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ABSTRACT
          Written for Migrant Student Records Transfer System
(MSRTS) specialists, this manual provides information to help them
generate, translate, interpret, use, and update a migrant child's
educational record. The manual serves as a reference to be used in
conjunction with the National MSRTS User's Manual and as initial
orientation and subsequent guide for new MSRTS specialists.
Introductory information includes an overview of the system with
subsequent chapters giving concise and specific instructions for
recordkeeping with examples provided for handling typical cases.
Individual chapters cover the authorization form, parental
concurrence form, management information system form, enrollment
form, non-migrant moves, school enrollment and withdrawal, change in
migrant status, recertification, and termination of migrant status. A
13-page section covers the Migrant Student Educational Record with
steps for completing each of 24 information areas on the form.
Additional chapters cover summer school programs, the specialist's
role in annual migrant program evaluations, and procedures to follow
when keeping records for more than one parish. The references and
resources section includes names, mailing addresses, and phone
numbers for MSRTS staff at state, regional, and parish offices. Also
included are abbreviations and codes needed for recordkeeping and a
copy of the annual evaluation questionnaire for Louisiana's Migrant
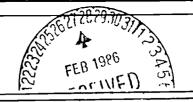Education Programs. (JHZ)

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Louisiana
MSRTS
Manual

Education
Bulletin 1712

Migrant Student Record Transfer System

MIGRANT STUDENT RECORD TRANSFER SYSTEM

LOUISIANA EDUCATIONAL MANUAL

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BULLETIN 1712

FOREWORD

This manual represents the combined efforts of MSRTS Specialists, Migrant Nurses, Technical Assistants, and Data Entry Specialists from throughout the State of Louisiana who were a part of the MSRTS Manual Revision Committee. They truly were the logical authors because of their day to day experiences with the Migrant Student Record Transfer System at local, regional, and State levels. Without the expertise and insight of each one of these people, publication of this informative and comprehensive guide would have been impossible. I gratefully acknowledge the following committee members:

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INTRODUCTION

This Manual is designed to assist the MSRTS Specialist to effectively generate, translate, interpret, use and update a migrant child's educational record. It should be used in conjunction with the National MSRTS User's Manual.

The contents are directed at both experienced and non-experienced MSRTS Specialists. For the experienced it provides a source of reference, and the new MSRTS Specialist can use it for initial orientation and as a subsequent guide.

Because the Migrant Student Record Transfer System must be responsive to changing needs, this Manual has been designed in a loose leaf fashion. You will be kept informed of any revisions through updated pages which the State MSRTS Coordinator will provide.

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GENERAL INFORMATION

The Migrant Student Record Transfer System is a computerized data system which can provide academic and health information on any migrant child to any State and Puerto Rico. The MSRTS was designed to permit schools to share the accumulated understanding of many prior schools about the migrant child and his needs. This shared information tends to free the school to focus its energy on serving a child's needs instead of using it to identify those needs.

The local MSRTS Specialist is the most vital component of this system. Your job consists not only of enrolling all eligible migrant children on the data base, but also keeping the records current and up-to-date. Record-keeping guidelines are discussed in detail later.

You truly merit the title "Specialist." Your activities extend well beyond the mere completion of forms. You must coordinate and supervise the general operation of MSRTS in your parish. While others may obtain the information to be placed on the child's record, it is ultimately your responsibility to be sure it is sent to the terminal center in the correct format for proper entry.

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At times you may feel that you need assistance to be able to fulfill all of the responsibilities mentioned above. MSRTS Technical Assistants are available to you upon request. Simply call the State MSRTS Coordinator collect at (504) 342-3521 to request this service. A visit will be arranged at the convenience of all parties involved, and appropriate correspondence will be sent.

The role of the MSRTS Specialist is one of extreme importance. You are the key to a successful Migrant Student Record Transfer System, for without proper and timely communication between the local projects and the national data base, continuity in education for migrant children would be impossible.

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GLOSSARY

The following terms are often misused. Please become familiar with them and their meanings before reading the remainder of this Manual.

1. <u>Active Files</u> - files of children that are currently eligible in your parish.

2. <u>Active Status</u> - the last qualifying move was made less than a year ago.
     Status 1, 2, 4, 5.

3. <u>Former Status</u> - the last qualifying move was made a year or more ago.
     Status 3, 6. Often referred to as "settled-out."

4. <u>Inactive Files</u> - files of children that once were, but are no longer, eligible in your parish.

5. <u>Non-Migrant Move</u> - occurs when a child and his family move into a parish on a non-qualifying move, but have eligibility remaining on a prev..ous qualifying move.

6. <u>Non-Migrant Status</u> - occurs when parents request that their child be deleted from the Migrant Student Record Transfer System.

7. <u>Pending File</u> - a separate file containing copies of records that have been sent to the terminal center for processing.

8. <u>Status Change</u> - when a child changes from an active status to a former status. This is done one year from the last qualifying move.

9. <u>Recertification</u> - resubmission of the residency date to indicate that a child is still residing in your parish. Funding is generated by the residency date and is <u>not</u> affected by school enrollments and school withdrawals.

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10. <u>Paper Enrollment</u> - a fictitious school enrollment and withdrawal used for children not currently attending school (too young or dropped out), but are residing in your parish. Consists of the residency date, but with the most current year, in the enrollment and withdrawal columns.

11. <u>Actual School Enrollment</u> - Children actually attending school or receiving instruction will be enrolled and withdrawn on the actual date they enrolled or withdrew from school.

12. <u>Interstate</u> - Moved from one state to another.

13. <u>Intrastate</u> - Moved to another parish/county within the same state.

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RECORD-KEEPING GUIDELINES

STATE REQUIREMENTS

In order to comply with the State policy for record-keeping, there are eight procedures you must follow. They are listed below.

1. Authorization Form File - all original authorization forms must be filed alphabetically by the last name of the first child listed on the form. Active and inactive families are filed together. Indicate inactive families in some way. (Example: Some MSRTS Specialists find a colored adhesive dot helpful.) Staple the original Parental Concurrence Form to the back of the matching original authorization form for settled-out families.

2. Suspense Card File - each child in your active files must have, or be listed on, a suspense card. This card is essential for accurate record-keeping. An example of a very effective suspense card can be found in the REFERENCES AND RESOURCES section of this Manual.

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3. Student Folder File - each child must have an individual student folder labeled with his name and filed alphabetically. Active file folders are filed separately from inactive file folders. Each folder, in either file, must contain the following: a) the latest educational record, b) the latest health record (if there is a Migrant Nurse in your parish, health records are kept in a separate file), c) a copy of the original enrollment form, and d) a copy of the original authorization form. These should be the first four documents in each folder, filed in this order. It is required that each time a child's record is updated in any way so that it differs from the original authorization form that you enter the date on the folder and write a brief explanation of the transaction next to it. This simple procedure will fully document your work as well as answer any questions about what was done to a child's record.

4. Pending File - each time you update a child's record, make a Xerox or carbon copy for your pending file. This enables you to be sure the new record is received and that it is accurate. Date each record that is sent to the terminal center, and check the pending file often. If you have a folder in it for more than three weeks, call the State MSRTS Coordinator. After the new record is

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received and checked, destroy all but the most current records and move the folder back to either the active or inactive files.

5. <u>Master List</u> - this is an alphabetical listing of all active students in your parish. This list must contain the following: a) name, b) student identifier, c) status, d) grade, and if possible, e) race. Other helpful information may also be included. This list should be updated as changes occur and must be readily available when requested by the State MSRTS Coordinator.

6. <u>List by Schools</u> - these are alphabetical listings of all children attending school in your parish. Each school has a separate list and must contain the following: a) student name, and b) grade. It is essential to have this list when verifying school enrollments each fall. Update as necessary.

7. <u>Record in School</u> - each child who is being served in the Migrant instructional program must have a copy of his educational record at the school at which he is being served. It is your responsibility to see that this

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record is either brought or sent to the school after you receive it and
checked for accuracy. The confidentiality of this record must be
protected, and it should be placed in a locked file.

8. Guide to System - each MSRTS Specialist should have a written guide to the
record-keeping system used in that parish. This guide should be placed
in the front pocket of this manual. It should enable another person to be
able to come to your office and follow normal procedures.

GENERAL RULES

1. All records must be kept in a locked file cabinet to ensure confidentiality.
This includes educational and medical records and all records in your pending file.
2. All records must be kept for a period of five years after funding has ended.

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3. All records must be updated in <u>red</u> ink, with a copy made for the pending file. You may use carbon or make a Xerox copy, but do not write the data twice.

4. All records must be updated in a legible handwriting.

5. All records sent to the terminal center must be dated. Write the date in the upper, right-hand corner of the record.

6. All records that are updated must be sent to the terminal center on the day they are done. Do not batch!

FLOW OF INFORMATION

1. An authorization form is secured by the Migrant Recruiter and given to the MSRTS Specialist.

2. The MSRTS Specialist completes an enrollment form for each child listed on the authorization form.

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3.   The enrollment forms are sent to the terminal center in Baton Rouge.

4.   Educational and health records are received from Little Rock within ten days.   Three copies of the educational record and two copies of the health record will be sent.

5.   Records are updated as necessary in red ink and sent to the terminal center in Baton Rouge.

6.   Updated records should be received from Little Rock within three weeks.   If they are not, call the State MSRTS Coordinator.

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AUTHORIZATION FORM

NOTE: The following page is a copy of the authorization (or eligibility) form currently being

   used. The colored copies are not included for cost purposes.

Louisiana Migrant Education Authorization Form

VOLUNTARY PROGRAM
Complete If Participating

STUDENT STATUS

1. Interstate Agriculture
2. Intrastate Agriculture
3. Formerly Agriculture

4. Interstate Fishing
5. Intrastate Fishing
6. Formerly Fishing

M S R T S

PARISH: _____

MIGRATORY CHILD'S NAME		DATE OF BIRTH						PLACE OF BIRTH		SCHOOL	
Last	First	MI	S	MO.	DA.	YR.	V.	City, County/Country	ST.		

LEGAL PARENTS		CURRENT PARENTS AND CURRENT ADDRESS		
Last	First	Last	First	Street/Rt./Box
Father		Father		City
Mother		Mother		State, Zip

DATE OF LAST QUALIFYING MOVE	/ /	FROM TOWN	COUNTY/PARISH	STATE
HOME BASE ADDRESS	CITY	STATE	TO TOWN	COUNTY/PARISH	STATE

EMPLOYEE OCCUPATION & PARENT THAT DETERMINES ELIGIBILITY	☐ AGRICULTURE ☐ FISHING	☐ FATHER ☐ MOTHER	☐ GUARDIAN ☐ OTHER	☐ TEMPORARY ☐ SEASONAL

QUALIFYING WORK ACTIVITY _____

ADDITIONAL INFORMATION _____

☐ 1 Am Indian or Ak Native
☐ 2 Asian or Pacific Islander
☐ 3. Black, not hispanic
☐ 4 Hispanic
☐ 5 White, not hispanic

The reason this information is being collected for the Migrant Student Record Transfer System (a nationwide computer system) has been explained to and understood by me I understand it will be available for me to see and obtain if I so desire. The above information is true and correct to the best of my knowledge and I consent to the enrollment of the children named on this form, along with the transfer of academic and health data.

DATE _____ INTERVIEWER _____ PARENT OR GUARDIAN _____

SEA - Original SEA - Yellow TAR - Pink RECRUITER - Gold

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AUTHORIZATION FORM

On the preceding page is a copy of the Louisiana Migrant Education Authorization Form. This form is obtained by the Migrant Recruiter for your parish. It establishes family eligibility and lists identifying data on each child in that family. This form is given to you by the Migrant Recruiter, and it is then your responsibility to enroll each child on the Migrant Student Record Transfer System. Make sure that each child you enroll was born before the last qualifying move. Children born after this move are ineligible. If the name of an ineligible child appears on the authorization form, you should bring this discrepancy to the attention of the Migrant Recruiter for correction. The Enrollment Form is discussed in the next section of this Manual.

Check the authorization form for accuracy. If there are errors, only the recruiter has the authority to make corrections on the <u>original</u> form. Often the recruiter is unavailable to do this immediately, but in order to complete the enrollment forms correctly, the corrections must be made. You may make corrections in red ink on the <u>pink copy</u> of the authorization form. The yellow and pink copies of the authorization form, the yellow PCF when required, and the MIS form are then

sent to the State MSRTS Coordinator along with the enrollment forms. When the recruiter returns to your office, have the corrections made on the original authorization form and send a copy to the State MSRTS Coordinator. When making decisions concerning the accuracy of the authorization form, base them on the information in the last qualifying move and employee occupation sections located near the bottom of the form if the Migrant Recruiter is unavailable.

The following situations occur now and then and are often confusing. Listed below are the state policies for each of them:

1. A family moves away from your parish on a non-migrant move, but they move back into your parish before their eligibility ends. They are allowed to finish out their eligibility on the previous move, but the Migrant Recruiter must write on a COPY of the original authorization form in the additional information section an explanation of the situation and the date they moved back into your parish. This date becomes the new residency date. This document is then filed along with the original authorization form. Send a copy of it to the State MSRTS Coordinator along with the

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educational records for these children, entering the appropriate information in the school history section. The same rules should be adhered to if just one child in the family makes such a move.

2. The legal parents for one or more children on an authorization form are different from the legal parents listed for the rest of the family. This is permissible if the Migrant Recruiter makes a notation in the additional information section of the authorization form explaining the situation and giving the names of the legal parents for those children.

3. Adding children to an original authorization form must be approved by the State Supervisor of Recruitment on an individual basis, since in some cases it is permissible and in others it is not.

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PARENTAL CONCURRENCE FORM

PARENTAL CONCURRENCE

NAME OF FAMILY: _____

PARISH: _____

FAMILY IDENTIFICATION NO.: _____

I give my concurrence for my child/children to continue to be considered migratory for

the duration of their eligibility.

I also give my permission for them to receive any and all instructional and/or supportive

services which may be available to them through the Migrant Education Program.

_____   _____
DATE   PARENT/GUARDIAN

                             _____
                             RECRUITER

PARENTAL CONCURRENCE FORM

Louisiana's Migrant Recruiters are required to secure a Parental Concurrence
Form (PCF) for each active migrant family with settled-out status beginning
August 1, 1985. A copy of this form is found on the preceding page. NOTE: This
form is not required for families that became inactive before that date.

NEW ENROLLMENTS

When you receive a new authorization form from your recruiter, check the status.
If the family is settled out (status 3 or 6), make sure the recruiter gives you
a completed PCF for that family. ONLY ACCEPT PARENTAL CONCURRENCE FORMS FOR
SETTLED-OUT STATUS FAMILIES.

The PCF is in four parts consisting of an original and 3 copies.

Distribution

1. The white original is stapled to the back of the original authorization form
    on file in the LEA. ***REMEMBER, these are filed alphabetically according
    to the last name of the first child on each authorization form.

2. The yellow copy is stapled to the yellow copy of the authorization form and
    remains attached throughout the entire enrollment procedure. It becomes the
    permanent record of the State Supervisor of Recruitment.

3. The pink copy is the recruiter's copy.

4. The gold copy is the parents' copy. If the parents do not want it, you may throw it away.

CURRENTLY ENROLLED FAMILIES

When a family who was originally enrolled as active status become settled out, the recruiter must secure a PCF for that family. All recruiters are required to maintain a workbook divided into three categories: active status, settled-out status, and inactive forms. Although it is the recruiters' responsibility to maintain this workbook, you must notify your recruiter in writing at the beginning of each month of children that will become settled-out that month. Also inform the recruiter of children you know have moved, turned 18, eligibility expired, died, or became inactive for any reason.

Distribution

1. The white original is stapled to the back of the original authorization form on file in the LEA.

2. The yellow and pink copies are processed by the recruiter.

3. The gold copy may be left with the parents who request a copy. However, if a parent refuses to sign, the recruiter will write a refusal statement on the PCF and give you the yellow and gold copies. You will send these copies to the

MSRTS Coordinator along with a copy of the authorization form and the
appropriate educational records following the procedures for non-migrant
status on page 46 of this manual. The white original will still be stapled
to the white original authorization form, but you must flag that form as
inactive.

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MANAGEMENT INFORMATION SYSTEM FORM

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MANAGEMENT INFORMATION SYSTEM FORM

_____ Date recruited   _____ Date received by Specialist

_____ Family phone number   _____ Date mailed by Specialist

_____ Ethnic breakdown: _____ Date received at State Office
1. Am. Indian/Ak. Native
2. Asian or Pacific Islander   _____ Date enrolled on Computer
3. Black, not Hispanic
4. Hispanic   _____ Date reviewed by State Recruiter
5. White, not Hispanic

Comments: _____

_____ _____

_____

All new authorization forms must be accompanied by a Management Information System (MIS) Form, such as the one shown above. When you receive these forms:

1. Check to see that the recruiter has dated the MIS form and secured the family's phone number (or indicated "no phone") and ethnic breakdown.

2. Initial and record the date you receive the authorization form in the space before "Date received by Specialist".

3. Staple the MIS form "back to back" to that family's authorization form to be sent to the state office. (See your example in the back flap of this manual.) (Continue to next page for instructions.)

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4. Record the date you mail the enrollment package to the state office.

5. If there is a delay of over a day from the time you receive the authorization form to the time you mail it, write a brief explanation in the "Comments" section of the MIS form. The recruiter should have explained any delays he had in getting the form to you.

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MIGRANT EDUCATION ENROLLMENT FORM

