



Migrant Magazine

VOLUME 2, ISSUE 6

MARCH 2012

Table of Contents

Summer 2011 in Todd County2
 Solutions for Out-of-School Youth.....3
 Getting to Know Frank Crossman.....4

Important Dates

April 29-May 2
 NASDME Conference
 Portland, Oregon

May 14-18
 Northeastern Blitz
 Frankfort, Kentucky

Happy Birthday!

Runnell Crawford 3/4
 Tim Nichols 3/10
 Regena Proffitt 3/14



Preparing High School Students for the ACT

Many times, when working with migrant families, we take many things for granted. We assume migrant families know how to complete job applications and scholarship applications and take an American College Test (ACT) assessment, but often, families with high school students need additional assistance with these topics.

The ACT assessment is now being offered free for public high school students in their junior year. This is wonderful for those students who can't afford to take this test. But, did you know that students that receive free and reduced-price meals can take the ACT twice for free? Remember to talk to your school counselor for details. All migrant students receive free and reduced-price meals and would qualify for this opportunity. Furthermore, you can take the

ACT without providing a Social Security Number. Christina Benassi spoke with Nicole from ACT, and she said that ACT will assign a number for the student. This is good news for any undocumented student.

Advocates need to assist high school students with this achievement test. There is an ACT online prep at www.actstudent.org. Students can purchase a personal edition for a single user for \$19.95 a year, which includes one practice essay with real-time scoring. The Kaplan program also offers practice assistance (www.kaptest.com) in your area. When you visit the website, enter your designated zip code and find classes for which you can pay to enroll or ones that are free. The Lexington Public Library offers several test strategy and practice test sessions throughout the month of March. Advocates

can sign up students via this website.

When completing the ACT application, remember to remind students to check a box denoting they want their questions back. This is a way that students can study after their first attempt. Studying for the ACT can be a difficult thing for some students. Having advocates prepare for this type of assessment will greatly help the students' suc-



cess. Advocates could purchase different practice assessments to use with high school students to help them improve their test taking skills.

The Definition of the Month: Children with Disabilities

It is important when working with the migrant student population that recruiters and advocates understand the definitions of certain words. In each issue of *Migrant Magazine*, we will introduce a new migrant-focused definition so everyone will learn what the Office of Migrant Education (OME) expects of our staff.

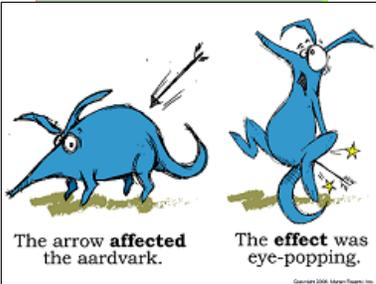
"Children with disabilities" is our first definition. It is defined by the Office of Migrant Education as "**Children With Disabilities (IDEA)** – Children having mental retardation; hearing impairment, including deafness; speech or language impairment; visual impair-

ment, including blindness; serious emotional disturbance (hereafter referred to as emotional disturbance); orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the Individuals with Disabilities Education Act (IDEA) according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan."

According to this definition, Out of School Youth (OSY) shouldn't have a "M9" label in MIS2000, our migrant database. Also, advocates should be checking with Infinite Campus to make sure a student has an IEP before marking him or her as "M9" on the needs assessment forms.

The Kentucky Migrant Education Program wants everyone to understand the clear definition of a child with disabilities. If you have any questions about this definition, please contact [Christina Benassi](#) at the Kentucky Department of Education.

Ideas for Advocates to Use During March



Picture taken from the nationalgrammarday.com site

In the *Learning Resources for Successful Teaching* magazine in January 2012, there was an FYI section with activities for March. For example, March 4 is National Grammar Day. This is a special day where everyone can write well and help others do the same. The website www.nationalgrammarday.com contains grammar myths, funny typos, grammar tips, links to other grammar sites and much more. This would be a fun way for advocates to get students excited about grammar. The site also has a "Grammar Girl" with information such as, "What is the difference between affect and effect?" It is a great site to check

out and share with your students.

