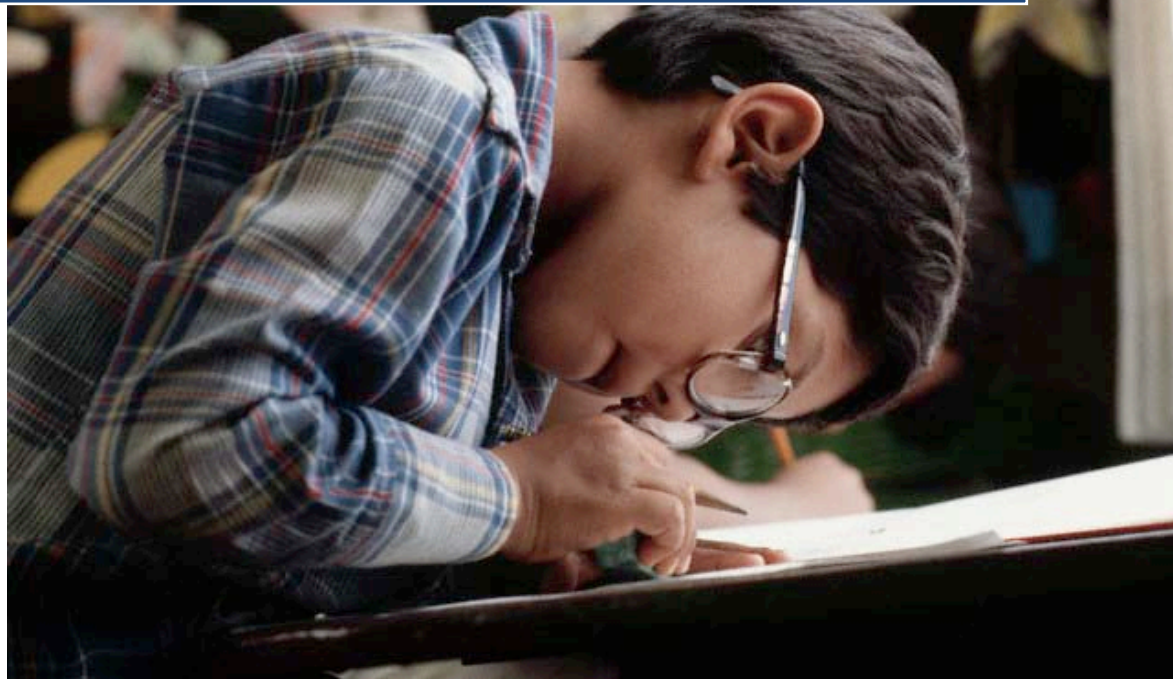


**Interim Report
August 13, 2009**

TEXAS MIGRANT EDUCATION PROGRAM EVALUATION



Submitted to:
Texas Education Agency



Prepared by: MGT of America, Inc.



Running head: TEXAS MIGRANT EDUCATION PROGRAM EVALUATION

Texas Migrant Education Program Evaluation: Interim Report
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Submitted to: Texas Education Agency
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Glossary of Acronyms

Code of Federal Regulations (CFR)
Comprehensive Needs Assessment (CNA)
Center for Research in Education, Diversity, and Excellence (CREDE)
English Language Learner (ELL)
Education Service Center (ESC)
Elementary and Secondary Education Act of 1965 (ESEA)
English as a Second Language (ESL)
Excellent Schools, Teaching, and
Research for English Language Learner Achievement Project (ESTRELLA)
Independent Project Districts (IPD)
Local Education Agency (LEA)
Local Education Provider (LEP)
Migrant Achievement=Success (MAS)
Math Achievement Toward Excellence for Migrant Students and Professional
Development of Teachers in Math Instruction Consortium Arrangement (MATEMATICA)
Migrant Education Program (MEP)
MGT of America, Inc. (MGT)
Migrant Student Information Exchange (MSIX)
No Child Left Behind Act of 2001 (NCLB)
The National Coalition for Parent Involvement in Education (NCPIE)
National Center for Summer Learning (NCSL)
New Generation System (NGS)
National Program for Secondary Credit Exchange and Accrual (NPSCEA)
Office of Migrant Education (OME)
Parent Advisory Council (PAC)
Portable Assisted Study Sequence (PASS)
Priority for Services (PFS)
Resources for Learning (RFL)
Service Delivery Plan (SDP)
Summer Migrants Access Resources Through Technology (SMART)
Shared Service Arrangement (SSA)
Shared Service Arrangement Member Districts (SSAD)
Texas Assessment of Knowledge and Skills (TAKS)
Texas Education Agency (TEA)
Texas Migrant Interstate Program (TMIP)
TAKS Readiness and Core Knowledge (TRACK)
United States Department of Education (USDE)
University of Texas at Austin (UT)

EXECUTIVE SUMMARY

The Texas Education Agency (TEA) contracted with MGT of America, Inc. (MGT), and their subcontractor, Resources for Learning (RFL), to conduct a two-year evaluation of the effectiveness of the Texas Migrant Education Program (MEP), as required by Section 1304(c)(5) of Title I of the *Elementary and Secondary Education Act of 1965* (ESEA), as amended by the *No Child Left Behind Act of 2001* (NCLB), and by Code of Federal Regulations (CFR) Section 34 CFR 200.84 and 200.85. The evaluation study began in September 2008 and will conclude in March 2010. The goals of this comprehensive evaluation are to determine the degree of effectiveness of the MEP at meeting the needs of priority for services (PFS) and non-PFS migrant students and to use the results to provide guidance for ongoing programmatic improvements.

This two-year evaluation of the state's MEP includes the following five overarching study objectives:

- 1) Conduct a literature review of best practices in migrant education.
- 2) Determine the instructional and support services implemented in Texas.
- 3) Review alignment of Texas MEP services with best practices from the literature and make recommendations for additional migrant programs and services that are likely to be effective at helping migrant students in Texas.
- 4) Determine the effectiveness of local and statewide longstanding Texas migrant education programs.
- 5) Compare trends in academic achievement of migrant and non-migrant students in Texas.

This interim report includes findings from the first two of these objectives: literature review of best practices in migrant education and summary of Texas MEP instructional and support

services being implemented by MEP grant recipients. The remaining evaluation objectives will be covered in a comprehensive final evaluation report to be completed in spring 2010. In the remainder of this executive summary, we provide an overview of the findings from these two objectives beginning with the literature review and ending with the description of migrant services districts provide throughout the state of Texas.

According to the latest available data from the National Center for Farmworker Health (n.d.), more than three million migrant farmworkers reside in the United States with the largest concentrations in California, Texas, Washington, Florida, and North Carolina. Living conditions and educational opportunities for the children of migrant families are among the worst in the nation (Gouwens, 2001; Green, 2003; Kindler, 1995). In fact, out of all student groups, migrant students are among the most likely to drop out of school (DiCerbo, 2001; Green, 2003).

The federally funded MEP was initiated in 1966 with an amendment to Title I of ESEA to serve these students. Subsequent regulatory changes through the *Improving America's Schools Act of 1994* and the NCLB increased emphasis on accountability and student performance.

As one of the states serving the largest concentrations of migrant students, Texas has played a key role in migrant education initiatives. For example, Texas was one of four states that participated in a two-year federal pilot of a comprehensive needs assessment (CNA) process for the U.S. Department of Education's (USDE) Office of Migrant Education (OME). This process was designed to create a tool to support data-driven decision making in migrant education programming and policy at the state and local levels (USDE, n.d.).

As a result of the CNA pilot, the OME identified seven common "areas of concern" in migrant education (TEA, 2007a). These were:

- Educational Continuity;

- Instructional Time;
- School Engagement;
- English Language Development;
- Educational Support in the Home;
- Health; and
- Access to Services.

Through the pilot CNA process, the Texas MEP identified eight statewide needs related to four of the areas of concern. These areas of concern were instructional time, school engagement, educational support in the home, and educational continuity.¹ The eight statewide needs were focused on target populations and were aligned to measurable objectives (TEA, 2007a). Based on the CNA, Texas developed a state plan for service delivery to migrant students that outlined services and supplemental programming that local education agencies (LEAs) could implement to address the identified needs. The Texas state plan also provided a set of state-level recommendations to support local implementation efforts.

To assess the state and local MEPs as part of this evaluation, a literature review was conducted with input from national and state experts in migrant education. Results of the literature review indicated that efforts to identify best practices in migrant education were limited by a lack of empirical research and large-scale studies of effectiveness. However, the literature did include ethnographic studies and investigations of local programs with qualitative results indicating positive outcomes. In addition, the literature included efforts by policymakers, researchers, and practitioners in the field to characterize the barriers to educational attainment for migrant students. Much of this work was focused on providing recommendations for improving migrant education based on a deep understanding of the challenges faced by these students and their

¹ The preliminary identified needs and areas of concern identified through the pilot CNA process and reflected in the 2007 service delivery plan (SDP) will be revised with a planned state revision to the CNA and SDP.

families. Finally, best practice research from other fields could be applied, to some extent, to migrant education, especially in the area of early childhood education, language and literacy development, dropout prevention, and parent involvement.

The findings of the literature review identified a set of interrelated themes that reflect what is known about effective programming from the migrant education community. These themes, or best practice principles—responsiveness; communication, collaboration and relationships; adequate and appropriate staffing; instructional quality and high expectations; and focus on language issues—could be used as the basis for assessment of local MEPs. Specifically, as indicated in the literature, programs should reflect the following:

- Innovative and flexible programming that reflects intentional knowledge of the particular needs of the community, families, and students served;
- Coordinated data and information sharing systems and networks, partnerships between service providers, and personal relationships built on trust and caring;
- Adequate and appropriate staffing to provide the level of advocacy and individualized services migrant students require;
- High quality and relevant instruction focused on high expectations; and
- Attention to the language needs of migrant students and families.

Figure E-1 illustrates the relationship between the OME's seven areas of concern, the strategies in the state's plan of recommended and supplemental services, and the five best practice principles. This framework will guide portions of the next phase of the evaluation, which will include site visits to representative local MEPs to collect information about local practices and programming and expert review of the state and local programming and services for migrant students in Texas. This framework will also guide the development of a perceptual survey designed to address the perceived effectiveness of the Texas MEP.

Figure E-1: OME Seven Areas of Concern, Texas SDP Services, Best Practice Principles



Prior to the current study, there had been no documentation of what instructional and support services are actually being implemented within the state of Texas and therefore no way of understanding whether and how those services might fit within the components of the framework shown in Figure E-1. Independent Project District (IPD) and Shared Service Arrangement (SSA) member district (SSAD) grantees must specify the migrant services they plan to provide in their Texas MEP grant application. To meet the second objective of this evaluation study, Texas MEP coordinators of each of the IPDs and SSADs participating in the MEP throughout the state of Texas were surveyed to identify the instructional and support services or activities currently being provided. Findings from the Texas MEP Instruction and Support Services Survey and the literature review will be used to accomplish the third objective of the study: alignment of Texas MEP instructional and support services to best practices.

The MEP Coordinator Survey findings were organized around the following collapsed areas of educational concern:

- 1) *Educational Continuity/Instructional Time;*
- 2) *School Engagement/Educational Support in the Home;*
- 3) *Health/Access to Services;* and
- 4) *English Language Development.*

For each service, migrant coordinators from each IPD or SSAD were asked to indicate whether the service was provided within their district and the perceived level of priority (high, moderate, or low) for each service provided. In addition, survey respondents indicated whether provided services were supported through MEP funds or non-MEP funds.

Survey data were analyzed across all districts and by district size and type. Districts were categorized as small, medium, or large and as IPDs or SSADs. The medium and large district subgroups were collapsed given the substantial overlap in the pattern of services provided by medium and large size districts and because there was a small number of medium (n=50) and large districts (n=24). Most of the districts were small districts (n=358). Table E-1 below shows the most and least commonly provided services. The most common services were those that were provided by over 70 percent of districts and the least common services were those that were provided by fewer than 20 percent of the districts.

Table E-1: Most and Least Commonly Provided Services Across All Districts

Educational Continuity/Instructional Time	School Engagement/Educational Support in the Home	Health/Access to Services
Most Common Services (Above 70%)		
Providing records transfers through the NGS	Establishing a PAC	Providing school supplies
Coordinating with programs offering options for partial and full credit accrual and recovery including accessing and reviewing academic records from NGS	Providing childcare and light snack during PAC meetings	Providing clothing
Attending state and national conferences for MEP staff	Providing translation services	Providing referrals to community programs
Providing in-school tutoring and TAKS tutorials	Providing information on requirements for graduation	Providing referrals to health providers
Monitoring student progress toward meeting graduation requirements	Providing family/home visitation regarding students' academic progress	Providing vision screenings
Identifying preschool-age children for enrollment	Collaborating to provide timely and appropriate interventions for academic and non-academic issues	
Coordinating, monitoring, and documenting progress regarding learning and study skills	Coordinating resources and information for homework assistance/tools for students and parents	
Least Common Services (Below 20%)		
Providing distance learning programs (NovaNet, Work Study, and PASS) Providing out-of-state TAKS training, testing, and remediation Coordinating with Even Start Providing out-of-state summer migrant program coordination		

Source: MGT Texas MEP Instructional and Support Survey, Winter 2009.
 Note. *English Language Development* related services were provided by approximately 50% to 60% of all districts (only two survey items were included for this need area).

Priority was typically rated as medium or high across services. However, there were a few services for which a relatively high percentage of districts rated the priority as low. The services with the lowest priority ratings (below 70%) across all districts included:

- Providing Distance Learning programs including NovaNet and Work Study;
- Providing out-of-state Texas Assessment of Knowledge and Skills (TAKS) remediation;
- Providing out-of-state Summer Migrant Program Coordination;
- Providing the Building Bridges center-based program;
- Providing migrant extracurricular or leadership club/organization; and
- Offering school retreats or workshops.

Generally, the pattern of provision and priority of services found for the small districts was similar to the pattern found across all districts. Overall, more variation was found for provision and priority ratings for smaller as compared to medium or large districts, with medium or large districts tending to indicate consistently higher ratings.

Regarding findings broken down by service delivery model, there were many similarities between the services provided by small IPDs and SSADs. However, there were some notable differences in the pattern of services provided by these two groups. The largest differences in provision of services between small IPDs and SSADs were found for the following services:

- Providing extended-day tutoring;
- Providing migrant package records transfer;
- Providing secondary credit accrual workshop;
- Providing TMIP services;
- Providing graduation plan support beyond a regular high school counselor;
- Coordinating with Head Start;
- Providing childcare and transportation for parent involvement and Parent Advisory Council (PAC) meetings;
- Conducting outreach activities for out-of-school youth and their parents; and

- Providing the University of Texas at Austin Student Graduation Enhancement Migrant Program.

Extended-day tutoring and migrant package records transfer services were more likely to be provided by IPDs than SSADs. For the other services listed above, SSADs were more likely to provide the service.

A high percentage of IPDs reported medium or high priority ratings across nearly all of the services. There was substantial variation in the percentages of SSADs that provided medium or high priority ratings across services within the area of *Educational Continuity/Instructional Time*. In other need areas, the priority ratings provided by most of the SSADs were typically medium or high.

In addition to provision and priority of services, survey participants reported on the source of funding for provided services. MEP funds are used to supplement funds from other sources to ensure migrant services provided to students are as comprehensive as possible. Migrant related services may be funded entirely by MEP funds or by other non-MEP funds. Overall, a substantially higher percentage of services were reported to have been funded by funds other than MEP funds. The services most likely to have been funded by MEP funds were related to tutoring, instruction, and instructional support.

Findings from the literature review and the Texas MEP Instructional and Support Services Survey will be utilized in the next steps of this evaluation study. Specifically, these findings will guide the expert panel review of alignment of Texas services with best practices, evaluation of the effectiveness of Texas migrant programs, and comparing achievement of migrant and non-migrant students.

1.0 Introduction

The Texas Education Agency (TEA) contracted with MGT of America, Inc. (MGT), and its subcontractor, Resources for Learning (RFL), to evaluate the effectiveness of the Texas Migrant Education Program (MEP). The evaluation is required in Section 1304(c)(5) of Title I of the Education of Migratory Children of the *Elementary and Secondary Education Act of 1965* (ESEA), as amended by the *No Child Left Behind Act of 2001* (NCLB), and by Code of Federal Regulations (CFR) Section 34 CFR 200.84 and 200.85. The goals of this evaluation are to determine the degree of effectiveness of the state's MEP at meeting the needs of priority for services (PFS) and non-PFS¹ migrant students and to provide guidance for ongoing programmatic improvements.

The two-year evaluation conducted by MGT and RFL includes the following six overarching study objectives:

- 1) Conduct a literature review of best practices in migrant education;
- 2) Determine the instructional and support services implemented in Texas;
- 3) Review alignment of Texas MEP services with best practices from the literature;
- 4) Recommend additional migrant programs and services that are likely to be effective at helping migrant students in Texas;
- 5) Determine the effectiveness of local and statewide longstanding Texas migrant education programs; and
- 6) Compare trends in academic achievement of migrant and non-migrant students in Texas.

¹ PFS migrant students are defined as migrant students who: Have their education interrupted during the previous or current regular school year; AND Are in grades 3-12, Ungraded (UG) or Out of School (OS) and have failed one or more sections of the TAKS, or are designated Absent, Exempt, Not Tested or Not Scored; OR Are in grades K-2 and have been designated as LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component, or have been retained, or are overage for their current grade level.

Included within this interim report are findings from the first two of these objectives: literature review of best practices in migrant education and summary of Texas MEP instructional and support services being implemented by MEP recipient Independent Project Districts (IPDs) and Shared Service Arrangement (SSA) member districts (SSADs). The remaining evaluation objectives will be covered in a comprehensive final report to be completed in spring 2010.

The purpose of the literature review is to summarize best practices in migrant education to provide the national context for evaluation of the Texas MEP. Title I, Part C, of the ESEA, as amended by the NCLB, requires that state educational agencies deliver and evaluate MEP-funded services to migratory children based on a state plan that reflects the results of a current statewide comprehensive needs assessment (CNA) (Section 1306, PL 107–110). Texas' state plan for migrant education, detailed in its statewide Service Delivery Plan (SDP) (TEA, 2007b), reflects the results of a CNA published in September 2007 (TEA, 2007a).

The purpose of assessing the implementation of instructional and support services is to determine what services are currently being provided by Texas MEP grant recipients to serve students participating in the MEP throughout the state of Texas, as reported by MEP coordinators. The findings from the Texas MEP Instructional and Support Services Survey, along with the literature review, will guide the assessment and recommendations of an expert panel that will examine the alignment of Texas' services with best practices and make recommendations for additional programs and services.

The remaining chapters of this report include an overview of the MEP at the national and state levels (chapter 2.0), a summary of the themes that can serve as guiding principles for best practice in migrant education (chapter 3.0), and an overview of best practice considerations aligned with specific migrant education strategies required or encouraged for local implementation in the Texas CNA and SDP (chapter 4.0). Also included in this report is a

summary of findings from the survey of instructional and support services provided in the state of Texas (chapter 5.0), major conclusions from the 2008-09 MEP interim evaluation report (chapter 6.0), and next steps for the comprehensive final evaluation report (chapter 6.0).

2.0 Overview of the Migrant Education Program

This chapter summarizes the national and state contexts for migrant education as an introduction to a review of the literature.

2.1 National Context

Of the more than three million estimated migrant farmworkers residing in the United States, the highest concentrations are in California, Texas, Washington, Florida, and North Carolina (National Center for Farmworker Health, n.d.). Though it is difficult to describe a “typical” migrant farmworker, the most recent findings from the U.S. Department of Labor’s National Agricultural Workers Survey indicate that 78% of farm workers are born outside the United States, with the majority (75%) immigrating from Mexico (Carroll, Samardick, Bernard, Gabbard, & Hernandez, 2005). Many migrant farmworkers earn under \$8,500 a year as an adult, complete only 7.7 years of schooling, and typically do not speak English (Green, 2003). Living conditions for migrant farmworkers are among the worst in the nation, and migrant children are often described as the most educationally disadvantaged students in American schools (Gouwens, 2001; Green, 2003; Kindler, 1995).

Data from the National Center for Education Statistics (2006) for the 2003–04 school year indicate that the population of migrant families included approximately 582,700 school-age children receiving migrant services from public schools during the school year, with 312,800 children receiving migrant services in summer programs. Most migrant students enrolled in school are in Grades 1–6 (Kindler, 1995), and migrant students are often characterized as

among the most likely student groups to drop out of school (DiCerbo, 2001; Green, 2003). In fact, Green (2003) reports that a migrant student has a 40% chance of entering Grade 9, compared to a 96% chance for a nonmigrant student, and only an 11% chance of entering Grade 12. Several researchers point out that while migrant studies are rare and outdated there has been some improvement from the estimated 90% migrant dropout rate of the 1960s (Branz-Spall & Wright, 2004; Cahape, 1993; López, 2004; Salinas & Reyes, 2004; Solis, 2004) to a more recent estimate of 50%. According to López (2004): “The most reliable and recent national studies of migrant school completion rates (more than a decade old) report that only about half received a high school diploma” (p. 138). To assist migrant students, the federally funded MEP was initiated in 1966 with an amendment to Title I of the ESEA, which targeted children living in poverty. Over the years, regulatory changes have focused primarily on age guidelines and definitions of migrant students local education agencies (LEAs) use to identify eligible children, interstate coordination, and parent involvement (Pappamihiel, 2004). The *Improving America’s Schools Act of 1994* and the more recent NCLB introduced broad changes to ESEA with the emphasis on accountability and a shift to measuring success in terms of individual student achievement (Pappamihiel, 2004; USDE, 2003).

Title I, Part C, Education of Migratory Children of ESEA, as amended by NCLB, requires that state educational agencies deliver and evaluate MEP-funded services to migratory children based on a state plan that reflects the results of a current statewide CNA. Non-regulatory NCLB guidelines for migrant education issued by the U.S. Department of Education (USDE) in 2003 emphasized state flexibility and encouraged state and local MEP staff to realize “. . . that they should not continue practices simply because they are based on longstanding policy” (USDE, 2003, p. vii). Rather, the needs assessment should guide a thorough review of state MEPs, help states focus on prioritized areas of need and ensure that funding is directed toward effective services with measurable outcomes (USDE, n.d.).

2.2 State Context

As one of the states with the highest concentration of the nation's migrant farmworkers, the Texas MEP is the second largest in the U.S., serving approximately 60,000 migrant children and youth during the 2006–07 reporting period (TEA, 2007b). In 2007–08, 514 of the state's 1,225 school districts operated MEPs.

Over the past several decades, Texas has played a key role in the development of several migrant education initiatives that are regularly mentioned in the literature, including the New Generation System (NGS), which is one of three Internet-based systems in use nationally that is specifically designed for the interstate transfer of migrant student educational and health records (USDE, 2005). Texas was also a key player in the development and expansion of Project SMART (Summer Migrants Access Resources Through Technology), which is a summer distance learning program operating in 16 states, and the Excellent Schools, Teaching, and Research for English Language Learner Achievement project (Project ESTRELLA), which provides laptops to students moving across state lines (Branz-Spall & Wright, 2004).

Texas also served as the lead state in two federal consortium grants to develop migrant education resources, Math Plus and Math Achievement Toward Excellence for Migrant Students and Professional Development of Teachers in Math Instruction Consortium Arrangement (MATEMATICA). Math Plus is a summer school program for migrant students designed to increase achievement in mathematics and involves a multi-state consortium that offers curriculum, instruction, professional development, and strategies for technology use. MATEMATICA is a supplemental summer school program for migrant students focused on reading and mathematics (see <http://www.ed.gov/programs/mepconsortium/awards.html> for more information about these programs). Currently, Texas leads a consortium of eight states to implement Migrant Achievement=Success (MAS), a needs-based program designed for high-

mobility students that provides approaches to mathematics learning through balanced literacy and cognitively guided instruction (see <http://projectsmart.esc20.net/> for more information).

These consortium arrangements are described in performance reports submitted each year by Texas to the USDE's Office of Migrant Education (OME).

In 2004, Texas also was one of four states, along with Arizona, Michigan, and Pennsylvania, involved in a two-year federal pilot project to develop a CNA that states could use to identify the needs of migrant children. The process was described as follows in Texas' statewide CNA (TEA, 2007a):

- The first phase of this process centered on exploring what is already known about the needs of migrant children to determine the focus and scope of the assessment to be conducted. A survey administered to school administrators, teachers, counselors, migrant parents, and migrant data specialists was used to rank a list of factors relevant to the academic success of migrant students in the goal areas of reading proficiency, math proficiency, high school graduation, and school readiness. The highest-ranking factors were grouped into nine categories of concerns. Data sources and survey populations were identified, leading to a list of measurable need indicators which could potentially verify concerns related to the academic success of Texas' migrant children.
- The second phase of this process was focused on gathering and analyzing data to determine the greatest needs of migrant students. Early in this phase, initial findings suggested that migrant student needs may be more significant and immediate at the secondary school level. This, when combined with challenges faced in accessing some data elements,

called for a re-evaluation of the nine categories of concerns and need indicators originally identified in Phase I. The results led to eight concern statements, organized into four areas of concern: (1) Educational Continuity; (2) School and Social Engagement; (3) Educational Support in the Home; and (4) Instructional Time. Data collection and analysis continued and revealed performance gaps related to each concern statement. The findings have verified that all eight concern statements were true migrant student needs.

- The third phase of this process focused on making decisions and arriving at solutions to meet the identified needs of Texas' migrant children. This phase included setting priority needs and gathering possible solutions, followed by evaluating and selecting the most promising solution strategies aimed at meeting the identified needs of migrant students. (p. 1)

Based on the results of the CNA, TEA submitted a statewide SDP to the OME in November 2007 (TEA, 2007b). The CNA and SDP identified statewide needs related to four of the OME's areas of concern.² These eight needs are specifically focused on target populations and are aligned to measurable objectives. The list below presents the area of concern, target population, and identified need.³

² As a result of participation in the pilot of the CNA, the state's identification of priority needs and the 2007 SDP were based on limited data available in 2003. The updating of CNAs and SDPs was a topic of discussion at a February 2009 meeting of state MEP directors. Due to the time and effort required to conduct a quality assessment, the OME's Draft Non-Regulatory Guidance for the Title I, Part C Education of Migratory Children of the ESEA (USDE, 2003) encourages states to only engage in a new CNA process every three years unless otherwise necessary. The state is currently in the planning process to revise the CNA and SDP to specifically address all of the OME's seven areas of concern.

³ Note: Discussion of the state's identified areas of need and associated MEP strategies throughout this report are presented by area of concern in the order in which they appear in the Texas SDP.

- *Instructional Time—Migrant early childhood and primary students and migrant students in Grades 3–11:* [Need 1] increase the number of migrant first-graders who develop sufficient affective, cognitive, and psychomotor skills to be promoted to Grade 2; and [Need 2] increase the number of migrant students who failed Texas Assessment of Knowledge and Skills (TAKS) in any content area who participate in a summer TAKS remediation program.

- *School and Social Engagement—Migrant middle school students:* [Need 3] increase the number of migrant middle school students who use effective learning and study skills.

- *Educational Support in the Home—Migrant middle school students:* [Need 4] increase the number of migrant middle school students who receive timely attention and appropriate interventions related to problems and concerns that are academically and non-academically related; and [Need 5] increase the number of migrant middle school students who have access to necessary homework assistance and homework tools at home essential for high levels of student learning and academic success (such as a dictionary, thesaurus, English grammar book, library card, calculator, computer, printer, Internet access).

- *Educational Continuity—Migrant secondary students:* [Need 6] increase the number of required core credits earned by migrant secondary students for on-time graduation; [Need 7] increase the number of migrant secondary students who make up coursework lacking due to late enrollment in and/or early withdrawal from Texas schools; and [Need 8]

increase the number of migrant students migrating outside of Texas during summer months who are served in summer migrant programs through the efforts of interstate coordination. (TEA, 2007b, pp. 6, 14–26).

According to a document entitled *Guidance Related to New Regulations Governing the Title I, Part C-Migrant Education Program Under 34 CFR 200* issued by the Division of NCLB Program Coordination at TEA (TEA, 2008), MEP-funded LEAs must follow the priorities MEP established as a result of the state's CNA. The regulations state that LEAs can allocate resources to other areas within their MEPs based on the documented district-level needs assessment, after all of the state's priorities are addressed.

The next section provides an overview of the migrant education literature to identify best practices. This review is intended to provide the framework for assessing MEPs in Texas as part of the statewide evaluation.

3.0 Review of the Literature: Best Practices in Migrant Education⁴

3.1 Limitations

The inherent difficulty in tracking migrant student educational participation and outcomes within and across state lines has inhibited research efforts in migrant education (Fagnoni, 1999; USDE, 2002c). Consequently, researchers in the field regularly describe a paucity of research and a lack of large-scale studies directly related to migrant education (Gibson & Bejinez, 2002; López, 2004; Salinas & Reyes, 2004).

⁴ A bibliography to guide the literature review was provided by Dr. Susan Durón, of META Associates in Golden, CO. Dr. Durón is a national expert in migrant program evaluation. Additionally, Dr. Durón and Dr. Cinthia Salinas, Associate Professor, Department of Curriculum and Instruction, University of Texas at Austin, provided expert review of this chapter.

In the absence of large-scale research studies, the literature on migrant education consists largely of efforts by policymakers, researchers, and practitioners in the field to define the specific and complex challenges faced by migrant students and families, educators, LEAs, and states, and to provide recommendations for addressing these issues. In addition, the literature includes qualitative investigations in which researchers identify potentially promising practices used by local programs that appear to have had some success. Finally, the migrant education literature borrows from general education research on educational interventions targeting disadvantaged and underserved populations in areas such as early childhood education, language and literacy, dropout prevention, and parent involvement.

Several common and interrelated themes emerge across the migrant education literature that can be viewed as essential design considerations for programs and services to improve the academic success of this unique student population. These themes, or principles, impact all of the major common elements of MEPs from identification and recruitment practices to service design and delivery models. The following sections identify and describe these principles.

3.2 Responsiveness to Migrant Student and Family Needs

The first common theme expressed in the literature is that programs and services should be responsive to the needs of migrant families both generally and specifically. Researchers are in agreement that program designers should not only understand the challenges associated with the migratory lifestyle but should know the migrant communities they serve in terms of language and cultural backgrounds, mobility patterns, educational history, work and living conditions, and networks in the community (Friend, 1992; López, 2004; López, Scribner, & Mahitivanichcha, 2001; Vocke, 2007; Ward, 2002). Understanding the particular characteristics and challenges of the local migrant community, researchers say, has implications for identification and recruitment of migrant students, cooperation with appropriate community liaisons and service agencies, the

type and specific supplemental services LEAs offer, and the success of migrant parent involvement activities.

Migrant families and children face a wide range of daunting issues on a daily basis and over the long term—relentless poverty, unhealthy and inadequate living conditions, literacy and language barriers, the isolation associated with a migratory life, and the constant need to deal with the new and unfamiliar situations—which all can result in high levels of stress and destabilization. Implementation of generic interventions and supplemental services that reflect mainstream or traditional approaches to everything from preschool to parent involvement are not likely to be successful with migrant families (López et al., 2001). Rather, efforts by local staff to understand the specific conditions and needs of migrant communities and individual students through needs assessments and training can facilitate the innovation and flexibility required to design services and delivery models that address the specific obstacles that typically inhibit migrant student educational attainment (Canales & Harris, 2004; National Program for Secondary Credit Exchange and Accrual [NPSCEA], 1994; Vocke, 2007).

The literature also emphasizes the importance of finding opportunities for service coordination and building two-way communication and dynamic partnerships with service providers to meet the needs of migrant families (Canales & Harris, 2004; Gouwens, 2001). Evaluation of programming (Chavkin, 1996; NPSCEA, 1994) is also important to assess the extent to which services are responsive to community and student needs.

Researchers also highlight the need for service providers to ensure that all staff working with migrant families understand the challenges and hardships faced by these members of our society. It is of particular importance that migrant educators, through training or other means, work within their institutions to eliminate stereotypes and attitudes that damage the possibility for positive relationships between the schools, school staff, students, and families (Fránquiz &

Hernández, 2004; Lockwood & Secada, 2000). Responsiveness also implies the use of culturally and linguistically appropriate practices throughout migrant programming (Vocke, 2007).

In summary, migrant education services should be responsive to the needs of the migrant students and families served through these best practice approaches:

- Local needs assessments;
- Innovative, flexible, and tailored services;
- Service coordination;
- Partnerships with families and service providers;
- Evaluation of programming; and
- Training to address stereotypes and enhance ability to provide cultural and linguistically respectful services.

3.3 Communication, Cooperation, and Relationships

The ability to share information about highly mobile migrant students across state lines and between and within multiple districts and schools is another central theme in the migrant education literature. The concepts of communication, cooperation, and relationships are also extended to the ability to provide individualized attention to migrant students.

While considerable investment has been made at the national and state levels to facilitate records transfer and information sharing about migrant students as they move from school to school and state to state, researchers and practitioners in the migrant education community also stress the importance of local-level leadership and cooperation among service providers serving migrant families. This can include collaboration and partnerships between educational entities (state, regional, and local MEP programs, for example) and between LEAs and community

agencies that formalize or establish communication processes for information sharing, referrals, and monitoring (Canales & Harris, 2004). Often critical are the individual communications and relationships between MEP staff, migrant families, and students (Gibson, 2003; Lockwood & Secada, 2000).

At the level of school-to-school cooperation, researchers from George Washington University's Center for Equity and Excellence in Education (USDE, 2002c) identified examples of local level leadership and cooperation in a study of four sets of schools that served as home-base and receiving schools, or "trading partners," for migrant students. The researchers found that school leaders had adopted aligned policies related to migrant grade and language placement through formal cooperation agreements between schools and supported a high level of communication between individual MEP staff members at the different schools, including face-to-face meetings. Based on the study, the researchers suggested that programs can establish procedures for serving migrant students through formal and informal mechanisms that maximize high levels of communication, collaboration, and good working relationships among MEP staff at home-base and receiving schools.

