

Date of Hearing: March 15, 2017

ASSEMBLY COMMITTEE ON EDUCATION  
Patrick O'Donnell, Chair  
AB 192 (Medina) – As Introduced January 19, 2017

**SUBJECT:** Migrant education: statewide parent advisory council: reports

**SUMMARY:** Changes the frequency, from once every year to once every three years, of a report which the Migrant Education Program (MEP) statewide parent advisory council (SPAC) is required to submit to Legislature, the State Board of Education (SBE), the Superintendent of Public Instruction (SPI), and the Governor.

**EXISTING LAW:**

- 1) Requires the SPI to take necessary steps to ensure effective parental involvement throughout the state migrant education program, including the adoption of rules and regulations requiring each program to actively solicit parental involvement in the planning, operation, and evaluation of its programs through the establishment of, and consultation with, a parent advisory council.
- 2) Requires that each parent advisory council be comprised of members who are knowledgeable of the needs of migrant children and shall be elected by the parents of migrant children enrolled in the operating agency's programs. Specifies the means by which the councils' composition is determined.
- 3) Requires the SPI to establish a SPAC that shall participate in the planning, operation, and evaluation of the state migrant education program and specifies its membership.
- 4) Requires the SPI to sponsor a SPAC conference during the spring of each year.
- 5) Requires the SPAC to prepare and submit a report to the Legislature, the SBE, the SPI, and the Governor regarding the status of the migrant education program within 120 days of the conclusion of a training program on preparing the report provided by the SPI.
- 6) Requires that the report include an evaluation of the migrant education program, a review of annual needs, and a year-end assessment.
- 7) Requires the SPI to furnish, without charge, parent advisory councils with a copy of all applicable state and federal migrant education statutes, rules and regulations, guidelines, and copies of all applicable state and federal audits, monitoring reports, and evaluations.
- 8) Requires the SPI to establish and implement training programs for members of the statewide and operating agency parent advisory councils to enable them to carry out their responsibilities.

**FISCAL EFFECT:** Unknown

**COMMENTS:**

***Need for the bill.*** According to the author's office, "Currently, the SPAC is required to prepare and submit an annual report to the Legislature, State Board of Education, Superintendent, and Governor on the status of the Migrant Education Program. The annual requirement has made it difficult and nearly impossible for the Migrant Education Program to consider recommendations from the report because of the overlap in developing the current-year report and the previous-year report.

AB 192 would require the SPAC to prepare and submit a report to the Legislature, SBE, Superintendent, and Governor every three years on the status and evaluation of the migrant education program, including policy recommendations. By changing the reporting requirement to every three years, this bill would help improve the Migrant Education Program in several ways. First, the SPAC, with assistance from the department, would be able to develop and prepare a higher quality report on the status and evaluation of the migrant education program. Second, the report would be aligned to the federally-required State Service Delivery Plan (SSDP) such that recommendations from the SPAC can be considered and incorporated in the SSDP to improve services and outcomes to the migrant education program.

At their January 7, 2017 meeting, the SPAC unanimously voted in support of aligning the SPAC report with the federally-required State Service Delivery Plan (SSDP). The SSDP is developed at least every three years and identifies the state's targeted program service areas and measurable outcomes for the migrant education program."

***Migrant Education Program.*** The California Migrant Education Program is a federally authorized and funded program intended to provide supplemental educational programs for migrant children, ages three to 21. State law establishes additional state rules governing the administrative framework for delivering local MEP services throughout the state by subgrantees, program service areas, and parental involvement duties.

According to the California Department of Education (CDE), the California MEP serves the largest number of migrant students in the country. In 2013-14, there were more than 112,000 migrant children identified in California.

The MEP is intended to mitigate the effect of educational disruption resulting from the repeated moves of migrant families who follow harvest cycles. CDE notes that as families relocate in search of qualifying work such in agriculture, dairy, and fishing, students face challenges completing high school graduation requirements and often miss key instructional periods, assessment windows, and opportunities to make friends and join extra-curricular activities. In addition to the instructional and social challenges caused by repeated moves, migrant children often live in extreme poverty, which can lead to significant health disparities, particularly in the areas of dental health, vision, and mental health.

The federal law requires the MEP to provide educational and support services to the children of migrant farmworkers, ages 3–21 in order to:

- 1) support high quality comprehensive programs
- 2) ensure migrant children are not penalized by disparities among states in curriculum, graduation requirements, and student achievement standards
- 3) provide appropriate educational services to address their unique needs

- 4) ensure that migrant children receive the same opportunities to meet the same challenging state academic content standards that all children are expected to meet
- 5) design programs to help migrant children overcome cultural and language barriers, social isolation, and various health related problems
- 6) ensure migrant children benefit from state and local systemic reforms

To address the federal requirements, each state is required to develop an SSDP that identifies the targeted program service areas and measurable outcomes. In California, the SSDP requires services to address needs in the following areas: preschool, English language arts, mathematics, out-of-school youth (OSY), high school graduation, and parental involvement.

