

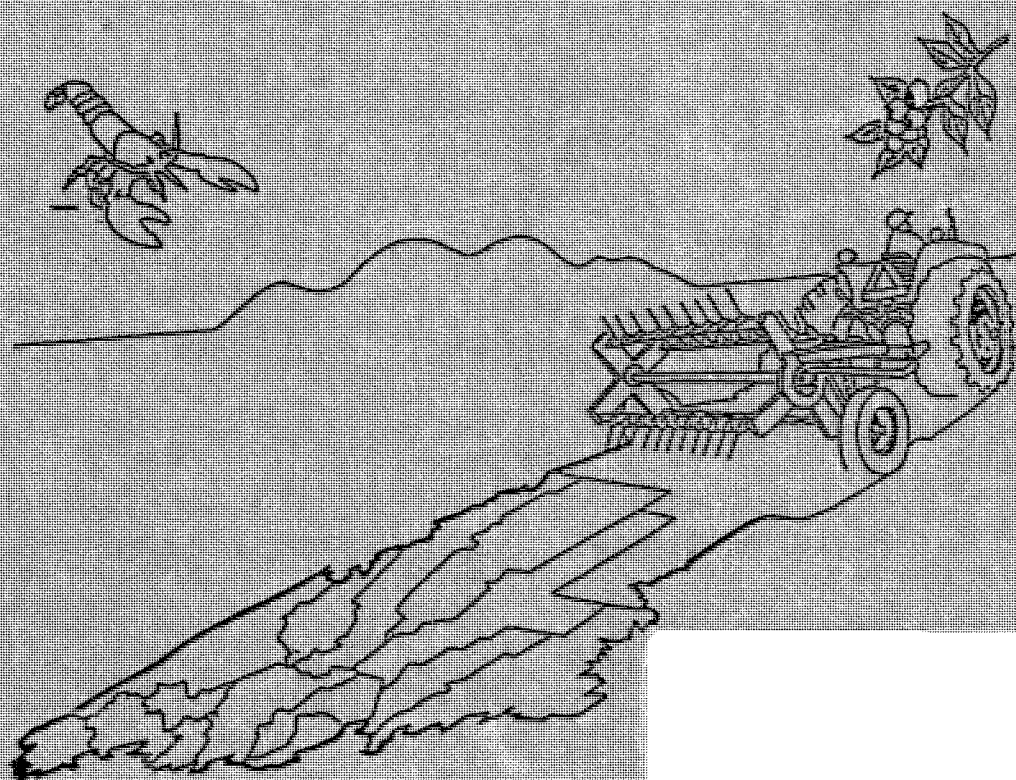
MAINE STATE LEGISLATURE

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MAINE'S
1987 - 1988
MIGRANT EDUCATION
EVALUATION REPORT



Maine Department of Educational & Cultural Services
Division of Compensatory Education
Migrant Education Program
State House - Station #19
Augusta, ME 04333

TABLE OF CONTENTS

	Page
List of Tables.....	ii
Overview.....	1
Migrant Families in Maine.....	1
Evaluation Planning.....	7
Administration.....	8
Identification and Enrollment.....	10
Instructional Programs - Regular Term.....	13
Migrant Student Profile.....	13
Instructional Profile.....	21
Student Achievement.....	24
Instructional Programs - Summer Term.....	30
Program Survey.....	34
Training and Support Activities.....	35
In-Service Workshops.....	39
School Visitations.....	40
Migrant Teacher Activities.....	41
Teacher Use of Recruitment Strategies.....	41
Parent Activities.....	41
Health Resources.....	44
Conclusions.....	46
Recommendations.....	47
Appendix	
Annual Report, 1987-88	
Goals and Objectives, 1987-88	

LIST OF TABLES

<u>TABLE</u>	Page
1. Maine's Primary Migrant Crops.....	2-4
2. Enrollment by Migrant Status.....	6
3. Migrant Status by Percent of Total Enrollment.....	11
4. Migrant Enrollment by Age Group.....	12
5. Map - Student Enrollment in Projects by County.....	14
6. Project Sites Serving Migrant Students.....	15-17
7. Project Site Enrollment by Migrant Status.....	18
8. Project Site Enrollment by Grade Level.....	19
9. Students Receiving Services in Projects.....	20
10. Program Needs Survey.....	22
11. Number of Participants in Educational Services.....	23
12. Availability of Student Achievement Data.....	25
13. Student Achievement, Reading - Fall/Spring Cycle.....	26
14. Student Achievement, Mathematics - Fall/Spring Cycle.....	27
15. Student Achievement, Reading - Spring/Spring Cycle.....	28
16. Student Achievement, Mathematics, - Spring/Spring Cycle.....	29
17. Summer Term - Participation by Migrant Status.....	31
18. Summer Term - Participation by Ethnic Group.....	32
19. Summer Term - Participation by Grade Level.....	33
20. Technical Assistance to Teachers - Graphed.....	36
21. Technical Assistance to Teachers.....	37
22. Guidance on Record-Keeping.....	38
23. Teacher Use of Recruitment Strategies.....	42
24. Parent Involvement.....	43
25. Health Concerns.....	45

OVERVIEW

Migrant Families in Maine

The Migrant Program in Maine serves a diverse population of children whose common factor is, by definition, that they have moved with their parents or guardians who engage in work of a temporary or seasonal nature in agriculture, forestry, fishing or related industry.

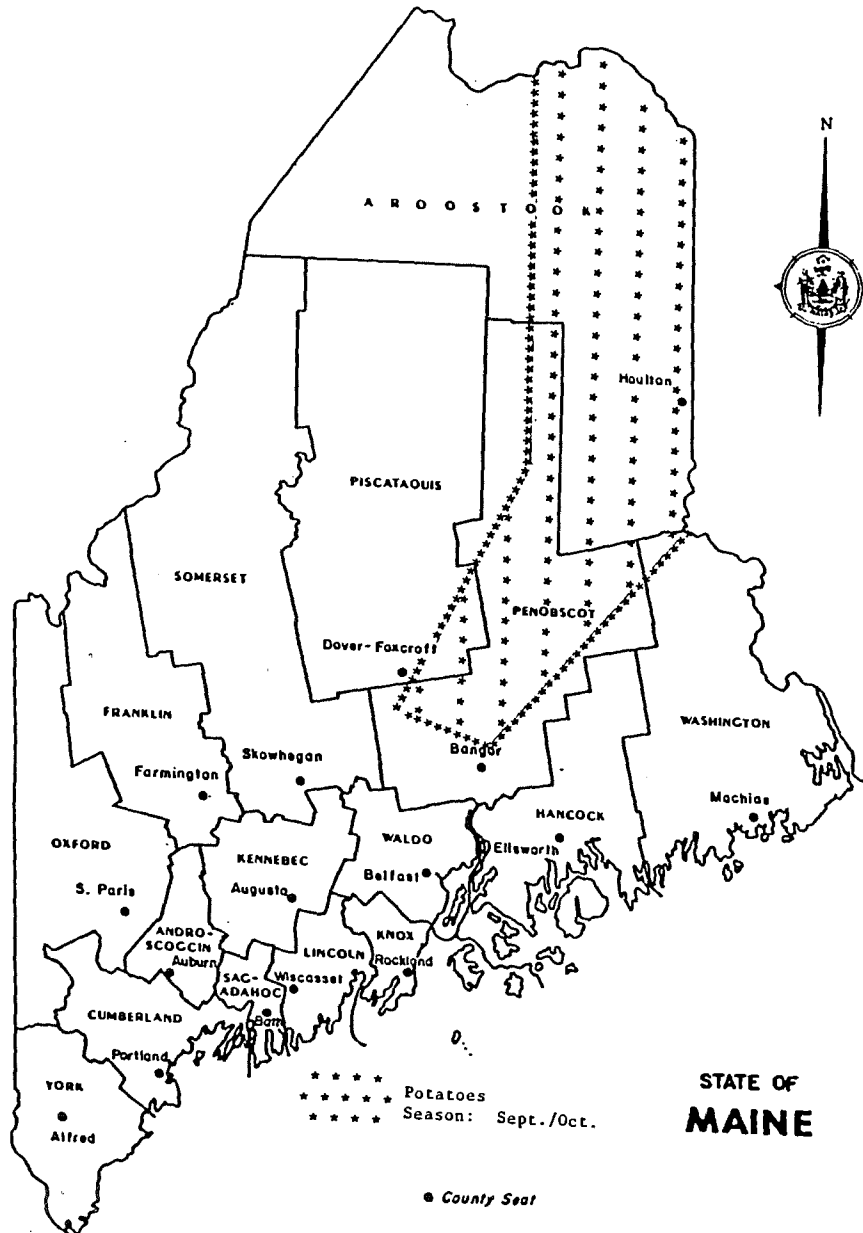
In Maine, a predominantly rural state, the major agricultural crops are apples, blueberries, broccoli, and potatoes. A major agricultural activity is tree harvesting. In the past, poultry processing has been important and there are some indications that this may revive. Fishing and fish processing occur along the coast and continue to be the major migrant activity in that area. However, only sixteen percent of Maine's migrant families qualify through fishing and fish processing. (See Tables 1a-1c, Maine's Primary Migrant Crops.)

Geographically, Maine is the tip of the Eastern Stream migration, but the actual number of migrant workers moving into and out of the state each year with families is relatively small. Most of the workers who do come in under contract to harvest the apple or broccoli crops are adults, without families, from Jamaica and Texas. In the fall of 1986, for the first time, Hispanic families came from Texas to harvest broccoli in Aroostook County, and this group has continued but remains small in number.

Many of the interstate migrant families coming into Maine are not from the south, but rather from the east, from Canada. The Maliseet and MicMac Indians have international citizen status in the United States and Canada. They travel across the border and are the major work force for the blueberry harvest in Washington County in August. The children of the workers participate in the Harvest School program in Addison, Maine.

TABLE 1a: Maine's Primary Migrant Crops

POTATOES



LUMBERING

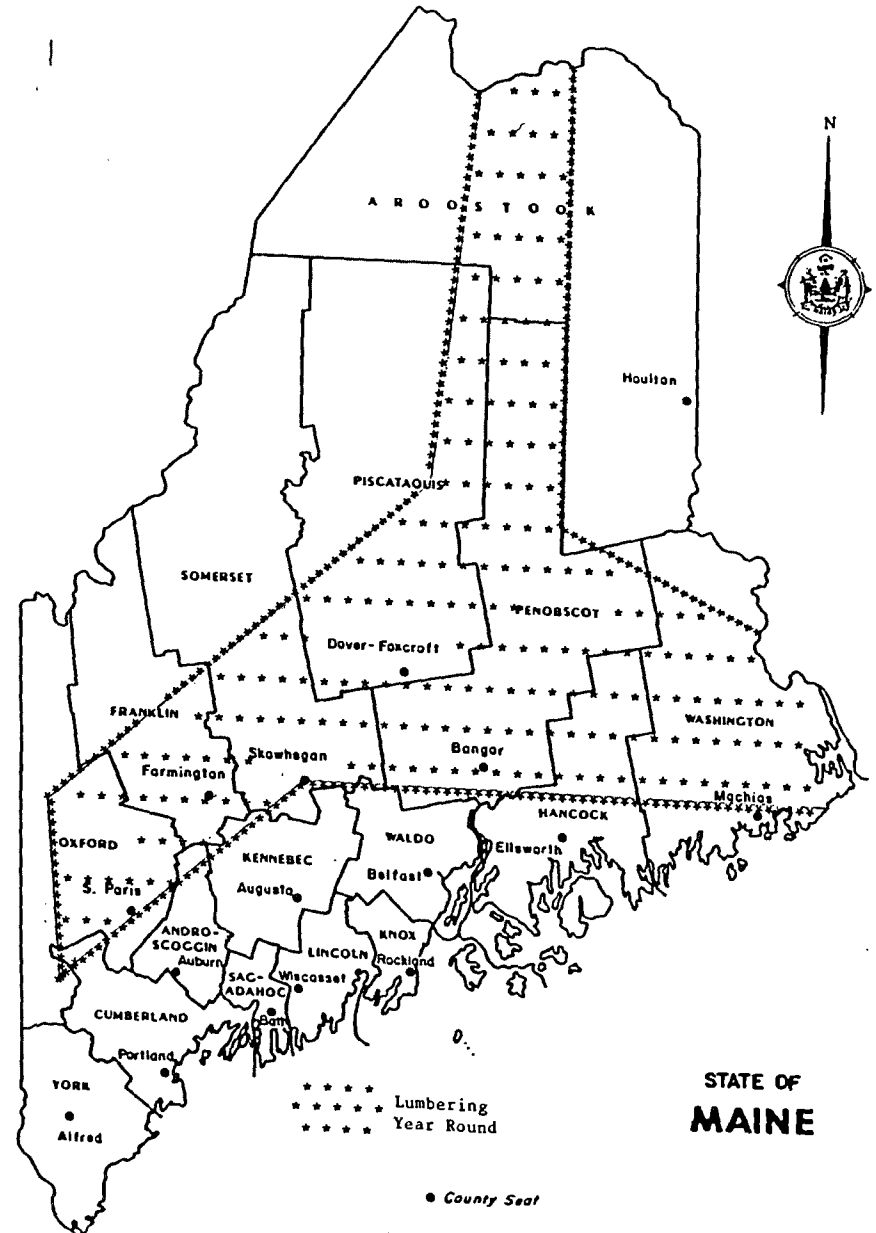
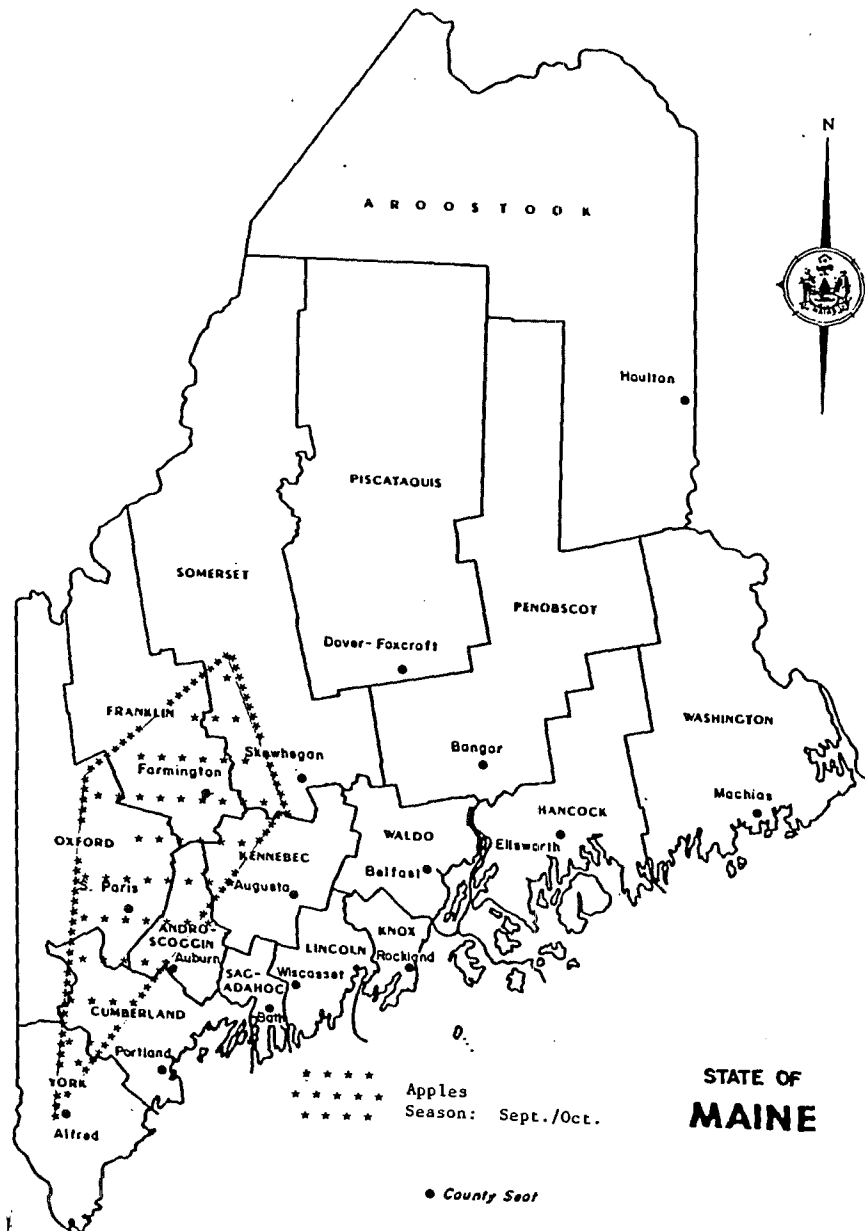


