

ED 032 164

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RC 003 607

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A Guide to Staff Development Activities, Using a Florida Conference as a Model.

Florida Atlanta Univ., Boca Raton.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date Jun 69

Note-118p.

EDRS Price MF-\$0.50 HC Not Available from EDRS.

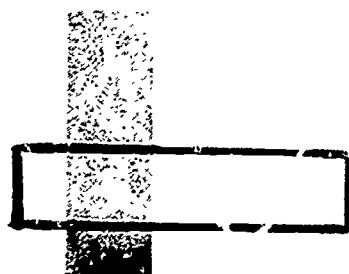
Descriptors-Conferences, Consultants, *Educational Planning, Education Service Centers, Evaluation Methods,

*Inservice Programs, *Migrant Child Education, Models, *Program Evaluation, Resource Guides, *Staff Improvement, Teacher Workshops

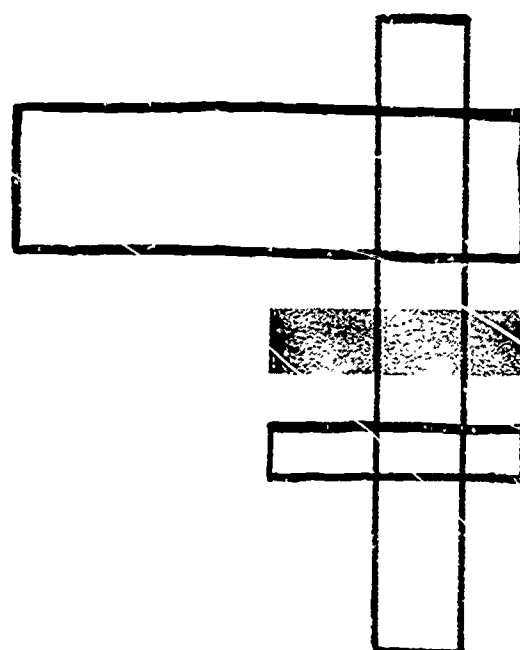
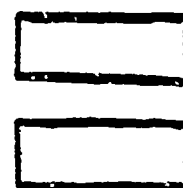
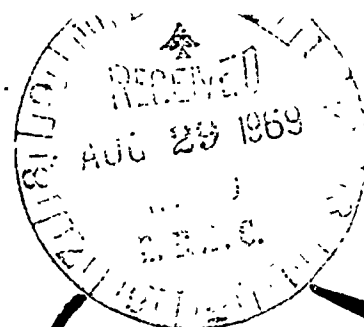
Staff development activities are the subject of a resource guide directed at educators of migrant children. One county participating in the Florida Migratory Child Compensatory Program was selected to serve as a model. Planning for activities should be individually-based, problem-oriented, goal-directed, time-factored, and participant-controlled. Staging of activities should include early establishment of direction, flexibility, maximum interaction of participants, and periodic feedback. Evaluation instruments should provide for opportunity for individualized and uninhibited response and reflection immediately following the activity. Follow up activities should start immediately, be comprehensive, allow for individual flexibility, and lead to additional planning and direction. Forms, procedures, references, and sample conference results are included. [Not available in hard copy due to marginal legibility of original document.] (JH)

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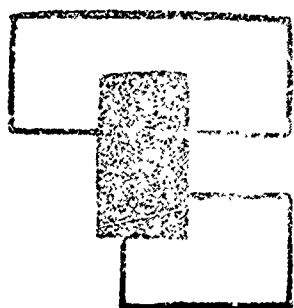
A



GUIDE TO STAFF



DEVELOPMENT



ACTIVITIES



RC003607

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A GUIDE TO STAFF
DEVELOPMENT ACTIVITIES

Using a Florida Conference as a Model

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Emanating from

Migrant Education Center
Florida Atlantic University

As authorized by

The Florida Board of Regents

Established under the provisions of

Title I ESEA (PL 89-10 as
amended by PL 89-750)

In cooperation with

Florida State Department
of Education, Division of
Curriculum and Instruction
Tallahassee, Florida

June, 1969

PREFACE

The following pages have been compiled as a guide to assist individuals, schools and counties in their staff development activities. These pages and accompanying forms, procedures and results are used and projected as samples only and are not intended to preclude the development of other forms and procedures that might be used effectively in different situations involving such variables as goals, number of participants, and the individual needs of in-service personnel.

The need to compile such a resource was determined by requests from counties and schools in Florida and finalized when state agencies serving states other than Florida requested such information in early May of 1969, during the National Migrant Education Conference in Atlantic City, New Jersey.

Thanks are given to Lee County administrative personnel for their permission to use materials resulting from the conference serving as a model for this guide. Appreciation is expressed to Dr. Frederick Adams of Florida Atlantic University, Mr. Anthony Borrowes of Manatee County, Florida, and Mr. Ulysses Horne of Broward County, Florida, for their contributions. To all members of the professional, secretarial, and student assistant staff of the Migrant Education Center, Florida Atlantic University, sincere thanks are extended.

Finally, to the participant professional personnel of Lee County, sincere appreciation is expressed. In the final analysis, the educators'

perceptions and subsequent interactions with youngsters in the classroom determine the success of any in-service, staff development activity.

It is hopefully anticipated that the pursuant material will be of help to those for whom the information was compiled.

Editors

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INTRODUCTION

This guide has been divided into four main aspects of staff development: Planning (pp. 1-38), Staging (pp. 39-93), Evaluating (pp. 94-99), and Following Up (pp. 100-107). In each of the above, a sincere attempt has been made to demonstrate a point of view regarding the child and teacher as individuals interacting in a socio-educational milieu.

The editors share the conviction that only as a teacher's perceptions of self and others change can any permanent modification occur in the instructional program as implemented by that teacher. Such a philosophy, although by no means new, is nevertheless refreshing in an era wherein "mass" culture pervades virtually every aspect of one's life.

The county selected to serve as a model for this treatise is one of twenty counties participating in the Florida Migratory Child Compensatory Program. It was chosen not only for its apparent adherence to the point of view and process of staff development described herein, but also as an illustrative program that can be repeatedly implemented when the responsibility for staff development becomes an individual commitment.



PLANNING

Perhaps the most important aspect of any in-service, staff development activity is the planning phase. Herein lies the direction, the organization and the investment of control for the program.

There is a major consideration that should be uppermost in the minds of those charged with responsibility for such activity. The planning must include those who are to be the participants. Too many times administration makes the initial and subsequent decisions as to the needs of in-service professional personnel. While administrative personnel may be an integral part of the planning team or committee, they should not be the central or dominant figures in the planning process. Basically, if the individual teacher does not recognize the problems of the child in the classroom, or for that matter his own problems in dealing with youngsters in the learning situation, who does?

A second criterion for planning is "time." "Helter-skelter," ram-jam, "get it done" attitudes and methods are likely to produce commensurate or even negative results. A minimum of one month (30 days) planning time with at least three (3) planning committee meetings are suggested.

A third significant concept that should be considered is one of "problem orientation." There is no greater predictor of success in staff-development than that of making sure of problem-directed activities. If teachers are to be the recipients and are to "grow" personally and professionally, then the problem or problems that they recognize should be the central theme of the activity. Briefly stated, individual "involvement" and "commitment" are more likely to be achieved if there

is a perceived problem or obstacle to the "learner-teacher" relationship than if some criteria are superimposed.

Another key aspect of planning is that it should be goal-directed. That is to say, once the recipients have designated the problem or problems and have had an opportunity to express their opinions and participate in the initial direction, then some expectancy level of outcomes, objectives or goals should be set. While there is no particular need to become so definitive as to state or confine anticipated outcomes, certainly some further direction or ultimate culmination is organizationally sound.

The overriding concept, the philosophical ontology herein projected, is that the individual is the determining factor in what changes are made, what methods are used, what innovations are adopted, and what behavior is changed. Only as one changes the individual concept of "self," "others," "what is" and "what ought to be," can effective alteration be made. If we really believe the well-worn cliches of education, i. e., "individualized instruction," "accept the student where he is," "the child is unique," "children are creative," and demonstrate this belief in action, then, and only then, will in-service, staff development and resultant institutionalized learning become an ongoing, relatively "human" process.

Summarily, the major considerations in adequate planning for staff development activities are: (1) Individually-based, (2) Problem-oriented, (3) Goal-directed, (4) Time-factored, and (5) Participant-controlled.

THE FLORIDA PROGRAM

The FMCCP* staff development program is admirably geared to the type of planning just described. The Migrant Education Center of Florida Atlantic University has been given the major supportive role in staff development activities and has been funded to provide certain services cooperatively with the office of Migrant Education of the Florida State Department of Education through a contract between the Department and the Board of Regents of the Florida University System.

In December, 1968, and January, 1969, several joint meetings were held involving the consultant staff of the Department and the professional staff of the Migrant Education Center. In late January, each of the twenty (20) counties participating in the FMCCP were visited by consultants of the Department and the program explained to county personnel. Concurrent to these visits, a brochure describing the staff development activities was produced by the Migrant Education Center and distributed to all participating counties. In this brochure, the responsibilities of the state, counties, and the Migrant Education Center were clearly defined. Appropriate forms and instructions were distributed with the brochure (see pp. 5-11).

One of the participating counties to submit the form and to follow the generally prescribed planning procedures aforementioned was Lee County, Florida, with its administrative offices located in Ft. Myers, Florida. In addition to the exemplary planning of Lee County, this

*Florida Migratory Child Compensatory Program.

county requested the assistance of the Migrant Education Center staff in the planning and staging of a two-day conference for one hundred eight (108) in-service professional personnel. They had chosen the dates and hours of their conference,* the consultants, the direction and the goals. The areas of concern that had been isolated were:

1. Curriculum Modification
2. Problems Common to all Schools
3. Planning, Implementing and Evaluating

The general goal of the conference was to "bring all concerned individuals together in a two-day workshop for overall planning and coordinating of efforts, both now and in the future." The title proposed was "Understanding the Migrant Culture and its Implications for Learning."

The Migrant Education Center was requested to prepare a program, provide initial information and generally assume responsibility for the staging of the activity. Pages 12 through 38 are the results of that planning and were distributed to all participants before the conference.

*All professional personnel participating were compensated for hours spent above and beyond the normal school day throughout the activity.

RESPONSIBILITIES OF THE STATE, COUNTY AND MIGRANT EDUCATION CENTER*

The counties, the Migrant Education Center and the State Department of Education all have responsibilities that must be fulfilled if staff development activities are to be of maximum benefit. Following is a brief statement of the responsibilities of each agency.

I. County

Organize a steering committee, which includes teachers to:

- A. Plan and conduct preliminary activities necessary to the formulation of this phase of staff development activities in that county.
 - 1. Compile a report which indicates the following:
 - a. type of participation desired in terms of individual teacher(s), school(s), or county.
 - b. number of persons involved in each category: non-professional (aides and clerks), teachers, principals, supervisors, others (community leaders, representatives of cooperating agencies).
- B. Complete 3 copies of the form for reporting and mail one copy to Office of Migrant Education, State Department of Education, Tallahassee, Florida; one copy to Migrant Education Center, Florida Atlantic University, Boca Raton, Florida and retain one for your file.

*Announcement of Staff Development Activities (Brochure)

- C. Keep community and school people informed as to progress of activity.
- D. Notify participants of first meeting.
- E. Provide assistance and material which participants may need between the visits of activities consultants.
- F. Make sure that representatives of community agencies which serve the migrant population, local community leaders, and growers are involved in a suitable manner. (Example, joint seminars with school people).
- G. Designate one person to be a county contact person. This person will be contacted by the Migrant Education Center and the Florida State Department of Education for information throughout this activity.

II. Migrant Education Center, Florida Atlantic University, is to:

- A. Prepare and distribute an announcement bulletin.
- B. Assist in selection of consultants qualified to implement Migrant Education Program.
- C. Notify county contact person of consultants who have accepted the responsibility.
- D. Notify consultants of their assignment and provide any necessary orientation.
- E. Remunerate consultants.
- F. Visit each county program to assist where needed.
- G. Work closely with the State Department of Education consultants in all phases of this program.

- H. Supply lists of materials, films, audio-tapes, books, pamphlets, kinescopes, brochures, and periodicals which are available.
- I. Provide a full-time consultant to assist in leadership and coordination as he works closely with the Migrant Education Center and local personnel.

III. State Department of Education

Provide a full-time consultant to give leadership and coordination as he works closely with the Migrant Education Center and local personnel.

- A. Facilitate study of county survey reports.
- B. Visit with Migrant Education Centers in order to accomplish the stated purpose.
- C. Visit counties, activities consultants and local personnel in the implementation of activities.

It should be re-emphasized that individuals participating in the program are responsible for their own goals, planning, and course of actions resultant from efforts of other cooperating agencies.

COVER LETTER ACCOMPANYING THE APPLICATION FOR STAFF
DEVELOPMENT ACTIVITIES, FORM I

(Inside Address)

Dear _____

Enclosed you will find three (3) copies of the Application for Staff Development Activities, Form I. It should be noted that the copies to the State Department of Education and to the Migrant Education Center should be submitted on or before February 15, 1969. Since State Department consultants have visited all participating counties and notified them of the February 15 deadline, we are reminding you of this date and requesting that you note it carefully and make every attempt to comply with such submittance.

Let me again extend the services of the Migrant Education Center and its staff to you and your self-paced and other staff development programs.

Sincerely,

APPLICATION FOR STAFF DEVELOPMENT ACTIVITIES, FORM I

Please complete 3 copies of this form, retain one and send one copy to each of the following offices.

