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GRADUATE COLLEGE

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EDUCATION PROGRAM OF THE STATE OF OKLAHOMA

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

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degree of

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BY

CLAUDIO SALINAS

Norman, Oklahoma

1976

AN INVESTIGATION OF THE NEEDS OF CHILDREN IN THE MIGRANT
EDUCATION PROGRAM OF THE STATE OF OKLAHOMA

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o

Dedication

To my wife, Imelda, for her assistance, consideration,
and inspiration during the many years in which I have
worked on the doctoral program.

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TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Background and Need for the Study	2
Statement of the Problem and Purpose of the Study . .	7
Nature of the Study	8
Definition of Terms	9
II. REVIEW OF RELATED LITERATURE	11
Educational Plight of Migrant Students Before 1965 . .	12
Legislation and Concerns Regarding Migrant Student Education	13
Educational Plight of Migrant Students Since 1965 . .	14
Research Studies Regarding Migrant Students	15
Recommendations Made by Researchers	21
Studies Concerning Oklahoma Migrant Students	22
Summary	25
III. PROCEDURES	27
Selection of the Sample	27
Data Generation	28
Survey Instruments	29
Procedure for Collecting Data	33
Treatment of Data	34
IV. PRESENTATION AND ANALYSIS OF DATA	36
In-School Success of Migrant Students	38
Out-of-School Features of Migrant Student Life	48
Differences Among Migrant Students	55
Teachers in the Title I Migrant Programs	57
Summary of Findings	63
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	
Summary	64
Conclusions	67
Implications and Recommendations	76
Suggestions for Further Study	80
A SELECTED BIBLIOGRAPHY	82
APPENDICES	87

LIST OF TABLES

Table	Page
1. Location of Migrant Education Programs	119
2. Grade Levels Assisted by the Migrant Programs	120
3. Standardized Achievement Tests Used in the Title I Migrant Programs	121
4. Levels of Student Performance in Standardized Tests Reported by Title I Migrant Teachers	122
5. Teacher Reports on Peak Periods of the School-Year When Migrant Students Arrive and Depart	123
6. Student Reports on Grade Retention	124
7. Reasons Friends Dropped Out of School Given by Students	125
8. School Subjects Students Like Least and Reasons for Not Liking Some Subjects	126
9. School Subjects Students Liked Best	127
10. Student Report on Things They Liked Best About the Migrant Education Program	128
11. Comparison of Mean Scores of Migrant Students with Mean Score of Oklahoma Norm Group on the "Attitude Toward School Scale"	129
12. Student Response on Parental Advocacy of Education	129
13. Student Report on Treatment Received From Their Teachers	130
14. Student Report on Going to Teachers/Counselors with Academic/Personal Problems	130
15. Student Desire to Learn About Their Own Ethnic Cultural Heritage and Language	130

Table	Page
16. Mean Scores and Confidence Interval Size of Migrant Students on the "Self Concept as a Student Scale" by Grade Level	131
17. Migrant Students' Perceptions on Staying to Graduate From School	132
18. Migrant Students' Plans Upon Finishing School	132
19. Mean Scores and Confidence Interval Size of Migrant Students on the "Perceived Value of School and Motivation to Succeed Scale" by Grade Level	133
20. Teacher Report on Migrant Student Participation in Extracurricular Activities	133
21. Title I Migrant Program Teachers' Report of Physical-Health Status of Their Migrant Students	134
22. Most Common Problems Encountered with Migrant Students by Title I Migrant Program Teachers in the State of Oklahoma	135
23. Most Common Assets Encountered with Migrant Students by Title I Migrant Program Teachers in the State of Oklahoma	136
24. Student Report on Things Teachers Could Do To Assist Them More	137
25. Report on Working Migrant Students	137
26. Parental Report on Kinds of Employment of Children	138
27. Places Visited by Migrants to Find Work	139
28. Employment Found by Migrants in Transience	140
29. Composite Report of Parental Employment	140
30. Language Dominance in the Home as Reported by Parents	141
31. Parental Awareness of Services of Program	142
32. Parental Report of Special Contact by School Personnel	142
33. Report on Home Visitations by School Personnel	143

Table	Page
34. Parental Report on Which School Personnel Visited Them	143
35. Parental Visitation of Schools	144
36. Encouragement of Parents to Visit the School	144
37. Persons/Events Visited at School by Parents	145
38. Ways by Which Parents Kept Informed of School Matters	146
39. Methods Used by Parents to Inform Schools	146
40. Parental Talk Concerning Education/School	147
41. Prompting at Home to Attend School	147
42. Parental Encouragement of Extracurricular Activity Participation by Their Children	148
43. Parental Perception of Level of Education Needed by an Individual Today	148
44. Parental Perceptions of Level of Education Their Children Would Attain	149
45. Parental Report on Children's Aspirations Upon Leaving School	150
46. Student Desire to Live Same Kind of Life as Parents	151
47. Chi Square Analysis Between Classification as Program Participant and Grade Retention	152
48. Chi Square Analysis Between Classification as Program Participant and Prompting at Home to Attend School	152
49. Chi Square Analysis between Classifications as Program Participant and Seeking of Counsel	152
50. Chi Square Analysis between Classification as Program Participant and Perception on Finishing School	153
51. Chi Square Analysis between Classification as Program Participant and Plans Upon Finishing School	153

Table	Page
52. Chi Square Analysis between Classification as Program Participant and After-School Employment	154
53. Chi Square Analysis between Classification as Program Participant and Work Their Parents Did	154
54. Chi Square Analysis between Classification as Program Participant and Parental Agreement of Students' Future Plans	155
55. Chi Square Analysis between Classification as Program Participant and Dialogue at Home about Their Education	155
56. Chi Square Analysis between Classification as Program Participant and Treatment Received from Teachers	155
57. Chi Square Analysis between Classification as Program Participant and Participation in Extracurricular Activities	156
58. Chi Square Analysis between Classification as Program Participant and Home Language Usage	156
59. Chi Square Analysis between Classification as Program Participant and Want to Learn Own Ethnic Minority Language	156
60. Chi Square Analysis between Classification as Program Participant and Want to Learn of Own Ethnic Heritage	157
61. Chi Square Analysis between Classification as Program Participant and Academic Standing in Language Arts	157
62. Chi Square Analysis between Classification as Program Participant and Academic Standing in Mathematics	157
63. Chi Square Analysis between Classification as Program Participant and Academic Standing in Reading	158
64. Chi Square Analysis between Classification as Program Participant and Academic Standing in Science	158

Table	Page
65. Chi Square Analysis between Classification as Program Participant and Academic Standing in Social Studies	158
66. Chi Square Analysis between Classification as Program Participant and Academic Standing in Music	159
67. Chi Square Analysis between Classification as Program Participant and Academic Standing in Art	159
68. Chi Square Analysis between Classification as Program Participant and Academic Standing in Physical Education	159
69. Means and Standard Deviations of Self-Concept as a Student by Migrant Student Groups According to Classifications as Program Participant	160
70. Comparison of Mean Scores on Self-Concept as a Student of Participating and Non-Participating Migrant Students	160
71. Means and Standard Deviations of Attitude Toward School by Migrant Student Groups According to Classification as Program Participants	160
72. Comparison of Mean Scores on Attitude Toward School of Participating and Non-Participating Migrant Students	161
73. Means and Standard Deviations of Perceived Value of School and Motivation to Succeed by Migrant Student Groups According to Classification as Program Participant	161
74. Comparison of Mean Scores on Perceived Value of School and Motivation of Participating and Non-Participating Migrant Students	161
75. Highest Degrees Held by Teachers in the Title I Migrant Programs	162
76. Overall Teaching Experience Held by Teachers in the Title I Migrant Programs	162
77. Teaching Experience in the Title I Migrant Programs	163
78. Bilingualism Among Title I Migrant Program Teachers	163

Table	Page
79. Use of Spanish Language as a Teaching Tool	164
80. Teacher Report of Special Training on Problems of Migrant Students	164
81. Teacher Report of Special Training on Bilingual/ Bicultural Education	164
82. Teacher Report of Special Training on Teaching English as a Second Language	165
83. Teacher Report of Having a Recent Migrant Stu- dents Workshop	165
84. Teacher Report of Objective Measures Used in the Title I Migrant Programs	166
85. Item Weighted Mean of Responses to the Teacher Needs Assessment Form	167
86. Percentage of Responses to Methods of Implementation	168
87. Rank Ordering of Teacher Needs Assessment Responses	169

LIST OF ILLUSTRATIONS

Figure	Page
1. Scatter Diagram of the Relationship between Age Level and Grade Level of the Migrant Students	39
2. Comparison of the Mean Scores of Migrant Students on the "Attitude Toward School Scale" with the Mean Scores of Oklahoma Students in the Norm Group	41
3. Comparison of Migrant Students' Mean Scores Against the Oklahoma State Norm Means for the "Self-Concept Scale"	43
4. Comparison of Migrant Students' Mean Scores Against the Oklahoma State Norm Means for the "Perceived Value of School and Motivation to Succeed Scale"	45
5. Educational Attainment of Parents	49

AN INVESTIGATION OF THE NEEDS OF CHILDREN IN THE MIGRANT
EDUCATION PROGRAM OF THE STATE OF OKLAHOMA

CHAPTER I

INTRODUCTION

Federally funded migrant programs have existed in the State of Oklahoma since 1967. There is prevalent, however, a scarcity of documented information on the migrant students' needs, migrant teachers' needs for professional development, and parental involvement in the program.

Although mechanization in the fields has diminished the number of migrants, there are apparently enough unidentified migrant children throughout areas of the State to justify additional migrant programs for them. Thus, the trend in the State of Oklahoma today, as in other states, is to strive to find more migrant students to subsequently qualify for more funds. With these prevailing growth conditions, a study of the educational status of migrant students not only adds to knowledge about migrant students in the State of Oklahoma but becomes imperative for serving their special educational needs.

The Oklahoma State Department of Education is seeking to identify unmet educational needs migrant students have to provide a basis

for developing programs to attack those problems. As a part of that effort this study, therefore, is an attempt to provide a base of knowledge which the Oklahoma State Department of Education and local education agencies can utilize to plan new programs and improve existing programs.

Background and Need for the Study

The plight of agricultural migratory people in this country as they strive for full status citizenship with the handicaps of different language, economic, and cultural backgrounds, has been a problem various groups have tried to alleviate over the years. In the past, church ministries and private groups have tried on a piecemeal basis to help these people -- especially their children (Krebs and Stevens, 1971; Greene, 1975). Children of migratory agricultural workers are generally recognized as having special educational needs because of their mobility and the resultant absences of migrant children from school. Their low academic achievement has focused concern on their problems. To meet the special needs of these children and their families, Federal programs have come into existence.

In 1966, the United States Congress passed an act whereby the Federal Government provided a program and funds to meet the special educational needs of children of migratory agricultural workers (Bureau of Elementary and Secondary Education, 1975). This Federal program, the Title I Migrant Program, is the product of Public Law 89-750, an amendment to Title I of the Elementary and Secondary Education Act of 1965. The amendment provides special funds for the education of children of migratory agricultural workers. Since

the inception of this Act, the monies it has provided for programs to aid in the education of migrant children have increased from about \$9.74 million in Fiscal Year 1967 to nearly \$92 million in Fiscal Year 1975.

In attempting to serve the children of migratory agricultural workers, educators encountered several difficulties. They found themselves dealing with a large majority of ethnic minority children reared in an environment of poverty (Krebs and Stevens, 1971; Veaco, 1973). Some of the children came to school with little or no knowledge about the English language or American customs and mores. They often had much difficulty relating to the conventionality of school programs. A large majority of these children never attend high school, and educators frequently complained that there were few resources normally available which could successfully treat their problems.

Title I Migrant Programs have progressed in their attempts to identify and meet the specific needs of migrant children through remedial instruction; health, nutrition, and psychological services; cultural development; and pre-vocational training and counseling (Office of Education, 1971). Other examples of how Title I Migrant Program funds are used are: bilingual instruction; individualized instruction; hiring of additional teachers, aides, counselors, and social workers; provision of recreational, cultural, and library services; training staff members to understand the needs and culture of the migrant child; and purchasing of additional instructional materials. While Title I projects must be designed specifically for children, parents are encour-

raged to be involved in these projects as members of local advisory committees, or as teacher aides, and assistants (Rivera, 1970).

Any state where migratory agricultural workers live for any portion of the year is eligible to receive Title I migrant funds (Office of Education, 1971). To participate in Title I Migrant Programs, a state education agency must submit a proposal for migrant education projects to the United States Office of Education for approval. Funds are granted to state education agencies for assistance in educating migrant children in accordance with the Act. A given year's allotment is based on a formula which estimates the number of migrant children aged five to seventeen residing, full- or part-time, in the state multiplied by the national or state average per pupil expenditure, whichever is higher.

A state education agency receiving Title I migrant program funds is held directly responsible for the administration and operation of the Title I Migrant Programs within its borders (Office of Education, 1971). In the State of Oklahoma that agency is the Oklahoma State Department of Education. Through this agency, the State of Oklahoma has been participating in Title I Migrant Programs since their inception. To date there are twenty-six of these programs operating during the regular school year and one during the summer only. While these programs have grown in number, there is a paucity of published and/or disseminated information regarding the specifics of their operation. A few reports are available, though these are generally curriculum guides or narrative reports about a program at a given locality (Altus Independent School District 18, 1968; Hobart Independent School District, 1975). Although

it is a practice of the Oklahoma State Department of Education to make on-site visitations of their Federal programs, the scope of their inquiries has been confined to talking with teachers and administrators about their programs, discussing progress accomplished and problems encountered, and auditing financial records.

One major study of the Oklahoma State Title I Migrant Program was conducted in 1968. In this study, researchers interviewed Spanish-speaking migrant parents in an attempt to find information that might be useful in better serving their children. The results of the research were made available in a preliminary report only. Since contacts between the State Department and local programs usually involves teachers and administrators, documented information as to how parents feel about the programs is scarce. With Title I Migrant Programs being created to specifically meet the special needs of migrant children, it seems that periodic documented inquiry into parental attitudes toward the Title I Migrant Programs would provide knowledge in better understanding the children and gaining the assistance of the parents.

The same need for documented information holds true of studies of the achievement and attitudes of migrant students. There have been no statewide studies conducted of the Title I Migrant Programs in the State of Oklahoma. Program planning has relied on descriptions of migrant students in other areas without consideration of whether the descriptions depict the status of migrant students in Oklahoma. It is not presently known whether factors of agricultural migration in Oklahoma create unique needs for the children of agricultural workers in the State.

A basic criterion in program development is the identification of the needs of the various people served by the program. The needs and desires of the students, and parents are critical of realistic decisions made about programs. The National Committee on the Education of Migrant Children (1973) has said that the most important service a school or community can provide a child is a staff trained to meet his special needs. Mattera and Steel (1974) have said that directors of migrant programs that deal with either the child or the parent seem to feel unanimously that success or failure depends mainly on the temperament and character of the staff. A study of this nature assists the teachers by identifying priorities for staff development, thus allowing them to be trained for improved teaching performance. Staff development programs could assist teachers by training them in: (1) helping the migrant child adapt to each new environment; (2) learning to adapt to and work with culturally and ethnically different groups; (3) helping the child better his self-concept; and (4) using "process approach" skills to help children meet new problems and situations. This study provides the basis for dealing with the needs of migrant students as those needs relate to their educational program. Data from a study like this may enable a policy-making body, like the Oklahoma State Department of Education, to establish priorities among needs and develop guidelines for the use of limited resources. This action gives direction and focus to program planning and allows for the development of priorities for future development. Two forces have provided impetus for the generation of information -- the guidelines that limit the use of Federal funds and the need for accountability in education.

The Oklahoma State Department of Education has sought ways in which it could comply with Federal guidelines to document on-going activities and better serve the migrant children. This study was undertaken in conjunction with the Oklahoma State Department of Education to assist in their efforts to more specifically identify the needs of migrant children and migrant programs in the State. The intent of this study is to provide: (1) documentation of the needs and concerns of teachers, students, and parents involved in the Title I Migrant Programs; (2) identified and prioritized areas of need; (3) a data base which State educators can utilize to plan and make better decisions for improved program planning; and (4) more program accountability.

The Oklahoma State Department of Education has become particularly involved in the accountability process as a result of the accountability resolution passed by the Oklahoma Legislature in 1973. A study of the needs of migrant students should enable the Oklahoma State Department of Education to make decisions which are data-based, thereby assisting public schools in their efforts to show the effects of migrant education programs. This is an operational reality upon which the accountability concept can become a practical approach to providing education which meets the needs of children.

Statement of the Problem and Purpose of the Study

The problem of this study is: What are the special educational needs of the children in the migrant education programs in the State of Oklahoma? More specifically, this study seeks answers to the following questions:

1. What learner needs are evidenced in migrant education programs in the State of Oklahoma?
2. What are the institutional needs of the migrant education programs in the State of Oklahoma?

The learner needs are focused on cognitive, affective, and physical-health domains. The institutional needs are focused on staff development resources. This staff development should be designed to assist in meeting the instructional needs of the learner.

The purpose of this study is to investigate the special educational needs of children in the migrant education programs in the State of Oklahoma and recommend priorities for future program development.

Nature of Study

This study is based mainly on the nature of the studies by Exotech Systems, Incorporated (1974), and by Charles Evans (1974) of the Fort Worth Independent School District. These studies dealt with investigations of the educational status of ethnic minority students. A supplement to this base was the nature of a study by Crim and Bownes, (1975) in the State of New Hampshire. The study by Crim and Bownes was an investigation of the needs for staff development. From the literature a description of migrant students and their needs, in many locales and in the nation, is generalized for comparison with conditions of migrant students in the State of Oklahoma.

This study is predicated on the constitutionally expressed belief that all children in American society are entitled to receive an educational opportunity that will allow them to participate in this

society in no lesser degree than their fellow countrymen. This also entails that educational agencies inform the public of their efforts. Within the framework of the above studies, a pattern was identified. The pattern is a description of the educational problems of migrant students. This pattern gives direction and sets standards for this study.

Definition of Terms

Unless otherwise specified, the definitions of terms given are those used by or adapted from the Oklahoma State Department of Education.

Accountability. A planned technique used to explain the results achieved or being achieved in an educational program.

Aptitude. The capacity to acquire proficiency with training.

Educational Need. The measurable discrepancy between current performance and desired or required performance (Kaufman, 1972).

Goal. A broad statement of direction, purpose, or intent based on identified educational needs. It is general and timeless; that is, specific achievement within a definite time period is not a prerequisite to its attainment.

Indicator (Performance). A measure of a characteristic of a performance. The measure may be an indirect observation which is assumed to be indicative of the desired characteristic. It may be a criterion.

Institutional Needs. Those needs that are focused on staff resources. This includes staff development and administrative activities directed toward the attainment of specific program objectives (Witkin, 1975).

Instructional Needs. The difference between desired performance and actual performance in the instructional areas of language, reading, and mathematics. The desired performance is that of national norms. The actual performance is that measured by a given school district's standardized achievement test.

Learner Needs. Those needs that are focused on student performance. This study will emphasize needs in the cognitive, affective, and psychomotor domains as defined in the instructional and physical-health needs.

Migrant Child. A child who has moved with his family from one school district to another during the past year in order that a parent or other members of his immediate family may work in agriculture or related food-processing activities. Public Law 90-247 amended Title I to allow the child of a migratory agricultural worker to be defined as a migrant child for five years after his parents have settled in one place for purposes of eligibility in a migrant program (U.S. Office of Education, 1971).

Needs Assessment. A procedure or process that identifies the perceived or expressed needs of students and/or school districts. The process involves the use of various measurements and activities to obtain data to define the difference between "what is" and "what should be" in an educational operation (Witkin, 1975).

Physical-Health Needs. Those needs in the physical, mental, and health areas as noted by teachers and identified by respectively qualified professionals.

CHAPTER II

REVIEW OF RELATED LITERATURE

From the professional literature of the early sixties emerged a picture of a group of children with critical needs for education and other services. Programs were developed and documented; research studies explored efforts to meet the needs of migrant students. Herein is a review which will report these developments and focus on a current description of the educational plight of migrant students. The purpose of this review will be to identify standards against which comparisons of the educational status of Oklahoma migrant students can be made. The rationale for standards is that when statements emerge describing a need, there is an implied standard. For example, if students are said to need better health care, the implications are that good health is necessary for achievement and that students have poor health. The literature describes migrant students and their needs in many locales and in the nation, thus generalized standards can be developed for comparison with conditions of migrant students in Oklahoma.

The review has been divided into seven major sections. Section one deals with the educational plight of migrant students before 1965. Section two deals with legislation passed to attend to the educational

plight of migrant students and to the concerns expressed by interested groups regarding the effectiveness of the programs created by legislation. Section three deals with the educational plight of migrant students since 1965. Section four deals with experimental studies regarding difficulties attending the education of migrant students. Section five deals with recommendations made by investigators and researchers. Section six deals with studies and reports concerning Oklahoma migrant students. The final section deals with a summary of implications of the review.

Educational Plight of Migrant Students Before 1965

Migrant children have had difficulty achieving academically in this nation's schools. By 1965, the year before the passage of Public Law 89-750, the Migrant Amendment, a pattern of the educational plight of migrant children had emerged: (1) migrant children were isolated from a body of experience common to other children (Greene, 1975; Potts and Redbird, 1961); (2) most migrant children fell behind their age level non-migrant peers in academic performance and grade levels, many as early as the second grade (Greene, 1975; Tinney, 1965); (3) a language barrier hindered effective teaching (learning) of these children as those in the primary grades had difficulty with English (Petrie, 1960; Tinney, 1965); (4) they participated in few outside activities (Greene, 1975, Hurd, 1961); (5) they needed special help in social development (Petrie, 1960; Potts and Redbird, 1961); (6) irregular and poor school attendance were major problems with these children (Greene, 1975; Petrie, 1960; Tinney, 1965); (7) they needed special help in health (Greene, 1975;

Petrie, 1960); and (8) most migrant students dropped out of school before they reached high school (Greene, 1975; Petrie, 1960; Tinney, 1965).

Legislation and Concerns Regarding Migrant Student Education

In 1966, the Federal Government intervened. In November of that year, Congress passed Public Law 89-750, an amendment to Title I of the Elementary and Secondary Act of 1965. This amendment provided separate funds for meeting the special educational needs of children of migratory agricultural workers. In 1967, Title I Migrant Programs served an estimated 80,000 migrant children and were appropriated \$9,737,847. In 1975, Title I Migrant Programs served an estimated 400,000 migrant children and appropriations increased to \$91,953,160 (Bureau of Elementary and Secondary Education, 1975).

In spite of the above legislation, there continues to be inadequacies in meeting the special educational needs of migrant children. Certain groups and studies point this out. The National Committee on the Education of Migrant Children recommended a national plan for migrant child education (National Committee, 1968). Among its recommendations were: (1) adequate research and evaluation of migrant children; (2) emphasis on innovative teaching methods; and (3) immediate implementation of the recommendations of the Report to the President's Commission on Rural Poverty. The Committee also made a call to the educational institutions of this nation to assist in the identification and solution of the educational problems of migrant children. A few years later, the Committee asked for still more help (National Committee, 1973). It claimed that despite the plight of the migrant children, there was still no national strategy or funding to meet one of the most pressing needs of migrant children, a staff development

program for those who work with migrant children. It maintained that if migrant children were to have successful experiences in the succession of schools they attended, it would be because of the staff. Additionally, the Committee called for the preparation of staff working with these children to become a national priority in migrant education. The National Advisory Council on the Education of Disadvantaged Children made pleas similar to those heard from the National Committee on the Education of Migrant Children (National Advisory Council, 1974). In an annual report to the President and Congress, the Council made several recommendations to better meet the special needs of disadvantaged children. Among the recommendations were: (1) needs assessments be conducted to determine the special educational needs of Title I children; (2) staff development be a necessary component of an adequate compensatory education program at the local education agency level; and (3) Parent Advisory Councils be mandated to ensure local accountability to the parents of the children served.

