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Abstract

As part of an annual program the Office of Migrant Child Education, Arizona State Department of Public Instruction, made arrangements to send teachers to the States of Colorado and Washington for a tour of their Migrant Child Education programs. The program objective was to provide an opportunity for State educational agencies to share training techniques, materials, and procedures through practical application and on site observation, and to provide training to develop resource personnel to assist in the State educational agencies' development of future inter- and intra-state programs as funds become available. This report contains actual reports or excerpts from reports of the Arizona delegation that traveled to Colorado and Washington, July 14-18, 1969. The participants were a teacher or administrator from each of the Migrant Child Education Projects in Arizona recommended by the administrator of that project. (DK)

ED033774

ARIZONA

TEACHER EXCHANGE 1969

A COMPONENT OF

MIGRANT CHILD EDUCATION

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

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PUBLIC LAW 89-10 AS AMENDED BY PUBLIC LAW 89-750

TITLE I

ELEMENTARY AND SECONDARY EDUCATION ACT OF 1966

ARIZONA STATE DEPARTMENT OF PUBLIC INSTRUCTION
W. P. SHOESTALL, SUPERINTENDENT

RC003765

TEACHER EXCHANGE BULLETIN

DEPARTMENT OF PUBLIC INSTRUCTION

DIVISION OF

MIGRANT CHILD EDUCATION

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Director

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Consultant

TEACHER EXCHANGE PROGRAM

TEACHER EXCHANGE BULLETIN

The Office of Migrant Child Education, State Department of Public Instruction, annually participates in a Teacher Exchange Program with other states. This year, 1969, we had the privilege of visiting two states, Colorado and the State of Washington.

Arrangements are first made with other states to send teachers on an observation tour of their Migrant Child Education Programs. The objective being to provide an opportunity for State Educational Agencies to share training techniques, materials, and procedures through practical application and on site observation, also to provide training so as to develop resource personnel to assist in the State Educational Agencies development of future inter and intra-state programs as funds become available. Observation reports required by participants engaged in this Teacher Exchange Program will enhance the inter-state agreements regarding curriculum dissemination and exchange of teaching ideas and techniques.

The following pages are actual reports or excerpts from reports of the Arizona delegation that traveled to Colorado and Washington on July 14 through the 18th, 1969. Each Migrant Child Education Project was represented by a teacher or an administrator recommended by the administrator of that project. The people listed are those who participated and the schools they represented. Part I represents the group traveling to Colorado and Part II represents the group traveling to Washington.

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PARTICIPANTS IN TEACHER EXCHANGE PROGRAM - COLORADO

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PART I

TEACHER EXCHANGE PROGRAM VISIT TO COLORADO

TEACHER EXCHANGE VISIT TO COLORADO

It was indeed a pleasure for me to accompany the group of teachers and administrators that recently visited the State of Colorado on our Migrant Child Education Teacher Exchange Program. A total of seven (7) people participated in one week's observation of Migrant Child Education Programs. Through this type of exchange, it is our desire to improve and exchange ideas so that we might better meet the educational needs of our migrant children. I would first like to extend my most hearty thanks to the people from Colorado that made our stay in Colorado such a pleasant and most informative one. A special note of thanks goes to Mrs. Virginia Plunkett, our guide and escort during our stay in Colorado, also to John Garcia, Dr. Rossi and Dr. Vining.

One week in Colorado was actually a very limited amount of time to make a comparison with Arizona. It is very gratifying to note that there is a great deal of similarity in the objectives of our Migrant Child Education Programs. One very definite area where I feel Colorado should be commended is in the organization of their team teaching programs at the East Memorial School in Greeley, Colorado.

Team teaching has rapidly assumed the dimensions of a major educational movement. Though it is difficult to estimate the extent of enthusiasm for and commitment to team teaching within the teaching profession as a whole, it was quite obvious that at the East Memorial School it has taken hold quite effectively. The demonstration school at Greeley proved to be quite interesting and probably the most impressive school visited by our group. The teaching methods utilized, the group felt, were quite unique and innovative. The architectural layout of the school was excellent for the type of teaching that was taking place. It was also a great pleasure for us to speak to Mr. Eager at the school.

It was also felt by the group and myself that the utilization of teacher aides in the classroom was excellent, not only at East Memorial but also at all the schools visited. We feel in Arizona that the teacher aide plays a very vital role in the education of our migrant children. The full utilization of school aides in the school programs appear to afford a great amount of much needed assistance to the regular classroom teacher. The aide provides an extra pair of hands that help with the many chores that are an integral part of teaching. An aide, I feel, provides that extra measure of personal warmth that gives rise to satisfaction for the student who might not have been heard if he were not there. He is the bridge between the instructional program and his community.

The idea of having mobile units for the testing that Colorado has been performing is also excellent. This method of eye and ear testing to diagnose reading problems is quite unique. I feel that Arizona would benefit greatly by following Colorado's procedure in this area. As was mentioned before, to make a comparison of the two states in relation to the operation of migrant programs would be almost impossible because of the short while we were there and also because of the very few schools visited.

I feel very strongly that as far as instruction is concerned, Arizona is accomplishing its purpose with the migrant child, however, we still have plenty of room for improvement. Our objectives in instruction are quite similar and all of us agree that we are just beginning to really accomplish these objectives. The migrant child can be educated, but first he must be reached. It is the welcoming hand of the individual teacher and the concern of the individual neighbor that is needed by the migrant stranger. I must say, at this point, that we in Arizona are quite proud of our instructional programs.

Colorado's lunch programs are very similar to those in Arizona in that

napkin breakfasts and Class A lunches are served to the migrant children. The fact that all the baking was done in all individual schools visited was excellent. We must admit that a good nutritional program is a must to accomplish the educational objectives of the migrant child. The health programs in Colorado are also very similar to those in Arizona. One area that I thought was excellent and impressive was the utilization of toothbrushes by all students after eating lunches, breakfasts, and snacks. The utilization of different agencies such as the County Health Department, community organizations, and various other agencies in the health program is almost identical to that in Arizona.

As a State employee, it was unfortunate that I did not have the opportunity to observe more of the functions of the Colorado State Department. I feel it would have been quite beneficial to better understand the function of personnel, administratively, on the state level.

Colorado, I feel, is doing an excellent job in the operation of and accomplishments with the Migrant Child Education Programs. However, it was felt by the group that it would benefit Colorado to have more community involvement in the migrant programs; that there should be more of a unified effort with the different agencies that have migrant programs so that possibly rather than having three or four different migrant programs functioning at one time, one program would possibly better meet the needs of the migrant. It might be well to try the type of inservice training program for teachers that we now have in Arizona, that of having a University consultant conduct all inservice training within the individual schools possibly a week to two weeks before the actual migrant program begins and following through during the actual functioning of the program instead of having a mass workshop such is now being conducted in Colorado. It might be of value for Colorado to hold a workshop for all

program directors on the function and use of the Records Transfer System. It seemed as though most schools were in a state of confusion as to the utilization of the Records Transfer System.

The suggestions listed above are not actual criticisms but an attempt to exchange ideas with Colorado.

One area that I feel both Colorado and Arizona could benefit from is an Adult Education Program for Migrants similar to what is being carried on in California.

Adult members of migrant families are aware of and concerned about the need for increased educational skills in the work world for themselves as well as for their children. Many of them realize that it will be a rare feat for them to obtain employment in an occupation that requires extensive training. The adult education component, in California, was directed primarily at the social and occupational orientation of the adult migrant worker. The educational theme was geared to real life experiences. Fundamental principals of managing the household budget, the care and nourishment of the family, family hygiene, reading and filling out work forms, and home and auto repair are some of the areas that are emphasized in the adult program. These activities have proved relevant to the needs of the adult migrant. The response has been tremendous and the recipients gratified that they are not a forgotten segment of our society.

I would like to say that the observation trip to Colorado was quite informative, educational and enjoyable and quite fruitful. It is our desire that some time in the future we may serve as hosts to visiting teachers and administrators from Colorado, so that through the exchange of ideas, techniques, and

information, we are able to continue the improvement of the Migrant Child Education Program.

Again, I would like to repeat that the treatment received by the Arizona delegation in Colorado was excellent, from the state level all the way down to each individual school visited, especially the courtesy extended to us by Mrs. Virginia Plunkett.

