

## 2008 - 2009 Annual Evaluation

# California Mini-Corps Program

*Submitted to:*

**California Mini-Corps**

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## Introduction

The California Mini-Corps Program entered into a contract with CitySpan Technologies for the implementation of the 2008-2009 Evaluation Data Report. Mini-Corps Program provided the pertinent data to CitySpan Technologies in order to analyze and prepare the final report. This evaluation report is based on those data.

## History, Legislation, Background of Mini-Corps Program

The California Mini-Corps Program began in 1967, a year after the Elementary and Secondary Education Act (Public Law 89-10) Title 1 was amended to include the provision of supplemental assistance to schools impacted with migrant children. The federal government enacted the ESEA in order to improve the education of America's poor children, and specifically addressed the children of migrant workers under Title I Part C. This legislation authorized the Migrant Education Program (MEP), which provides formula grants to state education agencies (SEAs) for the express purpose of establishing or improving educational programs for the children of migrant workers. In the Preliminary Guidance for Title I, Part C, Public Law 103-382, the US Department of Education states the following:

The general purpose of the MEP is to ensure that children of migrant workers have access to the same free, appropriate public education, including public pre-school education, provided to other children. To achieve this purpose, the MEP helps state and local education agencies remove barriers to the school enrollment, attendance, and achievement of migrant children.

California Mini-Corps began as a summer-only program through the auspices of Butte County Schools and was patterned after the Peace Corps program. In 1974, school year programs were instituted, and now Mini-Corps provides services throughout California in the summer and regular school year. An important part of the program design was recognition of the need to mobilize a cadre or corps of bilingual and cross-culturally sensitive college students with whom migrant students could relate and identify. Since migrant children are quite often limited in their English language abilities, these college (Mini-Corps) tutors would assist migrant children simultaneously with their academic preparation, including English language fluency.

In 1981, California passed California Education Code, Sections 54440-54445 concerning the provision of special programs, services, and activities to the state's migrant children. Those

sections specified that the various educational governmental agencies (state, county, districts) should “enter into agreements or otherwise cooperate with other states or agencies of the state or the federal government in providing or coordinating services to migrant children *including the Mini-Corps Program* [emphasis added].”

The MEP is the main entity nationally for the provision of supplementary educational and related services to migrant children and their families. Their services are oriented, particularly after the accountability and performance legislation of the 1990s (e.g., Improving America’s School’s Act (IASA) of 1994, Government Performance and Results Act (GPRA) of 1993, Public Schools Accountability Act of 1999), to helping migrant students who are “at risk” of failing the state’s educational content and performance standards. In this regard, services for migrant children via the MEP are to be coordinated with all the various levels (federal, state, county, and local educational agencies—LEAs). The role of the California Mini-Corps program is to coordinate the placement of its Mini-Corps tutors to help the children that the MEP has identified as migrant. The California Department of Education defines a child as “migrant” if his/her parent(s) work in the agricultural, dairy, lumber, or fishing industries. In addition, migrant children and their families have moved in the past three years for reasons that “range from moving across school district boundaries or from one state to another for the purpose of finding temporary or seasonable employment.<sup>1</sup>”

California has the largest migrant student population in the country. A report published by the California Department of Education in 2006 estimated that California has around 330,000 migrant students, approximately one-third of the total US migrant student population. For 42 years now, the California Mini-Corps has worked toward its main objectives of offering direct categorical services to migrant children and striving to increase the number of professionals who are sensitive and committed to the unique needs of these children.

## Educational Conditions of Migrant Students

California is the richest and largest agricultural state in the country. It produces over 250 different crops valued at over 25 billion dollars. Agricultural workers and their families play a

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<sup>1</sup> “Overview of Migrant Education in California,” (<http://www.cde.ca.gov/sp/me/mt/overview.asp>).

significant role in this economy, yet they rarely benefit from such richness. A 1998 study, "Farm Workers in California", states that farm workers:

- ❖ Have the lowest earning of any group;
- ❖ Have the highest poverty rate in the state;
- ❖ Have the second from lowest home ownership;
- ❖ Have the lowest rate of health insurance and have many health problems;
- ❖ Are overwhelmingly Latino/Mexican;
- ❖ Have a lower educational attainment than any other group;
- ❖ Over 69% of agricultural workers have no high school diploma.

The sons and daughters of agricultural/migrant workers fare no better than their parents; migrant students are by far one of the least educated groups in the state and many of them are not fluent English speakers. A 2006 report published by the California Legislative Analyst's Office addresses the issue of migrant education in California, and provides the following profile of migrant students:

- ❖ Around 60 percent of the state's school districts have migrant students in their classrooms
- ❖ About 98 percent of the state's migrant students are Hispanic. The majority have limited proficiency in English.
- ❖ In 2004-05, less than 15 percent of the state's migrant students scored at the proficient level in English language arts. Around 28 percent met proficiency targets in mathematics.

In a report commissioned by the U.S. Office of Migrant Education (1998), it was reported that migrant students attend schools that are classified as high poverty and "have larger proportion of minority students" (p. 5). Migrant students are predominantly of Latino/Mexican descent and face the same educational inadequacies, if not worse, as their urban counterparts. In a 1999 report published by California Research Bureau, California State Library, Latinos are found to have significantly lower wages than other groups. This fact is strongly correlated with the Latino population's low educational attainment. These substandard educational conditions of the Latino population are responsible for their low wages. Darder, A. (1997) reports that Latino students continue to be "...among the nation's most educationally disadvantaged and economically disenfranchised groups..., [and] this disparity is reflected by a variety of measures" (xiii). Latino students are twice as likely to score below basic levels, to have one of the highest drop-out rates (40% or higher), attend segregated schools, and be ill prepared to attend institutions of

higher education. Latino college students have one of the highest attrition and drop out rates and are usually ill prepared by the K-12 schools to attend institutions of higher education. They have the lowest graduation rates at institutions of higher education and the highest attrition rates (Darder, A., Torres, L and Gutierrez, 1997; Moreno, J. 1999; Romo, H. and Falvo, T. 1996; Gandara, P. 1993). These researchers have identified the following factors that account for the high attrition rate of Latino college students:

- ❖ Lack of academic preparation (K-12);
- ❖ Lack of financial assistance;
- ❖ Lack of positive role models;
- ❖ Lack of involvement in college social life and/or familiarity with the college system;
- ❖ Lack of institutional cultural understanding;
- ❖ Poor articulation between feeder schools;
- ❖ Lack of or minimum counseling.

Latino migrant students face insurmountable barriers when attempting to attend colleges or universities. Susan Morse and Patricia Cahape Hammer (1998) claim that being a migrant complicates the academic experience of such students due to "...frequent moves, poverty, gaps in previous schooling, and language barriers. Migrant students also confront societal and institutional barriers, due to ethnic differences, and community isolation. Despite these challenges, some migrant students attend and graduate from colleges and universities' (p. 1). Gandara, P. (1993) claims that contrary to popular belief, Latino students from low income communities "...have achieved the highest academic degrees from prestigious universities" (p. 1). It is possible for students from low income and culturally diverse communities to succeed in college. These students were successful, in part, due to their personal motivation and persistence and parental support. However, Gandara claims that "...ability and persistence would not have been sufficient without opportunity...In all cases, the subjects were exposed to a high achieving peer group (mentors) against whom they could realistically test their own skills" (p.3). In addition, minority recruitment, retention programs and financial assistance played a major role in their success. Institutional support is critical for the successful recruitment, retention and graduation of Latino college students (Gandara, 1993).

## Methodology

CitySpan Technologies was contracted in July 2008 to summarize and report on data collected by the California Mini-Corps Program. Our methods revolved around the proposed goals and objectives of the California Mini-Corps for 2008-2009 and were shaped by our sound judgment of significant elements of the evaluation and the structure and organization of previous Mini-Corps evaluation reports.

CitySpan Technologies provides Mini-Corps with online database software, which they use to keep track of their Mini-Corps Program data. Each site has its own individual password and administrators have privileges to view data from any of the sites. With the software, site coordinators can keep track of their schools, teachers, tutors, and migrant students.

The types of information managed about the schools include contact information, if the school has bilingual or ESL programs, and the teachers associated with that school. Each tutor has a record in the system that includes contact information, the college they are attending, if they have the appropriate documents completed for being a Mini-Corps tutor (interview, narrative, letters, transcript, enrollment verification, fingerprint status), a field that indicates if they should be rehired for the next semester, if they have a car, if they attended the orientation, and when their Tuberculosis vaccine expires. In addition, there is a tool that lists the schools and teachers with which each tutor works, as well as the number of migrant students they assist. At the end of each month, each tutor records the number of hours they spent tutoring various subjects like reading, language, math, science, computers, or health education. The software also allows the coordinators to record information related to home visits. It lists the pupil's name, the date of the visit, the pupil's grade, the duration of the visit, the purpose of the visit, and additional comments.

The database software also keeps track of all the different types of evaluations: teacher evaluations, coordinator evaluations, student evaluations, and pupil assessments. The software generates aggregate reports of all the evaluations as well as summary statistics for that Mini-Corps site.

Teacher evaluations are conducted by the teachers and are based on the performances of the Mini-Corps tutors. These tutors are rated on a variety of performance issues such as their English skills, Spanish skills, how well they teach individuals, small groups, and large groups, their working skills, their ability on managing a class, and how well they interact with the

teachers. Additional comments are made on where the tutors need further development and how well they took suggestions from teachers. Coordinator evaluations are evaluations done by the coordinators on the performances of the tutors. The tutors are evaluated by various characteristics such as professionalism, instructional skills, and motivational skills. Mini-Corps tutor evaluations are based on the tutors' perception of the Mini-Corps program. Pupil assessments are conducted by the teachers and help to chart the progress and improvements of their pupils.

A decrease in migrant student numbers and increase in per-migrant-student cost over the past five years was caused by several factors. There is a new existing requirement from the office of Migrant Education at the federal level that states that priority for services must be given to migrant children whose schooling has been interrupted in the current 12 months and who are academically below basic or far below basic. Priority to serve the active migrant students who are below basic is being addressed by the Mini-Corps tutors in cooperation with the school district and migrant program. By providing a migrant child individualized tutoring, a Mini-Corps tutor can help his/her academic progress. The priority for services to the migrant students who are in dire need of additional assistance is impacting the number of migrant children previously served by Mini-Corps. Another indicator was recruitment of the Mini-Corps tutors. Per the No Child Left Behind Act, a K-12 district or educational county office must assess the paraprofessionals or tutors in reading and math. The assessment used by Butte County Office of Education is CODESP and is based on 2 years of college coursework. All Mini-Corps tutors who have not completed 48 units must be assessed and if they do not pass, cannot work as a tutor until they pass the assessment. This impacts the hiring of Mini-Corps participants at the community colleges, resulting in fewer services to migrant students.

Mini-Corps tutors working as literacy specialists were assigned to work exclusively for 5 hours per week with only five "at risk" pupils throughout the entire academic school year. This consisted of individualized tutoring, participating in literacy centers, after school tutorials, etc. Thus the Mini-Corps program was able to provide focused education assistance to the migrant pupils, but at a cost of decreasing the number of migrant pupils receiving services.

Moreover, due in large measure to the new academic skills and accountability emphasis in California, some at-risk migrant students were not encouraged to participate in the Mini-Corps Summer Outdoor Program because these scheduled activities were perceived as non-academic by some summer school administrators. This resulted in lower numbers of migrant students

served, despite increased efforts by the Mini-Corps Program staff to involve more migrant students to participate in these programs.

## Program Goals and Objectives

We have delineated the various goals and objectives for the 2008-2009 academic year. The following is a list of those goals and objectives. We return to these goals in subsequent sections, and we describe and analyze the data pertaining to each goal and objective in order to evaluate each one individually.

### Goal for the 2008-2009 School Year

- ❖ To provide direct instructional services to migrant students as prescribed by the federal law, Improving America's Schools Act, with the primary focus on:
  - Assisting migrant students in the core curriculum, and
  - Assisting the high-risk migrant students and promote advocacy for them in their school.

### Program Objectives for Summer Indoor Program 2009

- ❖ To provide direct categorical services to migrant children which match or exceed performance standards prescribed in the California Master Plan.
- ❖ To increase the number of professionals who are sensitive and committed to the needs of migrant children.

### Program Objectives for Summer Puppetry Program 2009

- ❖ To provide health puppet presentations to migrant students.
- ❖ To provide safety and nutrition awareness that will inform migrant students about the importance of good nutrition and safety procedures.
- ❖ To focus on the message of the importance of maintaining a healthy body and mind for healthy self-esteem.
- ❖ To provide presentations to students in grades pre-school all the way to high school.

- ❖ To provide other presentations such as water safety, fire safety, saying no to strangers, etc.

## Program Objectives for Summer Outdoor Ed Program 2009

- ❖ To provide migrant students the opportunity to experience education outside of the classroom, where students are able to construct meaning that leads to thinking, sharing, exploring, questioning, and developing their own understanding of lessons provided by the instructors.
- ❖ To teach migrant children science concepts in a natural setting that will foster students' understanding of their life-sustaining relationship with planet earth, and emphasize the commonalities and connections among human beings and ecology, plant life, earth science, physical science, etc.
- ❖ To teach migrant children a respect for nature, thus developing an understanding of how nature works and how human beings affect the environment. By teaching migrant students respect for nature, strategies will be introduced that will further develop their thinking concerning their personal expectations, goal setting, and general leadership skills.
- ❖ To provide Mini-Corps students an opportunity to work in an educational environment where they can further develop their instructional skills.

## Direct Instructional Services

One of the primary goals identified by the California Mini-Corps Program is to provide *direct* instructional services to migrant children who are most at risk and who have the most need for these services. These include individual tutoring, tutorial instruction in academic subjects, post-secondary awareness, extended day tutoring, home tutoring, career awareness, and ESL or bilingual instruction. Direct instructional programs are briefly described and examined in order to determine whether that major goal has been achieved.

## The School Year Program

The Mini-Corps Program has established a unique collaborative relationship with 22 colleges and universities throughout California. Bilingual tutors are recruited primarily from local colleges and universities. Full-time coordinators, who are certificated employees of Butte

County Office of Education, perform a variety of services and roles during the school year. Program coordinators are responsible for recruiting, hiring and placement of bilingual tutors within the migrant regional program<sup>2</sup>. They also conduct classroom observations and supervise the tutors at the school site. Coordinators provide relevant workshops and staff development opportunities for tutors. All Coordinators are required to submit annual reports to the California State Mini-Corps office in Sacramento. This year, there were two collaborative Mini-Corps programs that operated in Region II.

## **Tutors Hired, Teachers, Schools and Migrant Students Served**

Typically, the school year program hires more than 400 Mini-Corps students as tutors (481, Fall 08, and 552, Spring 09; a total of 637 unique students). These Mini-Corps bilingual student tutors are placed in over 300 schools (348, Fall 08 and 364, Spring 09; a total of 396 unique schools) that have high numbers of migrant students, providing an important link between the migrants and school communities. The tutors assist migrant students with their English literacy skills, primary language, and/or curriculum subject matter areas. They also work closely with over 1,300 regular classroom teachers (1,357, Fall 08 and 1,542, Spring 09; a total of 2899 unique teachers) and provide tutorial assistance in all core academic content areas required for graduation from high school. Charts 1, 2, 3, and 4 show that while the number of pupils in the Mini-Corps program has stayed at about the same level as last year, the number of schools, teachers, and tutors are slowly increasing. This year's growth in teachers and tutors in particular has halted their declining numbers of the past few years. In fact, Chart 2 shows that the number of tutors in Spring 2009 was the highest in the past ten years.

The number of migrant students served increased from 5,685 during Fall 08 to 6,672 in Spring 09 (See Table 1). Historically, during August through October, Mini-Corps begins its programs with low numbers. This is also apparent in the Charts 1, 2, 3, and 4, where the Fall numbers are almost always lower than the Spring numbers for every grade level (See Tables 2.1 and 2.2). Seventh and eighth graders experienced a slight drop in numbers between Fall 08 and Spring 09, but the kindergarteners and third graders increased the most, a gain of 45 percent and 39 percent respectively. At the primary level overall, the number of students served increased by

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<sup>2</sup> There are 23 of these regions (usually along county lines) throughout California with Migrant Education Programs.

