

DOCUMENT RESUME

ED 088 624

32

RC 007 747

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TITLE Evaluation of Migrant Education, Numero Dos, Title I-M Programs in the State of Oregon. September 1972 - August 1973.
INSTITUTION Oregon State System of Higher Education, Monmouth. Teaching Research Div.
SPONS AGENCY Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
PUB DATE 73
NOTE 351p.; Related document is ED077628
EDRS PRICE MF-\$0.75 HC-\$17.40
DESCRIPTORS *Ancillary Services; Educational Development; *Educational Programs; Elementary Grades; Health Services; Higher Education; *Migrant Education; Nutrition; *Program Evaluation; Secondary Grades; Social Services; *State Departments of Education; State Federal Support; Summer Programs
IDENTIFIERS Elementary and Secondary Education Act Title I; ESEA Title I; *Oregon

ABSTRACT

The Migrant Education Section of the Oregon State Department of Education is responsible for providing educational and ancillary services to children of migrant agricultural workers. Title I, Elementary and Secondary Education Act (ESEA), provides payment to state educational agencies for assistance in educating migrant children. Funds provided by the U.S. Office of Education are used to meet special educational needs of these children and to coordinate these services with similar programs and projects in other states. In fiscal year 1972-73, regular year area projects were funded in Oregon. They provided diversified educational, health, nutritional, and social services for migrant students from kindergarten through high school. The major emphasis of the state plan was on these projects, but provisions were made for eight summer school programs in 1973. These were designed for children aged 5-14 and were directed toward improving reading and communication skills, diversified school and field trip experiences and health and nutritional services. Although these two types of programs formed the core of state migrant education, an undergraduate program in bilingual education was also established at Eastern Oregon State College. In addition to the above programs, the report describes the Migrant Education Service Center and the evaluation plan design. The bulk of the document gives individual reports, by county, for the regular year and summer programs. (KM)

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Evaluation of MIGRANT EDUCATION

NUMERO DOS

September, 1972 — August, 1973

Prepared for

The State Department of Education

By

The Teaching Research Division of the
Oregon State System of Higher Education

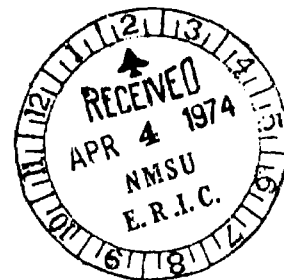
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a Division of the Oregon State System of Higher Education



EVALUATION OF MIGRANT EDUCATION

Numero Dos

TITLE I-M PROGRAMS

in the

STATE OF OREGON

September 1972 - August 1973

Funded by

Title I-M ESEA PL 89-10

as

Amended by PL 89-750

The report prepared under the auspices of
the State Department of Education

by

Teaching Research, a Division of the
Oregon State System of Higher Education

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This publication was financed by funds from
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Evaluation of Migrant Education - Numero Dos

Title I-M Programs in the State of Oregon

September 1972 - August 1973

INTRODUCTION

The Migrant Education Section of the Oregon State Department of Education is responsible for providing educational and ancillary services to children of migrant agricultural workers. Title I of the Elementary and Secondary act, Public Law 89-10, as amended by Public Law 89-750, provides payment to state educational agencies for assistance in educating children of migratory agricultural workers. Funds provided by the United States Office of Education are used to meet special educational needs of migratory children and to coordinate these services with similar programs and projects in other states.

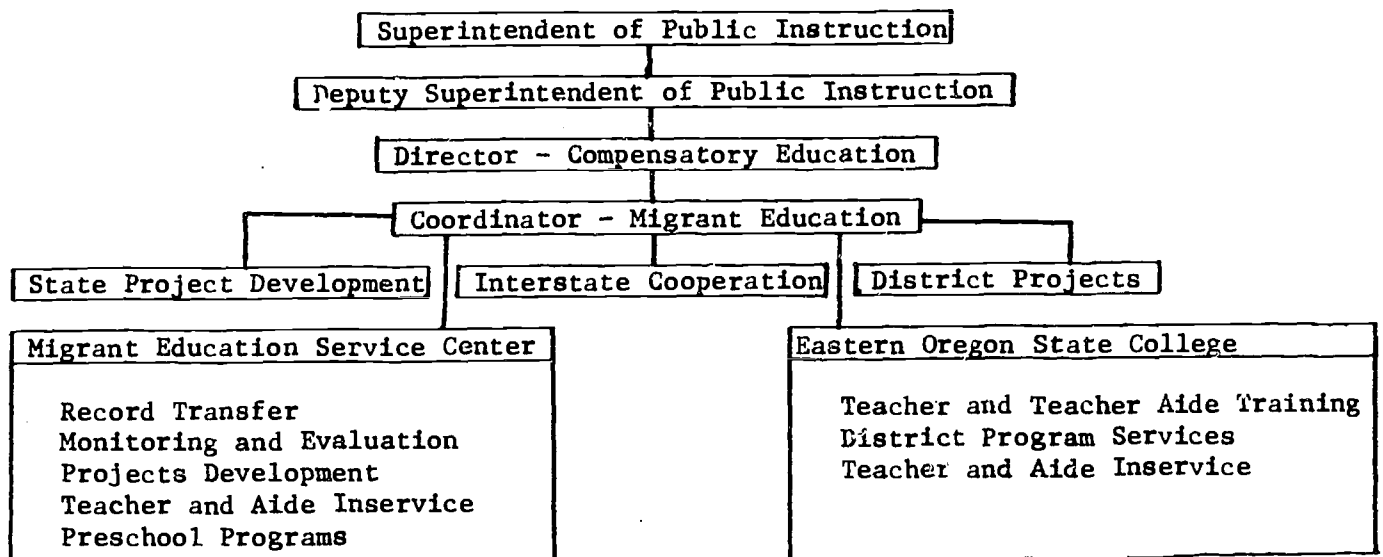
The following definition of a migratory child is contained in Public Law 89-750. "A migratory child of a migratory agricultural worker is a child who has moved from one school district to another during the past year with a parent or guardian who was seeking or acquiring employment in agriculture including related food processing activities such as canning."

A migratory child of a migratory agricultural worker may continue to be considered such a child up to five years, with a concurrence of his parents and therefore, may remain eligible for participation in migrant projects for that period, on a space available basis, provided his attendance does not dilute the services for the first priority students, those who have moved in the past year. The purpose for extending the eligibility for five years is to admit former migratory children into the program and to provide children already in the programs with continued services after they have ceased to migrate.

The following organizational chart depicts the organization of the Migrant Education Section of the State Department of Education in Oregon. The program is under the direct supervision of the Superintendent of Public Instruction who in turn coordinates the program through the Coordinator of Migrant Education. He in turn supervises the local areas who are conducting projects for migrant students and he also coordinates the efforts of the Migrant Education Service Center which provides ancillary services to the local project directors.

ORGANIZATION CHART

Migrant Education
State of Oregon



In order to assist the local educational agencies develop priorities for their programs, the migrant education program, with the assistance of the advisory committee, set the following objectives.

STATE PLAN GOALS

1. Provide participating districts with technical and supportive services that will assist them in developing in each child the communication skills, confidence and disposition to verbally express himself in any environment to which he may be exposed.
2. Provide consultative services to districts to assist them in providing opportunities, experiences and encouragement necessary for those students whose culture and language background differ from the American majority to develop bicultural concepts and bilingual capabilities.
3. Provide consultative services and materials that will assist the project personnel to implement programs that will give the migrant child the preschool experience and training that will prepare him to function successfully in the first grade educational and social activities.
4. Provide district personnel with technical and consultative services that will assist them in designing and implementing programs in language arts and other disciplines that will assist the migrant child attain the capabilities to function at a grade level concomitant with his chronological age.
5. Provide district personnel with consultative and supportive services that will assist them in developing an atmosphere and experience conducive to social growth and positive ego development.
6. Develop an intrastate and interstate system of communication that will assist the districts in providing sequence and continuity to the migrant student's education.
7. Develop a communications triad involving the target group parents, the school and community and the Department of Education.
8. Provide for the migrant child's physical and mental well being by requiring that districts plan and provide dental, medical, nutritional, and psychological services in each program.
9. Provide the districts with consultative and supportive services that will assist them in recruiting and training and effective use of home-school coordinators.

10. Provide coordinating and supportive services to assist the districts in developing acculturation and sensitivities in-service programs and workshops.

These objectives were implemented by the local educational agencies in their areas and supervised by the migrant education program at the state level.

The area project directors for the participating districts, their staff and local advisory committees, prepare and submit preliminary proposals to the state advisory committee and the Oregon Board of Education. These proposals are reviewed by the committee and the Oregon Board of Education at a meeting in which the area project directors participate. At these meetings suggestions and improvements for the proposals are often presented and at the termination of the meeting the Oregon Board of Education and the project directors negotiate any changes that are to be made in the project and then the final proposal is presented to the Oregon Board of Education for approval.

State Plan Summary

Title I-M

Elementary and Secondary Education Act Migrant Amendment Fiscal Year 1972 - 1973

In fiscal year 1970-71, a policy of area-wide program planning and administration was incorporated into the state migrant plan. By coordinating the program of several districts into one area project, it was anticipated that this would increase the continuity of the educational programs for the migrant students, provide more comprehensive programs, insure closer project supervision and make possible better auditing procedures and better control of project activities. Available evidence after the first year's implementation of this type of program indicated that the area concept was accomplishing the above stated goals, and thus, this concept became a policy.

This concept required that in each area an area coordinator be appointed to assist the districts in project planning, coordination, proposal writing, project administration and evaluation. It was the area coordinator's responsibility to assure that the district programs were conducted in such a manner as to be compatible with the activities projected in the project proposal.

The area coordinator was contracted through the largest district or an intermediate education district, which ever was most applicable for an area. Experience indicated that his assignment was more easily accomplished if his base was at the intermediate education district level rather than at a local school district. A list of the present area coordinators can be found in the front of this report.

In fiscal year 1972-1973, eight regular year area projects were funded. They provided diversified educational, health, nutritional and social services for migrant students from kindergarten through high school. A completed description of these eight regular year projects can be found in the project description section of this report.

Although the major emphasis projected by the state plan was on the development of regular year projects, provisions were also made for summer school programs. Seven area projects for summer programs were funded and implemented during the summer of 1973. The summer projects were designed primarily for children ages 5-14 and were directed toward improving reading and communication skills, diversified school and field trip experiences and health and nutritional services. A complete description of the summer school programs can be found in this report.

The regular year projects and the summer school projects were designed for children at the preschool through twelfth grade level. These programs formed the major core of migrant education in the state. In addition to these programs, there was a program designed to serve post-secondary students. This was an undergraduate program in bilingual education located at Eastern Oregon State College. This project is described in detail in this report.

Migrant Education Service Center

Introduction:

The Migrant Education Service Center (MESC) was contracted to function as a service center for project and nonproject districts that served migrant students. The Oregon Board of Education employed only a migrant education coordinator and a secretary and this was not sufficient staff to provide all the supervisory activities required for adequate administration of the total migrant program. Therefore, certain responsibilities were delegated to the MESC staff. Their major activities were to coordinate state-wide and district inservice programs, implement the National Interstate Migrant Student Record Transfer System, serve as a library for educational materials and equipment and function as a liaison with other agencies who were providing services for migrants in Oregon. The MESC was also involved in program evaluation and development.

To implement these responsibilities the MESC was staffed by three consultants. Ms. Kay Birge served as director of the MESC and she helped coordinate the inservice programs for the areas at both the state and local levels. She was also coordinator of program development at the preschool level. The second consultant was Mr. Frank Loera and he provided inservice expertise in the area of bicultural education. The third consultant was Ms. Ann Cipolla and she coordinated the activities involved in bilingual education. She also provided inservice work in the area of survival Spanish language skills for non-native speakers of Spanish. There were two terminal operator secretaries, Sherrie Nevins and Karen Willett, who worked with the record transfer system and per-

formed secretarial services for the center. A media manager, Mr. Rick Hoefling, served as the coordinator of the educational materials and equipment. He also provided video taping services for any of the areas in need of this type of assistance.

Each of the major roles of the MESC are explained in more detail in the following paragraphs.

Inservice:

The inservice conducted at the project and state regional level constituted the main effort of the MESC inservice and technical assistance programming. In addition to these continual inservices the center sponsored a conference in the fall that was the most comprehensive of the inservices planned by the center. The major theme of the conference was bilingual and bicultural education and approximately 160 migrant education staff members attended the meeting. Dr. Sedillo Orozco and Dr. Leo Lopez were the main speakers and resource persons at the conference. The MESC staff as well as members of the State Department of Education served as leaders in the small group sessions in the conference. This conference served as a beginning focal point for the MESC in conducting year long inservice programs in the local district centered on bilingual education, cultural awareness and ethnic differences.

Through the leadership of the MESC personnel with Ms. Kay Birge spearheading the effort, the preschool migrant education teachers met on a regular basis to further develop the programming that they were providing to young migrant children. During the year, they were involved in two state-wide conferences and in addition to this they had

many area and regional workshops. The focal point of these meetings centered around the review of the preschool curriculum guide, developing communication capabilities in Spanish, identification of applicable materials to use in all facets of the program and general program management. A total of eleven regional and state-wide conferences were conducted for the preschool teachers. The two primary geographic areas included in these meetings were the Malheur County area and the general Willamette Valley area.

A schedule of the inservice meetings conducted by the MESC during the 1972-73 school year is provided. The summary of the following schedule indicates that: (1) four pre-program planning sessions were conducted that involved 108 project staff members and 52.5 hours of planning; (2) seventeen aculturation and cultural sensitivity sessions were conducted involving 324 project staff members in 44 1/2 hours of inservice activity; (3) five language development sessions were held involving 157 project staff members in 45 hours of activity; (4) eleven English as a second language and teaching second language, and Spanish communication sessions were held involving 236 project staff personnel in 89 hours of inservice activity; (5) ten demonstrations of methods and techniques in tutoring, rhythms, counseling, etc. were conducted involving 144 project staff personnel in 25 hours of workshop activities; (6) ten sessions focusing on learning problems and behavior modification techniques involving 146 project staff personnel in 23 hours of inservice activity were conducted; (7) two migrant student record transfer system training sessions were held involving 21 project staff personnel and 15 hours of workshop activities, and a total of 10 preschool teacher conferences were conducted involving 2,028 teacher hours of inservice

activities involving approximately 25 teachers.

Schedule of Inservice Meetings - 1972-73

Regular Term

<u>Location</u>	<u>Date</u>	<u>No. Hours</u>	<u>No. Attending</u>	<u>Subject</u>
Hillsboro	8/28-31	21	15 T.A.*	Program Orientation
Salem	9/19	1	15 T.	Cultural Awareness
Sunriver	9/27-28	12	37 Adm.	Administrative Workshop
Culver	9/25-26	8	8 T.A.	Observation & Review
Hood River	11/29	2	25 T.A.	Cultural Awareness
Hood River	11/30	3.5	25 T.A.	Language Development
Salem	11/27-28	10	8 T.	Dev. Oral Language
Ontario	2/2 - 3/3	30	41 T.A.	E.S.L. (course credit)
Ontario	12/4-5	14	29 T.A.	T.E.S.L.
Independence	1/8 - 3/12	15	24 T.A.	Survival Spanish
Salem	1/9 - 3/13	30	95 T.	Dreikers (course credit,
Klamath Falls	1/11-12	6	20 T.A.	Pre Program Planning
Hillsboro	1/16	2	10 A.	Tutoring
Brooks	1/17	3	20 T.	Rhythms
McMinnville	1/18	2	15 A.	Tutoring
Ontario	1/23	4	16 T.	E.S.L.
Nyssa	1/24	4	11 T.	E.S.L.
Hillsboro	1/30	2	15 A.	Learning Problems
Hood River	1/31	3	25 T.A.	Cultural Conflict
Yamhill	2/1	2	15 A.	Learning Problems
Hillsboro	2/6	2	12 A.	Learning Problems
Independence	2/7	2	14 A.	Learning Problems
Klamath Falls	2/13	2	15 A.	Behavior Modification
Klamath Falls	2/13	2	27 T.A.	Ethnic Differences
Hillsboro	2/20	2	13 A.	Behavior Modification
Independence	2/21	2	14 A.	Learning Problems
Malheur County	2/27-28	4	13 T.	E.S.L.
Hillsboro	2/26	2	12 A.	Counseling
Hillsboro	3/6	2	14 A.	E. S. L.
Klamath Falls	3/12	4	12 T.	Cultural Awareness
Klamath Falls	3/13	4	14 A.	Learning Disability
Yamhill	3/15	2	13 A.	E.S.L.
Ontario	3/27	4	25 T.	E.S.L.
Hillsboro	4/27	2	16 A.	Cultural Awareness
Marion	4/29	2	31 A.	Cultural Awareness
Hillsboro	4/3	2	10 A.	Cultural Awareness
McMinnville	4/5	2	14 A.	Cultural Awareness
St. Paul	4/10	3	19 A.	Cultural Awareness
Klamath Falls	4/16	2	16 A.	Cultural Awareness
Klamath Falls	4/17	2	12 A.	How Children Learn
Salem	4/19	2	15 T.A.	3Cs Day Care
Ontario	4/26-27	8	25 T.	E.S.L.
Klamath Falls	5/7	2.5	25 T.A.	Process of Change
Klamath Falls	5/8	2.5	12 A.	How Children Learn
Ontario	5/17	2	25 T.	E.S.L.

*T = Teacher

A = Aides

Summer Term

<u>Location</u>	<u>Date</u>	<u>No. Hours</u>	<u>No. Attending</u>	<u>Subject</u>
The Dalles	6/7	5.5	28 T.A.	Program Planning
North Plains	6/8	3	43 T.A.	Cultural Awareness-MSRTS
Dayton	6/9	2	16 T.A.	Cultural Awareness-MSRTS
Milton-Freewater	6/11	11	6 T.A.	MSRTS-Individualization
Independence	6/14	4	15 T.A.	MSRTS-Individualization
Ontario	6/19	12	21 T.A.	Cultural Awareness

Inservice Program Schedule

North Plains	6/25	2	10 T.A.	Materials Demo.
The Dalles	6/26	1.5	16 T.A.	Cultural Awareness
Independence	6/26	1.5	15 T.A.	Language Development
Independence	6/27	1.5	13 T.A.	Cultural Awareness
Ontario	7/3-4	7	17 T.A.	T.A. Outdoor School
Independence	7/10-11	3	15 T.A.	Material Utilization
Mt. Angel	7/19	1.5	7 T.	Individual Instruction
North Plains	7/23	1.5	32 T.A.	Cultural Awareness
North Plains	7/30	1.5	23 T.A.	Materials Development

Preschool Teachers

Timberline	10/19-20	15	25 T.	Survival Spanish
Salem	11/12	7	19 T.	MSRTS-Spanish
Salem	11/28	3	21 T.	Survival Spanish
Salem	12/4	2	19 T.	Survival Spanish
Ontario	1/10	1.5	10 T.	Survival Spanish
Salem	2/15	3	21 T.	SWRL
Salem	1/1-4/27	30	15 T.	Survival Spanish
McMinnville	3/15	30	21 T.	Art Activities
Ontario	4/26	4	11 T.	Cultural Awareness
Bend	5/10-11	7	22 T.	Parental Involvement
Ontario	5/16	2	27 T.	Art Activities

Cultural Awareness Inservices - 1973

February

MacLaren School for Boys, Woodburn. Two hour presentation on Chicano Culture and History.

March

- 13 North Salem High School - 3 hour presentation on Chicano Culture and History to 73 students.
- 21 Woodburn Bilingual Program to offer the services of the MESC.
- 30-31 Oregon Education Task Force de la Raza. Assisted in coordination of a two day conference held at Marylhurst College. One hundred fifty people attended.
- 31 eve Valley Migrant League. Invited to attend and speak at High School Graduation Ceremonies at Woodburn Armory. Approximately 300 attended.

April

- 11-12 Exchanged information with California Migrant Program Meeting held at Crescent City, California.
- 23-26 Played host for a visiting team of teachers and Migrant Program Administrators from Arizona Migrant Program
- 26 eve Career Opportunity Program (COP). Three hour presentation on cultural awareness held at Highland Elementary School, Salem. Twenty-five students involved in program.
- 30 Sprague High School, Salem, Two hour presentation on Chicano Culture and History. Approximately 60 students attended.

May

- 4 Oregon State University. Served as facilitator for symposium sponsored by Chicano Student Union, Corvallis. Three hundred people attended.
- 8 Lincoln High School, Portland. Two hours as facilitator and group discussion leader for the racism seminars, during human relations week. Approximately 60 students attended the two sessions.
- 10 Career Opportunity Program (COP). Three hour presentation on the essentials and education models of bilingual education. Held at Highland Elementary School, Salem.

May

- 11 Northwest Lab, Portland. Two hour meeting to exchange information.
- 17-18 eves. Washington Education Task Force de la Raza.
- 18 Provided Assistance in organization of Curriculum Development Conference. Held at Central Seattle Community College. Approximately 200 people attended.
- 31 Career Opportunity Program (COP). Three hour presentation on Cultural Awareness. Twenty-five students attended.

June

- 8 eve. Migrant Indian Coalition. Two hour presentation on Chicano Educational needs and program organization. Approximately 70 staff members attended representing the various MIC day care centers in the Willamette Valley: Mt. Angel, McMinnville, Barlow, MacLaren, Woodburn.
- 26 Assisted Director of Migrant Indian Coalition's Day Care Center at MacLaren with identification of bilingual materials, and information pertinent to our preschool programs.

July

- 16 Mt. Angel College. Assisted in writing proposal for a tutoring program which if funded will be coordinated with the Teacher Corps Program of the University of Oregon.
- 20 Mt. Angel College. Talked to students and staff about the functions and responsibilities of the MESC.
- 27 Chicano Indian Study Center of Oregon (CISCO). Attended inaugural ceremonies and open house. Have exchanged information in terms of our function in relation to the State Department of Education and the Migrant programs. Attended a workshop on proposal writing sponsored by CISCO.

August

- 10 Oregon Board of Education. Participant as a member of the Dignity and Worth Committee. Approximately 15 members from throughout the SDE.
- 22 Children Services Division (State Department). Two hour presentation on the history and culture of the Chicanos. Approximately 15 case workers and welfare workers participated. Held at Public Service Building, Salem.

- 25 "Northwest Lab Amids." To change information and share ideas on inservice programs. Meeting in Portland N.W. Lab, 317 Alder.
- 27 Forest Grove School District. Three hours presentation on Cultural Awareness and overview of the functions of the MESC in relation to the Migrant programs. Approximately 180 administrators and teachers attended the two sessions at two different times. Held at Armstrong Jr. High.
- 29 Hillsboro School District. Two hour presentation on Cultural Awareness and overview of the MESC in relation to the migrant programs. Fifty-five teachers and administrators attended. Held at Hillsboro Jr. High.

The inservice conducted by the MESC was provided in six major areas. These areas were cultural awareness, teacher aide utilization, bilingual education techniques, migrant record transfer systems, evaluation, and preschool and early childhood programming. Each of these inservice components consisted of many sub-components that formed the basis of the inservice programs. Various components of the inservice model were field tested in different settings within the State. A cultural awareness inservice program was used in Polk, Yamhill, Washington, and Malheur Counties. The bilingual/bicultural English as a second language program was used in Washington County and the Migrant Record Transfer System inservice was used across all state programs. The preschool programming was used as described earlier.

Migrant Student Record Transfer System:

The National Interstate Migrant Student Record Transfer System enables schools to obtain school related information on migrant children as they travel from school to school and state to state. The aim of the system is to make background information on migrant children available to local educational agencies within 24 hours after receipt of a request for the

information so that programs can be planned for the child and efforts will not be duplicated. The National Migrant Data Bank is located at the University of Arkansas Medical Center, Little Rock, Arkansas. Schools in Oregon enrolling migrant children are connected to the Data Bank Computer by a telephone and teletype communication system.

The System was implemented in Oregon through three terminals which provided direct access to the data bank in Little Rock. Two of the terminals were located in Salem and one in Ontario. Terminal operators called local schools on a weekly basis and transmitted information on migrant students to the data bank in Little Rock, Arkansas. Newly enrolled migrant students had their records sent directly to the schools from Little Rock.

In order to serve all schools in Oregon that enrolled migrant students, each terminal operator had a scheduled list of 20 different schools to call on a daily basis. The terminal operator in the Ontario area could also contact the schools she was serving on a daily basis.

It was felt by the staff of the MESC that teachers, teacher aides, and secretaries serving migrant children in the local school districts were directly responsible for gathering information needed for the migrant student record transfer system, and thus it was felt that they needed training to gather and submit the required data. Therefore, workshops in individual school visitations were scheduled to meet this need.

In order to provide the needed information, the MESC staff conducted school visitations and provided assistance to local district personnel on a regular basis beginning in September and running all through the regular school year and on into the summer. In May the center conducted a training workshop for all summer school secretaries to increase their knowledge on ways of updating information for the summer program. As a follow-up of

this workshop, the staff then went out and visited a number of the summer programs to assist them in implementing the data collection systems.

During the 1972-73 regular school year, 3,059 migrant students were processed through the student record transfer system. An additional 902 were processed through the Malheur County area. During the summer session of 1973, 1,241 migrant students were processed through the record transfer system.

Management of Materials and Equipment:

The MESC had a library of educational equipment and materials available for loan to the areas serving migrant children. Materials were loaned on a temporary basis and stored on a permanent basis at the MESC. Equipment and materials included: commercially prepared program materials; film loops, video tapes; reading series, programmed reading materials that consisted primarily of programmed textbooks; filmstrips with and without records; records and books. The books ranged from pre-primer level through secondary. Equipment available for loan from the MESC included filmstrip viewers and projectors, 16mm projectors, film loop projectors, cassette tape recorders and players, Hoffman machines and programs, and Language Masters and programs.

Another service provided by the MESC was the reproduction of video and audio tapes. Video tape production consisted of: in-field production, off the air copies, and copies from other video tapes. Audio production consisted of: cassette to cassette copies, reel to reel copies and cassette to reel copies.

During the 1972-73 school year there were 72 loan transactions conducted with 372 separate items being checked out of the MESC. Over 150

cassette tapes were produced or reproduced for the survival Spanish class offered by the MESC. Video tapes were made of the different inservice programs and made available for distribution by the MESC. In addition, records and sound tapes were copied on cassette tapes and used in various preschool programs.

Evaluation Plan

The Migrant Education Section of the State Department of Education determined that the migrant education projects should have a third party evaluation in order that the degree to which projects were successful might be determined objectively.

In June 1971, the Teaching Research Division of the Oregon State System of Higher Education was contracted to design and implement a third party evaluation plan for the migrant education programs.

After the projects had been selected for funding by the advisory committee in May, 1971, Dr. William Moore from the Teaching Research Division and the coordinator of Migrant Education Programs, Mr. Elton Minkler, met with each of the area coordinators prior to the commencement of their projects. The purpose of this meeting was to finalize the evaluation plan for their particular project. This final evaluation plan entailed the determination of which measurement instruments were to be used and the method of conducting these measurements with these instruments. The same procedure of meeting with the area coordinators was followed for those projects which were funded for the summer period. This evaluation plan was followed during the 1972-1973 academic year.

During the school year the Teaching Research consultant visited each project twice to insure that the evaluation procedures were being provided as planned. In addition, Teaching Research conducted two monitoring visits to each of the regular year projects and one visit to each of the summer projects. Figures 1 and 2 are the forms used in the monitoring visits. Figure 1 shows the form used on the initial visit and Figure 2 shows the form used on the second visit. Once the required

information had been acquired, a written report was submitted to the area coordinator and the coordinator of Migrant Education at the State Department of Education.

A like procedure was followed for the summer projects although the Teaching Research consultant was able to visit each of those projects only once.

After the final report of each project was prepared and submitted by the area coordinator, the results were examined, treated statistically where necessary and determination made as to how successfully the project achieved its stated purposes. The results of that determination are reported here.

The cost to the State for this third party evaluation by the Teaching Research Division was \$17,353, which included not only initial planning with project directors and visits to project sites but also the drafting and publishing of this report including computer usage and statistical computations.

Figure 1

MONITOR REPORT

Checklist for Migrant Education Programs

Date of Visit _____ Observer _____
Project Visited _____ Area _____

I. Basic Information

- A. Locations visited: office, school buildings, leased facility, portable classroom, etc.
- B. People interviewed: project director, teacher, aide, school superintendent, etc.
- C. Check inventory and determine if equipment and material purchased with Title I, Migrant Amendment Funds, are being used in the migrant program
- D. To what extent has service of MESC been utilized?

II. Student Identification and Recruitment

- A. To what degree does the district cooperate with the MESC in implementing the student record transfer system?
- B. Recruiting activities
 - 1. Who does the recruitment; what is the time commitment?
 - 2. Are Certificates of Eligibility completed for all students enrolled in the migrant program?
 - 3. What per cent of the students are inflow students?
- C. Number of migrant students enrolled
 - 1. Pre-kindergarten and kindergarten _____
 - 2. Primary _____
 - 3. Elementary _____
 - 4. Secondary _____
- D. What criteria is used for grade placement?

III. Staff

- A. Are staff assignments compatible with those projects in project proposal; indicate exceptions?
- B. What experiences have staff members had in working with migrant or disadvantaged children?
- C. Number of staff members
 - 1. From target group _____
 - 2. Bilingual _____
- D. What pre-service or inservice training has been provided for staff members?
- E. In what activities do the aides participate?
- F. Has any effort been expended to involve volunteers or tutors in the program. If so, what are their duties?

IV. Curriculum

- A. What provisions are made to identify and accommodate individual differences?
- B. What methods and materials are used for language development?
 - 1. Kindergarten
 - 2. Primary
 - 3. Elementary
 - 4. Secondary
- C. Are the program and activities compatible with those projected in the project proposal?
- D. What is being done to instill in the students an appreciation of their own cultures?
- E. Is there any evidence of development of students' self-concepts?
- F. Do the students appear to be compatible in and identify with the school environment.
- G. Is the program accommodating the needs of the children in the area of:
 - 1. Academics
 - 2. Vocational Training

3. Health
4. Nutrition
5. Clothing

V. Coordination and Community Relations

- A. Does the school involve the target group parents in the school activities?
- B. Does the school seek and obtain support from the community?
- C. Are the services of other agencies and institutions, both public and private, coordinated to enhance the program?
- D. Does the school communicate with the parents regarding the students' needs and progress?

VI. General

- A. What evidence is there that the district is or is not complying with the requirements of the third party audit?
- B. What do the project staff members feel are the major strengths and weaknesses of the program?
- C. What do you consider the major strengths or weaknesses of the program?
- D. What modification of the program do you recommend?
- E. Which project staff members did you interview while visiting the program?
- F. What recommendations did you make to the project director or school administrator?

During the spring of the year, evaluation information was gathered from the area coordinator concerning this migrant program. Figure 2 presents the questions used in gathering this information. When these data had been acquired they were formulated into a report and returned to the area coordinator for his information.

Figure 2

PROGRAM EVALUATION GUIDE

TITLE I, MIGRANT AMENDMENT

- I. Describe exemplary projects.
- III. What is procedure for grade placement? (age, tests, teacher opinion, record transfer, etc.) What instruments are used?
- V. Briefly describe degree and manner Title I and Title I, Migrant Programs are coordinated.
- VI. How are programs coordinated with services provided by other agencies? (i.e., health, Valley Migrant League, dental schools, day care, church groups, community action groups, etc.)
- VII. Describe inservice programs. Include number and classification of personnel served, time of participation, type of training. How many staff hours were spent in intraproject inservices? (teachers, aides, tutors, volunteers, home/school coordinators, etc.)
- VIII. Describe how nonpublic school children participated.
- X. How are parents involved in the program planning? Dates of advisory committee meetings? How are parents and other members of the community participating in classroom activities and in the extracurricular activities?
- XII. Describe services in vocational education or job opportunity training; the number and grade level of students involved and the type of training.
- XIII. Describe how equipment or construction purchased enhance the program. Are inventory cards updated? Is there an audit trail for disposed of or missing equipment?
- XV. How is the migrant program integrated with the regular school program?
- XVI. How are staff members used? (teachers, aides, volunteers, resource personnel, tutors, etc.)
- XVIII. Give general critique of program. What are strong points? What are weak points? What are your recommendations for change?
- XIX. What is the student recruitment process? Are signed Certificates of Eligibility on file? What services does the home/school coordinator provide?
- XX. Have the conditions of the Statement of Assurances been complied with?

Review and Discussion of State Planned Goals

This section provides a description and review of the results of the 1972-73 Migrant Education Program in Oregon. A more complete description of each project conducted during the year can be found in the description of the separate projects in this report. This section will only provide a brief overview.

1. Provide participating districts with technical and supportive services that will assist them in developing in each child the communication skills, confidence and disposition to verbally express himself in any environment to which he may be exposed. This goal was met through the technical assistance provided by the staff of the MESC. The MESC conducted inservice training and direct assistance to project programs in the area of bilingual education as well as English as a second language programs. Districts who were working primarily with the Chicano students who were monolingual in Spanish received assistance in both programming in bilingual education as well as techniques for English as a second language instruction. For those districts serving primarily Anglo students, they received assistance in instructional programs that would emphasize oral language communication.

2. Provide consultive services to districts to assist them in providing opportunities, experiences, and encouragement necessary for those students whose culture and language background differ from the American majority, to develop bicultural concepts and bilingual capabilities. This goal was met through a major emphasis of the MESC staff to provide the needed bilingual/bicultural inputs so that teachers and administrators could become more aware of the needs of the bilingual/bicultural student

and also to provide them with specific examples of ways to meet the needs of these children. The cultural awareness inservice schedule of the MESC included in this report gives a more complete background of the type of inservice provided.

3. To provide consultive services and materials that will assist the project personnel implement programs that will give the migrant child the preschool experience and training that will prepare him to function successfully in the first grade educational and social activities. This goal was met through the assistance of the MESC in that they specifically provided inservice training in the area of preschool education. This assistance and training was conducted by Kay Birge and the assistance was provided on a monthly basis either to the teachers in the Willamette Valley area or to the teachers in the Malheur County area. In addition to these monthly meetings, two state-wide conferences were held, one in the fall to plan the emphasis of the program during the year and one in the spring to review the accomplishments. The MESC also provided the teachers with specific ideas for evaluating the preschool programs and also assisted the preschool teachers in developing diagnostic and prescriptive techniques for instructing preschool children.

4. To provide district personnel with technical and consultive services that will assist them in designing and implementing programs in language arts and other disciplines that will assist the migrant child obtain the capabilities to function at a grade level concomittant with his chronological age. Personnel from the MESC provided assistance to districts in helping them develop means to evaluate the child's abilities in curriculum areas and then assist them in designing specific instructional programs to meet the identified deficits of the child. These inservices

emphasized placing the child in appropriate material based on his capabilities and recording the amount of growth the child was making over a given period of time so that evaluation could be completed. Emphasis was placed on the diagnostic prescriptive approach in that children were assessed on the skills that they should acquire and then direct instruction was provided to the children so they could obtain the skills in which they were lacking.

5. Provide district personnel with consultive and supportive services that will assist them in developing an atmosphere and experience conducive to social growth and positive ego development. This objective was not met specifically in the terms in which it was stated, however, assistance was provided in a number of areas that would have applicability to the social growth and positive ego development of the child. This mainly centered around the bilingual/bicultural educational aspects of the program and the diagnostic prescriptive approach, the rationale being that the child who is of a different culture than the dominant Anglo culture would be able to identify more readily with the school environment if his language and his heritage was depicted in a positive way. This would allow him to socially interact with the group in a positive way and also would allow him to be more comfortable and part of the school environment. Also, by using the diagnostic prescriptive approach, specific needs were identified and assistance was provided at the level at which he could succeed. The State Department also encouraged districts to conduct training programs for the staff that would help teachers better understand and deal with the social problems of the children. An example of this was the course on behavioral management that was presented by the Marion County program.

6. Develop an intrastate and interstate system of communication that will assist the districts in providing sequence and continuity to the migrant student's education. There was not a special emphasis placed on developing continuity and sequencing of education within the State programs. The inservices provided by the MESC covered a wide variety of topics and was directed toward the requests of the separate districts. As can be noted by the inservice schedule, a great deal of effort was placed in the area of cultural awareness and English as a second language programs. This did provide some continuity across programs in that all districts were provided with the same type of inservice emphasizing the same materials. However, there was no direct attempt to allow the various programs to communicate directly with each other. An attempt was made to develop some interstate communication. The Oregon Migrant Education staff met with the California Migrant Program staff in Crescent City, California and suggestions for an exchange of programs and informational ideas were presented. However, these were not implemented in any way during the course of the year. A group of teachers and migrant program administrators from Arizona visited Oregon and were shown various programs within the state. These were the only efforts made in interstate communication of programs.

7. To develop a communications triad involving the target group of parents, the school and community, and the Department of Education. Through the Title I-M program requirements, each district involved the parents of the participating students in program planning and to some degree program evaluation. Districts were required to involve target group parents in advisory councils and then use the information and sug-

gestions that the council developed to set the goals and program standards for the educational programs that were implemented. All districts involved the advisory council groups in their project planning. The Marion County project devoted a great deal of effort to the parent advisory councils and conducted all their programs on a bilingual basis so that all parents could take an active part in the programs. This is an excellent idea and is one that other districts should consider if they are desiring the participation of the Mexican-American parents.

8. Provide for the migrant child's physical and mental well-being by requiring the districts to plan and provide dental, medical, nutritional and psychological services in each program. All participating districts met these needs for the children and a complete breakdown of the type of services provided and the number of children who received these services can be found on the accompanying table that provides the statistical data for the entire state.

9. Provide the districts with consultive and supportive services that will assist them in recruiting, training, and effective use of home/school coordinators. All districts utilized the services of home/school coordinators to help in the identification and recruitment of migrant students as well as for providing needed ancillary services to the children and their parents. Home/school coordinators had the major responsibility in this area in all districts. Neither the MESC nor the State Department of Education provided specific emphasis in this area, however, they did assist districts who required help in the area of effective use of home/school coordinators. Marion County provided a very comprehensive training and monitoring program of their home/school coordinators. This area relies

quite heavily on the home/school coordinator to assist the migrant students in the program, especially at the secondary level to provide both counseling help and instructional help for the migrant students.

10. Provide coordinating and supportive services to assist the districts in developing acculturation and sensitivities in inservice programs and workshops. The MESC put a major emphasis in this area and conducted a number of workshops in the State to alert the teachers to the unique needs and capabilities of the Chicano students that they were serving. Francisco Loera provided the major inservice assistance in this area and a description of the inservices that he held can be found in the cultural awareness inservice section of the MESC report. In addition, the MESC conducted a state-wide conference in this area and this was attended by over 150 teachers and teacher aides and administrators from the local districts in Oregon. This conference helped identify the needs for further work in the area of acculturation and sensitivity. In addition, this goal was also met through the training of teachers in the use of Spanish language. A number of districts conducted inservice meetings and training sessions in which the teachers were taught survival Spanish so that they could communicate, to some degree, with the Mexican-American children in their classrooms.

TABLE I

Regular Year Projects - 1972-73

Migrant Students Enrolled	
Grade	Enrolled
Preschool	255
First	392
Second	304
Third	349
Fourth	316
Fifth	290
Sixth	265
Seventh	234
Eighth	181
Ninth	121
Tenth	136
Eleventh	75
Twelfth	52
TOTAL	2,970

Certified Personnel Employed

Bilingual	
Target	16
Other	8
English-Speaking	
Target	4 1/2
Other	16.1

Supplementary Statistical Data

Total Bus Miles	321,642
Health Examinations	312
Health Referrals	424
Dental Examinations	196
Dental Referrals	494
Breakfasts	0
Morning Snacks	10,816
Hot Lunches	24,527
Afternoon Snacks	18,573
Number of Teachers	44 1/2
Number of Aides	
Target	86
Other	42
Bilingual	
Number of Volunteers	
Target	34
Other	15

TABLE II

Summer Projects - 1973

Migrant Students Enrolled	
Grade	Enrolled
Preschool	498
First	422
Second	325
Third	305
Fourth	249
Fifth	205
Sixth	96
Seventh	24
Eighth	10
Ninth	11
Tenth	2
Eleventh	0
Twelfth	0
TOTAL	2,147

Certified Personnel Employed

Bilingual	
Target	18
Other	5
English-Speaking	
Target	4
Other	34.2

Supplementary Statistical Data

Total Bus Miles	45,983
Health Examinations	617
Health Referrals	174
Dental Examinations	692
Dental Referrals	253
Breakfasts	10,236
Morning Snacks	14,745
Hot Lunches	15,848
Afternoon Snacks	14,368
Number of Teachers	35
Number of Aides	
Target	24
Other	16 1/2
Bilingual	
Number of Volunteers	
Target	9
Other	53

• **REGULAR YEAR PROGRAMS**

1972-73

Area Name: Hood River County Schools

County: Hood River

Funding Allocated: \$19,737

Project Beginning Date: August 30, 1972

Project Ending Date: November 30, 1972

School Session: Regular year

Number of Migrant
Students Enrolled: 81

Introduction:

The Hood River County School District was the only district participating in the program. The public school migrant pupils enrolled (81) were divided into grades first through sixth as shown in Table I. There were no nonpublic school migrant children participating in the program. The personnel participating in the program were: 3 teachers and 4 aides. Table II presents the number of certified personnel employed.

Table I
Migrant Students Enrolled

Grade	Enrolled	ADM
Preschool	0	
First	16	9.9
Second	11	6.4
Third	13	7.4
Fourth	15	10.5
Fifth	13	6.2
Sixth	13	6.0
Total	81	46.4

Table II
Certified Personnel Employed

Number of Certified Personnel Employed	
A. Bilingual	
1. Target group	1
2. Other	0
B. English-speaking	
1. Target group	0
2. Other	2
Total	3

Supplementary statistical data gathered during the operation of the program are shown in Table III.

Table III
Supplementary Statistical Data

A. Total bus miles	23,971	
B. Health examinations	81	(46 examined and treated)
C. Health referrals		
1. Vision Exams	81	
2. Vision referrals	2	
D. Dental examinations	0	
E. Dental referrals	0	
F. Breakfasts	0	
G. Morning snacks	0	
H. Hot lunches	2,178	
I. Afternoon snacks	0	
J. No. of teachers	3	
K. No. of aides		
1. Target group	0	
2. Other	4	
3. How many are bilingual	1	Total 4
L. No. of volunteers		
1. Target group	0	
2. Other	0	Total 0

Objectives and Evaluation Plan:

1. Primary Intermediate (grades 1-6) - to improve the children's reading ability.

To evaluate this objective each child was to be administered a checklist of reading skills when he entered the program. As children acquired new skills these were to be noted on the checklist. Improvement was to be reported as to the number of new skills learned.

Methodology:

The migrant children in Hood River County schools were served in five different elementary schools. In Parkdale and Mid-Valley Elementary Schools the migrant children in grades 1-3 were served in a special classroom designed for them. These classrooms were staffed by a teacher and an aide. At Pinegrove and Westside Schools the migrant children were enrolled in the regular classroom program but the teachers who had migrant children were assisted by an aide who was assigned to the building. The aide in each of the buildings served as a resource teacher to assist individual children who the classroom teachers identified as needing assistance. At Franklin School one teacher was assigned to this building and she worked with migrant children who were enrolled in the regular classroom programs. She also served as a resource teacher similar to the role of the aides at Pinegrove and Westside schools. In addition to this personnel, one aide was assigned to Parkdale School and she worked with children in grades 4-6 who were enrolled in the regular classroom setting.

In all of these centers the major emphasis of the program centered around providing additional assistance to the migrant children in reading. The Wisconsin Design for Reading Skills program was used. This is a pro-

gram that individualizes the teaching of specific reading skills to children. The program emphasizes both word attack skills development and comprehension skills development. In utilizing this program all children were assessed on their deficiencies and proficiencies on the skills presented and once this determination was made the teacher or aide began providing direct instruction to the children in their area of skill deficiencies. As the skills were acquired, the teacher or aide indicated this on a classroom diagnostic sheet and the child was then provided instruction in a new skill area that was identified as a deficient area for him. This way continual assessment was provided and as children entered or left the program their skill acquisition was recorded. In addition to this program other types of reading materials were used for instructional purposes. Sullivan

- Programmed Readers were used along with Science Research Associate Reading Kits, and in addition district provided basal reading programs were used. For some of the younger children oral language instruction was provided by using Distar Language Kits, Peabody Language Development Kits, and language master material.

The development of the children's self-concept was an important part of this program. Various activities were conducted in this area. For example, in one classroom each child was given a portion of a bulletin board to display his papers, pictures or other materials important to him. In some settings classes having Spanish speaking children learned songs in Spanish and viewed filmstrips and listened to records in Spanish which provided instruction about the country of Mexico. Children also learned Spanish songs and participated in pinata parties. A bilingual aide was available in one of the settings to provide instruction in Spanish for those children needing help.

She also provided instruction in English so that some attempt was being made to provide these children with bilingual instructional programming. Distar Language program was used in this type of instruction.

In addition to the activities described above, the students were also being provided instruction in math, handwriting, physical education, arts and crafts, and music. A health program was also conducted which emphasized the importance of clean hands, nails, brushed hair, and clean teeth.

Results:

1. Primary Intermediate (grades 1-6) - to improve the children's reading ability.

Tables IV through VII present the results of the Wisconsin Design for Reading Skills assessment conducted for the children in grades 1-6. Tables IV and V present the results for the children in grades 1-3, while Tables VI and VII present the results for children in grades 4-6. As can be noted on these tables children at all levels were acquiring new reading skills. The children in the younger group showed the most growth in acquiring new reading skills at the lower levels of the program, while growth at the higher level was not as great. This would indicate that these children were in need of basic readiness skills in reading and this is where they were showing their most growth. It can also be noted in Tables VI and VII that many of the older children also were learning new skills in the beginning areas of reading which indicates this program provided a useful service for them in helping them acquire some of the basic beginning reading skills.

Table IV

Wisconsin Design for Reading Skills
Checklist of Reading Skills - Grades 1-3

Number of Pupils Knowing Skill			Word Attack Skills
Pre	Post	Gain	
			<u>Level A</u>
			1. Listens for rhyming elements
13	18	5	a. words
7	10	3	b. phrases and verses
			2. Notices likenesses and differences.
24	28	4	a. pictures
19	27	8	b. letters and numbers
14	22	8	c. words and phrases
23	27	4	3. Distinguishes colors
8	16	8	4. Listens for initial consonant sounds.
			<u>Level B</u>
5	10	5	1. Has a sight vocabulary of 50-100 words (Dolch)
18	19	1	2. Follows left to right sequence
			3. Has phonic analysis skills
			a. Consonant sounds
4	14	4	1. beginning
3	10	7	2. ending
5	7	2	b. Consonant blends
1	7	6	c. rhyming elements
5	7	2	d. short vowels
3	4	1	e. simple consonant digraphs
			4. Has structural analysis skills
1	6	5	a. compound words
0	2	2	b. contractions
0	2	2	c. base words and endings
2	5	3	d. plurals
0	5	5	e. possessive forms
			<u>Level C</u>
0	1	1	1. Has a sight word vocabulary of 100-170 words (Dolch)
			2. Has phonic analysis skills
			a. consonants and their variant sounds
			b. consonant blends
			c. vowel sounds
0	1	1	1. long vowel sounds
			2. vowel plus r
			3. a plus l
			4. a plus w
			5. long and short oo
0	1	1	d. vowel generalizations
			1. short vowel generalization
			2. silent e generalization
			3. two vowels together
			4. final vowel
			e. common consonant digraphs
			3. Has structural analysis skills
			a. base words with prefixes and suffixes
			b. more difficult plural forms

Table V

Wisconsin Design for Reading Skills
Checklist of Reading Skills - Grades 1-3

Number of Pupils Knowing Skill			Comprehension Skills
Pre	Post	Gain	
			<u>Level A</u>
10	11	1	1. Develops listening skills
			a. Has attention and concentration span suitable for his age.
6	14	8	b. Is able to remember details.
6	9	3	2. Increases vocabulary through listening
4	12	8	3. Can relate details to each other to construct a story.
3	10	7	4. Anticipates outcome of stories.
4	13	9	5. Can identify main characters in a story.
			<u>Level B</u>
11	16	5	1. Uses picture and context clues.
3	9	6	a. picture clues
			b. context clues
7	12	5	2. Is able to gain meaning from
5	12	7	a. words
1	5	4	b. sentences
0	1	1	c. whole selections
			3. Uses punctuation as a guide to meaning
			<u>Level C</u>
0	1	1	1. Is able to gain meaning from
			a. words
			b. sentences
			c. paragraphs
0	1	1	d. whole selections
0	1	1	2. Reads in meaningful phrases

Wisconsin Design for Reading Skills
Checklist of Reading Skills - Grades 4-6

Number of Pupils			Word Attack Skills
Knowing Skill			
Pre	Post	Gain	
Level A			
			1. Listens for rhyming elements
13	18	5	a. words
7	10	3	b. phrases and verses
			2. Notices likenesses and differences
24	29	5	a. pictures
19	27	8	b. letters and numbers
11	19	8	c. words and phrases
23	27	4	3. Distinguishes colors
8	16	8	4. Listens for initial consonant sounds
Level B			
13	16	3	1. Has a sight vocabulary of 50-100 words (Dolch)
-	-	-	2. Follows left to right sequence
			3. Has phonic analysis skills
12	13	1	a. consonant sounds
			1. beginning
			2. ending
10	11	1	b. consonant blends
10	12	2	c. rhyming elements
10	13	3	d. short vowels
10	10	0	e. simple consonant digraphs
			4. Has structural analysis skills
11	13	2	a. compound words
10	12	2	b. contractions
11	13	2	c. base words and endings
12	15	3	d. plurals
5	10	5	e. possessive forms
Level C			
10	10	0	1. Has a sight word vocabulary of 100-170 words (Dolch)
			2. Has phonic analysis skills
7	7	0	a. consonants and their variant sounds
8	9	1	b. consonant blends
			c. vowel sounds
8	12	4	1. long vowel sounds
8	11	3	2. vowel plus r
8	10	2	3. a plus l
8	9	1	4. a plus w
7	9	2	5. long and short oo
			d. vowel generalization
7	9	2	1. short vowel generalization
6	10	4	2. silent e generalization
5	9	4	3. two vowels together
6	8	2	4. final vowel
7	8	1	e. common consonant digraph
			3. Has structural analysis skills
6	9	3	a. base words with prefixes and suffixes
5	6	1	b. more difficult plural forms

Table VI (continued)

Number of Pupils Knowing Skill			Word Attack Skills
Pre	Post	Gain	
			Level C (Cont'd)
			4. Distinguishes among homonyms, synonyms and antonyms
7	8	1	a. homonyms
6	7	1	b. synonyms and antonyms
7	7	0	5. has independent and varied word attack skills
7	7	0	6. Chooses appropriate meaning of multiple meaning words.
			Level D
8	9	1	1. has a sight word vocabulary of 170-240 words.
			2. has phonic analysis skills
6	9	3	a. three-letter consonant blends
5	10	5	b. simple principles of silent letters
			3. has structural analysis skills
3	7	4	a. syllabication
2	4	2	b. accent
2	3	1	c. the Schwa
7	4	3	d. possessive forms

Wisconsin Design for Reading Skills
Checklist of Reading Skills - Grades 4-6

Number of Pupils Knowing Skill			Comprehension Skills
Pre	Post	Gain	
			<u>Level A</u>
			1. Develops listening skills
14	14	0	a. has attention and concentration span suitable for his age.
12	12	0	b. is able to remember details
11	14	3	2. Increases vocabulary through listening
10	12	2	3. Can relate details to each other to construct a story
8	10	2	4. Anticipates outcome of stories
11	13	2	5. Can identify main characters in a story
			<u>Level B</u>
			1. Uses picture and context clues
11	13	2	a. picture clues
7	8	1	b. context clues
			2. Is able to gain meaning from
12	13	1	a. words
10	13	3	b. sentences
8	9	1	c. whole selections
5	6	1	3. Uses punctuation as a guide to meaning
			<u>Level C</u>
			1. Is able to gain meaning from
13	15	2	a. words
4	7	3	b. sentences
10	12	2	c. paragraphs
7	8	1	d. whole selections
7	9	1	2. Reads in meaningful phrases
			<u>Level D</u>
			1. a. words
11	13	2	b. sentences
10	12	2	c. paragraphs
7	9	2	1. main idea stated
5	8	3	2. main idea implied but not stated
5	8	3	3. whole selections
			2. Reads for sequence of events
8	10	2	a. having read a narrative account, the child is able to recall the sequence of events in the narrative.
5	6	1	b. given scrambled presentation of six events with an implicit narrative order, the child is able to place the events in an appropriate time sequence.
6	9	3	3. Gains additional skill in use of punctuation as a guide to meaning.

Table VII (Continued)

Number of Pupils Knowing Skill			Comprehension Skills
Pre	Post	Gain	
			Level L
8	10	2	1. Adjusts reading rate to
6	9	3	a. type of material
6	7	1	b. factual and fiction
			c. level of difficulty
			d. purpose for reading
6	9	3	1. reading to verify or locate specific information
4	8	4	2. reading for a general overview
5	8	3	3. reading to master specific facts
7	10	3	4. reading for enjoyment
6	7	1	e. familiarity with the subject
5	6	1	2. Uses punctuation and phrasing
5	6	1	3. Reads for sequence of events
			4. Is able to gain meaning from
4	5	1	a. words
4	5	1	b. sentences
4	5	1	c. paragraphs
2	3	1	1. main idea stated
2	3	1	2. main idea implicit but not stated
6	1	1	d. whole selections

Thus it can be noted that the most skills were acquired by the children in the lower levels of this reading program. The levels of the test do not necessarily coincide with a grade level, but level A is the beginning of the program and the skills at this level are those commonly found in readiness programs while the higher levels such as D and E are those skills found in a more advanced reading program. The children in all groups did make the greatest improvement in the readiness and beginning reading activities which indicates that they had deficiencies in these areas and the program helped provide them with needed reading skills.

Third Party Evaluator's Comments:

This project was successful in implementing a program for the migrant children in the Hood River County School District. Children were provided with instruction to help off-set their deficiencies in the area of reading and the results indicate that the program provided needed reading skills for the children served. Results suggest that the children learned some needed reading skills while they were enrolled in the program. The District did a fine job of documenting progress shown in reading.

It would appear that the District could serve more of the migrant children that are in the program on a more direct basis. They are providing excellent services in two of the schools, namely Parkdale and Mid-Valley, for the younger students enrolled in the program and this is commendable. However, the older students in these programs, specifically those in grades 4-6, could possibly be provided with better programming if they were involved more directly with the teachers working in the program. As can be noted at Parkdale there is an aide assigned to the building to work with the children

grades 4-6 and at Mid-Valley there was no indication of any assistance being provided for the older children. At Pinegrove and Westside there was one aide assigned to each of these buildings and they were to assist all of the teachers with children in these two buildings. The enrollment of migrant children in these two buildings was not too great so this possibly would be an adequate way of serving them. However, the district is encouraged to review its staffing patterns to determine if as many students as possible are receiving assistance from this program.

