

## CLASS 122: NASHVILLE, GEORGIA & SAN JOAQUIN COUNTY, CA

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The Training Week

June 2003

### *In Search for Change, Migrant Youth Express Their Ideas to Capitol Hill Leaders*

WASHINGTON, DC, June 1 — “We’ve learned that it all begins with an idea. Laws are made by people...people like us.” It was a week characterized by success as Class 122 harnessed the concepts, theory and practice of leadership in democracy. During their stay in Washington DC, the students participating in the Experience In Democracy Leadership Program (EIDLPL) learned valuable lessons in active civic participation and advancing the interest of their communities.

The customized hands-on program provided the students with the practical in-



*Georgia participants meet with Congressman Jack Kingston (R-GA).*

sight of their role in government. Class 122 participants, a combined group from Georgia and California, were able to learn the practical mechanics of public policy as they partook in developing their own issues agenda and meeting with their congressional representatives, government agency officials, and members from national lobbying groups.

Among the past week’s featured mentors, speakers and notabilities, Class 122 met with Ms. Belen Mendoza, Deputy Director of the Office of the Secretary of the Democratic National Committee, and with members of the U.S. Department of Agriculture, Food and Nutrition Service. The students also had the opportunity to meet with the offices of their Congressional Representatives: Congressman Jack Kingston (D-GA), Congressman Richard Pombo (R-CA), Senator Zell Miller (R-GA), and Senator Barbara Boxer (D-GA). These meetings provided the ideal forum to allow the students to speak with their Congressional Representatives and legislative aids regarding the issues affecting their community. They students were pleased with their accomplishment, but came away with the realization that this was only the beginning.

In regards to the lessons learned during their stay in Washington, a student of Class 122 stated, “I recognize that this week taught me what I need to do to be



*Class 122 meet with members from the U.S. Department of Agriculture, Food & Nutrition Service.*

more active in my community...I know that this is the first step in making a difference...The real challenge is when I use what I have learned at home and in my community...and use it to make a difference.” The BCLI staff rests assured that the future challenges facing the communities of Class 122 lie in good hands. Their leadership skills and their undying resolve show promise for the future and a bright tomorrow for their respective communities.

### **Congratulations Class 122: Southern Pine Migrant Education Agency, GA & San Joaquin County Migrant Agency, CA**

Reynaldo Romero	Eduardo Rodriguez	Celeste Hurtado	Leticia Arroyo	Susana Gonzalez*	Omar Garcia
Cristina Lopez	Joaquin Landaverde	Fernando Perez	Efrain Sandoval	Brenda Rojas	Ana Najera
Joe Alvarado	Joanna Cabada	Francisca Bustos	Sonia Tapia	Thalia Chavez	Ernesto Ortiz
Brian Shedd*	Stephanie Shedd*	Matthew R. Kimbrell*	* designates chaperone		

## Issues Agenda: Class 122 - Nashville, GA & San Joaquin County, CA

These issues, concerns and solutions (as shown) were developed by EIDLDP Class 122. Their purpose to make a difference in their communities, and make their communities a better place.

### Region 23 Migrant Education Program San Joaquin County, California

#### Labor

- We propose to Congress to offer health insurance to the fieldworkers because they cannot afford health care with their wages.

#### Education

- We propose to Congress to help us in our education by providing more funding for immigrant and migrant fieldworkers and their dependents.



California students preparing their issues agendas.

### Southern Pine Migrant Education Agency Nashville, Georgia

#### Salary/Wages

- We propose to Congress that labor workers should be paid a higher salary, because they have one of the hardest jobs in the country: to provide food for everyone.

#### Medical Health

- We propose to Congress to provide free or reduced medical care to all immigrant farm workers and their families for their hard work.

#### Racism

- In an effort to reduce racism in schools and at work, we propose to Congress to provide federal programs to increase bilingual teaching programs for students and workers.
- To reduce racism, we ask our government to provide programs to educate people about the different beliefs and cultures of the world.



Georgia participants team up in groups to identify key issues of concern in their community.

#### Immigration

- In order to decrease the number of illegal immigrants, we propose to Congress to facilitate the legalization and naturalization process.
- We propose to Congress to provide/offer work permits for illegal workers, professionals, and successful graduating students in the United States. This will not only benefit the individuals receiving the permits, but it will most assuredly benefit the government by providing needed laborers, professionals and future taxpayers.
- We propose to Congress to provide work permits and/or school permits to migrant farm workers or their dependents under the age of 21 who have graduated from a U.S. high school and received a diploma from such institutions so they may continue their education and benefit society.

#### Education

- In order to reduce the percentage of Latino dropouts, the government should encourage bilingual persons to become teachers and tutors so they can provide equal learning opportunities.

#### Teenage Pregnancies

- As you may know, Latinas have the highest percentage of early-age pregnancies due to the lack of knowledge and misguidance. To reduce this percentage we ask the government to provide after school programs such as sex education programs and/or contraception provision programs for youth.