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A REVIEW OF LITERATURE ON
THE MIGRANT EDUCATION PROGRAM AND ITS INVOLVEMENT ON THE
EDUCATION SYSTEM

By

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A Capstone Project Literature Review

In partial fulfillments of the requirements

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Abstract

This literature review will inform the readers about the importance of the migrant education program into the educational system. As well it will show their involvement in the success of migrant students around the state of California. Giving the reader a better understanding about the program and informing about the services provided by the program. The literature review would also focus on the struggles and living conditions migrant students have to endure. In prospective it will explain as well the role of the MEP, as to better the living conditions of migrant students. A high percentage of migrant students end up dropping out of school to join gangs. As the MEP, they are developing programs to keep migrant students from dropping and to stay away from gangs.

Introduction:

In 1965, the federal government in conjunction with the department of education had decided to create the migrant education program. Their main focus was to bring educational support to the incremental of the migrant student population. Within it self, several branches of high performing programs were created as well. In it, we have the following programs: “the binational teacher program, California mini-corps program, Migrant state parent advisory council, and the migrant student information network, portable assisted study sequence program” (Migrant education programs and services, 2007), and other programs as well. As result of these high-performance programs, migrant students have been able to succeed on their education. Of course, it also has to be taken in consideration that some of the programs named above could be similar or different to the ones offer on other states. The MEP has been able to help migrant students not only by the services they provide, but also by the help and collaboration of the staff that works within the program. “These programs are designed, implemented, and evaluated through the collaborative efforts of MEP, staff at the migrant education regional offices, and educators at the school and district levels” (Migrant education programs and services, 2007). The positive outcomes of the MEP are highly brought in by its staff members.

In a way to show the main role of the migrant education program, it is to have the migrant students succeed in their education. The MEP contributes to the educational system of the nation, by offering security and performance to migrant students. On the

state of California is where a vast majority of the migrant students reside. Within this situation, the MEP of California has contributed in a big percentage to the success of migrant students. It is shown that in our nation the “students who are more likely to fail or drop out of school are the migrant students” (Gibson M. B., 2003). The involvement of the MEP on this particular issue has reduced the percentage of migrant students failing and dropping out as well. Instead it’s been shown in recent studies in where migrant students have been performing better than non-migrant students. In overall the MEP is also involve in the educational system, because any change on the educational system could affect the program as well. The MEP is as involve on their district as any other program would be, because they realize every change made on the budget of the district could affect them.

On the California public schools the MEP has made a good impact. They have made this by position a specific classroom at different school sites to help out the migrant students, who are attending those schools. “Every school site has a specific number of migrant staff members, which duties are to improve the students’ academics” (Programs and services of region XI, 2007). Students who are qualify to be in the program, are able to use this facility to do their homework, practice reading, and work on their class work as well. Each facility is composed of a migrant teacher assign for that particular position, and it has at least one or two migrant helpers working as the same time. The migrant student helpers or tutors come from two well performed programs: PUPIL program, and the California Mini-corps. Tutors of both programs are specifically college students, whose career goal is to become an educator. Their main assignment is to help and

collaborate with the migrant program, by tutoring migrant students who are qualify to receive their services.

Literature Review

The formation and structure of the migrant education program, and how does it works.

Migrant education program (MEP) was specifically formed to assist the educational needs of migrant students. The MEP is a federally founded program established in 1965, in part by the federal government. According to the department of education, MEP was “authorized by the No Child Left behind Act, and by Part C of the Title I (Overview of migrant education in California, 2007). As being authorized by Title I, they are to follow some of the requisites set by the Department of Education. Part C of the Title 1 indicates the following about the function of the MEP: “is designed to support high quality and comprehensive educational disruption and other problems that result from repeated moves” (Overview of Migrant Education in California, 2007). So by this, we can get an idea of why the program was formed and its main focus is to support and stop the educational interruption of migrant students. The MEP also administrates over 50 states, including Hawaii, Alaska, District of Columbia, and Puerto Rico.

The NCLB Act once it was formed in 2002 had agreed into over viewing the outcomes, objectives, programs, and services of the MEP. After doing so, they have come upon some of the main purpose for the MEP:

- ❖ Ensure migrant students who move among states not be penalized in any matter by disparities among the state curriculum.

- ❖ Graduation requirements and state academic content and students academic achievement standards.
- ❖ Migratory students receive full and appropriated opportunities to meet academic challenges.
- ❖ Design programs that help migrant children to overcome educational disruption, cultural, and language barriers.
- ❖ Ensure that migratory children benefit from state and local systemic reforms (Overview of Migrant Education in California, 2007).

As the NCLB has set this purposed to the MEP and they wait for the program to follow them. The MEP has agreed with them as well, but they have also explained about the budget cuts to the NCLB administration. Which in part cuts them off from achieving the goals set by the program it self, and the department of education.

MEP as any other educational program has its requirements as well. These requirements were set by both the Department of Education and the MEP. The requirements were set so specific migrant children, and their families would qualify for the services and programs offered by the MEP. Some of those requirements to consider a child migrant are:

- ❖ If the parent or guardian is a migratory worker in the agricultural field.
- ❖ The family has been moving in the past three years. The eligibility period is of three years from the date of the first move.
- ❖ Qualifying move it can also be moving across school district boundaries.
- ❖ It could mean the movement to another state in the search for a job in the agricultural field.
- ❖ MEP recruiter does the interview for the entrance into the program.

