Texas Migrant Education Program

Comprehensive Needs Assessment

Texas Education Agency
Migrant Education Program
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ABBREVIATIONS/ACRONYMS

ABB	A Bright Beginning
CAMP	College Assistance Migrant Program
CNA	Comprehensive Needs Assessment
CSPR	Consolidated State Performance Report
EOC	End-of-course
ESC	Education Service Center
EL	English Learner
ESEA	Elementary & Secondary Education Act
ESSA	Every Student Succeeds Act
HEP	High School Equivalency Program
HSE	High School Equivalency
ID&R	Identification and Recruitment
LEA	Local Education Agency
LOA	Local Operating Agency
MEP	Migrant Education Program
MPO	Measurable Program Outcome
NAC	Needs Assessment Committee
OME	Office of Migrant Education, U.S. Department of Education
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PFS	Priority for Services
QAD	Qualifying Arrival Date
RLA	Reading Language Arts
SDP	Service Delivery Plan
SSA	Shared Services Agreement
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 CNA

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 **Common 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 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.

Migratory Child: Per Section 1309(3)(A)–(B) of the of the Elementary and Secondary Education Act (ESEA), as amended, migratory child means a child or youth, from birth up to 20 (22 with an IEP), 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.

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: A solution (strategy) to address an identified need.

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Introduction

The Comprehensive Needs Assessment (CNA) Process in Texas

The primary purpose of the Texas Migrant Education Program (MEP) is to help migratory children and youth overcome challenges of mobility, cultural and language barriers, social isolation, and other difficulties associated with mobility, in order that they might succeed in school. Furthermore, the Texas MEP must give priority for services (PFS) to migratory children and youth who (1) have made a qualifying move within the previous 1-year period and who (2) are failing, or most at risk of failing, to meet the challenging state academic standards; or have dropped out of school. The term 'migratory child' means a child or youth birth to age 21 who made a qualifying move in the preceding 36 months (A) as a migratory agricultural worker or a migratory fisher; or (B) with, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher. [Section 1309(3) of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015]

The Texas MEP provides support to educators working with migratory children and provides structures for intra/interstate collaboration in designing programs that are based on student needs and built on student strengths. The Texas MEP helps ensure continuity of instruction despite the educational disruption students experience due to their migratory lifestyle. While there is considerable flexibility in using MEP funds, they must be used to address the unmet needs of migratory children that result from their migrancy to permit them to participate effectively in school.
The state of Texas receives an allocation for the MEP from the U.S. Department of Education, Office of Migrant Education (OME) to address the unmet needs of migratory children and youth to permit them to participate effectively in school. This makes it necessary to understand the unique needs of the migratory population as distinct from other populations and design services (through a service delivery planning process) that meet those identified needs.

To better understand and articulate the specific services that the Texas MEP should offer to migratory children and youth and their families statewide, the required CNA process that is described in this report was facilitated by META Associates and guided by the *Comprehensive Needs Assessment Toolkit* (OME, 2018). The designated process allows for a description of data-driven needs, concerns about identified needs, and knowledge of the state context in which changes in the migratory student population and seasonal agricultural activities as identified in previous CNA efforts are contained. This CNA will then be used to inform the statewide service delivery planning process to be conducted during 2024-25.

Statutory law, regulations, and guidance under ESEA was originally signed into law in 1965 and amended as ESSA in 2015. The Texas MEP CNA aligns with the law/guidance by:

- identifying and assessing "the unique educational needs of migratory children that result from the children's migratory lifestyle" and other needs that must be met in order for migratory children to participate effectively in school (*ESEA, Section 1304, 34 CFR 200.83 (a)(2)(i,ii)):*
- guiding the overall design of the MEP on a statewide basis;
- helping local operating agencies (LOAs) and the Texas Education Agency (TEA) prioritize the needs of migratory children; and
- providing the basis for the TEA to subgrant MEP funds to LOAs.

The Texas CNA guides future programming, services, and policy decisions to ensure that the State's MEP resources are directed at the most needed and most effective services for migratory children/youth and

their families. The process followed for the CNA is directed by the Continuous Improvement Cycle (as shown in Exhibit 1) as suggested by OME.

Exhibit 1: MEP Continuous Improvement Cycle

This framework illustrates the relationship between the CNA, the service delivery plan (SDP), the implementation of services through a defined process for applications for funds and the implementation of programs through local sub-grantees, and the evaluation of services. In this cycle, each step in developing a program—assessing needs, identifying strategies, implementing strategies, and evaluating the results builds on the previous activity and informs the subsequent activity.

The Needs Assessment Committee (NAC) followed a systematic 5-step process suggested by OME that is illustrated below. This model was modified to fit the specific needs of the Texas CNA process which included both the assessment of needs and the identification of potential solutions at three levels:

- Level 1: *Service Receivers* (migratory students and parents/family members)
- Level 2: *Service Providers* (State and local MEP staff) and *Policymakers*
- Level 3: *Resources* (the system that facilitates or impedes the efforts of the MEP)

Exhibit 2: Five-Step Model for the CNA

The five basic steps of the Texas MEP CNA process are described below.

Step 1—Conduct Preliminary Work

The TEA MEP team and META:

- reviewed the requirements of the CNA;
- developed a management plan to set the project's general timeline and identify the teams needed for accomplishing each phase;
- established a NAC reflecting a broad representation of perspectives to provide thoughtful guidance to the process; and
- developed a profile that provided baseline data on the State's migratory child population.

Step 2—Explore What Is
META guided the NAC to:

- review existing data and program evaluation reports;
- identify concerns about migratory children and families; and
- develop need indicators and suggest areas for data collection that confirmed or challenged their underlying assumptions about the identified concerns.

Step 3—Gather and Analyze Data

- The TEA MEP team and META oversaw data collection to measure the identified needs and gaps between migratory children and their non-migratory peers.
- META organized and analyzed the data and shared the data in a reader-friendly format with the NAC.
- META guided the NAC to create a set of need statements and prioritize them.

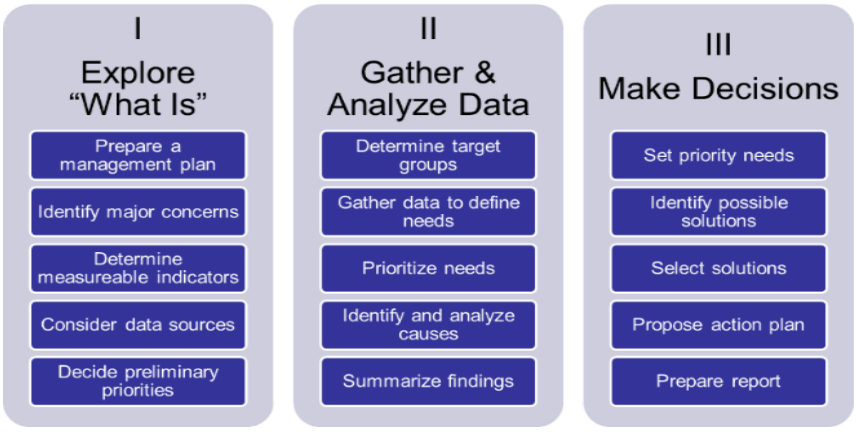
Step 4—Make Decisions
META guided the NAC to:

- review the prioritized need statements and propose evidence-based solutions for closing the educational gaps that migratory children face in school; and
- prioritize the solutions.

Step 5—Transition to SDP Development

- META wrote the CNA report that documents the CNA process and findings.
- META and the TEA MEP team will share the CNA with stakeholders and administrators at the State and local levels.
- The TEA MEP team/META will use the CNA as the basis for initiating the SDP planning process during 2024-25.

The five-step CNA process fits into the three-phase model below. Phase I: Exploring "What Is" includes Steps 1 and 2. Phase II: Gathering and Analyzing Data includes Step 3. Phase III: Making Decisions includes Steps 4 and 5. This CNA report is organized by these three phases.



Planning Phase of the Texas CNA and Timelines

The Texas CNA was designed to develop an understanding of the unique educational and educationally related needs of Texas's migratory children and their families. Not only does this analysis of needs provide a foundation for the future direction of the Texas MEP through the SDP, but also it supports the

program's overall continuous improvement and quality assurance processes. The needs analysis was adapted to the resources and structures available in the state of Texas.

The preparation phase of the Texas CNA involved garnering a sense of commitment to the needs assessment in all levels of the Texas MEP; and gaining an assurance that decisionmakers will follow-up by using the findings in an appropriate and timely manner.

The Management Plan defined the structure for the NAC, delineated various roles and responsibilities, identified meeting dates, and included timelines for the tasks to be completed. The Texas NAC was charged with the following tasks.

- Review existing implementation, student achievement, and outcome **data** on migratory children in Texas.
- Draft **concerns, need indicators, needs statements**, and possible **solutions** to inform the SDP.
- Review the most recent data to determine the elements to include on the final version of the migratory child **profile**.
- Recommend **additional data collection** needed to determine the scope of migratory student needs.
- Make **recommendations** to the State on needs and profile data to be included in the CNA report.
- Review summary materials and the **CNA report** to provide **feedback** to the State.

The TEA MEP team, in collaboration with META Associates, implemented the final step in management planning, the logistical plan. The CNA meeting schedule was developed specifying the requirements for each meeting, the meeting objectives, and anticipated activities. To ensure that all requirements were met and to conduct an accurate assessment of the needs of the migratory student population in Texas, the timelines and activities displayed in Exhibit 3 were set.

Exhibit 2: Texas MEP CNA Timelines

Activity	Timelines
Data Collection	12/1/23
CNA Meeting #1a: Understand the CNA planning cycle and roles and responsibilities of the NAC; select goal area groups; identify major concerns facing migratory children/youth in Texas; review data on the needs of Texas's migratory students; and review data to identify learning gaps of migratory students.	12/12/23
CNA Meeting #1b: Continue activity to identify gaps of migratory students based on data; draft concern statements; and review concern statements for other goal areas to provide feedback.	12/13/23
CNA Meeting #1c: Review concern statements to finalize them; prioritize concern statements; draft need indicators, data sources; identify additional data needed for concern statements; review need indicators and data sources for other goal area groups to provide feedback; and whole group debrief of need indicators and data sources.	12/18/23
CNA Meeting #2: Brief overview of the CNA process; review tasks accomplished to date; review/finalize need statements; draft possible solutions; align possible solutions to concern statements with identified needs; review and suggest additional solutions for other goal area groups; prioritize solutions for each goal area; review solutions to establish consensus; and discuss parent focus group questions.	2/28/24
CNA Meeting #3a: Review feedback from parent focus groups; review new data; and review/update need indicators, need statements, and solutions.	5/2/24

Activity	Timelines
CNA Meeting #3b: Arrive at consensus on updated CNA Decisions and Planning Chart; and identify resources and experts/staff needed to implement the solutions/address the concerns.	5/3/24
CNA Meeting #3c: Review and suggest additional resources/experts/staff for goal area groups; debrief edits; and finalize the CNA Decisions and Planning Chart.	5/15/24
CNA Meeting #3d: Develop a plan for transitioning to the SDP and brainstorm for the Local Needs Assessment (LNA).	5/16/24
Draft CNA report	6/30/24
Finalize CNA report	7/31/24
CNA training materials and training	8/30/24

The NAC was involved during the entire five steps of the CNA process and was instrumental in formulating the recommendations for program implementation solutions contained in this report. This valid CNA process lays the groundwork for designing a needs-based program of services that will address the complex challenges faced by migratory children/youth and their families in Texas.

Data Collection Procedures

A variety of data collection methods were employed to assess needs and identify solutions. These methods included:

- reports on migratory students (with non-migratory student comparisons as applicable) including child counts, MEP services, and enrollment status; and graduation and dropout rates generated through the Texas New Generation System (TX-NGS);
- reviews of the State assessment results in reading/language arts (RLA) and mathematics with comparisons made between migratory students and non-migratory students (and PFS and non-PFS migratory students);
- surveys conducted of MEP service providers, migratory parents and family members, and migratory secondary students and youth; and
- reviews of the Texas ESSA Consolidated State Plan (2023), prior year Consolidated State Performance Report (CSPR) data, and other relevant State data.

Organization of the CNA Report

Following this introduction, there are five sections to the CNA report.

1. Authorizing Statute and Guidance for Conducting the CNA provides legal underpinnings on which Texas conducts its CNA activities.
2. Phase I: Exploring What Is includes discussion about what is known about Texas's migratory children and determination of the focus and scope of the needs assessment.
3. Phase II: Gathering and Analyzing Data builds a comprehensive understanding of the gaps between Texas migratory children and all other students in the state.
4. Phase III: Making Decisions summarizes needs, solutions, and a research base on which to build the SDP.
5. Summary and Next Steps offers conclusions and discusses the next steps in applying the results of the CNA to planning services for Texas migratory children. This section sets the stage for the implementation and evaluation of MEP services as defined in the SDP.

Authorizing Statute and Guidance for Conducting the CNA

Purpose of the CNA

Section 1306(a)(1) of Title I, Part C of the ESSA, as amended, requires state education agencies (SEAs) and their LOAs to identify and address the unique educational needs of migratory children in accordance with a comprehensive plan for the delivery of services that:

- is integrated with other federal programs, particularly those authorized by the ESEA;
- provides 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 to migratory children from appropriate local, state, and federal educational programs;
- is the product of joint planning among administrators of local, state, and federal programs, including Title I, Part A, early childhood programs, and language instruction education programs under Part A or B of Title III; and
- provides for the integration of services available under Part C with services provided by such other programs.

The CNA must be periodically reviewed and revised, as necessary, to reflect changes in the state's strategies and programs provided under ESEA.

The state MEP has flexibility in implementing the MEP through its LOAs, except that funds must be used to meet the identified needs of migratory children that result from their *migratory lifestyle*. The purpose of the CNA is to: 1) focus on ways to permit migratory children with *PFS* to participate effectively in school; and 2) meet migratory student needs not addressed by services available from other federal or non-federal programs.

