

MAINE STATE LEGISLATURE

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Education

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**MAINE'S
1989 & 1990
MIGRANT EDUCATION
EVALUATION REPORT**



Maine Department of Education
Division of Compensatory Education
Migrant Education Program
State House - Station #19
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EXECUTIVE SUMMARY

Within the Chapter 1 legislation, provision is made for a program to serve the special needs of children whose families move to engage in forestry, agriculture or fishing activities either within the state or from other states and Canada. Maine is a predominantly rural state and migratory workers are employed in all counties. The major agricultural crops are apples, blueberries, broccoli and potatoes. In addition, poultry processing, aquaculture, fishing, fish processing, and tree harvesting provide seasonal and temporary employment.

The program is coordinated by the state and administered through contractual agreement with school districts or agencies where a significant number of migrant children reside at some time during the year. Services are designed to meet the needs of children through a broad spectrum of educational and support services for students in the regular school year whose families move within the state for employment and during the summer for children whose families are temporary residents of the state for the blueberry and broccoli harvests.

In Maine during 1989-90, there were 58 local programs serving 4,367 students during the regular school year. Another 423 children were served through Harvest Schools in Washington and Aroostook counties.

In reviewing the migrant program, it is interesting to note the following:

- The number of migrant children from outside Maine has increased significantly in the last few years. In 1987-88, 1,242 children (18 percent) qualified by moving into Maine; in 1989-90 there were 2,234 children (or 25 percent) in this category. A significant number come from the Canadian Maritimes and from Texas.
- A greater number of qualifying children now come from minority ethnic groups in both the regular year and summer programs. In the summer of 1990 of 423 served, 74 percent were Native American and 11 percent Hispanic.
- Currently migrant students (those who have moved within the last 12 months) made up 45.4 percent of all migrant children identified in Maine in 1989-90. Although many of these children were in the state only during July and August, two-thirds were resident during the regular school year.
- Programs for secondary youth were included at 32 local districts and 1,009 migrant students age 15 to 21 were served. Secondary teachers reported 176 students graduated or received GED's. Sixty-nine were accepted in post-graduate programs. Although 88 students dropped out, another 42 returned to school after dropping out.

- Services were provided primarily in reading, language and mathematics. About half the students received tutoring in study skills and made use of library books provided through the migrant program.
- Services to students and families included free books to all children through the Reading is Fundamental program, a bookbag program for pre-school children and a reconnection program for all drop-out youth.
- Parents of migrant children attended in-service workshops conducted at regional sites during the school year and in July of 1990 at a Parents as Trainers workshop sponsored by the State PAC and ESCORT.

What Is The Mission of the Maine Migrant Program?

MISSION STATEMENT

Maine Migrant educators will work in conjunction with the schools, the community and with migrant families to provide academic, social and emotional support to assist each migrant child in reaching his or her fullest potential.

Service Delivery Mission:

- To provide continuous education for migrant children whose schooling is disrupted because of family moves
- To keep migrant children in school to help them achieve their maximum potential
- To raise the aspirations and self-esteem of migrant children
- To enhance the involvement of migrant parents in their children's education
- To advocate for migrant students by providing migrant families with information and access to existing community and school services
- To identify and serve migrant eligible students most in need for migrant educational services
- To target local educational agencies with greatest need for migrant education program services.

What Is the Maine Migrant Education Program?

OVERVIEW

The Maine Migrant Education Program provides instructional and support services to eligible migrant children whose families move to engage in forestry, agriculture or fishing activities either within the state or from other states and Canada. Maine is a predominantly rural state and migratory workers are employed in all counties. The major agricultural crops are apples, blueberries, broccoli and potatoes. In addition, poultry processing, aquaculture, fishing, fish processing, and tree harvesting provide seasonal and temporary employment.

The program is designed to meet the needs of children through a broad spectrum of educational and support services for students in the regular school year whose families move within the state for employment and during the summer for children whose families are temporary residents of the state for the blueberry and broccoli harvests.