It was also noted that a number of children in the program are bilingual from Spanish speaking homes and the district should be encouraged to obtain the services of personnel who are bilingual and can provide more of these children with instruction in Spanish. The aide at Pinegrove was bilingual and she assisted the children here, however, there were many Spanish speaking children spread in through the other schools and some assistance should be provided for these children too.

Area Name: Culver School District #4
 County: Jefferson
 Funding Allocated: \$4,833
 Project Beginning Date: September 25, 1972
 Project Ending Date: November 3, 1972
 School Session: Fall
 Number of Migrant
 Students Enrolled: 24

Introduction:

The Culver School District was the only district participating in this program. The total number of public migrant students enrolled (24) are broken down into grades 1-8 as shown in Table I. There were no non-public school children participating in the program. The personnel participating in the program was one English speaking, target group teacher.

Table I
 Migrant Students Enrolled

Grade	Number Enrolled	Days Enrolled
First	2	19
Second	5	53
Third	4	54
Fourth	5	55
Fifth	-	-
Sixth	5	70
Seventh	1	8
Eighth	2	15
TOTAL	24	274

Supplementary statistical data that was gathered during this program is shown in Table II.

Table II

Supplementary Statistical Data

A. Total Bus Miles - (None in Addition to regular route)	
B. Health Examinations	4
C. Health referrals	3
D. Dental examinations	5
E. Dental referrals	4
F. Breakfasts	0
G. Morning snacks	0
H. Hot lunches	274
I. Afternoon snacks	0
J. Number of Teachers	1
K. Number of Aides	6
L. Number of Volunteers	0

Objectives and Evaluation Plan:

1. To provide educational programs for migrant children in the area of reading.

To evaluate this objective, the reading skills and vocabulary that the children knew when they entered the program was to be recorded and the reading skills and vocabulary they knew at the end of the program was to be reported. Improvement was to be noted as to the number of new skills and vocabulary items acquired.

2. To provide nutritional services for migrant children in the program.

To evaluate this objective the number of free hot lunches provided to the children was to be reported.

3. To provide medical and dental services for the migrant children in the program.

To evaluate this objective the number of children receiving medical and dental services was to be reported.

Methodology:

There were twenty-four migrant children served in this program during the period from September 25 to November 3, 1972. The children are in the area for a short period of time as their parents are harvesting potatoes. When this harvest is over the children move away from the district. Nineteen of these children were Mexican-American with the remaining being Anglo. They were enrolled in grades 1 through 4 and 6. All of the children were enrolled in the regular classroom programs within the school and were served by a resource teacher who either worked with the children in small groups within the classroom setting or worked with them in an empty classroom located in the school building.

The major emphasis for special educational help for the migrant children centered around the reading area. When the resource teacher worked in the regular classroom she attempted to work with the children during their regular reading program. By working in the classrooms with small groups of children she was able to provide more individualized help to the migrant children in the program who were requiring her services. The major emphasis of the reading program centered around the Fairchild Reading System. This a phonics approach to reading and the children are given daily drills and work in this program. They are evaluated daily as to their growth in this reading system. The program emphasizes having the children learn the letter names of the alphabet and the sounds of the letters. The program also emphasizes knowledge of blend and diagraph sounds and these are practiced daily by the children. In using this program the children first learn the names and sounds of the individual letters and then move on to the blends and diagraphs. As indicated they are assessed daily on their progress in these areas. Not only did the resource teacher reinforce or supplement the Fairchild Reading Program as provided by the district, but she also used other types of reading materials

to build the children's reading ability. She used the Sullivan Reading Series books, both the programmed readers and the regular readers, she also used such materials as film strips, tapes, and phonics games.

In summary, all of the migrant children enrolled in this program are enrolled in the regular classroom programs depending upon their age. A resource teacher provides special remedial help to those migrant children who are in need of this help. She comes to their classroom and works with them individually or within small groups. She also works with some of them in an empty classroom within the building. The major emphasis of her assistance is in the area of reading and it is centered around the reading program used throughout the district which is the Fairchild Reading System program which emphasizes a phonics approach. Some children did receive remedial help in other academic areas especially arithmetic but this was a very small number of children.

Results:

1. To provide educational programs for migrant children in the area of reading.

Table III presents the beginning and ending academic skills on which the children were assessed in the program, and reading was one of these areas. Assessment was done on the child's reading by grade level and his ability to name the letters and sounds and blends of the alphabet as presented in the Fairchild method. As can be seen on the children whose data is reported the majority of them did receive assessment in reading in the areas mentioned. The most improvement was noted in the children's ability to sound the letters of the alphabet as presented in the Fairchild method. Many of the children entering the program already knew the letter names of the alphabet. Eight of the children improved their grade level reading scores from the pretest to

the posttest. As can be seen other academic areas such as math received little attention in the remedial program.

2. To provide nutritional services for migrant children in the program.

The program provided a free hot lunch to the children each day they were in attendance and 274 lunches were provided.

3. To provide medical and dental services for the migrant children in the program.

An examination of Table II shows that four children had health exams with three being referred for further service. Five had dental exams with four of these children being referred for further service. Some children had glasses repaired through the migrant program. It was reported that the health and dental services were available to all of the children who were in need of this type of help.

Third Party Evaluator's Comments

The basic format of this migrant program is a good one in that the children are enrolled in the regular school program and attend classes depending upon their own grade level. This undoubtedly helps the children feel more at ease and part of the regular program. By having the resource teacher come into the classroom and assist the children in the areas of deficiency she is more able to provide the extra assistance that the children need in the reading area.

The data acquired on the children in the area of phonics as measured by the Fairchild Reading System indicated that the children did improve in the area of knowledge of sounds. This is to be expected as this program does emphasize that ability. Not a great deal of change was shown in the children's ability to name the letters of the alphabet since many of the

Table III
Beginning and Ending Skills in Selected Academic Areas

Beginning Skill Level							Ending Skill Level					
Student	Grade	Reading Grade Level	Color Recog. Grds. 1-2 Only	Math Grade Level	Letter Names	Letter Sounds	Reading Grade Level	Color Recog. Gr. 1-2 Only	Math Grade Level	Letter Names	Letter Sounds	Days Present
1	1	Non-reader	Yellow	Counts to 4	None	None	N.C.	Yellow red blue green black	Counts to 9	a-f	a-f	11
2	1	1 ²	All basic	Counts to 50	All	Lower Fair-child	N.C.	N.C.	N.C.	N.C.	N.C.	1
3	2	Non-reader	All basic	--	1/4 lower Fair.	None	N.C.	N.C.	--	All lower Fair.	N.C.	8
4	2	1st Pre-primer	All basic	--	All lower Fair.	None	3rd Pre-primer	N.C.	--	1/2 upper Fair.	N.C.	18
5	2	1 ¹	All basic	--	All	1/2 initial	1 ²	N.C.	--	N.C.	All sounds	6
6	2	1	All basic	--	All	1/2 upper Fair.	1 ²	N.C.	--	N.C.	3/4 upper Fair.	13
7	2	1	All basic	--	All	vowels only	N.C.	N.C.	--	N.C.	N.C.	1
8	3	2 ²		--	All	vowels only	3 ¹		--	N.C.	All blends	19
9	3	2 ¹		--	All	short vowels	2 ²		--	N.C.	All vowels	16
10	3	1 ²		--	1/2 lower Fair.	none	2 ¹		--	All	10 consonants	9
11	4	4		--	All	All	N.C.		--	N.C.	N.C.	14
12	4	3 ²		--	All	3/4 upper Fair.	4 ¹		--	N.C.	All Fair.	18
13	4	4 ¹		--	1/3 upper Fair.	All lower Fair.	N.C.		--	N.C.	N.C.	9
14	4	1 ¹		--	All	None	N.C.		--	N.C.	All	7
15	4	-		--	--	--	--		--	--	--	1
16	6	Non-reader		Gr. 1	A-F	None	Primer		N.C.	3/4 Alpha	A-K	11
17	6	1		Gr. 2	Lower Fair.	Lower Fair.	1 ²		N.C.	lower & 1/2 upper Fair.	Lower & 1/2 upper Fair.	10
18	6	5 ²		Gr. 6	Lower Fair.	1/3 upper Fair.	N.C.		N.C.	2/3 upper Fair.	2/3 upper Fair.	7
19	6	6 ¹		Gr. 6	Lower Fair.	1/2 upper Fair.	N.C.		N.C.	All Fair.	All Fair.	18
20	6	5 ²		Gr. 6	Lower Fair.	1/2 upper Fair.	6 ¹		N.C.	All Fair.	All Fair.	16

children had these skills when they entered the program. The evaluation plan for reading also called for the reporting of the vocabulary development of the children, since this is also a major part of the instructional program. No data was submitted so no analysis could be made of vocabulary growth. The other academic areas were not consistently evaluated nor remediated. It was reported by the resource teacher that a few children needed remedial help in math and this was provided. However, the results as indicated in Table III, indicate that the majority of the children received no type of evaluation in math and there was no indication given as to which children did receive remedial help in math.

This evaluator feels that the district has improved a great deal from the last year in reporting objective data on the children they are serving. They are to be commended for this improvement. However, as Table III indicates, there is still room for improvement in this area and more objective data could be provided on the children that would help describe more fully the academic growth that these children are making.

Area Name: Klamath County School District
County: Klamath
Funding Allocated: \$63,979
Project Beginning Date: September 6, 1972
Project Ending Date: June 7, 1973
Number of Migrant
Students Enrolled: 246

Introduction:

The districts that participated in the program were Lost River, Bonanza, Malin and Merrill. The total number of public school migrant students enrolled (246) were divided into grades 1-12 as shown in Table I. There were no non-public school migrant children participating in the program. The personnel participating in the program were: 5 teachers, 12 aides and 6 volunteers. Table II presents the number of certified personnel employed.

Table I
Migrant Students Enrolled

Grade	Enrolled
First	39
Second	18
Third	34
Fourth	25
Fifth	23
Sixth	22
Seventh	20
Eighth	22
Ninth	12
Tenth	13
Eleventh	11
Twelfth	8
Total	246

Table II

Certified Personnel Employed

Number of Certified Personnel Employed	
A. Bilingual	
1. Target group	0
2. Other	0
B. English-speaking	
1. Target group	2 1/2
2. Other	2 1/2
Total	5

Supplementary statistical data gathered during the operation of this program are shown in Table III.

Table III

Supplementary Statistical Data

A. Total bus miles	208,278	
B. Health examinations	12	
C. Health referrals	26	
1. Vision Exams		
2. Vision referrals	3	
D. Dental examinations	15	
E. Dental referrals	15	
F. Breakfasts	0	
G. Morning snacks	0	
H. Hot lunches	22,075	
I. Afternoon snacks	0	
J. No. of teachers	5	
K. No. of aides		
1. Target group	11	
2. Other	1	
3. How many are bilingual	0	Total 12
L. No. of volunteers		
1. Target group	6	
2. Other	0	Total 6

Objectives and Evaluation Plan:

Primary and Intermediate

1. To improve the child's receptive and expressive syntactical ability in Standard English.

To evaluate this objective, the Northwestern Syntax Screening Test was to be administered on a pre-posttest basis.

2. To improve the child's academic readiness abilities.

To evaluate this objective the Preschool Academic Checklist was to be administered on a pre-posttest basis.

It should be noted that the preceding two objectives were only to apply to those children who, in the teacher's judgment, were in need of language development activities or academic readiness activities. If, in the teacher's judgment, the child did not need this type of instruction, the child was to be evaluated on the basis of his growth in reading and math and the following objectives would apply to him.

3. To improve the reading ability of the children.

To evaluate this objective, the Stanford Achievement Test was to be administered on a pre-posttest basis to all children. In addition, those children with whom the resource teacher was working were to be administered an Informal Reading Inventory (IRI) on a regular basis throughout the school year. For evaluative purposes, the initial IRI score and the last IRI score obtained on the child was to be reported.

4. To improve the math competencies of the children.

To evaluate this objective, the math section of the Stanford Achievement Test was to be administered on a pre-posttest basis.

Junior High School

1. To improve the reading ability of junior high school children.

To evaluate this objective, the reading section of the Stanford Achievement Test was to be administered on a pre-posttest basis.

2. To improve the math ability of junior high school children.

To evaluate this objective the math section of the Stanford Achievement Test was to be administered on a pre-posttest basis.

Senior High School

1. To improve the reading ability of senior high children.

To evaluate this objective, the reading section of the Stanford Achievement Test was to be administered on a pre-posttest basis.

2. To improve the math ability of senior high school children.

To evaluate this objective the math section of the Stanford Achievement Test was to be administered on a pre-posttest basis.

Methodology:

The migrant program in Klamath County conducted programs for migrant children in the districts of Bonanza, Lost River, Malin and Merrill. In all of these districts migrant children were identified who had academic needs and they were then provided with individualized or small group remedial instruction based on their needs. The instruction in the program in each of the districts was conducted either by a resource teacher or an aide.

In the Bonanza District all of the migrant children were initially screened with the Stanford Achievement Test. Those students whose scores indicated that they needed remedial assistance were provided this help by a migrant resource teacher and her three aides. This personnel operated from a resource room in the school in the district. Once the children had been screened and identified for further help they were given further diag-

nostic testing in the areas of phonics, sight word recognition and general reading abilities. The children then had individual programs designed for them and they came to the resource room at scheduled intervals for specific task instruction. Here they used reading materials such as individualized workbooks, SRA reading units, library books and other reading materials selected for their own personal reading interests. All instruction was conducted in small, individual groups or on an individualized basis. At this site the resource teacher initiated a token reinforcement system by which students could earn free time periods by successfully completing the academic tasks that were provided for them.

In the Lost River District the migrant program was conducted at the secondary school. At this site all migrant children were initially screened with the Stanford Achievement Test and those who were identified as needing further instructional assistance were referred to the resource room for further diagnosis and remediation. The resource teacher at this site administered an informal reading inventory to those students initially referred and from this testing she selected the group of children with whom she would work. With these results the teachers then designed individualized programs for the children and they were scheduled into a resource room on a regular basis. She provided assistance in the area of reading and she also provided assistance in such areas as spelling, history and any other subject area in which the child was experiencing learning difficulties in the regular school program. Much of her work centered around providing the students with additional assistance so that they could successfully master the regular curriculum of the school.

In the Malin District the program was conducted in the Malin Elementary School. At this site all children in the school were screened with the

Stanford Achievement Test. From this, migrant children who were in need of remedial help as identified by the test were given further testing by the resource teacher and her three aides. This further diagnostic testing was done with an informal reading inventory. After this testing had been completed migrant children were identified who would receive individualized instructional assistance from the resource teacher and her aides in the resource room at the Malin Elementary School. All instruction was provided on an individual basis for the children assigned to the resource room. The children would come to the resource room on a regularly scheduled basis and be provided the individual help that they needed. The remainder of the time they spent in the regular classroom setting. Remedial help was also provided in the area of arithmetic if children had difficulties in this area.

In the Merrill District the migrant program was conducted in the elementary school. At this site a full-time resource teacher conducted the migrant program from a resource learning center in the school. She also was assisted in the site by aides who worked with her. Migrant children were referred to the resource center by the regular classroom teacher and as these children were referred they were given individualized diagnostic tests by the resource teacher and her aides to determine the specific skill deficiencies of the children. Once these had been identified the teacher and aides planned and implemented instructional programs to meet the identified needs of the children. In addition, some children came to the resource center to complete assignments that had been made by the regular classroom teacher. In this way they could receive individualized help from the resource staff personnel. The resource room was stocked with a variety of reading and math instructional materials that could be used with the children on an individualized basis. In addition,

the resource center also had a reading resource file whereby children could be assigned specific material directed towards their identified deficiencies in reading. In addition to the paid aides in the program, twenty-eight junior high school students from the Merrill Upper Elementary School worked in the regular classroom program and they provided tutorial help for regular classroom teachers. These students thus provided individualized instructional help for migrant children while they were in the classroom. Thus, the migrant children were receiving individualized instructional help not only in the resource center but also in their regular classroom setting.

In summary, the districts served their migrant children through the resource center concept. In utilizing this approach the migrant children in the district were first identified and then they were provided with a generalized screening test to identify those children who needed remedial help.

Once this identification had been made they were referred to the resource center where more specialized diagnostic testing was conducted so that the specific deficiencies of the children could be identified. Once this had been done individualized programs were initiated for the students who had deficiencies that required this type of instruction. The remainder of the migrant children were enrolled in the regular classroom program and were not seen by the resource teacher unless the regular classroom teacher felt there was some need. It should be noted that all of the migrant children, both those served in the resource room and those in the regular classroom, were part of the regular school program and were only seen for instructional help on a periodic basis. The remainder of the time they were enrolled in the regular classroom program.

Results:

Primary and Intermediate

1. To improve the child's receptive and expressive syntactical ability in standard English.

This objective was to be evaluated by administering the Northwestern Syntax Screening Test on a pre-posttest basis. However, no results were reported for this objective.

2. To improve the child's academic readiness abilities.

This objective was to be evaluated by administering the Preschool Academic Checklist on a pre-posttest basis. However, no results were reported for this objective.

3. To improve the reading ability of the children.

Tables IV, V, and VI present the reading results of the Stanford Achievement Test for the students in the primary and intermediate grades at Merrill, Malin and Bonanza. None of the mean gains by grade level group at Merrill School were greater than one year's growth. However, at Malin two groups of students, a fourth and sixth grade group, made more than a year's average growth in reading. It can be noted that many of the children in the fourth and sixth grade groups made more than a year and a half individual growth in reading. The results from the Bonanza School indicate that there were fewer children in each of the reading groups than at Merrill and Malin and that students at the first, second, third, and fifth grade made more than a year's average growth in reading. However, as indicated there were few students in these groups, with only two children being in the first and second grade classes at Bonanza School.

TABLE IV

Stanford Achievement Test - Reading Scores
Merrill - Primary and Intermediate
Grades 2-6

Grade 2	<u>SUBJECT</u>	<u>PRE</u>	<u>POST</u>	<u>GAIN</u>
	1	2.2	2.4	.2
	2	3.3	3.6	.3
	3	2.6	2.5	- .1
	4	1.9	2.6	.7
	5	2.9	3.7	.8
	6	2.4	3.4	1.0
	7	2.0	2.2	.2
	8	3.0	3.3	.3
	9	1.8	2.4	.6
\bar{X} Gain = .41				
Grade 3	1	2.7	3.1	.4
	2	2.6	3.0	.4
	3	4.0	5.1	1.1
\bar{X} Gain = .63				
Grade 4	1	3.0	3.2	.2
	2	3.4	3.9	.5
	3	3.1	3.6	.5
	4	4.2	4.6	.4
	5	3.6	4.4	.8
	6	3.6	3.2	- .4
	7	3.2	3.5	.3
	8	3.2	3.8	.6
\bar{X} Gain = .36				
Grade 5	1	5.8	6.4	.6
	2	4.6	5.2	.6
	3	5.6	6.6	1.0
	4	2.9	3.1	.2
\bar{X} Gain = .60				
Grade 6	1	5.4	6.5	1.1
	2	4.8	4.9	.1
	3	4.4	5.3	.9
	4	3.6	4.0	.4
	5	3.5	5.2	1.7
\bar{X} Gain = .84				

TABLE V

Stanford Achievement Test - Reading Scores
Malin - Primary and Intermediate
Grades 3-6

Grade 3	<u>SUBJECT</u>	<u>PRE</u>	<u>POST</u>	<u>DIFFERENCE</u>
	1	4.0	4.2	.2
	2	4.6	5.3	.7
	3	4.1	3.7	- .4
	4	1.9	1.7	- .2
	5	3.0	3.3	.3
	6	3.2	5.0	1.8
\bar{X} Gain = .40				
Grade 4	1	3.9	4.4	.5
	2	5.5	7.2	1.7
	3	2.6	5.7	3.1
	4	3.1	3.7	.6
	5	3.4	3.9	.5
	6	3.6	3.7	.1
	7	5.2	6.5	1.3
	8	2.6	3.6	1.0
\bar{X} Gain = 1.1				
Grade 5	1	6.1	6.3	.2
	2	2.9	3.0	.1
	3	5.0	3.6	-1.4
	4	3.6	5.2	1.6
	5	2.9	4.8	1.9
	6	5.7	6.2	.5
\bar{X} Gain = .95				
Grade 6	1	6.5	8.7	2.2
	2	5.0	5.2	.2
	3	5.4	6.9	1.5
	4	6.0	6.1	.1
	5	6.0	6.1	.1
	6	3.9	4.7	.8
\bar{X} Gain = 1.08				

TABLE VI

Stanford Achievement Test - Reading Scores
Bonanza - Primary and Intermediate
Grades 1-6

Grade 1	<u>SUBJECT</u>	<u>PRE</u>	<u>POST</u>	<u>DIFFERENCE</u>
	1	1.2	2.7	1.5
	2	1.2	3.1	1.9
\bar{X} Gain = 1.70				
Grade 2	1	2.0	2.9	.9
	2	1.5	3.3	1.8
\bar{X} Gain = 1.35				
Grade 3	1	2.9	4.1	2.1
	2	4.0	5.7	1.7
	3	4.0	4.1	.1
	4	3.1	3.7	.6
	5	1.7	2.3	.6
\bar{X} Gain = 1.02				
Grade 4	1	2.7	3.0	.3
	2	2.0	3.6	1.6
	3	2.8	3.0	.2
\bar{X} Gain = .70				
Grade 5	1	2.4	2.3	-.1
	2	4.7	5.4	.7
	3	2.2	5.6	3.4
	4	4.6	5.7	1.1
\bar{X} Gain = 1.28				
Grade 6	1	6.5	7.5	1.0
	2	4.6	5.9	1.3
	3	4.6	2.8	-1.8
	4	4.8	5.4	.6
\bar{X} Gain = .28				

4. To improve the math competencies of the children.

Tables VII and VIII present the Stanford Achievement Arithmetic scores for the students at Malin and Bonanza. No scores were reported for the students at Merrill. As can be noted the fourth grade group at Malin made more than a year's average growth in math while the first, third and sixth grade groups at Bonanza made more than a year's average growth. However, it should be noted that in the Bonanza program there were only two students at the first and second grade levels, and only five students at the third grade level and four students in the sixth grade level. It should be noted that only three students in Malin and three students in Bonanza showed no growth in the arithmetic area.

Junior High School

1. To improve the reading ability of junior high school children.

Tables IX and X present the reading scores for the junior high students at Merrill and Malin schools. As can be noted no group of students at the seventh and eighth grade level in these schools made more than a year's average growth in reading. In the total group only three individual students made more than a year's growth in reading.

TABLE VII

Stanford Achievement Test
Arithmetic Computation Scores
Malin - Primary and Intermediate Grades 3 - 6

	<u>SUBJECT</u>	<u>PRE</u>	<u>POST</u>	<u>DIFFERENCE</u>
Grade 3	1	2.9	3.9	1.0
	2	2.1	3.3	1.2
	3	2.4	2.8	.4
	4	2.7	3.6	.9
	5	1.9	3.2	1.3
				<u>\bar{X} Gain = .93</u>
Grade 4	1	3.3	4.9	1.6
	2	3.8	5.7	1.9
	3	4.3	5.7	1.4
	4	3.7	4.8	1.1
	5	3.3	4.3	1.0
	6	3.7	5.3	1.6
	7	3.9	6.7	2.8
	8	3.9	7.1	3.2
				<u>\bar{X} Gain = 1.83</u>
Grade 5	1	4.9	5.6	.7
	2	4.0	3.3	- .7
	3	4.4	4.1	- .3
	4	3.1	4.6	1.5
	5	2.9	4.8	1.9
	6	5.8	5.8	0
				<u>\bar{X} Gain = .52</u>
Grade 6	1	5.9	7.1	1.2
	2	4.1	4.6	.5
	3	5.9	6.2	.3
	4	6.0	7.1	1.1
				<u>\bar{X} Gain = .78</u>

TABLE VIII

Stanford Achievement Test
Arithmetic Computation Scores
Bonanza - Primary and Intermediate Grades 1 - 6

	<u>SUBJECT</u>	<u>PRE</u>	<u>POST</u>	<u>DIFFERENCE</u>
Grade 1	1	1.4	2.5	1.1
	2	1.0	2.5	1.5
				<u>\bar{X} Gain = 1.30</u>
Grade 2	1	2.3	2.6	.3
	2	2.2	2.3	.1
				<u>\bar{X} Gain = .20</u>
Grade 3	1	2.9	4.5	1.8
	2	2.8	3.8	1.0
	3	1.5	2.9	1.4
	4	2.6	3.9	1.3
	5	2.6	3.6	1.0
				<u>\bar{X} Gain = 1.30</u>
Grade 4	1	3.7	3.9	.2
	2	2.2	3.9	1.7
	3	3.6	3.8	.2
				<u>\bar{X} Gain = .70</u>
Grade 5	1	4.3	3.7	-.6
	2	4.0	3.8	-.2
	3	2.9	2.9	0
	4	3.3	4.4	1.1
				<u>\bar{X} Gain = .08</u>
Grade 6	1	3.6	7.1	2.5
	2	5.0	5.4	.4
	3	2.2	3.3	1.1
	4	4.6	6.2	1.6
				<u>\bar{X} Gain = 1.40</u>

TABLE IX
Stanford Achievement Test
Reading Scores
Merrill Junior High - Grades 7-8

	<u>SUBJECT</u>	<u>PRE</u>	<u>POST</u>	<u>DIFFERENCE</u>
Grade 7	1	5.1	5.9	.8
	2	5.8	6.1	.3
	3	5.9	5.8	-.1
		<u>\bar{X} Gain = .33</u>		
Grade 8	1	5.7	5.6	-.1
	2	10.5	9.9	-.6
	3	6.2	6.7	.5
	4	6.0	7.2	1.2
	5	5.9	6.2	.3
	6	4.9	5.4	.5
	7	8.8	8.6	-.2
	8	7.4	7.6	.2
		<u>\bar{X} Gain = .23</u>		

TABLE X
Stanford Achievement Test
Reading Scores
Malin Junior High - Grades 7 - 8

	<u>SUBJECT</u>	<u>FRE</u>	<u>POST</u>	<u>DIFFERENCE</u>
Grade 7	1	11.0	11.8	.8
	2	4.6	6.5	1.9
	3	6.8	6.4	- .4
	4	8.4	6.6	-1.8
	5	4.6	3.8	- .8
		<u>\bar{X} Gain = .01</u>		
Grade 8	1	8.2	8.4	.2
	2	5.4	6.3	.9
	3	8.8	8.2	.6
	4	5.4	6.3	.9
	5	8.6	9.9	1.3
		<u>\bar{X} Gain = .78</u>		

Table XI presents the reading scores for the junior and senior high school students at Bonanza. As can be noted here, the groups were quite small at Bonanza with the largest group being three students which can be found at the seventh, eighth, ninth, and eleventh grade levels. As can be noted students at the eighth, ninth, tenth, eleventh and twelfth grades made more than a year's average growth in reading; however, the groups were quite small and the average growth was computed on a minimal number of students.

TABLE XI

Stanford Achievement Test
Reading Scores
Bonanza Junior and Senior High Grades 7-12

	<u>SUBJECT</u>	<u>PRE</u>	<u>POST</u>	<u>DIFFERENCE</u>
Grade 7	1	5.4	3.8	-1.6
	2	5.8	5.5	- .3
	3	5.2	6.6	1.4
			<u>\bar{X} Gain =</u>	<u>- .17</u>
Grade 8	1	4.8	6.2	1.4
	2	8.9	9.0	.1
	3	6.0	7.6	1.6
			<u>\bar{X} Gain =</u>	<u>1.03</u>
Grade 9	1	5.6	6.4	.8
	2	6.2	10.2	4.0
	3	5.6	6.6	1.0
			<u>\bar{X} Gain =</u>	<u>1.93</u>
Grade 10	1	9.6	10.7	1.1
			<u>\bar{X} Gain =</u>	<u>1.1</u>
Grade 11	1	7.8	10.2	2.4
	2	7.8	9.0	1.2
	3	9.2	11.2	2.0
			<u>\bar{X} Gain =</u>	<u>1.87</u>
Grade 12	1	7.2	9.4	2.2
			<u>\bar{X} Gain =</u>	<u>2.2</u>

2. To improve the math ability of junior high school children.

Table XII presents the Stanford Achievement Arithmetic Test scores for the junior high school students at Malin. Both groups of children made approximately three quarters of a year's average growth in arithmetic as measured by this test. Only four students failed to show progress in arithmetic on this test.

TABLE XII

Stanford Achievement Test
Arithmetic Computation Scores
Malin Junior High Grades 7-8

	<u>SUBJECT</u>	<u>PRE</u>	<u>POST</u>	<u>DIFFERENCE</u>
Grade 7	1	5.3	6.6	.8
	2	4.2	4.8	.6
	3	4.8	6.4	1.6
	4	4.8	5.6	.8
	5	5.6	5.6	0
	6	4.8	6.2	1.4
	7	6.0	6.0	0
				<u>\bar{X} Gain = .74</u>
Grade 8	1	8.0	11.5	3.5
	2	5.1	3.6	-1.5
	3	7.8	7.8	0
	4	5.8	6.6	.8
	5	6.8	7.6	.8
				<u>\bar{X} Gain = .72</u>

Table XIII presents the results of the junior and senior high students on the Stanford Achievement Arithmetic Test from Bonanza School. Again, the groups are quite small with three being the largest number of students present in any one group. The three groups of students at the eighth grade and eleventh grade levels made more than a year's average growth in arithmetic with the eleventh graders making more than two year's average growth in arithmetic.

Senior High School

1. To improve the reading ability of senior high children.

Table XIV presents the Stanford Achievement Reading Test for the senior high school students at Lost River High School. As can be noted the students at the tenth and twelfth grade levels made more than a year's average growth in reading, while students at the ninth and eleventh grade levels made approximately two thirds of a year's growth in reading. Only two students out of the total senior high group that were tested showed no progress in reading.

2. To improve the math ability of senior high school children.

Lost River did not provide results in the area of arithmetic for the secondary level students. Those for the students at Bonanza can be found on Table XIII.

TABLE XIII

Stanford Achievement Test
Arithmetic Computation Scores
Bonanza Junior and Senior High Grades 7-12

	<u>SUBJECT</u>	<u>PRE</u>	<u>POST</u>	<u>DIFFERENCE</u>
Grade 7	1	5.6	4.2	.6
	2	6.0	6.0	0
	3	4.8	5.1	.3
				<u>\bar{X} Gain = .30</u>
Grade 8	1	4.5	6.6	1.1
	2	7.2	5.4	1.8
	3	6.0	8.0	2.0
				<u>\bar{X} Gain = 1.63</u>
Grade 9	1	5.6	6.4	.8
	2	8.0	7.2	-.8
	3	6.0	5.1	-.9
				<u>\bar{X} Gain = -.30</u>
Grade 10	1	8.9	11.2	2.3
				<u>\bar{X} Gain = 2.3</u>
Grade 11	1	5.1	6.2	1.1
	2	6.2	11.9	5.7
	3	8.6	10.4	1.8
				<u>\bar{X} Gain = 2.87</u>
Grade 12	1	5.8	7.2	1.4
				<u>\bar{X} Gain = 1.40</u>

TABLE XIV

Stanford Achievement Test
Reading Scores
Lost River High School Grades 9-12

	<u>SUBJECT</u>	<u>PRE</u>	<u>POST</u>	<u>DIFFERENCE</u>
Grade 9	1	6.1	6.4	.3
	2	8.1	8.1	0
	3	6.3	7.3	1.0
	4	8.0	9.0	1.0
	5	9.9	10.1	.2
	6	5.1	6.3	1.2
			<u>\bar{X} Gain =</u>	<u>.62</u>
Grade 10	1	9.5	11.1	1.6
	2	10.0	11.1	1.1
	3	7.0	9.1	2.1
	4	8.0	8.9	.9
			<u>\bar{X} Gain =</u>	<u>1.43</u>
Grade 11	1	8.2	8.4	.2
	2	7.0	7.0	0
	3	8.0	10.0	2.0
	4	7.0	7.8	.8
	5	6.8	7.2	.4
	6	11.9	12.4	.4
	7	7.8	8.8	1.0
			<u>\bar{X} Gain =</u>	<u>.69</u>
Grade 12	1	9.2	10.0	.8
	2	8.5	10.1	1.6
	3	9.9	11.1	1.2
	4	8.2	9.2	1.0
			<u>\bar{X} Gain =</u>	<u>1.15</u>

Third Party Evaluator's Comments:

The migrant program in Klamath County successfully conducted migrant programs for students in Bonanza, Malin, Merrill and Lost River. Each of the districts relied on the resource room concept from which to conduct their program. This is a quite common concept for providing services for migrant students in the state and the Klamath County program is modeled after many of the resource centers for migrant students in the state. The primary method for identifying and working with students is to first screen all students with a general achievement test and then identify those students who receive low scores on this test, generally one or more years below grade level in a subject area. The students identified are then given further diagnostic testing by the resource teacher and individualized programs are developed for them. This is basically the type of program in operation in Klamath County. It is felt by this evaluator to be a very effective way of dealing with migrant students. In the resource centers in Klamath County the resource teachers primarily relied upon informal reading inventories to gather more evaluative data on the children. All students served in the resource centers were given informal reading inventories to specifically identify skill needs and this information was used for instructional purposes. It is felt by this evaluator that this is a good way of identifying the needs of children and pinpointing their deficiencies.

The resource program at Merrill had an excellent skill file in the developmental stages in operation in the center. This skill file allowed the resource teacher and the classroom teachers to select instructional material designed specifically to skill needs of children. The resource program at Merrill was in the process of developing behavioral objectives for all of the skills

in the file so that the teachers could more easily identify and measure the reading skill growth of the children. This is an excellent concept for development of skill material not only to be used by the resource teacher but the regular classroom teachers in the building. Since all students are enrolled in the regular classroom and are only in the resource center for short periods during the day it is incumbent upon the resource teacher to provide as much assistance to the regular classroom teacher as possible.

In Bonanza the resource center was using a system of positive reinforcement that has proven to be quite effective. As students successfully completed reading tasks they earned points that could be used to acquire free time activities. This type of reinforcement motivated the students to complete the reading assignments and to attend to the tasks set in the resource center. It is felt by this evaluator that this is an exemplary way of reinforcing children in the resource center.

The District did an adequate job in gathering the evaluative data as called for in the evaluation plan. All of the data was not acquired as specified, but the majority of it was presented. No data was accumulated for the first two objectives at the primary and intermediate level which had to do with language development and academic readiness abilities. However, it should be noted that it was up to the teacher to determine if language development and/or academic readiness activities were needed. This evaluator can only assume from the lack of data that the teachers did not feel this was an important need of the students and therefore it was not evaluated. Results were not voluminous at the secondary level but those scores that were reported indicated that the secondary level students were making satisfactory or better growth in both reading and math. This is an excellent sign since students at this level typically make the least amount of progress in an educational program.

The Klamath County School Districts should be congratulated for supplying the amount of evaluative data that they did and should be encouraged to continue to attempt to acquire as much data on the children in their program as possible. As more children are evaluated it should help the County to plan more adequate educational programs for the migrant children they are serving.

Area Name: Malheur District 8C

County: Malheur

Funding Allocated: \$254,756

Project Beginning Date: August 28, 1973

Project Ending Date: May 24, 1973

School Session: Regular Year

Number of Migrant
Students Enrolled: 838

Introduction:

The districts participating in the program were Ontario 8C, Nyssa 26, Adrian 51, Vale 15 and Annex 29. The total number of public school migrant pupils enrolled (838) were divided into grades K-12 as shown in Table I. There were no nonpublic school migrant children participating in the program. The personnel participating in the program were: 10.6 teachers, 24 aides and 2 home-school coordinators. Table II presents the number of certified personnel employed.

Table I
Migrant Students Enrolled

Grade	Enrolled	ADM
Preschool	144	61.22
First	103	45.29
Second	81	43.94
Third	103	58.86
Fourth	85	51.67
Fifth	72	42.86
Sixth	66	49.00
Seventh	57	41.69
Eighth	30	27.64
Ninth	16	15.56
Tenth	46	32.05
Eleventh	26	18.06
Twelfth	9	8.04
Total	838	496.24

Table II
Certified Personnel Employed

Number of Certified Personnel Employed	
A. Bilingual	
1. Target group	1
2. Other	-
B. English-speaking	
1. Target group	-
2. Other	9.6
Total	10.6

Supplementary statistical data gathered during the operation of the program are shown in Table III.

Table III
Supplementary Statistical Data

A. Total bus miles	10,628	
B. Health examinations	19	
C. Health referrals	11	
1. Vision Exams	27	
2. Vision referrals	51	
D. Dental examinations	8	
E. Dental referrals	7	
F. Breakfasts	-	
G. Morning snacks	8,268	
H. Hot lunches	-	
I. Afternoon snacks	9,844	
J. No. of teachers	14.5	
K. No. of aides		
1. Target group	16	
2. Other	8	
3. How many are bilingual	15	Total <u>24</u>
L. No. of volunteers		
1. Target group	10	
2. Other	6	Total <u>16</u>

Objectives and Evaluation Plan:

Preschool

1. To improve the receptive and expressive Standard English Language development of the children.

To evaluate this objective, the Basic Concept Inventory was to be administered on a pre-posttest basis. Improvement will be reported by the decrease in the number of items missed.

2. To improve the academic readiness of the children.

To evaluate this objective, the Preschool Academic Checklist will be administered on a pre-posttest basis. Improvement will be reported as to the number of new skills acquired.

Primary and Intermediate (Grades 1-6)

1. To improve the expressive and receptive language ability of the children.

To evaluate this objective, the Malheur Vocabulary Tests will be administered on a pre-posttest basis. Improvement will be reported as to the number of vocabulary items acquired. For those children in need of a more intensive language program, the Northwestern Syntax Screening Test will be administered on a pre-posttest basis. Improvement will be reported as to the change in score on the receptive and expressive subtests.

2. To improve the reading ability of the children.

To evaluate this objective, the Betts Visual Discrimination Test and/or the Dolch Word List will be administered on a pre-posttest basis. Improvement will be reported as to new skills or new words acquired. For children reading at a higher level, the Migrant Reading Inventory or the Sivarolli Reading Test will be administered on a pre-posttest basis. Improvement will be reported as to the change in grade level scores.

Secondary Level

1. To improve spelling ability of the children.

To evaluate this objective, the Classroom Reading Inventory will be administered on a pre-posttest basis. Improvement will be reported as to the change in grade level score.

2. To improve the reading ability of the children.

To evaluate this objective, the Classroom Reading Inventory will be administered on a pre-posttest basis. Improvement will be reported as to the change in grade level score.

Methodology:

The migrant project in Malheur County offered preschool through secondary programs for migrant pupils. Preschool education was provided for four, five and six year old children in the Nyssa, Adrian and Ontario Public Schools. At the primary and intermediate levels, special services were offered through resource teachers, teacher aides and material centers. At this level, the educational emphasis was placed on children experiencing learning difficulties in the regular school program. The resource teachers and aides provided diagnostic and remedial assistance to those children, either through direct child intervention or through program assistance to the classroom teacher. At the secondary level skill centers were conducted for those children from migrant families who were experiencing learning difficulties in the language arts areas. Skill centers were located in the junior and senior high schools in Ontario and Nyssa.

The program provided special instruction and materials designed to develop oral English and Spanish vocabulary. Bilingual instruction was conducted with one five year old group and first year level at May Roberts

Elementary. The program also provided many supportive services including eye, ear and dental examinations and corrective treatment for children in need.

The remainder of this section presents the objectives, activities, materials and evaluation plans that were used at the preschool, primary-intermediate and secondary levels in Malheur County.

PRESCHOOL

May Roberts Elementary
Age Group: 4, 5, & 6 years

Objective	Activity	Materials	Evaluation
To develop reading readiness skills	Individualized instruction Classroom Activity Small Group Games Songs Field Trips Choral Response	Hap Palmer Rhythm activities Peabody Kit Films-IED Records & filmstrips Flannel Board Cuisinair Rods Wooden puzzles Continental Press Visual Discrimination charts and transparencies Alphabet Bingo Color Bingo First Talking Alphabet Tactile Letters TV - Sesame Street Electric Company Carracolendas	Preschool Academic Checklist
To develop simple math and color concepts	Individualized instruction Classroom Activity Songs Choral Response	Hap Palmer Rhythm activities Flannel Board Cuisinair Rods Sullivan Math Readiness Spanish No. Number Bingo Early Child Development Kit Math	Preschool Academic Checklist
Introduce a beginning English to non-English speaking students. Improve Receptive and Expressive English Vocabulary	Individualize instruction according to needs. Finger Plays Flannel Board stories Charic Response Music & Rhythms Small Group activities	Oral Language Outline Distar Peabody Language Development Kits Introducing English Bowmar-Beginning Fluency in English Carracolendas	Basic Concepts Inventory
To provide cultural information	Large Group activities Field Trips Games Individual and small group instructional games Language Christmas Open house Arts & Crafts Cooking Activities Songs Charic Response Holiday Awareness	Hap Palmer Records Experience Charts Spanish Records and books Films Carracolendas Sesame Street Pinatas	

PRESCHOOL

Nyssa Public Schools

Age Group: 4, 5, and 6 year olds

Objectives	Activity	Materials	Evaluation
Introduce a beginning English program to non-English speaking students	Small and large group activity Nursery Rhymes Reading Stories Finger Plays Songs	Peabody Language Development Kits Introducing English (H-M) Distar Tell Again Nursery Rhymes Children's Literature books Let's Do Finger Play (and other sources) Records Magic of Music: kindergarten	Northwestern Syntax Screening Test Basic Concept Inventory
Improve a child's receptive and expressive English vocabulary	Field Trips Language experience stories (both group and individual) Group Discussions Small Group Discussions Games Songs	Films and Filmstrips Preschool Guide for Teachers of Migrant Children Peabody Language Development Kits Distar Introducing English Flannelboard Lotto, Bingo, Memory games Records Magic of Music: kindergarten	Northwestern Syntax Screening Test Basic Concept Inventory Receptive and Expressive Vocabulary Test
To develop reading readiness skills	Individualized activities Group activities Rhythms Physical Education Games	Picture Puzzles Kinesthetic /Alphabet cards Alphabet letter puzzles Manipulative toys Frostig Worksheets Sullivan Reading Readiness Program Rhythm Band instruments Frostig: Move, Grow, Learn Alphabet Bingo Visual Discrimination games Memory Games	Preschool Academic Checklist Frostig Development Test of Visual Perception Predictive Reading Test District Made Primary Reading Checklist K-2.
To develop simple math and color concepts	Individual and small group instruction Games	Cuisinair Rods Peabody Language Development Kits Flannel Board Numeral Puzzles Number Bingo Go Fish Counting Songs and finger plays Manipulative toys that develop math concepts	Preschool Academic Checklist

Nyasa Public Schools - con't

Objectives	Activity	Materials	Evaluation
To provide cultural information	Cooking Activities	Making Spanish foods and English, too.	
	Holiday Awareness	Learning Spanish and English holiday customs	
	Music	Songs in Spanish and English	
	Arts and Crafts	Games and dances in Spanish and English	
	Language	Pinatas, pilgrims and turkeys, etc. that are culturally oriented	
		Bilingual Instruction	
		Nursery Rhymes in Spanish and English	

PRIMARY AND INTERMEDIATE

May Roberts., Lindbergh, Cairo,
Pioneer and Aiken Elementary Schools

First Grade			
Objectives	Activity	Materials	Evaluation
To improve a child's receptive and expressive English vocabulary	Individualized instruction according to needs	Introducing English Story Board Peabody Language Kits	Malheur Receptive and Expressive Vocabulary Test Northwestern Syntax Screening Test
	Language development groups Language Experience stories and charts Field Trips Bilingual Instruction Using Cassette and tape recorders	Development of Understanding of Self & Others (DUSO) SRA Language Development Kit Beginning Fluency in English We Learn English Think, Listen and Say Records and Filmstrips EFI-Audio-Flash Sys. Oral Language Outline Verb Tense Outline	Basic Concept Inventory

Second Grade			
Objectives	Activity	Materials	Evaluation
To improve a child's receptive and expressive English vocabulary	Individualized instruction according to needs	Peabody Language Kits DUSO SRA Language Development Kit	Malheur Receptive and Expressive Vocabulary Test
	Language Development groups Language experience stories and charts Field Trips Bilingual Instruction Use of Cassette and Tape Recorder	Story Boards Introducing English Oral Language Outline Records and Filmstrips EFI-Audio-Flash System Verb Tense Outline Shuck Loves Chirley Tongue Position Chart Bumpass Materials	
To develop beginning reading skills	Individualized instruction for readiness and beginning sounds	First Talking Alphabet Second Talking Alphabet	Betts Visual Discrimination Test Dolch Word List
	One-to-One Oral Reading Small Group Reading Skills Reinforcement Dolch Work Groups Reading Games	First Talking Story books Hoffman Imperial Reading Tapes Phonics We Use Games Durrell-Murphy Kit Aud-X Program Continental Press master Echo Plays Try This	

Objectives	Activity	Materials	Evaluation
		Scott for-linguistic Block Series (HSLW) Imperial-Introduction to Sounds Imperial-Difficult Sounds Imperial-Blends EFI-Audio-Flash System Dolch Games and Puzzles Word Power Games	

Third Grade			
Objectives	Activity	Materials	Evaluation
To improve a child's receptive and expressive English vocabulary	Individualized instruction according to needs Language Development groups Field Trips Language Experience stories & charts Using cassette & tape recorders	Story Board Peabody Language Kits Development of Understanding of Self & Others (DUSO) Language Development cards Talking with Mike Shuck loves Shirley Audio Flash Cards Auditory Discrimination Kit SRA Language Development Kit Records & Filmstrips First Talking Storybooks Oral Language Outline Verb Tense Outline Tongue Position Charts Language Games Learning Games for Exceptional Children	Malheur Receptive and Expressive Vocabulary Test
To recognize at sight the Dolch Sight Word List	Tutorial Services Language Experience Stories Small Group Reading Skill Reinforcement One to one Oral Reading Reading Games and puzzles Individualized instruction according to needs	Dolch Sight Word Cards Popper Word Cards Dolch Games & Puzzles Dolch Readers Aud-X Reading High Interest/Low level reading books Reader Digest Mission "Read" Continental Press Phonics We Use Games Controlled Reader Audio Flash System Hoffman Reading Program	Dolch Word List

Fourth Grade			
Objectives	Activity	Materials	Evaluation
To improve the child's receptive and expressive English vocabulary	Language Development groups Field Trips Language Experience Stories & Charts Using Cassette and tape Recorders Bilingual Instruction Minimal Pair Exercises	Oral Language Outline Verb Tense Outline Peabody Language Development Kits Spanish Printed Books, records, and oral language exercises DUSO Audio Flash-Minimal Pairs Hoffman Vocabulary Building <u>Introducing English</u>	Malheur Receptive and Expressive Vocabulary Test
To recognize the Dolch Sight Word List	Tutorial Services Dolch Word Groups Games & Puzzles	Dolch Sight Word Cards Popper Word Cards Dolch Games & Puzzles Dolch Readers	Dolch Word List
To increase the children's reading level	Tutorial Services Individualized instruction according to needs Small Groups reading skills reinforcement One to one Oral reading Dolch Word Games Language Experience Stories	Reader's Digest Hoffman Echo Plays Mission Read "Launch" Aud-X SRA Specific Skill Series Continental Press High Interest/Low Level Books Second Talking Story books Controlled Readers Phonics We Use Games Sullivan Reading Prog. Adventures in Reading Series <u>Match and Check Sets</u>	Classroom Reading Inventory
Fifth Grade			
Objectives	Activity	Materials	Evaluation
To improve the child's receptive and expressive English vocabulary	Language Development Groups Language Experience Stories and Charts Bilingual Instruction Field Trips Cassettes and Tape Recorders Vocabulary Building Cards	Audio Flash Peabody Language Development Kits Hoffman Vocabulary Building Second Talking Story Books	Malheur Receptive and Expressive Vocabulary Test
To recognize the Dolch Sight Word List	Tutorial Services Dolch Word Groups Dolch Games and Puzzles	Dolch Sight Word Cards Popper Word Cards Dolch Games & Puzzles Dolch Readers	Dolch Sight Word List

Fifth Grade con't

Objectives	Activity	Materials	Evaluation
To increase the children's reading level	Tutorial Services Individualized instruction according to needs Small Groups reading skills reinforcement	Know Your World News-papers Aud-X Hoffman Echo Plays Mission Read series SRA Kits Specific Skills Series Continental Press High Interest/Low Level Books Controlled Readers Score Series Reader's Digest Phonics We Use Game Kit Sullivan Reading Program Language Experience Charts and Books	

Sixth Grade

Objectives	Activity	Materials	Evaluation
To improve a child's receptive and expressive English vocabulary	Individualized instruction according to needs Field Trips Using Cassette and tape recorders Language Development Groups	Peabody Language Development Kits Oral Language Outline Plus 4 Word Power	Malheur Receptive & Expressive Vocabulary Test
To recognize the Dolch Sight Word List	Tutorial Services Dolch Word Lists Dolch Games & Puzzles	Dolch Sight Word Cards Dolch Popper Word Cards Dolch Games & Puzzles Dolch Readers	Dolch Sight Word List
To increase the children's reading level	Tutorial Services Individualized instruction according to needs Small Groups Reading skill reinforcement Reading Games & Puzzles Dolch Word Games	Score Reading Success Series Plus 4 Reading Booster Mission Read Series Echo Plays Continental Press Controlled Reader Reader's Digest Aud-X Sullivan Reading Program Hoffman High Interest/Low Level Books Phonics Games	Classroom Reading Inventory

PRIMARY AND INTERMEDIATE

Nyssa Public Schools

First & Second Grade

Objectives	Activity	Materials	Evaluation
To introduce a beginning English Program to non-English speaking students	Individualized instruction	Introducing English (H-M) Language Master Machine with teacher-made materials Puppets	Receptive and Expressive Vocabulary Test Northwestern Syntax Screening Test Basic Concept Inventory
To improve a child's receptive and expressive English vocabulary	Small group instruction Listening and speaking, reciting poems and nursery rhymes, reciting finger-plays, singing songs, singing around dances, drama and role playing, dictating language experience stories Field Trips Science Experiments Interest Centers	Peabody Language Development Kits Distar Ginn Kit A Resource Material for Bilingual Education (Fort Worth, Texas) Language Experiences in Reading Manuals Sense and Tell Mystery Boxes Beginning Science/A Modern Approach Stories from Children's Literature (library books)	Receptive and Expressive Vocabulary Test Northwestern Syntax Screening Test
To develop math concepts	Individual activities Group Instruction Games	Pegboards and pegs Beads Counting Sticks and other Counters Abacus Numeral puzzles Flannelboards Manipulative Materials from Catherine Stern's Structural Arithmetic and the cuisenaire Rods Addison-Wesley Math Primer Addison-Wesley Math Book One Addison-Wesley Math Book Two Number Bingo Counting Games Math-Aid Card Games (S-F) Set Dominoes and Dot Domino Several Matching Numerals with sets of objects games Teacher made Games: Slap the Five Find the Hidden Eight First Man to the Castle Counting Squares Number Relay Games Etc.	Teacher made tests

First and Second Grade con't

Objectives	Activity	Materials	Evaluation
To develop beginning reading skills.	Learning Alphabet Learning Sound-Symbol Relationships Games Beginning Reading Games	Alphabet Games such as: Alphabet Bingo Alphabet Squares Alpha-bag, etc. Manipulative Materials such as alphabet letter, puzzles, stencils, printing sets, etc. Kinesthetic and Tracing materials for writing letters First Talking Alphabet (S-F) Listen and Do Listen and Do (H-M) Ginn Kit B Stories for Listening (McGraw) Durrell-Murphy Phonics Sullivan Readiness Test Allyn-Bacon Readiness Houghton-Mifflin Readiness, etc. Twenty-five difference games for teaching initial consonants, blends, digraphs and vowels. Sullivan Allyn-Bacon Ginn Houghton-Mifflin Structural Reading SWRI Hoffman Reading Program etc. Fourteen Different games for teaching sight word vocabulary	Teacher Made Tests District Made Primary Reading Checklist K-2 Dolch Basis Sight Words (220)

Third Through Sixth Grades

Objectives	Activity	Materials	Evaluation
To develop concepts and encourage oral expression	Small Groups working with an Aide	Peabody Language Kit DUSO Language Kits Study Prints Use of Puppets Language Experience Charts Dramatizations Child Authored Books Discuss Important Events Conversation on one to one basis Illustrations or drawings to go with Stories Language Master	Primary Vocabulary Inventory

Third Through Sixth Grades con't

Objectives	Activity	Materials	Evaluation
To identify sounds; develop auditory discrimination; develop listening skills	Listening Center Activity Small Group Activities Independent Activity Individualized instruction	Recordings on Records, tapes or cassettes Ideal Picture Cards Systems 80 Aud-X Words Dictated by Aides Stories Read by Aides	Dolch Word List
To develop visual memory-learn basic sight words	Small Group Instruction Independent Activity	Flash Word Cards Word Games Spelling Lessons Typing Own Sentences using basic words Reading Own Stories	Dolch Word List Silveroli Informal Reading Inventory
To hear correct speech; learn sentence structure; read independently To see relationship between speaking and writing and reading	Teaching ESL in Small Groups Oral Reading in Small Groups on individual basis	Observing Aide Making Speech Pattern, then attempt to copy; Mirror-Easy Reading books Dolch Books Language Experience Charts Child Authored Books	Dolch Word List
To be Able to Decode Words; Reinforce Skills in Structural Analysis	Small Group instruction with aide Individual Instruction Reading Signs Around the School and Inside School	Aud-X System 80 Weekly Reader Phonics series Stern Structural Reading Workbooks Reader's Digest Skill Pads Sullivan Readers Oral Reading Word Games	Silveroli Informal Reading Inventory Dolch Word List
To develop concentration; increase comprehension; vocabulary development.	Small Group instruction	Controlled Reader Learning and Think Series Reader's Digest Books SRA Kits Aud-X Filmstrips Specific Skills Series	Silveroli Informal Reading Inventory

SECONDARY

Ontario Junior High School

Objectives	Activity	Materials	Evaluation
To improve a student's reading ability	Individual instruction according to needs Small reading and discussion groups Individual Students using reading machines & work-books	Hoffman Reading Machines and Workbooks SRA Jr. Work Cards Tape Recorders and Workbooks	Silveroli Individualized Reading Inventory-Pre and Post Metropolitan Pre and Post SRA Reading for Understanding Pre and Post
To improve a student's spelling ability	Words chosen from individual students reading book Words chosen by the class as "problem" words Story Writing and dictionary skills using words Spelling Bees	EDL Controlled Readers Record Players & Filmstrips Reader's Digest Newspapers High Interest paperbacks Magazines Comic Books Phonics Games Rhyming Word Games Crossword Puzzles	Spelling Inventory, Pre and Post

Ontario High School

Objectives	Activity	Materials	Evaluation
Increase ability to draw inferences from written and spoken words	Individualized instruction (small group instruction)	Dimension in Reading SRA Listen and Think Tape Series by EDL RFU by SRA - Be a Better Reader by Prentice-Hall - Scholastic Scope You and Your World Know Your World	Pre and Posttest for Reading Words in Context
Increase and strengthen word attack skills	Individualized instruction and small group tutoring	Learn 100 EDL Reading Programs DEFA Aud-X, Hoffman Units, Acoustifone Units, Listen and Read Tapes by ELD The MOTT Basic Language Skills Program Be a Better Reader by Prentice-Hall	IRI - Teacher Made Test
Motivate the reluctant Reader	Individualized instruction (small group tutoring)	Dimension in Reading by SRA Bowmar Multi-Media Kits Acoustifone Learning 100 Controlled Reading FDL	Amount of Books Checked out of Library and Center

Objectives	Activity	Materials	Evaluation
		Adult Reading by Reader's Digest High Interest/Low Vocabulary paper- backs Advanced Reading Skill Practice Pad by Reader's Digest	
Increase Spelling ability	Individualized instruction (Small Group Tutoring)	Basic Goals in Spelling by Kottmeyer & Claus Teacher Made Tapes from Lyons & Carnahan Spelling List Dolch List DEFA Aud-X Cyclo Teacher Morrison- McCall Scale--in other words--study skill for info. Retrieval Spelling Word Power Lab. IIc by SRA	Class Grade in Spelling Delayed Recall Tests
Help Student become more adept in writ- ten expressions	Individualized instruction (small Group Tutoring)	EDL's, GHI's & JKL's ser. Guide Book to Better Eng- lish by Ed. Guidelines Co. Writing Skills Lab by SRA Organizing and Reporting Skills ORII	Improvement in daily task
Increase Reading Rate and Comp.	Individualized instruction (small Group Instruction)	EDL Controlled Reader & Flash X EDL Listen and Read Tapes	EDL Reading Efficiency Check Pre and Posttests for Reading Concepts
Increase Vocabulary Both written and oral	Individualized instruction (small group instruction)	Hoffman Aud-X The Bergen Evans Vocab- ulary Program Words are Important by Hammond (Junior Book) 3140 Important Words by Follett	CRI Tests
Increase Math Pro- ficiency for everyday use	Individualized instruction (small group instruction)	Cyclo Teacher Computational Math by SRA Guidebook of Math	Pretest Computational Math Placement Test by SRA
Develop good study habits and strive toward mastery of study skills	Individualized instruction (small group instruction)	EDL Study Skill Library Other Word Study Skills for Info. Retrieval	Grades

Ontario High School con't

Objectives	Activity	Materials	Evaluation
Provide vocational information to help students decide on future	Individualized instruction (Small Group Instruction)	Bowmar Media Kits Shop Experience and Building Trades	Student Interest and Response
Develop Cultural Awareness of community and surrounding area	Individualized instruction (small group instruction)	Booklets, paperback books Group and Individual Counseling Scholastic Scope Magazine	Attitude

SECONDARY

Nyssa Public Schools

Objectives	Activity	Materials	Evaluation
Increase ability to draw inferences from written and spoken words	Individualized instruction (small group instruction)	Be a Better Reader by Prentice-Hall Improving Listening Skills by SMI Listen and Think Tape series by EDL Scholastic Scope Reading Words in Context	Posttest from "Improving Listening Skills" Pre and Posttest for reading words in context
Increase and strengthen word attack skills	Individualized instruction and small group tutoring	DEFA Aud-X Hoffman Units Listen and Read Tapes by EDL In Other Words: Steps to Better Reading by Harcourt, Brace and World	IRI Teacher Made Test
Motivate the reluctant reader	Individualized instruction Small Group Tutoring	Dimension 120 Bowman Multi-Media Kits Holt Impact Library Teacher Made Tapes Classic Comics Systems 80 High Interest/Low Vocabulary Paperbacks	Amount of Books checked out of library and center
Increase Spelling Ability	Individualized instruction Small Group Tutoring	Six Minute a day to perfect spelling Imperial Spelling Tapes Dolch List DEFA Aud-X Cyclo Teacher In Other Words, Study Skill for Info. Retrieval	Class Grade in Spelling Delayed Recall Tests
Help student become more adept in written expressions	Individualized instruction Small Group Tutoring	EDL's GHI Tape Series Cyclo Teacher Reading for Concepts Short Cuts to Effective English by Shefter	Talk with Language Arts Teachers
Increase Reading rate and comprehensions	Individualized instruction Small Group Tutoring	EDL Controlled Reader and Flash-X Craig Reader EDL Listen and Read Tapes Systems 80 Kaleidoscope Readers	EDL Reading Efficiency Check Pre and Posttests for Reading Concepts

Nyssa Public Schools con't

Objectives	Activity	Materials	Evaluation
Increase Vocabulary both Written and Oral	Individualized instruction Small Group Tutoring	Hoffman Aud-X ESP Vocabulary Tapes Breakthrough Series by Allyn & Bacon Instant Vocabulary by Eberlich Craig VPR Program	ESP Posttest
Increase Math Proficiency for every day use	Individualization instruction	Imperial Math Tapes ESP Math Tapes Cyclo Teachers	Teacher Made Test
Develop good Study habits and strive toward mastery of study skills	Individualized instruction Small Group Instruction	EDL Study Skills Library Singer Multi-Media Kits In Other Words Study Skills for Info. Retrieval	Grades
Provide Vocational information to help student decide future	Individualized Instruction and Student Participation	Bowmar Media Kits Singer Media Kits Student Made Tapes	Student Interest and Response
Develop Cultural Awareness of Community and Surrounding Area	Individualized Instruction	Poster Sets Singer Filmstrips Booklets Paperback Books Group and Individual Counseling Scholastic Scope Magazine	Attitude

Results:

Preschool - It should be noted that the preschool program in Ontario is a full day session while the program in Nyssa is a half day session.