EVALUATIONS AND LETTERS PERTAINING TO THE TEACHER EXCHANGE VISITATION
(COLORADO)

W. P. SHOPSTALL
SUPERINTENDENT



J. O. "ROCKY" MAYNES, JR.
DIRECTOR, MIGRANT CHILD EDUCATION
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State of Arizona
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ERNEST Y. FLORES
ASSISTANT DIRECTOR

LOUIS CHACON, JR.
CONSULTANT

271-5198

July 21, 1969

Mrs. Virginia Plunkett
c/o Dr. Nick Rossi
Title I, MSEA
Education of Migrant Children
State Department of Education
Denver, Colorado 86203

Dear Mrs. Plunkett;

Our visit to Colorado was quite interesting and most informative. I would again like to express my thanks on behalf of myself and the rest of the group that represented Arizona in a recent visit to your very scenic area.

I must say that you are to be commended for your method of making people feel at home. I realize the amount of time and effort required to prepare for a visiting group from out of state and I must say, you, Mr. Garcia, Dr. Rossi, Mr. Vining and all the rest of your staff certainly are well versed in being excellent hosts. It was quite refreshing for me to see that both Arizona and Colorado are seeking the same objectives through our Migrant Program. The needs of these young people are certainly being recognized and it is only through our unified efforts that we will be able to accomplish these objectives. In approximately two to three weeks I will mail to you the reports written to our office by our visiting people, and my personal report on our visitation to your state.

Again, let me say, "muchas gracias por todo", and it certainly was a pleasure to have met such a charming person as yourself. Your hospitality at your home and the pleasure of meeting your husband was very greatly appreciated by the entire group.

Enclosed are some items of information that might be of interest to you and the rest of the staff.

Yours truly,

Louis Chacon, Jr., Consultant
MIGRANT CHILD EDUCATION DIVISION

LC/bc

Enclosures

cc: Dr. Nick Rossi
Mr. John Garcia
Mr. Ward Vining

July 28, 1969
Somerton, Arizona

To: Louis Chacon
State Department of Migrant Education
Phoenix, Arizona

The Cooperative Teachers Exchange Program between Arizona and Colorado was held from July 14 to July 18, 1969. On Monday afternoon, July 14, Mrs. Virginia Plunkett, consultant for the Colorado Migrant Education Program spoke to the group from Arizona on some of the broader aspects of migrant education in Colorado. She commented on their current stress on teacher education in the life style and culture of the Mexican-American and also that their teachers' workshop lasts one week each year. She presented descriptions of materials and innovations in techniques which would be seen in the Colorado schools visited on this tour.

Tuesday, July 15 to Friday, July 18 were spent at the schools in the Denver area having summer migrant education programs. Schools visited were: Longmont, Greeley, Fort Morgan, Gilcrest, Fort Lupton, and Ault. All schools visited will be treated collectively in this report.

CURRICULUM

Typically a migrant education program must place a great stress on the language arts subjects. This was seen throughout the Colorado schools. In Greeley two bilingual teachers were building basic vocabulary with a group of Kindergarten children. Greeley was the only school visited that seemed to have a need for English as a second language instruction on a large scale. Other teachers interviewed elsewhere felt that instruction in basic English was not a great need and their children spoke English very well. Nowhere in the schools we visited except in Greeley did we observe children conversing among themselves in Spanish.

Of special interest in Greeley also was the sex education program in operation for the intermediate grades. Another highlight was the Home Economics program in Ault as here the girls were taught to remake and reuse used clothing for sewing and to use one common product in season in cooking and learn many and varied uses for it. The shop program in Greeley used cardboard to construct useful and usable furniture for the child's own home.

Throughout all the schools we visited the teachers' aides were used effectively. In some schools they were volunteer high school students. In fact in several rooms a casual observer could not tell which was the teacher and which were aides. The plan at Greeley which uses one master teacher, another teacher, and an aide in each learning area seems the most effective. The intermediate group was divided into three sections; learning, extended learning, and interest, and each group was supervised by a teacher or aide. In the Art and Music room two teachers worked with two aides. One conducted an art class and the other a music class both in the same room.

Greeley was by far the most innovative program we observed and seems to be an ideal learning situation for the migrant child. The concept of team teaching in an ungraded school with a stress on individualized instruction plus a language development program in the primary area for the Spanish speaking child seems ideally suited to their learning needs.

During the year the teacher has a one and a half hour planning period in the intermediate area. The teachers in this room work with no children until 10:30 but then instruct straight through until dismissal. No letter grades are given but two parent conferences are held twice a year and the school has a very well developed home visiting program for a period from the opening of school to November and then from April to the end. Children at Greeley are grouped socially for Social Studies and Science but otherwise

are grouped homogeneously. No audio-visual aides are employed as the children operate all equipment for their individual use or for use in small groups.

EQUIPMENT

In comparing school equipment at O. E. Carlisle School in Somerton and equipment seen in the Colorado schools there seems to be no remarkable difference both in kind and amount. Two exceptions in audio-visual materials were noted. Greeley uses the Audio Flash Card System from Electronics Future, Inc., North Haven, Connecticut. Carlisle Schools uses the IBM dictaphones which have endless possibilities for migrant education.

Besides the Audio Flash Card System the following is a list of ideas, some major and some minor, which could be used at O. E. Carlisle School. Most of these were innovations observed at East Memorial School in Greeley.

1. All teachers of migrant children attend a yearly workshop of one week duration.
2. Teachers attend classes in Mexican-American Culture and conversational Spanish.
3. The use of the Tutorial Program developed by Dr. Barber and Dr. Ellison of Indiana University, Bloomington, Indiana.
4. A mobile unit for the State of Arizona similar to Colorado's which provides inservice training, an opportunity to examine the latest materials and the diagnosis of reading problems to all schools serving migrant children.
5. Longer and more frequent planning periods for teachers on all grade levels.
6. No grade levels used in the school and a team teaching approach similar to that used at East Memorial School in Greeley, Colorado.
7. The use of standardized and teacher developed tests to determine pupil progress.
8. A summer session that is basically instructional but correlated with the summer neighborhood recreation program.

9. A toothbrushing program.
10. Shooting education sponsored by Daisy Rifle Company.
11. A used clothing bank at school run by volunteer help.
12. Tennis courts and tennis instruction.
13. Milk offered as a morning snack as well as served at lunch.
14. Units in Shop or Art on cardboard furniture making. This is available from the Tri-Wall Company of Pinedale, California.
15. Making and showing of students' own filmstrips. Material is available from PBSW.
16. Bath and shower facilities for children.
17. Washers, dryers and irons and lots of spare clothing for student use.
18. A special "migrant" teacher or aide who helps the new student adjust.

Kathryn Michel
O. E. Carlisle School
Somerton, Arizona

SUBJECT: Report of Migrant Teacher Exchange to Colorado, July 14-18

TO: Mr. J. O. "Rocky" Maynes, Jr., Director, Migrant Child Education
Division, State Department of Public Instruction

FROM: Fred M. Buck, Principal
Willcox Elementary School

Our group of seven administrators and teachers left Sky Harbor Airport on Monday morning, July 14, for the flight to Denver to visit Colorado Migrant Schools. After our arrival and getting settled down in the Denver Hotel, we went to the Colorado State Department of Education offices for an orientation meeting.

Mrs. Virginia Plunkett, consultant for the migrant education program, was our host for the orientation meeting. Mr. John Garcia, also with the division, assisted Mrs. Plunkett.

These two people were very helpful in telling us about the migrant programs in Colorado. They have 31 programs in the state, 90% of them are in the summer. Most of the summer programs run for eight weeks, but some do go for ten weeks. Their hours are usually from around 7:00 a.m. to 5:00 p.m. If the migrant leaves before the program is over, the program closes down, as it did at Sterling - a school we were to have visited later in the week.

The Colorado State Department of Education, Title I Migrant Division, purchased two mobile units to send around to schools. These units are the familiar Cortez mobile homes. These units were well equipped with items and materials not normally found in a Colorado migrant school. They had audiometers, telebinoculars, 1/2 inch video tape recorders, and cameras (found in most schools), 16 mm. films, study carrels and diagnostic materials to help try to diagnose reading problems. We saw one unit at a school we were visiting.