1. Office of Migrant Education
State Department of Education
Tallahassee, Florida 32304

2. Migrant Education Center
Florida Atlantic University
Boca Raton, Florida 33432

1. County _____

2. Contact person _____
Name Address Telephone #

3. Type of Activity desired:

Priority (List 1, 2, 3, etc.)	School level	No. of persons participating	
_____	_____	_____	One day conference for community leaders
_____	_____	_____	Joint seminar with cooperating agents
_____	_____	_____	Teacher aide training
_____	_____	_____	Assistance for individual classroom teachers
_____	_____	_____	Individual principals
_____	_____	_____	Supervisor of Curriculum
_____	_____	_____	School Facilities
_____	_____	_____	Teams of supervisor, principals, selected teacher aides, clerks, home-school liason from two or more schools
_____	_____	_____	Committee of teachers working on problem com- mon to all schools

4. Areas of concern:

_____	_____	_____	Ways of involving parents.
_____	_____	_____	More effective coordin- ating committee
_____	_____	_____	Instructional evaluation
_____	_____	_____	Curriculum modification
_____	_____	_____	Spanish for teachers of children with Spanish surnames
_____	_____	_____	Understanding the migrant culture and its implications for teaching & learning
_____	_____	_____	Planning, implementing and evaluating
_____	_____	_____	Pre-school kindergarten
_____	_____	_____	Home and family living
_____	_____	_____	Camping and outdoor education
_____	_____	_____	Learn and earn

5. Names of consultants desired: (Give 3 in order of preference)

1. _____

2. _____

3. _____

6. Initial Meeting:

Day:

Place:

Time:

7. Attach the compilation of the county survey to each copy, sign the signature form and mail as requested.

SIGNATURE FORM

District Superintendent _____

Federal Project Coordinator _____

Director of E. I. E. _____

Principal _____

Persons filing the application _____

Teachers

LEE COUNTY WORKSHOP -- PROGRAM

Lee County Board of Public Instruction:

Ray L. Williams, Superintendent
Ray V. Pottorf, Assistant Superintendent for Administration
E. J. Prymas, Assistant Superintendent for Instruction
Hugh Flanders, Director of Federal Programs
Mrs. Virginia Eaton, Coordinator of Migrant Programs
Mrs. Juanita Ellis, Director of Elementary Education

Consultants:

Dr. Frederick K. Adams
Director of Research
Henderson School
Florida Atlantic University
Boca Raton, Florida

Ulysses C. Horne
Coordinator
Migrant Education
Broward County Schools
Ft. Lauderdale, Florida

Anthony R. Borrowes
Coordinator
Federal Programs
Manatee County Schools
Bradenton, Florida

Dr. Lester E. Tuttle, Jr.
Director
Migrant Education Center
Florida Atlantic University
Boca Raton, Florida

Program:

Friday, May 9	3:00 pm	Welcome: Ray L. Williams, Superintendent Introductions: Hugh Flanders, Director of Federal Programs "Understanding the Migrant Culture" Dr. Lester E. Tuttle, Jr., Director Migrant Education Center Movies: "Those Who Care" and "By Their Fruits"
	4:45	Group Organization: Hugh Flanders
	5:00	Dinner
	6:30	Group Sessions: Curriculum Modification Problems Common to all Schools Planning, Implementing, Evaluating
Saturday, May 10	9:00 am	General Assembly and Announcements
	9:30	Group Sessions
	11:00	Coffee Break
	11:30	Summary Session
	1:00 pm	Adjournment

LET'S TAKE STOCK*

Are you really in business to help your students grow in self-understanding, in their knowledge of the world about them, and in their ability to make sound and realistic decisions, plans, and choices? Are you well steeped in the philosophy of guidance in an educational setting? Do you feel well experienced, either because of years already on the job or due to a well executed practicum? If so, you should be ready for a little beginning-of-the-year evaluation to help you adjust your sights and train your muzzle on the year ahead. To help you do so, we are presenting a new instrument appropriately entitled Counselor's Honest Assessment of Self, more definitively known as CHAOS.

Save this for your coffee break (or one of those eight free periods all counselors have each day), get comfortable, and plan to spend about a half hour engaged in self-inquisition using CHAOS as a guide. Don't try to determine why the questions are in the order in which you find them--or even why they are included. This is CHAOS. Relax and enjoy it.

1. Are two-thirds of your students in the college prep program, when only one-third will be going on to college, a fourth of these will flunk out, and less than ten percent of the jobs in the state require a college education.
2. Do you equate level of training with quality of instruction even though you know that most of your students shouldn't be planning for college? Are your values showing?
3. Are less than a fifth of your students enrolled in vocational courses when over eighty percent of the jobs in the state require vocational skills which don't demand college.
4. Have you done enough to interpret the curriculum needs of kids to the curriculum planners? You are the school's expert on job and labor needs, aren't you? Are you utilizing these skills?
5. Do you try to get drop-outs back or keep potential drop-outs in school when you don't have course offerings to meet their needs, hold their interest, or in which they can succeed? Are you working on any such curriculum problem?
6. Do you wait for problems to arise before you help kids, when you know that an ounce of prevention is worth a pound of cure? The good farmer doesn't wait till the plants wither before he applies fertilizer. Start spreading early.
7. Do you spend too little time helping teachers understand their students--as individuals and as a class group--when you know that they are in a key position to apply that ounce of prevention through understanding, acceptance, and individual attention?
8. Do you do a good job of counseling for college and a poor one of

*John G. Odgers, Director, Division of Guidance and Testing, State Department of Education, Columbus, Ohio

- counseling for trade or apprenticeship training?
9. Do you encourage self-analysis and planning without providing information as a background for choices?
 10. Is counseling more satisfying to you than other guidance activities? Is it less work, does it give you more status or do you really think it's the answer to most guidance problems?
 11. Do you feel better when you are helping a student with a personal-social problem? Is it less work, or harder for someone else to evaluate, or do you feel more secure because you don't need information materials?
 12. Do you avoid setting up a program of group and individual parent conferences?
 13. Do you involve others in the evaluation of your guidance program, including teachers, other staff members, students, and parents?

The page is short so the list must end. In order to utilize the balance of your coffee break or free period, we suggest that you take the following **two steps** to assure complete CHAOS.

1. Repeat every question you answered "Yes", inserting the word "Why" in front of the question. Now dig for answers.
2. Repeat every question you answered "No", and ask yourself for evidence.

Now, one final question before you go back to work: How can you take advantage of CHAOS to improve your guidance program?

"SQUEEZE-OUT" PROCEDURES*

Many secondary schools over the nation have for decades carried on practices which have often served as encouragement for students to leave school. These so called "squeeze-out" procedures are often easy to identify and many schools have been able to sharply curtail the number of dropouts by simply locating these practices and then systematically taking action to eliminate them or reduce their consequences.

The secondary schools of St. Paul many years ago attempted to locate "squeeze-out" procedures and then directed their efforts toward the elimination or sharp reduction of these practices. This program alone contributed significantly to the improvement of secondary school holding power in that city.

The major "squeeze-out" procedures have been identified as:

1. Requiring payment of fees to enroll in regular classes or extra classroom activities.
2. Expulsion of students who are behavior problems.
3. The existence of sororities and fraternities.
4. Requiring successful completion of double sequence courses or subjects before credit may be earned.
5. Requiring set scholastic performance for participation in athletics or other activities.
6. Excessive number of set academic requirements for graduation.
7. Pressure on students to conform to standards of dress.
8. Meeting the requirements of a set curriculum.
9. Lack of sympathetic attitude of teachers toward students who achieve poorly and who do not conform.
10. Community attitude regarding pupil behavior and achievement.

Perhaps the most significant "squeeze-out" factor is the attitude among many members of the administrative staff and teaching faculty that many potential dropouts have no business in school anyway and that the school program exists only for those to whom it has appeal and who are capable of achieving at the general level of proficiency established by those who teach.

We are not advocating the total elimination of these procedures. We are simply calling attention to them in the belief that an awareness of their possible consequences in causing dropouts should improve the school's holding power.

*Guidance News , Oklahoma Public School Holding Power Project,

NEED FOR AN INSTRUCTIONAL SEQUENCE*

In all teaching situations, and particularly in Migrant Education, the greatest emphasis must be placed upon the learner and his experiences, rather than upon the content, skills, or attitudes that are to be learned or developed.

It is not the purpose of this paper to again describe the characteristics of children who are required to live in disadvantaged life-situations. One would have to be rather insensitive to be ignorant of problems that have their origin in poverty. Without question, major attacks must be made upon these areas of concern.

The school is still the major social institution through which great strides can be made. The individual teacher has a supreme opportunity to help bring about change.

There are several social ideals which are of paramount importance when discussing the bases of curriculum decisions. They are:

1. Belief in the worth of the individual: Each person has value and a unique contribution to make.
2. Belief in the use of group intelligence (syntality). The answers given by authority-figures are open to question and possible rejection.
3. Belief in keeping the channels of communication open: Each individual may have access to information and use his intelligence to arrive at a wise decision. He may have freedom to express an opinion about what needs to be done.
4. Belief in flexibility: Those involved should be free to change the structure and procedure in any way that will still maintain the free flow of information and the participation of all in decision-making.
5. Belief in the freedom of the individual to think, speak, listen, worship, and take action that seems desirable to him: Minorities and members of minority groups are entitled to the same privileges as majorities and members of majority groups.
6. Belief in respect for the rights of others: Freedom must never extend to the point where an individual's actions invade the rights of others.
7. Belief in the responsibility of the individual: Each individual may use his intelligence and his energy to define, maintain, and implement his rights and freedoms.
8. Faith in the perfectibility of man and an open future in which hopes will be fulfilled.

*Articles on pages 16 through 21 contributed by:

Dr. Frederick K. Adams, Florida Atlantic University, Boca Raton, Fla.

The social ideals outlined are not fully realized and a portion of the population is demanding a more rapid implementation of them.

Growth and Development must be considered when developing curriculum.

1. A child's intellect, values, and attitudes are shaped by the experiences he has in his total environment.
2. Early stimulation enhances development and may operate to create structure for further development.
3. Development proceeds best when the child has a wide variety of experiences.
4. Readiness for learning is dependent upon past experiences. Therefore, don't sit back and wait for a child to evolve naturally.
5. The school and teachers can influence the rate and type of development by the nature of experiences they provide (Both physical and intellectual).
6. Development is enhanced greatly when the child takes an active part.
7. Emotional and social development cannot be separated from the totality of development. It is extremely important to realize that we are concerned with the "whole child." Social adequacies, as well as emotional stability, are influenced by the experiences provided in the school.

Motivation:

1. Each person seeks to increase his sense of personal worth. Giving a child recognition for desirable behavior is extremely important.
2. The individual chooses from his environment those stimuli that he perceives as affecting his personal worth. He then interacts with them in terms of his needs.
3. The educational process takes place when one personalizes newly acquired knowledge. Interaction between the teacher and the student must be a positive human relationship to be most effective. There must be an attempt to share feelings and ideas. Communication is more than words; it may be a touch, a glance or a gesture that can give the student reassurance.

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COMMUNICATION

1. Is decreased by feelings of superiority or inferiority.
2. Is improved when individuals trust each other.
3. Is decreased by fear and anxiety.
4. Is increased when people feel they have common goals.
5. Is increased when people value diversity and accept differences.
6. Is decreased when one tries to persuade or control.
7. Is increased when one is permitted to make his own interpretations.
8. Is facilitated when consensus is sought without manipulation.
9. Is decreased when pressure to produce, to achieve or to conform is applied.
10. Is increased when individuals like and accept each other.

THE PROBLEM OF "GETTING THROUGH"

The turn-over of teachers in schools serving children from depressed areas is high. Teachers become discouraged when they are unable to cope with situations as they find them: Why do teachers experience failure? The following are points to consider.

1. Readiness on the part of the children to learn at the level desired by the teacher.
2. Material utilized--This should be multi-sensory.
3. Relationship between the way disadvantaged children learn and the way the teacher attempts to teach.
4. Teacher approached learning from a far too abstract point of view.
5. Educational objectives are too far removed from the "here and now" and not related to the individual child's needs and life.
6. The teacher may be overly concerned with orderliness. The lack of flexibility impedes the individual child's participation in an active way.
7. Failure on the part of the teacher to realize that reinforcement techniques are applicable and necessary for learning to take place.
 - a. a child who never feels success cannot learn.
 - b. reinforcement is necessary both for learning and the maintenance of a habit.
 - c. old responses must be extinguished if they are to be replaced by new ones.
 - d. reinforcement takes place outside the classroom.
 - e. communication and interaction are the first steps in the development of consensus between the school, the home, and the community. When common goals are established and understood, each can reinforce the other.

CURRICULUM FOR MIGRANT EDUCATION -- Outline for Teachers

1. School as a Social Institution
2. Making Decisions Concerning the Instructional Structure and Operation
3. The Bases of Curriculum Decisions
 - a. Social Ideals:
 - b. Social Scene:
 - c. Growth & Development:
 - d. Motivation:
 - e. Learning:
 - f. Nature of Knowledge:
 - g. Communication:
 - h. Group Dynamics & Group Structure:
 - i. Leadership:
 - j. Community Power Structure:

STRATEGY FOR INSTRUCTION

1. A person's life experiences greatly color and influence the values he attributes to ideas, people, things.
2. Prior experience affects one's perceptions of reality, of the future and determine to a large extent his levels of interest, motivation, and the values which he attributes to various goals.
3. The more removed is "the content" of a new learning experience (skills, subject matter, concepts, facts, etc.) the lower will be the levels of motivation, interest and learning.
4. New experiences (ideas, information, relationships) are best understood in light of person's accumulated and recallable experiences and knowledge.
5. New experiences are remembered in relationship to past experiences and information.
6. Concern for the present -- Little time or energy is expended in speculation about the future.
7. Concrete and Functional vs. the Abstract -- cognitive styles which require extensive use of concrete examples in perception and in learning.
8. Difficulties in Seeing Relationships -- Child socialized in an impoverished environment lacks experience which require classifying, relating, and integrating knowledge.
9. Active Learning vs. Contemplative Learning -- Socially disadvantaged persons tend to be more physical. Learning is better accomplished when process is involving and of an active nature.

GENERAL RECOMMENDATIONS ON THE PLANNING AND IMPLEMENTATION OF PROGRAMS FOR MIGRANT AND OTHER DISADVANTAGED CHILDREN *

Each School Must Be Dedicated To Handling The Individual Needs of Each Child Enrolled.

A high degree of flexibility and an abundance of resources must be available in every school. Teachers must be able to employ a wide variety of methods so that in some way every child may be brought into the process of education. Curriculums must be sufficiently extensive and variable so that subjects to be covered can be approached according to the particular previous experience and level of readiness of each individual. Migrant children should not be separated from the very mainstream of society into which they should be assimilated. These children do not need a special education as much as they need a quality education which is flexible enough to encompass their special problems and help them move as rapidly as possible into the normal processes of education.

In Addition To Providing A Regular, Quality School Program, School Systems Should Develop Additional Special Approaches To Assist Migrant Children.

These programs should seek to remedy educational shortcomings (such as poor reading or speaking ability), to find and correct physiological or emotional troubles (such as a vision defect or a frustration problem), to develop cooperation in the home, and to motivate the child to want to learn and succeed. Special attention and help for the migrant children should be available at every level of the school program, from pre-kindergarten to post-high school.

Schools Should Have Special Enrichment Programs To Broaden The Cultural Experiences Of Migrant Children.

Both through school activities and through encouraged participation in out-of-school activities, the migrant child should be exposed to widely acclaimed achievements in art, music, drama, dance, literature, poetry, and other examples of creative expression.

Schools Should Provide A Continuous Program Of Vocational Orientation And Guidance.

One reason migrant children fail to succeed in school is their lack of motivation and their inability to see that education is the tool by which

* Articles on pages 22 through 24 contributed by:

Mr. Ulysses G. Horne, Broward County Schools, Ft. Lauderdale, Fla.

they can earn a decent living and rise to a better place in society. Too often, school is another world to them; they see no relationship between education and their present way of life. It is especially important that they be shown examples of people of their own race, economic level, or cultural background who have succeeded.

Special Materials And Textbooks Appropriate For Use With Migrant Children Should Be Investigated And Developed By Teachers.

Since most school textbooks and teaching aids reflect the values of the middle class (the suburban home; the well-dressed father; the clean, shiny car; all-white playmates), schools should have available certain special materials to use with "disadvantaged" children or, at least, improvise materials of their own. Naturally, considerable exposure of the "disadvantaged" will continue to include "middle-class" values; for these reflect many of the standards toward which the teacher wishes the child to aspire. However, complete avoidance of situations which depict surroundings with which the "disadvantaged" may be most familiar can hinder their ability to grasp ideas, can lead to feelings of self-deprecation, and can accentuate their sense of isolation. Recognition by the school of the realities in which the "disadvantaged" live is an important factor in gaining their acceptance of education as a positive force in their way of life.