Two program models have been utilized to provide services:

- a four to six week, full-day, academic and experiential program for children ages six months to twelve years, including health screening and cultural enrichment activities;
- an individualized, supplemental tutorial program for those students who attend local schools during the regular school year, school readiness outreach to assist families with preschool children, and a reconnection program reaching out to migrant youth who have dropped out of school.

What Are the Goals Established for the Program?

STATE GOALS

In order to set priorities in effectively meeting needs of migrant children, the following state program goals were established for 1988-89 and 1989-90:

- To improve student learning in reading, oral and written communication, mathematics, study skills, science and social studies, and pre-school readiness.
- To support secondary youth enabling them to complete their education and enhance career options.
- To provide summer programs for currently migrant children whose families work in the harvest.
- To identify and recruit eligible children.
- To increase student awareness of health concerns and identify significant health problems of individual students.
- For migrant staff to develop awareness of special student needs and skills to meet those needs.
- To advocate with families and school personnel so that appropriate screening and placement occurs for special needs children.
- To support the Maine Migrant Parent Advisory Council and assist them in developing program knowledge and decision making skills.
- To evaluate the progress of each migrant child and the effectiveness of local and state programs.
- To promote cooperation among agencies and individuals who serve migrant children.

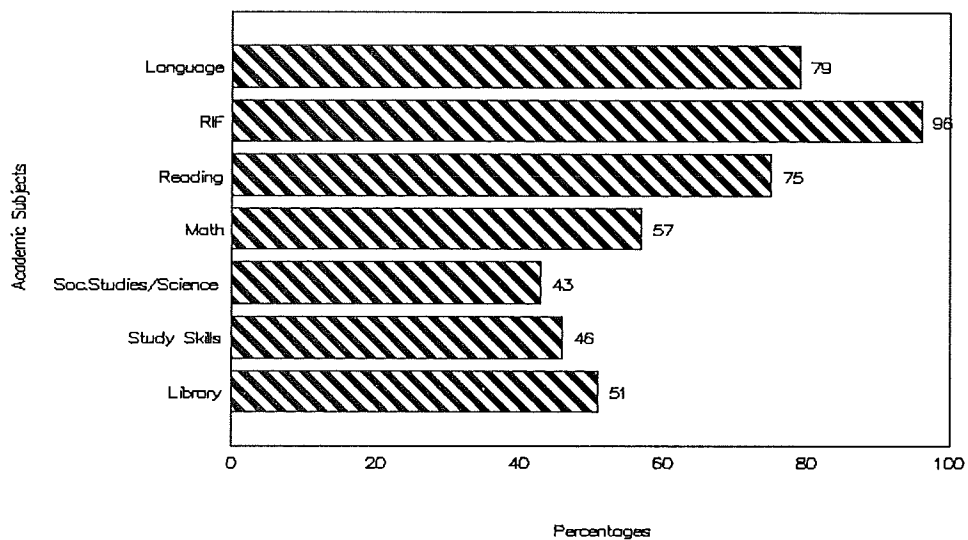
What Academic Services are Provided?

LOCAL EDUCATIONAL AGENCIES

During the regular school year, migrant students at selected sites in all counties of the state receive help in academic subjects. Migrant teachers, working with classroom teachers, design supplemental education programs to meet the individual needs of each migrant child receiving services.

In program year (PY) '89, 58 local education programs served 4367 migrant students in comparison with PY '88 when 54 local programs served 3802 students. Table 1 indicates the percentage of identified students in regular year programs who received tutoring in various academic subjects. RIF refers to Reading is Fundamental. Each migrant student in Maine receives 1 or more free books each year through this program.