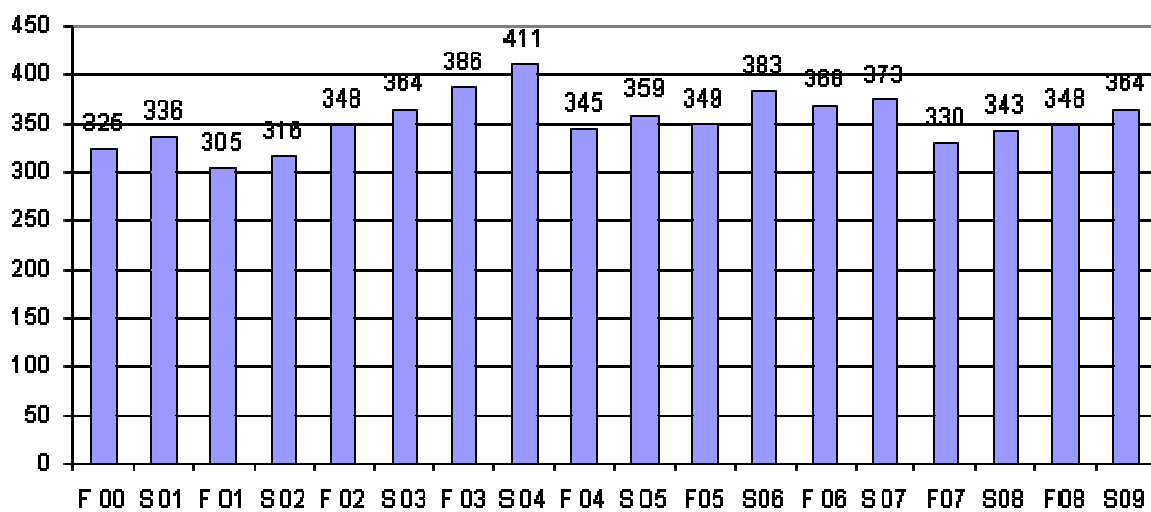
16.5 percent from Fall 08 to Spring 09, and at the secondary level overall, the number of students served increased by 10.8 percent. These changes indicate an increase in the number of migrant students attending school at the primary and secondary levels from Fall 08 to Spring 09 and are consistent with past data.

**Table 1**  
**Total Number of Schools, Teachers, Tutors, and Pupils Served by the California Mini-Corps Program in 2008-2009**

	Fall 2008	Spring 2009	Total*
Schools	348	364	396
Teachers	1,357	1,542	2,899
Tutors	452	460	561
Pupils	5,685	6,672	

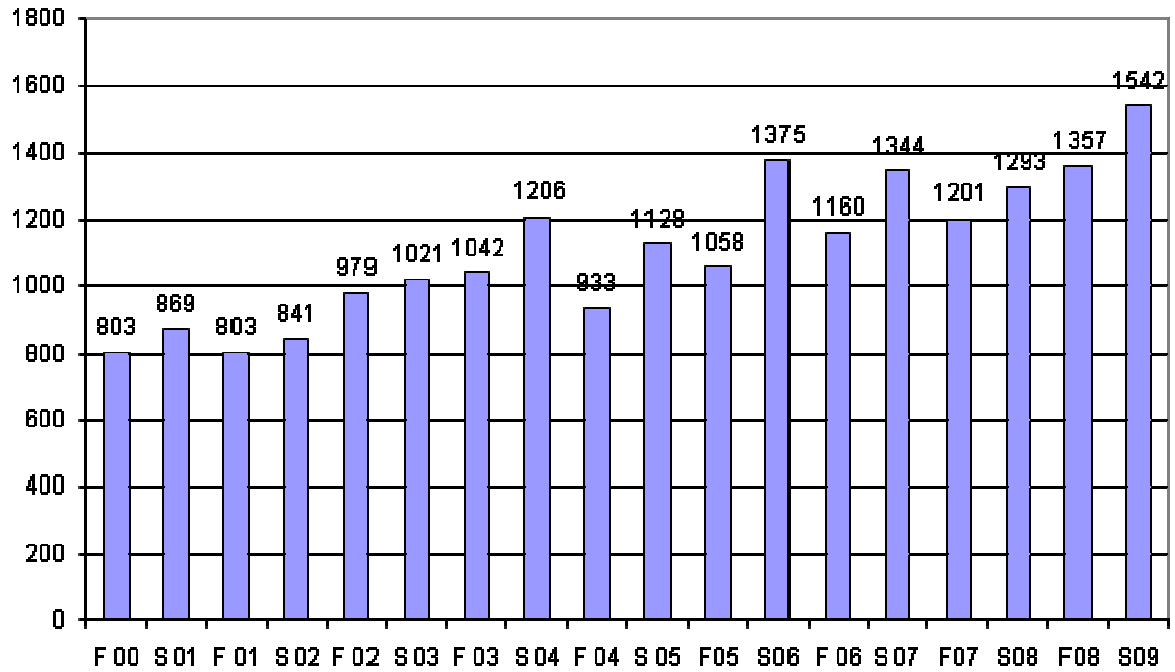
\* Unduplicated Totals

**Chart 1**  
**Number of Schools in the California Mini-Corps Program for the Past Nine School Years**



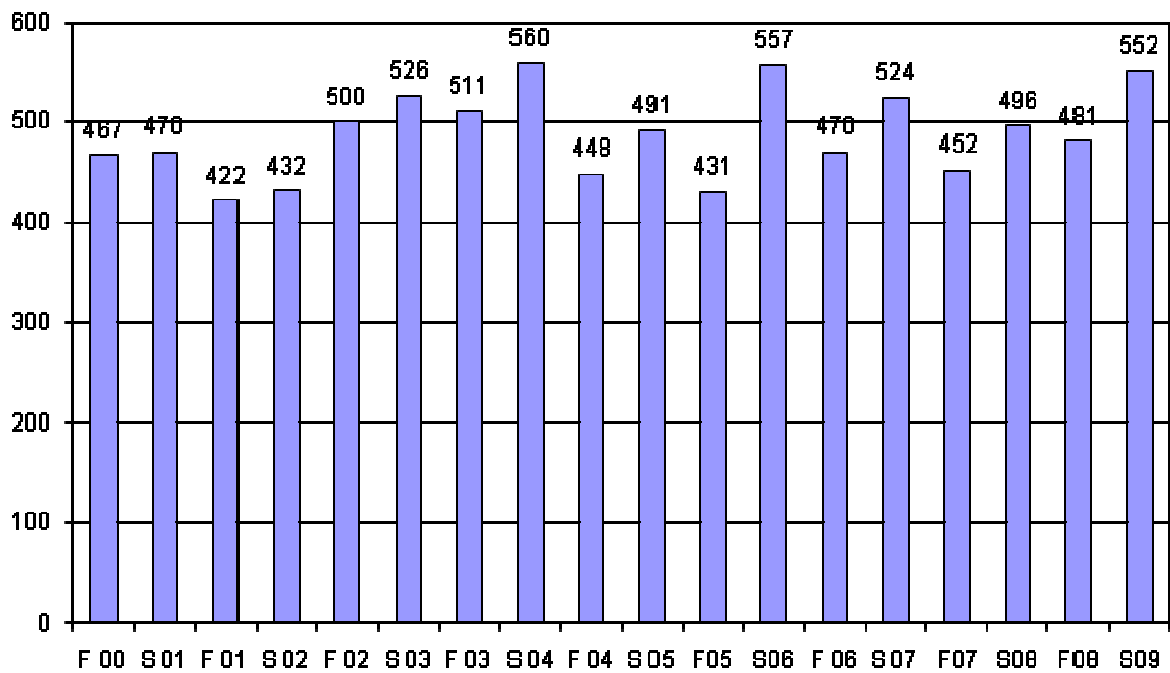
**Chart 2**

**Number of Teachers in the California Mini-Corps Program for the Past Nine School Years**



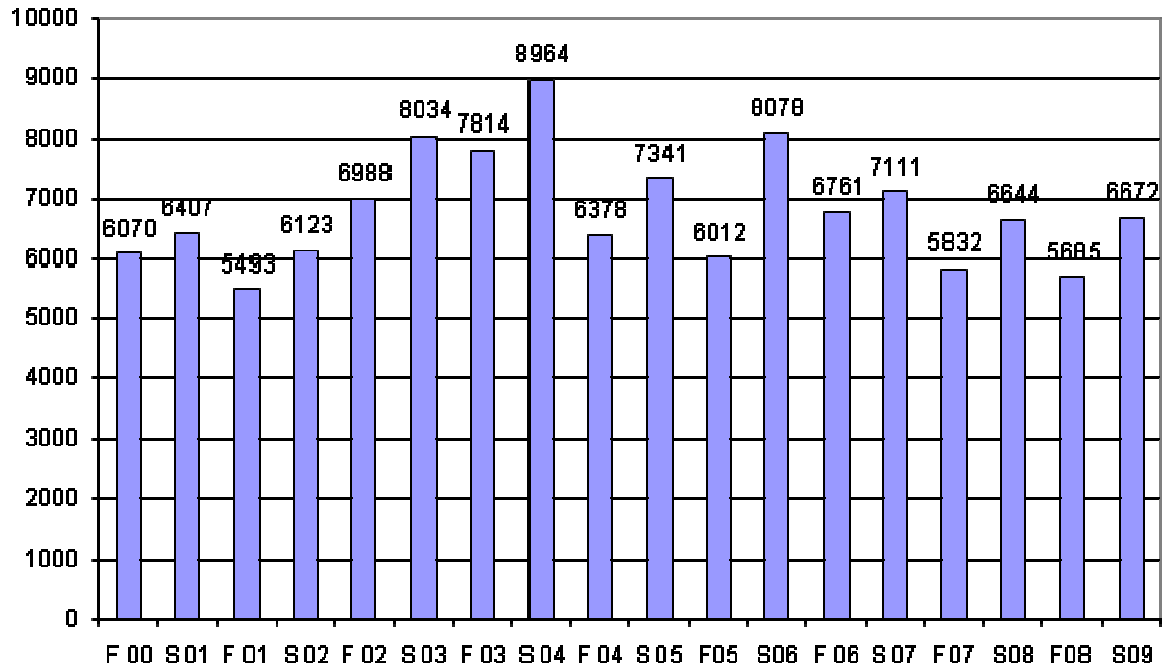
**Chart 3**

**Number of Tutors in the California Mini-Corps Program for the Past Nine School Years**



**Chart 4**

**Number of Pupils in the California Mini-Corps Program for the Past Nine School Years**



**Table 2.1, 2.2**

**Number of Migrant Students Served by Grade Level 2008-2009**

**Table 2.1: Primary School Students**

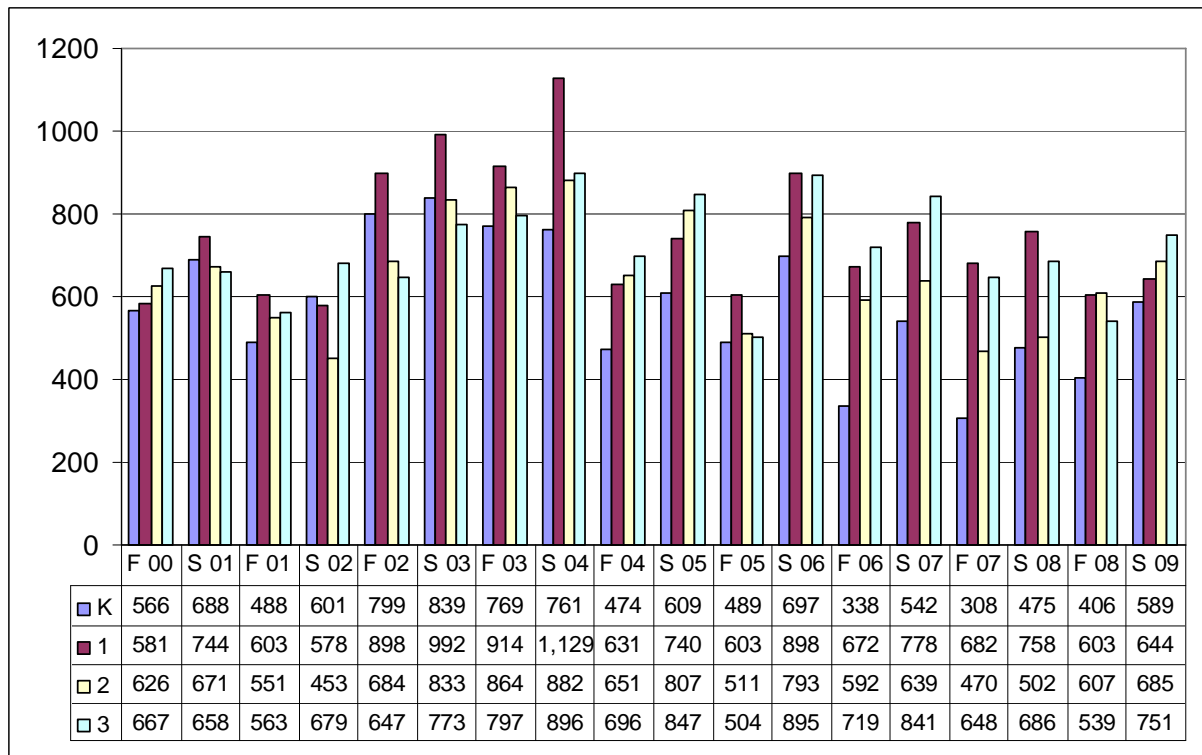
Grade Level	Fall	Spring
K	406	589
1	603	644
2	607	685
3	539	751
4	765	838
5	588	582
6	395	461
<b>Primary Total</b>	<b>3,903</b>	<b>4,550</b>

**Table 2.2: Secondary School Students**

Grade Level	Fall	Spring
7	429	404
8	354	343
9	413	556
10	403	474
11	344	379
12	159	174
<b>Secondary Total</b>	<b>2,102</b>	<b>2,330</b>

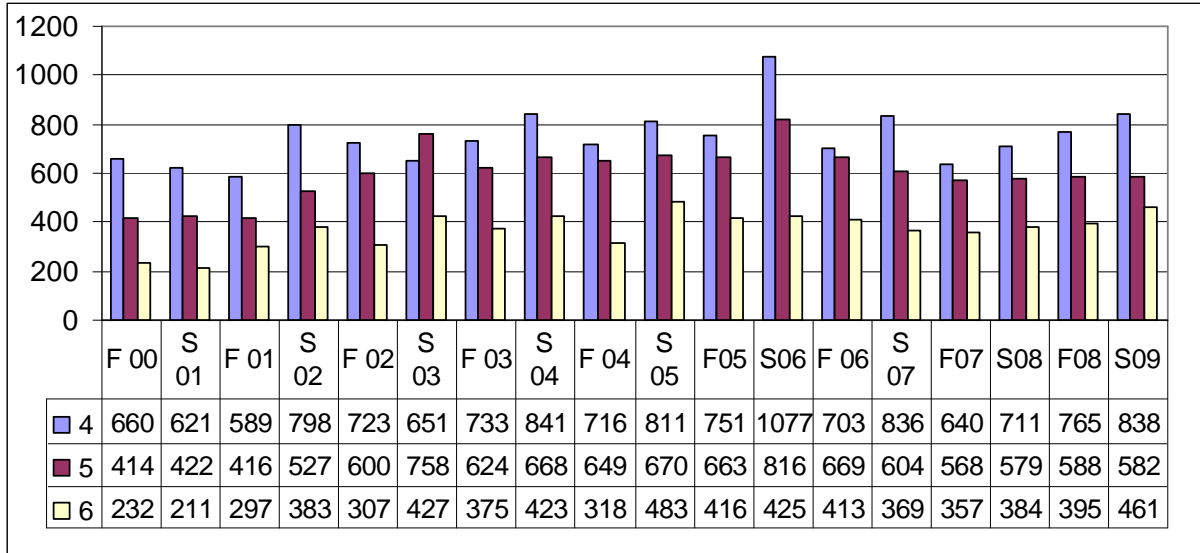
According to Charts 5, 6, 7, and 8, there is a greater emphasis in providing tutoring to the elementary school-aged students than to the high school-aged ones.

