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Migrant Students Achieving California State Standards Through Migrant Educational Programs

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Abstract

Within the United States of America education systems, one of the most disadvantage population is migrant students because of their linguistic and cultural barriers, poverty, immigration status, and frequent mobility. These barriers disrupt the education opportunities for migrant students and their ability to master the California State Standards. To decrease these barriers, Migrant Education Programs (MEP) began implementing diverse programs nation-wide to support and advocate for migrant students, their parents, and community. MEP have shown to increase graduation rates in Latino children. Additionally, migrant educators provide multiple supports and resources to children and parents. California is a sanctuary for immigrants; this research provides firsthand knowledge of the MEP- from two migrant educators within Monterey County, and an interview conducted with a California Mini Corps coordinator.

Keywords: Migrant Education Programs, migrant students, California State Standards, mobility

Introduction

One of the most disadvantage population of students within American school system are migrant students because of their linguistic and cultural barriers, poverty, undocumented status, and frequent mobility. Migrant students are classified as children who change schools during the year, often crossing school districts and state lines, to follow work in agriculture, fishing, dairies farms, and logging industries (California Department of Education [CDE] Migrant, 2020). The majority of children considered as a migrant are U.S citizens, Still, within the U.S as of 2010, 13 million U.S born children live with a foreign-born parent(s) (Census, 2011). While the remaining migrant student populations are foreign-born, identified as newcomers. Newcomers are students who have been in the U.S twelve months or less and are at level one in English comprehension as measured on the California English Language Development Test, abbreviated CELDT (Morris, 2010). Newcomer students commonly are undocumented, which creates an additional barrier to achieve a higher education. Born in the United States or another country, all migrant students are negatively affected by the education system. One way in which migrant students can avoid the impediment is through a nation-wide Migrant Education Programs. The Migrant Education Program, (MEP) advocates and provide essential support for migrant students, their parents, and Latino communities.

Although MEP exists nationwide, not all schools provide access to MEP because of the low migrant population in the schools or districts. One of the schools I attended as a youngster did not have a large migrant population meaning it did not require Mini-Corps Tutors or a newcomer's class. Students who were English-Language Learners or migrants were removed from class one or two hours a day to learn phonetics, syntax, and high-frequency words. With the constant moving of one classroom to the next, classroom learning was decreasing, creating stress

and anxiety to all students, including myself. I was an English Language Learner; I faced firsthand the stressors and challenges migrant students face to learn English. This stress developed an interest in MEP because I saw myself in these children and knew the struggles they would face. MEP design programs to ease stress and to increase their English Proficiency. I wanted to examine the truth and see if Latino migrant students are increasing graduation rates and if the stressors are reduced through the program.

The contributions of the MEP are analyzed for education in Monterey County, California. The primary research question was: Are migrant students achieving California State Standards through the Migrant Education Programs? Secondary questions that will help answer the primary question are: 1. Who funds the migrant education programs? 2. What type of Migrant Education Programs exist in Monterey County, California? 3. What are Common Core State standards crucial for migrant students to master through these programs? 4. What teachers' expectation for migrant student's success?

To look at the impacts of MEP's throughout California, this research will review the origin/history of MEP's and the positive and negative factors effecting MEP's. Throughout the research the MEP are examined for the contribution made by the programs to prevent disruptions to migrant children's education and the valuable resources can mitigate some of the barriers. Next, examining interviews with two migrant educators in Monterey County, California. Finally, a California Mini-Corps coordinator and prior migrant educators explain how migrant children qualify and assessed to determine their academic levels. To understand the endeavors and results of the MEP, this research should be considered important information for educating future migrant students.

Background

An essential piece of information to understand is that the definition for "migrant student" has been modified over the decades. Before any law created to protect migrant students in the education system, migrant students heretofore were defined as student who had moved for seasonal agricultural work within the previous 12 months (Branz-Spall et al., 2003). However, the Elementary and Secondary Education Act of 1965, created a more defined definition of how a migrant student is classified and the fundamental roles of the Migrant Education Programs.

