

California Mini-Corps

*Invaluable Program
Contributing to Building
the Bilingual Teacher
Pipeline*



April



22

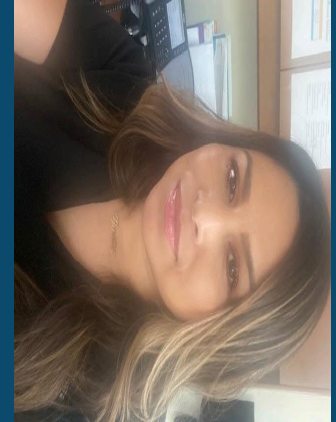


*A Mini-Corp tutor from Chico State University
reviewing high-frequency words with a 1st
grader migratory student*

Welcome-Bienvenidxs!

Your presenters today:

Yvette Medina, Senior Director,
*California Mini-Corps (CMC)/Butte County
Office of Education (BCOE)*



John Oses, Education Programs Consultant,
Migrant Education Office, *California Department
of Education (CDE)*





Objectives

- Learn about the CMC Program Mission & Vision
- Learn the program scope and statewide presence
- Understand the various CMC services
 - Indoor program
 - Puppetry Program
 - Outdoor Education
- How does the CMC support the bilingual teacher pipeline.
- How can universities support the CMC
- Answer questions



