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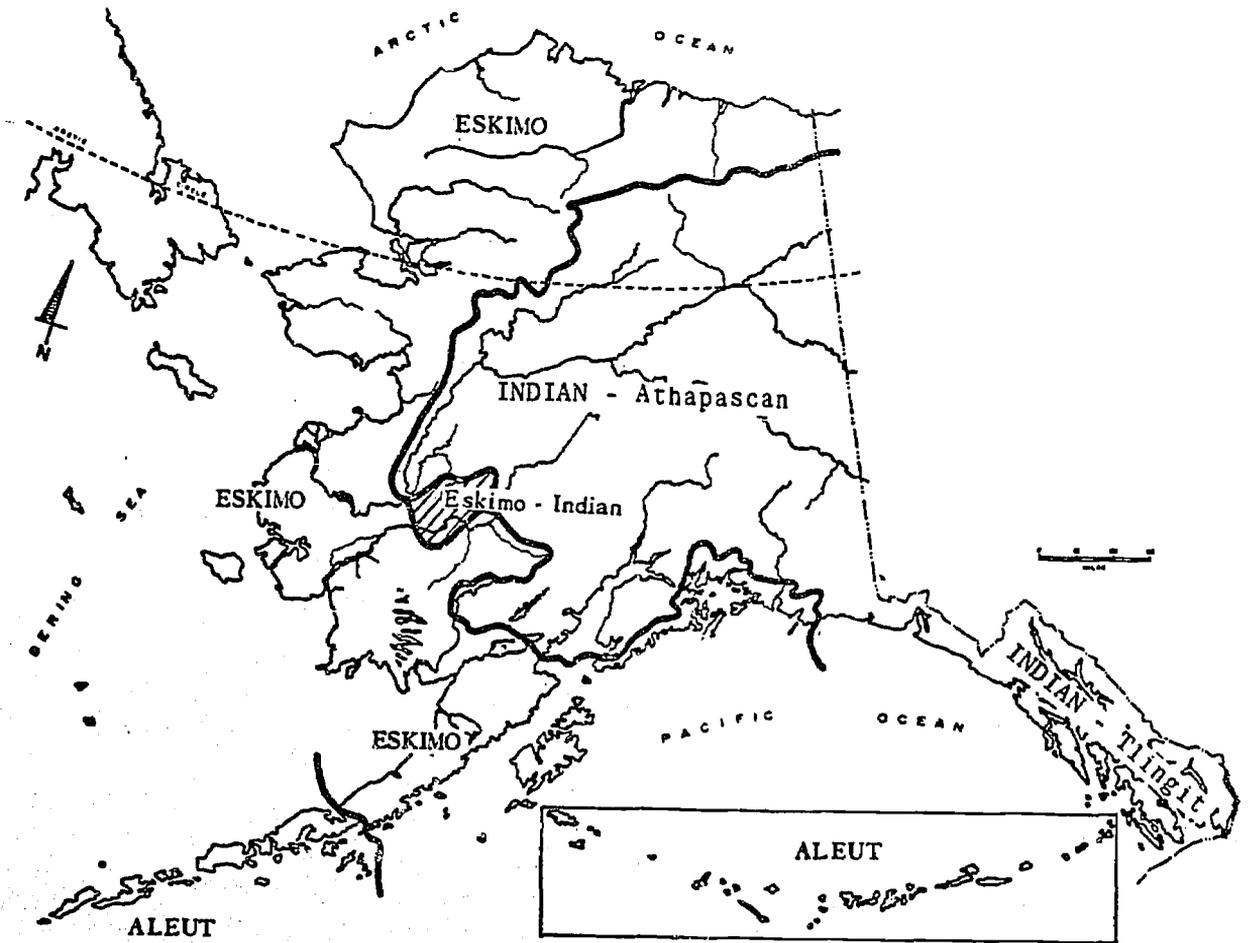
ABSTRACT

The purpose of this study was to determine if Alaskan Native students approach the classroom with a pattern of learning processes different from that of students from the dominant urban Caucasian culture. Population samples were extracted on the basis of 1,736 tests administered to individuals, aged 8 through 47 years, residing in Alaska. Specific data treated in the study were from students (aged 9-16 years) in 8 schools representing 4 ethnic groups: Caucasian, Negro, Eskimo (Inupik), and Indian (Athabascan). Two hypotheses were tested: (1) that Alaskan Natives (Eskimos, Aleuts, and Indians) possess greater ability than the dominant Caucasian culture to perform tasks associated with perception and visual memory and this greater skill can be measured and interpreted for application to enhance formal learning of students and (2) that the "Squiggle Test" can be administered successfully in the group or classroom setting for the purpose of rapidly identifying individuals with subtle impairments to learning which may otherwise remain undetected and untreated. Support was obtained for both hypotheses tested. Included in the document are conclusions, recommendations for further research, a copy of the Squiggle Test, and statistical tables. (EJ)

ED0 46549

MONOGRAPH I  
Human Environmental Resources  
Systems

PERCEPTION AND VISUAL MEMORY  
of  
SCHOOL-AGE ESKIMOS AND ATHABASCAN INDIANS  
in  
ALASKAN VILLAGES



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by  
Laurel L. Bland, B. Ed., M.A.

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Monograph I

Human Environmental

Resources Systems

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## FOREWORD

In 1967, as a mature adult pursuing an undergraduate degree, it was my privilege to study under Dr. Troy Sullivan, Assistant Professor of Education, University of Alaska Southcentral Regional Center at Anchorage. Dr. Sullivan encouraged my aspirations in educational research and a desire to continue my studies toward a goal intended to contribute something of value to education in rural Alaska - the children of the villages of the Eskimos, Aleuts, and Alaskan Indians. During my work as technical assistant and consultant among the village residents over the next three years, under Dr. Sullivan's guidance, I continued to administer the diagnostic test reported herein whenever the opportunity arose. This material was organized and treated after completion of graduate studies on Campus of the University of Alaska with the encouragement of Dr. Sullivan and Dr. Wendell Wolfe, Dean-College of Behavioral Sciences, University of Alaska.

Decision to publish this material, even through the study covers only two of the major ethnic sub-groups of Alaskan Natives, was for two reasons. One, it is believed that the information is important enough to require its distribution among educators as soon as possible. This will permit others to use the material in developing educational techniques and media. Two, on the basis of what is reported herein, others may be able to secure the financial support to extend the study to the groups not reported.

I wish to express my appreciation to Dr. Wolfe for his support throughout the compilation of this report. I wish to gratefully acknowledge my deep debt to Troy Sullivan for his generous support and assistance for the entire period this independent research was in progress and his contributions to the final manuscript.

I also wish to thank Dr. Judith Kleinfeld, Assistant Professor of Education, Institute of Social, Economic and Government Research - University of Alaska, who verified the reliability of scoring and testing techniques by observing the administration of some of the tests given in the Fairbanks area and by independently scoring 100 randomly selected tests, and for her instruction that provided a deeper understanding of the data in the light of current education theory.

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September 10, 1970

EXPLORATORY RESEARCH IN PERCEPTION AND VISUAL MEMORY  
AMONG  
ALASKAN URBAN AND RURAL YOUTH 9 THROUGH 16

by

Laurel L. Bland, B.Ed., M.A.  
MAY 1970

I. PURPOSE

Present emphasis upon individualized instruction in the Alaskan schools and the wide disparity between academic achievement recorded for Alaskan Native students and those from the dominant urban Caucasian culture indicate a need to determine if Alaskan Native students approach the classroom with a different pattern of learning processes than those of the other students. The purpose of Part I of this study is to determine if such a difference exists of sufficient significance to require special or adaptive techniques in teaching methodology in order to enhance or expand the learning process of Alaskan Native students in the classroom setting.

The purpose of Part II of this study is to determine if the instrument upon which this report is based (called the Squiggle Test) is a valid and reliable device for rapidly screening groups or classes of students to identify individuals with otherwise undisclosed subtle neurological impair-

ments to learning.

## II. HYPOTHESES

Hypothesis I: Alaskan Natives (Eskimos, Aleuts, and Indians) possess a greater ability than the dominant Caucasian culture to perform tasks associated with perception and visual memory; and that this greater skill can be measured and interpreted for application to enhance the formal learning of students.

Hypothesis II: The device known as the "Squiggle Test" can be successfully administered in the group or classroom setting for the purpose of rapidly identifying individuals with subtle impairments to learning that may otherwise remain undetected and untreated.

## III. SAMPLE

Population samples included in this study were extracted from a total of 1,736 tests covering individuals residing in Alaska from age 8 through 47 years. The data treated and reported herein was obtained from the following:

- A. The entire student body, grades 3 through 9, Point Barrow schools;
- B. The entire student body, grades 3 through 10, Fort Yukon schools; \*\*

\*\* (See Addendum)

- C. The entire 9th grade enrollment at Ora Dee Clark Junior High, Anchorage;
- D. The entire enrollment, grades 3 through 6, Teller school;
- E. All Inupik Eskimos enrolled in grade 9 Boarding Home Program, Ryan Junior High, Fairbanks;
- F. The entire enrollment, grades 3 through 6, Chena School, Ft. Wainwright;
- G. The total 7th grade enrollment, Ft. Wainwright Junior High School; and
- H. Heterogeneous classes (1 each) grades 3 through 6, Hunter School, Fairbanks.

The first tests were administered in April 1968, some were given in April 1969 and the majority were administered in April and May, 1970.

Tests were coded by four ethnic groups--Caucasian, Negro, Eskimo (Inupik) and Indian (Kuchin(Athabascan)). When ethnic origin was in doubt, tests were discarded. These included seven Boarding Home students not identified as Eskimo, since it was impossible to determine if origin was Aleut, Athabascan or Yupik Eskimo. One Navahoe Indian student was also excluded. Individuals whose tests indicated gross impairments in the ability to perform the tasks--as indicated by an inability to produce any of the other seven figures used in the test besides the four upon which measurements are based--were also excluded. Five tests were discarded for this reason. Three are Caucasian (age 14-16) one Negro (Age 14-16) and one Eskimo (Age 14-16). Although the data were

not treated at this time, all tests for grades 3 through 6 record the reading level of individuals according to standardized tests. All subjects are additionally recorded by age, grade, sex, school affiliation, and hand and eye dominance. This report covers only age, sex, and ethnic origin as related to performance on the test.

#### IV. METHOD

The measuring instrument, the Squiggle Test, is reproduced in Table I. General information about the test and its interpretation and application in the classroom is also included. The Table is an adaptation of a test description provided to teachers who have adopted this technique in teaching practice. The entire test was administered to the test groups, with figures 1 through 6 regarded by the testor as "warm-up" practice for the subjects. Inability to reproduce the simple preliminary figures was considered indicative of problems in learning beyond the limits of the purposes for conducting this study. Figure II was successfully completed by all subjects included in the report. It was therefore discarded as redundant.

It is acknowledged that the Squiggle Test may be used by clinicians and educators for interpretative and projective analysis of behavior or capability of individuals. For

purposes of this study, however, the instrument is viewed only as a device to measure visual memory and to identify subtle neural impairments (either physiological or psychological) that may negatively affect learning.

A. Test Administration: All tests were administered by the same individual using the same techniques in each situation. Testing occurred entirely in the ordinary classroom setting. Figures were drawn on a chalkboard, subjects were given time to view each figure (approximately 45 seconds), the figure was erased, and a signal was given to "draw what you saw." Each subject was given a booklet consisting of 11 blank sheets of 8 1/2 x 11" white paper with a cover sheet showing blanks for appropriate personal information. Subjects were instructed to reproduce figures any size they chose, to place them anywhere on the page they wished, and to draw only one figure on a page. Rules for the test included no erasing, using a medium soft lead pencil, and no conversation during testing.

B. Scoring: All subjects included in the study reproduced figures 1 through 6 and number 11 successfully, so these items were excluded from the test items used for measurement of performance. Figures 7, 8, 9, and 10 appearing on Table 1 were assigned numbers 1, 2, 3, and 4 and scored

for this report.

Each figure was given a value of 5 points, and scoring was determined as "right" or "wrong" depending upon the subject's ability to reproduce the figure in a clearly recognizable fashion that included all details of the model. Figure 4, adapted from psychological tests used in Stanford-Benet and Bender-Gestalt psychological testing instruments, is presumed to reflect difficulties with perception and hand-eye coordination. Figure 4 is therefore considered reliable to depict symptoms of neural impairment, regardless of cause. For this reason, the 5 types of common error--including omission--were assigned a 5 point value each in order to score detail within figure 4. (See Table I) Findings and conclusions related to Hypothesis II are primarily based upon the evidence provided by figure 4 data.

C. Reliability: A random selection of 100 tests were independently scored by an experienced educational psychologist\* unfamiliar with the instrument or the subjects. Reliability was demonstrated at 86.5% identical scoring with the researcher. Consistency and reliability of test administration was demonstrated by subsequent observation of the administration of the tests on four different occasions by the same individual who validated the scoring. Conclusion  
\*(See Addendum)

of the evaluator was that 100% consistency was observed.

D. Validity: The Squiggle Test is not a standardized instrument nor did a survey of the literature produce a fully equivalent standardized test for comparison. PSYCHOLOGICAL TESTING, by Anne Anastasi (Macmillan Company, N.Y., 1968) provides ample evidence that the purpose and interpretation of the Squiggle Test as used herein is based upon sound presumptions stemming from the work of recognized authorities in the field of tests and measurements.