TABLE 1b: Maine's Primary Migrant Crops

APPLES



BLUEBERRIES

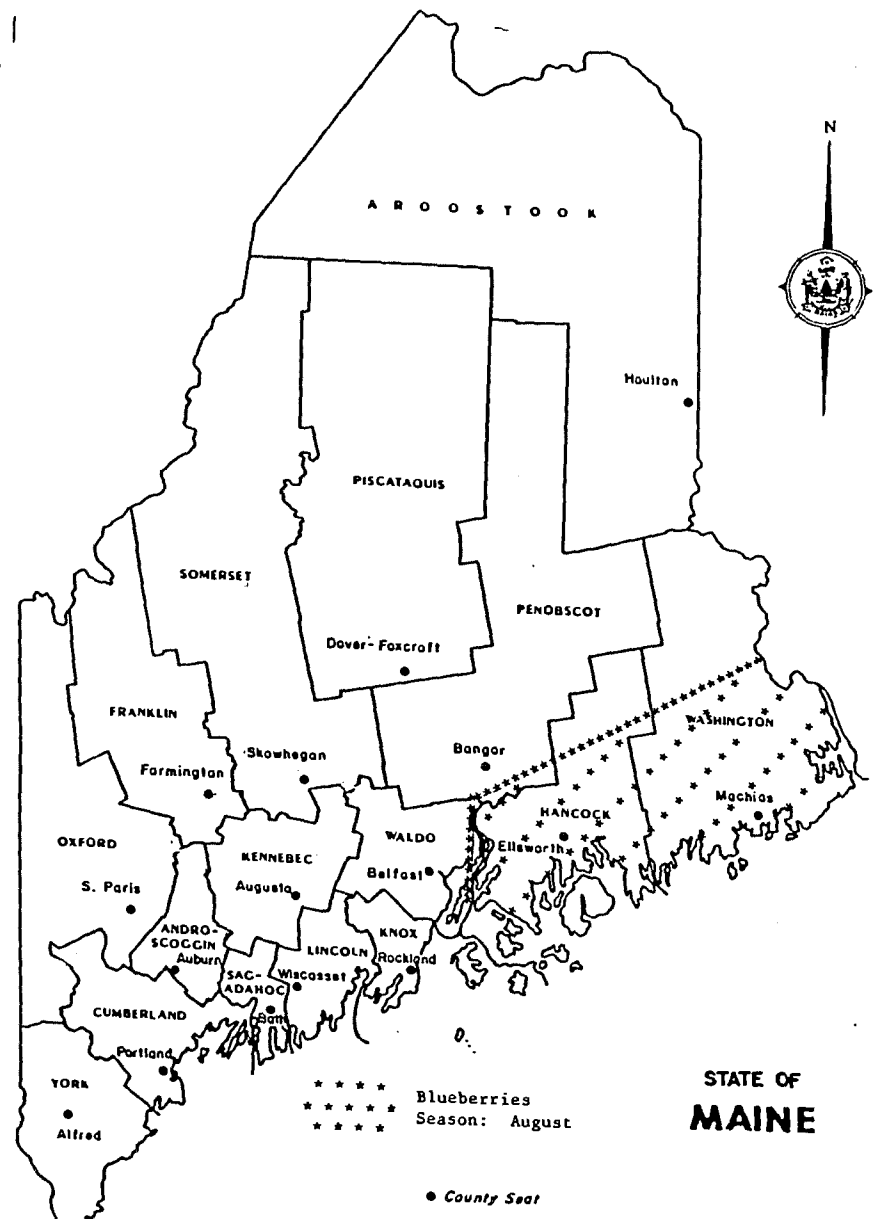
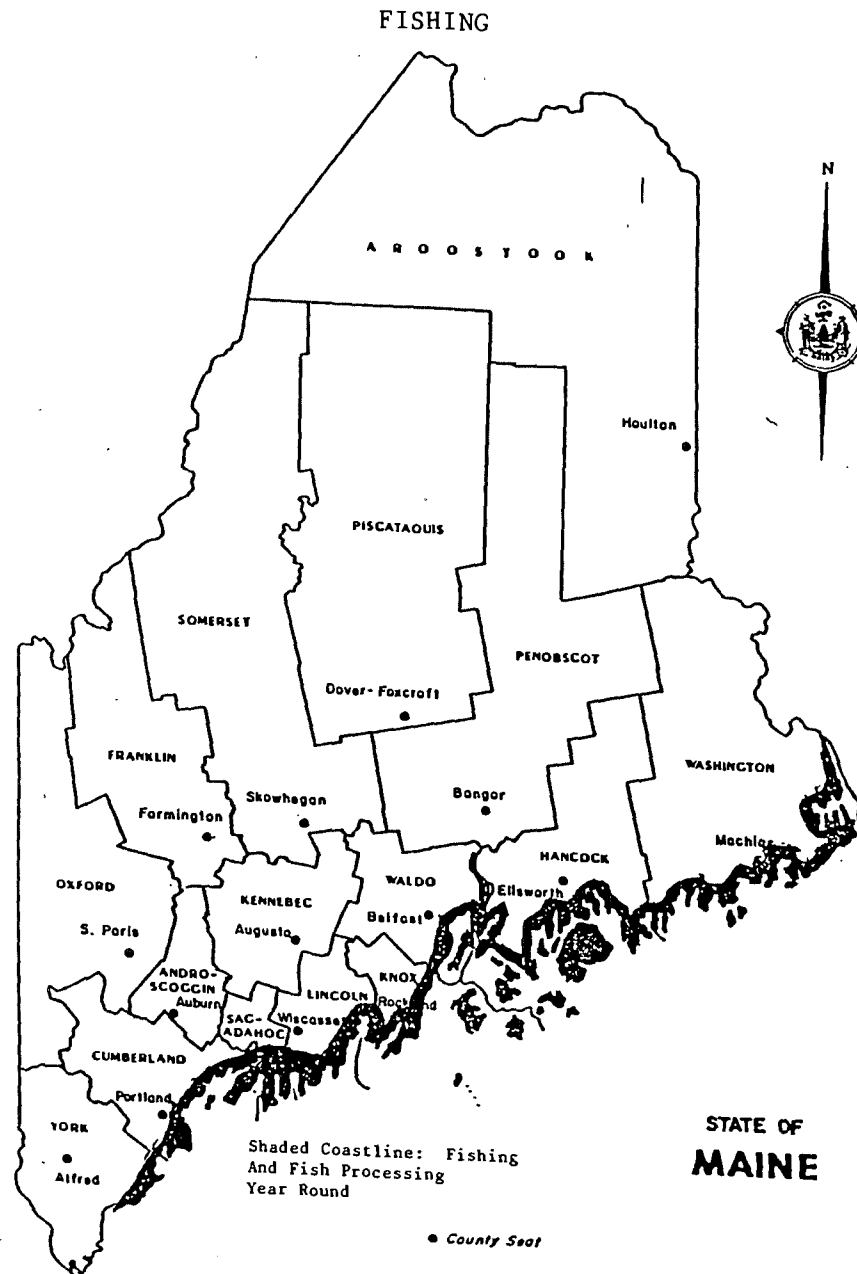


TABLE 1c: Maine's Primary Migrant Crops



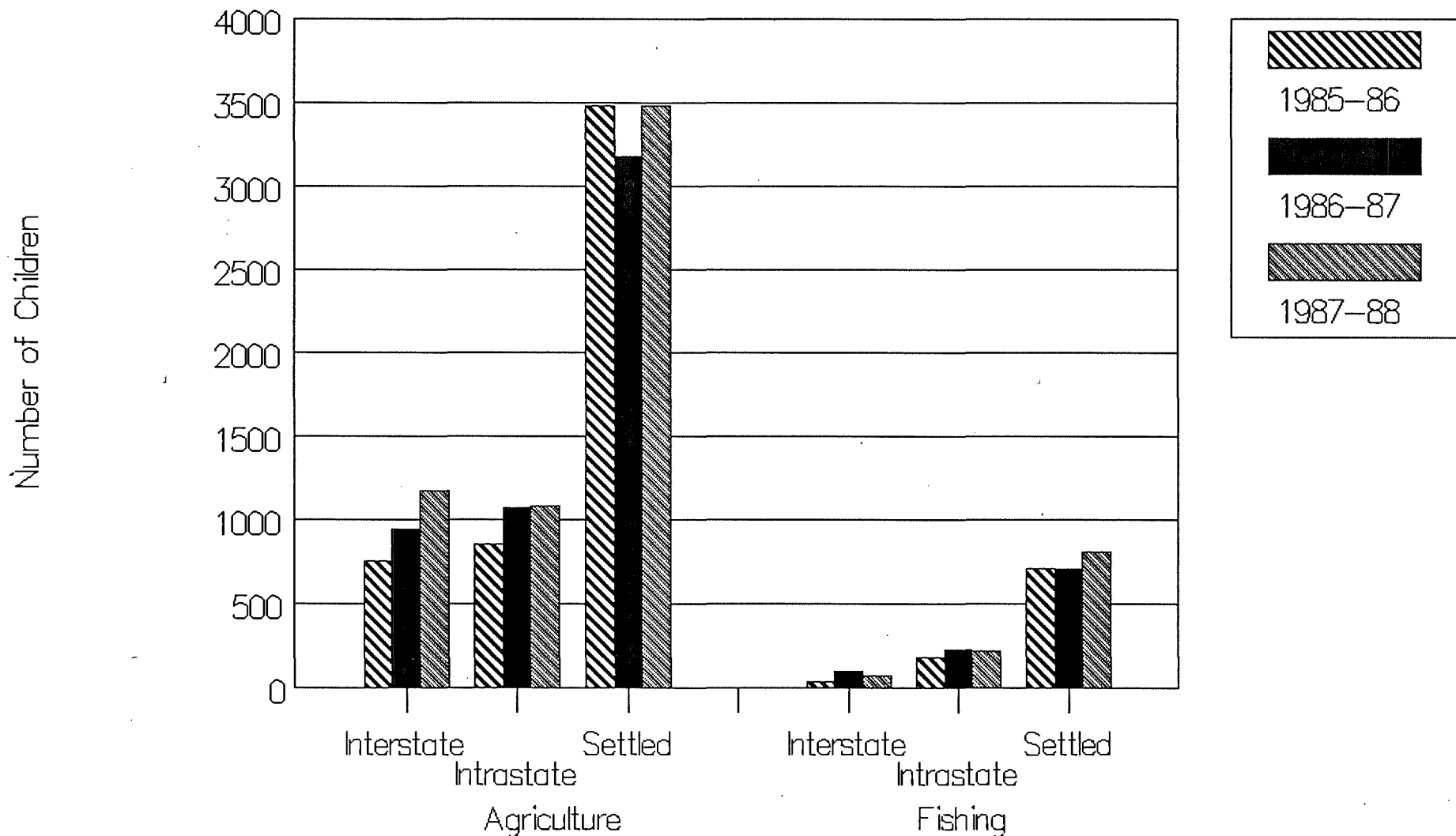
During the last five years, one other significant group has begun traveling into Maine, seeking employment in the fish processing industry. These migrant families are Asians and have moved into the two southern coastal counties of Cumberland and York, and appear to be settling into these areas. Altogether, these three groups of interstate migrant workers in 1987-88 accounted for 18.2 percent of the migrant children identified in Maine, compared with 12.5 percent in 1985 and 15.1 percent in 1986. Overall, this is an increase of 452 children, or 50 percent over the 1985 figures. (See Table 2, Enrollment in Maine by Migrant Status.)

Another major group of migrant workers are families who travel within the state each year to follow the seasonal agricultural occupations. They are employed primarily in tree harvesting, and in the blueberry and potato harvests in Washington and Aroostook Counties. This group comprised 14.2 percent of the migrant children in Maine in 1985, 17.2 percent in 1986 and 15.8 percent in 1987-88. Another 4.2 percent are children of migrant workers in fishing and fish processing who move within the state.

About two-thirds, 62.8 percent, of the migrant children identified in Maine are children of migrant workers who have settled in communities and remained there for one to five years without a requalifying move. Some of the families retain a migrant lifestyle and continue to move, but without qualifying activity. Many, however, do requalify at sometime within the five-year "settled out" period, or within two years of the expiration of their migrant status. According to the MSRTS reactivation report of 1987, of the students whose migrant status became "settled" in 1978, 58 percent had requalified within 8 years, while of those who moved to "settled" status in 1982, 29 percent had requalified within 4 years.

Table 2: Enrollment by Migrant Status

1987-88 6,826 Total



Evaluation Planning

This evaluation is concerned with many aspects of the educational program delivered to migrant students. Essentially, the evaluation looks at five areas of concern to administrators and teachers: recruitment and identification of migrant children; availability of services to identified school-age children; progress displayed by children taking part in the program; training and technical assistance to project staff; and cooperation with existing programs and agencies.

The means by which these areas were evaluated include statistical data from project sites via:

- * 1) the Annual Report,
- * 2) results from pre-post norm-referenced testing programs at project sites,
- * 3) the Migrant Student Record Transfer System, and
- * 4) program surveys completed by all teaching staff at the conclusion of the program year.

The Technical Assistance Center (TAC) was instrumental in aggregating the achievement and demographic data submitted by migrant teachers.

ADMINISTRATION

The Maine Department of Educational and Cultural Services directly administers the Migrant Education Program through the Bureau of Instructional Services, Division of Compensatory Education. This is a fairly recent change, implemented in October 1985. This program year, 1987-88, represents the third year under the new administration with new policies and procedures continuing to be implemented statewide.

During the third year of transition, the Division of Compensatory Education was reorganized with an integrated office established to provide greater coordination among the federal Chapter 1 programs -- basic grants, migrant, and neglected and delinquent. Both administrative and support staff were linked to provide more efficient and productive use of resources.

All local projects were visited by administrative staff this year and written reviews were submitted to local and state personnel. Two handbooks were developed for and used by teachers: a teacher handbook, delineating state procedure and policy, including sample forms and reports; and a recruitment manual for use in identification and recruitment of migrant children. Strengthening of home/school liaisons through home visits and parent activities, including parent volunteerism, continues to be a concern.

Local school units submit applications for migrant projects to the state office in May of each year. Sub-grant applications include identification of need, project goals and objectives, program description and budget. Upon approval, the local school administration hires the migrant teacher(s) and is fully responsible for administering the local program, following state policy guidelines. All migrant teachers in Maine are fully certified and are responsible for establishing home/school liaison with migrant families and for recruitment of migrant children in their local area, in addition to teaching duties.

Migrant Education staff at the state level include three full-time persons: the state coordinator, the migrant field recruiter, and the lead data entry specialist. Part-time persons include consultants, grants coordinator, office manager, data entry operator, and other support staff. Responsibilities of administrative staff include:

- * Preparation and submission of the annual application for migrant program funds under USDE.
- * Provision of in-service training to teachers, one in the fall and one in the spring, new teacher orientation, and a workshop on MSRTS educational and health records.
- * Monitoring and review of local projects for compliance with federal and state regulations and contract provisions.
- * Technical support of the statewide Maine Migrant Advisory Council (MMAC), made up of migrant parents, teachers, migrant employers, minority group representatives, and school administrators.
- * Technical assistance to local school units in recruitment, maintenance of records, parent activities, budget and sub-grant preparation.
- * Maintenance of records on all migrant students identified in Maine and participation in the Migrant Student Record Transfer System.
- * Identification and recruitment of all migrant students in areas of the state without local migrant projects.
- * Final approval of all certificates of eligibility submitted by recruiter teachers.
- * Approval of all local migrant projects, and fiscal responsibility for all monies apportioned under the annual grant.
- * Evaluation of the local programs and the state program in terms of: 1) meeting state goals and objectives, and 2) evidence of satisfactory progress made by migrant students receiving educational services.

