

MIGRANT

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MAGAZINE



Kentucky Migrant Education Program

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National Migrant Education Conference

By Judy Littleton

The National Migrant Education Conference, sponsored by the National Association of State Directors of Migrant Education (NASDME), was held April 6-9 in San Antonio, Texas. The conference was highly engaging and well attended.

Three presenters during the breakout sessions were representatives from Kentucky's migrant programs. I was able to drop in on all of the sessions and each had a room full of participants. The KYMEP greatly thanks each group for the time and the energy (and the cost to ship materials) it took to be a presenter.

The Northeastern Region presented their collaborative effort with the local library in Flemingsburg as they address literacy with the OSY population. Presenters included Jackie Roth, regional assistant director; Cara Doyle, regional advocate; Laura Puente, regional recruiter; as well as Mary Rushing, director of the Fleming County Library.

Elizabeth Mandeel, migrant advocate, and Maria Loa, migrant recruiter, presented on the processes used to prepare for summer learning. Both Elizabeth and Maria are part of the migrant education program in Shelby County. As a bonus, they presented in both English and Spanish.

Debbie Rose, migrant coordinator, and Kristi Harrison, early intervention specialist, for Powell County Schools presented on toddler and preschool interventions and its relationship to the migrant comprehensive needs assessment and service delivery plan.

The Kentucky Migrant Education Program again thanks these groups for highlighting the KYMEP at the national level in such a positive manner.

A meeting of the membership of state directors was held on April 6 during the conference. At that meeting, Roger Rosenthal, NASDME Executive Consultant, provided an update from Washington, D.C.

Funding for FY15 is moving forward. Migrant Education has had a slight restoration of sequestration funds (right at 1 percent) for FY14 and FY15. Kentucky's tentative allocation is quite similar to last year's funds. Our goal, as we look at the allocations for districts, is to keep the per pupil amount about the same.

Immigration reform is moving slowly in Congress. The Senate has passed a bill; however, a path to citizenship is slow and tedious. The House has five immigration bills, none of which mirror the Senate bill. Movement is not expected until after mid-term elections in November.

DECA (deferred action) is nearing the two year anniversary in which those with DECA status will need to renew. However, guidance for this process has not been developed. If students need information, the United We Dream website has assistance. <http://unitedwedream.org/>

Similarly with immigration reform, the reauthorization of the Elementary and Secondary Education Act (ESEA), formerly known as No Child Left Behind, is not moving in Congress. In regards to Migrant Education (Title I, Part C), the USED is operating under a 12-year-old formula that does not reflect population shifts.

MSIX, the national migrant database, is going through regulatory revisions. Revisions were posted on the Federal Exchange for comments in February. The biggest obstacle is the deadlines that are

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Conference *from Page 1*

in the proposed regulation. The principles were good in theory; however, meeting the deadlines would be almost impossible mostly due to the data not being available at the state level (obstacles beyond a state's control). The thoughts of state directors across the nation are to have the Office of Migrant Education rethink the deadlines.

As written, the regulation would penalize states for outside uncontrollable barriers with a consequence of withholding funds.

The National Migrant Education Conference was a success. Next year's conference will be March 22 – 25 in Seattle, Wash.