E. Validity of combining sub-samples: Maximum cooperation was extended by the schools wherein testing occurred. Whenever ethnicity was in doubt, verification by the teacher or administration was obtained. Eskimo children were tested from three regions, and include children originating from Diomede, Teller, Wales, Shishmaref, Nome, Pt. Hope, Wainwright, Barter Island, Selawik, Noorvik, Noatak, Kotzebue, Barrow, King Island and other villages in the Inupik Eskimo region. Prior to combining Eskimo population sub-samples, the null hypothesis was demonstrated at the one percent level. A similar check was made on the Caucasian samples. The Athabaskan Indian subjects were all obtained from a single school. The null hypothesis also held at the one percent level for sex, and therefore boys and girls were combined.

#### IV. SURVEY OF THE LITERATURE

Apparently little work has been reported in the field of visual memory as it relates to American aboriginal populations. Two references were located, but were not immediately available through local resources. These are "The Influence of Culture on Perception" by Segale, Campbell and Herzkowvance (1966) and "Eskimo Perception" by Carpenter, Varley and Flarrety (1950). Some work has been done concerning visual memory among Negroes--most notably at Harvard University. Since the Negro population in Alaska is extremely limited, and the sample included in this study is insufficient for meaningful treatment, the data obtained are reported, but no conclusions or generalizations are made, nor should any additional use be made of this data.

#### V. RESULTS

Analysis of variance and covariance is not attempted at this time for two reasons. (1) The importance of the subject, and its implications for the development of educational techniques responsive to new knowledge about learning processes of Alaskan Native students demands the most competent treatment of raw data. In recognition of this importance, further treatment other than the basic analysis presented herein should be performed by a team that includes a qualified

statistician and an experienced educational psychologist.

(2) If the differences in visual memory and a possible differential change in the cognitive process in the 11-13 year age group among the Alaskan Native subjects is as significant as it appears to be in this study, the other three major Alaskan Native ethnic groups (Aleuts, Yupik Eskimos, and Southeastern Indians) must also be included if a discrete profile of a special ability is to be described.

Further data needs to be acquired for a comprehensive analysis of the Alaskan Native population before valid generalizations can be made or results of research can be effectively applied.

## VI. FINDINGS AND CONCLUSIONS

A. Based upon the evidence of this study, the following conclusions regarding the hypotheses are made:

HYPOTHESIS I: There is an apparent significant difference between the Inupik group of Alaska Eskimos and the dominant population. The Eskimos possess a greater ability to demonstrate visual memory than do the other groups tested. The Athabascan Indians (Kuchin) also possess a greater ability, but not quite to the level of significance as the Eskimos. Data was not available concerning the Aleuts, Yupik Eskimos, or the Southeastern Indians. Therefore, Hypothesis I is accepted for the two groups measured when compared to an

equivalent sample from the dominant society.

HYPOTHESIS II: Except for Group II, excluded because of insufficient data, Groups I and II demonstrated 25% of the total errors made on figure 4, and Group IV made 60% of its errors on the same item. Fifty-five point five percent of Group I made errors in reproducing the four test items, 45.8% of Group III, and 43.2% of Group IV also made errors. These gross findings, together with the ranking of internal detail discrepancies on figure 4, indicate that the Squiggle Test does rapidly identify subtle impairments to perception and hand-eye coordination that may affect the learning process. The high incidence of errors recorded for figure 4 indicates that the Squiggle Test, administered in the group setting, does (1) identify perceptual problems, and can be used as a preliminary screening device prior to additional diagnostic testing, or (2) serve to discern if special remedial attention is needed by individual students. Therefore, Hypothesis II is accepted.

B. The evidence found in this research indicates that a significant difference does exist between the Eskimo population and the dominant society at a minimum level of five percent. Sufficient evidence is reported to indicate the need for further research regarding the differences found among and

within the Alaskan Native population that may affect the learning process in the formal classroom setting. Apparently, Alaskan Eskimos and Athabaskan Indians possess a higher order of visual acuity and retention than that of the other groups measured. Implications of the findings applicable to methods used in education and employment training at all levels are far-reaching and all-encompassing. The evidence suggests that education or training needs to be heavily oriented to demonstration and visual presentation of materials and techniques to be learned. Development of a visually oriented methodology to be applied whenever appropriate can be expected to enhance achievement in basic education for adults, including living skills as incorporated in early childhood education and community school centered educational programs, academic instruction in the formal classroom; and vocational training.

Certain occupational categories can be expected to provide a greater opportunity for successful and personally rewarding experiences when job-training methodology is in keeping with differences in the learning process found among the groups of people being taught. Occupations that suggest a high success factor for those with highly developed visual memory skills would include creative writing, photography, invention based upon existing technology, proofreading in many applications, industrial graphics, occupations associated with the natural

and physical sciences where accurate observation and record keeping is required, and a variety of service occupations requiring careful perception and reproduction of detail such as social and welfare professions and para-professions.

## VII. RECOMMENDATIONS FOR FURTHER RESEARCH

A. Exploratory research identical to that reported herein should be completed for the three Alaskan ethnic groups not presently included.

B. Recognizing that a "ceiling" for Alaskan Native subjects may exist for the instrument used in this study, a more sophisticated instrument should be developed and research conducted that will clearly establish levels of visual memory and the retention rate for a broad sample population.

C. Research should be undertaken to define and describe a teaching methodology that recognizes the different or special capabilities of the Alaskan Native student.

D. Additional research focusing upon cognitive differences extant in the Native population related to age and the developmental process should also investigate the relationship, if any, to the linguistic connotations to learning found among the five principal language groups of the Alaskan Native people.

E. Additional research in a controlled setting is needed to correlate academic achievement with skills associated with perception and visual memory. This should be conducted con-

currently with a longitudinal study of teaching methodology oriented toward the dominant culture correlated with a methodology oriented toward learning based upon visual teaching techniques.

F. In order to include all presently known variables related to the study reported herein, additional research should include determination if hand-eye dominance bears any relationship to hand-eye coordination and the ability to reproduce correctly the test items.

TABLE 1

APPROACH TO INDIVIDUALIZED LEARNING BY USE OF THE SQUIGGLES

Outlined by Dr. Troy Sullivan

PURPOSE:

Identification of perception difficulties - may prevent frustration leading to academic or discipline problems.

Continual Evaluation - concepts can be used to interpret writing also.

Pupil Orientation vs Subject Matter - A teacher who must "cover" each page of a series thinks in terms of a class rather than each pupil. Understanding the student's reaction to the squiggles helps change teacher's point of view.

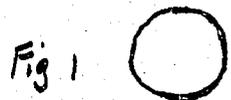
Chalkboard Utilization - Understanding of perception in learning emphasizes visual, auditory, and kinesthetic stimuli.

INTERPRETATION:

Perception - Subject sees you draw figure, stimuli removed - subject draws figure thereby displaying mental imagery, hand-eye coordination, spatial orientation, emotional involvement, and phonics readiness.

Emotions - if subjects use only #2 pencil, then evaluator of drawings will gain insight into variations of pressure; heavy pressure usually indicative of boldness, frustration or aggressiveness; light pressure may indicate timidity, withdrawal, insecurity or need of positive rewards. Size of drawing; small often indicative of small self image; large usually indicates outgoing behavior patterns.

Figures - Draw, then remove; watch subject draw (M. A. = mental age regarding coordination affecting reading skills)



M.A. 3 - circle closure, size similar to model



M.A. 4 - developmental tasks of parallel lines, horizontal and vertical coordinated to form box-- note left to right and top to bottom patterns regarding reversal and inversion tendencies.

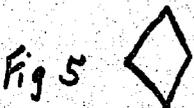
Fig 2



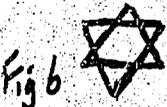
M.A. 5 - cross body coordination of diagonal lines - note closure of corners and isometry.



M. A. 6 - indicates readiness level - remembers whole sentence and at sight vocabulary building stage - parallel lines in unequal pairs, note left-right orientation.



M. A. 7 - Reading Level - can identify sight words in new context - note closure of lower apex, length of sides.



M. A. 8 - Phonic Level - abstract symbols mastered, can concentrate on sound and meaning of words. Symptoms of immaturity - cannot easily compose words from abstract sounds.



M. A. 9 -



= spacial disorientation - subject sees overall shape of word, misses internal detail - kinesthetic approach helpful in spelling, writing and thus reading.

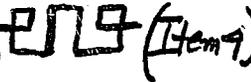
(Anything he can write, he can read.)

Fig 8  (Item 2) M. A. 10 -

 = slight interference

Fig 9  (Item 3) M. A. 11 -

semicircle indicates mastery of continual change and control of coordination.

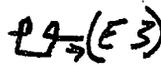
Fig 10  (Item 4) M. A. 12 -

sensitive to reversal and cross dominance in youth or adults. Variations indicate need for determining unilaterality. (Hand with tube to eye, etc.)

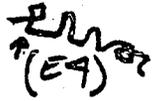
(Test Error) 

= mild interference often with reversals and misdirections- subject may be unaware of condition.

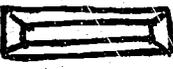
(E2) 

 (E3)

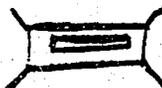
= gross interference, often organic, subject usually aware and emotionally concerned - kinesthetic approach helps regain confidence.

(E4) 

(E5) → Omit

Fig 11 

M. A. 13 - Three-dimensional representation.



= gross interference.

**IMPLEMENTATION:**

Confidence factor - by use of tracing techniques, subject can receive positive reward using large words; ex: carpenter, helicopter, sphygmomanometer, etc.

Individual Curriculum

Experience Charts

Study Centers

Reading Level Mobility

AV - tapes, viewers, listening labs, language masters, etc.

Student Access to Teacher

Student word collections - whisper, write, erase, observe, evaluate

Grading per individual vs class

Transition from "Teacher" to "Coordinator of Learning". This philosophy permits the teacher to utilize all skills and techniques she may possess. It permits a change in orientation toward the needs of each pupil and a corresponding flexibility of classroom procedures.

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DISTRIBUTION OF SCORES

AGE	GROUPS				MEAN SCORES				STANDARD DEVIATION			
	N I	N II	N III	N IV	I	II	III	IV	I	II	III	IV
9-10	87	14	29	41	11.95	7.50	12.06	16.70	6.35	6.19	5.99	4.76
11-13	113	16	37	45	15.26	12.50	15.40	15.77	7.20	5.88	5.10	4.80
14-16	301	19	29	39	15.79	11.58	17.07	17.69	5.10	6.68	4.59	3.40
TOTAL	501	49	95	125	15.0	12.8	14.9	16.7	5.7	6.6	5.9	4.7

GROUP I CAUCASIAN  
 II NEGRO  
 III ATHABASCAN  
 IV ESKIMO (INUPIK)

AGE	PERCENT OF PERFECT SCORES			
	G I	G II	G III	G IV
9-10	21.8%	7.1%	20.7%	56.1%
11-13	43.3	25.0	48.6	46.6
14-16	51.4	26.3	65.5	69.2
TOTAL	44.5%	20.4%	45.2%	56.8%

GROUP I - CAUCASIAN

GROUP I - CAUCASIAN DISTRIBUTION OF SCORES												
N	AGE	PERFECT SCORES	TOTAL MISSED	FIGURES NUMBER MISSED RIGHT/WRONG				TYPES DETAIL MISSED FIGURE 4				
43	9	9	94	19	24	29	22	18	2	1	1	0
44	10	10	61	9	16	19	17	12	0	4	1	0
31	11	9	50	7	10	17	16	14	1	1	0	0
23	12	8	23	4	6	9	4	3	0	1	0	0
59	13	32	23	6	5	6	6	5	0	1	0	0
235	14	124	184	22	58	65	39	24	4	5	6	0
54	15	26	50	8	9	17	16	9	3	2	1	1
12	16	5	14	1	4	5	4	2	2	0	0	0
TOTAL 501		223	499	76	132	167	124	87	12	15	9	1

AGE 9-10 50 boys 37 girls		
SCORE	CASES	SCORED
	N	X
0	8	0
5	17	85
10	14	140
15	29	435
20	19	380
	<u>87</u>	<u>1040</u>
$\bar{X}$ 11.95 s 6.35		

AGE 11-13 65 boys 48 girls		
SCORE	CASES	SCORED
	N	X
0	2	0
5	7	35
10	23	230
15	32	480
20	49	980
	<u>113</u>	<u>1725</u>
$\bar{X}$ 15.26 s 7.20		

AGE 14-16 163 boys 138 girls		
SCORE	CASES	SCORED
	N	X
0	3	0
5	22	110
10	54	540
15	67	1005
20	155	3100
	<u>301</u>	<u>4755</u>
$\bar{X}$ 15.79 s 5.0		

TOTAL 278 boys 223 girls		
SCORE	CASES	SCORED
	N	X
0	13	0
5	46	230
10	91	910
15	128	1920
20	223	4460
	<u>501</u>	<u>7520</u>
$\bar{X}$ 15.00 s 5.72		

SCORE POSSIBLE @ 5 pts. ea. 10020  
Points earned 7520  
Points lost 2495

GROUP 11 - NEGRO

GROUP 11 - NEGRO DISTRIBUTION OF SCORES													
N	AGE	PERFECT SCORES	TOTAL MISSED	FIGURES NUMBER MISSED RIGHT/WRONG				TYPES DETAIL MISSED FIGURE					
				1	2	3	4	1	2	3	4	5	
8	9	0	17	2	5	6	4	4	0	0	0	0	0
6	10	1	16	4	4	4	4	1	2	1	0	0	0
10	11	2	16	2	6	7	1	0	0	0	0	0	0
1	12	0	2	0	1	1	0	0	0	0	0	0	0
5	13	2	8	2	2	2	2	2	0	0	0	0	0
17	14	4	29	7	9	9	4	2	2	0	0	0	0
1	15	0	3	1	1	1	0	0	0	0	0	0	0
1	16	1	0	0	0	0	0	0	0	0	0	0	0
TOTAL 49		10	91	18	28	30	15	10	4	1	0	0	0

