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ABSTRACT

Of the more than two million seasonal farmworkers in the United States, nearly half are between the ages of 14 and 20 years. Although much has been done recently to meet some of the special needs of these migrant youth, they are still confronted with inadequate educational and training opportunities and limited career aspirations. In the forefront of what has been done is career education, a widely discussed but little understood concept among educators and public alike. By adapting the concepts of career education to the special and unique circumstances of the migrant farmworker, career education can have a positive impact on the educational process of the migrant child. This paper focuses on the philosophical and process assumptions of career education and applies them to the special situation of migrant children. Career education is discussed as a: (1) means of strengthening the relationship between the school and work, (2) means of easing the transition between school and work when the time comes, and (3) vehicle which will give migrant youth the opportunity to choose among alternative social and occupational lifestyles. (NQ)

WORK EXPERIENCE & CAREER EDUCATION PROGRAMS FOR MIGRANT CHILDREN

by

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PREFACE

The theme for the Thirteenth Annual Migrant Conference held in McAllen, Texas on October 1975 was entitled "Educacion Migrante: Una Vista Nueva" signifying the changing trends in migrant education today. In the forefront of this change is career education, a widely discussed but little understood concept among educators and public alike. This publication attempts to bridge this gap by focusing on the philosophical and process assumptions of career education and applying them to the special situation of migrant farmworker children.

Career education is viewed here as a means of strengthening the relationship between school and work and easing that transition when the time comes. It is also seen as a vehicle which will give migrant youth the opportunity to choose among alternate social and occupational lifestyles. For too long, migrant farmworkers have occupied low paying and marginal jobs which offered little or no hope of upward mobility. By adapting the concepts of career education to the special

and unique circumstances of the migrant farmworker, the educational process of migrant youth will be vastly improved and enhanced. Perhaps then "Una Vista Nueva" will become a reality in migrant education.

TABLE OF CONTENTS

I. Introduction

A. A Brief Overview of the Migrant Population in the United States

1. A Statistical Profile

The number of migrant seasonal farmworkers in the United States has been estimated to be as low as 500,000 and as high as 6,000,000. In 1973, the Office of Economic Opportunity formerly OEO, and now known as the Community Services Administration (CSA), estimated that 5,000,000 migratory and seasonal farmworkers were eligible for their services.[1] The Economic Research Service of the U. S. Department of Agriculture in a 1973 survey of the farmworker population, found that there were a total of 1,358,000 seasonal farmers (those that worked between 25 and 249 workdays) plus 1,738,000 dependents (a person in the household under 18 years of age).[2] Of the more than two million seasonal farmworkers hired to meet short term agricultural requirements in this country, nearly half are between the ages of 14 and 20 years.[3]

Obviously, there is no exact number of seasonal and migrant farmworkers available even from government sources. Data gathered from employers usually is an undercount

because of their reluctance to divulge possible illegal hiring practices. The mobility, and sometimes the inaccessibility of the migrant farmworker, oftentimes contributes to this dilemma. But irrespective of the exact number of migrant and seasonal farmworkers, the fact remains that there is a substantial segment of the population who are poor, undereducated, have no saleable training skill other than farmwork, often suffer from chronic and acute health problems, and generally live a substandard life with little chance of breaking into America's economic and social mainstream.

Of special significance to this report is the migrant youth. They constitute a large proportion of the migrant population and if not provided with alternative lifestyles at an early age, they will more than likely become permanent members of the migrant stream.

2. Migrant Characteristics, Lifestyles, and Problems

A migratory agricultural worker is technically defined as "a person who occasionally or habitually leaves his place of residence on a seasonal or other temporary basis to engage in ordinary agricultural operations or services incident to the preparation of farm commodities for the market in another locality in which he resides during the period of such employment."[4] Most migrants are members of racial and ethnic groups such as Mexican Americans, Blacks, Puerto Ricans, Native Americans, Filipinos; there is, however, a substantial number of white migrants as well as Mexican nationals who continue to infiltrate the migrant stream. Three major migration patterns have been documented: the East Coast stream (Florida based), the Mid-Continent stream (South Texas based and largest of the three), and the West Coast stream (California based). Given the disparities in migrant population counts no attempt is made here to provide an ethnic breakdown.[5] Generally, Mexican Americans come from the Mid-Continent stream and work in the Western and North Central parts of the country; Filipinos work mostly in

the Western part and the majority of Black seasonal farmworkers work mainly on the eastern seaboard. White seasonal farmworkers live and work in the North Central states.

Migrant workers exhibit two salient characteristics: they are among the poorest of this country's poor and they continue to migrate on an annual basis from their home base to where the crops are. They often are regarded as second class citizens by others and consequently many perceive themselves as such. Migrant lifestyles are dictated by habit, tradition, and economic circumstances. They often find themselves isolated from other groups in society. Migrants are many times dependent on others: the crew chief, their employers, the crops, acts of nature, and now the government. But their capacity for toil cannot be doubted. Employed as manual laborers each year for harvests of fruit, vegetable, and other crops, their jobs are extremely physically demanding, often of the "stoop" labor variety and under adverse weather conditions. Their long hours of work leave no room for other pursuits.

Migrants are afflicted by a variety of problems. Their lack of education and training leaves them with no

saleable skill other than agricultural skills; migrant youth suffer from disproportionate dropout rates. Inadequate housing, health care, and low incomes are persistent problems. Many agricultural workers are generally excluded from federal and state laws concerning fair labor practices, minimum wage laws, and collective bargaining rights. In addition to legislative exclusions, farmworkers often are subject to administrative exclusions in public assistance, food stamp participation, and other such areas. Although public service agencies are finally coming to the aid of the migrant farmworker, migrants themselves remain suspicious and distrustful of such agencies and man others refuse to participate because of the demeaning attitude attributable to "welfare and public assistance." Those that participate might do so at a high price to their pride and dignity.

Of more immediate concern are the increased mechanization in harvesting crops and the increased competition from alien labor, both legal and illegal. While jobs dwindle, competition for these jobs continue to increase. This country's economic recession, along with inflation, have had a severe impact on the migrant worker.

Increased fuel costs and the uncertainty of work in the user states have been very pronounced in most states utilized as home base.

In summary, migrant seasonal farmworkers are poor, inadequately housed and educated, have low social status, little or no skills, and often live in communities which are economically depressed. They are unable to obtain non-agricultural employment and suffer from structural unemployment and underemployment.

3. Migrant Needs in Education

As indicated earlier, a large portion of the migrant stream are young people between the ages of 14 and 20. For years, school systems totally ignored the educational needs of such children. Those schools in the home-based states, such as those in South Texas, see migrant children enroll in school in late fall after the crops are harvested and often leave before the Spring semester. Initially, no special provisions were made for these migrant children and a large percentage soon left school to become part of the migrants' life-cycle. Those migrants that moved with the crops did not stay long in any one area. Thus, their children suffered from the same fate. Although much has been done recently to meet some of the special needs of migrant youth, they are still confronted with inadequate educational and training opportunities and limited career aspirations. The migrant child is a product of his environment. He is economically disadvantaged; his mobility has served as a detriment to his educational development; he suffers from low self-esteem, his work and that of his parents constantly being demeaned; he feels that he has little or no control over events,

including his own; in many instances he is culturally isolated and suffers from language differences and/or difficulties. One program in particular, the High School Equivalency Program (HEP) has assisted many migrant youth who have given up in their educational endeavors.[6] The College Assistance Migrant Program (CAMP) has been instrumental in recruiting migrant youth and giving them higher career goals through a college degree.[7] However, much remains to be done in both training school personnel to deal with migrant youth and in developing new approaches and techniques for teaching and guiding such youth.

