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A distance-learning program to serve migrant families

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A DISTANCE-LEARNING PROGRAM TO SERVE

MIGRANT FAMILIES

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A Project

Presented to the

Faculty of

California State University,

San Bernardino

_____

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

in

Education:

Teaching English to Speakers of Other Languages

_____

by

April Dawn Marone

September 2003

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April Dawn Marone

September 2003

Approved by:

_____ $\overline{Aug.31,2003}$
Lynne Diaz-Rico, First Reader   Date

_____
Thom Gehring, Second Reader

ABSTRACT

The purpose of this project is to investigate existing migrant education programs and to develop a distance learning program that will support migrant students and their families. This project addresses the social contexts surrounding migrant education such as demographics, second language acquisition (SLA) issue, and student mobility, in order to better serve migrant families. It will play an important role in the context for learning, in conjunction with family literacy programs. By adding distance learning as a part of the overall educational and service programs, which also include such elements as family literacy, preschool education and health services, this approach will help create a foundation for a migrant education model to assist in the success of migrant students.

ACKNOWLEDGMENTS

First of all, my gratitude goes to Dr. Lynne Diaz-Rico for her patience, guidance, precious advice and profound knowledge throughout the process of this project and her classes.

Secondly, I would like to thank my second reader, Dr. Thom Gehring for his patience, encouragement and comments.

Thirdly, I wanted to thank all the students that were in my TESOL classes, especially Starley Dullien, for their friendship and support.

Lastly, but not least, I want to thank the three most important people in my life: my husband and my two daughters. Their love, encouragement, and support have brought me the confidence and courage to accomplish my study.

DEDICATION

This project is dedicated to the loving memory of my father-in-law, Esequiel Moron, Sr., who has inspired me by his courage in facing the obstacles put before him.

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CHAPTER ONE

INTRODUCTION

Background of the Project

Because many crops in the Western United States need to be harvested manually, migrant farmworkers are widely employed. Migrant laborers work long hours with little pay and are subjected to harsh living and working conditions, along with educational disadvantages for themselves and their children. Although migrant workers have been employed throughout American history, not until the 1960s was public awareness directed toward them with the introduction of the televised documentary from Edward R. Murrow, "Harvest of Shame" and the work of César Chávez. Attention aroused from these sources combined with labor and community organizing efforts throughout the 1950s, 1960s and 1970s brought about minimal improvements in health care, living and working conditions, and educational opportunities.

Nevertheless, some conditions remain the same: substandard housing, low pay, and hazardous working conditions. The education of the children of migrant farmworkers is difficult to manage because of their mobile lifestyle. The dropout rate for these children is

extremely high and remains highest of any group to dropout of school in the United States (Rothenberg, 1998).

History of Migrant Education

State and Federal programs have done much to help migrant families achieve effective education for their children. Some private organizations, local programs, or social service agencies and local school districts have made attempts to help this disadvantaged group (Gouwens, 2000).

A program to help address the challenges of these disadvantaged students was piloted and initiated as early as the 1950s. The National Council on Agricultural Life and Labor (NCALL) and the Rural Education Association (REA) of the National Education Association (NEA) published reports in 1954 and 1960. These reports discussed educational problems associated with migrant students, including spotty attendance on the part of students and lack of training and skills on the part of educators (Stockburger, 1980). However, no substantial funds were made available to develop educational programs until many years later (National Committee on the Education of Migrant Children, 1971).

In 1964, educators from across the nation met at the first National Conference of Migrant Education in St.

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Louis, Missouri. The meeting was held to identify issues related to the education of migrant children. Three areas were specifically addressed during this conference: 1) the coordination of available community services; 2) the basic content and methodology of an educational program set on meeting the needs of migrant children; and 3) Federal and state programs that would provide resources to states for migrant education (Stockburger, 1980). This initial conference set the agenda for migrant education at the Federal government level by identifying the issues of educational discontinuity (Gouwens, 2000).

Along with the passage of the Economic Opportunity Act (EOA) in 1960, a grant was awarded under the Title III-B of the EOA to the National Committee for the Education of Migrant Children (NCEMC). The goal was to develop a plan that would address the educational discontinuity that migrant children face. To develop recommendations for a migrant educational program, a series of workgroups were designated by the NCEMC to make recommendations addressing curriculum, textbooks, and reading strategies; appropriate use and communication of health and education records; information that led to the understanding of the demographics and needs; professional development opportunities for personnel; and the

provisions of a mobile team of people assigned to move with children and their families and allow continuity of services (Stockburger, 1980).

After the implementation of this initial program, many revisions and amendments were made. They remain in place today. Federally funded programs such as Title I for children and youth in poverty, day care and Headstart programs, and health services have been implemented to serve migrant farmworkers and their families. However, due to the varying degree of commitment, competence, and effectiveness of these programs, some migrant children and their families are unable to find opportunities geared to meet their needs in many communities (National Committee on the Education of Migrant Children, 1971).

Migrant Education in Washington State

In the State of Washington in 1962, through the efforts of the Office of Superintendent of Public Instruction, private funds were raised for the first compensatory education project for migrant children in the Grandview School District. The funds for this project were used for the State's first summer school for migrant children. Due to the success of this program, additional summer school projects were implemented in other cities within the State.

Day care programs were also implemented at this time. These helped to release older children from the responsibility of baby-sitting which interfered with school attendance (Gómez, 2001).

In 1966, as part of the 1965 Elementary and Secondary Education Act (ESEA) Title I Program, Congress established Title I Part C, Education of Migratory Children, which specifically focused on supplying the necessary resources for migrant children to have equal educational opportunities for a formal education. Because many states needed migrant education funding, the Federal government allocated specific funds in this regard. Each state or district is responsible that migrant children be provided with the same opportunity for education as required to meet state standards (Gómez, 2001).

Since 1964, the program has provided a variety of resources that address families academic needs, and health, social, or physical deficiencies caused by migratory work patterns and cultural and linguistic differences. The goal of this program is to raise each child academically, physically, and socially to a level that is equal to other children in the United States.

In 1994, ESEA was amended by the Improving America's Schools Act (IASA). Today, under the IASA, Washington

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State serves over 40,000 migrant children in about 82 statewide projects (Gómez, 2001).

Need for Additional Migrant Education Programs in Tri-Cities, Washington

With a high number of minorities, including migrant workers moving from one area to another to find work in such agricultural industries as the raising of potatoes, asparagus and grapes, the Tri-cities area of Eastern Washington (Richland, Pasco, & Kennewick), is in need of an effective migrant education program and qualified teachers for language minority students. At least eighty-five percent of students attending the Pasco and Kennewick School Systems are from minority groups such as Hispanic, Russian or Asian. A growing trend is the need for programs in areas such as bilingual, and migrant education, and English as a Second Language (ESL).

Although there are programs in place such as day care, summer school projects, and health care programs, this area still lags behind other areas. The school district of Pasco and Kennewick provide bilingual and ESL programs that meet the linguistic needs of the children, but additional programs are needed that would enable more students to meet the requirements needed for graduation.

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Purpose of the Project

The purpose of this project is to examine migrant education programs that have resulted in higher success rates for migrant children and their families, as well as to investigate other educational practices and issues about the education of migrant children. The programs that are profiled address the needs not only of migrant children individually, but also of the migrant family unit that forms the foundation of educational success for each student. Based upon the understanding that the migrant family is an important component, these programs provide preschool sources; help build literacy for other family members; involve families in the education of their children inside and outside of school; develop ways to make the mobility process smoother; and offer ways in which students can continue their education and acquire credit for graduation with the use of technology. All these programs simultaneously provide the opportunity for migrant students to graduate and achieve a higher quality of education.

Content of the Project

This project consists of five chapters: Introduction (Chapter One), Review of the Literature (Chapter Two),

Theoretical Framework (Chapter Three), Program Design (Chapter Four), and a Proposed Assessment (Chapter Five). Chapter One describes a brief history of migrant education and discusses the programs that are available in Washington State. It chapter then discusses the purpose of this project and the importance of finding ways to improve the migrant education programs. Chapter Two provides research background on five key elements of this project: (1) demographics of migrant children and their families, (2) the student mobility process, (3) parent involvement programs, (4) early family literacy programs (early intervention), and (5) distance learning; and how each of these components helps to contribute to the success of migrant students. Chapter Three provides a theoretical framework based on the five elements described in Chapter Two. Chapter Four explains the rationale for the connection between the five elements in Chapter Two and a proposed distance-learning plan based on these elements that will create a well-rounded program for migrant families. Lastly, Chapter Five offers the proposed assessment for the distance-learning program that is contained in the appendix.

Significance of the Project

This project offers an explanation of how and why the migrant education programs of today have developed. After examining sample distance-learning programs and their important components, this project features a model distance-learning program for migrants. Eventually, I will submit parts of this project to the migrant education program in Washington State in hopes of finding ways to better assist migrant children and their families in that area. In time, my goal is to work closely with these families and create distance-learning programs that will allow migrant children to continue school as they travel, guide them to graduation, and lead them toward higher education beyond high school.

CHAPTER TWO

REVIEW OF THE LITERATURE

Demographics in Migrant Education

Children of migrant families have been described in various literatures as "the invisible ones" and are considered the most disadvantaged and at-risk population of children in the United States (Bell, Roach, & Sheets, 1994). Not only are they seen as invisible within the school system, but also because of their mobile lifestyle, it is hard for the state and Federal governments to keep track of the children and their families. This mobile lifestyle also subjects migrant families to harsh living and working conditions and poor health. Although improvements have been made in recent years, severe conditions for these families persist.

History of Migrant Labor in the United States

The migrant labor workforce has played a significant role in the development of the United States. Migrant labor was used as early as the middle of the nineteenth century in the agricultural industry and in construction of railroads during the 1880s. These families lived in boxcars and were shipped to areas that needed workers. They were typically Mexican, Japanese, and Chinese

(Takaki, 1993). By the turn of the twentieth century, Mexicans were encouraged to migrate to the United States to meet an increasing need for workers in the railroad, agriculture, food processing, and other industries. However, during the Great Depression these same migrants were deported back to Mexico.

The demographics of migrant workers have shifted from an African American migrant worker population in the 1950s to a largely Hispanic population today (Cagan, 2003). Additionally, a wave of Hispanic and Asian immigration since the 1980s has rapidly changed demographics across the country. It is estimated that by the year 2050, Hispanics will be the largest minority group in the U.S. (Spring, 2000).

Employment Opportunities for Migrant Workers

Due to the lack of demographic data collected on migrant workers, and because researchers disagree on how to define "migrant family," population estimates of migrant farmworkers today vary from 317,00 to 1.5 million (Shotland, 1989). Moreover, the diverse nature of migrant families' lifestyles makes it difficult to characterize the migrant families.

Migrant workers are employed in agriculture, fishing, forestry, and plant nurseries; they often travel from one

job to another as the seasons change and as work becomes available. Some travel from state to state; others from work site to work site within one state, and still others travel from Mexico and other countries to the United States and back to their home countries (Rothenberg, 1998).

The National Agriculture Workers Survey (NAWS) defined migrant farmworkers as workers who "travel seventy-five miles or more in search of crop work." (This study was based on interviews with a large sample of farmworkers across the country). Migrant farmworkers have also been described as agricultural workers who move often within a 12-month period during the growing season, following the crops or traveling back and forth from home bases in Florida, Texas, California, and Mexico (U.S. Department of Labor, 2000).

Seasonal farmworkers reside where they work. They are agricultural workers that work on a farm during optimal seasons and then find various other jobs in the local community off-season (Migrant and Seasonal Agricultural Workers Act, 1997).

According to the eighth NAWS study (U.S. Department of Labor, 2000), 56 percent of all farmworkers in the United States migrate to find work. This includes 39

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percent considered to be "shuttle migrants," or those who move between two or more jobs at a location far from their home bases; and 17 percent labeled "follow the crop" migrants, or those working at two or more farm jobs more than seventy-five miles apart. Forty-two percent of the farmworkers interviewed in the study maintained a home outside the United States (U.S. Department of Labor, 2000).

The United States Department of Agriculture (USDA) classified farm workers according to the industry in which they are employed: 1) Crop production--establishments primarily engaged in producing crops, plants, vines, and trees; 2) livestock production--establishments primarily engaged in the keeping, grazing, or feeding of livestock; and 3) other agricultural establishments--establishments primarily engaged in agricultural services, forestry, fishing, hunting, trapping, landscape and horticultural services and other agriculture-related establishments (Runyan, 1998).

Data from the NAWS survey showed the following demographics of migrant workers. Migrant workers were: primarily Hispanic males, married with children, born in Mexico, worked on farms in the United States without their

families, and were unauthorized workers as of the day this survey was conducted in 1987-1988 (Martin, 1996).

This study also estimated that between 1989 and 1991, approximately 409,000 children traveled with these migrant laborers and about 36,000 of those children traveling also did farm work (Martin, 1996).

According to a study of migrant demographics reported by the U.S. General Accounting Office (GAO), most migrant farmworkers are younger than thirty-five. Indeed, the population of "teenage boys, some as young as thirteen...[who] migrate without families has continued to increase" (General Accounting Office [GAO], 1999, p. 4).

Geographical Distribution

Kindler (1995) reported that migrant workers were employed in all 49 states of the continental U.S., the District of Columbia, and Puerto Rico. Hawaii has since been identified in 1998. Traditionally the migration of farmworkers and fishers in the U.S. has generally followed one of three routes or streams across the country as crops are ready for harvest or a fishing season occur. The eastern stream includes states in the south and along the East Coast. The central stream begins in Texas and extends northward through the plain states and into California. The western stream begins in Southern California and

extends north along the West Coast. States that are included in each of the streams are listed in Table 1. Although the exact number of migrant workers is not known, what is known about migrant families is that they tend to migrate along well-established geographic routes. Shotland (1989) discussed three distinct streams: the eastern stream (Atlantic stream), the central stream (mid-continent or Midwestern stream), and the western stream (West Coast stream).

Traditional migration patterns led to the classification of states as "home-base or sending states" and "receiving states." Home-base states (or sending states) "are those where many migrant families live for all or most of the year, depending on whether they migrate within one state or between states...Receiving states are those in which most migrants work for a few weeks or months per year and then return home" (Kindler, 1995, p. 7).

Migration patterns have been changing since the 1980s. These changes "reflect the increased agricultural work growth of large-scale agribusiness, including poultry and hog farming; the rotation of workers from

Table 1. States that are Included in each of the Streams

Eastern Stream		Central Stream	Western Stream
Alabama	South Carolina	Arkansas	Alaska
Connecticut	Tennessee	Illinois	Arizona
Delaware	Vermont	Indiana	California
Florida	Virginia	Iowa	Colorado
Georgia	West Virginia	Kansas	Idaho
Kentucky	District of	Louisiana	Montana
Maine	Columbia	Michigan	Nevada
Maryland		Minnesota	New Mexico
Massachusetts		Missouri	Oregon
Mississippi		Nebraska	Utah
New Hampshire		North Dakota	Washington
New Jersey		Ohio	Wyoming
New York		Oklahoma	
North Carolina		South Dakota	
Pennsylvania		Texas	
Rhode Island		Wisconsin	

Source: Kindler, 1995.

harvest work to other types of agricultural work; and increased job opportunities in other types of seasonal work, particularly the recreation industry" (US General Accounting Office, 1999, p. 6).

Ethnic Groups of Migrant Labor

Chavkin analyzed demographic data of migrant workers and found that they were members of a variety of ethnic groups. The eastern stream included Anglos, Puerto Ricans, African Americans, Jamaican and Haitian Blacks, and Mexican Americans and Mexican nationals. The central stream included Mexican Americans and Mexican nationals, and a "small number" of Native Americans. The western

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stream was made up primarily of Mexican Americans and Mexican nationals as well as Southeast Asians (Chavkin, 1996).

Migrant Children and Youth

Although updated information on children served in migrant programs is not known, the latest data summary was made available through the U.S. Department of Education. There are children being educated in migrant education programs in all fifty states, the District of Columbia, and Puerto Rico. It has been reported that during the 1997-1998 school year, 752,689 children and youths were identified and served by the migrant education programs in the United States (U.S. Department of Education, 1996).

Economic Hardships

Although the impact of migrant labor in the United States is large, migrant farmworkers continue to be among the lowest-paid workers in the United States. The November 2000 National Agricultural Statistics Service Farm Labor Report reported that the average wage for farmworkers was $7.74 per hour, an increase of 43 cents over the previous year (NASS, 2000). According to the report by the National Agricultural Statistics Service, annual income for these workers would total $7,740, well below the poverty level. The average annual income for a migrant worker may in

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reality be much lower. Rothenberg reported that in 1996,
some documented farmworkers made as little as $3,500
(Rothenberg, 1998). Wages for undocumented workers could
be even lower. Numerous sources indicated that migrant
workers are barely subsisting, especially during the
winter months (National Center for Farmworker Health,
Inc., 2002; Dever 1990).

Children in the Fields

Although the Fair Labor Standards Act of 1975
discouraged children under age 12 from work in the fields,
there are legal exemptions. Consequently, the migrant
labor force in the United States includes many children
and youth, some as young as age 10 (Barger & Reza, 1994;
Farm Workers Justice Fund, 1990). In testimony before the
Select Committee on Children, Youth and Families, The
Farmworkers Justice Fund estimated in 1990 that children
perform as much as 25 percent to 40 percent of farm labor
in the United States. These children and youth are either
not protected by the Fair Labor Standards Act (FLSA) or
they are working on farms where FLSA standards are not
enforced. In addition, many activities that are prohibited
for children under eighteen in other industries are legal
in agriculture. Davis stated "In agriculture,
fourteen-year-olds can work for unlimited hours and

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sixteen-year-olds can perform even hazardous jobs-operating heavy equipment, working on a 20-foot ladder or handling pesticides" (1997, p. 1). For many migrant families, their childrens' work is necessary if the family is to subsist, and children are sometimes kept out of school to work with their families. Sometimes even very young children are in the fields because their parents cannot afford nor have access to childcare. A substantial and increasing number of youths migrate on their own to work. Additionally, Davis noted that "the health and well-being of children and adolescents who work in agriculture are jeopardized by the long hours of labor and dangerous working conditions" (Davis, 1997, p. 1).

Severe Living Conditions

It is not only young migrant workers who are subjected to unsafe conditions. In spite of the 1983 Migrant and Seasonal Agricultural Worker Protection Act, which was designed to address issues of pay, working conditions, and work-related conditions of migrant and seasonal farmworkers, many migrant workers also live in substandard housing and work under conditions hazardous to their health.

Substandard Housing. One consequence of living below the poverty line for migrant families is the inadequate

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housing available in most places where they work. Their limited amount of earnings and the short time they stay in a community result in not being able to afford a home or rentals. Farmers are not able to establish suitable homes for the migrants to occupy for short periods. According to recent data, a mere 30 percent of the migrant population lives in adequate homes. Unfortunately, the other 70 percent are forced to live in dirty, overcrowded homes that may lack things such as indoor plumbing, resulting in workers relying on outdoor showers, toilets and other water sources. Even worse, some are subjected to living in tents, cars or open fields (National Center for Farmworker Health, Inc., 2002).

Although local, state, and Federal officials inspect migrant housing, it is still substandard in some places. The 1983 Migrant and Seasonal Farmworkers Protection Act (MSFPA) put in place standards for worker housing. They require that housing be registered and inspected regularly. Before the standards, growers often provided housing free of charge or at nominal rates during the time the migrant workers were working at that site. Due to several legal issues since the standards were enacted, growers were forced to tear down inadequate housing and migrant laborers were forced to find rentals or live in

illegal labor camps. It is not uncommon to find old trailers or shacks made available to farm workers for exorbitant weekly rates.

Hazardous Working Conditions. Although housing issues are a big problem, dangerous working conditions pose a greater threat to migrant workers lives. According to the U.S. General Accounting Office (GAO), the agricultural industry is one of the most dangerous occupations in the United States (U.S. General Accounting Office, 1999). Numerous injuries and death are caused from exposure to high levels of pesticides, fertilizers, and other chemicals used in agriculture; malfunctioning equipment; drowning in irrigation ditches; and exposure to the sun and other heat-related illnesses. Broken equipment, exposure to chemicals, and sun exposure are the most serious threats to the health of migrant children (Dever, 1990; Huang, 1993).

Health Conditions. As a result of the hazardous working conditions and substandard living conditions, migrant farmers and their children are also at risk for health issues such as those generally associated with poverty, high mobility, poor sanitation, and crowded living conditions, and limited access to health care services. In addition to such conditions as HIV, substance

abuse and teen pregnancy, which is also prevalent in the general population, migrant families experience various other health issues, including malnutrition; maternal malnutrition; dental problems; parasitic infections; hypertension; diabetes; respiratory infections; tuberculosis (which is estimated at a rate that is twenty times higher than that of the general population); higher rates of infectious diseases, including those that are sexually transmitted; and mental health problems, including depression, anxiety and substance abuse. All these conditions occur with higher frequency than in the general population (Leon, 1996).

In addition, because of the stressful lifestyles and high-risk situations, depression, anxiety, anger or other emotional or psychological problems may result in more severe family problems. Unfortunately, children often bear the brunt of their parent's negative emotions. A recent study by Larson, Doris, and Alvarez (1990) found that the maltreatment of children was higher among migrant workers as compared to the general population. Interesting enough, those families that did not cross the state border, as compared to those that did, had a higher rate of child abuse reported. The discrepancy may be a result of what each state considers child abuse.

Although there is a network of federally funded migrant clinics, access may be limited by factors that include inconvenience, language barriers, undocumented status, and lack of information about availability. Families may also fit the eligibility profile for public assistance programs such as Medicaid. However, their frequent moves, and the fluctuating nature of their earnings, sometimes prevent them from qualifying (Dever, 1990).

Conclusion

Due to their dependence on seasonal work in agriculture, fishery, forestry, and plant nurseries, migrant families are subjected to a mobile lifestyle that may result in economic depravation, hazardous working conditions, substandard housing and severe mental and health problems.

Migrants seem to follow the same route each time they travel and to return to their home base during the winter months. The ethnic group and job description of these groups helps determine to which migrant stream each group belongs. Although this migration pattern is beginning to change because of the availability of employment in other industries, migrants continue to travel in search of jobs.

