THE IMPACT OF MIGRANT EDUCATION PROGRAM SERVICES ON MIGRANT HERE-TO-WORK OUT-OF-SCHOOL YOUTH

VOICES FROM THE FIELD

by

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Abstract

Here to work Out of School Youth (OSY) are an important population in the Migrant Education Program (MEP), yet because of their transiency are they are among the most difficult group of youth to find and even more complex to serve. This group of migrant youth is divided into two subgroups; Recovery students (aka dropouts) and youth that arrive in the United States primarily to work (aka Here-to Work).

This study examined the impact of the MEP practices and services for Here-to-Work (HTW) OSY through the perspective of the youth. The research question posed was How do the identified practices and services impact migrant 18 to 21 year old HTW OSY in the Migrant Education Program, Region XVI, Monterey County Office of Education in California. Specifically, the study sought to find the impact of those strategies and services on HTW OSY. A Participatory Action Research methodology was used with a total of 16 HTW OSY participating in ten interviews and one focus group of six.

Findings from the study were divided into five themes: Identification and Recruitment, Program Services, Recommendations, Motivation, Cultural Proficiency. The study concluded that field-based identification and recruitment are critical to locating, enrolling, and serving HTW OSY, the importance of a network of friends and family, the importance of the advocate's role with the HTW OSY and the benefits of health examinations to HTW OSY. The study concluded that HTW OSY are interested in furthering their education and learning English and the importance of the social development MEP services provide for HTW OSY. It was also found that HTW OSY are highly motivated and interested in furthering their education.

Recommendations include that the MEP build and/or further develop relationships with local agricultural companies; focus on technology, augment winter programs and continue health services for HTW OSY; include HTW OSY in the planning, implementation, and evaluation of program; develop cultural proficiency among MEP staff ; that the California Department of Education and Office of Migrant Education provide consistent technical assistance for serving HTW OSY and that further research be an expansion of this study.

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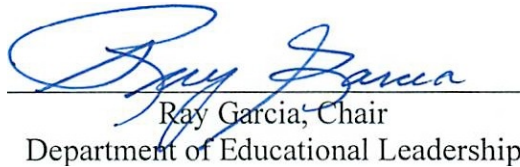

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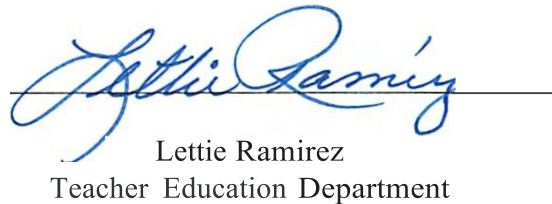

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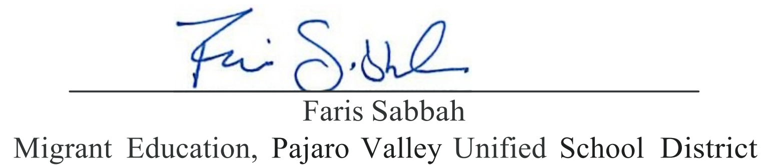

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This dissertation is dedicated to my mother, Maria Elena Coronado, for sacrificing her own life to better her children's, being the force behind my education and teaching me to be strong, independent, passionate and persistent.

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CHAPTER 1

INTRODUCTION

The 1960 television documentary *Harvest of Shame*, presented by broadcast journalist Edward R. Murrow on CBS, showed the plight of American migrant agricultural workers and drew national attention to the difficulty surrounding this transient and complicated lifestyle. It created empathy and profoundly moved the American people. It highlighted the need for special consideration by the federal government of this population. The difficult life of the migrant laborer had been exposed to an otherwise unknowing American public with an unprecedented brutal honesty. This exposé of the migrant lifestyle would forever change lives.

The War on Poverty and the Civil Rights Movement supplied the necessary background to create meaningful and legal change for the migrant agricultural population. “It was not until the 1960’s, when two major movements concerned with the inequalities of American society coalesced, that meaningful legislation was enacted that benefitted the children of migrant workers” (Fisher, Rosenthal, Cameron, Hunt, & Butler, 1976, p. 26).

Harvest of Shame, along with the above mentioned political movements, resulted in a recognition among the American people that ultimately led to the creation of the Elementary and Secondary Education Act (ESEA) and the subsequent opening of the Office of Migrant Education (OME) within the United States Department of Education’s Office of Elementary and Secondary Education (OESE). Thus was born Federal Migrant Education with the primary goal of ensuring that all students have equal access to a free-

quality education. The Migrant Education Program (MEP) is a federally funded program authorized by Title I, Part C of the Elementary and Secondary Education Act (ESEA). It is administered in all 50 states. The Migrant Education Program is designed to support high quality and comprehensive educational programs for migrant children to help reduce the educational disruption and other problems that result from repeated moves.

According to the United States Department of Education Office of Migrant Education (2007), five states had the largest migrant populations in the U.S. during 2005-2006. Office of Migrant Education counts reveal that California leads the nation with 271,138 (42%) migrant students, followed by Texas with 77,782 (12.25%), Florida with 45,676 (7.19%), Washington with 38,490 (6.0%), and Oregon with 25,983 (4.52%).

Migratory youth—children who change schools throughout the year, often crossing school district, state, and country lines, to follow work in agriculture, fishing, dairies, or the logging industry—are among the neediest students in California. Since 1966, federal and state laws in California have recognized the exceptional educational challenges migrant students face. "It is only mobility—in the specific sense outlined in the statue—that makes a child eligible for the program" (Branz-Spall, Rosenthal, & Wright, 2003, p. 57).

Current federal law provides support for educational programs and services that are designed to help students and their families overcome severe obstacles, more severe than other immigrants, including poverty, inadequate housing and healthcare, disrupted educational experiences, segregation, and the stigma of being migrant (Coronado, 2002; Fisher et al., 1976; Lopez, 2005; Salerno, 1991).

Problem Statement

Perhaps one of the most complex and frequently underserved subpopulations of migrant students in the United States are of adolescents between the ages of 16 to 21 who have either dropped out of school or have never enrolled in U.S. schools. "In 2005-2006, according to figures from the Office of Migrant Education (OME) there were 81,288 out-of-school youth identified in MEP programs" (Solutions for Out of School Youth, n.d.) In 2004-2005, California identified 37,132 Migrant Out-of-School Youth (OSY) currently enrolled in the Migrant Education Program (California Department of Education, 2007).

Under the August F. Hawkins, Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988 (P.L. 100-297) the law changed to expand the age range of migrant students served from five through seventeen years of age to three through twenty-one years of age (Branz-Spall et al., 2003; Branz-Spall & Wright, 2004; California Department of Education, 2007, Strang, Carlson, & Hoppe, 1993). In 1994, as a response to the National Commission on Migrant Education's report *Invisible Children: A Portrait of Migrant Education in the United States* (1992) under the Improving America's Schools Act (1994), the "definition of a migratory child was extended to include unaccompanied minors who are themselves migrant workers or who are married to a migrant worker, as well as those under the legal guardianship of a migrant worker" (Kuenzi, 2002, p. 3). Subsequently, migrant youth under the age of 22, who have not graduated from high school or received a General Education Diploma (GED) and are not

currently attending school pursuing a high school diploma or GED, are eligible to receive Migrant Education Program (MEP) services as Out-of-School Youth (OSY).

The topic of Out-of-School Youth has implications for the public school system in the U.S., as it will assist in mapping a road to provide effective practices for serving the growing population of Out-of-School Youth. Administrators in the California MEP are seeing a shift in the population of identified students: for example, K-12 students are decreasing, while preschool and Out-of-School Youth are increasing - particularly Out-of-School Youth. These youths are by far the most transient and mobile population and as the state's interpretation of the federal identification and recruitment requirements narrows, Out-of-School Youth tend to be identified at a higher rate. According to the U.S. Department of Education (2003, p. ix) "The out-of-school youth population served by the program is growing, out-of-school youths made up 9 percent of the regular-term population served in 2001-2002 (up 3 percent in the past three years)." Data from the California Department of Education Migrant Education Program Comprehensive Needs Assessment (2007) revealed that in 2007-2008 a total of 38,149 Out-of-School Youth were identified, up from 6,973 in 2001-2002. This marks an increase of over 500% from 2001 to 2007.

Like all migrant students, Out-of-school youth are characterized by mobility. Moving from one school to another, for reasons of work, causes large gaps in learning. Students' schooling becomes abruptly interrupted when parents are forced to move suddenly from one day to the next due to end of work or lack of work. There is little to no

time to complete a transfer document or even to notify the school in order to transfer records.

For secondary students this mobility has much higher consequences as comprehensive high schools tend to distribute whole rather than partial credits. In other words, if a student leaves in the middle of the semester chances are the student will receive an ‘F’ in all coursework, resulting in a loss of up to 35 credits for that semester. The more often the student is forced to move, the further behind academically he or she gets. The consequences are often overage high school students or students with severe credit deficits with little to no chance of graduating on time. “Students commonly experienced widely inconsistent expectations and little continuity when they moved from one school to another or from middle school to high school” (Ruiz-de-Velasco & Fix, p. 66).

Of the populations, Out-of-School Youth are easily the most transient group of all (California Department of Education, 2007; Hill & Hayes, 2007; Tillman, 2010). They often do not know how long they will stay in the area making it particularly difficult to serve them. Reasons for leaving the area not only include traditional work cycles, but also housing situations, fear of deportation, and lack of resources.

Out-of-School Youth are commonly classified into two types: (a) dropouts (more recently referred to as recovery youth) which are migrant youths who have attended U.S. high schools and left prior to graduation; and (b) “Here-to-Work” youth who are those youths recently immigrated to the United States, primarily to work and who have never

attended high school in the U.S. or have attended schools in their country of origin (Tillman, 2010; Ward, 2002).

Though their goals may vary, there is evidence in California that both Recovery and Here-to-Work Out-of-School Youth are interested in continuing their education. Recovery youth tend to express interest in completing their high school diploma, whereas, Here-to-Work youth, for the most part, prefer the skill of acquiring fluency in English (California Department of Education, 2007; Hill & Hayes, 2007; Ward, 2002). The perception that Out-of-School Youth are neither interested in education nor motivated to attain success is erroneous. Information obtained from the Comprehensive Needs Assessment (2007) revealed that Out-of-School Youths' needs included health, nutrition, counseling (both behavioral and substance abuse), clothing, transportation, childcare, as well as educational (Hill & Hayes, 2007).

According to Hill and Hayes (2007), approximately half of Out-of-School Youth need to complete the eighth grade or higher; 80% of Out-of-School Youth need to learn to read and write in English; approximately three quarters of Out-of-School Youth left school because of the need to work; more than half of Out-of-School Youth need to learn English and about one third need to get a GED; more than half of Out-of-School Youth need medical and/or dental attention; approximately half of Out-of-School Youth need counseling and/or clothing; and individual needs assessments, action plans, and services for Out-of-School Youth need to be implemented quickly due to their very high mobility.

Within this context, this study seeks to examine the impact of services on Here-to-Work Out-of-School Youth, based upon the current definition of a migrant youth found

in the Migrant Education Program's Non-Regulatory Guidance (2003:10-11). According to sections 1115(b)(1)(A) and 1309(2) of Title I, Part C of the No Child Left Behind Act and section 34 CFR 200.81(d) of the Federal Regulations, a child is eligible for the MEP if:

1. The child is younger than 22 and has not graduated from high school or does not hold a high school equivalency certificate (this means that the child is entitled to a free public education or is of an age below compulsory school attendance); *and*
2. The child is a migrant agricultural worker or a migrant fisher *or* has a parent, spouse, or guardian who is a migrant agricultural worker or a migrant fisher; *and*
3. The child has moved within the preceding 36 months in order to obtain (or seek) or to accompany (or join) a parent, spouse, or guardian to obtain (or seek) temporary or seasonal employment in qualifying agricultural or fishing work; *and*
4. Such employment is a principal means of livelihood; *and*
5. The child:
    a. Has moved from one school district to another; *or*
    b. In a State that is comprised of a single school district, has moved from one administrative area to another within such district; *or*
    c. Resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity (U.S. Department of Education, 2003).

Nature of the Study

The focus of this study is to examine the impact of services for Here-to-Work Out-of-School Youth. The guiding research question is: How do the identified practices and services impact migrant 18- to 21-year-old Here-to-Work Out-of-School Youth in the Migrant Education Program Region XVI in California. For purposes of this study practices and services are defined as workshops, leadership camps, residential programs, tutorials, and General Education Diploma preparation (GED) programs that are provided to Here-to-Work Out-of-School Youth by the region. Here-to-Work Out-of-School Youth defined as a sub-group of the migrant education population as defined by Title I Part C of the Elementary Secondary Education Act as reauthorized in 2001. As mentioned above, Here-to-Work Out-of-School Youth require services from the Migrant Education Program. Region XVI is one of 23 Migrant Education Regions throughout the state of California and is third largest in terms of student count. This study will specifically examine the impact of the practices and services for migrant Here-to-Work Out-of-School Youth through the perspective of the youth.

Assumptions, Limitations, and Scope

This study seeks to explore the impact of services for migrant Here-to-Work Out-of-School Youth. As previously mentioned, this population has proven difficult to identify and serve and thus may pose some difficulties when researching. As such, quantitative and qualitative research on this distinct population is limited. There are relatively few documents available and for purposes of this literature review the researcher was unable to find any peer reviewed articles specific to migrant Out-of-

School Youth. Although the concept of migrant Out-of-School Youth has been clearly documented since the 1960s, an assumption can be made that this population has not been studied explicitly.

The methodology employed for this study may also prove to be a limitation. A Participatory Action Research (PAR) approach will be used in the research and may impact the ability to make generalizations based on this study. PAR was chosen for its ability to engage the participants in the study while ensuring a contribution to the local community. PAR seeks to research a phenomenon not only for the knowledge itself, but to provide information to the local community in an effort to make and impact in the area of social justice. In other words, the knowledge built from this process will ultimately be used to provide a better quality of life to and empower those who reside within the community.

Significance

The importance of any study lies in solving a problem or deterring it in some way. This research is of significance to the field of educational services to Out-of-School Youth as it extends the knowledge base that currently exists in this field. More importantly the lack of research on this topic presents a strong validation as this study is contributing to a limited body of knowledge. This research will illuminate the needs and critical values of a community and one that plays a critical role in California's agricultural economy. It further highlights the limitations and the surprising reach and flexibility of the current educational system.

Additionally, this study will help in understanding how to support youth, leading to an increase in these youth entering the workforce and allowing them to make a greater contribution to their local communities and society. Research has shown a direct correlation between increased education and decreased criminal activity (Groot & Maassen, 2010). This research suggests that as the MEP continues to support Out-of-School Youth and helps them achieve success, it will increase the percentage of literate immigrants, and the community will see a reduction in youth delinquency. As revealed in the literature review, this population is predicted to continue to grow; the support of this population will lead to a more educated work force in the technical and service trades.

This study is important for federal, state, and local educators, including business leaders in the trade and service industries, immigrant advocacy groups, social service groups, and the health and welfare systems. It will serve as a model for researching and serving similarly marginalized communities, both in the states and abroad. The study will broaden our view of what the educational system is capable of accomplishing. It will expand educators understanding of the definition of "success" and well-being.

Key stakeholders that would benefit from this work, the list is lengthy. Primarily Out-of-School Youth themselves would directly gain from the study, as they will be the principal beneficiaries of defining these services. Providing adequate services to these youths will assist them in achieving and meeting their personal and educational goals, as defined by increased participation rates in programs. It also would allow youth to contribute to the well-being of their community and the state as a whole. "Previous

research suggests that many of these young people will remain in the country for the long term, so providing opportunities for them and their children to improve their socioeconomic outcomes will benefit California" (Hill & Hayes, 2007, p. vii).

In addition to the youth, Migrant Education Program regional offices as well as school districts would benefit from this study. In California there are 23 regional offices that collaborate with California Department of Education's Migrant Education Office to administer programs and services statewide. California found it necessary to secure the regional model and has thus included it in the law. "It is…necessary for the state to aid local school districts through regional coordinating offices and the provision of special programs of educational and related services for these children" (California Education Code 54440 (b)). Some people at the state level felt that the "problems" of migratory children were of such extent and so critical that they required resources in addition to those available to school districts. Thus regional offices were written into the California Education Code and are defined as "an operating agency comprised of a county or a combination of counties, or a public or private nonprofit agency not controlled in whole or part by a school district, or a combination of counties and agencies, meeting the criteria of subdivision (a) of Section 54444.1" (California Education Code 54441 (f)).

Because the region is ultimately responsible for the provision of services either directly (by its own staff) or indirectly (through school district offices) this study will assist in evaluating the extent of the successful provision of services to Out-of-School Youth. According to the Legal Assurances and Certifications for Local Educational Agencies of the California Department of Education Migrant Education Program (2011)

“each regional office is responsible for, but not limited to, the provision of the following services:

a. Funding to districts operating under service agreements.
b. Technical assistance to districts operating under service agreements.
c. Interagency coordination to improve services available to eligible migrant children and their families.
d. Training for the parents and members of district, regional, and school parent advisory councils.
e. Professional development services for migrant education staff at the school and district levels.
f. Direct services to migrant children and their families pursuant to district service agreements” (Education Code 54444.4[c]).

The results of this research would serve to inform regional offices and make certain they are providing evidence-based services, training, and technical assistance to ensure quality services to migrant Out-of-School Youth.

School districts would benefit from this research. Understanding effective practices and services when working with Out-of-School Youth would increase a district’s success rates with this population. The study may result in increased collaboration between regional offices, districts, and schools in order to support districts and schools in their delivery of services, particularly with older migrant students who have dropped out - also known as Recovery Youth.

Other partners who would benefit from this work include federal, state, and district Migrant Education Program staff. Identifying successful model services would increase consistency when providing services and lead to more effectual and cost-effective services. The study could provide foundational data from which other programs across the state could gauge their various levels of success. These successes could be used by the federal migrant program to drive the setting of policy for services to Out-of School Youth and could potentially increase success rates for Out-of-School Youth. Though more regions are developing and implementing programs and services for these youth, recognizing best practices statewide could increase coordination in registering, servicing, and monitoring Out-of-School Youth. It would contribute to the larger task of planning, implementation, and evaluation of Migrant Education Programs, a task required by both state and federal mandates. Overall, educational leaders will have a baseline of practices to address the needs of this unique and important population.

Although funding is appropriated for Out-of-School Youth, regional and district administrators have often struggled to provide meaningful and appropriate services due to lack of data or studies on program effectiveness. With a lack of clear guidance on serving Out-of-School Youth, Migrant Education Program administrators are often in a dilemma where funding is available for the provision of service delivery and service models remain unclear and thus non-existent. This issue has further created ethical and moral dilemmas among the Migrant Education Program regional directors as they question their decisions to reroute Out-of-School Youth funds and struggle to design successful programs independently of other regions. The challenge is that this population

is by far the most transient, usually staying in a given area for very short periods of time thus making identifying, recruiting, and serving this population very time consuming and expensive (California Department of Education, 2007).

Here-to-Work Out-of-School Youth are among the highest of the high risk populations not only dealing with education and social issues, but also with severe mental and physical health issues making success in the American educational system nearly impossible (California Department of Education, 2007; Coronado, 2002; Hill & Hayes, 2007). For these youth the American dream of educating themselves seems unreachable and thus unrealized. Plyler (as cited in Pabon Lopez, 2005) affirms that:

> … the proposition that education, although not a fundamental right, is an integral aspect of membership in our community. Thus, Plyler is still a vital opinion even in the face of the current "immigration crisis" because Plyler stands for abolition of castes and an affirmation of equality—two precepts which should still be bedrock principles of the critical democratic moment in which we live. (pp. 1376-1377)

Additionally, this study will provide health and social service leaders with an understanding of the population and the ability to align their services to meet the needs of the youth.

There is also the dilemma of funding. In 1988 the law changed and the age range of migrant students served was expanded through 21. This meant that states would now receive funding for 19- to 21-year-old migrant youth. This became challenging as many older youth did not attend school nor were they necessarily interested in attending

traditional schooling. Many states were unprepared to serve this very unique subpopulation of migrants even though they were receiving funding. This caused some states to use funds generated by Out-of-School Youth for services to K-12 students.

This creates an ethical issue as there is a group of educators who believe that funding generated for certain students should be appropriated to serve that group of students. Further taxing the situation is the lack of specific language in the federal or state funding formula that requires that these funds be used exclusively by the groups that generate them, thus giving states the discretion and flexibility to serves those students they consider a priority (California Department of Education, 2007).

When funding is diverted away from the target population, there are social implications as well. Ginwright, Cammarota, and Noguera (2005) define social justice as "a critical awareness of the systems and institutions that promote or hinder progress toward social equality and respect for human dignity" (p. 32). The original intent of Federal Migrant Education was to ensure students had access to a free quality education, but if resources are rerouted, appropriate migrant services will not reach those for whom they were intended. Lack of resources means migrant Out-of-School Youth are not being served, further widening the disparities in education with which they are already faced. The less educated an individual is in American society, the lower their socio-economic status. The correlation between increased education and higher socio-economic status is well documented. "Access to education has long been considered an important vehicle for poverty alleviation" (Khan & Williams, 2006, p. 1). Alleviating poverty leads to a better quality of life and can move away from marginalization.

Adhering to this logic, denying an Out-of-School Youth services is akin to denying them their right to a free public education, which by law they are entitled as ruled by the United States Supreme Court in *Plyler v. Doe* (1982). Most people recognize that education is a basic human right and at least in the United States it is guaranteed. Given that Out-of-School Youth cope with a myriad of insurmountable challenges in the traditional public school system, it is critical that they at minimum receive the services they fund through migrant education.

This social justice issue is addressed in this study in two ways. First, the study will provide a forum for youth to voice their perspective on how migrant services have helped them or not, and second, the study seeks to provide a roadmap for the continued provision of services. Ensuring Here-to-Work Out-of-School Youth have adequate services that truly assist (not just based on our assumption but on their voices), will ensure them an increased quality of life.