Policy guidance issued by OME indicates that states should conduct a complete needs assessment every three years, or more frequently if there is evidence of a change in the needs of migratory children (i.e., project personnel or parents begin recommending changes to improve the program or the demographic characteristics of the migratory student population changes). The CNA serves as the blueprint for establishing statewide priorities for local procedures and provides a basis for the state to allocate funds to LOAs. The CNA should take a systematic approach that progresses through a defined series of phases, involving key stakeholders such as migratory parents and students, educators and administrators of programs that serve migratory students, content area experts, and other individuals that are critical to ensuring commitment and follow-up.

Phase I: "Exploring What Is"

Overview of Phase I, "Exploring What Is"

The purpose of Phase I was to: 1) investigate what already is known about the unique educational needs of migratory students in Texas; 2) determine the focus and scope of the CNA; and 3) gain commitment for all stages of the needs assessment including the use of the findings for program planning and implementation. The term *special educational needs* describes *educational* and *educationally related* needs that result from a migratory lifestyle that must be met in order for migratory children to participate effectively in school. The CNA process:

- includes both needs identification and the assessment of potential solutions;
- addresses all relevant goals established for migratory children to ensure they have the opportunity to meet the same challenging standards as their peers;
- identifies the needs of migratory children at a level useful for program design purposes;
- collects data from appropriate target groups; and
- examines needs data disaggregated by key subgroups.

Again, the primary purpose of the CNA is to guide the overall design of the Texas MEP on a statewide basis as well as to ensure that the findings of the CNA will be folded into the comprehensive state plan for service delivery. The SDP is designed to help the Texas MEP develop and articulate a clear vision of: 1) the needs of Texas's migratory children; 2) the Texas MEP's measurable program outcomes [MPOs] and how they help achieve the State's performance targets; 3) the services the Texas MEP will provide on a statewide basis; and 4) how to evaluate whether and to what degree the program is effective.

CNA Goal Areas and Texas Standards

During the first three virtual CNA meetings ("CNA Meeting #1"), the NAC: (1) learned about the CNA planning cycle and the roles/responsibilities of the NAC; (2) reviewed summaries of existing and new data on the needs of migratory students and any additional data needed; (3) developed concern statements for migratory students in Texas; and (4) developed need statements describing the magnitude of the needs exhibited by Texas's migratory students.

The NAC reviewed the goal areas originally established by OME. They then indicated how the needs of Texas migratory students fit within these broad categories and combined areas of need that NAC practitioners and content area experts found necessary. In consideration of State standards that provide a guide to delivering challenging and meaningful content to students that prepare them for success in life, OME recommendations for the CNA, and the needs of migratory students in the State, the four goal areas established by the NAC include the following.

Goal 1: Reading Language Arts /Mathematics
Goal 2: School Readiness
Goal 3: High School Graduation/Services to Out-of-school Youth (OSY)
Goal 4: Non-Instructional Support Services

Upon agreeing to these four goal areas for improving migratory student achievement, each goal was explored in relation to the Common Areas of Concern established by OME to ensure that concerns and solutions aligned both with the Texas standards and the concerns typically associated with frequent migrancy. These themes helped guide the NAC toward specific areas that define populations whose migratory lifestyles result in significant challenges to success in school. After reviewing migratory

student data, the NAC developed concern statements and solution strategies that will serve as the foundation for the Texas MEP service delivery planning process. The common areas of concern are described below.

1. ***Educational Continuity***—Because migratory students often are forced to move during the regular school year and experience interruptions due to absences, students tend to encounter a lack of educational continuity. Migratory students move to/from Texas and within Texas and experience differences in curriculum, expectations, articulation of skills, and other differences in school settings. The cumulative impact of educational discontinuity is daunting. Efforts to overcome this pattern of incoherence are needed to strengthen educational continuity.

2. ***Time for Instruction***—Mobility also impacts the amount of time students spend in class and their attendance patterns. Such decreases in the time students spend engaged in learning leads to lower levels of achievement. Identifying methods for ameliorating the impact of family mobility and delays in enrollment procedures is essential.

3. ***School Engagement***—Various factors relating to migrancy negatively impact student engagement in school. Students may have difficulty relating the school experience to the experience of day-to-day living in agricultural areas. Those moving may encounter cultural misunderstandings and bias because of moving into a community where many do not share their same background.

4. ***English Language Development***—English language development is critical for academic success. Even if students learn basic interpersonal communication skills, academic language can be underdeveloped without an intentional focus on developing English vocabulary. The MEP must find avenues to supplement the difficulties faced by migratory students in the process of learning English due to their unique lifestyle, while not supplanting Title III activities.

5. ***Education Support in the Home***—Home environment often is associated with success in school, reflecting exposure to reading materials, a broad vocabulary, and educational games and puzzles. Such resources reflect parent educational background and socio-economic status. While many migratory parents value education for their children, they may not know how to support their children in a manner consistent with school expectations nor have the means to offer an educationally rich home environment.

6. ***Health***—Good health is a basic need that migratory students often do not possess. The compromised dental and nutritional status of migratory children is well documented. They have higher proportions of acute and chronic health problems and exhibit higher childhood and infant mortality rates than those experienced by their non-migratory peers. Migratory children are at greater risk than other children due to poverty, injuries at agricultural work sites, and lack of access to health care facilities. Migratory families often need assistance in addressing health problems that interfere with the student's ability to learn.

7. ***Access to Services***—When families are new to an area and/or are unable to speak the language of community service providers, accessing services for which they are eligible may be difficult. Migratory families often need information about available programs, transportation, interpretation/translation, and help understanding qualifications in order to access services.

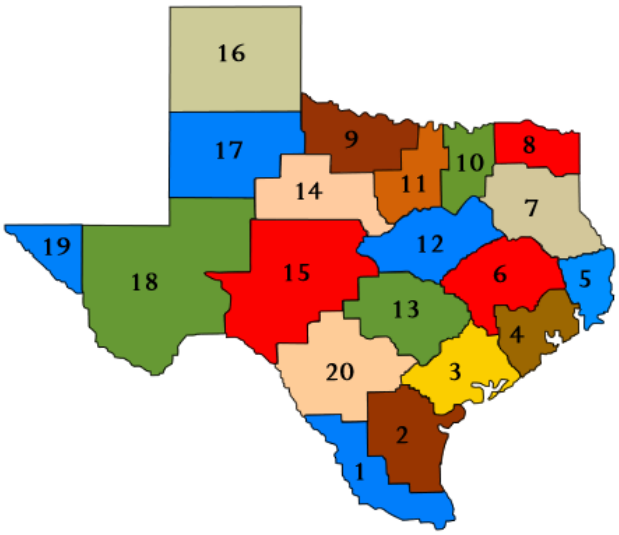
Texas Context

Prior to the first CNA meeting in December 2023, a migratory student profile was compiled that included demographic and achievement data. This information was obtained from State data sources including TX-NGS, prior year CSPR data, the most recent evaluation report, and the TEA website. The profile also contained beneficiary (migratory parent/family and student) feedback on needs, as well as stakeholder feedback from staff knowledgeable about the needs of migratory students and their families. The profile helped the NAC gain an understanding of the characteristics and unique challenges experienced by migratory children and youth in Texas.

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 academic experience that can help children reduce the educational 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 service agreements (SSAs), project, and non-project. The map below shows the distribution of the Texas ESCs, with the numbers representing the ESC number.

Exhibit 4: Map of Texas ESC Regions



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

Exhibit 5: 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

Region	Location	Region	Location
6	Huntsville	16	Amarillo
7	Kilgore	17	Lubbock
8	Mount Pleasant	18	Midland
9	Wichita Falls	19	El Paso
10	Richardson	20	San Antonio

Texas leads the nation in total number of farms and ranches, with more than 245,000 operations averaging 512 acres in size. Together, this land spans more than 126 million acres. Ninety-nine percent of Texas farms and ranches are family farms, partnerships, or family-held corporations. Texas agriculture's total economic impact reaches $150 billion annually, and one out of every seven Texans works in an agriculture-related job. Some of the State's top commodities include cattle and calves, cotton, and dairy products. The goods are produced and exported across Texas, the nation, and the world. (Source: farmflavor.com)

Texas Concern Statements

During the first CNA meeting (conducted over three 3-hour virtual meetings), the NAC developed concern statements for each goal area. The development of the concern statements followed an eight-step protocol as well as specific criteria on how to write the statements. Exhibit 6 lists the concern statements, in order of importance as ranked by the NAC, and the Common Areas of Concern in which the concerns align.

Exhibit 6: Concern Statements Identified by the Texas NAC

Goal 1: RLA/Mathematics	Area of Concern
1-1 We are concerned that migratory students generally achieve lower passing rates on state RLA assessments, math assessments, and end-of-course (EOC) assessments than non-migratory students.	English language development Educational continuity Time for instruction
1-2 We are concerned that migratory students are not receiving appropriate reading and math instructional services to meet their needs.	English language development Educational continuity Time for instruction
Goal 2: School Readiness	**Area of Concern**
2-1 We are concerned that migratory children ages 3-5 are not receiving instructional services due to limited access to, resources for, and guidance on services and existing programs (e.g., LEA programs, Head Start, community programs, A Bright Beginning [ABB]).	Access to services Educational continuity
2-2 We are concerned that families of migratory children ages 3-5 are not aware of the importance of early childhood education and preschool programs and their impact on school readiness.	Access to services Education support in the home
Goal 3: High School Graduation/Services to OSY	**Area of Concern**
3-1 We are concerned that enrolled secondary aged migratory students are not graduating at the same rate as non-migratory students.	Educational continuity Time for instruction School engagement
3-2 We are concerned that enrolled 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.	Educational continuity Time for instruction School engagement

3-3 We are concerned that 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.	Educational continuity Time for instruction School engagement
3-4 We are concerned that migratory OSY have limited access to, guidance on, and resources for services and existing programs (e.g., High School Equivalency [HSE], High School Equivalency Programs [HEP], College Assistance Migrant Programs [CAMP], job training, workforce, community resources).	Access to services School engagement
Goal 4: Non-Instructional Support Services	**Area of Concern**
4-1 We are concerned that staff who work with migratory children need high-quality professional development (PD) to better understand, support, and coordinate academic and social-emotional services to meet their identified needs.	Access to services
4-2 We are concerned that migratory children are not receiving, or have limited access to, targeted non-instructional support services (e.g., school supplies, clothing, healthcare support, glasses).	Access to services Health
4-3 We are concerned that migratory families need coordinated training and resources on strategies to support their children's learning (e.g., accessing school resources, strategies for helping children learn at home).	Access to services Education support in the home
4-4 We are concerned that migratory children and their families need coordinated support on how to access and utilize community services.	Access to services Education support in the home

Phase II: Gathering and Analyzing Data

Texas Migratory Student Profile

In the second phase of the CNA process, the key objectives were to build a comprehensive understanding of the gaps between Texas migratory students and all other students in the State, and propose solutions based on achievement and perceptional data. Three broad categories of Texas migratory student data were targeted: 1) demographic data; 2) achievement data; and 3) beneficiary and stakeholder perception data.

Demographic and services data were drawn from most recent CSPR data, TX-NGS data for the 2021-22 and 2022-23 performance periods, and achievement data for migratory and non-migratory students were drawn from the 2021-22 and 2022-23 State assessment results in TX-NGS and the TEA website. Perception data were gathered from MEP staff, migratory parents/family members, and migratory students/youth through needs assessment surveys collected throughout the state. Additional perception data were gathered through focus groups with migratory parents. The Texas Migratory Student Profile created for the CNA using these data sources can be found below.

Exhibit 7: Texas Migratory Student Profile (Most recent data from 2022-23)

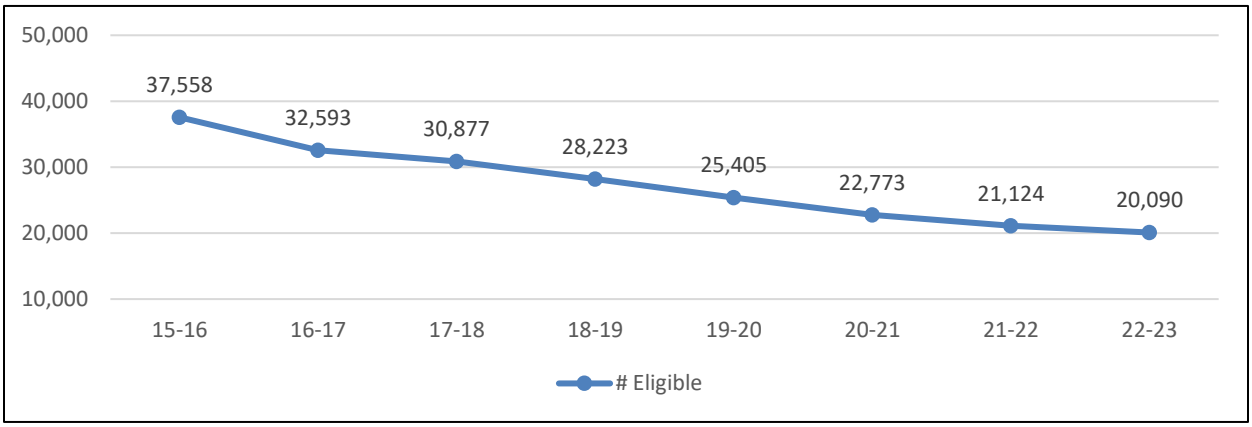
Eligible Migratory Students	20,090 (see table on following page)
Grade Distribution	Ages 0-2 (3%), Ages 3-5 (8%), Grades K-5 (40%), Grades 6-8 (20%), Grades 9-12 (32%), OSY (2%)
Priority for Services	10,254 (53%) of the 19,426 eligible children ages 3-21
English learners (EL)	8,398 (43%) of the 19,426 eligible children ages 3-21
Disrupted Schooling	8,534 (42%) of all eligible migratory students had a qualifying arrival date (QAD) within the last 12 months
Migratory students served during the performance period	13,835 (69%)
Migratory students served during the summer	3,516 (18%)
Migratory students receiving instructional services	7,468 (37% of served, 38% of eligible)
Migratory students receiving reading and math instruction provided by a teacher *(does not include instruction provided by a paraprofessional)*	Reading Instruction – 2,182 (30% of served; 11% of eligible) Math Instruction – 2,070 (28% of served; 10% of eligible)
Migratory students receiving support services	13,020 (94% of served; 65% of eligible)
Migratory students scoring proficient on State reading and math assessments	Reading - 32% (52% for non-migratory students) Math - 28% (43% for non-migratory students)
OSY eligible/served	366 eligible, 114 (31%) served
High School Graduation Rate	55% (89.7% for non-migratory students - 2021-22 rate)
Dropout Rate	0.3% (6.5% for non-migratory – 2021-22 rate)

Following is more detailed data from the Migratory Student Profile. These results provide a summary of the needs assessment data collected for the CNA and shared with the NAC during the CNA meetings.

