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Benefits of Existing Educational Programs for Migrant Elementary School Students

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Liberal Studies

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Abstract

Due to the constant mobility of migrant families, migrant students face disadvantages in their academic performance. This senior capstone research project is to examine the benefits of existing education programs for immigrant elementary school students on migrant students available for a largely Hispanic community on the Central Coast of California. Through the use of literature review, interviews with migrant teachers, migrant coordinators, and migrant directors, the results show that even though migrant students obtain physical and emotional support for the Migrant Education Program, their academic achievement and personal identity are constantly being challenged. In order to help mitigate these effects, migrant families need to ask how to sign up their students for these programs to help them learn English, math, reading, and even technology. Other services for migrant students include tutoring, afterschool programs, and outside programs that are not directly coming from the school, but perhaps coming directly from the district.

Introduction and Background

I am a proud Hispanic who comes from Mexican roots and was raised by my parents who have worked in agriculture all their lives. My parents migrated to the United States at a young age in their teenage years. My sister, my brother and I had to take care of ourselves and protect ourselves since we were left alone from sunup to sun down. My parents were migrant workers as well, but unfortunately, I was one of those students who was placed in migrant programs. Over the past 13 years and counting I have been working with the Pajaro Valley Unified District (PVUSD). I have also worked for most of my summers with migrant students during summer school. As I work with migrant students I see some of the benefits they get within schools or school districts. My interest on this topic is wanting to see what kind of benefits migrant students get while they are in school.

As a past migrant student, when I was at school, we didn't get programs or any other help to improve academically. As a future educator, I would like to learn more about what other benefits migrant students get in the school system. I would like to find out what programs the district provides for migrant students. I would like to also work at a dual language school to see what kind of programs they have for their migrant students.

In grade school, I remember migrant students arriving in the middle of the academic year and were forced to depart early. We had already built friendships and the teachers had been accustomed to their students, but the newly arrived students had to start from the beginning, by starting to introduce themselves, and learn to adapt to a new environment multiple times a year. I remember my friends from grade school. Our friendship started in the beginning of second grade and before our break, one of my many friends had to move with her family in search of agricultural jobs. We would all say our goodbyes and never see each other again. Through my

service learning opportunities and time spent working in an after-school program with different grades, I notice the same adjustments migrant students are obligated to make as they follow the work schedules of their parents. Now that I work with children and interact with them on an academic level, I wonder what kind of benefits do students get when they are constantly moving, how they establish their identity and improve their academic achievement.

I understand the many struggles that migrant children face in their journey for academic success. Like I mentioned before, I was once a migrant student and I also lost contact with many friends due to their constant mobility. I have viewed first-hand the isolation and discrimination we were forced to endure because we did not share a connectedness of culture, language, and life experiences with our peers and teachers. I still see the same isolation among migrant students today, and it shows in their frightened faces as they sit in the back row of the class, listening to a foreign language and experiencing a new culture and country. Before I introduce my research findings, I believe that it is important to understand the history of migrant education and its significance to the agricultural community.

Needs statement

Studies show that “by the end of second grade, one in six children in the United States had attended three or more schools” (Hartman, 2006, p. 21). The mobility that migrant children go through is an everyday issue in our schools. I will focus on the benefits that migrant students get. We will see the children of migrant workers have beneficial programs to help their academic achievement and their social and emotional identity. I will also provide some of the services migrant students get provided by the migrant programs in the County of Santa Cruz mainly focused on with the Pajaro Valley Unified School District (PVUSD). Migrants “are often defined as farm workers who follow the crops across the county or from one county to another,” (Green,

2003, p. 52) and “the conditions associated with the migratory lifestyle impose obstacles to social and educational achievement” (Green, 2003, p. 52). There are some obstacles that agriculture farm workers face with their families “social and cultural isolation, strenuous and hazardous work, extreme poverty, and poor health conditions” (Green, 2003, p. 52). Who are migrant students? According to Green (2003), “the children of workers who move with their families to seek temporary or seasonal work in factories, agriculture, and fishing are considered migrant students under the Improving America’s Schools Act of 1994” (Green, 2003, p. 52).

When the agricultural season is at its end most farm workers leave and some stay until their children finish school in December or wait until June. Those who leave are in search of agricultural jobs; not all students and family’s movements are detrimental or involuntary; some families move to “secure better jobs or find a more appropriate school”(Hartman, 2006, p. 23) , that provides bilingual programs and MEP. After my friends left in grade school because they moved with their parents to find seasonal jobs and witnessed some students in different grades preparing to say goodbye to their friends, I started to think about what help do children get if they stay in the migrant program provided by the migrant education program.

