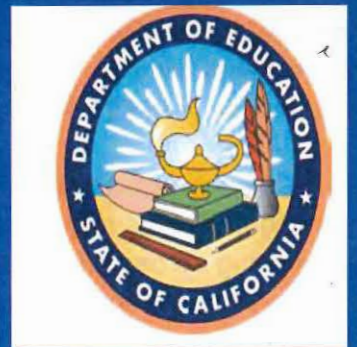
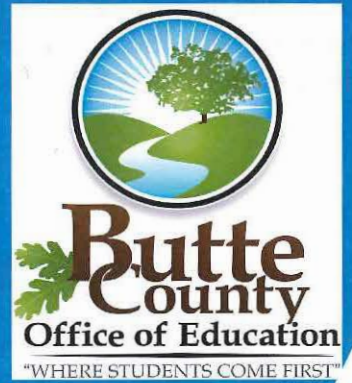


California Mini-Corps



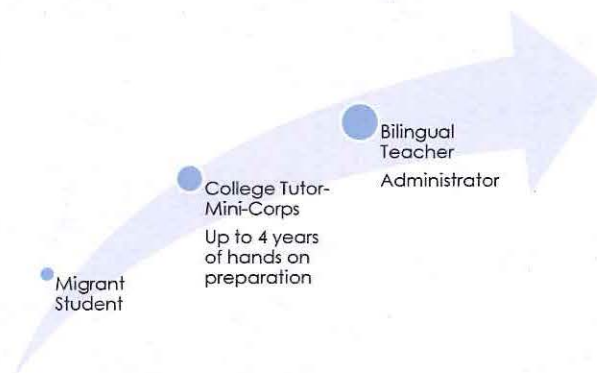
GROWING NEED FOR BILITERATE & BICULTURAL TEACHERS

The California Mini-Corps Program has positively impacted California's educational landscape and is poised to expand. The program provides a pipeline for students with a migrant background who are biliterate college students to become future teachers. The structure of the program provides a unique setting to mentor college students and prepare them to become highly-qualified teachers. Participants in the California Mini-Corps program work as tutors in the classrooms during their undergraduate years. They receive professional development and guidance to complete their college degree and enter a credential program.

California Mini-Corps Tutors

- Are biliterate and bilingual
- Possess skills necessary to meet the diverse challenging needs of students
- Reflect the student body they teach and are positive role models

Research shows the greatest driver of student achievement is a highly qualified, committed teacher. California Mini-Corps is celebrating 51 years of providing a pipeline of effective teachers while providing quality in-classroom tutoring services to migratory students throughout the state. This brochure was prepared to provide a snapshot of the Mini-Corps program, promote its expansion, and recognize achievements.



HISTORY, LEGISLATION AND BACKGROUND

The California Mini-Corps Program, patterned after the Peace Corps program through the auspices of Butte County Schools, was initiated in 1967. The California Mini-Corps recruited college students with a rural migrant background to work as teacher assistants in migrant impacted summer schools. The program expanded in 1974 to the school year program and continues to be funded by federal Title I, Part C funds allocated to each state to serve migratory children.

In 1981, California passed California Education Code, Sections 54440-54445 concerning the provision of special programs, services, and activities to the state's migratory children. Those sections specified that the various educational governmental agencies (state, county, districts) should "enter into agreements or otherwise cooperate with other states or agencies of the state or the federal government in providing or coordinating services to migratory children including the Mini-Corps Program." Mini-Corps provides direct categorical services to migratory children as prescribed in the California Master Plan for Migrant Education and as funded by item 6110-125-0890 of the budget act.

A child is considered "migrant" if the parent or guardian is a migratory worker in the agricultural, dairy, lumber, or fishing industries and whose family has moved during the past three years. A "qualifying" move can range from moving across school district boundaries or from one state to another for the purpose of finding temporary or seasonal employment.

