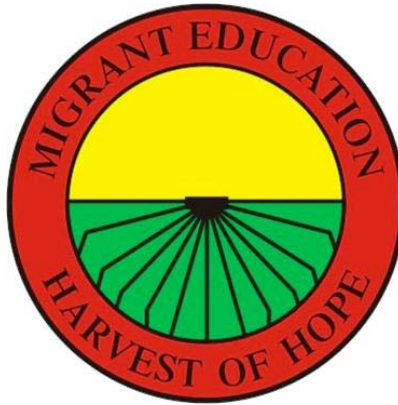


Statewide Service Delivery Plan

Texas Migrant Education Program

Division of NCLB Program Coordination

Texas Education Agency



For Submission to the
Office of Migrant Education
U.S. Department of Education
Revised May 2011

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EXECUTIVE SUMMARY

This document serves to describe the Texas Migrant Education Program (MEP) Statewide Service Delivery Plan to be implemented beginning in the 2008-2009 school year. As required under Section 1306 of the No Child Left Behind (NCLB) Act of 2001, the Texas MEP has developed a current, comprehensive State Plan for how MEP services are to be delivered in order to meet the identified needs of the State's migrant children.

In the process of identifying migrant student needs, the Texas MEP uses State-level performance data for migrant students to target services that will assure that migrant children in Texas are meeting the same State performance targets all children are expected to meet. In examining statewide assessment results for migrant students in reading and math for the 2006-2007 AYP reporting year, migrant students in Texas met the AYP targets for nearly all grade levels, with the exception of 10th grade in Math. Student performance data regarding graduation reveal that Texas' migrant students did not meet the AYP target for graduation rate in the 2005-2006 school year.

In September 2007 the Texas MEP completed its Statewide CNA. Through the study, the Texas MEP identified the most pressing educationally-related needs of the State's migrant children and selected numerous research-based services/strategies to meet the identified needs. The eight needs identified through the Statewide CNA include the following:

1. Migrant first graders must develop sufficient skills for promotion to Grade 2.
2. Migrant students who failed TAKS must participate in summer TAKS remediation.
3. Migrant middle school students must use learning and study skills appropriate to learning.
4. Migrant middle school students must have timely attention and appropriate interventions related to problems or concerns that are academically and non-academically related.
5. Migrant middle school students must have the necessary homework assistance and tools at home essential for academic success.
6. Migrant secondary students must earn the required core credits for on-time graduation.
7. Migrant secondary students must make up course work they lack due to late enrollment or early withdrawal.
8. Migrant students who migrate outside of Texas in summer months must be served in summer migrant programs through the efforts of interstate coordination.

The strategies for delivery of services selected through the Statewide CNA are numerous and varied. Of the 39 services/strategies described in the enclosed Plan, 13 are required for local implementation at all district MEP projects, another 13 strategies may be selected for local implementation at district MEP projects where appropriate and the remaining 13 strategies are to be implemented at the State level.

The Texas MEP has determined measurable outcomes for the service delivery strategies to be implemented and has presented such information as one of several components presented with strategy descriptions. In order to ensure valid measurement of outcomes, the Texas MEP will develop and provide several tools to support consistency in local documentation.

To evaluate effectiveness of program services and service delivery strategies, the Texas MEP has set forth two distinct efforts. The first effort involves a two-year evaluation project which the State MEP commissioned in response to an onsite monitoring review of the program by the Office of Migrant Education (OME) in 2006. The project will include summative evaluations of longstanding MEP programs and services, analysis of student-level academic achievement data and a compilation of best practices. The second effort involves plans to evaluate the effectiveness of the strategies selected through the Statewide CNA, beginning two years after initial implementation. Analysis for this effort will include performance data analysis at the State, district and campus levels, review of measurable outcomes for each strategy, student surveys and several field experiments to study the impact of major services, such as migrant counselors, teacher tutoring and program coordination.

Included in the enclosed Plan are (1) a program overview; (2) results of the Statewide Comprehensive Needs Assessment; (3) the State's performance targets for all children, including migrant children; (4) service delivery strategies to meet the identified needs of migrant children, as well as measurable outcomes; and (5) a description of how the State MEP will evaluate the effectiveness of its services. As also is required under Federal statute, the Plan reflects the incorporation of consultation with migrant parents and other key stakeholders throughout the State.

SECTION 1: PROGRAM OVERVIEW

The Migrant Education Program was created in 1966 as the Title I, Part C portion of the federal Elementary and Secondary Education Act (ESEA) and was reauthorized as part of the No Child Left Behind Act of 2001. The program's purpose is to assist States to:

1. Support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves;
2. Ensure that migratory children who move among the states are not penalized in any manner by disparities among the States in curriculum, graduation requirements and State academic content and student academic achievement standards;
3. Ensure that migratory children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner;
4. Ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet;
5. Design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to postsecondary education or employment; and
6. Ensure that migratory children benefit from State and local systemic reforms.

THE MIGRANT EDUCATION PROGRAM IN TEXAS

The Texas MEP is the second largest migrant education program in the United States. During the 2006-2007 reporting period, the Texas Migrant Education Program (MEP) identified approximately 60,000 migrant children and youth¹. With its migrant students and families migrating to 48 other States, the Texas MEP serves the largest interstate migrant student population in the country.

The Texas MEP is a state-administered program that offers subgrants to public school districts. The Texas MEP provides subgrants to LEAs that apply for MEP funding to administer the MEP at the local level, as outlined in the Title I, Part C portion of the NCLB Consolidated Application for Federal Funding. Currently, 514 of the State's 1,225 public school districts are operating a local MEP project for the 2007-2008 school year. Of these 514 school districts, 210 operate an independent MEP project, while the remaining 314 participating LEAs contract with their regional Education Service Center (ESC) as part of a Shared Services Arrangement (SSA), through which the ESC carries out program requirements and activities for its member districts. Of the State's 20 regional ESCs, 13 are operating such an arrangement for the MEP.

¹ See Appendix I, page 37, for exact migrant child count figures for the 2005-2006 and 2006-2007 reporting periods, as well as statewide distribution by Education Service Center region.

In addition to providing sub-grants to LEAs to implement a local MEP project, the Texas Education Agency (TEA) also provides sub-grants to the 20 regional ESCs to provide training and technical assistance on behalf of the State MEP. The TEA also awards state-level discretionary grants and contracts to various entities for assistance in the implementation of the State MEP.

SECTION 2: STATEWIDE COMPREHENSIVE NEEDS ASSESSMENT

As required under Section 1306 of the No Child Left Behind (NCLB) Act of 2001, the Texas MEP conducted a statewide comprehensive needs assessment (CNA) and, after completion of the CNA process in September 2007, incorporated findings into the enclosed Statewide Service Delivery Plan.

For the CNA process, the Texas MEP used a three-phase model provided by the U.S. Office of Migrant Education (OME). The first phase of the study centered on exploring what was already known about the needs of migrant children to determine the focus and scope of the assessment to be conducted. With assistance from a CNA committee, the Texas MEP explored common migrant-specific needs areas and developed a survey including factors related to the areas, identified by the OME as Areas of Concern, which include: (1) Educational Continuity; (2) Instructional Time; (3) School Engagement; (4) English Language Development; (5) Educational Support in the Home; (6) Health; and (7) Access to Services.