The Elementary and Secondary Education Act of 1965 (ESEA of 1965) federally funds Migrant Education Programs. The ESEA of 1965 was an aftermath of the "war on poverty" announced by President Lyndon B. Johnson. ESEA Title I, as originally enacted, was unable to provide meaningful services to one of the most severely affected population - the children of migratory farm workers (Branz-Spall et al.,2003). Due to how often students relocated, following their parents work opportunities. Because of the often relocation it was difficult to sustain a cohesive learning environment. In November 1966, ESEA of 1965 issued the Title I, Part C. Education of Migratory Programs to implement services towards migrant students and newcomer students across the nation. Title I, Part C. affirms, "…to assist states in supporting high-quality and comprehensive educational programs and services during the school year and as applicable, during summer or intersession periods that address the unique educational needs of migratory children" (ESEA, N0. 114-95, 1965). Under the ESEA of 1965, migrant students are "…aged 3 to 21 residing in the state, based on the data for the preceding three years…" (ESEA, N0. 114-95, 1965). Through this security under the law to protect migrant students and newcomers'

students, Migrant Education Programs are fulfilling the California State Standards during both the school year and summer programs.

The new and revised ESEA of 1965 stated the age of accepting students was from three to twenty-one. Until, another modification of detention occurred under the 1988 Hawkins-Stafford Act, which changed the eligibility age range for migrant programs to 5 to 17 years or in some counties from the age of 3 to 21 years old (Branz-Spall et al.,2003), provided resources for migrant college students. Throughout the Hawkins-Stafford Act, Migrant Educational Programs started to become evaluated by "their effectiveness in achieving stated goals". Students who have been served under this subpart require evaluation to determine whether improved performance is sustained for more than one year (Public Law 100-297, 1988). This act guaranteed financial aid to migrant programs with the that student needed to show academic improvement through testing within a two-year period. Yet, placed pressure on the migrant educators because within a span of two years migrant students need to show academic improvement through exams such of those like CELDT.

While the Migrant Education Programs were granted security under the ESEA of 1965, the desire for migrant children to continue receiving protection under the law grew. Thus, in 2002 the No Child Left Behind (NCLB) signed by George W. Bush provided further protection under the law towards migrant students and migrant programs. Once again, the definition for migrant students was modified and the No Child Left Behind of 2002, identified migrant students as "… a child under 22 years of age who is a migrant agricultural worker or fisher, or who has a parent, spouse, or guardian who is a migrant agricultural worker, and who has moved across school district bounds within the previous 36 months in order to obtain temporary or

seasonal employment in agricultural or fishing work (Secretary of Education, 2002). Well done and important information

On December 10, 2015, Every Student Succeeds Act (ESSA) was signed by President Obama, reauthorizing the federal Elementary and Secondary Education Act (ESEA of 1965) enhancing the No Child Left Behind Act of 2002. The ESSA has the following stated purpose: "to ensure that migratory children who move among the states are not penalized in any manner by disparities among the states in curriculum, graduation requirements, and challenging state academic standards (Pub. L. No. 114-95 & 114 Stat. 117).Under the ESSA, migrant students continue to identify between ages three to twenty-one, are frequently following the agriculture, fishing work, and are low in proficiency (Pub. L. No. 114-95 & 114 Stat. 117). To achieve success for these migrant students, the federal Office of Migrant Education provides funding to three programs: The Migrant Education Programs (MEP), the College Assistance Migrant Program (CAMP), and the High school Equivalency Program (HEP) (Torres, 2020, p. 11). The background information is excellent…

Literature Review

California, wasone of the states that received grants to serve the migrant populations, with diverse migrant programs. A vital recognition of these programs werenot limited to any migrant student. For instance, a student can be in a newcomer's transition class, reviving one-on-one tutoring from a California Mini-Corp Tutor and acquire additional support from the migrant programs available within the district. That same student could enroll in the High school Equivalency Program (HEP) during high school and, when graduated, can receive services from the College Assistance Migrant Program (CAMP). Unfortunately, CAMP only provided services for migrant students in colleges and universities. Sadly, undocumented students cannot enter

college or universities due to social security and legal documentation, limiting this resource. California offers these programs however, over the decades California established more programs.

California Mini-Corp Program

California Mini-Corp Program is a statewide program designed to provide one-on-one direct instructional services to migrant students, either being in a classroom or summer program. California Mini-Corp Program, began in 1967, patterned after the Peace Corps Program (Butte County Office of Education [BCOE], 2017). Initially, this program was only a summer program until 1974, when the school year programs were initiated slowly throughout the state (BCOE, 2017). In California, Mini-Corp tutors work in 161 school districts, and within the 20 migrant regions (Turner et al., 2018), every migrant class would have a Mini-Corp tutor to aid any student within these regions.

