Texas Title I, Part C

Service Delivery Plan

Texas Education Agency
Title I, Part C Program
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Abbreviations and Acronyms

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

Definition of Terms Related to the SDP

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

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

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

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

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

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

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

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

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

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

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

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

Solution Strategy: A solution that addresses an identified need.

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Executive Summary

In accordance with the Elementary and Secondary Education Act (ESEA) of 1965, reauthorized in 2015 as the Every Student Succeeds Act (ESSA), state education agencies (SEAs) receiving Title I, Part C funds are required to submit to the U.S. Department of Education in their Consolidated State Plan, the long-term goals and measurements of interim progress that are designed to improve the academic achievement of all children in their state. Additionally, states are required by ESSA to develop a Title IC-specific service delivery plan (SDP) to help migratory children make progress toward achievement of the state's long-term goals and measurements of interim progress. The SDP outlines the delivery and evaluation of the services provided to migratory children through the program.

A migratory child is defined as a child or youth, from birth to age 21, who made a qualifying move in the preceding 36 months as a migratory agricultural worker or migratory fisher; or with, or to join, a parent or spouse who is a migratory agricultural worker or migratory fisher [Section 1309(3)(A) and (B)].

The SDP is developed from the results of an up-to-date comprehensive needs assessment (CNA) and is a statewide plan that describes the services the SEA will provide directly or through local education agencies (LEAs) to meet the unique needs of migratory children. The Texas Title IC Program conducted an update to the SDP in 2024-25 utilizing the results of the CNA conducted in 2023-24. During the SDP Committee meetings, members developed service delivery strategies (based on the solution strategies created during the CNA) and measurable program outcomes (MPOs) to guide program implementation beginning in the 2025-26 performance period. The key findings from these meetings are outlined below.

- Federal, state, and local goals and the needs of migratory children were organized within four goal areas: 1) Reading Language Arts [RLA] and Mathematics; 2) School Readiness; 3) High School [HS] Graduation/Services to Out-of-School Youth [OSY]; and 4) Non-Instructional Support Services.

- Large gaps in proficiency rates exist between migratory and non-migratory students on State of Texas Assessments of Academic Readiness (STAAR) RLA and Mathematics Assessments indicating a need for supplemental reading and math instructional services to increase migratory student skills, and support services to eliminate barriers to school success.

- Eleven (11) service delivery strategies were identified by the SDP Committee based on the solution strategies identified during the CNA update the previous year. The strategies will be implemented by the Texas Title IC Program beginning in the 2025-26 performance period.

- The SDP Committee also identified 14 MPOs that are aligned to the strategies that address RLA, math, and school readiness skills; parent knowledge and engagement; implementation and provision of services, and staff capacity for serving migratory children and youth. Initial progress toward the MPOs will be reported in the 2025-26 evaluation report.

Introduction

Legislative Mandate for Service Delivery Planning

The Title I, Part C program is authorized under Sections 1301-1309 of the ESEA, as amended. The *Code of Federal Regulations* (CFR) provides applicable regulations related to the program (34 CFR §§ 200.81-200.89), and *Guidance* helps SEAs and LOAs use Title IC funds to develop and implement supplemental educational and support services to assist migratory children.

Statute requires SEAs and LOAs to: (1) use Title IC funds to "supplement, not supplant" non-federal funds; and (2) provide services to migratory children with state and local funds that are at least comparable to services provided non-migratory children [Section 1304(c)(2) and Section 1118(b) and (c)]. Title IC funds may be used only to supplement the level of funds that would, in the absence of these funds, be made available from non-federal sources for the education of children participating in Title IC-funded projects. SEAs and LOAs may not use Title IC funds to supplant (i.e., replace) non-federal funds.

ESSA [Section 1306(a)(1)] requires that states must address the unique educational needs of migratory children in accordance with a comprehensive state plan that:

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

Further, regulations require SEAs to develop a comprehensive state plan in consultation with the state parent advisory council (PAC) in a format and language that the parents understand. [34 CFR § 200.83(b)]

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

1. **Performance Targets.** Performance targets that the state has adopted for all migratory children for reading, mathematics, high school graduation, the number of school dropouts, school readiness (if adopted by the SEA), and any other performance target that the state has identified for migratory children. [34 CFR 200.83(a)(1)]

2. **Needs Assessment.** Identification and assessment of the unique educational needs of migratory children that result from the migratory lifestyle; and other needs of migratory students that must be met for them to participate effectively in school. [34 CFR 200.83(a)(2)]

3. **Measurable Program Outcomes.** MPOs that the state Title IC program will produce to meet the identified unique needs of migratory children and help migratory children achieve the state's performance targets. MPOs allow the program to determine whether and to what degree the program has met the special educational needs of migratory children that were identified through the CNA. The MPOs should also help achieve the state's performance targets. [34 CFR 200.83(a)(3)]

4. **Service Delivery Strategies.** Strategies for achieving the performance targets and MPOs. The state's service delivery strategies must address the unique educational needs of migratory children that result from the children's migratory lifestyle, and other needs of migratory students that must be met to participate effectively in school. [34 CFR 200.83(a)(4)]

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

The following sections are recommended by the Office of Migrant Education (OME) at the U.S. Department of Education to ensure that program services are targeted and delivered efficiently and to support local projects in implementing the SDP.

- **Migratory Children Identified to Receive Priority for Services (PFS).** The state's process for identifying those migratory children most in need of services, including the criteria the state established for prioritizing these students for services and ways to ensure that services are directed toward meeting their unique needs.

- **Identification and Recruitment (ID&R) Plan.** The process and structure for the ID&R plan including staffing, training, and the types of accountability and quality assurances in place to ensure that sound eligibility determinations are made.

- **Parent and Family Engagement Plan.** Strategies that the state will implement to ensure that parents of migratory children are involved in the education of their children including information on state and local PACs, as well as access to support and resources for migratory parents.

- **Exchange of Student Records.** Policies and procedures for sending and receiving records for migratory children through intrastate and interstate transfer, Migrant Student Information Exchange (MSIX) policies and procedures, strategies for providing training and information on MSIX, strategies for cross-state collaboration, and ways the state student information system can assist with record transfer.

- **Implementation and Accountability in Local Programs.** A description of the ways the program will communicate with local programs to keep them informed about the SDP and to solicit feedback; a technical assistance plan to build the capacity of local projects to plan and implement their programs; strategies for ensuring that the local sub-granting process requires applicants to implement the SDP; and a plan for local monitoring, including specific indicators for which LOAs will be held accountable.
- **Logic Model.** The logic model is a visual representation of the intent of the program. The logic model provides the foundation for assessing the effectiveness and progress of the program, ensures a realistic picture of what the program can expect to accomplish, and helps tell the story and show the impact of the program.

- **Project Plan.** A project plan based on the aligned components includes activities, timelines, persons responsible, and resources to operationalize the strategies.

In compliance with the guidance provided by OME, the Texas Title IC Program will update the SDP whenever it: (1) updates the statewide CNA; (2) changes the performance targets and/or MPOs; (3) significantly changes the services that the program will provide statewide; or (4) significantly changes the evaluation design. This new SDP aligns with the needs identified in the CNA that was completed in June 2024.

Description of the Texas Title I, Part C Program

The primary purpose of the Texas Title IC Program is to help migratory children and youth overcome challenges of mobility, frequent absences, late enrollment into school, social isolation, dropping out, and other difficulties associated with a migratory life, in order that they might succeed in school. Furthermore, the program must give PFS to migratory children and youth who have made a qualifying move within the previous 1-year period and who (1) are failing, or most at risk of failing, to meet the challenging state academic standards; or (2) have dropped out of school [Section 1304(d)]. The TEA has identified criteria for factor one (failing or most at risk of failing) that is included in this SDP and the PFS Action Plan.

Texas Title IC data from the 2023-24 performance period indicates that there were 18,616 eligible migratory children and youth birth to age 21 (18,002 ages 3-21) with the following demographics:

- Three (3) percent were two years old and under; seven (7) percent were 3-5 years old; 34 percent were in grades K-5; 20 percent were in grades 6-8; 33 percent were in grades 9-12, and two (2) percent were dropouts/OSY;
- 37 percent of migratory children birth to age 21 had a qualifying arrival date (QAD) during the performance period;
- 46 percent of the children ages 3-21 were identified as having PFS; and
- 46 percent of the children ages 3-21 were identified as being English learners (ELs), predominantly Spanish speakers.

