ABSTRACT
        The Migrant Student Record Transfer System (MSRTS)
was designed to permit schools to share the accumulated understanding
of many prior schools about the migrant child and his needs. This
shared migrant student information frees a school to focus its energy
on serving a child's needs instead of using it to identify those
needs. If the MSRTS is to be of maximum benefit to migrant students
and educators alike, the student data it gathers and disseminates
must be current, accurate, complete, and promptly transmitted. Thus,
the system's success depends on the effectiveness of each link in the
data chain--the school, the terminal, and the data bank. This
handbook is a guide for MSRTS personnel. It is intended to increase
awareness of the migrant student and his need for a transfer record,
and to outline the responsibility of each person employed in the
system toward fulfilling that need. School districts served by the
Sunnyside and Othello terminals in Washington are listed.
(Author/NQ)

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MSRTS

A HANDBOOK

to the migrant student record transfer system

WASHINGTON

Since the gears to create the Migrant
Student Record Transfer System began
turning in 1968, nearly half a million
migrant students have learned the meaning
of educational continuity. But despite
the tremendous gains, more remains to be
accomplished. If we are to cut through
the barriers that separate the migrant
child from the educational system, we
must continue to hone and polish the tool
we work with.

The M.S.R.T.S. was designed to permit
schools to share the accumulated under-
standing of many prior schools about the
migrant child and his needs. This shared
migrant student information frees a
school to focus its energy on serving a
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This handbook is a guide for M.S.R.T.S.
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need for a transfer record, and to out-
line the responsibility of each person
employed in the system toward fulfilling
that need.

MSRTS WASHINGTON

Frank B. Brouillet, Superintendent
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[1975]

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WASHINGTON

THE MIGRANT CHILD

*The advances in Migrant Education in
serving the migrant child can be stated as
yielding migrant children choices not cir-
cumstances. The commitment of offering
alternatives is the beginning of the end
of the vicious cycle which engulfs migrant
families.*

> *From
> The Seventh National Conference
> On Migrant Education*

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How he lives and does not learn

For more than 2.5 million migrant children in the United States, life is characterized by constant change of environment. Moving with their families from state to state, school district to school district, following the seasons in search of agricultural employment, these children know none of the stable conditions that normally make up a child's preschool education.

Migrant housing is usually inadequate — overcrowded and substandard. Influenced by his environment, the child probably does not learn a set routine of living habits; his health, and consequently his learning ability, may suffer. Temporary members of a community, the migrant child and his family receive little benefit from community services and facilities.

Unlike other children, the migrant child
has little opportunity to explore the
imaginary world of adolescents. His life
is geared instead to the stark realities of
immediate needs like food, shelter and
clothing. All but the smallest children
must work in the fields with their parents.
A child who doesn't work is likely left to
care for younger children, some of them
babies, although he may be no more than 10
years old himself.

In the migrant household life is lived with
little preparation for the future. Educa-
tion and learning are lost to the more
pressing concerns of day-to-day survival.
Such reading materials as newspapers,
magazines and books are likely unavailable.
The migrant child may lack the experience
of playing with the toys, games and other
activities that aid the middle class child
to develop the perceptions necessary for
readiness to learn.

The migrant child is ill-prepared to take
his place in the classroom. His often
limited language abilities — he may not
even speak English -- and his lack of
learning experiences put him in last place
at the outset. His lifestyle keeps him
educationally behind by forcing perpetual
change and readjustment upon him. The rate
of progress of the migrant student has been
estimated at not more than .7 months for
each month spent in school, and the average
migrant student spends less than the usual
nine months in school. This retarded pro-
gress is cumulative and eventuates in most
migrants' becoming early "school leavers,"
poorly prepared for economic success or
upward social mobility.

Who the law calls migrant

In concurrence with guidelines established by
the U.S. Office of Education, Washington State
defines and identifies migrant children
according to the following criteria:

Interstate - A child* who has moved
with a parent or guardian within
the past year across state bound-
aries in order that a parent,
guardian or member of his immedi-
ate family might secure temporary
or seasonal employment in agri-
culture, fishery activities or in
related food processing activi-
ties. The child should be
expected to continue to migrate
with his parent or guardian.

