

Texas Migrant Education Program

Comprehensive Needs Assessment Report



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Table of Contents

Introduction	1
The Comprehensive Needs Assessment (CNA) Process in Texas.....	1
Data Collection Procedures	3
Organization of the CNA Report	3
Authorizing Statute and Guidance for Conducting the CNA	5
Purpose of the CNA.....	5
The Migrant Education Program Seven Areas of Concern	5
Phase I: Exploring “What Is”	8
Planning Phase of the Texas CNA.....	8
Overview of Phase I: Exploring “What Is”	9
CNA Goal Areas and the Texas Standards	9
Texas Concern Statements	10
Phase II: Gathering and Analyzing Data	13
Cautions in Interpreting the Data	13
Context and Student Demographics	13
Texas Migrant Student Profile.....	15
Needs Assessment Survey Results	22
Phase III: Making Decisions	24
Goal Area 1: Reading	25
Goal Area 2: Mathematics	27
Goal Area 3: School Readiness.....	29
Goal Area 4: High School Graduation/Out-of-School Youth.....	31
Conclusions	36
Next Steps in Applying the Results of the CNA to Planning Services	36
Systems Conclusions and Recommendations	37

Appendices

CNA Committee Members.....	Appendix A
CNA Data Tables	Appendix B
CNA Decisions and Planning Chart.....	Appendix C
Needs Assessment Surveys.....	Appendix D

Acronyms and Abbreviations Used in the Report

AR	Accelerated Reader
CAMP	College Assistance Migrant Program
CNA	Comprehensive Needs Assessment
CSPR	Consolidated State Performance Report
DACA	Deferred Action for Childhood Arrivals
DGB	Data Governance Board
ECI	Early Childhood Intervention
ESEA	Elementary and Secondary Education Act
ELA	English Language Arts
ELD	English Language Development
ELL	English Language Learner
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
GPA	Grade Point Average
GOSOSY	Graduation and Outcomes for Success of Out-of-School Secondary Students
HEP	High School Equivalency Program
HS	High School
ID&R	Identification and Recruitment
LEP	Limited English Proficient
LEA	Local Education Agency
MHMR	Mental Health and Mental Retardation
MEP	Migrant Education Program
MSIX	Migrant Student Information Exchange
MOU	Memorandum of Understanding
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
PK	Pre-kindergarten
QAD	Qualifying Arrival Date
SDP	Service Delivery Plan
SEA	State Education Agency
SSA	Shared Services Agreement
STAAR	State of Texas Assessment of Academic Readiness
TAKS	Texas Assessment of Knowledge and Skills
TEA	Texas Education Agency
TEKS	Texas Essential Knowledge and Skills
TMC	Texas Migrant Council
TMIP	Texas Migrant Interstate Program
UFW	United Farmworker
WIOA	Workforce Investment Opportunity Act

1. Introduction

THE COMPREHENSIVE NEEDS ASSESSMENT PROCESS IN TEXAS

The primary purpose of the Texas Migrant Education Program (MEP) is to help migrant children and youth overcome challenges of mobility, frequent absences, late enrollment into school, social isolation, and other difficulties associated with a migratory life, in order that they might succeed in school. Migrant students bring a rich variety of experience and knowledge to the classroom; however, the purpose of this report is to identify the needs of migrant students so that ultimately services can be targeted for the greatest impact.

While there is considerable flexibility in using MEP funds, they must be used to address the unmet needs of migrant children that result from their lifestyle to permit them to participate effectively in school. Furthermore, the Texas MEP must give priority for services to migrant children and youth who are failing, or most at risk of failing, to meet the state's content and performance standards, and whose education has been interrupted during the regular school year.

In order to better understand and articulate the specific services that the Texas MEP should target to migrant children and youth and their families, a comprehensive needs assessment (CNA) was completed as part of a thorough review of the entire statewide MEP. This CNA was conducted as required to review and improve the overall design of the Texas MEP.

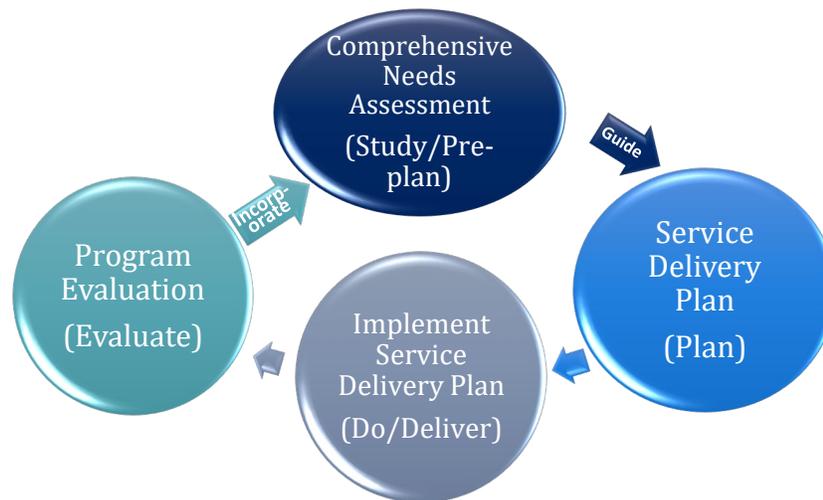
The CNA conducted in 2015-16 includes components from the Office of Migrant Education's (OME) CNA Toolkit published in 2012 and describes concerns, needs, and possible solutions based on changes in the migrant student population and seasonal agricultural activities identified in previous CNA efforts.

Specifically, the CNA aims to:

- ▶ Identify and assess “the unique educational needs of migratory children that result from the children’s migratory lifestyle” and other needs that must be met in order for migratory children to participate effectively in school (Elementary and Secondary Education Act [ESEA], Section 1304, 34 CFR 200.83 (a)(2)(i, ii));
- ▶ Guide the overall design of the MEP on a statewide basis;
- ▶ Help local education agencies and State Education Agencies (SEA) prioritize needs of migrant children; and
- ▶ Provide the basis for the SEA to subgrant MEP funds.

The Texas CNA will guide future programming and policy decisions to ensure that MEP resources are directed at the most needed and most effective services for migrant children and youth and their families.

The Continuous Improvement Cycle proposed by OME served as a model for the activities conducted through the CNA process. This framework illustrates the relationship between the CNA, the service delivery plan (SDP) process, the implementation of services through a defined process for local education agencies to apply for funds, and the implementation of programs through local sub-grantees, and the evaluation of services. The flowchart below shows the Continuous Improvement Process put forward by OME.

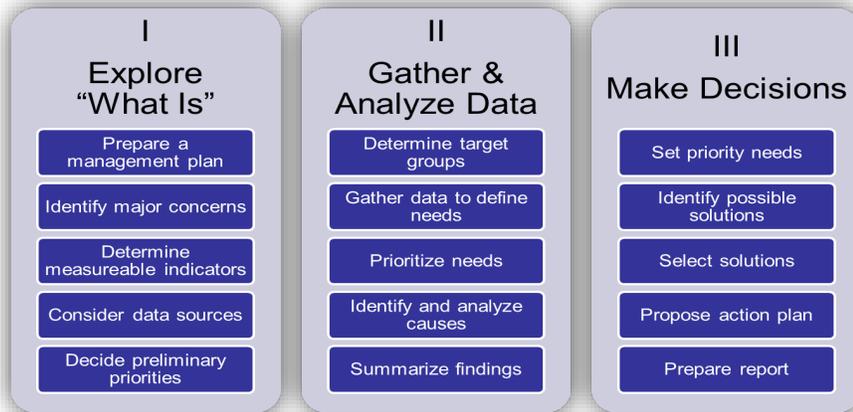


The CNA committee followed the systematic Three-Phase Model of Needs Assessment also suggested by OME that is illustrated below.

- 1) Exploring “what is,” by examining existing information and systems;
- 2) Gathering/ Analyzing Data on migrant students in Texas; and
- 3) Making Decisions on resources/systems that support or impede MEP staff efforts.

This model was modified to fit the specific needs of the Texas CNA process.

Three-phase Model for CNA



DATA COLLECTION PROCEDURES

The Texas MEP used a transparent model to ensure that all stakeholders were represented, provided with opportunities to respond to needs assessment questions, and encouraged to provide input regarding the needs of migrant students. The CNA Committee was composed of a broad cross-section of the MEP including migrant graduation specialists; local, regional, and state MEP staff; migrant parents; and Texas Education Agency (TEA) staff. Since Texas is home base for many migrant families, the CNA committee also included a receiving state representative to ensure that the interstate coordination issues associated with highly mobile migrant students were well understood and addressed.

Staff, students, and parents had the opportunity to respond to needs assessment surveys. Surveys were disseminated across the state via the MEP staff at the Education Service Centers (ESCs). A total of 781 surveys that represented the 20 regions in Texas were collected and analyzed.

To ensure that all requirements of the United States Department of Education, OME, were met and to conduct an accurate assessment of the needs of Texas' migrant student population, the Texas CNA committee set the following timelines for the activities of the CNA.

Timelines for CNA Activities

Activity	Timeline
Data Collection	11/06/15
CNA Meeting #1: Review data and develop concerns	09/29/15
CNA Meeting #2: Develop need statements and solutions	12/08/15
CNA Meeting #3: Finalize concern statements and solutions; identify resources and expert	03/08/16
Draft CNA	04/04/16
Finalize CNA	04/15/16

The committee was involved during the three phases of the CNA process and was instrumental in formulating the recommendations for program improvement contained in this report. This valid CNA process lays the groundwork for designing a needs-based program of services that will address the complex challenges faced by migrant children and youth and their families.

ORGANIZATION OF THE CNA REPORT

This CNA report provides an overview of the entire Texas CNA process as well as an action plan with recommended solutions and interventions that aim to close the gap between the achievement and outcomes of migrant children and those of their non-migrant peers. This action plan will drive the subsequent Comprehensive State Plan for Service Delivery which will describe the services that the Texas MEP will provide on a statewide basis to address the unique educational needs of migrant children and youth and will provide the basis for the use of

MEP funds in the state. Furthermore, the SDP will help the Texas MEP develop and articulate a clear vision of:

- ▶ the needs of migrant children on a statewide basis;
- ▶ the instructional and support strategies MEP sites will employ statewide to meet the needs;
- ▶ the MEP's measurable outcomes and how they help achieve the state's performance targets for all students;
- ▶ the services the MEP will provide on a statewide basis; and
- ▶ how to evaluate whether, and to what degree, the Texas MEP is effective.

Including this brief introduction, there are four sections contained in the CNA report. The next section, *Authorizing Statute and Guidance for Conducting the CNA*, provides legal underpinnings on which Texas conducts its CNA activities.

This section is followed by the *Phase I*, *Phase II*, and *Phase III* activities of the CNA, which includes the state migrant student and program profile; the process for gathering and analyzing data; and the process for decision-making around migrant student needs. This section is followed by the *Conclusions*.

Finally, the *Appendices* contain needs assessment survey instruments and results; and the complete list of the committee members' concern statements, solutions, and rankings.

2. Authorizing Statute and Guidance for Conducting the Comprehensive Needs Assessment

PURPOSE OF THE CNA

A MEP CNA is required by OME under Section 1306 of the Elementary and Secondary Education Act (ESEA), reauthorized as the *No Child Left Behind Act of 2001 (NCLB)*, Title I Part C, Section 1304(1) and 2(2). While there is a new reauthorization under the *Educating Every Student for Success Act (ESSA)*, this CNA was completed prior to publication of guidance regarding implementation of ESSA. Therefore, the process follows existing guidance and regulation to address the unique educational needs of migratory children in accordance with a comprehensive state plan that:

- ✓ is integrated with other programs under the ESEA and may be submitted as part of the state consolidated application;
- ✓ provides for migratory children to have an opportunity to meet the same challenging state academic content standards and challenging state student academic achievement standards that all children are expected to meet;
- ✓ specifies measurable program goals and outcomes;
- ✓ is the product of joint planning among such local, state, and federal programs, including programs under Title I Part A, early childhood programs, and language instruction programs;
- ✓ provides for the integration of available MEP services with other federal, state, or locally operated programs; and
- ✓ must be periodically reviewed and revised, as necessary, to reflect changes in the state's strategies and programs provided under NCLB.

The state MEP has flexibility in implementing the CNA through its local education agencies (LEAs), except that funds must be used to meet the identified needs of migrant children that result from their migratory lifestyle. Policy guidance issued by OME states that the CNA must be current (completed about every three years) with key sections related to the LEA application for sub-allocation updated annually. The needs assessment serves as the blueprint for establishing statewide priorities for local procedures and provides a basis for the SEA to subgrant MEP funds.

THE MIGRANT EDUCATION PROGRAM SEVEN AREAS OF CONCERN

There are seven common areas of concern that emerged from a four-state pilot CNA initiative in which Texas was one of the four states. The pilot was completed by OME in 2005 and shared with states as a model for conducting a comprehensive assessment of needs. Key areas emerged from this initiative as being important for all states to consider as they conduct their statewide assessment of needs or update their CNAs.

During committee meetings and work groups, the seven themes that follow helped to guide Texas toward specific areas that define populations whose migratory lifestyles result in significant challenges to achieving success in school. Specific concerns that challenge the success of migrant students include needs in seven areas around which the Texas CNA committee collected achievement and other outcome data; and based on the data, developed and revised concern statements.

These concern statements, in turn, will be used by the Texas MEP as well as by other key stakeholders to develop a plan to design appropriate services to address the concerns and to meet the unique educational needs of migrant students in the state. The seven recommended areas of concern and the Texas context for these concerns are described below.

1. **Educational Continuity**—Because migrant students often are forced to move during the regular school year and experience interruptions due to absences, students tend to encounter a lack of educational continuity. Often, students need to learn and adapt to different methods of instruction, behavioral expectations, and classroom rituals and routines with every move. Ensuring continuity of education and seamless credit accrual opportunities for all students is a priority due to this pattern.
2. **Instructional Time**—Mobility also impacts the amount of time students spend in class and their attendance patterns. Such decreases in the time students spend engaged in learning leads to lower levels of achievement. These factors are particularly present for preschool children and out-of-school youth (OSY), who either do not have access to free public education or are unable to take advantage of available programs due to mobility and/or the need to work. Ways to ameliorate the impact of family mobility and delays in enrollment procedures are essential.
3. **School Engagement**—Various factors relating to migrancy patterns impact student engagement in school. Students miss summer programs and extracurricular activities that help foster school engagement. Students feel unwelcome and/or disconnected from school systems where they may only be spending a few weeks. There is little time for students to establish and develop meaningful friendships within their peer group at school.
4. **English Language Development**—English language development (ELD) is critical for academic success. In the school setting, ELD focuses on the literacy skills applicable to content area learning. Since many migrant students have a home language other than English, migrant programs must find avenues to supplement the difficulties faced by migrant students in ELD due to their unique lifestyle, while not supplanting Title III program activities.
5. **Education Support in the Home**—Home environment is associated with a child's success in school, reflecting exposure to reading materials, a broad vocabulary, and educational games and activities. Such resources reflect parent educational background and socio-economic status. While migrant parents value education for their children,

they may not always know how to support their children in a manner consistent with school expectations nor have the means to offer an educationally rich home environment. Efforts to inform families in a manner that fits cultural and economic circumstances are crucial.

6. **Health**—Good health is a basic need that migrant students have difficulty maintaining. The compromised dental and nutritional status of migrant children is well documented as are high rates of obesity. They have higher proportions of acute and chronic health problems and there are higher childhood and infant mortality rates than those experienced by their non-migrant peers. They are at greater risk than other children due to pesticide exposure, farm injuries, heat-related illness, and poverty. They are more likely to be uninsured or under-insured and have difficulties with health care access. Families often need assistance in addressing health problems that interfere with the student's ability to learn.
7. **Access to Services**—Newcomer status and home languages other than English and a lack of literacy often decrease access to educational and educationally-related services to which migrant children and their families are entitled. Since they are not viewed as members of the community because of their mobility, services become more difficult to obtain.

3. Phase I: Exploring “What Is”

PLANNING PHASE OF THE TEXAS CNA

The Texas CNA was designed to develop an understanding of the unique educational needs and educationally-related support services needs of Texas migrant students. Not only does this analysis of needs provide a foundation for the future direction of the Texas MEP through its SDP, but it also supports the continuous improvement and quality assurance processes of the Texas MEP and the overall State Plan. The needs analysis was adapted to the resources and structures available in the state.

The Preparation Phase of the Texas CNA involved two major objectives:

1. develop a sense of understanding and commitment on the part of committee members to the needs assessment in all levels of the Texas MEP; and
2. arrive at consensus on the CNA process so that the findings are used in an appropriate and timely manner.

The MEP State Director, an employee of the Texas Education Agency (TEA), was assisted in the development of the CNA by contractors from META Associates and their subcontractor, ESCORT. The state-designed management plan for the CNA was defined in a contract that clarified the structure for the NAC, delineated various roles and responsibilities, and contained a general calendar of meeting dates and timelines for tasks to be completed.

The Texas CNA committee was charged with:

- ▶ helping to guide the needs assessment process;
- ▶ setting priorities based on the magnitude of the identified needs; and
- ▶ making recommendations to TEA to help inform decisions that affect MEP planning and implementation.

Committee members were identified by state MEP staff to ensure a broad range of stakeholders. Representatives included state MEP staff; regional and local MEP coordinators, administrators, and instructional staff; and migrant parents (see the CNA committee membership list at the beginning of this report).

After committee membership was determined, the MEP State Director implemented the final step in management planning, the logistical plan. A schedule of meetings was developed specifying the requirements for each meeting, the meeting goals, and the anticipated activities. The tasks for each meeting were articulated through agendas that each contained the meeting objectives.

OVERVIEW OF PHASE I: EXPLORING “WHAT IS”

The purpose of Phase I was to: 1) investigate what already is known about the unique educational needs of the target group; 2) determine the focus and scope of the CNA; and 3) gain commitment for all stages of the assessment including the use of the findings for program planning and implementation.

The CNA process:

- ▶ included both needs identification and the assessment of potential solutions;
- ▶ addressed all relevant goals established for migrant children;
- ▶ identified the needs of migrant children at a level useful for program design purposes;
- ▶ collected data from appropriate target groups; and
- ▶ examined needs data disaggregated by key subgroups.

Prior to the first meeting of the committee, data were compiled on migrant student achievement, outcomes such as graduation, and demographics. In addition, surveys were conducted documenting the perceptions of migrant parents and staff (see Appendices A and D).

The information that was compiled and presented at the first CNA meeting served to assist the committee to gain a comprehensive understanding of the characteristics of the migrant student population in Texas and provide a snapshot of their needs. During Phase I, the committee identified additional areas where data were needed to validate concerns that arose during the meeting.

CNA GOAL AREAS AND THE TEXAS STANDARDS

During the first CNA meeting on September 28, 2015, the committee addressed the following objectives:

- ▶ Understand the CNA planning cycle and roles/responsibilities of the committee;
- ▶ Review summaries of existing data and information on the needs of migrant students, and decide on additional data needed;
- ▶ Develop concern statements; and
- ▶ Review the results of the committee and decide on next steps in the planning cycle.

Outcomes from the meeting included:

- ▶ List of committee members, stakeholders represented (e.g. parent, local MEP staff, regional MEP staff, state agency staff, etc.) and contact information;
- ▶ List of concern statements;
- ▶ List of additional data elements needed for completing an MEP student profile

- ▶ List of potential sources of data for MEP students and comparison groups; and
- ▶ List of need indicators.

The committee reviewed the goal areas originally established by OME. It then indicated how the needs of Texas migrant students fit within these broad categories and aligned with Texas State Standards. These standards are in place in districts to ensure that all students have access to high-quality content and instruction.

In consideration of state standards and OME recommendations for the CNA, the four goal areas established by the committee are listed below.

Goal 1: Reading

Goal 2: Mathematics

Goal 3: School Readiness

Goal 4: High School Graduation/Out-of-School Youth

Upon agreeing to these four goal areas for improving Texas migrant student achievement and other outcomes, each goal was explored in relation to the Seven Areas of Concern established by OME to ensure that concerns and solutions would be aligned both with the Texas Essential Knowledge and Skills (TEKS) and the concerns typically associated with frequent migrancy. Migrant students in Texas traditionally have made gains as evidenced in previous evaluations, but these gains occur within a context of many barriers to achievement.

TEXAS CONCERN STATEMENTS

After extensive review of student assessment and perception data, several indicators of need became evident within each of the four goal areas. In both reading and math, migrant students in grades 3-11 were not scoring as well as their non-migrant counterparts. Additionally, a recurring theme across all of the goal areas was the need to provide educational resources and support for migrant parents so they can help their children be successful in school. A substantial group of students, parents, and staff also reported the need for resources and support for college and career readiness. Among the four goal areas, the need to provide resources for preventative health care services also was reported as a strong need.

During the first CNA meeting, the committee developed concern statements that are listed in the table below for each of the goal areas. At each of the subsequent meetings, the committee refined concerns based on additional data and input. The complete Texas CNA Decisions and Planning Chart is found in Appendix C. This chart was used as a management tool to ensure that the concern statements, data sources, need indicators, and solution strategies were aligned.