Educational Plight of Migrant Students Since 1965

Research partially substantiates some of the concerns of the groups above. An evaluation study of the impact of Title I programs and other studies since 1965 reveal that a pattern of the educational plight of migrant children still exists: (1) migrant students fall behind their nonmigrant peers in academic performance and grade levels, especially in grades three and four (Exotech Systems, Inc., 1974; Barnes, 1971; Ritzenthaler, 1972; Garofalo, 1970); (2) most migrant students drop out of school before the ninth grade (Exotech Systems, Inc., 1974); (3) they need special help in learning skills (Lindbloom, 1971; Ritzenthaler, 1972;

Badaracca, et al., 1972); (4) most need improvement of their self-image (Bureau of Elementary and Secondary Education, 1970; Utah State Board of Education, 1971; Pinnie, 1969; Gadjo and Hayden, 1972); (5) their ability to communicate verbally needs to be strengthened (Bureau of Elementary and Secondary Education, 1970; Badaracca, et al., 1972; Scott, 1968); (6) most migrant students need cultural development (Bureau of Elementary and Secondary Education, 1970; Ritzenthaler, 1972; Utah State Board of Education, 1971; Gadjo and Hayden, 1972); and (7) they have a need for proper health and medical care (Bureau of Elementary and Secondary Education, 1970; Gadjo and Hayden, 1972; Exotech Systems, Inc., 1974).

Research Studies Regarding Migrant Students

Migrant Students. There have been studies, however, that come close to fulfilling the pleas made by the National Committee and the National Advisory Council. These have been studies about certain aspects of the educational plight of migrant children, their parents, and their teachers. Dreyer (1969) studied ability and academic achievement levels of Mexican American migrant children in selected migrant summer programs in the States of Minnesota and North Dakota. He investigated the performance characteristics of over 200 of these children in vocabulary, reading, arithmetic, spelling, and motor performance skills. They were from four to eight years of age. The children were found to have performance deficiencies mainly in reading and spelling. The conclusion was that these deficiencies were due primarily to a lack of English language skills by migrant children. Gallegos (1971) performed a comparative study of achievement and adjustment of Mexican American migrant and non-migrant children in the elementary school. The Stanford Achievement Test was used for achievement performance

and the Scholastic Testing Service Junior Inventory was used for social adjustment. The study was conducted in a south Texas border town and involved fifth grade Mexican American children whose primary home language was Spanish and who were of low socioeconomic level. The migrant children were enrolled in a six month school program in a migrant education school. The migrant children were found to have performed at the same grade level in the achievement tests as the non-migrant children. Non-migrant children scored lower in the social adjustment tests than the migrant children.

Singhal and Crago (1971) examined the effects of sex differences in the school gains of migrant children. The study tested the school gains in reading and arithmetic of 777 boys and 775 girls enrolled in summer migrant centers in the State of New York. They ranged from five to sixteen years of age. Results showed significant differences in the reading achievement of boys and girls at the fourth grade level with boys scoring higher. In arithmetic, differences were significant at grade levels three, four, and nine in favor of boys. The researchers found no differences in reading and arithmetic gains between boys and girls for the total group. Heitzmann (1970) investigated the effect of a token reinforcement system on the reading and arithmetic skills learnings of migrant primary school pupils in a community in the State of New York. The subjects were from eighty to 114 months of age and were attending a summer migrant program. Sixty Black and Caucasian migrant primary school students participated in this study. Thirty of these students received plastic tokens as immediate reinforcers of reading and arithmetic skills learning behavior. These tokens were traded as legal tender

to provide supplementary reinforcement. These token reinforcements with backups were found to have a decided effect on the modification of skill learning behaviors of these children.

Parents. Parents of migrant children have been subjects of studies also. A study was conducted in Dona Ana County, New Mexico, in which a sampling of the concerns migrant parents had of the educational needs of their children was made (Las Cruces School District No. 2, 1967). Sixty-four percent of the parents could not respond as they did not know what was offered at school; eight percent were not particularly concerned with what was offered; twelve percent had not given any thought to the question; and the remaining sixteen percent gave varied responses. Some parents wanted recreational facilities for their children; many complained about their children being retarded in school because of having to learn English; many complained that their children could not read or write Spanish; and some complained that vocational courses were inadequate or non-existent at the secondary level. Kleinert, et al. (1969), feeling that the most important single factor to a migrant child's educational achievement and aspirations was the educational base provided by his parents' educational experiences, studied the perceptions migrant parents had of the school needs of their children. Compared to white and black parents, Spanish American parents were found least likely to recognize or admit to problems in schools for their children. Spanish American parents reported with greater frequency those problems more directly related to the academic program. In addition, problems of Spanish American, migrant children, as reported by their parents, evidenced a greater congruency with the problems of these children as

perceived by the schools. The researchers concluded that the parents of migrant students would cooperate with the schools when the cooperation asked of them was compatible with the type of cooperation they were capable of giving. The researchers also noted that problems of subsistence and economics occupied a position of greater concern in the lives of migrant workers than did other types of problems. As a parenthetical note, Orr, et al. (1965), discovered evidence similar to that mentioned above. In their study they found migrant parents expressed overt support of the education of their children. The parents indicated that they wanted their children educated so that the children would not have to work as hard as they did. Most parents, however, doubted that their children would finish high school as it was "so expensive". The researchers also noted that most parents felt their children were not satisfied with their lot. The migrant parents attributed this to their children "learning too many things in school" or "(seeing) too many things on television".

Thomasson and Thomasson (1967) conducted a demographic study of the State of Delaware's migrant population in which they inquired into the educational needs of nursery-age migrant children. They came to the conclusion that these children possessed, in addition to those needs which were normal to their non-migrant peers, educational needs that were related to the occupational lives of their parents. Oberle and Campbell (1970) studied whether the father's perception(s) of the level of education need by his children to "get along well in the world" mitigated the limitations of low socioeconomic status for the migrant child's educational attainment and intergenerational occupational mobility. Their study was conducted in 1966 in the rural Ozarks, which included parts of the States of Arkansas,

Missouri, and Oklahoma, and involved over 1,400 households. Their findings suggested that both the head's socioeconomic status and the father's educational values are important to the process of occupational choice. Moreover, each is important at a different period of the process — socioeconomic status being more important to the degree of intergenerational occupational mobility experienced by the migrant children, and educational values were more important to the level of education attained by the migrant children. "Head" referred to that individual who usually earned most of the money that supported the family and/or who made most of the family decisions.

Mangano and Towne (1970) studied the improvement of migrant students' academic achievement through modification of the parents' behavior. They investigated whether an attempt to modify migrant parents' behavior, in accordance with social psychological principles, resulted in better academic achievement by their children. Twenty-one children of Puerto Rican descent and their parents participated in the study. All of these children were attending the same summer migrant program with the same teachers. Half of the number of parents (three) met regularly throughout the summer session with the researchers in a program to develop increases in the perceived images and expectations which the migrant parents held of their low achieving children. The researchers found that the self-concept ability and the academic achievement for the experimental group of children increased significantly.

Teachers. Teachers of migrant children have also been subjects of studies. In a colloquium dealing with the education of the migrant child, one of the main concerns was the teacher of that child (Pinnie, 1969). Thirteen consultants and twenty-four educators who taught or had an interest in migrant

children pooled their ideas in an effort to improve the education of migrant children. The problem identified as the most significant in this area of concern was the sense of inferiority that a migrant child has, because he is without roots, when he comes into contact with middle class teachers. A consultant in the group recommended that people who work with migrant children repair the lack of self-concept and self-appreciation exhibited by the children. He suggested this be done by understanding the experiences and humiliation migrant children have gone through. Additionally, he called for making the child feel wanted, making him feel he can learn, and making him feel that the teacher has confidence in him. He asserted that until the self-concept has been repaired no teaching technique would help.

Garofalo (1970) studied, among other things, the perceptions and attitudes teachers had about migrant students. The researcher noted among his findings that the teachers' conclusions about students were not the same as the students' evaluations of their peers. An additional note was that the majority of the school personnel were insensitive to the children's feelings in general, and academic/emotional needs in particular. In the one classroom where the teacher was sensitive, students had high self-esteem and felt they were academically successful. The Sodus Migrant Program of the State of New York conducted a migrant children needs assessment which dealt with teachers of migrant children ascertaining the special educational needs of their migrant children (Gadjo and Hayden, 1972). The needs survey was distributed to summer session teachers and to teachers at schools where the migrant children had their home base. From a compilation of thirty statements of various degrees of children's needs -- affective,

cognitive, and psychomotor -- the teachers narrowed the list to a few needs that could be emphasized in a short summer session. The major finding was that the teachers of both areas felt that although the cognitive domain was important, it was more important to emphasize the affective domain during a summer school program. DeLing (1972) conducted a descriptive study of oral language instruction in a 1971 migrant education summer program in the State of Michigan. This study consisted of an in-depth evaluation of standard English oral language instruction and interaction between teachers and pupils. Fourteen classrooms at the first, second, and third grade levels participated in this study. The children in these classrooms were an average of eight years of age and ninety percent of the children were Spanish surnamed. The study revealed that those teachers using choral response and a balanced amount of both positive and negative reinforcement obtained the highest gains in ability to speak standard English.

Recommendations Made by Researchers

Many of the researchers in the studies and reports cited above made recommendations and calls similar to those of the National Committee and the Advisory Council. Exotech Systems, Inc. (1974), Barnes (1971), and Lindbloom (1971) stressed the need for additional study of migrant children. The Utah Board of Education (1971), Badaracca, et al. (1972), and Kleinert, et al. (1969) called for additional materials, revised curricula and instructional procedures. With respect to materials, they saw a need for culturally relevant materials, recreational and classroom equipment, and bilingual materials. With respect to the curriculum, they suggested that the student's experiences and interests be widened through

field trips, and that a "hands on" learning approach and an eclectic approach to learning be developed. Scott (1968), Kleinert, et al. (1969), and Badaracca, et al. (1972) also recommended that more provision be made for in-service training programs for the teachers of migrant students and that studies be implemented to determine if special training was needed for teachers. Ritzenthaler (1972) suggested that teachers include visitation of families to broaden the teachers' view of migrant students' problems. Badaracca, et al. (1972) suggested that parents be involved in their childrens' education. Rivera (1970) called for the schools to make a greater effort to involve the community in the education of migrant children and the problems migrants face. And finally, Exotech Systems, Inc. (1974) and Kleinert, et al. (1969) suggested that more uniform and coordinated planning and implementation of services were needed as gaps and duplication occurred otherwise.

Studies Concerning Oklahoma Migrant Students

Background. The State of Oklahoma has joined participation in Title I migrant programs. With the aid of Federal funds, the Oklahoma State Department of Education began participation with pilot migrant programs in the summer of 1967 (Oklahoma State Department of Education, 1968). The department now administers funds for twenty-six full-time and one summer only Title I migrant programs throughout the State. Most of these are concentrated in Southwestern Oklahoma. Each school district with such a program is encouraged to develop and implement its program to meet the individual needs of the migrant children of that area. Each such school district is free at all times to use ideas which appear to be

helpful in improving the education of these children. Assistance to the migrant children also includes teacher training workshops, special summer schools, food services, health programs, cultural development, and a linguistic laboratory (located at Altus, Oklahoma). The State's Title I migrant programs instruct migrant students, in an ungraded basis, in subject areas where emphasis is deemed necessary. The teachers and teacher aides in these migrant programs are responsible for home-school contacts. "Their duties and involvement include whatever is necessary in getting the parents interested in the migrant education program and their assistance in making the migrant program productive." As a result of migrant student participation in the State's Title I migrant programs, the Oklahoma State Department expects the students to "be able to communicate in verbal and written English, understand instructions more fully, thereby enabling them to advance to a higher degree in their academic achievement". Other expectations are for better attitudes toward school attendance, improvement of physical vitality and better health.

Studies. Reports of studies about the State of Oklahoma's Title I migrant programs are few and sketchy. Five reports/studies have been located which relate to migrants and/or their children in the State of Oklahoma. Two of these reports, Tinney (1965) and Oberle and Campbell (1970), precede Title I migrant programs. The Tinney Study concentrated its research in five Southwestern Oklahoma counties, its major emphasis was on adult migrant agricultural workers, and was performed in 1964. The Oberle and Campbell study included a sizeable portion of Eastern Oklahoma, but was conducted in 1966 — also pre-Title I. Incidentally, there are no full-time Title I migrant programs now in Eastern Oklahoma. The major documented sources of information about the State of Oklahoma's Title I

migrant programs are two reports produced by the Oklahoma State Department of Education in 1968, evaluations of the Altus Linguistic Laboratory, and descriptions of the migrant program at Hobart, Oklahoma.

Reports. The latter reports/studies relate information about the Linguistic Laboratory, migrant children, migrant parents, teacher training workshops, and migrant children's educational needs. Although they are informative, most of the information presumably dates to surveys conducted between 1964 and 1968. With the exception of reports from the Altus Linguistic Laboratory, which apparently confines its activities to Altus migrant students, no new information is publically available in documented form. A 1968 survey of migrant parents whose children attended Title I migrant programs in the State of Oklahoma was conducted to gain knowledge about Spanish-speaking migrants to better serve their children. This information was tabulated as a preliminary report and a final analytical report was never produced. Reports about the Linguistic Laboratory tend to be descriptive, relying heavily on subjective evaluations. A 1968 report relating the beginning of the State's Title I migrant programs and the Linguistic Laboratory, appears to provide the most information one can find published about the programs and its people.

This latter report does not make clear what surveys it refers to and when they were carried out. The report identified five educational needs of migrant children in the State as most pressing. These were:

- (1) inadequate command of the English language; (2) nutritional deficiencies;
- (3) social adjustment problems; (4) proper physical hygiene; and (5) curricular planning and bilingual personnel.

To briefly elucidate on some of these, the first need reflected the finding that most of the migrant children

were found to have limited English speaking abilities. The second need reflected the finding that half of the migrant children came to school without breakfast. The third need referred to reports from schools that migrant children seemed to feel as if they were inferior. The fourth need referred to school reports indicating that sixty-five percent of the migrant children had never visited a doctor or a dentist, and many did not know how to use a tooth brush. The fifth need referred to the State Director of Migrant Projects having "found that planned academic programs suitable for the bilingual migrant student (were) non-existent in the State of Oklahoma". In addition, "no bilingual aides or teachers were being used, nor was there released time for in-service training of teachers of individualized instruction for migrant students".

That same report also said that many migrants did not like being migrant workers and these people hoped that their children would have a different kind of life. The report further added that life seemed hopeless to some migrants and these migrants wanted their children to help provide for the family, thereby discouraging school attendance. Many migrant children were reported as not showing up for classes until January because of the harvests. Teacher training workshops were reported as having taken place to expose the teachers to the life pattern and cultural aspects of the migrant.

Summary

Examination of the educational status of migrant students before and after the advent of the Title I Migrant Programs reveal that while some of the concerns of interested groups have been addressed, the educational plight of migrant children seems to still exist in an undiminished

manner. A seemingly persistent pattern describes the difficulties and auxiliary issues attending migrant students. This pattern consists of the following: (1) most migrant students were found behind in grade levels for their respective ages and were found to have encountered special difficulty in school about the third grade; (2) most migrant students were found performing below average in academic achievement; (3) low and irregular school attendance by migrant students were major problems; (4) migrant students needed special help in learning skills; (5) most needed help in social development; (6) they needed special help in health-medical care; (7) parental involvement in the schools was low; (8) parental support of their children's education was low; (9) teachers of migrant students were characterized as insensitive to the academic and affective needs of migrant students; (10) teachers of migrant students were described as needing continuing special training on problems peculiar to migrant students to improve their teaching performance; (11) migrant program teachers were given the responsibility to visit the migrant students' homes to broaden their view of the children's problems and to involve the parents; and (12) innovative teaching methods were expected to be used in the teaching of migrant students. The remainder of this study deals with the use of the above description of the educational plight attending migrant students as a standard against which comparisons of the status of Oklahoma migrant students can be made.

CHAPTER III

PROCEDURES

The concerns of this chapter are: (1) the number of subjects to be surveyed; (2) instruments identified, chosen and developed to obtain necessary information; (3) data collection procedures designed and implemented; and (4) statistical procedures planned to analyze the data.

Selection of the Sample for the Study

In order to perform the most comprehensive study of migrant education in the State of Oklahoma, the decision was made to survey the total population of teachers and students; and also to include a sample of the parents of the children enrolled in the migrant education programs operating during the regular school-year. This decision was based on the necessity to obtain sufficient numbers of students across grade levels to make the study viable, to avoid discriminating between migrant program sites, and to ensure the use of the study for improving all programs. One migrant program site was deleted from the study because it operated as a summer program only.

In the involved migrant projects, there were 1,323 students, and forty-eight teachers. The parents participating in the study were chosen from a list of all parents furnished by each project administrator. From each list, twenty percent of the parents were chosen at

random to be interviewed. Of the ninety-five parents selected, eighty-nine were located and interviewed.

The number of teachers in the twenty-six migrant projects ranged from one to five teachers and the teachers were situated either in regular classrooms or separate facilities adjacent to the regular school building(s). Migrant students needing instructional help, tutorial or remedial, were drawn from their regular classes to the migrant program for assistance in a given subject area for periods of half-an-hour to one hour per day. Most of the migrant programs were designed to assist students in grades one through six (see Tables 1 and 2, Appendix E). Some teachers reported assisting students of any grade level from kindergarten through twelfth as the need arose. Moreover, five migrant programs assisted kindergarten classes.

Data Generation

Detailed factual information describing the existing educational life of the migrant students was examined. This research also sought to identify some of the problems of migrant students. Furthermore, determination was made of what teachers were doing with similar problems or situations in dealing with migrant students so that others might benefit from their experience in making future plans and decisions. In view of this multiple intent to describe facts, characteristics, and problems of the migrant population and their teachers, the conclusion was reached that a descriptive study would be the most appropriate methodology for this research (Isaac and Michael, 1974).

The survey method was chosen as the most feasible way to conduct the research because of several considerations. The survey method

meets the needs of the research; compensates well for the lack of standardized instruments; is quick and economical; saves much needed time; can involve a large number of participants; minimally interrupts the general school operation; can be administered by teachers during regular classes; and finally, allows for optimum use of time and other resources in conducting interviews with parents.

Survey Instruments

Questions used in the survey instruments were developed from a review of the literature. These questions were designed to check whether the characteristics of migrant students in the State of Oklahoma were congruent with characteristics of migrant students as described in the literature. To assist in this effort, three student attitude scales, normed by the Oklahoma State Department of Education, were used. The norms were developed from the responses of public school students throughout the State during school-year 1974-75. The scales selected for the study dealt with the student's: (1) "Attitude Toward School"; (2) "Perceived Value of School and Motivation to Succeed"; and (3) "Self-Concept as a Student". The reliability figures of these scales were .87, .81, and .89, respectively (See Tables 11, 16, and 19 in Appendix E for Oklahoma norm means).

Also, other items were adapted from Crim and Bownes' (1975) study. Their study dealt with a staff development assessment at some schools in the State of New Hampshire. Items were selected and adapted from their: (1) "Student Needs Assessment Form"; (2) "Guidelines for Student Needs Assessment"; and (3) "Teacher Needs Assessment Form". The items

were then formulated into three separate questionnaires: a Student Questionnaire for the migrant students; a Community Questionnaire for their parents; and a Teacher Questionnaire for the teachers (See Appendix C for survey instruments used).

The Student Questionnaire consisted of four parts. Part I consisted of forced-choice questions dealing with the student's grade repetition, part-time employment, future plans, parental support of education, home language dominance, and participation in school life. Part II consisted of the three student attitude scales selected for the study, presented as forced-choice items. Part III utilized open-ended questions to supplement the information gained in Part I. This part dealt with subjects students liked best/least, number of brothers and sisters, reasons why others dropped-out of school, things teachers could do to help them more, mobility questions, and whether they like the kind of life their parents lived. Part IV consisted of an "Instructional Areas Needs Form" and a "Physical-Health Areas Needs Form".

The Community Questionnaire inquired into the educational background of the parents, parental participation in the educational life of their children, and parental satisfaction with the educational program for their children.

The Teacher Questionnaire consisted of three parts. Part I included demographic inquiries, questions on school life of migrant students, questions on visitations of homes by the teacher, and inquiry about whether the school district was doing all it should to bring about understanding between migrant and non-migrant students. These were forced-choice items. Part II included the "Teacher Needs Assessment

Questionnaire", which was composed of eighteen innovations, techniques, and/or needs suitable for use in staff development. These also were forced-choice items. Part III consisted of questions about the mobility of the students into and away from their schools, questions about how migrant students were placed for instruction, questions about the concerns teachers had about the students, and questions about what educational institutions could do to help them better meet the needs of migrant students. The items in Part III were open-ended.

During the development of the instruments, four professors at the University of Oklahoma served as a panel of experts to assess content validity of the Student Questionnaire and the Community Questionnaire. Three were Mexican-American and one was Anglo-American. Members of the staff at the Planning, Research and Evaluation Section of the Oklahoma State Department of Education also assisted in developing and adapting the various questionnaires to the functioning level of the individuals to be questioned.

The Teacher Questionnaire was pretested on teachers in two education classes at the University of Oklahoma. This consisted of checking the questionnaire for clarity of instructions and items, and appropriateness of response options. All three instruments were pilot-tested in a migrant program recommended by the Oklahoma State Department of Education during the middle of February, 1976. The Oklahoma State Department of Education assisted in forming a pilot team which made an initial visit on February 12, 1976, wherein the personnel of the chosen migrant project were introduced to the study and were given instructions on the procedures of how the data was to be collected. The teachers

were asked to fill out the Teacher Questionnaire and to administer the Student Questionnaire to all of their students regardless of their grade level. The teachers were asked to read the items on the Student Questionnaire to those students in the lower grades who might need this assistance. The teachers were asked to complete this assignment within two weeks. They were given financial remuneration for their assistance in the pilot study.

The teachers who helped in piloting the instrument were then asked to critique the Student Questionnaire and the Teacher Questionnaire. Meanwhile some parents were personally interviewed in their homes. After the interviews, the project at the selected pilot project was re-visited by the pilot study team to pick up the responses to the questionnaires and to listen to the suggestions of the teachers. As a result of the teachers' recommendations, some items were either clarified or deleted, and some items they suggested were added. The major criticism the teachers made was that students in kindergarten through the third grade levels had trouble reading and comprehending the Student Questionnaire. This they said occurred even when the teachers read the items to the students. As the reading to students in the lower grade levels proved impractical, the procedure was deleted from the study. Since the descriptive information sought from the kindergarten through third grade levels could be obtained from older siblings, the decision was made to drop Parts I, II, and III, descriptive sections, of the Student Questionnaire for the kindergarten through third grades from the planned study. The Community Questionnaire was also revised by the researcher on the basis of responses from parents in the pilot study.

