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ABSTRACT

In its second year the Task Force identified four areas for in-depth analysis, deliberation, and recommendations development: early childhood education, planning for intra- and interstate coordination of migrant education, academic information and credit exchange, and parent involvement. Because migrant families may need educational and other human services of several states in the course of a year, the need for effective intra- and interstate cooperation and communications is great. Preschool care and records transmittal for secondary students are also important. Federal and state legislatures should enact early childhood education legislation supported with adequate funding. All agencies receiving federal funds for migrant children should utilize the Migrant Student Record Transfer System (MSRTS), which should be expanded and updated to include health information, student individualized education plans, and student credit accrual. To further enhance chances for student success and graduation, and to increase interstate continuity in migrant education program planning, the U.S. Office of Education, governors, state legislatures, and boards of education should adopt policies that encourage cooperation at all levels and in all agencies. There are no recommendations regarding parent involvement due to lack of consensus. These recommendations combined with those of the First Interim Report provide the basis for continued Task Force efforts. (SB)

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Second Interim Report: Findings and Recommendations

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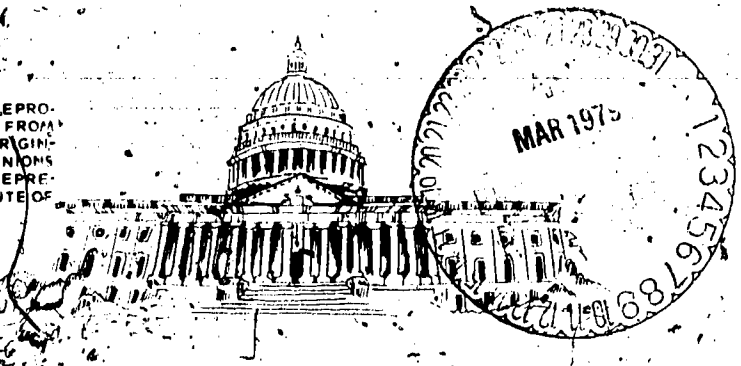

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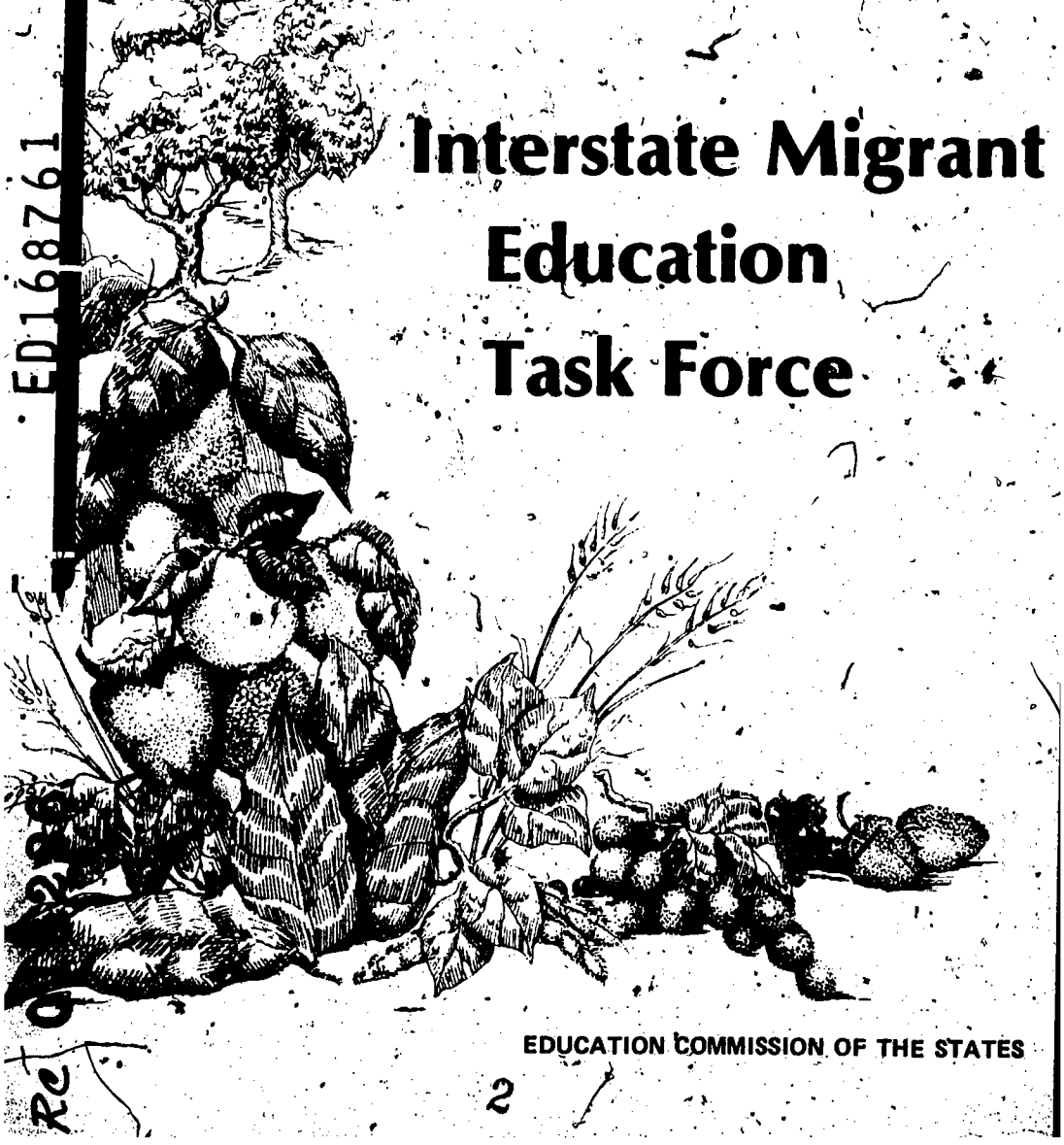
Interstate Migrant Education Task Force