Schools Should Be Especially Cautious In The Use of Standardized Tests With Migrant Children.

Aptitude tests, for example, produce relevant results only if the child has had the chance to learn the kind of things covered by the tests, has developed a reasonable verbal facility, and has been motivated to score as high as possible. Scores and comparisons to national norms based on standardized tests may not always lead to valid assumptions about the Migrant Child. Such tests should not be used as an excuse for limiting the educational opportunities open to the "disadvantaged". A low aptitude score may place a migrant child in a program designed for "slow learners" when what he really needs is more challenge, not less.

Schools In Areas Which Have A Concentration Of Migrant Children Should Have An Active Community Cooperation Program.

Teachers, social workers, and community action specialists should be available to: meet with parents in their homes and to conduct parent education classes in the school. For the attitudes toward education of migrant children to change, the attitudes of parents must also be changed. It is necessary to increase the respect of the family and the neighborhood for education. It is necessary to upgrade the ability of parents to help their children develop basic learning skills. Schools should provide complete programs of adult education, so that parents may continue their schooling, qualify for higher academic standing, and develop attitudes, job skills, and cultural interests which will improve the family's way of living.

SUGGESTIONS FOR EVALUATION AND DISSEMINATION

An evaluation team should be assigned to do the following:

1. To establish baseline data on the educational achievements of the project participants at the inception of the project.
2. To evaluate the specific behavioral objectives as they affect the participants in the project.
3. To evaluate the educational growth of participants as related to the information in the baseline data.
4. To assess the response of parents of participants enrolled in the project.
5. To assess the effectiveness of the pre-service and in-service training programs as they relate to the migrant.
6. To evaluate the effectiveness of the curriculum materials developed for specific use in the project.
7. To evaluate the effectiveness of a continuous educational program as described in the project upon the participants.
8. To assess the effectiveness of all techniques applied to the participants.
9. To assess the effectiveness of the administrative organization for the project.

Dissemination of materials should be provided for in the following ways:

1. Information relative to the project, its description and organization, should be distributed to all schools and community agencies.
2. Project developments and results of evaluations should be printed and made available in the following ways.
 - a. Publications should be distributed by the Division or Department of Instruction.
 - b. Workshops and teacher institutes should be organized to present practical results with respect to the activities of the project.
 - c. Information gathered should be printed and exchanged with other educational agencies, both intra and inter-state.
 - d. Evaluation of the project should accompany the final report of the county-wide educational program for migrants which is sent to the State Department of Education.

QUESTIONS FOR MIGRANT EDUCATORS *

1. What are Common Problems to all Schools?
2. Who are the Disadvantaged?
3. What are Their Subcultures? Groups?
4. What are Disadvantaged Children Like in School?
5. What does that Behavior Mean?
6. What are the Causes of Disadvantages?

*Articles on pages 25 through 29 contributed by:

Mr. Anthony Borrowes, Manatee County Schools, Bradenton, Florida.

7. What **Do** They Miss?

8. What are the Typical Home Conditions?

9. What are Special Significant Factors in Teaching Disadvantaged?

Children

Diagnosing-Testing-Intelligence

Language

Female-Oriented Schools

Motivation (Lack of -- Hopelessness)

10. What Can We Do For Preschool Children?

Three-four-year-olds:

Fiv -sixes-sevens

Eight to elevens:

Junior High (Middle School):

Senior High:

RESEARCH IN THE FIELD OF MIGRANT EDUCATION

Research on what poverty-stricken children (often referred to as "culturally deprived") are like, how they react and learn, and what in, or missing from, their lives creates handicaps for them in the school situation has increased greatly in the past decade. Recent publications report several hundred studies of their home environment, language development, psycho-educational appraisal, learning disabilities and remediation, and compensatory education projects. A large number of books and articles in educational, psychological, and sociological journals have provided teachers with information about children who come to school from slums or otherwise depressed neighborhoods or families which should increase insight into causes of behavior and the special nature of what blocks learning. Many descriptive reports of experimental projects and innovations indicate some things teachers can do, do differently, do less or more of, stop doing, or begin to develop potentialities heretofore largely neglected.

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WHO IS THE MIGRANT CHILD*

Have you seen the migrant child? Have you seen him staring up from a berry patch, or seen him sleeping exhausted with a bushel basket shading his head from the blazing sun, or seen him playing in the mud puddles of a migrant camp or wailing in discomfort in a family-crowded room? Have you seen the migrant child and wondered, perhaps, who he was, where he wandered and why?

He is America's most forgotten, most disinherited child. He is found in almost all of the 47 states where agricultural migrants work. He travels with his parents sometimes a thousand miles at a time. He works in the fields with his family--he's a good bean picker at six--but seldom does he venture into the community which is his temporary home. Even less often does he go to school on a regular basis. An estimated 300,000 children have parents who are migrants. Of these about 150,000 make the trek from state to state, from south to north and back again, as their parents follow the harvests in search of work.

Migrant agricultural workers have become migrants under the pressures of harsh necessity. Usually they are unskilled, often they are illiterate. Once such workers had a firm place in the American economy, herding its cattle over the prairie trails, helping to carve its farms out of the virgin land. Immortalized by poets and cherished as part of the American nostalgia for rural life, few observers noted when the "hired hand" was pushed into economic obsolescence and social debasement. Small family farms gave way to agglomerated fields, the hired hand became an army of seasonal workers. Faceless migrants stooped over the harvests for a few short weeks and then, no longer needed, drifted on in search of other jobs. The "death of the hired man" was more real than Robert Frost could ever know, and today his counterpart floats like a restless spirit beyond the edges of community concern, hovering over America's affluence like a bad dream.

Despite his earnest job-hunting and long hours of field labor, the migrant worker usually earns under a thousand dollars a year, often much less. Recent testimony at Senate Hearings in Washington brought out that migrant workers are paid as little as 19 or 20 cents an hour in some areas of the country. These laborers remain largely unprotected although the Fair Labor Standards Act was amended in 1966 to provide minimum wage coverage for agricultural workers for the first time. However, the minimum of \$1.00 an hour is still a poverty wage and only a few migrant farm workers will qualify for coverage.

*National Committee on the Education of Migrant Children of the National Child Labor Committee, 145 East 32nd Street, New York, New York 10016, Fact Sheet Number 2.

In the face of agonizing economic pressure it is natural that migrant parents should wish to put their children into the fields as early as possible. Even the earnings of a small worker can help toward family survival. Child labor, consequently, is a real and poignant factor wherever migrant workers are found. "I would'na brung my young'uns with me if they couldn't work," a mother stoically explains, and federal and state laws seldom hinder her in such involuntary exploitation. When migrant youngsters are not working in the fields, they are often found caring for the babies and toddlers of their own families and those of their neighbors. Even five- and six-year-olds can be found shouldering work and responsibilities far beyond their capacities with consequences that are both far-reaching and incalculable.

Accidents, infections, and contagious diseases take a tragic toll among these children of misfortune, while the day-to-day erosion of health, made by inadequate diet and unsanitary living conditions, frequently produces permanent impairment in physical development and vitality. In fact, the hazards of life and health faced daily by migrant children were legislated out of existence in other sectors of American society many years ago.

Community indifference compounds the incredible health burdens borne by these hapless families. Many states do not consider migrant workers, who are in temporary residence, eligible for the health and welfare services available to residents. Frequently migrants themselves, isolated, ignorant of community resources, and sometimes unaware of their own physical needs, fail to seek help. Infant mortality under such conditions is high. In some surveyed areas, rates have been found to be more than triple comparable urban figures. Adequate day care, so urgently needed, is non-existent for most children. Many migrant children are not reached by routine community immunization and dental care programs, while the physically and emotionally handicapped are similarly neglected. The Migrant Health and the Economic Opportunity Acts are beginning to bring about some change by providing seasonal day care and health facilities in a few local areas.

Perhaps the single greatest area of neglect is in the field of education. Few states make any attempt to get and keep the migrant child in school and even fewer have any special educational services, such as summer sessions, adapted to his needs and abilities.

Because of his mobility, the migrant child is usually retarded in grade achievement from two to three years. He is frequently further handicapped by being culturally disoriented to the teaching materials in common use. Since he has seldom experienced a sense of achievement, he suffers from insecurity and anonymity. He requires special attention from an already overworked teacher, who frequently lacks the experience and understanding to deal with problems associated with cultural deprivation. And his presence in the sometimes overcrowded classroom slows up the progress

of the whole class, creating new problems for the school and the community.

This unfortunate combination of factors produces a pervasive blight of indifference to the educational needs of the migrant child; a blight which often extends from the state legislature right on down to the local school district. Many responsible individuals unthinkingly believe that the education of migrant children is someone else's problem -- another community's, another state's, even the federal government's. Although in 1965 and 1966 limited funds for the education of migrant children were made available by CEO and the Elementary and Secondary Education Act to the state departments of education and private agencies, the resulting programs are far from adequate to meet the tremendous needs. Meanwhile, the helpless migrant child is growing up illiterate, unskilled, and in an increasingly automated society, probably unemployable. The human cost in destroyed hopes and wasted lives cannot be measured while the social cost, the community's ultimate burden, can only be conjectured.

Who is the migrant child?

He is the Negro youngster from the deep South, the Spanish-speaking nino from the Valley of Texas, the towheaded lad, whose speech betrays his mountain heritage. He is the neglected stranger to America's heart, the unconscious suppliant to a nation's golden dream.

LIFE PATTERNS OF THE MIGRANT CHILD*

Most of the factors usually associated with poverty are present in the lives of migrant children: crowded living conditions, unstable family relationships, mobility, poor health, limited education and work skills. But unlike most urban poor, the child in the migrant family early develops an orientation toward work and its role in the survival of the family.

Family Relationships

The migrant family's composition varies greatly. As in all segments of the population, there are stable and unstable units. For some, the family consists of both natural parents, who may or may not be legally married, and their children. For many, especially in the East Coast Stream, the family is headed by the mother. There may or may not be a man present on a regular basis. In these situations the children of this mother may each have a different father.

In other families (and this is particularly common among the Spanish-speaking) the family, in addition to parents and children, or mother and children, will include a grandparent, aunt, cousin or some other relative or close friend.

From birth the child is treated in a casual manner. When only a few months old, he is likely to be entrusted to an older child in the family. The baby becomes his responsibility--to feed, to change, to clothe and look out for. The young child is constantly in the physical presence of others. He wears few clothes. Feeding and toilet training are also casual.

The infant sleeps with his mother in the first few weeks or, if he is the first child, he sleeps with her until another child is born and additional sleeping accommodations are required. If there are other children, the youngest will then sleep with them. There may be another bed, but likely it is on the floor, in a box, or anywhere there is space to stretch out.

Dr. Robert Coles, a Harvard psychiatrist, spent almost three years studying the migrant family. He lived, traveled and worked with them. His observations give us some of the most intimate insights that are available into the migrant family's behavior patterns. Dr. Coles describes the mother's relationship to the child as one of warmth, with an open show of affection. On the other hand, displeasure is shown equally as openly. The punishment is usually severe and in the form of slapping and shouting at the child. Rarely is one child punished alone. The others are at least warned if not physically punished.

*National Committee on the Education of Migrant Children of the National Child Labor Committee, 145 East 32nd Street, New York, New York 10016, Fact Sheet Number 6.

Apparently the quick venting of anger in the form of physical punishment prevents the carrying of grudges because soon afterwards the child may be embraced by the mother. In fact, many who have worked with migrants comment on the quick mood changes of the adults. Dr. Coles speculates that the child's early subjection to these quick mood changes may give him "the needed flexibility in personality to cope with the constant restrictions of the external world and still not succumb to the apathy and despair which would fatigue and immobilize him."

Dr. Coles observed also that at home the children play together easily. There is great freedom between themselves and their parents with open talk and demonstrations of love. Later on of course, sexual relationships may exist, particularly between step-father and step-daughter. There is little sexual inhibition and parents engage in sex relations while the children play or sleep in the same room.

Outside the home or camp Dr. Coles noted a radical change in behavior. At school, on the streets, in the fields, or anywhere they were with outsiders, the child often appeared isolated, guarded, withdrawn, suspicious and apathetic or dull. It appeared almost as if he had two sets of attitudes, two personalities; one for the family and one for the rest of the world.

However, with growth of trust and acceptance of the child in the classroom or day care center this behavior can be changed. One of the tragic things about the child's mobility is that just as he learns to trust someone and feel good about a situation, he has to move away and go through the process of testing a new environment all over again.

Early Responsibilities of the Child

The degree of responsibility assumed by young migrant children is incredible. Not only do they care for the physical needs of those younger children entrusted to their care, but they are expected to carry a good many household chores such as carrying water, doing laundry, washing dishes and even cooking the meals. They begin to follow along after their parents to do some work in the fields by the age of four. One mother took her five-year old out of a day care center where he had been for two years because "he is now big enough to pick beans."

This extraordinary responsibility and emotional closeness to other children in the family carries over into the school situation. It is frequently most difficult to separate a younger child from the older one to whom he belongs. Coles found that this fear of being alone is very serious. Drawings made by eight and nine year olds always included their brothers and sisters. In games they did not want to be alone nor assert their individuality.

Because of the abject poverty of the family, the school age child may never have been to a doctor and less rarely to a dentist. Many have

faulty hearing as a result of frequent untreated ear infections. They may have vision disturbances, congenital and rheumatic heart disease, skin disorders, diarrhea, and most certainly tooth decay. Diet and eating habits are usually poor. Some migrants have been reported by health personnel in Florida to refuse to eat the citrus fruits and tomatoes in which they worked. No one seems to understand why but it apparently stems from strong feelings about the effect these foods will have on them.

Preparation for School Experience

There is little in the migrant family life to prepare the child for a satisfactory school experience. The home almost always lacks books, pictures, or magazines. Parents do not converse a great deal with their children. Any conversation deals only with the daily and present life and consists mostly of orders or reprimands. Not only is there no stimulation of ideas in this kind of conversation, it likewise provides no basis for conceptual development. The child does not learn to see relationships, time sequences nor any other abstract concepts such as space, distance, and location.

Few families receive mail. Almost none would ever have a telephone in the home. Most do have radios and in the home base most children have access to a T.V. either at home or in a neighbor's house. Some report they go to a movie occasionally. The children usually watch westerns, spy and space stories and mysteries on television. One must wonder how the migrant child perceives what he sees since it is such a different world from the one which he knows. Dr. Coles made an attempt to find out. He reports that the children he studied respond to it much as "our children do to adventure stories, science fiction or comic strip stimulation of dream and fantasy." One child of six, for example, told Dr. Coles, that some day he would board a rocket to the moon and on the way get off to see the cities up there." When questioned about the cities of the moon, he explained that he meant the cities and the life in them he saw on television and passed by in his travels with his parents.