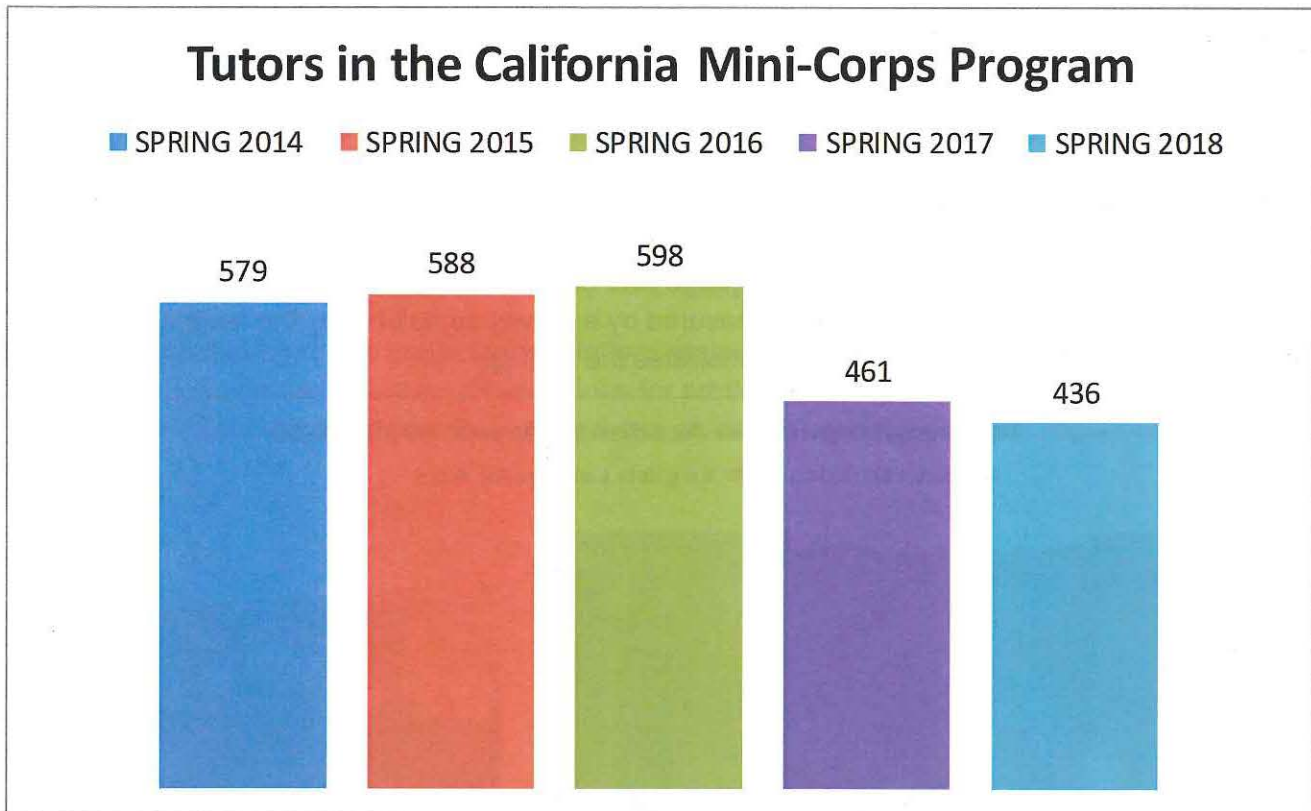
California has the largest migratory student population in the country. In the 2014-15 Consolidated State Performance Report, the California Department of Education (CDE) reported 102,348 unduplicated migrant students whose parents follow work in agriculture, fishing, dairies or the logging industry.

GOALS AND ACCOMPLISHMENTS

For 51 years now, the California Mini-Corps Program has worked toward its main objectives of offering direct categorical services to migratory children and increasing the number of bilingual teachers who are sensitive and committed to the unique needs of migrant students. In 2017-18, the program operated 22 programs out of 22 campuses across the state (see map in back of brochure for locations). Due to its unique service delivery model, Mini-Corps assists between 5,500 to 6,600 migratory students each semester during the school year.

