

California Department of Education

**Report to the Legislature, the State Board of Education, the State Superintendent
of Public Instruction, and the Governor:
2014-15 State Parent Advisory Council, Migrant Education Program:
Identified Priorities and Recommendations**



Prepared by:

**English Learner Support Division
Instruction and Learning Support Branch**

September 2016

Description: This report is required by California *Education Code* Section 54444.2(a)(3)(B) which requires the State Parent Advisory Council to prepare and submit a report to the Legislature, the State Board of Education, the State Superintendent of Public Instruction, and the Governor on the status of the Migrant Education Program.

Authority: *Education Code* Section 54444.2(a)(3)(B)

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I. Acknowledgments

The Migrant Education Program (MEP) State Parent Advisory Council (SPAC) of California has prepared this report of Identified Priorities and Recommendations for the Legislature, the State Board of Education (SBE), the State Superintendent of Public Instruction (SSPI), and the Governor with the support of the California Department of Education (CDE).

This report reflects the efforts of the staff of the CDE MEP office and the SPAC for its participation and assistance in preparing the final recommendations.

2014-15 State Parent Advisory Council Membership¹

| MEP Subgrantee Agency | Parent Representatives |
|---|--|
| Santa Clara County Office of Education (COE) | Julio Salazar |
| Butte COE | Carmen Zamora |
| Merced COE | Salvador Torres |
| Kern COE | Isaías Rodriguez |
| Imperial COE | Concepción Gonzalez |
| Riverside COE | Leticia Duarte |
| Tulare COE | Emilia Villa |
| San Diego COE | Luis Felipe Villagomez |
| Los Angeles COE | Zonia E. Sanchez |
| Pajaro Valley Unified School District | Jose Gudiño |
| Delano Joint Union High School District | Adalberto Chavez |
| Monterey COE | Guillermina Dorantes |
| Ventura COE | Jeannette Ortiz |
| Lost Hills Union Elementary School District | Francisco Díaz |
| Bakersfield City School District | Herlinda Hurtado |
| Santa Maria-Bonita School District | Salvador Ambriz |
| San Joaquin COE | Vicenta Valentin |
| Lindsay Unified School District | Maria Duarte |
| Community Affiliation | Community Member Representative |
| Teacher, First Grade Teacher, Bakersfield City School District | Lila Perez |
| Teacher, Fifth Grade Teacher, Sierra Vista Elementary, Madera Unified School District | Edgar Jimenez |
| Social Worker, Dropout Prevention Specialist, Stockton Unified School District | Claudia Moreno Rabago |

¹ The SPAC is comprised of 20 parent members but at the time the report was developed two subgrantees, Fresno County Office of Education (COE) and Santa Barbara COE did not have elected members.

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II. Executive Summary

This report is required by California *Education Code* (EC) Section 54444.2(a)(3)(B) which directs the State Parent Advisory Council (SPAC) to prepare and submit a report to the Legislature, the State Board of Education, the State Superintendent of Public Instruction, and the Governor on the status of the Migrant Education Program (MEP). This report must be submitted within 120 days from the conclusion of a training program on preparing the report. The training series concluded in May 2016, and therefore the report is due in September 2016.

The California MEP is a federally funded program authorized under Title I, Part C of the *No Child Left Behind Act* (NCLB). The primary function of the MEP is to offer supplemental educational programs for migrant children, ages three to 21, to reduce the impact of educational disruption resulting from the repeated moves of migrant families following the harvesting cycle. As families relocate in search of qualifying work such as agricultural, dairy, and fishing, they must move into new communities and new school systems. Students often fail to complete high school graduation requirements and miss key instructional periods, assessment windows, and opportunities to make friends, and join extra-curricular activities. In addition to the instructional and social challenges caused by repeated moves, migrant children often live in extreme poverty, which can lead to significant health disparities, particularly in the areas of dental, vision, and mental health.

To qualify for MEP services, a family must be mobile and move (across school district boundaries) at least once every three years as they search for qualifying work. Most of the movement of families in California happens within the state, but there is a small percentage of families that travel out-of-state to Arizona, Texas, and beyond.

The California MEP serves the largest number of migrant students in any state. In 2013-14, there were more than 112,000 migrant children identified in California. California EC Sections 54440-54445 sets out the administrative framework for delivering MEP services in cooperation with CDE's MEP subgrantee offices. In 2014-15, the CDE had 20 subgrantees. Each subgrantee provides comprehensive programs to address the unique needs of migrant children as set forth in the California MEP State Service Delivery Plan (SSDP). The SSDP identifies the state priorities and requires subgrantees to provide services to preschool children, instructional intervention programs on English language arts (ELA) and mathematics, instructional programs to support high school graduation, educational and support services for out-of-school youth (OSY), and support services to assist with parental involvement and health related needs, such as dental services, vision needs, and other social welfare related needs.

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The SPAC annual report is based on data collected from migrant parents regarding their experiences with the programs and services provided by the MEP in 2014-15. Knowledge of MEP services varies among parent respondents, depending on their program participation and the age and needs of their children. For example, a family with children of various ages is likely to be familiar with the type of preschool services offered, while others may not be as familiar if they became eligible for the program when their children were older. Similarly, a family that has recently migrated to the United States and is new to the MEP may not be as familiar with services as a family that has been involved with the program for several years. Consequently, the recommendations provided here encompass recommendations that support both the continuance and expansion of current programming, as well as the development of new strategies.

The MEP-funded regions and districts, also referred to as MEP subgrantees, surveyed migrant parents and conducted focus groups to collect the data that supports this report. At the SPAC meeting held on September 19, 2015, council members analyzed the data and identified recurring issues, observations, and recommendations for strengthening and improving programs addressing the five major components of the MEP.

In order to preserve the authentic voice of the migrant parent respondents, the CDE has strived to maintain the phrasing of recommendations as communicated by the parents to the CDE. Therefore, any qualifying statements attached to recommendations come directly from the parents.

SPAC members believe the success of children in preschool depends on teachers who are specifically trained for their academic position, who are bilingual, and who support parents, *the first teachers of their children* (qualifying phrase added by parents). For this reason, the SPAC members recommend that the preschool program serving children ages three to five years old expand access to quality programs by increasing funding, supporting programs in more places, providing transportation, and encouraging parents to get involved in their children's academic success. Furthermore, the SPAC members recommend providing additional professional development for preschool teachers and supporting the hiring of teachers specifically qualified in early childhood education.

In the areas of ELA, reading, and mathematics for migrant students in kindergarten through grade twelve (K–12), the SPAC members recommend students continue to be provided with supplemental support through after-school tutoring programs, intensive and specialized courses, and Saturday classes where parents can participate along with their children.

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The SPAC members recommend continuing to improve local MEP subgrantee communication with migrant families about programs and services for OSY students at the regional and district levels. According to federal law, OSY refers to 16–21 year old migrant children who have not graduated from high school and have not received a high school equivalency diploma, or passed the high school equivalency examination (i.e. General Education Development). They are a distinct group in regard to their needs and their parents' concerns. The SPAC members also recommend increasing efforts to recruit OSY at their worksite location, bringing programs and services to the fields, offering them motivational programs, and continuing to connect them with mental health services and other support services available in the community.

Recognizing the crucial importance of parental involvement to a child's academic success, the SPAC members recommend expanding efforts to increase involvement by offering more trainings to help parents understand and navigate the education system and by ensuring that all MEP subgrantees offer comprehensive professional development to teachers and other staff in cultural competency to remove cultural and linguistic barriers to parent engagement. The SPAC members also recommend augmenting the number of workshops and educational opportunities for parents, including literacy classes and English as a second language², as well as continuing to provide advance notice and calendars of district events and meetings, so that parents can plan to attend, learn, and participate.

Finally, the SPAC members offer recommendations in the area of healthcare and other services. Acknowledging the importance of good health to a child's academic capacity and performance³, the SPAC members recommend expanding the information provided to parents about nutrition and exercise. The SPAC members also recommend that students continue to receive classes in nutrition and healthy food in schools and have access to health examinations and services provided by qualified professionals.

The SPAC Annual Report can be found on the California CDE Legislative Reports Web page at <http://www.cde.ca.gov/re/lr/lr/ap/>.

² The MEP is only authorized to provide English as a Second Language classes to individuals that qualify for the MEP. To qualify for program services you must be ages 3-21 and have not graduated from high school or received a high school equivalency certificate.

³ Parent qualifying phrase.

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III. Introduction and Overview of the Migrant Program

Migrant Education Program

The Migrant Education Program (MEP) is a federally funded program, authorized under Title I, Part C of the NCLB. In addition to federal requirements, the California *EC* Sections 54440-54445 provide additional rules governing the administrative framework for delivering local MEP services throughout the state by subgrantees, program service areas, and parental involvement duties.

The MEP offers supplemental educational programs for migrant children in order to reduce the effect of disruption resulting from the repeated moves of migrant families following the harvesting cycle. The federal law requires the MEP provide educational and support services to the children of migrant farmworkers, who are ages 3–21 in order to: (1) support high quality comprehensive programs; (2) ensure migrant children are not penalized by disparities among states in curriculum, graduation requirements, and student achievement standards; (3) provide appropriate educational services to address their unique needs; (4) ensure migrant children receive the same opportunities to meet the same challenging state academic content standards that all children are expected to meet; (5) design programs to help migrant children overcome cultural and language barriers, social isolation, and various health related problems; and (6) ensure migrant children benefit from state and local systemic reforms.

To address the federal requirements, each state is required to develop a State Service Delivery Plan (SSDP) that identifies the targeted program service areas and measurable outcomes. In California, the SSDP requires services to address the academic needs in the following areas: preschool, English language arts, mathematics, out-of-school youth (OSY), high school graduation, and parental involvement.

The California *EC* sets out the administrative framework for delivering MEP services in cooperation with the CDE's MEP subgrantee offices. In 2014-15, the CDE had 20 subgrantees located in areas where there are high numbers of migrant farmworkers. There were 15 regions comprised of a single or several COEs and five directly funded districts. Each subgrantee provides comprehensive programs to address the unique needs of migrant children as set forth in the California MEP SSDP. All subgrantees offer educational programming per the SSDP and deliver services primarily through after-school programs, tutoring, Saturday classes, and intercession programs offered during breaks and summer time.

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State Parent Advisory Council Annual Report

Authorized by California *EC* Section 54444.2 (a)(2), and governed by Title 5 of the California *Code of Regulations* (5 *CCR*) sections 12030–12040, the CDE convenes the SPAC at least six times per year and provides the SSPI with advice on the planning, operation, and evaluation of the MEP. The SPAC membership is composed of one migrant parent from each subgrantee and may include up to three community members.

Per California *EC* Section 54444.2(a)(3)(B), the council is required to prepare and submit an annual report on the operation of the MEP to the State Legislature, the State Board of Education, the State Superintendent of Public Instruction, and the Governor. The report is based on data collected from migrant parents regarding their current experience with the programs and services provided by the MEP.

The framework for this report solicits qualitative data in the form of parent observations. As a result, families are able to share first-hand accounts of their experiences of the MEP with decision makers, recounting specific examples of the direct impact the MEP programs and services have on students and their families. This first-hand information provides decision makers with additional input when considering effective program improvements to close the achievement gap between migrant students and the general student population.