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Interstate Migrant Education Task Force

Second Interim Report: Findings and Recommendations

Education Commission of the States
Denver, Colorado
Warren G. Hill, Executive Director

Report No. 116

November 1978

Additional copies of this report may be obtained from the Interstate Migrant Education Project, Education Commission of the States, Suite 300, 1860 Lincoln Street Denver, Colorado 80295, (303) 861-4917.

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FOREWORD

One of the most appropriate roles for us in education is to create and assure accessibility. It is wonderful to be in a position to stand as a link and a protector between human beings and institutions, the government or other individuals. The Education Commission of the States Interstate Migrant Education Task Force fulfills this role by mobilizing efforts to guarantee a decent future for people who might otherwise be denied it.

In my work on the House Committee on Education and Labor, I have worked to protect and expand upon the rights of migrants. In this role, I think of myself as a lawyer who represents a client in court. Just as a judge tries to be fair in making his decisions, those who work to facilitate the education of young people in this country are working for the preservation of an absolutely essential basic right. We must impress upon our citizens that knowledge acquired through education is one of our most precious resources.

We cannot call ourselves leaders in the world or proponents of human rights if one person is denied equal access to educational opportunity through neglect. In my opinion, that is what the work of this task force is all about.

We are a long way from seeing the recommendations of the task force become law, but the process is under way.

William D. Ford, Michigan
Congressman and Chairman, Interstate
Migrant Education Task Force

TRIBUTE

To the Honorable Raul H. Castro,
Governor of Arizona and Former Chairman
of the Interstate Migrant Education Task Force

As chairman of the Awards Committee of the Education Commission of the States and a task force member, I think I can speak for all of us in saying that Governor Castro has provided dedicated and continuous leadership to us and, thus, to the education of migrant children.

Governor Castro has been appointed by the President as the U.S. Ambassador to Argentina and will be relinquishing the chairmanship of this task force. Although it is our loss, his appointment is certainly the gain of the entire nation.

Governor Castro has never forgotten those who are oppressed, impoverished or underprivileged in any way. The shining example of his rise to success stands as an inspiration to all of us, especially those less fortunate. He has lived a belief that education provides essential resources, unequaled strength and limitless hope to all Americans, particularly to those who have suffered economic hardship. By his actions and example, he has materially and spiritually enhanced the lives of countless individuals and, therefore, has enriched and strengthened our democracy.

I wish to express the heartfelt thanks of the Education Commission of the States and to wish him continued success in his role as a U.S. ambassador. With that, and on behalf of the Education Commission of the States, I wish to present him with this distinguished service award. We are most grateful to him for his dedicated leadership.

