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ABSTRACT

Prepared at the direction of the State Board of Education with the guidance of the Advisory Compensatory Education Commission, these guidelines are intended to assist school districts in California in developing programs under the Migrant Amendment to the Elementary and Secondary Act of 1965 to meet the special educational needs of children of migratory agricultural workers. The guidelines describe the organizational structure and staffing patterns for the administration and operation of local programs through regional administrative units. Information on identification of migrant children, identification of educational needs, level of funding, fiscal management, and evaluation of funded programs is also provided. A related document is ED 020 851. (JH)

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Guidelines for the Education of Migrant Children

Under
Public Law 89-750
Title I, Elementary and Secondary
Education Act of 1965

Revised, July 1970

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Max Rafferty — Superintendent of Public Instruction
Sacramento, 1970

RC005553

PREFACE

The Congress of the United States and the Legislature of the State of California have provided financial assistance to local school districts for projects designed to meet the special educational needs of children affected by language, cultural, and economic disadvantages.

The Elementary and Secondary Education Act of 1965, Title I, Public Law 89-10, and its amendments provide the funds for the program. The McAteer Act of 1965 provides the framework for administering the Federal Act.

The McAteer Act designated the State Board of Education as the state educational agency to develop policy, formulate regulations and approve projects in accordance with the purposes of the Elementary and Secondary Education Act. It also established the Division of Compensatory Education in the State Department of Education to administer both acts and to coordinate and recommend approval of compensatory education projects in California.

These guidelines have been prepared at the direction of the State Board of Education, with the guidance of the Advisory Compensatory Education Commission, to assist school districts in developing programs that will be effective in achieving the objectives of the Federal and State laws. The guidelines pertain to the Elementary and Secondary Education Act, Title I, and to the McAteer Act of 1965.

These guidelines are to be used for programs conducted under Public Law 89-750, the Migrant Amendment. In all instances not covered by these guidelines, the Guidelines for Compensatory Education Under the Elementary and Secondary Education Act of 1965, Public Law 89-10, Title I, as revised April, 1969, shall apply.

Ramiro Reyes, Chief
Bureau of Community Services
and Migrant Education

Leo R. Lopez, Associate Superintendent of
Public Instruction and Chief, Division of
Compensatory Education

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DISCRIMINATION PROHIBITED

Title VI of the Civil Rights Act of 1964 states:

"No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance".

Therefore, the California Plan for the Education of Migrant Children funded under the Elementary and Secondary Education Act of 1965, Title I, P. L. 89-750, like every program or activity receiving financial assistance from the Department of Health, Education, and Welfare, must be operated in compliance with this law.

GENERAL INFORMATION

I. STATE OPERATED PROJECT

The Migrant Amendment to the Elementary and Secondary Education Act of 1965, Title I (P.L. 89-750), provides for supplementary educational programs to meet the special educational needs of migratory children of migratory agricultural workers. The Act provides that the state educational agency shall administer the program in accordance with Federal and State regulations, and the entire allocation of funds for operating the program is made to the state educational agency.

The California Plan for the Education of Migrant Children describes the program for the State of California and provides the framework within which educational programs will be carried out. This Plan provides for supplementary compensatory programs and services for the education of migrant children in school districts which have major impactions of migrant children and for certain Statewide and interstate programs affecting migrant children. It is the project which is submitted by the California State Department of Education to the State Board of Education and the U. S. Commissioner of Education for approval.

Unlike regular Title I programs, local school districts do not have an entitlement to funds. Instead, provision is made for local school districts and county superintendents of schools to participate cooperatively with the state educational agency to carry on portions of the Statewide program through a regional organization.

II. REGIONAL ORGANIZATION

The organizational structure for operation of the California Plan for the Education of Migrant Children is based upon the regional concept.

The regional concept recognizes that the State is the operating agency for programs for migrant children, and it is the responsibility of the State Office to involve agencies that will assist in providing such programs. The California Plan requires State level policy determination and coordination, regional level program management, and supervision at the operational level.

It is essentially an administrative and planning concept that requires involvement of all counties in a particular geographic area for planning and implementation purposes regardless of how funds will be allocated. Regional planning requires the involvement of planning or advisory committees having knowledge of all programs affecting migrants which are in operation throughout the region.