The Texas MEP administered the survey to school administrators, teachers, counselors, migrant parents and migrant data specialists. Results from 561 survey respondents were used to cluster and rank a list of factors perceived to be most relevant to the academic success of migrant students in the goal areas of reading proficiency, math proficiency, high school graduation and school readiness. Further work led 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 the CNA process focused on gathering and analyzing data to determine the most pressing needs of migrant students. Initial findings suggested that migrant student needs may be more significant and immediate at the secondary school level. These findings, when combined with challenges faced in accessing some data elements, called for a re-evaluation of concern statements and need indicators originally identified in Phase I. The results led to eight concern statements, which were organized according to four of the OME's seven Areas of Concern: (1) Educational Continuity; (2) Instructional Time; (3) School and Social Engagement; and (4) Educational Support in the Home. Data collection and analysis continued and revealed performance gaps related to each concern statement. The findings verified that all eight concern statements were, indeed, pressing migrant student needs.

The third phase of the study focused on finding research-based 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 eight identified needs of Texas' migrant children.

Through various stages of development of the Statewide CNA and Service Delivery Plan, the Texas MEP conducted numerous activities focused on consultation with migrant parents and key program stakeholders throughout the State. Consultation with groups such as the migrant State Parent Advisory Council (PAC), the Title I State Committee of Practitioners and the Texas MEP Statewide Comprehensive Needs Assessment (CNA) Focus Group has been incorporated into these State-led endeavors.

Needs Identified through the Statewide Comprehensive Needs Assessment²

Target Population: Migrant Early Childhood and Primary Students

1. Twenty-one percent (21%) more PFS migrant first graders and eleven percent (11%) more of all migrant first graders must develop sufficient affective, cognitive and psychomotor skills to be promoted to grade 2. (*Area of Concern: Instructional Time*)

Target Population: Migrant Students in Grades 3-11

2. Forty percent (40%) more PFS migrant students and thirty-five percent (35%) more of all migrant students who failed TAKS in any content area must participate in a summer TAKS remediation program. (*Area of Concern: Instructional Time*)

Target Population: Migrant Middle School Students

3. Fifty percent (50%) more migrant middle school students must use or apply learning and study skills appropriate to learning. (*Area of Concern: School Engagement*)
4. Forty-six percent (46%) more migrant middle school students must have timely attention and appropriate interventions related to problems or concerns that are academically and non-academically related. (*Area of Concern: Educational Support in the Home*)
5. Fifty percent (50%) more migrant middle school students must have the necessary homework assistance and homework tools at home essential for high levels of student learning and academic success. (*Area of Concern: Educational Support in the Home*)

Target Population: Migrant Secondary Students

6. Seventy-four percent (74%) more PFS migrant secondary students and sixty percent (60%) more of all migrant secondary students must earn the required core credits for on-time graduation. (*Area of Concern: Educational Continuity*)
7. Thirty-six percent (36%) more PFS migrant secondary students and eighteen percent (18%) more of all migrant secondary students must make up coursework in core and elective subject areas due to late enrollment in and/or early withdrawal from Texas schools. (*Area of Concern: Instructional Time*)

Target Population: All Migrant Students Migrating Outside of Texas during the Summer Months

8. Seventy-four percent (74%) more migrant students who migrate outside of Texas in summer months must be served in summer migrant programs through the efforts of interstate coordination. (*Area of Concern: Educational Continuity*)

² The complete Statewide Comprehensive Needs Assessment (CNA) report can be accessed at the following link, available from the Texas MEP website: <http://www.tea.state.tx.us/nclb/>.

SECTION 3: PERFORMANCE TARGETS

The Performance Targets section of the Statewide Service Delivery Plan describes the performance targets adopted for all Texas children and concludes with State assessment results for migrant students in Texas.

STATE PERFORMANCE TARGETS

Under the No Child Left Behind Act (NCLB) of 2001, the federal government measures the effectiveness of all school districts and campuses by using a formula for performance assessment called, Adequate Yearly Progress (AYP), which includes various indicators. In Texas, AYP includes the results of the following four indicators:

1. Student State assessment performance in Reading;
2. Student State assessment performance in Math;
3. Graduation Rate for high school campuses or districts OR Attendance for elementary and junior high campuses; and
4. Participation in State assessments.

Student Performance in Reading and Math

For the content areas of Reading and Math, the percentage of students who pass the State assessment (recognized as having “*met the standard*”) ³ must increase from year to year (prior to 2006, every two years), regardless of baseline results. The increment of increase expected from year to year is determined by each State, but all states must eventually have 100% of their students meet the standards by the 2013-2014 school year, as displayed in Table 1 below.

For example, for the 2007-2008 school year, 60.1% of students must meet the performance target for Reading, but in the 2008-2009 school year, 66.8% of students must meet the target.

Table 1

School Year	Texas' AYP Performance Standards for Twelve Years								
	2002-03 2003-04	2004-05 2005-06	2006-07 2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Reading/English Language Arts	46.8%	53.5%	60.1%	66.8%	73.4%	80.1%	86.7%	93.4%	100.0%
Mathematics	33.4%	41.7%	50.0%	58.3%	66.6%	74.9%	83.2%	91.5%	100.0%

Source: 2007 Adequate Yearly Progress (AYP) Guide. Division of Performance Reporting, Texas Education Agency.
<http://www.tea.state.tx.us/ayp/2007/guide.pdf>

In Texas, student proficiency in Reading and Math is generally assessed using performance results on the Texas Assessment of Knowledge and Skills (TAKS). However, some assessment results do come from alternative assessments for students with special circumstances, such as language barriers or disabilities [See 2007 Adequately Yearly Progress (AYP) Guide]. ⁴

³ This standard is prescribed by the Texas State Board of Education.

⁴ <http://www.tea.state.tx.us/ayp/2007/guide.pdf>

In addition to meeting student State assessment performance targets, the federal AYP formula also requires that districts and campuses disaggregate performance data by special population subgroups (African American, Hispanic, White, Economically Disadvantaged, Special Education and Limited English Proficient) and meet performance targets for each student group present.⁵

Graduation Rate

To measure high school completion, NCLB guidelines require that schools and districts with secondary students either meet a Graduation Rate,⁶ which was 70% for the 2006-2007 school year, or improve upon the previous year's rate.

Attendance and Participation in State Assessments

The standard for the Attendance indicator used for elementary and junior high campuses is 90%. For Participation in Reading and Math State assessments, the standard is 95%.

Meeting Adequate Yearly Progress (AYP)

Specifically, to determine AYP, a school or district must:

- Meet performance targets in Reading and Math;
- Disaggregate data by special population subgroup and meet performance targets for each student group present;
- Meet either a Graduation Rate⁷ target or Attendance target; and
- Meet the participation component for the Reading and Math indicators.

