



# **Texas Migrant Education Program Service Delivery Plan**



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## Acronyms and Abbreviations Used in the Report

ABB	A Bright Beginning
AMO	Annual Measureable Objective
CAMP	College Assistance Migrant Program
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
CSPR	Consolidated State Performance Report
ELA	English Language Arts
EOC	End-of-course exams
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
ESC	Education Service Center
ESL	English as a Second Language
FERPA	Family Education Rights and Privacy Act
GOSOSY	Graduation and Outcomes for Success for Out-of-School Secondary Students
HEP	High School Equivalency Program
K	Kindergarten
ID&R	Identification and Recruitment
LEP	Limited English Proficient
LEA	Local Education Agency
LNA	Local Needs Assessment
MEP	Migrant Education Program
MSIX	Migrant Student Information Exchange
MPO	Measurable Program Outcomes
NAC	Needs Assessment Committee
NCLB	No Child Left Behind
NGS	New Generation System
OME	Office of Migrant Education (of the U.S. Department of Education)
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PFS	Priority for Services
PD	Professional Development
SDP	Service Delivery Plan
SEA	State Education Agency
SSA	Shared Services Arrangement
STAAR	State of Texas Assessment of Academic Readiness
TEA	Texas Education Agency
TMIP	Texas Migrant Interstate Program

## Introduction



The Texas Migrant Education Program (MEP) is responsible for the delivery of services to migrant students in the state. This Service Delivery Plan (SDP), which was developed collaboratively by a broad-based SDP Committee, describes the scope of these services and provides details on the goals, objectives, activities, and systems for accountability that are aimed at raising the achievement of migrant students.

### *Legislative Mandate*

Section 1306(a)(1) of Title I, Part C of the Elementary and Secondary Education Act (ESEA) reauthorized as the No Child Left Behind Act of 2001 (NCLB) requires State Education Agencies (SEA) and their local operating agencies (LEA) to identify and address the unique educational needs of migrant children in accordance with a comprehensive plan. The ESEA was reauthorized in 2016 as the Every Student Succeeds Act (ESSA); however, the Office of Migrant Education has not yet released a complete set of regulations and the accompanying guidance and has instructed state MEPs to continue to operate under ESEA until the guidance is published. Requirements state that the SDP must:

- be integrated with other Federal programs, particularly those authorized by the Elementary and Secondary Education Act (ESEA);
- provide migrant children an opportunity to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet;
- specify measurable program goals and outcomes;
- encompass the full range of services that are available to migrant children from appropriate local, state, and Federal educational programs;
- be the product of joint planning among administrators of local, state, and Federal programs, including Title I, Part A, early childhood programs, and language instruction education programs under Part A or B of Title III; and
- provide for the integration of services available under Part C with services provided by such other programs.

Section 200.83(b) of the regulations requires Texas and other states to develop their comprehensive SDP in consultation with the state migrant education parent advisory council (PAC).



The components included in this comprehensive SDP include those outlined in the Office of Migrant Education's (OME) SDP Toolkit 2012 ([http://nche.ed.gov/ome\\_toolkits/sdp/toolkit.pdf](http://nche.ed.gov/ome_toolkits/sdp/toolkit.pdf)). These are:

1. *Performance Targets.* The plan must specify the performance targets that the state has adopted for all migrant children for: reading; mathematics; high school graduation/the number of school dropouts; school readiness (if adopted by the SEA); and any other performance target that the state has identified for migrant children. (34 CFR 200.83(a)(1).)
2. *Needs Assessment.* The plan must include identification and assessment of: (1) the unique educational needs of migrant children that result from the children's migrant lifestyle; and (2) other needs of migrant students that must be met in order for them to participate effectively in school. (34 CFR 200.83(a)(2).)
3. *Measurable Program Outcomes (MPOs).* The plan must include the measurable outcomes that the MEP will produce statewide through specific educational or educationally related services. (Section 1306(a)(1)(D) of the statute.) Measurable outcomes allow the MEP to determine whether and to what degree the program has met the special educational needs of migrant children that were identified through the comprehensive needs assessment (CNA). The measurable outcomes should also help achieve the state's performance targets.
4. *Service Delivery.* The plan must describe the SEA's strategies for achieving the performance targets and measurable objectives described above. The state's service delivery strategy must address: (1) the unique educational needs of migrant children that result from the children's migrant lifestyle, and (2) other needs of migrant students that must be met in order for them to participate effectively in school. (34 CFR 200.83(a)(3).)
5. *Evaluation.* The plan must describe how the state will evaluate whether and to what degree the program is effective in relation to the performance targets and measurable outcomes. (34 CFR 200.83(a)(4).)

Optional information that may be contained in the SDP includes the policies and procedures it will implement to address other administrative activities and program functions. The following sections are included in the Texas MEP SDP, as well:

- *Priority for Services.* A description of how, on a statewide basis, the state will give priority to migrant children who: (1) are failing, or most at risk of failing, to meet the challenging State academic standards; or (2) have dropped out of school.
- *Parent Involvement.* A description of the SEA's consultation with parents (or with the state parent advisory council, if the program is of one school year in

duration) and whether the consultation occurred in a format and language that the parents understand.

- *Identification and Recruitment.* A description of the state's plan for identification and recruitment activities and its quality control procedures.
- *Student Records.* A description of the state's plan for requesting and using migrant student records and transferring migrant student records to schools and projects in which migrant students enroll.

## ***Developers of the SDP***

Texas updated its CNA in June 2016 and subsequently has updated the SDP with the information that is contained in this report. The CNA and SDP resulted from a systematic process that involved a broad-based representation of stakeholders. For continuity, the majority of the CNA Committee also served on the SDP Committee. SDP meetings were held on March 3, 2017, March 31, 2017, and May 19, 2017.

The SDP Committee participants included Texas Education Agency (TEA) representatives, Education Service Center (ESC) representatives, subject matter experts, MEP administrative staff, instructional staff, identification and recruitment (ID&R) experts, secondary/high school graduation advocates, and parent representatives. A complete listing of the members of the SDP Committee and their affiliations is found in Appendix A.

## ***Organization of the SDP***

The report contains 10 sections and supporting appendices:

**Section 1-Introduction** - This section includes legislative mandates, developers of the CNA, and an overview of the SDP report.

**Section 2-Needs Identified through the Statewide CNA** – This section outlines the statewide process that Texas undertook to explore the unique educational needs of migrant students; includes conclusions regarding concerns; and reports how CNA results are aligned with state systems and resources.

**Section 3-Performance Goals and Targets** – This section specifies the Texas designations for Priority for Service (PFS) and spells out performance targets and goals set for all migrant students in the state.

**Section 4-Measurable Program Outcomes and Statewide Service Delivery Strategies** – This section outlines how the state and its LEAs will meet migrant student needs with specific implementation strategies. Outcomes for these strategies are described in the areas of literacy, mathematics, and high school graduation/services to out-of-school youth (OSY).

**Section 5-Monitoring and Technical Assistance Plan** – This section is a plan for monitoring and technical assistance, clarifying the role that the SEA, LEAs, and outside experts will play in the technical assistance process.

**Section 6-Professional Development Plan for Staff** – This section provides the systematic plan for providing professional development for Texas educators, administrators, recruiters, clerks, liaisons, and other service providers.

**Section 7-Parent Involvement Plan** – This section includes the plan for the state MEP services to parents. It considers the various roles of parents and how the state plans to address parent needs, especially as they help their children to be successful in school.

**Section 8-Identification and Recruitment Plan** – In this section, the roles and responsibilities of recruiters are specified with Texas’s plan for quality control in recruitment.

**Section 9-Evaluation Plan** – This section contains the state plan for evaluating the implementation of the SDP based on performance targets and measurable program outcomes. The systems for data collection and reporting are specified along with how the Texas MEP will use the evaluation results for making mid-course corrections and improvement.

**Section 10-Summary and Next Steps** – This section offers evidence-based conclusions and discusses the next steps in applying the results of the SDP to planning services for migrant students.

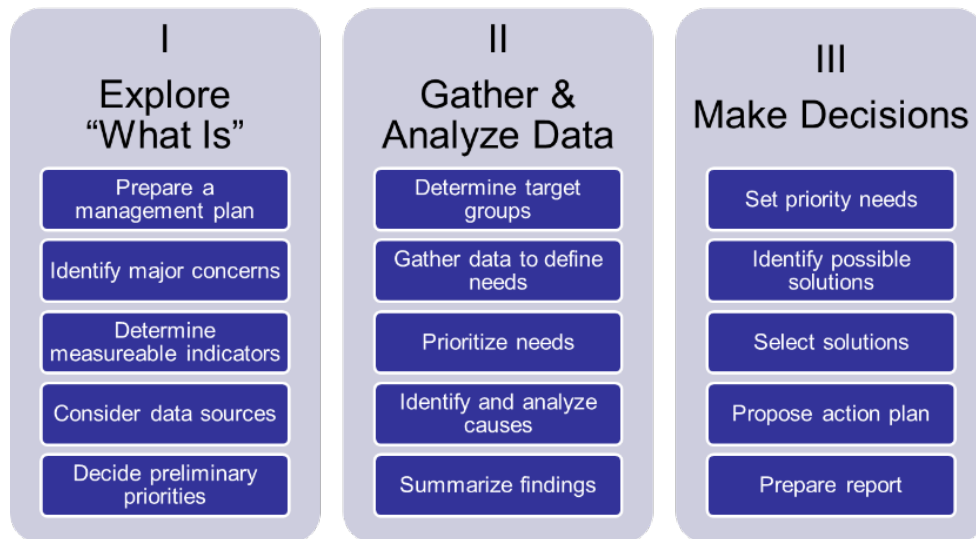
**Appendices** – The appendices include: (A) a list of SDP committee members; (B) a strategic planning chart with committee decisions, and (C) the CNA table of contents.

## Needs Identified Through the Statewide CNA



### *Statewide CNA Update Process*

The Texas CNA was conducted using the guidance found in the Migrant Education CNA Toolkit (2012) found online at [http://nche.ed.gov/ome\\_toolkits/cna/toolkit.pdf](http://nche.ed.gov/ome_toolkits/cna/toolkit.pdf). The graphic below summarizes the format followed during the meetings and the activities that the committee undertook to develop the CNA.



The CNA was designed to develop an understanding of the unique educational needs of Texas migrant students. Not only does this analysis of needs provide a foundation to direct the Texas MEP through the service delivery planning process, but it also supports the overall MEP continuous improvement and quality assurance processes. The needs analysis was adapted to the resources, supports, and structures available in Texas to support migrant children and youth through supplementary services.

The Needs Assessment Committee (NAC) formulated a comprehensive understanding of the characteristics of the migrant student population in Texas. A profile of Texas migrant students was developed based on the most recently available information and data. The NAC used the profile and other collected data to develop concern statements, needs indicators, needs statements, and solutions strategies. As part of the CNA process, state MEP staff met after the NAC meetings had been completed to finalize the recommendations made by the NAC. The full CNA report is on file with TEA, and the table of contents for this report is included as Appendix C.

In response to identified needs and alignment with goals for all students, Texas adopted the goal areas below during the NAC meetings and continued their use throughout the completion of the SDP.