Procedures for Collecting the Data

The collection of the data was begun on March 25, 1976, at a workshop held by the Oklahoma State Department of Education at Altus, Oklahoma, to introduce the study to the State Title I migrant programs (See Appendix B for letter inviting program teachers to attend). At the workshop, the teachers were informed of the study, and questions they raised were answered (See Appendix C for instructions to teachers). The teachers filled out the Teacher Questionnaire at the workshop. They were asked to fill out, upon their return to their schools, Part IV of the Student Questionnaire for all of their students, regardless of their ages or grade levels. In addition, the teachers were asked to administer Parts I, II, and III of the Student Questionnaire to all of their respective students, commencing with the fourth grade level. Copies of the Student Questionnaire were given the teachers for all of their students. Title I migrant programs not represented at the workshop were contacted afterwards.

Upon completion of the Student Questionnaire instruments, the teachers either mailed these to the Oklahoma State Department of Education, or they were picked up. The sample of parents selected for the study was personally interviewed by the researcher with the use of the Community Questionnaire. This was done through home visits during the months of April and May, 1976, at all communities having a Title I migrant program project operating during the regular school-year. When judged appropriate, the Spanish language was used to interview parents. During visits to the various communities, some migrant teachers were observed and were asked some general questions about their respective

programs. This was done to verify and supplement information in the Teacher Questionnaire.

Treatment of the Data

The descriptive nature of the data collected and the use to be made of the information called for frequency response analysis of the demographic data, the Pearson product correlation statistic for the relationship between age and grade levels among the students, a confidence interval test of the student attitude scales, a status report of the students' instructional and physical-health needs, and ranking of the teachers' needs assessment responses. A division of the migrant student body into two groups, (1) those who participated in instructional services and (2) those who did not, necessitated tests which could define significant differences between the two groups. One test was needed for less than interval data for the attitude scales. For demographic data, the chi square test was chosen. Chi square is a means of answering questions about data that are expressed in the form of frequencies or are in terms of percentages or proportions that can be reduced to frequencies (Heath and Downie, 1974). As a statistical tool it frequently deals with the question of whether a certain observed distribution differs significantly from some theoretical or expected distribution.

For the attitude scales, the Analysis of Variance Test was chosen. Analysis of variance is a statistical tool that answers the question, "Is the variability between groups large enough in comparison with the variability within groups to justify the inference that the

means of the populations from which the different groups were sampled are not all the same?" (Isaac and Michael, 1974). If the data supports the inference then the groups probably come from different populations.

The Statistical Package for the Social Sciences (Nie, et al. 1975) was used for the data analysis of the forced-choice items in the Student Questionnaire and the Teacher Questionnaire. In this computer package a Yates' corrected chi square was used on all 2 x 2 tables with twenty-one or more cases. An uncorrected chi square was computed for tables larger than a 2 x 2.

For the migrant student group as one body, a confidence interval of ninety-five percent was applied to the average scores from each of the attitude scales in the Student Questionnaire. The responses of the "Teacher Needs Assessment Form" were ranked according to a weighted mean of the responses. The "Physical-Health Needs Area Form" responses were treated as a report of the physical and health status of the total group. All other data in the questionnaires were compiled by categories and treated with percentages of frequency responses.

For the migrant students divided into two groups, identified participating students, and non-participating students chi squares were applied to the forced-choice demographic inquiries and one-way analysis of variance was applied to the attitude scales. Results were deemed significant if they met or exceeded the .05 level of significance in accordance with standard practice in educational and social research.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The information obtained from the students, parents, and teachers was aggregated into four divisions. These divisions, alluded to in Chapter III, are: "The In-School Success of Migrant Students", "Out-of-School Features of Migrant Student Life", "Differences Among Migrant Students", and "Teachers in the Title I Migrant Program". Each of these major divisions was, in turn, composed of information from the students, parents, and teachers contributing to the explanation of the theme of each division.

The division entitled "In-School Success of Migrant Students" was developed to describe the educational status of the migrant students at school. This was accomplished by organizing the information into the following categories: (1) academic performance of migrant students; (2) patterns of school status; (3) reasons friends dropped out; (4) student attitude toward school and related factors; (5) self-image of migrant students; (6) student aspirations; (7) participation in extra-curricular activities; (8) physical-health status of migrant students; and (9) teacher observation of problems of migrant students.

The division entitled "Out-of-School Features of Migrant Student Life" was designed to describe those aspects of student life indicative

of home support of school and/or education. This was accomplished by organizing the information into the following categories: (1) work students did; (2) general home and related characteristics; (3) student desire to live the same kind of life as parents.

The "Differences Among Migrant Students" division was designed to describe differences between migrant students participating in the instructional services of the Title I Migrant Programs and those that were not. The information given by identified participants and non-participants was compared and contrasted through statistical techniques.

The division entitled "Teachers in the Title I Migrant Programs" was developed to describe the educational background of the program teachers, needs teachers had in meeting the educational needs of migrant students, and feedback they had for educational institutions. Information to accomplish this was organized into the categories: (1) educational preparation of Title I Migrant Program Teachers; (2) special training for Title I Migrant Program Teachers; (3) teacher needs assessment; and (4) Title I Migrant Program related factors.

Measurements from the scales and questionnaires were related to the categories in each of the divisions and were grouped to provide information which would clarify the characteristics of migrant students in Oklahoma. The measurements are listed with their respective categories in Appendix D. The compilations of the data from the measurements are presented in Tables 3 through 87 presented in Appendix E.

Although 1,323 students, eighty-nine parents, and forty-eight teachers were involved in the study, the tabulated data varied from these numbers for several reasons. Some portions of the questionnaire

responses were not usable or had key items of information missing thereby decreasing the total number of respondents. Parts I, II, and III of the Student Questionnaire were addressed only to the migrant students in grades fourth through twelfth, and this also decreased the number of respondents. Moreover, all the participants did not answer every question, thus producing more fluctuations in the tabulations.

In-School Success of Migrant Students

Academic Performance of Migrant Students

Teachers reported the academic achievement status of the migrant students with the use of the guidelines furnished in Appendix C. The data were gathered from various standardized tests administered at different times (See Table 3). The findings reported in Table 4 reveal that approximately thirty-five percent of the students were performing below average, approximately fifty-five percent at average, and about ten percent above average in the academic areas of language arts, mathematics, reading, science, and social studies. The rest of the information, based on teacher judgment rather than standardized tests, indicated that approximately fifteen percent of the students were performing below average, over seventy-five percent at average, and approximately ten percent above average in the academic areas of art, music, and physical education.

Patterns of School Status

Teachers listed the peak periods of migrant student arrival and departure from their schools (See Table 5). The information given indicated that the months of August through October were the high periods

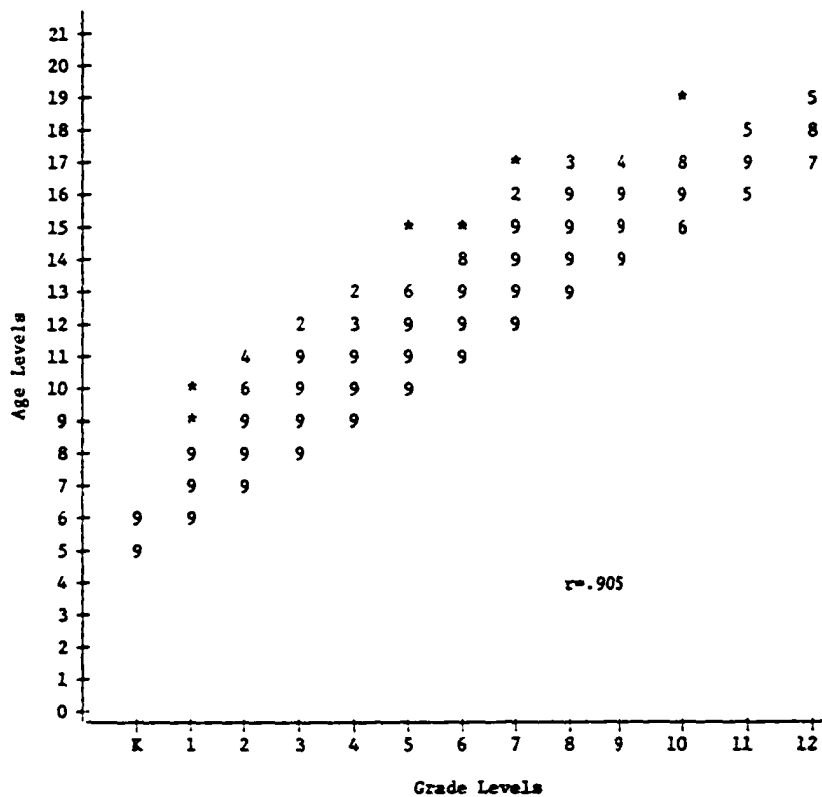


Figure 1. Scatter diagram of the relationship between age level and grade level of the migrant students.

of arrival, and the months of December through May were the high periods of departure. However, arrivals and departures continued throughout the school-year.

Approximately half of the students indicated they had repeated a grade with most of them having repeated once and some more than three times (See Table 6). Figure 1 depicts the relationship between the students' ages and their grade levels. The Pearson product-moment correlation coefficient was .905.

Reasons Friends Dropped Out

Nearly thirty-seven percent of the students reported that their friends dropped out-of-school because they did not like school (See Table 7). Twenty-eight percent of them said that their friends had left school to get married or have a baby. Sixteen percent cited financial problems as causing their friends to leave school. Other factors were listed as minor ones.

Student Attitude Toward School and Related Factors

Roughly as many students liked the school subjects mathematics, language, and geography as did not like them (See Tables 8 and 9). Approximately twice as many students did not like the subjects science, English, history, social studies, and health as liked them. Slightly more students reported liking the subjects spelling and reading as did not like them. The reasons students reported for not liking their school's subjects were they did not understand the subject, they found the subjects boring, and they blamed themselves for their educational shortcomings.

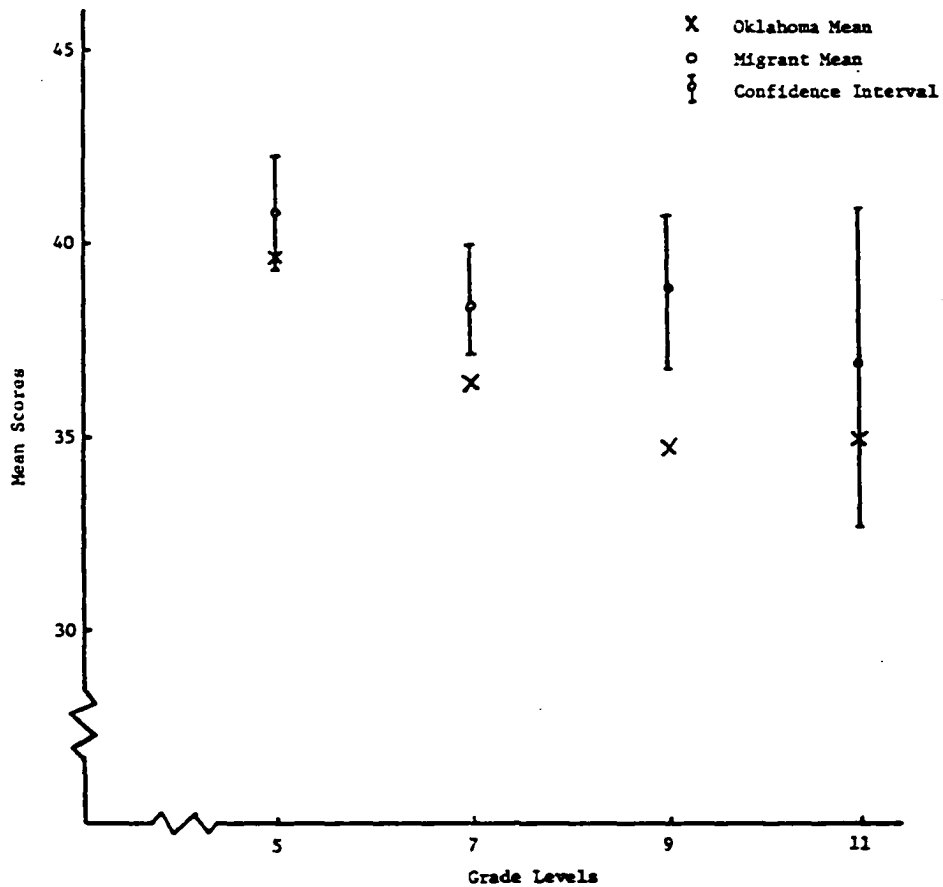


Figure 2. Comparison of the mean scores of migrant students on the "Attitude Toward School Scale" with the mean scores of Oklahoma students in the norm group.

Asked what they liked best about the migrant education program, students expressed liking almost every aspect of the program (See Table 10). Over thirty-four percent of the students reporting said they found the migrant education program helpful in terms of more individualized and supervised teaching. Over twenty percent liked the subject matter, over sixteen percent liked the field trips, over ten percent liked the health care, and the balance liked the other various aspects of the program.

The migrant students expressed a more positive attitude toward school than the group of students used to develop the Oklahoma norms in the "Attitude Toward School Scale". This is depicted in the comparison shown in Figure 2 based on the information in Table 11.

Self-Image of Migrant Students

Asked if their parents talked with them about the school or their education, students generally reported they did (See Table 12). Over seventy-three percent of the students responded positively. Students gave similar reports about being prompted at home to attend school. Over seventy percent said someone at home prompted them to go to school.

The students generally noted they were treated "fine" by their teachers (See Table 13). Slightly more than half of the students responding indicated they had gone to teachers or counselors with their academic or personal problems (See Table 14).

Students generally desired to learn about their own ethnic cultural heritage (See Table 15). Asked if they wanted to learn about the language and customs of their ancestors, over seventy-two percent of the students responded affirmatively.

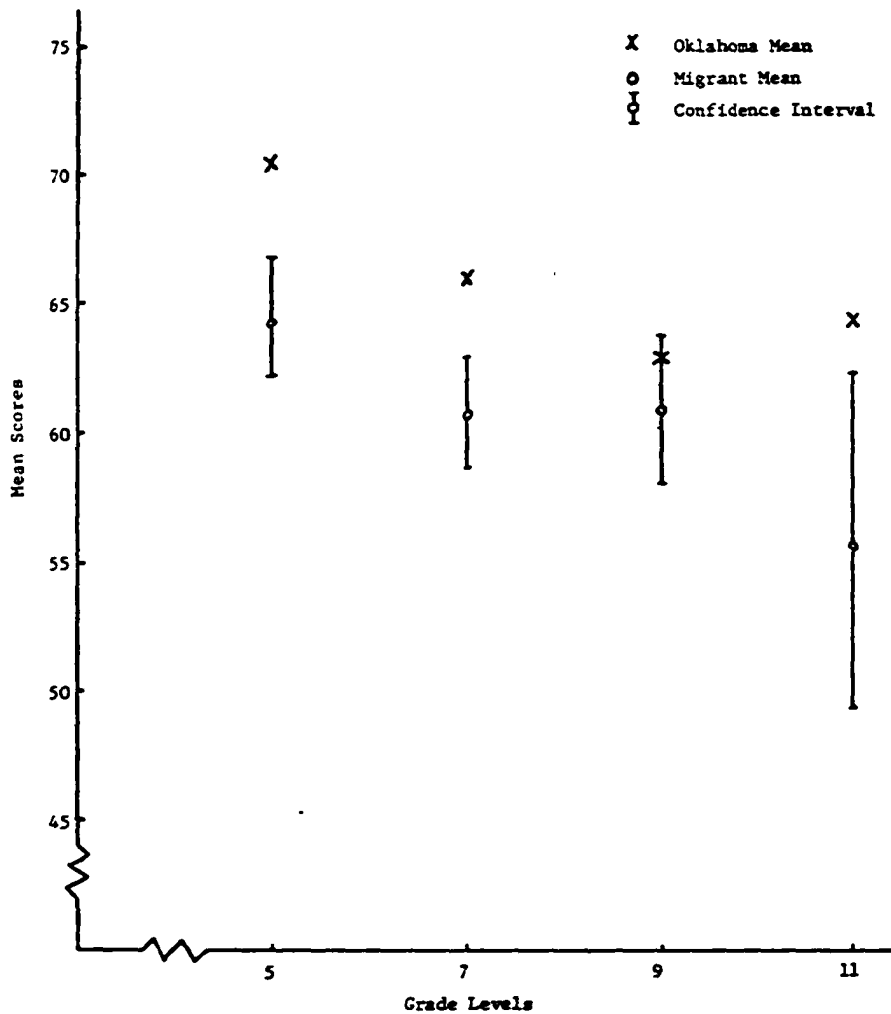


Figure 3. Comparison of migrant students' mean scores against the Oklahoma State norm means for the "Self-Concept Scale".

On the "Self-Concept as a Student Scale", the migrant students expressed a lower attitude towards themselves as students than the group of students used to develop the group norms. Figure 3 depicts this comparison based on the information in Table 16.

Student Aspirations

Nearly fifty-seven percent of the students asserted they planned to finish school (See Table 17). Over seven percent of the students said they would not. Slightly more than thirty-six percent of them said they did not know if they would.

Over forty-eight percent of the students said they would find a job upon finishing school (See Table 18). Approximately eight percent said they would seek farmwork while eleven percent would join a military service branch. The rest, about thirty-two percent, expressed plans to go either to a trade school or college.

Migrant students expressed a lower perceived value of school and a lower motivation to succeed than the group of students used to develop the Oklahoma norms in the "Perceived Value of School and Motivation to Succeed Scale". Figure 4 depicts this comparison based on the information in Table 19.

Participation in Extracurricular Activities

Nearly seventy-eight percent of the teachers indicated that many migrant students and non-migrant students formed friendships (See Table 20). Over twenty-two percent of the teachers said only a few migrant and non-migrant students did. Slightly more than fifty-nine percent of the teachers indicated that many migrant students participated

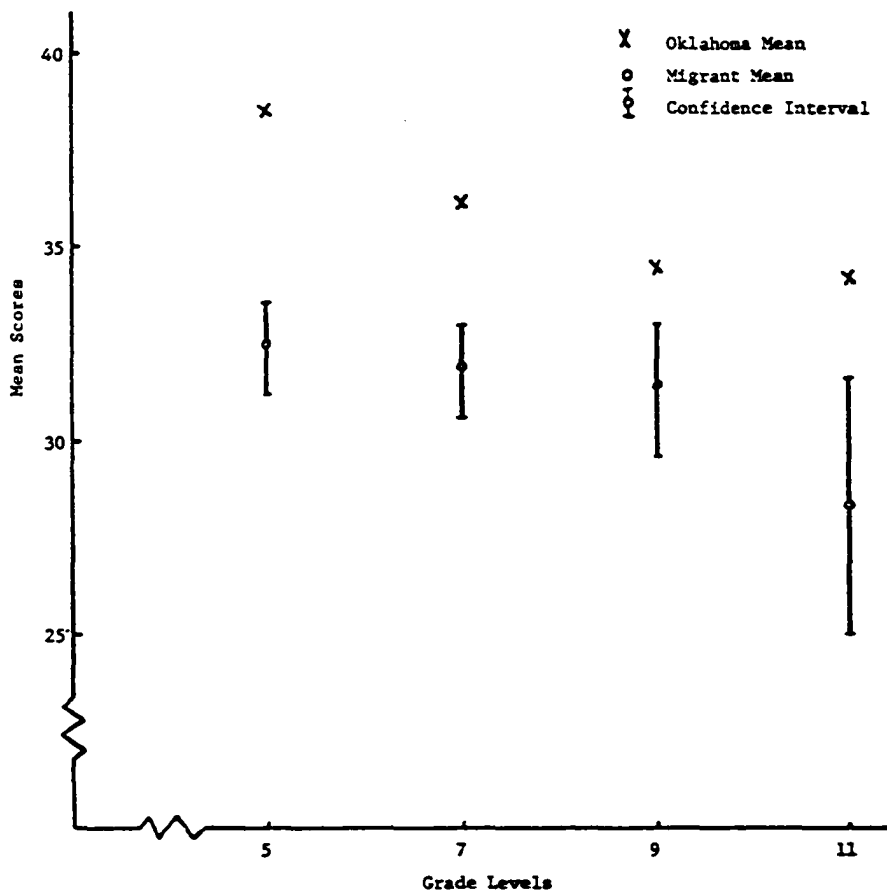


Figure 4. Comparison of migrant students' mean scores against the Oklahoma State norm means for the "Perceived Value of School and Motivation to Succeed Scale".

in extracurricular activities. Approximately forty-one percent of the teachers said that only a few of the migrant students did. When students were asked if they participated in extracurricular activities, over sixty-three percent said they did.

Physical-Health Status of Migrant Students

Using the guidelines shown in Appendix C, the teachers reported the physical-health status of migrant students (See Table 21). As the information in column number four of Table 21 reveals, approximately nine percent of the students were possibly developmentally handicapped and nearly eight percent had emotional problems that had yet to be diagnosed by a properly qualified person. Approximately six percent of the students were noted as exhibiting anti-social behavior. Nearly fifteen percent of the students were noted as having family instability. Also noted was that nearly three percent of the students might be mentally retarded.

The information in column number two of Table 21 reveals that roughly between six to eight percent of the students were physically handicapped or had dental, hearing, and eyesight problems that were uncorrected. Some Title I Migrant Program personnel said that a few parents did not follow through with taking their children to treatment centers even though the program would pay the bills. The personnel attributed this lack of follow-up to unhappy experiences parents might have suffered in prior medical treatments and, also, to parental inaction which they were unable to explain.

As was evidenced by contrasting the information in column number five and that in the other columns, the major physical-health problems

students had were dental, eyesight, and developmental. Another such problem noted was emotional. Related problems noted were educational materials need, clothing need, and family instability.

Teacher Observation of Problems of Migrant Students

In responding in the Teachers Questionnaire, teachers indicated the most common problem they encountered in teaching migrant students was in language communication (See Table 22). However, asked verbally if they had a problem with respect to children coming to them with a limited-English language capacity, teachers invariably said this was not the case but that it might occur exceptionally. Among other problems they noted migrant students had were reading below grade level, lack of motivation, low attendance, frustration, low educational backgrounds, and low self-images.

Of the strengths they observed in the migrant students, the teachers identified the students' quick responses to love and praise as being the most common asset they encountered (See Table 23). Among other assets they noted were willingness of the students to work at their own level and eagerness to learn from an empathetic teacher.

Students, in turn, wanted more overall assistance from their teachers (See Table 24). For instance, the students wanted more explanation of the schoolwork, they wanted more help in increasing their comprehension, they wanted teachers to spend more time with them, and they wanted to learn more self-discipline.

Out-of-School Features of Migrant Student Life

Work Students Did

Over seventy-eight percent of the parents said their school children worked. Some of their children were working at the time of the survey while others were working intermittently (See Table 25). The students' reports on whether they worked after school closely paralleled the parental reports. As indicated in Table 25, nineteen parents reported some of their children were working at the time of the study. In addition, their information (See Table 26) made evident that a sizeable percentage of their children were attending to jobs other than farmwork.

General Home and Related Characteristics

Observations of general characteristics of migrant student life focused on the: (1) mobility and employment of parents; (2) educational attainment of parents; (3) language dominance in the home; (4) mean number of school-age children; (5) parental awareness of the migrant program; and (6) parental involvement in the migrant education programs (See Tables 27-45).

In general, the students said their parents did not move as much as they used to and that, if somebody from their household had migrated the previous year, they were not sure they might go on their migrant trek another year. The students revealed that most of the migration was either to the State of Texas or to other parts of the State of Oklahoma (See Table 27). They further related that the work their parents had found as migrants was fieldwork or farmwork (See Table 28).