The regional concept also includes the idea of a comprehensive program of educational and ancillary services coordinated with the

services and activities of all agencies that serve migrant families. The regional approach requires that funds be used to supplement the resources that are already in the region. The criteria for funding components and providing service agreements for school districts will include their commitment to mobilize available resources and to organize cooperative activities throughout the region.

III. LOCATION OF REGIONAL COMPONENTS

Migrant agricultural workers and their families are concentrated in the major crop areas of the state. A regional component to provide educational and ancillary services for migratory children may be designed to include one or several school districts or counties in a large geographical area having high concentrations of migratory children. The state education agency identifies those areas in which projects will be located on a priority basis, grouping districts and counties geographically.

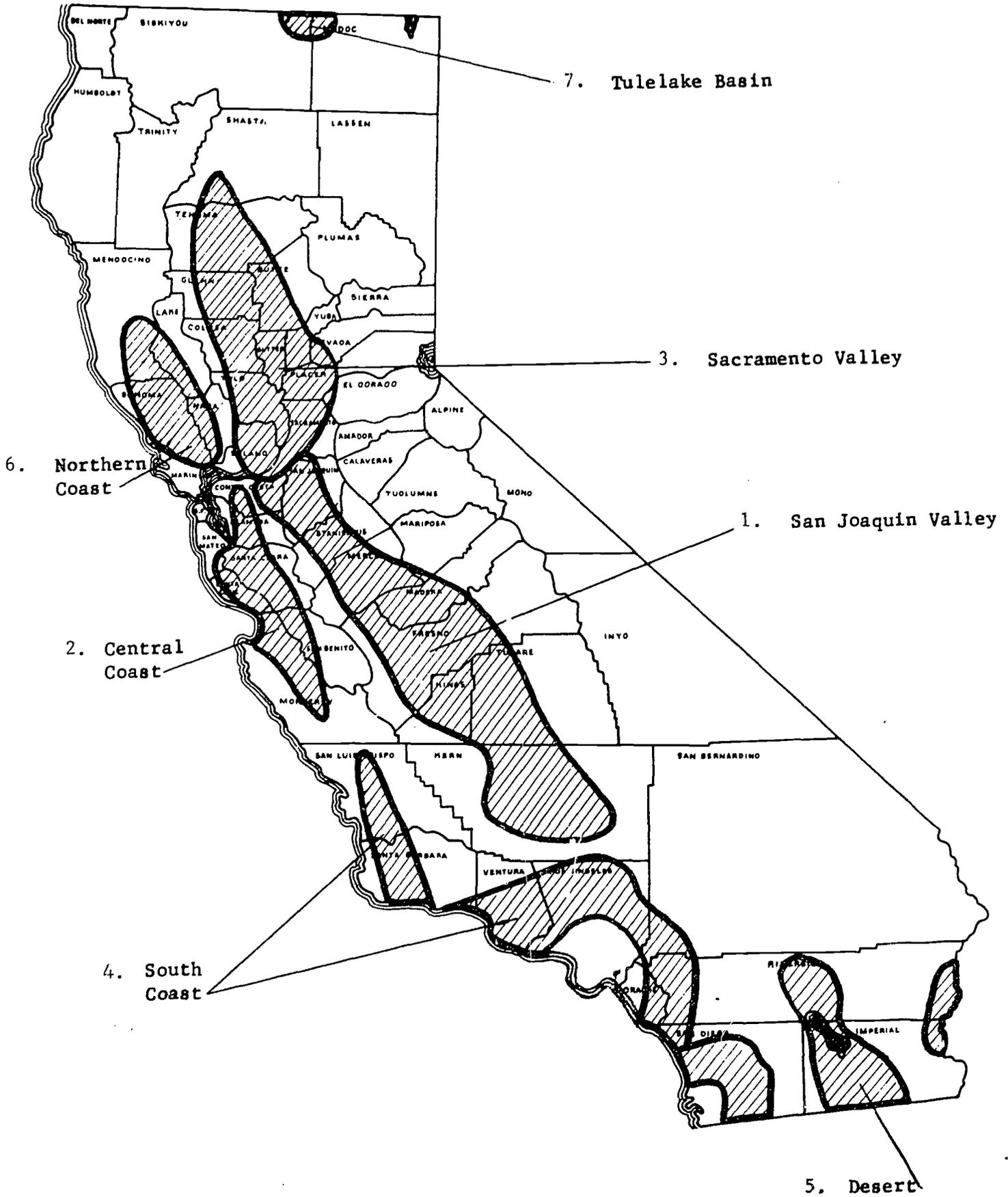
In California, seven major crop areas have been identified as having high concentrations of migrant farm workers and their families. These areas include 43 of California's 58 counties. The following seven areas have the greatest number of migrant workers:

1. San Joaquin Valley
2. Central Coast
3. Sacramento Valley
4. South Coast
5. Desert
6. Northern Coast
7. Tulalake

Federal administrative policy lists the following factors to be used in determining priorities for the location of project components:

1. Areas where there are successful ongoing projects.
2. Areas with high concentrations of migrants.
3. Areas having greatest need for programs.
4. Areas with greatest potential for a successful program; i.e., community services available for migrants, supplemental migrant programs sponsored by other agencies, harmonious Title I programs, etc.

MAJOR CALIFORNIA AGRICULTURAL AREAS MAP
 CALIFORNIA PLAN FOR THE EDUCATION OF
 MIGRANT CHILDREN



ORGANIZATIONAL STRUCTURE

Administrative responsibility for development and operation of the migrant education program is vested in the Bureau of Community Services and Migrant Education. It is the policy of this Bureau to involve local educational agencies in this process. To this end, in each of the regions of the State identified as having major impactions of agricultural migrants, one or more county superintendents of schools is designated as a limited agent of the State Department of Education to perform such administrative, supervisory, coordinating and management functions as are appropriate to the proper and efficient implementation of the program in the region.

Each such designated agent should utilize an executive board of representatives of other county superintendents of schools and school districts in the region and the services of the regional consultant from the Bureau of Community Services and Migrant Education in the determination of policy for the operation of the regional component, consistent with the California Plan for the Education of Migrant Children.

Each county superintendent who is designated as an agent for migrant education shall employ, with the concurrence of the executive board and the Bureau of Community Services and Migrant Education, a director of migrant education who shall be charge^d with the development and management of the regional component in accordance with guidelines and the California Plan for the Education of Migrant Children.

Implementation of the program of the region in local district schools shall be effected through services agreements signed between the designated agency county superintendent and the governing boards or designated agents of the local school districts or other appropriate agencies within the region. All such services agreements shall be approved by the Bureau of Community Services and Migrant Education through its consultant assigned to the region.

I. STAFFING PATTERNS - REGIONAL PLAN

1. Chief of the Bureau of Community Services and Migrant Education
2. Assistant Chief of the Bureau of Community Services and Migrant Education and Coordinator of Migrant Education
3. Consultants in Migrant Education (Regional Consultants):

Employees of the State Department of Education, Division of Compensatory Education, Bureau of Community Services and Migrant Education. Selected by the Bureau Chief in accordance with State Personnel Board rules and regulations from eligible lists established through competitive examinations.

4. Regional Directors and County Coordinators of Migrant Education:
Employees of county superintendents of schools. Funded through components. Selected in cooperation with the Bureau of Community Services and Migrant Education.
5. District Component Supervisors:
Employees of school districts. Selected in cooperation with the county coordinator and regional coordinator.

II. MIGRANT EDUCATION PROGRAM - LINES OF RESPONSIBILITY

1. Chief of the Bureau of Community Services and Migrant Education:
 - a. Administrative responsibility for development and operation of the migrant education program throughout the State.
2. Assistant Chief of the Bureau of Community Services and Migrant Education and Coordinator of Migrant Education:
 - a. Under the direction of the Chief of the Bureau of Community Services and Migrant Education, the Coordinator of Migrant Education will have primary responsibilities for the coordination of the migrant education program as outlined in the California Plan for the Education of Migrant Children.
 - b. Together with the Chief of the Bureau of Community Services and Migrant Education and the consultant assigned to each region, shall designate the county superintendents who will serve as agents of the State Department of Education in matters concerned with migrant education.
3. Consultants in Migrant Education (Regional Consultant):
 - a. Responsible to the Chief of the Bureau and the Coordinator of Migrant Education for development and operation of the migrant program in region assigned.
 - b. Responsible for coordination of the regional component within the framework of the California Plan for the Education of Migrant Children.
 - c. Review and approve all service agreements in cooperation with regional director.
4. Regional Executive Board:
 - a. To be composed of representatives of county superintendents and local school districts in the region.
 - b. Responsible to the Bureau of Community Services and Migrant Education and county superintendents for development of

policies governing the implementation of the California Plan for the Education of Migrant Children in the region.