This year, I was very fortunate to keep working with the migrant education program and I got to see what kind of activities or field trips migrant students get to go. I got the chance to work with fifth grade students and with fourth and fifth graders during an after school program and many of them got the opportunity to do different activities or be in a program that would give them a chance to visit new places they have never seen before. These migrant students face many challenges, like facing the task of adapting to new environments, learning a second language. They also struggle to overcome common stereotypes and deculturalization that classify them as being poor, ignorant, immigrants, and unwilling to assimilate to westernized culture.

Therefore, the principal research question of this study is: “How do the existing educational Programs benefit migrant elementary school students?” followed by several secondary or related research questions as follows::

1. What are the existing support services available for migrant students? How have they come about? How many support programs are available for them for their academic success?
2. What does research say about the impact of support services for migrant students? Are they effective or not?
3. Are there support services for migrant students in California? If there are, what kinds of services are currently supporting them?
4. To what extent do these support services are available in Santa Cruz county? and how do they impact migrant students in their academics according to the support services officials?
5. Are there resources available to support migrant students in their academic achievement? If there are, what are they? How could these support services reach more migrant students and impact their academics at the optimal level?

Literature Review

History of the Migrant Education Program

According to the Harvest of Hope Leadership Academy website, Cesar Chavez “started the migrant farmworker movement in the 1960’s” because of “his experiences as a migrant farmworker” and “state Migrant Education Programs were then created in 1967 to ensure that migrant children fully benefited from the same public education provided by other children”

(Mendez & Hernandez-Castro, 2010, p. 1). “The program is part of Title I, Part C of the Elementary and Secondary Education Act (ESEA) of 1965 and most recently reauthorized by the [Every Student Succeeds Act](#) of 2015” (Mendez & Hernandez-Castro, 2010, p.1).

According to the U.S. Department of Education (2021), “the goal of the Migrant Education Program is to ensure that all migratory children reach challenging academic standards and graduate with a high school diploma (or complete a HSED) that prepares them for responsible citizenship, further learning, and productive employment” (p.1). Migrant families must meet certain criteria in order for children to qualify for the MEP. “Children are considered ‘migrant’ if the parent or guardian is a migratory worker in the agricultural, dairy, lumber, or fishing industries and whose family has moved during the past years” (Torlakson, 2013, p.1). Children who are, or whose parent, spouse or guardian is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain or accompany such parents, spouse or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work 1) move from one school district to another, 2) in a state that is comprised of a single school district, has moved from one administrative area to another within such district; or 3) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity (P.L. 107-110, Title 1, Part C, Section 1309 as cited in Diaz, 2012, p. 56). To be eligible for MEP there are some necessity included:

1. A qualifying move can range from moving across school district boundaries or from one state to another for the purpose of finding temporary or seasonal employment
2. A young adult may also qualify if he or she has moved on his own for the same reasons

3. Eligibility is established through an interview conducted by a Migrant Education recruiter who visits both home and employment locations where migrant workers are employed
4. The law states that migrant education services are a priority for those students whose education has been interrupted during the current school year and who are failing, or are most at risk of failing to meet state content and performance standards (Overview of migrant education in California, 2013).

Once these qualifications are met, students qualify for the MEP for three years and “each new migratory move can initiate a new period of eligibility” (Gibson & Bejinez, 2002, p. 156). They also mention that “a majority of all migrant workers come from rural areas in Mexico, where they had little opportunity to attend school beyond the elementary or middle school years. Although many migrant students are themselves immigrants, others have lived in the United States all their lives or arrived in this country during their pre-school years” (Gibson & Bejinez, 2002, p. 156). In regards to the funding that the MEP obtains from the Federal government, Kindler (1995) states: The funding is based on the estimated number of migrant students residing both permanently and temporarily within the state...Eligible migrant students may also benefit from federal funds which support state programs for other target groups. Bilingual education, or special education. In 1992, the MEP changed eligibility and necessity for students to qualify as migrant students. Such necessity specifies that priority be given to resources for the most recently migrant students with the highest risk of academic failure. Not much has changed since the creation of the MEP in the 1960's. This change was implemented and redefined to include only students who had undergone a migratory move within the previous three years, as opposed to the previous threshold of six years. Through this migratory move, how

