New York State Migrant Education Program and its Impact on Students in the Brockport Tutorial Outreach Project

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New York State Migrant Education Program and its Impact on Students in the Brockport Tutorial Outreach Project

Thesis

Submitted to the Graduate Committee of the Department of Education and Human Development

State University of New York
College at Brockport

in Partial Fulfillment of the Requirement for the Degree of Master of Science in Education

by
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Abstract

In spite of their problems the Migrant Education Program still provides effective assistance to the migrant population. It is surprising to note that many educators have no knowledge of the lifestyle and the educational process that the migrant students have to contend, in order to receive an appropriate education. Sadly, many educators do not know how to address the academic needs of the migrant students in their classroom. Because of this lack of knowledge, the special needs of the migrant child go unmet. Conversely, when a teacher knows he/she has a migrant child in class and sets out to meet the educational needs of the student, the child moves away.

The purpose of this study is to determine the effectiveness of the Migrant Education Program on the state and local level. Interviews with administrators in the Brockport Migrant Program, case studies of two successful former migrant students who came through this program, and a survey of the Fall Night School students will be used to verify the effectiveness of the program in educating the migrant population.
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Chapter One

To educate a people is to equip and prepare them for economic opportunities. Generally, it is the lack of education linked with poverty which snuffs out the desire and ability for young people to obtain their share of the American dream. Who are these young people? These young people are the children of our nation's agricultural farm workers.

In the past, the American schools have been successful in providing the necessary education in helping migrant children realize their potential and create within themselves, the desire to abandon the migrant cycle.

The educational programs established in the sixties sought to bring about change in educating this population of people. The purpose of this research project is to explore the New York State Migrant Education Program and the elements which make it successful in meeting the educational needs of migrant children while in the state. By taking a closer look into a local migrant educational agency, discoveries will be made concerning changes which are bringing about academic success on the part of migrant students in Brockport, New York.
Program Layout

New York State

Migrant children have special and varied educational needs. This is due to their mobility and diverse educational backgrounds. Some migrant children are placed in as many as seven or eight schools during the year, as a result of the family having to move into and across New York State in search of seasonal employment in agriculture or fishing.

To meet the needs of the migrant children in New York State, the Migrant Program consists of 13 Tutorial Outreach Programs (TOP). Each TOP project provides tutorial instruction to approximately 7,000 migrant children in about 400 school districts.

The TOP is New York's major effort toward meeting the needs of migrant children. It is a comprehensive program management system which encompasses staff training, individual student needs assessments, prescription and implementation of an individual learning program, program evaluation, cooperation with local school personnel, congruence of tutorial instruction with regular classroom instruction and emphasis on parental involvement. (New York State Tutorial Outreach, p. 4)
TOP projects operate from State University Colleges, Boards of Cooperative Educational Services and school district facilities. These local educational agencies provide educational services to migrant children in many school districts within a geographical radius of about 50 miles. (See Appendix A for map of NYS Tutorial locations)

The program plan at the state level is a 3 year plan. A computerized student record system is used to identify specific needs of migratory children in each Tutorial Outreach Program. This statewide needs assessment is conducted annually. Assessment information data collected lie in the areas of achievement test scores, language assessment, special needs and identifying students who are one year or more years behind in grade placement.

The Migrant Program provides each Tutorial with the results of the annual statewide needs assessment. How are these results used? The migratory child with the greatest needs are served first by the Tutorial Outreach Program. Following enrollment in the program, individual needs assessments are generally conducted.

The services provided by the Tutorial Outreach Program is congruent with the services that the child receives from the local educational agency in which he/she is registered. However, the services not available from the local educational
program during the school year, is then provided by the Tutorial Outreach Program.

During the regular school year, the local educational agencies are responsible for providing basic educational services to all migratory children residing in their district. In order for the children to be appropriately placed and to receive the local services which they are entitled, the migrant education program and the school districts must work closely together.

Tutoring, counseling, and health services are provided by the Tutorial when local educational agencies do not provide these supplementary services.

The New York State Migrant Education Program works in coordination with other programs in order to bring about effectiveness in educating migrant children. Some of these U.S. Department of Education programs are the High School Equivalency Program (HEP), College Assistance Migrant Program (CAMP), Education for Handicapped Program, Bilingual Education Act. and Even Start. The Migrant Education Program also works closely with the U.S. Department of Health and Human Services and the U.S. Department of Labor.

At the State level, the Migrant Education is effective due to the outstanding efforts of the Tutorial Outreach Programs in helping migrant children to succeed despite their unstable
educational experience. This can be seen by the strength of the following supportive components which I will briefly discuss: the Consortium, Migrant Census, Migrant Student Record Transfer System (MSRTS), TRaKS Computerized Statistics and Advocacy.

The Consortium which consists of the 13 Tutorials located across New York State has already been discussed. Let's take a look at the importance of the Migrant Census. "The key to the success of any Migrant Education Program is the Migrant recruiter" (Rivera, p. 114) The recruiter has great impact on the success of the program. He is the link between the migrant family and the school and the link between the migrant family and the community. The recruiter's job entails the identification and location of eligible migrant children. The recruiter forwards his information to the State Needs Assessment and becomes the key communicator between school and the parents concerning the availability of services.

The Census office tracks migrant children as they move into and around New York State. When children leave the state, their homebase is notified of their impending arrival. This tracking system enables migrant educators to know throughout the year where migrant children reside and if there are programs in that area to meet their educational needs. Alvarez (1988), states that the New York State Bureau of
Migrant Education compiles each year, a census of all migrant children within the state. (p. 934) Census information is obtained and collected by personnel familiar with the local migrant community. The census information is incorporated into the Migrant Student Record Transfer System (MSRTS).