The statewide goals and objectives established for program year 1987-88 serve to prioritize the work of the administrative staff. They are listed in the appendix.

IDENTIFICATION AND ENROLLMENT

Identification and enrollment of eligible migrant children has continued to be the first priority through 1987-88. The Migrant Field Recruiter on the State Administrative staff supervised the recruitment activities throughout the state and gave final approval, with the State Coordinator, on all new enrollments.

In those areas of the state where there is a local migrant project, it was the responsibility of the local staff to recruit. This included 61 local school units in 1987-88. In the other districts of the state, a survey begun in 1985-86 was completed during 1987-88.

During 1987-88, 6,826 migrant children were enrolled in Maine. This was a ten percent increase in enrollment from the 6,225 children identified in 1986-87. For 84 percent of these children, the qualifying activity was agricultural; and for 16 percent, it was fishing and fish processing. (Table 3 shows the migrant status of enrolled children by percent of total enrollment.)

The overall increase in enrollment was ten percent, and it's interesting to note that although the percentage of currently migrant children enrolled in 1987-88 remained about the same as in 1986-87 (37.4 percent), the number of currently migrant children from outside the state increased from 1,033 to 1,240, with a corresponding drop in the currently migrant students qualifying by moves within the state. (See Table 2, Enrollment by Migrant Status.)

The age distribution of enrolled children is shown in Table 4, Migrant Enrollment by Age Group. These figures indicate an increase in identification of 527 migrant children in the pre-school, primary group, and in the 18 and over group. This is consistent with the mandate under the new legislation to identify and provide services to migrant children ages 3 to 21 inclusive.

Table 3: 1987-88 6,826 Total

Migrant Status By % of Total Enrollment

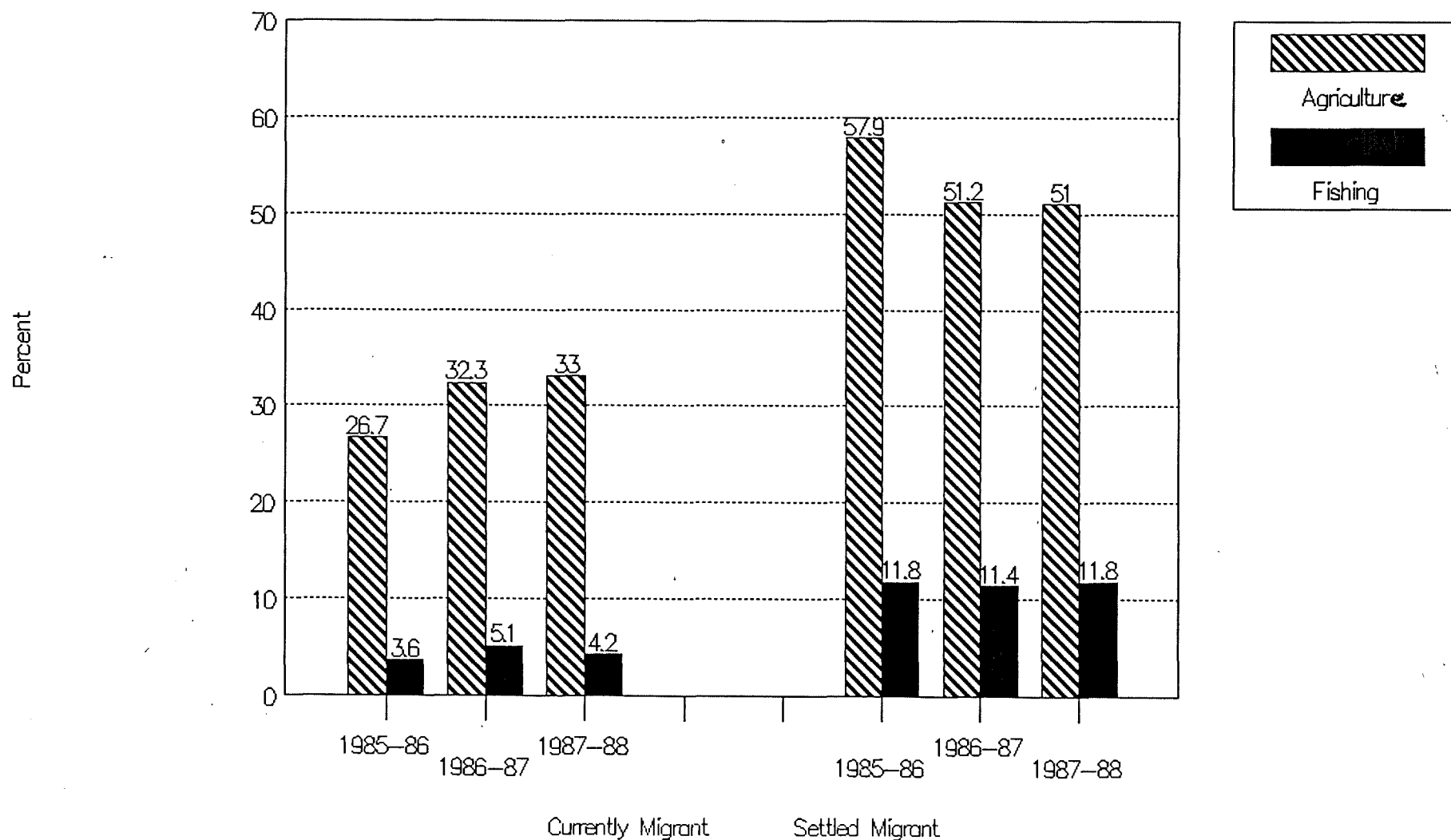
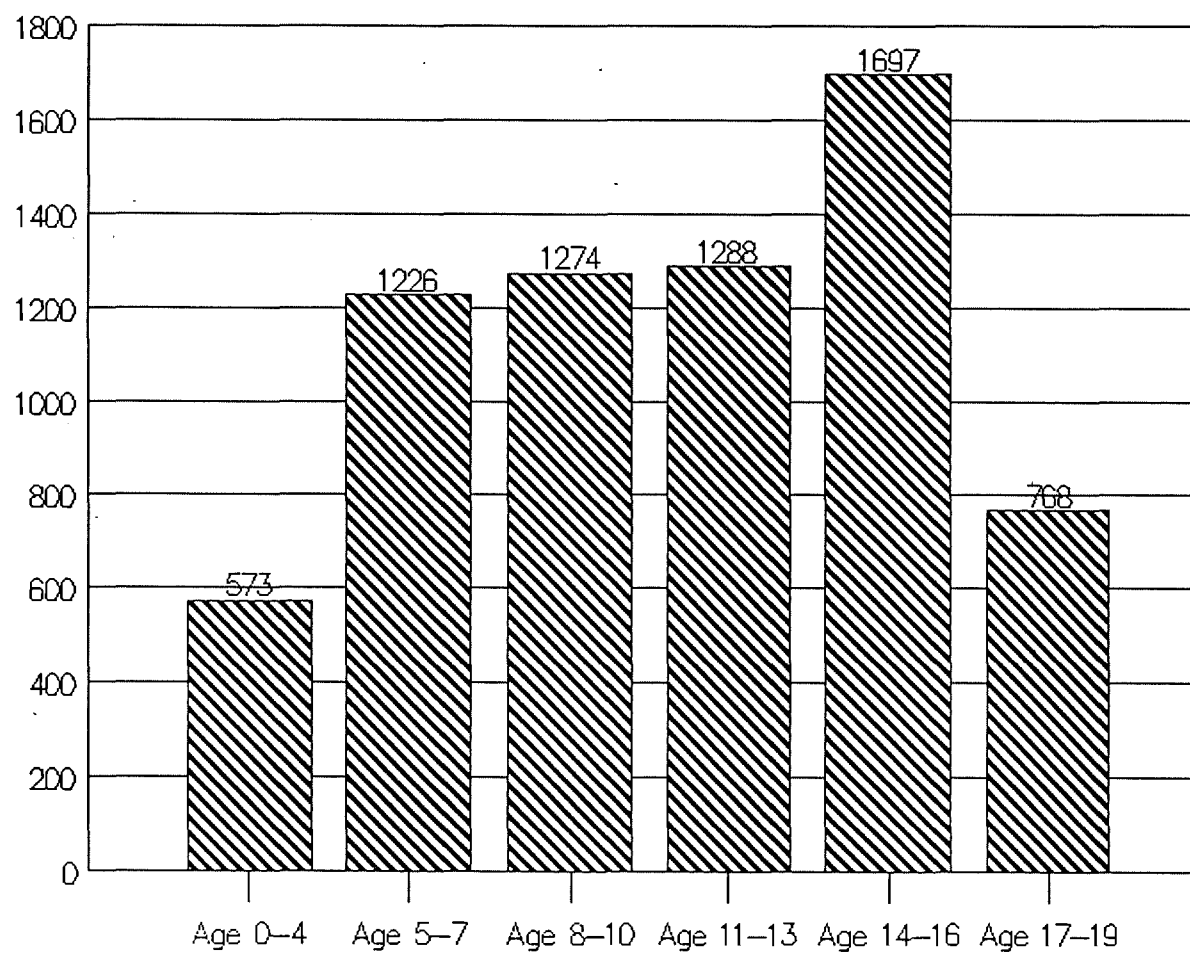


Table 4: 1987-88 6,826

Migrant Enrollment By Age Group



INSTRUCTIONAL PROGRAMS

REGULAR TERM

Migrant Student Profile

Local school projects for migrant children occurred in all counties of the state. In the 1987-88 program year, to submit a project application supporting a full-time teacher, a district was required to have twenty-five migrant eligible students. Sixty-one local projects were approved; these projects enrolled 3,871 students in 1987-88. Table 5 shows the geographical distribution of students enrolled at project sites by county. Table 6 compares the 1987-88 project enrollments with the two previous years. Overall, the enrollment level at project sites increased by 36 percent over 1985-86, and by 10 percent over 1986-87. Table 7 shows project site enrollment by migrant status. Table 8 shows enrollment at project sites by grade level.

Of the 3,788 elementary school-age migrant children identified in Maine in 1987-88, 2,994, or 79 percent, were enrolled in schools with regular school migrant projects. Of this number, 2,680, or 91 percent, were provided with educational and/or support services. Another 294 were enrolled in the Harvest School in August and information on these students appears on pages 30 to 33. Students enrolled at project sites who were provided with educational and/or support service are termed participating students. Table 9 shows the number and percentage of migrant students receiving services, arranged by county. The percentage of students receiving services at project sites overall varied from 100 percent to 52 percent, with the mean being 92 percent.

TABLE 5

Congressional District #2

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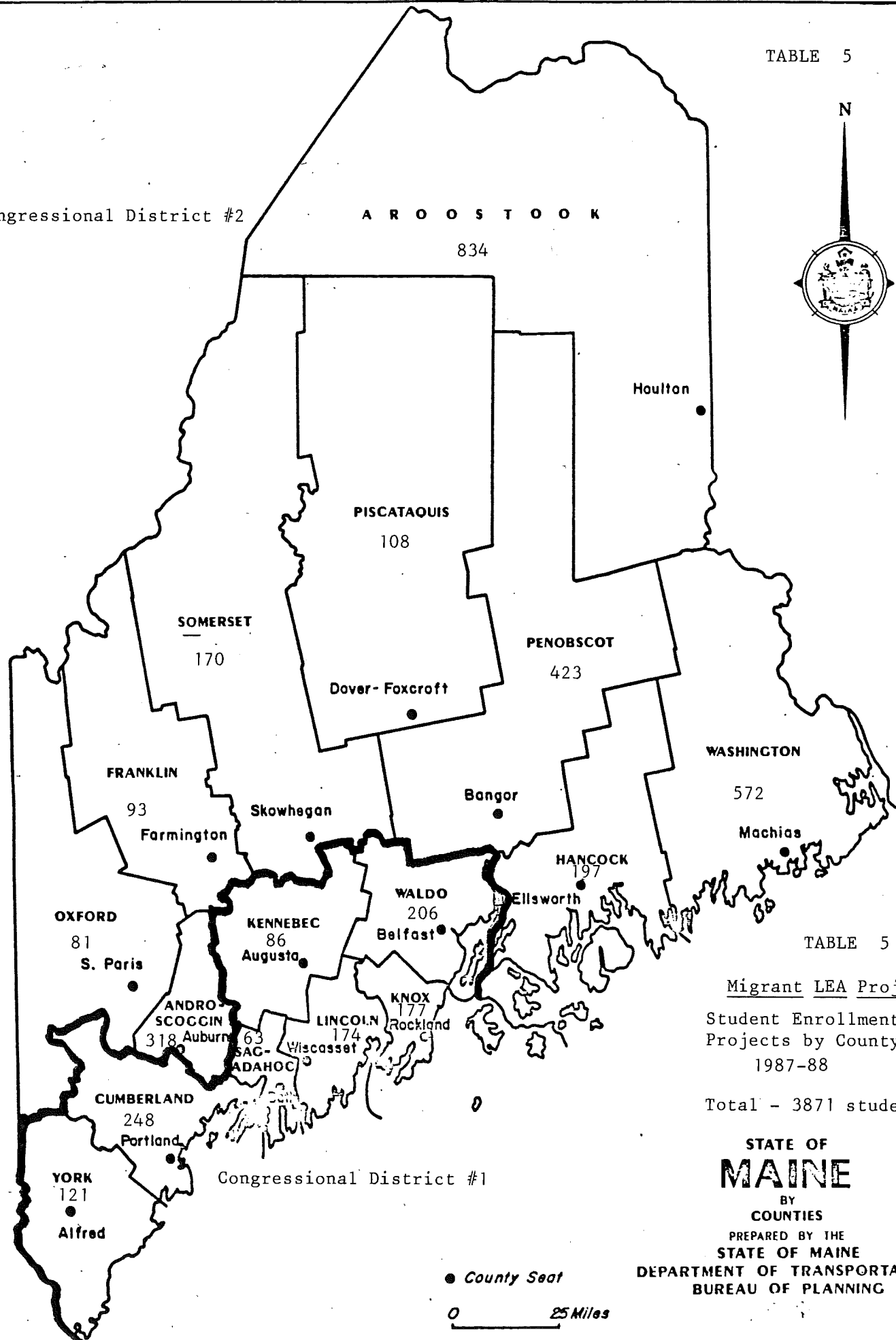


TABLE 5

Migrant LEA Projects

Student Enrollment in
Projects by County
1987-88

Total - 3871 students

STATE OF
MAINE
BY
COUNTIES

PREPARED BY THE
STATE OF MAINE
DEPARTMENT OF TRANSPORTATION
BUREAU OF PLANNING

● County Seat

0 25 Miles

TABLE 6. PROJECT SITES SERVING MIGRANT STUDENTS
1985-1988 ARRANGED BY COUNTY

	<u>1985-86</u>	<u>1986-87</u>	<u>1987-88</u>
<u>Androscoggin County</u>	195	266	318
Auburn	52	68	70
Bridgton	12	15	15
Lewiston	65	89	135
Poland	17	22	21
Sabattus/Litchfield	13	16	--
Turner	36	56	77
<u>Aroostook County</u>	671	779	834
Ashland	21	28	37
Caribou	60	76	83
Caswell	23	16	23
Fort Fairfield	49	52	64
Fort Kent	23	--	--
Hodgdon	66	83	80
Houlton	95	116	130
Mars Hill	47	66	70
Presque Isle	109	127	115
Sherman Mills	44	61	64
Southern Aroostook	47	54	71
Van Buren	60	66	72
Woodland/New Sweden	27	34	25
<u>Cumberland County</u>	124	236	248
Gray	20	--	--
Portland	93	228	248
Windham	11	8	--
<u>Franklin County</u>	69	74	93
Farmington	23	28	45
Phillips	26	26	25
Rangeley	20	20	23
<u>Hancock County</u>	121	152	197
Bucksport	28	37	45
Hancock	17	23	32
Steuben/Flanders Bay	76	92	120
<u>Kennebec County</u>	50	84	86
Augusta	25	50	46
Hallowell	8	--	--
Windsor/Whitefield	17	34	40