Effective service coordination models involving school and community are described by Canales and Harris (2004) as those that "develop strong working relationships with key community resource personnel" through establishing "communication links with community organization contacts and professional personnel to share information about MEP and the unique needs of migrant students and families, and to solicit support service assistance" (p. 69).

The relationships between individual MEP staff members (within and between schools) are stressed in the literature as facilitating the daily work to ensure that migrant students are being served (Gibson, 2003; Lockwood & Secada, 2000). Also critical are the one-on-one relationships between individual staff members and migrant students and their families. These

relationships can make a real difference for migrant students and families, addressing, to some extent, the isolation they may experience (Gibson, 2003; Gibson & Bejénez, 2002; Lockwood & Secada, 2000; López, 2004). A variety of researchers have also emphasized that concerned and committed staff are best able to create safe, inviting, and motivating educational environments for migrant students and families, both individually and as a group. Institutional commitment is necessary to facilitate high levels of connectivity between staff and migrant families (Lockwood & Secada, 2000; USDE, 2002c).

The literature also mentions programs and services that help students build positive academic and social relationships in schools. Examples include career and leadership workshops, coaching programs, clubs, or other extracurricular programs and activities that provide comfortable and non-threatening settings for migrant students to work with mentors or role models, identify with each other, build self-esteem and confidence, and articulate goals for the future and plans for meeting them (Canales & Harris, 2004; Friend, 1992; Gibson, 2003). As with all programs targeting migrant students, program scheduling needs to address students' mobility and their ability to participate (USDE, 2002c; Ward, 2002).

In summary, migrant education services should be designed to promote communication, cooperation, and relationships. Best practice approaches should include:

- Policies and procedures to support high levels of communication between educational entities and agencies;
- Participatory and inclusive communication strategies with migrant families;
- Identification of committed and trusted staff to serve as advocates and mentors; and
- Programs designed to build student-adult and student-to-student relationships.

3.4 Adequate and Appropriate Staffing

Another common theme in the literature is that staffing be adequate and appropriate to meet the unique needs of migrant students. The difficulty of identifying and ascertaining who migrant students are, where they have been, and what they need to succeed in school is an inherent challenge to migrant education. A USDE report (2005) found that national and state efforts to share information are still limited despite recent technological advances that facilitate more timely records transfers. A person or persons are still necessary to identify potential migrant students, ascertain the accuracy of information, input data, and follow-up when records are incomplete or delayed. Further, once information about a migrant student is received by a school, staff still need to decide how to use the information in course placement, identification of students for services, and award of partial or complete credit (USDE, 2005). Additionally, because the workloads of existing staff, especially guidance counselors, are usually already maximized, additional staff are often required to attend to migrant students' unique needs and to be available at times when many school staff are unavailable (Morse, 1997; USDE, 2005).

Beyond the administrative roles migrant education staff play, a study by Gibson (2003) of a migrant education program in a California high school illuminates the other academic support roles that migrant education staff can play. Roles include assistance to students with academic guidance, supplemental academic support and tutoring, summer school and credit recovery coursework, computer and technology access, after school jobs, college counseling, advocates and mentors, and connections to other school resources. Staffing considerations also include identifying advocates to serve as liaisons between migrant families and schools (NPSCEA, 1993). Morse (1997) suggests that additional staff and training for teachers are required to provide the supplemental academic support that migrant students need. Other researchers recommend that programs be staffed by caring adults who are knowledgeable about students'

background, community, and who speak their language. (See, for example, Friend, 1992; López et al., 2001).

In summary, MEPs should be adequately and appropriately staffed. Best practice approaches should include:

- Adequate staffing to support records exchange and credit accrual decision making;
- Additional staff to provide individualized support for migrant students at all times of the year;
- Staff and teacher training;
- Provision of specialists and other trained staff to support teachers; and
- Identification of staff who are knowledgeable about students' backgrounds, community, and language.

3.5 Quality of Instruction and High Expectations

The quality of instruction and instructional materials and high expectations for migrant students are some other key themes in the migrant literature. In her handbook on migrant education, Gouwens (2001) suggests that the five standards developed by the Center for Research in Education, Diversity, and Excellence (CREDE) be used as guidance for effective pedagogy and instructional quality in migrant education. These are:

- Teachers and students working together: use instructional group activities in which students and teacher work together to create a product or idea.
- Developing language and literacy skills across all curriculum: apply literacy strategies and develop language competence in all subject areas.

- Connecting lessons to students' lives: contextualize teaching and curriculum in students' existing experiences in home, community, and school.
- Engaging students with challenging lessons: maintain challenging standards for student performance; design activities to advance understanding to more complex levels.
- Emphasizing dialogue over lectures: instruct through teacher-student dialogue, especially academic, goal-directed, small-group conversations (known as instructional conversations), rather than lecture. (CREDE, n.d.)

Findings from the Hispanic Dropout Project indicate that treating disadvantaged students as if they deserve and are capable of attaining a quality education is crucial (Hispanic Dropout Project, 1998). Too often, the poor quality of instruction provided to migrant students and the lack of resources at the schools attended by migrant students send a negative message (i.e., that these students do not matter). Instruction that is remedial, boring, and unchallenging sends a message of low expectations, as does a lack of resources—limited libraries, outdated textbooks, and inadequate science labs (Friend, 1992; Lockwood & Secada, 2000). Further, research from the USDE and others indicates that teachers routinely have lower expectations for migrant student performance (Díaz & Flores, 2001; Vocke, 2007; Walls, 2003).

To meet the needs of migrant students, teachers often need pedagogical training and strategies not only for teaching English language learners (ELLs) but for teaching a diverse group of learners. In a study of Title I schools serving migrant students, teachers reported that they needed professional development in instructional strategies for teaching migrant students (USDE, 2002a). In general, the report states that the majority of schools serving large numbers of migrant students tend to be high-poverty Title I schools and that Title I schools with higher

migrant populations tended to be poorer than Title I schools with no or few migrant students. Given the research that teachers in high-poverty, high-minority schools tend to be less experienced, uncertified, and/or teaching out of field (Peske & Haycock, 2006), the need for teacher training in schools serving migrant students is even more pronounced.

Many migrant education researchers stress that instruction that is relevant to the everyday lives of students and that also prepares them for future success in education and the workforce can ameliorate some of the extraordinary challenges migrant students face in terms of motivation to participate and engage in school. Instruction that builds on the culture and prior experiences of migrant students or that can be shown to have real-world applications in a migrant student's life is one aspect of relevancy of instruction (Celedón-Pattichis, 2004; Friend, 1992). Programming and instruction that emphasizes career and college awareness is another aspect of relevancy (NPSCEA, 1994). It is also important that migrant students have access to college preparatory coursework, especially higher level mathematics, science, and technology instruction (Celedón-Pattichis, 2004; Salinas & Reyes, 2004).

In summary, MEPs should provide high-quality instruction and foster high expectations. Best practice approaches could include:

- Supplemental academic programs that employ research-based instructional strategies;
- Teacher training;
- Relevant and culturally appropriate content;
- Enrichment, not remedial, instruction; and
- High expectations and educational goals.

3.6 Language

Another common theme is the centrality and persistence of language issues in migrant education as most migrant families do not speak English as their primary language (Kindler, 1995). Language and literacy are a central consideration in communicating and working with migrant families (Chavkin, 1996; Tinkler, 2002; Ward & Fránquiz, 2004). Migrant student language development and access to research-based ELL instruction are also key concerns for MEP staff from early childhood education through secondary school indicating need for effective cooperation with bilingual and English as a second language (ESL) staff (Alanís, 2004; Friend, 1992; Green, 2003; Kindler, 1995; Morse, 1997; Short & Fitzsimmons, 2007; Vocke, 2007). Accurate assessment of student language proficiency, and continuity and consistency in language services as students move between schools, are also important considerations (Friend, 1992; USDE, 2002c). Further, as many migrant students will spend more than half their days in mainstream classrooms, DiCerbo (2001) recommends training and resources for mainstream and content-area teachers who are responsible for teaching migrant students. Finally, respect and celebration of migrant families' home languages is described as an effective strategy (Vocke, 2007).

Researchers stress consideration of families' primary language in designing communication and parent involvement activities with outreach through bilingual staff and the provision of bilingual materials and translators as necessary (Green, 2003; Vocke, 2001). Further, efforts to enhance family literacy and provide ESL and other educational classes for parents are recommended as strategies to address home literacy, language, and educational barriers for migrant families (Canales & Harris, 2004; López et al., 2001).

In the classroom, recommended approaches reflect the ELL research with emphasis on bilingual and sheltered English instruction and consistent and effective application of research-

based strategies (Gouwens, 2001; Morse, 2005; Short & Echevarria, 1999; USDE, 2002c; Ward & Fránquiz, 2004). Vocke (2007) suggests that pedagogical strategies supporting the language development of migrant students need to be contextualized, oriented from whole-to-part, learner focused, relevant, centered in the context of social interaction, and involve the four modes (speaking, listening, reading, and writing).

Specific recommendations from the early language development research for all ELL students focus on oral language, alphabetic code, and print/knowledge concepts (Strickland & Riley-Ayers, 2006). In the elementary grades, ELL research suggests the provision of intensive and interactive English language development instruction with specific activities focused on reading assessment, small-group and structured partnering, vocabulary instruction, and academic language (Gersten et al., 2007).

As many migrant students move into adolescence, they continue to struggle with English language issues and lag behind in reading. Low reading levels affect a student's ability to receive instruction in any subject. For example, reading level has been shown to be a key predictor of success in mathematics and science courses (Lee, Griggs, & Dohanue, 2007). Thus, attention to migrant student progress in reading should be a continuing focus, especially as students move up grade levels and formal reading instruction decreases as part of the curriculum (Kamil et al., 2008). Kamil et al. provides the following recommendations for practices that research indicates support adolescent literacy: explicit vocabulary and comprehension strategy instruction, opportunities for extended discussion of text (meaning and interpretation), attention to student motivation and engagement, and individualized interventions by trained specialists.

Inaccurate assessment of student language proficiency and inappropriate placement in classes is also cited in the literature as an additional challenge for migrant students. As students move

from school to school, inaccurate assessment of language proficiency and/or placement in different types of language assistance programs can inhibit language development and academic performance (Friend, 1992; USDE, 2002c).

Teachers in content areas other than reading, at the middle and high school levels especially, need training to recognize and attend to reading and literacy-related challenges. This is especially important, as some research indicates that some teachers in other content areas simply adjust their teaching to avoid reading intensive activities (Kamil et al., 2008).

Respect for home languages and understanding of differences between home-based literacy practices and school-based literacy practices are described in the literature as important by several researchers (see, for example, Carrillo, 2004; Durán, 1996; Moll, 2001). Efforts to recognize and celebrate student home languages and bilingual skills are also recommended as an effective strategy for programs targeting migrant youth (Menchaca & Ruiz-Escalante, 1995; Vocke, 2007).

In summary, migrant education services should focus on language, as a tool to improve migrant educational outcomes. Best practice approaches include the following:

- Communication and outreach to families in appropriate languages and efforts to address family language and literacy needs;
- Research-based ELL instruction and supplemental programming that meets student language development needs;
- Accurate assessment of student language proficiency for placement;
- Training for teachers and coordination with ESL or bilingual specialists/programs; and
- Efforts to recognize or celebrate students' home languages and bilingual skills.

The section that follows provides a summary of research related to the guiding principles described above (responsiveness, communication/cooperation/relationships, adequate staffing, instructional quality, and focus on language) and the specific Texas migrant education strategies identified in the Texas SDP for local implementation.

4.0 Texas Migrant Education Strategies

Broadly speaking, the five principles described in the migrant education literature—responsiveness, communication, adequate staffing, instructional quality, and focus on language—constitute the primary program design considerations or characteristics of programs that could best meet the basic needs of migrant students in public schools. As the purpose of this literature review on migrant education is to provide context on best practices in migrant education for assessment of MEPs in Texas, the discussion that follows broadly aligns the above themes with the specific services and strategies identified by the state for local implementation of MEPs in the OME areas of concern of instructional time, school and social engagement, educational support in the home, and educational continuity (see Figure 4-1.)

Figure 4-1: OME Seven Areas of Concern, Texas SDP Services, Best Practice Principles



Surveys of regional and local MEP staff and site visits to districts and campuses will provide specific information about how these recommended services and strategies manifest in practice at the local level and the extent to which they reflect the best practice principles summarized in this review. This information will be included in the final comprehensive evaluation report, as will an overall assessment of the state’s SDP as a driver of good practice in the field.

4.1 Instructional Time

The state’s SDP (TEA, 2007b) describes the following challenges for migrant students associated with instructional time: “Family mobility and delays in enrollment procedures may impact attendance patterns and the amount of time migrant students spend engaged in learning” (p.11).

4.1.1 State Required/Supplemental Services

The SDP identifies required and supplemental services addressing instructional time aligned with two target populations: migrant students in early childhood and primary Grades K–2 and migrant students in Grades 3–11.

The required and supplemental early education services under the area of instructional time address the state-prioritized need to increase the number of migrant first-grade students who develop sufficient affective, cognitive, and psychomotor skills to be promoted to second grade.

The SDP states that LEAs that receive funding for MEPs are required to:

Provide comprehensive coordination of services: Within the first 60 days that eligible preschool migratory children, ages 3–5, are in the school district, determine individual educational needs and, to the extent possible, coordinate or provide services to meet the identified needs. (TEA, 2007b, p. 14)

Supplemental services/strategies include the following:

- Provide lead teacher to train support staff and administer implementation of the Building Bridges Early Childhood Program to migrant 3- and 4-year-olds if child cannot be served by other available resources.
- Provide MEP-funded teachers to provide supplemental instructional support for migrant pre-kindergarten through first-grade students who are performing below the expected level of development and who cannot be served by other available resources, and to collaborate with parents on ways to support students' skill development at home. Instructional support must be provided outside of regular instructional time, individually or in small groups at least one to two times per week and must include

engaging, age-appropriate activities to target school readiness.^{*new} (TEA, 2007b, pp. 14–15)

In addressing issues of instructional time for migrant students in Grades 3–11, the Texas SDP focuses on opportunities for TAKS remediation. Required services include the following:

Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed TAKS in any content area are accessing local, intrastate, and interstate opportunities available for summer TAKS remediation. (TEA, 2007b, p. 17)

Supplemental services include the following:

Provide TAKS remediation during alternative times for migrant students who are unable to attend a TAKS remediation summer program offered during traditional times. TAKS remediation may include the Internet-based TAKS Readiness and Core Knowledge (TRACK) Program or another alternative for TAKS remediation which students are able to complete. (TEA, 2007b, p. 17)

4.1.2 Alignment with Best Practice Principles

The issue of instructional time spans early childhood education through the secondary years. Migrant students typically miss critical instructional time due to habitual patterns of late enrollment and early departure, inappropriate placements in courses or programs due to delay in records transfers, and lack of access to or information about educational options such as preschool (Friend, 1992; NPSCEA, 1994). Under the Texas SDP, required and supplemental

^{*new} Strategies indicated as *new are new to the Texas MEP or involve critical changes to prior program implementation. Strategies not indicated as new have been implemented previously in at least some project districts within the state of Texas (TEA, 2007b).

services addressing concerns about instructional time focus on early childhood education and opportunities for TAKS remediation in later grades (TEA, 2007b).

4.1.2.1 Early Childhood Education

There is consensus across the education community about the importance of quality early childhood education (National Research Council, 2001). Early and sustained interventions have proven to improve children's readiness to learn and future achievement and are viewed as particularly critical for disadvantaged children. But while early education and care are especially important for migrant children, these types of services are often the hardest for migrant families to access (Friend, 1992). Migrant families can be unaware of early education programs in the areas to which they move, or are too late or unable to enroll in first-come-first-serve programs or programs with waiting lists. Costs for child care and early education also present a considerable barrier. Differences in early education services in terms of ages served, content, and eligibility, as well as quality concerns, also present challenges, according to Friend (1992).

The education community has long recognized the need for early childhood education programming for disadvantaged children that provides not only educational services, but health and nutrition services, as well as other social services in family-oriented programs that serve as one-stop resource centers for families (Friend, 1992). This type of comprehensive services program approach is critically important to migrant families who are the most likely to suffer from issues related to poverty (e.g., poor housing and health conditions, low educational attainment) and the least likely to have access to appropriate services (Chavkin, 1996). Thus, early education programs for migrant students should include approaches and partnerships to address the diverse academic and socioeconomic needs of the migrant families (Canales & Harris, 2004). In providing comprehensive early childhood education services, Friend (1992) describes the need for responsive school-based programs that involve collaborations with

community services and other local agencies, focus around family, and provide services that are culturally and developmentally appropriate.

Another service delivery consideration is whether center-based or home-based programming would be more effective. Notwithstanding some evidence that center-based programs are more effective and that home-based services are hard to sustain, Moll (2001) and Ward and Franquíz (2004) suggest that options to provide home-based services should be considered due to the greater level of personal service and information about the family that is provided. If appropriate for the community, staff can gain more direct knowledge of migrant family circumstances and begin to build a relationship with the family in their home context.

Ward and Fránquíz (2004) also identify communications strategies for developing relationships across agencies and early education service providers, among agency staff, and between providers and families, all of which require careful planning and nurturing. Provider relationships can be complex and should involve screening and identification of important partners; determination of mutual interests and goals; articulation of partner roles, services, and costs in written agreements; and ongoing evaluations (Ward & Fránquíz, 2004). Outreach to families and family involvement provide support for student success, but efforts to engage and provide instruction to parents should be handled with sensitivity, the researchers warn. Home visits, while difficult to sustain, can enhance one-on-one relationships between staff and parents. Researchers also suggest that working with translators or bilingual assistants can help school staff forge relationships with parents across language divides (Alanís, 2004; Vocke, 2007; Ward & Fránquíz, 2004).

Strickland and Riley-Ayers (2006) recommend consideration of pre-service qualifications in hiring, in-service and ongoing professional development, and the use of aides and supplemental specialists as ways to address some staffing issues in early childhood education. The

researchers suggest that qualified teachers should be skilled in oral language competencies, vocabulary development, a variety of pedagogical approaches, early and family literacy strategies, and student assessment. Because early language and literacy development are linked to a number of later positive educational outcomes, including achievement, retention, and graduation, standards-based literacy outcomes should be key considerations in early childhood education (Strickland & Riley-Ayers, 2006). Further, these researchers emphasize the importance of programs that feature family literacy and home language development for non-English speakers and/or parents with low literacy levels in their home language. One study found that parent interest in learning English was a key motivator in enrolling their children in preschool (Ward & Fránquiz, 2004).

4.1.2.2 TAKS Remediation

The other focus area in the Texas SDP that addresses instructional time emphasizes opportunities for TAKS remediation for students who have failed the state's assessment in any content area. Not surprisingly, migrant students do not always participate in or are often ill-prepared to succeed on high-stakes tests (Green, 2003; Pappamihel, 2004). Goniprow, Hargett, and Fitzgerald (USDE, 2002c); Rumberger and Larson (1998); Salinas and Reyes (2004); Solis (2004); and Walls (2003), among others, identify mobility and language barriers as the greatest obstacles to migrant student participation in and success on state assessments. Migrant students routinely miss instruction and critical content due to late enrollment and early departures, poor health, late or inappropriate placement because of delays in records transfers, differences in content and curricular sequencing between schools, or poor attendance related to myriad other circumstances (Gouwens, 2001). Language barriers, including inappropriate assessment of language proficiency, can also impact student performance.

Summer programming to provide supplemental academic support, test preparation, or remediation has been shown to have a positive impact on achievement for all student groups and is especially indicated for low-income students (Chaplin & Capizzano, 2006; Fairchild, McLaughlin, & Costigan, 2007). Gouwens (2001) provides examples of summer programs that specifically target migrant students and that meet the 1994 National Association of State Directors of Migrant Education Opportunity to Learn standards. These supplemental, alternative, and flexible summer programming options for migrant students reflect the work demands of the students and their families. Options for program completion can include correspondence courses and teacher-made study packets, distance learning options, and online or technology-based programs. However, costs for summer programs and/or resources required to complete the course often present barriers for migrant students (Solis, 2004). Limited access to phone lines, computers, and printers also can impact students' ability to participate in technology-based programs (Solis, 2004).

Considerations in designing summer program options include scheduling, duration, location, and delivery models for programs and services. For example, programs should be offered in locations or environments convenient and/or accessible to working migrant students/families (USDE, 2002c), and program schedules should be aligned with the length of time migrant families are in the area (Ward, 2002). The National Center for Summer Learning (NCSL) recently recognized Montana's MEP for its tailoring of services to students' diverse needs, including night classes and tutoring services offered at migrant work sites and use of a mobile computer lab (2008).

Because migrant students are generally in other states during the summer, efforts to ensure students have access to opportunities for remediation, test taking, and other supplemental services often require interstate agreements and coordination (Gouwens, 2001). Many LEAs rely on local staff and state resources such as the TMIP to ensure that migrant students who

have failed TAKS know about and participate in TAKS remediation programs that will allow them to retake and pass the state's assessment. The TMIP program also allows students to take or re-take the TAKS in 14 other states (USDE, 2002c).

Trained and knowledgeable staff are key to providing this institutional coordination between home-based and receiving school systems during the summer months. These staff share information about student moves, student needs, and the availability of summer services. These staff also serve as critical links for students and their families at a time when many staff members, including counselors, are off for summer break (USDE, 2002c). Several researchers have noted the need to assess the quality of instruction associated with common delivery models for some summer programming such as online or correspondence courses (Friend, 1992; Solis, 2004; USDE, 2002c). Another quality-related issue focuses on remediation itself. In a report of the Migrant Education Goals Task Force of the National Association of State Directors of Migrant Education, Friend (1992) suggests a focus on early intervention and prevention rather than long-term remedial instruction, and high-quality instruction rather than drill and practice. The report states that, too often, summer programs are characterized by low expectations, low-quality instruction, and inferior resources, when this type of programming provides opportunities for targeted, high-quality instruction designed specifically for migrant students. In particular, the report suggests that supplemental programs offer unique opportunities to provide migrant students with rich experiences in mathematics, science, and technology learning. Finally, program designers must also address students' language in developing summer programs and resources for remediation and ensure that summer staff are qualified to teach students who might be English language learners. As with all migrant education services, supplemental programming should include careful consideration of language-related strategies that can be employed to help students learn (Friend, 1992).

In summary, the literature suggests that responsiveness, communication, staffing, instructional quality, and language should serve as guiding principles in the design and implementation of migrant educational services. In assessing local MEP instructional time programs and services, the following questions may be helpful:

Early childhood education:

- *Responsiveness: What types of community needs assessments were conducted? Was a profile of the migrant community's and migrant family's needs developed? What services were identified as priorities and how were they identified? Who provides these services and how/when/where? What evaluation strategies are in place?*
- *Communication/Cooperation/Relationships: What strategies are used in cross-agency communications, planning, and service delivery? How are migrant children/families identified for program services? Who are primary liaisons with community and parents? What networks are used in identification and service delivery? What communication strategies are used with parents? How effective have these strategies been? What strategies are used to promote one-on-one relationships between staff and families and students?*
- *Adequate and Appropriate Staffing: What is the student-teacher ratio? How is the program staffed? What are staff qualifications? What training is provided to staff? Are the teachers qualified to use bilingual or ESL instructional methods?*
- *Instructional Quality and High Expectations: What research-based instructional strategies are applied? What is the evidence of effectiveness of key strategies implemented in program services? Would instruction be best characterized as remedial/enriched/advanced?*

- *Language: What efforts were made to overcome language barriers in outreach to families? What language-related needs/services are met/provided through programming for children and families? What is the research base for language/literacy services provided? Are staff trained in the program approach? How is effectiveness of services measured?*

Migrant students in grades 3–11:

- *Responsiveness: How were student needs and TAKS remediation options determined? Are the opportunities for TAKS remediation offered to students flexible and aligned with their needs in terms of location, duration, mode of service delivery, access to technology, and/or teacher support? How does the program ensure that all eligible students are able to participate?*
- *Communication/Collaboration/Relationships: What outreach strategies have been employed to communicate with eligible students and their families about the opportunities for TAKS remediation? What strategies have been used to communicate the importance and relevance of successful completion of TAKS? What communication strategies have been employed with staff at other schools? What training has been provided to out-of-state teachers who are providing TAKS remediation services?*
- *Adequate and Appropriate Staffing: What staffing structures have been put in place to identify students and encourage them to participate? Was staff training in NGS required? What academic support by staff is provided to students participating in the TAKS remediation programming? What language-related training have support staff had? What strategies are used to communicate directly with sending and receiving districts and MEPs?*

- *Instructional Quality and High Expectations: What are the instructional goals of the programming? How has the effectiveness and quality of the TAKS remediation program been determined? In what ways do the TAKS remediation services go beyond drill and practice?*
- *Language: Are materials, resources, and support offered in appropriate languages? How were language needs of students determined? What specific strategies to address the needs of English language learners are incorporated into the materials/program?*

4.2 School and Social Engagement

The Texas MEP SDP provides the following contextual information associated with the school and social engagement area of concern:

Migrant students often face difficulties associated with adjusting to new school settings, making new friends, and gaining social acceptance, issues which can be grouped⁵ according to (a) behavioral engagement, which relates to opportunities for participation in academic, social, or extracurricular activities; (b) emotional engagement, which relates to positive and negative reactions to teachers, classmates, academic materials, and school, in general; and (c) cognitive engagement, which relates to investment in learning and may be a response to expectations, relevance, and cultural connections (TEA, 2007b, p. 11).

⁵ Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research, 74*, 59–109.

4.2.1 State Required/Supplemental Services

In addressing school and social engagement, the Texas SDP requires the following services be provided in MEP project districts to address the state prioritized need to increase the number of migrant middle school students who use effective learning and study skills:

Coordinate with available mentoring programs or support organizations to develop students' learning and study skills and follow up to monitor and document progress (TEA, 2007b, p. 18).

Recommended supplemental services include the following:

Create an extracurricular club/leadership organization specific to migrant students which meets regularly and is designed to (1) help students develop effective learning and study skills; (2) help students seek and receive help from parents, peers, and teachers with academically related and non-academically related problems or concerns; (3) provide leadership opportunities; and (4) facilitate social engagement with school community (TEA, 2007b, p. 18).

4.2.2 Alignment with Best Practice Principles

The Texas SDP focuses attention on addressing the academic and non-academic needs and issues of migrant students in the middle years, a time when some research indicates migrant children are particularly susceptible to depression, which can lead to self-destructive behaviors that can irrevocably shape their futures (Green, 2003). Migrant students are often marginalized in traditional school settings and experience intense isolation exacerbated by language barriers, achievement issues, retention, and other challenges. Student identification and relationships with caring adults, targeted activities designed to bring migrant students together, and activities focused on leadership development all are mentioned in the literature as possible strategies for

addressing this area of concern. Under the Texas SDP, LEAs are encouraged to provide both mentoring and extracurricular activities to support student interest, participation, and success at school (TEA, 2007b).

Friend (1992), the NPSCEA (1993), and others describe efforts to provide some of the emotional and social support that facilitate school engagement of migrant students. These include targeted counseling and mentoring, as well as extracurricular programs such as Saturday classes or institutes and workshops for migrant students that are focused on leadership, self-confidence, and future plans.

Several researchers have discussed the need for migrant students to find and identify with a caring adult, and have opportunities to validate themselves both as individuals and as a group in school settings (NPSCEA, 1993). For example, studies of a close-knit migrant student community in a California high school that realized higher migrant graduation rates than national rates showed the importance of personal relationships between students and MEP staff members. The fact that many of the MEP staff members in the study school had grown up in migrant families themselves was cited as particularly important (Gibson, 2003; Gibson & Bejinez, 2002). MEP staff in this program provided academic, personal, and social support through both formal counseling and informal mentoring, creating a safe place for students to speak in their native languages and share personal and academic concerns. The researchers suggest that caring relationships with adults in educational settings facilitate migrant students' feeling of membership in the school community and access to institutional support.

Mentors who have high levels of cultural knowledge about migrant communities can also help migrant students bridge the immense gaps between their home lives and mainstream school culture. Student motivation, participation, and achievement can be improved through these types of supportive relationships (Gouwens, 2001). Non-supportive relationships, coupled with

pressures to assimilate, as Valenzuela (1999) notes, can increase the marginalization and isolation of students outside the mainstream. Because mentors can provide support, continuity, and positive role models, mentoring components are integrated into several of the most popular distance learning programs used in migrant education today, such as Portable Assisted Study Sequence (PASS) and Project ESTRELLA, which uses “cyber” mentors (Celadón-Pattichis, 2004).

Further, extracurricular programs specifically designed for migrant students not only provide ways for students to come together and support each other but also offer opportunities for training in self-advocacy and in the development of knowledge and skills that can improve their confidence and abilities to navigate educational systems in pursuit of defined goals and aspirations (Canales & Harris, 2004). Efforts to acknowledge and celebrate the cultural and language backgrounds of migrant students and their life experiences on the road also provide validation that supports migrant student engagement. Programs such as migrant clubs or leadership workshops provide opportunities for students to focus on their individual strengths as well as the benefits of the unique skills and knowledge acquired through migratory life (Menchaca & Ruiz-Escalante, 1995; Salinas & Fránquiz, 2004).

In summary, the literature suggests that consideration of the guiding principles identified in this review—responsiveness, communication, staffing, instructional quality, and language—is integral to the design and implementation of migrant educational services. In assessing local MEP school engagement programs and services, the following questions may be helpful:

- *Responsiveness: Was a needs assessment used to design mentoring and extracurricular activities for the migrant student population? What particular student needs and goals were identified? What strategies were used to identify and encourage the participation of migrant students? How are activity schedules designed*

to fit the work/migration patterns of migrant students? How are the programs monitored?

- *Communication/Collaboration/Relationships: What strategies to encourage participation were used? How are migrant families involved? What strategies are used to bridge programming with the wider school community?*
- *Adequate and Appropriate Staffing: What staff were assigned to lead/support programming? How were mentors/program leaders chosen? What evidence is there to suggest that staffing is appropriate to the program goals and objectives?*
- *Instructional Quality and High Expectations: How were program models selected? What evidence of effectiveness was/is used in selecting program approaches and gauging success of programming?*
- *Language: What language considerations were used in the design of programming?*

4.3 Educational Support in the Home

The Texas SDP provides the following information about the Educational Support in the Home area of concern: “While many migrant parents value education very highly for their children, they may not have the educational resources or knowledge to provide the support expected by school staff” (TEA, 2007b, p. 11).

4.3.1 State Required/Supplemental Services

Required and supplemental services in the Texas SDP are designed to meet the state prioritized need to increase the number of migrant middle school students who receive timely attention and appropriate interventions related to problems and concerns that are academically and non-academically related. Services are also designed to increase the number of migrant middle school students who have the necessary homework assistance and homework tools at home essential for high levels of student learning and academic success (such as a dictionary,

thesaurus, English grammar book, library card, calculator, computer, printer, Internet access).

Required services include the following:

- Provide presentation/information to school staff to increase their awareness of migrant middle school students' need for timely attention and appropriate interventions (according to local procedures in place) for academic and non-academic problems or concerns.⁶
- Provide supplemental information to migrant parents on how to collaborate with school staff and how to access resources in order to provide timely attention and appropriate interventions for their middle school children.⁷ *new
- Provide coordination of resources by (1) contacting each student or family to establish the extent of student needs for homework assistance and tools; (2) collaborating with existing programs and organizations to coordinate student access to resources; and (3) providing students and parents with up-to-date and easy-to-understand information on how to access homework assistance when needed (TEA, 2007b, pp. 20–22).

⁶ Presentation/information will include directions for non-MEP staff on how to notify MEP staff of referrals and interventions for NGS encoding purposes.

⁷ Recruiters will provide parents of middle school students with contact information for designated representatives from the local MEP, local PAC, school, district, and regional ESC and share information based on a format to be provided by TEA.

*new Strategies indicated as *new are new to the Texas MEP or involve critical changes to prior program implementation. Strategies not indicated as new have been implemented previously in at least some project districts within the state of Texas (TEA, 2007b).

Supplemental services include the following:

- Conduct a full-day retreat or half-day workshop for migrant middle school students aimed at developing students' ability to seek and secure timely attention and appropriate interventions regarding academically related and non-academically related issues they may face. ^{*new}
- Create an extracurricular club/leadership organization specific to migrant students which meets regularly and is designed to (1) help students develop effective learning and study skills; (2) help students seek and receive from parents, peers, and teachers help with academically related and non-academically related problems or concerns; (3) provide leadership opportunities; and (4) facilitate social engagement with school community (TEA, 2007b, pp. 20–22).

4.3.2 Alignment with Best Practice Principles

Friend (1992) notes that migrant student failure and frustration related to academics often are exacerbated by the limited availability of educational resources and educational support at home. Services in the Texas SDP related to this area of concern focus on increasing staff awareness of the academic and non-academic issues effecting migrant children, training which should increase staff effectiveness in collaborating with migrant families. Services also focus on improving parents' knowledge of and involvement in student support; working with individual families to increase access to homework assistance and resources; and providing training and activities to encourage students to self-advocate for school success by seeking interventions, services, and support as necessary (TEA, 2007b).

The literature on migrant education emphasizes the need for innovative, responsive, and culturally sensitive approaches for engaging migrant families in academic support for their children. Training for school staff is cited as being critical, and the need for training extends across the school setting from staff working to identify and recruit migrant students, to administrators, to classroom educators, and to counselors. Training should help school and district staff become aware of the specific difficulties and educational issues faced by migrant youth and their families (Ward, 2002) and the cultural expectations of the migrant students and their families (Vocke, 2007; Walls, 2003).

Some researchers also report that educators often hold lower or different expectations for migrant students, especially those with limited English proficiency (Díaz & Flores, 2001; USDE, 2002a; Vocke, 2007). Chavkin (1996) and Gibson and Bejénez (2002) suggest that awareness training for all staff should strive to change attitudes and extend, replicate, and institutionalize a high level of understanding and advocacy (i.e., similar to what is typical of MEP staff) to the larger school setting. Administrator training is also crucial to ensure the level of institutional commitment and leadership necessary to support agency coordination, long-term resource and staff allocation for MEP, and effective parent involvement activities (NPSCEA, 1993; USDE, 2002c).