are school administrators and teachers communicating and keeping track of their migrant students after each move? This constant mobility creates obstacles for migrant students in succeeding in school. Some of the obstacles children of migrant parents face due to mobility are “lost school time because of frequent moves, limited ties to the community, and various types of discrimination—economic, social, and educational” (Vocke, 2007, p. 6). Romanowski’s research indicates, “The lack of education among migrant workers are many, but the migrant lifestyle’s high mobility serves as the greatest impediment to educational success” (p. 27). The high mobility within the migrant community causes students to “lose as many as two weeks of school per move, with 25 percent of migrant students enrolling in school more than thirty days after the new school year begins” (Romanowski, 2003, p. 27). The education of migrant students is constantly being interrupted, which increase their chances of educational failure, delinquency, and poverty (Green, 2003, p. 52). Mobility, poverty, and language barriers are factors that prevent migrant students from receiving a proper education and it is due to these compounds effects that policymakers of Title I suggested that “a specific program was the only way to address the extensive problems of this population (Branz-Spall, Rosental, & Wright, 2003, p. 56). Poverty is an everyday struggle within the migrant community and “about two-thirds of migrant students come from families where earnings are below the poverty level...many migrant students suffer educational disadvantages related to poverty and poverty-related health problems, which can have a direct effect educational performance” (Garza, Reyes, & Trueba, 2004, p. 118). Another factor that serves as a contributor to the educational disadvantage among migrant students is work and family responsibilities. Kindler (1995) argues, “In migrant families, children can be expected to work in the fields or to care for younger siblings when their parents

are working. Often, children as young as ten years old can make a significant contribution to their family's income by working rather than attending school" (p. 7). Garza, Reyes, and Trueba (2004) also agree that there is a need for migrant children contributing to the family by working. They claim that, "migrant children are always expected to work in the fields or to care for younger brothers and sisters while their parents are at work" (p. 119). This creates migrant students' education to "become a secondary priority" (Garza, et al., 2004). The education of migrant students is constantly being interrupted, which unfortunately, increases their chances of academic failure, delinquency, and poverty (Green, 2003).

Methods and Procedures

Purpose of Study

This qualitative study examines the educational achievement of migrant students and the programs that migrant students get provided with all year round. I will also inform some of my investigations whether education is disrupted because of student constant mobility. Other factors that this study will consider are students' identity, self-esteem, and cultural acceptance as members of a class. As mentioned before, being part of the migrant program made me want to focus on Pajaro Valley Unified School District (PVUSD). The district has been part of me since I started school in kindergarten. I have been working for the district (PVUSD) for about 13 years and I would like to continue working for that district. I would like to interview the director of the migrant program. I would be interviewing a coordinator for the migrant program called PUPILS. Usually this program runs all year long helping only migrant students. I would be also interviewing two teachers who have worked with the migrant program during the summer. I would also like to interview two Instructional assistants who are working for the PUPILS program.

School Site

The research which I conducted at an elementary school on the Central Coast of California to observe various migrant students who attend public education institutions with non-migrant students and teachers. I had a one-to-one interview with two teachers who work at the school. One was a third grade teacher and the other teacher was a first grade teacher. These teachers shared their own experiences with migrant students and the programs they attend with the migrant students. An introductory email was sent to a migrant coordinator and two migrant directors inviting them to participate in the study.

The School

This school that I attended is located in a rural community on the Central Coast of California, with a student body of 560, with the largest percentage being 95% Hispanic. This school is a dual language school. This school has 580 students in grades K-5 with a student-teacher ratio of 24 to 1. According to state test scores, 20% of students are at least proficient in math and 34% in reading. The school was a Title I School and offered programs such as: After School Program, Gifted and Talented, Site Based, and Bilingual Education. Roughly 80% of Hispanic students attending are eligible for free/reduced price lunch. Demographic information was gathered from the school's data available through their website.

The Subject Participants

The subject participants of this study were migrant teachers. They are the migrant specialists who have worked with migrant families and migrant children in the community for more than fifteen years and were also active participants in this study. I also will provide an email interview with a Migrant coordinator and the migrant director. The first subject

participants were two Hispanic-American migrant teachers who had worked for the school for more than five years. The first interviewee was responsible for interviewing and assessing potential families who needed to qualify for the MEP. participant and one (1) advocate for students' educational well-being through one-on-one tutoring and assisted in translating homework that students might not understand. She conducted home visits, organized parent workshops, and acted as a liaison for migrant families and the community.

The second subject participants (participant 2) are two Hispanic-American males who had worked for more than ten years as migrant directors. Participant 2 oversaw the program's budget, organized parent educational workshops, and kept track of student progress from elementary school through high school.

