In California, 66 school districts in 43 counties have some type of migrant education program. The federal government supplied $1.4 million in 1966, which provided some assistance to 10,000 of the estimated 78,000 migrant children. A three-county demonstration project conducted by 14 school districts in the San Joaquin Valley provided—(1) individualized instruction from bilingual teacher's aides and language specialists, (2) special textbooks aimed at the problems and deficiencies of the migrant child, (3) field trips, (4) intensified instruction in English, (5) evening tutoring and the use of a library in the migrant housing camps, and (6) summer classes. Efforts are being made to coordinate record transfer among the states of California, Texas, Arizona, Oregon, and Washington. California's data processing center at Sacramento is being utilized as a central records repository. This article appeared in "American Education," March 1968, pp. 5-7. (SF)
School Bells for Migrants

California's schools welcome the 78,000 children of its crop-follow families into the new master plan

By RONALD BLUBAUGH

For nearly two months Alicia Rodriguez worked on her English in Virginia Phillips' special reading class at the Esparto Elementary School near Sacramento, Calif. Then, one morning in late October, Alicia was gone. Mrs. Phillips was not surprised. It was part of a familiar cycle.

When the crop is harvested from nearby tomato fields, the students leave with their parents. Most likely, Alicia would return to Texas for the winter. Most likely, Mrs. Phillips would see her again next fall.

There are 78,000 youngsters like Alicia who either lived in or passed through California in 1967. They are the children of migrant farmworkers and their education has become a major concern to the State of California, as well as to teachers like Mrs. Phillips.

Prior to 1966, only sporadic attention had been given to the problems of migrant children in California's schools. A few districts in the Imperial and San Joaquin valleys had recognized that migrant children had special problems. But not more than three or four districts had any significant efforts underway to help them. By June 30, 1967, the number of districts had jumped to 66.

Impetus for the new interest in migrants has come from the "Migrant Amendment" to title I of the Elementary and Secondary Education Act. This amendment channels Federal money for compensatory education into programs for migrant children. With the extra financial help, schools are willing and able to do something for the youngsters of the workers who help make agriculture California's leading industry.

A special section of the California State Department of Education, the Bureau of Community Services and Migrant Education, guides the statewide effort to help migrant children. The bureau coordinates the projects of the various districts according to its recently prepared "California Master Plan for the Education of Migrant Children."

In 1966, during the first months of the new effort, the Federal Government supplied $1.4 million to California for the education of migrant children. Year the amount is $6.2 million and still not enough to help all State's migrants.

Ramiro Reyes, assistant of the Bureau of Community Services and Migrant Education, explains the massiveness of the problem: "By my calculation we would have needed $10 million in 1966 to provide some assistance to each of the 78,000 children. $1.4 million we were able to help only 10,000 of them."

Forty-three of California's counties have migrant or some time during the year and the $6.2 million in Federal funds is not enough to aid every student. The State has directed its support to the 27 counties that have significant numbers of migrants. In these counties, State funds supplement Federal assistance to increase the number of children served. This does not mean that all migrant children are being served. Rather, it means that the percentage of students served is increasing as the basic funds are supplemented. In 1967, the number of students served was 10,000, but now it is estimated that 60,000 students will be served in 1968.
California's schools welcome the 78,000 children of its crop-following migrants into the new master plan

L.D. BLUBAUGH

early two months Ali Rodriguez worked on English in Virginia, she had special reading instruction at Esparto Elementary in Sacramento, Calif. Then morning in late October was gone. Mrs. Phillips was surprised. It was part of the crop is harvested by tomato fields, the fields with their parents. For Alicia would return for the winter. Most Phillips would see her again.

The 78,000 youngsters who either lived in or visited California in 1967. The children of migrant workers and their education has become a major concern to the State of California, as well as to teachers like Mrs. Phillips.

Prior to 1966, only sporadic attention had been given to the problems of migrant children in California's schools. A few districts in the Imperial and San Joaquin valleys had recognized that migrant children had special problems. But not more than three or four districts had any significant efforts underway to help them. By June 30, 1967, the number of districts had jumped to 66.

Impetus for the new interest in migrants has come from the "Migration Amendment" to title I of the Elementary and Secondary Education Act. This amendment channels Federal money for compensatory education into programs for migrant children. With the extra financial help, schools now are willing and able to do something for the youngsters of the workers who help make agriculture California's leading industry.