Conclusion

Due to the work of broadcast journalist Edward R. Murrow and his well-known documentary American's became aware of migrant laborer conditions and there would be no going back for the citizens of the United States Americans were now exposed to the migrant lifestyle and it created outrage . This outrage translated into action via federal law that sought to address the unique needs of migrant children. The Elementary and Secondary Education Act ensured that migratory children would receive services and over the years multiple reauthorizations have allowed for the evolution of services.

Within this group of migrant children a subgroup of youth, better known as Out-of-School Youth, emerged. This subgroup of the migrant population became well-known over the last several decades and proved to be a challenging group to serve. Currently this subgroup has been further divided into two categories, Here-to-Work and Recovery. This study seeks to further understand Here-to-Work Out-of-School Youth. Though some studies do exist to address this specific population, the research remains scarce.

Social justice is a significant variable in this study and will be addressed by engaging the participants in the creation of knowledge with regard to services that make an impact for Here-to-Work Out-of-School Youth. It is their voices that will drive the research and create a study that will ultimately benefit all Out-of-School Youth revealed by this study not only locally but nationally. Collaboratively, the researcher and the participants will work to expand current services and evolve the services into more effective programs and practices.

Understanding effective services for Out-of-School Youth would enable states to appropriately and efficiently serve those students who generate funds, in this case Out-of-School Youth. It would provide a baseline of practices and services from which states could build their bank of services to ensure funding is used ethically and justly. For California it is a critical issue as the “large numbers of immigrants with limited education, a lack of improvement in educational attainment from one generation to the next would have serious implications for the state economically, as well as, socially” (Reed, Hill, Jepsen, & Johnson, 2005, p. v). The next chapter will examine literature on immigration, mobility, the Migrant Education Program (both the federal and state

perspective), successful Migrant Education Program practices, the California Department of Education Migrant Education Program State Service Delivery Plan, Migrant Education Program evaluation, Migrant Out-of School Youth, and the Workforce Investment Act of 1988.

CHAPTER 2

LITERATURE REVIEW

Introduction

This chapter examines various bodies of literature with some spanning the last 50 years. It is important to study the last several decades of migrant education specific literature to develop a better understanding of how the topic was studied and key trends in the literature. Topics reviewed in this chapter include immigration with an emphasis on California trends, mobility including its effects on students, the Migrant Education Program with a focus on federal legislation, successful programs for serving this population, program practices, resources, evaluation, and Out-of-School Youth (OSY), which will be divided into two subsections: (a) Out-of-School Youth as defined by the Workforce Investment Act of 1998; and (b) migrant Out-of-School Youth as defined by the Office of Migrant Education at the United States Department of Education; and finally mobility. Because there is a limited amount of research specifically about migrant Out-of-School Youth the researcher gathered literature relating to different themes about unique aspects of the Out-of-School Youth experience.

The studies in this literature review are organized thematically and chronologically. Within these themes the review will be organized chronologically. Though this population has been identified in the Migrant Education Program since 1998, there has been limited research and data collection conducted on migrant Out-of-School Youth (California Department of Education, 2007; Coronado, 2002; Duron, 2004; Tillman, 2010; Ward, 2002).

Review of Relevant Research

With this review the author will recapitulate and discuss the above mentioned set of articles, books, and studies, that are correlated to the study of effective services for Out-of-School Youth. Immigration and mobility impact the ability of Out-of-School Youth to receive a quality, fair, and equitable education in the United States. Migrant Education literature reveals some of the major events that led to identification of this population as well as how the program evolved to acknowledge this particular group and attempt the provision of services.

The term Out-of-School Youth is described in the literature by two federal programs, the Elementary and Secondary Education Act (ESEA) and the Workforce Investment Act (WIA). Because the terms are different, but have commonalities in the characteristics of the population that cross over, this researcher felt it necessary to provide the reader with a comparison and a contrast of the subgroups.

Immigration

Although immigration trends in the United States have changed significantly throughout the last decade, California continues to host America's largest immigrant population. In 2009, there were over 2 million undocumented immigrants residing in California whose children most likely attended public schools. "California has by far the largest unauthorized-immigrant population (2.55 million) … where unauthorized immigrants constitute the largest shares of the overall populations" (Passel & Cohn, 2011, p. 15).

For almost a century, California was the key destination for immigrants and the state saw a rapid expansion in this population bringing unique issues and challenges to the California educational system in particular and the U.S. system in general (Arzubiaga, Noguera, & Sullivan, 2009; Bohn, 2009; Garcia, 2010; Green, 2003; Lopez, 2005; McDonnell & Hill, 1993; Morse, 2005; Poole, 2004; Reed et al., 2005; Romo, 1996; Ruiz-de-Velasco & Fix, 2000). These unique challenges include students with limited English proficiency, student linguistics, social and cultural isolation, perceived family disengagement, poverty, fear of deportation, lack of student schooling, lack of qualified staff, outside political forces, and mobility (Arzubiaga et al., 2009; Capps et al., 2005; Lopez, 2005; McDonnell & Hill, 1993; Morse, 2005). These factors make it particularly complicated for the California public school system to educate its immigrant students. "The public school system seems unable to deal with a rapidly changing diversifying demography" (Udas, 1998, p. 609). According to Ruiz-de-Velasco and Fix (2000) "Immigrant youths enter U.S. school with such diverse educational background that it is almost impossible to generalize about immigrant education" (p. 45). Children of immigrants are not a one-size-fits-all; they are incredibly diverse and come with a variety of backgrounds, experiences, and education (McDonnell & Hill, 1993; Reed et al., 2005; Ruiz-de-Velasco & Fix, 2000).

According to Reed et al. (2005) "among young adult Mexican Immigrants in California, almost three of every four arrived after age 14" (p. 54). The older the youth the less likely s/he is to attend school. Teens and young adults typically have additional responsibilities, such as family and work, which prohibit their entrance into the

educational system and even when they do matriculate in school they often experience high dropout rates (Coronado, 2002; Green, 2003; Reed et al., 2005; Romo, 1996; Ruiz-de-Velasco & Fix, 2002; Wald & Martinez, 2003).

School systems are ill prepared to serve older youth and young adult immigrants. Recently the California educational system has had to redefine its teaching strategies as it works with a relatively new wave of immigrant children and youth from Latin America. These children and youth come from Oaxaca and are often not only limited English proficient but are also limited Spanish proficient, frequently speaking one of various indigenous languages. This group of immigrants began migrating in the 1980s and 1990s as Mixtecs and Zapotecs from Oaxaca came to the U.S. in search of work to escape the 1980s Mexican fiscal crisis, including the devaluation of the peso (Poole, 2004). Oaxacan families, especially Mixtecs, tend to be highly mobile which has tremendous consequences on educational continuity leading to other more complex schooling issues.

Mobility

Student mobility affects student achievement. There is research documenting how mobility in migrant families, homeless families, and military families negatively impacts a student's ability to learn (Branz-Spall et al., 2003; California Department of Education, 2007; Green, 2003; Julianelle & Foscarinis, 2003; Popp, Stronge, & Hindman, 2003; Rodriguez, 1999; Romanowski, 2001, 2003; Rumberger, 2003; U.S. Department of Education, 2001, 2002; Walls, 2003). When a student enters a new school he or she must face a steep learning curve. There are new teachers to meet, new friends to make, a new curriculum to learn and understand, new rules to learn and follow, and increased stress

from being the new student possibly subject to bullying and intimidation. At best the student must face a time of isolation and segregation while acclimating to his or her new surroundings. These activities translate into specific examples of the negative impact of transiency such as lower scores on state measures of academic achievement, significant losses of instruction, loss of credits, increased risk of dropping out and/or not graduating, overage grade placement, cultural and linguistic isolation, unmet educational needs, and lack of stable relationships (California Department of Education, 2007; Hill & Hayes, 2007).

Further, mobility impacts the social and emotional health not only of the student but also the entire family (Branz-Spall et al., 2003; Julianelle & Foscarinis, 2003; Rumberger, 2003). As families uproot then try to settle into their new environment, parents and children are faced with having to build new friendships, learn community resources, and make sense of new expectations. Stress becomes a constant as children and youth find themselves questioning their stability and their desire to make new connections. Many ask themselves the value of working hard to stabilize themselves in new communities as they often feel like their work is in vain as they see themselves as inevitably migrating again (Atkin, 1993; Leblanc, 1996; Taylor, 1973).

Since its inception in 1966, the Migrant Education Program has sought to address these issues. Migrant laborers contend with mobility in addition to poverty, which in and of itself creates a myriad of complex issues. “Together, poverty and mobility are a combination that, prior to the MEP, had a lethal impact on the educational aspirations of migrant children” (Branz-Spall et al., 2003, p. 57). The Migrant Education Program

seeks to break down barriers associated with mobility that would normally keep migrant children, students, and youth from achieving success in school. By way of the Migrant Education Program students are exposed to experiences that change their understanding and outlook with regard to their place in the educational system (Gibson & Bejinez, 2002).

According to the United States Department of Education's Office of Migrant Education, the general purpose of the Migrant Education Program is to "support high quality education programs for migratory children and help ensure that migratory children who move among the states are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards" (Title I Part C, NCLB). This is particularly important for Out-of-School Youth because, as will be described later, they are quite possibly the most transient of all of the migrant education subgroups, thus creating challenges previously unknown to the migrant education community.

Migrant Education Program—National Perspective

The Migrant Education Program (MEP) was created as part of the 1966 amendments to the Elementary and Secondary Education Act to assist this mobile student population. Specifically the purpose of MEP is to assist states to:

1. Support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves.

2. Ensure that migratory children who move among the states are not penalized in a any manner by disparities among the states in curriculum, graduation requirements, and state academic content and student academic achievement standards.
3. Ensure that migratory children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner.
4. Ensure that migratory children receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet.
5. Design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make successful transition to postsecondary education or employment.
6. Ensure that migratory children benefit from state and local systemic reforms (Cowan & Manasevit, 2002; Fisher, 1976; Pappamihiel, 2004; U.S. Department of Education, 2002).

Key components of the MEP include identification and recruitment services, supplemental elementary and secondary education services (such as before and after school instructional programs or extended school year programs), school readiness and Out-of-School Youth services, and parent involvement and education services (Canales

& Harris, 2004; Kindler, 1995). Approximately 89% of migrant students are Hispanic and the majority of the funding is distributed to California, Texas, and Florida, which are the states with the largest migrant populations. As noted above, older youth, also known as Out-of-School Youth (OSY), became eligible for services on their own with the passing of the Hawkins-Stafford Act in 1988, when eligibility was expanded from 5-17 years of age to 3-21 years of age (Strang, 1993). Although legislation to serve migrant students had been in effect since 1965, it was not until the 1980s that attention was refocused on this growing young adolescent population.

After its inception, the Migrant Education Program sought to understand not only the needs of migrant children, students, and youth, but also methods of service delivery. Studies and books were written that would further reveal living conditions, lack of schooling, and ethnic and racial makeup of migrant families (Coles, 1967; Taylor, 1973). Migrant Education Programs symbolized a departure from previous methods and attitudes to the education of migrants. According to Leblanc (1996) the 1920s and 1930s were an era where educating Mexican immigrant children was relegated to a segregated environment designed to keep the status quo; that which desired to keep this population at the bottom of the socio-economic ladder with no chance to advance economically.

The services Migrant Education Programs offered, and continues to offer, have impacted migrant communities in a variety of significant areas, including but not limited to the following:

1. Increase in parent involvement at both the local and regional (county) level as a result of technical assistance, training, workshops, and conferences, etc.

2. Improvement in the quality of summer school programs.
3. Improvement in the quality and number of teacher trainings in strategies for English Learners and mobility students.
4. Improvement in English Language Arts skills for English Learners (Branz-Spall & Wright, 2004; Gibson & Bejinez, 2002).

While the primary focus of the Migrant Education Program is on the education of children of migrant farm workers, it has nonetheless had a direct effect on the educational practices for all at-risk students in general and English Learners specifically.

Migrant Education Programs have contributed to a further understanding of, and brought awareness to, the needs of migrant children, students, and Out-of-School Youth by the larger community (de la Garza, 1979; Guerra, 1976; Fisher, 1976; Heathman, 1969; National Commission of Migrant Education, 1992; Orsini, 1968; Romanowski, 2001; Schnur, 1970).

Migrant Education Program—State Perspective

Both federal and state laws support California's Migrant Education Program (MEP), the largest program in the nation. Although the state law does not provide funding for the program, it does set out the administrative framework, via the State Service Delivery Plan, for delivering local MEP services through regional offices. According to the California Department of Education (n.d.) one out of every three migrant students in the United States lives in California.

There are 23 regional offices in California that administer the MEP to over 150,000 migrant pupils and their parents. According to the California Department of

Education (2007), California has the nation's largest migrant population, more than twice that of the next largest state, with Hispanics making up 98% of the eligible migrant student population. "Nearly half of all qualifying moves by students eligible during the 2003-04 reporting period were from Mexico [and over] 50 percent of those children reported moves from three Mexican states: Michoacán, Jalisco, and Guanajuato" (California Department of Education, 2007, p. 1). Unlike other states, who work with non-profits, California administers the MEP exclusively through the state and local educational agencies.

It is important to note that according to the U.S. Census (n.d.)

> between 1990 and 2020: California is projected to sustain a net loss of 4 million internal migrants to other States. (New York, Illinois, and Michigan should also each lose at least 1 million.) But this huge loss would be more than compensated for by projections that show California will add 10 million international migrants (39 percent of the Nation's total) and have more than twice as many births as deaths (20 million versus 8 million (2011).

Funds support high quality education programs for migratory children and help ensure that migratory children who move among the states are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards. Funds also ensure that migratory children not only are provided with appropriate education services (including supportive services) that address their special needs but also that such children receive

full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet (Title I Part C, No Child Left Behind (NCLB)).

Eligible migratory children, ages 3 through 21 qualify for services under MEP for a period of three years from the Qualifying Arrival Date (QAD). A child is considered "migrant" if the parent or guardian is a migratory worker in the agricultural, dairy, lumber, or fishing industries and whose family has moved in the last three years. A "qualifying" move can range from moving across school district boundaries or from one state to another for the purpose of finding temporary or seasonal employment. A young adult may also qualify if he or she has moved on his own for the same reasons. In the law, migrant education services' first priority is to service students whose education has been interrupted during the current school year and who are failing, or are most at risk of failing to meet state content and performance standards (Title I Part C, NCLB).

Pre-kindergarten children, ages three through five, are identified and served by the MEP. Pre-kindergarten children come to migrant education with a variety of barriers to successful school participation. Among them are limited English proficiency, limited parental education, single parent status, large family size, parental mental health problems, authoritarian parenting style, minority status, frequent household moves, and poverty (Sameroff, Seifer, Barocas, Zax, & Greenspan, 1987). The goal of the Migrant Education Program for pre-kindergarten children is school readiness, which according to *Getting a Good Start in School* by the National Education Goals Panel (Washington, D.C. 1997) is defined as:

1. The condition of children when they enter school, based on the five domains of development:
    a. Health and physical development.
    b. Social and emotional development.
    c. Approaches to learning.
    d. Language development and communication.
    e. Cognition and general knowledge.
2. The capacity of schools to serve all children effectively.

Services for pre-kindergarten children include staff development for Early Childhood Education (ECE) staff, family literacy, kindergarten bridge academies, parent workshops, migrant preschool centers and home-based literacy services.

The majority of migrant students is K-12 students; students who are enrolled in grades kindergarten through twelfth when they qualified for the program. Within this category elementary students receive the bulk of services. As these students move from school to school they experience new surroundings, discontinuity in education, social and cultural isolation, a new curriculum, dissimilar instruction, and, for secondary students, often lack credit accrual as well as different graduation requirements (Branz-Spall & Wright, 2004; California Department of Education, 2007; Gibson & Hidalgo, 2009; Kindler, 1995; Menchaca & Ruiz-Escalante, 1995; National Commission of Migrant Education, 1992; National PASS Center, 2009; Romanowski, 2003; Salinas, 2007; Salinas & Reyes, 2004; Wagner & Wonacott, 2005). Services for K-12 are primarily

provided in English Language Arts, Mathematics, and High School Graduation via a number of supplemental programs.

These programs include before and after school interventions, push in and pull out instructional services, summer and college residential programs, intersession academies, weekend leadership camps, visits to community colleges and universities, resource teachers and advisors, student and family advocates, and professional development and training to core and migrant certificated and classified staff. Most of these services are concentrated during the summer months. As comprehensive programs make plans for ending the school year, the MEP is gearing up for instructional and enrichment summer programs. At times, particularly during fiscal crisis, the only services available during the summer are MEP services.

As discussed earlier, Out-of-School Youth are among the neediest subpopulation within the migrant program. They tend to be the most transient, least educated, and most at risk for academic failure. Beginning in 1988, and again in 1994, reauthorization of ESEA ensured this population would not only qualify under Title I Part C, but that they would be provided services as well. difficult to recruit, as they often travel alone, special care must be taken with Out-of-School Youth (OSY) to ensure that identification occurs (California Department of Education, 2007; Coronado, 2002; Duron, 2004; Hill & Hayes, 2007). Although the term OSY encompasses a large secondary-aged migrant out-of-school youth population, the group is subcategorized into two distinct groups: Recovery and Here-to-Work. Recovery youth (often termed “dropouts”) are typically migrant youth who have attended U.S. schools and left prior to graduation. These OSY can be

elementary, middle school, or high school dropouts. Reasons for their leaving school early include overage, lack of attendance, lack of credits, failure to pass high school exit exams, parenthood, financial issues, health and mental health issues, lack of English language proficiency, lack of academic/social skills, lack of support/motivation, substance abuse, and sometimes the school system itself.

Here-to-Work are generally Out-of-School Youth who have recently immigrated to the United States, primarily to work, who have never attended schools in the U.S. or have attended schools in their country of origin (Hill & Hayes, 2007; Tillman, 2010; Ward, 2002). Here-to-Work youth who have attended school in their native countries come to the U.S. better prepared to receive services and meet the goals of the MEP. As such, this study will call these formally educated youths “Here-to-Work” youth. Often these youths find success in programs such as Spanish GED, community colleges, Center for Education and Training (CET), and other vocational education settings. Those less fortunate are Here-to-Work youth who have failed to receive any formal schooling whatsoever. These young people are by far the most difficult to case manage and often are the most transient of the group (California Department of Education, 2007; Duron, 2004).

Pre-kindergarten children, in-school students, and Out-of-School Youth receive additional support services in the areas of identification and recruitment, health and social services, and parent education. The Migrant Education Program at the national and state level has over the years developed and offer programs and practices to successfully affect

the lives of our migratory preschoolers, children and youth. The next section will discuss current strategies for implementation of those services.

MEP Successful Strategies

With the migratory lifestyle comes a multitude of burdens that negatively impact a student's ability to learn. Migrant families have been known to move multiple times a year, sometimes as often as every other month. This mobility causes great interruptions in the education of their children leading to a countless number of obstacles. Interrupted schooling causes gaps in curriculum and instruction, literacy gaps, continued limited English language proficiency, lack of health and nutrition, social isolation, continued economic marginality, and lack of self-esteem (Leon, 1996; Ruiz-de-Velasco & Fix, 2000).

Migrant students are considered some of the highest risk students in the United States. Due to the aforementioned variety of barriers and obstacles associated with the migrant lifestyle, these students often perform at much lower levels academically than their peers and dropout at much higher levels. Practices to ensure migrant student academic success include ensuring migrant parents are part of the group, taking quality time with migrant children, youth and their parents, encouraging sharing of their life experiences, supporting high expectations, providing a welcoming environment for family and parents, and utilizing cooperative teaching and learning strategies (Dicerbo, 2001; Kindler, 1995; Montavon & Kinser, 1996; National PASS Center, 2009).

The research literature identifies the following practices for working successfully with migrant students: creating a positive school environment, building on migrant

students' strengths, incorporating migrant students' culture and language into the instruction, providing curriculum to enhance self esteem and concept, encouraging migrant youth to participate in extracurricular activities, and providing opportunities for student mentoring and tutoring (Alanis, 2004; Celedon-Pattichis, 2004; Johnson, 1987; Kindler, 1995; Lewis, 2004; Menchaca & Ruiz-Escalante, 1995; National PASS Center, 2009; Romanowski, 2003; Romo, 1997; Wagner & Wonacott, 2005).

Traditional school systems do not see themselves as responsible for migrant students, but rather they see these kids as an "issue" to be addressed by the Migrant Education Program (MEP) (United States Department of Education, 2002). Advisors and advocates serve to remind districts that the MEP is a supplemental program and that the "general purpose of the MEP is to ensure that migrant children fully benefit from the same free public education provided to other children … [by] … assisting school districts to address the special educational needs of migrant children to better enable migrant children to succeed academically" (Title I Part C, NCLB).

Federal law stipulates that services provided by the Migrant Education Program must be supplemental in nature and not used to supplant core instruction, which is primarily the responsibility of school districts. According to the California Department of Education's (n.d.) website:

> An LEA [local education agency] may use Title I funds only to supplement and, to the extent practical, increase the level of funds that would, in the absence of Title I funds, be made available from non-Federal sources for the education of students participating in Title I programs. In no case may Title I funds be used to

> supplant--i.e., take the place of--funds from non-Federal sources. To meet this requirement, an LEA [local education agency] is not required to provide Title I services using a particular instructional method or in a particular instructional setting.