The third subject participants (2) are two female coordinators who have worked one-to-one with migratory students. They have also organized many field trips, activities, etc for migratory students to participate in. These field trips happened during the weekend visiting different universities, museums, parks, and other exhibitions.

Data collection

This senior capstone research project was conducted during the Fall semester of 2023 at California State University, Monterey Bay. In order to examine the experiences of Latino migrant students at an elementary level, the researcher carried out one-on-one interviews. A total of six participants were interviewed in this project to get the right information on how the migrant program works and what are some of the benefits these students get while being the MEP.

Procedures

A series of emails were sent to the participants asking for their input and permission to be interviewed for this research project (See Appendix A - Appendix F). The first two participants are two different grade migrant teachers. Then I have two migrant coordinators who have worked over eight years with migrant students and they have done many field trips that benefit migrant students. Then I have two migrant directors who corresponded via email giving me their knowledge of the migrant program and how students benefit from these programs.

The Interview

The purpose of the interviews was to gain access to personal experiences from migrant educators, and migrant coordinators and the migrant directors. This interview allowed the researcher to understand and analyze personal experiences of working with migrant students. The first interview with a first grade teacher was conducted via email with a series of questions (See Appendix A). The second interview with the third grade teacher was conducted with a series of questions via email (See Appendix B). I also got a chance to interview two coordinators who have worked with migrant students and held field trips or other activities for them to be doing and to experience with (See Appendix C and Appendix D). I also was able to work with these coordinators and see hand to hand work with migrant students and be able to go on field trips with these fifth graders. I also got the opportunity to interview two directors and get their different perspectives as I conducted a series of questions via email (See Appendix E and Appendix F).

Educator Interviews

The migrant teachers and migrant coordinators and the migrant directors were interviewed for this study to gain a further understanding of migrant education and migrant programs or what they provide. These educators were asked which services are provided to migrant families through the MEP. The migrant educators discussed the services that are provided to migrant families such as health care, parent workshops, and assistance to free food. The migrant teacher further explained that another service provided to migrant students and their families was emotional support and a liaison between migrant families and the community. The migrant teacher tutored migrant students in reading and in math, besides providing tutoring services, the MEP provided a safe place where students were able to feel supported and included. Migrant students shared a commonality in that they were constantly moving and their families work in agriculture. The migrant teachers worked with migrant families and their children and had established a personal connection with them. Migrant families confided in the migrant teachers and their trust.

Results, Findings, and Discussions

A personal experience as a former migrant student prompted the researcher to conduct this study by collecting data from personal interviews to further examine the belief that “children of migrant farm workers are among the most educationally disadvantaged children in the United States” (Green, 2003, p. 53). During the time I worked with migrant teachers they mentioned that students struggle to adapt in a new environment and school environment because they are always moving with their families and they feel like they do not belong everywhere they go to. “Three key factors that impact [them] are lost school time because of frequent moves, limited ties to the

community, and various types of discrimination—economic, social, and educational” (Vocke, 2007, p. 6). During these interview questions the educators provided information how they worked with migrant students and other things they got to do with them.

Problems and Limitations

The problems and limitations I faced during my capstone research project were who to interview. It took me a while to see who I can interview and if they wanted to interview. Then another limitation I faced was that my interviewees wouldn't reply to my questions on time or with the time I gave them so I could start with my capstone research paper. My last problem I faced was finding my information that had to do with migratory students and the programs and what obstacles they face as they keep moving oftenly.

Recommendations

One of the recommendations is that there should establish different program classes during after school programs for migrant students. Another recommendation should be having field trips available for migratory students with the migrant programs like engineering art, and science etc.

Conclusion

As a former migrant student, the researcher had a personal connection to this study and understood the meaning of struggle a migrant student goes through and what kind of valuable resources they get as migrant students. Schools have open house events and other teacher and parent meetings, but migrant parents work long hours during the day and by the time they arrive home from work, it is either too late or other important commitments prevent them from being able to attend any meetings. Migrant students encounter daily struggles and disadvantages by constantly being uprooted when their families move in search of better job opportunities. With this said they also have other services and resources provided to them for example we got after

school programs (MAS), they have a program call MAKE Academy, PUPILS program, they also have events for them like going on field trips during the weekends to educational companies or museums and they can even visit a University.