The State Department is proud of the migrant school in Greeley - the East Memorial School, so named in memory of around a dozen children killed in a train-bus accident a few years ago. It is an innovative and modern school located on Greeley's outskirts.

Colorado is unique in the fact that they have two migrant programs operating. The other program is funded by the state and is known as the Colorado Migrant Council. We were to see both programs operating in two of the schools we were to visit.

SCHOOLS VISITED

Our first day's visit was entirely at the East Memorial School in Greeley. This school - the most active of all schools visited - was composed of three complexes. Complex 1 had children from ages 5-8; complex 2 had ages 8-12; while complex 3 had ages 12-14.

The physical set up was good as the walls had been taken out last summer, leaving one large room for each complex. There was a great amount of furniture in the complex to help divide the room into areas. The outside windowless walls all had metal flanges fastened to them that chalk and cork boards were attached to. Also fastened in this manner were room dividers which had small casters on the other end to swing the dividers around. The center of the complex was the work area for the teachers. It was glassed in so that teachers could have visual observation of the complex.

I noticed the noise level in each complex. It was high as the floor was not acoustically treated with carpeting. This was the only fault I found with the building.

CURRICULUM

East Elementary Memorial Migrant Summer School was non-graded in each complex. This worked very well. It was interesting to watch the three teachers (each complex had a head teacher and two other teachers) in complex 1 work with the non-English speaking children. This particular day, one teacher was having oral language with a group of eight children as they learned about colors in both English and Spanish. The second teacher, teaching reading to a similar group, was having the children pick up items from the floor and then use "this" and "these;" "this" and "that" as well as the color of the items. They were having fun and learning. The third teacher, the head teacher, was showing about numbers and shapes and size. They afterwards had a ditto sheet to color, the large square to be red and the little square to be blue.

After 45 minutes (15 minutes in each class) the group moved on to an activity area known as an informal area. In this area, the children worked with four aides as they went through the listening center part; the house with furniture part; and a health and instructional area.

A feature of the listening center was a tape in Spanish of Mexican music as recorded by one of the teachers.

Colorado advocates brushing of teeth for their migrant school children. This was very evident in East and the other schools we visited.

This complex grouped by colors, most of the time. This was easy as each child had a name tag around his neck with his name and a color painted on it.

Much use was made of Sony 1/2 inch video tape recorders, where the children could view themselves on the monitor.

The other two complexes were organized in a similar manner - each having the three main areas: instructional, interest centers, and seat work. Complex three did have a special reading teacher.

East's complex three had a sex education class in the afternoon. We visited the class, but I was not impressed. I think that for this particular day, she had lost them. They were giggling about everything and whispering to each other. This could have been caused to some degree by this group of men off to one side observing the class.

STAFF

The summer migrant staff at East School included; nine teachers; two counselors; nine aides; one art teacher (a student teacher); one music teacher (a college student on aide pay); two home visitors and the principal of the school. They also had volunteers as we have at Willcox.

There is also one migrant teacher on the school staff through the regular school year. This teacher took students from their classrooms and helped them. She then returns them to their own class.

At the time of our visit, the program had 235 students. The aides were under a head aide. She was responsible to the teachers. This was working good for them.

SPECIAL AREAS

Swimming held an important part in this category. They did not swim every day since they had to use a junior high enclosed pool a number of blocks away. This pool was shared with another summer program and the town people. All physical education programs were held at the Evans Junior High School - a very modern school.

Home Economics was also taught at Evans School. Boys had cooking (older complex) and the girls had sewing. Industrial Arts was mainly hand tools and using a thick cardboard. This was held in a part of the cafeteria.

Art and music classes for complex three were held in the same room - boys in music and girls in art on this day. An aide played the guitar as they sang activity songs.

EQUIPMENT

I thought that East School had borrowed equipment for the summer - there was so much of it around. A question put us straight that it all belonged to East. They were well equipped. Peabody kits were everywhere.

LIBRARY

This area was attractive and light but small. It was well used by the groups.

FOOD

The children eat breakfast after they go to their home area for roll call. It is a napkin type breakfast. Lunch on this day was fried chicken. The children came in orderly and behaved well while eating.

MEETING

We talked with Mr. Jim Eager, principal, at the end of the day. He explained about his school and answered questions. Mr. Eager explained that they took a few students from their attendance area, into the program for two weeks at a time on a tuition basis to bring different types of children in with the migrant children. This had not gone over as well as hoped for. This explanation answered a question we all had earlier in the day, "Who is that blond haired anglo girl in with those Mexican-Americans?" It was Mr.

Eager's daughter in as a tuition student.

COLORADO WORKSHOP

Colorado held a state workshop for migrant teachers a few weeks after the programs had started. This was held at one of the state colleges. This is in contrast to Arizona where we have consultants come in to our schools to hold workshops with our teachers.

OTHER SCHOOLS VISITED

Longmont and Ault Schools were visited on Wednesday. Longmont was a small program located at Columbia School. They had 58 children now in four rooms - their peak was 100. They also had two rooms of O.E.O. children. This was an entirely separate program from the migrant program of Title I. They cared for three and four year old children.

STAFF

Their staff was composed of four teachers and four aides - one of each for each age level.

CURRICULUM NOTES

The older class, with twelve students now, had practiced using mouth to mouth resucitation on a model loaned to them.

The teacher had the children doing creative writing from topics suggested by various pictures she had put on the board. The results were interesting.

Another class made paper heads from sacks that had been stuffed with wet newspaper. The children had painted them and were going to use them that afternoon to animate some stories.

All children had a notebook about himself and what he had done during school. To help personalize it, the child's picture was on the cover. The

teacher and aide were also in the picture. This idea was used a lot at the smaller schools.

They went swimming at the local pool twice a week.

The boys took cooking in Home Economics as well as the girls.

EQUIPMENT

Besides having many tape recorders, record players, VTR's and cameras, this school had an item not often seen in schools. This was an audio tape duplicator. I have only seen one like it in Arizona's State Department of Education Audio-Visual Lab.

Ault Elementary School, located at Ault, Colorado, did not have much going on in the classrooms during our visit Wednesday afternoon since most of their activities are held then - home economics; crafts, music, and physical education.

Ault summer program has five regular teachers, six aides and three part-time teachers. (Two first, one second, one third & fourth, and one for five, six, seven and eighth grades.) The activities teachers were part time.

Enrollment at Ault School was 91 this day compared to a peak of 160.

CURRICULUM

We could not comment on the curriculum as did not see any classes in action or get to talk to teachers other than in the activities.

They did have a fair amount of materials and equipment available including the standard Sony 1/2 inch video tape recorder seen in each of the schools. The principal stated that not much use had been made of the VTR. Field trips had been made to Greeley.

I was impressed by the sewing project going on in the home economic class. the girls had bought dresses at the Goodwill Store plus a little yard goods to brighten the dresses later. In class, the girls ripped out all the seams, pressed the material and then cut out a new dress from a new pattern. The old dress was used as their material. The teacher thought that this was something the girls should know how to do.

In the physical education classes in the gym, no evidence of safety was shown in the use of the trampoline as no spotters were used, as well as two children on the net at the same time. This was brought to Mrs. Plunkett's attention who later mentioned it to the principal.

Industrial arts included projects in wood corner shelves, plastic weaving (where one boy's father was able to teach him a different style of weaving; he in turn taught boys in the class), simple boats and plaster casting.

SCHOOLS VISITED ON THURSDAY

Gilcrest Elementary School had 100 children on July 17.

The teacher for grade 3 had two aides (one from 8-2 p.m. and the other from 11:00 - 4:30 p.m.) She had things going in the class. The children were happy and learning.

They had an interesting map on the wall showing where each child has lived. Some had traveled all over the west. This map was used along with geography lessons.

This teacher had her anglo family chart poster skins colored tan to match her students.

Boys in the class, as a home project, were making foot scrapes out of bottle caps, a piece of wood and nails. The only problem was that they had only one hammer for the class, so one boy, not wanting to wait, found a rock and started working on his project. This would be his usual hammer at home.

Paperbacks were used along with the Sullivan BRL program. In contrast, a teacher for the fourth grade was having her class read from a basic text and answer questions asked by the teacher. There was nothing added to give life and meaning to the cases of the class.