PARISH SHORT ID: _____

SCHOOL: _____

PARISH: _____

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+--------------------------+
| VOLUNTARY PROGRAM        |
| Complete If Participating|
+--------------------------+
```

STUDENT #: _____   MN: _____

PREVIOUSLY IN: _____   NWW: _____

ENTRY DATE: _____

STUDENT: _____   _____
              LAST NAME   FIRST NAME   MI   SEX   BIRTHDATE

LEGAL PARENT FATHER: _____   _____
                          FIRST NAME   LAST NAME

LEGAL PARENT MOTHER: _____   _____
                          FIRST NAME   LAST NAME

BIRTHDATE
VERIFICATION: B D O N   MULTIPLE BIRTH: 2 3   _____   _____   _____   _____
              (circle one)   (circle if applicable)   CITY OF BIRTH   COUNTY/PARISH   STATE   COUNTRY

HOME BASE: _____   _____   _____   _____
                ADDRESS   CITY   STATE   ZIP

CURRENT RESIDENCE: _____   _____   _____   _____
                         ADDRESS   CITY   STATE   ZIP

CURRENT PARENT FATHER: _____   _____
                            FIRST NAME   LAST NAME

CURRENT PARENT MOTHER: _____   _____
                            FIRST NAME   LAST NAME

RESIDENCY DATE	SCHOOL ENRLMT DATE	SCHOOL WTHDRW DATE	MIGRANT STATUS	GRADE LEVEL

LAST QUALIFYING MOVE DATE: _____

FROM: _____

FREE LUNCH QUALIFIER _____
(if applicable)   Date

TO: _____
        CITY   STATE

ADDITIONAL INFORMATION: _____

_____

ELIGIBILITY FORM DATED: _____

MSRTS SPECIALIST   DATE

The previous numbered page in
the original document was blank.

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ENROLLMENT FORM AND PROCEDURES

On the preceding page is a copy of the Louisiana Migrant Education Enrollment Form. This form is used to enroll each eligible migrant child listed on the Louisiana Migrant Education Authorization Form, which is given to you by the Migrant Recruiter for your parish. Each time you receive a new authorization form, complete an enrollment form for each child as soon as possible. New enrollments are priority.

Fill out the enrollment form in red ink and make a Xerox or carbon copy. Most of the information requested on the enrollment form can be found on the authorization form. The residency date is the date the child entered your parish and is the same as the last qualifying move unless a non-migrant move is indicated by the Migrant Recruiter on the additional information section of the authorization form. The school enrollment date is the date of the last school enrollment for the child, and may be obtained from the school records/secretary. The school enrollment date cannot precede the residency date. If the child is not in school, enter the residency date "month and day" in the school enrollment and withdrawal columns, but use the most current year for that date. This is called a paper enrollment and is illustrated on page 42 of this manual. The parish ID is the six digit alpha code assigned to your parish.   "

When you have filled out the enrollment forms, check them carefully for completeness
and accuracy. They must be signed and dated. Send the original enrollment forms,
the yellow and pink copies of the authorization forms, the PCF (for settled-out
status only), and the completed MIS form to the State MSRTS Coordinator. Arrange
this enrollment package in the order of your example package in the back flap
of this manual.

Make a student folder for each child. Place your copy of the enrollment form in
the appropriate child's folder and a copy of the authorization form in each
child's folder listed. Keep these folders in your pending file until you receive
your student records. Check the records carefully for accuracy and file appropriately.

Children Previously Enrolled in Your Parish

Even if a child has been in your parish before, you must complete a new enrollment
form. Follow the procedures outlined above, but with these differences:

1. Look at your latest educational record to make sure the child was previously
   withdrawn from your parish. Make sure all the dates make sense (no conflicts).
   If there is a date conflict, call the State MSRTS Coordinator or Data Specialist.

2. If there are no date conflicts, write the student number in the top right-hand
   section of the enrollment form where indicated. DO NOT write in the PREVIOUSLY IN
   or ENTRY DATE spaces.

3. Do not make a new folder for the child. Use the old one.

4. Staple a copy of the new authorization form on top of the copy of the old one.

Children Previously Enrolled in Another Parish for which You Keep Records

You must complete a new enrollment form. Follow the procedures outlined on page 25, but with these differences.

1. Look at the educational record for that parish to make sure the child was previously withdrawn. Make sure all the dates make sense (no conflicts). If there is a date conflict, call the State MSRTS Coordinator or Data Specialist.

2. If there are no date conflicts, write the student number in the top-right-hand section of the enrollment form where indicated. DO NOT write in the PREVIOUSLY IN or ENTRY DATE spaces.

3. Make sure each of your involved parishes has its own student folders. DO NOT EXCHANGE FOLDERS FROM ONE PARISH TO ANOTHER.

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NON-MIGRANT MOVES

A non-migrant move occurs when a child and his family move into a parish on a non-qualifying move, but have eligibility remaining on a previous qualifying move. The example below illustrates such a move and the enrollment procedures for the children in that family.

EXAMPLE: You are the MSRTS Specialist in St. Mary Parish. On September 20, 1985, the recruiter brings an authorization form to you for a family with two children who moved into your parish on September 12, 1985, to do oil field work. Oil field work is not a qualifying migrant occupation, but on March 12, 1982, the family had moved from Orlando, Florida, to Hammond, Louisiana, to pick strawberries. Berry picking is a qualifying migrant occupation. One of the children is enrolled in school and the other child is a preschooler.

All of the information above is contained on the authorization form. If the recruiter has not supplied the school enrollment date for the chi'l, you are required to obtain it. You can do this by contacting the school's records/secretary at the school listed on the authorization form.

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On the next page there are examples of enrollment procedures for these two children.

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Example #1 - Child in School

RESIDENCY DATE	SCHOOL ENRLMT DATE	SCHOOL WTHDRW DATE	MIGRANT STATUS	GRADE LEVEL
9/12/85	9/13/85		3	01

LAST QUALIFYING MOVE DATE: 03/12/82

FROM: Orlando _____ FL

FREE LUNCH QUALIFIER (if applicable) _____ Date

TO: Hammond _____ LA
CITY _____ STATE _____ COUNTRY

ADDITIONAL INFORMATION: _____

ELIGIBILITY FORM DATED: 9/19/85   Jane Doe   9/20/85
MSRTS SPECIALIST   DATE

Example #2 - Pre-Schooler

RESIDENCY DATE	SCHOOL ENRLMT DATE	SCHOOL WTHDRW DATE	MIGRANT STATUS	GRADE LEVEL
9/12/85	9/12/85	9/12/85	3	UG

LAST QUALIFYING MOVE DATE. 03/12/82

FROM. Orlando _____ FL

FREE LUNCH QUALIFIER (if applicable) _____ Date

TO: Hammond _____ LA
CITY _____ STATE _____ COUNTRY

ADDITIONAL INFORMATION· _____

ELIGIBILITY FORM DATED: 9/19/85   Jane Doe   9/20/85
MSRTS SPECIALIST   DATE

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SCHOOL ENROLLMENTS/WITHDRAWALS

Each August a memorandum will be sent to all MSRTS Specialists. This memorandum will explain in detail, and give examples of, school enrollment procedures for all children attending school. This includes active status as well as former status students. School withdrawal procedures for the previous school year for former status children that were in school will also be explained.

Each May another memorandum will be sent to all MSRTS Specialists. This memo- randum will explain in detail, and give examples of, school withdrawal proce- dures for all active.status children enrolled in school. Former status children will be withdrawn the following fall.

If a child attending school needs a withdrawal for any reason other than the end of school, please refer to the TERMINATION section of this Manual.

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STATUS CHANGES

Status changes are done on active status students one year from the last qualifying move (LQM) date. This procedure is done only once, unless a new migrant move is made. Status 1 and 2 children become Status 3, and Status 4 and 5 children become Status 6. <u>Always verify that the child is still in your parish before changing the status</u>. The homebase must match the current address for settled-out children, so check the homebase address and update it if necessary.

For those children attending school, simply mark through the status currently appearing on the record and enter either a 3 or 6. Send to the terminal center immediately.

For those children not attending school, in most cases you will update the status and enter the recertification at the same time. (On Non-Migrant Moves it may not be possible to do the status change and recertification at the same time since the computer will not accept postdated school enrollments and withdrawals. If this is the case, you will only change the status, and the recertification will be done on the anniversary of the residency date.) Send to the terminal center immediately.

notes

RECERTIFICATIONS

Recertification is the resubmission of the residency date at least once each year to indicate that a child is still residing in your parish. You must verify this fact before recertifying. If you need help to do this, please contact the Migrant Recruiter for your parish. After verifying residency in your parish, follow the procedures listed below. Remember - recertification generates funds!

1. Children Attending School - these children are automatically recertified each year when their school enrollment is entered because a school enrollment cannot be entered without a residency date. There is no need to resubmit the residency date on its anniversary for these children.

2. Children Too Young For School - these children are recertified each year on the anniversary of their residency date. It will be necessary to enter a fictitious school enrollment and school withdrawal (paper enrollment) in those columns for them. This must be done in order to keep the school history lines in the correct order and enable you to know, just by looking at the record, in which year a recertification was sent. The paper enrollment dates will be the

same month and day of the residency date, but the year will be the current one.
Below is an example of this procedure.

| SH | SCHL ID | | DATE | | | DAYS | | | GR LV | M S | E T |
	ST	SCHL	RES	ENROLL	WITHDR	ENR	PRS	%			
AA	LA	ABCD	090183	090184	090184				UG	3	

The line above is already printed on the record. The residency date is 090183 and the child is not enrolled in school. On 090185 the following information should be entered on the record and sent to the terminal center.

| | | " | " | 090185 | 090185 | | | | UG | 3 | |
| 1. | | | 2. | 3. | 4. | | | | 5. | 6. | |

1. Enter ditto marks in the SCHL column.

2. Enter ditto marks in the RES column.

3. Enter the same month and day of the residency date in the ENROLL column, but enter the current year.

4. Enter the same month and day of the residency date in the WITHDR column, but enter the current year.

5. Enter UG in the GR LV column.

6. Enter the migrant status is the MS column.

3. Children Who Have Dropped Out of School but are still residing in your parish are also recertified each year on the anniversary of their residency date. First, circle the termination box where you have previously reported the drop-out flag (page 48). This will signal the computer center to add the flag back (since it is erased when you recertify). Then follow the procedures outlined above for Children Too Young for School, unless this will present a date conflict as described on the next page.

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If the paper enrollment date comes before the drop-out date, a conflict occurs.

EXAMPLE: Situation - Today's date is 9/4/85. You are doing your fall school enrollments and find that Jane Doe didn't come back to school this year. She is 16 years old, still resides in your parish, and you know she finished school last year. Her LQM and residency date is 3/12/81.

You must withdraw her on 5/31/85, the last date she attended school. But, if you try to recertify her with a paper enrollment, (enrolling and withdrawing 3/12/85 based on the residency date), you have a conflict because your new enrolling date comes before your last withdrawal date.

Solution - You must recertify by submitting only the residency date and status as shown below. You may use ditto marks in the SCHL column.

| | SCHL ID | | DATE | | | DAYS | | | GR | M | E |
SH	ST	SCHL	RES	ENROLL	WITHDR	ENR	PRS	%	LV	S	T
AD	LA	ABCD	031281	082384	053185	177	153		10	3	
		"	031281							3	

When you get you new record, you will find that the new SH line (AE) is printed above previous SH lines. This is because the computer automatically arranges the lines chronologically by the school enrollment dates. Since no entry is made in that column for this situation, the line is moved up. In order to verify that this child was recertified, you should check your PEVR. NOTE: The following year, you should recertify with a paper enrollment.

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3. <u>Children Who Graduated</u> - these children present even a different situation because once they have been flagged as graduated (page 48), the computer in Little Rock can't understand why you could possibly be re-enrolling. So, again, you can't use a paper enrollment. However, you are entitled to funding on graduates if they are still residing in your parish, under 18 years old, and have eligibility remaining.

To recertify these children, you will use the same procedures as outlined on page 42 for children who dropped out but have date conflicts with paper enrollments. Submit only the residency date and status as shown below. You may use ditto marks in the SCHL column.

SH	SCHL ID		DATE			DAYS			GR	M	E
	ST	SCHL	RES	ENROLL	WITHDR	ENR	PRS	%	LV	S	T
AD	LA	ABCD	031281	082384	053185	177	166		10	3	
		"	031281							3	

When you get you new record, you will find that the new SH line (AE) is printed above previous SH lines. This is because the computer automatically arranges the lines chronologically by the school enrollment dates. Since no entry is made in that column for this situation, the line is moved up. In order to verify that this child was recertified, you should check your PEVR. NOTE: The following year, you should recertify with a paper enrollment.

notes

TERMINATION PROCEDURES

The following termination procedures may require a withdrawal and will cause the child's folder to be placed in the inactive files. Never move a folder to the inactive files until the last SH line on the record is completed with a withdrawal. School withdrawals cannot be entered if there is no current school enrollment. (Example - if the last SH line on the record is a paper enrollment.) If you do not have to update the record (withdraw, send skills, etc.), it is not necessary to send it to the State Office. Simply move the child's folder to the inactive files. Remember, always indicate on the student's folder the reason and date the child became inactive.

Sometimes a child may become inactive for more than one reason. A good rule to determine which date to withdraw is to base your decision on the situation that occurred first. If you see this may present a problem, or if you are unsure of what to do, call the MSRTS Coordinator. There are too many possibilities to explain in this manual.

Another thing to remember is to try to use actual school enrollments and school withdrawal dates as much as possible. So if a child terminates during the summer, use his last actual school withdrawal date which is usually in May.

1. <u>MOVED OUT OF YOUR PARISH</u> -When a child moves out of your parish , if there
    is a current school enrollment, enter the last date the child attended
    school in the school withdrawal column and send to the terminal center
    along with the reason for withdrawal written on the record <u>and</u> any skills under
    study or mastered. Place the child's folder in the inactive files upon receipt
    of the final record. If there is no current school enrollment, simply move
    the child's folder to the inactive files. Be sure to make a notation on the
    folder as to the reason it was moved.

2. <u>END OF ELIGIBILITY</u> - this occurs six years from the date of a child's last
    qualifying move. If there is a current school enrollment, enter the end of
    eligiblity date in the school withdrawal column and send to the terminal
    center. However, if the eligibility ended during the summer, enter the last
    date of school. If the child is attending summer school, you may withdraw him
    on the last date of summer school. Circle the end of eligibility date to indicate the

reason for withdrawal. Place the child's folder in the inactive files upon
receipt of the final record. If there is no current school enrollment,
simply move the child's folder to the inactive files, making the
appropriate notation on the folder.

* 3. DEATH - when a child dies you must send a letter to the State MSRTS
Coordinator giving the following information: a) name, b) student
identifier, c) date of death, d) place of death, and e) cause of death.
Along with this letter send the child's record. Place a D and the date of
death in the Termination section of the record. If there is a current
school enrollment, include the date of death in the school withdrawal
column. Place a copy of the letter in the child's folder and place it in
the inactive files upon receipt of the final record.

* 4. NON-MIGRANT STATUS - if parents request that their child be deleted from
the Migrant Student Record Transfer System, the child assumes a non-migrant
status. Send the child's record to the terminal center with an N and the
date of the parent's request in the Termination section. If there is a

current school enrollment, include the date of this request in the school withdrawal column. Also send the yellow and gold copies of the PCF and a copy of the authorization form with the educational records. After you have received and checked the final record, place the child's folder in the inactive files with the appropriate notation on the folder.

5. EIGHTEEN YEAR OLDS - when a child becomes eighteen years of age, he ceases to generate funding. Unless this child is being served in a Migrant instructional program, he should be terminated on his eighteenth birthdate. If there is a current school enrollment, enter the eighteenth birthdate in the school withdrawal column and send in the the terminal center. If he turned eighteen during the summer, withdraw him at the end of school for the previous school year. Circle the birthdate to indicate the reason for withdrawal. If there is no current school enrollment, simply move the child's folder to the inactive files on the eighteenth birthday. Be sure to make a notation on the folder as to the reason it was moved there. Children who are over eighteen years of age and are being served in a Migrant instructional program may remain in the active files with a school enrollment until they reach twenty-one years of age, or until they move, drop out, assume non-migrant status, graduate, die, or reach the end of their eligibility.

The following termination procedures may require a school withdrawal and may or may not cause the child's folder to be placed in the inactive files. School withdrawals cannot be entered if there is no current school enrollment. It is very important to indicate the following termination procedures because statistics indicating the number of migrant children who graduate or drop out of high school are compiled in Washington, D.C.

* 6. <u>GRADUATION</u> - this occurs when a child graduates from high school. Send the child's record to the terminal center with a <u>G</u> and the date of graduation in the Termination section. If there is a current school enrollment, include the date of graduation in the school withdrawal section. If the child has eligibility remaining and has not yet reached his eighteenth birthday or moved away, keep the folder in the active files, and recertify as necessary until one of these situations occurs. Then simply move the folder to the inactive files, making the appropriate notation on it.

* 7. <u>DROPOUT</u> - this occurs when a child drops out of school. Send the child's record to the terminal center with an <u>O</u> and the date of dropout in the

Termination section. If there is a current school enrollment, include the date of dropout in the school withdrawal section. If the child has eligibility remaining and has not yet reached his eighteenth birthday or moved away, keep the folder in the active files and recertify as necessary until one of these situations occurs. Then simply move the folder to the inactive files, making the appropriate notation on it.

* THESE SITUATIONS REQUIRE AN ENTRY IN THE TERMINATION SECTION OF THE EDUCATIONAL RECORD.

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notes

SUMMER SCHOOL PROGRAMS

Each May a memorandum will be sent to all MSRTS Specialists in parishes that have a Migrant summer school. The memorandum will explain in detail, and give examples of, school enrollment and school withdrawal procedures for Migrant summer school children. Specific deadlines for having these procedures completed will be given. It is very important to adhere to the deadlines in order to receive additional funding.

In the REFERENCES AND RESOURCES section of this Manual you will find a form that is very helpful for obtaining the necessary information for Migrant summer school children. You may want to use it as a guide for gathering information in your parish.

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SATELLITE PARISHES

Several MSRTS Specialists keep records for parishes other than their own. Record-keeping procedures are the same for these "satellite" parishes as they are for "homebase" parishes. Exceptions are the school enrollment and school withdrawal columns and the list by schools.

Because of the difficulty some of these MSRTS Specialists are experiencing in trying to obtain this information outside of their own parish, it is not a State requirement to send in actual school enrollments and school withdrawals for "satellite" parish children. This policy pertains only to "satellite" parishes that are experiencing a problem.

The residency date must still be submitted on these children once each year to keep funding current. If you cannot obtain actual school enrollment and withdrawal dates for these children, refer to the RECERTIFICATION section of this Manual and follow the procedures for children not attending school.