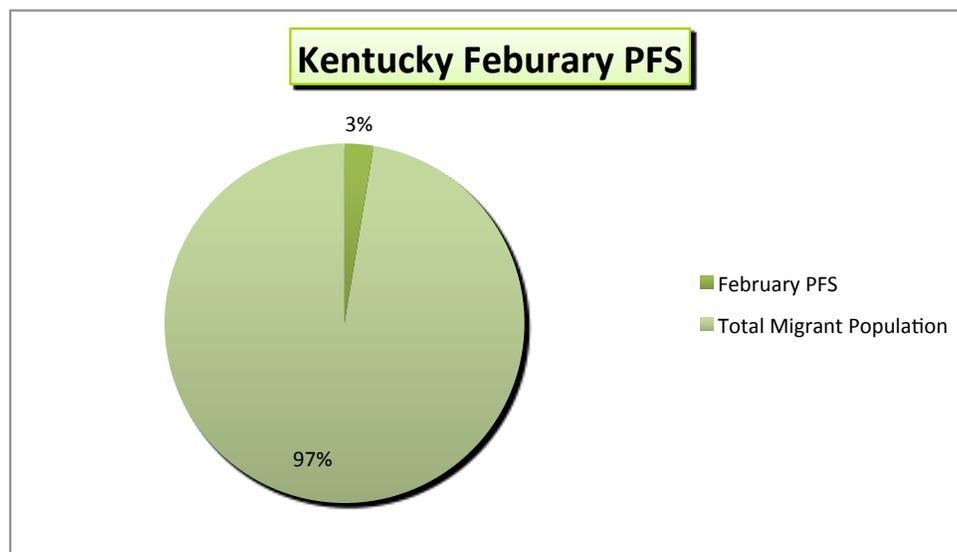
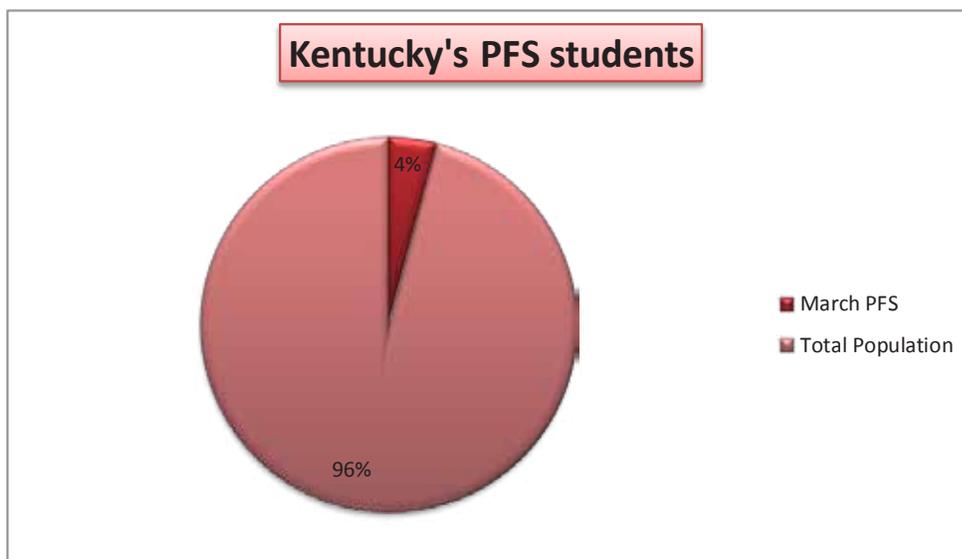
PFS numbers increase in March for Kentucky

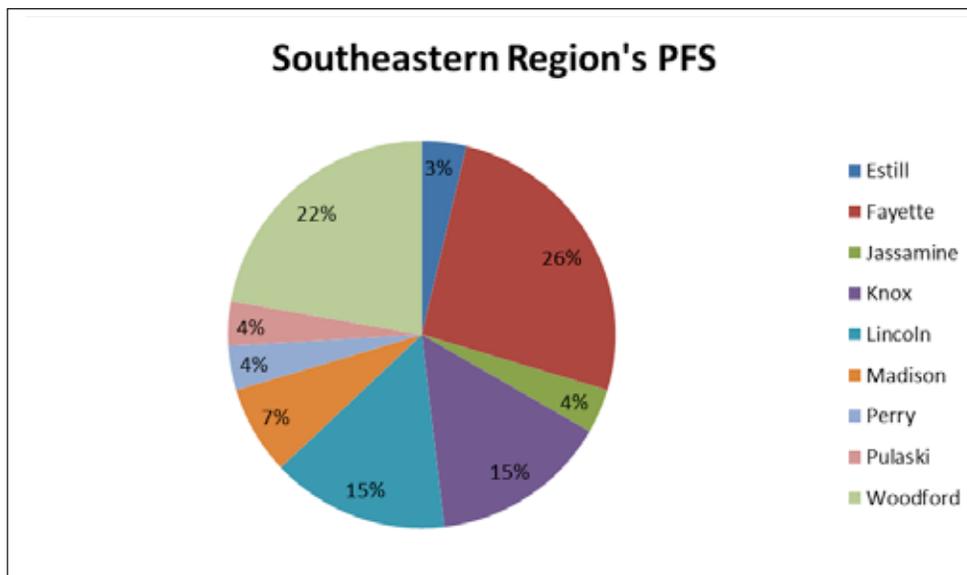
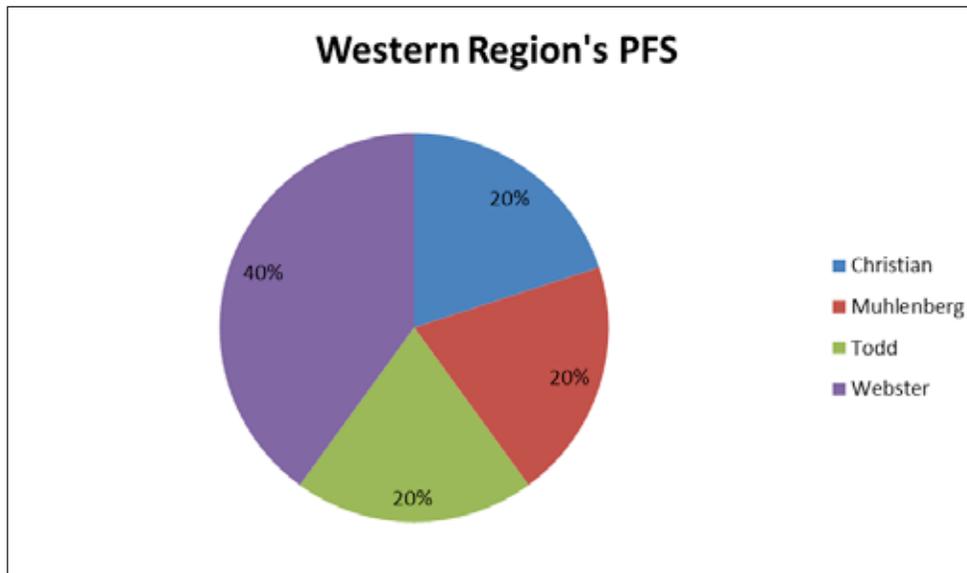
By Christina Benassi