The older children rode to Greeley once a week to swim at the John Evans School Pool.

FORT MORGAN ELEMENTARY SCHOOL

Fort Morgan only had 61 children attending, 17 of these were from a neighboring town where their program had closed. This school had started with six classes but were now down to four with a possibility of going to three the following week.

The teacher aides were hired on a three year basis from high school; junior and seniors as well as college freshmen. They were on a 1/2 time basis so that more students could help. Most of the classes at the time of our visit, were in their activity classes. We did visit the music class. We were able to look into one of the mobile state units at this school.

Swimming took place two days a week.

FRIDAY

Fort Lupton Elementary School was our final school to visit. This was the only school on our trip that had gained students. They had 14 new students that day for a total of 104. The teaching staff had five teachers, six aides, one contact person and the director.

Although we did not see the second grade teacher in action, it would have been interesting since he was a high school Spanish teacher.

The emphasis here was on reading. They used a Ginn Company tutorial plan in the first grade where wrong answers were ignored, but right answers were praised. A comprehension plan went along with it.

A visit to the packing plant, was the topic of conversation for the high first grade class.

The contact person mentioned actually visiting the labor camps, where all the children came from, and encouraging the children to come to summer school. She visits the camp daily.

The children were excited on this day since there had been trouble at the camp last night.

Their academic classes go from 8:00 - 12:30. The rest of the day is devoted to swimming (two days), roller skating (1 day), and bowling (1 day). They also did arts, crafts, and music one day.

The contact person took us on a tour of the labor camp. All was quiet at that time although a group were standing at the camp entrance. Rumors were out that there would be action again that night.

RECORD TRANSFER SYSTEMS

Colorado did not have any instructions on how to fill out the records transfer system sets. They also were not receiving any from Texas, where most of the students came from. This is in contrast to Arizona where a workshop was held for the specific point of how to fill out the forms.

Two men from Texas were visiting all migrant schools trying to expedite the records.

EQUIPMENT IN COLORADO SCHOOLS

The only equipment that I noticed in Colorado schools that we do not have in Willcox was the audio-tape duplicator. We do have all other items, but not in the great quantity in some Colorado schools.

OVER-ALL EVALUATION

Most Colorado schools were having a good summer program. I do think that if each district would have a part time consultant actually working in the school, they would be able to do better in the smaller schools.

SUBJECT: Report of Migrant Teacher Exchange to Colorado, July 14-18, 1969

TO: Mr. Louis Chacon, Consultant, Migrant Child Education Division,
State Department of Public Instruction

FROM: William J. Haddock
Stanfield School District #24

During the week of July 14-18, I was one of seven people from Arizona to visit schools with Migrant Education Programs in the following communities: Greeley, Ft. Morgan, Ft. Lupton, Ault, Longmont and Gilcrest.

This report is only a record of my observations and is not intended to be an evaluation of any of the programs visited. My statements will be general to all schools visited with only occasional references to particular programs.

Approximately 90% of the migrant children were of Mexican descent, many of whose parents made their living working in sugar beets or cucumber fields. More than half of these families were based in Texas. The range of ages was between five and fourteen years. Very few were in the upper age because thirteen and fourteen year old children were often working in the fields or baby sitting for parents who were working.

In all programs the emphasis was on the language arts. In general, all programs devoted approximately three-fourths of the day to this area. Various reading programs and materials were used and certainly the method of administering them varied. However, the goal of the improvement of language skills and the betterment of self image through cultural exposure and health assistance was general throughout.

The majority of schools started at 8:00 or 8:30 a.m. and ended at 4:00 p.m. or 5:00 p.m. The academic portion of the program usually ended at 2:00 p.m. At this time many had recreation which consisted of swimming, bowling (in at least one school), softball, tennis, basketball, tumbling and other large muscle activities. Generally speaking field trips were arranged once a week.

Breakfast, lunch and snacks were provided in all schools. In some, a complete breakfast was provided, while in others only a "napkin" type breakfast (toast and juice and/or milk). Lunch in all cases consisted of a well balanced meal. Before students went home, most schools provided a snack.

Nursing service, physical and dental examinations were available for most. Many were taken care of who had dental deficiencies. Toothbrushes, toothpaste and dental literature were available and dental health instruction was provided by the teacher.

Individualized teaching was utilized to a large extent in all schools. Low teacher-pupil ratios and the use of teacher aides made this possible. All schools seemed to employ an adequate number of teacher aides, and in at least one school, college student volunteers were readily available.

Some equipment that was used in their schools which we might possibly use are the video tape and recorder, audio flashcards, write-on filmstrips, television (on special occasions). I saw little which we have that they do not except possibly blackout curtains in every room and we have more recreational equipment (as opposed to physical education facilities), such as table tennis, small games (checkers, dominoes, puzzles, etc.).

Some things taught which we might usefully incorporate into our program are the teaching of first aid, math and sex education. Two schools used an aide playing a guitar and singing Mexican music which was entered into enthusiastically by the students. We have used square dancing effectively which might be worth their while to attempt.

Undoubtedly the most impressive program was being conducted at East Memorial Elementary School in Greeley where the facilities and materials were outstanding. There were buildings or complexes designed with team teaching and a continuous progress type school in mind. This is a pilot

program and appears to be well funded. Whether results are any better here than at the other schools is unknown to me.

In conclusion, I feel that our delegation to Colorado learned much from our visit and hopefully we left something behind which will be of help to them.

ARLINGTON SCHOOL

DISTRICT No. 47
STAR ROUTE BOX 125
ARLINGTON, ARIZONA 85322

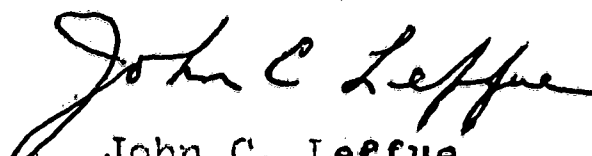
August 4, 1969

Mr. J. O. "Rocky" Maynes, Jr., Director
Migrant Child Education
State Dept. of Public Inst.
Executive Bldg. Suite 105

Dear Sir:

I am enclosing a report including observations of the enjoyable and informative visit of Colorado's Migrant Child Education programs. I am grateful for the opportunity to participate in this exchange program. I am most thankful to all who were responsible.

Sincerely,


John C. Leffue

JCL
ek

SUBJECT: Report of Migrant Teacher Exchange to Colorado, July 14-18, 1969

TO: Mr. Louis Chacon, Jr., Consultant, Migrant Child Education Division,
State Department of Public Instruction

FROM: John C. Leffue, Superintendent
Arlington School District #47

The Colorado Migrant Education Programs received strong direction from the State Department. This led to many similarities in the programs yet there was still diversity.

The typical program started with breakfast, academic work in the morning, lunch, and recreation consuming most of the afternoons. The school day was extended and typically it ran from 8:00 till 4:00.

Students were provided transportation, food, health, and recreational experiences besides the academic work. An example of direction by the State Department could have been the extent of the dental program. Each student visited the dentist and had his own toothpaste and toothbrush to use in the classroom after meals and snacks.

One major difference between the programs in Colorado and Arizona was that the Colorado programs involved migrants from only one cultural background, that of the Mexican-American. This uniqueness of problem area led to a concentration in oral language instruction in the lower grades and remedial and review experiences in the upper grades.

I felt all the programs in Colorado and Arizona could use Greeley as their model for improvement. The instructional staff at Greeley was excellent and it seemed that a variety of methods all were successful. In all programs the apparent success of the instruction hinged on the quality of the instructor. I felt the academic programs visited elsewhere ranged from excellent to poor. Materials and audio visual equipment were abundant although proper use was sometimes limited by training and time. Controlled readers and tachistoscopic training equipment was found at all schools but

the use was limited. Also video tape equipment was available but again use was minimal. Field trips were used when possible.

A strong part of the program was recreational in nature. All programs tried to include swimming, arts and crafts, home economics, and informational and entertaining movies. Other ideas found in scattered programs were roller skating and bowling.

Music was an integral part of all the programs except one. One program had an aide instructing with the guitar which was fine, but I felt it was over emphasized since in the same program we observed a high school teacher using video tapes for lessons on musical instruments.

