

R E P O R T R E S U M E S

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A SPECIAL PROGRAM FOR IN-MIGRANT AND TRANSIENT CHILDREN IN  
DEPRESSED AREAS. PROJECT PROPOSAL.

MILWAUKEE PUBLIC SCHOOLS, WIS.

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PERSONNEL, INSERVICE TEACHER EDUCATION, CURRICULUM, GREAT  
CITIES SCHOOL IMPROVEMENT PROGRAM, MILWAUKEE, WISCONSIN

PROPOSED IS THE ESTABLISHMENT OF SIX EXPERIMENTAL  
CENTERS IN MILWAUKEE TO WHICH IN-MIGRANT CHILDREN WOULD BE  
REFERRED WHEN APPLYING FOR PUBLIC SCHOOL ADMISSION. BECAUSE  
THE SCHOOLS FACE SO MANY PROBLEMS IN PROPERLY PLACING THESE  
CHILDREN, INITIAL ENTRY INTO AN ORIENTATION CENTER WHICH  
WOULD STUDY, TEST, AND OFFER REMEDIATION WHEN NECESSARY SEEMS  
ADVISABLE. WHEN THEY ARE READY, THE CHILDREN WILL BE SHIFTED  
TO THE APPROPRIATE REGULAR OR SPECIAL CLASSES. THE  
EDUCATIONAL PROGRAM WILL BE SPECIALLY DESIGNED FOR THESE  
CHILDREN, AND PSYCHOLOGICAL AND SOCIAL SERVICES WILL BE  
AVAILABLE. CLASSROOM ACTIVITIES WILL INCLUDE USE OF  
AUDIOVISUAL MATERIALS IN TEACHING BASIC SKILLS AND  
INSTRUCTION IN ENGLISH USAGE. PARENT INVOLVEMENT WILL ALSO BE  
AN INTEGRAL FEATURE. STAFF WILL INCLUDE REGULAR SCHOOL  
PERSONNEL ASSIGNED TO THE PROJECT, A SOCIAL  
WORKER-COORDINATOR, A PSYCHOLOGIST, AND A LANGUAGE  
SPECIALIST. INSERVICE TEACHER EDUCATION ACTIVITIES WILL BE  
PART OF THE PROJECT. A REQUEST FOR FUNDING FOR THREE YEARS IS  
MADE TO PERMIT A FAIR EVALUATION OF THE PROJECT'S  
EFFECTIVENESS. (NH)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE  
OFFICE OF EDUCATION

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MILWAUKEE PUBLIC SCHOOLS

GREAT CITIES SCHOOL IMPROVEMENT PROGRAM

A MILWAUKEE PROJECT PROPOSAL

A Special Program for In-Migrant and Transient

Children in Depressed Areas

ED020251

4D 005 731

## The Proposal in a Nutshell

Over the years, the central core of the city of Milwaukee has changed greatly. Many residences that formerly housed one family now house two or more family units. This increased density of population has been accompanied by a disproportionate increase in the number of in-migrant and transient children enrolled in the schools of the area.

Each year, varying numbers of children from outside the city present themselves for enrollment in the schools of this area. In many instances, they bring no official evidence of previous education. In many instances, incomplete evidence indicates a very sketchy educational background. Our success in obtaining reports from the schools attended earlier by these children is extremely limited. The net result is that we are faced with many new children during a given school year whose school background is limited and about whom we have little or no information.

The usual procedure is to make the best possible estimate of the correct placement of the child and to enroll him in that grade. This presents many problems when there is little correlation between grade placement and age. A specific case would be that of a 13-year-old boy with an estimated readiness for our third grade. Reassignments may become necessary if it develops that our initial placement was in error. This, of course, places an unusual burden upon the teacher or teachers involved. To this problem of placement in the initial school is added the problem of family mobility. It is not uncommon for a pupil to attend five or six different schools in the core area during the

six years of his elementary schooling. It has been our experience in some instances that over a period of a school year there may be as much as a 50% turnover of pupils in a given building.

We have attempted to meet some of these problems by special instructional materials and by some adjustments in pupil-teacher ratio. However, in the project presently before the Fund for the Advancement of Education, we propose a further attack on the teaching problems posed by large numbers of in-migrant and transient children. We envision the establishment of several orientation centers in the schools serving the core area of the city. These centers will serve the educational needs of in-migrant and other children in much the same way that the army induction centers serve the military needs of new recruits.

