

The Migrant Education Program



Identifying and Serving a Culture on the Move

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Presentation Objectives

- What is the Migrant Education Program?
- What makes a child eligible?
- What is the migrant population of our region?
- How do we best service our migrant students?

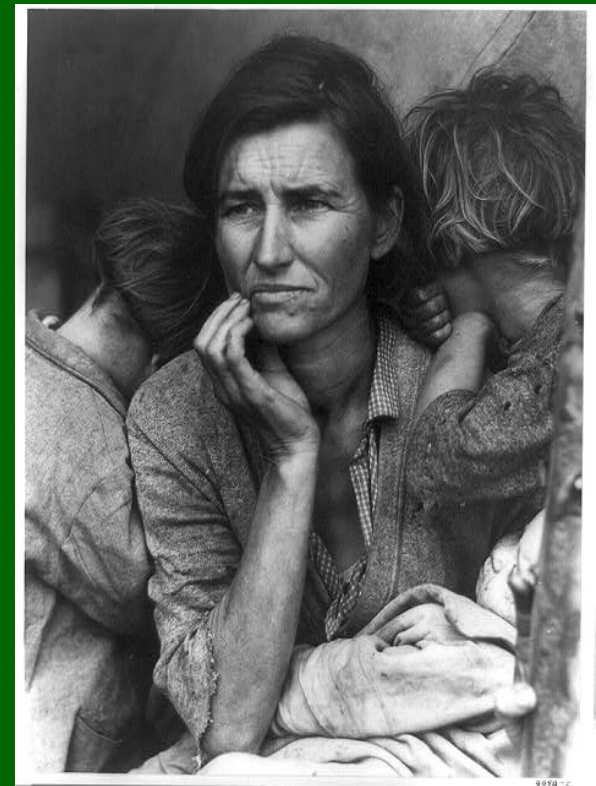
What Is the Migrant Education Program?

- History
- Purpose
- Services



History

- Migrant workforce: Timeline
- Educational legislation: Timeline



Dustbowl Refugees

Driven by the Great Depression, drought, and dust storms, thousands of farmers packed up their families and made the difficult journey to California where they hoped to find work. Along with their meager belongings, the Dust Bowl refugees brought with them their inherited cultural expressions (“Voices from the Dustbowl,” Todd & Sonkin Migrant Worker Collection).



Bracero Program (1942-1964)

- WW II “Labor Importation Program”
- 4.8 million imported Mexican workers
- 15,000 Mexican workers in 28 Oregon counties



Bracero Program (1942-1964)

Mexican workers were a “highly regimented and effective labor force... they were on call on a daily basis, including Sundays, and could be transferred at a moment’s notice to meet labor shortages elsewhere” (Erasmus Gamboa, Historian).

Bracero Program (1942-1964)

Many observers think the Bracero Program continues to influence farm work today because it established Mexico-to-U.S. migration and settlement patterns and depressed farm wages and working conditions (“Farmworkers in Oregon”).

LAW

- **In Plyler v. Doe**, U.S. 72 L.Ed.2d 786, 798 (1982). the U.S. Supreme Court case rules that students cannot be denied access to public education because of immigration status.

Current Migrant Workforce...

- Over 3 million farm workers.
- 81 % of farm workers are foreign born.
- 95 % of foreign-born farm workers are Mexican.
- 56 % of farm workers migrate to secure employment.



Current Migrant Workforce...

- 81 % of farm workers reported that Spanish was their native language.
- 44 % self-reported that they could not speak English “at all”; 53 % could not read English “at all.”



Current Migrant Workforce...

- Among all farm workers in 2001-2002, the mean highest grade completed was 7th and the median was 6th. 4 % reported having never attended school and 13 % percent had completed 3rd grade or less. 66 % had completed between grades 4 to 11, 13 % had completed 12th grade, and just 5 % had completed some education beyond high school (NARW).
- Nearly all workers (97%) completed their highest grade in their country of origin (NARW).

... And Their Children

There is only a 50.7% high school graduation rate among migrant teenagers. Frequent moves and the need to have them contribute to family income make school attendance difficult. At least 1/3 of migrant children work on farms to help their families; others may not be hired but are in the fields helping their parents (Geneseo Migrant Center).

Legislation

- 1966 Amendment to ESEA, Title 1-C (Elementary & Secondary Ed. Act)
- 2001 NCLB Re-authorization
- 2003 Non-Regulatory Guidance (policy guidance on use of Migrant funds- supplemental education)

Purpose

Ensure that migrant children fully benefit from the same public education provided to other children.



Purpose

- Support high-quality and comprehensive educational programs for migrant children in order to reduce the educational disruption and other problems that result from the migrant life style;
- Ensure that migrant children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and State academic content and student academic achievement standards;
- Ensure that migrant children are provided with appropriate educational services (including supportive services) that address their needs in a coordinated and efficient manner;

Purpose

- Ensure that migrant children receive full and appropriate opportunities to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet;
- Design programs to help migrant children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit their ability to do well in school, and to prepare them to make a successful transition to postsecondary education or employment; and
- Ensure that migrant children benefit from State and local systemic reforms.

Services

- Even Start/Head Start
- In-school and after-school assistance
- Summer school
- PASS (Portable Assisted Study Sequence)
- HEP/CAMP (High School Equivalency Program)
- Bi-national education program (PROBEM)
- Accident insurance/basic health
- Migrant Hotline

What Makes a Child Eligible?