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If a child moves from one parish to another and you keep the records for both parishes, do <u>not</u> just move the folder. You must keep the records for each parish totally separate. If necessary, send in a withdrawal for the parish from which the child moved and place the folder in the inactive file for that parish. Then create a new folder for the child in the parish in which he now lives and place it in the active file for that parish.

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notes

EVALUATION INFORMATION

At least once each year, the Migrant program in your parish is evaluated. A copy of the evaluative instrument can be found in the REFERENCE AND RESOURCES section of this Manual. Since the MSRTS Specialist is responsible for MSRTS records in a parish, it is your responsibility to answer many o_ the questions contained in this instrument, especially those in the "Participation" and "Instructional Services Rendered" sections. Please become familiar with these two sections so that you will be able to assist your parish director when the evaluation is conducted.

In parishes in which it has not been possible to obtain an exact count of children by racial/ethnic group, a percentage estimate according to parish breakdown may be used.

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EDUCATIONAL RECORD

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DATE ① MIGRANT STUDENT EDUCATIONAL RECORD   PAGE STUDENT ID
                                              OF

BIRTH DATA

SEX =
DOB =   CITY   :   ②
VER =   COUNTY :
AGE =   STATE   :
MULTIPLE BIRTHS = COUNTRY:

TERMINATION
TYPE:
DATE: ③

F.L.Q.: ④

PARENT DATA

LEGAL PARENTS:

         ⑤

CURRENT PARENTS:

HOME BASE

      ⑥

CURRENT RESIDENCE

      ⑦

LAST QUALIFYING MOVE: END OF ELIGIBILITY:
  MOVED FROM: _____ ; __ ; _____
  MOVED TO: _____ ; __ ; _____ ⑧

SCHOOL HISTORY DATA

CURRENT SCHOOL: SCHOOL ID:
MED.RECORD ADDRESSEE:

PREVIOUS SCHOOL: SCHOOL ID: ⑨
  STREET ADDRESS: (SH:)
  CITY:
  STATE: ZIP: PHONE:

	SCHL ID		DATE			DAYS			GR	M	E
SH	ST	SCHL	RES.	ENROLL	WITHDR	ENR	PRS	%	LV	S	T

EDUCATION-HEALTH LINKAGE

E-H #   MESSAGE: CONTACT:

              ⑩   c

SECONDARY CREDIT DATA

MINIMUM GRADUATION REQUIREMENTS OF DESIGNATED HIGH SCHOOL

CONTACT: PH: PH:

REQUIRED SUBJECT	GRADES TAUGHT	NO. TERMS REQ'D	TYPE OF TERM	MIN. NO. CLOCK HRS. PER TERM	EXPANATION
					⑪
TOTAL					

PROFICIENCY-TEST:

CLASS SCHEDULE FROM MOST RECENT REPORTING SCHOOL

SUBJECT	COURSE TITLE	SH	COURSE GRADE LEVEL	PARTIAL WORK % GR.	CREDIT GRANTED CLOCK HRS IN CLASS	GR.	NO. OF TERMS	TYPE OF TERM	TERM	YR	

MOST RECENT REPORTING SCHOOL:

⑬ CONTACT:

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DATE											PAGE OF	STUDENT ID

M I G R A N T   S T U D E N T   E D U C A T I O N A L   R E C O R D

SECONDARY CREDIT ACCRUAL

GRADE	SUBJECT	COURSE TITLE	SH	PARTIAL WORK % GR.	PARTIAL WORK CLOCK HRS IN CLASS	CREDIT GRANTED GR	CREDIT GRANTED NO. OF TERMS	TYPE OF TERM	TERM	YR	SCHOOL NAME #	TELEPHONE
							⑬					
												c

SCHOOL ADDRESS(ES) (ALPHABETICAL):

SECONDARY CREDIT REPORTING FORM

SUBJECT	COURSE TITLE	COURSE GRADE LEVEL	PARTIAL WORK % GRADE	PARTIAL WORK CLOCK HRS IN CLASS	CREDIT GRANTED FINAL GRADE	CREDIT GRANTED NO. OF TERMS	CREDIT GRANTED CONSOLIDATED SH LINES	TYPE OF TERM	TERM	YEAR
			⑭							

INITIAL ENTRY OR CHANGE OF DESIGNATED HIGH SCHOOL

SCHOOL	CITY	STATE

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EDUCATIONAL SKILLS INPUT AREA

MATH SKILLS MASTERED (MOST RECENTLY REPORTED)

CODE	SUBTOPIC OR SKILL	DATE	SH

REPORT WHEN MASTERED

CODE	DATE

MATH SKILLS UNDER STUDY

(15)

SKILLS UNDER STUDY
CODE

READING SKILLS UNDER STUDY

CODE	SUBTOPIC OR SKILL	INSTR. LEVEL	SH

(16)

SKILLS UNDER STUDY

CODE	INSTR. LEVEL

ORAL LANGUAGE SKILLS UNDER STUDY

CODE	LANG.	SUBTOPIC	SH

(17)

SKILLS UNDER STUDY

CODE	LANGUAGE

EARLY CHILDHOOD SKILLS UNDER STUDY/BEING OBSERVED

CODE	SKILL	SH

(18)

SKILLS UNDER STUDY
CODE

SUPPORTIVE DATA

CURRENT SUPPLEMENTAL PROGRAMS

NAME	CODE	DATE START	END	HRS CUR

(19)

PREVIOUS SUPPLEMENTAL PROGRAMS

NAME	CODE	DATE START	END	HOURS LAST	CUM	SH

(20)

LANGUAGE(S) FOR INSTRUCTION

LANGUAGE	ASSESSMENT DATES FORMAL	INFORMAL	SH

(21)

SPECIAL TALENT

DATE	NAME	SH

(22)

TEST DATA

NAME	CODE	FORM	LVL	SCORE	T	DATE ADMIN.	H	SH

(23)

SPECIAL EDUCATION CONTACT DATA

(24)

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EDUCATIONAL RECORD

On the preceding three pages is a blank educational record with numbered sections. Please refer to the appropriate numbers below for an explanation of the State policy for that section. The definitions for each section can be found in the National MSRTS User's Manual.

1. Margin Messages - Student Identifying Data - there is no need for input in this section. It is used for identification purposes. Refer to the Margin Messages of the National MSRTS User's Manual to be aware of what type of message may be printed in this section. Language for Instruction Needs Updating may be disregarded. If a child's name changes, a corrected copy of the authorization form must accompany the record when it is sent to the terminal center for updating.

2. Birth Data - This information is entered upon initial enrollment of a child and must correspond to the original authorization form. You will be informed by one of the data entry specialists if it is not possible to enter the birthdate verification as it appears on the authorization form.

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3. Termination - refer to the TERMINATION section of this manual.

4. FLQ - FREE LUNCH QUALIFIER - this section may be used to indicate that a child is certified as en eligible participant in the free lunch program in your parish. Enter the current school enrollment date and your parish short ID in the FLQ section if the information is available to you. It is not a State requirement to enter this information since some MSRTS Specialists do not have access to such information. If FLQ is used, each year the child qualifies, the FLQ should be updated by drawing a line through the old date and entering the new one above it.

5. Parent Data - (legal and current) - this information is entered upon initial enrollment of a child and usually corresponds to the original authorization form. However, if parent data changes after the original entry, update the educational record by marking through the old information and writing the new names. Send it to the terminal center. Make sure you date the child's folder and write an explanation of the change on the folder so there will be no question why it does not match the original authorization form.

6. Homebase - is entered upon initial enrollment of a child and must initially correspond to the authorization form. However, when a child settles out, the homebase must be updated to match the current residence. You may do this by drawing a line through the old address and writing the word "same" or the address.

7. Current Residence - this information is entered upon initial enrollment of a child and usually corresponds to the original authorization form. If

there is a change in the current residence section, but the child still

resides in your parish, you may update the current residence section with-

out having the Migrant Recruiter change it on the authorization form.

Update the record in red ink and send to the terminal center. On the

child's folder indicate the date the current residence was changed and

why it was changed so that there will be no question as to why it does not

correspond to the original authorization form.

8. Last Qualifying Move - this information is entered upon initial enrollment

of a child and must correspond to the original authorization form.

9. School History Data - refer to the SCHOOL ENROLLMENTS/WITHDRAWALS and

RECERTIFICATIONS sections of this Manual.

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10. <u>E-H Linkage</u> - there is no input required in this section. It is printed only as a result of an entry on the medical record.

11-14. <u>Secondary Credit Data</u> - this information is reported on any secondary student who moves out of your parish. When you are informed of the move, request from the guidance counselor a copy of the cumulative card in the child's folder. Send this information to the terminal center on the secondary credit reporting form section (#14) of the educational record. You are not required to submit this information if the child attends a private or parochial school and you are not able to obtain it, but you must indicate such when sending in a withdrawal due to a move on a secondary student with no accompanying secondary credit data.

If you receive a child's record that contains secondary credit information, you must either send or take a copy of the record to the high school in which he is enrolled. <u>This is a State requirement, and it makes no difference if the child is or is not being served by the Migrant program</u>.

Secondary credit data must also be reported on all active status secondary students in your parish at the end of each semester."

15-18.   Educational Skills Data - Math Skills Mastered must be reported on all active
status students who are receiving math instruction in your Migrant program at
the end of each six- or nine-week reporting period. Math Skills Under Study
and Reading Skills Under Study must be reported on all active status students
who are receiving instructional aid in these areas in your Migrant Program at
the end of each school year, or upon withdrawal from your parish. Report skills
as soon as you become aware the child has moved. If he was not being served by
your Migrant Program, indicate this by writing "NBS" under the school history
section of the record. Although priority is placed on active students, it is
recommended that you also send in math and reading skills for settled-out students
for the same reporting periods.

Math Skills must be reported individually, never as subtopics with ending zeros.
When reporting Math Skills Mastered, list them chronologically beginning with
the most recently mastered first, and be sure to include the date. Math Skills
Under Study have no date. Reading Skills Under Study may be reported by
subtopic, or individually, and the instructional level must be indicated. Oral
Language and Early Childhood skills are accepted.

Skills should be recorded on the educational record in the input area on the
right, with a maximum of three per section. If you use the old skills transmittal
form, you must attach the latest educational record.

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There should be at least one set of skills catalogs in each parish describing each skill in each area. If you do not have a set of these catalogs, call the State MSRTS Coordinator. Tutors, Aides, and Teachers obtain the skills data, but it is your responsibility to see that the information is sent to the terminal center correctly. Many tutors/ aides/teachers use the Skills Logsheets to report skills to you. A copy of these logsheets can be found in the REFERENCES/RESOURCES section of this Manual. Each tutor/aide/teacher working in the migrant program should have a set.

If you would like to have help to train the Migrant tutors/aides/teachers in your parish on the Skills Information System, please call the State MSRTS Coordinator to set up a technical assistance visit.

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The following sections are referred to as Supportive Data and must be reported, if applicable, on all active status children who are being served by the Migrant program in your parish. Since the child is being served, the Migrant tutors/aides/teachers are responsible for getting this information to you. If you would like to have help to train them on how to report such data as well as how to use it, call the State MSRTS Coordinator to schedule a technical assistance visit.

Supportive data may also be reported on former status children. Information submitted for these sections should be current and should be sent to the terminal center as soon as you receive it. Listed below are the State policies for these sections; refer to the National User's Manual for a definition.

19. Current Supplemental Programs - if a child is receiving instruction in any of the programs included on the supplemental programs codes list, enter that code in this section along with the appropriate starting date and send it to the terminal center. When this program ends for that child, enter the ending date and the total number of hours the child participated, and send it to the terminal center. Make sure that the starting and ending

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dates fall within the range of the latest school enrollment and withdrawal dates for your parish. Current supplemental programs move to the previous supplemental programs section each time a new school enrollment is entered. A supplemental programs codes list can be found in the REFERENCES AND RESOURCES section of this Manual.

20. Previous Supplemental Programs - no input is required in this section. This section is used to accumulate information on supplemental programs in which the child has been enrolled. Current Supplemental Programs move here when a subsequent school enrollment is entered.

21. Language for Instruction - if a child can receive instruction in a language other than English, you should make an entry in this section. English used as a second language can also be reported here. Write the name of the language; enter the date that the assessment was made under either the formal or informal columns, whichever is applicable, and send to the terminal center.

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22. Special Talent - do not confuse this section with the old Special Interests section. Only if a child shows a high degree of skill or accomplishment in a certain area should you make an entry in this section. Write the name of that talent under Name, and the date you submit it under Date, and send to the terminal center. There is no codes list for this section.

23. Test Data - if a child has taken a test that is included on the MSRTS test codes list, enter the results in this section and send to the terminal center. The minimal amount of information required to create a test line includes the following: code, score, score type, and date administered. Make sure the date administered falls after the latest school enrollment dates for your parish. A test codes list can be found in the REFERENCES AND RESOURCES section of this Manual.

24. Special Education Contact Data - if a child is enrolled in the Special Education program in your parish, enter the name, address, and telephone number of the person who can be reached for the IEP (Individual Education Program) information on this child. Obtain permission from the Special

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Education Supervisor or Coordina or in your parish before sending this
information in to the terminal center.

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REFERENCES AND RESOURCES

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STATE AND REGIONAL MSRTS STAFF

STATE MSRTS STAFF

WANDA OSTERTHALER	MSRTS COORDINATOR	P. O. BOX 94064 BATON ROUGE, LA 70804-9064	(504) 342-3521
JANE BROUSSARD	MSRTS DATA SPECIALIST	"	(504) 342-4151
CAROLYN MEYERS	"	"	"
CONNIE ALLEN	"	"	"

REGIONAL MSRTS TECHNICAL ASSISTANTS

REGINA HOWELL	MSRTS TECHNICAL ASSISTANT NORTH LOUISIANA	P. O. BOX 16 NATCHITOCHES, LA 71457	(318) 352-8380
BETTY MEADOR	MSRTS TECHNICAL ASSISTANT SOUTH LOUISIANA	305 WEST HANSON HAMMOND, LA 70401	(504) 542-7290
ELOISE SULLIVAN	MSRTS TECHNICAL ASSISTANT HEALTH RECORDS	P. O. DRAWER 352 TALLULAH, LA 71282	(318) 574-2130

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MSRTS SPECIALISTS

PARISH(ES)/ID	MSRTS SPECIALIST	MAILING ADDRESS	PHONE NUMBER
Acadia - CZCX	Carol Malbrough	P. O. Drawer 309, Crowley, LA 70526	318/783-3664 Ext. 264
Allen - CWYZ	Cindy Strother	P. O. Drawer C, Oberlin, LA 70655	318/639-2977
Assumption - CXTP	Chase Landry	P. O. Box 408, Napoleonville, LA 70390	504/369-7932
Avoyelles - CPVK	Daniel Guillot	201 Tunica Drive West, Marksville, LA 71351	318/253-5982
Beauregard - CXLW	Fay Coleman	Singer High School, Singer, LA 70660	318/462-3178
Bossier - CVTL *Bienville - CWNF *Caddo - CVXY *Webster - CZMY	Norma Anderson	P. O. Box 218, Benton, LA 71006	318/965-2281
Caldwell - CLVT	Cathy Franklin	P. C. Box 1019, Columbia, LA 71418-1019	318/649-2680
Cameron - CLWL *Calcasieu - CRKB	Linda Welch	P. O. Drawer W, Cameron, LA 70631	318/775-7570
Delta CAA (Madison) - CXHX *East Carroll - CPMC	Delores Jackson	P. O. Drawer 352, Tallulah, LA 71282	318/574-2130
DeSoto - CVXZ	Mary Robbins	P. O. Box 975, Mansfield, LA 71052	318/872-1198
Evangeline CAA - BZVY	Marjorie Veillon	222 South Coreil St., Ville Platte, LA 70586	318/363-4552
Franklin - CYMY	Sharon Ferrington	1809 Prairie Road, Winnsboro, LA 71295	318/435-9711
Grant - CYDX	Elaine Woodard	P. O. Box 208, Colfax, LA 71417	318/627-5974
Iberia - CRJN	Cynthia Moncriffe	1204 Lemaire Street, New Iberia, LA 70560	318/364-7641

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PARISH(ES)/ID	MSRTS SPECIALIST	MAILING ADDRESS	PHONE NUMBER
Iberville - CPMB *Ascension - CXWS	Eunice Aucoin	P. O. Box 151, Plaquemine, LA 70764	504/687-4341 or 387-2998
Jackson - CXHW	Margie Wink	P. O. Box 705, Jonesboro, LA 71251	318/259-4456
Jefferson - CSYY	Susan Edmonson	501 Manhattan Blvd., Harvey, LA 70058	504/367-3120 Ext. 525
Jefferson Davis - CVNR	Karen Stanbrough	P. O. Box 1365, Jennings, LA 70546	318/824-0597
Lafourche - CVTH	Jeanette Cheramie	P. O. Box 487, Galliano, LA 70354	504/632-4777
LaSalle CAA - BZVZ *Catahoula - BZVZ *Concordia - BZVZ	Bonnye McKinney	204 Monrovia Street, Jonesville, LA 71343	318/339-9500
Morehouse - CPLZ	Johnnye Girtmon	P. O. Box 164 Mer Rouge Elementary, Mer Rouge, LA 71261	318/647-5287
Natchitoches - CVYL	Mollie Rachal	P. O. Box 16, Natchitoches, LA 71457	318/352-8380
Orleans - CRKN	Lois LaBeaud Andrea Magee	5931 Milne Blvd., New Orleans, LA 70124	504/483-6369
Ouachita CNYZ *City of Monroe - DNBJ *Claiborne - CYFW *Lincoln - CWGP	Henrietta Morehead	701 St. John, Monroe, LA 71201	318/388-2711 Ext. 295
Plaquemines - CQSS	Terry Buras	P. O. Box 69, Belle Chasse, LA 70037	504/392-4970
Pointe Coupee - CVKQ	Judy Burke	P. O. Drawer 579, New Roads, LA 70760	504/638-9036
Rapides - CLVZ	Ann Eskew	P. O. Box 1230, Alexandria, LA 71301	318/442-8321
Red River - CWGL	Alton Townsend	P. O. Box 350, Coushatta, LA 71019	318/932-5773
Richland - BKXF	JoAnn Smith	P. O. Box 599, Rayville, LA 71269	318/728-4573
Sabine - CWCM	Karla Brown	P. O. Box 1079, Many, LA 71449	318/256-9228

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PARISH(ES)/ID	MSRTS SPECIALIST	MAILING ADDRESS	PHONE NUMBER
St. Helena - CPPQ *East Baton Rouge - CVXW *East Feliciana - CXTQ *West Feliciana - CXVD	Susan Glover	P. O. Box 766, Pine Grove, LA 70453	504/777-4609
St. Landry - 8KXK	Debra Thomas	P. O. Box 310, Opelousas, LA 70570	318/948-3657
St. Martin - BYMD	Dona Degatur	111 Courville St., Breaux Bridge, LA 70517	318/332-2105
St. Mary - CPVJ *Lafayette - CRKC *Vermilion - CRJZ	Juanita Colletta	P. O. Drawer 580, Franklin, LA 70538	318/836-9661 Ext. 302
Tangipahoa - BKXL *City of Bogalusa - DCDW *Livingston - CXFQ *St. Tammany - CWDR *Washington - CWYX	Sherry Reeve	305 West Hanson, Hammond, LA 70401	504/542-7290
Tensas - BXMC	Josie Ford	P. O. Box 318, St. Joseph, LA 71366	318/766-4314
Terrebonne - CRJY *St. Charles - CVXF *St. James - DBTR *St. John - CWYY	Sydney Cruse	P. O. Box 5097, Houma, LA 70361 301 Academy Street	504/851-1550 Ext. 46
Union CAA - CRJP	Traci Tucker	P. O. Box 520, Farmerville, LA 71241	318/368-9606
Vernon - CVRK	Pam Faircloth	201 Belview Road, Leesville, LA 71446	318/239-3401 Ext. 76
West Baton Rouge - CVSH	Ann Guillot	670 Rosedale St., Port Allen, LA 70767	504/343-8309
West Carroll - BYLX	Tracy Rogers	P. O. Drawer 1028, Oak Grove, LA 71263	318/428-4215
Winn - CZKM	Gerald Huckaby	P. O. Drawer 430, Winnfield, LA 71483	318/628-6936

*denotes satellite parishes

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PARISH SHORT ID'S

LACZCX - ACADIA

LACWYZ - ALLEN

LACXWS - ASCENSION

LACXTP - ASSUMPTION

LACPVK - AVOYELLES

LACXLW - BEAUREGARD

LACWNF - BIENVILLE

LADCDW - BOGALUSA (CITY OF)

LACVTL - BOSSIER

LACVXY - CADDO

LACRKB - CALCASIEU

LACLVT - CALDWELL

LACLWL - CAMERON

LACYFW - CLAIBORNE

LACVXZ - DESOTO

LACVXW - EAST BATON ROUGE

LACPMC - EAST CARROLL

LACXTQ - EAST FELICIANA

LABZVY - EVANGELINE

LACYMY - FRANKLIN

LACYDX - GRANT

LACRJN - IBERIA

LACPMB - IBERVILLE

LACXHW - JACKSON

LACSYY - JEFFERSON

LACVNR - JEFFERSON DAVIS

LACRKC - LAFAYETTE

LACVTH - LAFOURCHE

LABZVZ - LASALLE

LACWGP - LINCOLN

LACXFQ - LIVINGSTON

LACXHX - MADISON

LADNBJ - MONROE (CITY OF)

LACPLZ - MOREHOUSE

LACVYL - NATCHITOCHES

LACRKN - ORLEANS

LACNYZ - OUACHITA

LACQSS - PLAQUEMINES

LACVKQ - POINTE COUPEE

LACLVZ - RAPIDES

LACWGL - RED RIVER

LABKXF - RICHLAND

LACWCM - SABINE

LACVXF - ST. CHARLES

LACPPQ - ST. HELENA

LADBTR - ST. JAMES

LACWYY - ST. JOHN

LABKXK - ST. LANDRY

LABYMD - ST. MARTIN

LACPVJ - ST. MARY

LACWDR - ST. TAMMANY

LABKXL - TANGIPAHOA

LABXMC - TENSAS

LACRJY - TERREBONNE

LACRJP - UNION

LACRJZ - VERMILION

LACVRK - VERNON

LACWYX - WASHINGTON

LACZMY - WEBSTER

LACVSH - WEST BATON ROUGE

LABYLX - WEST CARROLL

LACXVD - WEST FELICIANA

LACZKM - WINN

LABKWW - STATE OFFICE

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COUNTRY	ABBREVIATION	COUNTRY	ABBREVIATION
HAITI	HAI	MALTA	MAT
HONDURAS	HON	MARTINIQUE	MAR
HONG KONG	HKG	MAURITANIA	MAU
HUNGARY	HUN	MAURITIUS	MAS
ICELAND	ICE	MEXICO	MEX
INDIA	IND	MONACO	MON
INDONESIA	INS	MONGOLIA	MOG
IRAN	IRA	MONTSERRAT	MNT
IRAQ	IRQ	MOROCCO	MOR
IRELAND	IRE	MOZAMBIQUE	MOZ
ISLE OF MAN	IMN	NAMIBIA	NAI
ISRAEL	ISR	NAURU	NAU
ITALY	ITA	NEPAL	NEP
IVORY COAST	IVC	NETHERLANDS	NET
JAMAICA	JAM	NETHERLANDS ANTILLES	NTA
JAPAN	JAP	NEW CALEDONIA	NCL
JERSEY	JER	NEW ZEALAND	NEZ
JORDAN	JOR	NICARAGUA	NIC
* KAMPUCHEA (formerly Cambodia)	KAM	NIGER	NGR
KENYA	KEN	NIGERIA	NGA
KIRIBATI	KIR	NIUE	NIU
NORTH KOREA	NKO	NORFOLK ISLAND	NFI
SOUTH KOREA	SKO	NORWAY	NOR
KUWAIT	KUW	OMAN	OMA
LAOS	LAO	PAKISTAN	PAK
LEBANON	LEB	PANAMA	PAN
LESOTHO	LES	PAPUA NEW GUINEA	PNG
LIBERIA	LIB	PARAGUAY	PAR
LIBYA	LIY	PERU	PER
LIECHTENSTEIN	LIE	PHILIPPINES	PHI
LUXEMBOURG	LUX	PITCAIRN ISLAND	PIT
MACAU	MAC	POLAND	POL
MADAGASCAR	MAD	PORTUGAL	POR
MALAWI	MAL	QATAR	QAT
MALAYSIA	MAY		
MALDIVES	MAV		
MALI	MAI		

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COUNTRY	ABBREVIATION	COUNTRY	ABBREVIATION
REUNION	REU	TOGO	TOG
ROMANIA	ROM	TOKELAU	TOK
RWANDA	RWA	TONGA	TON
ST CHRISTOPHER-NEVIS-ANGUIllA	CNA	TRINIDAD & TOBAGO	TRT
SAINT HELENA	SHL	TUNISIA	TUN
SAINT LUCIA	STL	TURKEY	TUR
ST PIERRE & MIQUELON	SPM	TURKS & CAICOS ISLANDS	TCI
ST VINCENT & THE GRENADINES	SVG	TUVALU	TUV
WESTERN SAHARA	WSH	UGANDA	UGA
WESTERN SAMOA	WSA	UNITED ARAB EMIRATES	UAE
SAN MARINO	SAM	UNITED KINGDOM	UNK
SAO TOME & PRINCIPE	STP	UNITED STATES	USA
SAUDI ARABIA	SAU	UPPER VOLTA	UPV
SENEGAL	SEN	URUGUAY	URU
SEYCHELLES	SEY	VANUATU	VAN
SIERRA LEONE	SIL	VATICAN CITY	VAC
SINGAPORE	SIN	VENEZUELA	VEN
