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ABSTRACT

Washington's program for migrant education involved 13,543 student participants in regular programs and 3,075 student participants in special programs. The summer program served 1,994 children. Because of new reporting procedures, 52 school districts were able to describe the 6,025 students served in instructional programs, parent activity, staff employment and training, and project characteristics. The study of an evaluation design suitable for migrant education reporting, begun in 1978, remained on schedule and produced results which led to a field test during the year. Mount St. Helens' eruption delayed testing, which will continue in 1980-81. The Migrant Education Center continued to provide recruitment, inservice, parent involvement, and health and instructional services. Through the Secondary Credit Exchange, 590 students earned credits, and 81 men and women earned 2,011 credit hours toward their own degree program. Mobile classroom staff tutored 171 children. The Mini-Corps program provided academic assistance to over 500 children during the summer program. For the first time, data from summer school programs were comparable to the regular year's data because of reporting format revisions. In the fiscal year 1979, 1,994 students participated in school district summer programs and 1,114 students participated in Northwest Rural Opportunities Child Development Center summer programs. (NQA)

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EVALUATION REPORT

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FISCAL YEAR
1980

Program for
Migrant
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1980
WASHINGTON STATE
PROGRAM EVALUATION REPORT
FOR
MIGRANT CHILDREN'S EDUCATION

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February, 1981

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THE WASHINGTON STATE PROGRAM
FOR
MIGRANT CHILDREN'S EDUCATION.

The State of Washington annually provides educational services to the children of migrant laborers. Under the current federal enactment, Public Law 95-561 establishes a funding pattern that utilizes the state education agency to distribute federal monies to "establish or improve state migrant education programs designed to meet the special educational needs of migratory children. . . ." In fiscal year 1980, the grant award to this state was \$7,538,117.

Educational services reach the child through three interacting distribution systems: school district programs, special project administration, and the Migrant Education Center in Sunnyside, Washington. School district programs perform the largest portion of the services and serve as the core of the migrant education program. In total, 16,618 students were served through 52 school districts, eight special projects, and three independent contractors. Tables 1 and 2 list the participating districts and the state's special components.

The five sections of this report reflect this service system. In Section 1, statewide program participation is described. Section 2 is devoted to school district project descriptions and student achievement. In Section 3 the report outlines the array of statewide services and programs coordinated by or housed at the Migrant Education Center. Section 4 describes special projects and the final section summarizes summer activities.

TABLE 1

State of Washington - Migrant Education Programs

1979-80

Instructional Programs

Brewster	Oroville
Bridgeport	Othello
Burlington-Edison	Palisades
Cashmere	Pasco
College Place	Pateros
Conway	Peshastin-Dryden
Dayton	Port Townsend
Entiat	Prescott
Grandview	Prosser
*Highland	Quincy (summer only)
Granger	Royal
Kennewick	Sedro Woolley
Lake Chelan	*Selah
Lind	Sunnyside
Mabton	Tacoma
Manson	Tonasket
Moses Lake	Toppenish
Mount Adams	*Union Gap
Mount Vernon	Walla Walla
*Naches Valley	Wapato
North Franklin	Warden
Ocean Beach	Wenatchee
Ocosta	*West Valley
Odessa	Wilson Creek
Omak	Yakima
Orondo	Zillah

*Cooperative members

Records Sites

Eastmont

TABLE 2

Special Projects and Specialized Program Components

Extended Degree Program - a staff training and career ladder program for classroom aides working with migrant children.

Migrant Education Identification and Recruitment Program (MEIRP) - a program component providing the first contact with the migrant family. MEIRP recruiters enlist and record students on the Migrant Student Record Transfer System and make initial referrals.

Migrant Student Record Transfer System (MSRTS) - a computer record system for the transmittal of health and basic skill information across school district lines. The Washington terminals that are a part of this national network are located in Sunnyside and Othello, Washington.

Mobile Classroom - a mobile van equipped as a classroom carries bilingual teachers and aides directly to rural areas during impaction periods. A recreational program operates in conjunction with this program.

Mini-Corps - a component designed to provide tutoring, cultural awareness and recreational services to migrant children while training young adults for careers in education.

Preschool Programs - Northwest Rural Opportunities, Berry Day Care Center, and Enterprise for Progress in Communities (EPIC) operate preschool programs as a part of the Washington State Migrant Program.

Secondary Credit Exchange - a program designed to assist in the transfer of academic credits of migratory high school students. The Secondary Credit Exchange is a nationally validated program.

Individualized Bilingual Instruction - a nationally validated bilingual program that attempts to provide continuous education for the migrant child by paralleling programs in Washington and Texas.

The Washington State program is administered through the Migrant Education Office, Division of Grants and Equity Programs, Superintendent of Public Instruction (SPI). This office directs a number of functions including monitoring, coordination of special projects, and formulation of data collection systems. The Washington State Director is Raul de la Rosa, Administrator, Title I and Title I Migrant.

In 1979-80, the monitoring function was shifted from the Migrant Education Center to the state office in Olympia. This enabled increased monitoring coordination between Title I regular and Title I Migrant programs. Through June 30, 1980, 41 districts were monitored. A listing of the district monitoring data and the date the compliance report was accepted is as follows:-

<u>District</u>	<u>Date Monitored</u>	<u>Compliance Report Accepted</u>
Brewster	5/15/80	9/11/80
Bridgeport	2/27/80	7/17/80
Burlington-Edison	3/13/80	9/11/80
Cashmere	4/18/80	7/30/80
College Place	3/ 3/80	1/30/81
Conway	3/12/80	7/17/80
Dayton	5/13/80	11/24/80
Grandview	2/19/80	9/17/80
Lake Chelan	2/26/80	9/18/80
Lind	5/ 9/80	7/17/80
Mabton	4/16/80	waived
Manson	4/14/80	7/17/80
Moses Lake	2/25/80	7/17/80
Mount Adams	3/19/80	9/25/80
Mount Vernon	3/12/80	10/ 1/80
Naches Valley Co-op	3/18/80	7/17/80
North Franklin	3/ 4/80	9/17/80
Ocean Beach	4/17/80	7/31/80
Ocosta	4/ 9/80	10/ 3/80
Orondo	2/25/80	7/17/80

Monitoring, Continued:

<u>District</u>	<u>Date Monitored</u>	<u>Compliance Report Accepted</u>
Odessa	2/22/80	9/18/80
Palisades	4/ 9/80	9/19/80
Pateros	2/27/80	11/ 3/80
Toppenish	3/ 4/80	not available
Oroville	3/ 3/80	9/17/80
Othello	4/25/80	9/25/80
Peshastin-Dryden	3/17/80	7/17/80
Port Townsend	3/20/80	7/30/80
Prescott	5/21/80	9/17/80
Prosser	2/20/80	8/22/80
Royal	2/21/80	7/30/80
Sedro-Woolley	3/14/80	8/ 1/80
Sunnyside	2/28/80	7/17/80
Tacoma	4/ 7/80	10/ 1/80
Tonasket	3/ 5/80	7/17/80
Wapato	3/17/80	9/25/80
Warden	3/11/80	7/17/80
Wenatchee	3/17/80	7/21/80
Wilson Creek	4/15/80	9/25/80
Yakima	3/24/80	9/17/80
Zillah	3/30/80	7/30/80

Monitoring reports and compliance information are maintained at the state and district level. This year monitoring reports indicated that programs were noted for their "versatility" and "comprehensiveness" in adapting to the needs of the migrant child. The most common exceptions during the 1979-80 year proved to be the lack of documentation related to the coordination of Title I and Title I Migrant programs.

The state office also supervises the delivery of support services through the Migrant Education Center located in Sunnyside, Washington. Section 4 is devoted to a full description of the projects and services housed at the center.