Mini-Corp hired undergraduates at universities who have a migratory background and are pursuing a career in education or social work. According to Juana Zamora, Director of Mini-Corp, 80% of the tutors go on to obtain a teaching credential or some teaching permit (Turner et al., 2018). Tutors provide one-on-one services to migrant students who may need additional support that the teacher cannot provide due to the time limit or assisting other students. Mini-Corp tutors create appropriate relationship bonds with migrant students aspiring them to learn and reach their goals, reducing the stress and anxiety that comes from being in a new country and exposed to a complex language, English.

California Mini-Corp has provided beneficial services for migrant students; however, migrant tutors are not with migrant students the whole academic day. Some tutors are only with their students for four hours, three times a week. Without being in the classroom every day, it

will limit the services a Mini-Corp Tutor provides. Another con with the Mini-Corp Program was the routine set inside the classroom. For example, a Mini-Corp tutor might have a miniature activity for a migrant student, such as learning the sounds of the alphabet. Unfortunately, the teacher might want the student to do an activity on their own without any assistance, leaving the Mini-Corp tutor alone without any students to aid until the assignment is completed.

The Binational Migrant Education Program

Another MEP is the Binational Migrant Education Program (BMEP) originated in 1976 when California began to communicate with Mexico regarding the education of migrant students who move between borders (Pierce et al., 2018). California's Department of Education defines BMEP as 'an international program between the Secretary of Public Education of Mexico and the California Department of Education…to support migrant students who travel between the two countries, and teachers who participate in the three-year California Teacher Exchange Program (California Department of Education [CDE], 2019). Educators from Mexico participate in a six to an eight-week summer program, which helps enrich culture and custom to more permanent migrant students (Quezada et al., 2016). By ensuring the presence of their culture and customs, migrant students will have a sense of identity within themselves. Migrant students need to have their language and culture acknowledge within the classroom to feel welcomed and be motivated to learn the complex English language. The BMEP assisted Mexican educators with knowledge about the educational system within the United States; hence, they were better prepared when the migrant students returnedto Mexico by being knowledgeable of each state's educational system (Quezada et al., 2016).

However, not all teachers in Mexico participate in the BMEP, and when children enrolled in schools, most teachers were not aware of "migrant students." Teachers in Mexico, unlike

teachers in countries with a strong presence of immigrants (for example, the United States), are not usually familiar with the tools to deal with groups of foreign students (Herrera & Montoya, 2018). In a study regarding the BMEP challenges, "…some teachers are not aware that in their group there are returned migrant children, although it should be noted…especially when it comes to children recently arriving from the United States who do not speak Spanish well (Herrera, & Montoya, 2018)." This study located a total of 534 out of 36,634 returning migrant children (Herrera, & Montoya, 2018). 31.83% of returned children had experienced in the United States educational system, where 211 students did not attend school in the United States. The 87.4 % of students who have been born and raised in the United States suffered psychological stress inside and outside the school environment where negative behavior increased. For instance, in the study, a girl had a tantrum and crying every day at school, saying she does not understand or like it at the new schools in Mexico (Herrera, & Montoya, 2018). However, this affected children ages six to thirteen who have integrated into the education system in the United States. The youngest of the children, who had only had a brief integration with the American pre-school education system, found it easier to adapt to the Mexican school system (Herrera, & Montoya, 2018).

The BMEP goal was to make the transition from one neighboring country to the next easier for migrant students. Nevertheless, it mentally affected migrant students who were accustomed to the United States educational system. This psychological stress works via versa, with migrant students mobilizing from Mexico to the United States and not understanding the school structure or language???. However, a vast network between two nationals has created security where migrant students can be guaranteed an education that the program fails to realize is the psychological stress that comes with it.