The family involvement component of migrant education can be challenging because the concept of parent participation in education is new to many migrant parents. Some migrant parents believe that education is the business of the school, some are unfamiliar or uncomfortable with the school setting and authority structure, and some feel intimidated or think that their input would be construed as interference (Chavkin, 1996; Pappamihiel, 2004; Tinkler, 2002; Ward, 2002). In working with parents, researchers emphasize that school staff should take steps to understand culturally different definitions or perceptions about the school and family's roles in education (USDE, 2002c).

Chavkin (1996) and Tinkler (2002) suggest that parent involvement training for staff should focus on providing a welcoming school environment and working with parents to mutually define roles and ways they can become more involved in academic support for their children. While many schools assess parent involvement through attendance at formal events at the school, many parents prefer to provide educational support in the home and need training in such areas as tutoring and questioning techniques or homework checklists (López et al., 2001).

In designing training and parent outreach, López and others (López, 2004; López et al., 2001; Vocke, 2007) emphasize the importance of redefining and restructuring parent involvement activities and looking for new ways to get parents involved that focus on family needs—helping parents cope with the challenges of a migratory existence—not school needs. This recommendation goes beyond attention to issues such as transportation and child care and other logistical barriers to participation in school-based events. Rather, the researchers suggest addressing the broader needs of families, for example, integrating parent involvement with efforts to increase access to social services or adult education programming (Friend, 1992). Effective communication strategies include personal contact with families, as well as outreach through established community networks that migrant families may already be a part of or media outlets that are popular in the community (Chavkin, 1996; López et al., 2001; Ward, 2002; Williams & Chavkin, 1990). Communication with families is described as two-way, noting that reliance on sending printed material home has not been an effective strategy with migrant families (Chavkin, 1996; Williams & Chavkin, 1990). The literature on effective migrant programs often focuses on individual migrant educators who were either migratory as children themselves or who share the same language or cultural backgrounds with migrant families (Gibson, 2003). The National Coalition for Parent Involvement in Education (NCPIE) (1992) recommends that communication strategies include regular information to families about student progress.

Quality migrant parent involvement programs are characterized by Williams and Chavkin (1990) as those that involve written policies and administrative support for family involvement, training for staff and families, a focus on building partnerships in every aspect of programming, and evaluation. Training or support for parents is also recognized in the literature; primarily in the sense of building their ability to advocate for themselves and their children within the educational system through knowledge about how to seek academic and non-academic support (Canales & Harris, 2004).

Again, efforts to extend educational support to the home require staff understanding of and attention to language and literacy barriers experienced by parents. Identification of a bilingual parent liaison staff member to contact migrant families directly and coordinate activities is recommended by Chavkin (1996). Training and instruction in ways parents can support their children should be provided in languages understood and used in the home, especially if parents are expected to use tools and resources, such as dictionaries and homework guides, to provide support. Further, recognition of parental literacy and educational attainment is another important consideration (Gouwens, 2001; NCPIE, 1992), and academic support activities for parents should be designed to take into account possible low literacy levels and/or limited educational backgrounds of some migrant parents (Friend, 1992).

In summary, the literature suggests that consideration of the guiding principles identified in this review—responsiveness, communication, staffing, quality, and language—is integral to the design and implementation of migrant educational services. In assessing local MEP educational support in the home programs and services, the following questions may be helpful.

- *Responsiveness: Was a needs assessment conducted to design activities? How do training and parent involvement activities reflect the needs of local migrant families? What are the goals of the programming? What staff were trained? What training has*

been provided to school staff? How has staff understanding about the migrant community grown or have changes in staff attitudes been measured? What feedback and evaluation processes are in place? What steps have been taken to address barriers to family participation? What percentage of migrant parents are involved? Do program activities target or encourage the participation of extended family members?

- *Communication/Collaboration/Relationships: What communication and outreach strategies are encouraged? How were these communication strategies selected? How effective have they been?*
- *Adequate and Appropriate Staffing: How are programs staffed? Are bilingual staff or interpreters involved? How were staff chosen?*
- *Instructional Quality and High Expectations: How are migrant community values, culture, and language reflected in program activities? How have families, educators, and schools benefited from the programming? Are the program goals, objectives, and roles and responsibilities written and articulated for all stakeholders? What training is provided to educators, families, and students?*
- *Language: How are language and literacy barriers addressed in training and parent involvement activities? How does the school know parents can use the academic support materials and resources they provide?*

4.4 Educational Continuity

The educational continuity area of concern is described in the Texas SDP as follows: “Due to their mobility, migrant students often face differences in curriculum, academic standards, homework policies, and classroom routines, as well as inconsistent course placements” (TEA, 2007b, p. 11).

4.4.1 State Required/Supplemental Services

Required and supplemental services under the statewide SDP are designed to address the state's prioritized need to increase the number of required core credits earned by migrant secondary students for on-time graduation and increase the number of migrant secondary students who make up coursework lacking due to late enrollment in and/or early withdrawal from Texas schools. Through interstate coordination efforts, services are also designed to increase participation in summer migrant education programs by migrant students, who migrate outside of Texas during summer months. Required services include the following strategies:

- Coordinate with available programs offering options for credit accrual and recovery to ensure that migrant secondary students are accessing opportunities available to earn needed credits. If students participate in credit recovery labs, activities must not interfere with core classes.
- Ensure consolidation of partial secondary credits and proper course placement for on-time graduation by (1) accessing and reviewing academic records from NGS; and (2) encoding recommended course information into NGS at time of withdrawal or at the end of the school year for all migrant students in Grades 8–11 and, if applicable, Grade 12.^{*new}
- Develop and implement a set of district procedures that outline (1) a variety of strategies for partial and full credit accrual for migrant students with late entry and/or early withdrawal; and (2) saved course slots in

^{*new} Strategies indicated as *new are new to the Texas MEP or involve critical changes to prior program implementation. Strategies not indicated as new have been implemented previously in at least some project districts within the state of Texas (TEA, 2007b).

elective and core subject areas, based on the district's history of student migration.

- Coordinate to ensure access to available resources for making up coursework to ensure that migrant secondary students are accessing opportunities available to make up missing coursework. If students participate in opportunities to make up coursework, activities must not interfere with core classes.
- Ensure consolidation of partial secondary credits, proper course placement, and credit accrual for on-time graduation by (1) accessing and reviewing academic records from NGS and other sources; and (2) at time of withdrawal or at the end of the school year, encoding secondary courses, as well as recommended course information into NGS for all migrant students in Grades 8–11 and, if applicable, Grade 12.^{*new}
- Assist in coordination of Texas migrant students who may be served with out-of-state summer migrant programs by (1) accessing state-provided information regarding summer programs in receiving states and sharing with students and parents; (2) alerting receiving states' summer migrant program staff of potential arrival of Texas students; and (3) working with the TMIP as needed.^{*new}

^{*new} Strategies indicated as *new are new to the Texas MEP or involve critical changes to prior program implementation. Strategies not indicated as new have been implemented previously in at least some project districts within the state of Texas (TEA, 2007b).

- Designate and enter into NGS a district summer contact person who will be available throughout the summer months and will have access to migrant student records, such as course grades and immunizations.^{*new}
(TEA, 2007b, pp. 23–31)

Supplemental services include the following:

- Implement a variety of credit accrual and recovery options by providing (1) opportunities for earning credit by exam or distance learning coursework, such as that available through PASS courses or the University of Texas at Austin’s (UT) Migrant Student Graduation Enhancement Program; and (2) use of equipment, space, and support staff necessary to facilitate efforts for successful completion of coursework. MEP funding is allowable only where migrant students cannot be served by other available resources.
 - Use MEP funds to: pay for tuition or fees for evening classes, summer school, credit by exam, or distance learning; or provide resources not available through other funding sources that are necessary for students’ on-time graduation (such as tutoring, child care, or transportation).
 - Employ migrant counselor or qualified specialized staff to provide graduation plan support that is above and beyond what is provided by regular school counselors, including to (1) develop individualized migrant student action plans; (2) provide leadership for coordination of services; (3) monitor course completion for PFS students with late entry or early
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withdrawal; (4) review district policies and procedures concerning students with late entry or early withdrawal; (5) intervene on behalf of students whose concerns put their academic success at risk; and (6) ensure that migrant students and parents are receiving timely information and assistance regarding the college application process, including scholarship opportunities and financial aid.

- Implement a tutoring program to assist students with make-up coursework which is missing due to late entry or early withdrawal. Tutoring schedules must not interfere with students' regular class schedule.
- Create an extracurricular club/leadership organization specific to migrant secondary students that meets regularly and is designed to help students resolve issues and problems related to late entry and/or early withdrawal, provide leadership opportunities, and facilitate social engagement with the school community.
- Implement alternative method(s) offering migrant students with late entry and/or early withdrawal opportunities to make up missing coursework. MEP funding is allowable only where migrant students cannot be served by other available resources. (TEA, 2007b, pp. 24–29)

4.4.2 Alignment with Best Practice Principles

Providing educational continuity by addressing the cumulative effects of mobility on educational attainment is a leading issue in migrant education, especially for secondary students. Because a migrant family's migration is not coordinated with the traditional school year, migrant students

experience significant disruptions in their education, and it is difficult for most migrant students to receive enough academic credit to remain at grade level with their peers (Kindler, 1995; Solis, 2004). Activities in the Texas SDP related to educational continuity focus on data collection and review processes to maintain up-to-date information on secondary migrant students, options for credit accrual, staffing, and extracurricular activities focused on improving graduation outcomes.

While there are fewer and smaller differences in educational programs between schools migrant students attend at the elementary level, the differences between schools in middle and high school, especially across state lines, in terms of standards and curriculum, scheduling, course offerings, and graduation requirements are wide (Gouwens, 2001). Due to moves during the school year as well as delays in migrant records transfer and in the absence of school policies that address the circumstances of migrant families, migrant students routinely do not enroll in, complete, or receive credit for all the courses required for graduation (Solis, 2004; Salinas & Reyes, 2004). Because researchers have shown that inadequate credit accumulation by the freshman year is highly predictive of failure to graduate (see, for example, Allensworth & Easton, 2007), early attention to credit accumulation issues for migrant students could increase the likelihood that more migrant students finish high school. A key issue in ensuring educational continuity relates to timely records transfers and sharing of educational information about migrant students as they move from school to school. Nowhere is this issue more critical than in addressing secondary credit accrual for migrant students (Solis, 2004; USDE, 2002c). The Migrant Student Information Exchange (MSIX) is a federal effort by the USDE to link migrant records systems developed by individual states, such as the NGS system, to facilitate national exchange of migrant student information (see <http://www.ed.gov/admins/lead/account/recordstransfer.html>). Systems such as MSIX and NGS aim to overcome barriers to timely and accurate placement and credit accrual. Work on these systems continues to address issues related to compatibility of information and data elements

included in different state systems, local “mistrust” that data from migrant databases reflects official records, and the data burden associated with the record input and maintenance of such systems, all of which remain as obstacles to timely data sharing. Full and partial credit awards, as well as appropriate course placement as they move between schools can be inhibited by the lack of trusted and reliable information about student participation and completion of required coursework.

Additionally, many migrant students fail or only partially complete courses required for graduation and thus do not receive necessary credits. Finding flexible alternatives to support secondary credit accrual or credit “recovery” has been an area of increasing focus in the migrant education community. Correspondence courses offered through programs such as PASS or the UT Migrant Student Graduation Enhancement Program are examples of long-standing efforts to help migrant students make up credits for graduation across state lines using self-contained and independent study materials (NPSCEA, 1994). Additionally, many districts offer online courses; offer courses at alternative or additional times such as night school, summer school, and/or extended day/week/year programs; or provide options allowing students to continue to work or continue with ongoing class requirements while addressing credit recovery (Friend, 1992; Salinas & Reyes, 2004). A study of four pairs of cooperating districts that shared information on migrant students between schools and across state lines illustrated the high level of institutional cooperation required to ameliorate educational discontinuity issues. Specifically, the study found the cooperating schools had committed staff resources to facilitate communication and information sharing and engaged in efforts to align policies between students’ home-base and receiving schools (USDE, 2002c). The study reported that alignment policies included district agreements to adopt a consistent grade placement policy and agreements to place English language learners in language assistance programs according to home-base school’s practices.

Salinas and Reyes (2004) highlight the need for these types of systemic approaches to ensure educational continuity as migrants move between schools.

The literature related to migrant record sharing and secondary credit accrual also points to the need for adequate and appropriate staffing (USDE, 2005). Even with improvements in information sharing and records transfer, the literature indicates that school staff still often have the same systems (fax, telephone) for sharing information and making decisions about courses and placements prior to official records transfers that they have used for years and that information sharing between local staff should be supported and facilitated (NPSCEA, 1994; USDE, 2005). Further, differences in curriculum and scheduling, course content, and graduation requirements between and within states still require individual review and decision making about appropriate placement and partial or complete award of credit for courses taken (Salinas & Reyes, 2004; USDE, 2002c). These activities, as well as ongoing academic guidance, developing individual student graduation plans, and helping students and families better understand graduation requirements, are often well beyond the capacity of existing guidance counselors, most of whom already have heavy caseloads (Gibson, 2003; Salinas & Reyes, 2004; USDE 2002c).

Researchers stress that efforts focused on secondary credit accrual should be focused on high expectations and preparation for postsecondary transitions (NPSCEA, 1994). This involves intentional efforts to focus on quality course taking and graduation plans geared toward college and career goals. Vocke (2007) emphasizes that most migrant students are likely to feel like outsiders to the mainstream educational process. Indeed, beyond possible language, class, and race barriers, migrant students may face institutional structures and practices that too often virtually exclude them from developing high expectations and planning for college (Gibson & Bejinez, 2002; Salinas & Reyes; 2004).

A report on the measurement of migrant educational attainment (USDE, 2002b) indicated that typical courses taken by migrant students do not include higher level mathematics, a predictor for access and success in postsecondary education (Adelman, 1999). Frequently, migrant students are not steered toward college preparatory tracks or higher level courses (Salinas & Reyes, 2004; Solis, 2004).

Migrant students should be well supported in meeting graduation plan goals with access to appropriate academic supports (tutoring, guidance counseling, and language support as needed), as well as outreach and information that demystifies college requirements and application processes for students and their families (Salinas & Reyes, 2004). Language related needs should be addressed in secondary credit accrual as well. Celedón-Pattichis (2004) and Gouwens (2001) identify characteristics of effective distance learning courses as those that target language-related needs and include short units and vocabulary reviews; clear, concise language and commentary; visual reinforcements; ample opportunities to practice and apply new skills; and writing exercises encouraging students to relate new content to their own lives. According to Alanis (2004), developers of courses should consult with bilingual educators and integrate language development tasks into curriculum, especially those tasks that focus on the development of academic language. Cultural experiences and prior knowledge of migrant students are additional considerations for course developers (Alanís, 2004; Vocke, 2007).

In summary, the literature suggests that consideration of the guiding principles identified in this review—responsiveness, communication, staffing, quality, and language—is integral to the design and implementation of migrant educational services. In assessing local MEP educational continuity programs and services, the following questions may be helpful:

- *Responsiveness: What options are offered for secondary credit accrual? Do options align with student needs? Are flexible policies or guidelines for awarding partial and*

complete credit in existence? Who is responsible for making these decisions? Do staff use alternative methods to collect or verify data? Are options for secondary credit accrual aligned with migrant student opportunities to participate? Do programs offer alternative times, places, and modes of delivery for coursework that do not interfere with home, work, or regular class responsibilities?

- *Communication/Cooperation/Relationships: What strategies are used to support secondary credit accrual in cooperation with other states/schools? How are these communications supported? Are there alignment policies in place between states/schools serving migrant students?*
- *Adequate and Appropriate Staffing: Are staff properly trained in using NGS? What are the policies for timely data entry and retrieval? Is staffing adequate to facilitate timely data entry/retrieval from NGS? What/how many staff is engaged in helping migrant student create graduation plans? How are families involved in/informed of the development of graduation plans?*
- *Instructional Quality and High Expectations: Are courses and services evaluated for quality? What efforts are made to help migrant students gain access to upper level mathematics and other college preparatory courses? What other college readiness strategies are utilized, both academic and non-academic? What efforts are made to increase college awareness for migrant families and at what target age group?*
- *Language: Are course content and services evaluated for appropriateness for English language learners and various proficiency levels? What support for English language learners is integrated into programming?*

5.0 Implementation of MEP Instructional and Support Services

5.1 Survey Administration

Texas MEP coordinators were surveyed to identify the instructional and support services/activities currently provided by each of the school districts participating in the Texas MEP. School districts may participate in the Texas MEP as IPDs or SSADs. The IPDs independently operate MEP projects. For SSADs, the MEP project is operated by the regional education service center (ESC). Each district participating in the MEP has an MEP coordinator. There is one coordinator per SSAD.⁸ The MEP contacts at each of the ESCs were also surveyed about their ESC's provision of direct services to migrant students.

The Texas MEP Instructional and Support Services Survey was designed to gather information on the services that are being provided and the prevalence of those services across participating districts. The findings of this survey will be used in conjunction with the literature review to inform an MEP expert panel that will examine the extent to which the Texas MEP is aligned with MEP best practices.

The main objectives of the comprehensive survey included the following:

- 1) Identify all migrant education related services provided within each MEP district during the 2008 calendar year.
- 2) Identify services provided through MEP funds (i.e., either fully or partially) and services provided through other funds.
- 3) Indicate the district's priority for each of the provided services.

⁸ One MEP coordinator was responsible for completing the survey for each IPD and one MEP coordinator was responsible for completing the survey for each SSAD. For example, if eight districts were part of an SSAD, one coordinator would have been responsible for completing the survey for each of those eight SSADs.

MGT developed a Web-based survey in collaboration with Texas MEP state staff and pilot-tested the survey with individuals knowledgeable about MEP programs in Texas and other states. Appendix A includes an example of a completed survey with fictitious data for presentation purposes. The tables in Appendix B show abbreviated survey items corresponding to each of the actual survey items. These abbreviated items are used in subsequent data tables presented within this report.

The survey items addressed the seven areas of educational concern defined by the USDE's OME: educational continuity, instructional time, school engagement, English language development, educational support in the home, health, and access to services. The following sources of information were used to develop survey items:

- Review of the MEP literature;
- Review of other state migrant programs;
- Input from a nationally recognized MEP expert;
- Review of the TEA Title I, Part C Migrant Education Consolidated Application; and
- Review of the Texas MEP NGS Implementation Guidelines.

The survey included the following eight sections:

- Section 1: Supplemental Instructional Services
- Section 2: Summer School/Intersession Services
- Section 3: Early Childhood/School Readiness Services (through Kindergarten)
- Section 4: Middle/Junior High School Services
- Section 5: High School Services
- Section 6: Drop-out Prevention and Intervention Services
- Section 7: Support and Health Services
- Section 8: ESC Direct Migrant Services

Survey respondents were asked to indicate whether a service/activity was offered or not offered by selecting one of the following responses:

- 1) YES, funded in full or in part by MEP funds;
- 2) YES, funded entirely by other funds;
- 3) NO, available but no migrant students have received the service in this school district in the last 12 months;
- 4) NO, not offered for migrant students in this school district; or
- 5) DO NOT KNOW.

Provided services were those that respondents indicated were funded: (1) in full or in part by MEP funds or (2) entirely by other funds (YES responses in the list above). For provided services, respondents then rated the priority of services/activities that were offered within their district as high, medium, or low.

When applicable, survey respondents indicated any additional services that had not been included in the survey instrument. Finally, MEP contacts reported the services/activities that their ESC provided directly to migrant students during the 2008 calendar year.

Prior to the administration of the survey, correspondence explaining the overall MEP evaluation and the survey was sent to all MEP coordinators, ESC coordinators, ESC executive directors, and independent school district superintendents. In this correspondence, as well as in subsequent reminders, respondents were encouraged to complete the survey. During the four-week survey period, MGT obtained an extremely high response rate from each respondent group with an overall response rate of approximately 92% (see Table 5-1).

Table 5-1: Response Rates for the 2009 Survey of Migrant Education Program Services

Respondent Group	Number Surveyed	Number of Completions	Survey Response Rate
IPDs	191	177	92.70%
SSADs	282	254	90.10%
ESCs	20	20	100.00%
Weighted average			91.50%

Source: MGT Texas MEP Instructional and Support Survey, Winter 2009.

5.2 Results

5.2.1 Data Aggregation: Subgroups.

It was hypothesized that the types and priorities of MEP services would vary according to the size of the district due to different needs and availability of resources for smaller versus larger districts. To capture this variation, four analyses of the survey data were conducted: for all districts and for the following three district size subgroups: small (99 or fewer migrant students eligible), medium (100 to 400 migrant students eligible), and large (more than 400 migrant students eligible). These categories were determined based on the mean number of eligible migrant students across all participating districts and the distance from the mean. The small districts are those in which the number of eligible migrant students fall below the mean and the large districts are those where the number of eligible migrant students is at least two standard deviations above the mean (i.e., the number of migrant students in these districts is much higher than the mean for all districts included in this analysis). The medium size districts are those that fall between the small and large district categories.

MEP coordinators who responded to the survey represented a total of 432 districts.⁹ Of those, 358 were classified as small districts, 50 as medium districts, and 24 as large districts. The tables in Appendix C show the frequency and percentage of districts that fell into each of the service offering response categories for each service by all districts and the three district size subgroups. Preliminary analysis indicated that the pattern of results was very similar for medium and large size districts. Thus, for ease of interpretation, the medium and large size district groups were collapsed in subsequent analyses. Given that the small districts made up a large majority (83%) of all of the districts, the pattern of services for all districts is more reflective of small districts than medium or large districts.

For the small districts, survey responses were also examined for two service delivery model subgroups: IPDs and SSADs. Analyses were broken down by these two subgroups to explore whether a different pattern of services/activities or priorities existed for IPDs as compared to SSADs. The SSAD group consisted of almost all small districts. Therefore, analyses examining provision and priorities for the two service delivery models were only conducted for the small districts.

5.2.2 Data Aggregation: Summary Variables.

To provide information on broad categories of service offerings, the survey items that address the same type of service offering (e.g., extended-day tutoring) in different content areas (e.g., reading, math, science) and groupings (individual or small group) were collapsed. This process yielded the following summary variables: extended-day tutoring, in-school tutoring, migrant specific teacher instruction, migrant specific paraprofessional instruction, and migrant first-grade teacher instructional support. If a district provided services for any of the services included

⁹ MEP coordinators who responded to Section 1 represented a total of 432 districts; MEP coordinators who responded to the other survey sections represented 431.

within a given summary variable, the district was considered to have provided that broad category of services. For example, if a district provided extended-day tutoring in any content area or grouping type, they were considered to have provided extended-day tutoring. The average priority rating across the provided services included within each summary variable was calculated. The items included within each of the summary variables are indicated in the footnotes in the tables in Appendix C.

5.2.3 Analytical Techniques

The frequency and percentage of provided services, and medium or high priority ratings of those services, were calculated. Percentages for provided services were calculated by dividing the number of respondents (MEP district coordinators) who answered “YES”¹⁰ regarding funding by the total number of MEP district respondents. The percentages for the medium or high priority ratings were calculated by dividing the number of MEP district respondents that provided each service/activity and rated the service as medium or high priority by the total number of districts that provided a priority rating. Frequencies and percentages for provision of services, and medium or high priority ratings of those services, are presented in the tables found in Appendices C and D. The percentages are highlighted throughout the body of this report.

5.2.4 Organization of Findings

Findings are presented for all districts and by the size of MEP district (small and medium-large). Findings are also presented by type of service delivery model (IPD and SSAD) for the small districts. These findings demonstrate programming within qualitatively different groups with potentially different needs, resources, and approaches. Where comparisons are made between

¹⁰ Respondents indicated either: YES, funded in full or in part by MEP funds OR, YES, funded entirely by other funds.

groups, those comparisons are intended to help the reader understand the unique pattern of services provided and priorities of each provided service as reported by each distinct group.

The findings of the survey are described within the following five sections:

- 1) Provision and priority of services within areas of educational concern for all districts and by size of district (small districts and medium or large districts);
- 2) Provision and priority of services within areas of educational concern for small districts by type of service delivery model (IPDs and SSADs);
- 3) Sources of funding for provided services;
- 4) Other provided services; and
- 5) Services ESCs provided directly to migrant students.

Furthermore, survey findings were organized around four areas of educational concern. These four areas were derived through the following process. Each survey item was categorized by seven areas of concern based on evaluator judgment of alignment of the item with a need area(s). If an item was conceptually aligned to an area of concern using the OME definition for each of the seven areas of concern, the item was categorized into that need area. Items could be categorized into multiple concern areas if they were aligned with more than one need area. Areas of educational concern for which survey items were frequently categorized into multiple concern areas were collapsed¹¹. The tables within Appendix B show the survey items categorized into each of the four following collapsed areas of concern:

- 1) *Educational Continuity/Instructional Time*
- 2) *School Engagement/Educational Support in the Home*
- 3) *Health/Access to Services*

¹¹ Note that only two items were categorized into the English Language Development category. Each of these two items also fit within the *Educational Continuity/Instructional Time* need area but was included within the best fitting category.

4) *English Language Development*

5.3 Provision and Priority of Services within Areas of Educational Need by Size of District

Educational Continuity/Instructional Time. Table 5-2 shows the provision and priority ratings for each of the services within the *Educational Continuity/Instructional Time* need area for all districts, small districts, and medium or large districts. In Table 5-2, dark highlighting signifies the most commonly (over 70% of districts) reported services and light highlighting signifies the least commonly (fewer than 20% of districts) reported services for all districts.

TABLE 5-2: Educational Continuity/Instructional Time: Provision of Services and Priority Rating by District Size

Service	Provided Service ¹			Priority of Service ² (Medium to High)		
	All	Small	Medium/ Large	All	Small	Medium/ Large
Extended-day Tutoring	60.2%	53.1%	94.6%	100.0%	100.0%	100.0%
Extended-day TAKS Tutorials	66.2%	60.9%	91.9%	99.3%	99.5%	98.5%
In-school Tutoring	74.8%	69.6%	100.0%	99.7%	99.6%	100.0%
In-school TAKS Tutorials	71.1%	65.1%	100.0%	99.3%	99.6%	98.6%
Migrant Specific Teacher Instruction	41.4%	37.4%	60.8%	73.7%	65.7%	97.8%
Migrant Specific Paraprofessional Instruction	33.3%	27.9%	59.5%	68.1%	55.0%	97.7%
Migrant First Grade Teacher Instructional Support	39.6%	35.5%	59.5%	71.9%	63.8%	95.5%
Migrant First Grade Parent Collaboration	39.6%	35.8%	58.1%	71.9%	64.1%	95.3%
Migrant Specific Counseling, Academic	59.0%	54.2%	82.4%	80.8%	76.3%	95.1%
Migrant Specific Counseling, Career	60.4%	55.9%	82.4%	81.6%	77.0%	96.7%
Migrant Specific Counseling, College Preparation	59.3%	54.5%	82.4%	98.8%	99.5%	96.7%
Records Transfer, Migrant Packet	58.8%	55.3%	75.7%	97.6%	98.0%	96.4%
Records Transfer, NGS	94.2%	93.0%	100.0%	99.5%	99.4%	100.0%
Secondary Credit Accrual Workshop	53.8%	51.3%	66.2%	77.6%	74.3%	89.8%
TMIP-Training	53.6%	51.5%	63.5%	77.9%	73.9%	93.6%
TMIP-Technical Assistance	50.3%	47.1%	66.2%	75.1%	70.8%	89.8%
TMIP-Resource Materials	56.4%	53.8%	68.9%	78.2%	75.0%	90.2%
TMIP-Out-of-state TAKS Training	11.4%	3.4%	50.0%	93.9%	91.7%	94.6%
PASS	10.7%	10.6%	10.8%	95.7%	100.0%	75.0%
UT Student Graduation Enhancement Migrant Program	40.1%	36.7%	56.8%	68.8%	63.4%	85.7%
Work Study	14.6%	14.6%	14.9%	23.8%	11.5%	81.8%
NovaNet	18.6%	16.5%	28.4%	40.0%	22.0%	90.5%
Summer TAKS Remediation	65.0%	57.7%	100.0%	83.2%	77.7%	98.6%
Out-of-state TAKS Remediation	16.2%	14.6%	24.3%	31.4%	13.5%	83.3%
Out-of-state TAKS Testing	8.8%	2.5%	39.2%	97.4%	100.0%	96.6%
Out-of-state Summer Migrant Program Coordination	20.4%	16.2%	40.5%	44.3%	19.0%	93.3%
Identify Preschool Age Children for Enrollment	73.3%	69.5%	91.9%	84.5%	80.6%	98.5%

TABLE 5-2: Educational Continuity/Instructional Time: Provision of Services and Priority Rating by District Size (Continued)

Service	Provided Service ¹			Priority of Service ² (Medium to High)		
	All	Small	Medium/Large	All	Small	Medium/Large
Building Bridges - Center-Based	29.0%	28.9%	29.7%	61.6%	55.3%	90.9%
Head Start	58.5%	54.3%	78.4%	99.2%	99.0%	100.0%
Even Start	15.3%	14.0%	21.6%	95.5%	98.0%	87.5%
Coordinate with Texas Migrant Council	24.1%	16.8%	59.5%	96.2%	96.7%	95.5%
Migrant Early Childhood Teacher Instructional Support	39.0%	35.6%	55.4%	71.4%	64.6%	92.7%
Migrant Early Childhood Paraprofessional Instructional Support	42.7%	38.1%	64.9%	73.4%	66.2%	93.8%
Learning and Study Skills	73.3%	67.8%	100.0%	98.7%	99.2%	97.3%
Credit Accrual and Recovery Programs including NGS Records	75.9%	71.4%	97.3%	98.8%	99.2%	97.2%
Graduation Plan Support through a Migrant Counselor	44.1%	37.8%	74.3%	98.9%	100.0%	96.4%
Course Tuition Payment	34.6%	29.4%	59.5%	98.0%	99.0%	95.5%
Drop-out Prevention Program	65.2%	60.2%	89.2%	99.6%	99.5%	100.0%
Monitor Student Progress Toward Meeting Graduation Requirements	73.8%	69.2%	95.9%	99.4%	99.6%	98.6%
Referrals to College Assistance Programs	57.5%	50.1%	93.2%	81.0%	74.9%	97.1%
Graduation Plan Support Beyond Regular High School	52.0%	47.6%	73.0%	99.1%	100.0%	96.3%
Conferences for MEP Staff	81.0%	77.9%	95.9%	98.0%	98.6%	95.8%
Conferences for Parents	27.6%	19.0%	68.9%	95.8%	97.1%	94.1%
Conferences for School/Administrative Staff	51.3%	45.7%	78.4%	95.9%	96.9%	93.1%

Source: MGT Texas MEP Instructional and Support Survey, Winter 2009.

¹ Percentages for provided services were calculated by dividing the number of respondents who answered “YES” regarding funding by the total number of respondents.

² Percentages for the medium or high priority ratings were calculated by dividing the number of respondents that provided each service and that rated the service as medium or high priority by the total number of districts that provided a priority rating.

Note: Dark highlighting indicates services provided by over 70% of all districts. Light highlighting indicates services provided by fewer than 20% of all districts

Of the 44 services in this area of educational concern, 24 were provided by over 50% of all districts. Over 70% of all districts provided the following eight services:

- Providing records transfers through the NGS (94%);

- Attending state and national conferences for MEP staff (81%);
- Coordinating with programs offering options for partial and full credit accrual and recovery including accessing and reviewing academic records from NGS (76%);
- Providing in-school tutoring (75%) and TAKS tutorials (71%);
- Monitoring student progress toward meeting graduation requirements (74%);
- Identifying preschool-age children for enrollment (73%); and
- Coordinating, monitoring, and documenting progress regarding learning and study skills (73%).

Less than 20% of all districts indicated that they provided the following four services:

- Providing distance learning services including NovaNet (19%), Work Study (15%), and PASS (11%);
- Providing out-of-state TAKS remediation (16%) and testing (9%);
- Coordinating with Even Start (15%); and
- Coordinating with the TMIP to offer out-of-state TAKS training (11%).

It is noteworthy that out-of-state TAKS testing and remediation and coordination with the TMIP to offer out-of-state TAKS training were available but not offered to any students at approximately 45% to 50% of all of the districts. Respondents were not asked why no students received these available services but student need may have played a role. Perhaps no students needed the service at some of the districts that indicated the service was available but not provided.

The pattern of provision of services for small districts was similar to that of all the districts. For the medium or large districts, a large majority of the services (36 of the 44 services) within the *Educational Continuity/Instructional Time* need area were provided by at least 50% of the districts. The following services were offered by all or nearly all of the medium or large districts:

- Providing in-school tutoring (100%);
- Providing in-school TAKS tutorials (100%);
- Providing records transfers through the NGS (100%);
- Coordinating, monitoring, and documenting progress regarding learning and study skills (100%); and
- Coordinating with programs offering options for partial and full credit accrual and recovery including accessing and reviewing academic records from NGS (97%).

Less than 20% of the medium or large districts provided two services. These two services were both distance learning programs: PASS (11%) and Work Study (15%). These services were offered during summer school or intersession.

In terms of priority ratings concerning *Educational Continuity/Instructional Time*, across all of the districts, 40 of the 44 services were rated as medium or high priority by a high percentage (70% in most cases) of the districts. The four services with less than 50% of all districts indicating a medium or high priority rating included the following services, which are all provided during the summer or intersession:

- Providing out-of-state Summer Migrant Program Coordination (44%);
- Providing NovaNet (40%);
- Providing out-of-state TAKS remediation (31%); and
- Providing work study (24%).

These services were also services for which there were low rates of provision. So, of the small percentage of districts that provided these services, a relatively small percentage (less than 50%) of those districts reported that these services were of moderate or high priority.

Conversely, some services (i.e., PASS, providing out-of-state TAKS testing, and coordinating with the TMIP to offer out-of-state TAKS training) provided by a low percentage (less than 20%)

of districts were reported to be of moderate or high priority. This means that even though only a few districts provided these services, almost all of those districts reported that these services were of moderate or high priority.

