800-422-4453)

**The National Parent Helpline**  
offers emotional support in English and Spanish from a trained Advocate Monday-Friday 10 am-7 pm PST.  
Call 1-855-4A PARENT (1-855-427-2736)



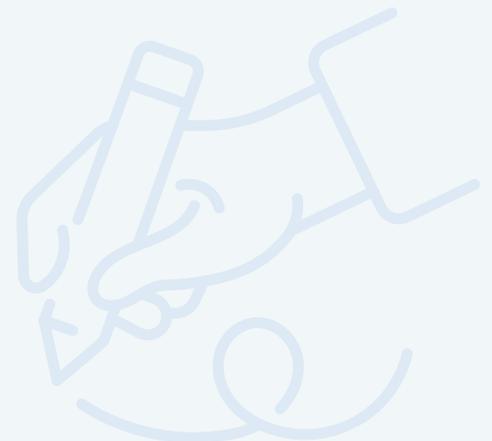
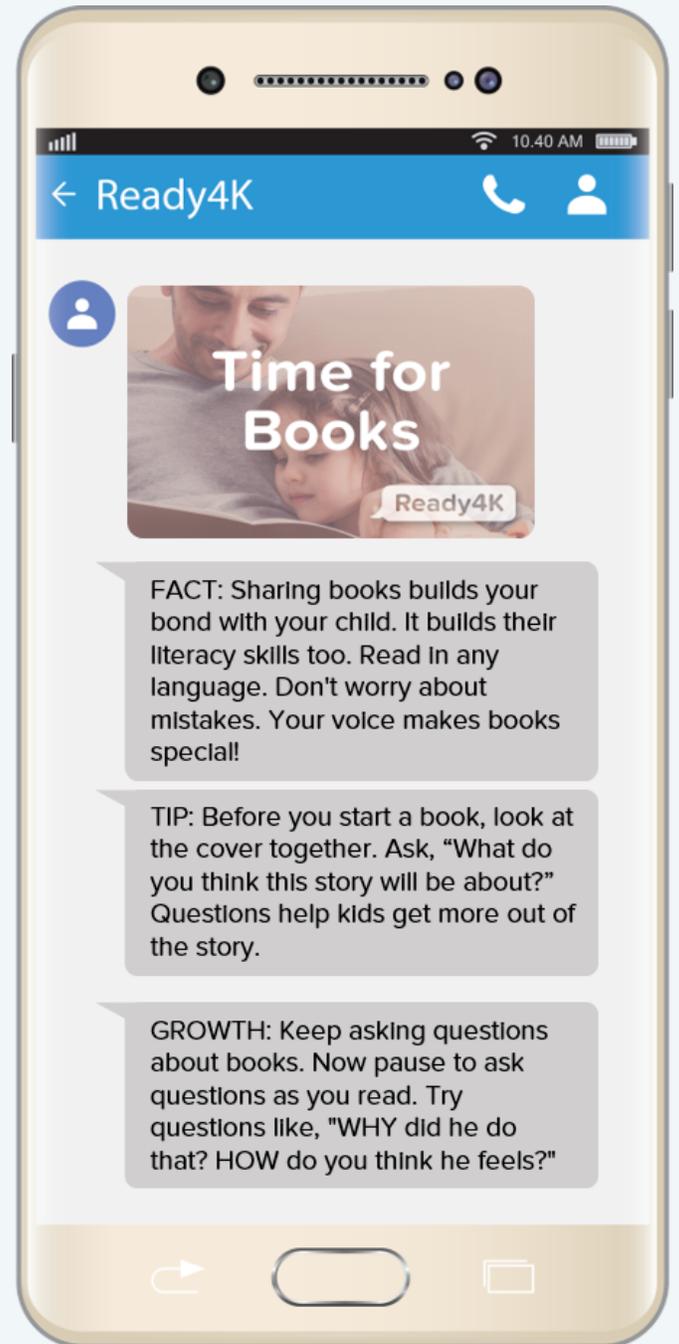
## *Families, love this resource?*

Ask your school to [connect with Ready4K](#) so that you can receive tips three times a week.

## *Educators, ready to give your families more?*

All Head Start programs and many schools and community organizations qualify for the [Ready4K equity grant](#).

Empower parents and caregivers with easy, evidence-based family engagement by text.



Ready4K

# Recursos para salud mental y necesidades básicas



# Resolver sus necesidades más básicas le puede ayudar a que su rol de padre o madre sea mucho más fácil.



Para averiguar más sobre programas del gobierno que le pueden ayudar con seguros, alimentos o ayuda financiera en general, visite:

[https://fmly.info/USABenefits\\_es](https://fmly.info/USABenefits_es)

## Dial 2-1-1 es una línea directa gratuita y confidencial

que puede conectarle con recursos locales para comida, empleo, apoyo en crisis, asistencia para vivienda y salud. Hay apoyo en inglés y español.



## SNAP es un programa de asistencia nutricional complementaria

que le puede ayudar a conseguir comida sana y deliciosa. Para aprender más sobre SNAP y para encontrar una oficina SNAP en su estado, visite:

[https://fmly.info/SNAPinfo\\_es](https://fmly.info/SNAPinfo_es)

**Feeding America**  
le puede ayudar a encontrar bancos locales  
de alimentos en su área. Visite:  
[https://fmly.info/FeedingAmerican\\_es](https://fmly.info/FeedingAmerican_es)



**WIC** es un programa de asistencia  
alimentaria para mujeres, bebés y  
niños.

Mucha gente califica y posiblemente usted  
también. Para conocer el teléfono de WIC  
en su estado, haga clic aquí:  
<https://fmly.info/WICinfo>

**Medicaid y CHIP son dos programas  
federales y estatales**

que proporcionan seguros de salud para  
personas de bajos ingresos. Para obtener  
más información en su estado y para saber  
si usted califica, visite:  
<https://fmly.info/Medicaid>



**HUD Exchange** le puede conectar  
con una persona en su comunidad que le  
brindará apoyo en momentos de  
precariedad de vivienda o en casos de  
pérdida de su vivienda. Visite:  
<https://fmly.info/HUDexchange>

Ready4K

**LIHEAP es un recurso que le ayudará a pagar por la calefacción y la electricidad.**

Para averiguar sobre servicios en su comunidad, visite:  
<https://fmly.info/LIHEAP>



**Hay asistencia financiera temporal disponible para las personas que califican. Encuentre su oficina TANF local aquí: <https://fmly.info/TANF>**

**ChildCare Aware** proporciona herramientas y recursos gratuitos para ayudarle a encontrar el mejor cuidado infantil para su familia. Visite:  
<https://fmly.info/ChildCareAware>



Los tiempos desafiantes son más difíciles cuando uno es padre o madre. Si las emociones fuertes y el estrés le hacen difícil superar el día, busque ayuda. A continuación hay algunas organizaciones que están listas para ayudarle.



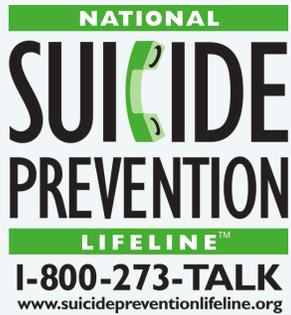
### The National Alliance for Mental Health

le ofrece ayuda de lunes a viernes, entre 10 AM y 8 PM (EST). Llame al 1-800-950-NAMI (6264) para ubicar un voluntario del HelpLine que puede responder preguntas, brindarle apoyo y guiarle en los siguientes pasos. Se ofrece ayuda en inglés y en español.

### **Para acceder a nationwide 24/7 Crisis Text Line,**

envíe el mensaje de texto “HELLO” al 741741 para que le conecten directamente con un consejero de crisis. El apoyo está disponible en inglés.





## Suicide Prevention Life Line

La línea para la prevención del suicidio le ofrece ayuda en inglés llamando al 1-800-273-8255, y en español llamando al 1-888-628-9454. Para conocer líneas de apoyo adicionales o para obtener ayuda vía chat, visite [Suicide Prevention Life Line](#).

Si usted o alguien que conoce ha **sufrido violencia doméstica**, no está sola. Llame al (800) 799-7233 para obtener apoyo confidencial en inglés o español del [National Domestic Violence Hotline](#).

The logo for the National Domestic Violence Hotline, consisting of the text "NATIONAL DOMESTIC VIOLENCE HOTLINE" in bold, black, uppercase letters, enclosed in a purple rectangular border.

**NATIONAL  
DOMESTIC  
VIOLENCE  
HOTLINE**



## SAMHSA's [Disaster Distress Helpline](#)

ofrece apoyo y asesoría en casos de crisis 24/7 todos los días del año en inglés y español a personas que están experimentando estrés emocional relacionado con desastres naturales o causados por el ser humano. Comuníquese con un consejero de crisis calificado llamando o enviando un mensaje de texto al 1-800-985-5990

Ready4K

**SAMHSA's National Helpline**  
ofrece información y referencias en inglés y en español en forma gratuita y confidencial 24/7 todos los días del año para personas y familias que enfrentan enfermedades mentales y/o abuso de sustancias. Llame al 1-800-662-HELP (4357)



**The ChildHelp Child Abuse Hotline**  
es una línea que funciona 24 horas al día con recursos en inglés y español para ayudar en cualquier tipo de abuso infantil. Llame al 1-800-4-A-CHILD (1-800-422-4453)

**The National Parent Helpline**  
ofrece apoyo emocional para padres en inglés y en español de un consejero profesional de lunes a viernes entre 10 AM y 7 PM, PST. Llame al 1-855- 4A PARENT (1-855-427-2736)





# TITLE I PART C

## Education of Migratory Children



November 14, 2022

# BULLETIN

### New - Change of Data Form

New Change of Data Form can be found on our webpage:

[www.education.ne.gov/migrant/continuous-improvement-cycle/#1537210026758-999185e5-4740](http://www.education.ne.gov/migrant/continuous-improvement-cycle/#1537210026758-999185e5-4740)

#### Change of Data Form

Use this form to request changes in MIS2000. Examples include but are not limited to:

- Request a change to the COE. Make sure this change is confirmed with the family. Eligibility changes may require extra documentation
- Request to update a field in the dropdown menu on the student data side (add a school, test, etc)
- Create a Supplemental Program Group to be made
- Merge duplicate student records

If you are requesting multiple data changes on one COE, feel free to include them all in one form. Questions or urgent change requests contact: Danielle Waite (402)270-0234 by text or phone call.

rebecca.heavican@education.ne.gov [Switch account](#)

\* Required

Email \*

Your email

COE ID \*

Your answer

MIS2000 Student ID(s)

Your answer

### Project Summary

Please carefully review the entire grant recipient list to identify and contact the appropriate organization that will provide one-time direct relief payments of \$600 to eligible frontline farm, meatpacking and grocery workers for expenses incurred due to the COVID-19 pandemic.

**The application process to apply for funds will not be available until the end of November or the early part of December.**

Follow up will be provided in the MEP Bulletin as more information is provided.



# Transportation and Marketing

## Farm and Food Workers Relief Program (FFWR)

### *Fiscal Year 2023*

### *Funded Projects Contacts and Service Areas*

**Number of Grants Awarded:** 15

**Amount of Funds Awarded:** \$670,984,056

For more information, please visit the grant program's website: <https://www.ams.usda.gov/services/grants/ffwr>

**Project Summary:**

Please carefully review the entire grant recipient list to identify and contact the appropriate organization that will provide one-time direct relief payments of \$600 to eligible frontline farm, meatpacking and grocery workers for expenses incurred due to the COVID-19 pandemic.

Organization	Beneficiary Type	Contact Information	Beneficiary Coverage Areas
Alianza Nacional de Campesinas, Inc.	Farmworkers and Meatpacking Workers	Mily Trevino-Sauceda <a href="mailto:mily@campesinasunite.org">mily@campesinasunite.org</a> 951-545-1917 <a href="http://www.Alianzanacionaldecampesinas.org">www.Alianzanacionaldecampesinas.org</a>	Alabama, Arizona, California, Delaware, Florida, Indiana, Kansas, Maine, Michigan, New York, North Carolina, Oregon, South Carolina, Texas, Wisconsin
Catholic Charities, USA	Farmworkers and Meatpacking Workers	Jane Stenson Vice President, Food and Nutrition <a href="mailto:jstenson@catholiccharitiesusa.org">jstenson@catholiccharitiesusa.org</a> 703-236-6237	California, Florida, Iowa, Minnesota, Mississippi, Oregon, Washington
Cherokee Nation	Farmworkers and Meatpacking Workers	Cherokee Nation FFWR team: <a href="mailto:FFWR@cherokee.org">FFWR@cherokee.org</a>	Nationwide Coverage ( <i>In conjunction with other grantees, Cherokee Nation will be providing relief to all farm and meatpacking employees within the 14-county Cherokee Nation Reservation and citizens of Tribal Nations across the country.</i> )
Chicanos Por La Causa, Inc.	Grocery Workers	<a href="mailto:USDAdollars@cplc.org">USDAdollars@cplc.org</a> 1-888-235-1282	Arizona, California, Nevada, New Mexico, Texas
Community Resources and Housing Development Corporation	Farmworkers and Meatpacking Workers	<a href="mailto:FFWR@crhdc.org">FFWR@crhdc.org</a> 303-428-1448 <a href="http://www.crhdc.org">www.crhdc.org</a>	Arizona, Colorado, Idaho, New Mexico, Texas, Utah

Organization	Beneficiary Type	Contact Information	Beneficiary Coverage Areas
Hispanic Federation, Inc.	Farmworkers and Meatpacking Workers	Hispanic Federation FFWR Program Team 1-844-HF-AYUDA <a href="mailto:FFWR@HispanicFederation.org">FFWR@HispanicFederation.org</a> <a href="http://www.HispanicFederation.org/FFWR">www.HispanicFederation.org/FFWR</a>	Arkansas, California, Colorado, Connecticut, Florida (Central), Georgia, Iowa, Maine, Massachusetts, Nevada, New York, North Carolina, North Dakota, Puerto Rico, Rhode Island, Utah, Virgin Islands, Virginia, Washington
La Cooperativa Campesina de California	Farmworkers	Dora Mendivil Angulo <a href="mailto:DMendivil@lacooperativa.org">DMendivil@lacooperativa.org</a> 619-509-9490	California
National Center for Farmworker Health	Farmworkers	<a href="mailto:info@ncfh.org">info@ncfh.org</a> Attention: FFWR Program 1-800-377-9968 Whatsapp: 1-737-414-5121	Arkansas, California, Colorado, Florida, Georgia, Idaho, Kansas, Michigan, Mississippi, Nebraska, Nevada, New Jersey, New Mexico, New York, North Carolina, Oklahoma, Oregon, Texas, Virginia, Washington
National Migrant and Seasonal Head Start Association	Farmworkers	Cleo Rodriguez, Jr. <a href="mailto:cleo@nmshsa.org">cleo@nmshsa.org</a>  Tadeo Saenz Thompson <a href="mailto:tsaenz@nmshsa.org">tsaenz@nmshsa.org</a>  Janna Rios <a href="mailto:jrios@nmshsa.org">jrios@nmshsa.org</a>  <a href="http://www.nmshsa.org">www.nmshsa.org</a> 202-223-9889	Alabama, Arizona, Arkansas, California, Colorado, Florida, Georgia, Idaho, Illinois, Indiana, Kentucky, Louisiana, Massachusetts, Michigan, Minnesota, Missouri, Nebraska, Nevada, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Carolina, Tennessee, Texas, Utah, Virginia, Washington, Wisconsin
Pasa Sustainable Agriculture	Farmworkers and Meatpacking Workers	<a href="http://pasafarming.org/relief">pasafarming.org/relief</a> 1-833-469-3397 (4MY FFWR)	Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Ohio, Pennsylvania, Rhode Island, Vermont, West Virginia
Todec Legal Center Perris	Farmworkers and Meatpacking Workers	<a href="mailto:todec-ffwr@todec.org">todec-ffwr@todec.org</a> 1-888-863-3291 or 951-943-1955	California: Riverside and San Bernardino Counties

Organization	Beneficiary Type	Contact Information	Beneficiary Coverage Areas
UFCW Charity Foundation, Inc.	Farmworkers and Meatpacking Workers	<a href="mailto:charityfoundation@ufcw.org">charityfoundation@ufcw.org</a> 1-844-408-2115 <a href="http://www.ufcwcharityfoundation.org">www.ufcwcharityfoundation.org</a> Social Media: Facebook at UFCW Charity Foundation	<i>Meatpackers</i> - all 50 States and the Territories of American Samoa, CNMI, and Guam <i>Farmworkers</i> – Arizona, New York
UFCW Charity Foundation, Inc.	Grocery Workers	<a href="mailto:charityfoundation@ufcw.org">charityfoundation@ufcw.org</a> 1-844-408-2115 <a href="http://www.ufcwcharityfoundation.org">www.ufcwcharityfoundation.org</a> Social Media: Facebook at UFCW Charity Foundation	Georgia, Kansas, Missouri
UFW Foundation	Farmworkers	<a href="mailto:FFWR_Admin@ufwfoundation.org">FFWR_Admin@ufwfoundation.org</a> 1-877-881-8281 sisepuede.org	All 50 States and the Territories of American Samoa, CNMI, and Guam
United Migrant Opportunity Services/ UMOS, Inc.	Farmworkers and Meatpacking Workers	Sebastian Macias FFWR Program Director <a href="mailto:Sebastian.Macias@umos.org">Sebastian.Macias@umos.org</a> 956-627-6150	Arkansas, Colorado, Florida, Illinois, Indiana, Iowa, Kansas, Minnesota, Missouri, Nebraska, Oklahoma, Texas, Wisconsin
United Ways of California	Farmworkers and Meatpacking Workers	<a href="mailto:farmerrelief@unitedwaysca.org">farmerrelief@unitedwaysca.org</a>	California

# US FORESTRY INDUSTRY

Understanding the Industry  
and Eligibility for MEP



# WHAT QUALIFIES FOR MEP?

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## Cultivation or Harvesting of Trees

### **F9. What does “cultivation” mean in the context of trees?**

In the context of trees, “cultivation” refers to work that promotes the growth of trees.

### **F10. What are examples of work that can be considered the cultivation of trees?**

- For the purposes of the MEP, examples of work that can be considered the cultivation of trees include, but are not limited to: soil preparation; plowing or fertilizing land; sorting seedlings; planting seedlings; transplanting; staking; watering; removing diseased or undesirable trees; applying insecticides; shearing tops and limbs; and tending, pruning, or trimming trees.



# WHAT QUALIFIES FOR MEP?

**F11. What does “harvesting” mean in the context of trees?**

For the purposes of the MEP, “harvesting” refers to the act of gathering or taking of the trees.

**F12. What are examples of work that can be considered the harvesting of trees?**

The Department considers the harvesting of trees to include work such as topping, felling, and skidding.



# WHAT QUALIFIES FOR MEP?

**F13. What types of work are not considered part of the cultivation or harvesting of trees?**

The Department believes that the following activities are *not* part of the cultivation or harvesting of trees: clearing trees in preparation for construction; trimming trees around electric power lines; and cutting logs for firewood.

**F14. Does transporting trees from a harvesting site to a processor (sawmill) qualify as agricultural work?**

No. Transporting trees is not agricultural work for purposes of the MEP because it occurs after the cultivation and harvesting of trees.

**F15. Is initial processing of trees considered agricultural work?**

Yes. Because trees are a raw agricultural product, the initial processing of trees is considered agricultural work.



# FOUR PERCENT OF THE NATIONAL TOTAL MANUFACTURING GDP

- The United States forest products industry accounts for approximately four percent of the nation's total manufacturing GDP, producing over \$200 billion in products every year.



# NATURAL RESOURCE

- The United States is home to tremendous natural resources, including 823 million acres of forests and woodlands. While the country's combined forest and woodland area has been stable-to-increasing for decades, that doesn't mean forests aren't changing in response to a variety of internal and external stimuli.



<https://www.usda.gov/media/blog/2019/04/22/state-forest>

# HALF IS PRIVATELY OWNED

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- For example, forests and woodlands combined make up over one-third of the nation's landscape. More than half of that is privately owned, with most public ownership in the West. National forests make up 19 percent of forests and woodlands, although trees on national forests have aged as harvests on public land have declined.



# CITY AND COUNTRY

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- Forests are moving to the city as well. The value of urban trees continues to grow as economic and public health data show that these trees can reduce energy used for heating and cooling by \$5.4 billion every year while producing 67 million tons of oxygen.

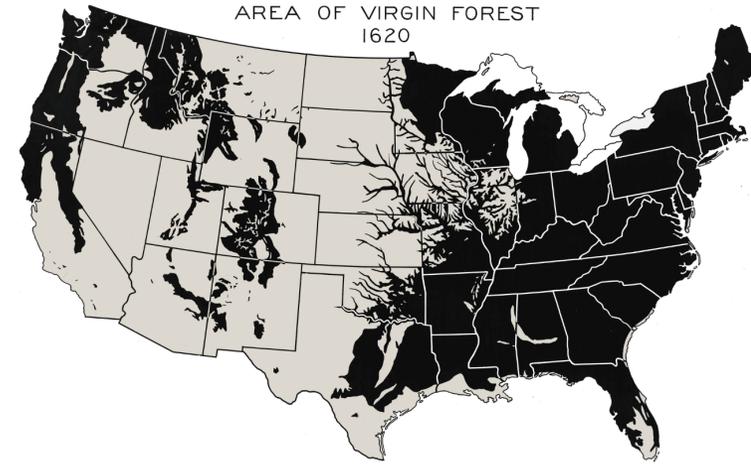


# UNDERSTANDING THE NATIONS FOREST AND WOODLAND RESOURCES

- “Understanding the extent of the nation’s forest and woodland resources is the key to making informed policy and management decisions, whether at the local, state, national, or international scale,” said Forest Service Deputy Chief of Research and Development Alexander Friend.



# A CENTURY AGO



- A century ago, our main forest-related problem in the United States was deforestation. Deforestation threatened our timber supplies ... our water supplies ... our rich forest resources ... our habitat for native wildlife. In response, we set aside protected areas like the national forests and grasslands. Even more important, we created sound structures of governance for managing forests sustainably on both public land and private land.

<https://www.fs.usda.gov/speeches/state-forests-and-forestry-united-states-1>



# CURRENT ISSUES

- Today, our forest estate is stable, but we face a host of other issues. Many challenges are associated with drought, wildfire, invasive species, and outbreaks of insects and disease—all made worse by climate change. Warming temperatures mean more energy in the atmosphere, which is consistent with severe weather events, such as floods, tornadoes, blizzards, ice storms, and hurricanes. The United States has seen all of these in recent years.

<https://www.fs.usda.gov/speeches/state-forests-and-forestry-united-states-1>

# CHANGES IN CLIMATE

Around the world, the effects of climate change continue to be felt. Changes include a global decrease in the size of glaciers, a decrease in snow cover for many regions in the Northern Hemisphere, warmer ocean and surface temperatures, and rising sea levels.



# CHANGES IN CLIMATE

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- In the National Forests and Grasslands, these shifts include:
- More frequent wildfires that burn larger areas
- More severe problems with insects, pests, and diseases threatening trees and crops

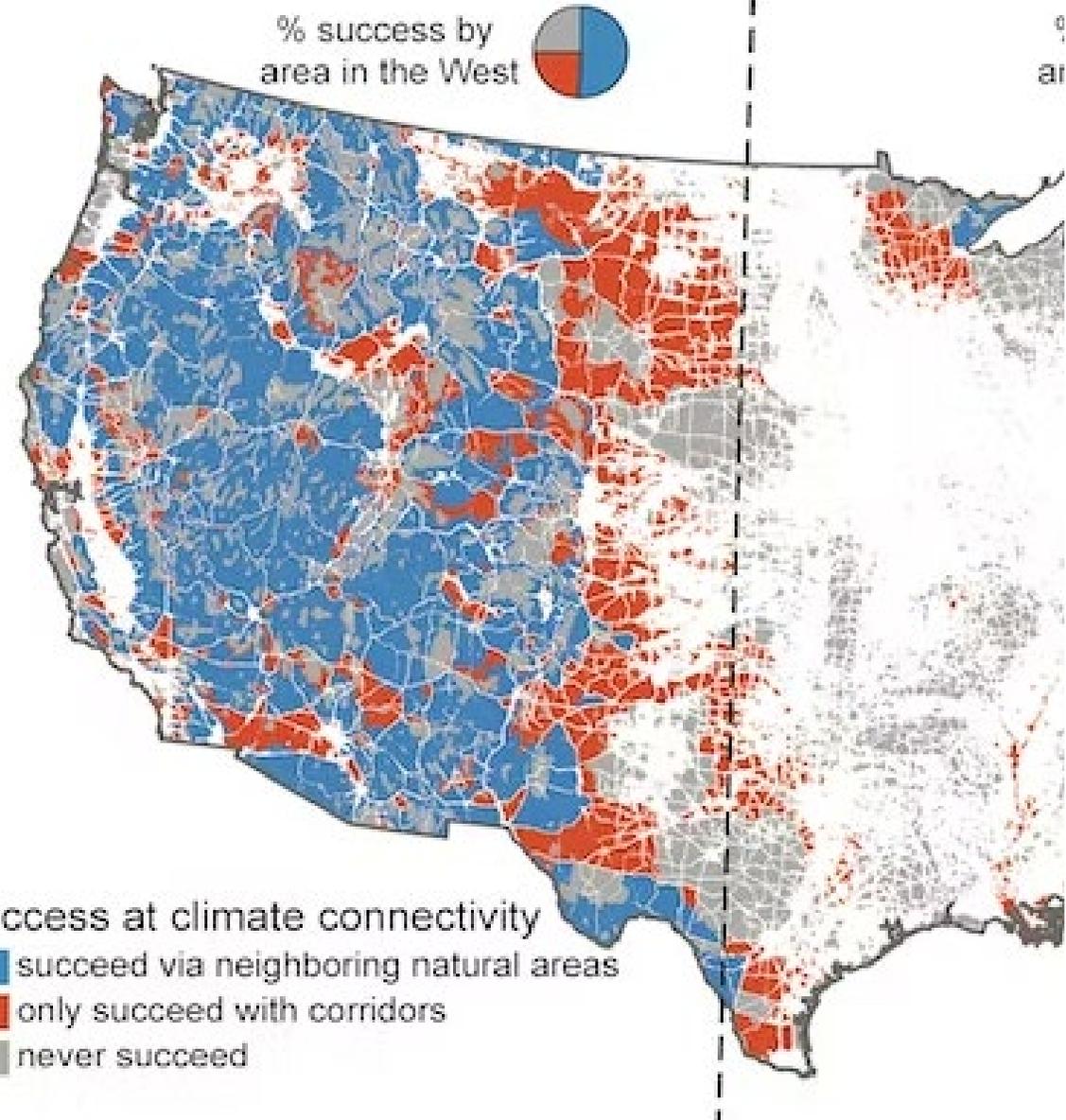


# CHANGES IN CLIMATE

- Snowpack decline in mountainous regions due to decreased snowfall and shorter winters
- Plant and animal ranges shifting northward to accommodate warmer temperatures
- Threatened watersheds due to more frequent water shortages, increased pest and fire severity, and shifts in ecosystem health

Success at climate connectivity

- succeed via neighboring natural areas
- only succeed with corridors
- never succeed



<https://www.fs.usda.gov/science-technology/climate-change/what-are-the-impacts>

# NEW AUTHORITIES

- In the last several years, Congress has granted the [Forest Service](#) new authorities to increase the pace and scale of forest restoration. In 2017, the Forest Service took these new authorities and embarked on an effort to modernize and align our forest products policies with new realities. It's no longer just about meeting our targets for volume sold; even more important is getting the right acres treated at the right time by working with state, county and tribal governments and partners in the private sector.

<https://www.usda.gov/media/blog/2020/10/23/harvesting-trees-right-place-right-time>

## What if plastic packaging was made from wood?

Amy Androff  
Forest Product Laboratory  
October 18, 2022

Two major societal issues — wildfire and petroleum-based plastics — are currently affecting life on our planet and significantly adding to greenhouse gas emissions. The USDA Forest Service's [Forest Products Laboratory \(FPL\)](#) is invested in one solution for both by developing recyclable, next-generation packaging materials from [wood](#).

Wildfire has caused catastrophic damages to the American West because of hazardous fuel loads and a century of fire suppression. Nearly 73 million acres of public forest are at risk for disastrous wildfires and millions more acres of private forests share the same danger. Without economic markets to galvanize improved forest management and the use of low-grade timber, this material remains on the land like matchsticks ready to ignite.



Plastics production contributes approximately 4% to global greenhouse gas emissions. Many of these single-use plastics could one day be made sustainably from wood pulp. (Licensed photo from Adobe Stock)

<https://www.fs.usda.gov/features/what-if-plastic-packaging-was-made-wood>

# FOREST LAND

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- The world has almost 10 billion acres of land classified as forest land, and in the United States about 750 million acres of land, almost one third of the total land area, is so classified. Of those 750 million acres, about 40% is owned or regulated by either the federal or some state government. Commercial timber harvest is prohibited or severely limited on one quarter of that land, leaving 225 million acres of government-owned land on which harvest may be or is permitted. The other 60% of forest land in the United States is owned by either private landowners or timber companies.

<https://nationalaglawcenter.org/overview/forestry/>

# CLEARCUTTING

**Clearcutting...**  
*FACTS and MYTHS*

Common Misperceptions About the Clearcutting of Timber

**MYTH:**  
Clearcutting causes deforestation.

**FACT:**  
Clearcutting is a way to harvest timber and regenerate forests.

Deforestation is permanent removal and loss of a forest when converted to another land-use, such as houses, ballfields, solar panels, highways, stores, farms or industrial manufacturing.

From 2002 to 2016, North Carolina's total forest area was relatively stable at approximately 18 million acres and covering about 60% of the state.

Nearly 85% of the forests in North Carolina are privately-owned. In other parts of the world, deforestation occurs for many reasons, mainly to clear land for growing crops or grazing livestock.

<https://www.ncforestservice.gov/publications/FM0313.pdf>

## What's wrong with clearcutting?

Our forests provide abundant and pure water, a stable climate, wildlife habitat, and clean air. These, in turn, facilitate valuable ecosystem services that benefit people and the economy, including carbon sequestration, timber production, crop pollination, soil fertility, tourism, and recreation. To ensure our communities and future generations receive these critical benefits, we must manage our forests sustainably.

Read the sections below to find out how clearcutting jeopardizes these many gifts from nature.



Clearcuts across the Sierra Nevada Mountains

<https://www.sierraclub.org/grassroots-network/stop-clearcutting-ca/about-clearcutting>

# SELECTIVE LOGGING

*Selective tree cutting is often confused with selection logging, which is not actually the same. Both timber-harvesting methods mean cutting only certain wood. Selective cutting harvesting style brings the best returns. However, selection cutting removes the stand partially with a proper ecosystem balance and forest health in mind, while in the first logging method, only the highest-quality timber is felled.*

## Selective Logging: Methods, Specifics, And Impacts

17.08.2022



Selective logging is the most profitable timber-harvesting method, which explains its choice for economic reasons. However, this effect is short-term and disrupts forest health, alongside other selective cutting negative impacts on the environment. Negative consequences can be mitigated by choosing a proper logging method, which can be also used in combination, and through taking proper actions for forest regeneration. Let's consider selective cutting pros and

Table Of Contents

More about forestry monitoring:

## What Is Selective Cutting?

- Selective logging (or cutting) is a timber-harvesting method to fell the chosen trees. The method implies removing only the best timber and leaving the rest in the stand, this is why selective cutting has higher productivity. Typically, the choice is based on their *diameter, height, species, and other parameters contributing to their merchant value.*

# UNDERSTANDING WHAT IS HAPPENING IN YOUR AREA

## Selective Wood Cutting Vs. Other Forest Management Practices

The two fundamental aspects of forest management are timber harvesting and reforestation, so a sustainable approach strongly relies on forest regeneration after logging. There are four basic timber harvesting practices: selective logging, seed-free, shelterwood, clear-cutting.



- *Regeneration after clear-cuts is the growth of trees of nearly the same age, which is an even-aged forest management practice. The age of trees in the stand after selective logging is different, which is uneven-aged management.*

# WHAT'S MORE ENVIRONMENTALLY FRIENDLY SELECTIVE LOGGING OR CLEAR-CUTTING?



Some experts believe that selective cuts support forest regeneration because younger trees get more sunlight to grow, and pathogens get more sunlight to be destroyed. Regeneration after clear-cuts starts either naturally or by replanting in a couple of years. However, the next timber harvesting after clear-cuts will be possible on average after sixty years.

# WHICH IS BETTER?

- **Why Is Selective Logging Better Than Clear-Cutting?**
- Clear-cutting allows logging many trees at once, which saves operation time, so it is good for time-management reasons. However, selective logging is still better than completely or mostly empty areas after clear-cuts because it leaves some wood to harvest for the nearest years.



# DIFFERENCE BETWEEN SHELTERWOOD, SEED-TREE, AND SELECTIVE CUTTING

- As the name suggests, the seed-tree method leaves mature trees to produce seeds for new stand development. Seed trees are cut once the saplings properly establish. Shelterwood practice provides some shadow protection for the sun-intolerant species, and then mature trees are cut after 5 to 10 years. All these methods are selective in their nature, but the difference between them is the timber choice. Seed-tree and shelterwood practices promote forest revival, while selective cutting harvests the most expensive timber.
- *On the industrial scale, the most popular methods are selective logs and clear-cuts.*



# SELECTIVE CUTTING METHODS

## Selective Cutting Methods

Compared to clear-cutting, selective logging is a way more difficult to implement and its methods have a number of steps to complete:

- marking the trees;
- calculating the timber volumes;
- areas covered;
- equipment used;
- timber transportation options;
- protection of the remaining stand.

The last point implies herbicide applications and saplings' competition with the older trees.

Considering the above-mentioned aspects, selective logging is performed either by cutting single trees or their groups.



