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CALIFORNIA PLAN FOR THE EDUCATION OF MIGRANT CHILDREN. ANNUAL EVALUATION REPORT, FISCAL YEAR ENDING JUNE 30, 1967.

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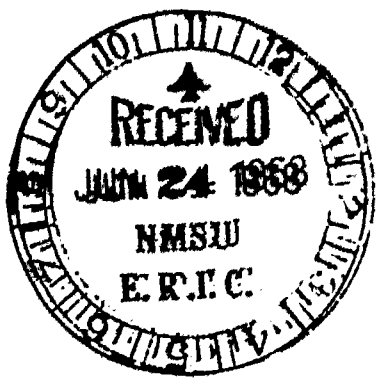
THE FISCAL YEAR 1967 CALIFORNIA PLAN FOR THE EDUCATION OF MIGRANT CHILDREN INCLUDED 21 PROJECTS REACHING 9,671 CHILDREN. BILINGUAL TEACHER AIDES AND COLLEGE-STUDENT TEACHER ASSISTANTS, MANY OF WHOM WERE MEMBERS OF MIGRANT FAMILIES, WERE USED SUCCESSFULLY IN THE VARIOUS EDUCATIONAL PROGRAMS. EACH EDUCATIONAL CENTER IN ONE REGIONAL PROGRAM INCLUDED DAY CARE SERVICES, INDIVIDUAL STUDY PROGRAMS, ADULT EDUCATION PROGRAMS, FOOD SERVICES, MEDICAL SERVICES, RECREATION PROGRAMS, AND INSERVICE TRAINING PROGRAMS. A PRIMARY GOAL OF THE PLAN WAS COMPLETE INTEGRATION OF MIGRANT CHILDREN WITHIN THE REGULAR CLASSROOM. MAJOR PROBLEMS ENCOUNTERED WERE LANGUAGE DIFFICULTIES (85 PERCENT OF THE MIGRANT CHILDREN WERE MEXICAN OR MEXICAN-AMERICAN), UNCERTAINTY OF FEDERAL FUNDING, AND THE ELUSIVENESS AND VARIETY OF THE MIGRANT POPULATION. (JEH)



ANNUAL EVALUATION REPORT

CALIFORNIA PLAN FOR THE EDUCATION OF MIGRANT CHILDREN

FISCAL YEAR ENDING
June 30, 1967

Authorized Under
Public Law 89-750
Title I
Elementary and Secondary
Education Act of 1965

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Prepared by:
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Bureau of Community Services

PREFACE

California's efforts on behalf of the educational needs of the children of migrant agricultural workers during the fiscal year 1967 is described in this annual evaluation report as required by Federal legislation. The Office of Compensatory Education, Bureau of Community Services and Migrant Education has the responsibility of disseminating this evaluation report to school districts and other interested agencies. A sincere attempt was made to include all the results of the activities designed to strengthen the educational programs for children whose families follow the crops as a means of employment.

Of an estimated 80,000 school age children defined as migrants, only 9,937 in 66 school districts received services. While the number of children receiving services constitutes only a very small percentage of the total number of eligible migrant children in the State, it must be considered as only a minute beginning.

Financial assistance to school districts who receive migrant children were initiated in the spring and summer of 1967. While the results obtained during the six months of operation that this report covers are by no means conclusive, they do reflect an educational commitment, professional sophistication and optimism on the part of the State Department of Education, County Offices and local school districts. This report is intended to be a progress report on the types of educational activities implemented under ESEA, Title I, amended in 1966 by P. L. 89-750.

The emphasis of the California Plan for the Education of Migrant Children, 1966, was, and will continue to be, on meeting the most pressing educational needs of migrant children through innovations and comprehensiveness limited only by the availability of financial resources.

Acknowledgment for the preparation of this evaluation report is given to Mr. Ralph Benner and Mr. Ramiro Reyes, consultants in the Bureau of Community Services and Migrant Education, Office of Compensatory Education.

