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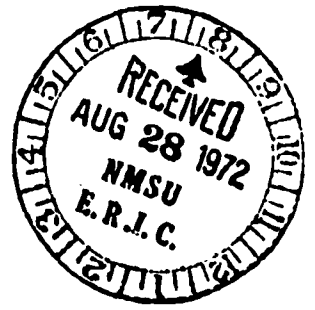
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ABSTRACT

Ten individual reports from the 1971 summer migrant educational programs in Kansas are summarized and evaluated. The goals of these programs were to (1) help children develop oral language and expression; (2) provide arts and crafts for personal expression; (3) provide swimming and other types of recreation for physical development and coordination, along with helping the children play and share with others; and (4) provide health classes as a means of teaching personal hygiene and cleanliness. Shown are the geographical location of migrant programs and tables indicating the number of participants by grade level and school term, the number of participating children according to age, and the approximate length of time students participated. The program data for the regular school term and summer school programs, the program length, the number of children served, the children's origins, and the home base of the migratory children attending the various centers in Kansas are included. Some subjective estimates of the value of the program indicated that the children were attentive and listened with increased interest; improved their language skills, vocabulary, comprehension and speech; and developed a respect for their heritage. It is suggested that if Kansas summer migrant schools are continued, a migrant school course of study should be provided, preservice training should be increased, and a team of Mexican American supervisor-consultants should be obtained to provide direct in-service training. (HBC)

KANSAS

ANNUAL EVALUATION REPORT



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State Programs for Migrant Children

1971

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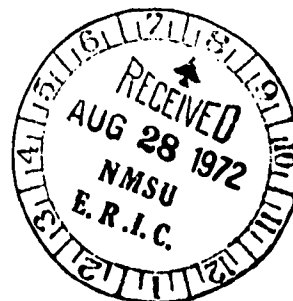
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Appreciation is expressed to the administrators and project coordinators of the attendance centers for the training of children of migratory agricultural workers and for the excellent reports furnished by the state educational agency concerning their programs. We also wish to express appreciation to Mr. Ray Rodriguez, Dodge City, Kansas, migrant program coordinator; Mr. Armando Correa, Raymondville, Texas, representative of the Texas Interstate Teachers Exchange Project; Mr. Ken Gentry, Director of Title I; Mr. Glen Atherly, Program Specialist and coordinator of migrant training programs, and the Kansas State Department of Education for contributing information presented in this report.

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INTRODUCTION

The state of Kansas received a federal grant of \$452,163.00 authorized through Title I of the Elementary and Secondary Education Act of 1965 (Public Law 89-10 as amended by Public Law 89-750) to establish educational programs for children of migratory agricultural workers. With the aid of cooperating communities, the state educational agency established ten migrant summer educational centers. The training session was a minimum of six weeks and a maximum of eight weeks in duration and designed to achieve four goals as primary objectives.

1. Help children develop oral language and expression.
2. Provide arts and crafts for personal expression.
3. Provide swimming and other types of recreation for physical development and coordination along with helping the children play and share with others.
4. Provide health classes as a means of teaching personal hygiene and cleanliness.

The allocation available to each center on the basis of individual needs as submitted, based on estimated enrollments and instructional plans. The Kansas State Department of Education assumed the responsibility of coordinating the programs between the respective operating centers.

Each migrant summer educational center director was asked to consider the needs of the migrant child and to evaluate as objectively as possible the outcome of the summer program.

This report represents the summation of ten individual reports from the 1971 summer migrant educational programs, constituting the state educational agencies evaluation of the program to the United States Office of Education.

COORDINATORS OF KANSAS MIGRANT TRAINING PROGRAMS



Armando Correa, Raymondville, Texas,
Physical Education Instructor in
Lynford CISD, Lynford, Texas Inter-
State Teachers Exchange Representative.

Raymond Rodriguez, Dodge City,
Kansas, Language Instructor at
Dodge City Community Junior
College, Dodge City, Kansas.
Kansas migrant consultant
coordinating the state migrant
training programs.

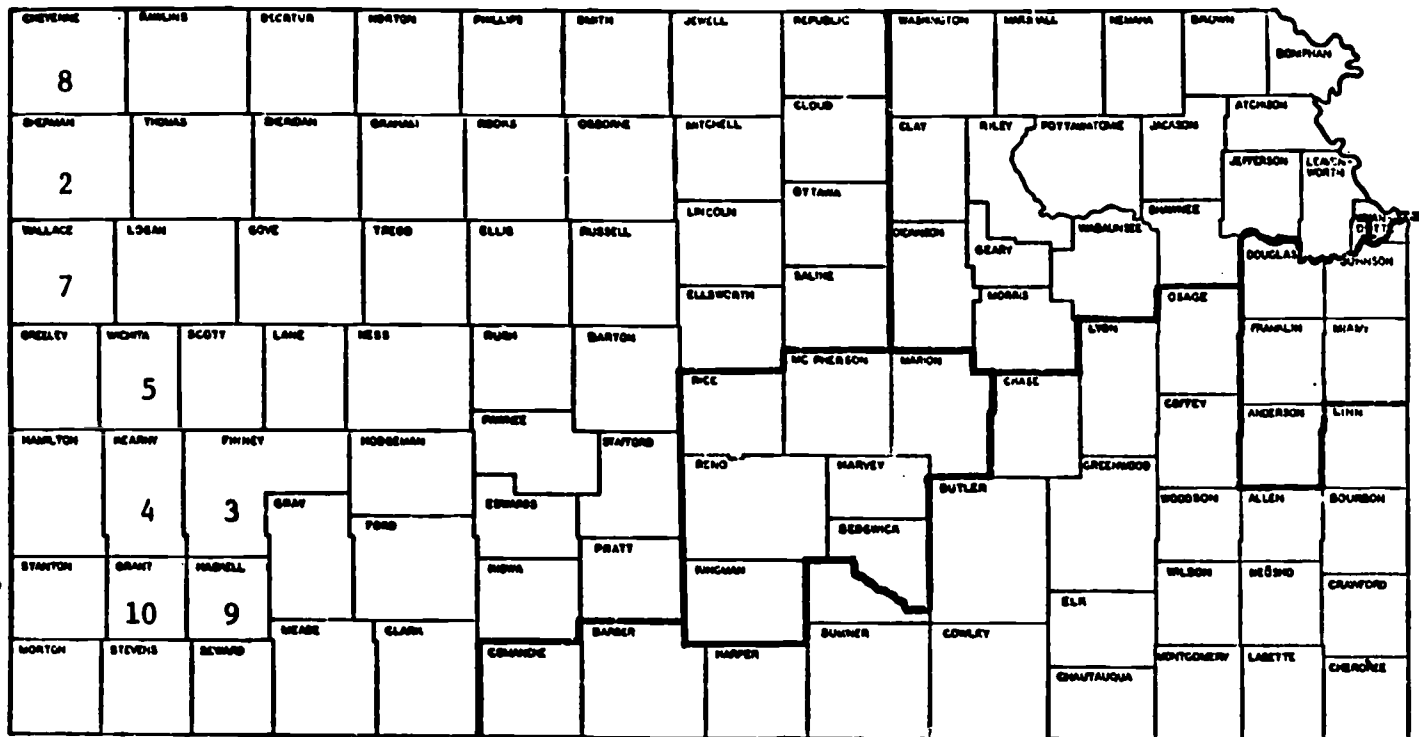


The state educational agency and State Department of Education
congratulates these two men for their excellent contributions
in coordinating the Kansas Migrant Training Program and on their
efforts expended in collecting, organizing and writing a consid-
erable portion of the information presented in this report.

I. GEOGRAPHICAL LOCATION OF MIGRANT PROGRAMS

Migrant agricultural workers are employed in the sugar beet fields of the western part of the state; those in the eastern section work for employers engaged in truck gardening.