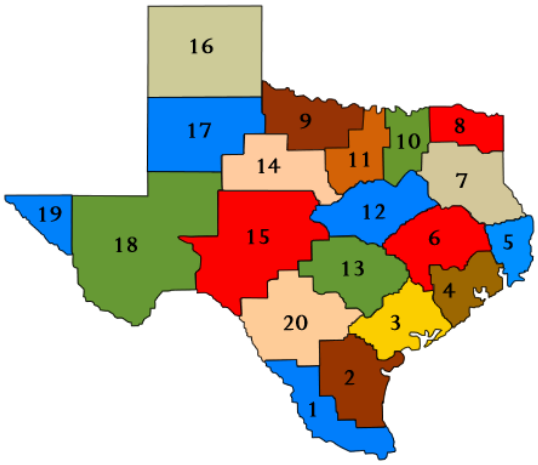
During the 2023-24 performance period, 71 percent of all eligible migratory students were served by the program, with 24 percent of eligible students served during summer 2024. Forty (40) percent received instructional services and 66 percent received support services.

Due to challenges related to mobility, language, and economic status, migratory students often face barriers to achieving excellence in the classroom. The Texas Title IC Program aims to provide an educational experience that helps mitigate academic disruptions and other challenges caused by frequent moves. During the regular school year, funded ESCs and school systems provide supplemental support in coordination with the services provided by the school systems. During the summer, educational programs are set up exclusively for migratory children when regular school programs are not in operation, or in coordination with summer services provided by the school systems.

In Texas, school systems that are eligible to receive Title IC funds may administer the program as an independent project. In addition, school systems may be part of a shared services arrangement (SSA) with the ESC serving as the fiscal agent. School systems that are eligible but decline Title IC funding are non-project school systems and the ESC provides program

services to the eligible migratory children. The map to follow shows the distribution of the Texas ESCs, with the numbers representing the ESC number.

Map of Texas ESC Regions



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

Texas ESCs by Region Number and Location

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

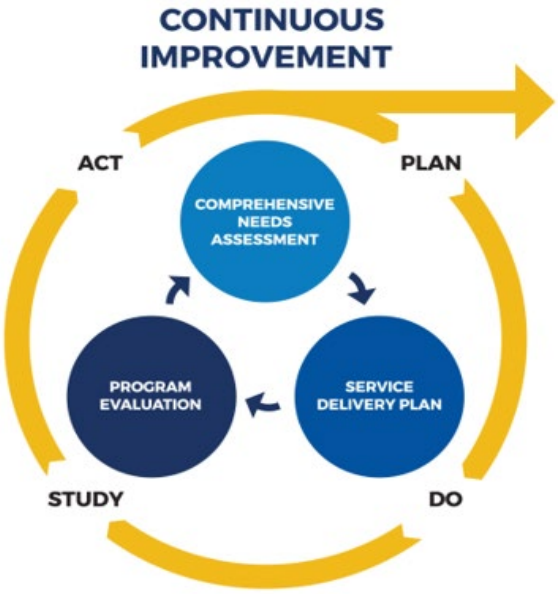
The Texas Title IC Program has statewide initiatives that include the following.

- Capacity Building and Curriculum Initiative (ESC Region 20)
  - AIIMS Guidebook
  - Texas Migratory Education Portal (TMEP)
  - State Parent Advisory Council
  - A Bright Beginning (ABB)
  - Project SMART
- Title IC Systems Initiative (ESC Region 20)
- Texas Migratory Interstate Program (TMIP) (ESC Region 20)
- Texas New Generation System (TX-NGS) (Quisitive)
- Title IC Continuous Improvement Cycle (META Associates)

Description of the Planning Process

As required, the Texas Title IC Program implements the CNA, SDP, and evaluation through the Title IC Continuous Improvement Cycle (shown below) as recommended by OME in its CNA and SDP Toolkits (2018). In this cycle, each step in developing a program, assessing needs, identifying strategies, implementing strategies, and evaluating results, builds on the previous activity and informs the subsequent activity. The Continuous Improvement Cycle includes the following components.

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



The Texas Title IC SDP resulted from a systematic process that involved a broad-based representation of stakeholders whose experience lent authenticity and whose expertise directed the development of the strategies presented in this report. The SDP Committee was made up of migratory parents; administrators; Texas Education Agency (TEA) staff; and individuals with expertise in reading, mathematics, graduation/dropout prevention, OSY, family literacy, professional development (PD), ID&R, and early childhood education. Most of the SDP Committee also served on the CNA Needs Assessment Committee (NAC) to provide continuity to the comprehensive process carried out to ensure that systems were aligned to meet migratory students' unique needs. Refer to the beginning of this document for a list of SDP Committee members.

The Texas SDP Committee was led through the service delivery planning process by META Associates as guided by the SDP Toolkit (U.S. Department of Education, 2018). In addition, the Committee reviewed the work of the NAC during the CNA process completed in 2023-24. To ensure that all requirements were met, the timelines and activities displayed below were set.

Texas SDP Timelines

Activity	Timelines
SDP Meeting #1: Understand the SDP planning cycle and roles and responsibilities of the committee; select goal area groups; identify major instructional strategies; identify SDP measurable outcome-based implementation strategies for the program to use to address concerns; provide feedback on strategies for all goal area groups; review and prioritize strategies; and decide on next steps toward determining the major components of the SDP.	10/24/24

Activity	Timelines
SDP Meeting #2a: Review and finalize strategies for meeting migratory student needs and identify ways to implement strategies.	12/02/24
SDP Meeting #2b: Review and finalize implementation of strategies and provide feedback on ways to implement strategies for all goal area groups.	12/03/24
SDP Meeting #2c: Develop MPOs for each goal area.	12/09/24
SDP Meeting #2d: Review and discuss MPOs for all goal area groups.	12/10/24
SDP Meeting #3a: Review and revise work done on MPOs by colleagues during SDP Meeting #2d and whole group debrief to finalize MPOs for all goal area groups.	01/09/25
SDP Meeting #3b: Identify resources to implement the strategies.	01/10/25
SDP Meeting #3c: Review resources for all for all goal area groups and whole group discussion to provide input and arrive at consensus on the evaluation strategies and tools.	01/16/25
SDP Meeting #3d: Discuss suggestions for soliciting parent feedback on the SDP; and discuss SDP communication and implementation related to migratory parents, PD, and improvement planning.	01/17/25
Draft the SDP report	04/30/25
Finalize the SDP report	06/01/25

General Framework: Plan Alignment

This section shows the alignment of the five required components of the SDP. Each component has its own function in the SDP, but all are aligned to provide a cohesive and consistent approach to enable migratory students to achieve the Texas state performance goals and targets. Following is information about each component followed by the Alignment Chart.

State Performance Goals

The Texas performance targets for migratory students in RLA, mathematics, and graduation work in concert with the priorities and goals for all students established by the state as part of its ESSA Consolidated State Plan. The Plan identifies measurements of interim progress toward meeting the long-terms goals (2036-37) for academic achievement (proficiency rates) and graduation (graduation rates) for all students as shown below.

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

	Baseline	Interim	Interim	Interim	Long-Term
	Baseline 2016-17	2022-23 through 2026-27	2027-28 through 2031-32	2032-33 through 2036-37	2037-38
RLA	44%	44%	53%	62%	72%
Mathematics	38%	38%	48%	58%	69%

	Baseline	Interim	Interim	Interim	Long-Term
	Baseline 2021-22	2022-23 through 2026-27	2027-28 through 2031-32	2032-33 through 2036-37	2037-38
Graduation	90.0%	90.0%	92.7%	95.4%	98.0%

Source: Texas ESSA Consolidated State Plan *(Amended December 2023)*

Needs Assessment

During 2023-24, the Texas NAC worked through the process outlined in the CNA Toolkit (U.S. Department of Education, 2018) as facilitated by META Associates. Data on migratory student achievement and outcomes were used by the NAC to develop concern statements. Data for the CNA was collected from TX-NGS; the TEA assessment database; and surveys of parents, students, and staff. Using this data, a statewide profile was developed, possible solutions were identified, and service priorities were established. During the CNA meetings, the NAC reached consensus about the decisions on how to identify needs, additional issues/data to explore, and how to proceed with the next steps in determining a plan for addressing migratory student needs. This CNA process resulted in the development of the 2024 Texas Title IC CNA Report (on file with TEA).