# SELECTIVE CUTTING METHODS

## Selective Cutting Of Single Trees

According to this method, foresters remove the chosen trees individually. Such logging mimics the natural ecosystem process, when the trees die naturally, and ensures continuous harvesting. On the other hand, single-tree logging applies only to shade-tolerant species regeneration due to the limited sunlight penetration and ensures frequent harvesting thanks to the availability of mature valuable trees.

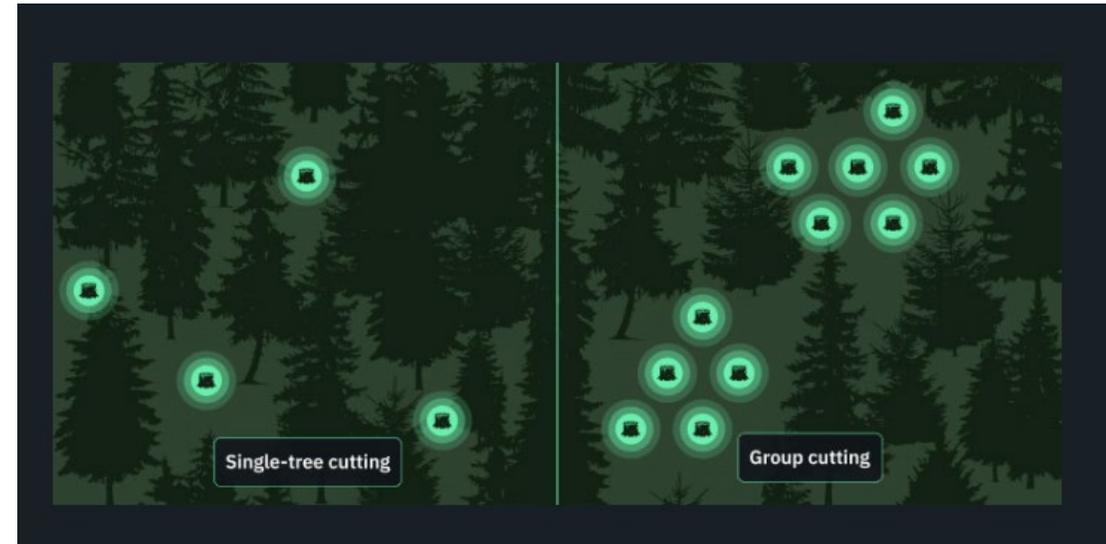


# SELECTIVE CUTTING METHODS

## Group Selective Cutting

This logging type commonly cuts groups of older trees. It still ensures profitable timber production but makes wider gaps in the forest stand. It is similar to the ones occurring due to strong winds, floods and landslides, or tree diseases. However, the logging method is different from natural processes because it chooses only the most valuable timber (often of nearly the same age).

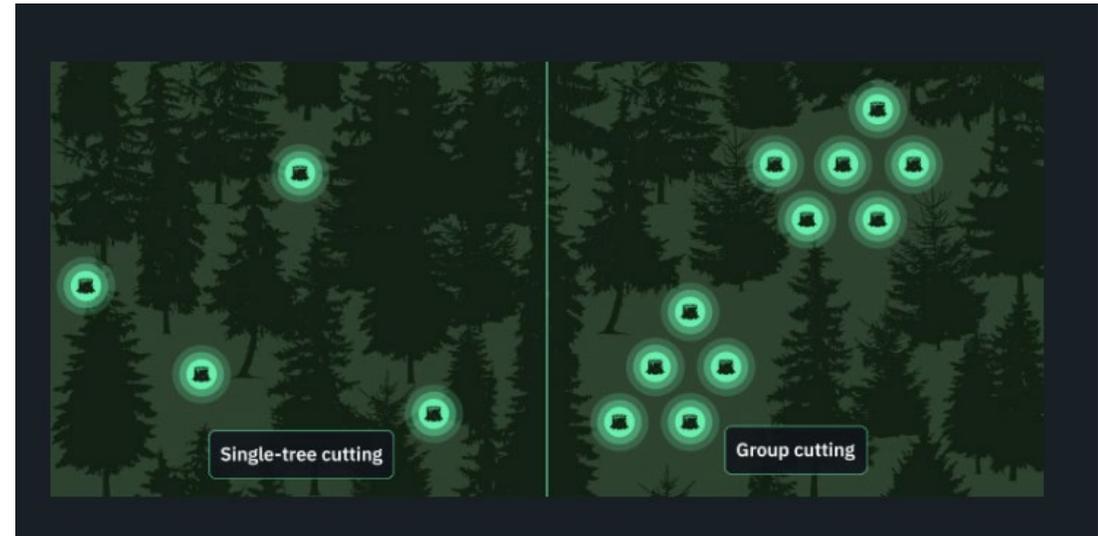
Monitoring from the space, group cuts are easier to track in comparison to single-tree logging.



# SELECTIVE CUTTING METHODS

## Combination Of Group And Single-Tree Selective Cutting

The logging methods are often combined, and economically valuable mature trees are felled either individually or in groups. All chosen trees that meet the required criteria are cut down along the entire perimeter of the forest area and transported with designated logging machinery.



# WHAT IS REDUCED IMPACT SELECTIVE LOGGING (RIL)?

- It is a sustainable timber-harvesting method in forest management aiming to mitigate environmental negative impacts. It combines selective logging and directional tree felling as well as constructing trails and roads as narrow as possible, to cause the least disturbance and damage to nature.



# SELECTIVE CUTTING- ADVANTAGES

- Even though the practice removes the strongest trees in the forest, there are certain benefits of such a practice. First, it leaves behind some important species. Second, forests are less subject to tree diseases. Third, this method promotes carbon sequestration, as proved by a study of Brazilian tropical forests by the University of California.
- Among other benefits, selective logging also:
- Provides more light that kills fungi and is necessary for shade-intolerant species.
- Boosts seed growth in the cleared-up areas.
- Leaves some valuable trees for future logging.
- Prevents forest wildfires.
- Produces no smoke and air pollution issues compared to prescribed burning.



**LEGEND** **ANALYSIS**

Tree cover gain - 2000-2020  
● Tree cover gain

Tree cover loss - 2001-2021  
● Tree cover loss

Displaying Tree cover loss with canopy density > 30% ▾

2001 2004 2008 2011 2015 2018 2021

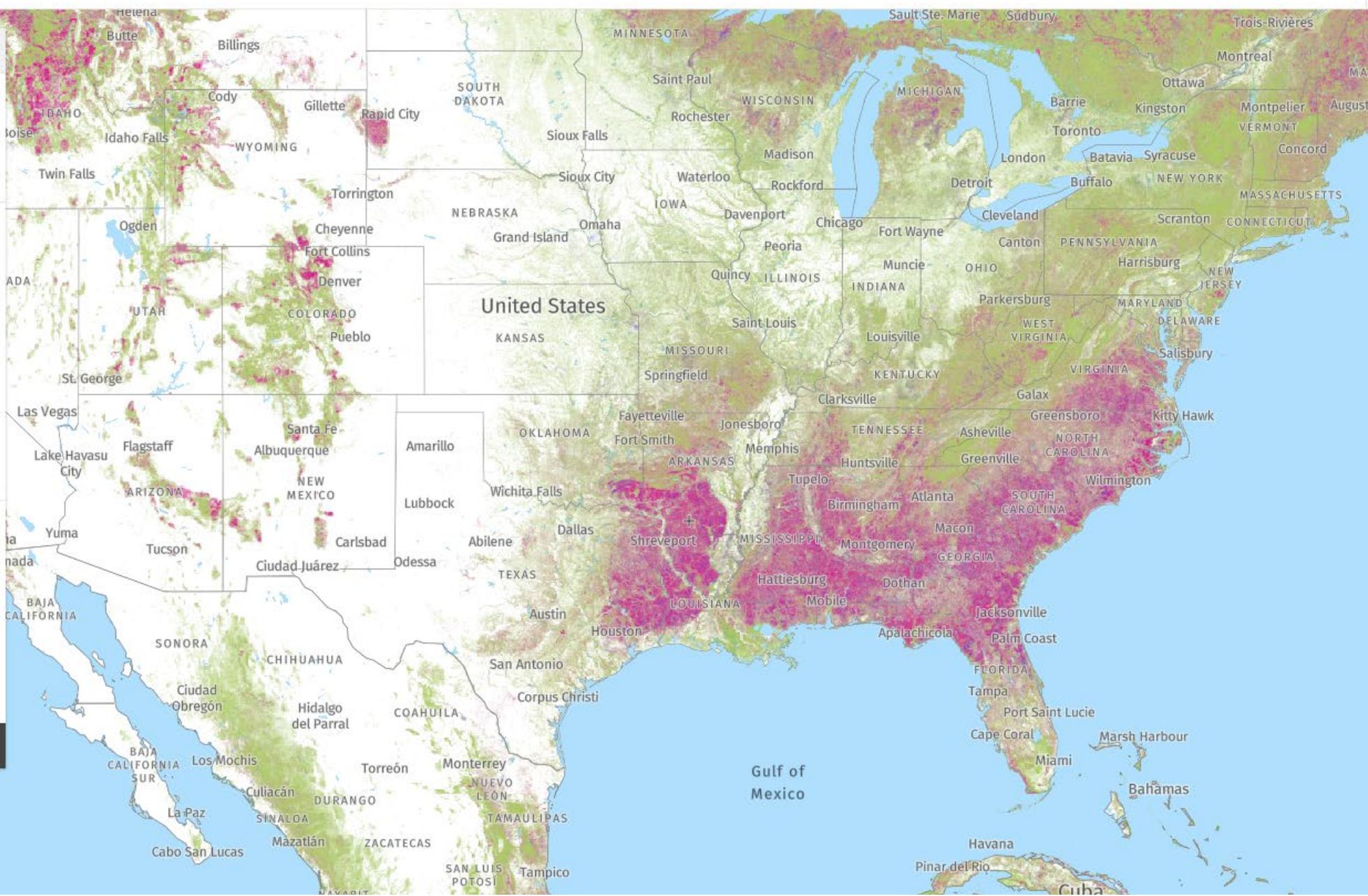
Tree cover loss is not always deforestation.

Tree cover - 2010  
● Tree cover

Displaying Tree cover with canopy density > 30% ▾

Displaying Tree cover for 2010 ▾

PLANET SATELLITE IMAGERY (TROPICS) ▾

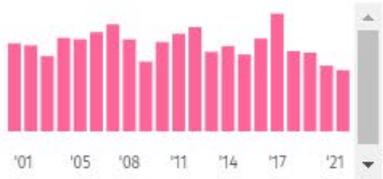


### < GEORGIA, UNITED STATES

In 2010, **Georgia** had **6.23Mha** of natural forest, extending over **61%** of its land area. In **2021**, it lost **60.0kha** of natural forest, equivalent to **28.8Mt** of CO<sub>2</sub>e emissions.

### TREE COVER LOSS IN GEORGIA, UNITED STATES

From **2001 to 2021**, **Georgia** lost **3.42Mha** of tree cover, equivalent to a **35%** decrease in tree cover since **2000**, and **1.43Gt** of CO<sub>2</sub>e emissions.



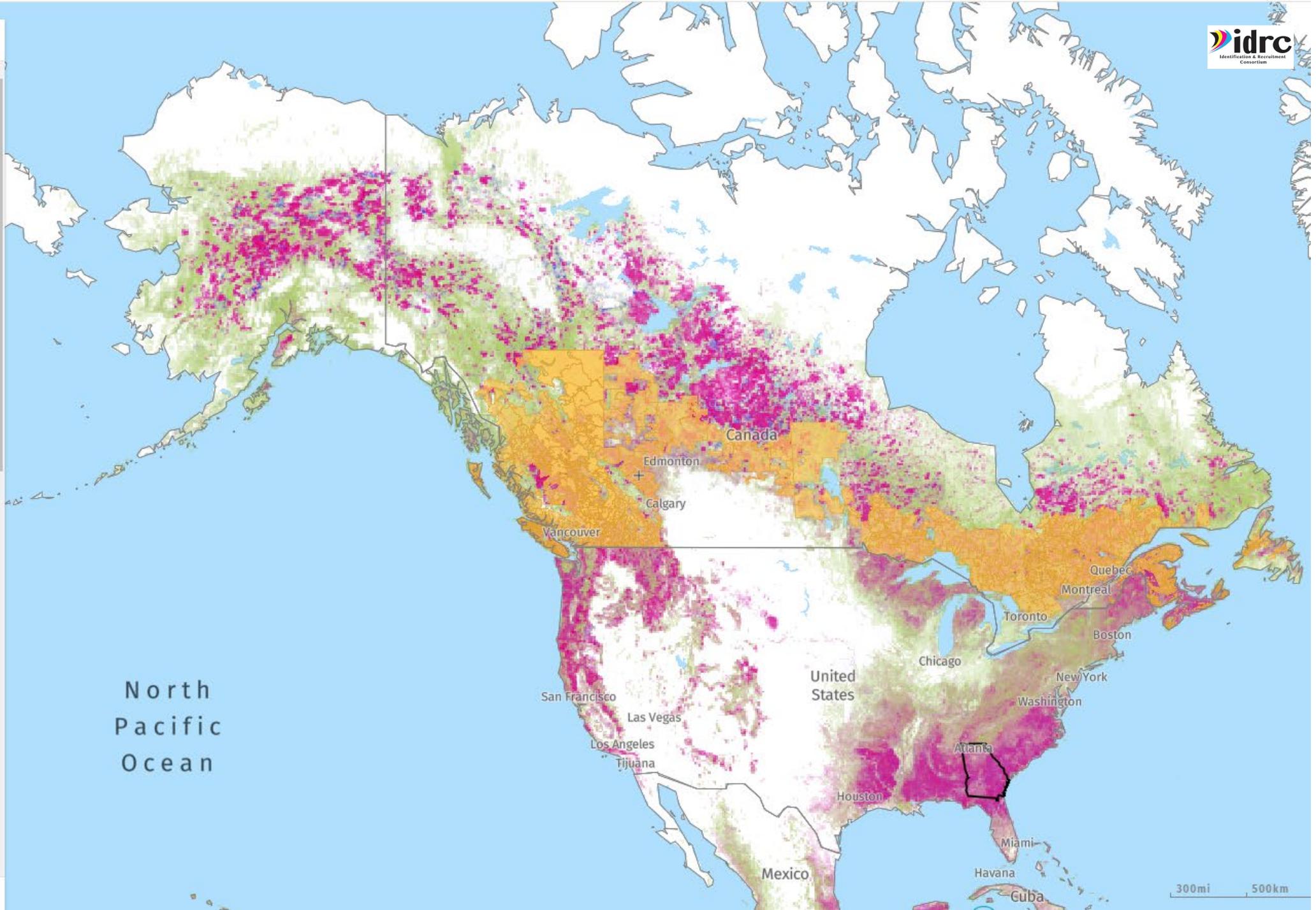
The methods behind this data have changed over time. Be cautious comparing old and new data, especially before/after 2015. [Read more here.](#)

2000 tree cover extent | >30% tree canopy | these estimates do not take tree cover gain into account

### TREE COVER GAIN IN GEORGIA, UNITED STATES COMPARED TO OTHER AREAS

From 2000 to 2020, **Georgia** gained **894kha** of tree cover **region-wide** equal to **6.4%** of all tree cover gain in **United States**.

1 Alaska 2.49Mha



# SOUTHEASTERN STATES ARE LOSING TREE'S FAST

- The southeastern United States is losing trees fast. Between 2000 and 2012, trees in the region were cut up to four times faster than in South American rainforests.
- Smith: “In the southeastern U.S., what’s driving the loss of forest cover is industrial-scale logging.”
- That’s Danna Smith of the [Dogwood Alliance](#), a nonprofit organization. She says that rainforests are often clear-cut for agriculture, whereas trees cut down in the Southeast are usually replanted.
- But it can take a sapling decades to grow large enough to absorb and store as much carbon as the tree it replaced.
- Smith: “Absolutely, older standing trees have more benefit for the climate.”

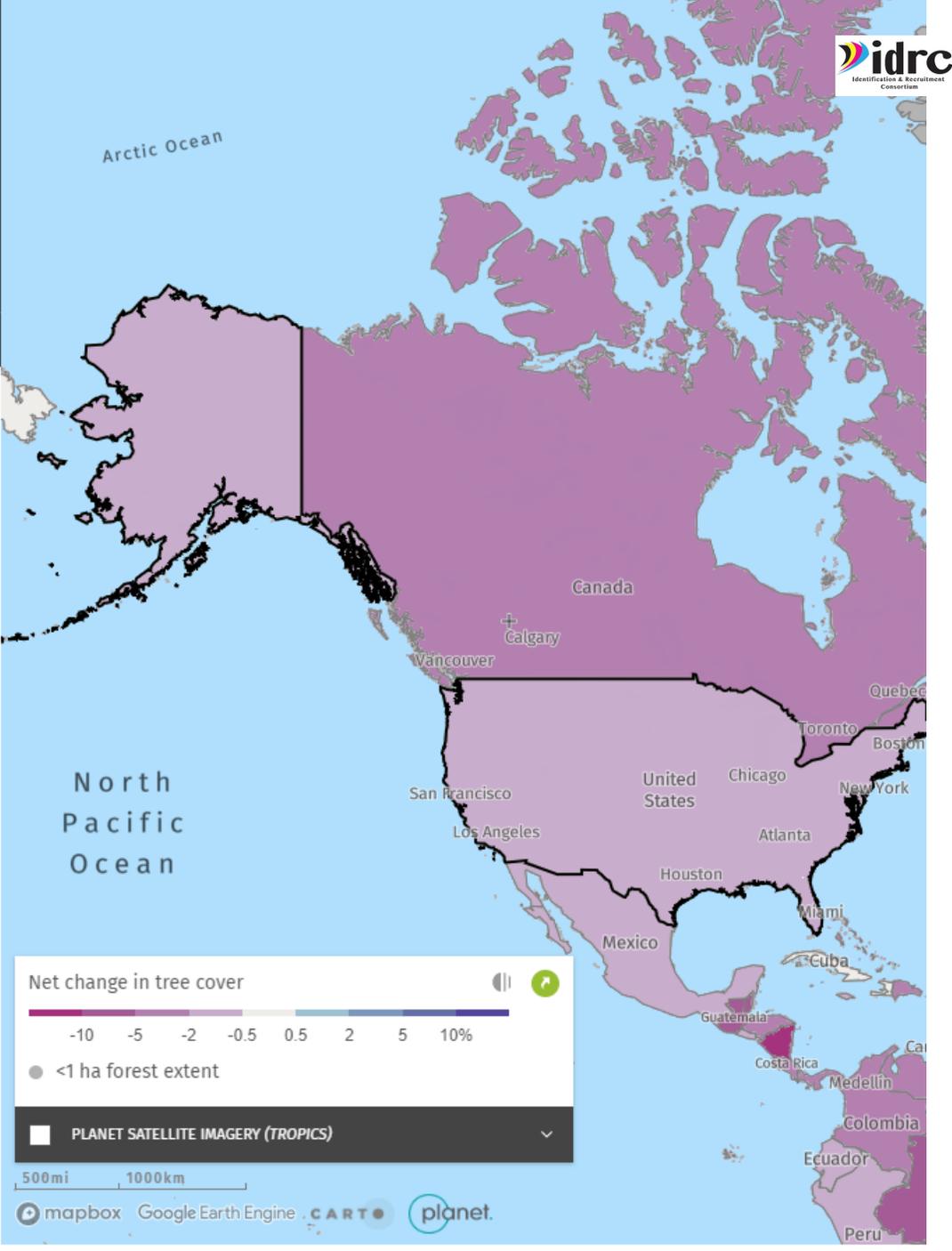
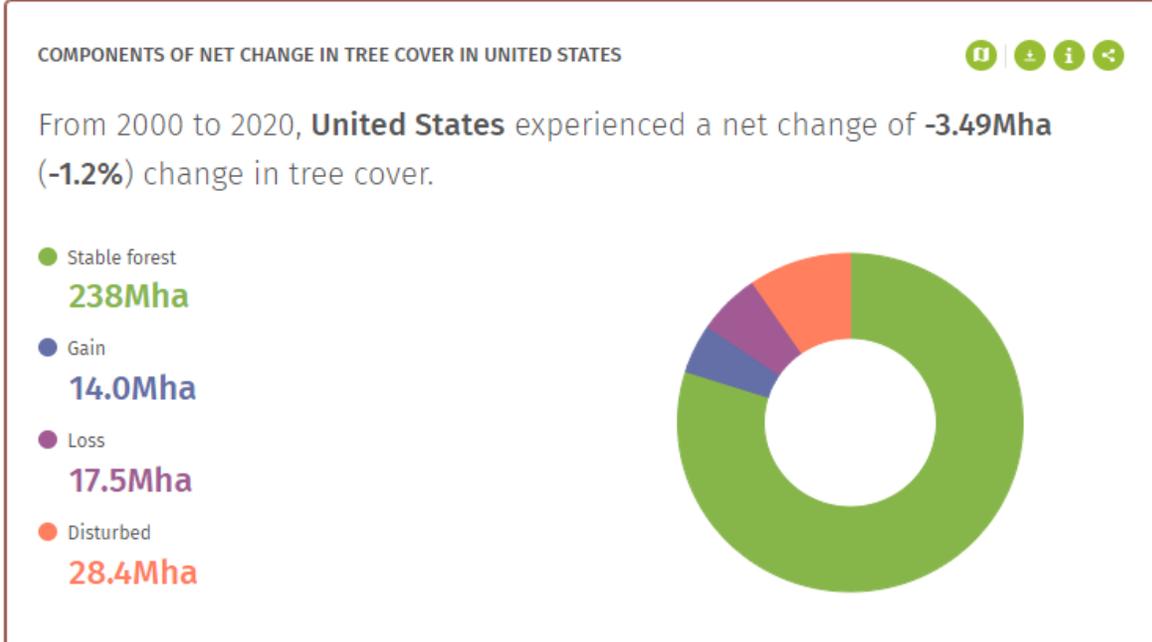


# Select a region

In 2010, **United States** had **252Mha** of natural forest, extending over **29%** of its land area. In **2021**, it lost **1.71Mha** of natural forest, equivalent to **768Mt** of CO<sub>2</sub> emissions.

- SUMMARY
- LAND COVER
- FOREST CHANGE
- LAND USE
- FIRES
- CLIMATE

Explore interactive charts and maps that summarize key statistics about forests in **United States**. Statistics – including rates of forest change, forest extent, drivers of deforestation, and deforestation and fire alerts – can be customized, easily shared and downloaded for offline use.



See how each state and the District of Columbia fared in our ranking:

Search:

## • 2021's States That Lost the Most Tree Cover



<https://www.lawnstarter.com/blog/studies/states-lost-most-tree-cover/>

OVERALL RANK	State	Overall Score	1-Year Loss Rank	1-Year Loss Difference Rank	5-Year Loss Difference Rank	10-Year Loss Difference Rank
1	California	100	1	1	1	
2	Oregon	63.81	2	2	2	
3	Colorado	45.55	11	3	3	
4	South Carolina	38.09	4	36	41	1
5	Maine	37.07	13	10	19	
6	Mississippi	34.91	6	39	43	4
7	Louisiana	34.57	7	14	35	4
8	North Carolina	33.22	8	40	44	3
9	Wisconsin	33.12	21	20	6	
10	Michigan	33.09	19	23	7	
11	Alabama	32.68	5	45	48	4
12	Arizona	32.41	16	4	4	5
13	Virginia	32.2	17	33	39	2
14	Georgia	31.98	3	46	47	4

# DROUGHT PLAYS A PART

- Climate change has contributed to beetle outbreaks in many western states. Winter cold is no longer limiting bark beetles, resulting in beetle infestations on a massive scale. On the national forests alone, the area affected has reached almost 13 million hectares. In California alone, there are now an estimated 66 million dead trees.
- Part of the problem is worsening drought, which weakens the trees, making them unable to fight off beetle attack. It is tempting to think of drought as temporary, but in an era of climate change, that is wishful thinking. One expert put it this way: “You can’t call it a drought anymore, because it’s going over to a drier climate. No one says the Sahara is in drought.”





# A DRIVER OF CHANGE IN U.S. FORESTS

Climate exerts a major influence on the productivity, distribution, composition, and structure of forests. Temperatures are increasing globally, and these widespread temperature increases are resulting in local changes in temperature, precipitation, and extreme weather events across the continental United States. Changes have varied by region, and many of these regional differences will continue in the coming decades. The western United States has been experiencing an increase in drought, wildfire, and mountain pine beetle (*Dendroctonus ponderosae*) damage that is leading to losses in productivity.



# A DRIVER OF CHANGE IN U.S. FORESTS

- In the Midwest and East, increased heavy rain events and decreased winter severity have altered forest hydrology and induced range shifts for trees and biological stressors. The east coast is experiencing rising sea levels that threaten coastal forests with flooding and increased salinity. This region could also be subject to more severe hurricanes and other tropical storms in the coming decades.



# A DRIVER OF CHANGE IN U.S. FORESTS

- Climate change impacts may affect forest management operations, reduce windows of opportunity to conduct prescribed burns and harvest, or necessitate changes in timing of those activities. Direct and indirect effects of climate change on the Nation's forests will influence the benefits that they provide, such as timber and nontimber forest products, recreation opportunities, clean water, and cultural values, in the coming decades.

# MANAGEMENT TO IMPROVE FOREST RESILIENCE AND REDUCE WILDFIRE RISK

## Departures from Historical Norms Provide Insight for Management and Restoration

Tree and shrub communities, and the frequency and intensity of disturbances that regulate them, differ greatly across our diverse landscapes. Forest Service scientists and partners study how much forests have changed throughout the past few centuries. This research provides context in planning treatments. Recent takeaways include:

- Pollen records, tree rings, and Indigenous oral histories show that [forest biomass in the western Klamath Mountains](#) has doubled over the past 3,000 years.
- Over a century of fire exclusion in western North America has resulted in [drastic changes to forest structure](#) and function, even in forests that experienced very little fire prior to European settlement.
- Between 1911 and 2011, [tree densities in the Western United States](#) increased roughly 7-fold, and average tree size shrank by half.

- These studies and others report the need—particularly in forests adapted to frequent fire—for aggressive and large-scale management efforts to create low-density forests with large trees that can tolerate future disturbances and thrive after them.

<https://www.fs.usda.gov/research/sites/default/files/2022-09/Improving-Forest-Resilience.pdf>

# FORESTS ARE CHANGING

- Experts explain why prescribed fire is needed to help restore our fire-adapted landscapes. Prescribed fire is also essential to improving understanding of wildland fire behavior and how best to use managed fire. Over a 50-year timeframe, a study found that repeated fire was critical to reducing tree density by about half in several forests and savannas throughout tropical and temperate regions. Fire was also important in maintaining the soil nutrients necessary for tree growth.



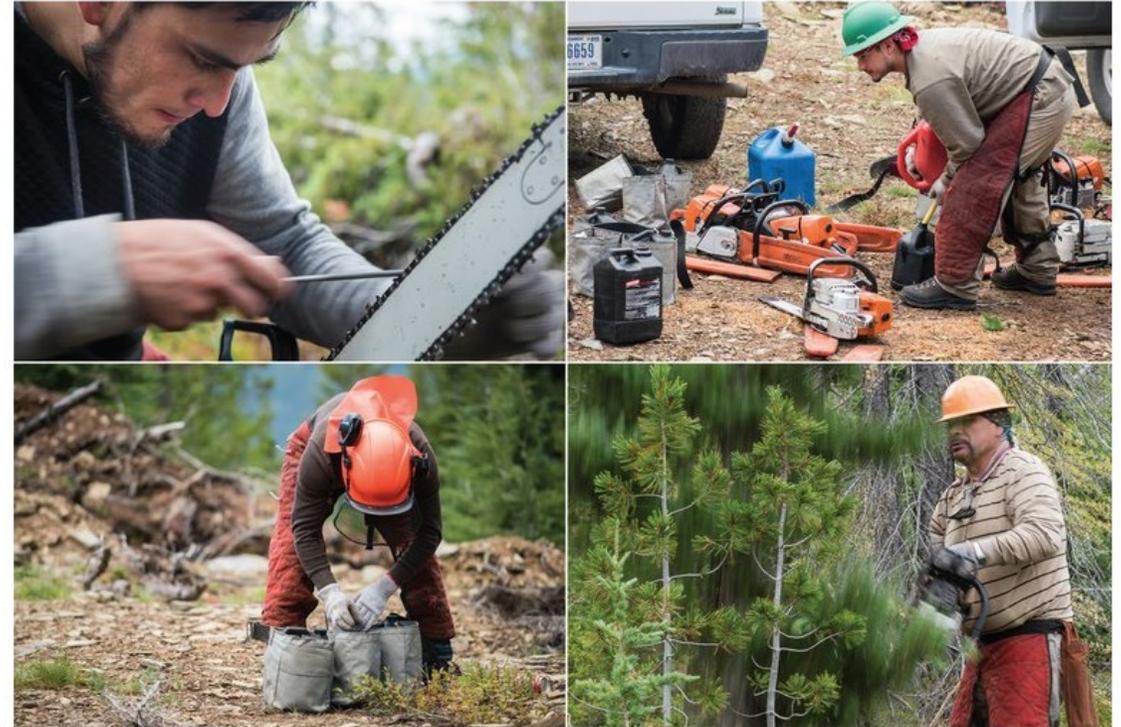
# SALVAGE LOGGING

- Postfire logging, or “salvage logging,” is the practice of cutting and removing dead or damaged trees after a large natural disturbance, such as a wildfire. Salvage logging is often used in the Western United States to recover economic loss from burned timber and to make planting activities safer



# RE-PLANTING

- Some forests do not need to be replanted after some types of fire; for example, lodgepole pine, aspen, and oak can regenerate naturally after high-severity fire, while shortleaf and longleaf pines have prolific natural regeneration after low-severity or prescribed fire.



*A crew of H-2B visa holders works a thinning project in the North Fork Thompson Creek in Montana's Lolo National Forest. Clockwise from left: Miguel, who didn't give his last name but said he's from a small town south of Mexico City, sharpens his chainsaw. Sawyers fuel chainsaws and put on safety equipment, then load tool belts with oil, fuel and tools; the crew chief, Eduardo, who didn't give his last name, fells a fir tree. When the crew he manages for Imperial Forestry Inc. of Medford, Oregon, is working smoothly, he fills in as an extra sawyer.*

<https://www.hcn.org/issues/49.18/timber-how-the-outsourcing-of-forestry-jobs-seeps-into-our-public-lands-debates>

# FORESTRY USES H2A

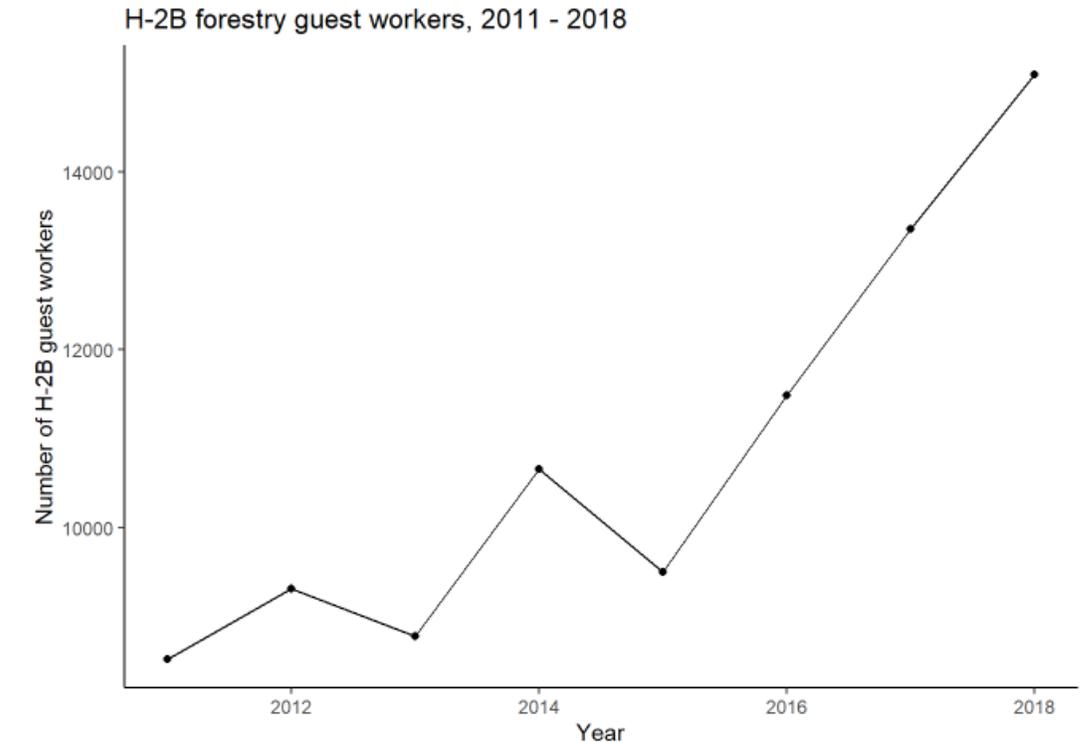
- There are 9,434 forestry workers, many of whom work on public lands adjacent to Western communities with soaring unemployment rates.

Top 10 occupations for H-2B visa (temporary non-agricultural) workers		
Position	Number certified	Percent of total
Landscaping and groundskeeping workers	44,981	37.7
Forest and conservation workers	9,434	7.9
Maids and housekeeping cleaners	7,751	6.5
Amusement and recreation attendants	6,992	5.9
Meat, poultry and fish cutters and trimmers	5,447	4.6
Construction laborers	5,237	4.4
Waiters and waitresses	3,426	2.9
Cooks, restaurant	2,161	1.8
Helpers (production workers)	1,974	1.7
Non-farm animal caretakers	1,636	1.4

SOURCE: FIGURES FOR FY 2016 FROM OFFICE OF FOREIGN LABOR CERTIFICATION, U.S. DEPARTMENT OF LABOR

## Trends in forestry H-2B guest workers

The total number of H-2B guest workers in forestry occupations has gone up by 77% since 2011. This increased from 8,527 certified guest workers in FY2011 to 15,095 certified guest workers in FY2018. Most of this increase has occurred since 2016.