Concern Statements and Data Sources

Concern Statements - READING		Data Source
1.1	Migrant students in grades 3-11 generally achieve lower passing rates on reading state assessments compared with non-migrant students, Hispanic students, students who are Limited English Proficient (LEP), and economically disadvantaged students.	2013-2014 Consolidated State Performance Report (CSPR)
1.2	Migrant students do not have access to reading materials that enhance academic development.	Parent Surveys Student Surveys
1.3	Families of migrant students are in need of academic background, language skills, and resources for providing students reading support in the home.	Parent Surveys Staff Surveys
1.4	Migrant students in grades K-8 do not have access to support services (such as clothing, vision, dental, and other services) needed for academic success.	Parent Surveys Student Surveys Staff Surveys
1.5	Migrant students in grades K-12 do not have access to academic resources and tools needed to support their learning in school and at home.	Staff Surveys Student Surveys
Concern Statements - MATHEMATICS		Data Source
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.	2013-2014 CSPR
2.2	Migrant students in grades K-12 do not have access to academic resources and tools needed to support their mathematics learning in school and at home.	Staff Surveys Student Surveys
2.3	Migrant students in grades K-8 do not have access to support services (such as clothing, vision, dental, and other services) needed for academic success.	Parent Surveys Student Surveys Staff Surveys
2.4	Migrant students and parents report that youth are disengaged from school due to family responsibilities and/or a lack of academic success.	Student Surveys Parent Surveys OSY Profile (2015) Not on Time for Graduation Report; and At Risk of Non-promotion Report (New Generation System - NGS)
Concern Statements – SCHOOL READINESS		Data Source
3.1	Young migrant children are not being served by early childhood programs.	CSPR 2013-2014 Attendance data from Head Start, Texas Migrant Council (TMC), district, and Early Start/Even Start
3.2	Preschool migrant children are not receiving sufficient proactive or preventative health care services.	CSPR 2013-2014 Parent Surveys Staff Surveys

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 to include socially, developmentally, and age appropriate behavior.	Parent Surveys
Concern Statements – GRADUATION AND SERVICES TO OSY		Data Source
4.1	Secondary migrant students and OSY need counseling on appropriate course placement, credit accrual, graduation planning, goal setting, career exploration, etc.	Staff surveys Student surveys Expert committee CSPR 2013-2014 OSY Profile (2015)
4.2	Secondary migrant students are not graduating at the same rate as non-migrant students.	Student surveys Staff surveys
4.3	Highly mobile secondary migrant students do not have adequate and sufficient instruction to be proficient on state assessments.	CSPR 2013-2014 Staff Surveys
4.4	Highly mobile secondary migrant students and OSY lack education and knowledge about support services.	Parent Surveys Staff Surveys Expert committee
4.5	Families of secondary migrant students are in need of academic background, language skills, and resources for providing students support with high school graduation and career readiness.	Staff Survey Parent Survey Expert committee
4.6	Migrant secondary students are not attending school.	CSPR 2013-2014
4.7	Migrant OSY who express an interest in furthering their education have limited access to services and existing programs (Certificate of High School Equivalency, High School Equivalency Program – HEP, job training, workforce, community resources, etc.).	Expert committee
4.8	OSY are not receiving the assistance they need to re-engage in school and/or learn about alternative educational options.	OSY Profile (2015)

4. Phase II: Gathering and Analyzing Data

In the second phase of the CNA process, the key objectives were to build mechanisms that are appropriate and timely for obtaining data and building a comprehensive understanding of the educational gaps between Texas migrant students and non-migrant students and the factors that contribute to those gaps.

During the meeting for Phase II, the committee worked toward the following objectives:

1. revise and arrive at consensus on concern statements;
2. rank concerns for focus during service delivery planning;
3. develop need statements describing the magnitude of the needs exhibited by migrant students; and
4. draft solutions for concerns.

Demographic and achievement data were drawn from reports from NGS, the Student Assessment Division of TEA, and the CSPR. Perception data were collected from MEP staff, parents, and students via surveys. A summary of the data is found in the student profile that follows. The survey instruments are shown in Appendix D.

CAUTIONS IN INTERPRETING THE DATA

The data used in compiling this CNA report were gathered from a number of key sources that have helped to provide a broad picture of the needs of Texas' migrant student population. Nevertheless, when interpreting the data and drawing conclusions, it is important to bear in mind that while every effort was made to obtain a representative sample of parents, students, and staff for participation in the surveys, the experiences reported are unique to those who participated.

The student profile found on page 15 was used by the committee to make decisions about concerns and solutions and to set priorities. Data tables that informed the migrant student profile are found in Appendix A. All data are from the 2013-14 school year unless otherwise noted.

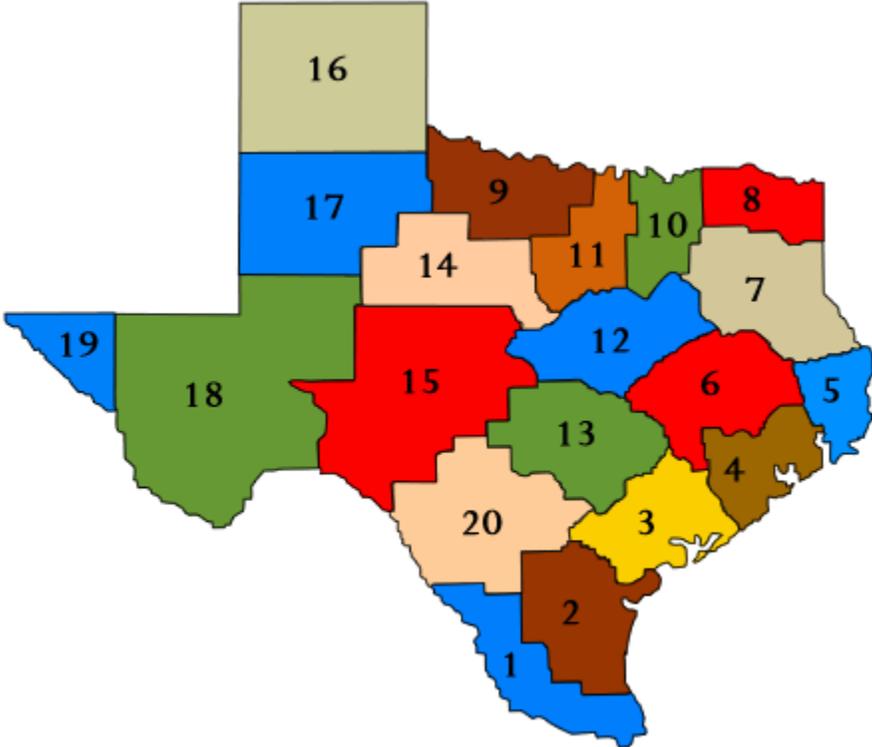
CONTEXT AND STUDENT DEMOGRAPHICS

Texas had the second largest population of migrant-eligible students in the U.S. during the 2013-14 school year. There were 45,503 migrant children that were determined to be eligible for the Texas MEP, 32% of which were English language learners (ELL) and 28% were identified as having priority for services (PFS).

Regional ESCs as well as school districts administer the MEP. LEAs may participate in the Texas MEP in one of three categories: Shared Service Agreement (SSA), Project, and Non-

Project. The map below shows the distribution of the Texas ESCs, with the numbers representing the ESC number.

**Project and Non-project Areas Where Migrant Students Are Identified
(Includes Regional Shared Services Agreements – SSA)**



Each ESC has a main office located within their region. The table below lists the 20 ESCs by their central location.

Texas Education Service Centers by Region Number and Location

Region #	Location	Region #	Location
1	Edinburg	11	Fort Worth
2	Corpus Christi	12	Waco
3	Victoria	13	Austin
4	Houston	14	Abilene
5	Beaumont	15	San Angelo
6	Huntsville	16	Amarillo
7	Kilgore	17	Lubbock
8	Mount Pleasant	18	Midland
9	Wichita Falls	19	El Paso
10	Richardson	20	San Antonio

TEXAS MIGRANT STUDENT PROFILE

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 up 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. This highly mobile student population faces unique challenges and often lags behind their non-migrant peers in academic achievement due to factors related to interrupted schooling.

The following data tables assisted the committee in identifying the unique needs of migrant students and families. The tables below illustrate the grade distribution of migrant students in Texas and the number and percentage of migrant students who have PFS (28% in 2013-2014 and 2014-2015) and who have been designated as LEP (32% in 2013-2014 and 24% in 2014-2015). Note that since the Needs Assessment Committee met, additional data have been made available from the TEA Division of Student Assessment. These data are included below to provide a complete picture of migrant student achievement and are closely aligned with the data for 2013-14 reviewed by the Committee in their decision making.

Identified Migrant Students and PFS Students in Texas

Grade	Total Count		PFS			
	2013-14	2014-15	2013-14		2014-15	
	N	N	N	%	N	%
Age 3-5	3,825	3,360	3	<1%	3	<1%
K	2,585	2,209	643	25%	569	26%
1	2,918	2,761	708	24%	645	23%
2	2,882	2,639	661	23%	605	23%
3	2,894	2,699	1,085	37%	1,003	37%
4	2,879	2,696	1,058	37%	985	37%
5	3,003	2,700	1,033	34%	928	34%
6	2,996	2,824	867	29%	758	27%
7	3,123	2,891	1,083	35%	1,014	35%
8	3,167	3,022	1,113	35%	1,099	36%
9	3,860	3,664	1,607	42%	1,451	40%
10	3,237	3,012	1,081	33%	891	30%
11	2,869	2,758	955	33%	944	34%
12	4,211	4,017	915	22%	872	22%
Ungraded	16	22	2	13%	3	14%
Out-of-school	1,038	1,002	150	14%	183	18%
Total Count	45,503	42,276	12,964	28%	11,953	28%

Source: CSPR 2013-14 and 2014-15

Identified LEP Migrant Students in Texas

Grade	Total Count		LEP			
	2013-14	2014-15	2013-14		2014-15	
	N	N	N	%	N	%
Age 3-5	3,825	3,360	582	15%	616	18%
K	2,585	2,209	1,161	45%	1,014	46%
1	2,918	2,761	1,444	49%	1,363	49%
2	2,882	2,639	1,470	51%	1,363	52%
3	2,894	2,699	1,466	51%	1,399	52%
4	2,879	2,696	1,437	50%	1,343	50%
5	3,003	2,700	1,357	45%	1,319	49%
6	2,996	2,824	1,176	39%	1,167	41%
7	3,123	2,891	984	32%	1,031	36%
8	3,167	3,022	872	28%	973	32%
9	3,860	3,664	981	25%	983	27%
10	3,237	3,012	662	20%	710	24%
11	2,869	2,758	552	19%	554	20%
12	4,211	4,017	508	12%	651	16%
Ungraded	16	22	2	13%	2	9%
Out-of-school	1,038	1,002	23	2%	24	2%
Total Count	45,503	42,276	14,677	32%	14,512	34%

Source: CSPR 2013-14 and 2014-15

Migrant student mobility is defined by the most recent qualifying move made by migrant students. The table below shows that 29% of students moved in the previous 12 months.

Number and Percentage of Migrant Students Arriving During the Performance Period

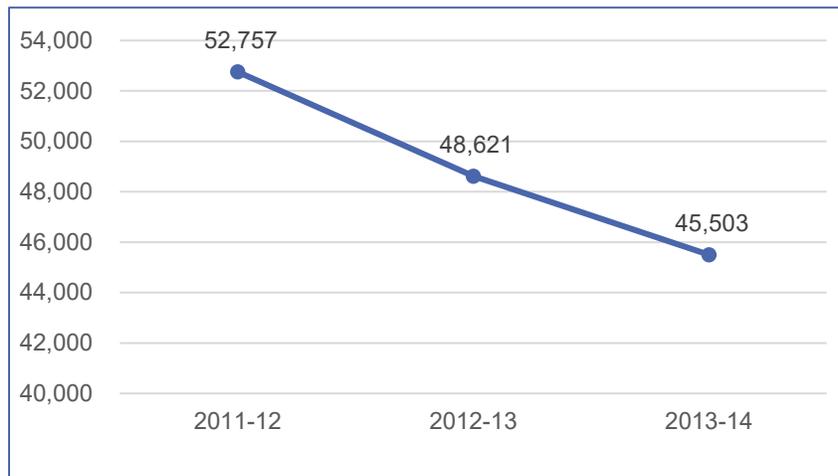
Grade	Number	Percent
Age 3-5	875	23%
K	784	30%
1	837	29%
2	875	30%
3	890	31%
4	900	31%
5	934	31%
6	955	32%
7	980	31%
8	1,046	33%
9	1,142	30%
10	934	29%
11	900	31%
12	774	18%

Grade	Number	Percent
Ungraded	5	31%
Out-of-school	157	15%
Total	12,988	29%

Source: CSPR 2013-14

Similar to migrant demographics across many states in the U.S., within the past three years, there has been a decline in the number of migrant students identified in Texas. From 2011-2012 to 2013-2014 there has been about a 14% decline in the number of migrant students identified.

Number of Migrant Students in Texas



Source: CSPR 2013-14

Texas' OME-approved definition of PFS for students in grades 3-12, ungraded, or out-of-school includes those whose education has been interrupted during the previous or current regular school year and who 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 whose education has been interrupted during the previous or current regular school year and who 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. During 2013-14, 28% of the eligible MEP students in Texas were classified as PFS.

Reading and Math Achievement

Each year, the STAAR is administered to students in grades 3-8 and the End-of-course exams (EOC) are administered in high school for English I, English II, and Algebra I. All data presented in the table that follows are taken from the 2013-2014 administration of these assessments.

Shown below are the reading assessment results for PFS and non-PFS migrant students. The data show that fewer non-PFS migrant students scored proficient in all grade levels.

2013-2014 STAAR Results for Reading of PFS and Non-PFS Migrant Students

Grade Level	PFS Status	# Migrant Students Tested	# Migrant Students Scoring P/A	% Migrant Students Scoring P/A
3	PFS	111	53	48%
	Non-PFS	2,768	1,787	65%
	Total	2,879	1,840	64%
4	PFS	104	53	51%
	Non-PFS	2,575	1,619	63%
	Total	2,679	1,672	62%
5	PFS	80	58	73%
	Non-PFS	2,868	2,398	84%
	Total	2,948	2,456	83%
6	PFS	57	25	44%
	Non-PFS	2,887	1,810	63%
	Total	2,944	1,835	62%
7	PFS	68	33	49%
	Non-PFS	2,952	1,774	60%
	Total	3,020	1,807	60%
8	PFS	81	54	67%
	Non-PFS	2,893	2,426	84%
	Total	2,974	2,480	83%
All	PFS	501	292	58%
	Non-PFS	17,073	11,932	70%
	All	17,574	12,224	70%

Source: TEA, Division of Student Assessment Data

The table that follows shows the math assessment results for PFS and non-PFS migrant students. The table shows that migrant students with PFS scored lower on the STAAR at all grade levels in mathematics.

2013-2014 STAAR Results for Reading of PFS and Non-PFS Migrant Students

Grade Level	PFS Status	# Migrant Students Tested	# Migrant Students Scoring P/A	% Migrant Students Scoring P/A
3	PFS	111	54	49%
	Non-PFS	2,765	1,851	67%
	Total	2,876	1,905	66%
4	PFS	104	57	55%
	Non-PFS	2,710	1,906	70%
	Total	2,814	1,963	70%
5	PFS	80	65	81%
	Non-PFS	2,869	2,768	96%
	Total	2,949	2,833	96%
6	PFS	56	31	55%
	Non-PFS	2,870	2,033	71%
	Total	2,926	2,064	71%
7	PFS	67	25	37%
	Non-PFS	2,903	1,555	54%
	Total	2,970	1,580	53%
8	PFS	79	45	57%
	Non-PFS	2,760	2,240	81%
	Total	2,839	2,285	80%
All	PFS	497	286	58%
	Non-PFS	16,878	12,375	73%
	All	17,375	12,661	73%

Source: TEA, Division of Student Assessment Data

The table below shows the EOC English I and English II assessment results for PFS and non-PFS migrant students. Compared to their non-PFS counterparts, fewer migrant students with PFS students scored proficient in English I and English II.

2013-2014 EOC Results for English I and English II of PFS and Non-PFS Migrant Students

Exam	PFS Status	# Migrant Students Tested	# Migrant Students Scoring P/A	% Migrant Students Scoring P/A
English I	PFS	212	67	32%
	Non-PFS	4,909	2,401	49%
	Total	5,121	2,468	48%

Exam	PFS Status	# Migrant Students Tested	# Migrant Students Scoring P/A	% Migrant Students Scoring P/A
English II	PFS	158	53	34%
	Non-PFS	3,744	1,856	50%
	Total	3,902	1,909	49%
All	PFS	370	120	32%
	Non-PFS	8,653	4,257	49%
	Total	9,023	4,377	49%

Source: TEA, Division of Student Assessment Data

The table below shows the EOC Algebra I assessment results for PFS and non-PFS migrant students. Seventy-three percent of migrant students scored proficient compared to 48% of non-PFS counterparts, a difference of 25%.

2013-2014 EOC Results for Algebra I of PFS and Non-PFS Migrant Students

Exam	PFS Status	# Tested	# Migrant Students Scoring P/A	% Migrant Students Scoring P/A
Algebra I	PFS	206	99	48%
	Non-PFS	3,983	2,890	73%
	Total	4,189	2,989	71%

Source: TEA, Division of Student Assessment Data

A snapshot summary of student and program demographics from the 2013-14 CSPR, data from NGS, as well as data from TEA's Division of Student Assessment is provided below.

2013-2014 Migrant Student Profile Summary

Eligible migrant students identified	Category 1 - 45,503 Category 2 (Summer/Intersession) – 7,559
Migrant students served	35,304 (regular school year) 7,559 (during the summer)
Typical qualifying activities	Crops: numerous Fish: fish, shrimp, crabs, oysters Livestock: bulls, cattle, goats, pigs, sheep, rabbits, equine, fencing Poultry: chickens Recruiters can visit www.texasmapagmap.esc2.net for an interactive map to research qualifying activities for the counties they are responsible for visiting

Number with qualifying arrival date in 2013-14	13,147 (29%) for performance period 12,988 (29%) during regular school year
Geographic distribution	<ul style="list-style-type: none"> • 2,633 schools serve migrant students • 20 regional ESCs serve migrant students • Three largest ESCs are Region 1, Region 20, and Region 16
Migrant students with PFS	12,964 (28% of all eligible migrant students) 10,450 during regular school year 1,732 during summer/intersession
Eligible migrant students who are ELL	32% of all eligible migrant students (compared to 15% of non-migrant students (2012-13))
Migrant students with disabilities	4,157 (9% of all eligible migrant students)
Number of students receiving MEP-funded instructional services	18,632 10,672 (PFS)
Number of students receiving MEP-funded reading and math instruction	2,733 – Reading Instruction (MEP funded) 3, 319 – Math Instruction (MEP funded)
Number of students receiving MEP-funded support services	32,499
Number of students receiving MEP-funded counseling services and assistance with credit accrual	5,096 - Counseling 4,240 – Credit Accrual
Number of migrant students receiving out-of-state high school credits	38 *data only includes data from states that use NGS
Number of migrant students receiving out-of-state testing	532 - # referred to TMIP for testing 447 - # of assessments administered *data only includes data from states that use NGS
OSY identified/served	Identified: 1,038 Served: 285
Migrant students in grades 3-8 scoring proficient or above on state reading and math assessments	Reading - 70% Math – 73%
PFS migrant students in grades 3-8 scoring proficient or above on state reading and math assessments	Reading – 58% Math – 58%
Secondary migrant students scoring proficient or above on state EOC exams in English and Algebra	English I and II – 49% Algebra I – 71%

Secondary PFS migrant students scoring proficient or above on state EOC exams in English and Algebra	English I and II – 32% Algebra I – 48%
Gap between migrant and non-migrant student proficiency on state reading and math assessments	Reading gap - 20% Math gap – 12%
Migrant student dropout rate	All Migrant Students – 11.1% Non-migrant students – 6.6%
Graduation rate	All Migrant Students – 82.6% Non-migrant students – 88.3%

NEEDS ASSESSMENT SURVEY RESULTS

The CNA committee had access to detailed input from a wide variety of stakeholders that helped to inform their decision-making. The key stakeholders queried about their opinions and ideas regarding the most critical needs of migrant students and families were: State MEP staff, regional MEP staff, local MEP staff, migrant parents, and migrant students.

Migrant education program staff, parents, and students completed a survey regarding migrant student needs. Prior to the dissemination of the survey, the surveys were vetted by the Data Governance Board (DGB) at TEA. Approval was received to survey up to 250 participants in each category (staff, parents, students, and OSY).

The CNA committee agreed that the best approach would be to request that each ESC collect up to 10 responses for each of the four surveys for a total of 40 from each region. The exception to this sampling was to allow Region 1 (where the largest population of migrant students is found in Texas) to over-sample; they were asked to collect up to 50 of each survey. There were 781 surveys received which included 209 staff surveys, 225 parent surveys, 205 student surveys, and 142 migrant youth/OSY surveys.

A trend analysis was conducted on responses to the survey questions and the conclusions follow. The source data can be found in Appendix A.

Staff

Migrant education program staff surveyed indicated that their biggest concerns relating to the achievement and graduation of migrant students were:

- ▶ Passing state assessments
- ▶ Making sure migrant students have the necessary support to graduate
- ▶ Credit Recovery/credit from other states/obtaining correct number of credits
- ▶ Dropout prevention

- ▶ Guidance for post-secondary options
- ▶ Lack of support at home/lack of parent involvement
- ▶ Motivating students to stay in school and do well

Parents

Migrant parents surveyed indicated their biggest concerns for the education of their children. These concerns are listed below.

