TOOLKIT

Conducting a Title I, Part C Education Program Local Needs Assessment (LNA)

Texas Education Agency
Title I, Part C Program
1701 North Congress Avenue
Austin, TX 78701

Updated
October 2025

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Acronyms and Abbreviations Used in the LNA

CNA	**Comprehensive Needs Assessment**
EL	**English learner**
ESC	**Education Service Center**
ESEA	**Elementary and Secondary Education Act of 1965**
ESSA	**Every Student Succeeds Act of 2015**
LEA	**Local Education Agency**
LNA	**Local Needs Assessment**
LNAC	**Local Needs Assessment Committee**
TXMEP	**Texas Title I, Part C Education Program**
TX-NGS	**Texas New Generation System**
OME	**Office of Migrant Education (U.S. Department of Education)**
PFS	**Priority for Services**
QAD	**Qualifying Arrival Date**
SDP	**Service Delivery Plan**
SEA	**State Education Agency**
TEA	**Texas Education Agency**

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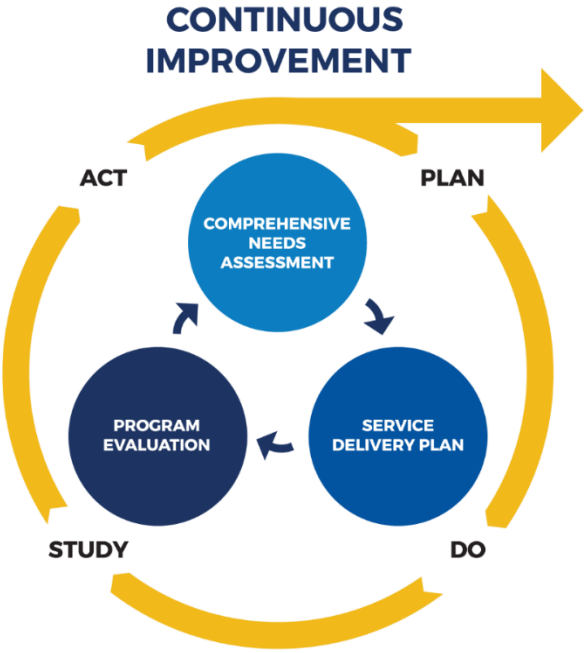
TEXAS TITLE I, PART C EDUCATION PROGRAM LOCAL NEEDS ASSESSMENT (LNA) TOOLKIT

1 What is the Purpose of the Local Needs Assessment Toolkit?

The purpose of the Texas Education Agency (TEA) Title I, Part C Education Program (TXMEP) *Local Needs Assessment (LNA) Toolkit* is to provide local program staff with guidance and resources to assess the needs of migratory students as required by federal regulations (see Section 2). This assessment takes into account what has been done in the past and identifies continuing needs and priorities. In addition, it proposes successful solutions that can be incorporated to move the program closer to achieving federal program and state performance goals.

The state Comprehensive Needs Assessment (CNA) and LNA is part of the U.S. Department of Education Office of Migrant Education's (OMEs) Continuous Improvement Cycle, as depicted in the figure below. In this cycle, each step in developing a program: assessing needs, identifying strategies, implementing them, and evaluating the results, builds on the previous activity and informs the subsequent activity. The CNA identified needs statewide (see Appendix B for the statewide needs identified in the most recent Texas CNA [2024]). The LNA provides an opportunity to review local data on migratory students, identify needs, and propose research-based solutions to meet those needs.

The LNA process presented in this *Toolkit* **can be adapted** to the resources and organizational structures in specific local settings. LNA results can be used to inform ESSA Consolidated Federal Grant Application, program services, and ways to improve services to migratory students and their families. LNA results can be used to help inform the LNA Action Plan found in Appendix A (Tool 3-1) as well as guide local Title I, Part C decision makers who work with staff and parents to develop materials and resources to support migratory students' academic instruction as well as the delivery of supportive services. LNA results should serve as the foundation for all decisions about services, resource allocation, and staff and parent development.



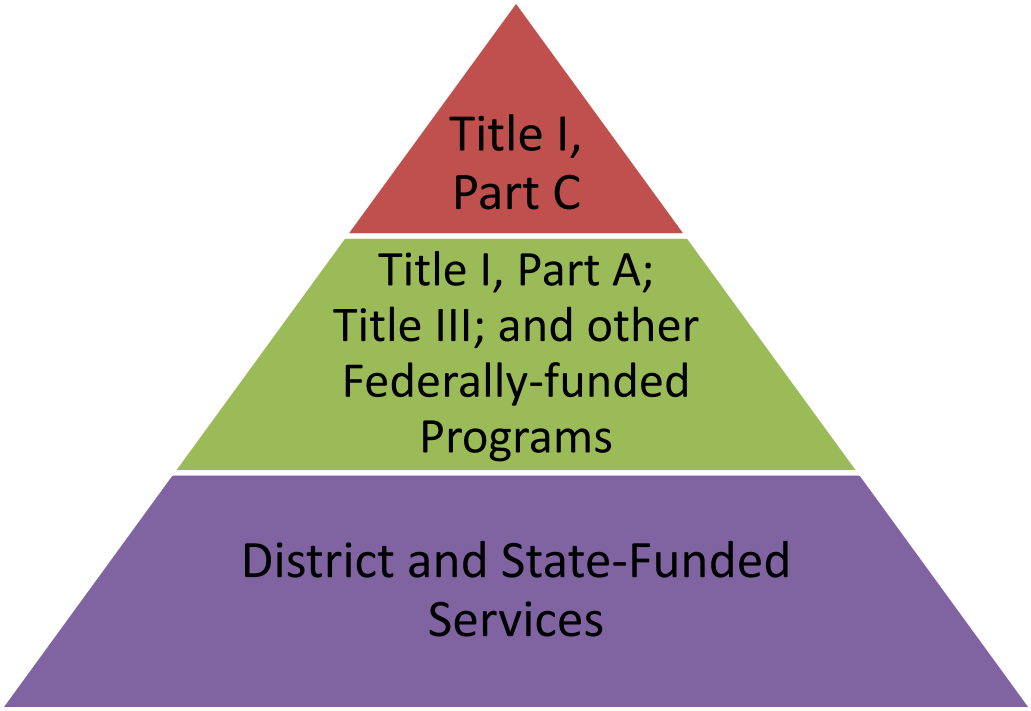
Source: OME CNA/SDP Toolkits (2018)

This *Toolkit* provides a blueprint for local MEP staff to create an LNA for their site. It helps staff make decisions about which students to target for programs and services, and provides advice

about how to conduct the LNA, how to analyze needs assessment data, and how to use the results to plan services. Key to the LNA process is making the connection between the LNA results and the local delivery of program services.

The use of this *Toolkit* and the development of the LNA should provide the opportunity for local school systems to clearly see where other funding sources are already in place to meet the unique needs of migratory students and where the school system needs to use Title I, Part C funds to supplement existing services and/or provide additional services.

Through school systems, the MEP helps children and youth by providing **supplementary services** beyond those provided in schools. Title I, Part C funds are the *"funds of last resort"* and should never be used to provide services to all students. Services provided by school systems or Title I, Part C-funded staff should be in alignment with the activities outlined in the Title I, Part C Service Delivery Plan. As illustrated below, Title I, Part C funds are to provide supplementary services for migratory students. They cannot be used to supplant programs or services provided to all students (migratory students included) funded by state, district, and other federal funds.



2 What are the Legal Requirements for CNA/LNA?

Three main documents inform and guide Title I, Part C programs and their service delivery. They are the:

- Elementary and Secondary Education Act (ESEA), Section 1306, *Comprehensive needs assessment and service delivery plan; authorized activities*
- Code of Federal Regulations, Title 34, 200.83, *Responsibilities of SEAs to implement projects through a comprehensive needs assessment and a comprehensive state plan for service delivery* (http://www.gpo.gov/fdsys/pkg/CFR-2011-title34-vol1/pdf/CFR-2011-title34-vol1.pdf)
- *Non-Regulatory Guidance: Education of Migrant Children under Title I, Part C of the Elementary and Secondary Education Act of 1965* (specifically Chapter IV – Comprehensive Needs Assessment and Service Delivery Plan)

The ESEA as amended by the Every Student Succeeds Act (ESSA) of 2015, the statute that authorizes the Title I, Part C Education Program, requires states to conduct a CNA. The ESEA requires that a state that receives funds to ensure that both the state and "its local operating agencies address the special educational needs of migratory children in accordance with a plan that", in part, (ESEA, Section 1306):

- provides that migratory children will have an opportunity to meet the same challenging state academic content standards and academic achievement standards that all children are expected to meet (a)(1)(C) State applications for funds will include (ESEA, Section 1304);
- a description of the state's priorities for using funds and how those priorities connect with the needs assessment (b)(4); and
- how the state will determine the amounts to be awarded to local operating agencies as subgrants (b)(5).

In addition, program regulations in 34 C.F.R. 200.83 state that a needs assessment (which is to be included in a state comprehensive plan) must identify and assess "the unique educational needs of migratory children that result from the children's migrant lifestyle" and other needs that must be met in order for migratory children to participate effectively in school (a)(2)(i, ii). The *Guidance* explains that an assessment plan should:

- guide the overall design of Title I, Part C on a statewide basis (p. 55, "IV. CNA and Service Delivery Plan [SDP]");
- help local operating agencies and state education agencies (SEAs) prioritize needs of migratory children (p.55, "IV. CNA and SDP"); and
- provide the basis for the SEA to subgrant Title I, Part C funds (p. 134, "XI. State Administration," "B. Subgranting," "B10. How does the SEA take into account the needs of migratory children in determining the amount of the subgrant?").

Guidance also explains that a needs assessment is *comprehensive* as long as it:

- includes both needs identification and the assessment of potential solutions;
- addresses all relevant performance targets established for migratory children (e.g., proficiency in reading and mathematics, graduation, reduction in the dropout rate, and any other program goal set for migratory children by the state);
- identifies the needs of migratory children at a level that is useful for program design; and
- is conducted on a statewide basis, collecting data from appropriate target groups (e.g., parents, teachers, administrators) and examines need data disaggregated by key subgroups.

States must conduct a CNA in order to develop a comprehensive state SDP that addresses the special educational needs of migratory children. SEAs and local operating agencies are required to design and operate their programs based on a current CNA (34 CRF 200.83). Because the SDP is the basis for all uses of Title I, Part C funds in the state, the SEA and local operating agencies must jointly ensure that needs assessment procedures at the local level align with those at the state level. They also must jointly ensure that local projects focus on the unmet needs of migratory children with priority for services (PFS) before serving other migratory children.

Guidance states that local projects should use the best available data to design a program. The data should reflect either: (1) the migratory children who the agency served most recently, or (2) particularly for newly established projects, the migratory children who are likely to be served. Student demographic and assessment data are key data sources that agencies should use to construct a statewide or local profile of migratory children as compared to non-migratory children and/or other appropriate comparison groups. These data are particularly useful if they are disaggregated by PFS and grade level. Other data sources include assessment data from other school systems and non-academic support services needed by migratory students.

3 Who Participates in the LNA and When is it Conducted?

Local school systems must conduct an LNA that assesses the needs of migratory children who are served locally in accordance with the identified needs of the state CNA. The LNA must occur prior to funding in preparation for a new program year. The LNA helps the local school system determine migratory student needs and develop a plan for delivering appropriate services based on migratory students' unique needs. This information is summarized in the MEP application for funds.

Information on the steps taken in conducting the LNA, and tools needed to conduct an LNA are found in this *Toolkit*. LNAs take into account local student needs and the local migratory student profile. The LNA is an annual data gathering activity that involves school system and MEP staff in the development as well as parents, community members, and other stakeholders in conducting the LNA through the Local Needs Assessment Committee (LNAC). The LNAC helps:

- ensure that the perspectives of the local project are included in the discussion;
- analyze existing data and help identify areas where additional data are needed;
- think strategically about the data;
- develop concerns relevant to the purpose of Title I, Part C and identify root causes of the concerns;
- review and analyze data;
- select and prioritize solutions that will address needs; and
- communicate the LNA process and share input from other stakeholders and colleagues.

The LNAC can be as small as 3-4 people and as large as 8-10 people, depending on the size of the program. The LNAC should be led by the local MEP director/coordinator, or his/her designee. LNAC members could include MEP staff (recruiters, data specialists, liaisons), instructional staff, parents, students, evaluators, and staff from collaborating agencies as appropriate.