Table 1: % of Migrant Students in Local Projects Receiving Academic Services

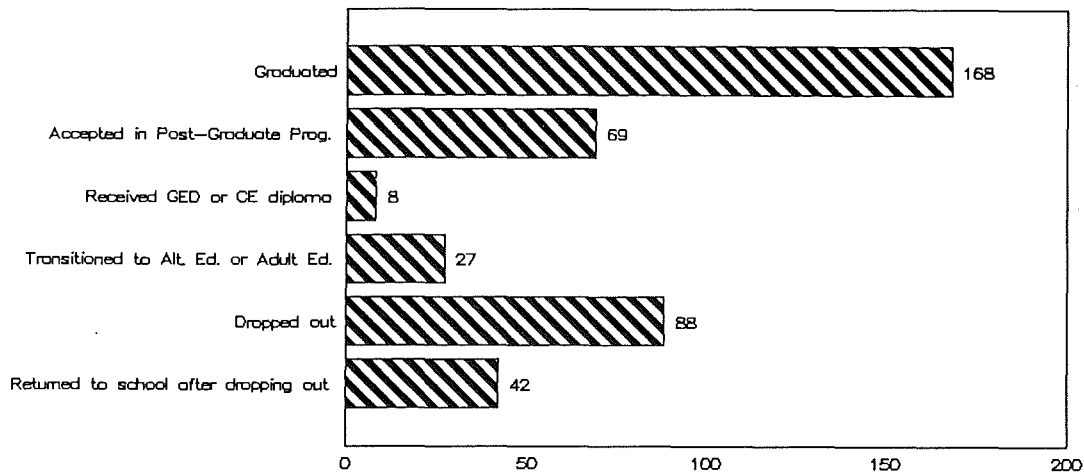


How are Needs of Secondary Youth (age 15-21) Being Met?

SECONDARY PROGRAMS

In 1989-90 there were 34 migrant teachers working with 1009 migrant students age 15 to 21. Within this group, 809 were enrolled in grades 9 to 12 at some time in the year. Each youth was visited by a migrant teacher and 89 received reconnection packets encouraging them to continue their education. Advocacy for migrant youth, whether in school or 'dropped out' is a vital part of each migrant teacher's role. Every effort is made to help students complete their education, to raise aspirations and to encourage youth to go on to post-secondary programs. Of the 176 graduates last year, 69 (or 41 percent) had been accepted in post-graduate programs.

Table 2. 1989-90 Secondary Youth
(Ages 15-21)



How Are Needs of Currently Migrant Summer Residents Being Met?

HARVEST SCHOOLS

Over the last three years, the biggest change in the Harvest programs has been in the number and population served. In 1988, the 295 children enrolled in the summer programs were 75 percent Indian and 25 percent White. In 1989, of 413 served, 65 percent were Indian, 15 percent Hispanic, 2 percent Asian and 18 percent White.

Harvest schools in Maine were located at four sites in 1989, Caribou, Harrington, Portland and Turner. Of the 413 students served in 1989, 314 (or 76 percent) were currently migrant from outside Maine. The remaining students were Maine residents, of whom 52 (or 12 percent) were currently migrant.

In 1990, a new focus on currently migrant services narrowed the sites to two: Caribou and Harrington. At Caribou, service was provided for six weeks to families of the Broccoli Harvest. These families were Hispanic and came to Maine from Texas, arriving in May and continuing through October. Day care for preschool children, ages 0 to 5, and an academic program stressing language skills for children 5 to 12, was provided. Forty-six children were included.

At Harrington, the families served had come for the four-week Blueberry Harvest. Of this group of 378 students, ages 3 to 12, 310 were Native American Indians, the majority from Canada. Altogether, of the 378, 296 (or 79 percent) were currently migrant from outside Maine, while 77 (or 20 percent) were currently migrant from within the state. Only 1 percent were settled.

The programs offered at each of these sites included transportation and limited health screening. Breakfast, lunch and snacks were served, funded through the federal School Lunch Program. In addition to oral language, math and reading, activities were offered enhancing cultural background through art, music, dance and storytelling. Table 3 summarizes information on the two sites for 1990.