MIGRANT STUDENT PERFORMANCE TARGETS AND RESULTS

In Texas, migrant students are held to the same challenging academic performance targets and indicators (reading, math, graduation and attendance) that all students are expected to meet under the federal AYP guidelines. However, NCLB law does not require that States uniquely measure migrant student progress as it does for certain ethnicities and special populations. Thus, schools and districts are not evaluated based on the performance of migrant students as a group.

Although a subgroup for Migrant is not considered in evaluating districts and campuses, student performance data by migrant status is used for program design at both the local and State levels. As outlined in the NCLB Consolidated Application for Federal Funding, school districts operating a local MEP project are required to disaggregate local student performance data according to migrant status and include the data along with other information studied through the LEA's local needs assessment for the MEP.

The Texas Migrant Education Program uses State-level performance data for migrant students for policy development and to target program interventions that will assure that migrant student academic performance is on par with the AYP performance targets. The following migrant student State-level data is

⁵ In Texas, the minimum size requirement for a student group is 50 or more students, comprising 10% of all students tested or 200 or more students, even if the group does not represent 10% of all students tested.

⁶ The Graduation Rate is defined as the percentage of students who enter ninth grade and are classified as graduates four years later.

⁷ Additionally, to earn a high school diploma in Texas, students must demonstrate satisfactory performance on exit exams in English, Math, Science and Social Studies.

intended to provide a picture of migrant student State assessment performance in the aggregate. That is, the data is a compilation of all migrant student test participants as a whole.

Student Performance in Reading and Math

Table 2 below shows the statewide assessment results⁸ for migrant students in Reading and Math, as calculated for the 2006-2007 AYP reporting year.⁹ That year, the AYP target was 60.1% for Reading and 50% for Math. Table 2 indicates that, at the State level, migrant students met the AYP targets for most grade levels. The only target not achieved was in 10th grade Math, where only 49% of students scored a *met standard* level on the State assessment.

Table 2

2006-2007 Migrant Student AYP Results

Grade	Math Students Tested	Math Percent Proficient	Reading/RLA ¹⁰ Students Tested	Reading /RLA Percent Proficient
		2006-07 AYP Target: 50%		2006-07 AYP Target: 60.1%
3	2,868	73%	2,862	84%
4	2,956	76%	2,940	69%
5	2,944	83%	2,920	77%
6	2,878	70%	2,866	82%
7	2,916	64%	2,893	70%
8	3,051	61%	3,032	76%
10	2,643	49%	2,727	72%

Source: Figures tabulated for the MEP by Division of Student Assessment at the Texas Education Agency

Performance trends in the AYP data from the 2006-2007 year are consistent with trends from the 2003-2004 TAKS assessment data presented in the Statewide Comprehensive Needs Assessment (2007). Both data sets illustrate that migrant needs may be more significant and immediate at the secondary school level.

Although only 49% of 10th graders met the AYP target for Math, the percent of 10th graders meeting the target on the assessment has increased from 42% in 2003-2004 to 49% in 2006-2007. Nonetheless, it appears that the growth of the performance target is outpacing the growth in the percent of students who meet the standard on the assessment. For example, in 2003-2004, the target was 33.4% for Math, while in 2006-2007, it was 50% (see Table 3 below).

⁸ The AYP guidelines are subject to change every year. In future AYP determinations, the State may not include all the alternative assessments included in the current year. For example, in the 2007 AYP calculations, students taking the TAKS-ALT assessment will be included in performance, but as non-proficient.

⁹ The testing window in the 2005-2006 year begins in January 2006 and ends in May of that year.

¹⁰ RLA refers to Reading/Language Arts in Grade 10.

Table 3

10th Grade Math Migrant AYP Results

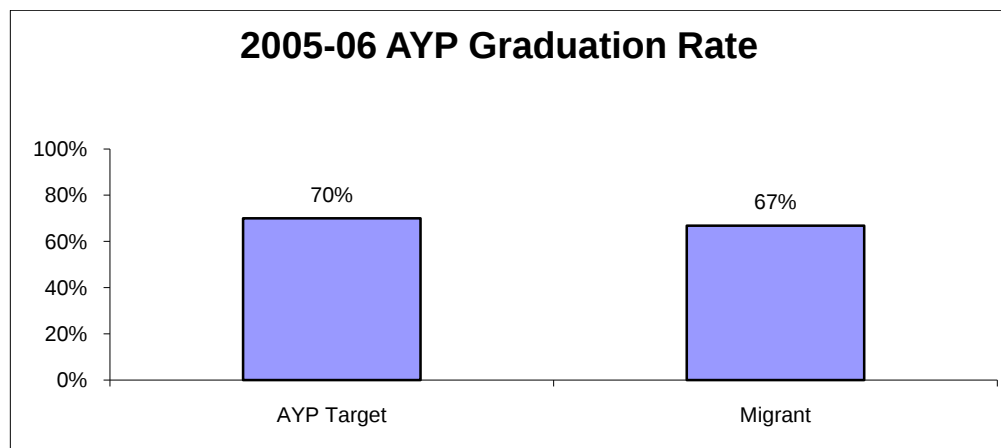
Year	2003-04	2004-05	2005-06	2006-07
AYP Target	33.4%	41.7%	41.7%	50.0%
Grade 10 Math Percent Proficient	42%	40%	45%	49%

Source: Consolidated State Performance Reports for several years, Division of NCLB Program Coordination

Graduation Rate

Figure 1 presents data compiled for the Consolidated State Performance Report, which gathers student performance data according to NCLB guidelines. Figure 1 illustrates that, in the 2005-06¹¹ school year, migrant students, as a group, did not meet the AYP target for Graduation.

Figure 1



Source: Consolidated State Performance Report: Part 1, For Reporting on School Year 2006-2007, Division of NCLB Program Coordination, Texas Education Agency

¹¹ Graduation rate figures are reported for the prior year.

SECTION 4: SERVICE DELIVERY

ADDRESSING NEEDS RELATED TO THE SEVEN AREAS OF CONCERN

Delivery of MEP services to migrant children and youth must be in accordance with the service delivery goals for the Texas MEP. The services/strategies outlined in this section are designed to meet the specific needs identified through the Statewide CNA process. However, services may be delivered to meet the identified, documented needs of migrant children as they relate to the OME's Seven Areas of Concern:

1. Educational Continuity – Due to their mobility, migrant students often face differences in curriculum, academic standards, homework policies and classroom routines, as well as inconsistent course placements.
2. Instructional Time – Family mobility and delays in enrollment procedures may impact attendance patterns and the amount of time migrant students spend engaged in learning.
3. School Engagement – Migrant students often face difficulties associated with adjusting to new school settings, making new friends and gaining social acceptance, issues which can be grouped¹² 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.
4. English Language Development – Many migrant students have a home language other than English and may face language barriers which impact content area learning. However, in this particular area, it is important to note that providing MEP-funded services to meet needs related to a student's limited English proficiency is rarely appropriate, due to the high risk of supplanting activities more appropriately funded through State bilingual/ESL or, when appropriate, Title III or other Federal programs.
5. Educational Support in the Home – 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.
6. Health – Migrant children face higher proportions of dental, nutritional, acute and chronic health problems than non-migrant children¹³ and are more likely to be uninsured and have difficulty accessing health care to address health problems which are interfering with a student's ability to succeed in school.
7. Access to Services – As a result of language barriers or the mobile family's newcomer status, migrant children and families often face difficulties accessing educational and educationally-related services to which they are entitled.

