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AN APPROACH TO MEETING THE EDUCATIONAL NEEDS OF
A SELECT GROUP OF MIGRANT CHILDREN

A Thesis
Presented to
the Faculty of the Department of Counselor Education
Western Kentucky University
Bowling Green, Kentucky

In Partial Fulfillment
of the Requirements for the
Educational Specialist Degree

by
Ruth G. Cornelius
August 1976
AN APPROACH TO MEETING THE EDUCATIONAL NEEDS OF
A SELECT GROUP OF MIGRANT CHILDREN

Recommended ____________
(Date)

(Names and signatures)

Approved ____________
(Date)

(Names and signatures)
Acknowledgements

I would like to express my sincere appreciation to Dr. DeWayne Mitchell for his assistance and understanding as chairman of my committee, and to Dr. Stanley H. Brumfield and Dr. Albert Laird for their guidance as members of my committee. I offer a special thanks to Mrs. Faye Abbott for her patience and assistance in this project.

A special thank you goes to my husband for his encouragement and support through this project and all my educational endeavors.
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Children in grades one through six who were identified as children from migrant agricultural families in a specific county in South Central Kentucky were compared to non-migrant children in the same specific county. A determination of the educational needs of these migrant children was made by a comparison of their standardized test scores to similar test scores of children from non-migrant families in the areas of Reading, Math, and Total Battery scores. Resultant data from the test scores indicated that migrant children generally do not achieve as high academically in the areas tested as do children from non-migrant families.

Additional explorations were made concerning the needs of migrant children through a review of the literature. As a result of these data an educational program was recommended for remediation of the indicated educational needs of the subject migrant children. The recommended program includes the employment of qualified staff and continuous training of the staff in working effectively with these children.

Recommendations for remedial reading and remedial math...
classes were also discussed with suggestions for additional programs involving the improvement of home-school-community relationships of migrant families.
Chapter I

Introduction

This study is a survey of the educational needs of children of migrant agricultural worker families residing in a specific county in South Central Kentucky. Chapter I presents a background and rationale of the study, objectives of the study, and the definition of terms.

Background and Rationale

The people who earn their livings as seasonal farm workers appear to be the poorest of the nation's working poor (U.S. Dept. H. E. W., 1975). They are estimated to number anywhere from 600,000 to 5,000,000 including their dependents although no definite demographic data have been available (U.S. Dept. H. E. W., 1970). While farm workers earn an average of $1,580 per year, the average yearly income of seasonal agricultural workers who earn most or all of their income from such work is unknown (Friedland, 1971).

Migrant workers are generally employed by several crop producers each year for harvesting and for other labor intensive phases of agriculture. While the great majority of seasonal workers are U.S. citizens, their living and working conditions are well below conventional standards for this country (Friedland, 1971).
The life of the migratory worker who travels from one employment to another can only be studied and understood by recognizing the impact it has on the total family structure of those particular individuals. In order to illustrate this impact on the migrant worker family structure it is necessary to mention some of the conditions under which these families must survive: poor working conditions, poor living conditions, inadequate sanitation, little or no privacy. Actual work conditions for the migrant person tend to be worse than those for other farm workers due to such conditions as pesticide poisoning, injury and or death by farm machinery, and child labor law violations (Glazer, 1969).

Migrant workers for the most part have been partially or completely excluded from the usual protections offered by federal and state laws governing fair labor standards, minimum wages, and collective bargaining rights (Gurin, 1970).

Within migrant families low income is associated with substandard housing, high rates of untreated chronic and acute health and medical problems, relative isolation from public services agencies, and relatively short life spans (Rainwater, 1970). The migrant family is generally unable to find and qualify for non-agricultural employment. Consequently, the family suffers from chronic structural unemployment and under-employment which limits its earning
power. As a result, the family typically has less than a grammar school education, few recognized job skills, and suffers from low social status due to racial or ethnic origins (Rainwater, 1970).

In recent years agricultural technology has hampered employment opportunities among the migrant worker who depends upon seasonal farm work. The migrant farm worker has been displaced more than other seasonal workers. In the period from 1965 to 1971, over one-half of the migrant farm work force has stopped migrating apparently because of jobs lost to harvest mechanizations (U.S. Dept. of H. E. W., 1975).