Statement of The Honorable Gilbert E. Bursley
Michigan State Senator
Seattle, Washington
October 1977

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BACKGROUND INFORMATION

The concept of the Education Commission of the States (ECS) Interstate Migrant Education Task Force evolved from a recognized need for coordinated planning and implementation of migrant programs among states. State directors of Title I migrant programs had for some time sought greater cooperation among those states serving migrant populations. A review of migrant needs and development of sound recommendations designed to address migrant needs by an independent body with national stature was deemed desirable for these purposes.

In June 1976, the project's first year, six states — Arizona, California, Michigan, New York, Texas and Washington — combined resources through the Education Commission of the States to establish a task force designed to address the issues of interstate and interagency cooperation. Arkansas and Florida joined the project in its second year.

One of the primary aims of the project when it was conceived was to recommend methods whereby cooperation among states and agencies could be used to enhance education and other services to migrant workers and their families. The task force, chaired by the Honorable Raul H. Castro, Governor of Arizona, was composed of members of Congress, state legislators, members of state boards of education, chief state school officers and representatives of business, industry and other pertinent service agencies. A second and equally important aim of the task force was to develop sound and feasible recommendations for the federal, state and local levels of government.

Although the task force is representative of people from varied backgrounds, interests and points of view, it has grasped a wide range of problems and complex issues related to migrant education. A continuing goal has been the improvement of opportunity and increased access to services in education, health, employment and housing. Priority objectives of the task force in its initial stages were to gain an in-depth understanding of migrant education and to formulate strategies whereby improvements in interstate/interagency cooperation would lead to improvements in

education. As these areas of concern in education became clearer, the task force also began to review migrant health, social services and employment issues, while building a framework whereby solutions and recommendations could be developed and eventually disseminated.

Since its inception, the members have recognized the need for increased cooperation and coordination among agencies and programs at all levels: national, state and local. Hence, while maintaining a focus on the needs and methods of achieving interstate cooperation, they have also investigated critical issue areas that are either under the responsibility of a single agency or overlap several agencies and levels of government.

Among its findings, the task force learned that, while much had been done to improve educational access and opportunities for migrant children under the Elementary and Secondary Education Act (ESEA) Title I migrant education programs in the states, there are still many unmet needs. Improvements were especially needed in the following areas: ESEA Title I migrant rules and regulations, policy formation and administrative procedures, interstate/agency planning, early childhood education, postsecondary education opportunities, staffing, evaluation and monitoring, parent involvement, information, academic credit accrual and exchange. Underlying the concerns and needed improvements in all of these areas were the critical housing, health, nutritional and employment needs of migrant workers and their families. Access to available health and social services is oftentimes made difficult by residency requirements or failure to plan for and include migrants in programs.

As can be noted, the task force recognized that the education of migrant children could not be dealt with in a vacuum; rather, recommendations would have to address other systems as well. The outcome of these activities was to develop a strategy that was both content and process oriented. First, content or issue areas were identified, studied, prioritized into needs statements, and possible solutions were generated. Second, in task force meetings, the members interacted with resource people involved in migrant programs, exchanged ideas and developed recommendations for dissemination at federal, state and local levels of government. Third came the actual dissemination of information involving a broad range of activities that were used to convey findings to government and program decision makers.

The preliminary findings and recommendations, reflective of considerable work during the first year of the project, were set forth in the task force's 1977 *First Interim Report*. That report identified the critical issue as the improvement of the education system, as well as social and health services, aimed at meeting the unique needs of children of migrant workers and their families. The report noted that improvements in education must be made for children whose lives are characterized by poor general health, lower-than-average scholastic achievement, low family income and high rates of mobility.

The first report identified the following general categories for overall improvements regarded as necessary:

- Improved cooperation among state education agencies (SEA's) in the administration, planning, implementation, staffing, monitoring and evaluation of Title I (migrant program) of the federal Elementary and Secondary Education Act.
- Improved cooperation among federal, state and local agencies that serve migrant families and their children.
- Improved cooperation between the state education agency and local school districts in the enrollment of migrant students in terms of planning, implementation, monitoring and evaluation of Title I migrant education programs.

The *First Interim Report* established a foundation for presenting some of the overall policy issues related to migrant education by the task force in testimony throughout the country. In addition, the findings and recommendations in that report have been included in the Congressional Record as official history to migrant education. (A chronology of task force activities relating to the *First Interim Report* can be found in Appendix A.)