- ▶ Learning English/help with English
- ▶ Help with reading
- ▶ Help with math
- ▶ Finishing school on time/graduating
- ▶ Going to college/paying for college
- ▶ Passing state exams
- ▶ Staying motivated to stay in school

Students and Youth/OSY

Migrant students surveyed reported their biggest concerns for being successful in school and graduating. These concerns follow.

- ▶ Maintaining good grades/not failing/maintaining their Grade Point Averages (GPA)
- ▶ Passing the STAAR and/or end-of-course exams
- ▶ Attending/paying for college
- ▶ Getting all of their high school credits
- ▶ Credit recovery
- ▶ Having a plan for the future

Across all three groups, the perception of migrant parents, staff, and students/OSY varied somewhat. The biggest concerns across all three groups were passing state exams and having the necessary supports to achieve credits/stay in school. Also, having plans for the future which includes post-secondary education, as well as career readiness, was a common theme.

5. Phase III: Making Decisions

In the third phase of the CNA process, the key objective was to review data and develop viable conclusions and recommendations that will be used as a foundation for the SDP. The CNA committee met for its final meeting on March 8, 2016. The objectives of the meeting follow.

- ▶ Finalize concerns and solutions for the CNA report
- ▶ Identify possible resources to meet migrant student needs
- ▶ Identify experts, expert practitioners, and experts in other areas
- ▶ Revise and approve draft CNA table of contents
- ▶ Revise and approve the profile of migrant students in Texas
- ▶ Decide on next steps for completion of the CNA and service delivery planning

The following section offers the final recommendations for concerns, need indicators and need statements, and the possible solutions developed by the committee. A complete list of the Concerns and Solution Strategies is found in the CNA Decisions and Planning Chart in Appendix C.

Concerns are listed in rank order. The committee used the following criteria to rank concerns.

- ▶ Magnitude in the gaps between “what is” and “what should be”
- ▶ Critical nature of the need
- ▶ Special needs of PFS students
- ▶ Degree of difficulty in addressing the need
- ▶ Risks/consequences of ignoring the need
- ▶ External factors such as state and district priorities and goals

The committee identified possible solutions that will be used in the process for the development of recommended strategies during the SDP planning process. The solutions were designed to follow general guidelines based on the examination of migrant student needs and an in-depth analysis of both research and expert experience on what practices are the most likely to be effective. The development of solutions was guided by the following questions:

- ▶ What does the research say about effective strategies, programs, or interventions?
- ▶ Where has this solution been implemented and was it successful?
- ▶ What are the challenges?
- ▶ How can solutions be customized for Texas?

READING

Concern Statement 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.		
Need Indicator	Need Statement	Solution Strategies
<p>There was a decrease of 30% of MEP students in transition from 8th grade English Language Arts (ELA) state assessments to high school ELA state assessments.</p> <p>55% of MEP students are proficient in reading/language arts compared to 75% of non-MEP students, 70% of Hispanic or Latino students, 53% of LEP students, and 68% of economically disadvantaged students.</p> <p>15% of students received supplemental reading instruction in 2013-14.</p>	<p>The percentage of migrant students in grades 3-11 meeting standards on the state Reading/Language Arts assessment needs to increase by 20%.</p>	<p>1.1.a) Provide individualized and data-driven instructional support services to migrant students (i.e., MEP tutoring before, after, or during the school day)</p> <p>1.1.b) Increase instructional time for migrant students in need through MEP tutoring, MEP Interventionists, Summer MEP, etc.</p> <p>1.1.c) Coordinate and collaborate with other programs for instructional and support services</p> <p>1.1.d) Provide professional development to MEP instructional support staff in order to build capacity in the following areas:</p> <ul style="list-style-type: none"> - Awareness/understanding of state assessment standards - Focus on transition of ELA test requirements/skills from grade to grade (vertical alignments) - How to interpret assessment results <p>1.1.e) Collaborate with other programs to ensure the alignment of language of instruction and language of assessment</p> <p>1.1.f) Solicit guidance from TEA on program coordination</p>
Concern Statement 1.2: Migrant students do not have access to reading materials that enhance academic development.		
Need Indicator	Need Statement	Solution Strategies
<p>47% of parents indicated that they needed educational materials at home to help support their child's success in school. 39% of students reported needing school supplies to better participate in their education. Students and parents reported difficulty with internet access to be able to use online resources at home.</p>	<p>Access to reading materials needs to increase for migrant students who have been identified as having needs.</p>	<p>1.2.a) Coordinate and collaborate with classroom teachers to determine migrant students' reading levels</p> <p>1.2.b) Provide developmentally-appropriate reading materials to students (Spanish, bilingual, independent reading levels through Accelerated Reader [AR], <i>Tejas Lee</i>, Lexia, etc.)</p> <p>1.2.c) Provide summer reading opportunities to students by coordinating with local libraries, providing MEP book summer reading, and other community agencies</p>

15% of students received supplemental reading instruction in 2013-14.		1.2.d) Provide migrant students access to digital reading resources 1.2.e) Provide supplies and materials to support/enhance literacy
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Concern Statement 1.3: Families of migrant students are in need of academic background, language skills, and resources for providing students reading support in the home.

Need Indicator	Need Statement	Solution Strategies
<p>47% of parents reported that they needed support helping their children with reading, math, and writing. 58% of staff reported that parents needed strategies to support education in the home.</p> <p>The #1 area that parents reported needing help with was learning English.</p> <p>Staff reported family literacy and language instruction as their third priority for parent support.</p>	<p>Migrant families' access to training in how to promote their children's reading and writing abilities needs to increase.</p> <p>Access to educational materials in the home needs to increase for migrant families.</p>	<p>1.3.a) Provide MEP parents training regarding the process of reading, such as how to read to children, reading levels, using resources, etc.</p> <p>1.3.b) Provide materials and resources to MEP families that are lacking in the home (i.e., laptop, dictionary, thesaurus, portable reading devices, MP3 players, tablets, etc.) and model the use of resources</p> <p>1.3.c) Coordinate with other programs to provide access to English classes for migrant parents</p> <p>1.3.d) Provide family literacy events</p>

Concern Statement 1.4: Migrant students in grades K-8 do not have access to support services (such as clothing, vision, dental, other) needed for academic success.

Need Indicator	Need Statement	Solution Strategies
<p>Greater access to health/dental care (22%) was in the top half of staff concerns.</p> <p>Clothing (40%) was one of the top parent concerns for support services.</p> <p>Expert committee members reported that migrant students do not have access to support services.</p>	<p>Migrant students' access to needed support services (e.g. mental, dental) needs to increase.</p>	<p>1.4.a) Provide training on support services available to parents, teachers, and MEP staff</p> <p>1.4.b) Provide needs-based support services to migrant children and youth and coordinate with other agencies whose mission statement is to provide support services</p> <p>1.4.c) Provide information on support services at Parent Advisory Council (PAC) Meetings and Migrant Parent Information meetings</p> <p>1.4.d) Develop a resource manual on support services available for migrant parents and students</p>

Concern Statement 1.5: Migrant students in grades K-12 do not have access to academic resources/tools needed to support their learning in school and at home.		
Need Indicator	Need Statement	Solution Strategies
<p>44% of staff reported that parents needed help providing educational resources in the home.</p> <p>39% of students reported school supplies as an area in which they needed support.</p>	<p>Migrant students who lack necessary academic resources/tools need to receive the support they require to succeed in their math classes.</p>	<p>1.5.a) Provide tools and resources to enable migrant students to complete reading assignments at home</p> <p>1.5.b) Provide training to migrant students on how to use resources and tools</p>

MATHEMATICS

Concern Statement 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.		
Need Indicator	Need Statement	Solution Strategies
<p>58% of MEP students (grades 3-11) are proficient in Mathematics compared to 76% of non-MEP students, 73% of Hispanic or Latino students, 62% of LEP students, and 70% of economically disadvantaged students.</p> <p>44% of staff reported that migrant students needed support to pass state assessments.</p> <p>18% of migrant students received supplemental math instruction.</p> <p>50% of parents reported that their children needed additional math instruction.</p> <p>52% of students reported that they needed additional math instruction and many commented that they were having trouble passing the STAAR/EOC.</p>	<p>The percentage of migrant students in grades 3-11 meeting standards on state Math assessments needs to increase by 18%.</p>	<p>2.1.a) 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>2.1.b) Coordinate with district/campus staff and monitor to ensure students receive support from available supplemental math services (in specific areas of need, i.e., student expectations)</p> <p>2.1.c) For students who do not respond to intervention, provide tutors or other appropriate resources to provide data-driven instruction</p> <p>2.1.d) Identify qualified staff to provide training to parents on foundational mathematical concepts and activities aligned to students' math level</p> <p>2.1.e) Provide training to teachers and tutors of migrant students on instructional strategies to develop critical thinking skills when solving math word problems</p>

Concern Statement 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.

Need Indicator	Need Statement	Solution Strategies
<p>44% of staff reported that parents needed help providing educational resources in the home.</p> <p>School supplies (57%) was a top parent concern for support services.</p> <p>39% of students reported school supplies as an area they needed support with.</p>	<p>Migrant students who lack necessary academic resources/tools need to receive the support they require to succeed in their math classes.</p>	<p>2.2.a) Provide educational tools, resources, and appropriate training to enable migrant students to complete math assignments at home</p>

Concern Statement 2.3: Migrant students in grades K-8 do not have access to support services (such as clothing, vision, dental, other) needed for academic success.

Need Indicator	Need Statement	Solution Strategies
<p>Greater access to health/dental care (22%) was in the top half of staff concerns.</p> <p>Clothing (40%) was one of the top parent concerns for support services.</p> <p>Expert committee members reported that migrant students do not have access to support services.</p>	<p>Migrant students' access to support services (e.g. medical, dental) needs to increase.</p>	<p>2.3.a) Provide training on support services available to parents, teachers, and MEP staff</p> <p>2.3.b) Provide needs-based support services to migrant children and youth and coordinate with other agencies whose mission statement is to provide support services</p> <p>2.3.c) Provide information on support services at PAC Meetings and migrant parent information meetings</p> <p>2.3.d) Develop a resource manual on support services available for migrant parents and students</p>

Concern Statement 2.4: Migrant students and parents report that youth are disengaged from school due to family responsibilities and/or a lack of academic success.		
Need Indicator	Need Statement	Solution Strategies
<p>61% of students reported needing support in college and career counseling.</p> <p>The #2 student priority was secondary counseling (credit-related) with 39% of students reporting.</p> <p>A trend analysis indicates parents do not think their children will finish school on time or graduate and/or need support to stay motivated.</p> <p>Expert committee report that students experience frustration from not obtaining math credit causing student disengagement.</p>	<p>Migrant student engagement in school needs to increase.</p>	<p>2.4.a) Provide counseling services to ensure students and parents are aware of credits needs for H.S. graduation and college and career readiness</p> <p>2.4.b) Provide resilience training to students and parents to address the effects of migrancy and mobility</p>

SCHOOL READINESS

Concern Statement 3.1: Young migrant children are not being served by early childhood programs.		
Need Indicator	Need Statement	Solution Strategies
<p>48% of MEP students ages 3-5 (not in kindergarten) were served by the MEP during the 2013-2014 school year.</p>	<p>Increase the percentage of migrant students being served in early childhood programs by 52%.</p>	<p>3.1.a) Develop a timeline of informative presentations on the benefits of early childhood education as part of the Identification and Recruitment (ID&R) plan to include all MEP staff and migrant parents of early childhood children</p> <p>3.1.b) Through collaboration with agencies such as Texas Migrant Interstate Program (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>

Concern Statement 3.2: Preschool migrant children are not receiving sufficient proactive or preventative health care services.		
Need Indicator	Need Statement	Solution Strategies
<p>40% of MEP students ages 3-5 (not kindergarten) received support services during the reporting period.</p> <p>28% of parents reported needing support with dental, vision, or health care.</p> <p>22% of staff thought migrant students needed greater access to dental, vision, or health care.</p> <p>Expert committee reported that preschool migrant children lack adequate health and dental services.</p>	<p>Migrant preschool children who receive preventative health care services needs to increase.</p>	<p>3.2.a) Create and implement a timeline of informative presentations on the benefits of preventative health (e.g., dental, medical) services</p> <p>3.2.b) Create partnerships with mental health professionals, counselors, educational entities, and non-profits to strengthen age and developmentally appropriate behavior</p> <p>3.2.c) Establish Memorandums of Understanding (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>
Concern Statement 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.		
Need Indicator	Need Statement	Solution Strategies
<p>57% of parents reported needing support with school supplies.</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>	<p>3.3.a) Sponsor an early childhood academy at the annual state migrant conference</p> <p>3.3.b) Provide training to parents on basic ESL, math, oral language, financial literacy, and the legal needs.</p> <p>3.3.c) Provide training on effective parenting strategies that are developmentally appropriate.</p> <p>3.3.d) Review the current model of the parental engagement program and make changes necessary to strengthen the model and to increase parent participation.</p>

HIGH SCHOOL GRADUATION/SERVICES TO OUT-OF-SCHOOL YOUTH (OSY)

Concern Statement 4.1: Secondary migrant students and OSY need counseling on appropriate course placement, credit accrual, graduation planning, goal setting, career exploration, etc.		
Need Indicator	Need Statement	Solution Strategies
<p>22% of migrant students in grades 9-12 received assistance with “counseling” in 2013-14.</p> <p>48% of staff reported that students needed support with secondary counseling (credit related), the #2 concern for staff surveyed.</p> <p>39% of students reported needed secondary counseling (credit related), also the #2 concern in the area of support services for students surveyed.</p> <p>Expert committee report that secondary migrant students and OSY do not receive appropriate counseling.</p>	<p>The percentage of migrant secondary students who receive assistance with course selection and goal setting needs to increase.</p>	<p>4.1.a) 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>4.1.b) Provide access to social workers to address social and emotional issues that arise due to high mobility</p> <p>4.1.c) Review course selection to confirm courses are aligned with his/her goals and interests</p> <p>4.1.d) Collaborate with school/district personnel to ensure timely completion of a college and career readiness plan</p>
Concern Statement 4.2: Secondary migrant students are not graduating at the same rate as non-migrant students.		
Need Indicator	Need Statement	Solution Strategies
<p>82.6% of migrant students graduated from high school in 2013-14 vs. 88.3% of non-migrant students.</p> <p>11.1% of migrant students dropped out in 2013-14 vs. 6.6% of non-migrant students.</p>	<p>The percentage of migrant students graduating needs to increase by 5.7% and the percentage of migrant students dropping out needs to decrease by 4.5%.</p>	<p>4.2.a) Receiving states and TMIP staff request state MEP-endorse student data spreadsheet in May for academic placement</p> <p>4.2.b) Send receiving state summer student data to Texas districts where students reside</p> <p>4.2.c) Provide appropriate coordination between Texas and receiving states on migrant students’ needs for graduation requirements</p>

Concern Statement 4.3: Highly mobile secondary migrant students do not have adequate and sufficient instruction to be proficient on state assessments.		
Need Indicator	Need Statement	Solution Strategies
<p>44% of MEP students in grade 10 are proficient in reading compared to 67% of non-MEP students in grade 10.</p> <p>65% of MEP students in grade 11 were proficient in Mathematics compared to 79% of non-MEP students in grade 11.</p>	<p>The percentage of migrant students in grade 10 meeting state standards on the Reading/Language Arts assessment needs to increase by 23%. The percentage of migrant students in grade 11 meeting state standards on the Math assessment needs to increase by 14%.</p>	<p>4.3.a) Provide supplemental educational services to ensure student are proficient on state assessments</p> <p>4.3.b) Provide remediation in transitional years</p> <p>4.3.c) Provide access to intra/interstate tutoring</p> <p>4.3.d) Submit TMIP out-of-state testing referrals</p>
Concern Statement 4.4: Highly mobile secondary migrant students and OSY lack education and knowledge about support services		
Need Indicator	Need Statement	Solution Strategies
<p>28% of parents reported needing support with dental, vision, or health care.</p> <p>22% of staff thought migrant students needed greater access to dental, vision, or health care.</p> <p>Expert committee report highly mobile secondary migrant students lack education and knowledge about health services</p>	<p>Highly mobile secondary migrant students need increased access to health care and knowledge of healthy habits, dental, vision, and other support services.</p>	<p>4.4.a) Provide quarterly resources, trainings, and evaluation tools to ensure students receive appropriate information of support services</p>
Concern Statement 4.5: Families of secondary migrant students are in need of academic background, language skills, and resources for providing students support with high school graduation and career readiness.		
Need Indicator	Need Statement	Solution Strategies
<p>58% of staff reported that parents needed strategies to support education in the home.</p> <p>47% of parents reported needing support in order to</p>	<p>Migrant families who report that they receive training in how to promote their secondary-age children's reading</p>	<p>4.5a) Provide a parent "hands-on" training on understanding the state assessment data results, and the Texas educational system (required courses by grade level, attendance and school expectations)</p>

<p>help their child with reading, math, and writing which was the #1 concern for parents who were surveyed.</p> <p>Expert committee report that families of secondary migrant student lack the background and language skills for providing student support.</p>	<p>and writing abilities needs to increase.</p>	
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Concern Statement 4.6: There are migrant secondary-aged students not attending school.

Need Indicator	Need Statement	Solution Strategies
<p>6.8% of secondary-aged migrant students are not attending school.</p> <p>27% of OSY eligible and present in 2013-2014 received an MEP service during the performance period. 6% of OSY received an instructional service.</p>	<p>The percentage of migrant secondary-aged students needs to decrease by 6.8%.</p>	<p>4.6.a) Provide flexible programs/resources to meet individual needs (e.g., resources on www.osymigrant.org)</p>

Concern Statement 4.7: Migrant OSY who express an interest in furthering their education have limited access to services and existing programs (GED, HEP, job training, workforce, community resources, etc.).

Need Indicator	Need Statement	Solution Strategies
<p>Expert committee report that migrant OSY have limited access to services and existing programs.</p> <p>27% of OSY eligible and present in 2013-2014 received an MEP service during the performance period. 6% of OSY received an instructional service.</p>	<p>Migrant OSY need increased access to services and existing programs.</p>	<p>4.7.a) Provide training to MEP staff about existing programs and resources 4.7.b) Complete and maintain the OSY Profile for all OSY 4.7.c) Contact OSY at least monthly about needs using OSY preferred method of communication 4.7.d) Ensure that identified OSY have access to these resources (Resource Directories Service Coordination, Workforce Partnerships)</p>

Concern Statement 4.8: OSY are not receiving the assistance they need to re-engage in school and/or learn about alternative educational options.		
Need Indicator	Need Statement	Solution Strategies
<p>82.6% of migrant students graduated from high school in 2013-14 v. 88.3% of non-migrant students.</p> <p>11.1% of migrant students dropped out in 2013-14 vs. 6.6% of non-migrant students.</p> <p>90% of OSY had attended at least 9th grade, indicating that they had at least some HS experience. 22% of OSY reported leaving school due to lack of credits and 17% requested support earning high school credits currently.</p>	<p>The percentage of migrant OSY re-engaged in school needs to increase.</p>	<p>4.8.a) Review graduation plans and examine why students did not graduate (academic/non-academic reasons) and assist them to complete the credits needed to graduate or obtain alternative educational options</p>

After refining and prioritizing recommended solutions, the CNA committee brainstormed a list of knowledgeable experts and helpful resources/partners that can be valuable in helping to implement the MEP in the four goal areas. During the SDP process, these recommended experts and resources will benefit the SDP teams as they strive to devise specific strategies and identify related resources that will assist MEP service providers statewide as they engage in implementing the priority solutions. The table below outlines the recommended experts and resources by goal area.

Experts and Resources

Goal Area	Experts	Resources
Reading	<ul style="list-style-type: none"> • Reading specialists • Consultants • Curriculum coordinators • ELA endorsed teachers • TEA/ESC personnel • Program directors • Technology personnel • Authors • Testing coordinators • Assessment coordinators • Administrators/campus staff • Bilingual English and a Second Language (ESL) teachers • Instructional coaches 	<ul style="list-style-type: none"> • Title programs • State Bilingual ESL • Public libraries • TX Gateway • Digital devices • Unrestricted funds • Training courses • Books, eBooks • Free tutors • Free online resources • Manipulatives • Technology – tablets, eReaders, etc.

Goal Area	Experts	Resources
Math	<ul style="list-style-type: none"> • Math specialists/coaches • Resiliency training experts 	<ul style="list-style-type: none"> • Access to a “real time” PFS list • Digital resources/technology • Manipulatives/resources to take home • Calculators/tablets • Support Services Resource Manual
School Readiness	<ul style="list-style-type: none"> • Texas Migrant Council • Early Childhood Intervention (ECI) • Head Start Directors • Pediatricians • Mental Health Mental Retardation (MHMR) • Special education programs, MEP, etc. • Librarians • Educational staff 	<ul style="list-style-type: none"> • Observation checklists re: delays in age appropriate behaviors • 411 • NGS • Head Start • Psychologists/Psychiatrists • Non-Profits • Private/Faith-based resources • ESCs • Local libraries • Schools
High School Graduation/ OSY	<ul style="list-style-type: none"> • TEA • ESCs (Migrant and Career and Technology Education - CTE) • TMIP • Master counselors • HEP • College Assistance Migrant Program (CAMP) • ESCORT/META • Receiving state staff • Social Services • Texas Workforce Solutions • Motivational Speakers • United Farm Workers 	<ul style="list-style-type: none"> • Intra-Inter Student Form (Minnesota-Texas) • NGS • Migrant Student Information Exchange (MSIX) • Workforce Investment Opportunity Act (WIOA) • Graduation and Outcomes for Success of OSY (GOSOSY) • TMIP – Resources State Booklet • College Visits • <i>Clinica Familiar</i> • United Farm Worker (UFW) • National Center for Farmworker Health • ESCs

6. Conclusions

NEXT STEPS IN APPLYING THE RESULTS OF THE CNA TO PLANNING SERVICES

This CNA will help to inform the Texas plan for the delivery of services to meet the unique educational needs of its migrant students and will serve as the basis for the use of MEP funds in the state. An important next step in the SDP process is essential to help the Texas MEP develop and articulate a clear vision of the needs of migrant children on a statewide basis and shape the MEP services to be delivered. Further, measurable program outcomes and how they help achieve the state's performance targets will serve as a foundation to evaluate whether and to what degree the MEP is effective.