- c. Advises regional consultant and designated agency county superintendents regarding needs for migrant programs in counties and districts in keeping with overall plan.
 - d. Regional director will be the executive secretary of the executive board.
5. Regional Director:
- a. Responsible to regional executive board for development and operation of regional component.
 - b. Responsible to superintendent of designated agency county for fiscal and personnel management of the component.
 - c. Responsible to regional consultant for coordination of component activities within the California Plan for the Education of Migrant Children.
 - d. Serves as secretary of executive board and executes its policies.
 - e. Responsible for negotiation, development, and coordination of all service agreements within the region.
 - f. Reviews all service agreements in cooperation with regional consultant to insure compliance with the regional component before implementation.
 - g. Primary responsibility for marshaling all resources of the region to support the regional migrant program.
 - h. Responsible for following up and bringing about fullest coordination and cooperation between agencies serving migrant families.
6. County Coordinators or Program Assistants:
- a. Responsible to regional director for operation of migrant education activities in county or portion of the region as assigned.
 - b. Responsible for coordination with agencies and organizations that have concern for migrants in accordance with assignment by regional director.
 - c. Responsible for the coordination of activities with county superintendents of schools for development and operation of county programs for migrant education.

- d. Responsible for working with school staff in implementing instructional programs in local schools of the area to which assigned.

III. Organization for Advisory and Coordinating Activities:

1. Regional Advisory Committee:

- a. Organized by designated agency county superintendent with assistance from the executive board and regional director.
- b. To be composed of representatives of county coordinating committees and organizations and agencies in the region that are concerned with migrant families or family members.
- c. Responsible for advising the regional executive board and the regional director concerning the unmet needs of migrant families within the region.
- d. Advises executive board and regional director of program needs within the region.
- e. Assists in the overall evaluation of migrant education programs in the region.

2. County Coordinating Committee:

- a. Organized by county superintendent.
- b. To be composed of representatives from agencies and organizations in county that are concerned with migrant families or family members, and to include migrants when possible.
- c. Responsible for coordinating the activities of agencies to bring about maximum utilization of facilities in implementing the overall plan for migrant education in the county.
- d. Advises county superintendent regarding facilities and services available to migrant families and family members.

3. District Advisory Committee:

- a. Appointed by local school districts.
- b. Must include in its membership parents of participating migrant children when possible and persons representing the interests of migrant families.
- c. May be the ESEA Title I district advisory committee if migrant parents are included on the committee.
- d. Assists school district personnel in assessing needs of migrant children and families in the district.

- e. Participates in planning and evaluating activities and services for migrant children within the local school district.
- f. Advises school district boards of trustees regarding assessed needs of migrants and the effectiveness of migrant education programs in alleviating those needs.

PROGRAM DEVELOPMENT

I. IDENTIFICATION OF MIGRANT CHILDREN

A school district participating in a migrant program under the California Plan for the Education of Migrant Children shall identify the number of migrant children residing in the district and determine the periods of peak impactation. Participating school districts shall have on file auditable data which shall identify each child in the program as a migrant in accordance with the following "Definition of a Migrant Child":

A migratory child of a migratory agricultural worker is:

"a child who has moved with his family from one school district to another during the past year in order that a parent or other member of his immediate family might secure employment in agriculture or in related food processing activities."

For the purpose of identifying children to be classified as migratory children of migratory agricultural workers, the following definition should be used:

A migratory child of a migratory agricultural worker is defined as:

1. A child whose parent, guardian, or other person having custody, is defined as a migratory agricultural worker; and
2. Who, due to a change in the location of his parents' or guardian's employment, moves from one school district to another in the course of each year; and
3. Whose school attendance during the regular school term is interrupted or curtailed because of this change of residence, or who is a temporary resident of a district other than that in which he regularly attends school.

A migratory agricultural worker is an adult worker who is employed in seasonal agricultural or related food processing occupations, and who is required by the nature and varied locations of his employment to move from place to place for the purpose of engaging in his occupation.

Each school district shall keep a monthly record of the enrollment of migrant children. Only children who meet this definition shall qualify to receive services funded by this program.

II. PARTICIPATION OF CHILDREN ATTENDING NON-PUBLIC SCHOOLS

Experience has shown that few children of migratory agricultural workers attend non-public schools. It is, however, the responsibility

of participating school districts to ascertain whether there are eligible children attending non-public schools in the district and to make provisions for serving those identified.