Programs that will help improve their harsh lifestyles need to be put in place for migrant workers and their families. They must have access to decent housing, accessible medical care, and improved working conditions. Once the programs are operational, the migrant families must be informed about available services. No family in the United States should be subjected to this kind of lifestyle. Things need to change to help improve migrant families' lives and they need to be seen and heard, instead of being the "invisible ones."

Migrant Student Mobility

Migrant families' lives depend on moving from one area to another in search of jobs within the agriculture, logging, fishing and dairy industries. This can mean moving to several different states (or different cities within the state) within one school year. This student mobility has a negative impact on their education. Over 300,000 migrant students live in the United States today. Although moving once or twice during the public school years may not be harmful, most research shows that high mobility lowers student achievement, particularly for students from low-income, less educated families (Sewell, 1982).

In spite of the fact that migrant programs have improved the educational possibilities for these children, migrant students remain, on average, two years below grade level skills in reading and math. Furthermore, migrant students have the highest school dropout rate, resulting in almost half of all migrant students never graduating from high school (Rothenberg, 1998). Even though it may be impossible to change their mobile lifestyle, an attempt to make some changes within the school system, and within the migrant children's home lives, can assist these unfortunate children. Maybe they will be less likely to face failure.

Meeting the Basic Needs of Migrant Workers

When examining the lifestyle of the migrant worker, it is evident that the main income is provided through work in the agriculture, logging, fishing, or dairy industries. Migrant families usually travel from place to place looking for work. Once the work is finished, they pick up their belongings and move on to another area. Because of the limited wages the workers earn, they can barely survive, sometimes sleeping in cheap hotels, in the vehicles they use to travel in, or worse yet, sleeping in the fields or under bridges (Rothenberg, 1998).

As educators, one can help these families of migrant workers by assisting them to meet their basic needs. This can be accomplished by referring the families to outside resources such as housing programs, food banks, welfare, and health-care agencies. Additionally, educators can help by finding outside organizations such as businesses or churches that can help supply furniture or clothing to families in need (Menchaca & Ruiz-Escalante, 1995). Once the family's basic needs are met, educators can focus on other problems they may have in order to better the chances for these children.

Second Language Acquisition Issues for Migrant Children

Besides the issues that migrant children and their families have to face concerning health issues and living conditions, they face issues that effect the way they learn and develop English skills. These second language acquisition (SLA) issues are unique for this group due to their migrant lifestyle and need to be taken into account. There are four main parts to second language acquisition: sociocultural factors, and language, cognitive, and academic development. These four components combine to create an effective language acquisition program.

Sociocultural Factors. Central to the student's
language acquisition are the sociocultural factors that
affect students' learning. These include their immediate
surroundings and everyday experiences, either in the past,
present, or future. They occur in a variety of contexts
such as home, school, community, and the broader society
(Collier, 1995).

Migrant students need a socioculturally supportive
environment free of prejudices and discrimination, which
does not create a subordinate status for migrant students.
The perceptions of the staff and students need to be that
the migrant students are competent and gifted and their
home language and culture should be respected (Collier,
1995). Schools need to minimize the isolation created by
segregating students in special programs. Students'
self-confidence can be enhanced by providing a school
environment that equalizes the status of the two languages
(Hernández-Chávez, 1984; Spener, 1988).

Language Development. Another key component in
language acquisition is language development, which
includes the oral and written systems of the student's
first and second language across the domains of phonology,
vocabulary, morphology and syntax, semantics, pragmatics,
paralinquistics, and discourse. To assure academic success

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in the second language, the child's first language needs to be developed to a high cognitive level. Then, as students learn the second language, continuous development at a high cognitive level needs to include interactive, problem-solving, discover-based learning, using thematic experiences across the curriculum that involves collaborative interaction with English language peers. This will allow students to develop cognitively and promote oral and written language acquisition (Collier, 1995).

Academic Development. Academic development includes schooling in language arts, math, social studies and science. Work in these areas in the child's first language is necessary, while the second language is taught during other periods of meaningful academic content.

Cognitive Development. When working with migrant students' language acquisition, consideration needs to be taken to assure cognitive growth. Often what happens is that tasks are simplified to help with language acquisition; however, students of other languages need continuous, intensive, and meaningful cognitive activities. Teaching these students thinking skills and problem solving strategies promotes cognitive growth (Collier, 1995).

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Providing an environment that is socioculturally supportive and cognitively challenging, along with assisting in the students' language development by building upon the first language across all academic areas, will ensure a balanced language acquisition program. These components combined will create an environment of success for migrant students.

Improving the Transfer Process

Another circumstance that schools need to address in order to assist the migrant lifestyle is improvement in the transfer process throughout the entire educational system. In an interview posted in Educational Week, Amanda Rivera, principal of a Chicago school that has a transient population, urged that, "Before parents decide to leave, principals should conduct 'exit interviews.' During this time, principals can ask family members why they are leaving and whether they can consider postponing the change until the end of the school year" (Jacobson, 2001, p. 7). If the principal shows concerns and attempts to find solutions to the families' problems, either by referring them to outside agency that can help, or providing them with some options, it could increase the chances of the family staying.

If there is no possibility that the family will remain, important steps should be taken to facilitate school transfer. First of all, materials need to be prepared in advance for transferring students. A comprehensive program could include an informational brochure for parents and a checklist for parents and students transferring in or out of a school (Blanks, 2000). This may help by providing them with suggestions or information that may need that can help make the transfer smoother.

In addition, problems with mobile students stem from lack of prompt record transfer. Students may be given inappropriate placement, and even held back, while their receiving school waits three to five months for their records (Newman, 1988; Sewell, 1982). The transfer of records remains a problem despite the fact that in 1968, the Migrant Student Transfer System (MSTS), was instituted, an electronically based system that provides both a health and academic information on migrant students. This tracking system helps decrease the time it takes for schools to address the need student because school staff will know immediately what support the child may need without putting the students through additional and unnecessary testing that they may have received in

other schools. However, only some states utilize this program. Other states continue to do their correspondence by mail, resulting in a less effective system. Furthermore, a new and improved computerized program is being tested in Florida that will allow schools nation-wide access to transferring students; this program has been said to be much more effective than the MSTS that is in place now. If states throughout the nation would invest in one collaborative system, then student learning time will not be sacrificed.

Because all schools do not have access to a tracking system, an immediate solution may be that schools can provide "portable records" of important papers such medical records, grade level placement, results of state tests, and any paperwork indicating necessary serves that need to be provided for the child. This will ensure that important documents are at hand for the parent to offer to the new school. Teachers can also help by sending a portfolio of the student's work, giving the new teacher an idea of skills that were addressed and problems that the student may have had.

Although transferring within the United States poses many challenges, additional complication are created when students' return to their "home" base which may be outside

of the United States. During this time, students may or may not be attending school. If they are attending school, factors such as the differences in the curriculum, standards, and organization of the school as compared to the United States increases the disorder of the mobile student's life. The differences in these two cultures and the struggle of making a transition from one socioculturally shaped institution to the other is a fundamental part of discontinuity that the unfortunate students face (Macías, 1992). This also complicates the transfer process due to the difference in curriculum and records. At least if students are transferring within the United States, schools have some similarities in curriculum and standards.

The School Environment for Migrant Students

In addition to the need for an improved transfer system, schools that receive the new students need to have a program in place that assists the incoming student. One way in which schools can help migrant children is by providing a welcoming and respectful environment that helps make the students feel comfortable for the short time they are there (Blanks, 2000). Steps can be implemented to help a student adjust to a new school.

If possible, someone from the staff, such as a counselor (preferably one that speaks the language of the migrant), can be assigned to work with new students and their families to help them make this transition with ease. Bilingual handbooks can be provided to acquaint new parents with the procedures and customs of the new school and also provide information on how moving may affect their children. The counseling program can help mobile students recognize and develop strategies to overcome problems, including those associated with moving to a new school. The counseling program can also help students improve self-esteem and build students' feelings of efficacy when dealing with such challenges (Florida U.S. Department of Education, 1990). This can be in place in case of future problems.

It would be beneficial if the school could include a new-student welcoming day or have a special "transitional" class for new students to attend on a temporarily basis until they become more comfortable with their new school. During these classes, a "buddy system" can be set up in which a student from the school can provide tours for the new student. This will allow new students to become more acquainted with the school, and provide them with friends or familiar faces to look forward to seeing each day.

Before and after school tutoring should be made available to help make up for the time migrant students have lost in academics (Blanks, 2000). This should include additional staff such as paraprofessionals, aides, or additional teachers to tutor students in class, in small groups, after school, or during summer programs. Additional activities such as Reading/Writing Institutes, intensive math labs, or project-oriented learning, would be beneficial for migrant students to help increase their academic performance (Implementing School-wide Projects, 1994).

In addition, it is also important to quickly identify new students' interests and tries to find ways for them to plug into school activities (Jacobson, 2001). Allowing them to feel they are a part of the group, and helping them to meet other students immediately, will help reduce the burden of feeling like an outsider and will allow them to concentrate on academics.

Language Support for Migrant Students

Addressing migrant students' educational needs such as providing immediate language support is also necessary. Many migrant students come from the Hispanic population; therefore their first language is Spanish. Schools must have a program in place that would provide immediate

language support either by pulling them out or assisting them in the classroom. Instantaneous attention to any identified language deficiencies will provide students an opportunity to be tested and get help right away, instead of struggling in the classroom as they participate in the long process of language development. This immediate assistance will help prevent lost academic time.

Effective Teaching Strategies for Migrant Students

Besides having language support, teachers need to consider how they can help in the classroom. There are several strategies a teacher can utilize to help improve academic achievement for the highly mobile student. First, teachers need to have all material prepared for students when they arrive. Desks should be available, along with supplies, and textbooks. This provides students with the materials the first day they need them, instead of the usual wait of a week or more to receive them.

A teacher may also plan time to meet with the student individually and meet with the family in order to determine the newcomer's learning styles and interests. This time may be used to explain expectations such as classroom requirements and grading procedures and homework policies, and to provide suggestions for studying for tests. Furthermore, communication with the previous

teacher may also be helpful in determining the student's academic needs and behavior patterns. Being knowledgeable about the curricula used in other schools at the same grade and content areas would be helpful for teachers (Kirkpatrick, 1990). This helps to document what learning has already taken place in order for the teacher to build on the student's knowledge and interests.

When teaching, it is suggested that the teacher incorporate activities in which all students have a role and responsibility, such as cooperative group activities. This will require all students to make contributions and help lower anxiety level by strengthening motivation, self-esteem, and the empowerment of students as they utilize their peers as instructional agents (Menchaca & Ruiz-Escalante, 1995).

By building on students' strengths and weaknesses, personalizing the teaching to their experiences, creating a positive environment through the use of mentors, and using strategies to support student's success, teachers can help students to become confident and comfortable in the classroom. This will increase the chances of the child's staying in school and improving in academic competence.

Conclusion

Due to the high number of migrant students that are falling behind in education and frequently dropping out of school impels educators across the nation to find solutions to help migrant families. In the first place, providing resources to meet the basic needs of the migrant families is necessary. Once their basic needs are met, educators can focus on other areas of need. Then, assisting in the transfer process when students leave school and creating a welcoming environment at new school once they arrive will help students who move from one school to another. Creating a nation-wide system that helps track migrant students and inform future schools of the student's academic needs will improve the transfer process. Establishing programs that allow English learners to get immediate attention and using teaching strategies that addresses their interest and learning styles can assist in academic advancement. Teachers can help to make students' lives easier and decrease lost time in academics. Something needs to be done to help decrease the dropout rate for migrant students. Unfortunately, one cannot change the mobile lifestyle of the migrant student, but schools can help to make education more effective.

Early Family Literacy Programs
for Migrant Families

Many parents or families of the migrant community encounter problems because of their inability to speak English, limited education (or illiteracy) and inadequate job skills (RMC Research Corp., 2001). These factors create economic disadvantages and cause strain on the families. Hence, many parents are required to work additional hours and are limited in the time they have with their children. Consequently, this insufficient amount of education or skills and the lack of time they spend with their children become barriers that prevent students from succeeding in school or prohibit them from obtaining a foundation of learning before school age level. In order to break this cycle of poverty and educational limitations, early education family literacy programs should be implemented (National Evaluation of the Even Start Program, 1998b).

Early Migrant Education Programs

Although there are migrant education programs that serve children from ages three to twenty-one, research shows that the early years of a child's life provide many opportunities to build a strong foundation for educational achievement. Moreover, most academic retention of migrant

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students occurs in kindergarten and first grade; therefore it is imperative that programs be implemented which prepare children to meet the expectations of teachers and schools (Escort, 2003).

Some regular school programs or private agencies provide early education through preschool or childcare for children younger than age three. However, there are two federally funded programs aimed at the early education of migrant children ranging from birth to age seven: Migrant Head Start (MHS) and Migrant Education Even Start (MEES). These two programs help to get students ready for school and to prepare the parents or families by increasing participation in their children's early education or increasing the literacy of the parents and their children.

Migrant Head Start. Based on research linking children's success in school with the socioeconomic status of families, the Migrant Head Start program (MHS) was established in 1966 by the U.S. Department of Health, Education and Welfare. The goal was to provide "comprehensive child development services to increase the school readiness of young children from low-income families" (Gouwens, 2000, p. 54). Since then, the U.S. U.S. Department of Education has administered the program to provide a preparatory program for the most

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disadvantaged children that helps prepare them for kindergarten with the same skills and knowledge as their peers. Head Start plays an important role in addressing the country's literacy needs. Its operating principles of delivering quality early childhood education and parent involvement, and its consistent contact with parents through their children's regular program attendance, create springboards for family literacy (Price, 2001). Additionally, Head Start provides day care and educational, health, and nutrition services to young children from birth to age five. The program also involves parents by encouraging participation and stressing the belief that they are their children's first and most important teachers. Home visits are included that help ensure that basic needs are met and support is provided.

MHS has since been extended to include programs aimed at addressing the needs of children of migrant farmworkers and their families. It has been adjusted to address the challenges of designing a program that accommodates the migration of the family and that includes communication with the family to involve parents actively.

Because of the mobile migrant lifestyles, two types of migrant grantees programs have been established: the Home-based grantees and the Upstream grantees. The

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Home-based grantees are located in southern California, Arizona, New Mexico, and Florida, in the home base for most migrant farmworkers and families. The Upstream grantees are located in Washington, Idaho, Michigan, Illinois, Maine, Indiana, Wisconsin, Nebraska, and Minnesota, the destination work states (Migrant Head Start (MHS) Quality Improvement Center, 2000).

According to Fuentes, Canto, and Stechuk "MHS programs must be flexible enough to meet the multiple needs of migrant families." They continued "the programs...may operate for as few as six weeks per calendar year, or for as long as nine to ten months. Individual MHS Centers may run from 8 [to] 12 hours per day for 5[to] 7 days per week" (1996, p. 16). This flexibility allows migrant families to make use of the Head Start program as it relates to the family's schedule and needs.

Migrant Education Even Start Program. Although building an early educational foundation was the purpose for the MHS Program, a need was perceived for the parents to benefit. The Migrant Education Even Start Program (MEES) was established in 1989 and administered through the U.S. Department of Education Office of Migrant Education. This program not only includes helping children

build literacy before they enter school, but also builds on the literacy of the parents and their families. Policies are based on research that shows "the level of parents' education is a strong predictor of children's success in school" (National Evaluation of the Even Start Program, 1998a). Even Start focuses on three major components: early childhood education, adult literacy or adult basic education, and parenting education.

Both the Migrant Headstart Program and the Migrant Education Even Start program help give a solid educational foundation to children before they enter school. However, the Migrant Even Start Program builds on the literacy of the family and helps to ensure that both the children and the parents are educated. The following information helps explain the important components.

Purpose of an Early Family Literacy Program

The purpose of a family literacy program is to improve educational opportunities for low-income families through the integration of early childhood education, adult literacy (English as a Second Language), and parenting education in a unified family literacy program. The goal is to help parents gain the literacy and parenting skills they need to become full partners in the education of their young children (ages birth through

seven), and assist in reaching their full potential as learners (RMC Research Corp., 2001).

Programs target families who are in most need of services based on a low level of literacy, low economic status, parents with limited English, and families that might not receive assistance from other educational programs. Other need-related indicators are disabling conditions, homelessness, or chronic unemployment (RMC Research Corp., 2001). Families that are considered must make a commitment by remaining in the program for at least two years despite their travel.

Seven Essential Components of an Effective Program

Although programs vary, there are seven essential values that are implemented in "The Even Start Family Literacy Program" (RMC Research Corp., 2001). These are discussed as follows.

Focus on Literacy. The improvement of literacy skills is the primary focus of early family literacy programs. Literacy acquisition incorporates the four domains of language: reading, writing, speaking, and listening. These four components should be combined in meaningful ways through activities involving families.

Family-centered Programming. Because families are the focus in early literacy programs, their needs, goals, and

interests should be taken into consideration when creating a program. As partners they can assist by helping to develop a plan that identifies their needs and priorities, shapes their goals, and builds upon their strengths. A safe and supportive place is necessary in order for families to grow and develop.

Flexibility and Adaptability. Programs should meet the needs of families both in content and the scheduling of services. They should be flexible enough to recognize and accommodate the diverse interests and changing needs of families over time. Programs should also respond to changing needs and population in their communities.

Partnership of Families and Service Providers. In all aspects of program practices, respect for diverse languages, cultures, and life experiences of families should be apparent. Programming staff work with families and other service providers in the community to use resource support networks to assist in providing the needs for the families.

Continuity of Messages and Services. A quality program should consider the changing needs of families and the community by keeping up with the best research-based approaches, consistent values, and curricula that supports all aspects of the program. Such a program also needs to

address the many transitions that families will experience over time and provide services to assist in these transitions.

New Roles and Relationships for Staff. As an integral part of a quality program, staff should be involved in ongoing professional development, be highly qualified, and receive cross-disciplinary training in order to support the various staff roles and responsibilities. A high priority on developing collaborative relationships with key agencies ensures comprehensive services for families (RMC Research Corp., 2001).

These seven components help ensure that a program is suited to meet family needs. Changes are continuous and necessary as the family's needs change.

Three Areas of Required Parental Participation

To better address the needs of parents in the participation of the improvement of their literacy and the literacy of their children, an effective program must be in place. Programs that are most effective provide the following: 1) adult basic or secondary education and literacy programs for parents, 2) assistance for parents to effectively promote their children's educational development, and 3) early childhood education for children. Projects provide some services directly and

build on existing community resources by collaborating with other service providers.

These areas have three related goals: help parents improve their literacy or basic educational skills, to help parents become full partners in educating their children; and to assist children in reaching their full potential as learners. Families are required to participate in each of these three core areas.

Adult Education and Adult Literacy. One of the core areas in an early family literacy program addresses adult education and adult literacy. Adults that qualify must lack sufficient mastery of basic literacy skills, be without a high school diploma or GED, or be unable to speak, read or write in English (Reyes, Scribner, & Scribner, 1999).

The assumption here is that addressing basic skills in education is a critical factor in providing adults with the ability to carry out their responsibilities as parents, economic providers, and teachers to their children. In order to improve self-sufficiency, programs should help adults identify their personal and educational needs; to meet goals related to needs; to increase their English language literacy level; to enhance skills and

opportunities related to employability; and to become able to advocate for, and become teachers of their children.

In order to provide high quality instruction programs, several components should be offered. The programs should promote literacy by including the following: Adult Basic Education (ABE); Adult Secondary Education (ASE); English as Second Language (ESL); and preparation for the General Education Development (GED) certificate.

In order to provide sufficient services to adults, collaboration between agencies is needed for tutoring, vocational and job training, and post-secondary education. Services should be provided in various settings and employ different approaches to learning. Instruction should be relevant to adult lives and have practical applications.

Programs should provide skills that can be transferred to the workplace; they should teach adults reading and writing in the context of life skills, such as preparing a resume, completing a job application, and writing letters. This will allow literacy to build upon critical skills that are needed to obtain a job.

As the ultimate goal, adult programs should address a variety of functional skills and academic goals that will eventually allow parents to read to their children, get a

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job, obtain a high school diploma or GED, and or receive their driver's license.

Parenting Education

Another core instructional component to an effective family literacy program is parenting education. Research consistently shows that children who are read to frequently, taught basic skills such as their ABCs and numbers, and have regular interaction and communication with others, develop a sufficient foundation for early education (Barr & Johnson, 1997). These skills allow the children to achieve a higher level of success once they enter school due to the early exposure than would be possible without such a program.

The goal of the parent education program is to strengthen parents' support of their young child's literacy development and early school success. In order to accomplish this, the following should be included: literacy development of parents and children through increased opportunities and quality of literacy activities at home, assistance to facilitate the child's transition from home to school, aid in the development of interactions between parents and school staff and the community, provision of parent education classes along with methods of dealing with behavior, and improving the

parent understanding of the child's learning and development (National Evaluation of the Even Start Family Literacy Program, 1998b).

Another important aspect in parenting education is that part of the program is home-based, meaning that a staff member assists the parents in creating a stimulating environment in the homes, and enables them to be their child's first teacher. Activities are literacy based and designed to create an interactive learning opportunity for both parent and child. Parents learn how to enhance their children's development through one-to-one interaction and observation during play and other activities. Parents are also given the opportunity to practice the parenting and behavior management skills that are taught in the parent education classes.

Programs provide parents with the educational background to build on their own literacy and that of their children. They also provide knowledge of child development and assist in activities for both parent and child that can increase the child's learning at home. This will be effective in helping parents become "teachers" of their own children (National Evaluation of the Even Start Family Literacy Program, 1998b).

Early Childhood Education for Children

      The third core area in an early family literacy program is early childhood education. In this area, developmentally appropriate educational services for children prepare them for success in regular school (National Evaluation of the Even Start Literacy Program, 1998b). In this part of the program, highly qualified instructors help enhance the child's cognitive and language development in a physical environment that is safe and comfortable for the children while the parent is in classes or training.