Intrastate - A child* who has moved
with a parent or guardian within
the past year across school
district boundaries within a
state in order that a parent,
guardian or member of his immedi-
ate family might secure temporary
or seasonal employment in agricul-
ture, fishery activities or in
related food processing activities.

Formerly Migrant - A child* who has
been an interstate or intrastate
migrant as defined above but who
along with his parent or guardian
has ceased to migrate within the
last year and now resides in an
area in which a program for
migrant children is to be provided.

*Preschool to grade 12.

MSRTS

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THE RECORD TRANSFER SYSTEM

Born of a unique marriage of education and technology, the migrant transfer record is the migrant child's letter of achievement. It allows him to do mostly what other children do, to accomplish mostly what other children accomplish and to choose what the others are free to choose. The migrant transfer record is the migrant child's academic and health chronicle, carried by wire and by mail, from teacher to teacher, from nurse to nurse, from any- one who has served the migrant student to anyone who will serve him.

Migrating education
for migrating students?

The multiplicity of the migrant student's experiences with different instructional methods, different curriculums and different teacher expectations has confounded the purpose of education. How is the migrant student to learn? Though most schools and teachers have wanted to help their migrant students, the job has been taxing.

Placement according to the age-to-grade equation doesn't work with a student whose attendance patterns are irregular, but without knowledge of a student's academic background, trial-and-error is the school's only recourse. Failure, for the student placed at too advanced a level, is self-defeating; success without challenge, for the student placed below his capability, is tiresome and useless.

By the time the migrant student is properly placed and he begins to make progress, he is gone. To another school, another teacher, another book, destined to spending his time being placed.

Health care experiences are similarly frustrating to the migrant student. Without a medical record, he is subject to repeated innoculation and health screening, yet he may suffer from needed but unprovided follow-up care.

The migrant child in school. Something had to be done to make his education more meaningful. An occasional teacher would try -- by giving the departing migrant student a letter of his achievement to carry to his next teacher. It was a good idea that didn't work very well. Too many letters were lost in the shuffle of migration. Later attempts to mail records from school to school also proved ineffective. Manual processing of inconsistently gathered data could not stand up to the demand for information.

A need for the automated transmission of migrant student academic and health information was established. If the migrant student was to have the same opportunity for success as other students, it was imperative to put continuity into his educational experience.

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An alliance
of education
and technology

In 1966 the Congress of the United States amended Title I of the Elementary and Secondary Education Act to provide special funds for the education of children of migratory agricultural workers, thus officially recognizing the intense need for supplementary services to an educationally-deprived population. But despite the best efforts of government and educators alike, the solution to the problem was frustrated at the door between the migrant child and the educational system. Until an automated system for transferring uniformly compiled migrant student data could be developed, the continuity necessary for educational prosperity for migrant students would be missing.

In 1968 the state directors of migrant education gave top priority to the development and implementation of such a system to serve all states. A record transfer committee was formed and given the responsibility of initiating and coordinating the project. The first task was to develop a record form. The transfer record design objectives were six:

1. To provide relevant information with respect to the migrant child.

2. To be acceptable as a national standard.

3. To preserve continuity of information.

4. To provide effective record transfer.

5. To reduce clerical effort.

6. To provide data helpful in educating migrant children.

The preliminary design for a computerized record transfer system was approved by the states, and in 1969 the Arkansas Department of Education, under contract with the U.S. Office of Education, began its implementation. By 1971, the Migrant Student Record Transfer System, based in Little Rock, was fully operative, subsidized by a percentage of the migrant education allocation to each of the participating states.

Washington State has served more than 10,000 children annually since that time. We began the transmission of migrant student data in 1971 through terminals in Sunnyside and Othello. Shortly thereafter, another Sunnyside terminal was opened along with one in Ephrata. The Ephrata terminal was moved to Moses Lake in 1973 and again in 1974 to Othello, where it remains today. Although the terminals in both cities are housed together, each serves a separate list of schools. The coupling of terminals was done to increase the efficiency of terminal operators, permitting better service to schools.