For purposes of this study migratory workers will be defined as people who are employed in agricultural or farm activities and who have deemed it necessary to relocate within the past five years in order to retain or find employment (Friedland, 1971). Children of these migrant families have received attention from governmental agencies. For example, the Elementary and Secondary Education Act's Migrant Amendment of 1966 states:

A migratory child of a migratory agricultural worker is 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 secure employment in agriculture or in related food processing activities.
A migratory child of a migratory agricultural worker shall be deemed to continue to be such a child for a period, not in excess of five years during which he resides in the area served by the agency carrying on a program or project under Title I, as amended by P.L. 89-750. (U.S. P.L., 1966)

Although some attention was given to migrant children by legislatures and agencies of a few states prior to 1966, it was the Migrant Amendment that allocated federal monies to the states on the basis of their migrant child count. Statistics from the Labor Department as to the number of migrant children in the United States opened the door to strong and creative thrusts towards improving the education of migrant children.

For all practical purposes migrant workers are either specifically excluded from, or at best, are only minimally included under federal, state social welfare, or worker benefit programs. Some of these programs described by Friedland (1971) are: collective bargaining, minimum wage, workman's compensation, unemployment insurance, child labor laws and social security, housing and welfare programs.

One of the first major steps toward legislation to alleviate migrants' living and working conditions was taken in 1940 with the appointment of the Select Committee of U.S. House of Representatives to investigate the Interstate
Migration of Destitute Citizens. The Committee's report discussed such problem areas as depressed economic conditions in home areas, exploitative labor contracting, inadequate transportation arrangements, conditions concerning health, education, and reasons for exemptions from protections of Federal Programs (U.S. House of Rep., 1941).

Ten years later the problems of migrants again received official recognition through the appointment by President Truman of a Commission on Migratory Labor. In its more extensive report the Commission identified the same kinds of problems described earlier by the House including the apparent exemption of this group of workers from protective legislation. In addition, the Commission submitted a large number of specific recommendations concerned with the adverse effects of foreign labor on the domestic migratory work force. Recruitment and hiring practices, inequitable wages, the need for collective bargaining, inadequate housing, working conditions, child labor, education, and the need for coordinated programs at the national level were also included in the recommendations (U.S. Commission on Migratory Labor, 1950-51).

In spite of growing recognition of the problems of migrant workers, no federal commitment really developed prior to the 1960's. The beginning of Congressional action was marked by the creation of the Senate Subcommittee on Migratory Labor in 1959, which held public hearings and
made legislative recommendations throughout the 1960's. Shortly after the Subcommittee had begun its work, CBS News broadcast a special documentary report, by Edward R. Morrow, *Harvest of Shame*, which dealt with the exploitation of migrants (CBS: *Harvest of Shame, 1960*). It was during the 1960's that public awareness of the problems of seasonal farm workers was expanded.

Much of the federal commitment to assist farm workers was authorized by the Economic Opportunity Act of 1964. Title III-B of this Act authorized funding of poverty program grants to provide health, education, housing, day care, sanitation, and other services to migratory families (U.S. Senate Report, 1964). Under the VISTA program, volunteers were assigned to work in migrant communities in sixteen states. Rural legal assistance projects were funded to help secure adequate wages and public services to which migrants were entitled (U.S. Senate Report, 1964). Among other legislative and administrative developments during the decade was the passage of the Migrant Health Act in 1962 which authorized the Public Health Service to fund state and local agencies and organization to provide health and medical services to migrants (U.S. Senate Report, 1964).

In 1967, Title I of the Elementary and Secondary Education Act was amended to fund summer schools and other special remedial programs for the children of migrant families whose educations had been disrupted by migration.
as well as impeded by other factors associated with poverty and minority group status (E.S.E.A. Title I, 1967).

Objectives of the Study

The objectives of this study were (1) to identify those children in grades one through six who can be classified as children of migrant families currently residing in a specific county in South Central Kentucky; (2) to determine their particular educational needs as indicated from certain psychometric data, and (3) to outline an educational approach towards meeting those educational needs of those identified children.

Definition of Terms

The following definitions of terms are used for the purposes of this study:

1. Title I Program - Federally funded programs to aid schools having economically and culturally deprived children. Examples: First grade readiness classes, remedial math, remedial reading, and social services.

2. MSRTS - (Migrant Record Transfer System) - A computerized data system which can provide academic and health information on any migrant child to any state and Puerto Rico within 24 hours. The MSRTS was designed to permit schools to share the accumulated understanding of many prior schools about the migrant child and his needs. This shared migrant student information tends to free the
school to focus its energy on serving a child's needs instead of using it to identify those needs.

3. Formerly Migratory Child (Inter-state Migratory Child) - A child who has moved with a parent or guardian, within the past twelve months across a school district boundary or state boundaries in order that the parent or guardian might secure temporary or seasonal employment in an agricultural activity.

4. An Intra-state Migratory Child - A child who resides in a state full time and who has moved with a parent or guardian within the past twelve months across a school district in order that a parent, guardian or member of his immediate family might secure temporary or seasonal employment in an agricultural or fishing activity.