A committee of State Migrant Coordinators, with the assistance of the Migrant Programs Branch staff of the U. S. Department of Education, has developed a list of national objectives for migrant education. These objectives are divided into instructional and supportive services. They include the following:[8]

Instructional Services

1. Provide the opportunity for each migrant child to improve communications skills necessary for varying situations.

2. Provide the migrant with pre-school and kindergarten experiences geared to his psychological and physiological development that will prepare him to function successfully.

3. 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.

4. Provide specially designed activities which will increase the migrant child's social growth, positive self-concept, and group interaction skills.

5. Provide programs that will improve the academic skill, prevocational orientation, and vocational skill training for older migrant children.

6. Implement programs through coordinated funding, utilizing every available Federal, State, and local resource, to improve mutual understanding and appreciation of cultural differences among children.

Supportive Services

1. Develop in each program a component of intra-state and inter-state 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.

2. Develop communications involving the school, the community and its agencies, and the target group to insure coordination of all available resources to benefit the migrant children.

3. Provide for the migrant child's physical and mental well-being through dental, medical, nutritional, and psychological services.

4. 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 processes of parental reinforcement of student effort.

5. Increase staff self-awareness of their personal biases and possible prejudices, and upgrade their skills for teaching migrant children by conducting in-service and pre-service workshops.

Thus, depending upon the special needs of its migrant children, each state selects those objectives which are of utmost priority. Implicit in these objectives

is the need for the total and continuous career development of migrant youth. However, it is the feeling of this writer that since these children have not been afforded equitable career alternatives either because of educational deficiencies and/or limited aspirations, career education and guidance should be one of the top priorities in migrant education today.

However, before specifying what career education is and how it can positively affect migrant youth, one must examine the world of work and the problems which all youth must consequently face in the school to work transition. Of special significance here are the unique difficulties encountered by migrant and/or disadvantaged youth.

4. Employment Problems of Migrant Youth

For the past decade, unemployment rates among youth between the ages of 16 and 19 have been four to five times higher than adult unemployment. Unemployment among minority youth has been almost twice that of white youth. The current economic situation in this country has also adversely affected the employability of youth.[9] Thus, even before young people begin looking for a job, the odds

are against them. In addition, youth have traditionally had an extremely difficult time in making the school-to-work transition.

Young people in this age bracket are placed at a severe disadvantage when competing for jobs with other segments of the population. Lack of an adequate education, lack of adequate training and/or skills, and lack of work experience are the most serious barriers to employment faced by young people. Also, some young people do not possess the social skills required for obtaining employment; others are handicapped by frustrating and discouraging early work experience.

Furthermore, as the competition for jobs becomre more acute, young people are the first to feel the brunt of such competition. Some employers would rather hire older and more experienced workers, perhaps feeling that young people are immature, irresponsible, and have negative and unrealistic expectations toward the world of work. In other instances, employers view young people as being more costly to hire in terms of training and productivity because of their high job turnover rates and the federal requirement that minimum wages be paid in certain jobs.

The problems discussed above are common to all youth, but in differing degrees of frequency and intensity. The school-to-work transitional problems encountered by minority and disadvantaged youth are compounded by such factors as poverty, inadequate school systems, a pronounced lack of guidance and counseling services, and, to some degree, discrimination in educational, training and employment opportunities.

Other studies documenting the employment experiences of low income youth have reached similar conclusions. Salvador Ramirez, in his testimony to the Cabinet Committee Hearings conducted in El Paso (1967), estimated that 65% of Mexican American youth who seek employment are not prepared to enter the world of work because of inadequate educational background, lack of job skills, negative family and environmental background, and inadequate socialization to the value system of the larger society.[10] According to Ramirez, lower class Mexican American youth often lack such middle class graces as good speech, promptness, neatness, and politeness. Ramirez also attributes prejudice as a factor in the employment problems of such youth, feeling that

Mexican American youth frequently receive vocational education and counseling which is markedly inferior to that received by Anglo youth.

Migrant youth are afflicted with other problems. They are characterized by higher dropout rates, greater language problems, and generally have lower academic skills than their Spanish-speaking non-migrant counterpart. The migrant lifestyles continue to hinder their educational progress, and more often than not, health problems are more frequent. In rural areas, migrant children do not have the job opportunities available to urban youth and in many cases, such youth fall in the "discouraged worker" category. These are persons who (1) have looked for a job in the past but could not find a job, (2) think there is no work available, (3) feel that they lack the necessary skills or education, (4) have some personal handicap, and (5) believe that they would be considered too young to be hired.[11] Also, many migrant youth know no other way of life or work. Although recent programs have attempted to remedy this condition, such attempts have been limited and their effectiveness questionable.

Despite the fact that the employment and educational problems of low income youth have been well documented, there still exists some controversy as to the role of vocational and career education in the educational and training process of such youth. One major problem has been the confusion that exists in regard to career education. The following section defines career education and discusses its relationship to the total learning environment, including vocational education.

B. Career Education

1. Why Career Education?

Career education has come about because of the many criticisms leveled against education in the United States. It has been presented as one alternative to the woes of American education. Career education seeks to improve the educational system by directly attacking these shortcomings. Basically, these include the following:[12]

1. Adequately preparing individuals in the basic academic areas required for today's changing society;

2. Establishing a relationship between school work and the real world, including those who drop out of school before graduation;

3. Meeting the educational needs of all students regardless of their past high school plans, especially those who are not college bound;

4. Providing persons with vocational skills, self-awareness, decision-making skills, and job-getting skills essential for making a successful transition from school to work;

5. Meeting the needs of special groups: adults, women, minority groups, and the economically disadvantaged; and

6. Extending educational opportunities beyond the formal structures of the school by permitting the community, parents, business, industry, labor and other groups to participate in the total educational process.

Career education seeks to address these needs in a comprehensive manner, but it should be emphasized that it is not a panacea for all the ills of American education. Neither is it a new or novel approach. It is a common sense approach to the many unmet needs in American education today. Because of the rapidly changing nature of our society -- especially in the economic and social spheres -- and because no other educational approach has surfaced among educators, career education has been spotlighted since its introduction in 1971 by Dr. Sidney P. Marland, Jr., then U. S. Commissioner of Education.

2. What is Career Education?

Strictly speaking, career education has been defined as "the totality of experiences through which one learns about and prepares to engage in work as part of his or her way of living." There are various underlying assumptions to this definition of career education which need to be spelled out in order to view the concept of career education in a broader perspective. The following statements represent the philosophical base of career education:[13]

1. Since both one's career and one's education extend from the pre-school through the retirement years, career education must also span almost the entire life cycle.

2. The concept of productivity is central to the definition of work and so to the entire concept of career education.

3. Since "work" includes unpaid activities as well as paid employment, career education's concerns, in addition to its prime emphasis on paid employment, extend to the work of the student as a learner, to the growing numbers of volunteer workers in our society, to the work

of the full-time homemaker, and to work activities in which one engages as part of leisure and/or recreational time.

4. The cosmopolitan nature of today's society demands that career education embrace a multiplicity of work values, rather than a single work ethic, as a means of helping each individual answer the question "Why should I work?"

5. Both one's career and one's education are best viewed in a developmental, rather than in a fragmented, sense.

6. Career education is for all persons -- the young and the old; the mentally handicapped and the intellectually gifted; the poor and the wealthy; males and females; students in elementary schools and in the graduate schools.

7. The societal objectives of career education are to help all individuals: a) want to work; b) acquire the skills necessary for work in these times; and c) engage in work that is satisfying to the individual and beneficial to society.

8. The individualistic goals of career education are to make work: a) possible, b) meaningful, and

c) satisfying for each individual throughout his or her lifetime.

9. Protection of the individual's freedom to choose and assistance in making and implementing career decisions are of central concern to career education.