1. To improve the academic readiness of the children.

Tables IV through VII present the results of the Preschool Academic Checklist administered at May Roberts School. The average gain per child ranged from 14.3 for the six year olds to 30.4 for the four year olds. As can be seen the results indicate that the younger children made more than twice the amount of growth on the Preschool Checklist as did the older children.

Tables VIII and IX present the results of the Preschool Academic Checklist for the preschool children in Nyssa. As can be seen the average skill gain per group was 19 1/2 for the five year old group and 28 for the younger children. Here again the younger children are making more skill gains than the older children.

Table X presents the results of the Preschool Academic Checklist for seven preschool children in Adrian. As can be seen on this table the average skill gain for the seven students was 29.

Table IV
PRESCHOOL ACADEMIC CHECKLIST
SUMMARY SHEET

AREA Malheur County

CA 6

SCHOOL May Roberts

TOTAL STUDENTS TESTED 12

TASK	PRE	POST	GAIN
Knows His Name	12	12	0
Arithmetic			
Counting 1-10	11	12	1
Counting 11-20	7	10	3
Counting 21-30	1	6	5
Counting 31-40	1	1	0
Counting 41-50	0	0	0
Counting Objects 1-20	6	10	4
Naming Numerals 1-20	1	2	1
Matching Numerals to Objects 1-5	11	12	1
Recognizing Shapes			
Circle	12	12	0
Square	9	12	3
Triangle	10	11	1
Rectangle	6	9	3
Recognizing Size			
Big	12	12	0
Little	12	12	0
Knowledge of Time			
Morning	1	9	8
Noon	0	4	4
Night	10	12	2
Telling Time			
Clock 1- 9:00 or 11:45	3	9	6
Clock 2- 4:30	0	2	2
Recognizing Coin Money			
Penny	11	12	1
Nickel	7	11	4
Dime	10	12	2
Knowledge of Money			
Five pennies/ one nickel	5	9	4
Dime/ two nickels	1	8	7
Reading			
Recognizing Right and Left			
Right	10	11	1
Left	10	11	1
Recognizing Difference Words and Pictures	11	12	1
Recognizing the Same and Difference			
Shapes	5	11	6
Letters	5	9	4
Recognizing Letters			
a	3	7	4
i	1	10	9
n	0	5	5
p	0	8	8
t	2	10	8
m	2	6	4

TASK	PRE	POST	GAIN
Recognizing Sounds			
s	6	10	4
m	2	5	3
t	2	5	3
n	1	4	3
p	1	7	6
d	0	2	2
Recognizing Words			
cat	1	4	3
dog	1	4	3
red	2	8	6
chair	2	3	1
door	1	1	0
boy	2	3	1
girl	2	3	1
Writing			
Writing First Name	8	12	4
Writing Numbers 1-10	0	5	5
Writing Numbers 11-20	0	2	2
Writing Letters A-Z	0	2	2
Colors			
Identify by Pointing			
red	12	12	0
blue	11	12	1
green	11	12	1
orange	11	12	1
yellow	12	12	0
white	12	12	0
black	12	12	0
brown	11	12	1
Identify by Naming			
orange	11	12	1
black	12	12	0
red	12	12	0
green	11	12	1
yellow	12	12	0
blue	11	12	1
brown	12	12	0
white	11	12	1

TOTAL GAIN 171

AVERAGE GAIN PER STUDENT 14.3

Table V
PRESCHOOL ACADEMIC CHECKLIST
SUMMARY SHEET

AREA Malheur County

CA 5

SCHOOL May Roberts

TOTAL STUDENTS TESTED 17

TASK	PRE	POST	GAIN	TASK	PRE	POST	GAIN
Knows His Name	12	17	5	Recognizing Sounds			
Arithmetic				s	6	14	8
Counting 1-10	9	15	6	m	0	4	4
Counting 11-20	5	12	7	t	1	9	8
Counting 21-30	3	6	3	n	0	5	5
Counting 31-40	1	4	3	p	1	7	6
Counting 41-50	0	2	2	d	0	4	4
Counting Objects 1-20	2	12	10	Recognizing Words			
Naming Numerals 1-20	1	8	7	cat	0	7	7
Matching Numerals to Objects 1-5	4	14	10	dog	0	7	7
Recognizing Shapes				red	0	3	3
Circle	9	16	7	chair	0	3	3
Square	8	16	8	door	0	4	4
Triangle	8	14	6	boy	0	8	8
Rectangle	3	9	6	girl	0	8	8
Recognizing Size				Writing			
Big	15	17	2	Writing First Name	5	14	9
Little	15	17	2	Writing Numbers 1-10	1	7	6
Knowledge of Time				Writing Numbers 11-20	0	0	0
Morning	1	2	11	Writing Letters A-Z	0	1	1
Noon	1	5	4	Colors			
Night	2	11	9	Identify by Pointing			
Telling Time				red	7	16	9
Clock 1- 9:00 or 11:45	0	10	10	blue	9	16	7
Clock 2- 4:30	0	1	1	green	9	16	7
Recognizing Coin Money				orange	10	17	7
Penny	6	14	8	yellow	9	16	7
Nickel	3	15	12	white	8	16	8
Dime	5	9	4	black	7	16	9
Knowledge of Money				brown	7	16	9
Five pennies/ one nickel	1	7	6	Identify by Naming			
Dime/ two nickels	0	6	6	orange	0	2	2
Reading				black	0	4	4
Recognizing Right and Left				red	0	4	4
Right	5	15	10	green	0	1	1
Left	5	15	10	yellow	0	6	6
Recognizing Difference				blue	0	3	3
Words and Pictures	7	17	10	brown	0	2	2
Recognizing the Same and Difference				white	0	3	3
Shapes	11	16	5				
Letters	6	14	8				
Recognizing Letters							
a	1	8	7				
i	3	9	6				
n	0	5	5				
p	3	9	6				
t	3	8	5				
m	2	5	3				

TOTAL GAIN 409

AVERAGE GAIN PER STUDENT 24.1

Table VI
PRESCHOOL ACADEMIC CHECKLIST
SUMMARY SHEET

AREA Malheur County

CA 5

SCHOOL May Roberts

TOTAL STUDENTS TESTED 21

TASK	PRE	POST	GAIN
Knows His Name	15	21	6
Arithmetic			
Counting 1-10	14	18	4
Counting 11-20	8	12	4
Counting 21-30	2	11	9
Counting 31-40	1	10	9
Counting 41-50	1	9	8
Counting Objects 1-20	4	14	10
Naming Numerals 1-20	1	13	12
Matching Numerals to Objects 1-5	10	17	7
Recognizing Shapes			
Circle	17	19	2
Square	16	18	2
Triangle	14	17	3
Rectangle	10	16	6
Recognizing Size			
Big	20	20	0
Little	20	20	0
Knowledge of Time			
Morning	9	19	10
Noon	1	13	12
Night	5	16	11
Telling Time			
Clock 1- 9:00 or 11:45	4	15	11
Clock 2- 4:30	0	7	7
Recognizing Coin Money			
Penny	12	16	4
Nickel	9	14	5
Dime	7	13	6
Knowledge of Money			
Five pennies/ one nickel	3	13	10
Dime/ two nickels	1	7	6
Reading			
Recognizing Right and Left			
Right	0	0	0
Left	0	0	0
Recognizing Difference Words and Pictures	19	20	1
Recognizing the Same and Difference			
Shapes	14	19	5
Letters	9	17	8
Recognizing Letters			
a	4	16	12
i	5	16	11
n	4	14	10
p	3	15	12
t	4	15	11
m	3	12	9

TASK	PRE	POST	GAIN
Recognizing Sounds			
s	4	17	13
m	4	14	10
t	2	16	14
n	1	10	9
p	2	12	10
d	1	6	5
Recognizing Words			
cat	0	18	18
dog	0	16	16
red	0	11	11
chair	0	10	10
door	1	13	12
boy	0	14	14
girl	0	14	14
Writing			
Writing First Name	10	21	11
Writing Numbers 1-10	1	11	10
Writing Numbers 11-20	0	7	7
Writing Letters A-Z	0	3	3
Colors			
Identify by Pointing			
red	17	20	3
blue	16	19	3
green	14	19	5
orange	17	20	3
yellow	16	20	4
white	16	20	4
black	16	20	4
brown	16	20	4
Identify by Naming			
orange	14	20	6
black	15	19	4
red	14	20	6
green	14	19	5
yellow	15	19	4
blue	15	19	4
brown	14	18	4
white	14	19	5

TOTAL GAIN 498

AVERAGE GAIN PER STUDENT 23.2

Table VII
PRESCHOOL ACADEMIC CHECKLIST
SUMMARY SHEET

AREA Malheur County

CA 4

SCHOOL May Roberts

TOTAL STUDENTS TESTED 29

TASK	PRE	POST	GAIN	TASK	PRE	POST	GAIN
Knows His Name	14	27	13	Recognizing Sounds			
Arithmetic				s	0	19	19
Counting 1-10	15	24	9	m	0	17	17
Counting 11-20	4	17	13	t	0	14	14
Counting 21-30	0	9	9	n	0	17	17
Counting 31-40	0	8	8	p	0	13	13
Counting 41-50	0	6	6	d	0	9	9
Counting Objects 1-20	5	17	12	Recognizing Words			
Naming Numerals 1-20	1	9	8	cat	0	17	17
Matching Numerals to Objects 1-5	1	18	17	dog	0	18	18
Recognizing Shapes				red	0	18	18
Circle	14	25	11	chair	0	15	15
Square	5	23	18	door	0	18	18
Triangle	7	18	11	boy	0	20	20
Rectangle	2	16	14	girl	0	21	21
Recognizing Size				Writing	0		
Big	19	26	7	Writing First Name	0	19	19
Little	18	26	8	Writing Numbers 1-10	0	12	12
Knowledge of Time				Writing Numbers 11-20	0	7	7
Morning	0	16	16	Writing Letters A-Z	0	5	5
Noon	0	15	15	Colors			
Night	5	16	11	Identify by Pointing			
Telling Time				red	13	25	12
Clock 1- 9:00 or 11:45	0	12	12	blue	11	23	12
Clock 2- 4:30	0	9	9	green	11	23	12
Recognizing Coin Money				orange	14	23	9
Penny	15	22	7	yellow	3	24	21
Nickel	9	18	9	white	11	22	11
Dime	9	16	7	black	9	24	15
Knowledge of Money				brown	8	21	13
Five pennies/ one nickel	0	13	13	Identify by Naming			
Dime/ two nickels	0	11	11	orange	14	22	8
Reading				black	10	22	12
Recognizing Right and Left				red	11	23	12
Right	0	20	20	green	8	21	13
Left	0	20	20	yellow	13	24	11
Recognizing Difference				blue	9	20	11
Words and Pictures	10	21	11	brown	7	20	13
Recognizing the Same and Difference				white	10	20	10
Shapes	4	23	19				
Letters	4	23	19				
Recognizing Letters							
a	0	15	15				
i	1	17	16				
n	0	15	15				
p	2	15	13				
t	1	17	16				
m	0	18	18				

TOTAL GAIN 913

AVERAGE GAIN PER STUDENT 30.4

Table VIII
PRESCHOOL ACADEMIC CHECKLIST
SUMMARY SHEET

AREA Malheur County

CA 5

SCHOOL Nyssa Primary

TOTAL STUDENTS TESTED 26

TASK	PRE	POST	GAIN
Knows His Name	19	24	5
Arithmetic			
Counting 1-10	14	25	11
Counting 11-20	4	12	8
Counting 21-30	0	8	8
Counting 31-40	0	3	3
Counting 41-50	0	3	3
Counting Objects 1-20	2	11	9
Naming Numerals 1-20	0	12	12
Matching Numerals to Objects 1-5	3	16	13
Recognizing Shapes			
Circle	18	24	6
Square	15	21	6
Triangle	13	20	7
Rectangle	6	16	10
Recognizing Size			
Big	19	25	6
Little	17	25	8
Knowledge of Time			
Morning	2	9	7
Noon	1	5	4
Night	5	17	12
Telling Time			
Clock 1- 9:00 or 11:45	0	6	6
Clock 2- 4:30	0	0	0
Recognizing Coin Money			
Penny	16	24	8
Nickel	12	19	7
Dime	10	21	11
Knowledge of Money			
Five pennies/ one nickel	6	5	1
Dime/ two nickels	2	5	3
Reading			
Recognizing Right and Left			
Right	13	16	3
Left	12	16	4
Recognizing Difference Words and Pictures	14	21	7
Recognizing the Same and Difference			
Shapes	7	14	7
Letters	5	12	7
Recognizing Letters			
a	3	13	10
i	4	12	8
n	0	9	9
p	1	11	10
t	3	12	9
m	2	11	9

TASK	PRE	POST	GAIN
Recognizing Sounds			
s	1	9	8
m	1	7	6
t	2	7	5
n	0	6	6
p	1	7	6
d	0	5	5
Recognizing Words			
cat	0	6	6
dog	0	4	4
red	0	8	8
chair	0	1	1
door	0	2	2
boy	0	2	2
girl	0	1	1
Writing			
Writing First Name	5	23	18
Writing Numbers 1-10	1	12	11
Writing Numbers 11-20	0	8	8
Writing Letters A-Z	0	4	4
Colors			
Identify by Pointing			
red	18	26	8
blue	15	25	10
green	13	23	10
orange	19	26	7
yellow	17	25	8
white	16	26	10
black	18	26	8
brown	17	26	9
Identify by Naming			
orange	18	25	7
black	15	24	9
red	15	24	9
green	12	22	10
yellow	15	24	9
blue	12	26	13
brown	15	25	10
white	12	25	13

TOTAL GAIN 508

AVERAGE GAIN PER STUDENT 19.5

Table IX
PRESCHOOL ACADEMIC CHECKLIST
SUMMARY SHEET

AREA Malheur County

CA 4

SCHOOL Nyssa Primary

TOTAL STUDENTS TESTED 27

TASK	PRE	POST	GAIN
Knows His Name	5	27	22
Arithmetic			
Counting 1-10	1	26	25
Counting 11-20	0	12	12
Counting 21-30	0	3	3
Counting 31-40	0	0	0
Counting 41-50	0	0	0
Counting Objects 1-20	2	24	22
Naming Numerals 1-20	0	10	10
Matching Numerals to Objects 1-5	0	9	9
Recognizing Shapes			
Circle	4	23	19
Square	1	20	19
Triangle	1	23	22
Rectangle	1	6	5
Recognizing Size			
Big	8	27	19
Little	8	27	19
Knowledge of Time			
Morning	0	10	10
Noon	0	8	8
Night	1	18	17
Telling Time			
Clock 1- 9:00 or 11:45	0	1	1
Clock 2- 4:30	0	0	0
Recognizing Coin Money			
Penny	0	17	17
Nickel	0	13	13
Dime	0	13	13
Knowledge of Money			
Five pennies/ one nickel	0	6	6
Dime/ two nickels	0	6	6
Reading			
Recognizing Right and Left			
Right	5	20	15
Left	5	20	15
Recognizing Difference Words and Pictures	5	27	22
Recognizing the Same and Difference			
Shapes	1	23	22
Letters	0	17	17
Recognizing Letters			
a	0	5	5
i	0	2	2
n	0	2	2
p	0	5	5
t	0	1	1
u	0	2	2

TASK	PRE	POST	GAIN
Recognizing Sounds			
s	0	2	2
m	0	0	0
t	0	0	0
n	0	0	0
p	0	1	1
d	0	0	0
Recognizing Words			
cat	0	0	0
dog	0	0	0
red	0	0	0
chair	0	0	0
door	0	0	0
boy	0	0	0
girl	0	0	0
Writing			
Writing First Name	0	17	17
Writing Numbers 1-10	0	8	8
Writing Numbers 11-20	0	0	0
Writing Letters A-Z	0	0	0
Colors			
Identify by Pointing			
red	4	27	23
blue	2	27	25
green	4	27	23
orange	3	27	24
yellow	1	27	26
white	4	26	22
black	2	26	24
brown	2	26	24
Identify by Naming			
orange	3	26	23
black	3	25	22
red	1	25	24
green	2	23	21
yellow	1	27	26
blue	1	21	20
brown	2	20	18
white	2	21	19

TOTAL GAIN 762

AVERAGE GAIN PER STUDENT 28.2

Table X
PRESCHOOL ACADEMIC CHECKLIST
SUMMARY SHEET

AREA Malheur County

CA 4-6

SCHOOL Adrian

TOTAL STUDENTS TESTED 7

TASK	PRE	POST	GAIN
Knows His Name	4	6	2
Arithmetic			
Counting 1-10	4	5	1
Counting 11-20	1	5	4
Counting 21-30	0	5	5
Counting 31-40	0	4	4
Counting 41-50	0	4	4
Counting Objects 1-20	1	5	4
Naming Numerals 1-20	0	2	2
Matching Numerals to Objects 1-5	2	5	3
Recognizing Shapes			
Circle	4	7	3
Square	3	4	1
Triangle	4	4	0
Rectangle	2	6	4
Recognizing Size			
Big	6	7	1
Little	5	7	2
Knowledge of Time			
Morning	2	5	3
Noon	1	4	3
Night	2	5	3
Telling Time			
Clock 1- 9:00 or 11:45	0	4	4
Clock 2- 4:30	0	2	2
Recognizing Coin Money			
Penny	5	5	0
Nickel	4	6	2
Dime	5	6	1
Knowledge of Money			
Five pennies/ one nickel	3	4	1
Dime/ two nickels	0	4	4
Reading			
Recognizing Right and Left			
Right	5	7	2
Left	5	7	2
Recognizing Difference			
Words and Pictures	5	7	2
Recognizing the Same and Difference			
Shapes	5	7	2
Letters	0	7	7
Recognizing Letters			
a	3	7	4
i	0	4	4
n	0	4	4
p	0	5	5
t	0	5	5
m	3	5	2

TASK	PRE	POST	GAIN
Recognizing Sounds			
s	1	5	4
m	1	5	4
t	1	5	4
n	0	5	5
p	0	4	4
d	0	4	4
Recognizing Words			
cat	0	6	6
dog	0	5	5
red	0	6	6
chair	0	5	5
door	0	4	4
boy	0	5	5
girl	0	5	5
Writing			
Writing First Name	0	6	6
Writing Numbers 1-10	0	4	4
Writing Numbers 11-20	0	2	2
Writing Letters A-Z	0	2	2
Colors			
Identify by Pointing			
red	5	7	2
blue	5	7	2
green	5	6	1
orange	5	6	1
yellow	5	6	1
white	4	5	1
black	4	7	3
brown	4	5	1
Identify by Naming			
orange	4	7	3
black	5	5	0
red	5	6	1
green	4	5	1
yellow	4	7	3
blue	5	7	2
brown	4	5	1
white	3	6	3

TOTAL GAIN 203

AVERAGE GAIN PER STUDENT 29.0

2. To improve the receptive and expressive standard English language development of the children.

Tables XI, XII and XIII present the results of the Basic Concept Inventory for the children in the preschool in Ontario. As can be seen on these tables the six year old group made an average score gain of 17.6 points, while the five year old group made an average of approximately 20 to 30 score gains on this test. Thus it is indicated that the younger children were showing greater progress as a group than the older children at the preschool level. The four year old group was not tested with the Basic Concept Inventory. (It should be noted that on this test the errors are counted to obtain the score and a lower score indicates fewer errors.)

TABLE XI

Basic Concept Inventory Scores
Preschool - CA 6
May Roberts Elementary
Ontario

Subject	Pre	Post	Difference
1	52	22	-30
2	30	18	-12
3	49	36	-13
4	23	21	-2
5	49	19	-30
6	53	36	-17
7	79	46	-33
8	45	26	-19
9	62	47	-15
10	35	30	-5

Average Score Gain Per Pupil 17.6
Range of Score Gains 2-33

TABLE XII

Basic Concept Inventory Scores
Preschool - CA 5
May Roberts Elementary
Ontario

Subject	Pre	Post	Difference
1	54	11	-43
2	37	13	-24
3	22	10	-12
4	68	27	-41
5	67	45	-22
6	32	13	-19
7	34	9	-25
8	109	28	-81
9	40	16	-24
10	67	41	-26
11	13	11	-2
12	24	15	-9
13	109	61	-48
14	66	33	-33
15	77	66	-11
16	35	7	-28
17	42	17	-25
18	109	66	-43
19	40	21	-19
20	46	31	-15
21	109	77	-32

Average Score Gain Per Pupil 27.7
Range of Gain Scores 2-81

TABLE XIII

Basic Concept Inventory Scores
Preschool - CA 5
May Roberts Elementary
Ontario

Subject	Pre	Post	Difference
1	26	6	-20
2	54	20	-34
3	109	65	-44
4	45	18	-27
5	70	36	-34
6	69	38	-34
7	14	5	-9
8	46	18	-28
9	60	23	-37
10	93	66	-27
11	43	24	-19
12	46	8	-38
13	24	15	-9
14	61	17	-44
15	52	16	-36
16	58	20	-38

Average Score Gain Per Pupil 29.9
Range of Gain Scores 9-44

Table XIV presents the Basic Concept Inventory scores for the five year old group in Nyssa. Results indicate that the students made an average score gain of 36 points.

TABLE XIV

Basic Concept Inventory Scores
Preschool - CA 5
Nyssa Primary School
Nyssa

Subject	Pre	Post	Difference
1	34	11	-23
2	22	7	-15
3	60	23	-37
4	34	13	-21
5	42	26	-26
6	95	40	-55
7	74	23	-51
8	89	51	-28
9	107	47	-60
10	60	31	-29
11	86	37	-49
12	57	36	-21
13	48	28	-20
14	92	59	-33
15	76	41	-35
16	51	22	-29
17	76	27	-49
18	39	9	-30
19	47	9	-38
20	44	18	-26
21	46	29	-17
22	37	13	-24
23	107	18	-89
24	107	37	-70
25	43	18	-25
26	52	19	-33

Average Score Gains Per Pupil 36.0
Range of Score Gains 15-89

Table XV presents the Basic Concept Inventory scores for six preschool children in Adrian and the results indicate a 13 point average score gain for the group.

TABLE XV

Basic Concept Inventory Scores
Preschool - CA 5
Adrian Elementary School
Adrian

Subject	Pre	Post	Difference
1	33	25	-8
2	44	37	-7
3	100	79	-21
4	23	20	-3
5	60	38	-22
6	46	28	-18

Average Score Gain Per Pupil 13.1
Range of Score Gains 3-22

Primary and Intermediate (Grades 1 through 6)

1. To improve the expressive and receptive language ability of the children.

Table XVI presents the results of the Malheur Receptive-Expressive Vocabulary Test for the students in grades 1 through 3 in Ontario District 8C. As can be seen on this test students in grade 1 made the most progress with an average gain of 11 points on the expressive section of the test. Students in grades 2 and 3 made less than half this amount of growth on the expressive section of the test. On the receptive section little growth was shown for the primary age students.

TABLE XVI

Malheur Receptive - Expressive Vocabulary Test
Ontario District 8C
Primary Grades 1-3

GRADE 1

Subject	Receptive			Expressive		
	Pre	Post	Difference	Pre	Post	Difference
1	48	49	1	35	50	15
2	46	50	4	26	43	17
3	49	50	1	39	46	7
4	48	50	2	33	48	15
5	48	50	2	41	47	6
6	47	49	2	35	42	7
7	49	59	1	32	46	14
8	48	50	2	30	47	17
9	-	-	-	33	41	8
10	49	50	1	34	39	5
11	43	48	5	26	36	10
12	-	49	-	31	48	17
13	-	-	-	41	42	1
14	-	-	-	24	41	17

$\bar{X} = 1.5$
Range = 1-5

$\bar{X} = 11.1$
Range = 1-17

TABLE XVI Cont.

GRADE II

Subject	Receptive			Expressive		
	Pre	Post	Difference	Pre	Post	Difference
1	50	50	0	43	47	4
2	46	50	4	30	34	4
3	47	47	0	26	31	5
4	50	50	0	42	42	0
5	50	50	0	38	47	9
6	50	50	0	35	44	9
7	48	49	1	37	49	12
8	50	49	-1	35	47	12
9	49	50	1	39	45	6
10	50	50	0	31	48	17
11	49	50	1	42	49	7
12	49	50	1	36	43	7
13	48	50	2	37	50	13
14	48	50	2	41	50	9
15	48	50	2	41	44	3
16	45	50	5	25	49	24
17	-	-	-	45	45	0
18	-	-	-	42	42	0
19	-	-	-	44	45	1
20	-	-	-	44	48	4

 $\bar{X} = .5$

Range = (-1)-5

 $\bar{X} = 4.6$

Range = 0-24

TABLE XVI Cont.

GRADE III

Subject	Receptive			Expressive		
	Pre	Post	Difference	Pre	Post	Difference
1	49	50	1	41	43	2
2	49	49	0	48	46	-2
3	49	50	1	39	48	9
4	48	50	2	43	45	2
5	50	50	0	45	46	1
6	50	50	0	38	50	12
7	47	50	3	36	49	13
8	50	50	0	42	45	3
9	50	50	0	39	49	10
10	50	50	0	33	49	16
11	47	49	2	44	44	0
12	-	-	-	48	48	0
13	-	-	-	45	49	4
14	-	-	-	47	49	2
15	-	-	-	42	48	6
16	-	-	-	46	50	4
17	-	-	-	46	50	4
18	-	-	-	45	46	1
19	-	-	-	36	42	6
20	-	-	-	45	50	5
21	-	-	-	45	46	1
22	-	-	-	44	48	4
23	-	-	-	34	48	14

 $\bar{X} = 2.1$

Range = 2-16

Table XVII presents the results of the Northwestern Syntax Screening Test which was administered to eleven primary students in the Ontario District. Results indicate that again the most growth was shown in the expressive area. However, the results of this test are not as conclusive on that point as was shown on the vocabulary test whose results are reported in Table XVI.

TABLE XVII

Northwestern Syntax Screening Test
Ontario District 8C
Primary Grades 1-3

Subject	Receptive			Expressive		
	Pre	Post	Difference	Pre	Post	Difference
1	24	33	9	28	34	6
2	27	30	3	22	27	5
3	38	39	1	32	36	4
4	27	38	11	26	32	6
5	29	34	5	28	36	8
6	27	36	9	32	36	4
7	28	38	10	22	35	13
8	28	29	1	11	28	17
9	29	34	5	28	30	2
10	20	27	7	8	24	16
11	27	36	9	28	32	4

$\bar{X} = 6.3$	$\bar{X} = 7.7$
Range = 1-11	Range = 2-17

Table XVIII presents the results of the Malheur Vocabulary Test for the primary grades for the children in the Nyssa, Adrian, and Vale districts. Results of this testing indicate that the largest amount of growth was shown in the receptive area. Complete results could not be reported for the receptive section as the Vale District did not administer the receptive section of the test. However, by looking at the results it can be seen that the expressive area was the section showing the most growth.

Malheur Vocabulary Test
Primary Grades 1-3
Malheur County

GRADE I - NYSSA

Subject	Receptive			Expressive		
	Pre	Post	Difference	Pre	Post	Difference
1	40	44	4	14	18	4
2	30	50	20	8	36	26
3	32	45	13	9	20	11
4	37	49	12	25	31	6
5	48	50	2	28	35	7
6	48	49	1	38	33	-5
7	42	49	7	13	33	20
8	49	48	-1	39	38	-1
9	40	44	4	10	21	11
10	33	46	13	11	22	11
11	33	49	16	22	28	6
12	46	49	3	29	35	6
13	46	49	3	21	24	3
14	47	48	1	28	34	6
15	49	49	0	29	34	5
16	50	48	-2	32	26	-6
17	36	41	5	7	17	10

ADRIAN

1	50	50	0	43	43	0
2	41	47	6	49	25	-24
3	46	50	4	30	29	-1

VALE

1	-	-	-	31	37	6
2	-	-	-	33	40	7
3	-	-	-	31	41	10
4	-	-	-	17	16	-1
5	-	-	-	23	36	13
6	-	-	-	31	42	11

Expressive

$\bar{X} = 5.4$

Range = (-24)-26

TABLE XVIII Cont.

GRADE 11 - NYSSA

Subject	Receptive			Expressive		
	Pre	Post	Difference	Pre	Post	Difference
1	50	50	0	36	41	5
2	49	49	0	31	35	4
3	38	49	11	37	40	3
4	47	49	2	30	39	9
5	50	49	-1	36	40	4
6	50	50	0	44	46	2
7	49	50	1	37	36	-1
8	47	49	2	35	38	3
9	48	49	1	35	34	-1
10	50	50	0	38	43	5
11	50	49	-1	45	41	-4
12	50	49	-1	41	45	4
13	49	49	0	37	38	1
14	48	50	2	33	39	6
15	49	50	1	40	42	2
16	46	49	3	26	35	9

ADRIAN

1	48	49	1	40	43	3
2	48	39	-9	50	45	-5

VALE

1	-	-	-	34	44	10
2	-	-	-	40	45	5
3	-	-	-	41	45	4
4	-	-	-	24	20	-4
5	-	-	-	35	41	7
6	-	-	-	36	43	7

Expressive

 $\bar{X} = 3.2$

Range = (-5)-10

TABLE XVIII con't.

Grade III - Nyssa

Subject	Receptive			Expressive		
	Pre	Post	Difference	Pre	Post	Difference
1	50	50	0	39	40	1
2	50	50	0	47	46	- 1
3	50	50	0	46	48	2
4	50	50	0	45	48	3
5	49	49	0	34	41	7
6	47	50	3	34	45	11
7	49	50	1	46	48	2
8	50	50	0	35	48	13
9	40	50	10	39	42	3
10	50	50	0	45	48	3
11	49	49	0	40	47	7
12	50	50	0	39	43	4
13	50	50	0	36	37	1
14	50	49	- 1	38	46	8
15	50	50	0	36	46	10
16	48	49	1	38	44	6
17	44	49	5	22	46	24
18	49	50	1	34	42	8
19	48	49	1	26	44	18
20	49	49	0	36	47	11
21	47	50	3	26	40	14
22	49	50	1	38	46	8

Adrian

1	48	50	2	45	45	0
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Annex

1	-	-	-	45	48	3
2	-	-	-	43	46	3
3	-	-	-	47	49	2

Vale

1	-	-	-	31	42	11
2	-	-	-	43	45	2
3	-	-	-	45	46	1

$$\bar{X} = 6.4$$

$$\text{Range} = (-1) - 24$$

Table XIX presents the results of the Dolch Sight Word Test for the children in the Ontario District. As can be noted the average growth was 80 words for the group.

TABLE XIX

Dolch Sight Word Test
Ontario District 8C
Primary Grades II-III

GRADE II

Subject	Pre	Post	Difference
1	218	219	1
2	50	129	79
3	61	129	68
4	174	218	44
5	80	174	94

GRADE III

1	203	218	15
2	196	213	17
3	73	216	143
4	151	217	66
5	213	220	2
6	30	219	189
7	150	219	69
8	69	210	141
9	63	214	151
10	75	208	133
11	211	220	9
12	120	188	68
13	176	217	41
14	219	220	1
15	163	220	7
16	101	184	83
17	94	179	85
18	157	207	50
19	50	141	91
20	53	144	91
21	204	218	14
22	72	158	86
23	204	218	14
24	5	16	11

$\bar{X} = 80.0$

Range = 1-189

Table XX presents the results of the Dolch Sight Word Test for the students in Nyssa, Vale and Adrian. However, as can be seen by the results the Nyssa District reported the greatest number of results. Average growth here was approximately 73 words for the second grade group, and the average growth for the third grade group was approximately 68 new words.

TABLE XX

Dolch Sight Word Test
Primary Grades 2-3
Malheur County

GRADE II - NYSSA

Subject	Pre	Post	Difference
1	105	208	103
2	11	35	24
3	24	110	86
4	62	218	156
5	3	89	86
6	89	206	117
7	46	151	105
8	19	72	53
9	103	210	113
10	69	147	78
11	177	201	24
12	25	169	144
13	141	215	74
14	146	218	72
15	8	191	183

VALE

1	207	220	13
2	205	220	15
3	19	40	21
4	116	133	17
5	109	133	24
6	111	133	22

$\bar{X} = 72.9$

Range = 13-156

TABLE XX Cont.

GRADE III - NYSSA

Subject	Pre	Post	Difference
1	129	216	97
2	220	220	0
3	137	209	72
4	188	210	22
5	39	174	135
6	180	216	36
7	169	216	47
8	76	216	140
9	196	217	31
10	20	181	161
11	49	217	168
12	161	218	57
13	177	209	32
14	217	220	3
15	153	207	54
16	82	187	105
17	34	178	144
18	148	217	69
19	214	220	6
20	140	209	69
21	195	215	30

ADRIAN

1	192	214	22
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$$\bar{X} = 67.8$$

$$\text{Range} = 0 - 168$$

Table XXI presents the results of the Betts Visual Discrimination Test for the Ontario District. This test indicates improvement in a child's ability to name the letters of the alphabet and also to discriminate between words on the test.

TABLE XXI

Betts Visual Discrimination Test
Ontario District 8C
Primary Grade 2

Subject	Visual Discrimination - Pretest				Identify by Name				Visual Discrimination-Posttest				Identify by Name	
	Capital letters	Small letters	words	blends	Capital letters	Small letters	Capital letters	Small letters	Capital letters	Small letters	words	blends	Capital letters	Small letters
1	14	16	27	12	6	2	14	16	29	12	11	13	11	13
2	14	16	25	12	26	26	14	16	30	12	26	26	26	26
3	14	16	18	12	18	16	14	16	30	12	26	26	26	26
4	14	16	26	12	6	6	14	16	27	12	20	22	20	22
5	14	16	22	10	15	15	14	16	29	12	25	25	25	25
6	14	16	21	12	19	20	14	16	30	12	25	26	25	26
7	14	16	27	12	9	6	14	16	30	12	25	24	25	24
8	14	16	30	12	26	26	14	16	30	12	26	26	26	26
9	14	16	28	12	26	26	14	16	30	12	26	26	26	26
10	14	16	28	12	25	19	14	16	30	12	26	26	26	26
11	14	16	28	12	25	19	14	16	30	12	26	26	26	26
12	10	15	20	10	15	13	14	16	29	12	26	24	26	24
13	13	14	25	11	19	20	14	16	29	12	26	26	26	26
14	12	13	28	11	15	13	14	16	29	12	26	26	26	26

Table XXII presents the results of the Malheur Receptive-Expressive Vocabulary Test for the intermediate age children in the Ontario District. All children at the fourth, fifth, and sixth grade level were not tested on the receptive section of this test so mean scores are not presented. In the expressive area some growth was shown by each group, with the fifth grade group making the most growth with an average of 3.8 improvement on the expressive section.

TABLE XXII

Malheur Receptive-Expressive Vocabulary Test
Ontario District 8C
Intermediate Grades 4-6

GRADE IV

Subject	Receptive			Expressive		
	Pre	Post	Difference	Pre	Post	Difference
1	49	50	1	40	46	6
2	50	50	0	39	44	5
3	50	50	0	35	43	8
4	49	50	1	48	46	-2
5	50	50	0	45	47	2
6	-	-	-	42	43	1
7	50	50	0	41	45	4
8	48	49	1	40	45	5
9	49	49	0	43	43	0
10	48	50	2	45	47	2
11	50	50	0	49	48	-1
12	-	-	-	49	46	-3
13	45	50	5	45	47	2
14	49	50	1	42	46	4
15	49	50	1	49	46	-3
16	-	-	-	45	46	1

Expressive

$$\bar{X} = 2.1$$

$$\text{Range} = (-3) - 8$$

TABLE XXII Cont.

GRADE V

Subject	RECEPTIVE			EXPRESSIVE		
	Pre	Post	Difference	Pre	Post	Difference
1	46	50	4	37	44	7
2	47	50	3	43	47	4
3	-	-	-	41	46	5
4	49	50	1	49	50	1
5	50	50	0	44	49	5
6	50	50	0	48	49	1
* 7	-	-	-	43	46	3
* 8	-	-	-	45	46	1
* 9	-	-	-	46	47	1
* 10	-	-	-	48	46	-2
* 11	-	-	-	44	47	3
* 12	-	-	-	42	43	1
* 13	-	-	-	45	49	4
* 14	-	-	-	40	45	5
* 15	-	-	-	44	47	3

Expressive

 $\bar{X} = 3.8$

Range = (-2)-7

*The Receptive portion of this test was not given to these students because they had successfully completed this work previously.

TABLE XXII Cont.

GRADE VI

Subject	*RECEPTIVE			EXPRESSIVE		
	Pre	Post	Difference	Pre	Post	Difference
1	-	-	-	47	49	2
2	-	-	-	42	45	3
3	-	-	-	47	47	0
4	-	-	-	45	48	3
5	-	-	-	49	50	1
6	-	-	-	49	49	0
7	-	-	-	46	47	1
8	-	-	-	40	46	6
9	-	-	-	46	48	2
10	-	-	-	48	49	1
11	-	-	-	45	47	2
12	-	-	-	43	47	4
13	-	-	-	48	48	0
14	-	-	-	40	47	7
15	-	-	-	47	48	1
16	-	-	-	44	49	5
17	-	-	-	46	49	3
18	-	-	-	47	49	2
19	-	-	-	45	49	4
20	-	-	-	48	49	1
21	-	-	-	45	47	2
22	-	-	-	46	50	4

 $\bar{X} = 2.5$

Range = 0-7

* The sixth graders were not tested on the receptive section of this test.

Table XXIII presents the results of the Dolch Sight Word Test for the students at the fourth, fifth and sixth grade levels in the Ontario District. Results indicate that children at the fourth grade level made the greatest average growth with an average of 54 new words per student. Children at the fifth and sixth grade levels made much less average growth than the fourth grade group.

Table XXIV presents the results of the Informal Reading Inventory for the intermediate level students at the Ontario School District. As can be seen here the average grade equivalent growth was highest for the fourth grade and lowest for the sixth grade. Students at the fourth grade level made an average growth of more than a year and a half in reading as reported by this test, while students at the fifth grade level made one year's average growth in reading.

Table XXV presents the results of the Malheur Receptive-Expressive Vocabulary Test for the county schools. As can be noted the majority of the scores come from the Nyssa District as only Adrian reported two scores on the vocabulary test. The average growth is highest on the expressive section of this test at all three grade levels.

Dolch Sight Word Test
Ontario District 8C
Intermediate Grades 4-6

GRADE IV			
Subject	Pre	Post	Difference
1	20	217	197
2	217	220	3
3	216	220	4
4	75	121	46
5	220	220	0
6	70	211	141
7	217	218	1
8	220	220	0
9	20	219	199
10	219	220	1
11	218	220	2

\bar{X} Gain = 54.0 Range = 0 - 199

GRADE V			
1	210	219	9
2	217	220	3
3	203	219	16
4	220	220	0
5	214	220	6
6	220	220	0
7	204	216	12
8	219	220	1
9	220	220	0
10	111	199	88
11	215	218	3
12	215	217	2

\bar{X} Gain = 11.6 Range = 0 - 88

GRADE VI			
1	220	220	0
2	220	220	0
3	206	209	3
4	220	220	0
5	217	219	2
6	220	220	0
7	214	220	6
8	209	220	11
9	209	220	11
10	214	220	6
11	220	220	0
12	206	214	8
13	214	217	3
14	201	216	15

\bar{X} Gain = 4.6 Range = 0 - 15

TABLE XXIV

Informal Reading Inventory Scores (Instructional level)
 Ontario District 8C
 Intermediate Grades 4-6
 (Grade Equivalent Scores)

GRADE IV

Subject	Prc	Post	Difference
1	2.5	4.5	2.0
2	3.0	4.0	1.0
3	3.0	4.0	1.0
4	5.0	6.0	1.0
5	1.3	1.0	.3
6	1.5	2.0	.5
7	4.0	5.0	1.0
8	2.0	4.0	2.0
9	4.0	6.0	2.0
10	1.0	3.0	2.0
11	3.0	3.0	0
12	1.3	4.0	2.7
13	1.0	3.0	2.0
14	1.0	3.0	2.0
15	1.0	3.0	2.0
16	1.0	3.0	2.0

 $\bar{X} = 1.5$

Range .3-2.7

TABLE XXIV Cont.

GRADE V			
Subject	Pre	Post	Difference
1	2.0	5.0	3.0
2	5.0	5.0	0
3	2.0	3.0	1.0
4	6.0	6.0	0
5	6.0	6.0	0
6	4.0	5.0	1.0
7	6.0	6.0	0
8	3.0	4.5	1.5
9	3.0	3.0	0
10	3.0	5.0	2.0
11	1.0	2.0	1.0
12	1.0	2.0	1.0
13	3.0	4.0	1.0
14	2.0	1.0	1.0
15	4.0	6.0	2.0
16	1.0	3.0	2.0
17	1.3	1.0	.3
18	4.0	5.0	1.0
19	2.0	4.0	2.0
10	1.0	3.0	2.0

$$\bar{X} = 1.0$$

$$\text{Range} = (1.0)-3.0$$

GRADE VI			
Subject	Pre	Post	Difference
1	5.0	6.0	1.0
2	5.0	6.0	1.0
3	4.0	4.0	0
4	6.0	6.0	0
5	5.0	6.0	1.0
6	6.0	6.0	0
7	2.0	4.0	2.0
8	6.0	6.0	0
9	4.0	5.0	1.0
10	4.0	5.0	1.0
11	6.0	6.0	0
12	6.0	6.0	0
13	1.0	3.0	2.0
14	4.0	6.0	2.0
15	2.0	3.0	1.0
16	5.0	6.0	1.0
17	5.0	6.0	1.0
18	6.0	6.0	0
19	5.0	6.0	1.0
20	1.5	2.0	.5
21	3.0	4.0	1.0

$$\bar{X} = .8$$

$$\text{Range} = .0-2.0$$

TABLE XXV

Malheur Receptive-Expressive Vocabulary Test
Malheur County
Intermediate Grades 4-6

District	Subject	Receptive			Expressive		
		Pre	Post	Difference	Pre	Post	Difference
Nyssa	Grade 4						
	1	48	49	1	45	48	3
	2	50	50	0	43	44	1
	3	48	50	2	34	39	5
	4	50	50	0	48	49	1
	5	49	50	1	42	46	4
	6	48	49	1	43	47	4
	7	48	49	1	27	36	9
	8	50	50	0	46	47	1
	9	49	49	0	47	49	2
	10	50	50	0	41	46	5
	11	47	48	1	41	44	3
	12	50	50	0	45	48	3
	13	50	50	0	45	48	3
14	48	49	1	39	47	8	

$\bar{X} = .6$
Range = 0-2

$\bar{X} = 3.8$
Range = 1-9

Grade 5							
Nyssa	1	50	49	-1	41	48	7
	2	50	50	0	49	49	0
	3	49	49	0	46	49	3
	4	49	49	0	45	48	3
	5	49	49	0	45	48	3
	6	29	36	7	15	15	0
	7	50	50	0	47	49	2
	8	46	48	2	39	47	8
	9	49	50	1	45	45	0

$\bar{X} = 1.0$
Range = (-1) - 7

$\bar{X} = 3.0$
Range = 0-8

TABLE XXV Cont.

District	Subject	Receptive			Expressive		
		Pre	Post	Difference	Pre	Post	Difference
Adrian	Grade 5						
	1	0	0	0	44	47	3
Nyssa	Grade 6						
	1	50	50	0	50	50	0
	2	48	49	1	38	47	9
	3	49	50	1	45	47	2
	4	50	50	0	40	46	6
	5	48	50	2	41	46	5
	6	50	50	0	48	49	1
	7	50	50	0	43	48	5
	8	50	50	0	43	48	5
	9	48	49	1	48	49	1
	10	47	50	3	38	48	10
	11	50	50	0	47	49	2

$$\bar{X} = .7$$

Range = 0-3

$$\bar{X} = 4.2$$

Range = 0-10

Adrian	Grade 6						
	1	—	—	—	47	48	1

Table XXVI presents the results of the Dolch Sight Word Test for the county schools and Nyssa was the only school reporting pre and posttest scores. As can be seen on this test the students at the fourth and sixth grade made the most average growth in sight word development and the students in the fifth grade made the least amount of progress.

TABLE XXVI

Dolch Sight Word Test
Malheur County
Intermediate Grades 4-6

District	Subject	Pre	Post	Difference
Nyssa	Grade 4			
	1	207	216	9
	2	188	215	27
	3	199	208	9
	4	190	208	18
	5	213	220	7
	6	199	213	4
	7	111	217	106
	8	201	212	11
	9	215	218	3
	10	114	187	73

$$\bar{X} = 26.7$$

$$\text{Range} = 3 - 106$$

Nyssa	Grade 5			
	1	182	193	11
	2	215	220	5
	3	208	218	10

$$\bar{X} = 8.6$$

$$\text{Range} = 5 - 11$$

Nyssa	Grade 6			
	1	216	217	1
	2	204	212	8
	3	214	219	5
	4	115	214	99
	5	196	210	14

$$\bar{X} = 25.4$$

$$\text{Range} = 1-99$$

Table XXVII presents the results of the Informal Reading Inventory for the intermediate grade level students in the county schools. Again Nyssa presented the greatest majority of scores with Adrian reporting only one score. As can be noted the average growth for each grade level was less than one grade level with the fourth grade group only showing two months grade improvement on the average. Both the fifth and sixth grade showed half a year's progress on the average.

TABLE XXVII

Informal Reading Inventory Scores (Instructional Level)
Malheur County
Intermediate Grades 4-6

District Nyssa	Subject Grade 4	Pre	Post	Difference (Grade Equivalent Scores)
	1	5.0	5.5	.5
	2	2.0	3.0	1.0
	3	2.5	2.5	0
	4	5.0	5.5	.5
	5	1.0	2.0	1.0
	6	4.5	4.5	0
	7	2.5	3.0	.5
	8	2.5	2.5	0
	9	2.0	1.0	-1.0
	10	3.0	3.0	0
	11	2.0	2.0	0
	12	3.0	3.0	0
	13	2.5	2.5	0
	14	3.0	3.0	0
	15	1.3	1.5	.2

$$\bar{X} = .2$$

$$\text{Range} = (-1) - 1.0$$

TABLE XXVII Cont.

District	Subject	Pre	Post	Difference (Grade Equivalent Scores)
Nyssa	Grade 5			
	1	2.5	5.0	.5
	2	4.5	4.5	0
	3	2.5	2.5	0
	4	5.0	6.0	1.0
	5	5.0	6.0	1.0
	6	5.0	5.0	0
	7	5.0	6.0	1.0
	8	3.0	4.0	1.0
	9	4.0	5.0	.5
	10	2.0	3.0	1.0
	11	4.5	4.5	0
	12	1.3	1.3	0
	13	3.5	4.5	1.0
	14	3.0	3.0	0
	15	5.0	5.0	0

$$\bar{X} = 2.1$$

$$\text{Range} = 0 - 1.0$$

Adrian	Grade 5			
	1	5.0	6.0	1.0

$$\bar{X} = .5$$

$$\text{Range} = 0 - 1.0$$

Nyssa	Grade 6			
	1	4.0	5.0	1.0
	2	5.0	6.0	1.0
	3	3.0	4.0	1.0
	4	2.0	3.0	1.0
	5	4.0	4.5	.5
	6	3.0	3.0	0
	7	6.0	6.0	0
	8	5.0	6.0	1.0
	9	5.5	5.5	0
	10	1.0	1.0	0
	11	5.0	5.0	0
	12	6.0	6.0	0

$$\bar{X} = .5$$

$$\text{Range} = 0-1.0$$

Secondary

1. To improve the reading ability of the children.

Table XXVIII presents the results of the Informal Reading Inventory scores for the junior high school students in the Ontario School District. As can be seen the students at the seventh and eighth grade level made more than a year's average growth in reading. Students at the ninth grade level made less than a year's growth in reading.

TABLE XXVIII

Informal Reading Inventory Scores
Ontario District 3 C
Junior High Grades 7-9

Subject Grade 7	Pre	Post	Difference (Grade Equivalent Scores)
1	3.0	6.0	3.0
2	5.0	6.0	1.0
3	2.0	3.0	1.0
4	2.0	4.0	2.0
5	3.0	4.0	1.0
6	1.0	2.0	1.0
7	4.0	6.0	2.0
8	2.0	3.0	1.0
9	4.0	6.0	2.0
10	2.0	6.0	3.0
11	4.0	5.0	1.0
12	1.3	1.3	0
13	3.0	4.0	1.0
14	3.0	4.0	1.0
15	2.0	6.0	1.0
16	1.0	5.0	4.0
17	4.0	5.0	1.0
18	4.0	5.0	1.0
19	2.0	4.0	1.0
20	3.0	5.0	2.0
21	5.0	6.0	1.0
22	1.5	3.0	1.5
23	1.0	4.0	3.0
24	2.0	3.0	1.0
25	1.0	2.0	1.0

$\bar{X} = 1.5$
Range = 0 4.0

Grade 8	1	2.0	4.0	2.0
	2	5.0	6.0	1.0
	3	1.0	3.0	2.0
	4	6.0	6.0	6.0
	5	2.0	6.0	3.0
	6	1.0	1.0	0
	7	1.3	1.3	0

$\bar{X} = 1.1$
Range = 0 6.0

Grade 9	1	1.3	1.5	.2
	2	4.0	5.0	1.0
	3	3.0	4.0	1.0

$\bar{X} = .7$
Range = .2 1.0

Table XXIX reports the scores on the informal reading inventory at the senior high level at the Ontario School District. It can be noted that all three groups here made more than a year's average growth in reading, with the tenth graders making more than two year's average growth.

