

Texas Migrant Education Program

Service

Delivery

Plan

Texas Education Agency
Migrant Education Program
1701 Congress Avenue.
Austin, TX 78701
Phone: (512) 463-9499

July 2021

Copyright © 2021. Texas Education Agency. All Rights Reserved.

Notwithstanding the foregoing, the right to reproduce the copyrighted work is granted to Texas public school districts, Texas charter schools, and Texas education service centers for non-profit educational use within the state of Texas, and to residents of the state of Texas for their own personal, non-profit educational use, and provided further than no charge is made for such reproduced materials other than to cover the out-of-pocket cost of reproduction and distribution. No other rights, express or implied, are granted hereby.

Assistance and Contact Information

For information or questions concerning the Service Delivery Plan for the Texas Migrant Education Program, please contact the Texas Migrant Education Program at 512-463-9499 or email migrant.ed@tea.texas.gov.

Anita Villarreal

Division Director

Federal Program Compliance Division

Department of Grant Compliance and Administration

Anita.Villarreal@tea.texas.gov

Texas MEP Contacts

Didi Garcia

State Director, Migrant Education Program

Federal Program Compliance Division

Department of Grant Compliance and Administration

Didi.Garcia@tea.texas.gov

Idalia Ibañez

Program Director, Migrant Education Program

Federal Program Compliance Division

Department of Grant Compliance and Administration

Idalia.Ibanez@tea.texas.gov

Nez Paniagua-Jimenez

Program Coordinator, Migrant Education Program

Federal Program Compliance Division

Department of Grant Compliance and Administration

Nez.Paniagua-Jimenez@tea.texas.gov

Texas Service Delivery Plan Committee

The Texas Education Agency wishes to thank the following individuals who, as members of the Service Delivery Plan Committee, gave time, effort, knowledge, and expertise toward the accomplishment of this Service Delivery Plan.

Name	MEP Affiliation
Gracie Avila	ESC 1/State Parent Advisory Council (PAC)
Leonard Beles	Education Service Center (ESC) 8
Raul Cantu	New Generation System (NGS)
Kim Chapa	ESC 6
Maria E. Cortez	ESC 1
Didi Garcia	TEA - MEP
Maria Garcia-Guzman	Texas Migrant Interstate Program (TMIP)
Melba Garza	NGS
Jo Ann Gonzales	ESC 14
Marlen Gonzalez	ESC 13
Idalia Ibañez	TEA – MEP
Marty Jacobson	META Associates (Facilitator)
Josie Mendoza	State PAC (Vice President)
Rachel Morales	ESC 20/AIIMS
Jesus Navarrete	ESC 10
Jacob Ortega	ESC 20
Raquel Oxford	ESC 9
Sandra Ostrowski	ESC 20
Nez Paniagua-Jimenez	TEA – MEP
Maria Retana	State PAC (President)
Cari Semivan	META Associates (Facilitator)
Krystal Seymour	ESC 16
Andrea Vázquez	META Associates (Facilitator)
Keilah Villarreal	ESC 11
Laura Zuniga	ESC 19

Abbreviations and Acronyms

ABB	A Bright Beginning
CAMP	College Assistance Migrant Program
CFR	Code of Federal Regulations
CIG	Consortium Incentive Grant
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
CSPR	Consolidated State Performance Report
EL	English Learner
ELA	English Language Arts
ESC	Education/Educational Service Center
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
FERPA	Family Education Rights and Privacy Act
FSI	Fidelity of Strategy Implementation
GPRA	Government Performance and Results Act
HS	High School
HEP	High School Equivalency Program
ID&R	Identification and Recruitment
IHE	Institution of Higher Education
iSOSY	Instructional Services for Out-of-School and Secondary Youth
IMEC	Interstate Migrant Education Council
IDRC	Identification and Recruitment Consortium
LEA/LOA	Local Education Agency/Local Operating Agency
LNA	Local Needs Assessment
MEP	Migrant Education Program
MPEC	Migrant Parent Empowerment Consortium
MPO	Measurable Program Outcome
MSIX	Migrant Student Information Exchange
NAC	Needs Assessment Committee
OME	Office of Migrant Education
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PD	Professional Development
PFS	Priority for Services
QAD	Qualifying Arrival Date
SDP	Service Delivery Plan
SSA	Shared Services Arrangements
SEA	State Education Agency
STAAR	State of Texas Assessments of Academic Readiness
TEA	Texas Education Agency
TMIP	Texas Migrant Interstate Program
TX-NGS	Texas New Generation System

Definition of Terms Related to the SDP

Area of Concern: A broad area based on the root causes of the unique characteristics of the target group. The Office of Migrant Education has identified **Seven Areas of Concern** which are educational continuity, instructional time, school engagement, English language development, educational support in the home, health, and access to services.

Concern Statements: Clear and consistent interpretations of the points that the Needs Assessment Committee discussed that should be used to guide the development of the Comprehensive Needs Assessment (CNA). Concern statements identify areas that require special attention for migratory children.

Continuous Improvement Cycle: An approach to improving processes and increasing efficiency and effectiveness by identifying a problem, collecting relevant data to understand its root causes, developing and implementing targeted solutions, measuring results, and making recommendations based on the results.

Implementation Evaluation Question: An evaluation question that addresses the extent to which a strategy is implemented.

Measurable Program Outcomes: Outcomes (i.e., objectives) produced by a State's migrant education program to meet the identified unique needs of migratory children and to help these children achieve the State's performance targets.

Migratory Child: Per Section 1309(3)(A)–(B) of the of the Elementary and Secondary Education Act, as amended, migratory child means a child or youth, from birth up to 21, who made a qualifying move in the preceding 36 months as a migratory agricultural worker or migratory fisher; or with, or to join, a parent or spouse who is a migratory agricultural worker or migratory fisher.

Need: The difference between “what is” and “what should be”; may also be referred to as a gap.

Needs Assessment Committee: Broad-based committee of partners (stakeholders) who provide input and direction throughout the CNA process.

Need Indicator: A measure that can be used to verify that a particular gap/discrepancy exists for migratory children and that sets a parameter to specify the severity of that gap.

Priority for Services (PFS): ESEA Section 1304(d) establishes a PFS requirement. In accordance with this requirement, migrant education programs must give PFS to migratory children who have made a qualifying move within the previous one-year period and who are failing, or most at risk of failing, to meet the state's challenging academic standards or who have dropped out of school.

Results Evaluation Question: An evaluation question that addresses the level of improvement resulting from a program or strategy.

Service Delivery Plan: A comprehensive plan for delivering and evaluating MEP-funded services to migratory children. It is based on the results of an up-to-date statewide CNA and is intended to meet the unique needs of migratory children and their families.

Solution Strategy: A solution that addresses an identified need.

Table of Contents

Acknowledgements

Definitions of Terms

Abbreviations and Acronyms

Executive Summary	1
Introduction	2
Legislative Mandate for Service Delivery Planning	2
Description of the Texas Migrant Education Program	3
Description of the Planning Process	5
General Framework: Plan Alignment	7
State Performance Goals	7
Needs Assessment	7
Service Delivery Strategies	8
Measurable Program Outcomes (MPOs)	8
Evaluation Questions	8
CNA/SDP/Evaluation Alignment Chart	9
Evaluation Plan	13
Component of the Texas MEP Statewide Evaluation	13
Evaluation Data Collection Plan	15
Interpreting and Using Evaluation Results	17
Written Evaluation Report	18
Project Plan and Logic Model	19
Project Plan	19
Logic Model	26
Migratory Children Identified to Receive Priority for Services (PFS)	27
Identification and Recruitment Plan	28
Parent Engagement Plan	30
Structures to Support Migratory Parents	30
Parent Resources	31
Exchange of Student Records	32
Statewide MEP Data Collection and Reporting System	32
Migrant Student Records Exchange (MSIX)	32
Implementation and Accountability in Local Programs	34
Communication with Local MEPs about the SDP	34
Professional Development and Technical Assistance	34
Sub-granting Process	36
State Monitoring Process and Timelines	36
Looking Forward	37

Executive Summary

In accordance with the Elementary and Secondary Education Act (ESEA) of 1965, reauthorized in 2015 as the Every Student Succeeds Act (ESSA), state education agencies (SEAs) are required to submit to the U.S. Department of Education in their Consolidated State Plan, the long-term goals and measurements of interim progress that are designed to improve the academic achievement of all children in their state. Additionally, states are required by ESSA to develop a migrant-specific service delivery plan (SDP) to help migratory children make progress toward achievement of the state's long-term goals and measurements of interim progress. The SDP outlines the delivery and evaluation of the services provided to migratory children through the migrant education program (MEP). The SDP is developed from the results of an up-to-date comprehensive needs assessment (CNA) and is a statewide plan that describes the services the SEA will provide directly or through local operating agencies (LOAs) to meet the unique educational needs of migratory children.

The MEP is authorized under Title I, Part C of the ESEA of 1965 which was reauthorized in 2015 as ESSA. The purpose of the MEP is to meet the unique educational needs of migratory children and their families to ensure that migratory children reach the same challenging academic standards as all students and graduate high school. A migratory child is defined as a child or youth, from birth to age 21, who made a qualifying move in the preceding 36 months as a migratory agricultural worker or migratory fisher; or with, or to join, a parent or spouse who is a migratory agricultural worker or migratory fisher [Section 1309(3)(A)–(B)].

The Texas MEP conducted an update to the SDP during 2020-21 utilizing the results of the CNA conducted during 2019-20. During the 12 virtual SDP Committee meetings, members developed service delivery strategies (based on the solution strategies created during the CNA) and measurable program outcomes (MPOs) to guide MEP implementation beginning in the 2021-22 performance period. Following are the key findings from the SDP meetings.

- Federal, State, and local goals and the needs of migratory children were organized within four goal areas: 1) Reading and Mathematics; 2) School Readiness; 3) Graduation/Services to Out-of-School Youth (OSY); and 4) Non-Instructional Support Services.
- There are large achievement gaps between migratory students and non-migratory students on Texas English Language Arts (ELA) and Mathematics Assessments indicating a need for MEP supplemental reading and math instructional services to increase migratory student skills, and support services to eliminate barriers to school success.
- Fourteen (14) service delivery strategies identified by the SDP Committee will be implemented beginning in the 2021-22 performance period.
- Progress toward the 11 MPOs aligned to the strategies will be reported in the 2021-22 evaluation report which will document the evaluation of program implementation and performance results and provide implications for making decisions about the Texas MEP.

Introduction

Legislative Mandate for Service Delivery Planning

The MEP is authorized under Title I, Part C of the ESEA of 1965 [Section 1306(a)(1)] which was reauthorized in 2015 as ESSA. Under ESSA, states must address the unique educational needs of migratory children in accordance with a comprehensive state plan that:

- ✓ is integrated with other federal programs;
- ✓ gives migratory children an opportunity to meet the same challenging state academic standards that all children are expected to meet;
- ✓ specifies measurable program goals and outcomes;
- ✓ encompasses the full range of services that are available for migratory children from appropriate local, state, and federal educational programs;
- ✓ is the product of joint planning among local, state, and federal programs, including programs under Title I, Part A, early childhood programs, and language instructional programs under part A of Title III;
- ✓ provides for the integration of available MEP services with other federal-, state-, or locally-operated programs; and
- ✓ is periodically reviewed and revised, as necessary, to reflect changes in the state's strategies and programs provided under ESSA.