The Child's Self-Concept

As do most disadvantaged children, the migrant child has a poor self-concept. He knows only vaguely who he is. He may sense that his parent's work is important to others who have a better life. He is frequently told this by his parents and reminded at the same time that he had better be grateful for the work there is to do.

Growing Up

Life begins to change for the migrant child at about the age of 10. Despite an early childhood of responsibility and deprivation, he has been able to enjoy for brief periods the joys of childhood: running, playing, and singing. But by age 10 he has had enough work experience to know what is

expected of him, namely, that he is going to have to carry his own weight. One nine-year-old girl from the Ozark mountains was encountered in a cabin one hot afternoon while doing the family ironing. Already she had worked several hours in the bean field that morning. When questioned about her work, she replied, "I hate to pick beans, but I gotta earn my livin." Thus in the work sense by the age of nine, this child has already begun to understand and assume the adult role.

By the age of 12 he will likely see his education as finished and work on a full-time basis when not prohibited by child labor or school attendance regulations. Also by 10 or 12 he is certainly experiencing the onset of puberty and this signals the second step toward assuming the adult role. The child is at this time frequently treated as an adult by his parents and by others. He soon, according to Marcson and Faisek in The Study of Elementary Schooling in New Jersey, will begin to demand adult rights and begin to drink heavily and gamble.

Girls commonly marry or have their first child by age 14 or 15. They begin to have boy friends at 10 and 11. Some begin "taking walks" or "going out at night" at age 12. Many of the fights among girls are over their relationships with boys or men.

With the boys this activity begins a little later usually about the age of 13. However by 15, Marcson and Faisek reported sex is the consuming concern. This of course is critical because it comes at a time when the final decision must be made whether to stay in school or not.

Before marriage the teenager may live and travel with his family. However, sexual maturation seems to trigger complete social and economic independence. The youth may be put on his own by age 14. The money he earns becomes his own and he may live apart from his family with other single men. This is more apt to happen, and at an earlier age, if the youth is in an unstable home in which the natural father is not present.

Parental Attitude Toward Education

Most parents recognize the need of a high school education for their children but most just don't see how it is possible. Most parents hope that their children will be able to do something other than follow the crops. But most do not know how to guide them into another direction. The life patterns of most migrant children cause them to be educationally retarded when they start school. There are so many gaps in their experiences that without considerable help they will be unable to come up to the level of other children and keep up or catch up with the others at the same level. The average migrant child, because of these background deficiencies and because of irregular school attendance, soon becomes at least two years behind his age group. This is damaging to his self-image and is an added factor in the early dropout rate.

But not all in the migrant child's life should be seen as negative. There are positive things, as in other disadvantaged groups, which may serve as clues to the choice of techniques for working with these children. The positive values and strengths of the culturally deprived, including migrant children, have been summarized by Dr. Frank Riessman in The Culturally Deprived Child. They are:

The cooperativeness and mutual aid that mark the extended family; the avoidance of the strain accompanying competitiveness and individualism, the equalitarianism, informality and humor; the freedom from self-blame and parental over-protection; the children's enjoyment of each other's company and lessened sibling rivalry; the security found in the extended family and a traditional outlook; the enjoyment of music, games, sports and cars; the ability to express anger; the freedom from being word bound; and finally the physical style involved in learning.

Of course all conditions do not affect every child in the same way. Stereotyping or classifying any group should be avoided. Teachers and others who would work successfully with migrant children must see the individual child and try to understand the ways he has developed to cope with his own life situation.

ADDITIONAL FREE MATERIALS GIVEN TO PARTICIPANTS OF
LEE COUNTY WORKSHOP

Harrington, Michael, The Dynamics of Misery, New York: Sidney Hillman Foundation.

Macdonald, Dwight, Our Invisible Poor, New York: Sidney Hillman Foundation.

Ylvisaker, Paul, The American City--Mirror To Man, New York: Sidney Hillman Foundation.

Children Without Roots, National Committee on the Education of Migrant Children Publications, New York: NCENCP.

Doors Down The Hall, State Department of Education, Tallahassee, Florida.

Education Today, Mathematics, English, and Spelling Bulletins. Columbus, Ohio: Charles E. Merrill Books, Inc.

Growing and Learning, the Early School Years, Metropolitan Life Insurance Company, New York.

I Won't! I Won't!, Metropolitan Life Insurance Company, Health and Welfare, New York.



STAGING



While the planning phase of staff development to a great extent outlines or formats the actual activity, certain concepts appear to hold throughout the staging of a successful program. Like a good play, the effectiveness of the "production" depends on implementation and individual reaction, regardless of the script, scenery or selection of actors to "play the part."

Experience demonstrates that a most important aspect of the successful in-service activity is that the "direction be established early." This may be achieved in several ways. A keynote speaker, a brief overview of the total direction of the program, or even an hour to hour outline of activities with annotation have proved effective. Regardless of conditions, if the "goal-directed" concept developed in the "planning" phase is to be implemented adequately, then an overview or a specific direction for the total activity should be established immediately.

A second major consideration that should be carried throughout the experience is that "the program remain flexible." There seems to be a proportional measure of the need for flexibility in direct ratio to numbers of participants involved. That is to say, the greater the number of participants, the more flexibility needed to meet individual needs and the more likely that specifics are to be overridden by individual and group interest and tangent re-direction. A simple balance here would be that the activity remain as flexible as possible without destroying the "goal-directed" orientation, as explained previously.

"Periodic or instantaneous feedback" is a third major consideration in the staging of any in-service program. Especially is this true if large numbers of participants are involved. Immediate feedback may be accomplished in several ways. Among the more satisfactory methods are small group reports, question and answer periods, panel-screened questions and/or periodic summations from individuals and/or groups. Again, the concept of individual needs is projected as a rationale for such feedback. In a group of five (5) or less persons, an integral aspect of group dynamics is that of immediate feedback. When more than one group are involved, periodic interchange of information is imperative. The personal or individual derivatives of such feedback can effectively change, reinforce, or redirect individual perceptions of the problem or problems at hand.

There is an additional major consideration for the effective staging of any activity directed towards the development or change of an education program. This is that maximum opportunity be provided for interaction of participants. Too many in-service or staff development activities are and have been conceived on the basis of "one way communication," "spectator," or "recipient rather than participant" behavior. Possibly this stems from the traditional college classroom where data are provided and in some intangible manner expected to change subsequent behavior of the "learner." Modern technology, as exemplified by the medium of television, has advanced this type of passive behavior. What is being stated here precludes maximum opportunity for human interaction. To the contrary, in-service,

staff development or professional activities ought to be moving toward participant involvement with subsequent behavioral change. Such methods as the one-to-one relationship, small group interplay, question and answer technique and the panel discussion are based on this assumption. We in the profession of guiding the development of the young need to be especially sensitive to this concept. And there is no better place to demonstrate this, or even test it, than in our own professional activities.

To briefly review the process of "Staging" for staff development experiences, the following criteria are projected for effective implementation:

1. Maximum interaction of participants
2. Instantaneous or periodic feedback
3. Maintenance of flexibility
4. Early establishment of direction

THE FLORIDA PROGRAM

FMCCP provides for maximum individual, school, and county determination of direction for all staff development activities. Based on the individual needs of children and teachers, the implementation and/or staging procedures described above are inherent in the philosophy of the total program (p. 43).

LEE COUNTY

The program serving as a model for this treatise used a pre-planned, somewhat organized approach to its staff development, self-paced program. The primary responsibility for the establishment of

direction was placed upon the "supervising consultant" or "key-note speaker." He, in turn, took the individual approach, using a "pre-test" and certain other means to establish the individual emphasis with a general, cultural frame of reference (pp. 44-45). "Flexibility," "feedback" and "interaction" are indicated by Pages 46 through 93.

POINT OF VIEW *

It is the intent of the Florida Migratory Child Compensatory Program staff development activities to assist local individual teachers, teacher groups, schools, and school districts in the implementation of in-service training activities that will enhance the improvement of the individual teacher.

After identifying unmet needs and formulating objectives, the individual teacher or teacher groups should organize a planning committee composed of local project coordinators, supervisors, and other local resources.

The purpose of this committee is to confirm stated needs and assist in the finalization of objectives and goals of the groups' plans.

The local planning committee should then contact the Migrant Education Center at Florida Atlantic University, and involve their staff in the planning and implementation of the plans. As anticipated, these staff development activities should lead to a tangible product that will bring about a solution to the local problem and possibly assist others, who are experiencing similar problems.

*Announcement of Staff Development Activities (Brochure)

KEYNOTE ADDRESS

Lee County, Florida
May 9, 1969

FIRST

Human beings strive to (1) live, (2) internalize a culture, (3) to perpetuate internalized learnings, (4) to test these learnings against reality and (5) to achieve positive experiences. These five kinds of strivings incorporate the motivations common to human beings everywhere regardless of geographical location or social group. (Barry & Wolf, reference).

SECOND

The Golden Rule: Nobody Gives A Damn About Me!

I. Pragmatic Philosophy

1. Truth is what works

- a. Right is when you eat, wrong is when you're hungry
- b. Sex is fun, sex is fine, so why not.

II. Present oriented - Sense of Urgency

1. Live for today

- a. Seek immediate gratification
- b. Spend your money as fast as you can or someone will steal it.
- c. School has no payoff. Lack of identification figures from own ethnic group or identification figures do act as we have indicated.

III. The Social Order

- 1. Welfare is a way of life
- 2. Crime is a way of life
- 3. Substandard conditions are standard
- 4. Finking is taboo
- 5. If you don't take it first, someone else will.

- IV. Variance between urban and rural cultures may vary the above, but the "Ghetto" experience is still quite common and may reduce as "numbers" reduce.

THIRD

Challenges for the Conference:

1. Build a better understanding of myself!
2. How can I increase my effectiveness in developing positive experience for myself and others?
3. Can I call on my own uniqueness and creativity for maximum enhancement of the learning situation?
4. Can I accept all children as they are?
5. Can I become more open to new experiences?

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GROUP 1 REPORT

- Teacher: I think I disagree with the consultant's definition of curriculum. What happens in the classroom in a teaching day is the curriculum. The County has a curriculum guide, and that lists the things that my children must know when they leave my room. That is what I have to teach.
- Teacher: The County does have a curriculum guide, but it does not allow for differences in children.
- Teacher: As I see the problem, it is the approach to make even 1 in 25 a part of the group, socially as well as part of the curriculum. But how?
- Teacher: The only way is to restructure the classroom. This takes time and special knowledge by the teacher.
- Teacher: I wish they would offer a course in conversational Spanish to help the classroom teacher. It would help to have just a few phrases to use when a Spanish-speaking child comes to the room for the first time.
- Consultant: If the teachers feel that they need this conversational Spanish could this not be arranged under EIE using their funds? It should be possible.
- Teacher: I think the teachers in this situation would feel better if they had this knowledge.
- Most of the group agreed.
- Consultant: I feel that curriculum involves everything--language, social, and the emotional. Facts are not enough.
- Teacher: What is your definition of education?
- Consultant: From the Greek, to educate means to rear-up. We each need warm personal experiences to change our life. The migrant has a negative feeling about the establishment.
- Teacher: We have to give these children an incentive for going to school and learning. It has to be a vocational thing--household, baby care, and such.
- Teacher: You teach at _____, and you are ungraded are you not?

Teacher: Yes, we are constantly grouping and regrouping to give each child as much individual attention in every area as possible.

Teacher: This still goes back to homogeneous grouping. But can you do this in the first grade? A six or seven year old wants to please. He even wants to please the teacher.

Teacher: We do this to some extent in the first grade, but with beginning students, the plan has to be modified. Little ones need something or someone to cling to as yet.

Teacher: It is hard to admit, but school ruins pupils. It is our fault but what can we do about it?

Teacher: We have to start before they are of school age. We need day-care centers and strong kindergarten programs. Pre-school can do so much.

Teacher: Headstart has not proved to be the answer they hoped that it would.

Teacher: The migrant child needs to feel security in the first teacher he meets. He must feel the teacher cares about him and his problem. The teacher has to find out the problems and prepare them for regular classrooms and not in that class.

Teacher: A twelve year-old in a fifth grade class who cannot read, does not want to be taught in a class with six-year olds.

Teacher: One suggestion is the transitional group, or not? It may take most of a school year to bring a migrant child out.

Teacher: Yes, and why put the migrant child on and on without help, when he keeps getting farther and farther behind.

Teacher: Usually because of age. It seems necessary to make school an easy place for the migrant.

Teacher: You have to revamp the program.

Teacher: It has to be transitional.

Teacher: You need to take a classroom and make an entire living area.

Teacher: Could our County afford this?

Teacher: That is the way the program was written, but the Federal Government came in and said, "no", put this in the regular classroom.

Teacher: At _____ we have all this in one room, but was have a different program.

Teacher: Did they not have a special school that took these children and taught them until they were ready for the regular classroom.

Teacher: Yes.

Teacher: The government was against this. They said the school was isolated. It was not normal. But how can you teach English?

Teacher: We are teaching English as a second language. In a program like this you must group for need. We feel the outstanding area we have accomplished is speaking in complete sentences. In this county there is such an educational gap, there is the Vocational School for juniors and seniors, and in between the regular classroom.

Teacher: Has anything been done in the area of home-school relations?

Teacher: Yes, they have tried, but so few of the migrant parents are home in the daytime, few contacts are made. We have to have a program where evening visitations are covered.

Teacher: The book situation is sad.

Teacher: Do they have special series for the negro children?

Teacher: No, and the negro child cannot relate.

Teacher: Every culture has its good points.

Teacher: Yes, and perhaps someone can tell me why the Spanish-speaking children will not speak Spanish for the other children?

Teacher: Mine do not speak Spanish. But we are going to. We are going to speak Spanish at the table, but I sometimes forget.

Teacher: On this matter of materials, has no one written anything that we can use?

Teacher: You have to make your own materials. I wish that we could visit schools that have done this and find out what has worked and what not?

Teacher: I sometimes wonder why some go on. Why can't these children be motivated?

Teacher: First you have to raise their self-concept. The child must first like himself. He must really achieve and he must know he has.

Teacher: You have to take the pupil aside and get to know him.

Teacher: There is not time to do this for just one in 32. When you have to structure a special curriculum for just one child, it just will not work.

Teacher: Can the Spanish-speaking function in any grade group?

Teacher: Grades 3, 4 and 5 are the problem areas--not the first grade.

Teacher: I wish people would stop stereotyping children. They label children and perhaps they are far from wrong. What do we want for the children? Are we trying to Americanize them? We have to decide what we are trying to accomplish. We say we are trying to make a better life for them. What life--a middle class American life? Is that what they want?

Teacher: I still think the vocational training is the thing to try.

Teacher: You have to bring vocational training down to the Intermediate Elementary level. You need to train these children to feel that they can do better than to drop-out.

Teacher: Vocational school can teach a trade. They would not have to go to the fields to work, and the work would be steady.

Teacher: What is the future of these children now? Why cannot a curriculum be planned around a half-day of vocational training? We are planning a two hour block of time for this training at _____. No in one area, but there will be a choice.

Teacher: We cannot impose our moral goals on these children. Their culture does not function that way.

