

DOCUMENT RESUME

ED 046 571

32

RC 004 964

TITLE State Annual Evaluation Report. Fiscal Year 1969
(School Year 1968-69).
INSTITUTION Idaho State Dept. of Education, Boise.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Office
of Programs for the Disadvantaged.
PUB DATE 69
NOTE 23p.
EDRS PRICE EDRS Price MF-\$0.65 HC-\$3.29
DESCRIPTORS *Annual Reports, Community, *Compensatory Education,
Construction Needs, Evaluation, Information
Dissemination, Inservice Programs, *Migrant
Education, *Rural Areas, Staff Utilization, *State
Programs
IDENTIFIERS *Idaho

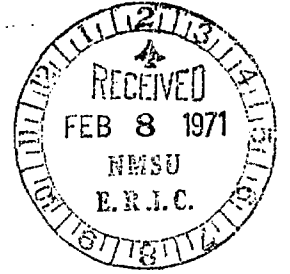
ABSTRACT

Idaho's annual evaluation report relating to migrant programs funded under Title I of the Elementary and Secondary Education Act (fiscal year 1969, school year 1968-69) is presented. Included in the document are descriptions of exemplary programs and information on number of children served, grade placement, teacher-pupil ratio, coordination with other programs, inservice training, nonpublic-school participation, dissemination, community involvement, program effectiveness, special areas, construction and equipment, supportive services, program integration, staff utilization, new programs, and program critique. Of the total 27 migrant education programs in Idaho, 25 were conducted by single districts, 2 were cooperative projects, 19 were conducted during both the regular and summer terms, 3 were conducted in the summer only, 6 were new, and 21 were continued from fiscal year 1968 and/or 1967. No specific recommendations are given. (AL)

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OE/BESE
Title I
PC

IDAHO STATE DEPARTMENT OF EDUCATION
Division of Instruction



TITLE I, ESEA
Migrant Education

STATE ANNUAL EVALUATION REPORT
Fiscal Year 1969
(School Year 1968-69)

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Prepared by
Compensatory Education Section



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Division of Instruction



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"It is my feeling that the Idaho State Department of Education is to be congratulated on the operation of an outstanding Migrant Child Education program."

*Mr. Lee C. Frasier
Director, Migrant Education
Texas Education Agency*

Through the efforts and leadership of Mr. D. L. Hicks, Title I Program Administrator and Mrs. Ardis M. Snyder, Title I Migrant Education Consultant, Idaho State Department of Education, the Migrant Education programs have grown in number and stature.

The information for this report was obtained from local school districts operating Migrant Education programs under Title I, ESEA. The responsibility for preparation of this report was assumed by Donald Carpenter, Consultant, Title I, ESEA, Idaho State Department of Education.

I N D E X

	Page
Exemplary Programs	1
Children Served	2
Grade Placement	4
Teacher-Pupil Ratio	4
Inter-Relationship With Regular Title I Program	6
Coordination With Other Programs	7
In-Service Training	8
Non-Public School Participation	13
Dissemination	13
Community Involvement	15
Program Effectiveness	16
Special Areas	17
Construction - Equipment	17
Supportive Services	17
Program Integrations	18
Staff Utilization	18
New Programs	18
Program Critique	19

I. EXEMPLARY PROGRAMS

The Preceptual Motor Development Program in the Snake River School District #52 was in operation during the regular school year. Migrant children participated in the program which was conducted for thirty minutes a day for a total of 18 weeks.

The program, as indicated by test results, showed that many of the children made significant gain in perceptual motor skills. It had other positive effects, particularly in building the child's self-concept and self-discipline.

During the summer, physical fitness activities which would improve the well-being of the child were offered. The program was designed to give migrant students an introduction to some basic physical skills which would permit students to progress according to their abilities. As their skills improved, so did their confidence. They became eager participants and enjoyed the activities which strengthened their self-concept.

The overall program put emphasis on "Real Life Centered Curriculum." Weekly field trips were taken to provide a common experience for each child.

Caldwell School District #132 conducted a teenage program for the migrants. Sessions were held on Monday and Wednesday evenings from 7:00 until 9:30. Courses were offered in typing, art, and physical education. Similar programs were offered cooperatively in Parma School District #137 - Canyon School District #139 and in Snake River School District #52 - Firth School District #59.

Migrant students in Glens Ferry School District #192 displayed their art work in a booth at the Elmore County Fair.