- ❖ The law states that migrant services provided to students in where their education has been interrupted during the school year (Overview of Migrant Education in California, 2007).

Take notice on some of the requirements to enter the program, because some of the families who apply for the program are not accepted. The principal cause of it is because the migrant families forget to read the requirements, before they apply. This circumstance would end up not only affecting the program, but also the children as well. First because the program would not get the child, so they could not help him or her with their education. As for the child or children they wouldn't be able use the services provided by the program.

The MEP in the state of California is largest in the nation, and it is supported by both the federal and state laws. MEP gets founding from the federal government, “but the state does not provide founding, but it sets the framework for delivering local MEP services through out regional offices” (Overview of Migrant Education in California, 2007). In a statistic made by the Regional Migrant Education Office in the past years, it indicates that one out of every three migrant students in the nation lives in California. The California department of education also calculated that, “currently there are over 300,000 migrant students attending California schools during the school year” (Overview of Migrant Education in California, 2007). These figures show us the amount of migrant students who attend our schools. Now we can't forget about the summer school programs, to which the migrant program forms a big part of. The migrant program has posted an estimated number of migrant students who attend summer school and the

intersession as well. The estimate number of students attending summer school is of about 178,000.

Programs and services offered by the migrant education program.

An educational program without services to help the students, wouldn't be consider a good educational program. The MEP in California offers a variety of services, which helps to benefit on the education of the migrant students. In each MEP they have their own educational services as well, to which each of them has to focus on "five major themes: standards and assessment; teaching and learning; professional development; partnerships among schools, parents, families, and communities" (Migrant education programs and services, 2007). These services are offered also thanks to involvement of the migrant parents into the program. They are the ones who make some of these services available for the migrant students. One the service, in where they offer a big support and contribution is the binational teacher program.

The Migrant State Parent Advisory Council (MSPAC) has to have at least two representatives from each MEP region. As for the mission of the MSPAC is to, "assure that migrant students have the same opportunities to reach excellence and meet academic standards" (Migrant education programs and services, 2007). On the SPAC also best known for they also want to assure that "parents are involve in the program planning and evaluation as well as in the development of the service agreement" (Lopez, 2007). Now we can realize how important is to have the parents of migrant students get involve also on their child education. This is being done by having the migrant parents been involve

in the SPAC. The program also meets “12 times per year and holds a State Parent Conference in the spring” (Migrant education programs and services, 2007).

The Migrant Student Information Network (MSIN) was implemented on the MEP, so migrant staff could check on the student data and status as well. It also offers specific information “like an electronic file cabinet to statewide migrant education staff regarding program requirements and documents” (Migrant education programs and services, 2007). With it the migrant staff would also be able to get to know if any changes have occurred in the MEP policies. As it also explains the MSIN is a website specifically for the use of the migrant program staff. For the staff to be able to use it, they required to get a password to log on to it.

A main goal of the MEP is to have their migrant students graduate from high school. To accomplish this goal; the MEP created the Portable Assisted Study Sequence (PASS), which will assist students from grade nine to twelve. How can this service help the migrant students? Well the PASS would assist them by granting them the enough credits the student needs too be to graduate. Now the courses of studies are offered in both English and Spanish, which are “designed to supplement the regular program of instruction and help migratory students stay in school” (Migrant education programs and services, 2007). So services like this one could probably prevent the high rates of drop outs among the migrant students.

A service offered by the MEP that in the last few years have had a great result, and a big impact on the life’s of migrant students is the Binational program. The binational program is an “international program between the Mexican Consulate and the

California department of education, Indian and International education office” (Binational migrant education program, 2007). The binational program has been a program in where the federal and state educational officers have put a cooperative effort between the United States and Mexico. In where teachers from different regions of Mexico come and teach in the summer school sessions. There are “teachers who participate in the three years California teacher exchange program” (Binational migrant education program, 2007). In an article written on the educational magazine, Education Week, it reports that, “in 2006, around 231 teachers visited the United States from Mexico during the summer” (Zehr, 2006). Then as part of the program 53 American teachers have gone to different regions of Mexico, to experiment with the educational system used in the country.

The program is also being offer to students who travel between Mexico and the United States. As an example we have Mr. Pahuamba, who is “one of the four Mexican teachers hired by a California migrant education office” (Lutton, 2006). Mr. Pahuamba goal is to keep the students on top of their academics responsibilities, while they travel between the states and Mexico. There are certain days in the year in where Mr. Pahuamba, “covers a 300-square-mile area, searching out children, from a handful of participating districts in Northern California” (Lutton, 2006). One of his jobs is also to finish an independent study handbook given to the students by the teachers in California. A binational teacher, Maria Arvizu-Espinoza, tells us the following about the importance of their role, “the best place for your child is in the class, in school. But you can’t be here; we’re there to support you” (Lutton, 2006). This brings us to realize how important

these teachers are for the migrant students. In 2006 Mr. Pahuamba assisted over 72 students.

The California Mini-corps Program is helping our migrant students inside the classroom.