5. Current Migratory Child - A child who, with the concurrence of his parents is deemed to be a migratory child on the basis that he has been transferred from one school district to another school district in the last five years. The child is between the ages of six and seventeen. His parents or guardians are farm people who reside in an area served by an agency carrying out a program or project for the special educational needs of migratory children under Title I.

6. Farm People - Those persons who own, rent, or labor on a farm activity. They must earn 50% or more of their income from this farm activity.
7. **Agricultural or Farm Activity** - Any activity related to crop production, including but not limited to soil preparation, storage, curing, canning or freezing of cultivated crops. Activities on farms related to the production and processing of milk, poultry, livestock for human consumption and fish are also to be considered agricultural activities. Operations involved in forest, nurseries, and fishing activities are also to be considered as agricultural activities.

**Summary**

Problems of migrant children as compared to non-migrant children can appear to be almost insurmountable. Until recently only little concern for these children has been shown by the rest of the nation's population. Many unanswered questions remain concerning the effect of family mobility on the migrant child and his academic progress. This study will focus on a specific sample of migrant children, their identified educational needs, and how these needs may possibly be approached for remediation in a public school setting.
Chapter II

Review of the Literature

Thousands of people in the United States are in continual movement with each crop season. They follow the agricultural harvests from town to town, state to state, and region to region (Hathaway, 1972). The whole family usually moves and works together as a harvesting team. It is almost impossible to describe the actual living conditions faced by these people as they move from place to place in search of jobs so they may be able to support their families.

For nine months an infant grows in the womb of his mother. His environment is limited, his body is physically restricted, yet for hundreds of thousands of children born into migrant families those nine months represent the longest rest ever to be had and the longest stay in any one place (Coles, 1965). From birth on for such children, it is constant travel. Constant movement is the only way of life many migrant families will ever experience.

Migrant families are separated from non-migrant families by their hand to mouth existence and by their migratory habits which deprive them from intimacy with any solid residential type of environment (Coles, 1965).
The majority of migrant people do not live comfortable lives. Often times they live in rat infested, one room houses with improper sanitation. The family unit usually numbers several persons with the family occasionally sleeping in close quarters on cots or on the floor. The children may all sleep together in one bed or cot or in sleeping bags on the floor. As a result of inadequate housing conditions with improper sleeping facilities, most migrant children suffer from lack of sleep which in turn affects their growth and health (Hathaway, 1972). Many times the living quarters of the migrant family consist of a small shack which was built only to shelter people with a roof rather than to provide adequate housing facilities. In such crowded housing conditions attempts by migrant parents to give guidance or advice to the children often leads to frustration. There is little opportunity for individual attention (Coles, 1970).

As migrant children develop from the infancy stage, they are allowed great freedom to move about. The growing child who is one to three years old responds to this early environment by talking and moving about with ease. There is little or no modesty at this age since the child is often permitted and even encouraged to go about naked. Therefore, the child is usually quite comfortable without clothes. He is not toilet trained until the second year--sometimes well into the third year of age (Heaps, 1968).
The outside world is frequently his toilet. Many of these children have never seen a bathtub, sink, or commode (Glazer, 1969).

Migrant family members see their surroundings and tend to value themselves accordingly (Luft, 1957). Since they view themselves as products of their environment it is easy to understand why these families often possess low self esteem. In essence, the poor housing conditions usually prevalent among migrant families display a cause to effect sequence--poor housing to poor self evaluations (Allen, 1970). Identifiable personality factors often displayed by the children of migrant families are pessimism, passivity, inability to handle stress, poor communication skills, and possible lack of control at a very early age (Friedland, 1971). From such crowded living conditions, tensions arise between parents and children which can cause numerous problems for the child in later life.

There appears to be extraordinary responsibility for one another in the migrant family (Heaps, 1968). Children often feed and clothe each other and always sleep, play, and work together. By the time the migrant child is seven, eight, or nine years old he begins to work in the fields with his parents.

Children of migrant families appear to be punished physically--even severely at times. This may occur in the fields or in the home for squabbling with one another or
failing to execute assigned tasks properly and promptly (Coles, 1970). Much of the hardest punishment goes into confirming the child's sense of submission to the non-migrant world or passivity before it.

As the migrant child becomes older he learns some of the necessary behavior for adult life. He learns the importance of law enforcement officials, traffic rules, and other rules of society. The migrant child also values time, but not a time clock. Therefore, to the migrant child, punctuality is often unimportant, a learned trait which can contribute to later problems.

Migrant family homes have little access to printed matter such as magazines, newspapers, and books. They rarely receive mail due to constant movement from place to place. For the most part, many migrants are illiterate (Rainwater, 1970). Many do not have access to television or radio, and often their children have access to only the vocabulary of the parents.