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CALIFORNIA PLAN FOR THE EDUCATION OF MIGRANT CHILDREN

The California Plan for the Education of Migrant Children included 21 projects serving migrant children in 66 school districts in 21 counties. Of the 9,671 children of migrant agricultural workers served by the projects, 9,027 were enrolled in school and 644 were not enrolled. The Plan was operated by the California State Department of Education, Office of Compensatory Education, Bureau of Community Services.

INNOVATIVE AND EXEMPLARY PROJECTS

Migrant Teacher Assistant Mini-Corps. Probably the most innovative project was the establishment of the Migrant Teacher Assistant Mini-Corps, in which college students were hired to work as teacher assistants in five summer programs for migrant children. The students were selected on the basis of previous association with migrants. Most of them were former members of migrant agricultural families and were bilingual.

Objectives of the Mini-Corps were to encourage former migrants to continue their college educations, provide a group of well trained teacher assistants for the migrant programs and increase the interest of the students in pursuing a career in teaching, with particular emphasis on education of the disadvantaged and the migrant.

The students in the Mini-Corps were given two weeks of intensive preservice training, during which they lived in a migrant labor camp. After the training period they were assigned to work in summer programs for migrant students. At the conclusion of their employment the Mini-Corps assistants were again brought together for a week of evaluations with their instructor. The students were paid for their training and employment and received three units of college credit.

Regional Migrant Education Demonstration Project. A regional project

encompassing three San Joaquin Valley counties and 14 school districts was implemented to demonstrate the advantages of a regional approach to providing facilities and instruction for education of migrant children. The educational centers served children and adults living in eight flash-peak housing units. In addition, migrants living in private housing units were served through services and programs instituted in the participating school districts through the demonstration project.

The regional project was designed to demonstrate the advantages of:

- Cooperatively funded projects in migrant education.
- Coordination of efforts of all agencies with primary interests in the welfare and education of the migrant population.
- Coordination of programs to fully utilize and supplement the facilities of existing agencies in communities where migrant families reside.

A regional office was established to coordinate the services and agencies involved in the demonstration project. The office was designed primarily to avoid duplication of effort, maximize use of funds and relieve school districts and agencies of administrative burdens. The office also enabled demonstration of techniques of data transmittal, quantity purchasing and distribution of materials and uniformity in educational programs.

A comprehensive program was instituted in each of the educational centers. Following is a description of some of the activities:

- Day care centers, funded through the Office of Economic Opportunity, were operated in the migrant housing camps for children five years of age or less.
- Increased educational programs and services were instituted in the school districts for school age children. Among the services were resource teachers, teacher assistants and teacher aides to relieve the impact of increased enrollments from the migrant population.

- Tutorial and study center programs conducted after school hours enabled individualized and group instruction to assist students with school work and provide additional language instruction.
- Adult basic education programs, funded by the Bureau of Adult Education in the State Department of Education, provided instruction in practical mathematics, English and Spanish.
- Food services included breakfast, snack and lunch for each of the project participants.
- Nursing and physician services, including vision and hearing screening, were made available.
- A diversified recreational program was established with local, county and regional activities. Among the major events were participation of about 500 students from three counties in a trip to a San Francisco Giants baseball game and the first annual Migrant Education Track Meet.
- Project personnel participated in a 10 day preservice training program to receive instruction on project objectives and techniques.
- A continuing inservice training program was maintained, using consultants and regional and county project staff.

Local community residents participated directly in implementation of the demonstration project through agency and non-agency group planning and through employment as para professionals in project activities. Migrants were involved in the project as members of local camp housing advisory councils and as participants in the project activities.

The interagency cooperation and coordination in planning, funding and implementation of the demonstration project proved successful and resulted in a significant organizational approach to meeting the needs of migrant families. Development of a medical and health program in cooperation with health agencies

in the three counties was particularly gratifying. Insights gained by the project staff through direct experiences in the migrant program is expected to provide a benefit to their school districts as well as to the children they serve.