III. LEVEL OF FUNDING

The length of the period of major impact of migrant children in the district, the average number of migrant children present in the district for this period, and the nature of the activities included in the component will determine the level of services authorized from migrant funds.

IV. IDENTIFICATION OF NEEDS

It is the responsibility of the regional executive committee, with advice from the advisory committees, to make an assessment of the unmet needs of migrant children in the region and to develop a basic list of needs and objectives which school districts will use in developing services agreements. The assessment of unmet educational needs should include:

1. A documented assessment of critical needs.
2. Establishment of priorities for meeting critical needs.

The district advisory committee will assess the needs of migratory children in the district and assist the school district in planning the local objectives and activities within the framework of the total component. The county coordinating committee will coordinate the activities of all agencies in the county to bring about maximum utilization of local resources available to migrants and their families. Only those activities and services not otherwise available to eligible migrant children may be included in activities funded under this program.

The objectives of the California Plan for the Education of Migrant Children are based upon the following general statement of needs of migrant children in California:

"Over 80,000 children of migrant agricultural workers between the ages of 3 and 17 attend schools in approximately 200 school districts in 43 California counties for at least a part of each year. These children from the least affluent segment of American society tend to move frequently, attend school irregularly, and suffer health defects and language handicaps resulting in significantly retarded progress in school. In general their rate of progress is not more than .7 months for each month spent in school. This retardation is cumulative and eventuates in most becoming early school leavers, poorly prepared for economic success or upward social mobility. These problems are of such magnitude and severity that local school districts have been unable to solve them with the resources normally available."

This needs statement should form the basis for the further refinement and statement of needs which components will be designed to alleviate, the objectives to be reached, and the design of proposed educational and supportive services for migrant children and youth. Emphasis

will be placed on greater involvement and participation of the total community in developing comprehensive programs involving total migrant families.

V. OBJECTIVES

The following are the objectives of the California Plan for the Education of Migrant Children. Objectives of regional components should fall within the parameters of these objectives.

1. To provide supplementary educational programs for migrant children which will ensure a mean of at least month for month progress in school subject matter areas for each month of attendance in the participating schools.
2. To provide assistance to school districts in maintaining school attendance levels of migrant children equivalent to those of resident children.
3. To provide supplementary health services for migrant children to alleviate health problems which interfere with the learning processes of these children.
4. To provide resources to school districts for the training of professional and non-professional personnel in special skills required to meet the needs of migrant children.
5. To participate with other states in interstate programs to facilitate continuity of educational services for interstate migrant children.

VI. DEVELOPMENT OF MIGRANT EDUCATION COMPONENTS

A well planned component which will bring about the necessary supplementary services within a total program for the education of migrant children will be one in which the following can be done:

1. Link activities to needs and objectives.
2. Provide a budget that justifies expenditures within each activity.
3. Provide data for evaluation of the activities in fulfilling the stated objectives.

Regional components will be planned to provide a program of activities and services which will meet the objectives of the California Plan for the Education of Migrant Children and will focus on solution of the unmet needs of migrant children in the region. Programs will include the following types of activities and services:

1. Instructional Activities.

Instructional activities will place special emphasis on oral and written communication, reading, and mathematics and will include provisions for small group and individual instruction and tutorial services to assist migrant children to attain normal progress rates in all subject areas. All instructional services are to be provided as supplements to regular programs of instruction provided by the public schools for all children.

2. Health and Welfare Services.

Health and welfare services will be designed to locate, diagnose, and provide treatment for conditions of a physical, emotional, or environmental nature which interfere with the learning processes of migrant children. Insofar as possible, existing community resources will be utilized to provide these services.

3. Pre- and Inservice Education of Personnel.

Education and training will be provided for professional and non-professional personnel and will be planned to prepare school administrators, teachers, aides, and other personnel to meet the special needs of migrant children. To the extent that it is appropriate, professionals and non-professionals shall be trained together and shall promote the career-ladder concept.

4. Supportive Services.

Services such as transportation, family liaison, and other services necessary to the success of the programs will be provided.

Since the needs of migrant children vary and local resources for meeting these needs vary between regions and school districts, a variety of approaches and activities should be encouraged to provide activities and services to supplement those programs and services available in the community to meet the varying needs of the children served.