The Texas MEP will include the following components in its comprehensive Service Delivery Plan:

1. *Performance Targets.* The plan must specify the performance targets that the state has adopted for all migrant children for: 1) reading; 2) mathematics; 3) school readiness; and 4) high school graduation/services to out-of-school youth, and any other performance targets that the state identifies for migrant children.
2. *Needs Assessment.* The plan must include identification and an 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.
3. *Measurable Program Outcomes.* The plan must include the measurable outcomes that the MEP will produce statewide through specific educational or educationally-related services. 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. The measurable outcomes should also help achieve the state's performance targets.
4. *Service Delivery.* The plan must describe the MEP'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.
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.

The Texas MEP also will include the policies and procedures it will implement to address other administrative activities and program functions, such as:

- ▶ *Priority for Services.* A description of how, on a statewide basis, the MEP will give priority to migrant children who: 1) are failing, or most at risk of failing, to meet the state’s challenging academic content and student achievement standards, and 2) whose education has been interrupted during the regular school year.
- ▶ *Parent Involvement.* A description of the MEP’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.

In response to the requirements put forth by the Office of Migrant Education, Texas will: 1) update the CNA as needed to reflect changing demographics and needs; 2) change performance targets and/or measurable outcomes to reflect changing needs and changes made by the State of Texas in its state performance targets; and 3) use evaluation data to change services that the MEP will provide and the evaluation design to reflect changes in needs.

As part of the Texas MEP continuous improvement model, the next step for the MEP is to use the information contained in this CNA report to inform the comprehensive state service delivery planning process. The state has begun planning for this activity to begin during the 2016-17 school year and will continue to use the OME toolkit, *Migrant Education Service Delivery Plan Toolkit: A Tool for State Migrant Directors* (August 2012) or any version that OME puts forth through the update process in response to the Every Student Succeeds Act (ESSA).

SYSTEMS CONCLUSIONS AND RECOMMENDATIONS

The committee recognized during discussions that there were systems-level concerns regarding data and record keeping that should be addressed. While these concerns had an impact on committee discussions as they relate directly to the quality of the information the committee had to work with, they were not “concern statements” as defined in the OME Toolkit because they were not “areas that require special attention for migrant students” (A-2-1). The systems-level concerns the CNA committee identified that should be addressed in the future at the state are listed below.

- ▶ Data exists within two entities, NGS and the Division of Student Assessment. Data, such as PFS data, has to first be requested from NGS using student identification numbers and the Division of Student Assessment at TEA has to disaggregate the data.
- ▶ The State of Texas changed assessment requirements. From 2003-2011, students were assessed using the Texas Assessment of Knowledge and Skills (TAKS). In 2012, high school students were required to take the 12 EOC, and from 2012-2016, students have

been taking the STAAR. Additionally, high school students also are required to pass five EOCs. Thus, depending on their cohort year, students assessed during 2013-2014 (the data years used in this report), the assessment information varies.

As previously stated, the next step for the Texas MEP is to use the information contained in this CNA report to inform the comprehensive state service delivery planning process. Therefore, Texas will:

- 1) update the CNA as needed to reflect changing demographics and needs;
- 2) change its performance targets and measurable outcomes to reflect changing needs;
- 3) change the services that the MEP will provide statewide to match the CNA data; and
- 4) modify the evaluation design found in the SDP to align with all changes.

The CNA report will be distributed statewide to MEP directors through the ESCs and training will be provided. Texas Education Agency staff and members of the committee will help provide guidance on the CNA process and how the results will be used as a foundation for the service delivery planning process.

APPENDICES

APPENDIX A: CNA Committee	40
APPENDIX B: CNA Data Tables.....	41
APPENDIX C: CNA Decisions and Planning Chart	65
APPENDIX D: Needs Assessments Surveys	74

APPENDIX A: CNA Committee

Texas Migrant Education Program Needs Assessment Committee 2015-2016

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Verónica Burgoa	United ISD
María Elena Cortez	Education Service Center, Region 1
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Lorena Cuellar	MEP PAC
Susan Durón	META
María García-Guzman	Texas Migrant Interstate Program (TMIP)
Rosie Garza	Texas Education Agency
Olga Gutiérrez	Education Service Center, Region 13
Tom Hanley	ESCORT
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 PAC
Rachel Morales	Education Service Center, Region 20
Yvette Muñoz	Education Service Center, Region 20
Nez Paniagua	ESC Education Service Center, Region 3
Krystal Seymour	Education Service Center, Region 16
Mario Solís	Mission ISD
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APPENDIX B: CNA Data Tables

Exhibit 1	Demographics of Migrant Students by Grade Level	39
Exhibit 2	Moves in Regular Year by Grade Level.....	39
Exhibit 3	QAD During the Performance Period by Grade Level	40
Exhibit 4	Number of Migrant Students Identified/Served During Program Year	40
Exhibit 5	Percentage of Students with LEP Status	41
Exhibit 6	Migrant Students Served.....	41
Exhibit 7	Migrant OSY	42
Exhibit 8	Services Provided During the Performance Period.....	42
Exhibit 9	Instructional Services Provided During the Performance Period.....	43
Exhibit 10	Proficiency Rates by Grade - Reading	43
Exhibit 11	Bar Graph of Reading Proficiency Rates.....	44
Exhibit 12	Proficiency Rates by Grade - Math.....	45
Exhibit 13	Bar Graph of Math Proficiency Rates	45
Exhibit 14	Student Results on Math MATTERS Curriculum-Based Assessments	46
Exhibit 15	Graduation Rates	47
Exhibit 16	Dropout Rates.....	47
Exhibit 17	Texas Staff Needs Assessment Survey Results.....	48
Exhibit 18	Texas Parent Needs Assessment Survey Results.....	53
Exhibit 19	Texas Student Needs Assessment Survey Results.....	57
Exhibit 20	Summary of Out-of-School Youth (OSY) Profile.....	60

Exhibit 1: Demographics of Migrant Students by Grade Level 2013-14

Total Count		PFS		LEP	
Grade	Number	Number	%	Number	%
Age 3-5	3,825	3	0%	582	15%
K	2,585	643	25%	1,161	45%
1	2,918	708	24%	1,444	49%
2	2,882	661	23%	1,470	51%
3	2,894	1,085	37%	1,466	51%
4	2,879	1,058	37%	1,437	50%
5	3,003	1,033	34%	1,357	45%
6	2,996	867	29%	1,176	39%
7	3,123	1,083	35%	984	32%
8	3,167	1,113	35%	872	28%
9	3,860	1,607	42%	981	25%
10	3,237	1,081	33%	662	20%
11	2,869	955	33%	552	19%
12	4,211	915	22%	508	12%
Ungraded	16	2	13%	2	13%
Out-of-school	1,038	150	14%	23	2%
Total Count	45,503	12,964	28%	14,677	32%

Exhibit 2: Moves in Regular Year by Grade Level 2013-14

Move in Regular Year		
Grade	Number	Percent
Age 3-5	579	15%
K	760	29%
1	817	28%
2	852	30%
3	864	30%
4	873	30%
5	908	30%
6	929	31%
7	954	31%
8	1,015	32%
9	1,101	29%
10	910	28%
11	873	30%
12	759	18%
Ungraded	4	25%
Out-of-school	1	0%
Total	12,199	27%

Exhibit 3: QAD During the Performance Period by Grade Level 2013-14

Qualifying Arrival Date During the Performance Period		
Grade	Number	Percent
Age 3-5	875	23%
K	784	30%
1	837	29%
2	875	30%
3	890	31%
4	900	31%
5	934	31%
6	955	32%
7	980	31%
8	1,046	33%
9	1,142	30%
10	934	29%
11	900	31%
12	774	18%
Ungraded	5	31%
Out-of-school	157	15%
Total	12,988	29%

Exhibit 4: Number of Migrant Students Identified/Served During Program Year

Grade	Total Identified		Served During Program Year	
	Number	Number	Percentage	
Age 3-5	3,825	1,870	49%	
K	2,585	1,941	75%	
1	2,918	2,368	81%	
2	2,882	2,351	82%	
3	2,894	2,403	83%	
4	2,879	2,386	83%	
5	3,003	2,496	83%	
6	2,996	2,557	85%	
7	3,123	2,704	87%	
8	3,167	2,714	86%	
9	3,860	3,158	82%	
10	3,237	2,522	78%	
11	2,869	2,199	77%	
12	4,211	3,343	79%	
Ungraded	16	7	44%	
Out-of-school	1,038	285	27%	
Total	45,503	35,304	78%	

Exhibit 5 – Percentage of Students with LEP Status*

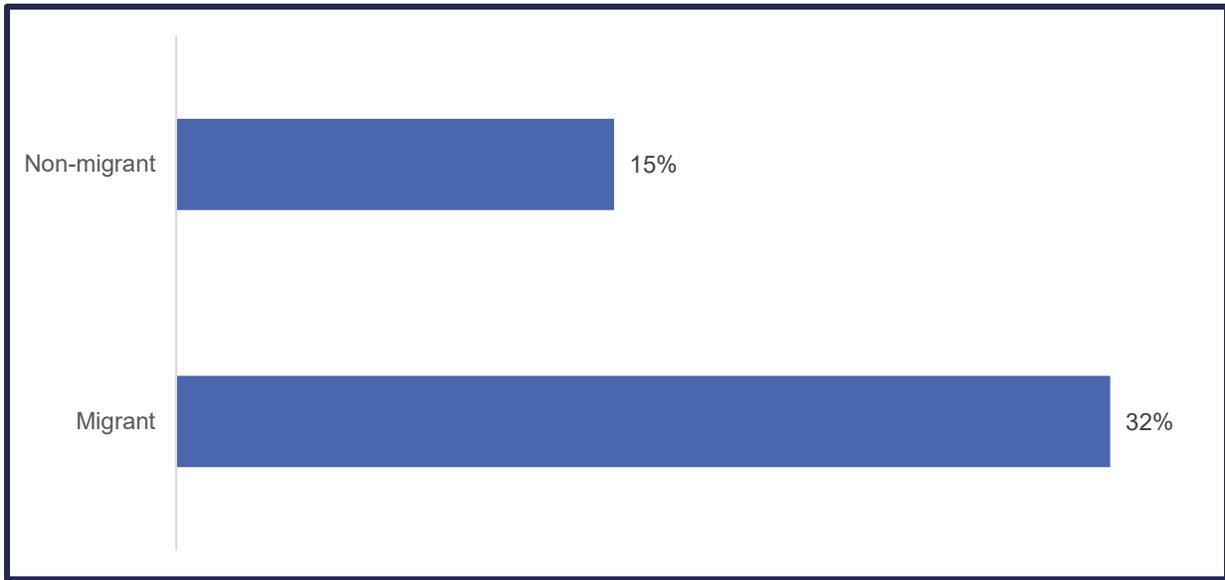


Exhibit 6 – Migrant Students Served

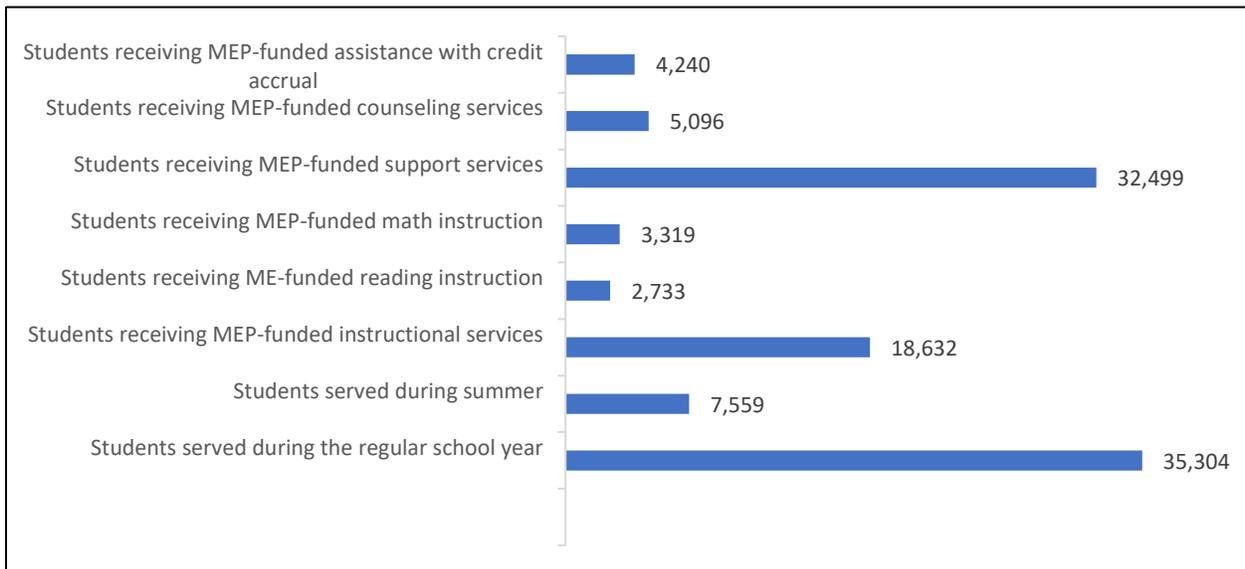


Exhibit 7 – Migrant OSY

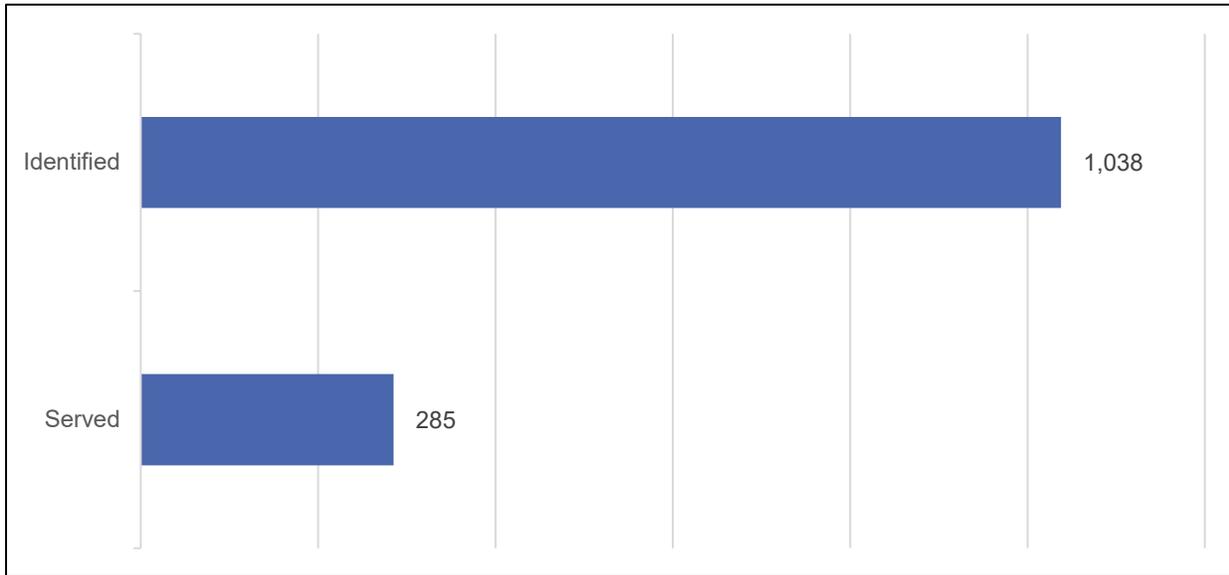


Exhibit 8: Services Provided During the Performance Period

Served During the Performance Period		PFS Served		Receiving Instructional Service		Receiving Support Services		Receiving Counseling Services	
Grade	Number	Number	%	Number	%	Number	%	Number	%
Age 3-5	1,870	3	0%	1,142	61%	1,548	83%	29	2%
K	1,941	516	27%	1,012	52%	1,730	89%	69	4%
1	2,368	594	25%	1,330	56%	2,145	91%	88	4%
2	2,351	568	24%	1,373	58%	2,112	90%	83	4%
3	2,403	892	37%	1,399	58%	2,159	90%	113	5%
4	2,386	866	36%	1,429	60%	2,157	90%	104	4%
5	2,496	879	35%	1,455	58%	2,257	90%	91	4%
6	2,557	759	30%	1,411	55%	2,359	92%	344	13%
7	2,704	945	35%	1,386	51%	2,535	94%	533	20%
8	2,714	974	36%	1,455	54%	2,560	94%	526	19%
9	3,158	1,317	42%	1,607	51%	3,002	95%	802	25%
10	2,522	849	34%	1,026	41%	2,397	95%	688	27%
11	2,199	754	34%	931	42%	2,092	95%	612	28%
12	3,343	700	21%	1,610	48%	3,172	95%	983	29%
Ungraded	7	2	29%	2	29%	7	100%	0	0%
Out-of-school	285	54	19%	64	22%	267	94%	28	10%
Total	35,304	10,672	30%	18,632	53%	32,499	92%	5,093	14%

Exhibit 9: Instructional Services Provided During the Performance Period

Served During the Performance Period	Receiving Instructional Service	Reading Instruction		Mathematics Instruction		H.S. Credit Accrual	
		Number	%	Number	%		
Age 3-5	1,142	48	4%	45	4%		
K	1,012	137	14%	144	14%		
1	1,330	246	18%	227	17%		
2	1,373	258	19%	234	17%		
3	1,399	248	18%	236	17%		
4	1,429	296	21%	287	20%		
5	1,455	325	22%	284	20%		
6	1,411	280	20%	331	23%		
7	1,386	289	21%	455	33%		
8	1,455	284	20%	451	31%		
9	1,607	234	15%	400	25%	864	54%
10	1,026	37	4%	106	10%	902	88%
11	931	23	2%	50	5%	842	90%
12	1,610	20	1%	59	4%	1,588	99%
Ungraded	2	0	0%	0	0%	2	100%
Out-of-school	64	5	8%	7	11%	42	66%
Total	18,632	2,730	15%	3,316	18%	4,240	23%

Exhibit 10: Proficiency Rates by Grade - Reading

Reading/Language Arts						
Grade	Non-Migrant Students			Migrant Students		
	# Assessed	# Proficient	% Proficient	# Assessed	# Proficient	% Proficient
3	387,021	290,768	75%	2,485	1,415	57%
4	380,481	278,102	73%	2,488	1,411	57%
5	381,649	327,665	86%	2,673	1,900	71%
6	372,690	285,806	77%	2,579	1,474	57%
7	380,863	284,092	75%	2,747	1,466	53%
8	373,824	330,760	88%	2,666	1,943	73%
10	955,503	638,670	67%	8,975	3,987	44%
Total	3,232,031	2,435,863	75%	24,613	13,596	55%

Reading/Language Arts									
Gr	Hispanic or Latino			LEP			Economically disadvantaged		
	# Assess.	# Prof.	% Prof.	# Assess.	# Prof.	% Prof.	# Assess.	# Prof.	% Prof.
3	205,061	143,247	70%	103,514	67,594	65%	247,322	166,648	67%
4	200,324	135,820	68%	87,472	51,882	59%	238,716	155,228	65%
5	199,754	163,782	82%	73,473	51,778	70%	237,236	190,709	80%
6	193,146	137,338	71%	53,567	26,526	50%	227,930	156,847	69%
7	197,655	134,673	68%	44,648	16,374	37%	229,898	151,147	66%
8	190,165	160,881	85%	35,802	19,971	56%	218,681	182,571	83%

Reading/Language Arts									
Gr	Hispanic or Latino			LEP			Economically disadvantaged		
	# Assess.	# Prof.	% Prof.	# Assess.	# Prof.	% Prof.	# Assess.	# Prof.	% Prof.
10	509,076	306,101	60%	95,524	25,758	27%	568,618	327,766	58%
Total	1,695,181	1,181,842	70%	494,000	259,883	53%	1,968,401	1,330,916	68%

