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## A Report of my Internship with the Van Buren Intermediate School District Migrant Program

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A REPORT OF MY INTERNSHIP WITH THE  
VAN BUREN INTERMEDIATE SCHOOL  
DISTRICT MIGRANT PROGRAM

by

Franklin S. McCarroll

A Project Report  
Submitted to the  
Faculty of The Graduate College  
in partial fulfillment  
of the  
Specialist in Education Degree

Western Michigan University  
Kalamazoo, Michigan  
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## INTRODUCTION

The Van Buren Intermediate School District supervised the operation of three summer centers for the education of children of migrant workers. These centers were located at Bangor and Lawrence in Van Buren County, and Wayland in Allegan County.

The programs ran for a period of six weeks in Wayland, seven weeks in Bangor and eight weeks in Lawrence.

My assignment was with the Lawrence Center. Mrs. Dora Dominguez, Evaluation Specialist-Counselor of the Van Buren Migrant Program, was the supervisor of my internship. I also met with Hazel Tennant, Evaluation Specialist at Bangor and Richland Hovda, Evaluation Specialist at Wayland.

The length of the school day was 8:00 A.M. to 4:00 P.M., Monday through Friday.

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## OBJECTIVES

I initiated and achieved the following objectives for my internship program with the Van Buren Intermediate School District:

1. Organizing the scheduling and administering of the pre- and posttests.
2. Scoring tests.
3. Interpreting test scores.
4. Tabulating data of test scores.
5. Evaluating data.
6. Encouraging a positive concept in each student.
7. Assisting each student to:
  - a. Understand and accept himself as a worthwhile individual.
  - b. Understand and accept his feelings and emotions.
  - c. Understand and accept others as individuals (family, classmates and authority figures).
  - d. Develop pride in his cultural heritage.

During the nine weeks, I maintained a weekly log to record accomplishments of my objectives.

## LOG

First Week

Administered and scored the Wide Range Achievement Test and Peabody pre-tests to thirty-five (35) students.

Attended a workshop on testing.

Attended an evaluation meeting on testing.

Held conference with supervisor of internship.

Visited camps.

Second Week

Pre-tested and scored Wide Range Achievement Test and Peabody Test to twenty-eight (28) students.

Attended an evaluation meeting.

Counseled students.

Held conference with supervisor of internship.

Visited camps.

Third Week

Administered and scored the Wide Range Achievement Test and Peabody Pre-tests to twenty-five (25) students.

Observed classrooms.

Counseled students.



Held conferences with teachers.

Held conference with supervisor of internship.

#### Fourth Week

Held conferences with teachers.

Counseled students.

Attended an evaluation meeting on testing.

Held conference with supervisor of internship.

#### Fifth Week

Observed classrooms and counseled students.

Visited camps.

Administered the Michigan Assessment Test to twenty-one (21) students.

Held conferences with teachers.

Compiled data for necessary forms.

Held conference with supervisor of internship.

#### Sixth Week

Visited several Migrant Programs in Michigan, including Grand Traverse Program and Montcalm County Program. Discussed their testing programs with the directors, counselors and evaluation specialists.

Attended a state meeting in Lansing on testing and evaluating.

Post-tested the Wide Range Achievement Test and the

Peabody Test to fifteen (15) students.

Held conference with supervisor of internship.

#### Seventh Week

Post-tested the Wide Range Achievement and Peabody

Test to thirty-eight (38) students.

Held conferences with teachers.

#### Eighth Week

Post-tested the Wide Range Achievement and Peabody

Tests to twenty-seven (27) students.

Collected data from tests.

Held conferences with teachers.

Visited camps.

Counseled students.

Attended an evaluation meeting.

Held conference with supervisor of internship.

#### Ninth Week

Compiled data.

Attended an evaluation meeting.

Held conference with supervisor of internship.

## COUNSELING SERVICES

I accomplished my counselling of the migrant children through individual sessions. Students were referred to me by the teacher for counseling on a daily basis. I held sessions at the library and sometimes on the playground.

"Everyday Coverage and Common Sense," "Everyday Courtesy," and "People Are Different and Alike" were the films I showed to the migrant children. I showed the following flimstrips: "Minorities Have Made America Great," "Thinking for Yourself and Enjoying Today."

"Understanding Ourselves and Others," and "Making the Best of Things" were the tapes I played for the migrant children. "Happiness" and "Who Am I?" were games I played with the children.

Stories, puppets, and pantomimes were other excellent situations which I used with the migrant children in order to enhance their self-concept.

While working on the self-concept of the migrant children was my primary counseling objective, I was also interested in maintaining a bridge of communication with the children's parents. This interest led to my performing many functions usually thought of as being the role of the social worker.