The number of forest and conservation workers has increased by 34% since 2011. However, the largest increases in forestry-related occupations has been in three of the smallest occupations. Certified guest workers in recreation have increased by more than 2,000% since 2011, followed by farm workers and laborers and tree trimmers/pruners.

# RE-PLANTING

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- Fire drives ecosystem structure, selecting for species that survive burning from those that cannot. While measuring postfire tree survival on the Ouachita National Forest in Arkansas, scientists found that, despite the dry, hot weather when the fire began, most overstory trees survived. This illustrates that some managed fires may help to restore more open conditions that will be more resilient to the next wildfire.



# FORESTRY AND ENDANGERED SPECIES

## SOME BENEFITS OF THE NATIONAL FOREST SYSTEM

### 23B

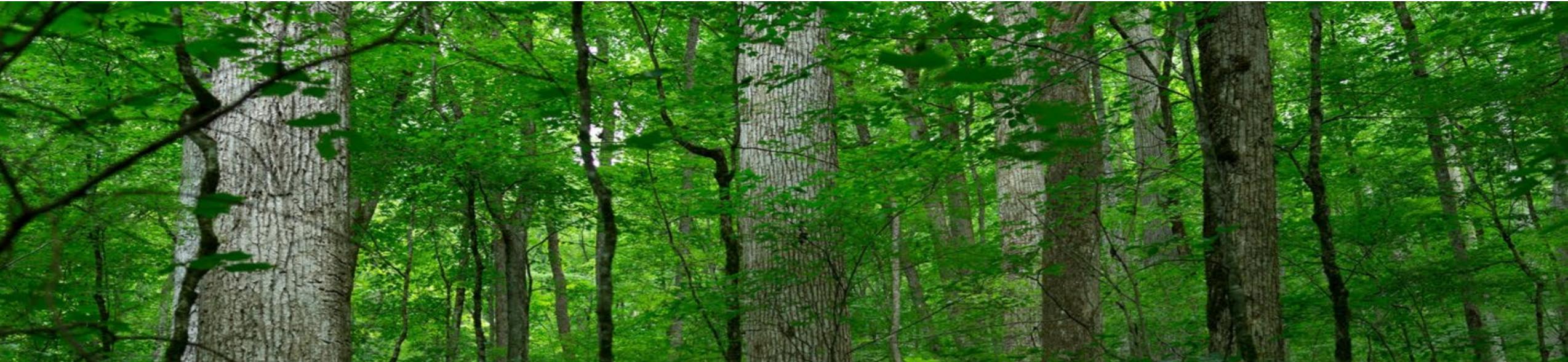
Tons of carbon dioxide equivalent stored by NFS forests and grasslands that are unprotected

### 1 in 5

Americans who receive drinking water from rivers and streams originating on NFS lands

### 400+

Threatened and endangered species that rely on national forests and grasslands for habitat



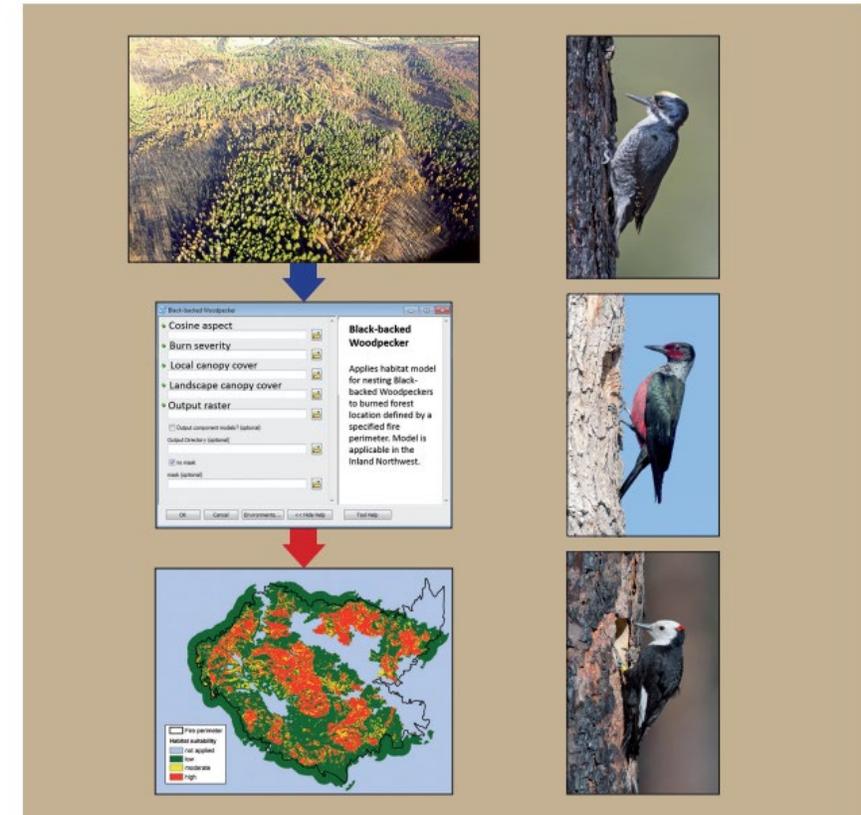
# ANIMALS & BIRDS

- U.S. forests are home to many woodpeckers that use the dead and dying trees found in recently disturbed forests, such as those impacted by wildfire and beetle outbreaks, for food and nesting. Until recently, managers couldn't be certain where suitable woodpecker habitat was located and whether the salvage logging would negatively impact the population. A new habitat mapping tool enables managers to locate probable woodpecker habitat within a given area.

## FIRE-BIRD: A GIS-Based Toolset for Applying Habitat Suitability Models to Inform Land Management Planning

Quresh S. Latif  
Victoria A. Saab

Jessica R. Haas  
Jonathan G. Dudley



# WHAT STATE PRODUCES THE MOST LUMBER?

According to the Oregon Forest Resources Institute, Oregon is the top producer of softwood lumber, producing more than 16% of the nation's softwood.

Other top-lumber producing states include:

- Washington
- Georgia
- Alabama
- California
- Arkansas
- Mississippi
- Idaho
- North Carolina
- Texas



# THE SAWMILL DATABASE

[Home](#)   [Sawmills](#)   [Company](#)   [Statistics](#)   [Banners](#)   [Contact Us](#)

## Highest production of sawn wood in USA

Here's a summary of the top producers of sawn wood in USA by production volume.

The figures are based on data from the sawmill database and is for many geographical areas far from complete.

When listing an individual country the production is given for domestic companies, including production in other countries. On the other hand production for foreign companies within the country will not be included.

<b>Companies</b>			<b>Sawmills</b>		
Rank	Company	Production or Capacity [m3/yr]	Rank	Sawmill	Production or Capacity [m3/yr]
1	<a href="#">Weyerhaeuser</a>	6449000	1	<a href="#">Longview Softwood</a>	720000
2	<a href="#">Georgia Pacific</a>	4300000	2	<a href="#">Cottage Grove</a>	680000
3	<a href="#">Sierra Pacific Industries</a>	3200000	3	<a href="#">Santiam</a>	560000
4	<a href="#">Hampton Affiliates</a>	3100000	4	<a href="#">Willamina Lumber Company</a>	510000
5	<a href="#">Idaho Forest Group</a>	1890000	5	<a href="#">Klausner Enfield KL 2</a>	500000
6	<a href="#">Stimson Lumber Co</a>	1770000	6	<a href="#">Dierks</a>	500000
7	<a href="#">RSG Forest Products</a>	1590000	7	<a href="#">Klausner Live Oak KL 1</a>	500000
8	<a href="#">Swanson Group Glendale, Oregon</a>	1000000	8	<a href="#">Darrington</a>	480000
9	<a href="#">Potlatch</a>	950000	9	<a href="#">Seneca Eugene Dimension</a>	460000
10	<a href="#">Seneca Sawmill Company</a>	560000	10	<a href="#">Preston</a>	450000
11	<a href="#">Scotch Gulf Lumber</a>	500000	11	<a href="#">Chilco Mill</a>	450000
12	<a href="#">Biewer Lumber</a>	500000	12	<a href="#">Perry</a>	450000

Other Areas:

[The World](#)

[Europe, North America](#)

[Argentina](#), [Australia](#), [Austria](#), [Belgium](#), [Brazil](#), [Bulgaria](#), [Canada](#), [Chile](#), [China](#), [Czech Republic](#), [Denmark](#), [Estonia](#), [Fiji](#), [Finland](#), [France](#), [Germany](#), [Hungary](#), [Iceland](#), [India](#), [Ireland](#), [Italy](#), [Japan](#), [Latvia](#), [Lithuania](#), [Mexico](#), [Mozambique](#), [Netherlands](#), [New Zealand](#), [Nicaragua](#), [Norway](#), [Poland](#), [Romania](#), [Russia](#), [Slovakia](#), [Slovenia](#), [South Africa](#), [Spain](#), [Sweden](#), [Switzerland](#), [Tanzania](#), [Ukraine](#), [United Arab Emirates](#), [United Kingdom](#), [Uruguay](#), [USA](#), [Vietnam](#)



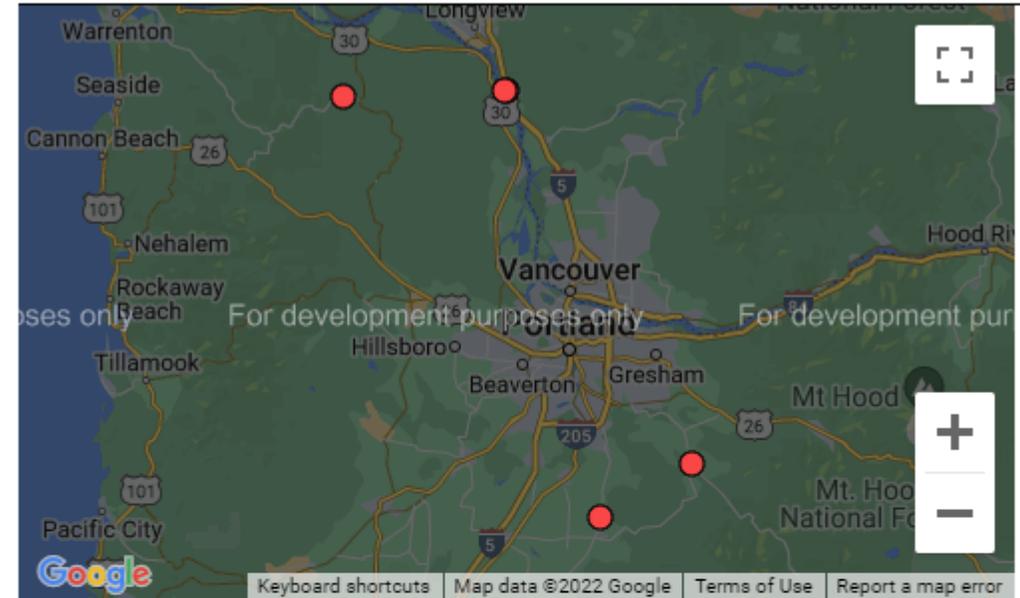
Map coordinates may be inaccurate

## Georgia Pacific

Country: USA  
 Website: <http://www.gp.com/index.html>  
 Total production: 4300000 m3/yr

### Sawmills:

Name	Prod./Cap.	Country
<a href="#">Bay Spring</a>		USA
<a href="#">Belk- Fayette Sawmill</a>		USA
<a href="#">Coos Bay Mill</a>		USA
<a href="#">DeQuincy</a>		USA
<a href="#">Diboll</a>		USA
<a href="#">Dudley Sawmill</a>		USA
<a href="#">Gurden</a>		USA
<a href="#">McCormick Sawmill</a>		USA
<a href="#">Monroeville Rock Creek</a>		USA
<a href="#">Philomath mill</a>		USA
<a href="#">Pineland</a>		USA
<a href="#">Prosperity GP</a>		USA
<a href="#">Rome GP</a>		USA
<a href="#">Sterling GP</a>		USA
<a href="#">Taylorsville</a>		USA
<a href="#">Warrenton Sawmill</a>		USA



Map coordinates may be inaccurate

## RSG Forest Products

Country: USA  
 Website: <http://www.rsgfp.com/locations.html>  
 Total production: 1590000 m3/yr

### Sawmills:

Name	Prod./Cap.	Country
<a href="#">Estacada Lumber</a>		USA
<a href="#">Gram Lumber Co</a>		USA
<a href="#">Olympic Forest Products</a>		USA
<a href="#">RSG Kalama</a>		USA
<a href="#">RSG Molalla</a>		USA

[Find more...](#)

# IN CONTEXT

- For the purposes of the MEP, examples of work that can be considered the cultivation of trees include, but are not limited to: soil preparation; plowing or fertilizing land; sorting seedlings; planting seedlings; transplanting; staking; watering; removing diseased or undesirable trees; applying insecticides; shearing tops and limbs; and tending, pruning, or trimming trees.



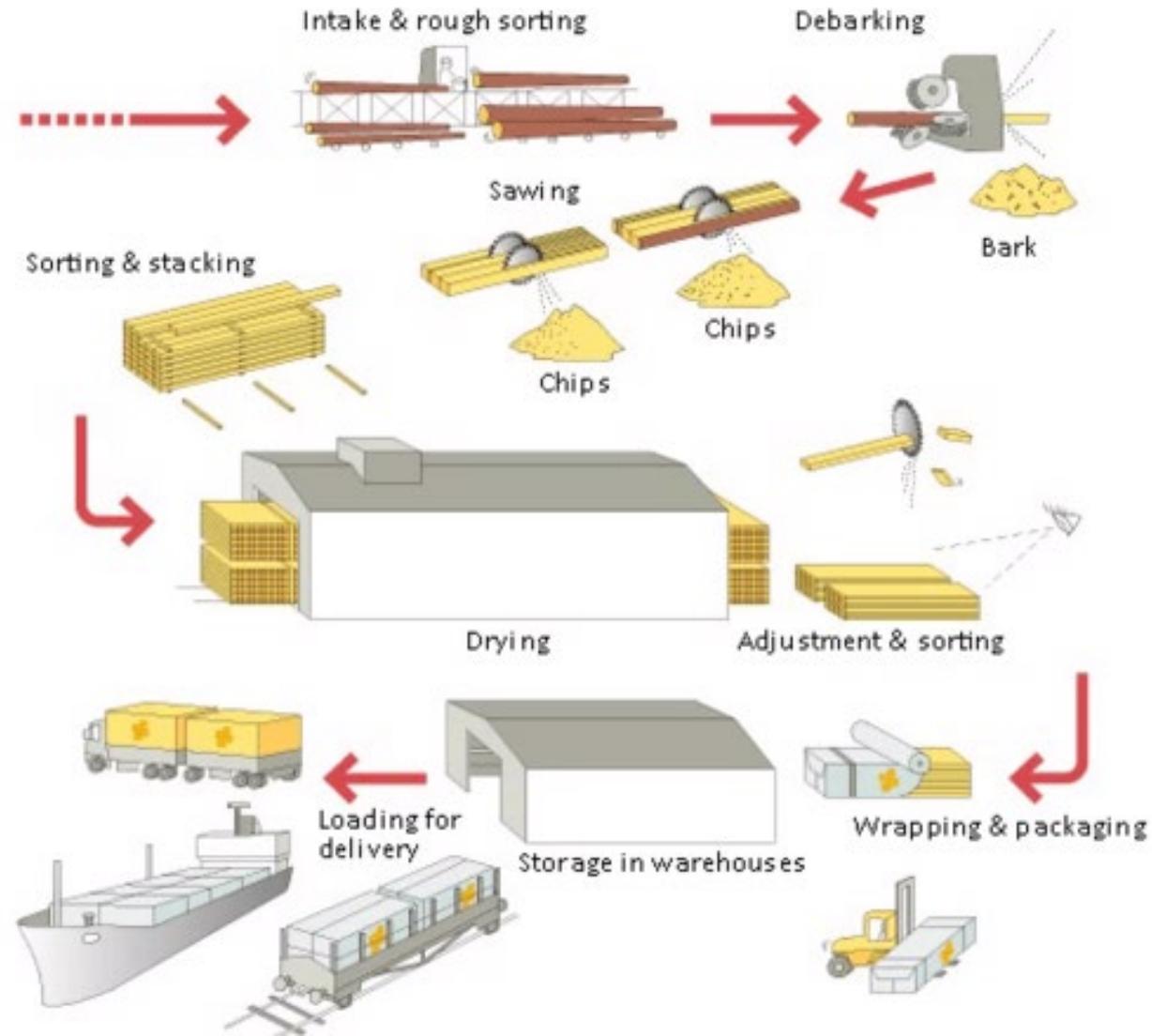
# INITIAL PROCESSING OF TREES



**F15. Is initial processing of trees considered agricultural work?**

Yes. Because trees are a raw agricultural product, the initial processing of trees is considered agricultural work.

# WHAT WOULD BE INITIAL PROCESSING?





# NEXT MONTH'S WEBINAR



Join us December 6th  
11 PST, 12 MST, 1 CST, 2 EST  
for a webinar on what is  
currently happening in the

## **US HEMP INDUSTRY.**

Learn where it is being grown.  
What areas it is increasing or  
decreasing as well as some  
market trends.

[https://us02web.zoom.us/join/register/WN\\_0cf0mEgITGmNQYXVJT8\\_RQ](https://us02web.zoom.us/join/register/WN_0cf0mEgITGmNQYXVJT8_RQ)

# NEWSLETTER

- We are going to start short monthly scenario videos after each month's scenario provided in the newsletter. Watch your inbox for those or subscribe to your YouTube Page to automatically receive those.

- Sign up for your newsletter if you do not receive these.

<https://www.idr-consortium.net/Newsletter.html>



# EVALUATION- WE VALUE YOUR THOUGHTS!

- <https://www.surveymonkey.com/r/IDRCTrainingEval22-23>



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[www.idr-consortium.net](http://www.idr-consortium.net)

Thank  
you





# TITLE I PART C

## Education of Migratory Children



November 7, 2022

# BULLETIN

Our Title IC Migrant Education Home page has been updated! What was at the top of the page has been moved to Staff Links at the bottom of the page. Take a look at [www.education.ne.gov/migrant/](http://www.education.ne.gov/migrant/) and see our new look.

### Staff Links

- [Directory](#)
- [Staff Change Request](#)
- [Calendar](#)
- [Staff Survey & Feedback Form](#)
- [New Staff Online Training](#)
- [Technical Assistance](#)

NDE has a new MEP Communications webpage. Find a media source that suits your needs and keep current on MEP news. The webpage can be found @ [www.education.ne.gov/migrant/mep-bulletin-archive/](http://www.education.ne.gov/migrant/mep-bulletin-archive/)



Title IC Migrant Education Program Home

**MEP Communications**

MEP A-Z Listing

Contact Us

Continuous Improvement Cycle

Family and Community Engagement - MEP

Identification and Recruitment (ID&R)

Instructional and Support Services

Inter-Intrastate Coordination

Technical Assistance and Monitoring

MEP Conferences, Workshops and Videos

Web Resources




### MEP Communications

Facebook



**Welcome to our Facebook Page**

We hope to share good news, updates and other interesting information through this platform. Please like and follow us on Facebook! Click the Facebook icon to the left to access our page or click on this link [NDE Migrant Education](#).

Twitter



**Nebraska Migrant Education Program is back on Twitter!**

We hope to share good news, updates and other interesting information through this platform, so Please follow us @[NDE\\_MEP!](#)

Bulletins

[2022 Bulletins \(Sept - Dec\)](#)

[2022 Bulletins \(Jan - May\)](#)



**Mark your calendars! November 9th** at 11 PST, 12 MST, 1 CST, 2 PST we will have a webinar focused on the **Forestry Industry in the US**. With cultivation and harvesting of trees as a qualifying industry for MEP learn more about this industry and what is happening in your own state. We will discuss which parts of work in this industry would be considered qualifying and still part of initial processing.

**Register in Advance for this Webinar**

Here: [us02web.zoom.us/webinar/register/WN\\_eM40RRsOQy6EgrIAYCCdEw](https://us02web.zoom.us/join/joinMeeting?meetingRef=us02web.zoom.us/webinar/register/WN_eM40RRsOQy6EgrIAYCCdEw)



**Check out our new eligibility scenario. We will share the answer on November 15th.**

Review the scenario and let us know your thoughts on eligibility! Access it here: <https://forms.gle/qLJiaJTpgn6dFYD3A>

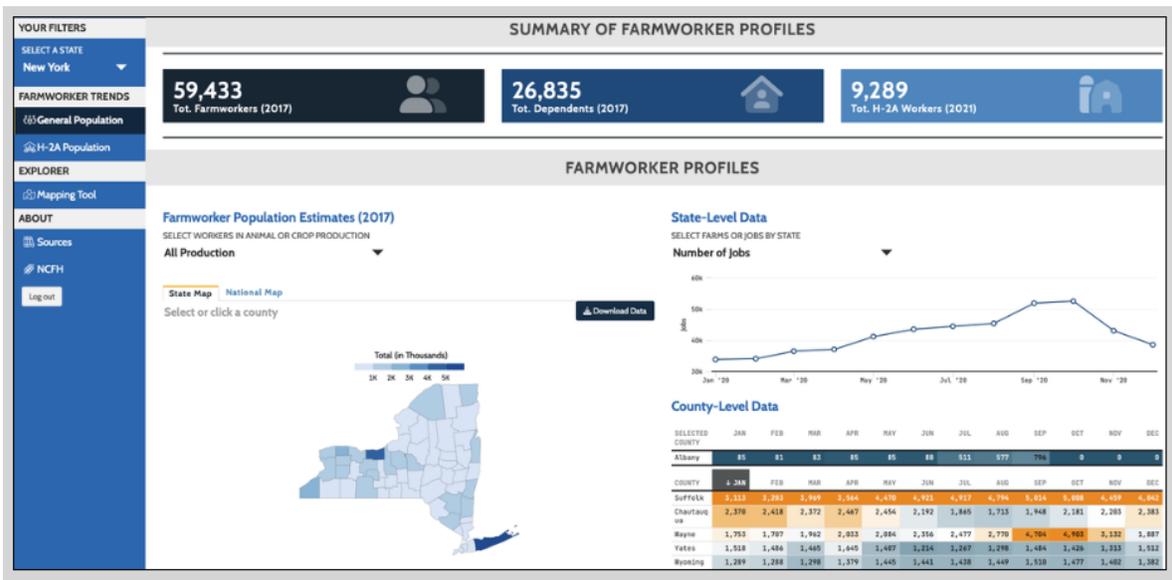


**IDRC November 2022 Scenario**

A family moves to your state in June of 2021. The family consists of a mother, father and two children ages 11 and 15. They moved together into the area where dad obtained work at a local vegetable farm. Mom did not obtain any work. Dads job ended in September of 2021 and the family moves to another county/ and school district to find work. Dad gets a new job helping to load logs onto a truck at a temporary forestry logging site. He works at this new qualifying work from Sept 2021 until the work ends the next month. When this work ends they return back together to Florida (October 2021) where he begins work in construction.

Early in June 2022 the mother returns to your state with the children due to economic necessity. She gets a job at a local restaurant to help pay the bills. She is staying with family members for a bit. Dad is still in Florida and is not doing agricultural work there. The mother tells you that she is splitting up from her husband and that he will not be returning to your state.

You are the recruiter and you need to determine if the family is eligible and if they are what is the correct QAD and residency date.



**We hope you have accessed the Farm Labor Dashboard available through the National Center of Farmworker Health.**

The Farm Labor Data Dashboard was developed by NCFH to centralize nationally available data related to farmworkers in the U.S. The dashboard is an interactive, web-based tool that integrates data from sources such as the U.S. Department of Labor, the U.S. Department of Agriculture, and others to gain an understanding of the national landscape of farm labor.

The dashboard provides users with key data to plan farmworker outreach, to find new partners in select areas, and to plan around agricultural seasons. Users can view information on national, state, and county levels as available, and export data when available. <http://www.ncfh.org/dashboard.html>

**Need Training Resources? Make sure to access our YouTube Page!**





# TITLE I PART C

## Education of Migratory Children

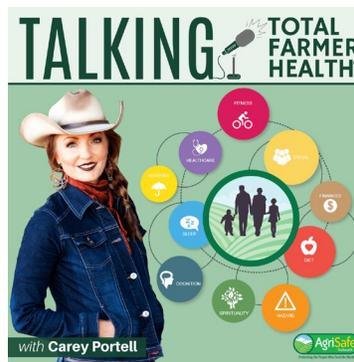


October 31, 2022

### BULLETIN



We are pleased to announce the Nebraska Title IC-Migrant Education Program Facebook page! [Follow or like us on Facebook.](#)



#### *Talking Total Farmer Health® Podcast*

*New Episode: Food in the Field*

*This month on Talking Total Farmer Health we spoke to Tara Dunker and Hannah Guenther from the University of Nebraska-Lincoln Extension, about their **Food in the Field** program, a program that takes the **MyPlate** concept and makes it work for those taking their meals out to a field. They also tell us about healthy snacks that are portable, how to include calcium in your meal when you can't keep milk cold, food safety, and much, much more.*

*You can either listen on our [website](#), or you can subscribe to our show on [Apple Podcasts](#), [Spotify](#), or wherever you get your podcasts.*



[Listen to the full episode here!](#)





## U.S. DEPARTMENT OF EDUCATION

### FOR IMMEDIATE RELEASE

Oct. 24, 2022

Contact: Press Office

(202) 401-1576 or [press@ed.gov](mailto:press@ed.gov)

### Statement by U.S. Secretary of Education Miguel Cardona on Nation's Report Card

Since Day One, the Biden-Harris Administration has worked aggressively to safely reopen schools, help students recover academically, and support their mental health, because President Biden knew that a once-in-a-generation pandemic would have a once-in-a-generation impact on our nation's students. The National Assessment of Educational Progress (NAEP) results should be a rallying cry to local, state, and national leaders to redouble their efforts to support learning recovery. But they also show how critical the Administration's work was and continues to be to get and keep students back in classrooms and to get American Rescue Plan (ARP) dollars into communities to accelerate academic recovery and provide mental health supports to students. Below is a statement from U.S. Secretary of Education Miguel Cardona on the latest results:

*"The results released today from the National Assessment of Educational Progress are appalling, unacceptable, and a reminder of the impact that this pandemic has had on our learners. The data also represent a call to action for the important work we must do now for our students—especially those who have suffered the most during the pandemic.*

*"This once-in-a-generation virus upended our country in so many ways -- and our students cannot be the ones who sacrifice most now or in the long run. We must treat the task of catching our children up in reading and math with the urgency this moment demands.*

*"I've been in education for a long time, and this Administration did more for education in its first six months than any in decades. This Administration, unlike the previous one, actually delivered the swift and safe reopening of schools. This Administration broke with its predecessor from Day One by providing an actual plan to tackle learning loss— with concrete support and guidance for schools. This Administration fought for the historic resources in the American Rescue Plan – for which no Republican Member of Congress voted.*

*"Schools across the country—in red and blue states—are using ARP funds to invest in high-impact strategies that we know result in learning gains and support students' mental health, including hiring more teachers, tutors, and mental health professionals and expanding afterschool programs.*

*"Our hardworking educators—trained professionals with deep knowledge of how to support their students—are achieving results for their students with unprecedented resources.*

*“In the coming days, the Department will issue another resource on using American Rescue Plan funds to address learning loss for educators and state and district leaders. We will launch a new, expert-led series on the most promising tools to raise the bar and accelerate students’ learning in math and literacy. And we already have published a checklist to make sure parents have the tools they need to ensure their children are getting the support they deserve using federal relief dollars.*

*“The time is now. This is our moment. It’s up to all of us to raise the bar in education.”*

Secretary Cardona recently spoke to reporters in-depth about the latest data. His full remarks can be found [here](#).

Because this was a top priority of President Biden since Day One:

- Our nation’s schools went from 46 percent open for in-person instruction to 100 percent open full-time and in-person today.
- The President fought to get teachers eligible for vaccination early on so they could safely open their classrooms.
- President Biden and congressional Democrats passed the ARP, which invested \$130 billion so schools could reopen and stay open safely, as well as address the longer-term impacts of the pandemic, including learning loss.
- President Biden called on leaders to use these funds in high-impact ways that support student learning, including tutoring, after-school programs, and hiring educators and school mental health professionals, including counselors.

While the NAEP results make clear that we still have a long way to go, particularly in math, we are seeing hopeful signs for students’ academic recovery:

- 22 states and jurisdictions saw no statistically significant decline in 4th grade reading scores since before the pandemic.
- 17 of 26 urban districts included in the NAEP showed no statistically significant decline in 4th grade reading, and 21 of 26 showed no statistically significant decline in 8th grade reading, with one district showing a statistically significant increase.

However, the work is far from over. The Department of Education will be working with states and districts to make sure that ARP funds are helping students recover academically as quickly as possible and that schools are meeting their needs.

#### **New actions the Administration is taking this week to combat learning loss:**

- *Reading and Math Convenings:* This week the Department [announced](#) that, beginning October 26, it will host five sessions focused on strategies and programs to boost literacy and math outcomes. The monthly sessions will highlight strategies and best practices to help states, districts, and schools improve learning outcomes for students, especially in literacy and mathematics. The kickoff event on October 26 will reinforce the President’s call to use ARP funds to combat learning loss.
- *Learning Acceleration Guide:* Today, the Department issued an [updated guide](#) further re-enforcing the key strategies districts and states should use to address learning loss and academic recovery, with additional resources over the coming weeks.

Ongoing actions the Administration is taking to address learning loss and accelerate recovery:

- Within three months of his presidency, President Biden and congressional Democrats passed the ARP, which provided \$130 billion to schools, including \$122 billion in ARP Elementary and Secondary School Emergency Relief (ARP ESSER) funding to K-12 schools to reopen safely and address the impacts of the pandemic on students, including evidence-based programs to support learning recovery and acceleration.
- Independent [analysis](#) shows that school districts nationwide plan to spend more than \$27 billion specifically on academic recovery, including more than \$6 billion on summer learning and after-school programs and \$3 billion on tutoring and coaching for reading and math;

and an additional \$30 billion on staffing, including hiring more educators, and providing professional development so that educators know how to best support their students' recovery.

- No Republicans voted for the American Rescue Plan or its funds to support safely getting children back into classrooms and to help them recover academically.
- The Department immediately took action to help schools use ARP funds to help students recover academically, including:
  - Holding multiple school reopening and recovery summits, to bring together national, state, and local leaders to share best practices on how to use ARP funds to safely reopen schools and accelerate learning recovery.
  - Developing a Best Practices Clearinghouse with hundreds of examples of how schools were using ARP funds to support academic and mental health recovery – for school leaders and communities across the country to use.
  - Releasing multiple rounds of guidance on how schools can use ARP funds on core priorities, including [safely reopening schools](#), [academic recovery](#), and [mental health support](#).
  - Developing a Back-to-School [Checklist for Parents](#) to help parents and families have conversations with school leaders during back-to-school time and beyond about how schools are supporting students, including by using ARP funds.
- The Department collaborated across the public and private sectors to help schools use ARP funds to support learning recovery, including:
  - Announcing new efforts with the Department of Labor to expand high-quality teacher preparation programs, such as registered teacher apprenticeship programs, that will provide more students with high quality teachers to help with learning recovery.
  - Collaborating with service organizations to recruit 250,000 new tutors and mentors to help with student recovery. The Department joined AmeriCorps, the Johns Hopkins Everyone Graduates Center, and leading education, youth, and service organizations to launch the [National Partnership for Student Success \(NPSS\)](#), a new coalition formed to expand high-quality tutoring, mentoring, and other evidence-based support programs, with the goal of ensuring an additional 250,000 adults serve in these roles over the next three years.
  - Partnering with national organizations to expand access to after-school and summer programs to help accelerate academic recovery and address the impacts of the pandemic. In July 2022, the Department, along with five coordinating partners and more than 20 national organizations, launched the [Engage Every Student Initiative](#), designed to help communities utilize ARP funds—alongside their state and local funds—to ensure that every child and youth who wants a spot in a high-quality out-of-school time program, such as after-school and summer programs, has access to one. The Department also launched the Summer Learning and Enrichment Collaborative to make sure students specifically have access to more summer programs to help them recover.
- The Department also put in place strong requirements to track school reopening and ensure transparency regarding how states and school districts are using American Rescue Plan funds.
  - **Tracking status of school reopening and recovery efforts:** Prior to the current Administration, there was no federal effort to track the status of school reopening efforts. The Department immediately worked to put in place the NAEP Monthly School Survey in order to track schools' operating status and the Administration's progress in fully reopening all schools safely. Building on this survey, the Department launched the School Pulse Panel to track schools' efforts to provide high-impact supports to students, such as tutoring, after-school and summer programs, mental health supports, and staffing and to better understand the challenges our schools are facing, so that the Administration can better support them.

- **Launching an interactive map to help families see how ARP funds are being used:**  
Unlike previous rounds of relief funding, states and districts are required to create and publicly post plans for using ARP ESSER funds, including how they will address student academic and mental health needs. State and district plans can be accessed through the Department's [interactive map](#).

###



# TITLE I PART C

## Education of Migratory Children



October 24, 2022

### BULLETIN



Take a look at our new Title 1C Migrant webpage [www.education.ne.gov/migrant](http://www.education.ne.gov/migrant)



**REGISTER NOW**

#### November IDRC Webinar

Mark your calendars! **November 9th** at 11 PST, 12 MST, 1 CST, 2 PST we will have a webinar focused on the **Forestry Industry in the US**. With cultivation and harvesting of trees as a qualifying industry for MEP learn more about this industry and what is happening in your own state. We will discuss which parts of work in this industry would be considered qualifying and still part of initial processing.