Among the problems experienced were delays in implementation of the project due to poor weather conditions, which resulted in families not moving into the area and camps not opening on schedule. Also, the geographical size and complexity of the project caused difficulties in maintaining communications among the staff as well as cooperating agencies. A third problem area was the need for a more comprehensive preservice and continuing inservice training program for the total staff.

Multi-County Project. A multi-county project for 6,959 migratory children was established in Kern, Kings, San Luis Obispo and Tulare counties. Objectives of the project were to establish a school and health record transfer system for migrant children, develop and implement preservice and inservice training programs for professional and para professional personnel, to develop new curriculum programs, to provide physical and mental health services and to establish summer programs for migrant children.

The four counties used a state-developed form to gather statistical data on migrant children. The information was made available to school districts to which the migrant child may have transferred, thus assuring continuous communication between the child and the numerous schools he attends.

In the training programs, teachers, administrators and aides participated in study groups, seminars, curriculum committees, conferences, study trips and college workshops during the year. Major emphasis was placed on implementation of new or modified curricula for migrant children.

Among the most important components of the multi-county project were the physical and mental health activities. One district reported providing

shoes for 27 children, clothing for 67 children, eye glasses for two children and dental work for 11 children. In more than 80 percent of the cases, the children improved in attendance and classroom performance.

About 1,150 children in the multi-county region participated in summer school programs. Curriculum activities included English as a Second Language, reading, development of communication skills and individualized instruction. Enrichment activities included study trips and experiences in art and music.

Countywide Project. A countywide migrant education project, which served 3,013 children, was designed to allow coordination with services provided by other agencies, including the Office of Economic Opportunity.

Additional personnel, including teachers, classroom aides and Mini-Corps assistants, were employed in the cooperating districts to reduce class size and allow individualized and small group instruction. Whenever possible, teacher aides were recruited from former migrants with the same ethnic background as the students.

Increased emphasis was placed on proper evaluation of student needs to insure proper class placement and to guide future project plans. Instruction in English as a Second Language was intensified through individualized and small group instruction. Teachers were encouraged to be creative in designing their own materials to provide greater diversity in instructional approaches.

Community liaison aides, who were former migrants, were used to improve school-family relationships. While the aides were not truant officers, their activities effectively upgraded attendance services. The aides also provided information to the schools that assisted in planning realistic migrant education programs based on a more accurate picture of intra-area migration.

Increased emphasis was placed on health and physical education programs,

especially in nutrition and recreation. The county office administered a program called Recreation Van, in which a truck equipped with games and recreational equipment and manned by a physical education instructor and two Neighborhood Youth Corps aides made regularly scheduled visits to labor camps.

"Serve Your Neighbors." One school district, which had no migrant population of its own but had the only facilities in the area capable of providing for the needs of migrant children, implemented a program for 200 children living in neighboring districts. Children were transported daily from farm labor camps and dwellings in the county. A survey showed that the migrant children were from two to four years behind in school achievement because of severe language facility deficiencies and irregular school attendance.

The six-week summer program emphasized oral expression, vocabulary development, personal pride in achievement and their own ethnic group, self expression and good work habits. Teenagers and young adults were employed as aides, and the district reported that aides from these age groups were able to establish communications with young children much easier than were adults. A teacher-pupil ratio of 1-15 was found to be effective. The teaching staff concluded that a six-week program was meaningful for enrichment and oral language development but was too short for significant academic remedial instruction.

Involvement of parents from the migrant population was an important part of the project. A Project Advisory Committee was established, with meetings conducted in Spanish. A Family Fiesta was held on a Sunday afternoon at the school as a means of getting the migrant families together on a social basis. About 300 persons attended, and events included student presentations, sports and performances by a mariachi and rock and roll band. The Family Fiesta was the first time many of the migrant parents had ever

visited a school.