      Children participate in various activities that encourage reading. To begin, children are taught the basics for reading readiness. They are taught how to handle a book and follow print. Some activities help to build on phonological awareness skills that help them to identify letters and sounds, later helping them to blend these sounds to form words. Activities also teach specific concepts and skills that all children should learn such as school routines and appropriate behavior.

      The early childhood education program helps prepare children by providing the skills they need to enter school. It also assists in the transition that will be required as they enter kindergarten by including a focus

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in areas such as tutoring, or collaborative activities that will help establish a basic foundation in education.

Additional Supportive Services

An early family literacy program offers additional help and services to families in order to improve their home life. Services are made available for physical and substance abuse, health and safety issues, transportation and daycare expenses. These services provided to the parents encourage them to become better parents, students, and role models for their children.

Because parents are provided these support services, they are able to focus on the children and their needs. It is then up to the parent to take the necessary steps to improve their lifestyle.

Summary

Although programs are in place that allow migrant parents additional help while their children are in school, programs such as Migrant Head Start and Migrant Education Even Start Program help parents who have young children at home. They help establish a foundation for basic education before the child enters school.

Parents are not only provided with support to help their children learn, they are given tools to become better parents and teachers for their children. The needs

are met because services are made available until the parents can support the family on their own. Job training and placement allow parents to become dependent on themselves instead of on government services. Parents can then be seen as positive role models to their children, hopefully breaking the cycle of poverty and illiteracy among this disadvantaged group.

Family Involvement in Migrant Education

Migrant families are faced with many problems inside and outside of the school environment such as economic hardships, cultural differences, and social discrimination (Wright, 1995). Additionally, they face high rates of social and physical isolation, various health and work related problems, and other restricting factors, such as limited English skills and high mobility. These conditions contribute to low academic achievement, a high dropout rate, and other school-related problems (Cranston-Gingras & Anderson, 1990; Guerra, 1979). According to policy analysts, it is in everyone's best interest to search for better ways to educate migrant children (Garcia, 1996; Hayes-Bautista, Schink, & Chapa, 1988; Latino Eligibility Task Force, 1993).

Research shows that in order to reach these students, educators must take into account the migrant families' diverse educational ideologies, social inequalities, the school infrastructure, and interpersonal interaction (Valdés, 1996) between educators, students and the parents. These factors must be taken into account when working with migrant children, because one promising solution to help them succeed is through effective parent involvement.

The Role of the Family in Academic Success

Research consistently shows a correlation between parental involvement and the academic performance of children (Becher, 1986). The more parents are involved with their students and school, the better the students perform academically. Additionally, research suggests that parent participation often enhances student self-esteem, improves parent-child relationships, and helps parents develop a positive attitude toward school (Brown, 1989). Parental involvement helps the children and their educators benefit. Teachers gain confidence in their efficacy to teach (Hoover-Dempsey, Bassler, & Burrow, 1995); the curriculum is transformed as it builds on the "community of knowledge" (González, Moll, Tenery, Rivera, Rendón, Gonzáles, & Amanti, 1993); administrators

strengthen community relations as they interact with parents on a personal basis (Henderson, Marburger, & Ooms, 1986); and schools become more collaborative, working toward the best interest of the child.

Although there is an increase in awareness of the benefits of parental involvement, efforts by school staffs vary greatly across schools. Some schools do their best to provide opportunities for parents to participate. Conversely, many schools make little effort to involve parents in their children's schooling in meaningful ways (Reyes, Scribner, & Scribner, 1999).

Differences in Educational Ideologies

In order to consider parent involvement of migrant students, educators need to consider the difference between what teachers and parents define as "parental involvement." According to Lareau (1989), parent involvement, as perceived by teachers, entails the following: 1) parents helping to promote language development by preparing students for school in such ways as teaching their children the alphabet, and talking and reading to them; 2) parents attending school events such as parent-teacher conferences, PTA meetings, or volunteering in school-related activities; and 3) parents fulfilling any requests teachers make of them including

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activities such as playing word games or working with flashcards.

Migrant parents, on the other hand, especially Mexican parents, believe that their role in their child's education depends on providing nurturance, instilling cultural values, talking with their children, sending them to school clean and rested, and checking their homework (Reyes, Scribner, & Scribner, 1999). In addition, these parents stress morals, values and respect for self and others, good manners, and responsibility toward self and community (Martínez, 1997). Thus, teachers and parents often have conflicting views of the parental role: teachers defined parent involvement as parents supporting the academic achievement of the children inside and outside of school, but parents defined parent involvement as being based on meeting the basic needs of the child and forming the child's character.

Social Inequalities

One of the main problems that exist when working with children in migrant families pertains to social inequalities. Migrant families are often perceived as not being involved because they do not participate in school-related functions, but their lifestyle circumstances often hinder the fulfillment of their

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expected role. Martínez (1997) described three barriers that impede participation in the children's educational activities: lack of English, limited education, and lack of time.

One of the most significant reasons parents do not participate in school-related activities is their lack of English. Most migrant parents do not speak the language and are unable to understand or express themselves in a manner they wish. They may be unable to assist their children in homework or lack the confidence to speak with the teacher because they cannot read or understand English.

Another deterrent that hinders parental involvement is that most migrant parents have a limited educational level or limited skills to assist their children. In fact, 70 percent of migrant parents are functionally illiterate, making it difficult for farmworker families to help their children succeed in school (Rothenberg, 1998). Many parents have not achieved an 8th grade educational level; therefore, they are unable to help their children who reach a higher education level than they themselves completed. They also lack the skills required to create projects or reports. Because the information that is taught does not pertain to their culture or experiences,

or relate to the families' lifestyles, parents are unable to become involved because of the lack of subject matter knowledge. The lessons do not embrace the lore the parents possess, resulting in their inability to be utilized as a resource for their children.

An additional factor that prevents parents from participating is the lack of time that they have to be involved. Because they work in the fields from sunrise to sundown, they only have time to come home to eat, clean up, and sleep. They do not have the extra time and confidence to attend school functions or provide additional assistance with homework. These factors demonstrate the social inequalities that may exist for migrant families. Moreover, parents may be unable to get babysitters, do not always have the transportation to get to the school, and usually work during the hours the activities take place. Many schools do not try to address these obstacles parents face.

Infrastructure of the School

To best address the needs of migrant families, the schools are obligated to look at their infrastructure. One problem is instruction and attendance policies. Research shows that over 300,000 children are migrant workers (Rothenberg, 1998). Because they work on a seasonal basis,

they have to travel from school to school in search of job opportunities for their family. As a result, many migrant students miss a tremendous amount of school and instruction (Menchaca & Ruiz-Escalante, 1995). Excessive numbers of absences can prevent students from being promoted to the next grade level.

Further, there are limited education or training opportunities for students and parents. Parents have limited skills that prevent them from helping their children in homework or projects, and the English barrier often prevents students from truly understanding what is expected of them. Because the school infrastructure does not take into account the migrant families' lifestyles, problems such as these will continue to exist.

Interpersonal Interactions

One of the most critical factors migrant families face is the challenge of interpersonal interaction with school staff. Becher (1996) indicated that teachers need to help break down the personal barriers that are created between the parent and teachers. It is suggested that this may be due to the lack of teachers wanting to share their educational responsibilities with parents, possible biases in attitudes of school officials about appropriateness of parent involvement in "professional matters," or class and

racial stereotypes that may prevent teachers from treating parents as partners. No personal connection is made between the teacher and parent, leaving the parent to feel intimidated and uncomfortable within the school environment.

Additionally, Becher (1996) implied that the bureaucracy within the public school may discourage parents from voicing their concerns, complaints, and demands regarding their children's schooling. It was suggested that opportunity does not exist for parents to interact with teachers or school personnel unless problems occur with the student. These issues need to be taken into account in order to create effective communication and collaboration between the parent and the school.

Elements of a Promising Parent Involvement Program

While many parent involvement programs exist, others are not successful. Williams and Chavkin (1989), discussed seven elements common to all promising parent involvement programs: 1) written policies that specifically address parent involvement, 2) sufficient resources to keep the program in place, 3) continuous training that prepares teachers and staff, 4) approaches that foster partnership between parents and the school, 5) frequent two-way communication between parents and the school,

6) networking with other programs that facilitate external collaboration, and 7) procedures or measures that allow for continuous evaluation. These circumstances, along with culturally sensitive efforts toward understanding, appreciation, and respect for the values and beliefs of these families and effective communication with the parents, are the foundation to a successful program for migrant families (Chavkin, 1996; Valdés, 1996).

In line with these recommendations, Martínez (1997) advocated teaching with a more experimental approach to address cultural differences. In addition, it is recommended that a school hire a coordinator who understands the lifestyles of the migrant culture and acts as a liaison between the families and the school staff. Current research also suggests the pertinence of schools collaborating with other schools, social services, and various other organizations that may help provide the basic needs of the family and reduce the level of the stress that the migrant parents undergo.

Research indicates parents are not able to become as involved in the school as they would like because their main concern is meeting the needs of families. Educational goals are put into a secondary function. Therefore, meeting the needs of the families should be the primary

goal of the school. The way to determine if this applies is by making a home visit. During the visit, a teacher can develop a better relationship with the family, acquire first-hand knowledge of the hardships the family encounters, and achieve a better understanding of the difficult lifestyles the students face.

Next, the educator can brainstorm solutions with the families in order to help them obtain resources to fulfill their needs. This can be accomplished by recruiting the help of outside organizations. Services or donations can be requested to resolve the problems.

Once the families' needs are met, they are able to devote more time to their children's education and worry less about basic fundamentals such as food, clothing, and shelter. Teachers can then work on strategies that attract parents to the school, and create opportunities and methods for them to be involved.

Table 2 consists of a compiled list of strategies to help involve parents. Researchers suggest that a combination of these strategies would be most effective in creating opportunities for parents to become involved in and out of school.

Table 2. Migrant Family Involvement Strategies

Area of Concern	Solution	Strategy
Social inequalities/ language barrier	Bilingual community liaison (preferably one with migrant background)	To help bridge language and cultural differences-- translating and helping to train parents to reinforce educational concepts.
Social inequalities	Modified curriculum	Create a curriculum that relates to lifestyles of migrant families-- culture, values, interest, experiences and concerns.
Social inequalities	Materials in the language of migrants	Provide bilingual or Spanish language books in schools and public libraries/transcribe library collection of oral family histories.
Social inequalities	Social and health outreach programs	Efforts can be coordinated with local school community involvement activities, making them less threatening to parents who are hard to reach.

Area of Concern	Solution	Strategy
Social inequalities	Peer and cross-age tutors for secondary school students	Bilingual liaisons, secondary school advisors, advocates and peer tutors or mentors can reach out and help migrant parents and students.
Educational structures	Flexibility of attendance or instructional program	Provide opportunities for students to make up absences/instruction lost due to work in the fields.
Educational structures	Second-chance opportunities	To help make up missed work.
Educational Structures	Additional training/education for students and parents	Provide additional training or educational opportunities so that parents can help their students with their studies.
Educational Structures	Activities to provide incentive for participation	Door prizes-such as hygiene items that they may need, but can't afford. Arts and crafts that teaches them how to make creative gifts.
Educational Structure	Assist in problems that may create barriers in preventing them from coming	Provide daycare, and transportation, and schedule activities in evening or on weekends.

Area of Concern	Solution	Strategy
Educational Structure	Self-improvement classes	Provide classes that will allow skills for self improvement: cake decorating, sewing or plumbing.
Educational structures	Distance learning	Efforts in public computer centers can provide continuous access to on-line links to colleges and ESL courses.
Interpersonal Interaction	Home visits/face to face interaction	Provide opportunities to visit homes to see first hand of the needs the family have/develop closer relationship with continuous interaction.
Interpersonal Interaction	Helping to meet basic needs	Referring/offering help with outside resources to meet needs of family.
Interpersonal interaction	Sharing secret talents	Workshops that expose skills that parents have in order to share with others.
Interpersonal Interaction	Welcoming environment	Provide environment that is appeasing to the eye and makes parents feel comfortable-- treating them with respect and dignity, less formal conversation.

Area of Concern	Solution	Strategy
Interpersonal Inequalities	Partnership with agriculture industry	Schools can tap into parents' knowledge and request time to allow parents to attend activities during work hours.
Educational ideologies	Parent training	Get parents to understand the benefits of education.

(As adapted from Menchaca & Ruiz-Escalante, 1995; Whitaker, Salend & Gutierrez, Romo, Murray & Velizquez 2000)

Summary and Solutions

Educators need to take into consideration the many factors that effect migrant children's education. Migrant families encounter social, economical and physical obstacles that contribute to low academic success, student dropout, and other school-related problems.

The solution suggested is the increased involvement of parents. Strategies were suggested to help educators create a program to assist parent's in becoming involved at school and to provide opportunities for training or educational services that allow parents or secondary students to gain knowledge and skills.

Although they may try, educators cannot solve this problem alone. In order to make a difference, coordinated community networks must be established of educational,

social, health, psychological and other organizations that focus on the migrant families. Once these networks are in place, parents can focus their energy on being involved in ways that can really make a difference in the education of their children.

Distance Learning in Migrant Education

There are many challenges concerning the education of migrant children. These challenges include educational disruption, cultural and language barriers, social isolation, and other factors that inhibit the ability of children to do well in school and prepare them to make successful transitions to postsecondary education or employment (U.S. Department of Education, 1996). Although there have been programs implemented to help these disadvantaged children, not until the availability of recent technological advancements has there been an encouraging way to help these children as they migrate from place to place. Research to find feasible and effective learning options continues, and pilot programs have been implemented to enhance migrant children's learning. One promising way to reach these mobile students has emerged through distance learning.

Definition and History of Distance Learning

Distance learning is defined as an instructional and learning system that utilizes technology and involves learners and instructors who are not in the same physical location. The distance-learning system is effectively utilized between schools, or among schools, colleges, universities, and even within school buildings and districts (Steiner, 1999).

Distance learning has been around since the 1800s with the implementation of correspondence courses, radio and television broadcasting, cable television services, and with the use of the personal computer along with Internet access. However, in the last five to ten years, distance education has made several changes and advancements making it easier to think of it as a recent development (College Blue Book, 2002).

Correspondence Courses. Early distance learning programs consisted of instructors sending printed course materials to students by mail. Students would do their assignments and then return them by mail. Correspondence courses were flexible, allowing students to work on their courses at a time that was convenient for them, without worrying about a specific timed schedule. Although correspondence courses still exist, mostly for single

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courses, they have lost popularity during these past seventy years because of the more modern technologies (College Blue Book, 2002).

Radio and Television Broadcasting. During the 1930s, radio broadcasting became the first generation of technology to supplement correspondence courses. Radio was followed by broadcast television one-way communication in the 1950s and 1960s. This method worked well for students because it provided audio and visual learning support for lessons and assignments broadcast on radio and television. The problems with this system included minimal interaction between instructors and students, and no interaction at all between students. Another constraint on radio and television courses was time. In order to complete the class assignments, students had to listen to the radio or watch the television at the specific time the course was broadcast, or they would miss the class.

Cable Television. Around 1960, with the introduction of cable television, audiocassette recorders and videocassette recorders solved the time problem posed by the earlier broadcast systems. Courses could now be broadcast over cable channels several times so students could take part in a course at their convenience. With the use of a VCR or tape recorder, students could tape a class

session and then view or listen to the course material at their leisure. Although the use of audio/video cassettes made it more convenient for students, the lack of interaction among instructors and students continued to be disadvantageous (College Blue Book, 2002).

Personal Computers and the Internet. Beginning in the 1980s the personal computer, two-way audio and video conferencing, and the Internet greatly expanded the scope of distance education. Much more information could now be conveyed from teachers to students. More importantly, two-way communication became possible, using interactive video technology such as e-mail, newsgroups, bulletin boards, and internet chat rooms.

Distance learning Today. Today distance education makes use of a wide range of technologies. Distance-learning courses can be divided into several categories according to the primary technologies they use to deliver instruction: print-based courses, audio-based courses, video-based courses, and Internet-based courses (see Table 3). The audio, video, and Internet courses all have variations that can be either taken at scheduled times (synchronous), or have a more flexible schedule taken at any time (asynchronous), that allows students to work at a time that is convenient for them.

Some online courses using synchronous, "real-time" instruction are based upon interactive chatrooms or computer conferencing. Some interactive environments are called Multiple-User Dungeons (MUDs) or Multiple-object Orientations (MOOs). This type of instruction is text-based and facilitates written communication and discussions using a computer on or off campus at a designated time (College Blue Book, 2002).

However, most Internet-based courses are asynchronous and make use of online course management systems. This may included websites, e-mails, electronic mailing lists, newsgroups, bulletin boards and messaging programs (College Blue Book, 2002). Instructors post material and assignments on a designated course Web site, some in the form of text, images, video, audio and even interactive simulations. Students are required to set up computer "folders" in which assignments, test scores, sound files or other course requirements may be placed. On-line discussions can be initiated by posting a comment or question using messaging systems, newsgroups, or bulletin boards. Students log in using a password and join the discussion at their convenience. Some instructors may also set up a specific time for students to enter a chatroom or interactive environment such as MUDs or MOOs. The

instructor may provide feedback through e-mails or telephone calls (College Blue Book, 2002).

In order for students to participate in Internet-based courses, they must have a computer with the appropriate software and Internet access. Table 3 describes the different distance-learning courses that are available and describes advantages and disadvantages of each (Steiner, 1999).

The Future of Distance Learning. Although today, online instruction, two-way interactive video, and one-way prerecorded video are the most popular instructional technologies in distance education, the future promises to provide improved databases, a richer variety of sources, easier access to reliable data, and improved opportunities for learning. As high bandwidth connections to the Internet replace phone connections, the capacity to quickly transmit large amounts of data will increase dramatically. Eventually, high bandwidth technologies will make individualized, customized, and live video interactions possible, with more elaborate video programming. These advancements will create unique opportunities for everyone and may change the regular classroom into a virtual classroom of the future (Steiner, 1999).

Advantages of Distance Learning for Migrant Children

Due to the mobile lifestyle of migrant children and the valuable instructional time that is missed while traveling, distance learning has several advantages that could help migrant children succeed. Some of the advantages are as follows: 1) working at individual convenience--students can continue to work in the fields and have access to classwork at a time that is convenient for them; 2) being able to log on anywhere--they do not have to be at a specific location to logon, they can log on from any location either inside or outside of the United States; 3) working at individual pace--although there may be deadlines, students can work at their own pace, versus the classroom pace, in order to complete the assignments; 4) saving money on transportation to and from school-- transportation is not necessary because courses can be completed anywhere; 5) tailoring a program to fit individual needs--teachers can add assignments that will help to increase skills and concepts the learner needs to improve on; 6) having the freedom to choose what school from which to take the classes--depending on the program and the area that provides the online classes, students might register at any school they want in their "migrant

stream"; 7) students can acquire many skills--learning not only the course work, but improving skills in computers, Internet, reading, writing, and oral communication; and 8) working with people of diverse or similar backgrounds-- migrant students can interact with other students that live in different areas of the country or most importantly, with other migrant students that face the same challenges (College Blue Book, 2002).

Disadvantages/Solutions to Distance Learning for Migrant Children

Although distance learning may seem like the perfect solution for migrant students, there are some disadvantages that need to be addressed. However, these are minimal and with proper planning from the student and educators, most of these can be minimized.

First of all, distance learning requires a high degree of discipline and motivation. Migrant students that are involved in a distance-learning program must be committed to completing work and submitting it by the indicated deadline. Without an instructor to serve as a constant reminder, it is easy for students to fall behind in their work. In order to help solve this problem, educators can send e-mails reminding students of deadlines, postings can be put in chatrooms, and graphics

can be utilized as a form of motivation when work is completed.

Besides the motivation and discipline it takes to participate in distance learning, it can also be lacking in face-to-face social interaction. Students do not get the chance to work on activities or skills with other peers in a direct classroom situation, or receive direct instruction from their teachers. One solution here is to require students to have a partner to work with and meet in a chatroom to discuss assignments or group activities. Teachers can join the chatroom meetings if necessary.

Although they can communicate via e-mail or within chatrooms, an additional disadvantage is the extra time it takes to type and correspond through the Internet (unless audio/video communication is made available). Typing e-mails, conversing in a chat room, and completing assignments online can be much more time consuming as compared to asking questions or having a direct conversation in a regular classroom. Likewise, students have to wait to receive a response from an instructor via e-mail, as compared to the speed of a direct response from a teacher in the classroom. However, the accessibility of audio/video components would decrease some of the problems. An audio component such as microphones and

speakers would allow students to hear one another or hear a teacher and would help to decrease the time it takes to type conversation in chatrooms. Additionally, a video component such as digital cameras or digital video would allow students to see the other person while having conversation, and reduce the need for face-to-face interaction.

An additional disadvantages discussed in the literature is that students also do not have access to the same things made available at their "home-base" school. For example, migrant students do not have immediate access to a full library in which they can utilize resources such as books, journals, magazines, or newspapers. Although they may not have direct access to books and materials provided by the library, the Internet serves as a major resource by providing online journals, magazine articles and references. Additional time and training would be needed for students to become familiar with how to access these resources, but once students understand how to access information, this problem can be diminished.

A further limitation for migrant students with distance-learning is that before and after-school tutoring is usually provided at school sites for challenging assignments. Students participating in distance-learning

lack face-to-face interaction through tutoring, and when problems occur, they may become frustrated. The solution to this problem is to provide online mentors and tutors that can help assist students when needed.

Finally, the literature suggests that social problems occur because migrant students are unable to participate in extra-curricular activities that the school provides such as sporting events, school events, or cultural activities. It is noted that this lack of interaction can make it difficult to build long-term friendships, one important social factor for students at the secondary level. Although students may miss grouped school activities such, a minimal solution would be that social activities be planned for those students who are at their "home-base." Also, the friendships that students create online can eventually develop into lasting friendships.

As noted in Table 3, distance learning has several advantages and disadvantages. It is up to the team of professionals to take the necessary precautions when planning a program and flexibibly adapt the program to fit the needs of the students and improve the learning experience. These problems need to be addressed before distance-learning can become a solution to the main problem, student mobility.

