

## **POLICY AND PROGRAM STUDIES SERVICE REPORT HIGHLIGHTS**

### **State Title I Migrant Participation Information, 1999-2000**

#### **BACKGROUND**

States use Migrant Education Program (MEP) funds to ensure that migrant children are provided with appropriate services that address the special needs caused by the effects of continual educational disruption. MEP services are usually delivered by schools, districts, and/or other public or private organizations and can be instructional (reading, mathematics, other language arts, etc.) or supporting (social work, health, dental, etc.).

Recognizing the educational needs of the children of migratory agricultural workers, MEP was first authorized in 1966 to provide supplemental instruction and other support services for migrant children. The program currently operates under Title I, Part C, of the Elementary and Secondary Education Act (ESEA), as amended in 2001, and provides formula grants to states. Eligible participants are defined as those children of migratory workers who have, within the last 36 months, moved across school district boundaries in order to obtain temporary or seasonal employment in agriculture or fishing.

This report summarizes the participation information provided by state education agencies (SEAs) on the MEP for the 1999-2000 school year.<sup>1</sup> The report is organized into two sections: (1) an overall descriptive summary of Title I MEP participation and staffing; and (2) individual state profiles.

#### **KEY FINDINGS:**

- **Eligible Students.** In 1999-2000, states reported 815,425 eligible students based on the 12-month count of eligible students, ranging from 240,567 in California to 185 in Rhode Island. States reported 337,547 eligible summer term students, ranging from 133,021 in California to 62 in Rhode Island.
- **Participating Students.** MEP participants increased in both the regular and summer terms from 1998-99. In 1999-2000, states served 685,536 students, ranging from 159,103 participants in California to 61 in Delaware. Summer participation increased 9 percent, from 318,785 in 1998-99 to 347,062 in 1999-2000, ranging from California with 134,387 participants to 62 in Rhode Island. The child counts reported for funding purposes are unduplicated within states. However, the national numbers include duplicated counts across states because a child may reside in more than one state during the reporting year.

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<sup>1</sup> The District of Columbia and Puerto Rico are treated as states for the purpose of this analysis.

- **Participation by Race/Ethnicity and Gender.** The majority of migrant participants are Hispanic (87 percent) compared to 16 percent of the general enrollment in the nation's public schools. Eight percent are white, and less than 3 percent each are black, American Indian/Alaskan Native, and Asian/ Pacific Islander. The MEP serves slightly more males (53 percent) than females (47 percent).
- **Migrant Participants Receiving LEP Services or Programs.** Forty-five states reported information on the number of migrant students receiving LEP services. Within the reporting states, 29 percent of migrant students received LEP services.
- **Participation by Grade.** Forty-three percent of regular term participants were served in the elementary grades (1 through 6), 30 percent in the secondary grades (7 through 12), and 19 percent in preschool. The remaining participants (7 percent) were classified as ungraded or received services in an out-of-school setting. The distribution among grade spans was about the same in 1998-99 and 1999-2000.
- **Participation by Service Area-Regular Term.** In 1999-2000, in terms of instructional services, the largest percentage of participants received reading services (36 percent) followed by mathematics (24 percent), and services for LEP students (15 percent). Over one-half of migrant participants received social work and outreach services, making it the most common service -- instructional or supporting -- provided to regular term participants. One fourth (24 percent) of students received guidance and advocacy services, 20 percent of students received health-related services, and 8 percent received transportation services.
- **Participation by Service Area-Summer Term.** In the summer term, 58 percent of participants received MEP-funded reading/language arts instruction; 40 percent received mathematics instruction, and 19 percent received services for LEP students. In the supporting areas, the largest percentage of summer term participants (45 percent), followed by health-related services (27 percent), pupil transportation services (23 percent) and guidance and advocacy services (16 percent).
- **Projects and Project Sites.** In 1999-2000, states operated 12,881 Title I MEP projects across the nation – a 10 percent increase from the previous year. Of the total number of projects, 56 percent operated in the regular term only, 13 percent in the summer term/intersession only, and 31 percent in multi-terms. Twenty-five percent of the schoolwide sites serving migrant participants blended MEP funds with regular Title I funding. More than 155,000 migrant participants (or 23 percent of all migrant participants) were enrolled in schoolwide programs that combined MEP funds with other forms of federal assistance.

This report is available online at [http://www.ed.gov/offices/OUS/PES/ed\\_for\\_disadvantaged.html](http://www.ed.gov/offices/OUS/PES/ed_for_disadvantaged.html).