Table 3a. 1990 Harvest Schools
By Migrant Status (423 students)

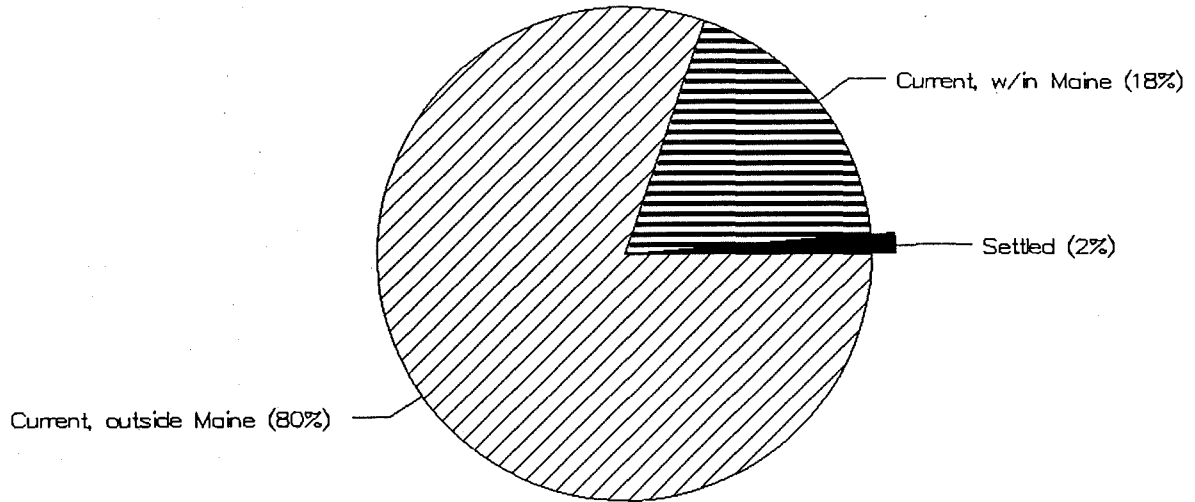
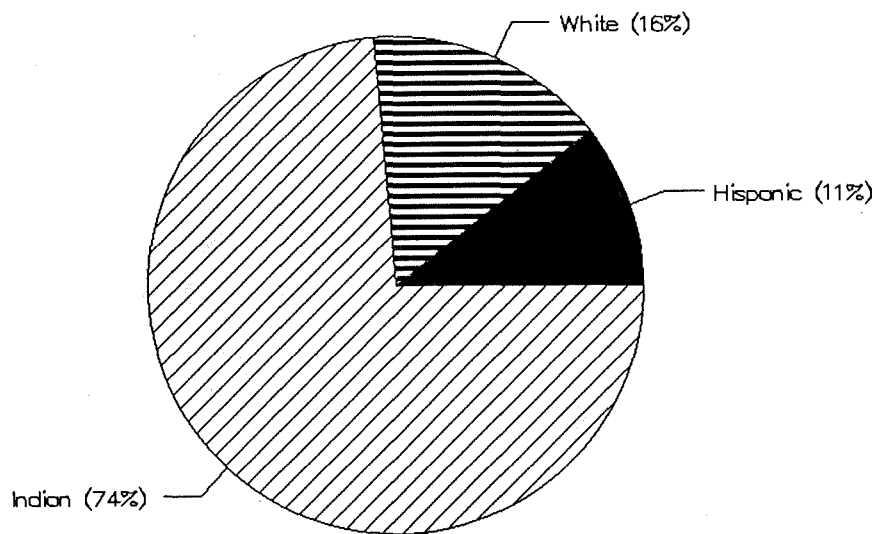


Table 3b. 1990 Harvest Schools
By Ethnic Origin (423 students)



How Are the Children of Migrant Workers in Maine Recruited?

IDENTIFICATION AND ENROLLMENT

The Migrant Field Recruiter supervises the recruitment activities throughout the state. Where there is a local migrant program, the migrant teacher is responsible for finding families who move into the area to pursue migrant work. He or she stays in touch with migrant families through home visits and also contacts employers who are in a position to hire migrant labor. In areas of the state not served by local programs, the Field Recruiter makes contact through surveys conducted at timely intervals.