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Table 3. Delivery of Instruction in Distance Learning

Course Type	Print Based	Audio Based	Video Based	Internet Based
Description of courses	• use printed material as medium of instruction correspondence via e-mail • use of fax as option for delivery of assignments • telephone communication	• two-way communication: audio/visual • one-way communication: radio broadcast/ pre-recorded audiotapes	• two-way interactive video conferencing, • one-way video with two-way audio, • one-way live video, • one way prerecorded videotapes	can be combination of: • interactive computer conferencing/chat rooms • websites • e-mail or lists • online course management • bulletin boards • newsgroups
Advantages	• cost effective (no investment of technology tools) • can do work anywhere at anytime	• interaction by means of audio between students and instructor • low cost	2-way Video • interaction made via satellite/ TV (two-way interactive video) Pre-recorded video: • interaction via e-mail or websites • can view on convenience	• can be flexible according to students' schedules
Disadvantages	• lack of interaction with instructor or other students delay between assignment and feedback	• chaotic unless there is a plan for who speaks and when • time consuming • must be done at specific time	2-way video • has to be done at specific time/place • hard to keep all groups engaged Pre-recorded video: • lack of interaction	• need various technology tools/soft-ware • lots of self-discipline because of lack of scheduled meetings • interaction through keyboard
Use in Education Today	supplemented by more modern technology	not widely used, used as supplemental means for main technology	high percentage use of two-way and pre-recorded video, others not used	Used with a mixture of elements: print, video, audio, chats, etc.

Source: The College Blue Book on Distance-learning (2002).

Planning and Setting up a Distance-Learning
Program

Although distance-learning programs must address the unique needs of migrant students, in general there are three elements needed to set up a successful distance-learning course: a sound instructional design, appropriate technology applications and materials, and support for students, teachers, and collaborative partners (Steiner, 1999). These are discussed as follows.

Sound Instructional Design. A distance-learning program must meet the needs of students that are involved in the program, while at the same time meeting the standards that the state requires. The program should have high-quality content that motivates the students, and creates the maximum learning opportunity available (Steiner, 1999).

To begin, funding must be in place to meet the capital cost, equipment, production, facilities, and ongoing operations. It is also important to establish policy, procedures, and programming components.

Besides planning of the distance-learning program itself, teachers need to consider the extensive pre-planning and formative evaluation that is necessary. Teachers cannot "wing it" or improvise on-line. Distance

learners need instructors who are well prepared and organized (Egan, Sebastian, & Welchet, 1991). Learners benefit significantly from a well-designed syllabus and presentation of material (Egan et al., 1991). The use of motivational factors such as visuals and graphics as part of the presentation helps contribute to student understanding. However, these visuals must be tailored to the characteristics of the medium and target students.

Teachers must be properly trained in using the equipment and in the techniques proven effective in distance education. Learners get more from the courses when the instructor seems comfortable with the technology, maintains eye contact with the camera, repeats questions, and possesses a sense of humor (Egan et al., 1991).

Appropriate Technology Applications and Material. One of the first things to consider is the cost of the system. Depending on program needs, several cost components factor into the design of a distance education system. To begin, considerations need to taken for the technology and hardware that will be needed such as computers, videotape players, cameras, digital audio, video and imaging, hypertext and hypermedia, video-conferencing, and speech processing equipment.

Depending on the needs of the student and the desired outcome, consideration needs to be taken for the kinds of software and computer programs that will assist students and their learning. Students and teachers need to be trained in order to use these programs or an online tutorial would be needed.

When considering a distance-learning program, the cost of the transmission and the ongoing expense of leasing transmission means to support Internet access. Wired communications satellite and microwave acces or desktop local-area networks will need to be decided. Connections must be widely and easily available, reliable, and predictable (Heines, 1999).

Because of the equipment breaking down or needing repairs, the cost of maintenance, repairs and updating equipment creates an ongoing financial burden. For migrant students and their mobile lifestyles, the additional cost of making available a technician or having replaceable equipment must be considered.

Additionally, planning and implementing the infrastructure or the foundation network and telecommunications infrastructure for the originating and receiving equipment needs to be taken into account and included in the cost.

Finally, there is the additional cost of program production. This includes the personnel to facilitate the program; the technological and personnel support required to develop and adapt teaching materials; and miscellaneous expenses needed to ensure that the system works successfully: administrative costs, registration, advising/counseling, local support costs, facilities, and overhead costs (Threlkeld & Brozoska, 1994; U.S. Department of Education, 1996; Heines, 1997; Schlosser & Anderson, 1997).

Support for Students, Teachers and Collaborative Partners. In order for a distance-learning program to work, it must include a very important component: support provided to all of those involved. First, a distance-learning facilitator is needed to assist student learning and ensure technology maintenance. In addition, teachers need proper training in order to utilize the program and equipment to assist students in their learning. They should be involved in the program's organization, collaborative planning, and decision making. Students need support to help ensure that they complete assignments, stay on task, and have someone assist them if they are unable to understand the assignment. Instructors need to provide consistent and expeditious feedback to

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maximize the student learning (Schlosser & Anderson, 1997).

Without the proper planning, materials and support, a distance-learning program for migrant students would surely fail. Considerations in each of these areas need to be taken into account and adjustments need to be made as the team of professionals determines the need for change.

Technology-Based Programs for Migrant Students

Some classrooms and schools are using technology to assist in the learning of migrant students, and the U.S. Office of Migrant Education has supported a series of projects that support technology-based programs for migrant students. This began with the concept of providing distance-learning to serve migrant youths.

Initial Distance-Learning Programs for Migrant Students

In the summer of 1992, several pilot distance-learning projects for migrant students were implemented. One such project was Summer Migrant Access Resources through Technology Project (Project SMART). This program originated in San Antonio, Texas and is national in scope. It represents collaborations between the Division of Migrant Education of the Texas Education Agency and its receiving states (Arkansas, Colorado,

Florida, Indiana, Illinois, Iowa, Maine, Maryland, Missouri, Michigan, Montana, Nebraska, New York, Ohio, Pennsylvania, Texas, Washington, Wisconsin, & Wyoming). The goal was to increase the educational opportunities for migrant students utilizing technology that facilitates an interactive distance-learning system and provides educators with many missing links in the educational growth of migrant students (Project SMART, 2003).

During the summer months, instructional broadcasts are made through several local public television stations that are made available to approximately twenty states that participate in this program (U.S. Department of Education, 1996). Project SMART is flexible and designed to accommodate the following instructional delivery models in center-based or home-based summer migrant projects: live, interactive televised instruction; live, non-interactive televised instruction; delayed televised instruction; and video-taped instruction.

Project SMART provides leveled instruction for students in grades pre-kindergarten through high school. The curriculum includes 24 live interactive lessons that are broadcast for eight consecutive weeks each summer and includes additional activities, projects, and games that motivate students to learn and provides opportunities for

families to actively participate in their children's learning (Project SMART, 2003). All instruction centers around the migrant lifestyle in order for the lessons to be relevant to their daily lives. Lessons are provided in both Spanish and English to fit the students' needs. Lessons provide experience with reality-based reading, writing, and math activities; use of technology; sustained and/or accelerated learning through high quality instruction; thematic curriculum that incorporates problem solving and critical thinking skills; and access to coursework that might otherwise not be available.

Teachers who teach the lessons are experienced and skilled in working with migrant students and with television instruction. Local teachers in summer migrant programs are expected to serve as co-teachers and facilitators to help extend the lessons from Project Smart, and also serve as assessors and monitors in the students' progress. Project Smart provides professional development for participating teachers to help them facilitate and build upon the lessons (Gouwens, 2000).

This project offers high school students the opportunity for credit accrual through live or videotaped courses. The following courses are included for high school credit or test preparation: Economics, American

government, Geography, Creative Writing, several Algebra and Geometry courses, and classes that help prepare students for the Texas Assessment of Academic Skills (TAAS) through TAAS Reading Preparation or TAAS Math Preparation (Wisconsin Department of Public Instruction, 2003).

Migrant Instructional Network for Telecommunications Project. Another program called "The Migrant Instructional Network for Telecommunications Project"(MINT) was initiated in 1994, by the Kern County, California, Superintendent of Schools. This program developed and produced live interactive instructional broadcasts for migrant students, teachers and parents. Interaction, using a bilingual format, was made available through satellite with instructors in a distant studio (U.S. Department of Education, 1996).

One example of a show that was broadcast had video-taped interviews of four employees of NASA while at their job site. Then the four employees traveled to a live studio show in Bakersfield, CA, during which students could call in with questions. This interactive segment allowed for students to speak with the NASA employees. The shows were broadcast for students ranging from kindergarten through 12th grade. One goal of the MINT

program is the idea if migrant students are exposed to a variety of careers they will be inspired to learn and reach for higher goals in education.

These programs were developed as an innovative way of addressing the unique lifestyles of migrant children and their families, especially those that experience frequent educational disruptions as a result of repetitive moves within a year (U.S. Department of Education, 1996). Migrant families are served by these learning opportunities that are relevant to their lifestyle, so they can take classes or prepare for test that they would otherwise miss because of their frequent moves. They also serve to inspire students to pursue goals of schooling beyond high school.

Additional Advancements in Technology for the use of Distance-learning in Migrant Education. As advancements in technology have been made, more programs have been piloted that make use of these updated advancements. Today there are five distance-learning projects that have taken the concept even further than the satellite or television. 1) Migrant Education Consortium for Higher Achievement (Project MECHA), 2) Encouraging Students Through Technology to Reach High Expectations in Learning Lifeskills and Achievement (Estrella Project, 2002), 3)

Integrating Technology Into Migrant Education Project

(InTIME), 4) Kentucky Migrant Technology Project (KMTP),

and 5) Anchor School Project. Each of the projects

involves a variety of sources from the community,

technology, and educational partners who contribute

support and expertise to the project (Gouwens, 2000).

Project MECHA. With the use of Web-TV, Project MECHA

supports migrant students in grades three to twelve. This

program is a collaborative project between Barry

University in Florida and the Dade County Public Schools

Migrant Education Program, public television,

telecommunications and software publishing industry

partners, and school districts serving migrant children

and youth in five States: Georgia, South Carolina, North

Carolina, Pennsylvania, and Virginia (Project MECHA,

1999).

Students are supplied affordable Web-TV boxes and

these mobile units travel with them as they follow the

harvest within different cities and states. Migrant

students use the network, their television, and a

telephone line to connect to the Internet and MECHA

teachers (Sistek-Chandler, 1999). The Web-TV units allow

students to access the Internet and e-mail and to

communicate with their teachers at their home base in

Florida. Students also receive assistance from online
mentors through a dedicated Web site (PROJECT, 1999).

The goals of the program are to increase academic
performance, reduce dropout rates, and provide students a
consistent connection to educators who monitor individual
progress through technology. Project MECHA was designed to
help implement comprehensive education over the Internet.
Each student in MECHA has an Individualized Lesson Plan
(ILP) which is available online, and is assigned a MECHA
teacher that helps to monitor the students progress as
they travel. Each time the student moves, the MECHA
teacher contacts the new school and classroom teacher and
provides necessary information on the migrant student.
Besides the ILPs, access to academic and health records
that include demographic information, placement and skill
levels, health concerns, teacher comments and
recommendations are also made available. Because the ILPs
and student information are online, qualified teachers
from various states can have access to the Web site
allowing them to view students' records and work. These
records help the receiving teacher by allowing them to
become aware of the students' current level of
competencies, previous assessments, and areas in need of
work (Gouwens, 2000).

Estrella. Migrant educators in the states of Illinois, Texas, Montana, and New York designed this program. It uses technology to alleviate a pressing problem among a group of high school students whose dropout rate is about 50 percent (Mendels, 1999). The goal is to increase the high school graduation rate and help prepare students for postsecondary education. By providing students with individual laptop computers, software, and online access, Estrella allows students to do course work at their own pace and at their convenience while traveling.

The courses are offered through NovaNET, which is an on-line education company that sells its services to school districts. Students are given bite-size chunks of lessons, sometimes accompanied by video clips, charts, and other multimedia graphics. The lessons include drills, quizzes, and instructional games. Each unit of study generally ends in an on-line test that must be passed before the student can go to the next unit. Students are assigned cyber mentors, college students who communicate with them and help them online. Students are able to meet their mentors face-to-face as they participate in a conference at the college (Estrella Project, 2002). One

drawback to this program is that the cost for each student to participate is $8,000 (Brown, 2001).

Kentucky Migrant Technology Project. KMTP was designed to help K-12 public schools with a significant migrant populations in central and western Kentucky. By utilizing technology to provide a highly motivational, multi-media based curriculum that is specifically adapted to cultural, educational, and language needs of the students, the Migrant Technology Project has addressed the problem of low academic achievement among migrant students (Kentucky Migrant Technology Project [KMTP], 2003).

In order to develop the curriculum for the KMTP program, the Ohio Valley Educational Cooperative has entered into a partnership arrangement with the American Education Corporation. This is a reputable curriculum and software design company that creates curriculum to correlate with ten sets of state core content standards or academic expectations, including Kentucky's Learning Goals and Academic Expectations and the use of NCTM Mathematics Standards. It also correlates with two nationally standardized tests, along with the GED test specifications and the Adult Basic Learning Exam (KMTP, 2003).

Due to the low academic achievement among highly mobile migrant students and the lack of continuity of

education among these students moving from one location to another, educators saw a need for a program especially designed for migrant students. The program goals are to help improve migrant student achievement, decrease the migrant student dropout rate, and increase skills and comfort levels of students and teachers with the use of technology.

There are three important components to KMTP. One is that the Migrant Technology Project team will work closely with the families and teachers of migrant students. The staff will assist and support families and teachers year-round by providing tutors that work directly with students, and interpreters and student family educators that will work in homes and schools to provide services needed. Students and families are taught life-management skills that provide assistance with everyday problems that occur in their environment.

Another component is an online resource for students and teachers. Students have access to a virtual school that offers more than 50 online courses. Districts involved will have computers added to their schools and to different sites in the community where the migrant population will have access to the programs adapted to meet their needs. Teachers have access to Internet

services to locate student records, individual student progress, and work samples immediately after the student is enrolled in the school. High school students will be able to continue their current classes where they left or work on additional education courses that allow completion of the requirements for a high school diploma or a GED.

The final component allows students to have access to the Internet by providing Personal Digital Assistants (PDAs) to use at home or school (KMTP, 2003). The PDAs can store resources such as Spanish-English dictionaries. Using collapsible keyboards, students can work on assignments and transfer their work to the teacher's PDA. The teacher can then dock his or her PDA to a workstation and send assignments to students (KMTP, 2003).

As compared to several of the other distance-learning programs, one advantage to this program is that it is affordable. The cost is about $150 per student, due to the purchase of the PDAs (Brown, 2001).

The Anchor School Project. This program is based in Florida and uses technology to help provide educational continuity to students and their parents. The goals are as follows: 1) to create a rigorous curriculum aligned with high state standards, 2) to provide well-trained teachers with time to learn and practice new skills, 3) to

help parents to become lifelong learners involved in their children's education, and 4) to collaborate with businesses and others to leverage additional resources.

There are several components to the Anchor School Project that help to create a well-rounded distance-learning program. One component is that as families travel through the southeastern states, an anchor staff sets up a portable network at the school sites that enables students to access the Internet. Students are provided with laptop computers and parents are required to learn how to use the computer in order to help students keep up with their studies. An additional service is setting up professional development for teachers to help them work effectively with migrant students. Software is now being developed for students to create electronic portfolios that will be copied onto compact discs for students to give to their new teacher.

Services are also provided to the children's families before and after school to help them obtain a GED. The belief is that helping parents succeed in education will, in return, create lifelong learners who will be involved in their children's education.

The Anchor Project partners with NASA and Gariulo, one of the largest employers of migrant farmworkers

(Anchor School Project, 2001). Project components include a helpline/voice-mail system, portable local area network, an Intranet, individualized instructional planning and assessment, and electronic portfolios.

InTIME. InTime is a project based in Oregon that has explored various technology solutions to support migrants in that area. The project combines several components that help meet a wide array of student and family needs. InTIME uses computer adaptive testing; Spanish-language placement system for mathematics; wireless networked collaborative note taking; instructional uses of software and the Internet; NovaNet online secondary courses; Certificate of Initial Mastery (CIM) summer school, which provides intensive support for developing and improving skills in writing; Mathemagica, which is homework support via public television for middle school students; Ready to Learn, Oregon Public Broadcasting workshops for parents and their children; OMSIS, the statewide student record computer system; and a Website (http://www.intime.k12.or.us) that describes all the activities available through InTIME and a searchable database of social services that allows families to find sources of needed services (InTIME, 2003)

Flexibility of programing, along with the ability to motivate students and enhance their learning, has helped

these five programs to be successful by helping students stay in school and eventually graduate. Because these five programs stress the use of technology, students are now computer literate and have more opportunities that can lead them to higher education (Gouwens, 2000).

Conclusion

If applied thoughtfully, distance learning can be a catalyst that intensifies migrant students' learning opportunities, motivation, and achievement. Distance learning can be used to remove the barriers of time and place for migrant students who have to move across the country, and provide opportunities for interaction among students that can relate to their unique lifestyle. The use of distance learning may stimulate creative ways to construct an educational program that adheres to the adverse impact of frequent moves on the education of migrant students. It may help to forge stronger ties between home and school, and allow families to be involved in the process (U.S. Department of Education, 1996). Although programs may be expensive and challenging to implement, distance learning may now provide migrant students with a chance to succeed in school and graduate, and help to open doors for their future.

CHAPTER THREE

THEORETICAL FRAMEWORK

The purpose of this project is to develop a distance-learning plan for migrant students and their families in the Tri-Cities (Kennewick, Pasco, & Richland) area of Washington State. The project will address the social contexts for migrant education such as demographics, second language acquisition (SLA) issues, and student mobility, in order to better serve migrant families. It will play an important role in the context for learning, in conjunction with family literacy programs. Adding distance learning as a part of overall education programs which also include such elements as family literacy, preschool, and health sources will help to create a foundation for a migrant-education model that will assist in the success of migrant students.

Model for a Distance-Learning Program
to Serve Migrant Families

Appendix A shows the interrelationship of five facets of this project: distance learning, family literacy, family involvement, demographics, and student mobility. These key components together detail how the components of

the framework function to meet the particular needs of migrant families in this service area.

In the Appendix A, demographics and student mobility, together with SLA issues that help determine the ESL needs of this population, are the bases for understanding the conditions concerning the migrant families. At the level of learning context, family involvement is an essential component. Family involvement is incorporated into each facet of the educational or service program (distance learning, family literacy, preschool, and health), influencing the entire context for learning in migrant education.

Foundation for a Migrant Education Model

To understand migrant education, a basic knowledge of demographic and student mobility issues is needed. Once demographics and student mobility issues are understood, then further examination into education and service programs can help to formulate a distance-learning plan that will enhance the education of migrant students and their families.

Demographics. As discussed earlier, the demographics of migrant families play an important role in creating a distance-learning plan. As noted in the literature review, demographics include the history of migrant workers and

the characteristics of the migrant population, as well as understanding of the migrant stream or moving patterns in which migrant families travel. This section also included data from the National Agriculture Workers Survey (NAWS) that included the make-up of the migrant population including average age, ethnic group, gender, and family size.

Additionally, demographics includes some issues concerning migrant families including economic hardships that lead to severe living, hazardous working, and poor health conditions. Understanding how each of these areas affects the lives of these families helps in considering programs that accommodate these areas of concern.

Student Mobility. As discussed in the literature review, student mobility has a negative impact on student achievement and can lead to a high dropout rate. Examining different ways to help create a smoother transfer process for the migrant students and their families can assist in this problem. When creating a distance-learning plan, one must consider the transferring of school and health records, along with immediate access to information about local health care agencies and other resources that can allow the families to receive assistance in areas of need.

Also, examining ways in which the school and classroom teacher can assist in this process can provide an additional advantage for the migrant student and family. This distance-learning plan incorporates strategies for schools and teachers to help in the transfer process, along with ways the immediate school can collaborate with the local community and the migrant families' "home-base" school, to create continuity for the migrant family. This continuity can help to assist in academic achievement and a greater success rate for migrant students.

Context for Learning

The essential component for the context in which migrant students learn is family involvement. Examining how important the family is in the academic success of the student has been an important consideration in this distance-learning program.

Family Involvement. As discussed in the literature review, there is a correlation between family involvement and the academic performance of children. The more the family is involved, the higher the student's success rate. Examining the differences in educational ideologies between the school and the parents, and understanding the social inequalities that these families face, the school

staff can gain insight into the migrant family's lifestyle and cultural views.

Additionally, the literature review discussed important elements for a family involvement plan and ways in which the schools can create an inviting environment for parents for them to participate in school activities. It also furnished teachers with ideas in providing opportunities for parents to assist their children in their education. Suggesting the necessary changes that the school must make and providing educators, with an insight on what they can do to get families involved, is an important element of this distance-learning plan.

Distance Learning. This distance-learning plan will assist both the migrant students and their families. Incorporated in this plan is training for families and students in order to use the technology that is made available to them and how to care for the equipment that is provided. The technology allows the student and family to stay connected to the "home-base school" through e-mail or bulletin boards, to use resources for information from the Internet, to complete projects or work in order to receive graduation credit, to be informed about the necessary health agencies or resources that are available

in the area where they move, and to see what career options are available that otherwise they may not know.

The collaboration of the "home-base school" and the immediate school is an essential element so that the two combined can assist families when needed. Also, providing bilingual cyber mentors as a way to assist the student or the families when dealing with questions in technology or other questions of concern will be beneficial.

A further component to be added to a successful distance-learning program is provision of community support and resources to families. Involving community members in devising ways to better serve migrant families and incorporate their assistance in a distance-learning plan will provide the additional support needed for the families.

Family Literacy. Another important component to this distance-learning plan that helps to incorporate family involvement is the family literacy component. As indicated in the research, one main problem that families face in assisting their children in their education is the fact that many families cannot read or write in English. Knowing this to be a major drawback, finding ways in which to educate the migrant workers' families is necessary.

In this distance-learning plan, families are assisted with courses for learning English and other basic skills, with accessible GED materials, and with home and life management skills in areas of personal finances, household economics, and family health.

Once they move, they can access the Internet to continue their education by courses through a WebCT site and various Internet resources. Also, providing training and insight into optional career choices can help students to increase the desire to complete their studies.