Further, regulations require SEAs to develop a comprehensive state plan in consultation with the State Migrant Parent Advisory Council (PAC) in a format and language that the parents understand. [34 CFR § 200.83(b)(c)]

Following are the components that are required to be included in a state SDP.

1. **Performance Targets.** Performance targets that the state has adopted for all migratory children for reading, mathematics, high school graduation, the number of school dropouts, school readiness (if adopted by the SEA), and any other performance target that the state has identified for migratory children. [34 CFR 200.83(a)(1)]
2. **Needs Assessment.** Identification and an assessment of the unique educational needs of migratory children that result from the children's migrant lifestyle; and other needs of migratory students that must be met for them to participate effectively in school. [34 CFR 200.83(a)(2)]
3. **Measurable Program Outcomes.** MPOs that the MEP will produce statewide through specific educational or educationally related services [1306(a)(1)(D)]. MPOs allow the MEP to determine whether and to what degree the program has met the special educational needs of migratory children that were identified through the CNA. The MPOs should also help achieve the state's performance targets.
4. **Service Delivery Strategies.** Strategies for achieving the performance targets and MPOs. The state's service delivery strategies must address the unique educational needs of migratory children that result from the children's migratory lifestyle, and other needs of migratory students that must be met to participate effectively in school. [34 CFR 200.83(a)(3)]

5. **Evaluation.** Description of how the state will evaluate whether and to what degree the program is effective in relation to the performance targets and MPOs. [34 CFR 200.83(a)(4)]

Following are recommended sections to ensure that MEP services are targeted and delivered efficiently, and to support local projects in implementing the SDP.

- ✓ **Migratory Children Identified to Receive Priority for Services (PFS).** The state's process for identifying those migratory children most in need of services, including the criteria the state established for prioritizing these students for services and ways to ensure that services are directed toward meeting their unique needs.
- ✓ **Identification and Recruitment (ID&R) Plan.** The process and structure for the ID&R plan including staffing as well as training and the types of accountability and quality assurances in place to ensure that sound eligibility determinations are made.
- ✓ **Parental Engagement Plan.** Strategies that the state will implement to ensure that parents of migratory children are involved in the education of their children as well as information on state and local migratory PACs, supports for migratory parents, and resources.
- ✓ **Exchange of Student Records.** Policies and procedures for sending and receiving records for migratory children through intrastate and interstate transfer, Migrant Student Information Exchange (MSIX) policies and procedures, strategies for providing training and information on MSIX, strategies for cross-state collaboration, and ways the state student information system can assist with record transfer.

In compliance with the guidance provided by Office of Migrant Education (OME) at the US Department of Education, Texas will update the comprehensive State SDP whenever it: (1) updates the statewide CNA; (2) changes the performance targets and/or MPOs; (3) significantly changes the services that the MEP will provide statewide; or (4) significantly changes the evaluation design. This new SDP aligns with the needs identified in the new CNA that was completed in August 2020 using the most recent data available.

Description of the Texas Migrant Education Program

The primary purpose of the Texas MEP is to help migratory children and youth overcome challenges of mobility, frequent absences, late enrollment into school, social isolation, dropping out, and other difficulties associated with a migratory life, in order that they might succeed in school. Furthermore, the Texas MEP must give PFS to migratory children and youth who have made a qualifying move within the previous 1-year period and who (1) are failing, or most at risk of failing, to meet the challenging State academic standards; or (2) have dropped out of school.

Texas MEP data from the 2019-20 performance period shows that there were 25,405 eligible migratory children and youth (birth to age 21) with the following demographics:

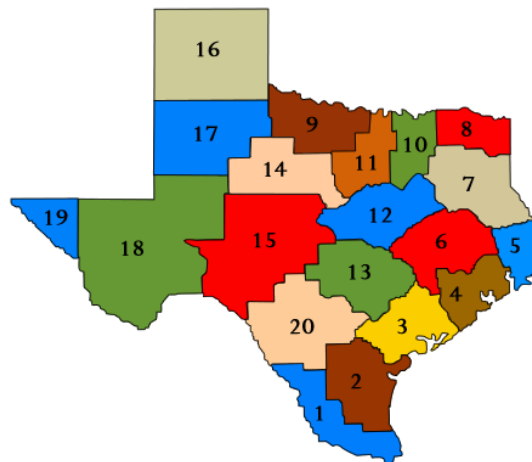
- 3% were two years old and under; 10% were 3-5 years old; 35% were in grades K-5; 20% were in grades 6-8; 30% were in grades 9-12, and 2% were dropouts/OSY;
- 27% had a qualifying arrival date (QAD) during the performance period;
- 49% of eligible migratory children ages 3-21 were identified as PFS; and
- 41% of eligible migratory children ages 3-21 were English learners (ELs), predominantly Spanish speakers.

During the 2019-20 performance period, 74% of all eligible migratory students were served (10% served during summer 2020). Forty-one percent (41%) received MEP instructional services and 69% received MEP support services.

Because issues of mobility, language, and poverty affect migratory students' opportunities to receive excellence and equity in the classroom, the Texas MEP strives to provide an educational experience that can help children reduce the academic disruptions, and other problems that can result from repeated moves. During the regular school year, in areas with large concentrations of migratory children, local projects operate in support of, and in coordination with, the regular school program. During the summer, educational programs are set up exclusively for migratory children when regular school programs are not in operation, or in coordination with summer services provided by school districts.

Regional education service centers (ESCs) as well as school districts administer the MEP in Texas. Local education agencies (LEAs) may participate in the Texas MEP in one of three categories: shared services arrangements (SSAs), project, and non-project. The map below shows the distribution of the Texas ESCs, with the numbers representing the ESC number.

Map of Texas ESC Regions



Each ESC has a main office located within their region. Below are the 20 ESCs and their central location.

Texas ESCs 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

The State of Texas also has statewide MEP special projects that include the following:

- MEP Curriculum Initiative (ESC Region 20)
 - A Bright Beginning
 - Project SMART
- MEP Capacity Building Initiative (ESC Region 20)
 - AIIMS Guidebook
 - Texas Migrant Education Portal (TMEP)
 - State Parent Advisory Council
 - Parent and Family Engagement (PFE) Initiative
- MEP Systems Initiative (ESC Region 1)
- Texas Migrant Interstate Program (TMIP) (Pharr-San Juan-Alamo Independent School District)
- Texas-New Generation System (TX-NGS) (Catapult Systems)
- CNA/SDP/Evaluation (META and Associates)

Description of the Planning Process

The Texas MEP follows the Continuous Improvement Cycle (shown below) as recommended by OME in its CNA, SDP, and Evaluation Toolkits. In this cycle, each step in developing a program, assessing needs, identifying strategies, implementing strategies, and evaluating results, builds on the previous activity and informs the subsequent activity. The Continuous Improvement Cycle includes the following components:

- CNA: A 5-step process involving stakeholders identifying major concerns, gathering data to define needs, and selecting priority solutions.
- SDP: A multi-step process to convene stakeholders to select evidence-based strategies (based on the CNA findings) to meet the needs of migratory children and youth, develop a plan to implement the strategies, and establish measurable goals and targets for accountability.
- Implementation of the SDP: Information dissemination and training to align project services and goals with the statewide plan, roll-out of strategies, and data collection for accountability.
- Evaluation: Measures the extent to which strategies were implemented with fidelity and the impact of those strategies on migratory student achievement.



The Texas MEP SDP resulted from a systematic process that involved a broad-based representation of stakeholders whose experience lent authenticity and whose expertise directed the strategies that are presented in this report. The SDP Committee was composed of individuals representing migratory parents; MEP administrators; Texas Education Agency (TEA); and individuals with expertise in reading, mathematics, graduation/dropout prevention, OSY, family literacy, professional development (PD), ID&R, and early childhood education. Most of the SDP Committee also served on the Needs Assessment Committee (NAC) to provide continuity to the comprehensive process carried out to ensure that systems were aligned to

meet migratory students' unique needs. Refer to the beginning of this document for a list of SDP Committee members.

The Texas SDP Committee was led through the service delivery planning process by META Associates as guided by the [MEP SDP Toolkit](#) (U.S. Department of Education, 2018). In addition, the Committee reviewed the work of the NAC during the CNA process completed in 2019-20. To ensure that all requirements were met, the timelines and activities displayed in the chart below were set. It should be noted that the original plan was to conduct three (3) one-day face-to-face SDP meetings during a six-month period; however, due to the current circumstances, it was necessary to convene the SDP Committee virtually. Thus, the SDP Committee met 12 times with each meeting lasting 2-hours.

Texas SDP Timelines

Activity	Timelines
SDP Meeting #1a: Understand the SDP planning cycle and roles and responsibilities of the committee; select goal area groups; and identify major MEP instructional strategies	10/22/20
SDP Meeting #1b: Identify SDP measurable outcome-based implementation strategies for the MEP to use to address concerns	10/26/20
SDP Meeting #1c: Review and refine strategies; provide feedback on strategies for all goal area groups	11/05/20
SDP Meeting #1d: Review and prioritize strategies; identify ways to implement strategies; decide on next steps toward determining the major components of the SDP	11/12/20
SDP Meeting #2a: Review and finalize strategies for meeting migratory student needs	02/04/21
SDP Meeting #2b: Begin developing measurable program outcomes (MPOs) for each goal area	02/24/21
SDP Meeting #2c: Develop MPOs; review MPOs for all goal area groups and reach consensus	03/04/21
SDP Meeting #2d: Discuss MPOs and discuss next steps in the SDP process	03/25/21
SDP Meeting #3a: Review and revise work done on MPOs by colleagues during SDP #2d; and whole group debrief and finalize MPOs for all goal area groups	04/22/21
SDP Meeting #3b: Identify resources to implement the strategies; review resources for all for all goal area groups	04/26/21
SDP Meeting #3c: Review/revisit ways to implement the strategies; final review of SDP Decisions and Planning Chart	05/04/21
SDP Meeting #3d: Review evaluation questions; discuss SDP communication and implementation related to migratory parents, PD, and improvement planning	05/17/21
Draft the SDP report	07/15/21
Finalize the SDP report	07/31/21

General Framework: Plan Alignment

This section shows the alignment of the *required* components of the SDP. Each component has its own function in the SDP, but all are aligned to provide a cohesive and consistent approach to enable migratory students to achieve Texas’ State performance goals and targets.

State Performance Goals

The Texas State performance goals for migratory students in ELA, mathematics, and graduation work in concert with the priorities and goals for all students established by the State of Texas as part of its [ESSA Consolidated State Plan](#). The Plan identifies measurements of interim progress toward meeting the long-term goals (2031-2032) for academic achievement and graduation as shown below.

