

# MIGRANT

May 2015 Issue 24

MAGAZINE



## Kentucky Migrant Education Program

### In This Issue

- My trip to Seattle (Olga)..... 1
- My trip to Seattle (Jose) ..... 2
- Scenes from the 2015 NASDME Conference ..... 3
- My favorite training session at the conference ..... 4
- Vocabulary activities and games for migrant students ..... 4
- Underwater underdogs ..... 5
- Lessons learned from 30 years in migrant education..... 5
- Southeastern Kentucky Regional Migrant Education 2015 Summer Migrant KEYS Academy announcement ..... 6
- Dates to remember ..... 6
- New Chadwick baby ..... 7

#### Contacts:

##### Judy Littleton

State Migrant Education Director  
502-564-3791, ext. 4027  
judith.littleton@education.ky.gov

##### Christina Benassi

Identification and Recruitment Coordinator  
502.564.3791, ext. 4025  
christina.benassi@education.ky.gov

##### Heather Rhorer

Migrant Consultant  
502.564.3791, ext. 4003



## My trip to Seattle with the Kentucky Migrant Education Program

By: *Olga Valentin Luna, migrant student in Webster County Migrant Education Program*

Life is full of opportunities and experiences, and I was lucky to have the opportunity to attend the National Migrant Education Conference in Seattle with my advisor Mr. Tanner and Mrs. Ali. It was a learning experience that hardly even seemed like education due to the exciting things we did. It's difficult for me to express all my feelings on paper without leaving important details out of this trip. I didn't know what to expect before the trip, but when I got there it was full of surprises.

We got to the airport, and I was really nervous, yet excited, because I was about to get on a plane to travel to the other side of the United States. Before the airplane started to move I was really nervous and kind of scared and wanting to hold on to something to calm me down. It felt like I was a passenger in a racing car traveling at maximum velocity and slowly lifting up in the air. It was like a roller coaster. I ended up loving how it felt and being up in the sky with the clouds made me feel peace. We got to the hotel, and rested a little while before lunch time. We decided to eat at the hotel, and they had good food, which I overfed myself trying to finish the food I had order.

The next day, we got up early and got

ready to go see the Space Needle, plus walked around a little nearby. It was amazing to see how small things look from up there, and see the whole city! Afterwards, we ate lunch at the Space Needle Cafe and got ready for the conference. I was able to hear Mrs. Julie Chavez Rodriguez inspi-



Julie Chavez Rodriguez, Deputy Director of Public Engagement The White House Washington, DC and Olga, student from Webster county after Sunday's general session.

rationa speech of immigration and to know that she not only works for immigration rights, but also for veterans who fought for this country. Veterans from the Native American culture performed a song as their introduction to the audience. It was unique listening to their dialect and being able to see how they dress, and the jewelry they wore. For those who have never seen a close up Native American, it

was awesome; well, at least, I liked it. After the session was finished, we got the opportunity to take pictures and talk to Mrs. Chavez Rodriguez. I felt nervous while talking to Mrs. Chavez Rodriguez because she works at the White House and is also very important not only for Hispanics. We were able to schedule an interview with Mrs. Chavez Rodriguez for the next day; after we left I could hardly believe I talked to Julie Chavez Rodriguez. For dinner that night we went to eat at the Lunchbox Laboratory, and tried a Dork burger which

turned out to be really delicious. I couldn't have asked for a better day, because that day was just amazing.

The next day we set up the computers and made a live video with Mrs. Chavez Rodriguez, so that students from Webster County could see her and ask her questions.. I felt so special asking questions and sitting next to Mrs. Chavez Rodriguez, and actually getting to know her as person. I realized no matter how important she was, she was just a

regular person like everybody else. I really liked her personality, she was very cheerful and nice, but especially, when I didn't have to ask her to put on a shirt that we gave from our club, Webster County Latino Alliance, WCLA. I wanted to spend more time with her, but it was time for her to leave and at the same time my friends from Mount Vernon arrived! I was so happy and grateful that I got to see them again! I almost cried from the joy I felt and

seeing Mrs. Blackmore, migrant teacher from Washington State, once again. We went out to dinner that night at an Oaxaquena place. Later, we got to go to the Space Needle; it was so incredible and very beautiful with all the city lights! Also, earlier we were able to go the Pike's Market Place with the flying fish, it was epic and just below that was a gum wall! There were tulips as well; I was surprised that roses weren't the big thing over there. In one of the sessions that day, I was chosen to introduce the Mount Vernon students to the audience, before they spoke about their emotional stories as a migrant and immigrant student. We went to several different sessions that were really good and I learned many things. Even though I was just a student and not a staff member, I felt that in some shape or form the sessions



Olga, Jose Martinez, Ali Frailey, Advocate in Webster County, Julie Chavez Rodriguez and Roger Rosenthal, the Executive Director of Migrant Legal Action Program in Washington, D. C., after the general session on Sunday evening.

helped me think more outside the box and educated me on things I did not know about. In the last session, on the last day of the conference Jose and I spoke about how instructional access helped both of us.