- Qualifying criteria
- Interview
- COE



Criteria for Determining Eligibility

- 1) **Age ?**
- 2) **School Completion ?**
- 3) **Move – where ?**
- 4) **Move – when ?**
- 5) **Purpose ?**
 - a) **Agricultural/Fishing**
 - b) **Temporary/Seasonal**
 - c) **Principal Means of Livelihood**

Criteria for Determining Eligibility

1) **Age** - The child is younger than 22 years of age.

Criteria for Determining Eligibility

2) School Completion - The child has not graduated from high school and has not earned a GED.

Criteria for Determining Eligibility

3) Move - The child and worker moved across school district lines.

Criteria for Determining Eligibility

4) **Time of move** – The child and worker moved within the past 36 months.

Criteria for Determining Eligibility

- 5) **Purpose** - The purpose of the worker's move was to seek or obtain qualifying work.

Qualifying work is...

Criteria for Determining Eligibility

5a) Agricultural/Fishing - The work meets the definition of agriculture or fishing work.

Agricultural Work

Definition -- An agricultural activity is:

- any activity directly related to the production or processing of crops, dairy products, poultry, or livestock for initial commercial sale or as a principal means of personal subsistence;
- any activity directly related to the cultivation or harvesting of trees; or
- any activity directly related to fish farms. 34 CFR 200.81(a).

Fishing Work

Definition — A fishing activity is:

- Any activity directly related to the catching or processing of fish or shellfish for initial commercial sale or personal subsistence. 34 CFR 200.81(b)

Criteria for Determining Eligibility

5b) Temporary/Seasonal - The work meets the definition of temporary or seasonal.

Temporary Work

■ Examples:

- Defined beginning & end — For example, the employer hires a worker to dig an irrigation ditch.
- Limited time frame — The employer hires the worker for a short period of time (e.g., 3 months) to accommodate a period of peak demand, such as hiring additional workers in September, October, and November to prepare for the holiday season.

Temporary Work

- Worker's statement – For example, the worker states that he plans to leave the job after a period of four months.
- Nature of the work -- The nature of the work is such that, despite the apparent permanency of the work, a worker is unlikely to remain employed for more than 12 months.

Seasonal Work

■ Example:

- Seasonal — The work only lasts as long as the season. For example, pruning grapevines, picking apples, or planting tomatoes are activities dependent on a particular season.

Criteria for Determining Eligibility

5c) Principal Means Of Livelihood (PMOL) - The work is an important part of providing a living for the worker and his or her family.

What Is the Migrant Population of Our Region?

- School Districts
- Qualifying Work
- Educational Experience



School Districts

The NWRESD Migrant Education Program covers the region of Tillamook, Clatsop, and Columbia Counties, as well as Tigard-Tualatin and Sherwood School Districts.



Qualifying Work

- Fish Processing
- Nursery Work
- Field work
- Forestry



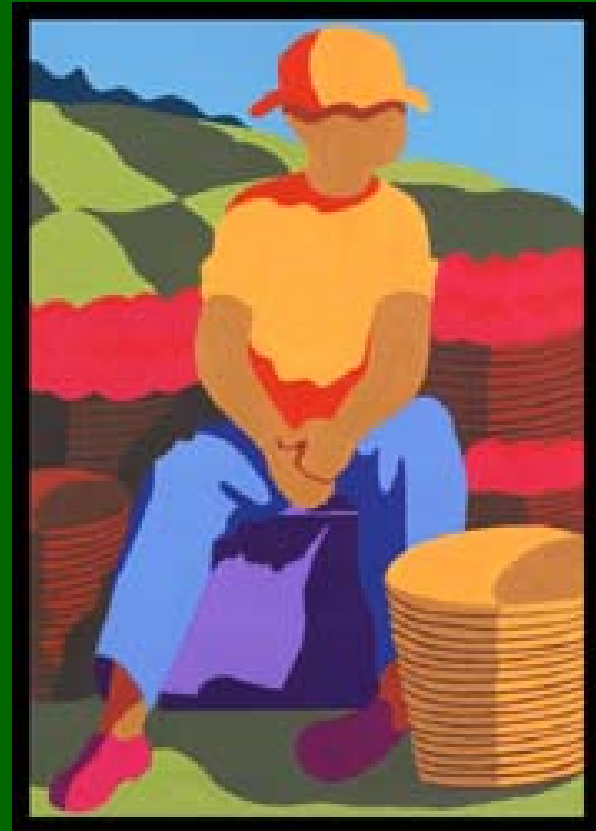
But the most important thing about the migrant population of our region is...

It has not been fully identified yet!



How Do We Best Serve Our Migrant Students?

- Identification and Recruitment (ID & R)
- Holistic approach to learning
- Supplemental instruction that is research-based and culturally responsive.



Identification and Recruitment (ID & R)

- **Identification:** determining the location and presence of migrant children.
- **Recruitment:** making contact with migrant families, explaining the MEP, recording basis of child's eligibility.



Research-Based Strategies

- GLAD
- SIOP
- ELD



Cultural Responsiveness

Individualism

- Child as individual
- Independence
- Praise (for positive self-esteem)
- Cognitive skills
- Oral expression
- Parent role to teach
- Respect for home language, culture

Collectivism

- Child as a group
- Helpfulness
- Criticize (for non- normative behavior)
- Social skills
- Listening to authority
- Teacher role, teach
- Sharing

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References

- ***FARMWORKERS IN OREGON*** A Study of the League of Women Voters of Oregon Education Fund
<http://www.open.org/~lwvor/Farmworkers2.htm>
- **National Agricultural Workers Survey**
<http://www.doleta.gov/agworker/naws.cfm>
- **Handbook of Effective Migrant Education Practices (Rudes & Willette, 1990)**