TABLE XXIX

Informal Reading Inventory Scores
Ontario District 8 C
Senior High Grades 10-12

Subject	Pre	Post	Difference (Grade Equivalent Scores)
Grade 10			
1	4.0	8.0	4.0
2	7.3	8.8	1.5
3	6.0	7.3	1.3
4	3.0	6.0	3.0
5	1.0	3.0	2.0
6	3.0	5.0	2.0
7	8.3	8.8	.5
8	4.0	5.0	1.0
9	4.0	7.3	3.3
10	6.0	8.3	2.3

$$\bar{X} = 2.1$$

$$\text{Range} = .5 - 4.0$$

Grade 11			
1	5.0	5.0	0
2	6.0	8.3	2.3
3	7.3	8.8	1.5
4	8.8	8.8	0

$$\bar{X} = 1.2$$

$$\text{Range} = 0 - 2.3$$

Grade 12			
1	8.3	8.8	.5
2	6.0	8.3	2.3

$$\bar{X} = 1.4$$

$$\text{Range} = .5 - 2.3$$

Table XXX presents the Informal Reading Inventory scores for the students in the Junior High at Nyssa. All three groups made a year and a half's growth or more in reading.

TABLE XXX
Informal Reading Inventory Scores
Nyssa District 26
Junior High Grades 7-9

Subject Grade 7	Pre	Post	Difference (Grade Equivalent Scores)
1	3.0	5.0	2.0
2	4.0	6.0	2.0
3	4.0	6.0	2.0
4	7.0	8.0	1.0
5	5.0	6.0	1.0
6	1.0	2.0	1.0
7	4.0	6.0	2.0
8	5.0	6.0	1.0

$\bar{X} = 1.5$
Range = 1.0 - 2.0

Grade 8			
1	7.0	7.0	0
2	5.0	7.0	2.0
3	4.0	5.0	1.0
4	3.0	7.0	4.0
5	1.0	2.0	1.0
6	2.0	5.0	3.0
7	6.0	7.0	1.0
8	5.0	6.0	1.0

$\bar{X} = 1.6$
Range = 0 - 4.0

Grade 9			
1	3.0	5.0	2.0
2	5.0	6.0	1.0

$\bar{X} = 1.5$
Range = 1.0 - 2.0

Table XXXI presents the Informal Reading Inventory scores for the Senior High School students at Nyssa. Only two tenth grade students had pre-posttest scores and their progress was one year's growth for both students. No scores were reported for the eleventh and twelfth graders from this district.

TABLE XXXI
Informal Reading Inventory Scores
Nyssa District 26
Senior High Grades 10-12

Subject	Pre	Post	Difference (Grade Equivalent Scores)
Grade 10			
1	6.0	7.0	1.0
2	4.0	5.0	1.0

$$\bar{X} = 1.0$$

No subjects in grades 11 and 12

Table XXXII presents the results in spelling scores for the Junior High School students in Ontario. As can be noted the growth in spelling was inconsistent across the three groups with the seventh grade group making less than half a year's growth in spelling, the eighth grade group showing a decrease, and the ninth grade group showing no progress whatsoever.

TABLE XXXII

Spelling Scores
Ontario District 8 C
Junior High Grades 7-9

Subject	Pre	Post	Difference (Grade Equivalent Scores)
Grade 7			
1	3.0	5.0	2.0
2	5.0	6.0	1.0
3	4.0	2.0	-2.0
4	7.0	7.0	0
5	5.0	5.0	0
6	2.0	2.0	0
7	4.0	5.0	1.0
8	3.0	3.0	0
9	5.0	5.0	0
10	4.0	3.0	-1.0
11	2.4	5.0	2.6
12	3.0	4.0	1.0
13	3.0	4.0	1.0
14	1.0	1.0	0

$$\bar{X} = .4$$

$$\text{Range} = (-2.0) - 2.6$$

Grade 8			
1	5.0	2.0	-3.0
2	2.0	3.0	1.0
3	7.0	7.0	0

$$\bar{X} = -.7$$

$$\text{Range} = (-3.0) - 1.0$$

Grade 9			
1	1.0	1.0	0
2	2.0	2.0	0

Table XXXIII presents the spelling scores for the Senior High School students in Ontario. It can be noted that the students at the tenth grade made an average growth of 1.8 grade point scores, and the two eleventh grade students that were tested showed an average growth of two years. One twelfth grade student was tested and he made three year's growth in spelling.

TABLE XXXIII
Spelling Scores
Ontario District 8 C
Senior High Grades 10-12

Subject	Pre	Post	Difference (Grade Equivalent Scores)
Grade 10			
1	3.0	5.0	2.0
2	4.0	9.0	5.0
3	6.0	8.0	2.0
4	2.0	5.0	3.0
5	5.0	7.0	2.0
6	6.0	7.0	1.0
7	3.0	4.0	1.0
8	5.0	5.0	0
9	7.0	7.0	0

$\bar{X} = 1.8$
Range 0 - 5.0

Grade 11			
1	3.0	5.0	2.0
2	7.0	9.0	2.0

$\bar{X} = 2.0$

Grade 12			
1	4.0	7.0	3.0

No spelling scores were reported for students from the Nyssa District at the secondary level.

Third Party Evaluator's Comments:

As can be noted by the amount of data in this report the Migrant Program in Malheur County is very extensive and serves a great number of students at all grade levels in a variety of school districts. The extent of this program involvement requires the cooperation of a great number of teachers, resource personnel and administrators. The Migrant Program in Malheur County is to be commended for the degree to which they have organized this personnel to serve the migrant children in the area.

The format by which the program reports their objectives, activities, materials and evaluation plan for the students at the various settings is excellent. It clearly lays out the type of program being conducted at any site and the reader can quickly learn what each setting is doing in order to improve the educational program of the migrant children that they are serving.

The test results indicate that the program is having the most impact on students at the preschool and elementary levels in the Ontario School District and the Nyssa School District. Results from these two districts are the most inclusive and indicate the greatest amount of progress. At the preschool level, most pupils showed growth in both language development and basic school readiness activities. It can be noted that the six year old group made the least amount of progress in these two areas and this would suggest that these children had already acquired many of the skills being presented when they initially entered the program. It may be that the six year old preschool pupils need a more intensive program in specific areas such as reading readiness. This may help them later in first grade.

At the primary and intermediate levels in the elementary schools it can be seen that the greatest amount of progress was made by the primary level children in the reading areas, especially as measured by the Dolch Sight Word

Test. The vocabulary tests do not show an extensive amount of growth for these students, as the only growth was noted in the expressive area. The receptive vocabulary was negligible for these students. Many had successfully completed the receptive area and programming was in the expressive development area only.

At the intermediate level progress was noted in reading as measured by the Dolch Sight Word Test and the Informal Reading Inventory. In almost all cases students at the fourth grade level showed the greatest amount of progress while students at the sixth grade level showed the least amount of progress. This is undoubtedly due to the fact that the students at the fifth and sixth grade levels have had more exposure to the information being provided but are not progressing with it. It may also be due to the fact that many students were at grade level on the pretest and the evaluative instrument was limited to 6th grade level. It may be that the program may want to develop some other more highly motivating type programs for these students if they are to show continued progress in academic areas.

At the secondary level students showed the greatest amount of progress in the area of reading and this was consistent across all the grade levels in which scores were reported. However, it can be noted there were not a great number of students receiving pre and posttests at this level. Spelling scores for the secondary group indicated little progress was made in this area. Again the lack of extensive progress may be a motivational factor and the district may want to explore some techniques to increase the motivational level of the students in these programs.

In the Malheur area there are basically two types of programs. The Nyssa and Ontario schools, which receive the maximum services, have resource teachers, teacher's aides and special programs. The resource teacher works closely with the classroom teacher in diagnosing and prescribing supplemental

programs for the migrant child. These programs are implemented by the aides, under the supervision of the classroom teacher and/or the resource teacher. Therefore, some type of direct control assures the continual programming in order to fulfill the objectives.

The Annex and Vale schools, which have requested minimal types of services, have a one-half day per week resource teacher and an opportunity to utilize materials from the Migrant Center. The Title I program provides a supplemental reading program for these schools. Teacher aides are not available to assist in instruction. Any kind of direct control of programming is determined by the principals and teachers of these schools. Therefore, posttesting and objective fulfillment is oftentimes minimal.

The Adrian school system is contracted to provide the services for the preschool migrant child. The elementary program is basically a Title I project and migrant children are serviced by this program. As a result, the test data on migrant children is a result of the Title I program.

As can be seen by the results the greatest majority of the scores are reported from the Ontario and Nyssa School District. As noted above, these two districts comprise the greatest population of migrant students in Malheur County, and the project is attempting to serve students in other districts in the area, mainly Adrian, Vale, and Annex. There were very few pre- posttest scores presented from these outlying areas and it was difficult to determine the amount of progress being made by students in these sites. However, if the district is providing service for children, it should be encouraged to gather evaluation data on them. Possibly some form of continual data evaluation could be devised or possibly the classroom teacher could be instructed to give the students posttests if she realizes that the student was going to be leaving. These outlying districts are served by itinerant resource teachers and oftentimes she is not able to be

on the site when the students leave. If the classroom teacher could assist in this data collection it might help the county acquire evaluative results on more students.

AREA NAME: Marion County IED

COUNTY: Marion

FUNDING ALLOCATED: \$404,832

PROJECT BEGINNING DATE: September 1, 1972

PROJECT ENDING DATE: August 30, 1973

SCHOOL SESSION: Regular Year

NUMBER OF MIGRANT STUDENTS ENROLLED: 1,227

Introduction:

The following districts participated in the project:

1. Aumsville Elementary District #11
2. Brooks Elementary District #31
3. Cascade Union High School District #5
4. Gervais Elementary District #76
5. Gervais Union High School District #1
6. Marion Elementary District #20
7. Monitor Elementary District #142J
8. Mt. Angel District #91
9. North Marion District #15
10. North Santiam Elementary District #126
11. St. Paul District #45
12. Salem District #24J
13. Silverton District #4
14. Stayton Elementary District #77J
15. Stayton Union High School District #4J
16. Turner Elementary District #79

17. West Stayton Elementary District #61

18. Woodburn District #103

The total number of public school migrant students enrolled (1,227) were divided in grades K through 12 as shown in Table I. There were no nonpublic school migrant children participating in the program. The personnel participating in the program were: 14.02 teachers, 40 aides, 26 volunteers and 15 home/school counselors. Table II presents the number of certified personnel employed.

Table I
Migrant Students Enrolled

Grade	Enrolled	ADM
Preschool	53	40.3
First	166	132.3
Second	131	103.36
Third	142	109.52
Fourth	136	109.80
Fifth	138	106.72
Sixth	109	87.09
Seventh	105	89.16
Eighth	81	64.53
Ninth	59	48.90
Tenth	59	40.10
Eleventh	23	16.06
Twelfth	25	19.30
Total	1,227	967.14

Table II
Certified Personnel Employed

Number of Certified Personnel Employed	
A. Bilingual.	
1. Target group	5
2. Other	4
B. English-speaking	
1. Target group	
2. Other	11
Total	20

Supplementary statistical data gathered during the operation of this program are shown in Table III.

Table III
Supplementary Statistical Data

A. Total bus miles	49,929	
B. Health examinations	129	
C. Health referrals	332	
1. Vision Exams		
2. Vision referrals		
D. Dental examinations	29	
E. Dental referrals	93	
F. Breakfasts	0	
G. Morning snacks	1,888	
H. Hot lunches	0	
I. Afternoon snacks	8,234	
J. No. of teachers	14.02 (FTE)	
K. No. of aides		
1. Target group	24	
2. Other	16	
3. How many are bilingual	24	TOTAL 40
L. No. of volunteers		
1. Target group	18	
2. Other	8	TOTAL 26

Objectives and Evaluation Plan:

Preschool

1. To improve the academic readiness of the children.

To evaluate this objective the children were to be administered the Preschool Academic Checklist upon entering the program. Continual evaluation will be provided by the use of the Checklist. Improvement was to be reported as to the number of new skills acquired on the Checklist.

2. To improve the receptive and expressive standard English language development of the children.

To evaluate this objective, the children were to be administered the Northwestern Syntax Screening Test when they entered the program. Continuous evaluation was to be conducted by noting the language skills acquired during the year. Improvement was to be reported as to the amount of growth in receptive and expressive language.

Primary, Intermediate and Secondary

1. To improve the reading ability of the children.

To evaluate this objective, children in grades 3 - 8 and grade 10 were to be administered the Comprehensive Test of Basic Skills on a pre-posttest basis. Improvement was to be reported as to the change in grade level score on this test. For students in grades 11 and 12 who were working in skills centers, improvement in reading was to be noted through the use of the tests that were used in the skill center program.

Methodology:

The Marion County Migrant Program conducted educational programs for migrant students in twenty-two school districts and in thirty-four different schools in Marion County. This project served approximately

1,400 students in these settings. The program had fourteen fulltime teachers and forty aides and fifteen home/school counselors. This staff and scope of programming was the largest in any single county unit in the State of Oregon.

Within this county, five preschool programs were conducted by the Migrant Program. The major educational emphasis of these programs was to provide academic readiness for the children. This was done to better insure success on the part of the migrant children when they entered the primary grades in the school districts in which they were enrolled. The educational programs at the preschool level centered around readiness activities such as counting, shape recognition, pre-reading activities, color recognition, writing, time telling and counting and recognizing money. Oral language development was also stressed in these settings. Many of the students were bilingual and bilingual aides were employed to assist the pupils in the learning of standard English. In addition, Spanish was used for instructional purposes whenever the child needed help to understand lessons or directions that were being presented. In addition to these formal educational programs, a wide variety of ancillary activities were conducted. These activities included physical education and games, art and music. The teachers of these young children also conducted a number of cultural activities reflecting the Mexican-American heritage of the children. These activities centered around songs and games of Mexico as well as celebrations of Mexican holidays.

At the elementary level, the program emphasized the development of academic skills with the children, especially those skills related to reading and language development. These two areas formed the major emphasis of the programming for the children at the elementary level.

majority of the elementary children were assisted by aides who provided individualized instruction for the children. The aides worked under the direction of classroom teachers and they provided intensive follow-up help for the students, especially in the area of reading. Some schools operated a resource room in which a resource teacher conducted individual diagnostic testing on the children and then she implemented individualized programs designed to remediate the identified deficiencies of the children. The major emphasis in programming for the children in the resource rooms was around the area of reading.

In addition to the academic assistance that was provided by the aides and resource teachers, they also assisted the pupils who were having problems learning in school due to a language deficiency. The majority of the aides were bilingual and they could provide the pupil with assistance in his native language so that he could better understand and profit from the educational program that was being presented. Some of the aides were proficient in English as a second language technique and they assisted the children in learning standard English as part of their planned instructional program.

At the secondary level, the emphasis was still upon improving the child's academic abilities but the program at the secondary level also attempted to assist the child in making a satisfactory entry into the regular secondary school environment. In many cases, this was difficult to do because a number of the students were becoming alienated toward the programming and administration of the secondary schools. In order to assist in this effort, the district had hired fourteen home/school counselors. The majority of these counselors worked in the high school and provided instructional help for the children and they also supplemented the regular high school counseling program for the migrant students.

These counselors were able to communicate with the migrant students and they were often able to assist the children in many areas where they were experiencing difficulty. The migrant project felt that the home/school counselor can be a positive factor in convincing the migrant students to remain in school.

One of the more unique language programs in the State was conducted at Monitor Elementary School where a trilingual educational program was conducted. This program was designed for Russian, Spanish and English speaking children. During the morning the children received instruction in their native language, this being Russian, Spanish and English. During the afternoon session all of the children were brought into a single classroom where further educational programming was conducted for them in English. Assistance for the program was acquired from the bilingual training component of Eastern Oregon State College.

The county migrant program employed a teacher who worked from a large mobile van. This teacher served four of the smaller school districts in the county. She provided diagnostic testing for the children and then conducted individualized programs based on the children's identified needs in the area of language development and reading. She also provided bilingual assistance for those children who needed this type of help to better profit from the regular educational program of the district.

The migrant program in Marion County conducted a number of unique programs both for the students they served and for the aides in the program.

Four districts conducted Spanish classes for the Chicano migrant children. These schools were Monitor, Silverton, Pioneer and North Marion.

The curriculum of these classes are especially designed for the native speaker of Spanish and the children identified much better with this type of classroom set up than the regular classes for the regular Spanish of the school curriculum.

Four high schools in the county had developed an ethnic study program for the Chicano migrants. These high schools were Gervais, Mt. Angel, North Marion and Cascade. These classes were similar to social studies classes where the students could learn more about their cultural heritage. They learned about the customs and national heroes of Mexico.

The county migrant program had provided a variety of training programs for the teachers and aides. They conducted a class in classroom behavior dynamics and it was intended to assist the teachers in identifying and changing the disruptive behaviors of students. An inservice program for the aides was conducted. It lasted over a period of ten sessions and provided them with skills in teaching, classroom management, and child development. The program also conducted fifteen training sessions for the home/school consultants. These sessions centered around such topics as counseling and communication techniques, ideas in working with students, staff relationship and overviews of general school policies. All of the fifteen home/school consultants in the county participated in these sessions. A program in cultural awareness was also provided for the teachers, aides and home/school consultants as well as for the total school staff in many of the Title I-M schools. The program was designed to provide the participants with some of the cultural beliefs and mores of the Mexican-American people. The inservice was conducted with films and discussion groups where the participants reviewed the various ideas that were presented.

The Marion County migrant project utilized the services of home/school consultants to a larger degree than any of the other programs within the State. There were fifteen home/school consultants serving 20 school districts in the county. The employment of home/school consultants has been stressed in the secondary programs and there has been a concerted effort to acquire certified Mexican-American teachers to serve in these roles. The major emphasis of their program is to assist the students in developing a positive identity with the total school population and in doing so encourage the migrant students to remain in school and finish their high school education. The home/school consultant also worked with the parents to encourage the child to stay in school. The certified home/school consultants who were working in the school had a variety of tasks; many of them taught courses in ethnic studies and they served as alternative counselors to the regular secondary counseling program. Students who were having difficulty communicating with the regular counselor could go to the home/school consultant to receive counseling help. Many of the students preferred this because they felt they could better communicate with the counselors provided by the migrant program.

The program also placed a great deal of emphasis on the parent advisory councils. These councils met on a regular basis in the various districts in the county and there was also a county-wide parent advisory council that met on a periodic basis. The major role of these councils was to provide suggestions and input for the school programs serving the migrant children. The program and the minutes were all presented bilingually so that the parents who did not understand English could participate in the meetings. It was reported by the area coordinator and

his assistants that these meetings were well attended and the parents appreciated the efforts that the program had made to make them feel welcome.

In summary, the major emphasis of the migrant program in Marion county was to provide an educational program for the migrant children they were serving. The major emphasis of the program was in reading and language development. The needs of the students were identified through diagnostic testing and then, as much as possible, individualized assistance was provided on a one to one basis. This was most often done with the instructional assistance of an aide hired by the migrant program. The program also conducted five preschool programs where children were provided with skills to help them better succeed in the primary grades.

In addition to these educational components, the program conducted a number of unique services for the migrant students. These included Spanish classes for the Chicano migrant, ethnic study programs, and bilingual assistance in instruction when necessary. The program also conducted a variety of programs for the aides, teachers and home/school consultants in the district. These included specific training programs so that the personnel could better meet the needs of the students that they have been employed to serve.

The district relied heavily upon parent advisory boards to provide input into the educational and ancillary services of the program. The parent advisory council meetings and the printed matter that accompanied them were all printed bilingually so that all parents could participate in these programs.

Results:

Preschool

1. To improve the academic readiness of the children.

Tables IV, V and VI present the results of the Preschool Academic Checklist for the preschool students at Woodburn, North Santiam and Gervais Schools. As can be seen, all three groups made more than an average of 20 skill gains per student with the children at Woodburn making an average gain of 43 skills per student. This group showed strong growth in all areas assessed on the Checklist. The students at North Santiam showed their strongest growth in the arithmetic, reading and writing areas while the pupils at Gervais showed the most growth in the color recognition areas.

2. To improve the receptive and expressive standard English language development of the children.

Tables VII, VIII and IX present the results of the Northwestern Syntax Screening Test for the preschool children at Brooks, Gervais and North Santiam. The highest average growth shown by the preschool groups in language development was in the area of expressive language as all three groups showed the highest average growth in this area. The preschool group at Gervais showed growth in virtually all areas assessed on this language test. This included both the receptive and expressive tasks on the test. The least amount of growth was shown by the pupils in North Santiam. However, it should be noted that all of these students are native speakers of English and none of them are bilingual. Therefore, they would probably be quite competent in standard English language development as measured by this test.

Table IV
PRESCHOOL ACADEMIC CHECKLIST
SUMMARY SHEET

AREA Marion County
SCHOOL Woodburn
TOTAL STUDENTS TESTED 28

CA 5

TASK	PRE	POST	GAIN	TASK	PRE	POST	GAIN
Knows His Name	10	28	18	Recognizing Sounds			
Arithmetic				s	2	15	13
Counting 1-10	10	28	18	m	2	15	13
Counting 11-20	4	24	20	t	2	15	13
Counting 21-30	4	24	20	n	2	15	13
Counting 31-40	3	24	21	p	2	15	13
Counting 41-50	2	24	22	d	2	15	13
Counting Objects 1-20	2	20	18	Recognizing Words			
Naming Numerals 1-20	2	20	18	cat	1	20	19
Matching Numerals to Objects 1-5	5	23	18	dog	1	20	19
Recognizing Shapes				red	1	20	19
Circle	10	28	18	chair	1	20	19
Square	10	28	18	door	1	20	19
Triangle	10	28	18	boy	1	20	19
Rectangle	10	28	18	girl	1	20	19
Recognizing Size				Writing			
Big	15	28	13	Writing First Name	3	28	25
Little	15	28	13	Writing Numbers 1-10	3	28	25
Knowledge of Time				Writing Numbers 11-20	3	28	25
Morning	2	20	18	Writing Letters A-Z	2	15	13
Noon	2	20	18	Colors			
Night	2	20	18	Identify by Pointing			
Telling Time				red	2	28	26
Clock 1- 9:00 or 11:45	0	15	15	blue	2	28	26
Clock 2- 4:30	0	15	15	green	2	28	26
Recognizing Coin Money				orange	2	28	26
Penny	2	22	20	yellow	2	28	26
Nickel	2	22	20	white	2	28	26
Dime	2	22	20	black	2	28	26
Knowledge of Money				brown	2	28	26
Five pennies/ one nickel	2	15	13	Identify by Naming			
Dime/ two nickels	0	0	0	orange	0	15	15
Reading				black	0	12	12
Recognizing Right and Left				red	0	20	20
Right	15	28	13	green	0	10	10
Left	15	28	13	yellow	0	20	20
Recognizing Difference Words and Pictures	10	28	18	blue	0	20	20
Recognizing the Same and Difference				brown	0	20	20
Shapes	8	21	13	white	0	12	12
Letters	2	15	13				
Recognizing Letters							
a	3	15	12				
i	3	15	12				
n	3	15	12				
p	3	15	12				
t	3	15	12				
m	3	15	12				

TOTAL GAIN 1,206

AVERAGE GAIN PER STUDENT 43.07

TABLE V
PRESCHOOL ACADEMIC CHECKLIST
SUMMARY SHEET

AREA Marion County

CA 5

SCHOOL North Santiam

TOTAL STUDENTS TESTED 12

TASK	PRE	POST	GAIN	TASK	PRE	POST	GAIN
Knows His Name	11	12	1	Recognizing Sounds			
Arithmetic				s	2	12	10
Counting 1-10	10	12	2	m	0	10	10
Counting 11-20	6	11	5	t	0	10	10
Counting 21-30	0	10	10	n	0	5	5
Counting 31-40	0	10	10	p	0	9	9
Counting 41-50	0	10	10	d	0	7	7
Counting Objects 1-20	3	11	8	Recognizing Words			
Naming Numerals 1-20	0	10	10	cat	0	7	7
Matching Numerals to Objects 1-5	6	12	6	dog	0	5	5
Recognizing Shapes				red	0	9	9
Circle	11	12	1	chair	0	1	1
Square	5	12	7	door	0	1	1
Triangle	4	12	8	boy	0	4	4
Rectangle	0	11	11	girl	0	6	6
Recognizing Size				Writing			
Big	11	12	1	Writing First Name	1	12	11
Little	10	12	2	Writing Numbers 1-10	0	11	11
Knowledge of Time				Writing Numbers 11-20	0	11	11
Morning	4	10	6	Writing Letters A-Z	0	12	12
Noon	0	10	10	Colors			
Night	5	11	6	Identify by Pointing			
Telling Time				red	9	12	3
Clock 1- 9:00 or 11:45	1	4	3	blue	5	12	7
Clock 2- 4:30	0	2	2	green	7	12	5
Recognizing Coin Money				orange	9	12	3
Penny	10	12	2	yellow	7	12	5
Nickel	8	12	4	white	6	12	6
Dime	10	12	2	black	9	12	3
Knowledge of Money				brown	8	12	4
Five pennies/ one nickel	1	10	9	Identify by Naming			
Dime/ two nickels	2	7	9	orange	8	12	4
Reading				black	7	12	5
Recognizing Right and Left				red	7	12	5
Right	10	12	2	green	7	12	5
Left	10	12	2	yellow	6	12	6
Recognizing Difference Words and Pictures	7	12	5	blue	7	12	5
Recognizing the Same and Difference				brown	5	12	7
Shapes	10	12	2	white	7	12	5
Letters	5	12	7				
Recognizing Letters							
a	1	12	11				
i	1	12	11				
n	1	11	10				
p	2	11	9				
t	1	11	10				
m	1	12	11				

TOTAL GAIN 422

AVERAGE GAIN PER STUDENT 35.17

TABLE VI
PRESCHOOL ACADEMIC CHECKLIST
SUMMARY SHEET

AREA Marion County

CA 5

SCHOOL Gervais

TOTAL STUDENTS TESTED 6

TASK	PRE	POST	GAIN	TASK	PRE	POST	GAIN
Knows His Name	1	5	4	Recognizing Sounds			
Arithmetic				s	0	3	3
Counting 1-10	1	5	4	m	0	2	2
Counting 11-20	0	2	2	t	0	0	0
Counting 21-30	0	1	1	n	0	1	1
Counting 31-40	0	1	1	p	0	2	2
Counting 41-50	0	1	1	d	0	0	0
Counting Objects 1-20	0	1	1	Recognizing Words			
Naming Numerals 1-20	0	0	0	cat	0	0	0
Matching Numerals to Objects 1-5	0	2	2	dog	0	0	0
Recognizing Shapes				red	0	0	0
Circle	1	4	3	chair	0	0	0
Square	0	2	2	door	0	0	0
Triangle	0	2	2	boy	0	0	0
Rectangle	0	0	0	girl	0	0	0
Recognizing Size				Writing			
Big	5	5	0	Writing First Name	0	3	3
Little	4	5	1	Writing Numbers 1-10	0	0	0
Knowledge of Time				Writing Numbers 11-20	0	0	0
Morning	0	1	1	Writing Letters A-Z	0	0	0
Noon	0	2	2	Colors			
Night	0	3	3	Identify by Pointing			
Telling Time				red	1	5	4
Clock 1- 9:00 or 11:45	0	1	1	blue	0	5	5
Clock 2- 4:30	0	0	0	green	0	5	5
Recognizing Coin Money				orange	1	5	4
Penny	0	2	2	yellow	0	6	6
Nickel	0	2	2	white	0	5	5
Dime	0	2	2	black	2	5	3
Knowledge of Money				brown	1	5	4
Five pennies/ one nickel	0	1	1	Identify by Naming			
Dime/ two nickels	0	0	0	orange	1	5	4
Reading				black	2	5	3
Recognizing Right and Left				red	1	5	4
Right	2	3	1	green	1	4	3
Left	2	3	1	yellow	0	5	5
Recognizing Difference				blue	1	5	5
Words and Pictures	1	3	2	brown	1	5	5
Recognizing the Same and Difference				white	0	5	5
Shapes	0	3	3				
Letters	0	3	3				
Recognizing Letters							
a	0	1	1				
i	0	3	3				
n	0	0	0				
p	0	2	2				
t	0	0	0				
m	0	1	1				

TOTAL GAIN 136

AVERAGE GAIN PER STUDENT 22.67

TABLE VII

NORTHWESTERN SYNTAX SCREENING TEST

No. of Students 6

Brooks #31

CA 5

RECEPTIVE TASK

EXPRESSIVE TASK

	Pre	Post	Gain		Pre	Post	Gain
Nouns				Nouns			
Plurals	0	4	4	Plurals	2	5	3
Possessive	0	3	3	Possessive	0	1	1
Verbs				Verbs			
Present tense	3	4	1	Present tense	2	3	1
Past tense	0	0	0	Past tense	0	1	1
Future tense	1	1	0	Future tense	0	3	3
3rd person	0	0	0	3rd person	0	0	0
Prepositions				Prepositions			
in	5	6	1	in	5	6	1
on	5	5	0	on	3	5	2
under	4	6	2	under	3	6	3
behind	4	4	0	behind	2	4	2
Pronouns				Pronouns			
he	4	6	2	he	4	5	1
she	4	6	2	she	3	5	2
her	5	6	1	her	5	6	1
their	5	6	1	their	2	3	1
himself	2	4	2	himself	0	5	5
Not Statement	5	6	1	Not Statement	3	6	3
Reversal of Subject/Obj.	0	0	0	Reversal of Subject/Obj.	0	1	1
This and That Concept	0	4	4	This and That Concept	3	5	2
Question Words				Question Words			
who	0	1	1	who	0	3	3
what	0	4	4	what	0	2	2
where	1	6	5	where	1	4	5
Understanding Sentences				Understanding Sentences			
statements	0	1	1	statements	0	4	4
questions	0	0	0	questions	0	0	0

Total Gain Receptive 35Total Gain Expressive 47Average Gain Per Student 5.8Average Gain Per Student 7.8

TABLE VIII
NORTHWESTERN SYNTAX SCREENING TEST

No. of Students 7

Gervais

CA 5

RECEPTIVE TASK

EXPRESSIVE TASK

	Pre	Post	Gain		Pre	Post	Gain
Nouns				Nouns			
Plurals	0	3	3	Plurals	1	4	3
Possessive	1	2	1	Possessive	1	2	1
Verbs				Verbs			
Present tense	1	3	2	Present tense	0	1	1
Past tense	0	0	0	Past tense	0	0	0
Future tense	1	2	1	Future tense	0	4	4
3rd person	0	0	0	3rd person	0	0	0
Prepositions				Prepositions			
in	2	7	5	in	2	7	5
on	4	5	1	on	2	6	4
under	2	7	5	under	1	4	3
behind	3	6	3	behind	1	3	2
Pronouns				Pronouns			
he	4	6	2	he	2	7	5
she	3	5	2	she	1	4	3
her	2	5	3	her	2	6	4
their	1	5	4	their	1	1	0
himself	0	2	2	himself	1	2	1
Not Statement	4	6	2	Not Statement	3	7	5
Reversal of Subject/Obj.	0	0	0	Reversal of Subject/Obj.	0	1	1
This and That Concept	0	3	3	This and That Concept	1	4	3
Question Words				Question Words			
who	0	2	2	who	0	2	2
what	0	2	2	what	0	3	3
where	0	4	4	where	2	4	2
Understanding Sentences				Understanding Sentences			
statements	1	0	0	statements	0	5	5
questions	1	0	0	questions	0	0	0

Total Gain Receptive 47

Total Gain Expressive 56

Average Gain Per Student 6.7

Average Gain Per Student 8.0

TABLE IX

NORTHWESTERN SYNTAX SCREENING TEST

No. of Students 12

North Santiam #126

CA 5

RECEPTIVE TASK

EXPRESSIVE TASK

	Pre	Post	Gain		Pre	Post	Gain
Nouns				Nouns			
Plurals	0	0	0	Plurals	0	4	4
Possessive	3	7	4	Possessive	9	10	1
Verbs				Verbs			
Present tense	1	4	3	Present tense	4	6	2
Past tense	3	5	2	Past tense	7	8	1
Future tense	1	6	5	Future tense	0	2	2
3rd person	6	10	4	3rd person	11	12	1
Prepositions				Prepositions			
in	0	0	0	in	1	1	0
on	0	0	0	on	1	1	0
under	0	0	0	under	0	2	2
behind	0	0	0	behind	0	3	3
Pronouns				Pronouns			
he	0	1	1	he	0	1	1
she	0	0	0	she	1	1	0
her	1	0	0	her	0	1	1
their	1	1	0	their	0	3	3
himself	1	2	1	himself	5	7	2
Not Statement	0	1	1	Not Statement	0	2	2
Reversal of Subject/Obj.	8	10	2	Reversal of Subject/Obj.	3	9	6
This and That Concept	7	7	0	This and That Concept	1	4	3
Question Words				Question Words			
who	4	7	3	who	4	5	1
what	3	8	5	what	1	5	4
where	3	5	2	where	0	1	1
Understanding Sentences				Understanding Sentences			
statements	0	0	0	statements	0	0	0
questions	10	12	2	questions	6	10	4

Total Gain Receptive 35Total Gain Expressive 44Average Gain Per Student 2.9Average Gain Per Student 3.6

Primary, Intermediate and Secondary

1. To improve the reading ability of the children.

Tables X through XXII present the results of the reading tests for those districts in the area that submitted pre- posttest scores for the children they served. It should be noted that these tests were administered by the county office and they were obtained by the local school districts and submitted for evaluative purposes. The Comprehensive Test of Basic Skills was the most common reading test administered but some of the districts administered the Gates-MacGinitie Reading Test. One district, Aumsville, administered the Wide Range Achievement Test. Results indicate that only three districts, Aumsville, North Santiam and Salem, showed average skill gains per group of more than one year's growth in reading. Cascade Union High School District, grades 7 - 12, had an average gain in reading of .88. This indicates almost a year's growth for students at the junior and senior high level and this is considered quite good for students at this level. It should also be noted that the students in grades three through eight at Mt. Angel also showed almost a year's average growth in reading with the results being .9 months average gain in reading. Students in grades 3 through 8 at Stayton also showed strong growth with their average gain being almost three quarters of a year.

Third Party Evaluators Comments:

In reviewing the report of this area, one cannot help but be impressed by the number of districts involved in this area and also with the fact that the program is serving over 1,200 migrant students in preschool through twelfth grade. This is an extremely large program as compared to the other programs in the State and the area coordinator and his staff

TABLE X
Wide Range Achievement Test
Aumsville Elementary #1
Grade Equivalent Scores

<u>SUBJECT</u>	<u>PRE</u>	<u>POST</u>	<u>GAIN</u>
1	2.9	4.7	1.8
2	3.7	5.1	1.3
3	2.0	3.5	1.5
4	1.5	2.8	1.3
5	1.8	2.2	.4
6	1.2	1.4	.2
7	1.7	3.6	1.9
8	2.4	2.9	.5
9	2.7	3.7	1.0
10	1.7	3.7	2.0
11	2.9	3.4	.5

\bar{X} Gain Per Student 1.13

TABLE XI

Comprehensive Test of Basic Skills
Cascade School District

Reading Comprehension (Grade Equivalent Scores)
Grades 7-12

<u>SUBJECT</u>	<u>PRE</u>	<u>POST</u>	<u>GAIN</u>
1	10.4	12.9	2.5
2	8.3	9.7	1.4
3	6.7	8.2	1.5
4	10.0	9.5	- .5
5	10.7	11.0	.3
6	5.3	4.5	- .8
7	9.2	9.5	.3
8	8.5	9.2	.7
9	7.0	6.5	.5

\bar{X} Gain Per Student .66

TABLE XII

Gates-MacGinitie Reading Scores (Grade Equivalent)
 Cascade School District
 Grades 7-12

<u>SUBJECT</u>	<u>PRE</u>	<u>POST</u>	<u>GAIN</u>
1	3.4	4.0	.6
2	3.1	4.6	1.5
3	3.4	4.3	.9
4	6.7	7.0	.3
5	2.5	3.9	1.4
6	5.3	6.0	.7
7	7.2	7.4	.2
8	9.2	10.0	.8
9	3.2	4.5	1.3
10	4.9	6.5	1.6
11	2.9	4.1	1.1
12	7.0	7.0	0
13	3.2	3.9	.7
14	10.4	10.9	.5
15	7.2	8.0	.8
16	3.4	3.6	.2
17	3.9	6.2	2.3

\bar{X} Gain Per Student .88

TABLE XIII

Comprehensive Test of Basic Skills
Gervais Union High

Reading Vocabulary (Grade Equivalent Scores)

<u>SUBJECT</u>	<u>PRE</u>	<u>POST</u>	<u>GAIN</u>
1	6.2	6.5	.3
2	6.2	5.1	- 1.1
3	12.8	13.6	.8
4	5.4	6.2	.8
5	6.5	5.4	- 1.1
6	6.8	3.9	- 2.9
7	8.0	8.9	.9
8	9.2	10/3	1.1
9	8.3	9.7	1.4
10	4.3	6.1	.7
11	13.6	13.6	0
12	8.3	9.7	1.4
13	4.7	3.9	- .8
14	9.7	10.0	.3
15	6.8	8.0	1.2
16	9.4	10.0	.6
17	4.7	6.2	1.5

\bar{X} Gain Per Student .30

Table XIII con't

Comprehensive Test of Basic Skills
Gervais Union High

Reading Comprehension (Grade Equivalent Scores)

<u>SUBJECT</u>	<u>PRE</u>	<u>POST</u>	<u>GAIN</u>
1	7.0	6.1	- .9
2	3.9	5.2	1.3
3	10.9	13.6	2.7
4	5.8	7.5	1.7
5	6.4	7.2	.8
6	4.2	4.9	.7
7	8.2	9.7	1.5
8	9.7	10.0	.3
9	12.2	10.7	-1.5
10	4.2	4.2	0
11	13.6	13.6	0
12	9.4	11.5	2.1
13	6.7	7.0	.3
14	9.2	9.7	.5
15	6.7	6.7	0
16	7.0	7.8	.8
17	4.5	5.5	1.0

 \bar{X} Gain Per Student = .66

Table XIV
Comprehensive Test of Basic Skills
Mt. Angel Elementary School
Reading Comprehension (Grade Equivalent Scores)
Grades 3 - 8

<u>SUBJECT</u>	<u>GRADE</u>	<u>PRE</u>	<u>POST</u>	<u>GAIN</u>
1	3	2.1	3.5	1.4
2	4	2.6	3.5	.9
3		1.3	2.6	1.3
4		3.2	3.1	- .1
5		1.3	3.1	1.7
6		1.2	3.4	2.2
7		1.2	4.1	2.8
8	5	3.2	3.8	- .4
9		2.6	2.9	.3
10		3.8	4.1	.2
11	6	1.9	2.5	.6
12	7	3.1	3.2	.1
13	8	3.2	4.3	1.1
14		2.4	2.9	.5

\bar{X} Gain Per Student .90

Table XV
Comprehensive Test of Basic Skills
North Santiam School
Reading Comprehension (Grade Equivalent Scores)
(Grades 3 - 5)

<u>SUBJECT</u>	<u>PRE</u>	<u>POST</u>	<u>GAIN</u>
1	4.5	4.9	.4
2	1.1	3.7	2.6
3	1.7	2.4	.7
4	1.9	3.6	1.7
5	4.2	6.4	2.2
6	2.8	4.9	2.1
7	2.9	3.4	.5
8	2.7	4.4	1.7
9	4.2	6.1	1.8

\bar{X} Gain Per Student 1.5

Table XVI
Salem School District #24J
Reading Test

<u>SUBJECT</u>	<u>GRADE</u>	<u>PRE</u>	<u>POST</u>	<u>GAIN</u>
1	3	2.0	2.2	.2
2		2.0	2.1	.1
3		1.2	3.2	2.0
4	4	1.0	3.1	2.1
5		3.1	5.0	1.9
6		3.1	4.0	.9
7		1.0	3.1	2.1
8	5	2.2	3.2	1.0
9		3.2	4.0	.8
10	6	4.0	5.0	1.0
11		5.5	7.0	1.5
12		5.2	6.2	1.0

\bar{X} Gain Per Student 1.2

Table XVII

Gates-MacGinitie Reading Scores (Grade Equivalent)
 Silverton District #24J
 (Grades 2 - 8)

<u>SUBJECT</u>	<u>GRADE</u>	<u>PRE</u>	<u>POST</u>	<u>GAIN</u>
1	2	1.8	2.5	.7
2		1.8	3.1	1.2
3		1.4	1.5	.1
4	3	2.1	3.1	1.0
5		1.6	2.8	1.2
6		3.9	4.2	.3
7		1.3	2.8	1.5
8		2.7	3.2	.5
9		2.4	3.4	1.0
10		2.0	2.3	.3
11		2.8	3.2	.4
12	4	4.4	5.1	.6
13		2.3	2.6	.3
14		2.6	2.6	0
15		3.5	3.5	0
16	5	3.3	4.4	1.1
17		2.6	2.7	.1
18		4.0	3.8	- .2
19		2.6	3.3	.7
20		3.6	4.1	.4
21		2.6	3.2	.6
22		2.8	3.0	.2
23		4.2	4.3	.1
24	6	5.4	6.1	.6
25	7	6.3	5.7	- .6
26		5.2	5.3	.1
27		3.2	3.9	.7
28		5.2	4.1	-1.1
29		4.4	6.2	1.8
30	8	4.1	4.8	.7
31		4.1	4.4	.3
32		4.8	5.7	.8

\bar{X} Gain Per Student .48

Table XVIII

Comprehensive Test of Basic Skills
 Stayton School District #77J
 Reading Comprehension (Grade Equivalent Scores)
 (Grades 3 - 8)

<u>SUBJECT</u>	<u>GRADE</u>	<u>PRE</u>	<u>POST</u>	<u>GAIN</u>
1	3	2.1	1.7	- .3
2		1.2	2.7	1.5
3		2.9	4.2	1.3
4		2.1	2.9	.8
5		1.0	3.2	2.2
6		2.0	1.0	-1.0
7		2.5	3.5	1.0
8	4	2.7	2.6	- .1
9		3.7	4.7	1.0
10		3.1	3.3	.2
11		3.4	3.4	0
12		3.6	3.9	.3
13		3.2	3.4	1.2
14		3.8	4.6	.8
15	5	5.3	5.5	.2
16		3.8	4.2	.4
17		3.1	2.2	- .8
18		5.1	5.5	.4
19		2.7	3.4	.7
20		4.1	6.1	2.0
21		4.5	6.1	1.5
22		6.7	7.2	.5
23		2.7	3.5	.8
24		2.5	2.8	.3
25	6	4.9	4.5	- .4
26		5.1	7.8	2.7
27		8.5	9.6	1.1
28		4.0	3.9	- .1
29		4.9	4.3	- .6
30		4.2	5.7	1.5
31		3.9	4.9	1.0
32		4.1	4.6	.5
33		3.4	2.5	- .9
34		3.1	4.5	1.4

Table XVIII con't

<u>SUBJECT</u>	<u>GRADE</u>	<u>PRE</u>	<u>POST</u>	<u>GAIN</u>
35	7	5.3	5.1	- .2
36		5.1	5.9	.8
37		6.0	7.0	1.0
38		3.1	4.0	.9
39		5.4	6.3	.9
40		5.9	5.9	0
41		5.7	6.5	.8
42		8.3	8.8	.5
43		4.6	5.4	.8
44		2.7	4.6	1.9
45		4.9	5.2	.3
46		4.6	4.6	0
47		2.7	4.9	2.2
48		6.6	8.5	1.9
49		3.4	5.2	1.8
50	8	5.2	5.1	- .1
51		7.5	8.0	.5
52		7.3	6.4	- .9
53		7.7	8.9	1.2
54		7.7	9.4	1.7
55		9.8	12.0	2.2
56		8.0	10.0	2.0
57		6.6	7.3	.7
58		7.5	9.1	1.5

\bar{X} Gain Per Student .76

Table XIX
Comprehensive Test of Basic Skills
St. Paul District #45
Reading Comprehension (Grade Equivalent Scores)
(Grades 1 - 6)

<u>SUBJECT</u>	<u>PRE</u>	<u>POST</u>	<u>GAIN</u>
1	1.2	2.0	.8
2	3.2	3.4	.2
3	3.2	4.0	.8
4	2.1	3.6	1.5
5	4.6	4.2	- .4
6	3.4	3.6	.2
7	3.8	3.6	- .2
8	3.2	3.6	.4
9	2.5	3.3	.8
10	3.4	3.0	- .4
11	4.3	3.5	- .8
12	6.3	6.3	0
13	3.9	4.6	.7
14	3.9	4.9	1.0
15	6.7	6.7	0
16	3.1	4.0	.9

\bar{X} Gain Per Student .34

Table XX
Comprehensive Test of Basic Skills
Turner Elementary

<u>SUBJECT</u>	<u>GRADE</u>	<u>PRE</u>	<u>POST</u>	<u>GAIN</u>
1	3	2.7	3.0	.3
2		2.1	1.8	.2
3		1.3	1.8	.5
4		1.1	1.2	.1
5	4	3.3	4.1	.8
6		2.1	3.3	1.2
7	5	3.5	4.9	1.4
8		3.1	4.2	1.1
9		3.7	3.7	0

\bar{X} Gain Per Student 0.6

Table XXI

Comprehensive Test of Basic Skills
 Woodburn School District 103C
 Reading Vocabulary (Grade Equivalent Scores)

<u>SUBJECT</u>	<u>PRE</u>	<u>POST</u>	<u>GAIN</u>
1	2.0	3.4	1.4
2	3.2	3.9	.7
3	2.3	4.3	2.0
4	2.1	3.5	1.4
5	2.9	3.2	.3
6	3.4	3.5	.1
7	2.3	2.7	.4
8	2.7	2.7	0
9	3.1	2.1	-1.0
10	3.7	3.5	-.2
11	2.5	5.0	2.5
12	5.5	6.0	.5
13	5.0	6.8	1.8
14	3.7	3.6	-.1
15	2.9	3.6	.7
16	3.9	3.5	-.4
17	3.1	3.2	.1
18	3.7	2.3	-1.4
19	2.9	1.3	-1.6
20	2.8	3.9	1.1
21	3.1	3.7	.6
22	4.2	6.8	2.6
23	3.4	3.6	.2
24	2.0	2.8	.8
25	3.3	2.3	-1.0
26	5.6	4.8	-.8
27	3.6	5.1	-1.4
28	5.3	5.8	.5
29	3.6	4.8	1.2
30	4.3	4.6	.3

\bar{X} Gain Per Student .38

Table XXII

Comprehensive Test of Basic Skills
Woodburn School District 103C
Reading Comprehension (Grade Equivalent Scores)

<u>SUBJECT</u>	<u>PRE</u>	<u>POST</u>	<u>GAIN</u>
1	1.6	1.7	.1
2	3.7	3.4	- .3
3	1.8	2.7	.9
4	1.0	3.5	2.5
5	2.7	3.6	.9
6	2.3	3.1	.7
7	2.3	3.6	1.3
8	2.9	2.5	- .4
9	2.9	2.9	0
10	3.4	3.6	.2
11	3.4	3.7	.3
12	4.7	9.5	4.8
13	3.5	4.3	.8
14	2.9	4.3	1.4
15	3.4	3.1	- .3
16	2.8	2.9	.2
17	3.1	2.5	- .5
18	4.7	2.9	-1.8
19	2.5	2.3	- .2
20	4.1	4.5	.4
21	2.9	3.5	.6
22	1.1	4.7	3.6
23	3.7	3.9	.2
24	3.7	3.3	- .4
25	1.9	1.3	- .6
26	4.9	5.1	.1
27	4.7	4.5	- .2
28	4.9	3.4	-1.5
29	4.7	4.1	- .6
30	4.1	3.9	- .1

\bar{X} Gain Per Student .40

should be congratulated for providing such a wide range, inclusive program for the migrant students in Marion County.

A deficiency noted in last year's report was that the area provided a very minimal amount of evaluative information concerning the academic progress of the children. This year's report is much more inclusive than last year's and the area coordinator did an excellent job of producing more evaluative information. In administering such a large district, one realizes that it is difficult to provide information on all facets of the program but he was encouraged to gather more academic evaluative data and this was done. However, all districts did not provide evaluative data as required in the evaluation plan. This evaluator can only encourage the area to continue to strive to gather all of the evaluative data required. As noted earlier, they should be congratulated for improving the extent of the evaluative information that was acquired.

This area continues to put a great deal of faith and support in the home/school consultant program. The area employs a number of home/school consultants with the hope that they can more closely integrate the students into the total school program. A new facet added to the program this year was in the effort to hire certified home/school consultants who would serve both as parent/community contact personnel and also as teachers on the regular school staff. It was felt that by obtaining counselors who were certified teachers, they would be better able to provide more support to the Mexican-American children in the school setting, especially at the junior and senior high levels. As indicated in last year's report, the area needs to support this hypothesis by documenting the dropout rate or lack thereof to learn if this type of program is indeed helping students remain in school for a longer period of time. This type of data is still needed.

This area makes a concerted effort to involve parents in their program. They have a strong advisory council concept throughout the total area and a number of meetings are held throughout the year in each district. These meetings are conducted in both Spanish and English so that parents who do not understand English can benefit from the program. The agenda and minutes are also printed in both Spanish and English. This is an excellent concept and should be considered for use in all areas where Spanish speaking parents are expected to participate.

This area uses bilingual methods for instructing the children who do not have adequate skills in the English language. This is felt to be an excellent use of bilingual aides and it has been a successful method for instructing children who have problems in comprehending and expressing themselves in the English language. The one formal bilingual instructional program supported by the area Title I-M staff is conducted in Monitor Elementary School where children are instructed not only in English and Spanish but also in Russian. Therefore, this program is really trilingual. This program presents an interesting concept in language instruction and as the State begins moving toward more formalized bilingual instruction, programs such as that found in Monitor should be examined closely for relevance throughout the total State. Bilingual instruction is also conducted in Woodburn but this program is not funded with Title I-M monies.

Again, as mentioned in the first part of this section, this area should be congratulated for vastly increasing the amount of evaluative data provided. It is only hoped that this progress will continue to be shown and that next year even more data will be provided for the children being served in Marion County.

Area Name: Central School District 13J

County: Polk

Funding Allocated: \$34,386

Project Beginning Date: September 5, 1972

Project Ending Date: June 5, 1973

School Session: Fall-Spring

Number of Migrant
Students Enrolled: 82

Introduction:

Central School District was the only district participating in this program. The total number of public school migrant students enrolled (82) were divided into grades K-12 as shown in Table I. There were no nonpublic school migrant children participating in the program. The personnel participating in the program were: 1.74 teachers and 9 aides. The teachers were both certified.

Table I
Migrant Students Enrolled

Grade	Enrolled	ADM
Preschool	7	3.95
First	13	9.74
Second	8	6.26
Third	8	6.08
Fourth	5	4.25
Fifth	5	3.73
Sixth	6	4.55
Seventh	9	7.53
Eighth	5	3.65
Ninth	6	4.47
Tenth	2	1.86
Eleventh	5	3.76
Twelfth	2	1.19
Total	82	61.02

Supplementary statistical data gathered during the operation of this program are shown in Table II.

Table II
Supplementary Statistical Data

A. Total bus miles	2145	
B. Health examinations	20	
C. Health referrals	5	
1. Vision Exams		
2. Vision referrals		
D. Dental examinations	10	
E. Dental referrals	8	
F. Breakfasts	0	
G. Morning snacks	660	
H. Hot lunches	0	
I. Afternoon snacks	495	
J. No. of teachers	2	
K. No. of aides		
1. Target group	5	
2. Other	4	
3. How many are bilingual	5	Total <u>9</u>
L. No. of volunteers		
1. Target group	0	
2. Other	0	

Objectives and Evaluation Plan:

Preschool

1. To improve the child's language development.

To evaluate this objective, the Basic Concept Inventory was to be administered on a pre-posttest basis.

2. To improve the child's social skills.

To evaluate this objective, the district evaluation checklist was to be used on a pre-posttest basis. Items four and six from the checklist were to be reported.

3. To improve the academic readiness of the children.

To evaluate this objective, the Preschool Academic Checklist was to be administered on a pre-posttest basis.

Primary (1-3)

1. To improve the child's reading ability.

To evaluate this objective, for children in grade 1, the Metropolitan Reading Readiness Test was to be administered as a pretest and the Gates-MacGinitie Primary A Test was to be administered as a posttest. For children in grades 2 and 3, the Gates-MacGinitie Primary A or B Test was to be administered on a pre-posttest basis.

2. To improve the child's self-concept.

To evaluate this objective, the Self Appraisal Test was to be administered on a pre-posttest basis.

Intermediate (4-6)

1. To improve the child's reading ability.

To evaluate this objective, the Gates-MacGinitie Reading Test was to be administered on a pre-posttest basis.

2. To improve the child's self-concept.

To evaluate this objective, the Self Appraisal Inventory was to be administered on a pre-posttest basis.

Secondary (7-12)

1. To improve the child's reading ability.

To evaluate this objective, the Gates-MacGinitie Reading Test was to be administered on a pre-posttest basis.

2. To improve the child's self-concept.

To evaluate this objective, the Self Appraisal Inventory was to be administered on a pre-posttest basis.

Methodology:

The Central School District Migrant Education Program is planned and operated as a single program with the Title I program in the District. During this academic year the District identified 82 migrant children and they were served in classes from preschool through the senior high level. The migrant program can be divided into three basic components, these being the preschool program, the primary/elementary program, and the secondary program which encompasses junior and senior high school students.

At the preschool level there are four half-day classes and each half-day session is designed to serve approximately fifteen children. The age of the majority of the children is five years, however, some children may be older due to the fact that they are placed in the preschool program rather than a first grade setting. The preschool program employs two teachers and two aides. Both teachers teach two half-day sessions and they are assisted in the program by the bilingual aides. The major purpose of the preschool program is to develop a readiness in the children so that they can enter and succeed in the first grade setting. The class activities are structured around four major areas, the development of language arts, cognitive, social and creativity skills. During this year the preschool teachers initiated a beginning reading program and they utilized the SWRL Beginning to Read program. This program is composed of fifty-two different small reading books with stories designed to be of high motivational value to young children. The total reading vocabulary for the series is approximately 100 to 125 words when the

fifty-two books have been completed. It was reported that approximately ten of the preschool students finished all fifty-two books with a number of other children completing more than half of the series. Both teachers reported being very enthusiastic about the program and they felt that it was providing a needed reading instructional aspect to their program for those children ready for this type of activity.

The program at the primary and elementary level is housed in two different schools. The primary program is at Independence Elementary School which serves children in grades 1-3, and a three-quarter time teacher is assigned to Henry Hill Elementary School, which serves children in grades 4-6. A total of five aides were hired to work with the two teachers in the two buildings with three of the aides being placed at Independence Elementary and two at Henry Hill Elementary. Four of the aides were assigned to regular classroom teachers where they assisted them during the language arts instructional period so that they could provide more individualized instruction for the children. The fifth aide was assigned to the project teacher at Henry Hill Elementary School where they both worked in a resource room designed to serve children in need of specialized help in that building. In this setting the children were referred by the classroom teacher to the resource teacher. She tested them and then assigned those children in need of skill development to the resource room in groups of no more than six for forty-minute instructional periods. When the child reached his grade level expectations, he was returned to the regular classroom program. The major instructional emphasis of this resource center, as well as the programs in which the aides assisted in the classroom, centered around language arts and reading. The aides were bilingual and could assist those children who were having difficulty with instruction in English.