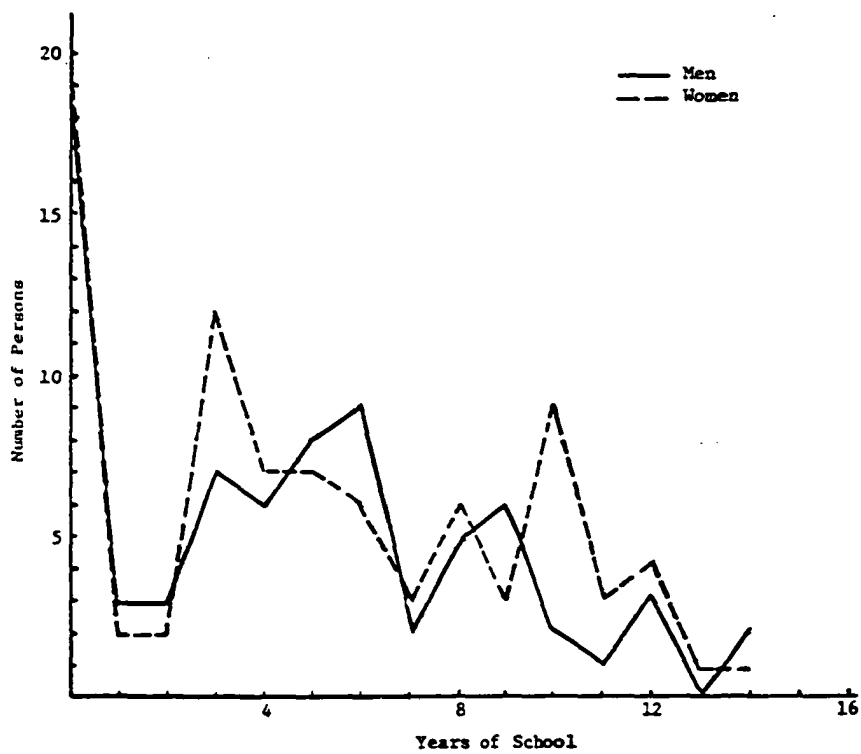


Figure 5. Educational attainment of parents.

Over twenty-six percent of the parents reported the head of the family was employed in farmwork, nearly thirty percent reported the head of the family as disabled or unemployed and over forty-four percent as employed in jobs other than farmwork (See Table 29). Student reports on the kinds of work their parents did were in close corroboration with the parental reports.

The parents also reported their level of educational attainment. Figure 5 depicts the distribution of the formal grade level attainment as reported by the parents. The women generally reported themselves as having had no more than a tenth grade education while the men were reported as having had much less education than their wives.

Asked about what the dominant language was at home, the ethnic majority parents and the non-Spanish-speaking, ethnic minority parents reported that English was dominant. The ethnic minority parents gave answers complicating the notion of a dominant home language (See Table 30). Forty-five of the sixty-two Spanish-speaking parents said their children spoke mostly English while they spoke mostly Spanish. Eleven of the Spanish-speaking parents said they spoke mostly Spanish at home while six said they spoke mostly English. The students responded different from their parents in that of 828 students responding, over fifty-three percent of the students reported speaking mostly English at home while nearly forty-seven percent reported speaking mostly Spanish.

Parents generally reported they had medium sized families. The mean number of school-aged children they had was three and three-tenths. A few families had a boy or girl who was not of school age.

The parents identified school personnel directly associated with the program and acknowledged that some of their children had received supportive services which were furnished by the program, but most parents could not identify these as distinctly associated with the migrant education program (See Table 31). Some parents could not do either. Some personnel from the Title I Migrant Programs related that the word "migrant" was not normally used to describe the programs because of a stigma it had carried in the past among other children, and, therefore, these programs operated under different names. Most parents did report that they had been contacted by school personnel at some time in the past about a special program for which they had to "sign some papers". These turned out to be the permission slips for entry into the migrant education program (See Table 32). The parents further noted that the contacts were done at school, by phone, or through the children.

Both parents and teachers gave similar reports on school personnel visiting the homes of the students (See Tables 33 and 34). Parents generally reported having been visited occasionally by the migrant education program teacher, the teacher aide, or both.

Parents and teachers gave somewhat similar reports on parental visitations of the schools (See Table 35). Two of every three persons said they had visited the schools sometime. Over ninety-three percent of the teachers noted that parents had been encouraged to visit the schools, and over eighty-seven percent of the parents corroborated this (See Table 36).

The parents further indicated they visited the schools mostly to visit the migrant program personnel (See Table 37). Other people

they visited were the superintendents or principals. A small percentage of the parents, about five, visited a migrant education program committee meeting. The parents noted that they were generally pleased with the treatment they received at school. Teachers noted that non-migrant people in the communities also participated in some of the Title I Migrant Programs. Their forms of participation were indicated as follows:

- teacher aides
- visit us and share hobbies
- welfare organizations entertain
- business/social clubs donate eyeglasses/clothing
- serve in advisory council
- social club helps in cultural activities
- local non-migrant people support our Christmas programs
- field trips
- provide Easter parties, girl scouts invite them on special projects, businesses open for field trips
- church groups provide clothing

Over half of the parents kept informed of school matters through their children (See Table 38). Over ten percent of the parents visited the schools or made phone calls to the schools to keep informed, while about four percent did so through school meetings. The rest used means such as report cards, neighbors, and newspapers. Nearly five percent of the parents indicated they did not keep informed.

More than half of the parents did not inform the schools of their expectations or desires from the schools (See Table 39). Others did in a variety of ways. Approximately thirty percent of the parents visited the schools to tell them of their expectations. Eight percent said they told the teachers who visited them.

Nearly ninety percent of the parents indicated they talked occasionally with their children concerning their school or education (See

Table 40). Over seventy-three percent of the students responding concurred. Similarly, over eighty percent of the parents indicated they prompted their children to attend school (See Table 41). Over seventy percent of the students responding said likewise.

Asked if they encouraged their children to participate in extracurricular activities, over sixty-eight percent of the parents apparently had difficulty handling the question and chose not to respond to it (See Table 42). Over twenty-nine percent of the parents said they did encourage their children to participate in extracurricular activities. Over sixty-three percent of the students said they participated in extracurricular activities.

Asked how much education a person needed today, nearly forty-seven percent of the parents said a person needed all the education he could get while nearly forty-one percent indicated at least high school and maybe some special post-secondary training were needed (See Table 43). The remainder essentially indicated they did not know.

With respect to the level of educational attainment their children would reach, nearly seventy-two percent of the parents perceived their children as finishing high school, eight percent as going to college, and over three percent as going to a vocational institute (See Table 44). Over two percent of the parents indicated that one of their children wanted to dropout. And nearly fifteen percent of the parents indicated no perception of how far their children would go educationally. Thirty-seven parents indicated what some of their children wanted to do upon finishing high school (See Table 45). They all agreed with the aspirations of their children. The rest of the parents either did not

answer the question or said their children had not said anything about their aspirations. Of 831 students responding, 512 said they had not talked with their parents about their aspirations while 319 said they had. Of those that had, 252 said their parents agreed with their aspirations while the remainder said their parents did not.

Asked how the school was doing in educating their children, seventy of the eighty-nine parents said they were satisfied with the schools, four said they did not know, and fifteen made somewhat critical comments. The comments made were as follows:

The children are not learning as well as they should.
 Would like more discipline and learning to take place.
 Don't like the school's disciplinary rules.
 The school could spend more time with blacks.
 Quit putting native American children in the back.
 Don't like them making our kids eat everything off of the plate.
 The children have a hard time understanding the English language.
 There is too much recreation.
 The children need more examples for their homework -- especially in math.
 Don't want kids to forget the Spanish language -- who's going to help them at school?
 Want Spanish spoken at meetings.
 Too much homework.
 Teachers need to help kids more.
 Spanish-speaking teacher(s) have been a great help.

Additionally, the ethnic minority parents responded affirmatively in wanting their children to learn about their ethnic minority heritage. Sixty-one of the sixty-five ethnic minority parents responded positively while three were not sure and one gave no answer.

Student Desire to Live Same Kind of Life as Parents

Slightly more than half of the responding students indicated they did not want to live the same kind of life as their parents (See Table 46). Nearly forty-two percent of the students indicated they would. The rest, over eight percent, did not indicate either of these choices.

Differences Among Migrant Students

Migrant students were divided into two groups, those who participated in the instructional services of the Title I program and those who did not. The division was made so that differences between the two groups could be explored along two dimensions, descriptive, and instructional. The chi square statistic indicated a significant relationship in five of fourteen applicable forced-choice, descriptive items and six of the eight instructional area items. The analysis of variance statistic indicated a significant difference between the mean scores on one of three attitude scales (See Tables 47 through 74).

The five descriptive items compared showed that a significant relationship dealt with grade retention, prompting at home to attend school, visiting with teachers or counselors on student problems, staying in school to finish, and plans upon finishing or leaving school. A significant relationship was found between the students' classification as program participant and the report of past grade retention (See Table 47). The observed frequency of participating students indicating grade retention was greater than the expected frequency. A significant relationship was found between the students' classification as program participant and the report of prompting at home to attend school (See Table 48). The observed frequency of participating students indicating prompting at home was greater than the expected frequency.

The students were asked if they sought counseling from their teachers or counselors. A significant relationship was found between the classification as program participant and the extent of counseling sought (See Table 49). The observed frequency of participating students indicating

seeking counsel was greater than the expected frequency. Asked if they thought they would stay in school until graduating from high school, a significant relationship was found between the classification as program participant and the report on finishing school (See Table 50). The observed frequency of non-participating students indicating they planned to finish school was greater than the expected frequency. A significant relationship was also found between the students' classification as program participant and the students' report on their plans upon finishing or leaving school (See Table 51). The observed frequency of non-participating students indicating they would go to a college was greater than the expected frequency.

No significant relationships were found between the classification as program participant and their responses to the other forced-choice, descriptive items: (1) after-school, part-time employment (See Table 52); (2) kind of work their parents had (See Table 53); (3) parental agreement with regard to the students' future plans (See Table 54); (4) parental and student dialogue about school and/or education (See Table 55); (5) treatment received from teachers (See Table 56); (6) participation in extracurricular activities (See Table 57); (7) home language usage (See Table 58); and (8) preference for learning about their ethnic cultural heritage and language (See Tables 59 and 60).

Significant relationships were found between the classification as program participant and the instructional areas of language arts, mathematics, reading, science, social studies, and music (See Tables 61, 62, 63, 64, 65, and 66). In each case, the non-participating students had greater observed frequencies in the average and above average categories

than the expected frequencies. No significant relationships were found for the instructional areas of art and physical education (See Tables 67 and 68).

A significant difference was found between participants and non-participants in their average scores on the "Self-Concept as a Student Scale" (See Tables 69 and 70). Participants had a lower mean score than non-participants in this scale. This was interpreted as participants having a lower self-concept as students than non-participants. No significant differences were found in the average scores of participating and non-participating students in either the "Attitude Toward School Scale" or the "Perceived Value of School and Motivation to Succeed Scale" (See Tables 71, 72, 73, and 74).

Teachers in the Title I Migrant Programs

Educational Preparation of Title I Migrant Program Teachers

The master's degree was the highest degree attained by the teachers, with over seventy percent of them having a bachelor's and approximately thirty percent a master's degree (See Table 75). They ranged in overall teaching experience from one year to more than ten (See Table 76). Approximately twenty-three percent of the teachers were teaching for their first year, twenty-five percent for their second through fifth year, twenty-five percent for their sixth through ninth year, and over twenty-seven percent for at least their tenth year.

Approximately fifty-two percent of the teachers were teaching in the migrant program for the first time, twenty-five percent for their second to fifth year, and nearly twenty-three percent for their sixth to

ninth year (See Table 77). No teachers had taught for more than nine years in the migrant program.

Asked if they were bilingual, over two percent reported they spoke French, over two percent spoke an Indian language, nearly fifteen percent spoke Spanish, and approximately eighty-one percent reported no second language (See Table 78). Over twenty-nine percent of the teachers indicated they had used the Spanish language as a teaching tool (See Table 79).

Special Training for Title I Migrant Program Teachers

Over seventy-nine percent of the teachers reported having had special training on problems peculiar to migrant students (See Table 80). Approximately fifty-eight percent of the teachers said they had not had special training on bilingual and/or bicultural education (See Table 81). Approximately twenty-seven percent of the teachers said they had special training in teaching English as a second language (See Table 82). Over eighty-three percent of the teachers indicated having had a workshop on migrant students since the last school year (See Table 83).

Determination of Instructional Need in Migrant Students

The teachers reported that determination of whether migrant students were in need of the instructional services of the Title I Migrant Program was initiated by way of regular classroom teacher referrals. This almost invariably required further evaluation with the use of teacher-made-tests, achievement testing, math and/or reading diagnostic inventories, and/or program teacher observation. Table 84 lists the various objective measures used for diagnosis and evaluation in the programs. A few teachers

reported having conferences with the regular classroom teachers on the overall evaluation. One teacher reported having included the parent in the teacher evaluation. Another teacher included the parent and the student in it. The diagnosis or evaluation done of a student helped to set the level of instruction on the given subject in question.

Teacher Needs Assessment

Tables 85 and 86 list the responses of the teachers to the Teacher Needs Assessment Form (See Appendix C). Table 87 lists the rank ordering of their indicated needs. The information in these tables revealed the following.

Greatest Need. The Title I Migrant Program teachers indicated their "greatest needs" to be "Techniques for Diagnosing Student Reading Problems" and "Individualizing Instruction Strategies". "College Course" and "Workshop" were both selected as methods of implementation for both of these areas.

Some Need. Ten areas were indicated in the "some need" level by the teachers. Four of these formed a cluster close to the "some need" level. Six of these formed a cluster about midway between the "slight need" and "some need" levels. These are listed below in order of priority, respectively, with their selected methods of implementation.

<u>Need Area</u>	<u>Method(s) of Implementation</u>
Communication	Small informal group
Techniques for dealing with student's cultural differences	Workshop
Programmed Instruction	Workshop
Career Education	Workshop

<u>Need Area</u>	<u>Method(s) of Implementation</u>
Curriculum	Workshop
Grading Systems	Small Informal Group
Alternative Education Programs	Personal Project
Dealing with Handicapped Children in the Classroom	Workshop
Non-Graded School Approach	College Course, Professional Visitation, Workshop
Values Clarification	College Course

Slight Need. Four areas were indicated in the "slight need" level by the teachers. These are listed below in their order of priority with their selected methods of implementation.

<u>Need Area</u>	<u>Method(s) of Implementation</u>
Role of Behavioral Objectives	Workshop
Teacher Accountability	Small Informal Group, Work- shop
Sensitivity Training	Small Informal Group .
Performance Contracting	Workshop, Professional Visi- tation

Least Need. Two areas were clustered midway between the "least need" and "slight need" levels. As they formed a group quite distinct from the "slight need" cluster, these were assigned to the "least need" level. These are listed below in their order of priority with their selected methods of implementation.

<u>Need Area</u>	<u>Method(s) of Implementation</u>
Team Teaching Techniques	Small Informal Group
Physical Facilities	Personal Project

No need areas were indicated in the "no need" level.

Title I Migrant Program Related Factors

Asked what their school districts could do that would most help them in meeting the educational needs of migrant students, the teachers gave the following responses:

better inform the community in general about the migrant school
 go to workshops like McAllen
 have in-service workshops
 a meeting at the beginning of the year involving the teachers
 and superiors who know their stuff about migrant education --
 a calendar of events, workshops, and expectations of the
 migrant program
 want school district to take a real interest in the migrant pro-
 gram and be available
 have a high school migrant program
 have another room for migrant classes
 more parent involvement
 a program to determine whether a migrant child could have an emo-
 tional or physical problem
 make all teachers develop their understanding of the needs for
 the migrant program and of the special needs of migrant students
 individualized instruction program
 counselor (resource person) for migrant students -- vocational
 program at high school level and materials
 math help
 have a cooperative spirit -- don't single migrant students as
 slow or handicapped
 vocational help (training) grades 7-8
 more space
 migrant program in junior high and high school
 employ personnel in grade school (bilingual?)
 change bathroom stools in our room
 bridge gap between cultures -- workshop!
 get migrant children involved in more activities

Asked what innovative projects they had employed in their Title
 I Migrant Programs, the teachers gave the following:

invite non-migrant children to participate and compete with
 migrant children
 calculators for learning math
 individualized instruction
 films, filmstrips to supplement studies
 free day

- art projects
- special language/reading programs
- open discussions
- poster contests
- map project
- stimulating literature
- plant projects
- games
- cultural entertainment project
- ethnic cultural projects (music, songs, dances, language, stories)
- quilting
- holiday projects
- write stories
- field trips
- being empathetic
- singing Christmas carols in Spanish
- having bilingual books handy

Asked what the colleges could do that would most help them in meeting the educational needs of migrant students, the teachers said the following:

- offer more pure migrant education as Special Education
- prepare teachers to teach English to non-English speaking students
- stress cultural differences and educational problems facing migrant/disadvantaged children
- offer a course on the culture and psychology of the migrants
- offer bilingual education
- have a course in fundamental conversational Spanish
- send representatives from colleges to talk to students about the importance of an education
- provide appropriate teacher-training courses
- offer English as Second Language testing program
- colleges could plan a day for junior high and high school students to visit them
- supply means of evaluating the migrant children's educational needs
- counsel with high school seniors that want to continue their education
- provide financial help for college
- prepare teacher for more individualized instruction
- require courses in areas of L.D. (Special Education)
- have summer workshops with credit hours granted and expenses paid
- train young people to tutor after school
- offer short concentrated language workshops during the summer

Summary of Findings

In relation to the educational plight of the migrant students studied herein, slight improvement was found in the areas of: (1) grade levels of major difficulty; (2) performance at grade level; (3) low school attendance; and (4) teachers sensitivity to the students' needs.

Migrant students were found needing assistance in the areas of:

(1) learning skills; (2) social development; (3) health-medical; (4) parental involvement in their school; (5) parental support of their education; (6) special training for their teachers; (7) home-school contacts by school personnel; and (8) innovative teaching techniques to be used by their teachers. Furthermore, the migrant students studied herein, exhibited differences dependent upon their receipt of program services. Significant relationships were found in the areas of: (1) grade repetition; (2) parental prompting to attend school; (3) seeking of counseling help; (4) staying in school to finish; and (5) type of work sought upon terminating school.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study was conducted to examine the educational status of migrant students as it relates to the State of Oklahoma. The first step was to explore the literature concerning migrant students and their education in other states. From that exploration emerged a description of the educational plight of migrant students that was used to provide direction for data collection and a standard against which Oklahoma migrant students could be compared.

Findings and characterizations of migrant students in literature, as indicated in Chapter II were that: (1) most migrant students fell behind in grade levels for their respective ages and had special difficulty in school about the third grade; (2) most migrant students tended to perform below average in academic areas; (3) low and irregular school attendance were major problems with migrant students; (4) migrant students needed special help in learning skills; (5) most needed help in social development; (6) migrant students needed special help in health-medical care; (7) parental involvement in the schools was low; (8) parental support of their children's education was low; (9) teachers of migrant students were characterized as insensitive to the academic and affective needs

of migrant students; (10) teachers of migrant students were described as needing on-going special training on problems peculiar to migrant students to improve their teaching performance; (11) migrant program teachers were responsible for home-school contacts; and (12) innovative teaching methods were expected to be used in the teaching of migrant students. In Chapter III, the above descriptive statements were grouped for further study into three broad areas reflecting views of the education of migrant students. The views were: (1) the educational status of migrant students; (2) parental participation in the education of their children; and (3) the teaching repertoires of the migrant education program teachers.

The pattern describing migrant students had some obvious omissions. Noticeable by its absence in the literature was the idea that not all migrant students are alike. A part of the study was thus designed to group migrant students into those who needed instructional services and those who functioned closer to the educational mainstream. The purpose was to describe differences within the group of migrant students. Also absent were suggestions from teachers. School districts and colleges in Oklahoma and other states may be interested in suggestions made by Oklahoma migrant education program teachers which deal with ideas for improving the special educational needs of migrant students.

In addition to the statements about migrant students in general, the literature review provided sources for the development of instrumentation and methodology to assess the status of Oklahoma migrant students. Instruments were employed to measure descriptive information from students, parents, and teachers, attitudes of migrant students, and differences

among migrant students in twenty-six Title I migrant programs in the State of Oklahoma. Participating in the study as subjects were 1,323 students, eighty-nine parents, and forty-eight teachers.

Students responded to the Student Questionnaire, to describe their in-school and out-of-school educational life. Parents responded to the Community Questionnaire providing information about their educational background, their advocacy of education, and their satisfaction with the schools. Teachers responded to a part of the Student Questionnaire describing the status of each of their students' academic achievement and physical health status. Teachers also responded to the Teacher's Questionnaire to describe their educational backgrounds, observations of migrant students, and needs teachers had with respect to meeting the educational needs of migrant students.

In Chapter IV, the data were collected, scored, and tabulated. Percentages of frequency responses were used for descriptive data, the Pearson Product Correlation statistic was used to describe the relationship between overageness and grade retention among all migrant students, and a confidence interval was used to compare the scores of all migrant students with those of the Oklahoma norm group. The chi square statistic was used to test the relationship between descriptive data and participation in the instructional services of the Title I migrant program. The analysis of variance statistic was used to compare results on the attitude scales of participating and non-participating students. A weighted mean of the responses was used to assess the results of the teachers' needs.

The data were aggregated into four major divisions: (1) "The In-School Success of Migrant Students"; (2) "Out-of-School Features of

Migrant Student Life"; (3) "Teachers in the Title I Migrant Programs"; and (4) "Differences Among Migrant Students". Each of these major divisions consisted of categorizations designed to describe the given division. Measurements from the scales and questionnaires were related to these categories and were grouped to provide information which would clarify the characteristics of migrant students in the State of Oklahoma.

Conclusions

As a primary focus, the characteristics of Oklahoma students as defined by this study were compared with the general characteristics of migrant students identified in the literature and detailed in Chapter II. In addition, some differences between migrant students receiving the instructional services of the migrant education programs and those not receiving those services were explored. Both comparisons were made to identify discrepancies which would provide information for the improvement of programs for the education of migrant students in the State of Oklahoma.

Primary Focus

In each of the following paragraphs, a characterization from the literature is listed, and the related findings from the study are discussed.

Migrant Students. (1) Most migrant students in previous studies fell behind in grade level for their respective ages and had special difficulty about the third grade. The results of this study indicated that overage-ness with respect to respective grade levels existed for migrant students. In contrast, the age-grade level relationship for migrant students in the State of Oklahoma was fairly consistent throughout the grade level spectrum

with no given grade level being a particularly pronounced point of difficulty for the students.

(2) Most migrant students have traditionally tended to perform below average in academic areas. In this study, they also tended to perform below average except that approximately sixty-five percent of the migrant students scored within or above the normal range. This represented a slight improvement over reports of migrant students elsewhere.

(3) Low and irregular school attendance by migrant students have previously been described as major problems encountered with the students. Teachers in this study indicated that school attendance problems exist but that these are not major problems encountered by them. Apparently precipitating the decrease of the school attendance problem as a major difficulty was the students' positive attitude toward school (See results of "Attitude Toward School" scale, Chapter IV). On the other hand, a factor which apparently contributed to the persistence of the school attendance problem was a low perceived value of school by migrant students. Another factor apparently contributing to the persistence of the school attendance problem was a perceived low motivation to succeed by the students. Reinforcers of these latter statements were reports by a significant proportion of the migrant students that their friends had dropped out of school because they did not like school or were bored with it.