KANSAS



- | | | |
|-------------------|-------|------------------|
| 1. Bonner Springs | ----- | Wyandotte County |
| 2. Goodland | ----- | Sherman County |
| 3. Holcomb | ----- | Finney County |
| 4. Lakin | ----- | Kearny County |
| 5. Leoti | ----- | Wichita County |
| 6. Piper | ----- | Wyandotte County |
| 7. Sharon Springs | ----- | Wallace County |
| 8. St. Francis | ----- | Cheyenne County |
| 9. Sublette | ----- | Haskell County |
| 10. Ulysses | ----- | Grant County |

II. DATA OF LOCAL MIGRANT PROJECTS

A. Regular School Term Programs

Two regular school term migrant projects were in operation. These were half-day, pre-school programs for four year olds. The other half day, the teacher gave individual help to migrant students in grades one through six. The two programs operate under the assumption that 50 percent of an individual's learning takes place before the age of six. Therefore, at the earliest possible age, in this case four, it is imperative that these youngsters be given special attention in order that they may begin to play the game of academic "catch-up" and to whittle away at those experience deficiencies that are already apparent as compared to his peers of more affluent means. In order for these children to benefit from the regular school programs, these youngsters are given language development and experiences in which they are lacking and many of us take for granted.

B. Summer School Programs

The major difference between the summer programs and the regular year programs is that they are less regimented. The atmosphere is more free than during the regular school year which permits for a more relaxed feeling, thereby making the educational programs enjoyable and fun. As there is no attendance law, the teachers are challenged to make learning pleasurable and thereby keep their class enrollment. The regular year restrictions of textbooks, tests, grades, peer competition and regimentation are employed on a minimum basis to allow the school, teachers and the learning experience to be accepted. The low teacher-pupil ratio allows for individualized instruction, thereby recognizing that individuals have different experiences, learn at different speeds and that a wide range of abilities are present.

C. Length of Programs

Summer programs are of six, seven and eight weeks duration. Most of these programs commence the first or second week of June and terminate the middle or the latter part of July. Scheduling the beginning date of any of these programs is at best a guess that may be off anywhere from one to three weeks. The major factor is, of course, the weather. A cold spring delays the crop and a wet spring also contributes to keeping the workers out of the fields. If there is no work, the migrant workers and families do not appear. Determining the length of the program must be done mostly on the basis of when the weeding started in previous years and the terminating date set according to information once again from previous years.

When considering the number of children for which to plan, previous years enrollments must be looked at, in addition to contacting the beet farmers, the sugar beet plant, crew chiefs and with a lot of luck, the actual number of participants will hopefully not be too far from the estimate.

Most daily programs commence events at 8:00 a.m. and dismiss anywhere from 2:00 to 4:30. One program dismisses at 12:30 after the noon meal. The longest daily program runs from 6:00 a.m. to 6:00 p.m. All times given are actual hours spent within the program. Bus operation takes place before and after the hours given. One or two of the programs have made arrangements to have either a teacher or aide on the school premises by 6:00 a.m., when activities do not start until 8:00 a.m., to supervise those children that are dropped-off by the parents as they go to work. Usually these children entertain themselves on the playground but in case of rain they may be taken into the school by the supervisor. In the afternoon when the children are returned home, it is becoming more of a practice to keep records at school indicating the adult to whom the child may report in case of an emergency.

D. Children Served

1. Age Limitations

All programs are to meet the special educational needs of migratory children and to be designed for youth who range from five to seventeen or twenty-one years of age if they do not have a secondary degree.

2. Definition

Kansas uses the definition found in Title 45, Part 116, of the Code of Federal Regulations, Section 116.1 (cc).

"Migratory child of a migratory agricultural worker, includes for purposes of planning and administering programs and projects, a child who has migrated with his parents but who, with the concurrence of his parents, resides in the area served by a state educational agency which carries out a program or project for migratory children of migratory agricultural workers, but a child shall not be considered migratory under this inclusion for a period or more than five years."

Migratory funds are generated by true migrants (those children that move from school district to school district within the state or those children that move into the school district from districts located in another state within the past year). Children that come under the five-year

classification may participate if their presence does not dilute the effectiveness of the project. It should be noted, that in order for these children to participate, it must be done with the concurrence of his parents who submit documentation allowing the child to continue in the program under the five-year provision.

In no case is the five-year provision to be violated nor are programs to be designed for these children. The amendment was intended to permit these children to continue in an established program and not to divert funds from their original function of providing programs for the true migrants.

3. Estimated Number

The forecasted number of participating students was 1,320 was based on the assumption that the sugar beet crop would continue to increase, that weather conditions would be favorable for the crop, from past enrollments and from an eleventh center that was to open.

4. Actual Number

There was a total of 1,029 migratory children of migratory agricultural workers attending school in Kansas during the summer of 1971.