**Goal 1:** Reading

**Goal 2:** Mathematics

**Goal 3:** School Readiness

**Goal 4:** High School Graduation/Out-of-School Youth (OSY)

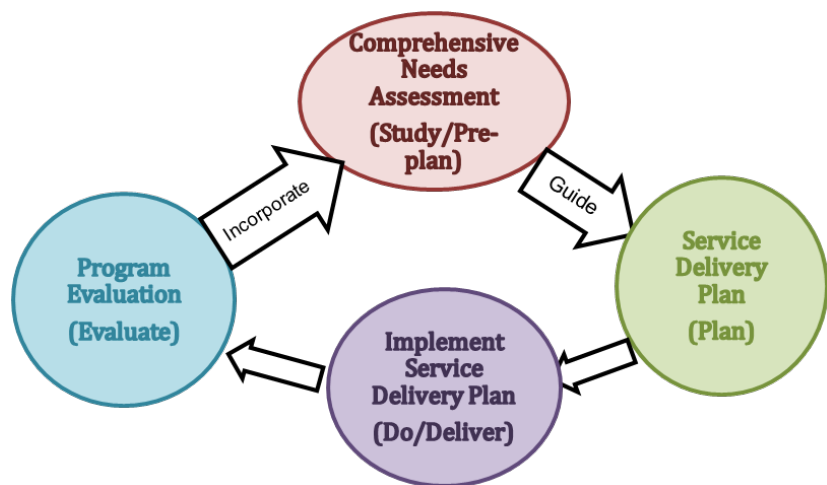
The following concern statements guided the SDP Committee in the development of statewide strategies and MPOs.

Reading Concerns	
1.1	Migrant students in grades 3-11 generally achieve lower passing rates on Reading state assessments compared with non-migrant students, Hispanic students, Limited English Proficient (LEP) students, and economically disadvantaged students.
1.2	Migrant students do not have access to reading materials that enhance academic development.
1.3	Families of migrant students are in need of academic background, language skills, and resources for providing students reading support in the home.
1.4	Migrant students in grades K-8 do not have access to support services (e.g., clothing, vision, dental) needed for academic success.
Mathematics Concerns	
2.1	Migrant students in grades 3-11 generally achieve lower passing rates on Mathematics State assessments compared with non-migrant students, Hispanic students, LEP students, and economically disadvantaged students.
2.2	Migrant students in grades K-12 do not have access to academic resources/tools needed to support their mathematics learning in school and at home.
School Readiness Concerns	
3.1	Young migrant children are not being served by early childhood programs.
3.2	Preschool migrant children are not receiving sufficient proactive or preventative health care services.
3.3	Migrant parents lack the tools (i.e., school supplies, strategies for learning at home, etc.) to assist their children with early childhood development and social/developmental and age appropriate behavior.
High School Graduation/OSY Concerns	
4.1	Secondary migrant students and OSY need counseling on appropriate course placement, credit accrual, graduation planning, goal setting, career exploration, etc.
4.2	Secondary migrant students are not graduating at the same rate as non-migrant students.
4.3	Highly mobile secondary migrant students do not have adequate and sufficient instruction to be proficient on state assessments.
4.4	Highly mobile secondary migrant students and OSY lack education and knowledge about support services.

## How CNA Results Informed the Service Delivery Planning Process

The diagram below illustrates the continuous improvement process adopted by the MEP and shows the relationship of the CNA, SDP, program implementation, and program evaluation. The process begins with the CNA, which informs the development of the SDP and continues on through program implementation and evaluation. Between the SDP plan and SDP implementation is the sub-allocation application process.

The CNA guides the overall design of the Texas MEP on a statewide basis. The SDP Committee considered the goal areas and concerns developed by the NAC by using the data from the CNA and program evaluation to set measurable program outcomes (MPOs), provide useful information for program improvement, and describe the extent to which MEP services were making a difference toward achieving statewide performance targets.



Appendix B contains the strategic planning chart of the SDP decisions that were determined by the SDP Committee and shows the alignment of CNA concerns and solutions in each goal area with the strategies and MPOs developed for the SDP. This chart was used throughout the process as an organizer and to capture the decisions of the SDP Committee. Prior to the first meeting and as a result of the decisions made through the CNA process, the areas of the chart that were filled in included *Need/concern*, *Solution Identified in the CNA*, and *Performance Targets*. Subsequently, more and more of the chart was filled in as the SDP Committee arrived at consensus on the various key features of the SDP.

There were three meetings of the SDP Committee, all held in Austin, Texas. The activities conducted during the meetings are described below.

**SDP Meeting #1** 1) Create strategies for meeting the migrant student needs identified in the CNA; 2) Draft MPOs that are aligned with the new strategies; 3) Prioritize strategies and identify those that are required and optional; and 4) Review and decide on next steps toward determining the major components of the SDP

**SDP Meeting #2** 1) Refine and finalize strategies for meeting migrant student needs; 2) Refine and finalize MPOs; 3) Identify and finalize resources needed to address the strategies; 4) Determine evaluation strategies and tools to assess strategies and MPOs; and 5) Discuss next steps in the SDP process

**SDP Meeting #3** 1) Refine and finalize strategies for meeting migrant student needs; 2) Refine and finalize MPOs; 3) Identify and finalize resources needed to address the strategies; 4) Determine evaluation strategies and tools to assess strategies and MPOs; 5) Develop strategies for communicating the updated SDP to LEAs; and 6) Discuss next steps in the continuous improvement cycle

### ***Aligning CNA and SDP Results with State Systems and Resources***

A key activity of the SDP was to ensure that MEP activities were aligned with initiatives and other programs serving similar populations within the state. The four goal areas are aligned with the state initiatives.

#### **State and Local Resources**

The SDP Committee was comprised of individuals to provide representation from various regions of Texas. Additionally, the SDP Committee members included individuals who had strong backgrounds in at least one of the four goal areas (reading, mathematics, school readiness, and high school graduation). This arrangement allowed the state to incorporate research-based practices in the content focus areas and to ensure alignment with statewide priorities in programs other than those that exist solely for the MEP.

The existing regional network of Texas service providers and the systems currently in place were considered in deciding on the supplemental strategies, measurable outcomes, and performance measures that were determined. Also considered by the committee in creating need statements was student performance on Texas State Assessments. Those need statements, in turn, informed the development of MPOs during the SDP process.

State systems, resources, and Texas initiatives that were considered in the alignment of the CNA results and the development of the SDP included:

- State of Texas Assessments of Academic Readiness (STAAR) and End-of-Course (EOC) assessment results
- Texas Statewide Parent Advisory Council (PAC)
- Regional Education Service Center (ESC) and the Texas Migrant Interstate Program (TMIP) provision of technical assistance, materials development, and professional development
- Migrant High School Equivalency Programs (HEP), College Assistance Migrant Programs (CAMP), and the Texas network of institutions of higher education



- Partnerships with community agencies and state education agency (SEA) departments within TEA

## National Resources

The organizations and websites below are sources of information from national initiatives that provide structures to support the Texas MEP.

- Title I, Part A of ESEA provides financial assistance to local education agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. <http://www2.ed.gov/programs/titleiparta/index.html>
- Title III of ESEA assists SEAs and LEAs with the development of high-quality language instruction to ensure children who have limited English proficiency, including immigrant children, meet the same challenging state academic standards as all children are expected to meet. <http://www2.ed.gov/about/offices/list/oela/index.html>
- Title IV, Part B of ESEA supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. <http://www2.ed.gov/programs/21stcclc/index.html>
- Title X, Part C, The Education for Homeless Children and Youth Program in ESEA ensures that homeless children and youth receive a free and appropriate public education and removes barriers to their educational access, attendance, and success. <http://www2.ed.gov/programs/homeless/index.html>
- The Child and Adult Care Food Program improves the quality of day care for children and elderly adults by making care more affordable for many low-income families. <http://www.fns.usda.gov/cnd/care/>
- The School Breakfast Program (SBP) provides cash assistance to States to operate nonprofit breakfast programs in schools and residential childcare institutions. <http://www.fns.usda.gov/cnd/breakfast/>
- The Summer Food Service program is designed to provide free and reduced-price breakfast and lunch during the summer. All migrant children are categorically eligible for Summer Food Service Program. <http://www.summerfood.usda.gov/>



## Performance Goals/Targets and Priority for Services



### *State Performance Goals/Targets*

The performance targets for migrant students work jointly with the priorities and goals established by the State of Texas as part of its ESEA Flexibility Waiver Request approved by the U.S. Department of Education in September 2015. As such, migrant students are part of the “all students” category that the state describes in its ESEA flexibility waiver found on the U.S. Department of Education website.

Texas seeks to support every school where students continue to struggle. The State has created a system focused on college and career readiness that incentivizes continuous improvement in every school. Building on a record of strong reforms, including the ongoing enhancement of the State's highly rated longitudinal student data system, Texas seeks to maintain high standards and expectations; unify accountability and support systems; and better differentiate between schools and districts to ensure the needs of all students are fully met.

The State sets clear, high expectations, collects information to determine if those expectations are being met, then works with schools, districts, and regions to provide the necessary supports and interventions to improve outcomes. Texas uses a combination of data for both academic achievement and growth toward proficiency to determine if schools and districts are meeting their goals.

Texas maintains a critical focus on traditional subgroups, with a continued commitment to publicly reporting disaggregated data for all subgroups, targeting supports to any group that is not meeting its targets. This accountability system strives towards continuous improvement for all schools and districts.

The state performance targets are the expectations for all students in Texas expressed as Annual Measurable Objectives (AMOs). According to the September 2015 ESEA Flex Waiver, there is a 4% increase each year until school year 2019-2020, when 100% of students are expected to achieve proficiency in reading/ELA and math assessments.

### *Priority for Services*

Migrant student Priority for Services (PFS) is determined according to a Federal definition and guidance. Priority is given to those students who have made a qualifying move within the previous 1-year period and who—

- (1) are failing, or most at risk of failing, to meet the challenging State academic standards; or
- (2) have dropped out of school.

The Texas MEP has expanded the definition of PFS to include specific requirements depending on grade level. Texas' OME-approved definition of PFS for students in

grades 3-12, ungraded, or out-of-school includes those who have made a qualifying move within the previous 1-year period; AND have failed one or more of the state assessments (Texas Assessment of Knowledge and Skills – TAKS, and State of Texas Assessments of Academic Readiness - STAAR) or were granted a TAKS LEP Postponement, were Absent, Not Tested or were Not Enrolled in a Texas school during the state assessment testing period for their grade level.

For students in grades K-3, students with PFS are those who made a qualifying move within the previous 1-year period; AND have been designated as LEP in the Student Designation section of the NGS Supplemental Program Component; or for students in grades K-2, who have been retained or are overage for their current grade level.

Texas ensures that students with the greatest needs are those receiving the most benefits from the MEP. To ensure that the LEAs and ESCs are properly serving their PFS students, the LEAs maintain a PFS Action Plan that includes a chart for LEAs to complete to document when and how they 1) monitor the progress of MEP students who are PFS; 2) communicate the progress and determine needs of PFS migrant students; and 3) provide services to PFS migrant students.

Monitoring the progress of PFS migrant students includes conducting monthly runs of NGS PFS reports to identify migrant children and youth who require priority access to MEP services. Before the first day of school, a PFS Action Plan for serving PFS students is developed by MEP staff. The plan clearly articulates criteria for defining student success, including timelines for achieving stated goals and objectives.

Communicating the progress and determining the needs of PFS migrant students includes communication PFS information among the Title I, Part C Migrant Coordinator or MEP staff communicating with campus principals and appropriate campus staff and parents. Additionally, during the academic year, the district's Title I, Part C Migrant Coordinator or MEP staff will make visits to update parents on the academic progress of their children.

Providing services to PFS migrant students includes giving priority for participation in migrant education program activities to PFS students and priority access to instructional services as well as social workers and community social services/agencies.

# 4

## Measurable Program Outcomes and Service Delivery Strategies

### Goal Area MPOs and Strategies

The SDP helps the state MEP develop and articulate a clear vision of the **needs** of migrant children on a statewide basis, the **strategies and services** the state will use to address the needs, the **MPOs** that will be used to evaluate the effectiveness of strategies, and how the strategies will help achieve the state's **performance goals/targets**. The SDP Committee designated each strategy as "required" or "optional" in recognition of the variability in the identified needs of migrant students and the availability of district resources.