The MSRTS is a nationwide communication system which transmits academic and health data on every migrant student in the system. How does the MSRTS work? First of all, the homebase of MSRTS is located in Little Rock, Arkansas. Every state is connected into this national computer (data bank). New York State's terminals are located in the Tutorial Offices as well as in the State MSRTS Office in Albany, New York.

The Tutorial Records clerk retrieves current academic and health data from Little Rock in order to assist the Director and the tutor in the placement of migrant students in programs. When migrant students leave the program the Records Clerk receives the student information from the tutor and transmits this information to Little Rock for the child's next school. Information and records can also be obtained by calling the previous school attended. I have done this on several occasions in the Brockport Migrant Tutorial Project.

TRaKS- The TRaKS is computerized statistics on each project's program and fiscal operations. The effectiveness of this component is that it provides statewide accountability of
the number of migrant children served, tutor contact sessions, evaluation and cost effectiveness.

Advocacy- "A major emphasis in each Tutorial Outreach Program is advocacy for the migrant families they serve." (NYS Tutorial Outreach ,p. 5.) Migrant families may or may not be aware of the services which are provided to them whether it is in the school or the community. It is the responsibility of the TOP to act as an advocate to these families with special needs by making them aware of the services that they are entitled.

The New York State Migrant Education Program has five objectives. Each objective has activities which are implemented in attaining that objective and there is also an evaluation of that objective. The State Plans five objectives are as follows:

**Objective 1:** Eligible migratory students between 3 and 21 years of age will be enrolled in a summer program between May 15 and August 31 and receive instruction and support services to improve achievement in basic skills, content area and English language development. The students will demonstrate improved achievement in
the areas of need where instruction is provided.

**Objective 2:** Currently migratory children attending local educational programs during the regular school year will receive supplemental services to meet needs not being met by the TOP if they are not being met by the LEA, especially in the first year of resettlement.

**Objective 3:** The special needs of preschool children will be met through the coordinated statewide parenting programs available, including the Migrant Education Parenting Program and the Even Start Program. Tutorial Outreach Programs will identify the needs of preschool children in their region and provide a Parent Educator to meet these needs. Parents who are interested in the Even Start Program will be referred to that program and receive services, as needed.

**Objective 4:** The special needs of adolescent migrant children will be addressed by a statewide AOP which will provide support services, including counseling, health and individualized instruction, will be provided.
Objective 5: The special health needs of eligible migratory children, which cannot be met using other State and local funds, will be met through a subgrant to Cornell University. Health needs determined by the Local Tutorial Programs will be provided through a Voucher Reimbursement System. (New York State Ed. State Plan, 1991-1994, p. 5)

Monitoring and adjusting are the key factors which aid in the effectiveness of the Migrant Education Program. According to the New York State Department of Education's State Plan for 1991-1994, "the results of past evaluations have affected the design of State Programs administered through TOPs by improving the selection and implementation of appropriate tests to meet the needs of the population to be served." (p. 9).
Chapter Two

What Makes the Program Effective?

According to Goldfarb, (1981, p.50), there has to be collaboration between the federal and state administration in order to make the Migrant Program work. The Federal government makes funds available to the states which administer special migrant programs. Local school districts receive funds from the state. Some states allow private organizations to conduct programs.

**Funding**

In New York State, the Education Department provides funds, facilities, administration and supervision of the summer program since it came into being in 1956. A survey of the 1991 New York State Migrant Education State Plan, which I received from Albany, shows that Federal funds became available under the Economic Opportunity Act in 1964. In 1965, Title I came into being in order to provide funds for improving the education of needy children in all 50 states.

Federal and State funding makes it possible for comprehensive services to be provided for migrants of all ages,
while they reside in a particular area. Health care, education and employment are some of the services provided.

**Education**

When we take a look at educational opportunities, it is stated by Cheyney (1972, p. 53), that "the order of business with migrant children from the beginning to the end of their school experiences is to help them learn."

To create an effective educative process for migrant children, there must be special consideration for differences possessed by each child. These differences must be identified in each child. For example, during the learning process, the question seems to be how do migrant children relate new facts to the knowledge they already possess. The importance of identifying and relating a migrant student's experience with new knowledge is the key which seems to bring about success for him/her. This importance was also stated in an interview with Beverly Wilkin (Brockport TOP). Wilkin (1992), believes this goal can be accomplished by using a whole language approach which has been very effective in educating the students in the Brockport Tutorial. According to Mattera (1974, p. 43), "of the hundreds of migrant programs at the local level, many make an earnest attempt to provide quality instruction for the children".
Research shows that educational deficiencies result from the migratory way of life. Statistics show that 1 out of 3 migrants complete eight grades. One in six graduate from high school. One quarter of farm workers have never attended school or did not complete more than four years of schooling (Porter, 1969).

How does the Migrant Education Program try to compensate for the educational deficiencies brought about by constant mobility and disorganized patterns of migrant living? The Economic Opportunity Act of 1964 includes the following programs:

1. Day care and pre-school programs
2. Migratory Compensatory Education Program
3. High School Equivalency Program
4. Adult Education (Porter, p. 86)

The Migrant Education Program is designed to meet the needs of students who are in the State of New York at the end and start of the school year. The goal of the program is to meet the needs of low income families who move frequently within the state for agricultural employment.
How would one define the migratory students in New York State? The state categorizes these students in one of three ways:

1. Interstate migratory children
2. Intrastate migratory children
3. Resettled or former migratory children

An interstate migrant child is simply one who arrives in most areas of the state from Texas and/or Florida in May to July and remain until late August or October.

The intrastate migratory child is a member of a family who is employed in the dairy industry, who relocates within the state. Former migratory children are children who have not moved in the past year.