Preschool. Although the distance-learning program is created for students in middle school or high school to help assist them in continuous education in order to graduate, activities can be made available to provide skill training for students before they enter school. Young students can be taught how to play Internet learning games and link to other websites. Parents or families can be provided with training about ways to assist their young child at home.

Health. Although the goal of distance-learning program is to assist in the education of teens or young adults, links can be provided on the main website as a resource for migrant families concerning various health

issues. Distance-learning in the future may include a component of health education.

Summary

A basic understanding of the demographics of migrant families and the migrant stream in which they travel, along with the economic hardships they have to face, helps provide a foundation for educating migrant students. Examining the conditions behind student mobility and learning ways to help create a smoother transfer process for migrant students and their families helps the families through this stressful process.

Additionally, addressing the importance of family involvement in educational and service programs such as distance learning, family literacy, and preschool helps to create an education program that fits the needs of the migrant family as a whole.

Creating a program that insures continuity for students and families will help to increase academic achievement. A distance-learning program that incorporates resources and has the collaboration of schools, teachers, families, and the community as a whole will help to create a higher success rate for students in graduating and accomplishing future career goals.

CHAPTER FOUR

CURRICULUM DESIGN

Migrant Distance-Learning Plan

This distance-learning plan will consist of several components that will provide migrant students and their families with opportunities for family involvement, family literacy, and continuity for mobile students. Information can be made available to help families connect to outside resources that will meet their educational needs.

These combined components will provide migrant students with opportunities to complete assignments and receive academic credit toward graduation. It will also furnish these student and family members with listening, reading, writing, and speaking skills to enhance their English. They will also participate in numerous activities that will increase their computer knowledge and skills. Additionally, this distance-learning plan will allow students and their families to stay connected to the "home" base school, providing a line of communication. Furthermore, it provides information on outside resources in their immediate area such as health care agencies, food banks, welfare, and other service programs.

Components of the Distance Learning Plan

There are three main components of this distance-learning plan: program information, features, and resources. Each of these components will help create a well-rounded distance-learning plan that will assist in meeting the educational needs and basic needs of students and their families.

Program Information

This section consists of four main parts: 1) equipment and staffing for the program, 2) objectives of the program, 3) description of the program, and 4) whom the program serves. It creates an understanding of the basis for this program.

Equipment and Staffing of the Program. In order for this program to be successful, collaboration between the schools, communities, businesses, and outside agencies will be necessary. An initial step in receiving funds for equipment and staffing would be accomplished by donation of laptop computers, funds from grants given by the state, and donation of funds from various businesses. The laptop computers will be equipped with wireless Internet access, a built-in microphone and speakers, a portable printer, and all software needed to begin.

Additionally, a website would be constructed that would provide all the links to assignments, resources, and other websites needed for students and families to access in this online program. It will provide security by the use of user I.D. and passwords. It would provide students with the ability to upload their work, view grades from assignments and assessments, and be able to type their work directly onto an individual "portfolio" page. This site will provide receiving schools access to the portfolio pages in order to view the collection of student work.

Additionally, a technical staff and mentors would be needed to assist in technical problems and with the initial set-up of the program. Teachers and staff members would be needed throughout the duration to run this online program.

Objectives. The objectives are as follows: 1) to allow students the opportunity to continue their education in order to fulfill graduation requirements; 2) to empower students and their families with skills that will increase their computer knowledge and competence; 3) to equip students and families with tools providing them access to resources on the Internet, to assist in completing assignments, to access research information, and to

navigate on various websites; 4) provide students and families the opportunity for continuous communication with the "home" base school, along with contact information on others that may assist them with assignments or technology questions; 5) to create activities in reading, writing, speaking, and listening that will enhance English skills; and 6) to optimize family involvement by implementing lessons that address migrant issues.

These objectives will be accomplished by providing initial training to students and their families during the few months they are at their "home" base. As an initial phase for the families, literacy opportunities will be provided for English as Second Language (ESL) study, citizenship, adult basic education, and GED preparation. This initial training will give parents a foundation in order for them to become actively involved in their children's education along with increased knowledge about career opportunities.

Additional training will consist of how to care for and maintain the computer, and how to perform basic operations such as computer setup, keyboarding, word processing, and Internet navigation. The training will demonstrate connecting to and navigating the distance-learning program website so students can complete

their assignments and their families can be involved in their studies.

Description of the Program. This distance-learning program will allow students and families to correspond with other students and program staff members through e-mail, chatrooms, or forum discussions. These can take place in Spanish or English.

It will encourage family involvement by providing assignments and activities that require families to participate. Students will then complete the tasks online and post to the forum, or to an individual web page, or they will send attachments via e-mail.

Families would also have access to curricula that will allow them to continue their studies. Additionally, they will be provided with support through bilingual mentors or staff members.

The program will provide opportunities for listening and speaking, assigning listening activities that will assist in increasing the student's English pronunciation, vocabulary and comprehension. Students will also create and upload sound files in order to practice speaking, along with several opportunities for English communication in chatrooms with other other students or staff members.

Students and Families that will be Served. The
migrant families that will be served in this
distance-learning program are situated in the western
migrant stream. The states in which they travel can be
Alaska, Arizona, California, Colorado, Idaho, Montana,
Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming.
The students' "home" base will be the Tri-Cities
(Richland, Kennewick, & Pasco) area of Washington State
(along with possible surrounding cities).

Program Features

The program-features section will describe the
components to the distance-learning website, along with
other important parts to the program, such as parent or
family literacy programs, professional development for
teachers and staff, and the use of bilingual cyber
mentors. In the beginning, such information will be posted
in English, and as funds permit, will be translated into
Spanish.

Online Distance-learning Website. Once the students
or family members connect to the distance-learning
website, there will be links that will take them to
specific areas such as the following:

1)   Forum (bulletin board)--students are required to
     participate by post questions or concerns for

the whole class to see, and then answering students questions if possible. Any special announcements will be posted here.

2) Contact list--posting of an e-mail list of e-mail addresses, telephone numbers or addresses for direct contact with peers, staff members, and cyber mentors.

3) Assignment schedule--this will include upcoming assignments, deadlines (example lesson plans are included in the Appendix), links to other websites or resources to assist in completing assignments, and reading material that will be available online.

4) Online quizzes/exams--links to the quizzes or exams that students will need to take, along with a section where their result and grades will be posted.

5) Individual work page--site where students will complete a Student Profile and add necessary assignments for access by receiving schools.

6) Upload file menu--will allow students to upload sound files or additional assignments.

7) Student/family resource--as described in the "resource" section that will follow.

8) Computer care and instructions--used for troubleshooting or technical advice.

9) ESL resources/games--links to other websites that may help with pronunciation of words, and provide additional practice in English.

These nine components of the online program will allow students to complete assignments and assessments, post work, navigate the website and other Internet sites, access various resources, and have continuous communication with others. It will allow them to be involved in activities with their families and other students in order to build better relationships and augment in their academic success.

Professional Development for Teachers and Staff. This program will provide several opportunities for professional development. It will allow teachers help abreast of technology. It will provide opportunities for members to share questions or concerns. Furthermore, the program will allow necessary changes or updates of the program to be accomplished.

Program Resources

On the main page of the distance-learning website, additional links will be provided as resources for students, families, teachers and schools. These links will

give information that will help meet the needs of families, and students, and provide assistance for teachers and staff.

Resources for Families. Several links will be provided on this distance-learning website that will connect families to health care agencies and health care topics, food banks in their area, housing programs, welfare agencies, citizenship sites, ESL learning sites, and curriculum to enable them to continue their education. Additionally, links will be provided for preschool students that can include the introduction of basic concepts and allow continuous practice.

Besides what has already been mentioned in the section on the distance-learning website, links will be made available for students such as learning websites, ESL support, online dictionaries, and learning games. These sites can provide additional practice and support for English skills. Links will be available to teachers to offer ESL teaching strategies and lesson plans, access to student profiles, and examples of the student's distance-learning assignments.

Additionally, a link on the main page will connect schools to the online student-tracking system. This will

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allow the school to access student health records, transcripts, and other records.

Content of Lessons

The components described above will create a distance-learning program that will benefit migrant students, families, schools, and teachers. The Appendix of this project includes examples of the first few lessons that students will use to begin their distance-learning work. Each lesson will be discussed and will provide opportunities for family involvement. Each lesson will address the second-language-acquisition issues faced by migrant students.

Table 4 summarizes how each of these concepts (family involvement, family literacy, demographics, student mobility, and distance-learning) is included in the lessons found in the Appendix.

Table 4. Key Program Facets and Their Curriculum

Implementation

Program Facet	How Facet is Implemented in the Curriculum
Family Involvement	• each lesson provides family participation • lessons are created to address migrant issues • lessons are built on experiences of the family
Family Literacy	• students are required to teach a word in English to family member daily and document it in the journal • several English lessons are built on the experiences of the family
Demographics Student Mobility Distance Learning	• providing lessons that build continuity • utilizing a records transfer system • providing other schools access to student's online portfolio

CHAPTER FIVE

ASSESSMENT

Purpose of Assessment

According to Diaz-Rico and Weed the purpose of assessment is to inform students of their academic status, advise parents of their student's progress in school, and keep a record of the student's level of performance or knowledge. Ultimately, the results of assessments can then be used to modify instruction to support the student's learning (2002, p. 180).

Many forms of assessments exist that test students abilities before, during and after instruction. The purpose of the assessments is to determine students' growth over a period of time.

Instruments in Assessment

There are four main instruments used to assess students learning: proficiency, achievement, diagnostic and placement, and competency tests. These four tests can help determine the level of a learner's performance.

Proficiency Tests

Proficiency tests are used to test the learner's overall ability level in English and are independent from most instructional programs. These tests may include

speaking, reading, writing, grammar, vocabulary and
listening; however, they do not test the learner's
communicative competence and are poor tests for
achievement because they do not align with the
instructional program.

Diagnosis and Placement Tests

Placement tests are used to assign students to a
specific grade level, or are administered to keep track of
the language learner's progress. These tests can be used
yearly as a way to determine the language skills that the
students have developed (Diaz-Rico & Weed, 2002).

Diagnostic tests are used to assess proficiencies in
various skills. For students in English as a Second
Language (ESL), a full diagnostic profile should include
observations of students in multiple settings (classrooms,
home and playground), consider student histories including
medical, family, educational, immigration and home
languages; and information from interviews with current or
previous classroom teachers and other school support
personnel combined with parent observations about language
and performance skills in the home and community
(Concidine, 2002).

Achievement Tests

Achievement tests are used to measure learning that has been acquired following specific instruction. These tests are commonly curriculum based and prepared by the staff. ESL teachers can often make necessary changes to accommodate second-language learners; however, with the push for curricula to be standards-driven, these achievement tests do not align with ESL students' curricular content.

Competency Tests

Competency tests are used to determine if a student gets promoted to the next grade or if they graduate; they may also be known as the "exit exams." In many states, ESL students can be exempt from taking these tests, or the tests may have modifications to assist in the performance of ESL students.

Types of Assessment

There are many forms of assessment that can be used to help determine a student's learning. The four main categories in which the various assessments are characterized are authentic assessment, performance-based assessment, standardized tests, and teacher observation and evaluation.

Authentic Assessment

As Wiggins (1990) described, "Assessment is authentic when we directly examine student performance on worthy intellectual tasks. Traditional assessment, by contract, relies on indirect or proxy 'items'--efficient, simplistic substitutes from which we think valid inferences can be made about the student's performance at those valued challenges." In other words, authentic assessment allows students to learn by being actively involved in the lessons and is designed to increase knowledge and connect to real-life experiences. This is compared to the traditional testing that may not truly measure what the student knows or should know. With authentic assessments, students are given the opportunity to explore science questions or use strategies to solve problems. Additionally, students reflect on their learning through self-assessment activities and strategies.

Performance-Based Assessment

Performance based assessment is a continuation of authentic assessment, which allows teachers to observe student behavior ranging from simple responses to demonstrations of work collected over time (Kulieke, Bakker, Collins, Fennimore, Fine, Herman, Jones, Raack, & Tinzmann, 1990). Performance assessments have two parts:

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standardized, with clearly defined tasks; and less

standardized, containing a list of explicit criteria for

assessing student performance or product but allowing some

leeway for students' individual responses.

Examples of performance assessments that are

standardized are tests, observation, checklists, and

structured interviews (Diaz-Rico & Weed, 2002). This form

of assessment is used to record students' learning in a

timely matter.

A less standardized form of performance assessment

takes more time to record progress because it can be

comprised of a collection of work over time such as the

work that is displayed in a portfolio. Or the task may

require a longer period for students to explore and

research a concept.

Performance-based assessments allow students to be

actively involved in "worthwhile" learning activities, as

they organize facts around major concepts, and then

actively construct their own understanding of those

concepts (Sweet, 1993). Furthermore, performance-based

assessment provides a range of activities that allow

multiple ways to assess students' learning.

Standardized Tests

Standardized tests use a common standard of
proficiency despite variations in local conditions or
students' abilities (Diaz-Rico & Weed, 2002). There are
two common types of standardized tests: norm-referenced
(compare students score to a standardized "norm") and
criterion-referenced (examine how much of a clearly
defined language skill or material students have
mastered). Neither of these forms of testing considers
students' various learning styles and abilities.

Teacher Observation and Evaluation

Teacher observation and evaluation is also a method
to assess learners' competence. Its purpose is to document
observations of the student, while diagnosing his or her
particular learning needs. Teacher observations can be
formal, based on highly structured content, or informal, a
less structured content based on creative activities.

Another way teachers evaluate student learning is by
creating tests. Teacher-made tests allow teachers the ease
of applying their own standards of grading. However, they
may not be as reliable as standardized tests. When
teachers are creating tests, they need to consider what
has been learned; focus on message and function, not just
the form; provide opportunities for group collaboration as

well as individual work; ensure that testing match learning objectives; and include authentic problems in language use.

In conclusion, a teacher needs a variety of ways to measure students learning. The results of the assessments can be used to modify the learning to meet learner needs.

Assessment in the Distance Learning Plan

The unique circumstances of migrant students' distance-learning needs require various ways of assessing students learning.

Due to government mandates, migrant students are required to participate in proficiency and diagnosis and placement tests, along with standardized testing. This determines the level at which students are performing according to these measures and can be used to measure the long-term outcome of the distance-learning program. Students will be tested each year to determine language improvement.

Many forms of assessment are included in this distance-learning program. Not only will students be assessed on their knowledge, but also on what they can do.

One form of testing that is used in the distance-learning program is performance-based assessment.

It will measure student learning by means of oral and written participation and discussions, portfolios, journals, games, quizzes and tests relevant to the content, debates, questionnaires, and written assignments. It will also measure the ability to follow written directions and perform tasks using the computer. Students will be involved in highly interactive, problem-solving discoveries that will allow opportunities for collaborative interaction with peers.

Another form of assessment is by teacher (informal) observation and evaluation. Although it is impossible to observe students directly, observations of their written conversations, e-mails, and conversations through sound-activated chatrooms would allow the teacher to observe how the students interact with one another. It would also provide the teacher with insight on who needs additional help and who can provide this help.

Achievement tests and teacher-made tests will be administered frequently because of the context of the lessons. Activities and assessments will build upon what studens know, but allow opportunities for students to become actively involved in their learning.

Finally, opportunities are available for authentic assessment through journal writing and tests. Journals

will allow students to reflect on their learning, and tests will include an explanation of what they learned and how they learned it. Other opportunities will allow students to plan what they want to learn. The teaching of learning strategies will help facilitate their individualized learning.

In the previous four chapters, all the concepts in the project were explained that are important when establishing a distance-learning program that will assist in meeting the needs of migrant students and their families. The initial instructional plans for the distance-learning program are provided as Appendix B. All the key concepts are integrated into the lessons and every lesson is constructed for the purpose of promoting an effective distance-learning program for migrant students.

APPENDIX A

DISTANCE-LEARNING PROGRAM TO SERVE

MIGRANT FAMILIES

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┌─────────────────────────────────────────────────────────────────┐
│         ┌─────────────────────────────────────────────┐          │
│         │    Education and Service Programs for         │          │
│         │           Migrant Students                    │          │
│         └─────────────────────────────────────────────┘          │
│                                                                   │
│  ┌──────────┐  ┌──────────┐  ┌──────────┐  ┌──────────┐          │
│  │ Distance │  │  Family  │  │Preschool │  │  Health  │          │
│  │ Learning │  │ Literacy │  │Education │  │ Services │          │
│  └──────────┘  └──────────┘  └──────────┘  └──────────┘          │
│                                                                   │
│         Context for Learning: Family Involvement                  │
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│  ┌──────────────┐  ┌──────────┐  ┌──────────────┐                │
│  │ Demographics │◄─│SLA Issues│─►│   Student    │                │
│  │              │  │          │  │   Mobility   │                │
│  └──────────────┘  └──────────┘  └──────────────┘                │
│                                                                   │
│         Social Context for Migrant Education                      │
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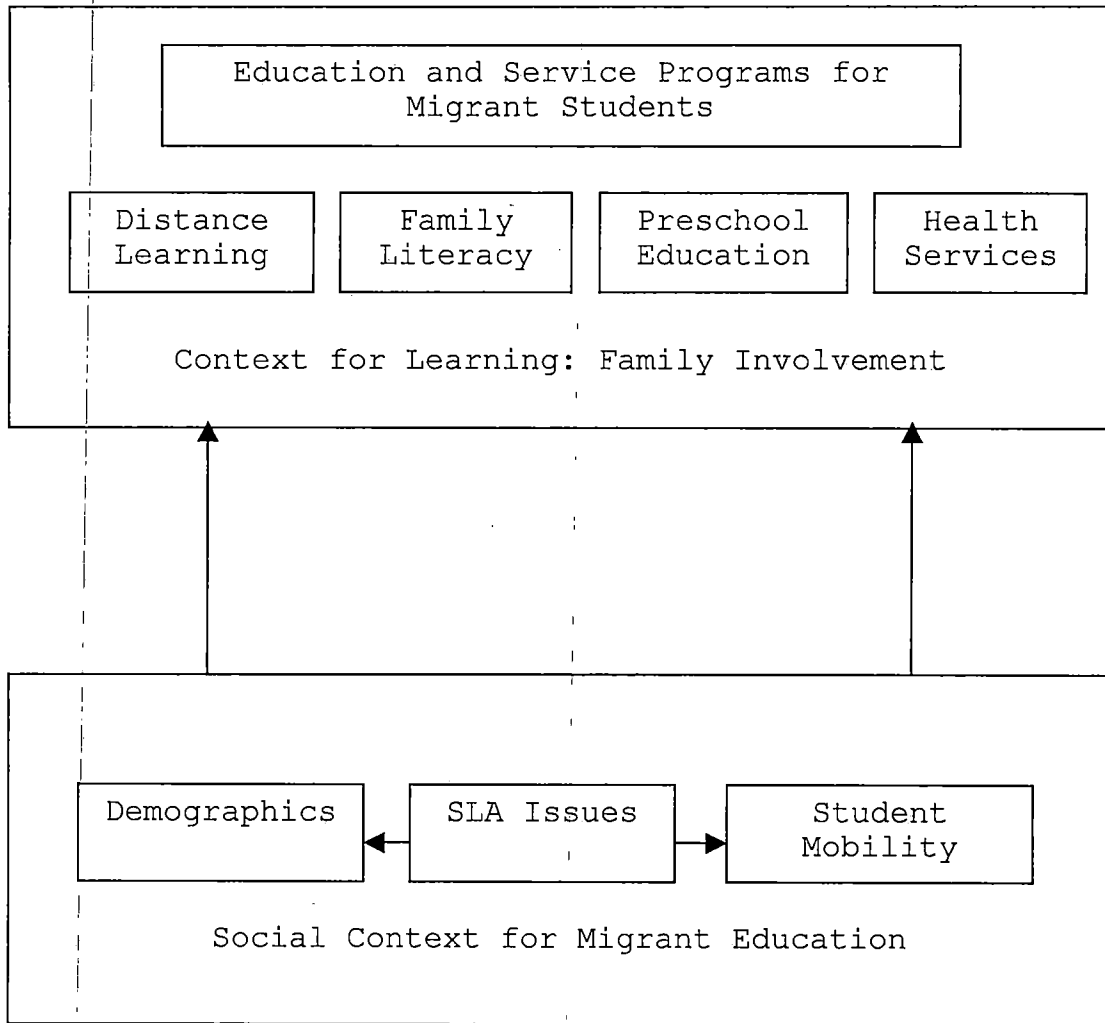
Key: Bold components indicate concepts treated in the review of the literature Chapter 2

Figure 1. Model for a Distance-learning Program to Serve Migrant Families

APPENDIX B

LESSON PLANS

Lesson One
Autobiography Webpage

Grade Level: 8th grade
Fluency Level: Intermediate/Early Advanced
ELD Category: Reading and writing
Content Area: Language arts

ESL Standards:
To use English to communicate in social settings:
Students will use English to participate in social
interaction.

To use English to communicate in social settings:
Students will interact in, through, and with spoken
and written English for personal expression and
enjoyment.

To use English to communicate in social settings:
Students will use learning strategies to extend their
communicative competence.

To use English to achieve academically in all content
areas: Students will use English to interact in the
classroom.

Materials/Media: Computer, printer and Internet access to
website, portfolio page previously set up for
student's work, Focus Sheet 1-4, Task Sheet 1,
Autobiography Rubric

Learning Objectives:
1.   The learner will (TLW) use Microsoft Word to
      create an Autobiography page that will include
      the sharing of personal information, culture,
      and experiences.
2.   TLW evaluate his/her work by using a written
      source to discover or check information and
      revise as needed.
3.   TLW read their portfolio page (Autobiography) to
      a family member and help the family member send
      the instructor confirmatory e-mail about the
      event.

Embedded Technology Objectives:
1. TLW use Microsoft Word to create a written document.
2. TLW change the font style, size, and color to their written document.
3. TLW use bold and underline in the written document.
4. TLW use "Spelling and Grammar Check" (Spell Check).
5. TLW print and save the document.
6. TLW help a family member send an e-mail to the instructor.