We gave examples of how it helped us and how we use it on daily bases. Mrs. Cindy, Mr. Tanner, Mrs. Ali and Mr. Michael were proud of us, and told us we did an amazing job. I was really happy to know I had accomplished my goal to do great during the session.

After, the conference was officially over, Mrs. Blackmore picked us up and took us to Mount Vernon where we got to meet more students and see their school. Also, we got to see fields of beautiful tulips and had the opportunity to go eat at one of my friend's house which the food was delicious.

During my Washington trip, Mr. Tanner encouraged us to always try something new and every day I was

there, I tried something new. I am bad at trying new things, but I didn't hesitate as much because this was once in a lifetime. There is so much more I could write about this trip, but not enough space to continue with my one in a lifetime experience event. I am truly thankful and grateful that I was able to go.

I want to take the time to thank all those people who made this happen. They truly changed my life in a way that's indescribable because I had never experienced any of things we did in Washington. It made me realize that I truly want the migrant staff to be proud of me and I want to be able to help them in any way I can. Whenever they need me for anything, I will always say, "Yes" if it's in my ability to accomplish my task assigned.

## My trip to Seattle, Washington

By Jose Martinez, Webster County migrant student

I attended the National Migrant Conference in Seattle, Washington, on March 22 with another student, Olga Valentin Luna, and two migrant teachers from Webster County. Before we left we researched and prepared for the trip and learned about Washington state and things to do there. .

On the first day Olga and I interviewed Julie Chavez Rodriguez, Deputy director of public engagement at the white house. The interview was broadcast live in Webster County schools. I was nervous



Jose and Olga got to visit many sites in Seattle, Washington including the Fish Market.

talking to a famous person, but she was very nice and made the interview easy. We started by asking questions that we had written the day before, and then students in Kentucky started sending in questions and we would read their questions. The interview lasted 30 minutes and was great. After returning home students and teachers have asked me about the interview and Julie Chavez.

I was nervous about being in front of the people to present at the conference. At

# Scenes from the 2015 NASDME Conference



**1.** Elma Simpson, Marion county recruiter/advocate and Leanna Steward, Marion county advocate and Christina Benassi, state ID&R coordinator, preparing for the opening session by picking out which session they hope to attend the following day. **2.** The presentation of colors was by Mickey Mason and the Native American Color Guard was by Chuck Cox. The native Americans were mentioned in Olga's article. They did an excellent job! **3.** Better Perkins, Southeastern Regional Outreach Specialist and Daylin Casalis, Fayette County Advocate/Recruiter having fun working together. **4.** Elma Simpson, Christina Benassi and Dr. Lisa Ramirez, The Director of the Office of Migrant Education U.S. Department of Education, Washington, DC sharing ideas about migrant education program. **5.** Heather Rhorer, migrant consultant, and Judith Littleton, migrant state director preparing for the opening session at NASDME.

the conference we presented with students from Mount Vernon, Washington, and talked about our personal experiences as migrant students. We also helped Michael Hay, Kentucky's Southeastern regional migrant coordinator, present a session about technology and how it helps migrant students meet the same academic goals as their non-migrant peers.

After the conference each day we would travel to sites in Seattle. We went up in the Space Needle and could see for miles. We went to Pike Market and saw the flying fish; Olga may have kissed one. We went to Mount Vernon and saw the tulip fields.

While on the trip we tried new things each day and they were very good. I loved the dork burger and all of the other food. I became more comfortable speaking to people while on this trip. I hope that I can be able to travel to other places and learn about more people in the future.