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UNIFORM MIGRANT STUDENT TRANSFER FORM

SI							BIRTHDATE			V								
LAST NAME	FIRST NAME	MI	SEX	MO	DA	YR	AGE	CITY OF BIRTH	COUNTY/COUNTRY OF BIRTH	ST	HOME BASE CITY			ST	STUDENT NO	MNE

MIGRANT STATUS		EXTRA BIRTHDATE			

SH SCHOOL HISTORY DATA

	ST	DATE ENR MO DA YR	DATE WITH MO DA YR	DAYS ABS	DAYS	%
SCHOOL NAME						
SCHOOL ADDRESS						
SCHOOL CITY						
ST ZIP SCHOOL ID						
MEDICAL RECORD ADDRESSEE						

LP LEGAL — PARENT DATA — CR CURRENT

	01 LAST NAME	02 FIRST NAME		01 LAST NAME	02 FIRST NAME
AA			AA		
AB			AB		

CR					
CURRENT RESIDENCE	01 STREET ADDRESS	02 CITY	03 ST	04 ZIP	

SP SPECIAL PROGRAMS — MOST RECENT MIGRANT PROJECT SCHOOL — SN SPECIAL INTERESTS

NAME	ST CA CODE HRS WKS CUMUL	NAME	CODE ACT

HM SCHOOL HEALTH DATA
MINIMUM HEALTH SERVICES MATRIX

CATEGORY OF HEALTH SERVICE	01	02	03	04	05	06	07	08	09	10	11	12
AA INITIAL HISTORY												
AB PHYSICAL EXAM												
AC HT & WT (ANNUALLY) HC (BIRTH ONLY)												
AD BLOOD PRESS												
AE HB/HCT												
AF URINALYSIS (ONLY WHEN INDICATED MEDICALLY)												
AG TBC (ANNUALLY IF NEGATIVE)												
AH IMMUNIZATION DPT (OT AFTER 5)												
AI TRIV POLIO (ORAL)												
AJ MEASLES												
AK RUBELLA												
AL MUMPS												
AM DENTAL												
AN VISION												
AO AUDIOMETRIC SCREENING												
AP SPEECH												
AQ COLOR BLINDNESS												
AR BLOOD LEAD												
AS PESTICIDE BLOOD LEVEL												

NOTE: THE FOLLOWING ARE NOT RECOMMENDED AS ROUTINE BY THE AAP STANDARDS OF CHILD HEALTH CARE, OR THE IMMUNIZATION SCHEDULE OF USPHS

AT FLOURIDE SCREENING												
AU TYPHOID PARATYPHOID												
AV SMALLPOX												
AW POLIO (INOCULATION)												
AX INFLUENZA												
AY SCA (0401)												

TD TEST DATA

NAME	01 CODE	02 FORM	03 LV.	04 SCORE	05 ST	06 DATE ADM MO DA YR	07

The migrant transfer record

Nine components on the Uniform Migrant Student Record forms provide basic information about the migrant student. To enable a school to better understand the migrant child's needs, the forms include:

1. Student identifying data.
2. School history data.
3. Parent data.
4. School health data.
5. Special programs data.
6. Special interests data.
7. Academic test data.
8. Credit accrual (secondary students).
9. Health problems data.

UNIFORM MIGRANT STUDENT MEDICAL TRANSFER FORM

LAST NAME	FIRST NAME	MI	SEX	BIRTH DATE MO DA YR	V	AGE	CITY OF BIRTH	COUNTY/COUNTRY OF BIRTH	ST	HOME BASE CITY	ST	STUDENT NO.	MNE

MIGRANT STATUS	EXTRA BIRTHDATES

SH CURRENT SCHOOL DATA

SCHOOL NAME	MEDICAL RECORD ADDRESSEE

SCHOOL ADDRESS	SCHOOL CITY	ST	ZIP

PARENT DATA

LEGAL			CURRENT		
LAST NAME	FIRST NAME		LAST NAME	FIRST NAME	
AA			AA		
AB			AB		

CA CURRENT RESIDENCE	STREET ADDRESS	CITY	ST	ZIP

HM SCHOOL HEALTH DATA
MINIMUM HEALTH SERVICES MATRIX

CATEGORY OF HEALTH SERVICE	01	02	03	04	05	06	07	08	09	10	11	12
AA INITIAL HISTORY												
AB PHYSICAL EXAM												
AC HT. & WT (ANNUALLY) H.C. (BIRTH ONLY)												
AD BLOOD PRESS.												
AE HB/HCT												
AF URINALYSIS	(ONLY WHEN INDICATED MEDICALLY)											
AG TBC								(ANNUALLY IF NEGATIVE)				
AH IMMUNIZATION DPT (DT AFTER 5)												
AI TRIV POLIO (ORAL)												
AJ MEASLES												
AK RUBELLA												
AL MUMPS												
AM DENTAL												
AN VISION												
AO AUDIOMETRIC SCREENING												
AP SPEECH												
AQ COLOR BLINDNESS												
AR BLOOD LEAD												
AS PESTICIDE BLOOD LEVEL												