To insure the involvement of migrant parents and educators in state level needs assessment and policy formation, the state office works closely with an advisory committee. The State Advisory Committee (SAC) is composed of parents, community leaders, and school administrators who represent the interests and voice the educational needs of migrant children. The 1979-80 State Advisory Members are:

Martin Chacon	Yakima
Macario Correa	Sunnyside
Margaret Crossland	Naches
Maria Day	Burlington
Les Domingos	Pasco
Bee Murphy	Lake Chelan
Louis Ochoa	Mesa
María Patino	Moses Lake
Margarita Rodriguez	Mount Vernon
Aurora Salazar	Burlington
Connie Sandoval	Sunnyside
Delia Veliz	Grandview
Maria Vizarro	Wapato
Elvira Zamora	Pasco

In accordance with the national priorities established under Public Law 95-561, the Washington State Migrant Education Program is designed to meet the educational, health, and nutritional needs of the children of migrant laborers. Through joint efforts of the State Migrant Advisory Committee, state office personnel, and school district program staff, national priorities have been further refined to produce state goals and objectives. The complete listing of state program objectives can be found in the 1979 Washington State Program for Migrant Children's Education.

Section 1

STATEWIDE PROGRAM PARTICIPATION

The Migrant Student Record Transfer System (MSRTS) is a national computer network that facilitates the transfer of the educational and health records of migrant children. When a migrant child enters the state and is identified and deemed eligible he or she is assigned an identification number on the MSRTS. As a record of information is assembled from eligibility forms, the student data are added to the national bank of information in Little Rock, Arkansas. When a family moves from one district to another to engage in seasonal agricultural, lumber or fishing work, a copy of the child's record is sent to the new school.

The MSRTS serves a second purpose. As students are recruited and enrolled in schools, or served in special projects, state level records of participation are formulated. In addition, state level summaries for selected health services, testing, and support services are provided. It should be noted that school districts independently report the number of students served through state end-of-year reports. These figures, reported in Section 2, represent only the subset of children served in academic programs. The MSRTS summaries capture all services in school and special programs and are, therefore, used to describe the full extent of Washington State's services.

During the 1980 fiscal year, Washington State programs served 13,543 students through 52 school districts. Grade level data (Table 3) show that the majority of the migrant children served are in kindergarten through grade six. The school-aged population of migrant children has remained relatively stable over the last three years with an increase of only 507 students (4%) since 1978. A review of the last five years of comparable state level migrant program data shows an overall increase of 1,747 in the number of students served. This indicates a 13% increase over the 1975 population total.

TABLE 3

Migrant Student Enrollment by Grade Level

1976-80

Grade Level	1976	1977	1978	1979	1980
Pre-K	--	--	--	58	74
K	1,146	1,062	1,173	1,257	1,337
1	1,190	1,894	1,678	1,622	1,643
2	1,031	1,177	1,435	1,588	1,454
3	1,043	1,225	1,360	1,383	1,437
4	1,012	1,051	1,329	1,270	1,309
5	1,039	1,119	1,168	1,312	1,223
6	1,009	1,031	1,150	1,096	1,179
7	923	967	1,045	1,090	1,001
8	850	772	924	904	903
9	755	663	679	768	744
10	604	412	428	500	574
11	466	706	308	355	353
12	728	174	181	206	228
Special Ed.	--	(other) 1,077	178	150	84
Total	11,796	12,330	*13,036	13,559	13,543

*The 1978 enrollment by grade level (13,036) and the 1978 enrollment by ethnic status (13,252) should be equal. They are not, but these are the totals provided by school districts. At this time, the figures are not reconcilable.

Some migrant education programs have been developed for special categories of students. Separate enrollment counts by program category are available. Table 4 summarizes enrollment data for night school, Mini-Headstart, Northwest Rural Opportunities Centers (NRO), Enterprise for Progress in the Community programs (EPIC) and specialized entitlement programs. When all programs are totaled, 16,618 individuals participated in regular year programs. This total does not include the 1,114 NRO summer enrollees.

The number of school districts and the location of project sites in the specialized program categories varies greatly. For instance, not all districts offer night schools and some special project sites are not tied to district boundaries. Table 5 clarifies service distributors for specialized programs and also provides the enrollment count by location.

TABLE 4
Migrant Student Enrollment by Program Category

Program	Cumulative Enrollment
District Programs (regular)	13,543
Night School Enrollment	575
EPIC Programs	685
Mini-Headstart Programs	100
Northwest Rural Opportunities Child Development Centers	1,424
Specialized Entitlement Programs	291
Total	16,618

TABLE 5

Specialized Program Enrollment by Location

Location	Night School	NRO Regular	NRO Summer	Other Specialized Programs	
Brewster					
Bridgeport					
Buena				EPIC	156
Cashmere					
College Place					
Connell				Mini-Head Start	50
Conway					
Dayton	16				
Eastmont					
Entiat					
Grandview		140	130		
Granger	44	89	54		
Lake Chelan	19				
Kennewick					
Lower Naches				EPIC	106
Lynden			60		
Mabton	45	117	165		
Mabton Migrant Ctr.		36	51		
McKinley				EPIC	123
Moses Lake		56	59	Mini-Head Start	50
Mount Vernon					
Naches Valley					
North Franklin	117				
Ocean Beach					
Ocosta					
Odessa					
Omak					
Orondo					
Oroville					
Othello	1	174	44		
Palisades					
Pasco	169	99	43	Ed. Inst. for Rural Families	237
Pateros					
Peshastin-Dryden	111				
Port Townsend					
Prescott	30				
Prosser	2		90		
Quincy		80	26		
Royal					
Sedro Woolley		69	60		
Selah Co-op					
Sunnyside	17	144	108	EPIC	34
Tacoma					
Tonasket				Ellisford Daycare	31
Toppenish		74	51		
Upper Valley				EPIC	87
Wapato	4		46	Homebase Preschool	23
Walla Walla		172	127		
Whitstran		83			
West Valley					
Wilson Creek					
Yakima				EPIC (Ruth Child)	179
Total	575	1,424	1,114		1,076

TABLE 6

Cumulative Enrollment by District Showing Migrant Status Only
Regular Programs Only

District	Enrollment	I	II	III	IV	V	VI
Brewster	123	53	25	45			
Bridgeport	76	59	4	13			
Burlington-Edison	157	147	5	5			
Cashmere	76	44	15	17			
College Place & Walla Walla	129	93	8	28			
Conway	29	26	2	1			
Dayton	58	53		5			
Eastmont	60	22	19	19			
Entiat	16		10	6			
Grandview	636	156	225	255			
Granger	433	202	157	66	1	1	6
Highland	91	47	15	29			
Kennewick	277	105	55	117			
Lake Chelan	188	50	61	77			
Lind	37	11	6	20			
Mabton	414	281	97	36			
Manson	96	48	28	20			
Moses Lake	545	350	84	111			
Mount Adams	64	14	22	28			
Mount Vernon	135	44	51	40			
Naches Valley	128	58	35	35			
North Franklin	462	272	77	113			
Ocean Beach	185		2		81	43	59
Ocosta	153	2	7	7	58	27	52
Odessa	28	4	11	13			
Omak	25	19	2	4			
Orondo	83	45	15	23			
Oroville	190	85	71	34			
Othello	882	481	93	308			
Palisades	28	17	6	5			
Pasco	1,325	761	158	406			
Pateros	35	14	14	7			
Peshastin-Dryden	32	26	3	3			
Port Townsend	70	5	13		24	25	3
Prescott	29	25		4			
Prosser	333	178	60	95			
Quincy	334	187	58	89			
Royal	198	85	83	30			
Sedro Woolley	46	12	20	14			
Selah Co-op	112	36	34	42			
Sunnyside	1,359	660	372	327			
Tacoma	209	118	68	23			
Tonasket	92	59	13	20			
Toppenish	876	442	202	199		32	1
Union Gap	122	59	36	27			
Wapato	638	240	119	277	2		
Warden	264	189	31	44			
Wenatchee	177	71	38	68			
West Valley	132	64	21	47			
Wilson Creek	51	39	5	7			
Yakima	1,261	414	293	554			
Zillah	44	18	18	8			
Totals	13,543	6,490	2,867	3,771	166	128	121
		48%	21%	28%	1%	1%	1%