¹² 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.

¹³ Huang, G. (1993). Health problems among migrant farm workers' children in the U.S. Washington, DC. (ERIC Document Reproduction Service No. ED357907); and Weathers, A., Minkovitz, C., O'Campo, P., & Diener-West, M. (2003). Health services used by children of migratory agricultural workers: Exploring the role of need for care. *Pediatrics*, 115, 956-963.

ENSURING APPROPRIATE DELIVERY OF MEP SERVICES

In order to ensure that MEP services are delivered according to program purposes and goals, the Texas MEP is structured such that sub-grantees applying for MEP funds must serve migrant children in accordance with Title I, Part C requirements and guidelines outlined in the appropriate grant application.

General program guidelines for the LEA's delivery of MEP-funded services include, but are not limited to, the following:

1. MEP funds must be used to (a) meet the identified needs of migratory children that result from their migratory lifestyle and to permit these children to participate effectively in school and meet the State's academic performance standards; and (b) address the unique needs of migratory children that **are not addressed by services available from other Federal or non-Federal programs**.
2. The LEA must provide Migrant Services Coordination by (a) determining individual needs for instructional and support services; (b) identifying available resources; (c) coordinating with entities to ensure access to appropriate resources; and (d) following up to monitor and document progress.
3. In providing MEP-funded services, the LEA must give priority to migrant children who are failing, or most at risk of failing, to meet the State's challenging State academic content and academic achievement standards, **and** whose education has been interrupted during the regular school year. These children are classified as Priority for Services (PFS).¹⁴
4. Each LEA must ensure that MEP funds are used to supplement, and not supplant, services provided to migrant children.
5. The LEA's planning, implementation and evaluation of MEP activities must reflect regular, meaningful consultation with migrant parents coordinated through the district's parent advisory council (PAC).
6. To the extent possible, the LEA must provide (a) family literacy programs, such as the Texas Migrant Reading Is Fundamental (RIF) Program and/or the Building Bridges Early Childhood Program; and (b) supportive services for out-of-school youth.

SERVICES TO MEET NEEDS IDENTIFIED THROUGH THE STATEWIDE CNA

The strategies for delivery of services selected through the Statewide CNA are numerous and varied. Of the 39 services/strategies described, 13 are required for local implementation at all district MEP projects, 13 strategies may be selected for local implementation at district MEP projects where appropriate and 13 strategies are to be implemented at the State level. Each MEP service/strategy to be implemented contains details related to documentation requirements, expected measurable outcomes, evaluation for strategy effectiveness and level of implementation.

¹⁴ For additional details regarding PFS procedures, see Appendix II, pages 39-40.



SERVICES TO MEET NEEDS IDENTIFIED THROUGH THE STATEWIDE CNA

SECTION 4: SERVICE DELIVERY

STATEWIDE SERVICE DELIVERY PLAN
TEXAS MIGRANT EDUCATION PROGRAM

TARGET POPULATION: MIGRANT EARLY CHILDHOOD AND PRIMARY STUDENTS

IDENTIFIED NEED: Twenty-one percent (21%) more PFS migrant first-graders and eleven percent (11%) more of all migrant first graders must develop sufficient affective, cognitive and psychomotor skills to be promoted to grade 2.

STRATEGIES TO MEET IDENTIFIED NEED				
Service/Strategy:	Documentation:	Measurable Outcome:	Evaluation of Service/Strategy:	Level of Implementation:
1. 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.	Student Performance Log ¹⁵ provided by TEA	Number of students reading at grade level by the end of first grade	Number of migrant students promoted to 2 nd grade; quality of referrals for services; student performance related to performance standards for 3 rd grade	LEA – Required Activity for All MEP Project Districts
2. 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.	Building Bridges' Inventories	Number of students meeting post-test expectations included in Building Bridges' Inventories	Number of migrant students meeting post-test expectations for Building Bridges; number of students promoted to 2 nd grade; student performance related to performance standards for 3 rd grade	LEA – Supplemental Activity

¹⁵ The Student Performance Log will be developed and provided by TEA.

TARGET POPULATION: MIGRANT EARLY CHILDHOOD AND PRIMARY STUDENTS (continued)

STRATEGIES TO MEET IDENTIFIED NEED				
Service/Strategy:	Documentation:	Measurable Outcome:	Evaluation of Service/Strategy:	Level of Implementation:
3. Provide MEP-funded teacher 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 1-2 times per week and must include engaging, age-appropriate activities to target school readiness.* (NEW) ¹⁶	Student Performance Log	Number of students served and % reading at grade level by the end of first grade	Number of migrant students promoted to 2 nd grade; student performance related to performance standards for 3 rd grade	LEA – Supplemental

Beginning in 2009-2010:				
Service/Strategy:	Documentation:	Measurable Outcome:	Evaluation of Service/Strategy:	Level of Implementation:
1. Explore options for providing a supplemental parent training model on how to support young children's development of school readiness in the home and how to access existing school and community resources beneficial to young children's learning. * (NEW)	To Be Determined	To Be Determined	To Be Determined	State

¹⁶ 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.

TARGET POPULATION: MIGRANT EARLY CHILDHOOD AND PRIMARY STUDENTS (continued)

STRATEGIES TO MEET IDENTIFIED NEED				
<i>Beginning in 2009-2010:</i> (continued)				
Service/Strategy:	Documentation:	Measurable Outcome:	Evaluation of Service/Strategy:	Level of Implementation:
2. Revise the Building Bridges early childhood curriculum and provide training to MEP staff to support implementation. Curriculum will be revised to align with current early education guidelines and to reflect current, research-based practices most appropriate for developing school readiness skills in populations such as Texas' young migrant children. <i>*(NEW)</i>	To Be Determined	To Be Determined	To Be Determined	State

TARGET POPULATION: MIGRANT STUDENTS IN GRADES 3-11

IDENTIFIED NEED: Forty percent (40%) more PFS migrant students and thirty-five percent (35%) more of all migrant students who failed TAKS in any content area must participate in a summer TAKS remediation program.

STRATEGIES TO MEET IDENTIFIED NEED

Service/Strategy:	Documentation:	Measurable Outcome:	Evaluation of Service/Strategy:	Level of Implementation:
1. 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.	Student Performance Log	Meet passing standard on next administration of TAKS test	Number of migrant students enrolled in a summer TAKS remediation program; student performance on next TAKS test	LEA – Required Activity for All MEP Project Districts
2. 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.	Student Performance Log	Meet passing standard on next administration of TAKS test	Number of migrant students enrolled in an alternative summer TAKS remediation program; student performance on next administration of TAKS test	LEA – Supplemental

TARGET POPULATION: MIGRANT MIDDLE SCHOOL STUDENTS

IDENTIFIED NEED: Fifty percent (50%) more migrant middle school students must use or apply learning and study skills appropriate to learning.