To illustrate, let us assume that next September when school opens, one hundred in-migrant children from certain areas of the south present themselves for enrollment in four of the core area schools. Presumably, a large proportion of these pupils will have little evidence of their previous school experience. It is probable that many of them will have had very limited opportunities. With this uncertainty as to correct placement, these children would be assigned initially to the orientation class or center. With the special teachers and other special diagnostic services outlined in the project, every effort would be made to determine the achievement level of these pupils. They would remain in the orientation center or class until a reasonably correct evaluation is made. It is planned to provide remedial work if such appears to be necessary. As it becomes apparent that these children have reached a point where they can be shifted into a regular class, this would be done. Some might move in a week or two. Others might need

to remain for a full semester. It might be determined that some should be placed in our "C" classes for mentally retarded. If so, they would be shifted. It is possible that some might respond in such manner as to justify placement in a class for the gifted.

In essence, we wish to set up several experimental centers to which we may refer in-migrant and other children for study and remedial services. On the basis of such study and remedial services, these children would be shifted, when ready, to regular or special classes. The length of time required for orientation would vary with the individual.

It is planned that these centers will be fully staffed for testing, remedial instruction, and all necessary special services. Specific personnel will be assigned to work with the homes of these children on the assumption that we can do more for the pupil if the home is directly involved. Some orientation of in-migrant parents is an integral part of the program for children. It is our belief that an orientation program as outlined above would not only benefit the pupils concerned, but would also give a great lift to the classroom teachers as well. Ideally, the classroom teacher would be relieved of some of the problems incident to in-migrant children until they have been brought up to a reasonable level of achievement through the orientation center.

Once the program is under way, its benefits could be made available throughout the year as new children come to the city from month to month. It is our belief that this approach offers great possibilities for better teaching and more effective learning.



**MILWAUKEE PUBLIC SCHOOLS**  
**GREAT CITIES SCHOOL IMPROVEMENT PROGRAM**  
**A MILWAUKEE PROJECT PROPOSAL**

**Title: A SPECIAL PROGRAM FOR IN-MIGRANT AND TRANSIENT**  
**CHILDREN IN DEPRESSED AREAS**

This project proposes to examine the values of a special program for the in-migrant and transient children. An educational program will be planned to assist these children to become members of the new community, to make the social adjustment, and to progress in their academic achievement.

**The Locale of the Project**

The schools to be included in this study are in the central sector of Milwaukee. This is the older section of the city and is currently being studied under the leadership of the administration by the Mayor's Study Committee on Social Problems of the Inner Core Area of the City.

A large percentage of the residents of this core area are Negroes, either new to the community or born in Milwaukee, Puerto Ricans and Mexicans recently come to the city, and refugees from Europe. About 90% of the city's non-white population resides here.

A significant percentage of the school population in this area can be characterized by one or more of the following conditions: (1) They are English-speaking in-migrants who are handicapped because of lack of educational opportunity elsewhere, (2) They are in-migrants who speak little or no English, or (3) They are migrants who vary as to the period of time they have been in the Country. They move frequently, either within the city or out of and back into the city, thereby changing schools often. Many of the newly arrived children are

not living with their natural parents.

### Propositions to be Tested

The objective of this Milwaukee project is to provide special centers in several schools in the core of the city where our mobile populations live. Before regular class placement is made, these centers will provide time for the children (in-migrant and transient) to adjust to the new community and school and opportunity to "catch up" in their academic work. The services of a psychologist and social worker will be made available to the principal and teacher to assist them in their understanding of the child and his family background. The curriculum in each of these centers will be determined by the needs of the children enrolled. We propose to test the following propositions:

- A. That special class placement of in-migrant and transient children can help to insure better school achievement as these children progress through the elementary grades.

Over the years it has been recognized that the present procedure of placing the in-migrant and transient child directly into the regular classroom has been unsatisfactory. His inability to adjust and to find his place in the school and community or his inability to speak the English language has brought frustration and negative attitudes toward school. Such a pupil requires a disproportionate amount of the regular classroom teacher's time and causes distractions on the part of the other children of the class.

- B. That an educational program specifically designed to meet the special needs of these children can best be accomplished in special classes.

If the elementary school program is to be adjusted to meet the individual needs of these newcomers, classes or groups must be kept small. Learning materials will need to be developed and teaching methods adapted to meet these needs.