A general timeline will help the LNAC reflect on the activities of the LNA, who is responsible to accomplish these tasks, and how long each task will take to complete. The timeline below provides general information on key LNA tasks and the season in which they are typically conducted. A template for the local site timeline for use in planning is included in this *Toolkit* (Tool 1-1).

Sample LNA Timeline

Fall Semester	Spring Semester	Summer
✓ Form an LNAC ✓ Distribute LNA surveys ✓ Meet to determine primary concerns and needs, and review existing LNA data ✓ Collect and tally/analyze LNA surveys and migratory student profile data ✓ Meet to review LNA survey results and the migratory student profile	✓ Meet to complete a local action plan aligned with the TXMEP SDP ✓ Get feedback on the local action plan and finalize ✓ Use LNA results to inform the application and services provided to migratory students and families ✓ Submit the application (with LNA results) to TEA	✓ Provide summer services based on needs identified in the LNA ✓ Meet to plan school year services based on the local action plan

4 What are the Steps in Conducting the LNA?

Step 1 – Conduct Preliminary Work

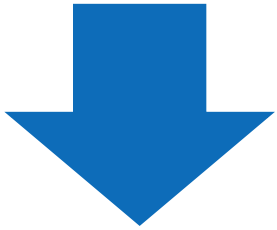
- ☐ Identify members of the LNAC *(3-10 members, depending on the size of the project)* using Tool 1-1
- ☐ Create an LNA calendar using the template on Tool 1-1 that contains meeting dates, important timelines, and activities
- ☐ Convene the LNAC and identify who will assist in data collection, when the tools will be administered, and who is responsible for summarizing the results; and brainstorm primary concerns about migratory students using Tool 1-2
- ☐ Disseminate Family Needs Assessment Surveys (Tool 1-3), Staff Needs Assessment Surveys (Tool 1-4), and Student (grades 9-12)/OSY Needs Assessment Surveys (Tool 1-5)
- ☐ Collect data from TX-NGS to include in the local migratory student profile

Step 2 – Gather, Analyze, and Summarize Data

- ☐ Summarize needs assessment survey results using Tools 2-2, 2-3, and 2-4 if paper surveys are used (*otherwise download electronic survey responses*)
- ☐ Prepare a data profile of migratory students (Tool 2-1) using most recent data
- ☐ Convene the LNAC to review survey results and the migratory student profile

Step 3 – Make Decisions

- ☐ Convene the LNAC to review and determine the connection between priority needs and possible evidence-based solutions
- ☐ **Action planning!** Use the LNA Strategy Implementation Plan (Tool 3-1) and the LNA Action Plan (Tool 3-2) to inform services provided to migratory students and their families



Action Planning: Use the results of the LNA to DESIGN and IMPLEMENT services to meet the needs of your migratory students!

5 What Tools are Needed to Conduct the LNA?

Tools are needed for all steps of the LNA: the preliminary work; gathering, analyzing, and summarizing needs assessment data; and making data-driven decisions about appropriate programs and services to meet the identified needs of migratory students. The tools described below are found in Appendix A.

Tools for Step 1 – Conduct Preliminary Work

Tool	Description	Instructions
1-1: LNA Planning Tool	Tool to assist with planning the LNA. Contains a chart to document LNAC members, a checklist of the primary LNA tasks, and a template for creating an LNA timeline	Document LNAC member names and roles in the MEP, review the planning checklist to plan the LNA, and create an annual timeline for the LNA
1-2: LNA Concerns Brainstorming Tool	Tool to use during the first LNAC meeting to document primary concerns of migratory student needs prior to looking at needs assessment data	Brainstorm LNAC members' primary concerns about migratory student needs related to reading language arts (RLA), mathematics, school readiness, high school graduation/ services to OSY, and non-instructional support services
1-3: LNA Family Needs Assessment Survey (English and Spanish)	Survey to determine parent and family member perceptions of child and parent/family needs. *Note: This is not intended to be an individual needs assessment survey. The survey should be anonymous to determine project-wide trends and needs.*	Distribute to a sample of parents and family members (10% of eligible families or 15 surveys, whichever is greater) in the fall. *(Note – If a school system has less than 15 eligible parents/families, then all should be surveyed.)* Collect surveys and tally results (or download survey results if an online survey is created). The survey can be modified by projects if items are not applicable to the project.
1-4: LNA Staff Needs Assessment Survey	Survey to determine MEP and non-MEP staff perceptions of student and parent/family needs	Distribute to MEP and non-MEP staff knowledgeable about migratory student needs in the fall. Collect surveys and tally results (or download survey results if an online survey is created). The survey can be modified by projects if items are not applicable to the project.
1-5: LNA Student (Grades 9-12)/Out-of-School Youth (OSY) Needs Assessment Survey	Survey to determine migratory student (grades 9-12) and OSY perceptions of their instructional and support needs. *Note: This is not intended to be an individual needs assessment survey. The survey should be anonymous to determine project-wide trends and needs.*	Distribute to a sample of migratory students in grades 9-12 and OSY (10% of eligible students/ OSY or 15 surveys, whichever is greater) in the fall. *(Note – If a school system has less than 15 eligible students/OSY, then all should be surveyed.)* Collect surveys and tally results (or download survey results if an online survey is created). The survey can be modified by projects if items are not applicable to the project.

Tools for Step 2 – Gather, Analyze, and Summarize Data

Tool	Description	Instructions
2-1: LNA Migratory Student Profile	Local profile of migratory student demographics, services, graduation and dropout rates, and progress toward STAAR assessments.	Use TX-NGS and other sources to report data on migratory students for the most recent performance period (1-year period). Additional data elements can be added by projects.
2-2: LNA Family Needs Assessment Survey Tally Sheet	Tool to tally responses from Family Needs Assessment Surveys*	Tally parent/family responses on the Family Needs Assessment Survey indicating needs identified, determine priority need areas, and list comments/follow-up as needed
2-3: LNA Staff Needs Assessment Survey Tally Sheet	Tool to tally the responses from Staff Needs Assessment Surveys*	Tally staff responses on the Staff Needs Assessment Survey indicating needs identified, priority need areas, and list comments/follow-up as needed
2-4: LNA Student/OSY Needs Assessment Survey Tally Sheet	Tool to tally the responses from Student (grades 9-12)/OSY Needs Assessment Surveys*	Tally student/OSY responses on the Student/OSY Needs Assessment Survey indicating needs identified, priority need areas, and list comments/follow-up as needed

**It is recommended that the LNA surveys be completed electronically for ease of completion and to reduce the time needed for tallying and recording results.*

Tools for Step 3 – Make Decisions

Tool	Description	Instructions
3-1: LNA Strategy Implementation Plan	Local plan for implementing the Strategies in the TXMEP SDP based on the needs identified through the LNA	Use during LNAC meetings to create a local plan for implementing the MEP Strategies based on the needs identified through the LNA, resources needed to implement the strategies, timeline for implementation, person(s) responsible, and priority level for the local project
3-2: LNA Action Plan	Action plan to identify possible solutions to the priority needs identified in the LNA and plan for the implementation of the solutions	Use during LNAC meetings to identify priority needs identified through the LNA, possible solutions to the needs, resources needed to implement the solutions, timeline for implementation, person(s) responsible, and priority level for the local project

Note: As part of the Program Monitoring Validation (PMV) Process, TEA may require Tool 2-1, Tools 2-2/2-3/2-4 (or their equivalent), and Tools 3-1/3-2 to be submitted.

6 What are Key LNA Resources?

1. ***Migrant Education Program Comprehensive Needs Assessment Toolkit***. (July 2018). Washington, DC: U.S. Department of Education, Office of Migrant Education.

2. ***Migrant Education Program Service Delivery Plan Toolkit***. (July 2018). Washington, DC: U.S. Department of Education, Office of Migrant Education.

3. ***Texas Title I, Part C Education Program Comprehensive Needs Assessment***. (June 2024). Austin, TX: Texas Education Agency.

4. ***Texas Title I, Part C Education Program Service Delivery Plan***. (March 2025). Austin, TX: Texas Education Agency.

5. Non-Regulatory Guidance ***for the Education of Migrant Children Under Title I, Part C of the Elementary and Secondary Education Act of 1965***. (March 2017). Washington, DC: U.S. Department of Education, Office of Migrant Education. Guidance specific to the CNA is found on pages 55-61.

RESOURCES

Appendix A
LNA Tools

Tool 1-1 LNA Planning Tool

Local Needs Assessment Committee (LNAC) Members:

Name	MEP Role	School System/Program

LNA Timeline Template

Fall Semester	Spring Semester	Summer

Tool 1-2 LNA Concerns Brainstorming Tool

Use this tool during LNAC meetings to brainstorm your greatest concerns about migratory student needs in your project related to the four goal areas. This activity should be completed prior to looking at the needs data collected through the LNA.

Concerns
Goal Area 1: Reading Language Arts (RLA) and Mathematics
We are concerned that…
We are concerned that…
We are concerned that…
We are concerned that…
Goal Area 2: School Readiness
We are concerned that…
We are concerned that…
We are concerned that…
We are concerned that…

--Over--

Concerns
Goal Area 3: High School Graduation and Services to OSY
We are concerned that…
We are concerned that…
We are concerned that…
We are concerned that…
Goal Area 4: Non-Instructional Support Services
We are concerned that…
We are concerned that…
We are concerned that…
We are concerned that…

TOOL 1-3 LNA Family Needs Assessment Survey

School System: _____ Region: _____

Directions: Please check ☑ the items that are needed MOST below. The MEP is conducting a study of the needs of migratory families. If you have more than one child in the program, answer in general for all your children.

Grade(s) of children in my home (check all that apply): ☐ Preschool ☐ K-3 ☐ 4-5 ☐ 6-8 ☐ 9-12 ☐ HS-aged child not attending school

1. What types of instruction do your children need MOST?			
☐	Reading instruction	☐	Completing missing homework/assignments
☐	Writing instruction	☐	English language instruction
☐	Mathematics instruction	☐	Learning study skills
☐	Science instruction	☐	Preparing preschoolers for kindergarten
☐	Other content area instruction	☐	Life skills such as interview skills, budgeting, and saving
☐	STAAR test preparation	☐	Options after high school
☐	Help with completing high school classes	☐	Other:

2. What instructional services would MOST help your children?			
☐	Support for completing high school classes	☐	Tutoring during the school day
☐	Summer school	☐	Before or after school tutoring
☐	Preschool services	☐	Strategies for transitioning to a new school
☐	Tutors visiting your home	☐	Support to stay in school
☐	High school diploma equivalency programs	☐	Other:

3. What support services do your children MOST need?			
☐	School supplies	☐	Nutrition
☐	Counseling on high school credits/graduation	☐	Transportation
☐	Counseling on options after high school	☐	Clothing
☐	Health care (medical, mental, dental, vision)	☐	Finding school/community resources
☐	Support for extracurricular activities	☐	Finding preschool programs
☐	Translation and interpretation	☐	Other:

4. What would MOST help you support your child's success in school?			
☐	Educational materials at home	☐	Preparing young children for school
☐	Meetings with teachers or tutors	☐	Migratory Parent Advisory Council (PAC) meetings
☐	Parent activities such as reading nights	☐	Helping my child with reading at home
☐	Parenting education	☐	Helping my child with mathematics at home
☐	Information about children's health issues	☐	Family literacy/English language instruction
☐	Helping my child with homework/assignments	☐	Other:

5. What other needs do you or your children have that are not included in this survey?

Tool 1-3 LNA Programa de Encuesta sobre las Necesidades Familiares

Sistema Escolar:		Región:	

El MEP está llevando a cabo un estudio de las necesidades de las familias migratorias. Si usted tiene más de un hijo en el programa, responda en general para todos sus hijos. Marque las respuestas de cada categoría que se necesitan más.