Exhibit 11 – Bar Graph of Reading Proficiency Rates

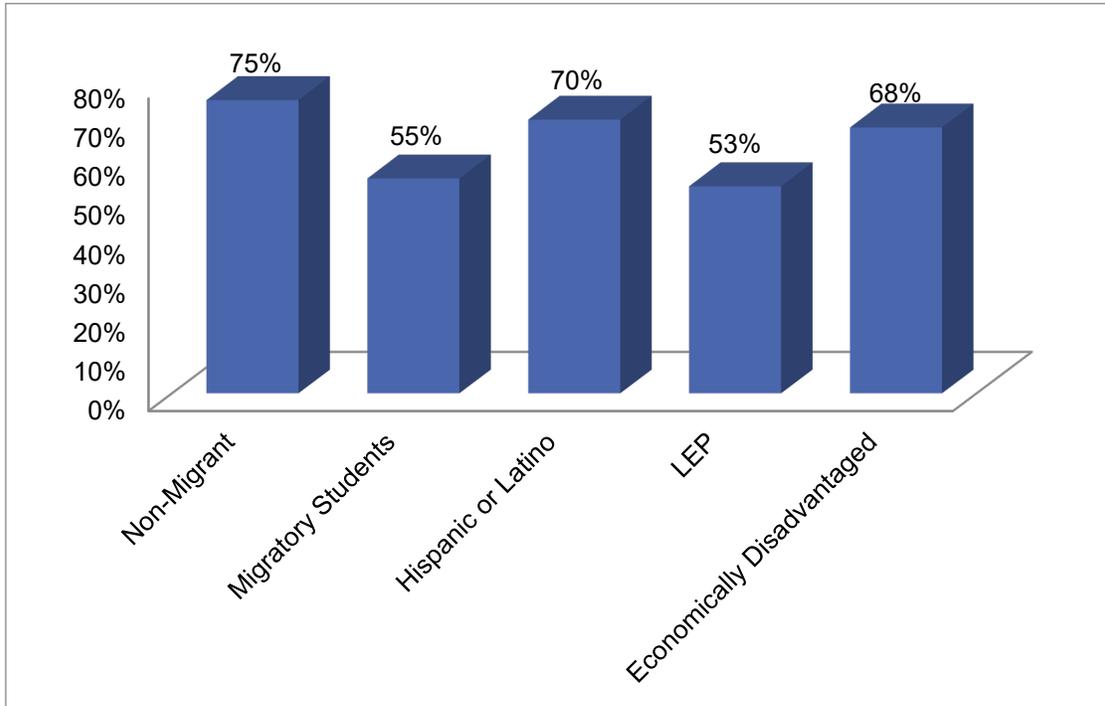


Exhibit 12 – Proficiency Rates by Grade - Math

Mathematics						
Grade	Non-Migrant Students			Migrant Students		
	# Assessed	# Proficient	% Proficient	# Assessed	# Proficient	% Proficient
3	387,367	268,635	69%	2,484	1,451	58%
4	380,781	265,922	70%	2,492	1,486	60%
5	379,943	332,106	87%	2,673	2,144	80%
6	369,169	287,058	78%	2,562	1,615	63%
7	357,825	239,453	67%	2,711	1,323	49%
8	312,436	264,661	85%	2,502	1,870	75%
11	449,194	354,204	79%	3,832	2,473	65%
Total	2,636,715	2,012,039	76%	19,256	12,362	64%

Mathematics									
Gr	Hispanic or Latino			LEP			Economically disadvantaged		
	# Assess.	# Prof.	% Prof.	# Assess.	# Prof.	% Prof.	# Assess.	# Prof.	% Prof.
3	205,225	135,008	66%	103,611	67,095	65%	247,544	153,545	62%
4	200,486	132,459	66%	87,571	53,454	61%	238,956	148,375	62%
5	199,484	170,526	85%	73,483	58,130	79%	237,151	197,228	83%
6	192,100	141,040	73%	53,516	32,114	60%	227,187	160,909	71%
7	189,249	115,178	61%	43,943	17,958	41%	221,258	128,462	58%
8	165,343	135,479	82%	34,809	23,059	66%	194,951	156,572	80%
11	235,554	176,673	75%	44,284	23,718	54%	267,061	194,392	73%
Total	1,244,706	1,006,363	81%	441,217	275,528	62%	1,634,108	1,139,483	70%

Exhibit 13 – Bar Graph of Math Proficiency Rates

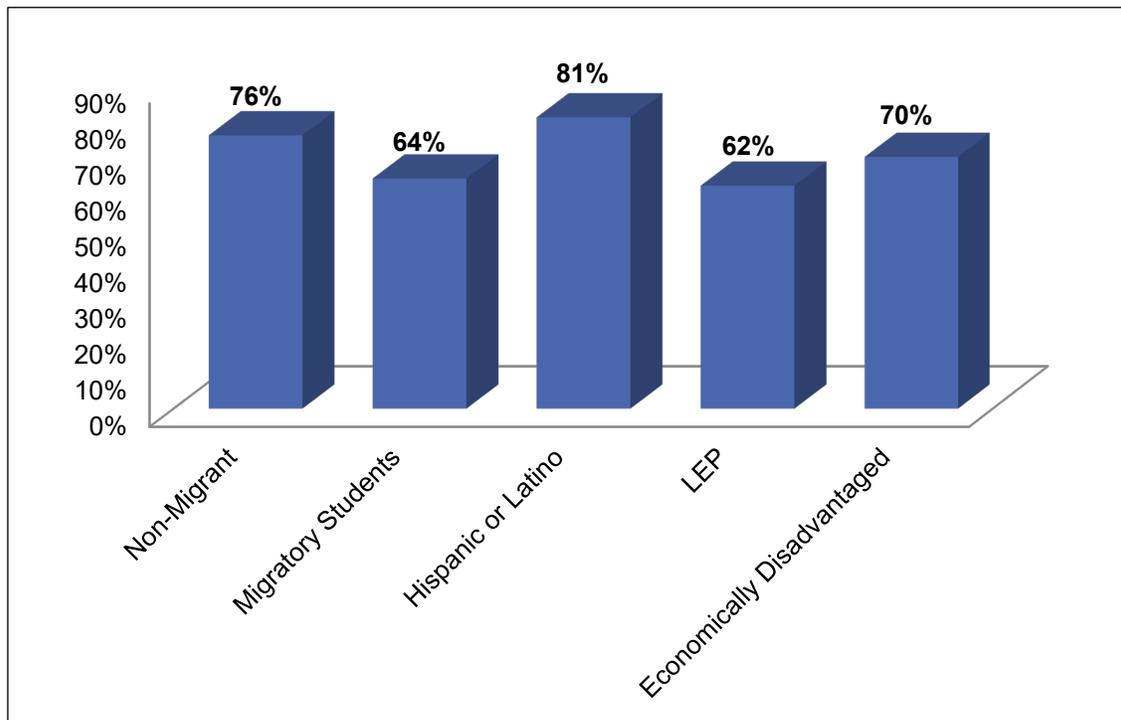


Exhibit 14 - Student Results on Math MATTERS Curriculum-Based Assessments

Grade	Year 1						P value
	N	Mean Pre	Mean Post	% Gain	# (%) Gaining 9%		
K	478	57%	80%	+23%	389	81%	
1	525	53%	79%	+26%	410	78%	
2	476	49%	73%	+24%	379	80%	
3	421	48%	75%	+27%	357	85%	
4	403	40%	67%	+27%	321	80%	
5	346	38%	67%	+29%	291	84%	
6	268	27%	54%	+27%	217	81%	
Total TX	2,917	46%	72%	+26%	2,364	81%	<.001
All States	5,930	45%	71%	+26%	4,871	82%	<.001
Grade	Year 2						P value
	N	Mean Pre	Mean Post	% Gain	# (%) Gaining 9%		
K	497	59%	82%	+23%	451	91%	
1	520	50%	79%	+29%	440	85%	
2	455	48%	78%	+30%	397	87%	
3	491	46%	74%	+28%	408	83%	
4	452	44%	71%	+27%	375	83%	
5	303	38%	69%	+31%	257	85%	
6	282	27%	59%	+32%	242	86%	
Total TX	3,000	46%	75%	+29%	2,570	86%	<.001
All States	6,051	45%	74%	+29%	5,195	86%	<.001
Grade	Year 3						P value
	N	Mean Pre	Mean Post	% Gain	# (%) Gaining 9%		
K	344	57%	81%	+24%	298	87%	
1	397	51%	81%	+30%	357	90%	
2	345	44%	75%	+31%	299	87%	
3	336	50%	77%	+27%	277	82%	
4	344	47%	75%	+28%	292	85%	
5	280	47%	73%	+26%	229	82%	
6	359	31%	60%	+29%	295	82%	
Total TX	2,405	47%	75%	+28%	2,047	85%	<.001
All States	5,125	45%	74%	+29%	4,467	87%	<.001

Exhibit 15 – Graduation Rates

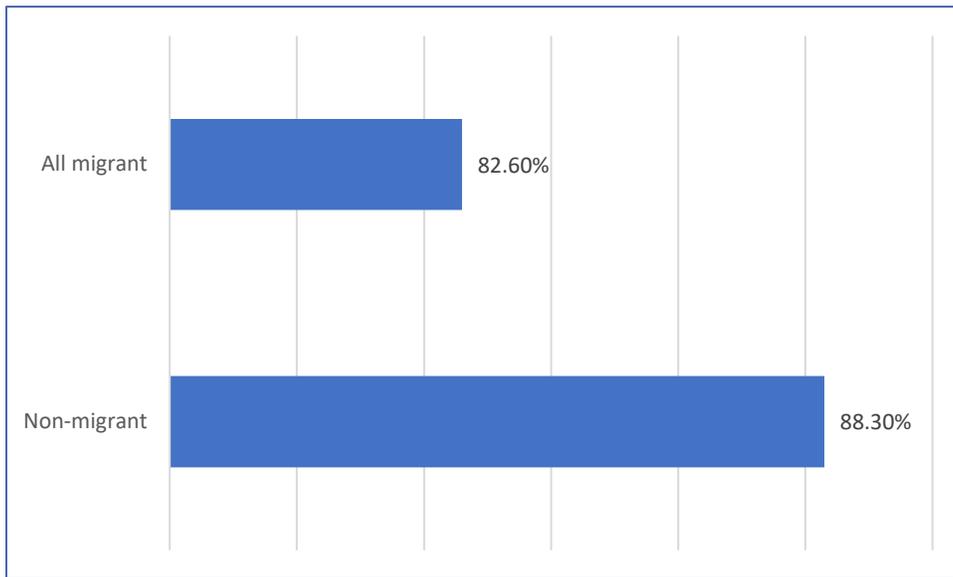


Exhibit 16 – Dropout Rates

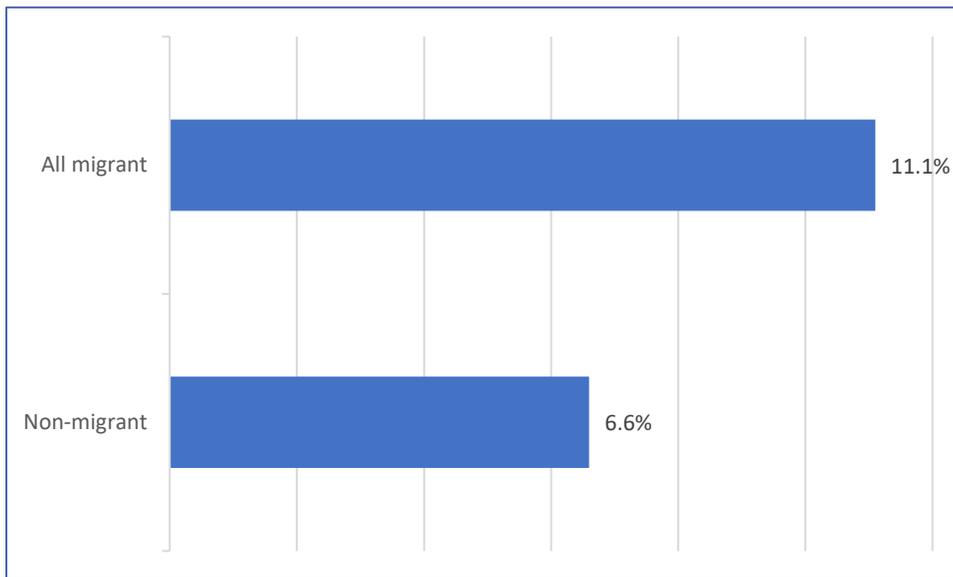
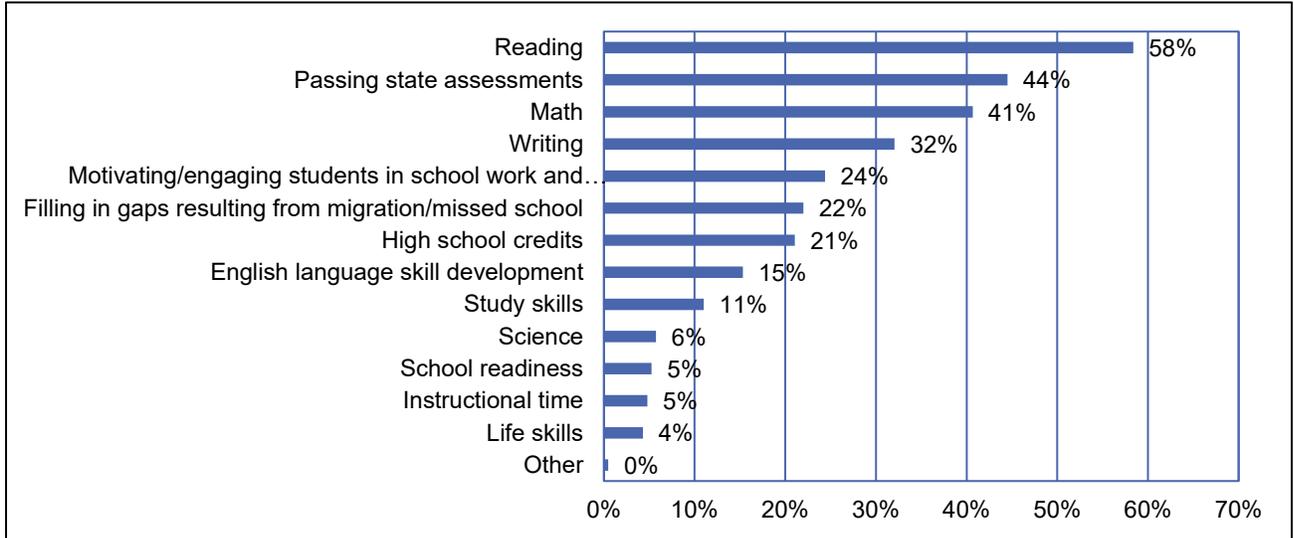


Exhibit 17 - Texas Staff Needs Assessment Survey Results

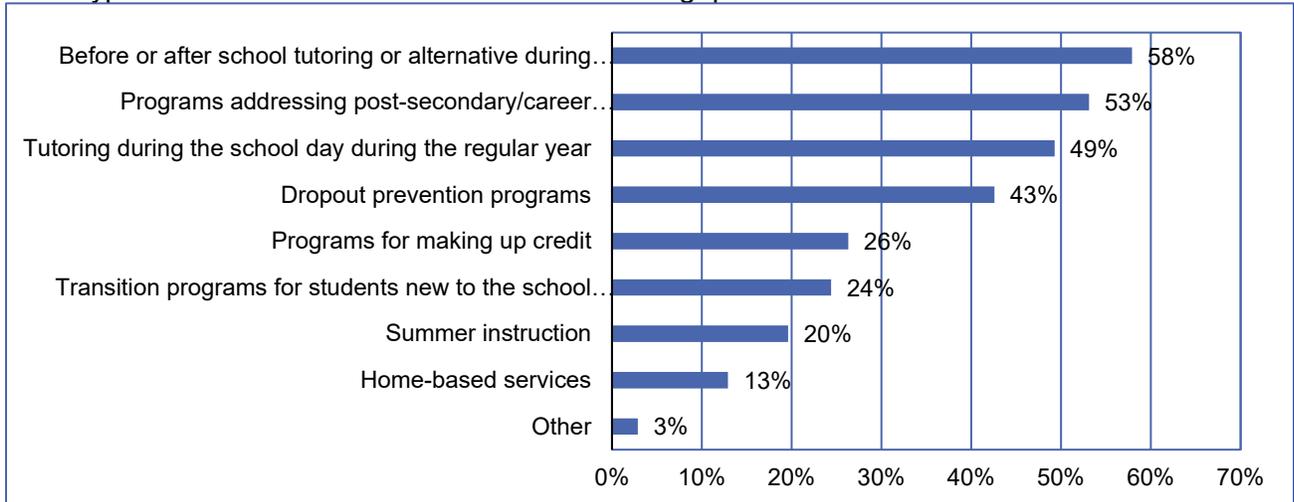
Total Staff Responding = 209

**Respondents indicating a rank order of 1, 2, or 3 (high importance)*

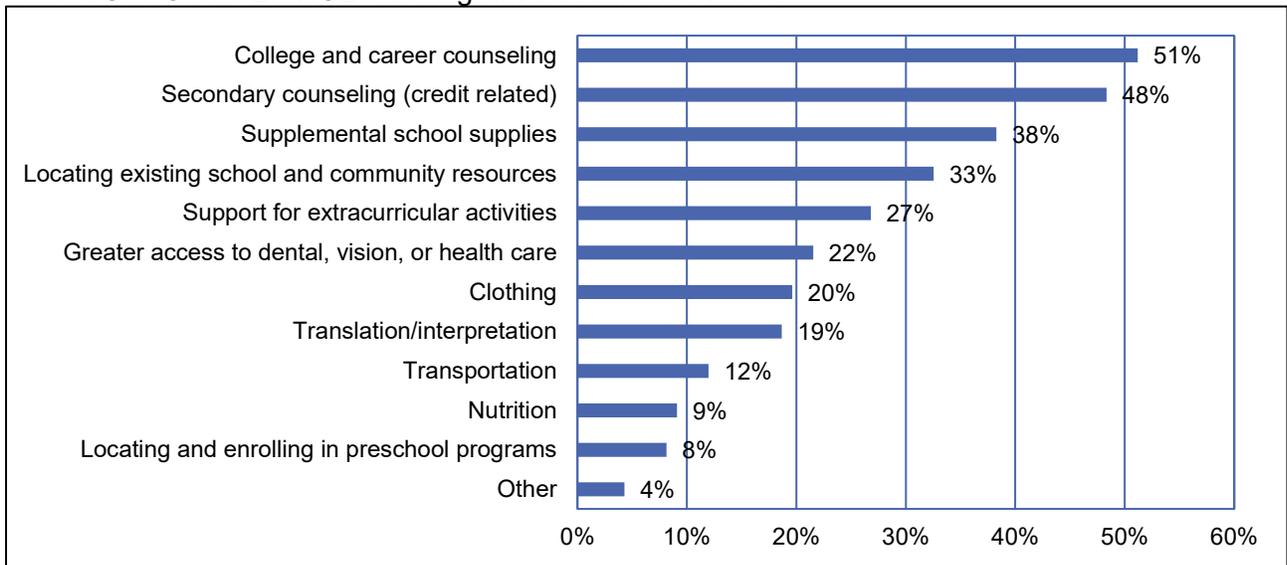
What INSTRUCTIONAL SERVICES do migrant student most need to address gaps in education?



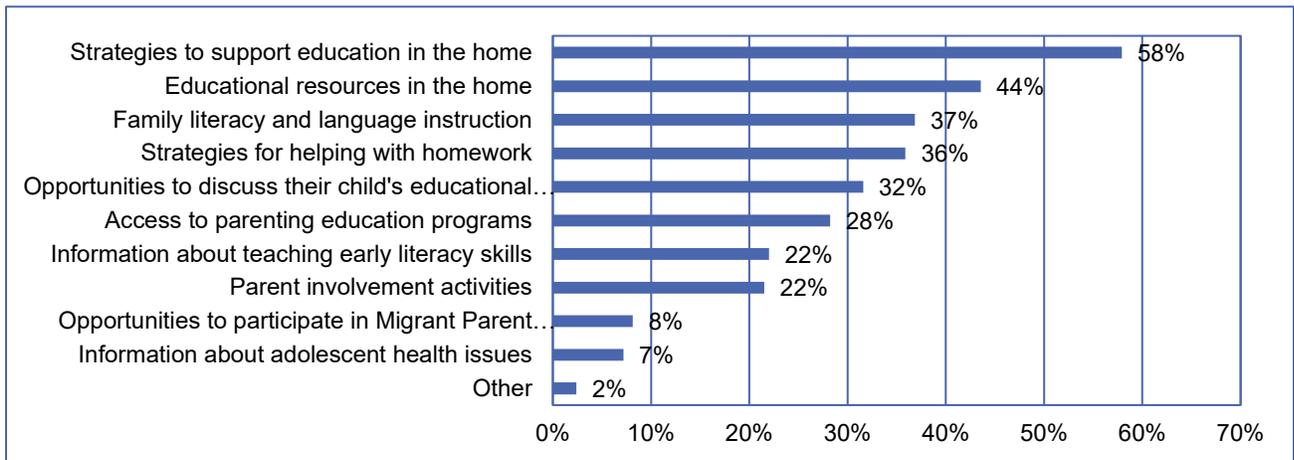
What types of services are most needed to address gaps in education?



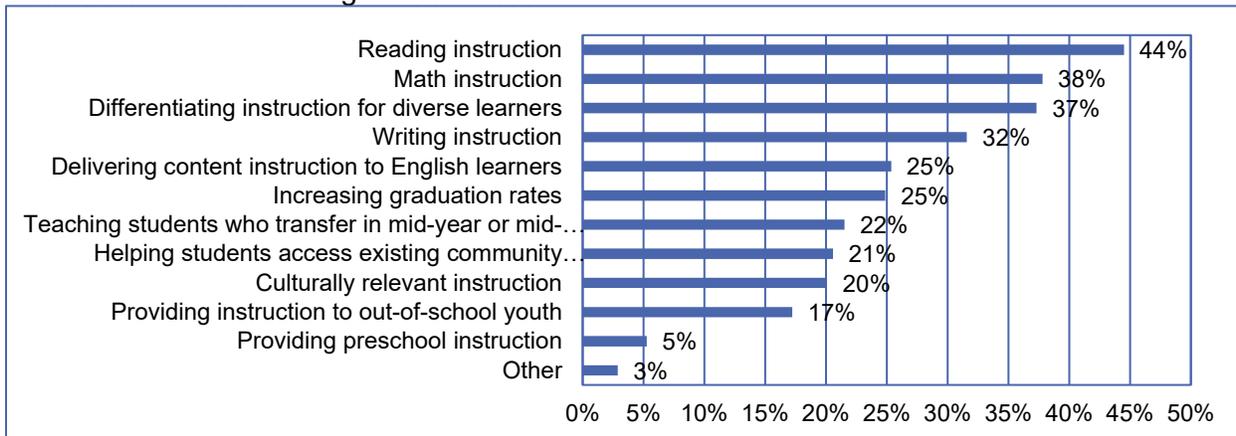
What SUPPORT SERVICES do migrant students most need?