Texas Interim and Long-Term Goals for Academic Achievement and Graduation

	Baseline 2016-17	2017-18 through 2021-22	2022-23 through 2026-27	2027-28 through 2031-32
Reading/ELA	44%	53%	63%	72%
Mathematics	46%	55%	64%	73%
Graduation	89%	90%	92%	94%

Source: Texas ESSA Consolidated State Plan

Needs Assessment

During 2019-20, the Texas NAC worked through the process outlined in the [MEP CNA Toolkit](#) (U.S. Department of Education, 2018) as facilitated by META Associates. Data on migratory student achievement and outcomes were used by the NAC to develop concern statements. Data for the CNA was collected from NGS; the TEA assessment database; and via surveys of parents, students, and staff. Based on this data, a State data profile was written; possible solutions were identified; and priorities for services based on the data were determined. During the 12 virtual NAC meetings, the group reached consensus about the decisions on how to identify needs, additional issues/data to explore, and how to proceed with the next steps in determining a plan for addressing migratory student needs. This CNA process resulted in the development of the Texas MEP CNA Report (August 2020).

The Texas MEP CNA results provided the State with clear direction for planning services to be delivered to migratory children and youth. An SDP Committee was formed by the State with representatives from LEAs and individuals with content area expertise. The needs assessment results described in the CNA Report have been used as a foundation for the services described in this SDP Report. Following is the Texas Migratory Student Profile contained in the CNA Report using data from 2018-19 that lists the needs identified in numerous categories.

Exhibit 5: Texas Migratory Student Profile (Most recent data from 2018-19)

Eligible Migratory Students	28,223
Grade Distribution	Ages 0-2 (4%), Ages 3-5 (9%), Grades K-5 (35%), Grades 6-8 (20%), Grades 9-12 (31%), OSY (2%)
Priority for Services	13,924 (51%) of the 27,113 eligible children ages 3-21
English learners	11,110 (41%) of the 27,113 eligible children ages 3-21

Disrupted Schooling	11,716 (42%) of all eligible migratory students had a QAD within the last 12 months
Migratory students served during the performance period	22,304 (79%)
Migratory students receiving instructional services	13,608 (61% of served, 48% of eligible)
Migratory students receiving reading and math instruction provided by a teacher (<i>does not include instruction provided by a paraprofessional</i>)	Reading Instruction – 4,053 (18% of served; 14% of eligible) Math Instruction – 3,441 (15% of served; 12% of eligible)
Migratory students receiving support services	21,292 (95% of served; 75% of eligible)
Migratory students receiving counseling services	7,244 (32% of served; 26% of eligible)
Migratory students scoring proficient on State reading and math assessments	Reading - 31% (66% for non-migratory students) Math - 31% (65% for non-migratory students)
OSY eligible/served	452 eligible, 195 (43%) served
High School Graduation Rate	86.9% (90% for non-migratory students)

The CNA Report shows the final recommendations for concerns, data sources for the concerns, need indicators and need statements, and the possible solutions created by the NAC for each goal area. The NAC identified possible solutions which the SDP Committee used for the development of service delivery strategies during the SDP planning process. The solutions are general guidelines based on the examination of migratory student needs. Prioritized solutions from the CNA can be found in the Texas MEP 2020-21 SDP Decisions and Planning Chart kept on file with the Texas MEP (TEA).

Service Delivery Strategies

The service delivery strategies identified by the SDP Committee took into consideration the needs identified during the CNA process as well as the solution strategies determined by the NAC. This SDP has three strategies for Reading/Mathematics, two strategies for School Readiness, four strategies for Graduation/Services to OSY, and five strategies for Non-Instructional Support Services. The strategies serve as the foundation for the implementation of the Texas MEP.

Measurable Program Outcomes

The SDP Committee created MPOs to assess the implementation of the strategies, that reflect the State performance targets and needs and solutions identified during the 2019-20 CNA process. MPOs are the desired outcomes of the strategies that quantify the difference that the MEP will make for migratory students, parents, and/or staff. MPOs provide the foundation for the SDP and can be clearly communicated, implemented with fidelity, and evaluated.

Evaluation Questions

The SDP Committee developed an Evaluation Plan for results (that relate to the State performance indicators/targets and MPOs) and for implementation (that relate to the strategies). The CNA/SDP/Evaluation Alignment Chart that follows provides a foundation for the MEP evaluation (see next section of the SDP).

Texas Migrant Education Program (MEP)

2021-22 CNA/SDP/Evaluation Alignment Chart

GOAL AREA #1: READING and MATHEMATICS

State Performance Target: In 2021-22, 44% of students in grades 3-12 will score at grade level or above on State of Texas Assessments of Academic Readiness (STAAR) Reading Assessments and End of Course (English I and English II) and 46% will score at grade level or above on STAAR Math Assessments and End of Course (Algebra I).

Primary Concern Statement: We are concerned that migratory students in grades 3-8 generally achieve lower passing rates on State reading and mathematics assessments compared with non-migratory students, Hispanic students, ELs, and economically disadvantaged students.

Data Summary: In 2018-19, 31% of migratory students (11% of PFS students) in grades 3-8 scored at “meets” or “masters” in ELA on the STAAR Reading Assessment, compared to 66% of non-migratory students, 69% of Hispanic or Latino students, 64% of ELs, and 66% of economically disadvantaged students. Thirty-one percent (31%) of migratory students (19% of PFS students) scored at “meets” or “masters” in mathematics on the STAAR Mathematics Assessment compared to 65% of non-migratory students, 79% of Hispanic or Latino students, 78% of ELs, and 76% of economically disadvantaged students.

Need Statement: The percentage of migratory students in grades 3-8 scoring at grade level or above on STAAR assessments needs to increase by 35 percentage points (55 percentage points for PFS students) in ELA and by 34 percentage points (46 percentage points for PFS students) in math to eliminate the gap between migratory and non-migratory students.

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
<p>Strategy 1-1: Coordinate/provide needs-based supplemental reading and/or mathematics instruction to migratory students in grades K-12 using results of disaggregated formal/ informal assessments during the regular and summer terms.</p> <p>Strategy 1-2: Coordinate/provide training/support to migratory students on the use of academic tools and resources to increase success in reading and mathematics.</p>	<p>MPO 1A: By the end of the 2021-22 performance period, 50% of migratory students in grades K-12 receiving supplemental reading instruction through MEP funds will improve their score by 5% on curriculum-based reading assessments.</p>	<p>What percentage of migratory students in grades K-12 that received reading instruction through MEP funds (PFS and non-PFS) made a 5% gain on curriculum-based reading assessments?</p>	<p>What types of curriculum-based reading assessments were used to assess migratory students' reading skills?</p>
	<p>MPO 1B: By the end of the 2021-22 performance period, 50% of migratory students in grades K-12 receiving supplemental math instruction through MEP funds will improve their score by 5% on curriculum-based math assessments.</p>	<p>What percentage of migratory students in grades K-12 that received mathematics instruction through MEP funds (PFS and non-PFS) made a 5% gain on curriculum-based mathematics assessments?</p>	<p>What types of curriculum-based mathematics assessments were used to assess migratory students' mathematics skills?</p>
<p>Strategy 1-3: Utilize Project SMART when providing summer supplemental mathematics instruction to migratory students in grades K-8.</p>	<p>MPO 1C: By the end of the 2022 summer program, 60% of migratory students participating in Project SMART will improve by 5% on Project SMART assessments reported in TX-NGS.</p>	<p>What percentage of migratory students participating in Project SMART (PFS and non-PFS) improved their score by 10% on Project SMART assessments?</p>	<p>Which ESCs/projects provided instruction via Project SMART during the summer?</p>

GOAL AREA #2: SCHOOL READINESS

State Performance Target: The delivery of services to migratory children ages 3-5 is a provision under Title I, Part C. There is no State Performance Target for school readiness.

Primary Concern Statement: We are concerned that migratory children ages 3-5 (who are not in kindergarten) are not receiving early childhood instructional services.

Data Summary: In 2019-20, 27% of eligible migratory children ages 3-5 (not in kindergarten) received MEP-funded instructional services.

Need Statement: The percentage of migratory children ages 3-5 (not in kindergarten) receiving MEP-funded instructional services needs to increase.

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
<p>Strategy 2-1: Coordinate with LEA and/or community-based school readiness programs to provide migratory children ages 3-5 (who are not in kindergarten) with access to school readiness services.</p>	<p>MPO 2A: By the end of the 2021-22 performance period, 38% of eligible migratory children ages 3-5 (who are not in kindergarten) will participate in a MEP or non-MEP funded school readiness program.</p>	<p>What percentage of eligible migratory children ages 3-5 participated in a school readiness program?</p>	<p>In what types of school readiness programming did migratory children participate?</p>
<p>Strategy 2-2: Provide the TEA-approved early literacy program (A Bright Beginning) for migratory children ages 3-5 who are not served by other programs (during the regular school year, summer, virtual, face-to-face, home-based, center-based).</p>	<p>MPO 2B: By the end of the 2021-22 performance period, 70% of migratory children participating in A Bright Beginning (ABB) will improve their score by 5% on ABB assessments reported in TX-NGS.</p>	<p>What percentage of migratory children that participated in ABB improved their scores by 5% on ABB assessments?</p>	<p>How many ABB lessons did migratory students complete?</p>

GOAL AREA #3: HIGH SCHOOL GRADUATION/SERVICES TO OSY

State Performance Goal: In 2021-22, 92% of students will graduate from high school (4-year cohort rate).

Primary Concern Statements: Secondary-aged migratory students and OSY need additional support with appropriate course and grade-level placement based on transcript review, credit accrual, graduation planning, short and long-term goal setting, career exploration, etc.; secondary-aged migratory students may not be receiving appropriate and targeted instruction aligned to their needs to be proficient with coursework, state assessments, and career readiness; secondary-aged migratory students/OSY and parents need coordinated support on how to access and utilize services; and migratory OSY have limited access, guidance, and resources to services and existing programs (e.g., HSE, HEP, job training, workforce, community resources).

Data Summary: In 2018-19, 88.5% of migratory students graduated compared to 91% of non-migratory students, and 3.8% of migratory students (15.8% of PFS students) dropped out of high school compared to 2.5% of non-migratory students.

Need Statement: The percentage of migratory students graduating needs to increase by 2.5 percentage points to eliminate the gap between migratory and non-migratory students; and by 3.5% to meet the Texas performance target.

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
Strategy 3-1: Coordinate/provide opportunities to confer with migratory students and OSY to increase awareness and access to credit accrual options.	MPO 3A: By the end of the 2021-22 performance period, 75% of migratory high school (HS) students and OSY responding to a survey will report the academic advising and resources received from the MEP were useful in increasing awareness about credit accrual options.	What percentage of migratory HS students/OSY responding to a survey reported that academic advising and resources received from the MEP were useful in increasing awareness about credit accrual options?	In what ways did projects provide academic advising and resources about credit accrual options?
Strategy 3-2: Coordinate/provide appropriate and targeted supplemental instruction to migratory students in grades 9-12 and OSY including late enrollments and early withdrawal students. Strategy 3-3: Coordinate/provide post-secondary and high school equivalency program information to secondary-aged migratory students and parents.	MPO 3B: By the end of the 2021-22 performance period, 40% of migratory HS students will receive MEP supplemental instructional services. MPO 3C: By the end of the 2021-22 program year, 20% of migratory OSY will receive MEP supplemental instructional/life skills/career readiness/leadership services.	What percentage of migratory HS students (PFS and non-PFS) received MEP supplemental instructional services? What percentage of migratory OSY (PFS and non-PFS) received MEP supplemental instructional/life skills/career readiness/leadership services?	What types of MEP instructional services were provided to migratory HS students? What types of MEP instructional/life skills/career readiness/leadership services were provided to OSY?
Strategy 3-4: Coordinate/provide services to OSY based on identified needs.			