VII. SERVICE AGREEMENTS WITH SCHOOL DISTRICTS

Local school districts which meet the criteria for participation in the California Plan for the Education of Migrant Children will enter into service agreements with the designated agency county superintendent for the region to provide supplementary services to identified migrant children residing in the district. Service agreements must be in compliance with the California Plan and consistent with the program specified in the regional component.

Service agreements are to be developed through a direct conference between the project director and the school superintendent's staff. The participating school should, with the assistance of the district advisory committee:

1. Identify the children who are eligible to participate in the program and for whom the activities will be designed.
2. Determine the needs which these children have for special compensatory activities. Rank these needs in priority order, and select the highest priority needs.
3. Determine objectives to be reached through the program. These must be designed to meet the highest priority needs of the children to be served. Objectives must be stated in measurable objective or behavioral terms.
4. Design activities which have reasonable assurance of success in reaching the determined objectives.

Once the activities and services to be implemented are selected:

1. Children who will participate in each activity or receive each service are selected on the basis of their individual needs.
2. Design the procedures to be used for special instruction and carrying out the activities and services.
3. Define staffing needs for carrying out the activities and services.
4. Select special equipment and supplies needed to carry out the activities and services.
5. Define inservice training needed for program implementation.
6. Design the inservice training program.
7. Determine the needs for facilities for the implementation of the program.
8. Design the plan for evaluation in accordance with the evaluation outline.
9. Write the services agreement to specify the services to be implemented and the equipment, supplies, personnel, etc., that will be need for implementation.
10. Write a brief narrative description of the migrant program activities to be carried out in each participating school. (This should be prepared by the school district.)
11. Describe the district's advisory committee and its functions in preparing the program.

Service agreements may be amended and revised as necessary during the progress of the program. Changes in anticipated enrollments, availability of personnel, and other justifiable circumstances will be cause for revision or amendment.

Not all service agreements will include all four activities listed on page 13. However, service agreements which do not include this comprehensive program must show that existing priority needs are being met.

In planning components and service agreements, the supplementary nature of migrant education must be incorporated in the planning. No services which are the legal responsibility of a school district's basic education program may be supplanted by migrant education funds. Any and all services which are provided for resident children must be provided for migrant children as well from funds other than migrant funds. All service agreements and amendments thereto must be approved by the regional consultant for the Bureau of Community Services and Migrant Education before implementation.

VIII. CONTRACTS FOR CONSULTATIVE SERVICES

Consultative services by private consultants and/or private consulting agencies may be employed only when it has been clearly determined that consultants from the Division of Compensatory Education or other divisions of the State Department of Education are not available to perform those services.

Consultative services may not be contracted for migrant projects from individuals who receive any portion of their salary from ESEA, Title I, P. L. 89-10, or Migrant Amendment funds, P. L. 89-750.

All contracts for consultative services with private consultants and/or private consulting agencies must have the approval of the Bureau of Community Services and Migrant Education before being finalized.

Local educational agencies contracting with private consultants and/or private consulting agencies will be held accountable for the full performance of contracted services by those individuals or agencies.

IX. SUMMER SCHOOL PROGRAMS FOR MIGRANT CHILDREN

Summer school programs should be provided in all regions where there are migrant children. To receive supplementary funds for education of migrant children, a school district must apply for a regular State reimbursed summer school.

X. FISCAL MANAGEMENT

Fiscal management of component activities shall, whenever possible, follow guidelines and procedures established for approved ESEA, Title I projects. Certain other guidelines are required because of the unique nature of this program for children of migrant families.

Budgeted amounts for components must be consistent with the budget for the California Plan, and services agreements must reflect amounts budgeted. Revisions and amendments of regional projects shall be submitted to the Bureau of Community Services and Migrant Education for

formal approval. Service agreements may be changed by mutual agreement of the regional director and school districts concerned with the approval of the regional consultant.

County and district business office personnel should review the component application and service agreements to assure that proper classification of expenditures and proper accounting procedures have been accomplished. Although expenditures by counties must be recorded according to county service fund requirements, records must be maintained in order to readily convert data to the California School Accounting Manual classification system.

Records of income and expenditures of ESEA Title I migrant project funds shall be kept separate from the other records of the county and district in order that all income and expenditures can be precisely identified.