SOLOMON ISLANDS	SOI	VIETNAM	VIN
SOMALIA	SOM	BRITISH VIRGIN ISLANDS	VIB
SOUTH AFRICA	SOA	WALLIS & FUTUNA	WFT
SOVIET UNION	SOU	ADEN YEMEN	ADY
SPAIN	SPA	SANAA YEMEN	SAY
SPANISH NORTH AFRICA	SNA	YUGOSLAVIA	YUG
SRI LANKA	SRL	ZAIRE	ZAI
SUDAN	SUD	ZAMBIA	ZAM
SURINAME	SUR	ZIMBABWE	ZIM
SVALBARD	SVL		
SWAZILAND	SWA		
SWEDEN	SWE		
SWITZERLAND	SWI		
SYRIA	SYR		
TAIWAN	TAI		
TANZANIA	TAN		
THAILAND	THA		

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NAME_____ BIRTHDATE_____

      Last   First   Middle

STATUS_____   STATUS CHANGES_____

LQM_____   RESIDENCY DATE_____

RE-CERTIFICATIONS:

1st:_____   4th:_____

2nd:_____   5th:_____

3rd:_____

TERMINATION TYPE_____   TERMINATION DATE_____

ELIGIBILITY EXPIRES_____   DESTROY RECORDS_____

PARENTS_____   _____

         Father   Mother

ADDRESS_____   _____

        Street   City   State   Zip

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Student (L O C A T O R) Sheet

PARISH SHORT ID: _____   STUDENT #: _____   MSE: _____

SCHOOL: _____

PARISH: _____

STUDENT: _____   _____   ____   ____   ____
LAST NAME   FIRST NAME   MI   SEX   BIRTHDATE

ONLY COMPLETE THIS SECTION WHEN FOLDER IS PLACED IN (I N - A C T I V E) FILES

(MOVED OUT OF THE PARISH)   (DEATH)   18 YEARS OLD (DATE)_____

DATE MOVED_____   DATE OF DEATH_____   END OF ELIGIB.(DATE)_____

RECORDS REQUESTED BY: TIME OF DEATH_____   OTHER_____

                                   CITY/PARISH_____

_____   STATE_____
(School)

                                   CAUSE OF DEATH_____
_____
(P.O.Box/Street)

                                   EXPLANATION_____   _____
_____
(City/State/Zip)

RESIDENCY DATE	SCHOOL ENRLMT DATE	SCHOOL WTHDRW DATE	MIGRANT STATUS	GRADE LEVEL	SCHOOL
___	___	___	___	___	___
___	___	___	___	___	___
___	___	___	___	___	___
___	___	___	___	___	___
___	___	___	___	___	___
___	___	___	___	___	___

L.O.M. DATE:_____
1st RE-CERT:_____
2nd RE-CERT:_____
3rd RE-CERT:_____
4th RE-CERT:_____
5th RE-CERT:_____
E.O.E. DATE:_____

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Chapter I Migrant Education
Homeroom Student Enrollment Form

Boys_____ Girls_____

Total Enrolled _____

SCHOOL_____ TEACHER _____ GRADE_____

STUDENT NAMES:			BIRTHDATE:			ADDRESS		PARENTS		TELEPHONE NO.	NAME OF SCHOOL ATTENDED in 1982-83 sessi
Last	First	Middle	Month	Day	Year	Number	Street	Father	Mother	Home	

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114

"

85

ATTENDANCE REPORT

(D U E - July 20, 1983)

*** STRICTLY ALFA ORDER ***

SCHOOL: _____ TEACHER: _____ GRADE: _____

| NAME | | | Sex | Birthdate | Date Enrolled | Days Present | Date Withdrawn for Drop-outs | Special Talent |
Last	First	Middle						

115

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	DATE
	TOTAL
	PRESCHOOL
	UNGRADED
	1st GRADE
	2nd GRADE
	3nd GRADE
	4th GRADE
	5th GRADE
	6th GRADE
	7th GRADE
	8th GRADE
	9th GRADE
	10th GRADE
	11th GRADE
	12th GRADE
	NATIVE AMERICA
	ASIAN
	HISPANIC
	BLACK
	WHITE
	1
	2
	3
	4
	5

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READING

STUDENT NAME _____ GRADE _____ STUDENT I.D. _____

DISTRICT # _____ SCHOOL _____ TEACHER _____ DATE _____ 19___

INSTRUCTIONS:

DECODING

READINESS:

_____ 020 Visual Discrimination: Skill in distinguishing word forms.

02001 _____ Identifies (1) shapes, (2) colors, (3) objects, (4) letters.

02002 _____ Identifies likenesses/differences in (1) shapes, (2) colors, (3) objects, (4) letters.

02003 _____ Copies (1) shapes, (2) upper/lower case letters, (3) words.

02004 _____ Matches letter-name/symbol in a word.

_____ 040 Visual Memory: The amount remembered after seeing.

04001 _____ Places forms on a board, 2-4 piece puzzle.

04002 _____ Identifies (1) missing parts, (2) pictures, (3) letters.

04003 _____ Reproduces from memory (1) shapes, (2) pictures, (3) letters.

04004 _____ Identifies missing objects from more than 5.

_____ 060 Auditory Discrimination: Skill in hearing and identifying sounds.

06001 _____ Listens to story and responds.

06002 _____ Classifies gross sounds

06003 _____ Reproduces sound patterns.

06004 _____ Hears likenesses/differences in patterns and letter sounds.

06005 _____ Follows simple directions.

06006 _____ Reproduces rhyming words orally.

_____ 080 Sensorimotor: Motor, visual, and auditory abilities to manipulate or control environment.

08001 _____ (1) Directionality, (2) spatial relationship (up/down, right/left, etc.)

08002 _____ (1) Ocular mobility, (2) eye-hand coordination (hold a pencil, carry a dish of water, hold scissors, etc.)

08003 _____ Body concept, body schema: (1) Identifies body parts, (2) internalizes and utilizes coordination of all body movements.

_____ 100 Alphabet: Sequential order of letter symbols

10001 _____ Identifies letters in order.

10002 _____ Identifies missing letters.

_____ 120 Context: Utilizing order of symbols and/or surrounding words as clue to meaning.

12001 _____ Uses pictures.

12002 _____ Uses letter/sound.

12003 _____ Uses word-picture association. (clown) "A clown is a funny man in a circus."

12004 _____ Uses sentences meaning.

CONSONANTS:

_____ 140 Initial: Beginning symbol-sound of a word.

Identifies the following in the initial position of a word:

14001 _____ B	14008 _____ H	14016 _____ R
14002 _____ C (soft)	14009 _____ J	14017 _____ S
14003 _____ C (hard)	14010 _____ K	14018 _____ T
14004 _____ D	14011 _____ L	14019 _____ V
14005 _____ F	14012 _____ M	14020 _____ W
14006 _____ G (soft)	14013 _____ N	14021 _____ X
14007 _____ G (hard)	14014 _____ P	14022 _____ Y
	14015 _____ Q (u)	14023 _____ Z

_____ 160 Final: Ending symbol-sound of a word.

Identifies the following in the final position of a word:

16001 _____ B	16008 _____ J	16015 _____ S
16002 _____ C (soft)	16009 _____ K	16016 _____ T
16003 _____ C (hard)	16010 _____ L	16017 _____ V
16004 _____ D	16011 _____ M	16018 _____ W
16005 _____ F	16012 _____ N	16019 _____ X
16006 _____ G (soft)	16013 _____ P	16020 _____ Z
16007 _____ G (hard)	16014 _____ R	

_____ 180 Digraph: Two consonants creating a single sound.

Identifies the following in a word:

18001 _____ CH	18005 _____ CK	18009 _____ WL
18002 _____ WH	18006 _____ NG	18010 _____ GH
18003 _____ SH	18007 _____ PH	18011 _____ KN
18004 _____ TH	18008 _____ WR	

_____ 200 Blends: Two or three consonants retaining their own sounds.

Identifies the following in a word:

INITIAL

20001 _____ BL	20010 _____ GR	20019 _____ ST
20002 _____ BR	20011 _____ PL	20020 _____ SW
20003 _____ CL	20012 _____ PR	20021 _____ TR
20004 _____ CR	20013 _____ SC	20022 _____ TW
20005 _____ DR	20014 _____ SK	20023 _____ SCR
20006 _____ DW	20015 _____ SL	20024 _____ SPL
20007 _____ FL	20016 _____ SM	20025 _____ SPR
20008 _____ FR	20017 _____ SN	20026 _____ STR
20009 _____ GL	20018 _____ SP	

FINAL

20027 _____ GT	20030 _____ MP	20033 _____ NT
20028 _____ LD	20031 _____ ND	20034 _____ PT
20029 _____ LT	20032 _____ NK	20035 _____ RT
		20036 _____ CT

_____ 220 Endings: Symbols added to root word, changing tense or part of speech

Identifies the following in the final position of a word.

22001 _____ s	22005 _____ ly	22009 _____ tion
22002 _____ es	22006 _____ le	22010 _____ est
22003 _____ ed	22007 _____ er	22011 _____ en
22004 _____ ing	22008 _____ ls	

VOWELS:

Identifies the following in words:

_____ 240 Short

24001 _____ A (cat)	24004 _____ U (nut)
24002 _____ O (not)	24005 _____ I (miss)
24003 _____ E (pet)	24006 _____ Y (syllable)

_____ 260 Long

26001 _____ A (ape)	26005 _____ I (ice)
26002 _____ O (open)	26006 _____ Y (type)
26003 _____ E (eel)	26007 _____ Y (candy)
26004 _____ U (use)	

_____ 280 R or L Controlled:

28001 _____ ar (car)	28004 _____ or (for)
28002 _____ ir (sir)	28005 _____ er (her)
28003 _____ al (all)	28006 _____ ur (fur)

_____ 300 Irregular: Diphthongs, Digraphs, Combinations

30001 _____ ai (plaid)	30013 _____ oe (toe)
30002 _____ ai (paint)	30014 _____ oi (oil)
30003 _____ ay (play)	30015 _____ oo (soon)
30004 _____ au (sauce)	30016 _____ oo (good)
30005 _____ aw (saw)	30017 _____ ou (thought)
30006 _____ ea (meat)	30018 _____ ou (out)
30007 _____ ee (meet)	30019 _____ ou (through)
30008 _____ ei (receive)	30020 _____ ow (cow)
30009 _____ ei (neighbor)	30021 _____ ow (blow)
30010 _____ ew (few)	30022 _____ oy (boy)
30011 _____ ie (pie)	30023 _____ ue (glue)
30012 _____ oa (coat)	30024 _____ ui (juice)

DECODING (cont.)

STRUCTURAL ANALYSIS:

_____ 320 Hearing syllables: Oral readiness prerequisite to formal application of generalizations.

32001 _____ (1) Claps for each single sound of voice (2) identifies the number of syllables in a word.

32002 _____ (1) Listens for (2) identifies natural division of word.

_____ 340 Using syllables: Application of generalizations widely used.

Applies the following:

34001 _____ Each syllable must contain a vowel sound.

34002 _____ Suffixes and prefixes are usually separate syllables.

34003 _____ Usually divide between two root words (store/room).

34004 _____ Consonant blends are not divided (bl, spr).

34005 _____ If a word ends in le, the consonant just before usually begins the last syllable (ta/ble, ap/ple).

34006 _____ The letters x and ck go with the preceding vowel and end the syllable (tax/a/tion, pick/le, mack/er/el).

34007 _____ If the first vowel sound is followed by two consonants, the first syllable usually ends with the first of the two consonants (put/ting).

34008 _____ If the first vowel sound is followed by one consonant, the first syllable usually ends with the vowel sound (a/way)

34009 _____ When the first vowel sound is followed by th, ch, sh, these are not divided and may go with the first or the second syllable (punishment, achieve, rather).

Accent:

34010 _____ In most two syllable words, the first syllable is accented (let'/ter, vow'/el, pic'/ture).

34011 _____ When a, in, re, ex, de, or be is the first syllable, it is usually unaccented (a/bate", ex/plain", de/part").

34012 _____ When tion is the final syllable, it is usually unaccented (na"/tion, po/ti"/tion).

34013 _____ When the last syllable contains the r sound, it is un-accented (cel"/lar).

_____ 360 Root Word: A word or part of a word that is used for making other words.

36001 _____ Identifies the root word in words such as teacher, remove, bodily (body).

_____ 380 Compound Word: Two or more words combined into one

38001 _____ Identifies the words in compound words such as baseball, barnyard, inasmuch.

_____ 400 Contraction: The shortened form of two words

40001 _____ Identifies the two words in contractions such as I'm, don't, won't.

_____ 420 Prefix: The initial syllable which may change the meaning of the base word.

Identifies the following prefixes in a word:

42001 _____ ab (abnormal)	42012 _____ im (imbibe)
42002 _____ ad (advance)	42013 _____ in (invade)
42003 _____ ap (app 'ach)	42014 _____ mis (mistaken)
42004 _____ be (befriend)	42015 _____ non (nonsense)
42005 _____ com (comply,	42016 _____ ob (object)
42006 _____ con (contribute)	42017 _____ op (oppress)
42007 _____ de (depart)	42018 _____ pre (precede)
42008 _____ dis (dismiss)	42019 _____ pro (promote)
42009 _____ em (embrace)	42020 _____ re (reject)
42010 _____ en (enlist)	42021 _____ sub (subway)
42011 _____ ex (explain)	42022 _____ un (unkind)

_____ 440 Suffix: The final syllable which may change the part of speech of the base word.

Identifies the following suffixes in a word:

44001 _____ an (American)	44013 _____ ical (methodical)
44002 _____ ance (assistance)	44014 _____ ise, ize (colonize)
44003 _____ ble, able (comfortable)	44015 _____ ish (foolish)
44004 _____ dom (kingdom)	44016 _____ less (hopeless)
44005 _____ en (earthen)	44017 _____ ly, y (quickly)
44006 _____ ence (dependence)	44018 _____ ment (movement)
44007 _____ est (neatest)	44019 _____ ness (sickness)
44008 _____ full, ful (forceful)	44020 _____ or, er (teacher)
44009 _____ fy (simplify)	44021 _____ tion (temptation)
44010 _____ hood (brotherhood)	44022 _____ ty (entity)
44011 _____ ial, al (musical)	44023 _____ ward (backward)
44012 _____ ic (tragic)	

COMPREHENSION

LITERAL.

_____ 460 Main Idea: Most important thought in one or more sentences or paragraphs

46001 _____ Identifies the words that express the main idea.

46002 _____ Identifies the sentence that expresses the main idea in a paragraph.

_____ 480 Related Detail: The small parts or items that relate to or support the main idea.

48001 _____ Draws pictures of details.

48002 _____ Recalls items in a paragraph related to the main idea.

_____ 500 Classification: Arrangement of words or sentences in groups according to specific topic.

50001 _____ Identifies like/unlike (symbols, pictures)

50002 _____ Identifies words/id 'i under a topic

50003 _____ Identifies words under major categories.

_____ 520 Sequence: Related ideas or sentences which follow one another in specific order.

52001 _____ Rearranges related pictures

52002 _____ Rearranges related words to make a sentence.

52003 _____ Rearranges sentences to make a paragraph.

52004 _____ Rearranges sentences to make a story

52005 _____ Identifies relevant ideas in sequence

_____ 540 Conclusions: Logical ending of a complete thought

54001 _____ Completes exercises in Cloze procedure (Fills in the obvious conclusion, e.g. The _____ lost his dog)

54002 _____ Identifies the words that summarize or conclude

54003 _____ Lists only statements related to conclusion of topic.

_____ 560 Following Directions: The performance of a task as heard or read.

Demonstrates performance in the following:

56001 _____ Directions by a single word or sentence orally.

56002 _____ Directions by a series of tasks given orally

56003 _____ Reads one direction, then performs the task

56004 _____ Reads multiple directions and performs the tasks.

56005 _____ Follows instructions related to "how to "

INFERENTIAL:

_____ 580 Main Idea: No specific words for implied meaning

58001 _____ Uses key words as clues

58002 _____ Chooses an appropriate title

58003 _____ Identifies sentences implying a main idea.

COMPREHENSION (cont.)

_____ 600 Related Detail: Words suggesting details.

60001 ___ Chooses subtitles.

60002 ___ Explains meaning of a paragraph.

60003 ___ Explains relation or word-analogies (pen-pencil, boat-oar grape-raisin).

_____ 620 Cause/Effect: Interpretation of an action and the result.

62001 ___ States cause, explains the effect implied.

62002 ___ Explains or interprets implied cause of an action after reading.

_____ 640 Generalizations: Interpretation without giving details.

64001 ___ Uses outline format/notes.

64002 ___ Writes abstract of material read.

64003 ___ Reasons, finds support for a generalization or experiment to see if it applies.

_____ 660 Figurative Language: Words that form a meaning in the mind other than the literal meaning of its component words.

66001 ___ Tells in own words meaning of expressions such as a "blanket of fog," "screaming headlines."

66002 ___ Identifies figurative phrases in selected sentences and/or poems.

66003 ___ Interprets similes and metaphors. ("The kitten is as white as snow." "You are a doll.")

_____ 680 Summarizing: Condensing details, based upon all the facts.

68001 ___ Relates details of a paragraph stated in a minimum of words.

68002 ___ Gathers materials from various sources for a report.

_____ 700 Punctuation: Symbol clues in written form that clarify meaning and separate structural units through pause, stress, inflection or intonation.

Demonstrates understanding regarding use of:

70001 ___ Question mark (?)

70002 ___ Exclamation mark (!)

70003 ___ Period (.)

70004 ___ Comma (,)

___ Semicolon (;)

___ Colon (:)

70005 ___ Quotation marks (" ")

70006 ___ Parenthesis ( )

70007 ___ Italics (italics)

70008 ___ Apostrophe (')

_____ 720 Critical Reading: Evaluation of truth, logic, reliability and accuracy in what is written.

72001 ___ Classifies as fact/fiction, whether or not event could happen.

72002 ___ Analyzes sentence sequences for logic.

72003 ___ Evaluates for propaganda: false analogies, stereotyping, false generalizations, appeal to authority, loaded words.

_____ 740 Predict Outcomes: Making plans in terms of expected outcomes.

74001 ___ Identifies nonsense.

74002 ___ Compares/contrasts to clarify.

74003 ___ Identifies relevant/irrelevant facts.

74004 ___ Determines best source of information.

74005 ___ Compares author's purpose with his/her own.

74006 ___ Uses scientific methods in study skills.

VOCABULARY:

_____ 760 Sight Words: Words that are instantly recognized and understood.

76001 ___ Uses the school system or commercial list.

_____ 780 Multiple Meanings: Words spelled the same but having different meanings according to usage (heteronyms).

78001 ___ Uses words that serve as a different part of speech in a sentence but sound and look the same (orange). ("This orange is a pretty color.")

78002 ___ Uses words that sound and look the same, but must be used in a sentence to identify meaning. (tape used in a recorder, vs. tape used to repair items.)

78003 ___ Uses words that change with accent. ("I object" to that!" "Place the object on the table.")

78004 ___ Uses prefixes and suffixes to change word meanings. (Semi-liquid, semi-annual.)

_____ 800 Time/Identity Signal Words: Interpretation of certain words or phrases which identify or answer questions.

80001 ___ Determines meaning of pronoun referents (they, it, etc.).

80002 ___ Identifies (1) who, (2) what, (3) when, (4) where, (5) how.

82003 ___ Identifies antonyms, word opposites (in-out, up-down).

_____ 820 Word Meanings: Verbal expression of associated concept.

82001 ___ Identifies synonyms (speak-talk, correct-right).

82002 ___ Identifies homonyms (see-sea, cent-sent-scent).

82003 ___ Identifies antonyms, word opposites (in-out, up-down)

82004 ___ Identifies abstract word meanings. ("Our trip took 5 hours and 40 minutes." "Our trip took about 6 hours.")

82005 ___ Uses technical vocabulary of content areas.

_____ 840 Context: Utilizing order of symbols and/or surrounding words as a clue to meaning.

84001 ___ Uses new word definition.

84002 ___ Uses synonym or new word.

84003 ___ Uses comparison/contrast with new word.

84004 ___ Uses comparison/contrast in a paragraph.

84005 ___ Uses comparison/contrast in a paragraph.

84006 ___ Uses comparison/contrast in longer discourse.

STUDY SKILLS

READING IN THE CONTENT AREA:

_____ 860 Appropriate Reading Speed: Survey to determine necessary reading speed (w.p m. = words per minute depending upon the purpose.

86001 ___ Studies carefully complex material (100-300 w.p.m.)

86002 ___ Reads easier material for pleasure (over 300 w p m.).

86003 ___ Skims for key words, specific concept, main idea (over 700 w.p m.).

86004 ___ Scans for detail, general content. Verifies facts without reading all the text (700 w p m. + practice increasing speed.).

_____ 880 Follow Directions: The performance of a task read.

88001 ___ Uses technical vocabulary of a subject area, following printed directions.

88002 ___ Follows multiple sequential directions.

_____ 900 Chart/Graph/Map Reading: Analysis of symbols and translation into a meaning.

Constructs or utilizes the following:

90001 ___ Chemical elements (organic/inorganic)

90002 ___ Mathematical progressions

90003 ___ Flow charts for planning

90004 ___ Diagrams/timelines

90005 ___ Schedules (air, railroad, bus)

90006 ___ Road maps

90007 ___ Projections

90008 ___ Topical/geographic maps

_____ 920 Locational Skills: Appropriate use of resource materials.

92001 ___ Uses dictionary/encyclopedia
   1. Alphabetical order-1st letters, 1st two letters.
   2. Word groups—first half A-L, second half M-Z
   3. Guide words
   4. Entry words—Phonatic keys
   5 Index, glossary, table of contents

92002 ___ Uses telephone directory

92003 ___ Uses newspapers

92004 ___ Uses library references
   1 Reader's Guide
   2. Atlas
   3. Dewey Decimal System
   4. Resource files

_____ 940 Organizing: Arrangement of details in logical order.

94001 ___ Takes notes (record source by author, title, page).

94002 ___ Uses outline format.

94003 ___ Records bibliography.

94004 ___ Uses study method such as "Survey-Question Read-Recite-Review." (SQRRR)

94005 ___ Summarizes

94006 ___ Uses footnotes.

94007 ___ Uses cross-references

SKILLS LOGSHEET FOR MIGRANT STUDENTS: **MATH**

STUDENT NAME _____ PARISH ID _____ STUDENT # _____

GRADE _____ SCHOOL _____ TEACHER _____

READINESS

RECOGNITION OF PROPERTIES

001 Color as a Property
____ 00101A The word "color"
____ 00101B Objects differentiated by color

004 Shape as a Property
____ 04001A The word "shape"
____ 00401B Objects differentiated by shape

007 Dimension as a Property
____ 00701A A description of dimensionality
____ 00701B Objects differentiated by 2-D vs. 3-D

DIVISIONS WITHIN PROPERTIES

010 Primary Colors
____ 01001A Name of a primary color (red, blue, yellow)
____ 01001B An object having a particular primary color

013 2-D Shapes
____ 01301A Name of a 2-D shape (circle, square, rectangle, triangle)
____ 01301B Objects having a particular 2-D shape

016 3-D Shapes
____ 01601A Name of a 3-D shape (sphere, cube, cone)
____ 01601B Objects having a particular 3-D shape

019 Line Segments Forming Shapes
____ 01901A A 2-D shape
____ 01901B A given number of line segments

022 Angle Magnitude
____ 02201A A number of angles formed with a single pair of equal line segments.
____ 02201B A number of angles formed with a single pair of unequal line segments.

025 Real - World Shapes
____ 02501A Real-world shapes
____ 02501B Symbolic geometric shapes

028 Simple Spatial Relations
____ 02801A Name of a spatial relation (right left / above below / in out / beside / in front-behind)

COMPARISONS WITHIN PROPERTIES

____ 02801B Objects having a given spatial relation (right-left, above-below, in-out, beside, in front-behind)

031 Simple Temporal Relations
____ 03101A Name of a temporal relation (before, during, after)
____ 03101B An example of a temporal relation

034 Size Relations
____ 03401A Name of a size (area) relation (small-large, smaller larger, smallest-largest)
____ 03401B Objects having size (area) differences

037 Weight Relations
____ 03701A Name of a weight relation (light-heavy, lighter-heavier, lightest-heaviest)
____ 03701B Objects having weight differences

040 Length Relations
____ 04001A Name of a length relation (short-long, shorter-longer, shortest-longest)
____ 04001B Objects having length differences

043 Volume Relations
____ 04301A Name of a volume relation (more-less, more full less full, most full least full)
____ 04301B Differing volumes

046 Simple Ordinal Relations
____ 04601A Name of an order relationship (first, last, between)
____ 04601B Objects occupying a given relative position

PARTITIONING (GROUPING)

049 By Color
____ 04901A Objects grouped by color
____ 04901B Name of one of the colors used in grouping objects

052 By 2-D Shape
____ 05201A Objects grouped by (2-D) shape (triangle, square, circle, rectangle)
____ 05201B Name of one of shapes used in grouping objects

055 By 3-D Shape
____ 05501A Objects grouped by (3-D) shape (cone, cube, tetrahedron, cylinder)
____ 05501B Name of one of the (3-D) shapes used in grouping objects.

ORDERING

