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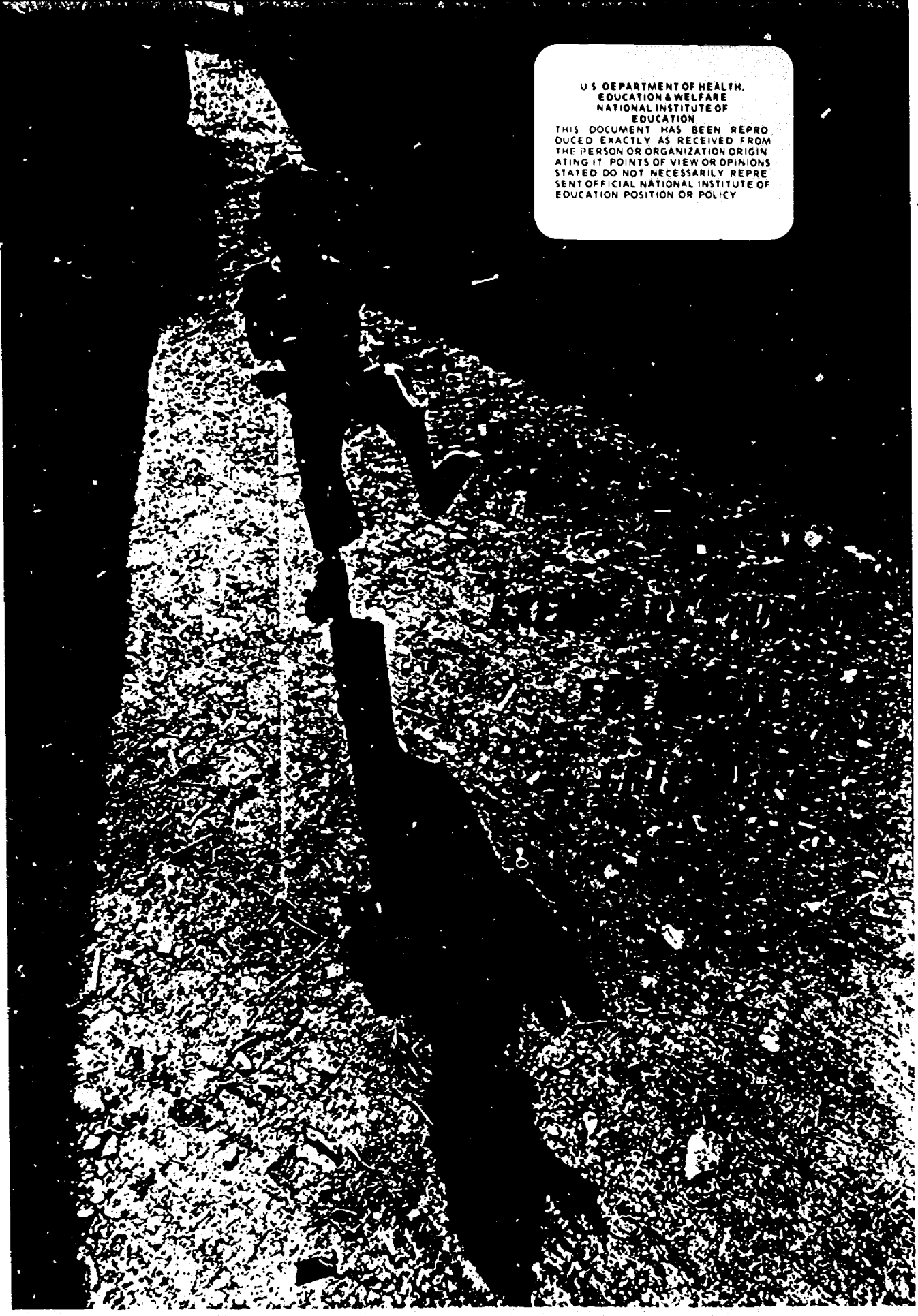
ABSTRACT

Since 1966, more than 1,900 projects have been funded by the 1965 Title I Elementary and Secondary Education Act Migrant Amendment and the 1964 Economic Opportunity Act for migrant children's problems of educational continuity, health, and other needed services. This paper describes various exemplary programs selected for comprehensiveness of services (both ages served and variety) and replicability in migrant or regular educational programs. The programs, separated into national, interstate, state, and local programs and special services, are: Migrant Student Record Transfer System; High School Equivalency Program; Texas Child Migrant Program; Interstate Cooperation Project; Texas Migrant Council - Mobile Head Start Program; California Plan for the Education of Migrant Children - Regional Plan; Florida Migratory Child Compensatory Program - Early Childhood Learning, Learn and Earn, and Language Arts Tutorial Programs; New Jersey Migrant Education - Recruitment Program; Demonstration Schools - Somerton (Arizona) and Geneseo (New York); Transitional Program - Springfield (Massachusetts); Secondary Programs (North Carolina); Mobile Units (Colorado); Migrant Centers (Washington, Toppenish Center for the Study of Indian and Migrant Education); and Staff Development Programs - Master's Degree Program (Oregon) and Migrant Teacher Assistant Mini-Corps Program (California). (NQ)



EXEMPLARY PROGRAMS FOR MIGRANT CHILDREN

by

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ABSTRACT

Children of migratory farmworkers have, because of their double burden of poverty and migration, been so neglected by this nation's educational system that 90 percent of them drop out of school. Since 1966, however, with funds largely from the 1965 Title I Elementary and Secondary Act Migrant Amendment and the 1964 Economic Opportunity Act, a direct attack upon the children's problems of educational continuity, health and other needed services has been launched.

Currently, over 1,900 projects have been funded. Exemplary programs were selected for comprehensiveness of services (both ages served and variety) and replicability in migrant or regular educational programs. Selection was not restricted to local programs so that a unique feature of migrant education - its service to a "national" child - could be illustrated.

The programs described are: (1) National Programs: Migrant Student Record Transfer System (MSRTS) and the High School Equivalency Program (HEP); (2) Interstate Programs: Texas Child Migrant Program - Interstate Cooperation Project and Texas Migrant Council - Mobile Head Start Program; (3) State Programs: California Plan for the Education of Migrant Children - Regional Plan; Florida Migratory Child Compensatory Program - Early Childhood Learning, Learn and Earn, and Language Arts Tutorial Programs; New Jersey Migrant Education - Recruitment Program; (4) Local Programs: Demonstration Schools - Somerton (Arizona) and Geneseo (New York) Transitional Program - Springfield (Massachusetts); Secondary Programs - North Carolina; and (5) Special Services: Mobile Units - Colorado; Migrant Centers- Washington, Toppenish Center for the Study of Indian and Migrant Education; and Staff Development Programs - Oregon, Master's Degree Program and California, Migrant Teacher Assistant Mini-Corp Program.

Teaching techniques developed through the research of migrant educators will eventually benefit all children. Thus, the monies expended on migrant education will prove a sound investment for the nation.

Fig. 1

PREFACE

It is well over a generation ago that Edwin Markham recorded his emotions on seeing Millet's famous painting, the Man with the Hoe:

Bowed by the weight of centuries he leans
Upon his hoe and gazes on the ground,
The emptiness of ages in his face,
And on his back the burden of the world.
Who made him dead to rapture and despair,
A thing that grieves not and that never hopes,
Stolid and stunned, a brother to the ox?
Who loosened and let down that brutal jaw?
Whose was the hand that slanted back this brow?
Whose breath blew out the light within his brain?

It was Millet's portrayal of the prerevolutionary French peasant with whom Markham was commiserating. His rhetoric requires little toning down, however, to fit the migratory farmworker of late 20th century America. He is our Man with the Hoe.

Markham then inquired of those responsible for his debasement:

How will you ever straighten up this shape;
Touch it again with immortality;
Give back the upward looking and the light;
Rebuild in it the music and the dream;
Make right the immemorial infamies;
Perfidious wrongs, immedicable woes?

Individually, we may not have been responsible for the "infamies", we may not have grown rich on the profits of migrant labor, but we have made

scant protest while these profits were being reaped. We have seen the labor camps and quickly crossed the road, casting an anxious eye on any migrant who came into our stores; impatient when his children came into our schools.

In recent years some of us have faced up to the responsibility, and are seeking to "rebuild the music and the dream" - hopefully, before it is too late. Markham hinted that what has often happened in the past when the wretched lose hope might happen again:

> How will the future reckon with this man?
> How answer his brute question in that hour
> When whirlwinds of rebellion shake all shores?
> How will it be with kingdoms and with kings -
> With those who shaped him to the things he is -
> When this dumb terror shall rise to judge the world,
> After the silence of the centuries?

Even though no "whirlwinds of rebellion" lie ahead, our indifference, whether born of callousness or ignorance, to the indigence of thousands of migrant families is a festering sore in our society which endangers our own well-being as well as theirs. When Pharoah hardened his heart, the consequences were fatal to his people. We are unlikely to find injustice and insensitivity more profitable to ours. We must realize that the plight of the migrants menaces us as well as them.

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INTRODUCTION

Ever since the first European settlers landed on these shores, Americans have been migrants. Migrants in covered wagons pushed back the western frontier, added states to the Union, and eventually linked North with South and East with West.

Today, with the only remaining frontiers either technological or spiritual, Americans still move from one region to another in search of either more desirable climatic conditions or better jobs. Retirees who journey to Florida and Arizona every winter, executives whose companies transfer them from Corpus Christi to Dayton, Blacks and Chicanos who follow the harvests north in the summer and south in the fall--all are migrants. Some of the retirees are rich; most of the executives are comfortably off. Almost without exception, the migrant farmworkers live in abject poverty. These last migrants are the people we have in mind today - not those whom an official at a Southern Pines golf course halfway down to the Sunshine State was referring to when he said, "So far this year we haven't had many migrants playing here".

The migrant movement started in the South after the Civil War. As "The Autobiography of Miss Jane Pittman" (January 3, 1974; CBS) showed, plantation owners who were too impoverished to pay the slaves they had to free saw many of their ex-slaves, encouraged by Union soldiers' tales of a better life in Ohio or New York, head north singly or in groups. There they established themselves as sharecroppers or industrial workers. For them migrancy was over at the end of a long and often hazardous journey. For their descendants, however, migrancy became a way of life. Every May found them in ramshackle buses headed for the cabbage , tomato, and apple harvests along the Eastern

Seaboard, and every October saw them back in their Florida shacks picking oranges and grapefruit. In more recent years they have been joined in their harvest and farm-related activities by Indians from Canada, offshore workers, Puerto Ricans, Chicanos, and poor Whites. These constitute what is known as the Eastern Stream.

The Eastern Stream is, however, second in scope to the Mississippi of the migrant movement, the Mid Continent Streams that flow in all directions from Texas. Here the migrants are Chicano workers - former braceros and greencarders from Mexico or their descendants - and they move northwest toward Oregon, or directly north to North Dakota and Wisconsin, or northeast to Michigan and New York.

The third great migrant movement, the West Coast Stream, flows from Arizona through California to Oregon and Washington. Workers, many of them originally from Texas, choose this as their harvest route (See Appendix A).

Migrant Life Styles

Although no actual count has been taken of the migrant population, it is estimated that approximately 200,000 Americans lead this often wretched nomadic existence (Stockburger, 1972: p. 1). A few independents travel on their own, making arrangements with individual farmers. The vast majority, however, are recruited by a crew leader who contracts with farmers for their labor. The relation between crew leader and crew is perhaps unique in our society. The workers often are totally dependent upon him for transportation, food, and employment. The more naive and illiterate workers are likely to thank the crew leader despite their privations for enabling them to keep alive, but the more capable are naturally inclined to resent the unscrupulous leader who may sell expensive food and drink, lend money at exorbitant

interest, and return them to the home base in debt at the end of a season which has made him prosperous.

Every year the cycle is repeated until either the worker is no longer physically fit to work, or until one of the various migrant programs which have grown up throughout the country in recent years helps him to find a job, enabling him to belong to a stable community and live like most of his more fortunate fellow Americans.

Migrant Children

Some of the workers are single; many have children who generally travel with their parents and whose work in the fields is counted on to swell the family income. The fact that they are not of age to be employed and may also be illegally absent from school often fails to act as a deterrent to either the farmer or the child's parents. The extent to which migrant children suffer from this twin violation of their rights is evident from the oft-quoted statistic that 90 percent of all migrant children drop out of school ("Children at the Crossroad," 1970: p. 1).

Of course, even if both laws are obeyed, the likelihood of a migrant child's getting an education comparable to that of a child in a middle class white community is still remote. The principals and teachers in a school in any such community may be unsympathetic towards the children of people they feel are vagrants at best. Besides, migrant children are transients - here today and gone almost before any serious attempt can be made to measure their generally low academic standing. In short, migrant children may not be welcome in many northern schools. They can hardly be refused admission, but they can be, and often are, neglected. Even when a kindly principal and teacher do their best for a migrant child and he has made satisfactory

progress, there is no assurance that when he returns to home base he will be able to carry on where he left off.

Another obstacle that lies in the path of a migrant child is his health. Since birth, he is likely to have been underfed and to have suffered from chronically unsanitary conditions. In addition to the infectious diseases to which children in prosperous neighborhoods are becoming increasingly immune, the migrant child has a good chance of contracting ringworm, impetigo, and of being reduced to the listlessness and general debility of malnutrition. Migrant children need doctors and dentists before they can be helped by teachers.

Happily, a surge of effort in meeting both health and education needs resulted from the 1966 passage of the Migrant Amendment to the 1965 Elementary and Secondary Education Act (ESEA) (see Appendix B). To qualify for programs under this act, a migrant child was defined as: "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 members of his immediate family may work in agriculture or related food-processing activities" ("Questions," 1971: p. 7).

Migrant Programs

When migrant programs were still in their infancy, parents were as likely to be as much a hindrance as a help when confronted with the choice between letting their children go to school or keeping them on the farm to earn a few extra pennies. Justifiably, perhaps, distrustful of "outsiders", they were as reluctant to share what they considered their responsibility for their children with migrant teachers as they were to lose their earning power. Since then, though, the success of many migrant educators have

enjoyed in awakening the children to their potential has earned the trust of the parents. Today parents who live in areas where successful migrant programs operate are as eager to profit from them as their children. And since, without the cooperation of the parents, no permanent good can accrue to the children from the few hours they spend in school, migrant educators are concentrating on winning the parents by filling their needs - health services, education, recreation, recognition - almost as much as those of the children.

Migrant programs today cover a wide variety of areas, ranging from providing education in well-equipped mobile units and organizing a data transfer system available to all schools that serve migrants, to preparing migrant dropouts for college entrance and training bilingual teachers to work with children for whom standard English is a second language.

Directors of all programs that deal with either the child or the parent seem to feel unanimously that success or failure depends mainly on the temperament and character of the staff. All teachers must have firsthand knowledge of migrant living conditions and must be dedicated to the task of extricating them from their plight. They must realize that for a Black or a Mexican American, a predominantly Anglo school staffed with predominantly Anglo American teachers is indeed a foreign country. He may neither understand nor speak the language. Nothing in his background has familiarized him with its mores. Unless he is warmly welcomed, his timidity will lead to distrust and his distrust to dislike. While he is in such a mental and psychological state, all attempts to educate him are doomed to fail. The school will continue to be part of the cold, cold world for the uprooted migrant child until and unless it is invested with the warmth of home, where he may have suffered from poverty, but where he usually found love.