STRATEGIES TO MEET IDENTIFIED NEED				
Service/Strategy:	Documentation:	Measurable Outcome:	Evaluation of Service/Strategy:	Level of Implementation:
1. Coordinate with available mentoring programs or support organizations to develop students' learning and study skills and follow up to monitor and document progress.	Student Performance Log; Migrant Middle School (MMS) Survey ¹⁷	MMS Survey	Number of migrant students referred to mentoring programs or support organizations for this need; student test scores and class grades.	LEA – Required Activity for All MEP Project Districts
2. 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.	Agenda listing activities; Student Performance Log; MMS Survey	MMS Survey	Number of participants; MMS Survey; performance on State assessments.	LEA – Supplemental

¹⁷ The Migrant Middle School (MMS) Survey will be developed and provided by TEA.

TARGET POPULATION: MIGRANT MIDDLE SCHOOL STUDENTS (continued)

STRATEGIES TO MEET IDENTIFIED NEED				
<i>Beginning in 2009-2010:</i>				
Service/Strategy:	Documentation:	Measurable Outcome:	Evaluation of Service/Strategy:	Level of Implementation:
1. Explore options for developing a curriculum/model for a mentoring program which is feasible for implementation in a local MEP project and is designed to develop effective learning and study skills of migrant middle school students who cannot be served by existing mentoring programs. *(NEW)	To Be Determined	To Be Determined	To Be Determined	State

TARGET POPULATION: MIGRANT MIDDLE SCHOOL STUDENTS (continued)

IDENTIFIED NEED: Forty-six percent (46%) more migrant middle school students must have timely attention and appropriate interventions related to problems or concerns that are academically and non-academically related.

STRATEGIES TO MEET IDENTIFIED NEED				
Service/Strategy:	Documentation:	Measurable Outcome:	Evaluation of Service/Strategy:	Level of Implementation:
1. 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. ¹⁸ *(NEW)	Agendas, presentation handouts; MMS Survey	MMS Survey	Number of referrals and interventions provided to migrant students by non-MEP staff, student performance on State assessments.	LEA – Required Activity for All MEP Project Districts
2. 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. ¹⁹ *(NEW)	Letter sent to parents ²⁰ ; MMS Survey & Log	MMS Survey	Interventions provided to migrant students; local PAC Survey	LEA – Required Activity for All MEP Project Districts

¹⁸ Presentation/information will include directions for non-MEP staff on how to notify MEP staff of referrals and interventions for NGS encoding purposes.

¹⁹ 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.

²⁰ Letter format will be developed and provided by TEA.

TARGET POPULATION: MIGRANT MIDDLE SCHOOL STUDENTS (continued)

STRATEGIES TO MEET IDENTIFIED NEED				
Service/Strategy:	Documentation:	Measurable Outcome:	Evaluation of Service/Strategy:	Level of Implementation:
3. 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)	Agenda listing activities; MMS Survey	Increased student knowledge about how to access resources when needed, as reflected in MMS Survey	Number of participants; MMS Survey	LEA – Supplemental
4. 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. ** (DUPLICATE)²¹	Agenda listing activities; MMS Survey	Increased student knowledge about how to seek attention and resources when needed, as reflected in MMS Survey	Number of participants; MMS Survey	LEA – Supplemental

²¹ Strategies indicated as **** (DUPLICATE)** are designed to meet more than one identified need and, therefore, are denoted as duplicate according to the needs to which they apply.

TARGET POPULATION: MIGRANT MIDDLE SCHOOL STUDENTS (continued)

IDENTIFIED NEED: Fifty percent (50%) more migrant middle school students must have the necessary homework assistance and homework tools²² at home essential for high levels of student learning and academic success.

STRATEGIES TO MEET IDENTIFIED NEED				
Service/Strategy:	Documentation:	Measurable Outcome:	Evaluation of Service/Strategy:	Level of Implementation:
1. 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.	MMS Survey; Student Performance Log	Improved ratings in MMS Survey	Number of students receiving homework assistance and tools; performance on State assessments; class grades.	LEA – Required Activity for All MEP Project Districts

²² Homework tools include materials such as a dictionary, thesaurus, English grammar book, library card, calculator, computer, printer and Internet access.

TARGET POPULATION: MIGRANT SECONDARY STUDENTS

IDENTIFIED NEED: Seventy-four percent (74%) more PFS migrant secondary students and sixty percent (60%) more of all migrant secondary students must earn the required core credits for on-time graduation.

STRATEGIES TO MEET IDENTIFIED NEED				
Service/Strategy:	Documentation:	Measurable Outcome:	Evaluation of Service/Strategy:	Level of Implementation:
1. 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.	Migrant Secondary Survey ²³ ; Student Performance Log	Number of migrant students participating in credit recovery programs; Migrant Secondary Survey	Number of academic referrals provided to migrant students; U.T. Graduation Enhancement Program (GEP); number of students meeting requirements for grade level promotion or on-time graduation	LEA – Required Activity for All MEP Project Districts
2. 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) at time of withdrawal or at the end of the school year, encoding recommended course information into NGS for all migrant students in grades 8-11 and, if applicable, grade 12. ^{*(NEW)}	NGS Partial Credit Report; list of NGS Recommended Courses for each student; other local forms that document credit consolidation and proper course placement; Student Performance Log	Number of students earning the expected number of secondary credits for on-time graduation	Number of students meeting requirements for grade level promotion or on-time graduation	LEA – Required Activity for All MEP Project Districts

²³ The Migrant Secondary Survey will be developed and provided by TEA.

TARGET POPULATION: MIGRANT SECONDARY STUDENTS (continued)

STRATEGIES TO MEET IDENTIFIED NEED				
Service/Strategy:	Documentation:	Measurable Outcome:	Evaluation of Service/Strategy:	Level of Implementation:
3. 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 the Portable Assisted Study Sequence (PASS) courses or the University of Texas at Austin's 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.	Migrant Secondary Survey; Student Performance Log	Number of migrant students participating in alternative credit recovery programs; Migrant Secondary Survey	Number of secondary credits earned towards on-time graduation through alternative methods; UT G.E.P.; number of students meeting requirements for grade level promotion or on-time graduation	LEA - Supplemental
4. 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 which are necessary for student's on-time graduation (i.e., tutoring, child care, transportation, etc.).	Student Performance Log; Migrant Secondary Survey	Migrant Secondary Survey	Migrant Secondary Survey	LEA - Supplemental

TARGET POPULATION: MIGRANT SECONDARY STUDENTS (continued)

STRATEGIES TO MEET IDENTIFIED NEED				
Service/Strategy:	Documentation:	Measurable Outcome:	Evaluation of Service/Strategy:	Level of Implementation:
5. Employ migrant counselor or qualified specialized staff to provide graduation plan support 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 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.	Individualized migrant student action plans; district plan outlining procedures for late entry and/or early withdrawal; agendas from migrant parent meetings; Migrant Secondary Survey	Number of students earning credits for on-time graduation; Migrant Secondary Survey.	Number of students meeting requirements for grade level promotion or on-time graduation	LEA - Supplemental
6. Implement requirement for LEAs to enter secondary courses, as well as recommended course information, for ALL Texas secondary migrant students on the New Generation System (NGS) and provide training to MEP staff. *(NEW)	To Be Determined	To Be Determined	To Be Determined	State