During difficult economic times the issue of supplant vs. supplement becomes a very difficult concept to explain to districts as well as enforce in schools. Districts all too often look towards migrant monies to augment their programs and fill areas of need in their core educational programs. District administrators at times find creative ways to address the specific needs of migrant students without first addressing those needs as a whole school. It is not uncommon for district and school staff to have an incorrect understanding of the requirements of the Migrant Education Program often advocating for their lack of serving migrant students because of their erroneous belief that migrant education exists to supplant core services. Migrant Education Program advocates continue to campaign for core programs to serves all students including migrant students. This impacts successful practices in that MEP administrators are constantly working with evolving districts and their programs in order to remain supplemental. Collaboration between regional offices and school districts is essential in developing successful supplemental programs that meet the requirements of the law as well migrant student needs (California Department of Education, 2007).

Migrant Education Program advisors and advocates play a key role in ensuring the success of migrant students and youth (Coronado, 2002; Gibson & Hidalgo, 2009; Johnson, 1987; Salinas & Reyes, 2004). They do so by ensuring the needs of migrants are

being addressed and not overlooked. Too often migrant pre-kindergarten children, in-school migrant students, and Out-of-School Youth fall through the cracks. Advocates and advisors also assist families in understanding and navigating the American school system and in accessing community resources in the school district attendance area.

Successful strategies are outlined in the California Department of Education (2010) Migrant Education Program State Service Delivery Plan (SSDP). The plan was developed by the English Learner and Curriculum Support Division of the California Department of Education and, as of January 2012, has been finalized and approved by the California Department of Education State Board of Education.

California Department of Education Office of Migrant Education State Service Delivery Plan (SSDP)

State Service Delivery Plans (SSDP) are required for all states by Section 1304(c)(5) of Title I of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB), and by Code of Federal Regulations (CFR) Section 34 CFR 200.83, 200.84 and 200.85. In 2012, the California Department of Education (CDE) unveiled the State Service Delivery Plan for the California Migrant Education Program. This document, a strategic plan, serves as a blueprint for the focus of California's Migrant Education Programs' services (Ruiz, Rivera, & Birge, 2009). California's SSDP intends to line up the Migrant Education Program with state initiatives in order to address and close the achievement gap. In the plan, California ensured involvement for key stakeholders across the state including regional directors, State Parent Advisory Council (SPAC) representatives, legislative

representatives, educational advocates and practitioners, and content experts and researchers.

The SSDP integrates data-driven decisions that will direct program services, activities, and interventions and addresses overarching performance targets (CFR 200.83 (a)(1)), measurable outcomes (Section 1306 (a)(1)(D)) focused on the needs of migrant children, and strategies based on research, evidence, and researcher expertise. In addition to the SSDPs required content, the California SSDP includes performance targets in three additional components: (a) health, (b) out-of-school youth, and (c) parent involvement. The state plan includes a total of seven components. These include school readiness, English Language Arts, mathematics, high school graduation, Out-of-School Youth (up to 21 years of age), health, and parent involvement with corresponding strategies, quality indicators, and professional development. Also included in the plan are legislative authority, information on migrant students, and closing the achievement gap. According to the California SSDP (2012), migrant students under the age of 22 who have not graduated from high school and are not in school pursuing a high school diploma, are eligible for MEP services. In 2009-2010, the California Migrant Education Program identified 11,140 Out-of-School Youth (WestEd, n.d.). The SSDP recommended strategies for serving Out-of-School Youth is to use a case management service model and to collaborate with agencies, organizations, and stakeholders for those services.

The plan closes with a section on evaluation, which is also required by the Elementary and Secondary Education Act and the Code of Federal Regulations. Evaluation is critical in any program; in the Migrant Education Program it is a

fundamental element of program development and improvement. Planning, implementation and evaluation are key elements associated with all aspects of the program from the initial writing of the grant application through the implementation and delivery of services (see Table 1).

Table 1

Performance Target 6.0

Performance Target 6.0	***By 2014, 100% of identified migrant program OSY will be assessed and referred to an appropriate educational or career technical education program.***	
Measurable Outcome 6.1 75% of identified migrant OSY will have an Individual Needs Assessment (INA) completed within 30 days of enrollment.	***Measurable Outcome 6.2*** 75% of OSYs will be provided a Migrant Learning Action Plan (MLAP) within 10 days of completing the INA.	***Measurable Outcome 6.3*** 100% of OSYs with a MLAP will be referred to an appropriate educational, certificate, or career technical education.
Performance Indicator The number of INAs completed compared to the number of OSY identified.	***Performance Indicator*** The number of MLAPs compared to the number of INAs.	***Performance Indicator*** The number of OSY with a MLAP who are referred to an appropriate educational, certificate, or career technical education.

Migrant Education Program Evaluation

Federal statute requires each State Education Agency (SEA) to determine the effectiveness of its program through a written evaluation that measures: (a) the implementation, and (b) results achieved by the program against the state's performance targets, particularly for those students who have priority for services. The plan must describe how the state will evaluate if and to what degree the program is effective in relation to the performance targets and measurable outcomes (34 CFR 200.83(a)(4)).

Beginning in grant year 2010–2011, the California Department of Education's Migrant*,* Indian*,* and International Education Office required California regions to participate in program evaluation, which is due at the end of each fiscal year. The goal was that local operating agencies conduct local evaluations of projects described in both District Service Agreements (DSA) and Regional Applications (RA). Regions were asked to "measure both the implementation of the project and student performance against the project's measurable outcomes, the State's measurable outcomes, and the State's performance targets District Service Agreement" (California Department of Education, 2011, p. 29). Specifically regions are required to address the following:

1. Number of students served and types of services received.
2. Program benchmarks and how they are used to modify the program prior to the end of the grant year.
3. Comparison of proposed program services with the actual program services implemented.

4. Comparison of the results of the program against the local measurable objective and the state's measurable objectives.
5. How the evaluation results are used to plan for subsequent years activities.

These items are to be addressed 90 days after the end of the grant year, which would put the date for submission at September 30, 2011. Because of this, the majority of California regions are still in the process of collecting, analyzing, and finalizing the required data elements. Consequently, the state currently has limited data, thus limiting evaluation results.

State Service Delivery Plans reviewed included Virginia (2009), North Carolina (2010), Florida (2008), Idaho (2010), Illinois (2008), Georgia (n.d.), Oklahoma (n.d), Pennsylvania (2008), North Dakota (2010), and California (2010). The evaluation sections were of specific interest to the researcher for this study.

Migrant Out-of-School Youth

Though Out-of-School Youth has been defined in the Workforce Investment Act (WIA) the term is a relatively new phrase in migrant education writings (Atkin, 1993; California Department of Education, 2007, Duron, 2004; Strang, 1993). Inclusion of this subgroup of migrants in the Migrant Education Program can be traced back to the Hawkins-Stafford Act (1988), but programs were seemingly not developed until the early 1990s (Strang, 1993). "The characteristics and needs of migrant students ages 15 to 21 have gained increased attention in recent years as service providers attempt to combat the high dropout rates common to migrant youth" (Strang, 1993, p. 41).

The general purpose of the Migrant Education Program is to ensure that migrant children fully benefit from the same free public education provided to other children, with the ultimate goal of high school diploma or general education diploma (Title I Part C, NCLB). It is the intent of the law that all migrant students succeed and finish their education. For Out-of-School Youth this is a particularly difficult goal given their multiple barriers and transient nature. Most Migrant Education Program services focus on in-school students but increasingly Out-of-School Youth are becoming the focus of attention (Ward, 2002).

Literature related to migrant Out-of-School Youth, as defined by Title I, Part C of NCLB is rare and limited to descriptive research (Schnur, 1970). The documents that were obtained for this population with this precise topic were limited to an unpublished master's thesis (Coronado, 2002), an unpublished doctoral dissertation (Tillman, 2010) and a proceedings report produced by the Interstate Migrant Education Council (Ward, 2002). There is a website entitled Solutions for Out-of-School Youth (SOSY) which is a Consortium Incentive Grant funded by the Office of Migrant Education (OME) at the United States Department of Education (USDE) to build capacity in states with a growing secondary-aged migrant out-of-school youth population. SOSY works with consortium states to:

- Identify and recruit all out-of-school youth within the state, including recovery and here-to-work youth,
- Design a well formulated process for accessing the different needs of the two groups,

- Develop appropriate service delivery models for those youth who want to continue their education and for those who are here-to-work,
- Share information and resources,
- Identify and develop curriculum and instructional materials, and
- Provide professional development to support Out-of-School Youth activities.

In addition to these articles and the website, two additional documents: *Out-of-School Immigrant Youth* (Hill & Hayes, 2007) and *Unschooled Migrant Youth: Characteristics and Strategies to Serve Them* (Morse, 1997) warrant noting. Hill and Hayes (2007) used census data to describe the population of out-of-school immigrant youth in California and the subset of this out-of-school youth group served by the Migrant Education Program (MEP). One challenge presented in this study is the intermingling of the terms immigrant and migrant. The researcher of the current study believes that although migrant Out-of-School Youth is a subset of the larger immigrant population, there are key differences in the mobility, employment, and social aspects of both groups. It confuses and creates challenges for the researcher when attempting to analyze data specific to migrant Out-of-School Youth. Morse (1997), on the other hand, sought to investigate the trend of the migrant youth with limited formal schooling in the United States. Yet, Morse focuses on a much too wide age range of 12 to 21. Though unschooled youth may fall into these age ranges, grouping together children and young adults presents problems when analyzing data and services.

There are references to this population throughout the last 40 years, bringing awareness to this population, though not specifically articulated in the literature as

migrant Out-of-School Youth (Buirski, 1994; 1985; 1992; Fisher, 1976; Guerra, 1976; Gordon, 1961; Lopez, 1967; Martin, 1996; National Commission on Migrant Education, 1992; Orsini, 1968; Romo, 1996; Schnur, 1970; Taylor, 1973; Valenzuela, 1999; Wright, 1996; Wyckoff, 1963). Terms such as single migrants, adolescent newcomers, unschooled migrant youth, overage migrant youth, independent migrant workers, and young migrants can been seen in books, reports, and studies dating back to 1962 (Ashabranner, 1983; Coles, 1967; Guerra, 1976; Kindler, 1995; Marks, 1987; Metzler, 1962; Morse, 1997; National Commission of Migrant Education, 1992; Orsini, 1968; Romo, 1996; Schur, 1970, Taylor, 1973).

Characteristics of this Population

Migrant Out-of-School Youth have been defined throughout the states as being between the ages of 13 to 21, lacking a high school diploma or GED and not currently enrolled in any type of educational or vocational institution, and fall into two distinct groups: dropouts and here-to-work (Tillman, 2010; Ward, 2002). California has further refined the definition of Migrant Out-of-School Youth as being between the ages of 16 to 21 for purposes of providing services. Because there is no consistent national definition of migrant Out-of-School Youth it is difficult to analyze and draw conclusions from the available data. Further, although MEP requirements mandate that youth, including dropouts up to age 22 be served, OME has failed to provide guidelines for serving migrant Out-of-School Youth leaving states to develop their own service delivery models (Ward, 2002).

This population varies in a number of significant areas including mobility, language, educational experience, family responsibility, income, and motivation. Within this subgroup of migrant youth there exist fluent English speakers as well as those who are neither literate in Spanish nor English as well as formally educated and non-formally educated youth. There is a significant population of young people from Oaxaca who are making their way into the United States. Languages reported among this population include Triqui, Mixteco, and Chatino, which are spoken in the Mexican state of Oaxaca (Hill & Hayes, 2007). This language variety makes the provision of effective services a tremendous challenge. According to Hill and Hayes (2007) there are differences between dropout and Here-to-Work youth as is shown in the table below (Table 2).

Table 2

Here-to-Work Youth vs. Dropout Youth (aka Recovery Youth)

Here-to-Work Youth	Dropout Youth (aka Recovery Youth)
• Fewer than 15% have health insurance • Young men constitute a higher percentage • Median age = 19 • 100% are foreign born • 75% of males live away from their parents • 39% reported leaving school to work • 37% reported never having attended school • 83% interested in learning English	• More than 50% have health insurance • Young women constitute a higher percentage • Median age = 18 • 60% are foreign born • 17% of males live away from their parents *Reasons for dropping out of school:* • 28% lacked sufficient credits to graduate • 22% were unmotivated to continue • 12% had to work • 11% had family reasons such as pregnancy • 10% moved and did not re-enroll in school • 8% had discipline problems • 53% interested in earning a high school diploma • 39% interested in obtaining a GED (Meyertholen, Roberts, & Divine, 2008)

Migrant Out-of-School Youth have considerable obstacles and challenges to successful reintegration in school or the workforce. Beginning with recruitment, Out-of-School Youth are some of the most overlooked and difficult students to recruit and retain in programs. High mobility among this population makes it extraordinarily challenging to seek out and serve Out-of-School Youth (Coronado, 2002; Duron, 2004; Hill & Hayes, 2007; National Commission of Migrant Education, 1992; Ward, 2002).

As described in previous sections, mobility significantly impacts student learning. Out-of-School Youth have much higher rates of mobility thus magnifying the barriers and obstacles associated with transiency (California Department of Education, 2007; Chavez & Menjivar, 2010; Hill & Hayes, 2007). They reside in communities for much shorter periods of time greatly decreasing their chances of connecting with quality educational programs and services. If and when students connect with educational service providers they often find confusion in school systems, delays in placement, and lower expectations (Popp et al., 2003).

Add to that frequent address and phone number changes and it becomes nearly impossible to provide any type of continuous service. Hill and Hayes (2007), the California Department of Education (2002), the Interstate Migrant Education Council (2002), Ruiz-de-Velasco and Fix (2006) and the Solutions for Out of School Youth consortium reveal barriers when serving Out-of-School Youth that include lack of trust in the Migrant Education Program, early financial family and parental responsibility, limited English proficiency, lack of transportation, lack of childcare, lack of support/motivation, limited academic/social skills, mobility, extreme poverty, poor nutrition, mental and physical health concerns, substance abuse, inadequate and/or lack of health care, low levels of health insurance, and high levels of employment (California Department of Education, 2007; Coronado, 2002; Duron, 2004; Hill &Hayes, 2007; Metzler, 1962; Orsini, 1968; Reed et al., 2005; Romo, 1996; Tillman, 2010; Wright, 1996).

According to Hill and Hayes (2007), Out-of-School Youth have high levels of employment. They have a strong work ethic and a strong family need to contribute to or

supplement the household income (Morse, 1997; Salerno, 1991). Though MEP understands that fulfilling basic needs (such as food, clothing, and shelter) are critical, Out-of-School Youths' work schedules often conflict with their ability to receive services. For Out-of-School Youth to participate in MEP it is critical that the staff honor and validate their employment by working around their jobs and designing programs they can attend while maintaining their employment (Ward, 2002).

Because of the various challenges faced by Out-of-School Youth many of these youths' needs will have to be identified, addressed, and met if the Migrant Education Program is to be successful in the implementation of program, intervention, and goals. Unmet needs can be categorized into two broad types: social services and health. The Public Policy Institute of California's (2007) report indicated that over half of the Out-of-School Youth respondents demonstrated a need for some type of assistance. Out-of-School Youth needs included vision, dental, and general health care (including counseling, substance abuse interventions, sexual and reproductive care), clothing, food, childcare, and transportation (California Department of Education, 2007; Coronado, 2002; Hill & Hayes, 2007; Morse, 1997; Salerno, 1992; Tillman, 2010; Ward, 2002).

Lack of trust with authority figures among this population is of great hindrance to the recruitment of and provision of services to these youths (Gibson & Hidalgo, 2009; Ward, 2002). Numerous "Out-of-School youth have experienced marginalization, physical abuse, and neglect, which can teach them not to trust people" (Kerka, 2006, p. 2). Their experiences with fear and violence challenge the Migrant Education Program's ability to build trusting and respectful relationships with their neediest subgroup. In

additional, many Out-of-School Youth live in constant fear of deportation as they tend to be undocumented and constantly at risk of exposure. For all of these reasons programs must move swiftly to establish trust among Out-of-School Youth such as hiring people from within the community who have an understanding of cultural differences and thus can empathize with the needs of the community. This practice greatly enhances the Migrant Education Program's chances of building trust (Kerka, 2006).

At first glance, it may appear that many Out-of-School Youth lack motivation. Historically Latino or migrant youth have been described as unmotivated, undisciplined, lazy, disengaged, and apathetic (Flores & Kaplan, 2009; Ogbu 1988; Sepulveda, 2011). The truth is much more complicated. In a world where the main concern is to ensure sustenance, educational or vocational goals can often take a back seat. The limited research available on migrant Out-of-School Youth debunks the concept that Out-of-School Youth lack motivation. According to the California Department of Education (2007) over half of dropout Out-of-School Youth surveyed and over 80% of Here-to-Work Out-of-School Youth surveyed were interested in obtaining a high school diploma or English as a second language (ESL) courses. Perhaps lack of motivation is being confused in the public as lack of understanding of the American educational system.

Services for these students include educational, vocational, and social assistance. Because there are so many barriers, social services are considered part of the equation. Typically, an Out-of-School Youth will need additional support in order to find success in MEP. Programs for Out-of-School Youth range from assistance in returning to comprehensive high school to evening and weekend workshops. Various

recommendations exist for serving Out-of-School Youth including differentiating services for recovery and Here-to-Work youth, completing individual needs assessments, creating academic learning plans, hiring culturally proficient, flexible, and knowledgeable advocates and case managers, increasing outreach, and building service provider networks and collaboration (California Department of Education 2007; Coronado, 2002; Hill & Hayes, 2007; Ward, 2002).

Identification and Recruitment

Identification and Recruitment are also a key component of serving Out-of-School Youth. Because they are among the most difficult population to serve, special attention must be paid to the strategies used in recruiting these youths (Coronado, 2002; Tillman, 2010; Ward, 2002). Recovery youth are easier to recruit simply because their information is more accessible through the school systems and they tend to be more stable, while Here-to-Work youth pose a greater challenge because of their invisibility and mobility. To successfully locate Out-of-School Youth, agencies must utilize a more flexible, streamlined, and targeted process of recruitment by increasing staff development and training to build capacity in staffing, focusing on field and community-based identification and recruitment, and building recruitment networks (Duron, 2004; Hanley & Melecio, 2004). Successful recruiters typically possess empathy and perseverance that motivates them to do whatever it takes to meet the needs of migrant children and their families (Lopez, Scribner, & Mahitivanichcha, 2001). “The job requires a person who is willing to drive back roads, work at night, knock on doors in rural and poor neighborhoods, fend off barking dogs, and enter residences alone to solicit personal

information to fill out an eligibility form" (Hanley & Melecio, 2004). Youth advocates/case managers are among the best staff to serve Out-of-School Youth because of their ability to work individually and personally with youth (Coronado, 2002; Hill & Hayes, 2007; Ward, 2002). This allows for the building of relationships and establishing of trust to maximize service delivery. "Knowing that many … [OSY] have little knowledge of the American educational system … MEP teachers [and staff] assume the role of mentors, role models, advocates and institutional agents who work on behalf of the students" (Gibson, 2005, p. 595). This staff member's work involves being a liaison, observing Out-of-School Youth in program assistance and development, serving as a role model, helping with support services, facilitating knowledge, and above all, connecting in a caring relationship with the Out-of-School Youth and his/her family (Gibson, 2005; Kerka, 2006; Morse, 1997; Valenzuela, 1999).

Because Out-of-School Youth come to the Migrant Education Program with a variety of backgrounds, key knowledge and understanding of how to serve Out-of-School Youth must come from conducting some type of individual needs assessment on all students (Coronado, 2002; Hill & Hayes, 2007; Ward, 2002). Assessing Out-of-School Youth is critical because it informs the MEP and allows for individual tailoring of programs and instruction. Out-of-School Youth vary in education level, language proficiency, home situation, and motivation level, among many other things. Gaining a better understanding of these factors will provide for the most effective and efficient services given the circumstances. It also provides staff with knowledge and understanding in order to support the Out-of-School Youth to set and achieve their

educational goals. Out-of-School Youth staff are trained to work with the Out-of-School Youth in goal setting based on their background information, rather than impose top down goals. Out-of-School Youth are critical stakeholders in their own education and must be included in the planning and executing of services (Lyssikatos, 2005).

Once a mutual decision is made about goals and plans, then the staff recommends placement into an educational or vocational agency available in the local community. High risk Out-of-School Youth have multifaceted and entwined unique needs, which often require assistance from a competent adult or case manager. Out-of-School Youth frequently need support finding and accessing basic educational and social services, including support to successfully complete those services. A knowledgeable case manager will know where resources and services are available and how to access those services (Morse, 1997).

Workforce Investment Act (WIA) Out-of-School Youth Literature

Though literature related to migrant Out-of-School Youth is scarce, there is a body of literature dedicated to Out-of-School Youth as defined by the Workforce Investment Act (WIA) of 1988. Subtitle A—Workforce Investment Definitions of the WIA section § 664.300 defines an Out-of-School Youth as “an individual who is a school dropout; or has either graduated from high school or holds a GED, but is basic skills deficient, unemployed, or underemployed” (WIA Sec. 101(33)). Thus the definition of a WIA Out-of-School Youth is broader and more inclusive than that of a migrant Out-of-School Youth. Still, there are key similarities with both populations.

The literature reveals that Out-of-School Youth work less than high school graduates, earn less money over their lifetime, and have higher unemployment rates (Kerka, 2004; Lerman, 2002; Martin & Halperin, 2006; Miller & Porter, 2005). Out-of-School Youth are often faced with a variety of social, economic, and psychological barriers to effective learning.

Challenges when serving this population include identification and recruitment, lack of engagement, enrollment and retention, lack of basic/occupational skills, family problems, early parenthood, substance abuse, justice system involvement, and homelessness (American Youth Policy Forum, 2006; Fogg & Harrington, 2004; Kerka, 2004; Lerman, 2005; Martin & Halperin, 2006; Miller & Porter, 2005; Texas Workforce Commission Youth Program Initiative, 2003; Wagner & Wonacott, 2006).