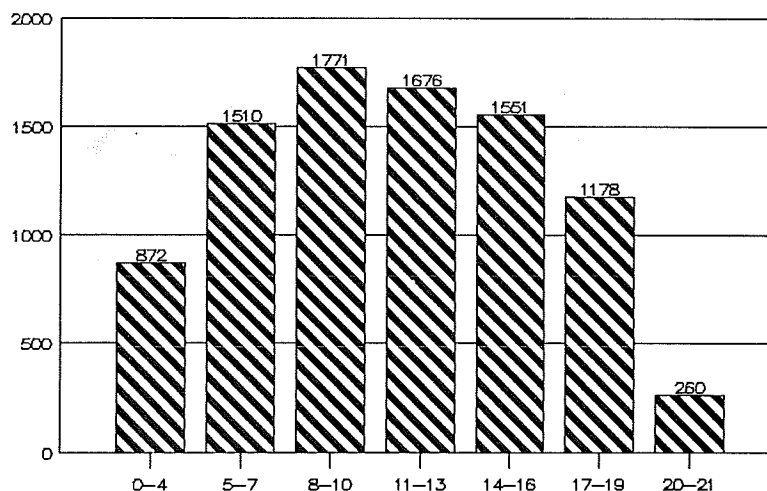
Additional recruiters are hired during the summer to recruit families arriving in Maine for the blueberry and broccoli crops. These recruiters speak the language of the migrant families.

Compared with 1987-88, the enrollment in 1989-90 had increased by 29 percent, from 6826 to 8818 children. The proportion of children whose families engaged in agriculture (85 percent) vs. fishing (15 percent) remained fairly constant.

What had changed is the proportion who qualified from outside Maine. In 1987-88, only 18 percent (1242 children) were interstate currently migrant. In 1989-90, 25 percent (2234 children) qualified in this way. Altogether, currently migrant children in Maine in this last year totaled 4003 children, or 45.4 percent of all children ages 0-21 identified in the state.

Table 4. Profile of Students 1989-90

Migrant Enrollment By Age - 8,818



How Are Health Needs of Migrant Children Being Met?

HEALTH CONCERNS

When currently migrant children are identified, every effort is made to complete MSRTS health records. Migrant teachers monitor health records of children moving into local programs and work with families, the school nurse and local health agencies to meet children's needs.

Each year, the migrant teachers of each local program sponsor a World Health Day project. Many of these have become school-wide activities which highlight some aspect of health awareness. Some have become community-wide projects in the form of health fairs. Some themes focus on individual or local health concerns, others take a more global view. All are designed to focus awareness on safety and health issues.

Additionally, many migrant teachers include activities in their tutorial programs which are designed to address health needs of children. Daily dental health maintenance is a part of some programs. Table 5 shows which topics were presented by teachers and in how many local programs during 1989-90.

Table 5. Health Education

TOPIC or ACTIVITY	NUMBER OF TEACHERS PRESENTING
Positive self-concept	93
Nutrition	87
Environmental safety	84
Hygiene/grooming	67
Substance abuse	56
Dental health	53
Smoking	47
Stress management	40
Sexuality	35
Fire safety	34
Community health resources	29
Parenting	20

How Are Migrant Teachers Serving Special Needs Children?

