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ABSTRACT

A pilot effort to assess vocational and employment needs of migrant youth in Connecticut included a survey of 719 migrant dropouts and students in grades 8-12 in the 4 areas of the state with the largest number of migrant families. Also, in-depth data for 150 students and dropouts were gathered from records and interviews. Results showed that although dropout rates fell in the 1980's, 20% of migrant students dropped out each year, usually in grade 9 or 10, coinciding with a drop in migrant student academic grades after grade 8. The poor academic performance of secondary students (averaging three grade levels behind in reading and two in math) contrasted with their unrealistically ambitious career goals, often influenced by unemployed parents. Only 3% of the migrant students were in vocational programs and 16% in college preparatory programs, versus 75% in general studies. Most had misconceptions about the training and education required for their career choice and had only limited work experience as clerks or unskilled laborers. Averaging three years in the migrant program, half were Spanish-language dominant and in bilingual or ESL programs. Most received instruction in English. A variety of vocational programs geared to disadvantaged youth were available in Connecticut. (SB)

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ADDRESSING THE VOCATIONAL/EMPLOYMENT NEEDS OF MIGRANT YOUTH

NEEDS ASSESSMENT, REPORT

A Pilot Survey of Secondary Migrant Youth and Vocational Programs In Connecticut and Nationwide

Project Funded under Section 143: Title I, ESEA

Interstate and Intrastate Coordination of Migrant Education Program Activities

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## TABLE OF CONTENTS

### PART I: STUDENT NEEDS ASSESSMENT REPORT

Introduction.....	1
Summary .....	1
Migrant Student Enrollment.....	5
Graduates.....	6
Dropouts, Moveouts.....	6
Migrant Program Tutoring.....	7
Schools Attended.....	8
Vocational School Enrollment.....	8
Sample Population.....	9
Sample Selection Procedure.....	9
Dropout Students.....	10
Other Survey Bias.....	10
Language.....	11
Mobility and Attendance Patterns.....	12
Attendance.....	13
Age.....	13
School Programs, Courses and Grades.....	14
Grades.....	14
Instructional Levels.....	16
Migrant Program Tutoring.....	18
Programs of Study.....	19
Career Ed. and Voc. Exploration Programs.....	19
Vocational Courses.....	20
Academic Interests and Skills.....	21
Other Interests.....	21
Work Experience.....	22
Financial Responsibilities.....	22
Work and Educational Goals.....	23
Family Occupations.....	25
Career Support Systems.....	26
Dropout Students.....	27

TABLE OF CONTENTS, page 2.

PART II: PROGRAMS FOR SECONDARY MIGRANT YOUTH AND  
SIMILAR POPULATIONS NATIONWIDE.....29

PART III: VOCATIONAL/EMPLOYMENT PROGRAMS FOR YOUTH  
IN CONNECTICUT .....35

APPENDIX (separate document)

Chart 1: Number of Students, by Grade Level (7-12)  
for Pilot Districts for Five Years .....ii

Chart 2: Connecticut Enrollment Statistics 1982-83.....iii

Student Data Reporting Forms, by District:  
Hartford, New Haven, Bridgeport, Willimantic.....iv

Forms Used to Collect Data:  
Student Profile; Student Interview Form; Dropout  
Student Interview Form ..... xlv

## STUDENT NEED ASSESSMENT REPORT

### INTRODUCTION

In a pilot ~~study~~ designed to assess the vocational and employment needs of migrant youth in Connecticut and to develop a program to best meet these needs, a study was conducted of migrant secondary students and dropouts in the areas of the state with the largest numbers of migrant families. (At the same time, data was gathered on vocational and employment programs for youth in the state and in other parts of the country. An analysis of the findings of these coordinated research efforts and a proposal for programming based on the findings are reported separately.)

Statistics on school and class enrollment and on moving and dropping out were gathered on all 719 migrant students in grades 8 through 12 in the four districts (Bridgeport, Hartford, New Haven and Willimantic). Some 150 youth were surveyed in greater depth. Courses, grades, attendance, mobility and language data were recorded from their school records. They were interviewed regarding their school and employment experiences and aspirations.

### SUMMARY AND HIGHLIGHTS OF FINDINGS.

A composite portrait of a young person with limited facility in English, who is reading more than three years below grade level, who is taking minimal advantage of the various vocational programs offered, and who is likely to drop out of school before the 12th grade emerges from the data. This person also has career goals that require special training or advanced degrees and that far exceed the levels of achievement of her/his parents or older brothers

and sisters.

Although almost three times as many migrant students as four years ago are now staying in school until graduation, the current 12th grade class is still only one-quarter the size of the 8th grade class. More than 20% of the students drop out of school each year. Most leave in the 9th and 10th grades.

Academic grades drop most dramatically between the 8th and 9th grades. Instructional levels fall steadily after the 7th grade. Those students who remain in school after 8th grade are, on the average, more than 3 years below grade level in reading and 2 years below grade level in math.

At the same time, the students are looking ahead to a career, not "just a job." They hope for work that requires either high school vocational or post-secondary training or college and advanced degrees. Most of their goals are not well defined, however, and some are unrealistically ambitious, given the students' present level of achievement. Moreover, many students have misconceptions about the kinds of training and education that are required for the occupations they are considering.

Although most of the students are thinking about jobs and careers which demand special training and post-secondary education, only seven percent are in vocational-technical schools and 16% are in College Preparatory Programs. 75% of the students are in General Studies programs, and they are not taking advantage of the various vocational programs that are available. Only seven percent have taken vocational or career exploration programs or a substantial number of vocational courses.

Virtually none of the migrant students enrolled in the state's regional vocational-technical schools have completed these programs. This year, of the 31 students in voc-tech schools, 15 are in 9th grade, 11 in 10th, four in 11th and one in 12th.

Further discrepancies between reality, as the migrant students experience it in their lives, and aspirations can be seen in the occupations of recent graduates and older siblings, of parents and of the students themselves. The young people tend to work in stores and offices as clerks. The parents are working either on farms or in factories or are unemployed.

Work experience of the students is limited. Twenty percent are working after school and on weekends during the school year, usually 20 hours a week or less, as clerks or doing other unskilled labor. Some two-thirds of the students have worked summers. Although a few have gotten CETA jobs offering some training or exposure to skilled occupations, most have had jobs such as babysitting, cutting grass and house cleaning.

Many of the students who work contribute a portion of their income to the household, but, with a few exceptions, they are not expected to provide primary support for themselves and their families. Nevertheless, given the rate of unemployment and underemployment in the families, it could be expected that the young people feel pressure to get a job and make money as soon as possible. The parents' influence is confirmed by the students themselves, who say that their parents are the persons with whom they talk most about their work and education plans. Then they talk with their friends. Teachers and guidance counselors are consulted about half as often as parents and friends.

About half of the students are Spanish-language dominant and are in bilingual or ESL programs. Some of these (18% of all students) are believed to need or function best with Spanish-language instruction. The others (82%) are considered sufficiently proficient in English to receive instruction in English.