1. Income

Receipt of funds for projects for children of migrant families shall be recorded as "Income from State Sources -- Federal Elementary and Secondary Education Act," category 26.

Cash shall be advanced to regional offices according to the approval schedule which shall reflect the budgeted rate of expenditures. Cash shall not be requested in excess of anticipated needs. Any interest earned by Federal funds must be refunded to the State.

Cash advanced to school districts shall be on a reimbursement basis according to the service agreement unless specific provisions to the contrary are approved.

2. Expenditures

Expenditures shall be approved only for services and materials specifically identified in the approved service agreement or regional project.

Funds may not be used to pay obligations incurred prior to the funding date. Documentary evidence of a binding commitment for the acquisition of goods or projects or for the performance of work must be on file before expenditures can be made. Expenditures for personnel services, travel, or rental of equipment or facilities must be made on the basis of the time such services were rendered or performed. Payment for goods or services following the termination date of the project may be made only on evidence of a binding commitment issued prior to the ending date of the project. A quarterly report of expenditures will be required by the Division of Compensatory Education. This report will reflect the approved budget, expenditures and encumbrances to date, and the unencumbered balance.

3. Audit

Records must be made available as required for audit purposes. Project records should be audited annually as a regular part of the agency's audit process. Should additional funds be required for audit purposes, such funds should be charged to the project.

An audit exception is a determination by an appropriate authority

that an item questioned by the auditor is not properly chargeable to the program and should be disallowed. Any audit exception sustained by the State or by the U. S. Commissioner of Education will constitute an overpayment and such funds shall be returned to the State.

4. Supplies and Equipment

Supplies should be purchased by the regional office and issued to school districts; reimbursement to school districts for supplies is discouraged.

All equipment must be purchased by the regional office and issued to school districts for the duration of the service agreement.

An inventory of all equipment and its location will be maintained by the regional office.

Equipment purchased with migrant funds remains the property of the State of California and is to be used for the successful operation of migrant education activities. Excess equipment may be relocated to other schools and/or regions whose component is dependent on such equipment. Equipment must be marked as follows:

Inventory No.: _____
Region : _____
ESEA Title I - 89-750

XI. INTEGRATION

One of the major general needs of migratory children is the opportunity to participate in a wide variety of activities with resident children. For migrant education programs, integration relates to the integration of migrant children with resident children as well as integration of differing racial and ethnic minorities. Regional components and service agreements with school districts must provide for resident and migrant children to share in a wide variety of activities.

XII. AMENDMENTS AND REVISIONS

All amendments or revisions of either components or services agreements must be approved by the Bureau of Community Services and Migrant Education. Any substantive changes in programs must be approved prior to implementation.

EVALUATION OF MIGRANT COMPONENTS

An annual evaluation of all programs funded under the Elementary and Secondary Education Act, Title I, is required. This requirement is included in Public Law 89-750, as amended, and enacted by the Congress of the United States. The evaluation requirement is also a part of California's enabling legislation, the "McAteer Act." It is, therefore, mandatory that all projects, including those funded under the migrant amendment, be evaluated.

Evaluation has the general purpose of determining whether or not programs being funded under ESEA are producing the results which was the intent of the Congress. Evaluation would also provide valuable information to all those concerned with the implementation of the project in working toward its constant improvement. Program activities should produce beneficial results with an optimal degree of efficiency. Evaluation of the program should result in alteration of programs to bring about these ends. In order to reach these general purposes it is necessary to evaluate the effectiveness of program activities in meeting the objectives of the program.

Evaluation is not a product but a process. It must begin with a planning phase which is carried on concurrently with the planning of the program, an implementation phase which is continuous throughout the period of implementation of the program, and a summary phase which follows the close of the program.

In order to evaluate a program, it is necessary that the evaluation relates to the objectives which are a part of the program design. Objectives must therefore be stated in terms which are capable of measurement. The evaluation procedure should attempt to answer the following five questions:

1. What is to be changed and who is affected?
2. How much change has taken place and when did it occur?
3. Who was subjected to special treatment as a result of the program and what did the special treatment consist of?
4. Did the changes included in the objectives, in fact occur, and if so, to what degree?
5. To what degree were the project objectives met and why?