In spite of their educational deficiencies, the migrant student brings to the learning experience skills which can enhance his/her attainment of a basic education if teachers and educators are willing to build on these skills. When surveying the literature, this writer discovered that the migrant students have many skills. According to Johnson (1987) a few of these skills are:
The migrant child is adept with his fingers
- He is familiar with cars and trucks
- He knows how to use tools and how to repair them
- He can do many things without books
- He is just as happy alone as with somebody
- He can take care of himself
- He has seen almost every kind of field or orchard crop which grows

A Migrant Program which builds on a student's strengths (i.e., by using the students primary language and literacy acquisition) is an effective program according to Johnson (1987). Later in this chapter, this writer will show how the Brockport Tutorial Outreach Program makes effective use of these skills in the classroom.

In New York State, school districts conduct programs during the 'regular school year' and during the summer, depending upon crops in the area. "A basic difference between the two programs is that the regular school year programs have children enrolled in the ongoing school district program" (Sunderlin 1971, p. 52).

In the summer programs, the approach to learning is very effective due to the experienced-based, non-textbook approach to learning. The summer programs allow the
teachers and tutors to design lessons to meet the needs of their students. It's a more tailored approach to learning and the students are more receptive.

**Educational Staffing**

Johnson (1987, p. 453) states that, "an effective partnership between migrant program staff and other staff is a key factor in providing continuity and quality education to migrant students."

When we take a look at the summer migrant program, daily evaluation of staff planning aids in the effectiveness of the program. Daily evaluations help the staff to be in tune with areas of deficiency or effectiveness in helping the program to achieve its objectives. Careful daily evaluation by the staff will keep the program flexible to suit the needs of the children and a final evaluation of the program will provide guidelines for the following year's program (Educating Migrant Children, 1968)

The classroom teacher is the key evaluator of each students' progress toward the basic objectives of the program. By closely working with the student on a daily basis the teacher is able to observe his progress as well as discover his strengths and weaknesses.
In the summer program, the students are also allowed to be evaluators of the program. Evaluations by the students determine the needs of the students and also provides insight into his/her values and aspirations. This writer administered an evaluation in the form of a survey to migrant students in the Brockport Tutorial Outreach Program in the fall of 1991. The results of the survey will be discussed in the next chapter.

Parental input is valuable also in the success of the migrant program. The attitudes and opinions of the migrant parents is generally gained through conferences, visitations to the homes, and parental involvement in the program. The input from parents help teachers to adapt the curriculum and also help build a working relationship between the home and school. An educational environment designed to meet the needs of the students is bound to be more successful in achieving its academic goals than a generic program.

When we take a look at the evaluations from all of the sources mentioned, the director of a summer program is now able to collect, analyze and interpret the information in reference to the current program and possibilities in light of future programs.
Counseling

Counseling is a very important aspect of the migrant program. The counselor works with the school, the child, the parents and sometimes the community. When surveying the literature, it was stated that the counselor must be 'action oriented and socially involved' in order for the program to achieve its goals.

The counseling approach with the migrant child is much different than the approach taken for the middle class child. Counselors spend a great deal of time fostering understanding, parental support and cooperation between home and school. The counselor helps the migrant parents understand what the school has planned and what the school would like to do for their child.

The types of counseling sessions can be individual sessions or group sessions. The individual counseling sessions are between the counselor and the child. Individual sessions usually serve the purpose of introducing the migrant child to the school setting. The goals of the school are shared with the child along with a warm supportive welcome to the school. Individual sessions also allow the migrant child to express him/herself and to develop self-awareness. As we know, the
formation of a positive self-concept is the most crucial factor in the child's future educational experience.

Group sessions are helpful because the children can experience the strength of peer group unity. When both individual and group experiences are made available for the migrant child, the chances for successful orientation to the school culture are increased.

According to Cappelluzzo (1971, p. 20) "many migrant children benefit from carefully planned and coordinated guidance programs as they enter elementary school as well as secondary school." When the counselor can build positive supportive relationships regarding the child, parents conferences, home visitations and individual or group counseling can lead to an increase understanding of the child's potential, motivation and unmet needs. (Capelluzzo, p. 23)

The counselor also works with the teachers. Many times the counselor translate the school's responsibilities and at the same time assist teachers by providing insight about the migrant child's ways of learning. For example, the counselor assist teachers to seek ways of learning more about:

1. the nature of the migrant population
2. specific methodological approaches
3. developing a favorable classroom climate
4. identification and referral procedures
5. explication of evaluative measures utilized in assessment
6. goal setting and determination of needs
7. procedural record keeping and gathering of data in the classroom
8. placement procedures, social and academic considerations (Cappelluzzo, p. 22).

During consultation sessions, the counselor assist teachers regarding individual children and develop the greatest amount of rapport with teachers to encourage supportive relationships and open communication.

Unique Programs

There are programs provided to the migrant population issued down from the state-level to local educational agencies. I will briefly describe a few of these programs.

The High School Equivalency Program (HEP) is a program to prepare students to take the GED exam. The student can be a residential student, a commuter student or in some cases, the student can take a home study course. A residential student will prepare for the GED for four cycles of eight weeks at SUNY New Paltz. Fifteen students are served in each cycle. The
students receive a stipend, room and board. Also, counseling and post program placement services are provided.

Commuter programs are offered at three sites (Riverhead, Goshen and Pine Plains) which are accessible to farm workers. Intensive ESL (English as a Second Language) is provided in the commuter program if necessary. The Home Study Program is based in Potsdam. (Salerno, 1989).

A second unique and approved Migrant Education Program is the College Assistance Migrant Program (CAMP). CAMP is designed to assist students during their first year of enrollment in an Institution of Higher Education.