Some 20% of the students move away each year, but the average length of

time per student in the Migrant Program is three years -- enough time for programs to be planned and followed with them.

In summary, many of the students, having a history of transiency, with limited fluency in English and coming from homes where survival is often the primary concern, are lacking the self-assurance, support, and clarity about their goals necessary to make meaningful selections among and follow through with the various programs and services that are available in the large urban and rural regional high schools that they attend. The gap between their distant and illusive career goals and their actual circumstances is not being bridged. Too often, therefore, the conclusion is reached that school, in the words of one of the dropout students interviewed, is not "doing anything" for them. The decision to leave is logical when school is not perceived as a viable route to work and life satisfaction.



### MIGRANT STUDENT ENROLLMENT IN SECONDARY GRADES

There are 812 youth in grades 8 - 12 in the Migrant Program in the state. 719 (88%) of these are in the four districts selected for the pilot project: Hartford - 372; Bridgeport - 165; New Haven - 74; Willimantic - 71. The sample of students to be surveyed was drawn from this population.

#### Enrollment by Grade in Pilot Project Districts, August 1982

District	8th	9th	10th	11th	12th	Dropout	TOTALS
Bridgeport	51	42	35	21	12	4	165
Hartford	110	85	81	49	32	15	372
New Haven	18	18	10	12	8	8	74
Willimantic	20	19	18	9	5		71
TOTAL	199	164	144	91	57	27	719

In each district, the greatest numbers of students are in the 8th grade. Enrollment decreases steadily each year after that. Before the 8th grade, enrollment is stable or increases.\*

This year there are 199 students in the 8th grade and 57 in the 12th - a difference of 69%. Although this figure may seem high, it is in fact considerably lower than the percentage of difference between the 8th and 12th grades in 1980 - 91%. Although many students are still leaving school before graduation, the numbers who reach 12th grade have increased over the past four years.

\* See Appendix for 1982-83 enrollment statistics for all Connecticut districts, and enrollment statistics for the four pilot project districts grades 7-12 for the past five years.

Difference in Enrollment from 8th to 12th Grade  
1979-80/1982-83

	8th		12th		% Difference	
	'79	'82	'79	'82	'79	'82
Bridgeport	44	51	5	12	-89%	-76%
Hartford	89	110	12	32	-87%	-71%
New Haven	19	18	2	8	-89%	-55%
Willimantic	23	20	0	5	-100%	-75%
TOTAL	175	199	9	57		
AVERAGE	44	50	5	14	-91%	-69%

1982 GRADUATES Fifty students graduated from high schools in the four pilot districts last year. Current occupations are known only for those in two of the districts (New Haven and Willimantic.) Graduates whose occupations are known have unskilled jobs. Two graduates are attending community colleges.

1982 Graduates

	Job*	College	Moved	Married No Work	TOTAL
Bridgeport		/			21
Hartford					19
New Haven	4	1	1		7
Willimantic	1	1	1	1	3
TOTAL	5	2	2		50

\* Jobs are: milk sales, bakery work, laundry work.

DROPOUTS AND MOVEOUTS Thirty-six percent of the students leave school either by moving away or by dropping out - in a year's time. In the period between June and December, 1982, forty-four (10%) of the migrant students in grades 8 - 11 had dropped out of school or could not be found. Another thirty-five (8%) moved away in the same period.

The students tend to drop out in the 9th and 10th grades. Forty-one percent of the 44 dropouts were in the 10th grade and 22% were in the 9th.

Students Leaving School from 6/82 to 12/82

	Dropped Out (by grade)					TOTAL	Moved
	8	9	10	11	12		
Bridgeport	1	5				6	6
Hartford	4	6	14	3	3	26	25
New Haven			2	1	1	4	1
Willimantic			2	3	1	6	3
<b>TOTAL</b>	<b>5</b>	<b>11</b>	<b>18</b>	<b>7</b>	<b>5</b>	<b>44</b>	<b>35</b>

MIGRANT PROGRAM TUTORING 266, or 37% of the 719 students in the Program are being tutored by Migrant Program teachers.

Students Being Tutored

	8	9	10	11	12	TOTAL
Bridgeport	17	24	17	16	16	80
Hartford	44	33	25	15	13	130
New Haven	5	6	7	8	2	28
Willimantic	8	5	9	3	3	28
<b>TOTAL</b>	<b>74(37%)</b>	<b>68(41%)</b>	<b>56(40%)</b>	<b>42(46%)</b>	<b>24(42%)</b>	<b>266(37%)</b>

SCHOOLS ATTENDED

High school students (grades 9-12) in the four districts attend 24 different secondary schools. Eleven of these are in the Windham Project district, which is referred to here as Willimantic, and is actually comprised of 21 school districts. Included among the 24 schools are five regional vocational-technical schools and one L.E.A. special work-study program.

Nineteen migrant students attend 13 other special programs beyond the 24 schools. These include programs for pregnant students, special education programs, alternative programs for students with behavior and emotional disorders, and parochial schools.

REGIONAL VOCATIONAL-TECHNICAL SCHOOL ENROLLMENT Seven percent (31) of the secondary school migrant students attend state vocational-technical schools that are located in the regions in which they live. Almost half (15) of these students are in the 9th grade - an initial exploratory program. Eleven are in 10th grade, four in 11th and one in 12th.

Enrollment at Vocational Technical Schools by Grade

Schools	9	10	11	12	TOTAL
Bullard Havens (Bridgeport)	5	3	1	1	10
Eli Whitney (New Haven)		1			1
Norwich Tech. (Norwich)	1	1			2
Prince Tech. (Hartford)	7	4	2	0	13
Windham Tech. (Willimantic)	2	2	1		5
TOTAL	15	11	4	1	31

One percent of the students (seven) attend other work-study programs sponsored by local boards of education (Workplaces in Hartford, Turtellotte High School Work-Study Program in Thompson).

SAMPLE POPULATION

SAMPLE SELECTION PROCEDURE Names of 42-45 students were selected from the migrant population in the 8th through the 12th grade in each pilot project district. With stratification by grade and by sex (equal numbers of males and females), a sample was drawn to make up a total of eight names per grade. The names were selected by Project staff, who did not know the students or whether or not they were being tutored by LEA Migrant Program staff. Children in the same family were withdrawn from this list, leaving only one student in a family in the survey. If fewer than eight students were in any grade, additional names were drawn from other grades or from the list of students who had dropped out of school during the previous year, to make a total of at least 40 names for each district.

Twenty-four percent (175) of the migrant students in the four districts were in the original sample population; 157 (23%) were actually surveyed. 142 of these are in school; 15 have dropped out. 112, or 71%, of the 157 surveyed students are now or have been tutored by Migrant Program teachers.

