

MIGRANT PROGRAM
RECRUITMENT PROPOSAL
for 1978

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Admissions Counselor
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General Overview:

A general observation and evaluation of the Migrant Program for the 1977 year indicates positive feedback not only in terms of increased enrollment of Latinos, but more importantly, in terms of the retention potential for the Migrant student at the University of Michigan. The Migrant Program Roster as of June 9, 1977 shows that of a total of 100 Chicanos and Latinos admitted, approximately 93 Latinos have paid their enrollment deposits. In comparison to last year's enrollment there is a 3/4 decrease over last year's total enrollment count of 173. Referring to addendum #1 of this report will show the specific racial breakdown of the Hispanic and Migrant population admitted for the 1977 year. Note that the average grade point average of the total Latino and Migrant students admitted is 3.2. These statistics are indicative of careful selection effort to improve the future outlook of the Migrant Program and the total Latino retention rate at the University.

The admission of Migrants to the University has also been selective based on past retention rates. The selection of Migrants was minimal and lacking because of late recruitment, turnover in Admissions staff, and inconsistent past efforts. All of these have contributed to a decrease in the total decline of Latino Admissions at the University.

The following is a proposal to foster recruitment of Migrant students for increasing our pool of Migrant applicants. Thus far, our recruitment efforts have been staggered and inconsistent because of the transient Migrant lifestyle of Michigan Migrants. The proposed recruitment effort will strive to provide a more stable inception point between our institution and the potential Migrant student in Michigan.

Proposal Rationale:

In relation to the Admission of Migrants to the University, a general statistical background history of the state Latino population is necessary to expound on the following proposal recruitment project for the Winter term of 1978.

Of the total 221,000 (Chicano/Latino population in the state) approximately 55,000 are "settled-out" Migrants from the State of Texas. A percentage breakdown for migration from the state of Texas according to a survey done by the Michigan State University Extension service indicates that 80% come from "the Valley". The Rio Grande Valley of Texas comprises the Hidalgo and Cameron counties in Southeast Texas area. Ten percent of the "settled out" Migrants come from the Bexar, Comal, Hays, Travis, and Atascosa counties in Texas. Six percent come from the San Antonio-Austin area and 4% come from Webb county in Texas (see addendum #2). These statistics show that for the total Latino population in the State of Michigan most are of Mexican-American descent and have migrated from the state of Texas.

Presently in the State of Michigan, according to a report for the Board of Education by La Raza citizens Advisory Committee, there are approximately 75,000 (minimum figure) migrant agricultural workers in the state. Of the total Migrant population in the state, approximately 70% come from the state of Texas, currently, the "settle-out" rate for the total Migrant population in Michigan is one per every 75 families that migrate back to Texas.

The above historical data of the Migrant and Latino history initiated strong considerations in developing a recruitment thrust for Migrants at their home-base of residence and education. After conferring with other institutions in the state that recruit migrants, the necessity to formulate a cooperative recruitment effort became more evident. The proposed recruitment effort is to sponsor a Migrant Counselor Workshop session for all High School counselors and migrant agency personnel in the Lower Rio Grande Valley area of Texas. The Lower Rio Grande Valley workshop would include Starr, Hidalgo, and Cameron counties in Texas. (see addendum#2) This recruitment workshop would provide us with experimental and evaluative results for other program considerations. Another resultant of the workshop as indicative of past migrant program data is an increase of migrant applicants to our institution. The critical years for migrant youth is the 7-12 grade years where many drop out for various reasons one of which is inadequate career motivation. This workshop plans to provide counselors with career options and create in them a renewed motivational interest for the continuing educational needs of migrants.

In summation, our institution should strongly consider implementing the proposed recruitment effort based on three general reasons. (1) As HEW's Secretary, Califano well stated in a speech to the City College of New York, "It is time for institutions of higher learning across America to take stronger and more focused action in our final effort against discrimination." (2) As he further states, "Our recruitment efforts must be dramatically strengthened and aggressively pursued among minorities, among women, and among handicapped". (3) Lastly, recruitment efforts of colleges and universities should comply with "more strenuous efforts to seek out minority students who possess the talent and desire to profit from higher education". The point which should be stressed at our institution is "to seek out minority students". Our institution must seek to open new avenues in the recruitment and retention of migrant students. Our pool of migrants and Latinos in the state is an educationally untapped well for enriching the University as well as the student.