TARGET POPULATION: MIGRANT SECONDARY STUDENTS (continued)

STRATEGIES TO MEET IDENTIFIED NEED				
Service/Strategy:	Documentation:	Measurable Outcome:	Evaluation of Service/Strategy:	Level of Implementation:
7. Share and coordinate secondary credit accrual practices with receiving states through the Secondary Credit Accrual Workshop, hosted annually by the Texas Migrant Interstate Program (TMIP).	Workshop agenda; list of participants	List of out-of-state summer migrant programs; list of students expected to migrate out of Texas and dissemination to receiving states	Students served out of state	State and TMIP

Implementation Beginning in 2009-2010:				
Service/Strategy:	Documentation	Measurable Outcome:	Evaluation of Service/Strategy:	Level of Implementation
1. Study and explore available options for implementing the MEP special project, Migrant Summer Work Study Program , with regard to cost effectiveness and potential impact on secondary credit accrual for on-time graduation and Texas MEP goals. <i>*(NEW)</i>	To Be Determined	To Be Determined	To Be Determined	State
2. Explore the possibility of creating a special project or an additional component to the Texas Migrant Interstate Program (TMIP), that employs MEP-funded counselors to address the educational needs of all PFS secondary students enrolled in districts which do not have migrant counselors who are 100% MEP-funded. <i>*(NEW)</i>	To Be Determined	To Be Determined	To Be Determined	State

TARGET POPULATION: MIGRANT SECONDARY STUDENTS (continued)

IDENTIFIED NEED: Thirty-six percent (36%) more PFS migrant secondary students and eighteen percent (18%) more of all migrant secondary students must make up coursework in core and elective subject areas due to late enrollment in and/or early withdrawal from Texas schools.

STRATEGIES TO MEET IDENTIFIED NEED				
Service/Strategy:	Documentation	Measurable Outcome:	Evaluation of Service/Strategy:	Level of Implementation
1. Develop and implement a set of district procedures that outline (1) a variety of strategies for partial and full credit accrual for migrant student with late entry and/or early withdrawal; and (2) saved course slots in elective and core subject areas, based on district's history of student migration.	Written plan and procedures concerning late entry/early withdrawal; documentation of dissemination	Number of migrant students participating in coursework completion opportunities	Number of students meeting requirements for grade level promotion or on-time graduation	LEA – Required Activity for All MEP Project Districts
2. 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.	Student Performance Log; Migrant Secondary Survey	Number of migrant students participating in coursework completion opportunities; Migrant Secondary Survey	Number of students meeting requirements for grade level promotion or on-time graduation	LEA – Required Activity for All MEP Project Districts
3. Implement a tutoring program to assist students with make-up coursework which is missing due to late entry or early withdrawal. Tutoring schedule must not interfere with students' regular class schedule.	Student Performance Log; Migrant Secondary Survey	Migrant Secondary Survey.	Number of students meeting requirements for grade level promotion or on-time graduation	LEA – Supplemental

TARGET POPULATION: MIGRANT SECONDARY STUDENTS (continued)

STRATEGIES TO MEET IDENTIFIED NEED				
Service/Strategy:	Documentation	Measurable Outcome:	Evaluation of Service/Strategy:	Level of Implementation
4. Create an extracurricular club/leadership organization specific to migrant secondary students which meets regularly and is designed to: - Help students resolve issues and problems related to late entry and/or early withdrawal; - Provide leadership opportunities; - Facilitate social engagement with school community.	Agenda listing activities; Student Performance Log; Migrant Secondary Survey	Migrant Secondary Survey	Number of participants; Migrant Secondary Survey	LEA – Supplemental
5. Employ migrant counselor or qualified specialized staff to provide graduation plan support 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 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. ** (DUPLICATE)	Individualized migrant student action plans; district plan outlining procedures for late entry and/or early withdrawal; agendas from migrant parent meetings; Migrant Secondary Survey	Number of students earning credits for on-time graduation; Migrant Secondary Survey	Number of students meeting requirements for grade level promotion or on-time graduation	LEA – Supplemental

TARGET POPULATION: MIGRANT SECONDARY STUDENTS (continued)

STRATEGIES TO MEET IDENTIFIED NEED				
Service/Strategy:	Documentation	Measurable Outcome:	Evaluation of Service/Strategy:	Level of Implementation
6. 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) ** (DUPLICATE)	NGS Partial Credit Report; list of NGS Recommended Courses for each student; other local forms that document credit consolidation and proper course placement; Student Performance Log	Number of students earning the expected number of secondary credits for on-time graduation	Number of students meeting requirements for grade level promotion or on-time graduation	LEA – Required Activity for All MEP Project Districts
7. 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.	Migrant Secondary Survey; Student Performance Log	Number of migrant students participating in alternative methods for coursework completion; Migrant Secondary Survey	Number of secondary credits earned towards on-time graduation through alternative methods; number of students meeting requirements for grade level promotion or on-time graduation.	LEA – Supplemental

TARGET POPULATION: MIGRANT SECONDARY STUDENTS (continued)

STRATEGIES TO MEET IDENTIFIED NEED				
Service/Strategy:	Documentation:	Measurable Outcome:	Evaluation of Service/Strategy:	Level of Implementation:
8. Implement requirement for LEAs to enter secondary courses, as well as recommended course information, for ALL Texas secondary migrant students on the New Generation System (NGS) and provide training. ** (DUPLICATE)	To Be Determined	To Be Determined	To Be Determined	State
9. Explore the possibility of creating a special project or an additional component to the TMIP, that employs MEP-funded counselors to address the educational needs of all PFS secondary students enrolled in districts which do not have migrant counselors who are 100% MEP-funded. ** (DUPLICATE)	To Be Determined	To Be Determined	To Be Determined	State

TARGET POPULATION: MIGRANT STUDENTS MIGRATING OUTSIDE OF TEXAS DURING SUMMER MONTHS

IDENTIFIED NEED: Seventy-four percent (74%) more migrant students who migrate outside of Texas in summer months must be served in summer migrant programs through the efforts of interstate coordination.

STRATEGIES TO MEET IDENTIFIED NEED				
Service/Strategy:	Documentation:	Measurable Outcome:	Evaluation of Service/Strategy:	Level of Implementation:
1. 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 Texas Migrant Interstate Program (TMIP) as needed. <i>*(NEW)</i>	Agendas; copies of information disseminated with date and mention of audience targeted; Parent Survey ²⁴	Parent survey ratings	Number of students served through out-of-state summer migrant programs	LEA – Required Activity for All MEP Project Districts
2. 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. <i>*(NEW)</i>	Name of summer contact person encoded on NGS	Number of districts with summer contact encoded on NGS	Survey completed by receiving states' personnel (regarding access to Texas district summer contact person and needed student information)	LEA – Required Activity for All MEP Project Districts

²⁴ Parent Survey will be developed and provided by TEA.