As expected, the pattern of provision and priority of services for small districts was similar to the pattern found across all districts. Medium or high priority ratings were provided by at least 80% of the medium or large districts for all of the services, except PASS (75%). Overall, more variation was found for provision and priority rates for small as compared to medium or large districts, with medium or large districts indicating higher provision and priority rates. Note that as there were a larger number of small districts, more variation would be expected. Furthermore, larger districts would have access to greater funding, so higher provision and priority ratings would be expected for the larger districts relative to the smaller districts.

School Engagement/Educational Support in the Home. Table 5-3 shows the provision and priority ratings for each of the services within the *School Engagement/Educational Support in the Home* need area for all districts, small districts, and medium or large districts. In Table 5-3, highlighting signifies the most commonly (over 70% of districts) reported services for all districts.

TABLE 5-3: School Engagement/Educational Support in the Home: Provision of Services and Priority Rating by District Size

Service	Provided Service ¹			Priority of Service ² (Medium to High)		
	All	Small	Medium/ Large	All	Small	Medium/ Large
Migrant Specific Counseling, Personal	58.6%	53.9%	81.1%	80.6%	75.6%	96.7%
Migrant Extra Curricular or Leadership Club/Org	36.8%	32.1%	59.5%	66.0%	57.4%	88.6%
School Retreat or Workshop	40.0%	33.5%	71.6%	69.4%	60.8%	88.7%
Building Bridges - Home-Based	45.5%	39.2%	75.7%	74.5%	65.7%	96.4%
Homework Assistance/Tools	76.3%	72.8%	93.2%	99.1%	99.2%	98.6%
Retreat/Workshop for Intervention Support	41.5%	35.0%	73.0%	72.6%	62.4%	96.3%
Timely and Appropriate Interventions	78.2%	74.2%	97.3%	84.6%	81.5%	95.8%
Outreach Activities for Out-of-school Youth and Their Parents (Dropout Prevention/Intervention)	53.6%	50.4%	68.9%	77.9%	75.0%	88.2%
Establish Parent Advisory Council (PAC)	89.6%	87.4%	100.0%	99.5%	99.4%	100.0%
Childcare During Parent Involvement and PAC Meetings	72.4%	69.7%	85.1%	98.4%	98.8%	96.8%
Transportation to and from Parent Involvement and PAC Meetings	67.7%	67.8%	67.6%	96.9%	97.5%	94.0%
Light Snack to Encourage Parent Involvement and Participation in PAC	83.5%	80.7%	97.3%	96.1%	96.2%	95.8%
Outreach Activities for Out-of-school Youth and Their Parents (Support and Health Services)	45.7%	41.2%	67.6%	98.5%	99.3%	96.0%
Information on Requirements for Graduation	84.0%	81.2%	97.3%	99.2%	99.0%	100.0%
Family/Home Visitation Regarding Academic Progress of Children	82.6%	79.6%	97.3%	99.4%	99.3%	100.0%
Translated Services During Meetings	85.6%	84.3%	91.9%	98.9%	99.0%	98.5%
Translated School Communication Materials	79.6%	76.2%	95.9%	99.1%	98.9%	100.0%

Source: MGT Texas MEP Instructional and Support Survey, Winter 2009.

¹ Percentages for provided services were calculated by dividing the number of respondents who answered "YES" regarding funding by the total number of respondents.

² Percentages for the medium or high priority ratings were calculated by dividing the number of respondents that provided each service and that rated the service as medium or high priority by the total number of districts that provided a priority rating.

Note: Highlighting indicates services provided by over 70% of all districts.

Of the 17 services in this need area, 12 services were provided by over 50% of all districts. Over 70% of all districts provided the following nine services:

- Establishing a Parent Advisory Council (PAC) (90%);
- Offering translation services during meetings (86%);
- Providing light snack to encourage parent involvement and participation in PAC meetings (84%);
- Providing information on requirements for graduation (84%);
- Providing family/home visitation regarding students' academic progress (83%);
- Providing translated school communication materials (80%);
- Collaborating to provide timely and appropriate interventions for academic and non-academic issues (78%);
- Coordinating resources and information for homework assistance/tools for students and parents (76%); and
- Providing childcare during parent involvement and PAC meetings (72%).

The following services related to the need area of *School Engagement/Educational Support in the Home* were offered by nearly all of the medium or large districts:

- Establishing a PAC (100%);
- Providing light snack to encourage parent involvement and participation in PAC meetings (97%);
- Providing information on requirements for graduation (97%);
- Collaborating to provide timely and appropriate interventions for academic and non-academic issues (97%); and
- Providing family/home visitation regarding students' academic progress (97%).

Shown in Table 5-3, all *School Engagement/Educational Support in the Home* services were rated as medium or high priority by the majority of MEP districts. For 10 of the 17 services, 95% or more of all the districts reported priority ratings of medium or high. Findings for small and medium or large districts were similar to findings of all districts.

Health/Access to Services. Table 5-4 shows the provision and priority ratings for each of the services within the Health/Access to Services need area for all districts, small districts, and medium or large districts. In Table 5-4, highlighting signifies the most commonly (over 70% of districts) reported services for all districts.

TABLE 5-4: Health/Access to Services: Provision of Services and Priority Rating by District Size

Service	Provided Service ¹			Priority of Service ² (Medium to High)		
	All	Small	Medium/ Large	All	Small	Medium/ Large
Clothing	80.5%	77.6%	94.6%	96.5%	97.5%	92.9%
School Supplies	91.2%	89.4%	100.0%	98.0%	97.8%	98.6%
Food/Nutrition Services	48.0%	40.9%	82.4%	97.1%	96.6%	98.4%
Transportation Assistance	45.5%	39.2%	75.7%	96.4%	97.9%	92.9%
Vision Screening	72.6%	70.0%	85.1%	98.4%	99.2%	95.2%
Hearing Screening	67.5%	66.1%	74.3%	97.9%	98.7%	94.5%
Other Health Screening	50.5%	46.8%	68.9%	97.7%	97.6%	98.0%
Offer Health Awareness Workshops	65.7%	64.1%	73.0%	96.8%	97.8%	92.6%
Health Insurance Information	63.8%	63.9%	63.5%	98.2%	98.7%	95.7%
Assistance in Interpreting Health Information	51.7%	46.8%	75.7%	95.1%	95.2%	94.6%
Referral to Community Programs	79.8%	76.8%	94.6%	98.0%	97.8%	98.6%
Referral to Health Providers	76.1%	73.7%	87.8%	98.2%	98.5%	96.9%
Making Medical and Dental Appointments	54.8%	51.0%	73.0%	96.6%	97.8%	92.6%

Source: MGT Texas MEP Instructional and Support Survey, Winter 2009.

¹ Percentages for provided services were calculated by dividing the number of respondents who answered “YES” regarding funding by the total number of respondents.

² Percentages for the medium or high priority ratings were calculated by dividing the number of respondents that provided each service and that rated the service as medium or high priority by the total number of districts that provided a priority rating.

Note: Highlighting indicates services provided by over 70% of all districts.

Of the 13 services in this area of educational concern, 11 services were provided by over 50% of districts. The following five services were provided by over 70% of all districts:

- Providing school supplies (91%);
- Providing clothing (80%);
- Making referrals to community programs (80%);
- Making referrals to health providers (76%); and
- Providing vision screenings (73%).

For the medium or large districts, 11 of 13 of the services related to *Health/Access to Services* were offered by over 70% of the districts and the following services were offered by all or nearly all of the medium or large districts:

- Providing school supplies (100%);
- Providing clothing (95%); and
- Making referrals to community programs (95%).

As shown in Table 5-4, every service in this need area received a medium or high priority rating by at least 93% of all the districts and within each of the district size subgroups.

English Language Development. Table 5-5 shows the provision and priority ratings for each of the services within the *English Language Development* need area for all districts, small districts, and medium or large districts.

TABLE 5-5: *English Language Development: Provision of Services and Priority Rating by District Size*

Service	Provided Service ¹			Priority of Service ² (Medium to High)		
	All	Small	Medium/ Large	All	Small	Medium/ Large
Extended-day ESL Tutoring	45.1%	35.5%	91.9%	97.9%	98.4%	97.1%
In-school ESL Tutoring	60.0%	53.4%	91.9%	99.2%	99.5%	98.5%

Source: MGT Texas MEP Instructional and Support Survey, Winter 2009.

¹ Percentages for provided services were calculated by dividing the number of respondents who answered “YES” regarding funding by the total number of respondents.

² Percentages for the medium or high priority ratings were calculated by dividing the number of respondents that provided each service and that rated the service as medium or high priority by the total number of districts that provided a priority rating.

ESL extended-day tutoring was provided by 45% of all districts. ESL in-school tutoring was provided by 60% of all districts. Findings were similar to all districts for the small district size subgroup. Ninety-two percent of the medium or large districts provided each of the *English Language Development* related services. Further, priority ratings were medium or high for all districts and district size subgroups for each of the services in this need area.

5.3.1 Provision and Priority of Services for Small Districts by Type of Service Delivery Model

This section presents findings for provision of services and priority of services for small districts broken down by two service delivery types:

- 1) IPDs: Districts operating independently.
- 2) SSADs: Districts operating as members within SSAs administered by their region’s ESC.

Educational Continuity/Instructional Time. Table 5-6 shows the percentage of IPDs and SSADs that provided services within the *Educational Continuity/Instructional Time* need area and indicated priority ratings of medium or high. In Table 5-6, dark highlighting signifies the most commonly (over 60% of IPDs and SSADs) reported services and light highlighting signifies the least commonly (fewer than 20% of IPDs and SSADs) reported services.

TABLE 5-6: Educational Continuity/Instructional Time Services: Percentage of Services Provided and Priority Ratings for Small Districts for IPDs and SSADs

Service	Provided Services		Priority (Medium to High)	
	IPD ¹ (N=107)	SSAD ¹ (N=251)	IPD ²	SSAD ²
Extended Day Tutoring	70.1%	45.8%	100.0%	100.0%
Extended Day TAKS Tutorials	66.4%	58.6%	100.0%	99.3%
In School Tutoring	80.4%	64.9%	100.0%	99.4%
In School TAKS Tutorials	75.7%	60.6%	100.0%	99.3%
Migrant Specific Teacher Instruction	32.7%	39.4%	97.1%	54.5%
Migrant Specific Paraprofessional Instruction	39.3%	23.1%	100.0%	22.4%
Migrant First Grade Teacher Instructional Support	32.7%	36.7%	97.1%	51.1%
Migrant First Grade Parent Collaboration	34.6%	36.3%	97.3%	50.5%
Migrant Specific Counseling, Academic	48.6%	56.6%	100.0%	67.6%
Migrant Specific Counseling, Career	48.6%	59.0%	100.0%	68.9%
Migrant Specific Counseling, College Preparation	49.5%	56.6%	100.0%	99.3%
Records Transfer, Migrant Packet	76.6%	46.2%	97.6%	98.3%
Records Transfer, NGS	88.8%	94.8%	98.9%	99.6%
Secondary Credit Accrual Workshop	25.5%	62.2%	96.3%	70.5%
TMIP-Training	32.1%	59.8%	97.1%	68.7%
TMIP-Technical Assistance	22.6%	57.4%	91.7%	67.4%
TMIP-Resource Materials	32.1%	62.9%	97.1%	70.3%
TMIP-Out-of-state TAKS Training	8.5%	1.2%	100.0%	66.7%
PASS	4.7%	13.1%	100.0%	100.0%
UT Student Graduation Enhancement Migrant Program	19.8%	43.8%	85.7%	59.1%
Work Study	5.7%	18.3%	83.3%	2.2%
NovaNet	9.4%	19.5%	90.0%	8.2%
Summer TAKS Remediation	69.8%	52.6%	98.6%	65.9%
Out-of-state TAKS Remediation	5.7%	18.3%	100.0%	2.2%
Out-of-state TAKS Testing	7.5%	0.4%	100.0%	100.0%
Out-of-state Summer Migrant Program Coordination	8.5%	19.5%	77.8%	8.2%
Identify Preschool Age Children for Enrollment	71.7%	68.5%	96.1%	73.8%
Building Bridges- Center Based	20.8%	32.3%	95.5%	44.4%

TABLE 5-6: Educational Continuity/Instructional Time Services: Percentage of Services Provided and Priority Ratings for Small Districts for IPDs and SSADs (Continued)

Service	Provided Services		Priority (Medium to High)	
	IPD ¹ (N=107)	SSAD ¹ (N=251)	IPD ²	SSAD ²
	%	%	%	%
Head Start	38.7%	61.0%	95.1%	100.0%
Even Start	8.5%	16.3%	88.9%	100.0%
Coordinate with Texas Migrant Council	27.4%	12.4%	93.1%	100.0%
Migrant Early Childhood Teacher Instructional Support	32.1%	37.1%	100.0%	51.6%
Migrant Early Childhood Paraprofessional Instructional Support	36.8%	38.6%	97.4%	53.6%
Learning and Study Skills	76.4%	64.1%	97.5%	100.0%
Credit Accrual and Recovery Programs including NGS Records	73.6%	70.5%	97.4%	100.0%
Graduation Plan Support through a Migrant Counselor	38.7%	37.5%	100.0%	100.0%
Course Tuition Payment	20.8%	33.1%	0.0%	0.0%
Drop-out Prevention Program	48.1%	65.3%	98.0%	100.0%
Monitor Student Progress Toward Meeting Graduation Requirements	67.0%	70.1%	98.6%	100.0%
Referrals to College Assistance Programs	50.0%	50.2%	100.0%	64.3%
Graduation Plan Support Beyond	30.2%	55.0%	0.0%	0.0%
Conferences for MEP Staff	63.2%	84.1%	95.5%	99.5%
Conferences for Parents	19.8%	18.7%	90.5%	100.0%
Conferences for School/Administrative Staff	35.8%	49.8%	89.5%	99.2%

Source: MGT Texas MEP Instructional and Support Survey, Winter 2009.

¹ The total number responding to the survey is N = 107 for IPDs and N = 251 for SSADs. The number of respondents varies somewhat across survey items. See the tables in Appendix E for the frequencies for each item.

² The Ns for priority ratings vary across survey items depending on the number of respondents that provided the service. See the tables in Appendix E for frequencies for each item.

Note: Dark highlighting indicates services provided by over 60% of districts. Light highlighting indicates services provided by fewer than 20% of districts

There were many similarities between IPDs and SSADs in terms of provision of services. The most commonly provided services (over 60% of IPDs and SSADs) reported for both groups of districts within this need area included:

- Providing in-school tutoring (80% for IPDs; 65% for SSADs) and TAKS tutorials (76% for IPDs; 61% for SSADs);
- Providing records transfers through the NGS (89% for IPDs; 95% for SSADs);
- Coordinating with programs offering options for partial and full credit accrual and recovery including accessing and reviewing academic records from NGS (74% for IPDs; 71% for SSADs);
- Identifying preschool-age children for enrollment (72% for IPDs; 69% for SSADs);
- Coordinating, monitoring, and documenting progress regarding learning and study skills (76% for IPDs; 64% for SSADs);
- Monitoring student progress toward meeting graduation requirements (67% for IPDs; 70% for SSADs); and
- Attending state and national conferences for MEP staff (63% for IPDs; 84% for SSADs).

Services reported being provided by a low percentage (below 20%) of both IPDs and SSADs included services or activities offered during summer school or intersession, such as PASS, NovaNet, summer migrant program coordination, and out-of-state TAKS training, remediation, and testing. In addition, a low percentage (below 20%) of both IPDs and SSADs reported coordination with the Even Start program. Finally, fewer than 20% of IPDs and SSADs reported MEP staff attending state and national conferences.

There were also some differences found between IPDs and SSADs in terms of provision of services. IPDs and SSADs differed noticeably (by more than 20%) in terms of provision for the following services:

- Providing extended-day tutoring (70% for IPDs; 46% for SSADs),
- Providing migrant package records transfer (77% for IPDs; 46% for SSADs),

- Offering secondary credit accrual workshop (26% for IPDs; 62% for SSADs),
- Providing TMIP services (23% to 32% for IPDs; 57% to 63% for SSADs),
- Providing graduation plan support beyond regular high school counselor (30% for IPDs; 55% for SSADs),
- Coordinating with Head Start (39% for IPDs; 61% for SSADs), and
- Providing UT Student Graduation Enhancement Migrant Program (20% for IPDs; 44% for SSADs).

A high percentage (at least 78%) of IPDs reported medium or high priority ratings across all of the services except for two, including offering course tuition payment and graduation plan support beyond that provided by the high school counselor. There was substantial variation in the percentages of SSADs that reported medium or high priority ratings across services with no clear pattern of priority ratings emerging.

School Engagement/Educational Support in the Home. Table 5-7 shows the percentage of IPDs and SSADs that provided services within the *School Engagement/Educational Support in the Home* need area and indicated priority ratings of medium or high. In Table 5-7, dark highlighting signifies the most commonly (over 70%) reported services for both IPDs and SSADs.

TABLE 5-7: School Engagement/Educational Support in the Home: Percentage of Services Provided and Priority Ratings for Small Districts for IPDs and SSADs

Service	Provided Services		Priority (Medium to High)	
	IPD ¹ (N=107) %	SSAD ¹ (N=251) %	IPD ² %	SSAD ² %
Migrant Specific Counseling, Personal	45.8%	57.4%	98.0%	68.1%
Migrant Extra Curricular or Leadership Club/Org	24.3%	35.5%	88.5%	48.3%

TABLE 5-7: School Engagement/Educational Support in the Home: Percentage of Services Provided and Priority Ratings for Small Districts for IPDs and SSADs (Continued)

Service	Provided Services		Priority (Medium to High)	
	IPD ¹ (N=107)	SSAD ¹ (N=251)	IPD ²	SSAD ²
	%	%	%	%
School Retreat or Workshop	28.0%	35.9%	96.7%	48.9%
Building Bridges- Home Based	40.6%	38.6%	93.0%	53.6%
Homework Assistance/Tools	70.8%	73.7%	98.7%	99.5%
Retreat/Workshop for Intervention Support	24.5%	39.4%	92.3%	54.5%
Timely and Appropriate Interventions	71.7%	75.3%	96.1%	75.7%
Outreach Activities for Out-of-School Youth and Their Parents	28.3%	59.8%	100.0%	70.0%
Establish Parent Advisory Council (PAC)	88.7%	86.9%	100.0%	99.1%
Childcare During Parent Involvement and PAC Meetings	49.1%	78.5%	98.1%	99.0%
Transportation to and from Parent Involvement and PAC Meetings	45.3%	77.3%	91.7%	99.0%
Light Snack to Encourage Parent Involvement and Participation in PAC	71.7%	84.5%	88.2%	99.1%
Outreach Activities for Out-of-school Youth and Their Parents (Support and Health Services)	33.0%	44.6%	100.0%	99.1%
Information on Requirements for Graduation	77.4%	82.9%	98.8%	99.0%
Family/Home Visitation Regarding Academic Progress of Children	70.8%	83.3%	98.7%	99.5%
Translated Services During Meetings	83.0%	84.9%	97.7%	99.5%
Translated School Communication Materials	82.1%	73.7%	98.9%	98.9%

Source: MGT Texas MEP Instructional and Support Survey, Winter 2009.

¹ The total number responding to the survey is N = 107 for IPDs and N = 251 for SSADs. The number of respondents varies somewhat across survey items. See the tables in Appendix E for the frequencies for each item.

² The Ns for priority ratings vary across survey items depending on the number of respondents that provided the service. See the tables in Appendix E for frequencies for each item.

Note: Highlighting indicates services provided by over 70% of districts.

The following services related to this need area were provided by at least 70% of the IPDs and SSADs:

- Coordinating resources and information for homework assistance/tools for students and parents (71% for IPDs; 74% for SSADs);
- Collaborating to provide timely and appropriate interventions for academic and non-academic issues (72% for IPDs; 75% for SSADs);
- Establishing a PAC (89% for IPDs; 87% for SSADs);
- Providing a light snack to encourage parental involvement and participation in PAC meetings (72% for IPDs; 85% for SSADs);
- Providing information and requirements for graduation (77% for IPDs; 83% for SSADs);
- Providing family/home visitation regarding students' academic progress (71% for IPDs; 83% for SSADs); and
- Providing translation services (82% to 83% for IPDs; 74% to 85% for SSADs).

IPDs and SSADs differed noticeably (more than 20%) on offering childcare and transportation for parent involvement and PAC meetings and outreach activities for out-of-school youth and their parents. A higher frequency of SSADs provided these services than IPDs.

High percentages (88% or more) of IPDs reported medium or high priority ratings for all of the services within this need area. At least 70% of SSADs reported medium or high priority ratings for most of the services. However, there were four services for which fewer SSADs reported medium or high priority ratings. These services included the following:

- Providing migrant extracurricular or leadership club/organization (48%);
- Offering school retreats or workshops (49%);
- Offering the Building Bridges home-based program (54%); and

- Offering retreat/workshop to help students secure timely and appropriate academic interventions (55%).

Health/Access to Services. Table 5-8 shows the percentage of IPDs and SSADs that provided services within the *Health/Access to Services* need area and indicated priority ratings of medium or high. In Table 5-8, highlighting signifies the most commonly (over 60%) reported services for both IPDs and SSADs.

TABLE 5-8: Health/Access to Services: Percentage of Services Provided and Priority Ratings for Small Districts for IPDs and SSADs

Service	Provided Services		Priority (Medium to High)	
	IPD ¹ (N=107)	SSAD ¹ (N=251)	IPD ²	SSAD ²
	%	%	%	%
Clothing	67.9%	81.7%	91.7%	99.5%
School Supplies	85.8%	90.8%	93.4%	99.6%
Food/Nutrition Services	57.5%	33.9%	93.4%	98.8%
Transportation Assistance	55.7%	32.3%	96.6%	98.8%
Vision Screening	51.9%	77.7%	98.2%	99.5%
Hearing Screening	40.6%	76.9%	95.3%	99.5%
Other Health Screening	36.8%	51.0%	89.7%	100.0%
Offer Health Awareness Workshops	33.0%	77.3%	88.6%	99.5%
Health Insurance Information	33.0%	76.9%	94.3%	99.5%
Assistance in Interpreting Health Information	46.2%	47.0%	87.8%	98.3%
Referral to Community Programs	70.8%	79.3%	92.0%	100.0%
Referral to Health Providers	63.2%	78.1%	94.0%	100.0%
Making Medical and Dental Appointments	51.9%	50.6%	92.7%	100.0%

Source: MGT Texas MEP Instructional and Support Survey, Winter 2009.

¹The total number responding to the survey is N = 107 for IPDs and N = 251 for SSADs. The number of respondents varies somewhat across survey items. See the tables in Appendix E for the frequencies for each item.

²The Ns for priority ratings vary across survey items depending on the number of respondents that provided the service. See the tables in Appendix E for frequencies for each item.

Note: Dark grey highlighting indicates services provided by over 60% of districts. Light grey highlighting indicates services provided by fewer than 20% of districts

The most commonly reported services within this need area provided by both IPDs and SSADs (over 60% of IPDs and SSADs) included the following:

- Providing clothing (68% for IPDs; 82% for SSADs);
- Providing school supplies (86% for IPDs; 91% for SSADs);
- Providing referrals to community programs (71% for IPDs; 79% for SSADs) and;
- Providing referrals to health providers (63% for IPDs; 78% for SSADs).

A high percentage of SSADs (at least 70%) also reported providing vision and hearing screenings, health awareness workshops, and health insurance information. In terms of priority ratings, a high percentage of both IPDs and SSADs reported medium or high priority ratings for all services. For most services, over 90% of SSADs and IPDs reported medium or high priority ratings.

English Language Development. For *English Language Development*-related services, in-school ESL tutoring was provided by 65% of IPDs and 48% of SSADs. Extended-day ESL tutoring was provided by 53% of IPDs and 28% of SSADs. Priority ratings for the two services included within this need area were medium or high for nearly all SSADs and IPDs (98% to 100% of districts). Table 5-9 depicts the percentages of SSADs and IPDs that provided the two services within the *English Language Development* need area and the percentages that reported medium or high priority ratings for provided services.

TABLE 5-9: English Language Development: Percentage of Services Provided and Priority Ratings for Small Districts for IPDs and SSADs

Service	Provided Services		Priority (Medium to High)	
	IPD ¹ (N=107)	SSAD ¹	IPD ²	SSAD ²
		%		%
Extended Day ESL Tutoring	53.3%	27.9%	98.2%	98.6%
In School ESL Tutoring	65.4%	48.2%	100.0%	99.2%

Source: MGT Texas MEP Instructional and Support Survey, Winter 2009.

¹The total number responding to the survey is N = 107 for IPDs and N = 251 for SSADs. The number of respondents varies somewhat across survey items. See the tables in Appendix E for the frequencies for each item.

²The Ns for priority ratings vary across survey items depending on the number of respondents that provided the service. See the tables in Appendix E for frequencies for each item.

5.3.2 Funding Sources of Services

MEP funds are used to supplement funds from other sources to ensure migrant services provided to students are as comprehensive as possible. Migrant related services may be funded entirely by MEP funds, partly by MEP funds, or entirely by other funds. Thus, to understand the true pattern of services, it was important to capture services funded in full or in part by MEP, as well as those funded by other sources. The tables in Appendix C show the percentage of districts that provided services funded by MEP and other funds for each service item on the survey.

Overall, a high percentage of services were reported to be funded by other funds rather than MEP funds. The services most likely to be funded by MEP funds were those closely tied to academics and instruction and that fell within the *Educational Continuity/Instructional Time* and *English Language Development*¹² areas of need. For example, services for which the largest percentage of districts reported using MEP funds were related to tutoring (including ESL tutoring), instruction, and instructional support. For some services within the *Educational Continuity/Instructional Time* area, there was a relatively even split of services being funded by MEP and other funds, such as coordinating with Head Start, monitoring student progress toward meeting graduation requirements, and providing dropout prevention programs, graduation plan support beyond regular high school counselors, and services related to TAKS failure. Although still more likely to be funded by other funds, there was less of a gap in the percentage of districts using MEP funds compared to other funds to provide several services within the *Health/Access to Services* need area (i.e., health awareness workshops and vision, hearing,

¹² Services related to English language development are generally provided with non-MEP funds, since LEAs in Texas are required by state law to offer a special language instruction program to all learners identified as limited English proficient (LEP). Federal funds may be used to provide supplemental services in this area; however, such supplemental services typically would be funded through the Title III, Part A – English Language Acquisition program.

and other health screenings). Services within the *School Engagement/Educational Support in the Home* need area were more likely to be funded by non-MEP funds.

5.3.3 Other Provided Services

Throughout the survey, respondents could report additional services that their districts provided that were not listed on the survey. Many of these open-ended responses were already listed in various sections of the survey. However, there were several additional services/activities reported. Each of these services was reported by only a small number of MEP district coordinators. These primarily fell into two areas of need including the *Educational Continuity/Instructional Time* and *School Engagement/Educational Support in the Home*.

Within the *Educational Continuity/Instructional Time* area of need, the following additional services were provided:

- Pre-kindergarten programs in addition to those listed in the survey (such as those related to Head Start, Even Start, and Building Bridges);
- Grade level summer academic/reading packets;
- District-level summer curriculum;
- Reading is Fundamental book distribution and motivational reading activities;
- Various education programs (A Plus software program, Math Plus, Project SMART, etc.);
- English Language Learners Bridge Online Tutorial in the native language (Spanish);
- General Education Development (GED) programs;
- Credit recovery programs; and
- Professional development for administrators, migrant coordinators and migrant education recruiters.

Additional services listed in the area of *School Engagement/Educational Support in the Home* included:

- Distributing early childhood packets every six weeks to preschool migrant students not in school;
- Offering parent workshops; and
- Offering teacher provided strategies to parents of migrant students not successful in core content areas.

5.3.4 ESC Services Provided Directly to Migrant Students

As part of the survey, the regional ESC migrant education coordinators indicated what services, if any, they provided directly to migrant students. These responses were reported in open-ended survey items. Table 5-10 provides a list of the responses that were reported. Each of these services was reported by only a small number of ESC contacts. The direct services provided by ESCs most often were in the *Educational Continuity/Instructional Time* area of need. The ESCs reported a wide variety of services/activities in this area ranging from direct tutoring to providing educational materials and resources, such as tuition and travel expenses. Several services related to *School Engagement/Educational Support in the Home* were provided, including clothing assistance, provision of a PAC, and migrant counseling. A few services in the need area of *Health/Access to Services* were provided, including referral to health services and other agencies. Finally, administrative and program support was provided through technical assistance and consultation.

TABLE 5-10: Services Provided Directly to Migrant Students by ESC Services by Educational Area of Concern

Educational Continuity/Instructional Time

Academic progress monitoring
 Achieve 3000
 Camp of Champs, Summer 2008
 College Readiness program
 Early childhood enrichment packets
 Early childhood readiness: Building Bridges
 Educational materials and resources (e.g. laptop computer, calculator)
 Fiscal management COOP
 Graduation enhancement
 Graphing calculator classes
 Instructional and enrichment services to migrant students and families including reading programs, tutoring in reading and math, TAKS tutorials, computer and technology-based tutoring support
 Materials and resources for various events (e.g., Summer 2008 Farm Safety Camp, Dia del libro/Dia del nino event)
 New Generation System training, transfer packet, and updates
 Record transfer
 Referral to College Assistance Migrant Program
 Referral to drop-out recovery program
 Resource materials for test preparation
 Reading is Fundamental motivational reading activities
 Service coordination
 Student consultations
 Staff development trainings and workshops for all MEP district staff
 Student leadership skill development including academies and retreats (including Bert Corona Leadership Institute)
 Teen conference, career day, and middle school retreat for migrant students
 Travel reimbursement to LEAs for student presentations at conferences
 Tuition and travel for enhancement of regional MEP programs

School Engagement/Educational Support in the Home

Clothing
 Parent Advisory Council
 Migrant counseling

Health and/or Access to Services

Health services referrals
 Referral to agencies

Other

Technical assistance /consultation

Source: MGT Texas MEP Instructional and Support Survey, Winter 2009.

5.4 Summary

To summarize the findings from the Texas MEP Instructional and Support Services Survey, there was wide variation in the percentages of districts providing various services ranging from 94% of districts providing NGS Transfer services to 9% providing out-of-state TAKS testing. The following were the most commonly provided services across all of the districts. These services were provided by over 70% of the districts and fell into three of the four need areas.

The most commonly provided services within the *Educational Continuity/Instructional Time* need area were as follows:

- Providing records transfers through the NGS;
- Coordinating with programs offering options for partial and full credit accrual and recovery including accessing and reviewing academic records from NGS;
- Attending state and national conferences for MEP staff;
- Providing in-school tutoring and TAKS tutorials;
- Monitoring student progress toward meeting graduation requirements;
- Identify preschool-age children for enrollment; and
- Coordinating, monitoring, and documenting progress regarding learning and study skills.

The most commonly provided services within the *School Engagement/Educational Support in the Home* area were as follows:

- Establishing a PAC;
- Providing childcare and light snack during PAC meetings;
- Providing translation services;
- Providing Information on requirements for graduation;

- Providing family/home visitation regarding students' academic progress;
- Collaborating to provide timely and appropriate interventions for academic and non-academic issues; and
- Coordinating resources and information for homework assistance/tools for students and parents.

The most common services provided within the *Health/Access to Services* need area were as follows:

- Providing school supplies;
- Providing clothing;
- Providing referrals to community programs;
- Providing referrals to health providers; and
- Providing vision screenings.

The following were the least common services provided. These services were provided by fewer than 20% of the districts. Each of the following services fit within the *Educational Continuity/Instructional Time* need area:

- Providing distance learning programs including NovaNet, Work Study, and PASS;
- Providing out-of-state TAKS training, testing, and remediation;
- Coordinating with Even Start; and
- Providing out-of-state summer migrant program coordination.

Priority ratings generally fell into the medium or high range across services. However, there were a few services for which a relatively high percentage of districts rated the priority as low.

The services with the lowest priority ratings (below 70%) across all districts included:

- Providing Distance Learning programs including NovaNet and Work Study;

- Providing out-of-state TAKS remediation;
- Providing out-of-state Summer Migrant Program coordination;
- Providing the Building Bridges center-based program;
- Providing migrant extracurricular or leadership club/organization; and
- Offering school retreats or workshops.

Generally, the pattern of provision and priority of services found for the small districts was similar to the pattern found across all districts. Overall, more variation was found for provision and priority ratings for smaller as compared to larger districts, with larger districts tending to indicate consistently higher ratings.

Regarding findings by service delivery model, there were many similarities between the services provided by small IPDs and SSADs. However, there were some notable differences in the pattern of services provided by these two groups. The largest differences in provision of services between small IPDs and SSADs were found for the following services:

- Providing extended-day tutoring;
- Providing migrant package records transfer;
- Providing secondary credit accrual workshop;
- Providing TMIP services;
- Providing graduation plan support beyond a regular high school counselor;
- Coordinating with Head Start;
- Providing childcare and transportation for parent involvement and PAC meetings;
- Conducting outreach activities for out-of-school youth and their parents; and
- Providing UT Student Graduation Enhancement Migrant Program.

IPDs were more likely to report providing extended-day tutoring and migrant package records transfer than SSADs. For the other services listed above, SSADs were more likely to provide the service.

A high percentage of IPDs reported medium or high priority ratings across nearly all of the services. There was substantial variation in the percentages of SSADs that provided medium or high priority ratings across services within the area of *Educational Continuity/Instructional Time*. In other need areas, the priority ratings provided by most of the SSADs were typically medium or high.

In addition to provision and priority of services, survey participants reported on the source of funding for provided services. Overall, a substantially higher percentage of services were reported to be funded by non-MEP funds rather than MEP funds. The services most likely to be funded by MEP funds were services related to tutoring, instruction, and instructional support.

As for services that ESCs provided, most occurred within the *Educational Continuity/Instructional Time* area of need. However, several services related to *School Engagement/Educational Support in the Home* and *Health/Access to Services* need areas were also reported.

6.0 Conclusion

In this interim report for the evaluation of the Texas MEP, two overarching objectives were addressed. These included conducting a review of the migrant education literature and identifying the instructional and support services provided by districts participating in the Texas MEP. In this chapter, the findings of these first two objectives are summarized and next steps for the comprehensive evaluation of the Texas MEP are discussed.