AGE 9-10		
SCORE	CASES	SCORED
0	3	0
5	6	30
10	1	10
15	3	45
20	1	20
	<u>14</u>	<u>105</u>
$\bar{X}$ 7.50 s 6.19		

AGE 11-13		
SCORE	CASES	SCORED
0	1	0
5	2	10
10	5	50
15	4	60
20	4	80
	<u>16</u>	<u>200</u>
$\bar{X}$ 12.50 s 5.88		

AGE 14-16		
SCORE	CASES	SCORED
0	2	0
5	4	20
10	4	40
15	4	60
20	5	100
	<u>19</u>	<u>220</u>
$\bar{X}$ 11.58 s 6.68		

TOTAL		
SCORE	CASES	SCORED
0	6	0
5	12	60
10	10	100
15	11	165
20	10	200
	<u>49</u>	<u>525</u>
$\bar{X}$ 12.75 s 6.68		

SCORE POSSIBLE @ 5 pts. ea. 980  
 Points earned 525  
 Points lost 455

GROUP III - ATHABASCAN

GROUP-III - ATHABASCAN DISTRIBUTION OF SCORES													
N	AGE	PERFECT SCORES	TOTAL MISSED	FIGURES NUMBER MISSED RIGHT/WRONG				TYPES DETAIL MISSED FIGURE					
				1	2	3	4	1	2	3	4	5	
13	9	2	21	4	7	8	2	0	1	0	0	0	0
16	10	4	21	3	4	7	7	4	2	1	0	0	0
13	11	6	13	0	3	5	5	3	1	0	0	1	0
13	12	7	12	1	3	4	4	4	0	0	0	0	0
11	13	5	10	1	2	5	2	1	0	1	0	0	0
13	14	7	10	2	2	3	3	2	0	1	0	0	0
11	15	8	9	1	3	5	0	0	0	0	0	0	0
5	16	4	1	0	0	0	1	1	0	0	0	0	0
TOTAL		43	97	12	24	37	24	15	4	3	2	0	0

AGE 9-10		
17 boys		12 girls
SCORE	CASES	SCORED
	N	X
0	2	0
5	5	25
10	7	70
15	9	135
20	6	120
	<u>29</u>	<u>350</u>
$\bar{X}$ 12.06 s 5.99		

AGE 11-13		
21 boys		16 girls
SCORE	CASES	SCORED
	N	X
0	0	0
5	3	15
10	9	90
15	7	105
20	18	360
	<u>37</u>	<u>570</u>
$\bar{X}$ 15.40 s 5.10		

AGE 14-16		
18 boys		11 girls
SCORE	CASES	SCORED
	N	X
0	0	0
5	2	10
10	3	30
15	5	75
20	19	380
	<u>29</u>	<u>495</u>
$\bar{X}$ 17.07 s 4.59		

TOTAL		
56 boys		39 girls
SCORES	CASES	SCORED
	N	X
0	2	0
5	10	50
10	19	190
15	21	315
20	43	860
	<u>95</u>	<u>1415</u>
$\bar{X}$ 14.90 s 5.88		

SCORE POSSIBLE @ 5 pts. ea. 1900  
 Points earned 1415  
 Points lost 485

GROUP IV - ESKIMO

GROUP IV - ESKIMO DISTRIBUTION OF SCORES												
N	AGE	PERFECT SCORES	TOTAL MISSED	FIGURES NUMBER MISSED RIGHT/WRONG				TYPES DETAIL MISSED FIGURE 4				
				1	2	3	4	1	2	3	4	5
24	9	14	13	1	2	3	4	1	2	3	4	5
17	10	9	24	1	6	8	9	4	0	2	2	0
17	11	5	9	1	3	2	3	2	0	0	1	0
18	12	10	18	0	8	5	5	4	1	0	0	0
10	13	6	5	0	2	2	1	1	0	0	0	0
8	14	5	1	0	0	1	0	0	0	0	0	0
21	15	16	7	0	1	3	3	3	0	0	0	0
8	16	6	6	1	1	1	3	2	0	1	0	0
TOTAL		71	83	4	23	24	32	21	1	4	6	0

AGE 9-10		
23 boys		18 girls
SCORE	CASES	SCORED
0	1	0
5	1	5
10	4	40
15	12	180
20	23	460
	<u>41</u>	<u>685</u>
$\bar{X}$ 16.70 s 4.76		

AGE 11-13		
27 boys		18 girls
SCORE	CASES	SCORED
0	0	0
5	4	20
10	6	60
15	14	210
20	21	420
	<u>45</u>	<u>710</u>
$\bar{X}$ 15.77 s 4.80		

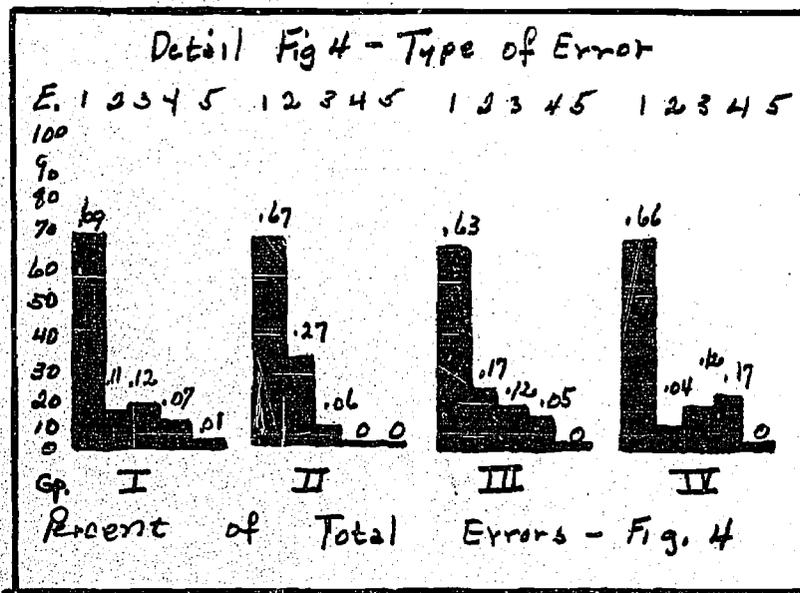
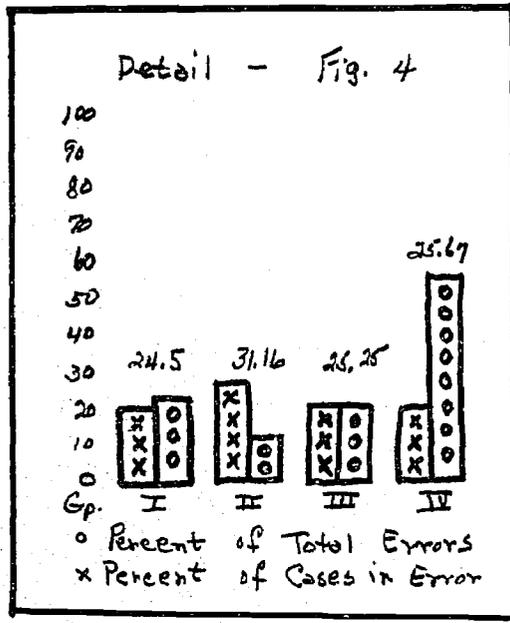
AGE 14-16		
12 boys		27 girls
SCORE	CASES	SCORED
0	1	0
5	1	5
10	1	10
15	9	135
20	27	540
	<u>39</u>	<u>690</u>
$\bar{X}$ 17.69 s 3.40		

TOTAL		
62 boys		63 girls
SCORED	CASES	SCORED
0	2	0
5	6	50
10	11	110
15	35	525
20	71	1420
	<u>125</u>	<u>2085</u>
$\bar{X}$ 16.70 s 4.68		

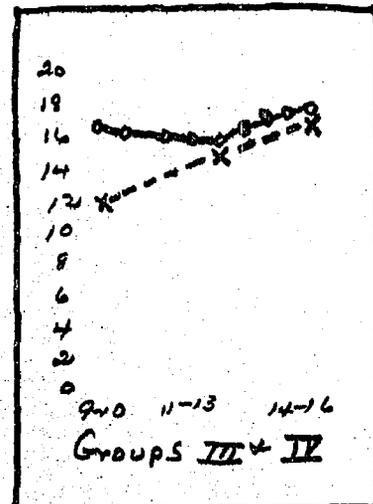
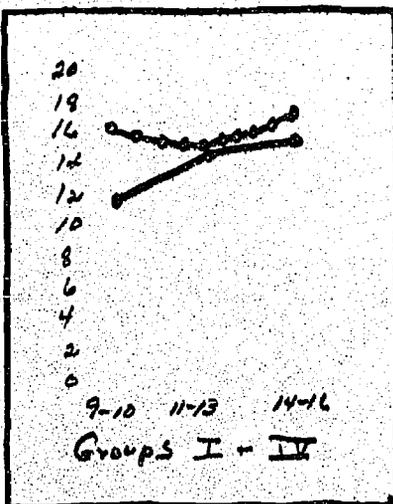
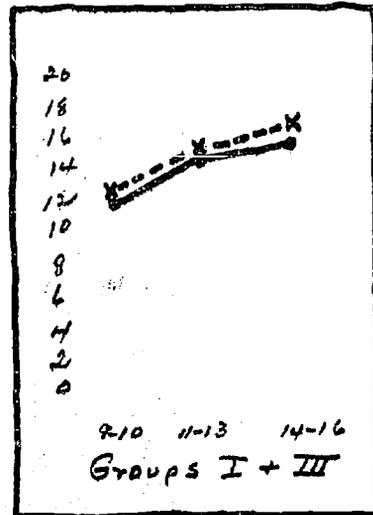
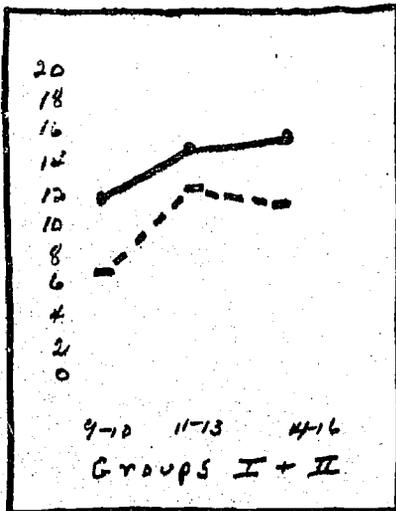
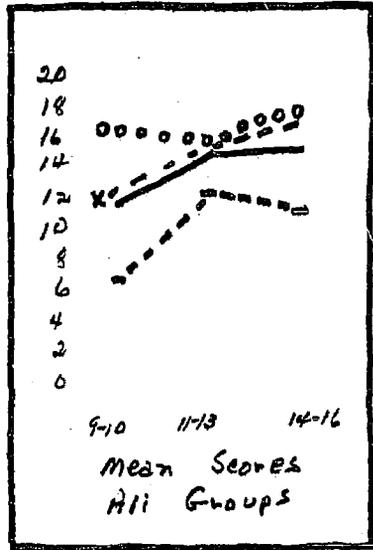
SCORE POSSIBLE @ 5 pts. ea. 2500  
 Points earned 2085  
 Points lost 415

TYPES OF ERROR WITHIN FIGURE 4  
PERCENT OF ERRORS WITHIN AND BETWEEN CASES  
BY POPULATION SAMPLES

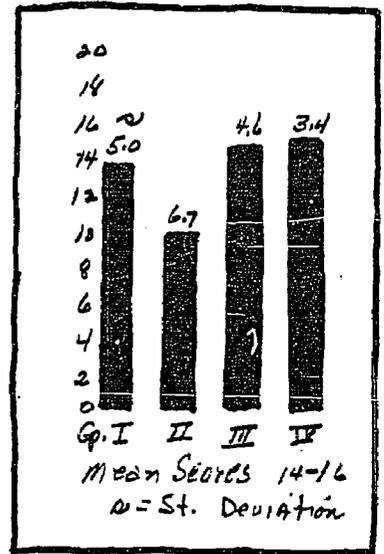
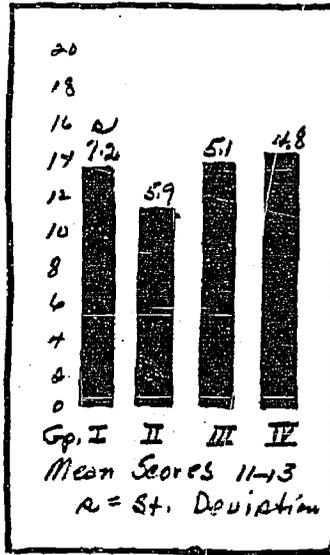
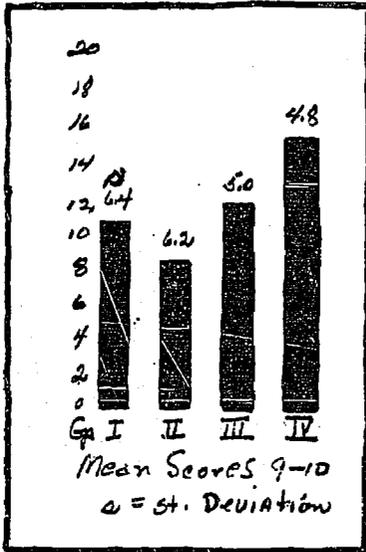
TYPES OF DETAIL ERROR - FIGURE 4							
GROUP	TYPE 1	TYPE 2	TYPE 3	TYPE 4	TYPE 5	No. Cses Wrong Fig. 4	% of Total Errors Made
I	69%	11%	12%	7%	.8%	24%	25%
II	67	27	6	0	0	31	16
III	63	17	12	8	0	25	25
IV	66	4	12	17	0	25	67