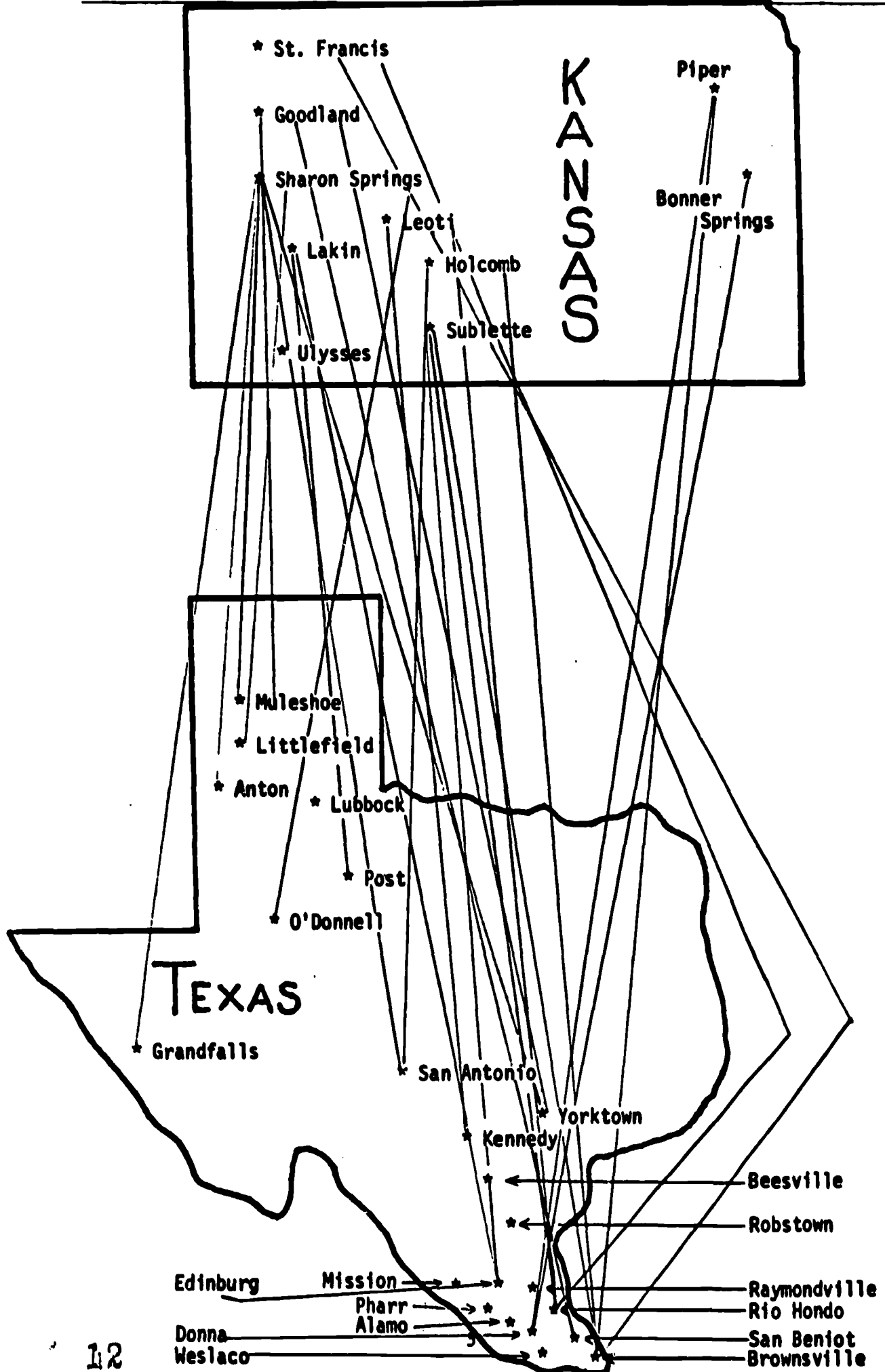
5. Reason for Fluctuation

Previous years of bad luck with late spring freezes, early fall freezes, a drop in the sugar content due to too much rain, all contributed to discouraging some farmers from continuing with sugar beets. The eleventh center failed to materialize due principally to weather conditions plus the fact that farmers in the area were using the "thinner", thereby limiting the number of migrant families in the immediate vicinity.

E. Origin of Children (See map on the next page)

A minimal number, perhaps two or three percent, of migratory workers may be classified as true intrastate Kansas migrants that participate in agricultural work; weeding of sugar beet fields of the western part of the state or engaged in truck gardening of the eastern section of the state. The largest percent of migratory workers in the state of Kansas are from Texas and comprise perhaps 75 percent of the work force that actively follows agricultural work. Around ten percent of the work force is provided by five-year migrants, with the remaining percentage of workers originating from states other than Texas and Kansas.

F. HOME BASE OF MIGRATORY CHILDREN ATTENDING THE VARIOUS ATTENDANCE CENTERS IN KANSAS



III. PARTICIPANTS IN PROGRAM

A. Number of Participants

Grade Level	Regular School Term	Summer School Term
Pre-School	21	208
Kindergarten	11	151
1	8	124
2	4	135
3	9	147
4	11	136
5	6	74
6	1	32
7		10
8		2
Above 8		10
TOTAL	71	1,029

B. Number of Participating Children as to Age

Ages	No. of Children
1	10
2	18
3	82
4	100
5	106
6	115
7	112
8	104
9	112
10	90
11	77
12	47
13	35
14	11
Over 14	10

C. Length of Time Students Participated

Approximate Length of Time Weeks							
Less Than One Week	1	2	3	4	5	6	More Than Six Weeks
52	51	57	87	86	64	368	264

IV. GRADE PLACEMENT

Grade placement was determined by a combination of age, ability of the child and opinions of teachers and aides. It is difficult to place these children by testing since no adequately designed instrument of measurement has been satisfactorily established for this use. Age was the predominate factor used by most attendance centers in determining the grade level. Through teacher observation, if a child exhibited capabilities of doing better work, he or she was placed in the next higher group; this was also applicable in reverse. Specific objectives were established for each child and individualized instruction permitted him to advance as the objective was accomplished.

V. INNOVATIVE PROJECTS

Vocational Training

Vocational training classes were conducted three nights a week from 8:00 p.m. until 10:00 p.m. for students fourteen to twenty-one years of age in one attendance center. Classes were offered in home economics, welding, English and typing. Parents bringing the children to the classes were permitted to audit the class and participate in the activity if they so desired.

Sewing

Another attendance center conducted a class in sewing for girls fourteen years of age and over including the mothers in an evening program. The sewing teachers were in the regular summer program and donated their time to teach the classes. The program was so successful they plan to expand and continue next summer.

Latin American Studies

One group emphasized Latin American studies employing tests, reference material, film strips, tapes, records, maps, family experiences and current events. The object was to stress Latin American and Mexican achievements to develop an appreciation for ancestral contributions.

Grooming Techniques

A lady working in the program was a licensed beautician. She demonstrated facials, hair setting, manicures and all around good tips for good grooming. This proved to be a very popular activity for both boys and girls.

Homemaking Skills

Homemaking skills class for girls eleven, twelve and thirteen years of age embroidered, crocheted, made pillow cases, aprons and learned to hem and sew on buttons.

Red Cross Swimming Instruction

Red Cross lessons were conducted for all students who were old enough to participate at one of the attendance centers. Several children completed the requirements for their class and received certificates. Three boys advanced through the regular class on to an advanced classification and received an additional certificate.

Spanish Class

One attendance center experimented for the first time with a class in Spanish. All migrant children can speak Spanish but most cannot read or write the language. Word recognition and translations comprised most of the training. Teachers reported the children loved the activity and made steady progress.

Pollution

Another interesting and relevant activity was a study on pollution. Students observed and collected samples of pollution.

Animal Texture Book

This activity was very successful for pre-school children. Outlines of different animals were presented with a discussion of their habits and surroundings. Mediums such as felt, leather, wool, sand, crayons, water colors, paint, etc., were used to fill in the outlines. A trip to the zoo to see the animals climaxed the project. This activity helped in teaching basic colors, proper use and care of materials, to stay inside of lines, oral language improvement and a book of their own to enjoy.

ABC Train

An ABC train composed of card board boxes with the alphabet painted on the outside served as a unique method of teaching the alphabet with excellent success. Several games were played to stimulate the instructional process.

VI. MEASUREMENTS

A. Objectives

1. Standardized Tests

A suitable set of standardized tests that measure achievement in terms of individual improvement through pre and post-testing is difficult to locate since culture and language orientations affects performance on this type of test. Testing, to a limited degree, is undertaken employing principally the three tests that are employed in Texas in their extended-day and non-extended-day migrant programs of six or nine months. These, in order of preference are: Stanford Achievement Test, California Achievement Test and the SRA Achievement Series. Other tests employed are used to a lesser degree and for a specific purpose, such as the Peabody Picture Vocabulary and the Wide Range Achievement Tests.

2. Appropriateness of Tests

All programs are aware that such tests, directed toward English speaking students, are not fair evaluators of educational achievement nor indicators of present level ability because the youngsters do not know English well enough. The Kansas programs operate under the assumption that most testing will be done by the home base state and results placed on the National Migrant Student Transfer System for use by summer programs. Free of this responsibility, each program gets to the job of teaching, with emphasis upon accepting the individual at his present level and working from there.

B. Subjectives

1. Teacher Developed Tests

Little indication is present to justify the validity of such teacher-developed tests. No effort is being expended in this direction to any great extent by any of the programs. Even if such tests were to be developed for the different activities, which by the way would take extensive research, training in test development, money, and time, what would the result be? Only that the migrant child would score better on a test. The Anglo friend of the migrant child given the same test, will be just as much ahead of this test, score wise, as on the English oriented test.

The Kansas migrant programs are aware that the migrant child is educationally deprived in all areas; test results will not alter this fact, nor will the results indicate in any way that the migrant child, through these tests, is educationally improved. Therefore, most of the Kansas migrant programs have discarded the appropriateness of such tests.

2. Other Methods of Measurement

Subjective data relating to the change in the achievement, skill levels and attitude of migrant children were assessed by various methods. However, observations by teacher aides, administrators, teachers and parents dominated all other techniques. Oral reading and oral language development progress was often noted by comparing tape recordings. Improvement in motor skills such as coloring, cutting, jumping rope and doing exercises was observed during participation. The teacher evaluation sheets, completed at the conclusion of the project, indicated positive success in achievement in all areas of the summer program.

(a) Changes in achievement and skill levels

The following is a resume compiled from statements presented by teachers, aides and administrators regarding observable measurements of student progress in achievement and skill levels.