High school Equivalency Program (HEP)

The High school Equivalency Program (HEP), commenced since 1967, facilitated services to farmworkers and their dependents in order to obtain the equivalency of a High School Diploma and transitioned tp postsecondary education, employment, and military services (Perez & Zarate, 2017). To enroll as an eligibleindividual, who wasa seasonal worker, migrant family, migrant workers must be sixteen years of age and not currently enrolled in school (U.S Department of Education [ED], 2018). Within the year of 2018, 5,000 students annually are being served through this program. According to a report by the Department of Education, in 2016, 70.3% of attainers received a High school Equivalent Degree, whereas, in 2014, roughly 67% of attainers received a High school Equivalent Degree (ED, 2018). With a 3% increase, which to some might not seem as significant, it was vital to acknowledge thatt technology was advancing, and the High School Equivalent Exams was a strict computer-based exam.

With access to achieving a higher postsecondary education through the HEP despite legal documentation, it limited the access for undocumented migrant students to attend a college or university. There are an estimated 65,000 undocumented students who graduated from U.S high schools each year (College Board, 2020). During senior year, all seniors applied to a college and university which required a social security number or their DREAM (Development, Relief, and Education for Alien Minors) identification. Undocumented students who do not have either documentation were stranded with limited access to attend a university. However, no federal or state law prohibited the admission of undocumented immigrants to U.S colleges (College Board, 2020). An institution could admit an undocumented student; however, it would affect the status quo. Undocumented students could not receive federal grants or loans which, if admitted, they would have pay out-of-pocket.

HEP does help documented and undocumented migrant students achieve a High School Equivalent Diploma. It fails to realize that documented migrant students limited access and probability to attending postsecondary education. In contrast, undocumented migrant students could only obtain a High School Equivalent Diploma. Today, many jobs required that employees have a bachelor's degree which weree equally matched to a high school degree of past years.

College Assistance Migrant Program (CAMP)

Finally, a critical MEP encouraged migrant students throughout their college experiences are the College Assistance Migrant Program (CAMP). CAMP began 1972 in the response of awareness regarding the lack of higher education opportunities for the children of migrant farmworkers (Perez & Zarate, 2017). ?????California had 43 active CAMP's available for migrant students' enrollment at a first-year college or university. Mendez and Bauman (2018) asserted that the goal of these programs was to decrease dropout rates and promote academic success for underrepresented students, including, but not limited to first-generation Latina/o students. This program maintained students' accountable for their academic success and assisted with financial aid, mental health, and job opportunities.

Aforementioned, the program's goal was to reduce dropout rates and promote academic success. A report conducted by the United States Department of Education (2018), in the fiscal year of 2015 to 2016, a total of 96.5% CAMP students completed and continued achieving bachelor's degrees, and 88.1% of CAMP students completed their academic course work degree??? with good standing. With the migrant students who remained in CAMP, dropout decreased, and GPA's have remained in "Good Standing." A study conducted by Mendez and Bauman (2018), out of 245 current or former CAMP members, 107 students have a GPA of

3.00-3.49, and 92 students have a 3.50-4.00 GPA. Out of all the 245 CAMP members, only one had a 1.50-1.99 GPA.

From research conducted, first-generation Latina/o who participated in CAMP had a high probability of finishing college and achieving a higher degree. Aforementioned, no federal or state law prohibited the admission of undocumented immigrants to U.S colleges (College Board, 2020). If an undocumented immigrant attended a college or university, this MEP was not available to invisible populations. California State University, Long Beach, had a CAMP program that promoted the program through a flyer disclosing eligibility criteria, a U.S citizen or permanent resident (CSULB, n.d.). In such a manner, this program provided guidance and services to a legal migrant student, not an undocumented migrant student. Hence, the evidence provided support the reality of legal migrant students achieving higher degrees leaving undocumented students, which e entered college or university, fall into the traps of dropout rates and unsuccessful completion of college or university.

All these programs helped both legal and undocumented migrant students complete California Stare Standards and university requirements to some extent. With information about the diverse MEP, this paper looked more in depth about how these MEP affected California and the migrant population, specifically, in Monterey Country, CA.

English-Language Learners (ELLs) are “students who are unable to communicate fluency or learn effectively in English…Moreover, they typically require specialized or modified instruction…” (Anonymous, 2013). ELLs are used interchangeably with migrant students; however, throughout this paper, migrant students dwereused to decrease confusion. Migrant students often called “children of the road” face many obstacles in their lives (Branz-Spall et al.,2003). Six hundred fifty thousand children migrate across the United States each year to

follow their migrant farmworker- parents (Free & Kritz, 2016). In District 16, Monterey County, CA. Approximately 12,291 migrant students enrolled in school in the year 2016 (CDE, Migrant Profile, 2016). However, this number had increased because 26,518 English-Language Learners in district 16 as of 2019 were currently enrolled (CDE Data Reporting Office, 2019).