Register in Advance for this Webinar Here:

[https://us02web.zoom.us/webinar/register/WN\\_eM40RRsOQy6EgrIAYCCdEw](https://us02web.zoom.us/webinar/register/WN_eM40RRsOQy6EgrIAYCCdEw)



### IDRC Ag Trends Newsletter

IDRC believes in the importance of staying informed of what is happening in agriculture across the country. There are many difficulties that farmers, agribusinesses and farm workers are facing. Many of these impact what crops are grown and the direct work that farmworkers do. The articles below highlight some of those direct challenges right now. These are all articles from the last couple of weeks.



### **MEAT+POULTRY: New rule amends H-2A visa programs**

[Link](#) - One change includes more protection for ag workers' health and safety.

### **WUSF News: 'I've never lost this many animals.' Inside a dairy farm hit by Hurricane Ian**

[Link](#) - Dairy farms in Florida have been in steep decline, and recovering from Hurricane Ian is a daunting prospect. But farmers say they must find ways to survive.

### **WPR: Wisconsin dairy leaders call on US Senate to fix labor shortages by changing immigration policy**

[Link](#) - Officials say the Farm Workforce Modernization Act would also curb inflation by letting dairy farmers hire workers on H-2A visas.

### **USA Today: Black saliva, sore throat, shortness of breath: How dangerous is wildfire season for US farmworkers?**

[Link](#) - Farmworkers are specifically vulnerable to certain health risks during wildfires, which are being exacerbated by temperature-rising climate change. How bad is it? Researchers want to know.

### **CNN: As the Mississippi River plunges, the Army Corps is building a levee to keep salt water out of drinking water**

[Link](#) - The US Army Corps of Engineers has launched construction on a 1,500-foot-wide underwater levee in the Mississippi River to prevent saltwater from pushing up the river amid record-low river levels and flow rates.

### **The Washington Post: Historic October heat shatters records in the Pacific Northwest**

[Link](#) - Seattle soared to 88 degrees Sunday, its highest temperature on record so late in the season.

### **Deseret News: Mississippi River faces drought and unsustainable conditions for commerce**

[Link](#) - The Mississippi River is nearing historic lows, threatening U.S. commerce and supply chain.

### **Bloomberg: Soaring Dollar Leaves Food Piled Up in Ports as World Hunger Grows**

[Link](#) - Importers from Ghana to Pakistan have struggled to pay for cargoes, risking shortages and adding to global food inflation.

### **Carolina Journal: Fed's H-2A labor costs leave N.C. farmers struggling to compete**

[Link](#) - N.C. farmers question paying \$14.16 an hour in the H-2A program compared to \$12 an hour in neighboring South Carolina.

### **CBS NEWS: Court declares DACA program illegal, but leaves policy intact for nearly 600,000 immigrant "Dreamers"**

[Link](#) - A federal appeals court on Wednesday said the Deferred Action for Childhood Arrivals (DACA) policy violates U.S. immigration law, dealing a blow to an Obama-era program that provides deportation protection and work permits to nearly 600,000 immigrant "Dreamers" who lack legal status.

### **Financial Times: The future of farming: how global crises are reshaping agriculture**

[Link](#) - Surging costs of inputs such as fertiliser and the growing threat of climate change are driving a return to pre-industrial methods.

### **CBS NEWS: An Australian startup is "growing" water for drought-parched California**

[Link](#) - Water is California's most precious commodity these days, as the state endures a drought that scientists are calling the worst in 1,200 years.

### **Crosscut: Labor shortages, heat bring tough tides for WA shellfish farm**

[Link](#) - At Taylor Shellfish Farms, hiring is increasingly a challenge as skyrocketing housing costs and difficult working conditions make it hard to recruit.

### **East Oregonian: Washington eyes stricter mask rule for outdoor workers**

[Link](#) - All outdoor workers are sensitive to wildfire smoke, according to the Washington Department of Labor and Industries, which plans to lower the threshold for requiring smoke-filtering masks.

### **National Geographic: These families lead double lives across the U.S.-Mexico border**

[Link](#) - Following the crop cycles in California and Mexico, generations of Mexican farmworkers have migrated back and forth to provide for their families.

**CNN: Biden administration outlines plan to pay for Colorado River water cuts as crisis looms**

[Link](#) - As concerns grow over the future of the drought-plagued Colorado River system, the Biden administration has announced how it intends to pay farmers, cities and Native American tribes in the Southwest for significant, voluntary water cuts.

**Teen Vogue: Teen Farmworkers Support the US Agricultural Industry But Have Few Protections**

[Link](#) - As many as 500,000 kids between ages 12 and 17 work in America's fields.

**The Seattle Times: Plight of WA's Hmong farmers underscores disparities in US agriculture**

[Link](#) - Hmong flower farmers took a big hit when Puget Sound farmers markets closed at the outset of the pandemic, leaving the farmers with a wealth of tulips, dahlias and daffodils — and nowhere to sell them.



**Need Recruiting Supplies?**

Access resources available through our partners. There are student supply bags as well as hygiene bags. [Access the information here.](#) (All bags for purchase are not provided through IDRC funds.)





Human Trafficking  
in **AMERICA'S SCHOOLS**



## WEBINAR ANNOUNCEMENT

– Human Trafficking Webinar Series –

# Protecting Young People from Online Exploitation

Wednesday, October 26, 2022

3:00 – 4:30 P.M. Eastern Daylight Time

[REGISTER FOR THIS WEBINAR](#)

### Description

Since 2020, the U.S. Department of Education has conducted a [webinar series](#) to address the growing response of America's schools to child trafficking. The series draws attention to the important efforts underway in our nation's education community to address both sex and labor trafficking.

On behalf of the U.S. Department of Education, Office of Elementary and Secondary Education's Office of Safe and Supportive Schools, the National Center on Safe Supportive Learning Environments (NCSSLE) invites you to join the next webinar in this series, **Protecting Young People from Online Exploitation**.

**Date: Wednesday, October 26, 2022**

**Time: 3:00-4:30 pm EST**

This webinar is focused on understanding what online exploitation is and how schools can protect young people from it. Speakers will start by defining what online exploitation is – describing how it is facilitated via technology and how online human trafficking compares with online sexual abuse – and then share what you can look out for and do if it is happening. Following a set of presentations, the speakers will engage in a panel discussion to share how they implemented mitigation strategies and how schools can educate young people to recognize grooming and other dangerous online behavior. After the panel, the speakers will be available to answer a few questions from participants. Join us to learn strategies you can use tomorrow!

### Speakers

- **Ruth Ryder**, Deputy Assistant Secretary, Office of Elementary and Secondary Education, U.S. Department of Education
- **Jennifer O'Brien**, Assistant Professor, Crimes Against Children Research Center, University of New Hampshire, Durham, NH
- **Wendy Walsh**, Research Associate, Crimes Against Children Research Center, University of New Hampshire, Durham, NH
- **Stacey Robinson**, Manager, Project-Grant Fund, Division of Equity and Student Empowerment, DeKalb County School District, Stone Mountain, GA
- **Dr. Nicole Prad-Jennings**, Human Trafficking Prevention/Not a Number Facilitator, DeKalb County School District, Stone Mountain, GA
- **Dave Alley**, Special Agent, U.S. Customs and Immigration Enforcement, Detroit, MI
- **Rachel Thomas**, Member, U.S. Advisory Council on Human Trafficking, Person with Lived Experience

## Registration

To register for this webinar, go [here](#). Please note this webinar will be archived on its event webpage [here](#), including a recording of the presentation, slides, transcript, speaker information, and related resources.

For more information and resources, visit the following webpages dedicated to human trafficking: [ED's Human Trafficking webpage](#); [the U.S. Department of State's Human Trafficking webpage](#); and the Administration for Children and Families' [Office of Trafficking Persons' webpage](#). To view previous webinars in this series, go [here](#). For questions about this webinar, email [NCSSLE@air.org](mailto:NCSSLE@air.org).

National Center on Safe Supportive  
Learning Environments | [Website](#)





# TITLE I PART C

## Education of Migratory Children



October 17, 2022

### BULLETIN



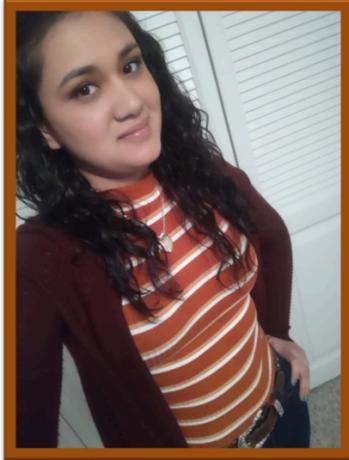
Cesar hard at work!

Diane Bruha, Director of Federal Programs, Crete Public Schools has announced her retirement. Her retirement date is scheduled for January 5, 2023. Diane, thank you for your dedication and support of Migrant children and families. If you are interested in sending her a note, she can be reached at [diane@creteschools.org](mailto:diane@creteschools.org)

#### MENTAL HEALTH CONNECTION UPDATE:

Cris Rodriguez, Mental Health Practitioner provides one-on-one mental health services to MEP students. Due to her busy schedule, this year she is not offering the Mental Health Connection sessions for parents. If you have invited parents to participate in the meetings, please notify them of the change. Thank you!

## NEW STATE PAC MEMBER FROM ESU 9



**Imelda Sotelo López**, tiene 29 años, nació en la ciudad de Mexicali Baja California (B.C) México el 21 de Abril de 1993. Se crio en su ciudad natal en una familia integrada por 6 miembros, tiene 3 hermanos hombres, es la única hija mujer, sus padres son comerciantes, tuvo una muy buena infancia rodeada de amor y unión familiar. Estudio en la Universidad Autónoma de Baja California (UABC) la Carrera de Ing. Agrónomo, se graduó en 2015 y su ultimo día de clases recibió la noticia que había sido aceptada para trabajar en el Comité Estatal de Sanidad Vegetal de Baja California (CESVBC) en donde se desarrolló profesionalmente por 6 años, ayudando a los productores de hortalizas a implementar el buen manejo en su producción de cultivos.

En 2017 se casó con Gabriel de León Castro, se mudó al Valle de Mexicali a vivir y empezar a formar su familia y hogar, hay tuvieron a su primera hija Kendra Yareni De León Sotelo el 26 de diciembre en Mexicali B.C, en 2019 tuvieron su segundo hijo Dylan Gabriel De León Sotelo el 11 de noviembre en Brawley California. Por motivos laborales de su esposo el 4 de noviembre del 2021 emprendieron su camino a la ciudad de Ord Nebraska en donde radican actualmente.



Ella tiene como meta en proceso a realizar, aprender inglés ya que es una de sus debilidades y lo necesita para poder adaptarse mejor a este cambio en su vida. Espera aprender a cocinar nuevas recetas de cocina y postres ya que le gusta mucho cocinar.

Le encanta pasar tiempo en familia con sus hijos y esposo, disfrutar de la naturaleza ya sea un parque, un campo de flores, ir a las montañas, a la playa o a los lagos. Se involucra mucho en la educación de sus hijos para ella es su prioridad.

Imelda Sotelo López, is 29 years old. She was born in Mexicali, Mexico on April 21, 1993. She grew up in her hometown with her parents and three brothers. Her parents own their business. She had a very good childhood surrounded by love and her family.

She studied Agronomist at the Autonomous University of Baja California (UABC), and graduated in 2015. On her last day at the university, she received the news that she had been accepted to work at the State Plant Health Committee of Baja California (CESVBC) where she grew professionally for 6 years helping vegetable producers to implement good management in their crop production.

In 2017 she married Gabriel de León Castro. They moved to the Mexicali Valley and started their family. Their daughter Kendra Yareni De León Sotelo was born in 2017. In November 11, 2019 their second son Dylan Gabriel De León Sotelo, in Brawley CA. Due to economic necessities in 2021, they moved to Ord, NE, where they currently reside.

Imelda's goal is to learn English to be able to better adapt to her changes. She loves spending time with her family. She hopes to learn to cook new recipes. She enjoys nature whether it is a park, a field of flowers, going to the mountains, the beach or the lakes. Her **PRIORITY** is the education of her children and that is why she is involved in in school!



**Nebraska Migrant Education Program is back on Twitter!**

We hope to share good news, updates and other interesting information through this platform, so please follow us [@NDE\\_MEP](https://twitter.com/NDE_MEP)!



# TITLE I PART C

## Education of Migratory Children



October 10, 2022

### BULLETIN



**Nebraska Migrant Education Program is back on Twitter!**

We hope to share good news, updates and other interesting information through this platform, so Please follow us [@NDE MEP!](https://twitter.com/NDE_MEP)



#### Gallery of the Star Nominees

Oziel Vega Guerrero Ixchel, Lom	Olga Mendoza Uriel Vargas	Briana De La Torre Isabel Esperanza Perez Paola Ruiz-Garduño
Alex Thiele	Shania Stephanie Orozco	Alondra Molina-Alfaro
Miriam Lemus	Bryan Benitez	Kimberly Salguero
Charlee Salinas	Liliana Hernandez	Marcia Estrada
Elisa Martinez Santana	Jenny Valora	Josue Fuentes
Joel Ceballos	Suker Mendoza-Calmo	Eric Fuentes
Esbidy Orozco Vargas	Ximena Garcia	Juan Ramirez
Lis Gonzalez	Lizzie Medrano	Ryan Olson
Katie Manzano	Diana Garcia Morales	Fatima Lucas Garcia
Rafael Azpeitia	Raul Palma	Ximena Perez Silva
Wendy Pacheco-Menjivar	Lorena Morales	Rutilia Juarez Gonzalez
Valeria Figueroa Garcia	Kyara Ramos Perez	Gabby Acosta
Solana Gibson-Martines	Michael Erives	Leidy Garcia
Mario (prefers name Donnie) Lopez	Kimberly Rodriguez	Angel Carias
Karyme Arcos	Niurka Castro	Christian Ramiez
Leslie Calderon	Michael Arriaza	Brandon Gonzalez
Sebastian Noto	Martha Barrera	Sebastian Ramirez
Karla Angel	Abigail Ruiz	Ashley Villalba Pena
Arian Gomez Perez	Kathryn Tzunux	Kimberly D Salguero
Brayan Valadez	Antonio Cano-Silva	Erika Ramirez-Henriquez
Priscilla Prieto-Alvarado	Judith Echeveste-Morales	Luke Martinez

**From the desk of Cynthia Alacron**

Grant Coordinator, ESU 7



Please join me in welcoming Adilene Perez to our ESU 7 family. She is a great addition to our department with extensive experience in community services. Adi starts Monday, October 10th. We are excited she chose our Migrant Team and look forward to what she will bring to the program.

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**From the desk of Roger Rosenthal**

NASDME Executive Consultant



**Court of Appeals Decision in DACA Case and What It Means**

Yesterday, the U.S. Court of Appeals for the Fifth Circuit issued an opinion regarding the status of the Deferred Action for Childhood Arrivals (DACA) program, a program which was instituted by the Obama Administration in 2012. The case is United States v. Texas and was brought by the State of Texas and eight other states to invalidate the DACA program.

The Appeals Court issued its ruling in an appeal from a July 2021 decision by federal Judge Hanen who sits in the Southern District of Texas in Houston. In his 2021 ruling, Judge Hanen struck down the DACA program on two grounds: (1) that the Obama Administration had not followed proper administrative procedure in establishing the program and (2) that there was no statutory authority for the Administration to establish the program.

The Court of Appeals affirmed Judge Hanen's decision finding the DACA program illegal. The three-judge panel was unanimous, with the judge writing the opinion having been appointed by President George W. Bush and the two concurring judges having been appointed by President Trump.

However, since the Biden Administration had promulgated very lengthy final regulations regarding the DACA program in August, to take effect October 31, the Court of Appeals remanded the case down to Judge Hanen to review his decision in light of the new regulations, in effect, the Court of Appeals asked Judge Hanen to bring more analysis to whether the Biden regulations cured any defects in the establishment of the DACA program and whether the regulations would affect his prior decision in any way.

In the meantime, the Court of Appeals is continuing Judge Hanen's order that no new applications may be reviewed, but that current holders of DACA status may apply to renew their two-year status prior to that status expiring.

Rather than the case going immediately to the U.S. Supreme Court, the case will be reviewed by Judge Hanen and presumably will go back to the Court of Appeals after that. That process will take some time prior to the case ultimately going to the Supreme Court, which is expected. Commentators are not optimistic that the Supreme Court will save the program.

## Continuing Resolution for the 2023 Federal Fiscal Year

Hello and greetings from Washington, DC! I hope the beginning of the school year has gone well for all of you.

Welcome to all the new State Migrant Education Program Directors! For your information, NASDME provides periodic emails about significant policy developments and this is the first one of the new school year.

Friday, President Biden signed a Continuing Resolution temporarily funding the government and federal programs through December 16. The bill became law only hours before there would have been a government shutdown.

The 2023 federal fiscal year started October 1 and runs through September 30, 2023. Because the Title I, Part C Migrant Education Program (MEP) is "forward funded", as are most federal education programs, a shutdown would not have interrupted funding for the Program at this time. "Forward funding" means the 2023 federal funds for the MEP are appropriated, but not available to you, until July 1, 2023 and they are to be used for the 2023-24 school year. A shutdown would, however, affect the operations of the US Department of Education immediately.

The Senate voted for this Continuing Resolution 72 to 25 with all Senate Democrats and half of Senate Republicans supporting the bill. Then, on September 30, the House approved the bill 230 to 201, with 10 Republicans supporting the legislation.

The Migrant Education Program was funded in the Continuing Resolution at last year's level, as were virtually all federal programs inside and outside the Department of Education.

With the Continuing Resolution temporarily settling funding for the next few weeks, there is an ongoing process to determine final funding figures for government programs for the 2023 fiscal year. Be advised that NASDME, through the national Hispanic Education Coalition, of which it is a member, has advocated for a more than 15 per cent increase for the MEP for FY 2023. (For your information, I am a former Co-Chair of the Coalition.)

Best wishes to all for a good week!

**Please mark your calendars for the 2023 National Migrant Education Conference in Albuquerque, New Mexico, April 30 to May 3. The workshop RFP will open this month. The Conference Registration portal will open shortly thereafter. Hotel reservation information (and negotiated Conference hotel rates) will be announced at the end of January.**



October 2022, Volume 4, Issue 1  
U.S. Department of Education (Department)  
Office of Elementary and Secondary Education (OESE)

**OESE Newsflash: PK-12 Grantee News**

## Table of Contents

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- [Additional News and Resources](#)
- [What's New from the Institute of Education Sciences](#)
- [New Award Announcements](#)
- [Office of School Support and Accountability News](#)
- [Rural, Insular, and Native Achievement Programs News](#)



Search the [grant forecast](#) for fiscal year (FY) 2022 funding opportunities and information from the Department of Education.



Email [OESENewsletter@ed.gov](mailto:OESENewsletter@ed.gov) to share feedback on the newsletter.

**OESE Newsflash: PK-12 Grantee News**

**Archived Newsletter Issues**



How many grants did the Department award in FY 22? Look for the answer in the November newsletter!

## From the Deputy Assistant Secretary



Happy Fall! It has been exciting to see everyone going back to in-person learning and focusing on critical strategies to help students of all ages be the best they can be! As always, September was a busy time for us as we wrapped up the fiscal year. We were excited to distribute the Bipartisan Safer Communities Act Title IV-A **Strong Connections Grant** funds. The Department provided close to \$1 billion to state educational agencies (SEAs), who will then distribute these funds to high-needs local educational agencies (LEAs) through a competition. Watch for technical assistance webinars over the next several months to support this important work to ensure safe and healthy learning environments!

October is a busy month as we will focus on two important mental health competitive grants, also funded through the Bipartisan Safer Communities Act. The [Mental Health Service Professional Demonstration Grant Program](#) supports innovative partnerships to train school-based mental health service providers for employment in schools. The [School Based Mental Health Services Grant Program](#) is designed to increase the number of mental health service providers through hiring, retention and respecialization. Watch for details to apply for these important grants!

October is also Cybersecurity Awareness Month and the Department has an active internal workgroup coordinating our efforts to support states, school districts, and schools to implement effective cybersecurity strategies. To that end, we recently launched a website that includes curated resources from across the Department and relevant technical assistance centers. As noted on the website, we recognize the growing importance of addressing cybersecurity in educational settings. Please visit [Cybersecurity Resources — Office of Educational Technology](#) to learn more.

The first part of October will conclude National Hispanic Heritage Month, from Sept. 15 to Oct. 15. This provides an opportunity to highlight the [White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity for Hispanics](#) here at the Department. You can find out about all the events the office, or its partner federal agencies, are sponsoring this month [on this webpage](#). Finally, read and sign up for their newsletter "[Nuestra Iniciativa](#)."

In advance of Native American Heritage Month in November, we are highlighting the Office of Indian Education (OIE) in OESE. This year OIE celebrates a major milestone: 50 years of service to Indian students and their Native communities! In this newsletter you'll learn more about their primary responsibilities and programs. I congratulate the office for reaching this landmark and encourage you to [read](#) about the great work they do in service to Native communities since 1972.

Thank you for all you do to support children and families! I hope your October is starting off well, and we look forward to bringing you more content from OESE in November.

Ruth Ryder

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### **Introducing New Leadership**



#### ***Danny Carlson, Chief of Staff, Office of Elementary and Secondary Education***

Danny Carlson joined our OESE as chief of staff. Prior to joining our office, he served most recently as associate executive director for policy and advocacy at the National Association of Elementary School Principals (NAESP). Prior to joining NAESP, Carlson worked in the National Governors Association Center for Best Practices—Education Division, helping guide governors' offices on policies to address educator recruitment, preparation, working conditions, shortages, and diversifying the profession. Carlson previously served as an education advisor to Sen. Amy Klobuchar and was responsible for advancing her K–12 education agenda.

#### ***Bernadine Futrell, Deputy Assistant Secretary for Equity and Discretionary Grants and Support Services, Office of Elementary and Secondary Education***

Bernadine Futrell will lead and provide executive oversight for our equity development and placements, as well as the discretionary grant policy and programs. Futrell was most recently the director for the Office of Head Start, in the Administration for Children and Families, at the Department of Health and Human Services. Futrell began her career as an assistant Head Start teacher in Richmond, Virginia. She later became the senior director for effective practice at the National Head Start Association (NHSA). Before her time at NHSA, Futrell led the superintendent certification programs at the American Association of School Administrators.



#### ***Kortne Edogun-Ticey, Senior Advisor***

Kortne Edogun-Ticey joined OESE as senior advisor and will support special projects to advance the administration's agenda. Prior to joining OESE, she served as a senior director at a national nonprofit agency. Edogun-Ticey has supported every level of the governance structure, including serving as the K–12 policy director of a state education agency. Notably, she authored reports that brought data transparency to disparate discipline practices, which led to the D.C. Council's bill to ban pre-K expulsions, created a strategy for free standardized testing in support of college readiness, and established state processes for supporting chronically truant students. Edogun-Ticey holds a Bachelor of Science in engineering, a Bachelor of Arts in French, and a Master of Public Policy from Vanderbilt University, as well as a Doctorate in education from Johns Hopkins University.

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## Featured Office of Indian Education Updates

### **Office of Indian Education's 50th Anniversary and Student Art Competition**

This year the Office of Indian Education (OIE) celebrated its 50th anniversary. In honor of this milestone, OIE is highlighted in this newsletter. OIE has three primary responsibilities, all centered around "bringing culture into the classroom":



1. To meet the unique educational and culturally related academic needs of Indian students, so that such students can meet the challenging state academic standards
2. To ensure that Indian students gain knowledge and understanding of Native communities, languages, Tribal histories, traditions, and cultures
3. To ensure that teachers, principals, and other school leaders and staff who serve Indian students can provide culturally appropriate and effective instruction and supports to such students

In honor of OIE's 50th anniversary, the office reestablished the OIE Student Artist Competition. The theme was "[50 Years of OIE: A Celebration and Call to Action.](#)"



### **Message From the Office of Indian Education director**

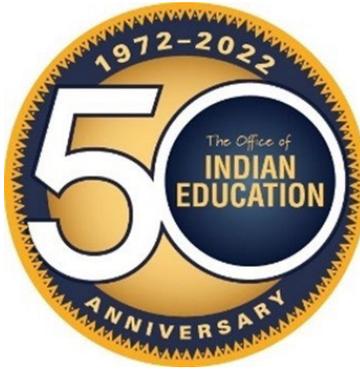
As we all kickoff a new federal fiscal year, we in OIE recognize your time and effort to get Indian education programs prepared for the opening of FY 2023! Our continued goal is to ensure a seamless experience when connecting to any one of our online resources. You can view hours of recorded technical assistance content on our [YouTube channel](#) for discretionary grants and get more information on OIE's

[Communities of Practice](#) for formula grants.

We encourage you to stay connected to our work via our [webpage](#) and follow us on Twitter [@OIEIndianEd](#) for more updates. Are you subscribed to our technical assistance listserv? You can [subscribe](#) and begin to receive bulletins regarding tribal consultation and funding opportunities as they are published in the *Federal Register*.

### **Mark Your Calendars!**

November is Native American Heritage Month. Look out for our featured tweets that we will post all month long at [@OIEIndianEd](#).



## Featured Program: Indian Education Formula Grant Program

The Indian Education Formula Grant program provides grants to support local education agencies (LEAs) in their efforts to “bring culture into the classroom.” Annually, each applicant develops and submits to the Department a comprehensive plan for meeting the needs of Indian children.

**Who is eligible?** Certain LEAs, as prescribed by ESEA section 6112(b), including charter schools authorized as LEAs under state law; certain schools funded by the Bureau of Indian Education of the U.S.

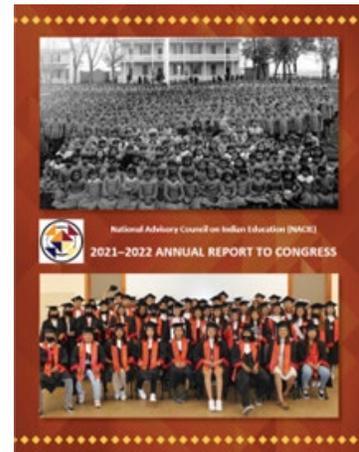
Department of the Interior (BIE), as prescribed by ESEA section 6113(d); Indian Tribes and Indian organizations (IO) under certain conditions, as prescribed by ESEA section 6112(c); and Indian community-based organizations (ICBO), as prescribed by ESEA section 6112(d). Consortia of two or more eligible entities are also eligible under certain circumstances, as prescribed by ESEA section 6112(a)(4).

**For more information**, contact Crystal C. Moore, formula group leader, at (202) 453-5593, or at [crystal.moore@ed.gov](mailto:crystal.moore@ed.gov), or check out our [website!](#)

## New Annual Report to Congress

The National Advisory Council for Indian Education (NACIE) is an advisory council established in Title VI of the Elementary and Secondary Education Act (ESEA). The purpose of NACIE is to advise the Secretary of Education and the Secretary of the Interior on the funding and administration (including the development of regulations and administrative policies and practices) of any program, including any program established under Title VI, Part A of the ESEA.

[NACIE's 2021–2022 Annual Report to Congress](#) was recently issued. This annual and independent NACIE report is sent to Congress and recommends a series of improvements for consideration by the departments of Education and Interior when implementing federal education programs that impact Native American education communities.



## The National Indian Education Study: Accessing More Results *National Indian Education Study Qualitative Data Companion*

On Sept. 12, the National Center for Education Statistics (NCES) hosted a virtual roundtable discussion to introduce the recently released 2019 National Indian Education Study (NIES) [qualitative data companion](#), including the various applications for researchers and stakeholders. [Learn more about NIES studies and the roundtable.](#)

## OIE Formula Grant Updates

### FY 2022 EASIE Application Cycle

All Electronic Application System for Indian Education ([EASIE](#)) grantees have received their Grant Award Notifications (GAN) and funding, and the 2022–23 Indian Education programs have officially kicked off!



## Reminders

- Consolidated FY 22 EASIE applications will be uploaded to G5 grant files by the end of October.
- Grantees are required to draw down (liquidate) any remaining FY 21–22 funds no later than Oct. 27.

### Annual Performance Review Season

The 2020–21 and 2021–22 annual performance reviews (APRs) are open and accepting grantee input! The FY 20 APR was released on Aug. 29 and closed on Sept. 23. The FY 21 APR will open on Oct. 3 and close on Oct. 28.

### Technical Assistance for You

The OIE Formula Team provided in-person technical assistance at the annual National Johnson O'Malley (NJOMA) Conference in Las Vegas, Nevada, from Sept. 19 to 21. The OIE team will also offer numerous presentations at the annual National Indian Education Association (NIEA) [convention](#) in Oklahoma City, Oklahoma, from Oct. 5 to 8.



### Discretionary Grants Update

#### Congratulations to new Cohorts

Our new [Native Youth Community Projects](#) have been announced. NYCP has 43 new grantees, and you can learn more about them on our OIE [webpage](#).

We finished our Native American Language competition and the grantees have been announced! NAL has five new grantees that can be viewed on our [NAL@ED webpage](#).

### Talking Circles Are Starting up Again

Talking circles are wonderful opportunities for our grantees to come together, network, and learn from each other and from our program officers. Each program has its own sessions. Find upcoming sessions by visiting our main [webpage](#), select the page for your specific grant program, and view the Upcoming Events sidebar. Past sessions are recorded and published on our [webpage](#).

### Discretionary Grants in Action

This year's Discretionary Team NIEA presentation will highlight all the discretionary programs with grantee content, data, and videos of our grantees in action.

### Meet Department staff member, Annabelle Toledo

Learn more about Annabelle Toledo, formula grants program officer for the OIE.



#### How long have you been at the Department?

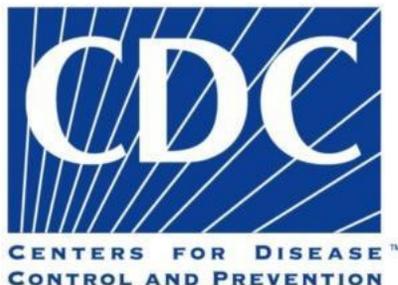
- I have been with OIE for 19 years. In 2003, when I came to OIE, the Title VII formula grant was a paper application. Applicants had to submit three copies of their application! In 2007, the Title VII application was converted to an electronic format called the Electronic Application System for Indian Education (EASIE). Title VI (current Title) is now a fully electronic application process and continues to improve each year lessening the burden to our Title VI Formula grantees!

## What do you most enjoy about working at the Department?

- I value the friendships I've established throughout the years within OIE and throughout the Department. I enjoy working with colleagues who are driven, committed, dedicated, passionate, and positive, and who have the same mindset and vision to serve the kids with our program funds. I know that at the end of the day I gave it my best to empower the Indian parent committees. Providing technical assistance to LEA administrators and staff to be successful in administering their programs is reward enough.

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## Centers for Disease Control and Prevention Updates



### ***Centers for Disease Control Recommends the First Updated COVID-19 Booster***

On Sept. 1, the [Centers for Disease Control and Prevention](#) (CDC) Director Rochelle P. Walensky, M.D., M.P.H., endorsed the CDC Advisory Committee on Immunization Practices' recommendations for use of [updated COVID-19 boosters](#) from Pfizer-BioNTech for people ages 12 years and older, and from Moderna for people ages 18 years and older.

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## Technical Assistance Resources to Support Native Students

### ***Native Education Collaborative***

This [collaborative](#) by the National Comprehensive Center provides resources to connect state education agencies (SEAs), Tribal education departments (TEDs), tribal representatives, LEAs, and schools. These resources:



- Integrate knowledge from indigenous educators and the strengths of students' Native communities
- Offer a place to start conversations with SEAs to foster understanding of Native student education
- Provide the flexibility to adapt to individual states



### ***Tribal Consultation Toolkit***

The National Comprehensive Center developed this [Tribal Consultation Toolkit](#) with input from Tribal and community leaders to guide effective, inclusive, and culturally responsive consultation that respects Tribal sovereignty and can advance critical conversations related to education. Explore the video [Tribal Consultations: Building A Foundation For Partnership](#) for more information, and [click here for the full toolkit](#).

### ***Considering Native Students: A Learning and Programming Toolkit for State Education Agencies, Local Education Agencies, and Tribes***

The National Comprehensive Center created this [toolkit](#) to support SEAs, LEAs, and Tribal Education Departments (TEDs) when developing learning and programming that will advance education for Native students. SEAs, LEAs and TEDs should use the information in the toolkit in collaboration with each other to help ensure successful and effective programming for Native students.

## ***Diversity in the Educator Workforce Resource from the Equity Assistance Centers***

"[Diversity in the Educator Workforce](#)" outlines a new series presented by the four Equity Assistance Centers (EACs). Each EAC created a course with content geared towards schools, districts, and SEAs. The four topics in the series are:

- The History and the Importance of a Diverse Educator Workforce
- Teacher Diversity - Recruitment
- Hiring a Culturally Responsive and Diverse Workforce
- Increasing Teacher Retention



### ***Native Youth Count***

"[Native Youth Count](#)," by Regional Educational Laboratory (REL) Northwest, was developed for families of American Indian and Alaska Native students to help ensure that all Native children are identified in school in order to receive the services, benefits, and resources available to them.

### **Practicing Native Culture, Building Identity, Fostering Achievement**

In this [video](#), REL Northwest discusses how the genesis for the interTRIBAL immersion program was a student-led event. A former academic achievement coach encouraged American Indian students to organize a club, which they called interTRIBAL Strong.