The exhibit below outlines how Texas's MPOs will produce statewide results through specific educational or educationally related services. The MPOs will allow the MEP to determine whether, and to what degree, the program has met the unique educational needs of migrant children and youth as identified through the CNA.

Reading	
Key Strategies	MPOs
<b>1-1</b> <i>Required</i> – Coordinate/provide supplemental <u>reading instruction</u> to migrant students based on disaggregated results of formal/informal assessments (e.g., coordinate with community resources, existing school resources, supplemental resources).	<b>1a)</b> By the end of the 2018-19 program year, 50% of migrant students in grades K-12 receiving supplemental reading instruction through MEP efforts will improve their score by 5% on curriculum-based reading assessments.
<b>1-2</b> <i>Required</i> – Provide <u>training and support</u> to migrant students on the use of academic tools and resources to increase success in reading.	
<b>1-3</b> <i>Required</i> – Coordinate/provide <u>professional development</u> for MEP staff who provide needs-based supplemental reading instruction to migrant students.	<b>1b)</b> By the end of the 2018-19 program year, 80% of MEP staff responding to a survey will report that MEP professional development increased their knowledge about reading.
<b>1-4</b> <i>Required</i> – Coordinate/provide <u>support services</u> that address the identified reading needs of migrant students (e.g., health services, food/nutrition, transportation, translating/interpreting).	<b>1c)</b> By the end of the 2018-19 program year, there will be a 5% increase in the number of migrant students receiving supplemental reading instruction through MEP efforts over the previous year.

<p><b>1-5</b> <i>Optional</i> – Ensure <u>collaboration between MEP staff</u> who provide direct support for migrant students and other school staff to support the identified reading needs of the migrant students served.</p>	
<p><b>1-6</b> <i>Required</i> – Coordinate/provide <u>training/resources to migrant parents</u> on reading strategies for their children.</p>	<p><b>1d)</b> By the end of the 2018-19 program year, 80% of migrant parents responding to a survey will report that they received information/resources about reading.</p> <p><b>1e)</b> By the end of the 2018-19 program year, 75% of migrant parents responding to a survey that received information and/or resources about reading will report that they are better prepared to support their child with reading.</p>
Mathematics	
Key Strategies	MPOs
<p><b>2-1</b> <i>Required</i> – Coordinate/provide supplemental <u>math instruction</u> to migrant students based on disaggregated results of formal/informal assessments (e.g., coordinate with community resources, existing school resources, supplemental resources).</p>	<p><b>2a)</b> By the end of the 2018-19 program year, 50% of migrant students in grades K-12 receiving supplemental mathematics instruction through MEP efforts will improve their score by 5% on curriculum-based mathematics assessments.</p>
<p><b>2-2</b> <i>Required</i> – Provide <u>training and support to migrant students</u> on the use of academic tools and resources to increase success in mathematics.</p>	
<p><b>2-3</b> <i>Required</i> – Coordinate/provide <u>professional development</u> for MEP staff who provide needs-based supplemental math instruction to migrant students.</p>	<p><b>2b)</b> By the end of the 2018-19 program year, 80% of MEP staff responding to a survey will report that MEP professional development increased their knowledge about math.</p>

<p><b>2-4</b> <i>Required</i> – Coordinate/provide <u>support services</u> that address the identified mathematics needs of migrant students (e.g., health services, food/nutrition, transportation, translating/interpreting).</p>	<p><b>2c)</b> By the end of the 2018-19 program year, there will be a 5% increase in the number of migrant students receiving supplemental math instruction through MEP efforts over the previous year.</p>
<p><b>2-5</b> <i>Optional</i> – Ensure <u>collaboration between MEP staff</u> who provide direct support for migrant students and other school staff to support the identified mathematics needs of the migrant students served.</p>	
<p><b>2-6</b> <i>Required</i>– Coordinate/provide <u>training/resources to migrant parents</u> on math strategies for their children.</p>	<p><b>2d)</b> By the end of the 2018-19 program year, 80% of migrant parents responding to a survey will report that they received information/resources about math.</p> <p><b>2e)</b> By the end of the 2018-19 program year, 75% of migrant parents responding to a survey that received information and/or resources about math will report that they are better prepared to support their child with math.</p>
<p><b>2-7</b> <i>Required</i> – Utilize <u>Project SMART</u> when providing summer supplemental services in mathematics to migrant students.</p>	<p><b>2f)</b> By the end of the 2019 summer program, 50% of migrant students participating in Project SMART will improve their score by 10% on Project SMART assessments.</p>
<p><b>2-8</b> <i>Required</i> – Coordinate/provide <u>summer supplemental services</u> in mathematics to migrant students who are performing below grade level through <u>remedial mathematics programs</u>.</p>	

School Readiness	
Key Strategies	MPOs
<b>3-1</b> <i>Required</i> – Coordinate with other programs (e.g., Head Start, Teaching Mentoring Community [TMC]) to provide migrant children ages 3-5 (not in kindergarten) with <u>access to school readiness services</u> .	<b>3a)</b> By the end of the 2018-19 program year, eligible migrant children ages 3-5 ( <i>who are not in kindergarten</i> ) will participate in a school readiness program (baseline to be determined in 2018-19).
<b>3-2</b> <i>Required Regular School Year/Optional Summer</i> – Implement the TEA-approved early literacy program ( <u>A Bright Beginning</u> ) for migrant children ages 3-5 (not in kindergarten) that are not served by other programs.	<b>MPO 3b)</b> By the end of the 2018-19 program year, 70% of migrant children participating in A Bright Beginning (ABB) will improve their scores by 5% on ABB assessments. (Baseline for number of lessons will be determined in 2018-2019; NGS will add data collection element for number of lessons)
<b>3-3</b> <i>Required</i> – Provide migrant <u>parents</u> with developmentally appropriate school readiness resources and strategies.	<b>3c)</b> By the end of the 2018-19 program year, 75% of migrant parents of children ages 3-5 ( <i>who are not in kindergarten</i> ) responding to a survey that received information/resources about school readiness will report that they are better prepared to support their child.
<b>3-4</b> <i>Required</i> – Coordinate/provide <u>support services</u> (e.g. health services, transportation, translations/interpretations, meals/nutrition) for migrant children ages 3-5 (not in kindergarten) and their families (e.g., coordinate with early childhood agencies, community-based organizations).	
High School Graduation/OSY	
Key Strategies	MPOs
<b>4-1</b> <i>Required</i> – Coordinate/provide supplemental <u>instructional services</u> to ensure migrant students are proficient on state assessments.	<b>4a)</b> By the end of the 2018-19 program year, there will be a 5% increase in the number of migrant students in grades 9-12 receiving supplemental instructional and/or support services through MEP efforts over the previous year.
<b>4-2</b> <i>Required</i> – Coordinate/provide <u>support services</u> to migrant students in grades 9-12 (e.g., counseling, translation, health services, transportation, mental health services).	<b>4b)</b> By the end of the 2018-19 program year, 90% of migrant students in grades 9-12 responding to a survey will report that MEP services were useful to help them graduate.

School Readiness	
Key Strategies	MPOs
<b>4-3 Required</b> – Coordinate/provide migrant student <u>graduation support and advocacy</u> (e.g., monitoring and tracking attendance and academic progress, reviewing course selections, providing leadership and mentoring programs, facilitating family/school connections, providing home visits).	<b>4c)</b> By the end of the 2018-19 program year, 90% of migrant students in grades 9-12 that received MEP services will be on-time to graduate.
<b>4-4 Required</b> – <u>Coordinate with receiving state MEP staff</u> on migrant students' graduation needs/requirements.	
<b>4-5 Required</b> – Coordinate/provide <u>needs-based services for OSY</u> with support and advocacy (e.g., graduation, high school equivalency, job readiness skills).	<b>4d)</b> By the end of the 2018-19 program year, 25% of eligible OSY will receive information and/or needs-based services. (2016-17 baseline was 22%)
<b>4-6 Required</b> – Provide <u>information and resources to parents</u> about graduation requirements and college/career opportunities.	<b>4e)</b> By the end of the 2018-19 program year, 75% of migrant parents responding to a survey that received information and/or resources about graduation requirements and college/career opportunities will report that the information was useful.
<b>4-7 Required</b> – Provide <u>professional development</u> for MEP staff on services for migrant students in grades 9-12 and OSY (e.g., credit accrual, credit recovery, inter/intra state coordination, TMIP)	<b>4f)</b> By the end of the 2018-19 program year, 80% of MEP staff responding to a survey will report that MEP professional development increased their knowledge about secondary services for migrant students.
<b>4-8 Required</b> – Provide <u>non-MEP staff</u> with information about MEP services and programs that address graduation and opportunities after high school (e.g., <i>credit accrual, credit recovery, inter/intrastate coordination, TMIP, HEP/CAMP, Close Up, BCLI</i> ).	

### Resources Needed to Address Strategies

The resources needed for Texas to ensure that a high quality MEP is implemented are matched to each strategy. The SDP Committee included as needed resources

professional development (i.e., local, regional, state, and national training), technical assistance, collaboration with community-based organizations and other agencies, collaboration with institutions of higher education, collaboration with MEPs and initiatives in other states, specific curriculum, interstate coordination, instructional materials/programs, etc. The major resources identified by the committee are specified in the chart in Appendix B.

### ***Measurement Tool Descriptions and Progress Indicators***

For determining progress toward achieving the MPOs, a variety of strategies and tools will be employed to gather evidence of program success and to determine areas needing improvement. These tools include:

- Analysis of state assessment results for non-migrant and migrant students for determining progress toward state performance targets;
- Informal and formal assessment results forming a body of achievement evidence such as Project SMART pre- and post- assessments;
- Migrant staff, secondary student, and parent surveys;
- Progress toward attaining the MPOs using the Texas MEP Compliance Report;
- Reviews of professional development and parent development materials, meeting summaries, satisfaction surveys, agendas, and other outcomes;
- Records reviews, monitoring results, technical assistance logs;
- Migrant student progress reports (e.g., credit accrual reports, graduation plans, and coordination meeting results);
- Graduation data (comparing migrant students and non-migrant students); and
- Migrant student demographic data.

A detailed plan that matches the MPOs with specific instruments is found in *Section 10, Evaluation Plan*. This section provides the plan for evaluating MEP implementation and results along with how Texas plans to collect and report data.



## Monitoring and Technical Assistance Plan



### ***State Monitoring Process***

Local migrant programs are accountable for achieving the MPOs and must implement the required strategies identified in the SDP. The local sub-granting process and the assurances and elements found in the project application are ways to ensure accountability for local implementation of the SDP. If an LEA can provide data from a needs assessment to show that migrant students in their community do not have a need for a particular optional strategy, the LEA must provide the documentation in the application for not addressing the strategy. State monitoring of local projects is part of a continuum of compliance and technical assistance. The SDP Committee identified strategies for discussion and dissemination of the SDP to local sub-grantees.

The SDP Committee first discussed what plan should be in place for helping local programs improve services if they do not meet MPOs. The Texas MEP and the ESCs will assist the LEAs to identify reasons the MPO was not met and then they will identify how the LEA intends to adjust their programming to meet the MPO. They will offer training specific to the MPO(s) that were not met and evaluate the effectiveness of the training. Through implementation evaluation, the fidelity to which the strategies were implemented will be determined and analyzed statewide. The alignment will be measured and professional development will be offered to meet the needs.

### ***Technical Assistance Process***

Technical assistance is provided to local MEPs through activities designed to assist projects to meet compliance requirements, improve program implementation, increase student outcomes, and make sound programmatic decisions about curriculum, instruction, student assessment, program evaluation, parent involvement, and other areas essential to MEP student success.