GOAL AREA #4: NON-INSTRUCTIONAL SUPPORT SERVICES

State Performance Target: The delivery of support services to migratory students is a provision under Title I, Part C. There is no specific Texas State Performance Target for support services.

Primary Concern Statements: We are concerned that migratory students are not receiving needed support services; migratory families need coordinated training and resources on reading and mathematics strategies to support their children’s learning (e.g., accessing school resources, strategies for helping at home); staff who work with migratory students need high quality PD and support to meet the reading and math needs of migratory students; and secondary-aged migratory students and OSY need additional support with appropriate course and grade-level placement based on transcript review, credit accrual, graduation planning, short and long-term goal setting, career exploration, etc.

Data Summary: In 2019-20, 69% of all eligible migratory students received MEP support services. More than one-third of students responding to needs assessment surveys reported needing MEP support services including books/materials/supplies.

Need Statement: The percentage of migratory students received needs-based support services to eliminate barriers to school success need to increase.

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
<p>Strategy 4-1: Coordinate/provide support services during the regular term and summer that address the identified needs of migratory students.</p>	<p>MPO 4A: By the end of the 2021-2022 performance period, 50% of migratory children and youth will receive MEP-funded support services.</p>	<p>What percentage of migratory children and youth (PFS and non-PFS) received MEP-funded support services?</p>	<p>What types of MEP-funded support services were provided to migratory children and youth?</p>
<p>Strategy 4-2: Coordinate/provide training for parents to empower them to access and use resources/ services to address the identified needs of their child.</p>	<p>MPO 4B: By the end of the 2021-2022 performance period, 80% of migratory parents surveyed who participated in training and/or received resources/ information offered by the MEP will report that they feel better prepared to support their child’s education.</p>	<p>What percentage of parents responding to a survey reported that they increased their skills for supporting their child’s education?</p>	<p>What types of parent engagement activities were offered to migratory parents?</p>
<p>Strategy 4-3: Educate MEP/LEA staff on the unique needs of migratory students to ensure student success.</p> <p>Strategy 4-4: Collaborate to educate MEP/LEA staff about instructional and support services provided by other funding sources to ensure migratory students receive services to which they are entitled.</p> <p>Strategy 4-5: Coordinate/provide needs-based PD for MEP/LEA staff who provide supplemental reading and math instruction to migratory students.</p>	<p>MPO 4c: By the end of the 2021-2022 performance period, 80% of MEP/LEA staff who received professional development through the MEP will respond in a survey that they are better prepared to support migratory students.</p>	<p>What percentage of MEP staff responding to a survey reported that MEP PD helped them be better prepared to support migratory students?</p>	<p>What types of PD were provided to MEP staff?</p>

Evaluation Plan

Components of the Texas MEP Statewide Evaluation

The statewide MEP evaluation measures the effectiveness of the Texas MEP, examining the fidelity between the implementation of the State's service delivery strategies as stated in this SDP, and determining migratory student progress toward the State's MEP MPOs, State performance targets (Performance Goals 1 and 5), and Government Performance and Results Act (GPRA) measures adopted by OME. The overall objectives of the Texas MEP evaluation are to:

1. Collect, analyze, summarize, and prepare reports that contain MEP progress toward State performance targets related to Performance Goals 1 and 5 (the percentage of students attaining proficiency in reading/language arts and mathematics for each grade, and the percentage of students who graduate from high school), disaggregated for PFS, non-PFS, and non-migratory students. [34 CFR Sections 200.83 and 200.84]
2. Collect, analyze, summarize, and prepare reports that contain performance results data on MEP MPOs established in this SDP for all MEP activities and services, disaggregated for PFS and non-PFS migratory students. [34 CFR Section 200.83]
3. Collect, analyze, summarize, and prepare reports that contain performance results data on the GPRA measures. [34 CFR Section 80.40]
4. Collect, analyze, summarize, and prepare reports that provide specific implementation results that demonstrate the level of fidelity in the implementation of MEP activities and service delivery strategies contained in this SDP. [34 CFR Section 200.84]
5. Based on data comparing implementation and performance results to performance targets, prepare and report implications and recommendations to inform SEA decision making for the improvement of MEP services (e.g., data needed to collect in an update to the CNA; updated performance targets in the SDP based on overachievement of MPOs). [34 CFR Section 200.85]

The CNA/SDP/Evaluation Alignment Chart in the previous section guides the program evaluation. The Alignment Chart lists the required components of the SDP (State performance targets, needs assessment, service delivery strategies, MPOs, and evaluation) and the alignment of these components. Each of the components are linked to provide a cohesive and consistent approach to enable migratory students to achieve State performance goals and targets and guide the evaluation.

States are required to evaluate the effectiveness of the MEP and provide guidance to LEAs on how to conduct local evaluations. OME indicates that evaluations allow SEAs and their LEAs to:

1. determine whether the MEP is effective and document its impact on migratory children;
2. improve program planning by comparing the effectiveness of different types of interventions;
3. determine the degree to which projects are implemented as planned and identify problems that are encountered in program implementation; and
4. identify areas in which children and youth may need different MEP services.

To accomplish this end, OME requires SEAs to conduct an evaluation that examines both program implementation and program results (or outcomes). In evaluating program implementation, the evaluation of the Texas MEP will address the following questions.

- ✓ What types of curriculum-based reading assessments were used to assess migratory students' reading skills?
- ✓ What types of curriculum-based mathematics assessments were used to assess migratory students' mathematics skills?
- ✓ Which ESCs/projects provided instruction via Project SMART during the summer?
- ✓ In what types of school readiness programming did migratory children participate?
- ✓ How many ABB lessons did migratory students complete?
- ✓ In what ways did projects provide academic advising and resources about credit accrual options?
- ✓ What types of MEP instructional services were provided to migratory HS students?
- ✓ What types of MEP instructional/life skills/ career readiness/leadership services were provided to OSY?
- ✓ What types of MEP-funded support services were provided to migratory children and youth?
- ✓ What types of parent activities were offered to migratory parents?
- ✓ What types of PD were provided to MEP staff?

Implementation of the service delivery strategies identified in the Texas SDP is measured using the Fidelity of Strategy Implementation (FSI) that is anchored to specific implementation-based best practices in designing and implementing effective programs for migratory children and youth. Ratings on the FSI are self-assigned by MEP staff after reviewing evidence and coming to consensus on their ratings. The FSI's ratings are based on a 5-point rubric that measures the degree of implementation from "not evident" to "exceeding".

As part of the performance results evaluation, progress is measured and reported toward the State performance targets, the GPRA measures, and the MEP MPOs to evaluate the impact of MEP services for migratory students. Data are collected and submitted using surveys, student assessment results, records reviews, and other sources identified in this Evaluation Plan. Questions that will be answered by outcome data follow.

- ✓ What percentage of migratory students in grades K-12 that received reading instruction through MEP funds (PFS and non-PFS) made a 5% gain on curriculum-based reading assessments?
- ✓ What percentage of migratory students in grades K-12 that received mathematics instruction through MEP funds (PFS and non-PFS) made a 5% gain on curriculum-based mathematics assessments?
- ✓ What percentage of migratory students participating in Project SMART (PFS and non-PFS) improved their score by 10% on Project SMART assessments?
- ✓ What percentage of eligible migratory children ages 3-5 participated in a school readiness program?
- ✓ What percentage of migratory children that participated in ABB improved their scores by 5% on ABB assessments?
- ✓ What percentage of migratory HS students/OSY responding to a survey reported that academic advising and resources received from the MEP were useful in increasing awareness about credit accrual options?
- ✓ What percentage of migratory HS students (PFS and non-PFS) received MEP supplemental instructional services?
- ✓ What percentage of migratory OSY (PFS and non-PFS) received MEP supplemental instructional/life skills/career readiness/leadership services?

- ✓ What percentage of migratory children and youth (PFS and non-PFS) received MEP-funded support services?
- ✓ What percentage of parents responding to a survey reported that they increased their skills for supporting their child's education?
- ✓ What percentage of MEP staff responding to a survey reported that MEP PD helped them be better prepared to support migratory students?

Evaluation Data Collection Plan

For program improvement purposes and in accordance with the evaluation requirements provided in 34 CRF 200.83(a)(4), evaluation data and demographic information is compiled, analyzed, and summarized by the external evaluator (META Associates) in collaboration with Texas MEP staff. These activities help the State determine the degree to which the MEP is effective in relation to the State performance targets, strategies, and MPOs. Specifically, data are collected to assess student outcomes, monitor student progress, and evaluate the effectiveness of the MEP. The data collected for these various purposes are listed in the tables that follow. Each data element is accompanied by a notation about the frequency of collection, the individual or agency responsible, and the source of the data.

Data element	Who collects?	How collected?	When Collected?
State PAC and other parent activities/events provided by TEA	TEA	Program Records	Program year end
MEP staff professional development provided by TEA	TEA	Program Records	Program year end
Migratory student counts by ESC: Performance Period: number eligible PFS/non-PFS, number served PFS/non-PFS	TEA/TX-NGS	TX-NGS	Program year end
Support services provided to migratory students during the performance period and the number of students receiving each (i.e., transportation, instructional supplies, interpreting/translations)	TEA/TX-NGS	TX-NGS	Program year end
Instructional services provided to migratory students during the performance period and the number of students receiving each (i.e., math instruction, reading instruction, credit accrual)	TEA/TX-NGS	TX-NGS	Program year end
Number of migratory students served (by grade level) during the regular year, number of PFS migratory students served (by grade level) during the regular year, and number of PFS migratory students served (by grade level) during the summer	TEA/TX-NGS	TX-NGS	Program year end
Level of implementation of the strategies	MEP staff	FSI	Program year end

Reading and Mathematics MPOs	Who collects?	How collected?	When collected?
MPO 1a) By the end of the 2021-22 performance period, 50% of migratory students in grades K-12 receiving supplemental reading instruction through MEP funds will improve their score by 5% on curriculum-based reading assessments.	Local MEP staff	Pre/post-test reading scores documented in TX-NGS	Program year end

Reading and Mathematics MPOs	Who collects?	How collected?	When collected?
MPO 1b) By the end of the 2021-22 performance period, 50% of migratory students in grades K-12 receiving supplemental math instruction through MEP funds will improve their score by 5% on curriculum-based math assessments.	Local MEP staff	Pre/post-test mathematics scores documented in TX-NGS	Program year end
MPO 1c) By the end of the 2022 summer program, 60% of migratory students participating in Project SMART will improve by 5% on Project SMART assessments reported in TX-NGS.	Local MEP staff	Pre/post-test Project SMART scores documented in TX-NGS	Program year end

School Readiness MPOs	Who collects?	How collected?	When collected?
MPO 2a) By the end of the 2021-22 performance period, 38% of eligible migratory children ages 3-5 (who are not in kindergarten) will participate in a MEP or non-MEP funded school readiness program.	Local MEP staff	TX-NGS	Program year end
MPO 2b) By the end of the 2021-22 performance period, 70% of migratory children participating in A Bright Beginning (ABB) will improve their score by 5% on ABB assessments reported in TX-NGS.	Local MEP staff	Pre/post-test ABB scores documented in TX-NGS	Program year end