Embedded Language Structure/Grammar Objectives:
1. TLW use descriptive words in order to describe himself or herself.
2. TLW use complete sentences.
3. TLW use proper grammar and mechanics.

Key Vocabulary: Autobiography, portfolio, guide, and description

Assessment
e-mail confirmation of event
rubric for Autobiography page (to be used with Lesson 2: sending as attachment)

Resources:
Spanish/English Dictionary http://www.spanishdict.com
Rubistar for the rubrics http://rubistar.4teachers.org
Microsoft Word

Warm Up: Students have previously learned to access the distance learning website by signing onto and navigating it. They have been given prior instructions to sign on to the site daily and go to the "Assignment Schedule" and click on designated lesson.
As a warm-up, the teacher will tell the students that they will be creating an Autobiography page in Microsoft Word and uploading it onto their website at another time.

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Task Chain 1-Autobiography Page
1.   TLW read the directions (Focus Sheet 1).
2.   TLW go to Microsoft Word and experiment with tools such as font size and style.
3.   TLW use the teacher's Autobiography as a guide to assist in the writing (Focus Sheet 2).
4.   TLW use complete sentences and begin typing information about himself or herself including personal information, experiences, and culture in a Microsoft Word document (see Focus Sheet 1).
5.   TLW print and save the work.

Task Chain 2-Editing Writing (Focus Sheet 3)
1.   TLW will click on the designated Writing Checklist link.
2.   TLW print off a copy and use the Writing Checklist to help look over his/her writing and check off the checklist as needed (Task Sheet 1).
3.   TLW change any information that is needed by changing the color of the font and correcting errors as needed.
4.   TLW use Spell/Grammar Check to check his/her work.
5.   TLW print and save his/her work.

Task Chain-3 Sharing of Autobiography (Focus Sheet 4)
1.   After the learner has completed the editing process, he or she will read the page to another family member that is an adult.
2.   TLW have the family member send the instructor a confirmatory e-mail about the event and enter in the assignment code for verification.

Focus Sheet 1
Lesson 1:
Autobiography

Students: PLEASE PRINT THESE DIRECTIONS AND PLACE THEM IN LESSON 1 AUTOBIOGRAPHY OF YOUR "PORTFOLIO NOTEBOOK."

Hello students! Welcome to the first lesson in your Online Distance Learning Class. The first lesson will be on creating an "Autobiography." An <u>Autobiography</u> is information that you write about yourself. When completed, this will be posted on your "Portfolio Page" on the website. (All of this will be explained as you complete the assignment.)

There are five parts to this lesson. Please make sure you complete each part in order to receive full credit.

You are working on a point system. Each lesson will be worth 100 points, once you have completed five assignments and received 500 points, you will eligible for a prize. You will be given one chance to revise any assignment. Additionally, you are required to have a family member participate in each assignment; however, you will be given points for family involvement. Once your family has been involved in five assignments, you will receive something for your entire family to enjoy.

Remember that any time you do not understand a word, click on the "English Translation Dictionary" to help. I have underlined some words that you may have trouble with and have put brief definitions of the word in parentheses next to it. ( )

Please make sure that you print out these pages and place them in your folder. These first few assignments will have many important directions that you will need to refer to frequently.

Good luck with your lesson!!

Part 1-Writing Autobiography

In the first part of this assignment, you will write an Autobiography page in Microsoft Word. You will need to include the following information in your writing:

1. Enter your name, age and <u>description</u> of yourself
2. (tell what you look like)
3. Enter the names of your family members and anything else you may want to share about them
4. Describe the area where you are currently living/places you traveled

5. Describe your hobbies or interest and write about your favorite subject in school
6. Describe one tradition that your family shares

Directions on how to use Microsoft Word:

Most of you have had some experience in using Microsoft Word. These directions will help get you started.

1. Go to Microsoft Word by clicking: START/PROGRAMS/MICROSOFT WORD
2. On the top of your "menu" screen you will see the following words: FILE, EDIT, VIEW, INSERT, FORMAT, TOOLS, TABLE, WINDOW, and HELP. (Click on each of these areas to become familiar what is under each area).
3. Under the words in #2 above, there are three white boxes with arrows. Click on the arrow in the second box and then type a letter on the page. This is your "font style" (the style of letters/writing). Choose which font style you like best.
4. Next to the font style is a number. This is how large your letters will be (font size). Please click on the arrow and make sure the number is on 12 or 14.
5. Next to the font size, you will see the letter style: a **B**, which puts your letters in darker color or **bold,** then an *I*, which slants your letters in *italics,* and then a U which underlines your word or letters. When using the letter style, you click on the letters shown and the color will lighten. This means that your letters will change to that style. In order to stop the style, you have to click on it so that the color is the same as the rest of the menu. Be sure to highlight the text you want to change before changing the font.
6. Next to the letter style are four different boxes with lines. This is how your sentences/paragraph will be lined up (aligned). It will line up to the left, center, right, or justified (lined up on both sides). You will want your writing to line up to the left (first one shown that is next to the underlined U), "left aligned."
7. Explore a little by typing or testing different areas. Once you are ready to begin, you can

erase the page by taking your cursor and clicking on your "mouse button" and dragging and highlighting what you want to erase. After it is highlighted, click the DELETE button.

Begin Writing Your Autobiography

Now you know the basics of using Microsoft Word. It is time for you to begin your "Autobiography." Please use the information above that is to be included on your page (five areas). Please remember to use complete sentences.

Below is an example of how an Autobiography would look. Use it for help or as a guide (something you look at while you do your work to help you do it correctly) in order to complete this assignment. Remember to type in information only about you and your family and vary the sentences as it pertains to you. Please do not copy what the teacher wrote, as it is only about the teacher.

As you are typing, make sure you save your work often. If you do not save it, you may lose all your work. Use the directions below to save your work each time.

Saving Your Work

To save your work, you must:

1. Go to FILE/SAVE AS
2. A "Save As" window will pop up. You will need to find the folder that was created in training.
3. To find the folder click on the arrow next to the box that says "Save in." Click on the "My Documents."
4. Under "My Documents" will be the yellow folder that we had created called "My Distance Learning Portfolio." Click on that folder.
5. Now you will name your document to be saved by going to the box that says "File Name."
6. In this box you will type your first initial, your last name and the assignment which is Autobiography01. If I were to save my assignment it would look like this:
    amaroneautobiography01
7. Please do not add any spaces and do not capitalize any letters.
8. Now click on the SAVE button on the side.

Your document has been properly saved. Remember to save your document often by following the steps above to be sure that you are saving it correctly.

Printing Your Document

You want to print your copy now by going to FILE/PRINT. Check to see that the name of your printer is in the box under "Name" (This should already have been set up for you). Click under ALL (for all pages); make sure the "Number of Copies" is 1, and then click the "OK" box at the bottom.

Hello! My name is April Marone. I am thirty-five years old. I have blond hair and brown eyes. My height is 5'4".

There are eight people in my family. There are two boys: Kenn E. and Scott. Then there are five girls: Rachel, Crystal, Doree and Kim and myself. Finally, there is my mom, Kay. I am now married and have two daughters. I do not live with my brothers and sisters anymore.

I currently live in Kennewick, WA but I have lived in many different places in my life. Since I have been married, I have lived in Twenty-nine Palms, California; Yokosuka, Japan; Memphis, Tennessee; and Barstow, California. When I was living at home, we moved to many places in Washington, Oregon, California, Nevada, Arizona, North Dakota, Michigan, and Minnesota. We did not travel to find work; we traveled because my mom liked to live in different places.

There are several things that I like to do as hobbies. I love participating in outdoor activities such as boating, fishing, hiking, and bike riding. I also love to watch movies, read books, and navigate on the Internet.

My favorite subject in school is social studies because I like to learn about history and I also like learning about other people's culture. Someday I would like to travel to different countries in order to learn about their history and culture.

One tradition my family shares is on the day before Christmas, we open one gift and then on Christmas morning we get up early, have hot chocolate and donuts, and finish opening the remaining gifts.

Focus Sheet 3
Editing Your Work

Part 2-Editing Writing
        The next part of your assignment is to check or
"edit" your work. In order to receive full credit, you
will need to check your work to see that you have followed
directions (be sure to include the five areas), provide
good content (descriptive words), and correct any errors
such as capitalization/punctuation and spelling/grammar.
        Please click on the link WRITING CHECKLIST to assist
you in this process. It will take you to a page that has a
list of things you will need to check before you submit a
completed assignment. Please print the WRITING CHECKLIST
and use it while you are editing. (This will need to be
placed in your "Portfolio Notebook" when you are
finished.)

Find a Document
        If you closed up your files and need to find your
document, go to START/DOCUMENTS/MY DOCUMENTS. Find the
folder "My Distance Learning Portfolio." Click on your
document (your first initial, last name and
autobiography01).

How to Edit
        In order to edit your work, you will change the color
of your font (letter color) and correct any errors. Then
you will save your document again. You will do this by the
following steps:
    1.   On your "Menu" screen at the top, at the very
          end of the row that changes your font size,
          style, etc... is an arrow next to the A that is
          underlined. Click on this arrow and change your
          color to red.
    2.   Now use the writing checklist to check your
          work.
    3.   Drag your cursor to the area that needs to be
          corrected. Put your cursor in front of it. Click
          your mouse. Make the necessary changes. You may
          use your DELETE button or your BACKSPACE button
          on your keyboard to help erase.
    4.   Microsoft Word can help you with grammar and
          spelling error by clicking on the ABC icon with
          a check mark. A window will pop up that will
          show you the errors that you had made. You will
          need to read the information carefully and

either check click on the box for "ignore" or "change." A message will appear when you have completed your spell check.
5. As you continue using the checklist, place a X next to each area on your checklists after you have checked your writing and made the necessary changes.
6. Re-save your edited work..

Focus Sheet 4
Family Involvement

Part 4-Family Involvement

When you have finished editing, show your portfolio page to at least one adult family member. Read it to them in English and translate in your native language when needed.

Then click on this link E-MAIL TEACHER, and have your family member type me a brief e-mail message (in their native language) telling me that they saw and listened to the contents of your page. Please help your family follow the directions on how to "Send an e-mail." Before sending the e-mail, have your parent type in the assignment code from the family member's handbook for Lesson 1 Autobiography.

Part 5-Sending an E-mail

You can send an e-mail by:
1. Clicking on the E-MAIL TEACHER link (or at any time by clicking on the E-MAIL TEACHER link on the main page).
2. An e-mail pop-up screen will be seen.
3. In the SUBJECT part of the e-mail please type in the first initial of your family member and their last name. Then type your first name and the word autobiography01. For example:

    If Carolina Hernandez had her Grandmother Mary Sanchez read her Autobiography, she would type: MsanchezCarolinaautobiography01

    This will show the name of the family member who is sending the e-mail and the name of the student that is related, along with the assignment name and number. (Every time you send an e-mail to the teacher, please include your first initial, your last name and the assignment name. If it is a personal message, type in "personal" instead of the assignment name). The reason for this format is to inform the instructor of who sent the e-mail and what the e-mail is about.
4. Move your cursor to the body of the text (inside the large boxed area) and begin writing the message. Your parent must type in the code for

this assignment from the Assignment/Code List in the Parent Distance Learning Manual.
5. Always check your work for mistakes.
6. After you have completed the e-mail, send it by clicking the SEND button.
7. A message should appear saying "Your message has been sent."

CONGRATULATIONS! You have now completed Lesson 1! Now you know how to use Microsoft Word, send e-mails, edit, print and save your work. A lot of learning in one lesson! Remember that as you complete the lessons you will receive points that will count towards your PRIZE!

In the next lesson, you learn about computer viruses that can be attached to e-mails. Then, you will learn how to send attachments, and send your Autobiography as an attachment with an e-mail. After I edit and correct your work, I will send it back to you and you will upload it to your "Portfolio Page."

Task Sheet 1
Writing Checklist

Directions: After you have completed your assigned writing, read this "Writing Checklist" page. Then, look over your draft and revise it to improve your work. Be sure that you are able to answer "yes" to every question below.

_____ Did I write about the assigned topic?

_____ Did I stay focused on the five areas in the topic?

_____ Did I use descriptive words in my writing?

_____ Did I organize my writing?

_____ Did I choose words carefully to express what I wanted to say?

_____ Did I write in complete sentences and paragraphs?

_____ Did I check for correct spelling by using an online dictionary or spelling/grammar check for any words I was unsure of?

_____ Did I check my grammar by using the grammar help link and spelling/grammar check?

_____ Did I capitalize the beginning of the sentence, names of people, places and things, or any other important words?

_____ Did I use correct punctuation (quotation marks, periods, question marks or exclamation points?)

ASSIGNMENT RUBRIC
LESSON 1 AUTOBIOGRAPHY

Student's Name: _____

Category	4	3	2	1
Grammar & Spelling Conventions	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.
Capitaliza-tion & Punctuation Conventions	Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read.	Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read.	Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow.
Sentence Length & Sentence Fluency	Every paragraph has sentences that vary in length.	Almost all paragraphs have sentences that vary in length.	Some sentences vary in length.	Sentences rarely vary in length.
Focus on Topic & Content	There is one clear, well-focused topic. The main idea stands out and is supported by detailed information.	The main idea is clear but the supporting information is general.	The main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
Following Directions	The student follows directions well and included 5 areas asked.	The student has minimal mistakes in following directions. Most of the 5 areas were included.	The student has several mistakes in following directions. Only a few of the 5 areas were included.	The student did not follow directions well. Not all of the 5 areas were included.

Comments: _____

Lesson Two
E-mail/Viruses

Grade Level: 8th grade
Fluency level: Intermediate/Early Advanced
ELD Category: Reading and writing
Content Area: Language arts

ESL Standards:

To use English to communicate in social settings:
Students will use English to participate in social
interaction.

To use English to communicate in social settings:
Students will interact in, through, and with spoken
and written English for personal expression and
enjoyment.

To use English to communicate in social settings:
Students will use learning strategies to extend their
communicative competence.

To use English to achieve academically in all content
areas: Students will use English to interact in the
classroom.

To use English to achieve academically in all content
areas: Students will use English to obtain, process,
construct, and provide subject matter information in
spoken and written form.

Materials/Media: Computer, printer and Internet access to
website, Focus Sheet 1-5, Task Sheet 1-2: Summarizing
Sheet and Writing Checklist, Assessment Rubric

Learning Objectives:
1.   The learner will (TLW) actively participate in a
      short online video that will allow he/she to
      read, listen, play a game, be quizzed on what
      was learned about computer viruses, and take
      brief notes as needed.
2.   TLW teach a family member how to play the video
      and game, then discuss the content together,
      translating as needed. Then TLW help the family
      member send an e-mail with the confirmation
      assignment code.

3. TLW use a summarizing sheet to create a summmary of the video and include the summary in an e-mail.
4. TLW attach a document to the e-mail by attaching the Autobiography document, and sending the e-mail.

Embedded Technology Objectives:
1. TLW send and attachment with an e-mail.
2. TLW perform a virus scan before opening e-mail attachments.

Embedded Language Structure/Grammar Objectives:
1. TLW use complete sentences in their e-mail and summary of article.
2. TLW use proper grammar and mechanics in their e-mail and summary of article.

Key Vocabulary: viruses, summarize
    Assessment
    summary of article (rubric)
    e-mail verification

Resources:
    Spanish Dictionary http://www.spanishdict.com/
    Rubistar for the rubrics http://rubistar.4teachers.org
    Virus video: http://disney.go.com/surfswell/index2.html

Warm Up: In a written message, the teacher will excite students about learning by explaining that they will watch an online video, play a game, and participate in a fun quiz.

Task Chain 1-Video on Computer Viruses (Focus Sheet 1).
    1. TLW clink on a link that will take them to a site that has a short video. TLW listen, read and follow written and oral directions about computer viruses.
    2. TLW participate in a game that will provide information as he/she tries to kill viruses.
    3. TLW participate in an online quiz that will require the student to read and answer questions about what was learned.
    4. TLW take brief notes to help remember information that was learned.

Task Chain 2-Share the Video with Family (Focus Sheet 2)
     1.   TLW share the video with a family member by
           teaching him/her how to play.
     2.   TLW translate the information from the video to
           the family member.
     3.   TLW have the family member enter the assignment
           verification code in an e-mail as instructed in
           Task Chain 3.

Task Chain 3-Summarizing Video (Focus Sheet 3)
     1.   TLW print off and use a summarizing sheet (Task
           Sheet 1) to help write a brief summary of an
           article of what was learned from the online
           video. The summary will be written in an e-mail
           and sent to the instructor.
     2.   TLW print a copy and use the Writing Checklist
           to help look over his/her writing and check off
           the checklist as needed. (Task Sheet 2).
     3.   TLW change any information that is needed by
           changing the color of the font and correcting
           errors as needed.
     4.   TLW use Spell Check to check his/her work.

Task Chain 4-Sending an e-mail/attachment (Focus Sheet 4)
     1.   TLW follow the steps on putting an attachment on
           an e-mail.
     2.   TLW send the e-mail.
     3.   TLW learn how to safely delete/open an e-mail
           with an attachment.

Focus Sheet 1
Lesson 2:
E-mail Attachments/Viruses

Students: PLEASE PRINT THESE DIRECTIONS AND PLACE THEM IN LESSON 2 E-MAIL ATTACHMENTS AND VIRUSES OF YOUR "PORTFOLIO NOTEBOOK."

Hello! Welcome to Lesson Two. In this lesson, you will learn how to attach documents to your e-mails. You will also learn about computer viruses (as you will learn, this is not like a cold; it is found only on your computer) that attach themselves to e-mails. This lesson will give you a chance to watch a fun online video, play a game, and learn information. Once you have completed the game, there will be a short quiz that will review what you learned. You may want to take brief notes to help you remember the information that you learned. After viewing this video, you will need to start it over and share it with a family member and make any necessary translations.

After the video, you will send me an e-mail that will contain the summary of what you learned, along with the Autobiography01 attachment from Lesson 1. Please follow the directions below and HAVE FUN!

Part 1-Viruses that Attach themselves to e-mails

1. Click on the following link:
   http://disney.go.com/surfswell/index2.html
2. It will take you to an Internet site. Please allow a few minutes to load.
3. During this time, a puzzle will come on and you may play this while the site is loading.
4. Once the site has uploaded, press START.
5. If you want to pass the introduction and go directly to the game, click the GOTO ISLAND button at the bottom of the site.
6. Click the VIRUS CAVE spot.
7. Play the game and kill the viruses.
8. After the game, a quiz will come up. It will quiz you on what you learned and review what was discussed.
9. Take notes as needed. You will need to summarize what you learned later, so write down the key points.

Focus Sheet 2
Sharing the Video

<u>Part 2-Show the game to another family member</u>
In order for other family members to learn about the danger of computer viruses, you will need to share this video with them. Please translate as needed.
1.   Click on "Go To Island."
2.   Click on "Virus Cave."
3.   Show them how to play the game.
4.   Share the information with the family member.
5.   Translate as needed.

In order to verify that your family member(s) participated in the activity above, they will have to enter their code on the e-mail you will send me that will summarize what you learned. Please follow the instructions in Part 3 to do this.

Focus Sheet 3
Summarizing the Video

Part 3—Summarizing the Video

You will summarize the video on an e-mail that will be sent to the teacher. Afterwards, you will learn how to attach your Autobiography document to the e-mail.

1. Summarize the article first by clicking on this link and printing Summarizing Sheet. Follow the directions on this sheet and use it for your summary that you will e-mail.

2. Click on the E-MAIL TEACHER link on the main page.

3. In SUBJECT part of the e-mail pop-up, type in the first letter of your first name and then your entire last name. Then type in autobioattach.

If I were typing this it would be:

amaroneautobioattach

4. Now in the body of the e-mail summarize the information you learned about "Virus Attachments."
   Be sure to
   a. identify important information (who, what, when, where, and how?)
   b. give details on what you learned
   c. use complete sentences
   d. check errors in spelling, grammar, punctuation

5. Click on the Writing Checklist to check your writing and change the font in order to make corrections.

6. Have the family member that participated with you on watching and learning about viruses, type in their code for Lesson 2 at the bottom of the e-mail with their name next to it.

7. Print off a copy of the e-mail you will send by going to FILE/PRINT. Put this in your "Portfolio Notebook" in your Lesson 2 section. DO NOT CLOSE THIS PAGE IN PART 4, YOU WILL NEED TO ATTACH A DOCUMENT BEFORE SENDING!

Wow! You are almost finished. Read the directions in the next section on how to send an e-mail attachment.

Focus Sheet 4
Sending/Receiving E-mail
Attachments

Part 4-Sending/receiving an e-mail attachment

When sending an e-mail attachment, you need to follow these steps below:

1. On the e-mail page that you have been working on, click on the box at the bottom that says "Attachment."
2. A small box will open that says "Attach." In the box that says, "Look in," click on the arrow and look for "My Documents."
3. In "My Documents" you will see a folder that says, "My Distance Learning Portfolio." Double click on that folder.
4. Look for the folder that has your name along with autobiography01 at the end. Double click on this.
5. Now the e-mail box will show up again. This time you will see a disk icon on it that displays the name of your attachment.
6. Click on the SEND button and a message should appear that your message has been sent.

***IMPORTANT INFORMATION: WHEN RECEIVING E-MAIL THAT HAS AN ATTACHMENT, PLEASE FOLLOW THESE IMPORTANT STEPS:

1. As you learned, delete all mail of people that you do not know. Do not open the mail!
2. If someone you know has sent you an attachment, ALWAYS SCAN THE ATTACHMENT FIRST! Since you already have a virus program installed on your computer, when you open your e-mail a screen will pop-up and ask if you want to "scan for a virus." Always say yes.
3. If a message shows that "No Virus is Detected," you can download the attachment by clicking on "Download Now." After a few minutes, you will be able to view the download.
4. If a message appears that detects a virus, DO NOT DOWNLOAD FILE! Close the e-mail by clicking on the X in the box on the upper right. Then DELETE you e-mail by highlighting the e-mail folder and clicking DELETE.

CONGRATULATIONS! You have completed Lesson 2! Your points are stacking up! I hope you enjoyed this lesson and I hope

you enjoyed some important things about e-mails and attachments!