Puppetry Program Activity Picture

California Mini-Corps Program



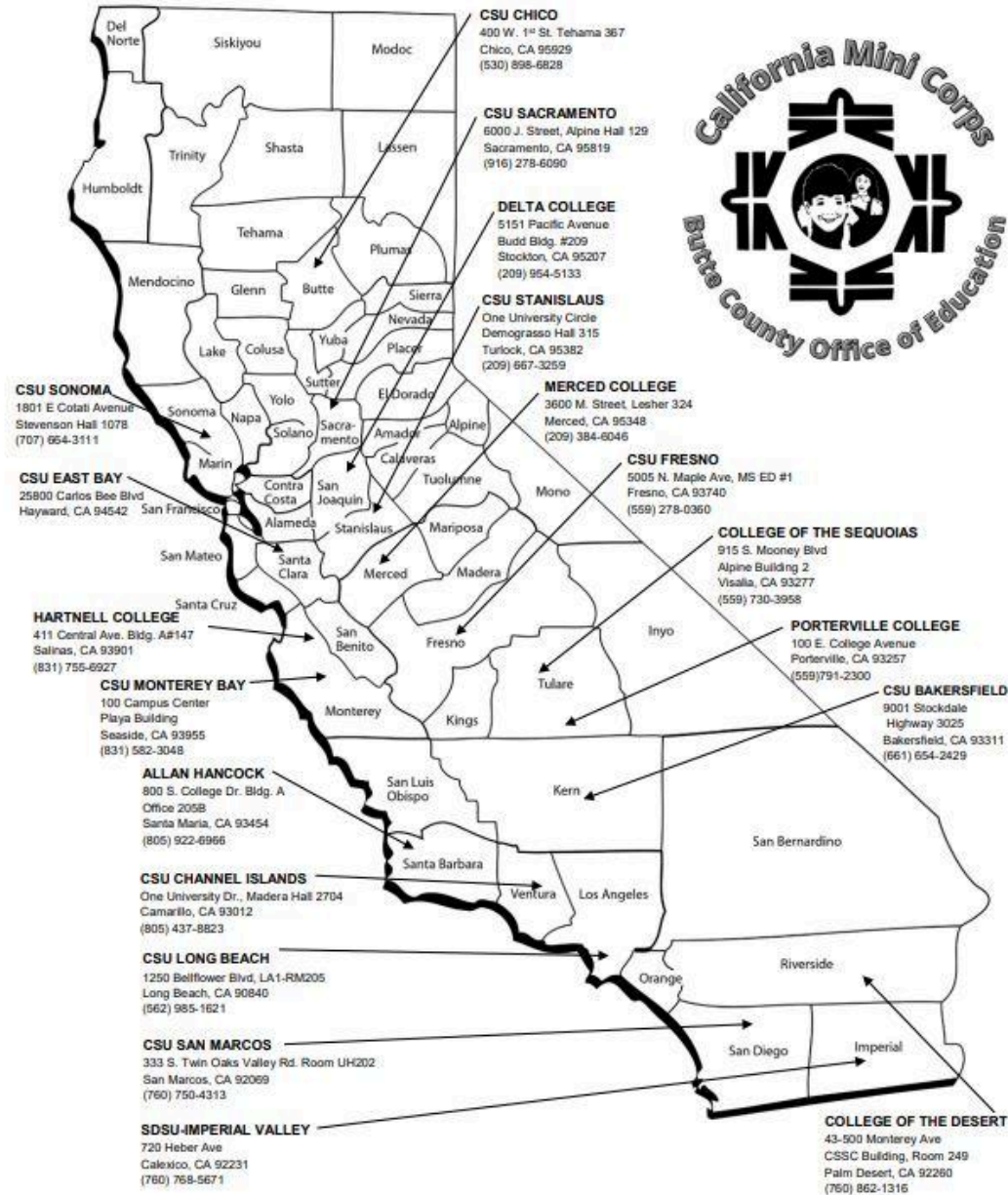
Mission Statement

The California Mini-Corps Program is committed to the educational success of migrant students and the development of tutors as bilingual educators.

Program Goals:

- Provide direct instructional tutorial services to increase migrant student academic achievement through a cadre of trained college tutors.
- Develop a cadre of future bilingual/bicultural credentialed teachers that will be better equipped to work with migrant students

CALIFORNIA MINI-CORPS PROJECT SITES



California Mini-Corps Program Criteria for Admission



- Be enrolled as full-time college student
- Meet financial aid eligibility
- Have migrant or farm worker background. (Experiential classroom knowledge of the migrant family life style may be considered.)
- Be citizens of the United States or meet resident criteria
- Be pursuing a career in education. (i.e. Liberal Studies, or Single Subject Major)
- Be able to communicate in English and with a high degree of proficiency in Spanish, or in the target language of the migratory student
- Meet the minimum G.P.A. cumulative grade point average

California Mini-Corps Program Services

- Indoor Program
- Puppetry Program
- Outdoor Education Program (OE)



Indoor CMC Tutor



Outdoor Education CMC
Instructors and Migratory
Students at Camp KEEP



CMC Puppeteers



Indoor Tutoring

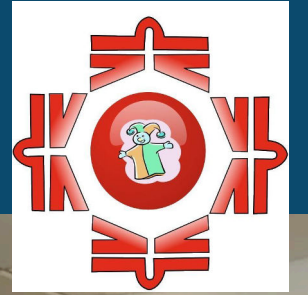


Indoor Program

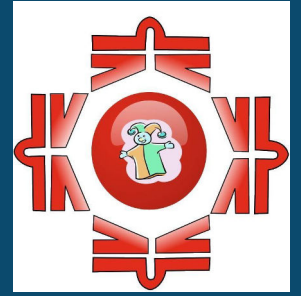


- Tutors in the CMC program push-in kindergarten through grade twelve (K–12) classrooms during the migratory student's school day.
- They provide one-on-one or small-group supplemental support in literacy and math.
- Tutors receive professional development and guidance, from assigned college coordinators.
- Goal is for tutors to enroll in a teacher preparation program.