The Mini-corps program, it is a college base program established to have college and university students help and assist migrant students inside the classroom. The primary goals of the program are to “provide instructional assistance to migrant students in public schools” (Lomeli, 2006). Besides it, the program also requires for the student teachers to, “show the influence Mini-corps pre-service teachers have on the academic progress of migrant students” (Lomeli, 2006). As seen by many school districts, the program has been categorized as an effecting program, “for preparing culturally diverse future teachers” (Lomeli, 2006). In California the program works within 25 highly educational institutions. For most of them are States Universities, Community Colleges, and few are California Universities. In a progress report from the program itself indicates the influence by the pre-service teachers have on the academic progress of migrant students. This was “reported at a local and statewide level” (Lomeli, 2006).

Even tough the program was established in 1965, no much about it has been written. The writers of the journal, “California Mini-corps: Developing quality teachers for 40 years”, have been past mini-corps tutors. They proclaim on the article that “the influence of the California Mini-Corps has had on both the teaching force in California and on the migrant children that have been the beneficiaries of its service” (Lomeli, 2006). One of the focuses of the program is to prepare “ethnically diverse and cultural sensitive teacher force” (Lomeli, 2006). The program is also required to also be able to

work within the “higher education university systems has provided a mutual benefit to public school students, college pre-service teachers and teacher education programs” (Lomeli, 2006). As the program is being “administrated in a state wide level” (Lomeli, 2006), their work is being focused on a college level. The program in each college is being coordinated by college faculty, to which they “coordinate and monitor the program” (Lomeli, 2006). In several interviews made to master teaches, “Clearly master teachers feel that mini-corps teacher candidates are positive influences in their classrooms” (Lomeli, 2006).

When the program starts a new year, the student teachers have to get a certain number of pupil pre-assessments from their master teachers. With the pre-assessments the program would know in what educational level the migrant student is being categorized. In many of the pre-assessments a lot of the migrant students are categorized as below basic and far below basic. By this student teacher would have to concentrate on them as much as possible. Is then said after a good year of tutoring, a lot of the migrant students have improved on their education.

Let us take as an example, in where 570 migrant students were tested and their “pre-test score was of 1.96” (Lomeli, 2006). Then as the mini-corps tutor helped the students who got those scores, the students were tested again, “resulted in a 2.73 average score for all 570 migrant students” (Lomeli, 2006). Then another pre-test were done in writing at the beginning of the school year, in where migrant student “average score was of 1.91” (Lomeli, 2006). By having those students been tutor by mini-corps tutor, the “post average score was of 2.60” (Lomeli, 2006). Migrant students were also pre-tested

in mathematics, in where the “average for math was of 2.15” (Lomeli, 2006). At the end of the third trimester, their “post average was of 2.81” (Lomeli, 2006). On average, the migrant students began the school year slightly below grade level and with the mini-corps teacher candidates’ assistance made exceptional progress toward achieving grade level competence in the three academic areas.

The struggles migrant students have with their education.

One important fact as an educator in California is to be able to accept that probably one to five of the students in the classroom might have to leave. This is due because of what the child’s family does for a living. The most affected group by it’s the migrant, because a lot of them end up leaving the school at the middle of the school year. Reporter, Jennifer Torres, had written an article about the effects of these changes on migrant students. She writes about “an estimated 900,000 school age children live alongside the farm workers” (Torres, 2006). On her report she explains to the readers about the high number of migrant children that have to move along with their families, because of farm laboring. Up next is what she wrote about it, in the “San Joaquin County alone has registered nearly 11,000 migrant students whose educations are interrupted by their families” (Torres, 2006). With the information above, we can see how many migrant children in just one county can be affected by the sudden moves of their families.

The lack of education by the parents has held a lot of migrant students from finishing their schooling. For a lot of them, “their families’ limited ability to help with school work, their own need to earn a living or growing seasons that can pull them in and out of the region and in and out of the regions’ classrooms” (Torres, 2006). This could

bring a big impact on the life of the children. Not only educational, this is the most important aspect of it, but the kids also get affected socially. As this situation continues it could affect the child potentially, and it could take the child into some not good extremes. Some of those extremes are like gangs, which take the child into dropping out of school, early young pregnancy, and could end up with an unsecure future.

In our education system the rates of migrant students dropping out of school have increased in the last few years. It is also predicted that a lot of the students who dropped out of school, more than half of them would not return. The number of migrant students drop out is amazing, according to the Pew Hispanic Center, “of 530,000 Hispanic high school drop outs, 170,000 were likely never to enroll in U.S. schools” (Morse, 2005). On another study on an average of drop out age, “16-19 years olds is about the 15 percent” (Morse, 2005); which comes to be twice the number of non-Hispanic drop-outs. The drop out rates are also been taken in consideration by the country of birth of the migrant students. For an instance migrant students who come from Mexico have a higher rate of drop outs than any other migrant group. It is indicated that, “about 40 percent of 16-19 years olds who emigrated from Mexico are dropouts” (Morse, 2005).