Now you can go back to that same website and learn more about using the Internet by playing the other games such as:

Temple of Tact: How to use Internet language
Privacy Falls: Learning not to give out personal
  information
Challenge of Doom-Games to review what you learned

Task Sheet 1
Summarizing Sheet

Directions: When you summarize something, you are briefly giving a description of what you want to share. For instance, when you see a movie and someone wants to know what the movie is about, you briefly tell him or her about the movie; telling them what it is "mainly" about. You do not tell them every detail of the movie. Summarizing is just telling an overview of something by describing the main points. Follow the directions below to begin your summary and use the bottom of this paper or the back to write your summary.

1.   Out loud with a family member or by yourself, describe briefly what you learned from watching the online video about viruses (you may use your notes for help).

2.   Now, write down exactly how you would explain it to someone. Remember to be brief and discuss the main points.

3.   After you are finished writing, reread your summary and delete or take out any information that is not important.

4.   Organize the remaining content into a summary by discussing the important contents of who, what, where, when, why and how. Give brief details of what you learned by discussing the main points. Use complete sentences and check for errors in spelling, grammar and punctuation.

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Task Sheet 2
Writing Checklist

Directions: After you have completed your assigned writing, read this "Writing Checklist" page. Then, look over your draft and revise it to improve your work. Be sure that you are able to answer "yes" to every question below.

_____ Did I write about the assigned topic?

_____ Did I stay focused on the areas in the topic by describing the important parts?

_____ Did I use descriptive words in my writing?

_____ Did I organize my writing?

_____ Did I choose words carefully to express what I wanted to say?

_____ Did I write in complete sentences and paragraphs?

_____ Did I check for correct spelling by using an online dictionary or spelling/grammar check for any words I was unsure of?

_____ Did I check my grammar by using the grammar help link and spelling/grammar check?

_____ Did I capitalize the beginning of the sentence, names of people, places and things or any other important words?

_____ Did I use correct punctuation (quotation marks, periods, question marks or exclamation points?)

Rubric
Summarizing Video

Student Name _____

Category	4	3	2	1
Identifies important information	The student lists all the 5 main points of the video.	The student lists 4 main points of the video.	The student lists 2 or 3 main points of the video.	The student lists 1 main point of the video.
Grammar & Spelling Conventions	The writer makes no errors in grammar or spelling that distract the reader from the content.	The writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	The writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	The writer makes more than 4 errors in grammar or spelling that distract the reader from the content.
Capitalization & Punctuation Conventions	The writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read.	The writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read.	The writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	The writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow.
Following directions and sending e-mail Attachment	The student follows directions well on sending an e-mail and attachment.	The student attempts to follow directions on sending and e-mail with an attachment. Few errors occurred.	The student has several errors in sending an e-mail and attachment, but was able to send it.	The student was unable to follow written directions and needed additional assistance in send e-mail/attachments.
Summarization	The student uses only 3-5 sentences to describe clearly what the video was about.	The student uses several sentences to accurately describe what the video was about.	The student summarizes most of the article accurately, but has some slight misunderstanding and uses many sentences.	The student has great difficulty summarizing the article.

Comments _____

Lesson Three
Forum-Peer Review/Response

Grade Level: 8th grade
Fluency Level: Intermediate/Early Advanced
ELD Category: Reading and writing
Content Area: Language arts

ESL Standards:
      To use English to communicate in social settings:
      Students will use English to participate in social
      interaction.

      To use English to communicate in social settings:
      Students will interact in, through, and with spoken
      and written English for personal expression and
      enjoyment.

      To use English to achieve academically in all content
      areas: Students will use English to interact in the
      classroom.

      To use English to achieve academically in all content
      areas: Students will use English to obtain, process,
      construct, and provide subject matter information in
      spoken and written form.

Materials/Media: Computer, printer and Internet access,
      Focus Sheet 1-4, Forum Discussions Rubric

Learning Objectives:
      1.   TLW upload his/her Autobiography to a portfolio
           page.
      2.   TLW read all other student portfolio pages and
           formulate questions for a chosen student
           concerning his/her Autobiography.
      3.   TLW participate in discussion by posting his/her
           questions/responses on the FORUM. TLW also ask
           another student to become partners and trade
           e-mail addresses as a way to correspond with one
           another.
      4.   TLW share information about their partner to a
           family member and help the family member send an
           e-mail confirmatory message of the event.

Embedded Language Structure/Grammar Objectives:

1. TLW use complete sentences during forum discussions.
2. TLW use proper grammar and mechanics during forum discussions.

Key Vocabulary: reply, formulate, forum

Assessment: Forum Participation Rubric

Task Chain-1 Upload Autobiography to Forum (Focus Sheet 1)
1. TLW edit the Autobiography document that was returned from the teacher.
2. TLW upload the Autobiography to the "Portfolio Page."

Task Chain-2 Read/Respond to Autobiographies
          (Focus Sheet 2)
1. TLW read other student autobiographies and choose one student's that he/she finds interesting.
2. TLW formulate three questions that he/she will ask the student in order to learn more about the person.
3. TLW check over and edit the questions as needed.

Task Chain-3 Posting to FORUM (Focus Sheet 3)
1. TLW post three questions on the FORUM.
2. TLW respond to any questions that another student may have asked concerning the learner's Autobiography.
3. TLW learn to post a message to the FORUM asking another student if they can be partners and trade names and e-mail addresses in the message as a way to correspond with one another in English or their native language.

Task Chain-4 Sharing Information about Their New Partner
          with Family Members (Focus Sheet 4)
1. TLW tell his/her family about their new partner and describe three things they learned about him/her.
2. The learner's family will send an e-mail telling the teacher that the student has discussed the partner situation with them.

Focus Sheet 1
Lesson 3:
Forum Peer Review/Response

Students: PLEASE PRINT THESE DIRECTIONS AND PLACE THEM IN
LESSON 3 FORUM DISCUSSION IN YOUR "PORTFOLIO NOTEBOOK."

Hello students! Welcome to Lesson 3. This lesson will
teach you how to upload your assignments to your
"Portfolio Page," teach you how to post (type messages) to
the FORUM (the FORUM is an area on the website where most
the communication takes place either between students and
students, teacher and students, or student and teacher),
and reply (answer) to messages put on the FORUM. You must
learn how to post and reply to messages on the forum
because new messages will be added daily (check the forum
daily for these postings). Class participation on the
forum is required. Those students that frequently help
others will be given extra credit points.

There are four parts to this lesson. Please make sure
you complete each part in order to receive full credit.
You will be graded on how well you followed directions,
how well you formed questions, and how well you
participated in forum discussions.

Also, if you do not understand a word, click on the
"English Translation Dictionary" to help. I have
underlined some words that you may have trouble with and
have put brief definitions of the word in parentheses next
to the word. ( )

Good luck!

Part 1-Upload Assignments to Portfolio Page
In Part 1 of this lesson, you will learn how to
upload things onto your web page/portfolio page.

1. First, read the e-mail that I had sent you that
   is returned mail from your Autobiography
   attachment.
2. Remember that before you open the attachment, do
   a Virus Scan by clicking on "Scan for Virus."
   Once it has completed and says, "No Virus was
   found," you can "View Attachment."
3. Look over your Autobiography for any additional
   corrections that the instructor has made. If
   changes have been made, you will need to print
   this page and then make these changes on your
   original document. (To find your document, look

under the instructions in Lesson 1-Find a Document. Remember to SAVE these changes!).

4. After you have made the changes, you will need to upload your Autobiography onto your Portfolio Page by going to the main page of the website and clicking on your name under "Student Portfolios."

5. You will need to type in your I.D. and Password in order to have access to this page.

6. Once this page opens, at the top of the page will be the following signs: UPLOAD, SAVE CHANGES, and DELETE PAGE. Go to UPLOAD.

7. On the UPLOAD screen, you will need to look for your edited document by going to START/MY DOCUMENTS/MY DISTANCE LEARNING PORTFOLIO and find your document.

8. Click on the UPLOAD NOW button and wait for it to be uploaded.

9. Once it has been uploaded, click the button SAVE CHANGES and your file will be saved.

Focus Sheet 2
Read/Respond to Autobiographies

Part 2-Read/Respond to Other Student's Autobiographies

    In the next part of this assignment you will read the Autobiographies of other students. As you read them, choose one that interests you. Maybe you would like to learn more about that person or maybe they have similar interest as you. Follow the directions below to access (have the ability to get to) other students' portfolios (Autobiographies).

Accessing Autobiographies

    In order to get to other students autobiographies, you must follow these steps:

1. On the main page of the website, click on "Student Portfolios"
2. Type in the word view in the user I.D. box
3. Type in the word guest for the password
4. Once you get to the page that lists the names of the students, click on a student's name.
5. Read that student's Autobiography. Then, once you are finished, click on another student's Autobiography. Continue reading the Autobiographies until you find one that interests you.
6. As you are reading the autobiographies, think of three questions you may want to ask this person in order to learn more about him/her.
7. Write down the name of the person of whom you will ask the questions and click on the EXIT link in order to get out of the Autobiography page.

Formulating three questions

    You should have read other student autobiographies by now and have made a choice on to whome you will write. Now you need to formulate (form; create) 3 questions to ask the other student and add comments where you desire. You can use the following for help:

1. Ask questions concerning the family.
2. Ask questions about the place in which they live, or places where they have been.
3. Ask about their hobbies or interests.
4. Ask about their favorite subject in school.

Focus Sheet 3
Posting to Forum

After you have decided on your three questions, you will need to post the questions to the FORUM. Please follow the directions in Part 3 to do so.

Part 3-Forum Discussions
Forum Directions: Full participation in forum discussions will be a large part of your grade. You are required to check the FORUM daily or as often as you can because messages will be posted here often.

In order to use the FORUM, you must be able to post messages and reply to messages. These next two parts of the assignment will allow you to do this.

1. Go back to the main page of this website.
2. Click on the FORUM link.
3. Type in your name and your password.
4. In the FORUM, click on CREATE NEW MESSAGE.
5. Type a message to the student that you have decided on.
6. Begin by typing in the student's name and then asking the three questions/comments that you decided on.
7. After you have finished the message, reread the message and edit as needed. Click on SUBMIT, if you want to send it; PREVIEW, if you want to look at your message again; or CANCEL if you decide you do not want to send this message. (Please remember to SUBMIT your message when you are finished. You should be able to see your new message posted on the FORUM).
8. Remember that once you have received a message from another student, you must respond to that student's message by clicking on REPLY TO MESSAGE. Always include the person's name that you are writing to and your name.
9. Do not check out of the FORUM yet because Part 5 requires one more activity.

Finding a Partner
Now that you know how to use the FORUM, you are now required to get a partner for when you need assistance on an assignment, as a way of practicing your English or as a way to make friends.
1. Create one last message in the forum and ask a student to be your partner. (You may choose the

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same student that you asked the 3 questions to, or you may choose another student). Please be sure to choose someone that does not have a partner. If someone has asked you to be a partner, reply to his/her message.

2. Click on CREATE NEW MESSAGE and type your message.
3. Include in the message the student's name, your name, and your e-mail address.
4. SUBMIT your message.
5. Sign off of the FORUM by clicking on SIGN OFF.

Focus Sheet 4
Sharing Partner Information

Part-4

     Now that you have decided on a partner, you will share the information you learned about him or her with a family member. Once you have shared your partner with your family, have your family member send the teacher an e-mail and put in the code for Lesson 3 from the codebook in the body of the e-mail. (Look in your Portfolio Notebook if you need assistance on how to send an e-mail from Lesson 1).

     Also, in the subject line of the e-mail, have your family member type in the first initial of their first name and his or her entire last name. After his or her name, type in your first name and forum03. For example: If Carolina Hernandez had her Grandmother Mary Sanchez read her Autobiography, she would type:

MsanchezCarolinaforum03

     Remember that family involvement is an important part of your grade. Those students who have full participation from their families will receive something special for the family to enjoy!

     CONGRATULATIONS! Now you have completed Lesson 3. You may check your points on Saturday of each week by clicking on the CHECK MY GRADES link located on the main page. For every 500 points, you will receive an apple icon that will be used for your prize. You are almost there!

Rubric for Forum Discussions

Category	4	3	2	1
Forum Participation	The student accurately posts several questions and responds to each question in the forum. He/she posts to the forum often (daily).	The student posts questions to the forum and responds minimally to the questions asked. He/she posts to the forum frequently (more than two or three times a week).	The student makes a slight attempt to posts questions or responses to the forum (he/she posts more than once a week).	The student does not make much of an attempt to post questions or responses to the forum (he/she posts once a week or less).
Grammar & Spelling Conventions	The writer makes no errors in grammar or spelling that distract the reader from the content.	The writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	The writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	The writer makes more than 4 errors in grammar or spelling that distract the reader from the content.
Capitalization & Punctuation Conventions	The writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read.	The writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read.	The writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	The writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow.
Recognition of Reader (Voice)	The reader's questions are anticipated and answered thoroughly and completely.	The reader's questions are anticipated and answered to some extent.	The reader is left with one or two questions. More information is needed to "fill in the blanks".	The reader is left with several questions.
Sentence Structure & Sentence Fluency	All sentences are well constructed with varied structure.	Most sentences are well constructed with varied structure.	Most sentences are well constructed but have a similar structure.	Sentences lack structure and appears incomplete or rambling.

Comments_____

Lesson Four
Poetry Discussion/Journal

Grade Level: 8th grade
Fluency Level: Intermediate/Early Advanced
ELD Category: Reading and writing
Content Area: Language arts

ESL Standards:
　　To use English to communicate in social settings:
　　Students will use English to participate in social
　　interaction.

　　To use English to communicate in social settings:
　　Students will interact in, through, and with spoken
　　and written English for personal expression and
　　enjoyment.

　　To use English to achieve academically in all content
　　areas: Students will use English to interact in the
　　classroom.

Materials/Media: Computer, printer and Internet access,
　　Focus Sheet 1-4, Task Sheets 1-2, poem "Tierra
　　Prometida: The Promised Land," feelings organizer,
　　and poetry analysis worksheet, Rubric for Forum
　　Discussions and Rubric for Poetry
　　Interpretation/Feelings Organizer/Journal Entry

Learning Objectives:
　　1.　　The learner will (TLW) use a pre-write activity
　　　　　describing feelings he/she has about being a
　　　　　child of a migrant worker.
　　2.　　TLW read a poem and use a poetry analysis sheet
　　　　　to help interpret what he/she thinks that poem
　　　　　means and reflect on how it makes him/her feel.
　　3.　　TLW participate in discussions by responding to
　　　　　the posting of a thread and responding to
　　　　　messages from other students that are posted on
　　　　　the FORUM.
　　4.　　TLW discuss the poem with a family member and
　　　　　share in the interpretation and how it makes
　　　　　him/her feel.
　　5.　　TLW create a journal and write the family
　　　　　members' responses in it.

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Embedded Technology Objectives:
1. TLW share in discussions by the use of "threads" (writing starters) that the teacher posts on the forum.
2. TLW begin an on-line journal.

Embedded Language Structure/Grammar Objectives:
1. TLW use complete sentences during forum discussions.
2. TLW use proper grammar and mechanics during forum discussion.

Key Vocabulary: analyze, journal, interpret, thread
Assessment
Forum participation
Rubric for poem interpretation/organizer & journal entry

Resources: Poem
Alacón, F. (1993). "Tierra prometida: The promised land," found in Voices from the Fields, by S. Beth Atkin. Boston: Little, Brown and Company.

Task Chain-1 Pre-write Activity (Focus Sheet 1)
1. TLW use a pre-write activity describing feelings he/she has about being a child of a migrant worker (Task Sheet 1).
2. TLW save and print document.

Task Chain-2 Read/Analyze Poem (Focus Sheet 2)
1. TLW will read the selected poem.
2. TLW analyze the poem and interpret what it means to them by using the poetry sheet that has been supplied (Task Sheet 2).
3. TLW save and print document.
4. TLW upload pre-write/poetry analysis documents to website.

Task Chain-3 Respond to Forum Thread (Focus Sheet 3)
1. TLW write a response on the forum to a "Thread" that the teacher has written.
2. TLW respond to other students' messages in the forum.

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Task Chain-4 Sharing of Poem with Family Member (Focus
          Sheet 4, part 4)
     1.   TLW read the poem to a family member in both
          English and Spanish.
     2.   TLW share in a discussion what the poem means to
          him or her and what it means to the student.
     3.   TLW share in a discussion on how it makes
          everyone feel.

Task Chain-5 Create a Journal (Focus Sheet 4, Part 5)
     1.   TLW learn how to create a journal.
     2.   TLW write a summary of the discussion that he or
          she had with the family member.
     3.   TLW be required to write in the journal daily
          and teach a family member a new word in English
          every day. TLW input this word into daily
          journal writing.

Students: PLEASE PRINT THESE DIRECTIONS AND PLACE THEM IN
LESSON 4 POEM INTERPRETATION/JOURNAL IN YOUR "PORTFOLIO
NOTEBOOK".

Hello students! Welcome to Lesson 4. There will be five
parts to this lesson. In this lesson, you will read an
inspiring poem written for migrant children and their
families. As you read the poem, you will interpret (explain,
translate) what it means to you and how it makes you feel.
You will then be required to respond to a "thread" on the
forum. A thread is a question or comment that requires you to
write a message. You will participate in the discussions of
the poem and respond to other student's messages.

After you have made your comments on the forum, you
will read the poem to a family member, first in English, then
in Spanish (it is written in both languages). You and the
family member will share in the discussion of what the poem
means to each of you and how it makes you feel.

Then, you will be required to create a journal (a
diary, daily writings about your life) that you will be
required to write in daily. For this first journal entry, you
will share with the teacher a summary of the discussion you
and your family member had together. The remaining journal
entries will consist of whatever you want to share with the
teacher (all journals are confidential). As a form of family
involvement, you will be required to teach a family member a
word of English each day. You will share this word that you
taught them in the journal.

Enjoy this assignment!

Part 1-Pre-write Activity

Before you read the assigned poem, please click on the
link, ORGANIZER. Use the bubbles provided to type in words of
how you feel being a child of a migrant worker.

Save the poem in your Distance Learning Portfolio,
using the first letter in your first name and your last name
with feelingorg04 as the ending. Follow this example:
amaronefeelingorg04 (use directions in previous lessons for
help if needed).

Now print the organizer and place it in your portfolio.
Later, you will use this in a forum discussion. You will also
compare your feelings to how you believe the poet feels in
the poem.

Focus Sheet 2
Read/Analyze Poem

Part-2
    Once you have written down your feelings in the organizer, saved and printed it, you will need to read the poem.

Reading/Initial Interpretation of the Poem
    1.   Click on the link below in order to go to the page of the poem:
        Tierra Prometida: The Promised Land
    2.   Read the poem once entirely.
    3.   Re-read the poem and think about what the words mean to you and how it makes you feel.
    4.   Click on the Poetry Analysis link.
    5.   Answer the questions given and write down your thoughts onto the organizer.
    6.   Save the poetry analysis as: amaronepoetryanalysis04 (REMEMBER TO USE YOUR INITIAL AND NAME ALONG WITH POETRYANALYSIS04)
    7.   Print your page and save it in your Portfolio Notebook when completed.
    8.   Now follow the directions on how to upload your assignment to the website.

Upload your assignments to the website
    1.   Go to the main page of the website and click on your name under "Student Upload."
    9.   You will need to type in your I.D. and Password in order to have access to this page.
    10.   Once this page opens, at the top of the page will be the following signs: UPLOAD, SAVE CHANGES, and DELETE PAGE. Go to UPLOAD.
    11.   On the UPLOAD screen, you will need to look for your edited document by going to Start→My Documents→My Distance Learning Portfolio→ and find your document.
    12.   Click on the UPLOAD NOW button and wait for it to be uploaded. A message will appear on your screen listing your document name and saying that your file has been uploaded.
    13.   Once it has been uploaded, do the same thing for your other document.

Focus Sheet 3
Forum Discussion

Part 3

In this part of the assignment, you will be required to go to the forum and discuss the poem you read. The thread or writing topics will be listed below. First reply to the thread, and then reply to another student's response. Use your feeling/poetry analysis organizer for help.

1. Go back to the main page of the website.
2. Clink on the Forum link.
3. Type in your name and your password.
4. In the forum, click on "Promised Land Discussion."
5. The topics for the thread is:
   a. How did the poem make you feel?
   b. What is the message or meaning of the poem in your words?
   c. How do you feel as compared to what you believe the poet feels?
6. Click on NEW MESSAGE.
7. Write your answers to the questions above.
8. After you have finished your message, click on SUBMIT, if you want to send it; PREVIEW, if you want to look at your message again; and CANCEL, if you want to cancel and erase your message.
9. Now you can respond to another person's message if one is available.
10 Click on REPLY TO MESSAGE and type your message. Again, the SUBMIT, PREVIEW and CANCEL button will need to be clicked.
10. Sign off of the forum by clicking SIGN OFF.

Focus Sheet 4
Sharing the Poem/
Journal Entry

Part 4-Sharing the Poem
    Now it is time to share the poem with a family
member(s).
    1.   Read the poem to him/her in English.
    2.   Read the poem in Spanish.
    3.   Ask him/her what the message is in the poem.
    4.   Share your ideas with him/her.
    5.   Ask your family member how the poem makes
          him/her feel.
    6.   Share your feelings with your family member.

Part 5-Creating a Journal
    After you have discussed the poem with your family
member(s), you will write a brief summary of your
conversation in your daily journal. Once you have created
your journal, you will be required to write in it daily.
This will be a confidential journal, meaning that no one
else has access to it but me. At times, I may ask you
questions or add comments to respond to some of your
writings.
    You are required to teach one English word to a
family member per day. Then you will write the word that
you taught him or her in the journal. Keep practicing the
word throughout the day and continue adding words to your
family member's vocabulary.
    Here are the directions in creating your journal:
    1.   On the main menu, click on "Student Portfolios."
    2.   Once you get to the screen that has the
          students' names, click on your name under the
          list that says "Students' Journals"
    3.   An I.D./Password menu will pop-up.
    4.   Type in your I.D. and Password.
    5.   Now you are in the journal page.
    6.   Always begin a journal by putting the date.
    7.   For today's journal entry, summarize the
          discussion between you and your family member
          concerning the poem.
    8.   Any other day, you will be able to write about
          any topic that you would like, as long as you
          write it in daily.
    9.   After you have finished, please click on SAVE
          PAGE.

