

SAF

STUDENT ACTION WITH FARMWORKERS

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Focus on Migrant Education

First College Day a Huge Success!

by Lyndsey Beutin

Student Action with Farmworkers began its annual series of College Days this year with a great visit to North Carolina Central University (NCCU) on September 17th. Over 40 migrant high school students from Johnston and Franklin counties traveled to Durham to hear about opportunities in higher education. The day included presentations from professors and administrators at NCCU, prize giveaways, and chorus singing! Through different forums, the students learned about the admission process, financial aid, evening and weekend classes, campus life, and scholarship programs. A panel of current NCCU students from different backgrounds and organizations related their college experiences, gave advice, and answered questions for the migrant students. All of the presenters encouraged the students to stay in school in order to accomplish their long-term goals.

Even though threatening weather led to the cancellation of the campus tour, the brewing storm could not dampen the spirits of the participants. Excited chatter filled the lunch area as students ate, looked at their new college goodies, and discussed their personal options for education beyond high school.

Response to the NCCU College Day was overwhelming. Teachers commented that it was one of the best in which they have participated. The university was thrilled to have students with such diverse perspectives and backgrounds seriously consider attending their school, and the students related their interest by asking questions about scholarships, the admission process, and other college opportunities.

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El Proyecto Levante

El Proyecto Levante fue iniciado en el 1994 cuando estudiantes voluntarios de SAF reconocieron una falta de buenos modelos en las vidas de los jóvenes migrantes. Cuando hablaban con estos estudiantes, los voluntarios se dieron cuenta que muchos de ellos solo querían salir de la escuela a trabajar cuando tenían la edad. Usando el teatro como gran parte de su programa, los voluntarios animaban a estos jóvenes de terminar la escuela e ir a la universidad.

En el 1997, SAF inició una colaboración con el Programa de Educación para Migrantes (MEP) de Carolina del Norte para desarrollar el liderazgo de los estudiantes migrantes en zonas rurales de N.C. a través de retiros de liderazgo, visitas a las universidades, empoderamiento de jóvenes, y talleres de arte y liderazgo. SAF ha colaborado con MEP para desarrollar los clubes de **Acción, Inspiración y Motivación (AIM)**, de los cuales hay más de 50 en todo el estado.

Las metas del Proyecto Levante:

- Inspirar a los jóvenes migrantes de terminar la escuela
- Proveer maneras para las familias migrantes de participar en la educación de sus niños
- Iniciar dialogo sobre oportunidades de universidades entre jóvenes migrantes y estudiantes de la universidad que son de familias migrantes.

SAF también ha coordinado **Días de Universidad** para más de 2.400 jóvenes migrantes. Vea el artículo arriba para más información sobre estas visitas.

Si Ud. quiere saber más sobre el Proyecto Levante, visítenos en el Internet: WWW.SAF-UNITE.ORG/PROJECTLEVANTE.HTM. (sitio en inglés) O contacte a la Directora del Programa Levante de SAF, Ilda Santiago, a (919) 660-3652. (Se habla español)

Project Levante

Project Levante was begun in 1994 to fill the void identified by SAF interns who noticed the lack of role models in the lives of migrant students. In talking to students, they found that many had no other goals than to be old enough to quit school and begin work. Using theater as a major component of their program, interns encouraged these youth to finish high school and go to college.

In 1997, SAF's Project Levante began a partnership with the N.C. Migrant Education Program to develop the leadership of migrant youth in rural North Carolina through leadership retreats, tours of colleges and universities, youth empowerment, and art and college preparation workshops. SAF also collaborated with Migrant Education and migrant students to develop **Action Inspiration Motivation (AIM) Clubs**, of which there are now over 50 statewide.

The goals of Project Levante are to:

- Encourage farmworker youth to finish school
- Provide ways for farmworker families to have a greater role in their children's education
- Foster dialogue about college opportunities between farmworker youth and college students from farmworker families

SAF has also coordinated **College Days** for over 2,400 migrant youth. See the article above for more information about our College Day visits.

If you would like to know more about Project Levante, please visit our website at WWW.SAF-UNITE.ORG/PROJECTLEVANTE.HTM or contact SAF's Migrant Youth Director, Ilda Santiago, at (919) 660-3652.