Health services and health education was provided by a full time nurse, who stressed cleanliness, dental care, rest and exercise, nutrition and safety. The local Migrant Ministry Office provided health kits for each child, which contained grooming aids. The health kits give many children the first comb and toothbrush they had ever owned. The county dental auxiliary presented a puppet show on dental health.

Many of the children did not eat breakfast at home, and a high protein snack was provided as they arrived at school. Lunch was also served, with staff members eating with the students to develop better rapport, reinforce good eating habits and engage in oral language.

Tutorial Language Development Project. Four language centers were established by a small rural district for students with limited or no English speaking background. Each center consisted of a conference room staffed with one teacher and one teacher assistant.

Spanish-speaking children were taken from their regular classes for a specific amount of time each day for small group instruction in English, after which they returned to their regular classrooms for the remainder of the school day. Group size for the language instruction varied from two to six students, depending on the ability level of the students.

All the centers used an audio-lingual approach emphasizing the understanding and speaking of English, but each center differed in methodology. The kindergarten center emphasized dramatic play situations and activities which encouraged the use of English, rather than formal presentation of materials.

The primary center used a unit approach, with activities planned around a main theme chosen to coordinate with regular classroom studies, thus reinforcing and supplementing regular instruction. The primary center

also provided remedial assistance, with the teacher aide, working under the direction and supervision of the language teacher, giving individual help to children in subjects in which they were weak.

The upper elementary center concentrated on verbal drill, with attention given to oral conversation and the students' adjustment to daily problems. There was also more concern at the upper elementary center with the reading ability and, to a limited degree, the writing ability of the students.

The high school center emphasized language structure, with the students practicing basic English sentences and word structure. For students with no English speaking experience, a limited English vocabulary was introduced for practicing correct speaking patterns and sound reproduction.

Teaching personnel agreed on the need for visual materials in the tutorial language development project. The materials used were for the most part teacher-made, including games, phonics charts, homonym and antonym cards, flashcards and story sequential charts. Equipment and materials for dramatic role playing, such as puppets and store equipment, were valuable and easily adaptable to the language program.

The language centers all used language masters, which allowed the student's voice to be recorded on a small card containing a pre-recorded model of a short statement. The student listened to the model, repeated what he heard and then compared his response with the model. The primary and upper elementary centers had greater success with the machine than did the kindergarten and high school centers.

The project personnel reported that one of the most important facts of the language program was the time set aside at each center for free expression and conversation. The children verbalized some of the things disturbing them, thus giving the teacher insights into problems that the

bilingual child faces besides the obvious language problem.

Many kinds of incidental learning resulted from the language activities. Classroom teachers were asked to rate students they were sending to the language centers. Table IV-A shows some of the bi-products of the program as observed by the classroom teachers.

TABLE IV-A

TEACHER RATINGS OF PROGRESS RESULTING FROM LANGUAGE CENTERS

Area of Improvement	Numbers of students			
	No significant gain	Slight gain	Some gain	Much gain
Awareness of auditory differences	13	30	18	17
Awareness of environment	5	20	25	29
Awareness of correct speech patterns	8	31	25	15
Self-assurance	4	23	16	40
Participation in class	6	21	25	29
Integration with classmates	14	19	22	23
Exhibits leadership	28	25	15	8
Exhibits pride in cultural heritage	18	21	17	8
Exhibits eagerness to learn	6	21	27	26
Achievement in other areas of endeavor	5	31	17	25
Attitude	4	19	22	30
Totals	111	261	229	250

OBJECTIVE MEASUREMENTS

Standardized Tests. Few of the programs were of sufficient duration to allow effective use of pre and post testing with standardized instruments. Existing standardized tests, for the most part, were inappropriate for use in measuring student achievement in the migrant programs for the following reasons:

- o About 85 percent of the migrant children in California are Mexican or Mexican-American. Often these children do not have the English language facility to score appreciably on conventional standardized achievement tests. Their cultural and socio-economic background mitigates against any meaningful comparison between their obtained achievement scores and those scores obtained by a population of middle class anglo students.
- o Most of the projects were not of more than six weeks duration. The interval between tests in a pre-post design was so short that any measured differences could be attributed to chance.
- o The constant movement of migrant families made administration of pre and post tests to the same children extremely difficult, if not impossible.