Ongoing technical assistance occurs through phone calls, correspondence, meetings/trainings, webinars, and onsite visits. Technical assistance may be provided through statewide or regional initiatives or upon request from individual projects for assistance with a) follow-up to monitoring findings, b) response to specific issues of eligibility or implementation encountered at local sites, or c) support of new and ongoing initiatives that are undertaken statewide to improve the MEP (i.e., the rollout of new strategies in the SDP).

The proper maintenance of student eligibility and services information is a critical area for operating a project. Project student data for both is entered into the New Generation System (NGS) student database. Data entry personnel receive ongoing training on NGS and the Migrant Student Information Exchange (MSIX).

## Professional Development for MEP Staff



Professional development (PD) for MEP staff is a critical component for the successful implementation of the SDP. A list of professional development opportunities for local projects that will be provided from the state MEP as well as those that may be available through other programs are included in this section. The SDP Committee discussed PD during SDP Meeting #3 and articulated specific PD challenges, solutions, and necessary collaborations.

A challenge identified by the committee is disseminating the information to all ESCs. Eight of the 20 ESCs participated in the CNA/SDP committees and therefore are knowledgeable about the new SDP. There is a need to inform the remaining 12 ESCs to ensure awareness, buy-in, and continuity in PD across the state. The SDP Committee recommended a training-of-trainers for all ESCs to enable uniform training of local MEP staff in all regions. Consistency in PD materials and resources across regions is important and materials (e.g., videos, PowerPoints, scenarios/examples, handouts) will need to be standardized.

An issue that was discussed by the SDP Committee was ways to encourage general school staff to participate in MEP-sponsored PD even though the State cannot require them to participate. General school staff who work with migrant children and youth need to understand the program and the needs of the migrant students. For example, school-level administrators and instructional staff would benefit from PD, but a region might only have recruiters funded through the MEP.

The Texas MEP intends to build staff capacity to provide services as specified in the SDP by providing ESC-level professional development, providing training-of-trainers and presenting sessions at the Texas State MEP Conference. In order to support or maintain PD for MEP staff, collaboration opportunities will be offered during state conferences and regional training will be provided by the State and the ESCs using standardized training materials.

Within this framework, the Texas State MEP and its LEAs will consider PD opportunities such as:

- State trainings and regional trainings in ID&R, migrant services, and migrant student data collection and reporting
- State MEP conference held in November
- ESC Migrant Coordinators' training
- CNA and SDP update meetings
- ID&R meetings for recruiters and project administrators
- Statewide and regional migrant PAC meetings
- Annual Migrant Education Directors' Meetings and New Directors' Orientation

In addition to the wide variety of training at the local and state levels, Texas leverages national sources of professional development. The organizations represented below

have online and print materials, presentations, and conferences that are useful for providing more information about the needs of migrant students and best practices for providing services. In addition, many organizations also have resources in English language arts, math, school readiness, parent involvement, identification and recruitment, and graduation from high school.

- **ESCORT** is a national resource center located in Oneonta, New York, for improving the educational opportunities for migrant children. The website is found at [www.escort.org](http://www.escort.org). They offer an annual ID&R Forum in the fall that provides extensive information on identification and recruitment.
- **Federal Resources for Educational Excellence** sponsored by the U.S. Department of Education reports on effective educational programs, practices, and products. For example, information is available about reading, mathematics, middle school curriculum, dropout prevention, early childhood education, and English learners. For more information, visit <https://www2.ed.gov/free/index.html>
- **Graduation and Outcomes for Success for OSY (GOSOSY)** is a Consortium Incentive Grant funded in 2015 and projected through 2018 by OME at the USDE to build capacity in states with their secondary-aged migrant out-of-school youth population. GOSOSY sponsors a dissemination event designed to help participants identify migrant OSY and provide services to meet their unique needs. The website is found at <http://osymigrant.org>
- **The Handbook for Educators Working with Children of Mexican Origin** can be found at <http://people.uncw.edu/martinezm/Handbook/html/index.htm>
- **Colorín Colorado**, a nationally-recognized bilingual site for families and educators of English learners, is found at <http://www.colorincolorado.org/>
- **Migrant Library**: Sponsored by the *Geneseo Migrant Center*, the books listed in the Migrant Library serve as an introduction to migrant farmworker literature, both fiction and non-fiction. These resources may be useful inside the classroom, for research, or to increase understanding of the migrant experience in other areas. For more information, see [www.migrantlibrary.org](http://www.migrantlibrary.org)
- The **National Association for the Education of Young Children** is dedicated to improving the well-being of all young children, with a focus on the quality of educational and developmental services for all children from birth through age 8 <http://www.naeyc.org>
- The **National Association of State Directors of Migrant Education** (NASDME) offers its annual National Migrant Education Conference held in the spring. At this event, staff learn strategies in curriculum and instruction, parent involvement, assessment, identification and recruitment, and program administration. For more information, see [www.nasdme.org](http://www.nasdme.org)
- The **National Center for Families Learning** offers information and materials on migrant family literacy. <http://www.familieslearning.org/>

- **Guided Language Acquisition Design** is a model of professional development in language acquisition and literacy. The strategies and model promote English language acquisition, academic achievement, and cross-cultural skills. The project is based on years of experience with integrated approaches for teaching language. The model trains teachers to provide access to core curriculum using local district guidelines and curriculum. <http://www.projectglad.com/>
- **Teaching of English to Speakers of Other Languages** offers everyone involved in English language teaching and learning an opportunity to be part of a dynamic community, where professionals connect with and inspire each other to achieve the highest standards of excellence. <http://tesol.org/>
- The **National Center for Farmworker Health (NCFH)** is a private, not-for-profit corporation headquartered in Texas that is dedicated to improving the health status of farmworker families by providing information services, training and technical assistance, and a variety of products to community and migrant health centers nationwide, as well as organizations, universities, researchers and individuals involved in farmworker health. <http://www.ncfh.org/>
- The **Preschool Initiative (PI) MEP Consortium** provides resources for serving migrant preschool children. <http://www.preschoolinitiative.org/>
- The **GOSOSY MEP Consortium** supports the delivery of services to migrant OSY. <http://osymigrant.org>

The **Identification and Recruitment Rapid Response Consortium (IRRC)** promotes interstate coordination for ID&R leading to improved educational continuity for migrant students. <http://www.idr-consortium.net/>

## Parent Involvement Plan



The Texas MEP and migrant parents jointly develop the plan for coordination with the Texas Migrant State Parent Advisory Council (PAC). The State PAC is an advisory group composed of 15 members, with the majority being parents of migrant children. The role of the State PAC is to advise TEA in planning, implementing, and evaluating the state program design to meet the educational needs of migrant children. In advising TEA, the State PAC is invited to comment and make recommendations that are forwarded to the State MEP Director for appropriate action regarding:

- the Texas Migrant State Plan;
- programs and services offered to migrant children;
- the evaluation of the State migrant programs;
- the quantity and quality of parent involvement; and
- other items which may be appropriate to the role of the State PAC.

Federal guidance defines parent involvement as the participation of parents in regular, two-way, meaningful communication involving student academic learning and other school activities. These include ensuring that parents play an integral role in assisting their child's learning; that parents are encouraged to be actively involved in their child's education at school; that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and the carrying out of other activities, such as those described in section 1118 of the ESEA. [Section 9101(32), ESEA]

Parents know their children best and can offer insight into their children's strengths and challenges, thereby playing a pivotal role in planning the educational programs in which their children participate. These activities help to build parents' capacity to assist with learning in the home. Through their participation in the planning process, migrant parents are more likely to become advocates and supporters of the MEP by having knowledge of the program and a greater stake in its success.

Title I supports parent involvement by enlisting parents to help their children do well in school. In compliance with Federal requirements, the Texas MEP requires that local sites receiving MEP funds consult with parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the local MEP. The SEA and LEAs are required to establish and consult with PACs in planning, operating, and evaluating MEPs [ESEA Sec. 1304(c)(3)].

Some opportunities for program planning in which parents are involved occur through involvement in the CNA and SDP process, participating in the annual MEP evaluation, and participating in local and state PACs. Each local MEP sponsors parent development, family events for sharing information and resources, and culminating activities such as end-of-year programs highlighting students' educational success.

The Texas MEP views parents as collaborators with the schools in the education of their children. However, it is recognized that because of work schedules and family responsibilities, parents may not always be available to actively partner with schools operating MEPs or serve as a resource as requested. Through the daily interaction that occurs between parents, migrant advocates, and family liaisons, there is communication and trust, allowing a close working relationship with staff from the local MEP.

The involvement of parents on the CNA and SDP Committees and advising about services to migrant children and youth is a critical component of the MEP. The committee discussed the types of activities/strategies that are needed to ensure that parents have a meaningful role in their children's education and in Texas MEP decision-making. Those identified include participating in parent surveys, serving on CNA and SDP committees, and participating in local CNAs (LNA). The committee indicated that in the future, the number of parents participating in the CNA/SDP process should increase to include a parent at every table and regional diversity. There was intentional discussion about the SDP at local PACs where parents indicated their interest in being involved in facilitation to ensure that the SDP addresses family needs. Parents reported an interest in serving on regional PACs to share information and obtain feedback specifically about the SDP. Additionally, the PAC recommended providing training for parents to facilitate local conversations on the SDP and to provide a feedback loop to parents.

The SDP Committee also discussed ways the MEP can coordinate with other programs or community resources to coordinate parent involvement activities. These include collaborating with community outreach fairs, community colleges and universities, health care providers, and English as a Second Language (ESL)/adult education agencies. Additionally, workforce, food pantry, and housing authority collaborations were identified as being beneficial to the operation of the statewide MEP.

## Identification and Recruitment



Eligibility for services through the MEP is determined per the Title I, Part C, Education of Migratory Children section of the ESEA, in conjunction with the Non-Regulatory Guidance provided by the United States Department of Education, OME. (Note: Eligibility determinations are made following existing regulations and guidance developed under NCLB, reauthorized as the Every Student Succeeds Act [ESSA]. As OME provides updated regulations and guidance under ESSA, Texas's ID&R plan will be updated accordingly.)

Children are eligible to receive Texas MEP services if they meet the Federal definition of "migratory child" and if the basis for their eligibility is properly recorded on a proper Certificate of Eligibility (COE). Determining whether a child meets this definition occurs during an interview with the person responsible for the child, or of the youth, in cases where the youth moves on his or her own. Certification of eligibility depends on the recruiter's assessment determination of key eligibility information that is followed by certification by staff authorized by the state that the recruiter's determination is correct.

Migrant education recruiters are responsible for local ID&R and enrollment of migrant students. MEP recruiters find, identify, and enroll migrant students; confirm their eligibility; and conduct ongoing data checks designed for quality control. The LEA is responsible for maintaining accurate records and data entry to the migrant student database.

The Texas MEP articulates its identification and recruitment (ID&R) plan through the Texas Manual for the Identification and Recruitment of Migrant Children. This manual outlines the ID&R practices and processes of the Texas MEP. Local education agencies, the TMIP, and education ESCs receiving MEP funds must follow the requirements established in the Texas Manual for the Identification and Recruitment of Migrant Children. The reference manual helps recruiters make proper eligibility decisions, complete necessary documentation, and have quality control measures in place.

The Texas Manual for the Identification and Recruitment of Migrant Children reflects the statutory requirements of ESEA as well as the non-regulatory guidance and the Code of Federal Regulations issued by OME. The Texas MEP works with school districts as well as employers and community agencies and businesses. The ID&R roles and responsibilities follow.

- SEA MEP Director assures all program mandates and systems ensure excellence.
- SEA MEP staff provides leadership, consultation, and technical assistance to school staff related to MEP requirements for ID&R and student databases such as the NGS and MSIX.