The successful teacher must not only feel this love in his own heart. He must be capable of stirring something akin to it in the hearts of the child's nonmigrant classmates. They must be made to realize that the migrant child's silence is not necessarily sullen and that an unsmiling face does not necessarily indicate anger or ingratitude. Helping teachers acquire these human skills challenges the best of training programs.

When migrant children have been taken from the fields and sent to school with the prospect of reasonably consecutive schooling that leads to a high school diploma; when their health needs have been provided for through adequate diet and medical care; when they have been accepted as equals in every classroom; and when their parents have been assisted in securing more stable employment, there will be no need for migrant education programs. The above results have been reached with some of the children and some of the parents. The going has not been easy, and the success would not have been achieved had not some of the programs been exemplary. This monograph has been written in the hope that emulation will generate a spate of similar programs, which will ultimately result in the recognition of migrant parents and children as first class American citizens.

Because he has no roots, the migrant is a "national" rather than a local child. To serve him best, therefore, it is important to have direction from the national level. While the largest source of funds for migrant education, the Title I ESEA Migrant Amendment, allocates monies directly to the States, it also provides for a small national unit - the Migrant Programs Branch of the United States Office of Education (USOE) - whose responsibility is to provide leadership and direction to the migrant programs of 48 States.

National Objectives

One result of this mandate is a list of national objectives developed by a committee of the State Migrant Coordinators, with the assistance of the Migrant Programs Branch staff:

Instructional Services

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

7. Develop in each program a component of intrastate and interstate

communications for exchange of student records, methods, concepts, and materials to assure that sequence and continuity will be an inherent part of the migrant child's total educational program.

8. Develop communications involving the school, the community and its agencies, and the target group to insure coordination of all available resources for the benefit of migrant children.
9. Provide for the migrant child's physical and mental well-being through dental, medical, nutritional, and psychological services.
10. 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.
11. Increase staff self-awareness of their personal biases and possible prejudices, and upgrade their skills for teaching migrant children by conducting inservice and preservice workshops ("Newsletter," 1971: p. 12).

Depending upon the needs of its migrant children, each State selects the most appropriate objectives to implement. The exemplary programs described here incorporate many of these objectives.

Exemplary Programs

Citing exemplary programs for migrant children is no easy task. It would be impossible to adequately examine each of the approximately 1,900 Title I ESEA Migrant Amendment projects throughout the country, let alone those funded by other laws such as the Economic Opportunity Act (see Appendix B.

Accordingly, the following procedure was adopted to determine which programs were exemplary:

1. The programs were defined as those whose quality is reflected in comprehensiveness of service (ages served as well as types of service) to migrant children and those which may be replicated in other migrant or regular educational programs.
2. Letters were sent to the Title I Migrant Coordinators in the 48 States and to the grantees of the Indian and Migrant Programs Division (IMPD) of the Office of Child Development (OCD) requesting information on programs they considered exemplary.
3. All available publications about migrant programs were collected, read, and summarized.
4. Telephone interviews were held with staff members of the Migrant Programs Branch, of USOE, of the Indian and Migrant Programs of OCD, with selected State Migrant Coordinators, and of the Director of the Department of Labor High School Equivalency Program (HEP).
5. Onsite visits were made when possible.
6. Program selection was limited to those illustrating the uniqueness of migrant education; namely, that it serves a national child in a national "open" classroom. Thus, not only exemplary local programs are cited, but also national, interstate, and State programs as well as special services.

Most people who devote time and effort to creative programming tend to think that their own program, if not the best, at least ranks among the top 10. Some migrant educators may therefore be dismayed that their programs, though perhaps superior to any cited, are not included. Hopefully, they

will recognize that neither time nor space permitted the description of every exemplary program. They are herewith gently reminded that the title of this study is not The exemplary, but Exemplary programs, which indicates that some and by no means all have been treated!

Fig. 2

CHAPTER I

EXEMPLARY NATIONAL PROGRAMS

The missing link in the education of migrant children is continuity - that ingestion of sequential learning so critical to academic success. Unfortunately, the allocation of ESEA funds directly to the States who assume control of the funds has precluded filling this gap as quickly as might have been possible if programs had been nationally administered, as are the 1964 Economic Opportunity Act programs such as Head Start and HEP.

Despite this handicap, at least one program under Title I--the Migrant Student Record Transfer System (MSRTS)-- is operative nationwide and therefore merits recognition.

A second program, the U.S. Department of Labor High School Equivalency Program, funded by the Economic Opportunity Act, is illustrative of an effective way to help migrant children secure educational continuity.

Migrant Student Record Transfer System

The predicament of a school which had to test migrant students every May and September to find out their scholastic aptitude, their academic performance, and the diseases and treatments they had is easy to imagine. This used to be the predicament of almost every school attended by any of the children who moved with the crops. Because they were transients - often arriving unannounced or leaving without notice - it was almost impossible to keep any sort of cumulative file on them. This lack of information discouraged teachers from working with the children, with the result that many children, instead of being taught, were placed in the back of the room with drawing materials. This, says Vidal Rivera, Jr., Chief of the Migrant

Programs Branch of the U.S. Office of Education, is why "our kids are such good artists!" (1974).

As early as 1947, however, the need for accurate and readily available data on the migrant child was seen advantageous to the schools he attended as well as to him. The Federal Interagency Committee on Migrant Labor recommended that such records be kept and that they be sent to "every school district in the State and every State Department of Education in an area where that child might move" (Pfeil, 1971: p. 1). A task of this dimension required both time and money. Since the latter was not available, little of the former was forthcoming.

In 1966, however, Title I, through its Migrant Amendment, made some real action possible. The problem of recordkeeping was one of the first steps to be taken. The Migrant Coordinators of the States drafted a standardized record form which was filled out by the school and carried by the child to his next school. This would have solved the data transfer problem but for the foreseeable fact that many of the students lost their forms as they traveled from school to school.

The rise of the computer encouraged the States to collaborate on a computerized recordkeeping system, each contributing funds from its Title I allocation for that purpose. A set-aside of $426,000 (Pfiel, 1971: p. 1) was entrusted to the Arkansas Department of Education, who contracted with the University of Arkansas Medical Center to develop the programming for the system.

It took 30 months to allay administrator fears that "school personnel would be burdened with the task of filling out hundreds of forms and continually updating them" (Pfeil, 1971: p. 1) and also to revise and

perfect the form itself. By the summer of 1970 though, the Green Monster, as the form came to be called, was completed and approved by all 48 States.

At first, only seven States participated on a pilot basis, but by the following summer, all 48 States were able to receive whatever useful information they wanted on any migrant child in no more than 4 hours. State and local educators, representatives of private industry, university faculties, and the Federal Government had successfully collaborated on a scheme whose potential value to teachers and migrant students would be hard to exaggerate.

Initially, time was purchased from the Arkansas Medical Center computer. Today the system has its own computer. In the pilot States there were originally 18 local terminals hooked up with the computer by telephone. Today there are 130 terminals throughout the country, in areas where the concentration of migrant children is highest and the cost of phone calls the lowest. Most of the terminals are leased from the Bell Telephone Company, which has acted as consultant throughout.

How the System Works

If a child has his record from his previous school, he gives it to the new school's clerk. The clerk calls the terminal operator to enroll the child in the Central Data Bank and to request an updated record. If the child does not have his record, all the clerk needs is his name, sex, birthdate and place. After receiving this information, the computer can respond within hours, giving the critical data essential for rapid school placement - math and reading levels, health status, and ID number. The latter is then used to obtain a complete record on the child, which is received within a couple of days. In the event that the Data Bank has no previous record of the child, the new school becomes the first to enroll him.

According to Patrick Hogan of USOE's Migrant Programs Branch, about 8,000 requests for information are received daily by the center's computer facility (1974). Answering them takes from 6 to 8 hours of computer time. Throughout the system, confidentiality is guaranteed.

State and local educational agencies share MSRTS expenses, including terminal operator salaries, telephone calls, teletype rentals, and operational costs from the terminal to the Data Bank and at the central facility (the last two items come out of each State's Title I allocation). In 1971, $3 million was the estimated overall yearly cost. The set-aside for this fiscal year (1973-74) is $1,900,000 (Hogan, 1974).

Vidal Rivera is as pleased with the success and potential of the program as are school administrators, teachers, and clerks, who are spared the necessity of finding and recording the basic data on migrant children who come to them for perhaps only a brief 2-month stay. "Educators are now able" he says, "to tell at a glance the reading levels of incoming children" (Pfeil, 1971: p. 3). He also feels that one of the main services of the system has been to reveal some of "the greatest needs of migrant children." Indeed, migrant educators can rejoice in the knowledge that in our mobile society, MSRTS will eventually serve many more of the Nation's children. All children who travel, whether their parents till the fields or build new plants for great corporations, can profit from an accurate and speedy data-transfer system.

While the strengths of such a system are evident, giving the teachers background information on the child's academic accomplishments and interests, some critical events have highlighted the national effectiveness of the system. During the 1973 typhoid epidemic, 232 children left the contaminated

Fig. 3

Dade County camp prior to the outbreak of the disease. Within a matter of days, every child was located (most had migrated to other parts of Dade County, but others had reached Ohio and Texas) and innoculated (Cole, 1974).

In another instance, a child left Bear River, Utah with her family prior to the report on her TB test. Immediate health care for the child was imperative, since the report indicated she was suffering from an advanced state of the disease. An alert was sent to all MSRTS computers across the country at exactly 12:59 pm. At 5:05 pm that same afternoon, a message was received from a computer in Woodland, California, locating the girl. Immediate medical attention was given and the child's life was saved (Moskowitz, 1972: p. 4).

While the MSRTS is perhaps not as effective as it might be in improving migrant education, it must be given more time to prove its worth. The new record with its two forms (see Appendix C) - one for health information and the other for family background, educational attainments, and health data - and the new "dedicated" computer (devoted solely to MSRTS business) will no doubt be subject to growing pains. While these are being eased, the equally important task must be faced of teaching teachers how to utilize the information on the form, and reminding all users of the importance of immediate and accurate data input, which, says Max Dyer, Coordinator of MSRTS, "is critical to the success of MSRTS" ("MSRTS Newsletter," 1974: p. 4). Since new multimedia training materials (slides, tapes, workbooks) have been developed and are currently being used in training programs in all the States, and since the new form is open-ended, enabling users to better delineate each child's progress, there is every reason to be optimistic about the future effectiveness of the MSRTS in serving as a "vehicle of educational continuity" for migrant children.

High School Equivalency Program

For many of our underprivileged, the Statue of Liberty and Emma Lazarus' message inscribed on it, "Give me your tired, your poor, your huddled masses...", are little more than a broken promise. Not so, however, for those migrant and seasonal farmworker dropouts between the ages of 17 and 24 who normally would have little to look forward to but a lifetime of poverty, but who have been saved from this plight by the High School Equivalency Program (HEP) sponsored by the U.S. Department of Labor. While the program's immediate aim is for the students to pass the General Educational Development Examination (GED), its ultimate goal is to find sustained employment for them by either placing them in "jobs with upward mobility, in vocational training programs, or in institutions of higher learning" ("High School Equivalency Program," 1971: p. 6).

From dropout to college graduate seems a giant leap for any young person to take, yet in a single year (9/72-8/73) 31 percent of the 1,500 former migrant and seasonal farmworkers who passed through the HEP program went on to college. Of that number, 1,231 were successful, with 997 of them receiving GED's. The remaining 234 were placed in jobs. About 270 of the 1,500 dropped out. Therefore, about "82 percent of the students were served successfully" (Ludin, 1974).

How HEP Started

In 1964 Congress passed the Economic Opportunity Act to "assist migrant and other seasonal farmworkers and their families to improve their living conditions and to develop skills necessary for a productive and self-sufficient life in an increasingly complex and technological society" (Comptroller General, 1973: p. 9). $4.2 million was allocated to give

these young people the "Open Sesame" to such a future by passing the GED exam and thus gaining the equivalent of a high school diploma - a genuine diploma, not merely the certificate of attendance which so many students have to settle for.

To qualify for acceptance, the youth must be a member of a migrant or seasonal farmworker family, unmarried, between the ages of 17 and 24, a high school dropout, a resident of the United States, and must meet poverty guidelines. No character references have to be furnished. No record of grades in the last class attended have to be provided. No questions are asked about color or creed. All that he or she has to do is to apply himself or herself. In the history of the United States, it is doubtful whether any invitation to the underprivileged has ever been as meaningful.

The applicant is left under no illusions as to what HEP will and will not do for him. "HEP", says the notice to prospective students, "gives you no money, no education, no job." But HEP gives you "the opportunity to earn money; to educate yourself; to locate, obtain, and be successful in a job; to be eligible for a college scholarship" ("What HEP Gives You," n.d.: p.1). The most precious commodity that HEP provides is time - time to study, time to get the education which has been truly called the "one hope of the poor".

HEP has made use of its limited funds by inviting 16 colleges and universities from San Diego to Florida and a private corporation in Puerto Rico to each make their facilities available to 50 students, who enjoy the same access as the regular student body to campus facilities and activities. In addition to free room and board, he receives $10 a week for pocket money or to help support his siblings at home.

But for some applicants who have adopted a casual attitude to education

in the past, the weekly stipend does not come any too easily. The HEP program at the University of Miami makes it clear at the outset that "No points are 'given'" and that "there is no such thing as an excused absence from a class". The student who uses class time for even such laudable purposes as going to the health center or to the program director for advice, loses his points for attendance and participation, and must make up the loss by earning "quality points" for "good work", such as extra study under the supervision of any teacher.

Once he has been accepted, the student is exposed to an orientation period, including counseling and testing, which results in the choice of a HEP plan. It involves preparation for the GED tests and equips him to decide whether he wants to prepare for a specific vocation, or to take a general vocational course, or to aim for college admission.

His schedule includes six 55-minute classes per day, and since there are never more than 10 students in the class, he is taught individually and proceeds at his own rate. The GED tests cover five areas: Correctness and Effectiveness of Expression (English), Interpretation of Library Materials, Interpretation of Reading Materials in the Social Sciences, Interpretation of Reading Materials in the Natural Sciences, and General Mathematical Ability. He must also take several periods a week of World of Work - a program of instruction in job preparation ("University of Miami HEP," n.d.: p. 3).

His academic week also includes 2 evening study-hall periods, special tutoring by University students if he needs it, and whatever sports and physical education activities he desires or has time for.

To give him practice in test-taking, the Stanford Achievement Test,

simulated GED tests, and Florida 12th Grade Placement Tests are administered regularly. He may also take College Board Entrance exams, which many institutions require.

In the World of Work section of his curriculum, he is given 45 tasks which will equip him to choose a career and prepare for it, find a job and get it, and have a successful career experience.

Success in the GED exam is the mecca of most students, but not all make the grade. Each case is carefully studied, as the following excerpt from this policy statement indicates:

> "A student who upon his first trial at the GED exams, receives a score lower than 200 points or passes fewer than three of the exams, will have his case reviewed in a regular staff meeting. The staff will vote whether to allow the student to remain in a GED program or whether to transfer him to a placement oriented activity and give him a target date for placement" ("Policies Concerning GED Recommendations," n.d.: p. 1).

Uninterrupted study at HEP centers is the exception rather than the rule. A student may get within a month of his GED and then have to go off with his family to harvest the crops. Most, however, return to finish their training. For the few that drop out, the glimpse of a different way of life will never leave them, the HEP director feels, and there is reason to hope that even unaided they will find some means of extricating themselves from the migrant stream.