TABLE 6 (continued)

	<u>1985-86</u>	<u>1986-87</u>	<u>1987-88</u>
<u>Knox County</u>	155	213	177
Rockland	110	150	133
Thomaston	45	63	44
<u>Lincoln County</u>	144	164	174
Boothbay	13	20	33
Damariscotta	30	31	34
Waldoboro	101	113	107
<u>Oxford County</u>	19	37	81
Buckfield	19	27	81
<u>Penobscot County</u>	283	385	423
Dexter	30	45	59
East Corinth	93	110	117
Lee/Lee Academy	68	109	111
Milford —	16	27	36
Newport	76	94	100
<u>Piscataquis County</u>	39	63	108
Dover-Foxcroft	--	--	30
Greeville	9	--	--
Guilford	30	51	78
<u>Sagadahoc County</u>	64	79	63
Monmouth	11	14	--
Richmond	21	22	22
Topsham	32	43	41
<u>Somerset County</u>	76	150	170
Anson	27	34	32
Harmony	15	30	31
Skowhegan	34	86	107
<u>Waldo County</u>	124	199	206
Belfast	76	147	142
Searsport	48	52	64

TABLE 6 (continued)

	<u>1985-86</u>	<u>1986-87</u>	<u>1987-88</u>
<u>Washington County</u>	436	516	572
Calais	14	14	22
Danforth	17	--	--
East Machias	15	--	--
East Range II	13	--	--
Eastport	73	110	119
Harrington	208	250	287
Jonesport	18	30	44
Lubec	26	41	--
Pleasant Point	52	60	67
Peter Dana Point	--	--	33
<u>York County</u>	68	112	121
Alfred	27	34	39
Biddeford	16	45	49
South Hiram	25	33	33
Total Enrollment	2854	3509	3871

Table 7: 1987-88 Regular Term 3,871

Project Enrollment by Migrant Status

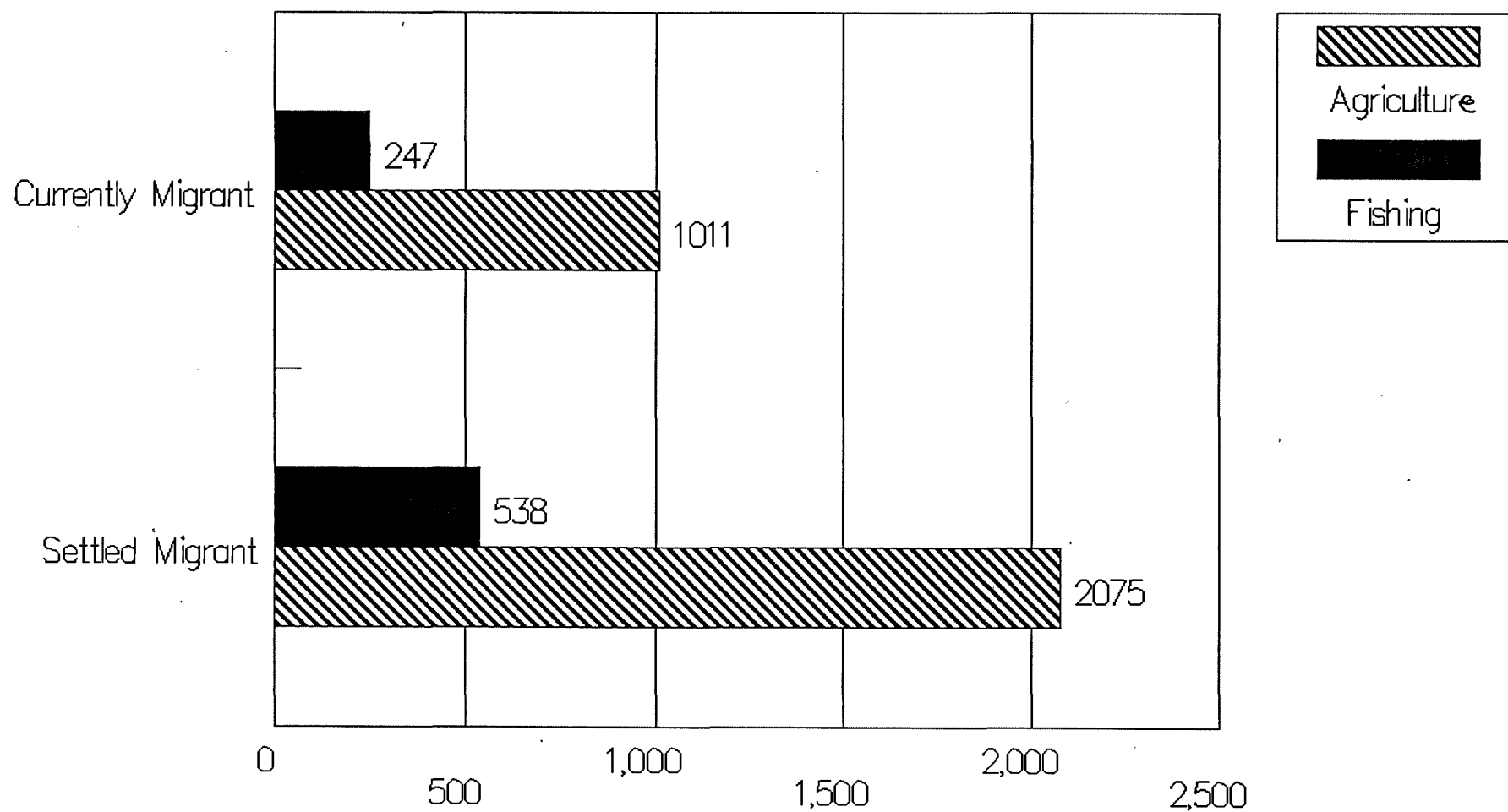


Table 8: 1987-88 Regular Term 3,871

Site Enrollment by Grade Level

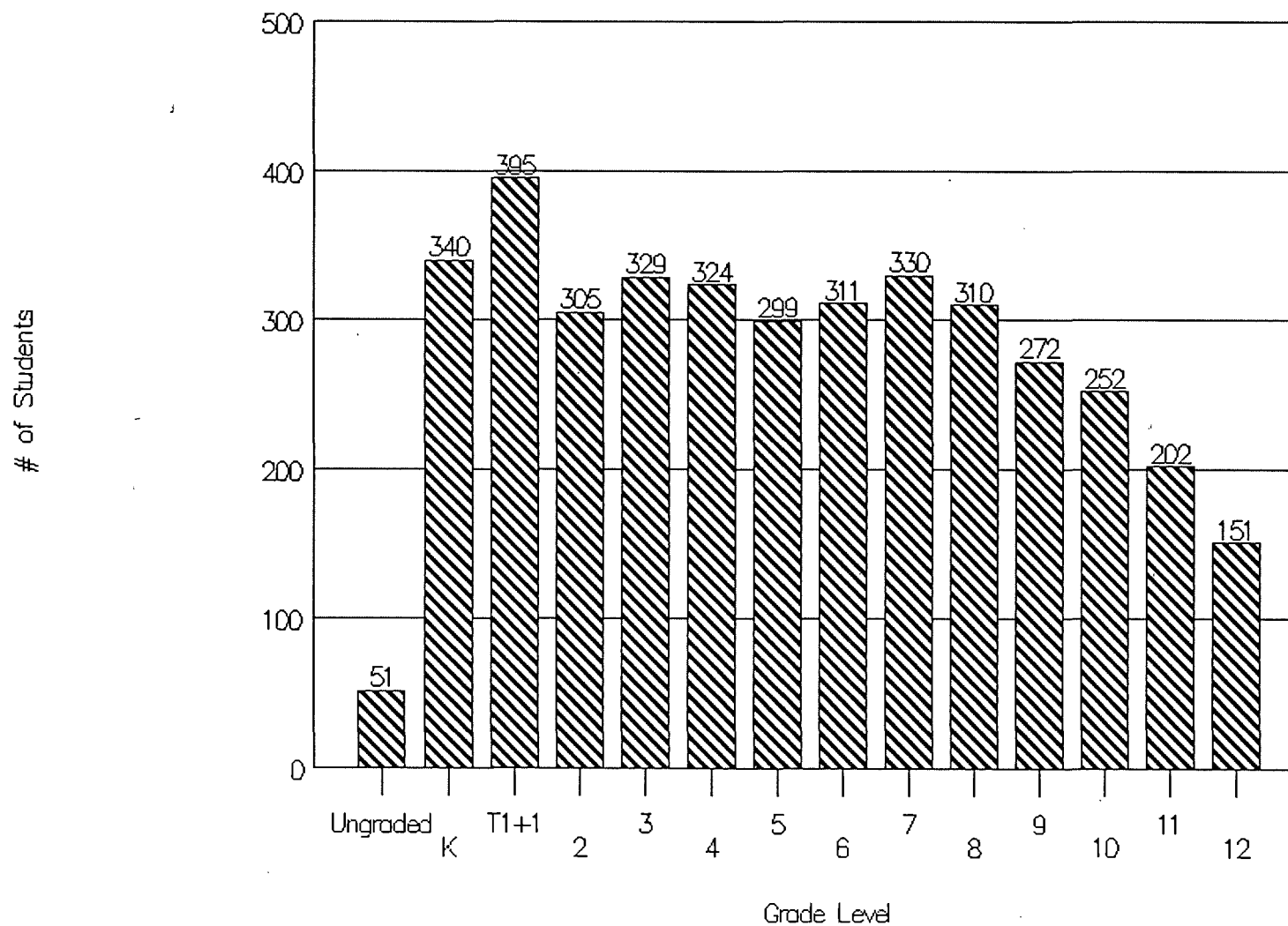


TABLE 9
NUMBER AND PERCENTAGE OF STUDENTS
RECEIVING SERVICES IN PROJECTS
ARRANGED BY COUNTY

	Total Migrant Students Enrolled at Project Sites	Total Students Receiving Education and/or Support Services	Percent Participation
Androscoggin	318	305	96
Aroostook	834	738	88
Cumberland	248	248	100
Franklin	93	83	89
Hancock	197	190	96
Kennebec	86	86	100
Knox	177	166	94
Lincoln	174	90	52
Oxford	81	79	98
Penobscot	423	376	89
Piscataquis	108	93	86
Sagadahoc	63	63	100
Somerset	170	166	98
Waldo	206	202	98
Washington	572	553	97
York	121	117	97
Total	<u>3871</u>	<u>3555</u>	<u>92</u>

Instructional Profile

Each local project was responsible for developing curriculum activities. An inventory of materials is provided at each site to meet specific needs of the migrant students. All instruction was carried out on the basis of need, determined through assessment and through consultation with classroom teachers. Most students were on release time from the regular classroom or study hall, and instruction was carefully coordinated with classroom teachers. Instruction was often provided in small groups, generally in an area where the teacher and student were undisturbed. A few teachers worked with migrant students in the regular classroom, providing supplemental instruction to meet special needs. All migrant instructors were certified teachers. In program year 1986-87 there were 104 teachers, of whom 32 taught students at the secondary level.

Migrant teachers completed a Program Needs Survey, drawing on the Priority of Need and goals established for each identified migrant student. This year 92 teachers responded to the needs assessment. Teachers were asked to list the areas of need under academic, vocational/career, social/cultural, and physical/health adjustment and to indicate the number of students who had needs in each area. The results of this survey appear in Table 10.

The local program instructional goals focus strongly on tutoring in reading, mathematics and language skills. English as a second language instruction was a concern for Asian students in Cumberland and York Counties. This group made up 4.2 percent of the students served statewide.

Table 11 shows the number of participating students in various types of educational services provided by teachers in the project sites.

TABLE 10: Program Needs Survey

(1988)

AREA OF NEED	NO. OF STUDENTS WITH NEED
<hr/>	
ACADEMIC	
Reading	1931
Written Language	1782
Mathematics	1612
Study Skills	1464
Oral Language	1340
Enrichment	983
Secondary Tutorial	769
Elementary Tutorial	635
<hr/>	
CAREER/VOCATIONAL	
Career Knowledge	770
Job Application	374
Vocational Preparation	334
<hr/>	
SOCIAL/CULTURAL	
Self-Acceptance	1547
Communication	1421
Peer Acceptance	1348
Life/Survival Skills	857
<hr/>	
PHYSICAL/HEALTH	
Nutrition	1091
Grooming/Hygiene	894
Safety	801
Dental/Eye Services	659
Other	399
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TABLE 11
NUMBER OF PARTICIPANTS IN EDUCATIONAL SERVICES
BY COUNTY
REGULAR TERM, 1987-88

COUNTY	TUTORIAL READING	TUTORIAL MATHEMATICS	ENGLISH SECOND LANGUAGE	HIGHER MATHEMATICS	ORAL LANGUAGE SKILLS	ELEM. and SECONDARY TUTORIAL	CAREER EDUCATION	HEALTH NUTRITION	TRANSPORTATION	GIFTED	HANDICAPPED
Androscoggin	218	93	2	6	98	64	16	49	16	1	19
Aroostook	487	383	13	30	378	243	179	297	89	23	16
Cumberland	220	164	149	56	183	68	60	152	79	1	5
Franklin	67	54	---	---	62	19	7	7	---	---	---
Hancock	162	80	---	9	92	88	18	25	---	3	1
Kennebec	76	50	---	---	22	11	---	---	---	---	---
Knox	140	111	---	---	62	67	1	46	5	3	---
Lincoln	65	56	---	---	38	22	---	28	---	---	---
Oxford	26	12	---	8	24	16	3	---	16	---	2
Penobscot	248	168	---	29	145	136	26	8	6	2	3
Piscataquis	70	26	---	2	10	44	---	2	---	---	---
Sagadahoc	43	34	---	---	42	9	---	4	---	---	---
Somerset	105	64	---	---	73	30	2	106	10	7	---
Waldo	176	112	---	14	70	59	44	44	10	---	11
Washington	351	217	24	59	241	136	71	97	24	15	15
York	84	71	5	2	24	15	6	10	1	2	---
Total	2,538	1,695	194	221	1,564	1,027	442	869	264	62	75

Student Achievement

In the spring of 1986, migrant teachers were introduced to a norm-referenced testing program for student achievement. At that time, planning was begun to implement the testing program in the local schools. Teachers were expected to fully implement the plan during the 1986-87 program year. Testing was done with a variety of standardized achievement instruments, all of which yielded NCE score. The common tests used were the SRA-SBS 85, ITBS 78-82, SAT 82, CAT 77-78, and SRA Achievement 78.

One of the problems inherent in pre-post testing students in a migrant program is that many of the students move frequently. Many miss either the pre or post test. Some miss both. In the fall/spring test cycle, there is a greater chance of successfully capturing this data. Teachers in the 17 projects using the fall/spring cycle reported usable test data on 556 of their participating 1,029 students, or about 54 percent. However, of the 42 projects using an annual spring/spring cycle, usable test data was available on only 576 students of the 2,249 students participating during the 1987-88 year, or 26 percent.

Those projects implementing a spring/spring cycle had pre and post test data for the first time in 1987-88. Table 12 shows the availability of achievement data, by program site and number of students. Tables 13-16 present NCE gains for migrant students in reading and mathematics.