Another important program for the educational advancement of the migrant student is the English as a Second Language (ESL) Instruction. ESL is a service that is provided to students who do not speak English as their native language. This instructional alternative is the method most frequently used to teach English to migrant children.

A fourth program is the Resource Room. The Resource Room is an educational service available in many schools. The Resource Room is where remedial instruction in basic mathematics and reading skills is given. When appropriate strategies and materials are utilized in the Resource Room, the migrant child's chances to succeed in school becomes greater. Also, the individualized instruction given by the resource
teacher enhances academic progress as well as builds the child's self-esteem.

A fifth and final program, this writer will discuss is the Portable Assisted Study Sequence (PASS). A program provided all year round, the PASS program is designed to allow migrant high school students to earn credits through the completion of self-directed semester courses as they move with their families from one school district to another. ("Migration World", p. 23).

In summary, funding, staffing, instruction, counseling and unique approved migrant programs all work closely together in providing the necessary academic environment for the migrant student. It is this collaboration which has enabled the New York State Migrant Education to gain momentum in achieving its goals.
Chapter Three

The Brockport Tutorial Outreach Project

This chapter will explore the components which make the Brockport Tutorial Outreach Project (TOP) effective in educating the resettled migrant students in upstate New York and the interstate students we share from Texas. This writer will describe the program layout on the local level and how it has been successfully meeting the needs of its migrant population.

Serving in the capacity as secretary for the Brockport TOP, this writer has gained valuable insight as to how the program functions. This chapter will include interviews with administrators and a bilingual counselor. Each individual will explain why and how the Brockport Migrant TOP has been successful over the years.

The Brockport Tutorial Outreach Program consists of a Summer Day School Program, a Summer Night School, a Fall Night School Program and tutors who work year round in the local school district, Brockport Central School. English as a Second Language (ESL) is another class which is offered year round to help students of limited English proficiency. The
Brockport TOP also offers service guidance and instruction in the following areas:

1. Adolescent Outreach
2. Parent Advisory Council
3. Advocacy
4. Parent Education
5. ESL
6. Home Literacy

The goal of the Migrant Education Program is to support the local school. During an interview with Christine Brooks, an associate from the State Education Department in Albany, it was stated that there is no statewide curriculum, each tutorial uses what the school district is using. Therefore, the Migrant Program supports the school district.

Let's take a look at each academic program. This writer will summarize information from tape recorded interviews with administrators in the Brockport TOP. Interviews were held with Sister Beverly Baker, Coordinator of the Project, Beverly Wilkin; Principal of the Summer Night School, Manuela Swanger; Bilingual Counselor, and Elizabeth Svitavsky; Principal of the Summer Day School. (See Appendix B for Interview Questions)
Summer Day School

The Summer Day School is held in the Nativity School on Utica Street in Brockport, New York. Elizabeth Svitavsky is currently the principal of the program. The following information is from a taped interview held with Svitavsky in March, 1992. (See Appendix E, Fig. 2 for photo)

The population of students in her school are from diverse backgrounds. Sixty-five per cent of the students are Hispanic, twenty-five per cent are African American and ten percent are white. The Summer Day School is primarily an elementary school which spans seven grade levels, K-6. There are nine classes. Each of the nine classes is staffed with a teacher and an assistant. The kindergarten classroom and first grade are self contained. Grades two through six begin with a homeroom period and the students change classes period by period throughout the day. All classes are bilingual.

The Summer Day School also consists of approximately fifteen adolescent students who comprise grades seven, eight, and nine. These students receive academic instruction in the morning session, and in the afternoon they assist the classroom teacher and perform job-like tasks for which they are paid according to their performance.
When asked, "What makes your school effective?", Svitavsky points out the following:

1. Good communication/negotiation with home base schools
2. The school's nutrition and feeding program
3. Employment of parents within the school
4. Pre-service/In-service (staff training)
5. Health care

As we have discovered in earlier chapters, communication with the homebase school is essential for the transferring of records and personal data on each student. Keeping track of the students is an important task in the program. Even though great effort and progress has been made, Svitavsky would also like to see an improvement in this area. Another areas of success is the feeding program which allows the students to receive a breakfast, lunch and snack during the school day. Nutrition is felt to be crucial in the academic performance of these students. Most students are not able to receive breakfast at home usually because parents are working in the fields long before the children wake up. In many cases, some students don't have anything to eat. Therefore, many children arrive at school without breakfast.
The Summer Day School Program also employs parents for various jobs. This employment allows the children to see their parents in other jobs or roles, outside of the fields.

A final aspect which makes the Summer Day School Program effective is ongoing in-service meetings. In brief, these meetings encourage the staff to share, develop and implement ideas which help to shape the focus for the curriculum. Tailoring the curriculum and materials so it can best meet the needs of the students in this particular tutorial is the ultimate goal of the Summer Day School Program.

The principal of the Summer Day School would like to see the school program make changes in the following areas:

1. Tracking students
2. Funding
3. Teacher salaries
4. Parental contact

In the local school district during the regular school year, the program serves and supports approximately 40 resettled migrant children. Three tutors serve in the Brockport Central district. The tutors work in congruence with the classroom teachers' plans. Usually this is done on an individual basis in the resource room. (See Appendix E, Fig. 1 - Photo) These tutors make home visits and serve as an advocate between home and the school.
Svitavsky's future goal for the Summer Day School is to become more aware of cultural diversity.

**Summer Night School**

An interview conducted by this writer with Beverly Wilkin, Night School principal in December, 1991, will discuss the needs of the students and how these needs are met. The goal of this interview is to gain information and show how this program is effective in satisfying the academic, social and emotional needs of the students.