Migratory Student Demographics

Exhibit 8 shows the number of eligible migratory children and youth from birth to age 21 across an eight-year span. Results show decreasing numbers.

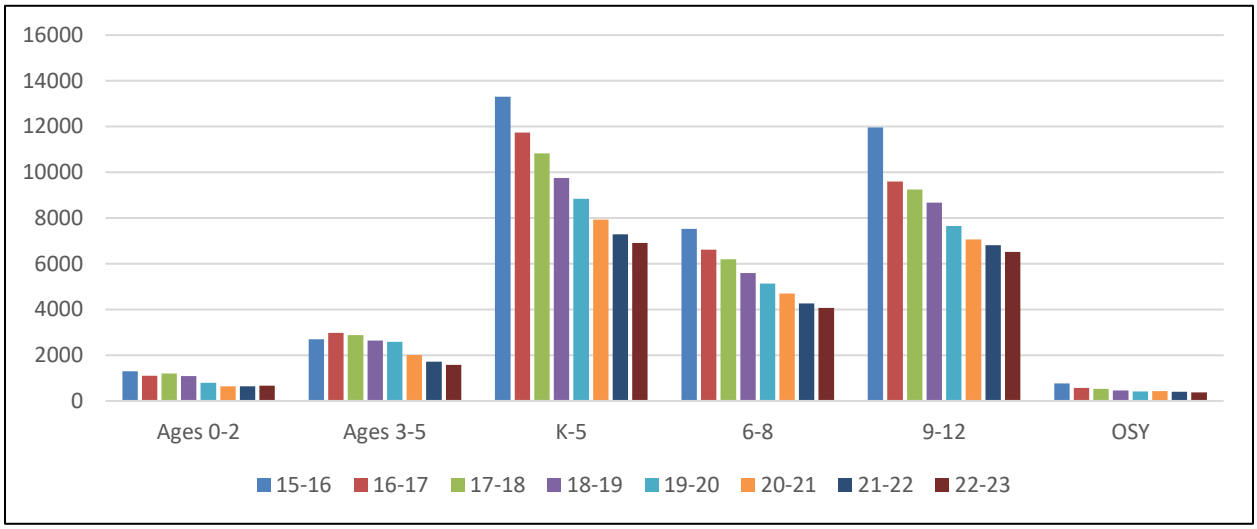
Exhibit 8: Eligible Migratory Children/Youth in Texas Over Time



Source: Texas MEP CSPR Data (2014-15 to 2022-23)

Exhibit 9 provides a graphic display of the number of eligible migratory children/youth over the years by age/grade spans. Results show steadily declining numbers of eligible migratory children/youth at all ages and grade levels, with a slight increase in children birth to age two in 2022-23.

Exhibit 9: Graphic Display of Eligible Migratory Children Over Time



Source: Texas MEP CSPR Data and TX-NGS

Exhibit 10 displays migratory student demographics in 2021-22 and 2022-23. In 2022-23, 53 percent of eligible migratory children/youth ages 3-21 had PFS and 43 percent were considered ELs. Ten (10) percent of children/youth birth to age 21 qualified for special education services and 42 percent had a QAD during the performance period. There was an increased percentage in 2022-23 for number of eligible students with PFS and a decreased percentage for number of eligible students with a QAD during the performance period decreased.

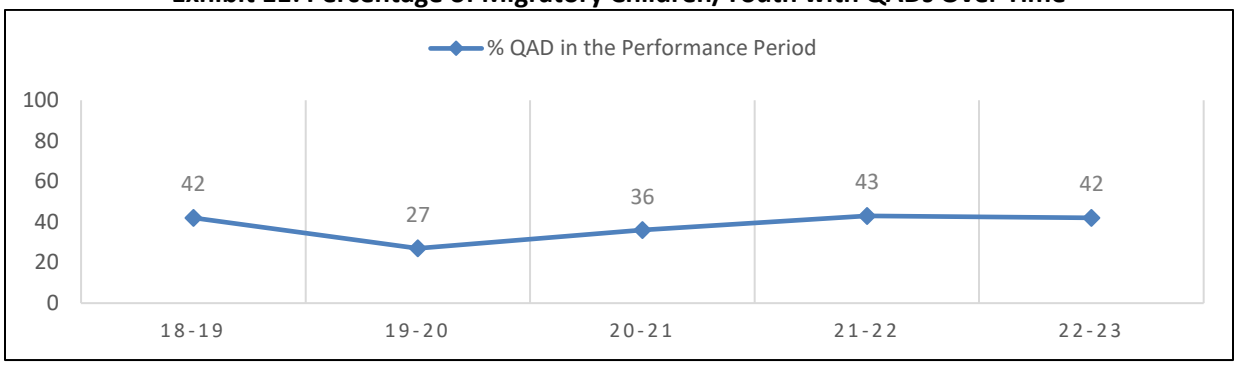
Exhibit 10: Migratory Student Demographics in 2021-22 and 2022-23

Demographics	2021-22	2022-23	Percentage Point Diff.
Eligible students with PFS (3-21)	52%	53%	+1
Eligible students that are ELs (3-21)	43%	43%	0
Eligible students that qualify for Special Education	10%	10%	0
Eligible students with a QAD w/in the performance period	43%	42%	-1

Source: Texas MEP CSPR Data (2021-22 and 2022-23)

Mobility is a factor that is closely related to school failure. Exhibit 11 shows information from the past five years on the QAD of migratory children and youth. Results show increased percentages of migratory children/youth that had a qualifying move during the performance period since 2019-20 and then a slight decrease from 2021-22 to 2022-23. The drop in 2019-20 was likely due to the global pandemic.

Exhibit 11: Percentage of Migratory Children/Youth with QADs Over Time



Source: Texas MEP CSPR Data (2018-19 through 2022-23)

MEP Services

Exhibit 12 displays the percentage of migratory children/youth served during the 2021-22 and 2022-23 performance periods. Results for 2022-23 show that 71 percent of migratory children/youth ages 3-21 were served during the performance period, and 18 percent were served during the summer. Thirty-eight percent received instructional services and 67 percent received support services. Seventy-seven (77) percent of students with PFS were served by the MEP in 2022-23.

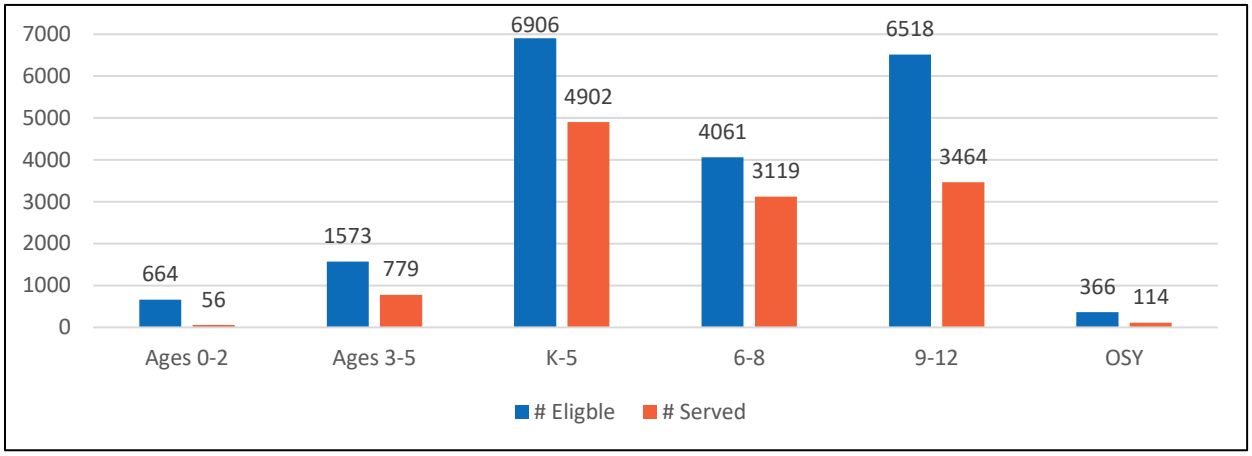
Exhibit 12: Migratory Children Served During the 2021-22 and 2022-23 Performance Periods

Demographics	2021-22	2022-23	Percentage Point Diff.
% of all Eligible PFS served	80%	77%	-3
% Served Performance Period (ages 3-21)	74%	71%	-3
% Served Summer (3-21)	16%	18%	+2
% Received Instruction (3-21)	36%	38%	+2
% Received Support Services (3-21)	71%	67%	-4

Source: Texas MEP CSPR Data (2021-22 and 2022-23)

Exhibit 13 displays the number of eligible migratory children and youth in 2022-23 by age/grade span, and the number that were served during the performance period. A higher percentage of students in grades K-5 (71 percent) and grades 6-8 (77 percent) were served by the MEP than the other age/grade spans.

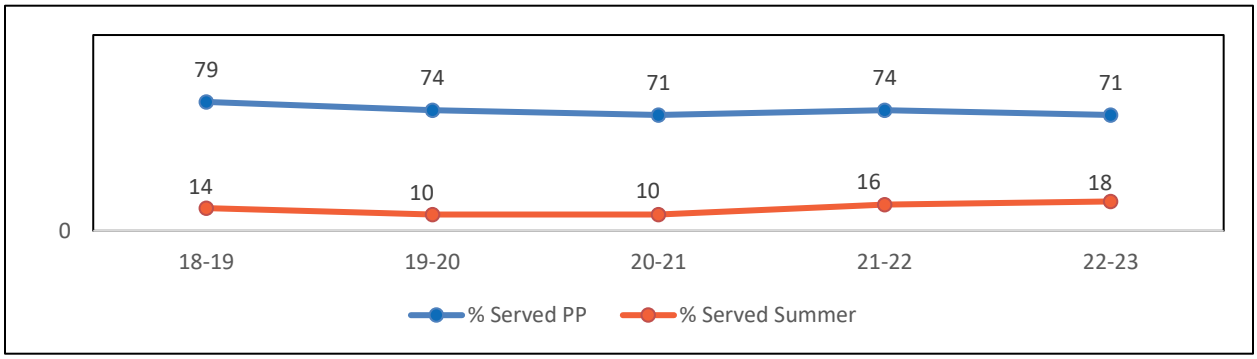
Exhibit 13: Number of Migratory Children Receiving MEP Services by Age/Grade Span in 2022-23



Source: Texas MEP CSPR Data (2022-23)

Exhibit 14 is a graphic display of the percentage of eligible migratory children and youth served by the Texas MEP during the last five years. The exhibit shows that the percentage of students served during the performance period was lower than in 2018-19; however, the percentage of students served during summer was higher than in 2018-19, and in 2021-22.

Exhibit 14: Longitudinal Display of Migratory Children Served by the Texas MEP



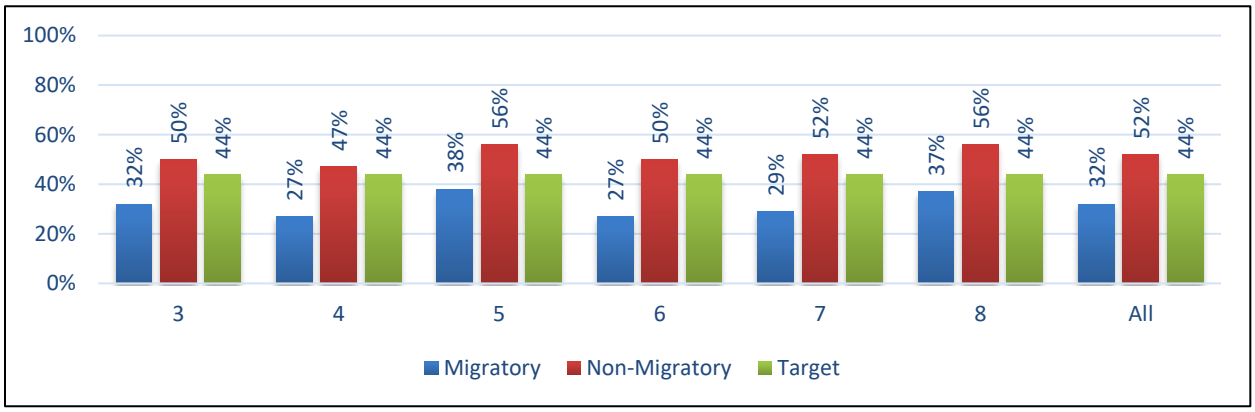
Source: Texas MEP CSPR Data (2018-19 through 2022-23)

RLA and Math Achievement

During 2022-23, academic achievement in reading and mathematics of students attending public school in Texas was assessed using the State of Texas Assessments of Academic Readiness (STAAR) Assessments. The STAAR performance categories include the following: “Did Not Meet Grade Level,” “Approaches Grade Level,” “Meets Grade Level,” “Masters Grade Level.” Following are the goals and measurements of interim progress for RLA, mathematics, and graduation for all students set by the State in the Amended ESSA Plan (2023). *Note that OME requires state MEPs to compare the results of migratory students to the targets set for all students.*

Exhibit 15 illustrates that migratory students were 12 percentage points short of the State performance target (44 percent) for RLA proficiency, and 20 percentage points short of the non-migratory student proficiency rate. The 2022-23 target was not met by migratory students at any grade level.