TABLE 12
 AVAILABILITY OF STUDENT ACHIEVEMENT DATA
 1987-88

By Program Site:

	Fall/Spring Test Cycle	Spring/Spring Test Cycle
No. of Sites	18	44
Matched Data	17	36
Usable Data	17	32

—By Number of Participating Migrant Students:

	Fall/Spring Test Cycle	Spring/Spring Test Cycle
Students Receiving Academic Services	1,029	2,249
Matched Data	556	646
Usable Data	556	576

TABLE 13
STUDENT ACHIEVEMENT - READING
FALL/SPRING CYCLE

Grade Level	Number of Students	Mean NCE Pretest Score	Mean NCE Posttest Score	Mean NCE Gain
1	102	33.30	51.32	18.02
2	41	47.77	51.50	3.73
3	58	47.46	55.20	7.74
4	56	48.15	52.66	4.51
5	46	47.62	55.06	7.45
6	32	49.57	48.98	-0.59
7	27	50.62	51.91	1.29
8	43	49.98	52.98	3.00
Total	405	44.68	52.53	7.85
()w/o 1st grade	(303)	(48.52)	(52.95)	(4.43)
9	25	43.70	50.57	6.87
10	36	46.26	50.74	4.49
11	31	45.68	51.13	5.45
12	59	51.73	56.82	5.09
Total	151	47.85	53.17	5.32

TABLE 14
STUDENT ACHIEVEMENT - MATHEMATICS
FALL/SPRING CYCLE

Grade Level	Number of Students	Mean NCE Pretest Score	Mean NCE Posttest Score	Mean NCE Gain
1	49	45.48	48.80	3.32
2	35	47.30	52.44	5.14
3	36	44.31	53.42	9.11
4	30	45.39	52.22	6.83
5	30	51.50	52.73	1.23
6	22	47.46	48.98	1.51
7	181	43.37	48.25	4.88
8	29	51.69	50.33	-1.36
Total	249	47.03	51.02	3.99
9	21	38.45	43.25	4.80
10	24	48.48	51.15	2.67
11	17	45.85	47.62	1.76
12	3	33.70	38.00	4.30
Total	65	43.87	47.07	3.20

TABLE 15
STUDENT ACHIEVEMENT - READING
SPRING/SPRING CYCLE

Grade Level	Number of Students	Mean NCE Pretest Score	Mean NCE Posttest Score	Mean NCE Gain
2	59	52.82	54.56	1.74
3	73	49.28	49.76	0.48
4	82	56.49	55.96	-0.53
5	68	48.92	51.88	2.96
6	65	49.99	50.77	.78
7	88	45.40	47.85	2.45
8	83	48.37	47.82	-0.55
Total	518	50.06	51.06	1.00
9	10	44.70	56.10	11.40
10	23	50.28	52.30	2.02
11	10	54.69	54.07	-0.62
12	15	42.36	47.90	5.54
Total	58	48.03	52.12	4.09

TABLE 16
STUDENT ACHIEVEMENT - MATHEMATICS
SPRING/SPRING CYCLE

Grade Level	Number of Students	Mean NCE Pretest Score	Mean NCE Posttest Score	Mean NCE Gain
2.	49	57.47	57.43	-0.04
3	66	50.92	51.21	0.29
4	79	51.90	54.25	2.35
5	59	52.30	52.08	-0.22
6	69	48.03	49.88	1.86
7	86	45.54	49.32	3.78
8	— 75	45.74	46.33	0.59
Total	483	49.74	51.16	1.42
9	6	38.33	53.67	15.33
10	24	42.75	47.22	4.47
11	20	42.48	44.35	1.88
12	10	46.42	46.62	0.20
Total	60	42.83	46.81	3.98

INSTRUCTIONAL PROGRAMS

SUMMER TERM

The blueberry harvest in Washington County brings many interstate migrant families into the area each August. A harvest school is run for children of these workers and offers a program for pre-school through elementary grades. In 1988, this project enrolled 295 children, ages 2 to 13. Of this total, 220 or 75 percent were Native American. Participants received instruction in math, reading and language skills. Activities included dance, crafts, multi-cultural units and field trips. Transportation from the migrant camps to and from the school, health care from the Raker's Center Clinic, and a free lunch program were included as support services.

Tables 17 through 19 show the participation in the Harvest School program, arranged by migrant status, ethnic group, and by grade level.

Table 17: Summer Term 1987
Participation by Migrant Status

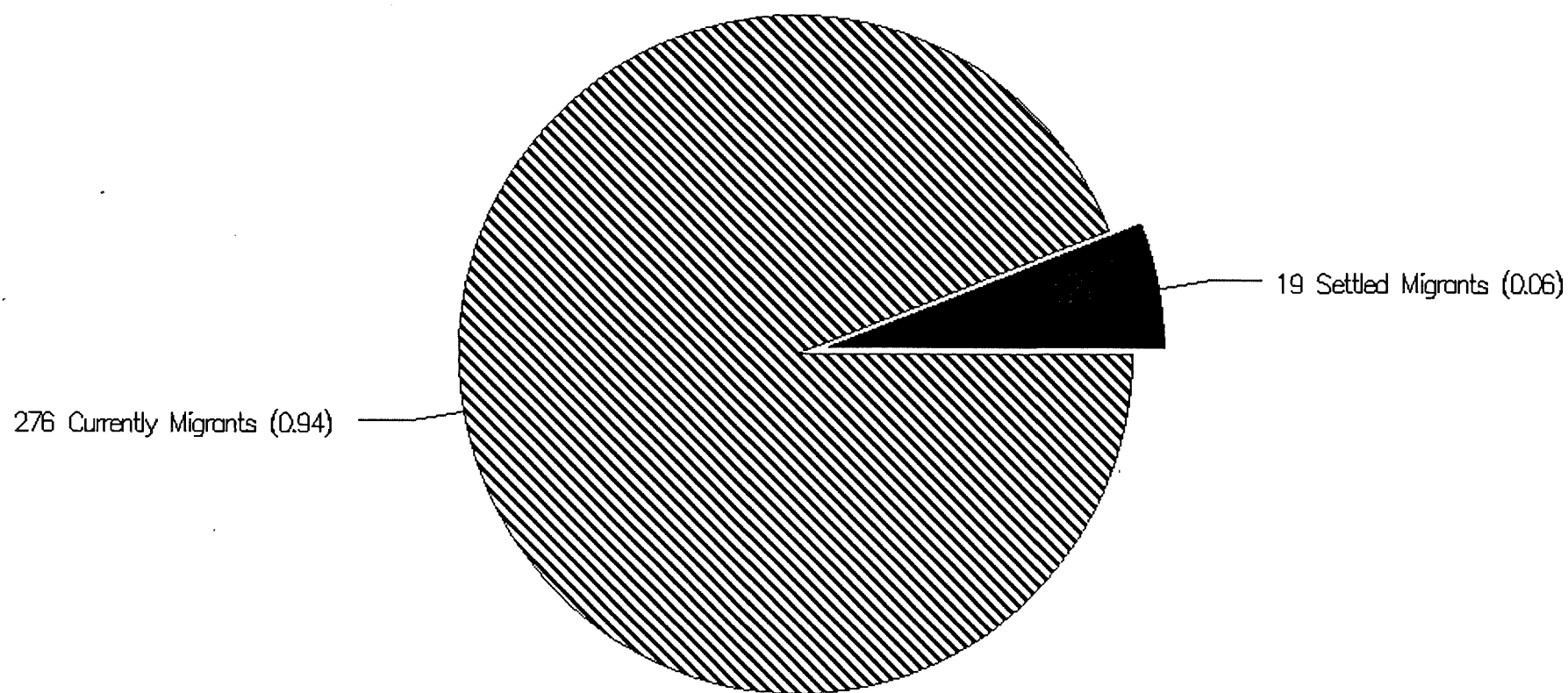


Table 18: Summer Term 1987
Participation By Ethnic Group

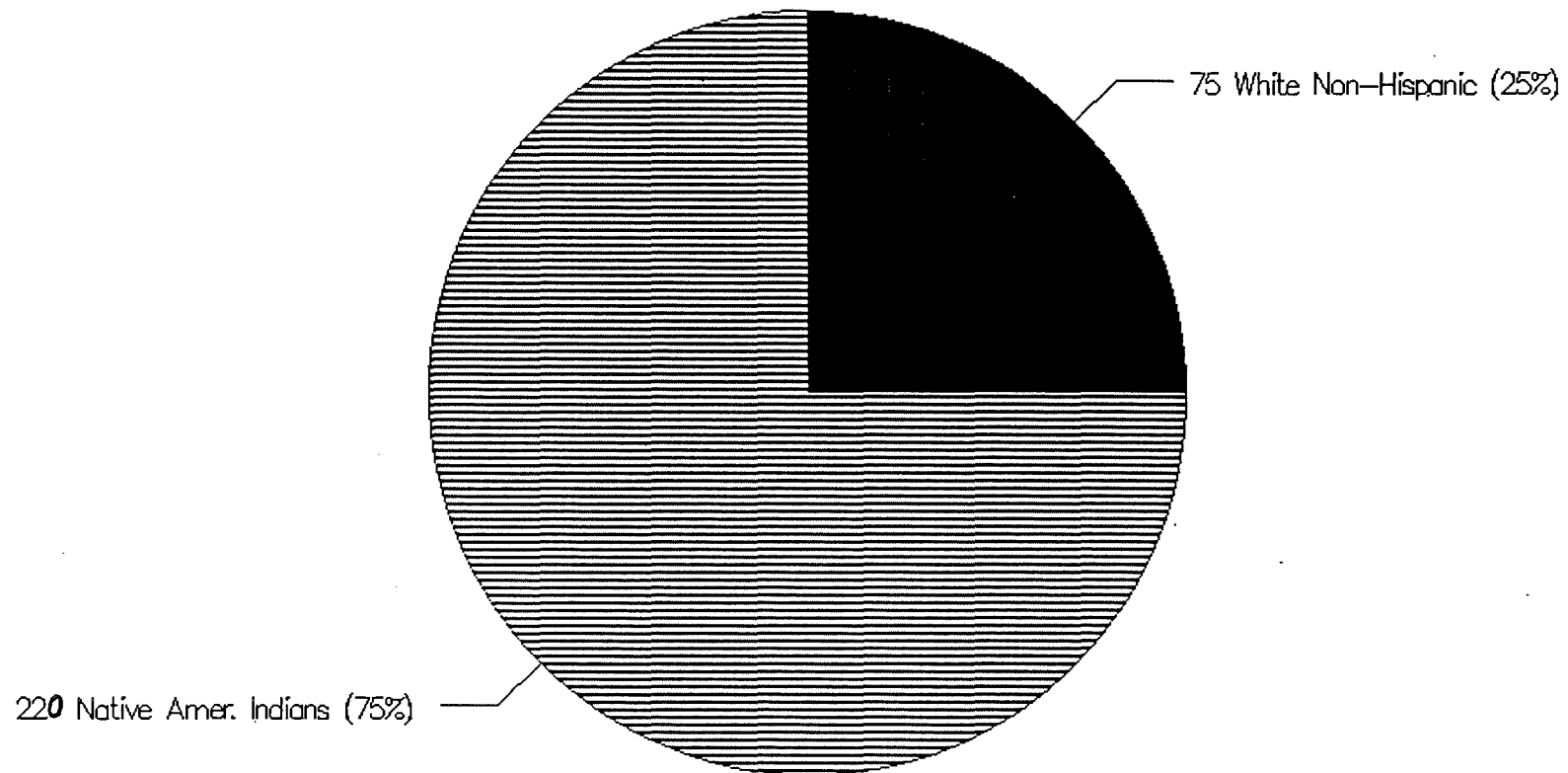
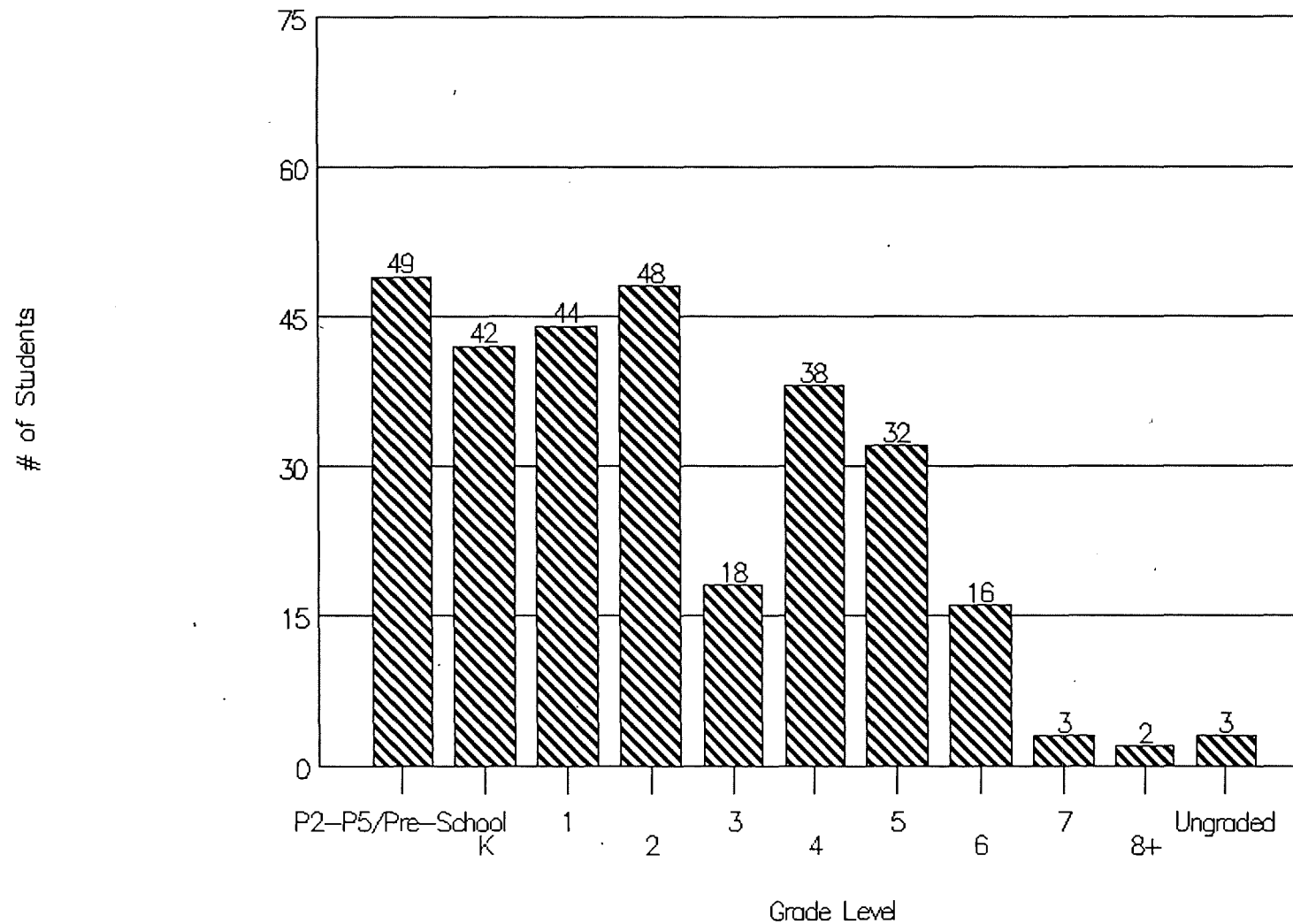


Table 19: Summer Term 1988

Student Participation by Grade Level



PROGRAM SURVEY

The annual report submitted by each migrant teacher is three-fold in nature. The first portion consists of demographics relating to migrant student project enrollment, descriptors of students and program components. The second section reports student achievement as defined by a norm-referenced testing program. The third segment consists of a survey of teacher opinion relating to program undertaken during the year. The format of this survey was tied to the priorities listed in Maine's state goals for 1987-88. The goals and objectives and the annual report form appear in the appendix.