Free and Kritz (2015) suggested school-related hardship for migrant students were "typically a year older than other children in their grade and at least a year and a half behind in the curriculum". Additionally, migrant students lack affording school uniforms and learning materials. Aforementioned, Monterey County, CA has 26,518 English-Language Learners (ELL) enrolled in an elementary school. By the time migrant students and ELL finishedd sixth grade in Salinas, CA. "one middle school's estimated that 33% of students entering seventh grade had not acquired English Language Proficiency. Another middle school placed the estimate at 42% (Monterey County, n.d.) Children in Salinas, CA were facing hardship because they were behind approximately two years in academics and by the time, they finished elementary school they were far below English Proficiency.

Salinas, CA was known for their rich agriculture and multicultural backgrounds however, wages and prices were not balanced. Housing in Salinas, CA was 57% above the national average (Monterey County, n.d.). With high mortgage rates migrant families lived in compact spaces with other families or sometime within small spaces. . With inadequate housing, migrant parents needed to make the difficult decision of paying rent or choosing to buy uniforms for their children. Migrant students needed to decide on whether to complete homework assignments or simply watch tv with their parents in the crowded room. Inadequate housing and low-income correlate to the slow development of language, especially English.

Additionally, migrant students who lived in low socioeconomic areas and were not exposed to English develop vocabulary slower than those who were exposed to English only. According to Hoff (2013), vocabulary size appeared to be the aspect of language most sensitive to the effects of low socioeconomic status. Continuously, higher socioeconomic status students outperformed lower socioeconomic children on standardized language test that included measures of grammatical development (Hoff, 2013). Thus, migrant students needed to be continuously exposed to the English language however, this was affected wheIt is so important to write in past tense so that researchers have an understanding of time.

Methodology

For the literature review, CSUMBs online database provided peer-reviewed articles and academic studies. ProQuest Dissertations and Theses included recent peer-reviewed articles beneficial for this research paper. The California Department of Education website delivered information on the migrant education programs in California as well as the definition of migrant students. Federal laws and policies have been acquired through the California Department of Education and the U.S Department of Education.

Apart from regulating a literature review, several interviews transpired to collect data for this Senior Capstone Project. Subject participants involved in interviews include two migrant educators in Monterey County and a California Mini-Corps coordinator. Throughout this research paper, both teachers classify as Teacher A and Teacher B for clarity purposes. Teacher A is currently a teacher in a newcomer's class in Salinas, CA., in a classified Title I school, comprised of low-income students and a high migrant population. Teacher B currently is not teaching migrant students. However, her experience as a migrant educator is vital for this

research paper. Teacher B taught a newcomer's class in San Jose, CA, at a Title I school, also comprised of low-income students and a high migrant population.

Apart from conducting two interviews with migrant teachers, a request to interview a California Mini-Corp coordinator was proposed. Previously, this coordinator was a migrant student, a migrant educator, and now a coordinator. She places Mini-Corp tutors in school across Monterey County, CA, which require additional assistance to aid academically migrant students.

The first step was to contact both teachers and provide them with the goals and purpose of the senior capstone project. All the teachers contacted responded and accepted, carrying out the interviews. First, Teacher A was contacted in-person inside her classroom and later contacted again via text message. Contacted via email, Teacher B agreed to meet online for an interview. Once all teachers contacted, an email was sent individually to all teachers. The email contained a link to an online zoom meeting and interview questions (Appendix A: Migrant Teacher Interview Questions). Next, the California Mini-Corps coordinator was contacted in-person and later contacted again via text message. Once agreed to be interviewed, an email cosigned containing a link to an online zoom meeting and interview questions (Appendix B: California Mini-Corp Tutor Interview Questions). All three interviews were recorded via zoom, as well as the interviewer taking notes.