Grado(s) de los niños en mi hogar (marque todo el que aplique): ☐ Preescolar ☐ K-3 ☐ 4-5 ☐ 6-8 ☐ 9-12 ☐ Jóven de 13 a 19 años fuera de la escuela

1. ¿Qué instrucción necesitan más sus hijos?			
☐	Lectura	☐	Completar tareas y deberes escolares
☐	Escritura	☐	Inglés
☐	Matemáticas	☐	Técnicas de estudios
☐	Ciencia	☐	Preparar niños preescolares para el kinder
☐	Otras materias	☐	Conocimientos prácticos como entrevistas, presupuestos, ahorros
☐	Preparación para el examen estatal	☐	Opciones al terminar la preparatoria
☐	Ayuda en completar clases de preparatoria	☐	Otro(s):

2. ¿Cuáles tipos de servicios ayudarán más a sus hijos?			
☐	Completar las clases de la escuela secundaria	☐	Tutoría durante el día escolar
☐	Escuela durante el verano	☐	Tutoría antes o después de clases
☐	Servicios preescolares	☐	Estrategias para la transición a una nueva escuela
☐	Tutores visitando su casa	☐	Apoyo para permanecer en la escuela
☐	Preparación para el examen de GED (Equivalencia al diploma de preparatoria)	☐	Otro(s):

3. ¿ Cuáles servicios de apoyo necesitan sus hijos?			
☐	Utiles escolares	☐	Nutrición
☐	Consejería Secundaria (relacionada a crédito)	☐	Transportación
☐	Orientación universitaria y profesional	☐	Ropa
☐	Cuidado de la salud, dental o visión	☐	Encontrar recursos de la escuela y de la comunidad
☐	Apoyo a las actividades extracurriculares	☐	Encontrar programas preescolares
☐	Traducción e Interpretación	☐	Otro(s):

4. ¿Qué le ayudaría más a usted en apoyar a su hijo en tener éxito en la escuela?			
☐	Materiales educativos en el hogar	☐	Preparar a los niños pequeños para la escuela
☐	Reuniones con los profesores o tutores	☐	Reuniones del Consejo Asesor de Padres Migrantes
☐	Actividades de participación de los padres (por ejemplo, noches de actividades de lectura, etc.)	☐	Ayudar a mi hijo con la lectura en la casa
☐	Programas educativos sobre la crianza	☐	Ayudar a mi hijo con matemáticas en la casa
☐	Información sobre temas de salud de los niños	☐	Alfabetización familiar y la enseñanza de idiomas
☐	Ayudar a mi hijo con su tarea y deberes escolares	☐	Otro(s):

5. ¿Qué otras necesidades que no están incluidos en esta encuesta tienen usted o sus hijos?

Tool 1-4 LNA Staff Needs Assessment Survey

School System: _____ Region: _____

Position: ☐ MEP School System Staff ☐ MEP ESC Staff ☐ Other: _____

Directions: Please check ☑ the items that you have identified through observation or reviewing data that are needed MOST to help **migratory children** succeed in school.

1. I know enough about the needs of migratory students to answer these questions with confidence.

☐ Untrue ☐ Hardly true ☐ Mostly true ☐ Totally true

2. What types of supplemental instruction do migratory students need MOST?			
☐	Reading instruction	☐	Completing missing homework/assignments
☐	Writing instruction	☐	English language instruction
☐	Mathematics instruction	☐	Learning study skills
☐	Science instruction	☐	Preparing preschoolers for kindergarten
☐	Other content area instruction	☐	Life skills such as interview skills, budgeting, and saving
☐	STAAR test preparation	☐	Options after high school
☐	High school credit accrual	☐	Other:

3. What supplemental instructional services would MOST help migratory students?			
☐	Support for completing high school classes	☐	Extended-day tutoring
☐	Summer school	☐	In-school tutoring
☐	Preschool programs/school readiness	☐	High school diploma equivalency programs
☐	Home-based tutoring	☐	Dropout prevention programs
☐	Career/technical education programs	☐	Support for transitioning to a new school

4. What support services do migratory students need MOST?			
☐	Books/materials/supplies	☐	Nutrition/meals
☐	Secondary counseling (credits/graduation)	☐	Transportation
☐	Counseling on options after high school	☐	Clothing
☐	Health care (medical, mental, dental, vision)	☐	Locating school/community resources
☐	Support for extracurricular activities	☐	Locating/enrolling in preschool
☐	Translation and interpretation	☐	Social-emotional learning and support

5. What professional development is needed MOST by MEP staff?			
☐	Program planning/evaluation	☐	Mathematics strategies
☐	Student assessment	☐	Involving parents in their child's education
☐	Curriculum and instruction	☐	English learner/diverse learner strategies
☐	Identification and recruitment	☐	Accessing school/community resources
☐	Serving out-of-school youth (OSY)	☐	School readiness
☐	Reading/literacy strategies	☐	

--Over--

6. What training is needed MOST by parents?			
☐	Postsecondary, career, workforce readiness	☐	Early literacy skills
☐	How to help children with homework	☐	Helping children with reading/mathematics
☐	Communicating with the school/teachers	☐	Educational resources in the home
☐	Adolescent health/development	☐	Parenting education
☐	Family literacy/English language development	☐	Strategies to support education in the home
☐	Locating school/community resources	☐	Parent involvement

7. What other needs have you observed that are not included in this survey?

Tool 1-5 LNA Student (Grades 9-12)/Out-of-School Youth (OSY) Needs Assessment Survey

School System: _____ Region: _____

Check one box: ☐ I am a high school student enrolled in school
☐ I am a high school-aged student (through age 21) not enrolled in school

Directions: Please check ☑ the items that you need **MOST from the MEP** below.

1. What do you need MOST?			
☐	Improve reading skills	☐	Help with completing missing homework/assignments
☐	Improve writing skills	☐	Learning how to study for classes and exams
☐	Improve mathematics skills	☐	Financial instruction on budgeting or paying bills
☐	Improve science skills	☐	Learning about options after high school
☐	Prepare for STAAR/end-of-course tests	☐	Improving English language skills
☐	Learning about paying for/enrolling in college	☐	College preparation (AP classes, ACT/SAT)
☐	High school classes needed to graduate	☐	

2. In what ways would you like to receive help?			
☐	Reading/writing instruction	☐	Tutors visiting your home
☐	Mathematics instruction	☐	Career/technical education programs
☐	Instruction in other content areas	☐	High school diploma equivalency programs
☐	Support for completing high school classes	☐	Support for transitioning to a new school
☐	Summer school	☐	Support to help you stay in high school
☐	Before or after school tutoring	☐	

3. What do you MOST need to be successful in school?			
☐	Books/materials/school supplies	☐	Nutrition
☐	Counseling (high school credits/graduation)	☐	Transportation
☐	Counseling about options after high school	☐	Clothing
☐	Health care (medical, dental, vision)	☐	Locating school resources
☐	Support for extracurricular activities	☐	Locating community resources
☐	Assistance with mental health issues (e.g., bullying, depression, counseling)	☐	Assistance with social health issues
☐	Translation and interpretation	☐	Water safety/swimming lessons
☐	First aid/CPR courses	☐	School records transfer
☐	Access to computers/internet	☐	

4. How well do you understand your graduation requirements? ☐ Not at all ☐ Somewhat ☐ Very well ☐ Not Applicable

5. How sure are you that you will graduate from high school? ☐ Not at all ☐ Somewhat ☐ Very sure ☐ Not Applicable

6. What other needs do you have that are not addressed in this survey?

Tool 1-5 LNA Programa del Estudiante (Grados 9-12)/Joven de 13 a 19 años fuera de la escuela (OSY-Inglés) Encuesta sobre las Necesidades

Sistema Escolar: _____ Región: _____

Marque uno: ☐ Soy un estudiante matriculado en una escuela
☐ Soy un jóven de 13 a 19 años fuera de la escuela

Instrucciones: Marque ☑ los que necesitas **MAS** del Programa.

1. ¿Qué necesita más?			
☐	Mejorar las habilidades de lectura	☐	Completar tareas y deberes escolares
☐	Mejorar las habilidades de escritura	☐	Aprender a estudiar para clases y exámenes
☐	Mejorar las habilidades matemáticas	☐	Instrucción financiera de presupuestos/pagos de facturas
☐	Mejorar las habilidades de ciencia	☐	Aprender sobre las opciones después de la preparatoria
☐	Prepárese para las pruebas STAAR / de fin de curso	☐	Inglés
☐	Aprendiendo sobre pagar / inscribirse en la Universidad	☐	Preparación para la Universidad (clases de AP, ACT/SAT)
☐	Los requisitos para graduar de "high school"	☐	

2. ¿De qué maneras le gustaría recibir ayuda?			
☐	Instrucción en lectura/escritura	☐	Tutores visitando su casa
☐	Instrucción de matemáticas	☐	Programas para la carrera o carreras técnica
☐	Instrucción en otras áreas de contenido	☐	Programas de equivalencia al diploma de preparatoria
☐	Completar las clases de la escuela secundaria	☐	Estrategias para la transición a una nueva escuela
☐	Escuela durante el verano	☐	Apoyo para ayudarlo a permanecer en la escuela
☐	Tutoría antes o después de clases		

3. ¿Qué es lo que más necesitas para tener éxito en la escuela?			
☐	Libros-materiales educativos-útiles escolares	☐	Nutrición
☐	Consejería Secundaria (relacionada a crédito)	☐	Transportación
☐	Orientación universitaria y profesional	☐	Ropa
☐	Cuidado de la salud, dental, o visión	☐	Encontrar recursos de la escuela
☐	Apoyo a las actividades extracurriculares	☐	Encontrar recursos de la comunidad
☐	Ayuda con problemas de salud mental (por ejemplo, "bullying", depresión, orientación)	☐	Asistencia con temas de salud
☐	Traducción e Interpretación	☐	Lecciones de piscina/seguridad del agua
☐	Cursos de primeros auxilios y resucitación cardiopulmonar	☐	Intercambio de archivos educativo
☐	Aceso a computadores/el internet	☐	

4. ¿Qué tan bien entiende sus requisitos de graduación? ☐ Para nada ☐ Algo ☐ Mucho ☐ No aplica

5. ¿Qué tan seguro está que se graduará de la preparatoria? ☐ Para nada ☐ Algo ☐ Mucho ☐ No aplica

6. ¿Qué otro tipo de asistencia necesita que no se abordan en esta encuesta?

Tool 2-1 LNA Migratory Student Profile

School System/ESC | | **Data from (Year):** |

	Data Element	Source	Statistic (#/%)	Priority Area (√)	Comments/ Follow-up
1	**Total Number of Eligible Migratory Students (ages 0-21)**				
2	Migratory Students **Ages 0-2**				
3	Migratory Students **Ages 3-5 (not in kindergarten)**				
4	Migratory Students in **Grades K-5**				
5	Migratory Students in **Grades 6-8**				
6	Migratory Students in **Grades 9-12**				
7	Migratory **Out-of-School Youth (OSY)**				
8	Migratory Students with **Priority for Services (PFS)**				
9	Migratory **English Learners (EL)**				
10	Migratory Students Eligible for **Special Education**				
11	Migratory Students with a **Qualifying Arrival Date (QAD) within 12 months** of the last day of the performance period				
12	**Migratory Students Served during the Performance Period**				
13	**Instructional Services** Received During the Performance Period				
14	Migratory Students Receiving **Reading Instruction** During the Performance Period (teacher or paraprofessional)				
15	Migratory Students Receiving **Mathematics Instruction** During the Performance Period (teacher or paraprofessional)				
16	**Support Services** Received During the Performance Period				
17	**Counseling Services** Received During the Performance Period				
18	**Migratory Students Served during the Regular School Year**				
19	**PFS** Migratory Students Served during the Regular School Year				
20	**Migratory Students Served during the Summer**				
21	**PFS** Migratory Students Served during the **Summer**				
22	**Migratory** Student **Graduation Rate**				
23	**PFS** Migratory Student **Graduation Rate**				
24	**Migratory** Student **Dropout Rate**				
25	**PFS** Migratory Student **Dropout Rate**				
26	Percent of **Migratory Students** in Grades 3-8 Scoring at Grade Level or Above on **STAAR ELA Assessments**				
27	Percent of **PFS** Migratory Students in Grades 3-8 Scoring at Grade Level or Above on **STAAR ELA Assessments**				
28	Percent of **Migratory Students** in Grades 3-8 scoring at Grade Level or Above on **STAAR Mathematics Assessments**				
29	Percent of **PFS** Migratory Students in Grades 3-8 Scoring at Grade Level or Above on **STAAR Mathematics Assessments**				
30	Percent of **Migratory Students** Scoring at Grade Level or Above on **STAAR End-of-Course (EOC) English Assessments**				
31	Percent of **PFS** Migratory Students Scoring at Grade Level or Above on **STAAR EOC English Assessments**				
32	Percent of **Migratory Students** Scoring at Grade Level or Above on the **STAAR EOC Algebra I Assessment**				
33	Percent of **PFS** Migratory Students Scoring at Grade Level or Above on the **STAAR EOC Algebra I Assessment**				

Tool 2-2 LNA Family Needs Assessment Survey Tally Sheet

School System/ESC		Data from (Year):	

Total # Parents Responding	# parents with **Preschoolers**	# parents with children in **grades K-3**	# parents with children in **grades 4-5**	# parents with children in **grades 6-8**	# parents with children in **grades 9-12**	# parents with **HS-aged children not attending school**