A new mobile unit was added to the migrant program in Minidoka County School District #331. The unit is a van equipped with many different types of educational materials including physical education equipment. The van will be available in the camps where the materials and equipment can be used effectively by teenagers and adults.

The children in Weiser School District #431 literally built the city of Weiser, block by block, on two tables. Detailed work contributed greatly to the development of dexterity in each child. A new acquaintance with the city, the relation of direction from the abstract to the concrete, and the establishing of new relationships between the area of the city were of much value.

II. CHILDREN SERVED

The total enrollment of migrant children served exceeded the anticipated number. According to reports of Local Education Agencies, 4521 migrant children attended classes during the regular term and 1610 attended the summer sessions for a total of 6131 students.

MIGRANT ENROLLEE PARTICIPATION

Regular School Year

		<u>Students</u>
Grades	K - 3	2048
Grades	4 - 6	1288
Grades	7 - 9	760
Grades	10 - 12	425
TOTAL		4521

Summer

	<u>Students</u>
Pre-School	261
Ages 6 - 8	557
Ages 9 - 11	517
Ages 12 - 14	170
Over 14	105
TOTAL	1610

III. GRADE PLACEMENT

Since many of the Spanish-speaking migrant children have a limited oral and reading vocabulary, the standardized testing materials that are available are not adequate for measuring the abilities of migrant children. Therefore, in most districts it was necessary to rely on teacher-developed diagnostic tests, teacher-developed locator tests, teacher judgments, anecdotal records (when available), and other relevant materials in grade placement.

The State Migrant Education consultant has not encouraged standardized testing as there really is no relevance. However, some districts have administered the Peabody tests.

In Wendell School District #232 the Sullivan Programmed Reading tests were given to all students. Following the testing, the students were placed in the series as indicated. The most important elements noted were motivation and competition.

The Botel Reading Inventory tests were administered in Homedale School District #370. The Botel test was easy to give and proved to be somewhat reliable in placing each child at his instructional level.

IV. TEACHER-PUPIL RATIO

During the regular school term the migrant children are integrated into the regular classrooms. If there is need for additional individualized instruction, this is provided. Additional teachers and teacher aides have been employed to reduce the class load and to help provide individual attention for migrant children.

Increased emphasis is placed on individualized instruction during the summer session. The teacher-pupil ratio is approximately 1 - 15. The employment of teacher aides and other non-teaching personnel has helped to provide individual attention for migrant children.

The improving of self-concept, behavior, and achievement of migrant children was brought about by using the aural-oral approach, team teaching, and individualized instruction. The following is a sampling of comments from the LEA's evaluation reports to the State Education Agency:

"During the summer school all instruction is individualized. Program materials are used to implement this project. Special attention is given to English as a Second Language. The teachers use the aural-oral approach."

Minidoka Co. School District #331

"We were aware of and tried to make optimum use of the aural-oral approach to English as a Second Language. Individual instruction was given at all times resulting in what we felt was a considerable improvement in attitude and in achievement."

Aberdeen School District #58

"Students worked at their level by using audio-visual aids. The aural-oral was used for non-speaking English pupils. Team teaching was used in art and music and in preparing lesson plans."

Nampa School District #131

"Individualized instruction was achieved by utilizing the services of an aide to give tutorial instruction under the direction of a professional. Cyclo-teachers and SRA reading materials were used."

Correlation of curriculum content was achieved by using field trips as a central theme for oral and written language development, social activities, art, and music experiences."

The aural-oral approach was used by teachers in the migrant program to more effectively build vocabulary and provide successful experiences in language development."

Team teaching approaches were encouraged from the beginning to the end of the program. Students were divided by age levels among six teachers who had instructional experience in basic skills. The teachers were team leaders with four assigned special activities teachers and 12 aides in planning, implementing, and evaluating the program."

Caldwell School District #132

"Team teaching was used in the classroom. Emphasis was placed on the aural-oral approach to English as a Second Language."

Melba School District #136

"The aural-oral approach was used with great success with the beginning school age children. With the small groups and the use of tape recorders, the individual was able to work at his own level of instruction."

Homedale School District #370

"The aural-oral approach and the individualized instruction methods were used quite extensively. With the help of the aides, it was possible to work with smaller groups and to do individual tutoring."