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## **Additional News and Resources**



**ROAD TO SUCCESS**  
BACK TO SCHOOL BUS TOUR  
**September 12-16, 2022**

TEACHER SUPPORT    DISABILITY SUPPORT    MENTAL HEALTH    SCHOOL COMMUNITY    STUDENT SUCCESS



## Secretary Miguel Cardona's Road to Success Back to School Bus Tour

On Sept. 12, U.S. Secretary of Education Miguel Cardona launched the Road to Success Back to School Bus Tour alongside First Lady Dr. Jill Biden and Second Gentleman Douglas Emhoff. The week-long, multi-state road trip showcased the many ways school communities are helping students recover and thrive — putting them on the road to success. The Secretary was also joined by Deputy Secretary Cindy Marten, Under Secretary James Kvaal, and local students, families, and educators. Read more about it in this [press release](#). The Department also issued a comprehensive [ICYMI](#) and [Twitter capture](#) of Secretary Cardona's and posted the [Secretary's remarks at the University of Tennessee](#), the [Secretary's video with Second Gentleman Douglas Emhoff](#) from Allentown, Pennsylvania, and a [video of happy students](#) from 2022 National Blue Ribbon Schools honoree Glendora Elementary School in New Jersey.

## Best Practices Clearinghouse



The Best Practices Clearinghouse has an [interactive map](#) that presents a state-by-state view of Clearinghouse resources in the Resource Library. This feature allows users to see resources submitted by stakeholders in each state and national organization. The map also links to state plans and state links to LEA plans for the use of American Rescue Plan Elementary and Secondary School Emergency Relief Funds, where available. You can also find archived and upcoming events on the Clearinghouse's [events page](#). The Department welcomes lessons learned and best practices from the field for consideration for the Clearinghouse, including those with an educational equity focus.

Send submissions via email to [Bestpracticesclearinghouse@ed.gov](mailto:Bestpracticesclearinghouse@ed.gov). Please find additional submission information in the [Federal Register notice](#).

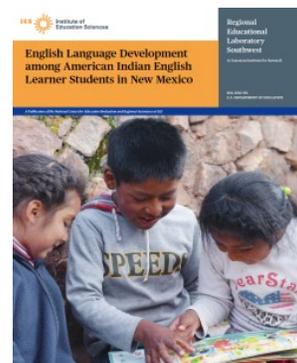
## What's New from the Institute of Education Sciences



### Regional Education Laboratory Highlight: Resources to Support American Indian Students

RELs Northwest and Southwest have developed several resources over the last five years geared towards supporting American Indian/Alaska Native (AIAN) students.

These include infographics and training materials [to support dropout prevention efforts](#), [improve identification and supports for migrant AIAN students](#), and [implement promising strategies that incorporate American Indian cultural traditions and pedagogy into instruction](#). The RELs have also developed applied research products, such as [as this recent study](#) and [fact sheet](#) on English Language Development among K–5 Native American English learner students in New Mexico. Visit the [REL Program product page](#) for additional REL resources on these topics.



## New Award Announcements



### **Statewide Family Education Centers Grants**

On Sept. 14, the Department announced awards totaling over \$7 million to eight statewide organizations under the 2022 [Competitive Grants for the Statewide Family Engagement Centers](#) (SFEC) program, underscoring the Biden-Harris Administration's ongoing efforts to enhance and increase parent and family engagement in local education.

These SFEC grants will provide financial support to organizations that offer technical assistance and training to SEAs and school districts that effectively engage families on policies, programs, and activities that lead to improvements in student development and academic achievement. Grants will help position these states to develop resources and other supports to foster parental and family involvement in the academic setting and enhance statewide collaborations and communication to further the commitment to student success.

### **New Awards for Equity Assistance Centers**

The Department announced four new grant awards for the 2022 Equity Assistance Centers ([EAC](#)) program competition. EACs are funded by the Department to provide technical assistance and training, upon request, in the areas of race, sex, national origin, and religion to public school districts and other responsible governmental agencies to promote equitable education opportunities. The centers work in the areas of civil rights, equity, and school reform to help schools and communities ensure that equitable education opportunities are available and accessible for all children.



Read more about the [four new grants](#), funded for a period of five years.



### **2022 Jacob K. Javits Gifted and Talented Students Education Program Awards**

On Aug. 17, the Department announced the FY 2022 [Jacob K. Javits Gifted and Talented Students Education Program \(Javits\) Awardees](#). The program awarded 13 new Javits grants with over \$6.7 million for projects that support evidence-based research, demonstration projects, innovative strategies, and similar activities that enhance elementary and secondary schools' capacity to identify gifted and talented students and meet their unique educational needs.

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## Office of School Support and Accountability News

### ***New Publication: Providing Wraparound Services Under the American Rescue Plan Homeless Children and Youth Program***

The Department, in conjunction with the National Center for Homeless Education (NCHE), published a brief, "[Providing Wraparound Services Under the American Rescue Plan Homeless Children and Youth \(ARP-HCY\) Program](#)." This brief provides an overview of the requirements of ARP-HCY to provide wraparound services for children and youth experiencing homelessness, and spotlights examples of state initiatives based on the plans submitted by each state and approved by the Department. A summary of the approved and completed state plans is available at the link above.



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## Rural, Insular, and Native Achievement Programs News

### **Rural, Insular & Native Achievement Programs**



### ***Alaska Native Education Program Conducts Virtual Tribal Consultation, Announces Funding***

In accordance with section 6302 of the Elementary and Secondary Education Act of 1965, which states, "*It is the policy of the Federal Government to maximize the leadership of and participation by Alaska Natives in the planning and the management of Alaska Native education programs and to support efforts developed by and undertaken within the Alaska Native community to improve educational opportunity for all students,*" the Department conducted a [Tribal Consultation](#) on Aug. 23, to learn how it can improve administration of the Alaska Native Education (ANE) program.

On Sept. 2, the Department [announced](#) 28 new three-year grants totaling \$35.3 million through the [ANE program](#). ANE grants were made to Alaska Native Organizations and entities in Alaska governed predominately by Alaska Natives. They support innovative projects that recognize and address the unique educational needs of Alaska Native children and adults. Grantees under the ANE program use their funds for such activities as the development of curricula and education programs that address the needs of Alaska Native students, and the development and operation of student enrichment programs in science and mathematics. Eligible activities also include training and professional development for educators, early childhood and parent outreach, and enrichment programs.



### ***REAP Presents at National Rural Education Association in October of 2022***

The [Rural Education Achievement Program](#) (REAP) team will participate in the upcoming National Rural Education Association's [annual convention](#) in Green Bay, Wisconsin (Oct. 19–21). REAP will co-present two different sessions with colleagues from the NCES Innovation and Research program. One session will focus on new data tools related to rural education and the other will focus on innovative practices in rural school systems. To learn more about REAP's Small, Rural School Achievement formula grant program, you may view the most recent [webinar recording](#).

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## October Newsletter



### October Monthly Webinar: Eligibility Scenarios!

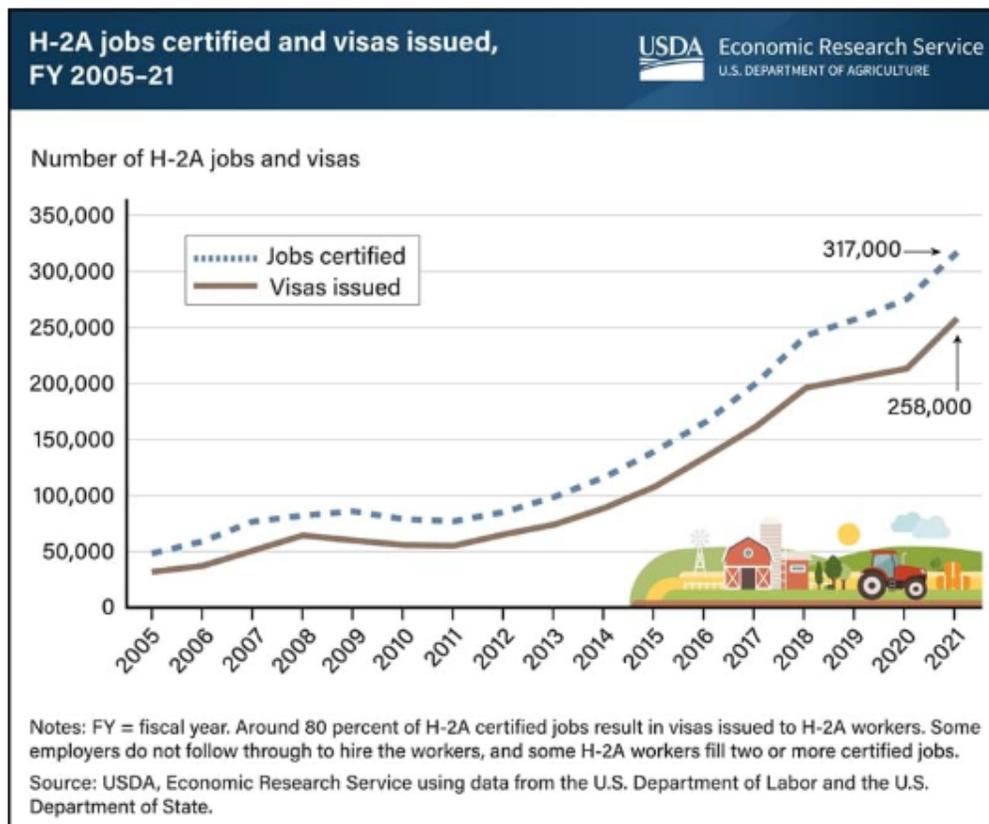


It is a new school year and we are ready for an eligibility refresher. We will have questions for all skill levels. We will focus on areas that recruiters seem to struggle with nationally on the IDRC Assessment. [Join us!](#)

11 PST, 12 MST, 1 CST, 2 EST

[Register in advance for this webinar:](#)

[us02web.zoom.us/webinar/register/WN\\_w7P91gT0TFqrY6bQLh-szw](https://us02web.zoom.us/webinar/register/WN_w7P91gT0TFqrY6bQLh-szw)



## H-2A seasonal worker program has expanded over time

U.S. agricultural employers who anticipate a shortage of U.S. domestic workers can fill seasonal farm jobs with temporary foreign workers through the H-2A visa program. **The Department of Labor certified around 317,000 temporary jobs in fiscal year (FY) 2021 under the H-2A visa program, more than six times the number certified in 2005.** Only about 80 percent of the certified jobs in 2021 resulted in the issuance of a visa. The program has grown partly in response to current U.S. domestic workers finding jobs outside of U.S. agriculture and a drop in newly arrived immigrants who seek U.S. farm jobs. The H-2A program continued to expand in FY 2020 despite the jump in U.S. unemployment caused by lockdowns associated with the Coronavirus (COVID-19) pandemic. **Six States accounted for about half of the H-2A jobs filled in 2021 certified: Florida, Georgia, Washington, California, North Carolina, and Louisiana. Nationally, the average H-2A contract in FY 2020 offered 24 weeks of employment and 39.3 hours per week at an average hourly wage of \$13.** This chart updates information in the ERS bulletin [The H-2A Temporary Agricultural Worker Program in 2020](#), published in August 2022. [Access the full report here.](#)

An official website of the United States government. [Here's how you know](#)

**USDA** Agricultural Marketing Service  
U.S. DEPARTMENT OF AGRICULTURE

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**Farm and Food Worker Relief Grant Program**

HOME > SERVICES > GRANTS & OPPORTUNITIES > FARM AND FOOD WORKER RELIEF GRANT PROGRAM

We expect very soon to hear a big announcement about this program. This will allow farmworkers to receive direct funding \$600 if they were impacted by the pandemic and working in various agriculture jobs. Please check it out to learn more and check back on the site to learn when the funding is released. **We expect it to be VERY soon!**

<https://www.ams.usda.gov/services/grants/ffwr>

Access our **Balanced Recruitment Series** or our **Recruiter 101 Course** by clicking on the image below.

### Balanced Recruitment Training Series

This four part training series has been developed to help MEP staff know how to thoroughly conduct Identification and Recruitment (ID&R) of Migrant students and youth in their state through Balanced Recruitment Efforts. This involves canvassing housing, working to recruit in the community and develop partnerships with community agencies, developing partnerships with farms, fisheries, and agribusinesses as well as working with schools.



#### What Makes a Great Recruiter

Being a recruiter is a special job that requires a wide variety of skills.



#### Resources Available to Recruiters

Learn about eligibility as well as finding students.



#### The Migratory Agricultural Worker

Review program regulations and interview tips.



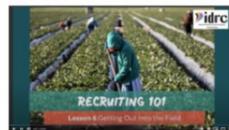
#### The Qualifying Move

Learn what qualifying moves are and tips on how to obtain this information.



#### Getting Familiar with the COE

This training covers what the Certificate of Eligibility is, why it is important, and how it should be completed.



#### Getting out in the Field

Learn what it means to work in the field, what to expect, and how you should prepare.



#### After Being in the Field

Learn what you need to do after you recruit.



## **RURAL AMERICA**

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### **California: Weather, Housing**

California's weather is normally predictable: wet and cool winters and dry and hot summers. However, weather patterns are changing. Sacramento experienced its wettest day on record in October 2021, then a long period without rain, and then its hottest ever temperature of 116F in September 2022 during a heat wave.

On September 6, 2022, as the demand for electricity surpassed 52,000 megawatts, the state sent an emergency text to residents asking them to conserve energy to avoid blackouts. Residents complied and blackouts were avoided. The September 2022 heatwave highlighted California's rapid expansion of solar power that is available during the day but not in the evening when energy demand peaks.

On the hottest days, California's Independent System Operator is rejecting megawatts of solar power during the day even as it seeks more power in the evening, much of which is imported from other states. The solution to this mis-match of supply and demand for energy is to build more battery storage and transmission lines to move power over time and space, a process often slowed by local opposition.

The average California household pays about \$300 a month for electricity, twice the US average.

The first major wildfire of the season erupted near Yosemite National Park in July 2022; the Oak Fire burned over 17,000 acres and threatened giant trees in the park. The Mosquito Fire east of Sacramento burned over 75,000 acres before firefighters and rains extinguished the fire. Wildfires burned fewer than 375,000 acres in 2022, much less than the five year average of 1.7 million acres.

California's Air Resources Board in August 2022 voted to ban the sale of new internal combustion vehicles in the state after 2035 in a bid to spur sales of electric vehicles. A sixth of cars sold in California are EVs, and the percentage is supposed to climb to 35 percent in 2026 and 68 percent in 2030. The mandate will be enforced by fining automakers that fail to comply.

The US Clean Air Act allows California to set its own emissions standards, and 15 other US states with a third of US residents often adopt California's standards. The average electric vehicle sold for \$66,000 in 2022 compared with \$48,000 for the average internal combustion engine vehicle.

Housing. California has high rents and over 100,000 homeless residents, prompting state efforts to force cities and counties to approve more housing. However, cities and counties have pushed back, with some requiring the duplexes that are now permitted everywhere to have the highest level of energy efficiency, which raises their cost.

Higher land costs and government mandates and fees make it hard to construct cheaper starter homes that cost less than \$250,000. With monthly housing costs averaging one percent of the cost of a home, a \$250,000 home means \$2,500 in monthly payments, although many lenders allow interest only or balloon mortgages that lower monthly payments for the first five or 10 years.

A million California residents lack access to clean drinking water, including many farm workers who live in isolated communities, such as those living in the 230-unit Oasis mobile home park on tribal land in eastern Riverside county. Complicated governance puts the US Bureau of Indian Affairs in charge of ensuring that non-Indian residents on tribal lands have clean water.

Worker advocates want Riverside county to build more affordable housing so that residents of the 400 unpermitted mobile home parks have alternatives.

Napa county wine grape growers in 2002 created County Service Area 4 to subsidize the cost of farm worker housing at three 60-bed centers, Calistoga, Mondavi, and River Ranch. In 2021, the \$11 per acre tax on 45,000 acres generated almost \$500,000, a third of the cost of operating the centers. Residents paid \$14 a night for room and board, which covered half of the cost. Grape growers are expected to pay \$12 an acre in 2022, and center residents \$15 a day.

Other. A 3,000 page report outlined the environmental impacts of a 45-mile tunnel to move Sacramento Valley water under the Delta and into the San Joaquin Valley. The cost of a Delta tunnel is likely to exceed \$20 billion, and if approved the project is unlikely to be completed before 2040.

About 70 percent of California's oil is from Kern county, which is also a leading farm county. Oil provides 16,000 jobs and a quarter of the county's property tax revenue, which could challenge the county if oil production ends in 2045 as proposed.

Many counties adopted policies during covid to reduce their jail populations by allowing persons arrested for some crimes to be released without posting cash bail. However, many of those released without bail were soon re-arrested, prompting some counties to return to pre-covid bail policies in mid-2022.

Reducing jail populations to prevent the spread of covid was separate from policies to reduce incarceration favored by progressive DAs.

California has issued 1.1 million restricted driver's licenses to unauthorized foreigners since AB 60 went into effect in 2016. AB 1766 would allow all state residents, regardless of legal status, to obtain state IDs from the DMV. A quarter of the state's residents were born abroad, and a quarter of these 11 million foreign-born residents are unauthorized.

Polls find that over half of California's residents think the state is moving in the wrong direction. California is considered a leader among states in providing high-quality public education to diverse students, making health care available to poor residents at little or no cost, and coping with climate change, aiming for climate neutrality by 2045.

However, economic inequality is increasing and housing is often unaffordable. California has the highest personal income tax rate among states and taxes capital gains as ordinary income, so that 90 percent of the state's income tax revenue is from the richest 10 percent of residents, and 40 percent is from the richest 0.5 percent of residents.

There are seven propositions on the November 2022 ballot, including Prop 26, which would allow in-person sports betting only in tribal casinos and horse racing tracks, and Prop 27, which would allow online betting throughout California.

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### **Meat and Migrants**

The three largest US chicken processors, Tyson, 20 percent of US chicken production; Pilgrim, 17 percent; and Sanderson-Wayne, 17 percent, struggled to find enough employees to staff dis-assembly lines in summer 2022, prompting them to accelerate investments in labor-saving automation such as deboning machines.

Cargill and Continental Grain (Wayne Farms) in August 2021 proposed to buy Sanderson for \$4.5 billion and create a company that accounts for 15 percent of US chicken production. To gain DOJ approval, Cargill and Continental promised to abandon the tournament system that pits poultry growers against each other by paying more to growers whose chickens gain the most weight with the least feed.

Almost all chickens and some hogs are raised by farmers who have contracts with meat processors. The processors provide farmers with chicks or piglets and feed and buy the finished chickens and hogs. In most cases, there is only one processor for farmers in a particular area, which some farmers say allows the processors to dictate contract terms. Farmers say that, if they complain, processors can retaliate by providing them with inferior chicks or feed or not weighing their finished chickens properly.

USDA solicited comments on the tournament system in summer 2022; many processors encouraged their contract growers to urge USDA to maintain the status quo. A USDA effort to end the tournament system in 2010 failed.

Cargill, Sanderson Farms and Wayne Farms in July 2022 agreed to pay \$84 million to employees whose wages were suppressed by the companies sharing wage information in a bid to hold down labor costs.

Smithfield will close its 1,800-employee hog-processing plant in Vernon, California in 2023, saying high costs and Prop 12 made the plant that produces Farmer John pork products uneconomical; Prop 12 requires pork sold in California to come from pigs whose mothers have space to move freely. UFCW Local 770 represents Vernon employees, 80 percent of whom are older Hispanics who earn \$15 to \$20 an hour. Smithfield has 45 US plants, and says that lower feed costs in the Midwest and south make pork production cheaper there.

Walmart in August 2022 announced an investment in Nebraska's Sustainable Beef; the retailer opened a milk processing plant in Indiana in 2018. Sustainable Beef is projected to have 800 employees who will process 1,500 cattle a day, and is receiving USDA assistance to increase competition in beef processing, where four firms have an 85 percent market share.

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### **Labor, FAST, Migrants**

US employment returned to pre-covid levels in July 2022 as the unemployment rate dropped to 3.5 percent. The US added over 400,000 jobs a month in 2022, keeping the unemployment rate below four percent. By June 2022, private sector employment had returned to pre-covid levels, although public sector employment was still 600,000 below pre-covid levels.

The labor-force participation rate, which dropped from 63 percent before covid to 60 percent in April 2020, was 62 percent in summer 2022, which translates into 1.6 million more people employed or looking for work. Many workers 55 or older retired during covid, and the LFPR fell three percent for those under 25. About 88 percent of men 25 to 54, and 76 percent of prime-aged women, were in the labor force in summer 2022.

The federal government in March 2020 provided an extra \$600 a week in unemployment insurance benefits to deal with covid-related layoffs; some \$675 billion was paid out by September 2022. DOL's IG estimated that at least 10 percent of the federal UI payments were stolen by persons who used the SSNs of dead people or prisoners and received benefits in multiple states.

Economic growth slowed in summer 2022; US GDP shrank in the first two quarters of the year. The private NBER defines a recession as a significant, persistent and broad decline in economic activity, and considers more than GDP to make after-the-fact determinations of whether there was a recession.

US labor productivity, the value of output divided by hours worked, rose over 10 percent in the second quarter of 2020 as low- but not high-wage workers lost jobs. However, by the second quarter of 2022, labor productivity fell over four percent as restaurants and hotels hired more workers. These workers generate less valuable output per hour worked.

Inflation rose more than expected in 2022, and persisted at high levels in summer 2022 even as energy prices fell. Inflation has been held in check by globalization that added workers to the labor force and held down wages and generally low energy and commodity prices. De-globalization, slower labor force growth, and the transition away from oil reverse these anti-inflation forces, promising more inflationary pressures.

Automation is spreading in warehouses. Amazon, which accounted for almost 40 percent of investment in warehouse robotics in 2021, has over 500,000 robots in its warehouses and plans to install more. Until the 2008-09 recession, most robots were in auto manufacturing; the downturn in car buying forced robot makers to turn to logistics. The US is expected to have dark warehouses, those with only robots, by 2025.

At the height of covid lockdowns in spring 2020, two-thirds of US workers were only remote, but the only-remote share of workers fell to one-third in mid-2022. Hybrid schedules that combine

on-site and remote work are spreading, with many IT-related workers mostly remote while trade and hospitality workers are mostly on site. The highest rates of remote and hybrid work are in particular places, including New York City and San Francisco, and types of jobs, as with government jobs around Washington DC.

FAST. California Governor Newsom signed AB 257 in September 2022, the Fast Food Accountability and Standards Recovery Act, which creates a 10-member council to set wages and working conditions for the 500,000 employees of the fast-food industry in the state. The Fast Food Sector Council could raise the minimum wage for employees of restaurants without table service to \$22 in 2023, when the state's minimum wage will be \$15.50.

FAST Council regulations would apply to restaurants with at least 100 US outlets, but would not make franchisors jointly liable for the violations committed by their franchisees. The fast-food industry and the state Department of Finance opposed AB 257, while unions supported the creation of a fast-food council. The Protect Neighborhood Restaurants aims to collect 623,000 signatures for a referendum to overturn AB 257 in the November 2024 election.

California has 70,000 owner-operators of big rig trucks, and AB 5 may require some of them to become employees of the companies that now treat them as independent contractors. Driverless trucks with safety drivers are already on restricted access highways, and may be adopted quickly if the cost of drivers increases by developing transfer hubs where trailers are handed off to local drivers for final delivery.

Migrants. There were about 2.1 million foreigners with temporary work permits in the US in 2019, making over one percent of US workers guest workers.

Three types of workers dominated among guest workers. Almost 600,000 or 30 percent of guest workers were H-1B college graduates, often Indian IT workers employed year round, followed by 335,000 L-1 intra-company transfers that also frequently involve IT workers. The next largest group included about 225,000 exchange visitors with J-1 visas, often college students who work for three to six months in the US, and 225,000 F-1 foreign students, who can work part-time while studying and full-time during school breaks.

There were about 200,000 H-2A farm workers and 160,000 H-2B nonfarm workers who filled seasonal US jobs. These six of the 24 temporary work visa categories account for over 85 percent of foreign workers.

Income. Median household income was \$70,800 in 2021, meaning that half of US households had higher and half had lower incomes. Median incomes varied from a low of \$63,400 in the south to \$79,400 in the west.

Some 38 million people, about 11.6 percent of US residents, lived in households with incomes below the poverty line of \$27,740 for a household of four. If taxes and government benefits are included, the poverty rate dropped to less than eight percent for all US residents and five percent for children.

Median earnings for all workers were \$45,500, and for those who worked full-time \$56,500. There were 168 million US workers with earnings in 2021, including 117 million who worked full time and year-round.

Education. Public school K-12 enrollment declined to 43 million in 2021-22. Many parents joined anti-vaccine and anti-mask protests during extended school shutdowns in 2020 and 2021, turning some Democratic suburbs into Republican suburbs.

The anti-vaccine movement took advantage of parental frustration with covid school policies to extend its reach, taking partial credit for the victory of Glenn Youngkin in the Virginia governor's race in 2021. There could be several lasting consequences of 2020-21 covid school policies, including more mothers with school-age children voting Republican and shunning all vaccines for their children.

President Biden via executive order cancelled up to \$10,000 in student debt for individual borrowers who earn less than \$125,000 a year, and another \$10,000 for those who received the Pell grants for low-income students. Biden also continued the covid-started repayment holiday through the end of 2022. Some 45 million Americans had \$1.7 trillion of student debt in 2022, an

average of almost \$38,000, and 40 million are expected to benefit, with half having their student debt erased.

The CBO estimated that Biden's student debt forgiveness plan would cost at least \$400 billion. The actual cost will depend on how many students limit their loan repayments to five percent of their income when they are required to resume making payments, down from the current 10 percent. Those earning less than 225 percent of the federal poverty line will not have to repay any of their student debt.

Critics called Biden's student debt plan the most costly executive action in history. They warned that, because many students are likely to repay only half of what they borrow, they will take out maximum student loans, which will enable colleges to raise tuition faster. They note that exempting low-earners from repaying student debt will provide incentives for students to major in subjects that may not lead to high-earning jobs.

US students currently borrow \$100 billion a year for higher education, some of it to attend for-profit colleges whose graduates often fail to find higher-wage jobs. Biden's plan ends the rule barring loans to students who attend institutions where many students default.

College enrollment is declining, from a peak of 20 million in 2011 to 18 million in 2019 and 16 million in 2022. Declining enrollment combined with rising costs are forcing some colleges to close; over 500 four-year colleges are expected to merge or close in the next five years. Boston-based Northeastern University, which emphasizes work-study programs, is expanding by taking over shrinking colleges such as Mills in California.

Half of private universities, including most elite institutions such as Harvard, give preference to the children of alumni. So-called legacy admissions are coming under attack as the USSC is set to consider whether universities may give preference to underrepresented minorities. Those admitted under legacy preferences, about a seventh of the freshman class at some elite schools, are more likely to attend and to donate.

Oberlin, a private university in Ohio, in September 2022 agreed to pay over \$36 million to local bakery Gibson's after Oberlin administrators backed students who protested when a Black student was caught shoplifting in November 2016. Students and Oberlin administrators accused Gibson's of racial profiling for its chase-and-detain policy regarding suspected shoplifters, and a jury found that Oberlin libeled Gibson's.

Two-thirds of US-born economic PhDs had a parent with a graduate degree in 2020, compared with 20 percent in 1970, suggesting that having educated parents is becoming a prerequisite for earning an economic PhD. In the top 15 economics PhD programs, 80 percent of graduates had a parent with a graduate degree.

The share of parents with graduate degrees and college-age children rose from four to 14 percent between 1970 and 2020, perhaps reflecting the willingness of graduate degree holders and their children to accept lower salaries in exchange for more creative and enjoyable work.

The Hot Seat is a book that examines college football via the Michigan Wolverines, who attract an average TV audience of 4.7 million for their games. As TV networks pay more to broadcast college football, they run more commercials, which slows play and stretches many college games to three or four hours. Disney earns \$8 a month from ESPN, while Fox News generates \$2 a month.

## **FARM WORKERS**

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### **California: Wage Theft**

Rising labor costs due to California's increasing minimum wage, overtime pay requirements, covid-related protocols, and fewer new entrants to the farm workforce are prompting three major reactions, more mechanization and mechanical aids, more H-2A guest workers, and more US crop changes and rising imports of labor-intensive commodities.

How much wage theft occurs in California? The Labor Commissioner's office received 17,000 claims from workers alleging \$300 million in stolen wages in 2021, down from the average

30,000 worker claims a year for \$320 million. An analysis of 2017 wage theft claims found that workers alleged an average theft of \$10,000, and if they settled or proceeded to a hearing received about 10 percent of their claim in back wages.

Wage theft covers payment for hours worked that are less than the minimum wage, failure to pay premium wages for overtime, or employers making unlawful deductions or keeping tips and bonuses. Individuals file wage theft claims with the state Labor Commissioner's office, which is supposed to make a decision on the claim within 120 days if the parties do not settle. Most cases settle.

The leading sectors for wage theft claims in 2021 were health and child care, 13 percent of all claims, followed by retail, 11 percent, and hotels and restaurants, office support (janitors), and professional services, 10 percent each. Construction accounted for five percent of claims, and agriculture less than five percent.

A 2021 state law makes wage theft of more than \$950 over one year or more a crime that can lead to jail time if the employer deliberately committed wage theft via fraud.

Cal-OSHA has since the 1970s required that "all self-propelled equipment shall, when under its own power and in motion, have an operator stationed at the vehicular controls." Makers of autonomous tractors such as Monarch want the regulation changed so that one operator could monitor several driverless tractors.

California and New York have budget surpluses and debts to the federal government of \$18 billion and \$8 billion, respectively, due to borrowing to pay UI benefits. States administer UI programs and determine both the taxes that employers pay and access to benefits, and states collectively borrowed a peak \$55 billion to pay UI benefits in April 2021. Since then, UI claims fell and most states repaid their UI loans.

1983. A survey of 1,280 farm workers found that 80 percent were born in Mexico, but only 20 percent were unauthorized; 20 percent were US citizens. These hired workers earned an average \$4.66 an hour, almost 40 percent more than the state's \$3.35 minimum wage. They worked an average of 24 weeks a year, earning \$175 a week and \$4,200 a year. The highest-earning workers were young men who worked for piece rate wages, making the harvest labor market akin to professional sports with high earning years concentrated when workers are in their 20s and 30s.

The survey was conducted by 42 EDD offices throughout the state. The sample reflected average employment, including 45 percent in the San Joaquin Valley, 25 percent in Southern California, and 20 percent in the Salinas Valley. A higher share of workers were employed by FLCs in the SJV than in Salinas or Oxnard.

Men averaged 26 weeks of farm work a year and women 16 weeks, and the quarter of farm workers who had nonfarm jobs averaged four weeks of nonfarm work. A third of workers visited Mexico in 1982-83.

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### **Florida, Southeast**

Florida's citrus acreage continues to decline, falling to 375,000 acres and 56 million trees in 2022, down from 830,000 acres in 2000. About 60 percent of the state's orange acreage are valencias, and the value of the 2021-22 citrus crop was \$440 million. California has 265,000 acres of citrus, and does not have the huanglongbing (HLB) or citrus greening disease that has bedeviled Florida citrus since 2005.

Georgia. The federal government charged 28 defendants with forcing H-2A workers to work for them between 2015 and 2021, generating \$200 million for themselves from 700 H-2A workers who had to pay for their jobs. The indictment in Operation Blooming Onion alleges that the H-2A workers were housed in substandard conditions and were not paid promised wages.

Some of those indicted in Blooming Onion were or are employed by the state workforce agency that checks employer job offers and housing. Brett Bussey left the Georgia Labor Department in 2018 to work as an agent who helps farmers to satisfy H-2A regulations. Farm worker monitor

advocate Jorge Gomez had several relatives who were indicted; Gomez retired when questioned about his role in facilitating the trafficking of H-2A workers.

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### Midwest, Northeast, Northwest

Colorado. Some 2,000 shepherders (borregueros) with H-2A visas watch flocks of 1,000 to 2,000 sheep in the public lands of the western US. Most shepherders are from Peru, most earn the AEWR \$1,807 a month for 48-hour workweeks, and most are in the US for three years, followed by at least three months at home.

The Peruvians are the latest group to guard sheep in the western states. During the 1950s and 1960s, many of the shepherders were Basques from northern Spain, some of whom settled in the US. Employers can sponsor H-2A shepherders for immigrant visas, but few do.

The reservoirs on the Colorado river are at record lows in 2022, threatening water supplies for 40 million people and farms. The four upper basin states, Colorado, Utah, New Mexico and Wyoming, use less than their allotted share of Colorado river water, while the lower basin states of California, Nevada and Arizona use their full allotment.

Iowa. Pella Corp, a privately owned maker of windows and doors with annual sales of over \$1 billion, is adding amenities to the 10,000 resident city of Pella to attract and retain employees. Pella celebrates its Dutch heritage with an annual tulip festival and Dutch-themed buildings on the main square, but only a quarter of its 2,500 employees in the Pella plants live in the city. Pella has other manufacturing plants, including farming-equipment maker Vermeer Corp, and they also have difficulty attracting employees.

Ohio. The Secor Nursery in Perry was debarred from the H-2A program for three years and assessed over \$75,000 in CMPs for underpaying workers in the US and charging them for some of the costs of transportation. The WHD previously found violations at Secor in 2009, 2011, and 2018.

Maine. A state law that forbids H-2A workers from driving logging trucks for operations with 50,000 or more acres within the state is being challenged in federal court. Proponents argue that logging companies prefer to hire Canadians, while opponents contend that DOL must certify the need for H-2A workers, so no Maine workers are displaced by H-2A Canadians.

The Gulf of Maine accounts for two-thirds of US lobster, some 44,000 metric tons in 2020. Lobsters are caught using cone-shaped baited traps that attract lobsters who cannot escape. Lobster fishers must release both small and large lobsters over three pounds that are likely to produce more young.

Most traps or pots are laid out in strings or fleets with a number of traps attached to a rope with a buoy that marks its location. The traps are hauled to the surface and rebaited after sorting the lobsters inside. The lobster season peaks from June through October. The surface of the Gulf of Maine is warming, but water at the bottom where lobsters live are remains cold. Lobster has thrived as predators such as cod and haddock declined.