Migrant students in our educational systems are most likely to have a high percentage of language barriers. A vast majority of migrant students are categorized in schools as English Language Learners. As stated by the National Conference of State Legislatures a, “ninety percent of ELP students are children of immigrants” (Morse, 2005). Mexican and Latinos children are more likely to fall into the category of LEP. This would bring us to show that “Hispanics comprise 56 percent of immigrant children,

but 75 percent of LEP” (Morse, 2005). Another result for them to have a language barriers situation is by entering a school in where they are not only being segregated racially, but also “linguistically isolated” (Morse, 2005). If the migrant students get segregated on public schools, is because of their language barrier. The result of them being segregated is because it “closely resembles the residential and school segregation of Latinos” (Morse, 2005).

Apart of having the problem of language barriers and increment of drop out rates; migrant students also face other problems that affect on their education. Some of these types of problems include: poor health, gang affiliation, early teen pregnancy, living conditions, parent’s lack of an education background, etc. Its seems like gang related involvement and teen pregnancy have become the main purpose for migrant students to be kicked out of school or not been able to finish their education. Heather Mac Donald from the City Journal had written an article in summer of 2004; in where she talks about the increment of migrant students into gangs. She goes out of her way into Soledad and Los Angeles to find out more about the effects of gangs groups in the life of migrant students.

On a study created by the author of the article, it explains that “gang crime is exploring nationally rising 50 percent from 1999 to 2002” (Mac Donald, 2004). In an interview conducted by Mac Donald to a cocky American-born child of Salvadoran parents says “that most of his peers from the eighth grade are locked up or dead”. He also expressed some harsh information about what happened to young people when they

get involve in gangs. As the interview went on, Mac Donald, keep asking him questions about gang violence:

- ❖ Were you just lucky?
- ❖ “They were gangbanging more than me”, expressed the 17 year old. I try to control my self, respect parents. That respects only goes so far.
- ❖ She asks him: “If he’s been in jail?”
- ❖ “Yup, got GTA”, grand theft auto.

As she was finishing the interview, he told her “he has no intention of leaving his gang: “They are homeys, part of the family” (Mac Donald, 2004). This situation shows us how bad gangs have influenced over migrant youth for the most part.

As she interviews other student who had friends who were involved in gangs, the answers by this student had shocked her. The student wasn’t involved in a gang, but for sure he had been arrested and now he is on probation. He is probation for second-degree robbery, and it’s his second conviction. He revealed a shocking story, about “half his friends from elementary school are involved in crime, he says” (Morse, 2005). Now with this example, we can see how much damage gangs can create on migrant students. The student who, Mc Donald had interviewed was born of illegal Mexican and Guatemalan parents. Making him a migrant student, this had fallen into a bad path. All of his actions could have come from the bad influence of gang members.

The gang related problems within the migrant culture is astonish, as Mc Donald interviews to a youngster who has been in jail three times already. She expresses that a lot of this kids join the gangs for the “prestige and sense of belonging” (Mac Donald, 2004). Mario Flores a migrant student drops out of a high school in Los Angeles, to join

the Santa Ana, California's, Westside Compadres. On her interview this is what he had to say about joining a gang:

- ❖ “When I was 13, I was like Wow” I wanted them to jump me”
- ❖ They're like, “You want to get down?”
- ❖ They got to jumping at you, they go to call you, “Trips from Westside Comps’—you feel good” (Mac Donald, 2004).

His example can show us how big of an influence can gang be on the life of not only migrant students, but also of other students as well. As Mario not only join the gang he was release from jail on April 14, and seven days later he was “arrested again on rape charges” (Mac Donald, 2004).

For Flores being part of a gang is like being part of a bigger family, another type of family to be added. For him, “the fierce attachment to territory that is the sine qua non of gang identity” (Mac Donald, 2004). As Flores express him self about his involvement with the gang, Los Angeles Police Department Captain, Charles Beck, “marvels at his emotions” (Mac Donald, 2004). The LAPD department has a gang investigator, who is trying to stop the gang violence. Corporal Kevin Ruiz, a gang investigator talks about his job and how “there's people who all they do is patrol gang boundaries. They are like me, in a way: I'm looking for bad guys; they look for rivals” (Mac Donald, 2004).

As for Flores goes, his chances of becoming a successful individual in society is slight. He was kick out of school because of fights and “he lacks rudimentary skills” (Mac Donald, 2004). Many prisoners in jail as himself, expressed they read the Bible so they could closer to Jesus. Flores is also married, and with his resent charge of rape, he

finds himself troubled: “My lady, she mad at me”—not surprised, not certain she will be waiting for him when gets out of jail” (Mac Donald, 2004). He has added him self to high number of Hispanics being incarcerated in the California prisons. As of 1998, “30 percent of the California population and 42 percent of new admits” (Mac Donald, 2004).

The subject of teen pregnancy among migrant females has increased in the past two years. According to a study made by the City Journal, Mexican teen girls have out group the black teen in birth rates. On the same study, “Mexican teens have higher birthrates than Puerto Rican, previously the most “ghettoized” Hispanic subgroup in terms of welfare use and out-of-wedlock child-rearing” (Mac Donald, 2004). Up next I want to show certain statistics found about the rates of Mexican pre-teen pregnancies:

- ❖ In 2002, there were 83.4 births per 1,000 Hispanic females between ages 15 and 19.
- ❖ This numbers were compared to the ones of: 66.6 births among blacks, 28.5 births among non-Hispanic whites, and 18.3 births among Asians.
- ❖ In California, where Latinas teens have the highest birthrate of teens in any state, 79 percent of teen births to the U.S.-born Latinas in 1999 were to unmarried girls (Mac Donald, 2004).