Teacher: What do these children's parents want for them and for themselves? We have adult education programs. Do they attend?

Teacher: You have to take these programs to the people. They cannot or will not go to the program.

Teacher: What responsibility should we take with the children?

Teacher: We cannot force white English on them. We can add to their English for communication, but not to take home. They have to use the language of their own society when they are home. I do hope that we can teach these youngsters to speak acceptable English so that when they go to apply for a job, they will make a good impression and do a good job. At home this language would never do.

Teacher: I have an idea these parents feel the same way some white parents do. As long as the children are out of the way--fine--they are being good.

SATURDAY MORNING MEETING:

Teacher: We have to establish goals for the program. Parents and the community must be involved in the program.

Teacher: Present curriculum does not provide for this. Then how do we get there? It is not only the migrant and negro child, but many of our white children.

Teacher: Many others can benefit from this.

Teacher: I still think the answer is the transitional class.

Teacher: What do you mean by transitional class? Take the child from his peer group all day?

Teacher: Yes, for a while. They meet with the regular class for opening and then leave.

Teacher: We have tried this and it did not work.

Teacher: It did in Immokalee and I'm sold on it.

Consultant: I came back to answer your question about the children.

Teacher: I think you misunderstood the question. Is a transitional class good or bad?

Consultant: In Mexico, they started these classes for the very young with English taught as a second language--later, they were found to be illiterate in both. Migrants belong to a non-verbal culture. The children must talk first in any language. They also have to learn to listen.

Teacher: Put the children in a transitional class for the whole day?

Consultant: Do not segregate. Blend these children into both groups. Migrant parents love their children and the parents need to be contacted as soon as possible after they arrive. Later its usually only with problems.

Teacher: Migrant children are not always honest and may cheat, steal and lie.

Consultant: These children come from a different culture with different values. These children need beauty of everything. They are not stealing--they are used to sharing. As when they do a job well they need a reward now. A report card later is no good. The parents and children work and are paid now. All reward must come now. The children must be made to feel they have made a contribution. Teachers are not adequately paid and they too must feel they are achieving.

Teacher: We have to be careful not to bore the children, we must be helpful.

Consultant: Teachers are more clinically oriented than many professional people. They know the children need proper care in all areas.

Teacher: Will parents talk to you?

Teacher: Yes. They are hard to get hold of. Most do not get home until late at night.

Teacher: Perhaps we need to change our expectations for these children.

Teacher: We need to change the expected curriculum.

Teacher: Will the County accept the change?

Teacher: Perhaps we should be teaching for values instead of goals?

Teacher: Yes, why not?

Teacher: A migrant camp is homogeneous living. Why should the school not be set up for homogeneous teaching?

Teacher: We have transitional classes at _____.

Teacher: Do they work? Are they worth the effort?

Teacher: Yes. We work on language development. The children have to identify, feel and talk, they are doing fine.

Teacher: Do you try creative drama?

Teacher: Yes, dress up and identify. Seldom with me, but with the others they come in contact with.

Teacher: What has been parental reaction?

Teacher: It is poor from the whites but good from the migrants. The migrants will help the children at home.

Teacher: You will find marriage on the minds of even the very young children.

Teacher: The need training in living at home from the start of school.

Teacher: Do these children need another way of life?

Teacher: They wait to leave school. For instance, they think anyone who plays in a band is silly.

Teacher: Can't we involve the people in the community? Have these children visit in homes for a short time?

Teacher: This would not be good. These people are proud. And want their own way of life.

Teacher: Can't we involve the parents? Get them to help in schools?

Teacher: They work and they would be afraid.

Teacher: The teacher has no right to insist to parents changing their way of life.

Teacher: Doesn't the Federal government give them money to settle down, housing and such?

Teacher: This won't work--migration is a way of life with these people.

Teacher: A Federal program to train aides among these people to help in the schools might be considered a threat to their own culture.

Teacher: What happens to the old?

Teacher: They are taken care of by their family.

Teacher: What kind of goals are we talking about?

Teacher: I want the best for my children. The migrants only want their children to grow so they can go to work.

Teacher: Drop-outs are a problem. If they have satisfactory experiences in school, will they remain?

Teacher: I doubt it. Migrants have a better lot now.

Teacher: We feel the next generation will be better. They need parents to want better for their children. They have to have motivation. This involves parent education.

Teacher: How welcome are these parents at PTA?

Teacher: Why should they go to PTA if they can't understand what is going on?

Teacher: I have something to ask. Is not the farm-owner in a large way responsible for the migrant situation? Can't the government control the housing and schooling situation?

Teacher: This has one answer--money. The owner has concern for his employees. They are a commodity--not a human. Conditions are deplorable in many camps, but it is always covered up--this is political as well.

Teacher: The food stamp situation in _____ County is an example. People wanted the food stamps, but only 6 in 100 wanted work.

Teacher: In our situation, if only showers were available.

Teacher: At _____ we are lucky. Showers are available.

Teacher: But cleanliness is a necessity.

Teacher: This is another strike against these children.

Teacher: Every teacher will try to make children feel better about himself. We have to decide what we want for children.

Teacher: Individual attention is what these children need. Teachers need to spend more time with individuals. We need more teachers.

Teacher: We need time to make materials. We need guidance counseling and it looks like larger classes next year. All this when we need more time and interaction between children and teachers.

GROUP 2 REPORT

How Do We Help Them Feel Secure?

Suggestions for the Problem: As teachers we need:

1. Smaller class loads; 15-20 children; no more than 20.
2. In-service training for all teachers in conversational Spanish.
3. Expert guidance counselors to draw out problems of individual children. (varying opinions)
4. Program materials:
 - a. Tape recorders and head phones -- listening station.
 - b. Every class needs an overhead projector.
 - c. T. V. teaching.
5. Resource teacher to find pertinent material for classroom teacher.
6. Audio-visual Workshop -- EIE
For use and production of equipment and materials --
Instruction in operation.
7. More books related to backgrounds and familiar situations of the migrant child.
Greater and more free use of library (if slow reader feels uneasy - have a time he can search out books on his level).
8. More reference and interest books in each room - especially encyclopedias. (but not to take away from the central library.)
Possibility of encyclopedias on lower reading levels, but higher interest levels.
9. Student audio-visual workshops - teach children to operate equipment.
*Teach migrant child to operate equipment. This could give him a feeling of self-respect and importance.

We had many questions that we could not answer without information from and direction from more informed sources.

We know the problems and what needs to be done - BUT we don't

have the answers - How can we help this child?

Curriculum -- What is it?

1. Where is the child when he comes to us? Begin at his level.
2. Listening disabilities.
3. Do we lose the child's attention? What is the solution?
 - a. Change subjects more often?
 - b. Departmentalizing?
 - + does this leave less time for individual attention?
 - are we meeting his need for security?

In a Self-Contained Class

More Flexible

1. Get the migrant child to communicate -- Perhaps let the child choose his own group within the class.
2. How can we get feeling of security across? Another child can help this migrant child.
3. Our time element is too limited.

*If teachers could communicate with the child in Spanish -- the child will not be able to hide behind language barrier. ALSO -- this will help the child feel more SECURE.

Help make the child feel proud of his cultural background -- share his language and culture.

Appreciate each other's culture -- talk it over.

Everyday Experiences

1. Learning good behavior.

Influences

What things influence the child?

1. Home and Parents -- Do the parents want them to learn?
Can we get parents to participate and aid the teacher?

2. Economic Background
3. School and Teacher -- What is our effect on the child?
4. Church.

How can we "Take the child where we find him" when many times this child has reading disabilities? How can he succeed in subjects in which texts are written on a higher level?

*TEXTS written on several reading levels -- 3 levels?

The migrant child needs to have a text that fits his needs.

Simplified vocabulary for texts in all subjects.

Stanford Achievement Test -

Does not test what we teach!

*Relate the texts or materials to the needs of the child.

What Skills Could/Should be taught in the Schools?

1. By 4th, 5th, or 6th grade, we should find which children are "hand" oriented and which are "mind." Lead him in the direction of his capabilities and interests.
2. Vocation - don't force them into an academic setting if they are not oriented that way.
3. Ready these children for life -- boys being lead toward occupation; girls trained in homemaker's skills.

GROUP 3 REPORT

Film: By Their Fruits

We thought the film did not relate to our particular situation. The problems are similar; but were coped with, in the film, in a most idealistic way.

Questions:

What is Curriculum?

Curriculum includes everything that happens to a child from the minute he leaves home in the mornings to the minute he returns home in the afternoons.

What is the Nature of a Child?

Children reflect the teacher's philosophy. Every child needs security, achievement, and recognition. We should strive to find something at which each child can be a success.

How Do We Find the Time to Help the Individual Child?

Variety of materials; community resources; creative scheduling; extended day for some children.

Anyone can teach bright children but it takes an expert to teach those with retarded abilities, and we have to do BOTH.

Education is an active process. Learning isn't done passively.

Is Four Years of College Adequate Time to Prepare a Person to Teach?

We decided that college courses do not teach the realistic classroom situation. There are some things learned only through practical experience, not from books.

Frustrations; 20-25 minute lunch periods, in which we are expected to teach good table manners.

Teachers and children would feel less tired and frustrated, more relaxed, were they not rushed through the day.

Shall We Have a Migrant Class to Prepare for Interaction in a Normal Classroom?

Shall We Have a Migrant School by Itself, or Should We Incorporate the Migrants into the Public School System?

What Can We Do in the Individual Room for the Migrant Child?

Teacher-made helps; label pictures; children helping migrants.

Transitional classes? Isolation, in Spanish? No-- atmosphere with English is better.

Migrant teacher plan curriculum for migrant children; gives to classroom teacher. Teaching sentence patterns.

**We should have more trained migrant teachers, responsible for learning of each migrant child; with rapport with classroom teacher.

Classroom teachers need basic Spanish phrases; need to:

1. Teach children to do something; non-readers might learn to sew.
2. Teach one thing at a time.

What are the Forces in Society Affecting Curricula?

Migrant children have problems the same as others.

Language barrier, socio-economic conditions, lack of communication from teacher to teacher and school to school.

What Material is Available?

Spanish-English books? If not, could there be? Mainly for child-

ren who can already read Spanish.

Investigate other areas working with migrants. Find out what they do.

Ideas on particular classrooms; resent being expected to make report cards.

Recommendations:

We should have more trained migrant teachers -- responsible for learning of each migrant child.

Are funds available for full-time migrant teachers for high concentration areas of migrant children?

Time for classroom teacher conference concerning migrant children.

Migrant teachers tell classroom teacher what to do.

Migrant child only two or three hours per day then returned to classroom situation.

Classroom teacher needs to observe migrant teacher's individual children.

Migrant teacher should know how to speak Spanish.

Adult-migrant education classes.

We do not feel it fair or possible to make a standard report card on migrant children. It should be very much individualized... Much from observation.

GROUP 4 REPORT

Friday

- I. Discussion of individual teacher's contact with migrant families.
 - A. Majority of children - Spanish American
 - B. Others - Mexican, Negro, Indian
- II. Discussion on what curriculum means:
 - A. Consultant: morning to night contact with children.
 - B. What the child is actually learning:
 1. must learn organized play - Why doesn't the child participate? How can we make him feel secure? We must provide the opportunity for him to achieve. Fear and insecurity often hold child back.
 2. lunch room - learns manners, proper eating habits, balanced diet, etc.
 - C. Curriculum must be relevant to their life.
 1. make special effort to bring in the things they do at home - involve the child - let them talk. Open paths of communication.
 2. if possible have migrant children involved in using and helping teach their native Spanish language. Play up the child's background and language.
 - D. Curriculum is: meeting the child's needs on his own level.
- III. Discussion - What does the child need us (the teachers) for? What can we do?
 - A. Organization for learning.
 - B. Motivation for his needs.
 - C. Widen his horizons - show him other ways of life.
 - D. Show him what is available to him with his desire and work and show him what is possible.

- E. We must find their interest and build on it. Integration of his interest and other subjects will grow naturally.
- IV. Discussed how to handle discipline in the classroom with migrant children.
 - A. Explain why a certain type of action is taken.
 - B. Parent conference - use discipline measures relevant to the child. He may respond more readily to one type of action imposed than another.
 - C. Child conference.
- V. What must we teach them?

Basics:

Read - may never have been exposed to reading before.

Write

Spell

Math - basic concepts

English - oral type approach - choral speaking - get the child communicating. Motivation for correct speech - jobs, taking his place in the community, etc.

Saturday

- I. New dimensions in society that will provide us with new ways of helping all children.
 - A. Visual aids:
 - 1. tapes (individual)
 - 2. must start working on it now IPI
 - 3. individualized pupil instruction
 - 4. will this instruction reach him?
 - B. Media center - "dial a lesson" - prepared lessons.
 - C. Difficulty of working alone.
 - D. Need more personal contact with migrant child - use media as aids - help us teach.

- E. Must prepare for mechanized instruction - reading lab set up while teacher works with another group - story, etc. to keep child's mind active - not have him just sit there. If he can't read by himself at least let him hear.
 - F. Must work on vocabulary - communication problem. Sometimes cannot understand TV teacher.
 - G. Use media as a reinforcement.
 - H. Must change our ways to understand them. Try and put ourselves in their positions - difficult to do.
 - I. Must teach children how to use media aids intelligently.
- II. Must educate the parents - set up a program for them.
- A. Need to work on this in the future.
 - B. Film - radio receiver in the home.
 - C. How? Difficult to get the parents out that most need to be there.
 - D. Program involving children and parents:
 - 1. cooking
 - 2. sewing
 - 3. industrial arts
 - 4. bring in resources - other teachers - specialists
 - 5. make them feel it is worth their while to come out. Give them the desire to come and see what is going on - difficult to do.
 - 6. must make them realize they want and need help. If you can even reach a few it is worthwhile. Must start somewhere.
 - 7. use parents to show their skills - examples:
 - a. guitar playing
 - b. building furniture
 - c. sports
 - 8. try and involve whole community
 - 9. don't try to make them over - let them be themselves
 - 10. why should parents change? Must start with children. Most parents won't change - don't want it.
 - 11. should we give up on parents? "Change my child but not me"

Don't worry so much about the parents. It is very difficult to change the home life.

- IV. School is a place where the child must be secure. Must build trust in him. Parents don't appreciate what we're doing now but perhaps years from now there will be a change - something will have carried over.

Easier to help child - something you do may help in some way however small this is.

Educate and then raise standard of living or raise standard of living and then educate. How?

Education is a continual process.

- V. Transitional Class - Temporary

Put children in school or class and learn English - speaking and reading knowledge. Later put in regular class. Found did not do as well as in a regular class.

Must not isolate these children. Must have contact with other children.

Idea of having teacher who takes children out of their regular class for a perhaps large block of time to teach certain things but then have child return to regular classroom for music, art, physical education, Social Studies and math.

Summary

1. Looking toward future - new dimensions in education that will provide us with ways of helping children.
2. Who must we educate first? Child, Parents or Society?
3. Transitional Class.