Graduation/Completion of a High School Diploma MPOs	Who collects?	How collected?	When collected?
MPO 3a) By the end of the 2021-22 performance period, 75% of migratory HS students and OSY responding to a survey will report the academic advising and resources received from the MEP were useful in increasing awareness about credit accrual options.	Local MEP staff	MEP staff provide QR code/link to survey/paper survey to students/OSY	Program year end
MPO 3b) By the end of the 2021-22 performance period, 40% of migratory HS students will receive MEP supplemental instructional services.	Local MEP staff	TX-NGS	Ongoing
MPO 3c) By the end of the 2021-22 program year, 20% of migratory OSY will receive MEP supplemental instructional/life skills/career readiness/leadership services.	Local MEP staff	TX-NGS	Ongoing

Support Services MPOs	Who collects?	How collected?	When collected?
MPO 4a) By the end of the 2021-2022 performance period, 50% of migratory children and youth will receive MEP-funded support services.	Local MEP staff	TX-NGS	Ongoing
MPO 4b) By the end of the 2021-2022 performance period, 80% of migratory parents surveyed who participated in training and/or received resources/information offered by the	Local MEP staff	MEP staff provide QR code/link to survey/paper	Year-end or Summer-end

Support Services MPOs	Who collects?	How collected?	When collected?
MEP will report that they feel better prepared to support their child's education.		survey to parents	
MPO 4c) By the end of the 2021-2022 performance period, 80% of MEP/LEA staff who received professional development through the MEP will respond in a survey that they are better prepared to support migratory students.	Local MEP staff	MEP staff provide QR code/link to survey to staff	Year-end or Summer-end

Data on migratory students and services will be collected by the State from each of its local projects and regional ESCs. Data sources include student assessment results (State ELA and Math Assessments, local reading and math assessments, Project SMART assessments, ABB assessments); TX-NGS; and migrant staff and migratory parents and secondary students/OSY.

Data analysis procedures to be used will include descriptive statistics (e.g., means, frequencies, t-tests); trend analysis noting substantial tendencies in the data summarized according to notable themes; and analyses of representative self-reported anecdotes about successful program features and aspects of the program needing improvement. For all services, the progress monitoring plan calls for the collection of data on student participation, coordination activities (including inter/intrastate coordination and home/school partnerships), staff and parent perceptions about program effectiveness, program strengths, and areas needing improvement.

Interpreting and Using Evaluation Results

The Texas MEP supports local projects and regional ESCs in their efforts to use evaluation results for making mid-course corrections and improving program services through:

- distributing materials to support professional development activities among Texas MEP staff during regional meetings and statewide workshops;
- providing opportunities for projects to share ideas and discuss the use of evaluation results for improvement during statewide meetings;
- reviewing program monitoring results and actions for the use of evaluation results for improvement;
- sharing information and providing consultation on increasing the reliability of data collection and reporting, interpreting data, and student progress monitoring for improving instruction;
- including language in the ESSA Consolidated Federal Grant Application, Title I, Part C asking projects to discuss how evaluation results will be used for program improvement purposes;
- coordinating with the external evaluator to review processes, procedures, and supports provided to projects;
- sharing information among projects from State and national reading, math, early childhood, and ID&R meetings, conferences, and forums that focus on the use of data for improvement; and
- offering training-of-trainers sessions for MEP coordinators to support their efforts in assisting projects to use evaluation results to make mid-course corrections and improve MEP services.

Written Evaluation Report

To comply with federal guidelines, the Texas MEP will perform an annual performance results evaluation in order to inform SEA decision-making and prepare a written evaluation report that contains implementation and performance results data. The written report will include implications and recommendations for improving MEP services based on implementation and performance results to help ensure that the unique educational needs of migratory students are being met by the Texas MEP.

An external evaluation firm (META Associates) has been contracted to help ensure objectivity in evaluating the Texas MEP, to examine the effectiveness of services, and to make recommendations to improve the quality of the services provided to migratory students. To evaluate the services, the external evaluators have responsibility for:

- ✚ creating evaluation data collection forms and the systems and timelines for submitting evaluation data requirements;
- ✚ collecting and analyzing evaluation data; and
- ✚ preparing evaluation reports to determine the extent to which progress was made and objectives were met.

The evaluators will collect and report formative and summative evaluation data to determine the level of implementation of the service delivery strategies contained in the SDP; and determine the extent to which progress was made toward State Performance Goals 1 and 5, the Texas MEP MPOs, and the GPRA measures.

Project Plan and Logic Model

Project Plan

The SDP Committee developed a **project plan** to begin the process of identifying ways to implement the service delivery strategies in this SDP, and identified resources needed to operationalize the strategies (e.g., staffing, funding, materials). Local projects and regional ESCs have flexibility to determine activities from within the options provided to implement the strategies in the SDP and achieve the MPOs.

Reading and Mathematics Project Plan

Service Delivery Strategies	Ideas for Strategy Implementation	Resources Needed
<p>Strategy 1-1) Coordinate/ provide needs-based supplemental reading and/or mathematics instruction to migratory students in grades K-12 using results of disaggregated formal/ informal assessments during the regular and summer terms.</p>	<ul style="list-style-type: none"> • Coordinate with other school/district programs and service providers to ensure migratory student needs are being addressed related to reading and math. • Provide information to migratory parents and students on supplemental instruction (e.g., individual parent meetings, phone calls, PAC meetings, student conferences). • Provide supplemental Instruction, in person, or remotely, before, after, during school day, and/or on weekends or home-based during regular and summer terms. • Provide supplemental Instruction by a teacher, tutor, interventionist, and/or live on-demand tutoring during regular and summer terms. • Provide STAAR review/ preparation prior to exam dates. • Provide summer reading and math camps. • Provide training on the use of calculators, tablets, laptops, and other devices. • Provide student access to online reading/mathematics intervention. 	<ul style="list-style-type: none"> • Curriculum based reading/math assessment for pre/post assessments • Tutors, interventionists, teachers • Training for individuals providing supplemental instruction • Intervention programs/curriculum • Access to online resources at home • Calculator, laptop, tablet, Wi-Fi • STAAR prep materials • Books & reading materials • Math Manipulatives
<p>Strategy 1-2) Coordinate/ provide training/support to migratory students on the use of academic tools and resources to increase success in reading and mathematics.</p>	<ul style="list-style-type: none"> • Provide via virtual sessions, home-based, onsite sessions, or hybrid. • Provide after other district summer programs end. 	<ul style="list-style-type: none"> • Project SMART curriculum, including the pre/post tests • Tutors, interventionists, teachers • Training for individuals providing Project SMART instruction. • Calculator, laptop, tablet, Wi-Fi • Lesson supplies, books, printing
<p>Strategy 1-3) Utilize Project SMART when providing summer supplemental mathematics instruction to migratory students in grades K-8.</p>	<ul style="list-style-type: none"> • Provide via virtual sessions, home-based, onsite sessions, or hybrid. • Provide after other district summer programs end. 	<ul style="list-style-type: none"> • Project SMART curriculum, including the pre/post tests • Tutors, interventionists, teachers • Training for individuals providing Project SMART instruction. • Calculator, laptop, tablet, Wi-Fi • Lesson supplies, books, printing

School Readiness Project Plan

Service Delivery Strategies	Ideas for Strategy Implementation	Resources Needed
<p>Strategy 2-1) Coordinate with LEA and/or community-based school readiness programs to provide migratory children ages 3-5 (who are not in kindergarten) with access to school readiness services.</p>	<ul style="list-style-type: none"> • Coordinate with other school/district/ ESC programs and service providers to ensure migratory preschool children's, ages 3-5 (not in kindergarten) needs are being addressed related to school readiness (e.g., Head Start, district Pre-K, Migrant and Seasonal Head Start, TMC/CDI, Special Education departments). • Utilize MEP data to ensure the needs of 3–5-year-olds are identified (e.g., TX-NGS Early Childhood Recruitment Report, TX-NGS Two-year olds Turning Three Report, TX-NGS Unique Student Count with Names and Facilities Report, Needs Assessment Checklist). • Utilize an early childhood participation form for parents to accept/deny services (e.g., ABB Participation Form, other local forms). 	<ul style="list-style-type: none"> • Flyers/brochures with program information provided by the program. (MEP-funded or non-MEP-funded) • List of early childhood programs in district • List of community partners/agencies • Meeting venue • Materials for meetings • LEA/ESC Early Childhood Contact • Invitations to community events where organizations will pass out information on school readiness program • Social media updates on program pages • Migrant table at community events, HeadStart/Pre-K registration, school registration • Presentation at PAC
<p>Strategy 2-2) Provide the TEA-approved early literacy program (A Bright Beginning) for migratory children ages 3-5 who are not served by other programs (during the regular school year, summer, virtual, face-to-face, home-based, center-based).</p>	<ul style="list-style-type: none"> • Provide migratory parents with support for enrolling their children in early childhood programs (e.g., information, connections, support completing registration forms, translations, interpretations, information about community resources). • Assist parents with Head Start/PreK registration. • PAC field trip to HeadStart/PreK site to help them feel more comfortable about early childhood offerings. • Use the ABB Portal (brochure and video) to stress the importance of early childhood education. • Provide information to migratory parents on the ABB program (e.g., PAC meetings, recruiters providing first contact with parents, district parent liaison, phone calls, Zoom sessions, home visits, work site visits, health fairs). 	<ul style="list-style-type: none"> • Current ABB parent provide testimonials to other MEP parents • ABB flyer/brochure, and video under MEP portal • ABB curriculum • ABB pre/post assessment • ABB teacher/parent tip sheets • Content mini lessons • ABB iBooks & apps • Recommended book list & materials for ABB • Access to MEP portal • ABB Participation Form

Graduation/Services to OSY Project Plan

Service Delivery Strategies	Ideas for Strategy Implementation	Resources Needed
<p>Strategy 3-1) Coordinate/ provide opportunities to confer with migratory students and OSY to increase awareness and access to credit accrual options.</p>	<ul style="list-style-type: none"> • Coordinate with TMIP, other school/district/ESC programs and service providers to ensure the needs of migratory students and OSY are being addressed related to credit accrual. • Conduct individual meetings with students (credit checks/transcript reviews). • Conduct annual preliminary and summative transcript review with MEP and/or non-MEP staff. • Provide resources and support to assist students with conducting self-reviews of their own transcripts to help them plan for their future (e.g., review graduation plan requirements and identify courses that are still needed). • Invite CAMP to provide sessions on long-term planning and career exploration, FAFSA, Apply Texas, etc. • Offer credit accrual and recovery (e.g., LEA-funded programs, online coursework and learning opportunities). • Implement processes to conduct credit checks, transcript reviews, endorsement pathways, etc. 	<ul style="list-style-type: none"> • Transcript Review/Credit Check Form • TX-NGS/MSIX course history review • TMIP • HEP CAMP PROJECT MAP • District-based credit accrual program • OSY Profile • Individual student and/or parent meetings • Migrant advisor/ • Counselor/advocate • Capacity Building Initiative's CCMR resources
<p>Strategy 3-2) Coordinate/ provide appropriate and targeted supplemental instruction to migratory students in grades 9-12 and OSY including late enrollments and early withdrawal students.</p>	<ul style="list-style-type: none"> • Coordinate with TMIP, other school/ district/ESC programs and service providers to ensure the instructional needs of migratory students and OSY are being addressed. • Advocate on behalf of migratory students with school staff to make up coursework. • Review student records and academic coursework for awarding partial course credits. • Provide state assessment test preparation and tutoring. • Provide online tutorials and resources for students who are away from home-based campus. • Provide student orientation on services and tools available for migratory students. • Provide before/after school tutoring for migratory students in grades 9-12 and OSY. 	<ul style="list-style-type: none"> • Transcript Review/Credit Check Form • TMIP • District-based credit accrual program • Texas Home Learning Resources • Tutorials (before, during or afterschool) • Instructional tools and resources training • MEP contact information • iSOSY materials • Capacity Building Initiative Resources • List of mentorship programs • List of local service providers • TWC (Texas Workforce Commission)