At the junior high school level one teacher and one and one-half aides

were employed to work in the school's reading center. Here the migrant children were referred for assistance in reading if they were having difficulty in the regular school program. The center used the diagnostic-prescriptive approach in analyzing and providing for the reading needs of the students. The program in the resource center was combined with the district reading program at the seventh grade so that all seventh grade students had an opportunity to work in the center. For students in the eighth and ninth grades they could take reading instruction in the center if they selected to do so, as it was an elective for eighth and ninth graders.

At the senior high school level a language arts/social studies program was developed for those students having difficulty in the regular classroom program. The course was a two period program and was an elective class for those children who were referred and wanted to take it. Children entering from junior high could be referred by their teacher or counselors. The program utilized high interest low vocabulary material in both language arts and social studies.

In order to improve the competencies of the aides, the district conducted a four credit hour course for aides entitled "The Paraprofessional in the Classroom." This course was offered through contract with Oregon College of Education and the aides received college credit for taking the course. The cost to the aide was only \$5.00 for the four credit hours. The class covered such topics as the use of educational materials, health problems of children, techniques for working with children in the classroom situation, the role of the aide as a counselor, and some of the basic principles of nutrition.

In addition to the academic activities described above the district also provided health, dental and nutritional services for the children.

Many of these needs were met and identified through the work of the home/school coordinator. As she was needed, she would contact the parents and the various public health agencies that were needed to provide health care for the children. The home/school coordinator also was involved in assisting the parents whose children were eligible for the free hot lunch program in providing them with the directions in filling out the application forms. The district received a great deal of community support. The local Lions Club provided eye glasses and vision screening for the children and the Health Department provided a school nurse three days per week to the program. In addition, the Intermediate Education District Office provided a speech therapist to work in the district with the children. The resource teacher at Henry Hill Elementary School served as a coordinator for Oregon College of Education Special Education Department and the local elementary school. She assisted in supervising approximately six masters level students who worked at Henry Hill Elementary School. These students were able to provide instructional assistance for children being served both in the regular classroom and in the resource center.

Results:

Before presenting the results it should be noted that there are no scores for the children in grades 1 and 4. This is due to the fact that the district, through its Special Education Program, conducted a remedial class for first and fourth grade children, identifying those who were not progressing in the regular classroom program and then providing them with special remedial assistance as needed. Children at these two levels were grouped by ability and then provided small group and individualized instruction by the district. Thus they were not evaluated with the instruments provided in the migrant evaluation.

Preschool

1. To improve the child's language development.

Table III presents the results of the Basic Concept Inventory administered to the preschool children and all children made progress on this test. It should be noted that the number of errors are counted to obtain a score on this test, thus children showing progress will have a lower posttest score as compared to their pretest score. Results of this test were analyzed using a sign rank T-test and the resulting T was found to be significant at the .01 level of significance. Scores indicate the children made significant progress in language as measured by the Basic Concept Inventory.

Table III

Basic Concept Inventory
Central Preschool - CA 5
N = 22

Pupil	Pretest	Posttest	Difference
1	51	42	9
2	51	19	32
3	87	68	19
4	42	23	19
5	22	21	1
6	64	24	40
7	49	21	28
8	31	21	10
9	37	30	7
10	18	14	4
11	45	26	17
12	87	67	20
13	19	10	9
14	37	14	23
15	18	9	9
16	15	6	9
17	28	14	14
18	79	38	41
19	65	42	23
20	66	21	45
21	32	21	11
22	38	34	4

T = 0

P < .01

2. To improve the child's social skills.

To evaluate this objective the Central School District Social Skills Evaluation Checklist was administered to the preschool children. Two items on the checklist were used for evaluation and they were identified as social skills which dealt with classroom participation, peer relationships and relationships with other adults, and class participation which dealt with the degree of active participation versus passive participation in classroom settings. The test was scored on a five point continuum with 1 being a score indicating low involvement and 5 being a score indicating high or positive involvement. Results of this test indicated that all preschool children assessed made strong growth in the development of self-concept. At the beginning of the year approximately 90 to 95% of the students scored a 1 or a 2 on the pretest, and on the posttest all but two of the children had come up to the 4 or 5 level. This indicates that in the teacher's judgment the children were acquiring needed social skills and classroom participation behaviors that would indicate the development of a positive self-concept.

3. To improve the academic readiness of the children.

This objective was evaluated through the administration of the Preschool Academic Checklist and the results obtained are presented in Tables IV and V for the two groups of migrant preschool children. As can be noted the average skill gain per pupil was over 30 in both classes which is considered excellent. The greatest amount of progress was shown in the reading areas and this would tend to support the reading program that was conducted for the first time this year in the preschool program. These results are excellent. Strong growth was shown in almost all areas on the checklist.

Table IV
PRESCHOOL ACADEMIC CHECKLIST
SUMMARY SHEET

AREA Polk County

CA 5 Preschool

SCHOOL Central

TOTAL STUDENTS TESTED 32

TASK	PRE	POST	GAIN
Knows His Name	15	32	17
Arithmetic			
Counting 1-10	15	31	16
Counting 11-20	5	31	26
Counting 21-30	2	25	23
Counting 31-40	0	25	25
Counting 41-50	0	25	25
Counting Objects 1-20	7	30	23
Naming Numerals 1-20	1	29	28
Matching Numerals to Objects 1-5	7	24	17
Recognizing Shapes			
Circle	21	31	10
Square	18	30	12
Triangle	9	28	19
Rectangle	6	22	17
Recognizing Size			
Big	24	32	8
Little	22	32	10
Knowledge of Time			
Morning	9	27	18
Noon	5	13	8
Night	12	27	15
Telling Time			
Clock 1- 9:00 or 11:45	1	23	22
Clock 2- 4:30	1	15	14
Recognizing Coin Money			
Penny	18	29	11
Nickel	14	28	14
Dime	12	27	15
Knowledge of Money			
Five pennies/ one nickel	2	14	12
Dime/ two nickels	1	14	13
Reading			
Recognizing Right and Left			
Right	15	28	13
Left	15	28	13
Recognizing Difference			
Words and Pictures	17	31	14
Recognizing the Same and Difference			
Shapes	9	27	18
Letters	9	27	18
Recognizing Letters			
a	4	27	23
i	5	29	24
n	3	26	23
p	2	26	24
t	4	27	23
m	2	25	23

TASK	PRE	POST	GAIN
Recognizing Sounds			
s	4	28	24
m	0	28	28
t	3	26	23
n	0	24	24
p	2	25	23
d	0	25	25
Recognizing Words			
cat	0	22	22
dog	0	22	22
red	0	17	17
chair	0	18	18
door	0	19	19
boy	1	18	17
girl	0	21	21
Writing			
Writing First Name	0	26	26
Writing Numbers 1-10			
Writing Numbers 11-20	0	44	44
Writing Letters A-Z			
Colors			
Identify by Pointing			
red	17	32	15
blue	17	31	14
green	20	32	12
orange	20	32	12
yellow	21	31	10
white	10	31	21
black	19	32	13
brown	16	29	13
Identify by Naming			
orange	1	28	27
black	1	25	24
red	1	29	28
green	2	28	25
yellow	2	27	25
blue	1	28	27
brown	1	28	27
white	1	28	27

TOTAL GAIN 1,288

AVERAGE GAIN PER STUDENT 40.0

Table V
PRESCHOOL ACADEMIC CHECKLIST
SUMMARY SHEET

AREA Polk County

CA 5 Preschool

SCHOOL Central

TOTAL STUDENTS TESTED 31

TASK	PRE	POST	GAIN	TASK	PRE	POST	GAIN
Knows His Name	23	30	7	Recognizing Sounds			
Arithmetic				s	6	28	22
Counting 1-10	18	30	12	m	2	27	25
Counting 11-20	13	27	14	t	5	26	21
Counting 21-30	6	26	20	n	2	24	22
Counting 31-40	5	25	20	p	4	25	21
Counting 41-50	2	24	22	d	0	25	25
Counting Objects 1-20	8	25	17	Recognizing Words			
Naming Numerals 1-20	4	23	19	cat	3	25	22
Matching Numerals to Objects 1-5	12	27	15	dog	0	25	25
Recognizing Shapes				red	0	25	25
Circle	25	30	5	chair	0	24	24
Square	24	29	5	door	0	24	24
Triangle	19	30	11	boy	0	24	24
Rectangle	9	27	18	girl	0	23	23
Recognizing Size				Writing			
Big	29	31	2	Writing First Name	3	25	22
Little	29	31	2	Writing Numbers 1-10	2	24	22
Knowledge of Time				Writing Numbers 11-20	0	23	23
Morning	9	28	19	Writing Letters A-Z	0	25	25
Noon	9	24	15	Colors			
Night	20	31	11	Identify by Pointing			
Telling Time				red	25	28	3
Clock 1- 9:00 or 11:45	2	29	27	blue	23	30	7
Clock 2- 4:30	1	24	23	green	22	28	6
Recognizing Coin Money				orange	23	30	7
Penny	21	29	8	yellow	23	28	5
Nickel	15	28	13	white	21	29	8
Dime	16	26	10	black	25	29	4
Knowledge of Money				brown	22	30	8
Five pennies/ one nickel	3	23	20	Identify by Naming			
Dime/ two nickels	3	24	21	orange	23	30	7
Reading				black	24	30	6
Recognizing Right and Left				red	23	29	6
Right	17	29	12	green	22	29	7
Left	17	29	12	yellow	21	27	6
Recognizing Difference				blue	23	29	6
Words and Pictures	21	28	7	brown	23	30	7
Recognizing the Same and Difference				white	20	29	9
Shapes	9	27	18				
Letters	12	26	14				
Recognizing Letters							
a	8	25	17				
i	12	27	15				
n	6	27	21				
p	9	26	17				
t	10	26	16				
m	8	26	18				

TOTAL GAIN 1,023

AVERAGE GAIN PER STUDENT 33.0

Primary Grades 2-3

1. To improve the child's reading ability.

Primary level children were administered the Gates-MacGinitie Reading Test on a pre-posttest basis and these results are presented in Table VI. Results were analyzed using a sign rank T-test and the obtained T indicates the results are significant at the .01 level.

Table VI
Gates-MacGinitie Reading Scores
(Grade Equivalent)
Primary Grades 2-3

Pupil	Pretest	Posttest	Difference
Grade 2			
1	1.4	2.9	1.5
2	1.4	2.9	1.5
3	1.3	2.1	.8
4	1.3	3.1	1.8
5	1.3	3.3	2.0
Grade 3			
1	2.6	3.1	.5
2	2.1	3.0	.9
3	2.0	2.5	.5
4	1.8	2.7	.9
5	1.7	2.8	1.1
6	1.7	1.9	.2
7	1.7	2.4	.7
8	1.0	2.5	1.5
9	1.0	2.0	1.0
10	1.9	2.5	.6
T = 0			
P < .01			

2. To improve the child's self-concept.

To evaluate this objective the Self Appraisal Inventory was administered on a pre-posttest basis to the primary children in grades 2 and 3. As can be noted on Table VII, this test is divided into four sections: family; peer; scholastic; and general. The child indicates his feelings about statements in each of these areas as presented by the teacher. As can be seen in Table VII, fifteen children took this test at the second and third grade level, and in noting the change scores only three children had posttest scores that were less than their pretest scores and only one child showed no change. All of the other children showed higher posttest scores, which indicates that, as measured by this test, they were developing a stronger self-concept. It should be noted that only four students showed increase scores in the subtest "scholastic" which is a measure of the child's feelings about school. This would suggest that a number of children either didn't change their feeling about school or actually felt less confident in the school situation.

Intermediate Grades 5-6

1. To improve the child's reading ability.

To evaluate this objective the Gates-MacGinitie Reading Test was administered on a pre-posttest basis. Results of the testing are presented in Table VIII. Two subtest scores are reported, vocabulary and comprehension. Results obtained on this test were analyzed through the use of a sign rank T-test and the obtained T in both vocabulary and comprehension was significant at the .01 level of confidence.

Table VII

Self Appraisal Inventory
Primary Grades 2-3

Subject	FAMILY			PEER			SCHOLASTIC			GENERAL			Total Change
	Pre	Post	Change	Pre	Post	Change	Pre	Post	Change	Pre	Post	Change	
Grade 2													
1	6	5	-1	8	11	3	11	11	0	8	4	-4	-2
2	4	4	0	10	10	0	8	8	0	8	8	0	0
3	1	5	4	7	6	-1	8	8	0	7	7	0	3
4	4	6	2	6	11	5	9	12	3	5	9	4	14
5	2	4	2	6	9	3	8	6	-2	9	9	0	3
Grade 3													
6	4	5	1	8	3	-5	12	9	-3	7	8	1	-6
7	3	6	3	8	10	2	10	10	0	9	9	0	3
8	3	3	0	6	4	-2	7	6	-1	3	8	5	2
9	2	5	3	7	7	0	8	7	-1	8	8	0	2
10	1	3	2	3	7	4	1	8	7	7	8	1	14
11	3	4	1	4	7	3	2	3	1	5	6	1	6
12	1	1	0	5	5	0	6	6	0	6	5	-1	-1
13	5	4	-1	7	11	4	7	6	-1	8	8	0	2
14	4	3	-1	3	9	6	3	9	6	6	9	3	14
15	4	5	1	3	7	4	7	5	-2	7	8	1	4

Table VIII

Gates MacGinitie Reading Scores (Grade Equivalent)
Vocabulary and Comprehension
Intermediate Grades 5-6

Vocabulary			
Pupil	Pretest	Posttest	Difference
Grade 5			
1	2.1	3.3	1.2
2	3.2	2.9	-.3
3	2.9	3.9	1.0
Grade 6			
1	3.7	3.9	.2
2	0	2.1	2.1
3	2.3	3.3	1.0
4	0	3.7	3.7
5	2.3	3.1	.8
6	3.1	4.0	.9
7	3.5	4.0	.5
T = 2			
P < .01			

Comprehension			
Grade 5			
1	2.3	2.9	.6
2	2.3	3.0	.7
3	2.5	3.4	.9
Grade 6			
1	2.7	4.5	1.8
2	0	2.2	2.2
3	2.2	3.8	1.5
4	2.3	3.9	1.6
5	0	2.5	2.5
6	2.6	4.0	1.4
7	2.7	4.0	1.3
T = 0			
P < .01			

2. To Improve the child's self-concept.

To evaluate this objective the Self Appraisal Inventory was administered to intermediate children at the fifth and sixth grade level. Table IX presents the results for the ten children that were tested on a pre-posttest basis. Results indicate that only four children showed increases on their total posttest scores as compared to their pretest score. One child made no change and five children showed a decrease. These scores would suggest that the majority of the students at the intermediate level were not improving their self confidence. In the scholastic area, five children showed an increase score and four showed a decrease with one remaining the same. Thus it could be stated that 50% of the children did show an increase in positive self-concept as it was related to school and academic work.

Table IX
Self Appraisal Inventory
Intermediate Grades 5-6

Subject	FAMILY			PEER			SCHOLASTIC			GENERAL			Total Change
	Pre	Post	Change	Pre	Post	Change	Pre	Post	Change	Pre	Post	Change	
Grade 5													
1	15	14	-1	5	10	5	7	11	4	12	12	0	3
2	18	19	1	16	10	-6	14	15	1	15	17	2	- 2
3	7	4	-3	3	6	3	4	0	-4	4	3	-1	- 5
Grade 6													
4	18	18	0	13	17	4	15	15	0	13	13	0	4
5	16	15	-1	13	17	4	13	11	-2	11	15	4	5
6	15	13	-2	7	7	0	6	8	2	12	12	0	0
7	11	17	6	11	11	0	10	3	-3	9	14	5	8
8	13	9	-4	9	8	-1	8	9	1	10	6	-4	- 8
9	18	10	-8	15	16	1	9	13	4	9	9	0	- 3
10	11	9	-2	10	7	-3	9	5	-4	11	9	-4	-13

Secondary Grades 7-12

1. To improve the child's reading ability.

To evaluate this objective the Gates-MacGinitie Reading Test was administered on a pre-posttest basis and Table X presents the results of this testing for children in grades 7, 8, 10 and 11. The scores are presented both for the vocabulary subtest and the comprehension subtest. The results were analyzed using a sign rank T-test and the obtained T in both vocabulary and comprehension did not reach significance at the .05 level. Thus the obtained scores indicate that the secondary level students did not make significant growth in reading as measured by this test.

2. To improve the child's self-concept.

To evaluate this objective the Self Appraisal Inventory was administered on a pre-posttest basis. Table XI presents the results of this inventory for the seventh and eighth grade children. Total change scores show that all eleven children increased their overall score indicating that they were developing a more positive self-concept as measured by this test. Results were not available for any of the other secondary level students on this inventory.

Third Party Evaluator's Comments:

Overall results of the evaluation of this project indicate that the children are receiving many needed services both in the educational program as well as in the health, dental and nutritional aspects of the program. The District is also providing needed training for the aides working with the migrant students.

Table X

Gates MacGinitie Reading Scores (Grade Equivalent)
Vocabulary and Comprehension
Secondary Grades 7, 8, 10 & 11

Pupil	Vocabulary			Comprehension		
	Pretest	Posttest	Difference	Pretest	Posttest	Difference
Grade 7						
1	4.1	4.1	0	3.9	4.2	+ .3
2	5.5	5.0	- .5	4.8	6.5	+1.7
3	3.4	3.7	+ .3	4.4	4.5	+ .1
4	6.0	7.2	+1.2	6.1	7.6	+1.5
5	6.0	6.0	0	5.8	4.8	-1.0
6	5.5	6.0	+ .5	5.8	5.6	- .2
7	4.4	4.4	0	6.1	8.1	+2.0
Grade 8						
8	4.8	5.2	+ .4	5.3	5.1	- .2
9	4.8	4.7	- .1	4.8	5.6	+ .8
10	4.5	3.7	- .6	3.4	5.1	+1.7
11	4.5	4.5	0	4.7	4.2	- .5
Grade 10						
12	6.6	8.7	+2.1	4.5	6.3	+1.8
13	6.2	3.3	-2.9	5.9	6.3	+ .4
14	10.8	5.3	-3.5	7.3	7.4	+ .1
15	5.3	7.4	+3.8	9.1	7.7	-1.4
16	3.7	4.3	+ .9	4.6	5.5	+1.2
Grade 11						
17	5.3	5.3	0	5.9	3.3	-2.6
18	6.6	5.5	-1.1	6.2	6.0	- .2
T = 42.5				T = 60.0		
P < .05				P < .05		

Table XI

Self Appraisal Inventory
Secondary Grades 7 & 8

Subject	FAMILY			PEER			SCHOLASTIC			GENERAL			Total Change
	Pre	Post	Change	Pre	Post	Change	Pre	Post	Change	Pre	Post	Change	
Grade 7													
1	47	48	1	56	53	-3	42	44	2	45	51	6	4
2	44	56	12	52	53	1	47	44	-3	49	53	4	4
3	-	-	-	-	-	-	-	-	-	-	-	-	-
4	61	63	2	69	70	1	61	65	4	65	67	2	7
5	59	61	2	61	60	-1	51	56	5	60	60	0	6
6	68	70	2	59	65	6	53	52	-1	56	63	7	14
7	56	58	2	47	50	3	50	60	10	40	50	10	25
Grade 8													
8	33	35	2	63	68	5	50	50	0	56	70	14	21
9	57	59	2	59	60	1	46	48	2	58	62	4	9
10	55	56	1	47	49	2	42	44	2	48	51	3	8
11	51	54	3	49	51	2	47	46	1	50	52	2	8

The preschool initiated a new reading instructional program this year and the results of this program, as measured by the Preschool Academic Checklist, are very strong. The preschool children made excellent growth in the reading area of this test and it will be interesting to note the amount of progress that these children make as they continue their schooling in the regular elementary program. If these results continue to be made by the children, it would suggest that the District might want to consider using this program in the first grade for those children who have not had exposure to it in a preschool setting. Reading progress was also significant for the children in the primary and intermediate grades. However, the reading results for the children at the secondary level were not significant and results indicated that some children had decrease scores in reading as measured by the posttest on the Gates-MacGinitie Reading Test. This would suggest that alternative reading instructional programs should be explored for children at the junior and senior high levels.

The majority of the children at the preschool and junior high level showed improvement in their self-concept. Improvement at the intermediate level was not apparent and no scores were available for students at the senior high level. The district does attempt to improve the children's self-concept through individualized programming and small group instruction and the lack of progress in positive self-concept development may be an artifact of the test.

Area Name: Bilingual Teacher Training Component
Eastern Oregon College

County: Union

Funding Allocated: \$86,283

Project Beginning Date: September 1, 1972

Project Ending Date: August 31, 1973

School Session: Regular year

Number of Migrant
Students Enrolled: 23

Introduction:

The Bilingual Education Component is a program for post-secondary students enrolled in the regular college program at Eastern Oregon College at LaGrande. Each participant earns an elementary education degree with specialization in the development of the Spanish language and in skills needed to teach in a bilingual classroom. Skills developed are those which help the student become familiar with materials that can be used in instruction in the bilingual classroom and learning how to construct and adapt materials for bilingual education and how to present the materials in an effective manner to pupils. All of the participants complete the regular college requirements for teacher training and in addition they take bilingual program courses. Students are placed in elementary classroom settings where they work with both Spanish and English speaking children using materials in both languages. For the majority of students in the program, both the sophomore and senior years are spent in elementary schools. However, during the sophomore year many students also take coursework in a traditional college setting and many times this was in a community college setting near where

they were doing their classroom work. The program was designed in such a way that students could graduate in four years, meeting all institution requirements as well as spending two of these years working in the public schools in a bilingual instructional setting. Thus, upon graduation students in the program not only have a teaching certificate but are proficient in Spanish and English, have earned a specialization in bilingual teaching, and have had two years of experience in a regular classroom program. It is felt by the college that this contributes to training a teacher far superior to a teacher prepared in the conventional manner.

Objectives and Evaluation Plan:

1. To provide a minimum of 36 hours in course oriented toward bilingual teaching.

To evaluate this objective a description of the courses provided was to be submitted.

2. To design a curriculum that will meet the following goals:
(1) Meet Oregon elementary school basic certification requirements; (2) to provide a minor in bilingual education for elementary education majors; and (3) permit students to graduate within 4 years, 2 years of which may be spent in actual elementary classroom experience.

To evaluate this objective a description of a typical student's program was to be submitted.

3. To develop proficiency in written Spanish.

To evaluate this objective, a test in written Spanish was to be administered on a pre-posttest basis. The number of errors made on this test was to be reported. Improvement was to be

reported as to the decrease in the number of errors made on the posttest as compared to the pretest.

4. To provide assistance to the overall state migrant program by having all students participate in one or more of the following projects: (1) acquisition and demonstration of bilingual materials. The Eastern Oregon College program will be a center for the evaluation and dissemination of materials supportive of bilingual education; (2) participate in local and statewide inservice training projects; (3) work as assistant teachers and interns (during sophomore and senior years) in schools operating Title I-M programs; and (4) participate in summer Title I-M programs.

It should be noted that it may be difficult to provide the above experiences for freshmen students during their first year in the program. However, every effort was to be made to see that these students received the kinds of experiences listed above.

To evaluate this objective, the number of students who actually participate in the above listed activities was to be reported.

5. To provide supervision and support for students participating in off-campus classroom experiences.

To evaluate this objective a narrative description of the supervision and support activities provided for the students was to be submitted.

Results:

1. To provide a minimum of 36 hours in courses oriented toward bilingual teaching.

Courses Taught During the Year

During the year, the following courses were offered to students engaged in either their sophomore or senior internship in the public school:

RL 318. CHILDREN'S LITERATURE IN SPANISH.

A review of bilingual children's books, evaluation of the reading level, and selection of high interest reading material. Also, an experience in writing children's stories in Spanish.

RL 319. CHICANO LITERATURE.

A kaleidoscopic view of a variety of Chicano and Mexican contemporary works in English, Spanish, and Pocho.

ED 371. MATERIALS FOR BILINGUAL INSTRUCTION.

Critical examination of available bilingual materials in all phases of elementary teaching, including English as a second language, Spanish, social studies, arithmetic, and science. Attention given to total integration of bilingual curriculum.

ED 372. MATERIALS FOR BILINGUAL INSTRUCTION.

Emphasis on teacher-developed materials for the bilingual classroom. Attention placed on individualizing and adjusting materials to specific classroom needs. Students will develop materials which can be used in actual teaching situations. Prerequisite: Ed 371.

ED 381. BILINGUAL TEACHING PROCESS.

Application of specific techniques in bilingual teaching. Students apply skills in developing objectives and lesson plans to bilingual situations. Extensive use of microteaching. Prerequisites: Ed 352, Ed 371, Ed 372.

ED 410. METHODS AND RESOURCE MATERIALS: TEACHING OF ENGLISH AS A SECOND LANGUAGE.

Emphasis on techniques and materials for teaching English to non-native speakers. Open only to students in the Bilingual Program.

During the year, the following courses were offered to students who were studying at the E.O.C. campus:

RL 217, 218, 219. SPANISH FOR NATIVE SPEAKERS.

A course specially designed for native Spanish-speaking Americans. Basic grammar and orthography, composition, techniques in transcription, vocabulary building, techniques in identifying and remedying errors, communication skills and business correspondence, advanced oral expression. Conducted in Spanish.

ED 410. METHODS AND RESOURCE MATERIALS: TEACHING OF ENGLISH AS A SECOND LANGUAGE.

Emphasis on techniques and materials for teaching English to non-native speakers. Open only to students in the Bilingual Program.

Additionally, for the benefit of students in the Bilingual Program, but not as part of the bilingual minor, special classes were offered in Spanish Phonetics and in Topics in Conversation for Native Speakers.

2. To design a curriculum that will meet the following goals:

(1) meet Oregon elementary school basic certification requirements; (2) to provide a minor in bilingual education for elementary education majors; and (3) permit students to graduate within four years, two years of which may be spent in actual elementary classroom experience.

Description of Typical Programs

Students off-campus were engaged in a totally different type of learning experience than those studying on-campus. The public school-oriented experience typically saw the student working in the classroom during the morning hours, and when possible, in those areas which would also fulfill requirements for classes taken from E.O.C. These placements ranged from preschool to sixth grade, involving not only instruction in Spanish for the bilingual emphasis, but also in areas which could be considered typical of any elementary program. While working in the elementary schools, sophomore students also had an obligation to complete at least six term-hours per quarter at a local community college. Therefore, most afternoons were spent fulfilling these obligations. Senior students placed off-campus had full-day commitments to the elementary classroom. Many students also became involved with community projects beyond their specific obligations, either to the local schools or to Eastern Oregon College.

Students taking their coursework on-campus were involved in a typical study program in that they were taking classes required for the degree

in elementary education. Thus other than the courses designed for the bilingual minor, their program was no different from that of other students on campus.

3. To develop proficiency in written Spanish.

Test Results in Spanish

In an attempt to measure the progress made by students taking the Spanish for Native Speakers class, pre-posttests in writing skills were administered to all students in the class. Although errors and orthography were far from eliminated, they were noticeably reduced, as indicated by the test results presented in Table I. The dictation test was composed of 73 words dictated in Spanish and written by the student in Spanish. The composition test was one in which the student wrote, in Spanish, a composition on an assigned theme. Each word misspelled was a one point error, while incorrect accent and punctuation usage was a half-point error. Table I presents the percent of errors a student made on the pre-posttests. Average percent of errors on each test is also presented.

Table I

"Spanish for Native Speakers" Class

Dictation and Composition Test Results

Student	Dictation Sept. 1972	Dictation May 1973	Composition Sept. 1972	Composition May 1973
1	13.0%	6.3%	10.3%	7.6%
2	27.3%	11.6%	15.5%	7.7%
3	8.2%	5.5%	5.2%	2.8%
4	8.2%	5.5%	5.9%	2.2%
5	32.9%	23.3%	14.4%	15.1%
6	39.7%	19.2%	25.5%	9.3%
7	39.7%	17.8%	16.2%	7.0%
Average Percent of Errors	24.1%	12.8%	13.3%	7.4%

(Percent of errors = number of errors divided by number of total words)

4. To provide assistance to the overall state migrant program by having all students participate in one or more of the following projects: (1) acquisition and demonstration of bilingual materials. The Eastern Oregon College program will be a center for the evaluation and dissemination of materials supportive of bilingual education; (2) participate in local and statewide inservice training projects; (3) work as assistant teachers and interns (during sophomore and senior years) in schools operating Title I-M programs; and (4) participate in summer Title I-M programs.

Services Provided by the Students to the State Migrant Program

Of the twenty-three students receiving stipends during the year, all but five provided direct services to the migrant program in the state. During the year, twelve students worked in the public schools, providing instructional services to migrant children. Of those twelve, six also participated in Title I-M summer school programs. Eleven students participated in the on-campus program only and six of these provided services in a variety of ways, including working in summer school programs, working in a special project to teach English to Spanish-speaking children in Milton-Freewater, and in the preparation of special materials for use in the classroom. In addition, of five non-stipend students studying in the bilingual minor, three worked in the public school Title I-M projects for one term during the year and one of these worked as a teacher in a Title I-M summer session.

5. To provide supervision and support for students participating in off-campus classroom experiences.

Narrative Description of Program Support and Supervision

In providing supervision and support to off-campus students, a goal was set to visit each intern student at least once every two weeks. In most cases, this goal was very nearly accomplished. However, especially in the Willamette Valley, it was difficult or impossible to see all students at two-week intervals.

All students were provided with a student handbook which outlined in detail the requirements for completion of classes which they were taking as well as describing their obligations while working in the public schools. Students were also provided with a bibliography of materials available at the Bilingual Office at Eastern Oregon College and they had access to these materials simply by requesting them.

In the public school setting all students had an immediate supervisor to whom they were responsible and to whom they could go for assistance.

At the beginning of each term, students returned to campus to register, select materials that would be of use to them in the classroom and to discuss with other students, as well as staff, any difficulties or problem areas they might have.

During the last term, in the Ontario area, biweekly sessions were held with students and staff specifically to provide a work session for the completion of assigned coursework. It was reported these sessions proved quite successful and should have been carried out during the first two terms as well.

After each term, the immediate supervisor in the public school completed an evaluation of the intern student's performance in the school. This evaluation was discussed with the student so that he was aware of any areas in which he might need help. There was an attempt to keep

communication open at all times and students were encouraged to call the staff any time problems arose. This was carried out to a large degree by many of the students.

The staff of the bilingual component presented information describing other accomplishments of the project. They reported that the program was able to count several areas of success beyond the training of teachers. The Monitor Trilingual Project, in which a sophomore from the Eastern Oregon program was placed, proved to be a model classroom in which instruction was carried on in English, Spanish, and Russian. The Spanish section, under the supervision of the Eastern Oregon program, proved successful in allowing the students to be incorporated into the general first-grade classroom as well as to be taught skills in Spanish.

The staff worked with the Ontario and Nyssa school districts to present, through the Division of Continuing Education, a course in the teaching of English as a second language. The class was successful in bringing to Title I-M, as well as regular public school teachers, an awareness of the problems, methods and techniques in teaching English to Spanish-speaking children.

During the spring term the Bilingual Program was able to offer assistance through its students to the Milton-Freewater primary school in working with first-grade children in English as a second language. For approximately a month, students made weekly trips to the school to provide special instruction to children who could speak only Spanish.

The fact that during the year fifteen students, under the supervision of the Bilingual Program, were able to work in six different schools in the state, begins to put into perspective the impact that the program could have over a period of years. Contracts were written with four

different school districts to allow the placement of Eastern Oregon College students in their schools. This willingness to work with the college and the Bilingual Program represents one of the major successes of the past year.

Four students graduated in elementary education with a minor in bilingual education. All four were placed in summer school projects as teachers. At this time, three have contracts to teach for fall term, 1973. One graduate is not looking for employment at this time as a teacher. She, however, was one of the students studying the bilingual minor who did not receive a stipend.

During the course of the year, three students dropped from the program. In two cases, the students were working in the public school and were asked to leave the program because of poor attendance and lack in fulfilling responsibilities. The third student was dropped because of extremely poor grades in his on-campus college classes. In each case, before the student was released, several attempts were made to allow them to satisfactorily meet the requirements of the program.

As the program was directed in the 1972-73 year, some of the major weaknesses appeared to be the amount of travel required by the staff, the time between supervision of students, and the lack of involvement with the program of many of the on-campus students.

The travel required of the staff for supervision was excessive. During much of the school year, it meant trips had to be taken every week or, at most, every other week of two or three days' duration. This requirement of travel also caused supervision, at times, to be less than adequate.

Also, because of the emphasis toward off-campus students, much of the on-campus involvement suffered and therefore, caused some dissatisfaction of the students on campus. Much of this dissatisfaction probably would not have occurred had more coursework and actual contact with the staff been present on the college campus.

Third Party Evaluator's Comments:

As reflected by the results of the objectives and the description of the project provided by the staff, this project was successful in providing a training program for bilingual teachers. There is no question that teachers with bilingual skills are sorely needed in many classrooms in Oregon. Graduates from this program should have no problems in finding teaching positions.

The concept of placing students into classroom situations on a full time basis during their sophomore and senior year is exemplary. This type of placement gives the student an early opportunity to explore the teaching profession and it also provides him with an opportunity to use the skills he has acquired.

The problem of staff travel is crucial. It might be possible to have students who are placed in the Willamette Valley supervised by staff from another institution. It was reported that students were taking classes at local community colleges when they were placed in the field and it might be possible to acquire supervision on a contract basis from these schools.

Area Name: Washington County I.E.D.
 County: Washington
 Funding Allocated: \$138,352
 Project Beginning Date: September, 1972
 Project Ending Date: June, 1973
 School Session: Regular Year
 Number of Migrant
 Students Enrolled: 239

Introduction:

Hillsboro Elementary District #7, Hillsboro Union High District #3JT, Banks Consolidated School District #13, Forest Grove Consolidated School District #15 and North Plains Elementary School District #70 were the districts participating in the program. The total number of public school migrant students enrolled (239) were divided into grades K-12 as shown in Table I. The personnel participating in the program were: 5 teachers, 7 teacher aides, one teacher assistant, and two home-school coordinators. Table II presents the number of certified personnel employed.

Table I
 Migrant Students Enrolled

Grade	Enrolled
Preschool	11
First	28
Second	30
Third	23
Fourth	26
Fifth	19
Sixth	20
Seventh	25
Eighth	26
Ninth	13
Tenth	7
Eleventh	7
Twelfth	4
Total	208/209

Table II
Certified Personnel Employed

Number of Certified Personnel Employed	
A. Bilingual	
1. Target group	6
2. Other	0
B. English-speaking	
1. Target group	2
2. Other	0
Total	8

Supplementary statistical data gathered during this project is presented in Table III.

Table III
Supplementary Statistical Data

A. Total bus miles	7,991	
B. Health examinations	32	
C. Health referrals	25	
1. Vision Exams		
2. Vision referrals		
D. Dental examinations	76	
E. Dental referrals (appointments)	291	
F. Breakfasts	0	
G. Morning snacks	0	
H. Hot lunches	0	
I. Afternoon snacks	0	
J. No. of teachers	4	
K. No. of aides		
1. Target group	18	
2. Other	0	
3. How many are bilingual	12	Total <u>18</u>
L. No. of volunteers		
1. Target group	0	
2. Other	0	Total <u>0</u>

Objectives and Evaluation Plan:

Preschool

1. To improve the academic readiness of the children.

Forest Grove: To evaluate this objective the Botell Readiness Test was to be administered on a pre-posttest basis.

Hillsboro: To evaluate this objective the Preschool Academic Checklist and the Northwestern Syntax Screening Test were to be administered on a pre-posttest basis.

Primary and Intermediate Level (Grades 1-6)

1. To improve the reading ability of the children.

Forest Grove: To evaluate this objective the Botell Reading Inventory was to be administered on a pre-posttest basis.

Hillsboro and North Plains: To evaluate this objective the Migrant Informal Reading Inventory and Teacher Made Phonics Test were to be administered on a pre-posttest basis.

Banks: To evaluate this objective the Gates MacGinitie Reading Test was to be administered on a pre-posttest basis.

Secondary (Grades 7-12)

1. To improve the reading ability of the children.

Forest Grove: To evaluate this objective the Botell Reading Inventory was to be administered on a pre-posttest basis.

Hillsboro: To evaluate this objective the Inter-American Test of General Ability was to be administered on a pre-posttest basis.

The following two objectives would apply to all the children being served in the Washington County Program.

1. To improve the health of the children being served.

To evaluate this objective, the number of children referred for

medical services was to be reported. A record would be kept of the cost and type of services provided.

2. To provide the children with the social and cultural activities of the Mexican-American.

To evaluate this objective, the number of various presentations made to community organizations by students, parents, and/or project staff members would be reported. In order to further evaluate this objective, the number of school initiated activities, especially those involving project participants would be reported.

Methodology:

The Washington County Title I-M Project employed 17 people to provide supplementary educational services to migrant children in the county. In order to facilitate the use of other educational services, the project maintained an office in the Washington County I.E.D. building.

The project director had the overall responsibility of the project. He supervised all employees, maintained the budget and established a working communication with the schools in which the program was in operation. He supervised project planning and any other type of activity occurring within the project. He also served on numerous local and regional committees as a provider of educational programs for migrant children. His involvement with the community had done much to increase the awareness of the bilingual-bicultural population within the community. His involvement had created a positive awareness on the part of the community of the importance of the migrant program.

A home/school consultant and an assistant to her were employed. On a daily basis, they visited schools and families in order to facilitate

communication between these two groups. They arranged medical appointments for referred students, assisted families in settling into the area and provided other assistance as needed by the schools and families. They served as interpreters for parent/school conferences and it was their responsibility to enter medical information on transfer forms for all children in the project.

The project employed a resource teacher who worked parttime at the reading center in Forest Grove High School and parttime in the administration office. She was in charge of the project's evaluation, and she also supplied new materials to teachers and aides, formed inservice classes for teacher aides and performed various writing assignments for the project. She also assisted the project director with programs and budget planning and she assisted in writing the project proposal. She helped maintain close communication between the district administrators and I.E.D. office.

Five separate school districts participated in the program in Washington County. A description of each of these programs will compose the remainder of the methodology of this report.

North Plains: The Title I-M funds were combined in this district to create two self-contained classrooms - one at the primary level and one at the intermediate level. One teacher and an aide in the primary room were hired with Title I-M funds while the teacher and aide at the intermediate level were paid with Title I funds. Both classrooms presented a full curriculum with emphasis on language development and reading skills. Both rooms relied heavily on a phonetic approach to reading. At the primary level, the teacher provided bilingual instruction for several entering first

graders so they could begin to read while they were involved in learning English as a second language.

Both classrooms participated in all school activities and programs. They maintained a lower number of pupils as compared to the remainder of the school in order to facilitate individualized instruction. As children progressed in these classrooms and began working at their grade level expectancy, they were returned to the regular class and other children who were experiencing difficulties in the regular setting were sent to the Title I-M classroom for more specific diagnostic help. Thus, the self-contained Title I rooms were not permanent placement settings for children.

In providing an instructional program for the children, the language experience approach was used as the primary teaching method in reading. In addition to this approach, the program was supplemented with such materials as Sullivan Program Readers and Scott Forsman Reading Materials. An oral language program was conducted primarily through story telling as the children described pictures and engaged in show and tell activities. They also went on field trips and then they verbally described the things they saw on the trips. As part of this program, during the upper grader's lunch hour, a number of sixth graders came in the Title I-M primary class and assisted the children in the development of sight words for reading. They also provided assistance in other reading activities. These sixth graders worked with a particular child to whom they had been assigned for approximately 30 minutes a day.

Hillsboro Elementary: In the Hillsboro Elementary District, one teacher and two aides served 54 children in three schools. The program involved individual and small group tutoring, both in and out of the classroom, for short instructional periods. The Title I-M staff supplied results of individual diagnostic testing to classroom teachers. The program was then

coordinated with the classroom teacher to provide supplemental assistance for those pupils deficient in language, reading and math skills. Pupils received instruction in several English as a second language and regular language programs, Distar Reading I, and individualized phonics programs.

In addition to this programming, the teacher also taught the children Christmas songs in Spanish, directed a bilingual puppet show, taught Mexican folk dances to a group of children and she personally took students on field trips throughout the school year.

Hillsboro Secondary: The program conducted at this level was implemented at the junior high school in a skill center which employed a teacher, an assistant teacher and a teacher aide. This personnel assisted approximately 65 children per day during seven, 50 minute periods. The regular classroom teachers identified students whom they felt should be in the skill center. The skill center teacher then evaluated the children in such areas as math, English, social studies and science. She used the Wide Range Achievement Test and an Informal Reading Inventory that she herself had developed. This reading inventory dealt with the life of Mexican children in migrant camps and included such topics as migrating to Oregon from Texas in a pick-up truck and some of the problems faced by the family.

Math was the most common reason for referral of children to the skill center. The second most common academic area identified for referral purposes was social studies and language was next. No students were referred to this skill center for reading as remedial reading was conducted in a developmental reading class by another teacher in the building. The project

teacher in the skill center worked with children in the areas of spelling, writing and handwriting. Some children were returned to the regular program but this was very infrequent. However, there was continuous interaction between the referring teacher and the skill center staff.

During this school year, Los Tapatios, a Chicano folk dance group directed by the skill center teacher, gave over 50 performances in the surrounding communities. This was a very popular group for entertaining community clubs and organizations in the Washington County area.

Forest Grove: In Forest Grove, one bilingual teacher and one aide worked with 38 pupils in three different schools. The main curriculum concern was language arts with emphasis on reading. The children were instructed in small groups on an individual basis. The pupil's programs depended upon individual needs as identified through formalized assessment. Reading needs were identified through the use of the Botell Phonic Inventory Test. Programs used for instruction included Distar Reading I and II, Language Experience Stories, Individual Phonics Practice, oral reading, and regular classroom materials.

The resource teacher for the county-wide migrant program served as a parttime teacher in Neil Armstrong High School in Forest Grove. At this site, she worked two hours each day in the reading center and she was directly responsible for six students' programs and she also assisted four other students. One of the goals of this teacher's program was to give individual instruction in reading and study skills to migrant students in the center. Since many of the students were reading at or near their grade level, language development became the priority item in the instructional program. The teacher also served as a counselor to the students.

She provided one to one counseling for children and she also served as a home/school consultant for the school.

Banks: Two aides were hired to work within the regular school program in this school district. Both aides were certified teachers and they worked on a one to one basis with pupils so as to accommodate the curriculum of the school to the pupil's individual needs. The district had no non-English speaking children so the major identified language program was the lack of educational related experiences. Some of the children participated in the Distar Reading Program while others were instructed individually with a language experience program. Children also worked on independent activities: phonics, and reading comprehension activities under the direction of the aides.

Results:

Preschool

1. To improve the academic readiness of the children.

Table IV presents the results of the Preschool Academic Checklist from the kindergarten class at David Hill School in Hillsboro. As can be noted, the average skill gain per student was 20.0 skills, with the greatest amount of growth being shown in the reading readiness area and in the identification of colors.

TABLE IV
PRESCHOOL ACADEMIC CHECKLIST
SUMMARY SHEET

AREA Washington County

CA (Kindergarten)

SCHOOL David Hall

TOTAL STUDENTS TESTED 9

TASK	PRE	POST	GAIN
Knows His Name	9	9	0
Arithmetic			
Counting 1-10	5	9	4
Counting 11-20	2	4	2
Counting 21-30	0	1	1
Counting 31-40	0	1	1
Counting 41-50	0	1	1
Counting Objects 1-20	1	3	2
Naming Numerals 1-20	0	1	1
Matching Numerals to Objects 1-5	1	8	7
Recognizing Shapes			
Circle	5	8	3
Square	3	7	4
Triangle	3	8	5
Rectangle	0	5	5
Recognizing Size			
Big	7	8	1
Little	7	8	1
Knowledge of Time			
Morning	2	5	3
Noon	0	1	1
Night	3	5	4
Telling Time			
Clock 1- 9:00 or 11:45	0	0	0
Clock 2- 4:30	0	0	0
Recognizing Coin Money			
Penny	3	5	2
Nickel	2	4	2
Dime	3	4	1
Knowledge of money			
Five pennies/ one nickel	1	1	0
Dime/ two nickels	1	1	0
Reading			
Recognizing Right and Left			
Right	5	9	4
Left	5	9	4
Recognizing Difference Words and Pictures	5	9	3
Recognizing the Same and Difference			
Shapes	3	7	4
Letters	5	9	4
Recognizing Letters			
s	1	5	4
i	0	3	3
n	0	2	2
p	0	3	3
t	0	2	2
m	0	5	5

TASK	PRE	POST	GAIN
Recognizing Sounds			
s	2	7	5
m	0	6	6
t	0	3	3
n	0	1	1
p	0	3	3
d	0	2	2
Recognizing Words			
cat	0	0	0
dog	0	0	0
red	0	0	0
chair	0	0	0
door	0	0	0
boy	0	0	0
girl	0	0	0
Writing			
Writing First Name	0	5	5
Writing Numbers 1-10	0	2	2
Writing Numbers 11-20	0	1	1
Writing Letters A-Z	0	1	1
Colors			
Identify by Pointing			
red	2	6	4
blue	1	6	5
green	1	6	5
orange	3	7	4
yellow	3	7	4
white	1	6	5
black	1	6	5
brown	1	5	4
Identify by Naming			
orange	0	4	4
black	1	5	4
red	1	5	4
green	1	5	4
yellow	1	5	4
blue	1	5	4
brown	1	4	3
white	1	4	3

TOTAL GAIN 184

AVERAGE GAIN PER STUDENT 20.0

The evaluation plan also called for the administration of the North-western Syntax Screening Test on a pre-posttest basis. However, the results presented pretest data only.

Forest Grove did not conduct a migrant preschool during this period so there is no evaluation for a preschool in Forest Grove.

Primary and Intermediate

1. To improve the reading ability of the children.

Table V presents the results of the Botell Reading Inventory for the elementary grades in Forest Grove. Grades one through six reported scores on this test. As can be noted, children in the first, second, and third grades made eight months or more average growth in reading. The second grade average growth was quite good being more than a year. However, there were only three children assessed at this grade level.

Table VI presents the phonics inventory results from the Hillsboro Elementary School Districts. This test samples the child's knowledge of phonics skills and the number in parenthesis indicates the number of items on each section of the test. In the far right hand column, the total skills that the child knew at the end of the program over the total on which he was assessed, are presented. Results from this phonics inventory indicate that most all children progressed in their phonics ability as assessed on this test. The only children who did not show progress were those who knew all of the skills assessed when they entered the program.

TABLE V

BOTEL READING INVENTORY RESULTS (Grade Equivalent Scores)
Forest Grove School District
Elementary - Grades 1-6

	<u>SUBJECT</u>	<u>PRETEST</u>	<u>POSTTEST</u>	<u>DIFFERENCE</u>
Grade 1	1	0	1.8	1.8
	2	1.3	2.3	1.0
	3	1.3	1.8	.5
	4	1.3	1.8	.5
	5	1.3	2.3	1.0
				<u>X Gain = .96</u>
Grade 2	1	1.5	2.8	1.3
	2	1.8	2.8	1.0
	3	1.3	2.3	1.0
				<u>X Gain = 1.1</u>
Grade 3	1	1.3	2.8	1.5
	2	1.5	2.3	.8
	3	3.7	3.3	0
	4	3.3	4.0	.7
	5	1.5	1.8	.3
	6	2.3	3.8	1.5
				<u>X Gain = .80</u>
Grade 4	1	2.8	3.8	1.0
	2	3.8	4.0	.2
	3	3.8	4.0	.2
	4	1.5	1.5	0
	5	3.8	3.8	0
				<u>X Gain = .28</u>
Grade 5	1	4.0	5.0	1.0
	2	2.8	3.3	.5
	3	2.3	2.8	.5
	4	4.0	4.0	0
	5	2.8	5.0	2.2
	6	3.3	4.0	.7
	7	3.8	4.0	.2
				<u>X Gain = .73</u>
Grade 6	1	2.8	2.8	0
	2	3.8	3.8	0
	3	3.3	3.8	.5
	4	4.0	5.0	1.0
	5	3.8	5.0	1.2
				<u>X Gain = .54</u>

TABLE VI
PHONIC INVENTORY RESULTS
Hillsboro Elementary School District
Elementary - Grades 2-6

Pre/Post	Identify Letters (26)	Write Letters (26)	Identify Upper (26) & Lower Case Pairs	Initial Consonant Sounds (26)	Final Consonant Sounds (15)	Short Vowels (5)	Long Vowels (5)	Initial Blends (26)	Final Blends (10)	Initial Consonant Digraphs (5)	Final Consonant Digraphs (4)	Vowel Diphthongs (4)	Vowel Digraphs (9)	Vowels Modified by r (5)	Pre Post TOTAL
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Grade 2																
Subject																
1	26/26	26/26	26/26	21/21												99/99
2	25/25	22/22	24/24	18/18	4/4	5/5										98/98
3	26/26	26/26	25/25	21/21	4/4	18/18										120/120
4				21/21	15/15	14/14	10/10									60/60
5	26/26	20/26		20/21	12/14	0/5	0/5	0/4	0/4	0/2	0/7	0/3				96/149
6	26/26	23/23	23/23	20/20	0/0	7/7										99/99
7				21/21	14/15	5/5	5/5	5/5	5/5	4/4	4/4	5/5	5/5	9/9	5/5	104/109
8				21/21	14/15	4/5	5/5	0/5	0/5	0/4	0/4	0/4	0/4	0/9	0/4	44/108
9	25/26	24/26	23/26	19/21	13/13	0/0	5/5									109/117
10	26/26	23/26	25/26	21/21	0/15	3/5	0/5	0/5	0/5	0/4	0/4	0/4	0/4	0/9	0/4	117/186
11	26/26	19/26	23/26	19/21	0/15	0/5	0/5	0/4	0/4	0/4	0/4	0/5	0/4	0/9	0/5	92/184

TABLE VI
PHONIC INVENTORY RESULTS
Hillsboro Elementary School District
Elementary - Grades 2-6

Identify Letters (26)	Write Letters (26)	Identify Upper & Lower Case Pairs (26)	Initial Consonant Sounds (26)	Final Consonant Sounds (15)	Short Vowels (5)	Long Vowels (5)	Initial Blends (26)	Final Blends (10)	Initial Consonant Digraphs (5)	Final Consonant Digraphs (4)	Vowel Digraphs (4)	Vowel Digraphs (9)	Vowels Modified by r (5)	Pre Post TOTAL
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Pre/Post

Grade 3

Subject

222

1	21/21	14/15	3/4	3/4	23/24	3/8	2/3	1/2	2/3	2/3	6/9	2/5	80/98
2	19/21	3/15	0/5	0/5	0/8	0/0	0/3	0/3	0/3	0/1	0/0	0/3	22/64
3	18/21	14/15	0/3	5/5	8/16	0/0	0/3	0/2	0/3	2/4	0/5	3/3	50/77
4	21/21	15/15	5/5	5/5	20/24	1/10	5/5	4/4	5/5	3/4	9/9	4/5	92/107
5	19/21	14/15	2/5	5/5	24/25	8/8	5/5	4/4	5/5	0/0	9/9	2/5	92/102
6	20/21	13/14	5/5	5/5	19/21	9/9	4/4	2/3	4/4	0/1	6/7	2/3	85/93
7	21/21	15/15	4/4	5/5	17/21	9/9	1/1	1/1	1/1	0/0	0/0	0/0	73/77
8	21/21	13/15	5/5	5/5	14/26	10/10	2/5	3/4	2/5	0/4	0/9	0/5	72/108
9	21/21	14/14	3/5	5/5	25/25	9/10	4/5	3/4	4/5	4/4	9/9	4/5	101/107
10	21/21	15/15	4/5	5/5	22/26	9/10	4/5	3/4	4/5	4/4	8/9	0/5	95/109

TABLE VI
PHONIC INVENTORY RESULTS
Hillsboro Elementary School District
Elementary - Grades 2-6

Pre/Post	Identify Letters (26)	Write Letters (26)	Identify Upper (26) & Lower Case Letters	Initial Consonant Sounds (26)	Final Consonant Sounds (15)	Short Vowels (5)	Long Vowels (5)	Initial Blends (26)	Final Blends (10)	Initial Consonant Digraphs (5)	Final Consonant Digraphs (4)	Vowel Diphthongs (4)	Vowel Digraphs (9)	Vowels Modified by r (5)	Pre Post TOTAL
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Grade 4

Subject

223

1	21/21	11/15	2/5	5/5	12/23	2/6	0/4	2/4	0/4	6/6	3/3	64/96
2	21/21	15/15	5/5	5/5	26/26	10/10	5/5	3/3	4/4	8/8	5/5	107/107
3	20/21	14/15	3/3	5/5	4/12	3/5	0/4	0/2	0/1	0/4	3/5	52/77
4	21/21	5/14	0/5	5/5	9/15	0/0	0/0	0/0	0/0	0/3	0/0	40/65
5	18/18	6/6	0/0	0/0	1/1	0/0	0/0	0/0	0/0	0/0	0/0	25/25

Grade 5

Subject

1	21/21	15/15	4/4	5/5	21/21	9/9	3/3	0/0	3/3	9/9	4/4	94/94 *
2	21/21	14/15	4/5	5/5	21/25	7/10	1/2	0/4	0/2	0/6	0/4	73/99
3	21/21	13/15	3/5	5/5	20/24	0/10	0/4	0/3	2/4	7/9	2/3	73/103
4	21/21	11/15	4/5	5/5	20/24	7/10	4/4	2/4	4/4	9/9	3/5	86/106

TABLE VI
PHONIC INVENTORY RESULTS
Hillsboro Elementary School District
Elementary - Grades 2-6

Identify Letters (26)	Write Letters (26)	Identify Upper (26)	Initial Consonant Sounds (26)	Final Consonant Sounds (15)	Short Vowels (5)	Long Vowels (5)	Initial Blends (26)	Final Blends (10)	Initial Consonant Digraphs (5)	Final Consonant Digraphs (4)	Vowel Diphthongs (4)	Vowel Digraphs (9)	Vowels Modified by r (5)	Pre Post TOTAL
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Pre/Post

Grade 6

Subject

224	1	21/21	15/15	5/5	3/4	21/26	10/10	5/5	2/3	2/4	8/8	3/4	95/105
	2	21/21	13/15	0/1	5/5	6/21	0/7	0/0	0/1	2/4	6/9	0/4	53/88
	3	20/20	12/12	1/1	4/4	14/14	1/1	2/2	2/2	3/3	5/5	2/2	66/66
	4	21/21	15/15	4/5	5/5	22/26	5/10	5/5	3/4	4/4	0/9	4/5	88/109
	5	21/21	14/14	4/5	5/5	23/23	5/8	4/4	4/4	0/0	0/0	0/0	80/84
	6	21/21	15/15	2/5	5/5	18/24	8/9	4/5	1/3	0/4	9/9		83/100

Table VII presents the results of the Informal Reading Inventory for elementary school children in the Hillsboro School District. As can be noted none of the groups made more than a year's growth in reading. Children in the third grade made more than seven month's average growth in reading. The growth at the second and fifth grade level was quite low as measured.