TARGET POPULATION: MIGRANT STUDENTS MIGRATING OUTSIDE OF TEXAS DURING SUMMER MONTHS (continued)

STRATEGIES TO MEET IDENTIFIED NEED				
Service/Strategy:	Documentation:	Measurable Outcome:	Evaluation of Service/Strategy:	Level of Implementation:
3. Compile a list of out-of-state summer school programs and make available for access by school districts throughout the State. <i>*(NEW)</i>	List compiled through Secondary Credit Accrual Workshop, hosted annually by the TMIP	Parent survey ratings	Number of students served through out-of-state summer migrant programs	State and TMIP
4. Provide a field on NGS for entering and accessing district summer contact information. <i>*(NEW)</i>	NGS Summer Contact field	Number of districts with summer contact encoded on NGS	Survey completed by receiving states' personnel	State
5. Develop a summer contact list as an updated component of the State MEP Directory and provide access to receiving states. <i>*(NEW)</i>	Statewide list of Texas summer MEP contacts	Number of MEP projects with accurate summer contact information	Survey completed by receiving states' personnel	State
6. Create partnerships with receiving states at the TMIP's annual Secondary Credit Accrual Workshop in order to facilitate receiving states' access to resources which can support out-of-state summer programs serving Texas migrant students.	Workshop agenda and notes	Number of out-of-state summer migrant programs offered	Survey completed by receiving states' personnel	State

SECTION 5: EVALUATION

PROGRAM EVALUATION

The Texas MEP's plan for program evaluation is twofold, as it has set forth two distinct efforts to evaluate whether and to what degree (1) MEP services are effective in serving the purposes of the Title I, Part C program; and (2) the services/strategies selected through the 2007 Statewide Comprehensive Needs Assessment (CNA) are effective in producing the expected measurable outcomes.

Two-Year Evaluation Project

The Texas MEP conducted a statewide comprehensive study and evaluation of all program projects and services via a private or public vendor contracted by the TEA's Division of Evaluation, Analysis and Planning. The Texas MEP commissioned the study in response to the onsite monitoring review of the program by the Office of Migrant Education (OME) in 2006.

The study included:

- Evaluations of longstanding programs and services such as the Texas Migrant Interstate Program (TMIP) and the University of Texas Graduation Enhancement Program;
- Analysis of student-level academic achievement data including TAKS scores, graduation rate and dropout information from various State student databases, as well as the New Generation System (NGS) migrant student database; and
- A compilation of best practices.

The study was completed over a two-year time period. An interim report was completed in May 2009. Once the final report is completed, the TEA will develop and implement program improvements based on final results of the study.²⁵

Evaluation of Strategies Selected Through the Statewide CNA

The Texas MEP also will evaluate the effectiveness of the strategies developed in the most recent state-level CNA. Since implementation of most CNA strategies began in the 2008-2009 school year, evaluation of the strategies will begin two years after initial implementation.

The evaluation will include several levels of analysis, including:

- Performance data analysis at the State, district and campus levels;
- Review of measurable outcomes (as presented in the Service Delivery section);
- Student surveys; and
- Several field experiments to study the impact of major services, such as counselors, teacher tutoring and program coordination.

COMPLIANCE MONITORING

²⁵ Further details of the proposed study are available at: <http://www.tea.state.tx.us/nclb/migrant/USDEMonitoringReport.html>.

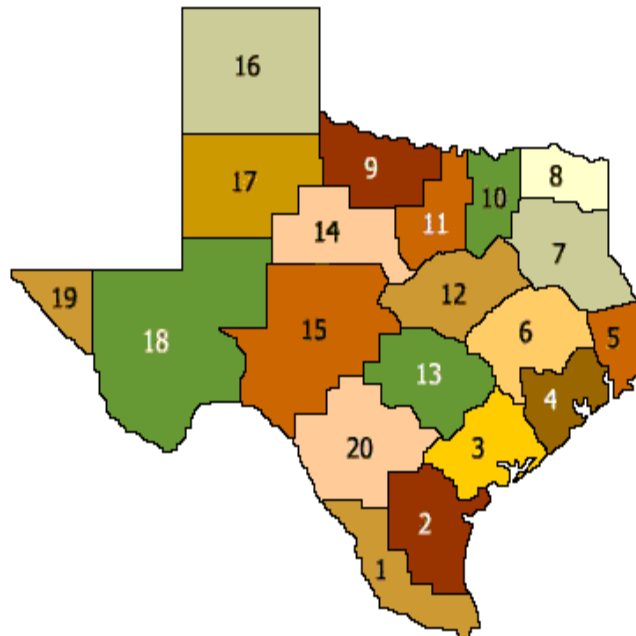
In order to ensure that all LEAs are documenting services as needed for upcoming evaluation, the TEA will continue to implement a monitoring system which includes a system of random validation through the Program Effectiveness Review (PER) validation process. Documentation requirements are presented with each service/strategy outlined in the preceding section of the enclosed Service Delivery Plan. The TEA also will continue to include migrant-specific compliance indicators in the annual NCLB Consolidated Compliance Report for each LEA operating a local project for the Migrant Education Program.

APPENDICES

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I. STATEWIDE DISTRIBUTION OF MIGRANT CHILDREN IN TEXAS

	2005-2006 Reporting Period	2006-2007 Reporting Period
Region 1 – Edinburg	38,401	31,736
Region 2 – Corpus Christi	4,572	2,758
Region 3 – Victoria	395	280
Region 4 – Houston	3,599	2,673
Region 5 – Beaumont	410	333
Region 6 – Huntsville	442	203
Region 7 – Kilgore	542	259
Region 8 – Mount Pleasant	1,394	766
Region 9 – Wichita Falls	272	130
Region 10 – Richardson	1,407	839
Region 11 – Fort Worth	670	462
Region 12 – Waco	483	247
Region 13 – Austin	1,498	1,038
Region 14 – Abilene	661	435
Region 15 – San Angelo	2,398	1,380
Region 16 – Amarillo	6,358	3,591
Region 17 – Lubbock	4,452	3,255
Region 18 – Midland	1,613	1,353
Region 19 – El Paso	4,051	3,095
Region 20 – San Antonio	6,662	5,270
Total in State (duplicated count)	80,280	60,103



For maps of Counties and Districts in each ESC Region, visit the [Texas School District Locator Page](#).

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II. PRIORITY FOR SERVICES (PFS) PROCEDURES IN TEXAS

In accordance with Section 1304(d) of the NCLB Act of 2001, the Texas MEP has a system in place for ensuring that migrant children who are failing, or most at risk of failing, to meet the State's challenging State academic content standards and challenging State student academic achievement standards, *and* whose education has been interrupted during the regular school year are given priority in receiving program services.

To implement this provision effectively, the Texas MEP has developed a Priority for Services report through the migrant student database, New Generation System (NGS). Based on the LEA's timely input of migrant student demographic and educational data, this report provides a list of those students who **MUST** receive services first before migrant funds may be allocated to other migrant students. Reports must be run at each MEP project district on a monthly basis, and as new migrant student data is encoded into NGS, in order to ensure that all students who fall into the "Priority for Services" category are being targeted for MEP services.

