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Lincoln Intermediate Unit No. 12

Social Service Organizations are designed with the intent to better society. The programs developed by the social service organization focus on a particular group within the community. That group then becomes the target of a social service agency. Lincoln Intermediate Unit No.12 is a social service provider for the migrant community in Pennsylvania. The services distributed at Lincoln Intermediate Unit No.12 focuses on improving the lives of the migrant population. The concentration of efforts by L.I.U. No.12 is on education. The programs are their to educate the entire family unit. L.I.U. No.12 hopes to enhance the lives of the migrant people and their families by educating them about health services, the English language, and family care. Lincoln Intermediate Unit No. 12 has created an intimate relationship between themselves and the families they serve through supplemental education and caring. Lincoln Intermediate Unit No.12 does an above average job as a social service provider for the migrant community. My experience in dealing with L.I.U. No.12 was very positive and to me illustrated the benefit of supplementary education and social services for the migrant community.

Lincoln Intermediate Unit No.12 defines themselves as follows: A Lincoln Intermediate Unit No.12 provides supplemental education for children of migratory farm workers. (L.I.U.) The supplemental education programs that L.I.U. No.12 provides works along with the public school system to aid in the education of migrant children. Supplemental or school-linked education is the way in which L.I.U. carries out their services. An example of a supplemental education program that L.I.U. No.12 runs is The Opportunity Center. The Center takes migrant children who attend the Head Start Half Day Program in their public school district and buses them to The Opportunity Center for the remainder of the day. Therefore, the children attend a full day of school. The idea of school-linked or additional educational services is to allow the children extra exposure to education.

Supplemental education has been a controversial topic due to conflicting views on whether or not this type of educational assistance is beneficial. The debate centers on how much the student gains from the additional education or if they do not gain anything at all. The conflict has escalated because of the fear that these types of programs are a burden to the economy and hurt the tax payer. Federal and State monies are used for these school-linked programs to run and therefore the services are watched closely to ensure they are indeed beneficial. A study conducted in 1995 by The American Educational Research Association weighed the pros and cons of supplemental education programs such as L.I.U. No.12. The findings were positive.

What is known about school-linked collaborative services

tends to be positive. The most successful collaborative services are cost effective over the long run; they bring children and families into systems where they can become empowered; they are culturally competent and committed to responding to the diverse contexts of children and families; and they communicate/connect well with communities. (Russel, Stallings 16)

Lincoln Intermediate Unit No.12 works with the Hispanic migrant community in order for them to achieve educational success. School-linked collaborative education programs prove to have merit because they are economical, community minded, and create competent educated adults.

The National Center For Educational Statistics Youth Indicators did a study in 1996 to gage the span of educational enrollment from elementary school level to college level enrollment. The involvement of the Hispanic community in the area of education has improved across the boards. ASince 1975, the proportion of Hispanic students grew at all levels.@ (Synder, Shafer 69) Educational improvements are being made. The Hispanic community is going further in their pursuit of education. Lincoln Intermediate Unit No.12 works towards educating the Hispanic migrant population in Pennsylvania by offering educational programs for the entire community.

Supplemental school-linked education programs such as L.I.U. No.12 puts emphasis on developing educational skills in each child in order for the child to stay in school and to be able to move away from migratory farm work. AOur vision is to promote life-long learners and productive citizens of the world community.@ (L.I.U.) To determine for myself if Lincoln Intermediate Unit No.12 was an above average social service provider for the migrant people I went to the source. I talked with those individuals who run the programs at L.I.U. No.12. I asked them to describe for me what exactly their role is as a social service provider, if they feel they do a service to the migrant community, and what hopes they have for the future of L.I.U. No.12.

I chose to meet a diverse group of employees at L.I.U. No.12. The people I spoke to included one of the founders of migrant education Parker Coble, Project Manager of L.I.U. No.12 Edgar Leon, Linda Leon wife of Edgar Leon and her partner Carmen Medina who run the Generacion Diez After-School Learning Program, Lori Grim the Director of the Opportunity Center a Day Care facility operated out of L.I.U. No.12. I talked with several of the Day Care employees/teachers on a regular basis during my semester internship at the Opportunity Center.