- The SEA and ESC staff provides training/support for ID&R efforts, review all Certificates of Eligibility (COEs), and oversee the annual re-interview process.
- The SEA and designated ESC staff oversee systems for ID&R and data management by the state.
- NGS specialists enter all COEs, student health records, and transcripts into the state migrant database.
- Local/regional recruiters have the primary mission to locate potentially eligible children and youth and to enroll them into the MEP with completion of required documentation.

A link to the Texas Manual for the Identification and Recruitment of Migrant Children can be found on the Texas MEP website at:

[http://tea.texas.gov/Academics/Special\\_Student\\_Populations/Title\\_1\\_Part\\_C\\_Migrant\\_Education/Migrant\\_Education\\_Policy\\_Guidance/](http://tea.texas.gov/Academics/Special_Student_Populations/Title_1_Part_C_Migrant_Education/Migrant_Education_Policy_Guidance/) .



## Exchange of Student Records Plan



### ***State MEP Student Records Exchange***

Each year thousands of migrant families come to Texas to work in the agricultural industry. Additionally, each year families who migrate return to their home base of Texas after working in fields in the north. Approximately 13,000 migrant students move into the state annually. 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 responsible for promoting interstate and intrastate coordination of services for migrant children, including providing for educational continuity through the timely transfer of pertinent school records. To assist with this task, the Texas MEP uses NGS, a web-based interstate information network that communicates demographic, educational, and health data on migrant children to educators throughout the nation. The system allows educators to record the movement of migrant students through the educational process by producing online records of a student's educational progress and health profile. Educators can generate a student transfer document to facilitate academic placement as the student transfers schools. NGS also allows educators to generate various student-level, management, and federal performance reports.

Through NGS, the state MEP, TMIP, ESCs, and migrant-funded school districts receive reports on demand for any year specified by the user, as well as essential data for the Consolidated State Performance Report (CSPR). It provides continuity in educational and health reporting and record keeping. The database system provides for the storage, retrieval, and reporting of student information.

Records are electronically transferred through the NGS database, which is served by multiple sub-state installation sites with region, county, or district levels. Each sub-state site communicates directly with the state system. States can easily transfer student information from state-to-state and within the State of Texas. The system allows states to store data from COEs, education records, and health records, as well as any additional information collected by programs. The system's reporting tools allow states to run preinstalled reports, create their own reports, run eligible student counts, and prepare data to be submitted to Federal performance reports.

### ***MSIX and Data Collection and Reporting***

In Section 1308 (b) of the ESEA, the U.S. Department of Education was mandated by Congress to assist states in developing effective methods for the electronic transfer of student records and in determining the number of migratory children in each state. Further, it must ensure the linkage of migrant student record systems across the country. In accordance with this mandate, the Department has implemented the Migrant Student Information Exchange ([MSIX](#)) initiative whose primary mission is to

ensure the appropriate enrollment, placement, and accrual of credits for migrant children and youth.

Texas is operational in MSIX with NGS interfacing successfully to allow the State to complete reports based on interstate and intrastate student records. Texas is able to provide student data, as required, for the CSPR and to meet other Federal/state data requirements. Systems are in place to ensure protection of student information based on the Family Education Rights and Privacy Act (FERPA). Ongoing training is provided to MEP staff on all of these systems.

## Evaluation Plan



### *Evaluation of Implementation and MPO Results*

The evaluation of the Texas MEP is completed by the State with the assistance of an experienced evaluator knowledgeable about migrant education, evaluation design, Federal reporting requirements and OME guidelines, state/regional/local contexts, and the operation of the statewide MEP. The evaluation systematically collects information about program implementation and results to help Texas make decisions about continuous program improvement and success.

The evaluation reports both **implementation** and **outcome** data to determine the extent to which the measurable outcomes for the MEP in all goal areas have been addressed and met and to determine the quality of strategy implementation.

Questions answered by implementation data include the examples below.

- Was the project implemented as described in the SDP?
- To what degree of fidelity were the strategies in the SDP implemented?
- What worked in implementation of the state MEP?
- What challenges did the MEP encounter?
- What improvements should be made to overcome the challenges?

Questions answered by outcome data include the examples below.

- To what extent did migrant students achieve performance targets on state assessments?
- To what extent were MPOs addressed and met?
- To what extent did students meet expectations for promotion to the next grade level?
- To what extent did subgroups of the MEP population (e.g., PFS students) meet MPOs?
- What factors impacted MPOs that were not met or not addressed?

Data on migrant students and services are collected by the state from the LEA. Primary data sources include: migrant parents, recruiters, migrant program staff, and other staff as appropriate.

Surveys, site visits, structured interviews, and records reviews (including assessment results reported through state data collection and reporting) are used for data collection. Data analysis procedures include descriptive statistics based on Texas migrant student demographics, program implementation, and student and program outcomes. Means and frequencies are calculated, and trend analyses are noted.

To comply with Federal guidelines, Texas prepares an **annual results evaluation**. Through the evaluation, data are collected annually and reviewed by the State to systematically and methodically improve the program. Further, progress made toward

meeting the Texas MEP MPOs is reviewed annually to improve services. With the completion of this SDP, Texas is on schedule to include the new strategies and MPOs in the 2018-19 program application and conduct a full implementation and results evaluation in 2020.

Texas students are assessed in reading and mathematics in grades 3-12 using the State of Texas Assessments of Academic Readiness (STAAR) and the End-of-Course (EOC) exams. Texas uses the assessment from STAAR and the EOCs to determine the extent to which all students, including migrant students, achieve State standards. The most recent data available from the State at the time of the completion of this SDP report were from the 2013-14 school year.

### ***Results Evaluation Data Collection Plan***

Data are collected to assess student outcomes, monitor student progress, and evaluate the effectiveness of the MEP. The data collected for these various purposes are listed in the Texas MEP Alignment Chart on the following pages. Each data element has accompanying information on the methods for calculating whether MPOs were met, what data collection tools will be employed, and the date of the reporting timeline.

### ***Data Collection and Reporting Systems***

For program improvement purposes and in accordance with the evaluation requirements provided in 34 CRF 200.83(a)(4), the evaluation data and demographic information is compiled, analyzed, and summarized each year by the Texas MEP. These activities help determine the degree to which the MEP is effective as evidenced by the data measuring MEP student performance on performance targets, MPOs, and strategies. Data is collected by district coordinators and entered into NGS and/or the Compliance Report which is used by TEA to inform the annual evaluation report.

# Texas Migrant Education Program (MEP)

## 2018-19 CNA/SDP/Evaluation Alignment Chart

### GOAL AREA #1: READING

**State Performance Target:** In 2018-19, 54% of students in grades 3-12 will score at grade level or above on STAAR Reading Assessments.

**Primary Concern Statement:** We are concerned that as a result of migrancy, migrant students in grades 3-11 generally achieve lower passing rates on STAAR Reading Assessments compared with non-migrant students, Hispanic students, English learners (ELs), and economically disadvantaged students.

**Data Summary:** 55% of migrant students scored at grade level on STAAR Reading Assessments compared to 75% of non-migrant students, 70% of Hispanic or Latino students, 53% of ELs, and 68% of economically disadvantaged students.

**Need Statement:** The percentage of migrant students in grades 3-11 scoring at grade level or above on STAAR Reading Assessments needs to increase by 20%.

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**Strategy 1-1: *Required*** – Coordinate/provide supplemental reading instruction to migrant students based on disaggregated results of formal/informal assessments (e.g., coordinate with community resources, school resources, supplemental resources).

**Strategy 1-2: *Required*** – Provide training and support to migrant students on the use of academic tools and resources to increase success in reading.

**Strategy 1-3: *Required*** – Coordinate/provide professional development for MEP staff who provide needs-based supplemental reading instruction to migrant students.

**Strategy 1-4: *Required*** – Coordinate/provide support services that address the identified reading needs of migrant students (e.g., health services, food/nutrition, transportation, translating/interpreting).

**Strategy 1-5: *Optional*** – Ensure collaboration between MEP staff who provide direct support for migrant students and other school staff to support the identified reading needs of the migrant students served.

**Strategy 1-6: *Required*** – Coordinate/provide training/resources to migrant parents on reading strategies for their children.

## Reading Measurable Program Outcomes (MPOs)

Reading MPOs	Data needed to respond to MPO	Data Source	Timeline	Person(s) Responsible	Person(s) Completing
<b>MPO 1a)</b> By the end of the 2018-19 program year, 50% of migrant students in grades K-12 receiving supplemental reading instruction through MEP efforts will improve their score by 5% on curriculum-based reading assessments.	Pre/post curriculum-based reading assessment scores of K-12 migrant students.	NGS	Regular year and summer – before/after reading instruction.	MEP Coord. MEP Staff NGS Clerks	N/A
<b>MPO 1b)</b> By the end of the 2018-19 program year, 80% of MEP staff responding to a survey will report that MEP professional development increased their knowledge about reading.	Percentage of MEP staff responding to a survey that reported that MEP PD increased their knowledge of reading.	Form 2: Staff Survey (Online)	Year-end	MEP Coord.	MEP staff
<b>MPO 1c)</b> By the end of the 2018-19 program year, there will be a 5% increase in the number of migrant students receiving supplemental reading instruction through MEP efforts over the previous year.	Number of migrant students receiving reading instruction through MEP efforts in 2017-18 and 2018-19.	NGS	Documented in NGS throughout the year	MEP Coord. MEP Staff NGS Clerks	N/A
<b>MPO 1d)</b> By the end of the 2018-19 program year, 80% of migrant parents responding to a survey will report that they received information/resources about reading.	Percentage of migrant parents surveyed that reported receiving information and/or resources about reading.	Form 1: Parent Survey (Paper or Online)	Year-end	MEP Coord. MEP Staff Parent Liaisons	Parents or Family Members
<b>MPO 1e)</b> By the end of the 2018-19 program year, 75% of migrant parents responding to a survey that received information and/or resources about reading will report that they are better prepared to support their child with reading.	Percentage of migrant parents surveyed reporting that they are better prepared to support their child with reading.	Form 1: Parent Survey (Paper or Online)	Year-end	MEP Coord. MEP Staff Parent Liaisons	Parents or Family Members

### Data Due Dates:

**Regular Year Only Projects: June 15, 2019**

**Year-Round or Summer Only Projects: August 15, 2019**

## GOAL AREA #2: MATHEMATICS

**State Performance Target:** In 2018-19, 56% of students in grades 3-12 will score at grade level or above on STAAR Mathematics Assessments.

**Primary Concern Statement:** We are concerned that as a result of migrancy, migrant students in grades 3-11 generally achieve lower passing rates on STAAR Mathematics Assessments compared with non-migrant students, Hispanic students, ELs, and economically disadvantaged students

**Data Summary:** 58% of migrant students (grades 3-11) scored at grade level or above on STAAR Mathematics Assessments compared to 76% of non-migrant students, 73% of Hispanic or Latino students, 62% of ELs, and 70% of economically disadvantaged students.

**Need Statement:** The percentage of migrant students in grades 3-11 scoring at grade level or above on STAAR Mathematics Assessments needs to increase by 18%.

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**Strategy 2-1: *Required*** – Coordinate/provide supplemental mathematics instruction to migrant students based on disaggregated results of formal/informal assessments (e.g., coordinate with community resources, school resources, supplemental resources).

**Strategy 2-2: *Required*** – Provide training and support to migrant students on the use of academic tools and resources to increase success in mathematics.

**Strategy 2-3: *Required*** – Coordinate/provide professional development for MEP staff who provide needs-based supplemental mathematics instruction to migrant students.

**Strategy 2-4: *Required*** – Coordinate/provide support services that address the identified mathematics needs of migrant students (e.g., health services, food/nutrition, transportation, translating/interpreting).