What do MIGRANT PARENTS most need to support their children's education?



What topics would you recommend for PROFESSIONAL DEVELOPMENT to help instructional staff meet the needs of migrant students?



What is your biggest concern relating to the achievement and graduation of migrant students?

Content Areas

- Passing state assessments (17)
- English language acquisition (3)
- Lack of proper or consistent instruction while migrating (3)
- Reading and math (3)
- Reading (2)
- Gap in achievement is not being closed
- Students who continue to struggle academically

Credits/Graduation/OSY Concerns

- Making sure migrant students have the necessary support to graduate/Improve graduation rate (11)
- Credit Recovery/Credit from other states/Obtaining correct number of credits (8)
- Drop-out prevention (8)
- There are OSY students who do not want to finish school/receive services (4)
- Students don't receive enough support/resources to gain their accomplishments to graduate
- Graduating with technical skills to be employable after graduation

Postsecondary/Career Awareness

- Guidance for post-secondary options (7)
- Providing necessary guidance and preparation when applying for financial aid/scholarships (4)
- Being college ready (4)
- Obtaining post-secondary scholarships without having legal documentation, i.e. social security card, etc.
- Assistance with transitioning between high school and college
- Assistance with SAT, ACT, TSI tests
- Motivating students to graduate on time and continue on to college

Parent Education/Knowledge to Help their Children in School

- Lack of support at home/lack of parent involvement (7)
- Parents are not able to help students academically/with homework (3)
- Parents don't know all of the resources that are available for them or do not use them (3)
- Parents being more involved in assisting their children with college preparation (2)
- Parents' educational level
- Combatting family indifference towards graduating from high school
- Parents don't share the same vision of the importance of post-secondary education

Student Behavior and Motivation

- Motivating students to stay in school and do well (6)
- Making sure students continue on with their education (2)
- Lack of attendance/poor attendance (2)
- Making sure students keep up with their grades
- Lack of discipline
- Students lack of interest
- Filling in the gaps so they don't become discouraged and drop out
- Helping students develop relationships at school to feel connected

Staff Behavior and Preparation/Staffing

- Counseling staff should show more concern to migrant students to help them reach their goal of graduating (6)
- Continuity and uniformity of services for migrant population across district and/or state lines (4)
- We need to have a migrant counselor to help with credits and testing (3)
- Staff need to build relationships with migrant students so they do not get lost or off track (2)
- Teachers must have genuine interest to help migrant students
- Proper placement and professional development to help teachers understand their needs.
- My biggest concern is that it seems that the schools are not as familiar as they should be in regards to this program; many schools do not understand what qualifies a student to be migrant. If learning this program is not mandatory, then the migrant students seem to fall through the cracks.
- Sometimes school administration is too quick to give up on kids. Falling behind is seen as laziness. It's not always the case.
- Having a high school staff and faculty that is committed to individualizing instruction and programs to meet the diverse needs of this special population

Resources

- Insufficient or lack of resources to help migrant students (3)
- Access to Internet at home (3)
- There needs to be funding provided for the tutors and migrant specific labs on site. It could be ideal to have ongoing tutorials for EOC
- Not having the necessary educational resources to help students succeed
- Students do not have the supplies they need at all times
- Available resources are not tailored to meet the needs of my OSYs (i.e., adult ESL classes are during their work hours, living assistance requires SS#s, credits earned from other countries won't transfer unless a student is enrolled in a school)

- Most of our students become ineligible for services before they finish high school; therefore we are not able to provide supports to help them graduate
- Many times, our hands are tied as to what kind of services we can provide due to funding restrictions

Other

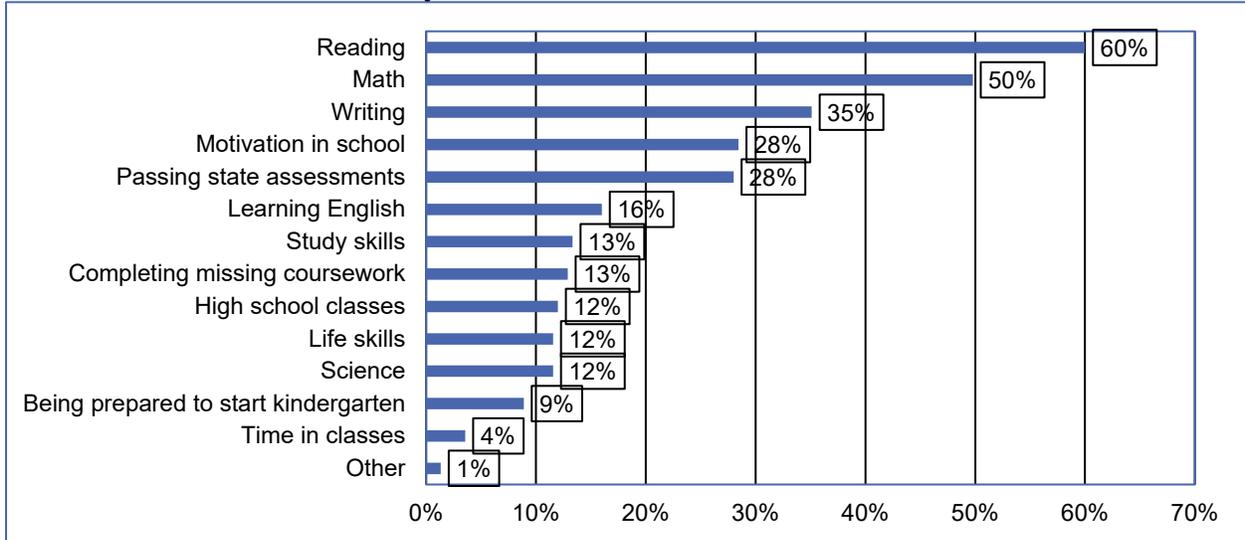
- When a student may have a learning disability and it is treated as being a language problem
- Lack of solid and consistent education outside the US
- Real life survival skills

Exhibit 18 - Texas Parent Needs Assessment Survey Results

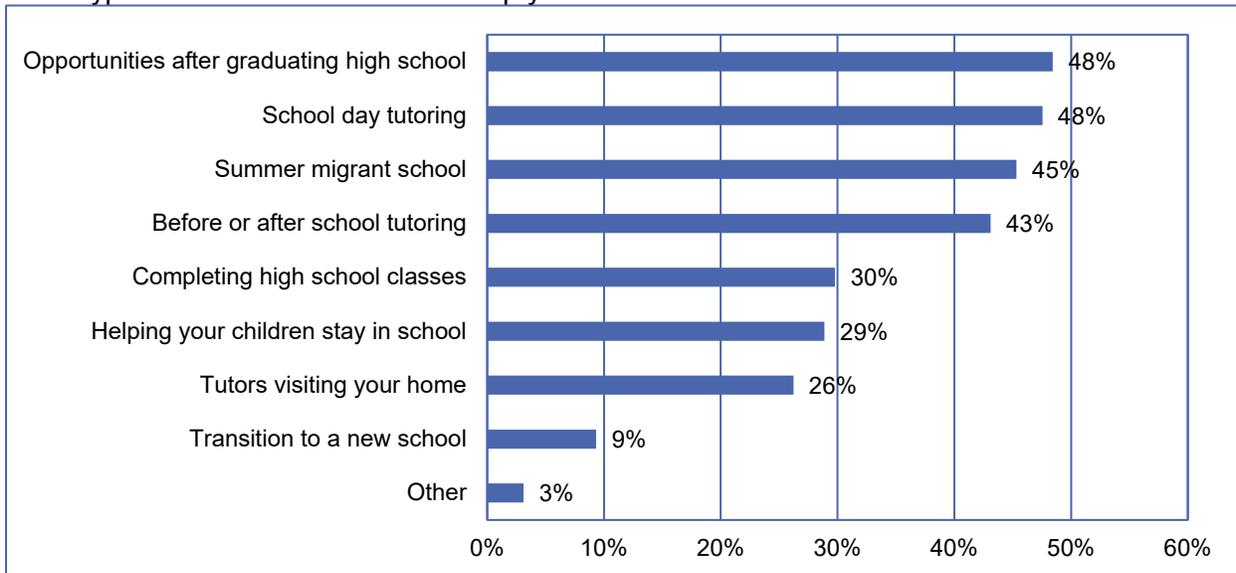
Total Staff Responding: 225

*Respondents indicating a rank order of 1, 2, or 3 (high importance)

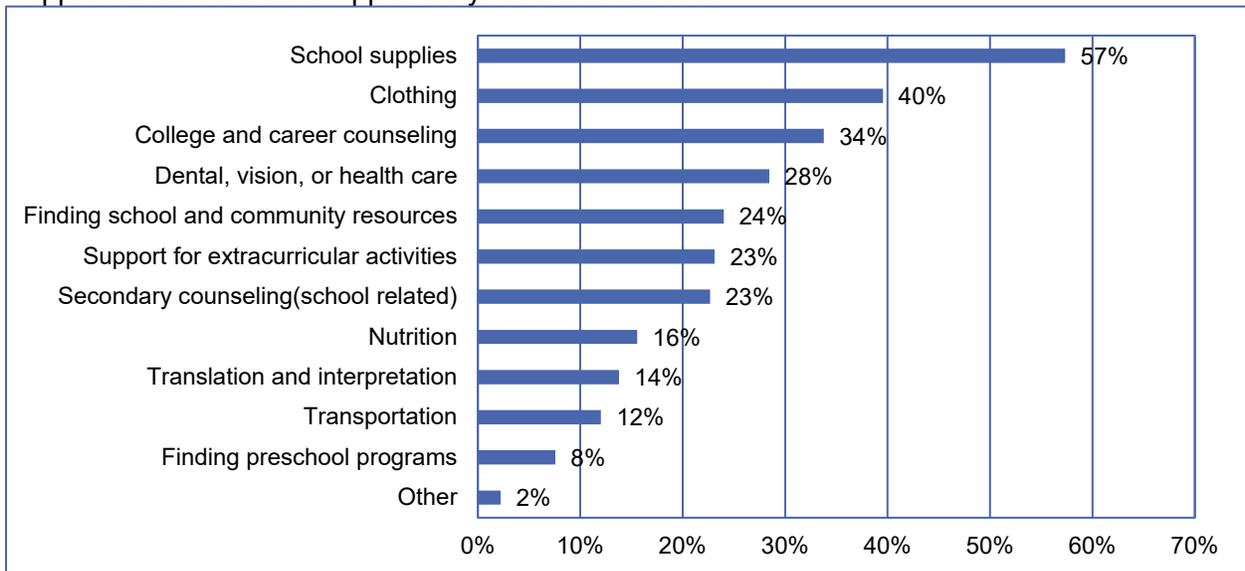
Instruction: What instruction do your children need?



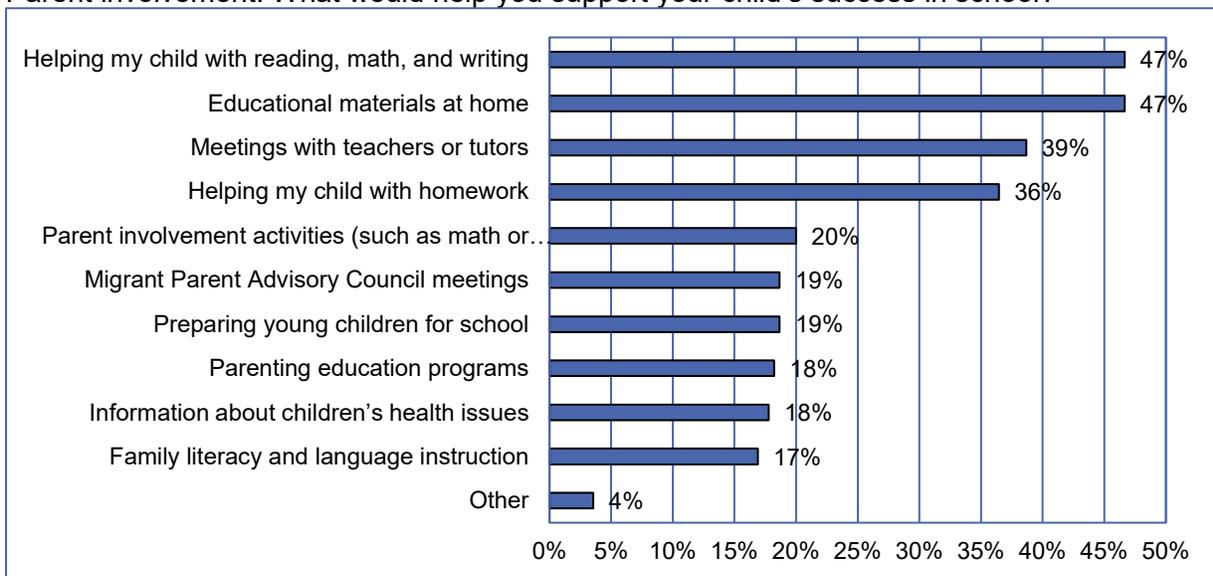
What types of services would most help your children?



Support Services: What support do your children need?



Parent involvement: What would help you support your child's success in school?



What is your biggest concern for the education of your child(ren)?

Content Areas

- Learning English/Help with English (15)
- Help with reading (8)
- Help with math (5)
- Passing the STAAR test (4)
- Help with writing (4)
- Help with homework (3)
- Prepare my child for PreK so they will be ready (2)

- Attendance (2)
- Learning life skills (2)
- That they will be retained (2)
- Passing all their classes (2)
- I am concerned for his learning process and guidance
- I want for my children to be more advanced in their education
- Catching up with homework when my children migrate up north
- Being helped with the night courses to take for college
- For the education program to be of the highest quality so that it can help my daughter
- That they get good grades
- That they get the help they need in school
- The amount of homework is too much for younger children
- I want them to stay in school and graduate
- That they complete school the best way they can
- That my children continue learning

Parent Education/Knowledge to Help their Children in School

- Homework/I can't help my child with homework (4)
- I need help finding ways to motivate my child (2)

Secondary/Postsecondary/Career Awareness

- My children won't finish school/finish on time/graduate (21)
- Going to college/paying for college/scholarships (11)
- Passing state exams (9)
- Lack of knowing about opportunities after high school (4)
- Help after graduation for children with special needs
- Problems with dual enrollment

Student Behavior and Motivation

- That they stay motivated/not lose interest (9)
- Behavior and discipline (2)
- Concentrating in school (2)
- Lack of self-confidence (2)
- That my children will get discouraged about school and will not graduate
- My children won't receive the education due to the lack of attention they have towards school
- Helping my child making the transition from California to Texas
- That they get frustrated in some of their classes
- Bullying

Staff Behavior and Preparation/Staffing

- Counselors not doing their job; not helping students with questions or concerns
- My concern is that my child is still being promoted to the next grade level even though he's not learning
- Teachers being more open to each child's needs
- Teachers making fun of children because they can't read
- Teachers need to give the students the attention needed
- Quality of education and motivated teachers

- More one on one education for students
- Teachers don't send home sufficient information to help students
- More ESL teachers

Resources

- Internet access/technology (3)
- To have the necessary resources my child needs to do well/complete their homework (3)
- That they have everything they need to reach their goals (2)

Other

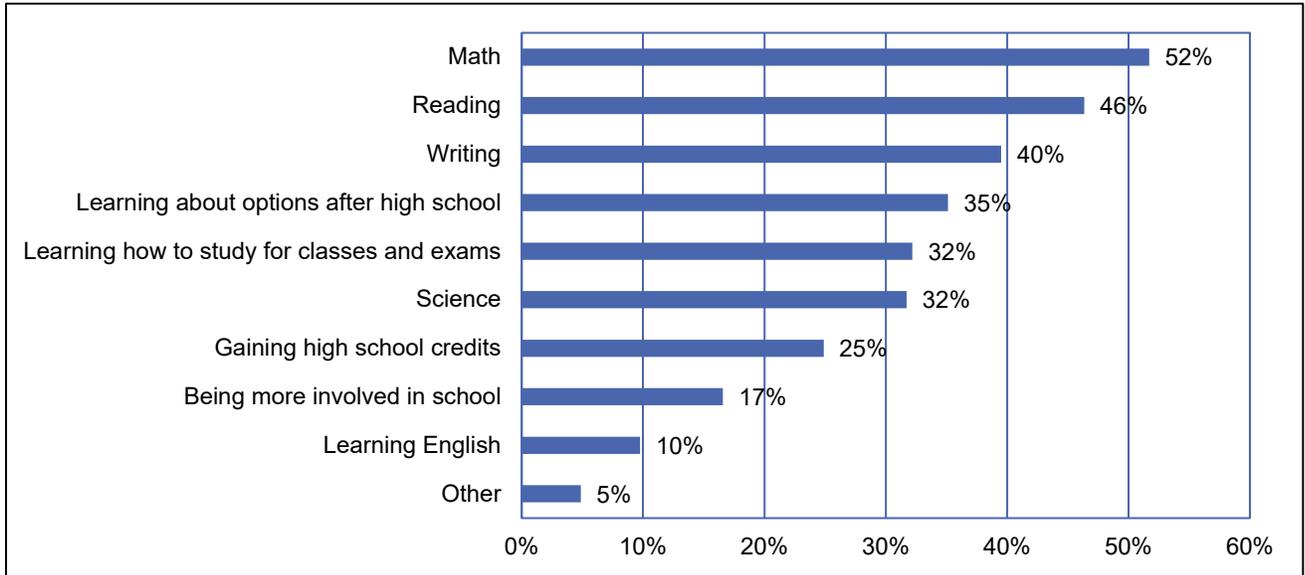
- Support for my child who has ADHD (2)
- My biggest concern would be if programs like the MEP would not be available.
- I'm concerned about drugs
- That there may be a learning problem
- The violent climate in schools; there needs to be more vigilance to protect the students

Exhibit 19 - Texas Student Needs Assessment Survey Results

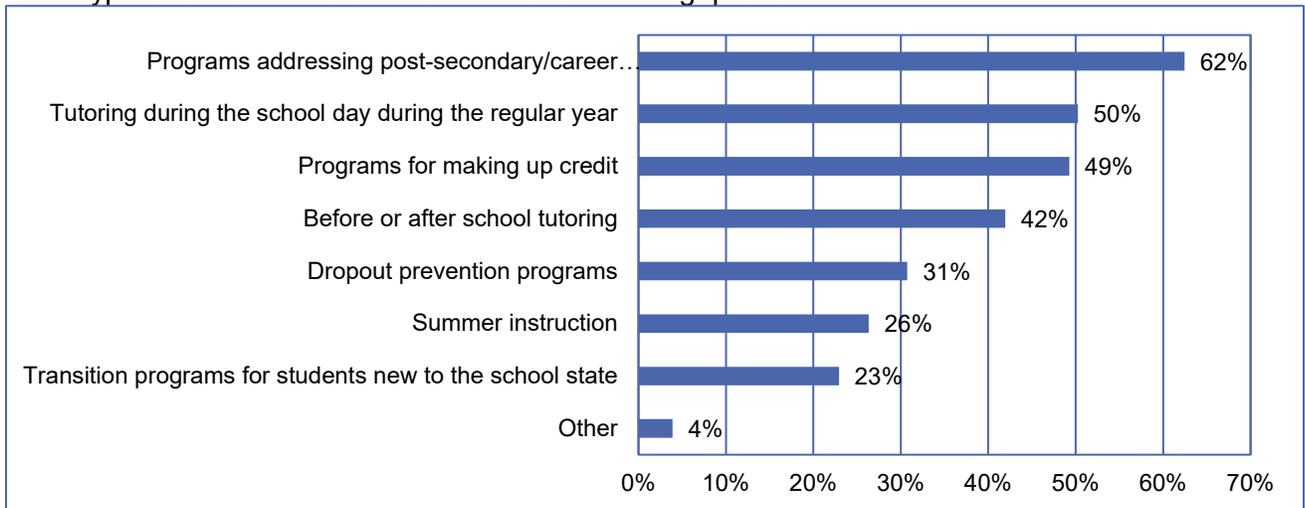
Total Students Responding = 205

*Respondents indicating a rank order of 1, 2, or 3 (high importance)

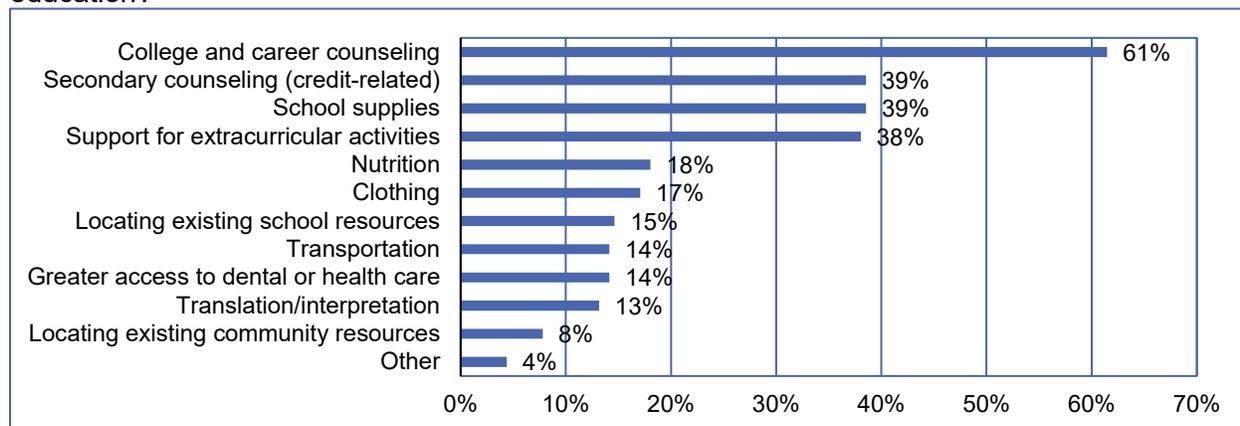
INSTRUCTIONAL: In what areas do you feel you need the most services to address gaps in education?