10. The expertise required for implementing career education is to be found in many parts of society and is not limited to those employed in formal education.

The preceding discussion has focused on the definition and philosophical foundations of career education. Our concern here is with translating these concepts into workable programmatic activities for migrant youth either in a school setting or in a training/education environment. However, without a basic understanding of these concepts, no teacher, counselor, principal, or other program administrator, can hope to implement successful career education activities in their school or program.

Career education should be viewed as a concept rather than a program or series of programs or activities. This is especially important in teaching economically disadvantaged groups, such as migrant children. In the

past, many have been tracked into special classes or vocational training programs. Migrant children should be given the same career options as others in the school environment. Thus, it is important to keep in mind that career education does not mean vocational education. Vocational education is a major part of career education, and its importance should not be diminished. But a clear and present danger exists when the two are equated, particularly in regard to economically disadvantaged children. Studies have consistently shown that the bulk of the enrollment in vocational education programs are predominantly children from lower income families and migrant children usually come from that socio-economic strata.[14] Therefore, it is extremely important that the distinction between career education and vocational education be clarified in order to avoid any semblance of tracking students.

In recent years, career education has progressed beyond the philosophical phase. The Office of Career Education within the U. S. Office of Education has documented a variety of creative approaches introduced by local practitioners.[15] However, of the programs

described in the manual, none dealt with meeting the needs of migrant and/or Spanish-surnamed youth. In addition, little or no research has been conducted to evaluate the effectiveness of such programs. As in bilingual education, very little hard data exist concerning the merits and long-term effects of career education programs throughout the country. This does not mean that because little research has been conducted in this area, programmatic activities should be curtailed. On the contrary, this situation presents a challenge to researchers, administrators, teachers, and counselors.

There are also certain programmatic assumptions to career education.[16] Many of these directly relate to the previously mentioned national objectives for migrant education developed by a committee of State Migrant Coordinators. However, given the educational and social status of migrant children and youth, the needs for migrant children include those of career education, but out of necessity go beyond them. Any new programs developed for migrant youth must incorporate specific needs such as those described by the migrant national objectives.

II. Career Education and Work Experience for Migrant Youth

A. Need for Meaningful Career Education and Work Experience for Migrants

Kenneth Hoyt, Associate Commissioner for Career Education USOE, uses the career development model to further describe career education.[17] He calls this the "process assumptions" of career education and they involve the following:

1. Career Awareness;
2. Career Exploration;
3. Career Motivation;
4. Career Decision-making;
5. Career Entry; and
6. Career Maintenance and Progression

Viewing career education as a continuing lifetime experience, the sequence of these assumptions is directly related to specific age periods of an individual's life span. The distinctions between each phase are not so clear-cut. For example, career awareness involves preschool, family, home, and community experiences and could continue until high school or the first two years of college. Career exploration is again a K-12 experience,

but the most intense activity covers a student's intermediate years (7th to 10th). Career motivation is a family and school process which varies depending on an individual's socio-economic background, his parents' occupations, his life experiences, and his school experiences. Career decision-making occurs for some at an early age (i.e., "I've always wanted to be a doctor"); for some, it comes later in life; for others, it never comes, it just happens by default or the turn of events (i.e., some low income and minority youth). Once a decision has been made, career preparation begins either at the secondary, post-secondary, college, and/or post-graduate level. Career entry and progression then occur for an individual and he takes his rightful role in society and the world of work.

But for economically disadvantaged and/or minority youth, these "process assumptions" raise serious questions about the applicability of career education to their particular situation. For rural youth, especially farm-worker children, the concept of career education would seem as alien to them as the man in the moon. In addition, the youth unemployment problem persists in this country

and appears to be worsening. Minority youth seem especially vulnerable to unemployment and underemployment. To say that career education is the answer to their situation is rather absurd. They come from poor families and breaking out of the poverty cycle seems like an impossible task, considering their limited education and training which result in rather serious barriers to the job market for migrant youth and marginal employment for migrant adults.

To the migrant child who has never been exposed to any other kind of lifestyle, occupation, or economic level, career education would ring a vague and meaningless tone. Those that have been exposed to work experience programs (other than farmwork) at least have a chance of getting out of the migrant stream. However, the difficulties involved in attempting to upgrade a migrant's living standard and/or train him in a particular area are rather formidable and the results nebulous. Although recognizing the importance of work experience programs for youth, it should also be pointed out that they have barely scratched the surface in meeting their many needs. These programs have little impact because:

1. They have limited funds;

2. They affect a small portion of the migrant population, especially youth;

3. Many migrants do not go into jobs for which they were trained;

4. Some migrants do not possess the basic skills required to be trained for a job or to be able to acquire a job after training;

5. Migrants live in economically depressed areas where jobs are scarce; consequently they cannot obtain a job in their immediate locale; and

6. Perhaps more importantly, work experience programs generally do not provide true "career development."

Thus, many work experience programs, while successful in breaking the migrant's lifestyle and providing short-term employment relief, generally do not provide long-term career development among migrant youth. In view of the fact that a large percentage of those in the migrant stream are between the ages of 14 and 20 and many more are under 14, an earnest attempt must be made to reach them before they become permanent members of the migrant stream or suffer the inevitable fate of those

migrants who will be the victims of mechanization and other technological advances in U. S. society.

Because of the farmworker's status in American society, career education, as currently structured, has limited value for migrant children. However, assuming that the career education concept is properly understood by educators, program administrators, and others involved in migrant education, and that these concepts are modified to fit the unique situation of migrant children, then and only then can career education become a viable mechanism for them. If these two conditions are met, then career education for migrant youth can have a significant and long lasting impact on their total career development.

B. Potential Impact of Career Education on Migrant Youth

Those involved in migrant education and/or training must be fully cognizant of the role, scope and definition of career education. Briefly, these include:

1. Career education is a concept that encompasses more than an educational or program setting;

2. Career education cannot be used as a "tracking device" for minority and/or disadvantaged children;

3. Career education is not synonymous with vocational education; however, vocational education is an integral part of career education;

4. Career education is meant to provide migrant children with a wide range of possible career choices, including professional careers;

5. Occupational guidance and counseling at all levels form a vital part of career education;

6. Career education encompasses more than a K-12 curriculum; it includes pre-school experiences, formal education, and is a continuing lifetime process;

7. Career education should be infused into all

subject matter, relating school work to the world of work as much as possible; and

8. Career education cannot succeed unless it is a top priority of educational and training programs and has the support of the administrative staff.

In addition to understanding and supporting career education philosophy and concepts, those concerned with providing total career development to migrant youth should be aware of the special circumstances of farmworkers: their lifestyles, their experiences, their needs, and their problems. It should be realized that the migrant child will not fit perfectly into the career education model; rather, the migrant child should be taken at his present level of development and introduced to career education concepts on his own terms. For example, while most students go through career awareness early in their school years, migrant children might not have gone through this phase at all. Migrant youth enrolled in CAMP programs ordinarily are exposed to career awareness during their first year of college. What is provided to them during that first year should have been a regular part of their secondary school curriculum in earlier years.

However, career education can be used to further the educational and training experiences of migrant youth. By focusing on their total career development, school systems, kindergarten, college, and special programs concerned with migrant youth can have a positive impact in diverting farmworker children away from their yearly treks and into a meaningful, rewarding, and enriching career and lifestyle. Lifestyle is emphasized here because the kind of job that a person has to a large extent determines his "lifestyle." The migrant farmworker and his family, for all practical purposes, have experienced only one lifestyle and one occupational choice. Thus, the challenge for career education, with its avowed goal of "meeting the needs of special groups" is clear-cut in regard to migrant youth. How can these concepts be successfully applied to an economically disadvantaged, mobile population with rural orientations and limited educational and training experiences?