**Chart 5**  
**Number of Migrant Students Served by Grades K-3**  
**for the Past Nine School Years**



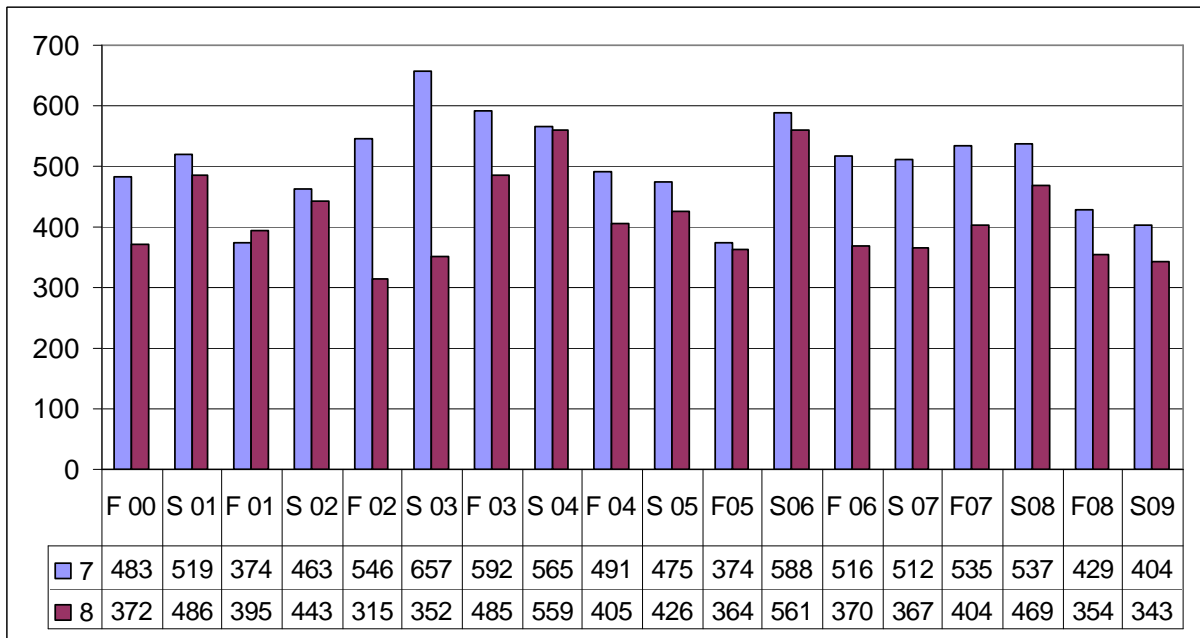
**Chart 6**

**Number of Migrant Students Served by Grades 4-6 for the Past Nine Years**



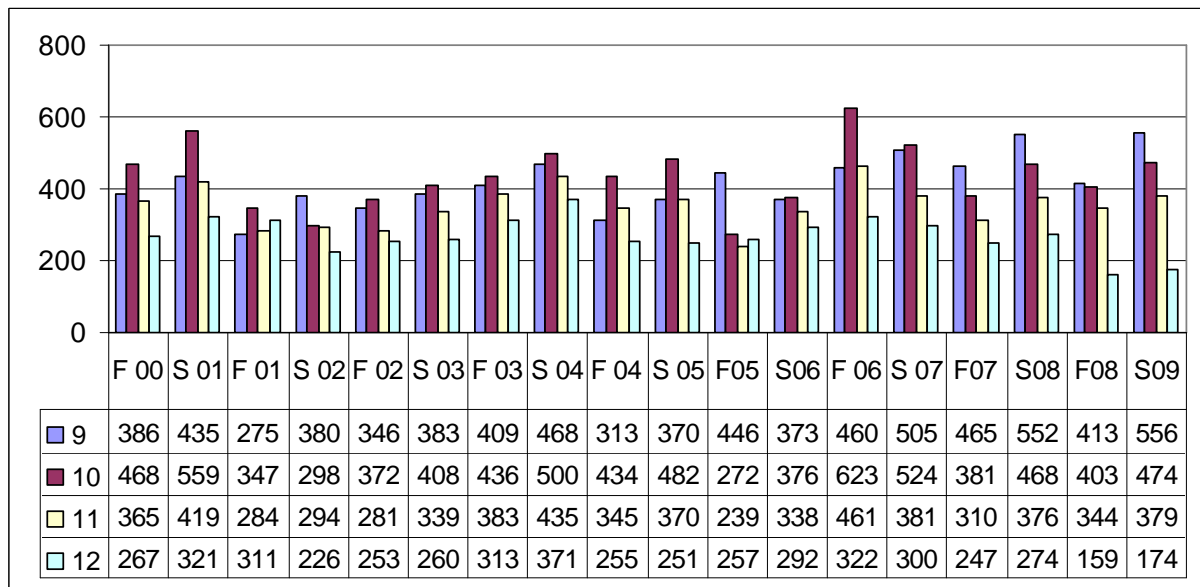
**Chart 7**

**Number of Migrant Students Served by Grades 7-8 for the Past Nine Years**



**Chart 8**

**Number of Migrant Students Served by Grades 9-12 for the Past Nine Years**



## Academic Year Instructional Services

The direct instructional services provided by Mini-Corps tutors to migrant students and families are varied. Mini-Corps tutors play an important role in the teaching process by assisting, supporting classroom teachers, and enhancing student achievement in the core curriculum areas. The direct services to migrant students include bilingual or ESL instruction skills to enhance learning and teaching in the core curriculum areas such as reading, writing, and math. Individual classroom tutoring was conducted during the regular school day and during after-school tutorial programs. In some instances, extended day tutoring or Saturday school programs were conducted. Mini-Corps tutors worked a total of 180,698 hours providing direct instructional services to migrant students in the primary level. Primary grade level work logs submitted by Mini-Corps tutors show that 71,063 hours of direct instructional services were provided to migrant students during the fall, and 109,635 hours during the spring (See Table 3).

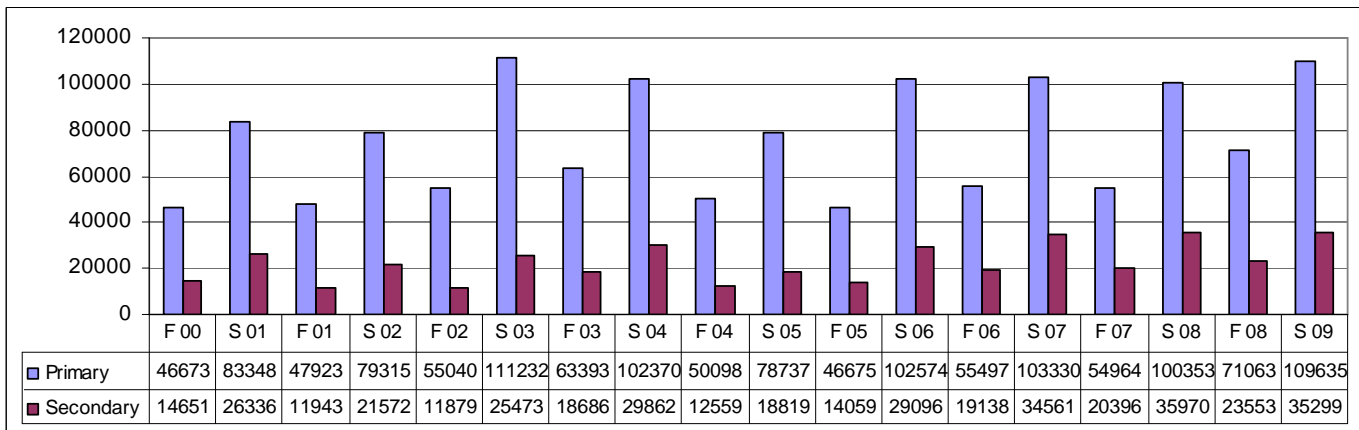
At the secondary level, Mini-Corps tutors provided migrant students with 58,852 hours of direct instructional services, 23,553 in the fall and 35,299 in the spring (See Table 3). These changes reflect current educational reform efforts that mandate student achievement and not social promotion. This resulted in Mini-Corps tutors devoting more time to migrant students

who are at risk of failing. As stated earlier, there is a greater focus on providing services to elementary students compared to high school students. It is also evident in the number of hours spent helping the younger grades (see Chart 9).

**Table 3**  
**Number of Work Log Hours for Primary and Secondary Students in 2008-2009**

	Fall 08	Spring 09	Total
<b>Primary</b>	71,063	109,635	180,698
<b>Secondary</b>	23,553	35,299	58,852
<b>Total</b>	94,616	144,934	239,550

**Chart 9**  
**Number of Work Log Hours for Primary and Secondary Students for the Past Nine Years**



**Table 4**

**Number of Work Log Hours for Primary Students by Subject Level in 2008-2009**

<b>Subject</b>	<b>Fall 08</b>	<b>Spring 09</b>	<b>Total</b>
Reading	21,700	32,769	54,468
Primary Language	4,485	6,815	11,300
Secondary. Language	4,018	6,291	10,309
E.S.L.	4,930	7,980	12,910
Math	18,447	29,296	47,742
Science	2,474	4,018	6,492
Computer Literacy	694	1,537	2,231
Social Science	1,544	2,666	4,210
Physical Education	776	1,172	1,948
Testing	1,342	2,263	3,605
Performing Arts	427	667	1,094
Health Education	82	171	253
Prep. Time	958	1,345	2,304
Supervision	825	1,223	2,048
Counseling	135	218	353
Community Activities	1,229	1,410	2,638
In-service Training	6,998	9,796	16,794
<b>Total</b>	<b>71,063</b>	<b>109,635</b>	<b>180,699</b>

**Table 5**

**Number of Work Log Hours for Secondary Students by Subject Level in 2008-2009**

<b>Subject</b>	<b>Fall 08</b>	<b>Spring 09</b>	<b>Total</b>
English	7,592	12,482	20,073
Math	7,967	10,433	18,399
Science	2,182	3,521	5,703
Physical Education	71	94	165
History/Civics	1,846	2,598	4,444
Computer Literacy	345	561	906
Testing	175	493	668
Electives	291	623	914
Academic Advising	156	242	398
Career Awareness	72	138	210
Club Activities	25	46	71
Goal Setting	44	146	190
Community Activities	298	444	743
Preparation Time	195	230	425
In-Service	2,296	3,251	5,547
<b>Total</b>	<b>23,553</b>	<b>35,699</b>	<b>58,852</b>

## Home Visits

Mini-Corps bilingual tutors work closely with primary and secondary migrant students who need tutorial assistance in all core academic content areas. For the secondary students, tutors focused on the requirements for graduation from high school. Figure 1 shows the multiple subject matter areas in which Mini-Corps tutors assisted migrant students at the primary and secondary levels during 2008-2009.

**Figure 1**

<i>Primary and Secondary Subject Matter Content Areas in which Mini-Corps Tutors Provided Direct Instructional Services To Migrant Students in 2008-2009</i>	
<b>Primary Subject Areas</b>	<b>Secondary Subject Areas</b>
Reading	English
Primary Language	Math
Secondary Language	Science
E.S.L.	Physical Education
Math	History/Civics
Science	Computer Literacy
Computers	Electives
Social Science	Academic Advising
Physical Education	Career Awareness
Testing	Club Activities
Performing Arts	Goal Setting
Health Education	Testing
Preparation Time	Community Activities
Supervision	Preparation Time
Counseling	In-Service
Community Activities	
In-Service	

The Mini-Corps bilingual tutors serve as a link between the school, migrant families, and the community. Mini-Corps tutors conduct home visits with migrant parents and students in an effort to build a bridge between the school, migrant parents, and students. Their efforts help encourage and strengthen communication between the school and community. In 2008-2009, Mini-Corps tutors conducted 3,505 home visits with migrant students and families during the school year program (Table 6). Chart 10 shows that in 2008-09, Mini-Corps had an all-time high in the number of home visits since 2000. There was a jump of nearly 600 visits between the 2007-08 school year to the 2008-09 school year.

Mini-Corps tutors are role models who, because of their own migrant life experiences, are able to be more sensitive and empathize with migrant students and their families. Three out of four Mini-Corps tutors have fathers who currently migrate or migrated in the past in search of employment in the key migrant industries. In a way, they serve as “cultural brokers” to migrant students by providing cultural literacy skills and various abilities necessary to take advantage of future opportunities and careers. They also act as role models and motivators, encouraging migrant students to accomplish their goals. Activities such as goal setting, literacy workshops, literacy conferences for migrant students, school-to-work career presentations, post-secondary college awareness presentations to middle- and high-school students, and college-day tours for migrant students are a few of the ways in which doors to future possibilities are opened.

**Table 6**

**Number of Home Visits by Length of Home Visits in Minutes in 2008-2009**

<b>Minutes</b>	<b>N/A *</b>	<b>15</b>	<b>30</b>	<b>45</b>	<b>60</b>	<b>75</b>	<b>Total</b>
Home Visits	46	2,067	982	267	31	112	2,945

\* N/A = Length of Home Visit was not indicated

**Chart 10**  
**Number of Home Visits for the Past Nine Years**

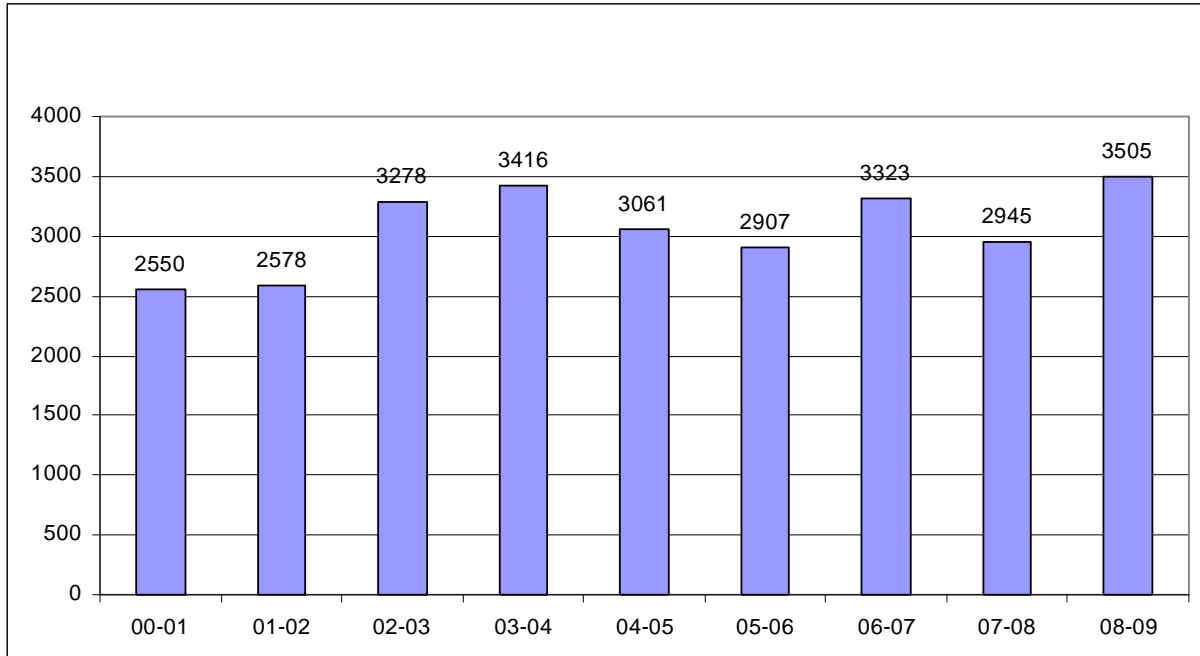


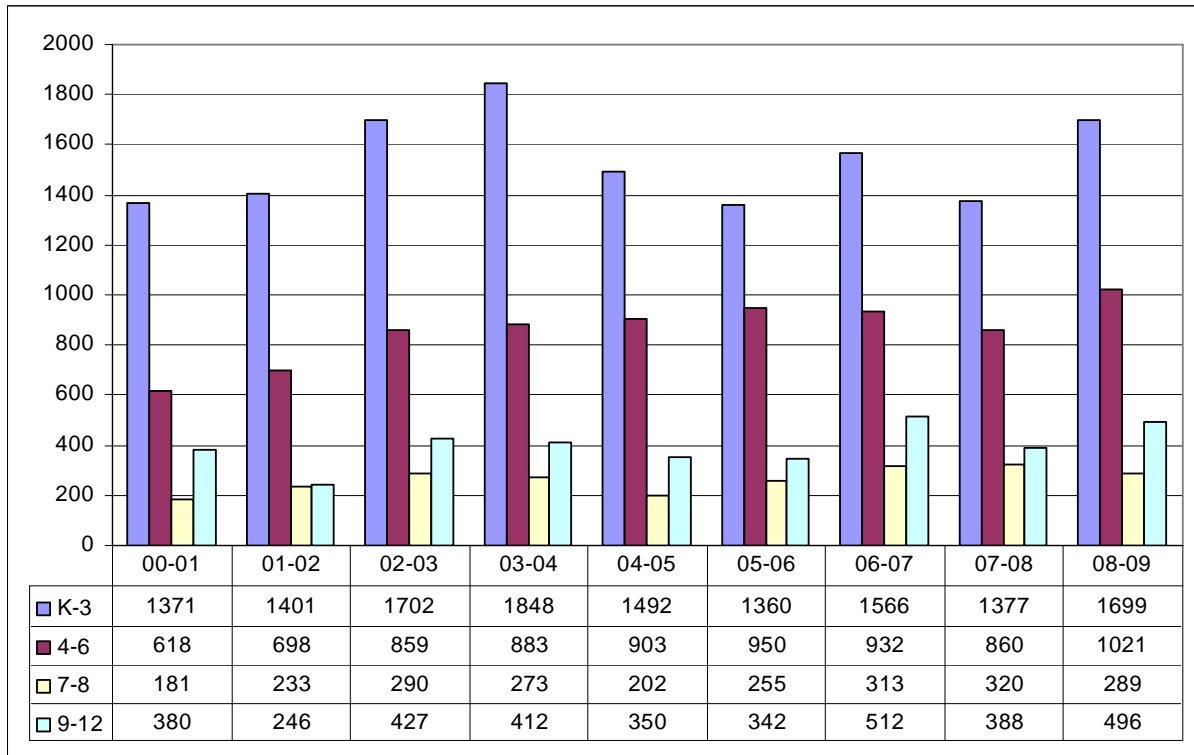
Table 7 shows that at least 78 percent of home visits conducted by Mini-Corps tutors were done with K-6 migrant students. Only 22 percent were with middle or secondary level students. Hence, there seems to be greater emphasis on home visits at the lower grades.

