

AISD's Title I (Part C) Migrant Education Program Summary Report 2001-2002

Author: Wanda Washington, Evaluation Specialist

The Austin Independent School District's (AISD) Title I Part C Migrant Education program receives federal funds through the Texas Education Agency (TEA) to identify, recruit, and address the educational needs of all eligible migrant children and youth who reside within AISD's attendance area. Migrant children ages 3 through 21 (or until attainment of a high school degree, whichever comes first) are eligible. The Migrant Education program directs funds for emergency medical and dental services, parental training and liaison-assistance between the migrant family and the school/community, payment of education-related fees, and evaluation of program effectiveness. AISD migrant program staff provided the following program description statement: "The purpose of Title I, Part C is to support the high quality and comprehensive education program for students in a migratory situation in order to reduce the educational disruptions and problems that result from repeated relocation by ensuring that students in migratory situations are provided with appropriate educational services that include support services and address needs in a coordinated manner."

The 2001-02 Migrant Education program staff included one full-time New Generation System (NGS) data-tracking specialist and a full-time recruiter/parent support specialist hired during the summer months to assist the NGS data specialist with data collection (e.g., attendance, final grades, graduation credits, and other data unavailable through SASI analyses). The parent support specialist is funded partially from Migrant Education funds and Immigrant Education funds.

Evaluation objectives in 2001-02 for AISD's Title I, Part C program included summarizing the impact of Title I Part C funds on the effectiveness of the district's Migrant Education program and providing decision makers with information on program impact to facilitate decisions about program modifications.

MIGRANT STUDENT PARTICIPATION BY GRADE AND TERM

Program records indicate that 146 migrant students (four of whom were recruited during the summer months) resided in the AISD attendance area during the 12-month period, September 1, 2001 to August 31, 2002. These students were counted during the school term in which they received instructional or support services in AISD. The data also include students who are not enrolled in AISD but are recognized by the migrant staff as part of the NGS accounting system. This system generates funds for the program and dictates service types. For instance, children who are less than six years old, or students who are out of school but meet the age criteria (21 years or younger) are eligible for service. Also, out-of-school counts may include, for example, dropout students or those working on a GED in a non-K-12 institution.

Table 1 shows the numbers of AISD migrant students served by grade and school terms over the past three school years. The data were submitted as part of the 1999-2000, 2000-2001 and 2001-2002 TEA performance reports. The total number of migrant students in AISD has declined from 277 in 1999-2000 to 146 in 2001-02 (not counting summer school).

TABLE 1: NUMBERS OF MIGRANT STUDENT SERVED WITH TITLE I (PART C) MIGRANT FUNDS IN AISD BY GRADE AND TERM, 1999-2000, 2000-2001 AND 2001-2002

Age/Grade	Regular Term 1999-2002	Summer or Intersession 2000	Regular Term 2000-2001	Summer or Intersession 2001	Regular Term 2001-2002	Summer School 2002
Ages 0-2	12	0	15	0	2	0
Ages 3-5	35	6	24	0	20	0
K	24	5	13	0	13	0
1	19	4	18	0	8	0
2	22	2	20	0	8	0
3	23	2	20	0	13	0
4	20	1	13	0	9	0
5	18	1	16	0	9	0
6	15	1	13	0	10	0
7	24	3	11	0	11	0
8	11	1	19	0	6	0
9	16	1	13	2	11	0
10	8	7	10	3	4	0
11	12	4	06	2	5	0
12	3	0	03	1	3	0
Out-of School	15	0	16	0	10	0
Ungraded	0	1	0	0	0	0
TOTALS	277	38	230	8	*142	0

*Data Source: *142 migrant students resided in the AISD attendance area during the Regular school Year (2001-2002). Four additional students were recruited in the summer 2001-02 Recruiting period and added to the 12-month residency count for funding purposes. See TEA report records 1999-2000 through 2001-2002.*

DEMOGRAPHICS

AISD records show that of the 146 migrant students residing in the AISD attendance area during the 12-month period (September 1, 2001-August 31, 2002), 118 (80%) were enrolled on

AISD campuses during the school year. Of that number, 12 (9%) were designated limited English proficient (LEP), and 24 (20%) were designated for priority services through Title I, Part C. Of these 24, seventeen or 14% of the migrant students enrolled in AISD had a priority for services under Section 1304 (d) of the ESEA Act: those whose schooling has been interrupted and who are failing or at risk of failing to meet state standards. The other seven or 0.06% were at risk students whose eligibility ended prior to the beginning of the school year 2002, but for whom services were continued as allowed under Section 1304(e) and (3) of the ESEA Act.