In conjunction with the activities performed by the task force in providing testimony before Congress on migrant education during 1977, its members also moved to speak to other priority areas. The areas identified for in-depth analysis, deliberation and development of recommendations included early childhood education, interstate planning, academic information and credit exchange, and parent involvement.

The remainder of this report contains the findings of the Interstate Migrant Education Task Force in these areas. These findings, together with the detailed recommendations presented in the *First Interim Report*, will provide the basis for continued work on the part of this group to improve delivery of comprehensive education and related services to migrant farmworkers and fishermen.

EARLY CHILDHOOD

Providing more early childhood education opportunities and support services for children aged 0-5 of migrant farmworkers, fishermen and other seasonal laborers has been a principal concern of the task force since its inception 1976. Task force conclusions in this area confirm findings that there is probably no population more in preschool care for its children than farmworkers. In February 1978, the President's Commission on Mental Health noted:

> Most family members who are old enough must work to supplement the family income. Unless day care of some kind is available, young children and infants are often left unattended in the fields, alone in the camps or in minimal care of older siblings. This is insufficient to insure their safety, health and well-being.
>
> If the migrant mother stays in the camps to care for her children, a significant decrease in the family income results, meaning less food and other necessities for the family. Yet, at least one estimate holds that over 80 percent of migrant mothers work.
>
> Migrant Head Start is designed to provide full preschool services tailored to meet the needs of migrant families. . . . IMPD (Indian/Migrant Program Division) estimates that only about two percent of eligible migrant preschool children receive this vitally important early childhood education and development program. In 1976, for example, only 5,454 migrant children participated in these programs. . . .

Title I migrant education programs have also been involved in providing early childhood education services, even though children served do not presently generate any per-pupil funding. The number of children aged 1-5 served among the eight project states, as determined by the Migrant Student Record Transfer System (MSRTS) in 1977, was 28,846. The national figure for the same reporting period was 46,589 preschool-age children served by Title I migrant education. What proportion of migrant preschool children this figure constitutes is not known, since accurate census figures are unavailable for the migrant population.

In testimony before Congress on Title I migrant education reauthorization in the fall of 1977, the task force position concerning early childhood was as follows:

- Funding of children, as identified and entered in the Migrant Student Record Transfer System at the 0-5 lower-age level and at the 18-21 upper-age level, so that

subsequently children 0-21, including the 5-year settled-out children, will be provided better education access.

- Authorization of incentive or special grants in the 0-5 and 18-21 levels.

Testimony given in support of these recommendations noted that including and providing the additional funds for serving the lower-age level of 0-5 will provide early childhood services that will promote better education experiences and readiness for entry into school; there[illegible] more positive learning experiences, with p[illegible] greate[illegible] at the eighth grade and beyond.

In addition to Head Start and Title I migrant education services for the preschool population, Social Security Title XX funds may also be used. These funds are distributed at the discretion of the states, who must provide matching funds for Title XX dollars. However, migrants are often excluded when definitions of service eligibility are determined. Title III (303) of the Comprehensive Employment and Training Act (CETA) also authorizes programs administered by the Department of Labor. These programs can purchase day care services for children of clients enrolled in training programs; however, many believe that fee limits for purchase of day care services are inadequate under regulations imposed by the Department of Labor and by prime sponsors. Such fee limits preclude purchase of day care services in licensed centers in most instances, and few quality control monitoring mechanisms exist.

A study prepared for the National Center for Child Advocacy in June 1977, entitled *Migrant Child Welfare*, reported that 29,855 preschool-age children were served in a 12-state survey by the programs mentioned above. The distribution of children by program and funding source was as follows:

Program/Funding Source	Number of Preschoolers
ESEA Title I	17,063
Migrant Head Start	6,000
Title XX	3,417
State Funds	2,150
CETA 303	1,225
Total:	29,855

The study noted that each of these programs differs widely in their implementation and concluded that the most prevalent problem facing child care programs is in securing facilities that meet licensing requirements. Further, that child care for migrant families is a critical problem everywhere; often, the only alternative is for working parents to take the children into the fields.