**Table 7**  
**Number of Home Visits by Grade Level of Pupils in 2008-2009**

Pupil Grade Level	Home Visits
K-3	1,699
4-6	1,021
7-8	289
9-12	496
Total	3,505

**Chart 11**

**Number of Home Visits by Grade Level of Pupils for the Past Nine Years**



Conducting home visits plays an essential role for the Mini-Corps program in informing parents about the various educational activities their children participate in, how well their children are doing, and how parents can be more active in their children’s education career. As Table 8 shows, the top three reasons for conducting home visits were the following: 1) discuss the pupil’s behavior, 2) explain school programs (Mini-Corps), and 3) help migrant parents in identifying strategies to help tutor their own children.

**Table 8**

**Total Number of Home Visits by Mini-Corps with Migrant Parents in 2008-2009**

Purpose of Home Visits	Number of Visits
Behavior	1,716
Explain School Programs (Mini-Corps)	1,658
Assist Parents in Tutoring Children	1,296
Attendance	1,026
Other	507
Explain Recreational Program	348
Obtaining Agency Assistance for Parents	337
Health Concerns	236
Obtain Permission for Pupil Participation	140
Collect Information for Records	101
Enrollment in School	0

## Summer Indoor Program

The Summer Program hired 456 Mini-Corps tutors to serve as teacher assistants and outdoor instructors. The Summer Program was the original precursor of the present Mini-Corps Program. The Summer Program has three components: the indoor program, the puppetry program, and outdoor education. It places migrant students with bilingual tutors who can assist in a variety of areas.

Mini-Corps tutors perform direct instructional services such as tutoring/mentoring, facilitating regular class assignments, and organizing special projects that are sponsored by the migrant regional programs. The Mini-Corps tutors are involved in after school activities. They are also in the unique roles of assisting and conducting home visits and providing parent education and parent/teacher conferences. The Mini-Corps tutor often serves as a link between the school and home. They also lead after-school activities at the migrant labor housing or camps. When the state migrant regional program conducts special post-secondary programs, the Mini-Corps tutors assist by working as resident advisors/mentors. Continuous staff development training is an important part of the summer indoor program.

During the July 2008 Summer Indoor Program, Mini-Corps tutors served 7,258 migrant students (Kindergarten – 12<sup>th</sup> grade). The Mini-Corps Summer Indoor Program staff worked in

242 schools statewide. They provided 23,414.75 direct instructional hours to migrant students in Kindergarten through the 12<sup>th</sup> grade; 17,739 hours were in K-6<sup>th</sup> grades and 5,675.75 hours in grades 7 through 12 (See Table 9). In addition, Mini-Corps tutors conducted 1831.20 hours of support activities at the primary level and 721 hours at the secondary level. The Mini-Corps tutors also participated in In-Service Training Activities – 1,667.75 hours in the primary grades and 433.25 hours in the secondary grade levels.

**Table 9**  
**Number of Hours of Direct Instructional Services Provided by**  
**Mini-Corps Tutors to Migrant Students**  
**July 2008 Summer Indoor Program**

	<b>Primary Work Log</b>	<b>Secondary Work Log</b>	<b>Total</b>
Direct Academic	17,739	5,675.75	23,414.75
Support total	1,831.20	721	2,552.2
In Service Activities	1,667.75	433.25	2,101
<b>Total</b>	<b>21,237.95</b>	<b>6,830</b>	<b>28,067.95</b>

Table 10 reflects the total number of hours Mini-Corps tutors worked at the primary level in various content areas. Of the hours identified by Mini-Corps tutors, 75 percent were in core academic areas such as reading, language, math, science, and social science. Reading and math had the most hours spent, with 4,987.95 and 4,176.45 hours respectively. This reveals a strong emphasis in academic support to help the migrant pupils perform just as well as their peers in core academic areas. The remaining hours were focused on important areas that support and enhance teaching and learning in core curriculum and basic skill areas.

**Table 10**  
**Number of Hours Registered in Work Logs at the Primary Level**  
**July 2008 Summer Indoor Program**

<b>Content Areas</b>	<b>Hours</b>
Reading	4,987.95
Primary Language	1,274.95
Secondary Language	1,587.45
ESL	1,860.95
Math	4,176.45
Science	1,937.50
Social Science	123.25
<i><b>Subtotal of Core Subject Areas</b></i>	<b>15,948.50</b>
Computers	356.25
Physical Education	447.50
Performing Arts	620.25
Health Education	66.75
Testing	299.75
<i><b>Subtotal of Other Academic Areas</b></i>	<b>1,790.50</b>
Preparation Time	616.45
Advising	105.75
Supervision of Children Activities	797
Community Activities	312
<i><b>Subtotal of Non-Instructional Areas</b></i>	<b>1,831.20</b>
In-service Training	1,667.75
<b>Total</b>	<b>21,237.95</b>

Table 11 shows that, also at the secondary level, 83 percent of the hours that Mini-Corps tutors worked were in academic subject areas. These findings mirror the results at the primary level, where there is also a greater emphasis on Math and English. A total of 6,830 hours were entered into Mini-Corps tutor work logs for the secondary level. Of that total time, only 433.25 hours were in the area of in-service training. These findings suggest that, at the secondary level,

tutors concentrated on core subject areas. Again, these measures focused on secondary students at risk of failing academically.

**Table 11**  
**Number of Hours Registered in Work Logs at the Secondary Level**  
**July 2008 Summer Indoor Program**

Content Areas	Hours
English	2,499
Math	1,761.75
Science	443
<i>Subtotal of Core Academic Areas</i>	4,703.75
Physical Education	76
History/Civics	370.50
Computer Literacy	237.50
Electives	288
<i>Subtotal of Other Instructional Areas</i>	972
Academic Advising	109
Career Awareness	177
Club Activities	50
Goal Setting	69.50
Testing	78.75
Community Activities	185.50
Preparation Time	51.25
<i>Subtotal of Student Support &amp; Services</i>	721
In-service Training	433.25
<b>Total</b>	<b>6,830</b>

Conducting home visits to migrant parents is an important part of the role Mini-Corps plays in the Summer Indoor Program. Mini-Corps tutors conducted a total of 150.20 hours of home visits in July 2008. As Table 12 shows, the top reasons for conducting home visits were to 1) discuss the pupil's academic progress, 2) discuss the pupil's behavior, 3) explain school programs, and 4) assist migrant parents in identifying strategies to help tutor their own children.

According to Table 13, most of the home visits were to pupils in kindergarten through third grade.

**Table 12**  
**Number of Purposes of Home Visits by Mini-Corps with Migrant Parents**  
**July 2008 Summer Indoor Program**

<b>Purpose</b>	<b>Home Visits</b>
Pupil's Academic Progress	253
Pupil's Behavior	249
Explain School Program	238
Help Parents Tutor Son/Daughter	175
Pupil's Attendance	166
Pupil's Health	55
Other Reason	45
Explain Recreation Program	32
Help Parents Receive Assistance	28
Collect Information for Records	13
Obtain Permission for Pupil Participation	7
Enroll Child in School	3

**Table 13**  
**Total Number of Unique Home Visits by Grade Level**  
**July 2008 Summer Indoor Program**

<b>Pupil Grade Level</b>	<b>Home Visits</b>
Pre-K-3	223
4-6	103
7-8	28
9-12	47
<b>Total</b>	<b>401</b>

During the June 2009 Summer Indoor Program, Mini-Corps tutors served 5,387 migrant students (Kindergarten – 12<sup>th</sup> grade). The Mini-Corps Summer Indoor Program staff worked in 242 schools statewide. They provided 18,722.30 direct instructional hours to migrant students in Kindergarten through the 12<sup>th</sup> grade; 13,606.30 hours were in K-6<sup>th</sup> grades and 5,116 hours in grades 7 through 12 (See Table 14). In addition, Mini-Corps tutors conducted 1,002.15 hours of support activities at the primary level and 532.50 hours at the secondary level. The Mini-Corps tutors also participated in In-Service Training Activities – 7,362.55 hours in the primary grades and 2,246.50 hours in the secondary grade levels (See Table 14).

**Table 14**  
**Number of Hours of Direct Instructional Services Provided by Mini-Corps Tutors to Migrant Students**  
**June 2009 Summer Indoor Program**

	Primary Work Log	Secondary Work Log	Total
Direct Academic	13,606.30	5,116	18,722.30
Support total	1,002.15	532.50	1,534.65
In Service Activities	7,362.55	2,246.50	9,609.05
Total	21,971	7,895	29,866

Table 15 reflects the total number of hours Mini-Corps tutors worked at the primary level in various content areas. Of the hours identified by Mini-Corps tutors, 58 percent were in the core academic areas of reading, language, ESL, math, science, and social science. Reading and math had the most hours spent, with 4,472.30 and 3,714.35 hours respectively. This reveals a strong emphasis in academic support to help the migrant pupils perform just as well as their peers in core academic areas. A substantial amount of time, 7,362.55 hours, was spent on in-service activities. This is consistent with past years, as the tutors spend more time with in-service activities in June, and it lessens in July.

**Table 15**  
**Number of Hours Registered in Work Logs at the Primary Level**  
**June 2009 Summer Indoor Program**

<b>Content Areas</b>	<b>Hours</b>
Reading	4,472.30
Primary Language	840.50
Secondary Language	1,085.05
ESL	1,390.55
Math	3,714.35
Science	855
Social Science	298.80
<b><i>Subtotal of Core Subject Areas</i></b>	<b><i>12,656.55</i></b>
Computers	294
Physical Education	230.75
Performing Arts	176.50
Health Education	16.25
Testing	232.25
<b><i>Subtotal of Other Academic Areas</i></b>	<b><i>949.75</i></b>
Preparation Time	306.25
Advising	23.50
Supervision of Children Activities	471.65
Community Activities	200.75
<b><i>Subtotal of Non-Instructional Areas</i></b>	<b><i>1,002.15</i></b>
In-service Training	7,362.55
<b>Total</b>	<b>21,971</b>

Table 16 shows that, also at the secondary level, 65 percent of the hours that Mini-Corps tutors worked were in academic subject areas. These findings mirror the results at the primary level, where there is also a greater emphasis on Math and English. A total of 7,895 hours were entered into Mini-Corps tutor work logs for the secondary level. Of that total time, 2,246.50 hours were in the area of in-service training. These findings suggest that, at the secondary level,

in-service training focused on core subject areas. Again, these measures focused on secondary students at risk of failing academically.

**Table 16**  
**Number of Hours Registered in Work Logs at the Secondary Level**  
**June 2009 Summer Indoor Program**

Content Areas	Hours
English	2,557.75
Math	1,612
Science	256.50
<b><i>Subtotal of Core Academic Areas</i></b>	<b><i>4,426.25</i></b>
Physical Education	32
History/Civics	297.50
Computer Literacy	145
Electives	215.25
<b><i>Subtotal of Other Instructional Areas</i></b>	<b><i>689.75</i></b>
Academic Advising	63.75
Career Awareness	48.50
Club Activities	39
Goal Setting	28
Testing	139
Community Activities	82
Preparation Time	132.25
<b><i>Subtotal of Student Support &amp; Services</i></b>	<b><i>532.50</i></b>
In-service Training	2,246.50
<b>Total</b>	<b>7,895</b>

Conducting home visits to migrant parents is an important part of the role Mini-Corps plays in the Summer Indoor Program. Mini-Corps tutors conducted a total of 98.90 hours of home visits in June 2009. As Table 17 shows, the top reasons for conducting home visits were to 1) explain school programs, 2) discuss the pupil's behavior, 3) discuss pupil's academic

progress, and 4) discuss the pupil's attendance. According to Table 18, most of the home visits were to pupils in kindergarten through third grade.

**Table 17**  
**Number of Purposes of Home Visits by Mini-Corps with Migrant Parents**  
**June 2009 Summer Indoor Program**

<b>Purpose</b>	<b>Home Visits</b>
Explain School Program	176
Pupil's Behavior	156
Pupil's Academic Progress	139
Pupil's Attendance	93
Assist Parents in Tutoring Children	80
Other Reason	36
Explain Recreation Program	26
Help Parents Receive Assistance	23
Permission for Pupil Participation	18
Pupil's Health	12
Collect Information for Records	4
Enroll Child in School	1

**Table 18**  
**Total Number of Unique Home Visits by Grade Level**  
**June 2009 Summer Indoor Program**

<b>Pupil Grade Level</b>	<b>Home Visits</b>
Pre-K-3	145
4-6	82
7-8	20
9-12	35
<b>Total</b>	<b>282</b>

## Puppetry Program Overview

The primary purpose of the Puppetry Program is to provide health awareness presentations that will inform migrant students and their parents about the importance of good nutrition, good hygiene and the dangers of smoking and drinking. Self made puppets are used to teach and reinforce good nutrition, good hygiene, child safety like saying no to strangers, practicing water safety along with saying “no to drugs” within a social environment and enhancing the importance of a healthy body and healthy self-esteem. Due to the migratory nature of migrant students, many education and resistance strategies toward drug abuse often never reach them. The puppetry program seeks to provide this essential health awareness education through the use of bilingual scripts, props, art, music, drama and creativity.

Mini-Corps Puppetry students are trained in presentation techniques wherein puppets serve as the vehicle for creative instruction in personal hygiene, mental health and self-esteem. The puppets will engage the migrant students and their families in verbal experiences through effective puppet presentations, story boards, creative expression, and multicultural experiences in the primary language of the students and in English. Through self-developed bilingual script that is replicable, migrant students and their families are provided with problem-solving and critical-thinking strategies that will enable them to select options that can be utilized to counter the threat of drug and alcohol abuse in their families and communities. The Puppeteers assist the migrant community by responding to a concern that is impacting the migrant community and today's society in general. The California Mini-Corps Puppetry program's primary objectives are:

- ❖ To provide health puppet presentations to migrant students.
- ❖ To provide safety and nutrition awareness that will inform migrant students about the importance of good nutrition and safety procedures..
- ❖ To focus on the message of the importance of maintaining a healthy body and mind for healthy self-esteem.
- ❖ To provide presentations to students in grades pre-school all the way to high school.
- ❖ To provide other presentations such as water safety, fire safety, saying no to strangers, etc.

## July 2008 and June 2009 Puppetry Program

In July 2008, 22 Mini-Corps Puppetry students were trained to provide puppet presentations statewide, with teams assigned to migrant camps and to areas where summer schools are being conducted. June 2009 also had 22 participating Mini-Corps students.

The Puppeteers worked in teams of two to serve a total of 9,654 migrant children during the July 2008 program and 5,220 migrant children during the June 2009 program, for a total of 14,874 migrant children. The teams spent 183.50 hours preparing for their presentations in the month of July 2008, and they spent 221 hours to prepare during June 2009. Combined with the time spent on training, travel, and the actual presentations, the teams spent 772.75 hours in July 2008 and 619.5 hours in June 2009, for a total of 1,392.25 hours worked by the summer puppetry teams.

After the presentations, the migrant children evaluated the presentations, and their evaluations were very positive overall. For July 2008, there were 8,516 evaluations from students in grades K-3 and 1,582 evaluations from students in grades 4 and up, for a total of 10,098 evaluations. For June 2009, there were 4,062 evaluations from students in grades K-3 and 599 evaluations from students in grades 4 and up, for a total of 4,661 evaluations.

## Outdoor Education

The Outdoor Education Program, a component within the California Mini-Corps Program, provides migrant students with an opportunity to experience learning in an outdoor natural setting. The program approach provides students with many activities and learning experiences that create the motivation to construct meaning that leads to thinking, sharing, exploring, questioning, and developing their own understanding of lessons provided by bilingual instructors. The following are the Outdoor Education program objectives:

- ❖ To provide migrant students the opportunity to experience education outside of the classroom, where students are able to construct meaning that leads to thinking, sharing, exploring, questioning, and developing their own understanding of lessons provided by the instructors.
- ❖ To teach migrant children science concepts in a natural setting that will foster students' understanding of their life-sustaining relationship with planet earth, and emphasize the

commonalties and connections among human beings and ecology, plant life, earth science, physical science, etc.

- ❖ To teach migrant children a respect for nature, thus developing an understanding of how nature works and how human beings affect the environment. By teaching migrant students respect for nature, strategies will be introduced that will further develop their thinking concerning their personal expectations, goal setting, and general leadership skills.
- ❖ To provide Mini-Corps students an opportunity to work in an educational environment where they can further develop their instructional skills.