Migrant Education Program provides assistance for migrant families such as free health screenings, free food services, parent workshops, and tutoring sessions for migrant students, the program does not offer emotional support to aid students with their life experiences and daily struggles that arise from constant mobility. Based on personal reflection from attending parent workshops, interviewing and interacting with migrant families, the researcher was able to form an understanding of the sacrifices migrant students encounter in their academic achievement and personal identity.

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Appendix A

1. How long have there been programs that can help migrant students?

I am not sure about the number of years the migrant program has established support systems for migrant students, but as a former migrant student, the programs have been a part of the Pajaro Valley District for many years.

2. What are the existing educational programs available for migrant students?

I am an elementary school teacher and some of the programs that my migrant students are a part of are: virtual evening classes, IA support in the classrooms and one-on-one support during the after school program. After COVID, our district has implemented evening virtual classes through the MAS program, which provides 1 hour of additional support in socio-emotional learning, learning about their *cultura*, as well as reviewing math and language arts concepts, such as reading and writing. Aside from the MAS program, migrant students get support in their homeroom classes from trained instructors. For example, in my classroom, the migrant IA works with my students in math facts and works with them 1:1 in reading to support their fluency. Aside from virtual learning and support in the classroom, the migrant program also provides field trips for students to expose them to hands-on learning by visiting many tech museums in the Bay Area. These are fun for many of our students, especially our newcomers, who have never traveled outside of their hometown and get to experience a fun trip in a Discovery bus.

3. How do the existing educational Programs benefit migrant elementary school students?

Existing educational programs benefit migrant elementary students because they get additional support in their native language in a small group setting. Not only are students able to get support from our migrant IAs, their parents are also a part of the support system that the district provides through parenting classes, either in-person or virtual, and most importantly, there are designated days and places for parents to get nutritional food if needed. Our district has a place called the

Wellness Center for all parents to “shop” for essential food any day of the week (except Sundays). Here, not only do parents get food, but they also get counseling support from mental health clinicians, workshop classes in positive discipline, and medical, dental and clothes assistance.

4. To what extent, do the educational programs benefit migrant students in the Santa Cruz area?

Migrant students in the Santa Cruz area benefit from all of the mentioned programs because not only are students receiving support but their parents and families are supported as well, which benefits the whole family. By supporting their parents and families, migrant students receive a more rounded education and support that begins with their mental health and extends to their educational wellbeing.

5. Are there resources available for schools to provide educational services to migrant students? If there are, what are they?

Yes, through virtual classes and IA support in the classroom.

6. Do all the schools in PVUSD currently provide educational programs for migrant students? If yes, where are they and what do they do?

I am not sure about all schools in PVUSD, but the schools where migrant students attend are currently receiving support.

7. How are parents available to know about these programs for their migrant students?

The migrant program has many outlets to communicate with parents about existing programs such as: reminders from phone apps through phone calls and text messages, school flyers, posting announcements through their website and talking to parents through their virtual evening classes.

Appendix B

1. How long have there been programs that can help migrant students?

I have been teaching for 17 years and since then there have been programs for teachers/teacher assistants in PVUSD schools to help students with their academics. I worked 20 years ago with Mini Corps/Pupils during the school year and during the summer to help students as a student helper with their academics as well. During the summer I worked with students to help them with reading/math but also enrichment activities that help them write and learn about hispanic/latin important people, art, powerpoints to help our migrant students. There have also been dances that students can do for enrichment.

2. What are the existing educational programs available for migrant students?

For elementary school children there are teachers/teacher assistants that help migrant students with their classwork and there are programs afterschool that give enrichment classes like dance, writing through art.

3. How do the existing educational Programs benefit migrant elementary school students?

They help our students keep their traditions and help them express themselves through art and dance. They are also helping with writing and experiences.

4. To what extent, do the educational programs benefit migrant students in the Santa Cruz area?

During the summer or after school programs they benefit them instantly and after the class is over you can tell improvement.

5. Are there resources available for schools to provide educational services to migrant students? If there are, what are they?

Migrant teachers help them make sure they turn in forms and talk to the parents about what is happening in the school and in case of any meeting parents have meetings and resources to help them.

6. Do all the schools in PVUSD currently provide educational programs for migrant students?

If yes, where are they and what do they do? They have teacher helpers and some schools have the afterschool programs that start later in the year and end before the year is over where they either do in person or online teaching of dance/writing through art.

7. How are parents available to know about these programs for their migrant students?

The migrant coordinators/teachers and helpers that work for migrants call them, send flyers, and let school teachers know when the classes are starting.