It should be recognized that the migrant child possesses several strengths as well as weaknesses. He is inculcated with the work ethic out of necessity; he is more widely traveled than his non-migrant counterpart;

he has been exposed to many more "life experiences" than another young person his age; work is a reality to him; he is generally a resourceful person; given the right kind of stimulus, he can assume leadership roles; and finally, migrant youth, like all youth, have high aspirations and expectations. William P. Kuvlesky, a noted authority on social and occupation mobility of disadvantaged rural youth, maintains that such youth do not differ from other youth in regards to future orientations.[18] The question here then is how can more migrant youth attain upward social mobility in a society which has traditionally created barriers for them?

The answer to that question lies in the proper implementation of career education concepts to the migrant farmworker population in this country. This process can be facilitated by: (1) providing career awareness and exploration activities at an early stage of their development; (2) providing adequate career decision mechanisms before his options are narrowed or closed; (3) providing career motivation throughout his development; (4) providing non-discriminatory career entry opportunities; and (5) providing equal opportunity

in their career progression in such a way to enhance their occupational and social mobility.

The following section briefly examines general types of programs and/or approaches that have been used in migrant education. It more specifically focuses on several migrant programs which exhibit strong career education components and could be looked upon as possible models for providing migrant children with an equal educational opportunity to enable them to not only break the migrant lifestyle, but to participate in the economic mainstream of American society.

C. Programs Serving Migrant Youth

It is not the intent of this report to detail each and every program serving the migrant farmworker. For information regarding migrant projects, the reader is referred to the Juarez-Lincoln National Migrant Information Clearinghouse located in Austin, Texas.[19] However, a brief description of the types of programs provided migrant farmworkers and their children is in order, along with a more detailed examination of those programs directly concerned with migrant youth.

Initially, the educational system tolerated migrant children until they dropped out of school. School systems did not take seriously the educational needs of these youth and once they left school, they felt they had done their duty. Consequently, most migrant youth, unable to meet state attendance laws or other such provisions, rarely went beyond the sixth grade. Those that made it through the middle school years fell by the wayside before entering high school.

In recent years, federal, state, and local agencies realized that migrant youth did have special educational needs and problems. Thus, a variety of programs were

initiated to meet those special needs. At the local levels, school districts developed pre-school migrant programs, enrichment programs for migrant children in grade K-12, summer school programs, and inter-state cooperation projects to insure that migrant youth continue their education on a continuous basis. The Uniform Migrant Transfer Record System has served to establish quick access to migrant students' educational and medical records, enabling them to continue their education with a minimum of red tape and wasted time.[20] Bilingual education, out of necessity, has been incorporated into most of the programs which serve the Spanish-speaking migrant. An excellent example of inter-state cooperation is the Texas Child Migrant Program.[21] Today, twenty states participate in this project. The Child Migrant Program provides sequential educational experiences and special assistance for farmworker migrant children.

The U. S. Department of Labor has sponsored a variety of manpower training programs for migrant farmworkers, the most notable being the National Migrant Worker Program (NMWP). This program was created in June 1971 to

provide comprehensive manpower and supportive services to migrant farmworkers and their families which will enable the migrant worker to secure full-time employment.[22] The program serves both in-stream and home-based migrants and assists in relocation efforts. By the very nature of its activities, NMWP programs are faced with formidable obstacles in attempting to provide career redirection to a number of migrant families. It remains, however, a commendable effort in migrant family relocation. Other programs provide actual job experience for migrant youth in a variety of occupational areas. A good example of this is the Learn and Earn Program in Florida.[23]

There are two migrant programs which merit special consideration because of their orientation toward serving migrant youth and their utilization of successful techniques in educating and guiding such youth. These two programs seem to have the greatest implications for career education at this time due to their unique program design and application of strategies in preparing migrant children for a meaningful role in the labor market. A brief description of these two programs follows.[24]

The High School Equivalency Program (HEP) was initiated in 1967 to assist school dropouts (17-24) from

migrant families. HEP is currently operating in sixteen college campuses throughout the country. Students receive individually designed instruction, counseling/ guidance services, and a small stipend while living on campus. Although obtaining a GED is one of the goals of HEP, the major focus is on the placement of the student into college, an advanced post-secondary vocational training program, or directly into a job. HEP has been nationally recognized as a viable program because it offers the farmworker the opportunity to enter the labor market at a higher level, either through his GED or other post-secondary training.

The College Assistance Migrant Program (CAMP) is designed to assist seasonal and migrant farmworkers in obtaining post-high school education. Presently there are four CAMP programs throughout the country serving migrant youth. CAMP programs are generally situated on college campuses and students have access to all the regular services of the sponsoring university. The program also provides for retruitment of participants, pre-college orientation, counseling and guidance services, individual tutoring, financial assistance, health services,

summer enrichment and employment programs, placement, and followup. Like HEP, CAMP has proven to be more successful than other OJT or manpower migrant programs primarily because the better jobs result from academic and/or occupational post-secondary education. These programs have shown that given an opportunity, migrant youth can succeed at the post-secondary level and proceed to more rewarding and/or better paying jobs in a labor market that has historically discriminated against them.

Although HEP serves school dropouts and CAMP is primarily a college-oriented program, their clientele have similar characteristics and the two share several programmatic commonalties: (1) students live in a campus environment, and (2) both have strong counseling and guidance components focusing on the total career development of the student. Is the later trait that makes these programs relatively successful in assisting migrant youth to reach a higher educational level and to obtain better paying jobs. The general approach used by HEP and CAMP programs throughout the country should be thoroughly examined for use as potential models in secondary school settings and other programs serving migrant youth. Special

emphasis should be placed on the career development components of these two programs.

In conclusion, no migrant program currently in operation has a comprehensive career education program (as defined here). There are, however, many migrant programs with career education components. In some, career education concepts are manifested in the curriculum; in others, such concepts are part of the counseling and guidance division; others exhibit strong career education concepts in their community and home-based activities. When the administrators of a migrant program positively endorse the concept of total career development, these programs usually have strong career education thrust in several areas: instruction, curriculum, counseling, etc.

There are also many work experience programs for migrant youth. These programs are characterized by a strong pre-vocational or job orientation course. In addition, the curriculum is usually related to the jobs that are held by these migrants. Migrant job training programs have these same characteristics. Training, instruction, and guidance are all geared towards the type of job the client will eventually enter.

There are certain elements of career education that, in the opinion of this writer, can have greater effect on migrant youth. These include career counseling and guidance, government, business, industry, and labor input, and community and parent involvement. Other elements of career education are also essential, but given the unique and special problems of migrant youth these components are of utmost importance.

Perhaps the key to the total career development of migrant yough lies in the counseling and guidance realm. Migrant youth need to be given a realistic variety of options at their point of entry into the world of work. It is obvious that for most youth who left school before obtaining a high school diploma, a college education and a white collar job are not within their range of possibilities (except for a fortunate few). However, for the youth person who is still in school, a number of career alternatives should be open to him: a skilled job after graduation from high school, post-high school training in an academic or vocational two-year community college, a college education, a business of his own, and other similar alternatives available to all youth.

Migrant children also need to be exposed to "role models" early in their school experience, especially those in the professions. This can be done by involving persons and other resources (other than school and home) from the community at large. It should be stressed that career education is a total effort. All components need to be integrated in order to produce a learning environment which will enable the migrant child to have a wide range of career options. Assuming that artificial barriers are removed from the labor market in order to facilitate career entry and progression, career education will be a vital aspect of migrant education. The following section concerns itself with implementing strong career education concepts in the public schools and other settings which involve migrant children in a learning and/or training situation.