TABLE 7

Number of Migrant Students by Migrant Status
Regular School Programs

Migrant Status	1976-77	1977-78	1978-79	1979-80
I. Interstate Agricultural	6,796	6,920	6,974	6,490
II. Intrastate Agricultural	2,808	2,950	3,129	2,867
III. Settled out Agricultural	2,517	3,001	3,047	3,771
IV. Interstate Fishing Industry	44	151	151	166
V. Intrastate Fishing Industry	78	114	114	128
VI. Settled out Fishing Industry	87	116	144	121
State Total	12,330	13,252	13,559	13,543

The final migrant population variable to be examined is ethnic status. Table 8 lists the cumulative enrollment for each school district with a breakdown by ethnic status. In the overall state totals, Mexican-American children make up the largest ethnic category with 78%, a 2% increase over 1979. The Anglo population decreased from 22% to 19% during this time. American Indian migrant students have increased by 100, primarily due to increases in the Toppenish School District. This brings a change in that category from 1% to 2%.

TABLE 8

Cumulative Enrollment by District Showing Ethnic Status
Fall, 1979 to Spring, 1980

District	Cumulative Enrollment	Anglo	Mexican-American	American Indian	Black	Other
Brewster	123	86	35			2
Bridgeport	76	45	31			
Burlington-Edison	157		157			
Cashmere	76	47	28			1
College Place & Waila Walla	129	10	119			
Conway	29	1	28			
Dayton	58		58			
Eastmont	60	39	20	1		
Entiat	16	16				
Grandview	636	26	610			
Granger	433	28	405			
Highland	91	18	72			1
Kennewick	277	22	254			1
Lake Chelan	188	50	61	77		
Lind	37	2	35			
Mabton	414	6	408			
Manson	96	70	24	2		
Moses Lake	545	68	471		1	5
Mount Adams	64	10	53	1		
Mount Vernon	135	5	130			
Naches Valley	128	65	62	1		
North Franklin	462	17	445			
Ocean Beach	185	143		42		
Ocosta	153	146	1	4		2
Odessa	28	20	7			1
Omak	25	6	19			
Orondo	83	42	41			
Oroville	190	146	27	17		
Othello	882	18	864			
Palisades	28	16	12			
Pasco	1,325	18	1,307			
Pateros	35	22	13			
Peshastin-Dryden	32	15	17			
Port Townsend	70	65	2			3
Prescott	29	4	25			
Prosser	333	6	327			
Quincy	334	116	211	7		
Royal	198	84	114			
Sedro Woolley	46	11	26	9		
Selah Co-op	112	44	68			
Sunnyside	1,359	23	1,336			
Tacoma	209	37	49	48	8	67
Tonasket	92	42	47	3		
Toppenish	876	52	780	44		
Union Gap	122	82	40			
Wapato	638	85	549			4
Warden	264	10	254			
Wenatchee	177	105	60	12		
West Valley	132	36	96			
Wilson Creek	51	29	22			
Yakima	1,261	548	672	23	3	15
Zillah	44	22	22			
	13,543	2,624	10,514	291	12	102
	100%	19%	78%	2%	<1%	1%

Two more dimensions of the state's migrant student population are described in this section -- migrant status and ethnic designation. These categories describe the origin, work status, and degree of mobility for the state's population as a whole. Migrant status for the children of agricultural and fishing industry workers is defined as follows:

<u>Status</u>	<u>Description</u>	<u>Definition</u>
I	Interstate agricultural or horticultural	The child whose parents come from out of state to engage in agricultural/horticultural work
II	Intrastate agricultural or horticultural	A child whose parents move to another area in the state to engage in agricultural/horticultural work
III	Settled out agricultural or horticultural	A child whose parents have formerly been Status I or II but who have ceased to migrate for the last five years.
IV	Interstate fishing	A child whose parents come from out of state to engage in fishing industry.
V	Intrastate fishing	A child whose parents move to another area in the state to engage in fishing industry.
VI	Settled out fishing	A child whose parents have formerly been Status IV or V but who have ceased to migrate for the last five years.

A breakdown of the state's migrant student population by district and by status is provided in Table 6. In 1979, Status I students made up the highest portion of migrants with 48%, followed by 28% Status III students and 21% status II students. Approximately 1% of the state's migrant students fall into categories IV, V, and VI.

A shift in migrant status can be noted over the 1979 totals. Status I migrants have decreased 4% from 6,974 to 6,490. Status III, settled out agricultural, have become the second rather than third most served category shifting from 22% in 1979 to 28% in 1980. Fishing industry categories IV and VI have

slightly increased in number but still remain at less than 3% of the total. The full array of students by migrant status for the time period 1976 through 1980 is found in Table 6.

These same percentage changes are reflected in the display of ethnic status over the time period 1977-1980 (Table 9). The Mexican-American classification continues to increase in terms of percentage of the population served as the general population increases. The Anglo student percentage has correspondingly decreased from 27% to 19%.

TABLE 9

Number of Migrant Students by Ethnic Status
1977-80

Ethnic Status	1977	1978	1979	1980
Anglo	3,343 (27%)	3,190 (24%)	2,932 (21%)	2,624 (19%)
Mexican-American	8,785 (71%)	9,792 (74%)	10,339 (76%)	10,514 (78%)
American Indian	152 (1%)	178 (1%)	192 (1%)	291 (2%)
Black	27 (1%)	15 (1%)	7 (1%)	12 ($<1\%$)
Other	23 ($<1\%$)	77 ($<1\%$)	89 (1%)	102 (1%)
Total Cumulative Enrollment	12,330	*13,252	13,559	13,543

*See note on page 8

In summary, the 1979-1980 student population remained relatively stable, but the total number of migrant students served is slightly higher when the preschool and night school enrollment are added. The 1980 total of 16,618 students was 1,486 (approximately 1% increase) over the 1979 total of 15,132. The state office has attempted to use a consistent format for migrant student data collection. At present, information on enrollment can be compared from 1976-1980 (Table 10). Program emphasis, definition and classifications have changed slightly over the years, however, a general growth trend can be noted. Preschool enrollment shows the largest growth with the population almost doubling in five years. The night school population, after a steady decline, seems to be headed toward earlier high levels.

TABLE 10
Washington State Migrant Program Enrollment

	1976	1977	1978	1979	1980
Cumulative Enrollment	11,796	12,330	13,252	13,559	13,543
Night School	864	375	253	510	575
Preschool	1,146	940	1,091	1,063	2,500
Total	13,806	13,645	14,596	15,132	16,618

The MSRTS network assists agencies that serve migrant children. In an effort to document multiple services in the state's school districts, the records of thousands of children are formed and periodically "updated." This tremendous task falls to MSRTS record clerks in school districts and the Migrant Education Center MSRTS staff. In fiscal 1980, 84% of all Washington records were reviewed and updated. The final table in this section (Table 11) lists the number of district record updates for the time period July 1, 1979, to June 30, 1980.