(4) Migrant students have invariably been described in prior studies as needing special help in learning skills. Oklahoma migrant students were found no different. Oklahoma migrant students were reported by migrant education program teachers as having difficulty reading at grade level and having difficulty comprehending what was taught. In

addition, the program teachers also reported having a communications problem with the migrant students. This barrier differed from such previously described difficulties in that the teachers said that the incidence of non-English speaking migrant students in their schools was the exception rather than the rule. Parents noted that their children spoke mostly English at home but roughly half of the students reported they spoke mostly Spanish at home. Teachers did have, apparently, actual language problems to some extent since they asked for: help to deal with problems on testing English as a second language; concentrated language workshops during the summers; and courses on how to teach English to non-English speaking students. And the communications barrier apparently masked other difficulties. For example, teachers seemingly had problems exchanging ideas with children from different environments and socioeconomic backgrounds for they expressed difficulties in these areas on several occasions.

(5) Previous studies have found migrant students as needing special help in social development. In this study, Oklahoma migrant students experienced similar needs. The migrant education program teachers encountered difficulties in teaching the migrant students because of culture and socioeconomic gaps. Teachers reported some students as exhibiting anti-social behavior. Teachers reported low self-image were a problem among migrant students, and migrant students themselves expressed low self-concepts of themselves as students. Low self-images are seemingly a persistent problem with migrant students. Perhaps the low self-images the students had of themselves may have been tied to dissatisfaction students had of their own lot as expressed by more than half of the students.

Or perhaps the low self-images may be tied to lack of acceptance of migrant students by non-migrant students, as expressed by some teachers. In addition, jealousy of each other among migrant students was also described as a problem.

(6) Previous studies have described migrant students as having health-medical problems. Teachers in this study described a small percentage of the migrant students as having problems in the areas of physical handicaps, dental care, hearing, eyesight, developmental handicaps, emotion, and anti-social behavior. An added problem was that some parents were not taking their children to health centers or doctors at the suggestion of the schools even though the parents would not be paying for the services.

Parents. (7) Migrant parents have traditionally been characterized as not knowing what services were offered at school and not visiting the schools regularly. In this study, parents exhibited low involvement in the migrant education education programs. Parents had some idea of the services offered or provided their children at school but had a hard time connecting given services to the migrant education program. Parents visited the schools only occasionally. They were, in general, visited occasionally by the program teachers or other program personnel, and were invited to visit the schools. Few parents attended PTA or Migrant Advisory Committee Meetings. They relied mostly on their children for information about school matters, although they also gained information through phone calls to or from the schools. Parents were generally satisfied with what the schools were doing for their children but only a small portion of the parents made further comments about the schools. Some of the comments

made by the parents were that the children were not learning as well as they should, the children needed more help to do their homework, and they did not want their children to forget the Spanish language and they wondered if somebody at school would be able to help them with Spanish. Additionally, the ethnic minority parents responded affirmatively in wanting their children to learn about their ethnic minority heritage.

(8) Migrant parents' support of their children's education has been previously described as limited. Parents in this study expressed verbal support of their children's education. Their support was apparently limited by their own educational background, which was reported as low, and their perception of the role of the school in the children's education. The latter observation was inferred in that parents generally did not tell the schools what they expected the schools to do for their children. Additionally, a few parents could specify how much education an individual might need today, and over half of the parents did not know what their children aspired to do upon finishing or leaving school.

Migrant Education Program Teachers. (9) Teachers of migrant students have been found and characterized as being insensitive to the academic and affective needs of migrant students. This was not as much the case in this study. The program teachers appeared sensitive and attentive to the feelings and academic and emotional needs of migrant students. This was inferred from the migrant students indications that they liked the individual attention, counseling, and subject matter help they received from the programs. That teachers were consciously aware of the students' affective and cognitive needs was inferred from the list of the problems and

assets they encountered in dealing with migrant students. For instance, cognitive-related factors teachers encountered with migrant students were gaps in their educational backgrounds, low comprehension, reading below grade level, and communication problems. For affective-related factors, teachers listed things such as low self-images, quickness to respond to love and praise, willingness to learn from empathetic teachers, thankfulness for individual help they could receive, and eagerness to belong. In addition, students generally reported they were well treated by the program teachers.

(10) Various organizations and surveys described teachers of migrant students as needing on-going special training on problems peculiar to migrant students to improve their teaching performance. In this study, teachers revealed that they had some of the needed training but could use reinforcement of former techniques for teaching the migrant students and the gaining of new ones. The five top professional needs identified by the migrant education program teachers in the teachers' needs assessment reiterated the concerns and problems students and teachers had mentioned in other portions of the study. The highest ranked professional need teachers identified was a renewal of techniques for diagnosing student reading problems and the gaining of new ones. Their next highest ranked professional need was learning different techniques of teaching while still providing for the individual differences of the students. The next professional need dealt with techniques for the exchange of ideas between students, teachers, administrators, school boards, and the community. Another need they expressed was learning about programmed instruction with provisions for remedial steps. And the last of the top five ranked pro-

fessional needs teachers listed was learning techniques to deal with children from different environments, socioeconomic backgrounds, languages, religion, and geographical location. Most teachers were not bilingual. However, while only a few teachers reported they were bilingual in Spanish, twice as many teachers reported the use of Spanish as a teaching tool with migrant students. More than three-fourths of the teachers reported having had special training, such as workshops or in-service training, on problems peculiar to migrant students. However, more than half of the program teachers reported not having had special training in bilingual and/or bicultural education. Additionally, about one-sixth of the teachers reported not having had a workshop dealing with problems peculiar to the migrant students since the previous school year.

(11) Several reports characterized migrant education program teachers as responsible for home-school contacts. This was suggested so that the teachers broaden their view of the children's problems. The migrant education program teachers in this study partially fulfilled this. Most parents and teachers reported home visits by school personnel — mostly the program teachers and their aides. However, most parents reported that the visits tended to be of an occasional nature only.

(12) In the literature, it was suggested that teachers use innovative techniques to teach migrant students. The Oklahoma migrant program teachers were found using some of these techniques. Salient projects some teachers employed were: inviting non-migrant students to participate and compete with migrant students; having bilingual material handy; producing ethnic cultural projects; and using packaged programs to approach language and reading problems. Teachers also noted that non-

migrant members of the communities participated in program projects in forms such as sharing hobbies, helping in cultural entertainment activities, and providing eyeglasses and clothing. Not mentioned was the use of a "hands on" learning approach or eclectic learning approach.

Suggestions for improving the services provided by their school districts were made by the migrant education program teachers. For instance, they saw possibilities for the communities and the non-migrant program teachers to become better informed about the migrant education programs. They wanted more workshops regarding problems peculiar to migrant students. They wanted superiors who understood these problems, took interest in their programs, and could give their programs direction. They wanted more parental involvement. Some teachers expressed a need for extension of the migrant education program to the junior high schools and senior high schools. Others asked for counselors or resource persons to help migrant students with their special problems at those grade levels.

In providing suggestions for improving the services provided by colleges, teachers listed a need for education courses and services dealing with problems peculiar to migrant students. For instance, among the things they listed were courses in teaching English to non-English speaking students; courses that dealt with students that were culturally different; offering of programs providing the testing of English as a second language; providing means of evaluating migrant students educational needs; providing more individualized instruction training; and offering short concentrated language workshops during the summers.

Secondary Focus

When divided into those students receiving the instructional services of the program and those that did not, migrant students showed differences within their group. Following are the areas in which no differences were found and in which differences were found.

No differences were found between the two sets of migrant students in: (1) the kind of work their parents did; (2) student after-school work; (3) parental agreement with future plans; (4) parental dialogue about school; (5) treatment received from teachers; (6) extent of participation in extracurricular activities; (7) home language usage; (8) receptivity to learning about ethnic minority heritage, including ethnic language; (9) attitude toward school; (10) perceived value of school and motivation to succeed; and (11) academic performance in the subject areas of art and physical education.

The two sets of students were found to exhibit differences as indicated in the following. A higher frequency of participating students, than statistically expected, reported: (1) having repeated a grade; (2) parental prompting to attend school; (3) having sought counsel from teachers and/or counselors; (4) knowing they would not finish school or not knowing if they would; and (5) seeking fieldwork or military service upon terminating school. A lesser frequency of participating students, than statistically expected, reported plans to attend a vocational school or college. A higher incidence of participating students, than statistically expected, fell into the below average academic achievement categories in the subject areas of language arts, mathematics, reading,

science, social studies, and music. A higher incidence of participating students, than statistically expected, were found to have low self-concepts.

Worthy of note was that a sizeable portion of non-participating students fell below average in certain academic areas producing the appearance that they should be in the special instructional service of the program instead of out of it. An apparent analogous situation occurred with the academic achievement distributions of the migrant students based on standardized test information as contrasted with information based on teacher judgement. This latter observation apparently reveals a discrepancy in the teachers' perceptions of what constitutes below average, average, and above average when compared to standardized measures. This discrepancy in perceptions may also account for that portion of migrant students that were not participating in the instructional service of the program.

Implications and Recommendations

The study was formulated to compare Oklahoma migrant students against a standard which would allow for the determination of areas in which responsible agencies, like the Oklahoma State Department of Education, could invest their efforts to improve the migrant education programs.

Although a shift was found in the educational status of Oklahoma migrant students towards a more positive status than that portrayed in the literature, the migrant students still exhibited a number of problems that need to be solved.

The Oklahoma migrant students had difficulty achieving academically. That is, they had problems reading at grade level, comprehending

what they were taught, and communicating with their teachers. In addition, they tended to be overage for the respective grade levels while falling below average in academic performance. A solution for part of this problem could be making more provisions for staff development of migrant program teachers in: (1) different techniques for diagnosing reading problems; (2) different techniques of teaching while still providing for the individualized differences of students; (3) techniques for the exchange of ideas between students, teachers, administrators, school boards, and the community; (4) various techniques of programmed instruction with provisions for remedial steps; (5) techniques for dealing with children from different environments, socioeconomic backgrounds, languages, religious, and geographical locations; (6) techniques for teaching English to non-English speaking students and ways to measure migrant students' use of English as a second language; (7) techniques for evaluating the academic and affective needs of migrant children, and (8) successful innovative teaching techniques.

Migrant students did not find the schools interesting or important nor did they perceive themselves as good students. These problems must be approached more aggressively in order to reduce the low attendance problems, the need for help in social development, and the academic achievement difficulties attending migrant students. A recommendation by this author, is that migrant program teachers give these efforts priority among their primary goals for teaching migrant children. Since most of these efforts are in the affective areas, migrant staff should continually work to assess the affective status of the migrant children, and then with the help of teacher aides, plan and work to move those

children from where they are in their attitudes and skills to more positive attitudes of themselves as students, and the ability and realization of having skills to deal with their expected grade level material. Means for identifying the relative strength skills the children have must be provided, so the children can experience success and by such success improve their self-images as students.

Migrant parents were found participating minimally in the education of their children. To obtain maximum benefit for the education of migrant children, an extra effort must be made to make the parents more aware that they can and must become involved in the formal and informal education of their children. A much needed program by which parents can become more involved in assisting in the education is one which concentrates on dissemination to the migrant community, a program which concentrates on involving parents in decision-making about programs for their children and which keeps them continually informed of the growth and success of their children. The migrant staff could work directly with all the parents to increase the images and expectations which the parents hold of their children, as experienced by Mangano and Towne (1970). Another recommendation is that the state should develop community-school programs which would contact parents to get them involved in self-improvement endeavors at school so that they may visit and have experiences with the schools. This may hopefully lead to the removal of impediments which currently keep the parents from participating more fully in their children's education. This would provide a means by which the migrant parents could improve their verbal and reading skills in English and work on other areas of self-improvement, and eventually provide school personnel

a genuine opportunity to exchange wants and ideas with the parents. An opportunity could also be provided here for nonmigrant parents to share skills and interests with both migrant parents and school personnel. This would provide a basis by which support from the nonmigrant community could be cultivated.

Migrant education program teachers wanted more direction and additional support and advice from superiors. Three solutions to this concern teachers have are readily apparent. First, nonmigrant school personnel should become more involved in: (1) knowing better what the migrant education programs are about; (2) sharing more with program teachers the failures and successes they have experienced dealing with the problems of migrant children; and (3) assisting program teachers more in tackling the problems migrant children have. Second, administrative officers, at the local or state levels, overseeing the migrant education programs should renew their leadership roles in showing knowledge of, interest in, and support for the programs. Ways in which some of these things can be demonstrated are attendance and participation in migrant program inservice workshops; providing suggestions, ideas and materials to add new meaning and life to methods of attacking persistent problems attending migrant students; encouragement of support from nonmigrant program personnel as to the ends of the migrant program; and encouraging the use of innovative techniques by migrant program teachers and other school personnel. And third, provision should be made for a more precise statewide assessment of the results of efforts made in attacking the academic achievement difficulties migrant students have. This author suggests that the Oklahoma State Department of Education employ techniques for assessing

results of efforts being made in migrant programs in such a manner that the schools' current testing instruments may continue to be used if they so choose.

Suggestions for Further Study

Several areas for further inquiry appeared in the conduct of the study. These can be generalized into the categories of studies needed to verify and extend the findings, studies of causal relationships, and studies of implementation and experimentation of the salient findings.

The first suggestion for further study is replication of this research inquiry to verify and extend these findings. The second suggestion is for experimentation to provide information about the causal relationships between self-concept as student and academic achievement for migrant students. The development of a model of the relationship between self-concept as a student and academic achievement for migrant students could certainly aid in combating the myriad of barriers migrant children encounter.

The third suggestion is further study of the makeup of the communications barrier problem that exists between the teachers and the migrant students. The relationships between culture, socioeconomic level, and language need to be investigated to remove obstacles hindering the education of migrant students.

The fourth suggestion is further inquiry into factors distinguishing migrant students that are more like the mainstream student and those that keep needing special attention. Isolation of these factors may aid in the screening processes in identifying the students that need the

most help. Furthermore, this may also lead to identification of preventive measures that parents, teachers, or students can pursue to keep students from falling into the age-old dilemmas of those that have gone before them.

The fifth suggestion is that experimental studies be conducted to see if training for the kinds of behaviors teachers perceived as contributing to teaching migrant students could effectively change student performance. A final suggestion focuses on evaluation of the effectiveness of teacher training. Can teachers be trained to use strategies particularly effective with migrant students and can their impact be measured in terms of student performance.

In conclusion, this study has achieved its expressed objectives: (1) documentation of needs and concerns of migrant students, migrant program teachers, and the parents of the children in the Title I Migrant Programs; (2) identification of areas of student needs; (3) identification and prioritization of areas of staff development; (4) a data base which State educators can utilize for improved program planning; and (5) documentation for program accountability. This study may contribute to allaying the misapprehensions which various concerned publics may have of the value of the programs to the migrant children. Most of all, this study may stimulate further research in meeting the specific needs certain migrant students have. Future studies involving migrant students needing special help and migrant students not needing that help may provide insight into the ameliorations of the persisting problems attending migrant students.

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APPENDIX A

LACONIA SUPERVISORY UNION NO. 30

Box 309 • Laconia, New Hampshire 03246

603 524-5710

ROBERT W. MUSGROVE, *Superintendent of Schools*
ALEXANDER J. BLASTOS, *Assistant Superintendent*
ESLEY J. COLBY, *Business Administrator*

SCHOOL DISTRICTS

Gilford
Gilmanton
Laconia

March 19, 1976

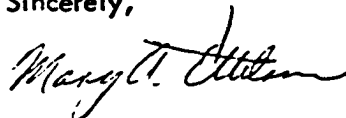
Mr. Claudio Salinas
509 Sooner Drive
Apt. D
Norman, Oklahoma 73069

Dear Mr. Salinas:

Thank you for your letter of March 1.

You have the Staff Development Committee's permission to use the
"Teacher Needs Assessment" and "Student Needs Assessment" parts of the
report Needs Assessment for Staff Development in your study.

Sincerely,



Mary A. Ettelson, Chairman
Staff Development Committee

MAE:MBH

PLYMOUTH STATE COLLEGE
OF THE
UNIVERSITY OF NEW HAMPSHIRE
PLYMOUTH, NEW HAMPSHIRE 03264

March 23, 1976

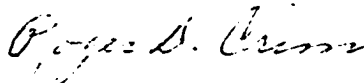
Mr. Claudio Salinas
509 Sooner Dr., Apt. D
Norman, OK 73069

Dear Mr. Salinas:

Thank you for your letter of March 16, 1976. You have permission to utilize the needs assessment instruments contained in the ERIC study "Needs Assessment for Staff Development" and in the NERA paper "Needs Assessment for Staff Development" (I have enclosed a copy). If I may be of further assistance, please don't hesitate to contact me.

If the instruments are utilized, I would like to receive a copy of your study.

Sincerely,



Roger D. Crim
Assistant Professor of Education

mc

Enclosure

APPENDIX B

State Department of Education

LESLIE FISHER, Superintendent
E. H. McDONALD, Deputy Superintendent
LLOYD GRAHAM, Associate Deputy Superintendent

Oklahoma City, Oklahoma 73105

MEMORANDUM

March 3, 1976

TO: Director of Migrant Education Programs

FROM: *Smitty Williams* Smitty Williams, Administrative Officer, Migrant Education

RE: Migrant Education Needs Assessment

This memorandum is to notify you of a migrant education inservice workshop. This workshop will focus on plans for a needs assessment of migrant students.

The State Department of Education is in the process of conducting a needs assessment of migrant education in Oklahoma. The purpose is to identify the children and their educational needs. This assessment will consist of survey instruments to be completed by students in grades 4 through 12. There will also be some forms to be completed by teachers that will show educational and basic needs of children. The needs assessment instruments are detailed and will require some familiarization so that teachers will be able to assist students. The purpose of the workshop is to acquaint the participating schools with the materials involved in the assessment.

The following people from the State Department of Education in the Planning, Research and Evaluation section will have charge of the program:

Dr. Charles Sandmann
Dr. Gladys Dronberger
Claudio Salinas-O.U. Graduate Student.

The workshop will be held at the Altus High School Library, corner of Cypress and Northpark Lane on March 25, 1976 at 9:30 a.m. Please arrange to have one or more teachers present at this meeting. It is not necessary that aides attend the workshop.

APPENDIX C

SURVEY OF MIGRANT EDUCATION

Oklahoma State Department of Education

General Instructions for Teachers

This questionnaire is designed to provide more information about migrant education programs in the State of Oklahoma. The aim is to use this information to describe the present status of migrant education and identify needs of migrant children. The information can also be used by schools as they plan innovations to promote steady progress.

If the results are to be helpful, it is important that each question is answered as thoughtfully and as frankly as possible. This is not a test for anyone and there are no right or wrong answers.

The answers obtained by use of the questionnaires will be processed by computers. The responses will be summarized in statistical form so that individuals cannot be identified. To ensure complete confidentiality, please do not write your name nor should the students write theirs anywhere on the questionnaire or answer sheets.

Included in the survey are a questionnaire for students and a separate questionnaire for teachers. Each questionnaire consists of several parts and uses a separate answer sheet for responses (no writing should be done on the questionnaires themselves except for the open-ended questions which are attached to the blue-lettered answer sheet). Younger students will need more help than older students and may require that items be read to them.

The following checklist is included to help you complete the survey:

- Step 1. Complete the Teachers Questionnaire. This entails using the separate blue-lettered answer sheet for questions one through fifty-seven and the two attached sheets (pages 7 & 8) for the questions therein. Please retain these answer sheets stapled.
- Step 2. Administer the Student Questionnaire using the "Instructions for Administration" on the following page. Please check that the students' answer sheets are retained stapled (as above).
- Step 3. Complete each student's blue-lettered answer sheet using the instructions on pages eight and nine of the Teachers Questionnaire (pages eight and nine of the Teachers Questionnaire are detachable from the rest of the questionnaire). Note beside the student's age whether the student participates in the migrant education program's instructional services -- "p" will be used for "participates"; "No" will be used for "does not participate".

- Step 4. Make a list of the families who have children that qualify as migrant. This includes those whose children receive the instructional services of the migrant education program and those whose children have no need of that.

Instructions for Administration

Instructions to be read to students are indented.

This is a questionnaire. It asks you to answer questions about yourself and the school. The reason for the questions is to plan better schools. If you tell what you think about school it will help us know what we need to do to make school better. This is not like a test. All your answers will be right answers because they are what you think.

See that each student has a questionnaire and a set of answer sheets.

Do not begin on the questions yet. First, look at the answer sheets. Leave them stapled together. On the blue-lettered answer sheet fill out your school, city, instructor (teacher), and grade. Instead of "Test" put your age. Instead of your name, put Indian, Asian, Black, Hispanic, or White*.

*Use the HEW classification categories on the next page to clarify the racial and ethnic information.

Check to see that each student has completed the items of information.

Now look at the questions. There is a practice (example) question. Let's work through it together.

Do the practice exercise with the students.

Remember, all your answers are right because they are what you think. Do not worry about your answers. If you have a question, raise your hand. Make the marks carefully. Now begin to answer the questions.

Expanded HEW Racial/Ethnic Identifications

1. American Indian or Alaskan Native: All persons having origins in any of the original peoples of North and South America.
2. Asian or Pacific Islanders: All persons having origins in any of the original peoples of the Far East, Southeast Asia, or the Pacific Islands. This category would include, for instance: China, Japan, Korea, Thailand, Vietnam, Philippines, Samoa, Indonesia, New Zealand, Australia.
3. Black: All persons having origins in any of the original peoples of Africa south of the Sahara.
4. Hispanic: All persons having origins in any of the original peoples of Spain and Portugal. This category would generally include, for instance, Chicanos, Mexican-Americans, Mexicans, Central and South Americans, Cubans, Puerto Ricans.
5. White: All persons having origins in any of the original peoples of Europe (except Spain and Portugal), North Africa (above the Sahara), the Middle East, or the Indian sub-continent. This category would include, for instance: Italy, France, British Isles, Scandinavia, Germany, Russia, Romania, Greece, Turkey, Morocco, Algeria, Libya, Egypt, Iraq, Israel, Saudia Arabia, Iran, Afghanistan, Nepal, Burma, India, Pakistan.

TEACHER QUESTIONNAIRE

Part I. Using the separate answer sheet provided, please answer the following questions. Mark the box that best shows your answer.

EXAMPLE.

Questionnaire item:

80. Which month of the year do you experience the greatest influx of migrant students?

- (1) September
- (2) October
- (3) November
- (4) December
- (5) January

Answer sheet entry:

80. ¹
 ☐ ☐ ☒ ☐ ☐

Having marked the box as shown above, you will have indicated that you experience the greatest influx of migrant students during the month of November.

Start.