Most of the leisure time activities in which migrant families engage differ from the leisure time activities of non-migrant families. Often there is little or no access to churches, movies, social events, trips, picnics, scout meetings, and various other activities that provide important cohesive aspects for the family unit (Glazer,
1969). Consequently, it is difficult to compare the unstable, disorganized social life of migrants to that of non-migrants.

Having discussed some of the features of growth and development and life style as they take place in migrant children which in turn affects the child's educational needs, mention of some of the medical and psychiatrical problems should also be made.

In migrant family homes the improper preparation of food, unsanitary food preparation conditions, the common lack of necessary eating and cooking utensils, and the frequent use of improper kinds of food which cause vitamin deficiencies are often found. In many instances the diet of the migrant family is insufficient even though the family is engaged in harvesting the very foods that are rich in vitamins to maintain good health (Townsend, 1970).

Improper diet partially accounts for the high infant mortality rate among migrant families (Allen, 1970). From infancy through childhood, a host of illnesses, uncorrected deformities, and congenital abnormalities or developmental disorders are constantly with these children. Other illnesses include tooth decay, uncorrected disturbances of vision, repeated ear infections that could result in faulty hearing, valvular heart diseases, congenital and rheumatic, that are associated with impaired circulation of blood, continual
parasitic diseases that produce diminished appetite, weakness and anemia, and vitamin deficiencies based on faulty eating habits. Many health needs of migrant families are a result of poverty or lack of available medical aid. Chronic diarrhea, chronic fungal diseases, chronic kidney and bladder injuries and many more may be brought on by the migrant working conditions (Townsend, 1970).

Such illnesses are definite factors in affecting the learning ability of children who regularly suffer from one and in many instances several of these. Also, fatigue, insomnia, loss of appetite, trouble in breathing or walking, pain, itching, bleeding, blurred or double vision are possible symptoms of the mentioned diseases which are often not attended to properly.

What most migrants share then, are poor housing facilities, poor sanitation facilities, a diet which is deficient in necessary vitamins, continual movement, lack of firm associations with any particular community, very limited incomes and lack of eligibility privileges for unemployment or welfare benefits and minimum wage protection (Friedland, 1971). When these are present there is little hope in raising the standard of living to allow migrant families to better their life style.

After taking a look at the life style and background from which a migrant child comes, it is easily understood
why the child's special needs precipitate problems when he arrives at school.

There is a striking difference in the relationship between the migrant child and his family "at home" or in travel and the child at school. At home the children play together easily and warmly. They are very free with their parents, and their parents are also free with their children (Coles, 1970).

The migrant child now begins school and must live in two completely different worlds when comparing his home life to his school life. Therefore, the migrant child brings his unattended needs from the home to the classroom. By the time a migrant child enters school, hopefully he has been taught enough do's and don'ts so that he may adjust to the school setting in an acceptable manner. In many cases, though, this does not occur and impulsiveness, selfishness, rivalrous expressions, and envious feelings tend to appear when the child enters school.

Due to the illiteracy in the family, the migrant child often begins school unprepared to properly use and understand books, maps, pictures, and other school supplies (Sunderlin, 1971). Since the migrant child has had little access to recreation facilities and other leisure time
activities, he may have special problems adjusting to or engaging in school sports or other school related social activities (Friedland, 1971).

Numerous other problems occur when the migrant child begins to make the transition from home life to school life styles. Some of these include discipline problems and tardiness due to lack of concern for promptness and being on time for classes. Acceptable vocabulary to which the migrant child was accustomed is now unacceptable.

The migrant family in many cases may be ambivalent about educating their children but they know this may be the only way to free their children from the migrant way of life. Often times the desire for education conflicts with the economic needs of the moment; children in school cannot be supplementing family income and suddenly the child becomes a constraint on the immediate needs of the family (Rainwater, 1970). Although education is associated with long range future success, for many people it is a symbol of past failures and unfortunate experiences. Thus, even when the migrant child has educational aspirations, he is often discouraged. In some cases the source of discouragement is merely the inconsistencies between values emphasized in school and the realities of home (Friedland, 1971).
Many schools throughout the United States are facing the responsibility and challenge of teaching migrant children. Undoubtedly, the most challenging problem faced by a local school system is to provide proper education for all children.

By the time many migrant children have reached puberty they are harvesting whatever crops their parents are harvesting. In some Southern states, school dates used to be adjusted so that children could help with the crops and in many regions that practice is still in existence (Haney, 1963). With migrants there is an ever greater possibility for school schedules to yield to the needs of work. Although some states may insist that children within their territorial limits attend school, migrants tend to shuffle in and out of towns, counties, and states making it quite hard for any regulatory agency to keep track of them.