TABLE 11

State Record Update Report

District	Cumulative Enrollment	No. of Records Updated	Percent
Brewster	123	102	83%
Bridgeport	76	71	93%
Burlington-Edison	157	135	86%
Cashmere	76	58	76%
College Place & Walla Walla	129	82	64%
Conway	29	24	83%
Dayton	58	52	90%
Eastmont	60	36	60%
Entiat	16	9	56%
Grandview	636	615	97%
Granger	433	352	81%
Highland	91	69	76%
Kennewick	277	181	65%
Lake Chelan	188	188	100%
Lind	37	30	81%
Mabton	414	287	69%
Manson	96	89	93%
Moses Lake	545	421	77%
Mount Adams	64	58	91%
Mount Vernon	135	90	67%
Naches Valley	128	84	66%
North Franklin	462	426	92%
Ocean Beach	185	131	71%
Ocosta	153	125	82%
Odessa	28	24	86%
Omak	25	25	100%
Orondo	83	72	87%
Oroville	190	166	87%
Othello	882	842	95%
Palisades	28	28	100%
Pasco	1,325	1,105	83%
Pateros	35	23	66%
Peshastin-Dryden	32	24	75%
Port Townsend	70	29	41%
Prescott	29	0	0%
Prosser	333	302	91%
Quincy	334	63	19%
Royal	198	161	81%
Sedro Woolley	46	43	93%
Selah Coop	112	82	73%
Sunnyside	1,359	1,337	98%
Tacoma	209	127	61%
Tonasket	92	91	99%
Toppenish	876	700	80%
Union Gap	122	79	65%
Wapato	638	561	88%
Warden	264	247	94%
Wenatchee	177	165	93%
West Valley	132	94	71%
Wilson Creek	51	38	75%
Yakima	1,261	1,193	95%
Zillah	44	23	52%
	13,543	11,359	
			84%

Section 2

SCHOOL DISTRICT PROJECT DESCRIPTIONS

The 1979-80⁸ school year marks the initiation of a revised management information format for local education agencies. Prior to this time, school districts reported on program objectives but there was not a standardized procedure for aggregating data related to the instructional program. The MSRTS data were available but these figures represented students served in all programs. The number of students in instructional programs was needed. In an effort to obtain this information the end-of-year reporting system was revised to capture descriptive information about the project.

The State of Washington adopted the Title I Evaluation and Reporting System (TIERS) in 1977. The system proved to be a useful means for simplifying school district reporting and providing adequate data for federal reporting requirements. In using "project"¹ as the variable of central focus, school districts were required to define and describe the methods selected for using Title I dollars. Specific evaluation models were also prescribed for measuring student achievement. Because the system has proven to be useful at the state level, the TIERS format was adopted for all Title I programs, including Title I Migrant, and Title I Neglected and Delinquent after specific revisions were made for each program: evaluation models were not mandated in Title I Migrant. The following section summarizes data drawn from Title I Migrant school district projects for the 1979-80 school year. A total of 52 school districts with instructional programs reported this year.

¹A project is an instructional treatment with objectives, methods, materials, personnel, and activities that are uniform for all those it serves. A project may exist in one or more grades within a school, or in one or more schools within a district, or even in several districts. Many Title I projects are clearly defined by their application for funding. In cases where a single application results in the funding of several qualitatively different instructional treatments at different sites, the term project is reserved for the individual treatments and not for the funded composite.

School districts in Washington offered 55 reading projects, 44 mathematics projects, and 35 oral language development projects. Sixteen academic projects listed as "other" were reported. The projects were offered in 151 buildings in grades 1 through 12. Migrant projects served 6,025 students in instructional programs. An additional 440 migrant children participated in special education programs. A unique migrant program feature is the "extended day" option where students attend academic programs and then stay beyond regular hours for additional extracurricular activities. Two hundred seventy-three students were provided with extended day activities.

An examination of program participation by subject matter reveals factors related to the size and content of the state's programs. In 1979, reading projects served 4,999 students; math projects served 4,483 students; readiness programs had 459 participants; oral language programs were offered to 4,362 children. Table 12 displays the subject matter categories and the number of participants who received Spanish or English instruction. The state total of 12,469 is a duplicated count.

Table 12

District Instructional Services by Subject Matter

Reading (English)	4,239
Reading (Spanish)	760
Oral Language (English)	2,882
Oral Language (Spanish)	148
Readiness	459
English Language Deficiency	843
Mathematics (English)	2,543
Mathematics (Spanish)	194
Other subjects	401
Total (duplicated)	12,469

By far, the most commonly used Title I service model was the pull-out model (94%). Approximately 5% of project grades used various forms of the classroom model. Other models accounted for 1%. A complete description of the Title I/Title I Migrant service models is included as Appendix A.

The average project hours per week varied by subject matter. Reading projects were conducted for an average of 2.8 hours per week for 35 weeks. Mathematics projects were conducted for an average of 2.4 hours per week for 34 weeks. Oral language projects averaged 2.5 hours for 34 weeks.

To conduct these projects, school districts hired 239.6 full-time equivalent staff members. A total of 440 persons received all or a part of their employment in these same programs. Migrant funds paid for 211 full-time equivalent persons. Other funding sources paid for an additional 28 full-time equivalent staff. The base for one full-time equivalent staff member varies for certificated and classified persons. Certificated persons work on a 1080 hour base per year. Tutors, aides, and clerks work on a 2080 hour base per year. The full listing of staff members by position appears on Table 13.

Table 13

District Level Migrant Program Staff				
1979-80				
Position	One (1) FTE Equals	Number	Migrant Program Funded (FTE)	Funded by Other Sources (FTE)
Administrators	1080 hours	39	9.4	9.9
Teachers	1080 hours	135	88.1	7.8
Counselors	1080 hours	13	5.0	.9
Aides/Tutors	2080 hours	184	82.0	6.9
Record Clerks	2080 hours	51	22.9	2.6
Secretarial/Clerical	2080 hours	18	3.8	.2
		440	211.20	28.30

Training for migrant staff was provided by a number of sources including the school districts, the Migrant Education Center in Sunnyside, Washington, colleges, universities, and the state education agency. The district program administrators received an average of 21 hours of inservice throughout the year. Teachers received an average of 27 hours of inservice. Aides and tutors were exposed to approximately 16 hours of inservice. Record clerks received on the average of 22 hours of inservice from all sources. Table 14 displays the average amount of inservice by job classification and by provider.

Table 14

Average Hours of Inservice by Classification and Provider
July 1, 1979, to June 30, 1980

Classification	Provided by District	Provided by Migrant Center	All Other Sources
Administrators	5.20	8.50	7.36
Teachers	6.62	16.87	3.57
Aides/Tutors	5.02	9.02	1.88
Record Clerks	5.18	14.04	2.67

Services such as health screenings, recruitment efforts, tutoring projects and secondary programs are provided through school district cooperation. Because these services have separate project funding and/or they are administered through the Migrant Education Center, they have been described and included in Section 3.

Student Achievement. The measurement and reporting of student achievement are priorities in the state evaluation design. Previous efforts to obtain comparable, reliable data have failed due to the lack of suitable evaluation models. Compounding this problem is the fact that models that facilitate data aggregation, are not sensitive to the needs of migrant children.

In 1976, Washington adopted the United States Office of Education (USOE) Title I Evaluation System. The 1977-78 pilot testing showed the models' usefulness for the majority of LEAs. However, districts with significant numbers of migrant children found the models' testing requirements to be in conflict with school attendance patterns of migrant children. A more sensitive system that could be used for Title I reporting within migrant program operating constraints was proposed.

The Testing and Evaluation Section of the Superintendent of Public Instruction formulated a project which examined the possibility of linking Title I evaluation information with the Migrant Student Record Transfer System (MSRTS) data. The first phase of this research project conducted in 1979 centered on three tasks. First, teams of migrant teacher consultants examined the match between classroom instruction for migrant children and the skills, mastery level, and grade level of MSRTS/Math Skills List items. Second, the teacher consultant teams examined test items from criterion-referenced tests to see if the items corresponded to Math Skills List items. The test items were also examined for cultural, racial, and sexual bias. A third task involved the examination of the same criterion-referenced tests by testing specialists. In this review, tests and objectives were examined as a package.