1. Are you a permanent resident of this community?
 - (1) no
 - (2) yes
2. If you are a permanent resident of this community, how long have you lived here?
 - (1) two years or less
 - (2) more than two years but less than five
 - (3) more than five years but less than ten
 - (4) more than ten years
3. What is the highest degree you have attained?
 - (1) Associate
 - (2) Bachelor
 - (3) Master
 - (4) Specialist
 - (5) Doctorate
4. How many years of teaching experience, including this present academic year, do you have?
 - (1) first year
 - (2) two to three years
 - (3) four to five years
 - (4) six to nine years
 - (5) ten years or more

(Part I continued)

5. How many years of teaching experience, including this present academic year, do you have in teaching in a migrant program?
 - (1) first year
 - (2) two to three years
 - (3) four to five years
 - (4) six to nine years
 - (5) ten or more years
6. Have you had special training to cope with problems peculiar to migrant students (e.g., college course, professional visitation, workshop)?
 - (1) no
 - (2) yes
7. Have you had special training in "bilingual/bicultural education?"
 - (1) no
 - (2) yes
8. Have you had special training in "teaching English as a second language?"
 - (1) no
 - (2) yes
9. Are you bilingual?
 - (1) no
 - (2) yes
10. If you are bilingual, what language other than English can you speak?
 - (1) French
 - (2) German
 - (3) Indian
 - (4) Italian
 - (5) Spanish
11. What language, other than English, have you used as a tool to teach migrant students (choose only the predominant one you may have used)?
 - (1) German
 - (2) Indian
 - (3) Italian
 - (4) Spanish
12. Has your school district provided its Migrant Education Program teachers recently (since the end of last school-year) with in-service training or workshop(s) to help in meeting the needs of migrant students?
 - (1) no
 - (2) yes
13. If you answered "yes" to question number twelve, were regular classroom teachers, counselors, or their administrators participants in this?
 - (1) no
 - (2) yes

(Part I continued)

14. Do migrant and non-migrant students form many friendships in your school?
 - (1) they do not
 - (2) a few do
 - (3) many of them do
15. Do migrant students in your school participate in extra-curricular activities?
 - (1) they do not
 - (2) a few do
 - (3) many of them do
16. Do migrant people serve as aides (teacher-aides, recreational-aides, nutritional-aides) in the migrant education program at your school?
 - (1) no
 - (2) yes
17. Are the parents of migrant students encouraged by your school to visit and become familiar with the program?
 - (1) no
 - (2) yes
18. Do parents of migrant students visit you at school?
 - (1) no
 - (2) yes, but only a very few do
 - (3) yes, a good number of them do
19. How many home-visits have you made this school-year to the homes of your migrant students?
 - (1) none
 - (2) one visit
 - (3) two, three, or four visits
 - (4) I visit them occasionally
 - (5) I visit them on a regular schedule (e.g., every two weeks)
20. Do the parents of the migrant students in your school district participate in a formal advisory committee for the migrant education program?
 - (1) there is no such committee in existence here
 - (2) there is such a committee here, but migrant parents hardly participate
 - (3) there is such a committee here, and migrant parents participate in good numbers
21. Do you think your school district is doing all it should to help bring about understanding between migrant and non-migrant students?
 - (1) no
 - (2) yes

TEACHER NEEDS ASSESSMENT QUESTIONNAIRE

Part II. The survey that follows consists of a set of statements describing professional tools and techniques which may be necessary for teachers to employ to meet the objectives of their programs. For each of these statements, please answer two questions:

- (a) To what extent would you have a professional need for this?,
and
- (b) Which method would you prefer to use to meet this need?

To indicate your responses to the two questions, please use the Needs Scale and the Implementation Code below.

Needs Scale

- (1) Greatest need
- (2) Some need
- (3) Slight need
- (4) Least need
- (5) No need

Implementation Code

- (1) College course
- (2) Personal project
- (3) Professional visitation
- (4) Small informal group
- (5) Workshop

Each of the following statements will entail the use of two answer sheet entries. In each case, the even number answer sheet entry pertains to the need question, and the odd number answer sheet entry to the implementation question. Mark each entry as in the previous pages. Begin with answer sheet entry number twenty-two.

22.-23. Individualized Instruction Strategies (different techniques for teaching, while still providing for individual differences).

22. Need: 1 2 3 4 5

23. Implementation: 1 2 3 4 5

24.-25. Team Teaching Techniques (a system in which two or more teachers plan and work together).

24. Need: 1 2 3 4 5

25. Implementation: 1 2 3 4 5

26.-27. Programmed Instruction (a method of presenting material in a logical manner. Printed solutions to problems or questions are provided immediately and provisions are made for remedial steps if necessary).

26. Need: 1 2 3 4 5

27. Implementation: 1 2 3 4 5

28.-29. Non-graded School Approach (students are assigned to a level or block instead of a grade. Students may spend three or four years in a level or block advancing according to their physical, social, emotional and intellectual maturity to the next level or block).

28. Need: 1 2 3 4 5

29. Implementation: 1 2 3 4 5

(Part II continued).

<u>Needs Scale</u>	<u>Implementation Code</u>
(1) Greatest need	(1) College course
(2) Some need	(2) Personal project
(3) Slight need	(3) Professional visitation
(4) Least need	(4) Small informal group
(5) No need	(5) Workshop
30.-31. Alternative Education Programs (this provides an opportunity for students to be able to pursue other areas of study whether they are or are not part of the basic curriculum).	
30. Need: 1 2 3 4 5	
31. Implementation: 1 2 3 4 5	
32.-33. Grading Systems (the examination of techniques, methods and styles for student evaluation, plus the reassessment of our current systems).	
32. Need: 1 2 3 4 5	
33. Implementation: 1 2 3 4 5	
34.-35. Sensitivity Training (becoming more aware of yourself - how and why you interact with others).	
34. Need: 1 2 3 4 5	
35. Implementation: 1 2 3 4 5	
36.-37. Techniques for Diagnosing Student Reading Problems (to examine available techniques. To provide teachers with the opportunity to refresh their ideas and become aware of new methods).	
36. Need: 1 2 3 4 5	
37. Implementation: 1 2 3 4 5	
38.-39. Techniques for Dealing With Students' Cultural Differences (how to deal with children from different environments, socio-economic backgrounds, languages, religions, and geographical locations).	
38. Need: 1 2 3 4 5	
39. Implementation: 1 2 3 4 5	
40.-41. Values Clarification (a clarification of ones' own personal values- how one identifies, accepts and relates to others in situations).	
40. Need: 1 2 3 4 5	
41. Implementation: 1 2 3 4 5	
42.-43. Role of Behavioral Objectives (how to plan, write and measure behavioral objectives).	
42. Need: 1 2 3 4 5	
43. Implementation: 1 2 3 4 5	

(Part II continued).

Needs Scale

Implementation Code

- (1) Greatest need
- (2) Some need
- (3) Slight need
- (4) Least need
- (5) No need

- (1) College course
- (2) Personal project
- (3) Professional visitation
- (4) Small informal group
- (5) Workshop

44.-45. Career Education (an exploration of the various jobs available, job descriptions and teaching techniques in occupational fields).

44. Need: 1 2 3 4 5

45. Implementation: 1 2 3 4 5

46.-47. Dealing With Handicapped Children in the Classroom (making arrangements for any child with an emotional, social, physical or intellectual handicap).

46. Need: 1 2 3 4 5

47. Implementation: 1 2 3 4 5

48.-49. Performance Contracting (creating actual contracts between students and a teacher stating the objectives the student plans to achieve along with the methods the student will use).

48. Need: 1 2 3 4 5

49. Implementation: 1 2 3 4 5

50.-51. Teacher Accountability (an in-depth study of the teacher's role and his or her responsibility to the student, school and community).

50. Need: 1 2 3 4 5

51. Implementation: 1 2 3 4 5

52.-53. Communication (exchange of ideas between teachers, administration, school board, students, and community).

52. Need: 1 2 3 4 5

53. Implementation: 1 2 3 4 5

54.-55. Curriculum (methods of evaluating, changing and/or developing curriculum).

54. Need: 1 2 3 4 5

55. Implementation: 1 2 3 4 5

56.-57. Physical Facilities (changing or developing existing physical facilities).

56. Need: 1 2 3 4 5

57. Implementation: 1 2 3 4 5

Part III. Please answer the questions below on this sheet.

1. Name the month of the school-year you experience the greatest influx of migrant children (first-year teacher skips this): _____.
2. Name the month of the school-year you experience the greatest departure of migrant children (first-year teacher skips this): _____.
3. From the framework of moving to and from this community, what trend do the migrants follow? Indicate the periods of time when you have a maximum number of migrants here and when you have a minimum.

_____.

4. How is it determined whether a migrant child needs the instructional services of the migrant education program?

_____.

5. Please list the grade levels you teach in the migrant education program and the standardized tests or other objective measures used to assess academic achievement of your migrant students.

Grade Level	Standardized Test(s)	Other Objective Measures
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

6. How is grade placement determined for a migrant child in the regular school?
_____.

7. How is grade placement determined for a migrant child in the instructional services of the migrant education program?
_____.

8. What services does the migrant education program provide the migrant child who does not need to participate in the instructional services of the program?

_____.

9. In teaching migrant children, what is the most common problem a teacher is likely to encounter?
- _____.
10. In teaching migrant children, what is the most common asset a teacher is likely to encounter?
- _____.
11. What innovative projects have you used in your migrant education program? Indicate if you considered the projects a success and how you determined whether they were successful.
- _____.
- _____.
- _____.
- _____.
12. If your school district does not have a formal advisory committee for the migrant education program, in what way(s) do parents of the migrant children you teach participate in the migrant education program?
- _____.
- _____.
13. Do people in the community, other than the migrants, participate in the migrant education program? How?
- _____.
- _____.
14. What could colleges do that would help you the most in meeting the educational needs of migrant students?
- _____.
15. What could your school district do that would help you the most in meeting the educational needs of migrant students?
- _____.
- _____.
- _____.

(Go to Part IV., STUDENT NEEDS ASSESSMENT)

Part IV. STUDENT NEEDS ASSESSMENT: INSTRUCTIONAL AND PHYSICAL-HEALTH AREAS

A. Instructional Areas Needs

For each migrant student you assist instructionally or otherwise, please indicate how the student has fared in instructional areas in his/her latest standardized test. Do this by marking items fifty-eight through sixty-five on that student's answer sheet. Use any of the criteria as set in the table below (Table I) to determine what marks you will make.

Table I. Guidelines for Instructional Areas Assessment

STANDARD SCORES	BELOW GROUP	AVERAGE GROUP	ABOVE GROUP
standard deviation	-4 to -1	-1 to +1	+1 to +4
percentile	0 to 16	16 to 84	84 to 100
Z-score	-4 to -1	-1 to +1	+1 to +4
T-score	10 to 40	40 to 60	60 to 90
stanine	1 & 2	3,4,5,6,7	8 & 9
C-score	0,1,2	3,4,5,6	7,8,9,10
sten	1,2,3	4,5,6,7	8,9,10

START HERE.

	BELOW GROUP (1)	AVERAGE GROUP (2)	ABOVE GROUP (3)
58. Language Arts (Spelling)			
59. Mathematics (Arithmetic)			
60. Reading			
61. Science			
62. Social Studies			
63. Art*			
64. Music*			
65. Physical Education*			

* Performance in this area is based on teacher judgment.

B. Physical-Health Areas Needs

You will now continue in a manner similar to that of the previous page. In this part, please indicate how the student has fared in diagnostic screening. Mark items sixty-six through seventy-nine in the student's answer sheet for this part. Use the criteria as set in the table below (Table II) to determine what marks you will make.

Table II. Scale and Guidelines for Physical-Health Areas Assessment

-
- (1) Problem has been diagnosed by a qualified professional and corrective action is either in progress or has been completed.
 - (2) Problem has been diagnosed by a qualified professional but corrective measures have yet to be undertaken.
 - (3) Problem has been noted and diagnosis by a qualified professional is underway.
 - (4) Problem has been noted but diagnosis by a qualified professional has yet to be conducted.
 - (5) No problem has been noted, or a slight problem has been noted which we feel does not warrant referral.
-

START HERE.

	(1)	(2)	(3)	(4)	(5)
66. Developmentally Handicapped					
67. Mental Retardation					
68. Dental					
69. Sight					
70. Hearing					
71. Speech Defects					
72. Emotional Problems					
73. Physically Handicapped					
74. Chronic Disease or Illness					
75. Malnutrition					
76. Anti-social Behavior					
77. Family Instability					
78. Clothing Need					
79. Educational Materials Need					

STUDENT QUESTIONNAIRE

Part I. Please answer the following questions on the separate answer sheet. Mark the box that best shows your answer.

EXAMPLE.

Questionnaire item:

58. What language do you and your family use most often at home?

- (1) English
- (2) German
- (3) Indian
- (4) Italian
- (5) Spanish

Answer sheet entry:

58. 1 2 3 4 5
 ☒ ☐ ☐ ☐ ☐

Having marked the box as shown above, you will have indicated that you and your family use the English language most often.

Start.

1. Have you ever repeated any grade?

- (1) no
- (2) yes

2. If you have repeated a grade, how many times has this happened?

- (1) one time
- (2) two times
- (3) three times
- (4) more than three times
- (5) none

3. Do you have a part-time job after school now (that is, are you working after-school for somebody other than your parents and are you working to earn money)?

- (1) no
- (2) yes

4. If you do have a part-time job now, what kind of work do you do?

- (1) work in the fields (farm)
- (2) work at a fish farm
- (3) work at a forest nursery
- (4) work at a construction site
- (5) work at a job other than those already listed (for example, soda shop, grocery store, gasoline station, newspaper).

5. What kind of work does the breadwinner (father or mother or both) in your family do?
 - (1) work in the fields (farm)
 - (2) work at a fish farm
 - (3) work at a forest nursery
 - (4) work at a job other than those already listed
 - (5) our breadwinner(s) are temporarily unemployed
6. Do you think you will stay in school until you graduate from high school?
 - (1) no
 - (2) yes
 - (3) I don't know
7. What will you do once you finish or leave school?
 - (1) I will work in the fields (farm)
 - (2) I will join the Army or Navy or Marines or Air Force
 - (3) I will go to a trade school (Vo-Tech)
 - (4) I will go to college
 - (5) I will find whatever good work I can get that's available
8. Do your parents agree with you as to what you will do once you finish or leave school?
 - (1) they agree with me
 - (2) they disagree with me
 - (3) we have not talked about this
9. Do you and your parents ever talk about your education (that is, the things you do or should do in school; the things you need to learn in school; the aims of your education)?
 - (1) no
 - (2) yes
10. Does anybody at home make you come to school?
 - (1) no
 - (2) yes
11. How do your teachers treat you?
 - (1) fine
 - (2) not very good
12. Do you go to your teachers or counselors with academic or personal problems you may have?
 - (1) no
 - (2) yes
13. Do you participate in extra-curricular activities (for example, sports, band, clubs, student council, etc.)?
 - (1) no
 - (2) yes

14. What language do you use most often at home?
- (1) English
 - (2) German
 - (3) Indian
 - (4) Italian
 - (5) Spanish
15. What language did your grandparents speak mostly?
- (1) English
 - (2) German
 - (3) Indian
 - (4) Italian
 - (5) Spanish
16. If your grandparents mostly spoke a language other than English, do you want to learn that language?
- (1) no
 - (2) yes
17. If your grandparents mostly spoke a language other than English, do you want to learn about their ways, music, foods, and other heritage?
- (1) no
 - (2) yes

You have now finished Part I.

Go to Part II (next page).

Continue using the same answer sheet.

YOUR FEELINGS ABOUT SCHOOL

Part II. Please respond to the following statements on the separate answer sheet. Mark the box that best shows how much you agree or disagree with each statement. Start with answer sheet entry number eighteen.

	Strongly agree	Agree	Agree as much as disagree	Disagree	Strongly disagree
18. I like school.....	(1)	(2)	(3)	(4)	(5)
19. I wish I didn't have to go to school.....	(1)	(2)	(3)	(4)	(5)
20. Time spent in school is time wasted.....	(1)	(2)	(3)	(4)	(5)
21. Nothing is more important to me than doing well in school..	(1)	(2)	(3)	(4)	(5)
22. I hate homework and extra assignments.....	(1)	(2)	(3)	(4)	(5)
23. I don't care how well I do in school.....	(1)	(2)	(3)	(4)	(5)
24. I enjoy going to most of my classes.....	(1)	(2)	(3)	(4)	(5)
25. Most of my school subjects seem worthwhile.....	(1)	(2)	(3)	(4)	(5)
26. School is a pleasant place to be.....	(1)	(2)	(3)	(4)	(5)
27. Nothing you learn in school is very important.....	(1)	(2)	(3)	(4)	(5)
28. I would rather do anything than study.....	(1)	(2)	(3)	(4)	(5)
29. What I want to do in life has little to do with schools....	(1)	(2)	(3)	(4)	(5)
30. School is dull and boring.....	(1)	(2)	(3)	(4)	(5)
31. Most of my school subjects are a waste of time.....	(1)	(2)	(3)	(4)	(5)
32. I would rather have a job than go to school.....	(1)	(2)	(3)	(4)	(5)
33. Doing well in school is important to me.....	(1)	(2)	(3)	(4)	(5)
34. I do only as much as I need to to get by in school.....	(1)	(2)	(3)	(4)	(5)
35. You can't expect to get anywhere in life if you don't do well in school.....	(1)	(2)	(3)	(4)	(5)
36. The things we learn in school are interesting.....	(1)	(2)	(3)	(4)	(5)
37. There is nothing I would rather do than go to school.....	(1)	(2)	(3)	(4)	(5)
38. The only interesting thing in school is my friends.....	(1)	(2)	(3)	(4)	(5)

(Part II continued)

YOUR FEELINGS ABOUT YOURSELF AS A STUDENT

Please continue showing your answers as in the pages before this one. Please note that you will now mark the box that best shows how much you feel each of the following statements is like you. Start with answer sheet entry number thirty-nine.

	Very much like me	Quite a bit like me	Somewhat like me	Not much like me	Not at all like me
39. I am a good student.....	(1)	(2)	(3)	(4)	(5)
40. I do most things well.....	(1)	(2)	(3)	(4)	(5)
41. My study periods are usually well spent.....	(1)	(2)	(3)	(4)	(5)
42. I get bored easily with most things I start.....	(1)	(2)	(3)	(4)	(5)
43. I'm a hard worker.....	(1)	(2)	(3)	(4)	(5)
44. I need help with most of my school work.....	(1)	(2)	(3)	(4)	(5)
45. It is important to me to do a good job on anything I start.....	(1)	(2)	(3)	(4)	(5)
46. I have trouble making myself study when I know I should....	(1)	(2)	(3)	(4)	(5)
47. I don't know how to study.....	(1)	(2)	(3)	(4)	(5)
48. I give up fairly quickly if I don't understand something...	(1)	(2)	(3)	(4)	(5)
49. I do as well in school as my teacher expects me to.....	(1)	(2)	(3)	(4)	(5)
50. I find it hard to get interested in many things.....	(1)	(2)	(3)	(4)	(5)
51. I usually plan my work very carefully in school.....	(1)	(2)	(3)	(4)	(5)
52. I try to be careful about my work.....	(1)	(2)	(3)	(4)	(5)
53. I can't stay with one task very long.....	(1)	(2)	(3)	(4)	(5)
54. My school work is too hard for me.....	(1)	(2)	(3)	(4)	(5)
55. When I start something I stay with it until I finish.....	(1)	(2)	(3)	(4)	(5)
56. I am proud of the way I do my work.....	(1)	(2)	(3)	(4)	(5)
57. I feel that I am doing well in school.....	(1)	(2)	(3)	(4)	(5)

End of Part II.

Go to Part III (next page).

Part III. Please give your answers in the space provided below.

1. The school subject I have most trouble with is _____.
2. The reason I have trouble with this subject is _____.
3. The school subject I like best is _____.
4. How many brothers and sisters of school-age do you have?
_____.
5. Are all your brothers and sisters that are of school-age in school?
_____.
6. Do you know any person or persons of school-age that do not come to school—
why don't they?

_____.
7. What can teachers do to help you more in school?
_____.
8. What do you like best about the migrant education program at your school?

_____.
9. Does your family move from this town to another at some time during the
year to find work?
_____.
10. If your family does move to find work, what kind of work do they usually
find?
_____.
11. If your family does move to find work, where does it usually go?
_____.
12. Would you be happy to have the kind of life your parents have?
_____.
13. Thank you for your cooperation. If you have anything you want to say
beyond what was asked or of what was asked, please write it down here.
_____.

COMMUNITY QUESTIONNAIRE

Community: _____

Date: _____

Main person interviewed: husband wife

Relation to children: parents other*

1. How many school-age children do you have? _____.
2. What grades are they in? _____.
3. Do you have any children that should be in school but are not--why aren't they?
_____.
4. How many children do you have receiving the instructional services of the migrant education program?
_____.
5. Do you have any children who are in school but are not receiving the instructional services of the migrant education program--why aren't they?
_____.
6. Do any of your children in school work after school (job)? _____.
7. What kind of work do they do? _____.
8. What kind of work do you do? _____.
9. What grade level did you attain? _____.
10. Your spouse? _____.
11. How much "education" do you think an individual needs today?
_____.
12. Do you talk with your children about their education (what they do in school; what they should do in school; the goals of their education)?
_____.
13. Do you encourage (or make) them to go to school? _____.
14. Do you encourage them to do well in their schoolwork? _____.
15. Do you encourage them to participate in extra-curricular activities? _____.
16. How much of an "education" do you think they will attain?
_____.
17. What are they wanting to do once they finish or leave school?
_____.

* Refers to grandparents, uncles, or guardians.

114

18. Do you agree with this? _____.
19. Do people (representatives) from the school visit your home? _____.
20. (If "yes")Whom? _____.
21. (If "yes")How often? _____.
22. If they don't (visit your home), would you like for them to do so? _____.
23. (If "yes")Whom? _____.
24. Does the school (representatives) encourage you to visit and become familiar with it and its activities?
_____.
25. Do you visit the school? _____.
26. (If "yes")Whom do you go visit there? _____.
27. (If "yes")Did you go see them about a problem-- what kind, school or personal?
_____.
28. (If "yes")How were you treated? _____.
29. If you haven't visited the school, do you feel like you could take a problem to one of the teachers, counselors, or administrators?
_____.
30. How do you learn about what goes on educationally at school? _____.
31. How does the school find out what you expect from them for your children's education?
_____.
32. How did you learn about the migrant education program? _____.
33. How did you learn of its services? _____.
34. When? _____.
35. What language do you speak at home? * _____.
36. (If other than English)Would you like for your children to learn or better learn this language at school?
_____.
37. (If other than English)Would you like for your children to learn or learn more about the _____ culture?
_____.
38. Is the school doing all it can to help your children-- If not, what can they do?
_____.

* Substitute "what language the children's grandparents spoke?" if speak English.