STUDENTS IN SAMPLE POPULATION

	Total Pop.	In Sample	Surveyed	Percent Surveyed	Tutored
Bridgeport	165	45	41	25%	26
Hartford	372	44	34 (32)*	9%	30
New Haven	74	44	42 (38)	57%	30
Willimantic	71	42	40	56%	26
TOTAL	719	175	157		

\* Information was gathered for 157 students. The 8 students in ( ) were not interviewed.

Because there is an inverse correlation between the migrant student enrollment and the height of the grade (the higher the grade after 8th grade, the fewer the students), there is a greater (continued next page)

representation of upper grade than of lower grade students in the survey. For example, 100% of the 12th grade students in New Haven and Willimantic, compared to 40% (Willimantic) and 44% (New Haven) of 8th grade students, were part of the sample. In general, the percentage of surveyed students is greatest in Willimantic and New Haven (56% and 57%) and smallest in Hartford (9%). 25% were interviewed in Bridgeport.

DROPOUT STUDENTS. The 15 dropout students (9% of the sample population) were given a different interview questionnaire from that given to in-school students. Two dropout students were not actually interviewed, though information was recorded from their school records.

Dropout Students in Sample Population

<u>Districts</u>	<u>Dropouts</u>
Bridgeport	5
Hartford	2 (0 interviewed)
New Haven	5
Willimantic	2
TOTAL	15

Although this percentage is comparable to the percentage of dropout students in the total pilot project migrant high school population (10% in a six month period), Hartford dropouts -- 60% of the total dropout population -- are significantly underrepresented in the sample.

OTHER SURVEY BIAS. Although most questionnaires are filled out completely, some information (attendance history, grades, etc.) is missing for some students. Students whose records or who themselves could not be found are likely to be those who are out of school most often and perhaps move most frequently. Hence, if the survey is biased, it is probably in favor of the most accessible,

### LANGUAGE

Eighty-two percent of the sample population students are sufficiently proficient in English to be instructed in that language. Eleven percent of these are, however, being instructed in both Spanish and English. The remaining 18% of the students are being instructed in Spanish.

Forty-seven percent of the students are Spanish-language dominant; 4% are dominant in another foreign language (French, Cambodian, Portuguese) 49% have English as their dominant language.

#### Languages of Dominance and Instruction

	English Instr.	Span. Instr.	Span/Eng. Instr.	Eng. Dom.	Span. Dom.	Other Dom.
Bridgeport	31	5	0	10	26	4
Hartford	25	6	3	18	15	0
New Haven	19	12	11	6	33	0
Willimantic	29	5	4	22	10	3
TOTAL	104	28	18	59	84	7
PERCENT	82%	18%*	(11%)	49%	47%	4%

\*Percentage does not include the 11% of students with Span/Eng. instruction

Forty percent of the surveyed students are in bilingual programs. Twenty-five percent are taking English as a Second Language.

#### Students in Bilingual and ESL Programs

	Bilingual	ESL
Bridgeport	2	6
Hartford	10	8
New Haven	25	17
Willimantic	7	9
TOTAL	64	40

### MOBILITY AND ATTENDANCE PATTERNS

Ninety-three percent of the surveyed students have moved across district or state lines at least once in the past five years. Ten percent of these have moved two or three times in that period.

#### Mobility Rate over Five Years

	Moved Once	Moved 2-3 times	No Moves
Bridgeport	29	9	3
Hartford	22	9	0
New Haven	33	1	8
Willimantic	38	2	0
TOTAL	122	21	11

Numbers of moves within districts were not calculated in this survey, as it was believed that any figure arrived at would be unreliable. The mobility rate of migrant families within the large urban areas particularly is generally observed to be extremely high, with some families moving as often as two or three times a year. These moves, while not forcing children to accommodate to new school systems, often necessitate changes in schools, with new teachers and new friends. They may be as disruptive to educational experience as moves from one district or state to another.

Students in the survey have been in the LEA migrant programs for an average of three years. Those who have received Migrant Program tutoring have been tutored for an average of 2.2 years.

#### Length of time in Migrant Program

	Years In Program	Years Tutored
Bridgeport	3.5	2
Hartford	3	2.4
New Haven	3	1.5
Willimantic	3	2.5
	16	



ATTENDANCE. Students are absent from school an average of 15 days per year. This figure does not include the attendance statistics for students who dropped out during the year (and who might be marked absent for several weeks before being officially dropped from the school records).

AGE

The average age per grade of in-school students is comparable to that of most high school students. Most of the seniors interviewed, in fact, were somewhat younger than the norm, averaging just 17 years old.

Dropouts, however, are older than their peers when they leave school. Most leave in the 9th and 10th grades when they are 16 and 17 years old.

SCHOOL PROGRAMS, COURSES AND GRADES

**GRADES** The transition from middle to high school appears to be a difficult one for the students, as evidenced by a significant drop in grades between the 8th and 9th grades.

Courses taken and grades awarded were copied from 9th-11th grade school records of the surveyed students. No significant over-all pattern of grade decline or improvement is evident in the statistics: the percentage of A's and B's in the four major academic subjects decreases slightly from the 8th (44%) to the 11th grade (39%).

However, there is a decrease of 21% in the percentage of high grades from the 8th to the 9th grade. (Grades rise again in the 10th grade, to drop again slightly in the 11th). The percentage of failing grades increases also between the 8th and 9th grades (from 7% to 14%) and remains stable at 13-14% from the 9th through the 11th grade.

Percentage of High/Low grades in Major Academic Subjects\*

Percent of A's and B's per Grade

	8	9	10	11	Av. % per District
Bridgeport	47%	29%	52%	29%	39%
Hartford	18	30	33	44	31
New Haven	44	38	33	**	38
Willimantic	52	35	50	44	45
Av. % per Grade:	44%	33%	42%	39%	38% Av. Overall percentage of A's and B's

Percent of F's per Grade

	8	9	10	11	Av. % per District
Bridgeport	9%	22%	9%	7%	12%
Hartford	7	6	17	4	9
New Haven	3	8	18	**	10
Willimantic	9	18	10	29	17
Av. % per Grade:	7%	14%	14%	13%	12% Av. Overall percentage of F's.

\* English, mathematics, history and science

\*\* Grades recorded for only two students

Several factors may be taken into account when interpreting these statistics. No differentiation is made between college preparatory, General Studies and remedial program grades. An A was recorded as such, regardless of its value in relation to A's in other programs. This may be particularly significant in the upper grades, since students who are failing courses in the 9th grade may take easier or remedial versions.

Upper-class students are over-represented. No grades are recorded for students currently in the 8th grade, while 8th through 11th grade scores are noted for students currently in the 12th grade.

Since migrant students who remain in school until 12th grade are probably more successful than those who do not, the grades do not necessarily reflect the actual proportion of academic success of all high school migrant students.

In addition, although grades are included for students who dropped out of school within the last year, there are no grades for those who left more than a year ago.