Appendix C

1. How long have there been programs that can help migrant students?

The Migrant Education Program (MEP) was established by the United State Department of Education in 1966. Congress responded to the unmet academic needs of the children of the growing farm worker population by authorizing the creation of the Office of Migrant Education. Currently, Migrant Education has programs in all 50 states, as well as Washington D.C. and Puerto Rico.

2. What are the existing educational programs available for migrant students?

PVUSD is part of the Migrant Region !!. Here at PVUSD, the MEP provides many programs and services. To name a few, the Migrant After School Program k-8, for Preschoolers Migrant School Readiness Program, Parent Education Meetings / Conference, and services for out-of-school youth. If you are between the ages of 16-21.

3. How do the existing educational Programs benefit migrant elementary school students?

The Migrant Program orientates these students and their families to school and community systems. The program provides college planning assistance, college scholarships, high school credit recovery guidance, and extra academic support during the regular day or the after-school program takes them on trips and encourages them to attend camps and programs that will uncover their potential and bring equity.

4. To what extent, do the educational programs benefit migrant students in the Santa Cruz area?

The program has alumni that return and share how their migrant teachers impacted their lives. The stories of their journeys suggest that the services the program is providing are successful. Migrant Education Programs are assisting first-generation migrant students attending universities, graduating, and becoming professionals.

5. Are there resources available for schools to provide educational services to migrant students? If there are, what are they?

In the last few years, the program's budget has been reduced, for different independent reasons. Resulting in program reductions. Currently, all of our Watsonville Schools have part-time migrant resource employees. This migrant employee sets up a schedule to provide guidance services on a regular weekly or monthly basis. The support/services they are able to provide differ according to grade level.

6. Do all the schools in PVUSD currently provide educational programs for migrant students? If yes, where are they and what do they do?

The Migrant Program wants to support migrant students. Each year we survey our student's families and ask for information about the student. We need this information to know what services they have but also to determine what school or community resources we could introduce them to. We connect or make referrals to services like Food Bank, Healthy Kids, Medical and Dental Facilities, students in transition, Mental Health Counseling Agencies, Tutoring, etc.

7. How are parents available to know about these programs for their migrant students?

The Migrant program has a Recruitment and Identification Department that actively calls families that are newly enrolling to our District. At times they go out into the Crop Fields to recruit families. Parents are then surveyed to see if they meet the Migrant Family necessity. If they qualify they are informed of currently available migrant services. Then the family is routed to the school site migrant employee. They become part of that employee's caseload. This employee becomes their point of contact and service provider. This employee makes regular contact with students and parents about educational opportunities for the student or the parents.

Appendix D

1. How long have there been programs that can help migrant students?

The Migrant Education program started in 1966 under President Lyndon Banes Johnson's Great Society Initiative.

2. What are the existing educational programs available for migrant Students?

Migrant Education provides preschool programs for students ages 3-5, educational tutoring for students K-8, academic and college counseling for High School students and continuing education opportunities for Out of School Youth. All of these programs take place during the school year and also during the summer.

3. How do the existing educational Programs benefit migrant elementary school students?

Migrant services are designed to focus on the needs of primary age students K-3 and newcomer students 3-8th grade. The focus of these lessons is on foundational skills in literacy and math. There is also an emphasis on building on the foundation of the students primary language as well as providing lessons that promote cultural pride.

4. To what extent, do the educational programs benefit migrant students in the Santa Cruz area?

Migrant students benefit from the services provided by Migrant Education because students feel a sense of connection and community amongst the Migrant Education staff. Students and families know that the Migrant Education Program values their culture, language and values.

The staff of the Migrant Education program are highly trained in working with English Learners and using strategies to help language learners progress academically.

5. Are there resources available for schools to provide educational services to migrant students? If there are, what are they?

Our Migrant Program works closely with the PVUSD District English Learner Department and other curriculum providers to ensure that the Migrant Students are receiving high quality instruction.

6. Do all the schools in PVUSD currently provide educational programs for migrant students? If yes, where are they and what do they do?

School sites that have the highest number of migrant students are prioritized for having on site staff. Other sites have part time employees who regularly communicate with the families.

7. How are parents able to know about these programs for their migrant students?

We communicate with parents in a variety of ways including: flyers, text messages and also personal phone calls. We work hard to establish relationships with the families so that they will encourage their students to participate in our educational services.

Appendix E

1. What is the Migrant Education Program?

The Migrant Education Program is a program that provides educational and health services to ONLY migrant students. Migrant students are students who have arrived in our school district, who have changed residency (country, state or another district) and whose parents or guardians work in agriculture.