- (1) increased vocabulary and communication
- (2) working in small groups improved skills in: (a) arithmetic and (b) reading (comprehension and relating)
- (3) improved sentence structure
- (4) lengthened attention span
- (5) became more observant and better listeners
- (6) improvement of muscular coordination in using:
 - (a) art equipment
 - (b) rhythm instruments
 - (c) play ground equipment
 - (d) classroom tools
 - (e) lunchroom facilities
- (7) evidence of ability to get involved in independent study

(b) Changes in Attitude - Behavior - Self Concept

Improvement was noticeable in behavior, attitude and self concept. Many of the children were quite withdrawn at the start of school but were outgoing and friendly by the end of the term. Changes in the behavioral patterns could be witnessed in the manner the children played games. At first, they were reluctant to take part in many of the activities but after they acquired a certain amount of skill they participated freely. Some attendance centers kept an anecdotal record on each child. Improvement in self concept was a trait frequently mentioned on these anecdotal records. All teachers expressed there had been a noticeable change in class attitude toward the positive, however, this does not verify that all individual children displayed a positive change in attitude.

The following is a resume compiled from statements presented by teachers, aides and administrators regarding observable measurements of students change in behavior, attitudes and self concept.

- (1) Improved Behavior
 - (a) hall traffic
 - (b) lunchroom courtesy
 - (c) restroom conduct
 - (d) acceptance of those in authority
- (2) Attitude
 - (a) increased respect for each other
 - (b) pouting time decreased
 - (c) a greater respect for school facilities, equipment and supplies
 - (d) more enthusiasm concerning school
- (3) Self Concept
 - (a) satisfaction when completing work assignments
 - (b) success in adjusting to classroom procedures
 - (c) willingness to express themselves
 - (d) development of greater sense of pride in personal appearance by being well groomed, clean clothes, care of teeth, etc.

Observers noted that children came to school eagerly with facial and vocal expressions of pleasure. Absenteeism came about only when the parents took the children away from the area for periods of time when weather forced work stoppage. The children made it known to the teachers that they would rather be in school than anywhere else.

Evidence concludes that the program activities were successful because the children relaxed and enjoyed the six week session, developed a better attitude toward cooperation, fair play, importance of rules, respect for themselves as individuals and during this time learning took place.

VII. GENERAL PROGRAM GOALS

A. National Goals

1. Instructional Services

- (a) provide the opportunity for each migrant child to improve communicative skills necessary for varying situations.**
- (b) provide the migrant child with preschool and kindergarten experiences geared to his psychological and physiological development that will prepare him to function successfully.**
- (c) provide specially designed programs in the academic disciplines (language arts, math, social studies, and other academic endeavors) that will increase the migrant child's capabilities to function at a level concomitant with his potential.**
- (d) provide specially designed activities which will increase the migrant child's social growth, positive self-concept and group interaction skills.**
- (e) provide programs that will improve the academic skill, pre-vocational orientation and vocational skill training for older migrant children.**
- (f) implement programs, utilizing every available federal, state and local resource through coordinated funding in order to improve mutual understanding and appreciation of cultural differences among children.**

2. Supportive Services

- (a) develop in each program a component of intrastate and interstate communications for exchange of student records, methods, concepts and materials to assure that sequence and continuity will be an inherent part of the migrant child's total educational program.**
- (b) develop communications involving the school, the community and its agencies and the target group to insure coordination of all available resources for the benefit of migrant children.**

- (c) provide for the migrant child's physical and mental well being by including dental, medical, nutritional and psychological services.
- (d) provide a program of home-school coordination which establishes relationships between the project staff and the clientele served in order to improve the effectiveness of migrant programs and the process of parental reinforcement of student effort.
- (e) increase staff self-awareness of their personal biases and possible prejudices and up-grade their skills for teaching migrant children by conducting in-service and pre-service workshops.

B. Kansas Migrant Goals

1. Instructional Services

- (a) provide programs for interstate and intrastate migrant children that will include those that come under the five year provision classification.
- (b) develop a state-wide academic program of priorities in the areas of language arts and math with other academic endeavors if desired.
- (c) provide enrichment type undertakings such as art, music, physical education, handcrafts, field trips, cultural programs, swimming, etc.,.
- (d) develop greater concern with regard to pre-vocational training in evening programs.
- (e) concentrate on a limited number of activities so as to give reasonable promise of promoting to a marked degree to improvement in the educational attainment, motivation, behavior or attitudes of the children.
- (f) provide for the measurement of educational achievement by the use of behavioral objectives.
- (g) provide specially designed activities which will increase the migrant child's social growth, positive self-concept and group interaction skills.

2. Supportive Services

- (a) provide a planning grant directly related to the program in an amount not exceeding one percent of the maximum grant it is eligible to receive of \$2,000, whichever is greater.
- (b) provide a coordinated program for the joint training of the aides and the professional staff whom they will assist. It is recommended that aides participate in some faculty meetings and that they meet separately with the administration.
- (c) provide for the maximum practical involvement of parents in the planning, development, operation, and appraisal of the project, including their representation on advisory committees. It is recommended that the teacher, with or without his aide, visit the home or each child in his classroom at least three times during the program.

- (d) provide consideration to those benefits that are or may be made available for the affected children through various agencies of the federal government as well as through state and local agencies and private, non-profit making organizations.
- (e) provide for participation in the National Student Record Transfer System.
- (f) provide in the area of health: physical examinations, audio screening tests, vision screening tests, hemoglobin tests, tuberculin skin tests, and dental examinations. Innoculations as needed with follow-up work in all areas.
- (g) provide transportation, food service and clothing needs that the child may have; provided that he be enrolled in the program and that this be a need that must be met before the child may continue to attend school.

VIII. PROGRAM ACTIVITIES

A. Academic

In the academic field, a state-wide core curriculum has been developed and implemented sufficiently restricted so as to give reasonable promise of promoting to a marked degree of improvement in the educational attainment of the children. The priority areas of emphasis are language arts and math. All programs include these two disciplines plus several migrant projects that included one or two of the other elementary disciplines: social studies, science and health.

B. Enrichment

The instructional functions of the programs are rounded out by the inclusion of enrichment type activities such as: art, music, physical education, handcrafts, field trips, cultural programs, swimming, etc. Most of the Kansas migrant programs included all these activities for the principle purpose of expanding the migrant child's experiences. The child's social development and self-image concept have proven to increase as his awareness of activities within and outside of his immediate environment increase.

C. Supportive Services

1. National Student Record Transfer System

When this system is operated properly, school, family and child data, health records, testing information, academic characteristics along with special interests and abilities will be immediately available for analysis. Coordination and participation of all states involved, principally by the home state, will allow summer programs access to information that will aid in the level placement of the migrant child, indicate inoculations given, dates and places that will eliminate duplications, wasted time and effort to find this data.

2. Health

General health needs of all program participants was stressed at all times. Cleanliness was coordinated with general health instruction and swimming. The children washed their hands before eating; showered and shampooed at least once a day. It might be noted that the use of special shampoos are no longer necessary as was often the case when the programs began several years ago.

In the area of health testing, a large percentage of students participating in the programs were given physical examinations, audio screening tests, tuberculin skin tests and dental examinations. Innoculations were administered as needed with follow-up work in all areas and completed, if possible.

3. Transportation

Bus transportation was provided by all programs. The number of buses required was determined by routes, number of students, and arranged so that no child would be on the bus for more than forty-five minutes. Transportation for all field trips was always provided as well as busing to the swimming pool or as needed by one or two projects, to transport the children from one facility to another for different activities.

4. Food

Everyone of the ten programs provided a noon meal. Most also provided breakfast and an afternoon snack before the children were returned home. Cost of the lunch program was taken care of by the School Lunch Section of the State Department of Education but as they were not able to cover the entire cost of the food program, migrant funds were allocated to make up the difference. These arrangements were made to insure proper nutritious meals for the migrant children while they were enrolled in the program.