## INSTRUCTIONAL LEVELS

Instructional levels were recorded, where available, for all students in the sample population. The instructional levels listed are those recorded most recently on school records. In most cases they were assessed in the past year, although a few were done as long ago as 1980-81. Levels assessed by standardized tests (MAT, Iowa, SRA) are recorded as well as teacher-assessments. (See Appendix for tests used and scores per district). The grades listed in the tables below are the grades the students were in when they were tested (usually one grade below the one they are in now).

Seventy percent of the surveyed students - in grades 7 through 12 - are between one and eight years below grade level in math. In reading, 85% are below grade level.

A significant difference exists between the middle school and the high school scores. In math, 56% of the scores are below grade level in the 7th and 8th grades; in the 9th - 12th grades, 84% are below grade level.

In reading, 76% of the scores are below grade level in the middle school grades; in high school, 90% are below grade level.

### Instructional Levels for Grade 7-12

		On/Above	Below	TOTAL	Percent	
					On/Above	Below
Bridgeport	Math	4	26	30	13%	87%
	Reading	2	19	21	9%	91%
Hartford	Math	10	15	25	40%	60%
	Reading	6	21	27	22%	78%
New Haven	Math	7	32	39	18%	82%
	Reading	5	34	39	15%	85%
Willimantic	Math	4	4	20	50%	50%
	Reading	1	7	8	13%	87%

Instructional Levels

Percent on/Above Grade Level

		7th-8th	9th-12th
<u>Reading</u>	Bridgeport	22%	0%
	Hartford	36%	13%
	New Haven	25%	26%
	Willimantic	24%	0%
	AV. ON/ABOVE Percent BELOW:	24% 75%	10% 90%
<u>Math</u>	Bridgeport	12%	6%
	Hartford	75%	24%
	New Haven	33%	33%
	Willimantic	57%	0%
	AV. On/ABOVE Percent BELOW:	44% 56%	16% 84%

\*Willimantic is underrepresented in the survey with instructional level scores available for only eight students. Percentile scores are recorded for 12 students. See Appendix for these averages.

INSTRUCTIONAL LEVELS - GRADES 9 - 12

READING	Years Above Level					On Level	Years Below Grade Level								TOTAL
	1	2	3	4	5		1	2	3	4	5	6	7	8	
BRIDGEPORT								1	3	3	1	1	2	1	12
HARTFORD				2				2	3		5	2	2		16
NEW HAVEN						2	7	7	4	4	1	1	1		27
WILLIMANTIC											1				1
TOTAL				2		2	7	10	10	7	8	4	5	1	56

AVERAGE READING INSTRUCTIONAL LEVEL: 3-4 YEARS BELOW GRADE

MATH

BRIDGEPORT			1			1		2	4	2	2			1	13
HARTFORD	3	1					1	1	4	2	3	1	1		17
NEW HAVEN						3	5	5	3	5	3	1	2		27
WILLIMANTIC								1							1
TOTAL	3	1	1			4	6	9	11	9	8	2	3	1	58

AVERAGE MATH INSTRUCTIONAL LEVEL: 2-3 YEARS BELOW GRADE

### MIGRANT PROGRAM TUTORING

112 of the 157 students surveyed are or have been tutored in basic skills by Migrant Program teachers. 67% have been tutored in reading, 50% in oral language, and 47% in math. Thirteen percent have also been tutored in other subjects they are studying, including Spanish, history and science.

#### Areas of Tutoring

	Reading	Math	Lang.	Other	Students Tutored
Bridgeport	14	28	14	13	29
Hartford	16	8	3		26
New Haven	24	6	20	1	30
Willimantic	18	9	17		23
TOTAL	72(67%)	51(47%)	54(50%)	14(13%)	108

**PROGRAMS OF STUDY** Seventy-five percent of the surveyed students are in General Studies, 16% are in College Preparatory and 3% are in Vocational programs. A few students are in special education and other special remedial programs.

Enrollment in School Programs

	General Studies	College Prep.	Remedial	Special Ed.	Voc. Ed.	"Honors"
Bridgeport	31	10	0	0	0	0
Hartford	21	7	4	1	0	1
New Haven	35	2	2	1	0	0
Willimantic	30	6	0	2	4	0
TOTAL	117	25	6	4	2	1

**CAREER AND VOCATIONAL PROGRAMS** Although various career and vocational exploratory programs are available in the high schools and state vocational technical schools, students for the most part are not taking advantage of them. Only 22% of the interviewed students responded in the affirmative when asked if they had taken any courses that explore different types of careers. Courses or programs named were: "Career awareness...science of careers...Project Business...Junior Achievement...Travelers Youth Alliance...career math...career day at school...guidance counselor talks about careers once a week...teacher gives worksheets on occupations...airforce recruiter...vocational English." Exploratory shop courses have also been taken by a few students. One student has participated in an after-school exploratory program at a vocational-technical school.

It is probable that students have had more exposure to career education than their responses indicate. Either they did not recognize it as such since it was infused in other curriculums or they did not associate it with the question.

Students in Career-Voc Exploration Programs

Bridgeport	1
Hartford	5
New Haven	5
Willimantic	21
TOTAL	32
Percentage:	22%

VOCATIONAL COURSES: Seventy-seven vocational courses are reported on school records for grades 9 - 11 of surveyed students. When asked about career or job-related courses they had taken, however, several of the students named additional vocational courses which were not found on the records.\*

While most of the students have taken one vocational course (often typing) in their high schools careers, very few have taken more than two. Few take advantage of the many shop courses offered in the high schools.

General, "rotating" or exploratory shop (in the vocational schools) or specific shops are the vocational courses taken most frequently. Even here, however, only 23 such courses (for 125 students) were found on the school records. Typing was listed on 14 records, but probably has been taken by more students, given the students' own accounts. Other vocational courses listed were business, industrial arts, foods, clothing, home economics, recordkeeping, and vocational agriculture.

Vocational Courses on School Records - Grades 9-11

Shop (auto, blueprint, general, electric, metal, machine)	28
Typing	14
Business	7
Home Economics ( Foods, Clothing)	7
Industrial Arts	4
Careers	6
Graphic Arts	3
Drafting	2
Recordkeeping	1
Voc-Agriculture	1
TOTAL	77

\* Courses named by students include: Distributive Education, Office Machines Office Practice, Accounting, Auto Body and Carpentry.



### ACADEMIC INTERESTS AND SKILLS

Math is the favorite subject of 50% of the students. Forty percent said that math is also the subject in which they do best. After math in popularity is English/Language Arts (37%), but only 11% said that this is also their best subject. Science was selected by 17% of the students, with only 5% saying they excel in it.

Other subjects students name as favorites are history/social studies (10%), art, physical education, typing, shop, band and office practice.

Courses Students Prefer

	Favorite Subject			Best Subject		
	Math	Science	Lang.	Math	Science	Lang
Bridgeport	23	6	7	16	3	10
Hartford	15	4	4	12	5	4
New Haven	12	5	4	12	5	6
Willimantic	18	8	7	16	5	11
TOTAL	68	23	37	56	18	31
Percent	50%	17%	27%	40%	5%	22%

OTHER INTERESTS. Regarding their interests, hobbies or how they like to spend their free time, 33% of the students said they like most to play one of the team sports -- baseball, basketball, football or soccer. Another 22% named an individual sport or physical activity: rollerskating, swimming, horseback riding, bike riding, gymnastics and track. Music and dancing were also mentioned by several students.