These individuals make up the programs L.I.U. No.12 offers to the migrant community in Gettysburg. My experiences in talking with them and working closely with some of them created a bigger picture for me as to the type of services L.I.U. No.12 provides. I was able to learn how they themselves rate the services and the overall benefits L.I.U. No.12 provides for the migrant people. The experiences I had there helped me to determine that Lincoln Intermediate Unit No.12 does an above average job as a social service provider.

Parker Coble is one of the founders of Migrant Education. He retired this past September after thirty six years of migrant service. Over the years of his assistance to the migrant community Parker has developed education programs, created a relationship with the families he served there, and advocated the relevance of supplemental education programs. I met Parker Coble twice, one time back in April of 1998 and once again in September of 1998. What stood out the most to me was the intimate relationship Parker had with the people and families he worked with at L.I.U. No.12. Parker shared stories of the children and families who come to L.I.U. No.12. He seemed to know everyone in the Migrant community. Parker had developed various Migrant Education Programs over the years according to the needs of the people he served. His relationships with the migrant people helped him to develop relevant programs for the community.

During an oral history interview held on September 24, 1998 Parker talked about the history of Migrant Education and how he came to be one of the founders. While he was a undergraduate student at Shippensburg University Parker went on his first home visit working with a migrant family. The experience made him realize the needs of the migrant community. After graduating from Shippensburg he was asked to do a summer program with migrant education. He took the job which turned out to be a life long career. (Coble)

Parker discussed the programs L.I.U. No.12 has created during his time there. A large part of L.I.U. No.12=s programs according to Parker are the parental components. Parker stands strong in his belief that because the families are migratory L.I.U. No.12 has to educate the parents on how to help their children with their education because they are the child=s first teachers. Therefore, the creation of such programs as Even Start Legislation which has a strong parental component, the Family Literacy Program, Parents As Tutors Program, and the Career and Vocational Program which extends to parents and youths for job improvements was created. (Coble) Family is Parker=s main focus and the programs at L.I.U. No.12 reflects that. The programs center around education of the entire family unit. L.I.U. No.12 works with other agencies such as Human Services and Catholic Charities in order to make the programs more effective and for L.I.U. No.12 to provide the best all around care for the migrant families.

Parker discussed some other programs provided by L.I.U. No.12 like The Childhood Summer School Program which is connected to Migrant Head Start and the regular Head Start Program, Classrooms of Tomorrow Program, and the Charter School Operation. All of which L.I.U. No.12 has developed for the migrant communities children in order for them to be receiving extra educational services. These programs, like the parental based programs work with the public school district to provide supplemental education.

Parker Coble has been with L.I.U. No.12 over the years helping to come up with various ideas which better accommodate the migrants. His personal interest in the family educational support programs has made his relationship with the families he serves stronger. Meeting Parker Coble was a great way to learn more about the history of L.I.U. No.12 and how everything evolved there. His compassion for the migrant community was reflected in his stories and his life long devotion to the cause. Parker=s dedication and creative program ideas has made L.I.U. No.12 a fantastic social service organization.

The Project Manager of Lincoln Intermediate Unit No.12 is Edgar Leon. Leon is the director of the Migrant and English As A Second Language Programs and recently joined L.I.U. No.12 this past October. Leon is a native Puerto Rican and discussed his personal history, his new goals for Lincoln Intermediate Unit No.12, and how he feels L.I.U. No.12 rates as a social service provider during an interview we had together on November 3,1998. The interview had one striking theme- Leon=s passion for education. A Education has always been my passion, education of the poor, education for the needy.@ (Leon) He attributes his career in education to a teacher he had in Puerto Rico. This teacher encouraged Leon to continue his education in the United States. Over the years Leon earned his Ph.D in Education at Michigan State University. Leon developed Migrant Education Programs there and came up with a model for Migrant Education Programs. This model caught the eye of Parker Coble and other staff members at L.I.U. No.12. during a conference on education. When Leon was offered the position of Project

Director of Migrant Education and ESL Program following the retirement of Parker Coble at Lincoln Intermediate Unit No.12 he accepted. Leon then became a part of the team at L.I.U. No.12. (Leon)

During my interview with Leon I asked him to discuss with me his goals for Lincoln Intermediate Unit No.12. Leon went on to say the top need right now is education. Education for the entire family unit. He wants the education to focus on the positive aspects of the child rather than the negative. Leon remarked how knowledgeable migrant children are about agriculture, science, and geography. He wants to center their learning on their educational strengths and have them build on those strengths. Most of these children according to Leon are somewhat bilingual and he believes L.I.U. No.12 can polish them up. (Leon) Having bilingual language abilities is very important in the education of Migrants. (Leon)