EXCEPTIONAL CHILDREN

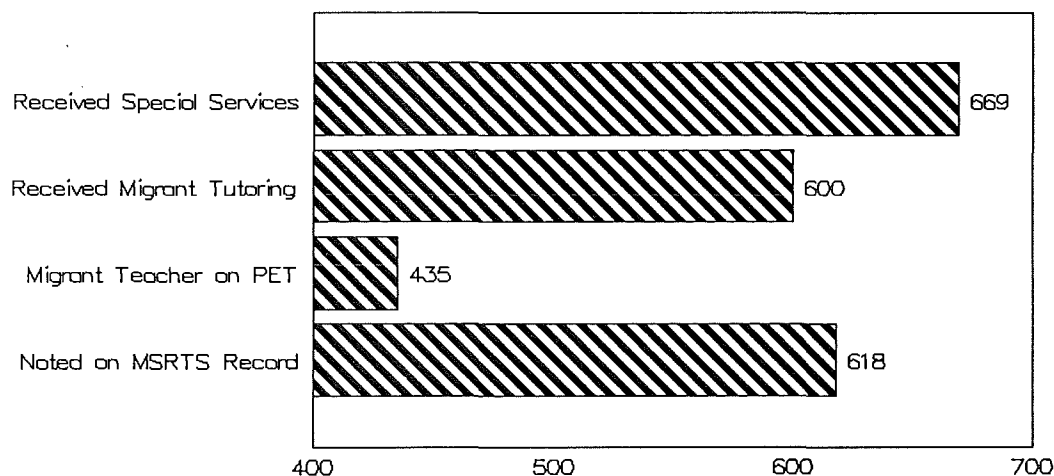
A goal of the Maine Migrant Program is to work closely with the school community and with parents to identify and meet needs of all migrant children. When children move frequently from one school system to another, this may be a difficult task. Migrant teachers participated in 1988-89 and 1989-90 in two days of in-service training designed to help them work effectively with children, with parents, and with other teachers and community agencies.

In every local project with a migrant teacher each child enrolled was visited at home. The parents were consulted about the child's school adjustment and needs. They were informed about the program. Preschool children in the family received bookbags containing materials for activities which the parent and child could do together.

The migrant teacher completed an individual education plan for each student, noting progress, accomplishments and needs. Children most in need of help received first priority in service. If a child appeared to qualify for service for other available programs, such as ESL, Chapter 1, gifted and talented or special education, then the migrant teacher assisted the parent in advocating for those programs appropriate to the child's need.

In 1989-90, of the 4367 students receiving services, 669 (or 15 percent) were identified for special services. Of these, 660 continued to receive some services with the migrant teacher. The Maine program encourages school personnel to work closely with migrant teachers, and include them on any Pupil Evaluation Teams. They often provide an important link between the school and the home. Table 6 summarizes migrant teacher involvement with special needs students.

Table 6. Students Identified as Having Special Needs



How Do Migrant Parents Participate?

PARENT INVOLVEMENT

Migrant parents in Maine are encouraged to take an active role in making decisions regarding their children's education. Parent participation in both formal and informal activities at local, regional and state levels was evident. Table 7 illustrates the variety of activities engaged in at the local level.

Local parent advisory councils were active in sponsoring a variety of events, including open houses, book fairs, swim programs, activity nights, speakers, and award nights.

In October 1989 migrant parents for the first time in Maine attended regional workshops designed for them and concurrent with migrant teacher workshops. Topics included in the all-day sessions were: Parents as Trainers, Coping with Teenagers, Fun Activities and Suggestions to Help Your Children do Better in School, Exceptional Children and Reading to Children. Response from attending parents was very positive.

In July 1990 parents from 28 local programs met in a three-day training session for the Parents as Trainers program sponsored by the MMAC and ESCORT. Vermont and New Hampshire migrant programs were invited to participate.

The Maine Migrant Advisory Council (MMAC) was active in advising the state program consultants regarding program planning, implementation and evaluation. They served as a liaison with local and regional parent councils and sponsored activities to focus public awareness on the program. The membership in 1989-90 included 17 parent representatives, 4 migrant teachers, 2 school administrators, 1 Indian representative, 1 migrant employer, and 1 harvest school representative.

Table 7. Local Activities Involving Parents

ACTIVITY	# OF LOCAL PROJECTS (57 REPORTING)
Home visits	57
School conferences	55
Quarterly progress reports to parents	42
Parenting activities and information	38
RIF activities with parents	29
"Parents as Trainers" workshop	28
Regional PAC attendance	25
Parent volunteers in school	22
Local speakers/discussion groups	20
Recreational projects with parents	14
Family pot luck supper	11
Family holiday celebrations	5
Local PAC representative	57

How is Maine's Migrant Program Evaluated?