6.1 Summary of Literature Review

The migrant education literature generally provides recommendations for good practice from policymakers, researchers, and practitioners with deep knowledge of the field and the challenges migrant students and their families face. Recommendations from the literature are often guided by ethnographic investigations of local programs that have had some positive effects. In addition, best practices research from other fields can inform practice in migrant education, especially in the area of early childhood education, language and literacy development, and parent involvement.

Findings from the review of the migrant education literature provide a framework of interrelated themes or principles that reflect the best of what is known about effective programming for the migrant education community. These principles, which should function as program design considerations for effective MEP programming include: responsiveness, communication, collaboration, and relationships; adequate and appropriate staffing; instructional quality and high expectations, and a focus on addressing migrant students' language issues.

The Texas state plan for service delivery to migrant students provides guidelines for services and supplemental programming that LEAs can implement to serve migrant students and their families. In addition, the Texas SDP provides a set of state-level recommendations to support local implementation efforts. The alignment of these state-level recommendations for migrant programs, along with the framework of best practices for MEP programs found from the literature review, provides a basis for the assessment of local MEPs in Texas.

As indicated by findings from the literature review, effective MEPs should reflect the following:

- Innovative and flexible programming that reflects knowledge of the particular needs of the community, families, and students served;

- Coordinated data and information sharing systems and networks, partnerships of service providers, and personal relationships built on trust and caring;
- Staffing that is adequate and appropriate to provide the level of advocacy and individualized services migrant students require;
- High quality and relevant instruction focused on high expectations; and
- Informed responses to language needs, cultural relevance, and sensitivity.

6.2 Summary of the Texas MEP Instructional and Support Survey Findings

In addition to the Texas SDP, there are approved services that Texas MEP grantees may offer to students and families. The prospective IPDs and SSADs that apply for MEP grant funds must indicate in the Texas MEP grant application the types of migrant education services that they intend to provide. Although the completed grant application specifies what services the IPDs and SSADs plan to provide, this study is the first to examine what services are actually being provided by Texas MEP grantees. The Texas MEP Instructional and Support Services Survey was administered to the MEP coordinators and ESC contacts to help understand what migrant services are being provided throughout the state of Texas.

The services included on the survey fit within seven areas of need or educational concern defined by the USDE's OME. Services captured on the survey often fit into more than one of the seven areas of need. Therefore, the services were further categorized into four collapsed areas of need. These four areas included: *Educational Continuity/Instructional Time*, *School Engagement/Educational Support in the Home*, *Health/Access to Services*, and *English Language Development*.

In addition to provision of services, the priority of the service was examined. It was expected that some services would be rated as higher priorities than other services. It was further hypothesized that the pattern of services and priority of those services would differ according to

the size of the MEP district (smaller as compared to larger) and the service delivery model adopted (IPDs as compared to SSADs). Therefore, provision and priority findings were presented in this report for all districts by size of districts, findings were further broken down by service delivery model. There were very few medium or large SSADs. The SSA model is intended to allow districts that might not be able to qualify for an MEP grant independently (typically small districts) to apply as part of a shared service arrangement operated by their ESC.

The survey findings revealed considerable variation in provision rates for instructional and support services across all districts. The percentage of districts providing services ranged from 94% of districts providing NGS Transfer services to 9% providing out-of-state TAKS testing. The most prevalent instructional services (i.e., services provided by the largest percentage of the districts) were those relating to NGS services, translation services, identifying students for preschool, professional development (e.g., staff MEP conferences), tutoring and interventions, monitoring student progress (i.e., toward meeting learning goals and graduation requirements), credit accrual and recovery services, and providing homework and assistance tools.

The most prevalent support services included those related to PACs and holding PAC meetings (e.g., offering childcare or snacks during meetings), conducting home visits, providing materials and supplies to meet basic needs for attending school (e.g., clothes, school supplies), making referrals to community programs and health providers, and providing vision screenings. The services that were the least likely to occur (i.e., provided by fewer than 20% of districts) were typically those provided during summer school or intersession, such as distance learning programs, out-of-state TAKS training and testing, and out-of-state summer migrant program coordination. Coordinating with Even Start was also an infrequently provided service.

Priority ratings generally fell into the medium or high range across all services. However, there were a few services for which a relatively high percentage of districts rated the priority as low. These services tended to be services that were provided less frequently (i.e., services provided by a smaller percentage of districts), such as distance learning programs and out-of-state services. Services with lower priority ratings also included providing the Building Bridges program, extracurricular and leadership/club organization, and school retreats or workshops.

Generally, the pattern of provision and priority of services found for the small districts was similar to the pattern found across all districts; this was not surprising given that small districts made up 83% of all the districts. Overall, more variation was found for provision and priority rates for smaller as compared to larger districts, with larger districts tending to indicate consistently higher rates.

Regarding findings broken down by service delivery model, there were many similarities between the services provided by small IPDs and SSADs. However, there were some notable differences in the pattern of services provided for districts using these two different service delivery models. The largest differences in provision of services between IPDs and SSADs were found for the following services:

- Providing extended-day tutoring;
- Providing migrant package records transfer;
- Providing secondary credit accrual workshop;
- Providing TMIP services;
- Providing graduation plan support beyond a regular high school counselor;
- Coordinating with Head Start;
- Providing childcare and transportation for parent involvement and PAC meetings;
- Conducting outreach activities for out of school youth and their parents; and

- Providing the UT Student Graduation Enhancement Migrant Program.

Small IPDs typically gave high priority ratings across all services. For small SSADs, medium or high priority rates varied across *Educational Continuity/Instructional Time* services, but were typically higher for services in other need areas.

The Texas MEP Instructional and Support Services Survey also addressed the source of funding for provided services. MEP funds are used to supplement other funding sources for providing migrant services. The majority of services included on the survey were more likely to be funded through sources other than MEP funds. However, there were some services that were more likely to be funded by MEP funds; these included services related to tutoring, instruction, and instructional support.

As for services that ESCs provided directly, most fell within the *Educational Continuity/Instructional Time* area of need. However, several services related to *School Engagement/Educational Support in the Home* and *Health/Access to Services* need areas were also reported.

6.3 Next Steps for the Comprehensive Texas MEP Evaluation Study

Understanding the migrant education literature, State plans for migrant education, and the migrant education services that are actually being provided throughout the state offers the context for accomplishing the remaining three objectives of this comprehensive evaluation of the Texas MEP. To accomplish these objectives, MGT and its subcontractor RFL will conduct an expert panel of migrant education researchers to review the alignment of Texas MEP services with best practices and to make recommendations for additional migrant programs and services; determine the effectiveness of local and statewide longstanding Texas migrant education programs; and compare trends in academic achievement of migrant and non-migrant students

in Texas. We will also compare higher risk migrant students (PFS) with lower risk migrant students (non-PFS).

In addition to the findings from the literature review and the Texas MEP Instructional and Support Services Survey presented in this interim report, qualitative data collected during the site visits to local MEPs will also be used by the expert panel to drive their review of alignment of Texas MEP services to MEP best practices. These site visits will be conducted to collect information on effective programs and services and implementation barriers and facilitators from regional, district, and campus staff, as well as students and parents. A representative sample of sites has been selected in regions of the state serving the highest percentages (over 1%) of migrant students. Site selection involved the following criteria:

- Geographical representation;
- MEP program size representation;
- Campus-level TAKS performance (top 50 campuses across the state with highest migrant student performance in reading/English language arts and mathematics); and
- ESC MEP coordinator recommendations.

In total, 13 sites have been selected for visits including 11 districts and two programs (i.e., TMIP and the UT Distance Learning for Migrant Secondary Students program) that provide services to migrant students and local MEPs through state grants.

Information from the site visits will be analyzed and reported in case studies and a cross-case analysis will be conducted to assess alignment with best practice principles identified in the literature. This analysis, as well as the findings of the instructional and support services survey, will be used as the basis for review and assessment the state's MEP by the expert panel of MEP researchers.

In addition, effectiveness of long-standing programs and the impact on student outcomes will be examined through a MEP coordinator perceptual survey and collection and analysis of existing student outcomes data (e.g., TAKS) and other existing student data from the Texas Public Education Information Management Systems (PEIMS) and NGS databases. Findings for the remaining three study objectives, as well as an integration of the findings from the literature review and the Texas MEP Instructional and Support Services Survey will be presented in a comprehensive final report to be completed by spring of 2010.

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Appendix A: TEA Migrant Education Program (MEP) Instructional and Support Services Web Based Survey Example

Appendix A includes an example of a completed survey with fictitious data for presentation purposes.

TEA Migrant Education Program (MEP) Statewide Evaluation Web Site

You are logged in under an account that is used for DEVELOPMENT and TESTING only.
If you save data under this account it will be overwritten or deleted.

If you need assistance with your account, please contact pesupport@mgtamer.com.

TEA Migrant Education Program (MEP) Statewide Evaluation Web Site Survey

DISTRICT: SUNSHINE ISD 4

Section 1: Supplemental Instruction Services

Item Stem	Funding					Priority	Level of Offering			
	YES Full/Part MEP	YES Other	NO Available, Students Not Received	NO Not Offered	DO NOT KNOW		EC	ES	MS	HS
Individual tutoring in reading	X					HIGH	X			
Individual tutoring in math		X				MED		X	X	
Individual tutoring in science		X				LOW			X	X
Individual tutoring in social studies				X						
Individual tutoring: English language development (ESL)					X					
Nonspecific individual tutoring				X						
Small group tutoring in reading			X							
Small group tutoring in math		X				HIGH	X			X
Small group tutoring in science	X					MED	X		X	
Small group tutoring in social studies		X				HIGH	X		X	
Small group tutoring: English language development (ESL)			X							
Nonspecific small group tutoring				X						
Extended day TAKS tutorials					X					

IN-SCHOOL TUTORING IN CORE CONTENT AREAS	YES Full/Part MEP	YES Other	NO Available, Students Not Received	NO Not Offered	DO NOT KNOW	Priority	Level of Offering			
							EC	ES	MS	HS
Individual tutoring in reading	X					MED	X		X	
Individual tutoring in math		X				MED	X	X		
Individual tutoring in science			X							
Individual tutoring in social studies			X							
Individual tutoring: English language development (ESL)				X						

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<https://secure.mgtamer.com/teamigrant/Surveys/PrintSurvey.cfm?print=1>
3/12/2009

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Nonspecific individual tutoring					X		
Small group tutoring in reading					X		
Small group tutoring in math				X			
Small group tutoring in science		X				HIGH	X
Small group tutoring in social studies		X				LOW	X X
Small group tutoring: English language development (ESL)	X					HIGH	X X
Nonspecific small group tutoring	X					MED	X
In-school TAKS tutorials	X					MED	X

INSTRUCTION BY TEACHER, MIGRANT SPECIFIC (SUPPLEMENTAL)	YES Full/Part MEP	YES Other	NO Available, Students Not Received	NO Not Offered	DO NOT KNOW	Priority	Level of Offering			
							EC	ES	MS	HS
Reading					X					
Math					X					
Science	X					MED		X		
Social Studies	X					MED			X	
Other 1 (Specify): Test Other 1	X					MED				X
Other 2 (Specify):					X					
Other 3 (Specify):					X					

INSTRUCTION BY PARAPROFESSIONAL, MIGRANT SPECIFIC (SUPPLEMENTAL)	YES Full/Part MEP	YES Other	NO Available, Students Not Received	NO Not Offered	DO NOT KNOW	Priority	Level of Offering			
							EC	ES	MS	HS
Reading	X					MED		X		X
Math		X				MED		X	X	
Science			X							
Social Studies		X				LOW		X	X	
Other 1 (Specify):										
Other 2 (Specify):										
Other 3 (Specify):										

INSTRUCTION SUPPORT BY TEACHER FOR MIGRANT FIRST GRADERS (SUPPLEMENTAL)	YES Full/Part MEP	YES Other	NO Available, Students Not Received	NO Not Offered	DO NOT KNOW	Priority	Level of Offering			
							N/A			
Individual	X					MED				N/A
Small group		X				MED				N/A
Collaborate with parents to support students' skill development			X							

TEA Migrant Education Program (MEP) Statewide Evaluation Web Site

Other 1 (Specify):					X
Other 2 (Specify):					X
Other 3 (Specify):					X

COUNSELING, MIGRANT SPECIFIC (SUPPLEMENTAL)	YES Full/Part MEP	YES Other	NO Available, Students Not Received	NO Not Offered	DO NOT KNOW	Priority	Level of Offering			
							EC	ES	MS	HS
Personal	X					HIGH		X		
Academic		X				MED		X		
Career			X							
College Preparation				X						
Other 1 (Specify):					X					
Other 2 (Specify):					X					
Other 3 (Specify):					X					

SCHOOL AND SOCIAL ENGAGEMENT	YES Full/Part MEP	YES Other	NO Available, Students Not Received	NO Not Offered	DO NOT KNOW	Priority	Level of Offering			
							EC	ES	MS	HS
Migrant extra-curricular or leadership club/organization		X				MED		X		X
School retreat or workshop			X							
Other 1 (Specify):					X					
Other 2 (Specify):					X					
Other 3 (Specify):					X					

RECORDS TRANSFER	YES Full/Part MEP	YES Other	NO Available, Students Not Received	NO Not Offered	DO NOT KNOW	Priority	Level of Offering			
							EC	ES	MS	HS
Migrant packet	X					HIGH		X		
New Generation System (NGS)		X				LOW		X		
Other 1 (Specify):					X					
Other 2 (Specify):					X					
Other 3 (Specify):					X					

This section is optional.

DO YOU OFFER OTHER SUPPLEMENTAL INSTRUCTION SERVICES? If yes, please specify below.	YES Full/Part MEP	YES Other	NO Available, Students Not Received	NO Not Offered	DO NOT KNOW	Legend				
						EC - Early Childhood	ES - Elementary School	MS - Middle/Junior High School	HS - High School	
						Priority	EC	ES	MS	HS
Other 1 (Specify):					X					
Other 2 (Specify):					X					
Other 3 (Specify):					X					

TEA Migrant Education Program (MEP) Statewide Evaluation Web Site

Section 2: Summer School/Intersession Services

Item Stem	Funding					Priority	Level of Offering			
	YES Full/Part MEP	YES Other	NO Available, Students Not Received	NO Not Offered	DO NOT KNOW		EC	ES	MS	HS
	COORDINATE WITH TEXAS MIGRANT INTERSTATE PROGRAM (TMIP)									
Secondary Credit Accrual Workshop	X					MED	X			
Training		X				MED	X			
Technical assistance (800 line, email, or on-site)			X							
Resource materials for credit accrual/recovery			X							
Out-of-state TAKS testing				X						

DISTANCE LEARNING	Funding					Priority	Level of Offering			
	YES Full/Part MEP	YES Other	NO Available, Students Not Received	NO Not Offered	DO NOT KNOW		EC	ES	MS	HS
	PASS (Portable Assisted Study Sequence)	X						MED		
University of Texas Migrant Student Graduation Enhancement Program		X				LOW		X		
Work Study		X				HIGH		X		
NovaNet		X				HIGH		X		
Course tuition payment (Specify): Course test			X							
Other 1 (Specify):										
Other 2 (Specify):										
Other 3 (Specify):										

TAKS FAILURE	Funding					Priority	Level of Offering			
	YES Full/Part MEP	YES Other	NO Available, Students Not Received	NO Not Offered	DO NOT KNOW		EC	ES	MS	HS
	Summer TAKS remediation	X						MED	X	X
Out-of-state TAKS remediation		X				LOW	X	X	X	
Out-of-state TAKS testing			X							
Out-of-state summer migrant program coordination				X						

OTHER SUMMER PROGRAMS	Funding					Priority	Level of Offering			
	YES Full/Part MEP	YES Other	NO Available, Students Not Received	NO Not Offered	DO NOT KNOW		EC	ES	MS	HS
	Instructional (Specify): test		X					HIGH		X
Other 1 (Specify):					X					
Other 2 (Specify):					X					

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Other 3 (Specify): _____ X _____

This section is optional.

DO YOU OFFER OTHER SUMMER SCHOOL/INTERSESSION SERVICES? If yes, please specify below.	YES Full/Part MEP	YES Other	NO Available, Students Not Received	NO Not Offered	DO NOT KNOW	Priority			
						EC	ES	MS	HS
Other 1 (Specify):					X				
Other 2 (Specify):					X				
Other 3 (Specify):					X				

Section 3: Early Childhood/School Readiness (through Kindergarten) Services

Does your school district serve migrant students through early childhood/school readiness services?
[Yes]

Item Stem	Funding					Priority	Level of Offering
	YES Full/Part MEP	YES Other	NO Available, Students Not Received	NO Not Offered	DO NOT KNOW		
IDENTIFY PRESCHOOL AGE CHILDREN FOR ENROLLMENT							N/A
	X					MED	N/A
BUILDING BRIDGES EARLY CHILDHOOD PROGRAM							N/A
		X				LOW	N/A
		X				HIGH	N/A
COORDINATION WITH HEAD START							N/A
		X				HIGH	N/A
COORDINATION WITH EVEN START							N/A
	X					LOW	N/A
COORDINATION WITH TEXAS MIGRANT COUNCIL							N/A
	X					HIGH	N/A

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INSTRUCTIONAL SUPPORT- MIGRANT SPECIFIC, SUPPLEMENTAL	YES Full/Part MEP	YES Other	NO Available, Students Not Received	NO Not Offered	DO NOT KNOW	Priority	Level of Offering
							N/A
Teacher, individual	X					MED	N/A
Teacher, group		X				MED	N/A
Paraprofessional, individual			X				
Paraprofessional, group			X				

This section is optional.

DO YOU OFFER OTHER EARLY CHILDHOOD/SCHOOL READINESS (THROUGH KINDERGARTEN) SERVICES? If yes, please specify below.	YES Full/Part MEP	YES Other	NO Available, Students Not Received	NO Not Offered	DO NOT KNOW	Priority	Level of Offering
							N/A
Other 1 (Specify):					X		
Other 2 (Specify):					X		
Other 3 (Specify):					X		

Section 4: Middle/Junior High School Services

Does your school district have migrant students in middle/junior high school?
[Yes]

Item Stem	Funding					Priority	Level of Offering
	YES Full/Part MEP	YES Other	NO Available, Students Not Received	NO Not Offered	DO NOT KNOW		
COORDINATE, MONITOR, AND DOCUMENT PROGRESS REGARDING LEARNING AND STUDY SKILLS	X					HIGH	N/A

COORDINATE RESOURCES AND INFORMATION FOR HOMEWORK ASSISTANCE/TOOLS FOR STUDENTS AND PARENTS	YES Full/Part MEP	YES Other	NO Available, Students Not Received	NO Not Offered	DO NOT KNOW	Priority	Level of Offering
							N/A
		X				HIGH	N/A

OFFER RETREAT OR WORKSHOP TO HELP STUDENTS SECURE TIMELY AND APPROPRIATE INTERVENTIONS FOR ACADEMIC AND NONACADEMIC ISSUES	YES Full/Part MEP	YES Other	NO Available, Students Not Received	NO Not Offered	DO NOT KNOW	Priority	Level of Offering
							N/A
			X				

PROVIDE SUPPLEMENTAL INFORMATION TO PARENTS CONCERNING SCHOOL STAFF	YES		NO	NO	DO		
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COLLABORATION TO PROVIDE TIMELY AND APPROPRIATE INTERVENTIONS FOR ACADEMIC AND NONACADEMIC ISSUES	Full/Part MEP	YES Other	Available, Students Not Received	NO Not Offered	DO NOT KNOW	Priority	Level of Offering
		X				MED	N/A

This section is optional.

DO YOU OFFER OTHER MIDDLE/JUNIOR HIGH SCHOOL SERVICES? If yes, please specify below.	YES Full/Part MEP	YES Other	NO Available, Students Not Received	NO Not Offered	DO NOT KNOW	Priority	Level of Offering
					X X X		N/A
Other 1 (Specify):					X		
Other 2 (Specify):					X		
Other 3 (Specify):					X		

Section 5: High School Services

Does your school district have migrant students in high school?
[Yes]

Item Stem	Funding					Priority	Level of Offering
DEVELOP AND COORDINATE WITH PARTIAL AND FULL CREDIT ACCURAL AND RECOVERY PROGRAMS, INCLUDING NGS RECORDS	YES Full/Part MEP	YES Other	NO Available, Students Not Received	NO Not Offered	DO NOT KNOW		N/A
	X					HIGH	N/A

GRADUATION PLAN SUPPORT THROUGH A MIGRANT COUNSELOR	YES Full/Part MEP	YES Other	NO Available, Students Not Received	NO Not Offered	DO NOT KNOW	Priority	Level of Offering
		X				LOW	N/A

UNIVERSITY OF TEXAS MIGRANT STUDENT GRADUATION ENHANCEMENT PROGRAM (DISTANCE LEARNING)	YES Full/Part MEP	YES Other	NO Available, Students Not Received	NO Not Offered	DO NOT KNOW	Priority	Level of Offering
		X				HIGH	N/A

COURSE TUITION PAYMENT	YES Full/Part MEP	YES Other	NO Available, Students Not Received	NO Not Offered	DO NOT KNOW	Priority	Level of Offering
	X					MED	N/A

This section is optional.

NO

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DO YOU OFFER OTHER HIGH SCHOOL SERVICES? If yes, please specify below.	YES Full/Part MEP	YES Other	Available, Students Not Received	NO Not Offered	DO NOT KNOW	Priority	N/A
Other 1 (Specify):					X		
Other 2 (Specify):					X		
Other 3 (Specify):					X		

Section 6: Drop-out Prevention and Intervention Services

Does your school district serve migrant students through drop-out prevention and intervention services?
[Yes]

Item Stem	Funding					Priority	Level of Offering			
	YES Full/Part MEP	YES Other	NO Available, Students Not Received	NO Not Offered	DO NOT KNOW		EC	ES	MS	HS
REFERRAL TO DROP-OUT PREVENTION PROGRAM	X					HIGH	X			

Item Stem	Funding					Priority	Level of Offering			
	YES Full/Part MEP	YES Other	NO Available, Students Not Received	NO Not Offered	DO NOT KNOW		EC	ES	MS	HS
MONITOR STUDENT PROGRESS TOWARD MEETING GRADUATION REQUIREMENTS		X				LOW		X		

Item Stem	Funding					Priority	Level of Offering			
	YES Full/Part MEP	YES Other	NO Available, Students Not Received	NO Not Offered	DO NOT KNOW		EC	ES	MS	HS
REFERRALS TO COLLEGE ASSISTANCE PROGRAMS			X							

Item Stem	Funding					Priority	Level of Offering			
	YES Full/Part MEP	YES Other	NO Available, Students Not Received	NO Not Offered	DO NOT KNOW		EC	ES	MS	HS
GRADUATION PLAN SUPPORT BEYOND REGULAR HIGH SCHOOL		X				MED	X		X	X

Item Stem	Funding					Priority	Level of Offering			
	YES Full/Part MEP	YES Other	NO Available, Students Not Received	NO Not Offered	DO NOT KNOW		EC	ES	MS	HS
OUTREACH ACTIVITIES FOR OUT-OF-SCHOOL YOUTH AND THEIR PARENTS	X					HIGH	X	X	X	

This section is optional.

Item Stem	YES Full/Part MEP	YES Other	NO Available, Students Not Received	NO Not Offered	DO NOT KNOW	EC - Early Childhood	ES - Elementary School	MS - Middle/Junior High School	HS - High School
DO YOU OFFER OTHER DROP-OUT PREVENTION AND INTERVENTION SERVICES? If yes, please specify below.									

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Other 1 (Specify):					X	Priority	EC	ES	MS	HS
Other 2 (Specify):					X					
Other 3 (Specify):					X					

Section 7: Support and Health Services

Item Stem	Funding					Priority	Level of Offering			
	YES Full/Part MEP	YES Other	NO Available, Students Not Received	NO Not Offered	DO NOT KNOW		EC	ES	MS	HS
	SUPPORT SERVICES									
Clothing	X					MED	X	X		
School Supplies		X				HIGH			X	
Emergency support services, (Specify): emergency support test			X							
Food/nutrition services	X					MED		X	X	
Transportation assistance		X				LOW	X			
Other 1 (Specify):					X					
Other 2 (Specify):					X					
Other 3 (Specify):					X					

Item Stem	Funding					Priority	Level of Offering			
	YES Full/Part MEP	YES Other	NO Available, Students Not Received	NO Not Offered	DO NOT KNOW		EC	ES	MS	HS
	HEALTH SERVICES									
Vision screening when not provided as part of foundation program	X					MED		X		
Hearing screening when not provided as part of foundation program		X				LOW	X	X		
Other health screening			X							
Offer health awareness workshops				X						
Provide information about understanding and using health insurance	X					MED	X	X		
Assistance in interpreting health information from schools or community agencies		X				MED		X	X	
Other 1 (Specify):					X					
Other 2 (Specify):					X					
Other 3 (Specify):					X					

Item Stem	Funding					Priority	Level of Offering			
	YES Full/Part MEP	YES Other	NO Available, Students Not Received	NO Not Offered	DO NOT KNOW		EC	ES	MS	HS
	COORDINATION/REFERRAL TO SERVICE PROVIDERS									
Referral to community programs (WIC, HEP, etc.)	X					HIGH	X	X	X	
Referral to health provider(s)		X				LOW	X	X		
Making medical and dental appointments			X							

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Other 1 (Specify):					X
Other 2 (Specify):					X
Other 3 (Specify):					X

PARENT/FAMILY INVOLVEMENT	YES Full/Part MEP	YES Other	NO Available, Students Not Received	NO Not Offered	DO NOT KNOW	Priority	Level of Offering			
							EC	ES	MS	HS
Establish Parent Advisory Council (PAC)	X					MED	X			
Child care during parent involvement and PAC		X				LOW	X	X		
Transportation to and from parent involvement and PAC meetings			X							
Light snack to encourage parent involvement and participation in PAC	X					HIGH		X	X	
Outreach activities for out-of-school youth and their parents		X				LOW	X		X	
Information on requirements for graduation			X							
Family/home visitation regarding academic progress of children				X						
Translation services during meetings					X					
Translated school communication materials				X						
Other 1 (Specify):					X					
Other 2 (Specify):					X					
Other 3 (Specify):					X					

PROFESSIONAL DEVELOPMENT	YES Full/Part MEP	YES Other	NO Available, Students Not Received	NO Not Offered	DO NOT KNOW	Priority	Level of Offering			
							EC	ES	MS	HS
Teacher, (Specify): teacher test	X					LOW	X	X		
Paraprofessional, (Specify):					X					
Other 1 (Specify):					X					
Other 2 (Specify):					X					
Other 3 (Specify):					X					

ATTENDING STATE AND NATIONAL CONFERENCES	YES Full/Part MEP	YES Other	NO Available, Students Not Received	NO Not Offered	DO NOT KNOW	Priority	Level of Offering			
							EC	ES	MS	HS
MEP staff		X				HIGH	X			
Parents	X					MED		X	X	
School/Administrative staff	X					MED			X	
Other 1 (Specify):					X					
Other 2 (Specify):					X					
Other 3 (Specify):					X					

TEA Migrant Education Program (MEP) Statewide Evaluation Web Site

This section is optional.

DO YOU OFFER OTHER SUPPORT AND HEALTH SERVICES? If yes, please specify below.	YES Full/Part MEP	YES Other	NO Available, Students Not Received	NO Not Offered	DO NOT KNOW	Priority			
						EC	ES	MS	HS
Other 1 (Specify):					X				
Other 2 (Specify):					X				
Other 3 (Specify):					X				

Section 8: Other Direct Services to Migrant Students

Did your ESC office directly provide services to migrant students?
[Yes]

Item Stem	Funding					Priority			
Item	YES Full/Part MEP	YES Other	NO Available, Students Not Received	NO Not Offered	DO NOT KNOW	EC	ES	MS	HS
SPECIFY THE ESC DIRECT SERVICES									
Other 1 (Specify): Other 1 test	X								
Other 2 (Specify): Other 2 test		X							
Other 3 (Specify):									
Other 4 (Specify):					X				
Other 5 (Specify):					X				
Other 6 (Specify):					X				
Other 7 (Specify):					X				
Other 8 (Specify):					X				
Other 9 (Specify):					X				
Other 10 (Specify):					X				

Appendix B: Abbreviated Service Names

Table B-1: Abbreviated Service Names for Survey Items within the Educational Continuity/ Instructional Time Need Area

Service Name	Abbreviated Service Name
Extended Day/Week Tutoring Programs	Extended-day Tutoring
Extended Day/Week TAKS Tutoring Programs	Extended-day TAKS Tutorials
In-School Individual Tutoring Programs	In-school Tutoring
In-School TAKS Tutoring Programs	In-school TAKS Tutorials
Instruction by Teacher, Migrant Specific (Supplemental)	Migrant Specific Teacher Instruction
Instruction by Paraprofessional, Migrant Specific (Supplemental)	Migrant Specific Paraprofessional Instruction
Instruction Support by Teacher for Migrant First Graders	Migrant First Grade Teacher Instructional Support
Instruction Support by Teacher for Migrant First Graders, Parent Collaboration	Migrant First Grade Parent Collaboration
Counseling, Migrant Specific-Supplemental, Academic	Migrant Specific Counseling, Academic
Counseling, Migrant Specific-Supplemental, Career	Migrant Specific Counseling, Career
Counseling, Migrant Specific-Supplemental, College Preparation	Migrant Specific Counseling, College Preparation
Records Transfer, Migrant Packet	Records Transfer, Migrant Packet
Records Transfer, New Generation System	Records Transfer, NGS
Services Related to Coordinating within the Texas Migrant Interstate Program, Secondary Credit Accrual Workshop	Secondary Credit Accrual Workshop
Services Related to Coordinating within the Texas Migrant Interstate Program, Training	TMIP-Training
Services Related to Coordinating within the Texas Migrant Interstate Program, Technical Assistance	TMIP-Technical Assistance
Services Related to Coordinating within the Texas Migrant Interstate Program, Resource Materials for Credit Accrual/Recovery	TMIP-Resource Materials
Services Related to Coordinating within the Texas Migrant Interstate Program, Out-of-State TAKS Testing	TMIP-Out-of-state TAKS Testing
Distance Learning, PASS (Portable Assisted Study Sequencing)	PASS
Distance Learning, UT Student Graduation Enhancement Migrant Program	UT Student Graduation Enhancement Migrant Program
Distance Learning, Work Study	Work Study
Distance Learning, NovaNet	NovaNet
TAKS Failure Services, Summer TAKS Remediation	Summer TAKS Remediation
TAKS Failure Services, Out-of-State TAKS Remediation	Out-of-state TAKS Remediation

Table B-1: Abbreviated Service Names for Survey Items within the Educational Continuity/ Instructional Time Need Area (Continued)

Service Name	Abbreviated Service Name
TAKS Failure Services, Out-of-State TAKS Testing	Out-of-state TAKS Testing
TAKS Failure Services, Out-of-State Summer Migrant Program Coordination	Out-of-state Summer Migrant Program Coordination
Services Related to Identifying Preschool Age Children for Enrollment	Identify Preschool-age Children for Enrollment
Building Bridges Early Childhood Program, Center Based	Building Bridges - Center-Based
Services Related to Coordinating with Head Start	Head Start
Services Related to Coordinating with Even Start	Even Start
Services Related to Coordinating with the Texas Migrant Council	Coordinate with Texas Migrant Council
Instructional Support - Migrant Specific (Supplemental), Teacher	Migrant Early Childhood Teacher Instructional Support
Instructional Support - Migrant Specific (Supplemental), Paraprofessional	Migrant Early Childhood Paraprofessional Instructional Support
Services Related to Coordinating, Monitoring, and Documenting Progresses regarding Learning and Study Skills	Learning and Study Skills
Services Related to Developing and Coordinating with Partial and Full Credit Accrual and Recovery Programs, Including NGS Records	Credit Accrual and Recovery Programs including NGS Records
Graduation Plan Support through a Migrant Counselor	Graduation Plan Support through a Migrant Counselor
Course Tuition Payment	Course Tuition Payment
Referral to Drop-out Prevention Program	Dropout Prevention Program
Monitor Student Progress Toward Meeting Graduation Requirements	Monitor Student Progress Toward Meeting Graduation Requirements
Referrals to College Assistance Programs	Referrals to College Assistance Programs
Graduation Plan Support Beyond Regular High School	Graduation Plan Support Beyond Regular High School
Opportunities to Attend State and National Conferences, MEP Staff	Conferences for MEP Staff
Opportunities to Attend State and National Conferences, Parents	Conferences for Parents
Opportunities to Attend State and National Conferences, School/Administrative Staff	Conferences for School/Administrative Staff

Source: MGT Texas MEP Instructional and Support Survey, Winter 2009.

Table B-2: Abbreviated Service Names for Survey Items within the School Engagement/Educational Support in the Home Need Area

Service Name	Abbreviated Service Name
Counseling, Migrant Specific-Supplemental, Personal	Migrant Specific Counseling, Personal
Counseling, Migrant Specific-Supplemental, Migrant Extra Curricular or Leadership Club/Organization	Migrant Extra Curricular or Leadership Club/Org
Counseling, Migrant Specific-Supplemental, School Retreat or Workshop	School Retreat or Workshop
Building Bridges Early Childhood Program, Home Based	Building Bridges - Home-Based
Services Related to Coordinating Resources and Information for Homework Assistance/Tools for Students and Parents	Homework Assistance/Tools
Services Related to Offering Retreats or Workshops to Help Students Secure Timely and Appropriate Interventions for Academic and Nonacademic Issues	Retreat/Workshop for Intervention Support
Services Related to Providing Supplemental Information to Parents Concerning School Staff Collaboration to Provide Timely and Appropriate Interventions for Academic and Nonacademic Issues	Timely and Appropriate Interventions
Outreach Activities for Out-of-school Youth and Their Parents (Drop-Out Prevention/Intervention)	Outreach Activities for Out-of-school Youth and Their Parents (Dropout Prevention/Intervention)
Services Related to Parent/Family Involvement, Establish Parent Advisory Council (PAC)	Establish Parent Advisory Council (PAC)
Services Related to Parent/Family Involvement, Childcare During Parent Involvement and PAC Meetings	Childcare During Parent Involvement and PAC Meetings
Services Related to Parent/Family Involvement, Transportation to and from Parent Involvement and PAC Meetings	Transportation to and from Parent Involvement and PAC Meetings
Services Related to Parent/Family Involvement, Light Snack	Light Snack to Encourage Parent Involvement and Participation in PAC
Services Related to Parent/Family Involvement, Outreach Activities for Out-of-school Youth and Their Parents (Support and Health Services)	Outreach Activities for Out-of-school Youth and Their Parents (Support and Health Services)
Services Related to Parent/Family Involvement, Information on Requirements for Graduation	Information on Requirements for Graduation
Services Related to Parent/Family Involvement, Family/Home Visitation Regarding Academic Progress of Children	Family/Home Visitation Regarding Academic Progress of Children
Services Related to Parent/Family Involvement, Translated Services During Meetings	Translated Services During Meetings
Services Related to Parent/Family Involvement, Translated School Communication Materials	Translated School Communication Materials

Source: MGT Texas MEP Instructional and Support Survey, Winter 2009.