It is understandable why the migrant child enters the classroom with a multitude of problems which are very different from those of the other students. The life style of the migrant child is aggravated by conflicting messages. For example, ownership or possessions may confuse the child from a migrant family. Suddenly the school desk or school book becomes his possession where previously he was never allowed to come into contact with material possessions
for which he was responsible. He must now be educated as to the proper care of personal and school property.

The migrant child may also have need of many other necessities which schools take for granted such as the need for food, proper rest, bathing facilities, appropriate clothing, and medical aid (Haney, 1963).

Verbal communication may present another barrier between the teacher and the migrant child. There is probably little communication within the home which would be appropriate for the classroom, and the topics discussed within the home are so limited that the migrant child cannot communicate with his teachers and peers (Haney, 1963).

Summary

From the literature it is evident that as the migrant child enters the school setting there are many special problems which the child will face. These problems may be identified as:

1. Vocabulary and speech patterns that differ from the other children.
2. Unfamiliarity with objects such as books, school supplies, and property without proper training or instruction as to their care.
3. Lack of motivation for achievement because of defeat from the beginning due to background attitudes.
4. Clothing is different from peers due to lack of money.

5. "Getting organized" is meaningless. There is little social, economical, or personal organization.

6. Self control, remaining quiet in the school classroom and obeying directions from the teachers.

7. Language normally heard or used among family members is forbidden in the classroom.

8. The school surroundings are quite foreign due to migrant housing conditions.

9. The migrant child in all probability has medical needs that are unattended and dental needs which have not been met.

10. Inability to adapt and adjust to peers socially and physically in sports, social events, and regular school activities.

Since the migrant child lives in two different worlds—home and the school—school personnel must understand his attitudinal differences and needs. When comparing his home life to his school life, it is the school's responsibility to bridge the gap between the child's social, educational, physical, and psychological needs and his migrant environment.
Chapter III

Methods and Procedures

This chapter presents the design for the study, the population selected for the study, the procedure used for obtaining data, and an analysis of the data.

Design of the Study

The objectives of this study were (1) to identify those children in grades one through six who were classified as children from migrant agricultural families in a specific county in South Central Kentucky; (2) to determine their particular educational needs as indicated from certain psychometric data; and (3) to outline an educational program towards meeting the educational needs of those identified children. This necessitated the survey of the entire school population of the county in order to acquire information necessary for identification purposes.

Population

The survey population was limited to the student enrollment in grade levels one through six inclusive of a county school system in South Central Kentucky. The elementary grade levels of this school system are contained in five elementary schools.
The total enrollment in grade one was 255 non-migrant students and 13 migrant students. The total enrollment of grade two was 220 non-migrant students and 17 migrant students. The total enrollment in grade three was 237 non-migrant students and 10 migrant students. The total enrollment in grade four was 246 non-migrant students and 19 migrant students. The total enrollment in grade five was 241 non-migrant students and 14 migrant students. The total enrollment in grade six was 293 non-migrant students and 23 migrant students. The total number of students included in the study was 1,492 non-migrant students in grades one through six and 96 migrant students in grades one through six.

Procedure for Obtaining Data

The total enrollment of students in grades one through six in the school system studied was obtained from enrollment records maintained in the superintendent's office. Table 1 in Chapter IV presents the total enrollments of students by school and by grade level.

A Certification of Pupil Eligibility form obtained from the Department of Compensatory Education, Frankfort, Kentucky, was used to identify the children in the population as to whether they were migrant or non-migrant students (See Appendix A). Table 2 in Chapter IV presents those student totals by grade level identified as children from migrant families.
The educational needs of the students were determined through a review of the literature and from resultant data provided by the Comprehensive Tests of Basic Skills (McGraw-Hill), a standardized test instrument, which was administered to the entire population of the study. Grade equivalency data in the areas of Reading, Mathematics, and the Total Battery were utilized in identifying educational needs of the migrant children.

**Analysis of the Data**

The standardized test instrument was scored for each student. The resultant student test scores were separated into grade levels, as well as subject matter, and grouped as migrant or non-migrant student scores. Comparisons were made between the scores of migrant and non-migrant students. On the basis of these comparisons, an outline of an educational program for migrant students was developed.

**Summary**

The methods and procedures for the design of the study, the selection of the population, obtaining the data, and the analysis of the data were discussed in this chapter.
Chapter IV

Results and Interpretation of Data

This chapter presents the resultant data obtained from the study and an interpretation of that data. Students from five schools in grades one through six inclusive were subjects in this study. Student enrollment by grade level and school is presented in Table 1. The overall total number of student population in this study is 1,492.

Table 2 indicates the number of children from migrant families. The total of 96 children determined as originating from migrant families is approximately 6.5% of the total student population (1,492).