APPENDIX D

ORGANIZATION OF MEASUREMENTS

In-school success of migrant students

Academic performance of migrant students

- Standardized tests
- Students' performance

Patterns of school status

- Migration patterns of students
- Repetition of grades -- scattergram

Reasons friends dropped out

- Reasons given

Student attitude toward school and related factors

- Subjects disliked and reasons
- Subjects liked
- Student attitude toward migrant education programs
- Scores on "Attitude Toward School Scale"

Self-image of migrant students

- Student report on parental dialogue on education
- Student report on parental prompting to attend school
- Student report on treatment by teachers
- Student desire to learn about own language and culture
- Scores on "Self-Concept as a Student Scale"

Student aspirations

- Plans to finish school
- Plans for after finishing school
- Scores on "Perceived Value of School and Motivation to Succeed Scale"

Participation in extracurricular activities

- Formation of friendships with non-migrant students
- Migrant student extracurricular participation

Physical-health status of migrant students

- Developmental handicaps
- Emotional
- Family instability
- Physical handicaps
- Dental
- Hearing
- Eyesight
- Lack of (parental) follow-up for medical treatment

Teacher observation of problems of migrant students

- Problems encountered in teaching migrant students
- Strengths observed in teaching migrant students

Out-of-school features of migrant student life

Work students did
Kinds of work

General home and related characteristics

Mobility and employment of parents
Educational attainment of parents
Language dominance in the home
Mean number of school-age children
Parental awareness of services of migrant program
School personnel visitation of home
Parental visitation of schools
Parental participation in school life
Parental means of keeping informed on school matters
Parental input into the schools
Parental encouragement to attend school
Parents' perception of education needed today
Parents' perception of how much their children would receive
Parents' perception of how school was doing and comments
Parents' receptivity for children to learn about ethnic heritage

Student desire to live same kind of life as parents
Students' response

Differences among migrant students

Descriptive differences

Grade retention
Prompting at home to attend school
Visiting with teachers or counselors on student problems
Staying in school to finish
Plans upon finishing or leaving school

Descriptive non-differences

After-school, part-time employment
Kind of work their parents had
Parental agreement with regard to the students' future plans
Parental and student dialogue about school and/or education
Treatment received from teachers
Participation in extracurricular activities
Home language usage
Preference for learning about their ethnic cultural heritage and language

Academic differences

Language arts
Mathematics

Reading
Science
Social Studies
Music

Academic non-differences
Art
Physical education

Teachers in the Title I migrant programs

Educational preparation of Title I migrant teachers

Degrees attained by teachers
Teaching experience
Bilingualism among teachers

Special training for Title I migrant program teachers

Special training teachers had and kinds of training

Determination of instructional need in migrant students

Ways of determining needs

Teacher needs assessment

Needs and implementation

Title I migrant program related factors

Teachers' responses on what school districts could do to help
them most

List of teachers' innovative projects

Teachers' responses on what colleges could do to help them
most

APPENDIX E

Table 1
LOCATION OF MIGRANT EDUCATION PROGRAMS

School	County
Altus	Jackson
Arnett (Hollis)	Harmon
Binger	Caddo
Blair	Jackson
Boise City	Cimarron
Butler	Custer
Clinton	Custer
Eakly	Caddo
Eldorado	Jackson
Elk City	Beckham
Gould	Harmon
Grandfield	Tillman
Granite	Greer
Hobart	Kiowa
Hollis	Harmon
Lookeba-Sickles	Caddo
Mangum	Greer
Martha	Jackson
Navajo (ALTUS)	Jackson
Olustee	Jackson
Ryan	Jefferson
Sentinel	Washita
Snyder	Kiowa
Southside (Elmer)	Jackson
Terral	Jefferson
Waurika	Jefferson

TABLE 2

GRADE LEVELS ASSISTED BY MIGRANT PROGRAMS

School	Number of Teachers	Grades Assisted
Altus	3	1-4; 1-6; 1-6
Arnett	1	K-6
Binger	1	1-6
Blair	1	1-6
Boise City	2	K-4; 5-8
Butler	1	3-5
Clinton	1	1-6
Eakly	1	2-8
Eldorado	1	1-7
Elk City	3	1-3; 4-6; 7, 8
Gould	1	1-8
Grandfield	1	1-6
Granite	1	K-6
Hobart	3	1-3; 6-8; K, 4, 5
Hollis	5	1; 5-6; 7, 8; 2, 3
Lookeba-Sickles	5	1-3; 1-12; 7, 8; 7-9; 4-6
Mangum	1	1-6
Martha	2	1-8; 1-8
Navajo	5	3; 4-6; 6; 7-9; 7-9
Olustee	2	4-8; K-2, 7, 8
Ryan	1	1-12
Sentinel	1	1-6
Snyder	1	1-6
Southside	1	1-8
Terral	2	2-11; 1-6
Waurika	1	1-6

TABLE 3
STANDARDIZED ACHIEVEMENT TESTS USED IN
THE TITLE I MIGRANT PROGRAMS

Test Listed	<u>n</u> ^a	Percentage Response
California Achievement Test ^{b,c}	13	50.0
Metropolitan Achievement Test ^b	5	19.2
Wide Range Achievement Test	2	7.7
California Basic Skills Tests ^c	1	3.8
Gray-Votaw-Rogers General Achievement Tests	1	3.8
Iowa Tests of Educational Development	1	3.8
Peabody Individual Achievement Tests	1	3.8
SRA Achievement Series	1	3.8
Stanford Achievement Test	1	3.8
Totals	26	99.7 ^d

^a Number represents frequency responses of number of schools using the given test. Two schools did not list an achievement test, per se.

^b One school reported the use of both of these tests.

^c One school reported the use of both of these tests.

^d Number is not "100" due to rounding-off error.

TABLE 4
LEVELS OF STUDENT PERFORMANCE ON STANDARDIZED TESTS
REPORTED BY TITLE I MIGRANT TEACHERS

Academic Area	<u>n</u> ^a	<u>Percent of Students Performing</u>			Percentage Total
		Below Average	Average	Above Average	
Language Arts (Spelling)	900	33.2	53.6	13.2	100.0
Mathematics (Arithmetic)	941	32.4	56.0	11.6	100.0
Reading	981	35.1	55.6	9.4	100.1 ^b
Science	640	37.3	53.7	8.9	99.9 ^b
Social Studies	631	37.7	55.0	7.3	100.0
Art	924	15.0	75.4	9.5	99.9 ^b
Music	957	15.5	77.3	7.2	100.0
Physical Education	958	12.8	75.7	11.5	100.0

^a The numbers represent the number of students for whom academic performance reports were received.

^b The figures are not "100" percent due to rounding-off error.

TABLE 5
TEACHER REPORTS ON PEAK PERIODS OF THE SCHOOL
YEAR WHEN MIGRANT STUDENTS ARRIVE AND DEPART

Month of Mobility	<u>n</u> ^a	Responses on Type of Mobility		
		Arrival	<u>n</u> ^b	Departure ^p
August	6	22.2		
September	10	37.0		
October	4	14.8	1	3.6
November	1	3.7	2	7.1
December	1	3.7	4	14.3
January	2	7.4	6	21.4
February	2	7.4	1	3.6
March	1	3.7	4	14.3
April			4	14.3
May			5	17.9
June			1	3.6
Totals	27	99.9 ^c	28	100.1 ^c

^p Numbers are percentages of frequency of responses.

^a Numbers represent the number of teacher responses regarding student arrival.

^b Numbers represent the number of teacher responses regarding student departure.

^c Numbers are not "100" percent due to rounding-off errors.

TABLE 6
STUDENT REPORTS ON GRADE REPETITION

Number of Times Repeated a Grade	<u>n</u> ^b	Percentage of Frequency Response
None	404	50.8
One	307	38.6
Two	61	7.7
Three	12	1.5
More than three	12	1.5
Totals	796	100.1 ^a

^aNumber exceeds "100" due to rounding-off error.

^bNumber represents the number of students indicating how many times they repeated a grade.

TABLE 7
REASONS FRIENDS DROPPED OUT
OF SCHOOL GIVEN BY STUDENTS

Reasons ^b	n ^a	Percentage of Frequency Response
Don't like school; bored with school	83	36.9
Got married; had baby	63	28.0
Work; financial problems	36	16.0
Problem with teacher(s) or students	9	4.0
Problem with school work; couldn't pass	8	3.6
Parents don't make them	7	3.1
Move a lot	4	1.8
Got kicked out	4	1.8
Have other interests	3	1.3
Problems at home	2	.9
Didn't see use in school	1	.4
No friends	1	.4
Transportation problem	1	.4
Help mom at home	1	.4
Parents stopped her	1	.4
Afraid of school	1	.4
Totals	225	100.0

^a The numbers represent the number of responses given by the students.

^b Reasons are given in students' vernacular.

TABLE 8
SCHOOL SUBJECTS STUDENTS LIKE LEAST AND REASONS
FOR NOT LIKING SOME SUBJECTS

Subjects	<u>n</u> ^a	Percentage Response	Reasons	<u>n</u> ^b	Percentage Response
Math	223	28.2	Don't understand	271	41.8
Science	130	16.4	Too hard	126	19.4
English	99	12.5	Don't like it	66	10.2
Language	81	10.2	Teacher	39	6.0
History	58	7.3	Don't/can't study	38	5.9
Social Studies	54	6.8	Don't try	30	4.6
Spelling	42	5.3	Boring	15	2.3
Reading	33	4.2	Not read well	15	2.3
Geography	12	1.5	Forget what I read	10	1.5
Health	10	1.3	Can't get interested	6	.9
Other	50	6.3	Not enough time	6	.9
			Not explained well	5	.8
			Carelessness	5	.8
			Can't speak English	4	.6
			Others	13	2.0
Totals	792	100.0	Totals	649	100.0

^a Number indicates number of students indicating least like for given subject.

^b Number indicates number of students indicating reason they did not like some subject.

TABLE 9
SCHOOL SUBJECTS STUDENTS LIKED BEST

Subjects	<u>n</u> ^a	Percentage
Math	256	32.1
Language	80	10.0
Science	71	8.9
P. E.	68	8.5
Spelling	67	8.4
Reading	65	8.1
English	41	5.1
Social Studies	25	3.1
History	23	2.9
Home Economics	14	1.8
Geography	13	1.6
Shop	13	1.6
Agriculture	12	1.5
Civics	10	1.3
Art	8	1.0
Music	7	.9
Typing	7	.9
Health	5	.6
Writing	5	.6
Other	9	1.1
TOTALS	799	100.0

^a The numbers represent the number of students indicating the subjects they liked.

TABLE 10
STUDENT REPORT ON THINGS THEY LIKED BEST
ABOUT THE MIGRANT EDUCATION PROGRAM

Report	<u>n</u>	Percentage Response
Get more help (school work, counseling, attention)	202	34.4
Like subject matter (machines, reading lab, plays, games, projects, films, regular subjects)	120	20.4
Like field trips (circus, zoo, etc.)	95	16.2
Like health care (medical, dental)	63	10.7
Like teachers	37	6.3
Like summer school	37	6.3
Like clothing and eyeglass assistance	33	5.7
Totals	587	100.0

TABLE 11
COMPARISON OF MEAN SCORES OF MIGRANT STUDENTS WITH MEAN SCORE OF
OKLAHOMA NORM GROUP ON THE "ATTITUDE TOWARD SCHOOL SCALE"

Grade Level	Migrant n	Okla. Mean	Migrant Mean	s	SE	95% Confidence Interval for Mean
5	139	39.641	40.676	8.477	.719	39.238-42.114
7	149	36.327	38.530	8.435	.691	37.148-39.912
9	67	34.656	38.701	7.851	.959	36.783-40.619
11	36	34.936	36.722	12.370	2.062	32.598-40.846

TABLE 12
STUDENT RESPONSE ON PARENTAL ADVOCACY OF EDUCATION

Type of Response	<u>Parents talked with them about school/education</u>		<u>Prompting at home to attend school</u>	
	<u>n</u> ^a	Percentage Response	<u>n</u> ^b	Percentage Response
No	213	26.9	236	29.6
Yes	578	73.1	560	70.4
Totals	791	100.0	796	100.0

^a Number of students reporting parents talked with them about school.

^b Number of students reporting parents prompted them to go to school.

TABLE 13
STUDENT REPORT ON TREATMENT
RECEIVED FROM THEIR TEACHERS

Treatment	<u>n</u>	Percentage Response
Fine	689	82.3
Not very good	148	17.7
Totals	837	100.0

TABLE 14
STUDENTS' REPORT ON GOING TO TEACHERS/COUNSELORS
WITH ACADEMIC/PERSONAL PROBLEMS

Type of Response	<u>n</u> ^a	Percentage Response
No	362	45.5
Yes	434	54.5
Totals	796	100.0

^a Number represents number of students that gave a response.

TABLE 15

STUDENTS' DESIRE TO LEARN ABOUT THEIR
OWN ETHNIC CULTURAL HERITAGE AND LANGUAGE

Type of Response	<u>Language</u>		<u>Cultural Heritage</u>	
	<u>n</u> ^a	Percentage Response	<u>n</u> ^b	Percentage Response
No	181	26.5	183	28.0
Yes	501	73.5	471	72.0
Totals	682	100.0	654	100.0

^a Number represents number of students responding to the language inquiry.

^b Number represents the number of students responding to the ethnic culture inquiry.

TABLE 16

MEAN SCORES AND CONFIDENCE INTERVAL SIZE OF MIGRANT STUDENTS
ON THE "SELF CONCEPT AS A STUDENT SCALE" BY GRADE LEVEL

Grade Level	Migrant n	Okla. Mean	Migrant Mean	s	SE	95% Confidence Interval for Mean
5	139	70.495	64.453	13.201	1.120	62.213-66.693
7	149	65.923	60.772	12.841	1.052	58.663-62.876
9	67	63.032	61.015	11.912	1.455	58.105-63.925
11	36	64.398	55.944	19.461	3.244	49.456-62.432

TABLE 17
MIGRANT STUDENTS' PERCEPTIONS
ON STAYING TO GRADUATE FROM SCHOOL

Student Response	<u>n</u>	Percentage Response
Yes	470	56.6
Don't know	301	36.2
No	60	7.2
Totals	831	100.0

TABLE 18
MIGRANT STUDENTS' PLANS UPON FINISHING SCHOOL

Type of Work	<u>n</u> ^a	Percentage Response
Find a job	401	48.1
College	203	24.4
Join Service	92	11.0
Farmwork	69	8.3
Trade school	68	8.2
Totals	833	100.0

^a Number represents number of students responding to the given item.

TABLE 19

MEAN SCORES AND CONFIDENCE INTERVAL SIZE OF MIGRANT STUDENTS
ON THE "PERCEIVED VALUE OF SCHOOL AND MOTIVATION
TO SUCCEED SCALE" BY GRADE LEVEL

Grade Level	Migrant n	Okla. Mean	Migrant Mean	s	SE	95% Confidence Interval for Mean
5	139	38.450	32.360	6.862	.582	31.196-33.524
7	149	36.105	31.785	7.048	.577	30.631-32.939
9	67	34.570	31.313	7.067	.863	29.587-33.039
11	36	34.204	28.306	9.815	1.636	25.034-31.578

TABLE 20

TEACHER REPORT ON MIGRANT STUDENT PARTICIPATION
IN EXTRACURRICULAR ACTIVITIES

Extent of Participation	<u>Migrant and non- migrant friendships</u>		<u>Migrant student extra- curricular participation</u>	
	<u>n</u> ^a	Percentage Response	<u>n</u> ^b	Percentage Response
Many do	35	77.8	26	59.1 (63.1) ^c
A few do	10	22.2	18	40.9
They do not	0	0	0	0 (36.9) ^c
Totals	45	93.7	45	100.0

^a Number represents the number of teachers indicating the given response to the "friendship" item.

^b Number represents the number of teachers indicating the given response to the "participation" item.

^c Number represents the percentage response indications of 834 students to the "participation" item.

TABLE 21

TITLE I MIGRANT PROGRAM TEACHERS' REPORT
OF PHYSICAL-HEALTH STATUS OF THEIR MIGRANT STUDENTS

Physical-Health Area	<u>n</u>	Guidelines ^a				
		4	2	3	1	5
Developmentally handicapped	1079	8.6	4.7	6.3	10.1	70.3
Mental retardation	1077	2.5	4.1	4.9	3.5	85.0
Dental	1059	7.6	8.1	5.9	23.0	55.2
Sight	1073	2.1	6.2	3.2	17.5	70.9
Hearing	1073	0.4	6.4	3.0	1.3	88.9
Speech defects	1050	1.5	6.3	3.8	2.6	85.8
Emotional problems	1047	7.7	3.3	6.7	2.1	80.1
Physically handicapped	1066	0.3	6.3	2.9	1.5	89.0
Chronic disease or illness	1067	0.4	5.8	3.5	2.2	88.2
Malnutrition	1064	2.6	5.5	2.9	3.9	85.2
Anti-social behavior	1078	6.1	3.4	5.0	1.2	84.2
Family instability	1078	14.9	5.8	3.5	2.9	72.9
Clothing need	1080	4.3	5.6	5.6	15.0	69.5
Educational materials need	1071	2.9	5.0	7.3	21.5	63.3

^aSee Appendix C for Guidelines.

TABLE 22

MOST COMMON PROBLEMS ENCOUNTERED WITH
MIGRANT STUDENTS BY TITLE I MIGRANT PROGRAM
TEACHERS IN THE STATE OF OKLAHOMA

Problems	<u>n</u> ^a	Percentage Response
Language barrier, communication	17	27.9
Reading below grade level	6	9.8
Culture gap	6	9.8
Lack of motivation, disinterest	6	9.8
Different socioeconomic backgrounds	5	8.2
Poor attendance	4	6.6
Frustrated children	4	6.6
Gap(s) in educational background	3	4.9
Poor self-image, self-concept, self-worth	3	4.9
Lack of acceptance by other students	2	3.3
Ascertaining child's needs	2	3.3
Lack of parental responsibility	1	1.6
Close competition with each other--jealousy	1	1.6
Poor comprehension	1	1.6
TOTALS	61	99.9 ^b

^aNumber represents the number of responses given by teachers for a given problem.

^bNumber is not "100" due to rounding-off error.

TABLE 23

MOST COMMON ASSETS ENCOUNTERED WITH
MIGRANT STUDENTS BY TITLE I MIGRANT PROGRAM
TEACHERS IN THE STATE OF OKLAHOMA

Assets	<u>n</u> ^a	Percentage Response
Respond quickly to love and praise, great desire to please	14	26.9
Willing to work at own level	7	13.5
Willing, eager to learn from empathetic teacher	6	11.5
Very thankful for any individual help they receive	5	9.6
Cooperative	5	9.6
Are warm and take care of their fellow students	5	9.6
Enthusiastic, eager to experience success	3	5.8
Have respect for elders	2	3.8
Mature	2	3.8
Very little discipline problem	2	3.8
Eager to belong	1	1.9
Total	52	99.8 ^b

^a Number represents the number of teacher responses or given item.

^b Number is not "100" due to rounding-off error.

Table 24
STUDENT REPORT ON THINGS TEACHERS
COULD DO TO ASSIST THEM MORE

Report	<u>n</u>	Percentage Response
More explanation of schoolwork	350	46.9
Do not know	178	23.8
Teachers spend more time with students	89	11.9
Augment skills to increase student comprehension of schoolwork	77	10.3
Encourage more self-discipline	30	4.0
Things are okay	23	3.1
Totals	747	100.0

Table 25
REPORT ON WORKING MIGRANT STUDENTS

Response Given	<u>Parents' Response</u>		<u>Students' Response</u>	
	<u>n</u> ^a	Percentage Response	<u>n</u> ^b	Percentage Response
Some work	19	21.6	191	23.4
None work	69	78.4	625	76.6
Totals	88	100.0	816	100.0

^a Number represents the number of parents indicating the response for the given item.

^b Number represents the number os students indicating the response for the given item.

TABLE 26
PARENTAL REPORT ON KINDS OF
EMPLOYMENT OF CHILDREN

Kind of Employment	<u>n</u> ^a	Percentage of Subgroup	<u>n</u> ^b	Percentage of Group
Current			16	64.0
Farmwork	2	12.5		
Other than Farmwork		87.5		
Odd Jobs	6			
Sells Avon	1			
Custodian	1			
Housekeeper	2			
Nurse's Aide	1			
Deliver Newspaper	1			
Gasoline Station Attendant	2			
Seasonal			9	36.0
Farmwork		33.0		
Hoe	1			
Peanuts	1			
Irrigation	1			
Other Than Farmwork		67.0		
Odd Jobs (Summer/Fall Only)	4			
Custodian	2			
Composite Totals			25	100.0

^a Number represents number of parental indications of type of employment their children had.

^b Number represents the number of students parents indicated as working either working currently or seasonally.

TABLE 27
PLACES VISITED BY MIGRANTS
TO FIND WORK

Places Visited	<u>n</u> ^a	Percentage Response
All over	20	7.0
Arkansas	2	.7
California	6	2.1
Colorado	26	9.1
Florida	6	2.1
Indiana	2	.7
Kansas	3	1.1
Mexico	3	1.1
Michigan	11	3.9
Minnesota	3	1.1
Montana	1	.4
Nebraska	10	3.5
New Mexico	1	.4
Ohio	1	.4
Oklahoma (Other Parts of)	79	27.7
Oregon	1	.4
South Dakota	2	.7
Texas	101	35.4
Wisconsin	5	1.8
Wyoming	2	.7
Totals	285	100.3 ^b

^aNumber represents the number of responses given by students.

^bNumber exceeds "100" due to rounding-off errors.

TABLE 28
EMPLOYMENT FOUND BY MIGRANTS IN TRANSIENCE

Type of Employment	<u>n</u>	Percentage Response
Farmwork		83.8
Not specified	137	
Specified - seasonal	75	
Specified - semi-permanent	5	
Other than farmwork	38	14.7
No response	4	1.5
Totals	259	100.0

TABLE 29
COMPOSITE REPORT OF PARENTAL EMPLOYMENT

Type of Employment	<u>n</u> ^a	Percentage Report	
Farmwork ^b	23	26.1	(26.9) ^e
Disabled/unemployed ^c	26	29.5	(23.9)
Other than farmwork ^d	39	44.3	(49.1)
Totals	88	99.9 ^f	(99.9) ^f

^a Numbers include men and women as heads of households or breadwinners.

^b Number includes one woman as head of household.

^c Number includes nineteen men as disabled or unemployed.

^d Number includes seven women as heads of households or breadwinners.

^e Numbers in parentheses represent percentage responses of 806 students on the same items.

^f Numbers are not "100" due to rounding-off error.

TABLE 30

LANGUAGE DOMINANCE IN THE HOME AS REPORTED BY PARENTS

Parents' Report ^a	<u>n</u>	Percentage Response
Hispanic American parents		
Children speak mostly English, parents mostly Spanish	45	50.6
Children and parents speak mostly Spanish	11	12.4
Children and parents speak mostly English	6	6.7
White American parents		
Children and parents speak English	24	27.0
Black American parents		
Children and parents speak English	2	2.2
Native American parents		
Children and parents speak English	1	1.1
Totals	89	100.0

^a Of 828 students responding, over fifty-three percent of the students reported speaking mostly English at home while nearly forty-seven percent reported speaking mostly Spanish.

TABLE 31

PARENTAL AWARENESS OF SERVICES OF PROGRAM

Degree of Awareness	<u>n</u>	Percentage Response
Some idea	15	16.9
No association	74	83.1
Totals	89	100.0

TABLE 32

PARENTAL REPORT OF SPECIAL CONTACT BY SCHOOL PERSONNEL

Contacted	<u>n</u>	Percentage Response
Yes ^a	58	65.2
No	31	34.8
Totals	89	100.0

^a The contacts were made in several ways: personally at school; by telephone; notes or papers sent home with students; and home visits.

TABLE 33
REPORT ON HOME VISITATIONS BY SCHOOL PERSONNEL

Report	<u>Parents</u>		<u>Teachers</u>	
	<u>n</u>	Percentage Response	<u>n</u>	Percentage Response
Did not know ^a	4	4.5	0	0
No ^a	22	24.7	9	20.5
Yes	63	70.8	35	79.5
Totals	89	100.0	44 ^b	100.0

^a Eighteen of these parents said they would like to be visited by the school personnel--half asking for migrant program personnel and half opting for any school personnel.

^b Four teachers did not answer this question.

TABLE 34
PARENTAL REPORT ON WHICH SCHOOL PERSONNEL VISITED THEM

Personnel Identified	<u>n</u> ^a	Percentage Response
Migrant teacher	22	34.9
Migrant teacher aide	9	14.3
Migrant teacher and aide	9	14.3
Special migrant aides	8	12.7
Others (nurse, principal, etc.)	9	14.3
Could not say	6	9.5
Totals	63	100.0

^a Some parents reported more than one kind of school person as visiting them.

TABLE 35

PARENTAL VISITATION OF SCHOOLS

Report	Parents'		Teachers'	
	<u>n</u>	Percentage Response	<u>n</u>	Percentage Response
Never or hardly ever visited	29	33.0	5	11.4
Visited Sometime	59	67.0	39	88.6
Totals	88	99.0 ^a	44 ^b	100.0

^a Figure is not "100.0" percent because of rounding-off error.

^b Four teachers did not answer this question.