These included:

1. Providing transportation to people unable to afford automobiles; this is in regard to getting to hospitals, food stores and other agencies which supply aid to migrant families.
2. Assisting the school in acquiring health and academic data on children.
3. Explaining in detail to migrant parents the education, health and social benefits of migrant educational programs.
4. Informing the community of any information concerning migrant children.
5. Working with family problems involving:
  - a. Illness in the family, lack of ability to consult local physicians.
  - b. Improper clothing, due to low income.
  - c. Improper housing, due to mobility.

Inasmuch as the majority of the migrant parents are Spanish speaking, I was provided with a bilingual aide to assist in my family contacts. In some cases, I also needed the aide in working with the children.

## EVALUATION DESIGN

The Wide Range Achievement Test (WRAT) was the standardized test I used to measure growth in reading, spelling, and arithmetic. I administered the Peabody Picture Vocabulary Test (PPVT) as a measure of receptive English. If a child were predominantly Spanish speaking, the test was administered first in English and secondly, in Spanish, to determine a language receptive age.

## EVALUATION RESULTS

The Peabody Picture Vocabulary Test

During the first three weeks of the program and again during the last three weeks, I administered the Peabody Picture Vocabulary Test to eighty (80) children. Children tested ranged from four to nine years of age. I used the test to measure receptive English. The children were tested individually, which proved beneficial, since most enjoyed the individual attention.

The Peabody Picture Vocabulary Test deals with picture reading. The children appeared to have enjoyed the game-like atmosphere and early immediate success. The shy or withdrawn children seemed relaxed, thus eliminating the tensions of a testing situation.

In view of the length of the program, I feel that an impressive overall gain is evident. Gains ranged from one to nine months. The lowest gains were in the five year old and nine year old children (See Table 1).

Table 1

Peabody Picture Vocabulary Test  
Average English Language Receptive Age  
and Average Gain in Months

(Summer 1973)

Chronological Age	No. of Students	Average Attendance in Days	Average English Language Receptive Age in Years and Months	Average Gain in Months
4	9	20	1-3	9
5	11	20	2-5	1
6	12	20	3-4	8
7	17	22	4-3	9
8	23	21	5-3	6
9	8	22	6-5	2
Total Number of Students	80	Average 21		Average 6.0

The Wide Range Achievement Test, Spelling Section

I administered the Wide Range Achievement Test, Spelling Section, to seventy-eight (78) children in the Summer Migrant Program during the first three weeks and again, during the last three weeks. (See Table 2) The children had attended an average of twenty-one (21) days (approximately 4.2 weeks) and the average gain in spelling was 1.5 months. Fifty-one (51) children increased their skill in spelling; thirteen (13) showed no change, and fourteen (14) children tested lower on the post-test.



Table 2

Average Gain By Age Group for Wide Range Achievement  
Test, Spelling Section, and Number of Children  
Showing Gain or Loss

(Summer 1973)

Chronological Age	No. of Pupils	Average Attendance In Days	Average Gain in Months	Range of Grade Rating Scores Years and Months	No. of Children Showing Gain	No. of Children Showing no Change in Spelling	No. of Children Showing Loss
7	9	24	1	0.5 - 2.3	5	2	2
8	22	22	0	0.7 - 2.7	10	7	5
9	14	21	7	1.0 - 4.8	8	2	4
10	14	23	4	1.2 - 3.8	13	1	0
11	9	19	2	1.9 - 5.8	8	0	1
12	8	18	10	0.9 - 9.6	5	1	2
13	2	19	4	1.8 - 6.1	2	0	0
<b>Totals</b>	<b>78</b>	<b>21</b>	<b>1.5</b>		<b>51</b>	<b>13</b>	<b>14</b>

The Wide Range Achievement Test, Reading Section

I administered the Wide Range Achievement Test, Reading Section, to seventy-eight (78) children during the first three weeks and again, during the last three weeks in the Summer Migrant Program (See Table 3). The children had attended an average of twenty-one (21) days (approximately 4.2 weeks) and the average gain in reading was 1.5 months. The number of children who increased their skill in reading was fifty-one (51). Fifteen (15) showed no change and twelve (12) children tested lower on the post-test.

Considering the fact that the longest average time between tests was twenty-nine (29) days, and the shortest was twenty (20) days, I feel that the gains in reading are significant.