Goal of the Workforce Investment Act

Some of the successful practices when working with WIA Out-of-School Youth include providing caring environments, adult connections, supportive strategies, proactive outreach and recruitment, and building basic skills and flexibility when designing programs (Grossman, 2005; Kerka, 2004, 2006; Martin & Halperin, 2006; Wagner & Wonacott, 2006).

This section has spotlighted the need for supplemental services for Out-of-School Youth through a historical journey of the Migrant Education Program including background for its development, requirements for services, and challenges to the provision of those services. It has also introduced the unique population of migrant youth who are critical to the success of the research. This section has revealed a complex and

comprehensive representation of the intricate issues surrounding services to Out-of-School Youth including obstacles associated with successful implementation of services. When studying effective services for Out-of-School Youth, it is critical that the community understand the variety of factors that contribute to the success or failure of those services both in their development and their implementation.

Figure 1.0 (see Figure 1.0 on next page) provides a schema of where Here-to-Work Out-of-School Youth fall within the entire immigrant population. It is important to note that although Here-to-Work Out-of-School youth are immigrants, not all immigrants qualify for Migrant Education Program services. This study focuses on Here-to-Work Out-of-School youth who qualify for Migrant Education Program services based on the definition of migratory child provided by the Title I Part C No Child Left Behind Act of 2002.

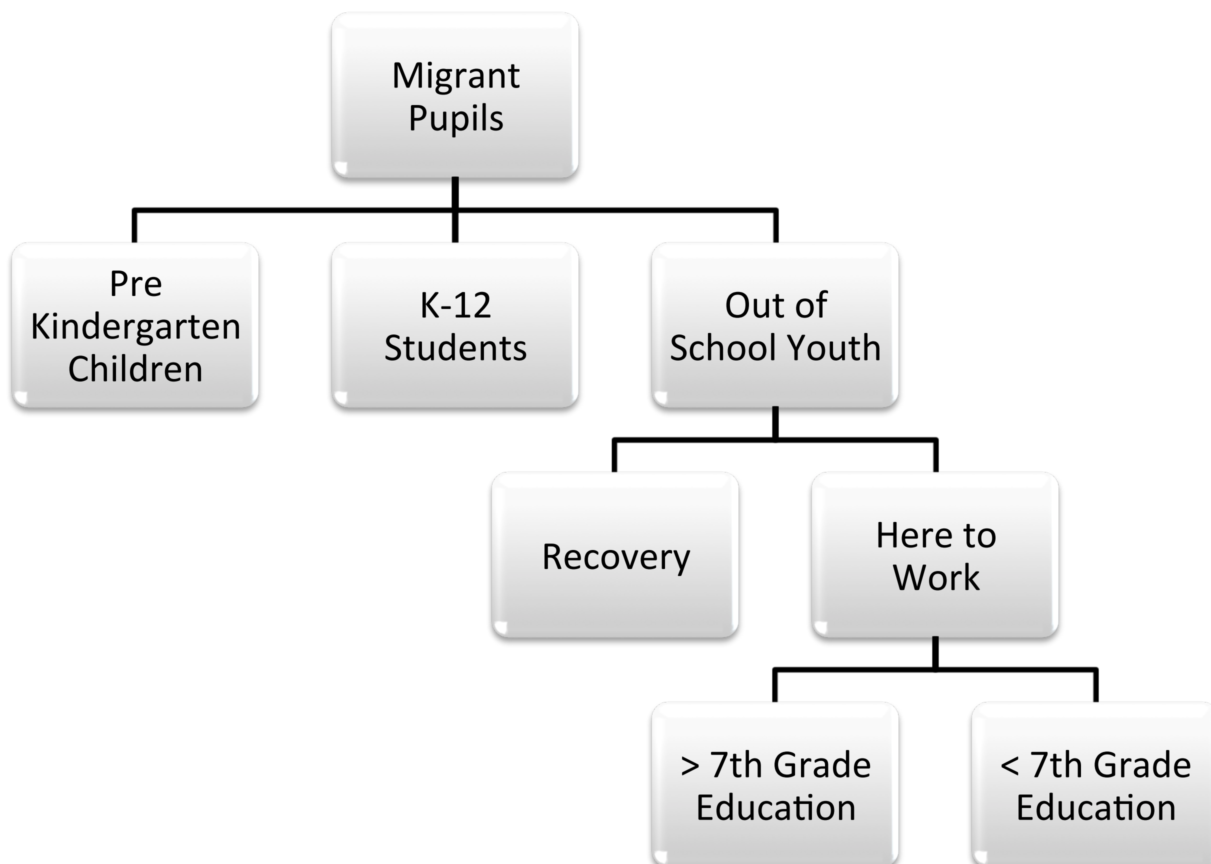

Figure 1.0. Schema for Studying Out-of-School Youth Services.

CHAPTER 3

METHODOLOGY

Introduction

This study seeks to answer the following questions: What are the impactful strategies and services when working with migrant 18- to 21-year-old Here-to-Work Out-of-School Youth in the Migrant Education Program Region XVI who have less than a seventh grade education in their native country? What impact do those strategies and services have on these youth? In this study, practices and services are defined as workshops, leadership camps, residential programs, tutorials, and General Education Diploma preparation (GED) programs. This study will specifically examine services for migrant Here-to-Work Out-of-School Youth through the perspective of the youth.

The researcher will utilize Participatory Action Research (PAR) to examine services and service delivery models and ensure a "focus on locally defined priorities and local perspectives" (Cornwall & Jewkes, 1995, p. 1667). This method was chosen for its ability to assist in service planning and development and because of its impact on local people. PAR is advocacy research for the purpose of pushing change that will ultimately affect the local population of Out-of-School Youth. PAR is suitable for this study as the goal of the research is not merely to obtain information, but to obtain that information for the purpose of action. "The nature of the knowledge sought in PAR is for the improvement of practice, not the construction of an abstract theory-base" (Udas, 1998, p. 603). In this type of research there is an opportunity for the researcher to gain knowledge and understanding from his or her participants. The intent is that social change will be

created with not only participation from the population being studied, but with influence from them (Cammarotta & Romero, 2009). PAR will enable both the researcher and the participants to learn from each other and inform the study with the ultimate goal of social change. The local Migrant Education Program has an opportunity to alter the program at the community level and inform other programs both at the state and national level. According to Rodriguez and Brown (2009):

> With its emphases on political education and liberation of marginalized people and their participation in knowledge production and on interventions situated within their real-life experiences, we believe that PAR is an ideal methodology for engaging marginalized youth in educational transformation. (p. 24)

As mentioned previously, migrant Out-of-School Youth are among the most marginalized group of youth in the United States. Their voices are often drowned out under pressure to serve other more visible groups of students and that educators have limited knowledge of the migrant Out-of-School Youths' particular needs. PAR will assist in shedding light on these youths' individual needs based on their exclusive perspectives, allowing a more authentic, focused, and research-based approach when providing services by MEP staff.

Participatory Action Research

Participatory Action Research (PAR) is a methodology that seeks to empower local participants through a collaborative inquiry-based approach (Udas, 1998). It is a methodology that seeks more than the production of knowledge. Participatory Action Research reinforces the belief that knowledge must be utilized for change and social

justice (Cahill, 2004; Cammarotta & Romero, 2009; Nelson, Ochocka, Griffin, & Lord, 1998; Udas, 1998). It is a methodology that has its roots in Lewin's (1946) theory of action research and Freire's (1970) liberation education.

Lewin believed that research for the sake of research was not enough. He believed that research and action had to be incorporated in order for learning to lead to social change. Lewin understood the need to delve deeper into a problem in order to better understand the root cause with the goal of creating action. "Research that produces nothing but books will not suffice" (Lewin, 1946, p. 35).

In addition, the work of Freire (1970) heavily inspired the PAR approach. Specifically, Freire's philosophy of praxis that called for "reflection and action upon the world in order to transform it" (p. 36) is heavily steeped in the research methodology. There are strong similarities among the connection between thought and action in PAR and Freire's philosophy of praxis (Udas, 1998). Much as Lewin (1946) did, Freire (1970) understood the power of reflection, knowledge, understanding, and action.

> It is only when the oppressed find the oppressor out and become involved in the organized struggle for their liberation that they begin to believe in themselves. This discovery cannot be purely intellectual but must involve action; nor can it be limited to mere activism, but must include serious reflection: only then will it be a praxis. (Freire, 1970, p. 52).

Freire further defined education as liberating and as a vehicle for freedom, never as a means for domestication. Participatory Action Research embodies the belief that collaborating with the disenfranchised to produce knowledge for improved quality of life

will lead to the emancipation of those who have been marginalized (Carr & Kemmiss, 1986; Rodriguez & Brown, 2009; Udas, 1998). Nonetheless there are very specific ways of engaging in that collaborative participatory process.

According to Cornwall and Jewkes (1999) there are four modes of participation in participatory research: contractual, consultative, collaborative, and collegiate. The authors argue that for research to truly be participatory in nature, participation must take place at the collegiate level. In other words, study subjects are not simply part of a larger experiment, as you would find in the contractual mode; rather, there is collaboration between the researcher and the locals when it comes to learning and understanding. Thus, the power has shifted away from the researcher towards the subject making for a more just distribution of power. "Affirming that people's own knowledge is valuable, these approaches [participatory] regard people as agents rather than objects; capable of analysing [*sic*] their own situations and designing their own solutions" (Cornwall & Jewkes, 1999, p. 1670). Participants are allowed to contribute their skills to the project, therefore allowing for greater development of mutual respect. The key to the PAR approach is ensuring the methods remain firmly centered on the participants while using inclusive processes and building relationships (Cahill, 2007; Fine et al., 2001; Nelson et al., 1998; Pain, 2004; Udas, 1998). "PAR draws on multiple methods, some quantitative and some qualitative, but at its core it articulates a recognition that knowledge is produced in collaboration and in action" (Fine et al., 2001, p.1).

PAR lends itself to youth involvement. Youth as researchers can provide deep knowledge and understanding of the two research questions that could otherwise go

unanswered. "Engaging young people in research helps challenge social exclusion, democratize the research process, and build the capacity of young people to analyze and transform their own lives and communities" (Cahill, 2007, p. 298.). Out-of-School Youth are the ideal population to engage in this method of research. They can offer unique insight into the services provided *to* them and together, Migrant Education and Out-of-School Youth can forge a collaborative relationship where services evolve and are developed and provided *with* them. A more in-depth analysis of PAR will be described later in the chapter.

The target population for this study is migrant Here-to-Work Out-of-School Youth who have less than a seventh grade education in the United States or in their native country, are currently eligible or previously eligible for migrant services, and currently reside within the boundaries of the Monterey County Office of Education, Migrant Education Program Region XVI in California. As there is limited research available on the migrant Out-of-School Youth population, the researcher explored interventions for Out-of-School Youth via a documentation journey.

This study utilizes qualitative data pertaining to migrant Out-of-School Youth interventions and will add to the existing literature. A qualitative approach will allow the researcher to collect and analyze open-ended qualitative data such as observations, interviews, documents, and audiovisual materials.

A qualitative case study approach exploring Out-of-School Youths' experiences in the Migrant Education Program will allow the researcher to examine how the identified practices and services impact migrant 18-21-year-old Here-to-Work Out-of-

School Youth in the Migrant Education Program Region XVI in California. Case studies permit the researcher to explore "in depth a program, an event, an activity, a process, or one or more individuals" (Creswell, 2003, p. 15). The researcher intends to gather participant level data as it relates to two separate documents: the Individual Needs Assessments (INAs), and the Migrant Learning Action Plans (MLAP) as well as data pertaining to services and referrals in order to assist in evaluating the effectiveness of the Migrant Education Program in the selected region. "Participatory action research must be aimed toward social justice, involve critical reflection on practice, question assumptions on which it is predicated, and promote collaborative collective action" (Udas, 1998, p. 606).

This method will enhance the Migrant Education Program's ability to continue the trust and relationship building. Participatory Action Research (PAR) allows the researcher to not only understand a local community phenomenon, but while doing so, empower "disenfranchised and marginalized groups to take action to transform their lives" (Cornwall & Jewkes, 1999, p. 1671).

Although PAR has been questioned by conservative researchers and has been described as being too "soft" as a methodology due to its lack of strict adherence to traditional qualitative and quantitative methods, those same researchers "are coming to realize that working with the poor and voiceless is infinitely more rewarding that [*sic*] working on them" (Cornwall & Jewkes, 1999, p. 1664). In his call for action research, Lewis (1946) was not oblivious to the criticism of his proposal by traditional researchers. He was aware that social science research had its limitations but nonetheless believed that

the only “way to convince these people… [was by] … producing better social science” (Lewin, 1946, p. 43).

Participatory Action Research (PAR) as a method opens itself up to much criticism especially as it relates to a change in the traditional dynamic of power. There is a danger that those who hold power may resist when that power is threatened (Nelson et al., 1998). By working primarily with low-income populations of color, those who have been disenfranchised and marginalized communities, PAR induces a fear and a questioning of the value of these methods. Traditional university and school community researchers resist PAR studies as they have difficulty accepting these local groups as experts (Rodriguez & Brown, 2009; Udas, 1998). Going further, Frideres (1992) points out that PAR is not truly research and instead is a forum for political gain in disenfranchised communities disguised as research. In other words, results generated from these studies are not credible in academia and thus become null and void. Even if these claims were true, there is inherent value in working with historically marginalized communities. The value lies in the ability of the researcher to work with local communities to engender change and not necessarily in the generalizability of the research (Fine et al., 2001; Udas, 1998). Thus the contribution to the research is a study grounded in authentic community voice where critical examination of services will take place.

Participatory Action Research with Youth (YPAR)

Participatory Action Research (PAR) is a particularly effective socially just methodological approach when working with youth as it provides an opportunity for

youth to genuinely share their thoughts and concerns around issues that matter to them (Cahill, 2004, 2007; Schensul, Berg, & Sydlo, 2004,). Youth Participatory Action Research (YPAR) provides a forum for disempowered youth to present a serious voice and authentic knowledge and experiences to the researcher while contributing to the social changes that affects their lives (Cahill, 2004, 2007; Ginwright et al., 2005; Rodriguez & Brown, 2009). "Young people have expertise in schooling conditions that university researchers lack, and their direct and active participation makes significant contributions to the quality and relevance of educational research" (Rodriguez & Brown, 2009, p. 25).

Ginwright et al. (2005) make three important assumptions about youth that lends credence to their involvement in YPAR: (a) youth have the right to participate in the creation of policies that affect them, (b) youth have the potential to play a role in transforming the conditions in their communities, and (c) youth have the ability to be collective community actors (p. 33). Engaging youth in research is key to the fundamental core of PAR. It is, however, critical to point out that when engaging youth the researcher sought out numerous methods of participation to make certain youth engage at a maximum level. Though youth can and have become principle actors in the development of socially just change and policy, there are significant differences that must be taken into account when working with them.

Because youth have historically been excluded from participating in dialogues around social change, special attention must be paid to the power dynamic and bias that may color the research (Ginwright et al., 2005; Rodriguez & Brown, 2009). Another

challenge lies in the youth's understanding of the role of the adult researcher. Traditional researchers often study a group with predetermined protocol and process. Youth Participatory Action Research (YPAR) allows for the active participation of the subject creating a more flexible discussion with the participants, which may confuse the youth. Youths who are used to taking direction from adults may find it a difficult process at first (Cahill, 2007).

Setting

California's State Migrant Education Office administers program services in collaboration with 23 regional offices statewide. This study took place in one distinct region in California - the Migrant Education Program Region XVI within the Monterey County Office of Education. The region was chosen for its geographical location, type of Out-of-School Youth, and data availability.

The Migrant Education Program Region XVI serves Monterey County California, save for the community of Pajaro, California, a census-designated place (CDP) in Monterey County. Pajaro is located on the south bank of the Pajaro River with a population of 3,384 at the 2000 census. Monterey County is located on the central coast of California approximately 50 miles southwest of San Jose, California. Twelve cities and 15 census-designated places comprise Monterey County. The county covers 3,324 square miles, comprising some of the most scenic vistas in the world. Situated in the central coast region of California, its 100 miles of coastline fall within the Monterey Bay National Marine Sanctuary, currently the nation's largest. In 2004, the population was 420,000, with the ethnic distribution being: White (37%), Hispanic (51%), Asian (6%),

and Other (6%). Monterey County has two major urban areas, Salinas and the Monterey Peninsula. Salinas, the county's government center and largest city, is located in the northern part of the valley. Salinas has become a regional trade center for California's central counties, serving as the industrial, commercial, and residential hub of the Salinas Valley.

The regional XVI office has identified a population of approximately 15,808 migrant students, with Out-of-School Youth comprising about 2,500 of those students, making it the second largest Out-of-School Youth populated region in California with approximately 23% of the state's total Out-of-School Youth. Within Monterey County, there are 14 districts that have a service agreement with the regional office to operate project sites. Two of those districts actively serve Out-of-School Youth.

Participants

Purposeful sampling, where the subjects are selected based upon particular characteristics, will be used to select participants for this study. The migrant subpopulation selected will be Here-to-Work Out-of-School Youth between the ages of 18 to 21 and will meet the following criteria:

1. Hold a current Certificate of Eligibility for the Migrant Education Program.
2. Have not graduated from high school or completed a General Education Diploma.
3. Have less than a seventh grade education.
4. Have participated in at least one Migrant Education Program service during fiscal year 2010-2011.

Participant samples will be selected on the basis of the above mentioned criteria and will

include 10 youth to be individually interviewed and six youth to be interviewed in one separate focus group for a total of 16 participants. The researcher used a dual-pronged approach by employing a combination of interviews and focus groups to triangulate the data. Individual interviews will be used to gather information from the participants and are particularly useful for getting the story behind his or her experiences. The individual interview process allows the researcher to engage more personally with participants, thus affording the researcher the opportunity to probe and/or to ask follow-up questions. Focus groups are similar to interviews in that they are in-depth discussions using the same open-ended questions, but differ in that focus groups engender information and data through the shared discussion and reciprocal dialogue that takes place.

Using the Region XVI office's local database, participants will be screened to ensure fidelity to the established criteria. From the initial list of participants each will be contacted to ensure they continue to reside in the area. Priority was given to participants currently residing in Region XVI, but those outside the area will not automatically be eliminated.

Data

The researcher collected detailed information using a variety of data collection procedures (Stake, 1995). Types of qualitative data collected will include observations, interviews, documents, and audiovisual materials. One goal is to create a sense of ownership with Out-of-School Youth by "facilitating local people to produce and analyse [*sic*] their own information, according to their own priorities" (Cornwall & Jewkes, 1999, p. 1670).

Interview protocols will include standardized open-ended questions with individual participants thus allowing the researcher to validate and respect the experiences of those most directly affected by the issue of program services. Quantitative data collected will include regional database information, individual needs assessments, migrant academic action plans, and number of referrals. Data will be gathered by the researcher within the region described in the settings section. In an effort to ensure fidelity to PAR, the researcher will not only involve Out-of-School Youth in the data collection but also attempt to shift the power dynamic and include youth voices in the understanding of data.

Interviews were conducted in December 2011 and focus groups will convene in December 2011. Given that the researcher has participated in the development of Out-of-School Youth programs in California and nationally, the potential for bias in the study exists. The researcher will use Grounded Theory focusing on an open coding method of data analysis in an effort to reduce bias.

Analysis

Data collected from the region was analyzed using a variety of steps. Data was organized and prepared for analysis by transcribing and translating the interviews, sorting and arranging the Individual Needs Assessments (INAs) and Migrant Learning Action Plans (MLAPs), and reviewing audiovisual materials. All data was then examined in order to acquire a general sense of the information. Close attention was paid to the importance of involving participants in the initial analysis. Initially this may entail “contracting people into exercises which facilitate reflection and analysis as a step

towards collaboration…" (Cornwall & Jewkes, 1999, p. 1669). Focus groups were set up and facilitated by the researcher to ensure collaborative participation by study subjects. Key to PAR is the idea that study subjects are not merely pawns used to understand a phenomenon but rather active participants in the unpacking of information. It is precisely at this point in his or her understanding that researchers can "become learners and facilitators, catalysts in a process which takes on its own momentum as people come together to analyse [*sic*] and discuss" (Cornwall & Jewkes, 1999, p. 1668).

Next the interview data was coded and the process was used to generate themes in effective services for Here-to-Work Out-of-School Youth. These themes were examined for generalizations across services. Further, the findings from the study were shared with federal, state and local education agencies as guiding principles for serving Out-of-School Youth.

Participant Rights

All rights of the participants were safeguarded. Following California State University East Bay's Institutional Review Board protocol protected participants' rights. The study ensured staff confidentiality by being anonymous and using pseudonyms and changing region names when requested, and as needed, to protect participants and the institutions in which they work. The names of any OSY and/or names on individual assessments were removed to protect sensitive material, assessment data, and the students' confidentiality.

Chapter 4

Results and Outcomes

Introduction

The purpose of this study was to examine the impact of services for Here-to-Work Out-of-School Youth. The guiding research question was: How do the identified practice and services impact migrant 18- to 21-year-old Here-to-Work Out-of-School Youth in the Migrant Education Program Region XVI in Monterey County, California.

This study sought to answer the following questions: What are the strategies, practices, and services when working with migrant 18- to 21-year-old Here-to-Work Out-of-School Youth in the Migrant Education Program Region XVI who have less than a seventh grade education in their native country? What impact do those strategies, practices and services have on these youths? In this study, strategies and practices are defined as workshops, leadership camps, residential programs, tutorials, and General Education Diploma preparation (GED) programs. This study specifically examined services for migrant Here-to-Work Out-of-School Youth through the perspective of the youth, and did not address Recovery Youth.

A Participatory Action Research (PAR) approach was employed as a tool to draw out information from those closest to the services. PAR was selected because of its unique capacity to genuinely bring participants into the research as well impact their local community. More than simply researching for the production of knowledge, PAR seeks to build understanding and information on a specific topic in order to provide a direct impact on the local population. This learning inevitably translated into a better quality of

life not only for the participants, but for their surrounding communities as well (Cammarotta & Romero, 2009).