California Migrant Students

Although the number of migrant families has somewhat decreased both at the national and state levels in recent years, California still serves the largest number of migrant students of any state. In 2013–14, the MEP identified 112,000 migrant students in California. Of those, close to 87,000 were enrolled in grades K–12, 12,000 were preschool age, and 12,000 were OSY⁴.

Students whose parents work in qualifying agriculture-related industries such as fishing and dairy, are a critical and significant group in California. The achievement gap between migrant students and their peers in the general student population remains a persistent problem. In the 2012–13 school year⁶, 37 percent of migrant students achieved proficient or better scores on standardized state assessments in mathematics compared to 51 percent of the general student population. On the standardized state

⁴ Source: Migrant Student Information Network (MSIN), the CDEs data collection system for migrant students maintained by WestEd.

⁶ Due to the transition to the new testing system, California Assessment of Student Performance and Progress, the CDE did not have any assessment data for the 2013-14 year.

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ELA test, a total of 31 percent of migrant students achieved scores of proficient or better compared to 55 percent of the general student population.⁷

One of the most significant challenges faced by MEP-eligible students is the mobility of their families throughout the school year. Migrant students are at higher risk for dropping out and many do not graduate. During the 2013–14 school year, approximately 80.8 percent of the general student population graduated with a high school diploma, whereas 75.8 percent of migrant students accomplished this goal, reflecting a 5 percent gap.

Through OSY programs, the California MEP focuses on providing assistance to students who otherwise would not have been able to receive an education. Identifying, recruiting, and serving this population requires significant effort and multiple strategies.

The requirement to become proficient in English presents a challenge and affects the academic performance of migrant students. In 2013–14, out of the approximately 87,000 K–12 migrant students, approximately 45,243 students (or 52 percent) were identified as English learners (ELs).

Structure and Organization of the Report

This report's introduction provided a summary of the California MEP, a brief description of the migrant student population, and an overview of the SPAC's mandate for producing this report. The rest of the information presented in the report is organized into four different sections:

- Section IV provides excerpts of migrant parents' experiences and opinions, as well as describes the data collection process and the different means employed by the MEP subgrantees to have as many migrant parents as possible provide input by sharing their experiences and contributing their opinions regarding the MEP.
- Section V examines the level of agreement between the experiences of migrant parents regarding the programs and services they and their children have experienced with the statements of research findings and promising practices. It also identifies the key issues across regions throughout the state and highlights the parents' priorities in each of the five components of the MEP.

⁷ Source: Migrant Student Information Network (MSIN), the CDEs data collection system for migrant students maintained by WestEd.

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- Section VI summarizes the analysis of migrant parents' observations and prioritizes the recommendations made by the SPAC for continuous improvement of the MEP.
- Section VII includes demographic information about the migrant student population, additional information regarding the data collection process and results, copies of the forms used in the process, and summaries of the data collected by MEP subgrantees.

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IV. Excerpt of Migrant Parents' Experiences and Opinions

Directed Approach

In 2012, under the direction of Dr. Fernando Rodríguez-Valls, then administrator of the Migrant Education Office, a team of consultants reviewed the literature and identified key findings of generally accepted research by practitioners in the field of migrant education and other related fields, and the most commonly utilized practices and the most promising strategies. The CDE produced a set of research-based statements of critical elements of practice for each of the five main components of the MEP: (1) school readiness; (2) ELA, reading and mathematics; (3) high school graduation and OSY; (4) parent involvement; and (5) health and other services. In total, there were twenty-seven statements organized by component that can be found in Appendix C.

For example, for school readiness, the following summarized statement was provided as a theme: "A child's first language is the basis for learning a second language." Parents were then asked to agree or disagree, share their experiences on the topic and provide recommendations for program services to address this theme (see sample survey form in Appendix E).

Since requesting that parents respond to such varied statements in a single survey would have been excessive, the SPAC reviewed all of the statements and prioritized one critical element for each component as the focus for the 2015 survey. From 2016 onward, the council will select five different critical elements per year to limit the scope of the survey. The summary of the five selected statements for 2015 is as follows:

- **School Readiness:**
A child's first language is the basis for learning a second language.
- **Language, Reading, and Mathematics:**
The family that supports children in their learning of mathematics helps increase their mathematics literacy (the ability to use numbers and logic to solve everyday problems).
- **Graduation and Out-of-School Youth:**
The student identified as OSY requires specific services to return to school or to survive in the community
- **Parental Involvement:**
Successful schools engage parents, valuing their culture, their language, and who they are. This creates a positive collaboration to negotiate academic challenges that they will face at school and at home.

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- Health:
A healthy mind in a healthy body helps a child learn better, make good decisions, value his/her peers, and grow to become a productive and involved citizen in a democratic society.

Data Collection

The CDE staff designed a new standardized survey form. The form consists of five pages, one for each of the five main components of the program and its corresponding field. The form design can be used either as an individual survey or to record results from focus groups.

CDE staff then offered intensive training to SPAC members so that each member could assist or lead the data collection process for their local migrant agency. Each SPAC member received training in the following:

- Explain the importance of qualitative data provided by migrant parents
- Explain the selected focus areas that formed the main components of the 2015 report
- Facilitate focus groups or assist parents to fill out the survey forms individually during the data collection process in their region or district

Before the data collection started, the survey form and an explanation of the process were shared with the director of each CDE MEP subgrantee. With informed and trained SPAC representatives and the support of the directors, a data-collection system was developed with the flexibility to respond and adjust to the needs of each subgrantee. The subgrantees were given discretion to choose the most convenient time and manner in which to administer the survey to parents.

A total of fifteen subgrantees made a concerted effort to contact migrant parents and obtain high-quality data. Some subgrantees encountered difficulties and were less successful because the data collection timeframe differed from the schedule of parent meetings and the school year. For this reason, from 2016 onwards, the time period spent on data collection will take the school year calendar.

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Data Analysis

The MEP subgrantees surveyed migrant parents and conducted focus groups throughout June 2015. They sent the data to CDE, where the staff aggregated and organized it and produced summaries of the results. Summaries for each subgrantee can be found in Appendix F.

At the scheduled SPAC meeting on September 19, 2015, council members reviewed the subgrantee data summaries. Working as a team, they analyzed and identified recurring issues, comments, and recommendations. On the basis of the issues found most commonly throughout the state, SPAC members prioritized the list of recommendations that is included in this report. The recommendations are presented in detail in Section VI.

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V. Key Findings

Parents' Experiences Corroborate the Value of the Focus Areas

The first question of the survey asks whether migrant parents' experiences of the different programs and services provided by the MEP are consistent with the focus area statements of the critical elements identified for the program components. The vast majority of parents clearly indicated that their experiences and observations demonstrated both the appropriateness and the value of the focus areas for each of the five main components of the state MEP.

Very few answers to any component indicated any disagreement among the parents with the principles expressed in the focus area statements. Generally, and in many cases unanimously, parents' experiences did not differ from or contradict the ideas expressed but rather confirmed the validity of these research-based principles and practices.

Comments, Experiences, and Key Issues

In this section, parent statements are cited with respect to each of the five program components to exemplify observations and common issues derived from the collected data.

1. Preschool Education

Region 1: "My experience is that this provides a foundation, because my child was at a low English proficiency level when he started the program, and when he was tested a few months later his English language skills had improved and he had a greater vocabulary."

Region 10: "I strongly agree because my children are bilingual since they use both languages. It was impressive and it improved their self-esteem a great deal."

2. Language, Reading, and Mathematics

Region 3: "The teachers who come to the house help a lot."

Region 24: "I learned to develop the habit of reading at home with my kids every day, and I practice reading and writing with them."

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3. Graduation and Out-of-School-Youth

Region 16: “The program and the staff motivate them to continue their education and graduate. They encourage them to accomplish their goals and provide them with transportation, materials, meetings, and counseling and they teach them about other available services. Thank you.”

Region 11: “The state doesn’t have sufficient information regarding the various services offered to young people by each region. They need more detailed information about the services.”

4. Parental Involvement

Region 6: “I like that they teach us how to support our children using certain strategies. All parents like the program and parental involvement participation is great.”

Region 23: “There is a lot of participation during the meetings, and they guide you to participate more.”

5. Health

Region 3: “They offer several health care programs. My experience is that the health services they provide us are very good, as are the presentations we’ve had on this subject.”

Region 22: “With the information I have received, I have changed my eating habits at home.”

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VI. Recommendations

Identified Priorities

During the September 2015 council meeting, SPAC members reviewed the data compiled by the MEP subgrantees. They identified and analyzed common experiences and recommendations provided by migrant parents throughout the state. They created a list of priority recommendations for each of the major components of the California MEP. Below is a brief summary of parents' comments for each component of the state program, followed by the recommendations given by the SPAC.

Recommendations Prioritized by Component/Focus Area

1. Preschool

The focus area for the preschool education component is:

The child's first language provides a foundation for their success in learning a second language.

Overwhelmingly, parents expressed agreement with this focus area. They emphasized the importance of academic development and support in the first language. Parents recounted their own experiences that demonstrated the importance of using the child's first language as a foundation on which to develop rapid and successful acquisition of the English language.

They praised programs in which parents participated together with their preschool children. Parents with children attending preschool programs appreciated their value and the academic preparation for kindergarten their children received. Many parents stressed the effectiveness of after-school and Saturday programs and the importance of the workshops on child development and techniques to support their children's learning. In addition, numerous parents mentioned the importance of having qualified teachers because early childhood development is key to academic success.

From the MEP subgrantees that submitted data, parents observed and regretted the relative lack of bilingual preschool programs. Parents are fully aware of the great advantage of their children being literate in two languages, and as a result, support bilingual programs and bilingual schools in general.

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Taking into consideration the perspective shared by migrant parents regarding preschool programs, the SPAC members recommend improving access to preschool by:

- Prioritizing early childhood development and providing more funding for preschool programs for children of migrant families
- Opening and supporting more preschool programs in more places to increase accessibility and alleviate transportation challenges
- Assisting with transportation to preschool programs
- Encouraging parents to get involved in their children's academic success with workshops offered in their native language on child development and techniques to help their children's learning

They also recommend that in order to close the achievement gap between migrant students and the general student population, the focus should be placed on improving children's academic success in preschool by:

- Hiring qualified teachers with preschool credentials
- Offering more bilingual/biliteral preschool programs
- Training parents, who are their children's first teachers
- Strengthening the use and development of the first language
- Supporting parents in their literacy and English-learning efforts

2. English Language Arts, Reading, and Mathematics

This year, the SPAC members elected to focus on mathematics as a critical area of performance in school. Thus, the key focus for the ELA, reading, and mathematics component is:

Families that support their children in learning mathematics help them increase their math literacy (the ability to use numbers and logic to solve problems in day-to-day life).

Many migrant students are learning a second language while learning to read and study mathematics. To achieve academic performance at grade level, additional support is crucial. It requires the effort of both teachers and parents or guardians working together to overcome challenges that result from the high rate of mobility.

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A recurring issue seen in the comments provided by migrant parents is the effect and importance of reading skills; migrant parents often note the importance of reading to learning the English language and to learning and using mathematics, especially when applying mathematical concepts and solving problems.

Parents expressed a high level of agreement with this focus area. In their comments, many highlighted the importance of empowering parents to support their children's academic development at home. They emphasized the value of parent workshops in which they learned to integrate mathematics into their children's everyday lives through interactions at home and in family activities in the community. They shared their experiences with their children that illustrated their children's development and growth in self-esteem.