A special section of the California State Department of Education, the Bureau of Community Services and Migrant Education, guides the statewide effort to help migrant children. The bureau coordinates the projects of the various districts according to its recently prepared "California Master Plan for the Education of Migrant Children."

In 1966, during the first months of the new effort, the Federal Government supplied $1.4 million to California for the education of migrant children. This year, the amount is $6.2 million, still not enough to help all of the State's migrants.

Ramiro Reyes, assistant chief of the Bureau of Community Services and Migrant Education, explains the massiveness of the problem: "By my calculation, we would have needed $10 million in 1966 to provide some assistance to each of the 78,000 children. With $1.4 million we were able to help only 10,000 of them."

Forty-three of California's 58 counties have migrant children some time during the year. Since the $6.2 million in Federal help is not enough to aid every child, the State has directed the funds to the 27 counties that have the
largest number of migrants rather than spread the money thinly over all.

An early result of Federal aid was a dramatic increase in the number of migrants in summer programs. Prior to the new financing, almost no migrant children enrolled in the summer school offerings of local schools. Last summer, 5,412 migrant children participated in summer programs.

Summer programs also have been started for preschool children in various farm labor camps in California. Financed with Economic Opportunity Act funds, these preschool centers help children with their English while ensuring that they get proper food and rest. However, in places where preschool centers have not been opened, parents still face the choice of leaving their young ones unattended at home, locked in a hot car, or letting them run loose in the fields.

Although school district programs for migrants vary greatly in size and scope, there has been one common feature. Because 85 percent of California’s migrant farm workers are Mexican-Americans, virtually all programs have put a stress on reading development.

Typical of the programs in small districts is that of the Esparto Unified School District. Here a major portion of the money goes to summer school activities. Buses were rolling daily last summer to take the children on field trips to places like the Sacramento zoo and the State capital. Remedial instruction in English was frequently worked into the field trips or into the preparation for them.

When the regular school year began, Esparto authorities visited the nearby Madison farm labor camp many times to encourage parents to send their children to school. Children who went to school received continued instruction in English.

A much larger migrant program is that conducted jointly by 14 school districts in the San Joaquin Valley counties of Merced, San Joaquin, and Stanislaus. State authorities consider the three-county effort to be a demonstration project, an example to other districts with similar problems. The 1,575 children involved in the plan receive such services as:

- Individualized instruction from bilingual teacher’s aides and language specialists.
- Special textbooks aimed at the problems and deficiencies of the migrant child.
- Field trips.
- Intensified instruction in English with programs to teach some children English as a second language and Spanish as a first.
- Evening tutoring and the use of a library in the migrant housing camps.
- Summer classes.

The program also provides night adult education classes for the parents of enrolled youngsters.

Another large effort is underway in Monterey County. Eleven school districts are cooperating in a project to help 5,000 youngsters. Similar to the San Joaquin Valley project, the Monterey program stresses English and language development. Each teacher is supplied with a 91-page book developed by the county office of education that gives instructional tips and some cultural background about Mexican-Americans. Monterey County educators note in the book:

“It is certain that for the first time in their history, the schools of the Salinas Valley have been able to work adequately to lighten the education burden forced on the migrant child by his nomadic way of life.”

Teachers who work with the migrant children frequently report changes in the attitudes of the participating youngsters. Pat Lowrey, a kindergarten teacher in the Winters School District near Sacramento, explained: “One outstanding improvement noted by other school personnel was in the active participation of the student in regular classroom activities. Some teachers also noted that display more often with mates than was the beginning of the program pride in their cultural was also evidenced pointed out objects we can originate.”

Mrs. Lowrey’s response shows another key aspect of the California migrant program: it is the beginning of the California migrant program, which is the beginning of the program and is the basis of the California migrant program to help prepare teachers for future classes of children. Because only 1 to-be enrolled in effort, the name given to the project.

Modeled on the San Joaquin Valley program, the mini-core recruit from young junior college background desire to teach migrant children. This effort is also being supported by various young educators who say they might work alongside the teachers. The effort is also being supported by the State migrant camp, which lured 15,442 children for a month, and the reaction of the state to the project.
A number of migrants rather spread the money thinly over several result of Federal aid stand dramatic increase in the number of migrants in summer camps. Prior to the new federal program, most migrant children attended in the summer school of their local towns. Last summer, 1,412 migrant children participated in summer programs.