The Texas Title IC CNA results provided the state with clear direction for planning services to migratory children and youth. The needs assessment results described in the CNA Report were used as a foundation for the services described in this SDP Report. Following is the Texas Migratory Student Profile contained in the CNA Report using data from 2022-23 that lists the demographics and needs identified in numerous categories.

Texas Migratory Student Profile from the 2024 CNA (Data from 2022-23)

Criteria	Data
Eligible migratory students	20,090
Grade distribution	Ages 0-2 (3%), Ages 3-5 (8%), Grades K-5 (40%), Grades 6-8 (20%), Grades 9-12 (32%), OSY (2%)
Migratory students with PFS	10,254 (53%) of the 19,426 eligible children ages 3-21
Migratory English learners (EL)	8,398 (43%) of the 19,426 eligible children ages 3-21
Migratory students with disrupted schooling	8,534 (42%) of all eligible migratory students had a QAD within the last 12 months
Migratory students served during the performance period	13,835 (69%)
Migratory students served during the summer	3,516 (18%)
Migratory students receiving instructional services	7,468 (54% of served, 38% of eligible)
Migratory students receiving reading and math instruction provided by a teacher *(does not include instruction provided by a paraprofessional)*	Reading Instruction – 2,182 (16% of served; 11% of eligible) Math Instruction – 2,070 (15% of served; 10% of eligible)
Migratory students receiving support services	13,020 (94% of served; 65% of eligible)
Migratory students scoring proficient on STAAR RLA and math assessments	RLA - 32% (52% for non-migratory students) Math - 28% (43% for non-migratory students)
Migratory OSY eligible/served	366 eligible, 114 (31%) served
Migratory student graduation rate	55% (90.3% for non-migratory students)
Migratory student dropout rate	0.3% (6.3% for non-migratory)

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

Service Delivery Strategies

The service delivery strategies identified by the SDP Committee took into consideration the needs identified during the CNA process as well as the solution strategies determined by the NAC. This SDP has two strategies for RLA/Mathematics, two strategies for School Readiness, four strategies for Graduation/Services to OSY, and three strategies for Non-Instructional Support Services. The strategies serve as the foundation for the implementation of the program. The strategies can be found in the Alignment Chart on the following pages.

Measurable Program Outcomes

The SDP Committee created MPOs to reflect the state performance targets, and needs/ solutions identified during the CNA process. MPOs are the desired outcomes of the strategies that quantify the difference that the program will make for migratory students, parents, and/or staff. MPOs provide the foundation for the SDP and can be clearly communicated, implemented with fidelity, and evaluated. The alignment of the MPOs to the strategies can be found in the Alignment Chart on the following pages.

Evaluation Questions

The SDP Committee developed an Evaluation Plan for implementation of strategies and results aligned with state performance indicators/targets, the national Title IC performance measures, and Texas Title IC MPOs. The CNA/SDP/Evaluation Alignment Chart that follows (as well as the Evaluation Plan section of this report) provides the structure for the program evaluation.

Texas Title I, Part C CNA/SDP/Evaluation Alignment Chart

GOAL AREA #1: READING LANGUAGE ARTS (RLA) and MATHEMATICS

State Performance Target: In 2025-26, 44 percent of students in grades 3-12 will score proficient or above on STAAR RLA Assessments and English I/English II End-of-Course (EOC) Tests, and 38 percent will score proficient or above on STAAR Math Assessments and the Algebra I EOC Test.

Concern Statements: We are concerned that migratory students generally achieve lower proficiency rates on state RLA, math, and EOC assessments than non-migratory students; and migratory students are not receiving appropriate RLA and math instructional services to meet their needs.

Data Summary: On 2022-23 STAAR assessments, 32 percent of migratory students in grades 3-8 scored proficient or above in RLA compared to 52 percent of non-migratory students. Twenty-eight (28) percent of migratory students in grades 3-8 scored proficient or above in math compared to 43 percent of non-migratory students. Twenty-nine (29) percent of migratory students scored proficient on the English I EOC compared to 54 percent of non-migratory students; 30 percent of migratory students scored proficient on the English II EOC compared to 56 percent of non-migratory students; and 24 percent of migratory students scored proficient on the Algebra I EOC compared to 45 percent of non-migratory students.

Need Statement: The percentage of migratory students in grades 3-8 scoring at grade level or above on STAAR assessments needs to increase by 20 percentage points in RLA and by 15 percentage points in math to eliminate the gap between migratory and non-migratory students.

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
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). **Strategy 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 performance period, 63 percent of eligible migratory students in grades K-12 who received supplemental reading instruction through Title IC funds will improve their score by five percent on curriculum-based reading assessments, as reported in TX-NGS.	What percentage of eligible migratory students in grades K-12 who received reading instruction through Title IC funds made a five percent gain on curriculum-based reading assessments?	Were curriculum-based reading assessments used to assess eligible migratory students' reading skills?
	MPO 1B: By the end of the performance period, 64 percent of eligible migratory students in grades K-12 who received supplemental math instruction through Title IC funds will improve their score by five percent on curriculum-based math assessments, as reported in TX-NGS.	What percentage of eligible migratory students in grades K-12 who received mathematics instruction through Title IC funds made a five percent gain on curriculum-based mathematics assessments?	Were curriculum-based mathematics assessments used to assess eligible migratory students' mathematics skills?
	MPO 1C: By the end of the summer program, 82 percent of eligible migratory students in grades K-8 who participated in Project SMART will improve their score by five percent on Project SMART assessments, as reported in TX-NGS.	What percentage of eligible migratory students who participated in Project SMART improved their score by five percent on Project SMART assessments?	Which ESCs/projects provided Project SMART during the summer?

GOAL AREA #2: SCHOOL READINESS

State Performance Target: The delivery of services to migratory children ages 3-5 is a provision under Title I, Part C. Texas does not have a state performance target for school readiness.

Concern Statements: 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; 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.

Data Summary: In 2022-23, 57 percent of the eligible migratory children ages 3-5 (not in kindergarten) participated in Title IC- or non-Title IC-funded preschool services; 15 percent of families surveyed indicated a need for support in preparing their young children for school; and the experts on the NAC indicated that families of children ages 3-5 need resources to support school readiness and families/staff need training to help raise the awareness of early childhood school readiness programs.

Need Statement: The percentage of migratory children ages 3-5 receiving Title IC- or non-Title IC-funded instructional services needs to increase.

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
Strategy 2-1: Coordinate/provide needs-based instructional services to eligible migratory children ages 3-5, not in kindergarten. **Strategy 2-2:** Coordinate/provide training and resources on school readiness to families of eligible migratory children ages 3-5, not in kindergarten.	**MPO 2A:** By the end of the performance period, 55 percent of eligible migratory 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.	What percentage of eligible migratory children ages 3-5 participated in Title IC-and/or non-Title IC-funded school readiness instructional services?	In which school readiness instructional services did eligible migratory children participate?
	MPO 2B: By the end of the performance period, 80 percent of eligible migratory children ages 3-5 who participated in ABB will improve their score by five percent on ABB assessments, as reported in TX-NGS.	What percentage of eligible migratory children ages 3-5 who participated in ABB improved their scores by five percent on ABB assessments?	Which ESCs/projects provided ABB instruction to eligible migratory children?
	MPO 2C: By the end of the performance period, 80 percent of migratory parents surveyed who received school readiness training and/or resources from the program will report an increased understanding of the importance of school readiness.	What percentage of parents surveyed reported that the training and/or resources they received from the program increased their understanding of the importance of school readiness?	What types of school readiness parent engagement training and resources were offered to migratory parents?

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

State Performance Goal: In 2025-26, 90 percent of students will graduate from high school (4-year cohort rate).

Concern Statements: We are concerned that enrolled secondary aged migratory students are not graduating at the same rate as non-migratory students and 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.