The Interstate Migrant Education Task Force is cognizant of the problems, needs and opportunities in this vital area; therefore, its goal is to encourage decision makers to seek and acquire the funds necessary to provide appropriate education, nutrition and health-related services for children age 1 of farmworkers, fishermen and other seasonal laborers as an integral part of public education.

As another step in achieving this goal, the task force has developed five recommendations affecting the federal, state and local levels, for consideration by decision makers, e.g., Congress, the U.S. Department of Health, Education and Welfare, and chief state school officers. Each recommendation, in this as well as subsequent sections, identifies a problem area and suggests an avenue whereby the problem can be alleviated. Specific implementation activities related to each recommendation will be the focus of task force members in subsequent years.

Recommendations for Early Childhood

It is recommended that:

1. The Congress and state legislatures enact national/state early childhood migrant education legislation supported with adequate funding. It is intended that legislative proposals authorizing education monies for migrant children be directed to coordinate with the state migrant education agency or the state agency responsible for migrant education.

2. All federal agencies be required to submit proposal funding plans for early childhood migrant education to the U.S. Office of Education (USOE) for comment. Such comment should be limited to the impact such funding would have in attaining the interstate objectives of migrant education programs.

3. The U.S. Office of Education, the Education Commission of the States and other national organizations, as well as each state, set procedures and actively encourage public participation in state and national testimony, including that of task force members, at hearings designed to enact legislation, regulations or programs affecting early childhood education for migrants.

4. A joint meeting of the various federal agencies affecting early childhood education for migrants be convened by the Commissioner of Education to determine how such services can become more readily available to migrant families.

5. All agencies receiving federal funds to serve migrant children participate in and utilize the Migrant Student Record Transfer System.

PLANNING FOR INTER- AND INTRASTATE COORDINATION FOR MIGRANT EDUCATION

The issue of planning as it relates to migrant education rests on the premise that a high degree of collaboration is necessary to develop and deliver services effectively to a mobile population. The Interstate Migrant Education Task Force has based its work in the area on the following assumptions:

- Interstate cooperation is desirable, even though each state has a unique legal authority for education.
- Intrastate cooperation (among agencies and districts) is desirable and enhances the prospects of interstate cooperation and program planning.
- Interstate cooperation at all levels of government is desirable and necessary, if migrants' needs are to be met efficiently and effectively.

The task force believes effective planning should incorporate an assessment of migrants' needs, the establishment of program priorities on the basis of the needs assessment data, selection of specific program objectives and a procedure whereby the results of the program can be evaluated. These are interdependent and sequential processes wherein completion of one enables programs to proceed to the next.

Several planning issues pertaining to each of these processes have been identified by the task force. Major planning issues in the needs assessment area, for example, included the finding that there is a lack of means of achieving agreement between states, and between states and the U.S. Office of Education on definitions of education needs of migrant children. The task force found a need for a mechanism to set priorities within the states, between school districts and state education agencies, and between other agencies serving migrants and state education agencies.

Planning issues relating to each of these processes (needs assessment, priorities, objectives and evaluation) were generated by the task force. These issues were then analyzed by the task force, at which time recommendations and

suggestions were offered as possible solutions to submit to decision makers at the federal and state levels.

The need for planning has been recognized at the federal level, as evidenced by Public Law 89-10, which established the Elementary and Secondary Education Act of 1965, amended in 1974 by Public Law 93-380, which offers each state the opportunity to develop a statewide plan to meet the special education needs of migrant children. This law specifies that participating states coordinate these programs and projects with similar programs and projects in other states. The method whereby inter- and intrastate coordination may be achieved is not delineated in the law.

As viewed by the task force, a central issue is that the migrant family needs the program planning and service delivery of several school districts or states in any one year. This must include education and related services. The goal of the task force is to encourage cooperative planning, development and implementation among federal, state and local agencies for these purposes. The recommendations presented in this section identify methods whereby this goal can be achieved.

Recommendations for Planning for Inter- and Intrastate Coordination for Migrant Education

It is recommended that:

1. The U.S. Office of Education issue regulations and application approval criteria that mandate interstate cooperation between state education agencies, consistent with the provisions of Title I migrant education of the Elementary and Secondary Education Act, Section 122(a)(1)(a). The thrust of such an amendment to the regulations should be to increase interstate continuity in migrant education program planning.