The majority of questions asked in this survey were answered on a scale of positive to negative and the answers to these have been grouped and graphed. These results are shown grouped by: training and support activities; and migrant teacher activities, including recruitment and parent involvement.

TRAINING AND SUPPORT ACTIVITIES

Tables 20 and 21 show teacher response to various types of technical assistance available from state administrative staff to teachers. Teachers were asked to rank eight major activities. The results were tabulated according to years of experience as a migrant teacher and show that the toll free number and teacher handbook were ranked as most helpful by teachers overall. The first year teachers agreed strongly on all categories, whereas there was much more diversity in the responses of second year and veteran teachers.

Table 22, Guidance on Record Keeping, indicates to what extent teachers felt they had received adequate guidance on record-keeping in general and on health forms and test reporting in particular. In general, 87 percent felt record-keeping guidance was sufficient, another 11 percent said it was usually sufficient. Two percent felt it was not sufficient. Components on record-keeping procedure were presented in the teacher handbook, in workshops, in informational letters and through school visitations.

Handbooks

Two handbooks were available to migrant teachers in 1987-88. The first of these was the Teacher Handbook which presented administrative policy and procedure, required forms, and a review of monitoring and testing programs.

An Identification and Recruitment Manual presented ideas for surveys and other recruitment strategies, defined and explained eligibility criteria, and listed the names, arranged by county, of employers who might hire migrant workers.

Table 20: Teacher Response

Technical Assistance to Teachers

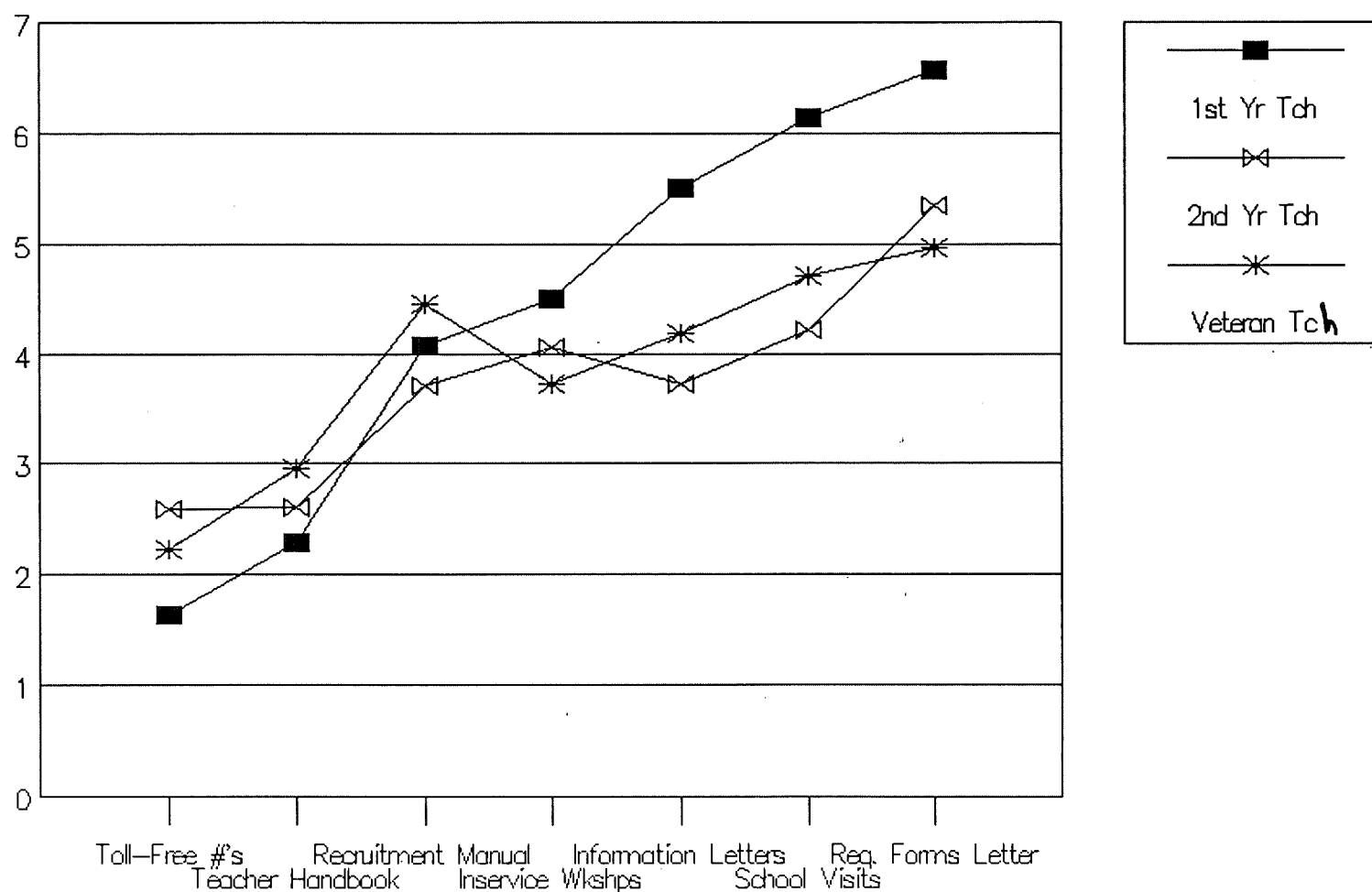


TABLE 21: Teacher Response
Technical Assistance to Teachers

* FIRST YEAR MIGRANT TEACHERS: 14 responses

MOST HELPFUL

1.64 Toll-free number
2.29 Teacher Handbook
4.07 Recruitment Handbook
4.50 In-Service Workshops
5.00 New Teacher Workshops
5.50 Information Letters
6.14 School Visitations
6.58 Required Forms Letter

LEAST HELPFUL

* SECOND YEAR MIGRANT TEACHERS: 18 responses

MOST HELPFUL

2.59 Toll-free number
2.61 Teacher Handbook
3.70 Recruitment Handbook
3.72 Information letters
4.06 In-Service Workshops
4.22 School Visitations
5.35 Required Forms Letter

LEAST HELPFUL

* VETERAN MIGRANT TEACHERS (3-12 years) 65 responses

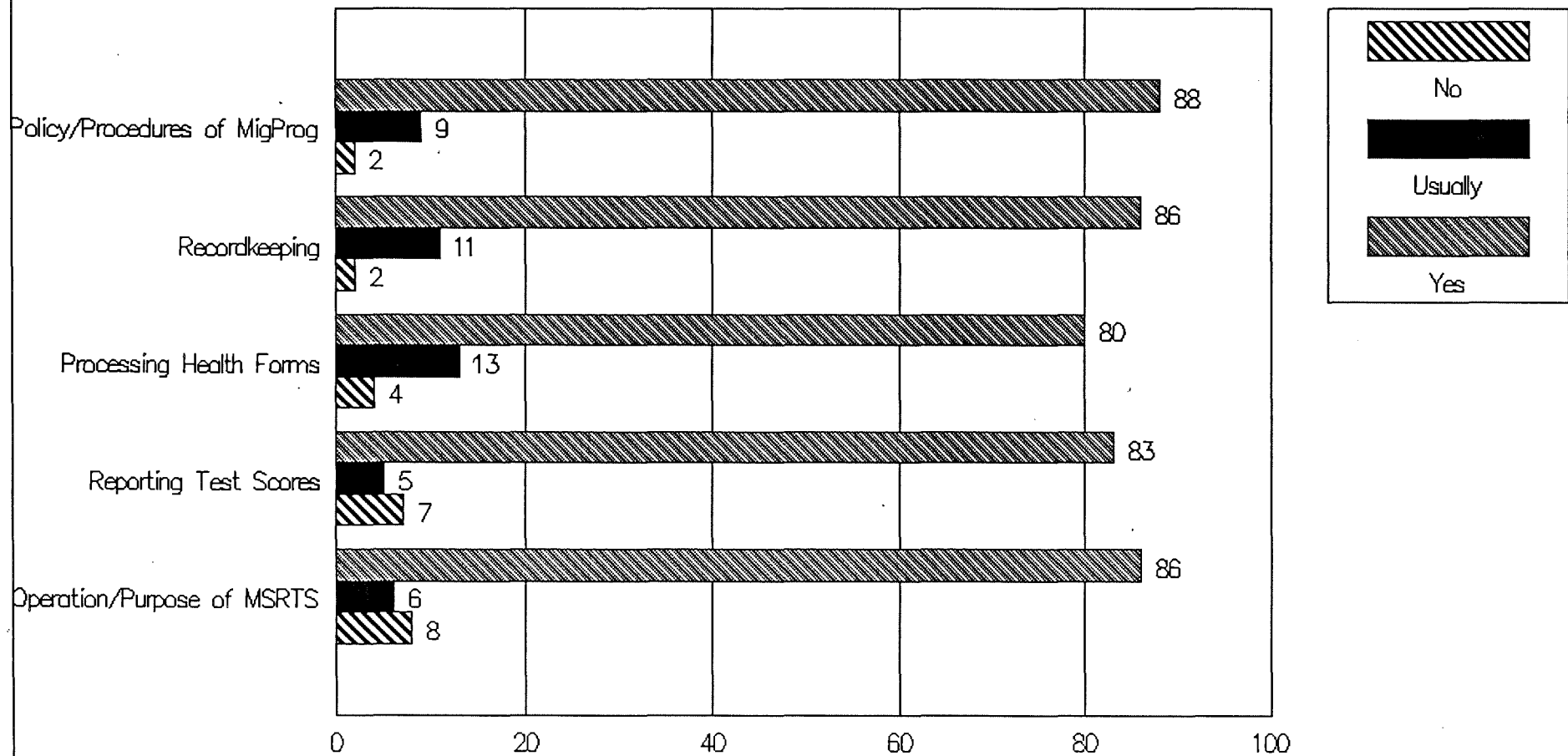
MOST HELPFUL

2.22 Toll-free Number
2.95 Teacher Handbook
3.72 In-Service Workshops
4.18 Information Letters
4.45 Recruitment Handbook
4.71 School Visitations
4.97 Required Forms Letter

LEAST HELPFUL

Table 22: Guidance on Recordkeeping

Did You Receive Adequate Guidance On:



(99 Responses)

In-Service Workshops

Two day-long required workshops were developed by the State Director and staff. These were presented at three locations across the state. The November workshop opened with sessions on Curriculum from Marine Resources with a guest presenter from the Department of Marine Resources. Other sessions included segments on designing your classroom, and developing a lending library. New teachers met in a separate group on record-keeping. During the afternoon the State Recruiter led a session on Identification and Recruitment.

The April workshop's focus was three-fold: the migrant teacher's role in relation to counseling, health issues relating to nutrition, parental involvement and career education. A recruitment contest for the month of April was announced.

Teachers surveyed gave many good suggestions for use in planning future training workshops. These results are being compiled separately and are available upon request.

Two workshops were held in 1987-88 in addition to the required workshops for all migrant teachers. In August and early September a series of new teacher workshops were held for one-half day at four sites across the state. During 1987-88, 21 new migrant teachers came on staff.

In May, a workshop was held to work intensively on record-keeping. Twenty veteran migrant teachers were selected for this all-day session on input of data and monitoring records. The two Master Teachers from Maine for 1988 presented an afternoon session on utilization of MSRTS records.

School Visitations

This year, 1987-88, all migrant teachers in local projects were visited by a member of the state administrative staff. All new teachers and those teachers not visited the preceding year received a program review visit. This afforded an interchange to improve the local project and improve communication between local and state staff.

Those teachers visited the previous year received a monitoring visit. This was a more formal visit to look in depth at the local project and its compliance with the sub-contract agreement, federal regulations and state policy and procedure.

MIGRANT TEACHER ACTIVITIES

Teacher Use of Recruitment Strategies

Table 23 shows teacher response to six types of recruitment activity. The most commonly used strategy was the school survey. Ninety-six percent of the teachers used this method of recruitment. Ninety-two percent recruited through home visits, asking migrant families about other families who might be eligible. Fifty-six percent made class presentations. Forty-eight percent recruited through contacting and talking with local employers. Forty-eight percent also gave presentations to various school and community organizations. Thirty-nine percent prepared media presentations, usually newspaper.

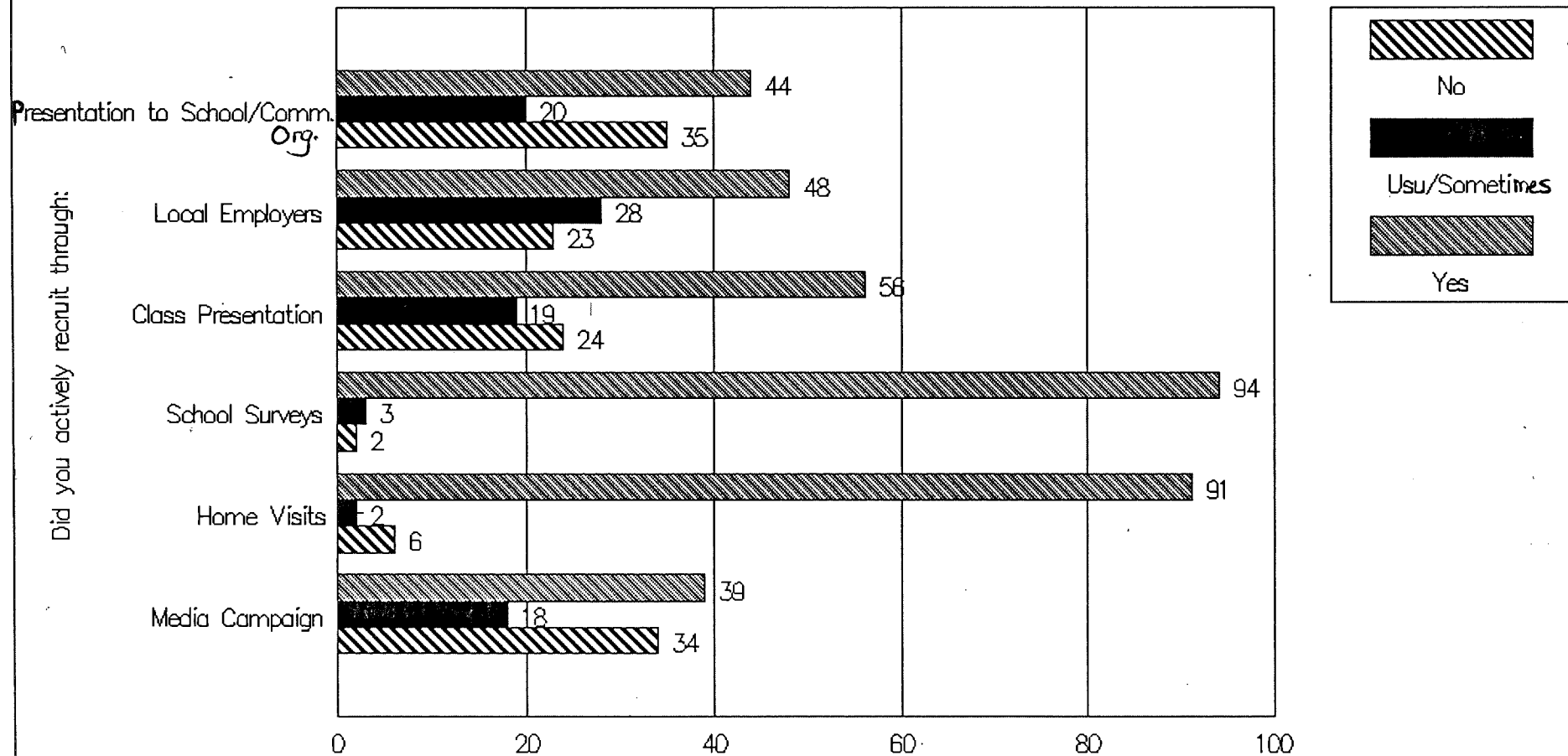
Parent Activities

Among the assurances within the subcontract through which each migrant project is funded is an assurance that:

The project will be implemented in consultation with parents and teachers of the children being served. Within the first two weeks of school, teachers will visit each migrant student's home (called a home visit) and will discuss the items contained in the Maine Migrant Teacher Handbook under the sub section entitled home visits. The applicant will hold at least one PAC meeting to advise on the implementation of the project.