Criteria for Priority for Services

Migrant children who meet the following criteria are flagged by the NGS as PFS:

- o Children who have had their education interrupted during the previous or current regular school year;

AND

- o Children who are in grades 3-12, classified as Ungraded (UG) or as Out of School (OS) and have failed one or more sections of the Texas Assessment of Knowledge and Skills (TAKS) or were designated as Absent, Exempt, Not Tested or Not Scored for the TAKS;
- o Are in grades K-2 and have been designated as LEP in the Student Designation section of the NGS Supplemental Program Component, or have been retained, or are overage for their current grade level.

The Priority for Services (PFS) Report contains enrollments from the current regular school year and education data from the current and previous regular school years.

THE PRIORITY FOR SERVICES (PFS) PLAN

As outlined in the NCLB Consolidated Application for Federal Funding, each MEP-funded district is required to establish a Priority for Services (PFS) Action Plan. The PFS Action Plan **must** include the following:

1. When, in the school year calendar, the Title I Migrant Coordinator will provide campus principals, appropriate campus staff and parents the Priority for Services criteria and updated NGS 'Priority for Services' reports;
2. When, in the school year calendar, the Title I Migrant Coordinator, MEP staff and migrant school staff will make home and/or community visits to update parents on the academic progress of their children;
3. A narrative section that explains how the Title I Migrant Coordinator will use NGS 'Priority for Services' reports to give priority placements to these students in Migrant Education Program activities;

4. A narrative section that explains how the Title I Migrant Coordinator will ensure that 'Priority for Services' students receive priority access to instructional services, as well as social workers and community social services/agencies; and
5. A narrative section that describes, in detail, Federal, State and local programs that serve 'Priority for Services' students.

ADDENDUM: MEASURABLE OUTCOMES FOR STATEWIDE SERVICE DELIVERY PLAN

This addendum has been added at the request of the Office of Migrant Education and serves to document the State's measurable outcomes for the Texas Migrant Education Program. The Texas MEP will use data sources that it can consistently obtain in order to regularly measure gains and close identified performance gaps for the State's migrant students.

Statewide Need 1		2005-06	2006-07	2007-08	2008-09
Measurable Outcome: Retention Rate of Migrant Students, Gr. 1 <i>Source:</i> Grade-Level Retention in Texas Public Schools, http://www.tea.state.tx.us/index4.aspx?id=4108	First Grade Retention Rate	10.4% (Standard: 6.4%)	10.4% (Standard: 6.3%)	11.0% (Standard: 5.9%)	(Available Spring 2011)
Statewide Need 2		2005-06	2006-07	2007-08	2008-09
Measurable Outcome: Migrant TAKS Passing Rate, All Grades Tested in LEA <i>Source:</i> Performance-Based Monitoring Analysis System (PBMAS) State Report http://www.tea.state.tx.us/index2.aspx?id=3134&menu_id=2147483683	TAKS Math Gr. 3-8, 10	59.9% (Standard: 40.0%)	63.9% (Standard: 45.0%)	68.5% (Standard: 50.0%)	70.4% (Standard: 55.0%)
	TAKS Reading/ELA Gr. 3-8, 10	73.2% (Standard: 60.0%)	75.3% (Standard: 65.0%)	79.6% (Standard: 70.0%)	80.5% (Standard: 70.0%)
	TAKS Science Gr. 5, 8, 10	47.4% (Standard: 35.0%)	50.9% (Standard: 40.0%)	55.3% (Standard: 45.0%)	59.2% (Standard: 50.0%)
	TAKS Social Studies Gr. 8, 10	72.6% (Standard: 60.0%)	77.4% (Standard: 65.0%)	82.6% (Standard: 65.0%)	84.6% (Standard: 70.0%)
	TAKS Writing Gr. 4, 8, 10	84.6% (Standard: 60.0%)	86.6% (Standard: 65.0%)	86.5% (Standard: 65.0%)	87.6% (Standard: 70.0%)
Statewide Needs 3, 4, 5 –TAKS Passing Rate, Gr. 6-8		2005-06	2006-07	2007-08	2008-09
Measurable Outcome: Migrant TAKS Passing Rate, Gr. 6-8 <i>Sources:</i> NCLB Report Card http://ritter.tea.state.tx.us/adhocrpt/NCLB_Report_Card/2009/NCLB_Part_I.html and Statewide TAKS Summary Report – Group Performance, Spring 2006 and Spring 2007 from the Texas Education Agency Student Assessment Division, Analysis and Reporting	Gr. 6-Reading	81% (State All: 91%)	82% (State All: 92%)	77% (State All: 90%)	77% (State All: 90%)
	Gr. 6-Math	68% (State All: 79%)	68% (State All: 79%)	67% (State All: 79%)	66% (State All: 79%)
	Gr. 7-Reading	61% (State All: 79%)	69% (State All: 85%)	67% (State All: 84%)	67% (State All: 83%)
	Gr. 7-Math	54% (State All: 70%)	62% (State All: 76%)	61% (State All: 75%)	66% (State All: 78%)
	Gr. 8-Reading	66% (State All: 83%)	76% (State All: 89%)	84% (State All: 94%)	84% (State All: 95%)
	Gr. 8-Math	50% (State All: 67%)	57% (State All: 71%)	67% (State All: 80%)	72% (State All: 83%)
	Gr. 8-Science	48% (State All: 71%)	48% (State All: 70%)	47% (State All: 67%)	51% (State All: 71%)

Statewide Need 6		2005-06	2006-07	2007-08	2008-09
Measurable Outcomes: Migrant Annual Dropout Rate, Gr. 7-12; and Migrant Graduation Rate, Gr. 7-12 Source: Performance-Based Monitoring Analysis System (PBMAS) State Report http://www.tea.state.tx.us/index2.aspx?id=3134&menu_id=2147483683	Dropout Rate, Gr. 7-12	1.8% (Standard: 2.0%)	4.3% (Standard: 2.0%)	4.3% (Standard: 2.0%)	3.6% (Standard: 2.0%)
	Graduation Rate, Gr. 7-12	(Not Reported)	66.8% (Report Only)	60.1% (Report Only)	66.3% (Standard: 70.0%)
	Note: Due to phasing in of the national dropout/graduation rate definition, graduation rates reported for 2006-07 through 2008-09 are not comparable to each other.				
Statewide Need 7		2005-06	2006-07	2007-08	2008-09
Measurable Outcome: Retention Rate of Migrant Students with Late Enrollment and/or Early Withdrawal, Gr. 9-12 (vs. those without late enrollment and/or early withdrawal) Source: New Generation System (NGS) Reports	Migrant Retention Rate, Gr. 9-12	28.7%* (Standard: 14.4%)**	27.8%* (Standard: 15.8%)**	42.6%* (Standard: 25.4%)**	54.0%* (Standard: 60.3%)**
	* w/ Education Interrupted ** w/out Education Interrupted				
Statewide Need 8		2005-06	2006-07	2007-08	2008-09
Measurable Outcome: Of all Texas migrant students with summer out-of-state moves, what percent were served through a migrant summer program outside of Texas? Source: New Generation System (NGS) Reports	Migrants in Selected Receiving NGS States (CO, IL, MT, WI)	62.0% (Standard: 100%)	46.0% (Standard: 100%)	67.8% (Standard: 100%)	78.7% (Standard: 100%)