Table B-3: Abbreviated Service Names for Survey Items within the Health/Access to Services Need Area

Service Name	Abbreviated Service Name
Support Services, Clothing	Clothing
Support Services, School Supplies	School Supplies
Support Services, Food/Nutrition Services	Food/Nutrition Services
Support Services, Transportation Assistance	Transportation Assistance
Health Services, Vision Screening	Vision Screening
Health Services, Hearing Screening	Hearing Screening
Health Services, Other Health Screening	Other Health Screening
Health Services, Offer Health Awareness Workshops	Offer Health Awareness Workshops
Health Services, Information about Health Insurance	Health Insurance Information
Health Services, Assistance in Interpreting Health Information From Schools or Community Agencies	Assistance in Interpreting Health Information
Coordination/Referral to Service Providers, Referral to Community Programs (WIC, HEP, etc.)	Referral to Community Programs
Coordination/Referral to Service Providers, Referral to Health Providers	Referral to Health Providers
Coordination/Referral to Service Providers, Making Medical and Dental Appointments	Making Medical and Dental Appointments

Source: MGT Texas MEP Instructional and Support Survey, Winter 2009.

Table B-4: Abbreviated Service Names for Survey Items within the English Language Development Need Area

Service Name	Abbreviated Service Name
Extended Day/Week Tutoring Program, ESL Tutoring	Extended-day ESL Tutoring
In-school Tutoring Program, ESL Tutoring	In-school ESL Tutoring

Source: MGT Texas MEP Instructional and Support Survey, Winter 2009.

Appendix C: Implementation of Texas Migrant Education Program Services

Table C-1: Percentage of Districts Providing or Not Providing Extended Day/Week Individual Tutoring Programs

Service	Provision of Services			
	All (N=432)	Small (N=358)	Medium (N=50)	Large (N=24)
Individual Reading Tutoring¹				
Provided	51.4%	46.7%	72.0%	79.2%
Yes, MEP Funds	36.1%	36.9%	36.0%	25.0%
Yes, Other Funds	15.3%	9.8%	36.0%	54.2%
Not Provided/DNK	48.6%	53.3%	28.0%	20.9%
No, Available	22.7%	27.1%	2.0%	0.0%
No, Not Offered	13.4%	11.7%	24.0%	16.7%
Do Not Know	12.5%	14.5%	2.0%	4.2%
Individual Math Tutoring¹				
Provided	51.2%	46.4%	72.0%	79.2%
Yes, MEP Funds	35.9%	36.9%	34.0%	25.0%
Yes, Other Funds	15.3%	9.5%	38.0%	54.2%
Not Provided/DNK	48.8%	53.6%	28.0%	20.9%
No, Available	22.7%	27.1%	2.0%	0.0%
No, Not Offered	13.4%	11.7%	24.0%	16.7%
Do Not Know	12.7%	14.8%	2.0%	4.2%
Individual Science Tutoring¹				
Provided	45.6%	40.5%	68.0%	75.0%
Yes, MEP Funds	34.7%	34.1%	40.0%	33.3%
Yes, Other Funds	10.9%	6.4%	28.0%	41.7%
Not Provided/DNK	54.4%	59.4%	32.0%	25.1%
No, Available	25.9%	30.4%	4.0%	4.2%
No, Not Offered	14.8%	13.1%	26.0%	16.7%
Do Not Know	13.7%	15.9%	2.0%	4.2%
Individual Social Studies Tutoring¹				
Provided	42.4%	37.9%	62.0%	66.7%
Yes, MEP Funds	32.9%	31.8%	42.0%	29.2%
Yes, Other Funds	9.5%	6.1%	20.0%	37.5%
Not Provided/DNK	57.7%	62.0%	38.0%	33.3%
No, Available	26.9%	31.0%	6.0%	8.3%
No, Not Offered	16.2%	14.5%	28.0%	16.7%
Do Not Know	14.6%	16.5%	4.0%	8.3%

Table C-1: Percentage of Districts Providing or Not Providing Extended Day/Week Individual Tutoring Programs (Continued)

Service	Provision of Services			
	All (N=432)	Small (N=358)	Medium (N=50)	Large (N=24)
Individual ESL Tutoring				
Provided	39.1%	32.1%	72.0%	75.0%
Yes, MEP Funds	20.6%	14.8%	48.0%	50.0%
Yes, Other Funds	18.5%	17.3%	24.0%	25.0%
Not Provided/DNK	60.8%	67.9%	28.0%	25.0%
No, Available	24.5%	29.1%	2.0%	4.2%
No, Not Offered	15.5%	14.5%	24.0%	12.5%
Do Not Know	20.8%	24.3%	2.0%	8.3%
Individual Non-specific Tutoring				
Provided	30.1%	26.2%	44.0%	58.3%
Yes, MEP Funds	22.7%	20.9%	34.0%	25.0%
Yes, Other Funds	7.4%	5.3%	10.0%	33.3%
Not Provided/DNK	69.9%	73.7%	56.0%	41.7%
No, Available	23.6%	27.9%	2.0%	4.2%
No, Not Offered	19.9%	17.0%	40.0%	20.8%
Do Not Know	26.4%	28.8%	14.0%	16.7%

Note: Grey highlighting signifies the total percentage provided (across Yes responses) and total percentage not provided or do not know (across No or Do Not Know responses).

¹ Item included in Extended Day Tutoring summary variable.

Table C-2: Percentage of Districts Providing or Not Providing Extended Day/Week Group Tutoring Programs

Service	Provision of Services			
	All (N=432)	Small (N=358)	Medium (N=50)	Large (N=24)
Small Group Reading Tutoring¹				
Provided	55.6%	48.3%	88.0%	95.8%
Yes, MEP Funds	42.6%	41.6%	52.0%	37.5%
Yes, Other Funds	13.0%	6.7%	36.0%	58.3%
Not Provided/DNK	44.5%	51.6%	12.0%	4.2%
No, Available	17.6%	21.2%	0.0%	0.0%
No, Not Offered	14.6%	15.6%	12.0%	4.2%
Do Not Know	12.3%	14.8%	0.0%	0.0%
Small Group Math Tutoring¹				
Provided	56.5%	49.4%	86.0%	100.0%
Yes, MEP Funds	43.8%	43.0%	50.0%	41.7%
Yes, Other Funds	12.7%	6.4%	36.0%	58.3%
Not Provided/DNK	43.6%	50.5%	14.0%	0.0%
No, Available	16.9%	20.4%	0.0%	0.0%
No, Not Offered	14.4%	15.6%	12.0%	0.0%
Do Not Know	12.3%	14.5%	2.0%	0.0%
Small Group Science Tutoring¹				
Provided	51.0%	42.5%	88.0%	100.0%
Yes, MEP Funds	41.7%	38.0%	66.0%	45.8%
Yes, Other Funds	9.3%	4.5%	22.0%	54.2%
Not Provided/DNK	49.1%	57.5%	12.0%	0.0%
No, Available	19.7%	23.7%	0.0%	0.0%
No, Not Offered	16.4%	18.4%	10.0%	0.0%
Do Not Know	13.0%	15.4%	2.0%	0.0%
Small Group Social Studies Tutoring¹				
Provided	46.0%	39.1%	78.0%	83.3%
Yes, MEP Funds	37.7%	34.9%	60.0%	33.3%
Yes, Other Funds	8.3%	4.2%	18.0%	50.0%
Not Provided/DNK	54.0%	60.9%	22.0%	16.6%
No, Available	20.4%	23.7%	2.0%	8.3%
No, Not Offered	19.0%	20.4%	18.0%	0.0%
Do Not Know	14.6%	16.8%	2.0%	8.3%

Table C-2: Percentage of Districts Providing or Not Providing Extended Day/Week Group Tutoring Programs (Continued)

Service	Provision of Services			
	All (N=432)	Small (N=358)	Medium (N=50)	Large (N=24)
Small Group ESL Tutoring				
Provided	41.0%	31.9%	84.0%	87.5%
Yes, MEP Funds	35.2%	28.5%	70.0%	62.5%
Yes, Other Funds	5.8%	3.4%	14.0%	25.0%
Not Provided/DNK	59.0%	68.2%	16.0%	12.5%
No, Available	19.4%	22.9%	2.0%	4.2%
No, Not Offered	18.3%	20.4%	12.0%	0.0%
Do Not Know	21.3%	24.9%	2.0%	8.3%
Small Group Non-specific Tutoring				
Provided	31.5%	25.7%	56.0%	66.7%
Yes, MEP Funds	25.2%	22.3%	44.0%	29.2%
Yes, Other Funds	6.3%	3.4%	12.0%	37.5%
Not Provided/DNK	68.6%	74.3%	44.0%	33.3%
No, Available	18.8%	22.3%	0.0%	4.2%
No, Not Offered	22.0%	22.1%	28.0%	8.3%
Do Not Know	27.8%	29.9%	16.0%	20.8%

Note: Grey highlighting signifies the total percentage provided (across Yes responses) and total percentage not provided or do not know (across No or Do Not Know responses).

¹ Item included in Extended Day Tutoring summary variable.

Table C-3: Percentage of Districts Providing or Not Providing Extended Day/Week TAKS Tutoring Programs

Service	Provision of Services			
	All (N=432)	Small (N=358)	Medium (N=50)	Large (N=24)
Extended Day TAKS Tutorials				
Provided	66.2%	60.9%	90.0%	95.8%
Yes, MEP Funds	46.8%	44.1%	64.0%	50.0%
Yes, Other Funds	19.4%	16.8%	26.0%	45.8%
Not Provided/DNK	33.8%	39.1%	10.0%	4.2%
No, Available	24.1%	28.2%	4.0%	4.2%
No, Not Offered	6.7%	7.5%	4.0%	0.0%
Do Not Know	3.0%	3.4%	2.0%	0.0%

Note: Grey highlighting signifies the total percentage provided (across Yes responses) and total percentage not provided or do not know (across No or Do Not Know responses).

Table C-4: Percentage of Districts Providing or Not Providing In-School Individual Tutoring Programs

Service	Provision of Services			
	All (N=432)	Small (N=358)	Medium (N=50)	Large (N=24)
Individual Reading Tutoring²				
Provided	65.5%	60.9%	86.0%	91.7%
Yes, MEP Funds	47.9%	49.7%	46.0%	25.0%
Yes, Other Funds	17.6%	11.2%	40.0%	66.7%
Not Provided/DNK	34.5%	39.2%	14.0%	8.3%
No, Available	22.7%	27.4%	0.0%	0.0%
No, Not Offered	10.4%	10.1%	14.0%	8.3%
Do Not Know	1.4%	1.7%	0.0%	0.0%
Individual Math Tutoring²				
Provided	65.8%	60.6%	88.0%	95.9%
Yes, MEP Funds	38.0%	38.0%	42.0%	29.2%
Yes, Other Funds	27.8%	22.6%	46.0%	66.7%
Not Provided/DNK	34.3%	39.4%	12.0%	4.2%
No, Available	22.9%	27.7%	0.0%	0.0%
No, Not Offered	10.2%	10.3%	12.0%	4.2%
Do Not Know	1.2%	1.4%	0.0%	0.0%
Individual Science Tutoring²				
Provided	61.1%	56.2%	84.0%	87.5%
Yes, MEP Funds	48.4%	49.2%	52.0%	29.2%
Yes, Other Funds	12.7%	7.0%	32.0%	58.3%
Not Provided/DNK	38.9%	43.9%	16.0%	12.5%
No, Available	24.1%	28.8%	0.0%	0.0%
No, Not Offered	12.0%	12.0%	14.0%	8.3%
Do Not Know	2.8%	3.1%	2.0%	4.2%
Individual Social Studies Tutoring²				
Provided	57.9%	54.2%	72.0%	83.4%
Yes, MEP Funds	46.8%	47.5%	50.0%	29.2%
Yes, Other Funds	11.1%	6.7%	22.0%	54.2%
Not Provided/DNK	42.1%	45.8%	28.0%	16.7%
No, Available	23.8%	28.5%	0.0%	4.2%
No, Not Offered	14.4%	13.1%	26.0%	8.3%
Do Not Know	3.9%	4.2%	2.0%	4.2%

Table C-4: Percentage of Districts Providing or Not Providing In-School Individual Tutoring Programs (Continued)

Service	Provision of Services			
	All (N=432)	Small (N=358)	Medium (N=50)	Large (N=24)
Individual ESL Tutoring				
Provided	53.7%	48.1%	78.0%	87.5%
Yes, MEP Funds	44.4%	41.1%	64.0%	54.2%
Yes, Other Funds	9.3%	7.0%	14.0%	33.3%
Not Provided/DNK	46.2%	52.0%	22.0%	12.5%
No, Available	23.8%	28.8%	0.0%	0.0%
No, Not Offered	11.3%	11.2%	16.0%	4.2%
Do Not Know	11.1%	12.0%	6.0%	8.3%
Individual Non-specific Tutoring				
Provided	37.5%	36.6%	38.0%	50.0%
Yes, MEP Funds	30.6%	30.7%	36.0%	16.7%
Yes, Other Funds	6.9%	5.9%	2.0%	33.3%
Not Provided/DNK	73.9%	63.4%	62.0%	50.0%
No, Available	25.0%	29.6%	0.0%	8.3%
No, Not Offered	18.3%	14.8%	40.0%	25.0%
Do Not Know	30.6%	19.0%	22.0%	16.7%

Note: Grey highlighting signifies the total percentage provided (across Yes responses) and total percentage not provided or do not know (across No or Do Not Know responses).

² Item included in the In-School Tutoring summary variable.

Table C-5: Percentage of Districts Providing or Not Providing In-School Group Tutoring Programs

Service	Provision of Services			
	All (N=432)	Small (N=358)	Medium (N=50)	Large (N=24)
Small Group Reading Tutoring²				
Provided	69.7%	64.3%	96.0%	95.9%
Yes, MEP Funds	57.9%	57.3%	70.0%	41.7%
Yes, Other Funds	11.8%	7.0%	26.0%	54.2%
Not Provided/DNK	30.3%	35.7%	4.0%	4.2%
No, Available	15.5%	18.7%	0.0%	0.0%
No, Not Offered	13.4%	15.6%	2.0%	4.2%
Do Not Know	1.4%	1.4%	2.0%	0.0%
Small Group Math Tutoring²				
Provided	71.1%	65.6%	96.0%	100.0%
Yes, MEP Funds	60.0%	59.5%	70.0%	45.8%
Yes, Other Funds	11.1%	6.1%	26.0%	54.2%
Not Provided/DNK	28.9%	34.3%	4.0%	0.0%
No, Available	14.6%	17.6%	0.0%	0.0%
No, Not Offered	13.4%	15.9%	2.0%	0.0%
Do Not Know	0.9%	0.8%	2.0%	0.0%
Small Group Science Tutoring²				
Provided	66.0%	60.3%	92.0%	95.8%
Yes, MEP Funds	57.2%	55.6%	72.0%	50.0%
Yes, Other Funds	8.8%	4.7%	20.0%	45.8%
Not Provided/DNK	34.0%	39.7%	8.0%	4.2%
No, Available	15.7%	18.7%	2.0%	0.0%
No, Not Offered	15.3%	18.2%	2.0%	0.0%
Do Not Know	3.0%	2.8%	4.0%	4.2%
Small Group Social Studies Tutoring²				
Provided	60.2%	55.3%	80.0%	91.7%
Yes, MEP Funds	52.3%	50.3%	68.0%	50.0%
Yes, Other Funds	7.9%	5.0%	12.0%	41.7%
Not Provided/DNK	39.9%	44.7%	20.0%	8.4%
No, Available	16.7%	19.6%	2.0%	4.2%
No, Not Offered	19.0%	20.9%	14.0%	0.0%
Do Not Know	4.2%	4.2%	4.0%	4.2%

Table C-5: Percentage of Districts Providing or Not Providing In-School Group Tutoring Programs (Continued)

Service	Provision of Services			
	All (N=432)	Small (N=358)	Medium (N=50)	Large (N=24)
Small Group ESL Tutoring				
Provided	57.6%	51.7%	84.0%	91.7%
Yes, MEP Funds	50.2%	46.4%	72.0%	62.5%
Yes, Other Funds	7.4%	5.3%	12.0%	29.2%
Not Provided/DNK	42.4%	48.3%	16.0%	8.3%
No, Available	16.0%	19.3%	0.0%	0.0%
No, Not Offered	15.3%	17.3%	8.0%	0.0%
Do Not Know	11.1%	11.7%	8.0%	8.3%
Small Group Non-specific Tutoring				
Provided	39.6%	38.5%	40.0%	54.2%
Yes, MEP Funds	34.0%	33.8%	38.0%	29.2%
Yes, Other Funds	5.6%	4.7%	2.0%	25.0%
Not Provided/DNK	60.4%	61.4%	60.0%	45.9%
No, Available	17.8%	20.9%	2.0%	4.2%
No, Not Offered	22.9%	21.5%	36.0%	16.7%
Do Not Know	19.7%	19.0%	22.0%	25.0%

Note: Grey highlighting signifies the total percentage provided (across Yes responses) and total percentage not provided or do not know (across No or Do Not Know responses).

² Item included in the In-School Tutoring summary variable.

Table C-6: Percentage of Districts Providing or Not Providing In-School TAKS Tutoring Programs

Service	Provision of Services			
	All (N=432)	Small (N=358)	Medium (N=50)	Large (N=24)
Extended Day TAKS Tutorials				
Provided	71.1%	65.0%	100.0%	100.0%
Yes, MEP Funds	63.0%	60.3%	82.0%	62.5%
Yes, Other Funds	8.1%	4.7%	18.0%	37.5%
Not Provided/DNK	28.9%	34.9%	0.0%	0.0%
No, Available	23.4%	28.2%	0.0%	0.0%
No, Not Offered	4.6%	5.6%	0.0%	0.0%
Do Not Know	0.9%	1.1%	0.0%	0.0%

Note: Grey highlighting signifies the total percentage provided (across Yes responses) and total percentage not provided or do not know (across No or Do Not Know responses).

Table C-7: Percentage of Districts Providing or Not Providing Instruction by Teacher, Migrant Specific (Supplemental)

Service	Provision of Services			
	All (N=432)	Small (N=358)	Medium (N=50)	Large (N=24)
Reading³				
Provided	40.0%	36.0%	58.0%	62.5%
Yes, MEP Funds	6.7%	5.3%	16.0%	8.3%
Yes, Other Funds	33.3%	30.7%	42.0%	54.2%
Not Provided/DNK	59.9%	64.0%	42.0%	37.5%
No, Available	11.8%	14.0%	2.0%	0.0%
No, Not Offered	45.8%	47.2%	40.0%	37.5%
Do Not Know	2.3%	2.8%	0.0%	0.0%
Math³				
Provided	40.3%	36.6%	58.0%	58.3%
Yes, MEP Funds	7.2%	5.9%	16.0%	8.3%
Yes, Other Funds	33.1%	30.7%	42.0%	50.0%
Not Provided/DNK	59.7%	63.4%	42.0%	41.7%
No, Available	12.0%	14.2%	2.0%	0.0%
No, Not Offered	45.4%	46.4%	40.0%	41.7%
Do Not Know	2.3%	2.8%	0.0%	0.0%
Science³				
Provided	28.5%	23.7%	52.0%	50.0%
Yes, MEP Funds	8.1%	6.1%	22.0%	8.3%
Yes, Other Funds	20.4%	17.6%	30.0%	41.7%
Not Provided/DNK	71.5%	76.2%	48.0%	50.0%
No, Available	21.3%	25.4%	2.0%	0.0%
No, Not Offered	47.9%	48.0%	46.0%	50.0%
Do Not Know	2.3%	2.8%	0.0%	0.0%
Social Studies³				
Provided	27.8%	23.2%	50.0%	50.0%
Yes, MEP Funds	7.9%	5.6%	24.0%	8.3%
Yes, Other Funds	19.9%	17.6%	26.0%	41.7%
Not Provided/DNK	72.2%	76.8%	50.0%	50.0%
No, Available	21.3%	25.4%	2.0%	0.0%
No, Not Offered	48.1%	48.0%	48.0%	50.0%
Do Not Know	2.8%	3.4%	0.0%	0.0%

Note: Grey highlighting signifies the total percentage provided (across Yes responses) and total percentage not provided or do not know (across No or Do Not Know responses).

³ Item included in Migrant Specific Teacher Instruction summary variable.

Table C-8: Percentage of Districts Providing or Not Providing Instruction by Paraprofessional, Migrant Specific (Supplemental)

Service	Provision of Services			
	All (N=432)	Small (N=358)	Medium (N=50)	Large (N=24)
Reading⁴				
Provided	32.8%	27.3%	58.0%	62.5%
Yes, MEP Funds	5.3%	3.6%	16.0%	8.3%
Yes, Other Funds	27.5%	23.7%	42.0%	54.2%
Not Provided/DNK	67.2%	72.6%	42.0%	37.5%
No, Available	6.5%	7.5%	2.0%	0.0%
No, Not Offered	50.5%	52.8%	40.0%	37.5%
Do Not Know	10.2%	12.3%	0.0%	0.0%
Math⁴				
Provided	32.9%	27.7%	58.0%	58.3%
Yes, MEP Funds	6.0%	4.2%	18.0%	8.3%
Yes, Other Funds	26.9%	23.5%	40.0%	50.0%
Not Provided/DNK	67.2%	72.4%	42.0%	41.7%
No, Available	6.3%	7.3%	2.0%	0.0%
No, Not Offered	50.7%	52.8%	40.0%	41.7%
Do Not Know	10.2%	12.3%	0.0%	0.0%
Science⁴				
Provided	18.1%	11.7%	48.0%	50.0%
Yes, MEP Funds	5.8%	3.9%	18.0%	8.3%
Yes, Other Funds	12.3%	7.8%	30.0%	41.7%
Not Provided/DNK	82.0%	88.2%	52.0%	50.0%
No, Available	7.2%	8.1%	4.0%	0.0%
No, Not Offered	63.9%	67.0%	48.0%	50.0%
Do Not Know	10.9%	13.1%	0.0%	0.0%
Social Studies⁴				
Provided	17.1%	11.8%	42.0%	45.9%
Yes, MEP Funds	5.3%	3.4%	20.0%	4.2%
Yes, Other Funds	11.8%	8.4%	22.0%	41.7%
Not Provided/DNK	82.9%	88.2%	58.0%	54.2%
No, Available	7.2%	8.1%	4.0%	0.0%
No, Not Offered	64.6%	67.0%	54.0%	50.0%
Do Not Know	11.1%	13.1%	0.0%	4.2%

Note: Grey highlighting signifies the total percentage provided (across Yes responses) and total percentage not provided or do not know (across No or Do Not Know responses).

⁴ Item included in Migrant Specific Paraprofessional Instruction summary variable.

Table C-9: Percentage of Districts Providing or Not Providing Instruction Support by Teacher for Migrant First Graders

Service	Provision of Services			
	All (N=432)	Small (N=358)	Medium (N=50)	Large (N=24)
Individual⁵				
Provided	36.4%	33.8%	48.0%	50.0%
Yes, MEP Funds	28.5%	29.3%	24.0%	25.0%
Yes, Other Funds	7.9%	4.5%	24.0%	25.0%
Not Provided/DNK	63.7%	66.1%	52.0%	50.0%
No, Available	13.2%	15.6%	2.0%	0.0%
No, Not Offered	48.4%	48.3%	48.0%	50.0%
Do Not Know	2.1%	2.2%	2.0%	0.0%
Small Group⁵				
Provided	37.3%	33.3%	56.0%	58.3%
Yes, MEP Funds	29.4%	30.2%	26.0%	25.0%
Yes, Other Funds	7.9%	3.1%	30.0%	33.3%
Not Provided/DNK	62.7%	66.7%	44.0%	41.7%
No, Available	6.9%	8.1%	2.0%	0.0%
No, Not Offered	53.5%	56.1%	40.0%	41.7%
Do Not Know	2.3%	2.5%	2.0%	0.0%
Parent Collaboration				
Provided	39.6%	35.7%	56.0%	62.5%
Yes, MEP Funds	20.6%	18.7%	32.0%	25.0%
Yes, Other Funds	19.0%	17.0%	24.0%	37.5%
Not Provided/DNK	60.4%	64.3%	44.0%	37.5%
No, Available	13.4%	15.9%	2.0%	0.0%
No, Not Offered	44.9%	46.4%	38.0%	37.5%
Do Not Know	2.1%	2.0%	4.0%	0.0%

Note: Grey highlighting signifies the total percentage provided (across Yes responses) and total percentage not provided or do not know (across No or Do Not Know responses).

⁵ Item included in Migrant First Grade Teacher Instructional Support summary variable.

Table C-10: Percentage of Districts Providing or Not Providing Counseling, Migrant Specific (Supplemental)

Service	Provision of Services			
	All (N=432)	Small (N=358)	Medium (N=50)	Large (N=24)
Personal				
Provided	58.6%	53.9%	74.0%	95.8%
Yes, MEP Funds	24.8%	22.9%	46.0%	8.3%
Yes, Other Funds	33.8%	31.0%	28.0%	87.5%
Not Provided/DNK	41.5%	46.0%	26.0%	4.2%
No, Available	9.7%	11.7%	0.0%	0.0%
No, Not Offered	29.9%	32.1%	26.0%	4.2%
Do Not Know	1.9%	2.2%	0.0%	0.0%
Academic				
Provided	59.0%	54.2%	78.0%	91.7%
Yes, MEP Funds	25.0%	23.5%	42.0%	12.5%
Yes, Other Funds	34.0%	30.7%	36.0%	79.2%
Not Provided/DNK	41.1%	45.8%	22.0%	8.3%
No, Available	9.3%	11.2%	0.0%	0.0%
No, Not Offered	29.9%	32.4%	22.0%	8.3%
Do Not Know	1.9%	2.2%	0.0%	0.0%
Career				
Provided	60.4%	55.8%	76.0%	95.8%
Yes, MEP Funds	15.3%	11.7%	44.0%	8.3%
Yes, Other Funds	45.1%	44.1%	32.0%	87.5%
Not Provided/DNK	39.7%	44.1%	24.0%	4.2%
No, Available	9.3%	11.2%	0.0%	0.0%
No, Not Offered	28.5%	30.7%	24.0%	4.2%
Do Not Know	1.9%	2.2%	0.0%	0.0%
College Preparation				
Provided	59.2%	54.5%	78.0%	91.7%
Yes, MEP Funds	14.1%	10.9%	38.0%	12.5%
Yes, Other Funds	45.1%	43.6%	40.0%	79.2%
Not Provided/DNK	40.8%	45.5%	22.0%	8.3%
No, Available	9.3%	11.2%	0.0%	0.0%
No, Not Offered	29.6%	32.1%	22.0%	8.3%
Do Not Know	1.9%	2.2%	0.0%	0.0%

Note: Grey highlighting signifies the total percentage provided (across Yes responses) and total percentage not provided or do not know (across No or Do Not Know responses).

Table C-11: Percentage of Districts Providing or Not Providing School and Social Engagement

Service	Provision of Services			
	All (N=432)	Small (N=358)	Medium (N=50)	Large (N=24)
Migrant Extra-Curricular or Leadership Club/Organization				
Provided	36.8%	32.1%	56.0%	66.7%
Yes, MEP Funds	4.9%	2.8%	20.0%	4.2%
Yes, Other Funds	31.9%	29.3%	36.0%	62.5%
Not Provided/DNK	63.3%	67.9%	44.0%	33.3%
No, Available	18.8%	22.1%	4.0%	0.0%
No, Not Offered	42.4%	43.6%	38.0%	33.3%
Do Not Know	2.1%	2.2%	2.0%	0.0%
School Retreat or Workshop				
Provided	40.0%	33.5%	68.0%	79.1%
Yes, MEP Funds	3.2%	1.7%	12.0%	8.3%
Yes, Other Funds	36.8%	31.8%	56.0%	70.8%
Not Provided/DNK	60.0%	66.5%	32.0%	20.8%
No, Available	18.3%	22.1%	0.0%	0.0%
No, Not Offered	38.9%	41.6%	28.0%	20.8%
Do Not Know	2.8%	2.8%	4.0%	0.0%

Note: Grey highlighting signifies the total percentage provided (across Yes responses) and total percentage not provided or do not know (across No or Do Not Know responses).

Table C-12: Percentage of Districts Providing or Not Providing Records Transfer

Service	Provision of Services			
	All (N=432)	Small (N=358)	Medium (N=50)	Large (N=24)
Migrant Packet				
Provided	58.8%	55.3%	76.0%	75.0%
Yes, MEP Funds	3.9%	4.2%	2.0%	4.2%
Yes, Other Funds	54.9%	51.1%	74.0%	70.8%
Not Provided/DNK	41.1%	44.7%	24.0%	25.0%
No, Available	7.6%	7.8%	6.0%	8.3%
No, Not Offered	23.8%	26.3%	12.0%	12.5%
Do Not Know	9.7%	10.6%	6.0%	4.2%
New Generation System				
Provided	94.2%	93.0%	100.0%	100.0%
Yes, MEP Funds	2.3%	2.2%	4.0%	0.0%
Yes, Other Funds	91.9%	90.8%	96.0%	100.0%
Not Provided/DNK	5.8%	7.0%	0.0%	0.0%
No, Available	3.9%	4.7%	0.0%	0.0%
No, Not Offered	0.5%	0.6%	0.0%	0.0%
Do Not Know	1.4%	1.7%	0.0%	0.0%

Note: Grey highlighting signifies the total percentage provided (across Yes responses) and total percentage not provided or do not know (across No or Do Not Know responses).

Table C-13: Percentage of Districts Providing or Not Providing Services Related to Coordinating within the Texas Migrant Interstate Program

Service	Provision of Services			
	All (N=431)	Small (N=357)	Medium (N=50)	Large (N=24)
Secondary Credit Accrual Workshop				
Provided	53.8%	51.3%	62.0%	75.0%
Yes, MEP Funds	3.5%	2.8%	8.0%	4.2%
Yes, Other Funds	50.3%	48.5%	54.0%	70.8%
Not Provided/DNK	46.2%	48.7%	38.0%	25.0%
No, Available	21.1%	22.1%	18.0%	12.5%
No, Not Offered	18.6%	20.2%	14.0%	4.2%
Do Not Know	6.5%	6.4%	6.0%	8.3%
Training				
Provided	53.5%	51.5%	58.0%	75.0%
Yes, MEP Funds	3.2%	2.5%	6.0%	8.3%
Yes, Other Funds	50.3%	49.0%	52.0%	66.7%
Not Provided/DNK	46.4%	48.4%	42.0%	25.0%
No, Available	12.1%	12.0%	14.0%	8.3%
No, Not Offered	27.8%	30.5%	20.0%	4.2%
Do Not Know	6.5%	5.9%	8.0%	12.5%
Technical Assistance				
Provided	50.3%	47.1%	66.0%	66.6%
Yes, MEP Funds	3.0%	1.7%	10.0%	8.3%
Yes, Other Funds	47.3%	45.4%	56.0%	58.3%
Not Provided/DNK	49.7%	52.9%	34.0%	33.3%
No, Available	25.3%	27.7%	14.0%	12.5%
No, Not Offered	18.1%	20.2%	8.0%	8.3%
Do Not Know	6.3%	5.0%	12.0%	12.5%
Resource Materials for Credit Accrual/Recovery				
Provided	56.4%	53.8%	64.0%	79.2%
Yes, MEP Funds	4.2%	3.4%	10.0%	4.2%
Yes, Other Funds	52.2%	50.4%	54.0%	75.0%
Not Provided/DNK	43.6%	46.3%	36.0%	20.9%
No, Available	17.4%	17.4%	18.0%	0.0%
No, Not Offered	17.2%	18.5%	14.0%	4.2%
Do Not Know	9.0%	10.4%	4.0%	16.7%

Table C-13: Percentage of Districts Providing or Not Providing Services Related to Coordinating within the Texas Migrant Interstate Program (Continued)

Service	Provision of Services			
	All (N=431)	Small (N=357)	Medium (N=50)	Large (N=24)
Out-of-state TAKS Training				
Provided	11.4%	3.4%	38.0%	75.0%
Yes, MEP Funds	2.1%	1.4%	6.0%	4.2%
Yes, Other Funds	9.3%	2.0%	32.0%	70.8%
Not Provided/DNK	88.7%	96.6%	62.0%	25.0%
No, Available	48.3%	52.4%	32.0%	0.0%
No, Not Offered	19.5%	21.0%	16.0%	4.2%
Do Not Know	20.9%	23.2%	14.0%	20.8%

Note: Grey highlighting signifies the total percentage provided (across Yes responses) and total percentage not provided or do not know (across No or Do Not Know responses).