Migrant programs also have started for preschool children in various farm labor camps in California. Financed with Federal and state funds, preschool centers help children with their English while ensuring they get proper food and shelter. In places where preschool centers have not opened, parents still face the reality of leaving their young ones at home, locked in a hot, dusty field, or letting them run loose.

A major portion of migrant children goes to summer school. Buses were rolling daily last summer to take the children on field trips to places like the Sacramento zoo and the State capitol. Remedial instruction in English was frequently worked into the field trips or into the preparation for them.

When the regular school year began, Esparo authorities visited the nearby Madison farm labor camp many times to encourage parents to send their children to school. Children who went to school received continued instruction in English.

A much larger migrant program is that conducted jointly by 14 school districts in the San Joaquin Valley counties of Merced, San Joaquin, and Stanislaus. State authorities consider the three county effort to be a demonstration project, an example to other districts with similar problems.

The 1,575 children involved in the plan receive such services as: Individualized instruction from bilingual teacher's aides and language specialists. Special textbooks aimed at the migrant child. Intensified instruction in English with programs to teach some children English as a second language and Spanish as a first.

Evening tutoring and the use of a library in the migrant housing camps. Summer classes.

The program also provides night adult education classes in the camps for the parents of enrolled youngsters.

Another large effort is underway in Monterey County. Eleven school districts are cooperating in a project to help 8,000 youngsters. Similar to the San Joaquin Valley project, the Monterey program stresses English and language development. Each teacher is supplied with a 91-page book developed by the county office of education that gives instructional tips and some cultural background about Mexican-Americans.

Monterey County educators note in the book:

"It is certain that for the first time in their history, the schools of the Salinas Valley have been able to work adequately to lighten the education burden forced on the migrant child by his nomadic way of life."

Teachers who work with the migrant children frequently report changes in the attitudes of the participating youngsters. Pat Lowrey, a kindergarten teacher in the Winters School District near Sacramento, explained: "One outstanding improvement noted by other school personnel was in the active participation of the student in regular classroom work. It was also noted that the children played more often with their classmates than was the case at the beginning of the program. A certain pride in their cultural background was also evidenced when they pointed out objects in the language room which were of Mexican origin."

Mrs. Lowrey's remarks also show another key aspect of the California migrant program: integration. It is the basic philosophy of the California approach that migrant children should be placed in classrooms with regular students. The State board of education policy forbids the operation of separate schools for migrants.

In addition to its efforts for students, the California migrant program last summer included a pilot project to help prepare potential teachers for future classes of migrants. Because only 14 teachers-to-be were enrolled in the initial effort, the name "mini-corps" was given to the project.

Modeled on the Teacher Corps program, the mini-corps drew its recruits from young people with junior college backgrounds and a desire to teach migrants. They worked alongside experienced teachers and also went into the State migrant camps where they each lived for a month. Representative of the reaction of the participants is the following:

"Youth who went to school received continued instruction in English. Field trips. Individualized instruction in English with programs to teach some children English as a second language and Spanish as a first.

Evening tutoring and the use of a library in the migrant housing camps. Summer classes.

The program also provides night adult education classes in the camps for the parents of enrolled youngsters.

Another large effort is underway in Monterey County. Eleven school districts are cooperating in a project to help 8,000 youngsters. Similar to the San Joaquin Valley project, the Monterey program stresses English and language development. Each teacher is supplied with a 91-page book developed by the county office of education that gives instructional tips and some cultural background about Mexican-Americans.

Monterey County educators note in the book:

"It is certain that for the first time in their history, the schools of the Salinas Valley have been able to work adequately to lighten the education burden forced on the migrant child by his nomadic way of life."

Teachers who work with the migrant children frequently report changes in the attitudes of the participating youngsters. Pat Lowrey, a kindergarten teacher in the Winters School District near Sacramento, explained: "One outstanding improvement noted by other school personnel was in the active participation of the student in regular classroom work. It was also noted that the children played more often with their classmates than was the case at the beginning of the program. A certain pride in their cultural background was also evidenced when they pointed out objects in the language room which were of Mexican origin."

Mrs. Lowrey's remarks also show another key aspect of the California migrant program: integration. It is the basic philosophy of the California approach that migrant children should be placed in classrooms with regular students. The State board of education policy forbids the operation of separate schools for migrants.

In addition to its efforts for students, the California migrant program last summer included a pilot project to help prepare potential teachers for future classes of migrants. Because only 14 teachers-to-be were enrolled in the initial effort, the name "mini-corps" was given to the project.