Needs	Number of Families Expressing Need	Priority Area (√)	Comments/Follow-up
1. Supplemental Instruction Needs			
Reading instruction			
Writing instruction			
Mathematics instruction			
Science instruction			
Other content area instruction			
STAAR test preparation			
Help with completing high school classes			
Completing missing homework/assignments			
English language instruction			
Learning study skills			
Preparing preschoolers for kindergarten			
Life skills such as interview skills, budgeting, saving			
Options after high school			
Other:			
2. Supplemental Instructional Services Needs			
Support for completing high school classes			
Summer school			
Preschool services			
Tutors visiting your home			
High school diploma equivalency programs			
Tutoring during the school day			
Before or after school tutoring			
Strategies for transitioning to a new school			
Support to stay in school			
Other:			
3. Support Services Needs			
School supplies			
Counseling on high school credits/graduation			
Counseling on options after high school			
Health care (medical, mental, dental, vision)			
Support for extracurricular activities			
Translation and interpretation			
Nutrition			
Transportation			
Clothing			
Finding school/community resources			
Finding preschool programs			
Other:			

Needs	Number of Families Expressing Need	Priority Area (√)	Comments/Follow-up
4. Parent/Family Needs			
Educational materials at home			
Meetings with teachers or tutors			
Parent activities such as reading nights			
Parenting education			
Information about children's health issues			
Helping my child with homework/assignments			
Preparing young children for school			
Migratory Parent Advisory Council (PAC) meetings			
Helping my child with reading at home			
Helping my child with mathematics at home			
Family literacy/English language instruction			
Other:			

5. Summary of other needs not included in the survey as indicated by parents/family members:

Tool 2-3 LNA Staff Needs Assessment Survey Tally Sheet

School System/ESC		Data from (Year):	

Number of MEP school system staff responding:		Types of "other" staff responding:
Number of MEP ESC staff responding:		
Number of "other" staff responding:		

1. I know enough about the MEP to answer these questions with confidence			
# Responding "*Untrue*"	# Responding *"Hardly true"*	# Responding *"Mostly true"*	# Responding *"Totally true"*

Needs	Number of Staff Expressing Need	Priority Area (√)	Comments/Follow-up
2. Supplemental Instruction Needs			
Reading instruction			
Writing instruction			
Mathematics instruction			
Science instruction			
Other content area instruction			
STAAR test preparation			
High school credit accrual			
Completing missing homework/assignments			
English language instruction			
Learning study skills			
Preparing preschoolers for kindergarten			
Life skills such as interview skills, budgeting, saving			
Options after high school			
Other			
3. Supplemental Instructional Services Needs			
Support for completing high school classes			
Summer school			
Preschool programs/school readiness			
Home-based tutoring			
Career/technical education programs			
Extended-day tutoring			
In-school tutoring			
High school diploma equivalency programs			
Dropout prevention programs			
Support for transitioning to a new school			
4. Support Services Needs			
Books/materials/supplies			
Secondary counseling (credits/graduation)			
Counseling on options after high school			
Health care (medical, mental, dental, vision)			
Support for extracurricular activities			
Translation and interpretation			
Nutrition/meals			
Transportation			
Clothing			

Needs	Number of Staff Expressing Need	Priority Area (√)	Comments/Follow-up
Locating school/community resources			
Locating/enrolling in preschool			
Social-emotional learning and support			
5. Professional Development Needs			
Program planning/evaluation			
Student assessment			
Curriculum and instruction			
Identification and recruitment			
Serving out-of-school youth (OSY)			
Reading/literacy strategies			
Mathematics strategies			
Involving parents in their child's education			
EL/diverse learner strategies			
Accessing school/community resources			
School readiness			
6. Parent Training Needs			
Postsecondary, career, workforce readiness			
How to help children with homework			
Communicating with the school/teachers			
Adolescent health/development			
Family literacy/English language development			
Locating school/community resources			
Early literacy skills			
Helping children with reading/mathematics			
Educational resources in the home			
Parenting education			
Strategies to support education in the home			
Parent involvement			

7. Summary of needs observed by staff not covered in the survey:

Tool 2-4 LNA Student (Grades 9-12)/Out-of-School Youth (OSY) Needs Assessment Survey Tally Sheet

School System/ESC		Data from (Year):	

Number of high school students responding: ____

Number of high school-aged students (not enrolled in school) responding: ____

Needs	Number of Students/OSY Expressing Need	Priority Area (√)	Comments/ Follow-up
1. Supplemental Instruction Needs			
Improve reading skills			
Improve writing skills			
Improve mathematics skills			
Improve science skills			
Prepare for STAAR/end-of-course tests			
Learning about paying for/enrolling in college			
High school classes needed to graduate			
Help with completing missing homework/assignments			
Learning how to study for classes and exams			
Financial instruction on budgeting or paying bills			
Learning about options after high school			
Improving English language skills			
College preparation (AP classes, ACT/SAT)			
2. Supplemental Instructional Services Needs			
Reading/writing instruction			
Mathematics instruction			
Instruction in other content areas			
Support for completing high school classes			
Summer school			
Before or after school tutoring			
Tutors visiting your home			
Career/technical education programs			
High school diploma equivalency programs			
Support for transitioning to a new school			
Support to help you stay in high school			
3. Support Services Needs			
Books/materials/school supplies			
Counseling (high school credits/graduation)			
Counseling about options after high school			
Health care (medical, dental, vision)			
Support for extracurricular activities			
Assistance with mental health issues			
Translation and interpretation			
First aid/CPR courses			
Access to computers/internet			
Nutrition			

Needs	Number of Students/OSY Expressing Need	Priority Area (√)	Comments/ Follow-up
Transportation			
Clothing			
Locating school resources			
Locating community resources			
Assistance with social health issues			
Water safety/swimming lessons			
School records transfer			

4. How well do you understand graduation requirements?					
Number Responding **Not at all**	Number Responding **Somewhat**	Number Responding **Very well**	Number Responding **N/A**	**Priority Area (√)**	**Comments/Follow-up**

5. How sure are you that you will graduate from high school?					
Number Responding **Not at all**	Number Responding **Somewhat**	Number Responding **Very sure**	Number Responding **N/A**	**Priority Area (√)**	**Comments/Follow-up**

6. Summary of other needs identified by students/OSY:

Tool 3-1 LNA Strategy Implementation Plan

The LNA Strategy Implementation Plan helps school systems/ESCs identify how to implement the strategies in the Texas Title I, Part C Service Delivery Plan (SDP) to address migratory student needs identified during the LNA process. To complete the Implementation Plan, the LNAC choses from the Implementation Activities to address the needs identified during the LNA, resources needed to implement the activities, timelines for implementing the activities, and person(s) responsible for implementing the activities. Depending on the availability of staff and other resources needed to provide services, as well as the availability of resources from other programs, check one of the priority levels (low, medium, or high) to assist with prioritizing implementation of the activities.

Reading Language Arts (RLA) and Mathematics Strategies in the TXMEP SDP	Priority Level			Implementation Activities *(Based on the needs identified in the LNA)*	Resources Needed	Timeline	Person(s) Responsible
	L	M	H				
Strategy 1-1: Coordinate/provide supplemental RLA instruction to eligible migratory students in grades K-12 during the performance period (regular school year and summer).				☐ Coordinate to provide before/after school/Saturday tutorials/tutoring. ☐ Coordinate to provide supplemental instructional services by a classroom/content area teacher. ☐ Coordinate with other local/state/federal programs and community service providers. ☐ Coordinate with other school system staff or school system of residency to support the identified instructional needs of eligible migratory students. ☐ Educate all staff on the unique needs of eligible migratory students. ☐ Educate parents of eligible migratory children and ensure access to available instructional opportunities and resources, both Title I, Part C and non-Title I, Part C-funded. ☐ If no other funds are available, and following TIC guidance, coordinate with the MEP to cover costs (e.g., technology, AP course, dual credit course). ☐ Provide information and/or training to all staff (MEP and non-MEP) about instructional services and resources available to support eligible migratory students in reading (e.g., TMEP K-12 Portal, Consortium Incentive Grant [CIG] resources–IDRC, iSOSY). ☐ Provide self-advocacy training to parents of eligible migratory children so they have the tools to access needed support (e.g., individual parent meetings, phone			

Reading Language Arts (RLA) and Mathematics Strategies in the TXMEP SDP	Priority Level			Implementation Activities *(Based on the needs identified in the LNA)*	Resources Needed	Timeline	Person(s) Responsible
	L	M	H				
				calls, parent advisory committee (PAC) meetings, student conferences). ☐ Provide students with supplemental materials, resources, and instructional programs for home use (e.g., online learning programs, TMEP Portal K-12, CIG resources–IDRC, iSOSY). ☐ Provide targeted services to eligible migratory children and youth during the summer to help mitigate learning loss (e.g., reading camps, weekly reading packets). ☐ Train individuals providing supplemental instruction. ☐ Use disaggregated results from informal and/or formal assessments to guide supplemental instruction (e.g., before, after school, summer, virtual, center-based, home-based). ☐ Utilize state assessment test-taking skill tutorials, including STAAR review/preparation prior to exam dates.			
Strategy 1-2: Coordinate/provide supplemental mathematics instruction to eligible migratory students in grades K-12 during the performance period (regular school year and summer).				☐ Coordinate to provide before/after school/Saturday tutorials/tutoring. ☐ Coordinate to provide supplemental instructional services by a classroom/content area teacher. ☐ Coordinate with other local/state/federal programs and community-based service providers ☐ Coordinate with other school system staff or school system of residency to support the identified instructional needs of eligible migratory students. ☐ Educate all staff on the unique needs of eligible migratory students. ☐ Educate parents of eligible migratory children and ensure access to available instructional opportunities and resources, both Title I, Part C and non-Title I, Part C-funded. ☐ If no other funds are available, and following TIC guidance, coordinate with the MEP to cover costs (e.g., calculators, graphing paper, technology, AP course, dual credit course). ☐ Provide information and/or training to all staff (MEP and non-MEP) about instructional services and resources			

Reading Language Arts (RLA) and Mathematics Strategies in the TXMEP SDP	Priority Level			Implementation Activities *(Based on the needs identified in the LNA)*	Resources Needed	Timeline	Person(s) Responsible
	L	M	H				
				available to support eligible migratory students in math (e.g., TMEP K-12 Portal, Consortium Incentive Grant [CIG] resources–IDRC, iSOSY). ☐ Provide self-advocacy training to parents of eligible migratory children so they have the tools to access needed support (e.g., individual parent meetings, phone calls, PAC meetings, student conferences). ☐ Provide students with supplemental materials, resources, and instructional programs for home use (e.g., online learning programs, TMEP Portal K-12, CIG resources–IDRC, iSOSY). ☐ Provide targeted services to eligible migratory children and youth during the summer to help mitigate learning loss (e.g., math camps, weekly math packets). ☐ Train individuals providing Project SMART instruction. ☐ Train individuals providing supplemental instruction. ☐ Use disaggregated results from informal and/or formal assessments to guide supplemental instruction (e.g., before, after school, summer, virtual, center-based, home-based). ☐ Utilize Project SMART when providing supplemental summer services in mathematics to eligible migratory students. ☐ Utilize state assessment test-taking skill tutorials, including STAAR review/preparation prior to exam dates.			

School Readiness Strategies in the TXMEP SDP	Priority Level			Implementation Activities *(Based on the needs identified in the LNA)*	Resources Needed	Timeline	Person(s) Responsible
	L	M	H				
Strategy 2-1: Coordinate/provide needs-based instructional services to eligible migratory				☐ Coordinate with other school systems/ESC programs and service providers to advocate for and address the needs of eligible migratory preschool-age children in terms of school readiness. ☐ Coordinate with Title I, Part A to provide information about preschool services to eligible migratory students and awareness to parents.			