Workshop Rationale:

The major speakers and panelists at the migrant counselor workshop sessions will include participants from Western Michigan University, Grand Valley State College, University of Michigan-School of Natural Resources (tentative), United Migrants for Opportunity Incorporated, Edinburg High School, Pan American University, and The Univ. of Michigan Undergrad Admissions (tentative). The proposed date for the workshop and area visits would be the week of January 2 through January 6th. The site for the workshop is tentatively scheduled at Pan American University in Edinburg, Texas. It was suggested to schedule the workshop the first day of the work week after vacations, since counselors would be more available. The other days of that week are scheduled for visiting high schools and migrant projects such as the H.E.P. (High School Equivalency), C.A.M.P. (College Assistance Migrant Program), and M.A.P.P. (Migrant Attrition Prevention Program) programs in southeast Texas. Other visits would be scheduled for community colleges and universities in the area.

Workshop Rationale:

The main objective of the workshop is to improve communications and increase the counselor's awareness of our respective institution's academic qualifications, migrant program history, and the pre and post admissions problems confronting prospective migrant students. The workshop as previously mentioned earlier, will attempt to emphasize the importance of career orientation. Career orientation is a key link in terms of motivation and drive for the migrant student's success or failure in higher education. A 1977 report submitted to the Governor of Texas by the Good Neighbor Commission recommends "implementing career education concepts in migrant settings on an inter and intrastate basis". They also recommend that collaborative efforts in communication and mutual cooperation be developed between Texas and other states especially in relation to the transfer of migrant students at both the high school and college level. The workshop as well as the total recruitment visits will attempt to develop lines of communication and foster new relationships in migrant institutional relations. The following is a series of outlined objectives which provide a more detailed account of expected results and schedule of events.

Objectives:

General: to collaboratively sponsor a counselor workshop in the Lower Rio Grande Valley area of Texas.

Sub-objectives:

- to increase the enrollment and applicant pool of Michigan Migrant students at our respective institutions
- to increase our awareness of the Texas schools, counselors, and state services
- to develop lines of communication and articulation between our respective institution and specific high schools, community colleges, and universities in relation to migrants
- to present and explain our respective university policies on admissions criteria, financial aids, and migrant program benefits
- to present a brief historical account of the Michigan migrant and in specific the migrant student history at our institutions
- to inform Texas migrant counselors and other participants about careers in natural resources, urban environmental studies and the need for career orientation for migrants

Schedule:

see Brochure

- Pan American University
Edinburg, Texas
- 8:00 - 9:00 Registration
- 9:00 - 9:15 Welcome and Introduction
Lydia Ortiz, University of Michigan
- 9:15 - 10:00 Brief History of the Michigan Migrant Student
Albin Grohar, U.M.O.I.
- 10:00 - 10:45 Migrant admission to Michigan's Colleges
Lydia Ortiz, University of Michigan
Gil Montez, Western Michigan University
San Juanita Sanchez, Grand Valley State College
- 10:45 - 11:00 Coffee Break
- 11:00 - 12:00 Career Orientation - a vital tool for Migrant students
Albin Grohar, U.M.O.I.
- 12:00 - 1:30 Lunch
- 1:30 - 2:30 Careers in Natural Resources
Mr. Jim Kilkenny, University of Michigan Graduate School
of Natural Resources
Careers in Urban and Environmental Studies
Ms. San Juanita Sanchez, Grand Valley State College
- 2:30 - 2:45 Coffee Break
- 2:45 - 3:45 Counseling the Migrant student for Michigan schools
Panel: Mrs. Ceballos, Edinburg High School
Mr. Colegio, Edinburg High School
Lupita Cantu, former graduate of U of M
Pan American University, CAP Counselor
Gil Montez - Director of Student Services
Western Michigan University
San Juanita Sanchez, Admissions Counselor
Grand Valley State College
Lydia Ortiz, Admissions Counselor,
University of Michigan
- 3:45 - 4:00 Evaluation

Budget:

The following budgets represent variable modes of optional travel and accommodation expenses per person for the week of January 2 - January 6, 1978.

Travel:

Plane

Plane round trip to McAllen, Texas
via American airlines

\$272.00

Accommodations:
Holiday Inn for one week

108.00

Meals:
Rent-a-car for one week

84.00

145.00

609.00

If costs are shared for (2) institutions or two individuals
for a rent-a-car, the total reduced cost is: \$536.50

Plane

(optional accommodations)

Plane round-trip
Meals
Shared rent-a-car

\$272.00

84.00

72.50

428.50

Total cost

Car

Car (round trip)
Accommodations (one week)
Meals
Travel expenses for total visits
Total cost