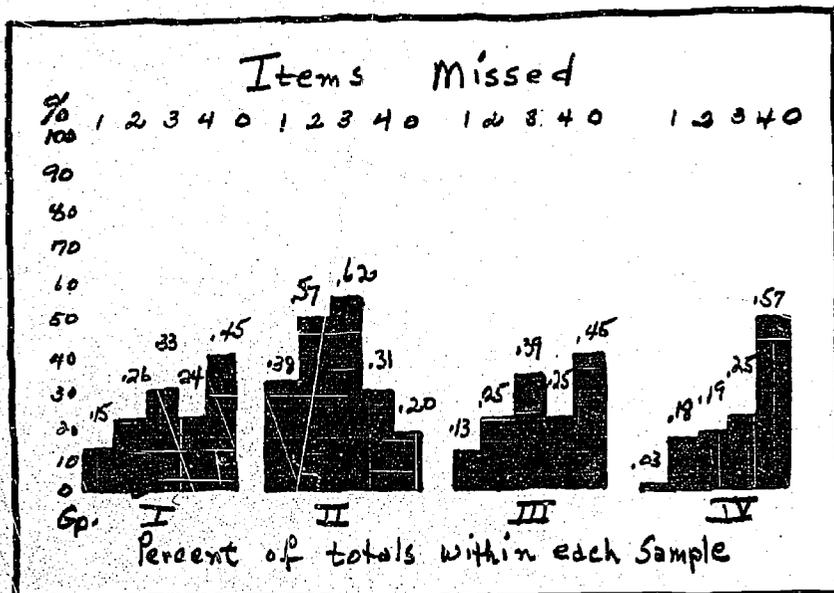
MEAN SCORES - SAMPLE POPULATION  
by  
AGE GROUPS



MEAN SCORES  
of  
SAMPLE POPULATION



PERCENT OF RIGHT/WRONG FIGURES  
ITEMIZED WITHIN SAMPLE POPULATIONS



## ADDENDUM

### RESEARCH NOTES

1. Reference: Sample population from the Barrow school - age 13 to 16. From a memorandum dated May 20, 1970 from James Hughes, Superintendent:

"Barrow school enrollment figures show that the present 9th grade class has 34 Native students. This class started as 6th graders with a total of 41 Natives. Three have transferred to other areas, 1 joined the Army, and 3 either dropped out or were committed for criminal offenses."

2. Reference: Squiggle Test. This test has evolved through the efforts of a number of educators concerned with research in the learning process and the causes of learning impairment. It has received considerable attention in Alaska through the introduction and instruction in its administration and application by Dr. Troy Sullivan, Associate Professor of Education, University of Alaska.

3. Reference: Language groups. The Eskimos tested all originate from a region where the Inupik language is spoken. Although Inupik and Yupik (the other major Eskimo language) are mutually unintelligible, the patterns and structures of the languages are considered very much alike. The Athabaskan Indians are from the Kuchin language group. The Southeastern

Indians and Aleuts belong to language groups considered to be as different from the other groups as those of Kuchin and Inupik.

4.\* Reliability of practice and procedure used by the researcher was provided by Dr. Judith Kleinfeld, Educational Psychologist, of the Institute of Social, Economic, and Government Research, University of Alaska.

5.\*\* Note: Group III - age 9-11

This sample is not considered to be a fully random selection. Ft. Yukon is a school "center" for the area. Some youngsters may be included from nearby villages who are at Ft. Yukon to receive special attention for learning handicaps.

## DOCUMENT RESUME

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## ABSTRACT

The document consists of the results of evaluation of the Oregon State Plan for Migrant Education for the year 1968-69. As noted, the program served 3,600 migrant students in 18 regular school terms and 13 summer programs. The institutional staff serving these children comprised 215 teachers, 129 teacher aides, and 14 school-home counselors. Program emphasis was on preschool services, language arts and diversified activities at the elementary level, and language arts and vocational and occupational experiences at the junior and senior high school levels. The document discusses aspects of the program such as inservice training, non public-school participation, dissemination, community involvement, special areas, and staff utilization. The document concludes with results of a standardized summer-school testing program. (FL)

ED0 46564



**EVALUATION**

**OREGON STATE MIGRANT EDUCATION PROGRAM**

**1968-1969**

funded by

**Title I, ESEA, Migrant Amendment**

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## PREFACE

The Oregon State Plan for Migrant Education consists of four components. The basic component, to which the other three are subordinate, is the district project programs that provide direct services to the migrant children. The other components are:

1. Migrant Education Service Center
2. Eastern Oregon College Master of Arts in Teaching Program
3. Project Supervision

### District Programs

During FY 1969, the district programs served 3,600 migrant students in 18 regular school term and 13 summer school programs. The institutional staff serving these children consisted of 215 teachers, 139 teacher aides, and 14 school-home counselors. The program emphasis was on preschool services; language arts and diversified experience and activities at the elementary level; and language arts and vocational and occupational experiences at the junior high and senior high school level.

The FY 1969 enrollment and attendance exceeded those of previous years. This was especially true at the secondary level. This is not to say, however, that adequate services are provided to all migrant students in Oregon. It does indicate that more students are being served by better programs with better results.

Free hot lunch programs and dental and health services were a part of all district programs. The summer schools operated on an extended day basis, from early morning to late afternoon. Bus runs started as early as 6:00 a.m.

### Migrant Education Service Center

The Migrant Education Service Center provided services to all projects in the state. The services provided by the eight professional staff members included:

1. In-service programs for teachers and aides.
2. Assisting districts in program planning, proposal writing, and implementation.
3. Providing Migralab services to school districts.
4. Conducting two statewide migrant education conferences annually.
5. Monitoring district programs.
6. Conducting statewide testing programs.
7. Designing materials including prescription learning packages.
8. Publishing a monthly newsletter and various publications regarding materials and programs.
9. Providing audio-visual services to districts and developing filmstrips, video tapes, movie film, and audio recordings for use in teacher training and public relations.

### Eastern Oregon College Master of Arts in Teaching Program

The Eastern Oregon College MAT program provides a 12-month comprehensive training program for teachers of migrant children. The requirements for enrollment are a Bachelor's Degree, experience in working with disadvantaged students, and commitment to migrant education.

The course work includes courses in linguistics, reading instruction, sociology, anthropology, intern teaching, and field experience. Successful completion of the course requirements results in a Master of Arts in Teaching. All 1969 graduates are presently employed in the migrant education programs in Oregon.

### Project Supervision

The total state migrant education program is supervised by the Migrant Education Unit of the Oregon Board of Education. A ten member Advisory Committee on Migrant Education, comprised of three target group members, a minister, one family-home counselor, four school administrators, and one representative of higher education, plays an important role in State Plan development and project approval. The recommendations of the Advisory Committee are submitted to the State Board of Education for final approval. The Oregon Board of Education staff administers the program and supervises the projects in compliance with the federal guidelines and State Board of Education directives.

EXEMPLARY AND INNOVATIVE PROGRAMS

EASTERN OREGON COLLEGE - TEACHER TRAINING PROJECT

Program Philosophy

Recognizing the fact that there is an established need for migrant education teachers with special skills, a 12-month teacher training program was administered at Eastern Oregon College, La Grande, Oregon, during FY 1969. Under the able direction of Theodore C. Brown, this was one of the most innovative endeavors initiated by the Oregon State Migrant Education Program. It was a novel approach to education, based on the philosophy that those involved in education are in a special sense agents of social change, and are directly involved in the process of acculturating migrant students into the American mainstream of society. In developing this program, Mr. Brown recognized, in accordance with the concepts of Thomas P. Carter, that teacher education programs have failed to prepare teachers for cross-cultural instruction. These failures are:

1. Teachers' inability to communicate in Spanish.
2. Teachers do not consider the cultural implications of language, personality behavior, and social conditioning as they apply to the learning situation.
3. Teachers' lack of knowledge of the need for and ability to apply special skills in teaching English as a second language.

One of the Eastern Oregon College project objectives was to instill a cultural perspective that would allow teachers to teach the child utilizing his strengths and interests. In this manner, the teacher will be able to tap the child's rich experiences. How? The entire year was an intensive and ambitious undertaking of total commitment to migrant education. All of last year's candidates have completed degree requirements and have obtained a Master of Arts in Teaching. More important, perhaps, is the fact that all participants signed commitments to serve in the field of migrant education, and at present all are working in a teaching or administrative capacity in migrant education.

To our knowledge, this is the only comprehensive teacher training endeavor that has fused educational methodologies with anthropology. It is our sincere belief that education must be based on a premise that recognizes the cultural strengths of different ethnic groups. To go beyond, the effective and creative teacher must capitalize on the child's cultural acquisitions.

Field experiences allowed the MAT students to view different aspects of the migrant problem.

Those students with deficiencies in Spanish studied extensively, as developing bilingual facility was an unequivocal requisite for graduation. Competency was measured by test and in actual field experiences.

To familiarize the student with the dynamics of culture and social change, the project syllabus provided that half of the academic load be in the field of Anthropology.

In lieu of a thesis, all students were required to develop ethnically responsible teaching materials that are geared to the special needs of the migrant child.

All students were required to take a course in English as a Second Language which they applied to a teaching situation, tutoring others in English as a Second Language.

#### Teaching English as a Second Language Laboratory

The strongest aspect of this course was assigning to each of the students a non-English-speaking tutee with whom he worked for the duration of the term. Both from an instructional and human standpoint, this was a meaningful experience. It gave the students a real person with whom to work during the laboratory period; but more importantly, it involved them in a personal relationship which extended throughout the year, and continues to extend deeply into the lives of the tutees. At a personal level, program participants were instrumental in securing jobs for their tutees or in helping them with the problems of passing a driver's license examination, or, as it developed, by standing as their friends at weddings and funerals.

One of the major thrusts of the Eastern Oregon College teacher-training program was the development of teacher-made instructional materials. All MAT students researched and wrote materials that were ethnically oriented to the migrant student. The migrapac format allowed the teacher to develop materials that were geared to conspicuous problems that were not sufficiently acknowledged or served by existing curricula. The migrapac, then, was an effort to fuse cultural strengths with personal experience in a learning situation. It was seen as supplemental to the existing curriculum. For the MAT students, this proved to be a time-consuming and demanding but rewarding task. The pacs were being field tested in schools throughout the state during the current school term.

#### The Migrapac - Prescription Teaching Unit

Across the State of Oregon educators devoted to migrant education are developing instructional materials to remedy problems conspicuous in their classrooms. Unfortunately, the majority of these materials, having once served their purpose, are retired to files where other teachers have no access to them. The migrapacs will present and disseminate materials formats that will make these specially designed materials available for all teachers.

Good materials development is a dynamic process. These must be a built-in system for evaluation and rapid revision. The migrapac would fuse materials into a testable and reviseable unit.

The difficulty inherent in migrant education programs in Oregon expresses itself in complex forms. One classroom has small impactions of ethnically similar and academically graded youngsters demanding small group instruction. Another has four youngsters at totally different levels of development. Thus, there is a need for semi-individualized instructional units adaptable to special classroom demands. The migrapac would not be a straight jacket for materials development, yet it would allow sufficient structure to serve as a directing force in curriculum development.

The format for the migrapac included the following considerations:

1. The migrapac would color-code materials by grade level.

2. Each migrapac should include a problem analysis in preface to the body, identifying the major instructional goal and sub-goals.
3. The migrapac should, when possible, include a pre-test and post-test of the material.
4. The migrapac should, when possible, include a statement explaining the pedagogical concepts around which the materials are built.
5. The migrapac should explain the rationale concerning the cultural authenticity of the materials.
6. The migrapac should include a sequential and diversified teaching unit.
7. The migrapac could be as brief as a one-page exercise in remedial education, or as complex as an entire program in basic vocabulary development embracing several migrapacs.
8. The migrapac could include any auxiliary instructional techniques the writer wished to incorporate, such as, tapes, visuals, and hand-outs.
9. The migrapac should include a teacher post-usage evaluation form.

### Migrapac Limitations

We did not pretend, at this level of sophistication, to develop a total curriculum. This involves highly refined techniques and long-term planning.

We did not write "a program" for any school or teacher. Migrapacs were indexed and made available for dissemination. Their implementation was and will be each teacher's option and challenge.

We did not thrust upon each teacher of migrants a straight-jacket for materials development. The migrapac, at its simplest, is an indexable, teacher-made material; at its best, it is a highly sophisticated teaching program.

### Field Experiences and Community Services

The culminating activity for the year for the MAT students was a summer field experience in North Plains. North Plains is a small rural community that has a substantial influx of migrants during the spring and summer months. About five or six labor camps surround the area. This summer experience consisted of several components:

1. Intern teaching and/or student teaching in a migrant impacted region.
2. Liaison work between school and migrant families through recruiting students, setting up special projects, field experiences, and school, camp, and community liaison.
3. Interagency coordination in project effort.
4. Anthropology in action and academic research on the migrant subculture.
5. Living in a migrant labor camp near North Plains.

Because of the distinctive emphasis on migrant education, the field experience was one of the most innovative endeavors of the year. All participants were eager to embark on their cultural exposure episode. It was a totally new experience for some of the teachers. For the experienced teachers, the summer activity broadened their scope in understanding migrant sub-culture. The design for the summer was flexible enough to allow a wide range of activities. It proved to be an ambitious undertaking which was accepted by the community, the growers, and the migrants. The special exposure to varying aspects of migrant

education fostered interagency cooperation and coordination in operating a summer migrant program. The agencies involved were:

1. Washington County Community Action Program. They provided a Day Care Center, transportation, and Neighborhood Youth Corp trainees.
2. North Plains school provided the summer school, social workers, teachers, and nutrition for preschoolers through grade 4.
3. Eastern Oregon College MAT program provided graduate teachers, recruiters, liaison work, recreational, and social functions.
4. Washington County Health Unit provided a public health nurse and Spanish speaking aides. Migrant health funds were shared with the school.
5. Coordination of the University of Oregon Dental School, Washington County Health Unit, and the school provided wide range dental screening and remedial services for those students with the most extreme needs.