School Readiness Strategies in the TXMEP SDP	Priority Level			Implementation Activities *(Based on the needs identified in the LNA)*	Resources Needed	Timeline	Person(s) Responsible
	L	M	H				
children ages 3-5, not in kindergarten.				☐ Host a MEP table at community events, HeadStart/Pre-K registration, school registration. ☐ Provide parents with support for enrolling their children in early childhood programs (e.g., information, referrals, translations, interpretations, information about community resources). ☐ Provide the TEA-approved early literacy program [A Bright Beginning (ABB)] for eligible migratory children ages 3-5 who are not served by other programs (during the regular school year, summer, virtually, face-to-face, at home, and in school-based centers). ☐ Utilize a local needs assessment and/or other tool such as the Preliminary Family Needs Checklist found in the ID&R Manual to identify the needs of eligible migratory children ages 3-5. ☐ Utilize an early childhood participation form for parents to accept/deny services (e.g., ABB Participation Form, other local forms). ☐ Utilize MEP data to ensure 3-5-year-old eligible migratory children are identified (e.g., TX-NGS Early Childhood Recruitment Report, Two-year olds Turning Three Report, Unique Student Count with Names and Facilities Report, Needs Assessment Checklist).			
Strategy 2-2: Coordinate/provide training and resources to families of eligible migratory children ages 3-5, not in kindergarten, including on the importance of school readiness.				☐ Collaborate with parents of eligible migratory preschool children to participate in school system-sponsored parenting classes targeting school readiness/literacy. ☐ Collaborate with school system organizations like the National Honor Society to provide childcare during parent/family events or parent meetings. ☐ Coordinate with Head Start/PreK programs to provide in-person and/or virtual tours of the site. ☐ Coordinate with other school system/ESC programs and service providers to advocate for, and address the needs of, eligible migratory preschool-age children in terms of school readiness. ☐ Coordinate with Title I, Part A to provide information about preschool services to eligible migratory children and bring awareness to parents.			

School Readiness Strategies in the TXMEP SDP	Priority Level			Implementation Activities *(Based on the needs identified in the LNA)*	Resources Needed	Timeline	Person(s) Responsible
	L	M	H				
				☐ Disseminate a P2-P3 packet of information (e.g., reading aloud to your baby, developmental activities, importance of school readiness) during residency verifications. ☐ Host a MEP table at community events, HeadStart/Pre-K registration, school registration. ☐ Invite families to community events where organizations distribute information on school readiness programs. ☐ Provide information to parents on the importance of early childhood education and the ABB program (e.g., informational meetings for families, PAC meetings, school system parent liaison, phone calls, home visits, work site visits, health fairs). ☐ Provide parents with information at PAC meetings. ☐ Provide parents with resources/activities that are age- and language-appropriate for eligible migratory children to promote family literacy. ☐ Provide parents with support for enrolling their children in early childhood programs (e.g., information, referrals, translations, interpretations, information about community resources). ☐ Utilize an early childhood participation form for parents to accept/deny services (e.g., ABB Participation Form, other local forms).			

High School Graduation/Services to OSY Strategies in the TXMEP SDP	Priority Level			Implementation Activities *(Based on the needs identified in the LNA)*	Resources Needed	Timeline	Person(s) Responsible
	L	M	H				
Strategy 3-1: Coordinate/ provide credit accrual/ recovery/acceleration options/support to eligible migratory high school students who lack credits and/or are not on track for graduation.				☐ Based upon progress monitoring, provide student access to services and tools, including intrastate and interstate collaboration. ☐ Be aware of the school system plan for awarding partial credits (as per local policy) when eligible migratory students and other transfer students move from a different school system.			

High School Graduation/Services to OSY Strategies in the TXMEP SDP	Priority Level			Implementation Activities *(Based on the needs identified in the LNA)*	Resources Needed	Timeline	Person(s) Responsible
	L	M	H				
				☐ Collaborate with school system counselors to ensure course credits and recommended courses are accurately encoded into TX-NGS. ☐ Conduct a TX-NGS/MSIX course history review. ☐ Coordinate and collaborate with all staff/programs to conduct transcript reviews for transferring credits from out-of-state and to provide opportunities to continue courses started. ☐ Coordinate and collaborate with school system staff to provide student orientation and access to services/tools for eligible migratory students enrolling late and/or withdrawing early. ☐ Coordinate and collaborate with other programs to ensure eligible migratory students receive appropriate and targeted instruction. ☐ Coordinate and collaborate with secondary school counselors and administrators to ensure appropriate credits have been awarded (consolidation). ☐ Coordinate with all staff to monitor progress of eligible migratory students to ensure they are on track for graduation. ☐ Coordinate with TMIP and other school system/ESC programs and service providers. ☐ Facilitate credit accrual and recovery options (e.g., school system-funded programs, online coursework, learning opportunities). ☐ Facilitate MEP student transcript review between MEP staff and school system counselor. ☐ Implement processes to conduct credit checks, transcript reviews, endorsement pathways, etc. with students through individual student meetings with MEP advisor, school counselor, and college and career counselor. ☐ Provide resources and support to assist students with conducting self-reviews of their own transcripts to help them plan for their future (e.g., review graduation plan requirements and identify courses that are still needed).			

High School Graduation/Services to OSY Strategies in the TXMEP SDP	Priority Level			Implementation Activities *(Based on the needs identified in the LNA)*	Resources Needed	Timeline	Person(s) Responsible
	L	M	H				
				☐ Provide supplemental financial support for credit recovery courses where other funding sources are not available. ☐ Survey eligible migratory high school students to identify the motivators for them to continue school.			
Strategy 3-2: Coordinate/provide appropriate and targeted instructional services for eligible migratory high school students.				☐ Based upon progress monitoring, provide access to services and tools including intrastate and interstate collaboration ☐ Collaborate with school system counselors to ensure course credits and recommended courses are accurately encoded into TX-NGS ☐ Conduct a TX-NGS/MSIX course history review ☐ Coordinate and collaborate with all staff/programs to conduct transcript reviews for transferring credits from out-of-state and to provide opportunities to continue courses started ☐ Coordinate and collaborate with school system staff to provide student orientation and access to services/tools for eligible migratory students enrolling late and/or withdrawing early ☐ Coordinate and collaborate with other programs to ensure eligible migratory students receive appropriate and targeted instruction ☐ Coordinate and collaborate with secondary school counselors and administrators to ensure appropriate credits have been awarded (consolidation) ☐ Coordinate and provide before/after/ summer school STAAR test preparation and tutoring for eligible migratory students in grades 9-12 and OSY ☐ Coordinate with all staff to monitor progress of eligible migratory students to ensure they are on track for graduation ☐ Coordinate with TMIP, other school system/ESC programs and service providers ☐ Coordinate, collaborate, and advocate for eligible migratory students to gain access to needed resources,			

High School Graduation/Services to OSY Strategies in the TXMEP SDP	Priority Level			Implementation Activities *(Based on the needs identified in the LNA)*	Resources Needed	Timeline	Person(s) Responsible
	L	M	H				
				including access to advanced courses (e.g., AP and dual credit) and career exploration ☐ Facilitate MEP student transcript review between MEP staff and school system counselor ☐ Implement processes to conduct credit checks, transcript reviews, endorsement pathways, etc. with students through individual student meetings with MEP advisor, school counselor, and college and career counselor ☐ Monitor progress on state assessments ☐ Provide online tutorials and resources for students who are away from home-based campus ☐ Provide resources and support to assist students with conducting self-reviews of their own transcripts to help them plan for their future (e.g., review graduation plan requirements and identify courses that are still needed) ☐ Survey eligible migratory high school students to identify the motivators for them to continue school			
Strategy 3-3: Coordinate/provide opportunities and access to college and career readiness for eligible migratory high school students and OSY.				☐ Advocate on behalf of eligible migratory students to receive services from GEAR UP programs, if applicable. ☐ Collaborate with CAMP projects to provide sessions (virtual and/or face-to-face) on long-term planning and career exploration, post-secondary academic readiness, parental encouragement, financial aid, college admissions/application, etc. ☐ Collaborate with the Texas Workforce Commission and other similar agencies to offer apprenticeships and career readiness programs. ☐ Conduct individual student/OSY meetings. ☐ Coordinate/collaborate to conduct transcript reviews for transferring credits from out-of-state. ☐ Develop a local list of adult education and HSED programs. ☐ Provide a variety of opportunities and individuals to interact with migratory students/OSY on a regular basis to build relationships and ensure awareness and access to credit accrual resources (e.g., counselors, TMIP, graduation specialists, CAMP staff).			

High School Graduation/Services to OSY Strategies in the TXMEP SDP	Priority Level			Implementation Activities *(Based on the needs identified in the LNA)*	Resources Needed	Timeline	Person(s) Responsible
	L	M	H				
				☐ Provide college/university campus visits for migratory students and their families. ☐ Provide information/training to migratory students and their parents about the SAT/ACT, post-secondary application processes, college entry requirements, and financial aid processes. ☐ Provide scholarship information and assistance. ☐ Provide migratory students, OSY, and parents information and support about high school equivalency diploma (HSED) options; HEP/CAMP; graduation requirements; dropout recovery programs. ☐ Provide training (virtual or in-person) to migratory students, OSY, and parents on social-emotional wellness (e.g., sense of belonging, growth mindset, success stories, videos). ☐ Survey migratory students and OSY to identify the motivators for them to pursue post-secondary plans. ☐ Work closely with school systems to identify OSY and provide pathways to graduation or to obtain their HSED, including HEP.			
Strategy 3-4: Coordinate/provide opportunities and access to resources and services to meet the unique needs of eligible migratory OSY.				☐ Coordinate with TMIP. ☐ Coordinate/collaborate with existing programs (CAMP, HEP, Texas Workforce Commission [TWC], etc.) and resources (virtual and/or face-to-face) for informational sessions about access to services. ☐ Prepare an OSY resource/information packet for personnel working with migratory OSY to use while interviewing OSY. ☐ Provide OSY instructional lessons utilizing iSOSY materials. ☐. Provide OSY with information and assistance on re-enrolling in high school programs. ☐ Utilize an OSY Profile to identify needs and provide needs-based services or referrals (e.g., instructional, transportation, resources, nutrition).			

Non-Instructional Support Services Strategies in the TXMEP SDP	Priority Level			Implementation Activities *(Based on the needs identified in the LNA)*	Resources Needed	Timeline	Person(s) Responsible
	L	M	H				
Strategy 4-1: Coordinate/provide high quality professional development (PD) to MEP and non-MEP staff so they can better understand the unique academic and social-emotional needs of eligible migratory children.				☐ Coordinate/provide training to school systems, ESC, and other service providers on how to address the social-emotional training and academic needs of migratory children, youth, and OSY (e.g., SPED, GT, Title IA, Title III, McKinney-Vento, Mental Health Programs). ☐ Provide PD to personnel who work with migratory students on transcript reviews (intra/interstate and binational), placement and graduation planning, and awarding credit. ☐ Provide training on evidence-based instructional materials and curriculum. ☐ Provide training to school system/ESC staff who work with migratory students on MEP and CIG programs and resources (e.g., Project SMART, IDRC, TMEP, AIIMS, iSOSY). ☐ Train school system/ESC staff on the utilization of local community agencies and their resources that provide support services (e.g., FindHelp.org).			
Strategy 4-2: Coordinate/provide non-instructional support services to meet the needs of eligible migratory children and their families.				☐ Collaborate/coordinate with school systems and community programs or other grants to provide migratory students with information and access to supplemental materials, resources, and technology (e.g., laptop, tablets, hotspot). ☐ Collaborate/coordinate with other programs, agencies, and state and school system programs to provide community non-instructional support services (e.g., clinics, food banks, Workforce solutions, child advocacy programs, daycare) to address the identified non-instructional support services needs of migratory children and youth (e.g., school supplies, clothing, healthcare support, glasses). ☐ Communicate with migratory families to identify specific needs and provide access to address those needs. ☐ Coordinate referrals with mental health awareness programs to secure or provide services (e.g., community mental health service providers, school system and ESC resources).			

Non-Instructional Support Services Strategies in the TXMEP SDP	Priority Level			Implementation Activities *(Based on the needs identified in the LNA)*	Resources Needed	Timeline	Person(s) Responsible
	L	M	H				
				☐ Coordinate services between parents of migratory children and community service providers (e.g., assist parents with completing forms, provide transportation, provide translation/interpretation services). ☐ Coordinate/collaborate with school system staff to ensure the services for which students and youth are entitled to receive are being offered (e.g., SPED, GT, Title IA, Title III, McKinney-Vento, Mental Health Programs). ☐ Coordinate/provide migratory children and their families with access and support to community resources. ☐ Host community agency resource fairs that allow families to connect with providers. ☐ Invite service providers to PAC meetings. ☐ Provide families with access to technology devices and internet/technology connectivity. ☐ Provide food/nutrition services, including weekend food/nutrition support. ☐ Provide parent training on strategies to improve reading and math. ☐ Provide parent/student training on financial aid. ☐ Provide school supplies, access to Wi-Fi, clothing, and other supplemental materials and resources. ☐ Share information and access to resources available online and train families on how to utilize resources to locate local community agencies that provide support services (e.g., FindHelp.org). ☐ Utilize a needs assessment tool similar to what is found in the Texas ID&R Manual to identify the specific needs of eligible migratory students/youth.			
Strategy 4-3: Coordinate/provide training and resources to parents of eligible migratory children and youth to build their skills to support their child's educational needs.				☐ Collaborate with after-school programs to meet the needs of students and parents on resources appropriate to children's ages. (e.g. Safe & Effective Schools). ☐ Collaborate with the PFE team to ensure activities and services are aligned with the goals and priorities identified by the PAC.			