Not all, of course, are so successful as 20 year-old Pearline Brown, the oldest of a family of 13, whose migrant father earned only $4,500 a year. While she was at HEP, she worked in the cafeteria and as a teacher aide to help support her brothers and sisters, and her own two children. Most weekends saw her home, helping out still more. Not only did she qualify for admission to college, but she decided to do all in her power

to keep her brothers and sisters in school and hopefully on the path to college (Lubin, n.d.: p. 1). Equally encouraging is the success of Juanita de la Cruz, daughter of Mexican immigrants, whom HEP led to not only college admission but to a scholarship in social work as well. Upon completion of her degree, Juanita took graduate courses in education and is "now teaching in a migrant program in Florida City, Florida!" (Davis, 1974). Her story was sufficiently newsworthy to have been told in "Good Housekeeping" (Hartley, 1972).

Male students have no less reason to be grateful to HEP. Fred Garza entered the University of Oregon as a sociology major after taking 5 months to pass his GED. By April 1971, his senior year at Oregon, he had earned 12 hours toward a Master's in crime and delinquency ("Patterns," 1971: p. 10).

In 1969 when David Ojeda graduated from the University of Nebraska HEP, he accepted a job with the American Beef Packing Company. In 1971, when he was only 20, his income was close to $9,000. In his spare time he was serving on a neighborhood improvement committee ("Patterns," 1971: p. 11).

It is entirely possible that Pearline, Juanita, Fred, and Dave have above average capacity and determination. Most young people who enroll in a HEP program, though, whether they make college or not, will at least escape the usual fate of the migrant worker. (It is worth noting, incidentally, that if Pearline had been married, she would have been ineligible for HEP - a circumstance which legislators might well consider before denying its assistance to young married men and women).

Current HEP national director Ron Ludin (1974) considers the strengths of the program to be its residential aspect, low student/teacher ratio

(maximum of 10 students to one teacher), and overall comprehensiveness. The integral parts of the program, such as the use of individualized instructional material, diagnostic testing, prevocational counseling, and high staff quality are also strong points.

A feature of the program that needs strengthening, according to Mr. Ludin, is the followup to determine the retention of the students in jobs and their upward mobility.

Unlike Title I migrant programs, HEP is administered from Washington which facilitates excellent communication and coordination among the units. Innovative practices are shared and annual conferences and workshops are held where staff can discuss topics related to their responsibilities - whether management, teaching, or counseling. Also, all programs have a common administrative structure, consisting of a director and a deputy director. To pick up administrative techniques, the deputy director usually attends all the workshops the director does. This puts him in line for the directorship should the director leave. The same structure applies to teachers and counselors, equipping them to move into management positions when vacancies arise.

A noteworthy example of this upward mobility is the inimitable Billie Davis (of the award-winning film, "A Desk for Billie" - Golden Reel Award, 1957) who has worked tirelessly, moving from the migrant stream to the directorship of the Miami HEP program. Her own experiences as a migrant child are the foundation for her concern, empathy, and hard work on behalf of Miami HEP students ("The Ripe Harvest," 1972: Chapter 1).

HEP, as an "external degree" program, should provide for all migrant youths who do not - for one reason or another - finish high school. As a

matter of fact, since State barriers to high school credits and courses are the migrant child's chief academic stumbling blocks, this type of program should become the migrant child's high school program, no matter where his travels take him.

For all of them then, it could be, as it was for HEP student Mary Jane Tobar, "a dream come true". From all of them it would demand courage - the courage to keep at it until the dream does come true - the courage that Helen Anguiane of State University College of New York at Stony Brook HEP called "more than a daring deed; It's the breath of life and a strong man's creed" ("Patterns," 1973: p. 12).

CHAPTER II

EXEMPLARY INTERSTATE PROGRAMS

Second to national programs in scope are those where two or more States work together to provide continuous services. Two such programs are the Interstate Cooperation Program of the Texas Child Migrant Program (Title I ESEA) and the Texas Migrant Council's Mobile Head Start Project (Indian and Migrant Programs Division, OCD).

Texas Child Migrant Program - Interstate Cooperation Program

The problem of providing educational continuity for migrant children is monumental. Compound it with the further problem of children who are non-English speaking and/or bilingual and it becomes almost unsurmountable.

In fiscal year 1973, Texas had 48,000 of 85,000 potentially eligible migrant children in 105 migrant programs (Juarez-Lincoln Center, 1973: p. H-2) sponsored by the Texas Education Agency (TEA). Recognizing both the need for sequential educational experiences and for special help for its Spanish speaking children, in 1966 TEA initiated an Interstate Cooperation Project where 24 educators from the Texas Child Migrant Program project schools were sent to 12 States that receive its children. In 1967, six additional States were added to the project. Today, 20 States participate: California, Colorado, Florida, Idaho, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Nebraska, New Mexico, New York, Ohio, Oregon, Utah, Virginia, Washington, Wisconsin, and Wyoming ("Texas Child Migrant Program," 1972: p. 17).

These States, by accepting teachers with experience in teaching Texas migrants assist in implementing the goals of the program: to share among the States an understanding of the problems of teaching Texas migrant children;

to improve techniques used in their instruction; to encourage the Texas children to participate in the receiving States' programs; and to promote the teacher's realization of the problems faced by the children during the migrant cycle.

Currently, 26 Texas educators are selected yearly to participate in the program. To avoid a complete turnover, 13 are participants from the previous year. Those selected must be certified and current migrant teachers, must be able to relate to the children and their families, and must serve as effective representatives of the Texas program (Talamantez, 1974).

While in the receiving State, the Texas educator serves the migrant program in many ways. The activities of Mr. Humberto Vasquez, who was assigned to New York, best illustrate this role. Mr. Vasquez gave unsparingly of his time and effort to instruct teachers of Mexican American children about their language, culture, and Texas school experiences; to communicate with and relate to the children in schools throughout the State; to serve as liaison between the schools and parents, and to work with the families and crews in any way that could ease transplantation into an Anglo society.

In regard to the latter, Mr. Vasquez was invaluable in "cooling" what could potentially have been a serious community/camp situation. Several youths from the Mexican American crew became the objects of racial remarks while they were in the nearby town's bowling alley. As a result of the ensuing fracas, workers were prohibited from entering the town. Mr. Vasquez served as intermediary, negotiating and explaining, and succeeded in reversing community attitudes to the extent that local recreational activities were provided.

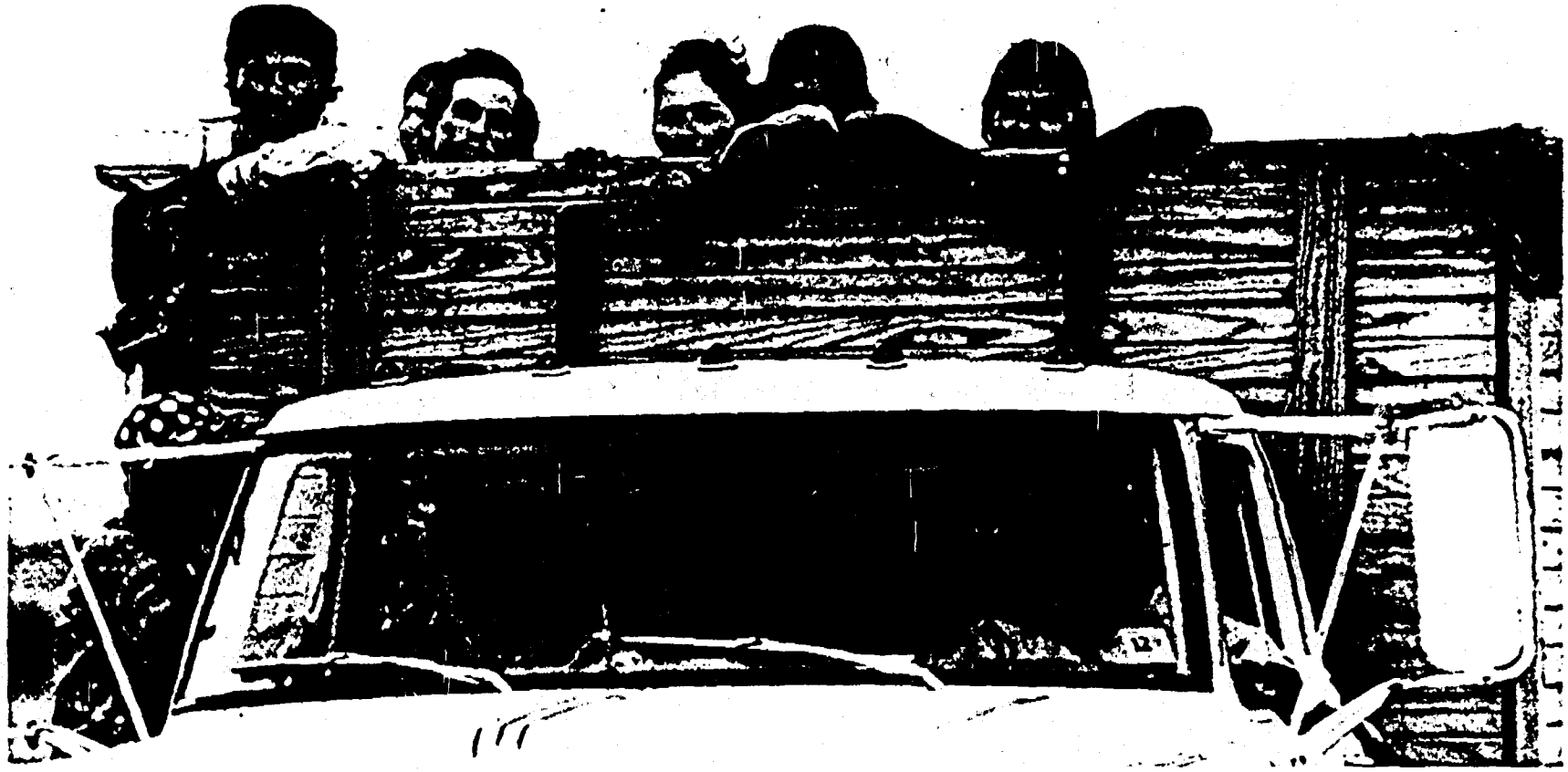


Fig. 4

There is no question but that the Texas Interstate Cooperation Program is opening the door to more effective communication among the States. This, can lead to both better coordination and to additional efforts to help the children and their families while they are "on the season".

Texas Migrant Council - Mobile Head Start Program

Accepting the challenge from the Indian and Migrant Programs Division (OCD) to provide continuity of services for young migrant children, in June 1969 the Colorado Migrant Council established an experimental Mobile Day Care/Head Start Project. Its purpose was to provide a continuous cycle of day care and Head Start developmental services such as educational, medical, and nutritional help while Texas-based migrants made their trek north and then back to Texas. The first year of operation served children in three centers in the northern States and ten centers upon the migrants' return to Texas ("Texas Migrant Council, Inc.," 1972: p. 2).

In July 1970, funding difficulties changed the grantee to the United Migrant for Opportunity (UMOI) at Michigan State. When financial problems also beset UMOI, a home-based group, the Texas Migrant Council (TMC), incorporated and became the new grantee in June 1971.

Currently, $1.4 million is granted by IMPD for the Mobile Head Start Program. There are 19 centers from the Rio Grande Valley and Wintergarden areas of Texas in the winter phase of the cycle, and 29 centers in the summer phase (northern States). The latter are in Oregon, Idaho, Minnesota, Wisconsin, Illinois, Indiana, Michigan, Ohio, and Alabama.

The term "mobile" in this project means that all staff - teachers, aides, cooks, drivers - and equipment travel to communities where the workers stop while traveling. Then, with the help of the local community,

appropriate facilities (church basements, schools, houses) are selected as sites for Child Development Centers.

In its 1972-73 Annual Report, the Texas Migrant Council lists its objectives:

1. To serve mobile migrant children from ages 0-5 from their home base in Texas and give them continuity of service in the user States by following them to the northern States during the summer months.

2. To use a bilingual/bicultural curriculum so that the children get the extra scholastic help they need as they go through grade school.

3. To adjust the duration of a program day to the hours of the migrant working day.

4. To deliver services to the migrant family and also hire migrants, enabling them to share in the task of serving their own people.

5. To develop a strong career development program that will train migrant men and women to be competent paraprofessionals.

6. To perform followthrough service not only in education, but also in nutrition and health (p. 4).

Thus far, the Council has succeeded very well. During the summer of 1973, 2,544 children were served in the northern States and 1,500 served during the 1972-73 winter season in Texas. Continuous services were provided to 75 percent of the children - an outstanding percentage in view of the extensive movements of migrant families (Villarreal, 1974).

Another unique aspect, a staff that is approximately 95 percent migrant, necessitates a strong training program. Assisting in this field is the Southwest Educational Development Laboratory (SEDL) of Austin, Texas. Its extensive research has produced lessons complete with stencils, tapes and pictures in each unit. To enable the mobile staff to use these, SEDL provided training for classroom observations and basic methods for classroom

management, discipline, parental involvement, and unit planning. SEDL completes its cycle of involvement with an evaluation of the curriculum and program, and measures the children's progress by achievement tests ("Texas Migrant Council, Inc., Annual Report," 1973: p. 7).

In addition to SEDL training, 9 hours of college courses in early childhood are provided for the Wintergarden staff at Southwest Junior College in Uvalde, Texas and for the Valley staff at the Southmost College in Brownsville.

While many other migrant programs have considered "traveling" with the migrants, none has implemented this concept to the same extent as the Texas Migrant Council. The chief weakness of this approach is that, despite the fact that a crew of migrant workers may start off from the home base together, there is no assurance they will stay together. TMS's 75 percent continuity factor speaks well for the staff's flexibility and dedication to the mobile concept.

An important factor in the success of this project has been the ability of an outside agency - the Texas Migrant Council - to move into other States, secure numerous voluntary services from local communities, and conduct programs. A field report on the program states that "The Texas Migrant Council has strong community support from churches who provide classroom space and the medical profession. County nurses and doctors check each child, immunize them, send them to dentists or other specialists if necessary. Community volunteers work in the classrooms, help with field trips, and help coordinate other state and local migrant organizations. Nurses work for more healthful living conditions in migrant camps and community groups provide needed buses" (Smith, 1973 : pp. 1-2).

An additional strength of the program is the Parent Advisory Council (PAC) in each center. Its members assist in screening children, participate as volunteers, and raise funds for equipment ("Texas Migrant Council, Inc., Annual Report," 1973: p. 15).

The only drawback of the exemplary TMC Mobile Head Start Program is that it is only one program out of the many which are needed nationally - a fact for which the Council can hardly be held responsible.

CHAPTER III

EXEMPLARY STATE PROGRAMS

Programs mandated by a state office of migrant education, while they may not serve as many students as national and interstate programs, are effective in providing consistent and coordinated programming for migrant children. Three highly populous migrant states - California, Florida, and New Jersey - have made significant contributions to migrant education through their State-mandated programs.

California Plan for the Education of Migrant Children - Regional Program

The funding of Title I Migrant Amendment programs through individual departments of education has led to a variety of administrative and operative procedures among the States. State departments may contract with a single unit, such as a university, to conduct migrant programs; they may regionalize the State, allocating monies according to the number of children in each region; or they may directly fund Local Education Agencies (LEA's) that apply for migrant funds.