Data Summary: In 2022-23, 55 percent of migratory students graduated compared to 89.7 percent of non-migratory students. Twenty-nine (29) percent of migratory students (54 percent non-migratory students) scored proficient on the English I EOC, and 24 percent (45 percent non-migratory) scored proficient on the Algebra I EOC. Forty-six (46) percent of staff surveyed indicated that migratory students need secondary counseling and 38 percent indicated that students need counseling on options after HS; and 26 percent of students/OSY surveyed indicated a need for assistance with completing HS classes. The experts on the NAC report that migratory OSY have limited access to services and existing programs.

Need Statement: The migratory student graduation rate needs to increase by 35 percentage points to eliminate the gap between migratory and non-migratory students, and the percentage of migratory students scoring proficient needs to increase by 25 percentage points on the English I EOC and 21 percentage points on the Algebra I EOC.

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
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. **Strategy 3-2:** Coordinate/provide appropriate and targeted instructional services for eligible migratory high school students.	**MPO 3A:** By the end of the performance period, 20 percent 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. **MPO 3B:** By the end of the performance period, 40 percent of eligible migratory high school students will receive supplemental instructional services, as reported in TX-NGS.	What percentage of migratory HS students who are not on track to graduate received high school credit accrual/recovery options and/or advocacy? What percentage of eligible migratory high school students received instructional services?	In what ways did projects provide high school credit accrual/recovery options and/or advocacy? What types of instructional services were provided to eligible migratory HS students?
Strategy 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 performance period, 40 percent 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.	What percentage of eligible migratory HS students and OSY received post-secondary preparation, career exploration, guidance counseling, and/or student retreats?	What types of post-secondary preparation, career exploration, guidance counseling, and/or student retreats were provided to eligible HS students and OSY?
Strategy 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 performance period, 40 percent of eligible migratory OSY will receive appropriate targeted guidance and supplemental services from Title IC, as reported in TX-NGS.	What percentage of eligible migratory OSY received appropriate targeted guidance and supplemental services?	What types of guidance and supplemental services were provided to eligible migratory OSY?

GOAL AREA #4: NON-INSTRUCTIONAL SUPPORT SERVICES

State Performance Target: The delivery of non-instructional support services to migratory students is a provision under Title I, Part C. Texas does not have a state performance target for non-instructional support services.

Concern Statements: 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; 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.

Data Summary: In 2022-23, 48 percent of staff surveyed reported a need for PD on parent engagement strategies and reading/literacy strategies, 39 percent math strategies, and 34 percent ID&R. The experts on the NAC report that funded districts need ongoing and continuous support and information about general knowledge of the program and support services. Seventy-two (72) percent of families, 60 percent of staff, and 35 percent of students/OSY surveyed indicated that school supplies are needed; and 40 percent of families, 38 percent of staff, and 16 percent of students/OSY indicated that clothing is needed. Thirty-eight (38) percent of families surveyed indicated a need for training on how to help their children with homework assignments and a need for educational materials at home to help their child.

Need Statement: The percentage of migratory students receiving needs-based support services to eliminate barriers to school success need to increase, the percentage of staff reporting that they are prepared to support migratory students needs to increase, and the percentage of parents reporting that they have the skills needed to support their child's learning needs to increase.

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
Strategy 4-1: Coordinate/provide high quality PD to Title IC and non-Title IC staff so they can better understand the unique academic and social-emotional needs of eligible migratory children.	**MPO 4A:** By the end of the performance period, 80 percent of Title IC/school system staff surveyed who received Title IC professional development will report that they are better prepared to support migratory students.	What percentage of staff surveyed reported that Title IC PD helped them be better prepared to support eligible migratory students?	What types of PD were provided to staff?
Strategy 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 performance period, 65 percent 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.	What percentage of eligible migratory children and youth received support services?	What types of support services were provided to eligible migratory children and 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.	**MPO 4C.1:** By the end of the performance period, 80 percent of parents of eligible migratory children and youth surveyed who participated in training and/or received resources/information offered by the program will report that they feel better prepared to support their child's education. **MPO 4C.2:** By the end of the performance period, 80 percent of projects responding will rate their implementation of Strategy 4-3 (training/ resources for parents) as "succeeding" or "exceeding" on the Fidelity of Strategy Implementation (FSI).	What percentage of parents surveyed reported that they feel better prepared to support their child's education? What percentage of projects rated their implementation of Strategy 4-3 as "succeeding" or "exceeding" on the FSI?	What types of parent training and/or resources/ information were offered to migratory parents? In what ways did projects implement Strategy 4-3?

Evaluation Plan

Components of the Texas Title IC Statewide Evaluation

The statewide Title IC evaluation measures the effectiveness of the program, examining the fidelity between the implementation of the service delivery strategies as stated in this SDP, and determining migratory student progress toward the Texas Title IC MPOs, state performance targets, and the national Title IC performance measures. Following are the key required data components of the evaluation.

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

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

States are required to evaluate the effectiveness of the program and provide guidance to funded programs on how to conduct local evaluations. OME indicates that evaluations allow the state and its local projects to:

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

To accomplish this end, the evaluation examines both program implementation and program results (or outcomes) as required by OME. In evaluating program implementation, the evaluation will address the following questions.

- ✓ Were curriculum-based reading assessments used to assess eligible migratory students' reading skills?
- ✓ Were curriculum-based mathematics assessments used to assess eligible migratory students' mathematics skills?
- ✓ Which ESCs/projects provided Project SMART during the summer?
- ✓ In which school readiness instructional services did eligible migratory children participate?
- ✓ Which ESCs/projects provided ABB instruction to eligible migratory children?
- ✓ What types of school readiness parent engagement training and resources were offered to migratory parents?
- ✓ In what ways did projects provide high school credit accrual/recovery options and/or advocacy?
- ✓ What types of instructional services were provided to eligible migratory high school students?
- ✓ What types of post-secondary preparation, career exploration, guidance counseling, and/or student retreats were provided to eligible high school students/OSY?
- ✓ What types of guidance and supplemental services were provided to eligible migratory OSY?
- ✓ What types of PD were provided to Title IC and school system staff?
- ✓ What types of support services were provided to eligible migratory children and youth?
- ✓ What types of parent training and/or resources/information were offered to migratory parents?
- ✓ In what ways did projects implement Strategy 4-3 (coordination/provision of training and resources to migratory parents)?

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

As part of the performance results evaluation, progress is measured and reported toward the state performance targets, the national Title IC performance measures, and the Title IC MPOs to evaluate the impact of program services for migratory students. Data are collected and submitted using surveys, student assessment results (local and state), data reported in TX-NGS, and other sources identified in this section. The following evaluation questions are based on outcome data.

- ✓ What percentage of eligible migratory students in grades K-12 who received reading instruction through Title IC funds made at least a five percent gain on curriculum-based reading assessments?
- ✓ What percentage of eligible migratory students in grades K-12 who received mathematics instruction through Title IC funds made at least a five percent gain on curriculum-based mathematics assessments?
- ✓ What percentage of eligible migratory students who participated in Project SMART (PFS and non-PFS) improved their score by five percent on Project SMART assessments?

- ✓ What percentage of eligible migratory children ages 3-5 participated in Title IC- and/or non-Title IC-funded school readiness instructional services?
- ✓ What percentage of eligible migratory children ages 3-5 who participated in ABB improved their scores by five percent on ABB assessments?
- ✓ What percentage of parents surveyed reported that the training and/or resources they received from the program increased their understanding of the importance of school readiness?
- ✓ What percentage of eligible migratory high school students who are not on track to graduate received high school credit accrual/recovery options and/or advocacy?
- ✓ What percentage of eligible migratory high school students received instructional services?
- ✓ What percentage of eligible migratory high school students and OSY received post-secondary preparation, career exploration, guidance counseling, and/or student retreats?
- ✓ What percentage of eligible migratory OSY received appropriate targeted guidance and supplemental services?
- ✓ What percentage of Title IC and school system staff surveyed reported that Title IC PD helped them be better prepared to support migratory students?
- ✓ What percentage of eligible migratory children and youth received support services?
- ✓ What percentage of parents surveyed reported that they feel better prepared to support their child's education?
- ✓ What percentage of projects rated their implementation of Strategy 4-3 (coordination/ provision of training and resources to migratory parents) as "succeeding" or "exceeding" on the FSI?