III. Implementing Successful Career Education Programs for Migrants in a School or Training Environment

A. Setting

No program can be successfully operated or implemented without a dedicated core group of interested personnel who have established a sound communication system among themselves. Before any attempt is made to implement career education concepts in a school setting or in program setting, career education philosophy, concepts, and goals must be fully understood by those who plan to introduce it into a school or program setting. It is then the task of this group to present or "sell" career education as a vehicle by which migrant and other children can be exposed to a number of career options and be given the basic social, personal, academic and/or vocational competencies to pursue a career for which they have both an interest and aptitude.

In many minority communities, the introduction of career education concepts will in itself be a formidable undertaking. It is therefore imperative that all efforts be geared toward removing any myths and misconceptions that might exist about career education and vocational

education, both within the school setting and in the community at large. Career education concepts must be presented in such a manner so as to not be construed as another "tracking" device for low income, minority, and/or migrant children. If any reservations about the introduction of career education concepts into a school or program setting exist, then the probabilities of success will be minimized.

It is also important that an assessment of the educational environment be made to determine (1) the current status and quality of instructional, counseling, and administrative services, (2) the specific needs of the students and/or clientele, and (3) the priorities as seen by those within the system to be affected. Career education concepts must then be related to those expressed needs and priorities and career education itself should become a primary educational objective within the school or program setting.

Because of the unique characteristics and specific needs of migrant children, career education becomes more of a challenge to those involved in migrant education. For example, many migrant children live in

rural or semi-rural areas of the country where jobs, and consequently career options, are limited. Therefore, counseling and guidance services should be geared toward informing migrant youth about career opportunities in other locales. At the same time, they must acquire skills which will enable them to compete for those available jobs and careers. Verbal communication skills should be a primary goal, but job-hunting skills are equally important. The important considerations to keep in mind when dealing with migrant youth are (1) that they be exposed to a wide range of career alternatives; (2) that they be provided with the basic skills necessary to compete in the existing labor market, and (3) that they acquire adequate decision-making capabilities especially in regard to careers.

There are several critical factors in implementing viable career education activities in migrant settings. Primarily, career education concepts must be fully understood by the instructional, counseling, and administrative staffs as well as by the community at large. This can be accomplished through intensive in-service training activities for school/program personnel

and a well executed community public relations campaign which focuses on those to be more directly affected: the minority community and parents in particular. Secondly, any career education activities must have the cooperation and assistance of individuals, groups, and organizations at all levels. Thirdly, career education concepts should be infused into all instructional activities with implementation based on the specific needs of the community. Perhaps central to the career education thrust is the guidance and counseling component. It is in this area that innovative and diversified techniques are most needed, especially for the migrant child who has experienced or been exposed to no other lifestyle or occupational model.

B. In-Service Training and Supportive Services for Teachers, Counselors, and Program Administrators

In-service training activities are vital to the successful implementation of career education concepts in any setting. In a migrant setting, these activities are mandatory. It is essential that program directors and "instructional leaders" (i.e., superintendents, principals, supervisors, federal program coordinators) be an integral part of all in-service training relating to career education. If instructional leaders do not see career education as a viable educational mechanism for migrant children or if he/she does not understand the basic goals of career education, then chances are that career education will have little or no visibility in their school or program setting. As in all school activities, however, the classroom teacher is the major variable in any undertaking. The counselor, on the other hand, should serve a two-fold purpose: (1) assist the classroom teacher in providing career guidance activities within the classroom and (2) assist the student in making realistic career decisions by being well informed about all types of occupational information. Counselors can serve as links between the school and the community.

The primary objective of career education is to establish a direct relationship between school and the world of work, thus easing the difficult transition period experienced by the student. This, however, is easier said than done. If a staff is able to visualize, or even internalize this relationship, it would facilitate the introduction of career education. Intensive in-service training with regular followup sessions is perhaps the best way to initiate a strong career education component in an educational or training environment. The topics listed below would serve as guideposts during the preliminary in-service training sessions. This is by no means an exclusive list.

1. Introduction to career education concepts: philosophy, objectives, and implementation techniques;

2. Role of career education in migrant instruction;

3. Role of vocational training in a migrant setting;

4. Work experience programs and career education;

5. Infusing career education concepts and activities into classroom and program settings;

6. The role of counseling/guidance in career education for migrant youth;

7. Manpower and labor market analysis in rural settings (The needs of migrant youth cannot be met without a comprehensive knowledge of local, regional, state, and in some cases national manpower and labor market requirements);

8. Model program descriptions (HEP & CAMP);

9. Intra-and inter-state activities for migrant youth; and

10. Bilingual/bicultural concepts for non-English speaking migrant youth.

The topics listed above are suggested as points of departure only. There will be regional variations in needs and priorities, given the diversified nature of migrant children. All career education in-service activities should be related to the objectives of migrant education as listed earlier in this report. The importance of such in-service training and other appropriate supportive services cannot be overstated; without these activities and without the involvement of all instructional personnel, career education for migrant youth will never become a

reality. The next section focuses on specific types of programmatic concerns and efforts which can have a significant impact on the career development of migrant youth.

C. Types of Career Education Programs and Activities for Migrant Youth

The primary function of career education is to promote the total career development of migrant youth. Career education concepts, however, must be compatible with the immediate and long-range needs of migrant children. These include the following:

1. Improving the basic academic and vocational skills of migrant youth;

2. Improving the migrant child's communication skills, especially his verbal abilities in order to promote better group interaction skills;

3. Improving a migrant child's self-image;

4. Providing continuity of instruction; and

5. Expanding the occupational and career horizons of migrant youth to enable him to break away from the vicious migratory cycle.

It is strongly recommended that those persons in migrant education operate in conjunction with those involved in career education at the local, state, and national levels. Without such a joint effort, the impact of the suggested approaches discussed below will be limited. In fact,

without a cooperative effort among all concerned school and community individuals, any career education efforts will be futile.

1: Career Counseling and Guidance

It should not be inferred here that career guidance is the exclusive domain of the counseling staff. On the contrary, career guidance falls within the jurisdiction of all school personnel -- teachers, administrators, and counselors -- and the community as well. Traditional counseling and guidance techniques have not been very successful in migrant settings. Therefore, it is imperative that different types of counseling/guidance be undertaken. Peer counseling should be encouraged where feasible and the use of counselor aides (both migrant and non-migrant) should be increased. One of the most promising counseling/guidance techniques is the career group guidance approach.

Group guidance techniques appear to be a most appropriate approach for migrant youth especially at the junior and senior high levels. Properly structured group guidance sessions in a school or program setting serve a variety of functions. In addition to providing career exploration and information opportunities, group guidance activities can strengthen a student's career planning and decision-making capabilities. At the same time, they

are provided with instant, feedback from the group leader and their own peers. This type of activity is an excellent way for the migrant child to develop his verbal communication skills in a non-threatening group environment while expanding his knowledge of available career alternatives. Since most students make decisions at the eighth or ninth grades as to which program they intend to follow (i.e., college preparation, vocational training, general preparation), the thrust of guidance activities should focus on career awareness, career exploration, and information about careers. Positive attitudes toward work and the world of work can be further developed at this stage.

At the high school level, career guidance activities can include additional career information, self-awareness units, and job orientation courses.[25] Although structured group instruction can continue to be a strong vehicle for career guidance, emphasis should be placed on providing students with a variety of career options and preparing them for realistic and viable occupational roles in society based on their interest and aptitudes. Where feasible, group guidance activities should be supplemented by as much one-to-one counseling

as possible. The counseling/guidance components of programs such as HEP and C MP should be carefully scrutinized to see if they can be applied (with modifications) to secondary school or other program settings.