The regional plan is an effective method of avoiding service overlap, particularly in high migrant population States. Also, as the Juarez-Lincoln Center reports (1973), "This particular administrative system allows for policy determination and coordination on a state level, management at the regional level, and supervision at the local operational level" (p. E).

Since 1967, California's Plan for the Education of Migrant Children has implemented this approach. Currently, the State is divided into six regions (there will be seven for 1974) with a total of 33 county superintendents from 205 school districts. One county superintendent, selected by the State or by the superintendents, serves in each region as "Agent

Superintendent" and becomes the official recipient of Title I funds for the region. He then enters into a joint power agreement with the other superintendents in the region. It is then the Agent Superintendent's responsibility to purchase supplies and set up a dissemination system. Often, this takes place from a regional service center.

The Agent Superintendent hires all certificated personnel while the local school district hires those not classified, such as aides. He also determines regional program goals and activities, following the advice of a Regional Advisory Committee which consists of school and organization representatives and a lay committee. Inservice and staff training are provided by 6 to 18 "Resource Teachers" in each region.

The State's Bureau of Community Services and Migrant Education has established five basic objectives for this multicounty regional plan:

1. Migrant children will evidence a mean of at least 1 month's progress in school subject matter for each month of attendance in participating schools. Supplementary instructional programs will be provided to aid in attaining this rate of gain;

2. Migrant children will maintain an attendance rate equivalent to resident children through regular school district efforts supplemented by child welfare and family-related programs provided under the California Plan;

3. Migrant children's health will be such that it does not interfere with their education. This will be the result of coordination and cooperation by local resources, supplemented by services provided through the California Plan;

4. Migrant children's needs will be met through the special skills of professionals and paraprofessionals trained in preservice and inservice programs provided through a variety of resources, coordinated through the California Plan;

5. Migrant children will be provided continuity of educational services through the use of the students' transfer records, as well as frequent communication and sharing of materials

and program ideas by professionals from the various states ("Evaluation Summary," 1974; p. 1).

Activities designed to meet these objectives within the six high migrant population regions of the State are : instructional activities which emphasize improvement in language (oral and written language and reading) and in mathematics; health and welfare services, including medical and dental health services, nutritional services, health education, and welfare services; pre and inservice education of professional and paraprofessional personnel to improve their skills in working with migrant children; and supportive services, including transportation for study trips, visits to clinics and other medical and dental facilities, community and family liaison services, and recreation programs (Juarez-Lincoln Center, 1973; p. E-1).

Tests measuring academic gains among the children have objectively indicated that the project objective of 1 month of gain for each month in the program had been surpassed for the 1972-73 program ("California Plan," 1970: p. 21). Approximately 17,000 children received medical and dental care during the program and about 22,000 received nutritional services such as free lunches, snacks, and breakfasts ("Evaluation Summary," 1974: p. 4).

In addition to the regional plan, California also has some multiregional components in its program: the Mini-Corps which places 200 aides in classrooms (described later), and 25 multifunded projects that serve preschoolers to adults. A unique pilot in three locations utilizes many funding sources to serve infants to adults. This rather ideal program focuses on family needs and renders comprehensive services without the migrant having to seek out each type of service himself.

Fig. 5

While the strengths of California's regional plan are obvious - the saving of administrative dollars as well as avoidance of overlapping of services - the main problem is a lack of sufficient funds to serve all the eligible children in the 5 to 17 age bracket. During the 1972-73 school year, 42,963 of the 80,000 children who qualified were served ("Evaluation Summary," 1974: p. 1). This, plus the fact that there is an appalling lack of services for infants and children under school age in California as well as in other States, underlines the need for adequate levels of funding.

Florida Migratory Child Compensatory Program - Early Childhood Learning, Learn and Earn, and Language Arts Tutorial Programs

Florida's Migratory Child Compensatory Program (FMCCP) has been a leader in piloting effective programs for its children. Three of these programs - Early Childhood Learning, Learn and Earn, and Language Arts Tutorial - are now implemented statewide in an effort to reach all the 34,055 children served by the FMCCP ("Florida Migratory Child," n.d.: p. 1).

Early Childhood Learning Program

The aim of the Early Childhood Learning Program is to provide for 3, 4, and 5 year-olds an adequate program of needed health and nutrition services, excellent educational and recreational activities, and many opportunities for social and emotional growth. The program is based on the belief that if prekindergarten school is good for settled-out children, it is even better for migrant children since their education is likely to be both interrupted and incomplete.

Two hundred and seven classes are held in self-contained classrooms and mobile laboratories located at either schools or in migrant camps ("Florida's

Early Childhood Learning Program," n.d.: p. 3). The 12-foot by 65-foot mobile units are impressive. Each is air conditioned, thermostat heat controlled, and fully equipped with basic supplies, materials and equipment necessary for implementing the program. East unit contains two bathrooms (one with a full-sized bathtub), an isolation room for sick children, storage closets and cabinets, a utility closet, work counters, cubicles for individual student storage, an 11-foot refrigerator, a hot water heater, a stainless steel sink and drinking fountain, an instructor's center, indoor-outdoor carpeting in the instructional area, vinyl flooring in the kitchen, and a safety designed picture window ("Florida Migratory Child," n.d.: p. 2).

A real effort is made to serve the migrant community. Classrooms are open a minimum of 10 hours per day - depending upon the needs of the migrants. Also, whenever possible, migrant mothers are given priority for employment as assistants. Personnel and their functions include:

1. A regional director who approves sites, locations, and facilities for classes;
2. A head teacher who coordinates the programs in a specified area and assists in evaluating migrant teachers and assistants; and
3. One teacher and two assistants who work directly under the supervision of a designated elementary principal.

In addition to preservice work, the teachers and assistants benefit from a continuous program of inservice activities provided by FMCCP.

The concern of the FMCCP for young migrant children is evident in this unique program. Its excellent service to children down to 3 year-olds makes even more glaring the lack of a legislative mandate and

adequate funding for migrant children under 3 who must either remain at home cared for by older siblings (who are thus kept out of school), or be taken to the fields while their parents work.

Learn and Earn Program

Students served by the Learn and Earn Program have already been scarred by the evils to which all migrant children are exposed. What they need most is an improved self-image. Florida educators judged that the best therapy would be to afford them the opportunity to achieve success. Their program was therefore designed to help each child experience success and improve a much damaged self-concept through a short-term occupational training course; to personalize learning to allow each child to proceed at his own rate; to motivate the children toward greater participation in other areas of the curriculum; to make available opportunities to participate in real experiences that will increase their awareness of and equip them for the changing world; to provide a laboratory that will develop positive attitudes toward work, ability to follow directions, and interaction with others; to help each child be aware of his occupational potential through continuous evaluation; and to provide each student with economic gain along with the development of skills that are saleable on the labor market ("Florida Migratory Child," 1973: pp. 1-6).

The program developers considered the four job areas most likely to appeal to migrant teenagers, male and female, to be automotive mechanics, clerking in supermarkets, care of hospital and nursing home patients, and hospital-hotel housekeeping. Accordingly, mobile unit replicas (12 feet by 51 feet) of actual occupational areas such as motel rooms and supermarket checkout areas were built to serve as "classrooms". The 58 units

also contain individual learning carrels, ample audiovisual equipment, visual aids, and a library of pertinent printed materials ("Learn and Earn Component," n.d.; p. 2).

Since the students served are of school age (14-17) and attend the school nearest to the farm where their parents work, the mobile laboratories are placed on the school grounds and kept there for varying periods depending on the unit of work. If a local community has occupational needs other than those for which the units are equipped, adjustments are made so that instruction coincides with employment possibilities. For example, on one of the units, the students are learning how to work for the local McDonald's establishments (Horne, 1974).

The "earn" part of the program consists of 6 weeks of salaried on-the-job training at local community businesses such as offices and supermarkets. A rather unusual work experience is available in south Florida where students repair cemetery lawn mowers. Students are paid the minimum wage and are allowed to work a maximum of 10 hours a week during school time (Hilburn, 1974). They receive school credits for on-the-job and in-school learning experiences (Gaubatz, 1974: p. 1).

This component of Florida's program is making an impact on another highly neglected migrant student, the teenager. Slowly, but surely, his involvement in Learn and Earn is reducing the number of children working illegally in the fields. Programs similar to Learn and Earn are essential if young migrants are to listen to an occupational drummer different from that of their parents.

Language Arts Tutorial Program

A characteristic failing of migrant children is reading weakness. To

help them catch up the Language Arts Tutorial Program, initiated in Broward County, is being implemented statewide. Essentially, the tutorial program provides supervised tutors who work with individual children during the school day. The schools receiving tutors are those that have a concentration of such students, sufficient space to enable tutors to work with a group of three children, and the desire to cooperate.

Key personnel in the program are:

1. Regional program consultants who coordinate the program from regional offices. (Florida, like California, is divided into regions);

2. Head teachers who supervise tutorial teachers and tutors for a given county within a region;

3. Tutorial teachers who each supervise and assist 10 tutors and who also teach 15 students; and

4. Tutors who teach no more than 15 students (Horne, 1974).

The tutors must be at least high school graduates, though some have college degrees; they must be familiar with the migrant way of life; and most of all, they must have a genuine desire to help their pupils. An intensive preservice training program for them is followed by a continual inservice program ("Tutorial Program Questions," n.d.: p. 8). Each tutor is assigned to 15 children. He is in contact with each of them throughout the school day. The students meet in groups generally of one to three, with each child receiving 15 to 20 minutes of attention during a 40-55 minute period. The remainder of the period is devoted to the entire group.

An important part of the training involves a thorough review of program materials. Migrant children, because they are below grade level in reading, associate traditional materials with their lack of success. Therefore, the Language Arts Tutorial Program makes available to the tutors a

significant variety of highly relevant and interesting materials. One of three basic assessment instruments is administered to all students: Criterion Assessment System (elementary); High Intensity Learning System - Reading (junior and senior high); and the Oral Language Assessment Test, OLA (ESL students). Once assessment is completed with either of the first two systems, the tutors can use from 20 to 30 different instructional materials. The OLA, on the other hand, assesses whether a child is at an independent or nonindependent level of speaking English. The H-200 program of Learning English Early ESL Lessons is then used for instruction (Zipperer, 1974).

Without question, the greatest promise of continuity for the child in this program is the fact that, should he leave the school, his current skill level will be recorded on his transfer record form. Also recorded are "exceptions" - those skills below that level that he has not mastered, and those above that he has (Hankerson, 1974). The recording of this information on the transfer form may well be the hallmark of accountability for the MSRTS. Never before has such precise information about a child's skills levels been so readily available.

(There is, incidentally, a growing awareness among migrant educators that criterion referenced materials such as those used in the Tutorial Program may be the key to providing educational continuity for migrant children. During a May 1973 annual conference, the State Migrant Coordinators voted to adopt nationally the Michigan Criterion Referenced Math Program and the Texas Performance Objective Project: Reading and Oral Language.)

Important adjuncts to the tutorial program are field trips designed

to expand the children's reading background and the HAVE-A-BOOK program where students are given paperback books of their own for attending class and for accomplishments achieved during the program. Also, the children receive health services such as physical examinations and glasses and the services of the social educator, whose responsibility is to work with migrant families (Horne, 1974). Once the children have entered the program, they remain in it until they have mastered all the language arts skills they need in order to function successfully as adults.

To the possible objection that, since tutoring is done during class time, the child is missing instruction that he would otherwise receive, it can be replied that if the child is a poor reader, nothing can be as valuable to him as being taught how to read. The great advantage of the tutorial program is that nonreaders are no longer sent to the back of the classroom to amuse themselves with a box of crayons while the rest of the class is learning. "To each according to his need" makes sound sense in the classroom. Likewise does the dictum: "the last shall be the first". From being those who used to receive the least attention, these readers have become the ones that receive the most.

Florida's leadership in migrant education has become even more evident with its statewide implementation of these three programs. As other States learn of the Florida programs, they too may incorporate similar components.

New Jersey Migrant Education - Recruitment Program

While the State of New Jersey has been a leader in a variety of fields--establishing mobile vocational education units, disseminating curriculum

materials, and developing special bilingual videotape programs for children--its significant attack on the root of a problem faced by many States warrants special recognition here. Many New Jersey migrant children never get to school at all, either because they are forced to work in the fields, or are not interested in school, or don't even know that the possibility of school exists. Consequently, New Jersey educators concluded that the only method of reaching them, both physically and mentally, was to go out into the highways and byways and, if not compel, at least induce them to come in.

Founded in 1970, the recruiter program undertook to find every child in the State who should be in school, and if possible put him there. As in other migrant programs, success was due to the personality and training of the individual recruiters. Their task is not an easy one. Each recruiter is responsible for knowing every farm in the district assigned to him. He must know how many migrants the farm employs, the nature of their work, and how many children live in the camp. He then compiles a profile of each child, including personal and health information, which is placed on the Migrant Student Record Transfer System ("Recruiters on the Move", n.d.).

In order to collect this information, the recruiter must get permission from the farmer, who may at first be reluctant to have "government people" meddling with his affairs. He must also tell his tale to the crew leader, and convince him that no major slackening of harvesting efforts will result from these children's departure to school. The parents may have to be convinced that they have more to gain from having their child in school than on the farm: free lunches and field trips for the children,

and daylong freedom from child care for the parents, not to mention the various health services the school will offer. Finally, the children themselves have to be persuaded. This is where the personality of the recruiter and his awareness of the likes and dislikes of the migrant child really come into play.

Getting the child to want to attend school is one of the recuriter's tasks. Sometimes, however, it is almost as difficult to get the school authorities to accept the child. That is why each recruiter is provided by the State office with a list of instructions ("Recruitment Program Guide," n.d.) to be followed for getting the school superintendent's, and then the principal's consent. As often as not, both have to be given the definition of a migrant student and an explanation of the Migrant Student Record Transfer System. If the principal is favorably impressed, he will give the recruiter a list of the migrant children in his school, tell him of any other migrant students in his district, and offer to accept all that can be recruited. Informing the principal that he has to take only three preliminary steps in order to be eligible to apply for migrant funding for his school often simplifies the recruiter's job.

Thanks to the New Jersey program, hundreds of migrant children find themselves in school with every prospect of consecutive schooling. The New Jersey program is the first in the Nation that has set up "a direct communication line between child and the school system" ("Gearing-Up," n.d.: p. 9).

But communication is a two-way street, and the recruiters, who have taken "the oath of dedication" to the cause, do not consider their job finished when they collect information from the migrant family and bring

the child to school. They then bring information to the family, apprising them of all the organizations that provide services for migrants. The final task of the recruiter is to see that the migrant avails himself of these services. Often a family in despair is encouraged to "break the stream" by a recruiter whom they have come to trust, and can be assisted in finding both work and decent housing.

To function effectively, recruiters have to go through a series of inservice training sessions, in the course of which they visit farm labor offices, community and State health services, and other agencies ("Gearing-Up," n.d.: p. 5). Recruiting and social services continue through the summer till late autumn. November and December are spent in searching for new areas in the State where migrant programs could be advantageously established. This work also serves to chart the movement of the entire migrant stream throughout the State. From then until spring, recruiters visit migrant winter support programs, which serve children whose parents have chosen to leave the stream.

The recruiter program is operated by a coordinator, who is responsible to the Director of the New Jersey Office of Migrant Education. A regional director is assigned to each of the two areas in the State - northern and southern - where the program operates. Under him are three recruiters, who work as a team. The recruiting coordinator is responsible for organizing the program, hiring and training the staff, and setting it to work in specific locations in the State. An assistant coordinator supervises all services performed by the recruiters and acts as liaison officer between them and the migrant agencies where they refer the migrant population ("Gearing-Up," n.d.: p. 10).