NOTE: THE FOLLOWING ARE NOT RECOMMENDED AS ROUTINE BY THE AAP STANDARDS OF CHILD HEALTH CARE, OR THE IMMUNIZATION SCHEDULE OF USPHS

AT FLOURIDE SCREENING												
AU TYPHOID PARATYPHOID												
AV SMALLPOX												
AW POLIO (INOCULATION)												
AX INFLUENZA												
AY SCA (0401)												

HP HEALTH PROBLEM LIST

	PROBLEM DATA				STATUS	TYPE			TYPE ADMIN	TREATMENT DATA		REF DATA	
PROBLEM NUMBER	DATE OF ENCOUNTER MO DAY YR	NAME	CODE	ACTIVE DORMANT RESOLVED	CHRONIC ACUTE	URGENT CONDITION	NO. OF SIMILAR PRIOR OCCUR REC	CONSERVE MAINT.	RECOMMENDATIONS FOL UP DATE MO DAY YR	REFER	CONTACT SPFR Y N	CELL ID

Called M.S.R.T.S. 2, the record forms now employed by the system were adopted in September 1973. Instead of compiling all data on one form, and sending that information in triplicate to schools, M.S.R.T.S. now uses a special medical transfer form in addition to the standard transfer form. The transfer record, designed for overall school use, contains basic health and edu-...onal data. The new medical record includes a detailed health problems list. Sent directly to the school nurse or to whoever has been designated by the school as the medical records addressee, it is to be used by medical professionals in reporting medical abnormalities of a migrant child. As well as inciting prompt attention to a student's medical problems, the medical form furthers the protection of his right to privacy.

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The circular flow of information

The effectiveness of the Migrant Student Record Transfer System depends on the continual flow of information. The cycle begins when a new student enrolls in school.

Screening by the school secretary or other enrolling agent should tell if a possible migrant student has arrived. If more positive identification of the child is necessary, a home visitor might be called in. Otherwise, the flow moves on to the school's migrant records clerk, who records and codes the available student data, relaying it by phone or mail to the appropriate M.S.R.T.S. regional terminal.

An operator there dispatches the information by teletypewriter to the national data bank. If the child already has a record in computer storage, composite data is prepared for delivery to his school. If not, the information becomes the basis for one and remains in the computer data bank until the child is terminated as a migrant student.

The computer extracts from the child's record his critical data, i.e. that information considered critical to his initial placement and care, sending it immediately through the terminal to the school. A computer printout of the complete academic and health records are then airmailed to the school. Except during the peak of migrant impaction in Washington State, the full cycle of information should take no more than one week, providing the data gathered by the school is accurate and complete.

Migrant student information begins and ends at the school. Teachers, nurses, counselors, home visitors, etc., compile updated academic and health data for transmission to the data bank. They use the information they receive to meet the needs of their migrant students. The circuit is complete but never-ending.

The M.S.R.T.S. is not limited simply to the storage and appropriate dissemination of migrant student records. Washington State educators can use system data to learn the migratory patterns of children here, which should enable them to better tailor programs to student needs and to allocate resources more effectively. Such innovations as interstate teacher exchange programs can also benefit from a knowledge of student migration.