MIGRANT SUPPORT SERVICES

Data on migrant support services (i.e., services coordinated with or provided to AISD migrant students) are generated from a year-long documentation of migrant staff activities and from a survey sent to the clerk and recruiter/parent support specialist. These data are shown in Table 2 and were submitted to TEA as part of the annual performance reports for 1999-2000 through 2001-2002. Please note that the “Red Bag” referenced in Table 2 refers to a packet of information (the Texas Migrant Student Transfer Packet System) that must be forwarded with each migrant student whenever there is a change in the *school of attendance*. The packet contains a record of any coordinated migrant service(s), social work, outreach and advocacy that was provided to the migrant student at his/her current school.

TABLE 2: NUMBER OF STUDENTS SERVED BY AISD MIGRANT EDUCATION PROGRAM SUPPORT SERVICES, 1999-2000 THROUGH 2001-2002

Support Services	1999-2000		2000-2001		2001-2002	
	Regular Session	Summer or Intersession	Regular Session	Summer or Intersession	Regular Session	Summer or Intersession
Guidance or Counseling	0	0	1	0	0	0
Migrant Service Coordination, Social Work, Outreach, and Advocacy	275	38	212	14	141	0
Health, Dental and Eye Care	29	18	56	0	11	0
Nutrition	0	0	0	0	0	0
Pupil Transportation	0	0	1	5	0	0
Texas Migrant Student Transfer Packet System (Red Bag)	1	15	212	14	40	0
Other	0	0	0	14	0	0
Duplicated Total	305	71	481	47	192	0

Data Source: AISD records, 1999-2000 Through 2001-2002.

SUPPLEMENTARY INSTRUCTION

Education Service Center (Region XIII) reports indicated there was no evidence of migrant funded supplementary instructional services provided to AISD migrant students during the 2001-2002 school year. These reports are generated upon request. However, AISD migrant education staff did document that 3 migrant students participated in summer educational activities that were not funded with *titled monies*. One student attended the St. Edward's University Graduation Enhancement Program. This student had participated in the AusPREP program last year (2000-2001). The AusPREP program is a tuition-free, pre-freshman, engineering program sponsored by Huston-Tillotson University located in Austin. In this program, instructional emphases are placed on mathematics, science and English. The other two students participated in a summer state migrant program sponsored by St. Edward's University that provides on-the-job training, high school credits, and pay to eligible students.

ACHIEVEMENT DATA

Improved student achievement is a major goal of all Title I programs, and the state accountability system criteria are applicable to the assessment of migrant students' academic performance. Their academic performance is defined within the state's minimum requirements for acceptable campus accountability ratings as follows:

At least 55% of all students at a campus must pass each section of TAAS (Texas Assessment of Academic Skills) including reading and mathematics at grades 3 through 8 and exit level and writing in grades 4 and 8 including reading and mathematics at grades 3 through 8 and exit level and writing in grades 4, 8, and exit level. In addition, at least 55% of students in each disaggregated group (African American, Hispanic, White, and economically disadvantaged) must pass TAAS. Passing is defined as 70% of items correct.

TAAS passing rates for migrant students as compared to those of all AISD students in 2000-01 and 2001-2002 are reported as percentages for combined grade levels in each TAAS

subject area as shown in Table 3. This table shows that as a group, migrant students' overall TAAS passing rates exceeded the state's standard of 55% and were lower than AISD's overall TAAS passing rates in both 2001 and 2002 except in 2002 TAAS writing.