As Mc. Donald spoke to a Manual Arts High School Hispanic girl about the high rates of Latina teen pregnancy; the young girl expressed, “this year was the worst of pregnancies” (Mac Donald, 2004). Liliana, the young girl Mc. Donald had interviewed tells her that a lot of the teens that get pregnant; most of them end up having an aborting or they just drop out of school.

The rate of immigrants in the state of California in the last several years keeps increasing rapidly. Referring to the data given by the Latino Coalition for a Healthy California in 2005, it stated the following:

- ❖ Between 1970 and 2000, the Latino population ballooned from 12% to over 30 %.
- ❖ Currently one of every two children is Latino.
- ❖ One in every three Californians is Latino, and 45 % of California Latinos are immigrants.
- ❖ More than one in three Latinos, or 3.2 million, live below the poverty level.
- ❖ A greater proportion than any major racial or ethnic groups in California (Rodriguez, 2005).

By having this increment of immigrants in the state, it has also brought in a healthy issue concern. The healthy issue concerns moves towards the children of immigrants, because a lot of them are not insured. Latinos in the state of California are “account for 54% of the uninsured” (Rodriguez, 2005). Adding to this numbers, it is been also accounted that one in four Latinos ages 0-64 are uninsured. These rates are high because a lot of the employers do not offer health insurance to their workers.

It’s been said the health of the immigrants inside the state of California is to be consider a paradox. On health reports in where it reported about the supposed healthy style of the immigrants, “they tend to be younger and healthier, environmental, economic and social factors result in a worsening health condition” (Rodriguez, 2005). For a lot immigrants they are more likely to be unsure than US born Latinos. Health studies are showing to the public about “Mexican immigrants are less likely to have a usual source of care, 53.5 % compared to 24.1% for U.S. born Mexican ancestry” (Rodriguez, 2005).

As for other part a lot of the children of immigrants “are in fairly or poor health” (Rodriguez, 2005). This gives us the indication that immigrant families go for a long time without a source of care.

Living conditions of migrant students have also become a big issue on their academic development. According to a research done by two university professors, a vast majority of the migrant families in California are currently living on federally subsidized migrant camps. The subsidized migrant camps are in use by the migrant families over the period of the agricultural season. As reported on the research made by the professors, the families living on the camps “may also be forced to move when the camps close in late November each year, at the end of the agricultural season” (Gibson M. B., 2002). This will indicate us that a lot of the migrant students, might have to leave the schools they are in at the moment. The situation as mention by Gibson would bring a high level of absenteeism “due to family and work responsibilities, as well to migration” (Gibson M. B., 2002).

According to Morse, one of the reasons why a lot migrant students do poorly in school is because the lack of education by the parents. A lot of the parents also lack from English proficiency, making hard for them to help their children. As for an example: “four out of five LEP children who are foreign-born live in families where the parents are also considered limited English proficient” (Morse, 2005). This should give us enough prove to indicate that migrant parents really need to put an effort into learning English. As the children learn the language, it becomes a role-reversal for them as for their

families as well. Children by learning the language faster, “they are called to become translators and interpreters for family interactions with the outside world” (Morse, 2005).

The Migrant education program and the positive achievements brought onto the educational field.

On an article written by two well known university professors, Margaret Gibson and Livier Bejinez, they talked about the job well done by the MEP to stop the increments of migrant student drop outs. As they did researched the outcomes of the MEP on the subject matter, they came out with a positive idea about the program it self. At the beginning of their article, both of them talk about “despite there difficulties we have found, that Mexican students identified as “migrant” persist in high school in significantly higher numbers than nonmigrant Mexican classmates” (Gibson M. B., 2002). So this gives us an idea that even tough there is a higher number of migrant students drop outs; there are still some percentage of migrant students who want to pursuit their education.

As both professors continue with their research they were able to get some conclusion about the MEP, and the services they offer to help migrant students. On it, they discussed the importance of the role of MEP staff to, “facilitate student engagement by creating caring relationships with students, providing them with access to instructional support” (Gibson M. B., 2002). Some of the instructional support they were able to offer the migrant students, was with the help of several other programs. As mention before, one of those programs is the California Mini-corps. To which an extended their goal is to

provide tutoring services to migrant students who are in recognize and qualify for their services.

As they enter on their discussion about the MEP, they first topic is towards the migrant education office located on campus. This particular office is “referred to by migrant students as “Mexicoville”, is a place where Mexican students can congregate for social as academic reasons” (Gibson M. B., 2002). They describe the classroom being a secure and comfortable place for migrant students to get help with their assignments or homework. On the same classroom, both of the migrant teachers have their own sections, in where “jointly are responsible for working with 350 migrant students and their families (Grades 9 through 12)” (Gibson M. B., 2002). The migrant teachers selected for these jobs, have to go through not only by an interview of the school district they are applying to. They also have to meet certain criteria’s set by the MEP, and be interviewed by the regional director of the same.