After abortive attempts to place the Eastern Oregon College students in other camps throughout the state, Mr. Bob Warner, Principal of North Plains Elementary School, and Mr. Ted Brown were able to secure admission into the Tankersley Labor Camps. Mr. Warner had established and maintained excellent rapport with local growers and migrant parents.

The Eastern Oregon College students time and services were utilized in a number of ways. They taught, attended classes, and developed various small individual projects. The students were assigned to labor camps throughout the area and lived in camp cabins for the duration of the summer project. Living in the camp provided first-hand knowledge of conditions and the living environment to which the migrants are subjected.

As participant-observers, the student teachers carried on research and developed lasting relationships with numerous migrant families. Most of the teachers related to the anthropologist and director that the episode had been both challenging and meaningful. The teachers were in close contact with many aspects of migrant camp living conditions and the workers' culture and philosophy. This close proximity, along with the MAT students' genuine concern, provided insights concerning how to approach similar situations in other areas.

In the past, interagency cooperation has been fraught with lack of communication and duplication of effort. However, this summer Washington County attempted and conducted a summer program which included five different agencies. The result was an innovative undertaking which was commended by interested groups. The total effort resulted in a number of productive learning situations for the personnel of all participating agencies.

Recognizing that they had to work with what was available, the Eastern Oregon College students operated as a team. Inasmuch as most of the camps were without any recreational facilities, the following activities were incorporated into the program:

1. A modified recreational program was established in all the camps. One activity was an inter-camp baseball tournament that was planned for boys and male adults. The response was quite favorable and teams were very competitive. Parents often went out to watch their children. In order to meet the transportation problem, bus service was provided for all of those who wanted to participate.

2. For the girls, teachers established personal appearance classes that met the particular needs of teenage girls.
3. Recreational equipment in the camps provided time for relaxation. A sand box provided enjoyment for the children. A horse shoe court was very successful with the adults, and many had never played before. Everyone participated in volley ball. A tether ball was also provided, but the poor quality of the equipment resulted in failure for this activity.
4. Teachers felt that in order to provide an atmosphere of understanding and acceptance of cultural differences, a "Fiesta" would serve as a bridge for community awareness. The Fiesta included Mexican food, carnival games, a baseball game, and a talent show presented by the children enrolled in the North Plains project.

The Community turnout was excellent. The Fiesta served as a culminating activity for the summer. The innovative and successful nature of the program resulted from developing a need-based program which met those needs. The interagency involvement enhanced the program and pointed toward avenues of effective coordination to pursue in the future.

Still another exemplary component of the total program was the production and statewide dissemination of teacher prepared materials.

#### ONTARIO'S EXEMPLARY PROGRAM

##### Project Data

1. Number of public school children participating	<u>416</u>
2. Number of nonpublic school children participating	<u>0</u>
3. Total number of children participating in district	<u>416</u>
4. Total days membership for all migrant children in project	<u>46,066</u>
5. Total Days membership for all migrant children in district	<u>49,066</u>

##### Project Activities

Last year, Ontario developed a junior high project for migrant and educationally disadvantaged students. This year the program was extended through the high school. It provided a full year of challenges for Ontario teachers and students. The project was designed with the assumption it would:

1. Provide curriculum that stimulates and instills in the student a desire to stay in school.
2. Provide for individualized instruction.
3. Augment the existing curriculum.
4. Be designed to accommodate a non-graded approach.
5. Provide an opportunity for the student to work at his own rate.
6. Provide vocational and occupational experiences, but would not preclude the academic disciplines.
7. Provide learning experiences that would be relevant to the needs and interests of the students.

Project Staff - For total 1968-69 Regular School Projects, Grades K-12

3 Kindergarten Teachers  
 2 Elementary Teachers  
 1 Secondary Teacher  
 1 Supervisor  
 1 (.50 F.T.E.) Clerk Teacher  
 15 Teacher Aides  
 1 Home-school coordinator

Instructional Components

All migrant students identified as having specific needs were scheduled for two hour daily sessions, five days a week at the resource center.

Students underwent preliminary prevocational and occupational training at Treasure Valley Community College two hours per day, five days a week.

Selection of students and counseling assistance were provided by the school district.

Course sequence for male students:

Shop procedures 8 weeks  
 Small Engine Repair 10 weeks  
 Power Mechanics 10 weeks  
 Construction Trades 8 weeks

Instructional sequence for female students:

Distributive Education 8 weeks  
 Secretarial and Business Ed. 10 weeks  
 Health Occupations 10 weeks  
 Personal Development 3 weeks

Special evening (tutored) classes were held for those who worked during the day, or desired to supplement their day classes with the evening activities.

In order to develop a meaningful and innovative project, two special resource centers were established at the junior high and high schools. Both centers are equipped with materials appropriate for migrant students. Students passed in and out of the centers on a modular schedule. Primary targets were language arts and social science. At the center a resource teacher and aides assisted and directed the students with individualized instruction.

Each student came to the center only after his specific needs were determined by the classroom instructor. Much of their exposure was to low-level-high interest materials. Special teacher prepared learning packets designed to complement the student's own ability were used and favorably accepted.

Prescription Learning Packages

The learning package is a prescription teaching unit which is premised on the student's need. The student entered a modified contract agreeing to complete

the packet. Because the contract was based on special needs, the student was able to work at his own level, evaluate his own work, and progress at his own rate.

The design of a prescription learning package must follow certain guidelines. Some of the guidelines to follow are:

1. Know the students' past education history; acquire this information from their accumulative records, interview with the child, and standardized test scores. In most cases look for reading abilities. It may be desirable to divide class into reading ability groups. If a student's reading ability is below the eighth grade level, he should be working in the special level materials and aids that are in the special learning center.
2. Become acquainted with and have a knowledge of the materials and aids that are available at the different vocabulary levels.
3. The contracts must be designed in such a way that each student or group of students has the opportunity to meet with the teacher at least two or three times a week. In this way the teacher can constantly evaluate what the student is doing.
4. After completing all the contracts that fulfill a prescription, there must be a built-in method of evaluating the student to see if he has been successful in learning the skills for which the prescription is designed to emphasize.

#### Prescription Learning Package Format

In designing a prescription, these steps should be followed:

1. Objectives - Outline the purpose of the prescription, and the concepts and skills the students will learn.
2. Data to be presented - Include the information and skills the student should learn. Explain to the student why he must learn these concepts. This will give the student direction.
3. Teaching Method - Explain to the student the techniques and procedures he will follow. This may be a simple explanation of the contracts.
4. Materials and Teaching Aids - Provide a list of the materials and aids with which he will be working.
5. Evaluation - Explain to the student what procedure will be required for evaluation purposes to check on his progress.

The student may be basically a poor reader. If so, the contracts should revolve around the improvement of this skill. In other words, regardless of subject area, use the materials and aids that give him the practice and reinforcement he needs in developing reading skills. In this way the experience is filling the educational gaps in that specific discipline area as well as helping improve his language and reading ability.

#### Vocational Occupational Experiences

The vocational survey classes proved to be exemplary in the program. These classes were an integral segment of the instructional effort that fostered individual initiative in the students. Students attended occupational inventory classes at Treasure Valley Community College. The college environment

provided the students with an opportunity to investigate various employment and educational possibilities.

About 60 students were bussed in from Nyssa and Ontario. The students became committed and attendance was greatly improved. To provide work-experience the boys were allowed to work in all areas of interest. College instructors and community resource specialists were utilized in various phases of instruction. One phase of the program was the assignment of each male student to a two-hour, six-week experience in working in self-help housing projects for the migrant families.

For the girls there were varied classes that covered health, occupations, and personal development. The interest level was high and attitudes were excellent. As with the boys, resource specialists and instructors presented occupational clusters. Career areas explored were:

Secretary: General, Personal, Executive  
 Typist  
 Stenographer  
 Bookkeeper: Manual and Machine  
 Clerical, General  
 File Clerk  
 Telephone Workers  
 Librarian  
 Interpreter  
 Beautician  
 Nurse  
 Stewardess

#### Special Interest Projects

About half of the students participated in Career Day Activities at Treasure Valley Community College. They heard presentations by Mr. Hernandez of the State Employment Service and Mrs. Fred Nishimura, Economics Instructor. Both speakers discussed the advantages of being bilingual and the opportunities available in various fields.

Tours were planned to introduce the class to a broader spectrum on the business world. Tours of interest were preceded by classroom instruction pertinent to the field experience with follow-up after the tour. Included in the tours were National Bank of Oregon, Western Beauty College, Malheur County Courthouse, and Curriculum Center and Visual Arts Department.

#### Human Interest Incidents

Mrs. Farrell, the junior high resource teacher states:

"One day we were having a discussion of a story we had read in SCOPE, a weekly scholastic magazine geared for the junior high school students with reading handicaps. The article was about a Mexican-American boy who had been a school drop out. He had become involved with an organization helping young people with problems. Pete said, 'That's like this class, isn't it, Mrs. Farrell?'

"I feel this is an important part of helping the student establish his place. His classroom participation allows him to contribute something worthwhile and of interest to others."

Some of the quotes contributed by students were:

"The controlled reader has helped me understand what I read...I hated to read before, but now I read so much my mother scolds me."

"This is the first time I've really understood an English lesson. This material makes it so clear."

"I can understand writing sentences now because when it is explained on tape, it is easier than when I try to read it."

At the inception of the resource center, many Mexican-American students were skeptical about using the center's facilities. Some felt that they were being isolated and segregated into a "Mexican Class." However, once the initial phase of the program was initiated, the students became interested and involved. Surprisingly enough, a number of the regular students began to frequent the center and soon inquired if they could participate in the center's learning activities. Many regular students requested permission to use the center on their own time. Permission was granted, but only on a space-available basis.

One of the most crucial and pivotal factors of this endeavor revolves around the home-contact person. Louis Marquez is a former furniture salesman from Texas. About four years ago he decided to settle in Eastern Oregon. He began working as the home contact person for the Ontario migrant program and has been there since. He is bilingual and has excellent rapport with all the families in the community.

Attendance is an important measure of school effectiveness. It is at this level that Mr. Marquez has been most effective and instrumental. Attendance of migrant children has been excellent. His services are so vital that much of the project's success is largely due to his efforts. He is able to communicate and convey to parents the intent of the project and to the teachers the needs and family background of each student.

### Effectiveness of the Project

Since the program has been in operation, attendance has increased and remained constant. Teachers and administrators have noticed substantial improvement in the migrant students' attitudes. The students have taken advantage of this opportunity to experience success in the learning situation. The students' outlook has greatly improved and the teacher's knowledge of and attitude towards the migrant students have been modified. The crucial factor in operating an effective program is developing a program to meet the specific needs of the students. Students actively participated in all school activities. Behavior and attitude toward school have shifted from negative to positive. Several teachers noted an increase in students accepting leadership roles and responsibility. It is evident by the attitudinal change that self-image has improved. The individualized instruction has led the student into self-identification, and a new confidence was reflected in the quality of his classroom work. Many of the methods and strategies of this project have exerted influence on migrant

education programs throughout the state. Other districts serving the needs of migrant children are attempting to use the Ontario program as a model for their future programs. The Ontario district has developed a professional cadre of specialized teachers who serve as consultants to other districts. Also, quite an extensive teacher aide program has been developed and implemented by the migrant project teachers and administrators.

Resource teachers have developed special instructional materials, and through in-services and demonstrations, have encouraged the migrant education teachers to explore the potential of these materials and incorporate them into the educational program.

Another striking feature of this project is its positive effect on the general community. The all-inclusive nature of the program and the involvement of representatives from all segments of the society have given community an insight into the importance of migrant programs. The most favorable reception or response comes from resident students who have been exposed to the center.

The center has provided strong impetus for self improvement and improved image of the school. It has stimulated teachers not involved in the migrant program to try new methods and materials. The result has been a varied and stimulating instructional approach and an improvement in the instruction process in the total school environment.

The vocational survey program proved effective and instrumental in developing in the student the confidence requisite to successfully function in the classroom situation. Listed below are some of the reasons for the success of the project.

1. Students were released from the regular classroom, in which they had experienced little or no success, to a controlled environment in which they could work at their own pace at their own level.
2. Students were allowed to work with their hands as well as their minds.
3. Subject matter was related to relevant applications.
4. Each student received individualized guidance and instruction.
5. A wholesome competitive attitude permeated the learning environment.
6. All students were able to experience success.
7. Backup programs reinforced the daily learning experiences.
8. Classes were held on a college campus providing a new experience that enhanced the self image and developed an enthusiasm on which the teachers were able to capitalize.

#### NORTH PLAINS

At North Plains, David Graham, a teacher participating in the MAT program at Eastern Oregon College, served as a roving music teacher. Mr. Graham, who is bilingual, plays the guitar, and has had extensive experience teaching migrant children. Frequently assisted by an aide who also sang and played the guitar, he moved from room to room for 20 minute sessions.

His approach to English as a second language utilized music as a teaching vehicle. First, in order to instill an appreciation of the child's own culture, Spanish songs and games were taught. The children were quick to pick up the tone of the music. By using the familiar and comfortable mother tongue, this

approach to learning made the lesson flow smoothly and pleased the youngsters. Finger plays and game activities became integral segments of the music class. Once the music pattern was established, the children sang songs in English. Using music to sing language patterns provided an easy avenue to acquire communication skills. Later in the summer a talent show, featuring music, was prepared and sung by the student group at a Fiesta.