Twin Falls School District #411

V. INTER-RELATIONSHIP WITH THE REGULAR TITLE I PROGRAM

In most districts, regular Title I programs and migrant Title I programs are complementary. The cooperative efforts between the two programs in the purchase and use of supplies, equipment, and instructional materials; in the use of instructional and service personnel; and in the programs of in-service training and workshops are apparent.

In Jefferson County School District #251 the migrant summer program is held in conjunction with the regular Title I program. In this situation the elementary coordinator and the instructional secretaries assisted with both programs.

Nampa School District #131 reports that regular Title I funds were used to purchase supplies for an enriched local program.

The Reading Specialist who also works with the migrants in Snake River School District #52 is paid with Title I funds.

In Idaho the migrant program is a subsidiary of the regular Title I program. State staff members and personnel in the state office work with both programs.

Workshops were held at Idaho State University and at the College of Idaho during the past summer. These programs, provided for by Migrant Education funds, were beneficial to administrators, teachers, and non-teaching personnel in all phases of education for the disadvantaged students.

VI. COORDINATION WITH OTHER PROGRAMS

Agencies working directly with the migrants are the State Department of Education, the Department of Labor and Industries, the Department of Public Assistance, and the Department of Health. In addition, the Migrant Ministry Boards, the Governor's Committee on Migrant Labor, and the Office of Economic Opportunity have become involved with Migrant Education.

The Migrant Ministry Boards have worked to create an increased awareness of their communities toward the migrant families and their needs. The Governor's Committee on Migrant Labor is composed of representation from the State Departments of Education, Health, Public Assistance, Labor, Employment Security, and Agriculture. Major assignments include analyzing the working and living conditions of the migrant workers with regard

to health, sanitation, and education. The Office of Economic Opportunity has conducted Community Action Agency programs, Day-Care programs, and Headstart.

The State Department of Education has encouraged local districts to consider the optional five mill migrant levy, annually. Title I projects are available to the Community Action Agencies and cooperative efforts are extended.

Increased use of the Interstate Transfer of Academic and Health Records has been an invaluable aid to the home base state as well as the receiving state. Improvement is still needed in this service.

Another gap in the services for migrant children is the lack of adequate materials for diagnostic and achievement testing. Valid testing relevant to migrant children would be welcomed.

Improvements are being made in teenage and adult educational programs, but it is still a critical need. Teenage programs have become more apparent and better received. Parents are responding and participating, but more must be done in this area in order to offer effective educational programs for migrant children.

VII. IN-SERVICE TRAINING

A workshop on Migrant Education was held at the College of Idaho, Caldwell, Idaho, June 9-13, 1969. The purpose of the workshop was to increase the competency of teachers and administrators in working with migrant children both in regular school programs and in summer programs especially designed for these children. Thirty classroom teachers in

Idaho participated in the workshop. Each day was spent in a variety of presentations, discussion periods, demonstrations, and other experiences designed to meet the state objectives.

A Dental Health Workshop for Migrant Education Personnel was held at Idaho State University, Pocatello, Idaho, June 2-6, 1969. The workshop was offered for the training of teachers and other personnel engaged in Migrant Education. Information was presented through lectures, demonstrations, active participation in discussions, and evaluation of visual aids and curriculum materials. The workshop developed an increased awareness for classroom teachers, contacts, health workers, and administrators of Migrant Education projects in the application of preventive measures. Conferees received many useful suggestions of how to incorporate the criterion into the curriculum and school activities.

A one-day workshop was held August 21, 1969, in American Falls School District #381, for teachers of grades 1 - 5, and for teachers of Aberdeen School District #58. The workshop was centered around a "Creative Curriculum for Migrant Students," and included classroom demonstrations, physical education, teacher-student involvement, and arts and crafts.

The Title I Migrant Education Director of Texas was a visiting consultant for the Idaho Migrant Child Program. On-site project visitations were made by the Texas Director while he was in Idaho.

In addition to workshops sponsored by the State Education Agency, local agencies conducted in-service training programs. Consultants from university and college staff, school staff specialists, Federal agencies, administrators, and State Department of Education conducted pre-, post-, and in-service programs. Staff members also participated in conferences,

class demonstrations, and program observations.

Idaho participated in the Interstate Teacher Exchange with Texas. Four special migrant school teachers from Texas and a local Mexican-American teacher were employed as State Department of Education Title I Migrant Education consultants.