**Strategy 2-5: *Optional*** – Ensure collaboration between MEP staff who provide direct support for migrant students and other school staff to support the identified mathematics needs of the migrant students served

**Strategy 2-6: *Required*** – Coordinate/provide training/resources to migrant parents on mathematics strategies for their children.

**Strategy 2-7: *Required*** – Utilize Project SMART when providing summer supplemental services in mathematics to migrant students.

**Strategy 2-8: *Required*** – Coordinate/provide summer supplemental services in mathematics to migrant students who are performing below grade level through remedial mathematics programs.

## Mathematics Measurable Program Outcomes (MPOs)

Mathematics MPOs	Data needed to respond to MPO	Data Source	Timeline	Person(s) Responsible	Person(s) Completing
<b>MPO 2a)</b> By the end of the 2018-19 program year, 50% of migrant students in grades K-12 receiving supplemental mathematics instruction through MEP efforts will improve their score by 5% on curriculum-based mathematics assessments.	Pre/post curriculum-based mathematics assessment scores of K-12 migrant students.	NGS	Regular year and summer – before/ after mathematics instruction	MEP Coord. MEP Staff NGS clerks	N/A
<b>MPO 2b)</b> By the end of the 2018-19 program year, 80% of MEP staff responding to a survey will report that MEP professional development increased their knowledge about mathematics.	Percentage of MEP staff responding to a survey reporting that MEP PD increased their knowledge of mathematics.	Form 2: Staff Survey (Online)	Year-end	MEP Coord.	MEP Staff
<b>MPO 2c).</b> By the end of the 2018-19 program year, there will be a 5% increase in the number of migrant students receiving supplemental mathematics instruction through MEP efforts over the previous year.	Number of migrant students receiving mathematics instruction through MEP efforts in 2017-18 and 2018-19.	NGS	Documented in NGS throughout the year	MEP Coord. MEP Staff NGS Clerks	N/A
<b>MPO 2d)</b> By the end of the 2018-19 program year, 80% of migrant parents responding to a survey will report that they received information/resources about mathematics.	Percentage of migrant parents surveyed that reported receiving information and/or resources about mathematics.	Form 1: Parent Survey (Paper or Online)	Year-end	MEP Coord. MEP Staff Parent Liaisons	Parents or Family Members
<b>MPO 2e)</b> By the end of the 2018-19 program year, 75% of migrant parents responding to a survey that received information and/or resources about mathematics will report that they are better prepared to support their child with mathematics.	Percentage of migrant parents surveyed reporting that they are better prepared to support their child with mathematics.	Form 1: Parent Survey (Paper or Online)	Year-end	MEP Coord. MEP Staff Parent Liaisons	Parents or Family Members
<b>MPO 2f)</b> By the end of the 2019 summer program, 50% of migrant students participating in Project SMART will improve their score by 10% on Project SMART assessments.	Pre/post-test scores on Project SMART assessments	NGS	Start/end of units or lessons, or summer program	MEP Coord. MEP Staff NGS Clerks	N/A



## GOAL AREA #3: SCHOOL READINESS

**State Performance Target:** There is no State Performance Target for school readiness.

**Primary Concern Statement:** We are concerned that as a result of migrancy, young migrant children are not participating in early childhood programs

**Data Summary:** 48% of MEP children ages 3-5 (not in kindergarten) were served by the MEP during the 2013-2014 school year and 40% of MEP children ages 3-5 (not kindergarten) received support services during the reporting period.

**Need Statement:** The percentage of migrant students being served in early childhood programs needs to increase by 52%.

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**Strategy 3-1: *Required*** – Coordinate with other programs (e.g., Head Start, Teaching Mentoring Community [TMC]) to provide migrant children ages 3-5 (not in kindergarten) with access to school readiness services.

**Strategy 3-2: *Required Regular School Year/Optional Summer*** – Implement the TEA-approved early literacy program (A Bright Beginning) for migrant children ages 3-5 (not in kindergarten) that are not served by other programs.

**Strategy 3-3: *Required*** – Provide migrant parents with developmentally-appropriate school readiness resources and strategies.

**Strategy 3-4: *Required*** – Coordinate/provide support services (e.g. health services, transportation, translations/interpretations, meals/nutrition) for migrant children ages 3-5 (not in kindergarten) and their families (e.g., coordinate with early childhood agencies, community-based organizations).

### School Readiness Measurable Program Outcomes (MPOs)

School Readiness MPOs	Data needed to respond to MPO	Data Source	Timeline	Person(s) Responsible	Person(s) Completing
<b>MPO 3a)</b> By the end of the 2018-19 program year, eligible migrant children ages 3-5 ( <i>who are not in kindergarten</i> ) will participate in a school readiness program (baseline to be determined in 2018-19).	Number of migrant children ages 3-5 (who are not in K) that participated in a school readiness program during 2018-19.	NGS	Documented in NGS year-round	MEP Coord. ABB Staff MEP Staff NGS Clerks	N/A
<b>MPO 3b)</b> By the end of the 2018-19 program year, 70% of migrant children participating in A Bright Beginning (ABB) will improve their scores by 5% on ABB assessments. (Baseline for number of lessons will be determined in 2018-2019; NGS will add data collection element for number of lessons)	Pre/post-test scores on ABB assessments	NGS	Start/end of instruction	MEP Coord. MEP ABB Staff NGS Clerks	N/A
<b>MPO 3c)</b> By the end of the 2018-19 program year, 75% of migrant parents of children ages 3-5 ( <i>who are not in kindergarten</i> ) responding to a survey that received information/resources about school readiness will report that they are better prepared to support their child.	Percentage of migrant parents surveyed reporting that they are better prepared to support their child.	Form 1: Parent Survey (Paper or Online)	Year-end	MEP Coord. MEP Staff Parent Liaisons	Parents or Family Members

### Data Due Dates:

**Regular Year Only Projects: June 15, 2019**

**Year-Round or Summer Only Projects: August 15, 2019**

## GOAL AREA #4: HIGH SCHOOL GRADUATION/OSY

**State Performance Target:** In 2018-19, 90% of students will graduate from high school (4-year cohort rate).

**Primary Concern Statement:** We are concerned that as a result of migrancy, secondary migrant students are not graduating at the same rate as non-migrant students.

**Data Summary:** 82.6% of migrant students graduated from high school compared to 88.3% of non-migrant students.

**Need Statement:** The percentage of migrant students graduating needs to increase by 5.7%.

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**Strategy 4-1: *Required*** – Coordinate/provide supplemental instructional services to ensure migrant students are proficient on state assessments.

**Strategy 4-2: *Required*** – Coordinate/provide support services to migrant students in grades 9-12 (e.g., counseling, translation, health services, transportation, mental health services).

**Strategy 4-3: *Required*** – Coordinate/provide migrant student graduation support and advocacy (e.g., monitoring and tracking attendance and academic progress, reviewing course selections, providing leadership and mentoring programs, facilitating family/school connections, providing home visits).

**Strategy 4-4: *Required*** – Coordinate with receiving state MEP staff on migrant students' graduation needs/requirements.

**Strategy 4-5: *Required*** – Coordinate/provide needs-based services for OSY with support and advocacy (e.g., graduation, high school equivalency, job readiness skills).

**Strategy 4-6: *Required*** – Provide information and resources to parents about graduation requirements and college/career opportunities.

**Strategy 4-7: *Required*** – Provide professional development for MEP staff on services for migrant students in grades 9-12 and OSY (e.g., credit accrual, credit recovery, inter/intra state coordination, TMIP)

**Strategy 4-8: *Required*** – Provide non-MEP staff with information about MEP services and programs that address graduation and opportunities after high school (e.g., *credit accrual, credit recovery, inter/intrastate coordination, TMIP, HEP/CAMP, Close Up, BCLI*).

## High School Graduation/OSY Measurable Program Outcomes (MPOs)

Graduation/OSY MPOs	Data needed to respond to MPO	Data Source	Timeline	Person(s) Responsible	Person(s) Completing
<b>MPO 4a)</b> By the end of the 2018-19 program year, there will be a 5% increase in the number of migrant students in grades 9-12 receiving supplemental instructional and/or support services through MEP efforts over the previous year.	Number of migrant students in grades 9-12 that received instructional and/or support services in 2017-18 and 2018-19.	NGS	Documented in NGS throughout the year	MEP Coord. MEP Staff NGS Clerks	N/A
<b>MPO 4b)</b> By the end of the 2018-19 program year, 90% of migrant students in grades 9-12 responding to a survey will report that MEP services were useful to help them graduate.	Percentage of migrant students in grades 9-12 rating MEP services as useful for helping them graduate.	Form 3: Student Survey (Paper and Online)	Year-end	MEP Coord. MEP Staff OSY Specialists	Migrant Students (grades 9-12) and OSY
<b>MPO 4c)</b> By the end of the 2018-19 program year, 90% of migrant students in grades 9-12 that received MEP services will be on-time to graduate.	On-time for graduation status of migrant students in grades 9-12 that received MEP services.	NGS	Documented in NGS at year-end	MEP Coord. MEP Staff NGS Clerks	N/A
<b>MPO 4d)</b> By the end of the 2018-19 program year, 25% of eligible OSY will receive information and/or needs-based services (2016-17 baseline is 22%).	Number of eligible OSY receiving information and/or needs-based services	NGS	Documented in NGS year-round	MEP Coord. MEP Staff NGS Clerks	N/A
<b>MPO 4e)</b> By the end of the 2018-19 program year, 75% of migrant parents responding to a survey that received information and/or resources about graduation requirements and college/career opportunities will report that the information was useful.	Percentage of migrant parents reporting that information and/or resources about graduation requirements and college/career opportunities was useful.	Form 1: Parent Survey (Paper and Online)	Year-end	MEP Coord. MEP Staff Parent Liaisons	Parents or Family Members
<b>MPO 4f)</b> By the end of the 2018-19 program year, 80% of MEP staff responding to a survey will report that MEP professional development increased their knowledge about secondary services for migrant students.	Percentage of MEP staff responding to a survey that reported that MEP PD increased their knowledge of secondary services.	Form 2: Staff Survey (Online)	Year-end	MEP Coord.	MEP Staff



## Summary and Next Steps

The comprehensive process for needs assessment and service delivery planning used by the Texas MEP involved many migrant educators, administrators, parents/community representatives, and specialists with knowledge about the content areas of English language arts, mathematics, readiness, promoting high school graduation, and programs and other services for meeting the unique educational needs of migrant children and youth.

### ***Communicating the SDP to Local Projects and Other Stakeholders***

Texas's plan for communication about the SDP with local MEPs is predicated on the system of ESCs within the state. Each ESC Migrant Coordinator has the responsibility of ensuring the communication about the SDP with the LEAs in their region. The LEAs, in turn, then disseminate this information to administrators, instructors, recruiters and clerks, other MEP staff, as well as migrant parents. In regions where migrant students are served through the Shared Services Arrangement (SSA), the ESCs provide the information directly to all stakeholders.

Ongoing local coordination meetings with MEP staff, local PAC meetings, and regional meetings and trainings provide opportunities for communication. Further, the State MEP offers professional development for recruiters and instructional staff throughout the year.