Service Delivery Strategies	Ideas for Strategy Implementation	Resources Needed
	<ul style="list-style-type: none"> • Provide migratory students with mentors to provide support and to help students gain access to needed resources (e.g., peer mentors and adult mentors). 	
<p>Strategy 3-3) Coordinate/ provide post-secondary and high school equivalency program information to secondary-aged migratory students and parents.</p>	<ul style="list-style-type: none"> • Coordinate with other school/district/ ESC programs and service providers to ensure secondary-aged migratory students and parents receive information and support related to postsecondary and high school equivalency programming. • Provide secondary-aged migratory students, OSY, and parents information and support about HSE options and HEP/CAMP (HEP CAMP PROJECT MAP). • Provide secondary-aged migratory students, OSY, and parents information about graduation requirements and dropout recovery programs. • Provide information and training to secondary-aged migratory students and parents about the SAT/ACT, post-secondary application processes, college entry requirements, and financial aid processes. • Provide ACT/SAT test preparation. • Provide and share informational videos and interactive links regarding community resources with students and families. • Provide training (virtual or in-person) to secondary-aged migratory students and parents on social-emotional wellness (e.g., sense of belonging, growth mindset, success stories, videos). 	<ul style="list-style-type: none"> • iSOSY materials • TMIP • HEP CAMP PROJECT MAP • Develop local list of HSE Programs • TWC • Capacity Building Initiative Resources • School/district documentation • 211 community resource access
<p>Strategy 3.4) Coordinate/ provide services to OSY based on identified needs.</p>	<ul style="list-style-type: none"> • Coordinate with other school/district/ ESC programs and service providers to ensure migratory OSY receive needs-based services. • Utilize an OSY Profile to identify needs of OSY and provide services based on needs (e.g., instructional, transportation, resources, nutrition). • Provide OSY information and support about HSE options and HEP/CAMP (HEP CAMP PROJECT MAP). 	<ul style="list-style-type: none"> • OSY profile • 211 Community Resource Access (www.211texas.org) • TWC • Capacity Building Initiative • HEP/CAMP project map • Local list of adult education or HSE programs

Service Delivery Strategies	Ideas for Strategy Implementation	Resources Needed
	<ul style="list-style-type: none"> • Provide information and assistance on re-enrolling in high school programs. • Provide instructional lessons for OSY utilizing iSOSY materials (www.osymigrant.org). • Provide transcript review. • Advocate for OSY to receive needs-based services in the community (e.g., job training, community resources). • Create/disseminate resource packets for OSY. 	

Non-Instructional Support Services Project Plan

Service Delivery Strategies	Ideas for Strategy Implementation	Resources Needed
<p>Strategy 4-1) Coordinate/ provide support services during the regular term and summer that address the identified needs of migratory students.</p>	<ul style="list-style-type: none"> • Coordinate with school/district programs and other service providers to provide migratory students and families with needed support services (e.g., health services, mental health support, dental, glasses). • Identify individual student needs and provide needs-based support services (e.g., access to resources, transportation, translation/interpretation services, health services, school supplies, counseling). • Communicate with migratory families to identify specific needs and provide access to address those needs. • Provide school supplies, access to Wi-Fi, clothing, and other supplemental materials and resources. • Provide families with access to technology devices and internet/technology connectivity. • Provide food/nutrition services, including weekend food/nutrition support. • Provide assistance to address the social-emotional and mental health needs of migratory students and families. 	<ul style="list-style-type: none"> • Results from LNA • Data from ID&R family needs survey • Contractor to translate • Community partners (e.g., food banks, clothes closets, health clinics, medical, dental, vision service providers WIC, etc. • Local pre-school providers • List of service providers & community resources • Head Start • www.211.org • Transportation services • School supplies, tools for homework assistance • Food services programs • Meeting venue for PD • Supplies & materials for PD • TMEP Portal • TMIP • Capacity Building Initiative
<p>Strategy 4-2) Coordinate/ provide training for parents to empower them to access and use resources/ services to address the identified needs of their child.</p>	<ul style="list-style-type: none"> • Coordinate with school/district programs and other service providers to provide training to migratory parents to address the identified needs of their children. • Disseminate to migratory families a district calendar of events that support 	<ul style="list-style-type: none"> • Venue for meeting (face-to-face or virtual) • Childcare • Supplies, materials for meeting • Translators for meeting

	<p>student learning and facilitate parent attendance (e.g., family math/reading nights, High School Equivalency exam review, completing the Free Application for Federal Student Aid (FAFSA)/Texas Application for State Financial Aid (TASFA), completing college applications).</p> <ul style="list-style-type: none"> • Provide information and training to migratory parents about resources/ services to address the identified needs of the child (e.g., PAC meetings, college nights, family math/reading nights, High School Equivalency exam review, completing the FAFSA/TASFA, completing college applications, middle school letter, social media, letters, rights and responsibilities regarding their child’s education, importance of summer services). • MEP/LEA staff attend the scheduled events to offer support/advocacy for migratory parents. 	<ul style="list-style-type: none"> • Computer/laptops • Access to district events • Access to financial aid parent/student PIN • MEP flyer/brochure approved by TEA • List of regular school year and summer services provided by the district and/or community • Consultant/trainer for parent involvement/empowerment/engagement sessions • Community partners(e.g., food banks, clothes closets, health clinics, etc. • List of service providers & community resources • Reading and math online learning programs training for parents • Parent training on strategies to improve reading and math • TMEP Portal • TMIP • Capacity Building Initiative • Books and math game supplies for at home use • Remind App or similar applications
<p>Strategy 4-3) Educate MEP/LEA staff on the unique needs of migratory students to ensure student success.</p>	<ul style="list-style-type: none"> • Coordinate/collaborate with school/district programs, ESCs, and other service providers to provide training to staff to address the identified needs of migratory children and youth (e.g., SPED, GT, Title III, Title IA, reading, mathematics). 	<ul style="list-style-type: none"> • Meeting facilities (face-to-face or virtual) • Printed materials • Consultant/trainer
<p>Strategy 4-4) Educate MEP/LEA staff about instructional and support services provided by other funding sources to ensure migratory students receive services to which they are entitled.</p>	<ul style="list-style-type: none"> • Provide training for teachers, paraprofessionals, counselors, and administrators to address the unique needs of migratory students to ensure student success (presentation on the MEP, list of unique migratory student needs, social emotional training, roles, and responsibilities for all staff supporting migratory students). 	<ul style="list-style-type: none"> • Math specialist / instructional coaches • Reading specialist / instructional coaches • Counselors • Various program staff (e.g., SPED, GT, Title III, Title IA)
<p>Strategy 4-5) Coordinate/ provide needs-based PD for MEP/LEA staff who provide supplemental reading and</p>		<ul style="list-style-type: none"> • TEA MEP curriculum training • Experts on /SEL • AMET Conference • TMIP Workshop

math instruction to migratory students.	<ul style="list-style-type: none"> • Provide PD to personnel who work with migratory students on transcript reviews (Intra/interstate and binational), placement and graduation planning, awarding credit. • Provide training on evidence-based instructional materials and curriculum. 	<ul style="list-style-type: none"> • NASDME • Capacity Building Initiative
---	---	--

Logic Model

The Logic Model on the following page is a visual representation of the intent of the Texas MEP. The logic model provides the foundation for assessing the effectiveness and progress of the Texas MEP, ensures a realistic picture of what the program can expect to accomplish, and helps tell the story and show the impact of the Texas MEP.

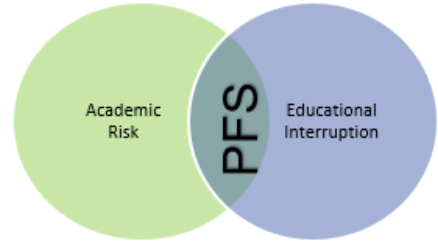
Texas Migrant Education Program Logic Model

Inputs	Activities	Outputs	Short-term Outcomes	Mid-term Outcomes	Long-term Outcomes
<p>Systems:</p> <ul style="list-style-type: none"> -MEP allocation -MEP staff (TEA, ESC, local) -State CNA, SDP -Intrastate coordination -Interstate coordination -State MEP initiatives -Collaborators (e.g., other State/federal programs, community agencies, institutions of higher education [IHEs]) <p>Information:</p> <ul style="list-style-type: none"> -PFS determinations -Student records -Demographic data -Assessment data (State and local) -Graduation rates -TX-NGS data -MSIX data -Needs assessment data -Evaluation data (results and implementation) <p>Materials:</p> <ul style="list-style-type: none"> -Technology -Evidence-based curriculum -College awareness and HSE/GED materials -Family engagement materials -Professional development materials 	<p>Student services:</p> <ul style="list-style-type: none"> -Supplemental instructional services (e.g., reading, mathematics, ABB, Project SMART, summer programs, home- or site-based, virtual/hybrid) -Secondary-aged student services (e.g., credit accrual and recovery, leadership activities, college and career readiness activities) -Technology support at home and school -Support services (e.g., dental, medical, mental health, transportation, advocacy) <p>Family services:</p> <ul style="list-style-type: none"> -Family engagement (e.g., family literacy events, evidence-based resources) -Parent education activities -Parent Advisory Group (Statewide and local) <p>Staff training:</p> <ul style="list-style-type: none"> -MEP staff professional development <p>Programming</p> <ul style="list-style-type: none"> -Continuous Improvement Cycle -SEA monitoring/technical assistance -Identification and recruitment 	<p>Student outputs:</p> <ul style="list-style-type: none"> -Participation in MEP supplemental reading and math instruction -PFS students served -Assessments provided and results recorded -Participation in credit-bearing courses, advising, and college and career readiness activities -Enrollment in pre-K programs and school readiness instruction provided -Health screenings completed -Collaborators provide services to migratory students <p>Family outputs:</p> <ul style="list-style-type: none"> -Participation in family engagement and literacy activities <p>Staff outputs:</p> <ul style="list-style-type: none"> -Participation in staff training -Use of evidence-based curriculum and instructional strategies <p>Programmatic outputs:</p> <ul style="list-style-type: none"> -Migratory children identified and recruited -Continuous Improvement Cycle implemented -Programs monitored and receiving technical assistance and support 	<p>Student outcomes:</p> <ul style="list-style-type: none"> -Increased number of students receiving MEP services and/or receiving services from other programs for which they are eligible -Increased student reading and math skills -More secondary-aged students obtaining high school credits -MEP staff develop relationships with migratory students -Support services help reduce barriers to success in school <p>Family outcomes:</p> <ul style="list-style-type: none"> -Families involved in supporting their children's education -Parents understand and access the services available -Family emergent needs addressed through advocacy <p>Staff outcomes:</p> <ul style="list-style-type: none"> -MEP staff trained -MEP staff have increased knowledge and use of evidence-based strategies to support migratory students <p>Programmatic outputs:</p> <ul style="list-style-type: none"> -Improved ID&R -Evaluation results used to inform programming and services 	<p>Student outcomes:</p> <ul style="list-style-type: none"> -Interim performance targets met on the STAAR Reading and Math Assessments -Increased percentage of students completing Algebra I by the 11th grade -Increased percentage of students in grades 7-11 that are promoted to the next grade level -Increased percentage of students graduating from high school -Increased academic achievement (reading and math skills, school readiness) -Increased participation in services (school readiness, instructional, support) -Increased student/OSY awareness about credit accrual options <p>Family outcomes:</p> <ul style="list-style-type: none"> -Increased parent skills for supporting their children's education <p>Staff outcomes:</p> <ul style="list-style-type: none"> -Increased MEP staff skills for supporting migratory students <p>Programmatic outcomes:</p> <ul style="list-style-type: none"> -MEP services found effective through the evaluation sustained 	<p>Student outcomes:</p> <ul style="list-style-type: none"> -Increased percentage of migratory students scoring proficient or above on the STAAR Reading and Math Assessments -Increased number of migratory children entering kindergarten ready for school -Increased high school graduation rates -Decreased number of dropouts -Increased percentage of migratory students that enter and succeed in postsecondary education -Increased percentage of migratory students with the 21st Century skills to be successful in postsecondary education and careers <p>Family outcomes:</p> <ul style="list-style-type: none"> -Advocacy and self-efficiency in the educational environment <p>Staff outcomes:</p> <ul style="list-style-type: none"> -Increased capacity of staff to advocate on behalf of migratory students