Each project had several on-site visitations during the summer session as well as during the regular term. These visitations were made in the interest of Migrant Education. The State Department of Education staff as well as the Mexican-American teacher consultants visited each project a number of times during both the regular and summer terms.

USE OF CONSULTANTS IN PRE-, POST-, AND
IN-SERVICE EDUCATION PROGRAMS

Consultant
Visitations

17	University and College Staff
23	School Staff Specialists
27	Federal Agencies
37	Administrators
94	State Department of Education Staff
198	TOTAL

IN-SERVICE EDUCATION

Staff
Participants

103	Conference Attendance
45	College Course Offerings
40	Class Demonstrations
37	Classroom Visitations
106	Workshops
29	Program Observations
7	Guest Speakers
367	TOTAL

VIII. NON-PUBLIC SCHOOL PARTICIPATION

Since most migrants do not attend non-public schools, the participation is very little. However, in the districts where there are non-public schools, contacts have been made.

In Blackfoot School District #55 a Spanish-speaking 7th grade student who had been attending a non-public school participated in the program.

A Catholic Nun was employed as the regular teacher during last summer's session in Minidoka School District #331,

IX. DISSEMINATION

A variety of techniques were used in the dissemination of information and distribution of materials on an interstate and intrastate basis.

State Department Title I personnel were in attendance at all regional, interstate, and national meetings involving Migrant Education. In addition, the Migrant Education Program Administrator and Consultant made on-site visitations of projects in other states.

Participation in the Interstate Teacher Exchange Program greatly enhances the migrant programs. The Mexican-American consultants conducted workshops and assisted during in-service training programs as well as providing their services to local districts in operational phases of the programs.

Newspapers, personal contacts, letters, and visitations were the most frequently reported methods of information dissemination used on an intrastate basis. Other methods used were bulletins, conferences, civic group appearances, radio, and video tape.

Members of the State Education Agency made on-site visitations of all projects during the phases of initial development, operation, and evaluation of the local migrant programs.

DISSEMINATION

<u>Number of Districts</u>	<u>Methods Used</u>
14	Bulletins
11	Conferences
16	Letters
22	Newspapers
22	Personal Contacts
4	Written Reports
16	Visitations
9	Civic Group Appearances
10	In-Service Education
7	Newsletters
6	Radio
10	Video Tape

X. COMMUNITY INVOLVEMENT

A concerted effort was made to involve the parents and community in the education of migrant children. Parent and community involvement is related to in the following examples from the evaluation reports of LEA's:

"One of the greatest assets of this program was the involvement of parents as volunteer aides. They were used to conduct the activities at each of the stations, thus often releasing the teachers for observation of the students."

Snake River School District #52

"Parents participated in a get-acquainted party for parents and teachers. Children's work was presented and small group discussions held."

Idaho Falls School District #91

"Mexican-American mothers cooked and served a Mexican dinner for students and guests."

Melba School District #136

"The Priest of the Catholic Church volunteered and assisted in working with the home and school in helping with attendance and health problems."

Parma School District #137

Through involvement the community is becoming more aware and concerned with the problems of the migrants. The Catholic Church in Caldwell assigns a Priest from Mexico to assist with the migrant population during the summer.

Radio stations throughout the area have Spanish-speaking programs during the summer. In addition, the radio stations cooperate in the dissemination of information concerning the migrant programs.

XI. PROGRAM EFFECTIVENESS

The migrant programs in the State of Idaho have, for the most part, proven successful. Mr. Lee C. Frasier, Texas Director of Migrant Education, was requested by the Idaho Title I Program Administrator to evaluate the state programs.

After on-site project visitations, Mr. Frasier listed the following strengths of the Idaho migrant programs:

1. Attitude and support of State Department personnel
2. Enthusiasm of Local Education Agency personnel
3. Innovative teachers and programs
4. Ample instructional materials and equipment
5. Excellent food programs
6. Acceptance of migrant children by local communities
7. Excellent art, music, and recreation programs
8. Emphasis on oral language development
9. Intensive visitations in and knowledge of migrant labor camps
10. Extensive field trips, plus the study units developed as a result of the field trips
11. Effective and meaningful pre-service and in-service training sessions for teachers
12. Initiation and support of the Uniform Migrant National Record Transfer System

Mr. Frasier also stated that he felt the rapport developed by State Department personnel with Local Education Agency officials has contributed greatly to the effectiveness of the Idaho migrant program.