5. Clothing

Clothing needs were provided to the children through migrant funds, provided that the child be enrolled in the program and that this be a need that must be met before the child may continue to attend school. Approximately half of the programs individuals, church and civic organizations provided the school with various toys and articles of clothing to be distributed as needed.

6. Supportive Personnel

All programs had a liaison officer that made home visitations as the migrant families came into the area. The initial contact was to inform the family about the program and to enroll or arrange for the enrollment of all eligible migrant children into the program. In half of the ten projects, this was a full-time position while in the other five programs, the job was combined with other duties.

The nurse was another individual that had home visitation responsibilities. The nurse also made all medical arrangements for the different screening tests and saw to all general health needs of the children. Again, about half of the programs employed a nurse on a full-time basis.

Other supportive personnel found in some of the projects are counselors and librarians.

IX. CLASSROOM PROCEDURES

Individualized instruction was the most beneficial method of instruction used in the teaching of migrant program activities. The classes were kept small and achievement levels of the pupils were most varied. The theory regarding placement was to accept the child where he is based on age and other factors. Much is accomplished in building confidence as the child repeatedly experiences success by working at his achievement level. Much of the success of individualized instruction could be credited to the use of bi-lingual aides, who without a doubt, have proven to be one of the most beneficial factors in the program. Observation of changing attitudes, self-discipline, higher interest levels, more respect for teachers and more concern for abiding by the rules of school behavior support the success of individualized instruction.

Programmed Instruction

Programmed materials were used extensively in the instruction of the lower grades. Working with each child on the individual basis, his reading level was determined and the materials fitted to his needs. The children enjoyed the materials and several teachers commented that students took each book home, when completed, to show their families. Teacher opinion and student attitude toward programmed materials indicate their usefulness with migrant children.

Team Teaching

Team teaching was successfully used in art, music, physical education, science and health activities. The more teachers a student had contact with, the greater the interest. Success was determined by observation, judging attitudes and appreciation as well as behavior of the students involved.

Low Vocabulary

High interest level books with records were listed highly on the teacher evaluation list as a valuable motivative tool in the instructional area.

X. PROGRAM EFFECTIVENESS

The success or failure of any instructional program can be measured by post-program results compared with the base line information gathered at the beginning. After the goals have been established, general and specific objectives formulated, the effectiveness is the sum of the child's participation and achievements. The program was geared to meet the basic needs of the migrant child. The migrant child's most urgent needs are in the areas of education, health, nutrition and recreation. Realizing these problem areas, the program directors effectively planned the program in and around these particular and specific problems. Every effort was made to carry-on a worthwhile learning program. The migrant child benefited from the educational program in helping orally express and develop better usage of the English language. In health and nutrition, the child learned good habits essential to everyday living along with good healthy eating habits. The child gained confidence and coordination from participating in physical education classes composed of calisthenics, gym games, outdoor games and swimming. Many of these games and activities can be used for recreation in the home individually or in small groups. A happy healthy migrant child in school everyday measures the effectiveness of the program better than it could ever be described.

The following statements offered by one program director seems to size-up the opinion at the other attendance centers and could well have been expressed in unison by all.

"The success or failure of any program is how well it achieves its objectives. Our objectives were few and specific enough to be attained readily. It is the opinion of the teachers that we have achieved them. As a basis for this opinion, we have taught our pupils to be more self-confident and therefore to have a better self-image. We have helped them to gain skills in communicating with others. We have given them some tangible skills in physical education, art and music as well as in general class study or work. We have unmistakably made them more healthy physically, mentally and emotionally than they were. More than this, perhaps, we have stressed their Latin American heritage so that they are proud, not apologetic, to be Mexican-Americans."

Projects most effective per grade span

Pre-School through grade 3

**Manipulative activities - paper cutting, clay molding
Puzzles, coloring, etc.,
Oral language development - experiences, trips, stories
Arts and crafts - imaginative, creative
Music and dramatizations
Physical education and swimming
Listening to records, tape recordings,
Field trips
Finger plays and learning game activities
Health and nutrition**

Grade 4 through grade 6

**Oral language development
Programmed reading series
Field trips
Music and dramatizations
Science kit demonstrations
Social studies units
Visual aids and recording machines
Art activities
Physical education and swimming
Oral communication by research and reports**

XI. INTER-RELATIONSHIP WITH THE REGULAR TITLE I PROGRAM

The summer migrant program was supplemented by the regular low income Title I programs as listed below.

1. Remedial Reading
2. Remedial Mathematics
3. Health Services (medical and medicine)
4. Library Services
5. Teacher Aides (bi-lingual and Mexican-American)
6. Food Services
7. Physical Education

The above programs operated during the regular school year and during the summer school session for Title I low-income students have been a supporting factor for the migrant training session. Students share school facilities, equipment, supplies and personnel, sometimes separately, but more often intermingled in the same classroom whenever the situation is justifiable. The following statements are excerpts taken from the reports of a few of the attendance centers.

"Local Mexican-American children needing additional help in reading were scheduled into a six-week Title I reading program which is operated during the same time as the migrant training program."

"Schedules were arranged in such a way that boys and girls at all levels needing remedial instruction in the area of mathematics were allowed to participate in the regular Title I program."

"In our program, we used the music, library and playground jointly with the regular Title I program."

"We offered a Title I eight-week summer remedial or compensatory program in reading, mathematics and language arts, chiefly oral English usage and spelling. Those Mexican-American students attending the migrant session were released for special attention at their grade level in the three areas."

Physical education classes were combined in every attendance center that operated regular Title I "low-income" and "migrant" summer sessions. Migrant children attended the remedial reading and remedial mathematics classes provided by Title I low-income program whenever it was believed they would profit by receiving more individual attention in specific areas of weakness pertaining to those subject fields. Equipment and library materials purchased by Title I and Title II were used by the migrant children. In every attendance center, the migrant training sessions were conducted in the public school building and were permitted to use public school equipment and facilities.

Personnel from the regular Title I programs and the migrant programs attended multiple funded in-service training workshops designed for professional growth and personal interest.

A Title I "Program Specialist" assigned to Title I low-income programs is also state coordinator of the training involving the children of migratory agricultural workers. He attends the workshop on migrant education held each year in McAllen, Texas. He also has attended training sessions in the Transfer Record Home Office in Little Rock, Arkansas.

Mr. Ray Rodriguez, Kansas Migrant Training Consultant, encouraged Title I program directors and migrant program directors to coordinate programs whenever feasible.

XII. COORDINATION WITH OTHER PROGRAMS

Of the various cooperating federal, state and local agencies that have coordinated for the benefit of the affected children and their parents, a concentrated effort has been made to see that a duplication of benefits do not over-lap and that an effective use of funds is being expended.

One of the most active efforts by any cooperating program in undertaken by the Kansas State Health Department through three of its county health organizations, each located within a short driving distance of the entire migrant labor force of the state. The Wyandotte County Health Department in the eastern part of the state serves the two migrant programs in that area. Another county health center located at Garden City serves the four migrant programs in the southwestern part of the state. Goodland County Health Center serves the other programs.

The three county health centers each have individual goals and objectives, but are also coordinated to work toward the same end. To point out the all encompassing activities of their project, the following objectives as stated in the Annual Progress Report of the Wyandotte County Health Department will be listed.

1. To improve the health, living and working conditions of migratory workers in Wyandotte county through the extension of needed primary and secondary preventive medical and dental services.
2. To increase the migrants' understanding and knowledge of his general educational and health needs and available community resources to meet these needs.
3. To stimulate community interest, understanding and support by intergrating the family into the community programs emphasizing school attendance industrial work habits and environmental health.