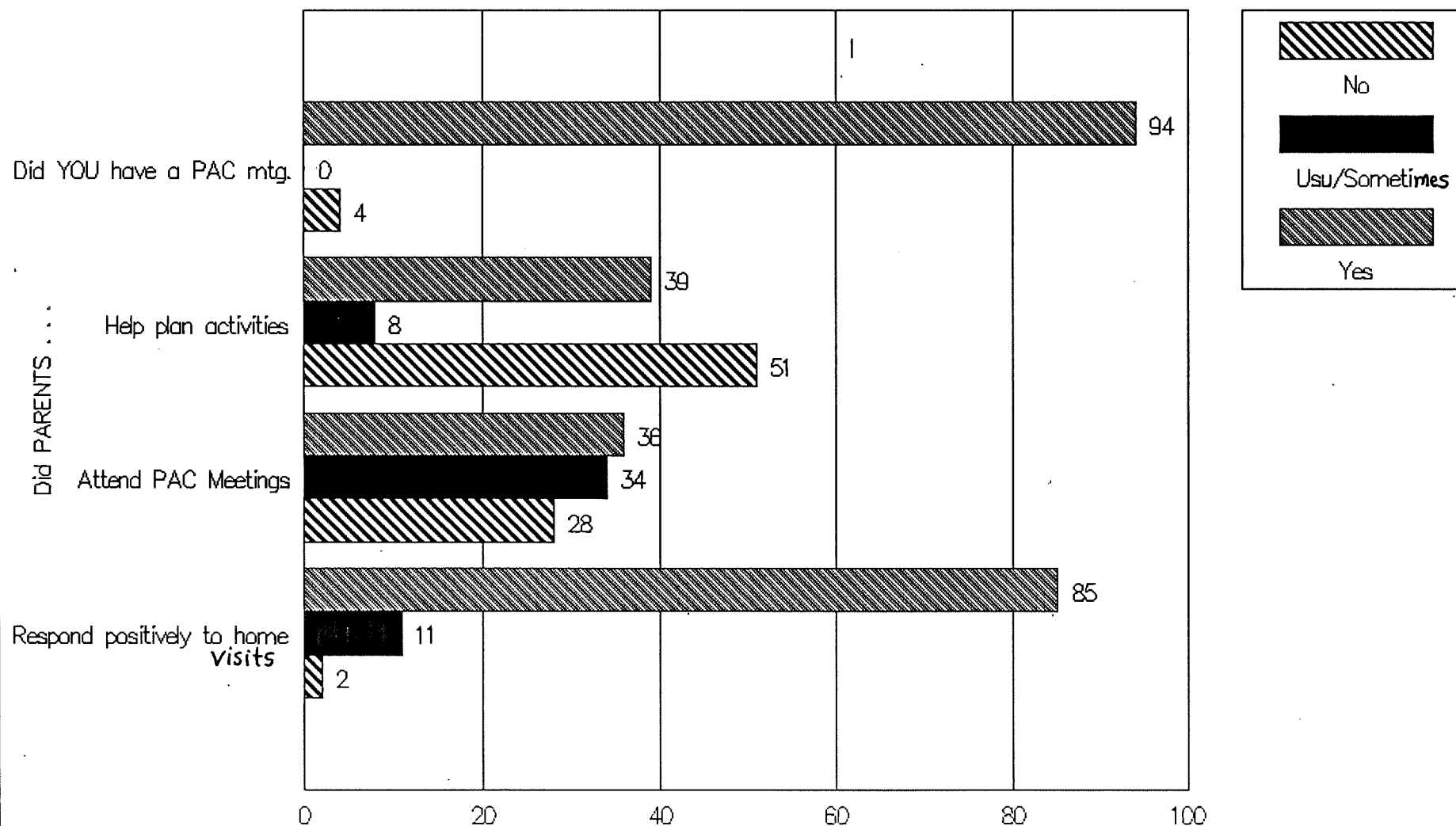
When asked about parent response to home visits, 87 percent of the teachers replying said that response was positive, 9 percent reported usually positive, 2 percent indicated a negative response. During home visits, teachers explained the program, discussed each child's school needs, updated health information and secured permission for the current year to work with each child.

Table 23: Teacher Use of
Recruitment Strategies



99 Responses

Table 24: Parent Involvement



98 Responses

Ninety-six percent of migrant teachers invited parents to attend parent activity meetings, as shown in Table 24, Parent Involvement. This effort to involve parents met with a varying degree of success across the state. Where a common interest was found upon which to focus these programs and where migrant parents subsequently were involved in the planning, a few strong programs developed.

Each local school unit was expected to develop and implement their local parent activity program in the way that was most satisfactory to their local unit. A major responsibility of local parent groups will continue to be providing advice to the local migrant program on planning, operating and evaluating the program.

During 1987-88, the Maine Migrant Advisory Council reviewed ways in which migrant parents might be more actively involved in local program planning and were active in developing media and publicity statewide. Beginning this year the MMAC was expanded to include a greater number of migrant parent representatives. A total of twelve parent members were chosen, and now constitute a majority of the representatives on the Council.

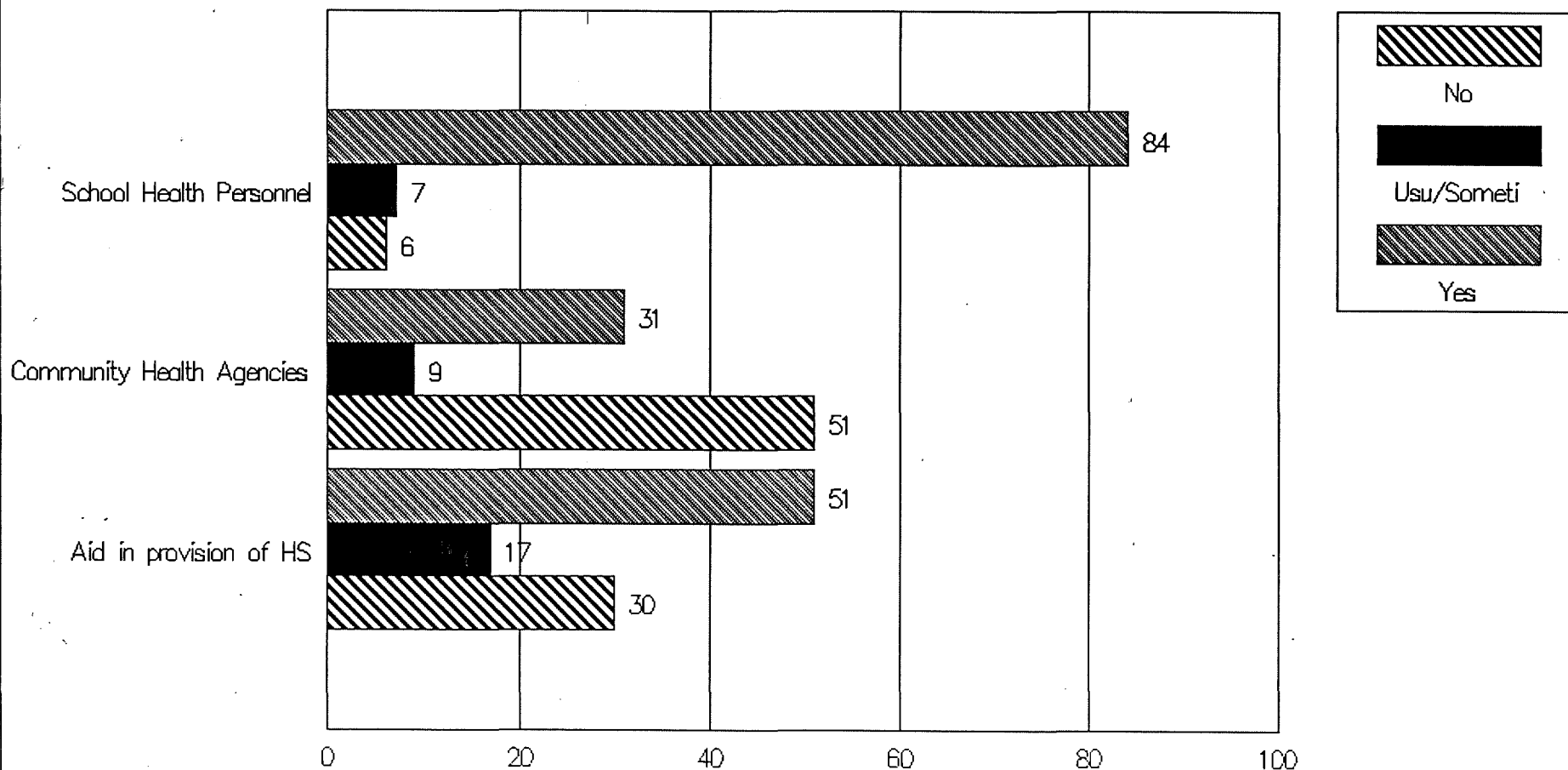
Health Resources

During 1986-87, MSRTS health records were released to local school units. Teachers gathered health data as part of the home visit. Health needs of migrant students were identified and teachers were asked, where feasible, to develop links with health personnel and aid families in making contact with health resources.

Table 25 Health Concerns, indicates teacher response regarding three areas of health resources available to meet needs of migrant children. Eighty-five percent of the teachers have worked cooperatively with school health personnel; 31 percent developed links with community health services. Fifty-one percent helped parents directly in the provision of health needs aiding in contacts with such groups as Lion Club, Salvation Army, Dental Clinics, and the Department of Human Services.

Table 25: Health Services (HS)

Did you develop links with . . .



99 Responses

CONCLUSIONS

1. The emphasis on recruitment and identification is showing results. The enrollment in Maine increased by 10 percent to 6,826 migrant children enrolled in 1987. Thirty-seven percent of these children were currently migrant.
2. The area of greatest program growth occurred in the central and western areas of the state. Enrollment in the mid-coast towns was down.
3. The enrollment in the Blueberry Harvest School in Washington County was down from 346 last year to 295 this year. Of this number 95% were currently migrant and 75% were Native American.
4. Migrant teachers at project sites served a greater number of migrant students in 1987-88 than previously. Enrollment at project sites was 136 percent of enrollment for 1985-86. Of the 3871 students enrolled at these sites, 92 percent received services.
5. Overall, the number of migrant teachers in the program was down. On an average, teachers are each working with 35 students total, mostly in small-group pull-out sessions.
6. In this second full year of testing, 49 of the 62 local projects had usable pre/post test data on 1,132 migrant students to show student achievement.
7. The technical assistance judged most helpful by migrant teachers was use of the 800 line and the teacher handbook. Among first year migrant teachers, there was nearly universal agreement on the ranking of each type of assistance. Among veteran teachers there was a great variety of response. Although varying greatly in the type of assistance they ranked most helpful, the overall response to the increased level of technical assistance was very positive.

RECOMMENDATIONS

1. Identification and recruitment of migrant students should continue to be an important priority throughout the state. That a quality-control system be developed and in place to screen eligibilities.
2. Summer harvest programs continue to be offered primarily to serve the needs of the currently migrant who are not served in the regular school program. That an alternative affording greater coordination of the Harvest Schools (Broccoli and Blueberries) is to sub-contract with the unorganized territory schools. Administration would be coordinated and broader resources would be available in meeting the special cultural and language needs of these migrant children.
3. Technical assistance responsive to the needs of migrant teachers continue to be offered through a variety of methods. That teachers continue to be involved in planning for staff development, and that the spring workshops in 1989 be joint sharing conferences with Chapter 1 personnel.
4. That a high level of technical assistance continue to be given teachers in the area of testing and reporting student achievement. A reliable testing program needs to be established in each project site.
5. Parent participation in local PAC and statewide MMAC be encouraged. That the Eastern Stream Program Development Center be used as a resource in developing Regional PAC programs.
6. That the needs assessment be redesigned to look at comprehensive needs of students at local and state level, and that needs of children at sites without projects be part of this assessment; possibly through coordination with Chapter 1.

APPENDIX

87-88 STATE GOALS

STATE OF MAINE

STATEMENT OF OBJECTIVES AND ACTIVITIES RELATED TO IDENTIFIED NEEDS

Priority I

1.0 Need:

For identification, location, and enrollment of eligible students in an educational program.

- 1.1 During FY 1988, a minimum of 6500 migrant students will be identified, recruited, and placed in the system. A review of terminal operator's entries will determine the completion of this objective.

Activities:

- 1.1 To survey all students receiving JTPA, HEP, and migrant and Seasonal Farmworkers services for possible eligibility in the migrant program.
- 1.2 To provide guidance to teachers on the identification and recruitment of eligible migrant students and to design a statewide recruitment plan.
- 1.3 To coordinate activities between agencies providing services to migrants to enable timely enrollment of migrant children in local educational programs.
- 1.4 To provide inter-state and intra-state dissemination of information on identification and recruitment programs.

Priority II

2.0 Need:

To assist districts in developing a special supplemental instructional program which details the basic instructional services and other support services available to all migrant children. Provide administrative support including fiscal, management, planning, evaluation, and training services.

Objective:

- 2.1 Each participating school unit shall receive technical assistance and training from the Maine State Migrant Staff as well as other State technical/consulting staff.

Priority II

Activities:

- 2.1 In-Service Workshops will be held in November and April of each school year to provide training and assistance to migrant teachers and administrators.
- 2.2 Distribute copies of the State and National migrant objectives to all participating schools.
- 2.3 Distribute State and National guidelines to all schools participating in the project.

Priority III

3.0 Need:

To assist instructional personnel and migrant education staff to become aware of special student needs and develop skills in meeting those needs.

Objectives:

- 3.1 Migrant Program teachers must have knowledge in the following basic skill areas:

Academic

- * Reading
- * Reading Inventory Techniques
- * Work Attack Skills
- * Mathematics
- * Mathematics Skills & Knowledge
- * Content area skills & Knowledge
- * Language Experience
- * Phonetics
- * ESL Instruction
- * Study Skills
- * Library/Research Skills

Social/Cultural

- * Counseling Skills
- * Communication Skills
- * Life Skills/Survival Skills
- * Career Exploration
- * Small Group Dynamics
- * Self Concept Development
- * Cultural Awareness and Sensitivity

Physical (Health)

- * Hygiene/Grooming
- * Nutrition
- * Speech Pattern
- * Dental Health
- * Stress Management
- * Eye Care
- * First Aid/Safety

Activities:

- 3.1 Through the services of state education specialists and consultants, inservice training will be provided in these special skill areas over a period of time.

Priority IV

4.0 Need:

For the acquisition and improvement of basic reading, language arts skills, and basic mathematics skills.

Objectives:

- 4.1 Migrant children will evidence NCE gains commensurate with Chapter I students of their age and grade placement in reading, language arts, and mathematics.

Activities:

- 4.1 Assess and record every migrant child's level and/or rate of performance in reading and other communication skills and in mathematics subjects and place him or her in the appropriate supplementary activities.
- 4.2 Provide appropriate staff with the skills and awareness necessary to ensure appropriate supplementary instruction.
- 4.3 Provide individualized language, reading skills, and mathematics skills activities which ensure progress according to each child's capacity to learn.
- a) Teacher led discussions and individualized experiences.
 - b) Individual tutoring of participating migratory children.
 - c) Tutor assistance in reading and mathematics and discussing various ideas and concepts as outlined by tutor and classroom teacher.
 - d) Reading drill, mathematics drill and practices through assistance of teacher.
- 4.4 Provide adequate in-service and planning opportunities for Teachers.

Priority V

5.0 Need:

For accountability standards and systems in migrant children educational programs that assure delivery of services which will increase learning.

Objectives:

- 5.1 Each participating school unit will either receive a program review visitation or a monitoring visit during FY 88.

Priority V.