The major goal of a career guidance approach should be to develop curriculum content which relates to both the affective and cognitive needs of the migrant student and to design the content so as to be easily integrated into a total counseling program. This approach would not only do much to ease the counselors' workload, but it would also provide a greater number of migrant students with career guidance services. The development of a career group guidance program for migrant students should revolve around the following objectives:

1. To acquaint the students with the broad range of career alternatives available in the labor market and inform them about the educational and/or training required in pursuing such a career;

2. To assist the student in making an adequate and realistic self-appraisal with regard to his post-high plans regardless whether those plans include college, occupational training, or getting a job;

3. To familiarize the student with employment opportunities available to him at the local, regional, state and national level;

4. To provide the student with job orientation and job seeking skills in order to facilitate entrance into the labor market;

5. To improve the students' interpersonal relationships, both social and work related;

6. To provide a setting where the student can develop problem-solving and decision-making skills;

7. To relate the student's current school, social, home, and work experiences to the world of work;

8. To improve the verbal interaction skills of migrants (especially Spanish-speaking students), and to assist them with any language or cultural difficulties they might possess or encounter in a school or work environment;

9. To familiarize the students with the availability of community resources; and

10. To motivate students to stay in school until they graduate.

Although the process prescribed here for imparting career development skills is through the use

of small, task-oriented groups, provisions should be made for other methods which will enhance the total program. Individual counseling remains an essential component of guidance activities, especially in regard to migrant youth. Field trips, guest lecturers, the use of role models, and other such activities should be encouraged in order to provide a well balanced guidance program. And as mentioned earlier, career guidance involves all school and/or program personnel from the classroom teacher to the top instructional leader and extends into the community and home.

2. Use of Role Models in Migrant Settings

It is extremely important that migrant children be exposed to a wide variety of "role models" at an early stage of their educational development. Migrant children need to "see and hear" persons like themselves who are doctors, lawyers, businessmen, civil servants, carpenters, auto mechanics, electricians, salespersons, etc., in order to fully appreciate the diversity of occupational choices in the labor market. This is particularly important for those children who have not been formally or informally exposed to lifestyles other than those found in the migrant stream. This type of activity should be a continuing K-12 experience utilized by teachers, counselors, and administrators. Role models can be particularly effective in motivating and stimulating career development among migrant and low income children.

A by-product of using community role models in a school or program setting is the link that is established between the educational/training institution and the people in the community. If properly approached and used, resource persons in the community will be more than willing to invest an hour or two of their time with migrant

youth. School administrators and program directors must fully support this effort and encourage an aggressive policy on the part of their staff in recruiting role models for the classroom. Also, role models should represent a wide spectrum of individuals and occupations so as to lend dignity and worth to all career choices.

3. Participation in Extracurricular Activities: School and Non-School

Career education is not limited to school or classroom experiences. Many times, hobbies and other outside interests become a person's livelihood mainly because he enjoys doing those things. The migrant child, however, cannot participate in extracurricular activities because of time or financial constraints. As with most low income youth, economic pressures at home force him to start working at an early age. Migrant children, therefore, are excluded from participating in athletic, music, or artistic endeavors; their involvement in other school activities or clubs is often nil.

A special effort should be made to encourage migrant participation in these types of activities. If migrant children are in vocational programs, then they should become part of vocational clubs and cooperative education programs, as these activities often provide avenues for group functions and work-study opportunities. If they are in music classes, band and choir are possible activities. Athletic competition is an excellent school extracurricular activity for migrant youth, as it brings

them into contact with other students and promotes their physical well-being, an activity which can have a lifetime carry-over effect. Out in the community, migrant children can be encouraged to join scout organizations or other such activities.[26] Junior Achievement Programs are an excellent vehicle for young persons to learn about rewarding business or business related career opportunities.

These are but a few examples. Migrant children should be encouraged to participate in all types of extracurricular functions, both school and non-school. Such experiences are essential to the career and personal development of all children, and migrant children should receive equal opportunities to participate in them.

4. Work Experience Programs

Work experience programs serve a useful role in a school or program structure. These types of programs would be more useful in a secondary school or in programs designed to assist needy migrant youth who have dropped out of a school and need to learn a skill and earn a living at the same time. Cooperative work-study programs such as Distributive Education, Vocational Office Education, Industrial Education, and other such activities should be made more readily available to the migrant child. Generally, work experience programs are more effective when they complement other aspects of a program. For example, in the HEP and CAMP programs, work experience is one of the several options available to the students. Work experience is used as a means of exposing a young person to the world of work and at the same time provide a much needed source of income.

However, work experience programs should not exist solely to provide migrant youngsters with a job or to keep them "busy" without their learning a skill. Any work experience provided should ideally complement their other learning activities to help promote his/her total

career development. Although skills training is an essential part of work-experience programs, their classroom activities should provide students with competencies in verbal and written communication, mathematic skills, and other basics which will enable the migrant youngster to compete in an open labor market. The development of proper motivation and attitudes toward work, decision-making skills, and other career orientation activities should be concomitant objectives in a pre-vocational guidance component.

Work experience programs should strive to provide migrant youth with career awareness and progression opportunities rather than with dead-end jobs. It is essential that work experience programs give full consideration both to labor market opportunities and the mobility patterns of the migrant youth they are serving. If such youth are to be trained for jobs for which there is no demand, then any work experience activity will be counter-productive.

5. Inter-state Career Education for Migrant Youth

Perhaps the key to coordination of career education activities lies in establishing effective inter-state links among states in which there is heavy migration from one state to another. One very promising initial effort is currently underway between Texas and Washington states. At a preliminary meeting in McAllen, Texas during the 1975 National Migrant Conference, the state directors for both career and migrant education discussed ways in which to provide unified career education experiences to migrant youth traveling from Texas to Washington.[27] Also to be involved in the cooperative venture are representatives from the USOE Career Education Office and the USOE Migrant Office. The major objectives of this venture are to develop integrated career education goals and curricular materials which will result in continuous career education experiences for migrant youth. Although the difficulties in developing sequential experiences for youth migrating from Texas to Washington (or any other state) are formidable, it is the one strategy which can have the most significant impact on migrant youth in this country.

The most single important component of this cooperative venture is teacher in-service component for those to be involved in this proposed inter-state migrant education cooperative. Plans call for in-service training to take place at regular intervals during the project. In addition to development of curricular materials, many of the topics listed earlier would more than likely be included in the teacher training activities. It is anticipated that once basic career education competencies are identified in participating states, the migrant child's progress will be monitored by the Migrant Student Record Transfer System. However, the groundwork for setting career education as a top priority needs to be established and much more needs to be done in the area of inter-state cooperation before this becomes a reality. It is encouraging, nevertheless, to see such initial steps taken by inter-agency, inter-state personnel involved in career and migrant education.

The implementation of successful career education concepts in a migrant setting hinges on the positive acceptance of career education as a vehicle by which the total social, personal, and career development of a

migrant student is enhanced. Intensive in-service training for administrators, counseling personnel, and teaching staff is a crucial factor in the implementation activities. As career education programs in migrant settings are established, a variety of curriculum materials will begin surfacing. Yet to be developed are "career education specialists" sensitive to the needs of minority, migrant, and low income children. Hopefully, these too will emerge as career education concepts are more readily accepted and made operational in educational and training situations. The thrust of any program for migrant youth should be on providing continuity of instruction in all areas, including career education.

IV. Summary and Conclusions.

Although there is no doubt that the concept of career education is an excellent mechanism whereby all students can become better prepared for a rapidly changing society, there are certain precautions that should be highlighted in regard to career education and groups with special needs, such as migrant farmworkers. The public, as well as some school personnel, are still confused and uninformed about career education. Many educators still do not understand the underlying concepts of this approach nor its complications. Some segments of the minority community feel that career education is just another attempt to circumvent minorities into vocational and non-college bound programs which will perpetuate the labor force woes of minorities in this country. The current push by the U. S. Office of Education and its state counterparts to make career education a priority in the educational process is commendable, but it should be realized that because of the above deficiencies, a large gap exists between theory and practice. Local practitioners are sometimes not as sophisticated in implementing career education concepts in their programmatic settings

and even less capable of adapting such concepts to groups with special needs as national mandates often fail to provide states and local entities with adequate money and/or supportive services.