SAF is a 501(c)(3) non-profit organization whose mission is to bring students and farmworkers together to learn about each other's lives, share resources and skills, improve conditions for farmworkers, and build diverse coalitions working for social change.

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ACTION ALERTS

To receive SAF's weekly Action Alerts about legislation affecting farmworkers, organizing campaigns, campus events, and job opportunities, send an email with the word "subscribe" to <farmworkers-request@duke.edu>

For more information or to submit to the newsletter, contact:

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From the Ground Up Editor:
Tony Macias

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What You Need to Know about Migrant Education

by **Tony Macias**

According to the US Department of Education, a migrant is anyone "who has moved within 36 months to seek/obtain temporary or seasonal employment in agriculture or to accompany or join a parent, spouse, or guardian to obtain this work." Migrant children attend schools in all 50 U.S. states, and every day across the country they withdraw and enroll from our schools. (See the chart on p. 3 for helpful facts about migrant students.)

The US Migrant Education Program (MEP) was established in November of 1966, when only 1 in 10 migrant students was expected to graduate from high school. Today there is a legacy of its original structure, where local and state advocates for migrant youth have a strong voice in how to serve this unique and mobile population.

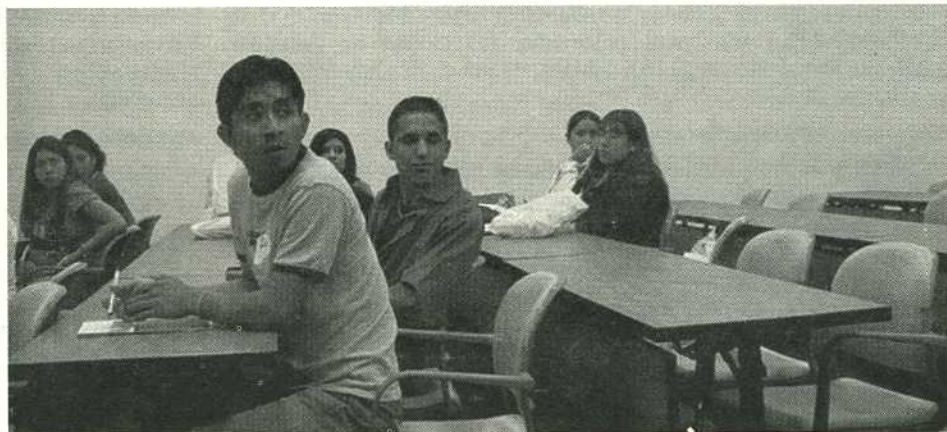
In 1969, long before the days of the internet, Migrant Education created the Migrant Student Records Transfer System (MSRTS) to facilitate the exchange of information among schools that receive migrant students. This innovative use of technology was far ahead of its time, and allowed states to track and share the records of over 800,000 children until 1994 when the project was ended. The No Child Left Behind Act of 2001 (see article on p. 3) calls for the creation of a new system to track students.

Today, MEP is a program of the U.S. Department of Education, and is responsible for several initiatives including: College Assistance Migrant Program (CAMP), High School Equivalency Program (HEP), Migrant Education National Hotline (1-800-234-8848), Migrant Education Coordination and Support Center, and Migrant Education Even Start (MEES). MEP also administers numerous grants to state and federal agencies that deliver services to migrant students.

For more information on MEP, please visit their website at www.ed.gov/PROGRAMS/MEP/INDEX.HTML.

Sources: Migrant Education, www.ed.gov/programs/mep & [Scholars in the Field](http://www.ed.gov/programs/mep). For more reference information, please refer to the resource list on p. 4

"The goal of the Migrant Education Program is to ensure that all migrant students reach challenging academic standards and graduate with a high school diploma (or complete a GED) that prepares them for responsible citizenship, further learning, and productive employment."



Latino students at NC State Summit in 2004. photo by Ilda Santiago

Migrant Students: Quick Facts

Migrant children are at a great educational disadvantage due to a combination of factors, including poverty, language barriers, poor nutrition and health care, high mobility and absenteeism. However, education is highly valued among farmworker families. Here are some useful facts about this population of students:

- In the U.S. there are 819,000 migrant children.
- 84.9% of migrant students are Hispanic.
- 85% of migrant students are Spanish speakers, but not all are necessarily fluent in this language.
- 60% of migrant students drop out of high school. (1994)
- 17% of young farmworkers are behind one grade level.