What types of services are most needed to address gaps in education?



SUPPORT SERVICES: In what areas do you need support to better participate in your education?



What is your biggest concern for being successful in school and graduating?

Content Areas and Success in School

- Grades/Maintaining good grades/GPA/Failing (24)
- Passing the STAAR/EOC (22)
- Graduating (7)
- Help with math (5)
- Help with reading (4)
- Study skills/Test-taking skills (4)
- Homework (4)
- Learning English (4)
- Being able to catch up after missing days of school/moving/migrating (3)
- Science (3)
- Keeping up with my grades so I can be in athletics (3)
- Tutoring (3)
- Tardiness/Attendance (3)
- Not having enough time to work on all my classes (2)
- Short amount of class time
- Academic workload

Secondary/Postsecondary/Career Awareness

- Attending/paying for college (24)
- Getting all my credits/Credit Recovery (18)
- Graduating (11)
- Having a plan for the future (6)
- Scholarships (4)
- Being prepared after high school (2)
- Finding a job I like (2)
- ACT scores
- Focusing on your work and knowing what to do after you graduate
- Not graduating high school

Student Behavior and Motivation

- Watching other students walking out of class sets a bad example for other students
- To remain focused on my education and to have good grades
- Remembering things I've learned
- I'm tardy a lot because I have to drop off my brothers and sisters

Support from Parents and Staff

- Support from my parents/family about college (2)
- Support from my parents/family about studying (2)
- Need/want to help my parents by working (2)
- Counselors need to pay more attention to students and their needs
- Not having people explain things properly
- Teachers need to have patience and understanding to help out
- Teachers that listen to students

Resources

- Need Internet access at home to do homework (3)
- That I won't have access to the things that I need to do well (i.e., books, school supplies, study supplies, etc.)

Other

- Finding work
- Reaching my goals
- Not being able to remember what I learned

**Exhibit 20 - Summary of Out-of-School Youth (OSY) Profile
For Texas MEP CNA (2015)**

142 completed OSY Profiles were received

Profile item	Data (reported as numbers)
Gender	74 Male 68 Female
Age	1 14 years 5 15 years 4 16 years 13 17 years 32 18 years 24 19 years 31 20 years 24 21 years 3 22 years 5 Did not respond
Reported lacking transportation	27 respondents
Reported ability to speak English	98 respondents
Home Language	26 English 68 Spanish 26 English and Spanish 14 Did not respond 8 Other (Please list) German, Quechi
Last grade attended	2 5 th grade 1 6 th grade 2 7 th grade 7 8 th grade 39 9 th grade 33 10 th grade 23 11 th grade 34 12 th grade 1 Did not respond
Reasons for leaving school <i>(Note – some respondents marked more than one option)</i>	31 Lack of credits 39 Needed to work 12 Missed state exam 63 Other
Housing: Youth lives:	4 with a crew 11 with friends outside of work 101 with parents/family 18 with spouse and kids 4 with kids 3 alone 1 Did not respond

Health Needs <i>(Note – some respondents marked more than one option)</i>	20	Medical
	20	Vision
	11	Dental
	1	Urgent
Advocacy Needs <i>(Note – some respondents marked more than one option)</i>	11	Legal
	23	Childcare
	11	Translation/Interpretation
	10	Other
Expressed interest in: <i>(Note – some respondents marked more than one option)</i>	22	Learning English
	80	Pre-GED or GED
	3	Health classes
	25	Earn high school credit
	9	Adult basic education
	41	Job training
	41	Earning a diploma
	32	Career exploration
	7	Life skills
	13	Not sure
	15	No interests
	12	Other

How can the migrant program help you get ahead?

- GED classes (26)
- Get a job (14)
- Help me get my diploma/finish my coursework (14)
- Childcare (7)
- English classes (4)
- Transportation (4)
- Help with supplies (3)
- Help with basic internet access/laptop/ tablet (3)
- Getting into college (3)
- Help me with clothes (2)
- Tutoring at home (2)
- I am interested in cosmetology and need help getting in (2)
- I need one-on-one math tutoring close to my home so I can pass the math state exam
- Help with school uniforms
- Counseling for drug addiction
- Help with a lawyer
- I want to be an LVN but I need more information
- Help with career choice; more information on community resources available
- Help with getting into dental assistance classes
- Help with finances
- By taking certain tests in English because I understand more in English than in Spanish

Appendix C – CNA Decisions and Planning Chart

GOAL AREA 1: READING

Concern Statement 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.			
Data Source	Need Indicators	Need Statements	Solution Strategies
2013-2014 CSPR	<p>30% of MEP students in transition from 8th grade ELA state assessments to high school ELA state assessments experience a drop.</p> <p>55% of MEP students are proficient in Reading/Language Arts compared to 75% of non-MEP students, 70% of Hispanic or Latino students, 53% of LEP students, and 68% of Economically Disadvantaged Students.</p> <p>15% of students received supplemental reading instruction in 2013-14.</p>	The percentage of migrant students in grades 3-11 meeting standards on the state Reading/Language Arts assessment needs to increase by 20%.	<p>1.1.a) Provide individualized and data-driven instructional support services to migrant students (i.e., MEP tutoring before, after, or during the school day)</p> <p>1.1.b) Increase instructional time for migrant students in need through MEP tutoring, MEP Interventionist, Summer MEP, etc.</p> <p>1.1.c) Coordinate and collaborate with other programs for instructional and support services</p> <p>1.1.d) Provide professional development to MEP instructional support staff in order to build capacity in the following areas:</p> <ul style="list-style-type: none"> - Awareness/understanding of state assessment standards - Focus on transition of ELA test requirements/skills from grade to grade (vertical alignments) - How to interpret assessment results <p>1.1.e) Collaborate with other programs to ensure the alignment of language of instruction and language of assessment.</p> <p>1.1.f) Solicit guidance from TEA on program coordination</p>
Concern Statement 1.2: Migrant students do not have access to reading materials that enhance academic development.			
Data Source	Need Indicators	Need Statements	Solution Strategies
Parent Surveys Student Surveys	<p>47% of parents indicated that they needed educational materials at home to help support their child's success in school (#2 priority). 39% of students reported needing school supplies to better participate in their education (#3 priority). Students and parents reported difficulty with internet access to be able to use online resources at home.</p> <p>15% of students received supplemental reading instruction in 2013-14.</p>	Access to reading materials needs to increase for migrant students who have been identified as having needs.	<p>1.2.a) Coordinate and collaborate with classroom teachers to determine migrant students' reading levels.</p> <p>1.2.b) Provide developmentally appropriate reading materials to students (Spanish, bilingual, Independent reading levels through AR, <i>Tejas Lee</i>, Lexia, etc.)</p> <p>1.2.c) Provide summer reading opportunities to students by coordinating with local libraries, providing MEP book summer reading, and other community agencies.</p> <p>1.2.d) Provide migrant students access to digital reading resources.</p> <p>1.2.e) Provide supplies and materials to support/enhance literacy.</p>

Concern Statement 1.3: Families of migrant students are in need of academic background, language skills, and resources for providing students reading support in the home.			
Data Source	Need Indicators	Need Statements	Solution Strategies
Parent Surveys Staff Surveys	47% of parents reported that they needed support helping their children with reading, math, and writing (#1 parent concern). 58% of staff reported that parents needed strategies to support education in the home (#1 staff concern). The #1 area that parents reported needing help with was learning English. Staff reported family literacy and language instruction as their third priority for parent support.	Migrant families' access to training in how to promote their children's reading and writing abilities needs to increase. Access to educational materials in the home needs to increase for migrant families.	1.3.a) Provide MEP parents training regarding the process of reading, such as how to read to children, reading levels, using resources, etc. 1.3.b) Provide materials and resources to MEP families that are lacking in the home (i.e., laptop, dictionary, thesaurus, portable reading devices, MP3 players, tablets, etc.) and model the use of resources 1.3.c) Coordinate with other programs to provide access to English classes for migrant parents 1.3.d) Provide family literacy events
Concern Statement 1.4: Migrant students in grades K-8 do not have access to support services (such as clothing, vision, dental, other) needed for academic success.			
Data Source	Need Indicators	Need Statements	Solution Strategies
Parent Surveys Student Surveys Staff Surveys	Greater access to health/dental care (22%) was in the top half of staff concerns. Clothing (40%) was one of the top parent concerns for support services. Expert committee report that migrant students do not have access to support services.	Migrant students' access to needed support services (e.g. mental, dental) needs to increase.	1.4.a) Provide training on support services available to parents, teachers, and MEP services at PAC Meetings and Migrant Parent Information meetings. 1.4.d) Develop a resource manual on support services available for migrant parents and students.
Concern Statement 1.51: Migrant students in grades K-12 do not have access to academic resources/tools needed to support their learning in school and at home.			
Data Source	Need Indicators	Need Statements	Solution Strategies
Staff Surveys Student Surveys	44% of staff reported that parents needed help providing educational resources in the home (#2 priority). 39% of students reported school supplies as an area they needed support with (#3 support service priority).	Migrant students who lack necessary academic resources/tools need to receive the support they require to succeed in their math classes.	1.5.a) Provide tools and resources to enable migrant students to complete reading assignments at home. 1.5.b) Provide training to migrant students on how to use resources and tools.

GOAL AREA 2: MATHEMATICS

Concern Statement 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.			
Data Source	Need Indicators	Need Statements	Solution Strategies
2013-2014 CSPR	<p>58% of MEP students (grades 3-11) are proficient in Mathematics compared to 76% of non-MEP students, 73% of Hispanic or Latino students, 62% of LEP students, and 70% of Economically Disadvantaged Students.</p> <p>44% of staff reported that migrant students needed support to pass state assessments (#2 instructional concern).</p> <p>18% of migrant students received supplemental math instruction in 2013-14.</p> <p>50% of parents reported that their children needed additional math instruction (#2 instructional concern).</p> <p>52% of students reported that they needed additional math instruction (#1 concern) and many commented that they were having trouble passing the STARR/EOC.</p>	The percentage of migrant students in grades 3-11 meeting standards on state Math assessments needs to increase by 18%.	<p>2.1.a) 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>2.1.b) Coordinate with district/campus staff and monitor to ensure students receive support from available supplemental math services (in specific areas of need, i.e., student expectations)</p> <p>2.1.c) For students who do not respond to intervention, provide tutors or other appropriate resources to provide data-drive instruction.</p> <p>2.1.d) Identify qualified staff to provide training to parents on foundational mathematical concepts and activities aligned to students' math level.</p> <p>2.1.e) Provide training to teachers and tutors of migrant students on instructional strategies to develop critical thinking skills when solving math word problems.</p>
Concern Statement 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.			
Data Source	Need Indicators	Need Statements	Solution Strategies
Staff Surveys Student Surveys	<p>44% of staff reported that parents needed help providing educational resources in the home (#2 priority).</p> <p>School supplies (57%) was a top parent concern for support services.</p> <p>39% of students reported school supplies as an area they needed support with (#3 support service priority).</p>	Migrant students who lack necessary academic resources/tools need to receive the support they require to succeed in their math classes.	2.2.a) Provide educational tools, resources, and appropriate training to enable migrant students to complete math assignments at home.

Concern Statement 2.3: Migrant students in grades K-8 do not have access to support services (such as clothing, vision, dental, other) needed for academic success.			
Data Source	Need Indicators	Need Statements	Solution Strategies
Parent Surveys Student Surveys Staff Surveys	Greater access to health/dental care (22%) was in the top half of staff concerns. Clothing (40%) was one of the top parent concerns for support services. Expert committee report that migrant students do not have access to support services.	Migrant students' access to needed support services (e.g. mental, dental) needs to increase.	2.3.a) Provide training on support services available to parents, teachers, and MEP staff. 2.3.b) Provide needs-based support services to migrant children and youth and coordinate with other agencies whose mission statement is to provide support services. 2.3.c) Provide information on support services at PAC Meetings and Migrant Parent Information meetings. 2.3.d) Develop a resource manual on support services available for migrant parents and students.
Concern Statement 2.4: Migrant students and parents report that youth are disengaged from school due to family responsibilities and/or a lack of academic success.			
Data Source	Need Indicators	Need Statements	Solution Strategies
Student Surveys Parent Surveys OSY Profile (2015) Not on time for graduation report (NGS) At risk of non-promotion report (NGS)	61% of students reported needing support in college and career counseling (#1 priority for support services). The #2 student priority was secondary counseling (credit-related) with 39% of students reporting. A trend analysis indicates parents do not think their children will finish school on time or graduate and/or need support to stay motivated. The largest reason why OSY reported dropping out of school was "needed to work".	Migrant student engagement in school needs to increase.	2.4.a) Provide counseling services to ensure students and parents are aware of credits needs for H.S. graduation and college and career readiness. 2.4.b) Provide resilience training to students and parents to address the effects of migrancy and mobility.

GOAL AREA 3: SCHOOL READINESS

Concern Statement 3.1: Young migrant children are not being served by early childhood programs.			
Data Source	Need Indicators	Need Statements	Solution Strategies
CSPR 2013-2014 Attendance data from Head Start, TMC, district, and Early Start/Even Start	48% of MEP students ages 3-5 (not in kindergarten) were served by the MEP during the 2013-2014 school year.	Increase the percentage of migrant students being served in early childhood programs by 52%.	3.1.a) Develop a timeline of informative presentation on the benefits of early childhood education as part of the ID&R plan to include all MEP staff and migrant parents of early childhood children. 3.1.b) 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.
Concern Statement 3.2: Preschool migrant children are not receiving sufficient proactive or preventative health care services.			
Data Source	Need Indicators	Need Statements	Solution Strategies
CSPR 2013-2014 Parent Surveys Staff Surveys	40% of MEP students ages 3-5 (not kindergarten) received support services during the reporting period. 28% of parents reported needing support with dental, vision, or health care (#4 priority). 22% of staff thought migrant students needed greater access to dental, vision, or health care (#5 priority). Expert committee report that preschool migrant children lack adequate health and dental services.	Migrant preschool children who receive preventative health care services needs to increase.	3.2.a) Create and implement a timeline of informative presentations on the benefits of preventative health (e.g., dental, medical) services. 3.2.b) Create partnerships with mental health professionals, counselors, educational entities, and non-profits to strengthen age and developmentally appropriate behavior. 3.2.c) 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.
Concern Statement 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.			
Data Source	Need Indicators	Need Statements	Solution Strategies
Parent Surveys	57% of parents reported needing support with school supplies (#1 priority).	The number of activities designed to support parents with strategies and resources contributing to young children's success in school needs to increase.	3.3.a) Sponsor an early childhood academy at the annual state migrant conference. 3.3.b) Provide training to parents on basic ESL, math, oral language, financial literacy, and the legal aspects of Deferred Action for Childhood Arrivals (DACA). 3.3.c) Provide training on effective parenting strategies that are developmentally appropriate. 3.3.d) Review the current model of the parental engagement program and make changes necessary to strengthen the model and to increase parent participation.

GOAL AREA 4: HIGH SCHOOL GRADUATION/OSY

Concern Statement 4.1: Secondary migrant students and OSY need counseling on appropriate course placement, credit accrual, graduation planning, goal setting, career exploration, etc.			
Data Source	Need Indicators	Need Statements	Solution Strategies
Staff surveys Student surveys Expert committee CSPR 2013-2014 OSY Profile (2015)	<p>22% of migrant students in grades 9-12 received assistance with “counseling” in 2013-14.</p> <p>48% of staff reported that students needed support with secondary counseling (credit related), their #2 concern.</p> <p>39% of students reported needed secondary counseling (credit related), also their #2 concern for support services.</p> <p>Expert committee report secondary migrant students and OSY do not receive appropriate counseling.</p>	The percentage of migrant secondary students who receive assistance with course selection and goal setting needs to increase.	<p>4.1.a) 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>4.1.b) Provide access to social workers to address social and emotional issues that arise due to high mobility</p> <p>4.1.c) Review course selection to confirm courses are aligned with his/her selection</p> <p>4.1.d) Collaborate with school/district personnel to ensure timely completion of a college and career readiness plan</p>
Concern Statement 4.2: Secondary migrant students are not graduating at the same rate as non-migrant students.			
Data Source	Need Indicators	Need Statements	Solution Strategies
Student surveys Staff surveys	<p>82.6% of migrant students graduated from high school in 2013-14 v. 88.3% of non-migrant students.</p> <p>11.1% of migrant students dropped out in 2013-14 v. 6.6% of non-migrant students.</p>	The percentage of migrant students graduating needs to increase by 5.7% and the percentage of migrant students dropping out needs to decrease by 4.5%.	<p>4.2.a) Receiving state and TMIP request state MEP endorse student data spreadsheet in May for academic placement</p> <p>4.2.b) Access and share receiving state database with student summer data to districts.</p> <p>4.2.c) Provide appropriate coordination between Texas and receiving states on migrant students’ needs for graduation requirements</p>

Concern Statement 4.3: Highly mobile secondary migrant students do not have adequate and sufficient instruction to be proficient on state assessments.			
Data Source	Need Indicators	Need Statements	Solution Strategies
CSPR 2013-2014 Staff Surveys	44% of MEP students in grade 10 are proficient in reading compared to 67% of non-MEP students in grade 10. 65% of MEP students in grade 11 were proficient in Mathematics compared to 79% of non-MEP students in grade 11.	The percentage of migrant students in grade 10 meeting state standards on the Reading/Language Arts assessment needs to increase by 23%. The percentage of migrant students in grade 11 meeting state standards on the Math assessment needs to increase by 14%.	4.3.a) Provide supplemental educational services to ensure student are proficient on state assessments 4.3.b) Provide remediation in transitional years 4.3.c) Provide access to intra/interstate tutoring 4.3.d) Submit TMIP out of state testing referrals
Concern Statement 4.4: Highly mobile secondary migrant students and OSY lack education and knowledge about support services.			
Data Source	Need Indicators	Need Statements	Solution Strategies
Parent Surveys Staff Surveys Expert committee	28% of parents reported needing support with dental, vision, or health care (#4 priority). 22% of staff thought migrant students needed greater access to dental, vision, or health care (#5 priority). Expert committee report highly mobile secondary migrant students lack education and knowledge about health services	Highly mobile secondary migrant students need increased access to health care and knowledge of healthy habits, dental, vision, and other support services.	4.4.a) Provide quarterly resources, trainings, and evaluation tools to ensure students receive appropriate information of support services
Concern Statement 4.5: Families of secondary migrant students are in need of academic background, language skills, and resources for providing students support with high school graduation and career readiness.			
Data Source	Need Indicators	Need Statements	Solution Strategies
Staff Survey Parent Survey Expert committee	58% of staff reported that parents needed strategies to support education in the home (#1 concern for parent involvement). 47% of parents reported needed support in order to help their child with reading, math, and writing (#1 concern for parents). Expert committee report that families of secondary migrant student lack the background and language skills for providing student support.	Migrant families who report that they receive training in how to promote their secondary-age children’s reading and writing abilities needs to increase.	4.5a) Provide a parent “hands-on” training on understanding the state assessment data results, and the Texas Educational System (required courses by grade level, attendance and school expectations)

Concern Statement 4.6: There are migrant secondary-aged students not attending school.			
Data Source	Need Indicators	Need Statements	Solution Strategies
CSPR 2013-2014	<p>6.8% of secondary-aged migrant students are not attending school.</p> <p>27% of OSY eligible and present in 2013-2014 received an MEP service during the performance period. 6% of OSY received an instructional service.</p>	The percentage of migrant secondary-aged students needs to decrease by 6.8%.	4.6.a) Provide flexible programs/resources to meet individual needs (e.g., resources on www.osymigrant.org)
Concern Statement 4.7: Migrant OSY who express an interest in furthering their education have limited access to services and existing programs (GED, HEP, job training, workforce, community resources, etc.).			
Data Source	Need Indicators	Need Statements	Solution Strategies
Expert committee	<p>Expert committee report that migrant OSY have limited access to services and existing programs.</p> <p>27% of OSY eligible and present in 2013-2014 received an MEP service during the performance period. 6% of OSY received an instructional service.</p>	Migrant OSY need increased access to services and existing programs.	<p>4.7.a) Provide training to MEP staff about existing programs and resources.</p> <p>4.7.b) Complete and maintain the OSY Profile for all OSY</p> <p>4.7.c) Contact OSY at least monthly about needs using OSY preferred method of communication</p> <p>4.7.d) Ensure that training identified OSY have access to these resources (Resource Directories Service Coordination, Workforce Partnerships)</p>
Concern Statement 4.8: OSY are not receiving the assistance they need to re-engage in school and/or learn about alternative educational options.			
Data Source	Need Indicators	Need Statements	Solution Strategies
OSY Profile (2015)	<p>82.6% of migrant students graduated from high school in 2013-14 v. 88.3% of non-migrant students.</p> <p>11.1% of migrant students dropped out in 2013-14 v. 6.6% of non-migrant students.</p> <p>90% of OSY had attended at least 9th grade, indicating that they had at least some HS experience. 22% of OSY reported leaving school due to lack of credits and 17% requested support earning high school credits.</p>	The percentage of migrant OSY re-engaged in school needs to increase.	4.8.a) Review graduation plans and examine why students did not graduate (academic/non-academic reasons) and assist them with information and assistance to complete the credits needed to graduate or obtain alternative educational options.