PROGRAM EVALUATION

Each year, local programs are evaluated in relation to goals and objectives established in the annual contract for that year. Additionally, achievement by migrant students is evaluated and reported via the aggregated NCE scores from norm-referenced tests. In 1988-89 there were 1173 students receiving supplemental tutoring in reading and 1055 receiving tutoring in mathematics for whom pre-post test results were available. For those students tested on a yearly cycle, the mean NCE gain in reading was +.48 and in math +1.33. For students on a fall/spring cycle the mean NCE gain in reading was +3.39 and in math +3.03. This reflects scores for students in grades 2 through 12 only.

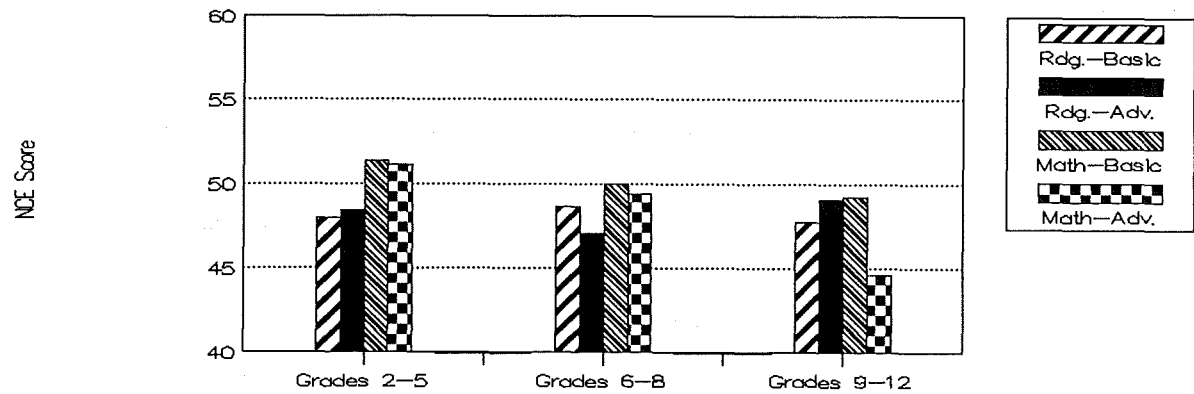
In 1989-90, the requirement that all pre-post test scores reflect an annual test cycle meant a change for many districts. In addition, local districts began reporting on advanced as well as basic skills in reading and math, and separate aggregation and reporting was used for currently migratory versus formerly migratory students. The available data for 1989-90 is therefore structured very differently from the data reported in 1988-89 and this makes it difficult to compare the data from the two years.

The following tables show the extent of academic achievement of migrant students in 1989-90, measurable by norm-referenced tests and reported according to grade level for currently migratory and formerly migratory students.

STUDENT ACHIEVEMENT

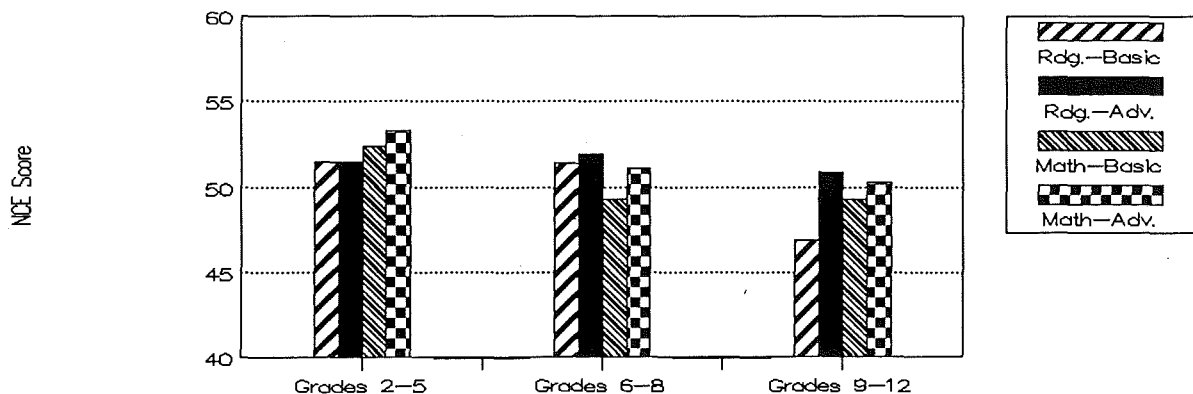
In reading, test data was available for 478 (52 percent) of the 920 currently migratory students tutored in grades 2 to 12, and in mathematics, for 415 (66 percent) of the 630 students tutored in grades 2 to 12. Table 8 shows the mean achievement for these students in 1989-90.