Career education should not be a blanket approach for all youth in American society. By differentiating among sub-groups in society and focusing in on their special circumstances, career education concepts can be modified and adjusted to their special needs and problems. For example, the call for career education was an indirect result of the need for more technical workers and less college educated persons. If this is interpreted as a mandate to increase vocational education programs and gear counseling in that direction for all students, then minority students, including migrants, will most certainly continue to occupy low paying and "marginal" jobs which offer little or no upward career mobility. Thus, career education must remain flexible in order that it may be adapted to meet the needs of those groups with special problems. Geographic, socio-economic, cultural, and other variations must be taken into account in implementing career education programs in all settings. The goal of

the career education movement should not be to perpetuate past educational and labor market inequities, but rather to provide a wide range of career options which will maximize equal employment opportunities for all youth.

In order to insure that career education is made meaningful and relevant to groups with special needs such as migrants, a number of tasks must be accomplished. Primarily, all activities must focus on the continuity of instruction provided a migrant child, with the major thrust being on the total career development of the individual. Career exploration and awareness activities should be provided at an early stage of development and be continued throughout the migrant child's educational process. Career motivation must be a concurrent function not only of the school or program setting, but of the community as well. Inculcating positive school and work attitudes can be attained by showing the migrant child that there is a definite relationship between his learning experiences and the world of work. Mechanisms for providing the migrant child with adequate career decision-skills should be imparted before his/her career alternatives are narrowed or closed. Implicit in this activity

is the application of counseling/guidance techniques which allow for social and personal development at an earlier stage of the migrant child's educational process. Career education in a school or program setting can be considered successful if it accomplishes these basic functions. But opening doors to a better future is only the beginning.

Recognizing that career education is a lifelong process, certain other observations concerning migrant youth must be considered. Non-discriminatory career entry opportunities should be provided such youth. Education and/or training skills will be of no value to them if they are not given the chance to utilize them in a meaningful and rewarding manner. The labor market structure, once it has absorbed these young people, must also provide equal opportunity in their search for occupational and social upward mobility. Without adequate career progression mechanisms, migrant and other disadvantaged minorities will continue to occupy the lower rungs of the labor force structure. In summary, career education concepts must be made viable from the earliest school experiences and continued throughout an individual's

lifetime to enable the individual to take advantage of future work/career opportunities as they arise in his/her lifetime. For many migrants, the future is now as their jobs are increasingly being mechanized.

Implications of Career Education for Migrant Youth

It is clear that career education can have a positive impact on the educational process of the migrant child if the role of career education is properly understood and implemented. Adopting career education concepts to the migrant and low-income child will no doubt be a formidable undertaking. Therefore, it will be essential that planning activities include intensive in-service training for all personnel involved in migrant education and that adequate provisions are made to insure followup technical assistance during the implementation stages. Continuous interaction among teachers, administrators, counselors, and the community should result in critical self-evaluation which will strengthen ongoing programs and provide direction to the total career education thrust. This same interaction should take place among all states involved in such ventures to provide as much uniformity and continuity of instruction as possible to the migrant child.

While it is apparent that career education will have many benefits for migrant youth, its implications go much beyond migrant education. Dr. Kenneth Hoyt,

Associate Commissioner for Career Education, is convinced that career education holds great promise for meeting the needs of low-income, minority and inner-city youth. Says Dr. Hoyt:

> If, as a nation, we committed ourselves to career education for such youth, it would pay big dividends both in terms of bringing personal meaning and meaningfulness to their lives and in terms of bringing benefits to the larger society. Career education is a winner. We should not abandon its implementation simply because formidable problems need to be solved. The best way to begin is to begin. And I think that we should. . . .[28]

Given the rapidly changing nature of technology and society in this country and throughout the world, the career education approach can help prepare all young people to cope with an increasingly industrialized civilization which can only get more complex. It is also a concept that has the potential of insuring that less fortunate individuals be given an equal opportunity to participate and share in the economic and social mainstream of their society.

FOOTNOTES

1. Cortez, Michael E., 1975: p. 114.

2. "Special Farmworker Survey," p. 1-2.

3. Cortez, Michael E., 1975: p. 113.

4. As defined by the Rehabilitation Services Administration, U. S. Department of Health, Education, and Welfare.

5. See "Report on the Department of Labor Farmworker Task Force," 1973: pp. 136-137.

6. HEP is a high school equivalency program for migrants and school dropouts. There are sixteen such programs in operation across the country and in Puerto Rico.

7. CAMP is a college assistance program for migrant high school graduates or GED holders. It currently operates in four college campuses in the country.

8. Mattera, Gloria and Eric M. Steel, 1974: pp. 7-8.

9. Schulman, Sam, et. al., 1973: p. 45.

10. "The Mexican American: A New Focus in Opportunity," 1968: p. 75.

11. "Manpower Report of the President," 1975: p. 32.

12. "An Introduction to Career Education," 1974: pp. 1-2.

13. Ibid., pp. 4-5.

14. Schulman, Williams and Guerra, 1973, and Guerra, Roberto S., 1974.

15. "Creative Approaches in Career Education," 1975.

16. See "An Introduction to Career Education," 1974: pp. 5-8 for a comprehensive overview of these assumptions.

17. Hoyt, Kenneth B., 1974: pp. 5-8.

18. Kuvlesky, William P. and Juarez, Rumaldo Z., 1974: p. 43.

19. The NFIC is one of two major components of Juarez-Lincoln University. NFIC is concerned with coordinating all information regarding social services programs for migrants on a national basis.

20. See Mattera, Gloria and Eric M. Steel, 1974: pp. 11-15 for a good description of this system.

21. Texas Migrant Labor, Annual Report, 1974: pp. 27-28.

22. "Report on the Department of Labor Farmworker Task Force," 1973: pp. 57-59.

23. "Learn and Earn," Florida Migratory Child Compensatory Program, n.d. For examples of other migrant programs, see Appendix A.

24. For a more detailed description of these programs see "An Analysis: Program Profile of Texas HEPs and CAMPs," June 1975.

25. See "The Group Guidance Program: A Career Guidance Program: A Career Guidance and Job Placement Program for Secondary School Youth," 1973.

26. Interview with Javier Banales, Director, Girl Scout Migrant Communities Project, San Antonio, Texas.

27. "Texas Child Migrant Program: Thirteenth Annual Workshop," October 9-11, 1975. McAllen, Texas.

28. Hoyt, Kenneth B., 1974: p. 12.

APPENDIX A

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22. Texas Education Agency. "A Career Education Learning System." Austin, Texas: Division of Program Planning and Needs Assessment, May 1975.

23. Texas Education Agency: "An Administrative Guide for Programs for the Education of Migrant Children:" Austin, Texas (Migrant and Pre-School Programs), January 1975.

24. Texas Education Agency. "Annual Report of the Texas Child Migrant Program, ESEA, Title I 1973-1974." Austin, Texas: Division of Evaluation, November 1974.

25. Texas Education Agency. "Handbook for a Parent-School-Community Involvement Program:" Austin, Texas: Migrant and Pre-School Program, January 1974.

26. Texas Education Agency. "Priorities of the State Board of Education," Austin, Texas: August 1975.

27. Texas Education Agency. Texas Child Migrant Program: Austin, Texas (Migrant and Pre-School Programs), February 1974.

28. "The Arizona Migrant Story," Arizona Department of Education (Division of Migrant Child Education), n.d.