Project administrators who attempted to use standardized tests in a pre and post test design found the results to be largely inconclusive, with very few children present for both tests. Best results were obtained with the Wide Range Achievement Test and the Peabody Picture Vocabulary Test, neither of which was standardized for the groups tested.

Teacher-Developed Tests. In several of the programs, teacher-developed tests were used. These tests were specifically designed to measure achievement in language development and progress in English as a Second Language.

Other Objective Measurements. Attendance records, records of treat-

ment of health problems, records of meals served, growth records and similar statistical data were used to evaluate particular components of migrant education programs.

SUBJECTIVE MEASUREMENTS

In general, parents and teachers judged the achievement and skill level of project participants to be equal or superior to what would be expected in the length of time the projects were in operation. The teachers and parents agreed that for most of the children the projects were beneficial in improving behavior, attitudes toward school and self-concepts. Questionnaires, opinionnaires, teacher observations and anecdotal records support the conclusion that most aspects of the migrant program were highly successful in achieving their objectives.

Probably as significant as the gains made by the children was the observed change in the behavior and attitudes of parents and teachers as a result of the migrant program. Parents of migrant children began to understand, become interested in and participate in the educational programs provided by the migrant plan. This was largely due to the extensive use of bilingual teacher aides, many of whom were recruited from the migrant ranks. The aides made it possible for the first time to communicate to parents the concern of the schools for their children.

Teachers gained new insights into the nature and problems of migrant children and learned ways of meeting their needs. Inservice education programs were effective, with most of the teachers of migrant children participating in some form of inservice activity.

GENERAL PROGRAM EFFECTIVENESS

New Services. Prior to the implementation of the California Plan for the Education of Migrant Children, only sporadic attention had been given to the problems of migrant children in California schools. A few districts

in the Imperial and San Joaquin Valleys had recognized that migrant children had special problems and had implemented programs for them. Not more than three or four of the 66 districts that participated in the California Plan for the Education of Migrant Children during 1966-67 had had any significant program for migrant children in past years. More importantly, there was little coordination or communication between the districts operating these programs.

During the summer, attendance of migrant children in school programs dramatically increased. Prior to the statewide program, few migrant children attended summer school nor had the schools encouraged their attendance. In the summer of 1967, 5,412 migrant children attended summer school and participated in a wide variety of program activities.

Most Effective Activities. For children in preschool through grade 3, language development (including speech and reading), cultural enrichment, art, physical education and recreation and health services (including nutrition and medical attention) appeared to be the most effective activities.

In grades 4 through 6, programs in English (including speech and reading), English as a Second Language, cultural enrichment, physical education and recreation, medical and dental health services and food programs had the greatest impact.

In grades 7 through 12, English reading, English as a Second Language, cultural enrichment, physical education and recreation and health services (both medical and dental) were judged the most effective.

Classroom Procedures. A strong effort was made in all the migrant projects to reduce the ratio of children to adults in the classroom and to provide individualized and small group instruction. In the majority of cases, this objective was accomplished through use of teacher assistants and teacher aides, many of whom were bilingual and able to enhance the work of the teacher using Spanish as a supplementary language in instruction. Use of aides to

provide direct contact with parents of migrant children, primarily in their homes, proved to be very effective in improving the parents' cooperation with the schools. Results of the projects indicates that there is no substitute for individualized attention by a sympathetic and knowledgeable adult in improving the achievement, behavior and self-concept of migrant students.