\$140.00

108.00

84.00

70.00

\$402.00

Hispanic American and Migrant Program

Total Admissions

for 1977

Total admitted for 1977 as of June 9, 1977

Totals

This includes Fall, Winter, Spring, Summer Terms

	Admissions Paid	Total Admitted
70 Admissions paid Fall	70	
+14 Admissions Fall (non-paid)		84
<u>84</u> Total Admissions Fall		
7 Admissions paid Winter	7	
+1 Admissions Winter (non-paid)		8
<u>8</u> Total Winter		
4 Admissions paid Spring	4	
+1 Admissions Spring (non-paid)		5
<u>5</u> Total Spring		
12 Admissions paid Summer	12	
+1 Admissions Summer (non-paid)		13
<u>13</u> Total Summer		
For 1977 term total Admissions paid	<u>93</u>	
total of all admissions		<u>100</u>

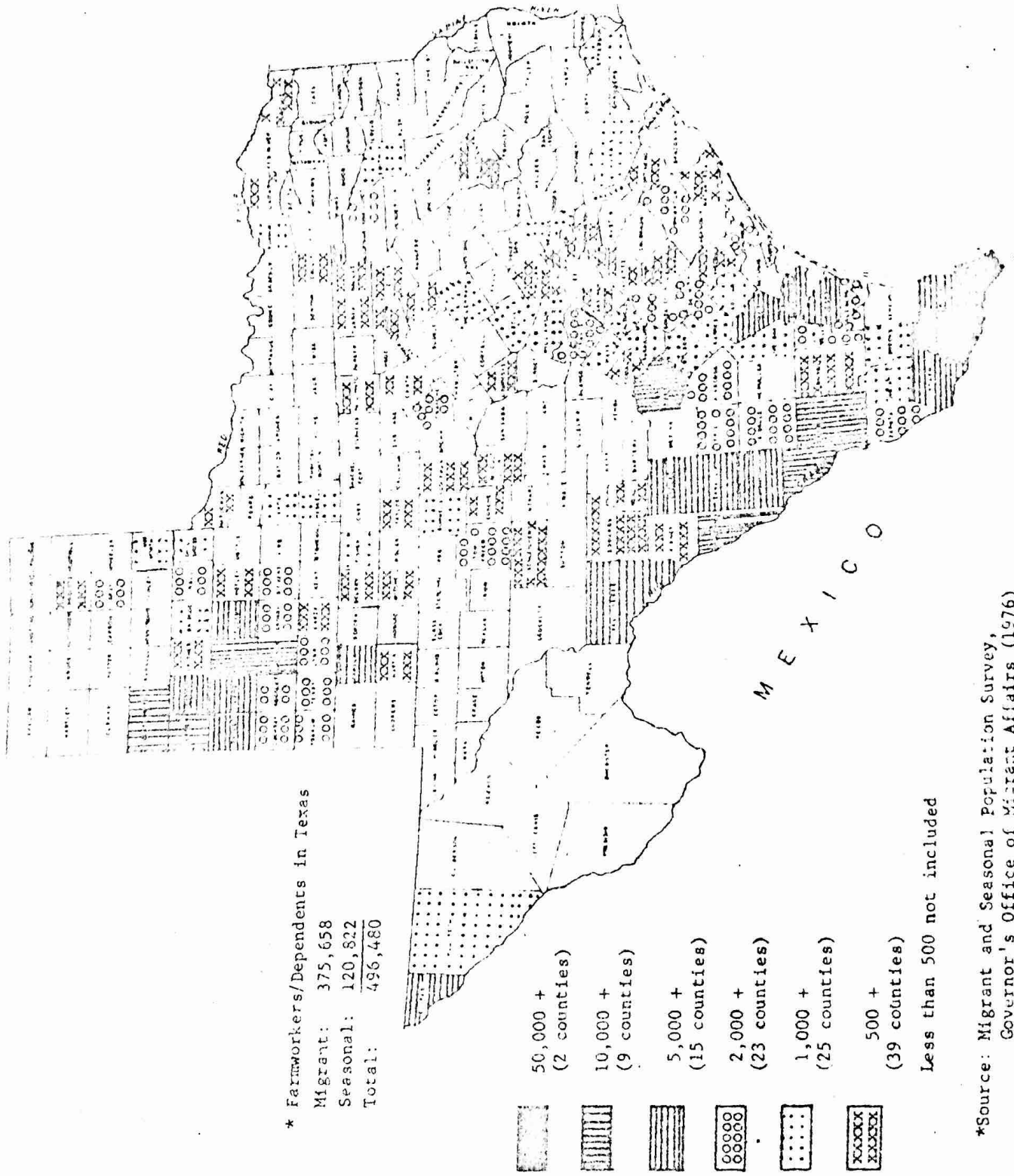
Average grade point average of all Latinos admitted - 3.2

Hispanic Breakdown

Total of Chicanos	40
Total of Puerto Rican	17
Total of other Latino Americans	33
Total Number of Migrants	10