Table VIII presents the results of the Metropolitan Achievement Test for the elementary grade students at North Plains. As can be noted, students in the first and second grade made excellent growth in reading as measured by this test with both groups making more than a year's average growth in reading. As can be noted, many of the individuals in grades one and two made more than a year's growth in reading. Children at the third, fourth and sixth grade level made less than a year's average growth in reading. However, it can be noted that some of the individual third grade pupils made more than a year's progress in reading.

The evaluative data submitted by the Banks School District at the elementary level was almost negligible with only one third grade pupil's scores being reported and one fourth grade level pupil being reported. Thus, only two children from this district had any scores reported to evaluate their progress in reading. Neither one of these two students made a year's growth in reading.

TABLE VII
INFORMAL READING INVENTORY SCORES (Grade Equivalent Scores)
Hillsboro Elementary School District
Grades 2 - 6

	<u>SUBJECT</u>	<u>PRE</u>	<u>POST</u>	<u>DIFFERENCE</u>
Grade 2	1	1.3	1.3	0
	2	1.3	1.3	0
	3	1.3	1.3	0
	4	1.3	1.8	.5
	5	1.3	1.3	0
	6	1.8	2.0	.2
	7	1.5	2.0	.5
	8	1.3	1.3	0
	9	1.3	1.8	.5
	10	1.5	2.0	.5
	11	1.3	1.3	0
				<u>\bar{X} Gain = .20</u>
Grade 3	1	2.0	3.0	1.0
	2	1.3	1.8	.5
	3	1.3	1.5	.2
	4	2.0	3.0	1.0
	5	2.0	3.0	1.0
	6	2.0	3.0	1.0
	7	1.5	1.8	.3
	8	1.5	2.0	.5
	9	2.0	3.0	1.0
	10	1.8	3.0	1.2
				<u>\bar{X} Gain = .77</u>
Grade 4	1	1.3	1.8	.5
	2	3.0	4.0	1.0
	3	1.8	2.0	.2
	4	1.3	1.3	0
	5	1.3	1.3	0
				<u>\bar{X} Gain = .34</u>
Grade 5	1	4.0	4.0	0
	2	1.3	1.8	.5
	3	2.0	2.0	0
	4	5.0	5.0	0
	5	1.3	2.0	.7
				<u>\bar{X} Gain = .24</u>
Grade 6	1	2.0	3.0	1.0
	2	1.0	2.0	1.0
	3	2.0	2.0	0
	4	3.0	5.0	2.0
	5	3.0	3.0	0
	6	4.0	4.0	0
				<u>\bar{X} Gain = .67</u>

TABLE VIII
METROPOLITAN ACHIEVEMENT TEST SCORES (Grade Equivalent Scores)
North Plains School District
Elementary - Grades 1 - 6

	<u>SUBJECT</u>	<u>PRETEST</u>	<u>POSTTEST</u>	<u>DIFFERENCE</u>
Grade 1	1	.5	1.9	1.4
	2	.9	2.0	1.1
	3	.1	1.3	1.2
	4	.5	1.5	1.0
	5	.7	1.3	.6
	6	.7	1.9	1.2
	7	1.3	1.9	.6
				<u>\bar{X} Gain = 1.01</u>
Grade 2	1	2.5	3.4	.9
	2	1.2	2.5	1.3
	3	.6	.9	.3
	4	1.3	2.6	1.3
	5	1.3	2.7	1.4
	6	1.4	2.5	1.1
	7	1.3	3.1	1.8
	8	2.4	2.7	.3
	9	.7	3.1	2.4
	10	1.5	1.8	.3
				<u>\bar{X} Gain = 1.11</u>
Grade 3	1	1.5	2.7	1.2
	2	2.8	3.5	.7
	3	2.4	3.5	1.1
	4	2.1	3.1	1.0
	5	2.5	3.1	.6
	6	3.1	3.7	.6
	7	1.4	1.2	-.2
	8	2.4	2.5	.1
				<u>\bar{X} Gain = .64</u>
Grade 4	1	1.7	2.5	.8
	2	3.4	2.9	.6
				<u>\bar{X} Gain = .70</u>
Grade 5	1	3.9	4.5	.6
	2	3.1	3.6	.5
	3	3.7	3.7	0
				<u>\bar{X} Gain = .37</u>

Secondary

1. To improve the reading ability of the children.

Table IX presents the results from the Botell Reading Test for the secondary level students in Forest Grove. It can be noted that the seventh graders made approximately two-thirds of a year's growth in reading while the three scores reported for the eighth and ninth graders also indicate the same amount of growth. Six students at this level made a year or more growth in reading and this is considered quite good considering the level at which they were reading when they entered the program.

TABLE IX
BOTELL READING SCORES (Grade Equivalent Scores)
Forest Grove - Neil Armstrong Junior High
Grades 7 - 9

	<u>SUBJECT</u>	<u>PRETEST</u>	<u>POSTTEST</u>	<u>DIFFERENCE</u>
Grade 7	1	3.3	3.8	.5
	2	3.8	4.0	.2
	3	5.0	4.0	-1.0
	4	2.3	4.0	1.7
	5	4.0	3.8	-.2
	6	2.8	3.8	1.0
	7	3.8	6.0	2.2
	8	0	1.0	1.0
			<u>\bar{X} Gain =</u>	<u>.68</u>
Grades 8-9	1	2.8	3.8	1.0
	2	4.0	4.0	0
	3	5.0	6.0	1.0
			<u>\bar{X} Gain =</u>	<u>.67</u>

Table X presents the results of the Inter-American Test of General Abilities on the students in the Hillsboro Secondary School District - grades seven through nine. The Inter-American Test of General Abilities is a test that measures a wide variety of school-related abilities in children. It is made up of various subtests and then provides a single composite score. These scores are presented in Table X. As can be noted, the average gain per student was approximately 6 points. Three students made more than 20 points growth on this test which is considered quite good, while four students showed a decrease in their posttest scores as compared to the pretest scores.

TABLE X
INTER-AMERICAN TEST OF GENERAL ABILITIES
Hillsboro Secondary School District
Grades 7 - 9

<u>SUBJECT</u>	<u>PRETEST</u>	<u>POSTTEST</u>	<u>DIFFERENCE</u>
1	48	74	26
2	76	83	7
3	93	103	10
4	44	70	26
5	31	33	2
6	46	54	8
7	105	105	0
8	68	75	7
9	97	101	4
10	78	73	- 5
11	34	43	8
12	84	73	-11
13	98	108	10
14	57	63	6
15	35	39	4
16	74	79	5
17	80	103	23
18	52	58	6
19	40	55	15
20	75	66	- 9
21	87	92	5
22	38	21	-17
23	68	77	9
24	82	92	10

\bar{X} Gain = 5.97

General Overall Project Objectives

1. To improve the health of the children being served.

The project spent four thousand dollars on health services for active migrant students in the program during the school year. The home-school consultant coordinated the use of the funds from other agencies to provide additional health care over and above that contributed by the migrant program. In all the project referred 81 students for 316 medical, dental and visual appointments.

2. To provide the children with the social and cultural activities of the Mexican-American.

It was reported that the program served as an example of a bilingual-bicultural community, and thus the staff had a number of opportunities to bring to the Anglo community the positive aspects of the bicultural population. During the school year the program director gave over 20 presentations to churches and organizations and also served on numerous committees which allowed him to provide input into several community programs. Other staff members also assisted in presentations with the project director. Los Tapatios, a junior high Chicano Folk Dance Group, gave over 50 performances during the school year to bring some of the culture of the Mexican-American people to the local communities. Staff of the project assisted the regular classroom teachers by serving as interpreters during parent teacher conferences when needed. During the year, five parent meetings were held so that parents could provide guidance to the bilingual-bicultural program.

Third Party Evaluator's Comments:

The migrant program in Washington County successfully conducted migrant education programs in five school districts within the county. Within these five counties the project provided educational programs for 239 students.

The extent of evaluative data provided by the project for the five districts was considered quite good. Only one district, namely Banks, did not supply evaluative data. The other four districts provided data as set by the evaluation plan for the project, but in many cases, the data were available on only a few children. However, it should be noted that all four districts did attempt to evaluate their program and this indicates progress in evaluation as compared to last year. The project director and his resource teacher should be complimented for their progress in this area.

The project provided a number of extensive ancillary services to both the children and the community and it is felt that these were exemplary. The project contributed a great deal of time and effort into making the community more aware, in a positive sense, of the bicultural community that is located within the larger community. The results indicate that the project director, as well as his staff, have spent many hours in presenting aspects of the program to various local church and community organizations. The project provided extensive health services to those children who were in need of such assistance; one third of the total migrant population served in the county received some type of ancillary health service. Without the assistance of the migrant program, this could not have been accomplished.

A facet of the program which should be explored more fully, not only by this program but by others in the state, is the concept of having older students assist younger students in their learning process. This has been proven a very satisfactory way of having young children receive additional assistance in their educational program and it also provides benefits to the older students who are giving that assistance. This type of program took place at North Plains Elementary School, where the sixth graders were working with the first and second graders to help them develop sight vocabulary in reading. Other reading assistance was also provided. This is an excellent way to provide further help to pupils and it should be continued and expanded if possible.

The concept of evaluation using a phonics inventory chart or a measure such as presented in Table VI is considered to be an excellent way of evaluating students' progress in reading. In many respects, this is a better method than using standardized reading tests. It allows the teacher to pinpoint the deficiencies more specifically and it also allows her to note progress on a more continual basis rather than relying on a pre-posttest measure. This type of assessment does not have some of the deficiencies that are found with standardized tests in that the normative group might be quite different from the population of children being assessed. As can be noted in Table VI, not all children were assessed on all sections of this test. The results could have been even stronger if children had received a complete assessment on all items from this phonics inventory.

In summary, it is felt by this evaluator that the Washington County Migrant Project conducted a most beneficial program for migrant children in the county. The evaluative data submitted were more complete than in the previous year and this is most encouraging.

Area Name: Yamhill County I.F.D.
 County: Yamhill
 Funding Allocated: \$142,577
 Project Beginning Date: September 1, 1973
 Project Ending Date: June 6, 1974
 School Session: Fall - Spring
 Number of Migrant
 Students Enrolled: 391

Introduction:

The school district's participating in this area's migrant program were Amity, Carlton, Dayton, McMinnville and Newberg. Table I presents the number of migrant children enrolled in the program and the grade levels in which they were enrolled. Table II presents the number of certified personnel employed in the program.

Table I
 Migrant Students Enrolled

Grade	Enrolled	ADM.
Preschool	40	36
First	25	20
Second	20	18
Third	22	19
Fourth	19	17
Fifth	20	18
Sixth	24	20
Seventh	17	15
Eighth	15	12
Ninth	15	12
Tenth	9	9
Eleventh	3	3
Twelfth	4	4
Total	233	202

Table II
Certified Personnel Employed

Number of Certified Personnel Employed	
<hr/>	
A. Bilingual	
1. Target group	3
2. Other	2
B. English-speaking	
1. Target group	0
2. Other	1
Total	6

Supplementary statistical data gathered during the operation of the program are shown in Table III.

Table III
Supplementary Statistical Data

A. Total bus miles	110 per day - Preschool
B. Health examinations	15
C. Health referrals	20
D. Dental examinations	53
E. Dental referrals	76
F. Breakfasts	None
G. Morning snacks	Preschool Only
H. Hot lunches	Preschool Only
I. Afternoon snacks	Preschool Only
J. No. of teachers	1
K. No. of aides	
1. Target group	12
2. Other	9
3. How many are bilingual	12
L. No. of volunteers	
1. Target group	0
2. Other	0

Objectives and Evaluation Plan:

Preschool

1. To develop oral English language ability.

To evaluate this objective the Northwestern Syntax Screening Test was to be administered on a pre-posttest basis.

2. To develop first grade readiness skills.

To evaluate this objective the Preschool Academic Checklist was to be administered on a pre-posttest basis.

Elementary and Secondary

1. To improve the children's reading skills.

To evaluate this objective pre-posttest scores from standardized reading tests administered by the district were to be reported.

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Methodology:

The Yamhill County Migrant and Title I Program were combined with the regular school program. Thus, the migrant children were an integral part of the total school program.

The Yamhill County Migrant Program conducted two preschool programs. One was for four and five year olds and the other was for five and six year olds. The major emphasis was placed on readiness skills, and oral English vocabulary and sentence pattern development. In teaching language skills, the Distar Language Kits were used along with the Peabody Language Development Kits. The teacher-aide also assisted in the language development programs. Children were assessed on their readiness skills and were provided with instruction to correct their identified deficiencies. The preschool teacher reported that at the end of the year, five of her pupils

had read three pre-primers and were now reading their first primer. Cultural activities were provided for the Mexican-American children. This was done through dances, songs and games. The children celebrated Mexican holidays and they communicated this with the teacher, aides and other children in Spanish.

At the elementary level, the migrant pupils used the same curriculum as the children in the regular program. Assistance was provided to the migrant pupils who were experiencing learning difficulties in the regular programs. Through Title I-M, teacher aides were hired to assist these pupils. The aides provided individual instruction to reinforce the lessons taught by the classroom teacher. Strong emphasis was placed on reading and language programs. The teacher assigned the pupils to the aides and the aides then conducted specific programs under the direction of the teacher. This instruction took place both inside and outside the classroom.

At Dayton Elementary School, a reading lab served many migrant pupils. There, children identified as having reading problems were assigned to the reading lab for remedial help. Materials used in the lab included the Hoffman Reader, Language Matter, Cyclo Teacher, Aud-X, workbooks and filmstrips. Title I-M aides assisted in the instructional program in the reading lab.

The Yamhill County Migrant Program employed a full-time counselor at McMinnville High School. He provided counseling services for migrant students and he also conducted some tutoring sessions in academic subject areas. During the year he also received the services of a half-time counselor hired by the Title I-M program.

At Dayton High School, an academic tutoring counseling program was planned but the district decided not to implement it, so students at this

site did not receive services. However, some of them were referred to the reading lab at Dayton Elementary School for remedial reading assistance. No record was kept as to the number of students who availed themselves of the services.

In addition to these programs conducted in the schools, the project also provided three tutors and an aide to assist pupils in the evening at the Eola Training Center. This training center was located in a labor camp in Yamhill County. Approximately 35 to 40 students in grades one through twelve were provided with additional academic assistance in the center. In order to make the assistance as beneficial as possible, the students classroom teachers were contacted to insure that the students were placed in the proper instructional materials.

Results:

Preschool

1. To develop oral English language ability.

Table IV presents the results of the Northwestern Syntax Screening Test for the children in the Dayton Preschool, ages 4 and 5. As can be seen the average skill gain per pupil was 9.7 on the receptive and 9.6 on the expressive sections of the test. The largest amount of growth in the receptive area was shown in the use of pronouns and the greatest amount of growth in the expressive was shown in the use of plurals, verb tense and use of question sentences.

TABLE IV
NORTHWESTERN SYNTAX SCREENING TEST
Dayton Preschool
CA 4-5

RECEPTIVE TASK

No. Students Tested 13

EXPRESSIVE TASK

	Pre	Post	Gain		Pre	Post	Gain
Nouns				Nouns			
Plurals	1	10	9	Plurals	1	11	10
Possessive	0	6	6	Possessive	0	4	4
Verbs				Verbs			
Present tense	3	13	10	Present tense	1	12	11
Past tense	1	7	6	Past tense	1	4	3
Future tense	1	8	7	Future tense	0	5	5
3rd person	3	11	8	3rd person	0	11	11
Prepositions				Prepositions			
in	12	13	1	in	12	13	1
on	10	13	3	on	9	13	4
under	9	13	4	under	11	13	2
behind	8	13	5	behind	7	13	6
Pronouns				Pronouns			
he	9	13	4	he	7	12	5
she	7	12	5	she	3	10	7
her	3	11	8	her	7	11	4
their	2	11	9	their	1	8	7
himself	2	11	9	himself	3	10	7
Not Statement	12	13	1	Not Statement	9	13	4
Reversal of Subject/Obj.	2	8	6	Reversal of Subject/Obj.	0	2	2
This and That Concept	1	8	7	This and That Concept	0	4	4
Question Words				Question Words			
who	2	6	5	who	1	9	8
what	0	4	4	what	0	8	8
where	2	8	6	where	1	9	8
Understanding Sentences				Understanding Sentences			
statements				statements	0	0	0
questions	0	4	4	questions	0	4	4

Total Gain Receptive 127

Average Gain Per Student 9.7

Total Gain Expressive 125

Average Gain Per Student 9.6

Table V presents the results of the Northwestern Syntax Screening Test for the five and six year old pupils at the Dayton Preschool. As can be seen, the average skill gain per student was 7.0 at the receptive level and 9.1 at the expressive level. Most growth in the receptive level was in the comprehension of question sentences, while the most growth in the expressive tasks was shown in the use of prepositions.

2. To develop first grade readiness skills.

Table VI presents the results of the Preschool Academic Checklist for the 4 and 5 year old pupils in the preschool. The average skill gain per student was 17.47 skills and the most growth was shown by this group in size recognition and in the recognition of shapes.

Table VII presents the results of the Preschool Academic Checklist for the 5 and 6 year old pupils in the Dayton Preschool. The average skill gain per pupil was 27.7 skills and the most growth was shown by this group in their ability to recognize letters, sounds of letters and words. The group also showed strong growth in their writing skills.

Elementary and Secondary

1. To improve the children's reading skills.

Table VIII presents the results of the Gates-MacGinitie Reading Test for the students at Dayton Elementary School in grades 2 through 6. As can be noted in these results, none of the groups made more than a year's average growth in reading. However, at the sixth grade level, two of the three students did make a year or more growth in reading. In addition, five students in grades two through four made a year or more growth in reading. Only two students showed a decrease in their posttest score as compared to their pretest score.

TABLE V
NORTHWESTERN SYNTAX SCREENING TEST
Dayton Preschool
CA 5-6

RECEPTIVE TASK
No. Students Tested 10

EXPRESSIVE TASK

	Pre	Post	Gain		Pre	Post	Gain
Nouns				Nouns			
Plurals	6	10	4	Plurals	7	8	1
Possessive	6	9	3	Possessive	3	8	5
Verbs				Verbs			
Present tense	10	0	0	Present tense	9	10	1
Past tense	1	7	6	Past tense	2	8	6
Future tense	3	10	7	Future tense	4	8	4
3rd person	3	9	6	3rd person	4	8	4
Prepositions				Prepositions			
in	9	10	1	in	2	10	8
on	9	10	1	on	9	10	1
under	10	0	0	under	8	10	2
behind	10	0	0	behind	0	10	10
Pronouns				Pronouns			
he	7	9	2	he	3	10	7
she	9	10	1	she	1	10	9
her	9	10	1	her	4	10	6
their	5	10	5	their	3	9	6
himself	6	9	3	himself	7	10	3
Not Statement	9	10	1	Not Statement	10	0	0
Reversal of Subject/Obj.	3	7	4	Reversal of Subject/Obj.	4	8	4
This and That Concept	3	10	7	This and That Concept	4	8	4
Question Words				Question Words			
who	2	9	7	who	8	10	2
what	2	7	5	what	7	8	1
where	9	10	1	where	8	10	2
Understanding Sentences				Understanding Sentences			
statements	0	0	0	statements	0	0	0
questions	4	9	5	questions	1	6	5

Total Gain Receptive 70

Total Gain Expressive 91

Average Gain Per Student 7.0

Average Gain Per Student 9.1

**PRESCHOOL ACADEMIC CHECKLIST
SUMMARY SHEET**

AREA Yamhill County IED

CA 4 - 5

SCHOOL Dayton Preschool

TOTAL STUDENTS TESTED 17

TASK	PRE	POST	GAIN
Knows His Name	17	17	17
Arithmetic			
Counting 1-10	10	13	3
Counting 11-20	2	8	6
Counting 21-30	0	0	0
Counting 31-40	0	0	0
Counting 41-50	0	0	0
Counting Objects 1-20	1	7	6
Naming Numerals 1-20	0	1	1
Matching Numerals to Objects 1-5	2	13	11
Recognizing Shapes			
Circle	8	15	7
Square	2	12	10
Triangle	4	14	10
Rectangle	3	12	9
Recognizing Size			
Big	17	17	17
Little	17	17	17
Knowledge of Time			
Morning	7	12	5
Noon	0	5	5
Night	6	12	6
Telling Time			
Clock 1- 9:00 or 11:45	0	0	0
Clock 2- 4:30	0	0	0
Recognizing Coin Money			
Penny	7	15	8
Nickel	4	15	11
Dime	2	10	8
Knowledge of Money			
Five pennies/ one nickel	0	0	0
Dime/ two nickels	0	0	0
Reading			
Recognizing Right and Left			
Right	6	13	7
Left	6	13	7
Recognizing Difference			
Words and Pictures	6	14	8
Recognizing the Same and Difference			
Shapes	5	13	8
Letters	6	17	6
Recognizing Letters			
a	0	0	0
i	0	0	0
n	0	0	0
p	1	2	1
t	0	0	0
m	0	1	1

TASK	PRE	POST	GAIN
Recognizing Sounds			
s	1	2	1
m	0	0	0
t	0	0	0
n	0	0	0
p	0	0	0
d	0	0	0
Recognizing Words			
cat	0	0	0
dog	0	0	0
red	0	0	0
chair	0	0	0
door	0	0	0
boy	0	0	0
girl	0	0	0
Writing			
Writing First Name	0	4	4
Writing Numbers 1-10	0	0	0
Writing Numbers 11-20	0	0	0
Writing Letters A-Z	0	0	0
Colors			
Identify by Pointing			
red	10	14	4
blue	8	14	6
green	6	14	8
orange	10	14	4
yellow	7	14	7
white	7	13	6
black	7	15	8
brown	7	15	8
Identify by Naming			
orange	10	14	4
black	9	15	6
red	8	14	6
green	6	13	7
yellow	8	13	5
blue	8	14	6
brown	8	15	7
white	9	14	5

TOTAL GAIN 297

AVERAGE GAIN PER STUDENT 17.47

**PRESCHOOL ACADEMIC CHECKLIST
SUMMARY SHEET**

AREA Yamhill County IED

CA 5 - 6

SCHOOL Dayton Preschool

TOTAL STUDENTS TESTED 10

TASK	PRE	POST	GAIN
Knows His Name	9	10	1
Arithmetic			
Counting 1-10	9	10	1
Counting 11-20	5	10	5
Counting 21-30	3	8	5
Counting 31-40	0	7	7
Counting 41-50	0	4	4
Counting Objects 1-20	2	12	10
Naming Numerals 1-20	1	10	9
Matching Numerals to Objects 1-5	8	10	2
Recognizing Shapes			
Circle	10	0	0
Square	7	9	2
Triangle	5	5	5
Rectangle	4	10	6
Recognizing Size			
Big	9	10	1
Little	9	10	1
Knowledge of Time			
Morning	3	8	5
Noon	2	8	6
Night	6	10	4
Telling Time			
Clock 1- 9:00 or 11:45	1	8	7
Clock 2- 4:30	0	0	0
Recognizing Coin Money			
Penny	8	10	2
Nickel	6	10	4
Dime	7	10	3
Knowledge of Money			
Five pennies/ one nickel	0	3	3
Dime/ two nickels	1	1	1
Reading			
Recognizing Right and Left			
Right	6	9	3
Left	6	9	3
Recognizing Difference Words and Pictures	9	10	1
Recognizing the Same and Difference			
Shapes	9	0	9
Letters	9	10	1
Recognizing Letters			
a	2	9	8
i	2	8	7
n	0	9	9
p	2	8	6
t	2	8	6
m	1	9	8

TASK	PRE	POST	GAIN
Recognizing Sounds			
s	3	8	5
m	2	9	7
t	3	8	6
n	0	8	8
p	0	7	7
d	0	6	6
Recognizing Words			
cat	0	9	9
dog	0	8	8
red	0	8	8
chair	0	3	3
door	0	3	3
boy	0	7	7
girl	0	6	6
Writing			
Writing First Name	2	9	7
Writing Numbers 1-10	1	9	8
Writing Numbers 11-20	0	5	5
Writing Letters A-Z	0	9	9
Colors			
Identify by Pointing			
red	9	10	1
blue	8	10	2
green	8	10	2
orange	9	10	1
yellow	8	10	1
white	9	10	1
black	10	10	0
brown	10	10	0
Identify by Naming			
orange	10	10	0
black	10	10	0
red	10	10	0
green	10	10	0
yellow	10	10	0
blue	9	10	1
brown	10	10	0
white	10	10	0

TOTAL GAIN 277

AVERAGE GAIN PER STUDENT 27.70

TABLE VIII
GATES-MACGINITIE READING TEST (Grade Equivalent Scores)
Dayton Elementary School
Grades 2-6

	<u>SUBJECT</u>	<u>PRE</u>	<u>POST</u>	<u>DIFFERENCE</u>
Grade 2	1	1.5	1.8	.3
	2	1.5	2.0	.5
	3	1.4	2.4	1.0
	4	1.3	1.6	.3
	5	1.2	1.4	.2
			\bar{X} Gain =	<u>.46</u>
Grade 3	1	2.6	3.1	.5
	2	1.5	2.5	1.0
	3	1.4	2.0	.6
	4	2.2	3.2	1.0
	5	1.8	2.0	.2
	6	2.1	2.3	.2
	7	2.2	1.7	-.5
	8	2.3	4.3	2.0
	9	1.7	1.9	.2
	10	1.5	2.3	.8
			\bar{X} Gain =	<u>.60</u>
Grade 4	1	3.7	4.1	.4
	2	2.9	2.1	-.8
	3	2.6	3.8	1.2
	4	2.8	3.6	.8
			\bar{X} Gain =	<u>.40</u>
Grade 5	1	3.8	4.2	.4
	2	3.3	3.7	.4
	3	4.4	4.7	.3
	4	4.9	5.6	.7
	5	3.1	3.1	0
			\bar{X} Gain =	<u>.36</u>
Grade 6	1	3.5	3.6	.1
	2	5.2	6.2	1.0
	3	6.4	8.2	1.8
			\bar{X} Gain =	<u>.96</u>

None of the other districts participating in the Migrant Program in Yamhill County provided pre-posttest data as specified in the evaluation plan for this project. Therefore, there is no further evaluative data to report for this county.

Third Party Evaluator's Comments:

In reviewing this project, there are certain aspects that deserve commendation. One area is the preschool conducted at Dayton Elementary. This preschool provided the students with the readiness and language skills so that they could more successfully profit from the first grade learning situation. The preschool teacher evaluated the children according to the evaluation plan and was able to show positive growth for her group in both the academic readiness areas and in the language area. She also reported that five of the students were beginning to use the primer reader and they had already completed three of the pre-primers. This indicates strong growth in the area of reading. Although other students were not reported as reading at this level it can be assumed that many of them were making good progress in the area of reading.

Another aspect of the program that was quite strong was the reading lab which was conducted at Dayton Elementary School. This reading lab provided individualized diagnostic and prescriptive instructions for the children that it served. A number of migrant children were served in this program and the results of their progress are noted in the results section of this report. One of the major strong points of the lab was that they did collect evaluative data on the children so that they could measure the effect of their instruction. Therefore, even though the reading growth

of the students may not have been as much as they would have wanted, they can examine the data and determine where the program needs to be improved. This is one of the major values of gathering educational evaluative data on programs.

Another strong point of this program was the tutoring center which was in operation at a local labor camp. This center provided students who lived in the camp with additional assistance in academic areas in which they were experiencing difficulties. The tutoring center was conducted in the evening for the students by three tutors and an aide who was also the resource teacher for the district. This is an excellent way to utilize staff personnel and this is a concept that should be explored by other programs who have concentration of the school age children living in an area such as a labor camp. If the facilities allow, this is an excellent opportunity to provide educational help for pupils.

In reviewing the overall report of this project, one cannot help but note that the evaluative data supplied was quite minimal. Only 27 students out of a total of 193 in grades one through twelve had appropriate evaluative data gathered on them. These 27 students, all of whom were from the Dayton Elementary School, were the only ones who had pre-posttest data available to measure the amount of educational growth that they had obtained. All of the other students, either had only one of the tests administered or had no testing at all, which was the case for the majority of the students. The 27 students who had complete evaluative data represent less than 8 percent of the total population of students that the area served. From an educational and evaluative standpoint, one wonders how this area can determine the amount of progress the children are making or the programming that is needed when the educational information is so scant. If this district is to adequately serve the migrant children within its boundaries, it must begin gathering data so that the impact of the program

can be assessed.

SUMMER PROGRAMS

1973

AREA NAME: Malheur School District 8-C

COUNTY: Malheur

FUNDING ALLOCATED: \$53,061

PROJECT BEGINNING DATE: June 11, 1973

PROJECT ENDING DATE: July 20, 1973

SCHOOL SESSION: Summer

NUMBER OF MIGRANT STUDENTS ENROLLED: 285

Introduction:

Nyssa #26, Ontario #8-C, Adrian #61, Vale #15 and Annex #29 were the districts participating in the program. The total number of public school migrant students enrolled (285) were divided into grades K - 6 as shown in Table I. There were no nonpublic school migrant children participating in the program. The personnel participating in the program were: 14 teachers, 1 summer school supervisor, 15 aides, and 5 volunteers. Table II presents the number of certified personnel employed.

Table I

Migrant Students Enrolled

Grade	Enrolled	ADM
Preschool	43	30.5
First	22	15.6
Second	46	26.5
Third	48	30.0
Fourth	57	47.7
Fifth	23	16.1
Sixth	46	32.2
Total	285	198.6

Table II
Certified Personnel Employed

Number of Certified Personnel Employed

A. Bilingual	
1. Target group	0
2. Other	1
B. English-speaking	
1. Target group	0
2. Other	13 (plus 1 Summer School Supervisor)
Total	15

Supplementary statistical data gathered during the operation of the program are shown on Table III.

Table III
Supplementary Statistical Data

A. Total bus miles	11,674	
B. Health examinations	226	
C. Health referrals	63	(26 hearing, 37 eyes)
1. Vision Exams		
2. Vision referrals		
D. Dental examinations	205	
E. Dental referrals	115	
F. Breakfasts	4,807	
G. Morning snacks		
H. Hot lunches	4,807	
I. Afternoon snacks	4,807	
J. No. of teachers	14	(plus 1 Summer School Supervisor)
K. No. of aides		
1. Target group	11	(plus 2 Terminal Operator
2. Other	2	Home/School Contact)
3. How many are bilingual	13	Total <u>15</u>
L. No. of volunteers		
1. Target group	2	
2. Other	3	Total <u>5</u>

Objectives and Evaluation Plan:

1. To improve the receptive and expressive standard English vocabulary of children in the program.

To evaluate this objective at the preschool, first and second year levels, the Northwestern Syntax Screening Test was to be administered. To evaluate this objective at the third, fourth, fifth and sixth year levels the Receptive and Expressive Vocabulary Inventory was to be administered. The instruments would be administered to the children when they initially entered the program and growth would be checked periodically during the six week session. The average increase in scores would be reported at each level at the end of the summer session.

2. To improve the reading vocabulary of children in the program.

To evaluate the children's vocabulary growth the Dolch Basic Sight Word List was to be administered when the child initially entered the program and growth was to be checked periodically during the six week session. If the child could successfully identify more than 190 of the Dolch Basic Sight Words he would be assessed with the vocabulary items on the Migrant Reading Inventory. Growth was to be reported at each level on vocabulary items that had been learned.

3. To improve the academic readiness ability of the children in the program.

To evaluate this objective the Preschool Academic Checklist was to be administered when the children initially entered the program and growth was to be checked periodically during the six week session. Improvement was to be reported as to the number of new skills acquired. This objective would only apply to those students who received instruction in academic readiness activities.

Methodology:

The Malheur Area used a unique, concise method for reporting the objectives, activities, materials and evaluation plan for each of their summer classes. This method of reporting comprises the major part of the methodology section of this report. In addition, the daily schedule for each of the classes is presented.

In the academic programs the children were provided with diagnostic testing in school readiness, language and reading. The Distar Program was used along with the Peabody Language Development Kits for language development activities in kindergarten through elementary. In addition, materials were provided in Spanish for the children, and speech and articulation testing and remediation were conducted.

Cultural activities were provided for the children through songs, bilingual instruction, and pinata parties. The school involved the target group parents in ice cream socials that were conducted at the labor camps. This served as an opportunity for parents, staff and students to become acquainted with the program and each other.

A music program was conducted for all children in the summer classes. The four major goals of the program were to: (1) give Mexican-American children the opportunity to appreciate their own culture; (2) increase word vocabulary; (3) develop coordination; and (4) provide individual expression. Music was not only an important part of the regular school curriculum but it also formed an important part of the camp program as well as the open house for parents.

The summer physical education program was designed to meet the individual needs of all the children. Included in the program were daily swimming lessons, a week of bowling instruction and a physical fitness program integrated with music. In addition, the usual physical education

CLASS SCHEDULE

Preschool - 5 year olds

Mary Ann Burrows

Amelia Torres

7:00 - 7:30	Breakfast
7:30 - 8:00	Group Activity
8:00 - 8:30	Academic
8:30 - 9:00	Language
9:00 - 10:00	Free Play and Swimming
10:30 - 11:15	Lunch
11:15 - 12:00	Outside Recess
12:00 - 12:30	Language and Films
12:30 - 2:00	Rest and Snack
2:00 - 2:30	Distar Storybook and Games
2:30 - 3:00	Filmstrip and Story and Home

Preschool - 5 year olds

Lilian Yasumiiski

Susanna Aguilar

7:00	Breakfast
7:30	Opening Exercise (Incorporating oral language and academic skills)
	1. attendance
	2. Calendar
	3. weather
7:45	Rhythmic or Calisthetic Activities
8:15	Language Lesson
8:30	Academic Lesson
8:45	Finger Plays, Songs, Games, etc.
9:15	Art Activity
9:45	Recess
10:15	Washing, Bathroom, Story Telling
10:30	Lunch
11:00	Recess
12:00	Movie or Filmstrip
12:30	Nap
2:15	Bathroom
2:30	Snack (plus short reinforcement exercises)
3:00	Home

PRESCHOOL CLASS

Objectives	Activities	Materials	Evaluation
To improve the receptive and expressive standard English vocabulary	Field Trips	Peabody Kits	Northwestern Syntax Screening Test
	Small Language Groups	Oral Language Outline	
	English as a Second Language Group	Early Childhood Discovery Materials	
	Charts	Beginning Fluency in the English as a Second Language	
	Language Development through Photography	Hap Palmer Records	
To improve the academic ability of the children	Small Group Instruction	Hap Palmer Records	Preschool Academic Checklist
	Individualized instruction	Charts	
	Games	Flash Cards	
	Flannel Boards	Distar	
	Films	Continental Press	
		Manipulative Material	
		Latin American Folk Tales	
Field Trips:	Caldwell Fire Station Dairy County Library	Airport and National Guard Boise Zoo Rock Quarry	

CLASS SCHEDULE

Preschool - 6 year olds

Gloria Austin
Esther Looney

7:00 - 7:30	Breakfast
7:30 - 8:00	Attendance Rhythms
8:00 - 9:00	Language Group Visual Discrimination Worksheet
9:00 - 10:00	Swimming and Music
10:00 - 10:30	Lessons geared to Academic Check-- list
10:30 - 11:00	Lunch
11:00 - 11:30	Recess
11:30 - 12:30	Art or Films
12:30 - 2:10	Storytime and Rest
2:10 - 2:30	Clean-up
2:30 - 3:00	Snack and Home

Objectives	Activities	Materials	Evaluation
To improve the receptive and expressive standard English vocabulary	Field Trips	Peabody Kits	Northwestern Syntax Screening Test
	Small Language groups	Oral Language Outline	
	English as a second language group	Hap Palmer Records Bilingual	
	Experience Charts	Spanish printed books	
To improve the academic ability of the children.	Films		
	Small Group Instruction	Hap Palmer Records Bilingual	Preschool Academic Checklist
	Individualized Instruction	Visual Discrimination Overhead Set	
	Games	Imperial-Amos and Beginning Sounds	
	Filmstrips	Fairy Tales in Spanish Manipulative material (beads, blocks, trucks)	
Field Trips:	Caldwell Fire Station Air National Guard Rock Quarry	Boise Air Terminal Boise Zoo	County Library Dairy

CLASS SCHEDULE

7 year olds

Diane Sakamoto/Ida Alvarado
Frances Oliva/Marita Jensen

8:00 - 9:30	Swimming
9:30 - 10:00	Music
10:00 - 10:30	P. E.
10:30 - 11:00	Reading Groups
11:00 - 12:30	Lunch
12:30 - 1:00	Grouping (Academic Skills, Dolch, Language Groups)
1:00 - 1:30	Grouping
1:30 - 2:30	Art
2:30 - 3:00	Snack and Home

Objectives	Activities	Materials	Evaluation
To improve the receptive and expressive standard English vocabulary	Field Trips	Introducing English	Northwestern Syntax Screening Test
	Small Language Group according to needs	Verb Tense Outline	
	English as a Second Language Group	Shuck Loves Chirley	
	Language activities through role playing and puppetry	Tongue Position Chart	
	Bilingual Lessons	Beginning Fluency in English	
	Language games	Bumpass Materials	
To improve the academic readiness ability of the children.		Peabody Kits	
		Developing Understanding of Self and Others	
		Spanish Printed Books	
		Flannel Board Stories	
	Small Group Instruction	First Talking Alphabet	Academic Checklist
	Individualized Instruction	Continental Press	
	Field Trips	Phonics and Math	
	Games and Contests	Introduction of Sounds	
		Talking Storybooks	
		Audio Flash System	
		Alphabet Bingo	

Objectives	Activities	Materials	Evaluation
To improve the reading vocabulary of children.		Phonics Games	
		Hoffman Reading Series	
		Dolch Sight Word Cards	Dolch Basic Sight Word List
		Talking Story-books	
		Dolch Books	
		Sight Phrase Cards	
		Popper Words	
Field Trips:	Caldwell Fire Station Boise Air Terminal Eddy's Bakery Clover Club	Air National Guard Mann's Creek Albertson's Ice Cream Plant Boise Zoo	

CLASS SCHEDULE

8 year olds

Virgil Seward/Diane Yamasaki
Narcie Rivera/Dora Gallegos

7:00 - 7:30	Breakfast
7:30 - 8:00	Word Attack Skills
8:00 - 9:00	Swimming
9:00 - 10:30	Reading Groups
10:30 - 11:00	P. E.
11:00 - 12:15	Lunch
12:15 - 12:30	Rest Period
12:30 - 1:00	Art
1:00 - 1:30	Music
1:30 - 2:30	Arts and Crafts
2:30 - 3:00	Snack and Home

Objectives	Activities	Materials	Evaluation
To improve the receptive and expressive standard English vocabulary	Small language groups according to needs	Developing Understanding of self and others	Receptive and Expressive Vocabulary Inventory
	English as a Second language group	We learn English	
	Field Trips	Peabody Kits	
	Language Experience Stores	Shuck Loves Chirley	
	Writing thank you letters	Introducing English	
To improve the reading vocabulary of children	Development of Key Vocabulary words		
	Individualized Work	Dolch Books and Cards	Dolch Basic Sight Word List
	Small group instruction	SRA Lab - 1B	
	Games & Contests	Hoffman Program	
	Key words used in field trips	Plays for Echo reading	
Field Trips:	Air National Guard Mann's Creek Calhoun's Goat Farm	Talking Story Books	Migrant Reading Word List
		Phonetic Games	
		Dolch Games	
		First Talking Alphabet	
		High Interest, Low Level books	
Field Trips:	Air National Guard Mann's Creek Calhoun's Goat Farm	Ontario Livestock	Round House
		Hurd Farm	Idaho Humane Society

CLASS SCHEDULE

9 year olds

Jerry Sloan/Norma Ferrell
Adela Menchaca/Elsa Rosales

7:00 - 7:30	Breakfast
7:30 - 8:00	Reading Games
8:00 - 9:00	Swimming
9:00 - 10:00	Small Group Reading Using:
	1. Dolch
	2. E.S.L.
	3. Machines
	4. Independent
	5. Testing
10:00 - 10:30	Field Trip Projects
	1. Vocabulary Building
	2. Story Writing
	3. Art Project as Follow-up
10:30 - 11:00	Music
11:00 - 12:00	Lunch
12:00 - 12:30	Rest and Story Time
12:30 - 1:00	P. E.
1:00 - 1:30	Science
1:30 - 1:45	Math
1:45 - 2:10	Recess
2:10 - 2:30	Small Group Reading
2:30 - 3:00	Mexican Games/Snack Time
3:00	Home

Objectives	Activities	Materials	Evaluation
To improve the reading and expressive standard English vocabulary	Field Trips	Peabody Kits	Malheur Receptive and Expressive Vocabulary Test
	Small language group	Oral Language Outline	
	English as a Second language group	Introducing English SRA Language Development Kit Spanish printed books	
To improve the reading vocabulary of the children	Individualized work	High interest, low level books	Dolch Basic Sight Word List
	Small Group Instruction	Hoffman Program Phonetic Games Dolch games and word cards Dolch Books Story Plays	Migrant Reading Inventory

Field Trips:	Boise Museum Mann's Creek	Boise Zoo Clover Club
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CLASS SCHEDULE

10 year olds

Dean Seward
Shirley Cordova

7:00 - 7:30	Morning Preparation-Roll taking, etc.
7:30 - 8:00	Breakfast
8:00 - 9:00	Swimming
9:00 - 9:30	Library Period
9:30 - 10:30	P. E. and Music
10:30 - 11:00	Language Development Period
11:00 - 12:15	Lunch
12:15 - 12:45	Story Time
12:45 - 2:30	Art, Math, Language

Objectives	Activities	Materials	Evaluation
To improve the receptive and expressive standard English vocabulary	Small language group according to needs	Spanish printed books	Receptive and Expressive Vocabulary Inventory
	Field Trips	Peabody Kits	
	Language experience stories with posters	D.U.S.O. Kit	
		Oral language outline	
To improve the reading vocabulary of children	Individualized work	Hoffman program	Dolch Basic Sight Word List
	Small group instruction	Developing Understanding of self and others	
	Language experience stories	Continental Press	
	Reading contest with library books	Phonetic games Dolch games and word cards Talking Storybooks High interest, low level books Library books	Migrant Reading Word List
Field Trips:	Boise Cascade Round House Weiser Sand Dunes	Mann's Creek Boise State Capitol KTVB - Boise	

CLASS SCHEDULE

11 year olds

Doyal Snyder/Marlow Pounds

Linda Ruiz/Kathy Pena

7:00 - 7:45	Breakfast
7:45 - 9:15	Swimming
9:15 - 9:30	Break
9:30 - 10:00	P. E.
10:00 - 10:30	Music
10:30 - 11:15	Language Skills (Vocabulary, ESL, Dolch)
11:15 - 12:15	Lunch
12:15 - 1:30	Language Skills, Resc and Reading
1:30 - 1:50	Break
1:50 - 2:45	Art & Reading (Dolch, Advanced Language)
2:45 - 3:00	Snack and Home

Objectives	Activities	Materials	Evaluation
To improve the receptive and expressive standard English vocabulary	Field Trips	Introducing English	Receptive and Expressive Vocabulary Inventory
	Small Language Group according to needs	Peabody Kits	
	Oral language development dealing with field trips	Shuck Loves Chirley	
	Key vocabulary words	Verb Tense Outline	
	English as a Second Language	Tongue Position Chart	
To improve the reading vocabulary of the children		Auditory Discrimination Kit	
		Films through county	
	Individualized Work	Hoffman Materials	Dolch Basic Sight Word Inventory
	Small Group Instruction	Dolch Cards	
	Contests	Teach a Tape Program	
	Games & Puzzles	High interest/low level books	
	Development of listening skills through poetry	Dolch Books	Migrant Reading Word List
		Bell Telephone Films	
Field Trips:	Clover Club Idaho State Museum Mann's Creek	Air National Guard Boise Zoo	

program was conducted.

The week summer camp was held in a mountain area approximately 100 miles from Ontario. The camp site included a dining lodge and cabins for the 89 children who attended. The camp provided an environment in which the children could learn about hiking, fishing, swimming and nature. In addition to these typical outdoor education activities, the camp site also stressed such skills as getting along with others, developing personality and character and learning to take responsibility.

Results:

Tables IV through VII present the result of the Preschool Academic Checklist for the five to seven year old groups in the summer program. Overall results indicate that the younger children made the highest average growth, 12.6 average skills as compared to the older children., 8.6 average skill gain. The younger children showed the most growth in shape recognition, coin money recognition, and letter recognition. The six year old group possessed most all the skills assessed when they entered the program. The areas in which they did show improvement were in telling time and recognizing words. The seven year old group showed strong growth in most all areas assessed except color recognition. The majority of these pupils already possessed this skill when they entered the program.

Two groups of five year old pupils and one group of six year old pupils were assessed in English language ability with the Northwestern Syntax Screening Test. Results indicated that the majority of the pupils possessed the language skills assessed when they entered the program. The exception to this was one of the five year old groups.

TABLE IV
PRESCHOOL ACADEMIC CHECKLIST
SUMMARY SHEET

AREA Malheur Summer Program

CA 5

SCHOOL May Roberts

TOTAL STUDENTS TESTED 20

TASK	PRE	POST	GAIN	TASK	PRE	POST	GAIN
Knows His Name	16	20	4	Recognizing Sounds			
Arithmetic				s	0	1	1
Counting 1-10	10	14	4	m	0	0	0
Counting 11-20	0	6	6	t	0	0	0
Counting 21-30	0	0	0	n	0	0	0
Counting 31-40	0	0	0	p	0	1	1
Counting 41-50	0	0	0	d	0	0	0
Counting Objects 1-20	7	14	7	Recognizing Words			
Naming Numerals 1-20	1	4	3	cat	0	8	8
Matching Numerals to Objects 1-5	6	12	6	dog	0	8	8
Recognizing Shapes				red	0	1	1
Circle	10	19	9	chair	0	5	5
Square	7	16	9	door	0	6	6
Triangle	6	15	9	boy	0	1	1
Rectangle	4	10	6	girl	0	0	0
Recognizing Size				Writing			
Big	13	19	6	Writing First Name	5	10	5
Little	13	19	6	Writing Numbers 1-10	1	2	1
Knowledge of Time				Writing Numbers 11-20	0	0	0
Morning	1	8	7	Writing Letters A-Z	0	0	0
Noon	0	2	2	Colors			
Night	1	6	5	Identify by Pointing			
Telling Time				red	15	16	1
Clock 1- 9:00 or 11:45	0	0	0	blue	13	14	1
Clock 2- 4:30	0	0	0	green	12	17	5
Recognizing Coin Money				orange	14	15	1
Penny	11	13	2	yellow	14	18	4
Nickel	11	14	3	white	12	16	4
Dime	8	12	4	black	14	17	3
Knowledge of Money				brown	13	16	3
Five pennies/ one nickel	1	1	0	Identify by Naming			
Dime/ two nickels	4	5	1	orange	12	15	3
Reading				black	11	17	6
Recognizing Right and Left				red	14	16	2
Right	4	4	0	green	11	17	6
Left	4	5	1	yellow	14	18	4
Recognizing Difference Words and Pictures	8	10	2	blue	13	15	2
Recognizing the Same and Difference				brown	11	16	5
Shapes	7	14	7	white	11	15	4
Letters	5	13	8				
Recognizing Letters							
a	3	6	3				
i	2	10	8				
n	0	9	9				
p	0	7	7				
t	0	8	8				
m	0	9	9				

TOTAL GAIN 251

AVERAGE GAIN PER STUDENT 12.6

TABLE V
PRESCHOOL ACADEMIC CHECKLIST
SUMMARY SHEET

AREA Malheur Summer Program

CA 5

SCHOOL Mary Roberts

TOTAL STUDENTS TESTED 19

TASK	PRE	POST	GAIN	TASK	PRE	POST	GAIN
Knows His Name	16	17	1	Recognizing Sounds			
Arithmetic				s	6	8	2
Counting 1-10	18	19	1	m	4	6	2
Counting 11-20	9	10	1	t	4	5	1
Counting 21-30	5	5	0	n	2	3	1
Counting 31-40	3	3	0	p	2	5	3
Counting 41-50	2	2	0	d	2	3	1
Counting Objects 1-20	10	11	1	Recognizing Words			
Naming Numerals 1-20	4	5	1	cat	4	7	3
Matching Numerals to Objects 1-5	10	13	3	dog	3	6	3
Recognizing Shapes				red	2	2	0
Circle	15	18	3	chair	2	2	0
Square	10	12	2	door	2	2	0
Triangle	9	15	6	boy	2	3	1
Rectangle	3	8	5	girl	2	3	1
Recognizing Size				Writing			
Big	15	18	3	Writing First Name	8	13	5
Little	15	18	3	Writing Numbers 1-10	4	5	1
Knowledge of Time				Writing Numbers 11-20	2	3	1
Morning	8	11	3	Writing Letters A-Z	1	1	0
Noon	3	4	1	Colors			
Night	12	14	2	Identify by Pointing			
Telling Time				red	17	18	1
Clock 1- 9:00 or 11:45	4	6	2	blue	16	17	1
Clock 2- 4:30	1	1	0	green	17	19	2
Recognizing Coin Money				orange	18	18	0
Penny	9	15	6	yellow	16	17	1
Nickel	8	13	5	white	16	18	2
Dime	8	13	5	black	18	18	0
Knowledge of Money				brown	18	18	0
Five pennies/ one nickel	4	6	2	Identify by Naming			
Dime/ two nickels	3	4	1	orange	16	17	1
Reading				black	18	18	0
Recognizing Right and Left				red	17	18	1
Right	7	11	4	green	16	17	1
Left	7	11	4	yellow	16	17	1
Recognizing Difference				blue	16	17	1
Words and Pictures	14	16	2	brown	17	17	0
Recognizing the Same and Difference				white	15	16	1
Shapes	15	17	2				
Letters	11	16	5				
Recognizing Letters							
a	6	7	1				
i	5	6	1				
n	7	8	1				
p	6	9	3				
t	5	6	1				
m	4	5	1				

TOTAL GAIN 120

AVERAGE GAIN PER STUDENT 6.3

TABLE VI
PRESCHOOL ACADEMIC CHECKLIST
SUMMARY SHEET

AREA Malheur Summer Program

CA 5

SCHOOL May Roberts

TOTAL STUDENTS TESTED 20

TASK	PRE	POST	GAIN	TASK	PRE	POST	GAIN
Knows His Name	20	20	0	Recognizing Sounds			
Arithmetic				s	14	14	0
Counting 1-10	20	20	0	m	12	12	0
Counting 11-20	18	18	0	t	11	11	0
Counting 21-30	9	14	5	n	9	9	0
Counting 31-40	6	12	6	p	12	12	0
Counting 41-50	4	7	3	d	5	5	0
Counting Objects 1-20	17	17	0	Recognizing Words			
Naming Numerals 1-20	10	15	5	cat	11	14	3
Matching Numerals to Objects 1-5	18	18	0	dog	7	14	7
Recognizing Shapes				red	10	15	5
Circle	19	19	0	chair	4	13	9
Square	19	19	0	door	7	14	7
Triangle	19	19	0	boy	8	15	7
Rectangle	12	15	3	girl	8	16	8
Recognizing Size				Writing			
Big	20	20	0	Writing First Name	19	19	0
Little	20	20	0	Writing Numbers 1-10	10	15	5
Knowledge of Time				Writing Numbers 11-20	9	9	0
Morning	13	13	0	Writing Letters A-Z	2	2	0
Noon	6	6	0	Colors			
Night	15	15	0	Identify by Pointing			
Telling Time				red	20	20	0
Clock 1- 9:00 or 11:45	9	18	9	blue	19	19	0
Clock 2- 4:30	2	10	8	green	20	20	0
Recognizing Coin Money				orange	20	20	0
Penny	20	20	0	yellow	20	20	0
Nickel	20	20	0	white	20	20	0
Dime	19	19	0	black	20	20	0
Knowledge of Money				brown	20	20	0
Five pennies/ one nickel	9	10	1	Identify by Naming			
Dime/ two nickels	8	9	1	orange	20	20	0
Reading				black	20	20	0
Recognizing Right and Left				red	20	20	0
Right	11	11	0	green	19	19	0
Left	11	11	0	yellow	19	19	0
Recognizing Difference				blue	18	18	0
Words and Pictures	17	17	0	brown	20	20	0
Recognizing the Same and Difference				white	20	20	0
Shapes	18	18	0				
Letters	16	16	0				
Recognizing Letters							
a	16	16	0				
i	14	16	2				
n	11	14	3				
p	15	16	1				
t	14	15	1				
m	13	14	1				

TOTAL GAIN 100

AVERAGE GAIN PER STUDENT 5.0

TABLE VII
PRESCHOOL ACADEMIC CHECKLIST
SUMMARY SHEET

AREA Malheur Summer Program

CA 7

SCHOOL May Roberts

TOTAL STUDENTS TESTED 38

TASK	PRE	POST	GAIN
Knows His Name	38	38	0
Arithmetic			
Counting 1-10	35	38	3
Counting 11-20	30	34	4
Counting 21-30	27	32	5
Counting 31-40	23	29	6
Counting 41-50	17	26	9
Counting Objects 1-20	31	34	3
Naming Numerals 1-20	19	28	9
Matching Numerals to Objects 1-5	33	37	4
Recognizing Shapes			
Circle	33	37	4
Square	24	33	9
Triangle	27	32	5
Rectangle	23	33	10
Recognizing Size			
Big	36	37	1
Little	37	37	0
Knowledge of Time			
Morning	16	31	15
Noon	13	32	19
Night	19	32	13
Telling Time			
Clock 1- 9:00 or 11:45	12	29	17
Clock 2- 4:30	4	25	21
Recognizing Coin Money			
Penny	32	36	3
Nickel	29	35	6
Dime	30	34	4
Knowledge of Money			
Five pennies/ one nickel	13	25	12
Dime/ two nickels	13	20	7
Reading			
Recognizing Right and Left			
Right	25	36	11
Left	26	36	10
Recognizing Difference			
Words and Pictures	36	38	2
Recognizing the Same and Difference			
Shapes	32	36	4
Letters	34	36	2
Recognizing Letters			
a	35	35	0
i	31	35	4
n	35	36	1
p	29	33	4
t	32	33	1
m	33	34	1

TASK	PRE	POST	GAIN
Recognizing Sounds			
s	28	35	7
m	25	31	6
t	26	31	5
n	25	31	6
p	24	29	5
d	19	29	10
Recognizing Words			
cat	26	27	1
dog	23	26	3
red	22	27	5
chair	11	22	11
door	12	24	12
boy	23	26	3
girl	19	25	6
Writing			
Writing First Name	37	38	1
Writing Numbers 1-10	33	35	2
Writing Numbers 11-20	22	32	10
Writing Letters A-Z	22	27	5
Colors			
Identify by Pointing			
red	36	37	1
blue	37	37	0
green	37	37	0
orange	37	37	0
yellow	37	37	0
white	37	37	0
black	37	37	0
brown	35	36	1
Identify by Naming			
orange	35	36	1
black	36	37	1
red	37	37	0
green	37	37	0
yellow	36	37	1
blue	35	37	2
brown	33	37	4
white	37	37	0

TOTAL GAIN 328

AVERAGE GAIN PER STUDENT 8.6

This group possessed minimal receptive and expressive language skills when they entered the program and therefore were not initially tested. They were provided with instruction in this area and they did show improvement, especially in the expressive area.