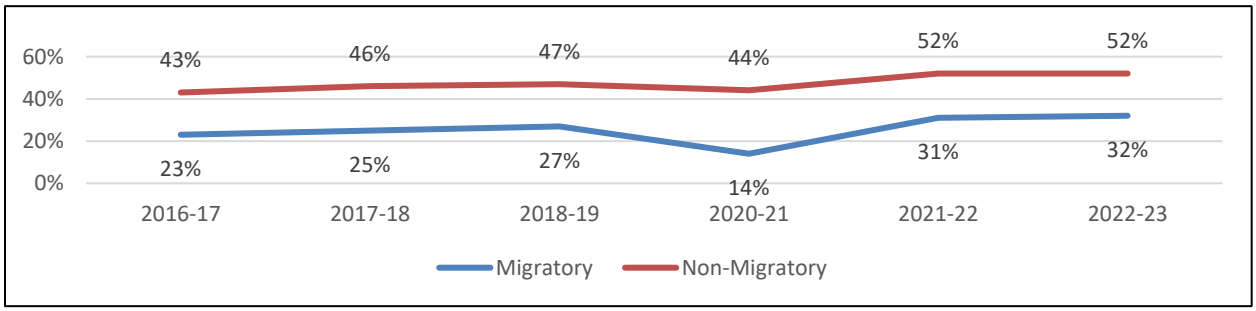
Exhibit 15: Proficiency Rates on 2022-23 STAAR RLA Assessments



Source: TX-NGS and TEA

Exhibit 16 shows the proficiency rates for migratory and non-migratory students in grades 3-8 on Texas STAAR RLA Assessments since 2016-17. State assessments were cancelled in 2019-20 due to the school closures resulting from the COVID-19 pandemic. The graph shows increasing percentages of migratory students scoring proficient until 2018-19, then a decrease in 2020-21, and increases the past two years. From 2021-22 to 2022-23, there was a one percentage point increase in the proficiency rate of migratory students. The non-migratory student proficiency rate remained the same the past two years.

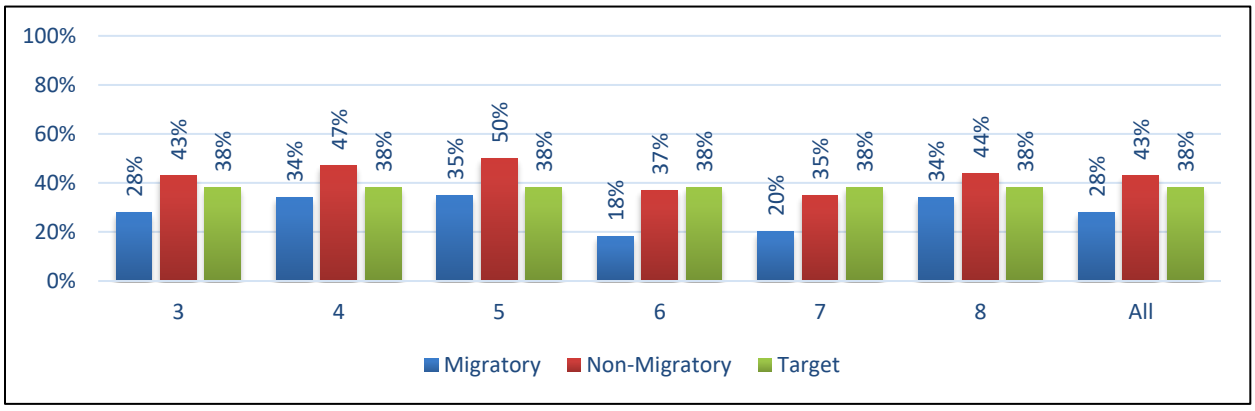
Exhibit 16: Longitudinal Display of Proficiency Rates on Texas STAAR RLA Assessments



Source: TX-NGS and TEA

Exhibit 17 shows that migratory students were 10 percentage points short of the State performance target (38 percent) for mathematics proficiency, and 15 percentage points short of non-migratory student proficiency rate. The 2022-23 target was not met by migratory students at any grade level.

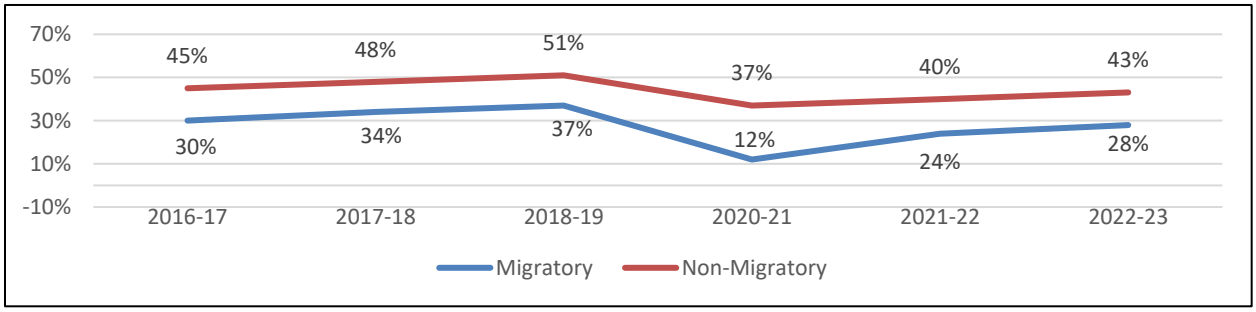
Exhibit 17: Proficiency Rates on 2022-23 STAAR Mathematics Assessments



Source: TX-NGS and TEA

Exhibit 18 provides shows the proficiency rates for migratory and non-migratory students in grades 3-8 on Texas STAAR Mathematics Assessments since 2016-17. The graph shows increasing percentages of migratory students scoring proficient until 2018-19, then a decrease in 2020-21, and increases the past two years. From 2021-22 to 2022-23, there was a four percentage point increase in the proficiency rate of migratory students and a three percentage point increase for non-migratory students.

Exhibit 18: Longitudinal Display of Proficiency Rates on Texas STAAR Mathematics Assessments



Source: TX-NGS and TEA

School Readiness

Exhibit 19 shows that eight percent of the eligible migratory children birth to age two were served by the MEP, as were 50 percent of children ages 3-5. Less than one percent of migratory children birth to age two received instructional services and 24 percent of migratory children ages 3-5 received instructional services. Eight percent of migratory children birth to age two received support services as did 44 percent of migratory children ages 3-5.

Exhibit 19: Migratory Children Birth to Age Five Receiving MEP Services in 2022-23

	All Migratory Students			PFS Migratory Students			Any Instruction		Support Services	
	Total	Served		Total #	Served					
Age	Eligible	#	%	PFS	#	%	#	%	#	%
0-2	664	56	8%	--	--	--	3	<1%	55	8%
3-5	1573	779	50%	35	14	80%	376	24%	695	44%
Total	**2237**	**835**	**37%**	**35**	**14**	**80%**	**379**	**17%**	**750**	**34%**

Source: Texas MEP CSPR Data (2022-23)

High School Graduation and Dropout Rates

Exhibit 20 shows the class of 2023 graduation rates for migratory and non-migratory students in Texas. The four-year cohort graduation rate for migratory students was 55 percent (short of the State performance target of 90 percent by 35 percentage points). The non-migratory student graduation rate in 2021-22 (the 2022-23 graduation rate for non-migratory students was not yet available) was 89.7 percent which exceeded the migratory student graduation rate by 34.7 percentage points.

Exhibit 20: Class of 2023 Migratory and Non-Migratory Student Graduation Rates

State Performance Target	Non-Migratory Students (2021-22 rate)	Migratory Students
90.0%	89.7%	55.0

Source: TX-NGS

Exhibit 21 shows that the 2022-23 dropout rates for migratory students in Texas was 0.3 percent. The non-migratory student dropout rate in 2021-22 (the 2022-23 dropout rate for non-migratory students was not yet available) was 6.4 percent.

Exhibit 21: 2022-23 Migratory and Non-Migratory Student Dropout Rates

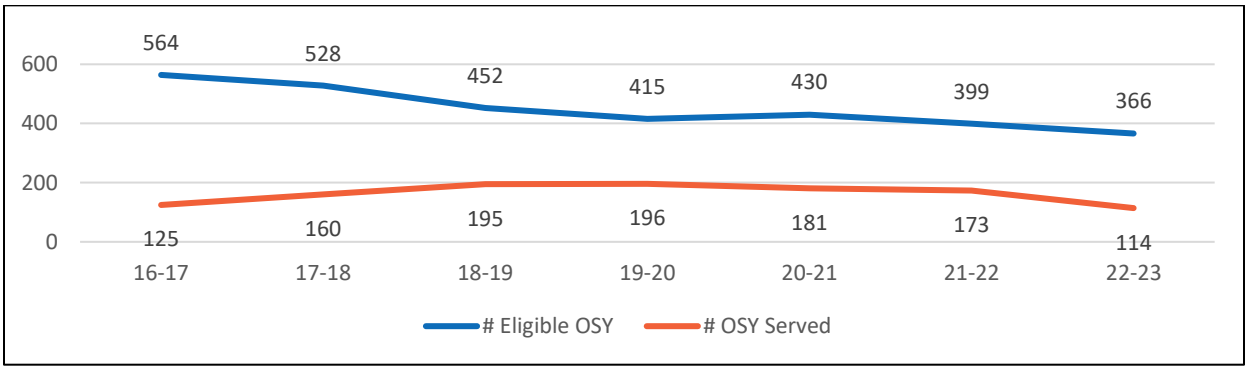
Non-Migratory Students (2021-22 rate)	Migratory Students
6.4%	0.3%

Source: TX-NGS

Out-of-School Youth (OSY)

Exhibit 22 shows that while the number of eligible OSY has decreased slightly over the past three years, there is a significant gap between eligible and served. The needs of OSY are challenging as they are likely to live away from parents and many are parents themselves; most have health needs that may interfere with participating in school (e.g., medical, dental, vision, nutrition); and re-engaging OSY in MEP services and keeping them engaged is perhaps the most difficult work in migrant education due to age and circumstances.

Exhibit 22: Longitudinal Display of Migratory OSY Served by the Texas MEP



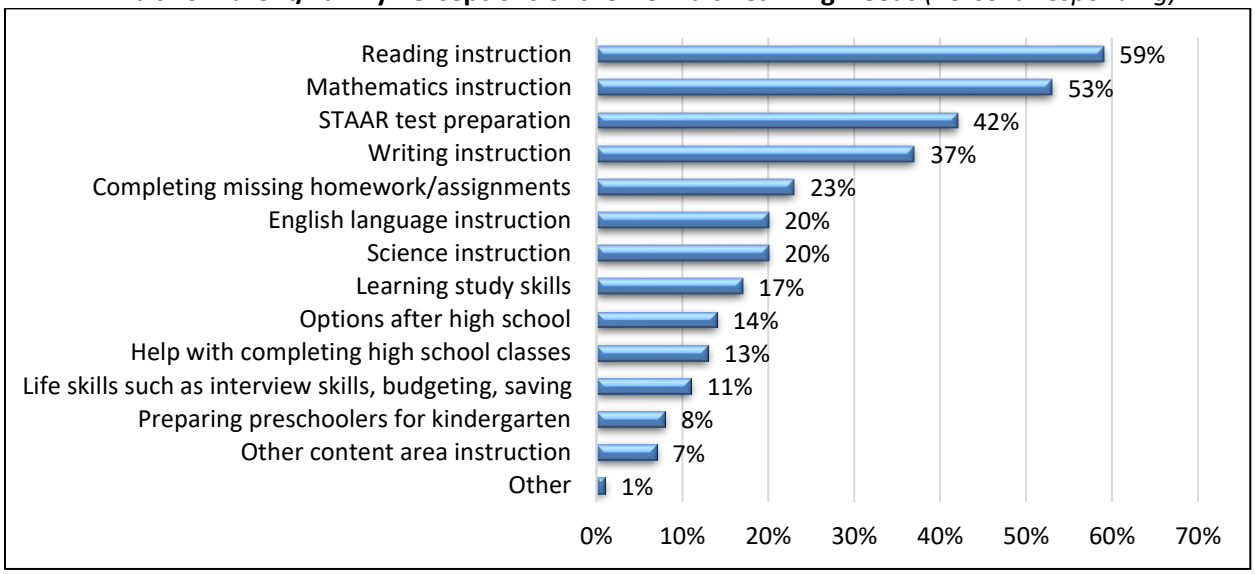
Source: Texas MEP CSPR Data

Needs Assessment Survey Results

Local needs assessment survey results collected from the projects/regions through the Local Needs Assessment (LNA) were shared with the NAC to provide them with detailed input from a wide variety of stakeholders to help inform their decision-making. The key stakeholders that were queried about their opinions and ideas regarding the most critical needs of migratory students and families included State MEP staff, regional MEP staff, and local MEP staff. In addition, beneficiaries of the program completed needs assessment surveys including migratory students in grades 9-12 and OSY, and migratory parents/family members. The following are the needs assessment survey results showing the percentage of respondents indicating needs.

Migratory parents/family members were asked to identify their children's greatest needs related to instruction and support services, as well as services they need from the MEP. A total of 1,525 parents/ family members responded to LNA surveys. Exhibit 23 shows that 59 percent of parents and family members responding indicated that their children need reading instruction, followed by mathematics instruction (53 percent).

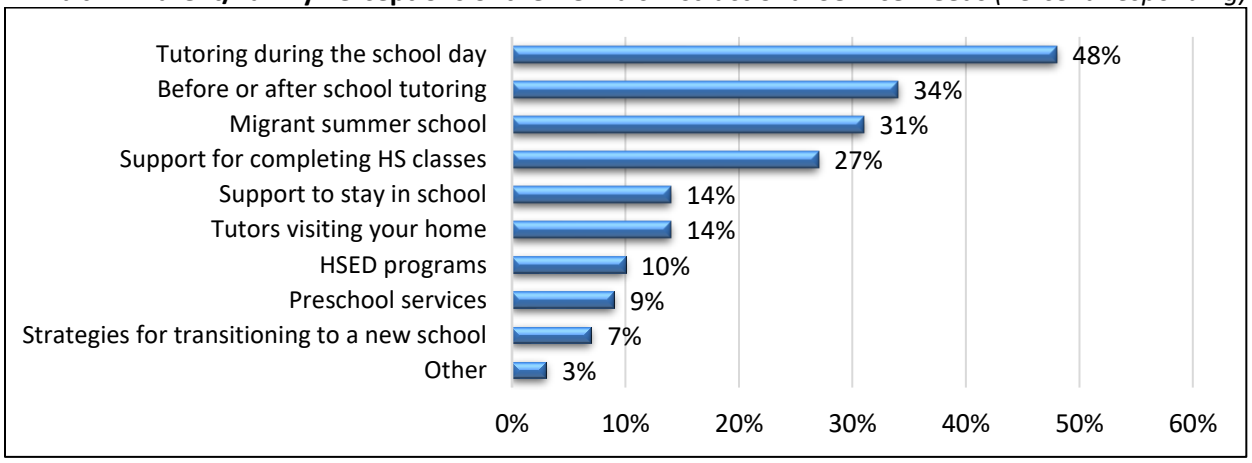
Exhibit 23: Parent/Family Perceptions of their Child's Learning Needs *(Percent Responding)*



Source: Texas LNA Family Needs Assessment Surveys

Exhibit 24 shows that 48 percent of parents and family members responding indicated that their children need tutoring during the school day, followed by before or after school tutoring (34 percent) and migrant summer school (31 percent).