Activities:

- 5.1 Through monitoring activities, assess compliance with the approved local project.
- 5.2 Determine whether or not the project is helping the students improve.
- 5.3 Document if overall objectives are being met.
- 5.4 Compile and distribute the results in an annual evaluation.
- 5.5 Provide superintendents of LEA's participating in the migrant program and Parent Advisory Council members with the annual evaluation.

Priority VI.

- 6.0 Need:
Need for evaluation

Objectives:

- 6.1 To see that each migrant child who is participating in the program through the year is pre- and post-tested.
- 6.2 To see that the migrant students progress is evaluated academically, socially, culturally, and physically(health).
- 6.3 To see that the migrant program in each school is evaluated.

Priority VII.

- 7.0 Need:

Objectives:

- 7.1 For children of current migrant families participating in a qualifying activity to be offered educational, social, cultural and physical education services from a harvest school.
- 7.2 For children of a targeted at risk population to receive educational, social, cultural, and physical education services from a summer school.

Priority VIII.

- 8.0 Need:

For parents and members of Migrant Parent Advisory Councils (PAC's) to become skilled in making decisions and recommendations regarding educational programs for their children.

Objectives:

- 8.1 Funded projects will have an organized parent involvement group with officers. PAC's will have minutes of meetings on file.

Activities:

- 8.1 Ensure that active PAC's are functioning
- 8.2 Offer and conduct workshops for PAC's as needed.
- 8.3 Provide technical assistance for local PACs.

Priority XI.

9.0 Need:

Participation in the Uniform Migrant Student Record Transfer System.

Objectives:

- 9.1 Teaching personnel of each participating school will receive orientation on the operation and purpose of the Migrant Student Record Transfer System.
- 9.2 Terminal operators will demonstrate proficiency in recording data on the Migrant Student Record Transfer System so that 95 percent of all records leaving the State of Maine contain accurate information as measured by the feedback data review from the National Bank.
- 9.3 Each school unit participating in the Maine State Migrant Education Program will be in compliance with the Migrant Student Record Transfer requirements by completing enrollments and terminations within 10 days of the action.
- 9.4 An MSRTS sub-committee of the Maine Migrant Advisory Council comprised of just migrant teachers will for one year be responsible for all the information put on the MSRTS Education Record. This is a five year effort to train teachers to maintain the MSRTS Education Records for their migrant students.

Priority X.

10.0 Needs:

For migrant students to increase their awareness of health and identify individual health problems.

Objectives:

- 10.1 To collect health information to make school personnel aware of existing or potential health problems.

Activities:

- 10.1 All teachers and students will be continually provided with information on many aspects of the health field throughout the school year.
- 10.2 Migrant teachers will present and discuss the health record to each active migrant student.
- 10.3 Coordinate all health services with existing migrant health grants and any other local health services available to insure that migrant students, in need of health services receive said service.

For State Use Only

STATE OF MAINE

DEPARTMENT OF EDUCATIONAL AND CULTURAL SERVICES

Name of Unit: _____
(City, Town, SAD or CSD)

Name of Person Completing Form _____ Telephone No. _____

ANNUAL REPORT

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

I certify that, to the best of my knowledge, the information included in this report is accurate.

Superintendent's Signature Date

For Information Call:

Ruth Johnson 289-3688

Return Original To:
Department of Educational and Cultural Services
Migrant Education
State House Station #19
Augusta, ME 04333

EF

Due: June 17, 1988

3/88

ANNUAL REPORT
INSTRUCTIONS FOR COMPLETING ANNUAL REPORT

SECTION I: Demographics

The information in this section is used in completing the USDE participation report for the Maine Migrant Program. The data asked for includes all students who received instructional; and/or support services. All students should have received minimum support services: home visit, RIF book(s), and health update.

ITEM 1A Count by Grade

Enter the number of students by grade who participated in migrant funded instructional and/or support services during the year. Enter under the Presently Enrolled column all students now in the program. If a student is a refused student, list as inactive. 1A is the only section in which you will be asked to list these refused students. Students who have left the program will be listed under Students Formerly Enrolled. This category will include drop-outs, moved out-of-state, eligibility expired, and moved to a school without a migrant program. Students who have left your program and are now active in the migrant program at another school in Maine will be counted in that program and you do not count these students.

ITEM 1B Count by Ethnic Origin

Enter the number of students by racial/ethnic category who received instructional and/or support services during the school year. Categories are: 1-Indian; 2-Asian; 3-Black, not Hispanic; 4-Hispanic; 5-White. List both presently enrolled and "formerly enrolled." (See Above)

ITEM 1C Count by Gender

Enter the number of students by gender (male or female) who participated in migrant-funded instructional and/or support services during the year. List both presently enrolled and "formerly enrolled." (See Above)

ITEM 1D Count by Migrant Status

Enter the number of students by migrant status who received instructional and/or support services during the year. Categories indicate currently or settled migrant. The migrant status category number (1-6) appears on the MSRTS educational record printout under the MS column of the school enrollment section. List both presently enrolled and "formerly enrolled." (See Above)

ITEM 1E Count by Supplemental Services

For each listed service area, enter the number of students who received instructional and/or support services during the year. Remember all students should have received minimum support services: home visit, RIF books, and health update. All students in this count will have the same supplemental services listed on their year-end educational record. If a student left the program during the year, this information should have been recorded on their educational record at the time of withdrawal via the termination form. List both present enrolled and "formerly enrolled." (See Above)

SECTION II: Student Achievement

In this section you are asked to record results of the norm-referenced testing of students who received migrant instructional services during the school year. Include test data on active students only. Mathematics scores are included only if you tutor the student in math.

- * Identify those active migrant students who have both a pretest and a posttest (matched) score.

- * For each grade level, enter the number of students tested who have matched scores. Remember to file separate reports for each school in which you work.

- * If a test scoring service has provided you with both percentile rank and normal curve equivalent (NCE) scores for each student, then calculate the average percentile and NCE for each grade level at pretest and posttest scores where applicable. Percentile information is optional. CAUTION: DO NOT USE PERCENTILE AVERAGES TO CONVERT TO NCE AVERAGES: CALCULATE NCE AVERAGES FROM INDIVIDUAL STUDENT NCE DATA.

- * If you are handscoring the tests, convert raw scores to NCEs for each student, and then calculate pretest and posttest averages using the NCE scores.

- * To calculate NCE GAIN, subtract the average pretest NCE from the average posttest NCE. The difference is the NCE GAIN. Enter this figure in the NCE GAIN column at the appropriate grade level row.

NOTE: NCE GAIN MAY BE POSITIVE, NEGATIVE, OR ZERO.

EXCEPTIONS

No test scores are to be reported for kindergarten students. Testing for first grade students is optional and you will follow the policy of the local school system. For those students who receive academic instruction in reading, math and language through special education, testing will follow the policy of the special education director. Test scores for these students will be reported. However, in this case test name and date of administration may differ from the regular testing program and should be reported separately.

SECTION III. Program Survey

Each teacher is asked to complete this section of the annual report. This survey looks at program accomplishments within the context of the goals and objectives established for the statewide program for the current year.

SECTION I - DEMOGRAPHIC REPORT

Teacher _____

District _____

Note: Please read instructions before completing this section

A. COUNT BY GRADE

Grade	Migrant Students Presently Enrolled Ages 5 through 17		Students Formerly* Enrolled Who Left Migrant Program During the Year	
	Active	Inactive	Active	Inactive
Ungraded				
Kindergarten				
1				
2				
3				
4				
7				
8				
9				
10				
11				
12				
TOTAL				

B. COUNT BY ETHNIC ORIGIN

RACIAL/ETHNIC GROUP	Migrant Students Presently Enrolled Ages 5 through 17	Students Formerly* Enrolled Who Left Migrant Program During Year
(1) American Indian		
(2) Asian		
(3) Black, non-Hispanic		
(4) Hispanic		
(5) White		
TOTAL		

C. COUNT BY GENDER

GENDER	Migrant Students Presently Enrolled Ages 5 through 17	Students Formerly* Enrolled Who Left Migrant Program During Year
MALE		
FEMALE		
TOTAL		

* Includes dropouts, eligibility expired, 18 year olds, moved out-of-state, moved within state to school with no migrant services.

SECTION I DEMOGRAPHIC REPORT (Cont'd)

Teacher _____

District _____

NOTE: Please read Instructions before completing this section.

All students should have received minimum support services: home visits, RIF, health update.

D. COUNT BY MIGRANT STATUS

Migrant Status	Migrant Students Presently Enrolled Ages 5 through 17	Students Formerly* Enrolled Who Left Migrant Program During Year
(1) Interstate Agriculture Currently Migrant		
(2) Intrastate Agriculture Currently Migrant		
(3) Agriculture Settled Migrant		
(4) Interstate Fishing Currently Migrant		
(5) Intrastate Fishing Currently Migrant		
(6) Fishing Settled Migrant		
TOTAL		

*Includes drop-outs, eligibility expired, 18 year olds, moved out-of state, moved within state to school with no migrant services.

E. COUNT BY SUPPLEMENTAL SERVICES

Code	Service	Migrant Students Presently Enrolled Ages 5 through 17	Students Formerly* Enrolled Who Left Migrant Program During Year
Academic			
001	ESL		
003	Tutorial Math		
004	Tutorial Reading		
005	Secondary Tutorial		
008	Career Education		
013	Higher Mathematics		
104	Language Skills		
Support Services			
025	Pupil Services		
026	Nutrition		
027	Pupil Transportation		
Other			
009	Gifted		
035	Handicapped		

SECTION II STUDENT ACHIEVEMENT

TEACHER _____
SCHOOL _____
DISTRICT _____

TEST CYCLE (Check one)
Fall-Spring _____
Spring-Spring _____

REMINDER -

1. The same Norm-Referenced Test must be used for pre and post data.
2. If two or more teachers share a school, file a combined report on achievement.
3. If two test cycles occur within a school, file separate report for each cycle.

TEST NAME/EDITION _____

TESTING DATES: PRETEST MONTH DAY YEAR
POSTTEST _____

READING

MATHEMATICS

GRADE LEVEL	NO. of PUPILS with MATCHED SCORES	PRETEST		POSTTEST		NCE GAIN	GRADE LEVEL	NO. of PUPILS with MATCHED SCORES	PRETEST		POSTTEST		NCE GAIN
		%ile	NCE	%ile	NCE				%ile	NCE	%ile	NCE	
1							1						
2							2						
3							3						
4							4						
5							5						
6							6						
7							7						
8							8						
9							9						
10							10						
11							11						
12							12						

SECTION III - PROGRAM SURVEY

In this evaluation, use the first letter of the following words to indicate your response:

(Y) YES (U) USUALLY (S) SELDOM (N) NO (NA) NOT APPLICABLE

Priority I. Need: For identification, location and enrollment of eligible students in an educational program.

1. Did you: ----- find the Identification and Recruitment Manual helpful?

----- actively recruit through:

----- presentations to community/school organizations

----- local employers

----- presentations to classes

----- school surveys

----- home visits

----- media campaign

----- increase your enrollment by grade (if yes, write in correct number)

----- K-6

----- 7-8

----- 9-12

2. List the recruitment strategy you found most helpful.

3. List a new recruitment strategy you would like to try next year.

SECTION III - PROGRAM SURVEY

Priority II. Need: To assist districts in developing a special supplemental instructional program which details the basic instructional services and other support services available to all migrant children. Provide administrative support including fiscal, management, planning, evaluation, and training services.

4. Did you: _____ receive adequate guidance on the policy and procedures of the migrant program?
_____ receive adequate guidance on record-keeping?

5. Rank order the following according to their helpfulness to you. (1-most helpful to
(Use each number (1 through 8) only once) 8-least helpful)

- ___ Augusta Workshop - new teachers
- ___ Teacher Handbook
- ___ Identification and Recruitment Manual
- ___ Informational Letters
- ___ Required Forms Letters
- ___ In-Service Workshops
- ___ Toll-free Number
- ___ School Visitations

6. List the workshop topic you found most helpful.

7. List a topic in which you would like further training.

SECTION III - PROGRAM SURVEY

Priority III. Need: To assist instructional personnel and migrant education staff to become aware of special student needs and develop skills in meeting those needs.

8. Did you: _____ complete an assessment of need on each migrant student by compiling the Priority of Need?

_____ provide help for your students in the following -

Academic Needs

___ Reading Techniques	___ ESL Instruction	___ Math Computation
___ Reading Comprehension	___ Vocabulary	___ Math Concepts
___ Word Skills	___ Writing Skills	___ Problem Solving
___ Whole Language Experience	___ Penmanship	___ Science Skills & Knowledge
___ Library/Research Skills	___ Study Skills	___ Social Studies Skills & Knowledge
___ Reasoning Skills	___ Readiness Skills	___ Gifted/Talented

Career/Vocational Needs

___ Job Application Practice	___ Career Knowledge	___ Business Course Preparation
___ Resume Preparation	___ Vocational Course Preparation	

Social/Cultural Needs

___ Speech Patterns	___ Cultural Sensitivity	___ Behavioral Management
___ Listening Skills	___ Self Concept Development	___ Truancy
___ Life/Survival Skills	___ Group Interaction	___ Potential Drop-Out

Physical/Health Needs

___ First Aid/Safety	___ Substance Abuse	___ Eye Glasses
___ Hygiene/Grooming	___ Nutrition	___ Sexuality/Family Issues
___ Dental Health	___ Stress Management	

9. List two of the above topics in which you would like to receive (further) training.

SECTION III - PROGRAM SURVEY

Priority 4. Need: For the acquisition and improvement of basic reading, language arts skills, and basic mathematics skills.

10. Did you: _____ cooperatively set goals in academic skills for each student with classroom teacher?
_____ document student progress in academic skills?
_____ work with at least 75% of your students in
 ____ reading
 ____ language
 ____ math
_____ develop a lending library for student use?
_____ participate in the RIF program?

11. List ways in which the Reading Is Fundamental program is making a difference for your migrant students.

Priority 5. Need: For accountability standards and systems in migrant children educational programs that assure delivery of services which will increase learning.

12. Did you: _____ receive a monitoring visit?
_____ receive a program review visit?
_____ find this visit helped your understanding of the program requirements?

13. List a change you made as a result of this visit (if any).

SECTION III - PROGRAM SURVEY

Priority 6. Need: For evaluation

14. Did you: _____ test all active migrant students this spring?
_____ plan a testing program for next year?
_____ receive adequate guidance in selection and use of norm-referenced tests?
_____ receive adequate guidance in reporting test scores?
15. List a concern you have regarding the evaluation process or the form used.
-

Priority 8. Need: For parents and members of Migrant Parent Advisory Councils (PAC's) to become skilled in making decisions and recommendations regarding educational programs for their children.

16. Did you: _____ make home visits to all migrant parents?
_____ have a PAC meeting? _____ how many meetings?
17. Did parents: _____ respond positively to the home visit?
_____ attend the PAC meeting?
_____ help plan an activity for migrant students and/or parents?
18. What kind of information would parents like to receive?
-

19. List a concern you have regarding PAC meetings and participation.
-

SECTION III - PROGRAM SURVEY

Priority 9. Need: For participation in the uniform Migrant Student Record Transfer System.

20. _____ How many years have you taught in the Migrant Program?

21. Did you: _____ receive adequate orientation in the operation and purpose of MSRTS?

_____ find the forms section in the Teacher Handbook

_____ inadequate

_____ helpful

_____ confusing

_____ too detailed

What additional information would you like to see included in the handbook?

Did you: _____ use the information on the educational record?

_____ use the information on the health record?

22. List one suggestion you have for effective training in record-keeping.

Priority 10. Need: For migrant students to increase their awareness of health and to identify individual health problems.

23. Did you: _____ receive adequate direction in processing health forms?

_____ develop links with school health personnel?

_____ aid in provision of health services to migrant students?

_____ make links with community health services: List:

SECTION III - PROGRAM SURVEY

24. List a health topic on which you would like more information.

25. Briefly describe the World Health Day activity you did this year.