TABLE 3: OVERALL TAAS NUMBER AND PERCENTAGE PASSING RATES, MIGRANT STUDENTS AND ALL AISD STUDENTS, 2001 AND 2002

YEAR	TAAS Mathematics		TAAS Reading		TAAS Writing	
	# Passing	% Passing	# Passing	% Passing	# Passing	% Passing
Migrant 2001	22	67%	25	71%	12	63%
AISD 2001	26,761	84%	26,676	84%	10,583	81%
Migrant 2002	38	78%	34	67%	10	91%
AISD 2002	23,989	88%	23,515	87%	7,241	83%

Data Source: AISD records

Table 4 shows migrant students' 2002 TAAS performance by grade level and Migrant students met the minimum criteria at grade levels 3-8 except for grade 3 mathematics. Percentages passing at Exit Level were not reported for the 2001-2002 school year because the number of students taking the test was too low for percentage computation.

TABLE 4: NUMBER OF MIGRANT STUDENTS TAKING AND PASSING TAAS BY GRADE LEVEL IN 2001-2002

Grade	TAAS Mathematics		TAAS Reading		TAAS Writing	
	# Taking Test	% Passing	# Taking Test	% Passing	# Taking Test	% Passing
3	7	43%	8	75%		
4	7	100%	7	71%	6	100%
5	9	89%	9	67%		
6	11	82%	11	55%		
7	8	75%	8	88%		
8	5	100%	5	80%	5	80%
*Exit	[2]		[3]		[2]	
Total	47	78%	51	71%	11	91%

Data Source: AISD records.

SUMMARY AND RECOMMENDATIONS

Migrant students are AISD students first and foremost. The Title I Part C Migrant Education Program is an *entitlement* program that generates funds dependent on the number of identified migrant students in a school district. Review of the withdrawal records completed by migrant families when they leave the program indicates that the families are leaving the migratory industry for non-migratory career areas or seasonal work in other states.

Consequently, AISD has experienced a significant decline (current identified enrollment as of October 27, 2002 is 67 AISD migrant students or 46% of last year's migrant enrollment) in the number of eligible migrant students enrolled, and therefore, a decrease in the amount of *entitlement* funds for migrant services. Self-generation of funds is the main barrier to helping migrant students because fewer students mean less funds. The district must look to other AISD resources that can be used to help these students achieve academically.

Of the 17 students identified by as having priority for services during the regular school term, 14 were identified as at risk of retention and/or dropout through the TAAS test; one through both the TAAS test and another state's formal assessment; and two through formal assessment only. Therefore, with a continuing need to support migrant students academic success, the following suggestions are offered for consideration:

¶ Because providing every student with an opportunity to achieve academically is critical to AISD's vision of providing every student with an excellent education, all at-risk migrant students should be considered for inclusion in any available academic tutorial or supplementary instruction program. Since migrant students in AISD are served at multiple campuses, it is suggested that campus and district program staff use the migrant Priority for Service report to locate and serve these students through tutoring specific to their needs. This may require strategic allocation of local resources in order to meet the academic needs of all the migrant students since they are at all grade levels.

⌘ School staff need to communicate with migrant program staff when migrant students are identified and when these students are placed in supplementary instructional programs. Then, migrant program staff can arrange appropriate service contact that would generate additional migrant program funds. For instance, the migrant staff can generate additional assistance with academic, mental health, medical, dental, or vision services that are needed to assist the student in obtaining an excellent education.

AUSTIN INDEPENDENT SCHOOL DISTRICT

Division of Accountability and Information Systems

Joy McLarty, Ph.D.

Office of Program Evaluation

Holly Williams, Ph.D.
Martha Doolittle, Ph.D.



Board of Trustees

Doyle Valdez, President
Ingrid Taylor, Vice President
Ave Wahrmond, Secretary
Cheryl Bradley
Johna Edwards
John Fitzpatrick
Rudy Montoya, Jr.
Robert Schneider
Patricia Whiteside

Author

Wanda Washington

Programmer

Veda Raju

Austin Independent School District
Office of Program Evaluation
1111 W. Sixth Street
Austin, TX 78703
(512) 414-1724

Superintendent of Schools

Pascal Forgione, Jr., Ph.D.

Publication 01.08
October, 2002