**Table 8. Currently Migratory Students
Achievement Scores 1989-1990**



For formerly migratory students, pre-post test data in reading was available for 733 (48 percent) students tutored in grades 2 to 12 and in mathematics for 627 (64 percent) of the 978 students tutored, grades 2 to 12. Table 9 shows the mean achievement for these students.

**Table 9. Formerly Migratory Students
Achievement Scores 1989-1990**



How Are Other Agencies and Programs Involved?

COOPERATIVE SERVICES

INTERSTATE

As the number of migrant children moving across state lines into Maine has increased, the Maine Migrant Education Program has become increasingly committed to continuity of services for these interstate and international currently migrant children. To facilitate these efforts, the Migrant staff are involved in the following activities:

- Union of Nova Scotia Indians, Sydney, Nova Scotia; the Union of New Brunswick Indians, Frederickton, New Brunswick; the Eskasoni Council in Education, Cape Breton; to strengthen bridges for education with tribal schools in the maritimes.
- The Eastern Stream Program Development Center Advisory Committee which oversees the coordination of technical assistance to states in the Eastern Stream.
- The national Parent Advisory Council which is beginning to coordinate State Parent Advisory Councils.
- The National Migrant Commission which is reviewing migrant education throughout the country.

INTRASTATE

Encouraging local projects and agencies to coordinate with each other in the provision of instructional and supportive services within the state is one more way in which continuity of services is enhanced for migrant children. During 1989-90, this cooperation was facilitated by:

- regional training workshops for migrant teachers, administrators and migrant parents on support services and instructional components, methods and materials,
- Migrant Teacher Handbook and a Recruitment and Identification Handbook developed by the Maine Migrant Education Program as resource manuals,
- local staff visits to other project sites to obtain and share successful ideas and activities,
- sharing of pertinent academic and health student data via participation in the MSRTS, and
- participation in the Maine Indian Conference sponsored by the New England Multi-Functional Resource Center for Language and Culture in Education and the University of Maine.

INTERAGENCY

All migrant education projects reported a close working relationship with a variety of federal, state, and local agencies that provide assistance to the migrant population served by the educational projects. Among those involved closely in interagency cooperation are:

- Maine Indian Association
- College Assistance Migrant Program (CAMP)
- High School Equivalency Program (HEP) for Migrant Seasonal Farmworkers
- Agriculture in the Classroom Council
- Division of Community Services and Community Action Agencies
- Penobscot Job Corps
- Maine State Library
- Mid-Coast Children's Services
- Rural Health Association
- Maine State Cooperative Extension Service
- Migrant Pine Tree Legal Association
- Social Service Organizations
- Department of Human Services
- Department of Agriculture
- Department of Marine Resources
- East Coast Migrant Headstart
- Job Training Partnership Act (JTPA) Programs
- Maine's Occupational Information Coordinating Committee (MOICC)
- Maine Job Service
- Migrant Seasonal Farmworkers Program
- Outward Bound Directive Program (OBDP)

Since its inception in 1990, the Migrant Resources Council at the state level has provided a forum for all agencies serving migrant populations to exchange information and to assist in the planning and implementation of a coordinated system of service delivery.