Table 3

Average Gain by Age Group for Wide Range Achievement  
Test, Reading Section, and Number of Children  
Showing Gain or Loss

(Summer 1973)

Chronological Age	No. of Pupils	Average Attendance in Days	Average Gain in Months	Range of Rating Scores Years and Months	No. of Children Showing Gain	No. of Children Showing Change in Reading	No. of Children Showing Loss
7	9	24	1	0 - 1.9	5	2	2
8	22	23	1	1.1 - 2.8	13	5	4
9	14	21	7	1.3 - 5.8	9	1	4
10	14	23	5	1.0 - 6.0	12	1	1
11	9	19	1	1.9 - 5.3	4	5	0
12	8	18	4	0.7 - 10.4	6	1	1
13	2	19	10	1.9 - 8.5	2	0	0
<b>Totals</b>	<b>78</b>	<b>21</b>	<b>1.5</b>		<b>51</b>	<b>15</b>	<b>12</b>

The Wide Range Achievement Test, Arithmetic Section

I administered the Wide Range Achievement Test, Arithmetic Section, to seventy-eight (78) children in the Summer Migrant Program during the first three weeks and again during the last three weeks (See Table 4). The children had attended an average of twenty-one (21) days (approximately 4.2 weeks) and the average gain in arithmetic computation was .05 months. The number of children who increased their skill in arithmetic was forty-four (44). Those showing no change numbered fifteen (15) and nineteen (19) children tested lower gain on this test than on either the reading or the spelling test.

The average gain is about equal to what would be predicted in a six week program with the average attendance of four and two-tenths weeks. It was, however, disappointing in light of the gains made in other areas.

I believe that some of this lower achievement level in arithmetic might be explained by the fact that the emphasis of the program is placed on English language development.

Table 4

**Average Gain by Age Group for Wide Range Achievement Test  
 Arithmetic Section, and Number of Children  
 Showing Gain or Loss**

(Summer 1973)

Chronological Age	No. of Pupils	Average Attendance in Days	Average Gain in Months	Range of Rating Scores in Years and Months	No. of Children Showing Gain	No. of Children Showing no Change in Arithmetic	No. of Children Showing Loss
7	9	24	1	0.7 - 2.5	4	1	4
8	22	22	0	1.8 - 2.5	7	6	9
9	14	21	2	1.8 - 3.5	8	2	4
10	14	23	3	1.2 - 3.8	13	1	0
11	9	19	2	2.7 - 4.9	8	0	1
12	8	18	0	0.7 - 4.9	2	5	1
13	2	19	3	3.6 - 5.5	2	0	0
<b>Totals</b>	<b>78</b>	<b>21</b>	<b>.5</b>		<b>44</b>	<b>15</b>	<b>19</b>

## OVERALL EVALUATION

I counseled on a regular basis approximately one-third of the children whom I tested. I concluded that migrant children have a problem created by a continuously interrupted education which involves a constant repetition of "the beginning." Rarely do they have any opportunity for guidance or find any provision made for individual differences.

There are certain handicaps which I feel narrow the avenues to a successful academic achievement of migrant children in school. These handicaps are:

1. A limited familiarity with the English language.
2. A poor self-image.
3. A lack of motivation.
4. A minimum amount of communication between school and home.
5. Poor scores on tests that do not take into account the differences in their cultural background. This results in them being labeled as "slow," or "stupid," and often leads to educational systems all but giving up on them as students with potential which only increases their already low self-image.

6. Parents who lack a real understanding of what their school environment is like.

To the above list, I should also add the fact that the migrants are poorly prepared for the demands schools make on them. This "lag" demonstrated itself sharply in their having a limited English vocabulary which in turn affects their comprehension, reading and writing.

The camps I visited were over-crowded, segregated and had poor sanitation conditions. There were outside toilets and no running water inside many camps. There was a centralized location for showers. Most of the camps needed repairing and painting. Many of the families were in need of food and clothing. Some of the children were ill due to various communicable diseases.

I met many parents while visiting the camps. I found that the parents were a little reluctant to talk freely about their needs and their children's needs. Typically, the father is the head of the household. He has complete authority in the family. Nothing is done or said until he gives his stamp of approval. However, parents are concerned about the education of their children, though this does not manifest itself in their motivating them or in initiating contact with the schools.

Considering the length of the program and many problems that migrant children are confronted with daily, I think that the 1973 Summer Migrant Testing Program was a success. I also feel that my nine weeks with the program was benefiting and rewarding.



## RECOMMENDATIONS

For the benefit of those individuals who may be involved in similar programs in the future, I would make the following recommendations:

1. A more efficient way of tabulating and calculating test scores. The Peabody Picture Vocabulary Test and the Wide Range Achievement Test were hand scored and hand calculated which was time consuming and allowed more room for error than machine scoring and calculating.
2. Investigate the possibility of having at least two more Evaluation Specialists to assist with the testing. The advantages of having more Evaluation Specialists:
  - a. To compile and disseminate the testing programs.
  - b. To conduct inservice training for teachers relating to measurement.
  - c. To meet periodically with each other to prepare and submit data gathered on each individual student in attendance in the program.

- d. To put test data into meaningful profiles  
(by individuals and groups).

The incorporation of these recommendations would allow more time for individual counseling and parental contact which, hopefully, could eventually result in better self-concepts and increased motivation toward educational achievement on the part of migrant children.

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