The missionary zeal of the recruiters has led them to spread the gospel in other states. The official State newsletter, "The Recruiting Tree", describes a recruitment pilot project involving visits to Georgia, North and South Carolina, and Tennessee, and planning recruiter workshops in Florida and Colorado (1972: pp. 1-4). Following their example, a team in Maryland recruited 400 migrant students in nine counties. Delaware has enrolled many students in school for the regular school term, in addition to offering many camp services. Georgia, Tennessee, South Carolina, and Colorado have expressed interest in launching recruiter programs in the near future. The goal is an interstate recruitment system that would provide an accurate and complete account of the children as they leave one State and enter another ("Interstate Recruitment Pilot Project Proposal," n.d.). It is hoped that this brief account of New Jersey's excellent work will help to hasten the day when that goal will be reached.

Fig. 6

CHAPTER IV

EXEMPLARY LOCAL PROGRAMS

Of the hundreds of migrant programs at the local level, many make an earnest attempt to provide quality instruction for the children. In general, these programs have the following components: experience-based learning; significant parental involvement; learning materials are either adapted commercial ones or those developed by the teachers and children; extensive use is made of multimedia; self-concept enhancement, often implemented by bilingual/bicultural activities; health and nutritional services; local community involvement; and a suitably long school day that fits the migrant family's working schedule.

In an effort to develop quality programs for migrant children, several States have established "Demonstration Schools". Two of these have been selected as exemplary - the schools at Somerton (Arizona) and Geneseo (New York). A special feature of these schools is that they serve as training grounds for teachers and aides.

Also selected as exemplary are two programs that are presently pioneering in two critical areas - the education of non-English speaking children and the education of secondary students. The programs cited are the Springfield Transitional Program (Massachusetts) and the secondary program in North Carolina.

Demonstration Schools - Somerton and Geneseo

The Somerton Story

Somerton is a residential community ten miles south of Yuma, Arizona and nine miles north of the Mexican border. Irrigation has made the area ideal for agriculture, especially citrus fruits. The seasonal influx of migrants - most of them Mexican American and bilingual, although some speak

only Spanish - generally doubles the size of the normal student body. Before the advent of Title I, this created severe budgetary and instructional difficulties ("The Somerton Story," 1969: p. 1).

With Migrant Amendment funds, however, a special program was launched in 1967, and it has been added to and enriched every year since then. A special resource center is the hub of school activities. Its 16mm film library of over 600 titles serves both the Somerton and other Yuma County programs. In addition to other numerous teaching materials and equipment, it houses a television studio and the Somerton-Yuma Library, which is open in the evening to all community residents.

Another key area is the physical education building which houses washers, dryers, and showers for the children. Often, while a child is participating in a physical education class, his clothing is cleaned and ready for him to wear again following class.

The cafeteria, which serves breakfast and a hot lunch every day, meets other physical needs, as does the nurse's office where children receive daily health care. It is also the nurse's responsibility to arrange for the many migrant children who go to Yuma for dental care.

The classroom areas include a special kindergarten building which houses three ungraded primary classrooms, enabling children to move at their own learning pace. The intermediate and junior high sections have special facilities for home economics and industrial arts.

Fine facilities, of course, do not always mean fine programs. Like most educators that care for migrant children, those at Somerton realized that the success of any program hinges on the personality and the proficiency of the teacher. The potential teacher whose temperament and

cultural background ideally equip him to work with migrant children must nonetheless be trained. Somerton, however, is located from from any university ("The Somerton Story," 1969; p. 11).

A meeting between the administrative staff and officials from Arizona State University's Reading Center in Tempe resulted in the drafting of teacher objectives for primary and intermediate grades. A series of workshops was held in the spring and during summer school in 1967. Teachers were introduced to innovative instructional programs and given an opportunity to try them out. They were also familiarized with individual diagnostic reading tests. At the end of the summer session, most participants wanted to put their newly acquired lore at the disposal of their regular students.

The results were so encouraging that professors from Arizona State came in to help. Finally, in 1968, a 6-hour college credit course, consisting of a practicum and a lecture period, was offered in conjunction with the Somerton Summer School. Among the topics covered were language development, English as a Second Language, and music. In all three sections of the Classroom Reading Inventory Test (Word Recognition, Comprehension, and Total Reading) administered to the children, significant improvement in reading achievement was clearly indicated, all of which could be legitimately attributed to the use of improved methods and techniques.

The success of the program training the Somerton staff led to its selection as the field site for the Annual Migrant Teacher Institute cosponsored by the Arizona State University and the Arizona Department of Education ("The Somerton Story," 1970; p. 9). A week at Somerton, where the 30 Institute participants visit classrooms and observe the teaching techniques utilized by the Somerton staff, is followed by two weeks of

lectures and instruction on the Tempe campus (Maynes, 1974).

On the Somerton staff are two instruction coordinators who teach half the day and act as administrators throughout the other half. One is responsible for the organization of teaching materials, equipment and supplies; the other for weekly inservice training sessions for teachers at all levels. The objective of the latter is effective development of spoken English in kindergarten and first grade through team teaching and the bilingual program.

The upper grades coordinator devises effective uses of the television equipment, one of Somerton's most important resources. He organizes short news programs featuring junior high students as announcers, mechanics, and special effects personnel. After some practice, these students are able to help other students make videotapes. They also tape various school activities for the parents' open house and film special holiday programs throughout the year. Among the upper grades coordinator's projects is a partially bilingual school newspaper and an experimental photography course. Through grouping in reading and math, and a unit approach in social studies and science, the coordinator stresses individualized instruction to fit the needs of each student. One additional function of the coordinators is that of relieving teachers so that they can visit one another's classes and learn new techniques and approaches.

An important regular feature of the program is Open House ("The Somerton Story," 1971: p. 5). Visitors are invited once or twice yearly to see students perform and to view their handiwork. The parents, at first reluctant to attend, eventually responded to the urging of the teachers, and now come sometimes 800 strong to watch or to listen. A notable dividend is

breaking down the barrier of mutual distrust between parents and teachers. Another step is teacher visits to student's homes. The general plan is for each teacher to visit each child's home at least once a year. Since the visit is intended to let the parents know what the schools are doing for their children, and how the children are reacting, the visit is generally much appreciated. Successful parental involvement led to the formation of an organization - an informal school league - that meets when needed and tries to enlist parents' help for seasonal activities, such as a Halloween carnival.

As a result of this increased rapport, 90 percent of the parents participate in parent conferences and more and more sign up for adult education classes in general education, English, and citizenship. In cooperation with Arizona Western College in Yuma, instruction is provided in whatever subjects might be of interest. More useful to teachers than to parents is a course in beginning Spanish, but parents who want to become more literate in their mother tongue are welcome.

One of the features of the Somerton program most useful to students is English as a Second Language (ESL), which is presented daily on closed circuit TV for primary and intermediate grades. As many as 14 groups of students are taught simultaneously. A bilingual aide who watches the program with the children notes each student's needs and provides additional activities and exercises at the end of the lesson ("Regular School Year Programs Report," 1973: p. 4). Another project which proved worthwhile in developing linguistic skills has been the presentation to the community of slides depicting the students and their activities. The children are encouraged to talk about their activities and to write them up for reading material.

A math resource center centralizes all manipulative materials designed to make math more meaningful. It also serves as an instructional area for individualized and small group instruction. "Children are in there every minute of the day", says James Brunstein, Superintendent at Somerton (1974).

The Somerton program has become more innovative year by year. Of the many irons it has in the fire, it is difficult to say which are the hottest. One would have to choose from the TV instruction of ESL, the organization of a student council in which migrant children hold office, the formation of a math center, TV instruction in home economics, music and dramatic programs, and the excellent emphasis on parental involvement. Educators interested in more details of the Somerton program may wish to read a series of booklets entitled "The Somerton Story" which provide a year-to-year overview.

Without question, Somerton has been a leader in combining the facilities and services that make for quality education. Perhaps this was best summarized by one of the children, Melinda Medina, who said, "What I like best about Somerton School is spelling, reading, and that's why I like school. If you want to quit school, you should think about that. Thank you" ("The Somerton Story," 1972: p. 31).

The Geneseo Story

The nature of the population to be served in migrant education necessitates rendering more than purely educational services. Comprehensive services for migrants of all ages throughout their stay in an area must become the goal of every program. One such program is operated by the New York State Migrant Center at the State University College of New York at Geneseo. The rural setting of the college enables the center to serve

Fig. 7

Black and Chicano potato pickers in Wyoming County, and also the Algonquin Indian and Puerto Rican mink farmworkers in Ontario County. Both groups live within a 25-mile radius of the center (Bove, 1973: p. 6).

Summer Workshop for Teachers of Migrant Children

The Geneseo project evolved when, at the request of the New York State Department of Education, a summer workshop for teachers of migrant children was initiated in 1966, bringing in many migrant "experts". Their presentations started the now extensive migrant library. The dearth of information about migrants at that early date led to the establishment of the New York State Center for Migrant Studies, designed to conduct studies that would improve the education and welfare of migrant children. Findings from these studies, in turn, improved educational practices and provided more knowledgeable consultants for subsequent workshops. This cycle of research and development won special recognition for the college from the American Association of Colleges for Teacher Education in 1969.

Experienced resource people provide instruction in the workshop. They represent such areas as education, health, agriculture, legislation, local services agencies, religion, and State, Federal and local governments. Interstate cooperation, a critical aspect of any migrant teacher education program, is enhanced by involving consultants as well as staff and participants from other States that serve migrants.

A major step toward interstate cooperation and sharing of ideas and personnel occurred in the course of the 1973 workshop, which was cofunded by the migrant programs of Florida and New York. Each State provided a codirector of the workshop and 15 migrant educators.

Children's Demonstration School

The 1966 workshop also pointed out the need for the participants not merely to theorize, but to actually teach, migrant children daily. Thus, in conjunction with the 1967 workshop, the Children's Demonstration School was initiated with about 20 Chicano and Black children. By 1973, this number grew to a total of over 140 Chicano, Black, Puerto Rican, Algonquin Indian, and White migrant children.

The main goal of the Children's Demonstration School is to meet the physical, emotional, social, and educational needs of the children by involving teams of master teachers, migrant aides, workshop participants, and community volunteers (Girl Scouts, Red Cross, 4-H, etc.) in a variety of services throughout the extended day (8:00 am - 6:00 pm) program (Smith, 1972).

Each classroom utilizes a modified open plan stressing individualized instruction as the main vehicle for working toward the five New York State Bureau of Migrant Education's goals - self-concept enhancement, cultural experiences, improved health and nutrition habits, language arts development, and skills improvement. Learning centers in the classroom enable each team to better individualize the basic skill areas of reading and math. Checklists for each child record attainments.

The physical education program consists of instructional swimming and movement education in the morning, and recreational swimming in the afternoon. Art and music instructors consult with the classroom teachers to establish or correlate learning activities in the classroom as well as in scheduled art and music classes.

A built-in career education program is implemented through extensive

local and area field trips for individual classes. Careful planning prior to the field trips, interviews with persons in a variety of jobs during the trips, and significant followup activities provide a rich base for exploring many careers and for meaningful reading, writing, speaking, and other expressive activities. Generally, a 5-day field experience in an urban setting follows the on-campus program.

Bilingual staff members and parents enrich the cultural aspects of the program as children learn about one another's cultures. All these services are provided by trained people. Since any teaching project is no better than the staff that runs it, teachers and teacher aides are carefully selected and trained at the college.

Child Development Center

Although the Children's Demonstration School was originally funded with Title I funds for schoolage children, the first day of operation led to the realization that if babies were not included, the older children would have to stay in the camps or fields to take care of them. Thus, the State Department of Agriculture and Markets funded a Child Development Center, which freed working parents and older children. One mother, eager to work, urged the center to take her child the day it was born. The staff, not quite prepared for this, prevailed upon the mother to keep the child for at least a few days. The third day, when the bus arrived to pick up the older children, the mother was ready to go back to the fields to pick potatoes, and little Rachel, only 3 days old, came to school in the protective arms of her 6 year-old sister.

Aide Training

Since migrants are ideally equipped to communicate with migrants, a special program was instituted on the college campus in 1969 to train them as teacher aides. Many trainees live in the college dormitory along with the rest of the staff, who also benefit from this close contact with migrant families.

Teenage In-Camp Program

Children in the Demonstration School generally return every year. It soon became evident, however, that enrollees were limited to the young. Visits to the camps revealed that as soon as the children were of age, they were drafted for field labor. To adjust to their schedule and needs, a Teenage In-Camp Program was initiated. Teams of teachers were brought into the camps three evenings a week to work with the families.

Weekend Program

An integral part of yearly planning is consultation with growers. One recommendation they made was that weekend programs be provided as an alternative to routine camp life. As a result, each Sunday throughout the migrant season from 75 to 150 migrant workers are brought to the campus for a morning of swimming, tennis, and basketball, and an afternoon of field trips to such places as Corning, New York for a visit to the glass works, and to Rochester for sporting events. Enterprising staff secure free or reduced-price tickets as often as possible.

Parental Involvement

Parents are involved in all aspects of the Geneseo program. They serve on the advisory boards of the center and its vocational education and

early childhood departments, and assist in program planning. In addition, those qualified as aides work closely with the regular staff in planning and evaluating the program daily.

For many workers, the opportunity to participate in educational and recreational activities is a rare one. Thus, it is not uncommon for them to accept the program's open invitation to attend during the day whenever there is no work because of inclement weather or crop problems. On these particular days, workers get on the bus about 7:00 am along with the children and come to the college to participate in a smorgasbord of available activities. In the Child Development Center, pregnant mothers learn to feed and care for babies, while others are taught how to enrich the child's home environment. Planned parenthood instruction is also provided. Still others participate in shop, recreation, and cooking activities. At 6:00 pm, following a hearty supper, they return to the camps with the children.

Community Involvement

At Geneseo, it is felt that a migrant program that fails to use all available community resources is not functioning at capacity. Before the cooperation of the community can be forthcoming, however, it must be made aware of the needs of migrant families. This is effectively accomplished by staff and interested college students who share, via slide shows, videotapes, and discussions, their knowledge of migrant life with such community groups as Kiwanis, Girl Scouts, 4-H, churches, and local businesses.

As a result, when an appeal is made for clothing for both children and adults, or when volunteers are needed to assist with the children, the response is overwhelming. Doctors, dentists, and nurses who have been appalled at the multitude of health problems offer assistance in preventive

as well as emergency care. Thus, the term "comprehensive" as defined by the Geneseo program applies both to those served and to the services offered. Migrants of all ages are involved in the program throughout their stay in the area. The services rendered involve health, vocational training, and recreation, in addition to what is normally considered as "education".

Transitional Program - Springfield, Massachusetts

Many migrant programs, because they serve non-English speaking or bilingual students, utilize bilingual education or ESL methods. The former is based on the belief that a student learns best when he starts from what he knows - in this case, his own language; the latter considers the learning of English as of prime importance. An effective approach which utilizes the strengths of both bilingual education and ESL is a "transitional" program.