#### INDEPENDENCE

In an effort to provide documentation and photographic illustration of the summer project (for information dissemination and evaluation), staff members trained migrant students to operate several cameras made available for this purpose.

Students in the upper elementary classes participated in this endeavor. For the students and faculty members the photography project proved interesting and educational. The students were highly motivated and learned how to operate the equipment quite proficiently. The project incorporated exercises in record keeping, writing, reading, and art--all of which were relevant to the project activities.

#### NORTH MARION

A modified "buddy system" was established in the summer. Recognizing that special instruction is fundamental to alleviate some of the educational deficiencies of migrant children, a number of upper grade students were encouraged to volunteer to help the younger students.

Working on a one-to-one basis provided the additional help both upper and lower grade students needed to develop basic language patterns. The older students took pride in their assignments and were received favorably by the young children. The observation reports submitted by the teacher stated that both the older and younger students made appreciable gains in basic skills and in oral communication.

An instance of how an older student's work improved when he became involved in helping a younger student was reflected in this teacher's statement: "Previously, he had shown minimal interest in his own school work; but after helping a younger child, his own work improved. The fact that he was able to help someone else boosted his self-image, and provided the confidence and motivation necessary to adequately function in an educational environment."

Part II

15/16

CHILDREN SERVED  
*Enrollment and Ancillary Services Statistics*  
Unduplicated Count of Children Participating

Number of school districts where Title I Migrant Programs are operating	19
Number of Public School Children participating	<u>3005</u>
Number of Nonpublic School Children participating	<u>95</u>
Total number of Children participating in State	<u>3600</u>

Our FY 1969 application estimated that about seven thousand school age migrants reside in or migrate through the state. The previous year (1968) about 2900 students were served. Last year's projection of migrant children to be served was 3750. We are pleased to report that some 3600 migrant children were served. The increase in the total number of students enrolled and attending school reflects a healthy statewide increase of some 25%.

Ancillary Services

Regular School Term 1968-69		Summer School Term 1969	
Enrollment	1,908	Enrollment	1,692
ADM	1,813	ADM	857.52
Total bus miles	34,019	Total bus miles	47,005
Health examinations	236	Health examinations	786
Health referrals	155	Medical referrals	77
Dental examinations	146	Dental examinations	738
Dental referrals	151	Dental referrals	274
Hot lunches	35,041	Hot lunches	25,274
Breakfasts	10,734	Breakfasts	13,658
Morning snacks	7,115	Morning snacks	11,727
Afternoon snacks	17,645	Afternoon snacks	14,056
Target group aides	41	Target group aides	70
No. of days projects operated	1,589	No. of days projects operated	387
In-service (Teachers Hrs.)	18,624	In-service (Teachers Hrs.)	2,009

## GRADE PLACEMENT

Measurement Instruments

Past experience and practice has indicated the paramount need for instruments that can adequately measure student progress, achievement, attitudinal, and behavioral change. However, we are also keenly interested and concerned when the information taken from instruments reflects the lack of progress, etc. Dissatisfaction with culturally bound standardized tests is no secret. These testing instruments are often unreliable, and their validity is questionable.

Standardized Tests

Numerous tests were employed in project districts in an effort to measure and diagnose areas of achievement, reading (weaknesses and strengths) and language facility. The following is a list of these tests.

Test	Grade Level
A. Wide Range Achievement	1-6
B. Linguistic Capacity	1-3
C. Engelmann Basic Concept Inventory	1-3 (widely used)
D. Ginn Pre-Reading	1-3
E. Grey Oral	1-2
F. SRA Reading Replacement	7-9
G. Dolch Sight	3-4
H. Informal Reading Inventory	1-3

One further observation bears consideration. Program objectives are not designed to be measured by test. Also, the fact that the children being tested are nominally bilingual often renders raw scores inaccurate.

An Independence teacher reports the following. "Standardized tests seem to measure results poorly, at least with small children. As an example, a section near the end of the Gin Pre-Reading Test requires children to listen for a particular fact in the story. But it is so replete with detail, tedious, and so long, that it was an impossible task."

Independence utilized and administered the Informal Reading Inventory. According to teachers and administrators, this instrument is a good diagnostic tool in reading. Administering the instrument requires a one-to-one situation, with the teacher hearing and observing the child's performance. Properly administered it can reveal symptoms of reading difficulty such as eye movement, word by word reading, tension movements, voice control, and reversal errors.

Teacher-Developed Tests

*Oftentimes* teacher-developed tests reflect an accurate representation of specific student strengths and weaknesses. Tests of this nature are suited to a particular teacher and group. Though not recognized as having universal application, their validity and reliability are sufficient for meaningful diagnosis.

In the area of math they presented a series of diagnostic tests at the start of the summer school session and administered the same tests at the end of the summer school session seven weeks later. The addition and subtraction segments were commercial tests, while the multiplication and division components were strictly teacher-made and designed to fit student needs.

The first value derived from these diagnostic tests was to ascertain who did or did not have these basic math skills and concepts. It enabled teachers to group the children into the following four groups:

1. Number value and placement, counting concepts ability, simple one place adding, etc.
2. Addition with more complex renaming and simple one place subtraction.
3. Subtraction with more complex regrouping and renaming.
4. Multiplication facts, relatively simple to start with. Multiple place multiplication was soon entered into by the more accelerated students.

As the weeks progressed the groups were adjusted to fit the progress of the students and the material was adjusted to fit the need of the group. By the end, seven weeks later, the fourth group was doing division; the third, multiplication; the second addition and subtraction; and the first group was a very small number learning basic number concepts.

The second value derived from these tests was to ascertain if any real progress had been made. For example, in the area of addition 19 students were present at both the start and the end of the summer school and thus available to take both tests. The results were as follows:

Number taking the tests . . . . .	19
Number doing worse on the 2nd test . . . . .	3
Number staying the same on the 2nd test . . . . .	2
Number improving on the 2nd test . . . . .	14

Also, of the 14 showing improvement, 8 showed vast improvement.

The data on the subtraction was very similar, and in multiplication and division improvement was definitely shown although the results were not as conclusive since the number of children able to do this work and those taking the tests were progressively smaller.

Although these tests perhaps were not perfect in testing every migrant child's ability in basic math, they nevertheless did an adequate job for the majority of the children and in our opinion were both valuable and adequate for our needs and our situation.

Independence teachers, in conjunction with Teaching Research at Oregon College of Education, developed a short series called "Language Games." This was done in an attempt to develop materials that teachers and especially aides could use. Children could also help each other. The game-like atmosphere is a deliberate attempt to foster participation and make learning fun.

A substantial majority of preschool migrants were chosen to participate. Of these, many had little or no command of English.

TEACHER - PUPIL RATIOStudent-Teacher Ratio

Keeping a low teacher-pupil ratio is helpful in providing quality instruction. By having a low teacher-pupil ratio, the teacher and aide can devote more time in areas of special need and interest.

Regular School -	Students served	1903
	Teachers	120
	Ratio	1 to 14
Summer School -	Students served	1692
	Teachers	86
	Ratio	1 to 17

Curriculum Changes

It has become increasingly apparent that in order to meet more effectively the special basic needs of the migrant child, curricula must be modified. Two of the most frequent modifications are special scheduling and individualized instruction. In some schools special migrant teachers may go from room to room assisting the teacher in administering special programs and services for migrant children. In other schools small group and individualized instruction are emphasized.

This past year a study center was developed by Ontario in which individual and prescription learning experiences were provided for the students who could not function in a regular classroom environment. Each student who was referred by the regular classroom teacher was counseled, and prescribed lessons were designed to meet the individual's needs.

Nyssa, Woodburn, and Independence have modified learning and reading centers at the secondary level. To augment the learning center, prescription teaching units geared to individual needs were also written and implemented.

The migrapac project was instituted during the summer. This was a project in which 30 teachers contracted to develop prescription lessons for migrant students. These migrapacs are now being field tested. This next year will focus on providing ethnically relevant teaching materials which will utilize the cultural acquisitions of the migrant students as the entree to the school environment and activities.

Both Ontario and Independence established classes relative to post high school activity, particularly in the professional-occupational field. Ontario's vocational class was conducted in cooperation with Treasure Valley Community College. Students attended classes on the college campus several hours per day. Using a similar pattern, Independence used the concept of occupational clusters concentrating on student research. Speakers from various fields spoke to the classes regarding experiences, and skills and aptitudes needed for various jobs available.

Also, the summer programs were less structured and premised on culturally relevant experiences which resulted in more flexibility. Also, the summer programs reach more interstate migrants.

INTER-RELATIONSHIPS WITH TITLE I PROGRAMS  
AND  
COORDINATION WITH OTHER AGENCIES

With the exception of those smaller schools that have short term projects, in Oregon the Title I, ESEA, and Title I, ESEA, Migrant Amendment projects were closely integrated. Evidence indicates that by combining the two sources of funding into comprehensive projects, the resulting programs are more efficient and effective.

To indicate the manner in which Title I and Title I Migrant programs are inter-related, the following briefs of program coordination are included.

Ontario

In all levels of instruction, the two sources of funding were incorporated into comprehensive programs. At the preschool and elementary level, the teachers and teacher aides worked with both groups, sometimes in a total classroom environment, sometimes with small groups involved in activities designed to meet their specific needs, and sometimes in an each-one-teach-one situation.

At the junior high and senior high school levels both groups participated in the learning center activities. Throughout the total program material and equipment were shared.

Nyssa

The program coordination in Nyssa was very similar to that in Ontario.

Independence

Although operating on separate budgets, this was a comprehensive project designed to reach disadvantaged and migrant children. Teachers, aides, and equipment were shared. Portable preschool buildings were provided with migrant funds, with part of the operational costs provided by Title I. A reading laboratory at the high school level was operated with both Title I and migrant funds.

This past summer, the Title I reading class operated within the framework of the Title I Migrant summer project. Food, transportation, materials, and teachers were combined to provide an effective and inviting learning program. The Valley Migrant League, funded through O.E.O, provided substantial aid in helping to provide information for recruiting summer students. Personnel and back up staff were shared to reach more students and provide more meaningful learning experiences.

North Plains

In this summer project, Title I Migrant, Health, and OEO funds were combined to provide improved learning experiences, day care nutritional and health services for the students. This was one of the several successful attempts to coordinate the efforts of different agencies to serve the program in one area. Title I Migrant funds provided the teaching staff, food, and the school facilities, while the local county health unit and the University of Oregon Dental School provided additional funds and services for dental and medical needs. OEO provided transportation and Neighborhood Youth Corps students.

### Interstate Teacher Cooperation Project

For the last three years, Oregon has participated with Texas in the interstate teacher cooperation project. Each year Texas sends two teacher-consultants who assist in program implementation with in-service training for teachers. They also bolster the student recruiting and program evaluation efforts in our summer programs.

California, Washington, and Idaho have also sent representatives to participate in our summer programs. This past summer two Texas representatives worked closely with our summer projects. They served as teacher-consultants, classroom demonstration teachers, home-contact personnel, and served as consultants in other projects throughout the state.

### Coordinated Dental Services

Many medical and dental services were made available to children during the summer. Interagency cooperation was excellent. Local doctors, dentists, project districts, county health units, and the University of Oregon Dental School combined their efforts to provide needed dental care. An indication of what services were provided by most districts were those provided by the Independence program. They were:

- |   |  |     |    |
|---|--|-----|----|
| A. Screening or surveys                         |  |     |    |
| 1. Audiometric screening                        |  |     |    |
| Membership                                      |  | 114 |    |
| Referrals                                       |  | 3   |    |
| Handicapped                                     |  | 3   |    |
| 2. Vision screening                             |  |     |    |
| Membership                                      |  | 70  |    |
| Referrals                                       |  | 3   |    |
| Handicapped                                     |  | 3   |    |
| 3. Dental screening                             |  |     |    |
| Referrals                                       |  | 126 |    |
|   |  | 37  |    |
| 4. Miscellaneous referral                       |  |     |    |
| to registered nurse                             |  | 23  |    |
| B. Follow-up on screening and services rendered |  |     |    |
| 1. Hearing problems                             |  |     |    |
| Pupils receiving additional services            |  |     | 5  |
| Exams, consultation and minor remediation       |  |     | 9  |
| 2. Visual Problems                              |  |     |    |
| Pupils receiving additional services            |  |     | 4  |
| Glasses fitted or to be fitted                  |  |     | 3  |
| Consultation and Guidance                       |  |     | 3  |
| 3. Dental problems receiving help from:         |  |     |    |
| Federal County Health Source                    |  |     | 14 |
| From summer school funds                        |  |     | 37 |
| Remainder needing service                       |  |     | 3  |

Total Screenings for Referrals	333
Total Referral for Remediation	126

A total of 126 students were examined by a team of dentists from the University of Oregon Dental School. This was under the supervision of Doctor Witters, State Department of Public Dentistry at the University of Oregon Dental School.

Four dental students from the University helped with the survey. As a result of the survey, 37 children received remedial dental treatment. Dental health care including proper brushing and fluoride treatment was stressed by this team of dentists.

#### Other Coordinated Programs

The Valley Migrant League funded by OEO provides various services for migrants with the primary focus on adult education. Opportunity centers provide information on job placement, legal aid, insurance advice, available sources of food, and assistance during emergencies. On-the-job training for migrants age 17 and up was provided. Job counselors assisted in the GED program and aided vocational students in securing employment. Numerous adult education classes were available regarding GED, spoken English, English as a Second Language, and career training for the staff for which college credits were given.