The updated SDP will be communicated to local MEP directors, regional directors, migrant parents, and other stakeholders through:

- Conducting a cross-analysis at the state level to help inform professional development
- Developing individualized plans for LEAs
- Training on the SDP and the new application
- Training on Local Needs Assessment (LNA)
- Encouraging and promoting a team approach to the local MEP
- Establishing a protocol for LEAs wanting to operate a new MEP
- Dissemination at State MEP Conference
- Regular local PAC meetings and the State PAC
- TEA MEP ESC meetings
- Discussion during technical assistance calls
- Staff meetings at schools
- Sharing a copy of the report with key collaborators (e.g., HEP and CAMP programs, Texas's OME project officer); and
- Placing a copy of the SDP report on the TEA website

The TEA MEP convened and will reconvene some of the members of the SDP Committee to address alignment activities, including updating data collection forms, and reviewing and updating the MEP application and the MEP monitoring tool. This occurred following the final SDP meeting and will occur again in January 2018 to continue the strategic planning process. The following key activities will be undertaken during the 2017-18 school year:

- **Convene** a small workgroup of key decision makers to focus on systems alignment. This workgroup will consist of TEA MEP personnel including an SEA staff member with expertise in data collection and reporting, TEA staff, a local MEP coordinator, and an evaluation consultant knowledgeable about the Texas MEP and the alignment of systems to support the implementation of the SDP.
- **Revisit** all data collection decisions and examine current procedures to determine whether they are in alignment with the evaluation plan described in the SDP.
- **Develop** new tools as necessary that measure the degree to which the MPOs have been achieved.
- **Review** the sub-grantee application and revise it to align with the new MPOs, strategies, and resources.
- **Design and deliver** an SDP rollout to include technical assistance for designing services to match SDP strategies, using new data collection forms, and reporting for new strategies and MPOs.
- **Prepare** materials to support a training-of- ESC trainers webinar and distribute the materials to ESC MEP staff.
- **Review and revise** the Texas MEP Compliance Report to include accountability for progress made toward meeting the Texas MPOs, as well as the level of implementation of strategies and any other aspects of the new SDP.

Texas will continue its planning during 2017-18 for a rollout of the new SDP beginning of in the 2018-19 program year. The State will maintain the cycle recommended by OME whereby the CNA will be updated every three years or whenever there are substantial changes in the migrant student demographics or the available resources.

As part of the Continuous Improvement Cycle, the SDP process will be undertaken in the school year after the CNA has been completed. A results evaluation will be conducted annually and an implementation evaluation will be conducted at least every three years.

## APPENDIX A: SDP Committee

### Texas Migrant Education Program Service Delivery Plan Committee 2017

Name	MEP Affiliation
Linda Aranda	Independent Consultant
Leonard Beles	Education Service Center, Region 8
Kathleen Bibus	Representing interstate coordination (Minnesota)
María Elena Cortez	Education Service Center, Region 1
Susie Coultress	Texas Education Agency
Lorena Cuellar	MEP State PAC
Susan Durón	META
María García-Guzman	Texas Migrant Interstate Program (TMIP)
Olga Gutiérrez	Education Service Center, Region 13
Sigi Huerta	Education Service Center, Region 13
Idalia Ibañez	Texas Education Agency
Minerva Ibarra	Education Service Center, Region 1
Miriam Kelley	Education Service Center, Region 10
Gladys Martínez	MEP State PAC
Rachel Morales	Education Service Center, Region 20
Yvette Muñoz	Education Service Center, Region 20
Nez Paniagua	ESC Education Service Center, Region 3
Rickey Santellana	Texas Education Agency
Krystal Seymour	Education Service Center, Region 16
Mario Solís	Mission ISD
Andrea Vázquez	META
Jesse Vela	Independent Consultant
Marilyn Vieregge	Education Service Center, Region 17
Ian Yaffe	ESCORT

## APPENDIX B - Texas Migrant Education Program SDP Strategic Planning Chart

### GOAL AREA 1: READING

#### CONCERNS:

- 1.1) Migrant students in grades 3-11 generally achieve lower passing rates on Reading state assessments compared with non-migrant students, Hispanic students, LEP students, and economically disadvantaged students.
- 1.2) Migrant students do not have access to reading materials that enhance academic development.
- 1.3) Families of migrant students are in need of academic background, language skills, and resources for providing students reading support in the home.
- 1.4) Migrant students in grades K-8 do not have access to support services (e.g., clothing, vision, dental) needed for academic success.

<u>Solution</u> strategy identified in the CNA	<u>Performance Target/AMO</u>	<u>Strategy</u>	<u>MEP Measurable Program Outcome (Objective)</u>	<u>Resources Needed</u>
<p>1-1) Provide individualized and data-driven instructional support services to migrant students (i.e., MEP tutoring before, after, or during the school day)</p> <p>1-2) Increase instructional time for migrant students in need through MEP tutoring, MEP Interventionist, summer MEP, etc.</p> <p>1-3) Coordinate and collaborate with other programs for instructional and support services</p> <p>1-4) Provide professional development to MEP instructional support staff to build capacity in awareness/understanding of state assessment standards, transition of ELA test requirements and skills from grade to grade (vertical alignments), and how to interpret assessment results</p> <p>1-5) Collaborate with other programs and with TEA to ensure the alignment of language of instruction and language of assessment.</p> <p>1-5) Coordinate and collaborate with classroom teachers to determine migrant students' reading levels and provide developmentally-appropriate reading materials to students (Spanish, bilingual, independent reading levels through AR, <i>Tejas Lee</i>, Lexia, etc.)</p>	<p>Based on the Texas waiver, the Reading/ELA State Annual Measurable Objective for all students is 98% for year 2018-2019. (See <a href="https://www2.ed.gov/policy/eseaflex/approved-requests/txrenewalreq2015.pdf">https://www2.ed.gov/policy/eseaflex/approved-requests/txrenewalreq2015.pdf</a>)</p>	<p>1.1) <i>Required</i> – Coordinate/provide supplemental <u>reading instruction</u> to migrant students based on disaggregated results of formal/informal assessments (e.g., coordinate with community resources, existing school resources, supplemental resources).</p> <p>1.2) <i>Required</i> – Provide <u>training and support to migrant students</u> on the use of academic tools and resources to increase success in reading.</p>	<p><b>1a</b> By the end of the 2018-19 program year, 50% of migrant students in grades K-12 receiving supplemental reading instruction through MEP efforts will improve their score by 5% on curriculum-based reading assessments.</p>	<p>MEP tutoring before, after, or during the school day</p> <p>Digital reading resources</p> <p>Pre and Post Assessment</p> <p>Supplies/materials to support literacy</p> <p>Books</p> <p>Curriculum</p> <p>Materials and resources that are lacking in the home (e.g., laptop, dictionary, thesaurus, portable reading devices, MP3 players, tablets)</p>



<p>1-6) Provide summer reading opportunities to students by coordinating with local libraries, providing MEP book summer reading, and other community agencies</p> <p>1-7) Provide migrant students access to digital reading resources, supplies, and materials to support/enhance literacy</p> <p>1-8) Provide MEP parent training on the process of reading, such as how to read to children, reading levels, using resources, etc.</p> <p>1-9) Provide MEP families with materials and resources that are lacking in the home (e.g., laptop, dictionary, thesaurus, portable reading devices, MP3 players, tablets) and model the use of resources</p> <p>1-10) Coordinate with other programs and agencies to provide access to English classes for migrant parents</p> <p>1-11) Provide family literacy events and training on support services available to parents, teachers, and migrant staff</p> <p>1-12) Provide information on support services at PAC Meetings and Migrant Parent Information meetings</p> <p>1-13) Develop a resource manual on support services available for migrant parents and students</p> <p>1-14) Provide tools, resources, and training on materials to enable migrant students to complete reading assignments at home</p>				Resource manual on support services available within the community for migrant parents and students to access
		1.3) <i>Required</i> – Coordinate/provide <u>professional development</u> for MEP staff who provide needs-based supplemental reading instruction to migrant students.	<b>1b</b> By the end of the 2018-19 program year, 80% of MEP staff responding to a survey will report that MEP professional development increased their knowledge about reading.	Trainers Curriculum Book Study Expertise
		1.4) <i>Required</i> – Coordinate/provide <u>support services</u> that address the identified reading needs of migrant students (e.g., health services, food/nutrition, transportation, translating/interpreting).	<b>1c</b> By the end of the 2018-19 program year, there will be a 5% increase in the number of migrant students receiving supplemental reading instruction through MEP efforts over the previous year.	Resource manual on support services within the community for migrant parents and students.  Scheduled meeting dates
		1.5) <i>Optional</i> – <u>Ensure collaboration between MEP staff</u> who provide direct support for migrant students and other school staff to support the identified reading needs of the migrant students served.		

		<p>1.6) <i>Required –</i>  <u>Coordinate/provide training/resources to migrant parents</u> on reading strategies for their children.</p>	<p><b>1d</b> By the end of the 2018-19 program year, 80% of migrant parents responding to a survey will report that they received information/resources about reading.</p> <p><b>1e</b> By the end of the 2018-19 program year, 75% of migrant parents responding to a survey that received information and/or resources about reading will report that they are better prepared to support their child with reading.</p>	<p>Tools and resources for migrant students to complete reading assignments at home</p> <p>Digital reading resources</p> <p>Supplies/materials to support literacy</p> <p>Books</p> <p>Curriculum</p> <p>Materials and resources that are lacking in the home (e.g., laptop, dictionary, thesaurus, portable reading devices, MP3 players, tablets)</p>
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## GOAL AREA 2: Mathematics

### ***NEED/CONCERN:***

**2.1) Migrant students in grades 3-11 generally achieve lower passing rates on Mathematics State assessments compared with non-migrant students, Hispanic students, LEP students, and economically disadvantaged students.**

**2.2) Migrant students in grades K-12 do not have access to academic resources/tools needed to support their mathematics learning in school and at home.**

<b><u>Solution</u> identified in the CNA</b>	<b><u>Performance Target/AMO</u></b>	<b><u>Strategy</u></b>	<b><u>MEP Measurable Program Outcome (Objective)</u></b>	<b><u>Resources Needed (TA, PD)</u></b>
<p>2-1) Coordinate with ESC MEP staff to provide training to local MEP staff on disaggregating K-12 mathematics assessment data in order to analyze and assess specific skill needs.</p> <p>2-2) Coordinate with district/campus staff and monitor to ensure students receive support from available supplemental mathematics services (in specific areas of need, i.e., student expectations)</p> <p>2-3) For students who do not respond to intervention, provide tutors or other appropriate resources to provide data-drive instruction.</p> <p>2-4) Identify qualified staff to provide training to parents on foundational mathematical concepts and activities aligned to students' math level.</p> <p>2-5) Provide training to teachers and tutors of migrant students on instructional strategies to develop critical thinking skills when solving mathematics word problems.</p> <p>2-6) Provide educational tools, resources, and appropriate training to enable migrant students to complete mathematics assignments at home.</p> <p>2-7) Provide training on support services available to parents, teachers, and migrant staff.</p> <p>2-8) Provide needs-based support services to migrant children and youth and coordinate</p>	<p>Based on the Texas waiver, the Reading/ELA State Annual Measurable Objective for all students is 98% for year 2018-2019. (See <a href="https://www2.ed.gov/policy/esea/flex/approved-requests/txrenewalreq2015.pdf">https://www2.ed.gov/policy/esea/flex/approved-requests/txrenewalreq2015.pdf</a>)</p>	<p>2.1) <i>Required</i> – Coordinate/provide supplemental <u>math instruction</u> to migrant students based on disaggregated results of formal/informal assessments (e.g., coordinate with community resources, existing school resources, supplemental resources).</p>	<p><b>2a</b> By the end of the 2018-19 program year, 50% of migrant students in grades K-12 receiving supplemental mathematics instruction through MEP efforts will improve their score by 5% on curriculum-based mathematics assessments.</p>	<p>Professional development for personnel providing supplemental mathematics instruction on: research-based instructional strategies for mathematics, data-driven instruction, and grade-level appropriate content and vocabulary</p>
		<p>2.2) <i>Required</i> – Provide <u>training and support</u> to migrant students on the use of academic tools and resources to increase success in mathematics.</p>		
		<p>2.3) <i>Required</i> – Coordinate/provide <u>professional development</u> for MEP staff who provide needs-based supplemental math instruction to migrant students.</p>	<p><b>2b</b> By the end of the 2018-19 program year, 80% of MEP staff responding to a survey will report that MEP professional development increased their knowledge about math.</p>	<p>Trainers Curriculum Book Study Expertise</p>
		<p>2.4) <i>Required</i> – Coordinate/provide <u>support services</u> that address the identified mathematics needs of migrant students (e.g., health services, food/nutrition, transportation, translating/interpreting).</p>	<p><b>2c</b> By the end of the 2018-19 program year, there will be a 5% increase in the number of migrant students receiving supplemental math instruction through MEP efforts over the previous year.</p>	<p>Graphing calculators, mathematics charts, mathematics manipulators,</p> <p>Supplemental mathematics programs</p>