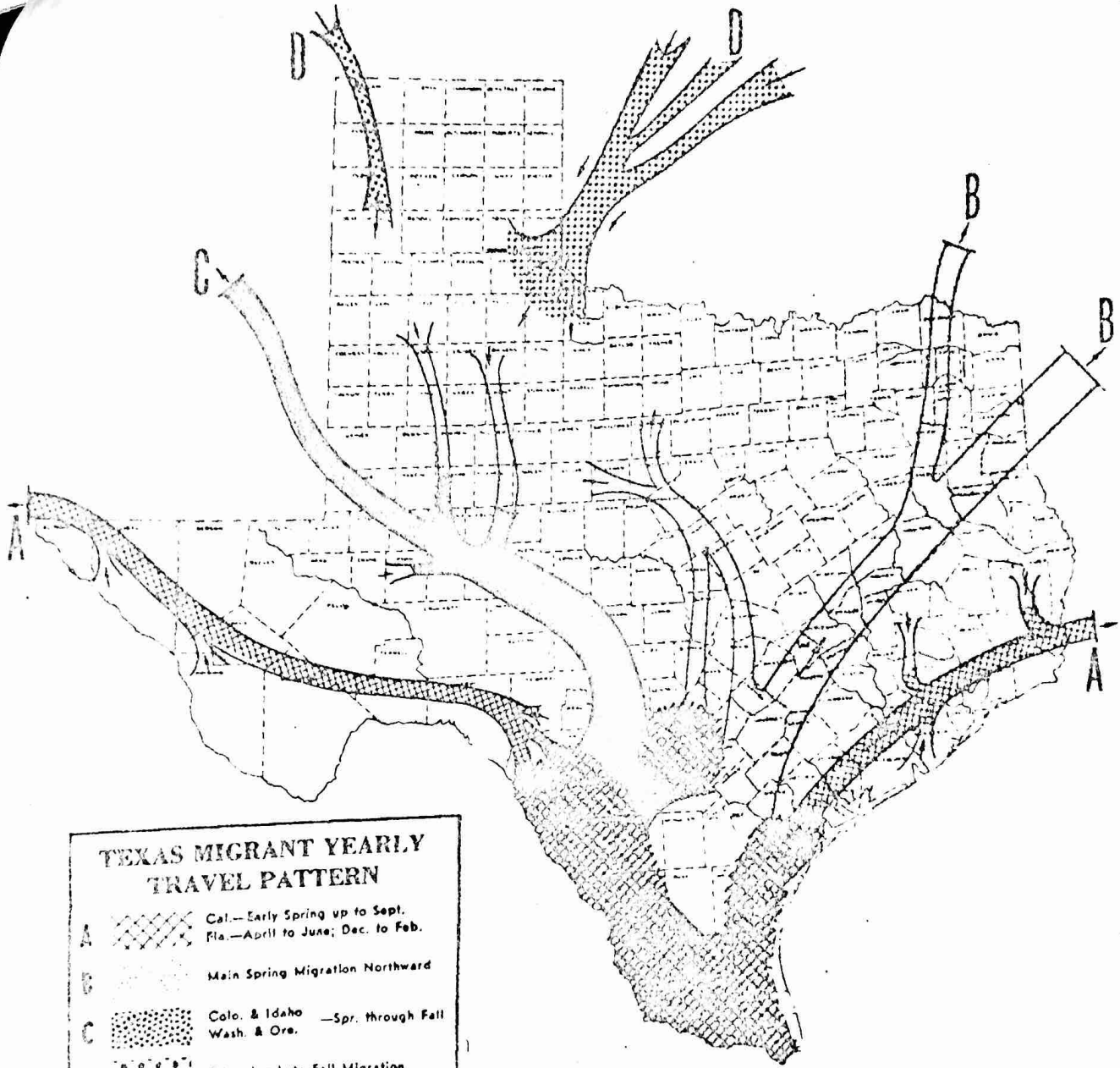
FIGURE 1

Geographic Distribution of the Migrant and Seasonal Farmworker Population in Texas





* Farmworkers/Dependents in Texas
 Migrant: 375,658
 Seasonal: 120,822
 Total: 496,480


*Source: Migrant and Seasonal Population Survey, Governor's Office of Migrant Affairs (1976)





TEXAS MIGRANT YEARLY TRAVEL PATTERN

A  Cal.—Early Spring up to Sept.
Fla.—April to June; Dec. to Feb.

B  Main Spring Migration Northward

C  Colo. & Idaho —Spr. through Fall
Wash. & Ore.

D  Returning Late Fall Migration

 Principal Source of Migrant Labor