Results and Findings

After reviewing the literature on MEP and its correlation on acquiring English Proficiency and interviews with both teachers and coordinator, the subsequent paragraphs contain syntheses and discussion of the results and findings based upon the primary and secondary questions posed in the Introduction section:

First, *are migrant students achieving California State Standards through the Migrant Education Programs?*

According to statistics from HEP and CAMP, in 2016, 70.3% of attainers received a High School Equivalent Degree, and a total of 96.5% CAMP students completed and continued achieving bachelor's degrees, respectfully (ED, 2016). MEP such as HEP and CAMP require participants to complete the California High School Exit Exam (CAHSEE) or high school graduation requirements. Although Governor Jerry Brown signed the Senate Bill No. 172 it quotes, "…it suspends the administration of the high school exit examination and would remove a condition of receiving a diploma of graduation (Bill-172, 2015). Programs like HEP require participants to complete the CAHSEE because its correlation with high school graduation requirement, hence California State Standards. Teacher A stated in a personal interview, "Of course, it just about finding the resources, they need the resources" (Teacher A, Personal Communication, April 14, 2020). Teacher B states, "Yes, MEP do help students achieve California State Standards, but it takes time and patience" (Teacher B, Personal Communication, April 15, 2020). California Mini-Corps coordinator stated, "Yes, it definitely does its just about providing great classroom management, effective teaching strategies, and providing resources." (Coordinator, Personal Communication, April 14, 2020). All three participants answered "yes" to Question #7 (Appendix A & B) with similar responses.

Secondly, *what type of Migrant Education Programs exist in Monterey County, California?*

As seen in the background information of this research paper, California provides various amounts of MEP. Out of the four mentioned MEP three exist in Monterey County: California Mini-Corps, HEP, and CAMP. California Mini-Corps coordinator stated, "We aid a large

population of migrant students in Monterey County and Santa Cruz County" (Personal Communication, April 14, 2020). (Appendix B, Question # 5). HEP is located at Hartnell College in Salinas, CA. CAMP is also located at Hartnell College and at California State University, Monterey Bay.

Thirdly, *what are Common Core State standards crucial for migrant students to master through these programs?*

According to the Migrant Program Profile (2016) MEP focuses mainly on services and assistance areas: English Language Arts (ELA) and Math. California Mini-Corp coordinator stated in the interview, "We focus mainly in ELA, ELT, and Math. We do help in other areas such as social studies and science, but our major focus is those three" (Personal Communication, April 14, 2020). ELT is an abbreviation for Expanded Learning Time. This question was asked as a secondary question for Question #4 (Appendix B). Teacher A communicated her "standards are English, Math, and Speaking" (Teacher A, Personal Communications, April 14, 2020) (Appendix A).

Finally, *What teachers' expectation for migrant student's success?*

Teacher interview Question #5 (Appendix A) inquires how teachers praise student's success. "Every morning I tell all the children good morning I am happy to see you because these children sacrifice a lot simplify to come to school. By telling them a simple greeting they will feel acknowledge and motivating them to learn." (Teacher A, Personal Communication, April 14, 2020). Teacher B articulates Question #5 as, "To praise student success I used positive reinforcements, class meetings, and collective points and rewards. I use collective points and rewards because I want students to learn how to work together that why we do not judge just one child." (Teacher B, Personal Communication, April 15, 2020).

A follow up question was asked: *what is your expectation for your student's success?*

Teacher A exclaimed, "I want my students to be able to say sentences on their own without any assistance from me or others. You see when I praise student, they are willing to push themselves. When I noticed they push themselves or better, yet they notice, I praise them". (Teacher A, Personal Communication, April 14, 2020). Teacher B expressed, "I wanted my students to feel comfortable speaking, I requested to have them for two years, this way I could take advantage of the time to increase their English Proficiency" (Teacher B, Personal Communication, April 15, 2020). As described by Teacher A and Teacher B praise lead to student success and its highly encouraged in the classroom.

Discussion

The primary question (*Are migrant students achieving California State Standards through the Migrant Education Programs?)* was used to narrow specific MEP related to academic success for migrant students. Based on the research, California State Standards were accomplished through the MEP granting academic success for all migrant students. Teacher A, Teacher B, and California Mini-Corp Coordinator concur all students will achieve all standards in order to graduate and attend a post-secondary institution, correlating to the statistics of HEP and CAMP. As agreed by Teacher B, learning a non-native language requires patience and time, yet federal laws do not state "effective" teaching strategies within a "reasonable time frame". According to Teacher A and California Mini-Corps Coordinator, "newcomers are placed in a two-year transitional model classroom" (Personal Communication, 14 April 2020). However, little research has been shown that two years are a "reasonable time frame" to become proficient in English. Within Salinas, one middle school's estimate was that 33% of students entering the seventh grade had not acquired English Language Proficiency. Another middle school placed the

estimate at 42% (Monterey County, n.d.). Although children attending schools are far below English Language Proficiency, by the time they graduate high school, 70.3% of attainers will receive a High School Equivalent Degree (ED, 2018). Thus, without a "reasonable time frame" MEP affirm migrant students' success can be achieved in the long term.