Migratory Children Identified to Receive Priority for Services (PFS)

In accordance with the ESEA [Section 1304(d)], MEPs must give PFS to migratory children who meet the following definition:

In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who (1) are failing, or most at risk of failing, to meet the challenging State academic standards; or (2) have dropped out of school.



Texas identifies migratory children as having PFS if they meet the criteria below.

Texas Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or OSY	<ul style="list-style-type: none"> Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> Have failed one or more of the State assessments (TAKS/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.
Grades K-3	<ul style="list-style-type: none"> Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> Have been designated limited English proficient (LEP) in the Student Designation section of the TX-NGS Supplemental Program Component; <p><u>or</u></p> <ul style="list-style-type: none"> For students in grades K-2, who have been retained, or are over age for their current grade level.

The TX-NGS PFS Report must be used to determine who to serve first and foremost with MEP funds. Each district must develop and maintain a PFS Action Plan to help document efforts that are being conducted on behalf of PFS students. The PFS Action Plan contains all of the required components as described in Part 4 of the ESSA Consolidated Federal Grant Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

Identification and Recruitment Plan

The ID&R of eligible migratory children is key to the MEP. “Identification” is the process of determining the location and presence of migratory children. “Recruitment” is defined as making contact with migratory families, explaining the MEP, securing the necessary information to make a determination that the child is eligible for the program, and recording the basis of the child’s eligibility on a Certificate of Eligibility (COE).

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

MEP recruiters are responsible for local ID&R and enrollment of migratory students. Recruiters find, identify, and enroll migratory students; confirm their eligibility; and conduct ongoing data checks designed for quality control. The LEA is responsible for maintaining accurate records and data entry to TX-NGS.

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

The Texas ID&R Manual reflects the statutory requirements of ESEA as well as the non-regulatory guidance and the Code of Federal Regulations (CFR) issued by OME. The Texas MEP works with school districts as well as employers and community agencies and businesses to conduct ID&R. ID&R roles and responsibilities follow.

- SEA MEP Director assures all program mandates and systems ensure excellence.
- SEA MEP staff provide leadership, consultation, and technical assistance to school staff related to MEP requirements for ID&R and student databases such as the TX-NGS and MSIX.
- The SEA and ESC staff provide training/support for ID&R efforts, review all COEs, and oversee the annual re-interview process.
- The SEA and designated ESC staff oversee systems for ID&R and data management by the State.
- Data specialists enter all COEs, student health records, and transcripts into TX-NGS.
- Local/regional recruiters have the primary mission to locate potentially eligible children and youth and to enroll them into the MEP with completion of required documentation.

Regulatory Requirements for ID&R Quality Controls

34 CFR § 200.89(d): An SEA must establish and implement a system of quality controls for the proper ID&R of eligible migratory children on a statewide basis. At a minimum, this system of quality controls must include the following components:

1. Training to ensure that recruiters and all other staff involved in determining eligibility and in conducting quality control procedures know the requirements for accurately determining and documenting child eligibility under the MEP.
2. Supervision and annual review and evaluation of the ID&R practices of individual recruiters.

3. A formal process for resolving eligibility questions raised by recruiters and their supervisors and for ensuring that this information is communicated to all LOAs.
4. An examination of each COE by qualified individuals at the SEA or LOA level to verify that the written documentation is sufficient and that, based on the recorded data, the child is eligible for MEP services.
5. A process for the SEA to validate that eligibility determinations were properly made, including conducting prospective re-interviewing.
6. Documentation that supports the SEA's implementation of this quality-control system and a record of actions taken to improve the system where periodic reviews and evaluations indicate a need to do so.
7. A process for implementing corrective action if the SEA finds COEs that do not sufficiently document a child's eligibility for the MEP, or in response to internal State audit findings and recommendations or monitoring or audit findings of the Secretary.

The Texas ID&R Manual provides processes and procedures for each of the required components. Information regarding Texas ID&R can be found on the [Texas Migrant Education Portal \(TMEP\)](#).

Parent Engagement Plan

Structures to Support Migratory Parents

Parent and family engagement is a cornerstone to the MEP, and the TEA supports statewide and local opportunities to increase formal and informal parent engagement through its LEAs. Title I supports parent involvement by enlisting parents to help their children do well in school. In compliance with federal requirements, the Texas MEP requires that LEAs receiving MEP funds consult with parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the local MEP. The State and LEAs are required to establish and consult with PACs in planning, operating, and evaluating MEPs [ESEA Sec. 1304(c)(3)].

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

- the Texas State Plan, Title I, Part C (Migrant);
- programs and services offered to migratory children;
- the evaluation of the State migrant programs;
- the quantity and quality of parent involvement; and
- other items which may be appropriate to the role of the State PAC.









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

Some opportunities for program planning in which parents are involved occur through involvement in the CNA and SDP process, participating in the annual MEP evaluation, and participating in local and State PACs. Each local MEP sponsors parent development, family events for sharing information and resources, and culminating activities such as end-of-year programs highlighting students' educational success. Parents know their children best and can offer insight into their children's strengths and challenges, thereby playing a pivotal role in planning the educational programs in which their children participate. These activities help to build parents' capacity to assist with learning in the home. Through their participation in the planning process, migratory parents are more likely to become advocates and supporters of the MEP by having knowledge of the program and a greater stake in its success.

The involvement of parents on the CNA and SDP Committees and advising about services to migratory children and youth is a critical component of the MEP. The SDP Committee, which had two parent members, discussed the role migratory parents should play in the SDP process, both in terms of providing input on the draft of the SDP and in implementing strategies. The SDP Committee stressed the importance of presenting the SDP to the State PAC so they can see what was done and the process that was followed. The SDP Committee also indicated that the role that the State PAC SDP Committee members had in the SDP process should be communicated with MEP stakeholders across the State.

Parent Resources

The Texas MEP has developed a [Parent Portal](#) to meet the unique needs of parents and families of migratory children in grades K-12, to include OSY. The parent portal provides the user with a menu of resources to include the following:

 Education Resources for Parents of K-12 Migratory Children	 High School Equivalency Program College Assistance Migrant Program (HEP/CAMP)
 Assisting Interstate/Intrastate Mobile Students (AIIMS)	 Parent Engagement Resources
 Parent Advisory Council (PAC)	 Supporting English Learners in Texas
 Parent Resources for Early Childhood Education	 Recognition and Scholarship Opportunities for Migratory Students

Exchange of Student Records

Statewide MEP Data Collection and Reporting System

Each year, thousands of migratory families come to Texas to work in the agricultural industry. Additionally, each year, Texas families who migrate to other states return to their home base after working in fields in the north. In 2018-19, approximately 11,000 migratory students moved into the State. With its migratory students and families migrating to 48 other states, the Texas MEP serves the largest interstate migratory student population in the country.

The Texas MEP is responsible for promoting interstate and intrastate coordination of services for migratory children, including providing for educational continuity through the timely transfer of pertinent school records. To assist with this task, the Texas MEP uses TX-NGS, a web-based information network that communicates demographic, educational, and health data on migratory children to educators across Texas. The system allows educators to record the movement of migratory students through the educational process by producing online records of a student's educational progress and health profile. Educators can generate a student transfer document to facilitate academic placement as the student transfers schools. TX-NGS also allows educators to generate various student-level, management, and federal performance reports.

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

Migrant Student Records Exchange (MSIX)

To achieve the goal of facilitating the transfer of education records between states and districts in those states to which migratory children move, Section 1308(b)(1) of the ESEA, as amended, requires the Secretary to “assist states in the electronic transfer of student records and in determining the number of migratory children in each state”. Furthermore, Section 1308(b)(2) requires the Secretary, in consultation with the states to “ensure the linkage of migratory student record systems for the purpose of electronically exchanging, among the states, health and educational information regarding all migratory students eligible under this part.”

Established and administered by a contract with the U.S. Department of Education, MSIX is the technology that allows states to share educational and health information on migratory children who travel from state to state and who as a result, have student records in multiple states' information systems. MSIX works in concert with the existing migratory student information systems that states currently use to manage their migrant data to fulfill its mission to ensure the appropriate enrollment, placement, and accrual of credits for migratory children nationwide.

Texas MEP staff have direct access to MSIX. MSIX produces a single “consolidated record” for each migratory child that contains information from each state in which the child was ever enrolled. Upon enrollment in the MEP and/or a change of residence to a new district or state, service providers review the consolidated record for relevant information related to school enrollment, grade and course placements, accrual of high school credits, and participation in the MEP. Contacts from previous enrollments are used if further information is needed.

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

A key feature of MSIX is the Student Move Alert sent via email to Texas. MSIX move alerts contain the following information: MSIX ID of the child/youth; the state and possibly the school and/or school district to which they are going; the name, state, and contact information of the individual sending the alert; and additional comments, if provided. Immediately upon receipt of a move alert, the recruiter should initiate efforts to locate the family/youth and schedule a time to conduct an eligibility interview. Most of the time, this information is very current and, therefore, can provide timely information about children/youth coming into the recruitment region. If recruiters receive an MSIX Student Move Alert, they should contact the sender for additional information that would assist them in identifying the family.

Texas MEP staff also should send move notifications via MSIX when they become aware of a family moving to another state. Staff is strongly encouraged to provide as much information as possible to aid in locating the family at the next destination and to respond promptly to any requests for additional information made by the “receiving” program. Staff must be cautious not to enter personally identifiable information (PII) in email messages.