Modeled on the Teacher Corps program, the mini-corps drew its recruits from young people with junior college backgrounds and a desire to teach migrants. They worked alongside experienced teachers and also went into the State migrant camps where they each lived for a month. Representative of the reaction of the participants is the following:

"Youth who went to school received continued instruction in English. Field trips. Individualized instruction in English with programs to teach some children English as a second language and Spanish as a first.

Evening tutoring and the use of a library in the migrant housing camps. Summer classes.

The program also provides night adult education classes in the camps for the parents of enrolled youngsters.

Another large effort is underway in Monterey County. Eleven school districts are cooperating in a project to help 8,000 youngsters. Similar to the San Joaquin Valley project, the Monterey program stresses English and language development. Each teacher is supplied with a 91-page book developed by the county office of education that gives instructional tips and some cultural background about Mexican-Americans.

Monterey County educators note in the book:

"It is certain that for the first time in their history, the schools of the Salinas Valley have been able to work adequately to lighten the education burden forced on the migrant child by his nomadic way of life."

Teachers who work with the migrant children frequently report changes in the attitudes of the participating youngsters. Pat Lowrey, a kindergarten teacher in the Winters School District near Sacramento, explained: "One outstanding improvement noted by other school personnel was in the active participation of the student in regular classroom work. It was also noted that the children played more often with their classmates than was the case at the beginning of the program. A certain pride in their cultural background was also evidenced when they pointed out objects in the language room which were of Mexican origin."

Mrs. Lowrey's remarks also show another key aspect of the California migrant program: integration. It is the basic philosophy of the California approach that migrant children should be placed in classrooms with regular students. The State board of education policy forbids the operation of separate schools for migrants.

In addition to its efforts for students, the California migrant program last summer included a pilot project to help prepare potential teachers for future classes of migrants. Because only 14 teachers-to-be were enrolled in the initial effort, the name "mini-corps" was given to the project.

Modeled on the Teacher Corps program, the mini-corps drew its recruits from young people with junior college backgrounds and a desire to teach migrants. They worked alongside experienced teachers and also went into the State migrant camps where they each lived for a month. Representative of the reaction of the participants is the following:

"Youth who went to school received continued instruction in English. Field trips. Individualized instruction in English with programs to teach some children English as a second language and Spanish as a first.

Evening tutoring and the use of a library in the migrant housing camps. Summer classes.

The program also provides night adult education classes in the camps for the parents of enrolled youngsters.

Another large effort is underway in Monterey County. Eleven school districts are cooperating in a project to help 8,000 youngsters. Similar to the San Joaquin Valley project, the Monterey program stresses English and language development. Each teacher is supplied with a 91-page book developed by the county office of education that gives instructional tips and some cultural background about Mexican-Americans.

Monterey County educators note in the book:

"It is certain that for the first time in their history, the schools of the Salinas Valley have been able to work adequately to lighten the education burden forced on the migrant child by his nomadic way of life."

Teachers who work with the migrant children frequently report changes in the attitudes of the participating youngsters. Pat Lowrey, a kindergarten teacher in the Winters School District near Sacramento, explained: "One outstanding improvement noted by other school personnel was in the active participation of the student in regular classroom work. It was also noted that the children played more often with their classmates than was the case at the beginning of the program. A certain pride in their cultural background was also evidenced when they pointed out objects in the language room which were of Mexican origin."

Mrs. Lowrey's remarks also show another key aspect of the California migrant program: integration. It is the basic philosophy of the California approach that migrant children should be placed in classrooms with regular students. The State board of education policy forbids the operation of separate schools for migrants.

In addition to its efforts for students, the California migrant program last summer included a pilot project to help prepare potential teachers for future classes of migrants. Because only 14 teachers-to-be were enrolled in the initial effort, the name "mini-corps" was given to the project.

Modeled on the Teacher Corps program, the mini-corps drew its recruits from young people with junior college backgrounds and a desire to teach migrants. They worked alongside experienced teachers and also went into the State migrant camps where they each lived for a month. Representative of the reaction of the participants is the following:

"Youth who went to school received continued instruction in English. Field trips. Individualized instruction in English with programs to teach some children English as a second language and Spanish as a first.
Many migrants travel solely through California, Texas, Arizona, Oregon, and Washington. Carrying the idea to these other States, California has agreed to a records transfer with them. A teacher in Fresno will now know the title of a textbook a student was using and the page he was on when he left Texas.