Table C-14: Percentage of Districts Providing or Not Providing Distance Learning

Service	Provision of Services			
	All (N=431)	Small (N=357)	Medium (N=50)	Large (N=24)
PASS (Portable Assisted Study Sequence)				
Provided	10.7%	10.6%	10.0%	12.5%
Yes, MEP Funds	1.4%	1.1%	2.0%	4.2%
Yes, Other Funds	9.3%	9.5%	8.0%	8.3%
Not Provided/DNK	89.2%	89.3%	90.0%	87.5%
No, Available	51.0%	56.0%	22.0%	37.5%
No, Not Offered	32.9%	29.1%	52.0%	50.0%
Do Not Know	5.3%	4.2%	16.0%	0.0%
UT Migrant Student Graduation Enhancement Program				
Provided	40.1%	36.7%	46.0%	79.2%
Yes, MEP Funds	1.6%	1.4%	4.0%	0.0%
Yes, Other Funds	38.5%	35.3%	42.0%	79.2%
Not Provided/DNK	59.8%	63.3%	54.0%	20.9%
No, Available	36.4%	39.2%	26.0%	16.7%
No, Not Offered	20.4%	20.7%	26.0%	4.2%
Do Not Know	3.0%	3.4%	2.0%	0.0%

Table C-14: Percentage of Districts Providing or Not Providing Distance Learning
(Continued)

Service	Provision of Services			
	All (N=431)	Small (N=357)	Medium (N=50)	Large (N=24)
Work Study				
Provided	14.7%	14.6%	12.0%	20.8%
Yes, MEP Funds	13.5%	14.3%	8.0%	12.5%
Yes, Other Funds	1.2%	0.3%	4.0%	8.3%
Not Provided/DNK	85.4%	85.5%	88.0%	79.1%
No, Available	14.6%	14.3%	20.0%	8.3%
No, Not Offered	57.1%	56.6%	58.0%	62.5%
Do Not Know	13.7%	14.6%	10.0%	8.3%
NovaNet				
Provided	18.6%	16.5%	26.0%	33.3%
Yes, MEP Funds	17.2%	16.2%	20.0%	25.0%
Yes, Other Funds	1.4%	0.3%	6.0%	8.3%
Not Provided/DNK	81.5%	83.5%	74.0%	66.7%
No, Available	11.4%	11.8%	10.0%	8.3%
No, Not Offered	42.0%	39.5%	54.0%	54.2%
Do Not Know	28.1%	32.2%	10.0%	4.2%
Course Tuition Payment				
Provided	28.5%	27.5%	24.0%	54.2%
Yes, MEP Funds	3.7%	2.0%	12.0%	12.5%
Yes, Other Funds	24.8%	25.5%	12.0%	41.7%
Not Provided/DNK	71.4%	72.6%	76.0%	45.8%
No, Available	27.6%	30.3%	14.0%	16.7%
No, Not Offered	29.0%	27.5%	44.0%	20.8%
Do Not Know	14.8%	14.8%	18.0%	8.3%

Note: Grey highlighting signifies the total percentage provided (across Yes responses) and total percentage not provided or do not know (across No or Do Not Know responses).

Table C-15: Percentage of Districts Providing or Not Providing TAKS Failure Services

Service	Provision of Services			
	All (N=431)	Small (N=358)	Medium (N=50)	Large (N=24)
Summer TAKS Remediation				
Provided	65.0%	57.7%	100.0%	100.0%
Yes, MEP Funds	33.4%	29.1%	56.0%	50.0%
Yes, Other Funds	31.6%	28.6%	44.0%	50.0%
Not Provided/DNK	35.0%	42.3%	0.0%	0.0%
No, Available	27.1%	32.8%	0.0%	0.0%
No, Not Offered	7.2%	8.7%	0.0%	0.0%
Do Not Know	0.7%	0.8%	0.0%	0.0%
Out-of-state TAKS Remediation				
Provided	16.2%	14.6%	22.0%	29.2%
Yes, MEP Funds	13.0%	14.0%	12.0%	0.0%
Yes, Other Funds	3.2%	0.6%	10.0%	29.2%
Not Provided/DNK	83.8%	85.4%	78.0%	70.8%
No, Available	43.9%	47.6%	26.0%	25.0%
No, Not Offered	27.6%	26.6%	36.0%	25.0%
Do Not Know	12.3%	11.2%	16.0%	20.8%
Out-of-state TAKS Testing				
Provided	8.8%	2.5%	24.0%	70.8%
Yes, MEP Funds	3.2%	1.7%	10.0%	12.5%
Yes, Other Funds	5.6%	0.8%	14.0%	58.3%
Not Provided/DNK	91.2%	97.5%	76.0%	29.1%
No, Available	48.3%	52.4%	32.0%	20.8%
No, Not Offered	24.8%	25.5%	28.0%	8.3%
Do Not Know	18.1%	19.6%	16.0%	0.0%
Out-of-state Summer Migrant Program Coordination				
Provided	20.4%	16.2%	32.0%	58.3%
Yes, MEP Funds	12.5%	13.7%	10.0%	0.0%
Yes, Other Funds	7.9%	2.5%	22.0%	58.3%
Not Provided/DNK	79.6%	83.7%	68.0%	41.7%
No, Available	34.6%	36.4%	28.0%	20.8%
No, Not Offered	23.7%	23.8%	26.0%	16.7%
Do Not Know	21.3%	23.5%	14.0%	4.2%

Note: Grey highlighting signifies the total percentage provided (across Yes responses) and total percentage not provided or do not know (across No or Do Not Know responses).

Table C-16: Percentage of Districts Providing or Not Providing Other Summer Programs

Service	Provision of Services			
	All (N=431)	Small (N=357)	Medium (N=50)	Large (N=24)
Instructional				
Provided	50.3%	45.4%	68.0%	87.5%
Yes, MEP Funds	8.8%	7.6%	16.0%	12.5%
Yes, Other Funds	41.5%	37.8%	52.0%	75.0%
Not Provided/DNK	49.7%	54.6%	32.0%	12.5%
No, Available	17.9%	21.3%	2.0%	0.0%
No, Not Offered	17.9%	17.9%	22.0%	8.3%
Do Not Know	13.9%	15.4%	8.0%	4.2%

Note: Grey highlighting signifies the total percentage provided (across Yes responses) and total percentage not provided or do not know (across No or Do Not Know responses).

Table C-17: Percentage of Districts Providing or Not Providing Services Related to Identifying Preschool Age Children for Enrollment

Service	Provision of Services			
	All (N=431)	Small (N=357)	Medium (N=50)	Large (N=24)
Provided	73.4%	69.5%	90.0%	95.8%
Yes, MEP Funds	29.5%	31.4%	26.0%	8.3%
Yes, Other Funds	43.9%	38.1%	64.0%	87.5%
Not Provided/DNK	26.7%	30.6%	10.0%	4.2%
No, Available	9.3%	11.2%	0.0%	0.0%
No, Not Offered	16.9%	18.8%	10.0%	4.2%
Do Not Know	0.5%	0.6%	0.0%	0.0%

Note: Grey highlighting signifies the total percentage provided (across Yes responses) and total percentage not provided or do not know (across No or Do Not Know responses).

Table C-18: Percentage of Districts Providing or Not Providing Building Bridges Early Childhood Program

Service	Provision of Services			
	All (N=431)	Small (N=357)	Medium (N=50)	Large (N=24)
Center-based				
Provided	29.0%	28.9%	30.0%	29.1%
Yes, MEP Funds	13.7%	14.6%	10.0%	8.3%
Yes, Other Funds	15.3%	14.3%	20.0%	20.8%
Not Provided/DNK	71.0%	71.1%	70.0%	70.8%
No, Available	3.5%	4.2%	0.0%	0.0%
No, Not Offered	66.1%	65.5%	68.0%	70.8%
Do Not Know	1.4%	1.4%	2.0%	0.0%
Home-based				
Provided	45.5%	39.2%	74.0%	79.2%
Yes, MEP Funds	10.9%	12.9%	2.0%	0.0%
Yes, Other Funds	34.6%	26.3%	72.0%	79.2%
Not Provided/DNK	54.6%	60.7%	26.0%	20.8%
No, Available	20.0%	23.5%	4.0%	0.0%
No, Not Offered	33.4%	36.1%	20.0%	20.8%
Do Not Know	1.2%	1.1%	2.0%	0.0%

Note: Grey highlighting signifies the total percentage provided (across Yes responses) and total percentage not provided or do not know (across No or Do Not Know responses).

Table 19: Percentage of Districts Providing or Not Providing Services Related to Coordinating with Head Start

Service	Provision of Services			
	All (N=431)	Small (N=357)	Medium (N=50)	Large (N=24)
Provided	58.5%	54.3%	74.0%	87.5%
Yes, MEP Funds	24.4%	24.9%	22.0%	20.8%
Yes, Other Funds	34.1%	29.4%	52.0%	66.7%
Not Provided/DNK	41.5%	45.7%	26.0%	12.5%
No, Available	14.8%	17.9%	0.0%	0.0%
No, Not Offered	25.5%	27.2%	20.0%	12.5%
Do Not Know	1.2%	0.6%	6.0%	0.0%

Note: Grey highlighting signifies the total percentage provided (across Yes responses) and total percentage not provided or do not know (across No or Do Not Know responses).

Table C-20: Percentage of Districts Providing or Not Providing Services Related to Coordinating with Even Start

Service	Provision of Services			
	All (N=431)	Small (N=357)	Medium (N=50)	Large (N=24)
Provided	15.3%	14.0%	24.0%	16.7%
Yes, MEP Funds	10.9%	11.8%	10.0%	0.0%
Yes, Other Funds	4.4%	2.2%	14.0%	16.7%
Not Provided/DNK	84.8%	85.9%	76.0%	83.3%
No, Available	2.6%	2.5%	2.0%	4.2%
No, Not Offered	72.2%	72.8%	68.0%	70.8%
Do Not Know	10.0%	10.6%	6.0%	8.3%

Note: Grey highlighting signifies the total percentage provided (across Yes responses) and total percentage not provided or do not know (across No or Do Not Know responses).

Table C-21: Percentage of Districts Providing or Not Providing Services Related to Coordinating with the Texas Migrant Council

Service	Provision of Services			
	All (N=431)	Small (N=357)	Medium (N=50)	Large (N=24)
Provided	24.1%	16.8%	52.0%	75.0%
Yes, MEP Funds	3.0%	1.7%	8.0%	12.5%
Yes, Other Funds	21.1%	15.1%	44.0%	62.5%
Not Provided/DNK	75.9%	83.3%	48.0%	25.0%
No, Available	15.1%	16.0%	14.0%	4.2%
No, Not Offered	57.8%	63.9%	32.0%	20.8%
Do Not Know	3.0%	3.4%	2.0%	0.0%

Note: Grey highlighting signifies the total percentage provided (across Yes responses) and total percentage not provided or do not know (across No or Do Not Know responses).

Table C-22: Percentage of Districts Providing or Not Providing Instructional Support - Migrant Specific (Supplemental)

Service	Provision of Services			
	All (N=431)	Small (N=357)	Medium (N=50)	Large (N=24)
Teacher, Individual⁶				
Provided	36.9%	34.5%	46.0%	54.2%
Yes, MEP Funds	15.3%	14.6%	20.0%	16.7%
Yes, Other Funds	21.6%	19.9%	26.0%	37.5%
Not Provided/DNK	63.1%	65.5%	54.0%	45.9%
No, Available	9.5%	11.5%	0.0%	0.0%
No, Not Offered	51.3%	51.8%	52.0%	41.7%
Do Not Know	2.3%	2.2%	2.0%	4.2%
Teacher, Group⁶				
Provided	33.5%	30.8%	42.0%	54.2%
Yes, MEP Funds	26.5%	27.2%	26.0%	16.7%
Yes, Other Funds	7.0%	3.6%	16.0%	37.5%
Not Provided/DNK	66.6%	69.2%	58.0%	45.8%
No, Available	2.3%	2.8%	0.0%	0.0%
No, Not Offered	61.7%	63.3%	58.0%	45.8%
Do Not Know	2.6%	3.1%	0.0%	0.0%
Paraprofessional, Individual⁷				
Provided	41.8%	37.5%	58.0%	70.8%
Yes, MEP Funds	4.9%	2.8%	18.0%	8.3%
Yes, Other Funds	36.9%	34.7%	40.0%	62.5%
Not Provided/DNK	58.3%	62.5%	42.0%	29.2%
No, Available	7.9%	9.5%	0.0%	0.0%
No, Not Offered	48.3%	51.3%	36.0%	29.2%
Do Not Know	2.1%	1.7%	6.0%	0.0%
Paraprofessional, Group⁷				
Provided	32.9%	31.4%	38.0%	45.8%
Yes, MEP Funds	23.2%	25.2%	16.0%	8.3%
Yes, Other Funds	9.7%	6.2%	22.0%	37.5%
Not Provided/DNK	67.0%	68.6%	62.0%	54.2%
No, Available	2.3%	2.8%	0.0%	0.0%
No, Not Offered	61.7%	63.0%	56.0%	54.2%
Do Not Know	3.0%	2.8%	6.0%	0.0%

Note: Grey highlighting signifies the total percentage provided (across Yes responses) and total percentage not provided or do not know (across No or Do Not Know responses).

⁶ Item included in Migrant Early Childhood Teacher Instructional Support summary variable.

⁷ Item included in Migrant Early Childhood Paraprofessional Instructional Support summary variable.

Table C-23: Percentage of Districts Providing or Not Providing Services Related to Coordinating, Monitoring, and Documenting Progresses regarding Learning and Study Skills

Service	Provision of Services			
	All (N=431)	Small (N=357)	Medium (N=50)	Large (N=24)
Provided	73.3%	67.8%	100.0%	100.0%
Yes, MEP Funds	11.4%	11.5%	12.0%	8.3%
Yes, Other Funds	61.9%	56.3%	88.0%	91.7%
Not Provided/DNK	26.7%	32.2%	0.0%	0.0%
No, Available	13.2%	16.0%	0.0%	0.0%
No, Not Offered	12.8%	15.4%	0.0%	0.0%
Do Not Know	0.7%	0.8%	0.0%	0.0%

Note: Grey highlighting signifies the total percentage provided (across Yes responses) and total percentage not provided or do not know (across No or Do Not Know responses).

Table C-24: Percentage of Districts Providing or Not Providing Services Related to Coordinating Resources and Information for Homework Assistance/Tools for Students and Parents

Service	Provision of Services			
	All (N=431)	Small (N=357)	Medium (N=50)	Large (N=24)
Provided	76.4%	72.8%	92.0%	95.8%
Yes, MEP Funds	12.8%	12.0%	20.0%	8.3%
Yes, Other Funds	63.6%	60.8%	72.0%	87.5%
Not Provided/DNK	23.7%	27.2%	8.0%	4.2%
No, Available	7.7%	9.0%	2.0%	0.0%
No, Not Offered	15.1%	17.1%	6.0%	4.2%
Do Not Know	0.9%	1.1%	0.0%	0.0%

Note: Grey highlighting signifies the total percentage provided (across Yes responses) and total percentage not provided or do not know (across No or Do Not Know responses).

Table C-25: Percent of Districts Providing or not Providing Services Related to Offering Retreats or Workshops to Help Students Secure Timely and Appropriate Interventions for Academic and Nonacademic Issues

Service	Provision of Services			
	All (N=431)	Small (N=357)	Medium (N=50)	Large (N=24)
Provided	41.5%	35.0%	66.0%	87.5%
Yes, MEP Funds	14.8%	14.8%	16.0%	12.5%
Yes, Other Funds	26.7%	20.2%	50.0%	75.0%
Not Provided/DNK	58.5%	65.0%	34.0%	12.5%
No, Available	8.6%	10.1%	2.0%	0.0%
No, Not Offered	48.7%	53.8%	30.0%	12.5%
Do Not Know	1.2%	1.1%	2.0%	0.0%

Note: Grey highlighting signifies the total percentage provided (across Yes responses) and total percentage not provided or do not know (across No or Do Not Know responses).

Table C-26: Percentage of Districts Providing or Not Providing Services Related to Providing Supplemental Information to Parents Concerning School Staff Collaboration to Provide Timely and Appropriate Interventions for Academic and Nonacademic Issues

Service	Provision of Services			
	All (N=431)	Small (N=357)	Medium (N=50)	Large (N=24)
Provided	78.2%	74.2%	96.0%	100.0%
Yes, MEP Funds	10.0%	8.4%	22.0%	8.3%
Yes, Other Funds	68.2%	65.8%	74.0%	91.7%
Not Provided/DNK	21.8%	25.7%	4.0%	0.0%
No, Available	7.2%	8.7%	0.0%	0.0%
No, Not Offered	13.9%	16.2%	4.0%	0.0%
Do Not Know	0.7%	0.8%	0.0%	0.0%

Note: Grey highlighting signifies the total percentage provided (across Yes responses) and total percentage not provided or do not know (across No or Do Not Know responses).

Table C-27: Percentage of Districts Providing or Not Providing Services Related to Developing and Coordinating with Partial and Full Credit Accrual and Recovery Programs, Including NGS Records

Service	Provision of Services			
	All (N=431)	Small (N=357)	Medium (N=50)	Large (N=24)
Provided	75.8%	71.4%	96.0%	100.0%
Yes, MEP Funds	9.7%	9.2%	18.0%	0.0%
Yes, Other Funds	66.1%	62.2%	78.0%	100.0%
Not Provided/DNK	24.1%	28.6%	4.0%	0.0%
No, Available	9.0%	10.9%	0.0%	0.0%
No, Not Offered	14.4%	17.1%	2.0%	0.0%
Do Not Know	0.7%	0.6%	2.0%	0.0%

Note: Grey highlighting signifies the total percentage provided (across Yes responses) and total percentage not provided or do not know (across No or Do Not Know responses).

Table C-28: Percentage of Districts Providing or Not Providing Graduation Plan Support Through a Migrant Counselor

Service	Provision of Services			
	All (N=431)	Small (N=357)	Medium (N=50)	Large (N=24)
Provided	44.1%	37.8%	64.0%	95.8%
Yes, MEP Funds	21.1%	19.9%	36.0%	8.3%
Yes, Other Funds	23.0%	17.9%	28.0%	87.5%
Not Provided/DNK	56.0%	62.2%	36.0%	4.2%
No, Available	13.7%	16.2%	2.0%	0.0%
No, Not Offered	41.8%	45.7%	32.0%	4.2%
Do Not Know	0.5%	0.3%	2.0%	0.0%

Note: Grey highlighting signifies the total percentage provided (across Yes responses) and total percentage not provided or do not know (across No or Do Not Know responses).

Table C-29: Percentage of Districts Providing or Not Providing University of Texas Migrant Student Graduation Enhancement Program (Distance Learning)

Service	Provision of Services			
	All (N=431)	Small (N=357)	Medium (N=50)	Large (N=24)
Provided	32.0%	27.4%	42.0%	79.2%
Yes, MEP Funds	2.3%	2.2%	4.0%	0.0%
Yes, Other Funds	29.7%	25.2%	38.0%	79.2%
Not Provided/DNK	68.0%	72.6%	58.0%	20.9%
No, Available	42.5%	45.4%	34.0%	16.7%
No, Not Offered	23.9%	25.5%	22.0%	4.2%
Do Not Know	1.6%	1.7%	2.0%	0.0%

Note: Grey highlighting signifies the total percentage provided (across Yes responses) and total percentage not provided or do not know (across No or Do Not Know responses).

Table C-30: Percentage of Districts Providing or Not Providing Course Tuition Payment

Service	Provision of Services			
	All (N=431)	Small (N=357)	Medium (N=50)	Large (N=24)
Provided	34.6%	29.4%	48.0%	83.4%
Yes, MEP Funds	6.3%	3.1%	30.0%	4.2%
Yes, Other Funds	28.3%	26.3%	18.0%	79.2%
Not Provided/DNK	65.4%	70.6%	52.0%	16.7%
No, Available	34.1%	38.7%	16.0%	4.2%
No, Not Offered	29.2%	29.7%	34.0%	12.5%
Do Not Know	2.1%	2.2%	2.0%	0.0%

Note: Grey highlighting signifies the total percentage provided (across Yes responses) and total percentage not provided or do not know (across No or Do Not Know responses).

Table C-31: Percentage of Districts Providing or Not Providing Referral to Drop-out Prevention Program

Service	Provision of Services			
	All (N=431)	Small (N=357)	Medium (N=50)	Large (N=24)
Provided	65.2%	60.2%	86.0%	95.9%
Yes, MEP Funds	38.3%	37.5%	48.0%	29.2%
Yes, Other Funds	26.9%	22.7%	38.0%	66.7%
Not Provided/DNK	34.9%	39.8%	14.0%	4.2%
No, Available	11.4%	12.9%	6.0%	0.0%
No, Not Offered	23.0%	26.3%	8.0%	4.2%
Do Not Know	0.5%	0.6%	0.0%	0.0%

Note: Grey highlighting signifies the total percentage provided (across Yes responses) and total percentage not provided or do not know (across No or Do Not Know responses).

Table C-32: Percentage of Districts Providing or Not Providing Monitor Student Progress Toward Meeting Graduation Requirements

Service	Provision of Services			
	All (N=431)	Small (N=357)	Medium (N=50)	Large (N=24)
Provided	65.2%	69.2%	94.0%	100.0%
Yes, MEP Funds	38.3%	12.3%	28.0%	8.3%
Yes, Other Funds	26.9%	56.9%	66.0%	91.7%
Not Provided/DNK	34.9%	30.8%	6.0%	0.0%
No, Available	11.4%	5.3%	0.0%	0.0%
No, Not Offered	23.0%	25.5%	4.0%	0.0%
Do Not Know	0.5%	0.0%	2.0%	0.0%

Note: Grey highlighting signifies the total percentage provided (across Yes responses) and total percentage not provided or do not know (across No or Do Not Know responses).

Table C-33: Percentage of Districts Providing or Not Providing Referrals to College Assistance Programs

Service	Provision of Services			
	All (N=431)	Small (N=357)	Medium (N=50)	Large (N=24)
Provided	57.6%	50.1%	90.0%	100.0%
Yes, MEP Funds	13.5%	10.9%	34.0%	8.3%
Yes, Other Funds	44.1%	39.2%	56.0%	91.7%
Not Provided/DNK	42.5%	49.9%	10.0%	0.0%
No, Available	18.8%	22.1%	4.0%	0.0%
No, Not Offered	23.2%	27.5%	4.0%	0.0%
Do Not Know	0.5%	0.3%	2.0%	0.0%

Note: Grey highlighting signifies the total percentage provided (across Yes responses) and total percentage not provided or do not know (across No or Do Not Know responses).

Table 34: Percentage of Districts Providing or Not Providing Graduation Plan Support Beyond Regular High School

Service	Provision of Services			
	All (N=431)	Small (N=357)	Medium (N=50)	Large (N=24)
Provided	52.0%	47.6%	64.0%	91.7%
Yes, MEP Funds	29.0%	29.4%	28.0%	25.0%
Yes, Other Funds	23.0%	18.2%	36.0%	66.7%
Not Provided/DNK	48.1%	52.5%	36.0%	8.4%
No, Available	7.7%	9.0%	2.0%	0.0%
No, Not Offered	35.3%	38.7%	26.0%	4.2%
Do Not Know	5.1%	4.8%	8.0%	4.2%

Note: Grey highlighting signifies the total percentage provided (across Yes responses) and total percentage not provided or do not know (across No or Do Not Know responses).

Table C-35: Percentage of Districts Providing or Not Providing Outreach Activities for Out-of-School Youth and Their Parents

Service	Provision of Services			
	All (N=431)	Small (N=357)	Medium (N=50)	Large (N=24)
Provided	53.6%	50.5%	62.0%	83.4%
Yes, MEP Funds	6.5%	3.4%	24.0%	16.7%
Yes, Other Funds	47.1%	47.1%	38.0%	66.7%
Not Provided/DNK	46.4%	49.5%	38.0%	16.7%
No, Available	7.9%	8.1%	8.0%	4.2%
No, Not Offered	36.9%	40.6%	24.0%	8.3%
Do Not Know	1.6%	0.8%	6.0%	4.2%

Note: Grey highlighting signifies the total percentage provided (across Yes responses) and total percentage not provided or do not know (across No or Do Not Know responses).

Table C-36: Percentage of Districts Providing or Not Providing Support Services

Service	Provision of Services			
	All (N=431)	Small (N=357)	Medium (N=50)	Large (N=24)
Clothing				
Provided	80.5%	77.5%	94.0%	95.8%
Yes, MEP Funds	9.3%	7.8%	18.0%	12.5%
Yes, Other Funds	71.2%	69.7%	76.0%	83.3%
Not Provided/DNK	19.5%	22.3%	6.0%	4.2%
No, Available	8.8%	10.6%	0.0%	0.0%
No, Not Offered	10.0%	10.9%	6.0%	4.2%
Do Not Know	0.7%	0.8%	0.0%	0.0%
School Supplies				
Provided	91.2%	89.4%	100.0%	100.0%
Yes, MEP Funds	4.2%	4.5%	4.0%	0.0%
Yes, Other Funds	87.0%	84.9%	96.0%	100.0%
Not Provided/DNK	8.8%	10.7%	0.0%	0.0%
No, Available	6.3%	7.6%	0.0%	0.0%
No, Not Offered	2.3%	2.8%	0.0%	0.0%
Do Not Know	0.2%	0.3%	0.0%	0.0%

Table C-36: Percentage of Districts Providing or Not Providing Support Services
(Continued)

Service	Provision of Services			
	All (N=431)	Small (N=357)	Medium (N=50)	Large (N=24)
Emergency Support Services				
Provided	47.5%	47.3%	50.0%	45.9%
Yes, MEP Funds	13.2%	12.3%	18.0%	16.7%
Yes, Other Funds	34.3%	35.0%	32.0%	29.2%
Not Provided/DNK	52.5%	52.7%	50.0%	54.2%
No, Available	7.9%	7.6%	12.0%	4.2%
No, Not Offered	25.8%	26.1%	26.0%	20.8%
Do Not Know	18.8%	19.0%	12.0%	29.2%
Food/Nutrition Services				
Provided	48.1%	40.9%	78.0%	91.7%
Yes, MEP Funds	28.1%	23.8%	48.0%	50.0%
Yes, Other Funds	20.0%	17.1%	30.0%	41.7%
Not Provided/DNK	51.9%	59.0%	22.0%	8.3%
No, Available	5.3%	6.4%	0.0%	0.0%
No, Not Offered	34.1%	38.9%	16.0%	0.0%
Do Not Know	12.5%	13.7%	6.0%	8.3%
Transportation Assistance				
Provided	45.5%	39.2%	74.0%	79.2%
Yes, MEP Funds	25.3%	17.9%	28.0%	37.5%
Yes, Other Funds	20.2%	21.3%	46.0%	41.7%
Not Provided/DNK	54.5%	60.8%	26.0%	20.8%
No, Available	17.6%	19.9%	6.0%	8.3%
No, Not Offered	24.8%	26.9%	18.0%	8.3%
Do Not Know	12.1%	14.0%	2.0%	4.2%

Note: Grey highlighting signifies the total percentage provided (across Yes responses) and total percentage not provided or do not know (across No or Do Not Know responses).

Table C-37: Percentage of Districts Providing or Not Providing Health Services

Service	Provision of Services			
	All (N=431)	Small (N=357)	Medium (N=50)	Large (N=24)
Vision Screening¹				
Provided	72.6%	70.0%	88.0%	79.1%
Yes, MEP Funds	30.4%	30.8%	32.0%	20.8%
Yes, Other Funds	42.2%	39.2%	56.0%	58.3%
Not Provided/DNK	27.3%	29.9%	12.0%	20.9%
No, Available	12.5%	14.8%	0.0%	4.2%
No, Not Offered	12.5%	12.9%	10.0%	12.5%
Do Not Know	2.3%	2.2%	2.0%	4.2%
Hearing Screening¹				
Provided	67.6%	66.1%	74.0%	75.0%
Yes, MEP Funds	31.6%	30.0%	42.0%	33.3%
Yes, Other Funds	36.0%	36.1%	32.0%	41.7%
Not Provided/DNK	32.5%	33.9%	26.0%	25.1%
No, Available	14.2%	16.0%	6.0%	4.2%
No, Not Offered	15.5%	15.4%	16.0%	16.7%
Do Not Know	2.8%	2.5%	4.0%	4.2%
Other Health Screening				
Provided	50.6%	46.7%	66.0%	75.0%
Yes, MEP Funds	23.7%	20.4%	42.0%	33.3%
Yes, Other Funds	26.9%	26.3%	24.0%	41.7%
Not Provided/DNK	49.3%	53.2%	34.0%	25.0%
No, Available	22.0%	25.2%	8.0%	4.2%
No, Not Offered	16.9%	16.8%	20.0%	12.5%
Do Not Know	10.4%	11.2%	6.0%	8.3%
Offer Health Awareness Workshops				
Provided	65.7%	64.1%	66.0%	87.5%
Yes, MEP Funds	29.0%	27.7%	38.0%	29.2%
Yes, Other Funds	36.7%	36.4%	28.0%	58.3%
Not Provided/DNK	34.3%	35.9%	34.0%	12.5%
No, Available	9.5%	10.9%	4.0%	0.0%
No, Not Offered	20.2%	20.2%	26.0%	8.3%
Do Not Know	4.6%	4.8%	4.0%	4.2%

Table C-37: Percentage of Districts Providing or Not Providing Health Services
(Continued)

Service	Provision of Services			
	All (N=431)	Small (N=357)	Medium (N=50)	Large (N=24)
Information About Health Insurance				
Provided	63.8%	63.8%	56.0%	79.2%
Yes, MEP Funds	15.3%	12.0%	28.0%	37.5%
Yes, Other Funds	48.5%	51.8%	28.0%	41.7%
Not Provided/DNK	36.1%	36.1%	44.0%	20.9%
No, Available	9.7%	10.6%	6.0%	4.2%
No, Not Offered	21.3%	21.3%	30.0%	4.2%
Do Not Know	5.1%	4.2%	8.0%	12.5%
Assistance in Interpreting Health Information From Schools or Community Agencies				
Provided	51.7%	46.8%	72.0%	83.3%
Yes, MEP Funds	16.7%	13.7%	28.0%	37.5%
Yes, Other Funds	35.0%	33.1%	44.0%	45.8%
Not Provided/DNK	48.2%	53.2%	28.0%	16.7%
No, Available	12.5%	14.0%	6.0%	4.2%
No, Not Offered	21.1%	23.2%	14.0%	4.2%
Do Not Know	14.6%	16.0%	8.0%	8.3%

Note: Grey highlighting signifies the total percentage provided (across Yes responses) and total percentage not provided or do not know (across No or Do Not Know responses).

¹When not provided as part of a Foundation Program

Table C-38: Percentage of Districts Providing or Not Providing Coordination/Referral to Service Providers

Service	Provision of Services			
	All (N=431)	Small (N=357)	Medium (N=50)	Large (N=24)
Referral to Community Programs (WIC, HEP, etc.)				
Provided	79.8%	76.7%	94.0%	95.8%
Yes, MEP Funds	9.7%	7.8%	18.0%	20.8%
Yes, Other Funds	70.1%	68.9%	76.0%	75.0%
Not Provided/DNK	20.2%	23.3%	6.0%	4.2%
No, Available	12.3%	14.3%	4.0%	0.0%
No, Not Offered	6.7%	7.6%	2.0%	4.2%
Do Not Know	1.2%	1.4%	0.0%	0.0%
Referral to Health Providers				
Provided	76.1%	73.7%	86.0%	91.6%
Yes, MEP Funds	7.7%	6.2%	12.0%	20.8%
Yes, Other Funds	68.4%	67.5%	74.0%	70.8%
Not Provided/DNK	23.8%	26.3%	14.0%	8.3%
No, Available	9.7%	11.2%	4.0%	0.0%
No, Not Offered	11.8%	12.9%	6.0%	8.3%
Do Not Know	2.3%	2.2%	4.0%	0.0%
Making Medical and Dental Appointments				
Provided	54.8%	51.0%	72.0%	75.0%
Yes, MEP Funds	5.8%	3.4%	14.0%	25.0%
Yes, Other Funds	49.0%	47.6%	58.0%	50.0%
Not Provided/DNK	45.2%	49.1%	28.0%	25.0%
No, Available	9.5%	10.4%	6.0%	4.2%
No, Not Offered	32.0%	35.6%	16.0%	12.5%
Do Not Know	3.7%	3.1%	6.0%	8.3%

Note: Grey highlighting signifies the total percentage provided (across Yes responses) and total percentage not provided or do not know (across No or Do Not Know responses).