It is important also to recall that not all migrant students have ended up dropping out of school. As shown of the article there are a high percentage of migrant students who do prefer to stay in school, than other non-migrant groups. The information given about these rates is the following:

- ❖ 81 % of the Mexican students said they like to be in school.
- ❖ 15 % of the White students preferred not to be in school. (Gibson M. B., 2002)

Is so important for the MEP to see this high percentage, because by them they know they are completing one of their objectives. Most of the students who formed part of the 81 %, have expressed their enthusiasm into entering a four year college.

Despite the barriers a lot migrant students have to break through, a lot of them are determined to stay in school. For the vast majority of them the transition of languages is harder, because they are more a costume to their native language. In many cases Spanish is their native language, but there are some cases in where no even Spanish was their native language. As Gibson and Bejinez kept working on their research, they came up with a statistic about migrant students who enter high school. The information they had found out stated that “only one third of the migrant students were designated as Fluent English Proficient (FEP)” (Gibson M. B., 2002). In a lot of cases migrant students apart of having school responsibilities, they also have responsibilities at home. Some of them might even “hold after a school job to their families’ make ends meet” (Gibson M. B., 2002). As most migrant students work jobs after school, for some it will have an effect on their education. This instance would occur by them having to work longer shifts and stay later at night trying to finish school work.

It is also important to notice and acknowledge the migrant students, who do want to stay in school. According to a study made, “as of November 2001, nearly midway through their senior year, 75% of migrant students still attended high school” (Gibson M. B., 2002). This information had become very valuable for the migrant teachers, counselors, and especially the MEP. By having a high percentage of migrant students wanting to stay in school, it gives a good image to the MEP and its staff members. The percentage number of migrant students attending local high schools is higher than the percentage of non-migrant students. Gibson and Bejinez show us on their article about

the “54 % of the nonmigrant comparison group”. The 54% represents the students who are not migrant that would not attend a local high school.

Professor Gibson also wrote an article, in where she talks about how the MEP has helped migrant students into graduating from high school. She touches this particular topic, because high school migrant students are most likely not to graduate. But thanks to the support of the MEP, they gave a “constant academic guidance to assure that students took all courses required for high school graduation” (Gibson M. A., 2003). By having students take all their required courses, it will implement on them a sense of responsibility and urgency to do better in school. Plus as they get assistance from migrant staff inside and out side the school site, a lot of them would be able to accomplish what their parents couldn't do.

Do to a lot of factors on migrant student education; a lot of them were able to graduate from high school. Professor Gibson gives as an example the migrant students of the Hillside High School. As she and her core searchers followed the HHS migrant students, they were able to conclude with several sources of data. Some of these data sources concluded, “Extensive participant observation at the high school; student surveys; and interviews with students, teachers, and Migrant Program staff” (Gibson M. A., 2003). Another data recollected indicated the “students grades, credits earned, college preparatory courses completed, and their ongoing enrollment status in high school” (Gibson M. A., 2003). This is an indication of how the MEP has brought on the migrant students some sense of responsibility about their education. Of course, this is

also brought in by the program it self and its staff members. Not to forget also that the school forms a huge part of the students success as well.

The MEP as program has offered services to which it contributes to the positive outcomes of students at HHS. Some of those services provided by the MEP include:

- ❖ Constant academic guidance to assure that students took all courses required for high school graduation.
- ❖ After-school tutoring as well as summer school and supplemental course work for students who needed make up courses or credits.
- ❖ Easy access to computers, printers, and internet access.
- ❖ Placements in paid after-school jobs.
- ❖ College counseling and precollege transition support, as well as ongoing advocacy and mentoring (Gibson M. A., 2003).

The services above are some of the ones offer by the MEP, which they showed to have a greater impact of migrant student's education.

On her studies, Gibson, also gives us a pretty good idea of how the influences of teachers have on the success of migrant students. As she quotes the following, "for many working-class minority students, developing a caring relationship with a teacher or some other adult at school is essential to creating a sense of school membership" (Valenzuela, 1997). We can get a better idea of how no only teachers can be influences for migrant students, but also other adults could be as well. Specially if those adults work with them, and give them the support they need to succeed.

For a migrant student the sense of belonging to a school environment would increase their motivation to do better at their studies. Gibson gives us a particular idea about the students wanting to belong to the school environment. This is because "due to

the status differences that exists between them and members of the dominant society” (Gibson M. A., 2003). This situation is due to the lack of communication they have with their school peers. Thanks to the MEP a lot of the migrant students get to interact not only with adults, but also with students who are in the situation they are in. The MEP also brings to them educators who “often served as surrogated parents, and they worked constantly to build and maintain a sense of shared trust and friendship with the students” (Gibson M. A., 2003). For a lot of migrant students they see teachers as their role models. These tends to happen because inside their families; there are no male figures or female figures to inspire them to succeed on their education. Because of it, teachers and aides should give a good example to the kids.

Conclusion:

When the MEP was created in 1965 by the federal government, its intentions were to serve the migrant population. So then a year later it “allocated \$9 million to support it” (Torres, 2006). As of today the program uses an estimated “386.5 million” (Torres, 2006), from the 88.9 billion federally budget. The increment of their budget has brought in good results. It is reported a lot of the migrant students among San Joaquin Valley, “have become teachers, doctors, members of congress. One of San Joaquin County grew up to be an astronaut” (Torres, 2006). These examples let us know that the program uses there founds the right way.