Comparison of Mean Scores

The following procedures were performed with the Comprehensive Test of Basic Skills (McGraw-Hill) test data:

1. Student scores were separated into grades one through six.
2. Migrant and non-migrant student scores were then determined by grade level.
3. Migrant and non-migrant student scores were categorized into subject areas of Reading, Mathematics, and the Total Battery score.
Table 1
Student Enrollment by School and Grade Level

<table>
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<th>Grade 1</th>
<th>Grade 2</th>
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Children From Migrant Families

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<td>14</td>
</tr>
<tr>
<td>Grade 6</td>
<td>23</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
</tr>
</tbody>
</table>
This data was then placed in table form for interpretation. Tables 3 through 8 present this data.

Summary

A review of the literature indicated that migrant children generally do not achieve as high academically in Reading and Mathematics and in Total Battery scores as do non-migrant children. A survey of the test data (Tables 3-8) supports this indication. Although the mean differences of performance levels between the groups of children in grades one through six do not appear to be excessive at first glance, when these differences are viewed overall, it is noted that the migrant child increasingly and consistently performs below the non-migrant child. As a result of these data an educational program designed to compensate and/or meet the indicated educational needs of these migrant children is presented in Chapter V.
Table 3  
Comparison of Mean Scores  
of Migrant to Non-Migrant Students  
Grade 1

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Reading</th>
<th>Math</th>
<th>Total Battery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Migrant Students</td>
<td>13</td>
<td>1.2</td>
<td>1.1</td>
<td>1.2</td>
</tr>
<tr>
<td>Non-Migrant Students</td>
<td>255</td>
<td>1.6</td>
<td>1.6</td>
<td>1.6</td>
</tr>
</tbody>
</table>

Table 3 shows there are approximately twenty times the number of non-migrant students as compared to migrant students. While mean score differences between the two categories in Reading and Math were 0.4 and 0.5 respectively, the Total Battery mean difference was 0.4. In Grade 1, migrant children appear to be almost one half of a grade level behind non-migrant students in the subject areas indicated.
Table 4
Comparison of Mean Scores
of Migrant to Non-Migrant Students
Grade 2

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Reading</th>
<th>Math</th>
<th>Total Battery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Migrant Students</td>
<td>17</td>
<td>2.4</td>
<td>2.3</td>
<td>2.4</td>
</tr>
<tr>
<td>Non-Migrant Students</td>
<td>220</td>
<td>2.7</td>
<td>2.6</td>
<td>2.7</td>
</tr>
</tbody>
</table>

Table 4 indicates that there are approximately thirteen times the number of non-migrant students as compared to migrant students. Mean score differences between the two categories in Reading and Math were both 0.3. Also the mean difference in Total Battery was 0.3. In Grade 2, migrant children appear to be almost one third of a grade level behind non-migrant students in the subject areas indicated.
Table 5
Comparison of Mean Scores
of Migrant to Non-Migrant Students
Grade 3

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Reading</th>
<th>Math</th>
<th>Total Battery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Migrant Students</td>
<td>10</td>
<td>3.4</td>
<td>3.4</td>
<td>3.4</td>
</tr>
<tr>
<td>Non-Migrant Students</td>
<td>237</td>
<td>3.7</td>
<td>3.6</td>
<td>3.7</td>
</tr>
</tbody>
</table>

Table 5 shows that there are approximately twenty-four times the number of non-migrant students as compared to migrant students. While mean score differences between the two categories in Reading and Math were 0.3 and 0.2 respectively, the Total Battery mean difference was 0.3. In Grade 3, migrant children appear to be almost one third of a grade level behind non-migrant students in the subject areas indicated.
Table 6
Comparison of Mean Scores
of Migrant to Non-Migrant Students
Grade 4

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Reading</th>
<th>Math</th>
<th>Total Battery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Migrant Students</td>
<td>19</td>
<td>4.3</td>
<td>4.4</td>
<td>4.4</td>
</tr>
<tr>
<td>Non-Migrant Students</td>
<td>246</td>
<td>4.7</td>
<td>4.7</td>
<td>4.7</td>
</tr>
</tbody>
</table>

Table 6 shows that there are approximately thirteen times the number of non-migrant students as compared to migrant students. While mean score differences between the two categories in Reading and Math were 0.4 and 0.3 respectively, the Total Battery mean difference was 0.3. In Grade 4, migrant children appear to be almost one third of a grade level behind non-migrant students in the subject areas indicated.
Table 7
Comparison of Mean Scores
of Migrant to Non-Migrant Students
Grade 5