Table C-39: Percentage of Districts Providing or Not Providing Services Related to Parent/Family Involvement

Service	Provision of Services			
	All (N=431)	Small (N=357)	Medium (N=50)	Large (N=24)
Establish Parent Advisory Committee (PAC)				
Provided	89.3%	87.4%	100.0%	100.0%
Yes, MEP Funds	2.3%	2.8%	2.0%	0.0%
Yes, Other Funds	87.0%	84.6%	98.0%	100.0%
Not Provided/DNK	10.5%	12.6%	0.0%	0.0%
No, Available	7.2%	8.7%	0.0%	0.0%
No, Not Offered	2.1%	2.5%	0.0%	0.0%
Do Not Know	1.2%	1.4%	0.0%	0.0%
Childcare During Parent Involvement and PAC Meetings				
Provided	72.4%	69.8%	84.0%	87.5%
Yes, MEP Funds	5.3%	4.5%	12.0%	4.2%
Yes, Other Funds	67.1%	65.3%	72.0%	83.3%
Not Provided/DNK	27.7%	30.2%	16.0%	12.5%
No, Available	16.5%	19.3%	4.0%	0.0%
No, Not Offered	10.0%	9.5%	12.0%	12.5%
Do Not Know	1.2%	1.4%	0.0%	0.0%
Transportation to and from Parent Involvement and PAC Meetings				
Provided	67.7%	67.7%	70.0%	62.5%
Yes, MEP Funds	3.0%	2.2%	8.0%	4.2%
Yes, Other Funds	64.7%	65.5%	62.0%	58.3%
Not Provided/DNK	32.2%	32.2%	30.0%	37.5%
No, Available	19.7%	20.4%	10.0%	29.2%
No, Not Offered	11.1%	10.1%	20.0%	8.3%
Do Not Know	1.4%	1.7%	0.0%	0.0%
Light Snack¹				
Provided	83.5%	80.7%	96.0%	100.0%
Yes, MEP Funds	7.4%	7.0%	12.0%	4.2%
Yes, Other Funds	76.1%	73.7%	84.0%	95.8%
Not Provided/DNK	16.4%	19.3%	4.0%	0.0%
No, Available	10.4%	12.6%	0.0%	0.0%
No, Not Offered	5.3%	5.9%	4.0%	0.0%
Do Not Know	0.7%	0.8%	0.0%	0.0%

Table C-39: Percentage of Districts Providing or Not Providing Services Related to Parent/Family Involvement (Continued)

Service	Provision of Services			
	All (N=431)	Small (N=357)	Medium (N=50)	Large (N=24)
Outreach Activities for Out-of-school Youth and Their Parents				
Provided	45.7%	41.2%	58.0%	87.5%
Yes, MEP Funds	5.1%	2.8%	14.0%	20.8%
Yes, Other Funds	40.6%	38.4%	44.0%	66.7%
Not Provided/DNK	54.3%	58.8%	42.0%	12.5%
No, Available	11.1%	12.0%	10.0%	0.0%
No, Not Offered	31.8%	34.5%	24.0%	8.3%
Do Not Know	11.4%	12.3%	8.0%	4.2%
Information on Requirements for Graduation				
Provided	84.0%	81.2%	96.0%	100.0%
Yes, MEP Funds	11.1%	10.9%	18.0%	0.0%
Yes, Other Funds	72.9%	70.3%	78.0%	100.0%
Not Provided/DNK	16.0%	18.7%	4.0%	0.0%
No, Available	9.5%	11.2%	2.0%	0.0%
No, Not Offered	5.6%	6.7%	0.0%	0.0%
Do Not Know	0.9%	0.8%	2.0%	0.0%
Family/Home Visitation Regarding Academic Progress of Children				
Provided	82.6%	79.5%	96.0%	100.0%
Yes, MEP Funds	5.8%	5.6%	8.0%	4.2%
Yes, Other Funds	76.8%	73.9%	88.0%	95.8%
Not Provided/DNK	17.4%	20.4%	4.0%	0.0%
No, Available	9.0%	10.9%	0.0%	0.0%
No, Not Offered	7.7%	8.7%	4.0%	0.0%
Do Not Know	0.7%	0.8%	0.0%	0.0%
Translated Services During Meetings				
Provided	85.7%	84.3%	96.0%	83.4%
Yes, MEP Funds	7.0%	6.7%	10.0%	4.2%
Yes, Other Funds	78.7%	77.6%	86.0%	79.2%
Not Provided/DNK	14.4%	15.6%	4.0%	16.7%
No, Available	10.0%	11.2%	2.0%	8.3%
No, Not Offered	3.5%	3.6%	2.0%	4.2%
Do Not Know	0.9%	0.8%	0.0%	4.2%

Table C-39: Percentage of Districts Providing or Not Providing Services Related to Parent/Family Involvement (Continued)

Service	Provision of Services			
	All (N=431)	Small (N=357)	Medium (N=50)	Large (N=24)
Translated School Communication Materials				
Provided	79.5%	76.1%	94.0%	100.0%
Yes, MEP Funds	14.8%	13.4%	24.0%	16.7%
Yes, Other Funds	64.7%	62.7%	70.0%	83.3%
Not Provided/DNK	20.5%	23.8%	6.0%	0.0%
No, Available	7.9%	9.0%	4.0%	0.0%
No, Not Offered	11.4%	13.4%	2.0%	0.0%
Do Not Know	1.2%	1.4%	0.0%	0.0%

Note: Grey highlighting signifies the total percentage provided (across Yes responses) and total percentage not provided or do not know (across No or Do Not Know responses).

¹To encourage parent involvement and participation in PAC

Table C-40: Percentage of Districts Providing or Not Providing Professional Development (Instructional Time)

Service	Provision of Services			
	All (N=431)	Small (N=357)	Medium (N=50)	Large (N=24)
Teacher				
Provided	43.4%	35.8%	78.0%	83.4%
Yes, MEP Funds	11.6%	6.4%	40.0%	29.2%
Yes, Other Funds	31.8%	29.4%	38.0%	54.2%
Not Provided/DNK	56.6%	64.1%	22.0%	16.6%
No, Available	13.7%	16.5%	0.0%	0.0%
No, Not Offered	25.3%	27.2%	20.0%	8.3%
Do Not Know	17.6%	20.4%	2.0%	8.3%
Paraprofessional				
Provided	54.1%	49.3%	76.0%	79.1%
Yes, MEP Funds	8.4%	4.8%	28.0%	20.8%
Yes, Other Funds	45.7%	44.5%	48.0%	58.3%
Not Provided/DNK	45.9%	50.6%	24.0%	20.9%
No, Available	4.4%	5.3%	0.0%	0.0%
No, Not Offered	23.9%	24.9%	20.0%	16.7%
Do Not Know	17.6%	20.4%	4.0%	4.2%

Note: Grey highlighting signifies the total percentage provided (across Yes responses) and total percentage not provided or do not know (across No or Do Not Know responses).

Table C-41: Percentage of Districts Providing or Not Providing Opportunities to Attend State and National Conferences

Service	Provision of Services			
	All (N=431)	Small (N=357)	Medium (N=50)	Large (N=24)
MEP Staff				
Provided	81.0%	77.9%	96.0%	95.8%
Yes, MEP Funds	2.6%	2.5%	4.0%	0.0%
Yes, Other Funds	78.4%	75.4%	92.0%	95.8%
Not Provided/DNK	19.1%	22.1%	4.0%	4.2%
No, Available	7.7%	8.7%	2.0%	4.2%
No, Not Offered	9.5%	11.2%	2.0%	0.0%
Do Not Know	1.9%	2.2%	0.0%	0.0%
Parents				
Provided	27.6%	19.1%	60.0%	87.5%
Yes, MEP Funds	1.6%	0.6%	8.0%	4.2%
Yes, Other Funds	26.0%	18.5%	52.0%	83.3%
Not Provided/DNK	72.3%	80.9%	40.0%	12.5%
No, Available	45.9%	51.5%	24.0%	8.3%
No, Not Offered	23.4%	26.3%	12.0%	4.2%
Do Not Know	3.0%	3.1%	4.0%	0.0%
School/Administrative Staff				
Provided	51.2%	45.6%	78.0%	79.2%
Yes, MEP Funds	4.6%	3.6%	8.0%	12.5%
Yes, Other Funds	46.6%	42.0%	70.0%	66.7%
Not Provided/DNK	48.7%	54.4%	22.0%	20.8%
No, Available	24.1%	26.9%	12.0%	8.3%
No, Not Offered	21.1%	24.1%	8.0%	4.2%
Do Not Know	3.5%	3.4%	2.0%	8.3%

Note: Grey highlighting signifies the total percentage provided (across Yes responses) and total percentage not provided or do not know (across No or Do Not Know responses).

Appendix D: Implementation of Texas Migrant Education Program Services: District Size

Table D-1: Educational Continuity/ Instructional Time: Services Provided and Priority Ratings for Small and Medium or Large Districts

Service	Provided Service						Priority of Service (Medium to High)					
	All		Small		Medium/Large		All		Small		Medium/Large	
	n	%	n	%	n	%	n	%	n	%	n	%
Extended-day Tutoring	260	60.2%	190	53.1%	70	94.6%	260	100.0%	190	100.0%	70	100.0%
Extended-day TAKS Tutorials	286	66.2%	218	60.9%	68	91.9%	284	99.3%	217	99.5%	67	98.5%
In-school Tutoring	323	74.8%	249	69.6%	74	100.0%	322	99.7%	248	99.6%	74	100.0%
In-school TAKS Tutorials	307	71.1%	233	65.1%	74	100.0%	305	99.3%	232	99.6%	73	98.6%
Migrant Specific Teacher Instruction	179	41.4%	134	37.4%	45	60.8%	132	73.7%	88	65.7%	44	97.8%
Migrant Specific Paraprofessional Instruction	144	33.3%	100	27.9%	44	59.5%	98	68.1%	55	55.0%	43	97.7%
Migrant First Grade Teacher Instructional Support	171	39.6%	127	35.5%	44	59.5%	123	71.9%	81	63.8%	42	95.5%
Migrant First Grade Parent Collaboration	171	39.6%	128	35.8%	43	58.1%	123	71.9%	82	64.1%	41	95.3%
Migrant Specific Counseling, Academic	255	59.0%	194	54.2%	61	82.4%	206	80.8%	148	76.3%	58	95.1%
Migrant Specific Counseling, Career	261	60.4%	200	55.9%	61	82.4%	213	81.6%	154	77.0%	59	96.7%
Migrant Specific Counseling, College Preparation	256	59.3%	195	54.5%	61	82.4%	253	98.8%	194	99.5%	59	96.7%
Records Transfer, Migrant Packet	254	58.8%	198	55.3%	56	75.7%	248	97.6%	194	98.0%	54	96.4%
Records Transfer, NGS	407	94.2%	333	93.0%	74	100.0%	405	99.5%	331	99.4%	74	100.0%
Secondary Credit Accrual Workshop	232	53.8%	183	51.3%	49	66.2%	180	77.6%	136	74.3%	44	89.8%
TMIP-Training	231	53.6%	184	51.5%	47	63.5%	180	77.9%	136	73.9%	44	93.6%
TMIP-Technical Assistance	217	50.3%	168	47.1%	49	66.2%	163	75.1%	119	70.8%	44	89.8%
TMIP-Resource Materials	243	56.4%	192	53.8%	51	68.9%	190	78.2%	144	75.0%	46	90.2%
TMIP-Out-of-state TAKS Training	49	11.4%	12	3.4%	37	50.0%	46	93.9%	11	91.7%	35	94.6%
PASS	46	10.7%	38	10.6%	8	10.8%	44	95.7%	38	100.0%	6	75.0%
UT Student Graduation Enhancement Migrant Program	173	40.1%	131	36.7%	42	56.8%	119	68.8%	83	63.4%	36	85.7%
Work Study	63	14.6%	52	14.6%	11	14.9%	15	23.8%	6	11.5%	9	81.8%
NovaNet	80	18.6%	59	16.5%	21	28.4%	32	40.0%	13	22.0%	19	90.5%
Summer TAKS Remediation	280	65.0%	206	57.7%	74	100.0%	233	83.2%	160	77.7%	73	98.6%
Out-of-state TAKS Remediation	70	16.2%	52	14.6%	18	24.3%	22	31.4%	7	13.5%	15	83.3%
Out-of-state TAKS Testing	38	8.8%	9	2.5%	29	39.2%	37	97.4%	9	100.0%	28	96.6%
Out-of-state Summer Migrant Program Coordination	88	20.4%	58	16.2%	30	40.5%	39	44.3%	11	19.0%	28	93.3%

Table D-1: Educational Continuity/ Instructional Time Services Provided and Priority Ratings for Small and Medium or Large Districts (Continued)

Service	Provided Service						Priority of Service (Medium to High)					
	All		Small		Medium/Large		All		Small		Medium/Large	
	n	%	n	%	n	%	n	%	n	%	n	%
Identify Preschool-age Children for Enrollment	316	73.3%	248	69.5%	68	91.9%	267	84.5%	200	80.6%	67	98.5%
Building Bridges - Center Based	125	29.0%	103	28.9%	22	29.7%	77	61.6%	57	55.3%	20	90.9%
Head Start	252	58.5%	194	54.3%	58	78.4%	250	99.2%	192	99.0%	58	100.0%
Even Start	66	15.3%	50	14.0%	16	21.6%	63	95.5%	49	98.0%	14	87.5%
Coordinate with Texas Migrant Council	104	24.1%	60	16.8%	44	59.5%	100	96.2%	58	96.7%	42	95.5%
Migrant Early Childhood Teacher Instructional Support	168	39.0%	127	35.6%	41	55.4%	120	71.4%	82	64.6%	38	92.7%
Migrant Early Childhood Paraprofessional Instructional Support	184	42.7%	136	38.1%	48	64.9%	135	73.4%	90	66.2%	45	93.8%
Learning and Study Skills	316	73.3%	242	67.8%	74	100.0%	312	98.7%	240	99.2%	72	97.3%
Credit Accrual and Recovery Programs including NGS Records	327	75.9%	255	71.4%	72	97.3%	323	98.8%	253	99.2%	70	97.2%
Graduation Plan Support through a Migrant Counselor	190	44.1%	135	37.8%	55	74.3%	188	98.9%	135	100.0%	53	96.4%
Course Tuition Payment	149	34.6%	105	29.4%	44	59.5%	146	98.0%	104	99.0%	42	95.5%
Dropout Prevention Program	281	65.2%	215	60.2%	66	89.2%	280	99.6%	214	99.5%	66	100.0%
Monitor Student Progress Toward Meeting Graduation Requirements	318	73.8%	247	69.2%	71	95.9%	316	99.4%	246	99.6%	70	98.6%
Referrals to College Assistance Programs	248	57.5%	179	50.1%	69	93.2%	201	81.0%	134	74.9%	67	97.1%
Graduation Plan Support Beyond Regular High School	224	52.0%	170	47.6%	54	73.0%	222	99.1%	170	100.0%	52	96.3%
Conferences for MEP Staff	349	81.0%	278	77.9%	71	95.9%	342	98.0%	274	98.6%	68	95.8%
Conferences for Parents	119	27.6%	68	19.0%	51	68.9%	114	95.8%	66	97.1%	48	94.1%
Conferences for School/Administrative Staff	221	51.3%	163	45.7%	58	78.4%	212	95.9%	158	96.9%	54	93.1%

Source: MGT Texas MEP Instructional and Support Survey, Winter 2009.

¹ Percentages for provided services were calculated by dividing the number of respondents who answered "YES" regarding funding by the total number of respondents.

² Percentages for the medium or high priority ratings were calculated by dividing the number of respondents that provided each service/ and that rated the service as medium or high priority by the total number of districts that provided a priority rating.

Note: Dark highlighting indicates services provided by over 70% of districts. Light highlighting indicates services provided by fewer than 20% of districts

Table D-2: School Engagement/Educational Support in the Home: Services Provided and Priority Ratings for Small and Medium or Large Districts

Service	Provided Service						Priority of Service (Medium to High)					
	All		Small		Medium/Large		All		Small		Medium/Large	
	n	%	n	%	n	%	n	%	n	%	n	%
Migrant Specific Counseling, Personal	253	58.6%	193	53.9%	60	81.1%	204	80.6%	146	75.6%	58	96.7%
Migrant Extra Curricular or Leadership Club/Org	159	36.8%	115	32.1%	44	59.5%	105	66.0%	66	57.4%	39	88.6%
School Retreat or Workshop	173	40.0%	120	33.5%	53	71.6%	120	69.4%	73	60.8%	47	88.7%
Building Bridges - Home-Based	196	45.5%	140	39.2%	56	75.7%	146	74.5%	92	65.7%	54	96.4%
Homework Assistance/Tools	329	76.3%	260	72.8%	69	93.2%	326	99.1%	258	99.2%	68	98.6%
Retreat/Workshop for Intervention Support	179	41.5%	125	35.0%	54	73.0%	130	72.6%	78	62.4%	52	96.3%
Timely and Appropriate Interventions	337	78.2%	265	74.2%	72	97.3%	285	84.6%	216	81.5%	69	95.8%
Outreach Activities for Out-of-school Youth and Their Parents	231	53.6%	180	50.4%	51	68.9%	180	77.9%	135	75.0%	45	88.2%
Establish Parent Advisory Council (PAC)	386	89.6%	312	87.4%	74	100.0%	384	99.5%	310	99.4%	74	100.0%
Childcare During Parent Involvement and PAC Meetings	312	72.4%	249	69.7%	63	85.1%	307	98.4%	246	98.8%	61	96.8%
Transportation to and from Parent Involvement and PAC Meetings	292	67.7%	242	67.8%	50	67.6%	283	96.9%	236	97.5%	47	94.0%
Light Snack to Encourage Parent Involvement and Participation in PAC	360	83.5%	288	80.7%	72	97.3%	346	96.1%	277	96.2%	69	95.8%
Outreach Activities for Out-of-school Youth and Their Parents	197	45.7%	147	41.2%	50	67.6%	194	98.5%	146	99.3%	48	96.0%
Information on Requirements for Graduation	362	84.0%	290	81.2%	72	97.3%	359	99.2%	287	99.0%	72	100.0%
Family/Home Visitation Regarding Academic Progress of Children	356	82.6%	284	79.6%	72	97.3%	354	99.4%	282	99.3%	72	100.0%
Translated Services During Meetings	369	85.6%	301	84.3%	68	91.9%	365	98.9%	298	99.0%	67	98.5%
Translated School Communication Materials	343	79.6%	272	76.2%	71	95.9%	340	99.1%	269	98.9%	71	100.0%

Source: MGT Texas MEP Instructional and Support Survey, Winter 2009.

¹ Percentages for provided services were calculated by dividing the number of respondents who answered “YES” regarding funding by the total number of respondents.

² Percentages for the medium or high priority ratings were calculated by dividing the number of respondents that provided each service/ and that rated the service as medium or high priority by the total number of districts that provided a priority rating.

Note: Dark highlighting indicates services provided by over 70% of districts. Light highlighting indicates services provided by fewer than 20% of districts

Table D-3: Health/ Access to Services: Services Provided and Priority Ratings for Small and Medium or Large Districts

Service	Provided Service						Priority of Service (Medium to High)					
	All		Small		Medium/Large		All		Small		Medium/Large	
	n	%	n	%	n	%	n	%	n	%	n	%
Clothing	347	80.5%	277	77.6%	70	94.6%	335	96.5%	270	97.5%	65	92.9%
School Supplies	393	91.2%	319	89.4%	74	100.0%	385	98.0%	312	97.8%	73	98.6%
Food/Nutrition Services	207	48.0%	146	40.9%	61	82.4%	201	97.1%	141	96.6%	60	98.4%
Transportation Assistance	196	45.5%	140	39.2%	56	75.7%	189	96.4%	137	97.9%	52	92.9%
Vision Screening	313	72.6%	250	70.0%	63	85.1%	308	98.4%	248	99.2%	60	95.2%
Hearing Screening	291	67.5%	236	66.1%	55	74.3%	285	97.9%	233	98.7%	52	94.5%
Other Health Screening	218	50.6%	167	46.8%	51	68.9%	213	97.7%	163	97.6%	50	98.0%
Offer Health Awareness Workshops	283	65.7%	229	64.1%	54	73.0%	274	96.8%	224	97.8%	50	92.6%
Health Insurance Information	275	63.8%	228	63.9%	47	63.5%	270	98.2%	225	98.7%	45	95.7%
Assistance in Interpreting Health Information	223	51.7%	167	46.8%	56	75.7%	212	95.1%	159	95.2%	53	94.6%
Referral to Community Programs	344	79.8%	274	76.8%	70	94.6%	337	98.0%	268	97.8%	69	98.6%
Referral to Health Providers	328	76.1%	263	73.7%	65	87.8%	322	98.2%	259	98.5%	63	96.9%
Making Medical and Dental Appointments	236	54.8%	182	51.0%	54	73.0%	228	96.6%	178	97.8%	50	92.6%

Source: MGT Texas MEP Instructional and Support Survey, Winter 2009.

¹ Percentages for provided services were calculated by dividing the number of respondents who answered “YES” regarding funding by the total number of respondents.

² Percentages for the medium or high priority ratings were calculated by dividing the number of respondents that provided each service/ and that rated the service as medium or high priority by the total number of districts that provided a priority rating.

Note: Dark highlighting indicates services provided by over 70% of districts. Light highlighting indicates services provided by fewer than 20% of districts

Table D-4: English Language Development: Services Provided and Priority Ratings for Small and Medium or Large Districts

Service	Provided Service						Priority of Service (Medium to High)					
	All		Small		Medium/Large		All		Small		Medium/Large	
	n	%	n	%	n	%	n	%	n	%	n	%
Extended-day ESL Tutoring	195	45.1%	127	35.5%	68	91.9%	191	97.9%	125	98.4%	66	97.1%
In-school ESL Tutoring	259	60.0%	191	53.4%	68	91.9%	257	99.2%	190	99.5%	67	98.5%

Source: MGT Texas MEP Instructional and Support Survey, Winter 2009.

¹ Percentages for provided services were calculated by dividing the number of respondents who answered “YES” regarding funding by the total number of respondents.

² Percentages for the medium or high priority ratings were calculated by dividing the number of respondents that provided each service/ and that rated the service as medium or high priority by the total number of districts that provided a priority rating

Appendix E: Implementation of Texas Migrant Education Program Services: Service Delivery Models

Table E-1: Educational Continuity/Instructional Time (Small Districts Only): SSAD Member District and IPD Non-Member District Comparison

Service	Provided Service						Priority of Service (Medium to High)					
	Total Small (N=358)		IPD ¹ (N=107)		SSAD ¹ (N=251)		Total Small (N=358)		IPD ²		SSAD ²	
	n	%	n	%	n	%	n	%	n	%	n	%
Extended-day Tutoring	190	53.1%	75	70.1%	115	45.8%	190	100.0%	75	100.0%	115	100.0%
Extended-day TAKS Tutorials	218	60.9%	71	66.4%	147	58.6%	217	99.5%	71	100.0%	146	99.3%
In-school Tutoring	249	69.6%	86	80.4%	163	64.9%	248	99.6%	86	100.0%	162	99.4%
In-school TAKS Tutorials	233	65.1%	81	75.7%	152	60.6%	232	99.6%	81	100.0%	151	99.3%
Migrant Specific Teacher Instruction	134	37.4%	35	32.7%	99	39.4%	88	65.7%	34	97.1%	54	54.5%
Migrant Specific Paraprofessional Instruction	100	27.9%	42	39.3%	58	23.1%	55	55.0%	42	100.0%	13	22.4%
Migrant First Grade Teacher Instructional Support	127	35.5%	35	32.7%	92	36.7%	81	63.8%	34	97.1%	47	51.1%
Migrant First Grade Parent Collaboration	128	35.8%	37	34.6%	91	36.3%	82	64.1%	36	97.3%	46	50.5%
Migrant Specific Counseling, Academic	194	54.2%	52	48.6%	142	56.6%	148	76.3%	52	100.0%	96	67.6%
Migrant Specific Counseling, Career	200	55.9%	52	48.6%	148	59.0%	154	77.0%	52	100.0%	102	68.9%
Migrant Specific Counseling, College Preparation	195	54.5%	53	49.5%	142	56.6%	194	99.5%	53	100.0%	141	99.3%
Records Transfer, Migrant Packet	198	55.3%	82	76.6%	116	46.2%	194	98.0%	80	97.6%	114	98.3%
Records Transfer, NGS	333	93.0%	95	88.8%	238	94.8%	331	99.4%	94	98.9%	237	99.6%
Secondary Credit Accrual Workshop	183	51.3%	27	25.5%	156	62.2%	136	74.3%	26	96.3%	110	70.5%
TMIP-Training	184	51.5%	34	32.1%	150	59.8%	136	73.9%	33	97.1%	103	68.7%
TMIP-Technical Assistance	168	47.1%	24	22.6%	144	57.4%	119	70.8%	22	91.7%	97	67.4%
TMIP-Resource Materials	192	53.8%	34	32.1%	158	62.9%	144	75.0%	33	97.1%	111	70.3%
TMIP-Out-of-State TAKS Training	12	3.4%	9	8.5%	3	1.2%	11	91.7%	9	100.0%	2	66.7%
PASS	38	10.6%	5	4.7%	33	13.1%	38	100.0%	5	100.0%	33	100.0%
UT Student Graduation Enhancement Migrant Program	131	36.7%	21	19.8%	110	43.8%	83	63.4%	18	85.7%	65	59.1%
Work Study	52	14.6%	6	5.7%	46	18.3%	6	11.5%	5	83.3%	1	2.20%
NovaNet	59	16.5%	10	9.4%	49	19.5%	13	22.0%	9	90.0%	4	8.20%
Summer TAKS Remediation	206	57.7%	74	69.8%	132	52.6%	160	77.7%	73	98.6%	87	65.9%
Out-of-state TAKS Remediation	52	14.6%	6	5.7%	46	18.3%	7	13.5%	6	100.0%	1	2.2%
Out-of-state TAKS Testing	9	2.5%	8	7.5%	1	0.4%	9	100.0%	8	100.0%	1	100.0%

Table E-1: Educational Continuity/Instructional Time (Small Districts Only): SSAD Member District and IPD Non-Member District Comparison (Continued)

Service	Provided Service						Priority of Service (Medium to High)					
	Total Small (N=358)		IPD ¹ (N=107)		SSAD ¹ (N=251)		Total Small (N=358)		IPD ²		SSAD ²	
	n	%	n	%	n	%	n	%	n	%	n	%
Out-of-state Summer Migrant Program Coordination	58	16.2%	9	8.5%	49	19.5%	11	19.0%	7	77.8%	4	8.2%
Identify Preschool-age Children for Enrollment	248	69.5%	76	71.7%	172	68.5%	200	80.6%	73	96.1%	127	73.8%
Building Bridges - Center-Based	103	28.9%	22	20.8%	81	32.3%	57	55.3%	21	95.5%	36	44.4%
Head Start	194	54.3%	41	38.7%	153	61.0%	192	99.0%	39	95.1%	153	100.0%
Even Start	50	14.0%	9	8.5%	41	16.3%	49	98.0%	8	88.9%	41	100.0%
Coordinate with Texas Migrant Council	60	16.8%	29	27.4%	31	12.4%	58	96.7%	27	93.1%	31	100.0%
Migrant Early Childhood Teacher Instructional Support	127	35.6%	34	32.1%	93	37.1%	82	64.6%	34	100.0%	48	51.6%
Migrant Early Childhood Paraprofessional Instructional Support	136	38.1%	39	36.8%	97	38.6%	90	66.2%	38	97.4%	52	53.6%
Learning and Study Skills	242	67.8%	81	76.4%	161	64.1%	240	99.2%	79	97.5%	161	100.0%
Credit Accrual and Recovery Programs including NGS Records	255	71.4%	78	73.6%	177	70.5%	253	99.2%	76	97.4%	177	100.0%
Graduation Plan Support through a Migrant Counselor	135	37.8%	41	38.7%	94	37.5%	135	100.0%	41	100.0%	94	100.0%
Course Tuition Payment	105	29.4%	22	20.8%	83	33.1%	0	0.0%	0	0.0%	0	0.0%
Dropout Prevention Program	215	60.2%	51	48.1%	164	65.3%	214	99.5%	50	98.0%	164	100.0%
Monitor Student Progress Toward Meeting Graduation Requirements	247	69.2%	71	67.0%	176	70.1%	246	99.6%	70	98.6%	176	100.0%
Referrals to College Assistance Programs	179	50.1%	53	50.0%	126	50.2%	134	74.9%	53	100.0%	81	64.3%
Graduation Plan Support Beyond Regular High School	170	47.6%	32	30.2%	138	55.0%	0	0.0%	0	0.0%	0	0.0%
Conferences for MEP Staff	278	77.9%	67	63.2%	211	84.1%	274	98.6%	64	95.5%	210	99.5%
Conferences for Parents	68	19.0%	21	19.8%	47	18.7%	66	97.1%	19	90.5%	47	100.0%
Conferences for School/Administrative Staff	163	45.7%	38	35.8%	125	49.8%	158	96.9%	34	89.5%	124	99.2%

Source: MGT Texas MEP Instructional and Support Survey, Winter 2009.

¹The total number responding to the survey is N = 107 for IPDs and N = 251 for SSADs. The number of respondents varies somewhat across survey items.

²The Ns for priority ratings vary across survey items depending on the number of respondents that provided the service.

Note: Dark highlighting indicates services provided by over 70% of districts. Light highlighting indicates services provided by fewer than 20% of districts

Table E-2: School Engagement/Educational Support in the Home (Small Districts Only): SSAD Member District and IPD Non-Member District Comparison

Service	Provided Service						Priority of Service (Medium to High)					
	Total Small (N=358)		IPD ¹ (N=107)		SSAD ¹ (N=251)		Total Small (N=358)		IPD ²		SSAD ²	
	n	%	n	%	n	%	n	%	n	%	n	%
Migrant Specific Counseling, Personal	193	53.9%	49	45.8%	144	57.4%	146	75.6%	48	98.0%	98	68.1%
Migrant Extra Curricular or Leadership Club/Org	115	32.1%	26	24.3%	89	35.5%	66	57.4%	23	88.5%	43	48.3%
School Retreat or Workshop	120	33.5%	30	28.0%	90	35.9%	73	60.8%	29	96.7%	44	48.9%
Building Bridges - Home-Based	140	39.2%	43	40.6%	97	38.6%	92	65.7%	40	93.0%	52	53.6%
Homework Assistance/Tools	260	72.8%	75	70.8%	185	73.7%	258	99.2%	74	98.7%	184	99.5%
Retreat/Workshop for Intervention Support	125	35.0%	26	24.5%	99	39.4%	78	62.4%	24	92.3%	54	54.5%
Timely and Appropriate Interventions	265	74.2%	76	71.7%	189	75.3%	216	81.5%	73	96.1%	143	75.7%
Outreach Activities for Out-of-school Youth and Their Parents (Dropout Prevention/Intervention)	231	53.6%	30	28.3%	150	59.8%	135	75.0%	30	100.0%	105	70.0%
Establish Parent Advisory Council (PAC)	312	87.4%	94	88.7%	218	86.9%	310	99.4%	94	100.0%	216	99.1%
Childcare During Parent Involvement and PAC Meetings	249	69.7%	52	49.1%	197	78.5%	246	98.8%	51	98.1%	195	99.0%
Transportation to and from Parent Involvement and PAC Meetings	242	67.8%	48	45.3%	194	77.3%	236	97.5%	44	91.7%	192	99.0%
Light Snack to Encourage Parent Involvement and Participation in PAC	288	80.7%	76	71.7%	212	84.5%	277	96.2%	67	88.2%	210	99.1%
Outreach Activities for Out-of-school Youth and Their Parents (Support and Health Services)	147	41.2%	35	33.0%	112	44.6%	146	99.3%	35	100.0%	111	99.1%
Information on Requirements for Graduation	290	81.2%	82	77.4%	208	82.9%	287	99.0%	81	98.8%	206	99.0%
Family/Home Visitation Regarding Academic Progress of Children	284	79.6%	75	70.8%	209	83.3%	282	99.3%	74	98.7%	208	99.5%
Translated Services During Meetings	301	84.3%	88	83.0%	213	84.9%	298	99.0%	86	97.7%	212	99.5%
Translated School Communication Materials	272	76.2%	87	82.1%	185	73.7%	269	98.9%	86	98.9%	183	98.9%

Source: MGT Texas MEP Instructional and Support Survey, Winter 2009.

¹The total number responding to the survey is N = 107 for IPDs and N = 251 for SSADs. The number of respondents varies somewhat across survey items.

²The Ns for priority ratings vary across survey items depending on the number of respondents that provided the service.

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Table E-3: Health/Access to Services (Small Districts Only): SSAD Member District and IPD Non-Member District Comparison

Service	Provided Service						Priority of Service (Medium to High)					
	Total Small (N=358)		IPD ¹ (N=107)		SSAD ¹ (N=251)		Total Small (N=358)		IPD ²		SSAD ²	
	n	%	n	%	n	%	n	%	n	%	n	%
Clothing	277	77.6%	72	67.9%	205	81.7%	270	97.5%	66	91.7%	204	99.5%
School Supplies	319	89.4%	91	85.8%	228	90.8%	312	97.8%	85	93.4%	227	99.6%
Food/Nutrition Services	146	40.9%	61	57.5%	85	33.9%	141	96.6%	57	93.4%	84	98.8%
Transportation Assistance	140	39.2%	59	55.7%	81	32.3%	137	97.9%	57	96.6%	80	98.8%
Vision Screening	250	70.0%	55	51.9%	195	77.7%	248	99.2%	54	98.2%	194	99.5%
Hearing Screening	236	66.1%	43	40.6%	193	76.9%	233	98.7%	41	95.3%	192	99.5%
Other Health Screening	167	46.8%	39	36.8%	128	51.0%	163	97.6%	35	89.7%	128	100.0%
Offer Health Awareness Workshops	229	64.1%	35	33.0%	194	77.3%	224	97.8%	31	88.6%	193	99.5%
Health Insurance Information	228	63.9%	35	33.0%	193	76.9%	225	98.7%	33	94.3%	192	99.5%
Assistance in Interpreting Health Information	167	46.8%	49	46.2%	118	47.0%	159	95.2%	43	87.8%	116	98.3%
Referral to Community Programs	274	76.8%	75	70.8%	199	79.3%	268	97.8%	69	92.0%	199	100.0%
Referral to Health Providers	263	73.7%	67	63.2%	196	78.1%	259	98.5%	63	94.0%	196	100.0%
Making Medical and Dental Appointments	182	51.0%	55	51.9%	127	50.6%	178	97.8%	51	92.7%	127	100.0%

Source: MGT Texas MEP Instructional and Support Survey, Winter 2009.

¹The total number responding to the survey is N = 107 for IPDs and N = 251 for SSADs. The number of respondents varies somewhat across survey items.

²The Ns for priority ratings vary across survey items depending on the number of respondents that provided the service.

Note: Dark highlighting indicates services provided by over 70% of districts. Light highlighting indicates services provided by fewer than 20% of districts

Table E-4: English Language Development (Small Districts Only): SSAD Member District and IPD Non-Member District Comparison

Service	Provided Service						Priority of Service (Medium to High)					
	Total Small (N=358)		IPD ¹ (N=107)		SSAD ¹ (N=251)		Total Small (N=358)		IPD ²		SSAD ²	
	n	%	n	%	n	%	n	%	n	%	n	%
Extended-day ESL Tutoring	127	35.5%	57	53.3%	70	27.9%	125	98.4%	56	98.2%	69	98.6%
In-school ESL Tutoring	191	53.4%	70	65.4%	121	48.2%	190	99.5%	70	100.0%	120	99.2%

Source: MGT Texas MEP Instructional and Support Survey, Winter 2009.

¹The total number responding to the survey is N = 107 for IPDs and N = 251 for SSADs. The number of respondents varies somewhat across survey items

²The Ns for priority ratings vary across survey items depending on the number of respondents that provided the