On March 13, Priority for Service (PFS) numbers were pulled for the March PFS report. I was very excited with what I have found out. In February, the KYMEP had 76 confirmed PFS students; in March we have 122! That is a 46 student increase! I am glad that the advocates have been completing their needs assessment forms and closely watching the students' progress. The charts below show you the breakdown of the Priority for Service Students.

PFS continues to be a priority for the migrant staff. Remember that each time a student's grades change or a

student moves, a new needs assessment should be completed. Migrant staff needs to keep close tabs on the students in their district to know what their needs are and what areas they are struggling with so they will know how to help them bridge these gaps. Ultimately the state's PFS definition must include school year interruption, as denoted by two or more schools, and something showing that the student is struggling with the state assessments and is at risk. This can be grades, K-prep assessments, district assessments or another measurement.





Prioritizing for PFS Students

By Lisa Champion

As a seasoned-educator, working with priority for service students reminds me of working with students with special needs in the school system.

These students require servicing above and beyond what I would do for regular education students.

I can understand why students can have classroom issues if they have moved during the present school year.

It is rare that a student moving into a district would be prepared to enter the classroom based on their most recent class history.

Within our district, schools are re-

quired to follow a curriculum map or pacing guide to assure all schools are on the same page regarding content. Many of our students come from other states, and thus a problem develops; their schedule is probably different. Since schools are not on a national curriculum (such as the military schools are, for they recognized this problem), students are lost in the classroom.

Another issue develops with high school students in loss of credits.

When a student moves into the district, someone must be very involved in re-creating a transcript record when

there are courses that may not correlate exactly to the district into which the student moved.

Often a student may spend an extra year in high school if care is not taken in scrutinizing these records.

What am I doing or planning to do with my PFS students? Here is a brief list:

- If my time is limited, PFS students have **PRIORITY**
- If my funding is limited, or slots for activities limited, PFS students have **PRIORITY**
- Remain in constant contact with the teacher/s

See **Prioritizing** on Page 4

Prioritizing *from Page 3*

- Discuss the student's needs; encourage assistance at home; provide educational assistance at home; teach the parents how to help with schoolwork
 - Use emails for if you do not commit it to writing, you did not say it!
 - Discuss the need for a referral if special education services may help the student
 - Look for other programs that may assist the student (ESL, etc.)
 - Scrutinize the Infinite Campus records to determine what trend may manifest itself, such as failure to turn in work, incomplete work, low grades, attendance, behavior (look at the individual classroom grades detail)
 - Consult with the FAMILY RESOURCE CENTERS (FRYSCs) for assistance
 - DOCUMENT, reporting is necessary
 - PFS Action Plan
 - Tutoring students
 - Test-prep as part of tutoring
 - Continual monitoring, assess my techniques
- PFS students provide for additional funding, but I would rather not have any students that qualified for PFS, for that means a student is struggling.
- If a student is struggling, they must be given the nudge to get them over the hump.
- That is where I come in --continually nudging.

Summer Tips for OSY

By Heather Rhorer

Summer is right around the corner and the days are getting longer. You are busy planning summer school, camps, parent meetings and other activities for preschoolers, elementary students, middle and high school students. All of a sudden you realize that you have not planned anything for your Out-of-School Youth (OSY). What are you going to do now?!?