TABLE 36

ENCOURAGEMENT OF PARENTS TO VISIT THE SCHOOL

Report	Parents' Response		Teachers' Response	
	<u>n</u>	Percentage Response	<u>n</u>	Percentage Response
Not Encouraged	11	12.5	3	6.7
Encouraged	77	87.5	42	93.3
Totals	88	100.0	45 ^a	100.0

^a Three teachers did not answer this question.

Table 37
PERSONS/EVENTS VISITED AT SCHOOL BY PARENTS^a

Person(s)/Event(s) Visited	<u>n</u>	Percentage Frequency Response
Teachers and Migrant Program Personnel	40	53.3
Open House/Special Programs	12	16.0
Principal	10	13.3
Migrant Committee	4	5.3
Counselor or Administrative Assistant	4	5.3
Superintendent	3	4.0
P.T.A.	2	2.7
Totals	75	99.9 ^b

^a Seventy eight out of 88 parents said they were treated well by school personnel. Three said they had no complaints. One did not like the school. Six did not respond.

^b Figure is not "100" percent due to rounding-off error.

TABLE 38

WAYS BY WHICH PARENTS KEPT INFORMED OF SCHOOL MATTERS

Ways Employed	<u>n</u>	Percentage of Frequency Response
Children; notes sent with children	56	54.9
Vist or call school	11	10.8
Report cards	9	8.8
Teacher's visits or calls	9	8.8
Did not use any	5	4.9
School meetings	4	3.9
Newspaper/newsletter	3	2.9
Neighbors	3	2.9
Schoolwork	2	2.0
Totals	102	99.9 ^a

^a Number is not "100" percent due to rounding error.

TABLE 39

METHODS USED BY PARENTS TO INFORM SCHOOLS

Method Employed	<u>n</u> ^a	Percentage Response
Did not use any	45	51.2
Visited school	26	29.5
Talked with visiting teacher	7	8.0
Sent notes to school	6	6.8
Have had no need	4	4.5
Totals	88	100.0

^a Number of parents responding.

TABLE 40

PARENTAL TALK CONCERNING EDUCATION/SCHOOL

Parental Report	<u>n</u>	Percentage Response
Did not talk	9	10.2 (26.9) ^a
Talked occasionally	79	89.8 (73.1) ^a
Totals	88	100.0 (100.0) ^a

^a These are the students' responses in percentage form with 791 students responding.

TABLE 41

PROMPTING AT HOME TO ATTEND SCHOOL

Parental Report	<u>n</u>	Percentage Response
No response given	16	18.2 (29.6) ^a
Too young	1	1.1 (0) ^a
Do encourage	71	80.7 (70.4) ^a
Totals	88	100.0 (100.0) ^a

^a Student responses in percentage form with 796 students responding.

TABLE 42

PARENTAL ENCOURAGEMENT OF EXTRACURRICULAR ACTIVITY
PARTICIPATION BY THEIR CHILDREN^a

Parental Response	<u>n</u>	Percentage Response
No response	60	68.2
Yes	26	29.5
No	2	2.3
Totals	88	100.0

^a Approximately sixty-three percent of the students indicated they participated in extracurricular activities.

TABLE 43

PARENTS' PERCEPTION OF LEVEL OF EDUCATION NEEDED
BY AN INDIVIDUAL TODAY

Parental Response	<u>n</u>	Percentage Response
All they can get	41	46.6
At least high school--(hopefully vo-tech or college)	36	40.9
No response/did not know	11	12.5
Totals	88	100.0

TABLE 44
PARENTAL PERCEPTIONS OF LEVEL OF EDUCATION
THEIR CHILDREN WOULD ATTAIN

Level of Educational Attainment	<u>n</u>	Percentage Response
Finish high school	63	71.6
No idea	13	14.8
College	7	8.0
Vocational Institute	3	3.4
May not finish school	2	2.3
Totals	88	100.1 ^a

^a Number is not "100" due to founding-off error.

TABLE 45
PARENTAL REPORT ON CHILDREN'S ASPIRATIONS
UPON LEAVING SCHOOL

Aspirations	<u>n</u> ^a	Percentage Response
No response given	51	55.4
College	12	13.0
Nurse	10	10.9
Secretary	4	4.3
Mechanic	3	3.3
Housewife	1	1.1
Beautician	1	1.1
Vocational College	1	1.1
Business College	1	1.1
Professional Athlete	1	1.1
Teacher	1	1.1
Policeman	1	1.1
Veterinarian	1	1.1
Lawyer	1	1.1
Petroleum Engineer	1	1.1
Find Work	1	1.1
Truck Driver	1	1.1
Totals	92	100.1

^a Number represents frequency responses from eighty-eight parents.

TABLE 46
STUDENT DESIRE TO LIVE SAME
KIND OF LIFE AS PARENTS

Students' Response	<u>n</u>	Percentage Response
"No"	400	50.1
"Yes"	331	41.5
"Maybe"	19	2.4
"Don't know"	21	2.6
No answer	27	3.4
Totals	798	100.0

TABLE 47

CHI SQUARE ANALYSIS BETWEEN CLASSIFICATION AS
PROGRAM PARTICIPANT AND GRADE RETENTION

Student Response	N	<u>Observed (Expected) Frequencies</u>		df	χ^2
		Participants	Non-participants		
No	300	127 (140.068)	173 (159.932)	1	4.311*
Yes	289	148 (134.932)	141 (154.068)		

* $p < .05$

TABLE 48

CHI SQUARE ANALYSIS BETWEEN CLASSIFICATION AS PROGRAM
PARTICIPANT AND PROMPTING AT HOME TO ATTEND SCHOOL

Student Response	N	<u>Observed (Expected) Frequencies</u>		df	χ^2
		Participants	Non-participants		
No	170	63 (79.696)	107 (90.304)	1	8.687*
Yes	423	215 (198.304)	208 (224.696)		

* $p < .05$

TABLE 49

CHI SQUARE ANALYSIS BETWEEN CLASSIFICATION AS
PROGRAM PARTICIPANT AND SEEKING OF COUNSEL

Student Response	N	<u>Observed (Expected) Frequencies</u>		df	χ^2
		Participants	Non-participants		
No	256	88 (120.013)	168 (135.987)	1	27.411*
Yes	337	190 (157.987)	147 (179.013)		

* $p < .05$

TABLE 50

CHI SQUARE ANALYSIS BETWEEN CLASSIFICATION AS PROGRAM
PARTICIPANT AND PERCEPTION ON FINISHING SCHOOL

Student Response	N	<u>Observed (Expected) Frequencies</u>		df	x ²
		Participants	Non-participants		
No; do not know	267	154 (124.449)	113 (142.551)	1	24.007*
Yes	323	121 (150.551)	202 (172.449)		

* p < .05

TABLE 51

CHI SQUARE ANALYSIS BETWEEN CLASSIFICATION AS PROGRAM
PARTICIPANT AND PLANS UPON FINISHING SCHOOL

Student Response	N	<u>Observed (Expected) Frequencies</u>		df	x ²
		Participants	Non-participants		
Fieldwork, military service	113	64 (52.963)	49 (60.037)	2	6.155*
Job	290	134 (135.922)	156 (154.078)		
Vocational School	188	79 (88.115)	109 (99.885)		

* p < .05

TABLE 52

CHI SQUARE ANALYSIS BETWEEN CLASSIFICATION AS PROGRAM
PARTICIPANT AND AFTER-SCHOOL EMPLOYMENT

Group Response	N	<u>Observed (Expected) Frequencies</u>		df	χ^2
		Participants	Non-participants		
No	438	207 (205.407)	231 (232.593)	1	.005*
Yes	142	65 (66.593)	77 (75.407)		

* $p > .05$

TABLE 53

CHI SQUARE ANALYSIS BETWEEN CLASSIFICATION AS PROGRAM
PARTICIPANT AND WORK THEIR PARENTS DID

Group Response	N	<u>Observed (Expected) Frequencies</u>		df	χ^2
		Participants	Non-participants		
Farmwork, Fish Farm, Forest Nursery	151	68 (72.044)	83 (78.956)	1	.591*
Other kind of work or unem- ployed	417	203 (198.956)	214 (218.044)		

* $p > .05$

TABLE 54

CHI SQUARE ANALYSIS BETWEEN CLASSIFICATION AS PROGRAM PARTICIPANT
AND PARENTAL AGREEMENT OF STUDENTS' FUTURE PLANS

Group Response	N	<u>Observed (Expected) Frequencies</u>		df	X ²
		Participants	Non-participants		
Agree	184	77 (86.221)	107 (97.779)	2	2.751*
Disagree	38	18 (17.806)	20 (20.194)		
Not Tallied	367	181 (171.973)	186 (195.027)		

* p > .05

TABLE 55

CHI SQUARE ANALYSIS BETWEEN CLASSIFICATION AS PROGRAM PARTICIPANT
AND DIALOGUE AT HOME ABOUT THEIR EDUCATION

Group Response	N	<u>Observed (Expected) Frequencies</u>		df	X ²
		Participants	Non-participants		
No	164	72 (76.997)	92 (87.003)	1	.686*
Yes	426	205 (200.003)	221 (225.997)		

* p > .05

TABLE 56

CHI SQUARE ANALYSIS BETWEEN CLASSIFICATION AS PROGRAM PARTICIPANT
AND TREATMENT RECEIVED FROM TEACHERS

Group Response	N	<u>Observed (Expected) Frequencies</u>		df	X ²
		Participants	Non-participants		
Fine	500	225 (233.558)	275 (266.442)	1	3.327*
Not very good	93	52 (43.442)	41 (49.558)		

* p > .05

TABLE 57

CHI SQUARE ANALYSIS BETWEEN CLASSIFICATION AS PROGRAM PARTICIPANT
AND PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

Group Response	N	<u>Observed (Expected) Frequencies</u>		df	χ^2
		Participants	Non-participants		
No	196	94 (92.196)	102 (103.804)	1	.052*
Yes	395	184 (185.804)	211 (209.196)		

* $p > .05$

TABLE 58

CHI SQUARE ANALYSIS BETWEEN CLASSIFICATION AS PROGRAM PARTICIPANT
AND HOME LANGUAGE USAGE

Group Response	N	<u>Observed (Expected) Frequencies</u>		df	χ^2
		Participants	Non-participants		
English	296	128 (139.442)	168 (156.558)	1	3.575*
Spanish	292	149 (137.558)	143 (154.442)		

* $p > .05$

TABLE 59

CHI SQUARE ANALYSIS BETWEEN CLASSIFICATION AS PROGRAM PARTICIPANT
AND WANT TO LEARN OWN ETHNIC MINORITY LANGUAGE

Group Response	N	<u>Observed (Expected) Frequencies</u>		df	χ^2
		Participants	Non-participants		
No	128	58 (60.465)	70 (67.535)	1	.160*
Yes	397	190 (187.535)	207 (209.465)		

* $p > .05$

TABLE 60

CHI SQUARE ANALYSIS BETWEEN CLASSIFICATION AS PROGRAM PARTICIPANT
AND WANT TO LEARN OF OWN ETHNIC HERITAGE

Group Response	N	<u>Observed (Expected) Frequencies</u>		df	X ²
		Participants	Non-participants		
No	135	55 (62.717)	80 (72.283)	1	2.112*
Yes	373	181 (173.283)	192 (199.717)		

* p > .05

TABLE 61

CHI SQUARE ANALYSIS BETWEEN CLASSIFICATION AS PROGRAM PARTICIPANT
AND ACADEMIC STANDING IN LANGUAGE ARTS

Group Standing	N	<u>Observed (Expected) Frequencies</u>		df	X ²
		Participants	Non-participants		
Below	169	104 (82.226)	65 (86.774)	2	26.617*
Average	258	118 (125.528)	140 (132.472)		
Above	56	13 (27.246)	43 (28.754)		

* p < .05

TABLE 62

CHI SQUARE ANALYSIS BETWEEN CLASSIFICATION AS PROGRAM PARTICIPANT
AND ACADEMIC STANDING IN MATHEMATICS

Group Standing	N	<u>Observed (Expected) Frequencies</u>		df	X ²
		Participants	Non-participants		
Below	162	92 (81.345)	70 (80.655)	2	11.520*
Average	270	134 (135.574)	136 (134.426)		
Above	38	10 (19.081)	28 (18.919)		

* p < .05

TABLE 63

CHI SQUARE ANALYSIS BETWEEN CLASSIFICATION AS PROGRAM PARTICIPANT
AND ACADEMIC STANDING IN READING

Group Standing	N	<u>Observed (Expected) Frequencies</u>		df	x ²
		Participants	Non-participants		
Below	191	112 (91.878)	79 (99.122)	2	25.096*
Average	279	125 (134.210)	154 (144.790)		
Above	31	4 (14.912)	27 (16.088)		

* p < .05

TABLE 64

CHI SQUARE ANALYSIS BETWEEN CLASSIFICATION AS PROGRAM PARTICIPANT
AND ACADEMIC STANDING IN SCIENCE

Group Standing	N	<u>Observed (Expected) Frequencies</u>		df	x ²
		Participants	Non-participants		
Below	144	81 (68.923)	63 (75.077)	2	13.037*
Average	178	81 (85.197)	97 (92.803)		
Above	29	6 (13.880)	23 (15.120)		

* p < .05

TABLE 65

CHI SQUARE ANALYSIS BETWEEN CLASSIFICATION AS PROGRAM PARTICIPANT
AND ACADEMIC STANDING IN SOCIAL STUDIES

Group Standing	N	<u>Observed (Expected) Frequencies</u>		df	x ²
		Participants	Non-participants		
Below	148	85 (70.172)	63 (77.828)	2	19.108*
Average	179	78 (84.871)	101 (94.129)		
Above	21	2 (9.957)	19 (11.043)		

* p < .05

TABLE 66

CHI SQUARE ANALYSIS BETWEEN CLASSIFICATION AS PROGRAM PARTICIPANT
AND ACADEMIC STANDINC IN MUSIC

Group Standing	N	<u>Observed (Expected) Frequencies</u>		d _f	x ²
		Participants	Non-participants		
Below	68	46 (34.655)	22 (33.345)	2	9.349*
Average	377	183 (192.133)	194 (184.867)		
Above	22	9 (11.212)	13 (10.788)		

* p < .05

TABLE 67

CHI SQUARE ANALYSIS BETWEEN CLASSIFICATION AS PROGRAM PARTICIPANT
AND ACADEMIC STANDING IN ART

Group Standing	N	<u>Observed (Expected) Frequencies</u>		d _f	x ²
		Participants	Non-participants		
Below	62	36 (31.206)	26 (30.794)	2	5.190*
Average	353	168 (177.674)	185 (175.326)		
Above	36	23 (18.120)	13 (17.880)		

* p < .05

TABLE 68

CHI SQUARE ANALYSIS BETWEEN CLASSIFICATION AS PROGRAM PARTICIPANT
AND ACADEMIC STANDING IN PHYSICAL EDUCATION

Group Standing	N	<u>Observed (Expected) Frequencies</u>		d _f	x ²
		Participants	Non-participants		
Below	62	36 (31.329)	26 (30.671)	2	2.771*
Average	355	179 (179.384)	176 (175.616)		
Above	54	23 (27.287)	31 (26.713)		

* p < .05

TABLE 69

MEANS AND STANDARD DEVIATIONS OF SELF-CONCEPT AS A STUDENT BY MIGRANT STUDENT GROUPS ACCORDING TO CLASSIFICATION AS PROGRAM PARTICIPANT

Group	N(602)	Mean	S.D.
Participants	282	60.617	14.634
Non-participants	320	63.806	14.261

TABLE 70

COMPARISON OF MEAN SCORES ON SELF-CONCEPT AS A STUDENT OF PARTICIPATING AND NON-PARTICIPATING MIGRANT STUDENTS

Source	SS	df	MS	F	F Prob.
Total	126578.000	601			
Between groups	1524.000	1	1524.000	7.312	.007
Within groups	125054.000	600	208.423		

TABLE 71

MEANS AND STANDARD DEVIATIONS OF ATTITUDE TOWARD SCHOOL BY MIGRANT STUDENT GROUPS ACCORDING TO CLASSIFICATION AS PROGRAM PARTICIPANTS

Group	N(602)	Mean	S.D.
Participants	282	39.319	9.045
Non-participants	320	39.478	9.042

TABLE 72

COMPARISON OF MEAN SCORES ON ATTITUDE TOWARD SCHOOL OF
PARTICIPATING AND NON-PARTICIPATING MIGRANT STUDENTS

Source	SS	df	MS	F	F Prob.
Total	49069.250	601			
Between groups	3.875	1	3.875	.047	.675
Within groups	49065.375	600	81.776		

TABLE 73

MEANS AND STANDARD DEVIATIONS OF PERCEIVED VALUE OF SCHOOL AND
MOTIVATION TO SUCCEED BY MIGRANT STUDENT GROUPS ACCORD-
ING TO CLASSIFICATION AS PROGRAM PARTICIPANT

Group	N(602)	Mean	S.D.
Participants	282	31.504	7.766
Non-participants	320	31.972	7.404

TABLE 74

COMPARISON OF MEAN SCORES ON PERCEIVED VALUE OF SCHOOL AND MOTIVATION
OF PARTICIPATING AND NON-PARTICIPATING MIGRANT STUDENTS

Source	SS	df	MS	F	F Prob.
Total	34470.250	601			
Between groups	32.813	1	32.813	.572	.456
Within groups	34437.438	600	57.396		

TABLE 75

HIGHEST DEGREES HELD BY TEACHERS
IN THE TITLE I MIGRANT PROGRAMS

Degree	<u>n</u>	Percentage Response
Bachelor	33	70.2
Master	14	29.8
Totals	47	100.0

TABLE 76

OVERALL TEACHING EXPERIENCE HELD BY TEACHERS
IN THE TITLE I MIGRANT PROGRAMS

Teaching Experience	<u>n</u>	Percentage Response
First year	11	22.9
Two to five years	12	25.0
Six to nine years	12	25.0
Ten years of more	13	27.1
Totals	48	100.0

TABLE 77

TEACHING EXPERIENCE IN THE TITLE I MIGRANT PROGRAMS

Teaching Experience	<u>n</u>	Percentage Response
First year	25	52.1
Two to five years	12	25.0
Six to nine years	11	22.9
Ten years or more	0	0.0
Totals	48	100.0

TABLE 78

BILINGUALISM AMONG TITLE I MIGRANT PROGRAM TEACHERS

Language	<u>n</u>	Percentage Response
No response	39	81.3
Spanish	7	14.6
French	1	2.1
Indian	1	2.1
German	0	0.0
Italian	0	0.0
Totals	48	100.1 ^a

^a Number exceeds "100" due to rounding-off error.

TABLE 79

USE OF SPANISH LANGUAGE AS A TEACHING TOOL

Use	<u>n</u>	Percentage Response
Affirmative	14	29.2
No response	34	70.8
Totals	48	100.0

TABLE 80

TEACHERS REPORT OF SPECIAL TRAINING ON
PROBLEMS OF MIGRANT STUDENTS

Had Training	<u>n</u>	Percentage Response
No	10	20.8
Yes	38	79.2
Totals	48	100.0

TABLE 81

TEACHERS REPORT OF SPECIAL TRAINING ON
BILINGUAL/BICULTURAL EDUCATION

Had Training	<u>n</u>	Percentage Response
No	28	58.3
Yes	20	41.7
Totals	48	100.0

TABLE 82

TEACHERS REPORT OF SPECIAL TRAINING ON
TEACHING ENGLISH AS A SECOND LANGUAGE

Had Training	<u>n</u>	Percentage Response
No	35	72.9
Yes	13	27.1
Totals	48	100.0

TABLE 83

TEACHERS' REPORT OF HAVING A RECENT
MIGRANT STUDENTS WORKSHOP

Had Workshop	<u>n</u>	Percentage Response
Yes	40	83.3
No	8	16.7
Totals	48	100.0

TABLE 84

TEACHER'S REPORT OF OBJECTIVE MEASURES USED IN
THE TITLE I MIGRANT PROGRAMS

Objective Measures	Number of times reported by a teacher.	Grade levels in which measures were used.
Analysis of Learning Potential	1	K
California Achievement Test	20	K-12
California Test of Basic Skills	3	1-12
California Test of Individual Ability	1	1-3
Gates MacGinitie Reading Tests	6	K-9
Gray-Votaw-Rogers General Achieve- ment Tests	1	K-12
Hoffman Reading Program Placement Tests	1	1-7
Iowa Silent Reading Tests	2	K-8
Iowa Tests of Educational Develop- ment	1	1-12
Larry Greene Quick Inventory	2	1-6
McCall-Crabbs Reading Tests	1	2-6
Metropolitan Achievement Test	10	1-8
Otis-Lennon Mental Ability Test	1	K-3, 7-9
Peabody Individual Achievement Test	3	1-8
Peabody Picture Vocabulary Test	7	K-12
Reading for Concepts - NPR	1	1-5
Scholastic Reading Lab	1	1-6
Slosson Oral Reading Test	2	2-11
SRA Achievement Tests	2	1-7
Stanford Achievement Tests	2	K-8
Sucher-Allred Reading Placement Inventory	5	K-8
Sullivan Reading Program Placement Tests	2	1-7
Wide Range Achievement Test	1	1-5

TABLE 85

ITEM WEIGHTED MEAN OF RESPONSES TO THE
TEACHER NEEDS ASSESSMENT FORM

Item Number	Teacher Responses
22-23	3.375
24-25	1.708
26-27	2.896
28-29	2.479
30-31	2.625
32-33	2.625
34-35	2.063
36-37	3.563
38-39	2.896
40-41	2.438
42-43	2.250
44-45	2.896
46-47	2.583
48-49	2.063
50-51	2.125
52-53	2.938
54-55	2.729
56-57	1.583

TABLE 86

PERCENTAGE OF RESPONSES TO METHODS OF IMPLEMENTATION

Item Number	Response	Methods of Implementation				
		1	2	3	4	5
22-23	0.0	29.2	14.6	8.3	12.5	35.4
24-25	18.8	8.3	16.7	10.4	33.3	12.5
26-27	2.1	8.3	29.2	8.3	6.3	45.8
28-29	14.6	22.9	4.2	20.8	16.7	20.8
30-31	12.5	8.3	33.3	6.3	22.9	16.7
32-33	10.4	2.1	18.8	12.5	31.3	25.0
34-35	22.9	4.2	10.4	6.3	33.3	22.9
36-37	0.0	47.9	2.1	4.2	2.1	43.8
38-39	2.1	6.3	12.5	4.2	27.1	47.9
40-41	2.1	35.4	4.2	25.0	25.0	8.3
42-43	8.3	12.5	14.6	18.8	14.6	31.3
44-45	10.4	20.8	18.8	12.5	10.4	27.1
46-47	4.2	22.9	18.8	12.5	10.4	31.3
48-49	10.4	6.3	29.2	8.3	8.3	37.5
50-51	14.6	4.2	14.6	14.6	25.0	27.1
52-53	8.3	4.2	6.3	4.2	68.8	8.3
54-55	10.4	6.3	12.5	14.6	20.8	35.4
56-57	29.2	0.0	37.5	10.4	12.5	10.4

TABLE 87

RANK ORDERING OF TEACHER NEEDS ASSESSMENT RESPONSES

Item	Rank Order
Techniques for Diagnosing Student Reading Problems	1
Individualized Instruction Strategies	2
Communication	3
Programmed Instruction	5
Techniques for Dealing with Student's Cultural Differences	5
Career Education	5
Curriculum	7
Alternative Education Programs	8½
Grading Systems	8½
Dealing with Handicapped Children in the Classroom	10
Non-Graded School Approach	11
Values Clarification	12
Role of Behavioral Objectives	13
Teacher Accountability	14
Sensitivity Training	15½
Performance Contracting	15½
Team Teaching Techniques	17
Physical Facilities	18