## Outdoor Education Camps, July 2008 and June 2009

During the July 2008 and June 2009 Outdoor Education Program, 926 migrant students and 63 staff members participated in weeklong camps in various regions across the state. A total of 10 weeks of camp were held statewide. Mini-Corps tutors, the teacher assistants, serve as bilingual camp lead instructors and advisors to the migrant students.

As camp lead instructors, Mini-Corps tutors participate in many staff development activities. The training prepares Mini-Corps tutors to work with migrant students in active, hands-on learning in naturalistic settings. The Mini-Corps teaching assistants are trained to apply an experiential base to learning science in an outdoor setting.

With this instructional approach and via the use of small centers, migrant students are exposed to science and learn to enjoy and respect nature. The migrant students are introduced to active learning through reading, listening, writing, and experiencing nature first-hand. Through the structured activities, migrant students are able to make associations between subject content matter and the outdoors during their one-week experience at camp. Migrant students use the scientific investigational approach in their learning activities while at camp.

The Tribes process model is one of the primary teaching approaches used in the outdoor education program. Using this approach, migrant students are given the encouragement to take positive risks in a safe environment. The Tribes process is integrated into all lessons and initiatives and at all centers. It lowers student anxiety and provides a friendly inclusive atmosphere where students and camp instructors can feel safe working together. Most migrant students left feeling successful in the activities they accomplished. Students are active participants in their own learning. Key concepts and subject matter are reinforced by the use of

visual aids, manipulatives, and group projects. The Tribes approach is especially effective with heterogeneous classes in which students vary by interest, needs, and abilities.

In 2008-2009, curriculum themes included the water cycle, the ecosystem, and human impact on nature. The challenge for the camp principal and camp instructors was to integrate these themes into reading, writing and science centers. Camp instructors were rotated in order to provide students with the benefit of working with all camp personnel. During science, for example, students studied life cycles, wildlife, habitats, water cycles, and the impact of humans on the environment. Science lessons incorporated hands-on activities, like creating sticky and gooey pollutants, then letting students touch it so they can understand what it feels like to be an animal covered in oil. In reading, students were motivated to enjoy reading for pleasure and participate in a play production. In math, students were asked to notice how math could be found throughout the camp. Next, they were asked to predict, estimate, and work with graphs. Writing activities were infused throughout the subject matter content, such as reading poems about water to students and then write their own poems. Art lessons incorporated items from nature, such as collecting sticks and leaves to create their own mini “trees,” while discussing the importance of trees and plants. Finally, in physical education, students were taken on hikes, asked to listen and be aware of their surroundings. These activities served as a basis for journal writing or reinforcement of a particular lesson. Another important physical activity offered at camp is a ropes course (e.g., Low-wa-Linda, v traverse) as well as numerous team-building activities. Students are challenged to work as a team to help each other succeed. The ropes course is a challenging and rewarding experience. Students are also asked to think critically as a team to accomplish a goal together.

Mini-Corps tutors provided many instructional activities and services to migrant students in areas that included 30 minutes of oral reading per day, oral language development, social interaction and leadership skills, team building activities, community circles, physical education activities, journal writing, stories, outdoor ed literature, performing arts, and goal setting. Other activities included hiking, naturalist presentations, ropes, overnights, nature hikes, personal hygiene, storytelling, cultural nights, Discovery Zone, Native American history, botany, recycling, team skit presentations, water carnivals, lake canoeing, and compass skills. As shown in Table 19, Mini-Corps members documented 12,904 hours of services to fourth- through sixth-grade migrant students during the summer camp activities from July 2008 to June 2009. A great

deal of time by the Mini-Corps instructors was devoted to training, supervision, and preparation. This was expected; especially during the labor-intensive summer camp activities, because there is a strong focus on safety. Mini-Corps tutors in the Outdoor Education Program reported the number of hours they worked on various activities and services. The highest amount of hours spent working on outdoor education activities and providing services to migrant students were in Supervision (in cafeterias, cabins, and shower areas), followed by Physical Activities (Magic Circle/Yo Puede, cabin maintenance, survival skills, ropes, rappelling) and Arts and Drama Center (arts and crafts, multi-cultural education, music/drama/skits/storytelling). The students continued to receive reinforcements in the literacy areas of reading and writing as well as learning leadership skills. Instructional centers typically have 10-12 students in the group.

**Table 19**  
**Number of Hours Worked On Outdoor Education Activities and Services for**  
**Migrant Students, Grades 4-6**  
**July to August 2008, and June 2009**

<b>Instructional Activities and Services:</b>	<b>Number of Hours</b>
Literacy Center: Reading, Writing, Journal, Storytelling	1,745
Science Center: Astronomy, Botany, Biology	1,102
Physical Activity Center: Magic Circle/Yo Puede, Cabin Maintenance, Outdoor Survival Skills, Ropes, Rappelling	2,622
Health: First Aid, Health, and Physical Education	1,640
Arts and Drama Center: Arts/Crafts, Multi-Cultural Education, Music, Demo Process	1,763
Supervision (cafeteria, cabin, showers)	3,237
Preparation	588
In-service Training/Workshops	207.50
<b>Total</b>	<b>18,245</b>

## Evaluation of Outdoor Education Program

Migrant students were also asked to evaluate the Outdoor Education Program. A total of 309 evaluations were collected. Out of these evaluations, 79 percent indicated they were attending camp for the first time. Data from past years also show that a large percentage of camp attendees are participating for the first time, showing that the Outdoor Education Program has been very successful at reaching out to a wide number of children. Ninety percent indicated that the Mini-Corps camp instructors provided them with a lot of assistance. Ninety-eight percent indicated that they learned to work together in groups and be supportive of each other. Ninety-eight percent reported that the social activities of the program helped them make new friends. In the area of self-confidence, 73 percent reported to being highly challenged and 22 percent to being somewhat challenged in camp; 91 percent claimed that they felt good about trying new things, and 74 percent liked sharing their ideas and experiences with team members a lot. Migrant students also reported being exposed to and learning about responsibility while at the camp; 99 percent of them indicated that the camp rules of behavior were given to them at camp. Almost all of the students also claimed to have learned to keep areas of the camp (cabin, cafeteria, outdoor environment) clean and organized.

Migrant students were asked what they learned. The following are some examples of their responses:

- ❖ Water cycle, conserving water, respecting Earth, precipitation, biology, food chain, American Indians, spiders, how to use a compass, fish adaptations, animal camouflage, what forests are like, poison oak, global warming, recycling, sea plants, animals, climate (Science program)
- ❖ Painting, drawing murals of how kelp is used, spiders, coloring, how to use imagination, rock art, making paint from rocks, tracing leaves, how to make art from anything (Art)
- ❖ Writing summaries, journals, poetry, story about ourselves, narrative, President letter, the more you write the better you get, paragraphs, nouns, similes and metaphors (Writing)
- ❖ Balance, trust, working together, helping each other, teamwork, how to fall, how to catch, face our fears, pay attention, don't be afraid of heights, safety, if you put your mind to it then you can do it (Ropes Course)

They were also asked to make recommendations: The following statements are some of their responses:

- ❖ Electricity for the cabins, bathrooms in cabins, door in the bathroom
- ❖ More bathroom/shower/dressing time
- ❖ More pool time, hikes, dancing, art and other activities
- ❖ More water fountains, s'mores for the campfire, have Mexican food
- ❖ More bunk beds, more sleeping time
- ❖ Let us wear shorts

However, some of the students did not find fault with the program, and wrote the following:

- ❖ Everything was perfect
- ❖ Best camp ever
- ❖ More time at camp

The students were asked to list things they learned at camp that they would apply at home and/or school. The following are some of their responses:

- ❖ To respect each other and nature
- ❖ Help one another, don't fight
- ❖ Water cycle, global warming, ecosystem
- ❖ Water conservation, recycling, pollution, and taking care of nature
- ❖ Manners, follow the rules, don't be rude
- ❖ Express your feelings, be honest, no one has cooties
- ❖ Have fun, be positive
- ❖ Never give up, always be responsible for your actions

The migrant students participated in various subjects during the Science Camp portion of the Summer Outdoor Education Program. The following table, Table 20, lists the hours spent in each subject.

**Table 20**  
**Subjects for the Science Camp**  
**July 2008 to June 2009**

	<b>Average Hours Per Day</b>	<b>Total Weekly Hours</b>
Reading	1.51	1,190.50
Language	2.85	1,908.50
Science	3.8	3,256
Math	0.86	670.25
Total	9.02	7,025.25

Overall, teams worked well with each other in positive ways. Every member of the team worked to overcome the challenge of providing migrant students with the best quality experience at camp.

## **Mini-Corps Staff Development**

A fundamental factor in the success of California Mini-Corps educational endeavors provided to migrant children has been its certificated coordinators who are dedicated and committed to Mini-Corps' high educational training standards. Over the years Mini-Corps has worked to keep its professional and paraprofessional staff trained to meet the contemporary educational challenges that are a part of each generation of new students going through the educational process.

In an effort to increase migrant student achievement in the core curriculum, the California Mini-Corps program proposed a specialized Thinking Maps project this year for Mini-Coordinators and tutors. The coordinators were provided 5 days of training that introduced the concept of Thinking Maps, discussed how to use Thinking Maps across different subjects and grade levels, developed methods to train others in using Thinking Maps, and helped the attendees practice using Thinking Maps as part of an effective classroom strategy.

The Mini-Corps administration provided training to the Mini-Corps coordinators who in turn implemented and applied a trainer of trainers model with the Mini-Corps tutors. The advantage of using this type of model is the training will be filtered statewide from the

coordinator to the tutors, who will then implement the strategies directly with the migrant students. A trainer-of-trainers model has guided the development and implementation of the Mini-Corps program over its past 40 plus years.

Mini-Corps program coordinators received professional training that is ongoing and sustained throughout the year. The professional training impacts the coordinator and his/her teaching effectiveness because it changes practices and increases the instructional repertoire of the Mini-Corps tutors. The tutors are given on the job training to apply their new learning when working with the migrant students. Every attempt is made to draw on the coordinators experiential knowledge and skills. The Mini-Corps program coordinators are certificated staff and their teaching experiences range from elementary grades to high school. The trainer of trainer model provides for many learning opportunities for on the job application of their new skills or enhanced teaching repertoire skills.

Throughout the year, all certificated staff, Mini-Corps tutors, and program administrators regularly attend training in a variety of areas. For 2008-09, Holly Ahmadi, an ELD Specialist with BCOE conducted a workshop titled "Teaching Strategies That Work with English Language Learners." The staff development budget for the Mini-Corps Program is used for training, action research participation, ad hoc meetings, joint planning teams, and participation in local or state educational conferences to update, refine, and further develop the coordinators' instructional knowledge and skills. School year and summer staff development activities are described in the next section.

## School Year Staff Development

Certificated staff (e.g., 22 Coordinators) must attend a minimum of three business meetings and professional development trainings. Staff development targets student needs and student achievement, and integrates new research that enhances and supports effective teaching strategies with migrant students as well as state and federal legislation/mandates. Mini-Corps tutors are required to attend 1½ hours of weekly in-service training during the school year program. This year expert consultants provided training to the Mini-Corps certificated staff through "Thinking Maps and Teaching Strategies That Work With English Language Learners." The coordinators in turn taught the Mini-Corps tutors how to effectively use Thinking Maps or Graphic Organizers to implement them when working with migrant students in

language arts, math, history, etc. Mini-Corps tutors also learned to apply thinking maps/organizers to use with their college coursework/study skills. The tutor workshops were either six hours once a month or three hours every two weeks. The second component of the staff development focused on effective strategies for the English Language Learner that tutors can easily apply in the classroom and the importance of holding equally high expectations for all students.

The following table shows the total number of workshop hours per topic, organized by college coordinators.

**Table 21**  
**School Year Staff Development for Mini-Corps Tutors**  
**2008-2009 Workshop Hours Tallies by College Coordinator**

College Coordinator	Focus on Reading (12 hrs)	Step up to Writing (8 hrs)	Math (18 hrs)	Cognitive Coaching (6 hrs)	Other Topic Areas: Thinking Maps (10 hrs)	Total Required Hours (54 hrs)
Angel, Roberto	20.00	8.00	18.00	6.00	14.00	66.00
Arevalo, Martha	9.00	6.50	10.00	4.00	26.00	55.50
Castillo, Guillermo	15.50	11.00	9.50	4.00	11.00	51.00
Covarrubias, Margarita	10.50	8.00	11.00	0.00	30.50	60.00
Gonzalez, Josephino	7.75	11.25	14.75	3.50	16.75	54.00
Guillen, Guadalupe	13.00	7.50	18.00	4.50	11.00	54.00
Huerta, Marcy	9.00	5.50	13.00	0.00	24.50	52.00
Hurtado, Leticia	13.00	15.00	19.00	7.00	6.00	60.00
Kumar, Alma	17.50	12.00	19.50	8.00	21.00	78.00
Martinez, Rosaura	12.00	11.50	18.00	6.00	12.00	59.50
Lomeli, Lilly & Mejia, Jose	21.50	7.50	36.00	6.00	52.00	123.00
Montecalvo, Sandra	11.50	10.50	11.75	0.00	25.25	59.00
Nunez, Anita	8.00	15.00	18.00	4.00	9.00	54.00
Pena, Fernando	6.25	6.50	21.25	6.25	15.75	56.00
Perez, Livier	13.75	9.50	10.75	6.75	14.25	55.00
Reveles-Wagner, Cristina	15.50	10.50	17.00	7.00	12.00	62.00
Romero, Lourdes	21.00	11.00	11.00	2.00	15.00	60.00
Serna, Leonor	12.00	8.00	18.00	5.50	16.50	60.00
Silva, Eva	12.00	8.00	19.00	6.00	9.00	54.00
Silva, Lorena	12.00	8.00	18.00	7.00	8.00	53.00
Vizcarra, Hortencia	12.00	8.00	18.00	6.00	7.00	51.00
<b>Total Hours</b>	272.75	198.75	349.50	99.50	356.50	1,277.00

## Summer Staff Development

The Summer Institute Training focused on literacy and math strategies for all the tutors. All summer participants who attended the institute received nine (9) hours of instructional strategies. Tutors were introduced to recent research on literacy, math, and learning styles of migrant and LEP students.

Mini-Corps members were required to attend the Mini-Corps Summer Institute. Approximately one third were new Mini-Corps members and two thirds former members. Participants were asked to rate the summer institute workshops using a scale of 1 = low to 5= high. Table 21 provides an overall evaluation of the institute. Of over 376 survey respondents, 76 percent of the Mini-Corps members gave the workshops the highest rating of 5, followed by 18 percent who rated them as good. The highest ranking was for item number seven—83 percent of the respondents claimed that they will “implement the strategies I learned when I am in the classroom”—followed by item four, that “I learned a new strategy on how to teach one of the following: Math or Literacy” to them. Based on the high percentage of respondents indicating that the workshops gave them new teaching strategies and that they will use what they learned in the workshops in the classroom, we can conclude that the Summer Institute Training was highly successful.

**Table 22**

**Overall Percentages of Mini-Corps Participant Ratings for the Summer Training Institute  
June 2009 Summer Training Institute  
(1 = Low/5 = High)**

<b>Workshop Presentations</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Overall, the workshops were relevant.	3%	0%	2%	18%	76%
2. Overall, the workshops provided me with several new instructional strategies.	3%	0%	1%	16%	78%
3. Overall, the workshops met their stated objectives.	3%	0%	1%	18%	76%
4. Overall, I learned a new strategy on how to teach math or literacy.	3%	1%	2%	13%	80%
5. Overall, the training has helped me prepare me for my summer duties.	3%	0%	3%	14%	78%
6. Overall, the curriculum material is useful to me.	4%	0%	1%	14%	79%
7. I will implement the strategies I learned when I am in the classroom.	4%	0%	1%	11%	83%

Mini-Corps members' comments were mostly positive. Students commented on how well-organized the Summer Training Institute was, and there were a lot of positive comments about the presentations. A few people mentioned that a few of the presenters were not as well prepared as the others, but other than that, many people wrote that they were inspired and had learned a lot. One participant wrote, "I was always confused, and I couldn't find the answers to my questions," but the rest of the comments about the Mini-Corps support staff were very positive, leading to the conclusion that the participant's negative experience was certainly not the norm. Multiple people described the support staff as "friendly and helpful." One member mentioned the general session in particular: "I really enjoyed listening to the background of some leaders and coordinators. It really motivates me to keep going with my studies and help children." Another person wrote that the general session had "good ways of making us feel that

we do belong in this program.” Similar to years past, there were many positive comments about the keynote speaker, and many people echoed the inspirational phrase “Si se puede!” Some people suggested having more breaks between workshops, but overall the responses were very positive.