Final results were not conclusive. The teacher consultants found a good match between criterion-referenced test items and classroom tasks but no one test corresponded to Math Skills List better than any other test. The project

however, generated enough district interest in criterion reference testing to warrant a field testing in 1980.

Four tasks were accomplished during this year's effort. The participating district representatives began by defining district testing requirements. Sixteen requirements ranging from "limited length of test" to "sequential items" were delineated. The representatives also outlined the proposed uses of the information, reviewed, and selected a test instrument. Project staff from Educational Service District 123 and representatives from the state office and the Northwest Regional Educational Laboratory advised on these tasks and developed a management plan for the study.

The California Achievement Test and the Diagnostic Math Inventory were scheduled to be administered during the third week of May, 1980, in selected third, fourth, and fifth grades in the Prosser, Othello and Pasco school districts. The selected week for testing, the third week of May, 1980, turned out to be an unfortunate choice. The eruption of the Mount St. Helens volcano occurred on May 18, and subsequently a heavy ash fell on eastern Washington. Othello, one of the participating districts, was one of the hardest hit by the ashfall and the school was closed for the rest of the year. The loss of part of the Pasco and all of the Othello results diminished the sample to such a degree that reporting the results was not appropriate.

Work on the project will continue in 1980-81 through the efforts of ESD 123 the same school districts, and the state office. Educational Measurement Services of Olympia will serve as the contractor. In 1980-81 emphasis will be place on the refinement of the computer processing and reporting of scores for state and local use. The migrant student testing research project is a long-range, far reaching portion of the state evaluation design. It is intended to facilitate

the following processes: (1) testing will be geared to the attendance pattern of the child; (2) short-term gains can be measured and recorded at any site of schooling; (3) teachers will have access to verified student skill attainment records; and (4) the nature and quality of the data will be suitable for state-wide aggregation.

The Washington Administrative Code 392-164-085 requires that local education agencies

"... provide a plan for some form of ongoing or continuous assessment which shall be in operation during the dates of the project."

The state requires local evaluation but a state test or the formal evaluation and reporting of data have not been required due to the absence of federal evaluation mandates for migrant children and the research nature of the state project. Student achievement outcomes are, therefore, not included as a part of this report.

Section 3

THE MIGRANT CENTER

School districts impacted by the influx of migrant labor are for the most part located in the Yakima Valley and the Columbia River Basin. The delivery of services to both students and district staff in this area and the state is facilitated by the existence of the Migrant Education Center in Sunnyside, Washington.

The Migrant Education Center houses 45 professionals who assist teachers, parents, and administrators as they work with migrant children. Additional leased space in the Sunnyside School District administration building provides headquarters for the Migrant Student Record Transfer System (MSRTS) and the Migrant Education Identification and Recruitment Program (MEIRP). A video taping facility devoted to the production of migrant education programming and a resource library are also located in the Migrant Education Center.

Inservice, dissemination, health services, instructional materials development and the parent involvement component are some of the varied functions carried out through the center. A brief description of the 1979-80 activities of each of these components follows.

Migrant Education Identification and Recruitment Program (MEIRP). In Washington State, migrant children are identified by trained teams of recruiters and information is made available to school districts. This program component, known as the Migrant Education Identification and Recruitment Program is one of the first crucial contacts with a child and his or her family. The MEIRP recruiters identify students for the specialized programs such as day care or the Secondary Credit Exchange as well as for regular district classes. During the 1979-80 year MEIRP recruiters identified 3,446 migrant students in kindergarten

through grade 12. An additional 1,077 children were referred to preschool and/or daycare programs and 162 dropouts were referred to special programs. By June 30, 1980, 4,698 previously unidentified students were identified for program services.

TABLE 15

Migrant Recruitment Program
July 1, 1979 - June 30, 1980

	Day Care	Preschool	K-12	Dropouts	Other	Total
July	67	72	319	17	0	475
August	134	167	966	57	6	1,330
September	79	83	579	22	2	765
October	37	45	360	13	2	457
November	8	8	56	1	0	73
December	21	26	98	1	0	146
January	31	14	120	5	0	170
February	9	29	101	2	0	141
March	4	25	105	2	0	136
April	32	65	276	15	0	388
May	0	15	36	2	0	53
June	17	89	430	25	3	564
Total	439	638	3,446	162	13	4,698

Migrant student identification begins with a series of visits to the migrant family. The migrant education program is designed to direct services to the migrant child and family contact is essential in reinforcing school attendance. Often the recruiters find that the pressing health, social, and financial problems of the family must be handled first. The MEIRP recruiters do a special service by referring these families to the appropriate agencies. Over 1,200 families were referred to various specialists, programs or agencies this year. Tables 16 and 17 highlight these efforts.

TABLE 16
MEIRP Referral Services to Families
July 1, 1979 - June 30, 1980

Interpreter Service	99	Medical	406
Social Security	123	Food	52
Department of Social and Health Services	63	Clothing	34
Legal Aid	96	Information Center	20
Educational	151	Battered Women	3
Labor and Industries	5	Translations	54
Department of Motor Vehicles	21	Transportation	150
		Employment Security	5
Total Families 1,282			

A total of 3,818 families were visited by MEIRP recruiters in 1980. Out of the 5,621 children in these families, 4,698 were identified or recruited for educational programs. Ancillary services such as home visits, translation services and transportation were also provided by MEIRP. Services during the time period of June 30, 1979, through July 1, 1980, are summarized on Table 17.

TABLE 17

Ancillary Services Provided by the MEIRP Component
 June 30, 1979, through July 1, 1980

Services	Number of Families Served	Number of Students Served
Home Visits	3,818	5,621
Identification & Recruitment	1,386	4,698
Interpretation	632	292
Information	1,282	
Translation	650	339
Transportation	431	292

A final aspect of the MEIRP component that deserves mention is the school survey activities. Each year school districts with a potential migrant student population may be visited. The field representatives assist LEAs identify children and works with the school officials to document the need for services. Listed on the following page are all the school districts which received school surveys by MEIRP staff members during the time period of July 1, 1979, to June 30, 1980.

Districts receiving school surveys by MEIRP staff members during 1979-80 year:

<u>District</u>	<u>Date(s) of Survey</u>
Wenatchee, East Wenatchee, Orondo	July 3-6, 1979
Burlington	July 11, 1979
Royal City	July 23-24, 1979
Peshastin-Dryden	July 31 - August 2, 1979
Moses Lake	August 8-10, 1979
College Place/Walla Walla	August 14-15, 1979
Warden	September 5, 1979
Prescott	September 12-14, 1979
Omak/Wenatchee/Orondo/Pateros	September 18-20, 1979
Tacoma	September 26-27, 1979
Mount Vernon	September 27, 1979
Tacoma	October 1-5, 1979
Yakima	October 9, 1979
Oroville/Okanogan/Omak	October 10-11, 1979
Shelton	October 15-18, 1979
Ephrata	October 18, 1979
Pasco	October 22-24, 1979
Yakima	October 29, 1979
Pasco	November 5-7, 1979
Mattawa	November 15, 1979
Othello	November 16, 1979
Kennewick	November 19-21, 1979
Toppenish-McKinley Head Start	November 29, 1979
Yakima	December 5, 1979
Port Townsend	December 7, 1979
Ritzville	December 19, 1979
Rochester/Napavine	Dec. 20, 1979 & Jan. 2-8, 1980
Walla Walla	January 1, 16-17, 1980
Puyallup	January 18-19, 1980
Centralia	January 18-19, 1980
Chehalis	January 18-19, 1980
Toppenish	February 25-27, 1980
Orondo	March 10-11, 1980
Mabton	March 10-14, 1980
Yakima	March 14, 25, 1980
Connell Mini-Headstart	April 2, 1980
Sunnyside	April 6-10, 1980
Prosser	April 6-10, 1980
Zillah	April 6-10, 1980
Dayton	April 17-18, 1980
Prescott	April 30, May 1, 1980
Orondo	May 12, 1980
Pasco	May 13-14, 1980
Yakima/Cowiche/Tieton	June 25, 1980
Bellingham	June 26-27, 1980

Instructional Component - Parent Involvement. Parental involvement is a national and state goal in migrant education. In an effort to encourage parents to take a more active role in the education of their children, professional staff at the migrant Education Center work with district advisory committees on a year around basis. The staff members encourage participation, inform parents of state programs and assist them in developing the local organization. As local Parent Advisory Councils (PACs) become active, members review program procedures, assist in extracurricular and social activities and provide liaison to other migrant parents.