The one cited here was initiated by a Roman Catholic nun who became concerned about school-age children roaming the streets of Springfield, Massachusetts. Upon investigation, she found they spoke little or no English and so decided to have an after school tutoring program in English, math and reading. She soon found, however, that this was not sufficient to enable the students to participate effectively in regular English speaking classes. Accordingly, with funds from the Diocese of Springfield and the Spanish Apostolate, in February 1972 she established a fulltime "transitional program" for children aged 9 to 14 (Anne Marie, Sister, 1973: p. 1).

This particular age group was selected because of its emotional insecurities, the accumulation of academic problems due to migrancy and the handicap of not speaking English well enough to take their place alongside

Fig. 8

Anglo peers. Often, children who may be very competent in handling subject matter if it is taught in their own language, find themselves, because of their incompetence in English, two grades lower and studying material they have already covered. (Happily, States like Massachusetts have enacted compulsory bilingual education laws which require a school district that has 20 or more non-English speaking students to provide instruction in the children's language) (Crampton, 1974).

Sister Anne Marie did not select younger children for this project because she judged that they would be much more flexible and therefore would have less difficulty learning language patterns. Older students were not selected because they could be legally absent from school and were therefore often inaccessible, and also they could participate in adult English programs if they so desired.

Since most of the students were children of migrants who worked in the nearby tobacco fields, Sister Anne Marie applied for and secured financial support from the Massachusetts Migrant Education Program in September 1972 (Anne Marie, Sister, 1973: p. 1). The program has enough variety to satisfy the students' academic, emotional, and recreational needs. In the morning students learn English language arts, math, science, social studies, and Spanish language arts. Play in the afternoon features woodworking, sewing, nutrition, physical education, and field trips.

A notable feature of the Springfield program is that all subject matter is taught in the native language of the children the program serves. In the English language arts classes, for example, students are not forced to speak English, but are lauded when they make the attempt. As they become more secure in school, the teachers increase the use of English and

intensify the study of English language arts by dividing the students into three proficiency groups. Each studies phonics, reading, and written language. As the children strengthen their English ability (usually by November of the year), they are introduced into the regular English speaking classes. By correlating the English language arts classes with the Spanish, retention of the material is facilitated.

The program provides intensive individual instruction in math so that also by November, the students are assigned to the English speaking math classes. Since the symbols and processes in math are universal, it poses fewer problems than other subjects. Science classes consist of reviewing in English what the students have already learned in Spanish, and studying physical and mental hygiene. In social studies, the structure of the U.S. Government and its Agencies is taught, emphasizing services available to all citizens. Numerous field trips strengthen the study of local government and community structure. A study of Hispanic people who have contributed to our society helps the student relate to his American environment.

While objective tests are not used because of the children's initial inability to handle English, teacher-made tests, administered in the first year, indicated that the average percentage of correct responses rose from 65 percent to 83.2 percent for the 14 students who took the battery of tests in September and January (Anne Marie, Sister, 1973: p. 5). Progress is also shown in English class participation. In September no children were willing to participate in these classes, but within a couple of months, 15 students were attending a total of 20 regular classes in math, social studies, and reading.

Programs such as this one, where bilingual education is used to assimilate students into regular classes, tend to develop self-acceptance on the part of the heretofore ostracized student, and to help him acquire a much needed facility in English. Hopefully, all migrant programs that have bilingual children will consider the importance of the child's language and culture to his self-growth and education.

Secondary Programs - North Carolina

Nationwide, provisions for secondary students are sadly lacking among migrant programs. This has been due largely to the fact that approximately 90 percent of these students drop out to help support the family. The fact remains, though, that before they drop they are generally so far behind, thanks to the irrelevance of the subject matter and the impossibility of sequential learning, that dropping out is the only sensible thing to do.

Accountability alone is beginning to make it self-evident that spending $73 million a year under the Title I ESEA to educate migrant children is rather futile if 90 percent of them are in the fields instead of the classroom. The time is ripe, not only for this reason, but also because the children who have come up through the creative migrant programs want to stay in school, for a concerted effort to provide the kind of creative secondary programs that will keep migrants in school through graduation.

Such an effort is being made in several places across the country. One has already been mentioned, Florida's Learn and Earn Program. Another State that is bringing its resources to bear on the problem is North Carolina. Its program has been in operation for several years and provides a guide for others.

Because the teenagers have to work during the day, the secondary

Fig. 9

programs North Carolina is conducting in eight of its counties offer instruction during the evenings and on weekends. For example, in Lenoir County, the program operates in the school from 5:00 to 11:00 pm on weekdays and from 2:00 to 10:00 pm on Saturdays ("Local Project Evaluation Report," 1973: p. 4). In one county, where migrant housing is scattered and where most students would have to travel a considerable distance to reach a school, tutorial services are provided at home. Thus, students can continue their education and still meet their primary responsibility of helping provide income for the family ("Local Project Evaluation Report," 1973: p. 18).

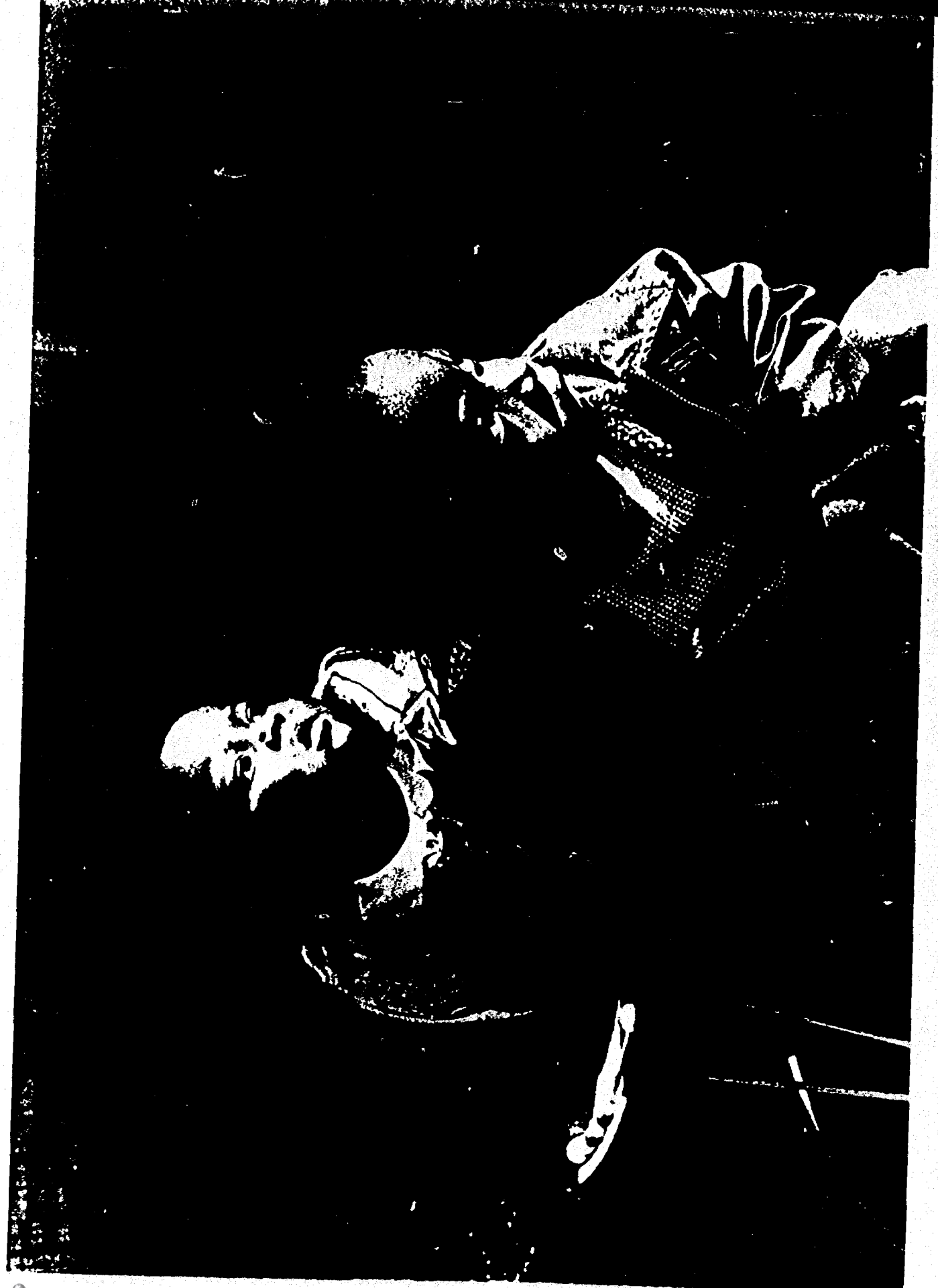
Among the occupational areas offered secondary students are carpentry and woodwork, bricklaying, small engine repair, automotive repair, ceramics, and arts and crafts. Some projects offer sewing and home economics. Evening instruction is generally preceded by a hot meal and followed by a choice of recreational activities.

Individual counties make special efforts in areas of their expertise and where equipment is available. For example, Green, Duplin, and Madison-Mayodan Counties incorporate a strong element of guidance and counseling in their summer programs. "Counselors visit the camps during the week taking along health kits, magazines, and sports equipment..." ("Migrant Education Administrative Handbook," 1973: p. 40). In Camden, Greene, Harnett, and Scotland Counties, and Fairmont and Maxton City schools, the State owned mobile units equipped for instruction in automotive tuneup served 330 students throughout the 1972-73 regular school year. During the summer program, 174 students were served ("Local Project Evaluation Report," 1973: pp. 18-19). Lenoir County required 1 hour of work in either the

small engine repair shop, crafts/woodworking class, or reading and math learning lab before participation in recreational activities. Student involvement during the summer was high in the learning lab because the instructor developed and used his own reading and mathematics "puzzles" ("Local Evaluation Project Report," 1973: p. 4). The North Carolina newsletter described the Wayne County program: "In terms of student interest and progress, Wayne County offered one of the most effective vocational programs in carpentry and b[illegible]klaying. Their excellent occupational facilities also allowed arts and crafts and other activities" ("Making a Difference," 1974: p. 7).

Fostering community approval and student interest in these programs is no easy task. According to Robert Youngblood, State Coordinator for Migrant Education, both are greatly enhanced by good rapport with the growers who assist in recruiting the students and, in some cases, in providing transportation to the program. Cassandra Stockburger, Director of the National Committee on the Education of Migrant Children, was most impressed by the "enthusiasm of both participants and staff" during her visit to the program.

It would seem that North Carolina, in providing attractive vocational experiences when students are not working, has taken a major step on the road to keeping students in school. A second major step - enabling them to attend school during the day - would have to incorporate either "stipends" or real opportunities to earn wages in on-the-job skill-building activities. With mechanizations' fast takeover of crop harvests, it is imperative that migrant education programs provide opportunities for young people to develop skills in an occupation within their capacity and one in which they have developed a genuine interest.



CHAPTER V

EXEMPLARY SPECIAL SERVICES

An examination of exemplary programs would be incomplete without considering the special services that help meet the unique needs of the migrant population. The special services described here are mobile units, migrant centers, and staff development programs.

Mobile Units

Mobile units have continuously played an important role in migrant education. They have taken instruction to the camps and have served as auxiliary classrooms, day care centers and occupational units, and staff training centers. California, Colorado, Florida, Idaho, Michigan, New Jersey, North Carolina, Oregon, and Washington are all making notable and extensive use of mobile units.

Colorado's Migrant Education Program funds three mobile units, each staffed and operated by a different university - the Colorado State University serving ten migrant schools, and the University of Colorado and Southern Colorado State College each serving eight. These three units cover the major migrant impact areas in Colorado, mainly around Ft. Collins, Boulder, and Pueblo.

The units perform similar services, among which are "assisting in the evaluation and selection of appropriate educational materials, promoting idea exchanges between migrant education programs, leading and/or performing inservice and preservice training for the local education area, assisting in intercultural awareness, aiding in the screening for visual and auditory problems, and facilitating use of the National Student Record Transfer System" ("Colorado Migrant Education Program," 1971: p. 2).

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Individually each college uses the mobile unit to stress a particular area. The University of Colorado's unit is staffed with remedial reading and oral language instructors who conduct inservice training in school districts. Graduate students in reading travel frequently with the mobile unit director and assist in program development, inservice training programs, and diagnostic work which, in turn, is of benefit to them in their careers. According to Mr. Carline of the Boulder campus, "In two cases, research studies in the form of doctoral dissertations have been initiated and one completed through the mobile unit" (Carline, 1973: p. 10). The Southern Colorado State College uses videotape for its inservice training and for sharing ideas--for example, "school events are videotaped and then shown to the parents in the camp" (Maestas, 1974). Also, demonstrations of classroom activities are taped for inservice training. The Colorado State University unit emphasizes bicultural awareness. It provides bilingual/bicultural materials and audiovisuals, and assists schools with cultural presentations.

Among the strengths of the mobile unit services as noted by their staffs are that the units are helpful to local migrant education programs by demonstrating new and appropriate materials; helping their teachers develop cultural awareness; checking the children's hearing and vision; and lending a variety of films and instructional materials. Mobile units have served 42 school districts in Colorado. Instructional materials and equipment are borrowed by the districts, enabling them to experiment with materials before purchasing them.

Originally, in 1968, when the mobile unit project started, one of its most significant functions was to provide health services ("Colorado Migrant Education Program," 1971: p. 41). Today, the migrant programs contract

with public health services, who provide all medical and dental care right at the school. The mobile units still furnish these vital health services in isolated rural areas. The program might be further improved if the following suggestions were implemented: more frequent visits by the mobile units are needed; mobile units should be available to each center; and a longer time should be provided for the use of materials and equipment.

Mobile unit use in other States ranges from a unit in Idaho that makes rounds of migrant camps distributing educational materials, to two units in Michigan which also travel to the camps and offer reading and writing as well as preparation for the GED test. North Carolina has two automotive units which are used for instruction throughout the State and Florida's units serve the Early Childhood Learning and Learn and Earn Programs.

New Jersey has pioneered in the use of mobile units and designed special ones such as curriculum, dental, and assembly plant units. The curriculum unit houses educational materials and equipment which teachers may use in their classrooms or in the unit itself. Work rooms enable teachers to develop teaching materials. The dental unit has a waiting room, education center, two dental rooms, darkroom, and closed circuit television ("Dental Health," n.d.: p. 3). The New Jersey mobile trailer assembly plant travels from school to school, orienting students to plant work.

Oregon's Migralabs, two self-propelled and two trailer units, are scheduled to visit schools for a period of time (anywhere from 3 to 8 weeks during the program). The staff works with teachers, assisting them with materials use and development, and with students providing individualized instruction (Oregon, n.d.: p. 5).

While some of the units are more mobile than others, the excellent

equipment and materials with which all are furnished justify the hope that similar ones soon will be used much more extensively throughout the Nation.

Migrant Centers - Washington

In an effort to provide special services for their migrant programs, several States have established "migrant centers", each of which is unique. An examination of Washington State's Toppenish Center for the Study of Migrant and Indian Education demonstrates the range of services offered by these centers.

Approximately 20,000 migrant farmworkers, 41 percent Mexican American, migrate to Washington to harvest crops in 18 counties. Their needs, plus the needs of the many Indians in Washington who have allowed their land to be used for logging, fishing, and power industries, led to the establishment of the Toppenish Center. It is ideally suited to serve the needs of both minority groups, because it is situated on an Indian reservation in the heartland of the agricultural industry of Washington - the Yakima Valley ("The Children," n.d.: p. 3).