GROUP 5 REPORT

I. Getting involved with migrant parents.

- A. Hard.
- B. Home visits - classroom teacher - better insight to the child.
- C. Vista program - work with children at school and at home.
- D. Must bring PTA to them - set up at camps, clothes.
- E. Children being involved in programs.
- F. Find out what they want us to teach their children.
- G. Let them know you are not better than them.
- H. Start talking about social subjects - not child right away.

II. Transitional

- A. Need to associate with other children.
- B. Need summer programs and recreational.

III. Problems

- A. Could adjust school year with crop picking.
- B. Needs some outlet for frustrations (P. E., games).
- C. Classroom materials:
 - 1. Peabody kit - picture and work test.
 - 2. need to get materials to the homes.
 - 3. magic slate.
 - 4. colored straws.
 - 5. cards - for math learning -- Don't be too quick to criticize materials.
 - 6. jack stones.
 - 7. footies.
 - 8. teach them to learn to make useful things.
- D. Need communication between teachers and migrant teachers.

IV. Solutions to problems they might have.

- A. Could help them save money - banks.

- B. Don't single them out.
- C. Free lunch tickets - different colors - bad.
- D. Start school when children are mature enough.

Saturday Morning

- I. The first thing we discussed was:
What is curriculum? We decided that curriculum is everything that happens to a child.
 - A. The way in which he leaves home - happy or sad, hungry or full, etc.
 - B. What happens to him on the way to school.
 - C. How he is greeted at school by teacher and students.
 - D. His playground activities.
- II. Next we talked about some of the migrant problems.
 - A. They need concrete materials.
 - B. Fear in the classroom - such as changing classes should be overcome.
 - C. We need stricter child labor laws.
 - D. The migrants need better sanitation and housing.
 - E. Their achievement needs to be recognized.
 - F. Language barriers.
- III. The nature of the child was the third topic we went into.
 - A. Personality (how they get along with others).
 - B. They need much praise to build up their confidence.
 - C. In winter they come to school because it's warmer there.
- IV. Forces in Society that effect Curriculum.
 - A. Television (a great deal)
 - 1. programs and commericals give them something to

- talk about.
- 2. teachers can use for motivation.
- 3. they can relate their own experiences to them.

V. Skills children should attain:

- A. Math facts - so they are not cheated.
- B. Science and social studies - to get concepts of reality (mailman, policeman).
- C. Homemaking - cooking, sewing, visiting beauty parlor.
- D. Shop - learning to make useful things.
- E. All skills because they have to face all situations like others.

VI. Important things:

- A. Their habits and values - we need to bring them out by actions.
- B. To see that they have sufficient nutrition.
- C. Like brushing teeth - can use salt.
- D. We must not teach grades but children.
- E. We must have more time and smaller class loads.
- F. Need to know more information about these children.
- G. Need Spanish-speaking guidance counselors.
- H. We must not take away their identity.

GROUP 6 REPORT

- I. Migrant children are performing or learning at a lower-than-desirable level, a level which could be termed "retarded level."
 - A. Inability to communicate.
 - B. Poor self-image.
 - C. Failure to learn to read adopted texts.
 - D. General low performance in all instructional areas.
 - E. Rejection of, or at least, an inability to accept the "middle class" oriented society.
- II. Suggested reasons and, or, causes of low learning level, not necessarily in order of importance.
 - A. Lack of background experiences.
 1. Deprived of books, magazines.
 2. No experience with educational toys.
 3. Often no one with whom to talk even.
 4. Never read to.
 - B. Language barrier.
 1. English may be foreign language to home.
 2. Dialect, or broken English.
 - C. Incomplete or changing "family group".
 - D. "No tomorrow" to plan for, nor lasting friendships.
 - E. Social barriers.
 1. Do not belong to community life.
 2. Lack of possessions.
 3. Different set of mores.
 4. Different set of values.
 - F. Lack of parental supervision.
 1. Discipline erratic or perhaps totally lacking.
 2. Hygiene problems:
 - a. no facilities for bathing.
 - b. no privacy.
 - c. ignorance and ticks, lice, fleas, etc., around.

3. Parents leave early for the fields, return late.
4. Children left at home to care for those too young to work in the fields.

G. Nutritionally deprived.

1. Hunger is all-consuming.
2. Poor health leads to spasmodic attendance.
3. Dental problems.

H. Migration interrupts learning and breeds insecurity.

We firmly believe that if we are able to reach and help children living under these, or similar conditions, we must find ways and means of adjusting our present "middle-class white American orientated" curriculum.

In order to adjust the curriculum with any degree of success, we must:

III. Accept the child as he, or she, comes to us.

- A. This is an individual with definite worth.
- B. An individual with possibilities.
- C. An individual with universal basic needs.
 1. Security.
 2. Recognition.
 3. Achievement.

IV. We must make a genuine effort to communicate with this child.

- A. Understand his background.
 1. Acquaint ourselves through study.
 2. Visit the home - if permission is granted.
- B. Respect his culture, values and mores.
- C. Learn to speak his language.
- D. Secure interpreter if necessary.

- E. Try to think as he thinks, and feel as he feels in order to prepare a learning climate.
- V. Recognize the forces in society which directly affect his total curriculum.
 - A. Home life and lack of it.
 - B. The "farm boss".
 - C. Sibling and peers.
 - D. Teacher.
 - E. Segregation (not mentioned, as such, at this particular part of the discussion - but ever-present).
 - F. Unrest of our times.
- VI. Investigate the possibilities and feasibilities of suggestions such as these mentioned in the group:
 - A. A full-time Spanish-speaking teacher to take migrant children for a large block of time - daily - to concentrate on language arts, returning children to regular classrooms for other subjects.
 - B. Classroom-teacher orientated Spanish course taught regularly to faculties - (let's not choose Fridays, please).
 - C. Reading materials - comic-book type perhaps (less threatening to the under-achiever) and to include both the child's language and "correct" or acceptable English (comparison, coordination).
 - D. Something tangible which the child could carry home to show achievement more effectively than the formal report card.
 - E. Speech training program for the children.
 - F. Smaller groups - limited number in classrooms.
 - G. Additional space.
 - H. Planning time within the school day.
 - I. Easily accessible equipment, audio-visual, and visual aids - home-life educational-type toys like doll houses and roll playing.

- J. Protein cereal breakfast at school..
 - K. Educational materials - health and hygiene especially to take or send into the homes - adult education.
- VII. Use of community resources - volunteer help.
- A. Brief visits or field trips.
 - B. Could lead to visits in homes.
 - C. "Foster grandparents" idea perhaps.
 - D. Simple experiences like grocery shopping.
- VIII. Workshops such as this to share ideas and experiences among teachers.
- IX. Improved cafeteria conditions, including more attractive table appointments and include a knife to teach table manners.
- X. Could pressure be brought on the "farm bosses" to allow mobile units to come to the fields for adult education.
- XI. Begin school early with supervision by aids with time and equipment to wash and clean up, eat breakfast, socialize with others, and feel good, ready to learn. (showers - washer and dryer - extra clothes).
- XII. Portable nursery on school grounds for pre-school youngster or nursery school.
- XIII. Parents hinderance to children - enforced laws or controls to bring in the neglectful parents and sentence them to adult education sessions to train in health and nutrition.
- XIV. In-service days - perhaps a teacher-made materials fair, displays to share idea.
- XV. Improve communications between teachers and between teachers and administrators.
- XVI. Where are the schoolboard members? Why are they not in on this? How long has it been since a schoolboard member visited classes in your school?
- XVII. We need a redefinition of the term "migrant" to also include those children who move often regardless of the father's occupation.

GROUP 7 REPORT

WHAT IS CURRICULUM?

After discussing the views of group members at length and concluding that there is no uniform curriculum, we decided upon the following as our definition of curriculum:

The course of study presented students during the school day that does not emphasize separate subjects, but those experiences and problems that pupils meet in and out of school. This curriculum should be organized into broad areas that can be adapted to children's needs involving teachers, school officials, curriculum experts, community leaders, parents and children.

WHAT IS THE NATURE OF THE CHILD?

The nature of the migrant or the deprived child is in many ways like that of any other child.

All children feel the need to be secure. They need to feel secure at home, at school, at work and at play. They need to feel security from all aspects of their existence.

They need to be recognized, not as being rich or poor, slow or smart, black or white, but as being a human being and an individual.

They need to be able to achieve. There is a need to achieve on their own level, incorporating their personal experiences.

We have made a list of some traits of the migrant child:

1. Are not easily disciplined.
2. Are usually withdrawn.
3. Lack acceptable moral values.

4. Usually feel rejected and out of place.
5. Lack security.
6. Are not able to achieve at expected grade levels.
7. Do not have desirable family life.
8. Usually have language difficulties.
9. Have health and nutritional problems.
10. Are subject to frustrations.
11. Are failure oriented.
12. Are culturally suppressed.
13. React negatively to social pressure.
14. Lack communicative skills.
15. Have a strong need to be respected.
16. Are reluctant to express themselves.
17. Lack experience.

Aside from the undesirable traits, the migrants have good traits also:

1. They are usually unselfish.
2. They are usually honest.
3. They usually have the same basic ability as other children.
4. They are usually cooperative.
5. They are usually creative.

WHAT ARE SOME OF THE FORCES IN SOCIETY THAT INFLUENCE CURRICULUM?

1. Communication media such as newspapers, magazines, television and radio.
2. Home life.
3. World events and discoveries.

4. New teaching trends.
5. World modernization.
6. Social organizations.
7. Environment (immediate).
8. New instructional media.
9. Finance.
10. Social changes.

WHAT NEW DIMENSIONS SHOULD BE ADDED TO OUR CURRICULUM?

1. Instructional materials that portray children's background and experiences.
2. Smaller classloads so that more individualized teaching may be practiced.
3. The teaching of making the transition from manpower to machines and computers.
4. Health services and the importance of such.
5. Additional teachers and aides to cope with individual interests.
6. Inclusion of home and family life activities.
7. Closed circuit television, video-tape machines and other new learning media.

HOW CAN WE HELP THE MIGRANT CHILD?

There are numerous ways that we as teachers can help the migrant child. The teacher must first have a clear understanding of the characteristics and needs of the child. After gaining this insight, we can help in the following ways:

1. Provide during the course of the school day some of the love and understanding that these children need, so that they feel wanted and respected.

2. Gain more knowledge of the children's social and educational problems, then plan and execute ways of alleviating them.
3. Provide an appetite for learning through creative teaching.
4. Motivate the migrant child so that a desire to learn and achieve is instilled.
5. Teach creatively so that learning experiences involve the experiences of the migrant child.
6. Build moral values in the migrant child so that he has a desire to improve his mode of living upon reaching maturity.
7. Broaden social experiences of the migrant child so that he develops a feeling of belonging through field trips and other experiences.
8. Provide school experiences such as art appreciation, music and literature so that the child may begin to measure up to students of their social and mental levels.
9. Help migrant children to overcome language difficulties, fears, frustrations and other traits that plague the migrants.
10. Instill proper physical and mental health ideals in migrant children so that they measure up to other social levels.
11. Instill in the child the importance of good manners.
12. Teach migrant children good citizenship and a respect for law.

In conclusion, Group 7 decided that migrants and other deprived children may be helped by the taxpayers and school boards by:

1. Providing workshops similar to these for all teachers who are involved in teaching those children.
2. Providing an abundance of teaching aids and other audio-visual materials.
3. Providing resource teachers to aid the classroom teachers in securing proper resource persons and materials for classroom instruction.

4. Providing guidance counselors on all levels.

Finally, we feel that teachers should take a retrospective view of themselves and teach not for the name of teacher, but because they have a real concern for today's youth, no matter what their race, creed or color, and a desire to make what is today a better tomorrow.

GROUP 8 REPORT

WHAT EACH PERSON IS DOING TO HELP MIGRANT CHILDREN BECOME ADJUSTED TO SCHOOL AND SURROUNDINGS.

Let pupils find own way and work from there, rather than push pupil forward. (Free to move around centers of interest).

THINGS TO IMPROVE MIGRANT PROGRAM:

Classroom teacher and migrant teacher should talk and work together to have a more adjusted program and a correlation of activities and studies.

Classroom teacher should have a flexible program with migrant pupils and teachers.

Classroom teacher should help migrant children to see and realize that an education in the long-run means more than present values such as a new car, fancy clothes, etc.

More concrete experiences should be offered to migrant children.

Conversational Spanish speaking course for English speaking teachers. Also, a need for a bi-language teacher in school with the migrant children.

Teach migrant children to appreciate their culture, but instill the value of speaking English and learning American ways of life.

Year-round programs for migrant children, beginning at age four. (Programs such as head-start, kindergarten, and day-care).

Migrant programs should be year round and state-wide so that there will be a carry-over if pupils move to another county or state.

Educational classes for migrant parents. (Concerning proper child care, housekeeping, sewing, cooking).

More home visitations by classroom teachers to get to know parents.

There is a need for an elementary guidance counselor or social worker to encounter problems in the school.

An automatic evaluative program on each child before entering a classroom, instead of waiting on personal folders to arrive

which takes from six to eight weeks from the results of the evaluation program the teacher can begin working with pupils.

GROUP 9 REPORT -- PROBLEMS COMMON TO ALL SCHOOLS REPORT

What are problems common to all schools?

1. Communication.
2. Reading improvement -- given first priority.

Who are the disadvantaged?

1. They are the result of poverty.
2. They are the result of chronically unemployed or unemployable males.
3. They are the result of one-parent homes (frequently mother-dominated).
 - a. They are the city slum-dwellers.
 - b. The rural uneducated farmhands.
 - c. The migrants.
 1. they are children of lower class Negroes.
 2. Puerto Ricans
 3. Mexican-Americans
 4. Caucasians

What are their greatest needs? Physiological, Social, Psychological, Educational.

1. They are the 1 out of 3 city children who have too little of everything. Too little living space, too little food (poor quality), too little personal attention, too little success, too little self-respect, too little reason to try, too little money, too little playthings, too little happiness, too little self-confidence, too little to play with and read.

What are their Subculture Groups?

1. Traditional values and cultural patterns make children behave and react differently.
 - a. Mexican-American Migrant Farmhands. Male dominated, negative attitudes toward education beyond compulsory age (especially for girls), families may speak Spanish only.
 - b. Puerto Ricans. Lower class level, marriages by consent, unfamiliar with sanitation devices and modern equipment.
 - c. Hill people, Appalachia. Isolated for generations, educationally disadvantaged, parents educated by

- poor unqualified teachers in one room which was ill-equipped, outside interference with values, behavior, schooling resented.
- d. American Negro. Urban slum living, small segregated schools.
2. Teaching -- find strength of subcultures and build curriculum on these strengths for a feeling of success, etc.

What are the disadvantaged like in school?

1. Avoid stereotyping -- no two are alike.
2. Tend to behave differently from what teacher wants.
 - a. Talk out, fool around, play tricks, make noise, don't sit still, screen out teacher's voice.
3. Above caused by frustration.
4. Underachievers.
 - a. Lack of ambition, afraid to do best, afraid to win, afraid of ridicule and failure.
5. Unorganized.
6. Stealing -- not a racial characteristic, not immoral, but amoral.
 - a. Describe taking things as amoral.
Take things needed from the common -- food, clothes.
Taking not regarded as stealing -- a tradition.
Handed down in lower social class families.
 - b. Those that take need a relationship rather than articles taken.
7. Suspicious (chip-on-shoulder) especially in secondary school.
8. Not oriented to tests, speed, promptness.
9. Aggressiveness, abusive, hard to control, full of anger and hostility.
10. Profanity and obscenity.
11. Absent from school -- often care for other children.