A primary goal of the California Plan for the Education of Migrant Children was full integration of the children into the mainstream of school programs. Whenever it was physically possible, migrant children were integrated into regular classrooms. The Civil Rights Act of 1964 was interpreted to apply to any minority and to prohibit segregation of any group on the basis of cultural, economic or racial background.

Some special activities for migrant children required that they be taken out of regular classrooms for small group instruction during parts of the school day, but these were for limited periods of time. The result of integration was that the migrant children gained rapidly in acculturation because of increased contact with their non-migrant classmates. Participation in the mainstream of school life, together with special attention from adults, greatly improved the migrant children's self-concepts, feelings of self-worth and aspirational levels. Full integration improved the interest of both parents and children in school and improved school attendance. The result was accelerated school achievement by the students and greatly improved relations between the schools and parents of migrant children.

Materials and Equipment. The most utilized materials and equipment in the majority of the projects were those related to English language instruction. Most widely used were language masters, tape recorders and listening posts. Materials for teaching English as a Second Language, although not plentiful, were helpful.

ENGLISH AS A SECOND LANGUAGE

A total of 3,084 migrant children received instruction in English as a Second Language. Of these children, 2,476 were enrolled in grades 1 through 6 and 608 were in grades 7 through 12. A major problem in California was the shortage of bilingual teachers available to work with Spanish-speaking students. Although exact figures are unavailable, it is estimated that not more than 50 of the 257 teachers employed in the projects were bilingual.

However, about 250 of the 319 teacher aides employed were fluent in Spanish. In some parts of the State it was difficult to find persons sufficiently fluent in both Spanish and English to render maximum service. Because of the high percentage of Mexican-American migrants, every effort was made to hire bilingual aides to supplement the work of non-Spanish speaking teachers.

Among the bilingual migrant children in California, nearly all spoke Spanish as their primary language. However, many of these children had only limited facility in any language. In some communities near the Mexican border, not only the migrant children but as many as 85 percent of the total school population were Mexicans or Mexican-Americans.

PERSONNEL AND PERSONNEL TRAINING

The number of personnel who were employed in migrant programs and who received training is shown in Table IV-B. Table IV-C shows the number of teacher aides employed by source of supply.

Twenty-four local educational agencies or regional project offices provided preservice or inservice training for personnel. The State Department of Education sponsored two teacher institutes at a state college; one was of two weeks duration, while the other was for six weeks. In addition, the State Department of Education participated in an institute sponsored by the Multi-County Migrant Education Project.

TABLE IV-B

PERSONNEL EMPLOYED AND TRAINED IN MIGRANT PROJECTS

Type of personnel	Number Employed	Number Trained
Teachers	257	150
Other Professionals	144	12
Teacher Aides	319	300
Other Non-professionals	80	9

TABLE IV-C

NUMBER OF TEACHER AIDES BY SOURCE OF SUPPLY

Source of supply	Number employed
Migrants	
Parents	200
Older children	0
Other (adults not parents)	12
High school students	0
College students	14
Community volunteers	3
Other (community residents)	90

The total cost of inservice training as reported by the participating agencies was $40,614. Inservice training was conducted by local administrators, county office personnel, State Department of Education consultants and university and state college professors.

Inservice programs covered all 10 of the following topics: instructional methodology, cultural background and problems of educationally disadvantaged or migrant children, curriculum development, utilization of instructional materials and equipment, evaluation and reporting, types of

learning disabilities, program planning and design, utilization of library and library resources, general orientation to Title I and migrant programs and utilization of supportive services.

Programs were designed to meet the needs of specific personnel receiving training. It is not possible to list numbers of personnel or length of time involved in each category of training, as the training programs varied greatly as to personnel and length of time. Workshops designed to develop a personal commitment and a sensitivity to the special educational needs of disadvantaged migrant children appeared to have had the greatest impact on the success of the program.