2. The education of migrant children be established as a priority with the Federal Interagency Committee on Education.

3. The Council of Chief State School Officers instruct their Committee on Evaluation and Information Systems (CEIS), in cooperation with the U.S. Office of Education and the National Association of State Directors of Migrant

Education, to review and make recommendations on the development of:

a. A common definition of individual needs.
b. Common strategies for assessing needs.
c. Common evaluation standards.
d. Common evaluation strategies.
e. Strategies for data collection that would meet the program planning needs of all states serving migrant children, comparable with the Migrant Student Record Transfer System.

4. Governors, state legislators or state boards of education, as appropriate, adopt policies that will encourage chief state school officers to develop interstate agreements on planning.

5. The governor's office in each state direct all appropriate state agencies, including the Title XX planning officer and the state office of child development, to review the state ESEA Title I migrant education plan, identify common program priorities and make suggestions for resolving the differences.

6. The state board of education direct continued review of state statutes and SEA regulations to determine if any barriers to interstate cooperation exist and to suggest remedies for any problem.

7. State ESEA Title I migrant education planning requirements be established that will specify that the state plan will be developed with meaningful and substantial input from parents, representative community groups and others participating in the migrant services.

8. State boards of education and/or chief state school officers must identify common objectives and priorities for migrant education state plans. Plans will contain interstate strategies that specify how states can share resources to meet common priorities.

9. Standard categories be utilized for conducting needs assessment for program planning. This needs assessment must be conducted upon school entry (preschool or kindergarten) and after completion of the sixth and eighth grades. It should also allow sending states to prioritize the needs to be met so that the receiving states may maximize

their efforts in meeting them. The capabilities of the Migrant Student Record Transfer System should be considered when needs assessment data are collected.

ACADEMIC INFORMATION AND CREDIT EXCHANGE

The need for exchange of information relating to migrant students is based on the fact that, for the most part, the migrant child is a "national" student. This is due to the migrant life-style, whereby the family may reside in several school districts in any given year. The mobile nature of the migrant family is dependent upon several factors, such as crop activity, pay, climate and recruitment in a specific area. Familiarity with an area or information concerning pay, housing or employment opportunities also influences where and when a family moves from one district to another, within a state or from one state to another. Such mobility places a high priority on the need for effective and efficient communication concerning individual students.

The mobility of migrant families accounts for irregular attendance and the loss of many days at school. Consequently, migrant children frequently demonstrate low levels of achievement and are often behind in their school work. Administratively, there is difficulty in obtaining transfers and records from schools previously attended. This difficulty, in turn, causes problems in immediately and accurately assessing achievement levels and assigning the children to the proper materials, class and grade. A difference in school programs compounds these problems.

In 1966 Congress demonstrated its recognition of the interstate nature of farmworker mobility by mandating development of the Migrant Student Record Transfer System, through passage of Public Law 89-750, Section 103(C)(1)(A). This automated system has now been in operation over seven years and has initiated Congressional intent providing for states to coordinate migrant programs and projects with similar programs and projects in other states, including the transmittal of pertinent information regarding school-related records of migrant children.

In recent testimony (October 1977) before Congress on the Migrant Student Record Transfer System, its director, Winford A. Miller, noted that, effective September 1977, it has provided a cohesive structure within which thousands of schools may cooperatively devise and implement programs of education and health care for 520,105 migrant students. The

MSRTS is one major avenue in which many of the issues related to information exchange may be resolved. The task force has identified several additional issues that must be addressed in order to enhance information exchange, while providing for greater continuity in provision of education and related human services.

There are differences in school requirements that are peculiar to elementary and secondary students. Students in elementary school are required to attend school, whereas this may not be the case for older students. There are distinct differences in the curriculum between the two student groups in the areas of course requirements, methods of teaching and the control parents have over school attendance. Additionally, academic credit exchange, accrual and graduation requirements are significant considerations at the secondary level.

The task force has concluded that exchanging information in the areas of comparability of student expectations, skills information systems, course and graduation requirements, including education credit acceptance, accrual and exchange, is a recurring problem in migrant education. Lack of this exchange reduces program continuity, efficient and effective program administration, and the chances of student graduation.

The goal of the task force, as reflected by the recommendations set forth in the following section, is to encourage development and implementation of a system of education information exchange concerning migrant students that promotes success in learning outcomes and increases chances for student graduation through academic credit exchange and accrual efforts.