Through an understanding of Out-of-School Youth experiences in the field, the researcher hoped to gain insight and information from the participant's perspectives by engaging the local participants in a discussion. This section allowed the reader to learn about the data collected and the processes utilized to analyze this data during the three stages of the research. The data collection took place in three stages. During stage I, the researcher collected and analyzed data from 10 participants during individual interviews. Stage II encompassed the data collection and analysis from the one focus group of six participants, which took place after the interviews. Finally, stage III incorporated data analysis from a review of two distinct databases, the local region XVI database and the statewide COEStar database.

Review of Methodology

The researcher used various methods of coding to begin the process of discovering themes and subthemes by drawing from the information provided by the participants during the interviews, focus groups, and documents. Using the transcribed interview and focus group text from the open-ended questions and text in various documents, the researcher employed several methods of coding including a priori coding, open coding (Strauss & Corbin, 1990) and hierarchical coding in an effort to identify themes. "Themes come both from the data (an inductive approach) and form the investigator's prior theoretical understanding of the phenomenon under study (an a priori approach)" (Ryan & Bernard, 2003, p. 88.) The goal of the researcher during this initial

phase of coding was to determine a maximum number of themes, understanding that those themes would eventually have to be pared down to the most significant categories.

The researcher used a method called a priori coding. This method identifies themes or categories prior to categorizing the actual data. This allowed the researcher to begin with a list of preset categories in advance of coding the data. Because the researcher has experience with the Out-of-School Youth population and because there are agreed upon professional norms when working with this population, the researcher believed a priori coding would be an ideal way to begin the coding process. According to Ryan and Bernard (2003) categories can be classified from “the investigator’s priori theoretical understanding of the phenomenon under study (an a priori approach)” including the “researcher’s values…and personal experiences” (p. 88). It would also be important to compare the a priori themes against the emergent themes in order to compare and contrast categories in an effort to illuminate and address potential researcher bias. A priori themes included advocacy/advocates, safety, transportation, motivation, getting ahead (success), valuing education, and trust.

Subsequently, using Grounded Theory Method (Strauss & Corbin, 1990), the researcher began a process of open coding (aka latent coding) (Shapiro & Markoff, 1997) in order to allow codes to emerge from the data. In using this method, a careful line-by-line analysis of the transcripts was conducted. Open coding allowed for categories to be defined as a result of working with the data. This was an especially effective method to ensure researcher bias was minimized (Scott & Howell, 2008). According to Strauss and Corbin (1990) quality open coding allows the data to inform the researcher. Also

important when using Grounded Theory Method is the idea of constant comparison, which is described in more detail below. Essentially the technique, which is applied throughout open coding, required the researcher to review all previous passages in order to compare and determine if recoding was necessary.

Various techniques were used during the process of open coding. Techniques included identifying word repetitions, key words in context, indigenous typologies, transitions, and missing data while concurrently using a procedure of constant comparison. The final product of this open coding process was a lengthy list of categories and subcategories. As mentioned above, in order to accurately reflect the data as well as help reduce researcher bias, the researcher's goal was to maximize the number of categories identified.

Next the researcher began the task of initial categorization in order to organize the raw data and begin to identify important categories. Given the large amount of categories and subcategories the researcher found it necessary to classify the categories into a coherent initial coding list. Initial categories were divided into subcategories and the researcher continued to apply new codes until no new categories or subcategories could be identified. Upon further analysis (i.e., word repetition) the researcher was able to merge and/or eliminate categories. As expected, the original list of categories changed through each reiteration of the process. Strauss and Corbin (1990) refer to this iterative process as "dimensionalising." "Investigators must eventually decide which themes are most salient and how themes are related to each other" (Strauss & Corbin, 1990, p. 103).

The final stage of data analysis involved hierarchical coding. Here, the researcher began to closely analyze categories and subcategories and how they related to each other (Ryan & Bernard, 2003). Categories were closely scrutinized to identify potential relationships. This process further defined subthemes within a theme and assisted in the elimination of non-essential categories.

Results of Research Questions

This section is divided into three major phases based on the stages of data collection. The first section describes the data collected during interviews with Out-of-School Youth. The second section describes the data collected during the focus group with Out-of-School Youth. The final section reviews data from the region XVI and COEStar databases. The first two data sections report the themes produced from the dialogue with participants related to the interview questions. Subthemes are detailed within the broader themes. These subthemes emerged based on the interview questions and subsequent answers provided by participants. Stage three is an analysis of participant information contained in two separate databases: the region XVI local database and the statewide COEStar database. Participant services were examined based on the data extracted from both sets of records. The human subjects requirement for this study has been reviewed and approved by the California State University East Bay Institutional Review Board.

Stage I - Interviews

This section reports data analyzed from the 10 individual interviews conducted with Here-to-Work Out-of-School Youth. These interviews were conducted individually

and 100% of the interviews took place in the main Migrant Education Office located at 901 Blanco Circle, Salinas, California 93901. All interviews were initially conducted in Spanish, though one participant had to be re-interviewed with the help of an interpreter. The researcher realized the participant was not responding to the questions and questioned her understanding of Spanish. The participant confirmed that her first language was not Spanish but Mixteco. The researcher discussed with the participant if she would be interested in conducting the interview with the help of an interpreter. Interviews were video captured. The next section begins with participant demographics followed by the data results.

Participant Demographics

The age range of the 10 participants was between 18 and 21 years; at the time of the interviews 5 participants were 18 years old, 2 were 19 years old, and 3 were 21 years old. Of the 10 participants, half were male and half were female. All 10 participants were born in Mexico; 7 were born in Oaxaca, 1 in Guanajuato, 1 Hidalgo, and 1 in Puebla. Eight of the ten participants are residents of Salinas, California, with the remaining two participants residing in King City, California. Participants had completed grades 0-7th with an average grade completion of 4.5. One participant had no formal education, two had completed third grade, one had completed fifth grade and the remaining 6 had completed sixth grade. All reported their native language as Spanish with the exception of one participant who reported her native language as Mixteco. Participants' time in the program varied from a low of five months to a high of four years and six months. Time in the program is measured from the date the Out-of-School Youth first were contacted by

the Out-of-School Youth program, and not from their date of enrollment into the Migrant Education Program, through January 2012.

Themes

The findings from the interviews are divided into four major themes:

1) Identification and recruitment
2) Program services
3) Recommendations
4) Motivation

Within these broad themes several sub-themes were identified, which were then detailed within the discussion of the major themes. The above categories and subcategories emerged as a result of the responses by participants to the eight interview questions. The following eight questions provided a guide for the discussion:

1. How were you recruited into the Migrant Education Program?
2. How did you find out about the Migrant Education Program services?
3. What are some of the Migrant Education Program services that you have participated in?
4. How have those services helped?
5. What are some of the other services (social/health) that you participated in?
6. How have those services helped?
7. Which Migrant Education Program services did you like the best and why?
8. What recommendations would you give to staff working with Out-of-School youth to improve their services?

Table 3

Themes and Sub-Themes

Question	Theme	Subtheme	Interviews	Foc
1. How were you recruited into the Migrant Education Program?	Identification and Recruitment	N/A	X	
2. How did you find out about the Migrant Education Program services?	Services	Knowledge of Services	X	
3. What are some of the Migrant Education Program services that you have participated in?	Services	Services Received	X	
4. How have those services helped?	Services	Participant Reported Services	X	
		Benefits of Services	X	
5. What are some of the other services (social/health) that you participated in?	Services	Services Received	X	
6. How have those services helped?	Services	Participant Reported Services	X	
		Benefits of Services	X	
		Program Satisfaction	X	
		Program Appreciation	X	
7. Which Migrant Education Program services did you like the best and why?	Services	Services Most Liked by participants	X	
8. What recommendations would you give to staff working with Out-of-School youth to improve their services?	Recommendations	N/A	X	
9. Multiple Questions	Motivation	N/A	X	
10. Multiple Questions	Cultural Proficiency	N/A	X	

Theme #1: Identification and Recruitment

Identification and Recruitment (I&R) is a procedure referred to by Migrant Education Program professionals and describes the initial process by the program staff to identify and recruit pupils into the Migrant Education Program. The process includes initial contact and the asking of a series of questions to determine eligibility of pupils, and (if the pupil qualifies), completing necessary paperwork. Interviewees were asked how they were recruited into the Migrant Education Program.

Seven out of the ten participants were recruited in the workplace, particularly in the "fields." The "fields" (referred to by participants as el campo or el fil) is a term used to refer to agriculture farm fields or lands. Region XVI is one of a handful of regions that conducts field-based recruitment as part of their regular recruitment activities. This may attribute to why the region has such a large number of Out-of-School Youth. The participant responses were:

> I was working in the fields picking lettuce and a group of teachers from the migrant program arrived. They asked who was interested in studying…(C. Torres, personal communication, December 13, 2011).
>
> Three years ago some people came to my work offering studies and health (C. Rosales, personal communication, December 1, 2011).
>
> They went to my work site and it was there that they told me they had this program I registered. I was working in the strawberries (J. Rivera, personal communication, December 4, 2011).

> I was working and one day a fat lady arrived at my work site around 6 in the morning and she said to sign and she gave me a card [business card] (A. Garza, personal communication, December 9, 2011).
>
> I was working…in the strawberries… and the program personnel arrived in the fields. We were working and during my recess eating and I saw when the migrant staff arrived and they talked to us. They wrote my name and later I received a letter (E. Ramirez, personal communication, December 12, 2011).
>
> I was working in the fields and when we were taking a break Vivian came. Then I gave all of my information to Vivian and they registered me (M. Ochoa, personal communication, December 12, 2011).
>
> The migrant program staff came [to the fields] and they spoke about their services (E. Rocha, personal communication, December 12, 2011).

The participant responses validate the identification and recruitment literature, which states that successful recruitment is recruitment that focuses in the fields and in the community (Duron, 2004; Hanley & Melecio, 2004, Hill & Hayes, 2007). The responses further substantiate Hill and Hayes's (2007) statement concerning field-based recruitment "…others who have never attended U.S. high schools have been recruited from the fields where they work picking strawberries" (p. 31).

The remaining three participants were recruited outside of the workplace, either in their residence or at the office. The researcher refers to this type of recruitment as incidental recruitment. These participants were either incidentally recruited as a result of someone already receiving services (in this case a family member), recruited accidentally

through Migrant Education Program staff or self recruited, or after hearing from a family member about the Migrant Education Program. One participant learned of the Migrant Education Program through a family member.

> [Response to question #1]: Via one of my cousins who told me. I went to investigate where the school was located to study and when I arrived there they told me that I could go to middle school. From there the teacher sent me to come and enroll in the migrant program (H. Rodriguez, personal communication, December 9, 2011).

Another was recruited into the Migrant Education Program when Migrant Education Program staff arrived at a residence to recruit a pre-identified youth and located A. Morales in the home where she too resided.

> I was recruited in my home. They went looking for another person they were recruiting and they found me (personal communication, December 1, 2011).

N. Martinez was eventually recruited into the Migrant Education Program as a result of learning about the program through her husband.

> The one who spoke first about registering was my husband. He spoke to me well explained (need to verify) and he gave me Eileen's number. One day I came with my husband to pick up a certificate and I registered with Eileen (personal communication, December 12, 2011).

The participant responses highlight the importance of friends and family in the identification and recruitment process. As mentioned in the literature, Out-of-School Youth (OSY) are among the most difficult to locate (California Department of Education,

2007). If Out-of-School Youth are missed in the workplace it is important to recognize that there is a network of friends and family who may be able to assist the Migrant Education Program with recruitment. This recaps the significant findings previously revealed in the research.

Theme # 2: Services

For purposes of this study, services are defined as any service or activity available to the Out-of-School Youth provided directly or indirectly by the Migrant Education Program. These services fall into five categories: advocacy, support, health, program, and instructional support and supplies. Advocacy involves social work, referrals, guidance, counseling, follow-up, and monitoring of the Out-of-School Youth. Support services include transportation, onsite orientations, any formal assessment such as individual needs assessment, and the creation of an action plans. Health services is a comprehensive term used to describe the provision of information related to health services as well as screenings and actual medical, hearing, dental, and vision exams including nutrition. Program includes workshops, classes (General Education Diploma preparation, English as a Second Language (ESL), computer, etc.), field trips (such as leadership camps, university visits), and cultural events. Instructional support/supplies refer to services such as providing Out-of-School Youth with student identification cards, backpacks, school supplies, and General Education Diploma waivers.

Services subtheme #1: knowledge of services. Although the majority of participants were recruited into the program by the Migrant Education Program identification and recruitment staff, their knowledge of program services came primarily

from the advocates. Eight out of the ten responses stated that they had learned about specific program services from the advocates.

> The teacher explained that there were departures for workshops, departures to Santa Cruz [Koinonia Leadership Conference] …(C. Torres, personal communication, December 13, 2011).
>
> They gave me my sheet and the same advocate was in my home giving me all of the information (A. Morales, personal communication, December 1, 2011).
>
> They called me to invite me to a workshop. That was when I came the first time (J. Rivera, personal communication, December 4, 2011).
>
> Because they gave me a sheet with the information (N. Martinez, personal communication, December 12, 2011).
>
> She told me everything. I found out about services available." Through a Mixteco interpreter [Amalia said that she read the letter well then she called and that is how she learned. She said that when Aurora called her she asked if she wanted to learn English and finish her studies.] (A. Garza, personal communication, December 9, 2011).
>
> Via Mrs. Vivian. Yes, she told me "you can study and obtain preparation for the GED (H. Rodriguez, personal communication, December 9, 2011).
>
> Through Vivian. She spoke to me about everything about the program. How program is, what you do and everything. Because of her I became aware. They showed me the computer classes (E. Ramirez, personal communication, December 12, 2011).

> Vivian interviewed me and she made appointments to offer me services like medical, teeth and vision (M. Ochoa, personal communication, December 12, 2011).

One of the remaining participants learned of program services by the Migrant Education Program identification and recruitment staff at the initial time of recruitment. Though not as detailed as the advocates, identification and recruitment staff are trained to provide general information about Migrant Education Program services to clients at the time of enrollment. Information includes all services available to eligible families rather than services specific to the Out-of-School Youth.

> Some people came to work offering studies and health (C. Rosales, personal communication, December 1, 2011).

The final participant did not understand the question.

Services subtheme #2: services received. This section describes actual services received by Out-of-School Youth as reported by the participants. In many cases participants received multiple services. For example, one participant may have reported receiving a total of five services: a health screening, a dental exam, General Education Diploma classes, a workshop, and transportation. Participants reported partaking in various services including, health, programs, support, and instructional support/supplies.

Health was the primary service received. Out of the ten participants, eight reported having received health services. Of the nine, five reported receiving dental screenings/exams, three reported receiving physical exams, five reported receiving vision screening/exam, one reported receiving a glucose screening, one reported receiving

immunizations, and one reported receiving health insurance. Health has been discussed in the literature as a factor in prohibiting Out-of-School Youth school participation (California Department of Education, 2007; Hill & Hayes, 2007). Participant responses included:

> I called the teacher and told her I wanted to make an appointment with the oculist and the dentist for physical exam and all of that. And then after that they gave my immunizations. I have gone to the clinic. I went to the clinic to have a physical exam done, eye check up, to the dentist, for my immunizations (C. Torres, personal communication, December 13, 2011).
>
> Another thing are the health services. It is a service that is given to us until we turn eighteen years old that offers us dentist, physical exam and optometrist for your eyes. I went to the dentist and they filled my molars (A. Morales, personal communication, December 1, 2011).
>
> I have participated in health. A few months ago I attended a workshop and they reviewed our vision and there they helped me with the dentist (C. Rosales, personal communication, December 1, 2011).
>
> They offered me dental service, vision and of the blood….they gave me a checkup (J. Rivera, personal communication, December 4, 2011).
>
> They gave me a blood test (N. Martinez, personal communication, December 12, 2011).
>
> The dentist and school (A. Garza, personal communication, December 9, 2011).

> Health. Medical Service. All so I could get medical I allowed them to do a blood test. They gave me medical. Also Vivian took me to the dentist. I also went to the eye doctor. I wanted to take advantage of the services (M. Ochoa, personal communication, December 12, 2011).
>
> I participated in Gonzales and the dentist check-up (E. Rocha, personal communication, December 3, 2011).

The federal consortium, Solutions for Out-of-School Youth (SOSY) exposes multiple obstacles and challenges when providing services to Out-of-School Youth, including lack of trust in the Migrant Education Program, early financial family and parental responsibility, limited English proficiency, lack of transportation, lack of childcare, lack of support and/or motivation, limited academic success, inadequate social skills, high mobility, severe poverty, poor nutrition, mental and physical health concerns, substance abuse, inadequate and/or lack of health care, and low levels of health insurance despite high levels of employment (California Department of Education, 2007; Coronado, 2002; Duron, 2004; Hill & Hayes, 2007; Metzler & Frederic, 1962; Orsini, 1968; Reed et al., 2005; Romo, 1996; Tillman, 2010; Wright, 1996).

Though health was reported more often than other services, 60% of the participants reported assistance in at least one program. Out of the ten participants, six reported participating in program; two stated they had attended General Education Diploma preparation classes, one attended an English as a Second Language class, one attended a motivational and leadership series provided by a teacher through the

Binational teacher exchange program, five reported they attended workshops, and one reported attending a Leadership Conference (Koinonia). Participant responses included:

> They explained to me that I could take English classes and that I could attend in the afternoons after work. Then after I started to go take English classes for GED. I have participated in the English classes for the GED, digital video classes, I have attended workshops, I have traveled to Santa Cruz [Koinonia Leadership Conference] and many other places (C. Torres, personal communication, December 13, 2011).
>
> One that I liked very much are the workshops given to students about school (A. Morales, personal communication, December 1, 2011).
>
> Since I started I began participating in all of the workshops…but I have never registered for classes (C. Rosales, personal communication, December 1, 2011).
>
> …school. [speaking through a interpreter] She likes everything when she went to the workshop and what the teachers said. To get on the bus, how to arrive at my destination and how to get on the bus again (J. Rivera, personal communication, December, 4, 2011).
>
> I have participated in workshops conducted in Gonzales (H. Rodriguez, personal communication, December 9, 2011).
>
> The painting activity from the Venezuelan teacher who came from Mexico (M. Ochoa, personal communication, December 12, 2011).

> I am currently studying English and preparing myself for the GED also. English classes, digital video and classes for GED preparation (E. Rocha, personal communication, December 3, 2011).

Similar to services provided for K-12 students, Out-of-School Youth reported participating in various instructional services primarily to learn English as a Second Language and academic skills to prepare for taking and passing the General Education Diploma exams. Services came in the form of evening classes, weekend leadership camps, visits to community colleges and universities, youth advocates, and workshops, etc.

Services subtheme #3: benefits of services. When asked how services benefitted them, participants primarily focused on health. In this section health was referenced fourteen times by the seven participants. Health was mentioned multiple times due to the participants having received several health services. Participants mentioned specific services and on two occasions centered on the cost of health services.

> [Referring to the health services] They helped me well, and then attended me well. They explained to me that all was well. They asked me questions, if I had gotten immunizations before. Thanks to the program for helping me pay all of that (C. Torres, personal communication, December 13, 2011).
>
> They have helped me plenty like the health service because I went to the dentist (A. Morales, personal communication, December 1, 2011).
>
> A lot. We went … to the dentist and to the optometrist and it is all done for our well being (C. Rosales, personal communication, December 1, 2011).

> They gave me a physical exam and a little of everything. Good, because that is how I knew that I did not have any illness. Well, yes because of the services they provide there [like] dental services and all of that (J. Rivera, personal communication, December 4, 2011).
>
> I went to an appointment for women and now I am going to the dentist. The one I want to go to is the dentist because it is too expensive there and I don't have money to pay (N. Martinez, personal communication, December 12, 2011).
>
> They [medical services] helped me because frequently medical calls me and keep me informed (M. Ochoa, personal communication, December 12, 2011).
>
> They reviewed me well but I had a tooth … I only attended once and they were very helpful (E. Rocha, personal communication, December 3, 2011).

Four of the ten participants talked about advocates when asked how services helped them. When referencing the advocates, participants used words like present, family, communication, worry, teach, and support. The most common comment from the participants about the advocates was a reference to their providing communication. Being informed was very important to the participants.

> Before, teacher Grace was there and teacher Grace would communicate with time. Later I started attending English class for the GED and teacher Gina would communicate with me. She has always worried about us and she communicates with us and thanks to her we continue in school (C. Torres, personal communication, December 13, 2011).

> Our advocates are always there with us helping us. The advocates are very good and they make me feel like a family member. They are always ready and available to help me (A. Morales, personal communication, December 1, 2011).
>
> It is less pressure than doing it alone. In this program they [advocates] help us very much. Yes, if we were not registered in this program everything would be very difficult (C. Rosales, personal communication, December 1, 2011).
>
> She [advocate] was always giving me the information. Vivian taught me everything, she supported me everything. She supported me in everything. When there is an event and I cannot go staff pick me up. Vivian has supported me very much. Vivian invited me to this interview and she told me not to fail her (M. Ochoa, personal communication, December 12, 2011).

According to Hill and Hayes (2007) and Ward (2002), personnel such as advocates are essentially unsurpassed in their ability to provide services to Out-of-School Youth due to the personal and individual nature of their work with the youths.

Three participants discussed how workshops were beneficial to them when receiving services. Participants mentioned specific topics within the workshops such as English, health, and worker rights. They stated the workshops were informational, provided learning in general, and an opportunity to meet new people and helping participants overcome their fear.

> The workshops have helped us plenty (A. Morales, personal communication, December 1, 2011).