INTER-RELATIONSHIP WITH REGULAR TITLE I PROGRAM

The migrant education programs were designed to supplement, and be coordinated with, other programs which served migrant children, including regular Title I programs. In many districts, regular Title I programs included activities and services for resident students which were similar to those provided for migrants under the migrant program. These included remedial instruction in reading, speech, mathematics, social science and natural science; intensified cultural enrichment programs; and health and nutritional services.

California State Department of Education consultants responsible for implementing the California Plan for the Education of Migrant Children held numerous meetings with project coordinators and district administrators to coordinate the entire educational program for migrant children.

One of the requirements for participation in the California Plan for the Education of Migrant Children was that the districts include migrants or their representatives on district advisory committees, which have been organized to assist districts in planning and evaluating programs for the education of disadvantaged children. In addition to parents, these committees have included representatives from Community Action Agencies, non-public

schools, and other community groups, in order to insure coordination of all projects for the education of disadvantaged children.

COORDINATION WITH OTHER PROGRAMS

Services for migrant children funded from other federal or state sources included the following:

- The California Legislature in 1966 authorized $1 million for purchasing, installing, furnishing, moving and maintaining approximately 55 relocatable classrooms. These furnished units are leased at the low rate of $150 per month per unit to school districts who have temporary influxes of migrant students greater than their existing classroom facilities can accomodate.
- At 13 locations, the Office of Economic Opportunity provided short-term housing facilities for seasonally employed agricultural workers. These "flash peak" camps included facilities for child care centers, health centers and adult education services. Health services were provided through cooperation with the State Department of Public Health and county health departments with assistance from the Migrant Health Act. Adult education programs were provided through the Office of Economic Opportunity and the Neighborhood Youth Corps. Preschool classes received funds from Headstart and California's Unruh Preschool Act of 1965.
- Direct grants were made to 13 non-profit agencies under Title III-B of the Economic Opportunity Act for a wide variety of programs focusing on the needs of migrant families.
- The California State Department of Education received approval for four Elementary and Secondary Education Act, Title V projects, two in migrant education and the other two in areas affecting large segments of the migrant population.

- Other programs included a Manpower Development and Training Act project in research and vocational training and two Economic Opportunity Act, Title III-B, projects in English as a Second Language. Although the three were not specifically designated as migrant projects, they were closely related to problems of many migrants who are Mexican-Americans.

A high degree of coordination was achieved between programs under the California Plan for the Education of Migrant Children and other programs for migrant children and their families. Conferences were held for administrators in charge of the various programs. State consultants and project directors and coordinators conferred and worked out mutual problems at the county and local levels.

Because of California's efforts to provide programs of a comprehensive nature, there are few gaps in the types of services generally available to migrant children. However, due to variations throughout the State in all of the programs, including migrant education, there are differences in the services the migrants receive.

The major problem preventing full services to migrant children is the inadequacy of funds. Only about one-eighth of the migrant children in the State were able to participate in programs under the migrant amendment to Title I. Other programs have the same problem, especially the health programs for migrant children.

COMMUNITY INVOLVEMENT

Migrant parents participated in the migrant educational programs in a variety of ways. They served as teacher and community aides, served on district advisory committees to plan and evaluate programs and participated in adult education activities aimed at improving their understanding of school programs. A number of schools planned programs, fiestas, dinners

and other activities to which migrant parents received special invitations. Special efforts were made to increase the contact between parents and teachers to discuss the children's progress.

NON-PUBLIC SCHOOL PARTICIPATION

Very few migrant children in California attend non-public schools. They tend, instead, to attend public schools. Non-public schools in California have apparently not encouraged enrollment of migrant children. Most of them charge tuition which migrant parents are unable to pay. Where there were migrant children enrolled in parochial schools, the school districts made the special programs available to them in the same manner as for the public school children.

STATE OPERATIONS AND SERVICES

Prior to the implementation of the migrant amendment to Title I, the California State Department of Education had not operated any programs directly serving migrant children. Under ESEA Title V, the Department participated in the Interstate Migrant Education Project which was directed toward research of the problems of migrant education.