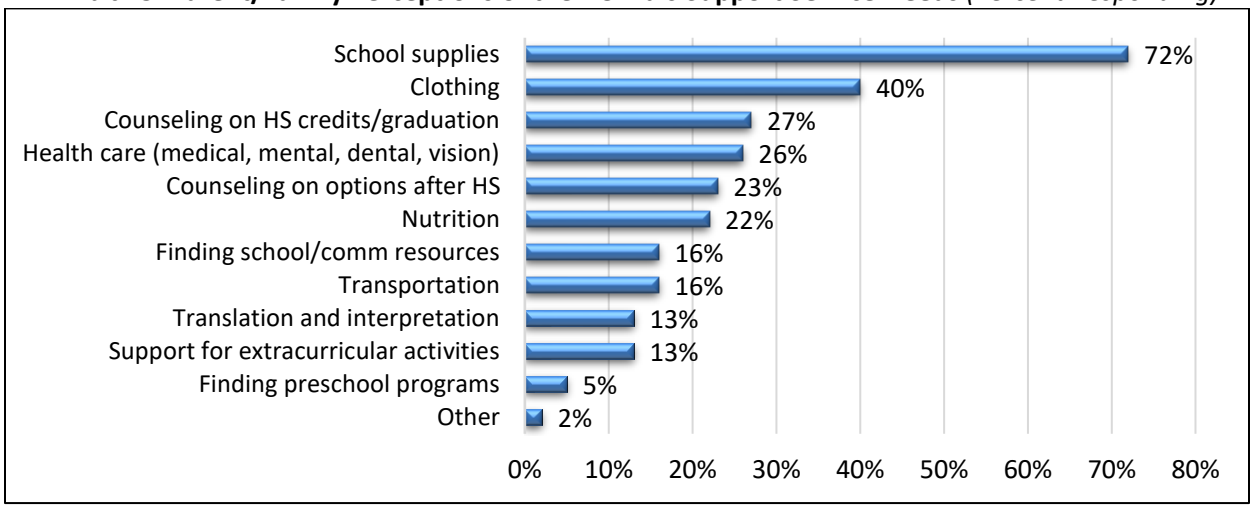
Exhibit 24: Parent/Family Perceptions of their Child's Instructional Service Needs *(Percent Responding)*



Source: Texas LNA Family Needs Assessment Surveys

Exhibit 25 shows that 72 percent of parents/family members responding reported that their children need school supplies, followed by clothing (40 percent).

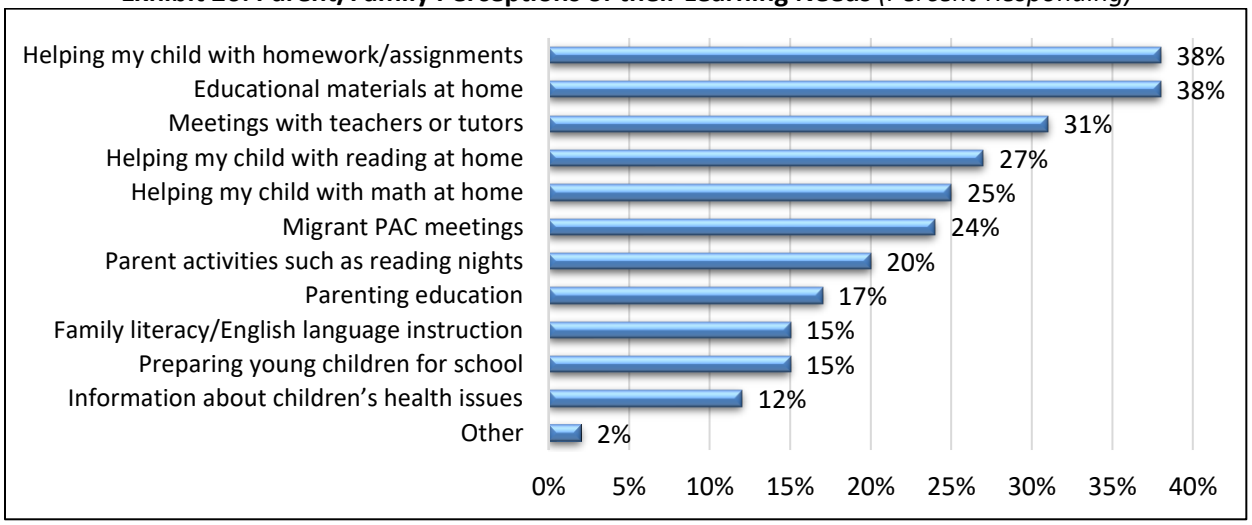
Exhibit 25: Parent/Family Perceptions of their Child's Support Service Needs *(Percent Responding)*



Source: Texas LNA Family Needs Assessment Surveys

When asked what they most need to be able to support their child's success in school, 38 percent of parents/family members responded that they need strategies to help their child with homework/assignments. Thirty-eight (38 percent) percent of parents/family members also reported that they need educational materials at home, followed by meetings with teachers or tutors (31 percent). Exhibit 26 provides the graph with these results.

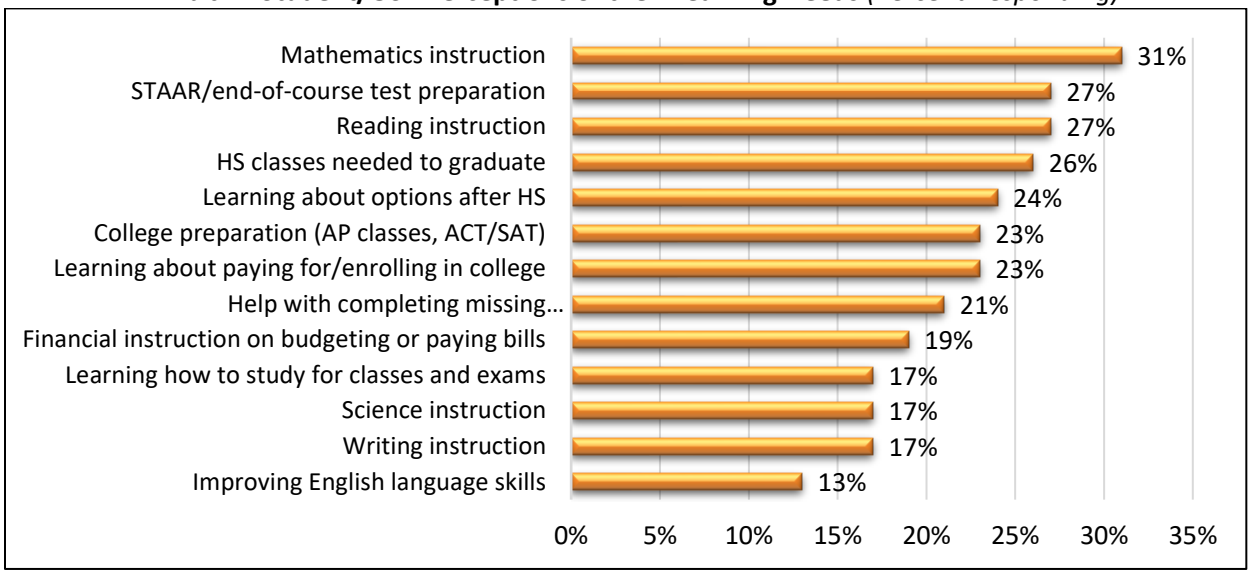
Exhibit 26: Parent/Family Perceptions of their Learning Needs *(Percent Responding)*



Source: Texas LNA Family Needs Assessment Surveys

Migratory students in grades 9-12 and OSY were asked to identify their greatest needs related to instruction and support services. A total of 1,254 students and 78 OSY responded to LNA surveys. Exhibit 27 shows that 31 percent of students/OSY responding indicated that they need mathematics instruction, followed by STAAR/end-of-course test preparation and reading instruction (27 percent each), and high school classes to graduate (26 percent).

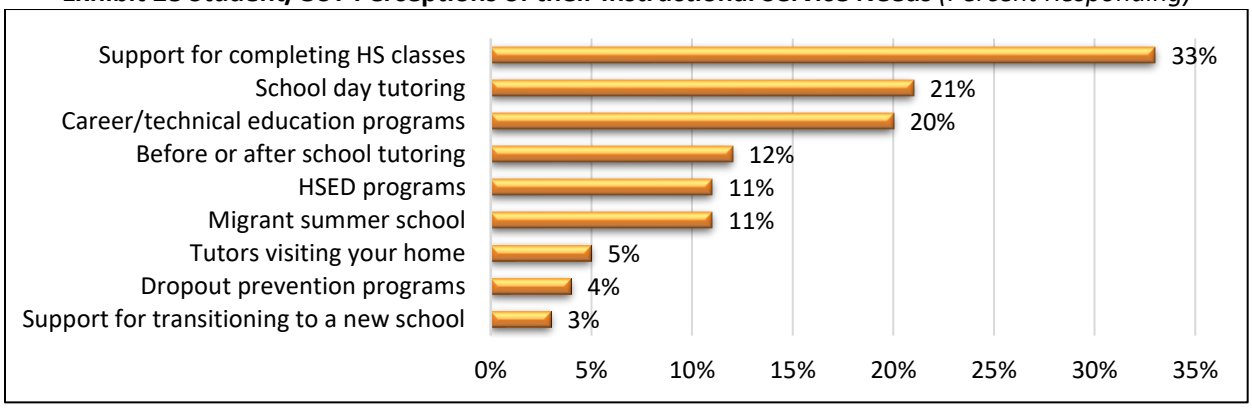
Exhibit 27 Student/OSY Perceptions of their Learning Needs *(Percent Responding)*



Source: Texas LNA Student/OSY Needs Assessment Surveys

Exhibit 28 depicts that 33 percents of students/OSY responding indicated that they need support for completing high school classes, followed by school day tutoring (21 percent) and career/technical education programs (20 percent).

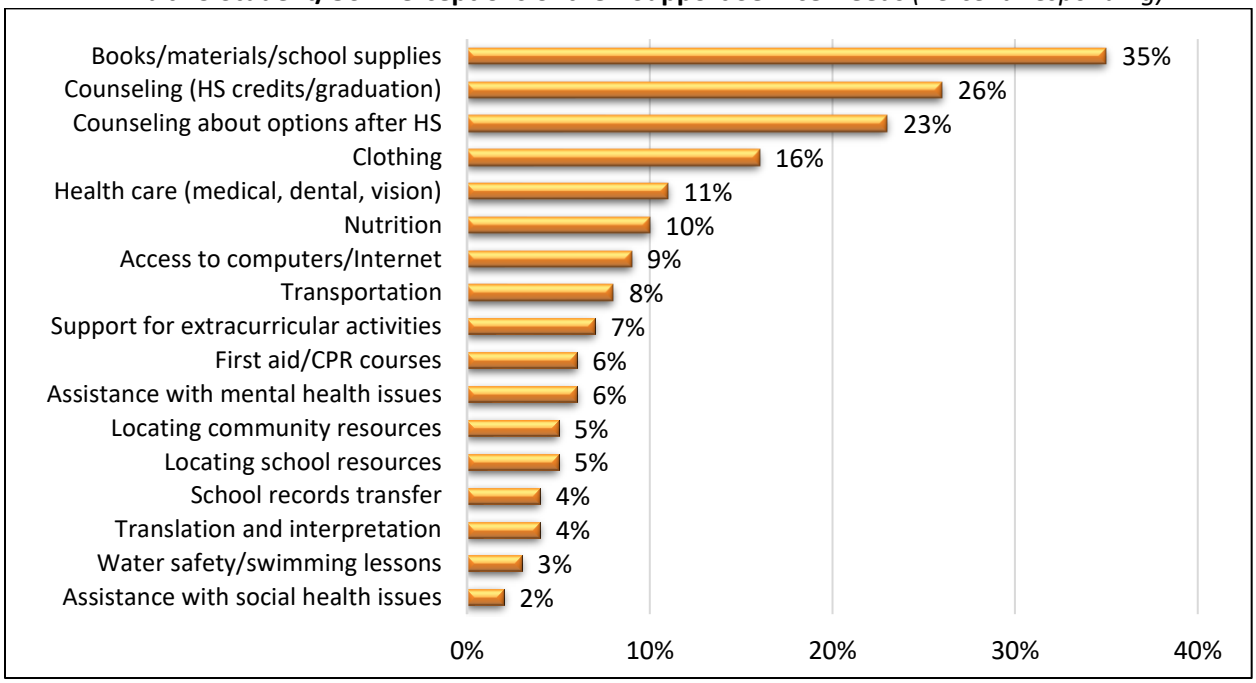
Exhibit 28 Student/OSY Perceptions of their Instructional Service Needs *(Percent Responding)*



Source: Texas LNA Student/OSY Needs Assessment Surveys

Migratory students and OSY were asked what they needed most to be successful in school and 35 percent reported they needed books/materials/school supplies. Twenty-six (26) percent indicated they needed counseling about high school credits and graduation and 23 percent indicated a need for counseling about options after high school. Exhibit 29 provides a graphic representation of student and OSY support service needs.