### WORK EXPERIENCE

Although 68% of the students have worked at some time, only 19% are working after school or on weekends during the school year.

One of the currently employed is completely self-supporting and does not live with his family. The others work 20-24 hours a week or less.

The job held by most students is store sales clerk or cashier. Other jobs held by students either after school or during the summer are nurses aide, office and house cleaning, playing in a band, babysitting, grass-cutting, and newspaper delivery. A few students have worked in agriculture in the summer: packing tomatoes or working in tobacco fields. A few others have had CETA jobs offering training or exposure to skilled occupations such as tutoring, carpentry and electrical work.

Present and Past Work Experience

	Ever	Now	Summer
Bridgeport	20	9	11
Hartford	17	4	16
New Haven	19	3	12
Willimantic	38	10	26
TOTAL	94	26	65
Average Percent	68%	19%	47%

FINANCIAL RESPONSIBILITIES. In most cases, families do not count on student income on a regular basis. However, almost half (45%) of the students who worked during the summer, and most of those who are working during the school year, have contributed some portion of their earnings to the family income. The contributions range from buying their own clothes and paying certain expenses to giving one half or all of their salaries to their mothers. One student is completely self-supporting.



### WORK AND EDUCATION GOALS

Seventy five percent of the students have given some thought to what they would like to do after high school, and, although many of their plans are nebulous, they want to have a "career" and not "just a job".

#### Students with Career Goals

	Work/Ed Plans	Want Career	Want Job Only	Students TOTAL
Bridgeport	31	21	7	28
Hartford	26	25	7	32
New Haven	20	23	7	30
Willimantic	20	27	13	40
TOTAL	97 (75%)	96 (75%)	34	130

Most students want to attend a training program or college in order to get a job that requires either specific skills or college or advanced degrees.

Although the students tend to be rather ambitious with their career goals, they are often vague about the specifics (eg. "computers"). They do not have a clear ideas about what kind of preparation is appropriate or necessary for the career they desire (eg. "college" for airline stewardess, mechanic and real state agent). In some cases, the goals seem unrealistic ( eg. "lawyer" for senior who is reading four years below grade level.)

Several of the careers sought could be prepared for in secondary programs (eg. secretary, mechanic, hairdresser) but only one 8th grade student said she wanted to attend a vocational school. Most students have not taken more than one or two vocational courses, nor are they participating in career and vocational programs in high school.

Computer-related occupations were cited most often by students who were asked about their career goals. Other occupations named by five or more students are nursing, business, secretary, lawyer, and armed forces. Areas mentioned by 2 to 4 students are mechanic, teacher, airline stewardess, and police man. All other occupations mentioned were named by one student only: ministry, truck driver, doctor, travel agent, engineer, guitarist, fireman, actor, carpenter, draftsman, chef, table tennis professional, real estate agent, welder, and nuclear physicist.

Thirteen students (10%) want to go to college but do not have career or job plans beyond that.

#### Common Desired Occupations

Occupation	Students
College	13
Computers	11
Secretarial	10
Nursing	9
Lawyer	6
Business	5
Armed Forces	5
Policeman	3
Mechanic	3
Teacher	3
Stewardess	2
Veterinarian	2

### OCCUPATIONS OF FAMILY MEMBERS

In 50% of the households neither parent is working outside the home. Twenty-eight percent of the mothers and 34% of the fathers are employed. Most fathers work in factories (47%) and on farms (23%). Other occupations are construction, maintenance, logging, truck driving, police work and machine operation.

Mothers are employed in factories and cleaning houses and offices. Other occupations are teacher, nurses aide, secretary, egg picker, store clerk and restaurant worker.

Students were asked also about the occupations of their brothers and sisters. The major difference between the siblings' occupations and the parents' is that the young people work in offices and stores instead of factories and farms.

Twenty-nine percent of the siblings work as clerks and cashiers in stores or as secretaries and clerical workers in offices. Another 10% work in restaurants, with jobs ranging from manager of McDonalds to dishwasher.

#### Common Occupations of Family Members

Occupations	Mother (38)*	Father (47)	Sibling (38)
Factory Work (incl. bakeries)	15 (39%)	18 (38%)	6 (16%)
Farming		11 (23%)	
Clerical	4 (11%)		11 (29%)
Maintenance (incl. house- cleaning)	6	2	2
Restaurant work			4
Nurses Aide	2		3

Number in ( ) represents total number working

CAREER SUPPORT SYSTEMS. All of the students interviewed said they talk with at least one other person about their career and education goals and plans. They talk most with their parents, then with their friends. Guidance counselors, teachers and siblings are consulted about half as often as are parents and friends.

Persons Consulted about Work and Education Plans

	Bpt.	Htfd.	N.H.	W.I.I.	TOTAL
Parent	19	30	17	25	91
Friend	17	20	18	15	70
Counselor	9	17	5	10	41
Teacher	16	5	9	8	38
Sibling	8	12	13	4	37

### DROPOUT STUDENTS

The students who have dropped out of school appear to be very much like those who are still in school. No major differences could be discerned from the interview data gathered. The dropouts' grades (a D average) their last year in school were lower than many of the grades of those remaining, however. The dropouts were below grade level in reading and math, but not significantly more so than most of the in-school students.

Most (ten) of the 13 dropout students interviewed left school in the 9th grade (two others left in 8th grade; one left in 10th) and were 16 years old when they dropped out. Males and females were equally represented. All students were sufficiently proficient in English to receive instruction in that language, although five had been in bilingual programs.

Dropout Students Interviewed

	Interviewed		Working	Want Training
	F	M		
Bridgeport	2	4	1	5
Hartford				
New Haven	4	1	2	3
Willimantic	1	1	0	0
TOTAL		13	3	8

Fifty percent (seven) of the interviewed dropout students left school because of negative school experiences ("hated it.... got suspended and never went back....it didn't do anything for me... bad grades".) Three left to go to work and three left to have babies.

The three dropouts who left to go to work are occupied in

unskilled dead-end jobs: clerk in a store, clerk in a fast-food restaurant, coffee-man in a hospital. They are not interested in further training or education. The three who left because they were pregnant are spending their time taking care of their babies. One is expecting a second child. None is interested in going back to school.

One student is enrolled in an adult education program, intending to get her G.E.D. The other six would like to get further training, but (with one exception) are unsure about what it should be or how to get it. (The exception is interested in water purification.) Occupations for which two dropouts might like training are secretary and hairdresser. Three said they would like some kind of training but they don't know what.

When asked how they are spending their time if they are not working or going to school, one of the unemployed said he was looking for a job. Others said they were volunteering at the Salvation Army, attending National Guard meetings, watching TV and sleeping.