- C. That a teacher can work more effectively with children if she has information which can be supplied by special personnel, such as the psychologist and social worker.

Experience has proved that the more a teacher knows about children, the deeper the understanding of the child's problems and the better the teacher's position for helping him. This information should be available to the teacher as soon as possible after the child's enrollment. Pupil-teacher relationships are also improved.

**D. That parents can be helped to understand that education is important.**

Because parents of underprivileged children frequently see little or no value in an education, regular attendance in school and promptness become goals which must be worked on from both the parent and child angle. Language difficulties, different social mores, and lack of understanding of what the schools are trying to do often hinder good parent-school relationships. Parent education then becomes a part of this project. Other community agencies besides the school will need to become involved, for example, the Parent-Teacher Association and adult education groups.

**E. That achievement level and motivation of transient and in-migrant children can be increased through better utilization of professional personnel in special classes, by providing fully trained teachers with teacher-trainee aides and outstanding high school students to assist them in tasks appropriate to the aides level of training and competence.**

**The Description of the Project**

Varying numbers of in-migrant and transient children come to school with incomplete records or no records at all. Most of them have little background for fitting into the regular school program with other children of their ages. In the past, children were too often improperly placed which resulted in their frustration, disappointment, and lack of progress. It is recognized that some program will need to be established to alleviate this problem. (Recognizing the great need in this area, The Milwaukee Public Schools tentatively instituted such a center at Palmer School in September, 1959, Of necessity, it was started on a very simple basis because of limited means and personnel.)



The Milwaukee project proposes to establish centers in each of six schools in the core of the city. The procedures in organizing and administering these centers will differ to some extent. Four of these rooms will be located in elementary schools. These centers will serve a total of approximately fifteen schools. One special class will be located in a junior high school and another in a junior-senior high school. While it is not feasible at this writing to designate the schools in which the centers will be located, the following are likely to be selected:

<u>Elementary</u>	<u>Junior High</u>	<u>Senior High</u>
Fifth Street Lloyd Street Ninth Street Palmer	Roosevelt	Lincoln

The new arrivals to the city will be directed to one of the schools in which a center is operating. These children will remain in such centers for the length of time necessary to establish a readiness for placement in a regular classroom.

It would seem advisable to conduct this study for a period of three years to give adequate time for a fair evaluation of the program.

#### School Personnel to be Involved

Principals in these six schools  
Teachers assigned to the special classes  
Nurses from the Milwaukee Health Department  
Welfare counselors and supervisors  
Instructional supervisors  
Director of Elementary Curriculum and Instruction  
Assistant Superintendent for Curriculum and Instruction

Each center will be considered a part of the school in which it is established and will be under the direction of the principal of that school and

the teacher assigned to it. Specifically, the special class teacher will:

--conduct the educational program

1. acquaint children with the school and the community
2. carry on a remedial program in the 3 R's
3. introduce children to the appreciative and creative arts
4. involve school nurse and regular school personnel in developing concepts of healthful living
5. help children in their social adjustment

--assist in interpreting parent problems to school, special personnel, and community

--work with coordinator -- social worker and psychologist assigned to the project

--help regular classroom teachers in better understanding of the culturally underprivileged

#### Additional Project Personnel and Their Responsibilities

The special personnel assigned to the project will work with the school staff, parents, and children in the centers. Their responsibilities will be as follows:

1. Coordinator who is a social worker will

--organize, administer, and supervise the entire program and serve all schools,

--provide school personnel with specialized data on cultural patterns and family backgrounds,

--work with children and parents on community and school social problems and adjustments.

2. The psychologist will

--administer tests and counsel children

--interpret culture-free analysis techniques to aid in the study of these children from limited environmental backgrounds,

--assist the principals and teachers in the placement of the children.