Recommendations for Academic Information Exchange

It is recommended that:

1. Education information be exchanged, as well as health and other pertinent information.

2. The Migrant Student Record Transfer System continue to be updated to operate as efficiently as possible in handling requests for information.

3. Special education information, including student individualized education plans (IEP's), be transmitted on the

Migrant Student Record Transfer System to insure that handicapped migrant children are served according to the provisions of Public Law 94-142.

4. All participating schools and local education agencies (LEA's) solicit and transfer student information as soon as possible after enrolling or withdrawing students to assure that the teachers have updated student records in their possession and maintain student record confidentiality.

Recommendations for Academic Credit Exchange

It is recommended that:

5. The U.S. Office of Education host a biannual articulation conference in the Western, Eastern and Central United States, where each education agency will compare course offerings, with special emphasis from local education agencies. The conferees will develop general course descriptions to use in counseling migrant students about the types of courses for which they can exchange credit, the courses they can reasonably expect to continue and the types of special supplementary services, such as health care, offered in each state.*

6. The Migrant Student Record Transfer System should develop a method whereby student education credit accrual can be planned, recorded and made available to requesting school districts.

7. The home base local education agency receiving migrant funds shall develop an individualized learning plan for each student that assures graduation/goal achievement through appropriate assessment, course curriculum, education credit exchange, accrual, tabulation and posting, so that graduation requirements are always a priority.

*One possible outcome of these conferences would be the development of a policy that requires all states to formally recognize the importance of academic credit exchange and implementation of a national credit exchange program. It is then recommended that the Council of Chief State School Officers and the National Association of State Boards of Education go on record as supporting such a policy.

PARENT INVOLVEMENT

Deliberations focusing on the issue of parent involvement have surfaced at virtually every meeting of the task force since its inception in 1976. The task force has discussed some of the major issues related to parent involvement over this two year period. The results of these deliberations were that all members endorse the idea of involving parents in the education program, yet there is little consensus as to how this involvement should be implemented. This is particularly evident in the area of the role of parents in an advisory capacity to local, state or national programs. As the task force deliberations have taken place, migrant parents have presented testimony on several occasions concerning their recommendations for their involvement and participation in their children's education programs.

From the parents' standpoint, two primary messages have been conveyed to the task force: first, that they want to be able to talk to their children's teachers and the administrators in whose building their children may be, in order that they may be actively involved in their children's education; and second, that they also wish to be involved as members of an advisory committee of parents to migrant education.

The task force position on parent involvement is summarized in the following policy statement:

> The Interstate Migrant Education Task Force endorses parent involvement in the education of migrant children. Such involvement should include parent advice to the program, opportunities for the education staff to work with parents to help meet their child rearing needs and through involvement of the parents in the learning process with the child. To achieve these purposes, programs that involve migrant parents should be flexible, with the actual design adapted to local needs and desires.

From the federal standpoint, Title I regular of the Elementary and Secondary Education Act, Public Law 93-380, Section 141(a)(14), requires "That the local educational agency shall establish an advisory council for the entire school district and shall establish an advisory council for each

school of such agency served by a program or project assisted under Section 143(a)(2), each of which advisory council (A) has as a majority of its members parents of the children to be served, . . ." This requirement has been interpreted to be applicable to some state Title I migrant education programs. However, as presented in the statutes, programs for migratory children are subject to the provisions of (1)(B) and (3) through (12) of Section 141(a), not necessarily subparagraph (14) quoted above. Hence, as presented in the current statutes, migrant education programs are not required to establish parent advisory councils under the provisions of programs for migratory children. Conversely, if the overall Title I statutes are deemed to be applicable to migrant education, then the provisions of subparagraph (14) of 141(a) requiring parent advisory councils do apply.

The proposed U.S. Office of Education rules (July 1977) of Title 45, *Special Education Needs of Migratory Children*, contain two references to parent involvement. Subpart d, paragraph 116.d.31(6), requires that state educational agencies shall specify a description of the agency's program for involving parents and appropriate representatives for migratory children, in accordance with the provisions of paragraph 116.d.37. Paragraph 116.d.37 requires state education agencies to demonstrate in their applications that they have "consulted with the parents of children to be served or who are being served, and considered the views of these parents with respect to the planning of the State programs; and one or more advisory councils will be established in the State, composed of parents of children to be served or who are being served and other persons knowledgeable of the needs of migratory children. . . ."