<p>with other agencies whose mission statement is to provide support services.</p> <p>2-9) Provide information on support services at PAC Meetings and Migrant Parent Information meetings.</p> <p>2-10) Develop a resource manual on support services available for migrant parents and students.</p>		2.5) <i>Optional</i> – Ensure <u>collaboration between MEP staff</u> who provide direct support for migrant students and other school staff to support the identified mathematics needs of the migrant students served.		
		2.6) <i>Required</i> – Coordinate/provide <u>training/resources to migrant parents</u> on math strategies for their children.	2d By the end of the 2018-19 program year, 80% of migrant parents responding to a survey will report that they received information/resources about math.	Tablet applications and software programs available through the districts
			2e By the end of the 2018-19 program year, 75% of migrant parents responding to a survey that received information and/or resources about math will report that they are better prepared to support their child with math.	
		2.7) <i>Required</i> – Utilize <u>Project SMART</u> when providing summer supplemental services in mathematics to migrant students.	2e By the end of the 2019 summer program, 50% of migrant students participating in Project SMART will improve their score by 10% on Project SMART assessments.	Project SMART curriculum for students on grade level, supplemental remedial mathematics programs with pre-and-post assessment.
		2.8) <i>Required</i> – Coordinate/provide <u>summer supplemental services</u> in mathematics to migrant students who are performing below grade level through <u>remedial mathematics programs</u> .		

### GOAL AREA 3: School Readiness

#### **NEED/CONCERN:**

**3.1) Young migrant children are not being served by early childhood programs.**

**3.2) Preschool migrant children are not receiving sufficient proactive or preventative health care services.**

**3.3) Migrant parents lack the tools (i.e., school supplies, strategies for learning at home, etc.) to assist their children with early childhood development**

<u><b>Solution</b></u> identified in the CNA	<u><b>Performance Target</b></u> (Goal)	<u><b>Strategy</b></u>	<u><b>MEP Measurable Program Outcome</b></u> (Objective)	<u><b>Resources Needed</b></u> (TA, PD)
<p>3-1) Develop a timeline of informative presentation on the benefits of early childhood education as part of the ID&amp;R plan to include all migrant staff and migrant parents of early childhood children.</p> <p>3-2) Through collaboration with agencies such as TMIP, district PreK, etc., establish partnerships with health and medical organizations, educational entities, non-profit agencies, county health departments, municipal entities and the private sector.</p> <p>3-3) Create and implement a timeline of informative presentations on the benefits of preventative health (e.g., dental, medical) services.</p> <p>3-4) Create partnerships with mental health professionals, counselors, educational entities, and non-profits to strengthen age and developmentally appropriate behavior.</p> <p>3-5) Establish MOUs with receiving states to coordinate and collaborate in the collection of early childhood data, such as education, health, medical data, program participation, needs assessments, etc.</p> <p>3-6) Sponsor an early childhood academy at the annual state migrant conference.</p> <p>3-7) Provide training to parents on basic ESL, mathematics, oral language, financial literacy, and the legal aspects of Deferred Action for Childhood Arrivals (DACA).</p> <p>3-8) Provide training on effective parenting strategies that are developmentally appropriate.</p> <p>3-9) Review the current model of the parental engagement program and make changes necessary to strengthen the model and to increase parent participation.</p>	<p>Increase the percentage of migrant students being served in early childhood programs by 52%.</p> <p>Migrant preschool children who receive preventative health care services needs to increase.</p> <p>The number of activities designed to support parents with strategies and resources contributing to young children's success in school needs to increase.</p>	3.1) Coordinate with other programs (e.g., Head Start, Teaching Mentoring Community [TMC]) to provide migrant children ages 3-5 (not in kindergarten) with <u>access to school readiness services</u> .	<b>3a</b> By the end of the 2018-19 program year, eligible migrant children ages 3-5 (who are not in kindergarten) will participate in a school readiness program (baseline to be determined in 2018-19).	List of local and regional services or resources (Head Start, TMC, districts, early childhood centers, local libraries).
		3.2) <i>Required Regular School Year/Optional Summer</i> – Implement the TEA-approved early literacy program ( <u>A Bright Beginning</u> ) for migrant children ages 3-5 (not in kindergarten) that are not served by other programs.	<b>3b</b> By the end of the 2018-19 program year, 70% of migrant children participating in A Bright Beginning (ABB) will improve their scores by 5% on ABB assessments. (Baseline for number of lessons will be determined in 2018-2019; NGS will add data collection element for number of lessons)	Presentations on the benefits of ECE  Technology and websites  A Bright Beginning (ABB)  Early Literacy Assessment
		3.3) <i>Required</i> – Provide migrant parents with developmentally appropriate school readiness resources and strategies.	<b>3c</b> By the end of the 2018-19 program year, 75% of migrant parents of children ages 3-5 ( <i>who are not in kindergarten</i> ) responding to a survey that received information/resources about school readiness will report that they are better prepared to support their child.	Lists of local and regional services/resources that are available to migrant pre-school children and parents.
		3.4) <i>Required</i> - Coordinate/provide <u>support services</u> (e.g. health services, transportation, translations/interpretations, meals/nutrition) for migrant		

		children ages 3-5 (not in kindergarten) and their families (e.g., coordinate with early childhood agencies, community-based organizations).		
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## GOAL AREA 4: High School Graduation/OSY

### ***NEED/CONCERN:***

**4.1) Secondary migrant students and OSY need counseling on appropriate course placement, credit accrual, graduation planning, goal setting, career exploration, etc.**

**4.2) Secondary migrant students are not graduating at the same rate as non-migrant students.**

**4.3) Highly mobile secondary migrant students do not have adequate and sufficient instruction to be proficient on state assessments.**

**4.4) Highly mobile secondary migrant students and OSY lack education and knowledge about support services.**

<b><u>Solution identified in the CNA</u></b>	<b><u>Performance Target/AMO</u></b>	<b><u>Strategy</u></b>	<b><u>MEP Measurable Program Outcome (Objective)</u></b>	<b><u>Resources Needed (TA, PD)</u></b>
<p>4-1) Provide professional development for K-12 counselors on MEP secondary services (e.g., credit accrual, credit recovery, inter/intra state coordination, TMIP, late entry, early withdrawal, intra/inter consolidation of credits, general receiving state information such as TMIP summer migrant program directory)</p> <p>4-2) Provide access to social workers to address social and emotional issues that arise due to high mobility</p> <p>4-3) Review course selection to confirm courses are aligned with his/her selection</p>	<p>Based on the Texas waiver, the long-term statewide goal for the four-year graduation rate is 90%. (See <a href="https://www2.ed.gov/policy/eseaflex/approved-requests/txrenewalreq2015.pdf">https://www2.ed.gov/policy/eseaflex/approved-requests/txrenewalreq2015.pdf</a>)</p>	<p>4.1) <i>Required</i> – Coordinate/provide supplemental <u>instructional services</u> to ensure migrant students are proficient on state assessments.</p>	<p><b>4a</b> By the end of the 2018-19 program year, there will be a 5% increase in the number of migrant students in grades 9-12 receiving supplemental instructional and/or support services through MEP efforts over the previous year.</p>	<p>One-on-one and group tutorials; TMIP resources; Computer lab; Academic Achievement Record; NGS transfer record</p>

<p>4-4) Collaborate with school/district personnel to ensure timely completion of a college and career readiness plan</p> <p>4-5) Receiving state and TMIP request state MEP endorse student data spreadsheet in May for academic placement</p> <p>4-6) Access and share receiving state database with student summer data to districts.</p> <p>4-7) Provide appropriate coordination between Texas and receiving states on migrant students' needs for graduation requirements</p> <p>4-8) Provide supplemental educational services to ensure student are proficient on state assessments</p> <p>4-9) Provide remediation in transitional years</p> <p>4-10) Provide access to intra/interstate tutoring</p> <p>4-11) Submit TMIP out-of-state testing referrals</p> <p>4-12) Provide quarterly resources, trainings, and evaluation tools to ensure students receive appropriate information of support services</p> <p>4-13) Provide information and resources to parents of secondary migrant students about college and career opportunities.</p>		<p>4.2) <i>Required</i> – Coordinate/provide <u>support services</u> to migrant students in grades 9-12 (e.g., counseling, translation, health services, transportation, mental health services).</p>	<p><b>4b</b> By the end of the 2018-19 program year, 90% of migrant students in grades 9-12 responding to a survey will report that MEP services were useful to help them graduate.</p>	<p>Workshops, campus parent meeting, materials, graduation plan, TMIP summer program contacts, college tours, financial aid workshops, Apply Texas Health services, school supplies, counseling, tutoring, mentors, peer tutors</p>
		<p>4.3) <i>Required</i> – Coordinate/provide migrant student <u>graduation support and advocacy</u> (e.g., monitoring and tracking attendance and academic progress, reviewing course selections, providing leadership and mentoring programs, facilitating family/school connections, providing home visits).</p> <p>4.4) <i>Required</i> – <u>Coordinate with receiving state MEP staff</u> on migrant students' graduation needs/requirements.</p>	<p><b>4c</b> By the end of the 2018-19 program year, 90% of migrant students in grades 9-12 that received MEP services will be on-time to graduate.</p>	<p>Counselors, tutors, attendance records, leadership opportunities, mentors, academic achievement record, TMIP secondary credit workshop, TMIP summer service report, calculators, laptops, tablets, MSIX/NGS,</p>



				Access to share state data based on grades, counselor credit checklist, TIMP out-of-state summer MEP contacts
		4.5) <i>Required</i> – Provide/coordinate <u>needs-based services for OSY</u> with support and advocacy (e.g., graduation, high school equivalency, job readiness skills).	<b>4d</b> By the end of the 2018-19 program year, 25% of eligible OSY will receive information and/or needs-based services. (2016-17 baseline was 22%)	Local business internships, OSY responsibilities of ESCs, GED program, and career readiness
		4.6) <i>Required</i> – Provide <u>information and resources</u> to parents about graduation requirements and college/career opportunities.	<b>4e</b> By the end of the 2018-19 program year, 75% of migrant parents responding to a survey that received information and/or resources about graduation requirements and college/career opportunities will report that the information was useful.	Workshops, campus parent meeting, materials, graduation plan, TMIP summer program contacts, college tours, financial aid workshops, Apply Texas
		4.7) <i>Required</i> – Provide <u>professional development</u> for MEP staff on services for migrant students in grades 9-12 and OSY (e.g., credit accrual, credit recovery, inter/intra state coordination, TMIP)  4.8) <i>Required</i> – Provide <u>non-MEP staff</u> with information about MEP services and programs that address graduation and opportunities after high school (e.g., <i>credit accrual, credit recovery, inter/intrastate coordination, TMIP, HEP/CAMP, Close Up, BCLI</i> ).	<b>4f</b> By the end of the 2018-19 program year, 80% of MEP staff responding to a survey will report that MEP professional development increased their knowledge about secondary services for migrant students.	Training by ESCs, TMIP, knowledgeable district staff  Secondary accrual workshop  ESC staff development workshops

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