According to the CDE, in 2014-15, the CDE had 20 subgrantees located in areas where there are high numbers of migrant farmworkers. There were 15 regions comprised of a single or several county offices of education and five directly funded districts. Each subgrantee provides comprehensive programs to address the unique needs of migrant children as set forth in the California SSDP. All subgrantees offer educational programming and deliver services primarily through after-school programs, tutoring, Saturday classes, and intersession programs offered during breaks and during the summer time. The SSDP identifies the state priorities and requires subgrantees to provide services to preschool children, instructional intervention programs on English language arts and mathematics, instructional programs to support high school graduation, educational and support services for out-of-school youth, and support services to assist with parental involvement and health-related needs, such as dental services, vision needs, and other social welfare needs.

***Annual SPAC report and alignment with federal SSDP.*** Current law requires the SPAC to prepare and submit a report to the Legislature, the SBE, the SPI, and the Governor regarding the status of the migrant education program within 120 days from the conclusion of a training program on preparing the report provided by the SPI.

According to the CDE, the SPAC annual report is based on data collected from migrant parents regarding their experiences with the programs and services provided by the MEP each year. To compile the report, the MEP subgrantees survey migrant parents and conduct focus groups to collect this data. The SPAC members analyze the data and identify recurring issues, observations, and recommendations for strengthening and improving programs addressing the five major components of the MEP.

According to the CDE, California is federally required to develop its SSDP every three years. This bill would allow the state to align its state reporting requirement with the three year cycle of the SSDP development and better incorporate state data on targeted program service areas and measurable outcomes in the plan.

According to the CDE, at the January 7, 2017 meeting of the SPAC the members voted to support moving the reporting requirement from a one year to a three year cycle.

***Migrant education needs identified in last report.*** The most recent SPAC report, issued in September, 2016, made a number of recommendations based on the surveys and feedback of participants in the program.

In the area of preschool for migrant students in grades K-12, the SPAC members recommended:

- Prioritizing early childhood development and providing more funding for preschool programs for children of migrant families
- Opening and supporting more preschool programs in more places to increase accessibility and alleviate transportation challenges
- Assisting with transportation to preschool programs
- Encouraging parents to get involved in their children's academic success with workshops offered in their native language on child development and techniques to help their children's learning
- Hiring qualified teachers with preschool credentials
- Offering more bilingual/biliteral preschool programs
- Training parents
- Strengthening the use and development of the children's first language
- Supporting parents in their literacy and English-learning efforts

In the areas of ELA, reading, and mathematics for migrant students in grades K-12, the SPAC members recommended:

- Increasing individualized tutoring programs, where possible, that include home visits and individual meetings
- Continuing and expanding offerings of intensive and specialized courses that support migrant students' academic performance in focus areas such as algebra, science, and critical thinking
- Continuing to offer Saturday classes in which parents can participate together with their children
- Increasing parent training that enables them to support their children's academic success

In the area of OSY (defined as 16–21 year old migrant children who have not graduated from high school and have not received a high school equivalency diploma or passed the high school equivalency examination), SPAC members made the following recommendations:

- Improving communication with migrant families about programs and services for OSY students
- Continuing efforts to recruit OSY students where they work
- Bringing OSY programs and services to youths working in the fields
- Increasing efforts to provide motivational programs, counseling, and assistance to connect OSY with mental health services and other support services in their community because these measures are reported as highly effective

In the area of parent involvement, the SPAC members recommended:

- Continuing to train parents to understand and navigate the education system
- Continuing and expanding the training of teachers and MEP staff in cultural competency
- Continuing to prepare and provide training for parents already engaged in their children's education to inform and encourage other parents to become involved
- Continuing and strengthening workshops and education programs for parents, including literacy classes and English as a second language
- Improving MEP communication with migrant parents to make them feel welcome and valued

- Ensuring timely provision of a calendar of events and meetings so that parents can plan to attend, learn, and participate

In the area of healthcare and other services, the SPAC members recommended:

- Increasing training to inform parents about nutrition and exercise
- Providing nutrition classes for students as well as parents
- Expanding the availability of healthy food in schools
- Continuing to support the availability of regular health examinations by qualified professionals

**REGISTERED SUPPORT / OPPOSITION:**

**Support**

Superintendent of Public Instruction Tom Torlakson (sponsor)  
California Faculty Association

**Opposition**

None on file

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