I strongly approve of a good recreational program. The building of good self concepts is a major concern and although the recreational programs visited were varied and good they should be strengthened.

There are two areas which I consider essential in improving migrant programs in Colorado and also in Arizona. The two are related. They are personnel selection and community involvement.

Concerning personnel selection, some directors did not have authority in staff selection. In other programs directors with authority to recruit still could not locate the desired personnel. Speaking as a chief administrator of a district I realize the pitfalls of selection for summer positions. They include the desire to acquaint new personnel with the system by summer employment, rewarding some past experience, placating the community, cooperating with local programs by sharing personnel, giving other teachers needed vacations, and many other rationalized reasons for choosing people who are second best for the specific position.

Many high school people were hired and one district used a retired, substitute teacher. I realize that snap value judgements lack validity but I have a strong feeling that we can improve our staffs. I feel teacher

attitude is a better starting place than academic background. A specialized remedial reading teacher would seem like the correct person for a reading program for migrant children but such is not always the case. We need research to help us select those teachers who can insure greater success with the migrant child in his personal as well as academic experience. Teachers selected for their attitudes towards the special problems of migrants could receive extra instruction in the philosophical, psychological, and sociological aspects of the problems of migrants. They should also receive training in using the new equipment purchased for the program.

In the area of community involvement, Colorado has made a good effort by hiring "contact people" to work with the parents. The objective should be correlated with OEO programs. I feel even without hired liaison personnel the Arizona programs have a better and more natural relationship with the home than Colorado does with its "social-worker type" contact. Maybe it could be said that Colorado programs carried out the letter of the law but lacked the spirit of the law when it comes to community involvement. One administrator made the statement that his major concern was education of his students and this was where all the effort was placed. My opinion is affective behavioral changes by our youth will be better accomplished when parents support the program.

There are two ideas that I do not consider as valid. One is that the adults are already lost and cannot grow by further education; second is that all we need to do is improve the academic experience of the migrant child and the problems of migrants will be wiped out in one generation. This in effect is what we are saying unless we approach community involvement fully. We need to get parents to the school. Family recreation and entertainment should be fostered. School programs and exhibits are legitimate

but not enough. Adult education should be provided. Finally the migrant community should begin to help decide the program of the local school system.

The selection of paraprofessionals should aim at communication. A major criteria of selection at present is the ability to relate and communicate with the local community power structure. This idea has merit in that we must educate the power structure of the advantages of an educated populace. But the optimum in selection would be people who can help migrant youth develop and people who also have a good rapport with the migrant community. I think the paraprofessional staff should largely be recruited from the migrant culture.

Where we cannot attract the migrant to the school we must take as much of the school program to the home as possible. The work and products of the students should be sent home. All kinds of materials can be developed and purchased designed for home use. Pictures, cassette tapes, slides, film strips, books, etc., can all be sent home.

I realize that these pages ended with much opinion and little scientific data, but I appreciate the opportunity to summarize my thoughts on migrant education. I wish to thank Mr. Louis Chacon for all the courtesies extended to me on the trip to Colorado and thank you for having the opportunity afforded me. I have observed many useful things that will be incorporated into our program in the future.

Thanks again,

John C. Leffue
Superintendent
Arlington School District #47

SUBJECT: Report of Migrant Teacher Exchange to Colorado, July 14-18, 1969

TO: Mr. Louis Chacon, Jr., Consultant, Migrant Child Education Division,
State Department of Public Instruction

FROM: David A. Santellanes
Veda B. Frank School
Tempe, Arizona

My trip to Denver and its outlying areas was very enjoyable and educating. It gave me an opportunity to view other Migrant Programs in action. I found that there were many similarities and a few differences between the program at Frank School and those practiced in Colorado. My evaluation of these programs will be limited in detail, but will cover the main aspects of the programs.

During our visit, I was able to observe six schools where Migrant Programs were in progress. The schools visited were in the towns of Greeley, Ault, Longmont, Fort Morgan, Fort Lupton and Gilcrest. I was able to visit every classroom used by the Migrant Program, and had the opportunity to speak with the teachers involved. My informal discussions with the teachers proved to be the most educating, because of their daily personal contact with the migrant children and knowledge of their problems. I received more insight of the Colorado Migrant Program from them than from any other source.

From my discussions I found that the majority of the communities where these programs were held were for the program. But, I did find one area, Fort Morgan, where the local people, mostly farmers, were against the program and viewed it as unnecessary. This type of feeling greatly differs from my area in that we feel that this type of educational program is not only good, but a necessity. Another interesting fact which I found out was that the majority of the children enrolled in the Colorado programs were from out of state, mostly Texas. The children in our Guadalupe program

are mostly from the community, which their fathers use as a home base but don't venture too far away from.

During our visitations we were treated very well by everyone involved in the school program. We were shown all of the school facilities and how they were used. Anything which the program director didn't answer could be learned through a question-answer period. I believe that they were truthful in their answers even though they did seem to add to their attendance. They would always refer to the number of children which they had the previous week--far outnumbering the students that they had at the present time.

As far as curriculum is concerned, individualized teaching was found to be the most beneficial. Low teacher-pupil ratios and the help of teacher aides made this method both feasible and possible. There was some group instruction used both with upper and lower grades. The educational part of the program was conducted by certified teachers and the enrichment part by qualified teacher aides. These aides were usually recruited through word-of-mouth announcements, and were generally high school or college students. Many audiovisual materials, including video tapes, were used with the migrant children. Other methods used and found effective were role-playing, team teaching, and once in a while having students teaching each other in a one-to-one relationship. Field trips were also used effectively as teaching tools.

There was one item used in some of the Migrant Programs in Colorado that I especially liked. This was the use of a small pamphlet called ME. It was actually a bibliography of the child which covered the various activities of the program. A photograph of the child was usually placed on the cover of the pamphlet. I hope to implement this device in our

program next year because I feel that a child will write more about himself than he will say aloud. This pamphlet gives the teacher insight as to how the child feels about the activities conducted in the program along with the child's family background and his attitudes toward it.

All in all, I found the Colorado Migrant Programs to be very similar to the programs conducted in Arizona. I can only speak for my area, but from what I gather from the other Arizona consultants, they feel the same way. Basically both states have the same philosophy in viewing the migrant child. We realize that the migrant children need plenty of help in subject matters, especially language development. Our programs are set up to help meet these needs and to make it easier for these children to continue their education in the next agricultural stop for their parents. The observation trip was very beneficial to me and hopefully our upcoming program can benefit from it also.

PART II

TEACHER EXCHANGE PROGRAM VISIT TO WASHINGTON

It was certainly my pleasure to accompany the Arizona Teacher Exchange group to the State of Washington during the week of July 14-18, 1969. It not only provided me the opportunity to visit the state for the first time, but most importantly to be able to assess Migrant Educational Programs in that state and compare them with what I understand Migrant Education to be in Arizona.

It is difficult, indeed, to be completely objective in any evaluation of an educational program in such a short period, and though there may be some distortion of facts due to this, there are some things that are readily observed in such a short visit. One of my first observations was the adequate facilities and selection of personnel for the operation of the Day Care Center Programs funded under the Office of Economic Opportunity. These centers seem to be well directed and staffed signifying much planning and organization. I would certainly like to recommend such efforts in establishing Day Care Centers for the State of Arizona, although we can be proud of many in our state. The center for the study of migrant and Indian Education at Toppenish seemed very functional. It is my understanding that the project has not been long established, but there seems to be great possibilities for servicing Migrant Educational Programs, especially in the areas of curriculum development, instructional services, inservice training for teachers; specifically with films, pictures, pamphlets and other audio-visual material. In Arizona we have developed film centers in two major migrant impact areas and these have proven to be worthwhile components in providing films heretofore not available to migrant children.

The WCMA Projects which seem to satisfy a multiplicity of needs for the migrant family, are certainly ones to be admired. It was my understanding that the Washington Citizens for Migrant Affairs Committee played a large role in developing priorities regarding the Day Care Centers and it would be my

recommendation that the State of Arizona formulate such a committee following those guidelines proven successful in Washington.