Acronyms Used in the Chart

AR	Accelerated Reader
CSPR	Consolidated State Performance Report
DACA	Deferred Action for Childhood Arrivals
ELA	English Language Arts
EOC	End of course
ESC	Education Service Center
HS	High School
K	Kindergarten
LEP	Limited English Proficient
MEP	Migrant Education Program
MOU	Memorandum of Understanding
MP3	Music Player 3
NGS	New Generation System
OSY	Out of school youth
PAC	Parent Advisory Committee
STAAR	State of Texas Assessments of Academic Readiness
TEA	Texas Education Agency
TMC	Texas Migrant Council
TMIP	Texas Migrant Interstate Program

Appendix D – Needs Assessment Surveys

- Staff Survey of Migrant Student Needs
- Parent Survey
- Encuesta Para Padres
- Student Survey of Migrant Student Needs

Staff Survey of Migrant Student Needs

The Texas Migrant Education Program (MEP) is conducting a survey to help identify the greatest needs of migrant students that result from frequent moves and interrupted education. Site: _____

1. Instruction: In what **areas** do migrant students need the most supplemental services to address gaps in education? (rank your top 3 with 1 being the highest)

- | | |
|---|---|
| <input type="checkbox"/> Reading
<input type="checkbox"/> Writing
<input type="checkbox"/> Math
<input type="checkbox"/> Science
<input type="checkbox"/> High school credits
<input type="checkbox"/> Passing state assessments
<input type="checkbox"/> Life skills | <input type="checkbox"/> Motivating/engaging students in school work and activities
<input type="checkbox"/> Instructional time
<input type="checkbox"/> Filling in gaps resulting from migration/missed school
<input type="checkbox"/> English language skill development
<input type="checkbox"/> Study skills
<input type="checkbox"/> School readiness
<input type="checkbox"/> Other: |
|---|---|

2. What types of services are most needed to address gaps in education? (rank your top 3 with 1 being the highest)

- | | |
|--|---|
| <input type="checkbox"/> Programs addressing post-secondary/career opportunities
<input type="checkbox"/> Programs for making up credit
<input type="checkbox"/> Summer instruction
<input type="checkbox"/> Home-based Services
<input type="checkbox"/> Other: | <input type="checkbox"/> Tutoring during the school day during the regular year
<input type="checkbox"/> Before or after school tutoring or alternative during the regular year
<input type="checkbox"/> Transition programs for students new to the school and/or state
<input type="checkbox"/> Dropout prevention programs
<input type="checkbox"/> Other: |
|--|---|

3. Support Services: In what areas do migrant students need support so that they can better participate in their education? (rank your top 3 with 1 being the highest)

- | | |
|--|---|
| <input type="checkbox"/> Supplemental school supplies
<input type="checkbox"/> Secondary counseling (credit related)
<input type="checkbox"/> College and career counseling
<input type="checkbox"/> Greater access to dental, vision, or health care
<input type="checkbox"/> Support for extracurricular activities
<input type="checkbox"/> Translation/interpretation | <input type="checkbox"/> Nutrition
<input type="checkbox"/> Transportation
<input type="checkbox"/> Clothing
<input type="checkbox"/> Locating existing school and community resources
<input type="checkbox"/> Locating and enrolling in preschool programs
<input type="checkbox"/> Other: |
|--|---|

4. Parent involvement: What do migrant parents MOST need to support their children's education?

(rank your top 3 with 1 being the highest)

- | | |
|---|---|
| <input type="checkbox"/> Educational resources in the home
<input type="checkbox"/> Opportunities to discuss their child's educational progress with school staff
<input type="checkbox"/> Parent involvement activities
<input type="checkbox"/> Access to parenting education programs
<input type="checkbox"/> Information about adolescent health issues
<input type="checkbox"/> Other: | <input type="checkbox"/> Information about teaching early literacy skills
<input type="checkbox"/> Opportunities to participate in Migrant Parent Advisory Council meetings
<input type="checkbox"/> Strategies to support education in the home
<input type="checkbox"/> Strategies for helping with homework
<input type="checkbox"/> Family literacy and language instruction
<input type="checkbox"/> Other: |
|---|---|

5. Professional development: What topics would you recommend for professional development to help instructional staff meet the needs of migrant students? (rank your top 3 with 1 being the highest)

Strategies for...

- | | |
|--|---|
| <input type="checkbox"/> Reading instruction
<input type="checkbox"/> Math instruction
<input type="checkbox"/> Writing instruction
<input type="checkbox"/> Culturally relevant instruction
<input type="checkbox"/> Increasing graduation rates
<input type="checkbox"/> Providing instruction to out-of-school youth | <input type="checkbox"/> Delivering content instruction to English learners
<input type="checkbox"/> Helping students access existing community resources
<input type="checkbox"/> Teaching students who transfer in mid-year or mid-course
<input type="checkbox"/> Providing preschool instruction
<input type="checkbox"/> Differentiating instruction for diverse learners
<input type="checkbox"/> Other: |
|--|---|

6. What is your biggest concern relating to the achievement and graduation of migrant students?

PARENT SURVEY

from the Texas Migrant Education Program

The Texas Migrant Education Program (MEP) is conducting a study of the needs of migrant families. If you have more than one child in the MEP, answer in general for all your children. Check your top three answers in each category.

Grade(s) of children in my home (check all that apply): Preschool K-3 4-5 6-8 9-12

1. Instruction: What instruction do your children need? (number your top 3, with 1 being the most important)

- | | |
|--|---|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Motivation in school |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Time in classes |
| <input type="checkbox"/> Math | <input type="checkbox"/> Completing missing coursework |
| <input type="checkbox"/> Science | <input type="checkbox"/> Learning English |
| <input type="checkbox"/> High school classes | <input type="checkbox"/> Study skills |
| <input type="checkbox"/> Passing state assessments | <input type="checkbox"/> Being prepared to start kindergarten |
| <input type="checkbox"/> Life skills | <input type="checkbox"/> Other: |

2. What types of services would most help your children? (number your top 3, with 1 being the most important)

- | | |
|---|---|
| <input type="checkbox"/> Opportunities after graduating high school | <input type="checkbox"/> School day tutoring |
| <input type="checkbox"/> Completing high school classes | <input type="checkbox"/> Before or after school tutoring |
| <input type="checkbox"/> Summer migrant school | <input type="checkbox"/> Transition to a new school |
| <input type="checkbox"/> Tutors visiting your home | <input type="checkbox"/> Helping your children stay in school |
| <input type="checkbox"/> Other: | <input type="checkbox"/> Other: |

3. Support Services: What support do your children need? (number your top 3, with 1 being the most important)

- | | |
|---|---|
| <input type="checkbox"/> School supplies | <input type="checkbox"/> Nutrition |
| <input type="checkbox"/> Secondary counseling (credit related) | <input type="checkbox"/> Transportation |
| <input type="checkbox"/> College and career counseling | <input type="checkbox"/> Clothing |
| <input type="checkbox"/> Dental, vision, or health care | <input type="checkbox"/> Finding school and community resources |
| <input type="checkbox"/> Support for extracurricular activities | <input type="checkbox"/> Finding preschool programs |
| <input type="checkbox"/> Translation and interpretation | <input type="checkbox"/> Other: |

4. Parent involvement: What would help you support your child's success in school? (number your top 3, with 1 being the most important)

- | | |
|---|---|
| <input type="checkbox"/> Educational materials at home | <input type="checkbox"/> Preparing young children for school |
| <input type="checkbox"/> Meetings with teachers or tutors | <input type="checkbox"/> Migrant Parent Advisory Council meetings |
| <input type="checkbox"/> Parent involvement activities (such as math or reading nights, etc.) | <input type="checkbox"/> Helping my child with reading, math, and writing |
| <input type="checkbox"/> Parenting education programs | <input type="checkbox"/> Helping my child with homework |
| <input type="checkbox"/> Information about children's health issues | <input type="checkbox"/> Family literacy and language instruction |
| <input type="checkbox"/> Other: | <input type="checkbox"/> Other: |

5. What is your biggest concern for the education of your child(ren)?

ENCUESTA PARA PADRES

del Programa de Educación Migrante del Estado de Tejas

El Programa de Educación Migrante (MEP-inglés) del Estado de Texas está llevando a cabo un estudio de las necesidades de las familias migrantes. Si usted tiene más de un hijo en el MEP, responda en general para todos sus hijos. Marque sus tres primeras respuestas de cada categoría.

Grado(s) de los niños en mi hogar (marque todo el que aplique): PreEscuela K-3 4-5 6-8 9-12

1. Instrucción: ¿Qué instrucción necesitan sus hijos? (marque sus 3 mayores respuestas, el número 1 es lo más importante)

- | | |
|---|---|
| <input type="checkbox"/> Lectura | <input type="checkbox"/> Motivación en la escuela |
| <input type="checkbox"/> Escritura | <input type="checkbox"/> Tiempo en las clases |
| <input type="checkbox"/> Matemáticas | <input type="checkbox"/> Completar cursos necesarios para la graduación |
| <input type="checkbox"/> Ciencia | <input type="checkbox"/> Aprendiendo Inglés |
| <input type="checkbox"/> Clases de high school (preparatoria) | <input type="checkbox"/> Habilidades de estudio |
| <input type="checkbox"/> Pasar las evaluaciones estatales | <input type="checkbox"/> Estar preparado para empezar el kinder |
| <input type="checkbox"/> Habilidades para la vida | <input type="checkbox"/> Otro(s): |

2. ¿Qué tipos de servicios ayudará más a sus hijos? (marque sus 3 mayores respuestas, el número 1 es lo más importante)

- | | |
|--|--|
| <input type="checkbox"/> Oportunidades después de graduarse de la escuela secundaria | <input type="checkbox"/> Tutoría durante el día escolar |
| <input type="checkbox"/> Completar las clases de la escuela secundaria | <input type="checkbox"/> Tutoría antes o después de clases |
| <input type="checkbox"/> Escuela migrante durante el verano | <input type="checkbox"/> La transición a una nueva escuela |
| <input type="checkbox"/> Tutores visitando su casa | <input type="checkbox"/> Ayudar a sus hijos a permanecer en la escuela |
| <input type="checkbox"/> Otro(s): | <input type="checkbox"/> Otro(s): |

3. Servicios de Apoyo: ¿Qué apoyo necesitan sus hijos? (marque sus 3 mayores respuestas, el número 1 es lo más importante)

- | | |
|--|---|
| <input type="checkbox"/> Útiles escolares | <input type="checkbox"/> Nutrición |
| <input type="checkbox"/> Consejería Secundaria (relacionada a crédito) | <input type="checkbox"/> Transportación |
| <input type="checkbox"/> Orientación universitaria y profesional | <input type="checkbox"/> Ropa |
| <input type="checkbox"/> Cuidado de la salud, dental o visión | <input type="checkbox"/> Encontrar recursos de la escuela y de la comunidad |
| <input type="checkbox"/> Apoyo a las actividades extracurriculares | <input type="checkbox"/> Encontrar programas preescolares |
| <input type="checkbox"/> Traducción e Interpretación | <input type="checkbox"/> Otro(s): |

4. Participación de los padres: ¿Qué le ayudaría a apoyar la educación de su hijo? (marque sus 3 mayores respuestas, el número 1 es lo más importante)

- | | |
|---|---|
| <input type="checkbox"/> Materiales educativos en el hogar | <input type="checkbox"/> Preparar a los niños pequeños para la escuela |
| <input type="checkbox"/> Reuniones con los profesores o tutores | <input type="checkbox"/> Reuniones del Consejo Asesor de Padres Migrantes |
| <input type="checkbox"/> Actividades de participación de los padres (por ejemplo, noches de actividades de lectura, etc.) | <input type="checkbox"/> Ayudar a mi hijo con la lectura, matemáticas y escritura |
| <input type="checkbox"/> Programas educativos sobre la crianza | <input type="checkbox"/> Ayudar a mi hijo con la tarea |
| <input type="checkbox"/> Información sobre temas de salud de los adolescentes | <input type="checkbox"/> Alfabetización familiar y la enseñanza de idiomas |
| <input type="checkbox"/> Otro(s): | <input type="checkbox"/> Otro(s): |

5. ¿Cuál es su mayor preocupación por la educación de su hijo (s)?

Student Survey of Migrant Student Needs

The Texas Migrant Education Program (MEP) is conducting a survey to help identify the greatest needs of migrant students.

Site (School District): _____

1. Instruction: In what **areas** do feel you need the most services to address gaps in education?

Rank the top 3. Number 1 is the highest.

- | | |
|--|--|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Being more involved in school |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Learning English |
| <input type="checkbox"/> Math | <input type="checkbox"/> Learning how to study for classes and exams |
| <input type="checkbox"/> Science | <input type="checkbox"/> Learning about options after high school |
| <input type="checkbox"/> Gaining high school credits | <input type="checkbox"/> Other: _____ |

2. What types of services are most needed to address gaps in education?

Rank the top 3. Number 1 is highest.

- | | |
|--|---|
| <input type="checkbox"/> Programs addressing post-secondary/career opportunities | <input type="checkbox"/> Tutoring during the school day during the regular year |
| <input type="checkbox"/> Programs for making up credit | <input type="checkbox"/> Before or after school tutoring |
| <input type="checkbox"/> Summer instruction | <input type="checkbox"/> Transition programs for students new to the school state |
| <input type="checkbox"/> Dropout prevention programs | <input type="checkbox"/> Other: _____ |

3. Support Services: In what areas do you need support to better participate in your education?

Rank the top 3. Number 1 is the highest.

- | | |
|--|--|
| <input type="checkbox"/> School supplies | <input type="checkbox"/> Nutrition |
| <input type="checkbox"/> Secondary counseling (credit-related) | <input type="checkbox"/> Transportation |
| <input type="checkbox"/> College and career counseling | <input type="checkbox"/> Clothing |
| <input type="checkbox"/> Greater access to dental or health care | <input type="checkbox"/> Locating existing school resources |
| <input type="checkbox"/> Support for extracurricular activities | <input type="checkbox"/> Locating existing community resources |
| <input type="checkbox"/> Translation/interpretation | <input type="checkbox"/> Other: _____ |

4. What is your biggest concern for being successful in school and graduating?

<input type="checkbox"/> Male <input type="checkbox"/> Female	Age:	Do you have access to transportation to get to and from classes if you were taking them? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Do you speak English? <input type="checkbox"/> Yes <input type="checkbox"/> A little <input type="checkbox"/> No		Last grade attended? (Check)	When?	Where?
Home Language: <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other:		<input type="checkbox"/> 1 st grade/ <i>primero de primaria</i> <input type="checkbox"/> 2 nd grade/ <i>segundo de primaria</i> <input type="checkbox"/> 3 rd grade/ <i>tercero de primaria</i> <input type="checkbox"/> 4 th grade/ <i>cuarto de primaria</i> <input type="checkbox"/> 5 th grade/ <i>quinto de primaria</i> <input type="checkbox"/> 6 th grade/ <i>sexto de primaria</i>	<input type="checkbox"/> 7 th grade/ <i>primero de secundaria</i> <input type="checkbox"/> 8 th grade/ <i>segundo de secundaria</i> <input type="checkbox"/> 9 th grade/ <i>tercero de secundaria</i> <input type="checkbox"/> 10 th grade/ <i>primer y segundo semestres de preparatoria (Bachillerato)</i> <input type="checkbox"/> 11 th grade/ <i>tercer y cuarto semestres de preparatoria (Bachillerato)</i> <input type="checkbox"/> 12 th grade/ <i>quinto y sexto semestres de preparatoria (Bachillerato)</i>	
Health Needs: <input type="checkbox"/> Medical <input type="checkbox"/> Vision <input type="checkbox"/> Dental <input type="checkbox"/> Urgent <input type="checkbox"/> Other:			Advocacy Needs: <input type="checkbox"/> Legal <input type="checkbox"/> Childcare <input type="checkbox"/> Translation/Interpretation <input type="checkbox"/> Other:	
Do you live with anyone while in Texas? <input type="checkbox"/> With a crew <input type="checkbox"/> With friends outside of work <input type="checkbox"/> With parents/family <input type="checkbox"/> With spouse & kids <input type="checkbox"/> With kids <input type="checkbox"/> Alone			Reason for leaving school: <input type="checkbox"/> Lack of credits <input type="checkbox"/> Needed to work <input type="checkbox"/> Missed State test <input type="checkbox"/> Other:	
Are you interested in classes to help you do any of the following? (check all that apply) <input type="checkbox"/> Speak English <input type="checkbox"/> Earn high school credit <input type="checkbox"/> Job training <input type="checkbox"/> Career exploration <input type="checkbox"/> PreGED or GED <input type="checkbox"/> Adult basic education <input type="checkbox"/> Earn a diploma <input type="checkbox"/> Life skills <input type="checkbox"/> Health classes <input type="checkbox"/> Not sure <input type="checkbox"/> No interests <input type="checkbox"/> Other: _____ _____ _____ _____				
How can the migrant program best help you get ahead? 				

<input type="checkbox"/> Masculino <input type="checkbox"/> Femenino	Edad:	¿Si tomarías clases, tienes acceso a transportación para ir y venir? <input type="checkbox"/> Si <input type="checkbox"/> No		
¿Hablas Inglés? <input type="checkbox"/> Sí <input type="checkbox"/> Un poco <input type="checkbox"/> No		¿Último grado que asistió? (Marque)	¿Cuándo?	¿Dónde?
Idioma en casa: <input type="checkbox"/> Inglés <input type="checkbox"/> Español <input type="checkbox"/> Otro:		<input type="checkbox"/> 1 ^{er} grado/ <i>primero de primaria</i> <input type="checkbox"/> 2 ^{do} grado/ <i>segundo de primaria</i> <input type="checkbox"/> 3 ^{er} grado/ <i>tercero de primaria</i> <input type="checkbox"/> 4 ^o grado/ <i>cuarto de primaria</i> <input type="checkbox"/> 5 ^o grado/ <i>quinto de primaria</i> <input type="checkbox"/> 6 ^o grado/ <i>sexto de primaria</i>	<input type="checkbox"/> 7 ^o grado/ <i>primero de secundaria</i> <input type="checkbox"/> 8 ^o grado/ <i>segundo de secundaria</i> <input type="checkbox"/> 9 ^o grado/ <i>tercero de secundaria</i> <input type="checkbox"/> 10 ^o grado/ <i>primer y segundo semestres de preparatoria (Bachillerato)</i> <input type="checkbox"/> 11 ^o grado/ <i>tercer y cuarto semestres de preparatoria (Bachillerato)</i> <input type="checkbox"/> 12 ^o grado/ <i>quinto y sexto semestres de preparatoria (Bachillerato)</i>	
Necesidades de salud: <input type="checkbox"/> Médico <input type="checkbox"/> Visión <input type="checkbox"/> Dental <input type="checkbox"/> Urgente <input type="checkbox"/> Otro:		Necesidades de Abogacía: <input type="checkbox"/> Legal <input type="checkbox"/> Cuidado de Niños <input type="checkbox"/> Traducción /Interpretación <input type="checkbox"/> Otro:		
¿Vives con alguien mientras estás en Tejas? <input type="checkbox"/> Con un grupo <input type="checkbox"/> Con amigos fuera del trabajo <input type="checkbox"/> Con padres/familia <input type="checkbox"/> Con esposo/a e hijos <input type="checkbox"/> Con Hijos <input type="checkbox"/> Solo/a		Razón porque terminaste tus estudios: <input type="checkbox"/> Falta de créditos <input type="checkbox"/> Necesitaba trabajar <input type="checkbox"/> Perdí el examen Estatal <input type="checkbox"/> Otro:		
¿ Estás interesado/a en clases para ayudarte a lograr cualquiera de los siguientes? (marca todo lo que corresponda)				
<input type="checkbox"/> Hablar Inglés <input type="checkbox"/> Obtener crédito de la escuela preparatoria <input type="checkbox"/> Entrenamiento de trabajo <input type="checkbox"/> Exploración de carreras profesionales <input type="checkbox"/> PreGED o GED <input type="checkbox"/> Educación básica para adultos <input type="checkbox"/> Obtener un diploma <input type="checkbox"/> Habilidades de vida diaria <input type="checkbox"/> Clases de Salud <input type="checkbox"/> No estoy seguro/a <input type="checkbox"/> No tengo interés <input type="checkbox"/> Otro: _____ _____ _____				
¿Cómo puede ayudarte el programa migrante para salir adelante?				