The second research question utilized (*What type of Migrant Education Programs exist in Monterey County, California?*) arranged information to locate MEP available to students. From research and interviews, three of the four MEP mentioned in the Background section are available in Monterey County, CA. The three are California Mini-Corps, HEP, and CAMP. The Binational Migrant Education Programs does not exist in Monterey County, and due to limitations district, that contain the Binational Migrant Education Program are unknown.

The third research question, (*what are Common Core State standards crucial for migrant students to master through these programs?)*, examined the standard necessary to aid migrant students' success. Aforementioned, MEP Profile of 2016, focuses mainly on services and assistance areas: English Language Arts (ELA) and Math. Furthermore, California Mini-Corps Coordinator asserts the vital concentration is English Language Arts (ELA), English Language Training (ELT), and Math (Coordinator, Personal Communication, 14 April 2020). Teacher A communicated exact standard with additional speaking standards (Teacher A, Personal Communication, 14 April 2020). It is vital to recognize speech is important and expose to English is necessary. Frequent use of English in the classroom will increase English proficiency meeting the standards of ELA, ELT, and Math. Hoff (2013) indicated, "Children whose teachers provide more language-advancing input progress more in their language over the course of the school year than do children with language use is less supportive".

The last research question (*What teachers' expectation for migrant student's success?*) revealed as a follow up question for Question #5 (Appendix A). According to Teacher A's interview her expectation for student success came from praise. Students would be praised for speaking, writing, and reading in English on their own. Teacher A goal was to have all students be able to communicate in English with no assistance from teacher or peers. Teacher B goals were distinct yet comparable. Teacher B proclaimed students success came from working together in order to acquire English Proficiency. However, external and internal factor affect the development of English Proficiency. Language barriers, frequent mobility, poverty, and inadequate housing are additional hardships migrant students face daily (Free and Kritz, 2016). Considering these hardships, Teacher A, Teacher B, and Coordinator have contributed to decreasing these hardships to increase success. Teacher A provided school supplies to students, after school in class programs, and uniform clothing for students. Teacher B provided after school or before school starts programs, parent meetings, and food for all students not simplify the ones that absolutely needed it. California Mini-Corps Coordinator provided car rides to migrant students after school with the consent of their parents. She also provided nap time for migrant students because of inadequate housing conditions affecting their sleep time. Thanks to additional support from teachers, their migrant students were respectful toward the teacher and increased their English Proficiency.

Problems and Limitations

All interviews operated via an online zoom meeting due to Monterey County's shelter-in-place order. Limitations rapidly increased because of the Covid-19 pandemic resulting in the shelter-in-place order and social distancing. Schools remained closed for the remainder of the school year; thus, in-person interviews are prohibited. In-person surveys planned for migrant

students were prohibited because of school shut down. Online surveys were not capable to be performed because 98% of student in Teacher A class have no access to internet. Slow internet access and computer failure deleted two interview recordings. Notes taken from interviews were saved however, some questions were deleted.

Universities and colleges remained closed as well, creating additional limitations because CSUMB library is closed. Although the online CSUMB database remains accessible, the assistance of the front desk reduced tremendously. CSUMB's online database contained limited access to peer-reviewed articles and limited articles. ProQuest and JSTOR had limited access to free peer-reviewed articles. ProQuest Dissertation and These articles appropriate for research purposes contained information of MEP throughout California not specifically Monterey County, CA. Finding articles solemnly based off Monterey County, CA created limitations because modest amount of surface information was found.