Congratulations! You have completed Lesson 4. Only one more lesson and you will be able to claim your first prize!

In the next lesson, we will be meeting in a conference room at a designated time. Please see Assignment Schedule in order to plan for it. As a group, we will be doing a Readers Theater about César Chávez. Students will pick parts or be chosen to read parts from the script. You will need to print the script in advance and read it over for practice. Below is the link you will need:

César Chávez

Remember to print it out (there are 26 pages total) and practice reading it before we meet in a conference room. Part of your assignment will be to read it to your family. Feel free to begin whenever you would like.

Task Sheet 1
Organizer: Feelings on
Being a Child of a
Migrant Farmworker

Directions: Put your name in the middle bubble. Then write words that describe how you feel in each bubble that is on the outside. Try and stick to one word per bubble.
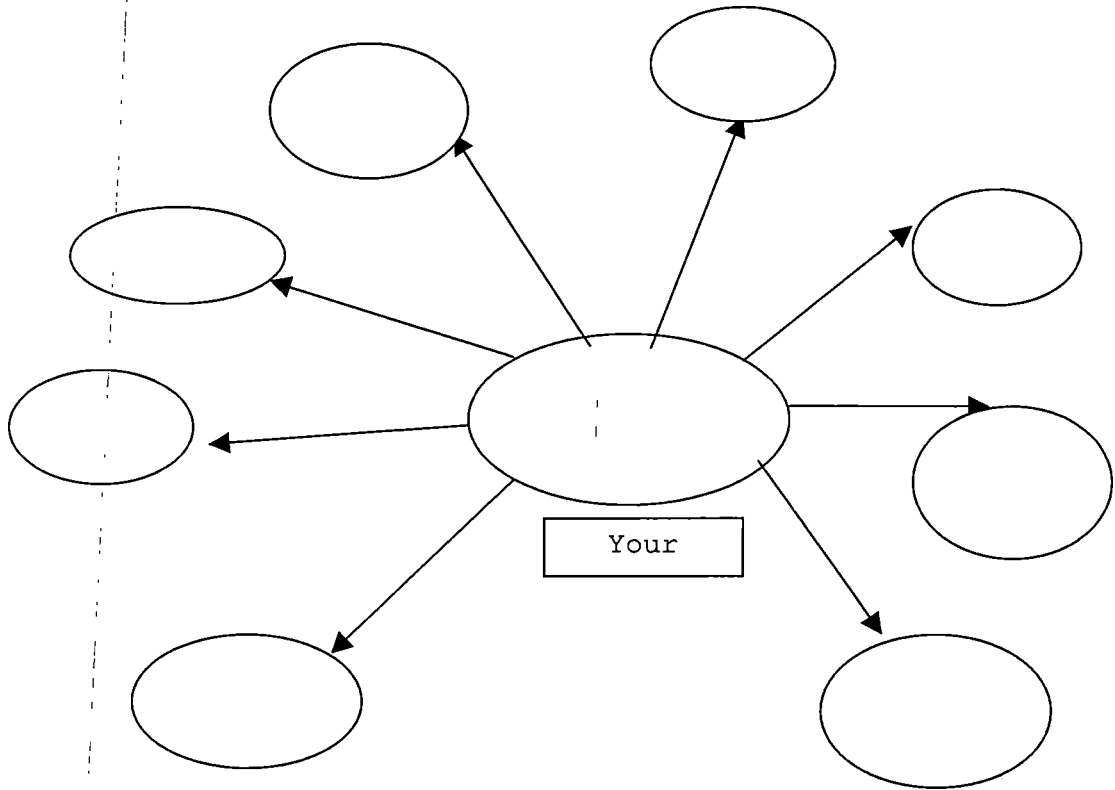
Your

Task Sheet 2
Poetry Analysis and
Interpretation

Name_____

Title of Poem_____

Poet_____

Analyze and explain the message of the poem.

What feelings did the poem touch in you?

What does the poet mean by the following stanzas (lines)?
1.) let us carry our roots

2.) tear down the barriers

3.) the promise of their ribs

4.) the horizon that unites us

5.) give them back manifold

Rubric for Forum Discussions

Category	4	3	2	1
Forum Participation	The student posts questions or responses to the forum almost daily.	The student posts questions or responses to the forum frequently (more than two or three times a week).	The student rarely posts questions or responses to the forum (more than once a week).	The student post questions or responses at least once a week to the forum.
Grammar & Spelling Conventions	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.
Capitalization & Punctuation Conventions	Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read.	Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read.	Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow.
Recognition of Reader (Voice)	The reader's questions are anticipated and answered thoroughly and completely.	The reader's questions are anticipated and answered to some extent.	The reader is left with one or two questions. More information is needed to "fill in the blanks."	The reader is left with several questions.
Sentence Structure & Sentence Fluency	All sentences are well constructed with varied structure.	Most sentences are well constructed with varied structure.	Most sentences are well constructed but have a similar structure.	Sentences lack structure and appear incomplete or rambling.

Comments_____

Poetry Interpretation/Feelings Organizer/Journal Entry

CATEGORY	4	3	2	1
Analyzing/ explaining message of the poem	The student was able to analyze the poem and gave an excellent interpretation of the poem.	The student attempted to analyze the poem and gave a good interpretation of the poem.	The student made an attempt in analyzing the poem, but had a little difficulty interpreting the meaning.	The student was unable to analyze the poem and did not give a fair interpretation of the meaning.
Describing how the poem made the student feel.	The student had a detailed description of how the poem made him/her feel.	The student gave a fair description of how the poem made him/her feel.	The student made an attempt at describing how the poem made him/her feel, although it is hard to understand.	The student did not describe how the poem made him/her feel.
Interpreting the Stanzas	The student was able to give a good interpretation of all 5 stanzas.	The student was able to give a fair interpretation of 4-5 of the stanzas.	The student was able to give a fair interpretation of 2-3 of the stanzas.	The student was unable to give a fair interpretation of the stanzas, or was able to interpret only 1.
Organizer: Feelings on being a child of a migrant farmworker	The student completed the organizer and gave several "feeling" words that described how he/she felt.	The student gave several feeling" words that described how he/she felt, but did not complete the organizer.	The student gave a few "feeling" words on how he/she felt.	The student made now attempt at filling out the organizer.
Journal Entry	The student completed a journal entry and had a good description of the sharing of poem with family.	The student completed a journal entry and had a fair description of the sharing of poem with family.	The student completed a journal entry and had a brief description of the sharing of poem with family.	The student had a journal entry, but did not describe the sharing of the poem with family or no journal entry was found.

Comments_____

Lesson Five
Readers Theater

Grade Level: 8th grade
Fluency Level: Intermediate/Early Advanced
ELD Category: Reading, writing, listening and speaking
Content Area: Language arts

ESL Standards:
    To use English to communicate in social settings:
    Students will use English to participate in social
    interaction.

    To use English to communicate in social settings:
    Students will interact in, through, and with spoken
    and written English for personal expression and
    enjoyment.

    To use English to achieve academically in all content
    areas: Students will use English to interact in the
    classroom.

Materials/Media: Computer, printer and Internet access,
    Focus Sheet 1-5, Tasks Sheet 1-4; KWL Chart,
    vocabulary worksheet, web documentation sheet,
    cause/effect worksheet readers theater script: César
    Chávez: A Life Worth Living, Assignment Rubric

Learning Objectives
    1.   TLW complete a K-W-L chart (What do you Know?
          What do they Want to learn? What have you
          Learned?) on César Chávez.
    2.   TLW define vocabulary and explain the
          translation in Spanish.
    3.   TLW research background information about César
          Chávez by clickling on links and navigating
          websites, documenting the exploration and adding
          what is learned to the KWL Chart.
    4.   TLW participate in a voiced activated conference
          room discussion as they orally read their
          designated part in the Readers Theater activity.
    5.   TLW analyze multiple causes and effects of
          Chávez's actions to help farmworkers.

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Embedded Technology Objectives:
1. TLW learn to cut and paste documents.
2. TLW learn how to connect to a voice-activated conference room by checking sound and microphone connections.
3. TLW learn to use the microphone in order to speak.

Embedded Language Structure/Grammar Objectives:
1. TLW use complete sentences during forum discussions.
2. TLW use proper grammar and mechanics during forum discussions.

Key Vocabulary: boycott, fasting, strike, pesticides, protest, stoop labor, union
   Assessment
   oral participation
   oral reading/speaking, cause/effect worksheet
   journal entry.

Resources:
   Diaz-Rico, L. & Purvis, C. (2002). César Chávez: A Life Worth Living. Readers Theater.
Chavez website:
http:www.sfsu.edu/%7Ececipp/cesar_chavez/chavezhome.htm

Warm up: Students should have already printed the copy of the readers theater and practiced reading in front of a family member.

Task Chain-1 KWL Chart (Focus Sheet 1)
1. TLW clink on a link and cut/paste a KWL Chart (Task Sheet 1) to a Microsoft Word document.
2. TLW fill out the K & W part of the chart, describing what he/she knows about César Chávez, and what he/she would like to know about him.
3. TLW save and print a copy for his/her portfolio.

Task Chain-2 Vocab. Definition/Comparison (Focus Sheet 2)
1. TLW click on a link and cut/paste the vocabulary worksheet (Task Sheet 2) to a Word document.
2. TLW use an online dictionary to define the vocabulary words.
3. TLW translate words used in his/her native language or from the student's life experience.
4. TLW save and print a copy for his/her portfolio.

Task Chain-3 Background Information (Focus Sheet 3)
    1.   TLW click on a link cut/paste a Website
         Exploration sheet (Task Sheet 3).
    2.   TLW click on a link that will take him/her to a
         website on Chávez.
    3.   TLW navigate the website and document areas
         he/she explored.
    4.   TLW read information on Chávez and add things
         he/she learned to the L part on their KWL Chart.
    5.   TLW save and print a copy for his/her portfolio.

Task Chain-4 Conference Room Participation (Focus Sheet 4)
    1.   TLW learn how to connect to a conference room.
    2.   TLW check sound and microphone devices to ensure
         they are working.
    3.   TLW participate in a brief introduction/
         instruction on how the discussion will be
         conducted.
    4.   TLW begin the readers theater by reading and
         listening to other students and participating
         when it is his/her turn.
    5.   TLW answer questions according to the teacher's
         instruction.
    6.   After discussion, TLW learn how to sign off the
         site.

Task Chain-5 Cause/Effect Worksheet (Focus Sheet 5)
    1.   TLW click on the cause/effect worksheet link and
         cut/paste the worksheet (Task Sheet 4) to a Word
         document.
    2.   TLW analyze multiple causes and effects of César
         Chávez's actions.
    3.   TLW answer additional questions accordingly.
    4.   TLW save and print a copy for his/her portfolio.
    5.   TLW upload all assignments to the website.

Focus Sheet 1
Lesson 5:
Reader's Theater

Students: PLEASE PRINT THESE DIRECTIONS AND PLACE THEM IN
LESSON 5 READERS THEATER IN YOUR "PORTFOLIO NOTEBOOK."

Hello students! Welcome to Lesson Five. There will be
5 parts to this lesson. By now, you should have already
printed the Chávez, "Readers Theater" script. If you have
not done so, you will need to click on the link below and
o it now. You should have already practiced reading it out
loud in front of other family members.

In this lesson, you will learn how to cut and paste
documents, participate in a "Readers Theater" (shared oral
reading activity) about César Chávez in a voice-activated
conference room, have discussions about the reading and do
several activities to demonstrate your understanding.
After your lesson, you will be required to upload your
work, write in your journal and describe how the activity
made you feel, and explain the reaction from your family
members.

After completing this assignment, those of you that
have finished the past five lessons will be rewarded.
After grade calculations, an e-mail will be sent with your
prize! If you have not finished all assignments, please do
so by the date indicated on the "assignment schedule."

I hope you enjoy this lesson!
Click on this link for a copy of the Readers Theater:
César Chávez

Part 1-KWL Chart
A KWL Chart is a chart that helps your organize your
learning. The K means what you Know, the W means what you
Want to know, and the L means what you Learned from the
experience.

In the first part of this lesson, you will need to
click on the link below and follow the directions on how
to copy, cut or paste documents (COPY allows you to copy
something, CUT has you take something out of a document
and PASTE allows you to add something to your document).

Next, you will add the information accordingly. Begin
by clicking on this link: KWL CHART and waiting for your
page to upload. When it has finished loading, there will
be a message on the lower left corner of the document that
says, "Done."

Copy/Cut/Paste to a Word Document

1. Take your cursor and place it at the top of the page.
2. Hightlight the page by left-clicking your mouse and dragging the cursor to the right side and down to the bottom of your document. (Hold down the left mouse button while doing this).
3. Your entire page should be highlighted in black. If it is not, try again.
4. Once your page is highlighted, go to EDIT on your menu screen, then go to COPY.
5. Now you will need to bring up a new page in Microsoft Word by clicking on the following: START/PROGRAMS/MICROSOFT WORD
6. A new document page should have appeared.
7. Now, click inside the page with your mouse, making sure the cursor is where you want to add the document section.
8. Go to EDIT and PASTE.
9. Now the document section that you copied should be on your page.
10. You will need to save the page right away and to do this go to FILE/SAVE AS
11. This will bring you to the pop-up menu that lists your files.
12. In "SAVE IN", a "SAVE AS" window will pop up. You will need to find the folder that was created in training.
13. To find the folder click on the arrow next to the box that says, "SAVE IN". Click on the "MY DOCUMENTS"
14. Under "MY DOCUMENTS" will be the yellow folder that we had created called "MY DISTANCE LEARNING PORTFOLIO." Click on that folder.
15. Now you will name your document to be saved by going to the box that says, "FILE NAME."
16. In this box you will type your first initial, your last name and the assignment which is readerstheaterkwl
   If I were to save my assignment it would look like this:
   amaronereaderstheaterkwl
17. Please do not add any spaces and do not capitalize any letters.
18. Now click on the SAVE button on the side.
19. Your page has been saved.

Now you can work on your chart by listing all the things you know about César Chávez in the K part, and then list things that you want to learn in the W part. Later, after the lesson, you will add to the L part by writing things that you learned. Please Re-save your page by going to FILE/SAVE AS.

Make sure your document is listed. If it is not, follow the directions above on saving a document and be sure it is saved under the correct name.

Focus Sheet 2
Vocabulary

Part-2

    In this next part of your lesson, you will copy and paste a vocabulary page to a word document. You will need to click on the link below and then follow directions on the Copy/Cut/Paste from steps 1-15 in Part 1.

Click on this link <u>Chávez Vocab</u>.

    When you get to number 16, put the following in the box: type your first initial, your last name and the assignment which is chavezvoc. If I were to save my assignment it would look like this:

        amaronechavezvoc

    Please do not add any spaces and do not capitalize any letters. Now click on the SAVE button on the side. Now your vocabulary document has been saved.
    You will define the vocabulary words in English and Spanish (When defining the word in Spanish use it as it relates to you and your family. You are to work with your family on this part of the assignment). Click on the dictionary link below to assist you in defining your vocabulary words. Once you have defined all the words in both English and Spanish, save your documment again, print it, and put in your Portfolio Notebook.

http://dictionary.reference.com/

Focus Sheet 3
Background Information

<u>Part 3</u>

In this next part of the lesson, you will explore a Chávez website and have access to several places such as news articles, interviews, speeches, photo galleries, and other documents. You will navigate (explore) this website and document (write down) at least five areas that you have explored. For example, if you had listened to one of Chavez's speeches, you will write down the name of the speech and a brief description of what it was about.

Click on this link <u>ChavwebNav</u> and copy/paste the graphic organizer to a new Microsoft Word document. Follow the directions under Copy/Cut/Paste. Name this document chavwebnav (do not forget to include your first initial and last name before it). If I were to name this document, it would be:

amaronechavwebnav

Now save your document. After exploring the website, documenting the places where you explored, and saved the information you wrote down, go back to your KWL chart and list what you learned.

You will need to look for your saved document by doing the following:

<u>Opening a Document</u>

There are several ways that you can open a document. Because you have recently worked on the KWL chart, you will find this document by going to: START/DOCUMENTS and clicking on our file in the menu.

If you are opening a file that has not been used for awhile, you will go to: START/DOCUMENTS/MY DOCUMENTS/MY PORTFOLIO and then double click on your document.

Now find your document and add the necessary information. Do not forget to save your work after you have finished. Now print your work and add it to your Portfolio Notebook.

Focus Sheet 4
Conference Room Participation

Part 4

In this part of your lesson, you will learn how to connect to the conference room, check to see that your sound and microphone works and then participate in the readers theater reading and discussion. Please follow these directions carefully:

Conference Room Directions

1. Go to the main page and click on "ConferenceRoom."
2. Log in by typing in your I.D. and password.
3. You will automatically be sent to the conference room.
4. On the left side will be a list of all the people that have signed into the conference room.
5. When someone is speaking their name will light up.
6. When you want to speak, you will click on the TALK button located at the bottom of your conference room window. You will need to hold down your left mouse and apply continuous pressure on the mouse in order to keep talking.
7. The button will light up when you are speaking.
8. When you lift up the pressure from your mouse, the TALK button will dim and others will not be able to hear you.
9. To exit the conference room, you will click on the SIGN OFF button at the bottom of the screen.

Checking Speakers/Microphone Devices

In order for you to hear others and for them to hear you, you will need to make sure your speakers and microphone are turned on and turned up. To do this, you will need to click on the following:
START/SETTINGS/CONTROL PANEL/MULTIMEDIA.
Once the Multimedia is opened, click on the "speaker" icon under the word PLAYBACK. Make sure nothing has been checked (the mute in each area should not checked). Close this window by clicking on the X in the box on the upper right hand side of the window. This will take you back to the MULTIMEDIA window. Under the speaker is a microphone icon; click on the microphone. Make sure that the microphone is selected (there should be a check mark next

Focus Sheet 5
Cause/Effect

<u>Part 5</u>
    In the last part of this assignment, you will to analyze the multiple causes and effects to César Chávez's actions. Begin the exercise by going to the following link <u>Chavcauseeffect</u>. You will then copy and paste it into a word document and save it under the first letter of your first name and your entire last name with the ending chavcauseeffect. If I were to send this document I would write:
amaronechavcauseeffect

    Fill in the worksheet by describing three causes and three effects of Chávez's actions. Try to think of the events in order of how they happened (chronological order) in. Remember that a "cause" describes "why" something happened and an "effect" is "what" happened. I usually put the word "because" for cause and say Because of this...this happened.

    For example: Because César's family could not pay taxes on their farm, the family moved to California.
    The first part is the "cause"-why did César's family move? Because they could not pay taxes. The second part is what happened: They moved to California.

    Also at the bottom, I want you to write a short essay to answer the following question: How do you think your life would be different without César Chávez's help? How would it be the same? And what changes would you like to see now?
    After you have completed this activity, you will need to upload all your work to the website: the KWL chart, The vocabulary sheet, the Navigation sheet, and the cause/effect worksheet. You will need to follow the same directions that you did under "Uploading your Assignments to the Website" in Lesson 4, Part Two.
    Because you will have multiple assignments that need to be uploaded, you will need to continue uploading each assignment to the website by following those directions.
    Great job! You have completed Lesson Five! You have learned a tremendous amount in these past few lessons concerning technology, among other things. As I have mentioned before, if you have completed all five lessons in the scheduled time, you will receive your "prize" in an e-mail. As an added bonus, if you have had full parent participation, you will receive something special in the mail for your entire family to enjoy!

Task Sheet 1
KWL Chart

Name:_____   Date:_____

What I Know	What I Want to Learn	What I Learned

Task Sheet 2
Vocabulary

Vocabulary Word in English	Translation in Spanish	Definition of Word in English
boycott		
fasting		
strike		
pesticides		
protest		
stoop labor		
union		

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Task Sheet 3
Web Navigation

Area Searched	Information Found/Learned
Example: read biography	I learned that in 1968, Chávez led a nationwide grape boycott in order to improve working conditions for farmworkers.

Task Sheet 4
Cause/Effect

Name_____   Date_____.

Cause (Why Did it Happen?)	Effect (What Happened?)
César's family could not pay taxes.	César's family had to move to California.

Essay:

Assignment Rubric

CATEGORY	4	3	2	1
Forum Participation	The student posts questions or responses to the forum almost daily.	The student posts questions or responses to the forum frequently (more than two or three times a week).	The student rarely posts questions or responses to the forum (more than once a week).	The student post questions or responses at least once a week to the forum.
KWL Chart	The student accurately fills in the KWL Chart and documents several things learned.	The student fills in KWL Chart and documents at least five things that were learned.	The student attempts to fill in KWL Chart and documents 2-4 things that were learned.	The student does not complete KWL chart and does not document more than 1 thing learned.
Vocabulary	The student accurately defines vocabulary words and translates all of them into Spanish.	The student attempts to define all the words and translates most of them into Spanish.	The student attempts to define half of the vocabulary words and does not translate all of them into Spanish.	The student makes little attempt to define vocabulary words or translate them in Spanish.
Web Navigation	The student accurately documents navigation and writes what was learned in 5 areas.	The student documents navigation and writes what was learned in 4 areas.	The student documents navigation and writes what was learned in 2 or 3 areas.	The student does not document navigation well and writes what was learned in 1 area.
Cause/Effect	The student accurately discusses 3 cause/effect situations.	The student did a fair job at discussing 3 cause/effect situations.	The student attempts to discuss at least 2 cause/effect situations.	The student attempts to discuss at least one cause/effect situation.
Essay	The student writes a good essay on how his/her life would be different/same without Chávez's help and what changes would they like to see now.	The student attempts to write a brief essay on how his/her life would be different/same without Chávez's help and what changes would they like to see.	The student makes somewhat of an attempt to write an essay on how his/her life would be different/same without Chávez's help and what changes would they like to see now.	The student makes little attempt at writing an essay on how his/her life would be different/same without Chávez's help and what changes would they like to see now.

Comments_____

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