In eight of the 13 families, no one is employed outside the home. Four fathers work (in factories, farming, truckdriving) and two mothers (farm and factory).

Like the in-school students, the dropouts named parents and friends as the people they talk with most about their work and education plans.





## PROGRAMS FOR SECONDARY MIGRANT YOUTH AND SIMILAR POPULATIONS NATIONWIDE

Many career/vocational/employment programs designed for "at-risk" students and relating academics to the world of work exist throughout the country. The basic models are: work-experience programs -- in which some amount of time is allotted for hands-on experience at a work-site; vocational programs -- in which competence in vocational skills is taught; work-study programs -- in which classroom hours are adjusted to give students time for employment; and career education programs, in which aspects of self-awareness, career awareness and career exploration are offered as separate courses, coupled with work experience or infused in the regular curriculum.

The model programs often offer a combination of these designs, coupled with a counseling component. Students are assessed for interests and skills and are guided toward exploratory experiences that match their profiles. Integrated in a complete program could be basic skills and life skills instruction, career-oriented activities, job training, vocational skills training and job placement. Students (and/or dropouts) are steered and counseled through the various components individually and in small groups.

In Migrant Education, the special projects for secondary-age students have, until recently, focused on basic skill remediation and accumulation of academic credit. HEP (High School Equivalency Program) and CAMP (College Assistance Migrant Program) are nationwide efforts to assist migrant youth in completing high school and college. Other programs provide for high school credit exchange among states.

CAMP offers financial assistance, counseling and tutoring services to migrant students enrolling in college. Both CAMP and HEP are funded by the U.S. Department of Education and programs must be developed in coordination with an institution of higher education.

CAMP residential and commuter programs are currently located on six college campuses in California, Oregon, Texas and Washington. HEP has 19 residential and commuter programs on college campuses in 17 states. The programs provide individualized instruction and counseling to help high school dropouts to obtain the G.E.D.

Other model programs geared toward assisting highly mobile secondary migrant students to complete high school are the Secondary Credit Exchange Program and the Portable Assisted Study Sequence Program (PASS). Both programs have been adapted and implemented in several states.

The Secondary Credit Exchange Program was developed in Washington State in coordination with Texas, in 1970. In this program, high school students who are unable to attend school during regular hours attend late afternoon and evening classes at a credit exchange alternative school. The content of the work there matches that of the home school in Texas. Migrating students attending both home and credit exchange schools for four years can graduate in the home school with their classmates.

An Interstate 143 Secondary Credit Exchange Program has been developed by New York State in collaboration with the MSRTS System to accumulate the credits necessary for a student to graduate in his/her home base school. Graduation requirements of home base schools are placed in the computer data bank. As student credits are accrued, they are accumulated on the MSRTS record and can be compared with home school requirements. The system is projected for implementation in summer of 1983.

The California Portable Assisted Study Sequence Program (PASS) provides learning packages to potential dropouts so that they can study by correspondence at their own pace. A central location provides the course work and

tests and accumulates credits. Similar programs, allowing students throughout the state to receive credit for independent study, are being implemented by migrant programs in several states.

Programs focusing on preparing migrant youth for careers have been developed by eight state agencies (including Connecticut) and funded by Section 143 this year. The projects are developing career curriculum materials and/or programs in which students can learn about careers, explore career possibilities and gain work experience.

One program, Experienced-Based Career Education, is a National Diffusion Network exemplary project implemented at many sites throughout the country, that is being adapted for migrant students. The interstate project, coordinated by the North West Regional Educational Laboratory and the Oregon State Department of Education, plans model programs for four western states. EBCE programs emphasize the use of community resources for teaching students about careers. Students earn academic credit while exploring careers at work-sites in the community. Academic work is related to the career exploration activities.

Two 143 programs that are expanding and enhancing established programs are focused primarily on career education materials.

The Inter-state Career Education Project for the Provision of Career Education skills for Migrant Students (Georgia, Louisiana, Mississippi, Missouri, North Carolina) has established a bank of career education techniques and materials for grades K-12 and conducts workshops for teachers, among other cooperative activities.

**CHOICE - Challenging Options in Career Education for Migrant Youth**  
(New York with six other states) has developed career education materials for grades K-12 and is now writing them in Spanish. It plans to establish a national center for disseminating the materials.

A Minnesota project, **Career-Related Curriculum and Services for Migrant Students**, plans to integrate career education curriculum for grades K-12 into the summer migrant program. It is also developing an intra-state network to collect career development resources and provide staff development services.

The **MAP-S (Migrant Appraisal Process-Secondary) Project** in New Jersey is completing its second year of operation. Students in the project receive counseling and participate in career exploration and self-assessment activities.

Michigan and Indiana both developed interstate projects this year focusing on employment needs of secondary-age migrants. The Indiana project, **Migrant Education Secondary Education Career Awareness**, plans to provide career exploration opportunities, job skill instruction and job placement to summer program students. The Michigan project is developing instruments and procedures for assisting migrant students in the transition from school to work.

Several state migrant programs are making use of computerized career and data bases. Programs in California, Oregon and Florida have been developed using "counselors," "advocates" or advisors," in working with secondary students. In a report presented at the 17th Annual National Migrant Education Conference in Portland, Oregon, the California Consultants' Clearinghouse contended that a "secondary school paraprofessional advisor" is the most important factor in an overall dropout prevention program. They advised, given their experience with such programs, that if a project could offer nothing else it employ and train advisors. These advisors provide a supportive environment and serve as advocates for the students, referring them to other counselors and programs as needed.

Two migrant projects focusing on employment preparation for secondary students were implemented in the past decade but are no longer in operation. The California Special Secondary Impact Program provided counseling, part-time employment and job skill instruction to at-risk migrant students in target schools. With the Earn and Learn program in Florida, mobile units brought vocational education models to students.

Some exemplary National Diffusion Network projects that have been developed for non-migrant secondary age youth may be suitable in adapted form for migrant students.

Project Discovery, from Iowa, consists of systematically organized career/vocational exploration packages providing activities that give students experience and a feeling of work.

The Career Intern Program, developed for potential dropouts in grades 10 - 12 in Philadelphia, integrates career-oriented activities into the high school curriculum. Job training, advanced skills training and job placement, as well as college preparatory activities, are offered as students advance in the program.

Project COFFEE, an alternative occupational program in Massachusetts, offers hands-on skills training in high technology environments, as well as basic skills instruction related to occupational and life-coping situations. Occupations programs in electronic assembly, data processing, building and grounds maintenance, horticulture and distributive education feature job entry and job placement skills, shadowing experiences and a related work-study program.

These programs, of course, are but a small sampling of the vocational/employment programs operating around the country. Many programs designed to give work experience and training to disadvantaged youth have been developed with CETA and other federal funding.

The successful projects often have a dual orientation of strengthening basic skills and offering job experience and career exploration. They relate work and school and, where possible, offer job placement.