29. "The Group Guidance Program: A Group Career Guidance and Job Placement Program for Secondary Youth," Vocational Guidance Service: Houston, Texas. June 1973.

30. "Title I Migrant Education Program," Education Briefing Paper (U.S. Office of Education), May 1975.

31. "Toward Quality Education for Mexican Americans," Report VI: Mexican American Education Study, A Report of the U. S. Commission on Civil Rights, February 1974.

APPENDIX B

LIST OF PERSONAL AND TELEPHONE INTERVIEWS

1. Adame, Heriberto. Data Collector, National Farmworker Information Clearinghouse, Juarez-Lincoln University: Austin, Texas. Porsonal interview.

2. Arispa, Eddie. Migrant Coordinator, Texas Good Neighbor Commission: Austin, Texas. Personal interview.

3. Balboa, Arnulfo. Consultant, Texas Education Agency: Austin, Texas. Personal interview.

4. Banales, Javier. Director, National Girl Scout Migrant Communities Project: San Antonio, Texas. Personal and telephone interviews.

5. Binder, Eugene. Director, St. Edwards University CAMP Program: Austin, Texas. Personal interview.

6. De La Rosa, Raul. Washington State Migrant Director: Sunnyside, Washington: Personal interview, McAllen, Texas.

7. Echazarreta, Ramon. Registrar, St. Edward's University: Austin, Texas. Personal interview.

8. Garcia, Lauro. Director, Manpower, Education and Training (MET): Laredo, Texas. Personal interview.

9. Garcia, Raul. Assistant Professor of Philosophy and former CAMP counselor, St. Edward's University: Austin, Texas, Personal interview.

10. Gomez, Severo. Texas Education Agency, Director of Programs for Special Populations: Austin, Texas. (Texas-Washington Project Workshop, Thirteenth Annual National Migrant Conference, October 10, 1975, McAllen, Texas)

11. Gonzalez, Rosa. Counselor, St. Edward's University CAMP Program: Austin, Texas. Personal interview.

12. Hardy, Jackie. Counselor, St. Edward's University CAMP Program: Austin, Texas. Personal interview.

13. Hernandez, Emilio. Manpower Coordinator, Val Verde County: Del Rio, Texas. Personal interview.

14. Herrera, Leo. Assistant Director, St. Edward's University CAMP Program: Austin, Texas. Personal interview.

15. Ice, Alton. Executive Director, Advisory Council for Technical Vocational Education in Texas: Austin, Texas. Personal interview.

16. Jimenez, Hector. Director, Texas Migrant Council. Eagle Pass, Texas. Personal interview.

17. Lutz, Dick. Washington State Career Education Director. Personal interview and telephone conversation.

18. Perez, Rick. Texas Education Agency Migrant Division: Austin, Texas. Personal interview.

19. Rambo, Walter. Texas Education Agency, Director for Career Education: Austin, Texas. Personal interview.

20. Resendez, Ignacio. Washington State Supervisor, Migrant Education Identification and Recruitment Program: Sunnyside, Washington. Personal interview, McAllen, Texas.

21. Rivera, Vidal A. Chief, Migrant Program Branch (U.S. Office of Education, Washington, D.C.). Telephone conversation.

22. Rodriguez, Joaquin. Governor's Office of Migrant Affairs: Austin, Texas. Personal interview.

23. Rosales, Raul. Assistant Professor of Education, University of Houston and former HEP Director (University of Houston). Personal interview.

24. Turkington, Keith. Pan American University, Division of Allied Health Professions and former Director of Group Guidance Program. Personal interview, McAllen, Texas.

25. Valdes, Hugo. HEP Director, University of Houston: Houston, Texas. Personal interview.

APPENDIX C

BASIC RESOURCE DOCUMENTS ON CAREER EDUCATION

December 1974

During the past few years, a wealth of literature has emerged on the topic of career education. This literature includes conceptual papers, books, journal articles, teaching guides, sample instructional materials, abstracts of newly initiated pilot and demonstration projects, progress reports from ongoing projects, evaluation reports, research studies, etc.

Several basic resource documents have been prepared in an attempt to bring various segments of this growing body of literature under bibliographic control. A number of these basic resource documents have been entered into the ERIC System and are now available from the ERIC Document Reproduction Service.

Attached is a list of the basic resource documents on career education which are now available in the ERIC System. In many states, free access to ERIC Collections is available through the state department of education a and/or university libraries. In such states, an individual needs only to cite the "ED" number of the document desired and it can be retrieved from the ERIC Collection maintained by the state or by a university.

Individuals who do not have ready access to a state-maintained ERIC Collection can place direct orders for ERIC documents from the national ERIC Document Reproduction Service. A microfiche reproduction of an ERIC document costs 76 cents (plus postage). A full-size hard-copy reproduction of the document costs $4.43 per 100 pages (plus postage). An order should specify the "ED" number of the document desired, should state whether a microfiche or a hard-copy reproduction is wanted, and should include a check, money order, or official purchase order. Orders should be addressed to:

ERIC Document Reproduction Service
P. O. Box 190
Arlington, Virginia 22210

Attachment

BASIC RESOURCE DOCUMENTS ON CAREER EDUCATION

1. Bailey, Larry J. Facilitating Career Development: An Annotated Bibliography, I. Springfield, Illinois: Illinois State Board of Vocational Education and Rehabilitation; July 1970. (ED-042-217)

2. Bailey, Larry J. Facilitating Career Development: An Annotated Bibliography, II. Carbondale, Illinois: Southern Illinois University; February 1974. (ED-092-674)

3. Begle, Elsie P. Career Education: An Annotated Bibliography for Teachers and Curriculum Developers. Palo Alto, California: American Institutes for Research; January 1973. (ED-073-297)

4. Herr, Edwin L. Review and Synthesis of Foundations for Career Education. Columbus, Ohio: Ohio State University; March 1972. (ED-059-402)

5. High, Sidney C. and Linda Hall. Bibliography on Career Washington, D.C.: U.S. Office of Education; May 1973. (ED-079-554)

6. High, Sidney C., Nancy Rhett, and others. Abstracts of Research and Development Projects in Career Education Supported Under Part C of the Vocational Education Amendments of 1968. Washington, D.C.: U.S. Office of Education; June 1972. (ED-063-520)

7. High, Sidney C., Joyce Cook, and others. Abstracts of Exemplary Projects Supported Under Part D of the Vocational Education Amendments of 1968. Washington, D.C.: U.S. Office of Education; November 1971. (ED-060-189)

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9. Indiana Career Resource Center. Resources for Career Development. South Bend, Indiana: Indiana University; 1972. (ED-075-637)

10. Lakeshore Technical Institute. K-14 Career Education Multi-Media Catalogue. Sheboygan, Wisconsin: Sheboygan Public Schools; 1972. (ED-075-639)

11. Moore, Allen B. Abstracts of Instructional Materials for Career Education. Columbus, Ohio: Ohio State University; 1972. (ED-068-627)

12. Moore, Allen B. Abstracts of Instructional Materials for Career Education (Supplement). Columbus, Ohio: Ohio State University; 1973. (ED-075-576)

13. Peat, Marwick, Mitchell and Co. Instructional Materials for Career Education: A Search and Assessment for the Office of Education. February 1974. (ED-090-441)

14. Peat, Marwick, Mitchell and Co. Search and Assessment of Commercial Career Education Materials. 1972. (ED-075-657)

15. Peterson, Marla. Enrichment of Teacher and Counselor Competencies in Career Education, K-6: An Annotated Bibliography. Charleston, Illinois: Eastern Illinois University; October 1972. (ED-073-287)

16. Reynolds, William E. A National Annotated Bibliography of Curriculum Materials in Vocational and Career Education. Springfield, Illinois: Illinois State Board of Vocational Education and Rehabilitation; 1974. (ED-090-442)