Another worthwhile day is on March 7, World Read Aloud Day. This is a day on which people from all over the world of all ages will celebrate by reading to each other. Last year, the magazine recorded 200,000 people in 60 countries and all 50 states connected through video chats and blogs, 24-hour read aloud marathons and other reading-related activities. Visit litworld.org for additional information on reading worldwide and how you can register for World Read Aloud Day in 2012. The

website also has information to start your own girls' lit club, boys' lit club or moms' lit club. This would be great to start with the OSY population that includes young moms or for school-aged children in your district. Contact Lit World for additional information if you are interested. Reading is very important for all children, especially migrant children who change schools so often. Even if you can't participate on this day, try to do something with reading this March. As advocates, getting the students involved in reading as much as you can will help build their future.

Summer 2011 in Todd County

Article by Laura Voth, MEP Advocate/Recruiter for Todd County



Pictured here are the Todd County Migrant students with the Hall of Fame musician who performed their two original songs.

"For most students academic learning is too abstract. They need to see, touch and smell what they read and write about." (John Goodland)
We know that summers can be excellent opportunities for students to improve their literacy and other academic skills in new and interesting ways. Migrant students in Todd County participated in both class-

room and home-based literacy programs last summer. Several field experiences allowed them to enhance their understanding of old ideas and spark their interest in new ones. A favorite activity was the Words and Music Program through the Country Music Hall of Fame and Museum in Nashville, Tenn. While learning about theme, rhyme and meter, students composed original songs in the classroom. A volunteer songwriter with the

Hall of Fame put the students' words to music and met us at the Country Music Hall of Fame two weeks later to perform their songs in various styles. The students also toured the museum, listened to recordings and learned how different people, styles and influences have affected music. And, they left with a CD of their original song!

Ideas for Families to Do with Their Children During Spring Break

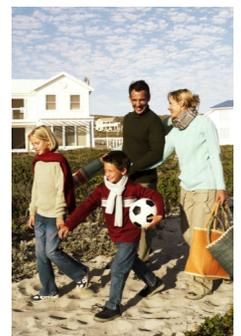
Ideas for this article came from *Disney's Family Fun* magazine, December/January 2012 issue.

Testing your Senses
When we engage more than one sense at a time we strengthen our mind. Parents can give their child two objects, one to smell (flower) and the other to feel (dollar).

Walking
According to a study in 2007 at Columbia University, exercise promotes the development of new memory cells. Take your kids on walks around the block.

Learn a new skill
Learning a new skill will help your brain develop connections and can even

help create additional ones. Learn something new with your family — a new card game, a new cooking technique or a new word.



Solutions for Out-of-School Youth

Kentucky is now a partnering state with the Solutions for Out-of-School Youth consortium (SOSY). We hope to become a full member of the consortium. There are currently 22 other states that are already participating members of the consortium. Becoming a member will not cost Kentucky any additional funds. Kentucky will be given funds to participate in the consortium. This means that Kentucky will have more responsibility to the SOSY consortium and will be mandated to attend all meetings. Kentucky Department of Education (KDE) Program Consultant Claude Christian is Kentucky's Out-of-School Youth (OSY) consortium member.

SOSY has a useful website for recruiters and advocates working with OSY. The website includes previous newsletters, student profiles in Spanish and English, OSY tracking form, OSY student services plan, tips for recruiting OSY and an evaluation of services form. There is a wealth of information at your fingertips. When a recruiter is trying to recruit an OSY, there are several things they must remember. First, be sure you have something with your name and the Migrant Education Program (MEP) logo on it, such as a business card. If MEP staff have badges, they may look too official and OSY may be wary. But, having it

handy for a farmer to view may be smart. Secondly, be sure that you know and understand the MEP. If you attend training sessions, read manuals, participate in professional development, review guidance periodically and learn the regulations for OSY, you should be in good shape. Be sure when recruiting an OSY that is traveling alone that you put his/her name as the guardian at the top of the COE instead of the parents' names. Another idea for recruiting OSY is to be familiar with the area that other migrant families live, since often the OSY live in the same place. Identify places where OSY shop, eat, do laundry, buy food, spend free time and go to the doctor; document these areas and continue to look for new ones. OSYs are one of our largest populations and, using these tips, your numbers will grow.