Unlike the Day School Program, the Summer Night School Program addresses the needs of the adolescent and adult migrants. Usually these students and adults work all day and come to school for 2 1/2 hours at night, Monday through Thursday. The program provides transportation for these students.

Classes offered in the Brockport TOP in the evening are GED, PASS, ESL-1, ESL-2, English and math. All teachers must be certified, assistants need not be certified.

In the evening following academic classes, the students spend a half hour to 45 minutes in recreation. Students could choose swimming, basketball, computers, typing or sewing.
In 1990, Elizabeth Gales, a volunteer professional seamstress spent many hours instructing sewing to the migrant students. The students were able to make garments for themselves. Life skills are very important for this population of students and this class enabled the students to work on personal projects and gain confidence in their abilities. Students were awarded certificates following the 8 week long course. (See Appendix E, Fig. 5 and Fig. 6.- photos)

Research shows that one out of ten migrant students finish high school. However, findings now show that 60% are currently finishing high school, according to the Night School Principal. Locally, four to five migrant students graduate every year with a high school diploma. Over the last 12 years, 37 students have graduated from the program. Some these interstate students we share with Texas. Graduation photos of these students are proudly displayed on the wall of the Brockport Migrant Office located in Cooper Hall, B-9, SUNY Brockport.

The Summer Night School Program enrolls between 80 to 100 plus students. This writer, working in the capacity as secretary for the Night School Program, has seen the enrollment numbers fluctuate over the last five summers.

The administrator for the Summer Night School would like to see improvement also in the communication between
Texas and New York State. Another area of possible improvement is to come up with ways to motivate the students to work in class. A possible solution according to Wilkin is to pay the students to go to school. This would also aid in the increase in enrollment.

As for future goals for the program, Wilkin would like to see an increase in the number of students to finish school in a meaningful way, increase usage of whole language, and to get Texas to adapt a more holistic approach to educating the students.

The needs of the adolescent students are greater. These students are more 'at risk' for not completing their education for various reasons. The adolescent generally leaves the program or 'drop-out' at the ninth grade level. The Brockport TOP counselors works carefully and closely with parents, students, teachers and administrators in shaping students for academic success as well as encourage those students who would otherwise give up.
Components of Brockport TOP

Counseling/ Adolescent Outreach Program

In the Brockport TOP, Manuela Swanger, the bilingual counselor serves in the Migrant Program, the community and in the local school district giving support to students and parents when needed.

The Adolescent Outreach Counselor in the Brockport tutorial works with 7th, 8th and 9th grade migrant students on a daily basis for seven weeks during the summer session. A primary goal of the outreach person is to expose the migrant student to career education opportunities. One day per week is allotted for field trip experiences. Currently, the adolescent outreach person works with approximately twenty students according to Sister Beverly Baker.

For the Night School, a group counseling for approximately 100 migrant adolescents and adults is spearheaded by the outreach person along with two bilingual counselors, Manuela Swanger and Elias Palacios. Elias Palacios is an inter-state counselor from Texas, who provides the program with ongoing pertinent data on the students we share between New York state and Texas.
Individual counseling is also provided for the migrant student which address personal problems, guidance for college bound students and the counselor also acts as an advocate when needed.

**Parent Advisory Council**

The Parent Advisory Council is another component of the Brockport TOP. It is in this forum that parents are encouraged to take an active role in advising the program what they would like done for their children through the program. (See Appendix E, Fig. 10 -photo)

Sister Beverly Baker (1992), states that the main thrust of the PAC in Brockport is to encourage more parental involvement, solicit more input and empower parents with more active leadership roles. It has been noted that progress has been made in getting parents to take part in the PAC. Baker states that this has been a gradual process and that parents have to be trained for leadership. A goal of the council is to help parents become more self-directed.

The council provides opportunities for parental exposure to leadership roles. As a result, parents are expressing their opinions, becoming more self-directed and are advising the program on the behalf of their children. Growth has been
witnessed on the part of the parents involved in the Parent Advisory Council according to Baker. The Parent Advisory Council holds four local meetings and four state meetings during the course of a year.

**Parent Education**

Parent Education is fostered through a Home Literacy Program. Commonly known as EVEN-START, this migrant literacy program provides in-home visits to increase the literacy skills of migrant parents and develop literacy behavior in their pre-school age children.

Using an Intergenerational Literacy Approach, adapted by the program's Instructional Reading Specialist, Wilkin, literacy cells have been set-up in migrant homes. These literacy cells are known as PACT Time (Parents and Children Together). Presently, the Brockport Migrant Program has implemented four family literacy cells. The PACT time as it is called, is divided into two groups. PACT time is usually 2 1/2 hours an evening, 2 evenings per week in the home or camp of the migrant family. The PACT time consists of two sessions, the first session is the modeling of reading to the families and the second session is a one to one tutorial with the children while
other members of the team work one to one with the adults on GED instruction or with students who are college bound.

This writer is an instructor in a Brockport Literacy Cell. From first hand experience and knowledge, this program is very effective. More and more families are being exposed to sharing literature as a family and at the same time, adults who want to further their educational goals are able to do so through programs (tutoring/GED) designed to meet their individual academic needs. (See Appendix E, Fig. 3 - Literacy Instruction)

**English as a Second Language**

*(ESL)*

The ESL program is a year long program on the SUNY Campus, located in Cooper Hall. The goal of the program is to provide tutorial services for students who are limited in English proficiency. Tutors, in cooperation with the regular classroom teachers, assess English language needs and provide appropriate tutorial instruction.