Each county health center worked toward these goals by conducting health clinics at least once a week for the benefit of all migrants.

In Wyandotte county, where the two eastern migrant programs are located, migrant adults have formed a group of their own members known as the Action Group in which they elect their own officers, establish rules and strive for immediate and long term goals. Their close association to the two migrant programs in that area has been of unmeasurable value.

The state lunch program and USDA stamp programs are cooperating agricultural sponsored undertakings.

The Neighborhood Youth Corps and Vista workers aid in two or three of the migrant programs.

A greater effort given to identification of these different agencies and their function will result in a more concentrated effort in behalf of the migrant family.

A Health Start Group trained by an O.E.O. grant to the Local Kansas Council of Agricultural Workers and Low-Income Families had a team of four health aides, together with a school nurse who assisted in hemoglobin testing, home visitation, transporting pupils to the dentist, optometrist, physicians and specialists.

A Day Care Nursery was established for the small children of migrant workers at one attendance center; money, equipment, clothes, facilities and volunteer help was provided by the community.

Local County Welfare Departments provided aid and assistance to the migrant families.

XIII. PERSONNEL

A. Teachers

- 1. Total number employed-----103
- 2. Source
 - a. Local----- 89
 - b. Other----- 14
- 3. Number bi-lingual----- 24

B. Aides

- 1. Total number employed-----115
- 2. Source
 - a. Migrants----- 40
 - b. High school students----- 33
 - c. College students----- 32
 - d. Community volunteers----- 4
 - e. Other----- 6
- 3. Number bi-lingual (all Mexican-American)----- 94

Teachers

There were a total of 103 teachers used in the ten attendance centers; 89 were regular school term teachers in the local system re-employed for the migrant summer program. Fourteen teachers were obtained from other localities and states, experienced in teaching migrant children and were bi-lingual. Twenty-four representing 23% of the teachers were bi-lingual and many of the others could be termed semi-bi-lingual; that is, they can understand enough Spanish for sufficient understanding of the spoken word.

Aides

The total number of aides employed were 115. Forty aides were from migrant families, thirty-three high school students, thirty-two college students, four volunteers and six classified as others. Ninety-four of the aides were bi-lingual and 82% were of Mexican-American descent.

XIV. STAFF UTILIZATION

A. Professionals

This category is filled by qualified teachers, coordinators, administrators, nurses, state health officials, doctors and dentists that provide special services to the migrant program. Of these individuals, the coordinators and administrators which are responsible for providing the programs, were all responsible individuals, dedicated to the task at hand; humanitarians interested in the education of all. These unselfish individuals derived satisfaction from a job well done, without so much as expecting a "thank-you". Their composition put them beyond the need for such reassurances and such trifles sought by those of a less stable nature. Everyone of those men were truly capable administrators working for the betterment of the migrant child.

B. Aides

The many faceted functions and duties of the aides were so numerous and varied that to make any sort of enumeration or a general statement about them would always fall short; therefore, no such attempt will be made. Suffice it to say that wherever there was any activity an aide was always present and active. This was especially true in those longer daily programs that released their teaching staff at 2:00 p.m. The aides then assisted those remaining staff members with non-academic subjects, in the enrichment areas that were not included earlier that day in the program.

It was observed by visitations to the different programs by state personnel, that activeness of an aide indicated desire and a willingness to properly fulfill all duties and responsibilities placed at their disposal.

C. Adults

Under this heading come those individuals that are neither teacher nor aide, but individuals directly responsible to the administration for the most part, such as cooks, bus drivers, custodial help and secretarial help. It is interesting to note that several programs employed individuals in areas mentioned, that were at "odds" with society, society was at odds with them and individuals that were making a "come back". Salaries of these people often were paid by the agency responsible for the individual. Even though the number of these individuals was small and often of a part-time basis, the services that they provided were always up-to-par, with not one instance of any incident that made anyone regret the use of these individuals in the program.

D. Volunteers

Most of the volunteers that participated in the programs were on salaries through some federal, state or local program and therefore, not strictly volunteers, in the sense that they were not actually donating their time. Several programs did benefit greatly however, by having talented personnel with principle responsibilities outside of the immediate school program and paid by other than migrant funds, working extremely close with the migrant program. This was true of all county health nurses. In one instance, one of these nurses along with the director and principal, did a great deal of the contact work for the migrant programs.

Those people that are to be considered true volunteers, donating time for the benefit of the migrant children are those business men that provided the necessary time and effort to explain the business to the children. The other volunteers are those community citizens who even though they spend a minimum amount of time with the children, do contribute toys and clothing to the programs. For the most part, these individuals remain anonymous.

XV. TRAINING

A. Pre-Service

The percentage of teachers and aides that had participated in previous migrant programs, although not known, is rather high. Their previous years training and experience was as valuable as any other received.

Fort Hays Kansas State College, Hays, Kansas, again offered college credit for training in migrant education. The course was offered during the spring semester on Saturdays and attended by directors, teachers and others interested in migrant education.

Two area workshops were offered at Fort Hays College. The one in the western part of the state was at Lakin, May 14 and 15 and very well attended by all personnel involved. The one-day workshop at Sinai School (Bonner Springs) for the two migrant programs in that area was equally well attended.

Some of the migrant programs held their own workshops for orientation purposes that were either one or two days in length just before the start of the program. Objectives, personnel duties, equipment use and question and answer periods all contributed to a better planned program.

Many of the staff members, teachers and aides were familiar with materials and equipment used in the migrant programs through previous years experience. For those that were not familiar with these areas, for new personnel or for refresher procedures, proper steps at pre-service workshops and in-service training sessions were planned for their inclusion. For example, the Lakin workshop brought in an individual from the Lamar, Colorado Migrant Terminal Station to explain the National Student Record Transfer System. At the Bonner Springs workshop, Realia Kits, purpose and function, was presented. For other areas covered by these workshops, turn to schedules of the migrant education workshops in the appendix.

B. In-Service

All programs held formal staff evaluation sessions once a week or at the most, every two weeks. The purpose was to plan and appraise the different activities. More informal "rap-sessions" on a daily basis were conducted for a brief period by many of the programs.

One center had a reading consultant from Fort Hays College visit the program two times a week to recommend and assist students and staff in the developing of different reading competencies. He assisted teachers in making decisions concerning the types of activities and materials which should be used with each child and in making the reading program as effective as possible through planning, implementing and evaluating activities.

Every program was visited by the Interstate Teacher Project participant from Texas and the Kansas consultant on migrant programs for informal exchange of ideas between administrators, teachers, aides and other personnel.

C. Post-Service

Post-service workshops, as such, were not held but every teacher including supportive teachers, evaluated their part of the program. The material was compiled, usually by the program director in order that he might evaluate the material and an over-all and extensive LEA report was then submitted to the SEA.

D. Interstate Teacher Exchange

Through agreement with the Kansas and Texas SEA's, Kansas again participated in the Interstate Teacher Exchange. Mr. Armando Correa was selected to participate due to his experience in teaching migratory children. Participants are selected from Texas school districts that participate in the Texas Project for the Education of Migrant Children.

XVI. COMMUNITY INVOLVEMENT

A. Participation of Migrant Parents in Program

All centers were actively involved in seeking greater participation by the migrant parent. Nurses and the liaison officer were those principally responsible for carrying on these activities. Their function was extremely important in this broadening area of concern. Through their efforts plus those of directors, teachers, counselors, community groups and different individual citizens a more concentrated effort was developed to meet the despairing needs of the migrants.

The greatest involvement of migrant parents in migrant projects was increased participation and representation on established and on developing advisory committees. This past summer saw a resurgence of interest in this area by all concerned with the result being a greater and increased participation by the migrant parents in the migrant programs.