2. Does this migrant program differ from other schools within the same school district?

Our Program within our district does not differ. At least at the high school level we try to provide the same services. As migrant staff we have collaboration meetings to plan and decide on services we are providing.

3. What are some of the obstacles, if any, that schools and teachers face in teaching migrant students? What are some obstacles/struggles, if any, migrant students face in school?

Migration and mobility are the biggest obstacles our schools, teachers and students themselves are facing in terms of these students having a good and beneficial education. At times teachers feel they don't have enough time to work with students before they are on the move again. Other teachers at times don't bother to put time and effort into teaching our students because they know "they are leaving anyways". When it comes to students, many times when they feel they are adapting and liking their school they have

to move again. At times those students might not even return to us because the parents decided to try working a different area (or crop).

4. What suggestions do you have for better servicing migrant students?

The best way we can serve our students is by being inclusive and making those students feel like they belong. Our migrant students don't need someone to feel sorry for them but they need someone to teach them despite the fact that they will be with us for months, weeks or days. We need to provide as many support services that are easy for these students to access. Programs such as tutorials, extra curricular activities and others.

5. Why is it important to have a migrant program for migrant students and their families?

The migrant program is important for our students and families because we are their advocates at the school sites. Our goal is that every migrant student in our district receives their high school diploma and continues with community college, university or some type of training.

6. Is there a gap between the average test scores of migrant vs. non-migrant students?

Yes there is a gap between the average test scores of our migrant vs. non-migrant students especially when there is a pause in their education. Not sure how big the gap is but there is one.

7. How beneficial is the MEP for migrant students?

Our program is very important as it provides services and support to our students to have a fair opportunity at completing their K-12 education.

8. How are migrant parents involved in the education of their children?

We have a parent coordinator for our Migrant Program who is in charge of making sure we are serving our parents at the district level. We provide district wide parent meetings, school based parent meetings and when necessary we hold individual parent conferences and even do home visits to make sure our parents are involved.

9. How are schools allowing migrant parents to feel involved in their child's education?

The school only does what they do for all other parents. We are the ones who will make sure our parents received the information and are involved. We are the advocates for them.

10. What's the best way to involve parents in the classroom or in school?

At least at the high school level the best way to involve parents in anything related to school is maintaining a good communication with them. Parents care about their children's education and will do what they need to as long as they are informed.

11. What should be removed or added to the MEP to make it more effective?

The biggest issue we have today is that our budget for our program keeps decreasing and we aren't able to provide some of the extra curricular and educational opportunities to our students that we offered before. We need more money!!

12. How does the MEP keep track of students' achievement throughout their education, such as in high school, college, and/or graduate school?

. Our program only serves our students when they get their high school diploma or to age 21. The only achievement we track at the high school level is the number of students (percentage) graduating.

13. When migrant students move to a new school, how do teachers communicate with each other? Is there a portfolio that gets transferred with the student?

When students move, communication will only happen when it is in our own district. If students move out of our district they will be followed by their cum file which contains a migrant file inside.

14. How do teachers prepare for the arrival of new migrant students?

The only mass student arrival we have is at the Buena Vista Camp which opens in May and closes in November. We have to be ready to register them and make sure they qualify for our services. We make sure parents know what school they will be attending depending on grade level.

15. How can the community help migrant students and their families?

The best way to help our students and families is to be sensitive to their needs. We need to help and support them as much as we can to make sure they are having the same opportunities as others. In our area housing is the biggest issue our families have. Rents are off the roof and many times there aren't places to rent available.

Appendix F

1. How would you define the Migrant Education Program (MEP)?

The main purpose of the program is to help migrant students graduate from high school. We provide services to migrant students and their families such as health screenings, tutoring services, and workshops.

2. What are some of the obstacles, if any, teachers encounter when teaching migrant students?

Common obstacles are language barriers, difference in culture, no connection between teacher and students, and in most cases, teachers are not properly trained to aid our students, creating frustration for both parties.

3. What are some of the obstacles, if any, migrant students encounter in their education?

They don't have a sense of belonging or acceptance. They are constantly the outsiders because they're mobile students. They don't share the same life experiences as their peers. Migrant students don't have a connection or relationship with their teachers because in many cases, teachers don't have an understanding of their culture. There's also a language barrier and by the time migrant students arrive at their new school, the teacher is in the middle of a lesson plan and they don't have time to go back and explain things from the beginning. Another obstacle is test scores and reading and math level is below compared to non-migrant students. Many migrant students are not tested on their level because many have transferred from other

schools and their academic records do not get shipped to the new teacher. They also face bullying from their peers for being migrant students and they're called racist stereotypes such as *Oaxaquitas* and wetbacks.