I. OUTLINE OF PROCEDURES FOR PLANNING AND IMPLEMENTING THE EVALUATION OF A MIGRANT PROGRAM

A. Planning the Evaluation

1. As an integral part of the project planning.

- a. Develop an evaluation design for the total project.
 - (1) What are the project components to be evaluated?
 - (2) Establish timetable for the total evaluation.
 - (3) Establish who will be responsible for seeing that the various parts of the evaluation are done.
 - (4) Determine where the various parts of the evaluation will take place.
 - (5) Establish lines of communication.

- b. Develop a detailed evaluation design and strategy for the objectives for each class of activities.
 - (1) Educational activities.
 - (2) Health and welfare activities.
 - (3) Inservice education activities.
 - (4) Supportive services activities. (Will be justified, not evaluated.)
 - (a) What, why, who, how much cost?

- c. For each of the three classes of activities to be evaluated:
 - (1) Define objectives in terms that can be evaluated.
 - (2) Apply performance criteria. (How much change is expected in what period of time?)
 - (3) Specify the activities which will be applied in order to meet each objective.
 - (4) Decide how each objective can be measured.
 - (5) Determine the measurement instruments to be used.
 - (a) Select and/or design instruments.
 - (1) Objective instruments.
 - (2) Subjective instruments.
 - (6) Establish a timetable for gathering information.
 - (a) To establish base-line.
 - (b) To establish results of treatment.
 - (7) Establish timetable for collecting data.
 - (8) Establish timetable for collating and summarizing data.
 - (9) Establish standard procedures for administering, collecting and summarizing data and for preparing a final report.
 - (10) Establish who will be responsible for each step in the process.
 - (11) Establish how communication between these persons will be carried out.

B. Implementing the Evaluation.

1. Implementation of the evaluation must begin before project activities are started.
 - a. Assignment of evaluation responsibilities to appropriate personnel.
 - (1) Delineation of responsibilities.
 - (2) Preservice training.
 - b. Acquisition and distribution of materials.
 - (1) All evaluation materials necessary for establishing baseline data for each component must be ready for use before the program starts.
 - (a) Measurement instruments which are to be purchased must be ordered and delivered.
 - (b) Measurement instruments which are to be designed locally must be designed and produced.
 - (c) Measurement instruments must be distributed to project schools.
 - (d) Arrangements should be finalized for scoring tests and otherwise collating and manipulating data.
2. Within the first few days of program operation, actual data gathering activities will begin.
 - a. For each activity, the base-line data necessary to the evaluation of the objectives should be gathered.
 - (1) Pre-treatment evaluation instruments will be administered.
 - (2) All information necessary to the identification of the population to whom the instruments were administered and the conditions under which it was done will be compiled.
 - (3) Raw data will be delivered for treatment, (tests scored) (questionnaires summarized) as they become available, together with adequate descriptions of populations and conditions under which the data were collected.
 - (4) The person or persons responsible for the collation and summarization of data will perform these tasks as data become available.
3. At appropriate times throughout the duration of the program, and in accordance with the pre-determined schedule, additional data-gathering activities will take place.
 - a. Periodic evaluation instruments will be administered.

- b. As available, raw data will be submitted to the responsible person for treatment, together with all necessary information concerning the populations and conditions of administration.
- c. Data will be delivered to the person responsible for collating and summarizing data.
- d. Data will be collated and summarized as it becomes available, together with all necessary supportive information, and will be submitted to the person responsible for preparing the final evaluation report.
- e. The person responsible for preparing the final evaluation report will prepare evaluation data for inclusion in the final report. (It is important that information which will clearly identify the population providing the data and the conditions under which the data were gathered be included in the report.)

C. Evaluation Summary.

1. The final evaluation report will be prepared in accordance with a format to be furnished by the State Department of Education.
2. It will include statements in answer to the five questions posed on page 18 together with the objective and/or subjective data supporting them. This should be done for each objective, in each of the three project components.

II. PROGRAM EVALUATION

Due to the complex problems posed by the nature of the California Plan for the Education of Migrant Children, the characteristics of the population being served, and new requirements for program evaluation imposed by P. L. 90-230, which amends P. L. 89-750, a new study to determine the methods, techniques, instruments and strategies which will best accomplish the required evaluation of the State's program is being undertaken. Upon conclusion of this study, specific guidelines and instructions to be followed by regions and participating school districts will be issued by the Bureau of Community Services and Migrant Education.

Until such time as it is possible to provide these new guidelines and instructions, regional components will continue to use the tests and instructions provided for use in evaluating fiscal year 1970 programs.