SCHOOL YEAR PROGRAM/ DIRECT SERVICES

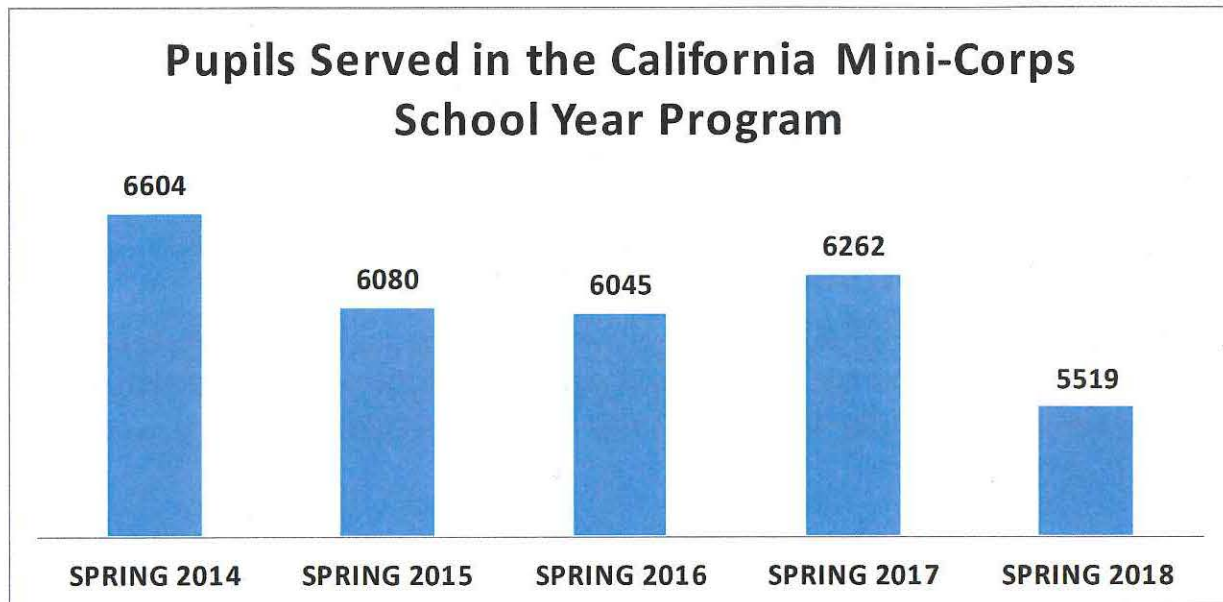
The California Mini-Corps Program recruits and employs over 400 college students annually to serve as tutors/mentors each semester and provide direct instructional services to thousands of migratory students in schools throughout California during the regular school year and summer session.