The Oregon State Board of Health had a migrant health project which was funded under the Migrant Health Act of 1962. It provided various services for the migrant population. As conceived, the project was specifically oriented to provide comprehensive health services for migrants and their children. The total focus of the project was to provide preventive health services, medical and dental services, and hospital care.

About 12 counties operated migrant health projects. The local county health units cooperated with those districts in which there were migrant education programs. This past summer, many project districts combined their efforts with other agencies to provide better services for the migrant children.

The University of Oregon operated the High School Equivalency Program. A large number (about 80) of the students (high school dropouts-migrants) are migrants. The on-campus program took the students through a rigorous meaningful learning process. Upon completion of the GED work block, the students graduated and were assisted by tutor-counselors in planning for post GED activity. The students were encouraged to pursue whatever field of endeavor interested them. Many students continued on to college. One of the strongest features of the project was the relevant-on-campus activity the students experienced.

For FY 1970 there will be an added emphasis on extending and maintaining inter-agency cooperation. The state Advisory Committee on Migrant Education has several members who represent different agencies. Ideally, interagency cooperation should point toward improving the total effort and reducing duplication.

One can detect several areas to which we need to focus our attention. In order to provide the best available services to the migrant population, all agencies (state and federal) should agree on a uniform definition of "migrant."

Childcare is still a readily apparent need. Additional funds for programs are essential if we are to alleviate the existing conditions.

Agencies should endeavor to reduce the administrative and procedural red tape. This applies at all levels.

The interagency effort should focus on coordinating a complete and total program. One avenue of approach would be an increase in bilingual staffing. Forms should be bilingual in abundant foods and public welfare agencies.

It is sincerely felt that this year that the cooperation and coordination between agencies will foster the type of effective programs necessary to the betterment of the human condition. Since funds are being reduced and are often inadequate, interagency cooperation is imperative. Not only must we be cognizant of other projects, but we must also work in connection with them.

## IN-SERVICE TRAINING

Although the individual projects provided local in-service programs for teachers and teacher aides, the Migrant Education Service Center assumed the responsibility of planning and implementing in-service programs at the local, regional, and state levels.

One of the major activities of the Migrant Education Service Center was conducting workshop training for district personnel. Staff consultants assisted individual projects in designing and conducting a variety of pre-service and in-service training programs. Participating districts were notified and given an opportunity to select those topics of concern or interest.

The following is a list of districts and in-service workshops conducted by the Center:

### Independence

No. of participants: 30 teachers and teacher aides

In-services: A.V. Materials and Equipment  
Oregon Migrant Education Program  
Teacher - Teacher Aide Training  
Record Transfer System  
Development of Perceptual Skills  
Your Reading Program

### Dayton

No. of Participants: 12 teachers and teacher aides

In-services: Direct Teaching for Preschoolers  
Arts and Crafts  
Teacher - Teacher Aide Training  
Individualized and Small Group Instruction  
Making the most of field trips  
Perceptual Skills  
Your Reading Program  
Record Transfer System  
P.E. Techniques and Demonstrations (given on two different occasions)

### The Dalles

No. of Participants: 17 teachers and teacher aides

In-services: Peabody Kits  
Oregon Migrant Education Program  
Teacher - Teacher Aide Training  
Arts and Crafts  
Making the most of field trips  
A. V. Materials and Equipment  
Record Transfer System  
Personal Hygiene  
Your Reading Program

Milton-Freewater

No. of Participants: 8 teachers and teacher aides

In-services: Direct Teaching  
Development of Perceptual Skills

Woodburn

No. of Participants: 18 teachers and teacher aides

In-services: Direct Teaching for Preschoolers  
Peabody Kits  
Oral Language  
Development of Perceptual Skills  
**Making the Most** of Field Trips  
Record Transfer System  
Teacher - Teacher Aide Training  
Dental Health

Brooks

No. of Participants: 6 teachers and teacher aides

In-services: Project Goals  
Arts and Crafts (on three different occasions)  
Oregon Migrant Education Program

Ontario

No. of Participants: 21 teachers

In-services: Development of Perceptual Skills  
Making the Most of Field Trips

North Santiam

No. of Participants: 8 teachers and teacher aides

In-services: Peabody Kits  
Orientation of Migrant Education Programs  
Teacher - Teacher Aide Training  
Early Program Planning (daily schedule)  
Your Reading Program  
Project Goals and Responsibilities

Stayton

No. of Participants: 3 teachers

In-services: Peabody Kits  
Record Transfer System  
Direct Teaching for Preschoolers  
Dental Health  
Early Program Planning (administratively on  
three occasions)  
Use of Various Agencies

North Plains

No. of Participants: 12 teachers and teacher aides

In-services: A.V. Materials and Equipment  
 Teacher - Teacher Aide Training  
 Phonics  
 Record Transfer System

Klamath County

No. of Participants: 30 teachers and teacher aides

In-services: Teacher - Teacher Aide Training

In particular, those project districts participating for the first time were given special assistance in designing and scheduling training sessions.

Statewide Conferences

To reiterate, the Migrant Education Service Center was charged with the responsibility of conducting in-service training for migrant personnel. Aside from assisting districts in periodic workshops, it sponsored two statewide migrant conferences.

Fall Conference

Taking part in the fall conference sessions and activities were 80 teachers, 40 administrators (directors, home consultants), and 30 teacher aides. Numerous workshops were scheduled to suit the varied interests of those participating. Some of the topics covered were:

- Anthropology and the Migrant
- Individualized Reading
- Evaluation and Measurements
- Preschool Experiences
- Intent of Title I, ESEA, and the Migrant Amendment

Spring Conference

The second statewide meeting was held early in May. This two-day session proved challenging to the participants. The Bereiter-Engelmann (Direct Teaching) method was presented. In the course of presentation, it evoked spirited discussion and differing view points. Other topics of discussion were:

- Basic Concept Inventory
- Migrapacs
- Record Transfer
- 'ESL H-200' materials from Texas Region I
- Games To Teach Oral Language

Statewide sessions allow for an exchange of ideas, approaches, concerns, and new techniques.

### District Conferences

Aside from statewide conferences and periodic workshops conducted by the Migrant Education Service Center, project districts developed and conducted their own workshops. Most of our migrant personnel were involved in regular district in-service training. Workshops served as a vehicle for exchange, and dissemination of ideas and useful strategies applicable to teaching migrant children.

Pre-service training consisted of three to four days of acquainting the new staff with the aims of the program, familiarizing teachers with new teaching materials, inter-agency involvement, and daily evaluation. Teachers were advised of the importance of keeping anecdotal records of their observations of students.

During the summer programs, interstate personnel from Texas assisted in conducting workshops. The Texas Migrant Program was explained by Texas Education Agency representatives. They also gave information pertaining to new teaching materials. Further, the H-200 Language Materials (Texas, Region I) were introduced to Oregon educators. Several summer school teachers utilized these materials.

### IN-SERVICE STATISTICS STATE TOTALS

TOPICS	NO. OF STAFF	AVERAGE TIME WKS/HRS
1. Instructional Methodology	<u>247</u>	<u>44/3</u>
2. Cultural Background	<u>206</u>	<u>38/2</u>
3. Curriculum Development	<u>179</u>	<u>40/2</u>
4. Instructional Materials	<u>170</u>	<u>44/2</u>
5. Measurement Education and Reporting	<u>136</u>	<u>44/2</u>
6. Learning Disability	<u>146</u>	<u>34/3</u>
7. Program Planning and Design	<u>156</u>	<u>38/3</u>
8. Library Resources (utilization)	<u>106</u>	<u>24/2+</u>
9. Orientation to Title I and and Migrant Programs	<u>125</u>	<u>18/2.5</u>
10. Utilization of Supportive Services	<u>107</u>	<u>44/1</u>

Number of Projects - 31

## Part VIII

32/33

### NON-PUBLIC SCHOOL PARTICIPATION

A requirement for project approval and funding is that the districts spell out the procedures used in communicating with non-public schools in their efforts to make possible the involvement of non-public school students in the migrant education programs.

The enrollment of migrant students in the non-public schools in Oregon is quite limited. The opportunities the project districts have to serve non-public school students are restricted.

A total of 19 non-public school students participated in Title I, ESEA, Migrant Amendment programs during FY 1969.

## Part IX

34/35

### DISSEMINATION

Realizing that without adequate lines of communication from agencies to school districts and from district to district, the process of "reinventing the wheel" dissipates much time and effort and dilutes the effectiveness of all programs.

In order that each district may benefit by the successes and failures of the other districts, an effective system of communications and dissemination was developed.

1. Throughout the year there was a continual exchange of ideas through utilization of the personnel in one district visiting and participating in in-service programs in other districts.
2. The Oregon Board of Education personnel and the Migrant Education Service Center staff were continually monitoring district programs to identify exemplary techniques, strategies, methods, and materials that could be utilized by other districts. These were written reports, video tape, movies, filmstrips, or audio tapes which were made available to all districts for in-service programs or actual classroom activities.
3. Numerous publications were published by the Oregon Board of Education, Migrant Education Service Center, and Eastern Oregon College. These were distributed to all project districts and to intrastate and interstate agencies.
4. A Migrant Education Newsletter was published every six weeks for statewide distribution.
5. Two statewide conferences were conducted during the year. Attending the conferences were project directors, teachers, teacher aides, and school-home consultants. The conferences generally featured small group sessions demonstrating methods and techniques that have proven effective in migrant programs, and displaying materials that have been developed by project personnel or procured from commercial sources.

## Part X

36/37

### COMMUNITY INVOLVEMENT

One of the most frequent problems of migrant education is involving parents in the school programs. There was more parental involvement during the regular school term, for many families are settling in the state and the winter work schedules were not as severe as in the summer. Fiestas, pot-luck picnics, and open house programs were used as initial steps in getting the parents interested in the school programs.

Mothers of the migrant students planned and led groups in cooking native Mexican foods. They prepared the meals and helped in teaching numerous teachers how to cook varieties of Mexican cuisine.

In other programs parents often served as the link between the school and newly arrived families. Several parents went out and recruited with the home contact people. Parents also served on most of the advisory committees in the various project districts.

Throughout the duration of migrant programs, about 40 volunteers assisted the school personnel in serving the migrant students. The summer projects usually had high school students and other community volunteers helping with the education of our migrant children.

All project districts were required to involve an advisory committee in the planning, implementation, and evaluation of the migrant programs. The following list indicates the segments of the communities represented on the committees.

Project Advisory Committee Breakdown  
 Title I, ESEA, Migrant Amendment  
 Regular School 1968-69

District	Number of Anglo Parents	Number of Spanish-Americans	Other*	Total
Brooks #31	2	1	4	7
Central #13J (Independence)	5	7	6	18
Culver #4	2	-	7	9
Dayton #8	-	3	3	6
Hillsboro UH #3	-	1	9	10
Hillsboro #7	2	1	4	7
Hood River #1	-	-	12	12
Klamath Falls CU	-	8	9	17
Mt. Angel #91	-	1	2	3
No. Marion #15	-	1	3	4
No. Plains #70	1	1	3	5
Nyssa #26	-	8	-	8
Ontario #8	-	5	6	11
Redmond #2J	-	-	10	10
St. Paul #45	4	4	-	8
Woodburn #103C	<u>-</u>	<u>2</u>	<u>5</u>	<u>7</u>
TOTAL	16	43	83	142

\*Includes school administrators, teachers, school board members, etc.

## PROGRAM EFFECTIVENESS

One prominent factor which pointed to the effectiveness of our total statewide effort was the 25% increase over FY 1968 in the number of students served. Project districts provided more health and medical services for students. In particular, dental care for migrant students has increased substantially over the past year. About 1900 examinations were provided for migrant students, with follow-up referrals for 65%. For other services provided, see Part II, Children Served.

The 1969 state project included 18 regular term and 13 summer term migrant projects. The two other components were the Eastern Oregon College MAT program and the Migrant Education Service Center. Migrant projects have increased their holding power over the previous years. In the past two years the number of migrant students has more than doubled.

Two districts operated migrant projects which indicated little or no success. In one regular school program, there was little coordination between agencies that were directly in contact with migrants. Another problem was the sporadic attendance and the small number of students served. These conditions will be remedied in future years by concentration on more comprehensive programs projected on an area basis rather than individual districts.

The evidence was quite conclusive that four basic ingredients are necessary in order to implement a successful migrant education program. These are:

1. Personnel with background and training that makes them capable of understanding and serving the needs of the migrant children.
2. Well-qualified school-home consultants.
3. Comprehensive in-service programs.
4. Adequate applicable materials.

The Eastern Oregon College MAT program and the Migrant Education Service Center have and will continue to accommodate these needs.

The effectiveness of the programs this past year have been greatly enhanced by involving other agencies and institutions in the planning and implementation of migrant education programs. Extra emphasis was placed in developing lines of communication with all other private and public agencies in order to obtain a more coordinated effort. The results were encouraging.

During FY 1969 interdistrict coordination was encouraged and brought encouraging results. It is anticipated that by FY 1971 the area, rather than district, concept of migrant education will be in effect.

For test results see Section XIX.

## SPECIAL AREAS

Independence, Woodburn, and Ontario, the three largest projects in the state, included vocational and occupational programs in their projects. The Ontario projects implemented the most comprehensive program.

In Ontario 80 migrant students participated in a two-track program. These students divided their time between academic and vocational and occupational activities. Special learning centers were set up at both the junior high and senior high school. These centers had available special materials and equipment that were applicable to the needs of the migrant children. At the center individual instruction was made available through the process of individual diagnosis and prescription lesson design.

A little more than half of the students' day was spent working in these centers or participating in regular classroom activities. The rest of the students' day was spent in vocational or occupational training. This training was provided through cooperation with Treasure Valley Community College and the Office of Economic Opportunity. The college made available the total vocational area of the college through a contract with the district. The contract fee was minimal. Also, the students participated in the construction of self-help housing. This experience was made possible through a cooperative agreement with OEO.