Leon wants to create a place where L.I.U. No.12 serves families and children in such a way that they cater to the needs of the families and go above and beyond structured businesslike programs. Leon said it doesn't matter if it is Saturday or Sunday; education has no time or place. You have to adapt to their needs. (Leon) An example of how Leon plans to adapt to the needs of the migrant families that they serve at L.I.U. No.12 is through audio tapes. Leon realized that some of the parents could not read in Spanish. They could only speak the language. Therefore, Leon is in the process of making a series of audio tapes for parents instructing them on such things as disciplinary rules of the public high school and the importance of talking to your children about drugs. Leon hopes with the use of audio tapes the parents can be better informed. The type of education Leon wants at L.I.U. No.12 goes further than the classroom it brings the education into the home. (Leon)

Leon wants increased technology at L.I.U. No.12 such as a web page so people can get access to their programs and learn about them. This way Leon believes people will give their input into what services they want L.I.U. No.12 to offer. He hopes to bring L.I.U. No.12 into the twenty-first century with technology. Lincoln Intermediate Unit No.12 is developing ways to help the migrant community through technological education. (Leon)

The new director of Lincoln Intermediate Unit No.12, Edgar Leon, has set out to achieve continued success for the migrant education programs through innovative educational ideas. When asked how Leon rates L.I.U. No.12 as a social service provider for migrant education he responded as follows: I would say A+ and getting better. (Leon) The Lincoln Intermediate Unit No.12 in Gettysburg is an excellent social service provider because they look to the future and what can make it better for the migrant community. Leon seems to have many ideas on how to improve L.I.U. No.12 and his enthusiasm makes me believe he will accomplish his goals. He has a fresh approach to migrant education.

Lori Grim is the director of the Opportunity Day Care Center which operates out of Lincoln Intermediate Unit No.12. I met Lori during my internship at The Opportunity Center and was able to interview her twice. The first interview took place on October 7, 1998 and the follow up interview took place on October 21, 1998. In talking with Lori Grim I asked her to discuss several issues concerning the Opportunity Center such as the types of services they provide,

where they receive their funding from, her goals for the Center, and what she sees in the future for The Opportunity Center.

The Opportunity Center has a long history with L.I.U. No.12 dating back thirty years ago. (Grim) The Center opens in July and closes in late October. The Opportunity Center works with migrant children ages three to five. The classroom has at least one certified teacher in either elementary or early childhood education and they are supported by the assistants and aids who are also experienced people working in early childhood social and instructional development. (Grim) The children are instructed in both English and Spanish. They learn a variety of things such as colors, numbers, and shapes. The children go on field trips to various places in the community as well as the community members coming into the Center to share hobbies or educate them on safety rules. The types of services The Opportunity Center provides educational services for the children which the Center illustrates in many ways.

Lori talked about her goals for the Center. She focuses on two specific things. One goal is informing the families of the services L.I.U. No.12 offers as well as other social service agencies in the area. The other goal is to involve the families of the Head Start Programs in their school district. A...our goal under the Migrant County Program is first to assist the children and families in accessing the programs that are available and second to provide our own program so I'm always trying to work to get kids in Head Start.@ (Grim) The Opportunity Center helps families to be educated about programs in the area as well as how the families can improve the education for their children in this case The Head Start Program.

Funding for The Opportunity Center comes from four different sources. A...the majority of the funding for the Opportunity Center today comes out of the migrant day care budget. Which is money set aside in the state budget specifically for child care for children of migrant farm workers.@ (Grim) This source funds the majority of the operations at The Opportunity Center. (Grim) The migrant day care funding source is supplemented with some migrant education funds, some state education funds which goes towards the transportation of the children back and forth from The Center, and some adult and child care food program funds which helps to cover food costs. All together their are four funding sources for The Opportunity Center. (Grim)

Lori as well as other staff members at The Opportunity Center discussed with me how frustrating the entire funding process is for them. Each year the Center reapplies for the funding. June Bobb, one of the assisting teachers at the Center for twenty school seasons told me each year she is told the Center may not be opened the following season if they do not receive the necessary funding. Lori informed me that the migrant day care budget has not increased over the years which is why they need to go to other funding sources for help. The reason the funding has not increased is because of the changes in the migrant population. More and more families are staying in the area and are not migrating somewhere else. The permanent residency of the children has changed their status from migrant children to permanent citizens. Therefore, The Opportunity Center cannot retain funding from the migrant day care budget if the children are not migrants. (Grim)

This issue brought me to the question of the future of The Opportunity Center and what kinds of changes will take place there. Lori answered the question by talking about her solutions to this issue of the children not being true migrants.