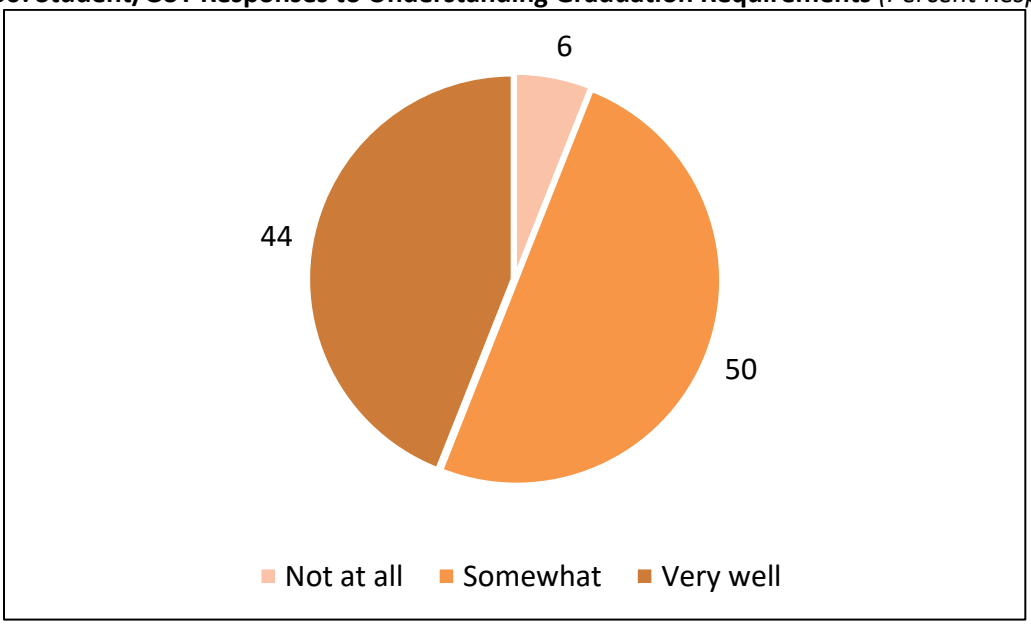
Exhibit 29 Student/OSY Perceptions of their Support Service Needs *(Percent Responding)*



Source: Texas LNA Student/OSY Needs Assessment Surveys

Migratory students and OSY were asked how well they understood their graduation requirements. Six percent indicated that they did not understand their graduation requirements at all, 50 percent indicated that they somewhat understood them, and 44 percent indicated that they understood the graduation requirements very well. Exhibit 30 is a graphic display of these results.

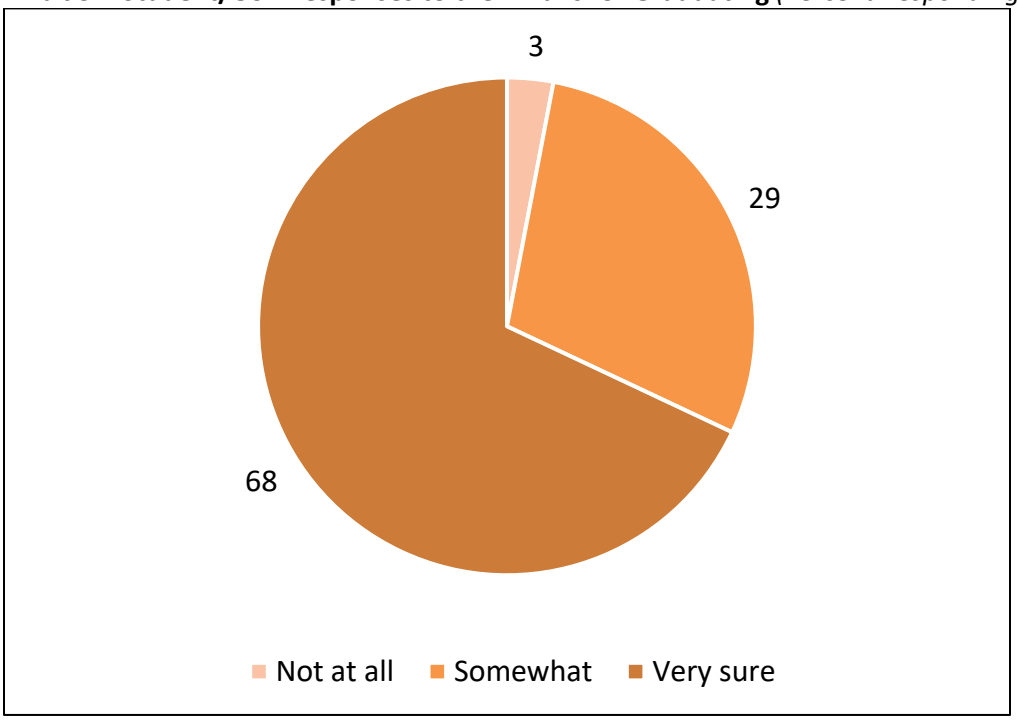
Exhibit 30: Student/OSY Responses to Understanding Graduation Requirements *(Percent Responding)*



Source: Texas LNA Student/OSY Needs Assessment Surveys

Migratory students and OSY were also asked how sure they were that they would graduate from high school. Three percent indicated that they were not at all sure, 29 percent indicated that they were somewhat sure, and 68 percent indicated that they were very sure. Exhibit 31 is a graphic display of these results.

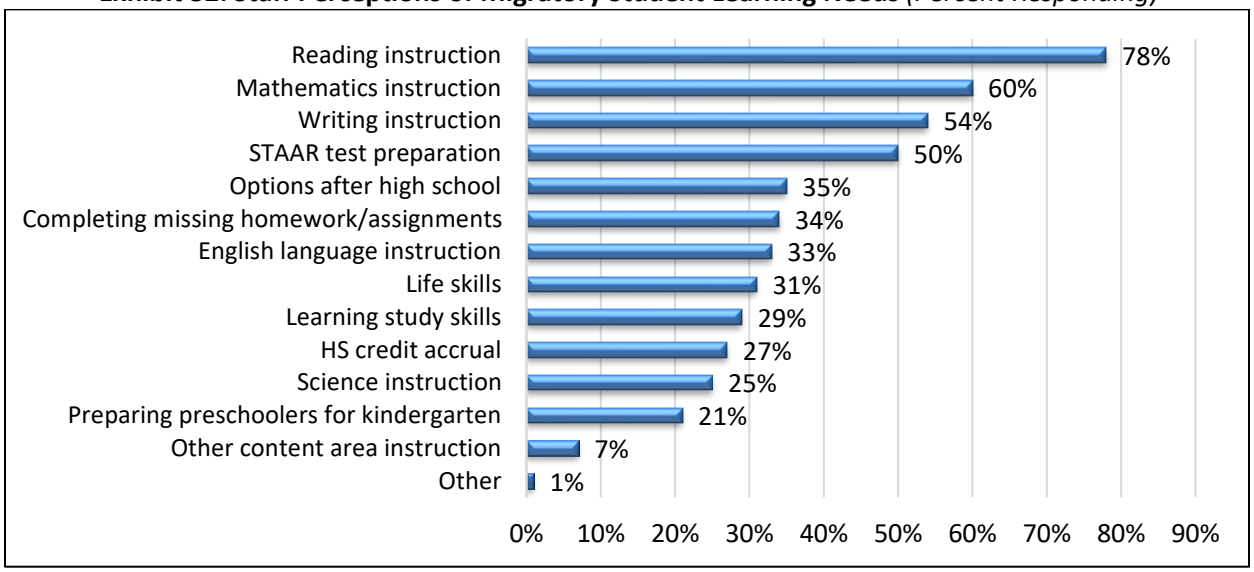
Exhibit 31: Student/OSY Responses to their Plans for Graduating *(Percent Responding)*



Source: Texas LNA Student/OSY Needs Assessment Surveys

MEP staff also were asked to identify migratory students' greatest needs related to instruction and support services. A total of 419 staff responded to LNA surveys. Exhibit 32 shows that 78 percent of staff responding indicated that migratory students need reading instruction, followed by mathematics instruction (60 percent), and writing instruction (54 percent).

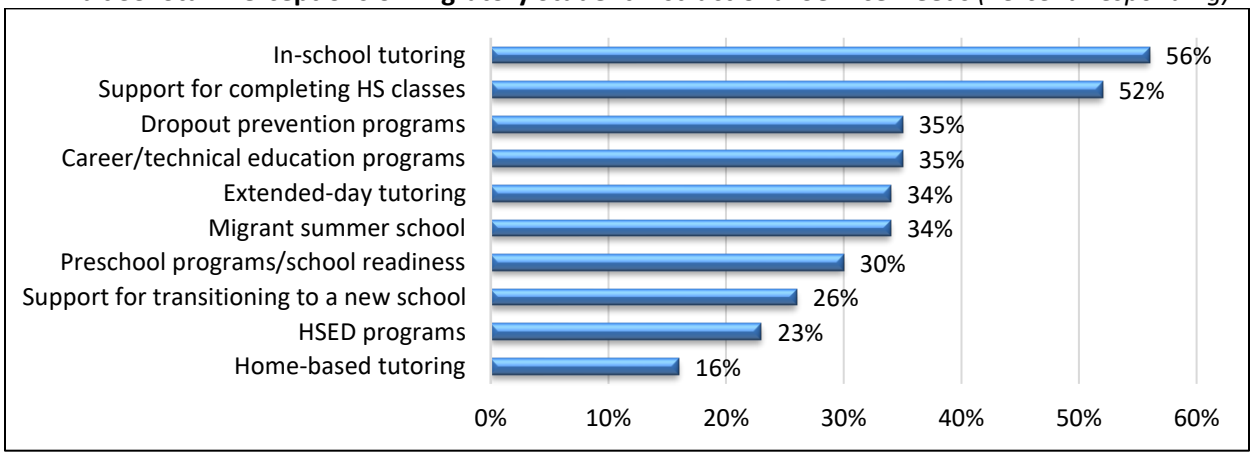
Exhibit 32: Staff Perceptions of Migratory Student Learning Needs *(Percent Responding)*



Source: Texas LNA Staff Needs Assessment Surveys

Exhibit 33 displays the supplemental instructional services staff report would most help migratory children and youth. Fifty-six (56) percent of staff responding indicated that migratory children and youth need in-school tutoring, followed by support for completing high school classes (52 percent).

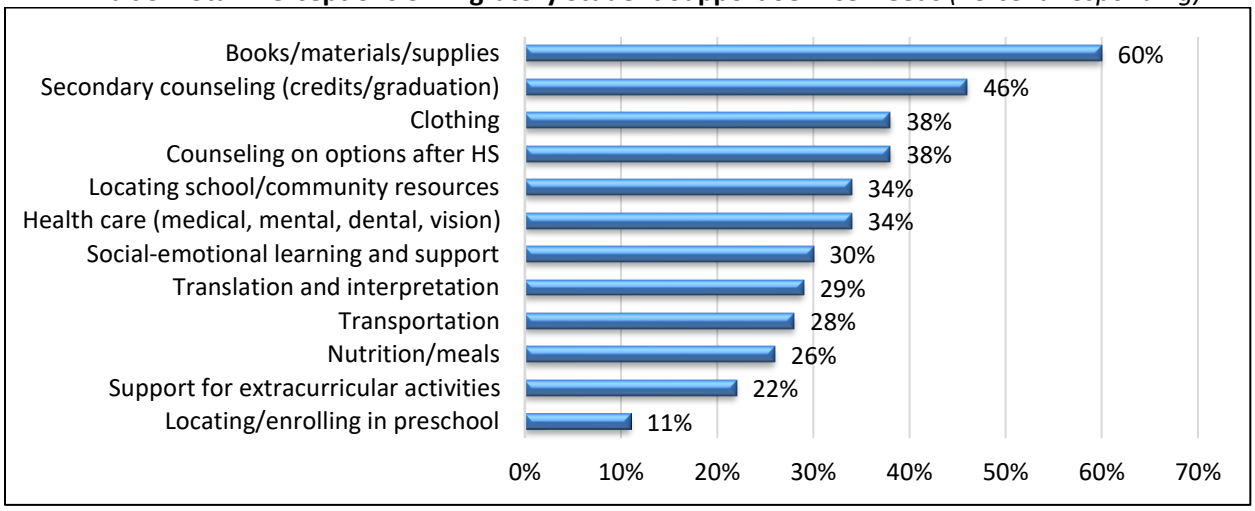
Exhibit 33: Staff Perceptions of Migratory Student Instructional Service Needs *(Percent Responding)*



Source: Texas LNA Staff Needs Assessment Surveys

Exhibit 34 shows that the largest percentage of staff responding indicated that students/OSY most need books/materials/supplies (60 percent), followed by secondary counseling (46 percent), and clothing and counseling on options after high school (38 percent each).

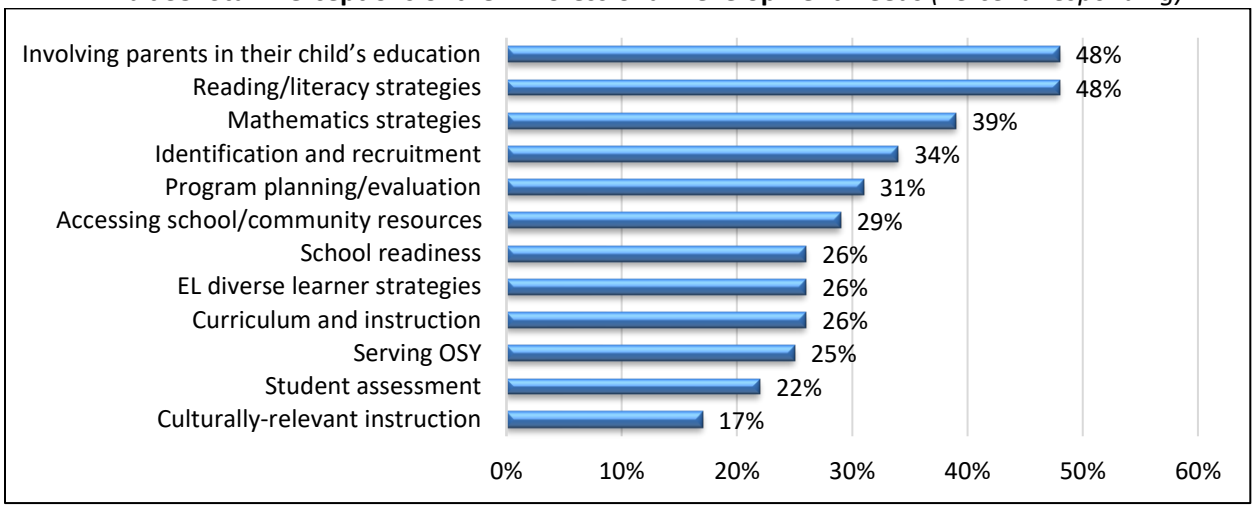
Exhibit 34: Staff Perceptions of Migratory Student Support Service Needs *(Percent Responding)*



Source: Texas LNA Staff Needs Assessment Surveys

The largest percentage of staff responding (48 percent) reported a need for PD addressing parent involvement and reading/literacy strategies, followed by mathematics strategies (39 percent) and PD on identification and recruitment (ID&R) (34 percent). Exhibit 35 provides a graphic display of these results.