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Reading</th>
<th>Math</th>
<th>Total Battery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Migrant Students</td>
<td>14</td>
<td>5.2</td>
<td>5.1</td>
<td>5.2</td>
</tr>
<tr>
<td>Non-Migrant Students</td>
<td>241</td>
<td>5.7</td>
<td>5.6</td>
<td>5.7</td>
</tr>
</tbody>
</table>

Table 7 shows that there are approximately fourteen times the number of non-migrant students as compared to migrant students. Mean score differences between the two categories in Reading and Math were both 0.5. The Total Battery mean difference was 0.5. In Grade 5, migrant children appear to be almost one half of a grade level behind non-migrant students in the subject areas indicated.
Table 8
Comparison of Mean Scores
of Migrant to Non-Migrant Students
Grade 6

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Reading</th>
<th>Math</th>
<th>Total Battery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Migrant Students</td>
<td>23</td>
<td>6.1</td>
<td>6.1</td>
<td>6.1</td>
</tr>
<tr>
<td>Non-Migrant Students</td>
<td>293</td>
<td>6.6</td>
<td>6.5</td>
<td>6.6</td>
</tr>
</tbody>
</table>

Table 8 shows that there are approximately thirteen times the number of non-migrant students compared to migrant students. While mean score differences between the two categories in Reading and Math were 0.5 and 0.4 respectively, the Total Battery mean difference was 0.5. In Grade 6, migrant children appear to be almost one half of a grade level behind non-migrant students in the subject areas indicated.
Chapter V

Recommendations

Since mean performance of the migrant child is below mean performance of the non-migrant child, it may be assumed that the educational needs of migrant children are not being met in their present school settings. Chapter V contains a design of an educational program to aid in meeting the needs of migrant children.

Difficulty in making the transition from home to school appears to severely handicap the migrant child. The lack of understanding between home and school affects the learning and achievement of children. It appears that a gap exists between the home and school and the community. In order to assist in closing this gap, four recommendations will be discussed: (1) proper selection of school staff, (2) continuous training of school staff, (3) attendance of physical and health needs of the migrant children and, (4) development of programs in remedial reading, remedial math, and other relevant programs of education and community services.

Time and effort in training staff members can be saved if personnel in migrant education can be selected from persons who are naturally sensitive, understanding,
and accepting. Such personal characteristics plus professional competence are essential for all school personnel, administrators, secretaries, teachers, aids, counselors, social workers, home visitors, custodians, and bus drivers. Each person who makes contact with migrant parents and their children communicates the concern and aspirations of the educational program. Ideally, school personnel ratios to children would be low enough to permit home visitation, preventive services, freedom of staff to respond to a crisis situation if needed, adequate leadership on the playground, in the lunchroom, and on the school bus.

After hiring a competent staff, orientation and continuous training are necessary to maintain staff awareness and understanding. Conferences and workshops of the entire staff provide excellent opportunities for sharing information and attitudes towards acceptance of and nonjudgemental attitudes of migrant children.

Teachers, aides, social workers, counselors, and other school personnel should go into the community, if possible, to see the life styles the migrant child must encounter daily. This will aid the school administrators in understanding some of the pressures and problems that migrant children and their families experience. With the proper selection and training of staff, various new programs and projects can be initiated to aid in meeting the needs of migrant children.
As discussed earlier migrant children have a multitude of physical problems that can be deterrents to their learning abilities. Children who are hungry or suffering from malnutrition, emotional illnesses, or other physical problems are handicapped in the learning process. Free breakfast and free lunch programs should be available and parents should be fully informed about free meals. Food should be available when needed.

As indicated in the review of the literature, neglect and poverty result in health and dental problems. Medical examinations, immunizations, and health education should be part of migrant education. If treatment is needed, there should be someone available for helping the family receive low cost medical care.

When developing programs in remedial reading and remedial math, teacher ratio to students is very important. Additional remedial reading and remedial math classes should be available to migrant children as supplementary classes to regular classroom instruction. One teacher for every four to six children for at least one hour daily is recommended.

An essential criterion for learning is motivation. Many migrant children lack motivation, and the reasons for this lack of motivation must be determined by the teacher. Many children simply lack interest in learning school-related subjects in general. Others may lack motivation
because the material is dull, uninteresting, too difficult, or because the child has failed repeatedly and knows if he or she does not try they will not fail again. These attitudes are difficult to identify and overcome; when they are identified and alleviated, progress in learning will occur. These evaluations are made through written tests, oral tests, talking with the child, observations, and conferences with school personnel and the family.