058 By Size (Area)
____ 05801A Objects ordered by size (area)
____ 05801B That size (area) was used to order objects

061 By Weight
____ 06101A Objects ordered by weight
____ 06101B That weight was used to order objects

064 By Length
____ 06401A Objects ordered by length
____ 06401B That length was used to order objects

067 By Volume
____ 06701A Objects ordered by volume
____ 06701B That volume was used to order objects

NUMBER MEANING

BASIC

070 Numeral and Associated Word Names
____ 07001A The numerals 0 - 9
____ 07001B Word names "zero" ..."nine"
____ 07002A The numerals 10, 20, 30 ... 100
____ 07002B Word names "ten," "twenty" ... "one hundred"

073 Signs (<, >, =) and Associated Word Names
____ 07301 A collection of pairs of whole numbers
____ 07302A The symbols " =," "<," ">"
____ 07302B Word names "equal to," "less than," and "greater than"

076 Ordination
____ 07601A A row of ten objects
____ 07601B The name of an ordinal position (first, second ... tenth)

079 Counting
____ 07901A Arrays of the numerals 1-10
____ 07901B Arrays of the numerals 1-100
____ 07901C Arrays of the numerals 1-100,000

INSTRUCTIONS :

124

91

125

WHOLE NUMBERS

BASIC CHARACTERISTICS

082 Place Value

_____ 08201   A single digit numeral (0 - 9)

_____ 08202A   A two digit numeral (10 - 99)

_____ 08202B   A place value name (ones, tens) and a two digit numeral

_____ 08203A   A three digit numeral (100 - 999)

_____ 08203B   A place value name (ones, tens, hundreds) and a three digit numeral

_____ 08204A   A four digit numeral (1,000 - 9,999)

_____ 08204B   A place value name (ones, tens, hundreds, or thousands) and a four digit numeral

_____ 08205A   A five (or more) digit numeral (10,000 - ...)

_____ 08205B   Place value names (ones, tens, hundreds, thousands, ten-thousands) and a five (or more) digit numeral

085 Expanded Notation

_____ 08501A   A two digit numeral — (using word names)

_____ 08501B   A two digit numeral — (using numerals)

_____ 08501C   An expanded notation form (using word names) of a two digit numeral

_____ 08502A   A three digit numeral — (using word names)

_____ 08502B   A three digit numeral — (using numerals)

_____ 08502C   An expanded notation form (using word names) of a three digit numeral

_____ 08503A   A number greater than 1,000 — (using word names)

_____ 08503B   A number greater than 1,000 — (using numerals)

_____ 08503C   An expanded notation form (using word names) of a number greater than 1,000

088 Number Line

_____ 08801   A number line representation of the whole numbers 1 through 10, with numbers missing

_____ 08802   A number line

_____ 08803   Several positive and negative numbers and zero on a number line

_____ 08804A   Unlabeled point in a sequence of labeled points on a rational number line

_____ 08804B   The name of a rational number and a rational number line

_____ 08805   A positive or negative whole number (-15 to + 15)

091 Even/Odd Numbers

_____ 09101A   A collection of numbers (between 1 and 1000)

_____ 09101B   The names "even" and "odd" and a group of numbers

094 Composite/Prime Numbers

_____ 09401A   A definition of prime numbers

_____ 09401B   A list containing both prime and composite numbers

ADDITION

097 Terms ("Sum," etc.) and Signs (" = ")

_____ 09701A   An example of an addition problem

_____ 09701B   The names of terms used in addition (sum, addend)

_____ 09701C   The operation sign for addition

100 Associative, Commutative Relations

_____ 10001   An example of an associative relation

_____ 10002   An example of a commutative relation

103 Estimation of Column Addition

_____ 10301   An addition sentence with four or more addends and a missing sum

_____ 10302   An addition sentence with four or more addends and an estimated sum

106 Expanded Notation Form

_____ 10601A   An addition sentence (involving no regrouping)

_____ 10601B   An addition sentence (involving no regrouping) in expanded notation form

_____ 10602A   An addition sentence (involving regrouping) — solution

_____ 10602B   An addition sentence (involving regrouping) — number sentence

109 Using Word Names

_____ 10901A   An addition number sentence using word names

_____ 10901B   A number sentence using numerals

112 Vertical Form Addition

_____ 11201A   An addition problem in vertical form

_____ 11201B   An addition number sentence in horizontal form

115 On a Number Line

_____ 11501A   A number line representation of an addition number sentence

_____ 11501B   An addition number sentence—identifies number line expression

118 Basic Addition Facts

_____ 11801   1 digit + 1 digit = sum less than 10

_____ 11802   1 digit + 1 digit = sum greater than or equal to 10

121 Two addends, No Regrouping

_____ 12101   2 digits + 1 digit

_____ 12102   2 digits + 2 digits

_____ 12103   2 digit multiple of 10 + 2 digit multiple of 10

_____ 12104   3 digits + 3 digits

124 Two Addends, Regrouping

_____ 12401   2 digits + 1 digit

_____ 12402   2 digits + 2 digits

_____ 12403   2 digit multiple of 10 + 2 digit multiple of 10

_____ 12404   3 digits (with 0 in tens place) + 2 digits

_____ 12405   3 digits + 3 digits

127 Multiple Addends, Regrouping

_____ 12701   4 addends Each addend is a multiple of 10 less than 100

_____ 12702   4 addends: Each addend is a multiple of 100

_____ 12703   4 addends with varying number of digits

SUBTRACTION

130 Terms and Signs

_____ 13001A   The operation sign for subtraction

_____ 13001B   The names "minus" and "difference"

133 Vertical Form

_____ 13301A   A subtraction problem in vertical form

_____ 13301B   A subtraction number sentence in horizontal form

137 As Inverse Addition

_____ 13701   An open number addition sentence with missing addend

141 Expanded Notation Solution — No Regrouping

_____ 14101A   A subtraction number sentence

_____ 14101B   A subtraction number sentence in expanded notation form

144 Expanded Notation Solution — Regrouping

_____ 14401A   A subtraction number sentence

_____ 14401B   An expanded notation solution to a subtraction problem

147 Number Line Subtraction

_____ 14701A   A number line representation of a subtraction number sentence

_____ 14701B   A subtraction number sentence—identifies number line expression

150 Using Word Names

_____ 15001A   A subtraction number sentence using word names

_____ 15001B   A subtraction number sentence using numerals

153 Computation Involving No Regrouping

_____ 15301   1 digit — 1 digit

_____ 15302   2 digits — 1 digit

_____ 15303   2 digits — 2 digits

_____ 15304   3 digits — 3 digits

_____ 15305   3 digits — 3 digits (with 0 in tens place)

_____ 15306   4 digits — 3 digits

156 Computation Involving Regrouping

_____ 15601   2 digits — 2 digits

_____ 15602   3 digits — 3 digits

_____ 15603   3 digits — 3 digits (two regroupings)

_____ 15604   3 digits (with 1 in tens place) — 3 digits (two regroupings)

_____ 15605   3 digits (with 0 in tens place) — 3 digits (two regroupings)

_____ 15606   4 digits — 3 digits (two regroupings)

_____ 15607   4 digits (with 0 in tens and hundreds place) — 3 digits (repeated regrouping)

_____ 15608   6 digits or less — 6 digits or less (repeated regrouping)

MULTIPLICATION

159 Terms and Signs

_____ 15901A   An example of a multiplication problem

_____ 15901B   The names and terms used in multiplication

_____ 15901C   The symbols for multiplication

162 Vertical Form

_____ 16201   A multiplication problem in vertical form

165 Represented as Physical Models

_____ 16501A   An array of objects or dots

_____ 16501B   A multiplication sentence involving whole numbers

WHOLE NUMBERS

MULTIPLICATION (cont.)

168 Incomplete Multiplication Sentences
- 16801A A multiplication sentence with a missing term or operation symbol
- 16801B A multiplication sentence involving whole numbers with the product missing

171 Repeated Addition Sentence
- 17101A A multiplication problem involving two factors
- 17101B A repeated addition problem with identical addends

174 On a Number Line
- 17401A A number line representation of a product
- 17401B A multiplication sentence

177 Distributive, Associative Commutative Relations
- 17701 An example of the distributive property
- 17702 An example of the associative property of multiplication
- 17703 An example of the commutative property of multiplication

180 Basic Facts
- 18001 1 digit (0-9) × 1 digit (0-9)

183 Involving No Regrouping
- 18301 2 digits × 1 digit
- 18302 2 digits (multiple of ten) × 1 digit
- 18303 3 digits × 1 digit
- 18304 3 digits (zero in ones place) × 1 digit
- 18305 3 digits (multiple of 100) × 1 digit
- 18306 2 digits × 2 digits
- 18307 3 digits × 2 digits
- 18308 3 digits (zero in tens place) × 2 digits
- 18309 3 digits × 3 digits
- 18310 3 digits (zero in tens place) × 3 digits
- 18311 3 digits (multiple of 100) × 3 digits

186 Involving Regrouping
- 18601 2 digits × 1 digit
- 18602 3 digits (zero in tens place) × 1 digit
- 18603 2 digits × 2 digits
- 18604 3 digits × 2 digits
- 18605 3 digits (zero in tens place) × 2 digits
- 18606 3 digits × 3 digits
- 18607 3 digits (zero in tens place) × 3 digits

DIVISION

189 Terms and Signs
- 18901A An example of a division problem
- 18901B The names of terms used in division
- 18901C The symbols for division

192 As Repeated Subtraction
- 19201 A repeated subtraction problem

194 As An Equivalent Multiplication Sentence
- 19401A A division fact or sentence
- 19401B A multiplication fact or sentence

196 On a Number Line
- 19601A A number line representation of a division fact
- 19601B A division fact

198 As An Incomplete Division Sentence
- 19801 An open division sentence

201 As Multiples of 10
- 20101 A division problem

204 Single Digit Divisor and Dividend, Remainder = 0
- 20401 1 digit + 1 digit

207 Single Digit Divisor and Dividend, Remainder > 0
- 20701 1 digit + 1 digit

210 Multiple Digit Divisor or Dividend, Remainder = 0
- 21001 2 digits + 1 digit
- 21002 2 digits + 2 digits
- 21003 2 digits (multiple of 10) + 2 digits (multiple of 10)
- 21004 3 digits + 2 digits
- 21005 More than 3 digits + 3 digits

213 Multiple Digit Divisor or Dividend, Remainder > 0
- 21301 2 digits + 1 digit
- 21302 2 digits + 2 digits
- 21303 3 digits + 2 digits
- 21304 More than 3 digits + 3 digits
- 21305 More than 3 digits (zero tens or hundreds) + 3 digits

APPLICATIONS

216 Addition Word Problems
- 21601A A word problem involving the addition of whole numbers — procedure
- 21601B A word problem involving the addition of whole numbers — number sentence
- 21601C A word problem involving the addition of whole numbers — answer

219 Subtraction Word Problems
- 21901A A word problem involving the subtraction of whole numbers — procedure
- 21901B A word problem involving the subtraction of whole numbers — number sentence
- 21901C A word problem involving the subtraction of whole numbers — answer

222 Multiplication Word Problems
- 22201A A word problem involving the multiplication of whole numbers — procedure
- 22201B A word problem involving the multiplication of whole numbers — number sentence
- 22201C A word problem involving the multiplication of whole numbers — answer

225 Division Word Problems
- 22501A A word problem involving the division of whole numbers — procedure
- 22501B A word problem involving the division of whole numbers — number sentence
- 22501C A word problem involving the division of whole numbers — answer

228 Addition Using Devices
- 22801 A number greater than 1,000

231 Addition as Patterns
- 23101A An incomplete pattern of whole numbers generated by an operation of addition or subtraction
- 23101B A complete pattern of whole numbers generated by an operation of addition or subtraction
- 23102 Two whole numbers
- 23103 An incomplete Pascal's triangle

234 Mixed Operation (+, −, ×, ÷) Word Problems
- 23401A A word problem involving mixed operations (+, −, ×, ÷) on whole numbers — procedure
- 23401B A word problem involving mixed operations (+, −, ×, ÷) on whole numbers — number sentence
- 23401C A word problem involving mixed operations (+, −, ×, ÷) on whole numbers — answer

237 Unfinished Numbers
- 23701 A 2-digit number with the ones place blank — divisible by 3
- 23702 A 3-digit number with the ones place blank — divisible by 4
- 23703 A 2-digit number with the ones place blank — divisible by 8
- 23704 A 3-digit number with the ones place blank — divisible by 9
- 23705 A whole number — divided evenly

FRACTIONS

BASIC CHARACTERISTICS

243 Terms
- 24301A The terms "numerator" and "denominator"
- 24301B A fraction — names parts

246 Congruency of Shapes
- 24601 Shapes divided into congruent parts and divided into non congruent parts

249 Physical Representations
- 24901 Objects or shapes divided into two, three or four congruent parts
- 24902 An object or shape divided into two, three, or four congruent parts with one or more of the parts shaded or otherwise identified
- 24903 A fraction (½, ⅓, ¼)
- 24904 A shape or object divided into two, three or four congruent parts
- 24905 A fraction — identifies parts
- 24906 A number line marked by a sequence of fractions (with one missing) with the same denominator

252 Identification of Mixed vs. Improper Fractions
- 25201 Figures representing an improper fraction

255 Physical Representations of Mixed Number Fractions
- 25501 Areas representing fractions in mixed numeral form (wholes and fractional parts)

258 Ordering Fractions
- 25801 A collection of fractions with like denominators
- 25802 A collection of fractions with units as numerators and unlike denominators
- 25803 A collection of fractions with numerators greater than one and unlike denominators

EQUIVALENT FRACTIONS

261 Prime Factoring
- 26101A A composite number
- 26101B A prime factorization

264 Simplifying Fractions
- 26401A A proper (reduced) fraction
- 26401B A proper (nonreduced) fraction
- 26402A An improper (reduced) fraction
- 26402B An improper (nonreduced) fraction
- 26403A A mixed (reduced) fraction
- 26403B A mixed (nonreduced) fraction

LCM AND GCF

267 Least Common Multiple (LCM)
- 26701A Two whole numbers less than 10 such that LCM is either of the numbers
- 26701B Three or more whole numbers such that LCM is any of the numbers

128

129

FRACTIONS

LCM AND GCF (cont.)

270   Greatest Common Factor (GCF)

_____ 27001   Two whole numbers such that the GCF is equal to one of the numbers

_____ 27002   Two whole numbers such that the GCF is not either of the numbers

_____ 27003   Two prime numbers

_____ 27004   Three or more whole numbers

ADDITION

273   Number Line Representation

_____ 27301   A number line representation of addition of fractions with like denominators — number sentence

_____ 27302   A number line representation of addition of fractions with like denominators — sum (in simplest terms)

276   Like Denominators

_____ 27601   Each addend is proper, the denominators are equal, and each numerator equals 1

_____ 27602   Each addend is proper, the denominators are equal, and each numerator is greater than 1

_____ 27603   One addend is proper, one is improper, and the denominators are equal

_____ 27604   One addend is proper, one is mixed, and the denominators are equal

_____ 27605   Both addends are improper and the denominators are equal

_____ 27606   Both addends are mixed, the denominators are equal, and each numerator is 1

_____ 27607   Both addends are mixed, the denominators are equal, and each numerator is greater than 1

279   Unlike Denominators LCD Is One Denominator

_____ 27901   Each addend is proper, the denominators are unequal, each numerator equals 1, and LCD is one of the denominators

_____ 27902   Each addend is proper, the denominators are unequal, each numerator is greater than 1, and LCD is one of the denominators

_____ 27903   One addend is proper, one is improper, the denominators are unequal, and LCD is one of the denominators

_____ 27904   One addend is proper, one is mixed, the denominators are unequal, and LCD is one of the denominators

_____ 27905   Both addends are improper, the denominators are unequal, and LCD is one of the denominators

_____ 27906   One addend is improper, one is mixed, the denominators are unequal, and LCD is one of the denominators

_____ 27907   Both addends are mixed, the denominators are unequal, each numerator is 1, and LCD is one of the denominators

_____ 27908   Both addends are mixed, the denominators are unequal, each numerator is greater that 1, and LCD is one of the denominators

282   Unlike Denominators LCD Is Neither Denominator

_____ 28201   Each addend is proper, the denominators are unequal, each numerator equals 1, and LCD is neither of the denominators

_____ 28202   Each addend is proper, the denominators are unequal, each numerator is greater than 1, and LCD is neither of the denominators

_____ 28203   One addend is proper, one is improper, the denominators are unequal, and LCD is neither of the denominators

_____ 28204   One addend is proper, one is mixed, the denominators are unequal, and LCD is neither of the denominators

_____ 28205   Both addends are improper, the denominators are unequal, and LCD is neither of the denominators

_____ 28206   One addend is improper, one is mixed, the denominators are unequal, and LCD is neither of the denominators

_____ 28207   Both addends are mixed, the denominators are unequal, each numerator is 1, and LCD is neither of the denominators

_____ 28208   Both addends are mixed, the denominators are unequal, each numerator is greater than 1, and LCD is neither of the denominators

SUBTRACTION

285   Number Line Representation

_____ 28501   A number line representation of the subtraction of like fractions — number sentence

_____ 28502   A number line representation of the subtraction of like fractions — difference

288   Like Denominators

_____ 28801   Both fractions are proper, and the denominators are equal

_____ 28802   The first fraction is improper, the second is proper, and the denominators are equal.

_____ 28803   The first fraction is mixed, the second is proper, and the denominators are equal (no borrowing)

_____ 28804   Both fractions are improper and the denominators are equal

_____ 28805   One fraction is improper, one is mixed, and the denominators are equal

_____ 28806   Both fractions are mixed and the denominators are equal

291   Unlike Denominators LCD Is One Denominator

_____ 29101   Both fractions are proper, and the denominators are unequal, and LCD is one of the denominators

_____ 29102   The first fraction is improper, the second is proper, the denominators are unequal and LCD is one of the denominators

_____ 29103   The first fraction is mixed, the second is proper, the denominators are unequal, and LCD is one of the denominators (no borrowing)

_____ 29104   The first fraction is mixed, the second is proper, the denominators are unequal, and LCD is one of the denominators (borrowing)

_____ 29105   Both fractions are improper, the denominators are unequal, and LCD is one of of the denominators

_____ 29106   The first fraction is mixed, the second is improper, the denominators are unequal, and LCD is one of the denominators

_____ 29107   Both fractions are mixed, the denominators are unequal, and LCD is one of the denominators (no borrowing)

_____ 29108   Both fractions are mixed, the denominators are unequal, and LCD is one of the denominators (borrowing)

294   Unlike Denominators LCD Is Neither Denominator

_____ 29401   Both fractions are proper, the denominators are unequal, and LCD is neither of the denominators

_____ 29402   The first fraction is improper, the second is proper, the denominators are unequal, and LCD is neither of the denominators

_____ 29403   The first fraction is mixed, the second is proper, the denominators are unequal, and LCD is neither of the denominators (no borrowing)

_____ 29404   The first fraction is mixed, the second is proper, the denominators are unequal and LCD is neither of the denominators (borrowing)

_____ 29405   Both fractions are improper, the denominators are unequal, and LCD is neither of the denominators

_____ 29406   One fraction is improper, one is mixed, the denominators are unequal, and LCD is neither of the denominators

_____ 29407   Both fractions are mixed, the denominators are unequal, and LCD is neither of the the denominators (no borrowing)

_____ 29408   Both fractions are mixed, denominators are unequal, and LCD is neither of the denominators (borrowing)

MULTIPLICATION

297   Terms and Signs

_____ 20701A   A multiplication sentence using the symbol " x "

_____ 20701B   A multiplication sentence using the symbol "of"

300   Area Representations of Multiplication of Fractions

_____ 30001A   A multiplication sentence involving unit fractions

_____ 30001B   A multiplication sentence using the term "of"

_____ 30002   An area representation of a whole number multiplied by a unit fraction

_____ 30003   A multiplication sentence involving a whole number and a unit fraction

303   Number Line Representations of Multiplication of Fractions

_____ 30301A   A number line representation of a whole number multiplied by a unit fraction

_____ 30301B   A multiplication sentence involving a whole number and a unit fraction

306   Reciprocals

_____ 30601   A proper fraction

_____ 30602   An improper fraction

_____ 30603   A mixed number

309   Proper x Proper

_____ 30901   Both fractions are proper, denominators are less than 10 — no cancellation possible

_____ 30902   Three fractions, all proper — no cancellation possible

_____ 30903   Both fractions are proper — cancellation possible

_____ 30904   All three are proper fractions — cancellation possible

312   Whole Number x Fraction

_____ 31201   One is whole number, the other is proper fraction — no cancellation possible

315   Mixed Number x Fraction

_____ 31501   One is mixed number, the other is proper fraction — no cancellation possible

_____ 31502   Three numbers (any combination of proper or improper fractions, mixed numbers, or whole numbers) — no cancellation possible

_____ 31503   Three numbers (any combination of proper or improper fractions, whole numbers, or mixed numbers) — cancellation possible

DIVISION

318   Proper ÷ Proper

_____ 31801   Proper fractions having like denominators

_____ 31802   Proper fractions having unlike denominators — no cancellation possible

_____ 31803   The fractions are proper or improper — cancellation possible

321   Proper and Mixed

_____ 32101   First is mixed, second proper

_____ 32102   First is proper, second is mixed

324   Proper and Whole Numbers

_____ 32401   First is whole, second is proper

_____ 32402   First is proper, second is whole

327   Mixed and Mixed

_____ 32701   Both fractions are mixed

FRACTIONS

APPLICATIONS

330 Addition Word Problems

_____ 33001A A word problem involving the addition of fractions — procedure

_____ 33001B A word problem involving the addition of fractions — number sentence

_____ 33001C A word problem involving the addition of fractions — answer

333 Subtraction Word Problems