> The first time I can I was very timid I did not want to speak but they [workshops] helped lose the fear. You make friends from different places (C. Rosales, personal communication, December 1, 2011).
>
> [Through an interpreter] It [the workshop] helped her very much in that she learned that she could study and finish her schooling. It helped her meet other people (A. Garza, personal communication, December 9, 2011).
>
> I have learned much from the workshops. I have met a lot of new friends and they have helped me lose the fear and know how to communicate with people (H. Rodriguez, personal communication, December 9, 2011).

Other less prominent but significant benefits of the program included learning in general, computer classes, General Education Diploma classes, new friends, food, and getting ahead.

> They have helped me learn English and to know things that before I didn't know. The teachers have helped me a lot. We learn so much from the program like personally (C. Torres, personal communication, December 13, 2011).
>
> In school I have learned plenty. I have learned to use computers and I knew nothing and now I love it. When I began attending I learned plenty (A. Morales, personal communication, December 1, 2011).
>
> The truth is very much so to get ahead. Successful people come and they teach and share with us how to get ahead (C. Rosales, personal communication, December 1, 2011).

> The learning and the studying to get ahead (H. Rodriguez, personal communication, December 9, 2011).
>
> It [GED] was good because he spoke to us about the topic of violence and how to treat people, how to eat nutritious food and various other things. I also met friends. My friends still call me and tell me "Are you still coming to class?" (M. Ochoa, personal communication, December 12, 2011).

Services subtheme #4: participant reported services. Participants self reported receiving a total of 30 distinct services. C. Torres (personal communication, December 13, 2011) reported that he had received nine services. He stated he had attended workshop, English, digital video, and General Education Diploma classes, had had a vision, dental, and physical exam including immunizations, and attended a trip. A. Morales (personal communication, December 1, 2011) reported four services - having attended a workshop and receiving dental, vision, and a physical exam. C. Rosales (personal communication, December 1, 2011) reported three services - receiving dental and vision services and having participated in a workshop. J. Rivera (personal communication, December 4, 2011) reported one services - a physical exam. N. Martinez (personal communication, December 12, 2011) reported two services - a physical exam including a glucose screening. A. Garza (personal communication, December 9, 2011) reported receiving two services - attending a workshop and a dental screening. H. Rodriguez (personal communication, December 9, 2011) reported one service - attending a workshop. E. Ramirez (personal communication, December 12, 2011) reported receiving no services. M. Ochoa (personal communication, December 12, 2011) reported

receiving five services - primarily health services (insurance, dental, and vision) and having been provided materials. E. Rocha (personal communication, December 3, 2011) reported having received four services - classes in General Education Diploma, English, and Digital Video, and dental services.

Services subtheme #5: services most liked by participants. When interview participants were asked which Migrant Education Program (MEP) services they liked best, eight of the ten responded. Workshops rated the highest. Three of the ten participants highlighted the workshops.

> I like attending all the workshops (C. Rosales, personal communication, December 1, 2011).
>
> The workshops because there they explained about everything a bit. I liked it because I understood a bit more (J. Rivera, personal communication, December 4, 2011).
>
> I have really enjoyed workshops…like health and sexuality (H. Rodriguez, personal communication, December 9, 2011).

Two participants mentioned English classes and two talked about liking the computer courses best.

> The English classes (C. Torres, personal communication, December 13, 2011).
>
> The computer class and the sports (M. Ochoa, personal communication, December 12, 2011).
>
> I like more the English classes and computers (E. Rocha, personal communication, December 3, 2011).

One participant stated she like the health services best.

> The health services because they are free and in this country health services are not very economic (A. Morales, personal communication, December 1, 2011).

The final participant cited reading as best liked overall.

> [Through an interpreter] She liked to read the most (A. Garza, personal communication, December 9, 2011).

Two participants had no response.

Services subtheme #6: program satisfaction. One additional sub-theme that emerged from the interview data related to program services was participant satisfaction with the Migrant Education Program. Five of the ten participants expressed having fun, feeling happiness, and feeling good when asked how Migrant Education Program services had helped them.

> I have been to Santa Cruz [Koinonia Leadership Camp] and it was very fun over there (C. Torres, personal communication, December 13, 2011).
>
> I like them because aside from having fun…(A. Morales, personal communication, December 1, 2011).
>
> [Through an interpreter] She says she feels good [participating in classes] (A. Garza, personal communication, December 9, 2011).
>
> It's a good program because it help us very much those of us who came to this country (H. Rodriguez, personal communication, December 9, 2011).
>
> I was asked if I wanted to study. I said "yes" and I liked it. I feel happy studying and I want to learn a lot (E. Rocha, personal communication, December 3, 2011).

Theme # 3: Recommendations

Participants were asked what recommendations they would make to the staff working with young people in order to improve Migrant Education Program services. Half of the participants made recommendations related to education, specifically workshops and classes. Five of the ten participants were interested in including additional topics such as parenting. In addition participants recommended adding more time to existing classes.

> Also, that you have more time in the digital video classes because I would like to learn to use it because I don't know how to use it. To offer the class half a year or more. That we have English, GED and digital video classes all the time to learn because it is necessary knowing how to use it (C. Torres, personal communication, December 13, 2011).
>
> That in the workshops they focus on only one topic. A bit more time in the workshops and in the courses like video production. That they be extended a bit more. Workshop topics; that they focus only on one topic (A. Morales, personal communication, December 1, 2011).
>
> That they provide advice for young parents. The responsibility of what a baby is (N. Martinez, personal communication, December 12, 2011).
>
> To teach them to speak Spanish well, to read and learn many things (A. Garza, personal communication, December 9, 2011).
>
> To offer English classes and GED preparation (E. Rocha, personal communication, December 3, 2011).

Three participants made recommendations unrelated to education. Instead they recommended the Migrant Education Program continue field-based recruitment, continue the program, and provide support.

> To continue recruiting in the fields so that people know more about you all because there are people that still don't know about this program (J. Rivera, personal communication, December 4, 2011).
>
> To continue so (N. Martinez, personal communication, December 12, 2011).
>
> To support us and that they know how to respond when we ask questions (H. Rodriguez, personal communication, December 9, 2011).

One participant made no recommendations, but instead responded that he was satisfied with the current program services.

> I don't know what to ask you for because everything is good (M. Ochoa, personal communication, December 12, 2011).

One participant did not understand the question and one had no recommendations.

Theme #4: Motivation

Lack of motivation has been cited as a challenge to Here-to-Work Out-of-School Youth school participation. The researcher defines internal motivation as a person's inner motivation to achieve their goals. Seven out of the ten participants discussed wanting to learn, particularly English, wanting to get ahead, getting a better job, and "doing their part."

> I want to learn English to be able to speak and understand it because the majority of people speak English. I would like to learn to use it [computer] (C. Torres, personal communication, December 13, 2011).
>
> I love school! (A. Morales, personal communication, December 1, 2011).
>
> It is also up to us to do our part. Sometimes we get off work tired but we need to attend to get ahead (C. Rosales, personal communication, December 1, 2011).
>
> I want to learn a bit of English (J. Rivera, personal communication, December 4, 2011).
>
> I was already looking for help to continue my studies. I would like to learn a lot of things (E. Ramirez, personal communication, December 12, 2011).
>
> I told her [advocate], ok I want to learn (M. Ochoa, personal communication, December 12, 2011).
>
> I want to learn a lot. I want to have a better life. I want to learn English and get ahead. I want to learn more English to get ahead because I don't know [English] and to get a better job (E. Rocha, personal communication, December 3, 2011).

Participant statements reaffirm the California Department of Education's (2007) assertion that Here-to-Work Out-of-School Youth are interested in furthering their education. Abrego (2006) asserts that numerous immigrant and undocumented youth have incorporated American norms and beliefs, which connect education to success; "…many … have already internalized U.S. values that guarantee upward mobility for those who succeed academically" (Abrego, 2006, p. 223).

These statements support what previous studies on Out-of-School Youth motivation indicate (California Department of Education, 2007; Ward, 2002). According to Maria Chavez, Senior Director, Region IX Migrant Education Program San Marcos, California, “When out-of-school youth reflect on what motivated them to come here to begin with, it's easy to sell education to them” (Ward, 2002, p. 23).

In summary, the data from stage I provided insight into the MEP from the perspective of the 10 interviewees. The discussions included identification and recruitment, services, and suggestions. The data revealed the services participants felt where most influential and their reactions to those services. The data uncovered participant’s experiences, ideas, and thoughts concerning the MEP.

Stage II—Focus Group

This section reports data analysis of one focus group, which consisted of six participants. The researcher conducted a focus group in addition to interviews because of the ability of the group to present diversity and flexibility in one setting. Similar to the interviews, the focus group offered a unique opportunity for face-to-face communication but distinct in that participants were more relaxed and supported by their peers. The group arrangement encouraged honesty and involvement. Below is just one example of how the focus group was less formal and more comfortable. When participants were responding to questions they often interjected humor.

> More workshops. Don’t forget the pozole and tamales. I am joking (F. Sanchez, personal communication, December 8, 2011).

It's not "posadas" time anymore! (S. Chavez, personal communication, December 8, 2011).

The focus group was conducted offsite at the Region XVI Out-of- School Youth Program office located in Greenfield, California and was conducted entirely in Spanish. Participant demographics are discussed, followed by the data results. The following were the eight questions used with the focus group:

1. How were you recruited into the Migrant Education Program?
2. How did you find out about the Migrant Education Program services?
3. What are some of the Migrant Education Program services that you have participated in?
4. How have those services helped?
5. What are some of the other services (social/health) that you participated in?
6. How have those services helped?
7. Which Migrant Education Program services did you like the best and why?
8. What recommendations would you give to staff working with Out-of-School youth to improve their services?

The findings from the focus group are divided into the same four themes, which emerged from the interviews with distinct subthemes:

1. Identification and Recruitment
2. Program Services
3. Recommendations
4. Motivation

Participant Demographics

The age range of the six participants was between nineteen and twenty-one; three were nineteen years old and three were twenty-one years old. Of the six participants, one was female and the other five male. Five out of six participants were born in Mexico; two in Guanajuato, one in Oaxaca, one in Guerrero, and one in Puebla, and one was born in Guatemala City, Guatemala. Six out of the six participants reside in South County Monterey County, (an area defined as beginning in Gonzalez, California all the way down to the southern tip of Monterey County including all cities and areas in between) in the cities of Soledad, Greenfield, and King City, California. Participants had completed grades sixth through tenth; four participants had completed up to sixth grade, one up to seventh grade, and one through tenth grade. Four participants reported their primary language as Spanish, the remaining two participants reported Nahuatl as their primary language. Participants' time in the program varied from a low of one month to a high of five years and five months. Time in the program is measured from the date the Out-of-School Youth are first contacted by the Out-of-School Youth program, and not from their date of enrollment into the Migrant Education Program, through January 2012.

Theme #1: Identification and Recruitment

Unlike the interview participants, the focus group participants were evenly divided between field based and incidental recruitment. Two of the six participants reported that they had been recruited in their workplaces.

> Some people went to the fields and there is where I registered with the migrant program (S. Garza, personal communication, December 8, 2011).

> Some people went to the fields where I was working. They arrived and that is how I registered (F. Sanchez, personal communication, December 8, 2011).

One participant stated that he had initially talked with a friend about the Migrant Education Program, but that ultimately he had been recruited in his workplace.

> Same as P-14, a friend talked to me. Then one day while I was working they came up to me and gave me a pen that and the migrant office phone number (S. Chavez, personal communication, December 8, 2011).

The other three participants responded friends or family had recruited them.

> I attended because some of my cousins were working in the fields. They came to this country before I did (D. Rubio, personal communication, December 8, 2011).
>
> For me too it was via a friend who spoke to me about the migrant program and that is how I registered (J. Vigil, personal communication, December 8, 2011).
>
> I found out about this through a friend who invited me. He was attending English class with a friend and invited me to attend (A. Hernandez, personal communication, December 8, 2011).

Theme #2: Services

As noted above, for purposes of this study, services are defined as any service or activity available to the Out-of-School Youth provided directly or indirectly by the Migrant Education Program. These services fall into the same five categories as above: advocacy, support, health, program, and instructional support and supplies.

Services subtheme #1: knowledge of services. Five out of six participants learned of services directly from the advocates.

> Through my advocate Gina I found out about various services available to us (S. Garza, personal communication, December 8, 2011).
>
> Through both advocates I learned about services for teeth and vision (D. Rubio, personal communication, December 8, 2011).
>
> I found out through Gina and Esther the advocates (J. Vigil, personal communication, December 8, 2011).
>
> I found out about the services through Gina my advocate (A. Hernandez, personal communication, December 8, 2011).
>
> I found out though Gina. Later I met Esther. My advocate told me how they could help me (F. Sanchez, personal communication, December 8, 2011).

One participant was provided program service information in the fields and later given more detailed information by the local advocate.

> Through some people in the fields. Later through the advocate Esther (S. Chavez, personal communication, December 8, 2011).

Services subtheme #2: services received. Similar to stage I, this section reports on the actual services received by the participants as reported by them. During stage three the researcher will discuss actual services received per the two databases, and in the findings make a comparison to self-reported services.

Similar to the interviewees, the participants of the focus group discussed utilizing health services more. Four of the six participants detailed various health services in which they had participated. Of those all four received dental services and eye exams with two additionally receiving a physical exam and glucose exams.

> The truth is they have given us various services such as vision, glucose and physical exam. They have also made appointments to go to the dentist and the advocates take us (S. Garza, personal communication, December 8, 2011).
>
> Well, I have participated in … the dentist and eye exams. One day at home I started chewing a water bottle cap, "por travieso"[mischievous] and a piece of tooth had fallen off. And I spoke with Esther [advocate] and she told me that she could help with that and the truth is it was help that took away by shyness. I also had the opportunity to visit the optometrist (D. Rubio, personal communication, December 8, 2011).
>
> The dental and vision services. They [advocates] took us, they fed us and then the dentist cleaned our teeth (J. Vigil, personal communication, December 8, 2011).
>
> I have participated in dental services, blood sugar, blood pressure and vision. It is good for us. I had never had an eye exam before but now I had the opportunity to once again check my vision (A. Hernandez, personal communication, December 8, 2011).

Four out of the six participants discussed their experiences with program. Two participants highlighted computer classes, two discussed workshops, and two spoke of the Yosemite trip. The Yosemite trip was a three-day weekend residential leadership development and academic institute, which took place at the Jack L. Boyd is an Outdoor School located in beautiful Yosemite.

> The classes … like a computer workshop (S. Garza, personal communication, December 8, 2011).

> I would need to think about it. There are several things…like computer workshops. I was attending classes but due to work reasons I discontinued but I have also participated in workshops. Well, I have participated in the trips…(D. Rubio, personal communication, December 8, 2011).
>
> Also like my peer P-11, I have attended workshop and a trip to Yosemite It was a trip totally paid for. We went on a bus about 40 plus people all paid ant they fed us (A. Hernandez, personal communication, December 8, 2011).
>
> The trip [Residential Leadership Development and Academic Institute] we took (F. Sanchez, personal communication, December 8, 2011).

Services subtheme #3: benefits of services. Unlike the interviewees, when focus group participants were asked how the program had helped them, they centered on the workshops. Five of the six participants discussed in detail their perceived benefits of attending the workshops including new friends, leadership skills, motivation, health, support, and self-esteem and self-worth.

> At the last workshop they spoke to us about self-esteem and how we can improve it. They taught us not to be afraid to feel less than others. The workshops, the trips have left us something special and we have learned a lot. In the workshops people help us very much because they are professionals and they tell us how to maintain ourselves healthy (S. Garza, personal communication, December 8, 2011).
>
> When you have the workshops people from various locations come together and it gives us the opportunity to meet more people and to distract us. Instead of doing something else it is better to attend these workshops. The workshops are nice

because they give us good messages like leadership. You are helping us set goals. Topics such as leadership. The workshops seem very important to me. It is where I see more young people. He [workshop teacher] made us work in teams, he spoke of various things I didn't know about (D. Rubio, personal communication, December 8, 2011).

We have learned many things, how to coexist and support each other and above all else how to get ahead. It's one way we can help each other between peers (A. Hernandez, personal communication, December 8, 2011).

The workshop that took place here in Gonzales about self esteem helped me very much. We should never feel less than and we need to get ahead. I learned how to behave in front of people and how to treat others so that they treat me (F. Sanchez, personal communication, December 8, 2011).

For me they have helped me think different. Before, I had other thoughts. When I am home I go to the workshops and they help distract me; they motivate me. I am thankful to them for their friendship. Attending a workshop is better than being out in the streets risking that someone will do something to us. You never know. I like that you have workshops because sometimes one is unmotivated and they tell us stories and they make us reflect and motivate us. I like the workshops because we learn new things and meet new people who can help us too (S. Chavez, personal communication, December 8, 2011).

Following the workshop, the participant's relationship with the advocates was the next most discussed benefit. Five of the six participants described the advocates as providing transportation, support, and motivation.

> Transportation. The advocates help us with our problems (S. Garza, personal communication, December 8, 2011).
>
> They [advocates] had told me some time ago but due to the economic [reasons] I hadn't been able to go (D. Rubio, personal communication, December 8, 2011).
>
> The advocates have provided us transportation to attend those services (A. Hernandez, personal communication, December 8, 2011).
>
> When Gina [advocate] invited me [to the trip] and told me what they did she motivated me (F. Sanchez, personal communication, December 8, 2011).
>
> I like how the advocates help us, how they treat us. They motivate us (S. Chavez, personal communication, December 8, 2011).

Another benefit described by the participants was the Residential Leadership Development and Academic Institute referred to by the participants simply as "the trip" or "Yosemite." Four of the six participants described the institute as enjoyable, motivational, and a place for meeting new friends and losing fear. They described having learned about getting ahead, leadership, and teamwork.

> Well, with regard to the Yosemite trip the most interesting part is that some people came to tell us their stories and how they achieved their goals and how all can be in life. They went to motivate us to tell their stories and how we can get ahead. It's never too late (S. Garza, personal communication, December 8, 2011).

It went well we had enjoyable and above all else we learned a lot (A. Hernandez, personal communication, December 8, 2011).

I really liked the trip we took and I learned a lot I didn't know before. I learned how to organize ourselves and that to work in a group there always has to be a leader. I learned a lot. When I got invited to the trip I was not interested (F. Sanchez, personal communication, December 8, 2011).

What I liked about the trip is that they made us open doors in all aspects. I met a lot of friends, I lost my fear of speaking to people and in the end I was dancing. I was going to learn something by going on the trip. A little or a lot but I was going to learn something (S. Chavez, personal communication, December 8, 2011).

Although none of the participants overtly self reported having participated in English or General Education Diploma classes, two participants described those courses as helpful.

Attending classes, understanding and advancing in English, how to obtain the GED and computers. They have helped us very much to learn things that we did not know (S. Garza, personal communication, December 8, 2011).

The classes, I like the English classes and prepare myself for the GED (F. Sanchez, personal communication, December 8, 2011).

Out of the four participants who reported having received health services, only two described those services as beneficial.

Thanks to the migrant program it covered almost all of it. They gave me glasses, it's just I don't have them right now because I don't want to look ugly. But thank

> god they gave me my glasses (D. Rubio, personal communication, December 8, 2011)
>
> When I had my vision appointment Gina [advocate] took me. It is very important that we know about our health (A. Hernandez, personal communication, December 8, 2011).

Services subtheme #4: participant reported services. Participants self reported receiving a total of 27 distinct services. S. Garza (personal communication, December 8, 2011) reported having received seven services, consisting of attending General Education Diploma classes, a workshop, the leadership development and academic institute, as well as receiving vision and glucose screenings and physical exam services. D. Rubio (personal communication, December 8, 2011) reported having received five services consisting of attending General Education Diploma classes, a workshop, the leadership development and academic institute, and vision and dental screenings. J. Vigil (personal communication, December 8, 2011) reported having received two services consisting of a dental and vision screening. A. Hernandez (personal communication, December 8, 2011) stated he had seven services consisting of participating in a workshop and the leadership development and academic institute, as well as dental, vision, glucose and blood pressure screenings. F. Sanchez (personal communication, December 8, 2011) reported having received three services consisting of attending General Education Diploma and English classes and participating in the leadership development and academic institute. S. Chavez (personal communication, December 8, 2011) stated he had received three services

consisting of English classes, a workshop, and the leadership development and academic institute.

Services subtheme #5: services most liked by participants. When the focus group participants were asked about which MEP services they liked best, answers varied from the interviewees. All six participants responded to the question; some with references to multiple services. Whereas the interviewees focused on the workshops, the focus group preferred English classes. Four of the six participants cited liking English courses best.

> The English classes, motivational classes like when the teacher from Michoacán came and he spoke about drugs and many motivational things (J. Vigil, personal communication, December 8, 2011).
>
> For me, the English classes because we have a teacher that explains very well and helps us a lot. When I came in I knew nothing and now I know more. I liked all of the services but I liked English most (A. Hernandez, personal communication, December 8, 2011).
>
> In the little time I have (three months) I have learned a lot. I have liked all the services. I have learned a lot, in English I knew nothing and now I know something. I didn't know many things like mathematic and now I understand. I've liked the classes with teacher Garcia (F. Sanchez, personal communication, December 8, 2011).
>
> I also like how the [English] teacher explains to us. She encourages and tells us "Don't be afraid to ask and if you have doubts let me know" (S. Chavez, personal communication, December 8, 2011).

One participant stated she liked best the residential Leadership Development and Academic Institute and the Berkeley educational trip.

> The trip to Yosemite [and] when we went to Vallejo [Berkeley] (S. Garza, personal communication, December 8, 2011).

Computer courses were stated as being liked best by one participant.

> Computer classes because we learn a lot. We didn't know anything (S. Garza, personal communication, December 8, 2011).

Culture was mentioned by one participant.

> The Cenzontles taught us so much culture (S. Garza, personal communication, December 8, 2011).

One participant could not discern a single service from the program he liked best. Rather, this participant stated he was fond of all services in which he had participated.