Evaluation Data Collection Plan

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

Data Element	Who Collects?	How Collected?	When Collected?
State PAC and other parent activities/events provided by TEA	TEA	Program Records	Program year end
Professional development provided by TEA	TEA	Program Records	Program year end
Performance period migratory student counts for each region: number eligible (PFS/non-PFS), number served (PFS/non-PFS)	Title IC staff	TX-NGS	Program year end
Support services provided to migratory students during the performance period and the number of students receiving each (e.g., instructional supplies, transportation, interpreting/translations)	Title IC staff	TX-NGS	Program year end
Instructional services provided to migratory students during the performance period and the number of	Title IC staff	TX-NGS	Program year end

Data Element	Who Collects?	How Collected?	When Collected?
students receiving each (e.g., math instruction, reading instruction, credit accrual)			
Number of eligible migratory students served (by grade level) during the regular school year (not including summer), number of PFS migratory students served (by grade level) during the regular school year (not including summer), and number of PFS migratory students served (by age/grade level) during the summer	Title IC staff	TX-NGS	Program year end
Performance period migratory student demographics and program services as reported in the Consolidated State Performance Report (CSPR)	TEA/TX-NGS	TX-NGS	Program year end
Level of implementation of the strategies	Title IC staff	FSI	Program year end
Number of eligible migratory students who score proficient or above in RLA and math on STAAR assessments	TEA/TX-NGS	TX-NGS	Program year end
Number of eligible migratory high school students who graduate or dropout from high school	TEA/TX-NGS	TX-NGS	Program year end
Number of eligible migratory students who successfully complete Algebra I prior to entering 11th grade	Title IC staff	TX-NGS	Program year end
Number of eligible migratory students in grades 7-11 who are promoted to the next grade level each year	TEA/TX-NGS	TX-NGS	Program year end

RLA and Mathematics MPOs	Who Collects?	How Collected?	When Collected?
MPO 1A) By the end of the performance period, 63 percent of eligible migratory students in grades K-12 who received supplemental reading instruction through Title IC funds will improve their score by five percent on curriculum-based reading assessments, as reported in TX-NGS.	Title IC staff	Pre/post-test reading scores documented in TX-NGS	Program year end
MPO 1B) By the end of the performance period, 64 percent of eligible migratory students in grades K-12 who received supplemental math instruction through Title IC funds will improve their score by five percent on curriculum-based math assessments, as reported in TX-NGS.	Title IC staff	Pre/post-test mathematics scores documented in TX-NGS	Program year end
MPO 1C) By the end of the summer program, 82 percent of eligible migratory students in grades K-8 who participated in Project SMART will improve their score by five percent on Project SMART assessments, as reported in TX-NGS.	Title IC staff	Pre/post-test Project SMART scores documented in TX-NGS	Program year end

School Readiness MPOs	Who Collects?	How Collected?	When Collected?
MPO 2A) By the end of the performance period, 55 percent of eligible migratory 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.	Title IC staff	TX-NGS	Program year end
MPO 2B) By the end of the performance period, 80 percent of eligible migratory children ages 3-5 who participated in ABB will improve their score by five percent on ABB assessments, as reported in TX-NGS.	Title IC staff	Pre/post-test ABB scores documented in TX-NGS	Program year end

School Readiness MPOs	Who Collects?	How Collected?	When Collected?
MPO 2C) By the end of the performance period, 80 percent of parents of eligible migratory children surveyed who received school readiness training and/or resources from the program will report an increased understanding of the importance of school readiness.	Title IC staff	Staff provide QR code/link to survey/paper survey to parents	Year-end or Summer-end

HS Graduation/Services to OSY MPOs	Who Collects?	How Collected?	When Collected?
MPO 3A) By the end of the performance period, 20 percent 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.	Title IC staff	TX-NGS	Ongoing
MPO 3B) By the end of the performance period, 40 percent of eligible migratory high school students will receive supplemental instructional services, as reported in TX-NGS.	Title IC staff	TX-NGS	Ongoing
MPO 3C) By the end of the performance period, 40 percent 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.	Title IC staff	TX-NGS	Ongoing
MPO 3D) By the end of the performance period, 40 percent of eligible migratory OSY will receive appropriate targeted guidance and supplemental services from the program, as reported in TX-NGS.	Title IC staff	TX-NGS	Ongoing

Non-Instructional Support Services MPOs	Who Collects?	How Collected?	When Collected?
MPO 4A) By the end of the performance period, 80 percent of Title IC/school system staff surveyed who received professional development through the program will report that they are better prepared to support eligible migratory students.	Title IC staff	Staff provide QR code/link to survey to staff	Year-end or Summer-end
MPO 4B) By the end of the performance period, 65 percent 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.	Title IC staff	TX-NGS	Ongoing
MPO 4C.1) By the end of the performance period, 80 percent of parents of eligible migratory children and youth surveyed who participated in training and/or received resources/information offered by the program will report that they feel better prepared to support their child's education.	Title IC staff	Staff provide QR code/link to survey/paper survey to parents	Year-end or Summer-end
MPO 4C.2) By the end of the performance period, 80 percent of projects responding will rate their implementation of Strategy 4-3 (training/ resources for parents) as "succeeding" or "exceeding" on the FSI.	Title IC staff	Projects rate the level of implementation of Strategy 4-3 on the FSI	Year-end or Summer-end

Data on migratory students and services will be collected by the program from each of its local projects and regional ESCs. Data sources, as indicated above, include student assessment results (e.g., state RLA and mathematics assessments, local curriculum-based reading and math assessments, Project SMART assessments, ABB assessments) and documentation of services as reported TX-NGS, stakeholder surveys (staff, parents, and students/OSY), and the FSI.

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

Interpreting and Using Evaluation Results

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

- distributing materials to support professional development activities among staff during regional and statewide meetings and training;
- providing opportunities for projects to share ideas and discuss the use of evaluation results for improvement during statewide meetings;
- reviewing program monitoring results and actions for the use of evaluation results for improvement;
- sharing information and providing consultation on increasing the reliability of data collection and reporting, interpreting data, and student progress monitoring for improving instruction;
- coordinating with the external evaluator to review processes, procedures, and supports provided to projects;
- sharing information among projects from state and national reading, math, early childhood, and ID&R meetings and conferences that focus on the use of data for improvement; and
- offering training-of-trainers sessions for coordinators to support their efforts in assisting projects to use evaluation results to make mid-course corrections and improve program, services.

Written Evaluation Report

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

An external evaluation firm (META Associates) has been contracted to help ensure objectivity in evaluating the program, to examine the effectiveness of services, and to make

recommendations to improve the quality of the services provided to migratory students. To evaluate the services, the external evaluators have responsibility for:

- creating evaluation data collection forms and the systems and timelines for submitting evaluation data requirements;
- providing training on evaluation reporting requirements and timelines;
- providing ongoing technical assistance and support on the implementation of the evaluation;
- collecting and analyzing evaluation data; and
- preparing evaluation reports to determine the extent to which progress was made and MPOs were met.

The evaluators will collect and report formative and summative evaluation data to determine the level of implementation of the service delivery strategies contained in the SDP; and determine the extent to which progress was made toward state performance goals, the Texas Title IC MPOs, and the national Title IC performance measures.

Project Plan and Logic Model

Project Plan

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

RLA and Mathematics Project Plan

Strategies	Ways to Implement Strategies	Resources Needed
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). **Strategy 1-2)** Coordinate/provide supplemental math instruction to eligible migratory students in grades K-12 during the performance period (regular school year and summer).	- 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 staff or district of residency to support the identified instructional needs of eligible migratory students (e.g., share CNA and SDP with non-Title IC staff, meet with campus administrators, emails, and phone calls to non-Title IC staff, beginning of year meeting between Title IC staff and special program staff in district, follow up meetings, ongoing communication). - Provide eligible migratory 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

Strategies	Ways to Implement Strategies	Resources Needed
	- 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 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 students 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 students 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 to cover costs (e.g., calculators, graphing paper, technology, AP course, dual credit course).	