**3. The language specialist will**

- help to provide the educational program for non-English speaking children,**
- serve as a liaison between parents whose mother tongue is other than English, their children, and the schools.**

**The coordinator-social worker, psychologist, principal, and teacher will comprise the working team in each of the centers. With the services of the language specialist and the instructional supervisors, this team will plan, implement, and evaluate the special class program as related to pupil progress, teacher education, parent education, and psychological services. Each of the six teams will be under the administrative direction of the principal of the school in which the center is located.**

**Continuing the Special Program After the Project**

**It would be the plan of the Milwaukee Public Schools to continue these centers as long as newcomers with diverse backgrounds enroll in our schools. However, the location of these centers may change, dependent upon the mobility of this population. Evaluation of the project might also result in changes in the initial procedures.**

**Activities of the Project**

**All activities of the project cannot be predicted in advance. It is expected, however, that the following activities will become a part of the project as soon as it is launched:**

**Teacher education activities**

**1. Workshops**

- to learn more about the culture of these newcomers
- to develop suitable instructional materials
- to plan for the educational program

## **2. Scheduled meetings**

- to hear reports from coordinator, psychologist, and language specialist
- to get information on recent child development studies
- to exchange ideas on successful teaching practices

## **3. Team conferences**

- to plan testing program and follow-up services for individual centers
- to develop educational program -- its activities, instructional techniques, and materials,
- to initiate and implement the services of the consultants
- to evaluate the effectiveness of the program

## **Classroom activities**

- 1. Field trips to become acquainted with school, neighborhood, and larger community**
- 2. Introduction to people who serve the community -- firemen, policemen, library, nurse**
- 3. Group activities of many kinds to foster and promote patterns of democratic living**
- 4. Instruction in the 3 R's making use of**
  - concrete materials in the development of concepts
  - audio-visual materials -- film, filmstrip, tape recorder, TV, radio, etc.
- 5. Instruction in learning to speak the English language**
- 6. Help in improving faulty speech**
- 7. Experiences in the creative arts -- music, dramatization, arts and crafts**

8. **Instruction in healthful living**
9. **Organized play activities -- team games**

**Parent education activities**

1. **Social worker-parent conferences**
2. **Language specialist - parent conferences**
3. **Principal-parent conferences**
4. **Home visitation by teacher**
5. **Parent visitation to classroom**
6. **Parent participation on field trips**
7. **Study groups for parents of enrollees**

**Expected Outcomes**

Numerous outcomes, both tangible and intangible, will result from this study. It is anticipated that among the major outcomes resulting from the study will be the following:

- Children involved in this project will be better adjusted socially to their school and to the community.
- The susceptibility to juvenile delinquency in these children will be reduced because of the understanding of group living and feeling of success in school.
- The academic achievement of these children (in relation to their ability) will be raised making their progress through the elementary school more successful and satisfying.
- Retardation in the schools in the center areas will be decreased.
- Ways of interesting parents in the progress of their children and in the school will be developed and made available to other schools.
- Better measuring devices will be made available to determine the potential ability and achievement of the children.
- Improved procedures for getting information about children to the teachers will be instituted.



### Evaluation

Periodic reports of progress will be made to the Foundation and to the major cities involved in this improvement program. The evaluation report will include such data as the following:

- Gains in academic achievement of the children involved (commensurate with their ability) as compared to the achievement in the school at large.
- Progress of these children after they have completed the work in the special classes and have been placed in the regular classroom.
- Statistical data on cases that needed to be referred for special services.
- Records of behavior of these children as compared to the behavior records of children in the school at large.
- Unusual findings from the testing which might be of significance to other cities.
- Results of parent education programs (as determined from questionnaires, testimonials, and observable behavior).
- Teacher reactions as determined by questionnaires, interviews, conferences.
- Pupil acceptance of the program as revealed by questionnaire, interview, and observation.
- Analyses of culture-free tests which might be used.

### Relation to Central Project

This project is but one example of a specific action program which might be instituted to assist in-migrant and transient children to adjust to new community and its education program. It is pertinent to the central project in that it can demonstrate how helping in-migrant and transient children can contribute to the solution of the overall problem.

Requested Budget\*

	<u>Fund</u>	<u>School District</u>	<u>Total</u>
Coordinator -- Social Worker	\$ 8,500		\$ 8,500
Psychologist	7,500		7,500
Language Specialist	6,500		6,500
Six Teachers		\$36,000	36,000
Proper Facilities, Rooms and Office Space		10,000	10,000
Testing and Instructional Materials		2,000	2,000
Clerical Help		<u>3,000</u>	<u>3,000</u>
Totals for one year	\$22,500 = 23,000	\$51,000	\$73,500
Totals for three years	67,500	153,000	220,500

\*Budget arrangements are tentative. Final arrangements have not been reached between the Board of School Directors and the Fund for the Advancement of Education.