Most importantly, M.S.R.T.S. data should be used to develop programs. From an assessment of the specific needs of individual migrant children, a program is born; it grows to encompass and fulfill the needs of all of a school's migrant students.
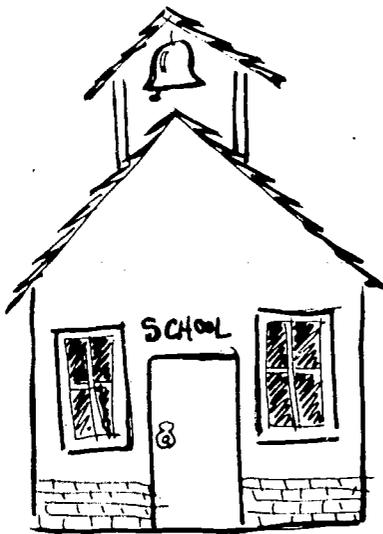
Complete Records
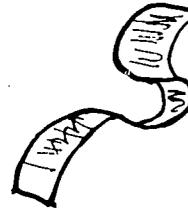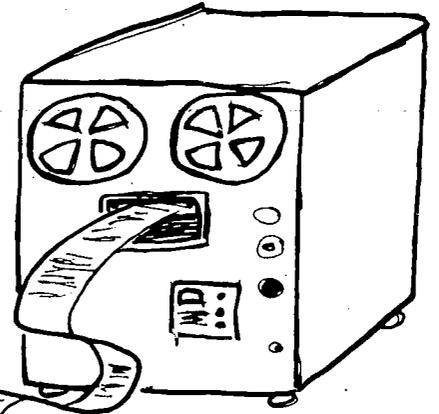
Critical Data

Critical Data

Identifying Data

Health & Academic
Update Data

Coded Student Data

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Protecting migrant records

The Migrant Student Record Transfer System is designed to protect the privacy of migrant students as guaranteed by the Constitution of the United States. The following safeguards, approved by the U.S. Senate Subcommittee on Constitutional Rights, are incorporated into the system:

-- A uniform record which does not permit the entry of derogatory information about a student.

-- Only authorized educational agencies may receive individual student records. Summary statistical reports may be released from the depository to the U.S. Office of Education and to the state directors of migrant education.

-- Unauthorized terminals cannot communicate with the Little Rock computer.

-- The tape and message format used in the system is available only to authorized personnel.

-- Access to student files is protected by special security codes.

-- Specific student data is required for access to student files.

-- Access data must match precisely the data in the student's electronic file.

Emphatic of the system's security precautions, neither the depository nor the terminal will release migrant student information to parents. They can see their child's records at the school only, and the school will release records to no one other than a child's parent or legal guardian.

MSRTS
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PERSONNEL RESPONSIBILITY

Each link in the chain that is the Migrant Student Record Transfer System is vital to its strength and perpetuity. Each person who gives and takes from the system has a responsibility to see that it works. That responsibility is an obligation -- to other states and school districts, to one's own state and school district, to the migrant child whose life betrays the snugness of boundaries.

What ought to be done at the LEA

The school's basic responsibilities in the system are to identify migrant children, to assimilate student information, to enroll migrant children on the M.S.R.T.S., to keep records up-to-date and to forward withdrawal information. Since the organization at every school is different, it is impossible to outline the specific duties of each employee. However, the responsibilities of LEA employees to the M.S.R.T.S. are as follows:

RECORDS CLERKS - All incoming and outgoing migrant student data is routed through records clerks. They code the information furnished by other school personnel and send it to the terminal operator. Print-outs received from the data bank must be checked against their records for error. They are responsible for disseminating critical data and composite data to the appropriate personnel when they receive it from the data bank. Accuracy, as well as thoroughness, is part of their job. Records clerks must seek out the required student information if it has not been provided; they must seek corrections to discrepencies. Since M.S.R.T.S.-enrolled students receive accident insurance through the system, speed of enrollment is essential to the child's well-being. Records clerks are responsible for withdrawing currently-enrolled migrant students from the M.S.R.T.S. at the end of the school year as prescribed by system regulations. They must not release student records to unauthorized persons.

TEACHERS (Counselors, Aides, Home Visitors, etc.) - Whereas records clerks are routers of migrant student information, teachers both originate and receive it. They are responsible for identifying migrant students and for informing their records clerk of updated student data, such as test and curriculum information. They use the information provided by other schools to the data bank to place the student and begin to meet his needs.

NURSES (Medical Records Addressees) - Responsible primarily for the physical well-being of migrant students, nurses must gather and pass on to their records clerk student medical data. Like teachers, they use the composite record to more effectively serve the migrant child. They must safeguard medical records, providing whatever information is necessary to the teacher and others to protect the student.

PRINCIPALS - Responsible for the education of all migrant students enrolled in their buildings, principals must insist that all staff become familiar with the M.S.R.T.S. and should encourage their teachers to use the transfer forms.