School Readiness Project Plan

Strategies	Ideas for Strategy Implementation	Resources Needed
Strategy 2-1) Coordinate/provide needs-based instructional services to eligible migratory children ages 3-5, not in kindergarten. **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.	- Coordinate with other school/ district/ESC programs and service providers to advocate for and address the needs of eligible migratory preschool-age children in terms of school readiness (e.g., Head Start, district Pre-K, Migrant and Seasonal Head Start [MSHS], United Migrant Opportunity Services [UMOS], Special Education departments). - Host a Title IC table at community events, HeadStart/Pre-K registration, school registration - Invite families of eligible migratory children 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, in summer, virtually, face-to-face, at home, and in school-based centers) - Utilize Title IC 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 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). - Coordinate with Head Start/PreK sites to provide in-person and/or virtual tours of the site. - Provide information to eligible migratory parents on the importance of early childhood education and the ABB program (e.g., informational meetings for families, PAC	• ABB curriculum • ABB flyer/brochure, and video on TMEP 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 • ESC and school system early childhood staff • Flyers/brochures with program information provided by the program (Title IC- or non-Title IC-funded) • Invitations • Librarians and library cards • List of community partners/agencies • List of early childhood programs in district • 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 • 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, district Pre-K, MSHS, UMOS, Special Education departments) • Recommended book list and materials for ABB • Research or data to share with parents on effectiveness of ABB

Strategies	Ideas for Strategy Implementation	Resources Needed
	meetings, recruiters providing first contact with parents, district parent liaison, phone calls, Zoom sessions, home visits, work site visits, health fairs) - Collaborate with parents of eligible migratory preschool children to participate in district-sponsored parenting classes targeting school readiness/literacy. - Provide parents of eligible migratory children with resources/activities that are age- and language-appropriate for 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 bring 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 organizations like the National Honor Society to provide childcare during PFE events or parent meetings.	• 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)

HS Graduation/Services to OSY Project Plan

Strategies	Ways to Implement Strategies	Resources Needed
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. **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. - 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 student transcript review between Title IC staff and counselors. - 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 eligible migratory students through individual student meetings with Title IC advisor, school counselor, and college and career counselor. - Provide resources and support to assist eligible migratory 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 migratory students and other transfer students move from a different district. - Conduct a TX-NGS/MSIX course history review. - Collaborate with 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.	• 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) • Motivational speakers • Parent meetings/ awareness on college readiness, college nights, • PASS or other district-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 • Title IC advisors • TMIP • Transcript Review/Credit check form • Tutorials (before, during or after school)

Strategies	Ways to Implement Strategies	Resources Needed
	- Provide online tutorials and resources for eligible migratory 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 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/district/ESC programs and service providers. - Monitor progress on state assessments.	
Strategy 3-3) Coordinate/provide opportunities and access to college and career readiness for eligible migratory high school students and OSY.	- 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 apprenticeships and career readiness programs. - Work closely with districts 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 parents about the SAT/ACT, post-secondary application processes, college entry requirements, and financial aid processes. - Conduct individual student/OSY meetings.	• 211 community resource access • Capacity Building Initiative Resources • Credit recovery resources and programs • Day care information/ resources • HEP/CAMP projects • iSOSY materials • Leadership opportunities (e.g., clubs, leadership academies, student retreats) • List of local service providers • Lists of local adult education and HSED programs • Lists of scholarships • Parent meetings • Title IC contact information • TMIP • Transcript Review/Credit Check Form

Strategies	Ways to Implement Strategies	Resources Needed
	- Provide eligible secondary aged 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 eligible secondary aged 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. - 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.	• TWC (Texas Workforce Commission)
Strategy 3-4) Coordinate/provide opportunities and access to resources and services to meet the unique needs of eligible migratory OSY.	- 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, 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

Non-Instructional Support Services Project Plan

Strategies	Ideas for Strategy Implementation	Resources Needed
Strategy 4-1) Coordinate/provide high quality professional development to Title IC- and non-Title IC staff so they can better understand the unique academic and social-emotional needs of eligible migratory children.	- Provide training to staff who work with eligible migratory students on Title IC programs and resources (e.g., Project SMART, IDRC, TMEP, AIIMS, iSOSY). - Train staff on the utilization of local community agencies and their resources that provide support services (e.g., FindHelp.org). - Coordinate/provide training to school district programs, ESCs, and other service providers on how to address the cultural sensitivity/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
Strategy 4-2) Coordinate/provide non-instructional support services to meet the needs of eligible migratory children and their families.	- 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. - Communicate with migratory families to identify specific needs and provide access to address those needs. - Coordinate/collaborate with 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 local 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	• District events • Books and math game supplies for at home use • Childcare • Community partners (e.g., food banks, clothing closets, health clinics) • Computers, laptops, connectivity • List of regular school year and summer services provided by the district and/or community • List of service providers & community resources • Program flyer/brochure • Reading and math online learning programs and training for parents • Remind App or similar applications • Supplies, materials for meeting • TMEP Portal • TMIP

Strategies	Ideas for Strategy Implementation	Resources Needed
	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 students 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). - Coordinate referrals with mental health awareness programs to secure or provide services (e.g., community mental health service providers, school 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.	• Trainer for parent involvement/empowerment /engagement sessions • Translators for meetings/ translation tools or devices • Transportation • Venue for meetings (face-to-face or virtual)
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.	- Coordinate with other programs to communicate with parents of eligible migratory children and youth to ensure awareness of how and when to participate in their child's education. - Provide self-advocacy training to parents of eligible migratory children and youth 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.	• AMET Conference • Consultant/trainer • Counselors • Experts on SEL/cultural sensitivity • Math/reading specialists/ instructional coaches • Meeting facilities (face-to-face or virtual) • NASDME Conference • Parent Family Engagement Conference/ Statewide Initiative • Printed materials

Strategies	Ideas for Strategy Implementation	Resources Needed
	- Collaborate with other after-school programs to meet the needs of eligible migratory students and their 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 families of eligible migratory children and youth a district 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 and youth about resources/services to address the identified 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).	• Technology • TMIP Workshop • Transportation • Various program staff (e.g., SPED, GT, Title III, Title IA)

Logic Model

The logic model on the following page is a visual representation of the intent of the Texas Title IC Program. The logic model provides the foundation for assessing the effectiveness and progress of the program, ensures a realistic picture of what the program can expect to accomplish, and helps tell the story and show the impact of the program. The evaluation of the Texas Title IC Program has as its foundation, this logic model.