From July 1, 1979, through December 31, 1979, parent involvement activities were coordinated through the MEIRP component. Twenty-eight schools were visited 2 workshops were developed and 35 presentations on parent involvement were made. The responsibility for parent involvement activities shifted to the instructional component as organizational changes were made at the Migrant Education Center in December, 1979. From January through June 30, 1980, 32 presentations were made, 3 workshops were held and 603 persons attended functions coordinated by the instructional component.

A highlight of parent involvement activities is the annual Migrant Parent Conference. This year marked the third annual conference held October 31 through November 3, 1979, at the Towne Plaza Motor Inn in Yakima, Washington. Two hundred forty-three parents from 30 school districts attended. An additional 306 persons, including staff, guests, students, and group representatives participated in the four-day event. Conference sessions included training, information presentations, mini-workshops, program reviews, and entertainment.

Instructional Component - Inservice. Supplementary instruction is provided to the migrant child via the resource room. Each school is equipped with material so that small groups or individuals can be tutored in a bilingual format. Program review reports indicate that instructional personnel in districts seek assistance in developing programs designed to meet the specific needs of the migrant child. This inservice support was provided by four Migrant Education Center instructional program specialists in the priority areas of reading, math and language arts. The vehicle for inservice training in these areas is a series of workshops aimed at the certificated staff in the migrant resource room. On some occasions, teacher aides and administrative personnel attended. The wide variety of offerings in 1979-80 is listed below.

In addition to these workshops, a six-week summer reading institute is sponsored by the Migrant Education Program and Central Washington University. Thirteen certificated staff took the graduate credit course.

Instructional Inservice Offerings 1979-80

Date	Topic	Site
August 20-24, 1979	Teaching English as a Second Language (ESL)	Sunnyside
September 8-9, 1979	Individualized Reading Instruction	Sunnyside
September 11-12, 1979	Mathematics Instruction	Sunnyside
September 13-14, 1979	Reading in the Secondary Program	Sunnyside
September 29, 1979	ESL/Oral Language Development	Manson
October 26-27, 1979	Math Instruction	Sunnyside
November 8, 1979	Reading/Oral Language Development	Omak
November 9, 1979	Elementary Reading	Omak
November 8-9, 1979	Reading, Math and Oral Language Development	Seattle

Instructional Inservice Offerings 1979-80 (Cont'd)

Date	Topic	Site
November 16, 1979	Standardized Testing	Sunnyside
November 30, 1979	Reading and Math Instruction	Othello
November 30 - December 1, 1979	Reading	Kennewick
December 7, 1979	ESL/Oral Language Development	Wapato
December 8, 1979	Reading	Wapato
January 11-12, 1980	Reading	Sunnyside
January 24, 1980	Math Education	Sunnyside
January 25-26, 1980	Math Instruction-Elementary	Sunnyside
February 8-9, 1980	Math Education	Sunnyside
February 9, 1980	ESL/Oral Language Development	Ellensburg
March 21-22, 1980	Reading Instruction	Sunnyside
March 22, 1980	ESL/Oral Language Development	Sunnyside
April 21-23, 1980	Guzak Reading	Tacoma
May 16-17, 1980	Math Education	Sunnyside
May 16-17, 1980	Reading Instruction	Sunnyside
June 17-19, 1980	Reading	Yakima
June 20, 1980	Reading	Kennewick
June 27, 1980	Reading Inservice	Kennewick

Instructional Component - Skills Information System. The national migrant education program is in the process of piloting a system for communicating skills information in reading and mathematics. This type of information transfer will be helpful in providing continuity of education for migrant students. The Skills Information System (SIS), supported by computer capability, attempts to assess student skill attainment data for teachers' use and for statewide planning and evaluation. In addition to students' specific skills information, the SIS will facilitate the maintenance and treatment of data presently collected, filed and manually treated by the Migrant Student Record Transfer System.

The Skills Management System was implemented in Washington in the areas of math and reading during the 1978 Summer School Migrant Program. In September, Early Childhood Education was added to the system. Training was given to 200 migrant teachers, aides, state office staff and 10 regional resource trainers selected from participating school districts. These regional trainers served as resource personnel for their respective regions and for local school districts. The trainers responded to questions and assisted the efforts of the Data Entry Specialist (DES) at the MSRTS office in Sunnyside. In November, 1979, a SIS trainer was hired to assist the MSRTS component with this responsibility. A series of regional and local training workshops has been provided since the implementation of the SIS. The list of MSRTS inservice and joint SIS/MSRTS workshops offered this year form Tables 18 and 19.

TABLE 18

Joint Workshops - MSRTS and Skills Information System

Date	Location	No. of Participants
August 13 & 14, 1979	Yakima	56
August 16 & 17, 1979	Richland	38
August 20 & 21, 1979	Wenatchee	37
September 12 & 13, 1979	Tacoma	30
November 14, 1979	Wenatchee	28
March 18, 1980	Sunnyside	34
April 26, 1980	Lake Chelan	73
June 23, 1980	Sunnyside	7

TABLE 19

MSRTS Inservice

Date	Location
July 17, 1979	Quincy
August 7, 1979	Connell
August 17, 1979	Connell
September 4, 1979	Othello
September 14, 1979	Othello
September 18, 1979	Sunnyside
September 21, 1979	Mount Adams
October 11, 1979	Port Townsend
December 11, 1979	Mount Vernon
February 7, 1980	Sunnyside
March 10, 1980	Mount Vernon
March 11, 1980	Wenatchee
March 12, 1980	Yakima
March 13, 1980	Pasco
March 19, 1980	Dayton
May 28, 1980	Prescott

Instructional Component - Health Services. Public Law 95-561 requires that the state education agency provide health, welfare, and other support services to eligible school-aged migrant children. In 1978-79 substantial changes were made in the plan for the delivery of those services in Washington. These revisions established the foundation for the new program services objectives. Migrant child health remained an area of critical need and through Parent Advisory Committee endorsement, health services were placed as a high priority for fiscal 1980.

An assessment of migrant health services showed that "health screenings" remained the primary contact with the migrant child. The evaluation showed this method lacked consistency across districts and that some health problems were overlooked in separate screenings. In a move to provide more extensive health services, complete physical examinations were given. Follow-up services were provided through a variety of agencies, associations and clinics and each service was documented. Table 20 summarizes the efforts of the various health providers.

The State of Washington Migrant Education Program has taken the initiative to develop a program of health services which will positively affect the health of the migrant child. This program, which will build over the next five years, was predicated on the cooperative efforts of schools, rural health clinics, state and local health agencies and considerable interest of key professional people from medicine and education. Ultimately, this cooperative program will include medical and dental services, nutrition and hygiene education and parental education.