Jennifer Torres explains on her journal that, “yet most migrant children continue to struggle in school and, statistically, are as likely to graduate high school as to drop out before finishing” (Torres, 2006). Of course, we still have to recognize that even with the

help of the MEP, their will be migrant students who would end up dropping out. Not only would that affected them, but also their living conditions and health issues as well. Of these reasons, “advocates eventually turned their attention to the schooling of farm workers’ children” (Torres, 2006). This in a sense is good, because it gives another chance to the students to improve themselves.

In contrast to all what the migrant education does, they have proven to be a program that really complies too what they offer. The MEP has gone through struggles, with the new NCLB act. Then with the help of their staff members, the program has been able to come forward. Proof of this could be seen in the number of migrant students who want to stick with school, instead of the gangs or drugs. As Gibson pointed out, a good percentage of migrant students do want to keep attending school. A lot of them are interested in seeking a college career and become someone in the up coming future.

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Migrant education program and its involvement in our education system

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Capstone Research presentation

CSUMB

December 14, 2007

http://www.ncesd.org/migranthealth/images/ME_logo.gif

Introduction

- It's a federally founded program created in 1965.
- “Authorized by the No Child Left Behind Act (NCLB), and by Part C of the Title I of Education” (Overview of migrant education in California, 2007).
- Design to help support quality educational programs for migrant students.
- Reduce the educational disruption and other problems that result from repeated moves.
- “Administered in 50 states including: Alaska, Hawaii, District of Columbia, and Puerto Rico” (Overview of migrant education in California, 2007).

NCLB and the purpose of the migrant education program

- “Ensure migrant students who move among states not be penalized in any matter by disparities among state curriculum” (Overview of migrant education in California, 2007).
- Graduation requirements and state academic content and students academic achievement standards.
- Migratory students receive full and appropriated opportunities to meet academic challenges.
- “Design programs to help migrant children overcome educational disruption, cultural and language barriers” (Overview of migrant education in California, 2007).
- Ensure that migratory children benefit from state and local systemic reforms.

Eligibility requirements for the program

- A child is considered migrant if the parents work in the agricultural fields.
- Family moved in the past 3 years, or cross around school districts.
- “It could also mean the movement to another state in the search for a job in the agricultural field (Overview of migrant education in California, 2007).
- The eligibility period is of three years from the date of the first move.
- MEP recruiters do the interview for the entrance into the program.
- “The law states that migrant services are provided to students in where their education has been interrupted during the school year” (Overview of migrant education in California, 2007).

The MEP in California

- It's supported by both federal and state laws; state does not provide funding, “but it sets out the framework for delivering local MEP services through out the regions” (Overview of migrant education in California, 2007).
- 1 out of 3 migrant students in the nation lives in California, “currently there are over 300,000 migrant students attending California schools during the school year” (Overview of migrant education in California, 2007).
- There are 178,000 attending summer / intersession classes.

Programs offered by the MEP

- Binational teachers.
- Migrant state parent advisory council.
- Migrant student information network.
- Mini-corps program
- Portable assisted study sequence.
- State wide student leadership institute, UCLA.

Binational migrant program and how it helps migrant students

- “International program between the Mexican Consulate and the California department of education, Indian, and International education office” (Binational migrant education program, 2007).
- Migrant students who travel between two countries. The “teachers who participate in the three years California teacher exchange program” (Binational migrant education program, 2007).
- “In 2006, around 231 teachers visited the United States from Mexico during the summer. As 57 teachers or administrators from the United States visited Mexico” (Zehr, 2006).

Binational Teacher Mr. Pahuamba

- “Mr. Pahuamba is one of four Mexican teachers hired by a California migrant education office” (Lutton, 2006).
- From Nov. 15 to Feb 15, “Mr. Pahuamba covers a 300-square-mile area, searching out of children in Northern California” (Lutton, 2006).
- His job is to finish an independent study handbook given to the students by the teachers in California. In overall he has helped 72 students this year.
- Binational teacher Maria Arvizu-Espinoza mentions the following about their role, “The best place for your child is in the class, in school. But if you can’t be here, we’re there to support you” (Lutton, 2006).

California Mini-corps

- Primary goal of the mini-corps program teachers “are to provide instructional assistance to migrant students in public schools” (Lomeli, 2006).
- One of the functions of the mini-corps tutors is to have an influence “on the academic progress of migrant students” (Lomeli, 2006).
- As stated by Lomeli the mini-corps program is, “one of the most effective programs for preparing culturally diverse future teachers”.
- The program is being ran across 25 high level institutions across California.
- “Data on the influence mini-corps pre-service teachers have on the academic progress of migrant students is reported at a local and statewide level” (Lomeli, 2006).

Mini-corps positive results

- Pre-test scores in reading, writing, and mathematics.
 - Reading pre-test:
 - ❖ 1.96 average score.
 - Writing pre-test:
 - ❖ 1.91 average score.
 - Math pre-test:
 - ❖ 2.15 average score.
- Post-test average scores in reading, writing, and mathematics.
 - Reading post-test:
 - ❖ 2.73 average score.
 - Writing post-test:
 - ❖ 2.60 average score.
 - Math post-test:
 - ❖ 2.81 average score.

Mini-corps positive attributions.