_____ 33301A A word problem involving the subtraction of fractions — procedure

_____ 33301B A word problem involving the subtraction of fractions — number sentence

_____ 33301C A word problem involving the subtraction of fractions — answer

336 Multiplication Word Problems

_____ 33601A A word problem involving the multiplication of fractions — procedure

_____ 33601B A word problem involving the multiplication of fractions — number sentence

_____ 33601C A word problem involving the multiplication of fractions — answer

339 Division Word Problems

_____ 33901A A word problem involving the division of fractions — procedure

_____ 33901B A word problem involving the division of fractions — number sentence

_____ 33901C A word problem involving the division of fractions — answer

342 Mixed Operations Word Problems

_____ 34201A A word problem involving mixed operations (+, -, ×, ÷) with fractions — procedure

_____ 34201B A word problem involving mixed operations (+, -, ×, ÷) with fractions — number sentence

_____ 34201C A word problem involving mixed operations (+, -, ×, ÷) with fractions — answer

BASIC CHARACTERISTICS

351 Place Value to 100,000th

_____ 35101 A single digit decimal numeral (.1-.9)

_____ 35102A A two digit decimal numeral (.01-.99)

_____ 35102B A place value name (tenths, hundredths) and a two digit decimal numeral (.01-.99)

_____ 35103A A three digit decimal numeral (.09-.99)

_____ 35103B A place value name (tenths, hundredths, thousandths) and a three digit decimal numeral (.001 - .999)

_____ 35104A A four digit decimal numeral (.0001-.9999)

_____ 35104B A place value name (tenths, hundredths, thousandths, ten-thousandths) and a four digit decimal numeral (.0001-.9999)

_____ 35105A A decimal numeral with five or more places to the right of the decimal

_____ 35105B A place value name (tenths, hundredths,...) and a decimal numeral with five or more places to the right of the decimal

_____ 35106 A decimal number of no more than six places to the right of the decimal

354 Rounding

_____ 35401 A decimal fraction

CONVERSIONS

357 Equivalent Decimals

_____ 35701 A decimal fraction

360 Fractions to Decimals

_____ 36001 A mixed numeral (fraction form) where the denominator is 10

_____ 36002 A fraction whose denominator is 100

_____ 36003 A fraction whose denominator is a factor of 100

_____ 36004 A fraction whose denominator is a factor of 10, 100, 1,000

_____ 36005 A fraction whose denominator is not a factor of 10, 100, 1,000, .

_____ 36006 A mixed numeral (fraction form) where the denominator is a factor of 10, 100, 1,000 ..

363 Decimals to Fractions

_____ 36301 A one-place decimal fraction

_____ 36302 A two-place decimal fraction

_____ 36303 A mixed decimal fraction

366 Repeating Decimals to Fractions

_____ 36601 A repeating decimal fraction (.3 or .6)

_____ 36602 A mixed repeating decimal fraction

ADDITION

369 Even, No Regrouping

_____ 36901 Both addends are in tenths

_____ 36902 Both addends are in units and tenths

372 Uneven, No Regrouping

_____ 37201 One addend is in hundredths, one addend is in tenths

DECIMALS

375 Even, Regrouping

_____ 37501 Both addends are in hundredths

_____ 37502 Both addends are in units and tenths

378 Uneven, Regrouping

_____ 37801 One addend is in hundredths, one addend is in tenths

_____ 37802 One addend is in units and hundredths, one addend is in tenths

SUBTRACTION

381 Even, No Regrouping

_____ 38101 Both decimal fractions in tenths

_____ 38102 Both decimal fractions in units and tenths

_____ 38103 Both decimal fractions in hundredths

_____ 38104 Both decimal fractions in units and hundredths

384 Uneven, No Regrouping

_____ 38401 One decimal fraction in units and hundredths, one in tenths

387 Even, Regrouping

_____ 38701 Both decimal fractions in units and tenths

_____ 38702 Both decimal fractions in hundredths

_____ 38703 Both decimal fractions in thousandths

_____ 38704 Both decimal fractions in thousandths, "0" in hundredths place of minuend

390 Uneven, Regrouping

_____ 39001 One decimal fraction in units and hundredths, one in tenths

MULTIPLICATION

393 Even

_____ 39301 Both decimal fractions in tenths

_____ 39302 One decimal fraction in units and tenths, one in tenths

396 Uneven

_____ 39601 One decimal fraction in thousandths with "0" in tenths and hundredths places, one in tenths

_____ 39602 One decimal fraction in thousandths with "0" in tenths and hundredths places, one in hundredths with "0" in tenths

_____ 39603 Both decimal fractions in units and hundredths

_____ 39604 One decimal fraction in thousandths, one in powers of 10

DIVISION

399 Remainder = 0

_____ 39901 Both decimal fractions in tenths—no remainder

_____ 39902 First decimal in tenths, second is whole—no remainder

_____ 39903 First decimal in hundredths, second in tenths—no remainder

_____ 39904 First decimal in tenths, second in thousandths—no remainder

_____ 39905 First decimal in thousandths with zero in tenths and hundredths, second decimal in hundredths with zero in tenths—no remainder

402 Remainder > 0

_____ 40201 Both in tenths—remainder

_____ 40202 First decimal in hundredths, second in tenths—remainder

_____ 40203 First decimal in tenths, second in hundredths—remainder

APPLICATIONS

405 Addition Word Problems

_____ 40501A A word problem involving the addition of decimals — procedure

_____ 40501B A word problem involving the addition of decimals — number sentence

_____ 40501C A word problem involving the addition of decimals — answer

408 Subtraction Word Problems

_____ 40801A A word problem involving the subtraction of decimals — procedure

_____ 40801B A word problem involving the subtraction of decimals — number sentence

_____ 40801C A word problem involving the subtraction of decimals — answer

411 Multiplication Word Problems

_____ 41101A A word problem involving the multiplication of decimals — procedure

_____ 41101B A word problem involving the multiplication of decimals — number sentence

_____ 41101C A word problem involving the multiplication of decimals — answer

414 Division Word Problems

_____ 41401A A word problem involving the division of decimals — procedure

_____ 41401B A word problem involving the division of decimals — number sentence

_____ 41401C A word problem involving the division of decimals — answer

417 Mixed Operations Word Problems

_____ 41701A A word problem involving mixed operations (+, -, ×, ÷) of decimals — procedure

_____ 41701B A word problem involving mixed operations (+, -, ×, ÷) of decimals — number sentence

_____ 41701C A word problem involving mixed operations (+, -, ×, ÷) of decimals — answer

PERCENT

DEFINITION

420   Terms and Symbols

_____ 42001   The symbol "%"

CONVERSIONS

423   Decimal to %

_____ 42301   A two-place decimal fraction

_____ 42302   A three-place decimal fraction

_____ 42303   A decimal fraction in units and tenths

426   % to Decimal

_____ 42601   A (whole) percent < 10 %, > 1 %

_____ 42602   A (whole) percent < 100 %, > 10%

_____ 42603   A (whole) percent < 1,000%, > 100%

_____ 42604   A percent in decimal fraction form

_____ 42605   A percent in mixed fraction form

429   Fraction to %

_____ 42901   A unit fraction with a denominator of 2, 4, 5, or 10

_____ 42902   A unit fraction with denominator a factor of 100

_____ 42903   A fraction with denominator a factor of 1,000, 10,000 etc., but not of 100

432   % to Fraction

_____ 43201   A percent < 10%, > 1%

_____ 43202   A percent < 100%, > 10%

_____ 43203   A percent < 1,000%, > 100%

_____ 43204   A percent in decimal fraction form

_____ 43205   A percent in mixed fraction form

CALCULATIONS

435   A% of B = _____

_____ 43501   The percent (A) is whole (> 10%, < 100%) and the other factor (B) is whole

_____ 43502   The percent (A) is whole (> 1%, < 10%) and the other factor (B) is whole

_____ 43503   The percent (A) is whole (> 100%, < 1,000%) and the other factor (B) is whole

_____ 43504   The percent (A) is a mixed fraction, the factor (B) is a whole number

_____ 43505   The percent (A) is a mixed decimal fraction, the other factor (B) is whole

438   A % of _____ = C

_____ 43801   The percent (A) is whole, the product (C) is whole, and the answer is whole

_____ 43802   The percent (A) is a mixed decimal fraction, the product (C) is whole, and the answer (B) is whole

441   A% of B = C

_____ 44101   The other factor (B) is whole, the product (C) is whole, and the answer (A) is whole (> 100%)

_____ 2   The other factor (B) is a decimal fraction, the product (C) is a decimal fraction, answer (A) is whole (< 100%)

APPLICATIONS

444   Word Problems

_____ 44401A   A word problem with solution in the form of A % of B = _____ — procedure

_____ 44401B   A word problem with solution in the form of A % of B = _____ — number sentence

_____ 44401C   A word problem with solution in the form of A % of B = _____ — answer

_____ 44402A   A word problem with solution in the form _____ % of B = C — procedure

_____ 44402B   A word problem with solution in the form _____ % of B = C — number sentence

_____ 44402C   A word problem with solution in the form _____ % of B = C — answer

_____ 44403A   A word problem with solution in the form A % of _____ = C — procedure

_____ 44403B   A word problem with solution in the form A % of _____ = C — number sentence

_____ 44403C   A word problem with solution in the form A % of _____ = C — answer

MEASUREMENT

LINEAR

447   Error of Measurement

_____ 44701   A linear measurement in English or metric units

_____ 44702   A measure and the greatest possible error of the measure and the accompanying linear measurement

450   Conversion, English Units

_____ 45001A   An English unit of linear measurement and a subunit of the unit

_____ 45001B   An English subunit of linear measurement

453   Measurement, English Units

_____ 45301A   An English subunit of linear measurement

_____ 45301B   Several English units of linear measurement and appropriate objects or line segments

456   Conversion, Metric Units

_____ 45601   A metric unit of linear measurement (km or m) and a subunit of the unit (m, cm, mm)

459   Measurement, Metric Units

_____ 45901A   A line segment

_____ 45901B   Several metric units of linear measurement

_____ 45902   A length expressed in metric units and subunits

462   Measuring Perimeter

_____ 46201   An English unit of linear measurement and a simple geometric shape

_____ 46202   A unit of metric linear measurement and a simple geometric shape

465   Scaling, Maps, and Drawings

_____ 46501   A scaled map

_____ 46502   A scaled drawing

_____ 46503   A scaled drawing of a figure

_____ 46504   The dimensions of an object of simple geometric shape to be drawn

468   Computing Perimeter

_____ 46801   A simple geometric shape — Identifies a formula

_____ 46802   A simple geometric shape — Computes perimeter

471   Word Problems (English Units and Subunits)

_____ 47101A   A word problem involving linear measurement in units and subunits — Identifies conversion

_____ 47101B   A word problem involving linear measurements in units and subunits — Computes sum or difference

474   Word Problems (Metric Units and Subunits)

_____ 47401A   A word problem involving linear measurements in metric units and subunits — Identifies conversions

_____ 47401B   A word problem involving linear measurements in metric units and subunits — Computes sum or difference

_____ 47402   A problem using applications of area, perimeter, or volume and the following types of measurement in the metric system: linear, square, and cubic

AREA

477   Measuring Area by Tiling Grids, etc.

_____ 47701A   An arbitrary unit of area measurement

_____ 47701B   A given number of units of an arbitrary unit of area measurement

_____ 47702   A simple geometric figure and an arbitrary unit of area

480   Computing Area of Rectangle

_____ 48001   A rectangle

_____ 48002   The dimensions of a rectangle

_____ 48003   The area and one dimension of a rectangle

483   Computing Area of Parallelogram

_____ 48301   A parallelogram

_____ 48302   The dimensions of a parallelogram

_____ 48303   The area and one dimension of a parallelogram

486   Computing Area of Right Angle

_____ 48601   A right triangle

_____ 48602   The dimensions of a right triangle

_____ 48603   The area and one dimension of a right triangle

489   Computing Area of Non Right Triangle

_____ 48901   A (non-right) triangle

_____ 48902   The dimensions of a (non-right) triangle

_____ 48903   The area and one dimension of a (non-right) triangle

492   Computing Area of Circle

_____ 49201   A circle

_____ 49202   The radius or diameter of a circle

_____ 49203   The area of a circle

495   Relations between Perimeter and Area

_____ 49501   Relations between simple geometric figures with different area and dimensions but a constant perimeter

498   Converting between English Measures of Area

_____ 49801   Area expressed in an English unit (sq ft, sq yd, sq in)

501   Converting between Metric Measures of Area

_____ 50101   Area expressed in a metric unit (sq meter, sq cm)

504   Computing Surface Area of a Rectangular Solid

_____ 50401   A rectangular solid

_____ 50402   The dimensions of a rectangular solid

124   96   135

MEASUREMENT

AREA (cont.)

507   Acre Measure

_____ 50701   The English land area unit, acre

510   Word Problem (Computing Area)

_____ 51001   A word problem involving the surface area of a simple geometric figure
— Identifies formula

_____ 51002   A word problem involving the surface area of a simple geometric figure
— Computes area

VOLUME

513   Measurement of Volume

_____ 51301   An arbitrary unit of volume

_____ 51302   A given number of units of an arbitrary unit of volume

_____ 51303   A rectangular solid

_____ 51304   An irregularly shaped solid object

TIME

516   Names of Days and Months

_____ 51601   The name of a day of the week

_____ 51602   The name of a month of the year

519   Units and Subunits of Clock Time

_____ 51901A   A unit of time

_____ 51901B   A number of subunits of time equal to a unit of time

522   Telling Time

_____ 52201A   A display of clock hands showing an exact hourly time

_____ 52201B   An exact hour of the day (seven o'clock, etc)

_____ 52202A   A display of clock hands showing a time in minutes (2 47, etc.)

_____ 52202B   A time of day in minutes (9.36, etc)

_____ 52203   A given hour of the day

TEMPERATURE

525   Reading a Temperature Fahrenheit Gauge (F°)

_____ 52201A   A temperature gauge graduated in degrees Fahrenheit

_____ 52201B   A given temperature (F°)

528   Reading a Temperature Celsius Gauge (C°)

_____ 52301A   A temperature gauge graduated in degrees Celsius

_____ 52801B   A given temperature (C°)

_____ 52802A   (F° or C°) temperature gauge with a temperature below, at, or above the freezing point of water.

_____ 52802B   (F° or C°) temperature gauge with a temperature below, at, or above the boiling point of water

WEIGHT (MASS)

531   Measure Weight

_____ 53101   Pan balance, arbitrary units of weight, and an object to be weighed

_____ 53102   A spring scale and an object to be weighed

_____ 53103   A pan balance, metric weights, and an object to be weighed

_____ 53104   A standard metric unit of mass (weight)

CAPACITY

534   Measuring Capacity

_____ 53401   The unit of measure "pint"

_____ 53402   The unit of measurement "liter"

_____ 53403   A given amount of liquid and a graduated cylinder marked in metric units

MONEY

537   Names of U.S. Coins and Their Values

_____ 53701A   Any one of 5 different U.S. coins

_____ 53701B   The name of any U.S. coins from a collection of coins of different value

_____ 53702A   Any U S coin

_____ 53702B   A value in cents (1¢, 5¢, 10¢, 25¢, 50¢)

540   Value of U S Bills

_____ 54001A   A U S bill ($1, $5, $10, $20)

_____ 54001B   A value in dollars corresponding to a U S bill (one, five, ten or twenty dollars)

543   Ordering U.S Coins

_____ 54301   Five different U S coins

_____ 54302   Several collections of money, each of whose value is < $5

546   Converting Between Equivalent Money Values

_____ 54601   A collection of money whose value is < $5

_____ 54602   Any U S coin > 1¢

_____ 54603   A combination of U.S. coins equal to 5¢, 10¢, 25¢, or 50¢

549   Value of Collections of U.S. Money

_____ 54901A   A collection of coins and U S bills totaling < $5

_____ 54901B   A value of money expressed as dollars and cents ($___.__) < $5

552   Addition Problems Involving Money

_____ 55201A   An addition problem involving money using the word names of the coins and bills — Identifies conversions

_____ 55201B   An addition problem involving money using the word names of the coins and bills — Computes sum

555   Subtraction Problems Involving Money

_____ 55501A   A subtraction problem involving money using word names of the coins and bills — Identifies conversions

_____ 55501B   A subtraction problem involving money using word names of the coins and bills — Computes difference

136

GEOMETRY

BASIC

558   Types of Quadrilaterals

_____ 55801A   A property distinguishing a quadrilateral from other quadrilaterals

_____ 55801B   A quadrilateral (rectangle, square, rhombus, parallelogram, trapezoid, isoceles trapezoid)

_____ 55801C   The name of a particular quadrilateral from the collection above

561   Parallel, Perpendicular, Intersecting Lines

_____ 56101A   Parallel, perpendicular, or intersecting line segments

_____ 56101B   The name "parallel," "perpendicular, or "intersecting" and a collection of lines or line segments

564   Exterior/Interior Regions of Closed Curves

_____ 56401   A simple closed curve

567   Symmetry of Objects or Figures

_____ 56701   A collection of objects or figures some of which are symmetrical

_____ 56702   A collection of different objects or figures possessing symmetry

570   Midpoint of a Line

_____ 57001   A line segment

573   Points Lying in a Common Plane

_____ 57301   A collection of objects or sets of points

576   Intersection of Planes

_____ 57601   A display of several intersecting planes

579   Intersection of Lines and Planes

_____ 57901   A display of planes and lines

582   Parallel and Non-Parallel Planes

_____ 58201   Parallel and non-parallel planes

585   Coordinates and Points

_____ 58501A   A coordinate grid and a point

_____ 58501B   A coordinate grid and a pair of coordinates

_____ 58502A   Coordinates expressed as an ordered pair

_____ 58502B   A coordinate grid and a point

_____ 58503   A map with coordinates

588   Obtuse, Acute, and 90° Angles

_____ 58801A   An angle

_____ 58801B   The name "acute," "obtuse," or "right" (90°) angle

_____ 58802   An angle

591   Congruency of Angles Formed by Intersecting Lines

_____ 59101   Two intersecting line segments

_____ 59102   A line intersecting two parallel lines

594   Diameter, Radius, and Chord of a Circle

_____ 59401   A circle with center "C"

597   Altitude and Base of a Triangle

_____ 59701   A triangle

600   Pythagorean Relationship

_____ 60001   A geometric display of the Pythagorean relationship
— Identifies relationship

_____ 60002   A geometric display of the Pythagorean relationship
— Identifies formula

PROBABILITY AND STATISTICS

BASIC GRAPHS

603   Tallying

_____ 60301A   A collection of marks tallied by 2s, 3s, 4s, or 5s

_____ 60301B   A whole number

606   Bar Graphs

_____ 60601A   A bar graph representing a set of data

_____ 60601B   A set of data

609   Data Tables

_____ 60901   A set of data in tabular form

612   Line Graphs

_____ 61201   A line graph

137

SETS

SINGLE SETS

615   Concept of a Set
_____ 61501   A collection of similar objects

618   Elements
_____ 61801A   The words "element of"
_____ 61801B   The symbol denoting "element of" ($\in$)
_____ 61801C   A collection of similar and unlike objects

621   Set Notation for Single Sets
_____ 62101A   A collection of objects
_____ 62101B   Set notation describing a (small) set

624   Set Cardinality
_____ 62401A   A finite set of objects
_____ 62401B   A cardinal number
_____ 62402   An infinite collection of entities

627   Empty Set
_____ 62701A   An empty set
_____ 62701B   Symbol for an empty (null) set

SUBSETS

630   Concept of a Subset
_____ 63001A   A set with a specified subset
_____ 63001B   The name 'subset'
_____ 63002A   A set with a specified subset
_____ 63002B   The elements contained in a subset

633   Subset Notation
_____ 63301   Several subsets of the set of whole numbers

636   Generating Subsets
_____ 63601   Given a set with a small cardinal value (N < 4)
_____ 63602   A set with small cardinal value (N < 4)
_____ 63603   Notation for the null (empty) set ({ }, $\emptyset$)

639   Multiple Subsets
_____ 63901   A number of finite subsets > 2 in set notation (disjoint sets) — union
_____ 63902   A number of finite subsets > 2 in set notation (no disjoint sets) — intersection

SET RELATIONS

642   One-To-One
_____ 64201A   The relation name "one-to-one"
_____ 64201B   Sets having a one-to-one relation

645   Many-One
_____ 64501A   The relation name "N-to-one" or "many-one"
_____ 64501B   Sets having an N to one (or many-one) relation

648   One-Many
_____ 64801A   The relation name "one-many"
_____ 64801B   Sets having a one-many relation

651   Many-Many
_____ 65101A   The relation name "many-many"
_____ 65101B   Sets having a many-many relation

654   Mapping
_____ 65401A   Mappings of pair of sets
_____ 65401B   The names of pairs of set

657   Identity
_____ 65701   Pairs of sets which are identical and pairs which are non identical

660   Equivalence
_____ 66001   Pairs of sets which are equivalent and pairs which are non equivalent

SET OPERATIONS

663   Terms and Symbols
_____ 66301A   The word "union"
_____ 66301B   The symbol "$\cup$"
_____ 66302A   The word "intersection"
_____ 66302B   The symbol "$\cap$"
_____ 66303A   The name "complement of the set, A"
_____ 66303B   The symbol "A'" or "$\sim$A"

666   Union
_____ 66601   Two finite disjoint sets (in set notation)
_____ 66602   Two finite (non disjoint) sets (in set notation)

669   Intersection
_____ 66901   Two finite disjoint sets (in set notation)
_____ 66902   Two finite (nondisjoint) sets in set notation

672   Complement
_____ 67201   A universal set and a set, A, contained in the universal set (in set notation)

675   Commutative Property
_____ 67501 $A \cap B = B \cap A$
_____ 67502 $A \cup B = B \cup A$

678   Associative Property
_____ 67801 $(A \cap B) \cap C = A \cap (B \cap C)$
_____ 67802 $(A \cup B) \cup C = A \cup (B \cup C)$

681   Distributive Property
_____ 68101 $A \cap (B \cup C) = (A \cap B) \cup (A \cap C)$
_____ 68102 $A \cup (B \cap C) = (A \cup B) \cap (A \cup C)$

VENN DIAGRAMS

684   Concept and Terms
_____ 68401A   A Venn diagram of a single set
_____ 68401B   The name "Venn diagram"
_____ 68402   A Venn diagram consisting of a single set with subsets

687   Union
_____ 68701A   A Venn diagram of the union of two sets with $A \cup B \neq \emptyset$ — Identifies the elements
_____ 68701A   A Venn diagram of the union of two sets with $A \cup B \neq \emptyset$ — Names the union
_____ 68701C   A Venn diagram of the union of two sets with $A \cup B \neq \emptyset$ — Set notation

690   Intersection