TABLE 20

Migrant Program Health Services 1979-80

	Migrant Mobile Van	Skagit/Whatcom Rural Opportunity Council	Columbia Basin Health Assoc.	Yakima Valley Farm Workers Assn.	Benton/Franklin Clinic	Educational Service District	Educational Service District 171
A. SCREENINGS							
1. Vision	2,492		360		46	605	636
2. Hearing	1,985		360		19	548	634
3. Dental	3,430	442	360	699	58	614	635
4. Medical	3,430	442	360	699	58	614	550
5. Other					104		575
B. IMMUNIZATIONS	75			482	12	17	633
C. PHYSICAL EXAMS	3,430	442	360	699	58	614	634
D. HEALTH EDUCATION		442	360	150			108
E. FOLLOW UP							52
1. Glasses							52
2. Hearing Aid							12
3. Dental	699			131	7	210	283
4. Medical Treatment (including surgery)	168			54	27	29	49
5. Emergency Treatment	3					1	
6. Medication	638						
7. Other					35		

Instructional Component - Dissemination. The Washington Migrant Education Program staff disseminates information about the wide variety of programs and services available to students and their parents. The mobile nature of the migrant family, however, makes traditional means of communication impractical. In fiscal 1980, efforts were made to reach migrant parents through bilingual publications and an active dissemination program.

Information about the state migrant program reached parents, educators and the public through varied publications. The "backbone" of these sources was the Migrant Education News, a monthly bilingual newspaper with a circulation of 3,000. Three other publications were updated. These were the Washington State Migrant Education Program brochure, the public records brochure and the phone directory. Fourteen additional brochures that describe each special program component have been produced. Other dissemination activities included the preparation of news releases, the visiting of schools, the preparation of display materials and translation. All media work for migrant education publications, including artwork, graphics and photography, was prepared by the media component of the Migrant Education Center. The five specialists served center staff, the state office and components as they prepare materials for parents, public school personnel and mass media. The media section also produced films, slide tapes and video tapes for library, school and television use. Twelve new items were produced in the 1979-80 year.

Section 4

SPECIAL STATEWIDE PROJECTS

The Migrant Education Program is unique in that special projects for a subset of the target population are funded and administered across school district boundaries. Four projects of this nature compliment Washington's array of services. These projects include the Secondary Credit Exchange, Extended Degree Program, Mobile Classroom and the Mini-Corps. The service population for the special projects is statewide and not limited to a select group of school district geographical areas. The project administrators are housed at the Migrant Education Center. A brief description and selected reporting data from each of these special projects follows.

Secondary Credit Exchange. School systems do not usually have the mechanism for the transfer of partial semester credit from school to school for the fulfillment of graduation requirements. An alternative program emphasizing credit exchange and flexible curricula has been formed for secondary migrant students who travel interstate. The Secondary Credit Exchange, a nationally validated program, provides this service.

Eleven school districts in Washington used the Secondary Credit Exchange in 1979-80. During their stay in Washington, the 590 students served by the exchange came from 24 different states. Table 21 summarizes this year's activity by district.

TABLE 21

Secondary Credit Exchange Record 1979-80

Receiving District Name	Number of Students Served Instructional Program	Number of Sending States	Number of Sending Districts	Credits Transferred
Prosser	8	2	2	32
North Franklin	95	3	20	469
Pasco	126	3	25	513
Dayton	16	1	3	108
Granger	35	3	12	170
Othello	58	1	1	129
Peshastin-Dryden	119	1	1	-0 (ESL)
Chelan	21	2	2	36
Sunnyside	17	3	3	40
Prescott	21	1	3	77
Mabton	74	4	15	296
Total	590	24	87	1,870

Extended Degree Program. The Migrant Extended Degree Program provides systematic educational upgrading for Title I Migrant staff. The courses and curricula have been developed to increase staff effectiveness in meeting the special educational needs of migrant children. Central Washington University coordinates the program as courses are arranged at five institutions of higher education - Central Washington University, Eastern Washington University, Yakima Valley Community College, Columbia Basin Community College and Big Bend Community College.

The Extended Degree program served 81 students in 1979-80. Sixty-five were continuing students; 16 were new enrollees. Sixty-two of the 81 participants were teacher's aides, 4 were record clerks, 3 were recruiters and 6 were employed as home visitors. The majority of the participants, 58 (72%) were seeking Associate of Arts degrees, the other 24 (28%) were bilingual studies majors.

Program participants earned a total of 2,011 credit hours this year for an average of 25 per student. The number of participants and range of credit hours earned is described in Table 22.

TABLE 22

Extended Degree Participants and Credits Earned

Number of Credits Earned	Number of Participants
0 - 5	6
6 - 12	11
13 - 20	7
21 - 30	13
31 - 40	8
40 or more	36

Mobile Classroom. The delivery of educational services is extended when a teacher is available to the target population at its convenience. A mobile classroom, "the classroom on wheels," has been established in a van to assist migrant children and dropouts. The large mobile van equipped as a classroom was used primarily in Rainier Courts, a low income housing area in Sunnyside, Washington. Students received skills-based diagnostic testing in reading and math. Mobile classroom teachers developed prescriptions based on the tests and record results in student folders.

The Mobile Classroom served 171 students during the time period June 1, 1979, through May 30, 1980. Twenty-seven dropouts are included in this number. In conjunction with MEIRP and MSRTS, mobile classroom staff identified and recruited 200 eligible students. A recreational program supplemented the tutoring program and over 1,000 children participated. A camping trip for 241 children highlighted this aspect of the program. Tables 23 and 24 elaborate the services of the Mobile Classroom by grade and by subject matter.

TABLE 23

Mobile Classroom Service by Grade

Grade	Number of students enrolled in school	Number of dropouts
Pre K	14	4
1	16	3
2	18	4
3	14	1
4	18	4
5	23	0
6	17	0
7	12	6
8	7	2
9	3	1
10	1	1
11	1	1
12	0	0
Total	144	27

TABLE 24

Mobile Classroom Enrollment by Subject Matter

Subject Matter Area	Number of Students
Reading (English)	144
Reading (Spanish)	12
Oral Language Development (English)	20
Oral Language Development (Spanish)	0
Math or Premath (English)	123
Math or Premath (Spanish)	13
Readiness	8
Total	320

Mini-Corps. The state plan was amended in 1978 to include provisions for a Mini-Corps for the Washington migrant program. The Mini-Corps provides formal supervision, tutoring, and recreation for migrant students and teaching experience for older youths. The corps travels to campsites and housing areas to work with students in the time after classes but before parents return from field work.

The Mini-Corps employed 31 teaching assistants, 3 recreation assistants and 5 coordinators in 1979-80. Five hundred seventy children were served in instructional programs averaging five hours per day. Approximately 530 of these children participated in recreational programs that lasted two to three hours per day.

The Mini-Corps operated in seven school districts -- Pasco, Kennewick, Prosser, Grandview, Mabton, Sunnyside, and Wapato. The teaching assistants tutored kindergarten through seventh grade students in reading, math and oral language development. Extended day activities included outdoor education and environmental programs.

Section 5

SUMMER SCHOOL

The Migrant Education Summer School Program differs from the regular year's program in that it provides full educational service rather than supplemental instruction. This year, 17 school districts operated 68 summer projects. Reading projects numbered 20, mathematics was offered in 18 projects, and 16 oral language development projects served migrant students. Fifteen "other" projects in areas such as readiness and English language deficiency were offered. Summer programs included daily instruction, recreational and sports activities, health and hygiene, cultural presentations, and field trips.

Districts with summer programs were required to report on the revised end-of-year format for the first time in 1980. Seventeen districts reported a total unduplicated count of 1,994 students. The largest programs were those serving kindergarten through fourth grade students in reading and oral language development, conducted in English. Title I Migrant programs served eight special education students in the summer. Extended day programs were offered to 147 students. Tables 25, 26, and 27 summarize summer enrollments.