Source: California Mini-Corps Database

Direct Services

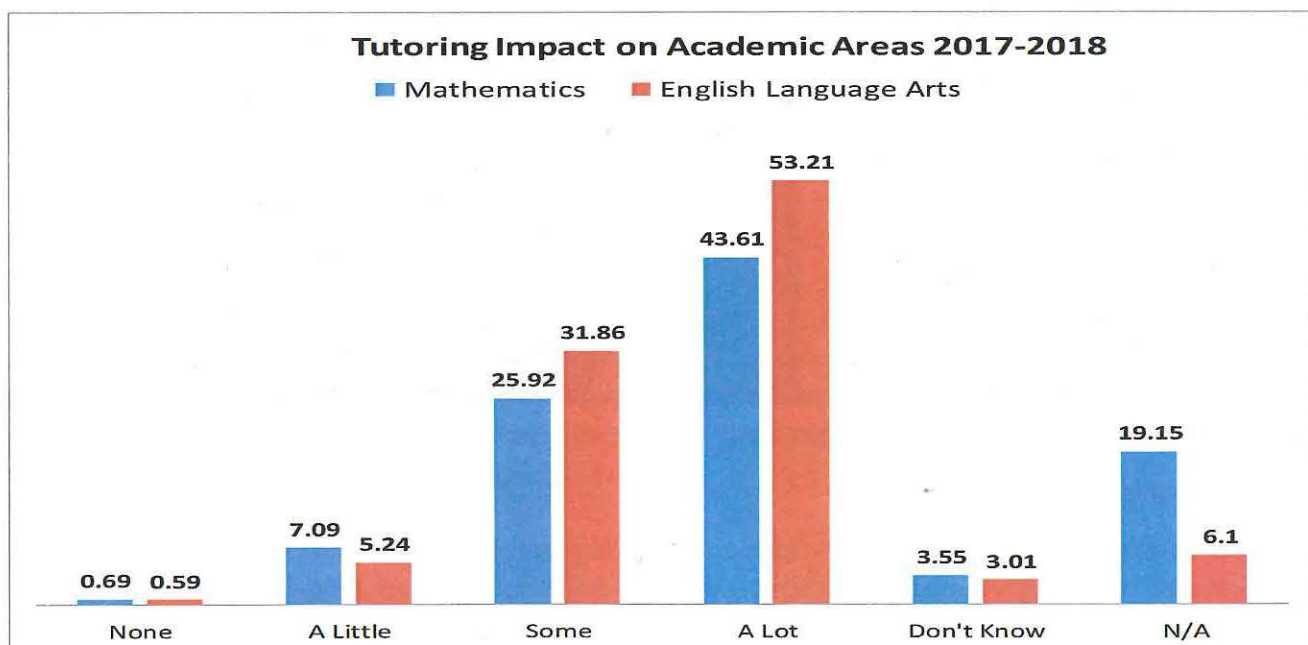
The Mini-Corps Tutors are placed under the direct supervision of a classroom teacher to provide tutoring services to migratory students. Over 5,200 migratory students are served per term (Fall, Spring and Summer). The charts below depict the number of migratory students that have received tutoring from the California Mini-Corps tutors during the spring terms over the last five years.



Source: California Mini-Corps Database

Tutor Impact on Migrant Student Academic Progress

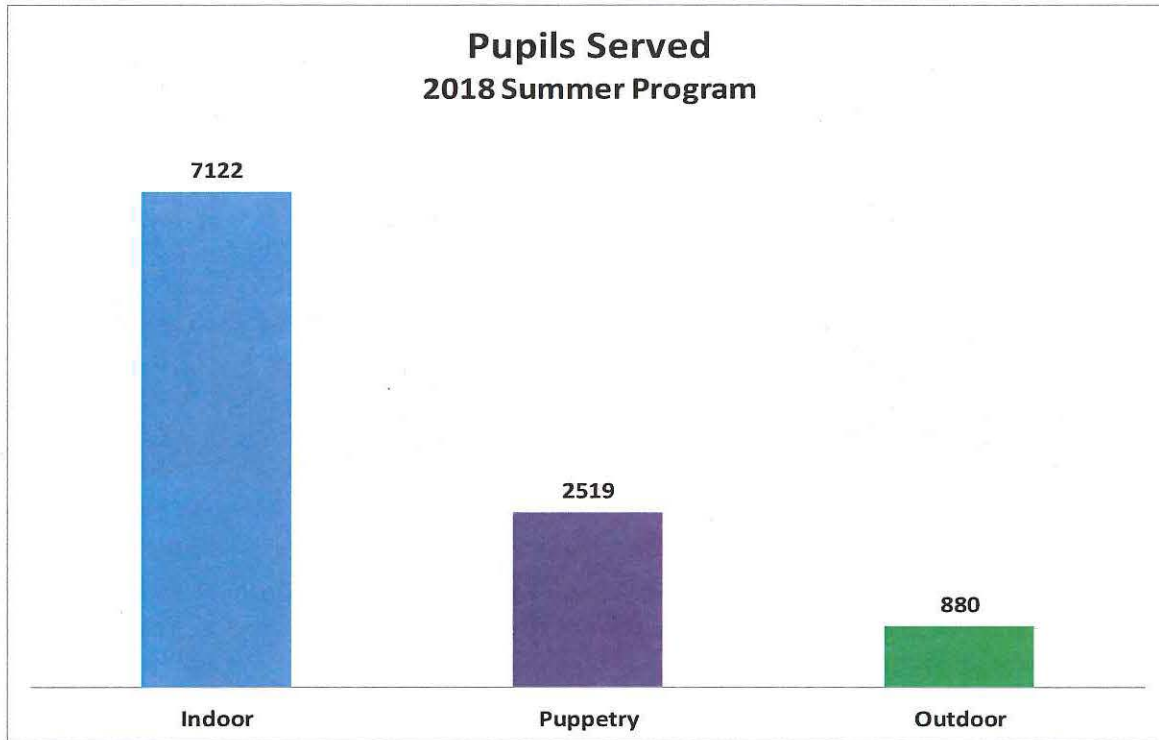
The success of the program is being measured by the impact the tutors have on the migratory students' academic improvement in the areas of English Language Arts and Mathematics. In addition, non academic areas that impact the performance in school are measured by a survey completed by the teachers that supervise the Mini-Corps Tutors. The chart below illustrates the findings.