It is interesting to note that the migrant students who participated in this program had a better attendance record than did the regular resident students.

This was the first year any concentrated effort was made to include vocational and occupational training in the migrant education programs.

## CONSTRUCTION AND EQUIPMENT

The philosophy that dictates the basic policy of the Oregon State Migrant Education Program is that prevention is more effective and efficient than remediation; that good preschool and primary programs that would prevent retardation are more effective and efficient than remedial programs that result from inadequate early school experiences. Even though this is true, we feel obligated to provide special programs of a remedial nature to help the older students who are behind in their academic maturity because of inadequate early school programs.

In line with our concern for preschool training, approximately \$60,000 of FY 1969 funding was allocated to construction of preschool mobile units at the Central and Woodburn schools.

With respect to equipment purchased in 1969, there was minimal expenditure in this category. The one exception was approximately \$28,000 being allocated to Hillsboro to provide materials and equipment for a learning center to serve the junior high and senior high school migrant students of that area.

The equipment and materials most generally used in the migrant education programs were:

1. Peabody kits were the most widely used in the primary grades. Teachers indicated that these materials were quite appropriate in developing oral language skills.
2. The Educational Development Laboratory Series is a comprehensive program which was effective in teaching beginning readers. It comes complete with records, tapes, and an assortment of learning activities. It is so designed that the student can start at any level.
3. Study centers complete with program (reading) materials and equipment were successful at the secondary level.
4. The Faye Bumpass reading materials were quite appropriate in teaching English as a second language for elementary youngsters. The ultimate aim was to tap the student's own linguistic background in order to teach him English.
5. The Sullivan Readiness Program proved effective in teaching concepts, vocabulary, and sentence patterns.
6. A new type of learning material introduced at the secondary level was the "Learning Package." The prescription teaching unit is completed in the form of a contract. It is based on specific student needs.

SUPPORTIVE SERVICES

In providing supportive services, the Title I, ESEA, Migrant Amendment programs coordinated their activities with all agencies and programs that provided services applicable to the migrant students' needs.

In all districts there was a close association with the county and state health agencies and the University of Oregon Dental School. As previously stated, by combining the services of the Dental School and the services and funds of the Health Department and Title I, ESEA, Migrant Amendment, many of the migrant students received considerable dental care.

By working with the Food Services Section of the Board of Education, free hot lunch programs were provided to all migrant students. In some districts free breakfasts and snacks were also provided.

It is hoped that the nationwide record transfer system, in which Oregon is actively participating, will provide the vehicle for follow-up services and program continuity that is so important to the total migrant education program.

Part XV

47/48

PROGRAM INTEGRATION

School districts had a variety of physical setups, none of which segregated the migrant students from the total school environment. Migrant preschool structures followed a pattern of integration. In several areas, migrant preschoolers were Anglo, or Russian and Mexican-American. Some preschoolers attended half-day sessions in order that larger numbers could be served. We encouraged project districts to incorporate the migrant component into the existing school program. The learning centers at Ontario and Nyssa were two examples of how the migrant components were fused with the on-going school program. In other instances, resource teachers and aides worked with small groups either in the regular classroom or in isolation.

## STAFF UTILIZATION

A substantial number of the paraprofessional staff was bilingual. Many of the teacher aides came from the resident-intrastate migrant population. The need for bilingual aides in implementing English as a second language approach is readily apparent. Most administrators realize the evident need for increased bilingual staffing, and it follows that bilingual teachers are the next priority. The Eastern Oregon College MAT program will provide qualified personnel to alleviate this need.

Annual State Totals

- A. Teacher Aides - About 139 paraprofessionals were employed in migrant programs throughout the year.
- B. Sources of Aides
  - 1. Migrants - 68
  - 2. High School Students - 20
  - 3. Community Volunteers - 22
  - 4. College Students - 14
  - 5. N.Y.C. Students - 15
- C. Sources of professionals - total 262
  - 1. Teachers - 215
  - 2. Administrators - 33
  - 3. Home Contact - 14

Teacher aides were used in various capacities. It has become increasingly apparent that bilingual aides are essential in most programs. The particular role and responsibility of any aide varied from project to project. Some teacher aides supervised play and handled clerical duties. Many aides were vitally important in recruiting students, especially during the summer programs. Adults and volunteers often served in assisting teachers in classroom activities. Still another use of teacher aides was that of directing small group instruction or aiding in individualized instruction to students in need. Effective utilization of teacher aides is one of the most critical phases in a successful state-wide endeavor. In-service workshops often reflected the need and importance of teacher aides.

Professionals were also utilized in numerous roles. While most administrators directly supervised their respective projects, on occasion some also taught. Several directors made it a point to recruit students with the home contact person. Some administrators required teachers to go out and recruit children. All teachers were intimately involved in classroom instruction. In Woodburn some forty intern teachers were directly involved in all types of teaching experiences. These forty teacher interns were students in the teacher corps from Oregon State University, Corvallis, a teacher training program in migrant and disadvantaged education. Another group of interns worked in North Plains.

Part XVII and XVIII

51/ 52

NEW PROGRAMS AND PROGRAM CRITIQUE

For New Programs, refer to Part I.

For Program Critique, refer to Preface.

TEST RESULTS

During the summer of 1969 the Migrant Education Service Center administered a statewide testing program for 5, 6, and 7 year old children.

The purpose of administering the test, The Basic Concept Inventory, was to diagnose the needs of the migrant children, to determine at what level they were capable of functioning in language arts, and to determine specific areas of weakness, thus giving the teacher a point of departure when starting to work with the child.

The children were again tested at the termination of the summer session to determine what progress had been made.

A statement from Kay Birge, who directed the testing program, and a summary of the test results are on the following pages.

1969 SUMMER SCHOOL TESTING PROGRAM  
EVALUATION

A summer school testing program was conducted in the State of Oregon during the summer months of 1969 for migrant children attending a summer school in one of seven areas: Woodburn, Ontario, Independence, North Marion, North Plains, Dayton and Brooks. Most of the schools ran a seven to eight week program - thus the results are based on the instruction provided during a span of about seven weeks.

The total number of children pre-tested (ranging from ages five to eight years) was 336. A constant migratory pattern was evident in that only a little more than half still remained in the same school program by August with a total of 184 children actually given the post-test.

The test, administered individually, was the Basic Concept Inventory by Siegfried Engelmann; Follett Education Corporation; Chicago, 1967. This test is a broad check list of basic concepts that are involved in new learning situations in first grade. It indicates whether the child is familiar with those basic concepts used in explanations and instructions, if he's familiar with conventional statements, understands statements, and can perceive the similarity of elements sequenced in a pattern.

A data sheet was also compiled pertaining to the 28 items tested. The evaluation sheet was completed after each test given. At the conclusion of both the pre- and post-tests, an in-service was conducted by the team. At that time the test was explained in detail and each teacher received a copy of the completed evaluations for the pupils in her particular class. Suggestions and general recommendations were discussed during the in-service. By leaving the method or plan of action to be taken in alleviating some of the indicated weaknesses up to each teacher, a variety of teaching strategies occurred. One school had access to a remedial reading specialist who acted as a general consultant. He studied the evaluation sheets from each classroom, determined the general weaknesses of each class, and recommended general instructions for teaching. Games and activities were also implemented into the program through the cooperation of the Teaching Research Team from a neighboring college. In contrast to that, teachers from another school chose to instruct the children without a conscious effort to attack any of the 28 skills.

It is difficult to determine which method(s) was more effective because of a number of factors involved; whether or not the student was home-based; the amount of exposure to the English language (again, a difference that would be noticeable in a home-based migrant and a regular transient); the degree of shyness in each child (there was a marked difference in every student at the end of the seven weeks in that a definite social adjustment had been established and the child was probably performing more confidently at his "true" level).

Another important aspect of the testing program was that of teacher reaction. In general, teachers expressed a genuine interest and appreciation of the test results. More specifically, it provided them with detailed information of the individual needs. It focused the teacher's attention on definite areas to be explored and channelled their thinking into a workable teaching pattern. Although the programs were short as compared to a regular 36 week school year, results showed definite improvement in several areas.

Of the 28 items tested, the children showed the greatest weakness in the following areas:

Pronouns: it; they

Prepositions: next to; between

Selection Criterion: Not enough information:

The information given to the student was insufficient, so he could not possibly make a valid response to the question.

Understanding of question words: how; what; when

Perception of complicated audio patterns:

Logical elements: only

These next items were also marked as a general area of weakness, but with a definite improvement at the end of the seven week period:

Ones confused with numerical one.

Keyed on the last word of sentence.

Doesn't listen to nonsense statements as criteria for selection.

Sound blending.

Use of the word not.

Tenses.

Omission of structurally important elements.

At the other end of the scale, there was no apparent difficulty with the following items during either the pre- or post-test:

Recognition and identification of nouns and adjectives.

The concept of yes or no

Implications of yes or no.

Syllable blending.

The primary objective of this testing program was to get objective sampling of the migrant children who attended the summer school programs. The test centered around oral language and indicated the children's academic strengths and weaknesses in oral language. The test was also considered an experiment to further explore and eventually compile a test that will more adequately assist in evaluating the target group.

By utilizing our past results, it is planned to continue the present testing program with slight modifications for the 1969-70 school year.

It is further recommended that a specific instrument be developed prior to the 1970 summer school program, said instrument to be designed to specifically evaluate the individual student goals and objectives of the student needs and instructional program.

BASIC CONCEPT INVENTORY  
TEST RESULTS

GRADE 5-6-7NAME OF ACTIVITY Diagnostic Testing  
Summer School 1969

Age	Pre and Post	Date of Test	Test Name	Number of Students Tested	Raw Score Mean*
5	Pre	6-69	Basic Concept Inventory	50	65
	Post	8-69	Basic Concept Inventory	50	49
6	Pre	6-69	Basic Concept Inventory	71	42
	Post	8-69	Basic Concept Inventory	71	32
7	Pre	6-69	Basic Concept Inventory	52	27
	Post	8-69	Basic Concept Inventory	52	18

\*The Basic Concept Inventory raw score is based on the number of incorrect responses. The lower the raw score, the more correct answers received.

Highest score possible (no correct response) 109  
 Lowest score possible (all responses correct) 0  
 Score of 30 to 40 indicates readiness

On the following pages are the test results submitted by the project districts.

TABLE I  
STANDARDIZED TEST RESULTS  
NAME OF ACTIVITY Migrant Programs

GRADE 7-12  
OR CLASS GROUP

Grade	Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	25%ile and Below	26-50 %ile	51-75 %ile	76-99 %ile
7	Pre	9-68	Gates McGinitie	D-1	68	34					
	Post	5-69	" "	D1 & 2	51	37					
7	Pre	9-68	California Achievement	Y	16		Mean % 18.5				
	Post	5-69	" "	Y	14		11.5				
7	Pre	1-69	SRA-RFU Reading Placement	Y	15		Reading Level 4.4				
	Post	5-69	" "	Jr.	15		R.L.5.2				
8	Pre	1-69	SRA	Jr.	8		R.L.3.9				
	Post	5-29	" "	Jr.	8		R.L.4.8				
9	Pre	1-69	SRA	Jr.	10		R.L.4.3				
	Post	5-69	" "	Jr.	10		R.L.5.4				
10	Pre	1-69	Iowa Test-Educ. Dev.	X4	24		P.L.5.5				
	Post	5-69	" "	X4	18		R.L.6.9				
11	Pre	4-68	Iowa Test Educ. Dev.	X4	14		R.L.6.1				
	Post	4-69	" "	X4	10		R.L.7.2				
12	Pre			X4	6		R.L.6.9				
	Post			X4	6		R.L.8.0				

On the indicated lines, report pre- and post-test results for each group of children tested.

TABLE I  
STANDARDIZED TEST RESULTS  
NAME OF ACTIVITY Migrant Programs

GRADE 4-7 year old  
OR CLASS GROUP

Age	Pre and Post	Date of TPst	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	25%ile and Below	26-50 %ile	51-75 %ile	76-99 %ile
4	Pre	11-21-68	Linguistic Capacity	-	6	34					
	Post	5-20-69	"		6	39					
4	Pre	3-25-69	Basic Concept Inventory	A	12	68					
	Post				12	60					
5	Pre	12-1-68	Linguistic Capacity		14	33					
	Post	5-22-69	"		14	36					
5	Pre	6-6-69	Basic Concept Inventory		52	42					
	Post	3-20-69	"		45	37					
6	Pre	11-27-68	Linguistic Capacity		53	40					
	Post	5-9-68	"		35	45					
6	Pre	6-13-69	Basic Concept Inventory	F.R.	47	48					
	Post	8-7-69		Edit	40	42					
7	Pre	9-20-68	Linguistic Capacity		15	49.86					
	Post	5-13-69	"		15	53.60					
7	Pre	11-5-68	Peabody Picture Vocab.	A	10	63.60					
	Post	3-7-69	"	B	10	67.1					

On the indicated lines, report pre- and post-test results for each group of children tested.

TABLE I  
STANDARDIZED TEST RESULTS

GRADE 7 year olds

OR CLASS GROUP

A S e	Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	25%ile and Below	26-50 %ile	51-75 %ile	76-99 %ile	NAME OF ACTIVITY	Migrant Programs
	Pre	6-22-69	Reading Readiness Metro	1A	42	15							
	Post	8-8-69	"	"	36	54							
	Pre												
	Post												
	Pre												
	Post												
	Pre												
	Post												
	Pre												
	Post												
	Pre												
	Post												
	Pre												
	Post												

On the indicated lines, report pre- and post-test results for each group of children tested.