- 15% of migrant students are taking English as a Second Language (ESL)/Limited English Proficiency (LEP) classes.
- By the time a migrant child is 12, he or she may be working in the fields between 16-18 hours/week. (*Federal child-labor laws make an exception for agricultural work, allowing children as young as 12 to work in the fields with their parents' permission*)
- The average migrant child may attend 3 different schools in one year. For many children it takes roughly 3 years to advance one grade level.
- Almost half of U.S. migrant farmworkers have less than a 9th grade education.

Sources: *National Agricultural Workers Survey (NAWS)*. 1998; *The Help! Kit. A Resource Guide for Secondary Teachers of Migrant English Language Learners*. 2001

No Child Left Behind Affects Migrant Students

by Elizabeth King*

The *No Child Left Behind Act* (NCLB) was passed into law by President George W. Bush on January 8, 2002. A continuation of the Elementary and Secondary Education Act, it has been the subject of considerable criticism at the state and national level. Whether or not the act will provide the benefits it proposes, it is easy to see that it has a considerable impact on how public schools are able to reach out to disadvantaged students and to migrant children in particular.

The act, as its name suggests, gives priority to children who are at the most immediate risk of failing to meet academic standards. NCLB is widely interpreted to cover all children studying in the U.S., and even those who move frequently within and beyond our borders. Under *NCLB*, states must make sure migrant children:

- Receive appropriate instructional and support services that address their special needs in a coordinated and efficient manner.
- Are not penalized in any manner by disparities among the states in curriculum, graduation requirements, and state academic content and academic achievement standards.
- Receive full and appropriate opportunities to meet state content and student performance standards all children are expected to meet.
- Benefit from state and local systematic reform¹.

Of course, there is a difference between written objectives and success on the ground. NCLB reform has placed extraordinary pressure on local and state agencies to address low student performance in schools. Regardless of the root causes of student failure, schools whose students perform poorly must make improvements or they will lose federal funding.

A major criticism leveled at NCLB is that it is an under-funded mandate, since it requires states to design their

own standards and testing systems without appropriating sufficient money for these tasks. Opponents to the act also contend that since parents can now take their children out of low-performing schools, these schools are left worse off than before.

Despite NCLB stating that Limited English

Proficient students should be assessed in their native language for their first three years in public school, it does not provide states and schools with the necessary resources to develop tests in numerous foreign languages². Moreover, migrant students who are English language learners may not advance quickly through these courses due to their high mobility.

One provision of the act gives individual states the responsibility of keeping track of mobile student records, which are essential to migrant students who frequently change school districts. According to one writer, this forced decentralization has led to multiple immunizations, over/under-testing, tracking issues, as well as other problems³.

Check out some of the websites listed on p. 4 to learn more about the impacts of this Act on migrant students and their families.

- (1) *Scholars in the Field* p.182
- (2) National Education Association, www.nea.org
- (3) *Scholars in the Field* pp. 18-19

*Elizabeth King is a Duke undergraduate, and is taking *Farmworkers in North Carolina: Poverty* with Dr. Charles Thompson this semester.



Migrant students at NCCU College Day on Sept. 17th
photo by Ilda Santiago

Migrant Education Resources

BOOKS & PUBLICATIONS

College Choices Guide/Guia de Elecciones de Universidades. Student Action with Farmworkers, 2004 www.saf-unite.org/merchandise.htm

Reaching Out: Best Practices for Educating Mexican-Origin Children and Youth. Romo, H. D.

Scholars in the Field: The Challenges of Migrant Education (Eds.) Salinas, C. & Fránquiz, M. E., 2004.

The Help! Kit For Secondary Teachers of Migrant English Language Learners. ESCORT, 2001 www.escort.org/products/secondaryhelpkit.html

The Human Cost of Food. (Eds.) Thompson, C. & Wiggins, M., 2002. www.saf-unite.org/merchandise.htm

The Undocumented: Educating the Children of Migrant Workers in America. P. E. Green, 2003. brj.asu.edu/content/vol27_no1/documents/art3.pdf

Why Migrant Education Matters. P. A. DiCerbo, 2001. Issue Brief No. 8. www.ncela.gwu.edu/pubs/issuebriefs/ib8.pdf