4. How does bullying affect migrant students?

They begin to deny who they are by lying about where they come from and deny that they don't speak a dialect. They feel ashamed of their identities and cultures. They don't want others to know that their parents work in agriculture or that they were born outside the United States.

5. What are some obstacles, if any, migrant families encounter in their community?

There's a language barrier because many of our new migrant population are indigenous and they don't speak Spanish, they speak a dialect called Mixteco. They don't feel comfortable talking to teachers who don't speak Spanish. They trust the school too much and are not aware of how their children are being treated or disciplined in school. They work long hours and are unable to attend school meetings and orientations. Also, there is a cultural difference among migrant parents and the community and they don't have a sense of belonging or being accepted. For the new migrant population, families from Oaxaca, they encounter discrimination in the community and in the schools. They lack knowledge of how our schools work and they are very trustworthy. They trust the schools and in return kids are being mistreated and have severe punishments for small things compared to other students whose parents are more active in the schools. Their needs are being met through the MEP by providing free health screenings, free school meals, and tutoring services in the school sites. Although they're not invisible, there is a disconnection between teachers and students because there's no understanding of culture and language.

6. What are some obstacles, if any, the MEP encounters in servicing migrant families?

There's a new group of migrant families who come from Oaxaca and we are not trained or equipped to meet their needs. Oaxacan families are scared to ask for help because they are undocumented and they feel that if they ask for help, they will be reported. The MEP staff is not equipped to help Oaxacan families because there's a language barrier and no cultural awareness. They're also unaware of the services that are available for them.

7. What suggestions do you have for better servicing migrant students in school?

There needs to be an understanding and knowledge of their culture, life experiences, and struggles. Many of our students are mobile and move two or three times a year and they're unable to create a connection and relationship with their peers and teachers. Unfortunately, many of them are aware that they live a very mobile life and in a way, they rather not for an attachment with people because they know relationships don't last.

8. Why is it important to have the MEP for migrant students and their family?

The MEP is important because it provides support and awareness of services that are available to them and the migrant program helps migrant students graduate from high school through tutoring and other services. For mobile migrant students, we make sure that they complete all the necessities to graduate by providing counseling services and opportunities to make up credits. The MEP also provides ways for parents and the schools to have

communication through flyers and letters mailed or sent home via the student, holding monthly family meetings at school sites, providing translation in local indigenous language (Mixteco), and flyers posted at local community stores/agencies/medical clinics.

9. Is there a gap between the average test scores of migrant and non-migrant students?

There is a gap, but the difference is minimal. We believe that without the MEP, the gap would be greater and migrant students would have less of a chance of graduating from high school.

10. How beneficial is the MEP for migrant students?

The percentage of migrant graduates has increased, we provide health services such as doctor and dental visits. We also provide parent support through parent workshops on how to help their children succeed in school.

11. How are migrant parents involved in the education of their children?

Aside from providing support to their children at home with their homework, parents also attend parent meetings and workshops such as Family Institutes, *Noche de Autores* events, parent leadership workshops, monthly family meetings at each school site, and meetings between Migrant teacher/counselors and parents.

12. What is the best way to involve parents in the classroom or in school?

By having good presentation tactics and presenting topics and issues that are relevant to the needs of parents and their children.

13. What should be removed or added to the MEP to make it more effective? Legislators and people who are working above that are not familiar with the MEP. They are making decisions that affect our students and they don't ask for our input and they are not informed of the personal needs of our community.

14. How does the MEP keep track of students' achievement throughout their education?

We only keep track of high school graduates. We would like to know how many migrant students attend and graduate from colleges, but college information is confidential and we are not able to view data.

15. When students move to a new school, how do teachers communicate with each other? Is there a portfolio that is transferred with the student?

Transferable cumulative portfolio (C.U.M.S.) that contains health information, standardized test scores, information on the students' behavior in the classroom, disciplinary notices, and attendance records. The school office transfers this portfolio to the new school the student will be attending. Unfortunately, not all teachers are able to communicate with each other and probably 9 out of 10 times, teachers ask about their migrant students and their needs.

16. How can the community help migrant students and their families?

Having an understanding of their culture, language, and life experiences. Be more empathetic towards their struggles and sacrifices.

17. Do you believe that migrant students are “invisible” in the classroom and in the community?

I don't think they are invisible because the majority of the migrant population in our community is Hispanic and services are provided in their language.