Monterey Bay Aquarium's Seafood Watch in September 2022 recommended that consumers avoid American lobster because the ropes used to suspend lobster traps or pots could entangle the 350 remaining North Atlantic right whales. Seafood Watch says that six right whales a year die due to rope entanglement. Ropeless traps are available, but they cost over \$2,000 each, compared to \$50 for a traditional trap.

Mississippi. DOL Secretary Marty Walsh met with seven Black workers in Indianola in July 2022 who allege that white farmers paid white South African H-2A workers higher wages than they received. The Mississippi Center for Justice, which is representing the US Blacks in suits against Harris Russell Farms and Pitt Farms, wants DOL to investigate these farms. Over 80 percent of the farms investigated by WHD over the past 15 years had at least some violations of federal labor laws and regulations.

Kentucky. Morehead-based AppHarvest has been producing tomatoes since January 2021 from a 60-acre tomato greenhouse. AppHarvest plans to add another 60-acre tomato greenhouse, a

30-acre cucumber greenhouse, and a 15 acre berry greenhouse by the beginning of 2023. USDA guaranteed 80 percent of a \$50 million loan for the AppHarvest berry facility in Somerset.

Controlled Environment Agriculture continues to expand, often with investments from private ESG investors. Gotham Greens, a New York City based operator of CEA hydroponic greenhouses founded in 2009, has raised over \$400 million from private investors in order to operate 13 greenhouses around the US by 2023.

New York. The Farm Laborers Wage Board's in September 2022 recommended that overtime wages for farm workers be phased in over a decade and that a tax credit be available to help farmers to cover the cost of overtime pay. New York has a reported 55,000 farm workers, including about 11,000 on H-2A visas; the Board recommended that the weekly threshold for hours worked before overtime pay is required drop from 60 to 40 over a decade.

Vermont. Vermont produces half of US maple syrup, about two million gallons a year worth \$30 a gallon. Vermont's six million taps yield a third of a gallon of syrup each. Since the sap collected by the taps is mostly water, about 40 gallons of sap must be collected to obtain a gallon of syrup that is 66 percent sugar.

Texas. Republican Mayra Flores, a Mexican-born woman who worked in US fields with her parents, was elected in June 2022 to complete the term of a House Democrat who resigned. Flores echoed Trump in calling unauthorized immigration an invasion, and her "God, family, country" slogan resonated with the district's Hispanic voters in south Texas.

Idaho. Resort towns such as Sun Valley and nearby Ketchum do not have enough housing for the workers who provide services to wealthy and often absentee residents. With median home prices topping \$1 million and rents over \$3,000 a month for two bedroom apartments, workers earning entry-level wages cannot afford to live near their jobs.

Large employers in Sun Valley, Aspen, and Jackson Hole often offer dorm-style accommodation to single employees, but families sometimes crowd into converted garages, RVs or other housing. Many resort cities prohibit people from living in RVs parked on private land for more than a month, but these rules are rarely enforced due to the lack of affordable housing.

Oregon. Siri and Son of St Paul was sued in 2020 by a US worker who alleged that Siri favored H-2A workers. A federal jury in August 2022 rejected the discrimination charge, finding that Siri lawfully hired the complaining US worker as a weeder at a lower wage and eventually fired him for being hostile and abusive. US workers also charged Coleman Farms in Marion county and Cal Farms with favoring H-2A workers.

Oregon is debating new farm worker housing rules. Farmers say that many of the worker advocates involved in the discussions are anti-farmer, such as one who said that farm workers are akin to "indentured servants."

Washington. The US is expected to produce 265 million bushels or 11 billion pounds of apples in 2022, slightly above the five-year average of 260 million bushels. The leading varieties are Gala, 50 million bushels; Red Delicious, 35 million; and Honeycrisp and Fuji, 30 million each. The US is a net exporter of fresh apples, sending 40 million bushels abroad and importing five million bushels.

DOL in July 2022 debarred Welton Orchards and Storage for three years from the H-2A program after Welton failed to pay for worker transportation, failed to try to recruit US workers, and did not offer promised hours of work. Welton allegedly threatened to fire workers who complained, and did not provide DOL with required employment and earnings records.

Ostrom Mushroom Farms was charged with firing most of its female employees in violation of state laws and replacing them with male H-2A workers. The complaint alleges that 140 of the 177 mushroom pickers were replaced in 2020-21.

Alaska. Between 100 million and 200 million salmon are caught each year in Alaska; the peak was almost 300 million in 2013. Some 120 million salmon were harvested in 2020, including 60 million pinks, 46 million sockeye, nine million chum, two million coho, and 250,000 Chinook.

The Bristol Bay sockeye salmon run set a record in 2022, with over 60 million of the 80 million returning fish caught; processors paid \$1.15 a pound for sockeye salmon. Some 25 million pink salmon were caught in 2022.

A third of Alaska's harvested wild salmon were bred in hatcheries, and two-thirds were spawned by wild salmon in streams and rivers. The largest salmon hatchery is Prince William Sound Aquaculture, which releases 35 million sockeye each year into lakes 260 miles from the Gulf of Alaska. The fish eventually migrate to the ocean via the Gulkana River, and many become prized Copper River salmon.

Six of the 10 largest wildfires in the United States in 2022 were in Alaska, where lightning caused fires are often allowed to burn unless they threaten structures. A drought in south central Alaska combined with thunderstorms led to fires in the boreal forest of spruce and fir trees. Boreal forests in the far north include 30 percent of the global forest area. Dry trees and more grasses in the tundra ecosystem mean there is more biomass to burn.

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### **UFW, ALRB, NLRB**

About 25 UFW supporters marched 355 miles from Delano to Sacramento over 24 days in August 2022 to encourage Governor Newsom to sign AB 2183, the Agricultural Labor Relations Voting Choice Act. The UFW solicited donations for what it said was a \$130,000 march to persuade Governor Newsom to sign AB 2183.

AB 2183 would allow unions to be certified to represent California farm workers without a secret ballot or polling place election if a majority of employees signed union authorization cards collected over one year, the card-check election procedure. This reverses the goal of UFW founder Cesar Chavez, who insisted that the state conduct in-person secret ballot elections to determine if farm workers want to be represented by a union to avoid having growers sign contracts with the Teamsters union without elections.

The UFW sought card-check after losing an election at Giumarra Vineyards on September 1, 2005, when table grape workers voted 1,121 to 1,246 or 47-53 percent against the UFW. The UFW was expecting to win because it had signed cards from over 2,000 Giumarra workers, but some of these workers voted for no union. The UFW had a contract with Giumarra from 1970 to 1973, and Giumarra workers voted against the UFW in an ALRB-supervised election in 1977.

Previous card-check bills approved by the Legislature were vetoed by governors in 2010, 2011, and 2021. President Biden urged Newsom to sign AB 2183 saying "In the state with the largest population of farmworkers, the least we owe them is an easier path to make a free and fair choice to organize a union." Newsom responded: "Governor Brown vetoed that bill, I vetoed that bill."

AB 2183 would allow the ALRB to fine employers up to \$10,000 if they failed to provide a list of their current employees with street addresses and contact information after a union files a petition that shows it has at least 10 percent support among employees. The ALRB would give the employee list to the union trying to organize workers, and employers could also face fines for other violations of the ALRA. Employers who appeal ALRB orders to the courts would have to post bonds for the amounts sought by the ALRB.

The UFW, which left the California Labor Federation in 2006, rejoined in July 2022 when ex-Assembly Rep Lorena Gonzalez became the CLF leader. The CLF has 1,200 member unions with 2.1 million members; the UFW is one of the smallest unions in the CLF with fewer than 7,000 members.

As UFW marchers reached Sacramento, AB 2183 was amended to allow agricultural employers at the end of each year to decide whether to agree to a labor peace compact for the following year that would give unions access to workers on their farms, thereby negating the 2021 USSC Cedar Point decision that limited the access of union organizers to workers on farms. Employers who make labor peace agreements must remain neutral during the campaign by not holding captive audience meetings, and workers could vote by mail to decide if they want a union to represent them.

If farm employers do not agree to labor peace agreements, AB 2183 would allow unions to organize workers via card check, meaning that unions would have 12 months to accumulate enough signatures to win union recognition. Union organizers could complete card-check ballots requesting union representation, but workers would have to sign them.

Under current procedures, secret-ballot elections are usually held on the employer's property after unions obtain signatures from at least 50 percent of workers when employment is at least 50 percent of peak employment.

Cannabis farms must sign labor peace agreements with unions after July 1, 2024 if they have 10 or more employees as a condition of receiving a license from the Department of Cannabis Control. The ALRB can investigate to determine if the unions are genuine.

ALRB. The ALRB in July 2022 for the first time imposed civil money penalties on Cinagro Farms for unlawfully mis-classifying six farm workers as independent contractors and firing them for complaining about improper payroll stubs. The Cinagro case is the first time that the ALRB imposed CMPs on an employer under Labor Code 226.8, which allows CMPs of \$5,000 to \$15,000 for willful mis-classification of employees.

Cinagro admitted that it mis-classified the workers to save payroll taxes and terminated the crew that complained. The ALRB found that the mis-classification was a separate violation from the unlawful firing. As independent contractors, Cinagro's employees are not eligible for work-related benefits.

Cinagro argued that, except for not reporting and paying taxes on worker wages, it complied with applicable labor laws, including providing workers with tools and satisfying Cal-OSHA requirements. Cinagro plans to appeal, arguing that the ALRB is not empowered to levy CMPs for worker mis-classification. Cinagro argues that the ALRB is empowered only to restore the economic status quo of workers adversely affected by the employer unfair labor practices defined in the ALRA.

The ALRB in July 2022 won \$6,687 in back wages for four workers fired by Seventh Tree Farms. The four alleged that Seventh Tree fired them after they complained of unpaid work time and poor sanitation; Seventh Tree offered to reinstate the workers.

Unions. Employees at Amazon, Starbucks and other large firms are organizing, often via new worker organizations that are sometimes supported by extant unions. The Amazon Labor Union, which won one of two elections to represent workers at Staten Island warehouses, charged that Amazon discriminated against union supporters who advocated for the ALU in non-work areas. The GC filed a complaint against Amazon in September 2022.

Between December 2021 and August 2022, employees at over 200 of the 9,000 Starbucks outlets voted for unions; in some Starbucks outlets, college graduates became employees in order to organize workers. Workers at 37 Starbucks outlets voted against unions.

Historians note that unionization often proceeds in waves, with success in one sector prompting organizing in another, and that workers feel empowered to vote for unions when jobs are plentiful.

The last two presidents of the United Auto Workers were convicted of embezzling member dues; current President Ray Curry will be the first to be tested by a direct vote of the 400,000 members and 600,000 retirees rather than elected by delegates from local unions. Contenders for UAW president want the major auto makers to restore COLA provisions in union contracts and to reduce the wage and pension gaps between new hires and experienced workers.

UAW workers hired before the 2008-09 recession earn over \$30 an hour and, with extensive benefits, cost employers over \$50 an hour. Those employed at GM received over \$10,000 each in profit sharing in 2021.

The NLRB, which enforces labor relations laws in the private nonfarm economy, has a budget of \$275 million and 1,200 employees, including 30 ALJs who issue about 200 decisions a year. Some 16,000 to 20,000 ULPs are filed each year, and a quarter go to complaint, meaning the NLRB's General Counsel is prepared to pursue the charge filed by workers, unions, or employers in a trial before the ALJ. However, most ULP complaints are settled without trials.

The five member NLRB issues about 250 decisions a year, and a quarter are appealed to US federal court of appeals. The NLRB wins about 80 percent of the appeals court cases.

General Counsel Jennifer Abruzzo is taking a more aggressive stance toward employers who violate labor laws, seeking fuller compensation when workers are fired unlawfully. Abruzzo asked the NLRB to overturn its 1970 Ex-Cell-O decision that found employers could not be required to make their employees whole when they failed to bargain in good faith.

Abruzzo wants the NLRB to ban captive audience speeches, which employers call before union elections to urge workers to vote no on union representation. Captive audience speeches were permitted by the USSC in the 1956 Babcock and Wilcox case.

# IMMIGRATION

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## Migrant Buses

Over 7,000 migrants a day entered the US and applied for asylum in September 2022, bringing total encounters or apprehensions just inside the Mexico-US border to over 2.2 million for FY22.

The Biden administration allowed over a million migrants seeking asylum to enter the US in its first 18 months. Another 1.7 million migrants were returned to Mexico under Title 42, including some who were returned multiple times.

Most of the asylum seekers released into the US wait for several years until their cases are heard by immigration judges. Asylum applicants can receive work permits after 150 days as they wait for their cases to be heard, and their access to housing and support services vary by state.

The Republican governors of Texas and Arizona sent busloads of mostly Venezuelan asylum seekers to Chicago, New York City and Washington DC during the summer and fall of 2022. Some of the Venezuelans bussed to these cities traveled to friends and relatives around the US, but hundreds entered homeless shelters that were soon overcrowded. The US cannot return Venezuelans to Venezuela.

The Texas National Guard and the state police began to apprehend unauthorized migrants and return them to ports of entry in July 2022, setting up a clash with the federal government over illegal immigration. Managing migration is a federal responsibility, and the USSC has overturned some state laws that sought to deal with unauthorized migrants, such as an Arizona law in 2012.

The US has a registry program that allows unauthorized foreigners who have been living in the US since January 1, 1972 to become legal immigrants. HR 8433, introduced in July 2022, would replace the 1972 date with a rolling seven-year registry date, so that unauthorized foreigners in the US at least seven years could adjust their status. The registry date would roll forward each year, creating a continuous legalization program.

If Republicans win control of the House in November 2022 elections, they are likely to investigate unauthorized migration over the Mexico-US border. The House Oversight Committee would be led by Rep James Comer (R-KY), who indicated he would also investigate the activities of Hunter Biden and the origins of the covid virus.

The great replacement theory argues that some governing elites want to replace current populations with immigrants who have different cultures and values. French author Renaud Camus in 2011 asserted that European elites wanted to replace white Christians with non-white Muslims, while Enoch Powell in a 1968 Rivers of Blood speech predicted race riots in the UK due to immigration. Jean Raspail's 1973 Camp of the Saints novel portrayed third-world immigrants overwhelming France.

Great replacement theory appeared in several Republican campaigns in 2022, including in Blake Masters bid to be the Republican nominee for Senate in Arizona. Masters, supported by billionaire Peter Thiel, argues that unauthorized migration into the US is a Democratic policy aimed at reducing the power of US-born voters via amnesty; he vows to "put Americans first."

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## CBP, ICE, USCIS

CBP. Over 2.1 million migrants were encountered just inside US borders in the first 11 months of FY22, putting CBP on track to encounter 2.3 million migrants in FY22, up 600,000 from the record 1.7 million foreigners in FY21.

Over 60 percent of those encountered in FY22 were Mexicans and Central Americans. The 40 percent from other countries included over 175,000 Cubans, more than the 125,000 who arrived during the Mariel boatlift of 1980.

CBP estimated that a quarter of those encountered were apprehended at least once previously, 70 percent were solo adults, and 1.3 million were removed under Title 42. About a million

migrants were admitted under Title 8, which allows unauthorized foreigners to apply for asylum in the US.

About 80 percent of Title 8 asylum applicants are released into the US, but the US government sometimes failed to give the migrants who were released into the US the Notice to Appear documents needed to begin an asylum case. There is a backlog of two million cases in immigration courts, and the lack of NTAs adds to the backlog.

The USSC in June 2022 allowed the Biden administration to end the Remain in Mexico program that began in 2019, prompting a debate over how quickly to end a program that has allowed the US to send foreigners who enter illegally and seek asylum back to Mexico until their cases are heard.

Over 5,000 people were charged with human smuggling in 2021, almost double the 2,800 charged with human smuggling in 2014. Mexican cartels are smuggling both drugs and people into the US, generating revenues of \$13 billion in 2022 from migrants paying \$5,000 to \$20,000 each; 1.3 million immigrants each paying \$10,000 would generate \$13 billion.

Some 20,000 trucks a day travel on I-35 to and from Laredo, Texas. Smugglers often try to conceal migrants in trucks, often painting them with the colors and logos of well-known firms such as Fed Ex.

ICE. The USSC in July 2022 refused to allow the Biden administration to prioritize for deportation foreigners who pose national security, public safety and border security risks. Under Trump, ICE agents focused on criminal aliens and security threats, but also arrested other unauthorized foreigners they encountered.

Under Biden's priorities, ICE agents would have to justify arresting non-priority unauthorized foreigners. Several states sued, alleging that the new guidelines burdened the states with unauthorized foreigners who should be removed. A federal judge agreed with the states, and a federal appeals court and the USSC agreed that ICE agents can arrest all unauthorized foreigners.

The ICE case is an example of states suing to block federal policies. California sued the Trump administration 122 times, while Texas sued the Biden Administration 27 times in its first 1.5 years in office.

USCIS. There are 140,000 employment-based immigrant visa available each year, with most going to foreigners and their families who are sponsored by US employers who cannot find US workers to fill jobs. Immigrant visas that are not used for family-based visas in one year can be used for employment-based immigrant visas the next year. The covid slowdown in processing immigrant visas made extra visas available for employment applicants, and USCIS pledged to ensure that they would all be used in FY22.

USCIS asylum officers rather than DOJ immigration judges are making decisions on applications for asylum. Under the new system, migrants are to be interviewed within 45 days of their applications, and decisions made within five weeks of these interviews. The backlog in immigration courts is 1.9 million, including 750,000 asylum applications, including many that have been pending more than five years. Asylum applicants can work legally while their applications are pending, and their children can attend K-12 schools.

There are 650 USCIS asylum officers and 600 immigration judges. A quarter of the asylum officers have been assigned to decide asylum cases, where they granted asylum in about 25 percent of cases. Applicants denied are returned to immigration court for expedited removal proceedings.

President Biden promised to admit 125,000 refugees in FY23, the same as in FY22. Advocates noted that slow processing means that fewer than 125,000 migrants arrived in FY21. People from Afghanistan and Ukraine were paroled into the US and did not count against the 125,000 refugee goal.

Employer associations and worker advocates in summer 2022 called on the Senate to approve the Farm Workforce Modernization Act, HR 1603. The FWMA was approved by the House in 2019 and 2021, but has not yet received a vote in the Senate, where Michael Bennet (D-CO) and Mike Crapo (R-ID) are leading the effort to revise and enact a version of the FWMA.

Proponents of the FWMA say that legalization and H-2A reform could slow food price inflation, while opponents including the AFBF object to a provision of the FWMA that would extend the Migrant and Seasonal Agricultural Worker Protection Act to H-2A workers. Many Republicans are reluctant to support any type of legalization until unauthorized migration over the Mexico-US border is under control.

The FWMA would make unauthorized farm workers who did at least 180 days of farm work over the past five years Certified Agricultural Workers. CAWs would receive 5.5 year renewable work permits that allow them to live and work anywhere in the US.

In order to maintain CAW status, CAWs would have to do at least 100 days of farm work a year. After four or eight years of 100 day farm work a year, CAWs and their spouses and children could apply for immigrant visas.

The H-2A program would change by allowing H-2A workers to fill up to 20,000 year-round farm jobs and grant workers three-year visas, so that dairies and other animal agriculture operations could employ H-2A workers. The Adverse Effect Wage Rate would be frozen, and annual increases and decreases limited while USDA and DOL study the need for an AEWR. H-2A workers would be protected by the Migrant and Seasonal Agricultural Worker Protection Act.

Once CAW legalization and the H-2A changes are implemented, farm employers would have to verify newly hired workers using E-Verify.

A House hearing in July 2022 focused on abuses of H-2A and H-2B workers. Worker advocates cited the Operation Blooming Onion case in Georgia, where H-2A workers were forced to work for low wages, while employer advocates emphasized that most farm employers treat H-2A workers well.

Overlook Harvesting, a central FL FLC that harvests citrus and other commodities with H-2A workers, was denied certification for 302 H-2As to harvest citrus between November 2021 and May 2022 because DOL found that Overlook's need for labor was not temporary or seasonal, since Overlook employed H-2A workers year-round via multiple applications and from several entities, including Central Florida Labor Services and JJT Services, the latter formed by the spouses of the three Bently brothers who formed Overlook and CFLS to provide 60 H-2A workers to nursery Marian Gardens.

Overlook argued that it would no longer provide H-2A nursery workers to Marian Gardens, which has a year-round need for labor, and that it should be allowed to hire citrus harvesters despite trying to hire H-2A workers to fill year-round nursery jobs. Overlook argued that ambiguity in H-2A regulations encouraged the development of a business model that aimed to provide workers year-round via several FLC businesses.

Overlook has 15 to 20 year-round workers and up to 1,000 H-2A workers, and employs H-2A workers continuously via multiple businesses and applications. The ALJ agreed with OFLC that Overlook did not have a seasonal or temporary need for H-2A workers, and upheld the denial of one of Overlook's applications. In response, DOL on September 26, 2022 issued a call for comments on how applications from FLCs who serve multiple clients with H-2A workers year-round should be treated.

Virginia-based Maslabor led by Ed Silva merged with Georgia-based AgWorks H-2A led by Dan Bremer in July 2022, creating a firm that arranges for the entry of 60,000 H-2A and H-2B workers a year.

USDA announced a \$65 million pilot program to streamline the H-2A program while enhancing protections for farm workers. The UFW submitted an unsolicited proposal offering USDA "technical support" for the streamlining, which drew criticism from Republicans.

Latin America is a laggard in globalization. Trade is equivalent to 45 percent of regional GDP, lower than the average 55 percent for all countries, and only a third of Brazil's GDP. Mexico is an exception, with trade almost 80 percent of GDP in 2020, up from 20 percent in 1980. Most Latin American exports are minerals or farm commodities rather than manufactured goods.

Cross-border connections in manufacturing are associated with more sophisticated industries and higher wages. Latin American free-trade agreements such as Mercosur are riddled with non-tariff barriers that limit freer trade and slow cross-border economic integration. The Central American Common Market, Andean Community of Nations, and Caribbean Community have similarly failed to deepen cross-border ties.

Canada. Canada's Conservatives selected populist Pierre Poilievre as their leader in September 2022. The next federal election is expected in 2025, when the Liberals led by PM Justin Trudeau will seek to stay in power. In 2021 elections, the Conservatives and the Liberals each got a third of the vote, but the Liberals won 160 seats to 119 for the Conservatives,

Poilievre pledged to make Canada the "freest country in the world" by rolling back covid-related public health mandates and government regulations. The Conservatives are strongest in Alberta and Saskatchewan and the Liberals in the more populous provinces of Ontario, Quebec, and British Columbia. Most federal elections are decided by voters in the suburbs of Toronto and Vancouver.

Pope Francis made a six-day visit to Canada in July 2022 and apologized for the "evil committed by so many Christians against the indigenous peoples" at boarding schools. There were 130 schools for indigenous children between the 1870s and 1996, and Catholic orders operated two-thirds of them.

Some of the First Nation children were abused at the schools, and some of those who died were buried in unmarked graves; a discovery of unmarked graves at the Kamloops Indian Residential School in 2021 helped to prompt the Papal visit. The Canadian government and Protestant churches that operated schools have apologized for their roles in the removal of indigenous children from their families.

Three First Nations tribes with 7,500 members in Vancouver, the Squamish, Musqueam, and Tsleil-Waututh, cooperated to acquire 175 acres of prime land from the local government, drawing Canadian and Chinese investors who are helping the tribes to build the Senakw, Lelem, and Jericho projects. First Nations tribes in other Canadian cities, seeing the success in Vancouver, are pressing similar land exchanges.

Quebec has been the most Catholic province in Canada, with the church operating many of the province's schools and hospitals until the quiet revolution of the 1960s made them secular. Quebec has been enacting laws to promote the dominance of the French language and culture. Bill 96 enacted in May 2022 requires immigrants to deal with government agencies only in French after six months in Quebec and requires most Quebec businesses to operate in French.

The 2021 census found that 76 percent of Canadians spoke English as their first official language and 21 percent spoke French. About 18 percent of all Canadians, and 46 percent of Quebec residents, are bilingual in English and French. About 12 percent of Canadian residents spoke a language other than English or French at home, led by Mandarin and Punjabi.

Canada's Seasonal Agricultural Worker Program (SAWP) allows farmers who cannot recruit local workers to hire seasonal guest workers if they are paid the higher of three wages: the province's minimum wage, a standard seasonal agricultural rate set by the federal government and determined by the type of work being done, or the rate an employer would otherwise pay a Canadian worker doing the same job.

Almost 60,000 guest workers were employed in Canada in 2020 under the SAWP and the agricultural stream of the related TFWP. Of the 37,000 workers admitted via the SAWP in 2019, over 70 percent were from Mexico; 46 percent were in Ontario and 26 percent were in Quebec. Guatemalans were 60 percent of the 20,000 workers admitted under the agricultural stream of the TFWP

Jamaican labor minister Karl Samuda toured Canadian farms in August 2022 and said he was impressed with the good treatment of Jamaican SAWP workers. However, NGO Migrant Workers Alliance for Change countered that the SAWP permits the “systematic slavery” of foreign workers who are afraid to complain for fear of losing their jobs. Guest workers know that many of their countrymen would like to work in Canada, making them vulnerable to employer pressure to work fast and not complain.

Canada created an Open Work Permit for Vulnerable Workers in June 2019 that allows workers “experiencing or at risk of abuse” to change employers and remain in Canada. One study found that 60 percent of applicants received open permits in the first year of the program.

Mexico. President Andrés Manuel López Obrador visited President Biden in July 2022 after refusing to attend the Summit of the Americas in June 2022 in Los Angeles. In addition to the perennial issues of migration and drugs, the two presidents discussed AMLO’s efforts to nationalize Mexican oil and electricity production and distribution, which critics allege violates USMCA commitments.

The US government filed a formal complaint about AMLO’s energy policies in July 2022. If the US wins its case, it could impose tariffs on Mexican exports. AMLO calls the 2013 opening of Mexico’s energy sector to foreign investors “the theft of the century.” However, US officials in September 2022 warned the Mexican government during the High-Level Economic Dialogue that Mexico risked losing manufacturing jobs as US firms move production out of China. Instead of near-shoring jobs in Mexico, US firms may move jobs to southeast Asia if the conflict over energy widens and the US imposes tariffs in retaliation.

AMLO asked Biden to increase the number of visas available for Mexican and Central American temporary workers. AMLO wants the US to make more work visas available to Mexicans and Central Americans, especially as more Mexicans are encountered just inside the US border. The US wants Mexico to do more to crack down on fentanyl, the drug responsible for many US deaths.

AMLO is a fiscal conservative and did not expand government spending during covid lockdowns. One result was more poverty; 56 million people or 44 percent of Mexicans were in households with incomes below the poverty line in summer 2022. Some 5.2 million or a seventh of K-12 children dropped out of school, in part because hot meals at school were stopped.

AMLO remains popular, in part because his government replaced conditional cash transfer programs with direct grants. Instead of giving money only to poor mothers who kept their children in school, AMLO’s government gave money to all poor parents and the elderly. Economists decry the lack of targeting of cash aid.

Mexico has turned Tapachula, a city of some 350,000 people near the Guatemalan border, into a migrant containment point by refusing to allow migrants to leave without a Mexican asylum visa. Mexico has assigned 30,000 immigration agents and soldiers to manage migration over its southern border, and has over 70 migrant detention centers.

The Sinaloa and Jalisco drug cartels supply most of the pain-relieving fentanyl consumed in the US, replacing Chinese fentanyl. Fentanyl is much cheaper to make than heroin, only \$200 per kg versus \$6,000, and sometimes sold in pills as oxycodone. Over 108,000 US residents died of fentanyl overdoses in 2021.

Security in many areas of Mexico is worsening as gangs increase their influence and control. AMLO downplayed gang violence, converted the Federal Police into the National Guard, and promised “hugs, not bullets” to extirpate the root causes of violence. AMLO’s strategy has failed to improve security, and the lack of intelligence from the former Federal Police means that the government is often unable to anticipate and react to gang violence.

The US is the world’s major importer of fresh tomatoes, importing 1.9 million kg in 2021 or a quarter of the world’s total tomato imports; over 90 percent of US tomato imports are from Mexico. Germany is the second leading importer, accounting for almost 10 percent of global tomato imports of 8.3 million kg and importing half of its tomatoes from the Netherlands and a quarter from Spain. France is the third leading importer, and its leading source was Morocco. Mexico accounts for a quarter of the world’s tomato exports, followed by the Netherlands with 12 percent and Spain and Morocco, nine percent each.

Central America. The US pledged to tackle the root causes of migration by reducing corruption and providing aid so that residents could hope for economic opportunity at home. However, poverty, inequality, and impunity persist, encouraging ever-more Central Americans to emigrate.

Over 600,000 Guatemalans, Hondurans, Salvadorans and Nicaraguans were encountered by the Border Patrol in the first 10 months of 2022, an average of 2,000 a day. Critics say that the Biden administration tolerates corrupt Central American governments in exchange for their help to reduce migration.

Caribbean. The US has five island territories: Puerto Rico with 3.3 million people, US Virgin Islands (87,000), Guam (154,000), the Northern Mariana Islands (47,000), and American Samoa (50,000). All are losing population. The Virgin Islands lost almost 20 percent of its residents between 2010 and 2020, while Puerto Rico lost over 10 percent of its residents.

Tax breaks such as Section 936 led to manufacturing jobs in the 1970s and 1980s, and reducing these incentives in the 1990s as China emerged as the world's factory led to job losses and outmigration. Children often left the islands for education and did not return, and birth rates fell as populations aged.

Hurricanes Irma and Maria caused major damage to the Virgin Islands and Puerto Rico on September 20, 2017, leaving more than 3,000 dead and destroying much of the island's electricity infrastructure. Since island residents can move to the mainland US, these natural disasters accelerated emigration and the downward economic spiral.

Hurricane Fiona in 2022 demonstrated that Puerto Rico has not hardened its infrastructure. High winds and up to 30 inches of rain in some places left half of PR residents without electricity. Despite almost \$15 billion in federal aid and a new private sector entity LUMA, many PR residents remained without electricity a week after Fiona.

Barbados and many other Caribbean island nations are unable to repay the loans their governments have taken. Barbados has fewer than 300,000 people and owes \$9 billion, giving it one of the world's highest per capita debt levels.

There are many reasons why small island nations take on debt, including to recover from natural disasters. Much of the debt in Barbados was taken by government agencies for projects that were not completed due to fraud and corruption, leading to the election of PM Mia Mottley to clean up government finances and reduce the government's debt by at least a third.

Mottley succeeded in persuading bond holders to reduce the country's debt by a quarter in order to reduce the share of GDP going to pay interest on the debt to three percent. Mottley included a clause in the new bonds that allows Barbados to suspend debt payments if the country suffers from a natural disaster such as a hurricane. Some Caribbean countries want their former colonial masters to pay reparations to help them reduce accumulated debts.

The IMF counsels developing countries to keep government debts at less than 60 percent of GDP, hoping that economic growth will generate increasing government revenues over time to repay the debt. Many industrial countries have government debts that are more than 100 percent of GDP, and some economists urge the IMF to allow developing country governments to carry higher debt loads in order to cope with the adverse effects of climate change.

South America. Almost seven million Venezuelans or 20 percent of all Venezuelans have emigrated since 2013. Economic mismanagement reduced the number of jobs and wages.

There is a pink tide in Latin America, as voters elect leftist leaders who promise to expand the safety net and reduce economic inequality. The last leftist shift around 2000 was accompanied by rising commodity prices that allowed leftist governments to share extra revenue with the poor via cash transfer programs for children and pensions for the elderly. Latin American economies today are constrained by rising energy prices and slowing economic growth.

Chile in 1980 embraced private pensions, abolishing the pay-as-you-go system of having current workers support retirees and instead having workers contribute 10 percent of their earnings to privately managed pension funds that were expected to earn high returns via their investments so that workers would receive an average of 70 percent of their pre-retirement earnings.

Private pensions have been an unfulfilled promise. Retired workers receive an average of 30 percent of their pre-retirement earnings because employers did not contribute, and the 40 percent of retired Chileans who did not work enough to qualify for private pensions depend on the minimal government safety-net pension. High management fees erode pension assets, especially as funds compete for worker contributions.

The Chilean government in 2022 proposed to raise the minimum public pension of \$200 a month to the \$300 a month minimum wage and to use pay-as-you-go contributions from both employers and workers to fund public pensions. If this reform is adopted, privately managed pensions would become more like 401k options, providing extra retirement benefits.

Over 62 percent of Chile's voters rejected a new 50,000-word constitution drafted by a largely leftist constituent assembly in the wake of 2019 protests in September 2022. The new constitution would have decentralized power and granted Mapuche and other indigenous groups who comprise about 12 percent of the population more power over the resources on their lands. Farmers opposed the new constitution, fearing that it would threaten private property and water rights.

Global production of bananas rose 70 percent between 2000 and 2020, keeping a lid on prices for the tropical fruit that is produced year-round. Supermarkets usually sign one-year contracts with banana suppliers that specify a price, and are purchasing more bananas from smaller producers with the introduction of refrigerated containers, eliminating the need for refrigerated ships.

Ecuador, the leading exporter of bananas, is debating whether to set a minimum price for a 40-pound box. Farmers (Fenabe) want the minimum price to be almost \$8 a box, which would bring the FOB price to \$11, well above the \$8 FOB price of Costa Rican bananas. Ecuadoran exporters want a farm price of \$6 to generate an FOB price of \$8.

Sao Paulo, the largest city in the southern hemisphere with 22 million residents, is riven by inequality. Traffic jams have given Sao Paulo one of the largest fleets of private helicopters to transport the rich from their gated communities, while the poor often live outside these gated communities in informal housing.

Sao Paulo had two million residents in 1950, and expanded rapidly as migrants from rural areas and poorer northeastern states sought opportunity. Many begin their Sao Paulo journey living under elevated highways or viaducts or by squatting in nearby parks.

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## Europe, Asia

Russia invaded Ukraine on February 24, 2022. After six months of fighting, some 6.6 million Ukrainians had moved to European countries, including 3.8 million who registered for temporary protected or similar status. Seven million Ukrainians are displaced inside the country, and 13 million are trapped by fighting and unable to move.