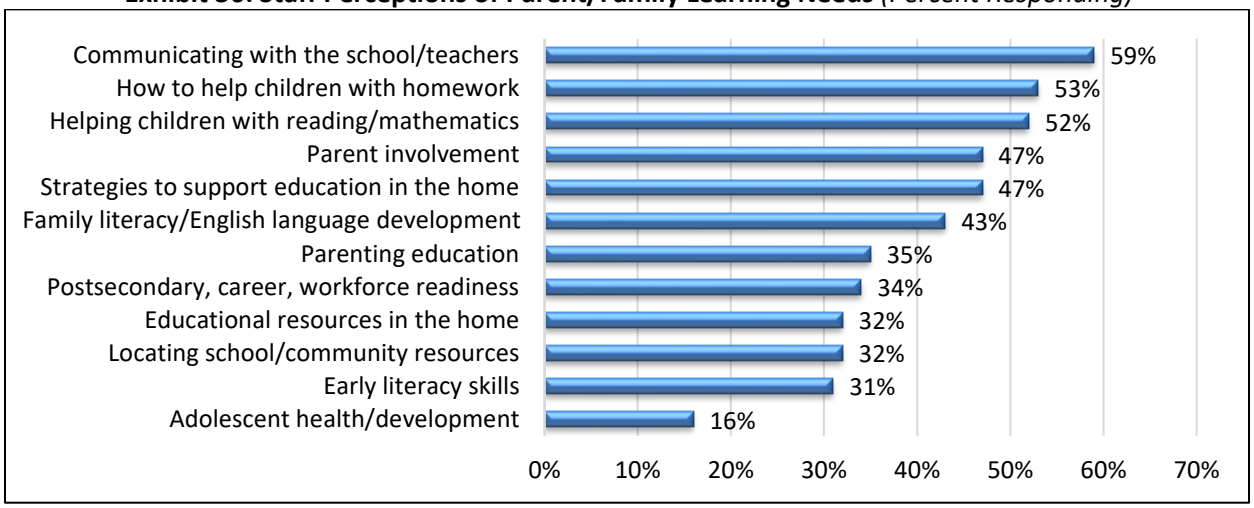
Exhibit 35: Staff Perceptions of their Professional Development Needs *(Percent Responding)*



Source: Texas LNA Staff Needs Assessment Surveys

According to staff surveyed, training needed most by parents of migratory students includes strategies for communicating with the school/teachers (59 percent), followed by ways to help their children with homework (53 percent) and strategies for helping their children with reading and mathematics (52 percent).

Exhibit 36: Staff Perceptions of Parent/Family Learning Needs *(Percent Responding)*



Source: Texas LNA Staff Needs Assessment Surveys

Parent Focus Group Responses

Needs assessment focus groups were conducted with migratory parents during virtual parent meetings. Parents were asked the following questions:

- What are your concerns? What keeps you awake at night?
- What do you think are some of the barriers that you feel are keeping other parents from attending meetings, etc.?
- What are some things that get in the way of your child's success in school?
- What have you observed to be your child's greatest learning needs?
- What services can the MEP provide to your children to support their learning/academic needs?
- What services can the MEP provide you, as a parent, to support your needs?

Responses and trends were shared with the NAC to further inform their decision-making. Following is a summary of the parents' comments that were unique to the data collected via the parent/family needs assessment surveys.

Concerns

- *Cell phones are a big distraction in the class. Students are not listening to the instruction and then they are lost when they are doing the assignments. Students should be prohibited from taking phones to school.*
- *Kids being able to continue their education after high school. I want them to be financially secure.*
- *No support at home. Parents are not able to help the student with homework due to lack of knowledge of what is being taught in class.*
- *Re-engaging OSY after they have gotten jobs and trying to get them back to graduate.*
- *Social media – our children don't pay attention to things they should. We need to have more communication with our children.*
- *Teachers don't always know how important the MEP is, especially young teachers who may not know and may not be trained.*
- *The economy and what the future holds for my children. I am concerned about what they will be faced with in the future and how expensive everything is. I'm concerned that they won't be able to purchase a home or a car.*

Barriers

- *Language – not being able to speak/understand English very well.*
- *Many have smaller children to take care of and are not able to attend parent meetings.*
- *Parents don't know about the meetings due to lack of communication. Social media is helpful to share information about upcoming meetings.*
- *Parents don't want to attend meetings if something isn't given or if there isn't something free for them. They don't value going just to learn about what is going on in school.*
- *Parents work; it's difficult. Parents prefer virtual meetings.*
- *Some parents don't have internet access or don't have the equipment or know how to use Zoom.*
- *Some parents don't see much changing, so they don't think there's no point in attending meetings.*
- *Work schedules.*

Children's Greatest Learning Needs

- *It is important for parents to spend time with their children reading together from a young age.*
- *Kids lack communication skills. Kids are embarrassed or are afraid to talk to their teachers. This might be partly due to the ease of communicating through texts on phones. When students need to talk to their teachers, they do not know how.*
- *Math and reading – these are the subjects where students need more support.*
- *Time management – my daughter is involved in many activities.*
- *We need a laptop and hot spot at home for my child to be able to complete his assignments.*

Phase III: Making Decisions

In Phase III of the CNA process, the key objective was to finalize concern statements and develop viable solutions to be used to set criteria for the development of the SDP. This section offers the final recommendations for concerns, data sources for the concerns, need indicators and statements, and the solutions identified by the NAC. The work of the NAC was documented in the CNA Decisions and Planning Chart which is kept on file with the Texas MEP.

Concerns are shown in rank order for each goal area. The NAC used the following criteria to rank concerns in terms of the magnitude in the gaps between "what is" and "what should be."

- Critical nature of the need
- Special needs of PFS students
- Degree of difficulty in addressing the need
- Risks/consequences of ignoring the need
- External factors such as State and local/district priorities and goals

The NAC identified possible solutions that the SDP Committee will use for the development of the strategies during the SDP planning process. The solutions are general guidelines based on the examination of migratory student needs. The development of solutions was guided by the following questions.

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

The charts on the following pages display the prioritized concerns, data sources for the concerns, need indicators and statements, and the solutions identified by the NAC for each of the four goal areas.

Prioritized Concerns, Data Sources, Need Indicators/Statements, and Possible Solutions

Goal Area 1: Reading Language Arts and Mathematics

Concern Statement	Data Source	Need Indicator/ Need Statement	Prioritized Solutions for the SDP
1-1) We are concerned that migratory students generally achieve lower passing rates on state RLA assessments, math assessments, and EOC assessments than non-migratory students.	2023 STAAR Data	**Indicators:** 32 percent of migratory students in grades 3-8 scored at M/M in RLA compared to 52 percent of non-migratory students; 28 percent of migratory students in grades 3-8 scored at M/M in math compared to 43 percent of non-migratory students; 29 percent of migratory students scored at M/M on the English I EOC compared to 54 percent of non-migratory students; 30 percent of migratory students scored at M/M on the English II EOC compared to 56 percent of non-migratory students; and 24 percent of migratory students scored at M/M on the Algebra I EOC compared to 45 percent of non-migratory students. **Statement:** The percentage of migratory students in grades 3-8 scoring at M/M in RLA needs to increase by 20 percentage points and 15 percentage points in mathematics to eliminate the gap between migratory and non-migratory students.	1-1a) Coordinate/provide supplemental reading and/or math instruction (targeted to specific TEKS) to migratory students based on disaggregated results from informal and/or formal assessments (e.g., before, after school, summer, virtual, center-based, home-based). 1-1b) Provide students with supplemental materials, resources, and instructional programs for the home including online learning programs (e.g., MEP portal K-12). 1-1c) Utilize state assessment test-taking skill tutorials. 1-1d) Provide PD for MEP and non-MEP staff to build awareness of MEP-funded and non-MEP-funded instructional tutoring services available.
1-2) We are concerned that migratory students are not receiving appropriate reading and math instructional services to meet their needs.	2022-23 CSPR Data 2022-23 Texas MEP Local Needs Assessment (LNA) Staff, Student/OSY, Parent Surveys	**Indicator**: 1) 14 percent of migratory students in grades K-8 received MEP reading instructional services and 11 percent received math instructional services; nine percent of migratory students in grades 9-12 received MEP reading instructional services and eight percent received math instructional services; 2) 59 percent of migratory families surveyed reported that their child needs the most help with reading instruction; and 53 percent reported that their child needs the most help with math instruction; 3) 31 percent of migratory students surveyed reported needing the most help with math instruction and 27 percent reported needing the most help with reading instruction; 4) 78 percent of staff surveyed reported migratory students needing the most help with reading instruction and 60 percent reported migratory students needing the most help	1-2a) Coordinate/provide supplemental instruction in the areas of math and reading based on the unique developmental needs of migratory students. 1-2b) Ensure MEP and non-MEP staff who work with migratory students are aware of the direct student services available through the special programs to support instruction in the district (e.g., special education, bilingual, Title III, C/T) by providing PD for MEP staff to build awareness of special programs currently available and the students who qualify or may be in need of support. 1-2c) Provide services to migratory children and youth during summer to reduce summer slide. 1-2d) Coordinate with other school staff to support the identified instructional needs of migratory students (e.g., provide awareness of the MEP to non-MEP staff, share CNA and

Concern Statement	Data Source	Need Indicator/ Need Statement	Prioritized Solutions for the SDP
		with math instruction; 5) all groups surveyed reported needing help with STAAR/EOC test preparation (27 percent of students. 42 percent of families, and 50 percent of staff). **Statement:** The percentage of migratory students receiving reading and math instructional services needs to increase.	SDP with non-MEP staff, meet with campus administrators, emails and phone calls to non-MEP staff, beginning of year meeting between MEP staff and special program staff in district, follow up meetings, ongoing communication). 1-2e) Provide supplemental instructional services by a classroom/content area teacher. 1-2f) Educate MEP staff and non-MEP staff, including teachers, paraprofessionals, counselors, and administrators on the unique needs of migratory students to ensure student success (e.g., presentation on the MEP, list of unique migratory student needs, cultural sensitivity training, roles and responsibility for all staff supporting migratory students). 1-2g) Utilize Project SMART when providing summer supplemental services in mathematics to migratory students. 1-2h) Empower migratory parents and students by providing self-advocacy training so they have the tools to access needed support (e.g., individual parent meetings, phone calls, Parent Advisory Council [PAC] meetings, student conferences). 1-2i) Provide training for migratory parents and students on the use of supplemental materials, resources, and instructional programs. 1-2j) Utilize MEP funds to cover fees when no other funding source is available (e.g., instrument, technology, AP course, dual credit course).

Goal Area 2: School Readiness

Concern Statement	Data Source	Need Indicator/ Need Statement	Prioritized Solutions for the SDP
2-1) We are concerned that migratory children ages 3-5 are not receiving instructional services due to limited access to, resources for, and guidance on services and existing programs (e.g., LEA programs, Head Start, community programs, ABB).	TX-NGS 2022-2023 as Reported in the 2022-23 Texas MEP Evaluation Report	**Indicator:** 57 percent of the eligible migratory children ages 3-5 (not in kindergarten) participated in an MEP- or non-MEP-funded preschool service. **Statement:** The percentage of migratory children ages 3-5 receiving MEP- or non-MEP-funded instructional services needs to increase.	2-1a) Collaborate with LEA school programs and promote early childhood services/programs to migratory parents (e.g., MEP staff to assist in distributing information at different community offices such as WIC, clinics, agencies). 2-1b) Coordinate/provide hands-on/virtual (live or recorded) parent workshops to show parents how to access and determine if they are eligible for available resources including services such as speech, SPED, through the district for their children (e.g., free resources/ websites to promote school readiness at home). 2-1c) Prepare a resource/information packet for parents of migratory children and youth with available early childhood education programs and services in the community. 2-1d) Provide parents access to, and deliver, MEP-funded existing materials such as TMEP, IDRC Student and Family Resource Portal, ABB and/or any other supplemental materials as needed. 2-1e) Provide migratory parents with resources/activities that are developmentally appropriate for migratory children (e.g., list of free websites to promote school readiness at home, library cards to lend books for parents, online read-aloud platforms, TEA and Texas PBS At-Home Learning and Curriculum Initiatives). 2-1f) Collaborate, advocate, and coordinate with other programs to provide early childhood services (e.g., Head Start, Early Head Start, ESC staff). 2-1g) Provide materials and resources for migratory children to use in the home with their parents (e.g., books, supplies, tablets, internet).
2-2) We are concerned that families of migratory children ages 3-5 are not aware of the importance of early childhood education and preschool programs and their impact on school readiness.	2022-23 LNA Family Survey NAC Expert Opinion	**Indicators:** 1) 15 percent of families surveyed indicated a need for support in preparing young children for school; 2) the experts on the NAC indicated that families of children ages 3-5 need resources to support school readiness; 3) the experts on the NAC also indicated that families and staff need training to help raise the awareness of early childhood school readiness programs (e.g., early	2-2a) Host informational meetings (live/virtual) for families to provide awareness about the MEP ABB program and other ESC programs to explain the benefits and importance of school readiness (e.g., PAC, parent workshops, flyers, community events). 2-2b) Invite migratory parents of preschool children to district-sponsored parenting classes targeting school readiness/literacy. 2-2c) Promote family literacy.