Another concern expressed by many parents is the need for guidance on how to further support their children, especially when their children exceed the academic level achieved by their parents. They request training, not only in techniques of psychological and emotional support they can use, but also in academic subjects in which their children are required to be proficient.

In subgrantees where the MEP offers tutoring programs, parents highlighted the benefits these tutoring programs bring to their children, especially individualized tutoring programs and home tutors. They also appreciated and found the Saturday classes, algebra courses, and other intensive programs offered in the summer and during intersessions very helpful. Parents feel these programs are of very good quality, and often commented that they are very effective.

Taking into consideration the views and needs shared by migrant parents regarding programs and services for ELA, reading and mathematics, the SPAC members recommend additional support for migrant students through:

- Increasing individualized tutoring programs, where possible, that include home visits and individual meetings
- Continuing and expanding offerings of intensive and specialized courses that support migrant students' academic performance in focus areas such as algebra, science, and critical thinking
- Continuing to offer Saturday classes in which parents can participate together with their children
- Increasing parent training that enables them to support their children's academic success

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3. Graduation/Out-of-School Youth

The statement of practice for the high school graduation/OSY component is focused this year on addressing the challenges encountered by OSY students:

A student identified as an OSY student requires specific services to return to school or to succeed in the community.

The migrant parent community in California values education and the opportunities it presents for their children. High school graduation is a key goal, and parents do everything possible to support their children in achieving this objective. Despite the commitment made by families, the challenges that arise often interrupt or divert the path to high school graduation, especially for teenagers.

Financial considerations often compel parents to make the difficult decision to let their older children drop out of school to pursue full-time employment, as they often do not earn enough to support the family. These young people, deprived of the opportunity to earn a high school diploma, then find themselves without the knowledge and skills necessary to secure well-paid jobs in the community. Most of them seek work in the fields alongside their parents.

Many parents highlight problems of motivation, self-esteem, and depression that young people experience in these situations. They are at greater risk of drug use or gang involvement. Parents believe that confronting these psychological, emotional, and social problems is as important as offering young people alternatives to secure their high school diploma.

To address the concerns of migrant parents with OSY, the SPAC members recommend:

- Improving communication with migrant families about programs and services for OSY students
- Continuing efforts to recruit OSY students where they work⁸
- Bringing OSY programs and services to youths working in the fields

⁸ Recruiters face challenges in identification and recruitment of OSY, such as employer resistance and changing work sites

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- Increasing efforts to provide motivational programs, counseling, and assistance to connect OSY with mental health services and other support services in their community because these measures are reported as highly effective.

4. Parental Involvement

The focus statement for the parental involvement component is:

Successful schools involve parents and take their culture, language, and who they are into consideration. This creates a positive collaboration for negotiating the academic challenges they face at school and at home.

Migrant parents across the state unanimously affirmed the relevance and importance of this focus. It reflects the commitment of the vast majority of migrant families to the academic success of their children and their belief in the role of education in achieving a prosperous future.

Parents appreciate the various opportunities the MEP provides them for active participation in their children's education. Above all, parents appreciate the programs and activities through which they and their children navigate the school system together as a team. They enjoy the opportunity they are given to learn together.

Parents state that a productive relationship and good communication among parents, teachers, students, and school staff greatly contribute to student success. Parent involvement, not only in meetings but in school activities, training, and other events, offers them the opportunity to contribute to the school environment through social and cultural exchange. That exchange, in their view, is a significant source of pride and self-esteem for migrant students.

Although it is clear that parents across the state agree on the importance of their involvement in their children's education and in school governance, what differs for parents from district to district and school to school is the welcome they receive.

Some parents say that they find it difficult to participate in school meetings and activities because of a lack of communication beforehand. Others find it difficult to ask questions or ask for help in English and are unable to find school staff who can help them. Others report that they have experienced a lack of interest from teachers or school administrators in the diversity of culture, language, history, and experiences they would like to share.

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The survey responses also indicate that some parents, depending upon their own background, do not acknowledge the importance of participating in their children's education, are unfamiliar with the way schools are run, or feel disadvantaged by their own limited education. As a result, they find it difficult to interact with the school and participate in meetings.

Parents who do participate and are highly involved in school acknowledge the importance of doing everything they can to welcome and engage other parents and share their understanding of the school system and the MEP in particular. They assume the responsibility of sharing their knowledge with other parents in order to encourage them to participate.

Acknowledging the crucial importance of parental involvement in a child's education to academic success, the SPAC recommends greater efforts to increase parental involvement by:

- Continuing to train parents to understand and navigate the education system
- Continuing and expanding the training of teachers and MEP staff in cultural competence
- Continuing to prepare and provide training for parents already engaged in their children's education to inform and encourage other parents to become involved
- Continuing and strengthening workshops and education programs for parents, including literacy classes and English as a second language⁹
- Improving MEP communication with migrant parents to make them feel welcome and valued
- Ensuring timely provision of a calendar of events and meetings so that parents can plan to attend, learn, and participate

5. Health Care

The key statement for the health care component is:

⁹ The MEP is not authorized to provide adult education classes to individual that do not qualify for the MEP. As stated earlier, to qualify for program services you must be ages 3-21 and have not graduated from high school or received a high school equivalency certificate.

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A healthy mind in a healthy body helps children to learn better, make right decisions, value their peers and grow as productive, democratic and socially involved citizens.

The importance of good health to the academic performance of their children is clear to migrant parents. Many expressed their deep appreciation for access to free healthcare services and dental and vision checkups. They also expressed appreciation for the glasses and hearing aids their children receive through the MEP.

Some parents expressed the need to have access to counseling and mental health services. They would like to know more about special education programs and the identification of learning disabilities. A large number of parents stated the importance of appropriate and timely support for children with disabilities.

In addition, parents also stressed the importance of nutrition and healthy food, exercise, and physical education. They appreciate training programs for parents on nutrition and a balanced diet. They would like schools to offer better options for healthy meals, more physical activities, and daily exercise programs for students.

Acknowledging the importance of good health for children's academic competence and performance, the SPAC members recommend:

- Increasing training to inform parents about nutrition and exercise
- Providing nutrition classes for students as well as parents
- Expanding the availability of healthy food in schools
- Continuing to support the availability of regular health examinations by qualified professionals

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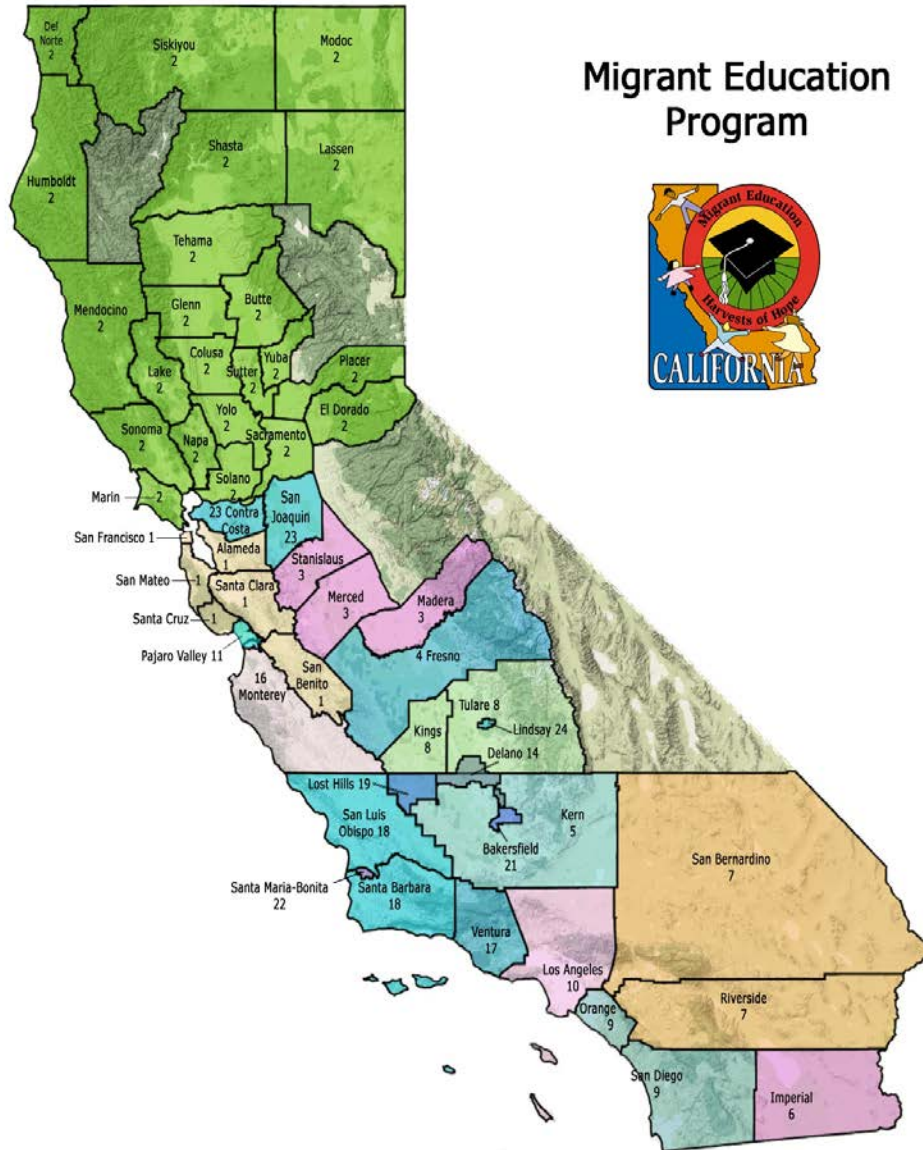
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VII. Appendices

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Appendix A: Figure 1: Map of Migrant Education Program Subgrantees



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Appendix B: Table 1: 2013-14 Subgrantee Name and Migrant Population

| Subgrantee Number | Subgrantee | Migrant Student Population Size¹⁰ |
|--------------------------|---|---|
| 1 | Santa Clara County Office of Education | 10,410 |
| 2 | Butte County Office of Education | 10,964 |
| 3 | Merced County Office of Education | 8,163 |
| 4 | Fresno County Office of Education | 6,798 |
| 5 | Kern County Office of Education | 7,347 |
| 6 | Imperial County Office of Education | 7,764 |
| 7 | Riverside County Office of Education | 4,164 |
| 8 | Tulare County Office of Education | 8,575 |
| 9 | San Diego County Office of Education | 7,024 |
| 10 | Los Angeles County Office of Education | 8,425 |
| 11 | Pájaro Valley Unified School District | 3,428 |
| 14 | Delano Joint Union High School District | 1,316 |
| 16 | Monterey County Office of Education | 12,855 |
| 17 | Ventura County Office of Education | 3,355 |
| 18 | Santa Barbara County Office of Education | 2,300 |
| 19 | Lost Hills Elementary School District | 762 |
| 21 | Bakersfield City Elementary School District | 3,640 |
| 22 | Santa Maria Bonita Elementary School District | 3,309 |
| 23 | San Joaquin County Office of Education | 2,771 |
| 24 | Lindsay Unified School District | 1,376 |

¹⁰ Please note that, because some children move across regions within the performance period, they may be claimed by at least two regions. These are not unduplicated totals.