Non-Instructional Support Services Strategies in the TXMEP SDP	Priority Level			Implementation Activities *(Based on the needs identified in the LNA)*	Resources Needed	Timeline	Person(s) Responsible
	L	M	H				
				☐ Coordinate with other programs to communicate with parents to ensure awareness of how and when to participate in their child's education. ☐ Disseminate to migratory families a school systems calendar of events that support student learning and facilitate parent attendance (e.g., family math/reading nights, completing college applications). ☐ Provide information and training to parents about resources/services to address the identified needs of the child (e.g., PAC meetings, college nights, family math/ reading nights, middle school letters, importance of summer services). ☐ 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). ☐ Utilize the TMEP/AIIMS & IDRC Portals to provide ongoing support for parents.			

Tool 3-2 LNA Action Plan to Address Other Needs

If, during the LNA process, migratory student needs were identified that are not identified in the Texas Title I, Part C Comprehensive Needs Assessment (CNA), and therefore, are not addressed in the strategies in the Texas Title I, Part C Service Delivery Plan (SDP) [Tool 3-1: LNA Strategy Implementation Plan], use this Action Plan to identify the priority needs, possible solutions to address the needs, resources needed to implement the solutions, etc. Depending on the availability of staff and other resources needed to provide services, as well as the availability of resources from other programs, check one of the priority levels (low, medium, or high) to assist with prioritizing implementation of the solutions.

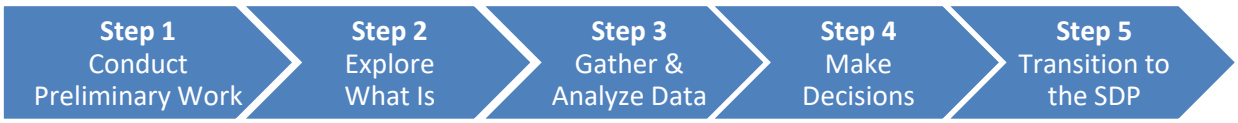
Priority Need Identified Through the LNA	Possible Solution(s)	Resources Needed	Timeline	Person(s) Responsible	Priority Level		
					L	M	H

Appendix B
Needs Identified in the Texas Title I, Part C 2024 Comprehensive Needs Assessment

LNA Toolkit - Appendix B
Statewide Needs Identified in the Texas Title I, Part C 2024 CNA

A state Title I, Part C Comprehensive Needs Assessment (CNA) is a systematic assessment and decision-making process that progresses through a defined series of phases to determine needs, examine their nature and causes, and set priorities for future action. The Texas Title I, Part C Needs Assessment Committee (NAC) followed a systematic 5-step process suggested by the Office of Migrant Education at the U.S. Department of Education 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)
- Level 2: *Service Providers and Policymakers* (state and local Title I, Part C staff)
- Level 3: *Resources* (the system that facilitates or impedes the efforts of the MEP)



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

Step 1—Conduct Preliminary Work
The TEA MEP team and META Associates:

- 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 suggests 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 shared the CNA with stakeholders and administrators at the state and local levels.
- The TEA MEP team/META used the CNA as the basis for initiating the SDP planning process during 2024-25.

The CNA is used as a tool for decision-making to impact the operation of the MEP at all levels. It allows program administrators and program planners to target services to meet the needs of migratory children. The CNA process involves broad-based representation (e.g., state TXMEP staff, parents, community members, other stakeholders) in a participatory process to ensure that the unique needs of migratory students are identified. It provides quantitative and qualitative data to guide programming and policy decisions.

Upon completion of the statewide CNA process, a summary is included in a final CNA report that forms an action plan with educational solutions that inform the TXMEP SDP. The needs identified in the most recent TXMEP CNA (2024) can be found on the following pages. Needs are organized by the four goal areas of (1) reading language arts [RLA] and mathematics, (2) school readiness, (3) high school graduation/services to out-of-school youth (OSY), and (4) non-instructional support services, as defined in the subsequent SDP process.

Goal Area 1: Reading Language Arts (RLA) and Mathematics

Concern	Data Source	Need Indicator/ Need Statement	Possible Solution
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 meets or masters (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 Title IC-funded and non-Title IC-funded instructional tutoring services available.
1-2) We are concerned that migratory students are not receiving appropriate	2022-23 CSPR Data 2022-23 Local Needs	**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	1-2a) Coordinate/provide supplemental instruction in the areas of math and reading based on the unique developmental needs of migratory students.

Concern	Data Source	Need Indicator/ Need Statement	Possible Solution
reading and math instructional services to meet their needs.	Assessment (LNA) Staff, Student/OSY, Parent Surveys	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 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.	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 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, roles and responsibilities 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

Concern	Data Source	Need Indicator/ Need Statement	Possible Solution
			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 Title IC 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	Data Source	Need Indicator/ Need Statement	Possible Solution
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 TXMEP Evaluation Report	**Indicator:** 57 percent of the eligible migratory children ages 3-5 (not in kindergarten) participated in a Title IC- or non-Title IC-funded preschool service. **Statement:** The percentage of migratory children ages 3-5 receiving Title IC- or non-Title IC-funded instructional services needs to increase.	2-1a) Collaborate with school systems 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, Title IC-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).

Concern	Data Source	Need Indicator/ Need Statement	Possible Solution
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 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.	2-2a) 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. 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	Data Source	Need Indicator/ Need Statement	Possible Solution
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 and TEA 2021-22 Graduation Report	**Indicators:** 55 percent of migratory students graduated compared to 89.7 percent of non-migratory students; 46 percent of 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 the 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

Concern	Data Source	Need Indicator/ Need Statement	Possible Solution
			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/M on 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 school system 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 setting, career exploration, etc.	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. **Statement:** The percentage of secondary aged migratory students and OSY receiving support with appropriate course and grade-level placement needs to increase.	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. 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

Concern	Data Source	Need Indicator/ Need Statement	Possible Solution
			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 a Title IC-funded service during the performance period; 3) three percent of OSY received a Title IC-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	Data Source	Need Indicator/ Need Statement	Possible Solution
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 Title IC-funded school systems 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).

Concern	Data Source	Need Indicator/ Need Statement	Possible Solution
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 school systems 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. 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.

Concern	Data Source	Need Indicator/ Need Statement	Possible Solution
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 TXMEP 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) parent recommendations from the TXMEP 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.

Appendix C
Texas Title I, Part C 2024-25 Service Delivery Plan Decisions and Planning Chart

(Includes Ideas for Implementation of Strategies)

Texas Title I, Part C 2024-25 SDP Decisions and Planning Chart

GOAL 1: Reading Language Arts (RLA) and Mathematics				
Solutions Identified in the 2023-24 CNA	Service Delivery Strategies	Measurable Program Outcomes (MPOS)	Ways to Implement the Strategies	Resources Needed
1-1a) Coordinate/provide supplemental reading and/or math instruction (targeted to specific TEKS) to eligible 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 Title IC-funded and non-Title IC- funded instructional tutoring services available. 1-2a) Coordinate/provide supplemental instruction in the areas of math and reading based on the unique developmental needs of eligible migratory students. 1-2b) Ensure MEP and non-MEP staff who work with eligible migratory students are aware of the direct student services available through the special programs to support instruction in the school system (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 eligible migratory children and youth during summer to reduce summer slide. 1-2d) Coordinate with other school staff to support the identified instructional needs of eligible migratory students (e.g., provide awareness of the MEP to non-MEP staff, share CNA and 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	1-1) Coordinate/ provide supplemental reading language arts (RLA) instruction to eligible migratory students in grades K-12 during the performance period (regular school year and summer). 1-2) Coordinate/ provide supplemental math instruction to eligible migratory students in grades K-12 during the performance period (regular school year and summer).	MPO 1A) By the end of the 2025-26 performance period, 60% of eligible migratory students in grades K-12 who received supplemental reading instruction through Title IC funds will improve their score by 5% on curriculum-based reading assessments, as reported in TX-NGS. *Evaluation Tool: Local pre/post reading assessment scores as reported in TX-NGS* MPO 1B) By the end of the 2025-26 performance period, 60% of eligible migratory students in grades K-12 who received supplemental math instruction through Title IC funds will improve their score by 5% on curriculum-based math assessments, as reported in TX-NGS. *Evaluation Tool: Local pre/post math assessment scores as reported in TX-NGS* MPO 1C) By the end of the 2026 summer program, 82% of eligible migratory students in grades K-8 who participated in Project SMART will improve their score by 5% on Project SMART assessments, as reported in TX-NGS. *Evaluation Tool: Project SMART pre/post assessment scores as reported in TX-NGS*	- Use disaggregated results from informal and/or formal assessments to guide supplemental instruction (e.g., before, after school, summer, virtual, center-based, home-based). - Coordinate with other local/state/ federal programs and community-based service providers to ensure eligible migratory students are receiving needs-based reading and math services for which they are eligible and entitled (e.g., Title I, Part A; Title III/ Emergent Bilingual student support). - Coordinate with other school system staff or school system of residency to support the identified instructional needs of eligible migratory students (e.g., share CNA and 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 school system, follow up meetings, ongoing communication). - Provide students with supplemental materials, resources, and instructional programs for home use (e.g., online learning programs, TMEP Portal K-12, Consortium Incentive Grant [CIG] resources–IDRC, iSOSY). - Utilize state assessment test-taking skill tutorials, including STAAR review/preparation prior to exam dates. - Provide targeted services to eligible migratory children and youth during the summer to help mitigate learning loss (e.g., reading/math camps, weekly reading/math packets). - Train individuals providing Project SMART instruction. - Train individuals providing supplemental instruction.	• TX-NGS PFS Report • Online resources for use at home (e.g., Khan Academy, ChatGPT) • Benchmarks and other data from informal and formal assessments • Books & reading materials • Calculator, laptop, tablet, Wi-Fi • Curriculum-based reading/math assessment for pre/post assessments • Intervention programs/curriculum • Math manipulatives • PFS Student Progress Review Form • Project SMART curriculum, including the pre/post tests • Project SMART lesson supplies, books, printing • STAAR prep materials • TMEP (Parent resources such as Ed Resources) • Trainers or staff to provide training • Tutors, interventionists, teachers, mentors • Tutoring (virtual or in-person) • TX-NGS Unique Student Count Report

GOAL 1: Reading Language Arts (RLA) and Mathematics				
Solutions Identified in the 2023-24 CNA	Service Delivery Strategies	Measurable Program Outcomes (MPOS)	Ways to Implement the Strategies	Resources Needed
special program staff in school system, 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 eligible migratory students to ensure student success (e.g., presentation on the MEP, list of unique eligible migratory student needs, training, roles, and responsibility for all staff supporting eligible migratory students). 1-2g) Utilize Project SMART when providing summer supplemental services in mathematics to eligible migratory students. 1-2h) Empower parents of eligible migratory children and students by providing self-advocacy training so they have the tools to access needed support (e.g., individual parent meetings, phone calls, PAC meetings, student conferences). 1-2i) Provide training for parents of eligible migratory children and students on the use of supplemental materials, resources, and instructional programs. 1-2j) Utilize Title IC funds to cover fees when no other funding source is available (e.g., instrument, technology, AP course, dual credit course).			- Utilize Project SMART when providing supplemental summer services in mathematics to eligible migratory students. - Coordinate to provide supplemental instructional services by a classroom/content area teacher. - Coordinate to provide before/after school/Saturday tutorials/tutoring. - Provide information and/or training-to all staff (MEP and non-MEP) about instructional services and resources available to support eligible migratory students in reading and math (e.g., TMEP K-12 Portal, IDRC, iSOSY). - Educate all staff on the unique needs of eligible migratory students to ensure student success in reading and math. - Educate parents of eligible migratory children and ensure access to available instructional opportunities and resources, both Title IC and non-Title IC- funded. - Provide self-advocacy training to parents of eligible migratory children so they have the tools to access needed support (e.g., individual parent meetings, phone calls, PAC meetings, student conferences). - If no other funds are available, and following TIC guidance, coordinate with the MEP to cover costs (e.g., calculators, graphing paper, technology, AP course, dual credit course).	