More recently, the Subcommittee on Elementary, Secondary and Vocational Education of the Committee on Education and Labor of the House of Representatives adopted an amendment pertaining to parent involvement in reauthorization of the Elementary and Secondary Education Act in *House Report 15*. A senate subcommittee adopted essentially the same measure. This amendment requires that, in planning and carrying out programs and projects at both the state and local education levels, there has been and will be appropriate consultations with parent advisory councils, established in accordance with the regulations of the commissioner.

There is considerable diversity among the states in terms of how parents are involved in the migrant education program.

This is due, in part, to the fact that no parent involvement structure is mandated for migrant education; thus, the structures of parent involvement vary widely. Additionally, some of the factors identified that complicate formulation of specific recommendations applicable to all programs are the mobility, location of work and time differences that are unique to the migrant family. These differences vary from state to state and among programs. Even so, several Title I migrant education programs have sustained effective parent advisory committees, tailored to each state's needs for several years.

The task force has agreed on two basic points relating to parent advisory committees. They are:

- Parent advisory committees are important and should be part of every state's migrant education program.
- The state directors of migrant education should facilitate the growth and development of parent advisory committees.

There are several controversial issues surrounding parent advisory groups at any level. It is extremely difficult, for example, to obtain a balance between current and settled-out migrants. At what level should a parent advisory committee be formed, and where is it most beneficial, i.e., state, regional or national level? However, in the past year, the National Association of State Directors of Migrant Education has been working to identify methods whereby it can assist a group of parents in the establishment of a national committee.

To summarize task force deliberations in this area, the task force recognizes that there are at least three levels of involvement of migrant parents in the education process. The first level is participation of parents at home and in the classroom. The second level is participation of parents on program advisory committees. The third level is the formation of state and/or national coalitions of parents. The task force has not resolved its position relative to any of these levels of involvement; hence, specific recommendations have not been developed.

APPENDIX A
Chronology of Task Force Activities in Support of the First Interim Report

Recommendations in the *First Interim Report* were addressed to the U.S. Office of Education (migrant education division) and other federal agencies involved in migrant programs, to the states and to issues surrounding federal, state and local relationships. These recommendations were then used as a springboard for follow-up activities among task force members at all levels of government. A listing of the presentations follows:

April 1977	Governor Raul H. Castro, chairman of the Interstate Migrant Education Task Force, prepared statement submitted to the Education Commission of the States concerning ESEA Title I (Public Law 93-380) reauthorization that contained task force positions to be considered by ECS in its policy deliberations.
June 1977	Governor Raul H. Castro, chairman of the Interstate Migrant Education Task Force, resolution requesting greater state cooperation in delivery of education services to migrant children and urging continued federal financial support for migrant children. ECS resolution adopted at the New York annual meeting.
July 1977	Mary Alice Kendall, task force member, testimony presented at the Elementary and Secondary Education Act reauthorization public hearings held at the U.S. Department of Health, Education and Welfare identifying task force positions concerning funding, program and administrative issues, Washington, D.C.
August and November 1977	Task force presentations, as listed below, in the form of testimony at the U.S. Office of Education regional hearings on Title I migrant programs. Testimony dealt with three distinct areas: 1) the rules as published in the Federal Register, July 13, 1977; 2) the statutes that authorize migrant education; and 3) administrative issues.

August 16	Ruben Hinojosa, Pharr, Texas
August 18	Margaret Cyrus Mills, Tifton, Georgia

August 22	Mary Alice Kendall, Geneseo, New York
August 24	Senator Gilbert E. Bursley, Lansing, Michigan
August 26	Senator Jones Osborn and Frances Y. Amabisca, San José, California
November 14	Elizabeth L. Metcalf, Homestead, Florida

October 1977 — Senator John Perry, task force member, testimony on migrant education on behalf of the ECS Interstate Migrant Education Task Force before the House Subcommittee on Elementary, Secondary and Vocational Education, Washington, D.C.

Each of these presentations, along with supporting documents, including the *First Interim Report* has become a part of the Congressional Record in *Part 17: Title I, State Migrant Program Hearing before the Subcommittee on Elementary, Secondary and Vocational Education, 95th Congress, First Session on H.R. 15, October 12, 1977.*

REFERENCES

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