Concern Statement	Data Source	Need Indicator/ Need Statement	Prioritized Solutions for the SDP
		childhood development, social/developmental skills, age-appropriate behavior). **Statement:** The percentage of parents of migratory preschool-age children receiving information and training on the importance of early childhood education programs and their impact on school readiness needs to increase.	2-2d) Coordinate with Title I, Part A to provide information about preschool services to migratory children and bring awareness to parents. 2-2e) Disseminate P2-P3 packet to be given when residency verification is done. 2-2f) Utilize school leadership like NHS to provide childcare during parent and family events or parent meetings.

Goal Area 3: High School Graduation/Services to OSY

Concern Statement	Data Source	Need Indicator/ Need Statement	Prioritized Solutions for the SDP
3-1) We are concerned that enrolled secondary aged migratory students are not graduating at the same rate as non-migratory students.	2022-23 TX-NGS (MEP) and TEA 2021-22 Graduation Report	**Indicators:** 55 percent of migratory students graduated compared to 89.7 percent of non-migratory students; 46 percent PFS students and 61 percent non-PFS students **Statement:** The percentage of migratory students graduating needs to increase by 35 percentage points (44 percentage points for PFS students and 29 percentage points for non-PFS students).	3-1a) Provide access to services and tools with intrastate and interstate collaboration based upon progress monitoring. 3-1b) Coordinate with MEP and non-MEP staff to monitor progress of migratory students to ensure they are on track for graduation. 3-1c) Coordinate and collaborate with secondary school counselors and administrators to provide credit accrual/recovery options to migratory students who are lacking credits. 3-1d) Coordinate and collaborate with secondary school counselors and administrators to ensure appropriate credits have been awarded (consolidation). 3-1e) Survey migratory high school students and OSY to identify the motivators for them to continue school and pursue post-secondary plans.
3-2) We are concerned that enrolled 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.	2023 STAAR English I EOC Results 2023 STAAR Algebra I EOC Results	**Indicator:** 1) 29 precent of migratory students scored at M/M on the English I EOC compared to 54 percent of non-migratory students; 2) 24 percent of migratory students scored at M/Mon the Algebra I EOC compared to 45 percent of non-migratory students. **Statement:** The percentage of migratory students scoring at M/M on the English I EOC needs to increase by 25 percentage points and 21 percentage points for the Algebra I EOC.	3-2a) Coordinate and collaborate with other programs to ensure migratory students receive appropriate and targeted instruction. 3-2b) Coordinate and collaborate with other MEP and non-MEP staff/programs to conduct transcript reviews for transferring credits from out-of-state and to provide opportunity to continue courses started. 3-2c) Coordinate and collaborate with LEA staff to provide student orientation and access to services/tools for migratory students enrolling late and/or withdrawing early. 3-2d) Coordinate, collaborate, and advocate for migratory students to gain access to needed resources, including access to advanced courses (e.g., AP and dual credit) and career exploration.
3-3) We are concerned that 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	2022-23 LNA Staff and Student/OSY Surveys	**Indicator:** 1) 46 percent of staff surveyed indicated that students need secondary counseling and 38 percent indicated that students need counseling on options after HS; 2) 26 percent of students/OSY surveyed indicated a need for assistance with HS classes needed to graduate, 24 percent indicated a need for support learning, and 33 percent reported a need for support for completing HS classes.	3-3a) Provide a variety of opportunities and individuals to interact with migratory students and OSY on a regular basis to build relationships and ensure awareness and access to credit accrual resources (e.g., counselors, Texas Migrant Interstate Program [TMIP], graduation specialists, CAMP staff). 3-3b) Collaborate with the Texas Workforce and other similar agencies to offer apprenticeships and career readiness programs.

Concern Statement	Data Source	Need Indicator/ Need Statement	Prioritized Solutions for the SDP
setting, career exploration, etc.		**Statement:** The percentage of secondary aged migratory students and OSY receiving support with appropriate course and grade-level placement needs to increase.	3-3c) Work closely with districts to identify OSY and provide pathways to graduation or to obtain their HSE, including HEP. 3-3d) Coordinate/collaborate to conduct transcript reviews for transferring credits from out-of-state.
3-4) We are concerned that migratory OSY have limited access to, guidance on, and resources for services and existing programs (e.g., HSE, HEP, CAMP, job training, workforce, community resources).	NAC Expert Opinion 2022-23 CSPR Data	**Indicators:** 1) The experts on the NAC report that migratory OSY have limited access to services and existing programs; 2) 31 percent of eligible OSY received an MEP-funded service during the performance period; 3) three percent of OSY received an MEP-funded instructional service **Statement:** The percentage of migratory OSY receiving access, guidance, and resources for services and existing programs needs to increase.	3-4a) Make referrals based on needs identified in the OSY Profile. 3-4b) Prepare an OSY resource/information packet for personnel working with migratory students to use while interviewing OSY.

Goal Area 4: Non-Instructional Support Services

Concern Statement	Data Source	Need Indicator/ Need Statement	Prioritized Solutions for the SDP
4-1) We are concerned that staff who work with migratory children need high-quality PD to better understand, support, and coordinate academic and social-emotional services to meet their identified needs.	2022-23 Staff LNA Survey NAC Expert Opinion	**Indicators:** 1) 48 percent of staff surveyed reported a need for PD that helps involve parents in their child's education; 48 percent indicated a need for reading/literacy strategies; 39% indicated a need for math strategies; and 34 percent indicated a need for ID&R staff development; 2) the experts on the NAC report that MEP-funded districts need ongoing and continuous support and information about general knowledge of the MEP and support services. **Statement:** The percentage of staff receiving PD related to the understanding, support, and coordination of academic and social-emotional services for migratory children needs to increase.	4-1a) Coordinate/collaborate efforts to educate MEP and non-MEP staff including, but not limited to, teachers, counselors, and administrators who work with migratory students to ensure their unique needs are met in the area of academic and social-emotional needs. 4-1b) Provide training to MEP and non-MEP staff who work with migratory students on MEP programs and resources (e.g., Project SMART, IDRC, TMEP, iSOSY). 4-1c) Coordinate/collaborate with school district programs, ESCs, and other service providers to provide training to MEP and non-MEP staff to address the social-emotional and academic needs of migratory children and youth (e.g., SPED, GT, Title IA, Title III).
4-2) We are concerned that migratory children are not receiving, or have limited access to, targeted non-instructional support services (e.g., school supplies, clothing, healthcare support, glasses).	2022-23 Family, Staff, Student/OSY LNA Surveys	**Indicators:** 1) 72 percent of families, 60 percent of staff, and 35 percent of students/OSY surveyed indicated that school supplies are needed; 2) 40 percent of families, 38 percent of staff, and 16 percent of students/OSY surveyed indicated that clothing is needed; 3) 26 percent of families and 11 percent of students/OSY surveyed indicated a need for healthcare support. **Statement**: The percentage of migratory children and youth receiving targeted non-instructional support services needs to increase.	4-2a) Coordinate with other programs, agencies, and state and LEA programs that provide support services (e.g., clinics, food banks) 4-2b) Coordinate/provide support services that address the identified non-instructional support services of migratory children and youth. 4-2c) Provide students with information about supplemental materials, resources, and technology (e.g., laptop, tablets, hotspot). 4-2d) Coordinate with IDRC or other grants that provide hotspots for the community.
4-3) We are concerned that migratory families need coordinated training and resources on strategies to support their children's learning (e.g., accessing school resources, strategies for helping children learn at home).	2022-23 Family and Staff LNA Surveys	**Indicators:** 1) 38 precent of families surveyed indicated a need for training on how to help children with homework assignments and a need for educational materials at home to help their child; 2) 53 percent of staff surveyed indicated that parents need training on how to help their children with homework. **Statement:** The percentage of families receiving training and resources on strategies to support migratory children's learning needs to increase.	4-3a) Coordinate with other programs to communicate with parents to ensure awareness of how and when to participate in their child's education. 4-3b) Provide self-advocacy training to parents on accessing schoolwide resources available to support their child's learning (e.g., navigating the school portal for grades, attendance, policies). 4-3c) Use the AIIMS Portal to provide ongoing support for parents.

Concern Statement	Data Source	Need Indicator/ Need Statement	Prioritized Solutions for the SDP
			4-3d) Collaborate with Safe & Effective Schools to meet the needs of students and parents on resources appropriate to children's ages. 4-3e) Collaborate with other after-school programs to meet the needs to support students.
4-4) We are concerned that migratory children and their families need coordinated support on how to access and utilize community services.	2022-23 LNA Parent and Staff Surveys Parent Recommendations from the 2021-22 Texas MEP Evaluation	**Indicators:** 1) 16 percent of parents surveyed indicated a need for finding school/community resources and 32 percent of staff surveyed indicated a need for supporting parents with finding school-community resources; 2) parents' recommendations from the Texas MEP 2021-22 evaluation included a need for access to computers, help with bills, and other supplemental services. **Statement:** The percentage of migratory families accessing community resources needs to increase.	4-4a) Coordinate services between migratory parents and community services. 4-4b) Develop and disseminate a list of local community agencies that provide support services. 4-4c) Collaborate with mental health awareness programs and services.

Summary and Next Steps

Evidence-based Conclusions and Recommendations

Needs assessment data reflect a wide range of migratory student needs that helped to inform the NAC and will help decisionmakers tasked with the planning and coordination of supplementary MEP services during the SDP process in 2024-25. Decisions about all possible programs and sources of available assistance are considered in this process. Specifically, increased direct instruction in reading and math is necessary for all migratory students so they are able to score proficient on STARR assessments. The available data also indicate a need for MEP services including counseling and parent engagement and training opportunities. To support these conclusions, the following summary is presented on the needs of migratory students in Texas.

High Mobility	High mobility is a factor related to school failure. Almost half of Texas's migratory children/youth had qualifying moves during the 2022-23 performance period, with mobility increasing over the past several years.
Reading Language Arts and Mathematics Needs	STAAR RLA and mathematics assessment results show that Texas's migratory students in grades 3-8 and high school have a need for intensive supplemental RLA and mathematics instruction to bring them up to proficiency. There are large gaps between migratory and non-migratory students in both RLA and mathematics. In addition, survey results indicate a critical need for migratory students to improve their RLA and math skills. Based on these results, statewide priority should concentrate on direct supplemental instructional services for migratory students to help them improve their RLA and mathematics skills. The MEP should place emphasis on intensive instructional programs during the regular school year and summer to build student proficiency in these two areas.
English Language Development Needs	Forty-three (43) percent of Texas's migratory students are ELs. In addition, survey results indicate a need for migratory students to improve their English language skills to reduce barriers to learning. There is a need for increased coordination with Title I Part A and Title III to provide intensive instruction to ensure that migratory ELs have the language skills to be successful in school. When no other services are available, there is a need for the MEP to provide English language instructional services to ensure that migratory students have the English language skills needed to succeed academically.
Preschooler Needs	Approximately one-third of the migratory children ages 3-5 participated in preschool programming in 2022-23. Parents and staff surveyed report a need for young migratory children to be prepared for school. As a result, there is a need for the Texas MEP to increase school readiness services/access to quality school readiness services for preschool migratory children to ensure that they have the skills needed to be successful in kindergarten.
High School Student Needs	Parents, students/OSY, and staff surveyed reported a need for information about options after graduation (career/college) and help with earning credits needed to graduate. There is a need for the Texas MEP to provide counseling services to migratory students in grades 9-12. It is critical that the Texas MEP provide

	individualized mentoring and support to high school students to ensure that they are on track for graduation and prepared for post-secondary education and careers.
OSY Needs	There is a significant gap between the number of eligible OSY and the percentage of OSY served. Since the needs of migratory OSY are different than those of in-school students, the Texas MEP should continue to identify OSY needs and provide individualized, needs-based services that help OSY achieve academically and/or receive needed services. It is also important to continue to provide professional development to staff serving OSY to ensure that they have the knowledge, skills, and tools to be able to address the needs of migratory OSY.
Professional Development Needs	There is a continuing need to build the capacity of MEP staff to serve the unique needs of migratory children and youth in Texas. The largest percentage of staff responding to surveys reported a need for professional development addressing parent involvement, followed by reading/literacy strategies and strategies for math. The Texas MEP should utilize staff responses for professional development needs on the LNA surveys to inform future professional development to MEP staff.
Parent and Family Needs	Migratory parents and family members responding to surveys expressed that MEP services need to focus on ways to help their children with homework/assignments, assistance with educational materials at home, and facilitation of meetings with teachers/tutors. Staff surveyed agreed with parents/family members, with a large percentage reporting that parents need strategies for helping their children with homework.

Next Steps in Applying the Results of the CNA to Planning Services

The CNA report will be distributed statewide to ESC directors and training will be provided. In addition, the TEA MEP team will help provide guidance on the CNA process and how the results will be used as a foundation for the service delivery planning process.

As part of the MEP Continuous Improvement Cycle, the next step for the Texas MEP is to use the information contained in this CNA report to inform the comprehensive state service delivery planning process during 2024-25. The Texas MEP SDP, which will be facilitated by META Associates and guided by the processes outlined in the MEP SDP Toolkit (U.S. Department of Education, 2018), will be Texas's plan for the delivery of services to meet the unique educational needs of its migratory students that serves as the basis for the use of all MEP funds in the State. The Texas MEP SDP will articulate a clear vision of:

- performance goals and targets, especially as they relate to the provision of services for PFS migratory students;
- the State's MEP MPOs and how they help achieve the State's performance targets;
- the services the MEP will provide on a statewide basis;
- how to evaluate whether and to what degree the program is effective; and
- plans for ID&R, migratory children identified to receive PFS, parent/family engagement, exchange of student records, and implementation and accountability in local programs.

In response to the requirements put forth by OME, Texas will: (1) update the CNA every three years to reflect changing demographics and needs [or more frequently if there is evidence of a change in the

needs of migratory children]; (2) change performance targets and/or MPOs to reflect changing needs and changes made by the state of Texas in its State performance targets; (3) use evaluation results to change/modify MEP services; and (4) change the MEP evaluation design to reflect changes in needs/ evaluation results.