Use of the MSIX Consolidated Record should be fully integrated into the process of enrolling a student in school and in the MEP, appropriately placing that student, and for secondary students, ensuring the student’s ability to accrue credits toward high school graduation. The MSIX record is a critical link in exchanging student information across school districts and states to facilitate the ID&R of MEP-eligible students and to enable students to experience continued educational progress. The following procedures should be undertaken by recruiters in utilizing the MSIX record.

- Use the MSIX record to obtain additional information regarding previous migratory agricultural history, including qualifying moves, for a family/youth to assist in documentation of a student’s eligibility for the MEP.
- Verify the student’s demographic information including the spelling of the student’s name, birthplace, and birth date to ascertain if there are any discrepancies between the COE completed, TX-NGS, and MSIX as presented in the MSIX Demographics Screen. Follow up with parents or youth to confirm or change information on the COE or in the data systems, as needed.

ESC staff, MEP local administrators, recruiters, parent liaisons, and data entry specialists should make every effort to inform migratory parents/guardians about MSIX and its potential benefits to students. Parents/guardians may be interested, for example, in viewing their child’s MSIX Consolidated Student Record and actively using the information it contains when enrolling their child in the next school to assist with grade placement, credit accrual, and to document immunizations and other health information. If a parent/guardian, or a youth himself/herself, recognizes any incorrect or incomplete information in the record, project staff must research the request for change or correction as soon as possible, but no later than 30 days. As soon as a decision is made, project staff should notify the parent/guardian/youth of the outcome and submit any needed data updates to TX-NGS/MSIX within four days.

Implementation and Accountability in Local Programs

Communication with Local MEPs about the SDP

The Texas MEP will provide training to “roll-out” the new SDP to MEP staff, parents, and the community through a series of trainings and meetings. Full implementation of the SDP will begin in the fall of 2021 to follow the work that has been done to align Texas MEP systems (i.e., the ESSA Consolidated Federal Grant Application, sub-allocation process, the evaluation systems) to the new SDP. The new SDP will be communicated to MEP staff, migratory parents, and other stakeholders through:

- disseminating and discussing the SDP during MEP meetings;
- translating key sections of the SDP into Spanish;
- providing copies of the translated SDP to the State PAC;
- when requested of the TEA, sending an electronic or paper copy of the SDP to stakeholders;
- sharing a copy of the report with key collaborators; and
- placing a copy of the SDP report on the Texas MEP website.

Professional Development and Technical Assistance

Professional development for MEP staff is a critical component for the successful implementation of the SDP. The SDP Committee discussed PD during one of the SDP meetings and articulated specific challenges, solutions, and necessary collaborations which include the following.

- A challenge identified by the Committee is the fact that TX-NGS needs to be aligned with the required data elements for the new MPOs. Additionally, training should be provided to ensure that all users are accurately collecting and reporting the data into TX-NGS. This training could be provided in-person, virtually, or by video recordings.
- The SDP Committee also stressed that PD on the MEP must be provided to ***all*** staff. This PD should be provided using a “top-down” approach, focusing on superintendents first. This will allow local MEP projects to garner support for the implementation of strategies.

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

Professional development is part of this SDP and an expectation for local programs and regional ESCs. State objectives supporting the PD of Texas MEP staff include:

- educating MEP/LEA staff on the unique needs of migratory students to ensure student success;
- educating MEP/LEA staff about instructional and support services provided by other funding sources to ensure migratory students receive services to which they are entitled; and
- coordinating/providing needs-based PD for MEP/LEA staff who provide supplemental reading and math instruction to migratory students.

Within this framework, the Texas MEP and its LEAs offer and/or participate in PD activities such as:

- State and regional trainings on ID&R, services, and data collection and reporting;
- the State MEP Conference;
- ESC Migrant Coordinators’ Meetings;
- CNA and SDP Committee meetings;
- ID&R meetings for recruiters and project administrators;

- Statewide and regional migrant PAC meetings; and
- Annual MEP Directors' Meetings and New Directors' Orientation at the U.S. Department of Education.

The Texas MEP ensures that MEP staff and school personnel that work with migratory children have access to local, State, and national professional development resources and opportunities. Following are examples of [national resources for PD](#).

- The MEP [RESULTS Website](#) provides information on legislation and policy, tools and curriculum, a resource library, recent updates about the MEP, information about each state MEP, and articles written about the MEP.
- The [What Works Clearinghouse \(WWC\) Website](#) reports on effective educational programs, practices, and products.
- The [Migrant Services Directory: Organizations and Resources](#) provides summaries and contact information for major Federal programs and national organizations that serve migratory farmworkers and their families. The directory can be used as a tool for increasing coordination among programs and organizations that serve the same client population.
- [Instructional Services for Out-of-School and Secondary Youth \(iSOSY\)](#) is a Consortium Incentive Grant (CIG) funded by OME at the U.S. Department of Education (USDE) to build capacity in States with the growing secondary-aged migratory OSY youth population.
- The [Migrant Literacy NET](#) is a website of resources for migratory students and parents developed by the Migrant Parent Empowerment Consortium (MPEC) CIG to increase migratory children's literacy skills.
- The Identification and Recruitment Consortium ([IDRC](#)) is a CIG designed to assist states in conducting effective ID&R.
- The Inspire and Innovate: the Migratory Parent Action Coalition ([I²MPACT](#)) CIG established to increase parent engagement and empowerment through an expanded understanding of parent involvement and enhanced parent involvement activities.
- [NASDME](#) offers its annual National Migrant Education Conference held in the spring. Delaware typically sends MEP staff to this event to learn strategies in curriculum and instruction, parent involvement, assessment, ID&R, and program administration.
- The National Center for Families Learning ([NCFL](#)) offers information and materials on migratory family literacy.
- The USDE's Office of English Language Acquisition ([OELA](#)) provides a summit for ELs with a strand and sessions for migrant education.
- [Colorín Colorado](#) is a bilingual site for families and educators of ELs.
- The High School Equivalency Program ([HEP](#)) is aimed at migratory students aged 16 or above (or who are OSY) to obtain a high school diploma or equivalent, gain employment, or enroll in postsecondary institutions or training.
- The College Assistance Migrant Program ([CAMP](#)) assists students who are migratory or seasonal farmworkers (or children of such workers) enrolled in their first year of undergraduate studies at an institution of higher education (IHE). The funding supports completion of the first year of studies.

Examples of State and regional PD resources that Texas shares among local projects follow.

- The [TEA Website](#) provides a portal to information with sections for teachers, parents and family, and communities.
- The [Texas MEP Portal](#) provides a portal for parents and families; MEP staff; and for ESC MEP staff that contains resources available about various aspects of the Texas MEP and several programs to support migratory students and families.

The Texas MEP intends to build staff capacity to provide services as specified in the SDP by providing MEP-created tools and support related to the rubrics, surveys, evaluation tools, and assessments. The Texas MEP intends to support and maintain PD for statewide MEP staff through the coordination of statewide MEP meetings, trainings, and PD activities, as well as provide technical support via online platforms and direct support to ensure new and existing MEP stakeholders are trained.

Sub-granting Process

Local migrant programs are accountable for achieving the MPOs and must implement the required strategies identified in the SDP. The Texas MEP sub-grants Title I, Part C funds to the ESCs and to local projects. The regional ESCs and school districts administer the MEP in Texas. LEAs may participate in the Texas MEP in one of three categories: SSAs, project, and non-project. The assurances and elements found in the project application are ways to ensure accountability for local implementation of the SDP.

State Monitoring Process and Timelines

State monitoring of local projects is part of a continuum of compliance and technical assistance. Monitoring of local projects is the responsibility of the TEA. This includes both the compliance monitoring process as well as the follow-up and ongoing technical assistance that supports project implementation, fiscal and program accountability, and migratory student achievement. Monitoring by TEA MEP staff through onsite visits occurs *at least* once every year (in addition to ongoing desk monitoring via telephone and email correspondence).

Opportunities for technical assistance are made available to regional ESCs and LEAs. Typically, technical assistance provided by TEA occurs in response to a request made by ESC/LEA staff or through State-initiated follow-up as a result of compliance monitoring. ESCs/LEA staff often request clarification of MEP guidelines or requirements (i.e., how to conduct a LNA), ask for assistance to implement a new initiative (i.e., SDP), or need help with data reporting (i.e., using MSIX or TX-NGS).

Technical assistance and resource sharing around services outlined in the SDP are ongoing. Professional development activities outlined in this section focus on resources, evidence-based strategies, programs, and practices. These activities are essential to ensure that all MEP staff and other personnel working with migratory students and families (as well as migratory parents themselves) are aware of, and fully implementing, the Texas State SDP.

The SDP Committee identified strategies for discussion and dissemination of the SDP to local sub-grantees. The SDP Committee first discussed what plan should be in place for helping local programs improve services if they do not meet MPOs. The Texas MEP and the ESCs will assist the LEAs by using the Local Needs Assessment (LNA) Action Plan (in the Texas LNA Toolkit) to provide direction and assistance. Additionally, the Texas MEP and the ESCs will analyze why the local project did not meet the MPO (e.g., review attendance records, time attended). These reasons will be addressed and the Texas MEP and/or ESCs will provide additional support and resources to support the project in meeting the MPOs. The SDP Committee also discussed the type of data the State should collect and track to ensure that local programs receive needed technical assistance and make improvements.

Looking Forward

Texas began the process of a CNA in 2019 and used the results of that CNA as the basis for this SDP. The systematic service delivery planning process used by the Texas MEP involved representatives of TEA, TX-NGS, the State PAC, ESCs, and statewide programs – all staff who have knowledge about migratory students, programs, and services in Texas.

The TEA will prepare for full implementation of the new SDP during the 2021-22 program year by implementing the following activities.

- Revisit all data collection decisions and examine current procedures to determine whether they are in alignment with the evaluation plan described in the SDP.
- Develop new tools as necessary that measure the degree to which the MPOs have been achieved.
- Conduct a full evaluation of the implementation of the new SDP in 2021-22.
- Develop frameworks for professional development and parent engagement to ensure that training includes general and specific information about the new SDP as well as content to carry out the activities of the SDP.
- Review the sub-grantee application and revise it to align with the new MPOs, strategies, and resources.
- Design and deliver an SDP rollout to include technical assistance for designing services to match SDP strategies, using new data collection forms, and reporting new or revised strategies and MPOs.
- Revisit the Texas MEP monitoring tool to include accountability for progress made toward meeting the MEP MPOs and other aspects of the new SDP.
- Update the FSI to align to the new strategies and put in place procedures for observing and evaluating the implementation of strategies. This activity will help ensure that the data needed for the implementation evaluation is collected each year to include in an annual evaluation report.
- Revise the SDP on an annual basis based on changing migratory student needs; evaluation results; changes to program activities and/or resources; changes to fiscal resources; or as new statutory requirements, regulations, or non-regulatory guidance become available from OME.

As specified in the guidance found in the MEP CNA Toolkit, the Texas MEP will revisit its CNA in 2-3 years (or more frequently if there are substantial changes in migratory student demographics or in program services) to update the data and solution strategies as needed and subsequently update the SDP as part of the Continuous Improvement Cycle.