> I have liked all in which you have helped me. I was looking at my file and you are going to have to make another file. I have liked everything (D. Rubio, personal communication, December 8, 2011).

Services subtheme # 6: program appreciation. As was documented in the interviews, appreciation also emerged as a sub-theme in the focus group discussion. Five of the six participants expressed appreciation for the Migrant Education Program.

> It's something where no one else will help you, only you the migrant program. It is you all that help us a lot. We want to thank the advocates for giving us time and for having patience with us and more than anything for giving us enthusiasm, patience and they very much motivate us. And thank those of you who place very

> good teachers. Teacher Nerida. Thank you Rosa for for taking the time for us and you worry about us, for our future. Without your help we would not be here and we would not know what we now know. You have given us so much support. We don't know how to thank you for all you have done for us. Not just anyone would be concerned for our future (S. Garza, personal communication, December 8, 2011).
>
> Thank you for everything you have taught us (J. Vigil, personal communication, December 8, 2011).
>
> Thank you to the program (A. Hernandez, personal communication, December 8, 2011).
>
> Thanks to the advocates we have learned a lot and to you who took the time to be here and to the program because without the program and you we would not be here. Thank you very much (F. Sanchez, personal communication, December 8, 2011).
>
> Thank you to the advocate and to you to for interviewing us and for being interested in us and for the entire program. Thank you to my peers in general. I want to say thank you to Mr. Vela who has worried very much about us, our education, and our future. Thanks to all of you for worrying about us (S. Chavez, personal communication, December 8, 2011).

Though it was clear that Out-of-School Youth had participated in somewhat different programs and services, their appreciation for the program was beyond apparent.

Theme #3: Recommendations

All six participants recommended computer courses. Four of the six participants pointed out the importance of technology in today's economy.

> Truthfully, I would like it if you could provide computer classes, because not many of us students know computer. [Computers are used] for any job (S. Garza, personal communication, December 8, 2011).
>
> For me it would be a great help to have computer classes. Computers are used for everything (D. Rubio, personal communication, December 8, 2011).
>
> Offer computer classes again. Right now the Internet is used for everything, the computer (J. Vigil, personal communication, December 8, 2011).
>
> I just know how to turn on the computer (A. Hernandez, personal communication, December 8, 2011).
>
> To offer the computer class again so that I too can learn something. I only know how to use Facebook. I bought a computer for my sister in Mexico, but since she didn't go to school I kept the computer not knowing anything. I remembered about the program that they had told me that it offered classes. I called Gina [advocate] and she told me that perhaps they would offer them again (F. Sanchez, personal communication, December 8, 2011).
>
> If you have a job and need to publicize it you post it on the Internet. If you are a product vendor, you could sell it there (S. Chavez, personal communication, December 8, 2011).

Another important recommendation made by participants was related to safety. Four out of the six participants voiced concerns about their personal safety. Concerns included classroom lighting due to participant's perceived suspicious activity by others outside of the classrooms. Three related the need for transportation in order to ensure their safety when attending classes.

> That you offer transportation. It's dangerous (S. Garza, personal communication, December 8, 2011).
>
> Or I would like the advocates to pick up us. I need someone to take me, I don't have a car. The way the situation is when I didn't go to school my sister had to come back by herself and there are many young people that didn't look like decent people. Professor Alfredo from Michoacán was giving us some workshop and he took us to King City and some young people didn't look right and they were just outside the classroom (D. Rubio, personal communication, December 8, 2011).
>
> I would like the classroom in King City to have more light. Sometimes we leave class and it is very dark. Sometimes there are people outside and we have distrust in what type of people they are. I would like more light. I would like you to offer transportation, because many of us have to walk and we are distrusting because right how during the winter it gets dark earlier (A. Hernandez, personal communication, December 8, 2011).
>
> And also we need more light outside classroom (S. Chavez, personal communication, December 8, 2011).

Three participants voiced their desire for winter classes. Two referred to their lack of work during the winter season thus allowing them more time to attend classes. Agricultural work tends to slow down during the winter and if Out-of-School Youth stay local rather than move to seek work elsewhere, they can attend class during that time.

> To extend the classes right now in the winter (J. Vigil, personal communication, December 8, 2011).
>
> It would also be good to offer more classes be now in December because it's when we have more time (A. Hernandez, personal communication, December 8, 2011).
>
> I would like for now, due to the holidays, that you don't end the English classes because right now we hardly have work and we can attend school. Because when we work a lot we get home very tired and late. That you offer more classes now in the winter when we don't work (S. Chavez, personal communication, December 8, 2011).

Hill and Hayes (2007) recognized that the Migrant Education Program has long known that Out-of-School Youths' need to fulfill fundamental necessities (i.e., food, clothing, and shelter) often contradict their ability to receive services. "The most commonly stated reason for being out of school among those who have not attended U.S. schools is the need to work" (Hill & Hayes, 2007, p. vi).

Although five of the participants described the workshops as having helped them, only three out of the six participants requested additional workshops.

I would like you to have more workshops a little more often (S. Garza, personal communication, December 8, 2011).

The workshops I would like them to be offered more often (D. Rubio, personal communication, December 8, 2011).

More workshops (F. Sanchez, personal communication, December 8, 2011).

Theme #4: Motivation

Similar to the interviewees, internal motivation surfaced as a theme. Three of the six participants overtly discussed their desire to learn, including their decision to miss work in order to attend programs.

> Dedicating my time to a workshop is important. That is another reason I try to be here too, to learn. Computers very much interest me but I could never work on a computer. I learned something else I did not know (D. Rubio, personal communication, December 8, 2011).
>
> I requested permission from work and I attended. One peer told me "Hey Sanchez what is up with you, I see you are different." I answered "It's that over there they motivated me very nicely and I'm glad to know that other people notice (F. Sanchez, personal communication, December 8, 2011).
>
> I like school very much too because it is never too late to learn. People would say to me "How are you doing to miss three days of work?" I said "I like it, work never ends." The money I was going to earn I was going to spend. I like to get ahead and not stay behind and I like to learn things. I take my peers to work in my car and they tell me about another better job and they do tell me that I will learn

> good things. I do it with the purpose of learning good things. I like to see people and what is all around us and learn good things from everyone (S. Chavez, personal communication, December 8, 2011).

These examples revealed a shared attribute among the Out-of-School Youth with regard to motivation in light of the antithesis often used to inflame the myth of lazy immigrants and poor people. In addition to expressing motivation, two of the above mentioned participants chose school over work even when it meant losing vital income.

In conclusion, the data from stage two offered additional evidence with regard to MEP services from the specific viewpoint of the focus group participants. Though the focus group conversations included very similar elements to the interviews, identification and recruitment, services and recommendations, the focus group discussion proved more robust and thus offered additional details.

Stage III—Individual Needs Assessments

In order to validate services received, the researcher triangulated the data by examining different participant records. This final section reports the data analysis from two distinct databases: the region XVI local database and the COEStar database, which are both used to house information related to participant level data mined from (a) the Individual Needs Assessments (INAs), and (b) the Migrant Learning Action Plans (MLAP). Specifically, COEStar is a statewide system used for maintaining records related to qualifications, enrollment, and services provided to migrant students. Rather than reviewing the hard copies of the documents, the researcher reviewed two electronic

databases used to house various elements from the INA and MLAP. The researcher focused on two separate elements of data: goals and services.

Goals

Per the local region XVI local database, participants reported their goals as one or more of the following: English as a Second Language, General Education Diploma, college, and vocational education. Eight out of the sixteen participants reported both General Education Diploma and English as a Second Language as their goal. Four participants reported only English as a Second Language as their goal. One participant reported General Education Diploma, English as a Second Language, and college as her goals, and one participant reported General Education Diploma, English as a Second Language, college, and vocational education as his goals.

Services Received

The researcher analyzed services received using two different methods. One method was examining the services as reported by the MEP staff in the region XVI local database. The second method was examining the services as reported by the same MEP staff in the COEStar. According to the data collected from the region XVI local database, participants each received between 1 and 85 distinct services under the categories of advocacy, support, health, programs, and instructional support and supplies for a total of 298 services overall. The COEStar database reported students as having received a combined total of 271 services.

According to the region XVI local database, the most cited category of services provided to the participants was advocacy, which includes follow up and monitoring

(153), social work (including referrals) (73), advocacy itself (10), and guidance (8). Following that category was support, which includes transportation (39), onsite orientations [tour of Migrant Education Program office/library/adult school/or a community agency], (31), the individual needs assessment (INA) (13), matricula (4), and passport (1). Next was the category of health, which included nutrition, dental, and health services. Categories cited less were program, which included literacy (2) and life skills workshops (6) and instructional support/supplies (5), which includes the distribution of items such as backpacks (1), General Education Diploma waivers (3), and books (General Education Diploma workbooks/dictionaries, etc.).

In contrast to the region XVI local database, the statewide COEStar database found the category of programs (63) to be the number one service for participants. This included literacy (i.e., reading, writing, and other language arts) (33), Math (13), technology and computer literacy (5), General Education Diploma (4), at risk (4), social studies (2), outdoor camp (1), and enrichment (1). Following was the category of support (72) including individual needs assessments (INA) (44), pupil services (16), and transportation (12). Health was the next most cited service for participants. According to the data, health services were provided 53 different times including health [health is a term used to describe the provision of information related to health services as well as screenings and actual medical, hearing, dental, and vision exams including nutrition] (16), dental (9), nutrition (26), and vision (2). Advocacy was referenced (43) different times; specifically reference were follow up/monitor (17), Social Work (23) (which

includes referrals), and Guidance/Counseling (3). Lastly, the category of instructional support/supplies (5) was reported.

Final Theme: Cultural Proficiency

Lindsey, Kikanza, Nuri-Robbins, and Terrell (2003) define cultural proficiency as:

> a way of being that allows individuals and organizations to interact effectively with people who differ from them. It is a developmental approach for addressing the issues that emerge in diverse environments. (p. 163)

Using this definition as a foundation, the researcher identified one final theme that involved all participants in one form or another – cultural proficiency. Cultural proficiency encompassed the observed cultural differences, by the researcher, with regard to the contribution of the participants.

The researcher discovered during the course of the interviews that at least two of the interview participants were not native Spanish speakers. Though the two participants had reported English as their secondary language and Spanish as their primary to the MEP staff, it became clear during the course of the interview that the youths did not understand the questions. Upon further prodding, it became evident that language was the culprit. Both of these youths' actual first language was Mixteco, one alto and one bajo, and not Spanish as recorded on the individual needs assessment (INA).

Another finding, with both the interviews and focus group, was the discrepancy between language used by the researcher and language used by the participants. Terms such as recruitment, services, and recommendations were foreign to many of the participants, not so much because of native languages spoke, but more so because of a

difference of meaning and lack of sophistication of language. On multiple occasions the researcher had to restate, rephrase, and repeat certain words.

Another challenge the researcher faced was securing the actual participation of the Here-to-Work Out-of-School Youth in the study. The concern was not whether the youth wanted to partake in the study or not. Rather, the challenge surfaced after the interviews had been scheduled. On at least three separate occasions participants failed to show up for their scheduled interviews either because of transportation problems (the researcher was notified last minute otherwise transportation could have been provided), or in some cases just failed to show up. Further complicating the interviews was the fact that the researcher had difficulty getting the youth to respond. In order to extract responses to the questions the researcher partook in significant prodding. In the only other study specific to migrant Out-of-School Youth, Tillman (2010) alluded to the difficulty in recruiting and interviewing Out-of-School Youth for his study.

As discussed in the assumptions, limitations, and scope section of the study, this particular population has demonstrated exceptionally difficult to serve and thus posed some difficulties when researching. As such the researcher could not organize a second focus group.

Summary of the Findings

The interviews, focus group, and databases provided relevant insights into the services provided by the MEP that were important to the participants. By way of PAR the researcher and the participants engaged in a formatted discussion that informed the researcher, not only about the questions posed, but also about larger issues related to

culture and an understanding of diverse backgrounds. The data exposed key knowledge about Migrant Education Program services, both from the perspective of the participants but also as reported by the program itself. The voices from the field offered a unique view of the Here-to-Work Out-of-School Youth experience with the MEP. The final chapter will review the findings from the interviews, focus group, and databases, and offer conclusions based on the research question.

CHAPTER 5

DISCUSSION, SUMMARY, AND CONCLUSION

The purpose of this study was to examine the impact of Region XVI Migrant Education Program services for Here-to-Work Out-of-School Youth (HTW OSY). It sought to study the effectiveness of the practices and services for this population of students through the perspective of the youth themselves. Through Participatory Action Research (PAR) the study provided an opportunity for traditionally marginalized youth to offer first hand information and knowledge to the researcher while contributing to the social changes that affect their lives. More importantly, this research provided HTW OSY an opportunity to voice their understanding of the program and services and how those ultimately affected their lives while in the U.S. This chapter presents a summary of the findings, conclusions, recommendations, implications for practice, and implications for future research.

Summary of Findings

The researcher conducted the study in order to identify practices and services that influenced HTW OSY. As previously mentioned these youths are among the highest-risk migrant populations and it was important to the researcher to examine the impact of MEP services on this group from their perspective. Because HTW OSY tend to be the most transient, least educated, and most at risk for academic failure, it was critical for the study to address impactful practices and services.

The guiding research question was: How do the identified practices and services impact migrant 18- to 21-year-old Here-to-Work Out-of-School Youth in the Migrant

Education Program Region XVI in California. Using Participatory Action Research (PAR) the researcher embarked on a journey to engage participants in the study to ensure their contributions would impact the educational community and eventually be utilized to improve local services. It was the intent of the researcher to include participants in the formation of the knowledge that would ultimately form the basis of the study findings.

Research related to migrant HTW OSY is scant and limited in scope. The few studies that exist specifically referencing migrant HTW OSY articulate various challenges and successful practices for program and services including definitions of this sought after population (California Department of Education, 2007; Coronado, 2002; Hill & Hayes, 2007; SOSY Literature Review, xxxx; Ward, 2002). This study expanded the literature review to encompass studies related to immigration, mobility, Migrant Education Programs at the federal and state levels, successful Migrant Education Program strategies, the Migrant Education Program State Service Delivery Plan, Migrant Out-of-School Youth and Identification and Recruitment, and Out-of-School Youth as defined by the Federal Workforce Investment Act.

Immigration

Immigration literature revealed that almost three of every four young adult Mexican immigrants in California arrived in their middle and late teens (Reed et al., 2005). Because of the myriad of added responsibilities (i.e., household tasks, family responsibilities, childcare for younger siblings, work, etc.) and the age at which they arrive in the U.S., these young persons were less likely to attend, let alone concentrate

and focus on, school. (Coronado, 2002; Green, 2003; Reed et al., 2005; Romo, 1996; Ruiz-de-Velasco & Fix, 2002; Wald & Martinez, 2003).

United States public educational systems are poorly equipped to provide quality education to older youth and young adult immigrants. Immigrants from Oaxaca who typically speak indigenous native languages (Mixteco, Zapoteco Triki) have recently challenged the California school system to rethink successful teaching practices in order to accommodate this fairly new wave of immigrant children and youth from Latin America. This unique population is often not only limited English proficient but are also limited Spanish proficient forcing school staff and administrators to redefine and redirect resources. Further challenging schools is the fact that Oaxacan families have a tendency to be mobile which bears tremendous consequences on the educational of children and youth. Interruption of schooling causes a lack of educational stability, which can lead to other more complicated educational problems.

Mobility

Mobility has been proven to impact the educational success and attainment of students. A body of research authenticates the negative effects mobility has on migrant, homeless, and military children's ability to learn (Branz-Spall et al., 2003; California Department of Education, 2007; Green, 2003; Julianelle & Foscarinis, 2003; Popp et al., 2003; Rodriguez, 1999; Romanowski, 2001, 2003; Rumberger, 2003; U.S. Department of Education, 2001, 2002; Walls, 2003).

Children and youth entering a new community means new schools, new school staff, new peers, a new program of study, and new norms, which all equates to additional

stress and the potential for the student to become segregated and isolated. Mobility has devastating educational and social effects that often manifest themselves as lower test scores, considerable gaps in curriculum, loss of credits, greater risk of dropping out, decreased chance of graduating, cultural and linguistic seclusion, schooling needs left unattended, and unstable relationships (California Department of Education, 2007; Hill & Hayes, 2007). Mobility also affects the social and emotional health of the whole family (Branz-Spall et al., 2003; Julianelle & Foscarinis, 2003; Rumberger, 2003).

Migrant Education Program

To address the social phenomenon of mobility the Federal Migrant Education Program (MEP) was created as part of the 1966 amendments to the Elementary and Secondary Education Act to support the education of migratory children. Specifically the MEP sought to

> support high quality education programs for migratory children and help ensure that migratory children who move among the states are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards. (Title I Part C, NCLB)

California has the largest migrant population in the nation with an estimated 157,140 migrant children and youth served all over the state through 23 regions. With guidance from the California Department of Education Migrant Education Office's State Service Delivery Plan regional offices deliver local MEP services to children as young as 3 and youth up to age 22. Program services include identification and recruitment,

supplemental elementary and secondary education (such as before and after school instructional programs or extended school year programs), school readiness and Out-of-School Youth programs, and parent involvement and education (Canales & Harris, 2004; Kindler, 1995).

Out-of-School Youth

Migrant Out-of-School Youth are defined nationally as being between the ages of 13 to 21, lacking a U.S. high school diploma or General Education Diploma and currently not enrolled in any educational or vocational institution, and are categorized into two diverse groups: dropouts (also referred to as recovery) and Here-to-Work (Coronado, 2002; Tillman, 2010; Ward, 2002). In California, Migrant Out-of-School Youth are more narrowly defined as being between the ages of 16 to 21 for purposes of providing services. Though CDE MEP requirements authorize regional offices to serve youth, including dropouts up to age 22, the Federal Office of Migrant Education has failed to provide guidelines for serving migrant Out-of-School Youth thus leaving individual states the task of producing and constructing practice and service delivery models (Ward, 2002).

This study unveiled a significant body of literature committed to Out-of-School Youth as defined by the Workforce Investment Act (WIA) of 1988. Subtitle A—Workforce Investment Definitions of the WIA section § 664.300 defines an Out-of-School Youth as "an individual who is a school dropout; or has either graduated from high school or holds a General Education Diploma, but is basic skills deficient, unemployed, or underemployed" (WIA Sec. 101(33)). Though the description of WIA

Out-of-School Youth tends to be more expansive than that of a migrant Out-of-School Youth enough significant parallels exist within both populations to warrant discussion. Similar to migrant Out-of-School Youth, literature reveals that WIA Out-of-School Youth work less than high school graduates, earn less money over the course of their lives, and have higher unemployment rates (Kerka, 2004; Lerman, 2002; Martin & Halperin, 2006; Miller & Porter, 2005). Other similarities include both groups often contending with various social, economic, and psychological burdens.

As is the case with migrant OSY, difficulties when serving WIA OSY consist of identification and recruitment, lack of engagement, enrollment and retention, lack of basic/occupational skills, family problems, early parenthood, substance abuse, justice system involvement, and homelessness (American Youth Policy Forum, 2006; Fogg & Harrington, 2004; Kerka, 2004; Lerman, 2005; Martin & Halperin, 2006; Miller & Porter, 2005; Texas Workforce Commission Youth Program Initiative, 2003; Wagner & Wonacott, 2006).

The literature review for this study highlighted the necessity to assess the effectiveness of practices and supplemental services for Out-of-School Youth by examining studies specific to and not specific to migrant HTW OSY. Essentially, this study has found a myriad of multifaceted and wide-ranging topics surrounding services to OSY including barriers related to the successful delivery of services.

Participants totaled 16 migrant Here-to-Work Out-of-School Youth between the ages of 18 to 21. The researcher used purposeful sampling to select participants for this study and each participant was required to meet the following criteria:

1. Hold a current Certificate of Eligibility for the Migrant Education Program.
2. Have not graduated from high school or completed a General Education Diploma.
3. Have less than a seventh grade education.
4. Have participated in at least one Migrant Education Program service during fiscal year 2010-2011.

The researcher used a three-tiered approach by combining data from the interviews, focus group, and databases. This allowed the researcher to seek the same information from different sources and thus triangulate the data. Data collection took place in three stages.

During Stage I individual interviews were used to gather information from the participants and proved principally useful for getting the story. Interviews enabled the researcher to engage more personally with participants. The forum provided direct communication between researcher and participant giving way to additional communication on multiple levels. Beyond verbal expressions, the researcher was able to gather additional data related to facial expressions and body language, which also speaks to what the participant is trying to convey. The one-on-one setting gave the researcher the chance to query the participants in more detail.

Stage II consisted of the researcher convening a focus group with six HTW OSY in order to facilitate in-depth discussions with the same open-ended questions used in the interviews. According to Kreuger (2009) “The purpose of conducting a focus group is to listen and gather information. It is a way to better understand how people feel or think

about an issue, product or services" (p. x). The group participated in collective dialogue and common discourse while generating information and data for the study.

PAR was the methodology selected for the study and proved particularly appropriate for the participants surveyed and questions posed. This method is a socially just and valuable methodological approach when working with young participants. PAR allows young participants to genuinely disclose their fears and ideas around topics that are important to them (Cahill, 2004, 2007; Schensul et al., 2004).

Finally, in Stage III, the researcher gathered and analyzed information from two separate databases. These included the local region XVI database which is used to house local information regarding student demographics and services, and the COEStar database. Analyzing information from both databases allowed the researcher to triangulate the services data collected from the interviews and the focus group. It further enabled the researcher to uncover some inconsistencies with regard to the collection of data.

Participants

From the data gathered, it was evident that the focus group participants were on average more educated than those who participated in the interviews. The interviewee's average educational level was 4.5 where as the focus group participants had an average education of 6.8. Perhaps a contributing reason for this difference in education is that 70% of interview participants were born in Oaxaca, where as only 17% of the focus group was. The Oaxacan "educational system is one of the least developed in Mexico and

many children do not finish primary school as they start working alongside their parents in the fields."