Five million Ukrainians, mostly women and children, moved to the EU, where almost four million applied for permits that allow work and access to schools and health care. By August 2022 over 400,000 Ukrainians were employed in EU countries, including 200,000 in Poland and 100,000 each in the Czech Republic and Italy.

In September 2022, Ukraine counterattacked and pushed Russian forces back in the northeast of the country. As the fighting continued, analysts outlined three possible outcomes, Russian or Ukrainian victories or a stalemate, with stalemate the most likely outcome. Russia often wins wars of attrition eventually, as in Chechnya, Syria and WWII.

Many EU governments introduced plans to attract non-EU citizens who can work from anywhere, hoping to boost local economies with skilled tech workers who earn at least E2,000 to E3,000 a month. Most countries grant five-year visas to digital nomads. There were 15 million US digital nomads in 2021, double the number in 2019 before covid.

Europe struggled to adapt to higher gas prices, raising the prospect of another 1970s era of falling real incomes, growing inequality and rising social tensions. China, the US, and the

Eurozone account for two-thirds of global economic activity, and slowdowns in all three promise rising unemployment.

Britain. Inflation topped 10 percent in summer 2022, prompting a wave of strikes by workers whose real earnings dropped. A quarter of British workers belong to unions, and union leaders argued that British workers must receive sufficient wage increases to maintain their real earnings and incomes.

Conservative PM Boris Johnson was replaced by Liz Truss in September 2022, who immediately pledged action to help people deal with rising energy prices. The pound has been dropping against the dollar, and approached parity with the dollar in September 2022. Truss is known for being opportunistic, switching positions to be on the winning side, although Truss says her hero is the Iron Lady Margaret Thatcher who took on unions and deregulated the British economy.

The House of Lords was created in the 1300s and has existed in its current form since 1801. Members receive \$379 a day for their service, and some pay £3 million or more for an appointment in the form of support for the ruling PM who appoints them. There are about 800 members of the House of Lords compared to 650 in the House of Commons, making it second only to China's National People's Congress with 2,980 members among legislative bodies.

The average age of Lords is 71, and about 100 are hereditary peers whose titles and membership pass from one generation to the next. Some Lords work hard and scrutinize bills approved by the Commons, while others rarely appear. About 700 Lords are nominated by the PM and appointed by the Queen, including 86 who were nominated by Johnson.

Queen Elizabeth II's death in September 2022 highlighted the wealth of the Windsor royal family, which Forbes estimates to be \$28 billion, including the \$20 billion Crown Estate. The British government provides a Sovereign Grant of almost \$100 million a year.

Germany. The coalition government led by Olaf Scholz struggled with energy policy in summer 2022 after Russia reduced the volume of gas flowing through the Nord Stream 1 pipeline. Nord Stream 2 was completed but not put into service because of Russia's February 24, 2022 invasion of Ukraine, which also led to a *Zeitenwende* or major increase in German defense spending.

Germany deepened its dependence on Russian energy over the past two decades and decided to close its nuclear plants by 2024 after the Fukushima nuclear accident in 2011. In August 2022, the government announced that the three remaining nuclear plants would continue to operate after 2024.

The gas crisis prompted a rethink of Germany's energy policies. Germany resisted LNG gas because Siberian gas delivered via pipeline was cheaper, but allocated \$2.5 billion for four floating LNG plants to handle gas delivered by ship and moved around the country via new pipelines. Liquefied natural gas is chilled to minus 260F so that its volume is reduced to one six-hundredth for transport. The US surpassed Qatar as the world's largest exporter of LNG in 2022.

Drought reduced water levels on the Rhine and Danube rivers, disrupting shipping and the river-boat cruise industry. Over 1.5 million visitors a year take river cruises in Europe, and Viking and other river boat operators offered vouchers good for discounts on future cruises when they had to substitute buses for ships when the river was too low.

Greece. The government has struggled to deal with Syrian and other migrants who travel by boat from Turkey's western coast to nearby Greek islands. Under a 2016 EU-Turkey agreement, the EU provides money to Turkey to improve conditions for migrants there in exchange for Turkish efforts to prevent illegal exits and to accept the return of migrants who reach Greece.

Relatively few migrants have been returned from Greece to Turkey. Instead, Greek authorities have been towing boats and rafts with migrants back to Turkey, according to a 2022 EU audit of border control agency Frontex. The Greek government disputes NGO reports of widespread migrant pushbacks.

Italy. Rising interest rates and the falling Euro strained business in Italy, where public debt is 150 percent of GDP and there is regional inequality and social polarization that contributes to political instability.

PM Mario Draghi lost a vote of no confidence, and the Brothers of Italy led by Giorgia Meloni won 26 percent of the vote on September 25, 2022 in the first national elections since 2018. Meloni, Italy's first female PM, promised to restore respect for the family and reduce immigration with the support of populists Matteo Salvini and Silvio Berlusconi; their coalition won 44 percent of the vote.

Italy banned cruise ships weighing more than 40,000 tons from the San Marco basin surrounding Venice in 2012, but delayed enforcement until alternative ports were developed nearby so that cruise ship visitors could travel to Venice by bus. Many of the largest cruise ships went to Marghera, the commercial port on Venice's mainland, while some smaller ships went to Chioggia, another city built on islands nearby.

Netherlands. The Dutch government in June 2022 proposed to halve the country's ammonia and nitrogen emissions by 2030; many of the nitrogen emissions are from the country's 1.5 million cows. Some 52,000 Dutch farms employed 150,000 full-time workers in 2020.

The government has allocated E25 billion to help farmers to reduce nitrogen emissions or, if they cannot, to buy out their farms. Environmentalists praised the government plans, while farmers protested. The PM and his cabinet went on a listening tour to discuss with farmers ways to reduce emissions and preserve farming.

The EU's Natura 2000 plan aims to protect 18 percent of EU land and eight percent of its marine territory from too much ammonia and nitrogen, including on privately owned land. Over half of Dutch residents live below sea level, prompting government efforts to reduce climate change.

A \$500 million, 417-foot long sailing yacht built by the 300-employee Oceano boat builder for Amazon founder Jeff Bezos in Rotterdam has a mast too high to pass under the historic 1927 Hef bridge, which can be raised to 230 feet above the water. Oceano offered to pay to remove the middle section of the bridge and replace it after the yacht passed, drawing protests from those opposed to dis-mantling the bridge.

Historically, most Dutch residents were Calvinists, Protestants who believe in self-discipline, frugality and conscientiousness. A third of the Netherlands is below sea level, forcing residents to cooperate to build dikes and keep the sea at bay.

Sweden. The anti-immigrant Sweden Democrats became the second-largest party in September 2022 elections, winning 20 percent of the vote while the dominant Social Democrats won 30 percent. The Sweden Democrats are expected to support a center-right coalition government led by Ulf Kristersson of the Moderate Party that has 176 seats in the 349-member Parliament.

The Sweden Democrats are expected to push the coalition to adopt policies that restrict immigration and make it easier to deport foreigners convicted of crimes. Almost 20 percent of Swedish residents were born abroad, and there has been an uptick in gang-related gun violence often linked to immigrant youth.

The anti-migrant Danish People's Party and Norway's Progress Party have joined governing coalitions in these countries. However, the center-right coalition in Sweden is expected to keep the Sweden Democrats out of the cabinet.

Turkey. Turkey hosts over four million refugees, mostly Syrians, more than any other country. However, economic turmoil and nationalism are eroding the welcome for immigrants, prompting President Recep Tayyip Erdogan to promise to send a million refugees home within the next year, echoing populists who use anti-migrant messages in a bid for votes in national elections scheduled for 2023.

At least 200,000 Syrians are seasonal farm workers, many of whom receive half of the \$10 daily wage paid to Turkish farm workers. In Malatya, east of Ankara, the heart of Turkey's dried apricot production, Syrians are employed to shake apricots from trees unto tarps and then cut them and remove the pits before drying. The government acknowledges the importance of

seasonal Syrian workers by exempting them from the need for work permits. Most of the Kurds who once migrated seasonally within Turkey to fill seasonal farm jobs no longer do so.

China. China's GDP was \$18 trillion in 2021, second to US GDP of \$23 trillion. With more rapid Chinese economic growth, China was expected to have the world's largest GDP by 2030, but covid lockdowns and an aging population may slow Chinese growth.

China provided \$1 trillion in grants and loans to 150 developing countries via its Belt and Road initiative, which the US called debt-trap diplomacy because of the danger that countries would be unable to repay. Sri Lanka, Zambia, and other borrowers built roads, ports, and railroads and are unable to repay, requiring that China stretch out repayment.

Chinese manufacturers installed half of the world's heavy duty industrial robots, almost 250,000, in 2021 to cope with a shrinking workforce. China produced 30 percent of the world's manufactured goods in 2021 with 147 million employees, down from the peak 169 million in 2017; 365 million Chinese were employed in services.

China continues to build coal-fired power plants and increasing its carbon emissions; coal generates about two-thirds of China's power. US power plants generate 1,150 gigawatts to produce electricity (one gigawatt powers 770,000 homes).

China's repression of Muslims in Xinjiang has led many governments and firms to avoid goods from this western region in order to avoid forced labor. Many ethnic Uyghurs are forced to live in camps and work in factories, prompting the US to ban all products from Xinjiang.

The US the Uyghur Forced Labor Prevention Act that went into effect in June 2022 assumes that goods from Xinjiang are made with forced labor, while the EU is considering a ban on all products made with forced labor without mentioning Xinjiang. DHS chairs the interagency Forced Labor Enforcement Task Force, and is seeking more funds for CBP to investigate and block imports of goods that may be made with forced labor, including cotton, tomatoes and polysilicon-based products.

The ILO in September 2022 reported that there were 17 million people in forced labor around the world, including four million forced to work by governments.

China has over 3,000 ships that fish in deep waters, and environmentalists believe that they are overfishing waters around the world. Over 10 percent of the Chinese deep-sea fishing ships operate legally around the Galápagos islands, raising fears that overfishing there may deplete unique species in the UNESCO World Heritage Site that inspired Charles Darwin's theory of evolution.

Chinese fishing boats transfer their catch to refrigerated mother ships that provide food and fuel and return the catch to China. The FAO warned that stocks of the most prized ocean fish continue to decline.

India. India produces more milk than any other country, over 200 million tons a year from 80 million cows (the US has fewer than 10 million dairy cows). Almost half of India's milk is from buffaloes and another quarter is from crossbred cattle bred for the resilience of indigenous cattle and the higher yields of European breeds. India's dairy sector includes large farms that use fans and misters to cool cows as well as small farmers who sell milk to village cooperatives.

Philippines. The Philippine government ordered KBR to raise the wages of the 1,200 Filipino workers employed at the US military base of Diego Garcia from \$5.25 an hour to the \$7.25 federal minimum wage. KBR says that, when considering the housing and food provided to migrants, they already earn more than the federal minimum wage. Diego Garcia is 1,000 miles off the southern tip of India.

Qatar. Facilities for the November-December 2022 World Cup were built by migrants from Asian countries, some of whom paid for their Qatari jobs and then were not paid by local employers. The Al Bandary firm did not pay workers for months; workers who protested were deported. About two-thirds of the 2.8 million residents of Qatar are migrant workers.

After winning its bid to host the World Cup in 2010, Qatar adopted a minimum wage and ended the kafala employment system that made workers dependent on their sponsors, giving employers the power to prevent workers from leaving the country.

Saudi Arabia. Saudi Arabia plans to spend \$100 billion a year over the next decade to become a destination for tourists, with a goal of attracting 55 million by 2030. However, with Mecca accessible only to Muslims and alcohol often banned, attracting tourists may be difficult.

The government is spending \$40 billion to develop Ad Diriyah, the mud-brick UNESCO World Heritage site 15 miles from Riyadh where the ruling ibn Saud family took power in the 1700s and forged an alliance with Wahhab religious leaders in 1744. The Saudi Arabia population rose from about two million in the 1920s to 34 million today, including 12 million foreigners led by two million Bangladeshis, 1.5 million Filipinos and a million Egyptians.

The Standard Oil Company of California, which discovered oil in Saudi Arabia in 1935, became Saudi Aramco, and after WWII the US guaranteed Saudi Arabia's security in exchange for Saudi oil. After the November 1979 attack on the Grand Mosque in Mecca, Saudi Arabia became more conservative, restricting women and adding religious instruction in schools.

King Fahd turned to the US to help liberate Kuwait after Iraq invaded in 1990, prompting dissent from Osama bin Laden and other Saudi Arabia religious conservatives that culminated in 15 of the 19 hijackers on 9/11 being Saudis. Current King Salman appointed his 31-year old son crown prince in 2017, making Mohammed bin Salman the heir apparent.

Saudi Arabia is locked in a proxy war with Iran in Yemen. MBS has come under suspicion for the surprise resignation of the Lebanese PM during a visit to Saudi Arabia that was quickly reversed and the killing of journalist Jamal Khashoggi in 2018. MBS has launched a Vision 2030 plan to substitute technology and tourism for oil as the mainstay of the Saudi Arabia economy despite some dis-satisfaction with MBS's policies among the 15,000 members of the royal family, including 2,000 senior family members.

Sri Lanka. The Rajapaksa family led by Mahinda used a victory over Tamil Tiger separatists in 2009 to take and hold power for most of the past two decades. After being voted out in 2015 elections, the Rajapaksas returned to power in 2019 with the support of Buddhist Sinhalese who are a majority of the 22 million residents, and turned the country into a family business.

The Rajapaksa government made many mistakes in economic policy, taking on foreign debt to expand government and welfare services while cutting taxes. The Sri Lankan government defaulted on its \$36 billion in foreign debt in May 2022, the first Asian country to default since Pakistan in 1999. Whimsical Rajapaksa policies backfired, including forcing farmers to go organic by banning imports of fertilizer, which reduced crop yields and required more food imports. Food prices rose over 80 percent between 2021 and 2022.

Protestors took over government buildings in July 2022, forcing the Rajapaksas to flee to the Maldives. China holds much of Sri Lanka's debt, and its strategy is usually to defer repayment of loans but not reduce the principal owed. The Rajapaksas took Chinese loans to upgrade the port in their hometown of Hambantota and, when it was unable to repay the loan, gave the Chinese state company that rebuilt the port a 99-year lease in 2017, an example of what the US calls debt-trap diplomacy.

South Africa. The government is debating Basic Income Grants of at least R620 a month for the 34 million people aged 18 to 59 by raising taxes on the richest 10 percent of households, which have 3.5 million people. Average pretax incomes in these households are about R38,000 per person, and their tax rate would have to increase from 33 to 50 percent to cover the cost of a BIG system.

ANZ. The OECD reported that Canada and Australia faced the most severe labor shortages in summer 2022. About 30 percent of the residents of Australia and New Zealand were born abroad, and both countries largely closed their borders to immigration to prevent the spread of covid. About two-thirds of the population growth that averaged 1.6 percent a year before covid came from immigration, and population growth slowed during covid.

Australia issued 80,000 working holiday visas in 2020 and 2021, down from 180,000 a year before covid.

Citrus farmers in Riverina NSW complained in September 2022 of labor shortages in 2022, saying that they must pay more than the casual rate under the horticultural award of A\$26.73 an hour. Some farmers say that their employees are earning A\$200 to A\$300 a day. The National Farmers Federation (NFF) wants the value of benefits such as housing and food when determining whether workers are receiving at least the minimum wage, and supports criminal penalties for employers who commit wage theft.

Under the UK-Australia FTA, British backpackers will not have to do 88 days of farm work beginning in 2024 in order to extend their working holiday visas and accept nonfarm jobs. The Labor government elected in 2022 plans a special agriculture stream under the Pacific Australia Labor Mobility (PALM) program to bring more Pacific Islanders to Australia that includes four-year portable visas and respect for worker rights.

Australian farm land prices are rising. Macquarie Group sold its 103,000-hectare Lawson Grains farm in NSW and Western Australia for A\$600m to Canada's Alberta Management Investment Corporation, while Hughes Pastoral paid A\$215 million for the 438,000-hectare Miranda Downs station at Normanton in Queensland and \$100 million for 550,000 hectares in the Northern Territory.

Dutch seafarer Abel Tasman discovered New Zealand in 1642, and a year later the Dutch East India Company adopted the name in honor of Zeeland, a western province of the Netherlands. Te Paati Maori wants to change the name of the country to Aotearoa or land of the long white cloud and to change other place names to their Maori labels.

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## Global Population

The world's population is projected to reach eight billion on November 15, 2022, up from three billion in 1960. Global fertility peaked at an average of almost seven children per woman in 1970, and has since declined to about four births per woman.

Over half of the world's people, 52 percent, live in seven of the world's 200 countries. The US is third after China and India with 338 million people, followed by Indonesia with 276 million people, Pakistan with 236 million, Nigeria with 219 million, and Brazil with 215 million.

China and India each have 1.4 billion people and together they include a third of the world's people. Most of the increase in the world's population between 2022 and 2050 is projected to be in sub-Saharan Africa, where the average woman has almost five children, double the global average of 2.3 births per woman. Collectively, eight African countries are expected to add a billion people by 2050, accounting for half of the world's population increase: Democratic Republic of Congo, Egypt, Ethiopia, India, Nigeria, Pakistan, the Philippines and Tanzania.

The major variable affecting the size of the future population is fertility. The UN projects the world's population to stabilize at about 10.4 billion in the 2080s. By 2100, India is expected to have more people than China, Nigeria more than the US, and half of the world's most populous countries are expected to be in Africa. About 250 babies were born each minute in 2022 or 1,000 every four minutes, including half in Asia and a third in Africa.

The UN projects the world's population to stabilize at about 10.4 billion in the 2080s, raising the question of how many people can the earth support. The Toba supervolcano on Sumatra in 72,000 BC sent volcanic ash 30 miles into the atmosphere and created a volcanic winter that may have reduced the human population to 10,000.

Most of the world's population growth is recent. The world's population was a billion in 1820, and a century was required for the global population to double. Between 1927 and 2022, the world's population quadrupled from two billion to eight billion.

Amazon founder Jeff Bezos predicts and welcomes a trillion people, emphasizing that some will live on other earths, while naturalist Sir David Attenborough believes that many of earth's problems can be traced to overpopulation. The Population Bomb (1968) echoed the fears of overpopulation and predicted widespread famine.

There are many ways to think about the effect of humans on the earth. By weight, humans are a third of the weight of terrestrial vertebrates, livestock 66 percent, and wildlife one percent, demonstrating the way in which feeding the human population has shrunk wildlife.

World leaders in 2015 adopted 17 Sustainable Development Goals (SDGs) to ensure “peace and prosperity for people and the planet, now and into the future.” Over 150 world leaders addressed the UN General Assembly in September 2022 amidst acknowledgement that many of the SDG’s goals such as eliminating poverty, defined as living on less than \$1.90 a day, improving gender equality and offering education for all, and reducing the inequalities that lead to disorganized migration.

Most of the September 2022 speeches dealt with short-term issues such as the effects of the Russian invasion of Ukraine on higher food and energy costs. Many leaders referenced climate change, where developing country leaders demanded that richer countries to do more to assist developing countries to cope with the effects of climate change. The OECD in September 2022 warned that economic growth would slow in 2022 and 2023 due to higher food and energy costs.

## OTHER

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### California Ag

California farm sales topped \$51 billion in 2021, up from \$49 billion in 2020, 12 percent of US farm sales of \$434 billion, including \$238 billion from the sale of crops and \$195 billion from the sale of animal commodities.

In 1970, California accounted for 10 percent of US farm sales. Some 8.5 million acres were harvested in 1970, including three-fourths field crops led by 1.9 million acres of hay, 1.1 million acres of barley, 660,000 acres of cotton, 535,000 acres of wheat, and about 330,000 acres each of rice and sugarbeets.

There were 450,000 acres of grapes in 1970, including 55 percent raisin grapes and 30 percent wine grapes. Lettuce was the largest acreage vegetable, 145,000 acres, and there were 35,000 acres of fresh market tomatoes and 8,500 acres of strawberries. There were 160,000 acres of oranges, 80,000 acres of peaches, and 40,000 acres of pears.

There were 150,000 acres of almonds and 145,000 acres of walnuts in 1970; pistachio acreage was not recorded.

Persisting drought is changing cropping patterns. Sacramento Valley rice farmers have some of the most senior water rights, but in 2022 rice acreage fell to 285,000, the lowest since the 1950s. California farmers specialize in Japonica varieties used in foods such as sushi and paella. One reason for declining rice acreage is that many farmers also have perennial crops, so that less water means diverting the water available to almonds, pistachios and walnuts. Acreage of tree nuts has continued to increase despite rising costs for fertilizer and water and stable or declining prices.

Mechanization. Rising labor costs are prompting more efforts to mechanize tasks now done by hand. The keys to mechanization include uniform ripening and standardizing plants and the fruits and vegetables they produce. Over the next five years, farmers are likely to make incremental changes that improve worker efficiency and to adopt labor-saving machines in packing houses and other controlled environments.

By 2030, there are expected to be more innovations that improve worker productivity and more robotic pruners, sprayers, and disease/pest detectors in use, setting the stage for mobile robotic systems that can identify and harvest crops. Mobile robotic systems for major commodities are in development, but many growers say that, until they are perfected, they need secure sources of seasonal workers, generally from lower wage countries.

In order to promote the mass adoption of mobile robotic systems, government could invest in basic research, facilitate collaboration across the supply chain, and share risks as robots are developed and refined. An ecosystem of private specialists who combine technology with the needs of specific farms is likely to evolve, and produce buyers may have to offer assurances to

growers that they will purchase produce from more automated farms in order to justify grower investments.

Past predictions of the development and diffusion of labor-saving mechanization proved optimistic. For example, in the late 1970s it was estimated that five percent of the state's lettuce, 10 percent of the raisin grapes, and up to 25 percent of the state's fresh tomatoes would be harvested mechanically by 1985. Four decades later, mechanization shares are far less/..

Cannabis. Prop 64 legalized recreational use of cannabis in 2016; Prop 215 legalized medical marijuana in 1996. The goal was to legalize the industry and generate tax revenues, but the result is more illegal cannabis growing and selling than ever, and far fewer tax revenues than anticipated.

One goal of Prop 64 was to ensure that legal cannabis is produced by small farmers, which is why licenses are limited to one acre until January 1, 2023. However, larger farmers can accumulate multiple one-acre licenses, so that the 10 largest legal growers had 1,862 of the 8,338 licenses issued by the state in 2022. Humboldt county had over 15,000 grow sites before Prop 64, but had fewer than 1,000 licensed growers in 2022.

Prop 64 allows cities and counties to ban cannabis businesses within their jurisdictions. Two-thirds of the state's cities prohibit brick-and-mortar retail cannabis stores, giving the state 1,200 retail outlets and 600 home-delivery businesses in 2022.

Growing cannabis illegally was downgraded from a felony to a misdemeanor, which is one reason why marijuana produced illegally accounts for 70 percent of the state's cannabis sales. State and local taxes can be as much as 40 percent of the retail price of legal cannabis, fueling the untaxed black market.

California shares a Mediterranean climate, long periods of sunshine and no rain during the hottest time of the year, with southwestern Australia, Central Chile, and South Africa. The five regions with Mediterranean climates account for two percent of the world's land area but 20 percent of its plant species, some of which are threatened due to fewer winter storms to replenish water supplies.

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## US Ag, Trade

US net farm income is projected to be \$148 billion in 2022, up from \$140 billion in 2021; about 10 percent of net farm income reflects government support for farmers. Farm sales are expected to be \$525 billion in 2022, reflecting \$274 billion worth of crops and \$251 billion worth of livestock commodities. Much of the increase in farm sales reflects higher prices.

Farm sector assets are about \$4 trillion, while farm debt is about \$500 billion or an eighth of farm assets.

The Specialty Crops Competitiveness Act of 2004 defines specialty crops as fruits and vegetables, tree nuts, dried fruits, and horticulture and nursery crops, including floriculture. California had 61 percent of US fruit and nut acreage and 45 percent of vegetable acreage in 2017, while Florida and Washington each had over 5 percent of total US acreage of fruits, nuts and vegetables.

Milk prices rose to a record \$26 per hundredweight in spring 2022, surpassing the previous record in fall 2014. The US has 9.4 million dairy cows, and they are being consolidated on fewer and larger farms; a third of dairy cows are in CA and WI .

Milk consists of water (87 percent), milk fat (four percent), and skim solids (nine percent) such as protein, lactose, minerals, and trace elements. The consumption of fluid milk is declining, while consumption of butter and cheese is rising; over 40 percent of milk fat is used to make cheese, and 20 percent is used to make butter. The retail price of butter approached \$5 a pound in Fall 2022.

Photosynthesis is the biological process that allows plants to use sunlight, water and carbon dioxide to produce oxygen and energy-rich carbohydrates. Amanda P. De Souza of the University of Illinois modified the genes of soybean plants so that they use photosynthesis more

efficiently, raising yields, by reducing the time that plants require to return to growth after periods of too much sun. The more usual way of increasing crop yields is to help plants take in more nutrients such as nitrogen.

Agriculture produces 11 percent of US greenhouse gas emissions. USDA in 2022 committed \$22 billion to reducing such emissions with climate-smart agriculture assistance policies that aim to store carbon in the soil. Most of USDA's climate funding supports conservation programs that are already oversubscribed, as when farmers receive payments in exchange for keeping their land in grass.

Moline, Illinois-Deere sells 60 percent of the high-horsepower tractors used in Canada and the US, generating \$44 billion in sales in 2021. Deere and its competitors are developing software to make farm equipment operate autonomously and capture data from growing and harvested crops. Some farmers do not want to share production data with equipment makers, arguing that doing so could give them too much insight into their operations.

Deere acquired Blue River Technology in 2017, which found that two-thirds of the herbicides applied by conventional sprayers lands on places other than weeds. Blue River developed technology that allows precision spraying to target weeds, reducing the use of herbicides.

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## Food, Wine

The price of wheat, which was less than \$8 a bushel before Russia invaded Ukraine in February 2022, jumped over 50 percent to over \$12 a bushel in March and again in May 2022, and then returned to \$8 a bushel in July-August 2022 as Ukraine resumed wheat exports. Wheat and other grain prices are expected to remain higher than historical averages because of high energy and fertilizer costs.

World food supplies are sufficient to provide each of the world's eight billion people with 3,000 calories, 85 grams of protein, and 90 grams of fat a day, more than enough for human metabolic needs. However, poverty and food loss and waste mean that three billion people are food insecure, and more people may become food insecure due to rising food prices that hurt those who spend a higher share of their incomes on food.

A global index of food prices jumped almost 20 percent between January and March 2022; Russia invaded Ukraine February 24, 2022. Only a quarter of the world's food by value crosses national borders. This trade in food helps to stabilize prices by smoothing demand and supply in areas affected by weather and disease events.

The UN requested \$46 billion for emergency food assistance in 2022; countries pledged to provide a third of this amount. Advocates for more food aid warned that failure to feed people could lead to more migration, which could be more costly for rich countries.

Critics of the current food system note that the demand for grains and oil seeds to feed animals raised for meat and to make biofuel have increased much faster than the demand for food. Governments could free up grains and oil seeds for people by encouraging consumers to eat less meat and reducing ethanol mandates.

The price of Arabica coffee beans doubled from \$1 a pound in mid-2020 to \$2 a pound in mid-2022 due to drought and frost in Brazil, the world's largest exporter. Instead of the 50 million 132-pound bags expected between July 2022 and June 2023, Brazil's harvest may be only 35 million bags. About half of Brazil's Arabica coffee is from Minas Gerais.

The cocoa industry employs six million people in Ivory Coast, including a million farmers who grow and harvest cocoa beans that are usually exported raw; Ivory Coast produces 45 percent of the world's cocoa beans. With the support of NGOs, some cocoa producers are roasting and grinding cocoa beans to make chocolate in a bid to create more jobs that pay more than the country's \$100 monthly minimum wage.

Cocoa pods are harvested in the spring and fall and the white pulpy beans are extracted and dried, turning them brown. Farmers receive \$0.60 to \$0.70 per pound for their dried beans.

US. Three fourths of Americans adults are obese based on the body mass index. The White House Conference on Hunger, Nutrition and Health in September 2022 released a five-point plan to make healthy food more affordable and accessible and to invest in expanding physical-activity options and enhancing research on food and nutrition. Biden also promised to reduce food waste; a third of US food is not eaten.

American adults get over half of their calories from ultra-processed foods, defined as everything from breakfast cereals to sweetened yogurts; adults in Europe get a third of their calories from similar foods. Ultra-processed foods often include salt, sugar, and fat, making them addictive in some people and leading many adults to consume extra calories.

Rising food prices changed consumer behavior in summer 2022, with more people switching from national to cheaper store brands such as Kroger's Simple Truth, Whole Foods Market's 365 or Costco's Kirkland. TreeHouse Foods, the largest private-brand food manufacturer, notes that store brands are 20 percent to 30 percent cheaper than national brands from Campbell's, Mondelez or Kellogg.

Self-checkout is spreading in grocery stores aiming to reduce costs and minimize interactions. The Food Industry Association reported that 96 percent of grocery stores with at least 50,000 square feet offered self-checkout in summer 2022. The machines cost \$15,000 to \$30,000, and usually require one employee per five machines.

An E. coli outbreak was linked to romaine lettuce served by Wendy's in August 2022 in midwestern states. E. coli bacteria can lead to cramps, diarrhea and vomiting after three to four days, and usually recover within a week.

Wine. Americans drank more alcohol during the pandemic, leading to over 140,000 deaths linked to drinking and raising questions about whether alcohol taxes should be raised. Studies show that raising taxes on tobacco reduced smoking, and many advocates want alcohol taxes raised to discourage especially young people from excessive drinking. Oregon, which has no state sales tax, defeated a proposal for a \$0.21 increase in the tax on a 12 -ounce beer and a \$0.40 increase on a five ounce glass of wine.

Fred Franzia, CEO of Bronco and best known for creating affordable wines such as Two-Buck Chuck, died in September 2022. The price of the 2.7 pounds of grapes needed to make a bottle of wine costs less than \$1 in California. Franzia asserted that no wine should cost more than \$10 a bottle, suggesting that more expensive wines were efforts to get consumers to pay more than necessary for wine.

Bronco is the seventh largest US winery, producing about nine million cases a year; the Wine Group sells Franzia boxed wine. In 2008, a 17-year-old pregnant employee of a farm labor contractor died while working in a vineyard owned by a Bronco subsidiary.

EU vineyards averaged 1.4 hectares or 3.5 acres, and ranged from an average 11 hectares in France to less than 0.5 hectares in Greece and Romania. Italian and Spanish vineyards are on average two hectares or five acres. By comparison, California vineyards average 30 hectares and Washington state 22 hectares.

Bordeaux is producing too much wine. Some 4.7 million hectoliters were sold in 2018 and 3.9 million in 2020. In 2005, some 10,000 hectares of wine grapes were removed to reduce the supply of wine, and there are proposals to reduce wine grape acreage again at a cost of about E2,000 per hectare.

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## Climate Change

The UN's Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services issued a report in July 2022 that concluded that half of the world's people rely on 50,000 wild species for at least some of their food, energy, medicine and income. Earlier reports concluded that a million plant and animal species were at risk of extinction, and that governments were doing too little to prevent catastrophic biodiversity collapse.

Plants use photosynthesis to convert carbon dioxide from the air into energy that is stored in the soil. Many food companies want farmers to do more to reduce greenhouse gas emissions,

prompting the development of programs that pay farmers to adopt practices such as planting cover crops that store more carbon dioxide in their soil. Cargill in 2022 is offering farmers \$25 per metric ton of carbon dioxide that they take from the atmosphere and store in the soil.

Should countries that emit carbon compensate countries that suffer from global warming? A study published in July 2022 estimated that the five leading carbon emitters caused \$5 trillion in economic losses between 1990 and 2014, including \$1.8 trillion each from the US and China and \$500 billion each from Russia, India, and Brazil. The methodology involved estimating how much emissions raised temperatures in various countries, and how rising temperatures reduced GDP growth.

World Bank president David Malpass in September 2022 agreed that burning fossil fuels contributes to climate change, writing "it's clear that greenhouse gas emissions from human activities are causing climate change, and that the sharp increase in the use of coal, diesel, and heavy fuel oil in both advanced economies and developing countries is creating another wave of the climate crisis."

European nations experienced record heat and drought in summer 2022, with temperatures topping 40C or 104F in London and Paris; the temperature was 51C or 124F in Sicily. Wildfires forced evacuations and reduced air quality, and rivers including the Rhine and Po were at historic low levels.

The US also experienced record heat in Texas and the Midwest in summer 2022, wildfires in the west, and drought that is drying up of the Great Salt Lake and reducing flows in the Colorado River. The seven hottest years in the US since the 1880s have occurred since 2015, including a record 134F in Death Valley in July 1913. Death Valley is a below-sea-level desert in southeastern California surrounded by high mountains. The warmest and coldest days in the mainland US are west of the Mississippi river.

China also experienced drought and hotter temperatures in summer 2022. The Three Gorges Dam, China's biggest hydropower project that lies upriver on the Yangtze, released extra water to allow shipping on the Yangtze to continue. Heat in the center of China was accompanied by flooding at the edges of the country, leading to floods and displacement.

Many analysts attributed the record heat and drought of 2022 to climate change. However, policy makers had more immediate priorities, including grappling with inflation and the war in Ukraine. Some of the younger people most concerned about climate change do not vote.

President Biden promised to reduce US greenhouse gas emissions by 50 percent from 2005 levels by 2030, which requires changing how electricity is generated and a higher share of electric cars. The US emitted 6.6 billion tons of greenhouse gases in 2005 and 5.2 billion tons in 2020.

Economists have long argued that the most efficient policy to reduce emissions is a tax on carbon that would give emitters incentives to reduce their emissions by buying and selling rights to emit, carbon trading. Economists say that the optimal carbon tax is about \$50 per ton emitted, drawing criticism from activists who believe the price should be \$100 or more per ton. Furthermore, activists argued that, as with freer trade, carbon taxes would be borne by poorer residents.