Relax and take a deep breath, you can do this. First things first, know your population. OSY are working young people who have the responsibilities and burdens of adulthood at a very young age that, at the end of the day, are still **youth** and share many interests with their peers. What does this mean for you as an advocate planning lessons and activities for them? It means if you keep things fun, relevant to their lives and give them time to get to know one another they will accept, welcome and eventually look forward to your lessons. Easy as pie, right?

Here are some ideas to help you plan activities for OSYs and keep them coming back for more. First, assess your resources to see what classes you may be able to offer. Get creative! Second, survey the OSY to see what their interests are, when they are available, and what you can do help them participate.

Keep in mind that some OSY may not have transportation. In these cases you may need to take the lessons to them or see if someone else can transport them (another OSY, migrant parent or farmer might be willing). If possible, offer some sort of incentive for attending classes (e.g., a cookout at the park).

Below are some proven practices in serving OSY collected

from advocates across the state:

- Work with local county extension offices. Ask about what kind of lessons and services they can provide. Some activities that extension offices may offer include: how to repair damaged clothing; how to cook in a crockpot; how to save money at the grocery store; and food storage, preparation and safety.
- Collaborate with the local library. They may offer tours to show OSY where items are located, lessons on how to use the free computers and may even host a 'talking circle' where English and Spanish language learners come together to talk and learn from each other. Many libraries offer a summer reading program and offer prizes for participants.
- Seek out the local health department or community health organizations. They may be able to come and teach lessons on heat stroke, sun poisoning, tobacco and insecticide poisoning, sexually transmitted infections, water safety or other health subjects.
- Partner with the Kentucky Commission on Human Rights or an immigration attorney. They may be willing to present on human rights, workers' rights or what to do if you are pulled over while driving, as well as answer questions.
- Some activities that other advocates have had success with include: making a reusable cooling neck wrap, ordering food in a restaurant, setting up a free Gmail, Facebook or Skype account, sending a letter home and understanding road signs.

For more information about OSYs, contact Heather Rhorer at heather.rhorer@education.ky.gov or at (502) 564-3791 ext. 4003.



KYMEP Opportunities for Improvement

By Judy Littleton

District migrant education program technical assistance visits are complete. In reviewing and comparing the data from these visits, the KYMEP has discovered commonalities in the findings and opportunities for improvement across the Commonwealth. The KYMEP will be exploring these more as training breakout sessions for the 2014 KYMEP Fall Academy.

These common opportunities for improvement include:

- Recruitment techniques;
- Program services, including regular school year for K-12 students, tutoring and PFS services; and

- Program administration, including MUNIS reporting.

The KYMEP is also in the process of completing a state-wide program evaluation.

The KYMEP has contracted with Arroryo Research Services for an independent evaluation of the migrant program from a statewide perspective.

With the data from the technical assistance visits and the contracted program evaluation, the KYMEP will begin the process of reviewing and revising the comprehensive needs assessment (CNA), probably beginning in the summer of 2015.

Monitoring Visit: Why did I think of a monitor lizard?

By Lisa Champion

Oh, the Monitoring Visit, so much preparation and apprehension. I spent weeks making copies of documents to put in my binder. I memorized the sections. I uploaded dozens of documents to the shared SKYDRIVE folder. I worried the dickens out of the farmer we visited to make sure he would be free that day. I had 10 employees on standby at the school in case the FRYSC coordinator was not there. I reserved the school van weeks ahead of time; for I did not think the team would like to ride in the back of my truck for our visits. I met with our Director of Pupil Personnel to assure her I would not embarrass her or the district by being unprepared. I wagged that black case full of my “treasures” back and forth from school daily. So what DID I gain from this visit?

I said initially I welcomed this visit, for I consider it to be a learning experience to know where my shortcomings were. Though I am often reminded of



my errors, I always learn from them. But now just like monitor lizards, this team was very intelligent. Monitor lizards are skilled hunters too; so was



this team; though I was an open book with them.

Even though most monitor lizards are meat-eaters, they did not chew me up and spit out my bones. Neither did the team bite, scratch, or whip their tail with displeasure. They tempered the cons with a pro; sign of a good reviewer. Even though the “ACTIONS NEEDED” report does not mention the good remarks, I have my “GREAT” list on my board from our exit conference. They did recognize the good things going on in Christian County with our migrant program.

I welcome this TEAM OF MONITORS anytime. I got ideas from them that I normally would not have an opportunity to obtain without reaching out to others. I continually refer to my list of “IMPROVES” on my board (to the right of my GREATS!) to encourage me to do a better job assisting the migrant population.

Thanks monitors!

