

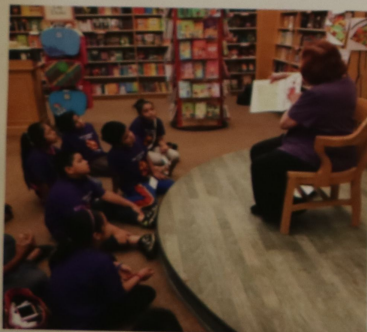
Accelerating Literacy: Lessons from Migrant Education Summer Travel Camp

Claudia Nickolson, Ph.D. Associate Professor, UNCP

What is Summer Travel Camp?

Summer travel camp in Robeson County, NC, served 18 families and approx. 39 children during Summer 2016. The "travel" in the travel camp is done by the Migrant Recruiter and any other volunteers who provide summer learning enrichment to migrant children in their own homes.

The goal of Summer Travel Camp is to reduce the kinds of disruptions that migrant children experience in their schooling as a result of economic instability and isolation. Travel Camps traditionally focus on literacy and math skills with additional emphasis on the arts and field trips.



Outcomes of this Project:

To highlight some of the challenges that migrant students and migrant educators face.

To highlight the lessons learned from students and their families as a result of Summer Travel Camp.

To challenge the "deficit perspective" and highlight the resiliencies of these families and children to better reach and teach under-resourced children.

To deepen understandings about ways that schools and schoolworkers can be more responsive to under-resourced families who are living on the margins of society.

To explore opportunities that foster equity, collaboration, respect, cultural responsiveness and awareness.

Factors Impacting Migrant Students:

The effects of mobility; some children of migrant agricultural workers may move several times and attend several schools in a given school year.

Lack of adequate support for English language learners in schools can add to schooling difficulties and limit family participation.

Social and economic discrimination and marginalization can add to social isolation making links to schools even weaker.

Connections to Research School Workers Should:

Understand key cultural values of parents and recognize the diversity of parents' experiences in their interactions with mainstream culture.

Go out of their way to find opportunities to provide positive, constructive reinforcement to students and parents.

Organize small-scale workshops concentrated on topics that meet parents' needs and offer opportunities to engage in meaningful communication.

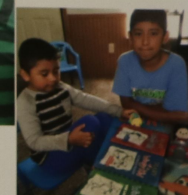
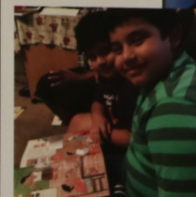
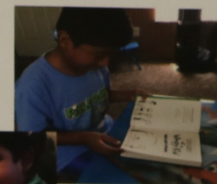
Build on the basic cultural value of the extended family, family loyalty, and family oriented interactions

Make information accessible, understandable, and useful.

Encourage democratic participation and positive interaction by providing a welcoming school environment, showing empathy and understanding toward families

Provide non-English-speaking parents with opportunities to network with other parents and provide an official forum for voicing concerns and solving problems.

(Aligned with categories of best practices derived from Scribner, Young and Pedroza, 1999.)



Resources:

<http://www.colorincolorado.org/> (A bilingual site for educators and families of English Language Learners)
<http://www.unctv.org/content/harvest>
 Harvest of Dignity Documentary and Information
<http://www2.ed.gov/programs/mep/index.html> Information on migrant education from the U.S. Department of Education.
<http://www.dpi.state.nc.us/mep/> North Carolina MEP
<http://ed.sc.gov/finance/grants/scde-grant-opportunities/scde-archived-grant-opportunities/migrant-education-program/> South Carolina MEP
 Herrera, Perez, Kavimandan & Wessels. (2013). *Accelerating Literacy for Diverse Learners*. New York, NY: Teacher's College Press



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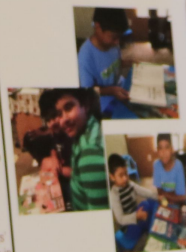
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Information on migrant education from the U.S. Department of Education
<http://www2.ed.gov/about/offices/list/oea/ncslp/ncslp.html>
South Carolina MEP
<http://www.scmepteachers.org/>
Hernandez, Perez, Karamanidis & Hernandez (2013). Accelerating Literacy for Diverse Learners. New York, NY: Teacher's College Press