## My favorite training session at the 47<sup>th</sup> Annual NASDME Conference

*By Angel Martinez, Migrant Ed., Scott County*

This was my first year attending the National Association of State Directors of Migrant Education (NASDME) Conference since starting my job with Migrant Education in October of last year. I was really excited to attend and looking forward to each of the training sessions. My favorite by far was the training session titled "Involving Low-income Parents in the Pursuit of Higher Education." The presentation focused on a special eight-week Parent Empowerment Program (PEP) coordinated mainly by University of California Merced, San Joaquin Valley Schools, and the Migrant Education Program (MEP) staff. This program was set up through a grant to empower parents to better understand the school system (high school as well as beyond) and in turn be better prepared to guide their children in the pursuit of higher education. The presenters explained the PEP

in detail, sharing the eight-week curriculum involving higher education matters, such as general differences between the Latino-American school system versus the American school system; higher education options and admittance requirements; financial aid; and standardized testing.

I was very impressed and left the conference motivated to create and implement a PEP that will work for our MEP parents here in Scott County. My partner and I have already started to brain storm about how we need to tweak the PEP model to better fit our smaller population. We even shared the idea with our Parent Advisory Council (PAC) last week and they were thrilled with the idea and very encouraging. While with our PAC, we took the opportunity to get their input on some logistics to make the PEP accessible for all of our families.

## Vocabulary activities and games for migrant students: A session at the 2015 NASDME conference

*By Christina Benassi, State ID&R Coordinator*

A wide variety of sessions were offered at our annual National Association of State Directors of Migrant Education (NASDME) Conference. One that I particularly thought was valuable for advocates was the, "Vocabulary Activities and Games for Migrant Student's" session by Mary Kirby and Aira Jackson from Washington state. I also learned some new techniques that I can use as trainer at the fall academy as well.

The session began with what they called a "swap meet." This is where the participants wrote down three methods they used to teach vocabulary on three different sticky notes, and then shared the ideas with a partner. Then we took one of our partner's ideas that we liked and got a new partner and repeated the process. When I participated in this activity, my partner from Nebraska gave me the idea to have a "vocabulary journal" where students would write the word, the number of syllables, definition, picture and a sentence using the word.

The instructors gave participants a variety of techniques to teach vocabulary to students of all ages. One technique is to teach specific words before reading. This helps both vocabulary learning and comprehension. Advocates need to be sure to repeat exposure to the new vocabulary words in many different ways. This further aids in learning. The use

of word walls was mentioned to help students build vocabulary. If you do not have space in your classroom, make a portable word wall using a file folder. Be creative when working with students in vocabulary. Below are some of my favorite vocabulary ideas to try with your students.

- **Musical Words:** Write the vocabulary words on index cards from the word wall. Create small groups of five to six students and each student has a vocabulary card. Have the students pass their card around while the music is playing. When the music stops group members take turns giving the definition of their new word to see if anyone in the group can figure out the word. Students will look at the word wall to figure out the word. Do this again, but the second time use the word in a sentence.
- **Categories:** Students create categories and group the words from the word wall to fit into those categories. Give students several words from the word wall and have them divide the words into categories that they create themselves. Advocates should tell the group the minimum and maximum number of groups aloud. Advocates may also want to allow a miscellaneous category. For younger students use pictures with the words.
- **Unfolding five words in a story:** Give students one word from the word wall and tell them to start writing for one

minute. After two minutes, give students another word from the word wall. Continue this activity until you have given students five words from the word wall. Then students share their story with the group.

The main thing advocates need to remember is to get the students to constantly say the new word that they are trying to learn. The more exposure to that word, the better the students will remember the meaning. This was a great session. I am hoping we can have something similar offered at fall academy this year.

## Underwater Underdogs

*This story was originally shared through the U.S. Department of Education's TEACHER'S EDITION NEWSLETTER and the movie was screened at the 2015 NASDME conference.*

Teacher leaders are driven by students' needs. When we are at our best, we make it a priority to design, invent and construct all manner of lessons to meet students where they are and help them grow into the adults they can be.

Carl Hayden High School science teacher Fredi Lajvardi recruited and supported a robotics team to inspire his students living in a poor, immigrant community.

When the team decided to enter the underwater robotics competition in its first year, it competed with engineering heavy hitters such as MIT. Who knew that the unlikely underdog team of undocumented Mexican immigrants on food stamps would overcome the odds to come out on top?

Their story was driven by an inspired teacher who col-

laborated with his students and gave them plenty of room to fail, and ultimately to succeed. Read [more](#) (EdTech Magazine).

Read the related [article](#) about President Obama's hope for this story (AZ Central).

This inspiring story is now the subject of a documentary, Underwater Dreams, and a book, Spare Parts, which in turn led to a Hollywood film based on the story.