WEB PUBLICATIONS ON ERIC DIGEST (online resource for teachers)

www.ael.org/page.htm?&index=752&pd=1&pv=x

Assessing LEP Migrant Students for Special Education Services

Effective Approaches to Teaching Young Mexican Immigrant Children

Identification and Recruitment of Migrant Students: Strategies and Resources

Improving Graduation Outcomes for Migrant Students

Involving Migrant Families in Education

Migrant Services Directory: Organizations and Resources

Schooling in Mexico: A Brief Guide for U.S. Educators

What Federal Statistics Reveal about Migrant Farmworkers: A Summary for Education

WEBSITES

College Foundation of North Carolina www.cfnc.org

East Coast Migrant Head Start Project www.ecmhsp.org

Migrant Ed. Technology and Curriculum Resources
lone-eagles.com/migrant.htm

National Council of La Raza www.nclr.org/

National HEP-CAMP Association www.hepcamp.org

Student Action with Farmworkers www.saf-unite.org

The Aspira Foundation www.aspira.org

U.S. Migrant Education Program (1-800-234-8848)
www.ed.gov/programs/mep/resources.html

SAF/NCSU MIGRANT SCHOLARSHIP

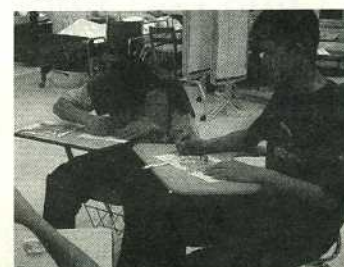
Each academic year, SAF awards one need-based scholarship to an undergraduate student from a farmworker family to attend NC State University. Please visit our website for more information.



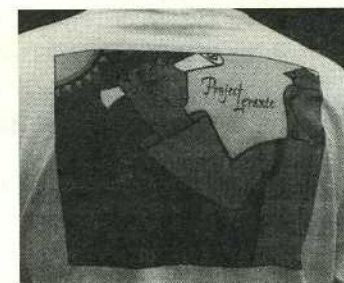
SAF Migrant Youth Director Ilda Santiago assists students at the spring 2004 AIM Retreat



Migrant students visit Guilford College this October.



Migrant Students at a Levante Art Workshop last May.



SAF Project Levante T-shirt.

photos by Tony Macias, Ilda Santiago, and Ramiro Arceo

First College Day

...continued from p. 1

College Days are a great way to help migrant students focus on finishing high school by explaining the college admissions process and revealing the opportunities that college holds.

There are four more College Days scheduled for the fall semester at UNC-Asheville, Guilford College, East Carolina University, and Appalachian State University.

Announcing Into The Fields 2005

The Into the Fields Program

The Into the Fields (ITF) Internship and Leadership Development Program creates opportunities for 30 college students to support farmworkers as they address health and safety concerns, educational barriers, unfair immigration policies, and discrimination in the workplace.

Since SAF's inception in 1992, over 370 Into the Fields alumni have spent their summers working with over 70,000 farmworkers and their families to improve farm labor conditions.

Each year at least one-half of these interns are from farmworker families.

NOW AVAILABLE:

Into The Fields 2005 Internship and Leadership Development Program Applications

Interested in working with farmworkers in rural North and South Carolina next summer? Visit our website to download applications, info sheets and more!

Application deadline: February 15, 2005

NOW AVAILABLE:

Apprenticeship 2005 Applications

Want to work full-time with SAF but afraid you do not have enough non-profit experience? Our Apprenticeship may be for you! Visit our website and click on Job Opportunities for the job description and more information.

Application deadline: February 15, 2005



2004 Intern Elaine Cray



ITF Class of 2004



2004 intern Joel Gongora

photos by Tony Macias

SAF Apprenticeship

The Apprenticeship is a 1-year, full-time paid position. The apprentice coordinates the Into the Fields Program, and also has opportunities to focus on other learning goals while at SAF.

Gift Ideas for the Holidays

MAKE A DONATION TO SAF IN HONOR OF A FRIEND FOR THE HOLIDAYS

Make a donation to SAF in any amount that you choose for the holidays and receive a notecard acknowledging that a gift was made in honor of your friend, co-worker, or family member. Donations can be designated to support a specific program or SAF's general operating budget. This is a great gift for someone who doesn't need anything and doesn't want more stuff!