Its objectives are: to help coordinate educational programs for migrant and Indian children in Washington; to provide needed training for paraprofessional, preprofessional, and professional personnel; to help develop programs and instructional materials; to disseminate information regarding significant programs, materials, and evaluations; to provide evaluations of Center activities based upon stated objectives, and to "serve as a clearinghouse for hiring of bilingual teachers" (Esquivel, 1974).

These statewide services help to reach program objectives:

1. Media library - films, filmstrips, books, tapes, and other media are disseminated. In addition, audiovisual equipment, including a

videotape recorder, is loaned. Training for equipment operation is provided.

2. Curriculum development - guides for teaching migrant and Indian students are developed as well as instructional materials. Of special note are the instructional games for improving oral language skills.
3. Teacher's aide training - extensive teacher and aide training are provided to many school districts. The hiring and training of bilingual aides, and the use of older students as tutors or aides are encouraged.
4. Classes and workshops - Central Washington State, Yakima Valley Community College, and Washington State University at Pullman conduct education classes during evenings and weekends at the center. They also assist with conferences and workshops. In recognition of the need for relating theory to practice, all training includes classroom contact with Indian or migrant children.
5. Student teaching - students in Washington State's Department of Education may be enrolled in a 32-week program consisting of a communications workshop (July), field experiences in a rural community (August), and a fall program in which the student teachers serve as aides in classrooms and take courses in education and psychology. The culminating activity is the student's 3-month classroom internship.
6. Special projects - depending upon expressed need - such as helping districts prepare summer programs, sponsoring leadership conferences, and serving as a community center for Indians and migrants -

the center implements a variety of special projects. In cooperation with Del Monte Canning Company, which provided seed money, and the State's Department of Social and Health Services, which secured Federal funds, the center provided three buildings for a migrant day care center. It also provided tutorial instruction for graduates of a mini Head Start program so that their education might be continued (Esquivel, 1974).

7. Coordination and dissemination - as a natural result of its many efforts, the Toppenish Center has accumulated a large variety of pamphlets, materials, etc., for teaching disadvantaged children. It is not uncommon for Toppenish and the other centers to receive requests for migrant and Indian materials from anywhere in the United States and other countries.

The center staff consists of two codirectors - one supervisor of migrant education, and the other of Indian education. The secretarial staff, a media specialist, and five Title I consultants complete the staff. Each consultant has a specific responsibility: the parent advisory committee consultant trains parent advisory committees (PAC) on how to give input into the programs to meet children's needs. These PAC's have a signoff procedure for their programs and are important to the school district. Two program consultants (one for the approximately 25 programs in the northern part of the State, and the other for the approximately 25 programs in the southern part) monitor Title I and provide technical assistance as well as inservice instruction. They also report weekly on inservice program needs. The center's supervisor then arranges for consultants to participate in training programs. The Migrant Student Record Transfer System consultant

supervises the entire State MSRTS system and the terminal operators. A fifth consultant implements with his own staff the identification and recruitment of all migrant children into the State's programs. These consultants not only provide feedback to the center for program assistance, but also utilize the center's training services--for example, if the MSRTS consultant believes his record clerks need training, the center supplies it. An advisory board, which includes all levels of migrant program personnel from school superintendents to parents, suggests what services the center should provide.

The services of other migrant centers in Arizona, Florida, Idaho, Michigan, New York, North Carolina, Oregon, and Texas are listed in Appendix D.

Staff Development Programs

All of the best equipment, methods, and supplies in the world could not effectively teach migrant children unless the staff had a deep understanding of and empathy for them and their families. Consequently, one of the first steps taken by every State has been to concentrate on staff development. Several States provide their own training programs or contract with universities and colleges to provide credit courses for teachers and aides. These courses generally not only acquaint participants with migrant cultures and living conditions, but actually take them into camps to develop an awareness of migrant strengths as well as migrant needs. The trainees are then able to use these strengths, such as early responsibility for and devotion to siblings, in providing for the physical, social, emotional, and educational needs of migrant children. One such program, Oregon's Master's Degree Program, although no longer available, is described because of its unique approach to this concept. Many programs are beginning to train migrants

Fig. 11

or former migrants to participate as staff members. California, with its Mini-Corps Program, has been highly effective in this area.

Oregon Master's Degree Program

If the teacher is the kingpin of every migrant program, then the more carefully a teacher is selected and the more thoroughly he is trained, the more successful the program will be. That is why Theodore C. Brown, Assistant Professor of Education at Eastern Oregon College, conceived and implemented a unique migrant teacher training program in Oregon in the early days of Title I. Like Gideon of old, who used what is perhaps the first recorded educational aptitude test in selecting 300 fighting men out of 10,000 volunteers, Dr. Brown reduced the number of his applicants by insisting on the sort of devotion that would enable those chosen to endure the "sustained fatigue" of a 16-hour day.

These students were headed, not for the crash course to which teacher aides are exposed, but for a yearlong graduate course ending in a master's degree. In addition to 48 hours of graduate study, they had to make themselves available throughout the year for inservice field work and also for attending conferences and seminars in migrant education. They would ultimately find themselves not visiting but living in migrant camps where they would suffer from the same lack of conveniences as the workers. Material rewards took the form of $50 per month from the $72,000 allocated by Title I to the program (Guernsey, n.d.: p. 2).

The desire for empathy which prompted a student to enroll would, it was hoped, lead to the warm rapport which could reach the migrant population. The halting Spanish, all that some students could boast at the start, would change to fluency. A rudimentary knowledge of Mexican culture would be

filled successfully enough for the teacher to be accepted as a friend rather than rejected as a foreigner.

The program was more successful than Dr. Brown dared hope. Aimed at young college graduates, it nevertheless attracted as many inservice teachers as students, some with "nearly 10 years of professional experience". The main reason for this was that the director equipped his trainees to be a "bridge between two cultures", by making their instruction rich in cultural anthropology. Courses in this area made up nearly half the graduate program. Instead of a master's thesis, each student had to complete a study project designed to solve a migrant problem, and to collect or create materials toward this end. One music teacher, realizing the enthusiasm of Mexicans for folk songs, collected a number of these in camps he visited and arranged them for the children to sing. Another collected his favorite Mexican tales, and a third organized a program extolling manual labor, in which Mexicans take great pride.

The year's work culminated in a 7-week stay in the labor camps. The student teachers acted as liaison officers between the children and the staff of the North Plains school system, whose superintendent had run a successful migrant education program for many years. Up at dawn or before, teachers and children reached the school in an old school bus at 5:00 am, and worked and played together until the late afternoon saw them on the way back to camp. Three adults, a North Plains teacher, a graduate student, and a Mexican American aide, worked with the children in each classroom and made small group instruction possible. The children would hear a story in Spanish - a language they had not previously associated with school - and were encouraged to tell it in English. Thus the gulf was bridged between

the children's native language and the one they would have to handle if they stayed in the United States. The music teacher's collection of Spanish songs were sung with gusto - and supplemented by English songs, which not only added useful words to their vocabulary, but also helped them to empathize with Anglo American children.

Back in the camp after the day in school, the students shared the joys and sorrows - and the labors - of the inmates and finished up by "belonging". It is doubtful whether anything less than such successive contacts could achieve this goal.

After graduation, the extrainees either taught in migrant schools or else took "other positions where they could apply their new knowledge about migrants" (Guernsey, n.d.: p. 4). When the program ended, the children they had lived with and taught had a record of the materials that had been covered to present to their next teacher in order to ensure continuity in their schooling. As Dr. Brown prepared to train a second crop of graduate teachers, his conviction that empathy is the only answer was strengthened. It must exist in every would-be migrant teacher, and it must be fostered by the type of training he is given.

Although this program has unfortunately been abandoned, it has been replaced by an undergraduate program to train bilingual teachers (Veloz, 1974). It is to be hoped that this new program will demand and receive the same quality of dedication as the old.

California Migrant Teacher Assistant Mini-Corps Program

In 1966 the Elementary and Secondary Education Act (Title I) was amended by Public Law 89-750 to provide supplemental assistance to schools impacted

with the children of migratory farmworkers. The result was the California Plan for the Education of Migrant Children which, since the summer is the season of most harvest activity in California, provided a special summer school session.

In April 1967, all the plans had been laid and a competent staff hired, when the directors saw that a link was missing between the institution and the children for whom it was designed. This was the presence of staff persons close to the migrant child in age and background - in short, young bilingual Americans who had preferably worked in the fields themselves and who had firsthand knowledge of the conditions in which migrant children live. Therefore, just before the summer session began, the Bureau of Community Services and Migrant Education, in cooperation with the Butte County Superintendent of Schools office, decided to recruit and train a number of such teaching assistants ("Mini-Corpsmen," 1968: p. 1). Thus, the California Migrant Teacher Assistant Mini-Corps Program came into being.

For 2 weeks prior to the opening of summer school, the participants lived and worked in the Gridley Farm Labor Camp, assisting in the day care center, conducting recreation programs for older youths, teaching English classes for adults and hobnobbing with both children and adults in their spare time. In addition, they learned or relearned all there was to know of the problems confronting migrant parents and children and became aware of the local agencies that provide assistance to migrant families. Their working day ranged from 5:10 am to 5:30 pm, not counting the time devoted to evening classes for adults. After the training session, the mini-corpsmen were assigned in groups of two or three to migrant labor camps, where they organized with "much insight, ingenuity, and devotion" many kinds of education

experiences ("Mini-Corpsmen," 1968: p. 5). The challenge confronting them made them mature rapidly and gave them a gratifying feeling of accomplishment. All had contemplated a career in teaching. Now that they had sampled its difficulties and proved their ability to overcome them, they were confirmed in their decision to teach.

The extent to which the mini-corpsmen share the lives of both parents and children may well be unique. In addition to pioneering special classrooms and operating extra-curricular and migrant camp projects, they live neither in the school nor in the village, but in the labor camps themselves. They were literally at home with both children and parents, and as a result, parents and children felt at home with them. Since these young men and women had made good - in spite of the fact that many of them had come from migrant families - their presence was a constant inspiration.

The success of these first mini-corpsmen encouraged four colleges - Chico State, Fresno, San Jose, and Hartnell - to set up training programs and sites for mini-corpsmen. In each of these, students have been trained to work with migrant children and ex-migrants have been encouraged to continue educational vocational pursuits. Today, according to Leo Lopez, Chief of the Bureau of Community Services and Migrant Education, the program consists of 2 Saturday preservice programs in the assigned region, 1 week of campus seminar classes, 6 to 9 weeks of working as teacher assistants in migrant classrooms, and 1 day post service evaluation. The program is designed to train students currently enrolled in college to give direct and categorical education services to migrant children.

Among the strengths resulting from achieving these objectives are the facts that many more migrant children are enrolled in summer school since

the inception of the mini-corps program, and parents who previously had no opportunity to learn English are doing so now. The mini-corpsmen's background and knowledge of Mexican American children has enabled them to show the teachers they assist how to better communicate with and appreciate the migrant child.

The objectives of the mini-corps are: to provide teacher assistants who, because of their background and training , are sensitive to the problems and needs of migrant children and can relate to them and their families; to provide incentive for persons of a rural/migrant background to continue their education and to enter educational vocations; to give prospective teachers experience in working with migrant disadvantaged youths early in their preparation; and to increase the number of teachers trained and committed to working with disadvantaged children and youths in rural areas of California ("California Mini-Corps," 1974 : p.3).

Admission to the program is based upon the following: a mini-corpsman must be enrolled as a fulltime student in an institution of higher education; must have a financial need in order to continue his education; must be a citizen of the United States; must have knowledge of the migrant family life style; must be single (applicable to first year mini-corpsman); must have teacher education as his goal; junior and senior mini-corpsmen must be enrolled in the department of education; should be between the ages of 18 and 24 (applicable only for first year mini-corpsman); should have at least a 2.0 grade point average on a 4.0 scale; and should be able to communicate in English and Spanish with a high degree of proficiency. Applicants who fulfill most of the above requirements will be selected for the program. In addition to room, board, and tuition, the mini-corpsmen receive a stipend

not to exceed $1,225 (depending upon the length of their field experience).

The mini-corps is a vital component of the California Plan for the Education of Migrant Children and, as the National Committee on the Education of Migrant Children states, it "provides a promising model for such efforts" ("A Policy Statement," 1973: p. 5).

Fig. 12

CONCLUSION

The success of all these programs is pointing the way that we must and can go, provided the necessary funds are available. Rendering services to migrant children and their parents has had the inevitable result of revealing new service needs. Since legislation always lags behind emerging needs, migrant educators, while rejoicing over what they have been able to accomplish, suffer frustration at not being able to do more.

It has now become clear that, as more and more families are "settling out" of the migrant stream, their children whose background has been so different from that of the children of any stable community, could profit from special services. The ESEA Migrant Amendment permits establishment of programs only for children who are actual migrants. Additional monies are needed to provide similar programs for settled-out children.

Also, the current Migrant Amendment bases its allocation of funds to States on the number of adult migrant workers. This is in no way commensurate with the number of children to be served. Legislation which is intended to serve migrant children should allocate funds according to the number of children to be served.

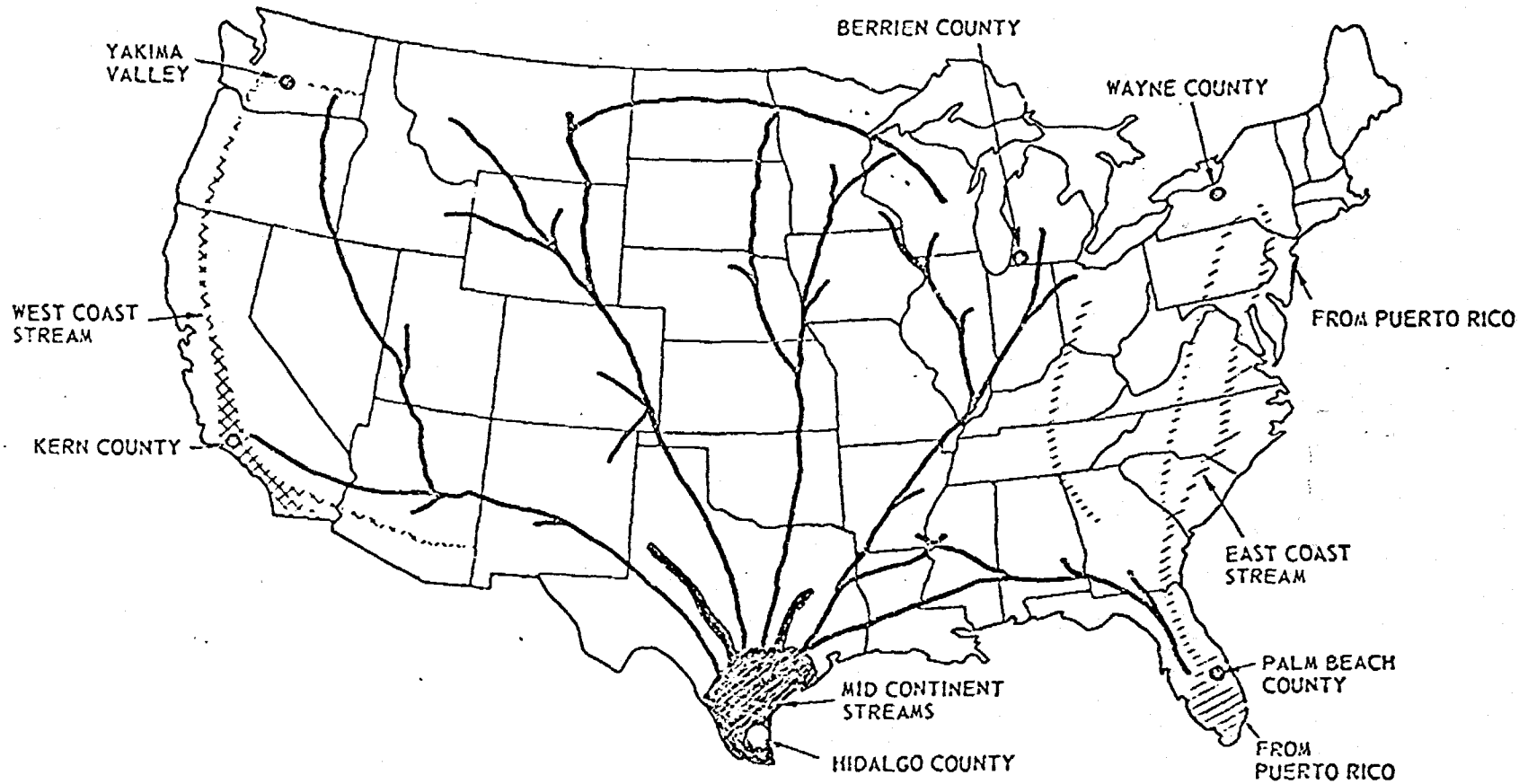
Another problem resulting from current legislation is that the monies are allocated directly to the States. Many migrant educators agree that control and coordination of funds and programs by a national office would produce better results. The success of programs such as HEP makes this abundantly clear. Hitherto, legislation has provided funds for migrants with sundry stipulations as to who and what ages may be served, what services may be offered, and what agencies may administer the funds. This multiplicity of laws and agencies has often resulted in confusion and gaps or

overlaps of services which ultimately tend to defeat the purpose for which legislation was intended. Since migrants are in need of services, perhaps not from cradle to grave, but from birth to such a period of their adulthood as can make them as self-sufficient as the average non-migrant, any restrictions as to age, definition and services are arbitrary and inappropriate.