FEDERAL PROJECTS DIRECTORS (Administrators in Charge of Migrant Programs) - The implementation and operation of the M.S.R.T.S. within a school district depends upon the acquisition of migrant education funds. Obtaining them is the responsibility of such administrators. Once monies are received, they must see that the terms of the funding agreement are upheld. Further, M.S.R.T.S. data can help the federal projects director and his staff to develop migrant education programs within the district.

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What ought to be done by the SEA

TERMINAL OPERATORS - The terminal
operators are the middle link in the flow
of information. From the transfer forms
received from schools, they must screen
prohibited information, such as grades and
comments on a child's attitude, if it has
been inadvertently included. They look
for inconsistencies on the form that might
indicate an error and, if necessary, check
back with the records clerk for verifica-
tion. However, any change must come from
the school; terminal operators are not so
authorized. Finally they transmit the in-
formation to the data bank, whereupon
critical data is immediately wired back,
through them to the school.

STATE SUPERVISOR OF M.S.R.T.S. -
Responsible for the smooth functioning of
the system within the state, he oversees
terminal operators and provides training
in system operation to both terminal
operators and records clerks. He must
work with all M.S.R.T.S. personnel to
ensure the system is meeting its
potential within the state and in coopera-
tion with other states. M.S.R.T.S.-
related questions or problems should be
addressed to him.

STATE SUPERVISOR OF MIGRANT EDUCATION -
As supervisor of all migrant education
programming in Washington State, he must
coordinate the M.S.R.T.S. with other pro-
gram efforts. He works with the migrant
education directors of other states to
continually refine and improve the record
transfer system to more effectively serve
all migrant students.

The importance of each person
involved with the M.S.R.T.S.
cannot be overemphasized. As
small or insignificant as one
teacher, one records clerk or
one terminal operator may
seem in the kaleidoscope of a
migrant child's education,
each individual effort adds
up to a coordination of
efforts with mammoth
potential. The M.S.R.T.S.
machinery is established and
has the capacity to make an
educational dream for migrant
students come true. But the
computer and its system for
transmitting information are
of little value without
productive human input. What
we get out of the M.S.R.T.S.
depends upon what you put in.

TERMINAL CONNECTIONS

To provide educational continuity for the migrant child mandates a national thrust. The scope of the program exceeds state boundaries. We as educators find ourselves in a situation that demands cooperative educational planning on an interstate basis. The reason is obvious: We share the same child.

> *Vidal A. Rivera, Jr.*
> *Director, Migrant Education*
> *U.S. Office of Education*

Barbara Pederson
Coordinator
Othello Migrant Records Office

School districts served by Othello terminal I

College Place
Dayton
Kahlotus
Kennewick
Lind
North Franklin
Othello
Pasco
Prescott
Quincy
Royal
Starbuck
Walla Walla
Warden

Day care centers

Walla Walla Child Development
 Center
Northwest Rural Opportunities
 Centers

Maria Guerra
Operator
Othello Terminal #1

Phyllis DeLeon
Operator
Othello Terminal #2

School districts served by
Othello terminal 2

Brewster
Bridgeport
Cashmere
Eastmont
Entiat
Ephrata
Lake Chelan
Manson
Moses Lake
Omak
Orondo
Oroville
Pateros
Peshastin-Dryden
Soap Lake
Tonasket
Wenatchee
Yakima

Alicia Mercado
Back-up Operator
Othello Terminals

Yolanda Rendon
Operator
Sunnyside Terminal #1

Yolanda Moya
Back-up Operator
Sunnyside Terminals

Margaret Lopez
Operator
Sunnyside Terminal #2

School districts served
by Sunnyside terminal #1

    Grandview
    Granger
    Mabton
    Prosser
    Sunnyside

    Day Care Centers

NRO Center, Grandview
Yakima Headstart Child
 Development Center

School districts served by Sunnyside terminal #2

Bainbridge Island	Moxee
Burlington-Edison	Naches
Conway	Sedro Woolley
Highland	Selah
Kiona-Benton	Toppenish
La Conner	Union Gap
Lynden/Meridian	Wapato
Mount Adams	West Valley
Mount Vernon	Zillah

Day Care Centers

Lynden Child Development Center

For more information:

Migrant Records Office
701 North Ave.
Sunnyside, Wa. 98944
(509) 837-2712

Migrant Records Office
P.O. Box 565
Othello, Wa. 99344
(509) 488-3328