SUSTAINABLY-GROWN FRASER FIR WREATHS

Your purchase of beautiful Fraser Fir wreaths, grown in the Appalachian Mountains of NC, will benefit SAF and Certified Organic Growers Linda & Aubrey Raper. Contact SAF by November 22 to reserve yours.

COST:	Plain	Decorated
18" Wreaths	\$20	\$28
24" Wreaths	\$25	\$30

We ship anywhere in the continental US

THE HUMAN COST OF FOOD: FARMWORKERS' LIVES, LABOR, AND ADVOCACY \$21.95

An anthology edited by Charles D. Thompson and Melinda F. Wiggins that focuses on farmworkers in the Southeast United States. Topics include: labor organizing, the rise of agribusiness, current health, educational, and legal challenges faced by farmworkers (337 pages, 23 photographs, published by the University of Texas Press).

NI DE AQUÍ, NI DE ALLÁ / NOT FROM HERE, NOT FROM THERE \$15.00

A bilingual hand-bound book that includes the collage artwork and narrative stories about migration and adjustment to a new culture. By migrant students from Randolph County, North Carolina (41 pages, 18 color collages).

SAF / SÍ SE PUEDE T-SHIRT \$14.00

Union made and printed t-shirts. Front reads: Student Action with Farmworkers, Solidarity since 1992. Back reads: ¡Sí Se Puede! and includes original artwork. (Available in red and black; small, medium, large, extra large).

Checks may be made payable to SAF.

Please add \$3 per item for shipping & handling.

To place orders, call 919-660-3652 or email tmacias@duke.edu

Thanks to the following organizations for their support of SAF:

Agricultural Resources Center
 Carolina Family Health Center
 Center for Documentary Studies
 CCGI Ltd.
 Church Women United in North Carolina
 Conservation Fund
 Episcopal Farmworker Ministry
 Farm Labor Organizing Committee
 Greene County Health Care, Inc.
 Greensboro Justice Fund
 HHS/BPHCA
 Hispanic Liaison/El Vinculo Hispano
 Hispanics In Philanthropy
 Immigrants Legal Assistance Project
 Legal Aid of NC- Farmworker Unit
 Mad Hatter's Restaurant
 Migrant Health Program
 National Farm Worker Ministry
 National HEP/CAMP Association
 NC Community Health Care Association
 NC Community Shares
 NC Migrant Education Program
 NC Rural Communities Assistance Project
 Our Lady of Mercy- Community Outreach Services
 Presbyterian Church- Synod of the Mid-Atlantic
 Presbyterian Hunger Program
 Prospect Hill Community Clinic
 Racial Justice Collaborative
 Rockingham Co. Migrant Education
 Rural Advancement Foundation Intl.
 S.C. Migrant Health Program
 Sisters of Charity Foundation
 St. Peter's Church
 Southern Partners Fund
 Telamon Corporation
 Tri County Community Health Center
 Triangle Community Foundation
 United Food and Commercial Workers
 Wake County Migrant Farmworker Health Program
 Wake Forest University/NIEHS
 Z. Smith Reynolds Foundation

Upcoming Events:

Nov. 19-21 AIM Leadership Retreat, The Summit, Reidsville, NC
 Nov. 19-Dec. 4 Holiday Wreaths available for pick-up at SAF office, Durham, NC
 Dec 1 FLOC Victory Celebration, Durham, NC
 Feb. 1 ITF Sponsor Organization Applications Due
 Feb. 4 College Day- Fayetteville Tech Community College, Fayetteville, NC
 February 11 College Day- Johnston Community College, Smithfield, NC
 Feb. 15 Internship and Apprenticeship Applications Due
 Mar. 28-Apr. 3 National Farmworker Awareness Week

Announcements:

FLOC VICTORY! Mt. Olive Pickle Boycott Over!

On Thursday, Sept. 16 (Mexican Independence Day), the Mt. Olive Pickle Co. boycott ended, marking the beginning of better conditions for over 8,000 workers covered by the historic labor agreement. Congratulations FLOC on this amazing victory!

Thanks to all the SAFistas who researched the pickle industry in NC in the early 1990s, served as Into the Fields summer interns with FLOC since 1995, participated in rallies and marches, leafleted consumers about the boycott, sent letters, faxes, and emails to Mt. Olive Pickle Co., and did NOT eat those dam pickles for the last 5 years!

Thank-you SAF Supporters:

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