What causes that behavior?

1. Negative feelings about themselves.

- a. Feel they are bound to fail.
 - b. Cannot relate curriculum to his goals and world in which he lives.
- 2. Geared to low expectation of success--
 - a. Bored, disgusted, apathetic.
- 3. Parents -- apathetic, no future.
- 4. Teacher must change his own attitude and method. Success provides motivation and releases energy for learning.
- 5. Feelings of inferiority -- internalized values.

What are the causes of disadvantaged?

- 1. Background of continued poverty.
- 2. Deeply ingrained prejudices -- Negroes, Puerto Ricans, Mexican-Americans, etc.
- 3. Ignorance and lack of education -- poverty.
- 4. Heritage of slavery.
- 5. Home life situations -- care of siblings.

What they miss?

Miss whatever most middle-class parents do for their children.
(Adequate diet, etc.)

- 1. Don't talk to children -- constant feedback to children.
- 2. Do not learn relationships in time and space.
 - a. Audio-visual preceptions, obey and follow directions, skills and patterns of response (games).
- 3. Not urged to compete.
- 4. No pride in ownership (to want, take care of, to share and keep hands off).
- 5. No encouragements to aspire. "What do you want to be?"
- 6. No example - reading.
- 7. No short pleasure (cultural) trips -- zoo, movies, church, art gallery, park.

What is a typical home?

1. Substandard in every respect. Noisy, overcrowded, underfurnished, disorganized, need of repairs, infested with rats and vermin. Also, few books, toys, games, pictures, equipment to learn about world, oneself, life.
2. No permanent father to support and direct home.
3. Others have an extended home -- aunts, uncles, older siblings with children, etc.
4. Mental and physical illness, drug addiction, alcoholism, violence.
5. Future -- holds no hope, aspirations stay low.

What are Special Factors in Teaching Disadvantaged Children?

1. Diagnosing -- Testing -- Intelligence.
 - a. Tests show ability:
 1. need experience -- just learning.
 2. counting against the disadvantaged: speed requirements, lack test taking skills, fatigue, absence of competitive drive, low aspiration, low expectation of success, negative self-image.
2. Find the disadvantaged childrens' needs -- give them success today.
3. Teacher best judge of abilities.
4. Teachers create climate for learning in classroom.
5. Language of great importance.
 - a. Own primary language -- do not suppress this (his identity).
 - b. Standard English -- taught as second language. -- "Good Taste" and Required for good job, to hold it, to succeed.
 - c. Undetected and untreated defects in very young children.
 1. unintelligible pronunciation.
 2. faulty vision.
 3. deficient hearing -- speech problems treated after age six not too much help.
 - d. Teachers -- all grades -- assume responsibility for phones, spelling, comprehension -- all subjects.

6. Girl - oriented Schools
 - a. Boys frustrated in search for worthy male models.
 1. no father figure at home.
 2. males seen abuse women -- see escape in drugs, alcohol.
 3. women project hostility to male children.
 4. acceptable behavior, "act like sister."
 - b. Boys seek masculinity in gangs, etc.
 - c. Too much feminization -- reject schools, teachers, education in general.
7. Motivation -- little concept of time; Here and now (no hope for future achievement); Low self-image; No success, only failure.

What We Can Do...

1. Pre-School

Training in basic perception. Headstart and pre-kindergarten projects. Orient teachers to slum environment and its effect on school behavior.

 - a. Breakfast, reinforcement necessary for learning. One teacher in room not enough. Should add aides or volunteers -- disperse into small groups.
2. Five to Seven year olds.

Learning activities necessary at home. Language development important. Role playing, games, mirrors -- develop feelings about themselves. Perceiving time, space, size relationships. Teacher must accept them, like them, want them in room.

 - a. Experience and language programs needed.
 - b. Trips -- see how all people live.
3. Eight to Ten year olds.

They are used to failure and neglect. They turn to their own peer groups (loyalty). Not approved by adults. There is an absence of male teachers and counselors for models. Bring in minority group adults, college youth for programs and interviews. Reach kids who have not yet learned to read.
4. Eleven to Twelve year olds.

Girls pre-occupied with sex play and experimentation. Seek causes of their behavior.

 - a. Let children write about themselves.
 - b. Training in audio-visual perception and in pronunciation.
 - c. Basic arithmetic processes.
 - d. Science, social studies, art, music, hygiene, practical arts, physical health--can be learned without books.
 - e. Talk about how people relate to each other.

How to Correct...

1. Type of curriculum in public schools not solving problems.
 - a. Home and family life activity as a pilot.
 - b. Will try to put this into curriculum next year.
 - c. Modification of curriculum -- adapt and adopt to meet the needs of children: changes daily, teachers various levels--exchange.
2. Stress individuality of students -- similar problems.

RECOMMENDATIONS

It is recommended that a steering committee shall be formed for the specific duties of:

1. Reassessment of priority needs of educationally deprived migrant students enrolled in _____ County schools with high concentration of migratory children.
2. Complete review of the ESEA, Title I Florida Migratory Child Compensatory Program which is now in its second year of implementation.
3. Ranking needs of the deprived students in priority order.
4. Recommending 1969-70 expenditure of ESEA, Title I Funds.

This committee met in numerous all day sessions in May and June, 1969. Membership of this committee follows:

<u>Group Represented</u>	<u>Race</u>
Classroom Teacher-Migrant Center	White
Classroom Teacher	White
Principal	White
Supervisor, County Staff	Negro
Director, Elementary Education	White
Director, Secondary Education	White
Assistant Superintendent, Instruction	White
Evaluation Coordinator, Federal Program	White
Federal Programs Coordinator	White

The steering committee shall review the needs of the migratory children in _____ County and list these in priority order within three categories, physiological, psychological and educational:

1. Physiological. Migrant children need adequate physical care.
 - a. Food and nutrition
 - b. Medical examination and treatment
 - c. Vision and hearing
 - d. Personal hygiene
 - e. Dental examination and treatment
 - f. Speech therapy
 - g. Physical fitness
2. Psychological. Migrant children need to develop positive but accurate self-concepts. Each deprived child needs to:
 - a. Be accepted as he is.
 - b. Experience success.
 - c. Recognize his potential, aptitudes, and abilities (accept strengths and weaknesses).
 - d. Establish wholesome human relationships.
3. Educational. Migrant children need to have an educational program to make maximum use of their abilities and become functioning members of society. Each deprived child needs:
 - a. To participate in a school environment organized to meet his needs. (In each situation methods and materials should be selected and/or developed to fit the deprived child's particular learning rate and capacity).
 - b. To experience success and achievement in basic skills, especially reading.
 - c. To have home-school cooperation and understanding:
 1. parents need to be involved in school relationships
 2. parents need to understand, support and cooperate in the child's school activities and experiences
 3. teachers need to understand and relate the child's home environment to his school program.
 - d. To acquire communication skills
 - e. To learn to assume responsibility for individual actions
 - f. To be involved in enriching experiences.

In relation to the above needs of migratory children, the Steering Committee ranked the instructional areas of greatest need. These are listed in priority order:

1. Reading
2. English, Language Arts
3. Social Studies/Social Sciences
4. Cultural Enrichment

On the basis of this study this Steering Committee recommends that the Reading Improvement Program for migratory children be continued for a fourth year. The committee recommends the following student

objectives for continuation:

1. To improve the child's self-image
2. To improve the children's verbal and non-verbal functioning
3. To improve the children's emotional and social stability and/or that of their families
4. To improve the child's physical and nutritional health
5. To improve and lessen the gap of transition between the home and school
6. To improve and develop readiness for saleable skills and orientation to the world of work and responsibilities of workers
7. To improve performance as measured by standardized achievement tests, teacher observation, and/or the use of appropriate materials.

Planning Activities

An advisory committee should be formed. In addition to this committee subcommittees consisting of the principal, teachers of migratory children and at least two parents of participating children in designated Migrant School Centers, functioning as sub-advisory committees to assist the Advisory Committee in obtaining information concerning the views of parents and children about unmet needs in the project areas and establishing priorities among needs by:

1. Recommending a general plan for the concentration of funds in specific schools and grade levels
2. Participate in the development of proposals adapted to bridging the gap between the needs of migrant children and curriculum of the schools
3. Make written, concurring or dissenting, comments that shall be forwarded with the grant application
4. Make recommendations for the improvement of the education process/program for migratory children
5. Participate in evaluations of the program.

Sub-Committee Activities

Parents and other neighborhood residents have been involved throughout the program. In the beginning of the program and when the child applies to the school center for admission, conferences and meetings are held with parents to obtain their consent to enroll their children in the special program, to discuss the concerns they have for their children, to determine ways in which they can participate in the program, and to assess the special talents and skills of the parents who wish to serve as volunteers. As the program progresses, regular meetings and/or conferences are to be held with parents to determine strengths or weaknesses of the program and to make adjustments indicated.

Near the close of the program parents assisted in evaluating the program and in planning follow-up activities. Parents felt that they were welcome to visit the class. There also were planned individual or group visitations and parents' nights, at which time the teacher reported on the program and on a child's progress.

Activities For Parents Within the Program

The director, social worker or teachers of the center have worked with parents and other interested personnel in planning parent participation in the activities of children such as:

1. Assisting with small groups
2. Telling or reading stories
3. Getting ready for dramatizations
4. Assisting with lunch program
5. Helping individual children with personal problems
6. Assisting children in getting and putting away materials as activities are changed
7. Assisting children in using playground equipment
8. Serve as a hostess or host during lunch period to small groups to points of interest in the community.

The value of the program is greatly enhanced by the involvement of parents. The program will help parents:

1. Gain a better understanding of child care
2. Develop greater confidence, self-respect, and dignity
3. Strengthen family ties
4. A voice in the community development program can bring citizens into immediate touch with the schools most glaring needs: at its best, it brings the citizen closer to government and opens channels for cooperation, for new ideas and action.

Meetings of the Advisory and Steering Committees on the education of migrant children will be arranged as needed.

We will:

1. Prepare and distribute widely a newsletter which will reflect concerns of interest to all agencies and organizations that serve disadvantaged children and their families
2. Prepare and distribute reports of all meetings, workshops, conferences to the schools which disadvantaged children attend
3. Publish articles in newspapers and other media regarding meetings, innovative practices, and current developments in education for the disadvantaged
4. Provide for the exchange of curricular materials and instructional practices

5. Cooperate with the State Department of Education in inter-state conferences, reports and discussion groups to facilitate communications between districts, other state departments and the U.S. Office of Education
6. Provide opportunities for visitation of outstanding activities both county and state-wide.

GROUP 10 -- PLANNING, IMPLEMENTING, EVALUATING

Program Planning:

Need board support as a basis for federal-local support. Present investment--future savings.

Priority? Different areas of concern? Emphasis on language arts and self-concept development. There are 400 students served by 8 schools. Previous programs (Title I): health and welfare services (dental and medical), nutrition-lunch programs, three itinerant tutors with small groups for a few hours per week.

Must decide priority in Center and each Migrant School. Need concentrated, organized programs rather than fragmented programs.

1. Sound out teachers for needs and areas to be supplemented.
2. Language arts -- Spanish-speaking personnel.
3. View different programs and visit migrant communities.

Method of administering programs? Separating migrants, good or bad?

Personnel--need people who can adjust to new, flexible program and willing to undergo in-service training; design own curriculum; careful screening; cooperation planning with teachers, aides and students.

Some subject fields in Spanish with cultural background (identification) in materials --need to serve purpose--continuing education plus preparation for adjustment to broader culture (suggestions; simultaneous Spanish/English, emphasis on AV instruction--use simple machines to supplement and accent program) or buddy system, or in-service training for teachers to accept children, change attitude towards child of minority group--has definite effect on children, especially young primary students (self-concept improvement; improve academics). Educational assistants--use partially trained personnel in schools to bridge the gap between home, school, staff differences.

How to evaluate? Self-developed test. Test according to "culture appropriate" material; progress over so many years, not immediate results.

Continuation for other school programs. Suggestions:

1. Migrant Education Center: equipment and materials; county-wide loan system for teachers in all schools (resource center)
2. "Mini-project". For materials and supplies for migrants for schools (per child); according to priority needs or determined by teachers for migrant needs.

Write objectives, how and why and what to do? Plus what is available, with help of consultants starting at grass-roots.

Disseminate ideas and programs tried and successful.

Instruct principals and staff in services available and have representative in each school to train their staff what is available.

Implementing Program

Use as "learning" center, but help other schools with part of program from center; do according to each school's priority. What additional staff needed for personal school? (e.g., reading). Ask what teachers need for services. Also use Title I and county monies and EIE monies.

In-service in basic areas that show weakness; plans that can be evaluated. Supplement--for personnel written into federal program.

Secret: Use good teachers to help other teachers that can design and innovate and work with others.

Statement of policy: Emphasize--agreement of principals and administrators--separation should be only for correction of deficiency, not total separation of migrants--"grouping for remedial instruction."

Acceptance of migrant monies on grounds that disadvantaged children not be segregated or isolated (physical separation) agrees with policy statement.

Base program on philosophy of building program which helps all children learn and develop--meet needs of all children.

1. Philosophy on policy statement
 2. Priority needs
 3. Teacher involvement in planning program
 4. Use of other funds to help
 5. Who will be served--450 FTE, \$90,000 plus exemplary program \$80,000.
 6. Total program not exclusively from exemplary program -- use basic allocations plus Title I (e.g., staffing, food, health program)
 7. How to use monies for exemplary center: use as model-- if monies were available, school will continue as such-- exemplary program will be supplement new program
 8. What included in exemplary program to supplement existing school program?
 9. Other schools? Children now spread over greater area-- need additional supportive instruction.
- Priority Needs:
- a. Language arts, bi-lingual instruction, use of resource

people (consultants) since we can't hire too much additional staff.

- b. Need coordinator of county program responsible for entire migrant program. Greater number of teachers needed.
- c. Individual help in particular schools--special instruction or center for part-time instruction for remedial help.

Exemplary center--used as model program and also as resource for other schools (equipment, materials).

- 1. In-service.
- 2. Consultant services.
- 3. Materials.

Success is important, regardless of how carried out--use particular schools not as center to cater to special children. *Use other money other than migrant, Title 6, Title I, EIE (compensatory education).

There is still the need to help individual teachers in classrooms above and beyond special instruction.

There is a need for basic communication skills in the classroom--or else child will withdraw due to lack of rapport.

Try team teaching--combining each ones skills. They can use exemplary center monies for alternating facilities.

Main Problem--how to use money to least advantage?

Parent involvement -- how? -- in planning and implementing--must consider lay people and community agents for reinforcement--such as after school program with parent involvement--use parents in non-instructional positions. FAU training program for community--school program in Flint--for enrichment.