Although the impact of migrant career programs is not yet well documented, coordinated programs offering supportive services along with career exploration appear to be most successful. Projects that have employed advisors or advocates for secondary students contend that this role may be the most important ingredient in a successful dropout prevention, employment preparation program.

Needs Assessment Report

VOCATIONAL/EMPLOYMENT PROGRAMS FOR YOUTH IN CONNECTICUT

As part of the Connecticut 143 Project pilot effort to develop programming to best meet the vocational and employment needs of Connecticut's migrant youth, a study was undertaken of vocational programs for young people in the state. If existing programs appeared to be inadequate or unsuitable for migrant students, the Project would explore the areas of inadequacy and devote its resources to developing and implementing programs to fill the gaps. If it was learned that programs existed, the focus of the Project would shift to the issue of migrant student participation in the programs.

A variety of programs for in and out of school youth exists around the state; it was discovered. The State of Connecticut has made a major commitment for the 1980's to preparing young people for the world of work, and it is placing increased emphasis on the needs of disadvantaged and minority youth. As a shift continues away from low skill jobs in manufacturing and agriculture to clerical, service and technical jobs which demand strong basic skills and, in many cases, specific technical training, the State is pledged to respond to these changes by providing appropriate and meaningful education for young people.

In addition to enhancing and updating the programs in the state's 17 regional vocational-technical schools, the State is collaborating with local and regional agencies and business and industry in developing and expanding work-experience, career exploration and basic academic and employment skills programs. Many of these programs, targeting disadvantaged and "at-risk" youth, are in the Migrant Program pilot project areas.

A major project, Jobs for Connecticut Youth, sponsored by the State Department of Education, in cooperation with the Department of Labor and the Office of Business and Management and funded in part by a private foundation, is committed to training and placing significant numbers of disadvantaged, minority and unemployed youth in jobs within the next five years. Most JCY programs are either proven successful programs which are being expanded or adapted or skill training programs in high demand occupations. Although all programs have the ultimate goal of enabling students to become employable and find and retain jobs, they are tailored to the areas of greatest need in the districts where they are located. Four of the six JCY target areas coincide with the four Migrant Pilot Project districts. A fifth is in the fifth largest Migrant Project district (Waterbury).

Many programs for in and out of school at-risk youth in the state are cooperative efforts of state and local, public and private concerns and focus on relating classroom learning to the world of work.

Cooperative work-experience programs designed to develop good work habits and basic work skills offer short and long term work assignments for in-school youth in the pilot project areas. Students usually attend vocational and academic classes for half a day and receive on-site training and work experience for the other half. In state-approved CWE-DO (Cooperative Work Experience-Diversified Occupations) programs, students receive systematic, organized training on the job and related vocational instruction in the classroom. Both are supervised to assure that each contributes to the student's education and employability.

Bridgeport's Vocational Exploration Program serves in-school youth with pre-employment services, including vocational, educational, motivational and career counseling. Students can sample employment opportunities in the private and public sectors as they are assigned to specific companies and organizations



with occupational potential.

The SPACE Program in New Haven offers work experience to non-college bound seniors, with the objective of job readiness and job placement at the end of the year. Two students share a full-time job on a two-week rotating cycle - two weeks on the job, two weeks in class.

At Workplaces, an alternative school in Hartford, students receive vocational training and work experience designed to increase the possibility for an entry level job on completion of the program. Students take both academic classes and training or work experience classes each day. Classroom instruction is related to the world of work. "Careers centers" are available in Academic, Automotive, Insurance and Banking, Communications, Health, Electro-Mechanical and Metal Machinery.

The EASTCONN Alternative High School in the Willimantic area also emphasizes the coordination of basic academic skills development, employability, skill development and work experience.

In Bridgeport, Educators-in-Industry acquaints educators with engineering, finance, marketing and manufacturing practices, recruiting and personnel policies, and resources in the business community. In a New Haven area program, manufacturing plant employees are instructed in math and blueprint reading by high school teachers in exchange for on-the-job training of seniors at the plant. In other programs: local employers visit schools and address students concerning job opportunities and employment skills and offer tutoring sessions at the work sites; a local manufacturer provides classroom instruction and employer-based learning experiences leading to entry-level employment for out-of-school youth.

The State regional vocational-technical schools, which offer a regular high school degree as well as vocational training, serve more than 13,000 students throughout the state. Qualified students enroll in the 9th grade. One year of vocational exploration is followed by three years of technical training and skills required for job entrance. These schools also provide shared-time programs, where high school students attend vocational school classes after school. Post secondary programs in various skill areas are available also. Admissions requirements include an achievement test, which can be taken in English or Spanish.

Local high schools offer a variety of career, pre-vocational and vocational education programs supported by local and/or federal funds. Vocational programs exist in the following instructional areas: Distributive Education, Health Occupation, Home Economics, Industrial Arts, Office Education, Trade and Industrial Education and Vocational Agriculture. A 1981 study found an average of 12 vocational programs per high school, with a range of a low of four to a high of 26. Home Economics, Industrial Arts and Office Education tend to be universal. Some courses available in particular schools are fire-fighting, computer programming, auto body and appliance repair.

Regional vocational-agricultural centers are attached to 16 local and regional high schools in the state. Curriculums are offered in such areas as animal and plant science, forestry and natural resources, agricultural mechanics and exploratory agriculture. Three centers are in the Willimantic area.

Career education in some form is provided in all Connecticut school systems. In some districts, courses devoted specifically to career exploration are offered. In other, aspects of career education, such as values clarification, occupational awareness and career planning, are infused into the regular curriculum.

Computerized career and employment services, with job and skill matching capacities and information about occupations and education and training resources, are available in all the pilot project areas. JCY programs this year have sought to install additional terminals in the pilot project area high schools in order to make this resource accessible to more students.

Special remedial basic skills programs are also available to high school students in the pilot project districts. In Hartford, students reading below grade level can participate in Higher Horizons, an integrated remedial language, cultural activity and intensive counseling program in a school-within-a-school atmosphere. In the Basic Skills for Continuing Education Program in New Haven, 9th and 10th graders with poor achievement and/or high absenteeism meet for only two hours a day, until they are ready to go back to the regular classroom.

Windham-Basic Skills for the 80's and Beyond (Willimantic area) is using micro-computers to teach remedial math and language arts. The Bridgeport High Intensity Computer Instructional Mathematics Program (another J.C.Y. program) utilizes a diagnostic-prescriptive approach to upgrade math achievement of high school students with low math scores. In addition to receiving computer assisted instruction, the students are placed at sites in local banking institutions where they receive computer-related work experience.

Programs for out-of-school youth exist in all the pilot project areas. Adult Education programs are being expanded so that, in addition to offering preparation for the G.E.D., they tie into employment and training programs and provide vocational training in areas of labor market need.

The Work and Learn Center (WALC) in Hartford provides work readiness training, remedial basic skills and job placement services to out-of-school at-risk youth. This year the program has expanded its services to two sites and is offering pre-employment internships in the private sector, jointly developed and monitored with the involved employer.