The seven year old group was assessed with the Dolch Word List and the Northwestern Syntax Screening Test. Sixteen pupils from this group showed growth in their sight vocabulary as measured by the Dolch Test. Of the 20 children assessed on the Northwestern Syntax Screening Test, all but four of them possessed the majority of the language skills assessed when they entered the program. Four of the pupils were non-English speaking and were provided with English as a second language instruction.

The remaining four classes, eight, nine, ten and eleven year olds, were all assessed on the Dolch Sight Word Test, the Migrant Reading Inventory Wordlist and the Malheur Receptive and Expressive Vocabulary Test. The pupils in these four classes showed strong growth in their sight word vocabulary development as measured by the Dolch Word List Test and the Migrant Reading Inventory Wordlist. The majority of the children possessed the receptive and expressive vocabulary assessed on the Malheur Receptive and Expressive Vocabulary Test. Minimal amount of growth was shown in this area.

Third Party Evaluator's Comments:

As in the past summers, the Malheur County Migrant Education Program conducted an extensive education and enrichment experience for the children in the area. The many facets of the program covered areas such as academic skill development, music, physical education, bilingual

experiences, parental involvement and outdoor education. All of the topics were organized and conducted to meet the varied needs of the children.

Academic programming formed a major emphasis of the summer session. In order to adequately assess the needs of the children in this area, and to also determine growth during the summer, the staff designed and implemented an excellent evaluation program. Prior to the opening of school the resource teachers explained the evaluation procedures to the total staff. They reviewed the tests to be used, and the methods to be used to record the results noted. After this initial presentation, the resource teacher provided continual assistance to the staff in areas where they needed help. The resource teachers not only provided help to the teaching staff but they also provided direct educational assistance to children with special needs. It is felt by this evaluator that this is an excellent utilization of resource staff. By providing the support services that they do, they allow the teacher to more effectively teach her class. Other districts should be encouraged to follow this example.

The district has presented their program in such a manner that it is clear to anyone what the components of the program are. Each class description includes a daily schedule and a chart depicting the objectives, activities and evaluation plan for that class. With this type of presentation there is no question concerning the kind of educational program conducted. This is an exemplary feature of this district's reporting system and should be used by other programs.

AREA NAME: Marion County IED
COUNTY: Marion
FUNDING ALLOCATED: \$84,494
PROJECT BEGINNING DATE: June 1, 1973
PROJECT ENDING DATE: August 31, 1973
SCHOOL SESSION: Summer
NUMBER OF MICRANT STUDENTS ENROLLED: 390

Introduction:

There were three sites where educational programs were conducted for migrant children in Marion County. These were located in Lake Labish, Mt. Angel and Stayton.

The total number of public school migrant students enrolled, 390, were divided in grades K - 6 as shown in Table I. The personnel participating in the program were: 14 teachers, 17 aides, and 3 home/school counselors.

Table I
Migrant Students Enrolled

Grade	Enrolled
Preschool	95
First	85
Second	85
Third	70
Fourth - Sixth	55
Total	390

Table II
Certified Personnel Employed

Number of Certified Personnel Employed	
A. Bilingual	
1. Target group	12
2. Other	0
B. English speaking	
1. Target group	2
2. Other	7
Total	21

Supplementary statistical data gathered during the operation of the program are shown in Table III.

Table III
Supplementary Statistical Data

A. Total bus miles	16,930	
B. Health examinations	250	
C. Health referrals	75	
1. Vision Exams	150	(Hearing exam - 225)
2. Vision referrals		
D. Dental examinations (Flouridation treatment)	397	
E. Dental referrals	68	
F. Breakfasts	8,409	
G. Morning Snacks	0	
H. Hot lunches	8,409	
I. Afternoon snacks	8,474	
J. No. of teachers	14	
K. No. of aides		
1. Target group	13	
2. Other	4	
3. How many are bilingual	13	Total <u>17</u>
L. No. of Volunteers		
1. Target group	24	
2. Other	19	Total <u>43</u>

Objectives and Evaluation Plan:

Preschool: Stayton

1. Each preschool child will be able to show growth in concept development.

To evaluate this objective, each child was to be administered the Preschool Academic Checklist upon entering the program. Growth was to be reported in terms of the number of concepts developed and skills learned. This objective and evaluation was to also apply to first grade level children whose needs indicated a program in concept development and academic readiness.

2. Each child will show growth in reading skills.

To evaluate this objective each child was to be administered a reading test on a pre- posttest basis. In addition, a phonics checklist was to be administered to some of the children on a pre- posttest basis.

Preschool: Lake Labish

1. To improve the academic readiness ability of migrant children.

To evaluate this objective the Preschool Academic Checklist was to be administered initially to the children when they entered the program and subsequent to this continual data was to be collected as to the number of new skills acquired. Improvement was to be noted as to the number of new skills acquired.

2. To improve the receptive and expressive syntactical language ability in standard English of migrant children.

To evaluate this objective the Northwestern Syntax Screening Test was to be administered initially to the children when they entered the

program and subsequent to this continual data was to be collected as to the number of new language skills acquired. Improvement was to be noted as to the number of new language skills acquired.

3. To improve the reading ability of migrant children.

To evaluate this objective an Informal Reading Inventory was to be administered on a pre- posttest basis. Improvement was to be noted as to the difference in the child's pre- posttest scores as reported in grade equivalent scores.

Preschool: Mt. Angel

1. To improve the academic readiness ability of preschool children.

To evaluate this objective the Preschool Academic Checklist was to be administered initially to the children when they entered the program and subsequent to this continual data was to be collected as to the number of new skills acquired. Improvement was to be noted as to the number of new skills acquired.

2. To improve the oral language ability of preschool children.

To evaluate this objective a modified form of the Foreign Service Institute Language Test was to be administered to the children. Improvement was to be reported as to the child's language growth as measured by this test.

3. To improve the language ability of elementary children.

To evaluate this objective each child was to be shown a picture to which he was to respond orally. The number of errors that he made in the initial presentation were to be noted. A posttest was to be administered using the same format. Improvement was to be noted as to the decrease in language errors made by the child.

4. To improve the reading ability of elementary level children.

To evaluate this objective an informal reading inventory will be administered on a pre- posttest basis. Improvement was to be reported as to the difference in the child's pre- posttest scores as reported in grade equivalent scores. First grade level children were to be administered the Preschool Academic Checklist on a pre- posttest basis to determine their improvement in academic readiness abilities.

Methodology:

There were three centers participating in the program. A separate description of each of the programs is presented in the following paragraphs.

Stayton: This school provided services to 14 preschool, 41 primary level, and 32 elementary level children. Recruiting activities were conducted by a home/school consultant who spent about 70 per cent of his time in recruitment activities. He also assisted in the transportation of children for health and other ancillary needs.

The major criterion for grade placement was the age of the child and/or the grade that he had just completed. Also placement was determined on the child's ability to function with a particular group of children.

Emphasis was placed on individual instructional programs. Individual differences in reading were accommodated through the Hoffman and Language Master materials. At the kindergarten level, pictures and story books were used for language development. At the primary level, the Hoffman Reader, the Language Master and teacher-made games and books were used. At the elementary level, the Hoffman Reader was

used along with books, pictures, interest centers and field trips.

Lake Labish: This school provided services for 26 preschool, 16 first grade level, 28 second grade level, and 25 children at the third through fifth grade level. Age and previous grade completed were used to determine grade placement of the children.

Children's individual differences were identified through a testing program which was used to determine academic skill deficiencies. Materials used in language development programming included the following: (a) Preschool and Primary -- Peabody Language Development Kits; (b) Second Grade -- Peabody Kits, Hoffman Readers, reading books, and Reader's Digest Skill Builders.

The students participated in a fiesta at Woodburn and they also constructed and entered a float in a parade at Woodburn. A play was performed in Spanish and bilingual materials were used with many of the children.

The pupils went on a number of field trips for the purpose of providing them with learning experiences outside the classroom. They also were involved in a variety of physical education, music and art activities.

Mt. Angel: The Mt. Angel program served children in kindergarten through eighth grade. There were two preschool classes, one first grade classroom, one second grade classroom, one third-fourth grade classroom and one classroom for children from approximately fifth grade through eighth grade. All of the children served in this setting were Chicano and the total staff working with these children was also Chicano. The major emphasis of the program was on bilingual and bicultural.

tural teaching and experiences related to the Mexican-American culture. This emphasis, as reported by the director and her staff, was directed toward helping the children identify with and learn more about, their heritage. This was done through a number of instructional units which reflected the Mexican culture and also through an emphasis on the use of the Spanish language in the total school program.

At the preschool level bilingual and bicultural activities were stressed throughout the total program. In addition, an attempt was made to identify the academic deficits of the children and teach them the skills that they would need when they entered the first grade in the fall. Academic work of this level stressed counting, oral language development in both Spanish and English, and writing activities. However, cultural activities were stressed and it was reported that one of the highlights of the program was participation in the annual Mexican-American fiesta which is held each summer in Woodburn.

The activities conducted for the children of the elementary levels were varied but they emphasized the culture of the Mexican-American. The children participated in fiestas, pinata parties, art and music activities conducted in Spanish, and in other related cultural activities. Traditional educational materials were also used. These included Peabody Language Development Kits, Sullivan Programmed Readers, the Alpha Program, Random House Reading Program, picture books, musical tapes and records.

The teacher of the oldest pupils (fifth through eighth grade) presented a number of social studies units to teach the children the concepts and background of their heritage. One of the units centered around the making of pinatas. Each child made his own pinata which was later

sold at the Fiesta Mexicana in Woodburn. Not only did the children participate in the making of the pinatas but they also engaged in selling them in a booth that the school had at the Fiesta. Another unit was conducted in cultural origins and this was a unit designed to teach the children where the various cultures of our country developed and where the people originated that brought these cultures into the United States. Mexican history was also emphasized in another unit. A number of instructional materials and techniques were used to teach the history of Mexico to the children.

In the area of language development, reading and writing instruction was presented in both English and Spanish. Regular lessons were presented in Spanish and games were conducted to reinforce the learning that had been presented in the lessons.

Results:

Preschool: Stayton

1. Each preschool child will be able to show growth in concept development.

Table IV presents the results of the Preschool Academic Checklist for the preschool children at Stayton. In all, eighteen children were pre- and posttested in this Checklist. The average skill gain per student was 10 1/2 skills and the most growth for the group was shown in the arithmetic and reading areas. The majority of the children already knew their colors when they entered the program. In addition to this assessment and presented results, the staff also assessed all the preschool children on additional pre-academic skills and identified specific skill deficiencies that the children had. Thus, in this way the staff was

TABLE IV
PRESCHOOL ACADEMIC CHECKLIST
SUMMARY SHEET

AREA Marion Co.
SCHOOL Stayton
TOTAL STUDENTS TESTED 18

Preschool CA 5 - 6 year olds

TASK	PRE	POST	GAIN	TASK	PRE	POST	GAIN
Knows His Name	18	18	0	Recognizing Sounds			
Arithmetic				s	12	15	3
Counting 1-10	17	19	2	m	4	10	6
Counting 11-20	16	18	2	t	5	14	9
Counting 21-30	10	12	2	n	3	9	6
Counting 31-40	15	15	0	p	5	9	4
Counting 41-50	5	6	1	d	1	8	7
Counting Objects 1-20	12	16	4	Recognizing Words			
Naming Numerals 1-20	14	19	5	cat	4	7	3
Matching Numerals to Objects 1-5	12	16	4	dog	2	5	3
Recognizing Shapes				red	4	9	5
Circle	14	19	5	chair	1	1	0
Square	14	18	4	door	1	2	1
Triangle	13	17	4	boy	3	3	0
Rectangle	7	12	5	girl	3	3	0
Recognizing Size				Writing			
Big	18	19	1	Writing First Name	15	16	1
Little	18	19	1	Writing Numbers 1-10	5	10	5
Knowledge of Time				Writing Numbers 11-20	0	0	0
Morning	8	13	5	Writing Letters A-Z	0	0	0
Noon	11	13	2	Colors			
Night	10	14	4	Identify by Pointing			
Telling Time				red	18	18	0
Clock 1- 9:00 or 11:45	0	11	11	blue	18	18	0
Clock 2- 4:30	1	1	1	green	17	17	0
Recognizing Coin Money				orange	17	17	0
Penny	15	17	2	yellow	17	17	0
Nickel	14	16	2	white	16	17	1
Dime	11	16	5	black	18	18	0
Knowledge of Money				brown	16	17	1
Five pennies/ one nickel	3	8	5	Identify by Naming			
Dime/ two nickels	3	4	1	orange	17	17	0
Reading				black	17	18	1
Recognizing Right and Left				red	17	18	1
Right	10	18	8	green	17	17	0
Left	10	18	8	yellow	16	17	1
Recognizing Difference				blue	16	18	2
Words and Pictures	18	18	0	brown	17	17	0
Recognizing the Same and Difference				white	17	18	1
Shapes	13	18	5				
Letters	14	18	4				
Recognizing Letters							
a	8	12	4				
i	9	10	1				
n	6	12	6				
p	6	8	2				
t	9	14	5				
m	6	9	3				

TOTAL GAIN 189

AVERAGE GAIN PER STUDENT 10.50

able to provide direct instruction in a diverse area of identified skill deficiencies.

2. Each child will show growth in reading skills.

Tables V and VI present the results of the reading assessments conducted. Table V presents the results of the San Diego Quick Assessment Test. This is a test of vocabulary which can be converted to grade equivalent scores. As can be seen, only two children showed growth as measured by this test. Table VI presents the results of the Classroom Reading Inventory for the older group of children in the program. On this test the average gain is approximately five months. This is considered excellent growth for the short period that the children were in the program. However, it should be noted that the pre- and posttest were the same tests in both cases. However, these gains are still quite good considering the short period of time in which the children were in the instructional program.

In addition to this testing, the older children were also tested with a phonics inventory to determine their phonics skills. This information was used for reading instructional purposes in the phonics area.

Preschool: Lake Labish

1. To improve the academic readiness ability of migrant children.

Table VII presents the results of the Preschool Academic Checklist that was administered to the preschool children in the Lake Labish program. As can be noted, the average skill gain per student was approximately six skills with the largest amount of growth being shown in the areas of recognizing shapes, sizes, knowledge of time, recognition of money, and in the identification of right and left. It should also be noted that a number of children learned to write their names during this summer program.

Table V

San Diego Quick Assessment Test
 Stayton Summer School
 Grades 1 - 2

<u>SUBJECT</u>	<u>PRE</u>	<u>POST</u>	<u>DIFFERENCE</u> (Instructional Level)
1	1.4	1.4	0
2	5.0	5.0	0
3	2.0	2.0	0
4	1.2	1.2	0
5	1.0	1.2	.2
6	1.4	1.4	0
7	1.4	1.4	0
8	1.0	2.0	1.0
9	1.2	1.2	0
10	1.0	1.0	0
11	1.0	1.0	0
12	1.4	1.4	0

Table VI

Classroom Reading Inventory (Grade Equivalent Scores)
Stayton Summer School
Grades 3 - 6

<u>SUBJECT</u>	<u>PRE</u>	<u>POST</u>	<u>GAIN</u>
1	2.0	3.0	1.0
2	3.0	3.0	0
3	1.4	1.6	.2
4	4.0	4.0	0
5	1.4	1.6	.2
6	5.0	6.0	1.0
7	2.0	2.0	0
8	2.0	3.0	1.0
9	3.0	4.0	1.0
10	1.0	2.0	1.0
11	2.0	3.0	1.0
12	3.0	4.0	1.0
13	4.0	4.0	0
14	4.0	4.0	0

\bar{X} Gain Per Pupil .53

TABLE VII
PRESCHOOL ACADEMIC CHECKLIST
SUMMARY SHEET

AREA Marion County

CA 5 year olds

SCHOOL Lake Labish

TOTAL STUDENTS TESTED 24

TASK	PRE	POST	GAIN
Knows His Name	24	26	2
Arithmetic			
Counting 1-10	20	22	2
Counting 11-20	10	12	2
Counting 21-30	10	12	2
Counting 31-40	5	5	0
Counting 41-50	5	5	0
Counting Objects 1-20	10	12	2
Naming Numerals 1-20	5	6	1
Matching Numerals to Objects 1-5	12	15	3
Recognizing Shapes			
Circle	14	16	2
Square	14	16	2
Triangle	10	14	4
Rectangle	10	12	2
Recognizing Size			
Big	20	24	4
Little	20	24	4
Knowledge of Time			
Morning	20	24	4
Noon	10	12	2
Night	15	17	2
Telling Time			
Clock 1- 9:00 or 11:45	0	0	0
Clock 2- 4:30	0	0	0
Recognizing Coin Money			
Penny	20	24	4
Nickel	20	24	4
Dime	20	22	2
Knowledge of Money			
Five pennies/ one nickel	4	5	1
Dime/ two nickels	4	5	1
Reading			
Recognizing Right and Left			
Right	15	20	5
Left	15	20	5
Recognizing Difference			
Words and Pictures	0	0	0
Recognizing the Same and Difference			
Shapes	20	24	4
Letters	20	24	4
Recognizing Letters			
a	15	17	2
i	5	7	2
n	5	7	2
p	5	7	2
t	5	7	2
m	5	7	2

TASK	PRE	POST	GAIN
Recognizing Sounds			
s	2	2	0
m	2	2	0
t	2	2	0
n	2	2	0
p	2	2	0
d	2	2	0
Recognizing Words			
cat	0	1	1
dog	0	1	1
red	0	1	1
chair	0	1	1
door	0	1	1
boy	0	1	1
girl	0	1	1
Writing			
Writing First Name	16	24	8
Writing Numbers 1-10	10	15	5
Writing Numbers 11-20	5	8	3
Writing Letters A-Z	3	5	2
Colors			
Identify by Pointing			
red	18	20	2
blue	18	20	2
green	18	20	2
orange	20	22	2
yellow	20	22	2
white	20	22	2
black	18	20	2
brown	18	20	2
Identify by Naming			
orange	0	0	0
black	0	0	0
red	0	0	0
green	0	0	0
yellow	0	0	0
blue	0	0	0
brown	0	0	0
white	0	0	0

TOTAL GAIN 142

AVERAGE GAIN PER STUDENT 5.92

2. To improve the receptive and expressive syntactical language ability in standard English for migrant children.

The majority of the teachers pretested the children on certain sections of the Northwestern Syntax Screening Test. Therefore, results were not acquired on the children on all areas of the test. There was very little posttesting done and only on a few sections of the test. The test results, since they are so incomplete, are not reported here. However, it should be noted that the teachers did use the information for language programming with the children. However, results obtained from this test did not form the major emphasis of their language instructional program.

3. To improve the reading ability of the children.

The children at the upper grade levels were tested with a reading inventory that gave a vocabulary and comprehension score. Approximately sixteen children had this test on a pretest basis, but no posttesting was done. In addition to this testing, a group of children were assessed in their word attack and phonics skills and identified deficiencies were used for planning instructional programs. For both sets of reading tests, no posttesting was done and therefore no indication was provided as to the amount of growth the children had made in the reading area.

Preschool: Mt. Angel

The Mt. Angel program did a minimal amount of pre- posttesting with any type of diagnostic tests. Some pretesting was done but posttest scores were not available. A number of the teachers did keep anecdotal records on the types of activities in which the children were involved and they also provided some subjective impressions of the amount of growth that the children had made. The majority of this type of reporting indicated that the children made growth in developing a positive self-

concept and in developing positive feelings toward themselves in relation to school and to their peers. Results were also reported that indicated that children made growth in their ability to use both the English and Spanish languages. However, these results were quite subjective as they were primarily substantiated through the use of teacher observation and/or anecdotal records.

Third Party Evaluator's Comments:

The Marion County migrant program was able to successfully conduct a summer migrant program for children in the county. Services were provided in three different centers within the county and they each served a somewhat different population of children. In serving the different populations of children, each center developed a somewhat unique philosophy in the type of education they provided for the children. The center in the southern part of the county, at Stayton, had a population that was almost totally Anglo and the major emphasis of the summer program was in academic areas with an emphasis on school readiness activities and reading programming. The center in the middle part of the county, at Lake Labish, served a population of both Anglo and Chicano students and they had a somewhat traditional program, emphasizing academic programming but also providing bilingual education for those children who needed this type of instruction. The center in the northern part of the county, at Mt. Angel, served only Chicano students and the emphasis on their programming was in bilingual/bicultural education with the major stress being on the development of positive self-concepts.

In reviewing the three centers, it can be said that all three were attempting to provide the type of programming they felt most beneficial

to the children they served. However, from an evaluative standpoint, if educational programs are to exist and provide services for children, adequate data must be collected to demonstrate the amount of progress being made by the pupils. This is imperative if divergent programs are to be funded and perpetuated with the intention of providing educational opportunities for the children that will allow them to better function at a higher level in the regular school programs. Of the three centers that reported data, Stayton provided information that was most in agreement with the objectives set in the proposal. The center at Lake Labish pretested the majority of the children with the evaluative instruments required but a minimal amount of growth data was indicated as very little posttesting was conducted. The Mt. Angel program gathered a great amount of information on the children, but the majority of it was quite subjective and the high degree of subjectivity makes it difficult to determine the amount of progress made by the children.

This evaluator in no way disagrees with the concepts being expounded by the program at Mt. Angel. Almost all educators would agree that bilingual and some form of bicultural education is needed and would be highly beneficial, for Mexican-American children in the public schools. However, we must also have means of evaluating the amount of growth the children are making in these types of programs. The staff at Mt. Angel felt that they were providing the type of programming needed for children. However, their data was such that it was difficult to substantiate their feelings from an evaluative standpoint.

This evaluator would encourage programs such as Mt. Angel to continue to provide the type of educational services they did, but they should also begin developing means for evaluating the impact they are having on children. This is imperative if bilingual education is to become a part of the educational programming in Oregon.

Area Name: Central School District #13J
 County: Polk
 Funding Allocated: \$15,946
 Project Beginning Date: June 14, 1973
 Project Ending Date: August 3, 1973
 School Session: Summer
 Number of Migrant
 Students Enrolled: 40

Introduction:

Central School District #13J was the only school district that participated in the program. The total number of public school migrant students enrolled, 40, were divided into the grades K through 7 as shown in Table I. There were no non-public school migrant children participating in the program. Personnel participating in the program were two teachers, three aides, four work study students, seven volunteers, and two speech therapists. Table II presents the number of certified personnel employed.

Table I
 Migrant Students Enrolled

Grade	Enrolled	ADM
Preschool	23	17.76
First	3	2.24
Second	3	2.09
Third	3	2.73
Fourth	2	1.37
Fifth	2	1.37
Sixth	3	2.22
Seventh	1	1.00
Total	40	30.78

Table II
Certified Personnel Employed

Number of Certified Personnel Employed	
A. Bilingual	
1. Target group	0
2. other	0
B. English Speaking	
1. Target group	0
2. Other	3
Total	3

Supplementary statistical data gathered during the operation of the program are shown in Table III.

Table III
Supplementary Statistical Data

A. Total bus miles	1818	
B. Health examinations	21	
C. Health referrals	0	
1. Vision Exams		
2. Vision referrals		
D. Dental examinations	10	
E. Dental referrals	4	
F. Breakfasts	-	
G. Morning snacks	377	
H. Hot lunches	611	
I. Afternoon snacks	none	
J. No. of teachers	2	
K. No. of aides		
1. Target group	3	
2. Other	0	
3. How many are bilingual	3	Total <u>3</u>
L. No. of volunteers		
1. Target group	4	
2. Other	9	Total <u>13</u>
M. Referrals of a Psych.-Ed. Nature	9	

Objectives and Evaluation Plan:

1. Each child will show growth in language development.

Each child was to be administered the Northwestern Syntax Screening Test or a similar test upon entering the program, followed by regular assessment in the major language concepts of the test. Growth was to be reported in terms of the number of language concepts learned.

2. Each preschool child will show growth in concept development.

To evaluate this objective each child was to be administered the Preschool Academic Checklist on entry. Growth was to be reported in terms of the number of concepts developed and cognitive skills learned.

3. Each primary grade child will show growth in reading skills.

To evaluate this objective, each primary child was to be administered the Sullivan Placement Test upon entry, and placed in the appropriate book according to the test. Growth was to be reported as to the final book completed.

Methodology:

The Central School District Migrant Program was combined with the Title I reading program. Services provided included preschool medical examinations, dental examinations, inservice training for staff, work experience for NYC students, and practicum for Oregon College of Education graduate students. It is estimated that the number of auxillary volunteer staff members numbered at least sixteen. The Central School District Migrant Program served approximately forty students. Higher enrollment could have been acquired, however, the staff reported that federal guidelines determining

a migrant child's eligibility for attendance prohibited admittance of other children. Two classes were conducted during the summer program, one for four and five year olds and some early sixes, and one for children six years of age and older. In the primary program there were eight four year olds or early fives, and ten five year olds or early sixes. Five children were in attendance for less than seven days, three children were not included in the final evaluation, thus leaving a total of twenty children who participated in the program and were evaluated in the primary classroom.

The primary academic program centered around the language needs of the children, and a major emphasis was placed on increasing their English language vocabulary and syntax. Instruction was provided on an individualized basis as ability indicated. Ability was assessed by the utilization of the Northwestern Syntax Screening Test and was given on a pre-posttest basis. Additional activities included a story time held daily in the library utilizing the library aides, and a daily music period.

The class for the older children was geared to accommodate students who had completed the first grade or beyond. The Northwestern Syntax Screening Test was administered to each child who entered the classroom. Their performance on the test was utilized in planning instructional activities. All activities were designed to help the students successfully master specific items which they had missed on the pretest of the Northwestern Syntax Screening Test. Instructional sessions in language included role playing, puppet shows, and students placing various objects "in", "under", "in front of" and "in back of" their desks. When a student demonstrated successful accomplishment of an item missed on the pretest, the date was recorded on a group chart of language skills. Upon mastery of the skills tested by the

Northwestern Syntax Screening Test students were given a placement test to determine the correct Sullivan Programmed Reader in which they were to begin their reading program. After testing they were allowed to work individually in their Sullivan Reader.

Rewards were used as an incentive to complete assigned reading tasks and these rewards were given immediately upon completion of an assignment. Rewards included praise, candy, extra time working in the woodworking shop, additional tumbling time on the mats, a star on a reading chart, or a small plastic toy from a reward box. Students also had a daily library session wherein they could select any book that they could read and then read it to one of the aides. A reading chart was kept in the room and children were able to place a star on the chart for each book they read. Each child received a small piece of candy for each book completed. The teacher reported that the enthusiasm for the library was high and the children usually chose books that they could read easily and rapidly.

Both classes conducted activities other than those described above. Children participated in art, swimming, physical education, field trips, and they were involved in a variety of other miscellaneous activities. Three of these activities were tumbling and gymnastics, woodworking, and Mexican cooking. The teacher reported that the tumbling and gymnastics program was conducted by a volunteer college student from OCE and he aided in teaching many of the basic tumbling skills to the children.

The woodworking shop was set up during the last two weeks of the program. All students in the secondary class and some in the Title I class had a chance to build from one to three different projects. Suggested projects included a footstool, a toolbox, and a birdhouse, with some students build-

ing all three. To save time and materials, the projects were precut by either an aide or the teacher using power tools with the children sanding, assembling and nailing the projects. The children also participated in the painting of their projects and these projects were put on display in the main hall.

During the summer program, additional services were provided for the participants. Through the cooperation of a local dentist and the County Welfare Dental Clinic, the school was able to provide dental care to approximately twenty children, eleven of whom came under the active migrant classification. A first in this year's summer school was a Well Child Clinic held on the 28th of June. Twenty children were examined and some immunizations were given. Referrals were made on at least two children for further examination at the Medical School in Portland. The County Health Nurse and her aide were very helpful and cooperative throughout the summer school program. At the beginning of the summer the children were weighed and measured, and eye screening was given and three referrals were made. On July 13 a speech clinician from OCE conducted a hearing screening and four children were recommended for additional hearing tests. In addition, during the course of the summer school, several home visits were made in connection with dental care referrals made from the Well Child Clinic. Of the four active migrant families that participated in the summer school, two of them remained in the Independence area.

Finally, night programs were provided for families at least once each week and were well represented by parents whose children were participating in the summer school.

Results:

1. Each child will show growth in language development.

Preschool. Table IV gives the results for the Northwestern Syntax Screening Test for this group. The chronological age was four, five, and six with twenty-one children being assessed on a pre-posttest basis. Growth was seen on 33 of the 46 items tested, with the remaining thirteen items showing no change from the pretest to the posttest. Growth was especially strong in the areas of verbs, present tense, past tense, future tense, and third person, with few gains being made in the areas of question words and understanding sentences.

Primary. Table V presents the results for the Northwestern Screening Test for the primary group, chronological age six to fourteen. Growth was shown in 23 of the 46 areas, with 21 of the skill areas maintaining their original level. Growth was especially strong in the areas of question words and third person verbs under the receptive category.

2. Each preschool child will show growth in concept development.

Table VI shows the results of the Preschool Academic Checklist on a pre and posttest basis. Results indicate growth in all areas, with strong gains being made in the areas of counting and knowledge of money.

3. Each primary grade child will show growth in reading skills.

Table VII shows the results of the Sullivan Reading Program Placement Test on a pre-posttest basis. Twenty one books were included. As can be seen, growth was made by each child. The number of library books read by each pupil is also shown.

TABLE IV
NORTHWESTERN SYNTAX SCREENING TEST
Central School District
CA 4, 5, & 6

RECEPTIVE TASK

EXPRESSIVE TASK

No. Students Tested 21

	Pre	Post	Gain		Pre	Post	Gain
Nouns				Nouns			
Plurals	8	15	7	Plurals	11	16	5
Possessive	7	11	4	Possessive	2	6	4
Verbs				Verbs			
Present tense	4	13	9	Present tense	5	16	11
Past tense	3	12	9	Past tense	2	14	12
Future tense	8	15	7	Future tense	4	15	11
3rd person	1	12	11	3rd person	1	13	12
Prepositions				Prepositions			
in	17	18	1	in	13	18	5
on	17	18	1	on	8	18	10
under	14	18	4	under	11	18	7
behind	14	17	3	behind	7	14	7
Pronouns				Pronouns			
he	15	17	2	he	12	15	3
she	15	17	2	she	12	16	4
her	12	15	3	her	15	17	2
their	10	13	3	their	8	13	5
himself	12	14	2	himself	3	8	5
Not Statement	17	18	1	Not Statement	11	18	7
Reversal of Subject/Obj.	2	2	0	Reversal of Subject/Obj.	3	3	0
This and That Concept	2	2	0	This and That Concept	10	10	0
Question Words				Question Words			
who	4	4	0	who	6	10	4
what	8	8	0	what	10	10	0
where	8	8	0	where	9	9	0
Understanding Sentences				Understanding Sentences			
statements	4	4	0	statements	2	2	0
questions	4	4	0	questions	2	2	0

Total Gain Receptive 69

Total Gain Expressive 114

Average Gain Per Student 3.23

Average Gain Per Student 5.42

TABLE V
NORTHWESTERN SYNTAX SCREENING TEST
Central School District
CA 6-14

RECEPTIVE TASK

EXPRESSIVE TASK

No. of Students Tested 13

	Pre	Post	Gain		Pre	Post	Gain
Nouns				Nouns			
Plurals	13	13	0	Plurals	13	13	0
Possessive	11	11	0	Possessive	13	13	0
Verbs				Verbs			
Present tense	12	13	1	Present tense	11	13	2
Past tense	12	13	1	Past tense	9	12	3
Future tense	9	11	2	Future tense	13	13	0
3rd person	8	12	4	3rd person	12	13	1
Prepositions				Prepositions			
in	13	13	1	in	13	13	0
on	13	13	0	on	13	13	0
under	13	13	0	under	13	13	0
behind	13	13	0	behind	13	13	0
Pronouns				Pronouns			
he	13	13	0	he	13	13	0
she	13	13	0	she	12	13	1
her	12	13	1	her	13	13	0
their	12	13	1	their	12	13	1
himself	13	13	0	himself	13	13	0
Not Statement	13	13	0	Not Statement	12	13	1
Reversal of Subject/Obj.	9	13	4	Reversal of Subject/Obj.	12	13	1
This and That Concept	11	12	1	This and That Concept	11	13	2
Question Words				Question Words			
who	7	12	5	who	13	13	0
what	8	13	5	what	13	13	0
where	11	12	1	where	13	13	0
Understanding Sentences				Understanding Sentences			
statements	7	11	4	statements	10	13	3
questions	7	11	4	questions	10	13	3

Total Gain Receptive 35

Total Gain Expressive 18

Average Gain Per Student 2.69

Average Gain Per Student 1.38

Table VI
PRESCHOOL ACADEMIC CHECKLIST
SUMMARY SHEET

AREA Polk County

CA 4, 5, & 6

SCHOOL Central School District

TOTAL STUDENTS TESTED 21

TASK	PRE	POST	GAIN	TASK	PRE	POST	GAIN
Knows His Name	14	21	7	Recognizing Sounds			
Arithmetic				s	12	15	3
Counting 1-10	16	19	3	m	10	15	5
Counting 11-20	11	17	6	t	9	13	4
Counting 21-30	4	15	11	n	9	13	4
Counting 31-40	2	14	12	p	8	14	6
Counting 41-50	2	14	12	d	2	11	9
Counting Objects 1-20	7	13	6	Recognizing Words			
Naming Numerals 1-20	4	11	7	cat	9	13	4
Matching Numerals to Objects 1-5	11	16	5	dog	8	11	3
Recognizing Shapes				red	4	9	5
Circle	15	18	3	chair	3	8	5
Square	11	18	7	door	3	9	6
Triangle	9	16	7	boy	4	9	5
Rectangle	6	16	10	girl	5	8	3
Recognizing Size				Writing			
Big	17	19	2	Writing First Name	4	11	7
Little	16	19	3	Writing Numbers 1-10	2	9	7
Knowledge of Time				Writing Numbers 11-20	2	8	6
Morning	10	17	7	Writing Letters A-Z	5	15	10
Noon	3	13	10	Colors			
Night	8	17	9	Identify by Pointing			
Telling Time				red	16	18	2
Clock 1- 9:00 or 11:45	1	12	11	blue	16	18	2
Clock 2- 4:30	0	8	8	green	17	18	1
Recognizing Coin Money				orange	18	20	2
Penny	11	14	3	yellow	17	18	1
Nickel	8	14	6	white	17	18	1
Dime	9	14	5	black	15	17	2
Knowledge of Money				brown	16	18	2
Five pennies/ one nickel	5	11	6	Identify by Naming			
Dime/ two nickels	3	10	7	orange	18	20	2
Reading				black	15	17	2
Recognizing Right and Left				red	16	18	2
Right	13	16	3	green	17	18	1
Left	14	16	2	yellow	17	18	1
Recognizing Difference Words and Pictures	14	16	2	blue	16	18	2
Recognizing the Same and Difference				brown	15	17	2
Shapes	16	19	3	white	17	18	1
Letters	6	11	5				
Recognizing Letters							
a	7	14	7				
i	12	15	3				
n	11	13	2				
p	11	15	4				
t	10	13	3				
m	11	14	3				

TOTAL SKILL GAIN 232

AVERAGE SKILL GAIN PER STUDENT 11.04

Table VII

Sullivan Reading Program

Area Polk County

C.A. 6-14

School Central School District

Student	Grade Level	
Student 1		
1. Beginning level	3.2, Book 12	17 library books
2. Final level	3.5, Book 15	
Student 2		
1. Beginning level	2.9, Book 10	6 library books
2. Final level	3.1, Book 11, page 6	
Student 3		
1. Beginning level	.7, Book 1	8 library books
2. Final level	.8, Book 1, page 85	
Student 4		
1. Beginning level	3.2, Book 12	14 library books
2. Final level	3.5, Book 14	
Student 5		
1. Beginning level	2.1, Book 6	13 library books
2. Final level	, Book 7, page 35	
Student 6		
1. Beginning level	.9, Book 2	12 library books
2. Final level	1.0, Book 2, page 123	
Student 7		
1. Beginning level	3.2, Book 12	8 library books
2. Final level	3.7, Book 14	

Third Party Evaluator's Comments:

As the results indicate, Central School District was able to operate a successful summer migrant program. The results of the language assessment indicate that the summer program provided the children with needed instruction in the area of language during the six weeks. Growth was especially noticeable at the preschool level in the area of language, whereas the older children showed good growth in reading skills. The program was not only successful in the academic areas but it also provided the children with enrichment activities. Many special events such as parent's night, field trips, and recreational programs were beneficial. The program was also successful in providing a training site for a number of NYC students, work study students and practicum students from OCE. The project also conducted an extensive medical and dental program for the children enrolled. This is a much needed service to these children and their families. The district should be congratulated for submitting all of the evaluation data as requested for this evaluation.

Area Name: Milton-Freewater District 31

County: Umatilla

Funding Allocated: \$8,677

Project Beginning Date: June 11, 1973

Project Ending Date: July 13, 1973

School Session: Summer

Number of Migrant
Students Enrolled: 33

Introduction:

Milton-Freewater District 31 was the only district participating in the program. The total number of public school migrant students enrolled (33) were divided into grades preschool through fifth as shown in Table I. One student was in the eighth grade. There were no non-public school migrant children participating in the program. The personnel participating in the program were: 1 teacher and 2 aides. Table II presents the number of certified personnel employed.

Table I
Migrant Students Enrolled

Grade	Enrolled	ADM
Preschool	5	4.3
First	13	11.7
Second	6	4.3
Third	4	2.7
Fourth	2	1.2
Fifth	2	1.6
Sixth		
Seventh		
Eighth	1	.7
Ninth		
Tenth		
Eleventh		
Twelfth		
Total	33	26.5

Table II
Certified Personnel Employed

Number of Certified Personnel Employed	
A. Bilingual	
1. Target group	0
2. Other	1
B. English-speaking	
1. Target group	
2. Other	2
Total	3

Supplementary statistical data gathered during the operation of this program are shown in Table III.

Table III
Supplementary Statistical Data

A. Total bus miles	1898	
B. Health examinations	18	
C. Health referrals	6	
1. Vision Exams		
2. Vision referrals		
D. Dental examinations	21	
E. Dental referrals	3	
F. Breakfasts	675	
G. Morning snacks		
H. Hot lunches	712	
I. Afternoon snacks		
J. No. of teachers	2	
K. No. of aides		
1. Target group	1	
2. Other	2	
3. How many are bilingual	2	Total <u>3</u>
L. No. of volunteers		
1. Target group	1	
2. Other	3	Total <u>4</u>

Objectives and Evaluation Plan:

1. To improve the child's oral language ability in standard English.

To evaluate this objective the Northwestern Syntax Screening Test was to be administered to the children when they entered the program with improvement noted on a continual basis and growth was to be reported as to the number of new language skills acquired.

2. To improve the child's academic abilities.

To evaluate this objective the Preschool Academic Checklist was to be used with the younger children and a reading evaluation was to be used with the older children. Progress was to be noted on a continual basis and growth was to be reported as to the number of new skills learned either in academic or reading readiness.

Methodology:

The project employed two certified teachers, one a graduate of Eastern Oregon College of Education with three years experience as a teacher, and the other was a recent graduate of Oregon College of Education with one year experience as a speech therapist. There were two bi-lingual aides in the program, with one aide helping in the migrant camp day care center after school. One was a student in elementary education at the University of Americas in Mexico, and the other was a girl from the migrant labor camp. The major emphasis of the program was language, reading and English as a second language. The program began at 7:30 a.m. with breakfast. Classes began at approximately 8:30 (a short teacher preparation period was from 8:00 to 8:15). From 8:15 to 8:30 there were morning duties (flag salute, roll taking, and morning announcements).

From 8:30 to 9:30 a language arts program was conducted. The pupils were divided into three groups. One group consisted of six pupils, three of whom spoke no English, with the remainder speaking very little English. The second group consisted of students with little or no reading ability, and those who scored below the average on the Preschool Academic Checklist. The third group consisted of older students who were capable of reading at a 1.3 or 2.1 reading level and who had scored above the average on the Preschool Academic Checklist, or who had scored average or above on the Northwestern Syntax Screening Test. The Peabody Kits, Primary through Level Three, and the Goldman-Lynch Sounds and Symbols Development Kit, Basic Concept, Distar and Sullivan Readers were used. In addition, numerous audiovisual equipment was used in each group to help reinforce concepts learned during the language arts class. A behavior modification program was used in all three language arts classes, and the total program was used for the entire class during the day. P.E. was from 9:30 to 10:00. Four areas of major concentration were rhythms, ball handling skills, trampoline and the parachute. Arts and crafts were from 10:00 to 10:45 and from 11:00 to 12:00 a daily swimming program was conducted. The lunch period and noon recess were from 12:00 to 1:00 and from 1:00 to 1:30 time was allocated for story telling and/or films with 1:30 being dismissal.

Results:

1. To improve the child's oral language ability in standard English.

Table IV shows the results of the Northwestern Syntax Screening Test on pre-posttest basis. Total gain for the summer program was 20 tasks with a mean gain of 1.5 tasks per student. Good gains for the group were

TABLE IV
NORTHWESTERN SYNTAX SCREENING TEST
Umatilla - Milton-Freewater
CA 13

RECEPTIVE TASK

EXPRESSIVE TASK

	Pre	Post	Gain		Pre	Post	Gain
Nouns				Nouns			
Plurals	12	12	0	Plurals	11	11	0
Possessive	11	11	0	Possessive	6	7	1
Verbs				Verbs			
Present tense	9	9	0	Present tense	5	5	0
Past tense	7	7	0	Past tense	8	8	0
Future tense	10	10	0	Future tense	9	9	0
3rd person	3	3	0	3rd person	0	0	0
Prepositions				Prepositions			
in	12	12	0	in	13	13	0
on	12	12	0	on	11	11	0
under	12	13	1	under	13	13	0
behind	11	12	2	behind	11	11	0
Pronouns				Pronouns			
he	12	12	0	he	13	13	0
she	13	13	0	she	13	13	0
her	12	12	0	her	11	11	0
their	12	12	0	their	9	9	0
himself	12	13	1	himself	3	9	6
Not Statement	13	13	0	Not Statement	13	13	0
Reversal of Subject/Obj.	6	6	0	Reversal of Subject/Obj.	10	10	0
This and That Concept	5	10	5	This and That Concept	6	10	4
Question Words				Question Words			
who	7	7	0	who	8	8	0
what	10	10	0	what	12	12	0
where	10	10	0	where	10	10	0
Understanding Sentences				Understanding Sentences			
statements	5	5	0	statements	8	8	0
questions	1	1	0	questions	5	5	0

Total Gain Receptive 9

Average Gain Per Student .69

Total Gain Expressive 11

Average Gain Per Student .84

Table V
PRESCHOOL ACADEMIC CHECKLIST
SUMMARY SHEET

AREA Umatilla

CA _____

SCHOOL Milton-Freewater

TOTAL STUDENTS TESTED 23

TASK	PRE	POST	GAIN
Knows His Name	21	23	2
Arithmetic			
Counting 1-10	21	22	1
Counting 11-20	19	19	0
Counting 21-30	13	13	0
Counting 31-40	12	12	0
Counting 41-50	12	12	0
Counting Objects 1-20	19	19	0
Naming Numerals 1-20	13	13	0
Matching Numerals to Objects 1-5	18	18	0
Recognizing Shapes			
Circle	21	21	0
Square	17	19	2
Triangle	17	19	2
Rectangle	10	14	4
Recognizing Size			
Big	22	22	0
Little	22	22	0
Knowledge of Time			
Morning	13	17	4
Noon	4	11	7
Night	15	18	3
Telling Time			
Clock 1- 9:00 or 11:45	12	16	4
Clock 2- 4:30	6	11	5
Recognizing Coin Money			
Penny	20	22	2
Nickel	20	22	2
Dime	20	23	3
Knowledge of Money			
Five pennies/ one nickel	7	15	8
Dime/ two nickels	14	16	2
Reading			
Recognizing Right and Left			
Right	16	19	3
Left	16	19	3
Recognizing Difference			
Words and Pictures	21	21	0
Recognizing the Same and Difference			
Shapes	17	17	0
Letters	16	16	0
Recognizing Letters			
a	15	19	4
i	16	18	2
n	13	16	3
p	16	16	0
t	15	15	0
m	13	16	3

TASK	PRE	POST	GAIN
Recognizing Sounds			
s	17	20	3
m	15	18	3
t	17	20	3
n	13	15	2
p	17	17	0
d	13	14	1
Recognizing Words			
cat	12	13	1
dog	11	12	2
red	11	11	0
chair	5	5	0
door	10	10	0
boy	12	12	0
girl	10	10	0
Writing			
Writing First Name	18	20	2
Writing Numbers 1-10			0
Writing Numbers 11-20			0
Writing Letters A-Z	5	5	0
Colors			
Identify by Pointing			
red	18	18	0
blue	20	20	0
green	19	20	1
orange	19	19	0
yellow	21	22	1
white	20	22	2
black	20	22	2
brown	22	22	0
Identify by Naming			
orange	20	20	0
black	22	22	0
red	22	23	1
green	19	20	1
yellow	20	21	1
blue	18	19	1
brown	19	20	1
white	22	23	1

TOTAL GAIN 98

AVERAGE GAIN PER STUDENT 4.26

found in the categories of pronouns (himself) and "this" and "that" concepts, both receptive and expressive.

2. To improve the child's academic abilities.

Table V shows the results of the Preschool Academic Checklist on a pre-posttest level. Total task gain was 98 with the average gain per student 4.26 tasks. Largest gains were found in the areas of knowledge of money (five pennies/one nickel) and other large gains were found in the areas of knowledge of time-category noon and telling time.

Third Party Evaluator's Comments:

Information provided by the project staff and data gathered by this observer are indicative of the fact that this project ran a successful summer program for migrant students. The children were involved in a number of academic activities and the continual data collection system used within these activities was notable. Data collected by utilization of the Preschool Academic Checklist and the Northwestern Syntax Screening Test indicated that the children in this summer program benefited from the instruction in the areas tested. Again this year the swimming program was exemplary and the director received excellent support from the community. Also the concept of using an aide from the program to participate in the day care program after school at the labor camp was an excellent idea. This appears to be an excellent way to effectively utilize staff in providing a much needed service.

Objective 2 specified that a reading evaluation was to be administered to the older children in the program. This evaluator could not find a report of the data in regards to this reading evaluation. Consequently, it was not possible to evaluate the effectiveness of Objective 2 on the older children.

Area Name: Washington County I.E.D.
 County: Washington
 Funding Allocated: \$125,353
 Project Beginning Date: June 11, 1973
 Project Ending Date: August 3, 1973
 School Session: Summer
 Number of Migrant
 Students Enrolled: 404

Introduction:

North Plains was the only district participating in the program. The total number of public school migrant students enrolled, 404, were divided into grades K-10 as shown in Table I. There were no non-public school migrant children participating in the program. Personnel participating in the program were nine teachers, five aides, and twenty three volunteers. Table II presents the number of certified personnel employed.

Table I
 Migrant Students Enrolled

Grade	Enrolled
Preschool	51
First	37
Second	45
Third	46
Fourth	38
Fifth	28
Sixth	20
Seventh	21
Eighth	7
Ninth	10
Tenth	2
Total	404

Table II
Certified Personnel Employed

Number of Certified Personnel Employed	
A. Bilingual	
1. Target group	5
2. Other	2
B. English-speaking	
1. Target group	1
2. Other	1
Total	9

Supplementary statistical data gathered during the operation of the program are shown in Table III.

Table III
Supplementary Statistical Data

A. Total bus miles	24,200	
B. Health examinations	98	
C. Health referrals	29	
1. Vision Exams		
2. Vision referrals		
D. Dental examinations	293	
E. Dental referrals	45	
F. Breakfasts	4,785	
G. Morning snacks	4,785	
H. Hot lunches	4,785	
I. Afternoon snacks	4,785	
J. No. of teachers	9	
K. No. of aides		
1. Target group	4	
2. Other	1	
3. How many are bilingual	4	Total <u>5</u>
L. No. of volunteers		
1. Target group	1	
2. Other	22	Total <u>23</u>

Objectives and Evaluation Plan:

Preschool

1. To improve the receptive and expressive language skills in standard English.

To evaluate this objective the Northwestern Syntax Screening Test was to be given to the children when they initially enter the program and continual growth was to be noted on the language skills assessed by this test.

2. To increase the understanding of readiness concepts needed for success in the first grade.

To evaluate this objective the Preschool Academic Checklist was to be administered to the child when he entered the program and continual growth was to be recorded as he learned the skills assessed on this test.

Primary and Intermediate

3. To improve the child's use of English as a second language.

To evaluate this objective the Northwestern Syntax Screening Test was to be administered to the child when he entered the program and progress was to be noted by indicating the skills learned on this test.

4. To improve word recognition and reading comprehension skills.

To evaluate this objective either the Wide Range Achievement Test or the Phonics Checklist was to be administered to the child when he entered the program. If he was given the Wide Range Achievement Test, he was also given this test on a posttest basis. If he was given the Phonics Checklist growth was to be noted as to the number of new skills acquired.

Overall Objectives

5. To improve the physical deficiencies that might effect the child's capabilities. The following care was to be provided when needed: medical, dental, optometric, assistance with referrals to speech and hearing specialists, assistance with referrals for psychological care, and recommendations of specific agencies to those families who wished to improve their nutrition and/or other needs.

To evaluate this objective the amount of money and a description of the services given to children was to be reported in narrative form.

6. To improve the migrant child's view of himself and the school environment.

To evaluate this objective a description of all school sponsored activities that were conducted within the school, camps and within the community which were relevant to cultural awareness, was to be described in narrative form.

Methodology:

North Plains was the only district participating in this summer program, and the North Plains Elementary School was used to house the project. Provisions for identifying and accommodating the individual differences of the children were handled primarily through the academic testing given to all children when they entered the program. Once the child's skill deficiencies were identified, he was taught the skills that he did not have. It was the responsibility of one teacher to test each child when he entered the program and then provide the child's teacher with the information required for academic placement. Academic instruc-

tion was provided in the area of language development with the methods and materials used dependent upon the grade level of the children involved. At the preschool level, the Michigan Oral Language Program and the Peabody Language Development Kits were used. For the primary level, the major emphasis was on language development through the use of the Sullivan Program Reading materials, and at the elementary level the individual needs of the children were met through reading and language experiences acquired through the reading process itself. In addition, there was a great deal of bilingual instruction being provided for those children who needed this type of help.

The aides in the program participated in the project by working with the teachers in the direct instructional program. They taught small groups of children and also assumed other teacher responsibilities, depending upon the qualifications of the aide. For example, some of the aides were certified teachers and consequently they devoted a large amount of their time assuming teaching responsibilities in the classroom.

In addition to the aides, there were twenty three volunteers working in this project. They worked as teacher aides and as teachers. They also assisted in the recruiting of students and a number of them provided transportation for the students from the migrant camps. In addition there were two NYC tutors who were working with the children. All staff in the program had had previous experience with migrant or disadvantaged children, with eight of the staff members coming from the target group, and eight being bilingual.

A medical program was established for this project through the Washington County Health Department. Free medical clinics were available three times a week for those children who needed the services offered. A dental clinic was also established on a five day a week basis with a full-time dentist offering dental services to the project children.

Additional activities of the project involved a recreation program and a summer camp program made available to the migrant program, free of charge, through the efforts of the United Church of Christ. This camp was located in Timber, Oregon and it consisted of three cabins and one swimming pool. Forty-one children spent a week at the camp and here they learned about nature and they expressed this learning through arts and crafts activities.

Results:

Preschool

1. To improve the receptive and expressive language skills in standard English.

Results for the Northwestern Syntax Screening Test are shown on Tables IV and V. There were two preschool classes for five year old children and Table IV presents the results for one group while Table V presents the results for the other group. The pupils whose results are shown in Table IV made an average skill gain of 3.9 in receptive language and 1.4 in expressive language, while the results in Table V show an average skill gain of .9 in receptive and .5 in expressive. Results from Table V indicate that the pupils made less than one skill gain, on the average, in both receptive and expressive language during the summer program.

TABLE IV
NORTHWESTERN SYNTAX SCREENING TEST
Washington County
CA 5

RECEPTIVE TASK

No. Students Tested 24

EXPRESSIVE TASK

	Pre	Post	Gain		Pre	Post	Gain
Nouns				Nouns			
Plurals	24	24	0	Plurals	22	23	1
Possessive	18	18	0	Possessive	23	23	0
Verbs				Verbs			
Present tense	22	23	1	Present tense	23	23	0
Past tense	13	13	0	Past tense	18	20	2
Future tense	12	12	0	Future tense	22	23	1
3rd person	22	22	0	3rd person	21	22	1
Prepositions				Prepositions			
in	23	24	1	in	23	23	0
on	23	24	1	on	23	23	0
under	23	23	0	under	23	23	0
behind	23	23	0	behind	23	23	0
Pronouns				Pronouns			
he	23	24	1	he	22	23	1
she	23	24	1	she	22	23	1
her	12	24	12	her	21	23	2
their	12	21	9	their	23	23	0
himself	15	21	6	himself	21	23	2
Not Statement	22	24	2	Not Statement	23	23	0
Reversal of Subject/Obj.	17	17	0	Reversal of Subject/Obj.	22	23	1
This and That Concept	10	22	12	This and That Concept	22	23	1
Question Words				Question Words			
who	8	24	12	who	20	22	2
what	10	24	14	what	20	22	2
where	18	24	6	where	22	23	1
Understanding Sentences				Understanding Sentences			
statements	10	11	1	statements	21	23	2
questions	11	21	10	questions	7	21	14

Total Gain Receptive 89

Average Gain Per Student 3.9

Total Gain Expressive 34

Average Gain Per Student 1.4

TABLE V
NORTHWESTERN SYNTAX SCREENING TEST
Washington County
CA 5

RECEPTIVE TASK

No. Students Tested 20

EXPRESSIVE TASK

	Pre	Post	Gain		Pre	Post	Gain
Nouns				Nouns			
Plurals	17	18	1	Plurals	15	15	0
Possessive	18	18	0	Possessive	14	14	0
Verbs				Verbs			
Present tense	19	20	1	Present tense	18	18	0
Past tense	7	7	0	Past tense	10	10	0
Future tense	12	12	0	Future tense	16	16	0
3rd person	16	16	0	3rd person	16	16	0
Prepositions				Prepositions			
in	20	21	1	in	18	19	1
on	20	21	1	on	18	19	1
under	19	19	0	under	17	19	2
behind	19	19	0	behind	17	19	2
Pronouns				Pronouns			
he	20	22	2	he	17	18	1
she	20	22	2	she	13	13	0
her	14	18	4	her	16	17	1
their	14	14	0	their	12	12	0
himself	6	7	1	himself	13	14	1
Not Statement	16	17	1	Not Statement	17	17	0
Reversal of Subject/Obj.	11	12	1	Reversal of Subject/Obj.	12	12	0
This and That Concept	11	14	3	This and That Concept	16	17	1
Question Words				Question Words			
who	3	3	0	who	16	16	0
what	5	5	0	what	17	17	0
where	16	16	0	where	16	16	0
Understanding Sentences				Understanding Sentences			
statements	9	9	0	statements	17	17	0
questions	9	9	0	questions	5	5	0

Total Gain Receptive 18

Average Gain Per Student .9

Total Gain Expressive 10

Average Gain Per Student .5

2. To increase the understanding of readiness concepts needed for success in the first grade.

Tables VI and VII present the results of the Preschool Academic Checklist for the two five year old preschool groups. The average skill gain for pupils shown on Table VI is 6.2 with the most growth shown in the area of color recognition. The average skill gain for pupils shown on Table VII is 16.3 with the most progress indicated in arithmetic and letter recognition skills. Neither group showed progress in letter sound recognition and word recognition, two areas considered important for reading instruction.