A Very Successful District PAC meeting

By Linda Smith, Boyle County Recruiter/Advocate

On March 14, 2014, Danville/Boyle County Migrant had our second PAC meeting of the year at the Los Rodeos, a local restaurant. We had 11 students, nine parents, and three OSY represented! The meeting’s purpose revolved around the suggestions provided by the parents and OSY of the first PAC meeting.

Our meeting began with a wonderful dinner followed by guest speaker, Camilo Quintana, from High School Equiva-

lency Program (HEP). Nine OSY and parents expressed their interest in studying for their GED! We discussed best times and dates for the classes and where these classes might be held. I offered to tutor the children while their parents are attending the GED classes. Study guides in Spanish were handed out to those interested in furthering their education.

I spoke about the Reduced Fee Program being offered

See **Successful** on Page 6

Priority from Page 5

through Ephraim McDowell Hospital for our undocumented family members. Applications in Spanish were handed out to all families. Summer school was discussed and parents expressed interest in attending the field trips with their children.

The last item discussed was our new English classes that are now available. Danville Migrant and Centro Latino are collaborating to have English classes in the Centro Latino building located at 121 Tooms Court in Danville on Thursdays from 6 to 8 pm. Katalin McChesney will be teaching these classes. Flyers were handed out to all attending.

Our meeting was a huge success! We credit the success because of our experiences during our first PAC.

Our first PAC occurred on the Versailles Santa Train in December, where we got stranded on the tracks! Our train just STOPPED on the tracks and then the engine blew, with us out in the middle of nowhere! We could see after waiting for a few hours that we weren't going anywhere and it was beginning to get dark.

We decided, as a group, to lower everyone out of the train. We then had to walk a half mile in the sleet and cold to where our bus driver met us on a back country road. This experience, although stressful and scary at times (imagine a group of migrant children and their parents walking on train tracks being led by two elves-- Kent and Linda!), turned into a blessing for all of us!

There was so much camaraderie that took place. People helping each other; loaning coats to children; sharing snacks on the train; holding each other's kids in a group to keep each other warm. There was a bonding that took place that was absolutely beautiful!

Our evaluations could have been filled with cursing and complaints, but instead, we found that everyone felt the same way. Blessed and lifted up for overcoming and proud for the way we all worked together and took care of each other.

Working together through that experience made the second PAC a much bigger success.



Student Spotlight: Dakota Barnes, Powell County High School

By Debbi Rose, Advocate, Powell County Migrant Program

Dakota Barnes is a junior at Powell County High School. He has been a member of the Powell County Key Club for two years and participates in the Powell County High School marching band. He is the son of Anthony and Nancy Barnes.

Recently Dakota, along with the school's Key Club, traveled to Nashville for a bi-state convention. The Powell County MEP was so proud of how Dakota represented our program and asked him to bring back pictures and information about the trip for the newsletter. Dakota wrote this article to give us a better idea of this year's

Key Club project.

Dakota Barnes's article:

Key Club is a great program where you learn how to empower yourself through helping others. The Migrant Program just recently helped me go to the district convention. The district convention is a meeting of the Tennessee and Kentucky Key Clubs. We get together and do one huge service project for the sick or needy. This year we wrapped presents for kids whose parents are in the army all around the world. The Key Club has taught me to be more active in the community, help others and how to be a leader.



Dakota Barnes

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**Upcoming
Dates to
Remember**

STATE PAC August 23, 2014

Fall Academy Bowling Green, KY September 17-19, 2014

NASDME, Seattle, Wash. March 22- March 25, 2015

ID&R Center @ **ESCORT**
COLLABORATE - INNOVATE - FACILITATE - EDUCATE

2014 National ID&R Forum
October 28-30 ♦ Jacksonville, Florida

Access registration form at: [2014 National ID&R Forum](#) \$150.00/person

Lodging & Meeting Venue:

Omni Jacksonville Hotel
245 Water Street, Jacksonville, FL 32202
\$83.00 (single/double, plus tax)

For reservations, click: [Omni Jacksonville Hotel Res ervations](#)

Or call 877.983.7545 - request "ID&R Forum" group rate

- ♦ Join us to learn about and share innovative practices in ID&R
- ♦ Update on legislative and regulatory impact
- ♦ Network with your colleagues from across the country

Visit the [ESCORT 2014 National ID&R Forum webpage](#) for regular updates.

KDE Revised Consolidated Compliance Plan for Non-Discrimination Available

Please be advised that the Kentucky Department of Education has revised its Consolidated Compliance Plan for Non-Discrimination. The revised plan has been posted on the Legal and Legislative Services [page](#) on KDE's website and includes a Discrimination Complaint Form that can be filled out by anyone alleging discrimination against KDE staff and/or KDE program areas.