B. Parents Participation in Planning

Most programs that have established migrant parental involvement in the planning, development, operation and appraisal aspects are in those areas where the migrants are establishing themselves. The children participate in the programs with the concurrence of the parents under the five-year provision. These parents are in the area when the necessary time is given to the programs in the winter months. They are therefore able to contribute to the make-up of the summer migrant programs.

Four attendance centers had Parent Advisory Councils composed of both mothers and fathers that met at scheduled meetings during the summer session and were involved in program planning.

Six attendance centers had mothers serving as educational aides thus taking an active part in the training program.

XVII. DISSEMINATION

A. Intra-State

The Texas Educational Agency Exchange Teacher Projects' representative, Mr. Armando Correa, returned to Kansas for the second consecutive year. Mr. Correa kept the ten migrant training centers up-to-date on the latest teaching procedures used in the regular migrant schools in the state of Texas. This arrangement enhances close coordination of programs which is essential in keeping uniformity in the teaching of the migrant child. The exchange of ideas between the two states have proven most effective in the teaching process and is valuable in the over-all effectiveness of the migrant training program.

Mr. Ray Rodriguez, Mexican-American educator on the Dodge City Junior College faculty, employed by the state educational agency as a consultant to help coordinate the state migrant program proved essential in communication and dissemination of the migrant program to civic groups and migrant families.

One attendance center mimeographed a school paper at regular intervals during the summer school session. The newspaper was called "Lo Que Pasa" and contained articles in both English and Spanish. Each issue contained primarily material supplied by the children, but each teacher also took this opportunity to write an explanation of what was going on in their class or group. This newspaper proved not only a good means of disseminating news about the school but also provided a good stimulus to the children in developing language skills and artistic creativeness.

Extensive newspaper coverage was used by all attendance centers announcing the opening of the migrant training sessions and explanation of the program. Some of the articles were printed in both English and Spanish.

Some attendance centers kept the public informed by publishing information concerning "what was to happen" at regular intervals during the summer program.

Copies of the state educational agency's report on migrant education, requested by U.S.O.E. are mailed to every migrant training center and college library in the state of Kansas.

Fort Hays State College sponsors a two-hour credit workshop for teachers teaching migrant children in the Kansas attendance centers.

The State Department of Education includes news items and announcements concerning migrant education in their monthly newsletter which is sent to all local educational agencies and other interested personnel in the state.

Considerable information is disseminated on personal contacts during field trips taken by the migrant children.

When the children of one attendance center went to see a professional baseball game, they made a banner supporting the home team. The stadium officials and the 16,000 people present gave them considerable recognition publicly and on radio broadcasts. The banner received second place in competition.

Disseminating techniques used by nearly all attendance centers are listed below.

1. Speaking and demonstrations to local organization groups.
2. Newspaper articles accompanied with pictures of the migrant program in action.
3. Radio and TV programs, interviews, etc.,.
4. Teacher evaluation sheets covering problems, achievements and suggestions concerning the migrant training programs.
5. Family night programs.
6. Weekly school bulletins.
7. Visits with community leaders.
8. Home visitor made personal contacts with all parents in the community informing them as to the nature and importance of migrant programs.
9. Office visitors who were interested in the program.
10. The school children themselves.

B. Interstate

Copies of the Kansas State Education Agency Report on migrant education are exchanged with other state educational agencies.

The director of the state educational agency and representatives from most of the migrant training centers attended the workshops for teachers and supervisors of migrant programs held in McAllen, Texas, sponsored by the Texas Educational Agency.

The Texas Educational Agency sent an exchange teacher to Kansas for the fifth consecutive year to work with the teachers in our migrant training programs.

The state educational agency director attended the fourth annual conference on migratory education held in Florida.

A group of states consisting of North Dakota, South Dakota, Nebraska, Iowa, Missouri, New Mexico, Wyoming, Colorado, Utah, and Kansas, hold Title I conferences. All Title I programs are on the agenda with migrant training occupying its share of the program.

The Program Specialist serving as director of the migrant program in Kansas has attended meetings and received training in the Transfer Record Office at Little Rock, Arkansas.

Correspondence and telephone conversations exchanging ideas with other state educational agencies have proven valuable to our state agency.

The two attendance centers in the eastern part of the state received newspaper, radio and TV coverage by the Kansas City, Missouri, news media.

XVIII. PROGRAM CRITIQUE

The following are interesting comments made by several directors of migratory training programs.

"The program is becoming much better each year. The teachers in our system having been associated with the migrant program since it started in 1967 say the difference then and now is almost unbelievable. The children and adults then were very distrustful and did not seem to want to speak English; now this seems to be completely changed. Even the children's habits in the classrooms have undergone a tremendous change. In the beginning, toys for example, in the rooms of the younger children, were torn up as fast as they could be replaced but now they take care of the equipment and take pride in how it looks. This pride seems to transfer to the individuals also; they take much more pride in the way they conduct themselves and in the way they look. This program, like any other which is worthwhile, takes time and is a slow process but we definitely feel we are accomplishing a great deal."

"It is felt by the administration and faculty that this program has been a very profitable and challenging experience for everyone. Its success is due to the dedicated efforts of the teachers and teacher aides who deeply believe in the necessity of helping the migrant child. They have given generously of their time in their efforts to provide a program to meet the needs of these children in our community. Experience and innovation has been mixed together with a healthy mixture of love."

"Much of the success of our program was a result of a staff of strong teachers that were willing to invest themselves in the best interest of the children. Because of their abilities a great deal of flexibility was employed in the program. The abilities and the willingness of the Mexican-American aides constantly enhanced the possibilities of success of each project in the program. It was felt that the relationship with the parents was very good. At each of the advisory council meetings those in attendance were willing to share ideas with the staff members in attendance. As a result, some new ideas were tried and other discarded."

"We feel that if Kansas is to continue its summer migrant schools that:

1. Some sort of migrant school course of study should be provided. This should state the general objectives for migrant education in Kansas and it should contain some rather specific ways to accomplish those objectives.
2. Rather than the great insistence on in-service training, we feel there should be more adequate pre-service training. This should be conducted by experienced personnel either in Kansas or from other states having established migrant programs. It is our opinion that more money spent here would result in a better planned and directed effort on our part.
3. It would be helpful to have a team of about three or four supervisor-consultants, preferably, Mexican-American from Texas or elsewhere, who could work in each migrant program and give us some very direct in-service training."

With any program that is as comprehensive as the Kansas migrant programs are problems concerning policy to trouble a few of the administrators to a certain extent. Some of those policy questions or concerns follows.

1. Title I Guidelines do not appropriately cover migrant programs.
2. More definite academic goals from the SEA.
3. Clarify in more detail the needs of the migrant children.
4. Development of a standard form for subjective measures.
5. Development of more substantial academic indicators of achievement.

The general attitude of the parents, teachers and administrators would indicate that a change has taken place during the past several years in the migrant summer training programs. The fact that it is easier to solicit the cooperation of the parents of migrant children regarding the total school program is evident. They make a sincere effort to expose their children to the program, whereas, before there were many suspicious and self-imposed obstacles. The parents are more concerned with regular attendance as indicated by previous records. They are becoming conscious of the skills achieved and feel a sense of pride in the accomplishments of their children. The improved attitude in parental concern for their children will go far in providing these children with the necessary tools to be productive citizens.

The teacher progress records at the completion of the program indicated positive success in achievement in subject matter areas. The teachers agree there had been a marked change in class attitude toward the positive. An eagerness to attend school and an eager attitude which increased as the program progressed presented an excellent situation for good learning. General consensus indicate the program this year was even more successful than it was in previous years.

The following subjective estimates of the value of the program are based on the observations and study of the aides, teachers and administrators. The children....

Improved in oral communication and were more capable of verbalizing their needs in socially acceptable forms.

Were attentive and listened with increased interest.