Puppetry



Puppetry Program

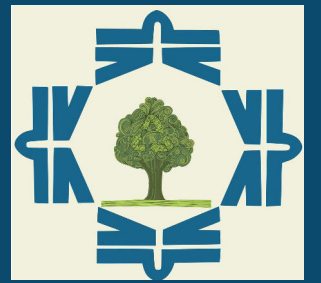


- Mini-Corps puppeteers provide puppet presentations with teams assigned to areas where summer schools are being conducted and/or migrant camps.
- Puppeteers engage with migratory students through presentations, story boards, creative expression, and multicultural experiences in English and primary languages.
- The presentations focus on a variety of health and school connectedness related topics highlighted by the California Healthy Kids Survey report

Outdoor Education



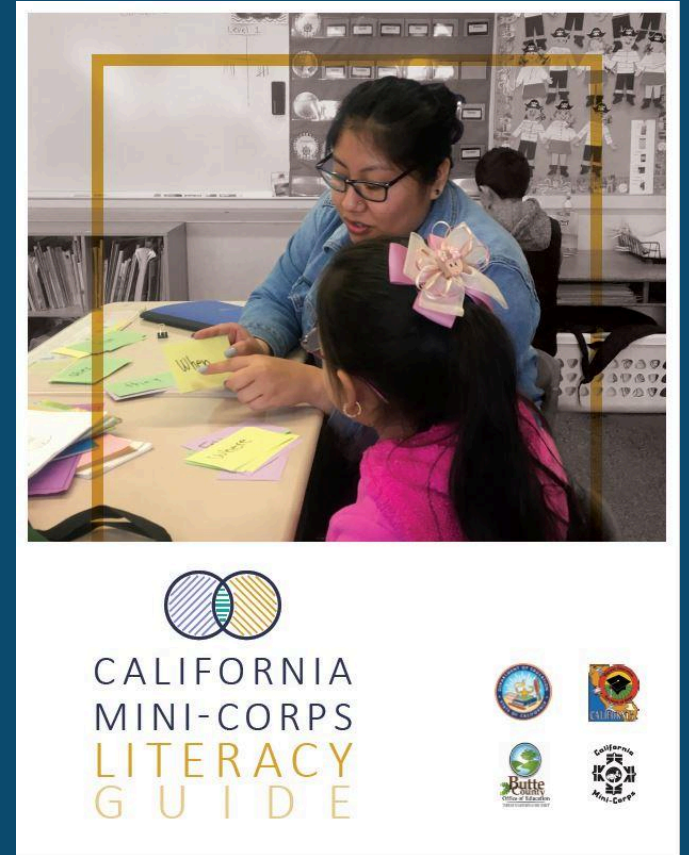
Outdoor Education Program



- Provide migratory students an opportunity to experience learning outside of the classroom.
- Local migrant programs contract campsites for one week and coordinate with the CMC for a CMC Team Leader/Certificated Teacher and CMC tutors to staff the site.
- Students participate in diverse learning activities and will learn to apply the scientific method and five senses to the learning of science in an outdoor setting, exposing students to “live science.”
- The Outdoor Education program goals for migratory students include building self-confidence, collaboration, leadership and problem-solving skills.

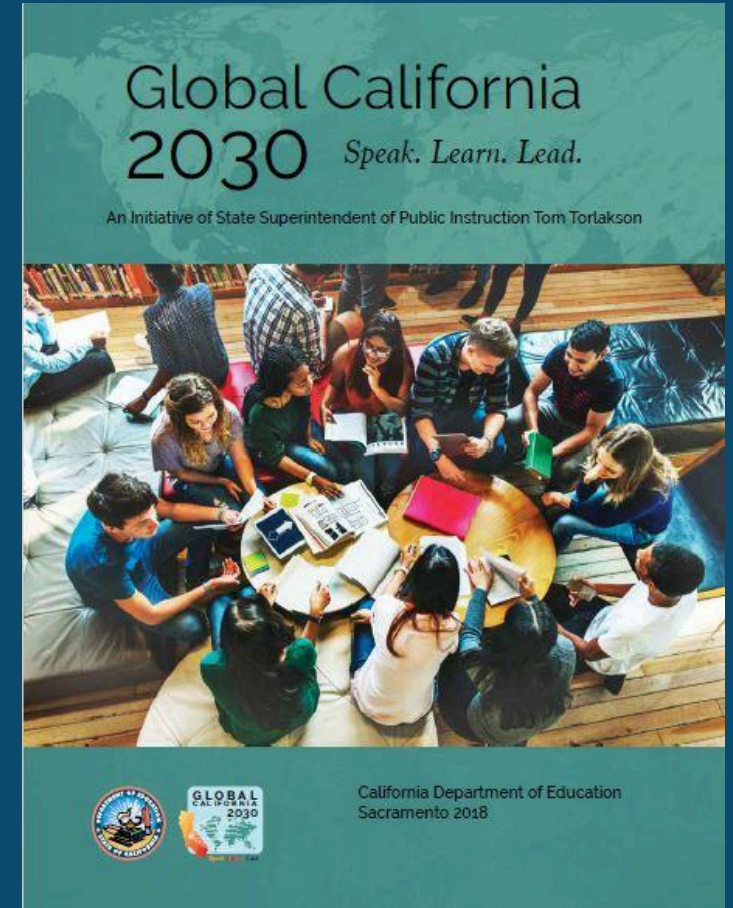
How the CMC supports the bilingual teacher pipeline