The California Plan for the Education of Migrant Children was administered through the Office of Compensatory Education, Bureau of Community Services. The staff of the Office of Compensatory Education provided assistance to school districts in planning, implementing and evaluating programs for migrant children. Consultants with backgrounds in administration, program development, staff training and evaluation participated as a team and as individuals in numerous conferences with persons and groups involved in migrant education projects.

The California State Department of Education recognized the importance of cooperating with other states in migrant education programs and actively sought and promoted interstate cooperation. The Department initiated and

held two meetings with migrant education personnel in Arizona, Oregon, Texas and Washington. Members of the Bureau of Community Services staff visited projects and met with state education department representatives in the four states.

California has participated with the other states in exchange of teachers, inservice education of staff members, transfer of student school and health records and exchange of information on education of migrant children. Efforts toward interstate cooperation have been successful and there were no major areas of disagreement among the five states.

The major difficulties in interstate activities have been due to the great difference in the number and type of migrants found in each state. Programs and procedures that have been effective in some states are not applicable in others or required major revisions before being adopted.

California's migrant population is at least as large and probably larger than that of any other state. Furthermore, the types of migrancy in California are more varied. For example, there is no time of the year when California is not experiencing a migrant impaction in some part of the State or when all migrants are in their home-base communities. In fact, a limited sample shows that at least four percent of the migrants in California claim no home base.

For a large part of the year there is no definite pattern of movement in the migrant stream. California migrants appear to have developed work preferences in certain groups of crops without regard to where the jobs may be located. In some California areas there are migrants present year around although the individuals involved may change three or four times during the year. In other areas there are relatively short periods, not more than two or three months, during the year when agricultural labor is needed and migrants are present.

About 60 percent of the migrants in California are home based in the State and rarely leave its borders. The few who do leave, migrate to Oregon and Washington for brief periods during the summer and early fall. The remainder of California's migrants come from other states for varying periods of time and at different times of the year, with the largest number arriving in late spring and returning to their home states in the fall. Most of these made more than one stop while in the State. All of these factors have contributed to the difficulties encountered in trying to develop continuous and meaningful programs of education for the migrant child in California, both within the State and in cooperation with other states.

DISSEMINATION OF INFORMATION

California has used a variety of techniques for dissemination of information and materials on an interstate basis. Memos and publications developed in California have been distributed to state education departments of cooperating states. Copies of exemplary curriculum materials developed by California school districts for use with migrant children have been distributed.

Conferences have been held with representatives of other states for exchange of information and for planning of interstate cooperative programs. Teachers and staff from other states have visited and participated in California projects. Several persons from other states participated in California's summer workshop for inservice training of migrant education personnel. A color motion picture describing California's migrant education problems and programs to alleviate these problems was produced and will be loaned to other states.

The same techniques used for interstate dissemination of information have been used within the State. In addition, State Department of Education staff members have participated in numerous preservice and inservice education

programs throughout California. Consultants have conferred with project personnel to disseminate information and materials on program development, content and evaluation.

PROBLEM AREAS

The major problem encountered in implementing the Title I migrant program was the timing and uncertainty of funds. School districts ordinarily plan programs and employ personnel far in advance of the beginning of the program. Because of late and uncertain funding, firm plans for the migrant program could not be made sufficiently in advance to allow districts to hire the best personnel or obtain materials before the program started. The funding problem cannot be solved at the local or state level and requires federal action.

Another major problem has been the elusiveness and variety of the migrant population. Besides the migrants who travel within the state and from state to state, some agricultural workers migrate to and from Mexico. Some of the migrants from Mexico present the most difficult educational problems because of the wide variations in the amount and quality of their previous education and because of their language problems. Progress is being made in the identification of the migrant population, and further advances are expected as the state record depository becomes fully developed.