Participated more meaningfully in group activities displaying greater respect for the rights of others.

Demonstrated diminished feelings of Mexican-American inferiority which they may have had in their relationship with Anglo-Americans.

Improved in personal hygiene.

Developed greater individuality and were more self-reliant.

Became more cooperative in their efforts to please their teachers and peers.

Developed a greater cultural awareness and orientation.

Improved their opinion of school. A general enthusiasm for the program developed replacing the shyness and hesitancy which was first apparent.

Were familiarized with many concepts and objects previously unfamiliar to them.

Were acquainted with the unfamiliar while on field trips.

Improved their language skills, vocabulary, comprehension and speech.

Were acquainted with American games and songs as well as those of their own culture.

Developed a respect for their own heritage by familiarizing them with Mexican films, stories, art, etc.,.

Were given an insight into an industrial society and the assembly line techniques.

Developed geographic orientation through field trips, films and classroom activities.

Developed creative instincts with the aid of art and music.

A P P E N D I X



A Demonstration

A Test



School is not all fun; academic work was excellent. The children were quite interested in learning as much as they could. Attendance was very good in almost all programs.



A trip to the
dentist

Migrant children with serious dental problems found out that a trip to the dentist was not as bad as they thought it would be. All of the children received dental care in all of the migrant centers. In many cases, teeth were pulled as well as filled.



Just returned
from the dentist

MOVIE TIME



Another period of the day, children enjoyed the showing of films. Films, in almost all instances, educational, were shown in all the migrant centers. Films ranged from wild life to safety procedures in case of fire. The films were supplied by the public library, however, in some cases they were rented for a small fee.



In all the programs, a hot lunch was served once a day. Food and quality of diet seemed to be adequate for the children. Children received seconds if they desired them. They were encouraged to eat what they were served.

The lunch rooms were supervised by the teachers and aides. They also received a light breakfast and a snack before boarding the buses home.

PARTY TIME

Migrant children enjoying birthday cake. In all the migrant centers, teachers were made aware of their birthdays. Party hats were made in their art classes. Everybody had a great time eating cake and drinking punch or what ever drink they had.



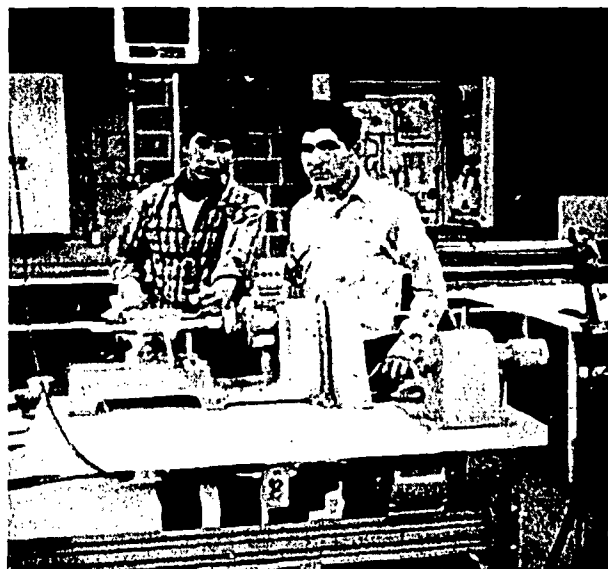
Night Classes for Students 14-21 years of age
Parents Permitted to Audit Courses



English



Homemaking



Woodworking



Welding

MIGRANT EDUCATION WORKSHOP

WHERE: Lakin Grade School, Lakin, Kansas

DATE: May 14 and 15, 1971

SCHEDULES - MOUNTAIN TIME

MAY 14:

1st Session	1:00pm to 1:30pm	Henry Parker and Glen Atherly
	1:30pm to 2:30pm	Jim Sith-Presentation of Materials and Equipment
Break	2:30pm to 3:00pm	
2nd Session	3:00pm to 4:30pm	Edna Schoaf-Teletype Operator, Lamar Migrant Terminal Station
Dinner	5:00pm	
	6:30pm to 7:30pm	Mr. Sodamann and Miss Dobbs-Buzz Session

MAY 15:

3rd Session	8:00am to 9:30am	Mr. Sodamann-Language Experiences in Reading
Break	9:30am to 9:45am	
4th Session	10:00am to 11:00am <i>Library</i>	Films: Colorado Cares Forgotten Families
Luncheon	11:00am	
Conclusion	12:30pm	Miss Dobbs-Summary

MIGRANT EDUCATION WORKSHOP

WHERE: Sinai School, 94th Street and Kansas Avenue (Bonner Springs)

DATE: May 21 and 22, 1971

SCHEDULES

MAY 21:

1st Session	1:00pm to 1:30pm	Mr. Henry Parker and Glen Atherly
	1:30pm to 2:30pm	Film: Harvest of Shame
Break	2:30pm to 3:00pm	
2nd Session	3:00pm to 4:00pm	Mr. Sodamann-Realia Kits

MAY 22:

3rd Session	9:00am to 10:00am	Miss Dobbs-Migrant Education
Break	10:00am to 10:45am	
4th Session	10:45am to 11:30am	Mr. Sodamann-Language Experiences in Reading
Luncheon	11:30am to 1:00pm	
5th Session	1:00pm to 2:00pm	Mr. Wm. Davis-Presentation of Materials and Equipment
Break	2:00pm to 2:30pm	
6th Session	2:30pm to 4:30pm	Mr. Sodamann and Miss Dobbs, Summary

PROGRAMA DE EDUCACION PARA LOS MIGRATORIOS

Junio 7—Julio 16

7:45 de la mañana hasta 12:30 de la tarde

el LUNES hasta el VIERNES

en la

Escuela Primaria de Joyce

¿ QUIÉN PUEDE ASISTIR?

Todos los niños mexicanos en Grant County desde tres (3) años de edad hasta el grado seis de escuela, que califican como un migratorio abajo número uno o número dos debajo:

- 1. Niños que se hayan movido con sus padres o un guardian en la comunidad dentro del año pasado para trabajar en la agricultura.**
- 2. Niños de padres o un guardian que se hayan decidido a no seguir a la cosecha, pero se han establecido en Grant County para trabajar en la agricultura o cualquier otra ocupación, por tanto que ellos no hayan vivido aquí mas que cinco años desde cambiandose aquí por la última vez.**

**ALISTEN el LUNES—7 de Junio
7:45 de la mañana—Joyce School!**

La escuela se encargará el transporte de autobus, la comida, y todas las provisiones de escuela.

PATROCINADA POR

Unified School District No. 214

SUMMER MIGRANT EDUCATION PROGRAM

JUNE 7—JULY 16

7:45 A.M. to 12:30 P.M.

MONDAY THROUGH FRIDAY

at the

JOYCE ELEMENTARY SCHOOL

WHO CAN COME?

All Spanish children in Grant County from age 3 through 6th grade who qualify as a migrant under number 1 or number 2 below:

1. Children who have moved with a parent or guardian into the community within the past year to work the crops.
or
2. Children of a parent or guardian who have decided not to follow the crops, but have settled in Grant County to work in agriculture or any other occupation, so long as they have not lived here longer than 5 years since last moving here.

ENROLL MONDAY—JUNE 7

7:45 A.M. —JOYCE SCHOOL

Bus transportation-meals-school supplies are provided

Sponsored by

Unified School District No. 214

Funded by: Title I, Elementary and Secondary Education Act

**CERTIFICATE OF
ATTENDANCE**

_____ ATTENDED THE SEARON SPRINGS

THIS IS TO CERTIFY THAT _____

SUMMER MIGRANT SCHOOL FOR SIX WEEKS AND WAS NEVER TARDY OR ABSENT.

SUPERINTENDENT

DIRECTOR SUMMER PROGRAM

ASSISTANT DIRECTOR

END