"It is felt that no radical program change should be initiated at this time, but that efforts be aimed at improving minor weaknesses and in maintaining present strengths," stated Mr. Frasier.

XII. SPECIAL AREAS

Caldwell School District #132 initiated a teenage program during the summer of 1969. This program was in addition to the regularly scheduled Migrant Education program. Forty students were enrolled in a night class that met for 2½ hours, twice weekly, for one month. Classes were offered in art, physical education, and typing.

A cooperative project was provided by Canyon County School District #139 and Parma School District #137 for 12 weeks during the summer of 1969. The project had a total enrollment of 78, of which 32 were boys and 46 were girls. All those participating in the programs were over 14 years of age. Classes in home economics included cooking and sewing, and other offerings were in basic typing and auto mechanics. This was a new project and was in addition to all other migrant programs.

During the regular school term, students had the opportunity of enrolling in vocational education and other related classes that were offered in the schools.

XIII. CONSTRUCTION - EQUIPMENT

The purchase of equipment and construction expenditures were not specified in the application. However, instructional equipment was allowed when approved by the State Education Agency prior to LEA purchase.

XIV. SUPPORTIVE SERVICES

Considerable planning and implementation for the Interstate Transfer of Academic and Health Records was accomplished during FY 1969.

The employment of the Mexican-American teachers from Texas strengthened the consultive staff during the summer months. Four teachers from Texas and one from Idaho visited the projects during the past summer. It is anticipated that another teacher will be included on the Interstate Teacher Exchange for FY 1970.

The discussion of in-service programs is in Section VII of this report.

XV. PROGRAM INTEGRATIONS

During the regular school terms, the migrant children are included in all curricular and extracurricular activities. Children who are progressing satisfactorily participate in scheduled classes. Since some students move frequently from school to school, their performance levels are not maintained, so they are placed in special classes where they receive more individual attention. Every student is eligible to participate in all phases of the established programs.

Special music activities, recreation programs, field trips, and entertainment are available to all migrant children during the summer.

XVI. STAFF UTILIZATION

Staff utilization is discussed throughout this report.

XVII. NEW PROGRAMS

For the most part, the migrant programs in Idaho are continuous. They are varied and are correlated to the curriculum of local interests. The teenage and cooperative programs were new this past year and are discussed elsewhere in this report.

Blackfoot School District #55 and Mountain Home School District #193 offered programs for the first time. The project in Mountain Home was for the regular term only and the Blackfoot project was conducted during both the regular and summer school terms,

As in the other school districts, during the regular terms the migrant children are integrated into classrooms. However, during the summer emphasis is placed on "individualized instruction,"

More land is being placed under cultivation each year in the State of Idaho. Therefore, more identity with the migrants becomes necessary. Four additional districts have indicated their interest in migrant programs for FY 1970.

XVIII. PROGRAM CRITIQUE

There were a total of 27 Migrant Education programs in Idaho during FY 1969. Twenty-five of these were single district projects and two were cooperative projects. Nineteen of the programs were conducted during both the regular and summer terms, three during the summer term only, and five during the regular term only. Local Education Agencies reported that six of the projects were new while the remaining 21 were continued from FY 1968 and/or FY 1967.

Providing equitable educational opportunities for migrant children is a concern to the local school districts. This is evidenced by the increased number of programs being offered in the Idaho schools over the past three years. Because of these programs, according to reports from LEA's, the migrant children have shown more self-assurance, better social adjustment, and a greater understanding of the English language.

There is a better understanding on the part of school administrators, teachers, and the community to the needs of migrant children. School personnel are becoming more aware that innovative programs are important in the education of migrant children. Civic leaders have shown an increased interest in the migrants and have encouraged their participation in activities sponsored by the community.

With the improvements being made in the Interstate Transfer of Health and Academic Records, services for the migrant student will undoubtedly improve.

Improvement in teaching methods through in-service training has been a priority with the consultant of Migrant Education in the State of Idaho. Meaningful workshops have been sponsored on the state level and continuation of this phase of the program is recommended.

The need for migrant laborers increases each year as additional land is placed under cultivation. This need in turn makes it necessary to offer more programs in Migrant Education. It is anticipated that at least four additional LEA programs will be established in FY 1970. District level program planning and implementation will necessitate an increase in consultive services, etc., from the state level,