Concern Statement addressing Goal 1 from the 2023-24 CNA: We are concerned that migratory students generally achieve lower passing rates on state Reading/Language Arts (RLA) assessments, math assessments, and End-of-Course (EOC) assessments than non-migratory students; and migratory students are not receiving appropriate reading and math instructional services to meet their needs.

GOAL 2: School Readiness				
Solutions Identified in the 2023-24 CNA	**Service Delivery Strategies**	**Measurable Program Outcomes (MPOs)**	**Ways to Implement the Strategies**	**Resources Needed**
2-1a) Collaborate with school system programs and promote early childhood services/programs to parents of	**2-1)** Coordinate/ provide needs-based instructional services	**MPO 2A)** By the end of the 2025-26 performance period, 55% of eligible migratory	- Coordinate with other school systems/ESC programs and service providers to advocate for and address the needs of eligible migratory	• ABB curriculum

GOAL 2: School Readiness				
Solutions Identified in the 2023-24 CNA	**Service Delivery Strategies**	**Measurable Program Outcomes (MPOs)**	**Ways to Implement the Strategies**	**Resources Needed**
eligible migratory children (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 school system for their children (e.g., free resources/websites to promote school readiness at home). 2-1c) Prepare a resource/information packet for parents of eligible migratory children and youth with available early childhood programs and services in the community. 2-1d) Provide parents access to, and deliver, Title IC-funded existing materials such as TMEP, IDRC, ABB and/or any other supplemental materials as needed. 2-1e) Provide parents of eligible migratory children with resources/ activities that are developmentally appropriate for eligible 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 eligible migratory children to use in the home with their parents (e.g., books, supplies, tablets, internet).	to eligible migratory children ages 3-5, not in kindergarten. **2-2)** Coordinate/ provide training and resources to families of eligible migratory children ages 3-5, not in kindergarten, including on the importance of school readiness.	children ages 3-5 (who are not in kindergarten) will receive Title IC- or non-Title IC-funded school readiness instructional services, as reported in TX-NGS. *Evaluation Tool: Number of eligible migratory children ages 3-5 not in kindergarten who received Title IC or non-Title IC funded school readiness instructional services, as reported in TX-NGS.* **MPO 2B)** By the end of the 2025-26 performance period, 80% of eligible migratory children who participated in A Bright Beginning (ABB) will improve their score by 5% on ABB assessments, as reported in TX-NGS. *Evaluation Tool: ABB pre/post assessment scores as reported in TX-NGS.* **MPO 2C)** By the end of the 2025-26 performance period, 80% of parents of eligible migratory children surveyed who received school readiness training and/or resources from the MEP will report an increased understanding of the importance of school readiness. *Evaluation Tool: Parent survey*	preschool-age children in terms of school readiness (e.g., Head Start, school system Pre-K, Migrant and Seasonal Head Start, United Migrant Opportunity Services [UMOS], Special Education departments). - Host a MEP table at community events, HeadStart/Pre-K registration, school registration - Invite families to community events where organizations distribute information on school readiness programs - Provide the TEA-approved early literacy program (ABB) for eligible migratory children ages 3-5 who are not served by other programs (during the regular school year, summer, virtually, face-to-face, at home, and in school-based centers) - Utilize MEP data to ensure 3-5-year-old eligible migratory children are identified (e.g., TX-NGS Early Childhood Recruitment Report, TX-NGS Two-year olds Turning Three Report, TX-NGS Unique Student Count with Names and Facilities Report, Needs Assessment Checklist). - Utilize a local needs assessment and/or other tool such as the Preliminary Family Needs Checklist found in the ID&R Manual to identify the needs of eligible migratory children ages 3-5. - Utilize an early childhood participation form for parents to accept/deny services (e.g., ABB Participation Form, other local forms). - Provide parents of eligible migratory children with information at PAC meetings. - Provide parents of eligible migratory children with support for enrolling their children in early childhood programs (e.g., information, referrals, support completing registration forms, translations, interpretations, information about community resources).	• ABB flyer/brochure, and video on MEP portal • ABB iBooks & apps and any technology necessary • ABB Participation Form • ABB pre/post assessments • ABB teacher/parent tip sheets • TMEP portal • Content mini lessons • Flyers/brochures with program information provided by the program (Title IC- or non-Title IC-funded) • Invitations • LEA/ESC early childhood staff • Librarians and library cards • List of community partners/agencies • List of early childhood programs in school system • List of free websites to promote school readiness at home • Local PACs/State PAC • Local needs assessment and Family Needs Checklist • Materials for meetings • Meeting venue • On read-aloud platforms

GOAL 2: School Readiness				
Solutions Identified in the 2023-24 CNA	Service Delivery Strategies	Measurable Program Outcomes (MPOs)	Ways to Implement the Strategies	Resources Needed
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 early childhood readiness (e.g., PAC, parent workshops, flyers, community events). 2-2b) Invite parents of eligible migratory preschool children to school system-sponsored parenting classes targeting school readiness/literacy. 2-2c) Promote family literacy. 2-2d) Coordinate with Title I, Part A to provide information about preschool services to eligible migratory students 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 PFE events or Parent meetings			- Coordinate with Head Start/PreK sites to provide in-person and/or virtual tours of the site. - Provide information to parents of eligible migratory children on the importance of early childhood education and the ABB program (e.g., informational meetings for families, PAC meetings, recruiters providing first contact with parents, school system parent liaison, phone calls, Zoom sessions, home visits, work site visits, health fairs) - Collaborate with parents of eligible migratory preschool children to participate in school system-sponsored parenting classes targeting school readiness/literacy. - Provide parents of eligible migratory children with resources/activities that are age- and language-appropriate for eligible migratory children to promote family literacy (e.g., list of free websites to promote school readiness at home, parenting tips applications such as Bright By Text, library card, online read-aloud platforms, TEA and Texas Public Broadcasting Service At-Home Learning and Curriculum Initiatives). - Coordinate with Title I, Part A to provide information about preschool services to eligible migratory students and awareness to parents. - Disseminate a P2-P3 packet of information (e.g., reading aloud to your baby, developmental activities, importance of school readiness) during residency verifications. - Collaborate with school system organizations like the National Honor Society to provide childcare during PFE events or parent meetings.	• Other ESC education specialists (Title III, Head Start, etc.) • Parent training materials • Parenting tips applications such as Bright By Text • PBS At-Home Learning and Curriculum Initiatives • Personnel from other programs or community agencies (e.g., Head Start, school system Pre-K, Migrant and Seasonal Head Start, UMOS, Special Education departments) • Recommended book list and materials for ABB • Research or data to share with parents on effectiveness of ABB • TEA resources • Translators and/or interpreters • TX-NGS data specialists and resources such as reports (e.g., TX-NGS Early Childhood Recruitment Report, TX-NGS Two-year olds Turning Three Report, TX-NGS Unique Student Count with Names and Facilities Report, Needs Assessment Checklist)

Concern Statement addressing Goal 2 from the 2023-24 CNA: 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., school system programs, Head Start, community programs, ABB); and families of migratory children ages 3-5 are not aware of the importance of early childhood and preschool programs and their impact on school readiness.

GOAL 3: Graduation/Services to Out-of-School Youth (OSY)				
Solutions Identified in the 2023-24 CNA	**Service Delivery Strategies**	**Measurable Program Outcomes (MPOs)**	**Ways to Implement the Strategies**	**Resources Needed**
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 eligible 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 eligible 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 eligible migratory high school students and OSY to identify the motivators for them to continue school and pursue post-secondary plans. 3-2a) Coordinate and collaborate with other programs to ensure migratory eligible 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 school system staff to provide student orientation and access to services/ tools for eligible migratory students enrolling late and/or withdrawing early. 3-2d) Coordinate, collaborate, and advocate for eligible migratory students to gain access to needed	**3-1)** Coordinate/ provide credit accrual/recovery/ acceleration options/ support to eligible migratory high school students who lack credits and/or are not on track for graduation. **3-2)** Coordinate/ provide appropriate and targeted instructional services for eligible migratory high school students.	**MPO 3A)** By the end of the 2025-26 performance period, 20% of eligible migratory high school students not on track to graduate will receive Title IC-funded high school credit accrual/recovery options and/or advocacy, as reported in TX-NGS. *Evaluation Tool: TX-NGS report* **MPO 3B)** By the end of the 2025-26 performance period, 40% of eligible migratory high school students will receive MEP supplemental instructional services, as reported in TX-NGS. *Evaluation Tool: TX-NGS report*	-Based upon progress monitoring, provide access to services and tools including intrastate and interstate collaboration. - Coordinate with all staff to monitor progress of eligible migratory students to ensure they are on track for graduation. - Coordinate and collaborate with secondary school counselors and administrators to ensure appropriate credits have been awarded (consolidation). - Survey eligible migratory high school students to identify the motivators for them to continue school. - Facilitate migratory student transcript review between MEP staff and school system counselor. - Provide supplemental financial support for credit recovery courses where other funding sources are not available. - Facilitate credit accrual and recovery options (e.g., school system-funded programs, online coursework, and learning opportunities). - Implement processes to conduct credit checks, transcript reviews, endorsement pathways, etc. with students through individual student meetings with MEP advisor, school counselor, and college and career counselor. - Provide resources and support to assist students with conducting self-reviews of their own transcripts to help them plan for their future (e.g., review graduation plan requirements and identify courses that are still needed). - Be aware of the school system plan for awarding partial credits (as per local policy) when eligible migratory students and other transfer students move from a different school system. - Conduct a TX-NGS/MSIX course history review.	• Attendance records • Benchmark assessment results • Capacity Building Initiative's CCMR resources • College readiness programs (e.g., AVID, Close-Up, TRIO, Upward Bound, GEAR UP, alternative high schools, dual credit programs) • College and career counselors • Colleges and universities • Community centers • Community resources on academic advancement • Counselors • Enrollment records • HEP/CAMP programs/staff • In-school interventions • Instructional tools • Libraries • Mentors (e.g., upper class grade mentors, retired teachers, athletic coaches, as mentors) • MEP advisors • Motivational speakers • Parent meetings/awareness on college readiness, college nights, • PASS or other school system-based credit accrual program • PFS Student Progress Review Forms showing student needs and strengths • Progress reports • School administrators • School counselors • Summer school programs • Texas Workforce Commission • TMIP

GOAL 3: Graduation/Services to Out-of-School Youth (OSY)				
Solutions Identified in the 2023-24 CNA	**Service Delivery Strategies**	**Measurable Program Outcomes (MPOs)**	**Ways to Implement the Strategies**	**Resources Needed**
resources, including access to advanced courses (e.g., AP and dual credit) and career exploration.			- Collaborate with school counselors to ensure course credits and recommended courses are accurately encoded into TX-NGS. - Coordinate and provide before/ after/summer school STAAR test preparation and tutoring for eligible migratory students in grades 9-12 and OSY. - Provide online tutorials and resources for students who are away from home-based campus. - Coordinate and collaborate with other programs to ensure eligible migratory students receive appropriate and targeted instruction. - Coordinate and collaborate with all staff/programs to conduct transcript reviews for transferring credits from out-of-state and to provide opportunities to continue courses started. - Coordinate and collaborate with school system staff to provide student orientation and access to services/ tools for eligible migratory students enrolling late and/or withdrawing early. - Coordinate, collaborate, and advocate for eligible migratory students to gain access to needed resources, including access to advanced courses (e.g., AP and dual credit) and career exploration. - Coordinate with TMIP, other school system/ESC programs and service providers. - Monitor progress on state assessments.	• Transcript Review/Credit check form • Tutorials (before, during or after school)
3-3a) Provide a variety of opportunities and individuals to interact with eligible migratory students and OSY on a regular basis to build relationships and ensure awareness and access to credit accrual resources (e.g., counselors, TMIP, graduation specialists, CAMP staff). 3-3b) Collaborate with the Texas Workforce and other similar agencies	**3-3)** Coordinate/ provide opportunities and access to college and career readiness for eligible migratory high school students and OSY.	**MPO 3C)** By the end of the 2025-26 performance period, 36% of eligible migratory high school students and OSY will receive Title IC-funded post-secondary preparation, career exploration, guidance counseling, and/or student retreats, as reported in TX-NGS. *Evaluation Tool: TX-NGS report*	- Provide a variety of opportunities and individuals to interact with eligible migratory students and OSY on a regular basis to build relationships and ensure awareness and access to credit accrual resources (e.g., counselors, TMIP, graduation specialists, CAMP staff). - Collaborate with the Texas Workforce Commission and other similar agencies to offer	• 211 community resource access • Capacity Building Initiative Resources • Credit recovery resources and programs • Day care information/ resources • HEP/CAMP projects • iSOSY materials