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Appendix C: Table 2: Critical Statements

| Statements by Program Component | | | | |
|--|---|---|--|--|
| 1 | 2 | 3 | 4 | 5 |
| School Readiness | Language, Reading, Mathematics | High School Graduation and Out-of-School Youth | Parent Involvement | Health and Other Services |
| A child's first language provides the foundation for success in learning a second language | Reading is an activity characterized by the translation of symbols or letters into words and phrases that have meaning for a person. | It is important for parents to gather information on the courses students take in high school. | The active involvement of parents in their children's learning helps them to learn better. This reinforced learning is a key to academic success. | A child's socioemotional health has a direct impact on student academic performance. Respect, understanding and dialogue are essential in all family relationships. |
| Research shows that the development of two languages increases the density of brain tissue which is related to language skills, memory and attention | The child who learns to read without the support of others is able to construct her own meaning which will help her to be a critical thinker. | Parental involvement in the education of their children in high school is crucial. | The dialogues at home in which we talk about school, homework and school responsibilities (i.e., punctuality) reinforce the learning implemented in school. | A balanced diet; an active life (sports, play); adequate rest hours (at least 9); and much affection help create an ideal environment where the child grows healthy both physically and emotionally. |
| A child's identity is linked to the language spoken and the culture experienced | Literacy develops in different contexts and situations. The important thing is that the child has the ability to read both the world and words with a critical eye. | It is important to provide stability within the intrinsic mobility of migrant students. | Schools that are successful involve parents, valuing their culture, their language and who they are. This creates a positive collaboration to negotiate the academic challenges students face at school and at home. | Dental hygiene prevents many diseases. The type of food (i.e., soda, candy, fast food) has a direct relationship with our dental health. |
| The child who is exposed to a vocabulary rich in expressions will more easily learn to read | La familia que apoya al niño en su aprendizaje de las matemáticas le ayuda a incrementar su alfabetización matemática (la capacidad de utilizar números y su lógica para resolver problemas en el día a día). | The student identified as OSY requires specialized services to return to school or to survive in the community. | The school, district, county, and region are responsible for meeting the educational needs of their communities. | Lack of exercise, a diet lacking in vegetables, fruit and fish, poor eating habits and excessive hours in front of the computer / television are direct causes of childhood obesity. |
| Children need first to learn the sounds and then their correspond to letters | | It is necessary to educate OSY to enable them to integrate and contribute to the community. | Children with secure relationships and family that are supportive develop fewer behavioral problems and have better work habits. | A healthy mind in a healthy body helps the child learn better, make good decisions, value their peers and grow to be productive citizens involved with their democratic society. |
| A child should be able to participate in group activities | | | | The child who is exposed to social interactions, experiences and environments that promote healthy development of their personality develops fewer personality problems |
| The family that reads together grows together | | | | |

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Appendix D: Table 3: 2015 Priority Focus Areas

| 1 | 2 | 3 | 4 | 5 |
|---|--|--|---|--|
| SCHOOL READINESS | LANGUAGE/ READING/ MATHEMATICS | GRADUATION/OUT OF SCHOOL YOUTH | PARENT INVOLVEMENT | HEALTH |
| A child's first language provides the basis for learning a second language. | The family that supports children in their learning of mathematics helps increase their mathematical literacy (the ability to use numbers and logic to solve everyday problems). | The student identified as OSY requires specific services to return to school or to survive in the community. | Successful schools engage parents, valuing their culture, their language, and who they are. This creates a positive collaboration to negotiate academic challenges that they will face at school and at home. | A healthy mind in a healthy body helps the child to learn better, make good decisions, value their peers, and to grow as productive and involved citizens in a democratic society. |

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Appendix E: Figure 2: Survey Instrument Sample Page: School Readiness

| | | | | | |
|--|--|--|--|--|--|
| <p>Instrucciones: Lea la declaración a la izquierda. Indique si está de acuerdo o en desacuerdo. Anote sus propias experiencias y observaciones en esta área. En base a sus experiencias, haga recomendaciones para el programa con relación a este tema.</p> <p>Directions: Read the statement on the left. Indicate whether you agree or disagree. Record your own experiences and observations in this area. Make any suggestions you may have regarding this area, based on your experience.</p> | | | | | |
| <p>Componente del Programa: Program Component:</p> | <p><input checked="" type="checkbox"/> Pre-Escolar School Readiness</p> | <p><input type="checkbox"/> Lengua/ Lectura/ Matemáticas Language/ Reading/ Mathematics</p> | <p><input type="checkbox"/> Graduación / Jóvenes fuera de escuela Graduation/ OSY</p> | <p><input type="checkbox"/> Participación de padres Parent Involvement</p> | <p><input type="checkbox"/> Salud Health</p> |
| <p>El primer idioma del niño proporciona una base para el aprendizaje de un segundo idioma</p> <p>A child's first language provides the basis for learning a second language</p> | <p><input type="checkbox"/> Estoy de acuerdo. Mis experiencias lo demuestran. I agree. My own experiences demonstrate this.</p> <p><input type="checkbox"/> No estoy de acuerdo. Mis experiencias lo contradicen. I disagree. My own experiences contradict this.</p> <p><input type="checkbox"/> No se/No aplicable I don't know/not applicable</p> | <p>Mis experiencias en el programa de educación migrante (MEP) en esta área: My experiences in this area of the MEP:</p> | <p>Mis recomendaciones para el programa de educación migrante (MEP) en esta área: My recommendations for this area of the MEP:</p> | | |

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Appendix F: Parent Data Summaries by Subgrantee

This appendix provides a compilation of the survey results from each participating subgrantee. The information on the survey reflects the parent voices and may have typographical errors because they are unedited under the key experiences and recommendation section. The theme row captures the number of parents who agree with the statement under each theme. The “tally” column denotes the number of parents who agree with the ‘key experience’ provided. If a response was given by a parent and no one else provided the same response, the tally column was left blank.

| MEP Subgrantee: 1 Santa Clara County Office of Education (COE) | | |
|--|-------|----------|
| Theme | Agree | Disagree |
| School Readiness A child’s first language provides the basis for learning a second language. | 10 | 0 |
| Key Experiences | | Tally |
| They have been very good in this regard. | | 5 |
| We received help with instruction for preschool children and personal help if it was needed. | | 1 |
| Recommendations | | Tally |
| Implement more preschools. | | 2 |
| Have more preschool teachers. | | 1 |
| Also have workshops for parents so we can help our children more. | | 1 |
| Provide more information about classes for special needs children. | | |
| Theme | Agree | Disagree |
| Language, Reading, Math The family that supports children in their learning of mathematics helps increase their mathematical literacy (the ability to use numbers and logic to solve everyday problems). | 10 | 0 |
| Key Experiences | | Tally |
| They facilitate family workshops. | | 1 |
| In every meeting in my district I learned how to provide support in the area of math and in other areas of study | | |
| Recommendations | | Tally |
| Continue with/expand math academies. | | 4 |
| Parents should be more involved in all of the material. | | 3 |
| Tutors. | | 1 |
| Monitor student progress and inform parents. | | |
| Support with transportation for summer, for classes and activities. | | |
| More teachers. | | |
| Theme | Agree | Disagree |
| Graduation/OSY The student identified as OSY (out-of-school-youth) requires specific services to return to school or to survive in the community. | | |

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| | | |
|--|-------|----------|
| Key Experiences | | Tally |
| The program helps by giving workshops that inform OSY about their options. | | 1 |
| They offer the PASS exam. | | |
| Help them psychologically. | | |
| Recommendations | | Tally |
| Offer health services/workshops. | | 3 |
| More summer courses for them to complete their credits. | | |
| Offer short/rapid courses to help them get good jobs. | | |
| Continue/expand the search for youth who could be part of the program. | | |
| Support low income families and youth. | | |
| Theme | Agree | Disagree |
| Parent Involvement Successful schools engage parents, valuing their culture, their language, and who they are. This creates a positive collaboration to negotiate academic challenges that they will face at school and at home. | 10 | 0 |
| Key Experiences | | Tally |
| Multicultural festivals. | | |
| I've participated in all the workshops and they were truly excellent. | | 1 |
| Parent participation should be obligatory. | | 5 |
| This program really helps the students and makes us a part of it; because of this, both students and parents are involved. | | 2 |
| Recommendations | | Tally |
| The meetings could be more interesting—notable topics, quality talks. | | |
| Have more workshops for parents—information and classes. | | 3 |
| Know more about the educational system. | | |
| Theme | Agree | Disagree |
| Health A healthy mind in a healthy body helps the child to learn better, make good decisions, value their peers, and to grow as productive and involved citizens in a democratic society. | 10 | 0 |
| Key Experiences | | Tally |
| We receive medical, dental, health services at meetings. | | 4 |
| Health fair. | | 1 |
| Workshops for parents. | | 4 |
| Recommendations | | Tally |
| Offer more/continue with the workshops. | | 1 |
| Promote nutrition and benefits of exercise more. | | |
| Offer exercise and physical activities and have all students participate. | | 2 |
| Offer more services for the children who really need them. | | |
| | | |
| Region: 2 Butte COE | | |

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| Theme | Agree | Disagree |
|--|-------|----------|
| School Readiness | 26 | |
| A child's first language provides the basis for learning a second language. | | |
| Key Experiences | | Tally |
| One bilingual person is worth two/Happy that my children are bilingual/To be bilingual can help them in the future/More opportunities. | | 16 |
| They develop better speaking two languages. | | 6 |
| Because if a child has strong first language he develops the second easily. | | 4 |
| Programs in summer have been very helpful. | | 1 |
| Recommendations | | Tally |
| They should continue to help with and reinforce the first language. | | 8 |
| A class where the children can learn to write and read Spanish. | | 7 |
| I'd be thrilled if there were more dual immersion schools/bilingual programs. | | 4 |
| I recommend extending these services to all of the community. | | 2 |
| Theme | Agree | Disagree |
| Language, Reading, Math | 31 | 0 |
| The family that supports children in their learning of mathematics helps increase their mathematical literacy (the ability to use numbers and logic to solve everyday problems). | | |
| Key Experiences | | Tally |
| The course motivates their interest in math and applying it in everyday life. | | 8 |
| I could help them up to third grade. | | 4 |
| The program helps me with the trainings it provides. | | 5 |
| Migrant education has many programs and events that involve the whole family, and that is fabulous. | | 2 |
| My daughters received help in math in summer school and they have improved a lot. | | 2 |
| Recommendations | | Tally |
| It is very important to motivate parents to participate in helping their children at home. | | 5 |
| Give them practice with household chores, use it daily. | | 5 |
| More math programs, tutors, and homework help. | | 4 |
| Continue with trainings for parents. | | 3 |
| Identify the students who need help from an early age and provide academic support. | | |
| Theme | Agree | Disagree |
| Graduation/OSY | 25 | 1 |
| The student identified as OSY (out of school youth) requires specific services to return to school or to survive in the community. | | 0 |
| Key Experiences | | Tally |
| The child needs to overcome this to have a better life. | | 5 |
| I know that this program helps. I know many students who have participated in this. | | 4 |
| Important to help these youth for the social good. | | 2 |
| My son got help to obtain his GED. | | |
| Recommendations | | Tally |
| Offer classes in the evenings or with convenient schedules. | | 6 |