Migrant Education Program "Ning"

Scott Wihelm from Chicago, Ill. has created a "ning," which is a professional space for the Migrant Education and Identification and Recruitment Coordinators to share ideas, best practices, concerns, successes and anything related to Identification and Recruitment (ID&R) and the Migrant Education Program (MEP). Currently there are 10 members to this site including: Cyé Fink from Oregon, Bernardo Sanchez-Vega from Georgia, Mary Frances Haluska from Arizona, Christina Benassi from Kentucky, Cassie Williams from Missouri, Tom Hanley and Erik Nordgren from Wisconsin, Malena Gutierrez from Ohio and Ray Melecio from Florida. If any recruiter has any questions for Kentucky's Identification and Recruitment Coordinator to ask of other states, please send Christina Benassi an e-mail. She will get other states' thoughts on your topic. This is a great way for Kentucky to collaborate with other identification and recruitment coordinators and work with other states on topics concerning ID&R.

Harvest of Hope Foundation (HOF)

Phillip Kellerman, President of Harvest of Hope (HOP) Foundation, said that HOP distributed over \$71,000 in critical financial assistance to migrant farmworkers and families across the country. The organization was also provided \$25,000 in 2011 in scholarship aid to assist children of migrant farmworkers attending college. The Harvest of Hope foundation distributed more than 2,500 pairs of gently worn shoes to migrant farmworkers and families across the country. Since Harvest of Hope

was established in 1997, more than \$916,000 has been distributed to families for medical services, car repairs due to breakdowns while traveling, bus tickets, rent, utilities, funeral expenses, food, clothing and education scholarships.

If you want to help migrant families and farmworkers, you can go to www.harvestofhope.net/eft and make a one-time or recurring tax-deductible donation. The foundation also is accepting donations of high school and college textbooks in good condition for resale to raise funds. If you have textbooks in good condition that you wish to donate, contact Phillip Kellerman at (352)262-5421 or at phil@harvestofhope.net. The group also is looking for donations of historical memorabilia, antiques and collectables to sell.





Kentucky's Interstate project with Texas

On February 6, KDE's Dewey Hensley and Donna Tackett signed an agreement with the Texas Education Agency concerning migrant high school students. This agreement means that when Kentucky receives a student who went to a high school in Texas, that student will be able to take the Texas state-mandated assessment while he or she is in Kentucky. The schools in Texas will send the test to the student and it will then be administered. Those students that do not have the test may have a card from a Texas high school allowing a Kentucky advocate to call Texas to receive the assessment. Additional training on this item will be provided at the National Association of State Directors of Migrant Education (NASDME) conference in Portland.

Reminders for Recruiters Completing COEs

- **Remember to recruit families in a timely manner. In some circumstances, you may find a family six months after the qualifying arrival date (QAD). In those situations, please write a comment in the comment section of the COE explaining why it took longer than six months to identify this family.**

Christina Benassi
ID&R Coordinator
500 Mero Street, Frankfort KY
Phone: (502) 564-3791



Getting to Know Someone from KDE:

Frank Crossman

The Kentucky Department of Education's (KDE's) newest Migrant Team member, Frank Crossman, has been with KDE since November 2011. He comes to us with 12 years of teaching in the public school system and eight years of active duty with the United States Army. Frank obtained his bachelor's degree from the University of Kentucky and master's degree from Georgetown College.

As far as his life and educational experiences applying to migrant students and programs,

he says, "The two philosophical approaches are the same by using fair and consistent standards and expectations into how are we best serving students." This approach has blessed him with the opportunity to have met and influenced students' lives in a positive way, and this has been a two-way street. His fondest memories and successes as a teacher come when former students have come back to see him or they stop and talk to him in public.

Frank and his wife Kim have two children: Britt, age 20, a junior at the University of Kentucky and Isabella, age 4.