In summary, English as a secondary language, adolescent outreach, the parent advisory council, parent education and home literacy are some of the components which make the Brockport Migrant Education Program a successful program according to the administrators.
Chapter Four

Evidence of Effectiveness

Approximately 37 migrant students who migrate between Texas and New York state have graduated from high school as a result of the program. According to Sister Beverly Baker, the program is credited with greatly reducing the drop out rate among migrant students, from 90% about 20 years ago to about 50% today.

In this chapter, this writer has selected two methods to measure or depict the effectiveness of the Brockport Migrant Program. The first evaluative method is done by the use of a case study of two former migrant students, and the second method is the use of a survey administered to the students. (See Appendix C for Case Study format and Appendix D for Survey Form)

[Redacted] and [Redacted] are two success stories. Despite their situations and problems at various times, these former migrant students have graduated from high school as well as from SUNY Brockport. Following a case study format created by this writer, [Redacted] and [Redacted] have chosen to share their case history in their own words.
Case Study

Born on 1968, I am one of eight children of migrant farm workers. My parents, Sr. and have been migrant workers since they were children. I have five sisters and two brothers.

I am a former migrant worker, who since the age of nine have been migrating to New York State and other states to work in the fields. Farm work has always been a part of my family's lifestyle and had been passed down from generation to generation. I have worked in the fields of upstate New York 12 to 14 hours a day, since I was nine years of age. Being the oldest male, I had an obligation to help out my family financially as well as remain with my family. We are a close family.

I had to leave school to work in the fields. But by attending night school at SUNY Brockport's Migrant Education Department, I was able to keep up with my studies even though my education was interrupted every year when my family traveled back and forth from Texas to New York State. I
have attended several different schools while migrating back and forth from Texas. In New York State, I have attended schools in Holley, Albion, Kendall and Brockport. Finally, I attended the Migrant Education Summer School for several years.

It was hard adjusting to different schools every year. One thing I remember about high school is how I always dreamed about playing football, but I had to sacrifice football in order to help my family pick apples or cucumbers.

While attending college over the past four years, I still worked in the fields with my family. However, I have not gone back south with them because of my college courses here in Brockport. I have worked for the Migrant Program over the last several years. I have been certified by the Brockport Migrant Education Department to counsel high school students and encourage them not to drop out of school.

Migrant life has taught me several good and bad things. The good thing it has taught me is the meaning of hard work. Hard work has taught me to appreciate what I have. Hard work has taught me morals and values that are now rooted inside me. One of those morals is to believe in yourself and that you can do anything in this world if you really want to. The bad thing that I have experienced as a migrant is that racism and discrimination is still prevalent.
I have received several awards which have aided me in obtaining my education. In 1987, I was a recipient of the [Blank] Scholarship, The [Blank] in 1991, the [Blank] for Academic Achievement in 1986, and finally, the [Blank] Award in 1991.

This year I received my Bachelor of Science Degree in Criminal Justice with a minor in Political Science. Along with my degree, I hold a High School Diploma from [Blank] High School and a diploma from [Blank] in Texas.

My goals for the future are numerous. One goal of mine is to continue to be a learner. My main goal is to become an attorney. I plan to go to Law School and obtain a Doctorate of Jurors in Law. Presently, I am working for a law firm.
Case Study

I was born November 5, 1968 in Palatka, Florida. For the first five years of my life I lived with my natural mother. From age 6 to 15, I lived with my aunt. This was a decision I made at an early age.

As a young child, I can remember migrating with my aunt. At the time, I did not think much of it. I just thought this moving around was a way of life. I can recall on several occasions the ugly fights between couples in the camps. At the time, my environment did not seem unusual. This type of behavior was common. Although I dwelled in a negative environment, it always seemed as though I was on the outside looking in on it all.

At the age of 13, I was allowed to work in the fields for pay. I was very excited about working during the cabbage planting season. In brief, my job was to prepare the cabbage to be planted (removal of weeds, rocks, and dirt). One negative experience I can remember is working hard and long hours for two weeks, only to be denied of my earnings on pay day. The crew boss said I was too young to work and that it was impossible for me to have kept up with the other workers. I was very disappointed and hurt. In the end, with the help of
my aunt, I received half of what I should have received. This experience made me decide that I didn't want to do farm work again.

As a migrant child, I attended many different schools. I attended Elementary School from Kindergarten until the fifth grade in Palatka, Florida. This was a predominantly white school located in the outskirts of town.

Grades six through eight, I attended Middle School located in a Black neighborhood with a student population consisting of 50% white students and 50% black students. Relocating to California in the ninth grade, I attended High School where I participated in track, field and cross country. I participated also in the Black Student Union until tenth grade.

My last two years of high school were in central School in , New York. Central is predominantly white in student population. I participated in track and field, I was a member of the Senior Advisory Board and I participated in the Migrant after school program.

While attending the various schools, I received awards for perfect attendance. In the eighth grade I received special recognition in Social Studies. I received recognition in track and field all through high school. I also received an Urban League Black Scholar Award.
I have always enjoyed school. I firmly believe that education is the key to success and is a life long process. I feel that main contributors to my academic success were the people I met from various walks of life who were sources of support and encouragement to me. At times when I felt discouraged, I would go to the Brockport Migrant Program where I would receive encouragement to pursue my educational goals.

The most memorable moments for me were graduating from high school and college. I received my high school diploma from Central School and my Bachelor of Science degree in International Business and a minor in Spanish from SUNY Brockport. During my college days, I had the rich opportunity to study in Mexico and Costa Rica.

As for future goals, I would like to serve as a positive role model, and ultimately find a job where I feel comfortable and productive.