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| | | |
|---|-------|-------------|
| More programs for these youth. | | 7 |
| Support from parents and from counselors, too. More programs and more support. | | 2 |
| They need vocational education programs with people who can transmit their experience to motivate them to study. | | 1 |
| Theme | Agree | Disagree |
| Parent Involvement Successful schools engage parents, valuing their culture their language, and who they are. This creates a positive collaboration to negotiate academic challenges that they will face at school and at home. | 29 | 0 0 0 |
| Key Experiences | | Tally |
| When the school and parents work together it shows in the development of the child. | | 5 |
| When parents get involved more it motivates our children to see us participate in events and helps to maintain the cultures of different countries so as not to lose our roots. | | 3 |
| A lot of positive information. | | 3 |
| I enjoy participating and helping the teachers. | | |
| I attend all the PAC meetings and I attend my children's parent-teacher conferences. | | |
| Recommendations | | Tally |
| Continue to provide information and training to parents so that parents can support their children. | | 6 |
| Students should value and engage more with their culture and language to be able to better confront any problems. | | 5 |
| That we should give more time to be involved in our childrens' school because many parents don't take the time to dedicate to their children at the school. | | |
| Videoconferences do not yield results. The communication is not very good. | | |
| Provide child care whenever there is a meeting. | | |
| Theme | Agree | Disagree |
| Health A healthy mind in a healthy body helps the child to learn better, make good decisions, value their peers, and to grow as productive and involved citizens in a democratic society. | 29 | 0 0 0 |
| Key Experiences | | Tally |
| Very good experiences with workshops for parents that help us a lot. | | 4 |
| If the child is in pain or needs glasses he will not be able to learn. | | 3 |
| Sports help to release tensions. | | 3 |
| In my community, a lot of children do not have healthy minds because their parents do not have healthy minds because of drugs. | | |
| When they eat and sleep well, they awaken with energy. | | 2 |
| Recommendations | | Tally |
| Because of this I think we want to know about nutrition and physical activity. | | 4 |
| Continue to educate and help parents so their children can continue and meet their goals. | | 3 |
| Sports in summer school. | | 1 |
| Do more community programs and help in the schools for these children. | | 1 |
| Continue to support these children with therapy and evaluations. | | |
| Don't overlook the students with disabilities. | | |
| To maintain good grades, good glasses, and hearing aids when required. | | |
| Region: 3 | | |

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| Merced COE | | |
|--|-------|--|
| Theme | Agree | Disagree |
| School Readiness A child's first language provides the basis for learning a second language. | 49 | 1 |
| Key Experiences | | Tally |
| Tutors do a good job with students. | | 9 |
| Use of the first language has helped in learning a second language. | | 8 |
| Reading in the first language and practicing Spanish at home and also in school helps. | | 6 |
| Recommendations | | Tally |
| More tutors and teachers. | | 4 |
| Continue with tutors making home visits. | | 4 |
| Use first language at home. | | 2 |
| Program should continue to use and support Spanish. | | 1 |
| English classes for parents. | | |
| Theme | Agree | Disagree |
| Language, Reading, Math The family that supports children in their learning of mathematics helps increase their mathematical literacy (the ability to use numbers and logic to solve everyday problems). | 62 | 4 |
| | | Notes Those who disagreed stated that children did not receive needed assistance. |
| Key Experiences | | Tally |
| Tutoring is very effective. | | 13 |
| Students participate when they have involved parents. | | 7 |
| Tutoring and support during the summer program is very important. | | 5 |
| The math programs and support are very good. | | 4 |
| The teachers communicate effectively in both languages and are very good. | | 4 |
| Recommendations | | Tally |
| Give workshops on how to use math at home to help our children. | | 8 |
| Classes for adults so that they can continue to support their children. | | 5 |
| Show us how to help with homework. | | 3 |
| Theme | Agree | Disagree |
| Graduation/OSY The student identified as OSY (out of school youth) requires specific | 18 | 2 |

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| | | |
|--|--------------|-----------------|
| services to return to school or to survive in the community. | | |
| Key Experiences | | Tally |
| Students are able to obtain diplomas/GED | | 6 |
| The program really works to help these students | | 4 |
| The program cannot help these students | | 2 |
| Recommendations | | Tally |
| Continue to provide assistance and opportunities for these youth | | 6 |
| Provide these students with psychologists and other services | | 3 |
| Help with transportation for these students | | 2 |
| Theme | Agree | Disagree |
| Parent Involvement Successful schools engage parents, valuing their culture, their language, and who they are. This creates a positive collaboration to negotiate academic challenges that they will face at school and at home. | 64 | 4 |
| Key Experiences | | Tally |
| There is good communication and we receive information about services and programs to support our children | | 17 |
| It is good to attend parent meetings and feel confident to participate | | 15 |
| Parents and teachers work together and communicate for the children to be successful | | 2 |
| Some parents cannot read or need copies in Spanish | | 1 |
| Why are the ELAC meetings in English? (English Learner Advisory Committee) | | 1 |
| Recommendations | | Tally |
| Continue with parent meetings | | 5 |
| Migrant program needs to communicate in Spanish and communicate better with the parents | | 3 |
| More participation in parent meetings | | 3 |
| Elementary and high school meetings should be together | | 2 |
| Help with transportation | | 1 |
| Theme | Agree | Disagree |
| Health A healthy mind in a healthy body helps the child to learn better, make good decisions, value their peers, and to grow as productive and involved citizens in a democratic society. | 44 | 2 |
| Key Experiences | | Tally |
| Benefited from eye and dental services. | | 7 |
| They gave workshops about healthy lifestyles. | | 3 |
| Healthy and active children do better in school. | | 2 |
| Recommendations | | Tally |
| Continue these services | | 4 |
| Hire someone whose job is just the health of students. | | 4 |
| Workshops for parents on matters of health and parenting. | | 2 |
| Region: 4 Fresno COE | | |

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| | | |
|--|-------|----------|
| Theme | Agree | Disagree |
| School Readiness A child's first language provides the basis for learning a second language. | 7 | 1 |
| Key Experiences | | Tally |
| Yes, it is apparent that the use of the first language makes learning the second one easier. | | 6 |
| Preschool is essential. | | 1 |
| Recommendations | | Tally |
| Revive the bilingual program. | | 5 |
| We need qualified bilingual teachers. | | 2 |
| Support bilingualism in schools. | | 2 |
| More books for students. | | 1 |
| Theme | Agree | Disagree |
| Language, Reading, Math The family that supports children in their learning of mathematics helps increase their mathematical literacy (the ability to use numbers and logic to solve everyday problems). | 6 | 0 |
| Key Experiences | | Tally |
| It is very important to support and help and use math with the children at home. | | 6 |
| Thanks to the workshops we received that helped us as parents we understand the importance of our involvement with them. | | 1 |
| Recommendations | | Tally |
| Have tutoring in math, because I never learned it to teach it to my son. | | 1 |
| There should be lots of support for children since there are parents who cannot read or write. | | 1 |
| Theme | Agree | Disagree |
| Graduation/OSY The student identified as OSY (out of school youth) requires specific services to return to school or to survive in the community. | 2 | 0 |
| Key Experiences | | Tally |
| I know of one youth who takes advantage of assistance to study. | | |
| There is a lack of family support, because they need to work. | | |
| Recommendations | | Tally |
| There should be transportation to take them to school. | | |
| I'd like every youth to have the opportunities my children have had up until now. | | |
| Support them, recognize the effort they make to complete their studies. | | |
| Theme | Agree | Disagree |
| Parent Involvement Successful schools engage parents, valuing their culture, their | 6 | 0 |

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2014–15 State Parent Advisory Council, Migrant Education Program:
Identified Priorities and Recommendations**

| | | |
|--|-------|----------|
| language, and who they are. This creates a positive collaboration to negotiate academic challenges that they will face at school and at home. | | |
| Key Experiences | | Tally |
| Parent involvement is very important. | | 4 |
| They involve us as parents in a lot of workshops in order to have success with our children. | | |
| In my district there is almost no support for parents to organize activities related to their cultures and create activities or projects with students to reinforce or instill language. | | |
| Recommendations | | Tally |
| Insist that parents become involved/support and encourage parents to become involved. | | 5 |
| Theme | Agree | Disagree |
| Health A healthy mind in a healthy body helps the child to learn better, make good decisions, value their peers, and to grow as productive and involved citizens in a democratic society. | 7 | 0 |
| Key Experiences | | Tally |
| I didn't know how to help my children as a mother but then I turned to the migrant program and that is where I started to ask for help and thanks to that I am learning new things. | | |
| His diet influences a quality education. | | |
| Recommendations | | Tally |
| I would love it if parents could receive workshops on how to prepare healthy food. | | |
| Feed the children healthily. | | |
| Region: 5 Kern COE | | |
| Theme | Agree | Disagree |
| School Readiness A child's first language provides the basis for learning a second language. | 100% | 0 |
| Key Experiences | | Tally |
| I think it's great because it opens doors for them and also makes them stronger and more prepared for the future. | | 2 |
| Yes because when they start school and realize that other children speak differently than they do they make the effort to communicate with them. | | |
| Recommendations | | Tally |
| I would also like schools to have Spanish classes and after school programs for children to benefit from both languages. | | 2 |
| Support bilingual and dual immersion programs from the start of a student's formal education. My children were in bilingual programs in San Diego they are 100% bilingual and bicultural adults. | | |
| Teachers more qualified in their own language. | | |
| Continue with workshops where parents and children participate together. | | |
| Theme | Agree | Disagree |
| Language, Reading, Math The family that supports children in their learning of mathematics helps increase their mathematical literacy (the ability to use numbers and logic to solve everyday problems). | 100% | 0 |
| Key Experiences | | Tally |

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| One can involve the child in daily activities such as going to the supermarket and give him a budget and he can add up to see if he has enough to make his purchases. | | 4 |
| A child who is supported is smarter and knows how to make decisions for herself. | | |
| The focus of learning to read in the program helps to understand the necessary reading for math. | | |
| Recommendations | | Tally |
| More support for parents to learn about math and literacy. Books for students to practice /Give math workshops for migrant parents so they can support their children. | | 3 |
| Continue supporting and implementing programs so that migrant students are at or above grade level...as this makes a difference in their school performance and their high school graduation and admission to college. | | |
| Theme | Agree | Disagree |
| Graduation/OSY | 100% | 0 |
| The student identified as OSY (out of school youth) requires specific services to return to school or to survive in the community. | | |
| Key Experiences | | Tally |
| It is sad to see such young people cut short their studies and to see them work in the fields and end up there. | | |
| Focus on the lack of student interest in education. | | |
| If you have emotional support programs. | | |
| Recommendations | | Tally |
| Provide more resources for a recruiter to identify these youth in our communities/Search for and motivate these people as it is never too late to overcome and achieve/Identify and follow up with these students. | | 4 |
| Theme | Agree | Disagree |
| Parent Involvement | 100% | 0 |
| Successful schools engage parents, valuing their culture, their language, and who they are. This creates a positive collaboration to negotiate academic challenges that they will face at school and at home. | | |
| Key Experiences | | Tally |
| The program always takes our roots into account and always looks for ways to help both students and parents. | | |
| Since attending PAC meetings I have learned a lot about the education of my children. | | |
| The migrant program will change lives. It supports entire families in the various challenges they face to learn and navigate the educational system. | | |
| Recommendations | | Tally |
| Really support parents/More parent activities needed—PAC meetings are not enough. | | 3 |
| We shouldn't feel ashamed to attend or ask for help in our children's schools. | | |
| Theme | Agree | Disagree |
| Health | 100% | 0 |
| A healthy mind in a healthy body helps the child to learn better, make good decisions, value their peers, and to grow as productive and involved citizens in a democratic society. | | |
| Key Experiences | | Tally |
| Children and parents who receive health services are more receptive to learning and have better school performance. | | 3 |