Include service organizations--look for such projects with supplying service, materials and supplies--involve organization from beginning for help in planning.

- 1. Service to other schools.
- 2. Direct help to teachers--how?
- 3. Problem of scattering?
- 4. System of evaluation--to determine effectiveness--teacher evaluation.
- 5. Need basic information about children as starting point.
- 6. Total involvement--teachers, community action agency.

Type of program in _____ County:

Staff curriculum assistance.

Media a/v development of materials.

Aides (per 3 teachers), (staff).

Visiting teacher (representative of principal).

Permanent sub-assistant teacher trained in program plus materials and equipment.

SUMMARY

How to plan a comprehensive migrant program?

1. Philosophy--what do we want to accomplish?
How to provide remedial instruction to correct deficiencies--
children should not be isolated but grouped for remedial instruction.
 - a. Make sure board understands and have their support in migrant program--present investment will alleviate future problems and extended costs.
 - b. What do we have already?--use Title I, EIE and county funds as well as migrant monies.
2. Decide priorities for exemplary school center and in each migrant school.
 - a. Teacher involvement in planning to decide areas of needs--what supplements are needed?
 - b. Priorities as realized by group:
 1. language arts--
need for communication between teacher and Spanish-speaking children through in-service training and remedial instruction for children--perhaps teach some subject fields in Spanish to provide for on-going education; at same time--exposure to English as preparation for adjustment to a broader culture.
 2. in-service training for staff--attitude change to learn to accept child of minority group--need acceptance for rapport and child's self-concept improvement in order to improve academic progress.
 3. provisions for evaluation--teacher's observation, evaluate according to behavioral objectives.
3. Exemplary center as model for other schools as well as
 - a. "learning center" for teachers of other migrant schools.
 - a. Inform principals and teachers what services will be available.
 - b. Have school representative to train rest of the staff.
 - c. Provide resource center for materials and equipment.
 - d. Have coordinator of exemplary program and total county migrant program.

- e. Community involvement--use parents and lay people to reinforce day program; use parents in non-instructional positions.
- f. Need more itinerant teachers for migrant children.
- 4. Program for exemplary center:
 - a. Staff development--how to help child in class.
 - b. Additional staff--curriculum assistance, remedial reading, media--development of materials, more aides--resource people.

EVALUATING



Evaluation is an integral part of staff development. It provides a means of assessment and individual reaction to the planning and staging of the particular activity. Certain guidelines to evaluating an in-service training program appear to increase the validity and usability of the results obtained.

First, assessment should be as important a part of the "staging" phase as any other aspect of the program. Generally, dependent upon the length of time (hours, days, weeks or months) involved in the activity, evaluation appears to be most effective at or near the end of the program. Such placement gives the individual an opportunity to review the total experience while at the same time avoiding some of the possible negation of validity that prolonged periods of time between the experience and the individual's reaction may provide.

Second, evaluation should be as brief and as objective as possible. Lengthy, essay-type or "critique" type evaluations are both tiring to the participant and difficult to score or to combine for specific information. If paper and pencil evaluation is to be used, the individual participant should be able to complete the form or questionnaire in five to ten minutes.

A third consideration in evaluating staff development activities is that the evaluational procedure or instrument should provide information on past, present, and future experiences. Properly structured, it should give "past" information in terms of the planning of the activity. It should reflect the "present" in terms of the actual staging of the conference, workshop, or consultation. And finally, it should reflect a direction for

subsequent staff development experiences and planning for follow-up activities.

A fourth concept is that evaluation should include opportunity for some individual expression without inhibition. Individuality, without losing objectivity, can be accomplished rather easily in the form (paper and pencil) response by such simple techniques as spacing, appropriate wording of questions so as to indicate brief responses, or to ask for "one or two, etc." Much of the inhibiting factor may be removed from an evaluation by requesting that participants not sign evaluation forms or by leaving the signature to individual discretion.

Reviewing and summarizing the above, the basic considerations for adequate evaluation of in-service activities include:

1. An opportunity for individualized and non-inhibitive response.
2. A reflection of past (planning), present (staging), and future (follow-up).
3. Brevity and objectivity.
4. An integral position in the "staging" phase (generally at or near the end.)

THE FLORIDA PROGRAM

FMCCF provides for evaluation by the participating county of its consultants (see p. 97) and the reciprocal evaluation of county personnel by the consultant (see p. 98). The method by which the responses are reached are left to the individual consultant and county involved.

LEE COUNTY

Within the framework of the Florida Program, Lee County requested

that the Migrant Education Center develop a form for individual participant evaluation so that more accurate assessment could be made for inclusion on the above indicated forms. The form requested and used (see p.99) in the conference serving as a model appears to meet the minimal requirements for "evaluation" as indicated heretofore.

FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM
COUNTY REPORT FORM I
CONSULTANT VISIT

Date _____ Consultant _____ Date(s) of Visit _____

County _____ Report filed by _____ Title _____

- I. Respond down left-hand column to each item below according to the following key:

(A) Strongly Agree (B) Agree (C) Undecided (D) Disagree
(E) Strongly Disagree

- II. Comment in the space provided after each item below giving specific data and suggestions:

___ 1. The consultant made firm arrangements for his visit prior to arrival.

___ 2. The consultant arrived on time ready to work.

___ 3. The consultant quickly established rapport with all involved.

___ 4. The consultant stimulated much worthwhile thought and activity in the group.

___ 5. The consultant knew the type of product sought and aided the group in moving to produce that product.

___ 6. The consultant attempted too much in a short period of time.

___ 7. The consultant spent the entire day in productive sessions.

___ 8. This consultant was valuable but the group would be better served if a different consultant were available next time.

___ 9. The consultant's background did not seem applicable to the local needs.

FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM
CONSULTANT REPORT FORM II
SITE VISIT

Date _____ Consultant _____ Date(s) of Visit _____

County _____ Report filed by _____ Title _____

- I. Respond down left-hand column to each item below according to the following key:
- (A) Strongly Agree (B) Agree (C) Undecided (D) Disagree
(E) Strongly Disagree
- II. Comment in the space provided after each item below giving specific data and suggestions.
- ___ 1. County personnel made firm arrangements for the visit prior to arrival.
- ___ 2. County personnel arrived on time ready to work.
- ___ 3. County personnel quickly established rapport with all involved.
- ___ 4. County personnel stimulated much worthwhile thought and activity in the group.
- ___ 5. County personnel knew the type of product sought and aided the group in moving to produce that product.
- ___ 6. County personnel spent the entire day in productive sessions.
- ___ 7. County personnel attempted too much in a short period of time.

PARTICIPANTS'S EVALUATION

What did you think of this program? Please be frank. Your comments can contribute a great deal to future programs and for evaluation. You may leave this unsigned if you wish.

1. How would you rate this program? (Check one)

No Good _____ Mediocre _____ All Right _____ Good _____
Excellent _____

2. My evaluation of the consultants to this program:

No Good _____ Mediocre _____ All Right _____ Good _____
Excellent _____

3. How would you rate the major speaker?

No Good _____ Mediocre _____ All Right _____ Good _____
Excellent _____

4. What were the strong points of the program?

5. What were the weaknesses?

6. What improvements would you suggest for another program of this type?

Signature

I attended the program as a:

Curriculum representative _____ School Representative _____

Other (explain) _____

FOLLOWING-UP



Possibly no other aspect of staff development is so important, yet so generally overlooked as adequate "follow-up" or further use of experiences for increased improvement of the educational program. Many programs that could be termed staff development activities are adequately planned, staged, and evaluated. Participants complete these experiences with a feeling that they have attended a "good conference" and within a few days or weeks, no lasting significant change has occurred in the person nor change in the educational atmosphere and/or setting in which the person functions. What is recommended here are guidelines which may open new vistas of further personal and professional growth as well as program development.

A guiding principle for follow-up of in-service activity is that it be "immediate and constant". It is suggested that there be little or no delay between the completion of a given phase or program and the immediate use of concepts, recommendations and directions for enhancing further professional growth and development.

A second guideline to the use of follow-up technique is that it be "complete and comprehensive". All aspects of the original activity should be reproduced and distributed. If small group organization has been used, all group reports or recommendations should be included in the follow-up summary. If evaluation has been made, total evaluation should be distributed.

A third consideration for adequate follow-up is that it "lead to further planning." Staff development and professional growth, it is suggested, are constant and continuous processes. There may be

re-direction or segmentation as regards large numbers of individuals. However, providing for needs resultant from re-direction is a major purpose or goal of follow-up and such change in direction should be welcomed and expected.

Follow-up should provide, as should all aspects of staff development programs, an opportunity for "individual flexibility." This is significant especially where large groups of teachers have been involved in a certain workshop, conference or consultation, and where segmentation and re-direction have absorbed many of the original participants in new and continuation programs. Individual teachers should have access to materials and programs, regardless of the number of other participants involved. This should extend to the level of a single teacher continuing to grow and mature professionally and having access to resources which will enhance such growth. We know each individual child learns in a unique and diverse way and Teachers do likewise.

Adequate follow-up activities, then, should be directed toward further professional and program development with minimal guidelines as follows:

1. They should allow for individual flexibility.
2. They should lead to further planning and direction.
3. They should be complete and comprehensive.
4. They should start immediately and remain constant.

THE FLORIDA PROGRAM

The FMCCP provides for the above approach to staff development follow-up in first requesting that each in-service, "self-paced" activity

culminate in a "tangible" product (see p.103). Further, in cooperation with the Migrant Education Center and as an outgrowth of self-paced activities, funds are provided to support one workshop or more of two-weeks or less duration (see pp. 104-105).

LEE COUNTY

In cooperation with the Migrant Education Center, Lee County first distributed to each participant a total summary of their conference used as a model for this "Guide" (see pp. 44-93, 106-107). Specific follow-up activities were demonstrated by individuals and groups in the following ways. Within ten days of the conference, over three hundred various items for classroom use were made available to classroom teachers. A committee, concerned with English-speaking teachers working with Spanish-speaking children, was involved in pursuing further in-service training using an Idiomatic Spanish Language Package, especially prepared for children, to assist these teachers in communicating with Spanish-speaking youngsters. As of this writing, a summer workshop for continuation of this activity is also underway.

HOW IT WORKS *

For the activities listed, each county may obtain up to eight days of consultation services. There is no cost to the county for these services. The number of consultants provided as well as the number of visits will depend upon the:

- A. Nature of the activity
- B. Availability of local resource persons
- C. Number of participants

It is of utmost importance that each participating school realize that these staff development activities must lead to a tangible product. This product might take many different forms such as:

- A. Locally developed test battery
- B. A structure for teaching a given topic
- C. A video tape
- D. A plan for the county-wide dissemination of the materials and mechanism for the feedback for evaluation of the materials.

The product will be the result of some ongoing program during a given period of the county project. It must be emphasized that the consultant will be a consultant in the true sense. He will listen to the needs, problems, and objectives of the local personnel and work with them on the development of an operational plan to meet a defined local need.

*Announcement of Staff Development Activities (Brochure).

COVER LETTER FOR REQUEST FORM III

(Inside Address)

Attached you will find Request Form III in three copies for insertion in your notebook and use when appropriate at the completion of your self-paced activity.

In order to clarify the attached form and appropriate usage of it, the following criteria are provided for your information.

1. Initial participants in workshop activities must come from those faculty and staff who participate in your county self-paced activities.
2. All workshops requested should be directly related to the outcome of self-paced activities.
3. Counties are requested to submit recommendations of instructors with known professional competency in the area of the requested workshop, with the approval of the Migrant Education Center, Florida Atlantic University.
4. Counties are further encouraged to indicate dates, places, and locations of preferences for workshop requests in the space provided on the attached form.
5. Each county is entitled to one workshop of two weeks or less duration. However, the attached form provides for preferential requests of up to three (3) workshops.
6. Upon receipt of this form, the Migrant Education Center will forward individual participant stipend request forms and information for workshop activities. (Participants will be reimbursed on a weekly basis rather than on an hourly basis as in the self-paced activities).

If we can be assistance to you in any manner, please do not hesitate to let us know.

FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM
APPLICATION FOR SUMMER WORKSHOPS, FORM III

This form should be submitted at least 30 days prior to the first workshop meeting.

As an outgrowth of our self-paced activities, the participants have requested a workshop in the areas and under the conditions as indicated below:

- I. Area or areas of interest (please list by preference)
 - 1.
 - 2.
 - 3.
- II. Dates, place, location recommended
 - 1.
 - 2.
 - 3.
- III. The number of participants
 - 1.
 - 2.
 - 3.
- IV. Instructor(s) requested (if acceptable)
 - 1.
 - 2.
 - 3.

County person for workshop coordination

PARTICIPANTS' EVALUATION

LEE COUNTY SELF-PACED WORKSHOP -- May 9 & 10, 1969

What did you think of this program? Please be frank. Your comments can contribute a great deal to future programs and for evaluation. You may leave this unsigned if you wish.

(Total Participants = 102)

1. How would you rate this program? (Check one)

No Good _____ Mediocre 1 (1%) All Right 9 (9%)

Good 71 (70%) Excellent 21 (20%)

2. My evaluation of the consultants to this program:

No Good _____ Mediocre _____ All Right 3 (3%)

Good 54 (53%) Excellent 45 (44%)

3. How would you rate the major speaker?

No Good _____ Mediocre _____ All Right 1 (1%)

Good 41 (40%) Excellent 60 (59%)

4. What were the strong points of the program?

5. What were the weaknesses?

6. What improvements would you suggest for another program of this type?

A synopsis of these three questions follows:

General participant response indicates that this exchange of ideas helped individuals develop an awareness of the migrant culture, along with a realization of "what needs to be done" in and beyond the classroom to provide more enriching educational experiences for migrant children. The presentation of two films dealing with migrant culture, the use of consultants competent in the area of migrant education, and the major address by the Director of the Migrant Education Center, Florida Atlantic University, were praised time and again as effective methods used in developing the program's theme: Understanding the Migrant Culture and Its Implications for Learning.

Several participants felt that many questions were raised with few answers provided, while many others suggested that any workable answers rested not in "discussion or theory" but in measures taken "from this point onward" to enrich curriculum for migrant children in the County.

Some critical comments expressed disappointment in that... "The questions were too general... the program was too short... the groups were too large." And one individual went as far as to add dimly that programs such as these are "constant reminders of the disadvantaged migrant home life over which one has little or no control."

Some participants suggested improvements for similar programs in the future. Some felt that more lectures from consultants should be given, others believed greater reference materials and guidelines ought to be provided for participants. Still others wanted more emphasis on materials for classroom use. And as one teacher remarked, "time--time for teachers to produce teacher-made material... time to see and review materials developed in other counties and states..."

It becomes clear from the preceding evaluation of this in-service program that not only has the activity been effective in introducing participants to the migrant way of life and its implications for learning, but also in its demonstration of the need and desire for a follow-up activity to serve as a direct outgrowth of this self-paced program. As one participant poignantly stated, "what we need is a summer workshop wherein we can reach workable solutions to the educational and social problems of our migrant students."

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Additional copies of this publication are available by written request to:

FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM
State Department of Education
Tallahassee, Florida

OR

MATERIALS LIBRARY
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