GOAL 3: Graduation/Services to Out-of-School Youth (OSY)				
Solutions Identified in the 2023-24 CNA	**Service Delivery Strategies**	**Measurable Program Outcomes (MPOs)**	**Ways to Implement the Strategies**	**Resources Needed**
to offer apprenticeships and career readiness programs. 3-3c) Work closely with the school system 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.			apprenticeships and career readiness programs. - Work closely with school systems to identify OSY and provide pathways to graduation or to obtain their high school equivalency diploma (HSED), including HEP. - Coordinate/collaborate to conduct transcript reviews for transferring credits from out-of-state. - Provide information/training to eligible migratory students and their parents about the SAT/ACT, post-secondary application processes, college entry requirements, and financial aid processes. - Conduct individual student/OSY meetings. - Provide secondary-aged eligible migratory students, OSY, and parents information and support about ● HSED options; ● HEP/CAMP; ● graduation requirements; ● dropout recovery programs. - Provide training (virtual or in-person) to secondary-aged eligible migratory students and parents on social-emotional wellness (e.g., sense of belonging, growth mindset, success stories, videos). - Collaborate with CAMP projects to provide sessions (virtual and/or face-to-face) on long-term planning and career exploration, post-secondary academic readiness, parental encouragement, financial aid, college admissions/application, etc. - Provide college/university campus visits for eligible migratory students and their families. - Advocate on behalf of eligible migratory students to receive services from GEAR UP programs, if applicable.	• Leadership opportunities (e.g., MEP clubs, leadership academies, student retreats) • List of local service providers • Lists of local adult education and HSED programs • Lists of scholarships • MEP contact information • Parent meetings • TMIP • Transcript Review/Credit Check Form • TWC (Texas Workforce Commission)

GOAL 3: Graduation/Services to Out-of-School Youth (OSY)				
Solutions Identified in the 2023-24 CNA	**Service Delivery Strategies**	**Measurable Program Outcomes (MPOs)**	**Ways to Implement the Strategies**	**Resources Needed**
			- Develop a local list of adult education and HSED programs. - Provide scholarship information and assistance. - Survey eligible migratory high school students and OSY to identify the motivators for them pursue post-secondary plans.	
3-4a) Make referrals based on needs identified in an OSY Profile. 3-4b) Prepare an OSY resource/information packet for personnel working with eligible migratory students to use while interviewing OSY.	**3-4)** Coordinate/ provide opportunities and access to resources and services to meet the unique needs of eligible migratory OSY.	**MPO 3D)** By the end of the 2025-26 performance period, 40% of eligible migratory OSY will receive appropriate targeted guidance and supplemental services from the MEP, as reported in TX-NGS. *Evaluation Tool: TX-NGS report*	- Utilize an OSY Profile to identify needs and provide needs-based services or referrals (e.g., instructional, transportation, resources, nutrition). - Prepare an OSY resource/ information packet for personnel working with eligible migratory students to use while interviewing OSY. - Provide OSY with information and assistance on re-enrolling in high school programs. - Provide OSY instructional lessons utilizing iSOSY materials. - Coordinate with TMIP. - Coordinate/collaborate with existing programs (CAMP, HEP, Texas Workforce Commission [TWC], etc.) and resources (virtual and/or face-to-face) for informational sessions about access to services.	• 211 Community Resource Access (www.211texas.org) • Capacity Building Initiative • HEP/CAMP project map • iSOSY materials • Local list of adult education or HSED programs • OSY Profile Sheet • TWC

Concern Statements addressing Goal 3 from the 2023-24 CNA: We are concerned that enrolled secondary-aged migratory students are not graduating at the same rate as non-migratory students; 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; 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. and 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).

GOAL 4: Non-Instructional Support Services				
Solutions Identified in the 2023-24 CNA	**Service Delivery Strategies**	**Measurable Program Outcomes (MPOs)**	**Ways to Implement the Strategies**	**Resources Needed**
4-1a) Coordinate/collaborate efforts to educate MEP and non-MEP staff, including, but not limited to, teachers, counselors, and administrators who work with eligible migratory students to ensure the 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 eligible migratory students on MEP programs and resources (e.g., Project SMART, IDRC, TMEP, iSOSY). 4-1c) Coordinate/collaborate with school system programs, ESCs, and other service providers to provide training to MEP and non-MEP staff to address the social, emotional, and academic needs of eligible migratory children and youth (e.g., SPED, GT, Title IA, Title III).	**4-1)** Coordinate/ provide high-quality PD to MEP and non-MEP staff so they can better understand the unique academic and social-emotional needs of eligible migratory children.	**MPO 4A)** By the end of the 2025-26 performance period, 80% of MEP/school system staff surveyed who received professional development through the MEP will report that they are better prepared to support migratory students. *Evaluation Tool: Staff survey*	- Provide training to school system/ESC staff who work with eligible migratory students on MEP and CIG programs and resources (e.g., Project SMART, IDRC, TMEP, AIIMS, iSOSY). - Train school system/ESC staff on the utilization of local community agencies and their resources that provide support services (e.g., FindHelp.org). - Coordinate/provide training to school systems, ESCs, and other service providers on how to address the social-emotional training and academic needs of eligible migratory children, youth, and OSY (e.g., SPED, GT, Title IA, Title III, McKinney-Vento, Mental Health Programs). - Provide PD to personnel who work with eligible migratory students on transcript reviews (intra/interstate and binational), placement and graduation planning, and awarding credit. - Provide training on evidence-based instructional materials and curriculum.	• Community partners (e.g., food banks, clothing closets, health clinics, medical/dental/vision service providers, WIC). • Contractor to translate/ translation tools or devices • Data from ID&R family needs survey • Food services programs • List of service providers & community resources • Local preschool providers and Head Start for PD opportunities • Meeting venue for PD • Online PD opportunities (e.g., TMEP Portal , TMIP, IDRC, TXEL for BE/ESL Students, iSOSY) • Results from local needs assessment • School counselors • School supplies, tools for homework assistance • Supplies & materials for PD • www.211.org
4-2a) Coordinate with other programs, agencies, and state and school system 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 eligible migratory children and youth.	**4-2)** Coordinate/ provide non-instructional support services to meet the needs of eligible migratory children and their families.	**MPO 4B)** By the end of the 2025-26 performance period, 65% of eligible migratory children and youth (P3-12 and OSY) will receive Title IC-funded support services as coded on the supplemental support services report in TX-NGS.	- Coordinate/provide eligible migratory children and their families with access and support to community resources. - Utilize a needs assessment tool similar to what is found in the Texas ID&R Manual to identify the specific needs of eligible migratory students/youth.	• District events • Books and math game supplies for at home use • Childcare

GOAL 4: Non-Instructional Support Services				
Solutions Identified in the 2023-24 CNA	**Service Delivery Strategies**	**Measurable Program Outcomes (MPOs)**	**Ways to Implement the Strategies**	**Resources Needed**
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. 4-4a) Coordinate services between parents of eligible migratory children and community services. 4-4b) Develop and disseminate a list of local community agencies that provide support services. 4-4c) Mental Health Awareness collaboration		*Evaluation Tool: TX-NGS report*	- Communicate with migratory families to identify specific needs and provide access to address those needs. - Coordinate/collaborate with school system staff to ensure the services for which students and youth are entitled to receive are being offered (e.g., SPED, GT, Title IA, Title III, McKinney-Vento, Mental Health Programs). - Collaborate/coordinate with other programs, agencies, and state and school system programs to provide community non-instructional support services (e.g., clinics, food banks, Workforce solutions, child advocacy programs, daycare) to address the identified non-instructional support services needs of eligible migratory children and youth (e.g., school supplies, clothing, healthcare support, glasses). - Collaborate/coordinate with school systems and community programs or other grants to provide eligible migratory students with information and access to supplemental materials, resources, and technology (e.g., laptop, tablets, hotspot). - Coordinate services between parents of eligible migratory children and community service providers (e.g., assist parents with completing forms, provide transportation, provide translation/interpretation services). - Provide parent training on strategies to improve reading and math. - Provide parent/student training on financial aid - Host community agency resource fairs that allow families to connect with providers. - Invite service providers to PAC meetings. - Share information and access to resources available online and train families on how to utilize resources for local community agencies that provide support services (e.g., FindHelp.org).	• Community partners (e.g., food banks, clothing closets, health clinics) • Computers, laptops, connectivity • List of regular school year and summer services provided by the school system and/or community • List of service providers & community resources • MEP flyer/brochure • Reading and math online learning programs and training for parents • Remind App or similar applications • Supplies, materials for meeting • TMEP Portal • TMIP • Trainer for parent involvement/empowerment/engagement sessions • Translators for meetings/ translation tools or devices • Transportation • Venue for meetings (face-to-face or virtual)

GOAL 4: Non-Instructional Support Services				
Solutions Identified in the 2023-24 CNA	**Service Delivery Strategies**	**Measurable Program Outcomes (MPOs)**	**Ways to Implement the Strategies**	**Resources Needed**
			- Coordinate referrals with mental health awareness programs to secure or provide services (e.g., community mental health service providers, school system and ESC resources). - Provide school supplies, access to Wi-Fi, clothing, and other supplemental materials and resources. - Provide families with access to technology devices and internet/ technology connectivity. - Provide food/nutrition services, including weekend food/nutrition support.	
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 school-wide resources available to support their child's learning (e.g., navigating the school portal for grades, attendance, policies). 4-3c) Use of AIIMS Portal to provide ongoing support for parents 4-3d) Collaborate with Safe & Effective Schools to meet the needs of students and parents on resources appropriate to children's ages 4-4e) Collaborate with other after-school programs to meet the needs to support students 4-4f) PFE & alignment with PAC	**4-3)** Coordinate/ provide training and resources to parents of eligible migratory children and youth to build their skills to support their child's educational needs.	**MPO 4C.1)** By the end of the 2025-26 performance period, 80% of parents of eligible migratory children and youth surveyed who participated in training and/or received resources/information offered by the MEP will report that they feel better prepared to support their child's education. *Evaluation Tool: Parent Survey* **MPO 4C.2)** By the end of the 2025-26 performance period, 80% of school systems/SSAs/ESCs responding will rate their implementation of Strategy 4-3 (training/resources for parents) as "succeeding" or "exceeding" on the Fidelity of Strategy Implementation (FSI). *Evaluation Tool: Fidelity of Strategy Implementation (FSI)*	- Coordinate with other programs to communicate with parents to ensure awareness of how and when to participate in their child's education. - 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). - Utilize the TMEP/AIIMS & IDRC Portals to provide ongoing support for parents. - Collaborate with other after-school programs to meet the needs of students and parents on resources appropriate to children's ages. (e.g. Safe & Effective Schools) -Collaborate with the PFE team to ensure activities and services are aligned with the goals and priorities identified by the PAC. - Disseminate to migratory families a school systems calendar of events that support student learning and facilitate parent attendance (e.g., family math/reading nights, HSED exam review, completing the Free Application for Federal Student Aid (FAFSA)/Texas Application for State Financial Aid (TASFA), completing college applications). - Provide information and training to parents of eligible migratory children about resources/services to address the identified	• AMET Conference • Consultant/trainer • Counselors • Experts on social emotional learning (SEL) • Math/reading specialists/ instructional coaches • Meeting facilities (face-to-face or virtual) • NASDME Conference • Parent Family Engagement Conference/ Statewide Initiative • Printed materials • Technology • TMIP Workshop • Transportation • Various program staff (e.g., SPED, GT, Title III, Title IA)

GOAL 4: Non-Instructional Support Services				
Solutions Identified in the 2023-24 CNA	**Service Delivery Strategies**	**Measurable Program Outcomes (MPOs)**	**Ways to Implement the Strategies**	**Resources Needed**
			needs of the child (e.g., PAC meetings, college nights, family math/reading nights, HSED exam review, completing the FAFSA/TASFA, completing college applications, middle school letter, social media, letters, rights and responsibilities regarding their child's education, importance of summer services).	

Concern Statements addressing Goal 4 from the 2023-24 CNA: 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; migratory children are not receiving, or have limited access to, targeted non-instructional support services (e.g., school supplies, clothing, healthcare support, glasses); migratory children and their families need coordinated support on how to access and utilize community services; and migratory families need coordinated training and resources on strategies to support their children's learning (e.g., accessing school resources, and strategies for helping at home).