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| Recommendations | | | Tally |
|--|-------|----------|----------------------|
| Have health programs for parents and children. | | | 4 |
| Better breakfasts. | | | |
| Region: 6 Imperial COE | | | |
| Theme | Agree | Disagree | Notes |
| School Readiness A child's first language provides the basis for learning a second language. | 65 | 3 | 31 replied: NA |
| | | | |
| I'm glad they can speak two languages. | | | 11 |
| It prepared him for Kindergarten. | | | 9 |
| Yes, Spanish helped him learn English/Because when they know Spanish they are advancing in English and that opens the doors to their studies. | | | 7 |
| Preschool helped my daughter to socialize and get along with other children and she learned a lot of the alphabet. | | | |
| She had tutoring/tutoring is helpful. | | | 6 |
| | | | |
| At home tutoring. | | | 11 |
| There should be English classes for parents as well. | | | 3 |
| They should get help to write in Spanish also. | | | 2 |
| More focus on reading. | | | |
| They should get more hours of preschool so that they will learn more. | | | |
| Focus more on sounds to prepare them to read. | | | |
| | | | |
| Language, Reading, Math The family that supports children in their learning of mathematics helps increase their mathematical literacy (the ability to use numbers and logic to solve everyday problems). | 88 | 1 | 11 replied: NA |
| | | | |
| Yes, it is very important. | | | 32 |
| Good tutoring/one on one tutoring has helped my child. | | | 31 |
| Saturday school is very good. | | | 8 |
| After school program has helped a lot/I like it because the whole family learns together. | | | 7 |
| I know it is important but I don't know a lot and I need them to help to teach and to help my children do better. | | | 4 |
| The STEM program was very good/very entertaining. | | | 3 |
| If a child sees that the parent is supportive, it gives the child incentive to study. | | | 2 |
| They receive a lot of help from the school, and because of work, I can't help them much. | | | 1 |
| It has helped the students academically and socially. | | | |
| | | | |
| More one-on-one tutoring/small group tutoring/give more tutoring help/more tutors. | | | 24 |
| I wish there were workshops for parents on how to support our children in math and other subjects. Many parents need to know strategies to teach our children and for us to learn. | | | 11 |
| More participation in private schools. | | | |

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| I'd like it if they gave help with music as they do with language and math. | | | |
|--|-------|----------|----------------------|
| Theme | Agree | Disagree | Notes |
| Graduation/OSY The student identified as OSY (out of school youth) requires specific services to return to school or to survive in the community. | 45 | 2 | 51 replied: NA |
| Key Experiences | | | Tally |
| They helped my child to obtain a GED. | | | 10 |
| It is good to have these programs to get the students away from drugs. | | | 2 |
| I'm happy that the counselor keeps up with my son's progress to complete his GED. | | | |
| I have known youth who leave school and I know you want to help them, but sometimes these youngsters do not want the help and the money is wasted on them. Better to use resources for children who do want to study. | | | |
| I did not know that they helped these students. | | | |
| The support they give the youth, teachers as well as counselors, is a great help, as they did with my son. | | | |
| The OSY program is excellent. It helps a lot to prepare for technical careers or if they want to go to college. | | | |
| Recommendations | | | Tally |
| There should be counselors to support and motivate the students/individual counseling. | | | 4 |
| They need tutors, psychologists, the students need self-esteem, enthusiasm. | | | 3 |
| I'd like to attend school the same as my daughter and at the same time that she does. | | | |
| I wish the program for graduating was faster. It is very slow. | | | |
| Theme | Agree | Disagree | Notes |
| Parent Involvement Successful schools engage parents, valuing their culture, their language, and who they are. This creates a positive collaboration to negotiate academic challenges that they will face at school and at home. | 55 | 0 | 4 replied: NA |
| Key Experiences | | | Tally |
| Good presentations/Lots of information/Lots of help. | | | 29 |
| Parental support is key. | | | 8 |
| I actively participate in all the programs and meetings. | | | 3 |
| I have not attended/I can never participate because I am working. | | | 3 |
| There is a lot of participation, and the parents help each other. | | | 2 |
| There is not much parental participation/little participation in meetings. | | | 2 |
| The schools pay us no attention there are few programs for the children because we are from Mexico. | | | 2 |
| Recommendations | | | Tally |
| More presentations about how to help our children/more classes for parents/workshops for parents. | | | 6 |
| They should let us know in advance about all of the activities. | | | 5 |
| The dates of meetings would be better during weekends/They should change the meeting schedule. | | | 3 |
| Communication with the districts should be better/more information about programs. | | | 2 |
| They could help them and orient them better. | | | 2 |
| More participation in meetings. | | | 2 |
| They should give classes in values to the teachers. | | | |

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| Theme | Agree | Disagree | Notes |
|--|-------|----------|---------------------|
| Health A healthy mind in a healthy body helps the child to learn better, make good decisions, value their peers, and to grow as productive and involved citizens in a democratic society. | 90 | 1 | 9 replied: NA |
| Key Experiences | | | Tally |
| They have helped me with dental services. | | | 12 |
| They have helped me with optometry services/glasses. | | | 10 |
| I did not have a good experience with the program with the funds because of not being able to get dental benefits for my children. | | | |
| I didn't know the migrant program offered health services. | | | |
| Recommendations | | | Tally |
| I wish they gave help with a psychologist/psychological and psychiatric help. | | | 8 |
| More services for parents. | | | 2 |
| More recreational areas and classes. | | | 2 |
| They need better food in the cafeteria. | | | |
| They should offer speech therapy. | | | |
| Nutrition services. | | | |
| They should also include a medical doctor. | | | |
| More promotion of these programs. | | | |
| Region: 7 Riverside COE | | | |
| Theme | Agree | Disagree | |
| School Readiness A child's first language provides the basis for learning a second language. | 91 | 0 | |
| Key Experiences | | | Tally |
| My experience with the program in this area has been very good. I have learned many different ways to incorporate reading with my children and made me aware of the importance of reading to my children. | | | 49 |
| I learned along with my child. | | | 32 |
| My children are now prepared for kindergarten. | | | 5 |
| It helped a lot to have the books at home. | | | 5 |
| Recommendations | | | Tally |
| More classes/longer classes. | | | 28 |
| Excellent program. Please continue. | | | 15 |
| Organize more trips with parents and their children to more places. | | | 10 |
| More workshops for students and parents to work together/Reading workshops for parents and children. | | | 11 |
| Theme | Agree | Disagree | |
| Parent Involvement Successful schools engage parents, valuing their culture, their language, and who they are. This creates a positive collaboration to negotiate academic challenges that they will face at school and at home. | 31 | 0 | |

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| | | |
|--|-------|----------|
| Key Experiences | | Tally |
| Parent meetings give us ways to help us to support our children. | | 13 |
| Recommendations | | Tally |
| Continue to involve parents in their children’s education. | | 7 |
| More help/more workshops for parents. | | 5 |
| Longer programs/more hours of instruction. | | 4 |
| Theme | Agree | Disagree |
| Health A healthy mind in a healthy body helps the child to learn better, make good decisions, value their peers, and to grow as productive and involved citizens in a democratic society. | 21 | 0 |
| Key Experiences | | Tally |
| We got a lot of information at the health fair. | | 10 |
| Information on healthy food for children was very useful. | | 7 |
| Recommendations | | Tally |
| Exercise/physical activities for the students. | | 5 |
| Have several health fairs during the year. | | 4 |
| More parent workshops on nutrition. | | 3 |
| Dental and medical services for parents. | | 2 |
| Region: 8 Tulare COE | | |
| Theme | Agree | Disagree |
| School Readiness A child’s first language provides the basis for learning a second language. | 14 | 0 |
| Key Experiences | | Tally |
| My children participated in bilingual Pixley pre-k and did very well. | | |
| My daughters participated and have learned puzzles, numbers, and the abc’s. They like it very much. Monday at home and Tuesdays and Wednesdays at the school. | | |
| The pre-k academy at the school took away his fear and he learned a lot. | | |
| I had good experiences with the last three children. The first one did not have preschool support and spent two years in kindergarten. | | |
| Recommendations | | Tally |
| More school groups to attend and interact with other children. | | |
| Hold classes in places that are accessible to parents. | | |
| Theme | Agree | Disagree |
| Language, Reading, Math The family that supports children in their learning of mathematics helps increase their mathematical literacy (the ability to use numbers and logic to solve everyday problems). | 14 | 0 |
| Key Experiences | | Tally |
| My child can already understand word problems in math. | | |
| A home tutor helped a lot in mathematics. | | |
| My 9 year old stays after school and she is doing much better. | | |
| Recommendations | | Tally |

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| | | | |
|--|-------|----------|-------|
| Home tutors if the child cannot stay | | | |
| Theme | Agree | Disagree | |
| Graduation/OSY The student identified as OSY (out of school youth) requires specific services to return to school or to survive in the community. | 13 | 0 | |
| Key Experiences | | | Tally |
| I was not informed that there were services for this daughter. | | | |
| Recommendations | | | Tally |
| Continue to make papers with migrant program information. | | | |
| Theme | Agree | Disagree | |
| Parent Involvement Successful schools engage parents, valuing their culture, their language, and who they are. This creates a positive collaboration to negotiate academic challenges that they will face at school and at home. | 14 | 0 | |
| Key Experiences | | | Tally |
| It is a positive thing to know what is going on in the schools. | | | |
| The training on Robert's Rules of Order helped me. | | | |
| I am glad that they bring children and their parents to the universities. | | | |
| Recommendations | | | Tally |
| They should send parents annual calendars with all the meetings and the offices should have bilingual people. | | | |
| The parents should attend English classes. | | | |
| That they should bring parents along with their children to have a university experience. | | | |
| Theme | Agree | Disagree | |
| Health A healthy mind in a healthy body helps the child to learn better, make good decisions, value their peers, and to grow as productive and involved citizens in a democratic society. | | | |
| Key Experiences | | | Tally |
| Help with glasses. | | | |
| Help of a dentist. | | | |
| Recommendations | | | Tally |
| More information about the obligations of the district in regard to medical checks and to whom the migrant program can help | | | |
| Region: 9 San Diego COE | | | |
| Theme | Agree | Disagree | |
| School Readiness A child's first language provides the basis for learning a second language. | 17 | 0 | |
| Key Experiences | | | Tally |
| Reading and speaking in Spanish helps in learning English. | | | 3 |
| Children develop academically at an early age. | | | 2 |