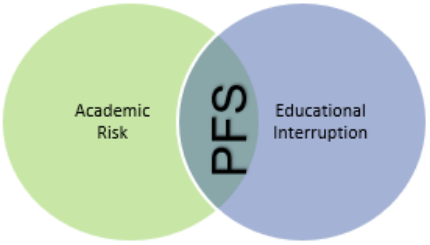
Texas Title I, Part C Logic Model

Inputs	Activities	Outputs	Short-term Outcomes	Mid-term Outcomes	Long-term Outcomes
Systems: -Title I, Part C allocation -Title IC staff (TEA, ESC, local) -State CNA, SDP, Evaluation -Intrastate coordination -Interstate coordination -State Title IC initiatives -Collaborators (e.g., other state/federal programs, community agencies, institutions of higher education [IHEs]) **Information:** -PFS determinations -Student records -Demographic data -Assessment data (state and local) -Graduation rates -TX-NGS data -MSIX data -Needs assessment data -Evaluation data (results and implementation) **Materials:** -Technology -Evidence-based curriculum -College awareness and HSED/GED materials -Family engagement materials -Professional development materials	**Student services:** -Supplemental instructional services (e.g., reading, mathematics, ABB, Project SMART, summer, home- or site-based, virtual/hybrid) -Secondary aged student services (e.g., credit accrual and recovery, leadership activities, college and career readiness activities) -Technology support at home and school -Support services (e.g., dental, medical, mental health, transportation, advocacy) **Family services:** -Family engagement (e.g., family literacy events, evidence-based resources) -Parent education activities -Parent Advisory Group (state and local) **Staff training:** -Title IC staff professional development **Programming** -Continuous Improvement Cycle -SEA monitoring/technical assistance -Identification and recruitment	**Student outputs:** -Participation in Title IC supplemental reading and math instruction -PFS students served -Assessments provided and results recorded -Participation in credit-bearing courses, advising, and college and career readiness activities -Enrollment in pre-K programs and school readiness instruction provided -Health screenings completed -Collaborators provide services to migratory students **Family outputs:** -Participation in family engagement and literacy activities **Staff outputs:** -Participation in staff training -Use of evidence-based curriculum and instructional strategies **Programmatic outputs:** -Migratory children identified and recruited -Continuous Improvement Cycle implemented -Programs monitored and receiving technical assistance and support	**Student outcomes:** -Increased number of students receiving services and/or receiving services from other programs for which they are eligible/ entitled -Increased student reading and math skills -More secondary aged students obtaining high school credits - Students build relationships with Title IC staff -Support services help reduce barriers to student success in school **Family outcomes:** -Families involved in supporting their children's education -Parents understand and access available services -Family emergent needs addressed through advocacy **Staff outcomes:** -Title IC staff trained -Title IC staff have increased knowledge and use of evidence-based strategies to support migratory students **Programmatic outputs:** -Improved ID&R -Evaluation results used to inform programming and services	**Student outcomes:** -Interim performance targets met on STAAR RLA and Math Assessments -Increased percentage of students completing Algebra I by the 11th grade -Increased percentage of students in grades 7-11 that are promoted to the next grade level -Increased percentage of students that are on track to graduate and graduate from high school -Increased academic achievement (reading and math skills, school readiness) -Increased participation in services (school readiness, instructional, support) **Family outcomes:** -Increased parent skills for supporting their children's education **Staff outcomes:** -Increased staff skills for supporting migratory students **Programmatic outcomes:** -Title IC services found effective through the evaluation sustained	**Student outcomes:** -Increased percentage of migratory students scoring proficient or above on STAAR RLA and Math Assessments -Increased number of migratory children entering kindergarten ready for school -Increased high school graduation rates -Decreased number of dropouts -Increased percentage of migratory students that enter and succeed in postsecondary education -Increased percentage of migratory students with the 21st Century skills to be successful in post-secondary education and careers **Family outcomes:** -Advocacy and self-efficiency in the educational environment **Staff outcomes:** -Increased capacity of staff to advocate on behalf of migratory students

Migratory Children Identified to Receive Priority for Services (PFS)

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

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



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

Priority for Service (PFS) Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	Who have made a qualifying move within the previous 1-year period; **AND** Have a received grade level of "approaches or not meet" on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	Who have made a qualifying move within the previous 1-year period; **AND** Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; **OR** For students in grades K-2 or students in grade 3 that have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.

The TX-NGS PFS Report must be used to determine who to serve first and foremost with Title IC funds. Each funded program must develop and maintain a PFS Action Plan to help document efforts that are being conducted on behalf of PFS students. The PFS Action Plan template:

1. includes the required components contained in the ESSA Consolidated Federal Grant Application
2. includes the Program Specific Provisions and Assurances on PFS; and
3. provides funded programs an opportunity to list additional activities for each component.

Each program's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

Identification and Recruitment Plan

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

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

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

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

The Texas ID&R Manual reflects the statutory requirements of ESEA as well as the non-regulatory guidance and the CFR issued by OME. The program works with school systems as well as employers, community agencies, and businesses to conduct ID&R. ID&R roles and responsibilities follow.

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

Regulatory Requirements for ID&R Quality Controls

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

1. training to ensure that recruiters and all other staff involved in determining eligibility and in conducting quality control procedures know the requirements for accurately determining and documenting child eligibility for the program;
2. supervision and annual review and evaluation of the ID&R practices of individual recruiters;
3. a formal process for resolving eligibility questions raised by recruiters and their supervisors and for ensuring that this information is communicated to all LOAs;
4. an examination of each COE by qualified individuals at the SEA or LOA level to verify that the written documentation is sufficient and that, based on the recorded data, the child is eligible for program services;
5. a process for the SEA to validate that eligibility determinations were properly made, including conducting prospective re-interviewing;
6. documentation that supports the SEA's implementation of this quality-control system and a record of actions taken to improve the system where periodic reviews and evaluations indicate a need to do so; and
7. a process for implementing corrective action if the SEA finds COEs that do not sufficiently document a child's eligibility for the program, or in response to internal state audit findings and recommendations or monitoring or audit findings of the Secretary. [34 CFR § 200.89(d)]

The *Texas Manual for the Identification and Recruitment of Migratory Children* provides processes and procedures for each of the required components. Information regarding Texas ID&R can be found on the TMEP Portal.

Parent and Family Engagement Plan

Structures to Support Migratory Parents

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

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

- the Texas Title IC CNA and SDP;
- the programs and services offered to migratory children;
- the statewide Title IC evaluation;
- the quantity and quality of parent engagement; and
- other items which may be appropriate to the role of the State PAC.

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

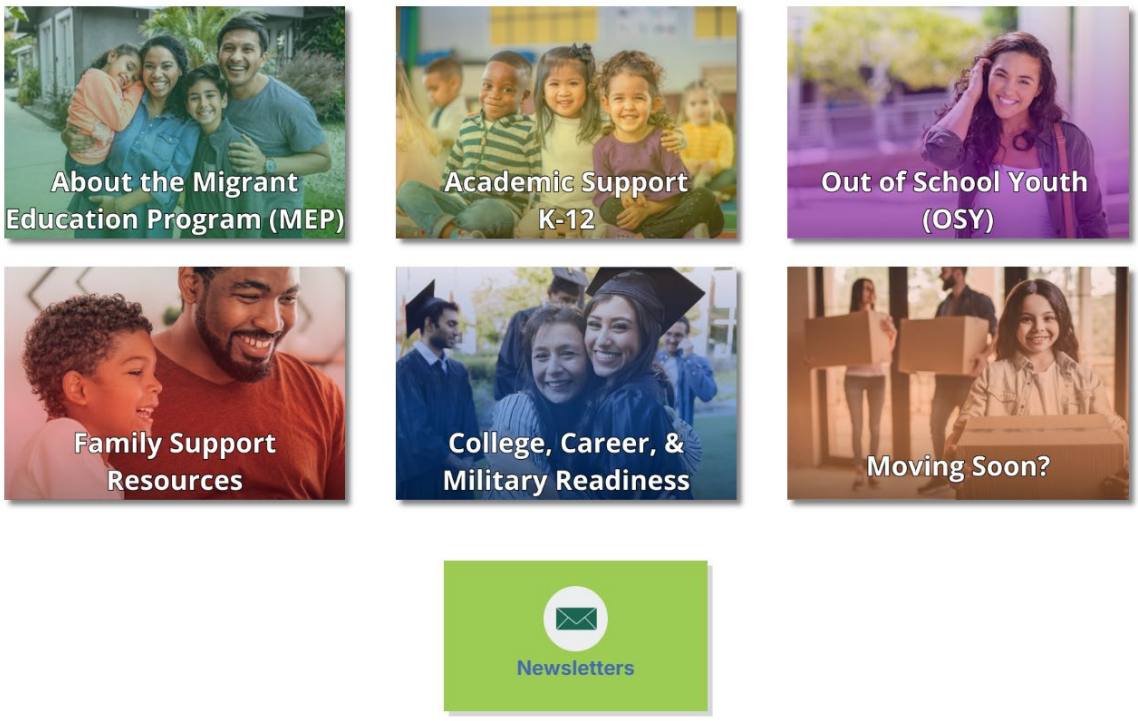
Some opportunities for program planning in which parents are involved occur through involvement in the CNA and SDP process, participating in the annual program evaluation, and participating in local and state PACs. Each local project sponsors parent development, family events for sharing information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

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

also indicated that the role that the State PAC SDP Committee members had in the SDP process should be communicated with program stakeholders across the state.

Parent Resources

The Texas Title IC Program has developed a Parent Portal to meet the unique needs of parents and families of migratory children in grades K-12, to include OSY. The parent portal provides the user with a menu of resources that includes the following.