Source: California Mini-Corps Database

SUMMER PROGRAM

In addition to the tutoring services during the school year, the California Mini-Corps program offers a summer component that includes indoor summer school tutoring, puppetry presentations and outdoor education programs.



Puppetry

Mini-Corps puppeteers provide puppet presentations statewide to areas where summer schools are being conducted. The puppeteers conduct presentations for preschool to high school students in cooperation with the Migrant Education regions. Presenters focus on health related topics that impact the migrant community.

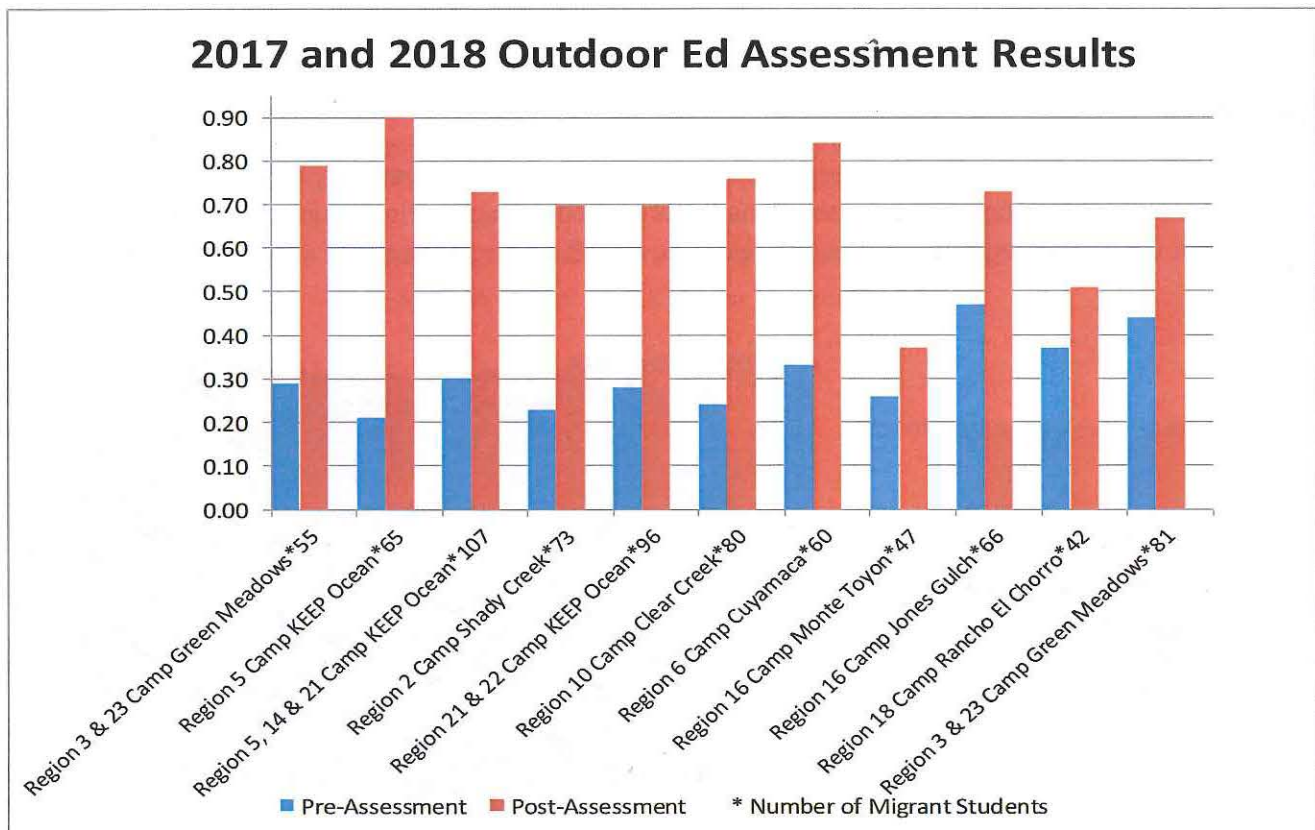


Outdoor Education

The summer Outdoor Education Program component provides migratory students an opportunity to experience learning outside of the classroom. The migratory students are sent for a week to camp. The camp is administered by a Mini-Corps Team Leader and Mini-Corps camp instructors. The instructors receive training that prepares them to actively engage migratory students to learn about the natural world, sustainability and preservation of our natural resources. The Outdoor Education program utilizes a standards based and integrated curriculum that incorporates Project Wild materials, science, Education in the Environment (EEI) principles and concepts, English language arts, and visual and performing arts activities. Leadership characteristics and team work are taught utilizing various team building strategies that may include ropes course elements.