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| | | | |
|--|-------|----------|---------------|
| My son benefited from the preschool program and began to grasp the language thanks to the MESRP program. | | | |
| Recommendations | | | Tally |
| Parents should continue to read and to speak to their children in Spanish. | | | 2 |
| Inform parents about preschool. | | | 2 |
| Participate in the Binational Program—teachers in the summer program. | | | |
| More bilingual teachers. | | | |
| Theme | Agree | Disagree | |
| Language, Reading, Math The family that supports children in their learning of mathematics helps increase their mathematical literacy (the ability to use numbers and logic to solve everyday problems). | 17 | 0 | |
| Key Experiences | | | Tally |
| The children are more secure. | | | |
| They learn more. | | | 2 |
| The effort a parent makes helps the children. | | | 3 |
| Recommendations | | | Tally |
| Classes for parents on how to help their children in school, with examples of how to do it. | | | 2 |
| Do homework with your children so that they feel the support and you know what needs to be done. | | | |
| Use dynamic (active) games. | | | |
| Send an employee of the migrant program to support the children academically when their parents must work late. | | | |
| Theme | Agree | Disagree | Notes |
| Graduation/OSY The student identified as OSY (out of school youth) requires specific services to return to school or to survive in the community. | 15 | 0 | 2 replied: NA |
| Key Experiences | | | Tally |
| I know about the backpacks, mobile schools and classes during lunch hours. | | | |
| I can learn with these youths. | | | |
| They offer services at the farms. | | | |
| Having the opportunity to identify with others. | | | |
| The opportunity to learn English and writing, starting a business. | | | |
| Have experience with new opportunities. | | | |
| Recommendations | | | Tally |
| Bring services to the farms. | | | |
| Motivational talks, talks about experience (jobs?) by guest speakers. | | | |
| Hands-on services. | | | |
| Continue to support these students. | | | |
| Theme | Agree | Disagree | |
| Parent Involvement Successful schools engage parents, valuing their culture, their language, and who they are. This creates a positive collaboration to negotiate academic challenges that they will face at school and at home. | 17 | 0 | |

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| | | |
|---|-------|----------|
| Key Experiences | | Tally |
| Learning to work together with the school system. | | |
| Receive many workshops. | | |
| Children get to know each other through the participation of their parents. | | |
| Children are more motivated in school. | | |
| Children make good progress in school and have positive friends who support them. | | |
| I became more involved in primary school. | | |
| Recommendations | | Tally |
| Continue learning to use technology. | | |
| More GED classes. | | |
| More INEA clases. | | |
| Continue to promote parent involvement in schools. | | |
| Invite parents to attend school meetings and workshops given, so they can support their children and show that we really care about their studies by the example of participating in school. | | |
| Theme | Agree | Disagree |
| Health A healthy mind in a healthy body helps the child to learn better, make good decisions, value their peers, and to grow as productive and involved citizens in a democratic society. | 17 | 0 |
| Key Experiences | | Tally |
| Dental services and clases. | | |
| Free health examinations. | | |
| Community clinic. | | |
| Sports help the students. | | |
| A healthy mind brings academic success. | | |
| My child should go to school clean, well breakfasted, and ready to learn. | | |
| Recommendations | | Tally |
| Workshops on: • How to value one's peers • Personal growth • Hours of community service • Bringing motivators • Sports activities options | | |
| Region: 10 Los Angeles COE | | |
| Theme | Agree | Disagree |
| School Readiness A child's first language provides the basis for learning a second language. | 21 | 0 |
| Key Experiences | | Tally |
| The first language is key when teaching in a new language/Important to keep using the first language. | | 15 |
| With this, students develop well academically. | | 3 |
| Recommendations | | Tally |
| More bilingual programs. | | 8 |
| Continue using the native language at home. | | 6 |

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| | | |
|--|-------|----------|
| Incorporate more cultural programs. | | 1 |
| Theme | Agree | Disagree |
| Language, Reading, Math The family that supports children in their learning of mathematics helps increase their mathematical literacy (the ability to use numbers and logic to solve everyday problems). | 20 | 0 |
| Key Experiences | | Tally |
| We can apply what our children learn in class to daily experiences at home. | | 10 |
| The program supports parents as the foundation of their children's academic success. | | 7 |
| My children do better because of the program/tutoring/qualified teachers. | | 7 |
| Recommendations | | Tally |
| More math programs and activities. | | 8 |
| Continue supporting parent involvement. | | 7 |
| More math workshops for parents. | | 3 |
| More qualified teachers. | | 1 |
| More bilingual teachers. | | 1 |
| Theme | Agree | Disagree |
| The student identified as OSY (out of school youth) requires specific services to return to school or to survive in the community. | 14 | |
| Key Experiences | | Tally |
| Students lose the opportunity to go to school because they get a job to help the family financially. | | 10 |
| The program supports students who did not graduate and are now migrant workers. | | 6 |
| Recommendations | | Tally |
| Continue the OSY program. | | 13 |
| Provide students with financial resources for vocational school. | | 11 |
| Maintain contact with these students. | | 2 |
| More support for these students. | | 1 |
| Theme | Agree | Disagree |
| Parent Involvement Successful schools engage parents, valuing their culture, their language, and who they are. This creates a positive collaboration to negotiate academic challenges that they will face at school and at home. | 19 | 0 |
| Key Experiences | | Tally |
| The workshops are very informative. | | 7 |
| For me, the presence of parents in the education of all our children is something essential. | | 6 |
| Getting involved educated me as a parent and raised my self-esteem. | | 6 |
| I have seen that getting involved in my children's schools gives them the facility to develop academically and have more confidence in themselves/my kids have been better. | | 5 |
| Parents are learning about the school system/They are teaching us our rights as parents. | | 4 |
| Recommendations | | Tally |
| No lack of information and preparation for parents/More programs for parents/More classes to gain more tools/More trainings. | | 14 |
| Important to engage more for the welfare of their children/Make all parents to participate. | | 10 |
| Help parents to educate themselves. | | 5 |

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| | | |
|--|-------|----------|
| I participated in school, I got to know the system and I contributed ideas at meetings. | | 2 |
| Implement GED programs and workshops for parents. | | |
| A calendar of cultural involvement activities. | | |
| Let those who are involved continue to be there and to invite other parents to get involved so as to support the children. | | |
| Theme | Agree | Disagree |
| Health A healthy mind in a healthy body helps the child to learn better, make good decisions, value their peers, and to grow as productive and involved citizens in a democratic society. | 18 | 0 |
| Key Experiences | | Tally |
| Los padres tenemos clase de nutrición/The nutrition class helped me a lot. | | 6 |
| They give us lots of information in the parent council meetings on how to keep children healthy. | | 5 |
| It has helped me to engage my children in buying and choosing what we eat to improve our health. | | 2 |
| The emotional state as well as nutrition helps maintain a healthy mind in a healthy body and this is reflected in learning. | | 1 |
| Recommendations | | Tally |
| Nutrition workshops/more nutrition programs/nutrition classes for parents and children. | | 13 |
| That the districts provide healthier food/More focus on the food provided at the schools/Change the food in the schools/No McDonalds in the nutrition program. | | 8 |
| I'd recommend time for PE/More exercise in schools/PE classes so that they are more active. | | 4 |
| Mental health classes with therapists/mental health classes for families/more resources for a child in need of psychological care. | | 4 |
| Direct Funded District: 11 Pájaro Valley Unified School District | | |
| Theme | Agree | Disagree |
| School Readiness A child's first language provides the basis for learning a second language. | 18 | 0 |
| Key Experiences | | Tally |
| It is a very strong base for children who have a first language to facilitate learning English in this country. | | |
| Recommendations | | Tally |
| They should be given an appropriate language program even if the school does not have the numbers necessary to open a bilingual class. | | |
| Theme | Agree | Disagree |
| Language, Reading, Math The family that supports children in their learning of mathematics helps increase their mathematical literacy (the ability to use numbers and logic to solve everyday problems). | 19 | 1 |
| Key Experiences | | Tally |
| The process of solving math problems often is not the same at home (parents) as it is at school (with teachers). | | |
| Recommendations | | Tally |
| Incorporate more math in the elementary grades (from early on). | | |

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|--|-------|----------|--------------------|
| Provide more services for students who need them. | | | |
| Implement more science programs in schools. | | | |
| The STEM program that incorporates science and mathematics that lends itself to incorporate mathematics in all other academic areas. | | | |
| Theme | Agree | Disagree | Notes |
| Graduation/OSY The student identified as OSY (out of school youth) requires specific services to return to school or to survive in the community. | 12 | | 6 responded N/A |
| Key Experiences | | | Tally |
| The state does not have enough information on the different services that each region offers. | | | |
| Recommendations | | | Tally |
| All regions should give more detailed information on the different services that each region offers. | | | |
| Theme | Agree | Disagree | |
| Parent Involvement Successful schools engage parents, valuing their culture, their language, and who they are. This creates a positive collaboration to negotiate academic challenges that they will face at school and at home. | 20 | 0 | |
| Key Experiences | | | Tally |
| Yes, through the field trips. | | | |
| The topics that are of interest to parents help parents learn how to help our children. This gives more support to students feel more secure. | | | |
| Through the support that the program gives families that move a lot. | | | |
| The support for implementing positive discipline and emotional changes for students. | | | |
| The migrant program gives you confidence that your child is safe when parents are working late. | | | |
| Recommendations | | | Tally |
| Notify parents in advance. | | | |
| Work with students for students to develop events or presentations prior to the meeting so that more parents attend meetings. | | | |
| Theme | Agree | Disagree | |
| Health A healthy mind in a healthy body helps the child to learn better, make good decisions, value their peers, and to grow as productive and involved citizens in a democratic society. | 20 | 0 | |
| Key Experiences | | | Tally |
| The families receive support in relation to gang prevention and the support that parents give each other. | | | |
| When there are situations regarding immigration, the migrant program advises and supports students dealing with these problems. | | | |
| Problems of learning a second language affect the confidence and academic development of young people in schools. | | | |
| Recommendations | | | Tally |
| Extend the health program to support students with mental health issues, because we have had many suicides. | | | |
| Physical education for the youth. | | | |

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| | | | |
|--|-------|----------|------------------------------------|
| The migrant teachers should talk more with young people about their lives and how they feel. | | | |
| Subgrantee: 14 Delano Joint Union High School District | | | |
| Theme | Agree | Disagree | Notes |
| School Readiness A child's first language provides the basis for learning a second language. | 8 | 1 | 3 |
| Key Experiences | | | Tally |
| They offer services, even in the home, for the children. | | | |
| For a child with fluency in one language it is easier to learn a second language. | | | |
| The first language of a child is basic to his future development. | | | |
| My experience has not been good—my children as English learners were always in the remedial classes and I think this held them back academically. | | | |
| It helps them to become bilingual in the future. | | | |
| Recommendations | | | Tally |
| Parents should have the time to take advantage of services. | | | |
| Provide programs to reinforce the first language. | | | |
| All should get the Seal of Biliteracy. | | | |
| Give pre-kindergarten classes in the afternoons. | | | |
| Theme | Agree | Disagree | |
| Language, Reading, Math The family that supports children in their learning of mathematics helps increase their mathematical literacy (the ability to use numbers and logic to solve everyday problems). | 11 | 1 | |
| Key Experiences | | | Tally |
| The child who has a good foundation in the material learns to reason and has a better understanding. | | | |
| Practice and give children examples in the home. | | | |
| The support for my children and communication with parents has been very beneficial. | | | |
| It is important to know how to read because if they do not read they cannot understand math problems. | | | |
| Recommendations | | | Tally |
| Offer extra classes for those who are low in math. | | | |
| Create programs to involve parents in their children's education. | | | |
| Continue supporting fundamental programs since child development depends on the foundation acquired. | | | |
| Ask the teachers for results. | | | |
| More teachers-2 or 3 per class, so they (children) learn more. | | | |
| Theme | Agree | Disagree | Notes |
| Graduation/OSY The student identified as OSY (out of school youth) requires specific services to return to school or to survive in the community. | 5 | 0 | 9 answered not applicable |
| Key Experiences | | | Tally |
| These youth need more support and more programs. | | | |
| It is good to motivate these youth to return to school. | | | |