After evaluations are made to determine reading and math deficiencies various activities to counteract these deficiencies must be prepared and utilized. The content of these programs and how they will be administered will be determined by the individual needs of the child. In all probability each child will be on a different reading or math level and have his or her own unique problems. This is why proper evaluation is essential. Each child should be working on his or her own particular level and dealing with their own individual deficiencies. Flexibility in meeting all the individual needs is often very difficult for the teacher but is essential to a good program. An entire class may be engaged in an individual reading or math activity or part of the class may be working in groups. The responsibility of determining individual needs and providing proper programs to meet these needs must
be provided by the teacher. If the teacher has evaluated, diagnosed, motivated, and utilized the proper teaching skills and techniques, learning in all probability will occur.

There are other relevant programs which aid in bridging the gap between home-school-community relationships. Home visitation by administrators and classroom teachers aids in adjustment of the migrant family to a community. Administrators and classroom teachers need scheduled time for visitation to get acquainted with the families. Regular visits by counselors or social workers can often alleviate problems before they become serious. The counselor and social worker should be available at all times to migrant families.

Parent-teacher conferences are often difficult for parents to attend due to their working hours. Conferences scheduled in the home at a convenience to the parents will greatly increase parent participation.

Due to a limited social life, the migrant family often does not engage in any activities outside of the home. Carefully planned events at the school can be of value for the whole family. Also, migrant parents should be invited to participate in class activities when possible. Teachers may ask parents to help with tasks that the teacher knows the parent is capable of doing successfully.

After school recreation and study halls may be very beneficial to migrant families as most mothers work in the
fields with their husbands after the youngest child enters school. This may present problems after school hours if children are left unattended. When the school offers supervision after school hours, these young children receive the benefits of organized recreation and tutoring with home work.

Though most often long work days prevent parent study groups, appropriate classes for parents should be available at times which would be convenient to them. A variety of courses in reading and math, nutrition or health classes would be excellent.

Pre-school child development programs are rather expensive to maintain. Migrant children would benefit tremendously by the cultural enrichment a pre-school program could offer. Day care centers and kindergartens would be very helpful.

Summary

This study has indicated that children from identified migrant families located in a selected community in South Central Kentucky do not achieve academically at the mean level of children from non-migrant families in the same community. A survey of the literature showed that the relationship between the school performance of migrant children and their socio-emotional home environment is contributive to lower classroom performance for such children. A need for cooperation as well as continual
interaction among all school personnel and the parents of the migrant children could well benefit those children in their classroom endeavors. Remediation programs within the school setting must be developed to help the migrant child to achieve at his optimum educational potential. These programs must be articulated with on-going, non-classroom programs of social, psychological, and health services.

In this study migrant children were identified, their educational needs surveyed, and a comprehensive educational program of staff selection, social and health services, and classroom subject remediation was recommended.
Appendix
Appendix A

CERTIFICATION OF PUPIL ELIGIBILITY

Does Child have a MSRTS record? Date of arrival in this school district

Kentucky Identification and Recruitment Form

School District

Address

1. CLASSIFICATION:

Agriculture

(1) Interstate: Did the child, within the past year cross a state line with his parent or guardian in pursuit of agricultural employment: commercial fishing?

(2) Intrastate: Did the child, within the past year, cross a school district line with his parent or guardian in the pursuit of agricultural employment: commercial fishing?

(3) Formerly Migratory: A child who has been an interstate or intrastate migrant as defined above, but who along with his parents or guardian has ceased to migrate within the last five years.

2. NAME(S) OF PARENT(S) Relationship

last first middle

F or G

OR GUARDIAN(S) M or G

last first middle

3. NAME OF STUDENT

last first middle
4. SEX: ( ) Male ( ) Female

5. BIRTHDATE OF STUDENT: ________________________________
   month/day/year

6. BIRTHDATE VERIFIED BY: Birth Certificate Document
   Other None

7. BIRTHPLACE OF STUDENT:
   city county state country

8. STUDENT'S CURRENT ADDRESS (home):
   street city county state

9. HOME BASE ADDRESS (if different than #8 above):
   street city county state

10. LAST PREVIOUS ADDRESS:
    street city county state

11. LAST SCHOOL ATTENDED:
    name address

12. NUMBER OF SCHOOL AGE CHILDREN LIVING WITH FAMILY: ______

<table>
<thead>
<tr>
<th>Name</th>
<th>Birthdate</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   *Give last name if different from parents

I grant permission for my child to participate in this program. Yes ( ) No ( )

The Migrant Student Record Transfer System has been explained and is understood by me. I know that my child's record will be made available for me to see and obtain if I so desire. I understand, further, that this record will be transferred to other schools in which my child intends to enroll.

Date ____________________________ Parent's Signature ____________________________

Exact date of enrollment in present Migrant School

Month Day Year

Signature of school representative initiating this enrollment and verifying Migrant status of above student

To be completed after child enrolls.
References


U.S. President's Commission on Migratory Labor. Migratory labor in American agriculture. The commission's report to the President, March 26, 1951.