The Mini-Corps students also evaluated each of the workshops individually. The overall ratings for each workshop are shown in Table 23. Eighty-five percent (71%) of the ratings described the workshops overall as “excellent”; 24.8 percent rated them as “good” and only 4.5 percent considered them either “fair” or “poor.” The workshops with the highest average ratings (out of 4) were ““Los Tres Consejos”: A Creative Writing Approach” with a score of 3.87, “Accelerating Your ELL” with a score of 3.79, and “Professionalism” (3.78). No workshop received an average rating lower than a 3.43, with the lowest being “Mapping the Road to Writing.”

**Table 23**  
**Overall Workshop Ratings from the June 2009 Summer Institute**

<b>Workshops</b>	<b>Excellent (4)</b>	<b>Good (3)</b>	<b>Fair (2)</b>	<b>Poor (1)</b>	<b>Avg Rating</b>
Discovering Fractions	93	43	9	0	3.58
Connecting ELD to CA Standards	73	33	6	1	3.58
Something from Nothing: Algo de Nada	85	27	0	1	3.73
Professionalism	109	20	3	1	3.78
Teaching the Academic Essentials	85	43	4	1	3.59
Know How to Get One Thing, Know How to Get Anything	86	28	4	0	3.69
Accelerating your ELL	146	31	3	0	3.79
“Los Tres Consejos”: A Creative Writing Approach	142	17	2	0	3.87
Teaching the Academic Essentials	64	32	1	1	3.62
Using Percents in Word Problems	86	28	9	2	3.58
Scaffolding Vocabulary for English Learners	52	28	8	0	3.50
Hands on Math & Maps (Thinking Maps)	52	20	6	2	3.53
“I Read It but I Don’t Understand” (Fun with Fractions)	46	26	3	0	3.57
Poetry Genres	53	21	1	0	3.69
Reading and Writing Poetry	45	10	4	0	3.69
Mapping the Road to Writing	39	23	5	2	3.43
Understanding – Comprendiendo English	39	19	5	1	3.5
Reading Comprehension Strategies Using Graphic Organizers	49	23	2	0	3.64
<b>Total</b>	<b>1344</b>	<b>472</b>	<b>75</b>	<b>12</b>	<b>3.63</b>

Mini-Corps members working in the Outdoor Education Program participated in a pre-training institute and a number of specific workshops. Table 24 represents their overall evaluation of the Outdoor Education Mini-Corps Program. Based on a scale of one to five, one being the lowest and five being the highest, the Mini-Corps members were asked to rate their experience overall. The presentations received a predominant number of “5” ratings, and no one rated the presentations below a “3”. A total of 29 evaluations were received. The respondents included 17 new Mini-Corps members and 11 former Mini-Corps members. Three members were sophomores, five were juniors, 19 were seniors, and two were graduate students. Twelve of them indicated they had been in Mini-Corps for 1 year, five for 2 years, three for 3 years, and three for 4+ years.

**Table 24**  
**Overall Mini-Corps Member Workshop Presentation Ratings**  
**April 2009 Outdoor Education**  
**(1 = Low / 5 = High)**

Workshop Presentations	1	2	3	4	5
1. Overall, the workshops were relevant.	0	0	0	2	27
2. Overall, the workshops provided new instructional strategies.	0	0	1	4	25
3. Overall, the workshops met their stated objectives.	0	0	0	1	27
4. Overall, I learned new teaching strategies.	0	0	1	3	25
5. Overall, the training prepared me for my summer duties.	0	0	2	3	24
6. Overall, the curriculum material is useful and new to me.	0	0	1	1	27

The Outdoor Education Mini-Corps members also evaluated each of the specific workshops, as shown in Table 25. Eighty-five percent (85%) of the respondents rated the specific workshops as excellent, 12 percent as good and three percent as fair. Project Wild/Aquatic

received the highest ratings of a perfect 4. No score fell below 3.56, by Art of Story Telling, with most scores above 3.75.

**Table 25**  
**Mini-Corps Member Workshop Topics Ratings of the**  
**April 2009 Summer Training Institute**

<b>Workshop Topics</b>	<b>Excellent (4)</b>	<b>Good (3)</b>	<b>Fair (2)</b>	<b>Poor (1)</b>	<b>Did Not Attend</b>	<b>Average Rating</b>
Registration	23	5	1	0	0	3.76
Project Wild / Aquatic	17	0	0	0	9	4.00
Water Cycle	25	3	0	0	1	3.89
Art of Story Telling	20	3	0	0	6	3.56
Science Framework for CA Public Schools	22	3	1	0	3	3.81
Leadership Development w/ Ropes	24	2	1	0	1	3.85
Critical Thinking/Compass Skills	14	5	0	0	7	3.74
Skit Presentations	27	1	1	0	0	3.90
Children's Camp Songs	21	5	3	0	0	3.62
Inclusion Activities	24	4	1	0	0	3.79
Lesson Planning for an Outdoor Environment	23	4	1	0	0	3.79
<b>Totals</b>	<b>240</b>	<b>35</b>	<b>9</b>	<b>0</b>	<b>27</b>	<b>3.81</b>

The evaluations and comments by the Mini-Corps members are overwhelmingly positive. Many wrote that the Outdoor Education Summer Training Institute was well-organized and well-prepared. Below are a sampling of some of the comments left on the forms:

- ❖ The staff and former students were very supporting. They took leadership roles when we were too shy to shine but they also encouraged us to get out of our comfort zone.

- ❖ I liked all presenters and even liked that they quickly improvised stuff when they got lost.
- ❖ Another thing is that we got to know the team that we will be working with for the summer. We got to build relationships with each other so that working together can go smoothly.
- ❖ It showed me different ways of implementing lessons usually designed for indoor to be used in the outdoor.

The Mini-Corps members were also asked what recommendations or solutions they had to help improve the institute for next summer. Here is a sampling of the responses:

- ❖ Have more extra time to explore the outdoors, increase the hikes
- ❖ Send the students pictures of the actual camp before coming to know what kinds of clothes to bring
- ❖ One thing that may be improved on is the time frame that is given to each activity. Some need more time and other activities need less time.

The ratings for the individual workshops were also very positive, 96.8% of the workshop evaluations were “Excellent” or “Good.” The rest of the evaluations were “Fair,” and there were no “Poor” ratings this year, whereas last year there was one “Poor” rating.

Additional comments about the Outdoor Education Institute include the following:

- ❖ Even though I’m a former, I still learned a lot.
- ❖ [The Summer Training Institute] provided me with lots of new ideas, initiatives and forms to better teach my students.
- ❖ The training is essential and should be every year.

When asked how the training prepared them for their jobs as camp instructors, the participants responded positively. Some sample responses:

- ❖ I was able to communicate with peers for ideas on lesson planning
- ❖ Learned different methods of teaching, engaging, and motivating the students.
- ❖ Leadership development, lesson planning, storytelling, skits creation and presentation were all activities incorporated in this training and these activities will help my job as a camp instructor.

The Mini-Corps members also rated their own performance in the Outdoor Education program, as shown below in Table 26. The high ratings further corroborate the positive sentiment that the participants had toward their experience and toward the summer program itself. In fact, over 90 percent of the ratings were the highest score of 5, or “Excellent.” All 29 members also indicated that the workshops were useful.

**Table 26**  
**Tutor Ratings of Mini-Corps Experience in Summer 2008**

<b>Criteria Evaluated</b>	<b>Avg</b>
Planning with OE Team Leader	4.86
Perception of Self as Role Model	4.86
Overall Supervision Received	4.93
Observations by Supervisor	4.79
Written and Oral Communication by Supervisor	4.86
Awareness of Mini-Corps Policies	4.97
Knowledge of Procedures for Reporting Absences and Tardiness	4.97
Overall Rating of Experience	4.97

1= Poor, 2 = Needs Improvement, 3= Meets Standards, 4=Good, 5= Excellent

## Summary Assessments

During the 2008-2009 year, teachers working with migrant students conducted an assessment of migrant students’ academic achievement in three areas (Reading, Writing, and Math) as well as their achievement in other areas related to their academics. The teachers and Mini-Corps Coordinators also both conducted an assessment of the Mini-Corps participants. Furthermore, the Mini-Corps members conducted an assessment of their own experiences. Table 27 illustrates the teacher assessment of migrant students; 4,968 assessments were conducted. The results indicate that the migrant students experienced growth in all areas between the first to the second assessment. In all areas except attendance, migrant students were slightly below

grade level. However, at the end of the year, they reached grade level in math, and nearly reached grade level in reading and writing. The area of Reading experienced the highest difference between the first and second assessment.

**Table 27**  
**Summary of Teacher Assessment of Pupils, 2008-2009**

<b>Criteria Evaluated</b>	<b>First Assessment</b>	<b>Second Assessment</b>	<b>Difference</b>	<b>Number of Responses</b>
Reading	2.1	2.8	0.7	4345
Writing	2.1	2.7	0.6	3985
Math	2.4	3.0	0.6	3748
Student Attendance	3.2	3.5	0.3	4104
Attention	2.4	3.0	0.6	4150
Homework	2.6	3.1	0.5	4108
Participation	2.4	3.0	0.6	4147
Motivation	2.5	3.1	0.6	4108
Parent Involvement	2.6	3.1	0.5	4108

Key: 1=Significantly Below Grade Level; 2=Slightly Below Grade Level  
3=At Grade Level; 4=Slightly Above Grade Level; 5=Significantly Above Grade Level

Classroom teachers serving migrant students also reported that migrant students' attendance was good and that Mini-Corps tutors had a significant impact on migrant pupils' academic progress. They reported that 16.3 percent of the tutors made a slight impact and 36.2 percent a significant impact, while 29.7 percent made a high impact. In other words, Mini-Corps tutors had a positive impact on the academic progress of at least 82.2 percent of the migrant students that they worked with.

Table 28 summarizes Mini-Corps tutors' own experiences. During the 2008-2009 school year, 679 surveys were conducted. Overall, the members ranked themselves a 4.77 out of 5, which is between good and excellent. The lowest ranking of 4.48 was for planning with teachers, and the highest was at 4.86 for perception of themselves as role models.

**Table 28**  
**Mini-Corps Tutor Ratings of Mini-Corps Program, 2008-2009**

Criteria Evaluated	Avg
Awareness of Mini-Corps Policies	4.78
Planning With Teacher	4.48
Perception of Self as Role Model	4.86
Knowledge of Procedures for Reporting Absences and Tardiness	4.73
Overall Supervision Received	4.85
Overall Ratings	4.77

Key: 1= Poor, 2 = Needs Improvement, 3= Meets Standards, 4=Good, 5= Excellent

Table 29 summarizes the classroom teachers' ratings of Mini-Corps tutors. A total of 1,242 evaluations were collected, and 594 tutors and 850 teachers participated. The tutors received an overall ranking of 4.52, which is halfway between "good" and "excellent". Mini-Corps tutors scored the highest in the category of "Student as Role Model," "Punctuality," and "Student Potential as a Teacher." Staff may want to note that the lowest rating of 4.12 was attributed to "Individual Tutoring," so that may be an area for tutors to focus on improving. The next lowest score was a rating of 4.34, given to "Manage Groups" and "Migrant Student Advising."

**Table 29**  
**Summary of Teacher Evaluation of Mini-Corps Tutors, 2008-2009**

<b>Criteria Evaluated</b>	<b>Avg</b>
Instructional Skills in English	4.51
Instructional Skills in Spanish	4.40
Knowledge of Content	4.36
Communication Skills in English	4.61
Communication Skills in Spanish	4.44
Individual Tutoring	4.12
Small Group Instruction	4.66
Large Group Instruction	4.68
Punctuality	4.73
Attendance	4.68
Tutor as Role Model	4.82
Management of Groups	4.34
Migrant Student Advising	4.34
Tutor Potential as Teacher	4.69
Communication with Students	4.44
<b>Overall</b>	<b>4.52</b>

1=Meets Standards 2= Needs Improvement 3=Meets Standards 4=Good 5=Excellent

Table 30 illustrates the Mini-Corps Coordinators' Evaluation of Mini-Corps tutors. They received an overall ranking of 4.46, a little less than halfway between "good" and "excellent". A total of 968 ratings were administered. Coordinators ranked the tutors the highest (4.91) on "Exhibits Cultural Sensitivity Toward Migrant Children and Their Families," a testament to the value of having Mini-Corps tutors who frequently come from similar backgrounds as the migrant families. The lowest ranking of 4.29 was given in the category of "Instructional Skills with Migrant Students."

**Table 30**  
**Coordinators' Evaluation of Mini-Corps Tutors, 2008-2009**

<b>Criteria Evaluated</b>	<b>Avg</b>
Exhibits Professionalism	4.66
Demonstrates Professional Growth and Maturity	4.63
Exhibits Motivational Skills	4.71
Exhibits Cultural Sensitivity toward Migrant Parents & Children	4.91
Instructional Skills with Migrant Students	4.29
Summary of Performance by Master Teacher	4.54
Submits Program Documentation	4.55
Reliability	4.67
Punctuality	4.61
Attendance at Work Site of School	4.50
Attendance & Participation @ In-services	4.56
Participation & Quality of In-Service Assignments	4.60
<b>Overall Ratings</b>	<b>4.46</b>

1=Meets Standards 2= Needs Improvement 3=Meets Standards 4=Good 5=Excellent

Overall, it appears that participants in the Mini-Corps program were generally pleased both with their experience in the program and with the performance of those they were working with.

## Increasing the Number of Bilingual Professional Educators

Efforts to produce more certificated teachers that have the sensitivity as well as skills to effectively *reach and teach* migrant children continue as a major cornerstone of the Mini-Corps Program. In this regard, the efforts are to consistently reach into the ranks of individuals who were themselves previously migrant and/or have family and/or personal backgrounds working in the key industries where migrant families are typically found (e.g., agricultural farm work, packing houses/canneries, dairy, or fishing industry). The recruitment of these individuals into the ranks of the Mini-Corps Program as Mini-Corps members continues to be quite pronounced and effective. In 2009, over 377 individuals were recruited for the Summer Program as Mini-Corps members. Moreover, it is clear that these recruits continue to reflect the nature of the migrant workforce. For example, 72 percent of the fathers and 88 percent of the mothers of these Mini-Corps tutors have worked in agricultural farm work either presently or in the past. Forty-four percent of members' families have moved in the process of finding agricultural fieldwork. In fact, not only do large percentages of these Mini-Corps tutors come from those backgrounds, but also many have themselves experienced that nomadic lifestyle. For example, 34 percent of the Mini-Corps tutors themselves have worked in the agricultural fields at some point in their pasts.

The largest group of Mini-Corps members, 62 percent, consider themselves "Mexican," 22 percent "Latino/Hispanic," and 11 percent "Chicano." The finding that 62 percent of them identified themselves as "Mexican" attests to the fact that Mini-Corps members continue to reflect the characteristics endemic to the migrant and/or agricultural workforce in California and elsewhere in the United States. That is to say, the greater percentage of that workforce *is* Mexican. Of the Mini-Corps members' fathers who are employed at the moment, 58 percent currently work in agricultural farm work or in the related fields of canneries or dairy. Forty-two percent reported having siblings who have worked in the fields, and 34 percent of the Mini-Corps members themselves have also worked in the fields.

Approximately 77 percent of the Mini-Corps members report that Spanish is the dominant language spoken in their parents' homes, with 19 percent reporting an equal amount of Spanish and English spoken at home. Hence, it is no coincidence that the large majority of Mini-Corps members (84 percent) report that they learned English in school, with only three percent

reporting that they learned how to speak English at home. As far as when these members learned English, only 48 percent learned it during the critical vocabulary formation years of birth to age seven. Another 19 percent of them learned English between the age of 8 and 11, 13 percent learned English between the age of 12 and 14, and 13 percent between 15 to 21. The remaining one percent learned English after they were 22 years old.

Beyond the linguistic issue is the question of the socio-economic backgrounds of these members and their families. While there is no available data on their families' incomes, eligibility to receive financial aid is part of the eligibility criteria to participate in the Mini-Corps Program. It is likely that a large percentage or even the majority of their families is in the lower socio-economic levels of the working class. This is suggested by the low levels of schooling of these members' parents. Over half of their parents (57 percent of fathers and 57 percent of mothers) have only elementary schooling or less. One out of seven fathers and nearly one in five mothers have a high school diploma or better. Only three percent of fathers and five percent of mothers have some or more college or university education.

Low income and poverty often characterize these families. In a recent research study of migrant parents in a California county, it was found that *the average* migrant family in that county (which is a family of five, consisting of two parents and 3 children, with a family income of \$17,950) is exactly at to slightly below the federal poverty line.<sup>3</sup> Hence, in this socio-economic sense too, the California Mini-Corps Program members are representative of this low-income "economic" lifestyle, with all that limited family financial resources imply.