The Northeast Vocational Adult Program is providing vocational training for out-of-school at-risk youth in areas of labor market need. Participants can receive G.E.D. or academic assistance as well as employability skill instruction. The program utilizes regional vocational schools, area high schools and industrial sites as training facilities. Local employers participate in curriculum development.

In summary, a variety of programs geared to disadvantaged, minority and at-risk youth exist in the state. Both local and state agencies are aware of a need to assist these students in obtaining successful school and work experiences. New programs are being developed in the areas of the state with the largest concentrations of migrant students. Although, until now, migrant youth have been underrepresented in these programs, there appears to be no reason why, if they are guided and supported by individuals fully cognizant of their needs, they cannot take full advantage of them.

CONNECTICUT MIGRATORY CHILDREN'S PROGRAM  
District \_\_\_\_\_

Migrant Youth Vocational Project

STUDENT PROFILE

Age \_\_\_\_\_

Sex \_\_\_\_\_

School \_\_\_\_\_

Grade \_\_\_\_\_

Date of Entry in CMCP \_\_\_\_\_

Language Dominance \_\_\_\_\_

Language of Instruction \_\_\_\_\_

Special Programs: (Please Check)

\_\_\_\_\_ Bilingual

\_\_\_\_\_ Gifted

Migrant Tutoring (How Long? \_\_\_\_\_

Mos./yrs. \_\_\_\_\_)

\_\_\_\_\_ ESL

\_\_\_\_\_ Special Ed.

\_\_\_\_\_ Reading

\_\_\_\_\_ Oral Language

\_\_\_\_\_ Other (Specify) \_\_\_\_\_

\_\_\_\_\_ Math

\_\_\_\_\_ Other \_\_\_\_\_

ACADEMIC

Type of Program: (Please check)

\_\_\_\_\_ College Prep.

\_\_\_\_\_ Vocational Ed. (Describe Program \_\_\_\_\_)

General Studies \_\_\_\_\_

Other \_\_\_\_\_

Please indicate grade received for each subject area completed:

Subjects:

8th

9th

10th

11th

12th

English \_\_\_\_\_

Math \_\_\_\_\_

History \_\_\_\_\_

Science \_\_\_\_\_

Electives:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

District: \_\_\_\_\_

	8th	9th	10th	11th	12th
<b>Career and Vocational Education courses (name course)</b>	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Instructional level: Reading \_\_\_\_\_ How assessed \_\_\_\_\_ date \_\_\_\_\_  
 Math \_\_\_\_\_ How assessed \_\_\_\_\_ date \_\_\_\_\_

**MOBILITY HISTORY**

Please indicate how many times the student has moved within the last five years.

Number of moves out of district \_\_\_\_\_  
 Out of state \_\_\_\_\_

Attendance

Academic Year	Days Enrolled	Days Present	Days Absent
1980-81	_____	_____	_____
1981-82	_____	_____	_____

Additional Comments:



CONNECTICUT MIGRATORY CHILDREN'S PROGRAM

Date of Interview \_\_\_\_\_

District \_\_\_\_\_

Migrant Youth Vocational Project

DROPOUT STUDENT INTERVIEW FORM

Age \_\_\_\_\_

Sex \_\_\_\_\_

Address \_\_\_\_\_

School last attended \_\_\_\_\_

1. Why did you leave school? \_\_\_\_\_

When? (Last day in school) \_\_\_\_\_ Grade \_\_\_\_\_ Age \_\_\_\_\_

2. Are you working now? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, what kind of work? \_\_\_\_\_

Name of employer \_\_\_\_\_ Full-time? \_\_\_\_\_ Part-time? \_\_\_\_\_

3. Would you consider going back to school or getting other job training?

Yes \_\_\_\_\_ What kind of training or school would you be interested in? \_\_\_\_\_

No \_\_\_\_\_ Why not? \_\_\_\_\_

4. If you are not working now, how are you spending your time? \_\_\_\_\_

5. What jobs have you had in the past? \_\_\_\_\_

6. When you think about work, do you think of it as just a job or as building a career? \_\_\_\_\_

7. If your mother works outside the home, what kind of work does she do? \_\_\_\_\_

Your father? \_\_\_\_\_

Brother(s) and/or sister(s)? \_\_\_\_\_

8. What are your interests or hobbies? \_\_\_\_\_

9. With which of the following people do you talk most about work and other

future plans? (Rate in order of importance) Parent \_\_\_\_\_ Brother/sister \_\_\_\_\_

Friend \_\_\_\_\_ Counselor \_\_\_\_\_ Other (explain) \_\_\_\_\_

10. Comments (Please use other side of page if necessary)

CONNECTICUT MIGRATORY CHILDREN'S PROGRAM

Date of Interview \_\_\_\_\_

District \_\_\_\_\_

Migrant Youth Vocational Project

STUDENT INTERVIEW FORM

Grade \_\_\_\_\_ Age \_\_\_\_\_ Sex \_\_\_\_\_  
 School \_\_\_\_\_

1. Have you taken any courses that explore different types of careers?  
 Yes \_\_\_\_\_ No \_\_\_\_\_  
 If yes, please describe \_\_\_\_\_
2. Did you work last summer? Yes \_\_\_\_\_ No \_\_\_\_\_  
 If yes, what kind of work did you do? \_\_\_\_\_  
 Name of employer \_\_\_\_\_ Part-time \_\_\_\_\_ Full-time \_\_\_\_\_
3. Are you working now? Yes \_\_\_\_\_ No \_\_\_\_\_  
 If yes, what kind of work are you doing? \_\_\_\_\_  
 Name of employer \_\_\_\_\_ Work schedule \_\_\_\_\_
4. What other jobs have you had? \_\_\_\_\_
5. Do you help out with household expenses? Yes \_\_\_\_\_ No \_\_\_\_\_  
 If yes, please explain \_\_\_\_\_
6. Which school subject(s) do you like most? \_\_\_\_\_
7. Which subjects do you do best in? \_\_\_\_\_
8. What are your interests or hobbies? \_\_\_\_\_
9. If your mother works outside the home, what kind of work does she do?  
 \_\_\_\_\_, Your father? \_\_\_\_\_  
 Brother(s) and/or sister(s)? \_\_\_\_\_
10. Have you thought about what you are going to do when you finish school?  
 Yes \_\_\_\_\_ No \_\_\_\_\_  
 If yes, please describe \_\_\_\_\_
11. What steps do you plan to take to do this? \_\_\_\_\_
12. When you think about the work you plan to do, do you think of it as just a job  
 or as building a career? \_\_\_\_\_
13. With which of the following people do you talk most about your future plans?  
 (Rate in order of importance) Parent \_\_\_\_\_ Brother/sister \_\_\_\_\_ Friend \_\_\_\_\_  
 Relative \_\_\_\_\_ Guidance counselor \_\_\_\_\_ Teacher \_\_\_\_\_ Other (describe) \_\_\_\_\_
14. Comments (Please use other side of page if necessary)