Table VIII presents the results of the Preschool Academic Checklist for a group of six year old pupils. Their average skill gain was 3.7 with the results indicating that the majority of these pupils already possessed the skills assessed on this test when they entered the program. An area of deficiency was in word recognition, however minimal progress was made in this area.

Primary and Intermediate

3. To improve the child's use of English as a second language.

Table IX presents the results of the Northwestern Syntax Screening Test for a group of six year old pupils. Their average skill gain in receptive language was 1.3 skills and in expressive language their average skill gain was .5. Many of the pupils in this group possessed the skills assessed when they entered the program and therefore the group showed minimal amount of growth in this area.

TABLE VI

PRESCHOOL ACADEMIC CHECKLIST
SUMMARY SHEET

AREA Washington County
 SCHOOL North Plains
 TOTAL STUDENTS TESTED 24

CA 5

TASK	PRE	POST	GAIN
Knows His Name	24	24	0
Arithmetic			
Counting 1-10	17	20	3
Counting 11-20	3	4	1
Counting 21-30	2	2	0
Counting 31-40	2	2	0
Counting 41-50	2	2	0
Counting Objects 1-20	3	4	1
Naming Numerals 1-20	2	2	0
Matching Numerals to Objects 1-5	7	9	2
Recognizing Shapes			
Circle	8	14	6
Square	6	10	4
Triangle	5	10	5
Rectangle	4	5	1
Recognizing Size			
Big	23	23	0
Little	23	23	0
Knowledge of Time			
Morning	2	6	4
Noon	1	2	1
Night	5	8	3
Telling Time			
Clock 1- 9:00 or 11:45	1	2	1
Clock 2- 4:30			
Recognizing Coin Money			
Penny	20	23	3
Nickel	14	18	4
Dime	14	20	6
Knowledge of Money			
Five pennies/ one nickel	2	6	4
Dime/ two nickels	1	5	4
Reading			
Recognizing Right and Left			
Right	12	15	3
Left	12	15	3
Recognizing Difference			
Words and Pictures	9	17	8
Recognizing the Same and Difference			
Shapes	14	14	0
Letters	15	16	1
Recognizing Letters			
s	4	6	2
i	4	4	0
n	2	2	0
p	3	3	0
t	2	2	0
m	5	5	0

TASK	PRE	POST	GAIN
Recognizing Sounds			
s	4	4	0
m	4	4	0
t	1	1	0
n	2	2	0
p	1	1	0
d	1	2	1
Recognizing Words	1		
cat	1	1	0
dog	1	1	0
red	1	1	0
chair	1	1	0
door	1	1	0
boy	1	1	0
girl	1	3	2
Writing			
Writing First Name	6	15	9
Writing Numbers 1-10	0	3	3
Writing Numbers 11-20	0	0	0
Writing Letters A-Z	0	1	1
Colors			
Identify by Pointing			
red	20	24	4
blue	14	20	4
green	17	20	3
orange	8	19	11
yellow	15	19	4
white	20	23	3
black	17	21	4
brown	15	19	4
Identify by Naming			
orange	12	15	3
black	16	21	5
red	17	18	1
green	13	16	3
yellow	15	18	3
blue	12	16	4
brown	15	18	3
white	19	23	4

TOTAL GAIN 149

AVERAGE GAIN PER STUDENT 6.2

TABLE VII

PRESCHOOL ACADEMIC CHECKLIST
SUMMARY SHEET

AREA Washington County
 SCHOOL North Plains
 TOTAL STUDENTS TESTED 23

CA 5

TASK	PRE	POST	GAIN	TASK	PRE	POST	GAIN
Knows His Name	23	23	0	Recognizing Sounds			
Arithmetic				s	2	2	0
Counting 1-10	16	23	7	m	1	1	0
Counting 11-20	4	22	18	t	0	0	0
Counting 21-30	2	17	15	n	0	0	0
Counting 31-40	1	13	12	p	0	0	0
Counting 41-50	0	6	6	d	0	0	0
Counting Objects 1-20	4	17	13	Recognizing Words			
Naming Numerals 1-20	0	7	7	cat	0	0	0
Matching Numerals to Objects 1-5	7	21	14	dog	0	0	0
Recognizing Shapes				red	0	0	0
Circle	11	22	11	chair	0	0	0
Square	9	23	14	door	0	0	0
Triangle	7	22	15	boy	0	0	0
Rectangle	1	6	5	girl	0	0	0
Recognizing Size				Writing			
Big	23	23	0	Writing First Name	8	19	11
Little	23	23	0	Writing Numbers 1-10	0	15	15
Knowledge of Time				Writing Numbers 11-20	0	16	16
Morning	4	21	17	Writing Letters A-Z	0	0	0
Noon	2	6	4	Colors			
Night	9	22	13	Identify by Pointing			
Telling Time				red	21	24	3
Clock 1- 9:00 or 11:45	0	4	4	blue	21	23	2
Clock 2- 4:30	0	0	0	green	20	23	3
Recognizing Coin Money				orange	19	23	4
Penny	22	23	1	yellow	20	24	4
Nickel	18	23	5	white	20	23	3
Dime	18	22	4	black	19	23	4
Knowledge of Money				brown	20	23	3
Five pennies/ one nickel	6	15	9	Identify by Naming			
Dime/ two nickels	5	15	10	orange	19	22	3
Reading				black	20	24	4
Recognizing Right and Left				red	20	23	3
Right	15	22	7	green	19	22	3
Left	15	22	7	yellow	21	23	2
Recognizing Difference				blue	21	22	1
Words and Pictures	16	19	3	brown	21	22	1
Recognizing the Same and Difference				white	21	22	1
Shapes	19	22	3				
Letters	17	22	5				
Recognizing Letters							
s	0	17	17				
i	1	14	13				
n	0	14	14				
p	1	9	8				
t	1	7	6				
m	2	3	1				

TOTAL GAIN 372

AVERAGE GAIN PER STUDENT 16.3

TABLE VIII

PRESCHOOL ACADEMIC CHECKLIST
SUMMARY SHEET

ARLA Washington County
SCHOOL North Plains
TOTAL STUDENTS TESTED 31

CA 6

TASK	PRE	POST	GAIN	TASK	PRE	POST	GAIN
Knows His Name	31	31	0	Recognizing Sounds			
Arithmetic				s	17	18	1
Counting 1-10	30	31	1	m	9	11	2
Counting 11-20	17	20	3	t	13	14	1
Counting 21-30	10	13	3	n	6	10	4
Counting 31-40	9	10	1	p	9	11	2
Counting 41-50	9	9	0	d	6	10	4
Counting Objects 1-20	17	18	1	Recognizing Words			
Naming Numerals 1-20	9	9	1	cat	3	4	1
Matching Numerals to Objects 1-5	23	23	0	dog	3	4	1
Recognizing Shapes				red	4	5	1
Circle	18	22	4	chair	0	1	1
Square	16	21	5	door	1	1	0
Triangle	17	21	4	boy	2	2	0
Rectangle	8	16	8	girl	2	3	1
Recognizing Size				Writing			
Big	31	31	0	Writing First Name	25	25	0
Little	31	31	0	Writing Numbers 1-10	9	11	2
Knowledge of Time				Writing Numbers 11-20	5	6	1
Morning	6	7	1	Writing Letters A-Z	2	10	8
Noon	0	0	0	Colors			
Night	16	16	0	Identify by Pointing			
Telling Time				red	27	28	1
Clock 1- 9:00 or 11:45	4	4	0	blue	27	28	1
Clock 2- 4:30	0	0	0	green	28	29	1
Recognizing Coin Money				orange	28	28	0
Penny	26	26	0	yellow	29	29	0
Nickel	17	19	2	white	30	30	0
Dime	25	25	0	black	30	30	0
Knowledge of Money				brown	28	29	1
Five pennies/ one nickel	8	13	5	Identify by Naming			
Dime/ two nickels	8	13	5	orange	29	29	0
Reading				black	30	30	0
Recognizing Right and Left				red	27	28	1
Right	18	22	4	green	27	29	2
Left	18	22	4	yellow	28	28	0
Recognizing Difference				blue	26	28	2
Words and Pictures	30	30	0	brown	28	28	0
Recognizing the Same and Difference				white	28	28	0
Shapes	29	29	0				
Letters	29	29	0				
Recognizing Letters							
a	13	20	7				
i	12	18	6				
n	7	13	6				
p	11	13	2				
t	15	16	1				
w	14	16	2				

TOTAL GAIN 115

AVERAGE GAIN PER STUDENT 3.7

TABLE IX
NORTHWESTERN SYNTAX SCREENING TEST
Washington County
CA 6

RECEPTIVE TASK

EXPRESSIVE TASK

No. Students Tested 25

	Pre	Post	Gain		Pre	Post	Gain
Nouns				Nouns			
Plurals	21	21	0	Plurals	23	24	1
Possessive	19	19	0	Possessive	22	22	0
Verbs				Verbs			
Present tense	25	25	0	Present tense	23	23	0
Past tense	18	19	1	Past tense	18	20	2
Future tense	11	12	1	Future tense	21	23	2
3rd person	24	24	0	3rd person	23	23	0
Prepositions				Prepositions			
in	25	25	0	in	23	23	0
on	25	25	0	on	23	23	0
under	25	25	0	under	23	23	0
behind	25	25	0	behind	23	23	0
Pronouns				Pronouns			
he	25	26	1	he	23	25	2
she	25	26	1	she	23	23	0
her	20	23	3	her	22	24	2
their	19	22	3	their	22	22	0
himself	12	13	1	himself	21	22	1
Not Statement	25	25	0	Not Statement	24	24	0
Reversal of Subject/Obj.	21	22	1	Reversal of Subject/Obj.	19	19	0
This and That Concept	9	11	2	This and That Concept	22	22	0
Question Words				Question Words			
who	11	19	8	who	20	21	1
what	14	20	6	what	22	23	1
where	18	22	4	where	23	23	0
Understanding Sentences				Understanding Sentences			
statements	23	23	0	statements	23	23	0
questions	13	13	0	questions	8	8	0

Total Gain Receptive 32

Total Gain Expressive 12

Average Gain Per Student 1.3

Average Gain Per Student .5

4. To improve word recognition and reading comprehension skills.

The results of the Wide Range Achievement Test (WRAT) are shown on Tables X through XIV. These results are reported in grade equivalent scores. In Table X, total gains are 6.7 in reading and 6.6 in spelling. This gives a mean gain per pupil of .49 and .41 respectfully.

Table XI presents the results for twenty-eight 8 year old pupils, with total gains of 5.4 in reading, 5.0 in spelling, and 3.9 in math. Average gains per pupil were .49, .55, and .43. Table XII gives the composite WRAT score for twenty-eight 8 year old pupils. These scores show a total gain of 2.6 with a mean gain per child of .22.

Table XIII shows reading, spelling, and math scores for fifty-nine pupils. Total gains for each area were: reading = 25.7, spelling = -.7, and math = 7.9. Mean gain scores per child were .99, -.02, and .36 respectfully. Table XIV gives the composite scores for this group. A total gain of 3.1 was achieved with a mean gain per pupil of 1.2.

TABLE X

Wide Range Achievement Test
Washington County
North Plains
CA 7

Students	Pre	Reading Post	Gain	Pre	Spelling Post	Gain
1	1.6			1.6		
2	1.4			1.4		
3	1.1			1.1		
4	1.2			1.2		
5	1.3			1.7	1.9	.2
6	.2			.2	1.4	- .1
7	1.7	1.9	.2	1.7	3.8	.7
8	1.5	1.4	- .1	1.5		
9	3.1	3.8	.7	3.1	1.2	- .3
10	1.9			1.9	2.8	.1
11	1.5	1.2	- .3	1.5		
12	2.7	2.8	.1	2.7	1.4	.1
13	.2			.2		
14	1.3	1.4	.1	1.3		
15	1.3			1.3	2.7	.8
16	.5			.5	2.3	.4
17	1.9	2.7	.8	1.9	2.0	.5
18	1.9	2.3	.4	1.9		
19	1.5	2.0	.6	1.5		
20	.1			.1		
21	1.0			1.0		
22	1.3			1.3		
23	1.6			1.6		
24	1.5	2.2	.7	1.5	2.2	.7
25	1.5	2.1	.6	1.5	2.1	.6
26	.8			.8		
27	1.0	.9	- .1	1.0	.9	- .1
28	1.5			1.5		
29	1.6			1.6		
30	1.6			1.6		
31	.6	.7	.1	.6	.7	.1
32	0			0		
33	1.9			1.9		
34	1.6			1.6		
35	4.1	4.5	.4	4.1	4.5	.4
36	5.1	5.7	.6	5.1	5.7	.6
37	1.2			1.2		
38	0	1.9	1.9	0	1.9	1.9
39	1.9			1.9		
Total Gain			6.7	6.6		
X Gain Per Child			.49	.41		

TABLE XI

Wide Range Achievement Test
Washington County - North Plains
CA 8

Students	Reading			Spelling			Math		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
1	2.1	2.3	.2	2.3	2.0	-.3	1.2	2.8	1.6
2	3.1	4.1	1.0	2.5	2.7	.2	2.1	3.2	1.1
3	3.8			3.0			2.2		
4	1.4			1.5			2.1		
5	3.6			2.7			2.8		
6	3.9			4.2			3.2		
7	1.9			1.8			2.6		
8	1.4			1.3			1.9		
9	1.9			.8			1.3		
10	5.3			1.2			3.2		
11	4.5	4.5	0	2.9	2.9	0	2.6	2.4	.2
12	1.0			1.1			1.2		
13	1.9	1.9	0	1.4	1.6	.2	2.2	2.8	.6
14	2.3	3.8	1.5	2.6	2.5	-.1	2.6	2.6	0
15	1.8	1.9	.1	1.7	1.4	.3	1.8	1.6	-.2
16	2.1			1.7			3.0		
17	1.3			1.6			2.6		
18	1.6			1.5			1.9		
19	3.1			2.5			2.4		
20	2.6	3.6	1.0	2.3	2.3	0	3.6	3.6	0
21	2.7			2.5			2.8		
22	2.3	3.1	.8	2.3	2.0	-.3	2.6	3.2	.8
23	2.0	3.1	1.1	1.8	2.3	.5	2.8	2.6	-.2
24	2.1			1.5			2.8		
25	1.8			1.4			3.6		
26	3.3	3.0	-.3						
27	2.9								
28	4.8	4.8	0		3.5			3.6	
Total Gain			5.4				5.0	3.9	
X Gain Per Child			.49				.55	.43	

TABLE XII

Wide Range Achievement Test Composite Scores
 Washington County - North Plains
 CA 8

Student	Pre	Post	Gain
1	2.3	2.7	.4
2	2.1		
3	2.4		
4	2.2		
5	2.7		
6	3.8		
7	3.0		
8	3.2		
9	3.3	3.0	- .3
10	2.4	2.8	.4
11	2.2	2.7	.5
12	2.1	3.0	.5
13	2.5		
14	2.9		
15	2.6		
16	1.9	3.3	.6
17	1.8	2.4	.5
18	1.8	1.6	.2
19	3.0	2.1	.3
20	1.8		
21	1.0		
22	1.5		
23	3.3	3.3	0
24	1.7	3.2	.3
25	1.8		
26	2.9		
27	2.9		
28	4.8	4.0	- .8
	1.9		
Total Gain			2.6
\bar{X} Gain Per Child			.22

TABLE XIII

Wide Range Achievement Test
Washington County - North Plains
CA 9-14

Students	Reading			Spelling			Math		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
1	2.1	2.2	.1	2.6	2.5	-.1	3.6	3.2	-.4
2	3.8	3.6	.2	2.9	2.9	0	4.2	3.6	.6
3	3.3	3.1	.2	2.9	3.2	.3	3.6	3.9	.3
4	4.2			3.9			2.6		
5	3.9	7.5	3.6	6.5	5.7	-.8	4.2	2.9	-1.3
6	4.1	4.4	.3	3.9	3.2	.7	4.2	5.3	1.1
7	3.9	3.8	-.1	3.9	4.2	-.3	5.3	6.1	.8
8	4.4	4.7	.3	4.2	4.7	.5	4.7	4.5	-.2
9	7.2	15.1	7.9	5.7	5.3	-.4	5.7	6.1	.4
10	4.8			2.9			2.6		
11	3.1	3.5	.4	3.0	2.7	-.3	3.2	4.2	1.0
12	3.3	4.1	.8	2.9	2.7	-.2	3.9	4.5	.6
13	5.0	4.7	-.3	3.2	4.5	1.3	3.6	3.6	0
14	4.7	5.0	.3	4.2	3.9	-.3	4.2	3.2	-1.0
15	2.1	2.3	.2	2.6	2.2	.4	1.4	2.4	1.0
16	4.1	4.7	.6	2.9	2.9	0	3.0	3.9	.9
17	3.8	3.9	.1	2.5	2.7	.2	3.9	3.6	.3
18	5.0	5.5	.5	5.0	5.5	.5	3.2	3.0	-.2
19	3.8	4.5	.7	3.0	3.0	0	4.5	3.6	-.9
20	6.1	6.8	.7	4.5	3.2	1.3	3.9		
21	5.9	7.0	1.1	6.0	6.3	.3	4.7	5.2	.5
22	4.4	5.9	1.5	6.0	2.6	-3.4	3.2		
23	5.0	10.1	5.1	3.0	3.9	.9	4.2		
24	1.7	1.8	.1	.9	1.8	.9	5.7	2.4	3.3
25	6.3	7.2	.9	5.7	5.7	0	5.2	4.5	-.7
26	5.1	6.3	1.2	5.3	3.9	-1.4	2.2	4.2	2.0
27	2.1	2.2	.1	1.8	2.0	.2	3.6	3.2	-.4
28	14.5	13.7	-.8	7.2	6.0	-1.0	6.1	6.3	.2
29	3.6			3.5			4.2		
30	3.6			3.0			4.2		
Total Gain			25.7			-.7			7.9
X Gain Per Child			.99			-.02			.36

TABLE XIV

Wide Range Achievement Test Composite Scores
 Washington County - North Plains
 CA 9-14

Student	Pre	Post	Gain
1	3.8		
2	3.6		
3	3.8	3.4	- .4
4	4.5	4.1	- .4
5	3.1	3.5	.4
6	2.8	1.7	-1.1
7	9.3	8.7	- .6
8	4.7		
9	3.8		
10	4.2	4.8	.6
11	3.7		
12	4.6		
13	2.0	2.3	.3
14	4.3		
15	5.5	6.2	.7
16	3.0		
17	4.8	4.6	- .2
18	3.9	4.3	.4
19	2.6		
20	4.2		
21	5.7	5.8	.1
22	2.2		
23	4.4	4.0	- .4
24	4.1	6.2	2.1
25	4.4	4.7	.3
26	4.5		
27	3.2		
28	2.9		
29	3.2		
30	4.4	4.6	.2

TABLE XIV con't

Student	Pre	Post	Gain
31	3.9		
32	3.5		
33	2.3		
34	3.5	3.8	.3
35	3.3		
36	4.1		
37	3.3	3.4	.1
38	2.8	2.6	-.2
39	6.2	8.9	2.7
40	2.3		
41	3.8	3.7	-.1
42	3.4	3.4	0
43	5.0		
44	2.9		
45	4.6		
46	8.6		
47	3.5		
48	1.8		
49	2.5	3.0	.5
50	4.4	4.4	0
51	4.4	4.3	-.1
52	4.9	5.2	.3
53	2.4		
54	3.4	3.7	.3
55	9.1		
56	1.7		
57	2.4		
58	3.4		
59	3.6		
Total Gain			3.1
\bar{X} Gain Per Child			1.2

In Tables X through XIV, pretest information is provided on 213 pupils with posttest information provided on 123 pupils, i.e., 57% of the pupils were given both pre- and posttests (90). Of these, 45 or 50% received deficit or no gain scores on at least one or more areas tested.

Overall Objectives

5. To improve the physical deficiencies that might effect the child's capabilities.

The following care was to be provided when needed: medical, dental, optometric, assistance with referrals to speech and hearing specialists, assistance with referrals for psychological care, and recommendations to specific agencies to those families who wish to improve their nutrition and/or other needs.

The Washington County Health Department was instrumental in offering medical clinics three times per week. A dental clinic was established on a five day per week basis with a full-time dentist to offer dental services to project children. The Washington County Migrant Advisory Board held bi-monthly meetings to discuss the progress of health services to migrants in Washington County and the migrant populations were represented at these meetings. In addition, the project staff worked very closely with the parents of the children, with weekly home visits being made to meet the child's family. No cost data was submitted as required in the evaluation plan for this objective.

6. To improve the migrant child's view of himself and the school environment.

Many activities conducted in the program were designed to instill in the students appreciation of their own culture. These activities centered around the music program, folk dances and parent night where the students prepared a number of culturally-related activities for their parents.

The art program also emphasized the cultural activities of Mexico and, in addition, many of the meals served at lunch reflected the Mexican-American culture.

Third Party Evaluator's Comments:

This project completed the evaluation plan that was set when the project was initiated. Results indicate that the district successfully conducted a summer migrant program that had a number of outstanding features.

The area director successfully recruited 23 volunteers to assist in the summer program. The volunteers came from a number of different areas in the United States and during the summer the majority of them lived in the camps with the migrant families. These volunteers provided a number of needed services for the project -- they assisted with the instructional program, assisted in a supervisory role and drove the school buses. The recruitment and use of volunteers is an exemplary aspect of this project.

The one week summer camp, provided free-of-charge by the United Church of Christ, provided the pupils with an excellent opportunity to study nature. With the assistance of the volunteers, the project staff was able to provide sufficient supervision so the children could safely avail themselves of the various study areas in the camp and its surroundings.

All of the children, teachers and aides in the program were encouraged to use their native language. As 98% of the pupils and seven of the nine teachers were Spanish speaking, a great deal of Spanish was used. Spanish was used throughout the entire school day, both in the instructional and non-instructional program. This project was able to effectively provide the pupils with a bilingual environment and also conduct an instructional program designed to remediate identified skill deficiencies.

Results of the academic assessment suggest that the pupils who were evaluated on a pre-posttest basis made growth in academic areas. Readiness growth was made by the younger children while the older pupils showed growth in reading, with the average growth for many of the groups being approximately half a year. This is considered excellent for an eight week program.

The results of this project could have been even stronger if more of the pupils served could have been evaluated. Only 57% of the older pupils, those receiving evaluation with the WRAT, were tested on a pre-posttest basis.

Area Name: The Dalles
County: Wasco
Funding Allocated: \$13,935
Project Beginning Date: June 11, 1973
Project Ending Date: June 30, 1973
School Session: Summer
Number of Migrant
Students Enrolled: 992

Introduction:

The Dalles School District was the only district participating in the program. The total number of public school migrant students enrolled (992) was divided between grades K through five as shown in Table I. There were no nonpublic school migrant children participating in the program. The personnel participating in the program were: 4 teachers, 7 aides, and 16 volunteers. Table II presents the number of certified personnel employed,

Table I
Migrant Students Enrolled

Grade	Enrolled	ADM
Preschool	252	14.00
First	246	13.66
Second-Third	245	13.61
Fourth-Fifth	249	13.83
Total	992	55.10

Table II

Certified Personnel Employed

Number of Certified Personnel Employed		
A. Bilingual		
1. Target group		0
2. Other		1
B. English-Speaking		
1. Target group		0
2. Other		3
Total		4

Insert Table I and Table II here

Supplementary statistical data gathered during the operation of the program are shown in Table III.

Table III

Supplementary Statistical Data

Statistical Information			
A. Total bus miles	1655		
B. Health examinations	113		
C. Health referrals	28		
D. Dental examinations	73		
E. Dental referrals	14		
F. Breakfasts	2250		
G. Morning snacks	2250		
H. Hot lunches	2407		
I. Afternoon snacks	2250		
J. No. of teachers	4		
K. No. of aides			
1. target group	0		
2. other	7 1/2		
3. how many are bilingual	0	Total	7 1/2
L. No. of volunteers			
1. target group	0		
2. other	16	Total	16

Objectives and Evaluation Plan:

The first three objectives applied to the academic program at the preschool, primary, and intermediate levels, with each child receiving evaluation in only one of the three areas. The area for each child was to be identified by the respective teacher and made dependent upon the child's needs.

1. To improve the pupil's ability in Standard English language development.

To evaluate this objective, the Northwestern Syntax Screening Test was to be administered when the pupil entered the program and continuous data was to be collected thereafter. Improvement was to be reported as to the number of new skills acquired.

2. To improve the pupil's ability in school readiness skills.

To evaluate this objective, the Preschool Academic Checklist was to be administered when the pupil entered the program and continuous data was to be collected thereafter. Improvement was to be reported as to the number of new skills acquired.

3. To improve the pupil's vocabulary reading ability.

To evaluate this objective, the Dolch Basic Word List was to be administered when the pupil entered the program and continuous data was to be reported as to the number of new words acquired.

4. To provide day care service for young children so that their older siblings can attend the school program.

To evaluate this objective, the number of pupils attending the school program who had younger siblings in the day care center was to be reported.

Methodology:

The program employed 4 teachers and 7 aides for the entire summer session. Age was the initial determiner for grade placement. Once the children had been in the program for two or three days, some were moved according to teacher judgment and observation. There was a preschool (ages 4-5), a first grade (ages 5-6), a combined second and third grade (ages 7-8), and a combined fourth through sixth grade (ages 9-12).

All children in the program were reported to be in individual programs dependent upon their performance on the Preschool Academic Checklist and/or the Dolch Basic Word List. They received language experience instruction with the utilization of films and filmstrips, card games (names, colors, and numbers), records, television, art, plays, and field trips.

The Preschool group (ages 4-5) received language instruction using the Peabody Language Development Kit. In addition, the teacher reported that her most successful single project was the "All About Me" books developed for each child. The first page of the book contained the child's name either printed by the child or printed by the teacher and traced over by the child. A picture of the child was taken and placed on the second page and titled "This is Me." The remainder of the book contained traced drawings of the hand and foot, a picture drawn by the child of his family, and other work done by the child during the time he was at school. Each child was allowed to take his book home at the end of the summer session.

The primary group (ages 5-6) were given instruction through the use of four special books, with children being placed within these books dependent upon their performance during the pretesting period. Of the four books, there was one teaching the first ten numerals, one teaching the alphabet, one teaching sounds, and a book containing beginning reading vocabulary. The

children were instructed that these books belonged to them and upon completing a book they were allowed to take it home. Each child was given a posttest preceding completion of a book on his last day in the program if a book was not completed. If a child was identified who needed remediation in a special skill area, he was given instruction in that particular skill area in small group sessions. The classroom aide carried out these activities and the content and teaching techniques changed as the children progressed.

The remainder of the children (ages 7-12) worked on spelling, math, art, reading, and writing. Children from this group ranged widely in their ability levels for each of the academic areas and were given tasks designed to teach skills in conjunction with their respective abilities. Again ability levels were determined by information gathered during the pretest phase of this summer session.

Results:

1. To improve the pupil's ability in Standard English Language development.

The Northwestern Syntax Screening Test was not administered to students during the summer session. Since it was the option of the teachers as to the evaluation instrument to use, this test was not selected for evaluation.

2. To improve the pupil's ability in school readiness skills.

Tables IV through VII present the pre-posttest results obtained by each of the four classes on the Preschool Academic Checklist. Average gains per student were 2.54 at the preschool, 3.95 at the first grade, 5.29 at the second and third, and 1.17 at the fourth through sixth. These scores reflect average number of skills acquired per student as measured by the above mentioned test instruments.

Table IV
PRESCHOOL ACADEMIC CHECKLIST
SUMMARY SHEET

AREA Wasco County

CA 4-5 Preschool

SCHOOL Colonel Wright

TOTAL STUDENTS TESTED 28

TASK	PRE	POST	GAIN
Knows His Name	14	21	7
Arithmetic			
Counting 1-10	8	14	6
Counting 11-20	5	6	1
Counting 21-30	1	3	2
Counting 31-40	1	1	0
Counting 41-50	1	1	0
Counting Objects 1-20	3	4	1
Naming Numerals 1-20	1	1	0
Matching Numerals to Objects 1-5	7	7	0
Recognizing Shapes			
Circle	9	9	0
Square	6	6	0
Triangle	5	5	0
Rectangle	4	4	0
Recognizing Size			
Big	21	21	0
Little	21	21	0
Knowledge of Time			
Morning	2	2	0
Noon	2	2	0
Night	3	3	0
Telling Time			
Clock 1- 9:00 or 11:45			
Clock 2- 4:30			
Recognizing Coin Money			
Penny	8	8	0
Nickel	6	6	0
Dime	8	8	0
Knowledge of Money			
Five pennies/ one nickel			
Dime/ two nickels			
Reading			
Recognizing Right and Left			
Right	2	2	0
Left	2	2	0
Recognizing Difference			
Words and Pictures	8	8	0
Recognizing the Same and Difference			
Shapes	8	8	0
Letters	8	8	0
Recognizing Letters			
s			
i			
n			
p			
t			
m			

TASK	PRE	POST	GAIN
Recognizing Sounds			
s			
n			
t			
n			
p			
d			
Recognizing Words			
cat			
dog			
red			
chair			
door			
boy			
girl			
Writing			
Writing First Name	2	2	0
Writing Numbers 1-10	3	3	0
Writing Numbers 11-20			
Writing Letters A-Z			
Colors			
Identify by Pointing			
red	8	12	4
blue	9	13	4
green	7	11	4
orange	9	13	4
yellow	9	13	4
white	9	12	3
black	10	14	4
brown	8	12	4
Identify by Naming			
orange	4	7	3
black	4	7	3
red	4	8	4
green	4	8	4
yellow	4	7	3
blue	4	6	2
brown	4	8	4
white	4	6	2

TOTAL GAIN 71

AVERAGE GAIN PER STUDENT 2.54

Table V
PRESCHOOL ACADEMIC CHECKLIST
SUMMARY SHEET

AREA Wasco County

CA 5-6 First Grade

SCHOOL Colonel Wright

TOTAL STUDENTS TESTED 19

TASK	PRE	POST	GAIN	TASK	PRE	POST	GAIN
Knows His Name	15	17	2	Recognizing Sounds			
Arithmetic				a 4 tested	2	4	2
Counting 1-10	17	19	2	m 2 tested	1	2	1
Counting 11-20	7	12	5	t 2 tested	2	2	0
Counting 21-30	5	6	1	n 2 tested	2	2	0
Counting 31-40	1	4	3	p 2 tested	2	2	0
Counting 41-50	1	2	1	d 2 tested	1	2	1
Counting Objects 1-20	7	11	4	Recognizing Words			
Naming Numerals 1-20	6	12	6	cat			
Matching Numerals to Objects 1-5	12	16	4	dog			
Recognizing Shapes				red			
Circle	14	16	2	chair			
Square	11	13	2	door			
Triangle	11	14	3	boy			
Rectangle	7	7	0	girl			
Recognizing Size				Writing			
Big	19	19	0	Writing First Name	8	13	5
Little	19	19	0	Writing Numbers 1-10	5	11	6
Knowledge of Time				Writing Numbers 11-20	2	3	1
Morning				Writing Letters A-Z			
Noon				Colors			
Night				Identify by Pointing			
Telling Time				red	15	15	0
Clock 1- 9:00 or 11:45				blue	14	14	0
Clock 2- 4:30				green	15	15	0
Recognizing Coin Money				orange	15	15	0
Penny				yellow	15	15	0
Nickel				white	15	15	0
Dime				black	15	15	0
Knowledge of Money				brown	15	15	0
Five pennies/ one nickel				Identify by Naming			
Dime/ two nickels				orange	15	15	0
Reading				black	14	14	0
Recognizing Right and Left				red	16	16	0
Right	10	15	5	green	13	13	0
Left	10	15	5	yellow	15	15	0
Recognizing Difference				blue	15	15	0
Words and Pictures	18	18	0	brown	12	12	0
Recognizing the Same and Difference				white	16	16	0
Shapes	13	14	1				
Letters	12	13	1				
Recognizing Letters							
a	8	11	3				
i	7	9	2				
n	4	7	3				
p	6	6	0				
t	6	9	3				
m	5	7	2				

TOTAL GAIN 75

AVERAGE GAIN PER STUDENT 3.95

Table VI
PRESCHOOL ACADEMIC CHECKLIST
SUMMARY SHEET

AREA Wasco County

CA 7-8 Second-Third Grade

SCHOOL Colonel Wright

TOTAL STUDENTS TESTED 27

TASK	PRE	POST	GAIN
Knows His Name	28	28	
Arithmetic			
Counting 1-10	26	28	2
Counting 11-20	22	25	3
Counting 21-30	17	21	4
Counting 31-40	14	16	2
Counting 41-50	14	13	-1
Counting Objects 1-20	17	21	4
Naming Numerals 1-20	15	22	7
Matching Numerals to Objects 1-5	23	26	3
Recognizing Shapes			
Circle	26	24	-2
Square	23	24	1
Triangle	20	25	5
Rectangle	11	14	3
Recognizing Size			
Big	25	27	2
Little	25	27	2
Knowledge of Time			
Morning	12	22	10
Noon	2	21	19
Night	16	26	10
Telling Time			
Clock 1- 9:00 or 11:45	13	22	9
Clock 2- 4:30	4	9	5
Recognizing Coin Money			
Penny	23	26	3
Nickel	17	22	5
Dime	20	22	2
Knowledge of Money			
Five pennies/ one nickel	17	22	5
Dime/ two nickels	17	18	1
Reading			
Recognizing Right and Left			
Right	22	24	2
Left	22	24	2
Recognizing Difference Words and Pictures	26	27	1
Recognizing the Same and Difference			
Shapes	22	27	5
Letters	22	25	3
Recognizing Letters			
a	20	24	4
i	20	20	
n	17	17	
p	18	19	1
t	20	23	3
m	20	21	1

TASK	PRE	POST	GAIN
Recognizing Sounds			
s	22	19	-3
m	20	18	-2
t	22	21	-1
n	19	16	-3
p	15	17	+2
d	15	15	-1
Recognizing Words			
cat	15	17	2
dog	12	13	1
red	15	17	2
chair	6	10	4
door	10	11	1
boy	13	14	1
girl	11	14	3
Writing			
Writing First Name	21	25	4
Writing Numbers 1-10	16	22	6
Writing Numbers 11-20	14	16	2
Writing Letters A-Z			
Colors			
Identify by Pointing			
red	27	27	
blue	25	27	2
green	27	27	
orange	25	26	1
yellow	27	26	-1
white	26	26	
black	25	27	2
brown	27	26	-1
Identify by Naming			
orange	25	26	1
black	25	27	2
red	27	27	
green	27	27	
yellow	27	26	-1
blue	26	27	1
brown	26	26	
white	26	26	

TOTAL GAIN 148

AVERAGE GAIN PER STUDENT 5.29

Table VII
PRESCHOOL ACADEMIC CHECKLIST
SUMMARY SHEET

AREA Wasco County

CA 7-10 Fourth-Sixth Grade

SCHOOL Colonel Wright

TOTAL STUDENTS TESTED 6

TASK	PRE	POST	GAIN	TASK	PRE	POST	GAIN
Knows His Name	6	6		Recognizing Sounds			
Arithmetic				s	5	5	
Counting 1-10	6	6		m	5	5	
Counting 11-20	6	6		t	5	5	
Counting 21-30	5	6	1	n	4	4	
Counting 31-40	5	5		p	5	5	
Counting 41-50	4	4		d	2	2	
Counting Objects 1-20	4	5	1	Recognizing Words			
Naming Numerals 1-20	5	5		cat	5	5	
Matching Numerals to Objects 1-5	5	6	1	dog	4	4	
Recognizing Shapes				red	5	5	
Circle	6	6		chair	3	3	
Square	6	6		door	3	3	
Triangle	5	5		boy	5	5	
Rectangle	3	3		girl	4	4	
Recognizing Size				Writing			
Big	6	6		Writing First Name	6	6	
Little	6	6		Writing Numbers 1-10	4	4	
Knowledge of Time				Writing Numbers 11-20	3	3	
Morning	4	4		Writing Letters A-Z			
Noon	4	4		Colors			
Night	6	6		Identify by Pointing			
Telling Time				red	6	6	
Clock 1- 9:00 or 11:45	3	3		blue	6	6	
Clock 2- 4:30	1	1		green	5	6	1
Recognizing Coin Money				orange	6	6	
Penny	6	6		yellow	6	6	
Nickel	6	6		white	6	6	
Dime	6	6		black	6	6	
Knowledge of Money				brown	5	6	1
Five pennies/ one nickel	5	5		Identify by Naming			
Dime/ two nickels	4	4		orange	6	6	
Reading				black	6	6	
Recognizing Right and Left				red	6	6	
Right	6	6		green	5	6	1
Left	6	6		yellow	6	6	
Recognizing Difference				blue	6	6	
Words and Pictures	5	5		brown	6	6	
Recognizing the Same and Difference				white	6	6	
Shapes	5	5					
Letters	5	5					
Recognizing Letters							
a	6	6					
i	5	5					
n	5	5					
p	5	5					
t	4	5	1				
m	5	5					

TOTAL GAIN 7

AVERAGE GAIN PER STUDENT 1.17

3. To improve the pupil's vocabulary reading ability.

Tables VIII through X show the pre-posttest results of the Dolch Basic Word List. Three teachers administered this test to their classes. The most gains were shown at the pre-primer level for the first grade group and the remaining two groups made their greatest gains at the primer level.

The first grade group made a 5.75 average word gain at the pre-primer level, with the first grade group making a 6.00 average word gain at the primer level, while the fourth through sixth grade group made a 2.52 average word gain at the primer level. This test was not administered to children at the preschool level.

Table VIII

DOLCH BASIC WORD LIST

AREA Wasco County CA 5-6 First Grade
SCHOOL Colonel Wright Elementary

	Pre Primer 40 Total		Primer 50 Total		One 41 Total		Two 46 Total		Three 41 Total	
Students	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1.	24	34	0	9	0	2	0	2		
2.	1	9	0	5						
3.	32	35	9	12						
4.	0	10	0	4						
5.	0	6	0							
6.										
7.	0	4	0	4	0	1				
8.	8	8	0	7						
Total	65	106	9	41	0	3	0	2		
Gain		+46		+32		+3		+2		
\bar{x} Gain		5.75		4.57		1.00		1.00		

Table IX

DOLCH BASIC WORD LIST

AREA Wasco CountyCA 7-8 Second-Third GradeSCHOOL Colonel Wright Elementary

Students	Pre Primer 40 Total		Primer 50 Total		One 41 Total		Two 46 Total		Three 41 Total	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1.	40		52		41		46		41	
2.	39		51		41		42		38	
3.	39		47		38		37			
4.	37	40	37	51	25	35				
5.	35		45		41					
6.	39	40	51	52	41	41	43	46	39	41
7.	40		48		35		37			
8.	34	39								
9.	40		52		41		46		41	
10.	29	37	42	45						
11.	35	39								
Total	174	195	130	148	66	76	43	46	39	41
Gain		+21		+18		+10		+6		+2
\bar{x} Gain		4.20		6.00		3.33		3.00		2.00

Table X

DOLCH BASIC WORD LIST

AREA Wasco County CA 7-10 Fourth-Sixth GradeSCHOOL Colonel Wright Elementary

	Pre Primer 40 Total		Primer 50 Total		One 41 Total		Two 46 Total		Three 41 Total	
Students	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1.	38	39	47	45	33	29	35	37	32	32
2.	31	37	35	40						
3.	25	32	1	11						
4.	40	40	52	52	40	41	46	46	41	41
5.	39	40	50	51	38	41	43	45	40	41
6.	39	39	37	42	28	27	8	8	3	3
7.	39	40	52	52	38	40	42	42	35	37
8.	39	40	51	52	39	41	38	43	32	38
9.	33	35	20	28						
10.	38	38	45	48	32	34	37	41	27	30
11.	36	40	40	43	32	35	30	36		
12.	38	39	39	45	25	31	6	9		
13.	39	40	52	52	41	41	44	46	39	41
14.	40	40	52	52	40	41	46	46	41	41
15.	40	40	52	52	40	41	44	46	39	40
16.	39	40	52	52	39	40	46	46	41	41
17.	40	40	49	52	40	41	43	46	36	38
Total	633	659	726	769	505	523	508	537	406	423
Gain		+26		+43		+18		+29		+17
\bar{x} Gain		1.52		2.52		1.28		2.07		1.41

4. To provide day care service for young children so that their older siblings can attend the school program.

No data was reported for use in the evaluation of this objective.

Third Party Evaluator's Comments:

This project successfully conducted a summer migrant program in Wasco County. The staff provided an educational program for the children as well as transportation to and from school, hot meals, and health care. This staff is to be commended on their dedication.

Two of the teachers, first grade and fourth through sixth grade, did an exceptional job of monitoring the progress of their children using a pre-posttest design with the Preschool Academic Checklist and the Dolch Basic Word List. The first grade teacher was able to indicate growth of her pupils in academic areas while the fourth through sixth grade teacher did the same in sight reading.

The overall data collection in this project could have been improved if a continual data collection system was utilized. Using this system, teachers could provide instruction in deficient skill areas as identified on the pretest and daily monitor and record the progress made by their pupils. In this way, more complete data could be acquired and there would be no need to conduct a posttest. By using a daily on-going data collection system, a teacher can tell immediately when a skill has or has not been acquired by a child and if not she can make the necessary educational adjustment for the child, i.e., either moving to another skill or reintroducing the same skill using different techniques.

No data were submitted for the evaluation of objective 4 and this is unfortunate since more and more migrant programs are utilizing the service of day care centers to augment the impact of their programs. Evaluative data are needed to measure the extent of this impact.

Area Name: Dayton Summer Migrant School

County: Yamhill

Funding Allocated: \$34,898

Project Beginning Date: June 11, 1973

Project Ending Date: August 3, 1973

School Session: Summer

Number of Migrant
Students Enrolled: 95

Introduction:

Dayton School District #8 was the only district participating in the program. The total number of public school migrant students enrolled (102) were divided into grades preschool through ninth as shown in Table I. There were no nonpublic school migrant children participating in the program. Personnel participating in the program were four teachers, and seven aides. Table II presents the number of certified personnel employed.

Table I
Migrant Students Enrolled

Grade	Enrolled	ADM
Preschool	29	12.2
First	16	5.8
Second	17	7.8
Third	12	5.3
Fourth	7	3.2
Fifth	8	3.5
Sixth	8	4.5
Seventh	2	2.7
Eighth	2	.3
Ninth	1	.0
Total	102	45.3

Table II
Certified Personnel Employed

Number of Certified Personnel Employed	
A. Bilingual	
1. Target group	1
2. Other	0
B. English-speaking	
1. Target group	1
2. Other	4.2
Total	6.2

Supplementary statistical data gathered during the operation of this program are shown in Table III.

Table III
Supplementary Statistical Data

A. Total bus miles	4738	
B. Health examinations	141	
C. Health referrals	48	
1. Vision Exams		
2. Vision referrals		
D. Dental examinations	90	
E. Dental referrals	72	
F. Breakfasts	2526	
G. Morning snacks	2526	
H. Hot lunches	2526	
I. Afternoon snacks	2526	
J. No. of teachers	4	
K. No. of aides		
1. Target group	3	
2. Other	4	
3. How many are bilingual	4	Total <u>7</u>
L. No. of volunteers		
1. Target group	1	
2. Other	0	Total <u>1</u>

Objectives and Evaluation Plan:

Preschool

1. Children will show improvement in academic preschool ability.

To evaluate this objective children were to be administered the Preschool Academic Checklist upon entering the program. Continual evaluation was to be recorded as the child acquired new skills. Improvement was to be reported as to the number of new skills acquired.

2. Children will show improvement in receptive and expressive standard English language development.

To evaluate this objective, children were to be administered the Northwestern Syntax Screening Test upon entering the program. Continual evaluation was to be recorded as the children acquired new skills. Improvement was to be reported as to the number of new skills acquired.

Elementary

3. Children will show improvement in receptive and expressive standard English language development.

To evaluate this objective, children were to be administered the Northwestern Syntax Screening Test upon entering the program. Continual evaluation was to be recorded as the children acquired new skills. Improvement was to be reported as to the number of new skills acquired.

4. Children will show improvement in reading vocabulary.

To evaluate this objective, children were to be administered a Reading Vocabulary Test upon entering the program. Continual evaluation was to be recorded as children learn new words. Improvement was to be reported as to the number of new words learned.

Methodology:

All children that were in the program were given language, academic readiness, and reading vocabulary evaluations to determine skill levels. Once these levels had been identified the children were provided with as much individualized instruction as possible. Classroom aides assisted the teacher in providing individualized instruction.

The preschool program, for children four, five and six years of age, was under the direction of a certified teacher and three aides, and they provided instruction on a team teaching approach. The four instructors provided instruction to four groups of children on a rotating basis, and the instructional needs of the children were identified from test results on the Preschool Academic Checklists and the Northwestern Syntax Screening Test. Two instructors provided instruction in the area of oral English language development. A math program was conducted and an aide taught letter recognition and letter sound recognition. Children moved through the four groups on a regular basis and received instruction from each of the four teachers. A system had been devised whereby the skill areas in which the children were proficient and deficient were recorded. The teacher then taught the specific skills the children needed and documented, on a regular basis, the skills being acquired.

There were two teachers and four aides serving children seven years of age and older at the elementary level. In addition, a Title I reading teacher worked with the migrant children at the elementary level. A team teaching approach was used in the reading program, language program, and the math program. Children served in the reading lab had been assessed on the Dolch Basic Sight Word List and if they knew all the words on the list they were encouraged to read as many books in as many different areas as possible, with the reading teacher collecting data indicating

the number of books read in each area by a child. Children not knowing all of the Dolch Words received instruction in site word development. The reading teacher also used a variety of skill assessment programs to determine other reading skill needs of the children. In the language area, instruction was provided for children in language development in Standard English. Vocabulary development and sentence patterning in English were presented. Math instruction was provided on an individualized basis after skill assessment.

In addition, all children in the program took part in arts and crafts, physical education activities, and field trips.

Results:

Preschool

1. Children will show improvement in academic preschool ability.

Table IV shows the results of the Preschool Academic Checklist on a pre-posttest basis. The average gain per student was 6.3 skills with 221 skills being acquired during the summer session. Large gains were found in naming numerals 1-20, and in recognition of right and left sidedness.

2. Children will show improvement in receptive and expressive standard English language development.

Table V shows the results of the Northwestern Syntax Screening Test on a pre-posttest basis. The average gain per student was 7.4 skills with a total skill gain of 271. A large gain can be seen in the understanding of question words in the receptive area (category who and what).

Table IV
PRESCHOOL ACADEMIC CHECKLIST
SUMMARY SHEET

AREA Yamhill County

CA 4, 5, and 6

SCHOOL Dayton Grade School

TOTAL STUDENTS TESTED 35

TASK	PRE	POST	GAIN	TASK	PRE	POST	GAIN
Knows His Name	24	26	2	Recognizing Sounds			
Arithmetic				s	19	21	2
Counting 1-10	4	7	3	m	9	12	3
Counting 11-20	6	11	5	t	11	12	1
Counting 21-30	3	7	4	n	7	7	0
Counting 31-40	1	1	0	p	9	11	2
Counting 41-50	10	15	5	d	9	11	2
Counting Objects 1-20	18	26	8	Recognizing Words			
Naming Numerals 1-20	9	28	19	cat	10	12	2
Matching Numerals to Objects 1-5	20	27	7	dog	7	8	1
Recognizing Shapes				red	9	11	2
Circle	20	26	6	chair	5	5	0
Square	18	23	5	door	5	5	0
Triangle	15	22	7	boy	6	7	1
Rectangle	15	19	4	girl	5	7	2
Recognizing Size				Writing			
Big	27	31	4	Writing First Name	17	20	3
Little	27	31	4	Writing Numbers 1-10	10	13	3
Knowledge of Time				Writing Numbers 11-20	10	13	3
Morning	13	14	1	Writing Letters A-Z	8	11	3
Noon	3	3	0	Colors			
Night	21	21	0	Identify by Pointing			
Telling Time				red	22	27	5
Clock 1- 9:00 or 11:45	4	7	3	blue	20	23	3
Clock 2- 4:30	1	5	4	green	24	26	2
Recognizing Coin Money				orange	24	27	3
Penny	26	30	4	yellow	22	24	2
Nickel	22	26	4	white	20	21	1
Dime	18	21	3	black	23	23	0
Knowledge of Money				brown	20	20	0
Five pennies/ one nickel	9	14	5	Identify by Naming			
Dime/ two nickels	4	8	4	orange	24		
Reading				black	23	26	3
Recognizing Right and Left				red	22	22	0
Right	19	28	9	green	24	26	2
Left	19	28	9	yellow	22	24	2
Recognizing Difference				blue	19	22	3
Words and Pictures	20	24	4	brown	19	19	0
Recognizing the Same and Difference				white	20	21	1
Shapes	19	25	6				
Letters	19	25	6				
Recognizing Letters							
a	14	18	4				
i	13	16	3				
n	11	14	3				
p	9	15	6				
t	11	15	4				
m	13	15	2				

TOTAL GAIN 221

AVERAGE GAIN PER STUDENT 6.3

TABLE V
NORTHWESTERN SYNTAX SCREENING TEST

Dayton Summer Preschool
CA 4, 5, & 6

RECEPTIVE TASK

EXPRESSIVE TASK

No. of Students 35

	Pre	Post	Gain		Pre	Post	Gain
Nouns				Nouns			
Plurals	19	24	5	Plurals	17	23	6
Possessive	13	22	9	Possessive	15	19	4
Verbs				Verbs			
Present tense	20	22	2	Present tense	19	26	7
Past tense	12	22	10	Past tense	11	19	8
Future tense	11	20	9	Future tense	17	20	3
3rd person	16	21	5	3rd person	15	21	6
Prepositions				Prepositions			
in	18	26	8	in	21	26	5
on	17	27	10	on	19	24	5
under	22	25	3	under	20	23	3
behind	19	24	5	behind	18	24	6
Pronouns				Pronouns			
he	18	23	5	he	16	22	6
she	18	24	6	she	17	23	4
her	20	24	4	her	15	19	6
their	20	23	3	their	16	18	2
himself	18	21	3	himself	20	22	2
Not Statement	21	25	4	Not Statement	20	26	6
Reversal of Subject/Obj.	14	17	3	Reversal of Subject/Obj.	10	15	5
This and That Concept	11	23	12	This and That Concept	15	22	7
Question Words				Question Words			
who	13	27	14	who	15	21	6
what	13	27	14	what	18	24	6
where	18	25	7	where	19	22	3
Understanding Sentences				Understanding Sentences			
statements	21	26	5	statements			
questions	2	9	7	questions	9	11	2

Total Gain Receptive 153

Total Gain Expressive 118

Average Gain Per Student 4.4

Average Gain Per Student 3.4

Elementary

1. Children will show improvement in receptive and expressive standard English language development.

No data was submitted for the evaluation of this objective.

2. Children will show improvement in reading vocabulary.

Table VI shows the results of the Dolch Basic Site Word Test on a pre-posttest basis and the number of library books read by each of the 47 students in the summer session. Of the 47 students, 22 made gains on the Dolch Word List with 12 of them learning all 220 of the words. The average gain was 17 words per student. Four hundred books were read by the 47 students during the summer session with an average of 8.5 books per student.

Third Party Evaluator's Comments:

It was this evaluator's opinion that the organization and data collection in the summer program was much superior to what it had been in the previous summer. The teachers were working as a team and striving to provide a sound educational program for the children. The program was based on the identified needs of the children and an excellent data collection system had been devised at the preschool level by Mary Ellen Barnett. In addition, at the elementary level, data was also collected on a regular basis for instructional purposes. It is evident that this program successfully initiated and implemented an academic program for children during the summer session. This evaluator, however, would encourage the program to submit all of its evaluative data. Failure to submit data in regards to the evaluation of Objective 3 at the elementary level prevented a complete evaluation of the program's total effectiveness.

DAYTON SUMMER SCHOOL

AREA Yamhill County

CA 7-13

220 DOLCH WORDS
(Known)

PUPIL	DATE	PRE-TEST	DATE	POST-TEST	LIBRARY BOOKS READ
1	6/29	178	7/6	183	1
2	6/21	180	7/6	220	17
3	6/25	64	8/3	106	4
4	6/12	156	8/3	206	14
5	6/12	220	8/3	220	14
6	6/12	209	7/9	217	3
7	6/12	219	7/9	220	3
8	6/11	No Test - Language Problem			3
9	6/11	No Test - Language Problem			3
10	6/14	215	8/3	220	9
11	6/14	217	7/27	220	3
12	6/11	220	6/21	220	3
13	7/3	220	7/9	220	1
14	7/3	212	7/9	214	2
15	7/3	220	7/9	220	1
16	6/12	220	8/3	220	12
17	6/26	220	6/28	220	1
18	6/12	220	8/3	220	6
19	6/11	220	8/3	220	23
20	6/12	213	8/3	220	15
21	6/22	220	8/3	220	3
22	6/13	213	8/3	220	9
23	6/13	220	8/3	220	14
24	6/11	220	8/3	220	13
25	6/12	213	8/3	220	26
26	6/11	128	7/10	128	3
27	6/12	107	8/3	175	8
28	6/27	216	8/3	220	7
29	6/21	220	8/3	220	6
30	6/21	203	8/3	220	9
31	6/13	216	8/3	220	14
32	6/14	216	8/3	220	6
33	6/14	220	8/3	220	16
34	6/13	220	8/3	220	5
35	6/15	219	8/3	220	35
36	6/12	137	8/3	173	12
37	6/19	212	8/3	220	6
38	6/19	220	8/3	220	6
39	7/3	220	7/9	220	1
40	7/3	220	7/9	220	1
41	6/12	220	8/3	220	12
42	6/26	175	8/3	212	5
43	6/22	220	8/3	220	20
44	6/29	220	7/23	220	1
45	6/19	60	8/3	93	14
46	6/19	220	7/4	220	9
47	6/20		6/25		1
Total		8,803		9,187	400
\bar{X} 17 words					8.5