

POLICY AND PROGRAM STUDIES SERVICE REPORT HIGHLIGHTS

Migrant Education Program Annual Report: Eligibility, Participation, Services (2001-02) and Achievement (2002-03)

BACKGROUND

In addition to overcoming the obstacles of poverty, poor nutrition and a lack of health care, migrant children and youths in the United States face difficulties transferring records between schools, overcoming language and cultural barriers and succeeding in school despite social isolation.

To respond to the needs of migrant children and youths, the Migrant Education Program (MEP) was authorized under Part C of Title I of the 1965 *Elementary and Secondary Education Act*. The goal of the MEP is to ensure that all migrant students reach challenging academic standards and graduate with a high school diploma (or complete a GED) that prepares them for responsible citizenship, further learning, and productive employment.

This report provides information from the Consolidated State Performance Report (CSPR) about migrant children and youths who were eligible and who participated in MEP-funded services during 2001-02. It also provides comparison data from schools years 1998-99 through 2000-01. Finally, it discusses the academic achievement of migrant students in 2002-03 (the most recent year for which data is available). This data is also available through the CSPR.

KEY FINDINGS

- **The population of eligible migrant children and youth aged 3-21 grew by 11 percent between 1998-99 and 2001-02 (12-month count).**
- **The unduplicated count of migrant students served in 2001-02 is 767,472.** There were 645,952 migrant students in the regular-term and 403,523 in the summer or intersession-term. California, Texas, and Florida accounted for 53 percent of the total regular-term migrant population and 64 percent of the summer- or intersession-term population.
- **The majority of migrant children and youths receiving services were Hispanic (89 percent).** In 1998-99 there were 151,513 (22 percent) migrant children designated as LEP. In 2001-02 that figure had grown to 261,583 (34 percent).
- **The number of migrant students that have limited English proficiency has also grown.** In 1998-99 there were 151,513 (22 percent) migrant children designated as LEP. In 2001-02 that figure had grown to 261,583 (34 percent).
- **The out-of-school youth population served by the program is growing,** although the majority of migrant students could be found in elementary school. Out-of-school youths made up 9 percent of the regular-term population served in 2001-02 (up 3 percent in the

past three years), while elementary school age children comprised 43 percent of the population.

- **In 2001-02, 60 percent of migrant students in the summer or intersession term and 30 percent in the regular term received reading or language arts assistance.** Forty-seven percent during the summer or intersession term and 19 percent during the regular term received mathematics assistance.
- **The number of students who are designated as “priority for services” has steadily increased by 33 percent between the three school years 1998-99 and 2001-02.** The number rose from 242,138 in 1998-99 to 322,703 in 2001-02 (during the regular term). The summer- or intersession-term population increased by 49 percent over the same period of time. Priority for services students are students whose schooling has been interrupted and who are failing or at risk of failing to meet state standards.
- **Seventy-four percent of the migrant children enrolled in Title I, Part A, schools were enrolled in schoolwide programs and 26 percent were enrolled in targeted assistance programs.**

MEP-Funded Staffing

- **There has been an increase in staffing in both the regular and summer- or intersession terms.** From 1998-99 to 2001-02 regular-term staffing increased by 20 percent and summer- or intersession-term staffing increased by 12 percent.
- **Teachers, bilingual teachers, and teacher aides accounted for a higher percentage of staff for the summer- or intersession term (66 percent) than for the regular term (46 percent).**
- **Of noninstructional staff, recruiters and nonclerical support staff accounted for more staffing units than other job categories**—recruiters made up 24 percent of the regular-term noninstructional total and nonclerical support staff accounted for 19 percent of the summer- or intersession-term total.

MEP-Funded Projects

- **Migrant project sites were much more likely to offer services during the regular term (84 percent) than the summer or intersession term (47 percent).** More than half (53 percent) of sites offered services only during the regular term, and 31 percent offered services during both regular and summer or intersession terms. Summer- or intersession-term only programs accounted for 16 percent of project sites.
- **Extended-time approaches such as before- and after-school or weekend programs were offered in just over one-fourth (27 percent) of regular-term project sites.** Regular-term only projects have decreased 2 percent from 6,051 in 1998-99 to 5,938 in 2001-02. Summer- or intersession-term only programs increased 3 percent from 13 percent in the previous year to 16 percent in 2001-02.

Achievement

- **Migrant students lagged behind other students in third-grade and tenth-grade reading and mathematics achievement on state assessments in 2002-03.**
 - In the 43 states reporting third-grade reading assessment results for migrant students, 23 states (53 percent) showed a gap of 25 percentage points or greater between migrant students and all students in the percentage of students considered proficient (as defined by each state). In the 44 states reporting proficiency scores in third-grade mathematics, the achievement gap in 12 states (27 percent) was 25 percentage points or greater.
 - Of the 43 states reporting 10th-grade reading results on state assessments, 26 states (60 percent) had a gap of 25 percentage points or greater between migrant students and all students in the percentage of students considered proficient. Of the 41 states reporting 10th-grade math results, 22 states (54 percent) had a gap of 25 percentage points or greater between migrant students and all students in the percentage of students considered proficient.