I was very much impressed with the experimental Home Day Care Projects, whereby a mother and an aide are meeting the needs of preschoolers in the home of a migrant mother. This seems to provide a family closeness for the child whose parents work in the fields. I was also impressed with the liaison which existed between the instructional supervisor and the nurse at the center and how they correlated the instructional and nutritional portions of the program. I would like to see these kinds of projects implemented in the State of Arizona. In my opinion, they have great possibilities of substituting for the parents who are absent from the home during the day, although we all understand that PL 89-750 monies basically are for the maintenance of Educational Programs and it is realized such allocations are provided by the Office of Economic Opportunity.

In visiting and conversing with teachers, some indicated never having received inservice training although there were workshops going on at the time. In Arizona we attempt to provide consultants and curriculum specialists to each LEA, thus providing inservice training to teachers and aides at each locality.

I saw a lack of Home Economics and Industrial Arts activities in summer programs along with a lack of involvement by school nurses in the instructional phases of some summer programs.

In inquiring about the National Records Transfer System, it was quite obvious that most teachers and administrators knew very little or nothing about its implementation, thus signifying a definite need for workshops to orient LEAs on this matter. Although many schools are following, basically, the same goals and objectives as we in Arizona, it seemed that in two or three cases, field trip preparation and follow-up was not as adequate as it could

have been. I was very interested in the physical education program; specifically, the one at Moses' Lake.

In talking to teachers at Granger Summer School, many of them seemed to believe that the curriculum necessary to meet the needs of migrant children should be a non-textbook and life experience approach to learning. Many of them expressed their delight in having the opportunity to function in a flexible atmosphere providing for experimentation in scheduling and use of various types of materials. Arizona and Washington seem to provide for recreational experiences for youngsters such as swimming, hiking, camping, bowling, etc., and that these activities are necessary in summer programs primarily as a motivating factor and exposure to various elements of the child's community.

In attempting to familiarize myself with the State responsibilities assigned to Mr. Click and Mr. Farris, it was difficult to realize how such a vast area encompassing forty or more programs can be serviced coupled with the added responsibilities which are demanded by the Johnson-O'Malley Act.

In order of a summary, the following may be appropriate:

1. Washington warrants the recognition for being totally committed to meeting the educational needs of migrant children.
2. Goals and objectives seem to coincide with those advocated by a national model and agreed upon by the various states.
3. Innovation is being attempted through such projects as the center for the study of migrant children at Toppenish, Moses Lake and such leadership as provided by the WCMA. The concern for inservice training of professionals and para-professionals through institutes was evidenced.
4. There seems to be considerable effort exerted towards coordinating migrant funds with other programs for migratory children.
5. There was some difficulty in some schools interpreting from teachers, their expertness on curriculum development, evaluation and the provisions of the national Transfer of Records System.
6. Summer staffs seemed to lack project counselors, in addition to providing opportunities for homemaking and Industrial Arts. Music

programs were very adequately planned and well staffed by highly interested teachers.

7. There seemed to be a need for providing more health service funds to some schools although this may be a very unfair judgment. Arizona utilizes county migrant funds which provide medical examinations and dental care for schools referring such children.
8. Due to the high percentage of Spanish surnamed children involved in migrant educational programs both in Arizona and Washington, there is a sincere attempt being made by both states to develop innovative programs to meet the needs of these children. It is quite apparent, in my observations, that there is a higher degree of militancy among certain groups contrary to what we experience in Arizona. It may be fair to suggest that an additional staff member at the State level be hired, with a knowledgeable background in community affairs to handle these kinds of problems. Much work is being done in this area by local school community staff members but it seems that leadership at the State level could reinforce these efforts. The personnel now responsible for the education of migrant children could focus their efforts on the development of programs, staff development, curriculum change, evaluation and implementation of the National Records Transfer System.

Again, I would like to extend my appreciation to Mr. Click and Mr. Farris for most adequately providing an agenda and transportation for our Teacher Exchange visitation.

Mr. Dale Farris can be highly commended for the professional manner in which he developed the complete itinerary.

EVALUATIONS AND LETTERS PERTAINING TO THE TEACHER EXCHANGE VISITATION

(WASHINGTON)

Division of Migrant Child Education
Assistant Director
1333 West Camelback Road, Suite 215
Phoenix, Arizona 85013

Re: Trip to Washington

1. Observations

I'm going to get my critical remarks out of the way first and be done with criticism. We took in too much territory too fast (some stops seeming to me to be outside the scope of our purpose) with the result that we were unable to get any in-depth view of the individual programs. I'd recommend that future visits be limited to perhaps a half dozen programs so that at least a half a day can be spent at each one with an opportunity to meet with all the personnel involved in a planned group meeting as well as having time to spend in classrooms. Adams School in Yakima and Moses Lake came close to what I have in mind.

The informal group meetings such as we had at the Center, at Adams, and at Moses are good and productive of ideas it seems to me. When people who have common ground get together and talk, new ideas are more apt to be picked up than by just standing around observing. I enjoyed the group meetings very much. I recommend an opportunity for group meetings in the future.

The number of visits and the awfully hurried and tight schedule did not allow the schools being visited an opportunity to prepare for our visit. I'd recommend that an attempt be made to have the schools visited prepare to receive the visitors and offer them some explanation of what they are doing.

II. Curriculum

In the brief time we had at each stop, it was difficult to make much

of an examination of specifics. Generally, it appeared to me that stress was being placed on the areas we stress here; that is, reading, math, music, recreation, nutrition and health. The traditional approaches to reading were being studiously avoided, which I think is good. However, I'm not sure that a programmed approach is the answer.

Wapato was using readers published in Spanish which, if not overdone, could be something in the way of comfort to Mexican-American children.

I think I'd recommend a limited number of such books in classics for migrant children as well as some Mexican artifacts.

I am unable to say that I saw anything unusual or innovative in the way of methods or concepts except that - perhaps - the aides had a better opportunity to learn their role than our own. This is merely an impression. The programmed instruction in reading in Mesa is new to me. I don't believe anyone in Arizona is using programmed material in reading. As far as I'm concerned its just as well we don't. If used at all it should be used only as a supplement to a regular program of instruction.

Apparently Washington has not come far in the matter of record keeping and transfer systems. Most personnel were not even aware of the plan as we know it. I'm sure this will come to them soon.

III. Equipment

I'm sure that the Center for the study of Migrant and Indian Education and the Instructional Materials Center at Moses Lake can and do provide a greater variety of resource materials and equipment to surrounding

programs than are available to programs in Arizona.

I think such resource centers are good and desirable provided funds are plentiful, but I'm inclined to question the wisdom of spending limited funds in this fashion. I think Arizona has exercised good judgement in this respect. Arizona has spent its money where the kids are. It seems to me that this is the way the funds should be spent. I don't think I need 75 per cent of the equipment I saw in the Materials Center in the Moses Lake area - in fact I couldn't even tell you what its purpose is. Excuse my ignorance.

IV. Summary

The trip was revealing to me in that I saw Washington doing much the same thing we're doing. Innovations, new methods, approaches, etc., are important and we should continue trying new things; but in the final analysis, I believe effective education lies with the teacher whatever the method. Here, perhaps, is where Washington is a jump ahead of Arizona. Washington is making a conscientious attempt to make good teachers more aware of the particular needs of the migrant child. I feel we need to do more in this respect.

I do not recommend that the job be given to the colleges. I'm convinced we have people working in the various migrant programs throughout the state that would do an excellent job of conducting institutes for teachers and aides. A great deal could be done in a two or three week session. What and how and where is a subject for much thought and planning. I'd suggest a one or two day planning institute for select personnel in order to get the best collective thinking in the matter.

Sincerely yours,

M. F. Courtland

Ernest Y. Flores
Evaluation of Visitation in Washington
Mellie Roberts, Teacher
Wellton School District #24

July 23, 1969

I observed the Washington schools had enough teacher aides to make the ratio in most schools about five children to each aide, thus giving the teacher more time for individual attention which is such an important part of this Migrant Child Education. I would like to recommend to our Arizona Migrant Programs that they provide more teacher aides in the classroom.

According to conversations with several teachers, there seemed to be an ample supply of materials and equipment available. The inservice training for their teachers at Othello was very impressive. Based on conversation with teachers, sufficient time for teacher-teacher aide conferences and planning had not been scheduled.

The State Migrant Education Center at Moses Lake and Yakima seemed to be serving a very useful purpose. They were an ideal example of a resource center capable of meeting sudden demands in any district. Such a center would seem very advantageous in our area.