Fig. 7. (Case Study Student)
Survey of Night School Students

A survey was administered to 25 students in the Fall Night School Program in October of 1991. The purpose of the survey was to find out how the students rate the effectiveness of the program in meeting their educational needs. The number of students surveyed reflects the low enrollment in the fall session. Most of the students, by this time, have returned to Texas to begin school in the Rio Grande Valley.

The survey was administered twice over a two week period in order to establish the reliability of the instrument. The first page of the survey deals with academic needs. The second page address the services that the program provides and last two questions on page two asks the students to rate the overall Migrant Program. The students were encouraged to make any additional comments at the end of the survey. (See Appendix D - Survey Form).
Results of the Survey

Educational Needs

1. The migrant program is meeting my educational needs.
   Of the 25 students surveyed, 100% of the students felt that the migrant program is meeting their educational needs. Of the 25 students, 56% of the students agree, and 44% of the students strongly agree.

2. My educational goal is to graduate from the program.
   All twenty-five students chose to answer this question. 12% of the students disagree, 52% of the students agree and 36% of the students strongly agree that graduating from the program was their educational goal.

3. My teacher is well prepared for teaching class.
   48% of the students agree that their teacher was well prepared for teaching, while 52% strongly agree that the teacher was well prepared.

4. I have learned new things as a result of this program.
   12% of the students felt that they did not learn new things as a result of this program, while 88% of the students felt that they did learn new things.
5. It would be a benefit to my education if my teacher could speak Spanish.

Of the 92% of the students who chose to answer this question, 44% of the students disagree, while 48% agree that having a bilingual teacher would be a benefit to their education.

6. I feel my grades reflect my ability.

Of the 80% of the students who chose to answer this survey question, 8% disagree while 72% agree that their grades reflect their ability.

7. It would be helpful to my educational instruction if my teacher could speak Spanish.

96% of the students chose to answer this question. 51% felt that it did not make a difference whether the teacher could speak Spanish or not.

8. I feel that the program is interested in my educational success.

All students chose to answer this question. 100% of the students agree that this program is interested in their educational success.
Interpretation of the Data

In the area of academics, 100% of the students felt like their educational needs were being met through the program. Thus proving the effectiveness of the staff, instruction, and tutors in the minds of these students. The goal of 88% of the students is to graduate from the program, indicating a desire to maybe leave the migrant stream for other economic or educational opportunities.

100% of the students indicated that the instructors were well prepared for class. This reflects the effectiveness of all staff member in the program working together. The exchange of ideas, goals and the shaping of the curriculum to meet the needs of the students makes the migrant program successful.

The program has a highly effective ESL program. This is shown by the 51% of the students who felt it did not make a difference if the instructor could speak Spanish or not. Their goal is to become more proficient in English. However, 48% would welcome the use of the mother tongue when necessary during the course of instruction. Lastly, 100% of the students felt that the program is interested in their academic success.
Services Provided by the Program

1. The bus service to and from school is___

   Bus service provided by the program was considered by 52% of the students as being satisfactory, while 48% of the students believed the service to be excellent.

2. The snacks served by the program are___

   All students chose to answer this question. 8% of the students were unsatisfied with the snacks, while 56% believe the snacks were satisfactory and another 36% felt the snacks were excellent.

3. Health services provided by Oak Orchard are___

   80% of the students who chose to respond to this statement, 8% have received satisfactory to excellent service, 12% received unsatisfactory service.

4. How would you rate home visits?

   Of the 52% of the students who chose to respond to this statement, 8% rated the home visits from poor to unsatisfactory, while 44% rated the home visits as being satisfactory.
Interpretation of Data

Bus service to and from school was rated between satisfactory to excellent by 100% of the students surveyed. Bus service is funded and furnished by the program. It is an important part of the program, without the bus service most students would not have a means of transportation to and from school.

Snacks served by the program must be USDA approved snacks. The majority of the students (92%) believe the snacks are satisfactory to excellent. The program serves snacks prior to evening instruction. Some migrants do not get a chance to eat supper before coming to class. Most of the students come from the fields to class. The program tries to be effective in meeting nutritional needs as well.

Health services provided by Oak Orchard through the program was rated by 68% of the students as being satisfactory to excellent. 12% of the 80% of the students commenting on this statement, rated the services as being unsatisfactory. This could be a result of a negative experience, which is usually the case.

On the survey, home visits were rated by 8% of the 52% of the students responding, as poor to unsatisfactory. 42% rated the visits as satisfactory to excellent. 48% of the students
not responding to this question indicated in writing that they never received a home visit. This is an area in the program which could use further study.

**Over-all Rating of Migrant Program**

1. I would rate the Brockport Migrant Program as:
   100% of the students rated the program as being effective.

2. The program needs to be improved in the following areas:
   32% of the students surveyed would like to see an improvement in the materials that the program uses. 52% would like to see an improvement in the snacks served and 44% would like to see more field trips.

   In summary, the Brockport Tutorial Outreach Project is effective in meeting the needs of its students according to the results of the survey. However, more than half of the students would like to see an improvement in the snacks.
Chapter Five

Conclusion and Recommendations

The purpose of this study was to determine the effectiveness of the New York Migrant Education Program in meeting the educational needs of migrant students.

The overall goals of the program are being met according to the survey results. Areas such as home visits, snacks, and health services could use further research. In the future, a survey should be done during the Summer Night School and Summer Day School when enrollment is at its peak. A larger sample of the population may make a difference in the survey results.

Besides the mastering of content and technique, migrant educators have to go a step farther. A migrant educator has to have a special sensitivity to his/her students, mere competence is not enough. Teaching migrant children is not like teaching in the mainstream. Many times a migrant educator is the only link a migrant child has to the mainstream of American society.