Recommendation

After working closely on researching and expanding my knowledge on MEP, I conclude MEP favors migrant students beyond academics. There is no harm in implementing MEP in schools with low migrant populations. Substantially, if schools with low migrant population implement MEP, an incline in academic achievement would occur. MEP is indispensable and necessary to support migrant students academically, emotionally, mentally, and socially. Without MEP, our vulnerable children would increase high school dropout rates and the poverty threshold. Migrant educators, such as those interviewed, provide vital resources that, to some seem minuscule, but to these students, it is extensive support. Schools that have a low migrant population should consider implementing MEP in order to increase students' English Proficiency earlier than later. One way to better support the success of MEP would be to identify migrant

students within the school. Once the individual school realizes the number of migrant students, they can contact the Monterey County Migrant Education Program and request MEP aid. California Mini-Corp tutors can be placed in these schools and reduce the anxiety and stress of the migrant students. Tutors can aid with classroom assignments, fluency, reading, and math in both English and Spanish. With the bilingual explanation, stress and anxiety will reduce significantly.

Another way to ensure the success of MEP is parent involvement. Migrant parents should be involved in MEP and in the classroom to understand the American education school system. Communication between teachers and parents is vital to the success of the children since both adults can reduce one way or another the hardships. Teacher B in Question #4 (Appendix A) recognized parent involvement is not available the whole academic school year. In the first six months of the school year, parents are unknow until January and February, parent involvement increases. Why? Because the season labor has moved, and parents are laid off for six months if they do not follow the job opportunity.

Finally, teachers, administration, students, and parents stated that l Monterey County Migrant Education Program were apprehensive of programs available for students and parents. HEP not only supported migrant students but migrant parents as well. Migrant parents could attend HEP courses to gain a high school equivalent degree increasing job opportunities and postsecondary education. However, institutions create another obstacle to success because the institution requires documentations. Thus, reducing the opportunity for success for undocumented students. An obligation to change the legal status of students should be imposed. As mentioned before, there is no federal or state law preventing undocumented students from

entering an institution. Thus, the institutions should change the legal status question, so migrant students have the same opportunities as U.S citizen.

Conclusion

The benefits of MEP are clear. Students gain English Proficiency and necessities. Students demonstrate an increase in self-confidence and academic conduct. Teachers and administrators stress the need for MEP within schools because migrant students would be detrimental within the American school system. Although MEP is a nation-wide program, MEP is run state by state. A goal of the California Department of Education is to:

> "Ensure that English learners acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers of English."

In Monterey County, CA, according to Teacher A and the California Mini-Corps Coordinator, migrant students remain in the same classroom for two years following the grade curriculum. However, Teacher B did not but insisted on the same class the following year. Analyzing these statements and conducting minimal research information is given as to what is a "rapid and effective framework" to achieve English proficiency. It appears that in California, two years with the same teacher is a "rapid and effective framework" to achieve academic performance.

To a greater extent, MEP creates a "pillow cushion" for migrant parents and migrant students against the United States curriculum. All schools, regardless of the migrant population, should implement MEP because removing if a child out of class, only creates another disruption. As a migrant student myself, I faced these hardships and understand how they feel. While working with California Mini-Corps, I saw my reflection in these students. That is why, as a migrant student and a future educator, I aspire to bring hope to these children to reach limits they

never knew they could reach. MEP and the migrant population will always increase, and this research paper is the starting point of a significant journey to defend these children from social injustices and academic detriments.

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Appendices

Appendix A: Migrant Teachers Interview Questions

Appendix B: California Mini-Corp Tutor Interview Questions

Appendix A:

Migrant Teachers Interview Questions

1. Do you have a migrant background? If so, did it help you gain the position of a migrant teachers?

2. What languages are spoken in you class?

3. Was a year where you had a class with multiple diverse languages, causing difficulties in teaching?

4. What are struggles and challenges migrant students face daily outside and inside of school?

5. How do you praise student success?

6. How do you implement parent involvement in you class, if any?

7. Do you believe Migrant Educational Program guide and support migrant students academically?

Appendix B:

California Mini-Corp Coordinator

1. How did you become an educator? Specifically, a migrant educator?

2. How did you become a California Mini-Corp Coordinator?

3. How does California Mini-Corp assist migrant students?

4. What are some challenges Mini-Corp having that can affect the achievement of migrant students?

5. How do you know what districts require Mini-Corp tutors and which do not?

6. Does Mini-Corp provide services to all student regardless of documentation?

7. Do you believe Migrant Education Program guide and support migrant students academically? Specifically, California Mini-Corp

8. How does your book, *California Mini-Corps Literacy Guide,* support both migrant students and future educators?