In honor of National Robotics Week and the Let Everyone Dream coalition, a free virtual [screening](#) of the documentary is available this week in conjunction with the White House premiere. Educators can also access a free abbreviated or full version of the film with [teaching materials](#) by using the code STEM3M.

## Lessons learned from 30 years in Migrant Education: Tom Hanley's Last Workshop

*By Linda Smith, Lincoln County recruiter/Advocate*

All who know Tom Hanley understand that when he speaks...well, you just never know what he is going to say! This year, I had the privilege of attending NASDME's National Migrant Education Conference in Seattle and hearing Tom's session, "Lessons Learned From 30 Years In Migrant Education: Tom Hanley's Last Workshop."

Tom shared stories of all the lessons that he has learned while "on the road" in migrant education. One of the stories that I will always remember and

hold in my heart is one about a migrant boy who did what he knew and was scolded in front of the entire classroom. This 7 year old boy was new to this particular school. He had been taught at his last school that he attended, to "write the word on the wall" if you do not know what that word means. When this new teacher came to a word he didn't know, he immediately got up and went and wrote the word on the wall. The teacher began scolding him asking him why he did that and what did he think he was doing

getting out of his seat during class. Another student, observing this behavior from the teacher and seeing the reaction of the migrant student, looked at the teacher and asked, "Teacher, do you like migrant kids?" To which she replied, "Why, YES! I do like migrant children!" The boy pondering all of this and looked at his teacher and said, "Then you'd better tell your face that!" It was a story none of us will soon forget!

We sure will miss Tom as he retires this year!

### Upcoming Dates to Remember:

May 17-21, 2015 Jefferson/Nelson County Blitz

August 24-28, 2015 Outside Re-Interviews

September 15-18, 2015 Fall Academy Lexington, KY

2015 National ID&R Forum October 6-8, 2015 Louisville, KY

October 17, 2015 State PAC Frankfort, KY

November 9-10, 2015 Title I Conference in Pike County

April 24-27, 2016 NASDME San Diego, California

## **Southeastern Kentucky Regional Migrant Education 2015 Summer Migrant KEYS Academy Jeff Vincent, Southeastern, Assistant Coordinator**

The Southeastern Kentucky Regional Migrant Education staff is excited about hosting the 2015 Summer KEYS Academy on the campus of Eastern Kentucky University on June 15-19.

The Southeastern KY Regional Migrant Education Program KEYS Summer Academy is a week-long program dedicated to helping students transition from middle school to high school by allowing students to focus on present and future educational/career goals, promoting self-awareness, and giving students the tools to help overcome barriers to success due to the migratory lifestyle.

The objectives of the SEKY Regional Summer Migrant KEYS Academy:

- To encourage and provide opportunities for college and career goal setting.
- To build confidence through activities where sharing experiences and ideas are necessary.
- To encourage students to form social relationships and make new friends.
- To provide the opportunity to think about and plan for their futures after high school using the KY Core Academic Standards of College & Career Readiness.
- To provide on-going interaction with role models who have completed a post-secondary degree.
- To encourage basic writing and to develop creative ways to express thoughts.
- To provide students opportunity to experience the college life and visualize the many “unlimited” possibilities that is within reach if they sprint towards their DREAMS.

The SEKY Regional Summer Migrant KEYS Academy activities include extensive, fun and meaningful college and career readiness components. Here are a few:

- Pre Camp and CCR quiz
- Communication and Leadership Development – ECU Challenge Course
- Viewing of the movie, Spare Parts
- Viewing of a LIVE Surgery
- The Career “Food” Chain Lesson
- My Vision, Dreams and Goals for My Future, Importance of Extra-Curricular activities and Clubs, Resume & Scholarship Application, (Paths to Scholarships)
- Career Interest Inventories
- Career Projects and Presentations
- CCR “Interactive” Course Requirement Lesson w/ pre/post-test
- College Financial Aid & Scholarship/College Fair Workshops
- Keynote Speaker and Writing Workshops with Joaquin Zihuatanejo
- Bowling Challenge
- Tour of the Toyota plant exploring the many careers in the auto industry.
- Leadership Workshop
- Art Projects
- Post Camp and CCR quiz
- Parent and student luncheon ceremony and presentations.





Kelsey and Matt Chadwick had their first daughter. Her name is Dava Noel Chadwick. She was born March 18, 2015 at 12:53 PM, 6 pounds and 11 ounces, 19.5 inches long. Here is a good picture with her eyes open.