Importantly, of course, this socio-economic situation of migrant families directly implies that they and their children are more "at risk" in a multiplicity of ways. They face a greater threat of truncated or interrupted schooling (due to their parents' job migration), dropping out of school, being older than average in their grade, having greater difficulties with the English language, being unexposed to positive role models, self-concept problems, lack of adequate health care, etc. In this context of social negativity, the presence of these Mini-Corps tutors, while not a panacea, is an important contribution in countering many of those negative effects. Due to their own migrant background, Mini-Corps tutors exhibit greater sensitivity, empathy,

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<sup>3</sup> As defined by Health and Human Services in 2000 (*Federal Register*, vol. 65, No. 31, February 15, 2000, pp. 7555-7557). This *average* or roughly 50 percent poverty figure is identical to the poverty figures for migrant workers nationwide. Fifty percent of migrant farmworkers' families nationwide have incomes below the poverty

and identification with younger migrant children currently living in these socio-economic contexts. Besides their own social backgrounds and training, the presence of Mini-Corps in-class tutors and their enrollment and studies in local colleges and universities provide positive role models and greater motivation for migrant students.

Another characteristic of the Mini-Corps tutors that matches that of migrant families is the size of their families. Although the data does not distinguish the exact number of siblings in their families, it is quite apparent that a large percentage of them come from large families. For example, when responding to the question “how many in your family,” 79 percent of Mini-Corps members reported that they come from families with five or more people (parents and children combined), and 19 percent from families with four or fewer individuals. One percent come from families with 11 or more individuals.

With respect to their expectations of the Mini-Corps Program or the reasons why they enrolled in the program, the top four reasons were to: “work with children,” “work with migrant children and their families,” “gain work experience,” and “prepare to be a teacher.” They “strongly agree” with these four reasons at 88 percent, 87 percent, 82 percent, and 75 percent respectively.

## Where Are They in the Program?

Eighty-four percent of the Mini-Corps members are female and 16 percent are male. Sixty-six percent of the members are the first person from their families ever to attend a college or university. In their studies, by far the greatest percentage (37 percent) is majoring in Liberal Arts. Nine percent are majoring in Education, eight percent are majoring in Health Science, History, Art, or Language, eight percent are majoring in a Single Subject Major, and the remaining 38 percent are majoring in other subjects.

As far as their stay in the Mini-Corps Program, 38 percent of the members have been in the program less than a year. However, three percent of the members have been with the program for five or more years. Hence, fourteen of them began their enrollment in the program

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line, according the National Agricultural Worker Survey (NAWS), 1989, as cited in Philip Martin, 1996, *Promises to Keep: Collective Bargaining in California Agriculture*, Ames, Iowa: Iowa State University Press.

in approximately Fall 2001 or earlier. Forty-nine percent of the participants just completed either their sophomore (22%) or junior (27%) year.

Most of the Mini-Corps members also indicated that when they were in grade school, they had a teacher who positively impacted their lives. Sixty-one percent “strongly agree” that a teacher “had a positive effect on my school experience” and sixty percent said the teacher “motivated me.” A similarly high percentage noted that the teacher “believed in my potential” and “acted as an educational advisor.” By participating in Mini-Corps, these students are working to perpetuate the positive and powerful influence teachers hold over their pupils, inspiring migrant students to strive for the success that the Mini-Corps members themselves have achieved. Though Mini-Corps is indeed “mini” in numbers compared to the vast populations of people it tries to reach, its work effort and goals are anything but mini. Year after year, as Mini-Corps shows how it can so profoundly affect the lives of not only its members but also its target population, its positive effects will continue to spread throughout the migrant community, ultimately proving that even if its goals are lofty and its numbers modest, Mini-Corps is the embodiment of the phrase, “*Si se puede!*”

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## **HIGHLIGHTS AND DESCRIPTION OF MINI-CORPS PROGRAM COMPONENTS**

### **CALIFORNIA MINI-CORPS PROGRAM HIGHLIGHTS FOR July 1, 2008 – June 30, 2009**

**TOTAL NUMBER OF MIGRANT STUDENTS SERVED: 40,802**

#### **OUTDOOR EDUCATION:**

- ❖ Experiential-based, culturally responsive, inclusive activities, leadership development, risk-taking, role models, and support.
- ❖ **926 Migrant Students Served**
- ❖ **63 Staff Members**

#### **SCHOOL YEAR PROGRAM:**

- ❖ 561 Mini-Corps Tutors
- ❖ Bilingual college supervisors for Mini-Corps tutors, Literacy Specialists.
- ❖ **Total Migrant Students Served: 5,685 (Fall 08) and 6,672(Spring 09)**

#### **SUMMER INDOOR PROGRAM:**

- ❖ **12,645 Migrant Students Served**
- ❖ **409 Mini-Corps Summer Tutors**

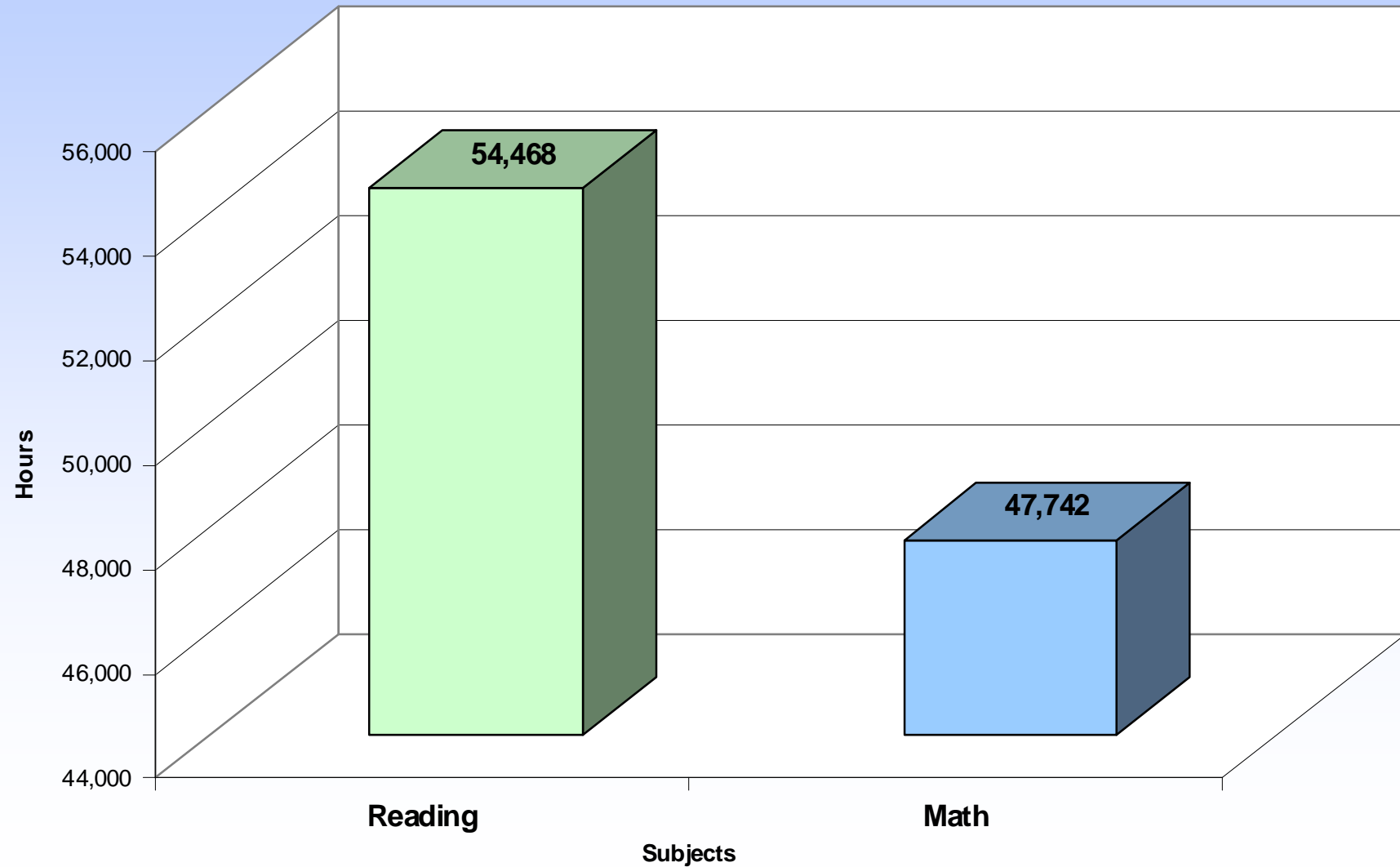
#### **HOME VISITS, MIGRANT STUDENT, AND FAMILY CONTACTS:**

- ❖ **School Year: 3,505**
- ❖ **Summer School: 683**

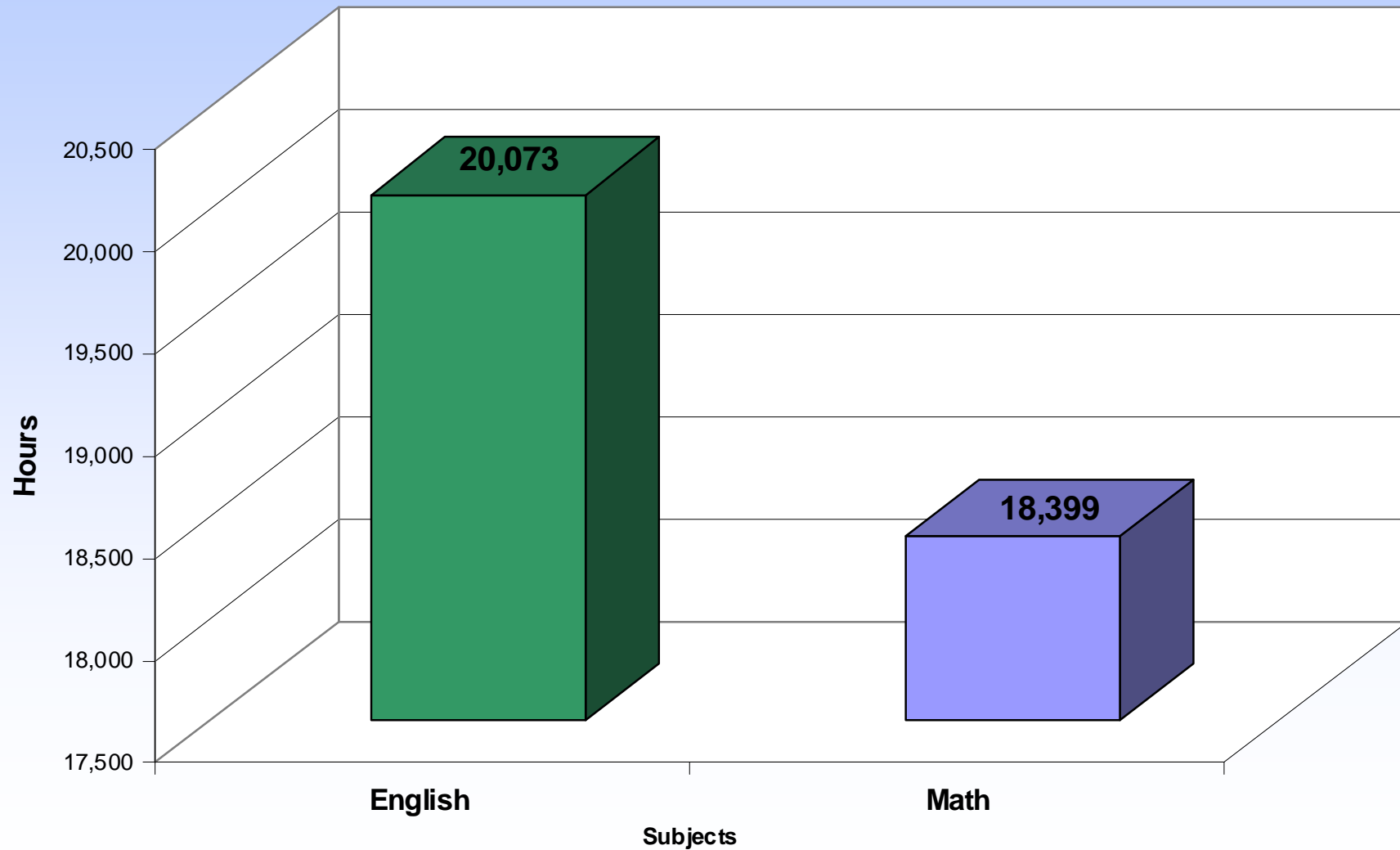
#### **PUPPETRY PROGRAM:**

- ❖ Hygiene, Nutrition, Substance Abuse, Self-Esteem and Safety. Presentations (based on personal experience). Cultural songs, stories, role models.
- ❖ **14,874 Migrant Students Served**
- ❖ **44 Mini-Corps Tutors**

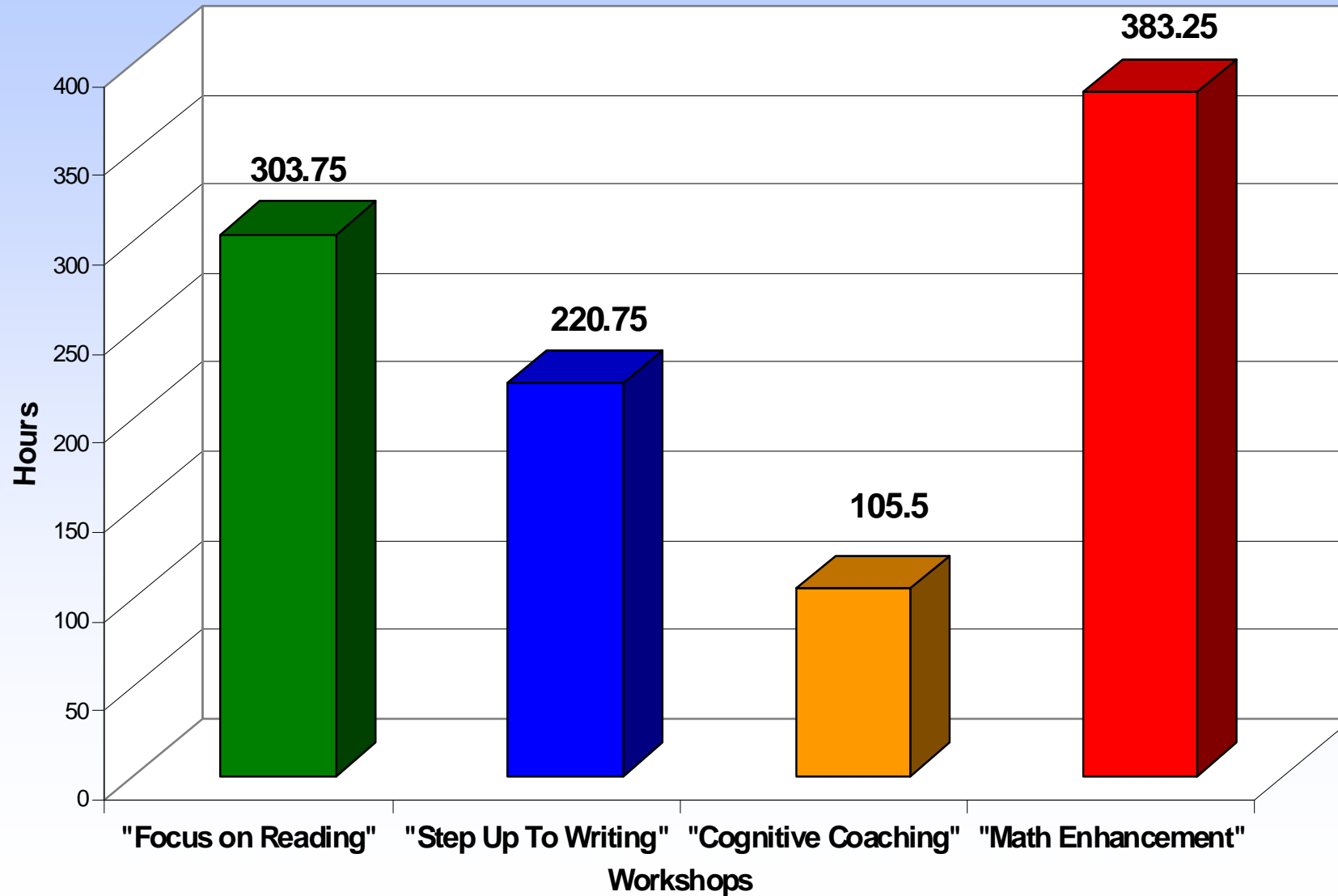
**2008-2009 School Year Program  
Number of Instructional Hours  
Grades K-6**