_____ 69001A   A Venn diagram of the intersection of two sets with $A \cap B \neq \emptyset$ — Identifies the elements
_____ 69001B   A Venn diagram of two sets with $A \cap B \neq \emptyset$ — Names the intersection
_____ 69001C   A Venn diagram of two sets with $A \cap B \neq \emptyset$ — Set notation

693   Multiple Sets
_____ 69301A   A number of subsets > 2 displayed as Venn diagrams (no disjoint sets) — Identifies elements in the union
_____ 69301B   A number of subsets > 2 displayed as Venn diagrams (no disjoint sets) — Set notation
_____ 69302A   A number of subsets > 2 displayed as Venn diagrams (no disjoint sets) — Identifies elements in the intersection
_____ 69302B   A number of subsets > 2 displayed as Venn diagrams (no disjoint sets) — Set notation

ORAL LANGUAGE

STUDENT NAME _____ GRADE _____ STUDENT I.D. _____

DISTRICT # _____ SCHOOL _____ TEACHER _____ DATE _____ 19___

INSTRUCTIONS:

LISTENING COMPREHENSION

ORAL DIRECTIONS: Performing a task from oral instructions.

Demonstrate performance:

_____ 020 Simple. One step.

_____ Follow a one-step oral instruction. (sit down/stand up)

_____ 040 Complex: Two or more steps.

_____ Follow two or more step oral instruction. (Go to the desk and bring me the pencil.)

RECALL: Accurately remembering and relating what was said.

_____ 060 Main Idea: Relate the most important main though or idea.

listen to and relate the main idea of a :

_____ Sentence

_____ Paragraph

_____ Story

_____ 080 Sequence: Relate ideas which follow one another in specific order.

Listen to and relate the chronological sequence of events of a:

_____ Compound sentence

_____ Paragraph

_____ Story

_____ 100 Relevant Details: Relate expressions to support and develop a main idea.

Listen to and relate details which support and develop the main idea of a :

_____ Sentence

_____ Paragraph

_____ Story

RELATIONSHIPS: Connections among ideas or thoughts.

Listen to and identify relationships:

_____ 120 Cause/Effect: A pattern of organization in which one action is the direct result of another action.

_____ Relate the cause of an event from a sentence or story. (Cause) and broke a leg. Since it was cold the boys wore sweaters. (cause)

_____ Relate the effect of an event from a sentence or story. It rained and (effect). Mary was crying because she cut her finger. (effect)

_____ 140 Comparison/Contrast: A pattern of organization in which similarities and differences are noted in objects, persons, and places.

_____ Relate similarities in objects, persons, places. (You are just like my Grandma.)

_____ Relate differences in objects, persons, places. (This town is different from where I lived before.)

_____ 160 Inference: Reasoning or extending meaning after listening.

_____ Draw conclusions from information presented. (The air is getting cooler. The sun is sinking over the horizon. Conclusion: Day is ending.)

_____ Predict what is likely to happen next in a sequence of events. (Teacher reads a story and stops at an exciting place. Students predict what will happen next.)

CRITICAL LISTENING

EVALUATION: Examining and judging what has been heard.

_____ 180 Propaganda Techniques: Persuading someone to adopt or support certain ideas, attitudes, or actions.

Recognize the following propaganda influences.

_____ Stereotyping (Florida is always warm.)

_____ Testimonial (Eat Wheaties and you'll be an Olympic champion.)

_____ Bandwagon (Everybody drinks Koolaid.)

_____ 200 Fact/Opinion/Fantasy: Determining whether something heard is fact (exists), or opinion (judgment), or fantasy (imagined)

Listen to and evaluate whether a statement is a:

_____ Statement of fact (Ocean water is salty.)

_____ Opinion (Swimming in ocean water is good for your health.)

_____ Fantasy (Mermaids live in the ocean.)

PERSONAL LISTENING

SELF-SELECTED, CREATIVE LISTENING: Choosing something to listen to for enjoyment.

Select one or more of the following for personal listening.

_____ 220 Records, tapes (stories, plays, music)

_____ 240 Television

_____ 260 Storytelling Time

141

ORAL EXPRESSION

FUNCTIONAL COMMUNICATION: Purposeful, planned use of language.

_____ 280 Describing: Depict verbally an object, action, or relationship.
_____ List characteristics of a person, place, or object.
_____ Describe an action or event.
_____ Express ownership or possession.
_____ Compare and contrast persons, places, objects, or actions.

_____ 300 Discussing: Exchange information or opinions through verbal interaction.
_____ Talk and interact about topics.
_____ Convince others to agree with a position or statement.
_____ Elicit information, as in an interview situation.

_____ 320 Reporting: Give a narrative account.
_____ Tell about an activity or event using proper sequence.
_____ Identify the probable cause of a situation.
_____ Identify the likely outcome of an action.

_____ 340 Retelling: Repeat information which was heard.
_____ Repeat exactly what was heard.
_____ Retell in own words.
_____ Organize and briefly retell.
_____ Report indirect speech.

_____ 360 Giving Directions: Tell how to do something.
_____ Find a location.
_____ Make something.
_____ Conduct an activity.

CREATIVE COMMUNICATION: Spontaneous use of oral language.

_____ 380 Self-expression: Communicate needs and feelings.
_____ Express physical needs and wants.
_____ Express emotions and wishes.

_____ 400 Storytelling: Relate an original story or incident for the purpose of entertaining.

_____ 420 Retelling for Entertainment: Repeat an incident, joke.

VOCABULARY DEVELOPMENT

BASIC: Fundamental and key words.

_____ 440 Nouns: Words used to name objects, persons, and places.
Recognize and name:
_____ Common objects (ball, horse)
_____ Persons (Miss Perez, policeman)
_____ Places (Ohio River, desert)
Classify:
_____ Common objects (dog, cat — animals)
_____ Persons (fireman, doctor — community helpers)
_____ Places (New York, Los Angeles — cities)
Form plurals of:
_____ Regular nouns (dog, dogs)
_____ Irregular nouns (mouse, mice)

_____ 460 Pronouns: Words used in place of nouns.
_____ Use pronouns as subjects. (He ran home.)
_____ Use pronouns as objects. (The dog chased her.)
_____ Use demonstrative pronouns. (This is a ball.)

_____ 480 Verbs: Words used to express action or a condition of being.
Express actions in everyday life with:
_____ Present form (We eat breakfast every morning.)
_____ Past-regular verb (Betty walked to the store.)
_____ Past-irregular verb (Jim ran home.)
_____ Present progressive (She is reading a book.)
_____ Future (He is going to eat lunch.) (She will come soon.)
_____ Verbs of being (She seems unhappy today.)

_____ 500 Adjectives: Words used to limit or tell something about a noun.
_____ Use one adjective to describe an object, person, or place. (A brown horse.)
_____ Use two or more adjectives to describe an object, person, or place. (A large, brown horse.)
_____ Use comparative adjectives. (big, bigger, biggest.)
_____ Use demonstrative adjectives. (Those horses.)

_____ 520 Adverbs: Words used to modify verbs, adjectives, or other adverbs.
_____ Describe the manner in which action is performed (He walked quickly)
_____ Describe the time when an action is performed. (She left yesterday.)
_____ Describe the frequency with which an activity occurs (They never go to the movies.)

_____ 540 Prepositions: Words used to indicate the relation of a noun or pronoun to another noun or pronoun.
_____ Locate objects, persons, or places in relation to something else.
The book is (on, in, over, above) the desk.

_____ 560 Conjunctions: Words that join or link other words, phrases, or sentences.
_____ Join words in a series (They brought ice cream and cake)
_____ Express opposites. (Tom is tall, but John is short.)

EXPANDED: Refine and extend basic vocabulary.

_____ 580 Categories: Classification of words by characteristics or groups.
_____ Discover and organize groups of words by common features. (Ford, Chevy, Cadillac — cars)

_____ 600 Synonyms: Words that are alike in meaning or significance.
_____ Discover and use synonyms for known words.
The mouse (ran, scurried, dashed) across the room.

_____ 620 Antonyms: Words that are opposite in meaning or significance
_____ Discover and use words that are antonyms for known words. (day/night, morning/evening)

_____ 640 Multiple-Meaning Words: Words that have different meanings according to usage.
_____ Select appropriate meaning of a word according to context.
(The rose is red. She rose from the chair.)

_____ 660 Figurative Language: Words and phrases that form a meaning other than the literal meaning of components
_____ Interpret meaning of expressions such as. "blanket of fog." "white as snow"

EARLY CHILDHOOD DEVELOPMENT

STUDENT NAME _____ GRADE _____ STUDENT I D. _____

DISTRICT # _____ SCHOOL _____ TEACHER _____ DATE _____ 19___

INSTRUCTIONS:

PSYCHOMOTOR SKILL — GROSS

_____	PG01	Lifts head briefly when on stomach
_____	PG02	Turns head to avoid annoyances
_____	PG03	Rolls part way to side from back
_____	PG04	Holds head erect in supported sitting position
_____	PG05	Turns head in all directions
_____	PG06	Lifts head and chest when on stomach
_____	PG07	Exhibits vigorous body movements
_____	PG08	Rolls from side to side
_____	PG09	Rolls from stomach to back
_____	PG10	Sits with support
_____	PG11	Bounces up and down while sitting
_____	PG12	Uses limbs to move about
_____	PG13	Pulls self to stand
_____	PG14	Sits alone
_____	PG15	Creeps or crawls
_____	PG16	Pushes into sitting position
_____	PG17	Stands alone
_____	PG18	Gets down from standing
_____	PG19	Stoops and gets back up
_____	PG20	Climbs up and down objects
_____	PG21	Steps backward
_____	PG22	Walks with confidence
_____	PG23	Throws objects awkwardly
_____	PG24	Seats self in chair
_____	PG25	Throws ball overhand
_____	PG26	Goes upstairs and downstairs
_____	PG27	Pedals tricycle
_____	PG28	Jumps in place
_____	PG29	Runs well
_____	PG30	Kicks ball forward
_____	PG31	Walks on tip toe
_____	PG32	Walks on or between parallel lines
_____	PG33	Jumps from low elevation with feet together
_____	PG34	Maintains balance while broad jumping
_____	PG35	Balances on one foot
_____	PG36	Walks backward
_____	PG37	Walks up and down stairs without support
_____	PG38	Aims and throws ball
_____	PG39	Catches a medium sized bounced ball
_____	PG40	Climbs well
_____	PG41	Makes large circular frontal motion with arms, singly or simultaneously
_____	PG42	Skips on alternating feet
_____	PG43	Jumps rope
_____	PG44	Hops skillfully on dominant foot
_____	PG45	Walks on balance beam

PSYCHOMOTOR SKILL — FINE

_____	PF01	Puts hands together
_____	PF02	Bats and swipes at objects
_____	PF03	Grasps and holds objects with whole hand
_____	PF04	Plays with hands and fingers
_____	PF05	Mouthes objects
_____	PF06	Reaches for objects with both hands
_____	PF07	Transfers an object from hand to hand
_____	PF08	Manipulates objects by rotating wrists
_____	PF09	Uses thumb and two or three fingers to grasp objects
_____	PF10	Coordinates hand/arm movement to mouth
_____	PF11	Pokes with index finger
_____	PF12	Claps hands
_____	PF13	Drops and picks up objects at will
_____	PF14	Uses hands in sequence or simultaneously
_____	PF15	Scribbles spontaneously
_____	PF16	Builds tower of two or more blocks
_____	PF17	Puts small objects into containers
_____	PF18	Dumps objects out of container
_____	PF19	Holds cup to lips for drinking
_____	PF20	Builds tower of six or more blocks
_____	PF21	Makes vertical strokes
_____	PF22	Strings large beads
_____	PF23	Displays well developed finger-wrist coordination
_____	PF24	Puts pegs in pegboard
_____	PF25	Cuts with scissors
_____	PF26	Turns pages one at a time
_____	PF27	Pours liquids with minimal spillage
_____	PF28	Builds tower of ten or more blocks
_____	PF29	Draws simple picture with three details
_____	PF30	Dresses and undresses self with help
_____	PF31	Writes some letters and simple words
_____	PF32	Laces shoes and begins to tie shoestrings
_____	PF33	Folds paper diagonally
_____	PF34	Draws a picture with at least six details.

COGNITIVE SKILL — ORAL LANGUAGE

_____	CO01	Makes cooing sounds
_____	CO02	Makes vowel-like sounds
_____	CO03	Gurgles and blows bubbles
_____	CO04	Makes small throaty sounds
_____	CO05	Laughs aloud
_____	CO06	Imitates variations in pitch and volume
_____	CO07	Vocalizes spontaneously
_____	CO08	Makes two-syllable sounds
_____	CO09	Imitates sounds or sequences
_____	CO10	Makes several sounds in one breath
_____	CO11	Makes same sound over and over
_____	CO12	Squeals to get attention
_____	CO13	Produces sounds specific to native language of parents
_____	CO14	Uses words meaningfully
_____	CO15	Talks in jargon
_____	CO16	Says two to six or more words
_____	CO17	Communicates "whole" sentences with one word
_____	CO18	Says six to eighteen or more words
_____	CO19	Forms sentences or phrases of two or three words
_____	CO20	Uses words to make wants known
_____	CO21	Refers to self by name
_____	CO22	Uses two hundred or more recognizable words
_____	CO23	Uses some pronouns
_____	CO24	Uses plurals
_____	CO25	Gives own first and last name
_____	CO26	Forms a negative sentence
_____	CO27	Forms sentences or phrases of three to four words
_____	CO28	Uses consonant sounds accurately
_____	CO29	Talks freely while role playing
_____	CO30	Repeats simple sound patterns
_____	CO31	Asks questions continually
_____	CO32	Uses prepositions
_____	CO33	Forms sentences or phrases of four to five words
_____	CO34	Tells experiences
_____	CO35	Tells about a picture
_____	CO36	Tells the function of a familiar object
_____	CO37	Forms meaningful sentences of six or more words
_____	CO38	Uses opposite analogies
_____	CO39	Uses past tense
_____	CO40	Uses vocabulary of 1500 or more words
_____	CO41	Uses complex language patterns
_____	CO42	Talks a great deal
_____	CO43	Names basic colors, shapes and sizes
_____	CO44	Uses selected abstract word meanings correctly
_____	CO45	Tells stories in sequence with or without aid of pictures
_____	CO46	Names some letters, numbers, and words

COGNITIVE SKILL — VISUAL

CV01	Follows horizontal movement of bright objects
CV02	Fixates and focuses eyes
CV03	Follows object vertically and circularly
CV04	Looks intently at toy in hand
CV05	Turns head and eyes together
CV06	Watches movement of own hands and arms
CV07	Studies objects by looking, tasting and touching
CV08	Looks for toy that disappears
CV09	Recognizes and judges visual size of objects
CV10	Responds playfully to mirror image of self
CV11	Explores objects from different angles
CV12	Looks for familiar object
CV13	Points to object in a picture
CV14	Looks for hidden object
CV15	Understands spatial relations
CV16	Places three shapes in a three-hole form board
CV17	Matches circles, triangles, and squares
CV18	Groups objects together by color, form, and size
CV19	Copies horizontal line
CV20	Copies circle
CV21	Searches for named object without visual representation
CV22	Focuses on one of many parts of an object
CV23	Names pictures of objects removed from view
CV24	Selects simple identical pictures
CV25	Completes two parts of picture
CV26	Copies cross
CV27	Puts together two- to six-piece puzzle
CV28	Copies square
CV29	Copies triangle
CV30	Copies some letters and numerals
CV31	Copies some simple words
CV32	Puts together six- to eight-piece puzzles

COGNITIVE SKILL — AUDITORY

CA01	Moves head and eyes in direction of sound
CA02	Reacts differently to different sounds
CA03	Looks for source of sound with eyes
CA04	Listens selectively to familiar words
CA05	Listens to conversation and singing tones
CA06	Looks toward speaker when own name is called
CA07	Responds to simple one-part command without gestures
CA08	Differentiates between some words
CA09	Points to one body part when asked
CA10	Points to a picture of a familiar object when asked
CA11	Locates sounds from all directions
CA12	Responds to action words
CA13	Articulates some consonants
CA14	Identifies common objects by sounds
CA15	Uses appropriate voice inflection
CA16	Varies voice volume
CA17	Increases and decreases speed of voice
CA18	Reproduces plurals
CA19	Identifies simple tones
CA20	Recognizes melodies
CA21	Identifies rhyming words
CA22	Identifies like and unlike beginning consonants
CA23	Repeats sentences correctly
CA24	Repeats four to five letters or numerals in given order
CA25	Repeats short verses

AFFECTIVE SKILL — PERSONAL/INTERACTIONAL

AP01	Looks at faces
AP02	Smiles responsively
AP03	Increases physical activity on sight or smell of food source
AP04	Cries from discomfort and for attention
AP05	Quiets self
AP06	Responds to non-verbal attention by smiling
AP07	Differentiates strangers from family
AP08	Initiates social play by smiling
AP09	Vocalizes socially
AP10	Smiles and vocalizes at mirror image of self
AP11	Imitates facial expressions
AP12	Grasps source of food with both hands
AP13	Distinguishes between friendly and angry talk
AP14	Thrashes arms and legs when frustrated
AP15	Repeats a behavior that is attended to or reinforced
AP16	Gestures to familiar person
AP17	Works for toy out of reach
AP18	Shows fear of stranger
AP19	Plays simple games
AP20	Shows displeasure with loss of toy
AP21	Plays by self for short period of time
AP22	Relates to more than one person
AP23	Recognizes the meaning of "no-no"
AP24	Uses "no" appropriately
AP25	Responds to rhythmic sounds and movements
AP26	Imitates adult activity
AP27	Shows anger
AP28	Responds to attention
AP29	Repeats activity over and over
AP30	Resists restrictions
AP31	Shows special attachment to favorite toy
AP32	Displays interest in a variety of activities
AP33	Explores environment
AP34	Knows own possessions
AP35	Indicates need for assistance
AP36	Responds to music
AP37	Participates in parallel play
AP38	Manipulates caregivers
AP39	Participates in symbolic play
AP40	Seeks adult approval
AP41	Participates in cooperative play
AP42	Shows concern for others
AP43	Seeks to please others
AP44	Takes turns
AP45	Shares possessions
AP46	Takes pride in accomplishments
AP47	Accepts routines
AP48	Demonstrates sense of humor
AP49	Participates in organized small group activities
AP50	Participates in making group decisions
AP51	Accepts group decisions
AP52	Makes and keeps friends
AP53	Accepts changes
AP54	Demonstrates self-reliance

SUPPLEMENTAL PROGRAMS CODES LIST

CODE	NAME		CODE	NAME
1	E S O L		10	Work-Study
2	Bilingual		11	GED/HEP
3	Tutorial Math		12	Reading
4	Tutorial Reading		13	Mathematics
5	Tutorial Secondary		14	Other Language Arts
6	Preschool		25	Pupil Services
7	Vocational Education		26	Nutrition
8	Career Education		27	Pupil Transportation
9	Gifted		35	Handicapped

TEST DATA CODES LIST

CODE	NAME
00101	Comprehensive Test of Basic Skills (CTBS) - Reading
00102	Comprehensive Test of Basic Skills (CTBS) - Math
00103	Comprehensive Test of Basic Skills (CTBS) - Language
00201	Stanford Achievement Test (SAT) - Reading Total
00202	Stanford Achievement Test (SAT) - Math Total
00301	California Achievement Test (CAT) - Reading
00302	California Achievement Test (CAT) - Arithmetic
00401	Wide Range Achievement Test (WRAT) - Arithmetic
00402	Wide Range Achievement Test (WRAT) - Reading
00901	Science Research Associates Achievement Test (SRA) - Math
00902	Science Research Associates Achievement Test (SRA) - Reading

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_____   _____   _____
(LAST NAME)   (FIRST NAME)   (STUDENT ID)

NAME OF TEST		CODE	FORM	LV.	SCORE	T	DATE ADMIN.
CTBS/Reading	(Comprehensive Test of Basic Skills)	00101					
CTBS/Math	(Comprehensive Test of Basic Skills)	00102					
CTBS/Language	(Comprehensive Test of Basic Skills)	00103					
SAT/Reading Total	(Stanford Achievement Test)	00201					
SAT/Math Total	(Stanford Achievement Test)	00202					
CAT/Reading	(California Achievement Test)	00301					
CAT/Arithmetic	(California Achievement Test)	00302					
WRAT/Arithmetic	(Wide Range Achievement Test)	00401					
WRAT/Reading	(Wide Range Achievement Test)	00402					
SRA/Math	(Science Research Associates)	00901					
SRA/Reading	(Science Research Associates)	00902					

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_____   _____   150   _____
(DATE)   (SCHOOL)   (Teacher Signature)

STUDENT HISTORY

Please answer by yes or no.

V10	Any form of Cancer	_____
V12.01	Measles	_____
V12.02	Rubella	_____
V12.03	Mumps	_____
V12.04	Chicken Pox	_____
V12.05	Whooping Cough	_____
V12.06	TB	_____
V12.21	Diabetes	_____
V12.3	Disease of Blood & Organs	_____
V12.4	Disease of Nerves & Organs	_____
V12.41	Epilepsy	_____
V12.5	Disease of the Circulatory System	_____
V12.51	Rheumatic Fever	_____
V12.6	Disease of the Respiratory System	_____
V12.7	Disease of the Digestive System	_____
V13.0	Disease of the Urinary System	_____
V14	Allergies to Medication (Please List)	_____

_____

_____

_____

| V15.0 | Allergies to Other Things (Please List) | _____ |

_____

_____

_____

FAMILY HISTORY

Please answer by yes or no.

V16	Any form of Cancer	_____
V17.1	Stroke	_____
V17.2	Disease of the Nervous System	_____
V17.21	Epilepsy	_____
V17.3	Ischemic Heart Disease	_____
V17.4	Other Cardiovas Diseases	_____
V17.41	Hypertension	_____
V17.6	Disease of the Respiratory System	_____
V17.7	Arthritis	_____
V18.0	Diabetes Mellitus	_____
V18.6	Kidney Disease	_____
V19.6	Allergic Disorders (Please List)	_____

_____

_____

_____

LOUISIANA DEPARTMENT OF EDUCATION
Baton Rouge, Louisiana   70804-9064

INSTRUCTIONS FOR COMPLETING PERFORMANCE REPORT
(ECIA, CHAPTER 1, MIGRANT PROGRAM)

Part I.   Participation Information

A.   Enter the number of students on the computer as of
December 31, 1984.

Note: Parishes with the responsibility of recording data
for other parishes, please provide the information
individually using additional reports.

B.   This is an unduplicated count, and the total should be
the same as in A above.

C.   This is an unduplicated count, and the total should be
the same as in A through C.

E.   Enter the number of students by gender (male or female)
who participated in migrant-funded instructional or
supporting services during the regular and/or summer
school term. Count a student only once, unduplicated
count, even if he/she participated in both the regular
and summer school terms.

F.   Enter the number of students by year of birth who
participated in migrant-funded instructional or
supporting services during the regular and/or summer
school term. Count a student only once. The total
number by year of birth should equal the total reported
by gender in Item E.

G.   Enter by migrant status the number of students who
received instructional or supporting migrant-funded
services during the regular and/or summer school term.
Count a student only once. If he/she changed migrant
status during the term, record the current category.
The total reported should equal the total count reported
in Items E and F.

H.   Enter the number of students by racial/ethnic category
who received instructional and/or supporting services
during the regular and/or summer school term.
Count a student only once. The total reported should
equal the total count reported in Items E, F, and G.

I.   Enter the number of students that do not speak English
as their first language and have difficulty receiving