The problem of the migrant child and adult alike will be solved only when they both cease to migrate. This will occur only when all harvests are totally mechanized or else picked by local labor, which may well be some time away. Until then, migrant educators must bend every sinew to provide as sound and as continuous an education for the migrant as the non-migrant generally receives. They can be sustained and encouraged by the knowledge that when the migrant child ceases to migrate, he and all the other children in the land will continue to benefit from their ingenuity and devotion. John and Jane, even if they have been spared the hazards of the migrant camp, still do not read, write, or count as well as they might. Methods migrant educators have hit upon in the trial and error search which their unique task has necessitated will ultimately improve the entire educational process for all children.

APPENDICES

TRAVEL PATTERNS OF SEASONAL MIGRATORY AGRICULTURAL WORKERS



SOURCE: Senate Committee On Labor And Public Welfare, Subcommittee On Migratory Labor, Senate Report 91-83

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APPENDIX B

Sources of Funding

Federal Programs for Migrant and Other Seasonal Farm Workers

In fiscal years 1966 through 1970, the Federal Government provided about $400 million for programs to help alleviate the hardships confronting the more than one million migrant and other seasonal farmworkers. The legislative authority, objectives, estimated 1971 fiscal obligations, and the Federal Agency responsible for each program are shown below.

	Estimated obligations (millions)
Office of Education, Department of Health, Education, and Welfare (HEW)	
Legislative authority: Elementary and Secondary Education Act of 1965, as amended; Title I (20 U.S.C. 241b)	
Objective: To provide grants to States for programs and projects to meet the special educational needs of children of migratory agricultural workers and to coordinate these programs and projects with similar ones in other States	
Programs: Grants to States	$ 57.6
Office of Child Development, HEW	
Legislative authority: Economic Opportunity Act of 1964, as amended; section 222 (42 U.S.C. 2809)	
Objective: To expand childcare facilities available to children of migrant families and to develop a network of cooperating grantees to serve these children both while migrating and while in their home areas	

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Programs:	
Childcare and Head Start programs in 17 states	$ 2.1

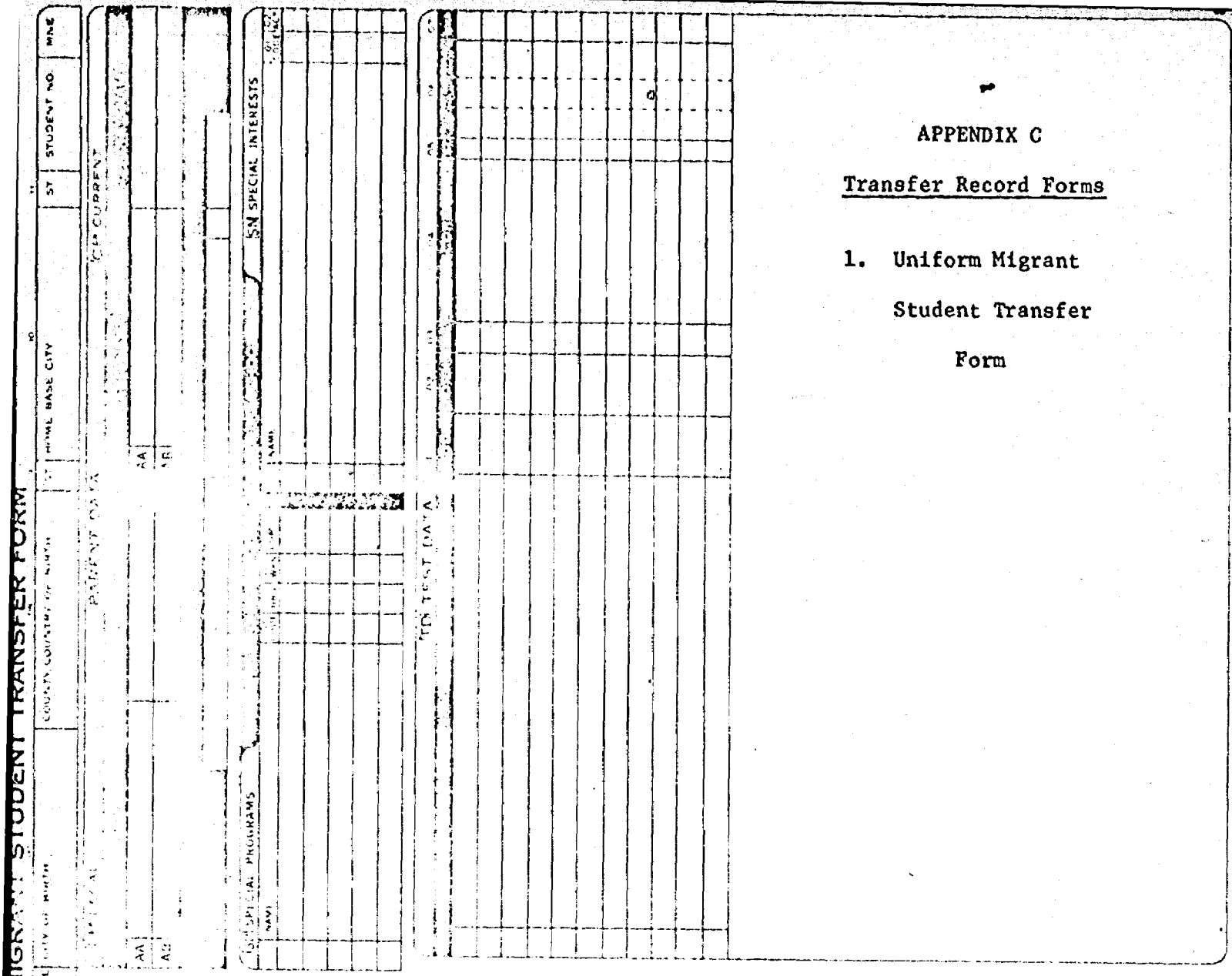
Migrant and Seasonal Farmworkers Branch, Office of Economic Opportunity (OEO)

Legislative authority:
Economic Opportunity Act of 1964, as amended; Title III-B (42 U.S.C. 2861)

Objective:
To assist migrant and other seasonal farmworkers and their families to improve their living conditions and to develop skills necessary for a productive and self-sufficient life in an increasingly complex and technological society

Programs:	
Vocational and prevocational training, adult basic education, and job placement activities	$ 21.5
Temporary housing, self-help housing, and other housing assistance activities	5.3
High school equivalency programs	4.2
Day care	1.5
Other migrant programs	2.3
Program administration	1.0
	$ 35.8

(Comptroller General, 1973: pp. 7, 9, 10)



APPENDIX C

Transfer Record Forms

1. Uniform Migrant Student Transfer Form

UNIFORM MIGRANT STUDENT MEDICAL TRANSFER FORM
CURRENT SCHOOL DATA
PARENT DATA
CURRENT
NAME
CODE
HEALTH PROBLEM LIST
SCHOOL HEALTH DATA
(ONLY WHEN INDICATED MEDICALLY)
(ANNUALLY IF NEGATIVE)

APPENDIX C

Transfer Record Forms

2. Uniform Migrant Student Medical Transfer Form

APPENDIX D

Migrant Centers

Walter Steidle, Specialist in Migrant Education
Migrant Programs Branch, U.S. Office of Education
7th and D Streets, S.W.
Washington, D.C. 20202

Nicholas Silvaroli, Director
Arizona Migrant Child Education Lab (AMCEL)
College of Education
Arizona State University
Tempe, Arizona 85281

Marian Crawford, Director
Broward County Migrant Education Center
Region III, 650 North Andrews Avenue
Ft. Lauderdale, Florida 33311

Brent McDonald, Director
Migrant Education Resource Center
312 Third Street South
Nampa, Idaho 83651

John Bergeson, Director
Education Center
Central Michigan University
Mt. Pleasant, Michigan 48858

Gloria Mattera, Director
New York State Migrant Center
State University College
Geneseo, New York 14454

Arch E. Manning, Director
Migrant Education Center
P.O. Box 948
Grifton, North Carolina 28530

Francisco Loera
Migrant Education Service Center
3000 Market Street, S.W.
Salem, Oregon 97301

Antonio E. Garcia, Director
Migrant Educational Development Center
800 Brazos
Austin, Texas 78701

Miquel Esquivel, Director
Center for the Study of Migrant and Indian Education
P.O. Box 329
Toppenish, Washington 98948

APPENDIX E

Exemplary Program Addresses

Chapter I - National Programs

MIGRANT STUDENT RECORD TRANSFER SYSTEM (MSRTS)
Arch Ford Education Building
Little Rock, Arkansas 72201

HIGH SCHOOL EQUIVALENCY PROGRAM (HEP)
Migrant Division
Department of Labor
601 D Street, N.W., Room 314
Washington, D.C. 20213

Chapter II - Interstate Programs

TEXAS INTERSTATE COOPERATION PROGRAM
Texas Education Agency
201 East 11th Street
Austin, Texas 78040

MOBILE HEAD START PROGRAM
Texas Migrant Council, Inc.
2220 Santa Ursula
Laredo, Texas 78040

Chapter III - State Programs

CALIFORNIA REGIONAL PROGRAM
California Plan for the Education of Migrant Children
Bureau of Migrant Education
State Department of Education
721 Capitol Mall
Sacramento, California 95814

EARLY CHILDHOOD LEARNING, LEARN AND EARN, AND LANGUAGE ARTS TUTORIAL PROGRAMS
Florida Migratory Child Compensatory Program (FMCCP)
Migrant Education Section
State Department of Education
Knott Building
Tallahassee, Florida 32204

NEW JERSEY MIGRANT EDUCATION RECRUITMENT PROGRAM
Office of Migrant Education
State Department of Education
107 West State Street
Trenton, New Jersey 08625

Chapter IV - Local Programs

Demonstration Schools

SOMERTON DEMONSTRATION SCHOOL
Migrant Child Education
State Department of Education
1535 West Jefferson Street
Phoenix, Arizona 85007

CHILDREN'S DEMONSTRATION SCHOOL
Bureau of Migrant Education
State Education Department
Albany, New York 12224

Transitional Program

MASSACHUSETTS TRANSITIONAL PROGRAM
Migrant Program
State Department of Education
182 Tremont Street
Boston, Massachusetts 02111

Secondary Programs

NORTH CAROLINA SECONDARY PROGRAM
Migrant Education Program
State Department of Public Instruction
Raleigh, North Carolina 27602

Chapter V - Special Services

Mobile Units

Migrant Education Program
State Department of Education
State Office Building
Denver, Colorado 80203

Bureau of Migrant Education
State Department of Education
721 Capitol Mall
Sacramento, California 95814

Migrant Education Section
State Department of Education
Knott Building
Tallahassee, Florida 32304

State Department of Education
Idaho State Office Building
Boise, Idaho 83707

Migrant Education
State Department of Education
P.O. Box 420
Lansing, Michigan 48902

Office of Migrant Education
State Department of Education
107 West State Street
Trenton, New Jersey 08625

Migrant Education Program
State Department of Public Instruction
Raleigh, North Carolina 27602

Migrant Education
Oregon Board of Education
942 Lancaster Drive, N.E.
Salem, Oregon 97310

Migrant Education
Office of Superintendent of Public Instruction
Old Capitol Building - Room 310
Olympia, Washington 98504

Migrant Centers

CENTER FOR THE STUDY OF MIGRANT AND INDIAN EDUCATION
P.O. Box 329
Toppenish, Washington 98948

(See Appendix D for list of other Centers)

Staff Development Programs

OREGON MASTER'S DEGREE PROGRAM
Migrant Education
Oregon Board of Education
942 Lancaster Drive, N.E.
Salem, Oregon 97310

CALIFORNIA MIGRANT TEACHER ASSISTANT MINI-CORPS PROGRAM
Bureau of Migrant Education
State Department of Education
721 Capitol Mall
Sacramento, California 95814

APPENDIX F

Sources of Information

American Friends Service Committee, 160 North 15th Street, Philadelphia, Pennsylvania 19102

Data Bank, Migrant Student Record Transfer System, Arch Ford Education Building, Little Rock, Arkansas 72201

East Coast Migrant Project, 1325 Massachusetts Avenue, N.W., Washington, D.C. 20005

ERIC Clearinghouse on Rural Education and Small Schools, Box 3AP, New Mexico State University, Las Cruces, New Mexico 88003

Indian and Migrant Programs Division, Office of Child Development, P.O. Box 1182, Washington, D.C. 20013

Juarez-Lincoln Center, National Migrant Information Clearinghouse, 3001 South Congress Avenue, Austin, Texas 78704

Migrant Centers (See Appendix D for list of other Centers)

Migrant Division, Department of Labor, 601 D Street, N.W., Room 314, Washington, D.C. 20213

Migrant Legal Action Program, 1820 Massachusetts Avenue, N.W., Washington, D.C. 20036

Migrant Programs Branch, U.S. Office of Education, 7th and D Streets, S.W., Washington, D.C. 20202

National Association Migrant Education (NAME), Elsberry Building, 224 South Main Street, Belle Glade, Florida 33430

National Committee on the Education of Migrant Children, 146 East 32nd Street, New York, New York 10016

National Sharecropper Fund, Inc., 1346 Connecticut Avenue, N.W., Washington, D.C. 20036

Rural Education Association, 515 Education Center, U.N.I., Cedar Falls, Iowa 50613

State Directors of Migrant Education (for listing, contact Migrant Programs Branch, U.S. Office of Education)

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Fig. 13