The following section discusses the prevalent themes that emerged from the study. The themes are (a) identification and recruitment, (b) services, (c) recommendations, and (d) motivation.

Theme #1: Identification and Recruitment

Identification and recruitment of OSY, particularly HTW OSY, has been proven to be challenging at best. Various studies including Duron (2004), Hill and Hayes (2007), the California Department of Education (2007), Tillman (2010) and others, have described the trials of identifying and recruiting these youths. The participants described their experience with the identification and recruitment process significantly different. The majority of interviewees were recruited in the fields while only two were recruited outside of their workplace. Those who did not enter the MEP through their place of work ended up being incidentally recruited. In other words, those youths found their way to MEP services via family members or friends. Duron (2004) presents strategies for recruiting hard to reach migrants such as OSY:

> ID&R strategies for hard-to-reach and out-of-school migrant children include the following: recruiting in groups so families and out-of-school youth do not feel singled out [and] seeking information at employment sites (i.e., from crew leaders, growers, shift managers. (p. 38)

However, unlike the interview participants, the focus group participants were evenly divided between field based and incidental recruitment. Half of the focus group

participants were recruited in their workplace while the other half of the participants were recruited incidentally. The power of informal networks in the migrant community, such as ‘word of mouth’, cannot be overlooked. Participant responses highlight the importance of a network of friends and family in the identification and recruitment process.

Theme #2: Services

The participants presented key understanding of the Migrant Education Program services including their knowledge of services, services they received, their perceived benefits of these services, and what they enjoyed most about MEP services.

Services subtheme #1: knowledge of services. Of the 16 participants, 13 revealed that they had obtained specific program and service information from the advocates. All 16 participants had at least one caring adult in their lives, their advocate, and because the data has shown that many are here on their own, this adult is critical in their existence in the United States. The remaining five participants stated that information had come from other sources including other MEP staff, friends, and family members.

Services subtheme #2: services received. When participants were asked about services they had received, interview respondents overwhelmingly discussed health. Eight of the ten interviewees mentioned having had at least one, if not multiple, health services including health information, dental, vision, glucose and blood pressure screening, and actual medical exams and services. Similar to the interviewees, the participants of the focus group discussed participating in health services above all others. Four of the six focus group participants reported receiving health services. Though the

data demonstrated a variety of other services, participants heavily focused on the health services. Given the many obstacles HTW OSY face with proper health care and nutrition, it seems appropriate that they would remember those services that made an impact in their lives. Health care in California is in general difficult to obtain for immigrants and even more difficult for undocumented immigrant youth often forcing them to delay or forgo medical care altogether.

The second set of most reported services were programs such as coursework for the General Education Diploma and English as a Second Language classes, digital video and computer literacy classes, workshops, etc. Participation in actual programs was reported by six of ten interviewees and by four of the six focus group participants. HTW OSY who have up to a sixth grade education in their country of origin can typically study for and pass all five GED exams thus allowing them to receive a U.S. diploma. The challenge for these youths is not lack of motivation, rather its time and misalignment of programs and services.

Services subtheme #3: benefits of services. When participants were asked how services had *helped* them there was a stark difference between the primary response of interviewees and that of the focus group participants. Interviewees primarily focused on health services and the myriad of services received from dental screenings to glucose screenings. Unlike the interviewees, participants of the focus group centered on programs, specifically on workshops. Detailed benefits discussed by the majority of the focus group included meeting new people and making new friends, developing leadership skills, self-esteem and self-worth, increased motivation, health, and overall support.

Focus group participants further described having learned about getting ahead, leadership and teamwork as a result of their involvement in programs, and they saw these activities as having helped them.

A second benefit described by all participants was the relationship they had with the advocates. Four of the ten interviewees cited their advocates as a direct benefit of the MEP. Being informed by the advocates was very important to the interviewees. Five of the six focus group participants illustrated the advocates as providing transportation, support, and motivation. As noted above, and as has been noted in the literature, advocates are a key component of MEP services to HTW OSY.

A third benefit discussed strictly by the focus group was their participation in a Residential Leadership Development and Academic Institute. Four of the six participants described their experience traveling to Yosemite (the location of the institute). Again, meeting new people and learning new skills was very important to the youth. One participant described how the institute helped him "open new doors" and "lose his fear of talking." This experience provided students with friendships that would develop into support networks when back home; networks that can mitigate some of loneliness and lack of family support when HTW OSY move about the state seeking work.

Services subtheme #4: services most liked by participants. A distinct question that was asked of all participants had to do with the services they "liked most." Participants of the interviews provided substantial evidence that the programs that were most important to them included workshops, English, and computer classes. Just as did the interviewees, focus group participants communicated that programs, specifically

English classes were what they liked best. Overall services most liked by all participants fell in the category of programs. This is important because it provides the reader insight into the educational motivation of HTW OSY. The difficulty is not with the participants wanting to attend courses; the difficulty lies in having the time and energy to participate, especially if programs are offered during the peak season.

Services subtheme #5 (interviews): program satisfaction. Satisfaction with MEP services was a subtheme that emerged from the study unique to the interview participants. Half of the interview participants spoke of having fun and feeling good and being happy when asked how MEP services had assisted them. These feelings of satisfaction are important in the education of adolescents, especially those that have limited adult role models. According to Elmore and Huebner (2010) “students’ satisfaction with their school experiences appears to matter to adolescents above and beyond their relationships with parents and peers in determining their school-related behavior (p. 535). The focus group participants did not mention satisfaction when referring to the question of how services helped them. They did however discuss appreciation for the MEP.

Services subtheme #6 (focus group): appreciation. Appreciation of MEP services also emerged as an unforeseen subtheme of the research almost exclusively via the focus group. Focus group participants verbalized more gratitude for Migrant Education Program services. Almost all of the participants expressed a profound appreciation for the Migrant Education Program. According to Tillman (2010) “All [HTW OSY] expressed a desire to receive help and gratitude that someone is taking interest in them” (p. 101). Only one interviewee stated being grateful for the services.

Databases

Information from the database reported participant goals from the individual needs assessments as follows: 14-English as a Second Language, 10-General Education Diploma, 2-College, and 1-Vocational Education. The data indicated the most important educational objective for HTW OSY was to learn English and receive a general education diploma. Though college and vocational education were important to a lesser degree, it is clear that the participants were interested in continuing their schooling and it was apparent that they value education.

However, not all services were mentioned equally, according to the participant self -reported services, health was the primary service cited. The researcher believes that although there were many other services provided to the student, health was most cited because health was most important to them as individuals. In other words, services the participants were able to recall more often and in detail were in all likelihood the services that made the most impact on the participant. This is not to say that is the only service students received; according to the local database, advocacy was the most documented service followed by support. But perhaps participants did not view the advocacy the advocates provided as a service.

Another discrepancy is that in the COEStar database, programs and support were primarily documented. When comparing the three reporting systems (one self and two data entry by MEP staff), it was obvious that discrepancies were present. There was a certain amount of inaccurate and inconsistent collection of data. Upon additional investigation of the databases it became clear that a disconcerting pattern surfaced. When

reporting services, there was a clear discrepancy between what the students reported as services received, what the MEP staff reported in the local database, and what the staff reported in the state database. Another discovery made by the researcher was that the guidance documents used to code services were problematic in that they were redundant, repetitive, and in some cases only incidentally matched the actual services being provided. This forced staff members to conduct a certain amount of interpretation when deciding what codes to use to document.

Theme #3: Recommendations

The researcher found that asking OSY for their recommendations appeared to be a foreign concept to the participants. But that is at the crux of PAR methodology. Involving the participants as co-creators of knowledge and being able to immediately affect change at the local level in order to positively affect the community they live in is key. Once dialogue had taken place to overcome the initial confusion by participants, the most common recommendation offered was related to program. Interviewees recommended that the MEP continue with workshops and classes while focus group participants wanted to ensure technology and computer literacy remained in the MEP. An interesting observation with regard to recommendations was that unlike the interviewees, focus group participants were very vocal when responding. It appears that participants wanted to ensure their voices were heard and the setting provided by the focus group encouraged much dialogue and peer support.

A unique topic specific to the focus group was safety. Although the focus group participants recommended transportation, they did so in the context of safety. These

youths were not so much asking for transportation as a means to arrive at a location, but rather as a measure of safety. Participants provided evidence of their very real concerns with personal safety.

One other recommendation made by the focus group exclusively was to increase programs during the winter months. Participants confirmed their ability to attend programs during the winter rather than during the summer due to a decrease in workload. In general participants felt they could take greater advantage of program services during the months of December, January, and February. They expressed their inability to assist during spring, summer, and fall because of the long hours and their sheer exhaustion after working all day and getting home late. Although the MEP normally focuses services during the summer months it became clear that expecting HTW OSY to attend summer programs would be challenging. However, participants revealed that the process of identification and recruitment into the MEP would be ideal during peak work season, which is typically spring, summer, and fall. They are normally available to enroll into the MEP but without the expectation that they actually participate in program until the winter. According to the California Institute for Rural Studies (2003),

> Thanks to the area's [Salinas valley] temperate climate, with relatively cool summers and mild winters, the Salinas Valley growing season extends from March into November. An estimated 67,70010 workers spend some part of the year working in agriculture in Monterey County, where the demand for labor ranges from a high of 44,000 work slots at peak season to a low of 22,000 during winter months. (p. 15)

Theme #4: Motivation

An unanticipated theme that surfaced from both the interviews and the focus group was motivation. The majority of participants interviewed for this study explicitly discussed their desire to learn. Participants specifically referred to their interest in learning English, wanting to get ahead, getting a better job, and "doing their part." This finding supports Hill and Hayes' (2007) assertion that OSY have high levels of educational motivation. It further puts to rest the myth that immigrant youth are lazy. As Tillman (2010) found in his recent study:

> While migrant youth are willing to do the jobs rejected by natives, many often aspire to achieve something greater than their present condition. According to the data, the majority of responding youth indicated that they would like to receive their GED, learn English, secure a better job and develop additional life skills. (p. 103)

Participants also communicated their decision to miss work in order to attend MEP programs. In previous conversations with MEP staff, HTW OSY expressed that they fully understood the consequences of missing work and how that may lead to their losing their jobs. Nonetheless, participants were willing to take that risk in order to further their education. There is no shortage of short-term workers in the Salinas Valley and growers are ready and willing to quickly replace HTW OSY newly hired women and children to harvest the crops.

Theme #5: Cultural Proficiency

According to Lindsey et al. (2003) cultural proficiency is about entire institutions understanding how to effectively work with individuals from diverse backgrounds. It is not simply about tolerating or accepting that diversity but rather about acknowledging, understanding, and addressing how those organization's policies, both written and unwritten, affect those diversities.

Diversity surfaced among the participants in ways the researcher did not anticipate. In order for the researcher to continue with the study, those differences had to be recognized, realized, and attended to. Not only were the differences related to language (native speakers as well as terminology used), they were also related to American norms of keeping appointments and being responsive when asked a question.

The researcher experienced difficulty obtaining information from two participants. Upon further prodding, it became evident that language was the reason. Both of the participant's actual first language was Mixteco, one alto and one bajo, and not Spanish as recorded on the individual needs assessment (INA). In addition, many of the terms used by the researcher during the course of the discussion were foreign to many of the participants; not so much because of native languages spoken, but because of a difference in meaning and perhaps lack of experience on behalf of the participant, with certain terminology used.

Further complicating the collection of data during the interviews was that some participants, at first glance, appeared unresponsive to the questions. Several participants, primarily during the individual interviews, were urged and persuaded to answer the

questions, at times, even assured. The researcher found it necessary to assure certain participants that it was acceptable for them to answer the questions and that their expertise was not only relevant but also necessary for the study.

Lastly, the ability of the participants to meet for their scheduled interviews proved taxing. On the three occasions where participants failed to show for their scheduled interviews, the researcher was notified last minute or at times not notified at all. There was one instance where transportation was the obstacle. Had the researcher been alerted ahead of time, transportation would have been provided.

In conclusion, HTW OSY presented much needed evidence on the services that affected their lives in a variety of ways. Even though the level of effect MEP services have on HTW OSY may not entirely be understood as a result of the multiple services provided, it is clear what is important to the youth and even clearer that education is highly valued in this community.

Conclusions

Identification and Recruitment

The findings of this study concluded that identification and recruitment, in particular field-based recruitment is critical to locating, enrolling, and ultimately serving HTW OSY. Because this population is so elusive and transitory, it is imperative that the MEP continue to seek out and engage young migrants in the workplace.

Participant responses also underscored the importance of a network of friends and family in the identification and recruitment process. Respondents spoke of being informed of the MEP by friends or family and ultimately seeking out those services as a

result of secondary enrollment efforts. The literature supports the hypothesis that recruitment must take place outside of the school environment. Different and diverse approaches to recruitment must continue to be developed in order to make certain this population is not missed.

Services

With regard to services, the findings of this study concluded that the advocate's role and relationship with the youth is significant in helping HTW OSY attain success.

Further, participants honed in on the various health services they had participated in, although other data sources confirmed otherwise, thus concluding the importance of health. HTW OSY benefitted from the range of health examinations received and MEPs should do all they can to include health in their programs.

Another conclusion was that HTW OSY are clearly interested in furthering their education and learning English. Participants undoubtedly recognize the link between education and upward mobility. In addition to education, this study concluded the importance of the social development these services provided for HTW OSY. Absent family, there is a strong need by these youths to find avenues of social development (i.e., meeting new people, making new friends, developing leadership skills, self-esteem, etc.).

Recommendations

The findings from the recommendations data concluded the importance of educational programs for HTW OSY. Generally, participants expressed their desired to have the MEP continue with various educational classes and workshops with a focus on

technology. Additionally, this study concluded that MEP augments winter programs and services for HTW OSY.

Motivation

This study concluded that HTW OSY are motivated and interested in furthering their education in an effort to succeed in life. MEPs should capitalize and expand on that motivation.

Cultural Proficiency

Finally, this study concluded that culturally proficiency in the provision of services is key to successful delivery of services with HTW OSY. MEPs should not assume they understand the cultural nuances present in the populations they serve. Programs must seek ways to develop the ability to respond to the diversity among the populations served in order to ensure culturally proficient models of service delivery.

Summary

Understanding the impact the Migrant Education Program has on HTW OSY, in particular from their perspective, is critical to the further development of services for this unique, yet marginalized, group of young immigrants. As a result of this study program services and activities for HTW OSY can be planned, implemented, and evaluated with their direct input and authentic voice. Further, having insight into the experience of HTW OSY with MEP and knowing their articulated needs benefits MEPs in their evaluation of current activities and services. Implementing service models for HTW OSY without their active participation inhibits the ability of the program to adequately evaluate itself. Including the voices of the direct beneficiaries of program in the planning,

implementation, and evaluation of the services is critical to the successful execution of the MEP.

Further, if cultural differences are not noted and services are not developed through the lens of cultural proficiency the MEP further seeks to marginalize HTW OSY. There are noted differences among migrants and non-migrants, but more important to the provision of services is noting the subtle difference within the migrant population, specifically within HTW OSY. Understanding the diversity inherent in the immigrant youth population will allow services to be developed and executed in a much more effective manner.

This study presented a brief window into the minds of HTW OSY. Perhaps, the most insightful conclusion of this research is that HTW OSY are motivated and want to further their education at times even at the sake of losing their jobs. Oftentimes youth who do not attend school are classified as not interested, unmotivated, and a drain on resources. They are mistaken as not valuing education and as lacking motivation. Those thoughts and beliefs require re-examination and findings in this study, through conversations, reveal the opposite is true. For education, the challenge will be to engage in the difficult discussions necessary to create a paradigm shift in the education of young immigrants, specifically HTW OSY.

Participants confirmed that given the right conditions it was possible for them to partake in the various services provided by the MEP and that the benefits were exceedingly important. Having a better understanding by MEP staff of how MEP services are received by HTW OSY will provide additional information necessary when

planning, implementing, and evaluating programs. Participants further confirmed and demonstrated their satisfaction and appreciation of the MEP adding that few programs cared about them as much as this the MEP did. Not including HTW OSY in some form or another in the planning, implementation, and evaluation of programs could leave a significant gap when providing services.

Recommendations for Practice

The recommendations of this study reveal information presented during the course the collaborative conversation with HTW OSY. Because identification and recruitment is the first point of contact with all migrant pupils, it is important that relationships with agricultural companies are developed and nurtured. Working closer with agriculture companies may allow the joint development, by both the MEP and the company, of services that can be provided at the first point of contact. It would also allow for the rethinking of the type and intensity of services that may be provided directly in the workplace.

A second recommendation, with regard to MEP services, is to include OSY in the planning, implementation, and evaluation of services specific to them. Having a regular evaluation at the end of each activity (i.e., leadership camp, institute, workshop, class, etc.) would allow the MEP to extract a steady stream of information from the participants themselves. Not only an evaluation of the current service taking place, but the evaluation could be made more inclusive in order to inform the MEP about concerns or recommendation OSY may have.

A third recommendation is to augment services and activities during the winter months, specifically during December, January, and February. This may take a re-definition of services and a categorization of those same services to determine what should be offered during peak season (i.e., health screenings, instructional supplies, advocacy) and what should be offered during the off season (academies, institutes, classes, etc.). Understanding that HTW OSY are in fact motivated and do value furthering their education, services during the winter would most likely have high attendance and participation by those youth who remain in the community. In addition, there should be a discussion with the Office of Migrant Education (OME) regarding changing their current funding formula to allow for services during the winter to count for additional funding. As it currently stands only summer services are weighted for additional funding.

The study revealed that subtle cultural differences between the participants and the researcher were found to have an impact on the study. It will be critical that MEP administrators understand the diversity within and among the HTW OSY population. These findings have implications for staffing, outreach, and ultimately for the provision of services. This study further recommends that MEP administrators work with local community agencies to re-think hiring practices for new staff and retrain current staff working with HTW OSY, especially those from indigenous communities. Not knowing the cultural nuances may lead to staff making assumptions about HTW OSY when attempting to identify, recruit, and provide services. Kresge (2007) notes that:

> Existing Oaxacan organizations are uniquely situated to provide insights regarding the specific needs of these communities, ideas regarding effective outreach strategies, contacts for interpreters, connections with other outreach organizations and information regarding the cultural nuances of working with indigenous populations. (p. 11)

Lastly, the study discovered numerous inconsistencies with the data. The California Department of Education (CDE) Office of Migrant Education (OME) must provide consistent codes (for regional use) mapped to the federal service codes. In addition, CDE OME should provide a statewide training of trainers for MEP staff primarily working with data entry. Having guidance and technical assistance from the CDE in the areas of data collection and reporting would allow a clearer view of actual service delivery across the state. State training could then be implemented at the regional level where it is recommended that additional ongoing training specific to service delivery codes and the data entry associated with those services be provided. The responsibility of consistency and accuracy belong not only at the state level but at the regional level as well.

Implications for Future Research

The primary recommendation for further research is an expansion of this study. This study was limited because of the sample size and thus the ability to generalize from the research was limited. This study focused only on 16 participants within the Salinas valley. Increasing the participant sample as well as studying participants from other

regions would enrich the literature on the effectiveness of MEP and provide for the ability to generalize the findings.

Thoughts on Youth Participatory Action Research

The methodology chosen for this study was Participatory Action Research (PAR), specifically Youth PAR (YPAR). This methodology was selected because of its ability to engage young participants in the development of program and services. YPAR allowed for a shift in the authority between the adults and youth during the practice of creating information. It shifted the power dynamic away from those typically in power, the adults, and to young people of color, who have historically been disenfranchised. Although uncomfortable at first, for both the researcher and participant, having gone through the process solidified (for the researcher) the importance of engaging youth in creating program and services. It provided insight into truth about program, from the unadulterated perspective of those whom are supposed to be beneficiaries of the MEP. Issues facing HTW OSY were discussed with a newness and candor, especially in the focus group, which program administrators need to hear and reflect upon. YPAR is undeniably a method for empowering youth in multiple ways.

This study sought to examine the impact of services for Here-to-Work Out-of-School Youth. The main research question was: How do the identified practices and services impact migrant 18- to 21-year-old Here-to-Work Out-of-School Youth in the Migrant Education Program Region XVI in California. The study found that in fact there were many ways in which MEP services impacted HTW OSY. Above all, services provided participants with opportunities to receive preventative and immediate health

care, further their education, expand their social networks, and have an important and caring adult in their lives. Participants provided authentic evidence that all of these services in one form or another positively impacted their lives. Their voices presented an important view into the experiences HTW OSY faced while immigrating to this country and finding their way to the MEP.

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APPENDIX A

INTERVIEW AND SURVEY QUESTIONS FOR HERE TO WORK OUT-OF-SCHOOL YOUTH

English

1. How were you recruited into the Migrant Education Program?
2. How did you find out about Migrant Education Program services?
3. What are some of the Migrant Education Program services that you have participated in?
4. How have these services they helped?
5. What are some other services (i.e. social/health) that you have participated in?
6. How have these services helped?
7. Which Migrant Education Program services did you like best and why?
8. What recommendations would you give to staff working with out of school to improve their services?

Spanish

1. ¿Cómo fuiste reclutado para el Programa de Educación Migrante?
2. ¿Cómo te enteraste de los servicios del Programa de Educación Migrante?
3. ¿Cuáles son algunos de los servicios del Programa de Educación Migrante en los que has participado?
4. ¿Cómo te han ayudado esos servicios?
5. ¿Cuáles son algunos otros servicios (sociales / salud) en los que has participado?
6. ¿Cómo te han ayudado esos servicios?
7. ¿Cuales servicios del Programa de Educación Migrante te gustaron/gustan más y por qué?
8. ¿Qué recomendaciones le darías al personal que trabajan con jóvenes?

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