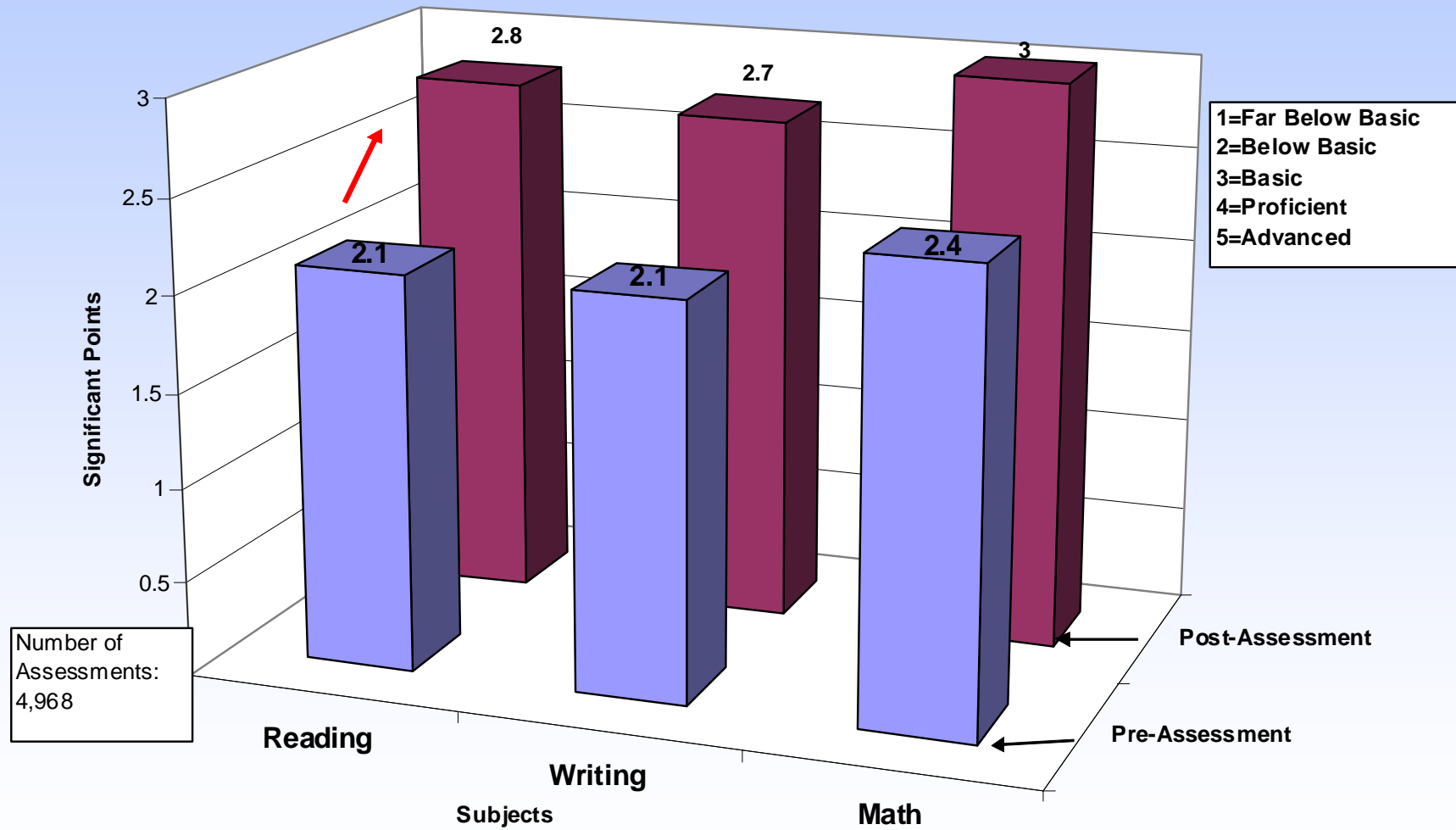
**2008-2009 School Year Program  
Number of Instructional Hours  
Grades 7-12**



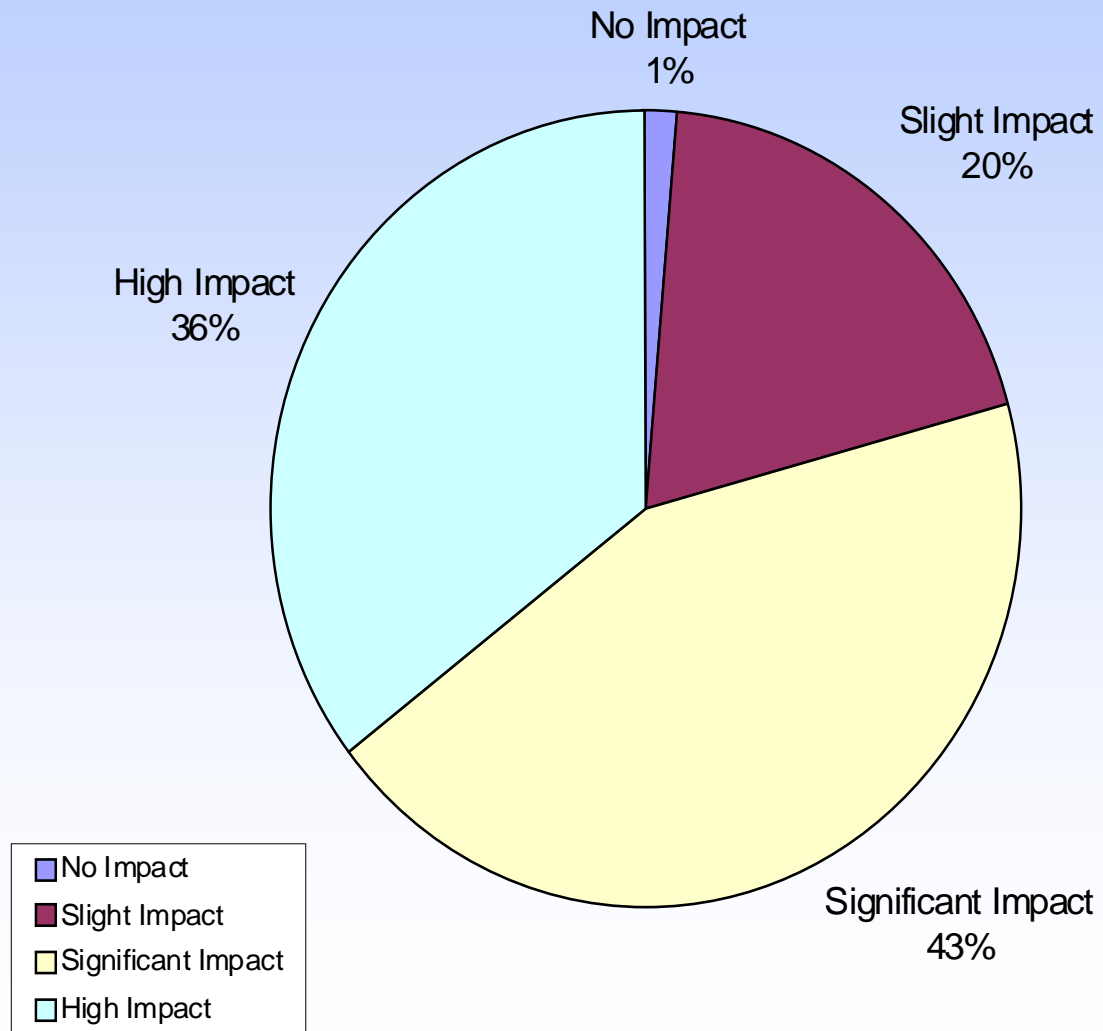
## 2008-2009 School Year Program Workshop for Mini-Corps Tutors



# 2008-2009 School Year Program Summary of Teacher Assessments of Pupil Evaluation by Category



## 2008-2009 School Year Program General Impact of Teacher Assessments Pupils





**CALIFORNIA MINI-CORPS**  
**Elementary School Teacher Assessment of Migrant Pupil (Grades K-6)**

Mini-Corps College Site: \_\_\_\_\_

Teacher Name: \_\_\_\_\_ Mini-Corps Student Name: \_\_\_\_\_

Student Name: \_\_\_\_\_ Grade Level: \_\_\_\_\_ School: \_\_\_\_\_ District: \_\_\_\_\_

**PRE ASSESSMENT**

Mini-Corps Tutor Start Date \_\_\_\_\_

**NOTE: Migrant student must meet the "at risk" criteria to be considered for priority of services.**

Check here if student is an English Language Learner

**NOTE:** You can add .5 after any of the numbers on this scale.

<b>Academic</b>	Far Below Basic	Below Basic	Basic	Proficient	Advanced
Reading	1	2	3	4	5
Writing	1	2	3	4	5
Math	1	2	3	4	5

<b>Non-Academic:</b>	Poor	Average	Good	Excellent	Not Applicable
Attention	1	2	3	4	0
Homework	1	2	3	4	0
Participation	1	2	3	4	0
Motivation	1	2	3	4	0
Parent Involvement/Contact	1	2	3	4	0
Student Attendance	1	2	3	4	0

Comments \_\_\_\_\_

**POST ASSESSMENT**

Mini-Corps Tutor End Date \_\_\_\_\_

Check here if student is an English Language Learner

**NOTE:** You can add .5 after any of the numbers on this scale.

<b>Academic</b>	Far Below Basic	Below Basic	Basic	Proficient	Advanced
Reading	1	2	3	4	5
Writing	1	2	3	4	5
Math	1	2	3	4	5

<b>Non-Academic:</b>	Poor	Average	Good	Excellent	Not Applicable
Attention	1	2	3	4	0
Homework	1	2	3	4	0
Participation	1	2	3	4	0
Motivation	1	2	3	4	0
Parent Involvement/Contact	1	2	3	4	0
Student Attendance	1	2	3	4	0

Comments \_\_\_\_\_

**OVERALL IMPACT OF MINI-CORPS TUTOR ON PUPIL'S PROGRESS (circle one):**

1. *No impact*   2. *Slight impact*   3. *Significant impact*   4. *High impact*   5. *Not Applicable*

Will the student be promoted to the next grade level?    Yes    No

Student was assessed by:    CST – California Standard Test  
 CELDT – California English Language Development Test  
 Other \_\_\_\_\_

Total weekly hours tutored by Mini-Corps tutor: \_\_\_\_\_

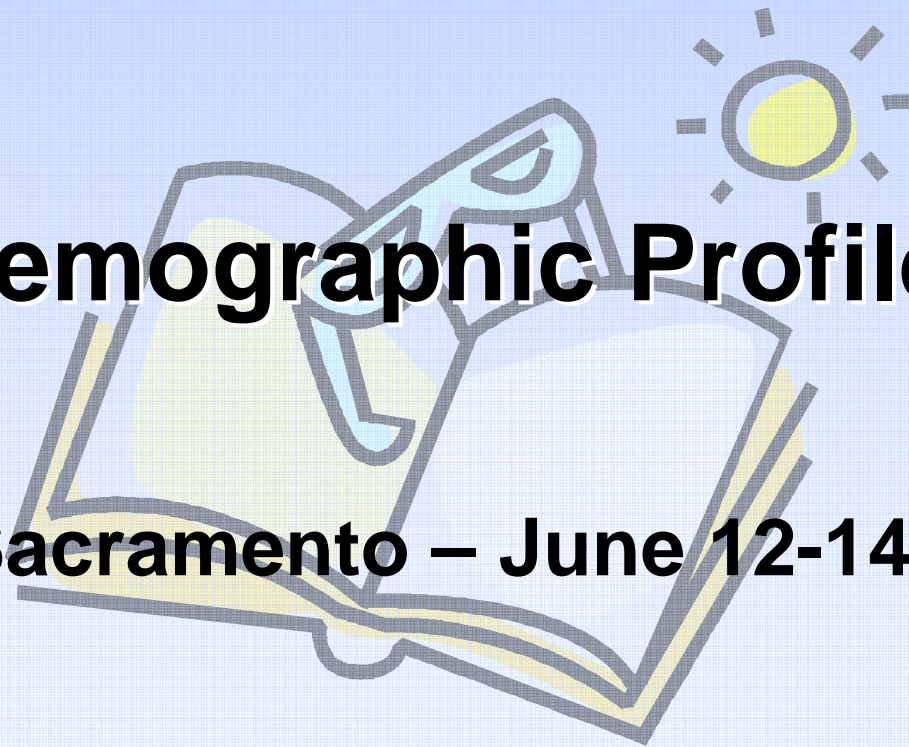
**PLEASE USE BACK SIDE FOR COMMENTS**

**SITE OFFICE USE ONLY**  
0 – 3 Months     
3 – 6 Months     
6 – Months or more

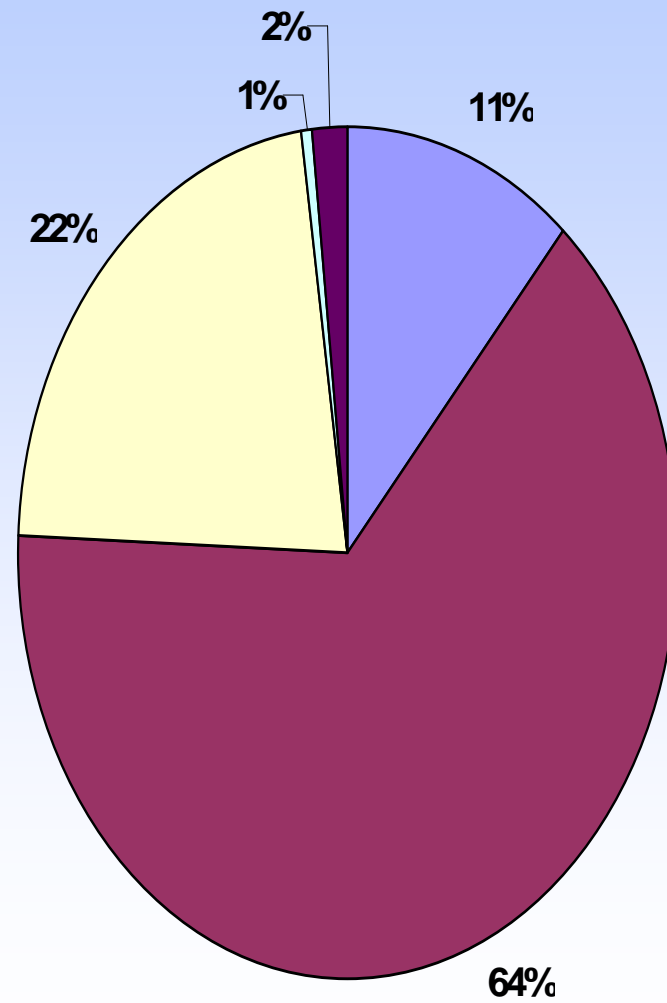
# California Mini-Corps Summer Institute 2009

## Demographic Profile

CSU, Sacramento – June 12-14, 2009

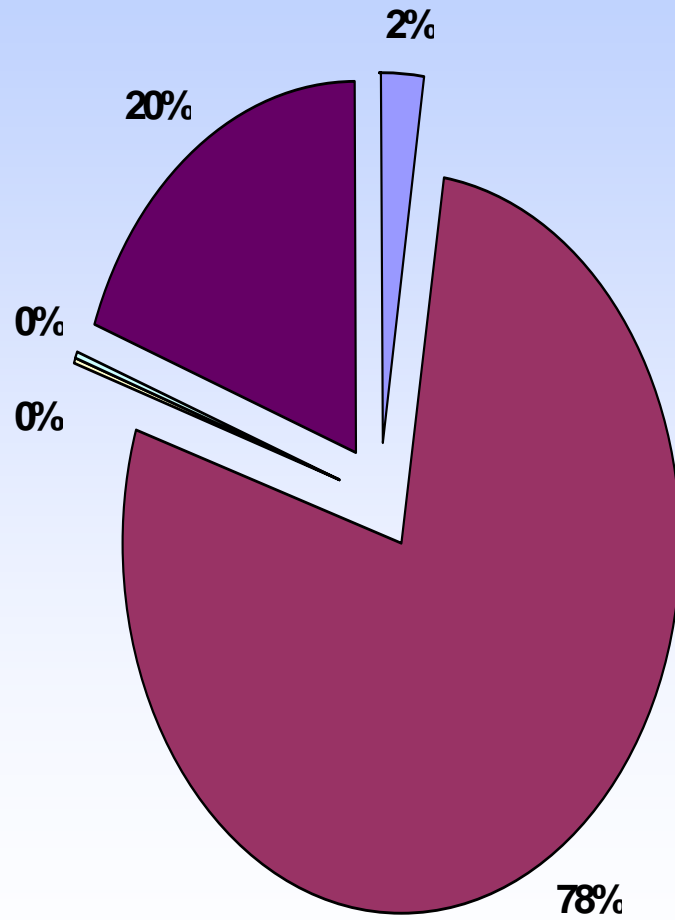


## SUMMER 2009 ETHNICITY



TOTAL STUDENTS: 377

# SUMMER 2009 LANGUAGE



- English
- Spanish
- Hmong
- Other
- English/Spanish

TOTAL STUDENTS: 377

# SUMMER 2009

## FAMILY MEMBERS THAT WORK IN THE FIELDS