A...the thing I see for The Opportunity Center is maybe a redefining of what children we will serve here and what funding we will use to serve them because of the changes in migrantcy, the changes in the types of people and not so many families come into the area um I think we may need to change our eligibility or who we're going to serve and find appropriate funds to serve them with.@ (Grim)

The definition of a true migrant has changed. Now those families that have come over from Mexico are staying in the area. Yet, they still face some of the same issues that migrants who do not stay in the area face. The similarities both face has to due with the language barrier and education for their children. The Opportunity Center serves a great purpose for those families that have migrated to the area and want to stay there permanently. Even though they are not classified as true migrants they still face hard issues within their new community. Lori Grim feels The Opportunity Center has to adjust to the changes in the migrant community and redefine who they are serving and address that to the proper funding sources. The Opportunity Center is looking for a new funding source direction so that they can suit the communities changing needs.

With all of the complex issues that go along with funding for The Opportunity Center I asked Lori how she felt The Opportunity Center rated as a social service provider for the migrant community. I wondered if she felt these issues effected The Center in a negative way. Fortunately Lori does not let the problem of funding change the fact that The Opportunity Center does a great service for the migrant community. She felt the long history of The Opportunity Center and L.I.U. No.12 gave her and the families she serves encouragement.

AI think The Opportunity Center does an above average job of social service provider um because we've been here since the early 60=s the families that move in and out of this area, the migrant families, know about us and know about the location and know that their are people here that can speak their language, they know their are people here that can help them with their children, they know their are people here that can help them if they need

food or clothing or housing or that type of referral. So I

think in that respect we do a very good job, an above average job.@ (Grim)

The Opportunity Center is an excellent place for migrant children and their families to belong to. I found a great feeling of warmth and community there. Talking to the staff and to Lori, the director I realized the complexity of the issues The Opportunity Center faces and how a social service agency needs to be flexible enough to change along with the community they serve. Lincoln Intermediate Unit No.12 offers The Opportunity Center to those families that need an intensive learning program for their children. Yet, L.I.U. No.12 is willing to redefine themselves to suit the desires of the community. They really seem to put the people and their needs first.

A new program has just begun at L.I.U. No.12 Generacion Diez which is an after school learning program for children. The program is being offered by Hempfield Counseling Associates which is a community psychology sole proprietorship that works with abused or neglected children. (Generacion Diez) It is run by Linda Leon and Carmen Medina. I met them on November 3, 1998. The women were very enthusiastic about the new program. Essentially what the program does is to Areduce school dropout, improve school readiness and success, decrease child abuse and neglect, and improve access to human and social services for the county=s migrant population.@ (Generacion Diez) The program works with children ages ten to twelve years old who are considered to be Aat-risk@. (Generation Diez) The women and their staff go on home visits, provide parental skills, reading tutoring, organizational and study skills, and social and emotional training. (Generacion Diez)

The women seemed energetic and very positive about the new program. They were eager to have college interns working there and had many ideas about how to make the program even more effective mainly by getting the word out that the program is available. L.I.U. No.12 programs all share a similar theme of working with the entire family unit by teaching them, training them, and giving them the skills to succeed in the world.

My experiences with Lincoln Intermediate Unit No.12 has been very positive. I learned a lot about the way L.I.U. No.12 runs their migrant education programs. Listening to Parker and Edgar talk about what L.I.U. No.12 does for the migrant community left me feeling that migrant education has come a long way and is continuing to move at a progressive pace.

Social Service Organizations set out to make society better by helping those community members who are in need. Lincoln Intermediate Unit No.12 helps the migrant community through education. They have developed numerous programs for migrant families, they work together with other agencies, and the staff possesses a personal dedication to the well being of the migrant people. Supplementary education has proven to be effective. The migrant people benefit from having L.I.U. No.12 in their community. This social service organization does an above average job of social service to the migrant community.