Exchange of Student Records

Statewide Title IC Data Collection and Reporting System

Each year, thousands of migratory families come to Texas to work in the agricultural industry. Additionally, each year, Texas families who migrate to other states return to their home base after working in fields in the north. In 2022-23, approximately 8,500 migratory students moved into the state. With its migratory students and families migrating to 48 other states, the Texas Title IC Program serves the largest interstate migratory student population in the country.

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

Through TX-NGS, the state, ESCs, and school systems have access to dynamic reports for any year specified by the user, as well as essential data for the CSPR. The database system provides for the storage, retrieval, and reporting of student information, providing continuity in educational and health reporting and record keeping.

Migrant Student Records Exchange (MSIX)

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

MSIX enables states to share educational and health information on migratory children who move across state lines and have student records in multiple state information systems. It integrates with existing migratory student information systems used by states to manage Title IC data, ensuring proper enrollment, placement, and credit accrual for migratory children nationwide.

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

A key feature of MSIX is the Move Notification sent via email to Texas. MSIX move notifications contain the MSIX ID of the child/youth; the state and possibly the school and/or district to which they are going; the name, state, and contact information of the individual sending the alert; and

additional comments, if provided. Immediately upon receipt of a move alert, the recruiter should initiate efforts to locate the family/youth and schedule a time to conduct an eligibility interview. Most of the time, this information is very current and, therefore, can provide timely information about children/youth coming into the recruitment region. If recruiters receive an MSIX Move Notification, they should contact the sender for additional information that would assist them in identifying the family.

Texas Title IC staff send move notifications via MSIX when they become aware of a family moving to another state. Staff are strongly encouraged to provide as much information as possible to aid in locating the family at the next destination and to respond promptly to any requests for additional information made by the “receiving” program. Texas Title IC staff are to reference the TX-NGS/MSIX manual for processes and procedures.

Implementation and Accountability in Local Programs

Communication with Local Projects about the SDP

Full implementation of the SDP will occur during the 2025-26 performance period, following the work that has been done to align Texas Title IC systems (i.e., the ESSA Consolidated Federal Grant Application, sub-allocation process, evaluation systems) to the new SDP. The Texas Title IC Program will provide training to "roll-out" the new SDP to Title IC staff, educators, parents, and the community through a series of trainings and meetings. The new SDP will be communicated by:

- disseminating and discussing the new SDP during program meetings;
- translating key sections of the SDP into Spanish;
- making the SDP report available for download on TMEP; and
- notifying State PAC, school system, and ESC stakeholders of the availability of the SDP Report.

Professional Development and Technical Assistance

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

- A challenge identified by the Committee is the importance and understanding of data entry to capture what is done in the program. Training should be provided to ensure that all users are accurately collecting and reporting data needed for the program evaluation, particularly the MPOs, into TX-NGS. This training could be provided in-person, virtually, or by video recordings.
- The SDP Committee also stressed that PD on the program must be provided to *all* staff that serve migratory children and youth. This PD should be provided throughout the year and should be highly interactive and engaging, whenever possible.

> *We want to convey the journey from heart and passion to action for academic success and achievement of our migratory students.*
> *~SDP Committee Member*

The program intends to build staff capacity to provide services as specified in the SDP by providing ESC-level PD and training-of-trainers and presenting sessions at Texas Title IC meetings and conferences. In order to support or maintain PD for Title IC staff, opportunities for collaboration and networking will be offered during state conferences and regional training.

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

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

Within this framework, the state and funded programs offer and/or participate in professional development activities such as:

- state and regional trainings on ID&R, service provision, and data collection and reporting;
- the Association of Migrant Educators of Texas (AMET) conference;
- TEA-ESC Title IC meetings;
- ID&R meetings for recruiters and project administrators; and
- state and regional PAC meetings.

The Texas Title IC Program ensures that staff and school personnel who work with migratory children have access to local, state, and national professional development resources and opportunities. Following are examples of **national resources** for PD.

- Innovative Services for Out-of-School and Secondary Youth (iSOSY) is a Title IC CIG designed to build capacity in states with the growing secondary aged migratory OSY youth population. Texas is a member state in this CIG.
- The Identification and Recruitment Consortium (IDRC) is a CIG designed to assist states in conducting effective and efficient ID&R. Texas is a member state in this CIG.
- The Migratory Literacy NET is a website of resources for migratory students and parents developed by the Migratory Parent Empowerment Consortium (MPEC) CIG to increase migratory children's literacy skills.
- The Inspire and Innovate: the Migratory Parent Action Coalition (IMPACT) CIG was established to increase parent engagement and empowerment through an expanded understanding of parent involvement and enhanced parent involvement activities.
- NASDME offers its annual National Migratory Education Conference held in the spring.
- High School Equivalency Program (HEP) grants help migratory students aged 16 or above (or who are OSY) obtain a high school diploma or equivalent, gain employment, or enroll in post-secondary institutions or training.
- College Assistance Migrant Program (CAMP) grants assist migratory students or seasonal farmworkers (or children of such workers) enrolled in their first year of undergraduate studies at an IHE. Funding supports completion of the first year of studies.

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

- The TEA Website provides a portal to information with sections for teachers, parents and family, and communities.
- The TMEP Portal has portals for parents and families, Title IC staff, and ESC Title IC staff that contain resources available about various aspects of the program and services to support migratory students and families.

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

Sub-granting Process

Funded programs are accountable for achieving the MPOs and must implement the strategies identified in the SDP. The state sub-grants Title IC funds to the ESCs and school systems. The regional ESCs and school systems administer the program in Texas. ESCs and school systems may participate in the program in one of three categories: (1) SSAs, (2) project, and (3) non-project. The assurances and elements found in the project application are ways to ensure accountability for local implementation of the SDP.

State Monitoring Process and Timelines

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

Opportunities for technical assistance are made available to program staff. Typically, technical assistance provided by TEA occurs in response to a request made by program staff or through state-initiated follow-up as a result of compliance monitoring. Staff often request clarification of program guidelines or requirements (i.e., how to conduct a local needs assessment), ask for assistance to implement a new initiative (i.e., the SDP), or need help with data reporting (i.e., using MSIX or TX-NGS).

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

The SDP Committee identified strategies for discussion and dissemination of the SDP to local sub-grantees. The SDP Committee first discussed that funded programs need to have access to their local MPO data to be able to plan accordingly. The Committee also suggested that programs conduct a thorough and comprehensive assessment to evaluate and/or identify root causes preventing them from meeting their MPOs. Projects should consider new approaches and refining service delivery methods. Program should also have open communication about challenges and be transparent about necessary program adjustments to better address identified needs. The Texas Title IC team and ESCs will assist school system staff by using the Local Needs Assessment (LNA) Action Plan (in the Texas Title IC LNA Toolkit) to provide direction and assistance.

Looking Forward

Texas began the process of a CNA in 2023-24 and used the results of that CNA as the basis for developing this SDP. The systematic service delivery planning process used by the Texas Title IC Program involved representatives of TEA, TX-NGS, the State PAC, ESCs, and statewide initiatives - all staff who have knowledge about migratory students, programs, and services in Texas.

The TEA will prepare for full implementation of the new SDP during the 2025-26 program year by implementing the following activities.

- Revisit all data collection decisions and examine current procedures to determine whether they are in alignment with the evaluation plan described in the SDP.
- Develop new tools that measure progress toward the MPOs, and fidelity of program implementation to the strategies listed in this SDP.
- Conduct a full evaluation of the implementation of the new SDP in 2025-26, with the report to be completed during 2026-27.
- Develop frameworks for professional development and parent engagement to ensure that training includes general and specific information about the new SDP as well as content to carry out the activities of the SDP.
- Review the sub-grantee application and revise it to align with the new MPOs, strategies, and resources.
- Design and deliver an SDP rollout to include technical assistance for designing services to match SDP strategies and implementing the new evaluation reporting requirements.
- Revisit the Texas Title IC monitoring tool to include accountability for progress made toward meeting the MPOs and other aspects of the new SDP.
- Prepare an FSI to align to the new strategies and put in place procedures for funded programs to observe and evaluate the implementation of strategies.
- Revise the SDP on an annual basis based on changing migratory student needs; evaluation results; changes to program activities and/or resources; changes to fiscal resources; or as new statutory requirements, regulations, or non-regulatory guidance become available from OME.

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