- CMC program employs full-time coordinators (certificated) to guide, mentor, provide professional development and connect tutors to university and community resources to ensure they stay the course
- Tutors are provided at least 6 hours of professional development on content and professional development topics (i.e: CCSS, Math, ELD Standards, EL Roadmap, engagement strategies, classroom management, lesson planning, professionalism, etc.)



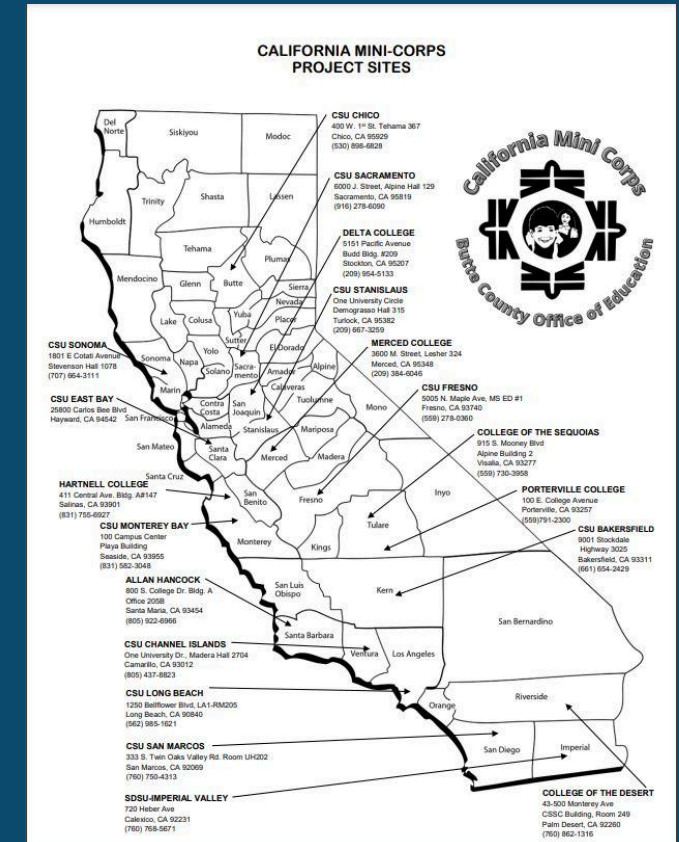
How the CMC supports the bilingual teacher pipeline (2)

- CMC Program is highlighted in the Global CA 2030 report
- Provides undergraduate students teacher preparation training usually reserved for students in teacher credential programs, which puts CMC alumni at an advantage when entering credential programs
- Program initiated in 1967. In 55 years, the CMC program has significantly contributed to changing the teacher landscape in CA



How can Universities Support the CMC?

- College Coordinators have an active presence at the university and work closely with Colleges of Education at each university
- CMC program advocates for bilingual authorization programs
- Next steps: expand our programs, continue to advocate for credential programs that provide bilingual authorization certification



Questions?



For questions about the CMC at CDE, please contact:

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