The program objectives are: 1) to develop appreciation, respect and understanding of human's relationship with nature; 2) to build self-confidence, collaboration, leadership and problem-solving skills; 3) to increase understanding/knowledge base of select science and environmental education concepts. The graph below shows the academic gains at each camp.



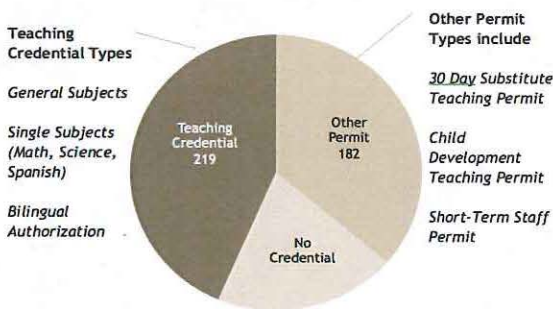
CADRE OF TEACHERS

A second program goal is to develop a cadre of potential bilingual/biliterate teachers. We are proud to state that the Mini-Corps program has contributed in producing over 3,800 professionals for the state including teachers, principals, counselors, superintendents and professors, who serve as strong bilingual role models for migrant children and the community.



TUTOR EXPERIENCE IN MINI-CORPS: TUTOR ACADEMIC & PROFESSIONAL PROGRESS

CREDENTIAL & PERMIT STATUS FOR MINI-CORPS
TUTORS (2012-2015)



Available data for 503 Tutors who participated in Mini-Corps between 2012 and 2015 indicates that 8 in 10 (80%) tutors went on to receive some type of credential or permit:

- Over 4 in 10 (44%) have teaching credentials
- Nearly 4 in 10 (36%) have other types of credentials.

Source: Mini-Corps Administrative Records for tutors who served at a Mini-Corps site between 2011-2015, N=503.

The Mini-Corps program has proven to be a vehicle which has successfully provided bilingual teachers who are highly qualified and sensitive to the needs of the English Learner and biliterate student population in the State of California. We believe the California Mini-Corps program and contract monitoring agency, the California Department of Education, deserves recognition for its vital role of providing direct instructional services to migrant students and increasing the number of highly qualified bilingual teachers.

California Mini-Corps College Sites