I was very much impressed with Washington's Day Care Centers. In the past year we have had two babies killed in the fields because working mothers in our area have no alternative but to take their babies to the fields where they must work. I feel a strong need for such a program in this area.

Washington seemed to have a good community involvement by visiting in the homes of their parents, however, in our area we have found that we can serve a better purpose and build up more rapport by bringing the parents into the school. Our system will furnish transportation, baby

sitter, or what ever is needed to make it possible for the parents to observe the classroom in action and eat lunch with their child and the teacher. If washington's Migrant Programs have not tried this system, may I suggest their parents may enjoy seeing their classrooms in action. Our system tried both methods of community involvement and found the latter to be more compatible.

May I take this opportunity to say thank you for selecting me to have the privilege of visiting the state of Washington.

MELLIE ROBERTS
Wellton School District #24

TOLLESON SCHOOLS

SCHOOL DISTRICT NUMBER 17
P. O. Box 278
TOLLESON, ARIZONA 85353
TELEPHONE 936-3536

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August 7, 1969

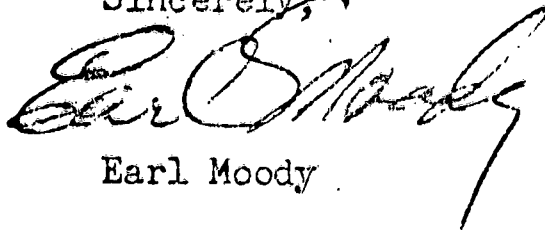
Mr. J. O. "Rocky" Maynes, Jr.
Director of Migrant Child Education
Arizona State Department of Public Instruction
1333 W. Camelback Road
Phoenix, Arizona

Dear Mr. Maynes,

I wish to extend my sincere appreciation for the opportunity to visit the Washington State Migrant Education programs.

Mr. Flores had the agenda well organized throughout the entire trip. He is to be commended for his fine cooperation and diplomatic approach to the many teachers we met during our visitation. I am sure the Arizona State Department has a better self image from this endeavor.

Sincerely,



Earl Moody

RESUME OF WASHINGTON STATE MIGRANT EDUCATION PROGRAM

The following comments are an attempt to evaluate a program from the superficial view of an observer for a short period. The comments are also directed toward the administrative viewpoint. Please consider all opinions objective.

A. Washington State Department of Migrant Education

OBSERVATION #1 - The State Department of Migrant Education administration is very definitely undermanned. Two individuals are being utilized to administer a statewide program. This includes forty or more local programs spread throughout the state. To do an adequate job of correlating would be a physical impossibility. Both individuals working in the administration appear to be capable and sincere professionals.

B. OBSERVATION #2 - The administration has involved itself with socio-economic and cultural situations outside of the school community, thus taking away valuable administrative time from educational evaluation. This involvement also seems to be creating a communication problem between the community power structure and the State Department.

SUGGESTION #1 - Subdivide the state into regional districts, with a supervisor for each district.

SUGGESTION #2 - Delimit the activities of State Department employees official capacity to the school situation. We have enough problems unsolved without taking on more.

DISTRICTS

A. Most programs observed seem to have very little direct administrative involvement from the district level. The programs were delegated to the sub-administrative assistants, such as principals or teachers, with no evidence

of in-service training or pre-planning for the program. Many of the directors seemed sincere, but did not appear to be highly motivated or particularly knowledgeable about the needs of the children.

B. Teaching personnel in some cases had been selected for their talent and knowledge of the migrant child. Others seemed to have been selected on a first come, first serve basis. More correlation and higher level of interest from the district level needs to be injected into future summer programs.

FACILITIES - A number of the school plants, especially Moses Lake and Othello seem to have fine updated facilities and equipment. Other schools however, were in need of a good cleaning. Many maintenance problems were observed. A promiscuous environment certainly is not conducive for educational learning. Audio visual equipment was in evidence in the above mentioned districts and was being utilized. However, others seem to have little available for teacher use. Most districts seem to be furnishing an adequate but no abundant amount of supplies.

INSTRUCTIONAL PROGRAMS - Most school districts observed had no written instructional program for migrant children. Very little evidence was noticed by the observer of correlation by directors or central administration to develop clearly definable objectives and programs. There seemed to be, however, a general statewide theme of attempting to instill in the children a pride in their cultural heritage. Where good teaching situations were evidenced, the teachers had developed action oriented programs around field trips, swimming, etc. Para-professionals were utilized in most situations and in many cases showed more interest and were more alert than the teachers.

EVALUATIVE PROCEDURE - The observers were shown no tangible evidence

of evaluation of individuals in the programs or district evaluations.

COMMENTS AND RECOMMENDATIONS - The Washington State Migrant Education Program has a variety of problems. Organization and dissemination of information, funds and materials should be carefully scrutinized before allocation is made to districts. In-service programs should be developed at district level and more interest should be shown by district administrators. Better communications should be developed between parents, administrators, teachers and community. Militancy was in evidence in almost all centers visited.

SUMMARY - Washington has many problems that are allied with problems in Arizona. There seems to be a sincere attempt by the Washington State Migrant administration to resolve many of their problems just as in Arizona.

Arizona programs, however, seem to have a broader base and more cooperation at all levels. They seem to have a more professional approach.

The visitation was beneficial and educational in many ways, giving insight into the many problems faced by others in reference to the educational community.

Respectfully,

Earl Moody
Superintendent
Tolleson School District No. 17
Tolleson, Arizona 85353

AN EVALUATION OF SUMMER OF PROGRAMS FOR MIGRANT CHILDREN
STATE OF WASHINGTON

We participated in a varied program for the cooperation of the states of Arizona and Washington, as prepared by the Migrant Child Education Division of Olympia, Washington. This program was carried on from Monday, July 14 through Friday, July 18. We observed and visited many schools including the following:

Yakima Summer School
Yakima Southeast Community Center
Wapato Summer School
Granger Summer School
Granger Day Care
Toppenish Summer School
Toppenish Day Care
Bureau of Indian Affairs-Toppenish
Health Center - Toppenish
White Swan Headstart
White Swan Summer School
Outdoor Education program for Migrant Children
Moses Lake Summer School
Instructional Material Center-Moses Lake
Washington State Migrant Education Center,
Big Bend, Moses Lake
Othello Summer School
Eastern Washington State College Institute at
Othello
Pasco Summer School

We had several meetings with teachers and administrators discussing ways and means of improving our summer program. Such things as pre-preparation for field trips, follow-up after field trips, use of teacher aides, new concepts, better parent participation, materials used, and different types of methods.

Over-all the schools (buildings) seemed to be in good condition. Grounds, in most cases, were well kept. The classes were of average size, students were kept busy in classrooms, and seemed to be enjoying the program.

Many different types of materials and methods were observed. Teachers used everything from beads to egg cartons to create interest. Many different

concepts were observed in the teaching of reading. Some teachers were using workbooks, some reading cards, some movies, and others reading books. There seemed to be an abundance of equipment such as tape recorders, movie projectors, slide projectors, and phonographs.

The equipment used in Washington is very similar to the equipment used in Arizona. I can't think of any equipment that is different except our "Controlled Reading" program. Controlled reading refers to a form of training in which symbols, words or stories are projected in a left-to-right or line by line manner at a predetermined rate in order to develop a wide range of visual-functional and interpretive skills. Controlled reading brings about improvement in these skills. Comprehension (very important with the Mexican-Americans) improves as the reader becomes more proficient visually and recognizes words and associates them with meaning easily and rapidly.

There were a number of things that impressed me very favorably.

1. Social adjustment. At one school the students were being taught to set a table properly, serve trays to the younger children, and in general to improve their manners. I believe this to be extremely important among the Migrant Children and one that we in Arizona should stress much more than we do.

2. Your physical education classes that I observed were well handled. The children were learning as well as having fun. This, I also believe to be important.

3. The programs at Adams school in Yakima was exceptionally well organized. You could sense the professionalism and pride of what they were doing for the children. There was plenty of equipment and the "displays" and bulletin boards showed clear evidence of much ingenuity and hard work by the teachers. The students were all busy and seemed to be accomplishing a great deal.

