

No Child Left Behind Act of 2001

LINKING

**TITLE IC
Migrant Education**

&

SERVICE-LEARNING

Service-learning provides thoughtfully organized experiences that integrate students' academic learning with service that meets actual community needs. Service and learning blend in ways that serve and enrich one another.

Service-learning is a method:

- 1 under which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and are coordinated in collaboration with the school and community;
- 2 that is integrated into students' academic curriculum and provides structured time for a student to think, talk, or write about what they did and saw during the actual service activity;
- 3 that provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities;
- 4 that enhances what is taught in school by extending student learning beyond the classroom and into the community, thereby helping to foster the development of a sense of caring for others; and
- 5 that is supported by regular assessment to provide feedback and guide improvement.

How does Title I, Part C support service-learning?

Service-learning can be an effective means of meeting the goals of the migrant education program, promoting academic achievement, and providing social services to migrant children. Title I, Part C supports service-learning in several ways:

Program Purpose

Section 1301 (5):

The section states that one of the purposes of the migrant education program is to design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation ... and other factors that inhibit the ability of such children to do well in school.

Authorized Programs

Section 1304, (c) (6):

To the extent feasible, state and local educational agencies receiving funding under this section must provide for “advocacy and outreach activities for migratory children and their families”; family literacy programs; and “the integration of information technology into education and related programs.”

By linking Title I, Part C and service-learning, students will be introduced to concepts and experiences that have the potential to increase their academic achievement and sense of community. They will gain valuable experiences to help them stay in school and prepare them for the workforce. To achieve these goals, service-learning programs must be designed with high-quality, ensuring that programs feature the components and strategies necessary for outcomes to be maximized. Providing data as evidence of effectiveness will be necessary to sustain the practice of service-learning using Title I, Part C funds.

Examples of service-learning models that could be adopted by Title I, Part C programs

Elementary School Project:

Anderson Valley Elementary in Boonville, CA developed an after-school service-learning program for 5th grade students centered on the local grape-growing economy. Students in the after-school science club learned about grape production from area vineyard owners and used scientific equipment to measure and predict the sugar content of grapes. They also participated in discussions and reflected on the community's cultural diversity and the relationship between migrant workers and vineyard owners. Collaborative projects allowed students from different backgrounds to work collaboratively on problem solving, inquiry, and data collection skills. Students demonstrated increased knowledge in science and math; were able to explain the scientific process of grape growing and harvesting; and developed an understanding the local economy and culture.

Middle School Project:

Willis Junior High School in Chandler, AZ partnered with the Arizona State University (ASU) "Conexiones Program" to increase educational opportunities for its migrant student population. Students from Willis engaged in constructivist and project-based learning activities that promoted literacy and proficiency in technology use. Students learned about advanced digital video production and post-production techniques for television cable, and about the use of the Internet as a communication tool. Students wrote and produced community public service announcements on prevention of child abuse, drugs, and drunk driving. Collaborative learning allowed for simulation of a work-place environment, while strengthening students' motivation to learn and self-efficacy. Portfolios and student reflections were used as part of ongoing assessments. Students communicated with ASU bilingual student and faculty mentors, scientists, engineers, and computer experts. The mentors offered them advice on their current and future studies and on career options. Evaluation of the program indicated that the majority of students developed technology skills; solved problems using current technologies to conduct research, analyze solutions and present results; and mastered language arts skills.

High School Project:

Migrant students in a northern California high school near San Francisco provided academic tutoring, individual counseling, and career guidance information to younger students to help them see the advantage of staying in school. The tutors received academic credit. Participating students reported that they gained valuable communication, writing, and leadership skills along with a sense of helping others who faced challenges similar to the ones that they experienced.

How do exemplary practices in Title I, Part C relate to service-learning?

Service-learning as a strategy for migrant education programs shows enormous promise based on the research literature on what works for the educational achievement of migrant children. The research literature indicates that migrant education programs are most effective when:

1. Programs provide a positive climate for learning;
2. The curriculum builds on strengths of the migrant lifestyle;
3. Instructional methods allow realistic opportunities for all students to experience success;
4. Programs are developed to accommodate high mobility;
5. Instructional methods address challenging state content standards;
6. Programs are developed to address students' academic and support needs;
7. Programs integrate culturally relevant content so that students develop pride in their culture;
8. Cooperative and collaborative learning are utilized to provide encouragement and support to students;
9. Programs support high standards so that all students are expected to achieve at high levels;
10. There is family involvement in the learning process that models the importance of learning;
11. Services are coordinated with community partners to maximize resources;
12. Professional development opportunities exist for teachers and administrators to learn about and share effective strategies for working with migrant students; and
13. Programs are regularly assessed to determine their impacts and effectiveness.

Sources:

National Clearinghouse for Migrant Education

<http://www.ncbe.gwu/ncbepubs/issuesbriefs/ib8.htm>

ERIC Clearinghouse on Rural Education and Small Schools

<http://aelliot.ael.org/~eric/digests/edorc9510.html>

I'm interested ... Now what?

Confirm your eligibility.

For more information on the Title I, Part C requirements and applications, check with your local district or state office of education. A service-learning project can be planned either as a schoolwide or targeted assistance program. More information can also be found on the U.S. Department of Education's website, available at: www.ed.gov.

Plan your service-learning project:

Canvass the community to understand needs and willingness;

Develop agreements for student and community participation;

Explain how supervision will take place;

Provide information about liability and how problems will be handled;

Delineate the obligations of each party;

Develop an appropriate service-learning curriculum;

Design student materials and orientation processes;

Train those responsible for implementing the projects;

Connect service-learning to the curriculum through written and oral reflection opportunities; and

Conduct an evaluation to understand the program's effectiveness.