TABLE 25
Number of Title I Migrant Participants During
1980 Summer Term

Grade	Public	Nonpublic	Total Unduplicated
Pre K	152	1	153
K	321	1	322
1	323	2	325
2	293	2	295
3	296	2	298
4	238		238
5	181	2	183
6	116	1	117
7	22		22
8	13		13
9	3		3
10	13		13
11	9		9
12	3		3
Total	1,983	11	1,994

TABLE 26

Summer Migrant Participants by Subject Matter

Subject Matter Area	Public	Nonpublic	Total duplicated
Reading (English)	1,598	11	1,609
Reading (Spanish)	245		245
Oral Language Development (English)	1,484	11	1,495
Oral Language Development (Spanish)	424	1	425
Math (English)	1,772	11	1,783
Math (Spanish)	252		252
Readiness	499		499
English Language Deficiency	280		280
Other	1,287		1,287

TABLE 27

NRO Child Development Centers - Summer Enrollment
1979-80

District	Cumulative Summer Enrollment
Grandview	130
Granger	54
Lynden	60
Mabton	165
Mabton Migrant Center	51
Moses Lake	59
Othello	44
Pasco	43
Prosser	90
Quincy	26
Sedro Woolley	60
Sunnyside	108
Toppenish	51
Walla Walla	127
Wapato	46
	49
	1,114

Select projects were monitored during the summer. The listing of the district, monitoring data and date of compliance report acceptance follows:

<u>Project</u>	<u>Monitored</u>	<u>Compliance Report Accepted</u>
Burlington-Edison	7/24/80	8/ 4/80
College Place	7/9/80	9/18/80
Grandview	7/15/80	8/ 4/80
Mount Adams	7/17/80	8/ 1/80
Othello	7/23/80	7/28/80
Pasco	7/21/80	8/ 1/80
Prosser	7/10/80	8/ 1/80
Sunnyside	7/14/80	8/14/80
Wapato	7/16/80	8/ 1/80

Monitoring reports indicated that summer programs were "comprehensive," and "well rounded." This was especially true for full-day programs. The most common monitoring exception for these summer projects was related to the development of instructional objectives.

SUMMARY

A review of the activities in the Washington State Program for Migrant Children's Education indicates the completion of another year of productive operation. The Migrant Education Identification and Recruitment Program component enlisted 4,698 students. Enrollment figures show that 13,543 students participated in regular programs. An additional 3,075 students participated in special programs bringing the total MSRTS count to 16,618. The summer program served 1,994 children.

The 1979-80 academic year was marked by changes in the reporting system for school districts. This year 52 districts were able to describe the 6,025 students served in instructional programs as well as parent activity, staff employment and training and project characteristics. The continued use of the Title I reporting format for migrant program reporting will facilitate comparisons between these compensatory education programs in the future.

In 1980 district programs operated within the guidelines established by the Department of Education and select districts were monitored. A substantial amount of time was spent in revising monitoring standards. As the monitoring function was shifted to the state office, the state plan objectives review, formerly a part of the end-of-year report, was changed to a mid-year function. This change allowed districts to correct noncomplying procedures before the program ended and it gave program managers information of program status before final accounting took place.

An important consideration in the Washington migrant program is the status of the state's research study of an evaluation design suitable for migrant education reporting. As indicated in Section 2, the initial study in 1978 reviewed three criterion-referenced tests and the Math Skills List of the MSRTS. A review of the skills list in relation to migrant classroom instruction

was also a part of this study. This project remained on the prescribed timeline and produced results which lead to a field test in ESD 123 during the 1979-80 school year. Unfortunately, the eruption of Mount St. Helens delayed testing and closed schools in the pilot test districts. This state effort will continue in 1980-81.

The Migrant Education Center continued to serve as a vital link in the distribution of services to migrant children. Recruitment, inservice, parent involvement, health and instructional services are some of the functions that continued this year. An organizational change added a program supervisor to coordinate instructional services, parent involvement and inservice. A change in lease arrangements shifted MSRTS to new facilities. A full inservice schedule attempted to meet the needs of district personnel. Continued revision of the health distribution system made for a record year of service. The Migrant Education News continued to link services to clients in its ten bilingual editions.

Four other statewide projects -- Secondary Credit Exchange, Extended Degree, Mobile Classroom, and Mini-Corps had unique roles in Washington's state plan. Five hundred ninety students earned credits through the Secondary Credit Exchange, 81 men and women earned 2,011 hours of credit toward their own degree programs. One hundred seventy-one children benefited from the tutoring of mobile classroom staff. The Mini-Corps program provided combined educational benefits for the tutor and the child as over 500 children received academic assistance during the summer program.

For the first time, data from summer school programs was comparable to the regular year because of revisions in the reporting format. Fiscal year 1979 programming for the Washington State Migrant Education was capped by record breaking participation of 1,994 students in school district summer programs and 1,114 students in NRO Child Development Center summer programs.

Requests for additional information on the Washington State Migrant
Education Program should be directed to:

Title I Migrant Program Office
Division of Grants and Equity Programs
Superintendent of Public Instruction
7510 Armstrong Street S. W., FG-11A
Tumwater, Washington 98504

TITLE I/TITLE I MIGRANT SERVICE MODELS

- PO 21 Child receives all instruction regular class offers; and Title I is in other setting, uses a variety of strategies and materials.
- PO 31 Child receives all instruction regular class offers; and Title I is other setting, uses primarily or exclusively machines.
- PO 41 Child receives all instruction regular class offers; and $\frac{1}{2}$ of Title I is working with child in that classroom, $\frac{1}{2}$ of Title I is in other setting, using a variety of strategies and materials.
- PO 51 Child receives all instruction regular class offers; and $\frac{1}{2}$ of Title I is working with child in that classroom, $\frac{1}{2}$ of Title I is other setting, using primarily or exclusively machines.
- PO 61 Child receives all instruction regular class offers; and $\frac{1}{2}$ of Title I is working with child in that classroom, $\frac{1}{4}$ of Title I is in other setting with variety of strategies, and $\frac{1}{4}$ of Title I is other setting using primarily or exclusively machines.
- PO 22 Child receives 50% of instruction regular class offers; and Title I is in other setting, uses a variety of strategies and materials.
- PO 32 Child receives 50% of instruction regular class offers; and Title I is other setting using primarily or exclusively machines.
- PO 42 Child receives 50% of instruction regular class offers; and $\frac{1}{2}$ of Title I is working with child in that classroom, $\frac{1}{2}$ of Title I is in other setting, using a variety of strategies and materials.
- PO 52 Child receives 50% of instruction regular class offers; and $\frac{1}{2}$ of Title I is working with child in that classroom, $\frac{1}{2}$ of Title I is other setting, using primarily or exclusively machines.
- PO 62 Child receives 50% of instruction regular class offers; and $\frac{1}{2}$ of Title I is working with child in that classroom, $\frac{1}{4}$ of Title I is in other setting with variety of strategies, and $\frac{1}{4}$ of Title I is other setting, using primarily or exclusively machines.
- CL 11 In addition to regular classroom, aides work with Title I children in regular classroom.
- CL 12 A full period of all Title I children. No comparable course offering, no required credit given. Limited to junior and senior high.
- CL 13 A full period of all Title I children. Becomes a regular class, can receive required credit, and district contributes proportionate amount. An equation for Title I's "excess cost" must be included.
- 70 Programs which do not fit model descriptions adequately. Complete description is required, i.e., summer school, N & D, when applicable.
- 71 SCE. Migrant only. This is reserved for Secondary Credit Exchange Programs which do not fit any of the above descriptions. Complete descriptions of proposed program is required.