4. The Moses Lake Summer School was also very impressive to me. Quite similar to the Adams school in Yakima. Bulletin boards, displays, equipment (being used) and the attitude of teachers being very impressive. Swimming was being stressed here and it was well organized.

In some of the smaller districts there was not much evidence of a planned approach. In one of the Day Care Centers I question the ability of one of the teachers to teach English. This person was very difficult for us to understand, let alone young children.

In closing I would like to mention some of the mutual problems that we must face up to:

1. Drop-out ratio. These Mexican-American children are two and three years behind by the time they reach the ninth grade. This is not only due to the "migrant" aspect, but the number of absences while they are attending school.

2. It is important for us to try to at least have one Mexican-American teacher aide, if Mexican-American teachers are not available.

3. You seem to have in Washington a militant reaction which we have not had to date in Arizona. I had the opportunity to talk to four of these people for over an hour. Their feeling is very strong and I can't help but feel they will cause you somewhat of a problem. They seem to want all Mexican-American administrators as well as teachers. I tried to point out that they just aren't available to hire, at least in our district. I also tried to point out that many of their own people, as soon as they have any kind of success, move away to higher wages and better working conditions. On this point they agreed, but it was certainly a sore spot to them. People, if they feel this strongly about something, are bound to cause or create problems.

4. Understanding some of the problems of the "migrant" child we should try and set up some system whereby they continue to use the same books, work-books, and other equipment as they move from school to school. I do not know the answer here but possibly buying their books etc., so they could take them along as they move around, or possibly send them on from one school to another. Some way we have to reach the parents to make them understand the importance of sending their children to school every day. Many are the problems of these people and cultural background certainly plays a part.

All our teachers should try and better understand the home life and special problems of these students. Only in this way, through understanding, can teachers attempt to do a better professional job of teaching.

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WASHINGTON VISITATION OF MIGRANT PROGRAMS
JULY 14-18, 1969

EVALUATION

The Washington trip was of benefit if for no other reason than to allow us to compare and realize that our migrant programs in Arizona are more than sufficient. Not that they cannot be improved however. The State of Washington has many problems in Migrant Education, just as we have, but a general statement at the outset of this report is that Arizona is far ahead in philosophy, personnel and programs.

Being able to visit institutions of the migrant world other than just classrooms was a good idea in that the overall picture became more clear. The Day-Care Centers, the Co-op, the labor camps, the materials center and the Institute at Othello were all interesting and informative. However, in visiting schools and classrooms an adequate evaluation would be impossible because in most cases the school administrations were not expecting us thus no orientation about their program and occasionally the students were on field trips and not in the classroom. The time spent when classes were in session was much too short for effective evaluation and only generalities were discussed rather than specifics. An unfortunate problem in Washington, just as in Arizona, is the conspicuous lack of Mexican-American and Anglo bi-lingual personnel. The average Anglo teacher is not aware of the culture of the migrant child and thus many times lacks understanding of why he behaves as he does, what kind of home life he has, the problems he has in attending different schools and most of all the difficulty he has in his bi-lingual world. The Mexican-American teacher would realize this more deeply and unless much improved pertinent in-service training is given the Anglo teachers, Migrant Programs will never attain the heights they should.

In-service training programs or any other means to educate teaching and aide personnel must be strictly under the control of the State Migrant Department where a staff member well versed in curriculum, would hold power over courses taught, methods taught and be in charge of observing the curriculum of the various programs in the State. This would tend to nullify University Education Departments receiving Federal monies with less than quality and knowledgeable training sessions. Getting down to the nitty-gritty of Migrant Education - a clear, basic understanding of their culture, behavior characteristics, and problems are very necessary. Teachers and administrators should be shown through demonstration, practical knowledge and use of lecturers who can relate facts and thoughts in a way that would inspire teachers. Although we are improving in this area slowly, both Arizona and Washington still need much improvement.

Washington seems to have the additional problem of agreement as to the attainment of the goals of migrant education. Militancy and an over-emphasis on culture, only a very minority voice now, could grow into a bigger problem in the next few years. We ran into this at Othello where Othello summer school teachers and teachers attending an Institute of Migrant Education from Eastern Washington State College worked together on a summer project. Our group split up and in discussing the meeting later, militancy and culture were held as the keys to the future. In talking with a number of teachers there I was told that the Institute was less than satisfactory because they were learning nothing new, weren't inspired and were subjected to too much theory and not enough practical facts.

Mr. Jim Click and Mr. Dale Farris of the Washington State Migrant Department are fine men with firm intentions and a feeling for the people they are to serve. But they are spread too thin. What they need is a third member of the

staff - a Mexican-American educator, hopefully well grounded in curriculum and able to mix well with all involved in the program. This would solve many problems both at the present and in the future. I feel a strong curriculum, backed by the State Department of Migrant Education would add life and purpose to their summer programs, something I failed to see in many of them. A third member of the staff might be able to take into this militancy and unrest a little more closely and deal with it in the field. A member of the staff should be in the field most of the time and this would allow the remaining two to deal with office work and the ever-present paperwork. As mentioned before, many of the schools seemed to be unprepared for our visit. This may have shown the lack of good communication with the State Office. Most of the schools visited were older structures, plain, not too cheerful and in some cases woefully in need of custodial work. Unfortunately some of the classrooms were the same, with very little art work or children's pictures, etc., on the walls.

Several instances where our group was able to sit down over lunch with a particular school's faculty and in particular the meeting with the teachers at Othello were very good except for lack of time. Efforts were made to exchange ideas and discuss problems at these meetings, thus fulfilling the object of the trip. Most of the teachers we met were interested in our programs and willing to answer and ask questions. But the time element caught up to us time and time again not allowing sufficient measure to really discuss problems etc. in depth.

The Center of Migrant and Indian Education in Toppenish looks very impressive. However, for it to serve its purpose fully, there must be complete cooperation with the State Department of Migrant Education. A conscientious staff of consultants can be a tremendous help to the school districts of the area.

The Day-Care Centers visited are superior to those we had in Arizona

that I have observed. The physical plants were much better and the management and mother-aides were doing their jobs well. The Day-Care Centers will prove their worth in the extra boost they have given children when they enter school. The living quarters of the migrant laborers were also far superior than those here in Arizona. One farmer even furnished a recreation director for the children in his farm labor camp.

Most schools visited had only a 4 hour day. School was usually dismissed no later than one o'clock. Most curricula included only a few special courses, most common being shop, swimming and music. Courses found valuable in our program other than those above are drama, Home Ec, Band, library orientation, Reading Lab and Gym and grooming. Field trips were scheduled in most schools but only a few classrooms used them as study units with pre-trip lessons and follow-up activities.

Nothing much has been done concerning the Health and Record Transfers. All administrators realize the urgent need for this but problems as to clerical help, time for teachers to fill in materials, and orientation for children to notify teachers as to departure time and destination must still be dealt with and solved.

Equipment for each classroom did not seem to be in great abundance. This judgment may not be valid if schools had more than was shown. Film projectors, screens, some tape recorders and few overhead projectors were seen but not in every classroom. Some Reading Labs, EDL classrooms, Learning 100 Labs, film libraries, sufficient materials centers, homemaking rooms, modern wood shop or gym equipt or none at all. Materials seemed lacking in every school, but here I just qualify that as its possible we didn't become familiar enough with each program to know for sure. There are definite conservative communities and liberal ones, the extent of the local program and its proponents probably are

determined accordingly.

Humble opinions and/or recommendations for Washington:

1. Overworked State staff should add Mexican-American, learned in curriculum to guide school programs and act as intermediary between people and State office.
2. State Migrant Office must take firm hand in leadership particularly in the regulation of all Migrant in-service programs in state.
3. More bi-lingual Anglos or Mexican-Americans to staff the schools.
4. Regional materials workshops and book fairs whereby teachers and administrators can see the various company representatives and their programs, thus expanding and enriching the curriculum of the various schools.
5. State Migrant Department carefully draw up a panel of local citizens in the various locales that can be the "eyes and ears" of the department, meeting several times a year in Olympia to debate and discuss current issues with the State Staff.
6. Better communication between State Office and Programs, especially administrators.

All in all I feel this trip was a success. An exchange of this type provides a trading of ideas, valid criticism and professional growth for teachers and administrators which will provide a better education for the migrant children.

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