The Inflation Reduction Act enacted in August 2022 uses subsidies for clean energy rather than carbon taxes to encourage an energy transition. Many activists favor more government investment as contained in the IRA rather than carbon taxes.

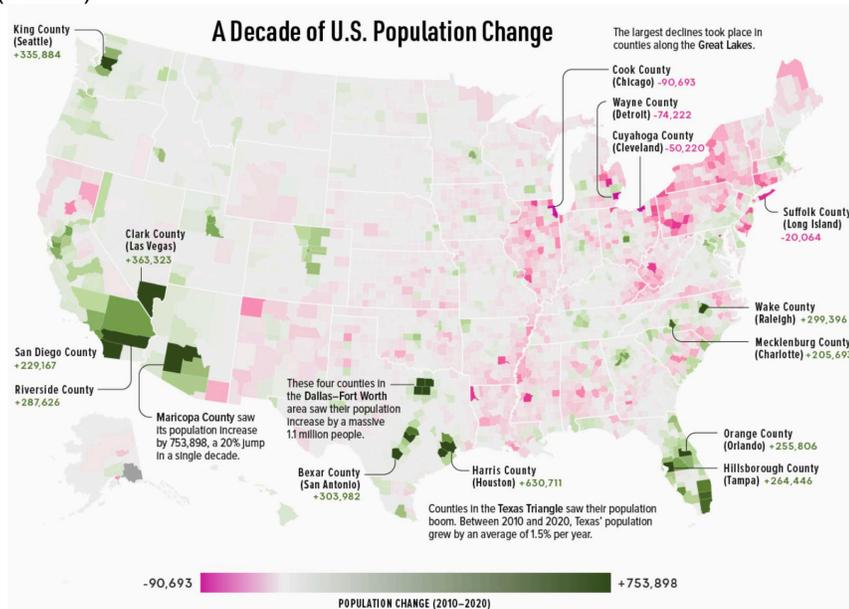
About three-fourths of the world's fresh water is frozen ice that is concentrated in Antarctica and Greenland; if all of the world's ice melted sea levels would rise up to 300 feet. The East Antarctica Ice Sheet is about the size of the US and accounts for over half of the world's ice.

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## Population changes by county, 2010 to 2020

Between 2010 and 2020, the US population rose from 309 million to 331 million. Population trends vary by county. Over half of the 3,143 US counties lost population during the decade. Counties losing people are often rural, while most metro countries gained residents. Over 86 percent of US residents were in metro counties in 2020.

Maricopa county (Phoenix) gained the most residents over the decade, almost 754,000, followed by Harris county (Houston) with over 630,000. Five of the 10 counties adding the most people over the past decade were in Texas. Midwestern counties lost the most residents, led by the net loss of over 90,000 residents in Cook county (Chicago) and almost 75,000 from Wayne county (Detroit).



<https://www.census.gov/library/stories/2021/08/more-than-half-of-united-states-counties-were-smaller-in-2020-than-in-2010.html>



# TITLE I PART C

## Education of Migratory Children



October 3, 2022

# BULLETIN



### Meatpacking workers, advocates describe 'dehumanizing' conditions in Nebraska plants

Jenna Thompson Sep 4, 2022 Updated Sep 9, 2022 0

journalstar.com

### Meatpacking workers, advocates describe 'dehumanizing' conditions in Nebraska plants

This summer, the Journal Star interviewed workers from three different Nebraska meatpacking plants. They voiced longstanding concerns about frequent injuries and hazardous working conditions, discrimination and harassment.



Watch now: Ex-meatpacker speaks out on working conditions

But that didn't serve me at all because all of my earnings went towards investing in medical help.

Professional Development  
Parent & Family Engagement  
FACE & PAC



Veronica Estevez



**HYBRID PD**

Date: October 19th, 2022  
Time: 11:00 AM Central  
Zoom & Buena Vista High School

**From the desk of Heather Hackett**

Title IC: Migrant Education Program Coordinator, Educational Service Unit 1

## Home-Based Family Engagement Training & Coaching Series

September

October

November

### September Training/Coaching Series

Initial Training

Sept. 7<sup>th</sup> 8:30 – 9:30

Sept. 8, 13, 15 & 20 8:30 – 10:30

3 Coaching Conversations to follow Initial Training Series

November, January, March

### October Training/Coaching Series

Initial Training

October 3<sup>rd</sup> 8:30 – 9:30

October 4, 6, 11 & 13 8:30 – 10:30

3 Coaching Conversations to follow Initial Training Series

December, February, April

### November Training/Coaching Series

Initial Training

November 7<sup>th</sup> 8:30 – 9:30

November 8, 10, 15 & 17 8:30 – 10:30

3 Coaching Conversations to follow Initial Training Series

January, February, April

**From the desk of Maricela Novoa**

Central Region Early Learning Connection Bilingual Specialist, [Educational Service Unit #10](#)

I am really excited about this conference for parents in Spanish. This is a Morning Session only and topics include:

- Activities to do with your children
- How to engage your local community
- Resources available: Learning Begins at Birth
- Keynote speaker – Portia Kennel

I hope we can collaborate and set up a few watch parties in the Central Region. The first 500 families to sign up will be eligible for a \$30 gift card. It will be Saturday, October 22, 2022 from 9 a.m. to 12:30 p.m. and will be free for all participants.

Please let me know if you would like a bit more information.

[Family Engagement Morning Conference](#)



**From the desk of Tomas Mejia**

Colorado Dept of Education

Who wants to come to Colorado? Two job postings: One is for the MEP office manager and the other is for a binational coordinator.

<https://www.governmentjobs.com/careers/colorado/jobs/3741174/migrant-education-binational-coordinator-non-classified?keywords=CDE&pagetype=jobOpportunitiesJobs>

<https://www.governmentjobs.com/careers/colorado/jobs/3741183/mep-office-manager-non-classified?keywords=CDE&pagetype=jobOpportunitiesJobs>



Join the U.S. Department of Education for a 3-part webinar series on promoting promising practices, resources and understanding existing barriers to mental health services for students. This webinar series will tackle pressing issues facing the field and will highlight ways to support student mental health, increase access to services, and support the whole child.

**Tuesday, October 4, 2022 at 4:00pm:**

***Evidence in Action: How States and Districts can Promote Mental Health***

Register here: [https://ed-gov.zoomgov.com/webinar/register/WN\\_pGC8FulzSoq4I6f\\_mb9TyQ](https://ed-gov.zoomgov.com/webinar/register/WN_pGC8FulzSoq4I6f_mb9TyQ)

**Tuesday, October 11, 2022 at 4:00pm:**

***The Importance of Trauma Informed Pedagogy and Student Identity in Mental Health***

Register here: [https://ed-gov.zoomgov.com/webinar/register/WN\\_u2Bu961dSDKLwt5HtdDgbA](https://ed-gov.zoomgov.com/webinar/register/WN_u2Bu961dSDKLwt5HtdDgbA)

**Tuesday, October 25, 2022 at 4:00pm:**

***Reducing Stigma and Improving Access to Mental Health Services***

Register here: [https://ed-gov.zoomgov.com/webinar/register/WN\\_A6VzFzoFQBuX1Twn941BA](https://ed-gov.zoomgov.com/webinar/register/WN_A6VzFzoFQBuX1Twn941BA)

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**From the desk of Jessica Castañeda**

IDRC Director

**Nebraska Examiner**

Nebraska 'robotics cluster' to receive \$25 million from Biden challenge to train more workers in high-tech ag jobs

[Link](#) - A Nebraska coalition seeking to increase the state's workforce in robotics and automated manufacturing in agriculture will receive \$25 million through a workforce initiative of President Joe Biden.

# COS™-P INTERVENTION INFORMATIONAL OVERVIEW

**Join us on October 14 from 12-1pm (CT)!**

Circle of Security™-Parenting (COS™-P) is a relationship-based early intervention program designed to enhance the attachment and security between caregivers and their children. The skills and information learned in COS™-P can be used in a variety of settings, including groups, family therapy and home visitation.

Register for our **FREE** overview to learn more about COS™-P intervention and how attachment impacts caregivers, children and their relationships.

This webinar is intended for professionals who work with children and parents in a variety of settings, including **child welfare, home visiting, educational services, childcare, early development, GALs**, and more.

[Click Here to Register](#)

[Download the Flyer](#)

*Continuing Education: Attendees will receive a certificate of attendance, agenda, and handouts, which can be used for submitting and requesting CE credit on their own.*

**Speaker: Sami Bradley**

Licensed Mental Health  
Practitioner



Sami Bradley is experienced working hands on with children birth to 18 as a Licensed Mental Health Practitioner who specialized in Play Therapy, Family Therapy, and Child-Parent Psychotherapy. She also is a Circle of Security™ Facilitator. She has presented at trainings and conferences on early intervention, infant and toddler mental health, and other mental health concerns. Sami also has previous working experience with Early Developmental Network and Head Start. She earned her Masters of Education in Community Counseling from University of Nebraska at Kearney, and has special endorsements for being a Registered Play Therapist from the Association of Play Therapy.

Questions? Contact Melissa at [mvillarreal4@unl.edu](mailto:mvillarreal4@unl.edu)



NATIONAL  
**Family Support**  
NETWORK



The National Family Support Network's [Webinar Wednesdays series](#) raises awareness of Family Resource Centers, Family Resource Center Networks, and the nationally-adopted Standards of Quality for Family Strengthening & Support. We welcome you to join us for these **free** opportunities to increase your knowledge and to share this information with others who may be interested to participate.

Standards of Quality



for Family  
Strengthening & Support

October 5, 2:30-3:45pm ET  
**An Overview of the Standards of Quality for Family  
Strengthening & Support**

*What does it mean to be a quality Family Strengthening and Support Program?*

This webinar will provide an overview of the nationally-adopted [Standards of Quality for Family Strengthening & Support](#). It will include examples of how they are being implemented at the systems and program level, including through the [Standards Certification Training](#) which more than 13,000 people have successfully completed nationwide. For more information and to register, please click [here](#).



October 12, 2:30-3:45pmET  
**Uncovering America's Best Kept Secret: Family Resource Centers  
and Family Resource Center Networks**

*What are [Family Resource Centers](#) (FRCs) and how are they networked across the country?*

What does research show about the positive outcomes FRCs have achieved for children and families? Why are so many public and private funders at the state, city, county, and community levels choosing to invest in FRCs? For answers to these questions and those of your own, please join us for this informative webinar. For more information and to register, click [here](#).



MARYLAND  
FAMILY  
NETWORK

October 26, 2:30-3:45pmET  
**Network Spotlight: Maryland Family Network**

*How does a long-established FRC Network adapt to a changing family landscape and position effectively for growth?*

This webinar will spotlight the [Maryland Family Network](#) (MFN), the state-wide intermediary organization overseeing the Network of Family Support Centers (FSCs). Established in 1986, the Network has grown to include a dozen FSCs, with more in the pipeline. The opportunity for growth has led the MFN to reflect on its work and refine both its FSC model and Network processes to be more responsive and inclusive. For more information and to register, click [here](#).

# Virtual Trainings

NFSN offers these Trainings on the 4th week of each month.



## October 25 & 26 - Developing and Sustaining Effective Parent Advisory Committees Training

*How can an active Parent Advisory Committee enhance a Program's work with families?*

[This unique, highly-rated training](#) is designed for **program managers and direct service staff** who work with, or would like to develop, a Parent Advisory Committee (PAC). Whether Programs are exploring setting up a new PAC, or seeking to strengthen an existing one, this training will provide staff with the strategies and tools to maximize the great potential of shared staff-parent leadership. The training is co-conducted by a NFSN staff member and an experienced national Parent Leader. Please note that the participation of Program leaders (Executive Directors, Directors, Managers) is needed in order to be able to implement the model effectively. Click [here](#) for more information and to **register by 10/13** (within the U.S.) or **10/11** (outside of the U.S.)

To learn how you can host this training for Programs in your area, click [here](#).



## October 27 & 28 - Standards of Quality Certification Training

*What does it mean to be a quality Family Strengthening and Support program?*

The Certification Training details how the nationally-adopted [Standards of Quality for Family Strengthening & Support](#) can enhance your work with families. Whether you are program staff setting up a new program or strengthening an existing one, or a funder developing or monitoring programs, the Standards provide a blueprint for implementing best practice, with a particular emphasis on Diversity, Equity, and Inclusion. Participants who successfully complete the training will receive a certificate from the National Family Support Network, valid for two years. Click [here](#) for more information and to **register by 10/17** (within the U.S.) or **10/13** (outside of the U.S.)



# TITLE I PART C

## Education of Migratory Children



September 26, 2022

### BULLETIN

From the desk of Suzanne Hult/Omaha Public Schools



Kendy Zayas Vargas is a new Migrant Service Provider Lead for the Omaha Migrant Project. She will be primarily working with Family Literacy and OSY. Kendy graduated from University of Nebraska-Omaha with a degree in Foreign Languages and Literature in Spanish and a minor in math. She is currently pursuing a master's degree at UNO in Language Teaching. Prior to moving to Omaha, Kendy was a Service Provider for the ESU7 Migrant Project. Kendy was also a migrant student when she attended school in Columbus, NE. We are happy to welcome Kendy to our team!



### Hear about the AgriStress Helpline on NPR's Saturday Weekend Edition!

Tune in to the [NPR Saturday Weekend Edition](#) with Scott Simon to hear more about the AgriStress Helpline<sup>SM</sup>.

The AgriStress Helpline is a 24/7 mental health and crisis support line built for the agriculture, fishing, and forestry communities.

Did you miss out on hearing it live? No worries, you can listen on NPR's website at anytime!



[Listen now!](#)

[Learn more!](#)

**AgriStress**  
HELPLINE<sup>SM</sup>

# Launching the 24/7 AgriStress Helpline in Your State

Learn more during our 30 min.

virtual webinar:

September 29, 2022

10am PT / 11am MT / 12pm CT / 1pm ET



Farmers and ranchers in multiple states can now access a crisis service helpline 24/7 staffed by trained professionals.

The **AgriStress Helpline** is an evidence-based suicide prevention lifeline designed for agricultural communities. Attend this 30 min webinar to learn how to implement the AgriStress Helpline in your state.

#### Participants will learn how:

- this innovative crisis model serves a critical unmet need.
- the fee structure is determined.
- to prepare for a 30-day launch.
- the partnerships are structured and customized to meet the unique needs of agricultural producers in each state.

Register here: <https://us02web.zoom.us/meeting/register/tZErf-urqT8uH9Ffgn9aBQFMzuEbCHRbQVE6>

[agrisafe.org](https://agrisafe.org)





Saturday, Sept. 10, is World Suicide Prevention Day. The day (established in 2003 by the [International Association for Suicide Prevention](#) in conjunction with the [World Health Organization](#)) "focuses attention on the issue, reduces stigma and raises awareness among organizations, government, and the public, giving a singular message that suicide can be prevented."

The theme for 2021-2023 is "Creating Hope Through Action" and was established to highlight that hope comes from the care and support of the community.

Search your social media for #worldsuicidepreventionday for helpful links and interesting stories.

To learn more about iSOSY's Suicide Prevention training module, visit the Personal Wellness page [HERE](#)



[www.osymigrant.org](http://www.osymigrant.org)



# TITLE I PART C

## Education of Migratory Children



September 19, 2022

## BULLETIN

**Join us!**

# Conference for Families and Parents of Small Children

**Saturday, October 22, 2022**  
9:00 am - 12:30 pm

A photograph of a diverse family consisting of a father, a mother, and a young child, all smiling warmly. They are positioned in front of a teal background that features a faint circular graphic with two dots and a line.

Because you are leaders in the early childhood field, professionals working with young children, and families who are raising children, we would like to invite you to the first Conference for the Families and Parents of Small Children to be held virtually on Saturday, October 22, from 9:00 a.m. to 12:30 p.m. The conference is a partnership between several organizations and parent representatives who have come together to offer families a forum for early childhood information and an opportunity for their voices to be heard.

We also encourage you to reach out to your constituents who work with families or to the parents who are a part of your community to join us for this day in celebration of and partnership with Nebraska families. Conference sessions include developmental discussions, activities, and advice on partnering with your community to build a better early childhood system.

We are asking for your help in promoting the conference. There is a promotional toolkit available **online**. We look forward to seeing you at the conference!

Thank You,  
The Conference Organizers

Register here : [https://nebraskapdg.org/how-to-get-involved/family-engagement/family-engagement-conference.html?blm\\_aid=109323267](https://nebraskapdg.org/how-to-get-involved/family-engagement/family-engagement-conference.html?blm_aid=109323267)

Conferences are available in Spanish.

# Conference Sponsors



## Our Contact Information

Nebraska Children & Families Foundation  
215 Centennial Mall South  
Suite 200  
Lincoln, NE 68508  
402-476-9401  
<http://www.NebraskaChildren.org>

### Rural Migration Blog September 2022 Fruit and Vegetable Imports

The US is expected to import \$43 billion worth of fresh and processed fruits and vegetables in FY22, up from \$39 billion in FY21. Some \$16 billion of fresh fruit was imported in FY21, accounting for 40 percent of fruit and vegetable imports by value, followed by \$10 billion or 25 percent fresh vegetables and \$6 billion each for processed fruits and vegetables.

[Continue reading "Fruit and Vegetable Imports"...](#)

### The H-2A Program in 2020

The H-2A program allows US employers who anticipate labor shortages to be certified by the US Department of Labor (DOL) to employ guest workers (1) if they try and fail to recruit US workers and (2) if the employment of H-2A workers does not adversely affect US workers. The recruitment test involves farmers posting their jobs and failing to attract US workers, and the adverse effect test requires employers to pay an Adverse Effect Wage Rate that is typically higher than federal, state, and local minimum wages.

[Continue reading "The H-2A Program in 2020"...](#)

### Guest Workers and Trafficking

The ILO estimated that 25 million people were in forced labor exploitation and forced marriage in 2016; 16 million were in forced labor, five million were in forced marriage or sex work, and four million were in state-imposed forced labor, as with prison labor.

[Continue reading "Guest Workers and Trafficking"...](#)

### Immigrant Integration

How well do immigrants and their children integrate into the US economy and society? During the third wave of immigration before WWI, when a million immigrants a year arrived in the US from southern and eastern Europe, there were fears that Italians, Jews, Poles and others would not become Americans. The arrival of rural Mexicans and Central Americans raises similar fears today.

[Continue reading "Immigrant Integration"...](#)

### Global Population to 2050

The world's population is expected to reach eight billion on November 15, 2022. The UN projected that there will be 8.5 billion people in 2030 and 9.7 billion in 2050, reflecting annual population increases of almost 80 million from 135 million births and 55 million deaths a year.

[Continue reading "Global Population to 2050"...](#)



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**nfwm.org/news**

A woman wearing a pink headscarf and a light blue shirt is working in a tomato field. She is looking down at a tomato on the vine. The background shows more tomato plants and a clear blue sky.

*You can help reduce*  
**CHILD LABOR  
IN AGRICULTURE**

*Learn more in a free webinar with  
Alianza, Child Labor Coalition & NFWM  
Tuesday, Sept. 27 @7-8 P.M. EST*

Register here: <https://nfwm.org/news/>



# TITLE I PART C

## Education of Migratory Children



September 12, 2022

# BULLETIN

## ESU 7 Summer Program



### 2022 Hispanic/Latino Summit Scholarship/Gallery of Stars

Submit your application @

[https://docs.google.com/forms/d/1u\\_q4LCPAKe4bxA9ySKCXjPIQ6SQWcmqwTGiVmjColj4/edit](https://docs.google.com/forms/d/1u_q4LCPAKe4bxA9ySKCXjPIQ6SQWcmqwTGiVmjColj4/edit)



después de la  
**escuela**

HISPANIC LATINO YOUTH SUMMIT 2022

OCTOBER 11, 2022

INSPIRING POSITIVE FUTURES

Deadline is September 23, 2022

# Child Count Update!

2020-21 Final 3-21 Child Count: 4051

2020-21 Preliminary Count (as of 7.14.21 last year): 3646

2021-22 Preliminary Child Count (as of 7.12.22): 3854

## **Celebrations!**

- We are 197 eligible children away from last year's final count
- We are 208 eligible children ahead of where we were last year at this time!





# TITLE I PART C

## Education of Migratory Children



September 6, 2022

## BULLETIN

From the Office of Danielle Cole, ESU 13 MEP

Please Welcome ESU 13 MEP new staff!



**Jane Dye** is a Service Provider out of Sutherland, Nebraska. She is certified in Elementary Education K-8 and has lots of experience working with students in a variety of settings. Her contact information: Phone (308) 672-6880 Email [jdye@esu13.org](mailto:jdye@esu13.org)



**Virginia Daly** is our new Data Specialist out of the Scottsbluff office. She is currently completing her Business Admin Degree and brings with her a great deal of office management and customer service experience. Her Contact Information is:

Phone (308) 765-4252  
Email [vdaly@esu13.org](mailto:vdaly@esu13.org)



**Betty** will be a Recruiter for the Valentine, NE and surrounding areas. Betty comes to us with a lot of experience, having worked with the North West Community Action Partnership Head Start as a Home Visitor, working with families and young children. We are super excited to have Betty join our team!

Phone Number: (308)207-5581  
Email Address: [bschbauer@esu13.org](mailto:bschbauer@esu13.org)



**A note from Amanda**

I plan on supporting his transition as much as needed, especially through the upcoming CNA and SDP process. It doesn't seem possible that 12 years have passed since I was learning all the ins and outs of the migrant program as a new coordinator.

Amanda supported the Grand Island Migrant Education Program as the MEP Coordinator for 12 years. Beginning in the 22.23 year she will be transitioning to her new position as Supervisor for Daniel Jaimes.

**From the Office of Jessica Castaneda – IDRC Director**

Channel 1011 Now: Nebraska sees decline in agriculture due to crop prices and drought.

Access link below to read the article.

[Link](#) - The latest report from the U.S. Department of Agriculture shows an economic downturn for agriculture in Nebraska.

**From the Office of Heather Hackett**

<p><b>Home-Based Family Engagement Training &amp; Coaching Series</b></p> <p>September</p> <p>October</p> <p>November</p>	<p><b>September Training/Coaching Series</b>  Initial Training  Sept. 7<sup>th</sup> 8:30 – 9:30  Sept. 8, 13, 15 &amp; 20 8:30 – 10:30  3 Coaching Conversations to follow Initial Training Series  November, January, March</p> <p><b>October Training/Coaching Series</b>  Initial Training  October 3<sup>rd</sup> 8:30 – 9:30  October 4, 6, 11 &amp; 13 8:30 – 10:30  3 Coaching Conversations to follow Initial Training Series  December, February, April</p> <p><b>November Training/Coaching Series</b>  Initial Training  November 7<sup>th</sup> 8:30 – 9:30  November 8, 10, 15 &amp; 17 8:30 – 10:30  3 Coaching Conversations to follow Initial Training Series  January, February, April</p>
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Training being offered from UNL on a family engagement approach called Getting Ready. For more information access the link below.

They train individuals who work primarily with Birth-Age 5 on building family engagement through communication, goal setting, and affirmation. They work with staff that do home visits, but they also work with child care centers as well. I am going to include the link to their website so you can do more reading on it if you would like. You may receive an email from Lisa Knoche, the director. When I get the training dates, I will pass them along to you so you can forward them to anyone you think might be interested. It is a nine hour training over about 5 days and involves three follow up visits with a coach to set professional development goals based on videotaped lessons. So, in total it is 12 hours of training that is free. For more information access the link.

## **Attention!**

The MEP ESCORT no longer exists. Do not use the 800#



State educational agencies (SEAs) have been informed of a recent decision by the U.S. Department of Education (Department) to change the data source the Department uses to calculate State allocations for the MEP authorized under Title I, Part C of the Elementary and Secondary Education Act of 1965 and other national reporting requirements for the MEP. Starting with fiscal year (FY) 2023 allocations, the Department will use data States submit to the Migrant Student Information Exchange (MSIX) to determine (1) the number of eligible migratory children residing in each State and (2) the number of those children to whom the State provided MEP-funded services in summer or intersession programs. This change will begin with the current 2021-22 performance reporting period, the data for which will be extracted from MSIX in mid-December 2022.



We are very excited to invite you to the release of NCFH's interactive farm labor data dashboard. We are very grateful to many of you who have provided feedback and input on earlier versions of this dashboard.

The dashboard brings together and visualizes various data sources related to farmworkers, enabling easy access to key information for farmworker advocates and public health officials. You can use the dashboard to plan farmworker outreach, to find new partners in your area, and to plan around key agricultural seasons in your county or state. During the webinar, we'll discuss:

- Key features of the dashboard
- Case study to walk through how you can use the dashboard
- Data sources, limitations, and future plans to expand the dashboard



[Is it hot where you are?](#)

Excessive heat is the number one weather-related killer in the United States. Learning how to handle the heat is a very important lesson for everyone - particularly workers who spend their days outdoors.

Just in time for this latest summer heatwave, iSOSY has created a [STAT Lesson on Heat Stress](#).



## HEAT STRESS

STAT Lessons are purposefully developed to be short, targeted, and timely. Check out the lesson plans and accompanying materials to see how easy it can be to help your migratory students feel a little safer during these very hot months. As always, we would love your feedback on this new lesson as well as all of our iSOSY materials. Email [traciekalic@gmail.com](mailto:traciekalic@gmail.com) anytime to let us know your thoughts and how the lesson is working for you in the field.

[www.osymigrant.org](http://www.osymigrant.org)



# Pathways

## Career Awareness Toolkit



### CAREER AWARENESS TOOLKIT

The iSOSY Career Awareness Toolkit is meant to help you and your student explore themes that are important when thinking about the student's future. It is designed for the service provider to address one unit, or even one question, at a time if there are time constraints. Note that the toolkit could be used as part of an ongoing, deeper interaction with a student or as part of a one-time conversation.

**DIRECTIONS:** Choose a unit theme and discuss how much the student agrees with each particular question/statement (pre-score). Explore the appropriate linked resources together and upon completion rate how much the student agrees (post-score). Remember that any extra information you are able to share now can make a big difference later!





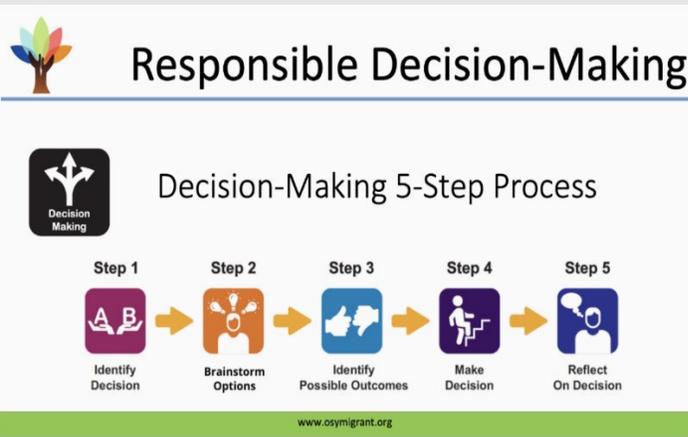
iSOSY is happy to announce that the Personal Wellness Training Package has added a new module concerning Social and Emotional Wellness (SEL) focused on [Responsible Decision-Making](#). Find it easily on the website's home page

["What's New"](#) box.

(Other great new resources in the box will be highlighted soon. Check them out as well!)

### What's New

<p><b>New!</b> <b>Pathway Guides for HSED and Credentials</b></p> <p>These distinct resources give service providers and students an organized way to investigate and discuss the many different options available to migratory students ready to decide what comes next.</p> <p>→</p>	<p><b>New!</b> <b>Career Awareness Toolkit</b></p> <p>This toolkit was developed to help service providers and students explore themes that are important when thinking about the student's future.</p> <p>→</p>	<p><b>New!</b> <b>SEL: Responsible Decision Making</b></p> <p>Equipping students with responsible decision-making skills may assist them in navigating the world in which they live. These skills can be taught through Social Emotional Learning (SEL).</p> <p>→</p>
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The Collaborative for Academic, Social, and Emotional Learning (CASEL) identifies responsible decision-making as one of the five pillars of social emotional learning. By developing responsible decision-making skills early on, students can be prepared to face real-world challenges that will impact the course of their lives.

**Rural Migration Blog**  
**June 2022 Posts**  
**H-2A Expands; Wages Rise**

DOL certified 193,200 jobs to be filled with H-2A workers in the first two quarters of FY22, up 16 percent from 166,000 jobs certified in the first two quarters of FY21. DOL could certify over 350,000 jobs in FY22, up from 317,600 in FY21. [Continue reading "H-2A Expands; Wages Rise"...](#)

**California Farm Sales: \$49 billion in 2020**

California had farm sales of \$49 billion in 2020, down from \$51 billion in 2019. The most valuable commodity was milk worth \$7.5 billion in 2020, followed by almonds worth \$5.6 billion, nursery and greenhouse crops worth \$5.1 billion, and grapes worth \$4.9 billion.

[Continue reading "California Farm Sales: \\$49 billion in 2020"...](#)

**Alternatives to Hand Labor in Wine Grapes**

Grapes are a fruit that produces clusters of dozens of individual berries. Most grapes are from the varieties of *Vitis vinifera* native to the Mediterranean region. The FAO estimates that over 70 percent of the world's grapes are used to make wine, a quarter eaten as fresh fruit, and the rest dried into raisins.

[Continue reading "Alternatives to Hand Labor in Wine Grapes"...](#)

**Alternatives to Hand Labor in Table Grapes**

Grapes are a fruit that produces clusters of dozens of individual berries. Most grapes are from the varieties of *Vitis vinifera* native to the Mediterranean region. The FAO estimates that over 70 percent of the world's grapes are used to make wine, a quarter eaten as fresh fruit, and the rest dried into raisins.

[Continue reading "Alternatives to Hand Labor in Table Grapes"...](#)

**Alternatives to Hand Labor in Raisin Grapes**

Grapes are a fruit that produces clusters of dozens of individual berries. Most grapes are from the varieties of *Vitis vinifera* native to the Mediterranean region. The FAO estimates that over 70 percent of the world's grapes are used to make wine, a quarter eaten as fresh fruit, and the rest dried into raisins.

[Continue reading "Alternatives to Hand Labor in Raisin Grapes"...](#)

**From the office of Roger Rosenthal**

Hi all!

Today, June 15, is a very important double anniversary.

It is the 40th anniversary of the U.S. Supreme Court decision in Plyler v Doe. Plyler established the principle that undocumented children could not be barred from public school due to their immigration status. The case was decided under the Equal Protection Clause of the 14th Amendment to the U.S. Constitution. In effect, the U.S. Supreme Court established those undocumented students had a constitutional right to attend free public school where they lived.

Ten years ago, on the same day, actually in commemoration of the 30th anniversary of Plyler, the Obama Administration instituted the Deferred Action for Childhood Arrivals or DACA program. At its height, DACA provided protection from deportation and access to work authorization for more than 700,000 people (The program also, under all state laws, has meant that, because of the grant of work authorization, those holding DACA status could obtain a driver's license for two years at a time - the period of DACA protection until renewal of DACA status.)

It is important to celebrate these milestones today, especially, not only as a result of the landmark anniversaries, but also because of challenges to be faced ahead.

As many of you know, there is federal litigation challenging the DACA program which is likely to wind up in the U.S. Supreme Court. In addition, there are some state government officials who have expressed an interest in filing litigation to challenge the 40-year-old holding in Plyler.

So today we should celebrate. And today we can work to ensure rights under Plyler, which continues to be good law, are fulfilled. We can also work to assist current DACA holders to renew their status for another two years, as they approach the end of their two-year protected status.

**Nebraska Examiner: Nebraska 'robotics cluster' to receive \$25 million from Biden challenge to train more workers in high-tech ag jobs**

[Link](#) - A Nebraska coalition seeking to increase the state's workforce in robotics and automated manufacturing in agriculture will receive \$25 million through a workforce initiative of President Joe Biden.

**Jessica Castañeda**

IDRC Director

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cell: 931-273-4050

[JCastanedaDR@gmail.com](mailto:JCastanedaDR@gmail.com)

<https://www.idr-consortium.net/>

\*\*Do you know someone who could qualify for MEP? Let us know! <https://idrreferrals.net/>



Dear Friends:

June 15 marked an exciting day for the Buffett Early Childhood Institute as we celebrated the public launch of a statewide campaign, [We Care for Kids – Quality Early Childhood Education for All Nebraska Families](#). *We Care for Kids* reflects the efforts of many organizations coming together to support a statewide initiative intended to build support for quality early childhood education in Nebraska, and in particular, for the early childhood workforce that is so crucial to young children's development and learning.

This campaign is a partnership effort developed under the leadership of the Institute with funding from the U.S. Department of Health and Human Services, the Holland Foundation, and the Institute. It is a significant component of our public outreach and education efforts and is a key part of our work at the Institute, the University of Nebraska, and in Nebraska and beyond.

The Institute and our partners across the state have worked tirelessly to raise awareness about the importance of early childhood education—about promoting quality, helping parents find early education services and programs that best suit their children and their values, supporting our early educators, and bringing people together to build, staff, and run programs in centers and in thousands of home-based early care settings.

*We Care for Kids* is the amplification of these efforts and a catalyst for greater action and investment. The campaign will serve as a platform not only to spread the word about early education, but to empower communities to assess their needs, support their early educators, bring people together to build greater capacity, and, most importantly, to share stories of their success.

We encourage you to read the [press release](#) and visit the campaign [website](#) to learn more and join the effort. If you were unable to attend the virtual launch event on Wednesday, you can watch it [here](#).

This effort would not have been possible without the incredible work of so many partners here in Nebraska and across the country. We know this work is important. When we care to help communities bring quality early education to all, we care for children and help our state thrive now, in the future, and for generations to come.

Thank you for being a part of this important work.

[JOIN US](#)