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| | | |
|--|-------|----------|
| Recommendations | | Tally |
| Not just to go to college—more vocational programs are needed. | | 1 |
| They need advisors and help to convince them to return to school. | | |
| Give motivational talks for parents and students. | | |
| Theme | Agree | Disagree |
| Parent Involvement Successful schools engage parents, valuing their culture, their language, and who they are. This creates a positive collaboration to negotiate academic challenges that they will face at school and at home. | 17 | 0 |
| Key Experiences | | Tally |
| They explain many important things and teach us how to support our children and to motivate them to move forward. | | 2 |
| I have learned to guide my children and communicate with school staff. | | 3 |
| Recommendations | | Tally |
| More about gangs and the importance of college. | | |
| More programs that deal with the culture of the parents. | | |
| Theme | Agree | Disagree |
| Health A healthy mind in a healthy body helps the child to learn better, make good decisions, value their peers, and to grow as productive and involved citizens in a democratic society. | 10 | 0 |
| Key Experiences | | Tally |
| Very important to continue the health programs in order to achieve better results. | | |
| A lot depends on the parents. | | |
| Recommendations | | Tally |
| Offer talks about nutrition. | | |
| Don't forget the role of teachers in guiding and advising. | | |
| Subgrantee: 16 Monterey COE | | |
| Theme | Agree | Disagree |
| School Readiness A child's first language provides the basis for learning a second language. | 8 | 1 |
| Key Experiences | | Tally |
| Students who continue with their first language while learning a second language perform better. | | 6 |
| Tutors who make home visits make a great difference in student success. | | 1 |
| Recommendations | | Tally |
| More workshops and field trips for pre-school children and parents. | | |
| Have teachers share test results and development information much sooner. | | |
| Bilingual instruction. | | |
| Theme | Agree | Disagree |
| Language, Reading, Math The family that supports children in their learning of mathematics helps increase their mathematical literacy (the ability to use numbers and logic to solve everyday problems). | 12 | 1 |

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| | | |
|--|-------|----------|
| Key Experiences | | Tally |
| Makes mathematics a part of our daily lives. | | 6 |
| Recommendations | | Tally |
| More emphasis on mathematics. | | 6 |
| Continue with parent workshops on how to help their children academically. | | 3 |
| Theme | Agree | Disagree |
| Graduation/OSY The student identified as OSY (out of school youth) requires specific services to return to school or to survive in the community. | 8 | 1 |
| Key Experiences | | Tally |
| The program encourages and motivates youth to continue their studies. | | 4 |
| The trips to universities are very motivating. | | 3 |
| Parents feel they can help to change a child's life through this program. | | 2 |
| Recommendations | | Tally |
| Leadership training for these youth. | | 5 |
| Motivational speakers and workshops for youth. | | 2 |
| Workshops in technology and career skills. | | 2 |
| Theme | Agree | Disagree |
| Parent Involvement Successful schools engage parents, valuing their culture, their language, and who they are. This creates a positive collaboration to negotiate academic challenges that they will face at school and at home. | 13 | 0 |
| Key Experiences | | Tally |
| The program takes parents into consideration and keeps them involved. | | 8 |
| Cultural activities. | | 4 |
| Recommendations | | Tally |
| More support/communication with teachers. | | 3 |
| More activities for parents and students together. | | 1 |
| English classes for parents. | | 1 |
| More cultural events for families. | | 1 |
| Art and dance and other interactive classes. | | 1 |
| Theme | Agree | Disagree |
| Health A healthy mind in a healthy body helps the child to learn better, make good decisions, value their peers, and to grow as productive and involved citizens in a democratic society. | 13 | 0 |
| Key Experiences | | Tally |
| Healthy food choices and physical activity affect academic development and success. | | 7 |
| Recommendations | | Tally |
| Psychologists/mental health services/Free exams for mental as well as physical, dental health. | | 4 |
| Continue this program. | | 2 |

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| | | |
|--|-------|----------|
| Workshops on mental health. | 1 | |
| Subgrantee: 22 Santa Maria-Bonita School District | | |
| Theme | Agree | Disagree |
| School Readiness A child's first language provides the basis for learning a second language. | 64 | 0 |
| Key Experiences | Tally | |
| My children speak Spanish and English in writing and reading. | 25 | |
| My son can translate what he reads. | | |
| Recommendations | Tally | |
| School for parents to learn English. | 11 | |
| More preschool classes. | 23 | |
| Classes in Spanish for preschool children to learn to speak it well. | 14 | |
| Theme | Agree | Disagree |
| Language, Reading, Math The family that supports children in their learning of mathematics helps increase their mathematical literacy (the ability to use numbers and logic to solve everyday problems). | 44 | 0 |
| Key Experiences | Tally | |
| They have helped them learn better/to learn more. | 20 | |
| Summer school and the extended classes are very good. | 19 | |
| Saturday School is very good. | 15 | |
| The university math programs are excellent/UCSB. | 9 | |
| I as a parent have recommended the program. Thank you. | 3 | |
| My son was not doing well and started going to the program classes and achieved the grades he needed to graduate. | | |
| Recommendations | Tally | |
| Continue to support us. | 14 | |
| None. Good program. | 9+ | |
| Theme | Agree | Disagree |
| Parent Involvement Successful schools engage parents, valuing their culture, their language, and who they are. This creates a positive collaboration to negotiate academic challenges that they will face at school and at home. | 68 | 0 |
| Key Experiences | Tally | |
| They involve us in our children's education. | 29 | |
| There are meetings and conferences and workshops. | 27 | |
| They give a lot of information and try to get us involved. | 20 | |
| I learned a lot as a parent in meetings and workshops. | 17 | |
| The migrant program values our culture. | 2 | |
| The conference and workshops in Los Angeles. | 1 | |
| I participate on the school council. | 1 | |
| They have had Spanish to Mixteco translators. | | |

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| | | | |
|--|-------|----------|--|
| Speech and debate. | | | |
| Recommendations | | | Tally |
| Have more parent-child workshops. | | | 7 |
| English classes for parents. | | | 4 |
| More frequent meetings. | | | 4 |
| Family therapy. | | | |
| Theme | Agree | Disagree | |
| Health A healthy mind in a healthy body helps the child to learn better, make good decisions, value their peers, and to grow as productive and involved citizens in a democratic society. | 60 | 0 | |
| Key Experiences | | | Tally |
| We have had very good talks on health. | | | 32 |
| They offer help with health to the children/various health programs. | | | 26 |
| Dental services. | | | 19 |
| Programs about drugs. | | | 13 |
| Flouride. | | | 3 |
| I've changed eating habits at home. | | | 1 |
| Recommendations | | | Tally |
| Nutrition clases. | | | 6 |
| Sports teams. | | | 2 |
| I'd love it if they offered this type of help to migrant parents. | | | 2 |
| Subgrantee: 23 San Joaquin COE | | | |
| Theme | Agree | Disagree | Notes |
| School Readiness A child's first language provides the basis for learning a second language. | 23 | 0 | Very few comments in general |
| Key Experiences | | | Tally |
| Yes it is important to learn their own language in order to learn another. | | | 4 |
| Recommendations | | | Tally |
| Those who do not know English need more help to try to keep up with the other children. | | | |
| Theme | Agree | Disagree | Notes |
| Language, Reading, Math The family that supports children in their learning of mathematics helps increase their mathematical literacy (the ability to use numbers and logic to solve everyday problems). | 28 | 0 | 4 replied N/A Very few comments in general |
| Key Experiences | | | Tally |
| It helps them learn faster in general. | | | |
| Recommendations | | | Tally |
| Theme | Agree | Disagree | Notes |
| Parent Involvement Successful schools engage parents, valuing their culture, their language, and who they are. This creates a positive collaboration to negotiate | 38 | 0 | 3 replied N/A Very few |

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| | | | |
|--|-------|----------|--|
| academic challenges that they will face at school and at home. | | | comments in general |
| Key Experiences | | | Tally |
| If they see that my child needs help with something they let me know. | | | |
| Recommendations | | | Tally |
| Do more activities and involve parents more in cultural events. | | | |
| Theme | Agree | Disagree | Notes |
| Health A healthy mind in a healthy body helps the child to learn better, make good decisions, value their peers, and to grow as productive and involved citizens in a democratic society. | 39 | 0 | 4 replied N/A Very few comments in general |
| Key Experiences | | | Tally |
| I like that they are kept active because then they are healthier. | | | |
| It has helped me a lot with doctors. Thank you. | | | |
| It is a very important program for children and parents. | | | |
| Recommendations | | | Tally |
| For me everything is fine as it is. | | | |
| Subgrantee: 24 Lindsay Unified School District | | | |
| Theme | Agree | Disagree | |
| School Readiness A child's first language provides the basis for learning a second language. | 11 | 2 | |
| Key Experiences | | | Tally |
| Students learned a lot and the program prepared them for kindergarten. | | | 5 |
| Recommendations | | | Tally |
| Hire skilled people. | | | 4 |
| Read with students in their first language and also speak with them in academic Spanish. | | | |
| More workshops for parents. | | | 2 |
| More teachers/more staff to help students. | | | |
| Theme | Agree | Disagree | |
| Language, Reading, Math The family that supports children in their learning of mathematics helps increase their mathematical literacy (the ability to use numbers and logic to solve everyday problems). | 21 | 1 | |
| Key Experiences | | | Tally |
| Reading and math are the foundation of a child's educational development. | | | 4 |
| A benefit and a positive experience for parents and children. | | | 3 |
| Reading should be in the student's first language. | | | |
| Recommendations | | | Tally |
| More interactive lessons for parents and students. | | | 7 |
| Provide parents with tools to help with homework. | | | 7 |

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|--|-------|----------|
| Support special needs students and students who fall behind with special programs. | 5 | |
| Create a reading space for children in the home. | 2 | |
| More help with math. | 1 | |
| Theme | Agree | Disagree |
| Graduation/OSY The student identified as OSY (out of school youth) requires specific services to return to school or to survive in the community. | 3 | 4 |
| Key Experiences | Tally | |
| The program is a great benefit to these students. | | |
| More time and help for these youth. | | |
| It is hard for parents to support these students. | | |
| Recommendations | Tally | |
| School counselor support. | | |
| These students need help with all aspects of life. | | |
| Theme | Agree | Disagree |
| Parent Involvement Successful schools engage parents, valuing their culture, their language, and who they are. This creates a positive collaboration to negotiate academic challenges that they will face at school and at home. | 19 | 2 |
| Key Experiences | Tally | |
| Parent involvement contributes to a child's academic success. | | 6 |
| It gives us as parents the opportunity to engage at the school. | | 3 |
| Recommendations | Tally | |
| More activities and ideas on how to involve parents. | | 9 |
| More literacy skills and help for parents. | | 3 |
| English classes for parents. | | 1 |
| Theme | Agree | Disagree |
| Health A healthy mind in a healthy body helps the child to learn better, make good decisions, value their peers, and to grow as productive and involved citizens in a democratic society. | 22 | 4 |

| | | |
|--|-------|----|
| Key Experiences | Tally | |
| The program helped with dental services. | | 11 |
| A healthy child learns better. | | 2 |
| Recommendations | Tally | |
| Healthier food choices in school. | | 21 |
| More time for students to eat breakfast. | | 18 |
| More physical activities for the children. | | 6 |