- “On average, the migrant students began the school year slightly below grade level and with mini-corps teachers candidates’ assistance made exceptional progress toward achieving grade level competence in the three academic areas” (Lomeli, 2006).
- Lomeli, interviewed several teachers that had worked with mini-corps students and they expressed the following:
 - “Clearly, master teachers feel that mini-corps teacher candidates are positive influences in their classrooms” (Lomeli, 2006).

Migrant students and their struggle

- Causes for high percentage drop outs:
 - Language barriers.
 - Socialization difficulties.
 - Parents lack of an educational background.
 - Living situations
 - Gang related issues.

Language barriers

- A vast majority of migrant students are categorized in schools as English Language Learners. As stated by the National Conference of State Legislatures, “ninety percent of ELP students are children of immigrants” (Morse, 2005).
- “Hispanics comprise 56 percent of immigrant children, but 75 percent of LEP” (Morse, 2005).
- Another result for them to have a language barriers situation is by entering a school in where they are not only being segregated racially, but also “linguistically isolated” (Morse, 2005).
- “Closely resembles the residential and school segregation of Latinos” (Morse, 2005).

Parent lack of an educational background

- Holding the migrant students from finishing their schooling.
- “Their families’ limited ability to help with school work, their own need to earn a living or growing seasons that can pull them in and out of the region and in and out regions’ classrooms” (Torres, 2006).
- A lot of the parents also lack from English proficiency, making it hard for them to help their children.
- “Four out of five LEP children who are foreign-born live in families where the parent are also considered limited English proficient” (Morse, 2005).
- Migrant students “are called to become translators and interpreters for family interactions with the outside world” (Morse, 2005).

Living situations

- “An estimated 900,000 school age children live alongside the farm workers” (Torres, 2006).
- High number of migrant children that have move along with their families, because of farm laboring.
- “San Joaquin County alone has registered nearly 11,000 migrant students whose educations are interrupted by their families” (Torres, 2006).
- Families living on camps, “may also be forced to move when the camps close in late November each year, at the end of the agricultural season” (Gibson M. B., 2002).

Gang Involvement

- It seems like gang related involvement and teen pregnancy have become the main purpose for the migrant students to be kicked out of school or not been able to finish their education.
- “Gang crime is exploding nationally rising 50 percent from 1999 to 2002” (Mac Donald, 2004).
- Mac Donald interviewed a American-born child of Salvadorian parents who said:
 - “That most of his peers from the eighth grade are locked up or dead”
 - Mc Donald: Were you just lucky?
 - “They were gangbanging more than me”, I try to control my self, respect parents”.
 - As the interview ended he told her, he had no intention of leaving his gang: “They are homeys, part of the family” (Mc. Donald).

- A lot of migrant youth join the gangs because it gives them, “prestige and sense of belonging” (Mac Donald, 2004).
- A revealing shocking statement is that, “Half his friends from elementary school are involved in crime, he says” (Morse, 2005).
- This was revealed by a migrant student that is involved in a gang group.
- Corporal Kevin Ruiz, a gang investigator talks about his job and how “there’s people who all they do is patrol gang boundaries. They are like me, in a way: I’m looking for bad guys; they look for rivals” (Mac Donald, 2004).

Migrant teen pregnancy

- “Mexican teens have higher birthrates than Puerto Rican, previously the most “ghettoized” Hispanic subgroup in terms of welfare use and out-of-wedlock child-rearing” (Mac Donald, 2004).
- Rates of Mexican pre-teen pregnancies:
 - In 2002, there were 83.4 births per 1,000 Hispanic females between ages 15 and 19.
 - This numbers were compared to the ones of: 66.6 births among blacks, 28.5 births among non-Hispanic whites, and 18.3 births among Asians.
 - In California, where Latinas teens have the highest birthrate of teens in any state, 79 percent of teen births to the US born Latinas in 1999 were to unmarried girls.

Migrant health conditions

- Health of the Latinos in California is being said to be a paradox.
- “They tend to be younger and healthier, environmental, economic, and social factors result in a worsening health condition” (Rodriguez, 2005).
- According to health studies, it is also accounted that one if four Latinos ages 0-64 are uninsured.
- “Mexican immigrants are less likely to have a usual source of care, 53.5% compared to 24.1% for US Mexican ancestry” (Rodriguez, 2005).
- As for other part of the children of immigrants “are in fair or poor health” (Rodriguez, 2005).

Positive Achievements by the MPE

- Despite there difficulties we have found, “that Mexican students identified as “migrant” persist in high school in significantly higher numbers than nonmigrant Mexican classmates” (Gibson, 2002).
- They examine how federally funded MEP and its staff facilitate student engagement by creating caring relationships with students, providing them with access to instructional support.
- “81% of Mexican students, but only 15% of the White students, said they liked being at school” (Gibson, 2002).
- Some are doing very well academically and plan to enter a 4-year college or university directly following graduation.

- As of November 2001, nearly midway through their senior year 75% of migrant students still attended high school.
- Constant academic guidance to assure that students took all courses required for high school graduation.
- Summer school and supplemental course work for students who needed to make up courses or credit.
- “A sense of belonging may be especially important for migrant students due to the status differences that exists between them and members of the dominant society” (Gibson M., 2003).

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