instruction in English.

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J. Enter the number of students graduating from high school this school year.

K. Enter the number of students who dropped out of school this school year.

Note: Information on participation is required for students who received migrant-funded instructional and/or supporting services. Do not count students who only were enrolled on the Migrant Student Record Transfer System (MSRTS) and did not receive instructional or supporting services funded totally or in part with migrant funds. Totals in Items E through H must equal the total of Item B.2 through B.4.

L. Enter the number of students by grade level and school term (regular and summer) who received instructional and/or supporting services. Treat each term as a separate entity.

Part II INSTRUCTICNAL

Enter only the number of students provided instruction by personnel paid by migrant funds.

Part III SUPPORTIVE

Enter the number of students who received any of the services. If Migrant Education monies did not pay for the service, enter the number in the non-migrant column. Do not give migrant funding source credit for services provided by another agency. This shows how much coordination is involved. If Regular and Summer services are provided count the student only once in services rendered.

No parish is exempted from this section. Students are provided health services in most parishes. Every parish provided transportation and counseling.

Part IV STAFF

If one person is performing in more than one migrant position, provide the FTE for each position. If more than one person is performing in a prorated position, list the total FTE for that position.

Part V PARENTAL INVOLVEMENT

A. Enter the number of parents actively involved.

B. Self explanatory

Part VI   STAFF DEVELOPMENT

    A.   Enter only those persons directly involved with Migrant Education in the administrative through parents category.

    B.   Enter only those persons directly involved with Migrant Education.

Part VII   COORDINATION

If the available space is not sufficient to give a description of effort, use an additional sheet.

    H.   Enter the number of children that are a) physically handicapped and b) handicapped for other reasons such as speech, learning disability, mental, and so forth.

    I.   Enter the number of migrant children provided services through Special Education.

Part IIX   DISSEMINATION

Part IX   PROGRAM EFFECTIVENESS

Make an entry in each area. Something about your project was effective; if not you should change. Some part was not as good as you thought it should have been; what are you going to do about it? You cannot be all things to all people, so what is left to do?

Part X   CONSTRUCTION - EQUIPMENT

List all construction and/or equipment purchased during this school year and the cost of each. Then describe how each was used in your project.

Part XI   EXPENDITURES

Self explanatory

FUNDAMENTAL DEFINITIONS

DUPLICATED COUNT: A count in which students may be represented
more than once. For instance, a student receiving both reading
and mathematics instruction is counted twice: once for reading
and once for mathematics.

FULL-TIME EQUIVALENT (FTE): An FTE is the amount of time per week
actually spent on an activity divided by the amount of time per
week normally considered as fulltime for that activity. FTE should
be expressed as a decimal fraction to the nearest tenth. To
calculate the number of FTE staff members in each category in a
week, add these numbers together and divide the total by the number
of hours that represents "fulltime" to get the FTE number for that
category. Using the example of a 35-hour week as the FTE, if
a project had seven aides and each worked 10 hours per week, the
total number of hours that all the aides worked is 70 or a fulltime
equivalent of 2.0 aides.

INSTRUCTIONAL SERVICES: Those services provided by the migrant
program relating to the development of skills by the student in the
areas of reading, writing, language arts, English, physical
education, mathematics, etc. by the professional educational staff
and aides.

SUPPORTIVE SERVICES: Those services which provide administrative,
technical (such as guidance and health), and logistical support to
facilitate and enhance instruction, and to a lesser degree, community
services. Supportive services exist as adjuncts for the fulfillment
of the objectives of instruction rather than as entities within
themselves. Includes services such as attendance, social work,
guidance, psychological counseling, health, nutrition, pupil
transportation, clothing, and those designed for handicapped children.

UNDUPLICATED COUNT: A count of migrant program students that includes
each student exactly once regardless of how many services he or she
receives.

STAFFING

ADMINISTRATIVE: A person whose primary assignment is to direct staff
members or manage the Migrant program and its supporting services
within an operating unit or facility. May include project directors,
coordinators, and so forth.

CLERICAL: Staff members who perform activities concerned with
preparing, transferring, transcribing, systematizing, or filing
written communications, records, and transactions. Includes clerk,
clerk, clerk-typist, stenographer, file clerk, and secretary.

INSTRUCTIONAL

Curriculum Specialists: Staff members who have expertise in a specialized field and function in the Migrant program to provide information and guidance to other staff members to improve the curriculum. Includes the curriculum consultant and curriculum supervisor. (This category should be used only if the person functions as curriculum specialist.)

Teacher: A staff member performing assigned professional activities in guiding and directing the learning of pupils in an instructional situation.

Teacher Aide: A staff member performing assigned activities of a nature that are not classified as professionally educational. Includes tutors and associate teachers.

SUPPORTIVE

Computer Specialist: Professional staff whose area of expertise is computer systems. Activities include the training of personnel on the use of hardware and software and the maintenance of the systems.

Counselor: Professional staff whose responsibilities are concerned with counseling pupils and parents, assisting pupils in personal and social development, and in making their educational and career plans and choices.

Custodian: Personnel assigned the tasks cf maintaining the buildings and grounds.

MSRTS Specialist: Staff member responsible for the currency of the MSRTS records of all migrant children in the area served by the project. Includes technical assistant for MSRTS.

Nurse: Professional staff whose assignments are to provide services directly to students in the areas of physical and mental health, which do not involve direct instruction.

Nutrition: Staff member whose area of responsibility is in the management of the food services program and the preparation and serving of meals and snacks in connection with school activities.

Recruiter: A staff member whose assignment is to locate and register children of migratory families. Includes technical assistant for recruitment.

Social Worker: Personnel whose activities deal with the improvement of pupil attendance and the performance of school social work dealing with the problems of pupils involving the home, school, and community.

Transportation: Personnel whose activities are for the movement of pupils to and from school activities, either between home and school or on field trips.

Other: Could include professional (accountant, evaluator, test director) or non-professional job classifications not included in the above.

PROGRAM CATEGORIES

Instructional

English as a Second Language (ESL): Subject matter and experiences concerned with knowledge and understanding, and skills designed to develop competency in the use of English. Emphasis is on oral language involving listening and speaking and written language, involving reading and writing. Activities include the development of vocabulary concepts, interpretations, reactions and responses, and concentrations on skills in reading, writing, speaking, and listening.

Language Arts: The body of related subject matter and courses organized for carrying on learning experiences concerned with developing; a) an understanding of the language system; b) proficiency and control in the use of the English language; c) appreciation of a variety of literary forms; and d) understanding and appreciation of various aspects of past and present cultures as expressed in literature.

Mathematics: The body of related subject matter or courses organized for carrying on learning experiences concerned with the relations of quantities and operations of quantities.

Physical Education/Recreation: Activities and instruction that provide for a life-long enjoyment of the environment through team and individual sports and experiences.

Reading: Instruction designed to develop the skills necessary to perceive and react to patterns of written symbols and translate them into meaning. The continual development of reading skills and vocabulary applies to all subject matter areas emphasizing selected skills and vocabulary appropriate to pupil needs in different learning situations. Includes reading readiness, beginning reading, remedial reading, individualized reading, and developmental reading.

Vocational: A program of studies designed primarily to prepare pupils for work in the occupational area between that of the unskilled employee and the technician.

SUPPORTIVE

Career Guidance: Providing a greater understanding of one's educational and occupational strengths in relationship to career requirements and opportunities, which lead to the formulation of realistic plans for the immediate future and to consideration of the effects of technological change.

Clothing: Providing necessary articles of clothing that cannot be provided by the family in order that the child can function in the school without duress.

Dental: Activities associated with dental screening, dental care, and orthodontic activities.

Guidance: Activities concerned with counseling pupils and parents, providing consultation learning problems, assisting pupils in personal and social development, assessing the abilities of pupils, assisting them as they make their own educational and career plans and choices, and providing referral assistance.

Health: Physical and mental health services which do not involve direct instruction.

Nutrition: The service area consisting of those activities which have as their purpose the management of the food services program of the school system and the preparation and serving of regular and incidental meals or snacks in connection with school activities.

Transportation: Those activities which have as their purpose the conveyance of pupils to and from school activities, either between home and school or on trips related to school activities..pa

LOUISIANA STATE DEPARTMENT OF EDUCATION
BUREAU OF CHAPTER 1, ECIA MIGRANT EDUCATION
Post Office Box 94064
Baton Rouge, Louisiana 70804-9064

ANNUAL EVALUATION QUESTIONNAIRE FOR MIGRANT EDUCATION PROGRAMS

School Year 1984 - 85

INSTRUCTIONS: Complete in triplicate. Retain one copy and submit two
copies to the above address. Regular term projects should be
completed and submitted to the State Office by July 31, 1985. Summer
term projects should be completed and submitted to the State Office by
September 28, 1985.

Name of Educational Agency	Parish	Type of Project (Check only one) Regular Term ____ Summer Term ____
Address (Street, City, Zip Code)		Phone Number of Contact Person
Person Responsible for Evaluation	Signature	Project Number

Number of sites where migrant personnel operated during the indicated
term was _____.

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I. **PARTICIPANTS**:

  A. Give the unduplicated count for migrant children in your parish by migratory status.

Agricultural Interstate	1.	_____
Agricultural Intrastate	2.	_____
Agricultural Settle-out	3.	_____
Interstate Fisher	4.	_____
Intrastate Fisher	5.	_____
Settled-out Fisher	6.	_____
TOTAL		_____

  B. Give the unduplicated count for migrant children by type of service.

   1. MSRTS Only   _____

   2. Instructional Services   _____

   3. Supportive Services   _____

   4. Instructional and Supportive Services   _____

        TOTAL   _____

  C. Give the unduplicated count for migrant children by grade level.

Preschool	_____		7	_____
K	_____		8	_____
1	_____		9	_____
2	_____		10	_____
3	_____		11	_____
4	_____		12	_____
5	_____		Ungraded	_____
6	_____		TOTAL	_____

D. Give the count by racial/ethnic group.

Native American (Indian)   _____

Asian or Pacific Islander   _____

Black, not Hispanic   _____

White, not Hispanic   _____

Hispanic   _____

TOTAL   _____

GIVE THE UNDUPLICATED NUMBER OF MIGRANT PARTICIPANTS DURING THE
REGULAR AND SUMMER TERMS COMBINED. (Do not include students receiving
MSRTS service.)

E. By Gender   _____   _____   _____   ε
                  MALE   FEMALE   TOTAL

F. By Year of Birth

1964 _____	1972 _____	1980 _____
1965 _____	1973 _____	1981 _____
1966 _____	1974 _____	1982 _____
1967 _____	1975 _____	1983 _____
1968 _____	1976 _____	1984 _____
1969 _____	1977 _____	1985 _____
1970 _____	1978 _____	198 _____
1971 _____	1979 _____	TOTAL _____

G. By Migrant Category   H. By Racial/Ethnic Group

1 _____	American Indian or
2 _____	Alaskan Native _____
3 _____	Asian or Pacific Islander _____
4 _____	Black, not Hispanic _____
5 _____	White, not Hispanic _____
6 _____	Hispanic _____
TOTAL _____	TOTAL _____

I. Number of Limited-English Proficient   _____

J. Number of migrants who graduated from
    high school this school year   _____

K. Number of migrants who dropped out of
    high school this school year   _____

L. Give the number of migrant participants by Regular term and
    Summer term **separately**.

GRADE	REGULAR TERM (UNDUPLICATED COUNT)	SUMMER TERM (UNDUPLICATED COUNT)
PRE-K		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
UNGRADED		
TOTAL		

Part II   NSTRUCTIONAL SERVICES

Give the number of children participating by grade level and
instructional services (migrant funded).

A.

REGULAR							GRADE LEVELS						
INSTRUCTIONAL SERVICES	K	1	2	3	4	5	6	7	8	9	10	11	12
READING													
ENGLISH AS A SECOND LANGUAGE													
OTHER LANGUAGE ARTS													
MATHEMATICS													
OTHER INSTRUCTIONAL SERVICES (SPECIFY)													

B.

SUMMER							GRADE LEVELS						
INSTRUCTIONAL SERVICES	K	1	2	3	4	5	6	7	8	9	10	11	12
READING													
ENGLISH AS A SECOND LANGUAGE													
OTHER LANGUAGE ARTS													
MATHEMATICS													
OTHER INSTRUCTIONAL SERVICES (SPECIFY):													

Part III **SUPPORTIVE SERVICES**

Give the number of migrant children who received the
following supportive services by funding source:

	Screening and Examinations Funding Source		Follow-up Treatments Funding Source	
	Migrant	Non Migrant	Migrant	Non Migrant
Visual				
Audio				
Physical				
Dental				
Immunization				

	Funding Source	
	Migrant	Non Migrant
Health Education		
Immunization Up-date on MSRTS		
Preventive Dental Care		
Medication Purchased		
Counseling		
Transportation		
Home Visits		
Clothing		
Glasses		
Hearing aids		
Dental care		

Part IV   STAFF:

Give the number of migrant-funded staff positions for each
job classification as FTE.

	REGULAR	SUMMER
Administrative	_____	_____
Instructional Curriculum Specialist	_____	_____
Teacher	_____	_____
Aide	_____	_____
Other (Specify)	_____	_____
Supportive Clerical (not MSRTS)	_____	_____
Health	_____	_____
Recruiter	_____	_____
MSRTS Specialist	_____	_____
Nutrition	_____	_____
Pupil Transportation	_____	_____
Other (Specify) _____	_____	_____

Part V   PARENTAL INVOLVEMENT:

A.   Give the number of parents involved in the following
     activities:

Local PACs	_____
State PACs	_____
Project Planning	_____
Project Implementation	
Assistance in Classroom Activities	_____
Assistance in Supportive Service Activities	_____
Employed in LEA Projects	_____
Project Evaluation	_____

B.   The unduplicated number of parents involved was _____.

Part VI   STAFF DEVELOPMENT:

A. Give the number of migrant funded personnel by category who
    attended inservice/staff development workshops.

	Category			
Type of Workshops	Administrative	Instructional	Supportive	Parents
Local Level Workshops				
State Level Workshops				
Regional Workshops				
National Workshops				
MSRTS Workshops				

B. Give the number of migrant funded personnel who participated in
   inservice and staff development activities by topic of inservice
   session.

	Category			
Topic of Inservice Session	Administrative	Instructional	Supportive	Parents
General Program Orientation				
Curriculum/Instruction				
MSRTS				
Recruitment and Identification				
Cultural Awareness				
Health				
Parental Involvement				
Other (Specify				

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Part VII <u>COORDINATION WITH OTHER PROGRAMS</u>:

Check the cooperative contribution received from other program sources/agencies and give brief description of the cooperative effort.

A. Education Programs

Federal   _____

State   _____

Local   _____

B. Health Departments   _____

C. Family and Children's Services   _____

D. Migrant Advocacy Groups   _____

E. Civic Organization   _____

F. Churches   _____

G. Other Social Service Agencies   _____

H. Give the number of migrant children with (a) physical handicap _____, (b) other handicap _____.

I. Give the number of migrant children participating in special educational services for the handicapped. _____

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Part VIII <u>DISSEMINATION</u>:

    A. Briefly describe the information dissemination techniques and distribution of materials for the purposes of program development, content, and evaluation:

        1. on an interstate basis:

        2. on an intrastate basis:

    B. Indicate the method and <u>number</u> of local dissemination in each category below.

					Organizations		
	Newspaper	Radio	TV	Schools	Civil	Volunteer	Parents
News Releases							c
*Letters							
Appearances							
*Brochures							

*Original Only

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Part IX   <u>PROGRAM EFFECTIVENESS</u>:
        (Each area must have an entry; all apply.)

    A. State each objective that was listed in your application and tell whether it was met. If the objective was not met, give the reason. (Use separate sheet.)

    B. Describe the most effective aspects of your project or activities that included new approches in educating migrant children. (Entry Required.)

C. Indicate migrant activities that were conducted and met with little or no success. What are your recommendations for improvement? (Entry Required.)

D. What gaps remain in the kinds of services provided for migrant children? What additional programs are needed to provide services to migrant children? (Entry Required.)

Part X <u>CONSTRUCTION - EQUIPMENT</u>:

If your application specified the purchase of equipment or construction, <u>list</u> and <u>describe</u> how was it used to meet your program objectives?

<u>ITEM</u>   <u>COST</u>   <u>USE</u>

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Part XI **EXPENDITURES**:

Indicate the total amount expended in each of the following areas from the migratory budget:

	REGULAR	SUMMER	RECRUITMENT
Administration:			
Salaries	_____	_____	
Supplies	_____	_____	
Travel	_____	_____	
Instruction:			
Salaries	_____	_____	
Supplies/ Materials	_____	_____	
Travel	_____	_____	
Building/ Utilities	_____	_____	
Supportive Services:			
Salaries	_____	_____	_____
Supplies	_____	_____	_____
Travel	_____	_____	_____
Other	_____	_____	_____
Parental Involvement	_____	_____	_____
Indirect Cost	_____	_____	_____
Other (Specify)	_____	_____	_____

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SUBJECT MATTER

    READING ___   MATHEMATIC ___   OTHER (Specify) ___

DATA SUMMARIES (No specific format is prescribed for this part. (See instructions))

    THE DATA SUMMARIES REPORTED ARE   YES ___   NO ___
    REPRESENTATIVE OF THE PROGRAM FOR
    MIGRATORY CHILDREN IN THIS PARISH

    IF NO, PROVIDE A BRIEF EXPLANATION OF DATA LIMITATIONS.

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MIGRANT RECRUITERS

PARISHES	RECRUITER	MAILING ADDRESS	PHONE NUMBER
Bossier Bienville Caddo DeSoto Red River Webster	Oscar Killian	P. O. Box 218 Benton, LA 71006	(318) 965-2281
Cameron Calcasieu Jefferson Davis	Lois Marcantel	P. O. Drawer W Cameron, LA 70631	(318) 775-7554
Iberville Ascension Assumption East Baton Rouge East Feliciana Point Coupee St. Martin (lower) West Baton Rouge West Feliciana	Millie Bonacorso	P. O. Box 151 Plaquemine, LA 70764	(504) 387-0209
Jefferson Plaquemines St. Bernard	Cindy Enright	501 Manhattan Boulevard Harvey, LA 70058	(504) 367-3120 Ext. 502
LaSalle Catahoula Concordia Tensas	Neil Nugent	204 Monrovia Street Jonesville, LA 71343	(318) 339-9500
Orleans	Lois LaBeaud Ngoc T. Nguyen Yen Mary C. Duvan Huu Huynh	5931 Milne Boulevard New Orleans, LA 70124	(504) 483-6367

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Ouachita
  Caldwell
  Claiborne
  Jackson
  Lincoln
  City of Monroe
  Union
	Beth Wofford
	Carol Taylor (TAR)
		701 St. John
		Monroe, LA 71201
			(318) 386-2711

Rapides
  Allen
  Avoyelles
  Beauregard
  Grant
  Natchitoches
  Sabine
  Vernon
  Winn
	Bob Tullis
	Bill Morris
	Parks Sansing (TAP)
		P. O. Box 1230
		Alexandria, LA 71301
			(318) 442-8321

Richland
  Franklin
  Madison
	Verlene Holland	P. O. Box 599
		Rayville, LA 71269
			(318) 728-4573

St. Landry	Delores B. Thomas (TAR)	P. O. 310 Opelousas, LA 70570	(318) 948-3657

St. Mary
  Iberia
  Lafayette
  Vermilion
	Bill Williams	P. O. Drawer 580
		Franklin, LA 70538
			(318) 836-9661

Tangipahoa
  Livingston
  St. Helena
  St. Tammany
  Washington
  City of Bogalusa
	Thelma Thomas	305 West Hanson
		Hammond, LA 70401
			(504) 542-7290

Terrebonne
  Lafourche
  St. Charles
  St. James
  St. Jonn
	Henry Phillips	P. O. Box 5097
		Houma, LA 70361
			(504) 851-1500

West Carroll
  Morehouse
  East Carroll
	Henry McPherson	P. O. Drawer 1028
		Oak Grove, LA 71263
			(318) 428-4215

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Terrebonne Lafourche St. Charles St. James St. John	Henry Phillips	P. O. Box 5097 Houma, LA 70361	(504) 851-1550
West Carroll Morehouse East Carroll	Henry McPherson	P. O. Drawer 1028 Oak Grove, LA 71263	(318) 428-4215

TECHNICAL ASSISTANTS FOR RECRUITMENT

NAME/ADDRESS/PHONE	TECHNICAL ASSISTANCE PARISHES	RECRUITMENT PARISHES
Carol C. Taylor Ouachita Parish Schools 701 St. John Monroe, LA 71201 (318) 387-6417	Ouachita Jefferson Orleans West Carroll Richland	Claiborne Ouachita Union
Parks Sansing Rapides Parish Schools P. O. Box 1230 Alexandria, LA 713??	LaSalle CAA St. Mary Rapides East Baton Rouge	
Delores Batiste St. Landry Parish Schools P. O. Box 310 Opelousas, LA 70538 (318) 948-3657	Cameron Iberville Tangipahoa Terrebonne Bossier	Acadia Evangeline St. Martin (Upper) St. Landry

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