The faculty and staff in the Brockport TOP regularly attend workshops and meetings designed to enhance their skills which bring about more effective ways in educating migrant children locally. (See Appendix E, Fig. 4). I had the
opportunity to attend a week long workshop held at Silver Bay, New York. This week long experience broadened my schema concerning how the New York State Migrant Program functions at the State level. Attending the Consortium meeting, I was able to meet the staff members and officials who work on the State level in Albany, New York. In this meeting I was able to gain a better understanding of the 1991-1994 New York State Migrant Education State Plan.

In concluding, it is difficult to evaluate the success of any educational program. Due to the constant influx of new people into the migrant stream, Migrant Education is difficult to evaluate. However, this study shows that Migrant Education Programs can succeed and effectively prepare migrant students to earn their fair share of the American dream.
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Appendix
NEW YORK STATE TUTORIAL OUTREACH PROGRAM

CORTLAND
EAST BLOOMFIELD
FREDONIA
MOHAWK
NEW PALTZ
NORTH COUNTRY
ONEONTA
OSWEGO
RENSSELAER/
COLUMBIA
SUFFOLK
WAYNE
Interview

1. Briefly describe your position in the Brockport Migrant Project. (Title)

2. Is a degree or certification required for the position that you hold? If so, in what area are you certified/what degree do you hold?

3. What are your duties and responsibilities?

4. What are the goals of the program in your service of counseling? How effective is counseling in the program?

5. What are some of the areas that counseling cover? Do you receive parental support? (school work, personal problems, labor problems, clothing, etc.)

6. In what areas would you like to see the program improve? How can the staff better serve or support you?

7. How does the staff support you?

8. What are your future goals in the area of counseling in regard to the program?

9. Are there any other questions/comments about your position?
Appendix B

Interview Questions

Sr. Beverly Baker

1. Briefly describe your position in the Brockport Migrant Project. (Title)

2. Is a degree or certification required for the position that you hold? If so, in what area are you certified/what degree(s) do you hold?

3. What are your duties and responsibilities?

4. What are the goals of the program? (Main objective(s)) and how effective is the program at achieving its goals?

5. What criterion do you use to evaluate whether your goals are being met?

6. How supportive is the State Education Department of your program?

7. How many student have graduated as a result of the program?

8. How many years has the program been in operation in Brockport?

9. How is the program funded? Are the educational needs met as a result of the funding?

10. How supportive is the community in helping your students and their families feel accepted and comfortable during their stay?

11. Do any community agencies provide support for the school? (Funds, activities, etc.)
Appendix B

Interview Questions

1. Briefly describe your position in the Brockport Migrant Project. (Title)

2. Is a degree or certification required for the position that you hold? If so, in what area are you certified/what degree(s) do you hold?

3. What are your duties/responsibilities?

4. What are the goals of the program? (Main objective(s)) and how effective is the program in achieving its goals?

5. What criterion do you use to evaluate whether your goals are being met?

6. What type or level of parental support do you receive?

7. How many students have graduated as a result of the program?

8. What is the drop out rate?

9. In what areas would you like to see the program improve?

10. What are your future goals for the program?

11. What difficulties have you encountered in the program?
Appendix C

Case Study Format

1. Give name, date of birth, age.

2. Family background.

3. List and describe schools and programs attended (elementary, secondary, night school, and higher education).

4. Describe any significant accomplishments, awards received, honor roll and school functions you are or have been affiliated.

5. Describe you feeling toward your education process. Did you enjoy school? What about school do you feel best aided you in your educational success? (family support, tutorial support, school staff support, etc.)


7. What certificate, diploma, or degree do you hold?

8. What are you presently doing?

9. What are some goals you have accomplished?

10. Were you ever a recipient of a scholarship or fellowship (other)?

11. What are your future goals? What goals are you presently working toward?

Thank you for your cooperation!!

Please mail to:

Dolly Williams

Appendix D

Student Survey

Directions: Please circle if you are: A). Adolescent or B) Adult

<table>
<thead>
<tr>
<th>Statement</th>
<th>I strongly disagree</th>
<th>I disagree</th>
<th>I agree</th>
<th>I strongly agree</th>
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<tr>
<td>1. The migrant program is meeting my educational needs.</td>
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<td>2. My educational goal is to graduate from the program.</td>
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<td>3. My teacher is well prepared for teaching class.</td>
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<td>4. I have learned new things as a result of this program.</td>
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<td>5. It would be a benefit to my education if my teacher could speak spanish.</td>
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<td>6. I feel my grades reflect my ability.</td>
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<td>8. I feel that the program is interested in my educational success.</td>
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Appendix D

Student Survey

Directions: Please circle if you are: A) Adolescent or B) Adult

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Un-satisfactory</th>
<th>Satisfactory</th>
<th>Excellent</th>
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<tr>
<td>1. The bus service to and from school is</td>
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<td>4. How would you rate home visits?</td>
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</table>

1. I would rate the Brockport Migrant Program as:
   A) Not effective
   B) Effective
   C) Very effective
   D) Extremely effective

2. The program needs to be improved in the following areas:
   ____ Materials used        ____ Field trips
   ____ Snacks                ____ Bus service
   ____ Quality of instruction ____ Recruitment
   ____ Assemblies            ____ Home visits
   ____ Registration procedure ____ Grading policy

Comments:
Fig. 7. (Case Study Student)

Fig. 8. (Case Study Student)

Fig. 9. receives High School Diploma

Fig. 10. Parent Advisory Council
Fig. 1. Migrant student with tutor

Fig. 2. Summer Day School (Nativity)

Fig. 3. Literacy Instruction (PACT Meeting)

Fig. 4. Brockport TOP at Silverbay, NY (Staff Training)

Fig. 5. Sewing Class Instructor (left) awards sewing student with certificate

Fig. 6. sewing student