Although the migrant plan has been a major step toward helping the State’s wandering children, some problems have developed. There is, for example, a serious shortage in California of bilingual teachers. It is estimated that not more than 50 of the 257 teachers employed in the various projects speak both English and Spanish.

Planning must be done in advance. State officials complain they never know the amount of Federal money that will be available to local schools until it is almost too late for the schools to take action. In its last session, the U.S. Congress made provisions to eliminate this uncertainty.

Wilson C. Riles, State director of compensatory education, also complains that the Federal money which went into the migrant program was removed from other compensatory education efforts. "The Federal Government has not given more money to the States to operate this program," he said. "It has simply earmarked money which formerly was going to other compensatory education projects. This means you have to dilute other programs. We welcome an attack on this problem, but it tends to jeopardize other activities which are underfinanced."

Throughout the entire California migrant program there has been a sense of terrible urgency. California is rapidly mechanizing its agriculture, and farm jobs are swiftly being eliminated. In the last five years, the number of farm labor jobs in the State has dropped from 284,000 to 135,000.

Machines already have been introduced into the tomato fields of the Sacramento Valley, greatly reducing the number of available jobs. The University of California has developed the first modern grape harvester. Other machines are making their way to the nut orchards.

Xavier Del Buono, a consultant with the California State Department of Education, warns that educational problems of the migrant child must either be faced now or they will haunt later. "We already can see there are not going to be many jobs forever," he says. "A need for migrant farm labor reduced, it does not eliminate the problem. The same educational needs will be there. Studies shown that these people will go to the large urban centers, don't help now, we will just add to the problems of the large central cities."

Forward-looking educators in California, with fiscal assistance from the Federal Government and local agencies, are bending their efforts at the problem. Mr. Blubaugh is a California representative to the National Observer in the field of education.

Further information on migrant education programs funded under title I of the Elementary and Secondary Education Act is available from Jean Park, OE’s Division of Elementary Education, Wash. D. C. 20202.
Many migrants travel solely through California, Texas, Arizona, Oregon, and Washington. Carrying the idea to these other States, California has agreed to a records transfer with them. A teacher in Fresno will now know the title of a textbook a student was using and the page he was on when he left Texas.

Although the migrant plan has been a major step toward helping the State's wandering children, some problems have developed. There is, for example, a serious shortage in California of bilingual teachers. It is estimated that not more than 50 of the 257 teachers employed in the various projects speak both English and Spanish.

Planning must be done in advance. State officials complain they never know the amount of Federal money that will be available to local schools until it is almost too late for the schools to take action. In its last session, the U.S. Congress made provisions to eliminate this uncertainty.

Wilson C. Riles, State director of compensatory education, also complains that the Federal money which went into the migrant program was removed from other compensatory education efforts. "The Federal Government has not given more money to the States to operate this program," he said. "It has simply earmarked money which formerly was going to other compensatory education projects. "The Federal Government has not given more money to the States to operate this program," he said. "It has simply earmarked money which formerly was going to other compensatory education projects. "The Federal Government has not given more money to the States to operate this program," he said. "It has simply earmarked money which formerly was going to other compensatory education projects.

Throughout the entire California migrant program there has been a sense of terrible urgency. California is rapidly mechanizing its agriculture, and farm jobs are swiftly being eliminated. In the last five years, the number of farm labor jobs in the State has dropped from 284,000 to 135,000.

Machines already have been introduced into the tomato fields of the Sacramento Valley, greatly reducing the number of available jobs. The University of California has developed the first models of a grape harvester. Other machines are making their way to the fruit and nut orchards.

Xavier Del Buono, a consultant with the California State Department of Education, warns that the educational problems of the migrant child must either be solved now or they will haunt the cities later. "We already can see that there are not going to be migrant jobs forever," he says. "As the need for migrant farm laborers is reduced, it does not eliminate the problem. The same educational needs will be there. Studies have shown that these people will move to the large urban centers. If we don't help now, we will just add to the problems of the large central cities."

Forward-looking educators in California, with fiscal assistance from the Federal Government, State and local agencies, are now bending to the task of sparing the cities this additional burden.

Further information concerning migrant education programs funded under Title I of the ESEA is available from Jeanne S. Park, OE's Division of Compensatory Education, Washington, D. C. 20202.